

《英语视听说》教学大纲

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一、前言

《大学英语听说》这门课程是法学实验班本科生开设的一门必修课。课程的设置依据了高教部颁发的《大学英语课程教学要求》中提出的培养学生的英语综合能力，特别是听说能力的教学目标，同时，适应了学校的建设成为开放式、国际化、多科性、创新型的世界知名法科强校的办学目标。课程以培养学生听和说的能力为主，并在此基础上提高学生英语综合应用的能力。同时，通过介绍西方文化，扩大学生的知识面，提高学生跨文化交际的能力。课程改进了以教师讲授为主的单一的课堂教学模式，充分利用现代化信息技术，以学生为主体，教师为主导，采用多媒体和课堂相结合的大学英语视听说教学模式，将在充分培养学生的自主学习的能力。为规范课程，特制订本大纲，作为《大学英语听说》课程教学安排、教案编写、教学质量检查的依据。

二、课程教学目的和基本要求

《大学英语听说》课程的教学对象为法学实验班的学生，开设时间为大学本科第三学期。根据《大学英语课程教学要求》，大学英语教学从对能力的要求上分为一般要求、较高要求和更高要求。本课程的教学将遵循这一指导性文件，通过本课程的学习，使基础较好的学生能够达到该大纲的较高要求，一般基础的学生能够达到该大纲的基本要求。

一般要求

听力理解能力：能听懂英语授课，能听懂日常英语谈话、一般性题材讲座和语速为每分钟130—150词的英语国家慢速英语节目，掌握其中心大意，抓住要点和有关细节，领会讲话者的观点和态度。能运用基本的听力技巧帮助理解。

口语表达能力：能在学习过程中较流利地进行英语交流，并就某一主题进行讨论；能就日常话题和来自讲英语国家的人士进行交流；能就所熟悉的话题经准备后作5—10分钟的简短发言，表达思想比较清楚，语言、语调基本正确；能在会话中使用基本的会话策略。

较高要求

听力理解能力：能够基本听懂来自英语国家人士的谈话和讲座；能听懂语速为每分钟150词左右、题材熟悉、句子结构不太复杂、篇幅较长的国内英语广播和电视节目；能基本听懂外国专家用英语讲授的专业课程；掌握其中心大意，抓住要点和有关细节，领会讲话者的观点和态度，并能进行基本分析、推理和判断。

口语表达能力：能够和来自英语国家的人士进行比较流利的会话或就某一主题进行讨论，较好地掌握会话策略；能基本表达个人意见、情感、观点等和基本陈述事实、事件、理由等，表达思想清楚，语音、语调基本正确。

三、课程主要内容及学时分配

本课程使用的教材为《新标准大学英语视听说教程3》，每周2学时，18周课，共计36学时。教学内容为教材上各单元的内容和网络补充材料。具体教学内容及学时分配如下：

时间	教学内容	学时	教学形式
Week 1	Unit1 Discovering yourself	4	课堂讲授，讨论，网络学习
Week 2			
Week 3	Unit 2 Childhood memories	4	课堂讲授，讨论，网络学习
Week 4			
Week 5	Unit 3 Art for art's sake	4	课堂讲授，讨论，网络学习

Week 6			
Week 7	Unit 4 Changing times	2	课堂讲授, 讨论
Week 8	Unit 5 A place in society	4	课堂讲授, 讨论, 网络学习
Week 9			
Week 10	Unit 6 Streets full of heroes	4	课堂讲授, 讨论, 网络学习
Week 11			
Week 12	Unit 7 The secret life of science	2	课堂讲授, 讨论
Week 13	Unit 8 High days and holidays	4	课堂讲授, 讨论, 网络学习
Week 14			
Week 15	Unit 9 What's in a name	4	课堂讲授, 讨论, 网络学习
Week 16			
Week 17	Unit 10 Tales ancient and modern	4	课堂讲授, 讨论, 网络学习
Week 18			

四、教学环节介绍

1, 教学环节简介

本课程使用的教材《新标准大学英语视听说教程 3》每单元围绕同一主题, 包括以下几个部分: Starting point, Inside view, Outside view, Talking point, Listening in, Presentation skills, Pronunciation 和 Unit task。各环节的主要目的如下:

Starting point	以调查问卷、趣味测试、话题讨论等多样的口语练习导入单元主题, 开拓思维, 激发兴趣。
Inside view	从中国学生 Janet 来到 London Time Off 工作为开始, 以伦敦为背景, 展示了英国人日常生活和英国社会的方方面面, 介绍的以英国为主的文化知识。
Talking point	通过各类形式生动的口语活动引导学生进一步探讨单元主题, 同时起到调节课堂气氛的作用。
Outside view	选取真实视频材料, 包括新闻、访谈、专题节目等, 展现校园之外的社会万象, 引导学生从多角度看问题。 总结视频材料中突出的语言特点, 深入分析, 提高学生的听力策略。 引导学生独立思考, 培养创造性思维能力。
Listening in	听力专项训练, 包含两段与主题相关的音频材料。
Presentation skills	口语表达专项训练, 包含不同场合、不同形式的口语表达, 帮助学生掌握常用表达方式, 培养口语策略。
Pronunciation	语音专项训练, 结合中国学生的发音特点提供语音训练, 帮助学生突破发音以及听力中的弱点和难点。
Unit task	要求学生综合运用本单元的语言知识和语言技能, 完成一项实践活动。学生可课下准备, 课上演示。

2, 教学环节具体安排

1) Starting point

This section includes one or more activities to raise the topic in students' minds and develop a focus on the theme of the unit. They may involve a short discussion about a photo, a common experience, some quotations or perhaps a questionnaire.

Students are encouraged to share ideas, interpretations and opinions. Later units encourage students to give reasons for their opinions.

For this section, teachers should make sure students understand what to do and arrange for them to work in pair or groups. As they work, teachers may circulate and listen to check that the student discussion is appropriate and give help with vocabulary and expression, if necessary. Later, teachers may choose a pair to report back or summarize their discussion to the whole class. Teachers can then give a very brief comment for encouragement and feedback, or make a link with the next section.

2) Inside view

This section is based on two video conversations. Each conversation has two or more activities which aim to help students understand the conversation and use the target language within it. Each conversation is viewed twice for a different purpose each time. In a later activity, students also read part of the written version to complete sentences from it. Since the activities are arranged progressively, with re-viewing, students should not worry if they cannot understand everything the first time.

The viewing is preceded by a pre-listening activity, in which students discuss a photo related to the video, or work in pairs to predict aspects of the topic or the uses of likely words and expressions or the sequence of sentences. This task is in itself language practice. Students should know that a prediction task means that it focuses on what the text might be about or asks students to discuss relevant personal experiences as preparation for listening. Clearly a range of answers are possible because students can make different, but valid, predictions. The emphasis is not about being right or wrong but of discussing ideas, and giving reasons for predictions, or working with relevant language.

This section has listening activities in which students respond by checking a list or chart, completing sentences from given choices, making sentences using given words, giving answers to the questions, completing the conversation by filling in blanks etc.

The Everyday English highlights common words, phrases and idioms with an activity for students to deduce their meanings and to check that they understand them.

This section also has a guided functional dialogue ("act out the conversation"): Students are given functional instructions about what to say but they need to supply the actual words themselves, which means there is an element of creativity here with the content and a variety of different expressions in slightly different dialogues is possible.

3) Talking point

The aim of this section is for students to discuss their own thoughts, ideas, opinions and experiences, i.e. to use their English in a more personalized way. Some talking point activities use pages at the back of the textbook arranged in a communicative format, and others ask students to discuss and formulate advice or talk about ideas, actions and experiences, or to complete a questionnaire. The talking point activities are designed to be more open-ended activities than the ones in later Develop critical thinking.

4) Outside view

This section has activities following the viewing of an authentic video clip which explores the topic from a different angle.

Before viewing the clip, there is a pre-listening activity in which students discuss photos from the video or questions related to the topic. The Watching and understanding section has three or four activities, arranged so that students actually view the clip two or three times. Students should not worry if they do not understand everything after the first or second viewing. The activities include checking a chart related to the content, identifying true statements, numbering sentences in the order in which they appear, finding out specific information, completing a factfile etc.

Developing critical thinking asks students in pairs to discuss questions related to their own opinions, ideas, views, and experiences with the aim to help them develop independent thinking. These are open-ended discussions and the Teacher's Book provides examples of possible answers, together with guidance on helping students extend their answers. Sometimes it will be better for students in their pairs to discuss one or two questions in more detail - with examples, reasons, evidence or alternative ideas - rather than to answer all questions with only brief or superficial answers.

5) Listening in

This section has two audio recordings of monologues or dialogues for students to listen to. Each passage has a pre-listening activity and several other activities after listening. Generally the activities follow more than one playing of the passage, which again means that students need not worry if they do not understand everything the first time, though they will be listening for the second time with a different focus.

The pre-listening activity asks students to discuss photos or illustrations, or questions and this can generally be done quite rapidly as a prediction activity. Then there are sets of Listening and understanding activities to be completed after listening. These include completing charts, tables or forms to identify information, correcting sentences, completing sentences, or matching items together etc. Since responses are generally brief these activities can usually be completed quite quickly. The answers are given in the Teacher's Book.

A **Developing critical thinking** section follows each listening passage. As before, these require personal responses from students in pair discussion. Example responses are given in the Teacher's Book.

6) Presentation skills

This section helps students to discuss, plan, practise and give presentations. A box in the Student's Book gives advice and guidance about the particular presentation, so that progressively students practise various presentation skills. Each time, there are several steps for pairs or groups of students and these lead up to an actual presentation. These steps are designed to help students think of ideas and relevant language and to structure their presentations. Some of this preparation might be done out of class and where presentations require factual information, students should be encouraged to use the Internet or other resources to get the information in advance.

Presentations need not be long: perhaps less than a minute and probably not more than two minutes. Even so, for reasons of time, it is unlikely that more than two or three students could give their presentations to the whole class for any particular unit. However, presentations can often be given in groups working simultaneously while teachers circulate to listen and give assistance-- later teachers can

choose one or two students to give their presentation to the whole class. Teachers can keep a record of those who have given presentations to ensure that all students have the chance to give a whole class presentation at some time.

7) Pronunciation

Each pronunciation activity focuses on a specific point, which is generally explained in a box in the Student's Book. Students should be assured that this regular practice with a specific focus is a sound approach to developing good pronunciation over time: The first important step is for them to become aware of key features through listening and, often, underlining. Students then read a dialogue or a passage which has examples of the target feature, either before or after listening to the recording. This reading can be done in pairs for both dialogues and passages - the latter can easily be divided into sections for pairs to practise. The Teacher's Book has answers to the underlining activities and sometimes an additional activity.

8) Unit task

This is a culminating oral activity in the form of a pair or group task which allows students to make productive use of the language skills in the unit. The task has several steps which lead to a prepared pair or group presentation or a role-play of a meeting, an interview, a radio program etc. Students can be reminded that the process of preparing the task is itself language practice. This section may be started during class so that there is a benefit of sharing the stimulation and ideas in a group, but it can probably be developed out of class (especially if students need to locate factual information) and presented in a later class.

3, 网络自主学习

网络自主学习是视听说课程不可或缺的一部分，不仅可以补充课堂听力时间不足的问题，还可以培训学生自主学习的能力。《大学英语视听说》课程提供了课堂教学与网络自主学习所需的立体化资源。学生可以在教师的指导下，设定自己的学习目标与进程，选择相应练习，加强语言训练，也可以在线完成作业、参加测试、查阅练习记录、与教师或同学交流。这些丰富的教学资源与个性化、自主式的学习环境有助于学生进一步提高语言能力与学习能力。同时网络平台的记录、测试与评估功能还可以协助教师进行形成性评价与终结性评价，加强对学生在学习过程中语言应用能力发展的检测。

五、教学具体安排

Unit 1

I. 教学内容

Unit 1 Discovering yourself

II. 教学目标

After learning the unit, the students will know:

- some tourist attractions in London;
- the political system of Great Britain.

The students will be able to

- talk about their future plan, their own life-changing events and personalities;
- give a formal presentation;
- learn how to pronounce plosion, linking sounds, unstressed words, and consonant plus you/your.

They will learn to understand through listening

- topics related to the above topics.

And they will also learn

- some everyday English expressions and new words.

III. 教学方法:

Under the guidance of student-centered principle, apply communicative and heuristic teaching methods, stimulate students' interest in learning English and get students involved in class participation. Task based instruction will also be used, which will allow students to finish tasks and solve problems through English.

IV. 时间分配

Periods 1-2 (Week 1):

Starting point

Inside view

Outside view

Talking point

Periods 3-4 (Week 2):

Unit task

Listening in (passage one, passage two)

Presentation skills

Pronunciation

V. 教学步骤

Periods 1-2 (Week 1)

1. Starting point

1) Work in pairs and read the different viewpoints. Which ones of the following viewpoints do you agree with? Why?

The golden rule is to treat others as you would like them to treat you.

You cannot grow as a person if you don't have any bad experiences.

The world is full of unrealized potential.

Change only comes from within.

Nurture not nature makes you what you are.

2. Inside view

1) Culture learning

A. British Parliament:

The name Parliament comes from old French “parlement” which means speaking. The Houses of Parliament in London is divided into the House of Commons, in which all members are elected, and the House of Lords, whose members were traditionally hereditary members of the aristocracy plus bishops of the Church of England but most of whom are now appointed.

B. Tower Bridge is a modern drawbridge – the two parts of the bridge can be raised to allow ships to pass under the bridge.

C. The long vacation is the summer holiday in July and August when most university classes are closed. In Britain, some students use this opportunity for travel but most get vacation jobs to help pay their university fees and living costs while they are studying.

D. The National Theatre is the Royal National Theatre, located next to the River Thames on the South Bank, which has three separate auditoria, and is part of a cultural centre which includes the National Film Theatre, the Museum of the Moving Image, the Queen Elizabeth Hall and the Royal Festival Hall.

E. The rat race refers to the way of life in a large city where people compete in an aggressive way with each other in order to be more successful, earn more money or develop their career. The expression is generally used as a negative description for an over-competitive working environment.

F. The tube is the London Underground, the system of underground trains, known as the tube since the late 19th century. People go to a tube station to travel by tube.

2) Listening tasks

A. Watch Conversation 1 and correct the sentences according to the conversation. (Students' book P2 Ex.2)

B. Watch Conversation 1 again and check (✓) the answers in the table.

(Students' book P3 Ex.3)

C. Now watch Conversation 2 and check your answers.

(Students' book P3 Ex.5)

D. Watch Conversation 2 again and complete the sentences.

(Students' book P4 Ex.6)

3) Language enhancement

A. Everyday English

- I'm meant to be shadowing Andy.
- What I mean is, I'm going to be helping Andy.
- Don't make me laugh!
- Dream on!
- Fire away.

e.g. 'Do you mind if I ask you something, Woody?' 'Fire away.'

(used to tell someone that you are ready to answer questions)

- day in and day out

e.g. I have to do the same boring jobs day in and day out.

B. Functional expressions

- Clarifying and asking for clarification

What I mean is...

And your point is...?

Are you serious?

What do you mean by...?

- Asking and responding to sensitive questions.

Excuse me, I prefer to deal with this myself.

I hope you don't mind my asking, but...

Do you mind telling me...?

Can I ask you something else?

- Expressing annoyance

He drives me crazy.

It's the last thing I want to do.

4) Oral practice: functional dialogue

Students are given functional instructions about what to say but they need to supply the actual words themselves

Work in pairs and act out the conversation.

Student A Tell Student B about a personal matter such as a friendship or part-time job.

Student B Ask Student A if they mind you asking something about it.

Student A Answer Student B's question.

Student B Ask if you can ask something else.

Student A Answer the question and express annoyance about something.

Student B Ask for clarification.

Student A Clarify what you mean.

3. Outside view

1) Pre-listening activities

A. Learn new words

morale, mission, boost, self-esteem, ideally, self-consciousness, define, indication, hint, fulfill one's potential

B. Warm-up questions

Q1 Are schools happy places?

Q2 Can school students be taught happiness in a class?

Q3 Do happy students learn better than unhappy ones?

Q4 What do you think happiness classes could achieve?

2) Watching and understanding

A. Watch Part 1 of the video clip and choose the best way to complete the sentences (Students' book P6 Ex.3)

B. Watch Part 2 of the video clip and match the speakers with the statements. (Students' book P7 Ex.5)

C. Watch Part 2 again and answer the questions.

(Students' book P7 Ex.6)

3) Oral practice: Discussion to develop students' critical thinking

Work in pairs and discuss the questions.

Q1 How would you define happiness?

Q2 Do you think most Chinese students associate school with happiness?

Q3 How do you think Chinese teachers and students would react to happiness classes being introduced in schools?

Q4 At what age do you think happiness classes would be most beneficial for students? Why?

4. Talking points

Work in pairs and discuss the questions.

Q1 Have you ever dreamed about any of these things?

Q2 How often do you remember your dreams?

Q3 Do you think dreams mean anything at all?

Q4 Have you discovered anything about yourself from your dreams?

5. 作业与拓展学习

1) Preparing a personality quiz

A. The whole class will be divided into 8 groups. Each group work on a different topic, i.e. different question listed below. Each group has to make at least five questions for each topic.

B. Write some questions for a quiz, and decide on scores.

C. Talk to three different people and ask them the questions in your quiz.

D. Write a description which tells people about their personality.

2) 学习网络系统中第一单元 Inside view 和 Outside view 补充材料；利用网络课件预习单元其余部分内容。

Periods 3-4 (Week 2)

1. Homework checking

Ask one or two groups to report what they did for the “personality quiz” to the class.

2. Listening in — Passage one

1) Pre-listening activities

A. Language and culture

a) A **more rounded person** is a person who combines different aspects of character to produce a well-developed person.

b) **Cambodia** is a kingdom in Southeast Asia with a significant cultural history as the centre of the Khmer Empire in the 9th–15th century.

c) A **reality TV show** is a TV program that does not use professional actors but shows real events and situations involving ordinary people, or sometimes celebrities. To involve the audience there is sometimes a competitive element in which the participants are progressively **voted off** (audience votes are counted to choose who leaves the show) until one remains as a winner.

B. Words learning

2) Listening tasks

A. Listen to Passage 1 and choose the best answer to the questions.

(Students’ book P8 Ex.2)

B. 3 Listen to Passage 1 again and complete the sentences.

(Students’ book P8 Ex.3)

3) Oral practice: Discussion to develop students’ critical thinking

Work in pairs and discuss the questions:

What types of events have a major impact on people’s lives?

Do you think human beings are basically good or bad?

How does going to university change people?

What type of experiences do you think people learn most from?

3. Listening in — Passage two

1) Pre-listening activities

A. Warm-up questions:

a) What was your favorite subject at high school?

b) How did you decide what subject to major in at university

c) Do you think the subject you chose suits your personality?

B. Words learning

2) Listening tasks

A. Listen to Passage 2 and answer the questions.

(Students’ book P9 Ex.6)

B. Listen to Passage 2 again and complete the notes.

(Students' book P9 Ex.7)

3) Oral practice: Describing Personalities

Use the words below to describe your own personalities to your partner.

ambitious	unmotivated
generous	stingy
hardworking	lazy
honest	dishonest
humble	bigheaded
independent	dependent
kind	inconsiderate
nervous	calm
open-minded	close-minded
optimistic	pessimistic
outgoing	shy
punctual	late
reliable	unreliable
talkative	quiet
unselfish	self-centered

4. Presentation skills: Giving a formal presentation

When we give a formal presentation, it is important to spend enough time planning the talk so that we can:

- 1) cover all the main points clearly
- 2) support the main point with examples or evidence
- 3) structure the talk in a coherent way
- 4) brainstorm choose the main ideas
- 5) group ideas together
- 6) Support the main idea
- 7) Structure the presentation so that it flows well

5. Pronunciation

- 1) Listen and notice the /t/, /d/ and /k/ sounds.
- 2) Listen and notice how the speaker links the words.

6. 作业与拓展学习

- 1) 学习网络系统中第一单元 Listening in 补充材料;
- 2) 利用网络课件预习第二单元 Inside view 和 Outside view 部分内容;
- 3) 在学习系统上作网络测试。

Unit 2

I. 教学内容

Unit 2 Childhood memories

II. 教学目标

After learning the unit, the students will know:

- some tourist attractions in London;
- something about the educational system in England;
- some international organizations.

The students will be able to

- talk about their childhood, and compare their own life with others.
- how an informal discussion;
- learn how to read abbreviations and acronyms correctly and how to pronounce stressed

and unstressed words in a flow of language

They will learn to understand through listening

- topics related to the above topics.

And they will also learn

- some everyday English expressions and new words.

III. 教学方法:

Under the guidance of student-centered principle, apply communicative and heuristic teaching methods, stimulate students' interest in learning English and get students involved in class participation. Task based instruction will also be used, which will allow students to finish tasks and solve problems through English.

IV. 时间分配

Periods 1-2 (Week 3):

Inside view

Outside view

Talking point

Pronunciation

Periods 3-4 (Week 4):

Unit task

Starting point

Listening in (passage one, passage two)

Presentation skills

V. 教学步骤

Periods 1-2 (Week 3)

1. Inside view

1) Culture learning

A. UK A-Levels

If you want to study at UK's top universities, such as Oxford or Cambridge, the best way to succeed is to attend A-Levels (Advanced Levels) courses.

A-Levels are two year courses taken just before the university, right after completion of the secondary school, i.e. after a General Certificate of Secondary Education (GCSE) is obtained. Usually, students that attend A-Levels are 15 - 16 years old.

B. London Bridge is one of the bridges that link the City of London and Southwark over the River Thames.

C. The Tower of London is a famous landmark on the River Thames. First built in the 11th century, it used to be a fortress prison and place of execution but now it is a museum and where the crown jewels are kept.

D. The London Docks were part of Britain's busiest port in the 19th century. The Docks were used to import goods such as spices, coffee, cocoa, wine and wool, but because of the increasing sizes of ships and the decline of local industries and manufacturers, the Docks were closed in 1969. In the 1980s and 1990s the whole area was "regenerated": Many new homes were built and new businesses were started. The Docklands area is also close to the site for the 2012 London Olympic Games.

E. The Blitz, the name of this Second World War bombing of London and other British cities, comes from the German *Blitzkrieg* which means lightning war in German.

2) Listening tasks

A. Watch Conversation 1 and correct check (✓) the true statements according to the conversation. (Students' book P14 Ex.2)

B. Watch Conversation 1 again and fill in the blanks (Students' book P14 Ex.3)

C. Watch Conversation 2 and choose the best way to complete the sentences.

(Students' book P15 Ex.6)

D. Watch Conversation 2 again and complete the sentences.

(Students' book P16 Ex.7)

3) Language enhancement

A. Everyday English

- You can see for yourself
- It's a trendy place to live
- That sounds revolting!
- Nothing much to tell.
- Hang on!

B. Functional expressions

- Emphasizing

- Expressing surprise.
- Resuming a story

4) Oral practice: functional dialogue

Students are given functional instructions about what to say but they need to supply the actual words themselves

Work in pairs and act out the conversation according to the instructions of Ex. 9 on Student's book P17.

2. Outside view

1) Pre-listening activities

A. Learn cultural backgrounds: Look at the photos and read the "Language and culture box" and use your own experiences to say something about the following terms:

- a) UNICEF
- b) Afghanistan
- c) Taliban

B. Learn new words: poverty, malnutrition, malnourished, accommodate, supervise, rebuild, enroll

2) Watching and understanding

A. Watch Part 1 of the video clip and complete the sentences.

(Students' book P18 Ex.3)

B. Watch Part 2 of the video clip and match the speakers with the statements. (Students' book P19 Ex.4)

C. Watch Part 2 again and choose the best answer to the questions.

(Students' book P19 Ex.5)

3) Oral practice: Discussion to develop students' critical thinking

Hold a class discussion on the following questions.

Q1: Why did UNICEF make this video?

Q2. What is your reaction to the video clip?

Q3. What do you think of your childhood in comparison to the

3. Talking points

1) Work in pairs. Look at these common sayings by parents to their children. Which are the most annoying? (refer to the student's book for the sayings)

2) Work in pairs and discuss the questions.

Q1 Why do parents say these things?

Q2 Did your parents say these things to you when you were growing up?

Q3 Would you say them to your children?

Q4 How can you give positive criticism to children instead of these sayings?

4. Pronunciation

1) Learn to read how to abbreviations and acronyms.

A. abbreviations: US, UK, EU, PRC, PhD, CCTV, CNN, FBI, CIA, NBA, ATM

B. acronyms: UNICEF, NASA, NATO, SARS, CD-ROM, JPEG, PIN.

2) Learn how to pronounce stressed and unstressed words in a flow of language.

5. 作业与拓展学习

1) Work in groups of four and prepare a short radio discussion programme on the topic: Where children happier 40 years ago?

You need to decide

--who will play the presenter

--what roles the rest of the group will play, eg a psychologist, an older person, a parent

--what the view of each speaker will be and whether they will agree or disagree with each other

--what each speaker says to support their opinion/ the role of the presenter and how they will begin / end the programme

2) 利用网络课件预习单元其余部分内容。

3) 阅读并练习 Pronunciation 部分内容。

Periods 3-4 (Week 4)

1. Homework checking

Ask one of two groups to show their radio discussion programme to the class and vote to see who is the best presenter.

2. Starting point

Work in groups of four and compare your favourite things from childhood. Are they still the same now or have they changed?

3. Listening in — Passage one

1) Pre-listening activities

A. Words learning: cowshed, muddy, smelly, paradise, home-made, lane, barn.

2) Listening tasks

A. Listen to Passage 1 and make notes about:

(Student's book P19 Ex.2)

B. Listen to Passage 1 again and choose the best answer to the questions.

(Student's book P19 Ex.3).

3) Oral practice: Discussion to develop students' critical thinking

Work in pairs and discuss the questions:

Q1. What types of events have a major impact on people's lives?

- Q2. Do you think human beings are basically good or bad?
- Q3. How does going to university change people?
- Q4. What type of experiences do you think people learn most from?

3. Listening in — Passage two

1) Pre-listening activities

A. Warm-up questions:

- a) What was your favorite subject at high school?
- b) How did you decide what subject to major in at university?
- c) Do you think the subject you chose suits your personality?

B. Words learning: blazer, blond, fairy, bossy, supportive.

2) Listening tasks

A. Listen to Passage 2 and check the answers in the table.

(Students' book P21 Ex.7)

B. Listen to Passage 2 again and answer the questions.

(Students' book P21 Ex.8)

3) Language focus: coat rack, to get cross with someone.

4. Presentation skills: Holding an informal discussion

In a formal discussion we tend to be impersonal and try not to show our feeling or thought processes. Informal discussion, on the other hand, are usually casual and relaxed, and consequently we're able to be more open about our thought processes. Besides, we can use our personal anecdotes. In this section, students will learn how to do it in an informal discussion.

5. 作业与拓展学习

- 1) 学习网络系统中第二单元 Listening in 补充材料;
- 2) 利用网络课件预习第三单元 Inside view 和 Outside view 部分内容;
- 3) 在学习系统上作网络测试。

Unit3

I. 教学内容

Unit 3 Art for art's sake

II. 教学目标:

After learning the unit, the students will know:

- some tourist attractions in London;
- something about George Bernard Shaw and his works

The students will be able to

- talk about their arts and hold discussion on related topics;
- how to hold a debate;
- learn how to how to pronounce ch and gh., and how to change stressed syllables.

They will learn to understand through listening

- topics related to the above topics.

And they will also learn

- some everyday English expressions and new words.

III. 教学方法:

Under the guidance of student-centered principle, apply communicative and heuristic teaching methods, stimulate students' interest in learning English and get students involved in class participation. Task based instruction will also be used, which will allow students to finish tasks and solve problems through English.

IV. 时间分配

Periods 1-2 (Week 5):

Inside view

Outside view

Talking point

Periods 3-4 (Week 6):

Unit task

Starting point

Listening in (passage one, passage two)

Pronunciation

Presentation skills

V. 教学步骤

Periods 1-2 (Week 5)

1. Inside view

1) Culture learning

A. The West End

The West End is the area of central London.

For entertainment there are many theatres, musical shows, cinemas and clubs around Leicester Square and Covent Garden.

For shopping there are many large stores and fashionable shops in Oxford Street, Regent Street and Bond Street.

B. *Pygmalion*

C. George Bernard Shaw (1856–1950), an Irish playwright who moved to London, was a witty, and prolific writer. He was awarded the Nobel Prize for Literature in 1925.

2) Listening tasks

A. Watch Conversation 1 again and match the speakers with the statements. (Students' book P25 Ex.3)

B. Watch Conversation 1 and correct check (✓) the true statements according to the conversation. (Students' book P27 Ex.4)

C. Watch Conversation 2 and choose the best way to complete the sentences.

(Students' book P27 Ex.6)

D. Watch Conversation 2 again and complete the sentences.

(Students' book P28 Ex.7)

3) Language enhancement

A. Everyday English

- Chill out.
- We'd better get a move on.
- It's five minutes' walk.
- Joe gets cross. (with sb.)
- I'm bang on time.
- Let's get on with it.
- Hang on a minute!
- It's very contemporary.
- So it's family entertainment.
- No. I'm afraid it's pretty adult.
- Let me have a listen. (We'll just do another take.)
- I clean forgot.
- It slipped my mind.
- Let's do another take.
- You'll forget our own head one day.
- ...from the top...

B. Functional expressions

- Prompting for more information
- Remembering
- Talking about time.

4) Oral practice: functional dialogue

Students are given functional instructions about what to say but they need to supply the actual words themselves

Work in pairs and act out the conversation according to the instructions of Ex. 9 on Student's book P28.

2. Outside view

1) Pre-listening activities

A. Warm-up questions:

Q1: How do you understand Oscar Wilde's remark "All art is useless"?

Q2: Do you agree? Why or why not?

B. Learn cultural backgrounds: a) UNICEF

a) The Mona Lisa is kept in The Louvre Museum in Paris. Leonardo painted the portrait in 1503. It is generally accepted as the 24-year-old Lisa Gherardini, whose husband's name was Giocondo (so the painting is sometimes known as La Gioconda, with the female ending *-a*).

b) Leonardo da Vinci (1452–1519) is best known as a painter from Vinci, near Florence in Italy, but was also a sculptor, architect, engineer, inventor and scientist. Relatively few of his paintings and drawings survive.

2) Watching and understanding

A. Watch Part 1 of the video clip and complete the sentences.

(Students' book P30 Ex.3)

B. Watch Part 2 of the video clip and match the speakers with the statements. (Students' book P31 Ex.4)

C. Watch Part 2 again and answer the questions.

(Students' book P31 Ex.5)

3) Oral practice:

Hold a class discussion on the following questions.

Q1: How much do you like the painting?

Q2. How are paintings different from photographs?

Q3. What makes an artist's work special in your opinion?

3. Talking points

Work in pairs and compare popular cultural activities in America and China.

Add activities Chinese do but not included in the table (on student's book P 29) and imagine comparable Chinese data.

5. 作业与拓展学习

1) Organizing a cultural event.

- A. Work in groups of three or four. Plan an arts event for your local community. You need to decide
- B. Write a script for a short radio commercial to promote your event
- C. Practise acting out the commercial in groups

2) 利用网络课件学习 inside view 和 outside view 部分补充材料内容。

3) 预习 Listening-in 部分。

Periods 3-4 (Week 6)

1. Homework checking

Ask one of two groups to show their cultural event to the class and vote to see decide weather the cultural event is worth a visit.

2. Starting point

Walk around the classroom individually and find out in 3 minutes who is the most artistic among your classmates by asking them the questions on page 26. Make notes if needed.

3. Listening in — Passage one

1) Pre-listening activities

A. Cultural learning:

- a) Broadway
- b) The Edinburgh Festival

1) Listening tasks (This part might be omitted if the students have already finished the exercises before the class.)

A. Listen to Passage 1 and answer the questions.

(Student's book P32 Ex.2)

B. Listen to Passage 1 again and choose the best answer to the questions.

(Student's book P32 Ex.3).

3) Oral practice:

A. Watch a video about the live show "Nanta"

B. Work in pairs and discuss the questions:

Q1.How do you like "Nanta"?

Q2. How is it different or special in comparison with other shows?

C. Hold a class discussion on the topic: Do you think that traditional Chinese art should change to survive in the modern society?

4. Listening in — Passage two

1) Pre-listening activities

A. Warm-up questions:

Look at the three photos on P33 and say which building you like to visit, and why.

B. Words learning: publicity, renovate, impressive, euro, priceless, revitalize, futuristic, curvy, metallic.

2) Listening tasks

A. Listen to Passage 2 and make notes in the table.

(Student's book P33 Ex.6)

B. Listen to Passage 2 again and choose the best way to complete the sentences.

(Student's book P33 Ex.7)

3) Culture learning: Tell the students more about Tate Modrn. MoMA and Guggenheim.

5. Presentation skills: Holding a debate (to be continued in Unit 4)

When taking part in a formal debate it is important for us to follow debating rules. And it will help if you learn some debating techniques:

- Refer to facts accurately during the debate.
- Make your points in the debate clearly.

Don't use terms that are ambiguous, open to interpretation or that require specialized knowledge to understand.

- Set aside your emotion during the debate.
- Do your homework before the debate. Before entering into any debate there are two things you should understand: your position and that of your opponent.

6. Pronunciation

1) Learn to read how to *ch* and *gh* are pronounced.

2) Learn how to stressed syllable changed.

7. 作业与拓展学习

- 1) 学习网络系统中第三单元 Listening in 补充材料;
- 2) 利用网络课件预习第四单元。
- 3) 在学习系统上作网络测试。

Unit 4

I. 教学内容

Unit 4 Changing times

II. 教学目标:

After learning the unit, the students will know:

- English terms related to modern technology.

The students will be able to

- talk about modern technology, such as genetically modified food, modern buildings;
- more techniques for holding a debate.

They will learn to understand through listening

- topics related to the above topics.

And they will also learn

- some everyday English expressions and new words.

III. 教学方法:

Under the guidance of student-centered principle, apply communicative and heuristic teaching methods, stimulate students' interest in learning English and get students involved in class participation. Task based instruction will also be used, which will allow students to finish tasks and solve problems through English.

IV. 时间分配

Periods 1-2 (Week 7):

Starting point

Inside view

Listening in

Talking point

V. 教学步骤

1. Starting point

Work in pairs and discuss the questions. (refer to student's book P38)

2. Inside view

1) Culture learning

A. Trafalgar square

B. E-book

An e-book (short for electronic book or EBook), is "an electronic version of a printed book which can be read on a personal computer or hand-held device designed specifically for this purpose". E-books are usually read on dedicated hardware devices known as *e-Readers* or *e-book devices*. Personal computers and some cell phones can also be used to read e-books.

2) Listening tasks

A. Watch Conversation 1 and choose the best way to complete the sentences.. (Student's book P38 Ex.2)

C. Watch Conversation 2 and answer the questions.

(Student's book P40 Ex.6)

D. Watch Conversation 2 again and complete the sentences.

(Student's book P40 Ex.7)

3) Language enhancement

A. Everyday English

There's no such thing as a free lunch!

along the lines of

That all sounds very promising.

That serves you right!

It's no big deal.

Don't beat yourself up about it.

B. Functional expressions

- Making plans
- Asking for and confirming further information

4) Oral practice: functional dialogue

A. Work in pairs. Look through the cues and functional expressions in the box on Page 41.

B. Plan your events. (try to be imaginative while making up the new story)

C. One volunteer pairs will perform the example conversation to the class. Pay attention to the pronunciation and intonation..

2. Listening in – Passage one and two

1) Pre-listening activities

Learn new words on page 44.

2) Watching and understanding

A. Listen to passage 1 and make notes about the following questions.

(Student's book P44 Ex.3)

B. Listen to passage 2 and check the true statements according to the passage.

(Student's book P45 Ex.6)

C. Listen to passage 2 again and note down the numbers.

(Student's book P45 Ex.7)

3) Oral practice: Work in pairs and discuss the questions

Q1. Would you like to work in a modern office? Why or why not?

Q2. Do you think that the advantages of modern farming outweigh the disadvantages?

3. Presentation skills: Holding a debate.

1) Tips: debate procedure:

Step1. Presenting and questioning

Step2. Free debating

Step3. Concluding

2) Practice: Work in 6 or 8 person groups and choose one motion for debate:

Motion one

Pros: *Modern farming methods should be used.*

Cons: *Modern farming methods should not be used.*

Motion two

Pros: *Modern technology makes our lives easier.*

Cons: *Modern technology does not make our lives easier.*

4. 作业与拓展学习

1) 利用网络资源自学 Outside view 和 Pronunciation 部分内容;

2) 学习网络补充资源内容。

Unit 5

I. 教学内容

Unit 5 A place in society

II. 教学目标:

After learning the unit, the students will know:

- something about China town abroad.

The students will be able to

- talk about the relationship between individuals and the society;
- how to give a talk;
- learn how to 1) pronounce /t/, /d/ and /p/ sounds, and 2) pause at the end of each sense group.

They will learn to understand through listening

- topics related to the above topics;
- learn how to take notes.

And they will also learn

- some everyday English expressions and new words.

III. 教学方法:

Under the guidance of student-centered principle, apply communicative and heuristic teaching methods, stimulate students' interest in learning English and get students involved in class participation. Task based instruction will also be used, which will allow students to finish tasks and solve problems through English.

IV. 时间分配

Periods 1-2 (Week 8):

Inside view

Outside view

Presentation skills

Periods 3-4 (Week 9):

Unit task

Talking point

Listening in

Pronunciation

V. 教学步骤

Periods 1-2 (Week 8)

1. Inside view

1) Culture learning

A. **Chinatown** refers to an area in a city in many different countries where there is a large number of Chinese residents and a centre of many Chinese restaurants, shops, businesses and cultural activities.

B. *Cantonese food* is more familiar to many Westerners than other kinds of Chinese food because many people from Hong Kong and Guangdong came to Britain, for example, and set up restaurants and take-aways.

C. *The East End* is east of the medieval city of London and north of the River Thames. Historically it was a poorer part of London but since the 1980s much of the area has been regenerated.

2) Listening tasks

A. Watch Conversation 1 and answer the questions according to the conversation. (Students' book P50 Ex.2)

B. Watch Conversation 1 again and match the questions with the reporters (Students' book P51 Ex.3)

C. Watch Conversation 2 and choose the best way to complete the sentences.

(Students' book P51 Ex.6)

D. Watch Conversation 2 again and complete the sentences.

(Students' book P52 Ex.7)

3) Language enhancement

A. Everyday English

Every day English

And the thing is, ...

Are you up for this?

How did they make their living?

Let's wind it up.

I'm starving.

B. Functional expressions

■ Introducing a subject

We were wondering if we could ask you some questions about ...

I don't know if Janet has told you, but ...

And the thing is, ...

■ Thanking

You're welcome.

Thank you very much,
that was really interesting.

Very grateful.

No problem.

Don't mention it.

4) Oral practice: functional dialogue

Students are given functional instructions about what to say but they need to supply the actual words themselves

Work in pairs and act out the conversation according to the instructions of Ex. 9 on Student's book P53.

2. Outside view

1) Pre-listening activities

A. warm-up oral practice.

a) Look at photos of crowded scenes.

b) Ask students the following questions: Have you ever witnessed or experienced a crowded scene?

Please tell us what the scene was like and how you felt at the moment.

 B. Learn new words: aggression, dominance, shove, producer, desirable, confront, pal, counseling, crap, sneak. beep, horn, Miami, Florida.

2) Watching and understanding

A. Watch Part 1 of the video clip and answer the questions.

(Student's book P54 Ex.2)

B. Watch Part 2 of the video clip and choose the best answer.

(Student's book P54 Ex.3)

C. Watch Part 2 again and answer the questions.

(Students' book P55 Ex.5)

3) Oral practice: Discussion to develop students' critical thinking

A. Work in pairs and discuss the following questions

Q1: What advice would you give the driver?

Q2. Have you ever made a stranger angry or got angry with a stranger?

You need to tell each other: what you did, what they did and how you resolved the problem.

B. Hold a class discussion on the following question:

In what situation is aggression justifiable?

3. Presentation skills: Giving a talk.

1) Work in groups of four and discuss the questions:

Q1 Have you ever volunteered for any kind of charity work?

Q2 What did you do?

Q3 How did you feel afterwards?

Q4 What kinds of volunteering would interest you in the future?

Q5 Is it more important to give your money or your time to help others?

2) Work in groups of four and discuss what you can offer to help your local community.

4. 作业与拓展学习

1) Everyone should prepare a talk entitled "Your help is needed".

In your talk, you need to explain fully

— why their help is needed

— what contribution they can make to improve a situation or make something happen

— that they can have a significant impact on their community whether within an organization or as

an individual

- how much time commitment is involved
- how they themselves will benefit from the

experience of volunteering their time to the project.

- 2) 利用网络课件预习单元其余部分内容。

Periods 3-4 (Week 9)

1. Homework checking

- 1) Ask five or six students to present their talk to the whole class.

2) Have a class vote and find out who can persuade the most number of people to join in their project.

2. Talking point

Work in groups of four. Act out a role-play about whether a shopping mall should be built in your neighbourhood.

3. Listening in — Passage one

1) Pre-listening activities

A. Read the following quotations and say how much you agree to them:

The achievements of an organization are the results of the combined effort of each individual.

-- *Vincent Lombardi*

Trust men and they will be true to you; treat them greatly, and they will show themselves great.

-- *Ralph Waldo Emerson*

Strength lies in differences, not in similarities.

-- *Stephen Covey*

B. Warm-up questions:

Q1 Do you work better on your own or in a group?

Q2 What are the characteristics of a good team player?

Q3 What makes a group of people work well together?

Q4 What might prevent a group from working well?

C. Words learning:

effective: 有效的

synergy: (人们或者企业团结一致产生的)协同作用

context: 情境, 背景

phase: (事物发展中的)阶段, 时期

productive: 富有成效的, 成果丰硕的

orientated: 重视……的, 以……为目的的

conscientious: 认真的, 勤勤恳恳的

2) Listening tasks

A. Listen to Passage 1 Part 1 and complete the notes.

(Student's book P56 Ex.2)

B. Listen to Passage 1 Part 1 again and match the roles with their personalities..

(Student's book P57 Ex.3).

3) Oral practice:

Work in pairs and discuss the question:

Which of the team roles would suit your character best? Why?

3. Listening in — Passage two

1) Pre-listening activities

A. Words learning:

devastate 严重破坏

livelihood 生计

repayment 偿还

B. Cultural notes:

a) Habitat for Humanity

b) Jimmy Carter 吉米·卡特（前美国总统）

c) Phuket 普吉岛（泰国）

2) Listening tasks

Listen to Passage 2 again and give a quick response to the questions. (Students' book P57 Ex.7)

3) Oral practice:

Work in groups and discuss “Which charities or organizations do you think need our support most? Why?”

4. Pronunciation

1) Learn how to pronounce /t/, /d/ and /p/ sounds.

2) Learn how to pause at the end of each sense group.

5. 作业与拓展学习

1) 学习网络系统中第五单元 Listening in 补充材料;

2) 利用网络课件预习第六单元 Inside view 和 Outside view 部分内容;

3) 在学习系统上做网络测试。

4) 阅读并练习 Pronunciation 部分内容。

Unit 6

I. 教学内容

Unit 6 Streets full of heroes

II. 教学目标:

After learning the unit, the students will know:

- something about Shakespeare's life;
- something about Shakespeare's works and quotations from this works;
- the life stories of some famous persons, such as Al Gore, Melinda Gates, etc.

The students will be able to

- talk about their own heroes;
- hold a deeper discussion about heroes and heroism;
- learn how to how to read set phrases

They will learn to understand through listening

- topics related to the above topics.

And they will also learn

- some everyday English expressions and new words.

III. 教学方法:

Under the guidance of student-centered principle, apply communicative and heuristic teaching methods, stimulate students' interest in learning English and get students involved in class participation. Task based instruction will also be used, which will allow students to finish tasks and solve problems through English.

IV. 时间分配

Periods 1-2 (Week 10):

Inside view

Outside view

Talking point

Periods 3-4 (Week 11):

Unit task

Listening in (passage one, passage two)

Pronunciation

V. 教学步骤

Periods 1-2 (Week 10)

1. Inside view

1) Culture learning

A. The Globe theatre

- B. The Great fire of London
- C. Royal Shakespeare Company
- D. Shakespeare

“I was born in Stratford-upon-Avon in Warwickshire. When I was 18, I married but I did not stay in Stratford. I went to London and became an actor.

I performed with a group called the Lord Chamberlain's Men. We were very popular and everybody, including Queen Elizabeth the First, came to watch us. In 1597, we built our own theatre called 'The Globe'. As well as acting, I wrote most of the plays we performed. I wrote about comedy, tragedy and history. My plays are all great stories that include many of the most famous words ever written. I also wrote many poems. My 28 plays, two long poems and 154 shorter poems have been performed and read ever since in every country in the world.

E. Queen Elizabeth: Shakespeare's Patron

Shakespeare's royal patrons were Queen Elizabeth and King James I, both of whom greatly loved the drama. The virgin queen devoted herself to the study of the ancient classical period; she also delighted in our own theatrical entertainments, and used her influence in the progress of the English drama, and fostered the inimitable genius of Shakespeare.

2) Listening tasks

A. Watch Conversation 1 and make notes about the following questions. (Student's book P63 Ex.3)

B. Watch Conversation 1 again and choose the best way to complete the sentences. (Student's book 63 Ex.4)

C. Watch Conversation 2 and answer the following questions about Shakespeare:

- When was Shakespeare born?
- When did he die?
- When did he come to London?
- What happened to him later in his life?
- What was the last play he wrote?
- Does Royal Shakespeare Company still perform plays in London?
- Why do you think he's still so popular?
- And is it the same in the States?

3) Language enhancement

A. Everyday English

1 So they get soaking wet.

2 (It) blows me away.

3 I sure do.

4 at one time or another

B. Functional expressions

- Talking about buildings and materials
- Expressing surprise
- Asking about a personal history
- Speculating

4) Oral practice: Group work

A. Work in four person groups, read the quotations of Shakespeare:

Quotation No. 1

All the world's a stage. And all the men and women merely players.

Quotation No. 2

If you can look into the seeds of time, and say which grain will grow and which will not, speak then unto me.

Quotation No. 3

No profit grows where there is no pleasure ta'en.

Quotation No. 4

The evil that men do lives after them; The good is oft interred with their bones.

Quotation No. 5

The little foolery that wise men have makes a great show.

Quotation No. 6

Come what come may, Time and the hour runs through the roughest day.

B. Exchange ideas on your understanding of Shakespeare's quotations.

Work in pairs and act out the conversation according to the instructions of Ex. 9 on Student's book P53.

2. Outside view

1) Pre-listening activities

A. Cultural notes:

a) Otto Bock is a German prosthetics company. It was founded in 1919 by its namesake prosthetist, Otto Bock. It was created in reaction to the large number of injured veterans from World War I.

b) Scotland as a consequence of its northerly position on the edge of the Atlantic has a very wet, windy and at times cold climate.

˘ B. Learn new words:

trek *n.* 艰苦漫长旅程

trio *n.* 三人一组

prosthetic *a.* 假肢的 limb *n.* 肢; 臂; 腿

diversity *n.* 多样性

disability *n.* 残疾 couch *n.* 长沙发

spectacular *a.* 惊人的

sunburnt *a.* 晒伤的 marvellous *a.* 使人极其快乐(或激动)的

fabulous *a.* 极好的

Greece 希腊

Glasgow 格拉斯哥(英格兰中南部港市)

Athens 雅典

2) Watching and understanding

A. Watch the video clip and choose the best answer to the questions.

(Student's book P66 Ex.3)

B. Watch video clip again and complete the sentences.

(Student's book P57 Ex.4)

3) Written practice: Write a short summary of the clip, which should include:

- the aim of the trip
- how the cyclists are coping

3. Talking point

1) Student A reads information on Page 121 and student B Page 123.

2) Reconstruct the story. Student A uses the questions given to obtain the missing information.

Student B can read out the sentences or reword them.

4. 作业与拓展学习

1) Work in four person groups and prepare a **radio programme called *Everyday Heroes***

Think about:

- which stories you want to feature in the programme
- how many stories there will be and how long each story will last
- how you will present each story, eg through interviews, narrating the stories
- what the tone of the programme will be, eg serious, light-hearted, dramatic

2) 利用网络课件预习 Listening in 部分内容。

Periods 3-4 (Week 11)

1. Unit task: Homework checking

1) Invite one or two groups to present their radio program to the to the whole class.

2) Have a class vote and find out who can persuade the most number of people to join in their project.

2. Listening in — Passage one

1) Pre-listening activities

A. Cultural notes:

a) The Hudson River is a major waterway running to New York from the north, named after an English explorer of the time of Shakespeare.

b) US Airways, Inc. (US Airways)

c) La Guardia Airport

B. Words learning: icy, flock, miraculously, correspondent, populated, ashore, miracle.

2) Listening tasks

Listen to Passage 1 and retell the story in the recording.

3. Listening in — Passage two

1) Pre-listening activities

A. Words learning:

inspiration n. 鼓舞人心的人/物

co-found v. 共同创办

foundation n. 基金会

donate v. 捐, 赠

B. Cultural notes:

- Save the Children
- The Red Cross
- Greenpeace

2) Listening tasks

A. Listen to Passage 2 and make notes about the missing information.

(Student's book P69 Ex.6)

B. Listen to Passage 2 again and check the true statements according to the passage. (Student's book P69 Ex.7)

3) Oral practice: Discussion to develop critical thinking.

A. Work in pairs and discuss the questions

Q1 Who's your personal hero?

Q2 Why are they your personal heroes?

Q3 How have they inspired you?

B. Work in groups and hold a discussion on the following topic

Topic 1: How do you define a hero?

Topic 2: What are the functions of heroes?

4. Pronunciation

Learn to read how to pronounce set phrase

5. 作业与拓展学习

- 1) 学习网络系统中第六单元补充材料;
- 2) 利用网络课件预习第七单元;
- 3) 在学习系统上完成单元测试。

Unit 7

I. 教学内容

Unit 7 The secret life of science

II. 教学目标:

After learning the unit, the students will know:

- famous museums in London;
- English terms related to sciences.

The students will be able to

- talk about their computer and other science related topics;
- more techniques for retelling past events.

They will learn to understand through listening

- topics related to the above topics.

And they will also learn

- some everyday English expressions and new words.

III. 教学方法:

Under the guidance of student-centered principle, apply communicative and heuristic teaching methods, stimulate students' interest in learning English and get students involved in class participation. Task based instruction will also be used, which will allow students to finish tasks and solve problems through English.

IV. 时间分配

Periods 1-2 (Week 12):

Inside view

Outside view

Talking point

V. 教学步骤

1. Inside view

1) Culture learning

A. Science Night

Science Night is an all night extravaganza with a scientific twist! Science Nights provides education and fun for children and accompanying adults, through an evening of fantastic activities rounded off by camping in the Science Museum overnight.

B. Famous Museums in London

A number of museums and institutes can be found around Exhibition Road in South Kensington, the site of the Great Exhibition of 1851.

Exhibition Road is not just home to the V&A, but to an extraordinary cluster of world class institutions, including the Natural History Museum, Science Museum, Imperial College, Royal Albert Hall,

Royal Geographical Society and the Royal College of Art.

C. A Catholic is a person who is a member of the Roman Catholic Church. The Church is a part of the Christian religion and has a leader called the Pope, who is based in Rome.

D. Easter is one of the two most important Christian celebrations and takes place in late March or early April, actually the 47th day after Carnival. Christians celebrate the resurrection of Jesus on Easter Day.

2) Listening tasks

A. Watch Conversation 1 and choose the best way to complete the sentences.. (Student's book P74 Ex.3)

C. Watch Conversation 2 and answer the questions.

(Student's book P75 Ex.5)

D. Watch Conversation 2 again and complete the sentences.

(Student's book P76 Ex.6)

3) Language enhancement

A. Everyday English

- There's no hurry.
- You got it!
- I'll just...
- You're what?
- Got to dash

B. Functional expressions

- Making plans
- Asking for and confirming further information

4) Oral practice: functional dialogue

Students are given functional instructions about what to say but they need to supply the actual words themselves

Work in pairs and act out the conversation on P77.

2. Outside view

1) Pre-listening activities

 A. Learn the terms:

Look at the words and guess their meaning:

➤ Spam	➤ click rate	➤ manual search	
➤ screen saver	➤ page view	➤ broad band	
➤ desktop	➤ navigation bar	➤ Bandwidth	
➤ Hacker	➤ home page/ main page	➤ Server	
➤ blogger	➤ secondary page/	➤ Browser	
➤ podcast	➤ subordinate page	➤ certificate authority	
➤ Netiquette	➤ search engine	➤ domain name	
➤ telnet	➤ auto search	➤ remote access	
➤ security certificate			
➤ Ethernet			

B. Do the questionnaire on the student's book P78,

2) Watching and understanding

A. Watch Part 1 of the video clip and choose the best answer to the questions

(Student's book P79 Ex.4)

B. Watch Part 1 again and complete the sentences.

(Student's book P79 Ex.5)

3) Oral practice: Work in pairs and discuss the questions

Q1. How have computers helped you in your life?

Q2. Do you think young people in China are too dependent on computers and mobile phones?

Q3. What are the main advantages and disadvantages of computers to society?

3. Presentation skills: Recalling things you have seen or read

1) Tips: When we see, read or hear about something interesting we often want to tell others. We normally start by setting the context. It is also important to recall the details of the stories to make your listeners interested.

2) Practice:

A. Work in pairs and choose something interesting you have seen or read recently to talk about.

B. Work in pairs and discuss the questions.

Q1 Where and when did you see / read / hear about this?

Q2 What makes it interesting or unusual?

Q3 What are the important details of it?

Q4 What facts support it?

Q5 Do you have any reason to doubt it?

Q6 Have you heard of anything else similar before?

Q7 Why would other people be interested in it?

4. 作业与拓展学习

1) 学习 listening-in 和 pronunciation 部分内容;

2) 学习网络补充资源内容.

Unit 8

I. 教学内容

Unit 8 High days and holidays

II. 教学目标:

After learning the unit, the students will know:

- some western festivals, their origin, and their customs;
- English terms related to Chinese festivals.

The students will be able to

- talk about their festivals and celebrations;
- more techniques for informal discussion;
- learn how to read and use contracted forms and falling tones in tag questions.

They will learn to understand through listening

- topics related to the above topics.

And they will also learn

- some everyday English expressions and new words.

III. 教学方法:

Under the guidance of student-centered principle, apply communicative and heuristic teaching methods, stimulate students' interest in learning English and get students involved in class participation. Task based instruction will also be used, which will allow students to finish tasks and solve problems through English.

IV. 时间分配

Periods 1-2 (Week 13):

Starting point

Inside view

Outside view

Talking point

Periods 3-4 (Week 14):

Unit task

Listening in

Presentation skills

Pronunciation

V. 教学步骤

Periods 1-2 (Week 13)

1. Starting point

1) Oral practice: Are you festival fans?

A. Read the statements on P86. If you have done the things mentioned in the statement in the last two years, put a tick beside the statement

B. Count how many ticks you have got. Each tick wins one point for you.

C. Check you scores against the following score interpretation:

8-10 You are a festival fan.

5-7 You are quite festival-conscious.

3-4 Festivals do not mean much to you.

0-2 Festivals cannot rely on you at all!

2) Take a look at the title—High days and holidays and guess what it means.

2. Inside view

1) Culture learning

A. **Camden** in North London is a major tourist attraction. A craft market (Camden Lock Market) was opened by the canal (hence lock) in 1974 and quickly became very popular.

B. **Carnival** is a festive season which occurs immediately before Lent (大斋节, being the six weeks directly before Easter); the main events are usually during February. Carnival typically involves a public celebration or parade combining some elements of a circus, mask and public street party. People often dress up or masquerade during the celebrations.

C. A **Catholic** is a person who is a member of the Roman Catholic Church. The Church is a part of the Christian religion and has a leader called the Pope, who is based in Rome.

D. **Easter** is one of the two most important Christian celebrations and takes place in late March or early April, actually the 47th day after Carnival. Christians celebrate the resurrection of Jesus on Easter Day.

2) Listening tasks

A. Watch Conversation 1 and answer the questions. (Student's book P86 Ex.2)

B. Watch Conversation 1 again and match the speakers with the statements. (Student's book 86 Ex.3)

C. Watch Conversation 2 and choose the best way to complete the sentences. (Student's book 87 Ex.5)

D. Watch Conversation 2 again and complete the sentences.

(Student's book 88 Ex.6)

3) Language enhancement

A. Everyday English

They sell pretty well everything here.

all sorts of cool places to hang out

The weather is awful.

Take care!

Look after yourself.

B. Functional expressions

- Talking about entertainment and leisure activities
- Making invitations
- Talking about important festivals

2. Outside view

1) Pre-listening activities

 A. Learn new words:

 B. Cultural notes: Learn how to say Chinese festivals in English.

- Spring Festival
- Lantern Festival
- Dragon Boat Festival
- Double Ninth Festival
- Mid-Autumn Festival
- Tomb Sweeping Day

2) Watching and understanding

 A. Watch Part 1 of the video clip and answer the questions

(Student's book P90 Ex.3)

 B. Watch Part 1 again and complete the sentences.

(Student's book P90 Ex.4)

 C. Watch the whole video clip and choose the best answer to the questions.

(Student's book P91 Ex.5)

3) Oral practice:

Work in groups to have a talk show on "*Holidays and customs in China*". One works as a host. Decide the roles of other participants, for example, *a foreign student, a professor from the South, an old native Beijinger*, or any other role that is related to the topic. The discussion result in Exercise 1 can be used as your reference. You can also discuss other topics.

3. Talking point: Strange festivals

Work in pairs. Look at the names of the festivals and discuss where the festivals might be held and what might happen at the festivals. (Refer to student's book P89)

4. 作业与拓展学习

1) Inventing your own festival

 A. Work in pairs and invent a festival. Decide what the festival will celebrate and give it a name.

 B. Decide how the festival will be celebrated and make notes.

Talk about:

- On what date will the festival take place?
- Will the festival be celebrated outdoors, eg will there be a parade?
- What will people do, eg will they make things for display?
- Will friends, families and neighbours gather together and eat special foods?

2) 学习网络补充资源内容;

3) 预习单元其余部分内容。

Periods 3-4 (Week 14)

1. Unit task: Homework checking

- 1) Ask two pairs or more to present their own festival to the whole class.
- 2) Have a class vote to see whose idea is the best.

2. Listening in — Passage one

1) Pre-listening activities

A. Cultural notes:

a) James I, (19 June 1566 – 27 March 1625) was King of Scots as James VI from 1567 to 1625, and King of England and Ireland as James I from 1603 to 1625.

b) Guy Fawkes belonged to a group of provincial English Catholics who planned the failed Gunpowder Plot of 1605, whose aim is to restore a Catholic monarch to the throne.

Fawkes became synonymous with the Gunpowder Plot, which has been commemorated in England since 5 November 1605. His effigy is burned on a bonfire, often accompanied by a firework display.

2) Listening tasks

Retell the story about Guy Fawkes Night you heard in the audio file with the help of the following key words.

Guy Fawkes Night Bonfire Night burn
 fireworks sausages potatoes
 effigy plot overthrow
 parliament explosive cellar November 5th
 making dummies execute

3) Oral practice: Discussion to develop the students' critical thinking.

Work in groups and hold an informal discussion on the following questions:

- Q1. Why do you think people continue to celebrate Guy Fawkes Night?
- Q2. Why are traditional festivals like Guy Fawkes Night important in a society?
- Q3. Do you have to believe the reasons behind a festival in order to celebrate it? Why / why not?

3. Listening in — Passage two

1) Pre-listening activities

A. Words learning: frantically, psychologist, primarily, commercialization, moveable, turkey, pumpkin, admirable, winter solstice

B. Warm-up oral practice: **Guessing game**

- Work in groups. One of you (Student A) thinks of one western festival, but you should not tell the rest of your group what it is.
- Other members of the group try to figure out the what the festival is by asking student A questions about it.

2) Listening tasks

A. Listen to Passage 2 and match the festivals with the statements.

(Student's book P93 Ex.6)

B. Listen to Passage 2 again and answer the questions.

(Student's book P93 Ex.7)

3) Oral practice: Discussion to develop critical thinking.

Work in groups and discuss the questions

Q1 Which of the western festivals do you think to be the most enjoyable?

Q2 Are any of the festivals mentioned similar to Chinese festivals?

4. Presentation skills (can be done before the previous task)

In this section, students will learn some useful techniques and expressions for informal discussion including the following:

Expressing partial agreement

Disagreeing

Giving examples

Talking about opportunities

5. Pronunciation

1) Learn how to pronounce contracted forms.

A. What is contracted form?

Contractions or contracted forms (缩略形式) are words

that have been shortened by the dropping of a letter or letters in the words.

The most common example is the one when we add the auxiliary verb "not" to another auxiliary verb in negative sentences: *do + not = don't*

B. When are contracted forms used?

Contractions are mainly used in **speech** and **informal writing**. They should NOT be used in formal writing.

C. Work out the contracted forms of the following phrases Then read aloud the full and contracted forms and compare the difference.

do + not	will+not
shall+not	ought+not
were+not	he+had been
I+have done	she+is
what+will	there+would
was+not	are+you+not
it+is	should+not

2) Learn how to use falling intonation in tag questions.

6. 作业与拓展学习

1) 总结东方节日和西方节日风俗的相同与不同。

2) 利用网络课件预习第9单元 Inside view 和 Outside view 部分内容;

3) 朗读 pronunciation 部分练习。

Unit 9

I. 教学内容

Unit 9 What's in a name?

II. 教学目标

After learning the unit, the students will know:

- the pub culture in Britain;
- how British people name their shops and places
- something about the British Royal family, especially their names;
- some famous brands.

The students will be able to

- talk about names and the origin of names.
- practice more techniques useful for giving a talk
- learn how to how to read 1) brand names, and 2) unstressed words.

They will learn to understand through listening

- topics related to the above topics.

And they will also learn

- some everyday English, functional expressions and new words.

III. 教学方法:

Under the guidance of student-centered principle, apply communicative and heuristic teaching methods, stimulate students' interest in learning English and get students involved in class participation. Task based instruction will also be used, which will allow students to finish tasks and solve problems through English.

IV. 时间分配

Periods 1-2 (Week 15):

Starting point

Inside view

Outside view

Talking point

Periods 3-4 (Week 16):

Unit task

Listening in

Presentation skills

Pronunciation

V. 教学步骤

Periods 1-2 (Week 15)

1. Starting point

Work in pairs and discuss the questions. (Student's book P98)

2. Inside view

1) Culture learning

A. Picture signpost

In Britain, a large picture signpost marks an inn or pub. These might be expressions referring to local landmarks and landowners, celebrations of great men, and so on as mentioned in the conversation.

B. The Lamb and Flag – Jesus is referred to as the Lamb of God and shown in many old pictures with a flag of victory.

C. St. George and the dragon.

As a result of connections with snakes, dragons could be symbols of the Devil /Satan in Western cultures. In Northern Europe dragons were associated with caves full of treasure, fire breathing and dangerous tempers.

St. George was regarded as a very special saint in England who was believed to be a brave soldier who killed a dragon.

2) Listening tasks

A. Watch Conversation 1 and correct check () the true statements according to the conversation. (Student's book P98 Ex.2)

B. Watch Conversation 1 again and choose the best answer to the questions. (Student's book P99 Ex.3)

C. Watch Conversation 2 and complete the sentences.

(Students' book P100 Ex.6)

3) Language enhancement

A. Everyday English

This is our local.

I'm with you on that.

Here you go.

I'll be right with you.

Ok, got you!

That was news to me.

B. Functional expressions

- Ordering drinks
- Resuming a topic of conversation
- Bringing a conversation to a close

4) Oral practice: functional dialogue

Students are given functional instructions about what to say but they need to supply the actual words themselves

Work in groups of three. Think of an interesting name for a pub and the story behind the name and act out the conversation according to the instructions of Ex. 8 on Student's book P101.

3. Outside view

1) Pre-listening activities

A. Warm-up: Look at the photo of the British Royal family and try to tell who is who.

B. Cultural notes

a) Match the royal family with their titles.

Royal members	Their titles
Prince Philip	The Duke of Edinburgh
Princess Ann	Princess Royal
Prince Charles	Prince of Wales
Charles's wife	The Duchess of Cornwall
Prince Andrew	The Duke of York
Prince Edward	The Earl of Wessex
Edward's wif	The Countess of Wessex

b) The Duke of York is a title given to the second son of the ruling monarch. The one shown is Prince Frederick (1763–1827), second son of George III, commonly called the Grand

c) How to address the Royal Family?

The Queen:

Your Majesty, for the first exchange and after that Ma'am.

The princes:

Your Royal Highness and after that, Sir.

The Princess and other female members:

Your Royal Highness and after that, Ma'am.

2) Watching and understanding

A. Work in pairs and discuss what the video clip said about the following terms (refer to student's book P103)

Q1 His Royal Highness

It's used to refer to princes and princesses.

Q2 Her Majesty

It's used to refer to the Queen.

Q3 Saxe-Coburg-Gotha

The German sounding name used by the Royal Family before.

Q4 Windsor Castle

The Royal Family's popular family castle.

Q5 Mountbatten-Windsor

The Royal Family's surname after 1960.

Q6 the wedding of Charles and Diana

At the wedding, Charles was recorded in the marriage register as His Royal Highness Prince Charles Philip Arthur George, The Prince of Wales.

Q7 Henry, William, Edward and George

Popular names for royals.

B. Watch the video clip again and choose the best way to complete the sentences..

(Students' book P103 Ex.4)

3) Oral practice: Discussion to develop students' critical thinking

Hold a class discussion on the following questions.

Q1. In what ways are the Royal Family similar to or different from other people?

Q2. What aspects of their lives would appeal to you? What wouldn't appeal to you?

4. Talking points

Work in pairs. Read the British and American pop group names (refer to Student's book P101) and discuss the questions

Q1. What do the names mean, if anything?

Q2. Which names do you like / dislike most?

Q3. Can you tell what type of music the group plays, just from the name?

5 作业与拓展学习

1) Work in pairs. Choose a name for a product and make a presentation about it. Choose one of these products:

perfume for women

a car

washing powder

Give a short presentation about the name of your product and why you chose it. Use the questions in Activity 2 to help you

2) 利用网络课件预习单元其余部分内容。

Periods 3-4 (Week 16)

1. Homework checking

Ask two or more pairs to present their brand names the class and vote to see who has created the best brand name.

3. Listening in — Passage one and two

1) Pre-listening activities

A. Warm up oral practice:

- Write down five brand names.
- Decide whether you like the brand names.
- Discuss the reasons why you like or dislike the brand names.

(e.g. BMW, Sony, Louis Vuitton, Apple, Nokia, China Mobile, Ping An, Lenovo, NetEase, Haier etc.)

2) Listening tasks

A. Listen to Passage 1 and match the qualities with the brand names.

(Student's book P104 Ex.3)

B. Listen to Passage 1 again and complete the sentences..

(Student's book P104 Ex.4).

3) Oral practice: Discussion to develop students' critical thinking

Work in pairs and discuss the questions:

Q1. How important is a brand name as part of the success of a product?

Q2. Which Chinese band names can you think of that are really successful?

Q3. What kind of problems might companies have when choosing a name for a product to be sold in different countries?

3. Listening in — Passage two

1) Pre-listening activities

cultural notes: maiden name; the Middle East

2) Listening tasks

A. Listen to Passage 2 and check () the true statements according to the passage. (Students' book P105 Ex.7)

B. Listen to Passage 2 again and choose the best way to complete the sentences.

(Students' book P105 Ex.8)

3) Oral practice: Work in groups and discuss the following question:

What factors will influence people naming their children in China?

4. Presentation skills: Giving a talk

1) Tips: To prepare a talk in a short time, a good tip is to write and memorize two or three key sentences for each section of the talk.

2) Work in groups of four and interview your group about the following questions.

Q1 What's the background to your given name? For example, are you named after anyone in particular, such as a person your parents admire?

Q2 What does your given name mean?

Q3 How would you describe your name? For example, is it old-fashioned, modern or unusual?

Q4 Do you know more about the background to the names on your mother's or father's side of the family?

Q5 What do you know about your parents' or grandparents' given names? Are there any interesting stories to tell?

3) Plan a talk about the names in your family including your own.

4) Take turns to give your talk. After your partner's talk, suggest ways to improve it.

5. Pronunciation

1) Learn to read how to read brand names

2) Learn how to pronounce unstressed words in a flow of language.

6. 作业与拓展学习

- 1) 学习网络系统中第 9 单元 Listening in 补充材料;
- 2) 利用网络课件预习第 10 单元 Inside view 和 Outside view 部分内容;
- 3) 在学习系统上作网络测试。

Unit 10

I. 教学内容

Unit 10 Tales ancient and modern

II. 教学目标

After learning the unit, the students will know:

- some legendary characters in the British history;
- famous legends and hoaxes;
- something about western and Chinese creation myth;

The students will be able to

- talk about legends and urban myth;
- learn how to how to read prepositions
- give praise to others properly in English.

They will learn to understand through listening

- topics related to the above topics

And they will also learn

- some everyday English, functional expressions and new words.

III. 教学方法:

Under the guidance of student-centered principle, apply communicative and heuristic teaching methods, stimulate students' interest in learning English and get students involved in class participation. Task based instruction will also be used, which will allow students to finish tasks and solve problems through English.

IV. 时间分配

Periods 1-2 (Week 17):

Starting point

Inside view

Outside view

Periods 3-4 (Week 18):

Unit task

Listening in

Pronunciation

Presentation skills

V. 教学步骤

Periods 1-2 (Week 17)

1. Starting point

Work in pairs and decide which of the statements are true. Here are some steps to guide you.

- Choose one statement and make a dialogue with one of you acting as someone who thinks it's true and the other as someone who thinks it's false.
- Present your dialogue to the whole class and the class vote for the statements which they think are true.

2. Inside view

1) Culture learning

A. *Sherlock Holmes* is a fictional character

created by Sir Arthur Conan Doyle (柯南.道尔), though there is a museum which tourists visit as if it were his home.

B. *Dick Whittington and His Cat* is a British folk tale. It tells of a poor boy in the 14th century who becomes a wealthy merchant and eventually the Lord Mayor of London because of the ratting abilities of his cat. The character of the boy is named after a real-life person, *Richard Whittington*, but the real Whittington did not come from a poor family and there is no evidence that he had a cat.

C. A *Mayor* is the most important official in a town or city. The position of Mayor of London was instituted in 1189 and the official was given the title Lord Mayor of London.

2) Listening tasks

A. Watch Conversation 1 and correct check () the true statements according to the conversation. (Student's book P98 Ex.2)

B. Watch Conversation 1 again and choose the best answer to the questions. (Student's book P99 Ex.3)

C. Watch Conversation 2 and complete the sentences.

(Students' book P100 Ex.6)

3) Language enhancement

A. Everyday English

Aha!

Way to go.

Knock out!

Nonsense.

You're a natural.

B. Functional expressions

- Talking about things you're not sure about
- Expressing disbelief
- Speculating about the past
- Praising
- Thanking

C. Meanings to compliments: Watch the video clip once again and notice what the following expressions mean and how they are used.

- ✓ Way to go.
- ✓ Knock out!

- ✓ Let's hear it for Janet.
- ✓ Smart thinking.
- ✓ That's the way to do it.
- ✓ Good for you.
- ✓ You're a genius.
- ✓ You're a natural.
- ✓ It's extraordinary.

4) Oral practice: functional dialogue

Students are given functional instructions about what to say but they need to supply the actual words themselves

Work in pairs and act out the conversation:

Step 1 Read the directions on Page 113.

Step 2 Read the functional expressions on Page 113.

Step 3 Work in groups of three and act out the conversation.

3. Outside view

1) Pre-listening activities

A. Learn the new words:

a) Read the new words on P114.

b) Speak out the nine planets in the solar system.

c) Ask the students to say the following terms in English; 基督教, 犹太教, 伊斯兰教, 佛教, 道教

B. Hold a class discussion on what a "hoax" is.

2) Watching and understanding

Watch the video clip, and retell the three stories:

Gravity reduction story

Noah's Ark story

the Piltdown man

3) Oral practice: Discussion to develop students' critical thinking

Hold a class discussion on the following questions.

Q1. Which hoax do you think is the most convincing?

Q2. Do you think the man who altered the bones and fossils in Piltdown Man should have been punished for what he did?

Q3. Why did he create this hoax?

4. 作业与拓展学习

1) Acting out a sketch about a myth.

A. Work in small groups. You are going to act out a sketch about a myth. Choose a myth that:

- involves a narrator, who will tell parts of the story
- needs 2 to 4 actors

B. Decide which parts of the story will be told by a narrator and which will be acted out. Give roles

to the actors in the group.

C. Rehearse your sketch.

2) 利用网络课件预习单元其余部分内容。

Periods 3-4 (Week 18)

1. Homework checking

Ask one or two groups to act out sketch about a myth that they have rehearsed as homework. Vote to decide who is the best actor/actress.

3. Listening in — Passage one and two

1) Pre-listening activities

A. Warm-up oral practice:

Work in pairs and discuss the questions.

Q1 What is a creation myth?

Q2 What Chinese creation myths do you know?

Q3 Do you know any creation myths from other cultures?

B. Cultural notes:

a) The **Inuit** are a group of culturally similar indigenous peoples inhabiting the Arctic regions of Canada, Denmark, Russia and the United States

b) **Apache** is the collective term for several culturally related groups of Native Americans in the United States originally from the American Southwest.

c) The **Pirahã** people are an indigenous hunter-gatherer tribe of Amazon natives, who mainly live on the banks of the Maici River (麦茨河) in Brazil's Amazonas state.

2) Listening tasks

A. Listen to Passage 1 and match the cultures, tribes or religions with the creation myth. (Student's book P116 Ex.2)

B. Listen to Passage 1 again and complete the sentences..
(Student's book P116 Ex.3).

3) Oral practice: Group work

- Each group takes one card with a creation myth from the teacher.
- Work together and decide which culture the myth belongs to.
- Retell the myth in you own words.

3. Listening in — Passage two

1) Pre-listening activities

Use the words to guess what the passage you are going to hear is about

paw print fox undergrowth
big cat sheep sighting howl

2) Listening tasks

A. Listen to Passage 2 and write down the number of the callers who believe in the topic discussed.

(Students' book P117 Ex.6)

B. Listen to Passage 2 again and choose the best answer.

(Students' book P117 Ex.7)

4. Presentation skills: Narrating an urban myth

1) Tips: How to narrate an urban myth

- ✓ mentioning other stories of the same kind
- ✓ explaining the source of the story
- ✓ indicating the story is second-hand
- ✓ assuring listeners the story is true

2) Share own stories.

A. Ask students to tell usual stories they know or hear from others.

B. After four or more stories have been, ask students to retell the stories they have just heard to their partner. Use the tips mentioned above.

5. Pronunciation

1) Learn to read how to pronounce unstressed prepositions.

6. 作业与拓展学习

- 1) 学习网络系统中第 10 单元补充材料;
- 2) 在学习系统上作网络测试;
- 3) 总结复习所学各单元。

六、测试

测试与评估是了解学生英语水平、评估教学质量、促进教学改革的重要手段。《大学英语听说》采用形成性考核和终结性考试相结合的方式。形成性考核包括对学生在学期中各学习阶段学习成果的测试，主要由平时作业与测验、课堂表现、出勤和网络学习组成；终结性考试每学期安排一次，包括口试和笔试两部分，由任课教师在学期末统一命题。具体比例如下：

Final written exam:	60%
Final oral exam:	20%
homework and quiz:	5%
class performance:	5%
Attendance:	5%
Online learning:	5%

七、拓展用书及学习材料

1, 拓展用书:

《新标准大学英语》综合教程，文化阅读教程，外语教学与研究出版社

《新视野大学英语听说教程3（第二版）》，郑树棠主编，外语教学与研究出版社，2008年。

《Step By Step 英语听力入门3000（2）》张民伦 华东师范大学出版社，2009年。

《英语初级听力》何其莘等 外语教学与研究出版社，2002年

2, 拓展媒体资源

<http://cctvnews.cntv.cn/> 中央电视台英语新闻频道

China Radio International 中国国际广播电台英语广播

www.bbc.co.uk 英国广播公司网站

Voice of America 美国之音国际英文电台

<http://www.putclub.com> 普特英语听力网

<http://www.52en.com> 我爱英语网

<http://www.listeningexpress.com> 英语听力特快

<http://www.tingroom.com> 在线英语听力室

《学术英语（一）》教学大纲

田力男 编写

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一、前言

1. 编写目的

为适应我校大学英语教学改革，提高大学英语教学质量，满足新时期我校“国际化”人才培养目标的需要，特制定《学术英语（一）教学大纲》，作为我校大学英语学术英语（一）课程教学的主要依据。

2. 课程性质与目标

《学术英语（一）》为非英语专业学士学位必修课程及大学英语必修课程，旨在培养学生英语综合应用能力的基础上，进一步培养学生在未来的专业学习和研究中所需要的学术英语能力。

3. 课程简介

本课程采用以内容为依托的外语教学方法，在课堂教学中将语言形式与法学学科内容知识相结合，既注重综合语言技能的训练，又重视学生学术能力的培养。

课程采用项目研究法，在授课过程中要求学生就授课主题完成小组口头汇报和学期小论文写作，采用形成性评价与总结性评价相结合的手段，督促和引导学生以英语为载体来学习和探究法学课题，并在完成项目的同时提高语言综合运用能力。

4. 编写人员：田力男、张文娟、李昕

5. 课程学分：4 学分

6. 先修课程：部分学生需同时修读英语视听说和读写译基础课程。

7. 后续课程：《学术英语》（II）

二. 课程教学目标和课程要求

本课程以法学热点话题为载体，通过与法学内容相关的文字和音视频材料的学习，进一步培养学生在未来得专业学习和研究中所需要的学术英语能力。

学术英语能力分为一般要求和更高要求两个层次，对基础较差的学生采用一般要求，对基础较好的学生可采用更高要求。

一般要求：阅读和评价一般学术文章的能力、区别事实和观点的能力、搜索文献和引用资料的能力、有效理解学术讲座的能力、撰写一般小论文的能力、做演示和陈述自己论点的能力等。

更高要求：听法学专业英语讲课和学术讲座的能力、搜索和阅读法学专业英语文献的能力、撰写法学专业文献综述和学术论文的能力、参加法学专业领域内国际学术研讨会进行论文宣讲和讨论的能力。

本课程通过项目设计贯彻以内容为依托的教学理念，教学设计应区别于传统单一授课模式和简单语言操练方法，应注重对材料（阅读或听力材料）信息的汲取和理解，引导学生在进行文献搜索和对不同来源文献进行批判性阅读的同时，培养学生思辨能力，并通过合作学习和项目完成，培养学生自主学习能力和语言学习的合作意识，以及分析、解决问题的能力。

三. 教学方法与手段

本课程凸显以内容为依托的教学理念，集多种教学模式和教学手段为一体，培养学生的英语综合应用能力和学术能力。

1. 以内容为依托的语言教学（content-based instruction）

将法学学科内容与语言教学目标相结合，将语言形式与法学学科内容知识统一起来，同时教授一般学科知识和综合语言技能。教学设计注重对材料（阅读或听力材料）信息的汲取和理解，引导学生对不同来源、不同观点的材料进行批判性理解和评论。

2. 项目研究法 (Project-learning)

通过项目设计（口头报告项目、小论文写作项目），敦促学生搜集信息，并通过辨别不同来源信息的可靠性，组织信息，加深对课文和话题的理解。

项目一：采用合作学习方法（collaborative learning）开展小组口头报告。根据授课主题，要求学生分工合作，搜索信息，并对信息进行加工整理，制作幻灯，在课堂展示。通过小组成员的展示和听众的提问、评价环节，加深学生对课文主题的理解、提高了语言的综合运用能力，并培养学生的思辨能力。

项目二：采用形成性评价模式指导学生小论文写作。通过学生撰写初稿、修改论文、论文答辩和完成终稿等程序，对学生写作过程的不同阶段进行监控、指导和评定，帮助学生熟悉学术论文撰写过程和学术规范，在提高写作能力的同时，为未来专业领域的科研写作打好基础。

3. 课堂教学与自主学习相结合。

课堂教学作为教学的核心，在学生的习得过程中起重要作用；然而，学生的主观能动性的发挥，是语言习得成功的关键。在有限的课堂教学中，教师发挥教学组织、引导作用，将课堂作为语言学习、展示、探讨的平台；同时，在课堂教学中教师指导学生采用有效的学习和管理策略，鼓励学生为项目的完成和学习效果的提升而进行有效的自主学习。课堂教学与自主学习的有效结合才能确保教与学的有效性。

4. 传统语言教学方法的利用。

采用以内容为依托的语言教学不能违背语言教学规律，传统教学中的有效的教学和学习手段（如任务型教学法、语篇分析等）仍能在教学中采用，并最终服务于新的教学方法。

四. 课程教材

1. 主教材：

李立、张清主编，《法学英语（I）》，复旦大学出版社，2012年。

2. 补充视听说教材：

Simon Greenall, 文秋芳，《新标准大学英语视听说教程》（3, 4册），外语教学与研究出版社。

3. 补充写作教材：

张清主编，《地道英语写作教程》，南京大学出版社，2011年。

4. 补充快速阅读教材：

束定芳主编，《新世纪大学英语系列：快速阅读》，上海外语教育出版社。

五. 课时分配

本课程共 56 学时，要求完成五个单元的教学任务。每单元平均约 11 课时，课堂内容包括话题背景讨论、课文讲解、话题讨论、学生口头展示、练习测试等。

课时安排详见下表：

周次	课次	授课内容	
4	1	课程导航 Unit 1 话题背景讨论、课文讲解、话题讨论、学生口头展示、听说读写译技巧训练、练习测试等	
	2		
5	3		
	4		
6	5		Unit 3
	6		
7	7	话题背景讨论、课文讲解、话题讨论、学生口头展示、学术	

周次	课次	授课内容	
	8	写作技巧（写文献综述等）讲解、测试等	
8	9		
	10		
9	11	unit 4 话题背景讨论、课文讲解、话题讨论、学生口头展示、听说读写译技巧训、练习、测试等	
	12		
10	13		
	14		
11	15		
	16		
12	17	Unit 5 话题背景讨论、课文讲解、话题讨论、学生口头展示、论文各部分形式要件等讲解、练习、测试等	
	18		
13	19		
	20		
14	21		Unit 6 话题背景讨论、课文讲解、话题讨论、学生口头展示、论文撰写格式等讲解、练习、测试等
	22		
15	23		
	24		
16	25		
	26		
17	27	复习，提交小论文初稿，教师修改、评阅 小论文答辩 答疑	
	28		
18	29		
	30		
19	31		教师评定成绩
	32		
	36		

六. 课程考核办法

采用形成性评价与终结性评价结合的办法，测评学生成绩的同时敦促学生的学习。学期总成绩满分 100 分，其中包括形成性评价（占总评成绩 60%）与总结性评价（占总评成绩 40%）。

形成性评价包括平时成绩（占总评成绩 20%）、小论文写作（占总评成绩 25%）和口头报告（占总评成绩 15%）。平时成绩评定依据为出勤、课堂表现、自主学习、作业和测试等四项。学生参加全国、省、市、校级英语各项赛事（演讲、辩论、竞赛考试等）获奖可适当加分。

形成性评价综合运用自评、学生之间评分和教师打分的多种形式，以增强学生相互学习的意识、提高学生学习积极性，减轻教师评改负担。

终结性评价为笔试（占总评成绩 40%），包括听力理解、阅读理解、词汇结构、完型填空、翻译与改写，既考查学生的教学内容的掌握程度，也考察学生的英语综合能力。其中，听力理解题考察学生对日常交际英语、采访、学术报告等的听力理解；阅读理解题考察学生通过阅读获取信息的能力、通过上下文猜测词义的能力、归纳总结作者态度、观点的能力等；词汇结构题着重考察学生对教材中语言点的掌握；完型填空题考察学生的英语综合能力；翻译与改写题考察学生的翻译与改写技巧。

课程考核各项分值表见下表：

学术英语（一）考核各项分值表

学术英语（二）考核各项分值表			
形成性评价 Formative (60%)	平时成绩 20%	出勤（25%）	5%
		课堂表现（25%）	5%
		自主学习（25%）	5%
		作业测试（25%）	5%
	口头报告（每单元结束前）15%		15%
	论文写作 25%	初稿（20%）	5%
		口头汇报（20%）	5%
成稿（60%）		15%	
终结性评价 summative (40%)	听力理解、词汇、阅读理解、完型填空、翻译与改写		40%

八. 各单元具体授课内容

第一单元

Unit 1 Plagiarism in Education

1. Search for Background Information

1.1 Find the information on the Internet about the following terms from texts or about the subject.

A) **plagiarism**: an act or instance of using or closely imitating the language and thoughts of another author without authorization and the representation of that author's work as one's own, as by not crediting the original author. This includes information from web pages, books, songs, television shows, email messages, interviews, articles, artworks or any other medium.

According to the Merriam-Webster Online Dictionary, to "plagiarize" means:

- ✧ to steal and pass off (the ideas or words of another) as one's own
- ✧ to use (another's production) without crediting the source
- ✧ to commit literary theft
- ✧ to present as new and original an idea or product derived from an existing source.

B) **academic integrity**: the moral code or ethical policy of academia. This includes values such as avoidance of cheating or plagiarism; maintenance of academic standards; honesty and rigor in research and academic publishing. Academic integrity is practiced in the majority of educational institutions, it is noted in mission statements and represented in honor codes, but it is also being taught in ethics classes and being noted in syllabuses. Many universities have sections on their websites devoted to academic integrity which define what the term means to their specific institution. Universities have moved toward an inclusive approach to inspiring academic integrity, by creating Student Honor Councils as well as taking a more active role in making students aware of the consequences for academic dishonesty.

C) **academic dishonesty**: Academic dishonesty or academic misconduct is any type of cheating that occurs in relation to a formal academic exercise. It can include:

- ✧ Plagiarism: The adoption or reproduction of original creations of another author (person, collective, organization, community or other type of author, including anonymous authors) without due acknowledgment.
- ✧ Fabrication: The falsification of data, information, or citations in any formal academic exercise.
- ✧ Deception: Providing false information to an instructor concerning a formal academic exercise—e.g., giving a false excuse for missing a deadline or falsely claiming to have submitted work.
- ✧ Cheating: Any attempt to give or obtain assistance in a formal academic exercise (like an examination) without due acknowledgment.
- ✧ Bribery: (or paid services) Giving certain test answers for money.
- ✧ Sabotage: Acting to prevent others from completing their work. This includes cutting pages out of library books or willfully disrupting the experiments of others.

◇ Professorial misconduct: Professorial acts that are academically fraudulent equate to academic fraud and/or grade fraud.

◇ Personation: assuming a student's identity with intent to provide an advantage for the student.

D) **quotation:** using someone's words. When one quotes, he should place the passage he is using in quotation marks, and document the source according to a standard documentation style.

E) **internal citation:** the practice of giving credit to an author, singer, or speaker by citing their words/ideas within your paper. Internal citations are sometimes called parenthetical citations because they're enclosed by parentheses. It's helpful to think of internal citations as a kind of "tag" indicating what you've borrowed from an author. For every sentence, phrase or idea you borrow you must "tag" it with an internal citation. Each internal citation is then listed alphabetically at the end of your paper.

F) **paraphrase:** a restatement of the meaning of a text or passage using other words. A paraphrase typically explains or clarifies the text that is being paraphrased. Paraphrase may attempt to preserve the essential meaning of the material being paraphrased. A paraphrase is typically more detailed than a summary.

In other words, to paraphrase is to use someone's ideas, but putting them in your own words. This is probably the skill you will use most when incorporating sources into your writing. Although you use your own words to paraphrase, you must still acknowledge the source of the information.

G) **credit (to give credit):** In general, the term "credit" in the intellectual sense refers to an acknowledgement of those who contributed to a work, whether through ideas or in a more direct sense. In non-fiction writing, especially academic works, it is generally considered important to give credit to sources of information and ideas. Failure to do so often gives rise to charges of plagiarism, and "piracy" of intellectual rights such as the right to receive a royalty for having written.

H) **common knowledge:** facts that can be found in numerous places and are likely to be known by a lot of people. When you use the language of ideas in your work, you should judge whether the source is common knowledge, if not, you should cite the resources. For example: *John F. Kennedy was elected President of the United States in 1960.* This is generally known information. You do not need to document this fact. However, you must document facts that are not generally known and ideas that interpret facts. For example: *According the American Family Leave Coalition's new book, Family Issues and Congress, President Bush's relationship with Congress has hindered family leave legislation.* The idea that "Bush's relationship with Congress has hindered family leave legislation" is not a fact but an interpretation; consequently, you need to cite your source.

I) **intellectual property:** intangible property that is the result of creativity. Under intellectual property law, owners are granted certain exclusive rights to a variety of intangible assets, such as musical, literary, and artistic works; discoveries and inventions; and words, phrases, symbols, and designs. Common types of intellectual property rights include copyrights, trademarks, patents, industrial design rights and trade secrets in some jurisdictions.

J) **copyright:** a legal concept enacted by most governments, giving the creator of an original work exclusive rights to it, usually for a limited time. Generally, it is "the right to copy", but also gives the copyright holder the right to be credited for the work, to determine who may adapt the work to other forms, who may perform the work, who may financially benefit from it, and other related rights. It is an intellectual property form (like the patent, the trademark, and the trade secret) applicable to any expressible form of an idea or information that is substantive and discrete.

K) **copyright infringement:** a violation of the rights secured by a copyright, or the unauthorized use of works under copyright, infringing the copyright holder's "exclusive rights", such as the right to reproduce or perform the copyrighted work, spread the information contained within copyrighted works, or to make derivative works. It often refers to copying "intellectual property" without written permission from the copyright holder, which is typically a publisher or other business representing or assigned by the work's creator.

L) **the Copyright Act of 1976:** a United States copyright law and remains the primary basis of copyright law in the United States, as amended by several later enacted copyright provisions. The Act spells out the basic rights of copyright holders, codified the doctrine of "fair use", and for most new copyrights adopted a unitary term based on the date of the author's death rather than the prior scheme of fixed initial and renewal terms. It became Public Law number 94-553 on October 19, 1976 and went into effect on January 1, 1978.

M) **plagiarism detection:** also called "plagiarism screening" or "plagiarism prevention". It refers to the process of locating instances of plagiarism within a work or document. Detection can be either manual or computer-assisted. Manual detection requires substantial effort and excellent memory, and is impractical in cases where too many documents must be compared, or original documents are not available for comparison. Computer-assisted detection allows vast collections of documents to be compared to each other, making successful detection much more likely. The popular computer-assisted detection services (also called "plagiarism-screening service" or "plagiarism prevention service/ resource") include CrossCheck, Turnitin, etc.

N) **fraud:** an intentional deception made for personal gain or to damage another individual. The specific legal definition varies by legal jurisdiction. Fraud is a crime, and also a civil law violation.

O) **cheating:** Cheating can take the form of crib notes, looking over someone's shoulder during an exam, or any forbidden sharing of information between students regarding an exam or exercise. Many elaborate methods of cheating have been developed over the years. For instance, students have been documented hiding notes in the bathroom toilet tank, in the brims of their baseball caps, or up their sleeves. Also, the storing of information in graphing calculators, pagers, cell phones, and other electronic devices has cropped up since the information revolution began. While students have long surreptitiously scanned the tests of those seated near them, some students actively try to aid those who are trying to cheat. Methods of secretly signaling the right answer to friends are quite varied, ranging from coded sneezes or pencil tapping to high-pitched noises beyond the hearing range of most teachers. Some students have been known to use more elaborate means, such as using a system of repetitive body signals like hand movements or foot jerking to distribute answers (i.e. where a tap of the foot could correspond to answer "A", two taps for answer "B", and so on). Cheating differs from most other forms of academic dishonesty, in that people can engage in it without benefiting themselves academically at all.

1.2 Report the information you've found to the class in the form of an oral presentation with or without Power Point within two minutes.

Open.

核心学术词汇

2. Discuss the Words' Meaning

2.1 Read the sentences below and use context to write the definitions of the underlined words.

1. **withhold:** hold back; refuse to hand over or give
2. **condemn:** to criticize strongly, usually for moral reasons
3. **address:** to give attention to or deal with a matter or problem
4. **prevalence:** the quality of existing very commonly or happening frequently
5. **submit:** hand over formally
6. **surveillance:** a close watch kept on someone suspected of doing wrong
7. **ensure:** make sure, guarantee; make certain
8. **fabrication:** action or result of inventing (a false story); a forged document or a false account of events
9. **duplicate:** identically copied from an original
10. **overwhelming:** too great to rest or overcome, very great
11. **conducive:** making it easy, possible or likely for something to happen
12. **inevitable:** that you cannot avoid or prevent
13. **potential:** that may or can come into existence; possible
14. **regurgitate:** to bring food that has been swallowed back up into the mouth again; to repeat something you have heard or read without really thinking about it or understanding it
15. **preeminent:** more important, more successful or of a higher standard than other
16. **insight:** the ability to see and understand the truth about people or situations
17. **distinct:** different in kind, separate
18. **pervade:** to spread through and be noticeable in every part of something
19. **sanction:** a course of action that can be used, if necessary, to make people obey a law or behave in a particular way
20. **universally:** by everyone; everywhere or in every situation
21. **approach:** to start dealing with a problem, task, etc. in a particular way
22. **assume:** to think or accept that something is true but without having proof of it
23. **subscribe:** to agree with or support an opinion, a theory, etc.
24. **infraction:** an act of breaking a rule or law
25. **precedence:** right to come before sb./ sth. in time, order, rank, etc.
26. **solidarity:** support by one person or group of people for another because they share feelings, opinions, aims, etc.
27. **enforce:** to make sure that people obey a particular law or rule
28. **flout:** to show that you have no respect for a law, etc. by openly not obeying it
29. **disregard:** to not consider something; to treat something as unimportant
30. **flux:** in constant change
31. **alternative:** a thing that you can choose to do or have out of two or more possibilities
32. **nuance:** a subtle difference in meaning or opinion or attitude
33. **paradoxical:** seemingly contradictory but nonetheless possibly true
34. **arbitrary:** not seeming to be based on a reason, system or plan and sometimes seeming unfair
35. **admonishment:** a warning to somebody about their behavior
36. **implicate:** to show or suggest that somebody is involved in something bad or criminal
37. **protract:** lengthen in time; cause to be or last longer
38. **suspension:** the act of officially removing somebody from their job, school, team, etc. for a period of time, usually as a punishment

39. **orientation:** training or information that you are given before starting a new job, course, etc.

40. **convict:** find or declare guilty

2.2. Find more words of each word family.

2.3 Explain the meaning of the following roots. Add at least five similar derivatives with their Chinese definitions.

3. Listen to the Dialogue

3.1 Listen to the first part of the dialogue and answer the following questions.

1. The man is unhappy because he has found a lot of copied work when viewing his students' research paper.

2. What the woman dislikes is the decision made by the majority of the committee to make the plagiarism policy simple so as to use it for multiple discipline areas.

3. The guideline was not complete and therefore it allowed student not properly cite sources, esp. sources from the internet.

4. Both the man's and woman's students failed to cite the websites with information they used. Google, the research engine, was regarded by the students as the source website.

5. Cindy insisted that she had her sister's permission to use her paper, and that even the president Obama borrowed lines and pieces of other speeches without giving credit.

3.2 Listen to the second part of the dialogue and take notes according to the questions in the left column.

3.3 Listen to the whole dialogue again and write a short summary of the dialogue according to your answers and notes.

Reference: The two speakers are talking about their students' plagiarizing and their efforts to deal with the problem. The man teacher is unhappy because he has found a lot of copied work when viewing his students' research paper. Actually, he has made the rules concerning plagiarism known to his students. They blame the school's simplified plagiarism policy and some teacher's incomplete research guideline for student plagiarism. Besides, they talk about their students' ignorance of plagiarism violation and affirm teachers' efforts in teaching students to cite sources in their researches. In the end, the woman sings high praise for the man's work and invites the man to join her for the next meeting on school plagiarism policies.

3.4 Exchange your summary with your partner and be ready to read to the class.

4. Read for Information

4.1 Read Text A and answer the following questions.

1. Because widespread plagiarism among its students were uncovered.

2. Four examples are given. Centenary College shutting down its satellite business schools, students' high-tech cheating in a northeast city, raised security measures taken during 2010 national college entrance exam and the cheated papers submitted to Journal of Zhejiang University-Science are all examples given to show the widespread plagiarism in China.

3. Metal detectors and surveillance cameras were installed at exam venues, and troops were mobilized to ensure the secure distribution of exams to about 6800 exam locations throughout the country.

4. According to the writer, the history of old China's educational system, China's culture of mimicry, the withholding of individual ideas and the negative impact of current emphasis on economic development are all responsible for the severity of plagiarism in China.

5. The key to plagiarism prevention is to work out and implement a more standardized sanction system with more open discussion, inquiry and real understanding of the problem.

4.2 Read Text A again and write a summary in the following form.

4.3 Read Text B and take notes according to the following table.

4.4 Read Text B again and answer the following questions.

4.5 Read Text B and Text A again and write a combination summary of the two texts.

4.6 Read Text C and complete the summary below. Choose no more than two words from the passage for each answer.

4.7 Read Text C and complete the table below.

5. Practice for Enhancement

5.1 Read the four words in each group and cross the word which is not a synonym for the numbered word. The first one has been done for you.

5.2 Match the words in the box with the words in each column that regularly occur with it. The first one has been done for you.

5.3 Paraphrase the following sentences by changing the wording and structures as much as possible, but keep the meaning unchanged. One sentence has been done for you.

作业

5.4 Translate the following sentences into Chinese.

6. Write an Academic Essay

Write a short essay to finish the following task.

Reference:

Why Punishing Plagiarists?

In the competitive environment with a tendency to evaluate the performance of students by grades at Chinese schools, plagiarism is prevalent in universities and colleges, even in elementary and high schools. Plagiarism refers to the adoption of original creations of another author without due acknowledgment. In its broad sense, it can refer to any type of cheating that occurs in relation to a formal academic exercise, for example, crib notes, looking over someone's shoulder during an exam, or any forbidden sharing of information between students regarding an exam or exercise.

Despite the fact that some students merely have a vague sense of academic integrity, plagiarism is a serious violation of the ethics of scholarship. To begin with, plagiarism breeds unfairness. By taking short cuts to inflate their grades, the plagiarists not only deny themselves the opportunity to learn, but also hurt their honest fellow students. In addition, plagiarism does harm to the pursuit of truth, and at the same time, strangle creativity and initiative in academic researches. What's more, plagiarists disregard academic integrity and bring infamy on the academia. A degree is devalued if it is earned in part by plagiarism. More seriously, plagiarism can also be offenses against the literary rights of the original author and the

property rights of the copyright owner.

Schools, colleges and professional entities certainly have the authority to punish plagiarists in various ways. The consequences of academic dishonesty can range from failing grades, suspension, revoking a degree to expulsion from the college. Though plagiarism is not itself a legal offense, it can have serious financial and even criminal consequences if constructed as copyright infringement or fraud. (272 words)

第三单元

Unit3 Animal Rights

1. Search for Background Information

1.1 Find the information on the Internet about the following terms from texts or about the subject.

A) **speciesism:** Speciesism is a term coined by Richard Ryder in 1970. The word refers to the widely held belief that the human species is inherently superior to other species and so has rights or privileges that are denied to other sentient animals. (See Painism). ‘Speciesism’ can also be used to describe the oppressive behavior, cruelty, prejudice and discrimination that are associated with such a belief. In a more restricted sense, speciesism can refer to such beliefs and behaviors if they are based upon the species-difference alone, as if such a difference is, in itself, a justification.

Ryder used the term as a deliberate ‘wake-up call’ to challenge the morality of current practices where nonhuman animals are being exploited in research, in farming, domestically and in the wild, and he consciously drew the parallel with the terms racism and sexism. Ryder pointed out that all such prejudices are based upon physical differences that are morally irrelevant. He suggested that the moral implication of Darwinism is that all sentient animals, including humans, should have a similar moral status.

B) **painism:** Painism is a term coined by Richard Ryder in 1990, being a refinement of his term sentientism. Painism became the principle upon which Ryder bases his ethics. He argues that any individual, human or other, who can experience pain, has moral standing. Such painience can be assumed in most species of animal on Earth and may be a capacity elsewhere in the universe among, for example, intelligent aliens, or even in highly developed robots and other machines. Intelligence and painience are not necessarily associated, so Ryder insists. It is possible that there are highly intelligent beings who can feel little or no pain and, vice versa, highly painient creatures who lack intelligence. Ryder defines pain as “any form of suffering or negative experience, including fear, distress and boredom, as well as corporeal pain itself. Such things as injustice, inequality and loss of liberty naturally cause pain.” Pain, so Ryder says, “is the great evil, and inflicting pain upon others is the only wrong.” Ryder, of course, rejects speciesism, arguing that many species are painient. (See Speciesism.) He cites three types of evidence to support this: the anatomical evidence of effective nervous systems, the behavioral evidence of avoidance (and other) behaviors and the neurochemical evidence of substances known to be associated with the transmission of pain. Thus the scope of all moral systems should be extended to cover all painient things and not just the human animal, Ryder claims. This is the neglected moral implication of Darwinism. “Pain is pain regardless as to who or what suffers it” Ryder says. “X amount of pain in a dog or a cat matters just as much as X amount of pain in a human being. It is the pain that matters, not the species.”

C) **utilitarianism:** Utilitarianism is a theory in normative ethics holding that the proper course of action is the one that maximizes overall “happiness”. It is now generally taken to be a form of consequentialism, although when Anscombe first introduced that term it was to distinguish between

‘old-fashioned Utilitarianism’ and consequentialism. According to utilitarianism the moral worth of an action is determined only by its resulting outcome although there is debate over how much consideration should be given to actual consequences, foreseen consequences and intended consequences. Two influential contributors to this theory are Jeremy Bentham and John Stuart Mill. In *A Fragment on Government* Bentham says ‘it is the greatest happiness of the greatest number that is the measure of right and wrong’ and describes this as a fundamental axiom. In *An Introduction to the Principles of Morals and Legislation* he talks of ‘the principle of utility’ but later prefers “the greatest happiness principle”.

Utilitarianism can be characterized as a quantitative and reductionist approach to ethics. It is a type of naturalism. It can be contrasted with deontological ethics, which does not regard the consequences of an act as a determinant of its moral worth; virtue ethics, which focuses on character; pragmatic ethics; as well as with ethical egoism and other varieties of consequentialism.

D) **informed consent:** Informed consent is a phrase often used in law to indicate that the consent a person gives meets certain minimum standards. As a literal matter, in the absence of fraud, it is redundant. An informed consent can be said to have been given based upon a clear appreciation and understanding of the facts, implications, and future consequences of an action. In order to give informed consent, the individual concerned must have adequate reasoning faculties and be in possession of all relevant facts at the time consent is given. Impairments to reasoning and judgment which may make it impossible for someone to give informed consent include such factors as basic intellectual or emotional immaturity, high levels of stress such as PTSD or as severe mental retardation, severe mental illness, intoxication, severe sleep deprivation, Alzheimer’s disease, or being in a coma. This term was first used in a 1957 medical malpractice case by Paul G. Gebhard.

E) **actus reus:** Actus reus is the Latin term used to describe a criminal act. Every crime must be considered in two parts — the physical act of the crime (actus reus) and the mental intent to do the crime (mens rea). To establish actus reus, a lawyer must prove that the accused party was responsible for a deed prohibited by criminal law.

Actus reus is commonly defined as a criminal act that was the result of voluntary bodily movement. This describes a physical activity that harms another person or damages property. Anything from a physical assault or murder to the destruction of public property would qualify as an actus reus.

F) **mens rea:** Mens rea is a Latin term meaning “guilty mind”. It refers to the criminal intent that is necessary as an element to be proven in a crime. Many civil law claims also include some level of mens rea as a required element.

The four levels of mens rea set forth in the Model Penal Code are:

- ✧ Purposely — express purpose to commit a specific crime against a particular person
- ✧ Knowingly — knowledge that one’s actions would certainly result in a crime against someone, but did not specifically intend to commit that crime against the particular victim which one is accused of injuring
- ✧ Recklessly — knew that one’ actions had an unjustifiable risk of leading to a certain result, but did not care about that risk (“reckless disregard”), and acted anyway
- ✧ Negligently — did not intend to cause the result that happened, but failed to exercise a reasonable duty of care to prevent that result (which includes failing to become aware of the risk of that result)

G) **veganism:** Veganism is the practice of abstaining from the use of animal products. Ethical vegans reject the commodity status of animals and the use of animal products for any purpose, while

dietary vegans (or strict vegetarians) eliminate them from their diet only. Another form, environmental veganism, rejects the use of animal products on the premise that the industrial practice is environmentally damaging and unsustainable.

H) **Animal Liberation Movement:** The animal liberation movement, sometimes called the animal rights movement, animal personhood, or animal advocacy movement, is a social movement which seeks an end to the rigid moral and legal distinction drawn between human and non-human animals, an end to the status of animals as property, and an end to their use in the research, food, clothing, and entertainment industries.

I) **animal rights:** Animal rights, also known as animal liberation, is the idea that the most basic interests of non-human animals should be given the same consideration as the similar interests of human beings. Advocates approach the issue from different philosophical positions, ranging from the protectionist side of the movement, presented by philosopher Peter Singer — with a utilitarian focus on suffering and consequences, rather than just on the concept of rights — to the abolitionist side, represented by law professor Gary Francione, who argues that animals need only one right: the right not to be property. Despite the different approaches, advocates broadly agree that animals should be viewed as non-human persons and members of the moral community, and should not be used as food, clothing, research subjects, or entertainment.

J) **animal welfare:** Animal welfare is the physical and psychological well-being of animals. It is measured by indicators including behavior, physiology, longevity, and reproduction.

The term animal welfare can also mean human concern for animal welfare or a position in a debate on animal ethics and animal rights. This position is measured by attitudes to different types of animal uses.

Systematic concern for animal welfare can be based on awareness that non-human animals are sentient and that consideration should be given to their well-being, especially when they are used by humans. These concerns can include how animals are killed for food, how they are used for scientific research, how they are kept as pets, and how human activities affect the survival of endangered species.

K) **vivisection:** Vivisection (from Latin vivus, meaning “alive”, and sectio, meaning “cutting”) is defined as surgery conducted for experimental purposes on a living organism, typically animals with a central nervous system, to view living internal structure. The term is sometimes more broadly defined as any experimentation on live animals (see animal testing.)The term is often used by organizations opposed to animal experimentation but is rarely used by practicing scientists. Human vivisection has been perpetrated as a form of torture.

The campaign over Proposition 8 was fiercely contested. In the aftermath of the vote, an intense focus on Proposition 8 continued with protests around the country and litigation focusing on many aspects of the initiative and campaign finance. Three lawsuits seeking to invalidate Proposition 8 were filed soon after the election; on November 19, the California Supreme Court announced it would consider these lawsuits. On May 26, 2009, the California Supreme Court upheld the constitutionality of the amendment. The August 2010 federal district court ruling in *Perry v. Schwarzenegger* that Proposition 8 is unconstitutional under the U.S. Constitution was appealed. A 3-judge panel of the United States Court of Appeals for the Ninth Circuit heard from attorneys on both sides on December 7, 2010.

L) **animal testing/experimentation:** Animal testing, also known as animal experimentation, animal research, and in vivo testing, is the use of non-human animals in experiments. Worldwide it is estimated that the number of vertebrate animals—from zebrafish to non-human primates—ranges from the tens of

millions to more than 100 million used annually. Invertebrates, mice, rats, birds, fish, frogs, and animals not yet weaned are not included in the figures; one estimate of mice and rats used in the United States alone in 2001 was 80 million. Most animals are euthanized after being used in an experiment. Sources of laboratory animals vary between countries and species; most animals are purpose-bred, while others are caught in the wild or supplied by dealers who obtain them from auctions and pounds.

The research is conducted inside universities, medical schools, pharmaceutical companies, farms, defense establishments, and commercial facilities that provide animal-testing services to industry. It includes pure research such as genetics, developmental biology, behavioral studies, as well as applied research such as biomedical research, xenotransplantation, drug testing and toxicology tests, including cosmetics testing. Animals are also used for education, breeding, and defense research. The practice is regulated to various degrees in different countries.

M) **abolitionism:** Abolitionism within animal rights theory is the idea that focusing on animal welfare reform not only fails to challenge animal suffering, but may prolong it by making the exercise of property rights over animals appear acceptable. The abolitionists' objective is to secure a moral and legal paradigm shift, whereby animals are no longer regarded as things to be owned and used. The American philosopher Tom Regan writes that abolitionists want empty cages, not bigger ones. This is contrasted with animal protectionism, the position that change can be achieved by incremental improvements in animal welfare.

N) **PETA:** People for the Ethical Treatment of Animals (PETA) (stylized PeTA) is an American animal rights organization based in Norfolk, Virginia, and led by Ingrid Newkirk, its international president. A non-profit corporation with 300 employees and two million members and supporters, it claims to be the largest animal rights group in the world. Its slogan is "animals are not ours to eat, wear, experiment on, or use for entertainment."

O) **activism:** Activism consists of efforts to promote, impede, or direct social, political, economic, or environmental change. Activism can take a wide range of forms from writing letters to newspapers or politicians, political campaigning, economic activism such as boycotts or preferentially patronizing businesses, rallies, street marches, strikes, sit-ins, and hunger strikes.

1.2 Report the information you've found to the class in the form of an oral presentation with or without Power Point within two minutes.

Open.

核心学术词汇

2. Discuss the Words' Meaning

2.1 Read the sentences below and use context to write the definitions of the underlined words.

1. **irrelevant:** not useful or not relating to a particular situation, and therefore not important
2. **alien:** a person who comes from a foreign country
3. **attribute:** to believe or say that a situation or event is caused by something
4. **inherent:** a quality that is inherent in something is a natural part of it and cannot be separated from it
5. **habitat:** the natural home of a plant or animal
6. **ultimate:** someone's ultimate aim is their main and most important aim, that they hope to achieve in the future (= final)

7. **ideal**: the best or most suitable that something could possibly be
8. **banishment**: the state of sending someone away permanently from their country or the area where they live, especially as an official punishment (= exile)
9. **aggregate**: different amounts, pieces of information etc together to form a group or a total
10. **victim**: someone who has been attacked, robbed, or murdered
11. **justify**: to give an acceptable explanation for something that other people think is unreasonable
12. **linger**: to continue to exist, be noticeable etc for longer than is usual or desirable
13. **agony**: a very sad, difficult, or unpleasant experience
14. **handicap**: to make it difficult for someone to do something that they want or need to do
15. **sentimental**: someone who is sentimental is easily affected by emotions such as love, sympathy, sadness etc, often in a way that seems silly to other people
16. **compassion**: a strong feeling of sympathy for someone who is suffering, and a desire to help them
17. **overdue**: not done, paid, returned etc by the time expected
18. **claim**: a statement that something is true, even though it has not been proved
19. **complexity**: the quality of being intricate and compounded
20. **accuse**: to say that you believe someone is guilty of a crime or of doing something bad
21. **assault**: a military attack to take control of a place controlled by the enemy
22. **core**: the most important or central part of something
23. **conflict**: a state of disagreement or argument between people, groups, countries etc
24. **invoke**: to make a particular idea, image, or feeling appear in people's minds by describing an event or situation, or by talking about a person
25. **violate**: to do something that makes someone feel that they have been attacked or have suffered a great loss of respect
26. **reverence**: (formal) great respect and admiration for someone or something
27. **presuppose**: to depend on something that is believed to exist or to be true (= assume)
28. **assertion**: something that you say or write that you strongly believe
29. **warrant**: a legal document that is signed by a judge, allowing the police to take a particular action
30. **obligation**: a moral or legal duty to do something
31. **reciprocal**: a reciprocal arrangement or relationship is one in which two people or groups do or give the same things to each other
32. **impose**: to force someone to have the same ideas, beliefs etc as you
33. **controversy**: a serious argument about something that involves many people and continues for a long time
34. **confirm**: to tell someone that a possible arrangement, date, or situation is now definite or official
35. **outcry**: an angry protest by a lot of ordinary people
36. **inundate**: to receive so much of something that you cannot easily deal with it all
37. **petition**: a written request signed by a lot of people, asking someone in authority to do something or change something
38. **opponent**: someone who you try to defeat in a competition, game, fight, or argument
39. **subject**: likely to be affected by something

40. **reiterate:** (formal)to repeat a statement or opinion in order to make your meaning as clear as possible (= restate)

2.2. Find more words of each word family. The first one has been done for you.

2.3 Explain the meaning of the following roots. Add at least five similar derivatives with their Chinese definitions. One example has been given to you.

3. Listen to the Interview

3.1 Listen to the first part of the interview and answer the following questions.

1. It comes from the failure of other arguments that are supposed to show that we should only be concerned about human beings.

2. It's the ability to suffer, the capacity to reason, and having lives that can go better or worse.

3. The book helps the recognition come into prominence that to exclude non-human animals from the range of moral concern but to include all humans just seems morally arbitrary.

4. The morality only really binds people who stand in some kind of contractual relationship with each other.

5. People believe that animals have a kind of moral standing and that people have moral obligations to animals but disagree about what exactly the philosophical basis is of that moral standing and exactly what people's duties come to.

3.2 Listen to the second part of the interview and take notes according to the questions in the left column.

3.3 Listen to the whole debate again and write a short summary of the interview according to your answers and notes.

Reference: The topic of the interview is about "human and animal rights". Professor Dale Jamieson thinks we should have moral concern for animals, for animals also share some features of humanity. The fact is that most of us human beings have special relationships with animals, therefore, we should have moral obligations to them. Dale Jamieson also holds that animal rights are related to environmentalism in that the concern of animals can lead naturally to be concerned with the environment where animals live. At last, Dale Jamieson stresses that animal rights are actually derived from human rights, and we should get out of our narcissism and solipsism to see animals are as objectively real as we are.

3.4 Exchange your summary with your partner and be ready to read to the class.

Open.

4. Read for Information

4.1 Read Text A and answer the following questions.

4.2 Read Text A again and write a summary in the following form.

4.3 Read Text B and take notes according to the following table.

Title: Why animals have no rights?

Author(s): Carl Cohen

Source: *The New England Journal of Medicine* 315, no. 14(October 2, 1986): 865-69.

Subject: Animal rights

Key words: animal rights, moral capacities, claim, obligation

Organization type: Argumentation

Thesis statement (or main ideas): Animals have no rights since they lack the capacity for free moral judgment. It does not follow from this, however, humans are morally free to do anything to them.

Conclusion: (or major findings): To treat animals humanely is not to treat them as humans or as the holders of rights.

4.4 Read Text B again and answer the following questions.

4.5 Read Text B and Text A again and write a combination summary of the two texts.

Reference: Whether animals have rights is a controversial problem. Professor Richard Ryder holds that all beings that feel pain deserve human rights. Since humans evolve from a primitive species into the rational beings we are today, we would not have to claim that we have the right to oppress the animals if humans are understood to be nothing more than sophisticated apes. Moreover, animals, like humans, can suffer pain and distress, thus, our concern for the pain and distress of humans should be extended to any pain-feeling beings regardless of his or her sex, class, race, religion, nationality or species. Professor Carl Cohen holds the different view. Rights are necessarily human and their possessors are human beings. Since animals do not have moral capacities, they cannot possibly be members of a truly moral community and therefore, cannot have rights.

4.6 Read Text C and complete the summary below. Choose no more than two words from the passage for each answer.

4.7. Try to find the specific details of the three sub-headings in Text C by finishing the following table.

5. Practise for Enhancement

5.1 Read the four words in each group and cross the word which is not a synonym for the numbered word. The first one has been done for you.

5.2 Match the words in the box with the words in each column that regularly occur with it. The first one has been done for you.

5.3 Paraphrase the following sentences by changing the wording and structures as much as possible, but keep the meaning unchanged. One sentence has been done for you.

作业

Translate the following sentences into Chinese.

1. 从达尔文的时代起，我们就知道人类是由其他动物进化而来的，因此，我们如何为人类对其他物种的所有压迫辩护呢？

2. 但是这些道德原则和理想仅仅是通往至善即幸福的踏脚石，而幸福由于没有疼痛和痛苦而变得唾手可得。（“疼痛”和“痛苦”可交替使用）

3. 因此，举例来说，我认为一个人一百个单位的疼痛要远远超出一千人或一百万人一个单位的疼痛，即使后者的痛苦的总量更大。

4. 有些权利基于宪法和法律（被告由陪审团审判的权利）；某些权利基于道德，但并非合法

要求（如我要求你遵守承诺的权利）；某些权利基于道德和法律两者之间（如反对盗窃和袭击的权利）。

5. 有人认为，对有感知的生物不造成无端伤害，这是人类的一般义务（不伤害原则）。也有人认为，在合理的权利范围内善待有感知的生物也是人类的一般义务（行善原则）。

6. 这种区分人类和动物的道德评判能力并不是对每个人类个体一一测试后得出的。换言之，由于某种缺陷而无法表现出这种能力的人不能也不会被排除出道德共同体。

Write a short essay to finish the following task.

Reference:

Animals having rights is a contentious notion. Some people believe that animals should be treated in the same way humans are and have similar rights, whereas others think that it is more important to use them as we desire for food and medical research.

With regard to the exploitation of animals, people believe it is acceptable for several reasons. Firstly, Rights belong to moral agents, and animals lack moral agency. Driven by instinct, they lack the higher-order thinking skills that enable people to choose between courses of action. Secondly, since humans have been placed in a superior position to animals, everything must be done to ensure human survival. If experimenting on animals means finding cures for diseases, this takes priority over animal suffering. Furthermore, some hold that animals do not feel pain as humans do; therefore it is morally acceptable if we have to kill animals for food or other uses,

However, I do not believe these arguments stand up to scrutiny. To start with, if it is OK to hunt animals because they lack critical thinking skills, then can we hunt children with Down syndrome? Not to mention that some animals, certain primates especially, actually do think rather well. Next, animals deserve due moral consideration because of their capacity to feel pain. It has been shown on numerous occasions by secret filming in laboratories via animal rights groups that animals feel as much pain as humans do, and they suffer when they are kept in cages for long periods. In addition, a substantial amount of animal research is done for cosmetics rather than finding cures for diseases, which is unnecessary. Finally, it has also been proven that humans can get all the needed nutrients and vitamins from green vegetables and fruits, killing animals for food is not an adequate argument.

To sum up, humans evolve from animals, and so, are but one species of animal, thereby deserving of no higher moral status than animals. To remain consistent we ought to consider it unacceptable to submit animals to such cruel and inhuman experiments or use them for food. Steps must be taken to improve the rights of animals. (358 words)

第四单元

Unit4 Domestic Violence

1. Search for Background Information

1.1 Find the information on the Internet about the following terms from texts or about the subject.

A) **intimate partner violence:** Also known as domestic abuse, spousal abuse or family violence, it is usually defined as a pattern of abusive behaviors by one partner against another in an intimate relationship such as marriage, dating, family, or cohabitation. Intimate partner violence has many forms, including physical aggression or assault, sexual abuse; emotional abuse; controlling or domineering; intimidation; stalking; passive/covert abuse (e.g. neglect); and economic deprivation. Alcohol consumption and mental illness are often associated with intimate partner violence. It is believed that intimate partner violence has great effects on the victims both physically and mentally.

B) **physical assault:** Physical assault is abuse involving contact intended to cause feelings of intimidation, pain, injury, or other physical suffering or bodily harm. Physical abuse includes hitting, slapping, punching, choking, pushing, burning and other types of contact that result in physical injury to the victim. Physical abuse can also include behaviors such as denying the victim of medical care when needed, depriving the victim of sleep or other functions necessary to live, or forcing the victim to engage in drug/alcohol use against his/her will. If a person is suffering from any physical harm then they are experiencing physical abuse. This pain can be experienced on any level. It can also include inflicting physical injury onto other targets, such as children or pets, in order to cause psychological harm to the victim

C) **verbal abuse:** Verbal abuse is a form of emotionally abusive behavior involving the use of language. Verbal abuse can also be referred to as the act of threatening. Through threatening a person can blatantly say they will harm you in any way and will also be considered as abuse. Verbal abuse may include aggressive actions such as name-calling, blaming, ridicule, disrespect, and criticism, but there are also less obviously aggressive forms of verbal abuse. Statements that may seem benign on the surface can be thinly veiled attempts to humiliate; falsely accuse; or manipulate others to submit to undesirable behavior, make others feel unwanted and unloved, threaten others economically, or isolate victims from support systems. While oral communication is the most common form of verbal abuse, it includes abusive communication in written form.

D) **stalking:** Stalking can be defined as the willful and repeated following, watching and/or harassing of another person. Unlike other crimes, which usually involve one act, stalking is a series of actions that occur over a period of time. Stalkers may use threats and violence to frighten their victims. They may also engage in vandalism and property damage or make physical attacks that are mostly meant to frighten. Less common are sexual assaults. In the UK, for example, most stalkers are former partners. Stalking is a form of mental assault, in which the perpetrator repeatedly, unwantedly, and disruptively breaks into the life-world of the victim.

E) **psychological abuse:** Also referred to as emotional abuse or mental abuse, it is a form of abuse characterized by a person subjecting or exposing another to behavior that may result in psychological trauma, such as anxiety and chronic depression. Such abuse is often associated with situations of power imbalance, such as abusive relationships, bullying, child abuse and abuse in the workplace. The U.S. Department of Justice defines emotionally abusive traits as including causing fear by intimidation, threatening physical harm to self, partner, children, or partner's family or friends, destruction of pets and property, forcing isolation from family, friends, or school or work. Studies have argued that an isolated incident does not constitute emotional abuse: it is characterised by a climate or pattern of behaviour(s) occurring over time.

F) **social isolation:** Social isolation refers to a complete or near-complete lack of contact with society for members of social species. Some examples of what socially isolating yourself can mean are staying home, having no communication with anyone including friends and family, and basically avoiding any contact with other beings. Emotional or psychological challenges are the results of social isolation. These results can cause symptoms of feeling depressed, distress, or anxious. This causes feelings of loneliness, fear of others, or negative self-esteem. Domestic abusers often isolate their victims from all other significant supports and establish themselves as the center of the victims' world. Social isolation is supposed to be one of the effects of domestic violence on women.

G) **economic abuse:** Economic abuse is a form of abuse when one intimate partner has control over the other partner's access to economic resources. Economic abuse may involve preventing a spouse from resource acquisition, limiting the amount of resources to use by the victim, or by exploiting economic resources of the victim. The motive behind preventing a spouse from acquiring resources is to diminish victim's capacity to support him/herself, thus forcing him/her to depend on the perpetrator financially, which includes preventing the victim from obtaining education, finding employment, maintaining or advancing their careers, and acquiring assets. In addition, the abuser may also put the victim on an allowance, closely monitor how the victim spends money, spend victim's money without his/her consent and creating debt, or completely spend victim's savings to limit available resources.

H) **child abuse:** Child abuse is the physical, sexual or emotional mistreatment or neglect of a child or children. Child abuse can occur in a child's home, or in the organizations, schools or communities the child interacts with. Parents who physically abuse their spouses are more likely than others to physically abuse their children. Substance abuse, unemployment and financial difficulties are associated with child abuse, too. Research shows that abused children often develop deficits with language, deregulation of mood, behaviour and also social/emotional disturbances. Children who have a history of neglect or physical abuse are at risk of developing psychiatric problems, too.

I) **alcoholism:** Alcoholism is a broad term for problems with alcohol, and is generally used to mean compulsive and uncontrolled consumption of alcoholic beverages. It is medically considered a disease, specifically a neurological disorder, and in medicine several other terms are used, specifically "alcohol abuse" and "alcohol dependence". The biological mechanisms that cause alcoholism are not well understood. Social environment, stress, mental health, family history, age, ethnic group, and gender all influence the risk for the condition. Alcohol damages almost every organ in the body, including the brain. The cumulative toxic effects of chronic alcohol abuse can cause both medical and psychiatric problems.

J) **substance abuse:** Substance abuse, also known as drug abuse, is a maladaptive patterned use of a substance (drug) in which the user consumes the substance in amounts or with methods not condoned by medical professionals. Some of the drugs most often associated with this term include alcohol,

barbiturates, cocaine and opioids. Use of these drugs may lead to criminal penalty in addition to possible physical, social, and psychological harm, both strongly depending on local jurisdiction.

K) **post-traumatic stress disorder:** Post-traumatic stress disorder (PTSD for short) is a severe anxiety disorder. Its features persist for longer than 30 days, which distinguishes it from the briefer acute stress disorder. These persisting post-traumatic stress symptoms cause significant disruptions of one or more important areas of life function. It is believed to be caused by experiencing any of a wide range of events which produces intense negative feelings of “fear, helplessness or horror” in the observer or participant. Sources of such feelings may include: experiencing or witnessing childhood or adult physical, emotional, or sexual abuse; experiencing or witnessing physical assault, adult experiences of sexual assault, accidents, drug addiction, illnesses, employment in occupations exposed to war or getting a diagnosis of a life-threatening illness. Victims of domestic violence may develop PTSD and many will require mental health treatment.

L) **gender inequality:** Gender inequality refers to disparity between individuals due to gender. It may be reflected in numerous dimensions of daily life. While gender discrimination happens to both men and women in individual situations, discrimination against women is a global epidemic. Violence against women is an extreme manifestation of gender inequality. The unequal status of women is also associated in a variety of ways with domestic violence and with women’s responses to that violence. Improving women’s legal and socioeconomic status is likely to be, in the long term, a key intervention in reducing women’s vulnerability to violence. This includes: awareness of their rights, and measures to ensure women’s rights related to owning and disposing of property and assets, access to divorce and child custody following separation. Women’s access to education — in particular keeping girls enrolled through secondary education — and to safe and gainful employment should also be strongly supported as part of overall anti-violence efforts.

M) **mandatory arrest laws:** Prior to the implementation of mandatory arrest policies in the United States, police often were not able to arrest individuals suspected of domestic violence. Mandatory arrest laws were implemented in the U.S. during the 1980s and 1990s. The laws “require the police to make arrests in domestic violence cases when there was probable cause to do so, regardless of the wishes of the victim.” Before the laws were put into effect, police officers were required to witness the abuse occurring first hand prior to making an arrest. Currently, 23 states use mandatory arrest policies. The debate over mandatory arrest is still underway, as many people believe it has negative effects on the assailant, victim, and their family members including but not limited to the breakdown of the family, the economic deprivation of the victim, the trauma associated with separation of families, and the lack of childcare in situations of dual arrest. Sometimes when police respond, they arrest both parties involved in a domestic violence situation.

N) **restraining order:** A restraining order or order of protection is a form of legal injunction that requires a party to do, or to refrain from doing, certain acts. A party that refuses to comply with an order faces criminal or civil penalties and may have to pay damages or accept sanctions. Breaches of restraining orders can be considered serious criminal offences that merit arrest and possible prison sentences.

The term is most commonly used in reference to domestic violence, harassment, stalking or sexual assault. In the United States, each state has some form of domestic violence restraining order law, and many states also have specific restraining order laws for stalking and sexual assault. When the abuser does something that the court has ordered him or her not to do, or refuses to do something the court has

ordered him or her to do, that is a violation of the order. The victim can ask the police or the court, or both, depending on the violation, to enforce the order.

O) **patriarchy**: Patriarchy is a social system in which the male acts as the primary authority figure central to social organization, and where fathers hold authority over women, children, and property. It implies the institutions of male rule and privilege, and entails female subordination. Many patriarchal societies are also patrilineal, meaning that property and title are inherited by the male lineage.

Historically, patriarchy has manifested itself in the social, legal, political, and economic organization of a range of different cultures. Patriarchy also has a strong influence on modern civilization, although many cultures have moved towards a more egalitarian social system over the past century. Patriarchal society and culture is believed by feminists as a major cause of domestic violence against women.

1.2 Report the information you've found to the class in the form of an oral presentation with or without Power Point within two minutes.

Open.

核心学术词汇

2. Discuss the Words' Meaning

2.1 Read the sentences below and use context to write the definitions of the underlined words.

1. **outrage**: to make sb shocked or angry
2. **perpetrator**: a person who commits a crime or does sth wrong or evil
3. **marital**: connected with marriage or with the relationship between a husband and wife
4. **project**: transfer an emotion or desire to another person, especially unconsciously
5. **tirade**: a long angry speech criticizing sb or sth
6. **recrimination**: accusations made by two people or two groups of people about each other's behavior
7. **intoxicate**: cause to lose control of one's behavior because of alcohol drink or a drug
8. **enmeshment**: a bad situation involved that is not easy to escape from
9. **disengagement**: the action of releasing from an attachment or connection; separation
10. **norm**: a situation or a pattern of behavior that is usual or expected
11. **symptom**: a change in one's body or mind that shows that he is not healthy
12. **instigate**: cause sth bad to happen
13. **imbibe**: to drink sth especially alcohol
14. **ambiguous**: not having one obvious meaning, confusing
15. **mediate**: intervene in a dispute between two groups of people in order to bring about agreement
16. **harbor**: to keep feelings or thoughts, especially negative ones in one's mind for a long time
17. **intimidate**: to frighten or threaten sb in order to make them do what one wants
18. **pent-up**: (of feelings, energy, etc.) that cannot be expressed or released
19. **accommodate**: to change one's behavior in order to deal with a new situation better
20. **distortion**: the changing of the meaning or purpose of sth into sth. that one disapproves of
21. **milieu**: social environment one lives in
22. **laceration**: a bad cut on the skin
23. **syndrome**: a set of physical conditions that show one has a particular disease or medical problem

24. **irritability:** bad temper; a tendency to be easily annoyed
25. **illusory:** not real, although seeming to be
26. **property:** a quality or characteristics that sth has
27. **abstinent:** refraining from an activity or from the consumption of sth, especially alcohol
28. **divergent :** tending to differ
29. **cognitive:** connected with mental processes of understanding
30. **disparity:** a notable difference
31. **intervention:** getting involved in order to influence a situation in some way
32. **cumulative:** increasing in quantity, degree, or force by successive additions
33. **erosion:** the gradual destruction or removal of power, rights, etc.
34. **domineer:** assert one's will over another in an arrogant way
35. **empirical:** based on experiments or experience rather than ideas or theories
36. **feminist:** a person who supports the belief that women should have the same rights and opportunities as men
37. **synonymous:** having the same or nearly same meaning
38. **statistics:** a collection of information shown in numbers
39. **stereotype:** a fixed idea or image that many people have of a particular type of person or thing, but which is often not true in reality
40. **veracity:** the quality of being true

2.2. Find more words of each word family. The first one has been done for you.

2.3 Explain the meaning of the following roots. Add at least five similar derivatives with their Chinese definitions. One example has been given to you.

3. Listen to the Lecture

3.1 Listen to the first part of the lecture and answer the following questions.

1. Men are taught to be tough, strong, courageous and dominating. Men should have no pains, no emotions with the exception of anger and definitely they should have no fear.
2. Men are in charge, and women are not; men lead, and women should just follow and do what men say; men are superior, and women are inferior; men are strong, and women are weak; women are of less value, property and objects, particularly sexual objects of men.
3. He believes that there is something twisted with it and we need to challenge this box and redefine what we come to know as manhood.
4. No matter what Jay was crying about, he would let her get on his knee, let her cry it out and try to comfort her.
5. He would ask Kendall to just go in his room, sit down, get him together and come back to talk to him when Kendall could talk to him like a man.

3.2 Listen to the second part of the lecture and take notes according to the questions in the left column.

3.3 Listen to the whole lecture again and write a short summary of the lecture according to your answers and notes.

Reference: In this lecture, Tony Porter tackles the issue of domestic violence against women from the point of view of boy education. Departing from his own childhood experience, he points out that boys

are traditionally taught to be tough and dominating, to control their feelings and to view women as property of men. He concludes that these ideas concerning men and women's power and control are the social foundation of domestic violence against women. Thus, to solve the problem of domestic violence, Porter appeals for the parents to teach their boys to be able to show their feelings and to view women as their equals.

3.4 Exchange your summary with your partner and be ready to read to the class.

Open

4. Read for Information

4.1 Read Text A and answer the following questions.

4.2 Read Text A again and write a summary in the following form.

4.3 Read Text B and take notes according to the following table.

Title: Alcohol Abuse Does Not Cause Domestic Violence

Author(s): Larry W. Bennett

Source: Tamaral L. Roleff (Ed.). *Domestic violence: opposing viewpoints* (pp 63-70).San Diego, California: Greenhaven Press, 2000.

Subject: Relationship between alcohol abuse and domestic violence

Key words: domestic violence; alcohol abuse; woman abuse; relationship between alcohol abuse and woman abuse

Organization types: Argumentation

Thesis statement (or main ideas): Alcohol abuse does not cause domestic violence

Conclusion (or major findings): Substance abuse and women abuse only has an indirect link, while other factors such as family background, educational level and income of the abuser contribute more to women abuse.

4.4 Read Text B again and answer the following questions.

4.5 Read Text B and Text A again and write a combination summary of the two texts.

Reference: The relationship between alcohol abuse and domestic violence remains unclarified. Jerry P. Flanzer (2000) contends that alcohol abuse is the prominent risk factor contributing to various family problems and specifically family violence. He points out that clinical observations have found the similarities in the behavioral sets of the family batterers and the alcohol abusers. Flanzer also argues that abuse of alcohol can lower the abuser's inhibitions against becoming violent. In contrast with Flanzer, Larry W. Bennett (2000) argues that although there is a link between alcohol abuse and domestic violence, substance abuse does not cause men to batter their partners. He contends that no such inhibition center has ever been located in the brain and the batterers can not be expected to become non-violent even after the stop of alcohol abuse. Furthermore, Bennett remarks that other factors, such as the abusers' education and income, a child's home environment and exposure to alcohol and drugs are more likely to increase the risk of abusive behavior.

4.6 Text C contains 9 paragraphs labeled A–I. Which paragraph contains the following information? Write the correct letter A–I in the following blanks.

4.7 Complete the summary of Text C below. Choose no more than three words from the passage for each answer.

5. Practise for Enhancement

5.1 Read the four words in each group and cross the word which is not a synonym for the numbered word. The first one has been done for you.

5.2 Decide which of the nouns can go with the following verbs. The first one has been done for you.

5.3 Paraphrase the following sentences by changing the wording and structures as much as possible, but keep the meaning unchanged. The first one has been done for you.

1. Substance abuse and particularly alcohol abuse are often found to be the most important risk factor leading to all kinds of family problems.

2. Experts agreed on the behavioral patterns of the abusers and their victims through repeated clinical observations of the participants.

3. According to much of the literature, alcohol lowers inhibition and thus leads to a more likely violent behavior.

4. A social environment that tolerates and adapts to violence is set up by this restructuring of family life.

5. The close association of substance abuse and woman abuse in people's mind leads to their belief that substance use is a direct cause of woman abuse.

6. Still others believe that substance abuse and woman abuse are different issues, and there does not exist an apparent and practical relationship between them.

7. Though substance itself is not the most important factor, substance abuse increases the risk of men battering their partners.

8. One common notion that men batterers are heavily drunk and therefore "out of control" when they batter is not supported by studies.

作业

Translate the following sentences into Chinese.

1. 尽管受到媒体的关注，在美国出现的各种滥用使人上瘾的药品问题中，酗酒（包括酒精依存和饮酒过度）仍然占据其中的绝大多数。同时，酗酒也理所当然地成为导致一般的家庭问题，尤其是家庭暴力问题的最常被提及的滥用瘾品的形式。

2. 不管我们从家庭中实际发生的暴力行为来看，还是从充斥着酗酒和暴力的家庭环境对代际关系及后代的成长所造成的不良影响来看，酗酒和暴力两者之间的联系都是显而易见的。

3. 内心里憋着一股怒火的人，其愤恨之情在心理防卫机制的作用下而得到抑制，但是由于酗酒而使这种抑制失去作用，因此他就会变得非常具有攻击性而令人生畏……。

4. 由酗酒引起的大脑或大脑神经介质系统的变化，也许是形成酗酒和暴力行为两者之间相关关系的原因，这种因果关系在酗酒者戒酒期间体现的更为明显。

5. 在许多社会形态，包括我们所处的社会形态中，药品滥用者把使用药物当作可以一时逃脱责任的挡箭牌。在药物使用期间，他们会在施加暴力行为后，把其暴力行为归咎于药物作用而非他们自身。

6. 他们担心这些观点会把本应由虐妻者本人承担的责任归于其它方面，如施暴者对自己出身家庭的反感，其解决问题的能力欠缺或者归于施暴者精神机能障碍等等。

Write an Academic Essay

Write a short essay to finish the following task.

Reference:

Domestic violence against women could be found in almost every country. Violence against women by intimate male partners has serious physical and psychological effects on women and even their children. Apparently there is no single factor to account for domestic women abuse.

Cultural ideology of patriarchy is a prominent factor. The tradition of male dominance provides “legitimacy” for violence against women in certain circumstances. The physical assault of wives may be allowed under the notion of ownership of women.

Lack of economic resources is also an important contributing factor. The fear of violence keeps women from seeking employment, and without economic independence, women have no power to escape from an abusive relationship.

Lack of social and legal protection is another strong factor for violence against women. Studies show that women who have little participation in social networks are more likely to become victims of domestic violence. In addition, until recently, the public/private distinction that has ruled most legal systems has been a major obstacle to protecting women under abuse and punishing the perpetrators.

Finally, living in a violent family environment increases the chances of children becoming violent in their adulthood, as violence may be learnt as a means of resolving conflict and asserting manhood by children.

Taken as a whole, factors contributing to domestic violence against women are complex and interrelated. Consequently, combined efforts from the government, the society and community, the legal body as well as the family are needed to diminish such a crime. (246 words)

第五单元

Unit5 Euthanasia

1. Search for Background Information

1.1 Find the information on the Internet about the following terms from texts or about the subject.

A) **euthanasia:** refers to the practice of intentionally ending a life in order to relieve pain and suffering. There are different euthanasia laws in each country. The British House of Lords Select Committee on Medical Ethics defines euthanasia as “a deliberate intervention undertaken with the express intention of ending a life, to relieve intractable suffering”. In the Netherlands, euthanasia is understood as “termination of life by a doctor at the request of a patient”. Euthanasia is categorized in different ways, which include voluntary, non-voluntary, or involuntary. Voluntary euthanasia is legal in some countries and U.S. states. Non-voluntary euthanasia is illegal in all countries. However, in the Netherlands, physicians can avoid prosecution by following well described and strict conditions when non-voluntary euthanasia is performed on infants. Involuntary euthanasia is usually considered murder. Euthanasia is the most active area of research in contemporary bioethics.

B) **dysthanasia:** In medicine, dysthanasia means “bad death” and is considered a common fault of modern medicine. Technologies such as an implantable cardioverter defibrillator,^[3] artificial ventilation, ventricular assist devices, and extracorporeal membrane oxygenation can extend the dying process. Dysthanasia is a term generally used when a person is seen to be kept alive artificially in a condition where, otherwise, they cannot survive; typically for some sort of ulterior motive. The term was used frequently in the investigation into the death of Formula One driver Ayrton Senna in 1994.

C) **voluntary euthanasia:** refers to the practice of ending a life in a painless manner. Voluntary euthanasia (VE) and physician-assisted suicide (PAS) have been the focus of great controversy in recent years. As of 2009, some forms of voluntary euthanasia are legal in Belgium, Luxembourg, the Netherlands, Switzerland, and the U.S. states of Oregon and Washington

D) **non-voluntary euthanasia:** euthanasia conducted where the explicit consent of the individual concerned is unavailable. In the modern world, the term is usually applied to medical situations.

E) **Terry Schiavo Case:** was a legal battle involving prolonged life support in the United States that lasted from 1998 to 2005. At issue was whether the husband of Teresa Marie "Terri" Schiavo had the right to terminate life support for his wife, who was diagnosed by doctors as being in a persistent vegetative state. The highly publicized and prolonged series of legal challenges presented by her parents and by state and federal legislative intervention effected a seven-year delay before life support finally was terminated. Terri Schiavo collapsed in her St. Petersburg, Florida, home in full cardiac arrest on February 25, 1990. She suffered massive brain damage due to lack of oxygen and, after two and a half months in a coma, her diagnosis was changed to vegetative state. For the next few years doctors attempted speech and physical therapy and other experimental therapy, hoping to return her to a state of awareness. In 1998 Schiavo's husband, Michael, petitioned the Sixth Circuit Court of Florida (Pinellas County), to remove her feeding tube pursuant to Florida Statutes Section 765.401(3). He was opposed by Terri's parents,

Robert and Mary Schindler, who argued that she was conscious. The court determined that she would not wish to continue life-prolonging measures, and on April 24, 2001, her feeding tube was removed for the first time, only to be reinserted several days later. On February 25, 2005, a Pinellas County judge ordered the removal of Terri Schiavo's feeding tube. Several appeals and federal government intervention followed, which included U.S. President George W. Bush returning to Washington D.C. to sign legislation designed to keep her alive. After all attempts at appeals through the federal court system upheld the original decision to remove the feeding tube, staff at the Pinellas Park hospice facility where Terri was being cared for disconnected the feeding tube on March 18, 2005, and she died on March 31, 2005.

F) **medical law:** Medical law is the branch of law which concerns the prerogatives and responsibilities of medical professionals and the rights of the patient. It should not be confused with medical jurisprudence, which is a branch of medicine, rather than a branch of law. The main branches of medical law are the law on confidentiality, negligence and torts in relation to medical treatment (most notably medical malpractice), and criminal law in the field of medical practice and treatment. Ethics and medical practice is a growing field.

G) **medical ethics:** is a system of moral principles that apply values and judgments to the practice of medicine. As a scholarly discipline, medical ethics encompasses its practical application in clinical settings as well as work on its history, philosophy, theology, and sociology.

H) **mercy killing:** is defined as the killing of one person by another. The victim of mercy killing is normally in the vegetable state or has an injury or illness that cannot be cured, as it is usually in its last stage. The victim experiences immensely painful last days just before his or her death. For a voluntary case of mercy killing to take place, the killer must first obtain the consent of the victim, but there have been recorded cases of mercy killing against the wishes of the victim as well. This is known as involuntary mercy killing. Mercy killing is known as euthanasia. The victim of a mercy killing dies a painless death after suffering an incurable ailment or serious injury. The term euthanasia, which means mercy killing, is derived from the Greek word for 'good death'. Euthanasia has been legalised in some Western countries but is still considered to be an unethical practice in the Third World.

I) **assisted suicide:** is the common term for actions by which an individual helps another person voluntarily bring about his or her own death. "Assistance" may mean providing one with the means (drugs or equipment) to end one's own life, but may extend to other actions. It differs to euthanasia where another person ends the life. The current waves of global public debate have been ongoing for decades, centering on legal, religious, and moral conceptions of "suicide" and a personal "right to death". Legally speaking, the practice may be legal, illegal, or undecided depending on the culture or jurisdiction. The practice may result in death. In most religions, suicide is regarded as a serious sin. In the Roman Catholic Church suicide is a mortal sin because it holds that we are stewards, not owners, of the life God has entrusted to us.

J) **Richard Dimbleby lecturer:** The Richard Dimbleby Lecture (also known as the Dimbleby Lecture) was founded in the memory of Richard Dimbleby, the BBC broadcaster. It has been delivered by an influential business or political figure almost every year since 1972 (with gaps in 1981, 1991, 1993 and 2008).

K) **writer Terry Pratchett:** Sir Terence David John "Terry" Pratchett, OBE (born 28 April 1948) is an English novelist, known for his frequently comical work in the fantasy genre. He is best known for his popular and long-running Discworld series of comic fantasy novels. Pratchett's first novel, The Carpet People, was published in 1971, and since his first Discworld novel (The Colour of Magic) was published

in 1983, he has written two books a year on average. His latest Discworld book, Snuff is the third-fastest-selling novel since records began in the United Kingdom selling 55,000 copies in the first three days. Pratchett was the UK's best-selling author of the 1990s, and has sold over 70 million books worldwide in thirty-seven languages. He is currently the second most-read writer in the UK, and seventh most-read non-US author in the US.

L) **prima facie case:** is a Latin expression meaning on its first encounter, first blush, or at first sight. The literal translation would be “at first face” or “at first appearance”, from the feminine form of primus (“first”) and facies (“face”), both in the ablative case. It is used in modern legal English to signify that on first examination, a matter appears to be self-evident from the facts. In common law jurisdictions, prima facie denotes evidence that — unless rebutted — would be sufficient to prove a particular proposition or fact. The term is used similarly in academic philosophy. Most legal proceedings require a prima facie case to exist, following which proceedings may then commence to test it, and create a ruling.

M) **ECLJ:** The European Centre for Law and Justice is an international, Non-Governmental Organization dedicated to the promotion and protection of human rights in Europe and worldwide. The ECLJ holds special Consultative Status before the United Nations/ECOSOC since 2007.

N) **the case Koch V. Germany:** In this case, the applicant, Mr. Ulrich Koch, complains for the refusal by the German administration to give to his late wife authorization to obtain a lethal substance in order to commit suicide. Assisted suicide is illegal in Germany. He went short after to Switzerland with his late wife, where she committed suicide. In between, the couple introduced a complaint before the German Courts, who ultimately rejected their claims. Before the ECHR, the applicant complains that this refusal violated both of their rights to respect for private and family life as guaranteed by article 8 of the Convention. He also pretends that he lacked effective remedy before national Court, as those courts considered that, following his wife's death, he did not have an ongoing individualised legal interest in having his wife's case examined

O) **living wills:** A living will is a legal document that a person uses to make known his or her wishes regarding life prolonging medical treatments. It can also be referred to as an advance directive, health care directive, or a physician's directive. A living will should not be confused with a living trust, which is a mechanism for holding and distributing a person's assets to avoid probate. It is important to have a living will as it informs your health care providers and your family about your desires for medical treatment in the event you are not able to speak for yourself

1.2 Report the information you've found to the class in the form of an oral presentation with or without Power Point within two minutes.

Open.

核心学术词汇

2. Discuss the Words' Meaning

2.1 Read the sentences below and use context to write the definitions of the underlined words.

1. **omission:** the act or instance of failing to include or mention
2. **allege:** to assert to be true; affirm
3. **impact:** the effect or impression of one thing on another
4. **account:** a narrative or record of events
5. **maintain:** to keep in an existing state; preserve or retain

6. **abuse:** to use wrongly or improperly; misuse
7. **elaborate:** to work out with care and detail; develop thoroughly
8. **enunciate:** to state or set forth precisely or systematically
9. **prolongation:** lengthening in extent or duration
10. **alarm:** to give warning to
11. **implementation:** the act of putting into effect
12. **lethal:** capable of causing death
13. **stem:** to have or take origin or descent
14. **level:** being at the same height or position as another; even
15. **practitioner:** one who practices something, especially an occupation, a profession, or a technique
16. **tribunal:** a seat or court of justice
17. **verdict:** the finding of a jury in a trial
18. **ambivalence:** the coexistence of opposing attitudes or feelings, such as love and hate, toward a person, an object, or an idea
19. **pragmatic:** dealing or concerned with facts or actual occurrences; practical
20. **stoic:** one who is seemingly indifferent to or unaffected by joy, grief, pleasure, or pain
21. **harrow:** to inflict great distress or torment on
22. **mount:** to place oneself upon; get up on
23. **debilitating:** to weaken the strength or energy of; enervate
24. **vulnerable:** easily influenced or affected by physical injury
25. **prosecution:** law The institution and conduct of a legal proceeding
26. **transient:** remaining in a place only a brief time
27. **sinister:** suggesting or threatening evil
28. **euphemistic:** substituting a mild, indirect, or vague term for one considered harsh, blunt, or offensive
29. **afflict:** to inflict grievous physical or mental suffering on
30. **blatant:** unpleasantly loud and noisy
31. **endorsement:** something, such as a signature or voucher, that validates
32. **propagate:** to cause to extend to a broader area or larger number; spread
33. **flout:** to show contempt for; scorn
34. **impartiality:** the act of not favoring one person or side over another or others; not biased or unprejudiced
35. **overall:** including everything; comprehensive
36. **considerable:** large in amount, extent, or degree
37. **shudder:** a convulsive shiver, as from fear or revulsion; a tremor
38. **suspicious:** openly distrustful and unwilling to confide
39. **underlay:** to provide with a base or support
40. **acquit:** to free or clear from a charge or accusation

2.2. Find more words of each word family. The first one has been done for you.

2.3 Explain the meaning of the following roots. Add at least five similar derivatives with their Chinese definitions. One example has been done for you.

3. Listen to the Interview

3.1 Listen to the first part of the interview and answer the following questions.

1. 80%.
2. The Australian government doesn't want to bring to the parliament any legislation dealing with voluntary euthanasia.
3. The politicians in states, territories and the federal parliament don't support voluntary euthanasia.
4. Because 80% to 90% medical students of University of Melbourne support euthanasia when they come to Dr. Michael, but only one week together with her, experiencing her job, they changed their ideas.
5. The second.

3.2 Listen to the second part of the interview and take notes according to the questions in the left column.

3.3 Listen to the whole interview again and write a short summary of it according to your answers and notes.

3.4 Exchange your summary with your partner and be ready to read to the class.

Open.

4. Read for Information

4.1 Read Text A and answer the following questions.

1. This is the first time, in the past decades, that euthanasia is so clearly rejected by a European political institution. It is a new victory for the protection of life and dignity.
2. Because those "living wills" or "advance directives" are open to many abuses, and are a "backdoor" for introducing euthanasia or assisted suicide into legislation.
3. It is not legally binding on Member states, but it has a real influence on the legislative process and on the judicial process, especially on the case-law of the European Court of Human Rights.
4. It is against. It is known from the story of Mr. Ulrich Koch, who complains for the refusal by the German administration to give to his late wife authorization to obtain a lethal substance in order to commit suicide.
5. It means the permission of euthanasia or assisted suicide.

4.2 Read Text A again and write a summary in the following form.

4.3 Read Text B and take notes according to the following table.

4.4 Read Text B again and answer the following questions.

1. Text A is against the legalization of euthanasia, Text B longs for it.
2. Establish a tribunal. The members of the tribunal should act for the good of whole society. There should be a lawyer, who with expertise in dynastic family affairs who has become good at recognising whether there is outside pressure, and a medical practitioner experienced in dealing with the complexities of serious long-term illnesses. All of the members should be over 45.
3. Firstly, when people face incurable disease, care is not always available; secondly, it proves that vulnerable patients are not abused. So rights for a respectable death should be given to people.
4. There are many abuses in the country allowing euthanasia and these abuses constitute violation of true human right.

5. It is one of the most difficult issues in the world. It should be legalized with strict and scientific rules to govern it. But the problem is that it is very difficult or even impossible to set completely right and scientific rules.

4.5 Read Text B and Text A again and write a combination summary of the two texts.

Reference: Text A and B hold opposite opinions on the issue of euthanasia. In Text A, a resolution against euthanasia is passed and is regarded as a victory of life and dignity. But, the opinion shown in Text B is the decision for an assisted death is sensible for a person with incurable disease. According to Text A, there are many abuses in the countries allowing euthanasia, however, the findings in Text B are that no abuses exist for the vulnerable patients. And at the same time, Text B provides measures against abusing when euthanasia is legalized, i.e., establish a tribunal with a lawyer with compassion and wisdom, and an experienced medical practitioner, all of whom should be over 45. In one word, according to Text A, the passing of the Resolution against euthanasia is a great victory for dignity and human life; but according to Text B, the right for euthanasia is a right that should be given to people.

4.6 Text C has 10 paragraphs labeled A–M. Which paragraph contains the following information? Write the correct letter A–M in the following blanks.

4.7 Complete the summary of Text C below. Choose no more than three words from the passage for each answer.

5. Practise for Enhancement

5.1 Read the four words in each group and cross the word which is not a synonym for the numbered word. The first one has been done for you.

5.2 Match the words in the box with the words in each column that regularly occur with it. The first one has been done for you.

5.3 Paraphrase the following sentences by changing the wording and structures as much as possible, but keep the meaning unchanged. One sentence has been done for you.

作业

Translate the following sentences into Chinese.

1. 德国是禁止安乐死的国家，欧洲法庭即将对发生在该国的科赫案件进行审判，这一决定将直接影响审判结果。

2. 决定标榜“通过考虑病人提前表述的愿望来保护人权和尊严”，其目的在于对欧洲管理“遗嘱”或“提前指示”的规则进行界定。

3. 当人们不能确定是否有必要继续维持病人的生命时可以使用这些“指示”。在我看来，那些不畏艰辛前往瑞士死亡诊所的人们有着坚定的意志和明确的目的。他们的经历是想让自己决定自己死亡的第一案例。

4. 对于那些身患不可治愈的，蚕食人的生命的重病的人来说，按照约定选择安乐死是理智的正确选择。

5. 英国广播公司发起了这场运动，冒着让因身患重病而处弱势群体地位的人们自己了断自己生命的危险，把安乐死强加到这个国家上。

Write a short essay to finish the following task.

Reference:

Euthanasia: Accept or Reject

On the classical issue of euthanasia, two opposing camps have been fighting against each other on different levels. Their ideas mainly conflict in three aspects: morality or dignity, legalization and medical practitioner.

The anti-euthanasia camp holds the idea that it is immoral to accept euthanasia because it is the essential morality of human being's society to protect the vulnerable people and respect the dignity of life. However, the pro-euthanasia believes that only when people are given the right to choose death, can their dignity be effectively guaranteed because, according to them, people's choice should be respected. On the issue of legalization, the conflict is the most serious. The anti-camp has fought against legalization to avoid malicious abuses, which in fact had occurred in history in Germany, but according to the pro-camp, in countries allowing euthanasia, there is no evidence of any abuses. Another concerned issue is the choice of medical practitioners. The anti-camp considers it is unfair to force or order the medical practitioners to take away other people's life while the pro-group thinks that principles can be set so that when medical practitioners can choose to refuse when they do not want to.

In one word, each of the two camps has its own reasons supporting its ideas. In my opinion, euthanasia should not be accepted not for any other reasons but for life itself. (227 words)

第六单元

Unit6 Medical Malpractice

1. Search for Background Information

1.1 Find the information on the Internet about the following terms from texts or about the subject.

A) **medical malpractice:** Medical malpractice is professional negligence by act or omission by a health care provider in which the treatment provided falls below the accepted standard of practice in the medical community and causes injury or death to the patient, with most cases involving medical error. Standards and regulations for medical malpractice vary by country and jurisdiction within countries. Medical professionals may obtain professional liability insurances to offset the risk and costs of lawsuits based on medical malpractice.

B) **medical malpractice liability:** Medical malpractice liability is the legal liability a health care provider has to bear due to the negligence in medical practices. Lawsuits of this kind usually fall under tort law, and consist of a plaintiff or a group of plaintiffs, accusing the defendant, a medical provider or institution, of negligence. The plaintiff must prove four elements: that a duty of care existed, a breach of that duty, plaintiff injury, and that there is a proximate cause between the injury and the negligence that could have been foreseeable and avoided by any reasonable and prudent health care provider. Judges often weigh the customary practices of other medical professionals in the same industry when deciding a case. Physicians and other health care providers purchase medical malpractice insurance as protection against medical malpractice suits. In exchange for monthly or annual premiums, they are usually represented by attorneys provided by the insurance company.

C) **liability limit:** Also known as limits of liability, liability limits are commonly included in the terms and conditions associated with the purchase and delivery of different types of goods and services. The limits define the amount of responsibility that the seller will assume in the event that the buyer encounters some type of problem with the good or service purchased. When properly constructed, liability limits provide protection for both the buyer and the seller. Defining the scope of the liability limits helps to ensure that both the buyer and the seller understand their rights and responsibilities as they relate to the financial transaction. Buyers know what possible issues or situations are covered by the limits, while sellers are protected from having to deal with spurious claims made by buyers. Taking the time to read the purchase contract carefully, especially the sections that relate to the limits of liability, will help prevent any misunderstanding about the scope of responsibility that both parties are assuming.

D) **clinical practice guideline:** A clinical practice guideline (also called a clinical guideline, clinical protocol or medical guideline) is a document with the aim of guiding decisions and criteria regarding diagnosis, management, and treatment in specific areas of healthcare. Modern medical guidelines are based on an examination of current evidence within the paradigm of evidence-based medicine. A healthcare provider is obliged to know the medical guidelines of his or her profession, and has to decide whether or not to follow the recommendations of a guideline for an individual treatment. Clinical guidelines aim to standardize medical care, to raise quality of care, to reduce several kinds of risk

(to the patient, to the healthcare provider, to medical insurers and health plans) and to achieve the best balance between cost and other medical factors such as effectiveness, specificity, sensitivity, etc. It has been demonstrated repeatedly that the use of guidelines by healthcare providers such as hospitals is an effective way of achieving the objectives listed above, although they are not the only ones.

E) **evidence-based practice:** Evidence-based practice (EBP) is an interdisciplinary approach gaining ground after 1992. It started in medicine as evidence-based medicine (EBM) and spread to other fields such as nursing, psychology, education, library and information science and other fields. Its basic principles are that all practical decisions made should 1) be based on research studies and 2) that these research studies are selected and interpreted according to some specific norms characteristic for EBP. Typically such norms disregard theoretical studies and qualitative studies and consider quantitative studies according to a narrow set of criteria of what counts as evidence. EBP involves complex and conscientious decision-making which is based not only on the available evidence but also on patient characteristics, situations, and preferences. It recognizes that care is individualized and ever changing and involves uncertainties and probabilities.

F) **patient-centered care:** Patient-centered care had its roots in the 1980's when hospitals began to notice changing shifts in perceptions regarding maternity, the birthing experience and family participation. Then the concept has expanded to off-site surgical centers and physician owned medical and surgical practices.

Patient-centered care treats the patient with dignity and respect, as one capable of making informed decisions and with the rights to express needs and preferences in treatment and expected outcome. It addresses patients' concerns, provides ample communication and resources to alleviate concerns, shares information and treatment options with patients and investigates their understanding of their illness, diagnosis and treatment options.

G) **Medicare:** Medicare is a national social insurance program, administered by the U.S. federal government in 1965. It guarantees access to health insurance for Americans ages 65 and older and younger people with disabilities as well as people with end stage renal disease. Medicare serves a large population of old, sick, and low-income people, many of whom would be unable to afford health care otherwise. On average, Medicare covers about half (48 percent) of health care costs for enrollees. Medicare enrollees must cover the rest of the cost. These out-of-pocket costs vary depending on the amount of health care a Medicare enrollee needs. As a social insurance program, Medicare spreads the financial risk associated with illness across society to protect everyone, and thus has a somewhat different social role from private insurers, which must manage their risk portfolio to guarantee their own solvency.

H) **unwarranted variation:** In a study concerning the quality hospitals and doctors were serving their communities in the United States in 1967, Doctor John Wennberg identified a common phenomenon in which doctors practice medicine differently depending on where they are from. Such variations, which are usually unwarranted, involve the overuse, underuse and misuse of medical care. Unwarranted variation in medical practice is costly and deadly. It has been supported by studies that if unwarranted variation in healthcare system could be reduced in the Medicare population, the quality of care would rise dramatically and costs could be lowered by as much as 30%.

I) **informed consent:** Informed consent is the process by which a fully informed patient can participate in choices about her health care. The most important goal of informed consent is that the patient has an opportunity to be an informed participant in his health care decisions. It is generally

accepted that complete informed consent includes a discussion of the following elements: to use (another's production) without crediting the source

- the nature of the decision/procedure
- reasonable alternatives to the proposed intervention
- the relevant risks, benefits, and uncertainties related to each alternative
- assessment of patient understanding
- the acceptance of the intervention by the patient

C) **statute law** : Statute law (or statutory law) is written law passed by legislatures. It is different than judge-made common law or case law. Statute laws are laws that are formally established by the legislature to deal with specific situations, and written down in code books. The legislature can make a law on anything that they have the power to govern. In the United States, for example, state legislatures are vested with the power to make laws on property and divorce, among other things, while federal legislatures are allowed to make laws on matters governing interstate commerce and on issues such as international relations.

D) **exculpatory evidence**: Exculpatory evidence refers to evidence that can disprove the guilt of the person accused in a crime. Contrary to inculpatory evidence which favors the victim of a crime, this type of evidence favors the defendant or the accused.

E) **expert witness**: An expert witness is someone who is recognized by a court as an authority on a topic who has knowledge beyond what is accessible to the average person. In order to be accepted as an expert witness, the witness must generally present his or her qualifications on the stand so that the judge and jury understand what sets the witness part from other witnesses. Rather than testifying on legal matters, expert witnesses provide factual information and analysis which may be beneficial to a case.

F) **legal settlement**: There are a few ways the term legal settlement can be defined. It sometimes refers to a payment given at the end of a court case from one party to another. People might think of any paid outcome of a case in civil court as "settlement money" or just call their payment a settlement. In reality, the term more accurately refers to the agreement to settle a case prior to a judge ruling on it before a trial, or during one. In such a condition, it means that both parties to a case have agreed upon a defined course of action, usually in civil court proceedings.

G) **plaintiff**: A plaintiff is the person bringing a civil lawsuit to court. In a criminal case, it might be said that the plaintiff is the state. In most cases the plaintiff has the "burden of proof;" that is, the plaintiff is required to prove his or her case is true.

H) **defendant**: The defendant in a lawsuit is the person against whom the action is brought, by the plaintiff. The defendant does not have to prove his or her case; that is the responsibility of the plaintiff. The term "defendant" is used in both civil and criminal lawsuits. In an arbitration, the defendant is called a respondent, because he/she is responding to the claims of the claimant.

1.2 Report the information you've found to the class in the form of an oral presentation with or without Power Point within two minutes.

Open.

核心学术词汇

2. Discuss the Words' Meaning

2.1 Read the sentences below and use context to write the definitions of the underlined words.

1. **enact**: to make a proposal into a law or a rule

2. **shield:** to protect someone or something from being harmed or damaged
3. **treatment:** something that is done to cure someone who is injured or ill
4. **incorporate:** to include something as part of a group, system, plan etc
5. **guideline:** rules or instructions about the best way to do something
6. **conceive:** to imagine a particular situation or to think about something in a particular way
7. **accusation:** a statement saying that someone is guilty of a crime or of doing something wrong
8. **contagion:** a situation in which a disease is spread by people touching each other
9. **stringent:** a stringent law, rule, standard etc is very strict and must be obeyed
10. **intensive:** a department in a hospital that treats people who are very seriously ill or badly injured, or the continuous and thorough treatment given to patients there
11. **pilot:** a small study, project etc which is carried out as a test to see if an idea, product etc will be successful
12. **provision:** a condition in an agreement or law
13. **immunity:** the state or right of being protected from particular laws or from unpleasant things
14. **conformity:** compliance with standards, rules, or laws
15. **subsidy:** money that is paid by a government or organization to make prices lower, reduce the cost of producing goods etc.
16. **incentive:** something that encourages you to work harder, start a new activity etc
17. **align:** to publicly support a political group, country, or person that you agree with
18. **column:** an article on a particular subject or by a particular writer that appears regularly in a newspaper or magazine
19. **negligence:** failure to take enough care over something that you are responsible for
20. **specialty:** a subject or job that you know a lot about or have a lot of experience of
21. **escalate:** if fighting, violence, or a bad situation escalates, or if someone escalates it, it becomes much worse
22. **encompass:** to include a wide range of ideas, subjects, etc
23. **demonstrate:** to show or prove something clearly
24. **expire:** if an official document expires, it can no longer be legally used
25. **trigger:** to make something happen very quickly, especially a series of events
26. **compensate:** to pay someone money because they have suffered injury, loss, or damage
27. **benchmark:** something that is used as a standard by which other things can be judged or measured
28. **eligible:** someone who is eligible for something is able or allowed to do it, for example because they are the right age
29. **file:** to give a document to a court or other organization so that it can be officially recorded and dealt with
30. **endemic:** an endemic disease or problem is always present in a particular place, or among a particular group of people
31. **outcome:** the final result
32. **procedure:** a medical treatment or operation
33. **convince:** to make someone feel certain that something is true
34. **disturbance:** the disruption of healthy functioning

35. **complication:** a medical problem or illness that happens while someone is already ill and makes treatment more difficult

36. **diagnosis:** the process of discovering exactly what is wrong with someone or something, by examining them closely

37. **identify:** to recognize something or discover exactly what it is, what its nature or origin is etc.

38. **insinuate:** to say something which seems to mean something unpleasant without saying it openly, especially suggesting that someone is being dishonest

39. **credit:** approval or praise that is given to someone for what he or she has done

40. **consent:** permission to do something

2.2. Find more words of each word family. The first one has been done for you.

2.3 Explain the meaning of the following roots or combined form. Add at least five similar derivatives with their Chinese definitions. One example has been given to you.

3. Listen to the Interview

3.1 Listen to the first part of the interview and answer the following questions.

1. What if I cut too deep?
2. Fear and learning not to be paralyzed is fundamental to get good at surgery.
3. His son went into congestive heart failure.
4. He saw his son failing to breathe, everybody scrambling, and the nurse saying they weren't sure his son would make it.
5. He thought it was revealing, giving him a sense of what it meant to be on both sides of the scalpel.

3.2 Listen to the second part of the interview and take notes of the answers to the questions in the left column.

3.3 Listen to the whole interview and write a short summary of the interview according to your notes and answers.

Reference: The speaker tells directly that the biggest emotion doctors have in operating room is fear. But to be a good surgeon, one has to handle the fear properly and make it help improve the effectiveness in operation. During the speaker's surgical training, his first son fell seriously ill shortly after the birth. Such uncommon experiences—bearing the dual role of doctor and family of the patient—reveal to him what the profession means for doctors and patients. The speaker is quite positive that doctors' fear of malpractice lawsuits has led to excessive and unnecessary tests some of which are potentially dangerous. In his mind, doctors are not infallible. When mistakes are made in operation, they may feel guilt and shame. However, doctors have to use that sense of shame more productively. Lastly, the speaker thinks, the most important part the patient can play in the medical system is not being passive about their own role.

3.4 Exchange your summary with your partner and be ready to read to the class.

Open.

4. Read for Information

4.1 Read Text A and answer the following questions.

4.2 Read Text A again and write a summary in the following form.

4.3 Read Text B and take notes according to the following table.

4.4 Read Text B again and answer the following questions.

1. Both are argumentative essays. But Text A is a solution-proposing essay while Text B is cause-analyzing essay.

2. Text B denies it by rejecting Text A's underlying theory, that is, clinical guidelines can be used as legal basis to shield doctors from malpractice liability.

3. The purpose of the pilot project in Text A is to suggest that such efforts should not be confined to few states but be widened to the whole nation. Differently, the two similar examples in Text B aim to support the stand that clinical practice guidelines should be denied as the legal basis in that the number of states undertaking such efforts is just too limited.

4. Argument one is the strongest as it incorporates not only sound theory but also convincing details, plus, argument two can also be viewed as its extension.

5. Different perspectives yield varied viewpoints. Since perspectives are determined by the stand the holder takes in reality, the differences here may be caused by the two writer's different social and political backgrounds.

4.5 Read Text B and Text A again and write a combination summary of the two texts.

Reference: Peter Orszag (2010) proposed three ways of reforming current medical liability laws based on the underlying assumption that doctors should be held immune from medical liability when they practice in conformity with clinical practice guidelines, which will indirectly lower the number of excessive tests in medical practices at present. However, such an assumption provokes strong rebuttal from Joanne Doroshow who thinks that clinical practice guidelines shall never be used as legal basis to determine doctors' behavior of negligence in medical practices as it is unjust and unfair. With the reasoning that clinical practice guidelines are accompanied by conflict of interest and specialty bias, the real-world examples that few states adopt guidelines as legal basis, as well as the risk of unfairness caused by one-way use of guidelines, Joanne Doroshow finally decides that Peter Orszag's suggestions are no way to deal with current health care problems.

4.6 Text C has 13 paragraphs labeled with A-M. Which paragraph contains the following information?

4.7 Complete the summary of Text C below. Choose no more than three words from the passage for each answer.

5. Practise for Enhancement

5.1 Read the four words in each group and cross the word which is not a synonym for the numbered word. The first one has been done for you.

5.2 Decide which of the nouns can go with the following verbs. The first one has been done for you.

1. **explore:** ways, strategies, questions, a new dimension, outer space, oil reserve
2. **incorporate:** technology into safety system, chocolate into a thanksgiving table, villages in township, improvements in engine design, new plans with old ones, the unknown information
3. **issue:** a command, the currency, a book, a warning, a passport, a visa
4. **certify:** accounts, one's enrollment, the effectiveness and adequacy

5. **demonstrate:** one's talent, the product, remarkable courage, against the brutality of the tyrant, the validity of the approach

6. **commit:** oneself to the promise, suicide, crimes, a traffic violation, somebody to prison, the experience to writing

7. **encompass:** a variety of items, a wide range of subject, an extensive scope, the economic aspects of the issue

8. **recommend:** somebody a good book, somebody to think very carefully before the decision, the pills for your cough

9. **deliver:** letters and parcels, a message to somebody, a speech, the power, somebody from the evil

10. **settle:** a quarrel, a dispute, an argument, the differences, down to studies, on a place to meet

5.3 Paraphrase the following sentences by changing the wording and structures as much as possible, but keep the meaning unchanged. One sentence has been done for you.

1. But it is commonly held by doctors that malpractice statutes causes unnecessary testing and treatment.

2. Regardless of the body made in charge of certification, what is wanted from this reformative approach is more money invested in research into effectiveness outcomes.

3. Finally, for improvement of standard medical practice, it would be to offer more solid financial support for quality-improving care.

4. It is essentially unjust and unfair to allow only a physician or facility to seek protection in guidelines against a medical malpractice claim with a rejection of a patient victim to prove negligence.

5. It has been generally recognized that the development of clinical practice guidelines accompanies with constant conflict of interest and specialty bias.

6. As the Institutes of Medicine announces, each year in hospital, avoidable medical errors are seen rising to hundreds of thousands at the cost of tens of billions of dollars.

7. Not all disatisfying outcomes are malpractice, which the majority of people fail to realize.

8. I gave her another echocardiogram free of charge and convinced her of her heart attack the existence which her former doctor wrongly denied.

作业

Translate the following sentences into Chinese.

1. 同样能让人想象得到的是，因为这类法律强调“常规治疗”，即用该领域其他医生通用的方式治疗病人，人们认为医生会因此幸免于医疗诉讼，所以这些法律会在医生中产生深刻的传播效应。

2. 诚如范德比特大学法学院的詹姆斯·布纳门斯丁教授所指出的，1972年社会保障法案的修正法案中有鲜为人知的一条法则，豁免遵从标准治疗病人的医生的医疗事故责任。这些标准由所谓的质量改进组织制定，也就是那些与老年人医疗照顾体系签有协议，为改进医疗服务质量而工作的非盈利组织。

3. 幸运的是，无论是医疗改革法还是2009年经济刺激法都为这类医疗效果比较研究提供了额外的财经支持，医疗法还指定了一家名为“患者导向疗效研究院”的机构来协调这件事。

4. 况且，由于指南是为“普通患者”制定的，不可能涵括患者所表现出来的巨大变异症状，所以有充分理由为患者提供不同的指南推荐治疗法。

5. 如果临床实践指南的动机是希望减少医疗操作中无根据的变异治疗法，并且为病患提供有科学依据并达到基准质量的医疗服务，如此，病患安全才能从实践指南中获益。

6. 尽管前任医生很明显没发现这位病人的心肌梗塞，还是没有任何一方关心前任医生的这个误诊，而且造影照片还印证了所有我说过的话。

Write a short essay to finish the following task.

Reference:

What if Clinical Practice Guidelines Enable Doctors to be Immune from Malpractice Liability?

Undeniably, medical malpractice adds directly or indirectly to the cost of medical care. Therefore the reform of medical malpractice laws has been seen as an important means to lower the soaring medical costs. One of such reform Obama administration has proposed as part of health care reform act is to grant doctors who follow clinical practice guidelines immunity from malpractice liability. While this motion has a good intention of standardizing medical care, improving its quality and lowering its costs, the consequent encouragement of clinical practice guidelines will be accompanied with side effects.

If clinical practice guidelines can shield doctors from malpractice litigation, patient safety will be threatened. Since the guidelines are “written for ‘average patients’ and cannot encompass the huge variation in how patients present” (Doroshov, 2010), these inflexible and unrealistic guidelines will inevitably do harm to those exceptional patients.

In addition, treatments based on clinical practice guidelines will limit physicians’ autonomy and even deskilling them. Encouraged to adopt guidelines, doctors will rely merely on guidelines to treat all patients invariantly. Ultimately, they will probably become poorly equipped to deal with the variations between patients they will encounter in actual clinical circumstances.

Finally, it will cause controversy in choosing from the conflicting guidelines. Lots of organizations create guidelines: insurance companies, medical specialty societies, patient advocate groups and the like. Those guidelines are all created to serve their own interests which vary from one to one. This conflict of interests will complicate the choice of guidelines in malpractice suits, leaving room of controversy for the judge.

As a reform possibility, the advantages and disadvantages of clinical practice guidelines have to be balanced to serve as authoritative sources in establishing the standard of care both by the health care provider and in the courtroom. (293 words)

《学术英语（二）》教学大纲

张文娟 李昕 编写

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一. 前言

1. 编写目的

为适应我校大学英语教学改革,提高大学英语教学质量,满足新时期我校“国际化”人才培养目标的需要,特制定《学术英语(二)教学大纲》,作为我校大学英语学术英语(二)课程组英语教学的主要依据。

2. 课程性质与目标

《学术英语(二)》为非英语专业学士学位必修课程及大学英语必修课程,旨在培养学生英语综合应用能力的基础上,进一步培养学生在未来的专业学习和研究中所需要的学术英语能力。

3. 课程简介

本课程延续《法学英语(一)》的教学理念,采用以内容为依托的外语教学方法,在课堂教学中将语言形式与法学学科内容知识相结合,既注重综合语言技能的训练,又重视学生学术能力的培养。

课程采用项目研究法,在授课过程中要求学生就授课主题完成小组口头汇报和学期小论文写作,采用形成性评价与总结性评价相结合的手段,督促和引导学生以英语为载体来学习和探究法学课题,并在完成项目的同时提高语言综合运用能力。

4. 编写人员: 张文娟 李昕

5. 课程学分: 4 学分

6. 先修课程: 《学术英语》(I)

7. 后续课程: 通用文化课组课程

二. 课程教学目标和课程要求

本课程仍以法学热点话题为载体,通过与法学内容相关的文字和音视频材料的学习,进一步培养学生在未来得专业学习和研究中所需要的学术英语能力。

学术英语能力分为一般要求和更高要求两个层次,对基础较差的学生采用一般要求,对基础较好的学生可采用更高要求。

一般要求: 阅读和评价一般学术文章的能力、区别事实和观点的能力、搜索文献和引用资料的能力、有效理解学术讲座的能力、撰写一般小论文的能力、做演示和陈述自己论点的能力等。

更高要求: 听法学专业英语讲课和学术讲座的能力、搜索和阅读法学专业英语文献的能力、撰写法学专业文献综述和学术论文的能力、参加法学专业领域内国际学术研讨会进行论文宣讲和讨论的能力。

本课程通过项目设计贯彻以内容为依托的教学理念,教学设计应区别于传统单一授课模式和简单语言操练方法,应注重对材料(阅读或听力材料)信息的汲取和理解,引导学生在进行文献搜索和对不同来源文献进行批判性阅读的同时,培养学生思辨能力,并通过合作学习和项目完成,培养学生自主学习能力和语言学习的合作意识,以及分析、解决问题的能力。

三. 教学方法与手段

本课程凸显以内容为依托的教学理念,集多种教学模式和教学手段为一体,培养学生的英语综合应用能力和学术能力。

1. 以内容为依托的语言教学 (content-based instruction)

将法学学科内容与语言教学目标相结合,将语言形式与法学学科内容知识统一起来,同时教授一般学科知识和综合语言技能。教学设计注重对材料(阅读或听力材料)信息的汲取和理解,引导学生对不同来源、不同观点的材料进行批判性理解和评论。

2. 项目研究法 (Project-learning)

通过项目设计（口头报告项目、小论文写作项目），敦促学生搜集信息，并通过辨别不同来源信息的可靠性，组织信息，加深对课文和话题的理解。

项目一：采用合作学习方法（collaborative learning）开展小组口头报告。根据授课主题，要求学生分工合作，搜索信息，并对信息进行加工整理，制作幻灯，在课堂展示。通过小组成员的展示和听众的提问、评价环节，加深学生对课文主题的理解、提高了语言的综合运用能力，并培养学生的思辨能力。

项目二：采用形成性评价模式指导学生小论文写作。通过学生撰写初稿、修改论文、论文答辩和完成终稿等程序，对学生写作过程的不同阶段进行监控、指导和评定，帮助学生熟悉学术论文撰写过程和学术规范，在提高写作能力的同时，为未来专业领域的科研写作打好基础。

3. 课堂教学与自主学习相结合。

课堂教学作为教学的核心，在学生的习得过程中起重要作用；然而，学生的主观能动性的发挥，是语言习得成功的关键。在有限的课堂教学中，教师发挥教学组织、引导作用，将课堂作为语言学习、展示、探讨的平台；同时，在课堂教学中教师指导学生采用有效的学习和管理策略，鼓励学生为项目的完成和学习效果的提升而进行有效的自主学习。课堂教学与自主学习的有效结合才能确保教与学的有效性。

4. 传统语言教学方法的利用。

采用以内容为依托的语言教学不能违背语言教学规律，传统教学中的有效的教学和学习手段（如任务型教学法、语篇分析等）仍能在教学中采用，并最终服务于新的教学方法。

四. 课程教材

1. 主教材：

李立主编，《法学英语（II）》，复旦大学出版社，2012年。

2. 补充视听说教材：

Simon Greenall, 文秋芳，《新标准大学英语视听说教程》（3,4册），外语教学与研究出版社。

3. 补充写作教材：

张清主编，《地道英语写作教程》，南京大学出版社，2011年。

4. 补充快速阅读教材：

束定芳主编，《新世纪大学英语系列：快速阅读》，上海外语教育出版社。

五. 课时分配

本课程共 72 学时，要求完成课文全部六个单元的教学任务。每单元平均 5 课时，课堂内容包括话题背景讨论、课文讲解、话题讨论、学生口头展示、练习测试等。

课时安排详见下表：

周次	课次	授课内容
1	1	Unit 1
	2	话题背景讨论、课文讲解、话题讨论、学生口头展示、

2	3	听说读写译技巧训练、练习测试等
	4	
3	5	Unit 2 话题背景讨论、课文讲解、话题讨论、学生口头展示、学术写作技巧（使用文献等）讲解、测试等
	6	
4	7	
	8	
5	9	
	10	
6	11	Unit 3 话题背景讨论、课文讲解、话题讨论、学生口头展示、学术写作技巧（写文献综述等）讲解、测试等
	12	
7	13	
	14	
8	15	unit 4 话题背景讨论、课文讲解、话题讨论、学生口头展示、听说读写译技巧训、练习、测试等
	16	
9	17	
	18	
10	19	
	20	
11	21	Unit 5 话题背景讨论、课文讲解、话题讨论、学生口头展示、论文各部分形式要件等讲解、练习、测试等
	22	
12	23	
	24	
13	25	Unit 6 话题背景讨论、课文讲解、话题讨论、学生口头展示、论文撰写格式等讲解、练习、测试等
	26	
14	27	
	28	
15	29	
	30	
16	31	复习，提交小论文初稿，教师修改、评阅
	32	
17	33	小论文答辩，教师评定成绩
	34	
18	35	答疑
	36	

六. 课程考核办法

采用形成性评价与终结性评价结合的办法，测评学生成绩的同时敦促学生的学习。学期总成绩满分 100 分，其中包括形成性评价（占总评成绩 60%）与总结性评价（占总评成绩 40%）。

形成性评价包括平时成绩（占总评成绩 20%）、小论文写作（占总评成绩 25%）和口头报告（占总评成绩 15 %）。平时成绩评定依据为出勤、课堂表现、自主学习、作业和测试等四项。学生参加全国、省、市、校级英语各项赛事（演讲、辩论、竞赛考试等）获奖可适当加分。

形成性评价综合运用自评、学生之间评分和教师打分的多种形式，以增强学生相互学习的意识、提高学生学习积极性，减轻教师评改负担。

终结性评价为笔试（占总评成绩 40%），包括听力理解、阅读理解、词汇结构、完型填空、翻译与改写，既考查学生的教学内容的掌握程度，也考察学生的英语综合能力。其中，听力理解题考察学生对日常交际英语、采访、学术报告等的听力理解；阅读理解题考察学生通过阅读获取信息的能力、通过上下文猜测词义的能力、归纳总结作者态度、观点的能力等；词汇结构题着重考察学生对教材中语言点的掌握；完型填空题考察学生的英语综合能力；翻译与改写题考察学生的翻译与改写技巧。

课程考核各项分值表见下表：

形成性评价 Formative (60%)	平时成绩 20%	出勤（25%）	5%
		课堂表现（25%）	5%
		自主学习（25%）	5%
		作业测试（25%）	5%
	口头报告（每单元结束前）15%		15%
	论文写作 25%	初稿（20%）	5%
		口头汇报（20%）	5%
成稿（60%）		15%	
终结性评价 summative (40%)	听力理解、词汇、阅读理解、完型填空、翻译与改写	40%	

八. 各单元具体授课内容

第一单元

Unit One : Same-Sex Marriage

Topic: The issue of same-sex marriage has been a flashpoint in American politics, setting off waves of competing legislation, lawsuits and ballot initiatives to either legalize or ban the practice and causing rifts within religious groups.

Background Information

1. ballot initiative
2. status quo
3. constitutional amendment
4. referendum
5. Proposition 8
6. Defense of Marriage Act (DOMA)
7. domestic partnership
8. civil unions
9. homosexuality
10. gay rights movement
11. Goodridge v. Department of Public Health
12. Gay & Lesbian Advocates & Defenders (GLAD)
13. Gay & Lesbian Alliance against Defamation (GLAAD)
14. judicial review
15. due process

Text A: Same-Sex Marriage, Civil Unions, and Domestic Partnerships

(1) Introduction

Although gay-rights advocate the legalization of same-sex marriage is constitutional, many states still show caution in changing the status quo. Likewise, there is no consensus regarding homosexuality among religious institutions.

(2) Key Words

ballot initiatives commitment citizenship undermine status quo momentum discriminatory
replicate overturn bar referendum withstand unconstitutional cease rebuke intervene
compel procreation revision homosexuality denomination delegate Methodist
Fundamentalist Judaism

(3) Textual Analysis

Part One (Para 1~ 7): A brief introduction of the issue of same-sex marriage

Part Two (Para 8~15): The political and legal running battles on the issue of same-sex marriage.

Part Three (Para 16~22): There is no consensus among religious groups on same-sex marriage.

Text B: Law Regarding Same-Sex Marriage, Civil Unions and Domestic Partnerships

(1) Introduction:

The political opinions whether to protect or prohibit towards same-sex marriage vary from state to state with respect to areas of law affected, case law, statutory protections, defense of marriage acts, employment, and recognition at home and abroad.

(2) Key Words

ordinance amendment probate due process reciprocal confer eligibility intestacy law tax deduction tax exemption construe solidarity statute tort

(3) Textual Analysis

Part One (Para1): A brief introduction to the legal background of same-sex marriage.

Part Two (Para2~11): The legal background of same-sex marriage in America.

Part Three (Para 12~14): Recognition of same-sex couples in other countries.

Listening: A Debate

(1) Introduction

Is it right to have same-sex marriage? The two sides of the audience hold opposite views. The advocates want the equal right of every family in America. The opponents think the institution of marriage should only be extended to a union between one man and one woman. Although there has a little common ground between the two sides, there has been a lot of thoughtful and informative dialogue in the debate.

(2) Key Words

panel outrage submit palatable polygamy

Language Skills Development

(1) Reading Skill: How to grasp information: scanning and skimming

(2) Speaking Skill: How to make a oral presentation

(3) Listening Skill: How to do homework for a lecture

(4) Writing Skill: How to choose a topic and search for relevant sources

Homework

(1) Write a summary of Text A & Text B

(2) Exercises in Unit One

第二单元

Unit Two : Cybercrime

Topic: Cybercrime refers to crimes which use computer to facilitate or carry out a criminal offense. As a pervasive and destructive kind of crimes, cybercrime comes up with a new problem to the whole society.

Background Information

1. Cyberspace
2. Malware
3. Identity theft
4. Spam
5. Trojan Horse
6. Phishing
7. Hacker
8. Internet vigilantism
9. Cyber-terrorism
10. Censorship
11. Fraud
12. Child pornography
13. Espionage
14. Copyright infringement
15. Harassment
16. Drug trafficking
17. Cyber-stalking
18. White-collar crime

Text A: What is Cybercrime?

(1) Introduction

Cybercrime can be generally divided into two categories: computer as the subject of an attack or as the tool to expedite traditional offense. Though cybercrime is believed in its infancy, it still develops in a skyrocketing way, while relevant law enforcement hasn't responded adequately.

(2) Key Words

cybercrime criminal offense disruption identity theft spurious pornography insurance fraud check-kiting sophisticate expedite skyrocket extort mandatory proscribing intangible malevolent intent penalty precipitously

Text B: Federal Laws and Judicial Trends in the Prosecution of Cyber Crime Cases in the United States

(1) Introduction

The author introduces the current situation of federal laws in the prosecution of cybercrime in the US and explains the difficulties and trends in the judicial process of cybercrime. A commonly accepted seven-fold typology of cybercrime was ratified and people get a better understanding on both the crime itself as well as the criminals.

(2) Key Words

criminality civilization hardware software degenerate convention suppress malicious malware spyware adware physiology anatomy homicide arson unpunished aggravate juvenile hacktivism disgruntled offender

(3) Textual Analysis

Part One (Para1): The discovery and expansion of the Internet brought new crimes and criminality as well as a new domain of criminal and statute.

Part Two (Para2~4): Explain what cybercrime is, the seven-fold typology of cybercrime and the weapons of it.

Part Three (Para 5~8): Introduce the characteristics of cybercrime, the main motivation of crimes and main kinds of criminal offenders engaged in cybercrimes.

Part Four (Para 9~13): Though efforts are made to face the challenge of cybercrime, they're not enough. The uniqueness of cybercrime makes it quite hard to solve, especially in this global world.

Listening: A lecture

(1) Introduction

Viruses are a global problem and gangs who write these viruses are profit-oriented. The amount of money online crime generates is significant. It is hard to capture cybercrime criminals, but the speaker gives us advices to fight against cybercrimes.

(2) Key Words

monetize expiration date generate

Language Skills Development

- (1) Reading Skill: How to use topic sentences for information
- (2) Speaking Skill: How to organize the content in presentation
- (3) Listening Skill: How to gain main points through the introduction.
- (4) Writing Skill: How to write an introduction

Homework

- (1) Write a summary of Text A & Text B
- (2) Exercises in Unit Two

第三单元

Unit Three : Death Penalty

Topic: Great effort has been made in pretrial, trial, appeals, writ and clemency procedures to minimize the chance of an innocent being convicted, sentenced to death or executed. The debate on the fairness of the death penalty is likely to continue in the years to come, and perhaps reforms may help prevent the possibility of wrongful executions.

Background Information

1. capital punishment
2. legal system
3. human rights
4. criminal punishment
5. capital crimes
6. execution
7. deterrent effect
8. recidivism
9. just retribution
10. incapacitation effect
11. crimes of passion
12. heinous crimes
13. life without parole (LWOP)
14. systematic discrimination
15. faulty legal representation
16. coerced confession
17. death row
18. wrongful conviction

Text A: Death Penalty and Sentencing Information

(1). Introduction

The author presents true facts of the death penalty in America. He believes that the death penalty does have incapacitation effect and deterrent effect, and the cost of death penalty is lower and he criticizes the death penalty opponents' use of propaganda to nurture hatreds and mistrust between race and class.

(2) Key Words

Falsehood imposition execution equate untenable incarceration imprisonment
astounding holocaust slaughter writ clemency commute inmate incapacitation incontrovertible
deterrent elusive vilest propaganda hideous chorus proclaim pronouncement ludicrously
indict damning provocation diminish mitigate leniency habeas corpus

Text B: Is Death Penalty Fair?

(1). Introduction

Wrongful convictions lead to the wrongful executions of some innocents, and people begin to doubt about the justification of death penalty. The article presents various opinions on the fairness of the death penalty and whether reforms can help prevent or reduce the possibility of wrongful executions.

(2) Key Words

Kidnap convict testimony prosecutor scratch therapy resemble lineup alibi postponement exonerate commentator disquiet coerce confession acquit take over retard assumption felony execute jailhouse snitch inept nonconformist equitable scenario arbitrary skepticism proclaim coverage moratorium condemn fraught with ultimate parole reversal innovation absolve arrogance crackerjack abolish compelling analogy pedestrian fatality fallibility contentious

(3) Textual Analysis

Part One (Para 1~3): Bloodsworth case caused people worry about the execution of innocent people.

Part Two (Para 4): Other Illustrations

Part Three (Para 5~8): Causes and effects

Part Four (Para 9~11): The advocates argue that many measures can help prevent the wrongful convictions and executions and believe the deterrent effect of the death penalty.

Para Five (Para 12): The debate on the fairness of the death penalty and reforms of it will go on.

Listening: A Lecture

(1). Introduction

The speaker in the lecture talked about the fairness of death penalty. He doubted the system of capital punishment. The speaker started a project to reform the system of death penalty when he served as Tennessee Attorney General and he called for thoughtful and effective reform.

(2) Key Words

implementation fraught exonerate heinous retribution

Language Skills Development

(1) Reading Skill: How to guess meaning from context.

(2) Speaking Skill: How to deliver your presentation.

(3) Listening Skill: How to understand the ideas through examples.

(4) Writing Skill: How to cite sources and write references.

Homework

(1) Write a summary of Text A & Text B

(2) Exercises in Unit Three

第四单元

Unit Four : Gun Control

Topic: The Million Mom March will be the largest ever held in America for gun control, urging the government to do more on gun control. People criticize the gun control legislation. They claim society benefits from guns in the hands of responsible citizens.

Background Information

1. constitutionality of gun control legislation
2. Second Amendment rights
3. assault weapons
4. National Rifle Association (NRA)
5. well regulated militia
6. National Criminal Instant Background Check System (NICS)
7. Brady Bill
8. gun safety
9. Bill of Rights
10. self-defense
11. deterrent to crime
12. concealed carry of firearms
13. Columbine
14. National Firearms Act of 1934
15. Gun Control Act of 1968

Text A: Mothers against Guns

(1). Introduction

Millions of mothers from all over the America will converge on Washington Mall on the Mother's Day this year to urge more control on guns, as scared by gun violence. As a steady succession of shootings was publicized, concern over gun violence has been building even as the number of Americans killed by guns has fallen.

(2) Key Words

inspire bustling toddler anguish pour forth unremittingly pollster clout agitator churning nonpartisan tipping point spree scrawl disseminate battalion tumbling suburbia blatantly antsy rally pediatrician defy

Text B: Gun Control

(1). Introduction

The author criticizes the shortcomings of gun control legislation, and argues that a responsible citizen

has a constitutional right to own guns, and gun shooting is necessary for hunting, sports and hobby. Besides, guns are an effective deterrent to crime.

(2) Key Words

inappropriately renounce militia infringe oppress populace partisan rationale
assassination revolver mandate apprehend levy on biathlon pentathlon agility plague prey
on meek aggression

(3) Textual Analysis

Part One (Para1~2): Gun control legislation does more harm than good.

Part Two (Para 3~5): Responsible citizens can use guns properly, and people have constitutional right to keep and bear arms.

Part Three (Para 6~7): Gun control legislation has shortcomings.

Part Four (Para 8~14): Guns are effective in many ways.

Para Five (Para 15): Society benefits from firearms in the hands of responsible citizens.

Listening: A Lecture

(1). Introduction

Advocates argue that gun control legislation can curb access by criminals, juveniles, and other “highrisk” individuals, and only federal measures can successfully reduce the availability of guns. Opponents argue, controls often create burdens for law-abiding citizens and infringe upon constitutional rights provided by the Second Amendment. The pros and cons regarding gun control legislation will remain contentious.

(2). Key Words

juvenile assert enhance civilian short-barreled eligibility lethal suppression
Prohibition stringent mounting escalation naïve

Language Skills Development

(1) Reading Skill: How to infer word meanings through affixes and roots.

(2) Speaking Skill: Use your body language in presentation

(3) Listening Skill: How to use signal words to follow the lecture.

(4) Writing Skill: How to write a body and conclusion.

Homework

(1) Write a summary of Text A & Text B

(2) Exercises in Unit Four

第五单元

Unit Five : Informed Consent and Patient's Rights

Topic: It discusses the issue of whether the informed consent requires doctors and researchers disclose the potential financial interests to the subjects whose biological materials are used in the research. It indicates that complete disclosure to patients is a controversy and continual scrutiny and regulation are required.

Background Information

1. the life sciences industry
2. Moore v. Regents of the University of California
3. conversion
4. fiduciary duty
5. a bundle of rights
6. tangible property
7. intellectual property rights
8. royalty
9. stem cell research
10. patent
11. a biotechnological product
12. the autonomy of patients
13. Greenberg v. Miami Children's Hospital Research Institute, Inc
14. a property right
15. Lynn G v. Hugo

Text A: Disclosure of Financial Interests

(1). Introduction

It discusses the issue of whether the informed consent requires researchers disclose their financial interests to the researchers potentially available to the people whose biological materials are used in the research. The author disagrees to the decisions in the Moore and Greenberg cases that only treating physicians bear responsibility to disclose financial interests.

(2) Key Words

marrow license pharmaceutical commercial therapeutic beneficence fiduciary donor somatic ova inapt patent impede autonomy embryo compensation disparate

Text B: Cosmetic Surgery and Informed Consent: Legal and Ethical Considerations

(1). Introduction

The ever-increasing demand for cosmetic surgery needs continual scrutiny of full and complete

disclosure and an informed consent form with more elaborate procedures. The medical profession itself will have to provide its own ethical guidelines for cosmetic surgeons.

(2) Key Words

constitute consumer survey trigger evaluate inherent perplexing perceive evoke
portion protocol pivotal

(3) Textual Analysis

Part One (Para1~3): It is necessary to re-examine the professional standard of care related to informed consent for cosmetic surgery.

Part Two (Para 4~7): Professional standard of care and doctrine of informed consent

Part Three (Para 8~12): Discussion about ethical considerations.

Part Four (Para 13): Conclusion

Listening: A Lecture

(1). Introduction

Henrietta Lacks' and John Moore's tissues were used by the doctors or researchers for scientific research. Neither Henrietta nor John was informed by the doctors or researchers of the use and the great financial benefit involved. The doctors and researchers finally gained great profits from the patents developed on the basis of the tissues while the two patients received nothing.

(2). Key Words

dissent dominion legitimacy leukemia lucrative paternalistic prolifically virology
virulent

Language Skills Development

(1) Reading Skill: How to understand the text through its organization.

(2) Speaking Skill: How to use visual aids.

(3) Listening Skill: How to take notes.

(4) Writing Skill: How to write a conclusion.

Homework

(1) Write a summary of Text A & Text B

(2) Exercises in Unit Five

第六单元

Unit Six : Advertisement and Celebrity

Topic: It discusses the current trend of the using celebrities in advertising, the attributes and benefits of celebrity endorsements, and the classic fears of using celebrities in advertising. It is needed to regulate celebrity endorsements and liabilities for deceptive advertisements.

Background Information

1. celebrity endorsement
2. the Federal Trade Commission (FTC)
3. cease and desist order
4. Buckingham Products Inc.
5. the National Advertising Division (NAD)
6. Johnny Unitas
7. false advertising
8. misrepresentation
9. FTC v. Garvey

Text A: Celebrities in Advertising

(1). Introduction

It discusses the current trend that companies have been using stars to endorse everything. It talks about the attributes and benefits of celebrity endorsement. The author pointed out the classic fears of using celebrities in advertising.

(2) Key Words

astrology testimonial corporate stable capitalize glamour celebrity logo differentiate malt credibility unbiased dimension expertise underlying durable charismatic inhibit integrate attitudinal compliance complexity

Text B: False Advertising and Celebrity Endorsement: Where's My Script?

(1). Introduction

The dissemination of false advertisements is considered an unfair or deceptive act. Celebrity advertising shall be well regulated. A celebrity endorser may be found liable if he or she either makes false or unsubstantiated claims about a product, or misrepresents his or her actual use of the product.

(2) Key Words

ascribe dissemination promulgate criteria substantiate efficacy bona fide pursuant to fraud deference interpret

(3) Textual Analysis

Part One (Para1~2): Product endorsement is a lucrative business for celebrities. Regulation is necessary in this area.

Part Two (Para 3~4): The FTC regulations regarding celebrity endorsement.

Part Three (Para 5~14): In *FTC v. Garvey*, the issue of celebrities' liability for false advertisements was first raised

Part Four (Para 15~16): Conclusion

Listening: A Lecture

(1). Introduction

Celebrities and well-known individual endorsers may help further increase the persuasive appeal of advertising. The liability for deceptive advertisement shall be borne by sponsors and other participants in the advertisement. The FTC guides provide direction for evaluating organizational endorsements and require full disclosure of material connections between the endorser and the seller.

(2). Key Words

claimant demographic indemnification preoccupation testimonial unsubstantiated

Language Skills Development

- (1) Reading Skill: How to take notes in reading.
- (2) Speaking Skill: How to deal with Q and A in presentation.
- (3) Listening Skill: How to use symbols and abbreviations in note-taking..
- (4) Writing Skill: How to write an abstract.

Homework

- (1) Write a summary of Text A & Text B
- (2) Exercises in Unit Six

《英语读写（一）》教学大纲

李丹 编写

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Unit one

I . Mapping

Getting tips on how to get to know oneself

Learning to use narrative devices

Learning to interpret underlying meaning

II . Embarkation

Graduation

And so we talked all night about the rest of our lives
Where we're gonna be when we turn 25
I keep thinking times will never change
Keep on thinking things will always be the same
But when we leave this year we won't be coming back
No more hanging out cause we're on a different track
And if you got something that you need to say
You better say it right now cause you don't have another day
Cause we're moving on and we can't slow down
These memories are playing like a film without sound
And I keep thinking of that night in June
I didn't know much of love
But it came too soon and there was me and you
And then we got real blue
Stay at home talking on the telephone
We'd get so excited
we'd get so scared
Laughing at ourselves thinking life's not fair
And this is how it feels
As we go on, we remember
All the times we had together
And as our lives change, come whatever
We will still be, friends forever
So if we get the big jobs and we make the big money
When we look back now, will our jokes still be funny?
Will we still remember everything we learned in school?
Still be trying to break every single rule
Will little brainy Bobby be the stockbroker man ?
Can Heather find a job that won't interfere with her tan ?
I keep, I keep thinking that it's not goodbye
Keep on thinking it's a time to fly
And this is how it feels
As we go on, we remember

All the times we had together
 And as our lives change, come whatever
 We will still be, friends forever
 We will still be friends forever
 Will we think about tomorrow like we think about now?
 Can we survive it out there? Can we make it somehow?
 I guess I thought that this would never end
 And suddenly it's like we're women and men
 Will the past be a shadow that will follow us round?
 Will these memories fade when I leave this town
 I keep, I keep thinking that it's not goodbye
 Keep on thinking it's a time to fly
 As we go on, we remember
 All the times we had together
 And as our lives change, come whatever
 We will still be, friends forever.

Seeking advice

Work in pairs. Look at the extract from the poem *If* by Rudyard Kipling and discuss the questions.

Joseph Rudyard Kipling (1865-1936) was regarded as a major “innovator in the art of the short story”; his children’s books are enduring classics of children’s literature. He was the first English language writer to receive the Nobel Prize in Literature. The author Henry James said of him: “Kipling strikes me personally as the most complete man of genius (as distinct from fine intelligence) that I have ever known.”

If

If you can talk with crowds and keep your virtue,
 Or walk with Kings – nor lose the common touch,
 If neither foes nor loving friends can hurt you;
 If all men count with you, but none too much,
 If you can fill the unforgiving minute
 With sixty seconds’ worth of distance run,
 Yours is the Earth and everything that’s in it,
 And – which is more – you’ll be a Man, my son!

1. Who is the poet talking to?
2. What advice is he giving?
3. Is it good advice?

III. Navigation

A. Text Organizaiton

Situation: We were in our final year and had to plan for our future.

Problem: I didn’t want to follow my father’s path to become a lawyer

Solution: My father took me out to catch crabs.

B. Text exploration

Scanning

Read paras 1-18 and answer the questions.

1. How was the last year at college be different from earlier years?

Students become more serious. They started to focus on study.

2. What did students think more about, their exams or their future? Their future.
3. Which students had already planned their future?
The quieter ones who didn't have the best grades.
4. How sure was the author about what he wanted to do?
Yes. He wanted to travel and be a writer
5. Who was also concerned about his future? his family members
6. Who did he turn to for advice? His father.
7. What did he thought they would say?

He thought they would criticize him, because his father wanted him to be a lawyer.

Blank filling

To be a successful film scriptwriter takes more than training although (1) _____ on a screenwriting course will definitely help you learn the skills. You also need to be very (2) _____ – the film business is very competitive. You have to be prepared to work hard and be very (3) _____ because it takes more than just one good idea to make it big. No matter how (4) _____ your idea is, there will always be (5) _____ from producers because it's too expensive. So make sure you have plenty of others to show them. What are you waiting for? Get on with writing that brilliant (6) _____ and plan your (7) _____ speech for when you win your first Oscar!

Interpreting underlying meaning

Work in groups and discuss the questions, each group with one question only.

1. What sort of relationship do the father and son have?
2. Do you think the son respects his father?
3. Do you think the father understands his son?
4. What is the father trying to tell his son by showing him the crabs?
5. How successful do you think the “crab story” is?
6. Is the father pleased that his son wants to be a writer?

C. Text evaluation

Work in groups and discuss the questions

1. How important is it to be ambitious in life?
2. Is being ambitious a positive part of personality?
3. How much time should students spend planning their future?
4. Is it part of a university's role to help students choose a career?

IV. Destination

Summarising

In the fall of our final year, our mood changed. The _____ had disappeared, and the _____ to work hard was strong. Meanwhile, _____ was what we would do next after graduation. As for me, I wanted to travel, and I wanted to be a writer. I _____ myself for some _____ to the idea from my father, who wanted me to go to law school, and _____ through life.

However, he supported what I wanted but he made me think about it by _____. The cage was full of crabs. One of them was trying to escape, but each time it _____ the other crabs _____. In the end it gave up _____ to escape and started to prevent other crabs from escaping. By watching crabs, my father told me me not to _____ by others, and to get to know _____.

V. Resources

A. Difficult Sentences

1. ... and we all started to get our heads down... (Para 1)

To get our heads down means to concentrate and focus on studying. In other British informal contexts, it can mean to sleep. Note also, to keep your head down means to continue to do something quietly, especially when there is trouble happening around you.

我们开始埋头学习

2. No one wanted the humiliation of finishing last in class, so the peer group pressure... like medals proving their diligence. (Para 1)

Those around us who are of the same age or status.

我们谁都不想考全班倒数第一，那也太丢人了，因此同学们之间的竞争压力特别大。以前每天下午五点以后，图书馆就空无一人了，现在却要等到天快亮时才会有空座，小伙子们熬夜熬出了眼袋，他们脸色苍白，睡眼惺忪，却很自豪，好像这些都是表彰他们勤奋好学的奖章。

3. It wasn't always the high flyers with... less impressive students who had the next stages of their life mapped out. (Para 2)

并不总是那些心怀抱负、成绩拔尖的高材生才清楚自己将来要做什么，常常是那些平日里默默无闻的同学早早为自己下几个阶段的人生做好了规划。

4. One had landed a job in his brother's advertising firm—in Hollywood. (Para 2)

有位同学在位于麦迪逊大道他哥哥的广告公司得到了一份工作，另一位同学写的电影脚本已经与好莱坞草签了合约。

5. The most ambitious student among us was going to—ending up in the Senate or in Congress one day. (Para 2)

我们当中野心最大的一位同学准备到地方上当一个政党活动家，我们都预料他最终会当上参议员或国会议员。

B. Words to notes

1.A mortgage is a legal agreement in which you borrow money from a bank or financial organization in order to buy a house. You pay back your mortgage by making monthly payments, plus interest. Thus, getting a mortgage for many young people means getting a flat or house of their own.

2. ambitious

adj. determined to be successful, rich, famous etc.

Read the quotations and exchange your understandings.

- 1) Don't bite off more than you can chew.
- 2) Every French soldier carries a marshal's (元帅) baton (指挥棒) in his knapsack (背包). (Napoléon Bonaparte)

3. I braced myself for some resistance to the idea. (Para 10)

A brace is a piece of wood or metal which supports an object so that it does not fall down. So to brace yourself means to hold yourself together in readiness for something difficult or unpleasant.

Brace (支架) yourself : to prepare yourself physically or mentally for something unpleasant
e.g The passengers were told to brace themselves (= to press their bodies hard against something or hold them very stiff) for a crash landing.

She told me she had some bad news for me and I braced myself for a shock.

4. brim v.

Answer the questions.

- 1) If you fill the cup to the brim with wine, what will happen?
The cup will brim over.
- 2) If you hear a sad story, how will you feel?
I will be brimming over with sympathy.
- 3) Which one helps to prevent severe sunburn, a hat with a narrow brim, or a hat with a wide brim?
a hat with a wide brim.

5. defy v.

(1) to refuse to obey sb. or sth.

(2) resist or confront with resistance

Answer the questions with defy.

- (1) Why are pine, bamboo and plum considered as symbols of the lasting friendship?
Because they can defy severe cold.
- (2) What is the general idea about the Four Beauties of ancient China?
Their beauty defies description.

6. surf

n. the waves of the sea as they move onto a beach

v. (1) to ride on waves in the sea

(2) to look at various places one after another on the Internet or on television

Answer the questions.

- 1) How do we call a person who rides on waves in the sea?
a surf rider/a surfer
- 2) What is used to ride on waves in the sea?
a surf board
- 3) What do you think of surfing the Internet?

It is usually seen as fun, dangerous, or a tremendous waste of time, depending on who you ask.

C. Language in use

a. Useful expression

1. 课堂出勤率	attendance at classes
2. 同学们之间的竞争压力	peer group pressure
3. 谁都不想…那也太丢人了	No one wanted the humiliation of
4. 熬夜熬出了眼袋	wear the bags under one's eyes
5. 脸色苍白, 睡眼惺忪	pale, sleepy faces
6. 在某人的心里	at the back of one's mind
7. 心怀抱负、成绩拔尖的高材生	the high flyers with the top grades
8. 为自己下几个阶段的人生做好了规划	have the next stages of one's life mapped out
9. 追随…的人生足迹	follow sb's path through life
10. 做好了遭到反对的心理准备	brace oneself for some resistance to
11. 加入一个暂时报酬高的行业	go into a career which pays well just at the moment
12. 沿海水域没什么风浪	no surf on the coastal waters
13. 挤满了	brim with
14. 被…拽下来	be pulled back
15. 放弃了漫长的逃亡之战	give up one's lengthy struggle to escape

b. It is/was not just that... but...

Translate the sentences using It is/was not just that...but...

(1) 感恩节那天, 不仅仅是商店关了门, 而且街上一个人也没有。

It wasn't just that the shops were all closed for Thanksgiving, but there was no one in the streets.

(2) 对他所说的话, 他们不仅不听, 而且根本就不感兴趣。

It wasn't just that they weren't listening to what he said, but it seemed as if they weren't at all interested.

(3) 我不仅难过, 而且觉得自己就要哭了。

It wasn't just that I was upset, but I felt as if I was going to burst out crying.

D. Information related

1. Saying: learn them by heart

(1) **Until all is over one's ambition never dies.**

不到黄河心不死。/不达目的不罢休。

(2) **Ambition can creep as well soar.**

胸有大志者能屈能伸。

(3) **Nothing is difficult to a man whom ambition fires.**

对于雄心万丈的人来说, 世上没有难成的事。

(4) **To do one thing well is a worthy ambition.**

把一件事做好, 这就是一个有价值的雄心。

(5) **Strength alone knows conflict, weakness is below even defeat, and is born vanquished.**

只有强者才懂得斗争; 弱者甚至失败都不够资格, 而是生来就是被征服的。

Unit two

I . Mapping

Learning to identify collocations in the passages as a way to enhance the understanding of meaning
Understanding the effect of giving different viewpoints through story

II . Embarkation

1. Sylvia Plath (1932-1963)

She is one of the major American poets of the 20th century

She lived between 1932 and 1963.

She seems to have been depressed and unhappy.

Her works

The Bell Jar (1963): her struggle with depression under her pseudonym Victoria Lucas

Johnny Panic and the Bible of Dreams (1979, written around 1952): a collection of short stories, essays and extracts from diaries. Superman is an extract from it.

“What I fear most, I think, is the death of the imagination ... we want to be moving, working, making dreams to run toward; the poverty of life without dreams is too horrible to imagine.”---- Sylvia Plath

1) Mecca

A city in Saudi Arabia, the holiest city for Islam, where Prophet Muhammad was born.

2) Jerusalem

A holy city for Jews (Judaism), Muslims (Islam) and Christians (Christianity)

The 2000 Statistical Yearbook of Jerusalem lists 1204 synagogues (Jewish house of prayer), 158 churches, and 73 mosques within the city.

3) Salvador Dali (1904 -1989)

a Spanish surrealist painter known for his strange dream-like paintings (Surrealism 超现实主义)

4) Icarus

In Greek mythology, Icarus was a man who tried to fly using wings held together with wax.

When he got too close to the sun, the wax melted, and he fell to the ground and died.

5) Superman

Work in pairs. Look at the title of the extract from Sylvia Plath’s book Johnny Panic and the Bible of Dreams. Answer the questions:

(1) Who is Superman?

a newspaper reporter in comics, films, and the 1940 radio series

special abilities to fly and fantastically strong

a special blue suit with a red cape

fights crime

always turns up at the right moment to solve problems

(2) Why do you think the writer talks about Superman?

She might have been a huge superman fan when she was young, and have a lot of good childhood memories associated with superman.

(3) What role might Superman play in her childhood?

Superman might have been the writer’s hero and played an important role in her childhood.

III. Navigation

Look at the word combinations from the passage and explain the images they create.

- 1 the darkening water
- 2 the perpetual droning
- 3 the vague twilight
- 4 the sheer poetry of flight
- 5 a sense of windy superiority
- 6 the broken insect

1. the darkening water

— The water looks darker in the sunset because there is less daylight.

2. the perpetual droning

— The planes landing and taking off at Logan Airport made a continuous low sound.

3. the vague twilight

— The twilight is vague because objects cannot be seen very clearly at this moment between day and night.

4. the sheer poetry of flight

The writer thinks of flight as exciting, innovative movement which gives a different view of the world, as poetry does through words.

She also feels that flying is full of beauty and gracefulness.

5. a sense of windy superiority

The writer and David feel superior because they play imaginative games which the other children don't (or can't) play.

This feeling is windy because wind can give people a sense of excitement and difference.

6. the broken insects

Sheldon pulled the wings and legs off the insects so they were not whole anymore – they were broken.

IV. Destination

A. Summarising

Work in pairs and summarise the text by filling the blanks.

The extract from *Johnny Panic and the Bible of Dreams* by Sylvia Plath is a combination of her real life and _____ life in her childhood. In the real life, Plath was a winner of the prize for drawing the best Civil Defense signs, lived by an airport and had an Uncle who bore _____ to Superman. In her imagination, the airport was her Mecca and _____ because of her flying _____. Superman _____ her dream at the moment.

David Stirling, a _____ boy, also worship Superman. During the _____ at school, he and the author played Superman games. Compared with their school-mates who played the routine games, they felt they were _____ but had a sense of windy _____. They also found a _____, Sheldon Fein, who later invented _____.

B. Talking point

Work in pairs. Read the quotations on childhood and decide what kind of childhood **memories** they describe. Choose from the list:

- family and friends
- imaginary friends
- toys and games
- special places
- festivals and holidays
- fantasy and adventure
- books
- smells
- food and drink
- possessions
- school
- clothes

Jean-Jacques Rousseau, French philosopher

“Childhood is the sleep of reason.”

This seems to be about school,

Rousseau seems to be critical, saying that your reasoning, your ability to think, is not awake at school.

It only wakes up when you leave childhood.

Perhaps that’s how he remembers his childhood.

Orlando Bloom, British actor

“My whole career has been fulfilling my childhood fantasies, playing characters that are larger than life, getting to play a knight, an elf, a prince, and a soldier.”

about a childhood of fantasy and adventure in which Bloom imagined he was lots of different people, real or imaginary.

He is fulfilling his childhood, completing it in a happy, satisfying and important way, through his job.

Eric Allin Cornell, US physicist

“My mother taught me to read when I was still quite young, and at least in my memory I passed the majority of my childhood reading.”

about memories of books. Obviously, Cornell remembers that he was taught to read when he was young, presumably before going to school, and that he spent most of his time reading.

However, he recognizes that this is only in his memory.

So perhaps he actually spent a lot of time doing other things but only remembers reading books because that’s what he liked to do.

Diane Ackerman, US writer/poet

“Nothing is more memorable than a smell.

One scent can be unexpected, momentary and fleeting, yet conjure up a childhood summer beside a lake in the mountains.”

Charles Dickens, British writer

“Happy, happy Christmas, that can win us back to the delusions of our childhood days, recall to the old man the pleasures of his youth, and transport the traveler back to his own fireside and quiet home!”

memories of festivals and holidays are important –through time or space or taking old people back to the pleasures of when they were young or travelers back home.

However, this may well be delusions, ideas or beliefs that are not true – childhood memories may not be memories of what actually happened.

V.Resources

A. Difficult Sentences

Sentence 1

... I can recall the changing colors of those days, clear and definite as a pattern seen through a kaleidoscope. What sense (sound, sight, taste etc) is the writer describing? What are the key words in this sentence?

The sight in which colors and perhaps shapes change rapidly, like looking through a kaleidoscope.

The key words: “changing colors”, “clear”, “definite”, and “pattern”, and the comparison with a “kaleidoscope”.

Sentence 2

... *and the sound of waves was lost in the perpetual droning of the planes.* What sense is the writer describing here? What do planes do on a runway?

The writer is describing the sounds of the planes as they land on and take off from the runway.

Sentence 3

... *a breathless sense of having tumbled like Icarus from the sky and caught myself on the soft bed just in time.* What does the writer feel as she comes out of her dream? What happened to Icarus?

She feels she has been falling out of the sky, like Icarus. But, unlike him, she caught herself on the bed to save herself, while Icarus fell and died in the sea.

Sentence 4

Out by the parking lot David and I found the perfect alcove for our Superman dramas. Do they play alone or with other children? Where is this likely to be – a place where lots of people go? They play alone away from the other children in a place where few people go at recess time. The alcove by the back entrance would be used only at the beginning and end of the school day.

Sentence 5

Our Superman games made us outlaws, yet gave us a sense of windy superiority. Why do you think they're outlaws? Are they similar to or different from the other children? They are different from the other children and they do not join the others for playground games, so they think of themselves as outlaws.

Sentence 6

After school we left him to his mamma and his bonbons and his helpless insects. So how does Sheldon's behaviour while he plays with the writer contrast with his behaviour after they finish playing?

Sheldon joined them as a villain. After being prompted, he could invent tortures in the games, as a villain might. However, after the games were over he went back to his mother's sweets and he continued the torture outside the games by pulling off the legs and wings of insects.

Sentence 7

... *he admitted that Uncle Frank was the strongest man he had ever known, and could do lots of tricks like making caramels disappear under napkins and walking on his hands.* How is Uncle Frank compared with Superman in real life?

Uncle Frank was very strong and he could do magic tricks and gymnastics, like walking on his hands.

To the writer, Uncle Frank was as powerful as Superman.

Critical thinking

1 As a child, which dreams, sights, sounds and feelings did you share with Sylvia Plath? Do you still have them now?

I also had dreams about flying. I dreamed I was a bird, not Superman, though.

I also remember pink sunsets which were similar to her description. However, we didn't have the droning sounds of planes.

I admired my uncle but I didn't think he was Superman!

2 Do you think Sylvia Plath imagined she was a Superman herself?

Not when she was a child because superman was teaching her and he looked like her uncle.

But in a different way she was a Superman when she wrote poems later. Because she became a different person who could do super things with words.

3 Who in the passage do you think is the most important real-life person to her? Can you add to her description of them? What did they really look like?

Probably her Uncle Frank – she admires him and thinks he's like Superman – he is strong and can do magic tricks and gymnastics.

Maybe David – David shares her love for the sheer poetry of flight and listens to the Superman serial on the radio with her in the evenings. Especially, he's her main companion at school – they play Superman games together.

4 Do you think Sylvia Plath had a happy childhood? How different do you think her adult life was?

She seems to be lonely but imaginative when she was young – only one friend David, a pale and bookish boy. But generally, she enjoyed her childhood.

Her adult life seems, also lonely and, as a poet, imaginative. She apparently got depressed from time to time and although her marriage was very productive and creative for five years, it did not end well and there.

5 What important events in childhood can affect people when they're older?

Many significant family events in childhood can.

B. Words to note

1. Kaleidoscope *n.* a toy that shows changing patterns

As a metaphor, it means a view, situation or experience that keeps changing and has many different aspects.

Work in pairs. Translate the following into Chinese

- a) the kaleidoscope of the ages
- b) a kaleidoscope of colour and pattern
- c) the kaleidoscope of life
- d) the kaleidoscope of illusions

- 1)时代的万花筒
- 2)颜色和图案的千变万化
- 3)人生万花筒
- 4)瞬息万变的幻觉

2. Flaunt *n.* to deliberately try to make people notice something, eg your possessions, beauty, abilities etc, because you want them to admire you

Work in pairs. Translate the following into Chinese.

- a) If you've got it, flaunt it.
- b) Buy expensive services and products in order to flaunt your wealth.
- c) The ill-bred woman flaunted her riches in public.

- 1)有什么能耐施展出来瞧瞧
- 2)购买昂贵的服务和商品以炫耀自己的财富。
- 3)那位没有教养的妇人当众炫耀她的财富。
3. Tag *vt.* to touch another player in some children's games

n. to fix a small piece of paper or other material to something to give information about it

Explain the meaning in the following phrases.

Carol tagged Carl in the hide-and-seek.

a price tag

luggage tag

May I have your tag, please?

All her suitcases have been tagged with her name and address.

4. draft

vt. (often passive, *AmE*) to conscribe someone into the army forces 征召 (某人) 入伍

vt. to write sth such as a legal document, speech, or letter that may have changes made to it before it is finished 起草, 草拟 (法律文件、演讲或信件)

n. sth such as a plan, letter, or drawing that may

have changes made to it before it is finished

(计划、信件或绘画等的) 草稿, 草案

n. a system in which professional teams in some sports choose players each year from among college students 运动员选拔制 (某些职业运动队每年在大学生中选拔新队员)

C. Language in use

a. Useful expressions

1. 最佳民防图标设计 the best Civil Defense signs
2. 那些精彩纷呈的日子 the changing colors of those days
3. 历历在目 clear and definite
4. 黑幽幽的海水 he darkening water

- | | |
|----------------------|---|
| 5. 夕阳将粉色的余晖洒在 | The sunset flaunted its pink flag above |
| 6. 浪涛的声音淹没在 | the sound of waves was lost in |
| 7. 流星 | the shooting stars |
| 8. 我梦想斑斓的岁月 | the days of my technicolor dreams |
| 9. 在昏暗的暮色中 | in the vague twilight |
| 10. 慢慢进入梦乡 | drift off to sleep |
| 11. 在一阵惊吓中醒来 | awake with a sudden shock |
| 12. 每夜的太空冒险 | the nightly adventures |
| 13. 肩披随风飕飕作响的斗篷 | with one's cape whistling in the wind |
| 14. 当他的斗篷神奇地旋转时 | in the magic whirling of his cape |
| 15. 上百只海鸥的振翅声 | the wings of a hundred seagulls |
| 16. 上千架飞机的马达轰鸣声 | the motors of a thousand planes |
| 17. 超人的崇拜者 | the worshipper of Superman |
| 18. 有点书呆子气的男孩 | a bookish boy |
| 19. 飞行的纯粹的诗意 | the sheer poetry of flight |
| 20. 光秃秃的铺着碎石的操场 | the barren gravel playground |
| 21. 意外抓捕和快速解救的
游戏 | surprise captures and sudden rescues |
| 22. 一种虚幻的优越感 | a sense of windy superiority |
| 23. 胆小怕事的孩子 | mama's boy |
| 24. 教谢尔登怎么扮演他的
角色 | prompt Sheldon in his part |
| 25. 和隐姓埋名的超人长得特别像 | bear an extraordinary resemblance to Superman incognito |

D. Information related

Childhood icons

Work in pairs and discuss the questions.

- 1 Who is your childhood icon?
- 2 What is your childhood icon characteristic of?
- 3 How do you get to know your childhood icon?

Now read the stories of some icons to see if they meet your childhood ideals.

Unit Three

I. Mapping

Increasing one's knowledge of music

Learning about three different levels of listening to music

Understanding how an analytical essay is organized and how the writer develops his explanations and presents his reasons

II. Embarkation

1. Johann Sebastian Bach

Music is an agreeable harmony for the honor of God and the permissible delights of the soul.

There's nothing remarkable about it. All one has to do is hit the right keys at the right time and the instrument plays itself.

Well-Tempered Clavichord

Listen to a recording and answer questions

1) According to the speaker, what is the most striking point in *Well-Tempered Clavichord*?

It mirrors the world-view.

2) What is the difference between Bach and Beethoven?

Beethoven likes to depict natural soul-states while Bach likes to depict the reality of life felt.

3) Why should we thank Bach?

It brings us peace.

2. Musical elements

1) the ordered beat of the music. It is the pattern of tension and release and changes in time. A regular group of this pattern is called the meter of the music.

rhythm (节奏指音乐运动中音的长短和强弱。节拍是音乐中的重拍和弱拍周期性地、有规律地重复进行。)

2) the fundamental and predominant organization of notes and rhythm in a song.

melody (高低起伏的乐音按一定的节奏有秩序地横向组织起来, 就形成曲调。相同音的进行方向称水平进行; 由低音向高音方向进行称上行; 由高音向低音方向进行称下行。)

3) how the notes of music combine with each other in chords or sequences of notes

harmony (不同高度的乐音同时发声, 谓之和谐。)

4) the number of beats per minute.

tempo (速度是节拍的速率。它大致可以分为三大类: 慢、快和适中。)

5) the quality of a sound that distinguishes one voice or instrument from another

tone color (乐器或嗓音的音质)

6) the loudness or highness of sound that is determined by the frequency or speed of the vibrations of the sound.

pitch (音高是用一秒钟的振动的次数来表示的。频率多则音高, 频率少则音低。)

7) how the music is organized with all the elements and patterns of repetition and variation

form (曲式就是一部作品的结构形式。它可能只有一个段落, 其中包含几个乐句, 也可能由三个甚至更多的段落组成。)

III. Navigation

A. Text Organization

Introduction: Listening to music can be divided into 3 types of experience

Body: Introduction of main characteristics of 3 planes individually

Conclusion: We listen to music on all three planes.

B. Text exploration

Comprehending the text

Identifying activities

Giving advice

Expressing analogy

Interpreting opinions

C. Text evaluation

Work in groups and discuss the questions.

1. Do you think the passage is only about classical music? Why / Why not?

2. Do you agree that we should work harder at listening to music?

3. Do you agree that a great work of art can have different meanings?

4. How great is the power of music?

IV. Destination

A. Summarising

Summarise the text by filling the blanks.

For the sake of clarity, we 1) _____ the process of listening to music into three hypothetical planes.

Firstly, 2) _____. It is a kind of 3) _____

engendered by the mere 4) _____ of the music. Secondly, 5) _____.

It is when we believe each piece of music has a theme, which 6) _____,

such as gaiety, sadness. Thirdly, 7) _____. It is the ability to experience different 8)

_____, such as melodies, the rhythms, the harmonies, the tone colors etc. We usually

listen to music on all three planes

B. Talking point

Surveying

Debating

Learning a song

V. Resources

A. Difficult sentences

Difficult sentence 1

For lack of a better terminology, one might name these: (1) the sensuous plane, (2) the expressive plane, (3) the sheerly musical plane. (Para 1)

Difficult sentence 2

The only advantage to be gained from mechanically splitting up the listening process into these hypothetical planes is the clearer view to be had of the way in which we listen. (Para 1)

Difficult sentence 3

Music allows them to leave it... dreaming because of and apropos of the music yet never quite listening to it. (Para 3)

Difficult sentence 4

Yes, the sound appeal of music is a potent and primitive force, but you must not allow it to usurp a disproportionate share of your interest... but it does not constitute the whole story. (Para 4)

Difficult sentence 5

After all, an actual musical material is being used. He must hear the melodies, the rhythms, the harmonies, the tone colors in a more conscious fashion. (Para 9)

Difficult sentence 6

It is this general feeling, generated aside from the particular words being spoken, a certain emotional something which exists on the stage, that is analogous to the expressive quality in music. (Para 12)

Difficult sentence 7

According to the degree of your awareness of the way in which the artist in either field handles his material will you become a more intelligent listener. (Para 13)

B. Words to note

1. qualified

adj. able to do sth. because you have the knowledge, skill, or experience that is needed

Answer the questions.

1. If you are a highly qualified doctor, what do you qualification have?

You have lots of medical qualifications.

2. If a job advertisement asks for fully qualified engineers, what does it expect?

It expects people with degrees in engineering and work experiences to apply.

3. If someone is well qualified to give an opinion, who are they?

They are experts on the topic for which they are asked to give an opinion.

2. potent

Translate the following sentences.

(1) Beauty is potent, but morality is omnipotent.

美貌固有力，道德力无穷。

(2) 这药物对你的病疗效很好。

The medicine had a potent effect on your disease.

C. Language in use**a. Useful expressions**

- 为了便于 for the sake of
- 把整个过程分成几个组成部分 break/split sth. up into its component parts
- 纯粹的愉悦感 the sheer pleasure
- 沉浸在...中 bathe in
- 一种无需思考的美妙心境 a kind of brainless but attractive state of mind
- 一种强大而原始的力量 a potent and primitive force
- 占据你过多的兴趣空间 usurp a disproportionate share of your interest
- 进入到一个颇具争议的领域 tread on controversial ground
- 这种不妥协的态度可能源于这样一个事实 intransigent attitude of sb's may be due to the fact that
- 让某人走到另一个极端 lead one to the other extreme of doing sth.
- 无法保证 There is no guarantee that...

9 Almost everyone in the world has a job which involves paper.

C. Text evaluation

Using irony to create empathy

What is empathy?

Empathy is a feeling different from sympathy. When one is sympathetic, one implies pity but maintains distance from another person's feelings.

Empathy is more a sense that one can truly understand or imagine the depth of another person's feelings. It implies feeling with a person, rather than feeling sorry for a person.

IV. Destination

A. Summarising

Summarise the text by filling the blanks.

In today's American jobs are not what they used to be. Not long ago, when a father was asked about his job he could answer in terms that a child could _____. Nowadays, when the parent take his _____ to his place of business in glass buildings that are really _____ to children. What's more, _____ even grown men have trouble _____ what other men does in their jobs with his day. Therefore, it's not difficult to imagine a poor child may answer "_____ " after _____ the mysteries of work, when his friend asks him of his father's job.

B. Talking point

Working pressure

New technology VS traditional way of doing things

V. Resources

A. Difficult sentences

1. It is not surprising that modern children tend to look blank and dispirited when informed that they will someday have to "go to work and make a living". (Para. 1)

look blank 意思为 not understand it。句型 it is not surprising that 也可以改为: it is not surprising for modern children to tend to ... dispirited 意思为 low in spirits, or depressed.

现在的孩子要是有人跟他们说长大后要“去工作来谋生”，往往会表现出一脸的茫然和沮丧，这并不奇怪。

2. ... it is a safe bet that the average systems analyst is as baffled about what a space salesman does at the shop as the average space salesman is about the tools needed to analyze a system. (Para. 6)

average: lacking special distinction, rank, or status; 普通的。在 As+ adj.+as 句型中第一个 as 为副词，第二个 as 为连词，意思“为和……一样”，在句中做表语。

一名普通的系统分析师肯定不知道空间推销员在店里都干什么，就好像空间推销员对用什么来分析系统的也一窍不通一样。

3. Constructed as a piece of junk, the building will be discarded when it wears out, and another piece of junk will be set in its place. (Para. 9)

It is a typical sentence using irony to create empathy, the writer regard the 12-story glass building is a piece of junk, even people working in it is making junk. Constructed as a piece of junk, 在句中作表原因的状态语。Set in 意为 become established.

这栋楼本来就是被当成一件垃圾建造起来的，所以当大楼变得破旧了，就会被当作垃圾扔掉，在原地盖一栋新的垃圾楼。

B. Words to note

1. corporate adj. of or belonging to a corporation
 1. We should develop the ability of _____ when working with others.
 2. It is said that the new product create a good chance to display our _____ culture.
 3. His father works in Beijing foreign trade _____, so he choose to learn international trade in his college.
 4. Only by _____ perfetly can we finish the task in such a short time.
2. visualize vt. imagine; conceive of; see in one's mind
Translate the following sentences.
你能想象住在那里么?
Can you visualize living there?
他试图想象他祖父的样子。
He attempted to visualize his grandfather's appearance.
Translate the following sentences into Chinese.
He had visualize his future as a college student.
在大学时代, 他就已经设想好了自己的未来。
Linda usually visualized the day of marriage.
Linda 经常幻想自己结婚的那一天。
3. inquisitive adj
inquiring or appearing to inquire; showing curiosity
Complete the sentences with inquisitive, curious and peery.
(1) She is _____ about nearly everything.
(2) I cannot bear her _____ character, so I am to leave her alone.
(3) I am _____ about what is your opinion on this matter.

C. Language in use

a. Useful expression

- | | |
|---------------|------------------------------------|
| 1.一脸的茫然和沮丧 | look blank and dispirited |
| 2.外出工作 | be off to work |
| 3.能够理解 | come to grips with |
| 4.大惑不解 | be utterly mystifying to |
| 5. 很可能的是... | it is a safe bet that... |
| 6. 在普通的日常工作中 | in the common everyday job |
| 7. 费用非常高 | prohibitively expensive |
| 8. 好追根究底的孩子 | inquisitive children |
| 9. 变得破旧 | wear out |
| 10.一天中任何一个时间里 | at any given moment during the day |
| 11.在空白处作批注 | jot notes in the margins |
| 12.打听...在哪儿 | ascertain the whereabouts of |
| 13.用红笔愤怒地打个记号 | make an angry red mark |
| 14.一式五份重新打印 | be reproduced in quintuplicate |
| 15.好好想想 | mull over |
| 16.我不知道 | it beats me |

b. Word formation

1. Discuss the meaning of prefix in-, un-, dis-

and answer questions.

Nowadays, most fathers sit in glass buildings doing things that are absolutely incomprehensible to children.

There are persons who file paper and persons who unfile paper.

In the grandest offices, men approve of some paper and disapprove of other paper.

What do the prefix in-, un- and dis- have in common

Words with prefix of dis-, in- and un- is a prefix that means “not” or “the opposite of”.

It can come at the beginning of a noun, verb, adjective, or adverb.

2. As +adj. ... as : as...as 意为“和...一样”，表示同级的比较。使用时要注意第一个 as 为副词，第二个 as 为连词。

其否定式为 not as +adj. ...+as

(1) My wife and I were worried about staying longer than we were supposed to. Similarly, our hosts were worried that we might not have enjoyed the meal.

My wife and I were as worried about staying longer as our hosts were that we might not have enjoyed the meal.

(2) Our generation knows little about cassette recorders and record players. Similarly our parents know little about iPods and MP3 players.

Our generation knows as little about cassette recorders and record players as our parents know about iPods and MP3 players.

as +adj. + as

(1)你的钢笔书写起来和我的一样流畅。

Your pen writes as smoothly as mine.

(2)这本字典不如你想象的那样有用。

This dictionary is not as useful as you think.

D. Information related

Jobs of different kinds

Blue collar worker

Migrant worker

White collar worker

Home office

Unit Five

I. Mapping

Learning how to analyze short stories

Learning how the writer describes people's characters and arranges the information

II. Embarkation

1. Oprah Gail Winfrey (born January 29, 1954) is an American television host, producer, and philanthropist (慈善家), best known for her self-titled, multi-award winning talk show, which has become the highest-rated program of its kind in history.

2. Capitol Hill

Capitol Hill, aside from being a metonym for the United States Congress, is the largest historic residential neighborhood in Washington D.C., stretching easterly in front of the United States Capitol along wide avenues. It is one of the oldest residential communities in Washington, and with roughly 35,000 people in just under two square miles, it is also one of the most densely populated.

Great Lakes

The Great Lakes are a collection of freshwater lakes located in eastern North America, on the Canada– United States border. Consisting of Lakes Superior, Michigan, Huron, Erie, and Ontario, they form the largest group of freshwater lakes on Earth by surface. They are sometimes referred to as the "Third Coast" by some citizens of the United States. Because of their size, types of ecosystems, and large abundances of beaches and coastal wetlands along their coasts, some regard them as inland seas or as one sea.

III. Navigation

A. Understanding the text

Work in pairs and discuss the following questions

Q1: Why does the writer highlight the fact that Joanne's is a restaurant where many famous people have dinners in Para 4? What if the restaurant had been nearly empty when Josh arrived?

Q2: What rhetoric device does the writer use in Para 18? What does the writer try to tell the readers in this Para?

Q3: Why does the writer describe the weather both at the beginning and the end?

Reference answer for Q1:

The writer describes Joanne's as a fancy restaurant with many famous people, which foreshadows how the head waiter will treat Josh, a nobody as well as a black. If the restaurant had been nearly empty, the story would have lost the drama of the head waiter not wanting to serve Josh. In an empty restaurant, there would be no problem to find a table or to be served.

Choose the rhetoric device used in paragraph 18: _____

- A) Simile
- B) Metaphor
- C) Personification
- D) Exaggeration

Reference answer for Q2:

First, the writer tells the readers how uncomfortable the seat offered by the head waiter is: close to the bathroom, right by a half-opened window so that Josh should bear the icy breeze. Moreover, the writer may imply that Josh feels cold not only due to the icy breeze, but also because of the cold treatment of the head waiter.

Reference answer for Q3:

At the beginning of the story, “it was snowing heavily”, implying that something unpleasant would happen. But at the end of the story, “it had stopped snowing”, implying that the unpleasant thing had passed and the problem had been resolved. The writer describes the snow both at the beginning and the end so that the ending can be correlated with the beginning.

IV. Destination

Summarizing

Work in pairs and summarize the text by filling the blanks.

When a young black man arrives in a _____ and expensive restaurant, the head waiter makes him sit in the least _____ place, even though a table has been booked for him and a “Ms Rogers”.

When Ms Rogers arrives, the waiter realizes that she is a well-known _____; and Ms Rogers realizes that her friend has been treated badly because of the _____ of his skin. The waiter realizes his mistake too, and tries to make up for it, but it is too late.

Talking point

Discussion

1. Read the statements and check (√) the ones you agree with.

- 1) A group needs to have a leader to function effectively.
- 2) An individual should not show their feelings.
- 3) People are responsible for their own future.
- 4) Luck plays no part in our lives.
- 5) Individual self-fulfillment is one of the most important aims in life.

2. Think about the examples of real-life situations reflected by each of the above statements from different perspectives. Discuss in pairs and report to the whole class.

Requirements:

Pay attention to pronunciation, intonation and stress. (You can follow the disk to imitate the native speakers before the role play.) Try to vary the intonation to show speakers' feelings and changes of attitudes.

3. Use gestures and facial expressions according to the descriptions in the passage to help you do the role play more vividly.

Invite some groups to present performance. Or select one student from three different groups respectively to present the role play together.

V. Resources

A. Difficult sentences

Translate the sentences into Chinese.

He'd never been to Joanne's, but knew it by reputation, not because of its food, which had often been maligned, or its jazz orchestra, which had a guest slot for a well-known movie director who played

trumpet, but because of the stellar quality of its sophisticated guests: politicians, diplomats, movie actors, hall-of-fame athletes, journalists, writers, rock stars and Nobel Prize winners – in short, anyone who was anyone in this city of power brokers.

译文:

之前他没来过乔安妮餐厅,但对于它的鼎鼎大名却早有耳闻,倒不是因为这里的饭菜有多美味,其实这里的菜品屡遭恶评,也不是因为这里的爵士管弦乐队有一位知名电影导演客串吹小号,而是因为这里汇集了有头有脸的宾客,可以说是星光璀璨,他们中有政客、外交家、电影明星、载入名人堂的体育明星、记者、作家、摇滚明星、诺贝尔奖得主等等——总之,这里的每一位客人都是这座权力之城里的一个人物。

B. Words to note

corruption n.

nominate, nomination, nominee

He has been _____ as candidate for the Presidency. In other words, he is a _____ for Presidency. The _____ formally proposes that he should be chosen as the president.

competent adj. competence n.

sophisticated adj.

summon, summons

1) I had to _____ up all my courage to face my boss, who _____ me urgently to explain my actions.

summon, summons

2) The queen has _____ a conference. You have to obey her _____ to attend it.

summon, summons

3) He didn't know that he was _____ to appear before the magistrate (地方法官) until the _____ arrived.

summon v. 传唤某人出庭

summons n. 传票, 传唤

refrain v.

refrain from sth.

unable to deal calmly with sth. / sb. or to wait for sth; irritated by sb. / sth. ,showing a lack of patience.

impatient adj.

intense adj.

intense adj. intensive adj.

intensify v. intensity n.

1) They have shown _____ interest in this issue and the _____ of their feelings surprises me.

2) Can the _____ course lasting just a week _____ your motivation to learn English?

think on one's feet

(在困境中处事) 思路敏捷果断

C. Language in use

a. Useful expressions

- | | |
|-------------|--------------------------|
| 1. 跟踪到, 追捕到 | track down |
| 2. 才华横溢 | a razor-sharp intellect |
| 3. 第三个任期 | the third term of office |
| 4. 熟知某事 | know sth. inside out |

5.支持减少二氧化碳 排量	pro-low carbon emission
6.反对死刑	anti-capital punishment
7.进步自由派	a progressive liberal
8.脱口秀	talk show
9.有成功的机会	in the running for
10.载入名人堂的体育明星	hall-of-fame athletes
11.打了个响指	click one's finger
12.耸肩	shrug one's shoulder
13.撇嘴	curl one's lips

D. Information related

A congressman is a member of the US Congress. The United States Congress is the bicameral legislature of the federal government of the United States of America, consisting of the Senate and the House of Representatives. Both senators and representatives are chosen through direct election. Each of the 435 members of the House of Representatives represents a district and serves a two-year term. House seats are apportioned among the states by population. The 100 Senators serve six-year terms. Each state has two senators, regardless of population. Every two years, approximately one-third of the Senate is elected at a time. Reelection rates for incumbents often exceed 90%.

Information related

Article I of the Constitution vests all legislative power in the Congress. The House and Senate are equal partners in the legislative process (legislation cannot be enacted without the consent of both chambers); however, the Constitution grants each chamber some unique powers. The Senate is uniquely empowered to ratify treaties and to approve top presidential appointments. Revenue-raising bills must originate in the House of Representatives, which also has the sole power of impeachment, while the Senate has the sole power to try impeachment cases.

Time magazine

Time (trademarked in capitals as TIME) is an American newsmagazine. A European edition (Time Europe, formerly known as Time Atlantic) is published from London. Time Europe covers the Middle East, Africa and, since 2003, Latin America. An Asian edition (Time Asia) is based in Hong Kong. As of 2009, Time no longer publishes a Canadian advertiser edition. The South Pacific edition, covering Australia, New Zealand and the Pacific Islands, is based in Sydney. In some advertising campaigns, the magazine has suggested that the letters T-I-M-E stand for The International Magazine of Events.

Time vs. The Times

Do you know their differences?

The Times

The Times is a daily national newspaper published in the United Kingdom since 1785 when it was known as The Daily Universal Register.

The Times and its sister paper The Sunday Times are published by Times Newspapers Limited, a subsidiary of News International.

Unit Six

I. Mapping

Understanding the writer's dramatic and informal style

Relating dramatic event to the writer's purpose

Brainstorming ideas

Learning to describe the characters

II. Embarkation

Poem *Hero* & Song *Hero*
Wanderers and workers
Sinners and saints
From here they all look human.
We that are set in stone
Know their greatness,
We mere words

Recognise their possibilities,
We can see that they are
All romantics, freedom fighters,
And intellectuals.
These streets are full of heroes.

Poem *Hero* & Song *Hero*

Work in pairs and read the poem on P82. Who are *we* and *they*?

We (mere words set in stone) are the words of the poem which view passing people ('they') and see that they all have the potential to be heroes: romantics (artists); freedom fighters (politically active people); intellectuals (scholars and thinkers).

Without the knowledge of the purpose of the poem one might interpret the fourth line as referring to statues of heroes who look at the passers-by and in a reversal of the normal situation (we look at heroes) see heroes (us).

Poem *Hero* & Song *Hero*

Listen to the Song *Hero* by Mariah Carey to compare it with the poem.

Emergency issues

Five questions

Work in pairs and discuss the questions.

- 1 How many emergency services can you think of? Fire/ambulance/police/coastguard services.
- 2 What different skills do emergency workers need? Specific skills, speed, medical knowledge, decisiveness, courage, reliability.
- 3 What's the main job of a firefighter? Putting out fires
- 4 What else may they have to do in an emergency? Rescue people caught up in emergencies and give emergency medical aid.

5 What personal qualities are important in an emergency? Ability to take decisions, calmness, speed, efficiency, composure, perseverance, bravery, courage

Firefighter's response

Complete the paragraph about a firefighter's response in emergency with the correct form of the words in Activity 5, P 85.

For a firefighter arriving on the scene of a fire the first few minutes are usually the most (1)_____. He has to (2)_____ the fire, he also needs to find out if human lives are in danger. When people are trapped inside a building he must act swiftly to prevent (3)_____, or, —in the (4)_____ scenario — to keep the death (5)_____ to a minimum. Actions like these require the (6)_____ degree of (7)_____.

Richard Picciotto

Chief Richard "Pitch" Picciotto, the highest-ranking firefighter to survive the terrorist attack on the World Trade Center and the collapse of the Twin Towers

The author of *Last Man Down*

Last Man Down

a tribute to the 343 firefighters and some 3,000 civilians that lay dead in the rubble that surrounded Richard Picciotto on 9/11 attack

a heartfelt remembrance of a day of infamy (臭名昭著) and profound humanity
an immediate New York Times Best Seller upon its May, 2002 release.

Inferring

Look at the title, the date and the first line of the passage. What do you think *It* in the first line refers to?

The 9/11 terrorist attack on the New York World Trade Center towers.

III. Navigation

A. Understanding the text

Choose the best summary of the passage.

In this dramatic personal account, firefighter Richard Picciotto recalls what he was doing and thinking, just before the north tower of the World Trade Center collapsed on 11 September 2001.

Interpreting

The style of the passage is very informal. It uses the following techniques.

Slang

very informal and sometimes offensive language usually used by a specific group of people who do the same job, or who share a similar cultural background

Tip: Although it is useful to recognise slang and understand it, it is better to avoid using the expressions in your own spoken and written language

The passage uses a lot of slang and informal language to create an intimate and vivid impression.

For example, the writer refers to the special way that firefighters have of talking to each other by using the expression the big one, and says that it is part of the shorthand of the job.

Look at the sentences from the passage and answer the questions.

1 Some guys were sweating like pigs. Why?

Because they felt hot and exhausted. They had been engaged in heavy physical activities.

2 ... we all froze. What does this mean?

It means we stayed completely still.

3 Every possible worst-case scenario, and a few more besides. What was the firefighter imagining?

He was imagining an extremely huge fire or explosion.

4 I thought about my wife and my kids, but only fleetingly and not in any kind of life-flashing-before-my-eyes sort of way. So does he look back over his whole life in a single second? No.

5 "I'll see you at the big one." What is the big one, and why don't firefighters call it by its name?

They minimise the fire which has just happened and imagine the ultimate fire.

The expression is one common to firefighters, so they know what they are referring to.

Slang

6 All of these thoughts were landing in my brain in a kind of flashpoint ... What are these thoughts, and how do they contrast with the situation in the north tower? What do they tell us about Picciotto?

The thoughts are about Picciotto's family, job, the bagels, firefighters' customs, his colleagues, the things his life consists of, his values, his bravery and yet his ordinariness.

Elliptical language

Omitting part of the sentence, such as the first part makes the story progress more quickly, giving the idea that people are in a hurry.

Every possible worst-case scenario, and a few more besides doesn't have a subject or a verb.

Rewritten sentence:

I was thinking about every possible worst-case scenario, and a few more besides.

Work in pairs and answer the questions.

What has been omitted in the elliptical sentence Dead solid still?

The complete sentence may go like we stood dead solid still.

Repetition

Work in pairs and answer the questions.

1 How many sentences begin with I thought?

Four. I thought about my wife and kids ... I thought about the job ... I thought about the bagels ...

I thought how we firemen ...

2 What other examples of repetition can you find in the passage?

Repetition of like for describing the sound of the building collapsing.

Work in pairs and answer the questions.

3 Which different things does the writer compare the noise of the falling building to by repeating like?

It was like an earthquake, an amusement park thrill ride, a thousand runaway trains, a herd of wild beasts, and the thunder of a rockslide.

Simile

Work in pairs and answer the questions.

1 How many similes can you find in the passage?

Seven; sweating like pigs; shaking like in an earthquake; like an amusement park thrill ride gone berserk; like a thousand runaway trains speeding towards me; like a herd of wild beasts; like the thunder of a rockslide ...

2 Which similes are the most effective?

I like the simile like a thousand runaway trains speeding towards me; as it really suggests the power of the forces the writer feels approaching him.

B. Text evaluation

Work in pairs and discuss the questions.

1 Picciotto says he and his men were “just doing their job”. Do you agree?

Yes, firefighters must extinguish fires and rescue victims.

No, they were going beyond it by staying so long and risking their lives.

2 Do you think his book is the best possible tribute to the firefighters who died?

certainly a way of remembering what they suffered probably the best would be looking after their families for them

3 What do you think the long-term effects of doing a heroic job like this are?

It must be very stressful always looking forward to the next big one.

4 Do you think that extraordinary events like 9/11 can make ordinary people into heroes?

Yes. We also saw many examples of that during the Sichuan earthquake when many ordinary people did heroic things.

IV. Destination

Summarising

Work in pairs and summarise the text by filling the blanks.

The text from Last Man Down offers an eyewitness account of a defining historical event of 9/11

_____ from the perspective of Richard Picciotto, a _____; his story is that of a man, a hero, and a tragic event that inspired the nation. His reccount is not one of death and destruction, but a celebration of life and its unpredictable _____.

Talking point

The most dangerous jobs in the US

truck driver

taxi driver

farm worker

timber cutter

sales supervisor/proprietor

cashier

construction worker

fisherman

police detective

metal worker

airplane pilot

roofer

security guard

firefighter

the most dangerous jobs in the US

Work in pairs and discuss the questions.

1 Are you surprised by any of the jobs in this list? If so, which ones, and why?

2 Which are the most dangerous jobs you can think of?

3 Do you think people who do high risk jobs should be paid more?

Work in pairs and discuss the questions.

1 Which of the people in the list do you think are heroes?

2 What qualities do they have to make them heroes?

3 What is the difference between a hero, a celebrity and a role model?

4 Do you see heroism in yourself?

5 Which kinds of qualities would you like to develop yourself in order to make you a hero one day?

V. Resources

A. Difficult sentences

Translate the sentences into Chinese.

I thought how we firemen were always saying to each other, "I'll see you at the big one." Or, "We'll all meet at the big one." I never knew how it started, or when I'd picked up on it myself, but it was part of our shorthand. Meaning, no matter how big this fire is, there'll be another one bigger, somewhere down the road. We'll make it through this one, and we'll make it through that one, too.

Translate the sentences into Chinese.

Key: 我想起我们消防员平常总互相打趣说：“在大火中见吧。”或者是“我们肯定会在大火中碰面的。”我不知道这种说法是怎么来的，或者我自己是从什么时候开始说起这种话来的，但这就是我们的暗语。意思是不管这场火有多大，以后在别处还会有比这更大的。我们能安然无恙地度过这场火，也会安然无恙地度过下一场火。

Translate the sentences into Chinese.

I always said it, at big fires, and I always heard it back, and here I was, thinking I would never say or hear these words again, because there would never be another fire as big as this. This was the big one we had all talked about, all our lives, and if I hadn't known this before – just before these chilling moments – this sick, black noise now confirmed it.

Translate the sentences into Chinese.

Key: 遇到一场大火时，我总是这么说，也总听别人这么说，可现在，我呆在这儿，想着自己

再也不会说这样的话了,或听到别人这么说了,因为再也不会比现在更大的火了。这会是我们大家一辈子都在说的那场大火,如果以前——就在这一个个令人胆战心惊的瞬间之前——我没有认识到这一点的话,现在这浑厚的、不祥的响声印证了这一点。

B. Words to note

scenario n. a situation that possibly happens

Work in pairs and make sentence with the following collocations.

Scenario planning provides a way for people to rehearse the future.

extinguish vt. fml to make a fire or cigarette stop burning

Work in pairs and answer the following questions.

1. What does this picture mean? Do not extinguish with water
2. What does extinguish mean in the sentence I bet I can extinguish my ego before you extinguish your ego? to stop a feeling or idea from continuing to exist

C. Language in use

a. Useful expressions

- | | |
|--------------|---|
| 1. 有一点儿进展 | make a dent |
| 2. 站在那里一动不动 | dead solid still |
| 3. 过山车 | thrill ride |
| 4. 被困其中 | stuck in the middle |
| 5. 把自己的人生 | in any kind of life-flashing-
before-my-eyes sort of way |
| 都回顾了那样 | |
| 6. 令人胆战心惊的瞬间 | chilling moment |
| 7. 中队长 | battalion commander |
| 8. 纽约消防局 | New York Fire Department |
| 9. 救援队 | rescue operations |

b. word formation

Word formation: gender-inclusive language

Some words in English, especially those referring to jobs and professions, are gender-specific to give information about the gender of a person. For example, an actress is female, a policeman is male.

Gender neutralization to replace gender-specific words with gender-inclusive language, to remove the basis for sexual discrimination and stereotypes.

e.g. steward and stewardess → flight assistant

Words which indicate gender, even if they do not always refer to that gender (such as chairman), are considered to be particularly inappropriate and are now avoided by many people.

e.g. chairman → the gender-neutral equivalents chairperson and chair.

D. Information related

a. Fire escape

Listen to the steps to escape fire and fill in the blanks.

1 Plan a fire escape _____ and practice it once a year, change smoke alarm batteries _____, and test your smoke alarm _____. The meeting place should be in the front yard. Don't do it in the back because you'll _____ your family. Plus, it's hard to get in the front without going inside the house.

- 2 Listen for the _____. After it rings, don't stay in your room. You must get out immediately.
3. Go close to your door. With the back of your hand, _____, feel the door. If it's cool to the touch, open it slowly with your back facing the door but also looking where you're going. If it's hot _____ . If there is not a phone in the room, get a flashlight or something light coloured and wave it at the window _____. If it's not cool and not hot, just medium, open it slowly as shown when it's cool.
- 4 Crawl down on the floor after opening it. The cleanest air is found _____. Get out of where the fire is, and leave the house.
- 5 Go to a neighbor's house and call 119.
- 6 Wait until the fire department comes.

b. Firefighting jargon

Work in pairs and find firefighting jargon in the text.

firefighter	消防员
firehouse	消防站
fireman	男消防员
fire extinguisher	灭火器
Fire Department	消防局
aerial ladder fire truck	云梯救火车
fire door	防火门
ignition cause	着火原因
jet hole	射流孔
jet normal pressure	喷射正常压力
leeward spreading fire	顺风蔓延的火灾
life safety rope	安全绳
lifeline	救生索

George W Bush's Post 911 Speech

Watch the video and listen to the extract from G. W. Bush's Post 911 Speech. Fill in the blanks.

Thousands of lives were suddenly _____ by evil, despicable _____ of terror.

These acts of _____ were intended to frighten our nation into _____ and retreat.

Terrorist attacks can shake the _____ of our biggest buildings, but they cannot touch the foundation of America.

With the daring of our _____ workers, with the _____ for strangers and neighbours who came to give blood and help in any way they could.

《英语读写（二）》教学大纲

刘华 编写

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第一单元 Look for a job after university? First, get off the sofa

I. Mapping

- ◆ Understanding different view points and reasoning with them.
- ◆ Speaking to give different viewpoints.
- ◆ Developing thinking skills by giving examples.

II. Embarkation

A. Video and questions

Clip One.

1. Why is the girl, Ryden Malby, screaming in the end?
2. What is the first problem facing the students leaving university?

Clip Two.

1. What does Ryden respond to the question “What are you up to” at the party?
2. What does she say about her situation?
3. How do you think students will react if they can’t find a job?

Clip Three.

1. What do you think the students’ parents should do if their children can’t find a job?
2. Watch the clip to see if there is any difference between the three fathers’ attitudes and behaviors? Which one do you prefer?

B. About This article

Listen to the recording and fill in the blanks with the words you hear.

This is an article by an Education Correspondent, Alexandra Blair, published in September 2008 in *The Times*, a long-established British quality newspaper. For many graduates _____ a job became harder in 2008 and 2009 because of the economic _____ – then a recession (萎缩). After their final exams, some students _____ in the summer before looking for jobs and then found that it was difficult to find employment in their field or at the level they wanted. The article addresses the _____ of such new graduates who might be _____ at home. The style is partly of a report, but also of a humorous comment for _____ entertainment.

C. Why So Many Unemployed?

Listen to the passage and answer the questions.

Universities in Europe, particularly in Britain, have expanded greatly in the last fifteen years, so there are more graduates looking for jobs. This competitive situation became a lot worse in 2008 onwards with the credit crunch(次贷危机) and economic depression(经济萧条), which meant that there were fewer jobs available and a rise in unemployment. Thus new graduates have to be active to seek a job, they need to fill in many application forms and try to get job interviews: they won’t find employment by lying on the sofa at home.

1. Why are there more graduates looking for jobs?

Because universities in Europe, particularly in Britain, have expanded greatly in the last fifteen years.

2. Why did the competitive situation of job market become even worse in 2008?

Because of the credit crunch and economic depression that year.

3. What is the advice the author gives to the students?

Active to seek a job, they need to fill in many application forms and try to get job interviews: they won't find employment by lying on the sofa at home.

D. Cultural Notes

a. Honors Degree

Put the sentences in order according to the meanings:

1. Most people get a second.
2. Traditionally, in the British university system, BA (文学学士) and BS (理学学士) are awarded in different categories: a first class degree (I), a second (Ii or Iii called "a two one" and "a two two"), a third (written III) and a pass degree.
3. There are also ordinary degrees with more general courses of study without these categories.

Key: 2 1 3

b. Generation Y and Grunt

1. Work in pairs and answer the question. How to name the generations and characterize them?

Years of birth	Names	Characteristics
1946 – 1960	Baby boomers	Born in the great increase of births
1960 – 1980	Generation X	independent, informal, entrepreneurial
1980s – 1990s	Generation Y or Millennial Generation	spoilt by parents; have structured lives; teamwork

2. Why is Generation Y is also called Generation Grunt?

Complete the passage with the words in the box.

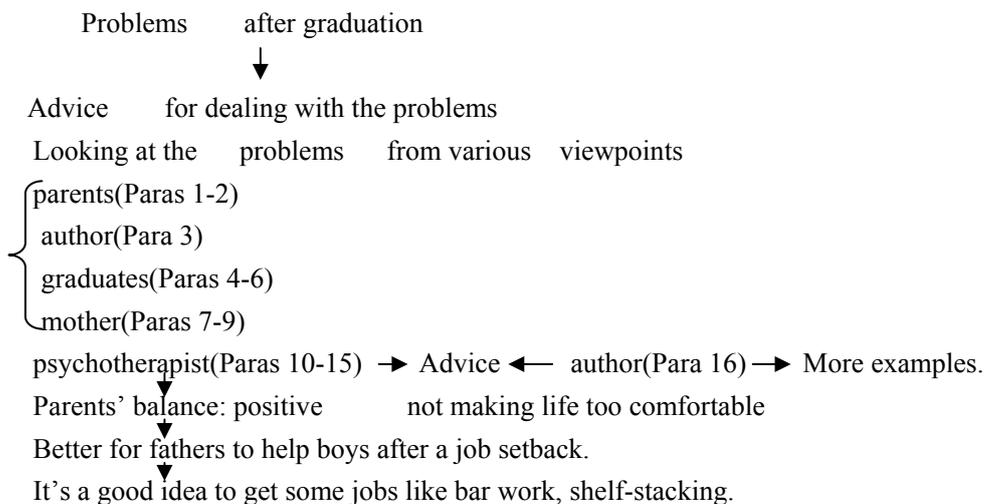
express	children	available	experience
---------	----------	-----------	------------

It is an ironic name referring to repetitive, low status, routine or mindless work – this may be the only work _____ to some graduates, who may have to take very ordinary jobs to get _____.

“Grunt” also refers to coarse behavior or bad manners and to the deep sound that is made by a pig. When people “grunt” they _____ disgust but do not communicate with words – this may be how the parents of new graduates think their _____ communicate with them!

III. Navigation

A. Text organization



Scanning

Watch the video and spot the relevant paragraphs in the text by putting their numbers in the table. Sometimes one clip of the video may match more than one paragraph.

Video clips	Numbers of the paragraphs
1	1
2	14,15,16

Interpreting

Work in pairs. Look at the sentences and discuss the implied meanings unsaid.

1. “Will he ever get a job?”

Who is asking the question? What mood does it express?

The parents are asking the question.

The mood seems to express patience or resignation because the word “ever” suggests that getting a job will take a long time.

2. Who describes Generation Y as “rebels without a cause”? Is it a fair description?

This is the writer’s description to indicate that this generation is rebelling against parents or society, but they have nothing particular to rebel against.

This does not seem very fair because the students are trying to find work – it is just that they don’t like their parents nagging them.

3. [Jack] “walked into the university careers service and straight back out again”.

What does this suggest about Jack’s character?

It suggests that Jack is not very determined. As soon as he saw the queue he left without waiting and without trying to ask about jobs or careers.

4. Jack spent the summer “hiding”. Hiding from what? Why are quotation marks used?

Hiding from the world of work, staying at home and not looking for a job.

The quotation marks tell us that he wasn’t literally hiding, he just spent a lot of time at home.

5. How is Mrs. Goodwin's point of view affected by her own personal experience?

In one way her experience hasn't affected her attitude. She left school and went immediately to a job (without going to university) and has been working full-time since then and yet she is sympathetic and takes a soft line.

6. How is Lindenfield's point of view affected by her own personal experiences?

Her personal experience was that she worked in a bar before finding her first proper job as an aerial photographic assistant. So she says such work is a great networking opportunity. If new graduates are good at such work and bright, cheerful and polite, they will soon be promoted. Her personal experience thus reflects – or perhaps has created – her point of view.

7. What would the first two paragraphs have focused on if they had been presented from the point of view of the students rather than the parents?

The first two paragraphs would have focused on the need for the new graduates to rest for a bit after their hard studies. It is OK for students to relax with the TV or to socialize with friends for a while, then they can start a serious search for employment after that.

B. Text evaluation

Pair work with 5 questions for discussion. When Student A expresses his or her own opinions about the questions, Student B tries to think about opposite answers whether he or she basically agree or not. Then change the role.

1 Do you think the Goodwins are good parents?

Yes. If they take a hard line with Jack, it will just make him angry: He has already tried to find work and he needs rest and sympathy now. His parents are letting him go to South America. But after that he will have to make a more serious effort and he'll need to contribute to the household budget, which means he must find work then. So the soft line is the best approach.

2 Which advice Lindenfield gives to parents do you agree with (if any), and why?

I agree with her advice that parents should strike the right balance between being positive and understanding without making life too comfortable, otherwise students will not look for a job. Her advice about working in a bar or supermarket seems sensible too, because one job can lead to another.

I don't agree that parents should be sympathetic – believe parents can do more to help their offspring find a job. They shouldn't allow their son to go on holiday! On the other hand I agree that a temporary job in a bar or supermarket is a good idea: At least it's a job, which is better than being unemployed. The problem is that new graduates will not want such humble jobs – they think that their qualifications mean that they deserve a better job.

3 Is Jack's point of view that he doesn't want to do temporary bar work justifiable?

No. He thinks that kind of work is a dead-end job and not suitable for him. But he's wrong because he has the wrong attitude toward work. A new graduate may expect to start at the bottom: That's OK while you get experience. If you have a good attitude and work well, you will soon be promoted or you can find a much better job later. He's unrealistic, I think.

4 Do you agree that men can give boys better advice than women when they are stuck in setbacks? Why / Why not?

Yes. Men will understand the male point of view better and conversely women will understand a female point of view better. So each gender will give the best advice to someone of their own gender.

No, to understand setbacks in the search for work is not a gender issue. I think anyone who knows the situation can give good advice, whether they are male or female.

5. Do you think the passage is a fair overview of the problem of graduate unemployment?

Yes, because those who are really active in their search for jobs and who start looking early will get jobs. Those who take long holidays and watch TV for weeks do not really show the qualities that most employers will be looking for, so it is not surprising if they find that the jobs they wanted are already taken.

No, because there is no mention of those who persistently apply for many jobs but don't get interviews or offers of employment. The article seems to suggest that new graduates sit around at home, but I know many people who really search hard for work. Some find it, some don't. It's easy to say that this is a matter of luck, it is a matter of having a positive attitude and being flexible about the first job – you can always change your field of work later.

IV. Destination

A. Summarizing

Listen to the passage and fill in the blanks with the words you hear.

This text is a newspaper article with individual examples of job searching and problems after graduation. The problems are examined from _____ people's viewpoints: parents' attitudes towards their jobless children, students' quote about looking for jobs, psychologists' _____ of the viewpoints of parents and advice for dealing with the problems, and the author's own _____. In the end the author concludes that if the graduates can not find an _____ job, they can take a temporary one.

B. Talking points

Work in pair and discuss the questions.

1. Do you agree there is a generation gap?

Yes. Look at the attitudes to electronic communication, music, fashion, studying at the university. In their days, the parents and grandparents didn't have the opportunity for these things so they don't know much about them.

Yes, **but** if you think of basic human value and experience of life, I don't think there really is a gap. I can talk about anything serious with my parents and grandparents. I would say the idea of a generation gap is a creation of the media. Anyway, it doesn't apply to my family.

2. Do your parents have plans for your future?

Yes. I am sure they have ideas and aspirations for me, but they don't make me follow their ideas. Actually they seem more interested that I should have my own plans and decide what my future is, but they expect me to work hard at whatever I do and to have a good outlook on life.

Really? Lucky you! My parents have firm ideas that I should get a good job and make lots of money in financial sector. I'd rather work in the arts, which I think is much more fulfilling. But as my parents are paying for my education, I will probably have to follow their plans. They don't even ask me about my ideas.

3. Are they different from your own plans?

Yes, in my case. But it doesn't matter much because they want me to make my own plans

Well, my parents' plans are really quite different from mine. I'm afraid I will have to follow their plans, though.

4. How much useful advice do you get from your parents?

Oh, my parents find lots of ways to give me useful advice without making a big fuss about it. I appreciate their advice, but I know that if I have a good reason not to follow it, they will not insist

on their point of view.

My experience is different. My parents certainly give a lot of advice which they expect me to follow. Sometimes their advice seems more like a set of instructions. Some advice is useful and some isn't, but I can't tell them that. If it is not actually useful, I just have to pretend to follow it.

5. How difficult is it for your parents to understand your problems?

Well, any time we talk about a problem I have they always seem to understand it really well. Often it turns out that they had similar problems, although their circumstances were different, of course. I'm afraid I don't know if they understand my problems or not because they just don't ask me! A few times when I have tried to talk about something, they simply tell me what to do, but it seems that they didn't really understand the problem in the first place, so I think it is difficult for them – and for me.

6. How difficult is it for you to understand theirs?

Occasionally my parents share their problems with me and I can understand them without difficulty. Really, I think they help me to understand these problems as part of my education... I will do the same with my children, I am sure.

Well, as my parents never tell me their problems, it is really quite difficult for me to understand them. It's guesswork for me rather than communication

V. Resources

A. Difficult sentences

1. Those memories of forking out thousands of pounds a year so that he could eat well and go to the odd party, began to fade.

Who paid a lot of money and why?

Parents paid a lot of money for their son to let him eat good food and go to the strange party.

Why are the memories forgotten but now came back?

Parents were proud on seeing the son graduate. But now they were thinking of the money they paid for his study because the son couldn't find a job.

这时，记忆中每年支付几千英镑，好让儿子吃好、并能偶尔参加聚会的记忆开始消退。

2. This former scion of Generation Y has morphed overnight into a member of Generation Grunt. (Para 2)

What does the author mean by “Generation Grunt”?

The son doesn't seem to communicate much, lies around and doesn't get a job (or can only do a low status routine job).

The distinguished son of Generation X (of the parents' generation who worked hard, got jobs, and had good careers and expected their son to do the same) has changed in a member of Generation Grunt.

这位属于“千禧一代”的年青人一夜之间变成了“抱怨一代”的成员。

3. Then I applied for the Civil Service fast stream. I passed the exams, but at the interviews they accused me of being ‘too detached’ and talking in language that was ‘too technocratic,’ which I didn't think possible, but obviously it is. (Para 5)

What are the meanings of “too detached” and “too technocratic”?

too detached: Not personally involved.

Too technocratic: He used the language of a technical expert or high authority

He applied for a government post. He passed the entrance exams, but he was criticized in the selection interviews: They said he was not personally involved and used the language of a technical expert or high authority. As a new graduate he probably wanted to show his expertise in his language so he can't understand this criticism.

然后我又申请参加快速晋升人才培养计划，并通过了笔试。但在面试时，他们说我‘太冷漠’了，谈吐‘太像专家政治论者’。我觉得自己不可能那样，但我显然就是那样的。

4. For the rest it is 9-to-5 “chilling” before heading to the pub.

What does it mean by “9-to-5”?

nine-to-five: between nine o'clock and five o'clock, the normal working hours of an office worker:

e.g. She didn't like working nine to five (or She didn't like nine-to-five job.)

The others who do not have a routine low status job spend their time casually relaxing and go to pub for a drink in the evening.

其余的则都是朝九晚五地“无所事事”，晚上则去酒吧喝酒打发时间。

5. I went to a comprehensive and I worked my backside off to go to the good university. (Para 6)

What does it mean by “work my backside off”?

Informal way expressing “*work very hard*”.

Can you explain the sentence in English?

He went to a school for students of all abilities (not to a special school for academic students) and so he had to work very hard to enter a good university.

我上的是综合学校，我拼命读书才考上了一所好大学。

6. ... but having worked full-time since leaving school herself, she and her husband find it tricky to advise him on how to proceed. (Para 7)

Can you explain the sentence in English?

The mother has always had a full-time job (presumably the father is also working full-time), so she does not have relevant personal experience. For her, it is difficult to give advice.

她自己中学毕业后一直都在工作，所以她和她的丈夫发现，建议儿子如何继续找工作是件很棘手的事情。

7. Carry on life as normal and don't allow them to abuse your bank account or sap your reserve of emotional energy. (Para 11)

What does it mean by “sap your reserve”?

“sap the reserve of something” means “use up sth.”.

Can you explain the sentence in English?

Parents should live as usual. They should neither let their children spend their money unnecessarily, nor let the problem take away all their emotional energy.

父母要维持正常的生活，不要让孩子随使用你们的银行账户或者榨干你们的情感能量

8. After that the son or daughter needs to be nudged firmly back into the saddle.

What does it mean by “saddle”?

It means *in a position in which you have power or authority*.

e.g. He always has to be in the saddle, controlling everything.

Then the parents should gently push their children firmly so that the children get back into control of their lives.

等他们缓过来之后，父母就该坚决要求孩子继续求职。

B. Words to note

a. New Words

fraught

a. full of worry or anxiety; tense

1. Their marriage has been fraught with difficulties/problems. 他们的婚姻一直充满了困难/问题。
2. There was a fraught atmosphere in the meeting. 会上气氛紧张。
- 3. Jane sounded fraught. 听上去珍妮很担忧。

clutch

v. grip, grasp: to hold something tightly, closing your fingers around it.

v. **grab**: to quickly and suddenly take hold of sb./sth

n. (复数) **control** power or influence that sb. has

1. She was clutching a bottle of wine.
 - grip; grasp 紧紧攥着
2. The man clutched at a pillar (立柱) for support.
 - grab 突然抓住立柱作为支撑
3. The bad news clutched at Mary's heart.
 - grab 突然感到揪心
4. She will have the man in her clutches soon enough.
 - control 控制在手中

slump

v. to lean against because not strong enough to stand; decrease suddenly; bend forward

1. Tom slumped against the wall, defeated.

fell or leaned (靠着) against/back
2. Her shoulders slumped and her eyes filled with tears.

bended forward because unhappy, tired etc.
3. Sales slumped by 20% last year because of the financial crisis.

decrease suddenly

grunt

v to say something quietly and unclearly

Pair work: Fill in the blanks with proper words.

murmur	grunt	mumble	whisper	mutter
--------	-------	--------	---------	--------

The man could only _____ an apology for the mistake he made.

The child _____ something in its sleep.

He just _____ something I didn't catch and went on reading his book.

"Why do I have to do all the work?" She _____.

You don't have to _____. There is no one around.

mumbled

whisper

muttered

grunted

murmured

revert

v go back to something/doing something

Pair work. Translate the sentences:

1. We go home for Christmas and revert to being children again.

我们回家过圣诞，重归孩童时代。

2. The city reverted to its former name St. Petersburg.

这座城市重新回到原来的命名——圣彼得堡。

3. 几周后，一切回到正常。

After a few weeks, everything reverted to normal.

comprehensive

adj. including all elements or aspects needed dealing with

Work in pairs and translate the following into Chinese.

comprehensive review

comprehensive insurance

comprehensive collection of works

comprehensive study

comprehensive school

comprehensive guide

全面回顾

(汽车)综合险

内容广泛的作品集

综合性研究

综合中学（英国）

综合指南

proceed

v. (formal) continue to do something

Pair work. Translate the sentences:

1. Before proceeding further, we must define our terms.

在继续深入探讨之前，我们需要界定一些术语。

2. 工作正在按计划进行。

Work is proceeding according to plan.

3. 他先脱去外套，然后开始脱鞋。

He took off his coat and proceeded to undo his shoes.

Comparing proceed & precede

Proceed: happen or exist before something else; to go somewhere before sb. Else

Precede: (formal) continue to do something after doing something else first; continue to somewhere else.

proceed & precede

Fill in the blanks with proper words:

Lunch will be _____ by a short speech from the chairman. (午饭前主席作了个简短的讲话。)

2. This is a type of cloud that _____ rain. (这种云总在雨前出现。)

3. Now that our plan is settled, let us _____. (既然计划已定，我们开始吧。)

4. Don't let me stop you, _____ with your work (继续你的工作)

5. The guard _____ them down the corridor (保安沿着走廊在他们前面给他们开道).

preceded

preceded

proceed

proceed

precedes

transition**n. (formal) when something change from one form / state (形式/状态) to another**

Pair work. Translate the sentences:

1. Make sure to have a smooth transition from full-time work to full retirement.

一定要确保从全职工作到完全退休之间的平稳过渡。

2. Making the transition from youth to adulthood can be very painful.

从青少年到成人的这一转变是痛苦的。

3. 这是一个由过渡政府领导下的正处于转型期的社会。

The society is in transition with a transitional government.

advocate**n. a person who publicly support an idea, way of life etc.****v. publicly support somebody or something**

Pair work. Translate the sentences:

1. He is an advocate of cold baths in the morning.

他是清晨洗冷水浴的倡导者。

2. She is an advocate for the disabled.

她为残疾人说话 (或者：她是残疾人的支持者)。

3. 他是网络环境下英语学习的倡导者。

He is an advocate of Web-based learning of English.

4. 恐怖主义者公然支持暴力。

The terrorists openly advocate violence.

b. Phrases

look on

A. watch something happening without taking part in

B. to consider sb. or sth. in a particular way

Figure out the meanings of the words with proper letter (A or B) in the brackets.

Only one man tried to help us, the rest just look on in silence. ()

I look on him as a good friend. ()

Mr. Parson began to cough while his wife looked on helplessly.()

Even doctors look on these patients as drug addicts. ()

ABAB

1. Discuss the meanings of the expressions in blue:

The father is going to look around for a new job.

try to find a job

2. Do you have time to look these samples over?

to examine something quickly

3. I've looked through all my papers but still can't find the contract (合同).

look for something among a pile of papers

4. I'll just look up the train times.

try to find information in a book or computer, etc.

turn down

A to refuse

B to reduce the loudness, brightness

Figure out the meanings of the words with proper letters in the brackets.

Can you turn the TV down? I am trying to work. ()

Many boys courted Lynn, but she turn all them down. ()

I will not turn down an invitation to go to the Expo. ()

BAB

in the same boat:

in the same bad situation; in the same trouble

Work in pairs. Translate the following sentences:

1. When the only factory in town closed hundreds of people lost their jobs, all the storekeepers are in the same boat.

镇上唯一的工厂关闭时，许多人丢了工作，镇上的商店同样陷入了麻烦。

2. Tom was disappointed when Mary refused to marry him, but he knew others were in the same boat.

玛丽拒绝了汤姆的求婚，这使后者很失望，但他知道别人的求婚者也同样倒霉。

come full circle:

to end in the same situation when you start even though there has been changes in time 兜了

一圈回到原位 = turn / go full circle

Match the sentences with the pictures.

Sooner or later, fashion comes full circle. ()

The discussion has come full circle. Let's not waste time. ()

BA

take a soft/hard line

Answer the question. When you take a soft line on something, do you (a) take a helpful and sympathetic attitude to sth. or (b) take a strict and tough attitude to something?

Translate the sentences.

1. The school takes a very tough line on drugs.

学校对毒品持极严厉的态度。

2. 这对父母对子女离婚一事持宽容的态度。

The parents took a soft line on the divorce of their children.

if nothing else:

Used to emphasize good quality / feature sb. has, while suggesting that it might be the only good one.

Cf. be nothing if not sth.: used to emphasize a particular quality

Fill in the blanks with proper phrases and then translate into Chinese.

is nothing if not

If nothing else

You have to admit that he _____ persistent.

你不得不承认他这人真的意志坚定。

_____, the report points out the need for better math education.

这篇报告至少指出了数学教育的必要性。

strike the right note

Answer the question. When you strike the right note, do you (a) take notes in a correct way 记笔记 or (b) succeed in being right or suitable for a particular occasion? 说到点子上

(b)

Translate the sentences.

1. The President is hoping to strike the right note again with the voters.

这位总统正希望再次说到选民的心坎上。

2. 这人说话从来说不到点子上。

The man always stroke the wrong note / The man has never stricken the right note.

Useful expressions

C. Language in Use

a. Useful expression

1. 看着 look on
2. 优等学位证书 honours degree
3. 支付 fork out
4. 结束 come to a close
5. 抱怨一代 Grunt Generation
6. 金融危机的背景下 financially testing times
7. 回到 revert to

8. 无缘无故 without a cause
9. 二级一等荣誉学士学位 graduate with a 2:1
10. 就业服务中心 career service
11. 快速晋升人才培养计划 Civil Service fast stream
12. 批评某人某事 accuse sb. of something
13. 漫无目的的日子 aimless days
14. 处境一样 in the same boat
15. 摆放货物 stack shelves
16. 朝九晚五的工作 a 9-to-5 job
17. 在综合学校读书 go to a comprehensive
18. 干无聊的活 come full circle
19. 回到了原来的起点 do a dead-end job
20. 提供了机会 to open new doors
21. 态度温和 take a soft line with sb.
22. 一点回报 a little bit help back
23. 分水岭 cutoff point
24. 恰当的 strike the right note
25. 一定 by all means
26. 限制 put limits on
27. 维持正常的生活 carry on life as normal
28. 谨防, 防止 to be wary of
29. 受打击的程度 the scale of the knock
30. 困在…… get stuck
31. 处理挫折 handling setback

b. Word formation

i. Compound nouns noun + noun = compound nouns

The first noun plays the function of adjective to describe the second noun.

Look for more compound nouns in the text:

graduation photo; the university careers service; cutoff point; Christmas work; career consultations; job setback; Hollywood stars; nuclear power plants; restaurant chain

Work in pairs. Match the two parts:

1. A room where an interview is held; An interview room
2. A degree which is awarded a first class; A first-class degree
3. A discount for students; Student discount
4. A period spent in training; A training period
5. A ticket for a plane journey; A plane ticket
6. Work in hospital; Hospital work
7. A pass which allow you to travel on buses; A bus pass

ii. Noun phrase

Write the noun phrase which mean:

1. a career which is rewarding from the financial point of view
a financially rewarding career
2. legislation which has been introduced recently

- recently introduced legislation
3. instructions which are more complex than usual
unusually complex instructions
 4. an institution which is orientated towards academic
academically orientated work
 5. work which makes physical demands on you
physically demanding work
 6. information which has the potential to be important
potentially important information
 7. candidates who have been selected after a careful procedure
carefully selected candidates
 8. a coursebook in which everything has been planned beautifully
a beautifully planned textbook

c. Clauses introduced by than: than + be + adj.

than + be + noun phrase = than + noun phrase + be
= than + pronoun + be

Rewrite the sentences using clauses introduced by than

1. She's experienced at giving advice. I'm more experienced.
She's less experienced at giving advice than I am.
I am more experienced at giving advice than she is.
2. You eat too much chocolate. It isn't good for you.
You eat too much chocolate than is good for you
3. She worked very hard. Most part-timers don't work so hard.
She worked harder than most part-timers do.
4. You have arrived late too many times. That isn't acceptable.
You have arrived late more times than is acceptable.
5. I don't think you should have given so much
personal information. It isn't wise.
I think you have given more personal information than is wise.

D. Information related

a. How to read job advertisement

Read the passage and choose the answer.

Job ads are written by people who want you to apply for the job. They want the job and the company to appeal to you. Sometimes, companies jazz up (使刺激) a job ad to make a boring or undesirable company or job sound great. Learning how to read a job ad can make your job search much easier. Here are some tips:

- ◆ Identify the advertiser. Is it the company doing the hiring?
- ◆ Note the company. Who's running the ad? Do you know the company? How big is it? Have you heard of it? What kind of reputation does it have?
- ◆ Review the job title. If it says "manager", do the job duties really fit with that?
- ◆ Scan for job duties. Vague descriptions may mean that the company doesn't know what you'll be doing, that they're just fishing to see who's out there.

- ◆ Determine what they are looking for. What qualifications do they seek? Phrases like “you must have” or “you need” mean that there’s no point in applying otherwise. But words like “preferably”, “preferred”, “ideally” or “desired” suggest some flexibility.
 - ◆ Pay attention to special instructions.
 - ◆ Look for pay and benefits information;
1. “Sometimes, companies jazz up (使刺激) a job ad” the phrase “jazz up” means: A
A. to make something more exciting;
B. to make something less interesting
 2. “... there’s no point in applying otherwise.” means: B
A. you can’t apply for other jobs;
B. you have no choice but the qualifications required
 3. “special instructions” in the passage means: A
A. something like “no phone calls”, “apply by email us”, “include a handwritten covering letter”;
B. Something special about the job.

b. A good job ad

Read the basic elements of a job advertisement and see how they are presented in the sample.

1. "We are...": self-introduction
2. "We are looking for...": job description states a job title and explains responsibilities
3. "We expect...": job requirements and qualifications
4. "We offer...": any special benefits
5. "We request...": information about what you should include in your application

A sample

Location: Beijing

Number of positions: Three

Qualifications:

- Native English Speaker
- Bachelor degree or above, preferably in Chemistry or other science major
- Two year work experience at least
- Open, easygoing and enthusiastic personality
- Punctual, reliable and disciplined

Description:

- Class size: 30

Read through the sample and then review the elements that a job advertisement should contain.

Student ages: 12-18 (from junior high school to senior high school)

Teaching hour: 18-22 classes for a week

Salary and Benefits:

- Salary: 10,000-15,000 RMB per month depending on qualifications

Information available

If you are interested, please send your application to us by email, with your resume, scanned passport with photo page, visa (if applicable), TEFL certificate or other English teaching related

certificates and references.

c. A covering letter

Read the format of a covering letter and work out a short one including the information mentioned.

A cover letter is also called an application letter. When applying for a job a cover letter should be sent or posted with your resume and other relevant materials. A cover letter should include the following information:

1. Your contact information, the employer's information if you have any.
2. The body of the letter lets the employer know what position you are applying for, why the employer should select you for an interview, and how you will follow-up.

The first paragraph of your letter should include information on why you are writing. Mention the position you are applying for and where you found the job listing.

The next section of your cover letter should describe what you have to offer the employer. Mention specifically how your qualifications match the job you are applying for. Remember, you are interpreting your resume, not repeating it.

Conclude your cover letter by thanking the employer for considering you for the position. Include information on how you will follow-up.

Now read a sample cover letter.

Dear Mr. Gilhooley,

I am writing to apply for the programmer position advertised in the Times Union. As requested, I am enclosing a completed job application, my certification, my resume and three references.

The opportunity presented in this listing is very interesting, and I believe that my strong technical experience and education will make me a very competitive candidate for this position. The key strengths that I possess for success in this position including:

- ◆ I have successfully designed, developed, and supported live use applications;
- ◆ I strive for continued excellence;
- ◆ I provide exceptional contributions to customer service for all customers.

With a BS degree in Computer Programming, I have a full understanding of the full life cycle of a software development project. I also have experience in learning and excelling at new technologies as needed.

Please see my resume for additional information on my experience.

I can be reached anytime via email at george.gillhooley@email.com or my cell phone, 909-555-5555.

Thank you for your time and consideration. I look forward to speaking with you about this employment opportunity.

Sincerely,

First Name Last Name

第二单元 Danger! Books may change your life

I. Mapping

- Reading to figure out different ways to achieve purpose
- Reacting to personal opinions
- Using learned words to express oneself

II. Embarkation

A. Free discussion

Topic preview: Have you ever read the following 4 novels?

Have you ever read them?

Read the first lines and titles of this 4 novels, then discuss or predict:

Which beginning looks:

Most traditional? Least traditional? Most memorable? Most interesting?

Group 1: Discuss the Grapes of Wrath

Group 2: Discuss the Fourth Hand

Group 3: Discuss the Salmon Fishing in the Yemen

Group 4: Discuss the Time Traveler's Wife

Group 5-6: Discuss your impression on the 4 novels

Most traditional—The Grapes of Wrath:

Scenery description: Describing scenes in a tradition way

A tradition way to begin a novel

Most memorable & Most interesting—The Fourth Hand

Story depiction: Unusual to begin a story—The action starts immediately

Create suspense—The audience expects a dramatic incident in which the man loses his left hand.

Most memorable—The Time traveler's Wife

Story depiction: Unusual to begin a story—Claire seems to be daydreaming.

Create suspense—The audience expects a romantic story between the time traveler and his wife.

Least traditional—Salmon Fishing in the Yemen

Genre: A typical business or bureaucratic letter

B. Bridging information gap

Relaxation period: Watch a video clip about The Time Traveler's Wife to see how interesting it is.

By watching the video clip, which word or phrase may describe your response?

Fantastic ridiculous romantic confused terrific interesting impressive boring

Is there anybody who thinks that reading or watching it would be “dangerous”?

Nobody??

C. Prediction

Look at the title “Danger! Books May Change Your Life” and predict:

Why dangerous?

From what age do books influence readers?

Which kind of books might the passage be from?

1. Why dangerous?

·What is the intended meaning of “danger”?

A road sign but not a real warning to catch readers’ attention

·Can books be harmful as well as dangerous?

Some might be harmful for children or some adults. e.g., phonographic books, books teaching people tricks, etc.

·In what ways can books change people’s life?

Give information or knowledge

Stimulate our imagination and courage

Show us other possibilities

Offer us ways to treat with problems...

·Listen to the Francis Bacon’s “Of Studies” and see his opinions toward studies and how reading influences our life.

Studies serve for delight, for ornament, and for ability. Their chief use for delight, is in privateness and retiring; for ornament, is in discourse; and for ability, is in the judgment and disposition of business.

读书足以怡情，足以傅彩，足以长才。其怡情也，最见于独处幽居之时；其傅彩也，最见于高谈阔论之中；其长才也，最见于处世判事之际。

2. From what age do books influence people’s lives?

From any age, nearly as young as a few months old.

3. Which kind of book might the passage be from?—Novels.

From the 4 books mentioned in starting points, we may get clues that the passages is especially interested in fictions.

III. Navigation

A. Text organization

Introduction (para. 1)

↓

1.the power of reading (para. 2-6)+2. the range of reading (para. 7-10)

↓

Conclusion (para. 11)

Introduction:

The story of Alice: the lead-in character

↓

Comments on reading (Enter a new world; Liberate us from the real world we come from)

The power of reading:

Paras 2-3: Enjoy and celebrate the variety and difference in safety and provide us an opportunity to grow

Para 4: Go to read if we ever question the power of reading

Para 5: Stimulate our emotions.

Para 6: Influential in the way we live from our childhood

The range of reading:

Para 7: Thomas Merton's answers for 7 questions about reading

Paras 8-10: Homerun book

B. Text exploration

a. Extracting arguments and information:

Topic-guided reading

Role-guided reading

Term-guided reading

Extracting arguments and information-1

Topic-guided reading: Read Paras 2-6 and locate the topic sentence in each paragraph.

Para2: Variety and difference appear more as a threat than an opportunity.

Para3: Reading books allow us to enjoy this variety and difference in safety and provides us with an opportunity to grow..

Para4: If we ever question the truth of the power of reading books, we should take the trouble to go to ...

Para5: The power of reading

·Our emotions are stimulated. ·Other people/cultures aren't distant

Para6: As soon as we are able to listen, books are supremely influential in the way we live.

Further thinking: What is the main idea of these paragraphs? The power of reading

Extracting arguments and information-2

"I'm Thomas Merton. I was once asked some questions about reading."

Role-guided reading: Each student chooses one balloon to see his/her question to answer. Then read para7 to complete the task.

·Which color would you like?

·Name the books that have influenced you and why?

·Name the last 3 books that you have read, you are reading and you intend to read.

·Name a book that everyone should read and why?

Books that have influenced me

·William Blake's poetic works

·Plays by ancient Greek thinkers and writers

·Religious writings

to discover the real meaning of my life

to get out of the confusion and meaninglessness of the current society

Extracting arguments and information-3

Term-guided reading:

Read Paras 8-10 and then give the definition of the following 2 terms.

Homerun: A baseball player hits the ball so hard and so far he's able to run round four bases of the diamond and score points not only for himself but for the other runners already on a base.

Homerun book: It refers to the first time they read a book which induces such pleasure and satisfaction

that they can't put it down.

Read Para 10 & extract 2 key words relevant to the effect of homerun books.

Pleasure: We'll remember the pleasure and satisfaction which awaits us and eagerly, insistently, sometimes even seek to reproduce the marvelous sensation again.

Hunger: We cannot withstand the hunger to visit another world, to meet different people, to live other lives and to reflect on ourselves.

b. Identifying purpose:

- Identifying the writer's main purpose
- Discussing effective ways the writer applies to achieving such purpose

Purpose: In an opinion piece of writing, the primary aim is to persuade readers to see sth. from the writer's point of view.

Which point will the writer intend to persuade?

1. To show the reader how to read fiction
2. To suggest that fiction is more powerful than non-fiction
- 3. To persuade the reader that reading can be a life-changing experience**
4. To claim that books provide the meaning to life
5. To recommend some major novels to read

Effective ways to achieve the purpose

Purpose: To persuade the reader that reading can be a life-changing experience

Group competition: Students from two groups are asked to speak in turns effective ways the writer applies to achieving the purpose and see whom speaks most.

Effective ways:

- ◇ Using quotations from thinkers/novelists
- ◇ Citing recent/non-recent novels as examples
- ◇ Interactions between the writer and readers
- ◇ Interpreting the pleasure and power of reading gradually
- ◇ Using ironic title to hook readers' attention

c. Reacting to personal opinions

Personal opinions: In an opinion piece of writing, the writer is likely to make statements which are not objective. Try to show your opinions for those without examples backed up.

Procedures to make response

- Understand the author's opinions correctly
- Identify the author's purpose
- Ask questions about the key points for clarification
- Figure out non-objective or illogical points
- Make refutation or show approval

Sample analysis: See the following statement and follow the 5 procedures to discuss our response.

Personal opinions: We'll have experiences which are new, sometimes disconcerting, maybe deeply attractive, possibly unpleasant or painful, but never less than liberating from the real world we come from.

Group work: React to the following opinions

Understand the author's opinions correctly. Translate the sentence into Chinese.

我们可以体验未曾经历过的事情，这些事情又是令人不安，也许引人入胜；可能是不愉快的也可能是令人痛苦的，但无论如何都至少能把我们从现实世界中解放出来。

Identify the author's purpose

Answer the question: What is the author's attitude?

The author intends to persuade readers that reading can be a life-changing experience.

Ask questions for clarification

Q1: How can reading be a painful experience?

It depends on the book and the readers' personal experience or personality. If you have the similar experience like being bullied, it is easy to remind you of that experience when reading such a story.

Q2: In what senses does reading liberate us from the real world?

In books we can do all sorts of wonderful or interesting things which would be impossible in the real world.

Identify non-objective or illogical points

*Find out adjectives which describe reading experiences.

new, disconcerting, attractive, unpleasant, painful

Classify all these adjectives

*Classification: Good: new, attractive; Bad: disconcerting, unpleasant, painful

Find out adverbs which indicate subjectivity.

* Function: maybe, possibly→Possibility, uncertainty

sometimes, never→frequency

deeply→degree

Make refutation or show approval

Opinion: "Never less than liberating from the real world we come from"

Rather dissatisfied with the real world. *-Liberating; never less than*

·Excluding those who believe the novel world is unrealistic

·Excluding those who are satisfied with the real world

·If disconcerting, unpleasant and painful, would it be better to return to our real world?

Group work: Each group chooses 1 statement & follows the example to discuss our response.

Personal opinions

·Reading books allows us to enjoy and celebrate this variety and difference in safety, and provides us with an opportunity to grow.

·To interact with other people's lives in the peace and quiet of our homes is a privilege which only reading fiction can afford us.

·We have more in common with other readers of books in other cultures than we might do with the first person we meet when we step out of our front doors.

·From the bedtime story read by a parent to their child all the way through to the sitting room lined with books in our adult homes, books defines our lives.

IV. Destination

A. Summarising

a. Individual Work: Choose the best summary.

1. The pleasure of reading: it suggests that every time you open a book, wonderful things can happen. You

can get to know people from different countries and cultures in the comfort and safety of your own home better than you know your own neighbor.

2. The importance of reading: it refers to a lot of thinkers and writers who have tried to explain what the experience of reading actually means. It also quotes a lot of recent/on so recent novels which illustrate the power and range of reading.

3. Some ways of interaction between readers and the writer: The writer is esp. interested in fiction and the way in which, from an early age, it has the power to shape our lives by making us think about who we are.

Summary

Reading is a **life-changing** activity. It helps us **enter a new world** and **liberate us from the real world** we come from; it **stimulates our emotions** and allows us **enjoy and celebrate the variety and difference** from books; it aids us to **get out of confusion** in a material world and to **discover the real meaning of the life**. Simply put, books are **supremely influential in the way we live**.

Homerun book might be the answer for the book that everyone should read. It describes the first reading experience that induces such pleasure and satisfaction that you cannot put it down and it may **range from the classics to the most recent**. Everyone is looking for their own homerun books. And what is yours?

b. Talking Points

Pair work: Each pair chooses one color of the balloon and work out a list of phrases about the given topic.

a. Theme:

Romance; Political orientation; Tragedy; Social reflection; Human nature...

Writing style:

Romanticism; Psychoanalysis; The stream of consciousness; Realism; Magic realism; Super-realism; Modernism; Postmodernism; Sarcasm

b. Our response

adjectives to describe our response

marvelous

striking

emotional

disconcerting

unpleasant

painful

stimulated

immersed

distant

influential

instructive

enchanted

excluded

Phrases to describe our response:

Discover a mysterious wonderland/the real meaning of life

Liberate from the real world

Enjoy and celebrate the variety and difference
Provide us with an opportunity to grow
Learn to look beyond...
Wonder at the striking vistas
Stimulate our emotions
Get out of confusion and meaninglessness
Desperately seek to reproduce the marvelous sensation
Cannot withstand the hunger to
Change our life

Group work: Each group chooses one topic for discussion. Try to use those words given above to describe your response toward the novel.

Topics:

Which is the last book you have read?

Which book are you reading now?

Which book do you intend to read?

Which book have influenced you?

Which book should everyone read?

Topic 1: Which is the last book you have read?

You may say like this:

August 1914 is the last book I have read which is a historical study about World War I and which introduces much about Europe at that time. I really **got immersed in** it and **could not withstand the hunger for** reading through it because of the terrific but tragic depictions. **My emotions were stimulated** when I read that it seems clear that the war could have been avoided...

Then it is your turn...

V. Resources

A. Difficult sentences

Difficult sentence 1

We learn to look beyond our immediate surroundings to the horizon and a landscape far away from home.
(Para 3)

Identify the metaphor in this sentence.

·our immediate surroundings: our familiar environment 周遭的环境

The horizon and a landscape far away from home: 天边和异域山水

·此句使用隐喻的手法，将 immediate experience 比作 immediate surroundings, 将 completely different things that we imagine to experience 比作 the horizon and a landscape。

Translate the sentence into Chinese.

我们学会把目光移出我们周围的环境，投向天边，去领略一下异域山水。

Identify the meaning of “beyond...to...”.

e.g. (1) We have witnessed this particular crisis spreading **beyond** Asian countries **to** Latin America and even Eastern Europe.

我们目睹这场风暴不但蔓延至亚洲区内许多国家，甚至波及拉丁美洲和东欧。

(2) Its application has extended **beyond** physics **into**, for example, biology and economics.

它的应用已经超越了物理学的范围，而进入到生物学和经济学的范畴。

超越:

go beyond	limits/limitation
transcend + the+	boundaries + of
extend	scope/range
overstep	confines/reach

Translate the following phrases.

超越安理会的授权范围

exceed the authorization limits of the Security Council

超越人类的知识/理解范围

go beyond the range of human knowledge/ the reach of human understanding

超越科学范围

transcend the confines of science

超越本研究的范围

extend the scope of this survey

超越权限的范围

overstep one's authority/the limits of power

Difficult sentence 2

I suggest that the only books that influence us are those for which we are ready, and which have gone a little further down our particular path than we have gone ourselves. (Para 6)

Identify the sentence structure.

·for which we are ready: 介词 for 置于引导词前，“做好了准备”

...have gone a little further than we have gone ourselves: 比我们自己走得更远一些，此处指这些书籍的眼界比我们更高，对我们具有指导性。

down the particular path: 沿着特殊的道路

·此句为复合句，由 which 引导两个定语从句，修饰 those。

Translate the sentence into Chinese.

我认为能影响我们的书籍是那些我们已经准备要读的书，它们只是在我们已经选定的道路上走得比我们更远一些而已。

Difficult sentence 3

These books... have made it possible for me to get out of the confusion and meaninglessness of an existence completely immersed in the needs and passivities fostered by a culture in which sales are everything. (Para 7)

Identify the sentence structure.

· 此句为由多个定语及定语从句构成复合句，主句结构为 These books have made it possible for me to do...,to get out of the confusion and meaninglessness 为动词不定式构成的形式宾语，为 it 指代的内容。

· an existence 为介词 of 的宾语，过去分词 completely immersed in...作为后置定语，在此处再套嵌了另一个过去分词的后置定语 fostered by a culture,修饰 the needs and passivities, 其后套嵌了第三个定语，为 which 所引导的定语从句修饰 a culture。

Translate the sentence into Chinese.

这些书把我从生活的困惑和空虚中解脱出来。销售就是一切的文化培育了人的需求和被动，而那种生活就深陷其中。

B. Words to note

mysterious

adj. full of secrets 神秘的

Translate the following sentences.

1. Exotic, mysterious, fascinating China from time immemorial has tantalized the imagination of Western men.

自远古以来，奇特、神秘、迷人的中国就激起了西方人的幻想。

2. 我们居住的大地孕育着神秘的恐怖。

The land we live in yet nurses mysterious terror.

mysterious 指神秘的，同时引起惊奇和好奇、而且难以解释或无法理解的。

mystical 指神秘主义的，理智无法理解、感官不能接触的精神现实或含义的；难以理解的，神秘的。

Match the phrases with correct words.

1. the **mystical** style of William Blake

威廉布莱克的神秘风格

2. For me, standing before the temple door as the sun rose was a **mystical** experience.

旭日东升，我站在神殿门前，体验到油然而生的敬畏之情。

3. A **mysterious** light came from the deserted house.

废弃的房子里亮起了神秘的灯光。

normally

adj. in most situations or cases 通常，按照惯例

Translate the following sentences.

1. Investigations normally take the form of a preliminary examination.

研究工作通常包括初步验证。

2. 出席人数一般只包括实际登记参加会议的人。

Attendance figures normally include only the people who actually register for the convention.

induce

v. to cause something, esp. a mental or physical change 引起、导致

Identify the meaning about "induce".

1. Certain chemicals can induce undesirable changes in the nervous system.

一些化学物质能在神经系统中引起一些不良变化。引起 v.

2. One of the principal objects was to induce the enemy to reinforce his Italian armies.

在此行动中我们主要目的是引诱敌人增援意大利。引诱 v.

confront

v. to deal with a difficult situation 正视、面对、处理

Complete the sentences.

1. **The difficulties that confronts us** seem insuperable.

我们面临的困难似乎是不可克服的。

2. When **confronted with** the evidence of her guilt, she confessed.

她面对罪证供认不讳。

3. We will **confront them with focus, clarity** and courage.

我们将目标集中地、立场鲜明地、勇敢地迎接这些挑战。

influential

adj. able to influence the way other people think or behave 探身、弯腰、斜靠

Translate the following phrases or sentences into English.

有影响力的报纸

an influential newspaper

与有权势的政客交好

stand with an influential politician

在倡导科学方法改革方面更有影响的是弗朗西斯·培根。

More influential in urging a reform of the methods of science was Francis Bacon.

Replace the underlined “influential” with other expressions.

1. An influential factor critical/ important

2. Graphic design(图案设计) plays an increasingly influential part in societies dominated by mass media and susceptible(敏感的) to skillful packaging(装潢). important

3. He is very influential. like the sun in the midsky 如日中天

foster

v. To help sth. to develop over a period of time; promote 促进; 鼓励; 培养

Identify the meaning of “foster” in different situations.

1. Frequent cultural exchange will certainly help foster friendly relations between our two universities. 培养

2. We should foster capital investment in areas needing development. 鼓励

3. All these publicity and promotional events helped foster an innovation and technology culture in the community. 促进

Use the given words to reproduce the sentences we analyzed just now.

1. cultural exchange, foster, friendly relations, nations.

2. foster, capital investment, development

3. promotional events, foster, innovation, technology

1. Frequent cultural exchange will certainly help **foster** friendly relations between our two universities.

2. We should **foster** capital investment in areas needing development.

3. All these publicity and promotional events helped **foster** an innovation and technology culture in the community.

likewise

adv. in the same way or in a similar way 同样地

Be familiar with the position of “likewise” in sentences

1. By his own marriage, likewise which happened soon afterwards, he added to his wealth.

同样, 在这以后不久, 由于他结婚, 他又增加了一笔财富。

2. The stockholder bought shares in the company and advised his clients to do

likewise.

股票经纪人购买了这家公司的股票，并且建议他的客户也照这样做。

3. Likewise, we've found that spending time on design provides more value to the product design process than testing.

类似地，我们发现将时间和金钱花费在产品的设计进程中，比花费在测试上会带来更多价值。

withstand

v. to be strong enough not to be harmed or destroyed by something 承受住；对付

Match the collocations of "withstand" to its translation.

withstand the lure/temptation 经得住诱惑

withstand hardships 忍受艰苦

withstand storm 经受住暴风雨的袭击

withstand the rigours of the world 经受住这个世界的考验

withstand strain/pressure 经得起张力/压力

withstand heat/high temperature 耐得住高温

interact with

to communicate with one another, while performing an activity together 相互交流、互动

Translate the following sentences.

1. 所有事物都是互相联系又互相作用的。

All things are interrelated and interact with each other.

2. These trends will reshape the way the Chinese interact with the rest of the world over the next generation.

这些趋势会重塑中国人和外界将来的沟通方式。

peace and quiet

the calm quiet situation in which you are not annoyed by noise or other people 静谧、安静

Translate the following sentences.

1. And anyone favoring the tranquil idle, will find peace and quiet in the wide outdoors.

任何喜爱田园般的恬静生活的人，都会在广阔的野外寻找到平静与安宁。

2. 去远离城市生活的偏僻村庄，享受不受干扰的宁静吧！

Please enjoy undisturbed peace and quiet in isolated villages remote from town life.

the (very) spice of life

the extra interest or excitement of life 安静

Appreciate the following epigrams.

1. 生命的多彩在与交友。

The spice of life is to befriend.

2. Stress is the spice of life.

压力是生活的调味品。

have something in common

to have the same interests or opinions as someone else 与某人有共同点

Combine the following sentences into one.

它们的共同之处是把娱乐和学习的机会结合在一起。

1. They have something in common.
2. They combine fun with the opportunity to learn something.

What they have in common is that they combine fun with the opportunity to learn something.

seek out

to find sb. or sth. By looking for them in a determined way (下决心)找到

Translate the following sentences.

1. A talker is attracted to someone who likes to listen, or an aggressive personality may seek out a more passive partner.

健谈的人对于喜欢倾听的人来说很有吸引力，敢作敢为的人想要找一个相对温顺一点的伴侣。

2. 我们寻个僻静的地方，去痛哭一场吧。

Let us seek out some desolate shade, and there weep our sad bosoms empty.

be enchanted by

to be attracted very strongly 着迷于，陶醉于

Find similar phrases which also express the meaning of “be enchanted by/with”.

- be intoxicated with
- be fascinated with
- be drunk with
- be caught by
- be enraptured by
- be obsessed by
- be steeped in/into
- be indulged in/into

be stimulated by

to be encouraged by 被刺激

Translate the following sentences.

1. The wider sense of patriotism to the country could only be stimulated by the invasion from the outside forces.

只是在面对异族入侵时，传统意义上的爱国情感才能被激发出来。

2. Stimulated by two World Wars, the community understands very fully the foolish uses for which aircraft can be exploited.

由于受到两次世界大战的刺激，公众非常充分地认识到，人们会用飞机去做多么愚蠢而荒唐的事。

be immersed in/into

spending most of the time doing sth or thinking about sth. 沉浸于...，深陷于...

Translate the following phrases.

Debt 陷入债务之中

Be immersed in + happy memories 沉浸在幸福的回忆中

meditation 陷入沉思中

scandal 深陷于丑闻

be immersed in/into

Translate the following sentence into Chinese.

Modern children are so immersed in the electronic media that they have little or no awareness of the marvelous world to be discovered in books.

如今的孩子们如此沉迷于电子媒体，他们很少或者根本不了解书中所能发现的神奇世界。

Discussion

To what degree do you agree with this statement?

C. Useful expressions

- 1.发现一个神奇的仙境
1. discover a mysterious wonderland
- 2.从现实世界中解放出来
2. liberate from the real world
- 3.生活的调味品
3. the very spice of life
- 4.与其说是机会毋宁说是威胁
4. appear more as a threat than an opportunity
- 5.与他人交流
5. interact with other people
- 6.步出前门
6. step out of the front door
- 7.超越周遭的环境
7. look beyond the immediate surroundings
- 8.壮观景象
8. the striking vistas
- 9.从经典小说到最近出现的
9. range from the classics to the most recent
- 10.思考别样的人生
10. reflect on the other lives
- 11.痴迷于……
11. be enchanted by
- 12.感觉被排除在外
12. feel excluded
- 13.调动情感
13. stimulate one's emotions
- 14.对我们的生活方式产生很大的影响
14. supremely influential in the way we live
- 15.睡前故事
15. bedtime story
- 16.一直到……
16. all the way through to...

Useful expressions

- 17.对……所具有的神奇的支配力
 17. a mystical power that sth. possess over sb.
 18.发现人生真谛
 18. discover the real meaning of our life
 19.摆脱困惑和无意义
 19. get out of confusion and meaninglessness
 20.深陷于需求和被动中
 20. be immersed in needs and passivities
 21.创造了某个术语
 21. coin a term
 22.全垒打书籍
 22. homerun books
 23.击出全垒打
 23. hit a home run

Useful expressions

- 25.得分
 25. score points
 26.已在垒上的选手
 26. runners (who are) already on a base
 27.带来愉悦和满足
 27. induce pleasure and satisfaction
 28.疯狂地寻求
 28. desperately seek to do...
 29.重复体验某种感觉
 29. reproduce the marvelous sensation
 30.遏制某种渴求
 30. withstand the hunger to do...
 24.跑完四个垒
 24. run round the four bases of the diamond
 25. 得分
 25. score points
 26. 已在垒上的选手
 26. runners (who are) already on a base
 27. 带来愉悦和满足
 27. induce pleasure and satisfaction
 28. 疯狂地寻求
 28. desperately seek to ...
 29. 重复体验某种感觉
 29. reproduce the marvelous sensation
 30. 遏制某种渴求
 30. withstand the hunger to ...

D. Information related

The Grapes of Wrath

John Steinbeck File

Born: Feb 27, 1902; Salinas, California

Died: Dec 12, 1968; New York

Occupation: Novelist; War correspondent

Notable work: *The Grapes of Wrath*

East of Eden

Of Mice and Men (novella)

Notable award: The Pulitzer Prize in 1940 and

the Nobel Prize for Literature in 1962

The Grapes of Wrath focuses on a poor family of sharecroppers, the Joads, driven from their Oklahoma home by drought, economic hardship, and changes in the agriculture industry. In a nearly hopeless situation, partly because they were trapped in the Dust Bowl, they set out for California along with thousands of other "Okies" in search of land, jobs and dignity.

Controversy

- the migrant labor problem in the Great Depression of the 1930s
- Widespread charges of obscenity
- banned and burned in Buffalo, New York; East Saint Louis, Illinois; and Kern County, California.
- a classic in American literature
- translated into several languages, including French, German, Chinese and Japanese.
- an integral part of the school curriculum in America since the end of World War II.

The Fourth Hand

John Irving File

Born: Mar 2, 1949; Exeter, New Hampshire

Occupation: Novelist

Screen writer

Notable works: *The World According to Garp*

A Player for Owen Meany

Notable awards: Academy Award for Best Adapted Screenplay

While reporting a story from India, Patrick Wallingford, a New York television journalist, has his left hand eaten by a lion. Doris Clausen, a married woman in Wisconsin, wants to give Patrick her husband's left hand after her husband dies. Patrick quickly falls in love with Doris. Jr. Doris, however, will not return Patrick's love, and only allows him to touch her intimately with her late husband's hand, now Patrick's. One year after the surgery, Patrick's body rejects his hand. Being visited repeatedly, Doris agrees to marry Patrick at a Green Bay Packers game.

Cancer Ward

A semi-autobiographical novel by Russian author Aleksandr Solzhenitsyn, published in 1967, and banned in the Soviet Union in 1968.

The novel tells the story of a small group of cancer patients in Uzbekistan in 1955, in the post-Stalinist

Soviet Union. It explores the moral responsibility—symbolized by the patients' malignant tumors—of those implicated in the suffering of their fellow citizens during Stalin's Great Purge(大清洗).

For Whom the Bell Tolls

Ernest Hemingway File

Born July 21, 1899; Oak Park, Illinois

Died July 2, 1961; Ketchum, Idaho

Occupation Novelist, correspondent

Notable works *The Sun Also Rises*

Farewell to Arms

For Whom the Bell Tolls

The Old Man and the Sea

Notable awards

Pulitzer Prize for Fiction, 1953

Nobel Prize in Literature, 1954

For Whom the Bell Tolls

- ◇ told primarily through the thoughts and experiences of Robert Jordan, an American who travels to Spain to oppose the fascist forces of Francisco Franco, a character inspired by Hemingway's own experiences in the Spanish Civil War.
- ◇ Robert Jordan was ordered to travel behind enemy lines and destroy a bridge, using the aid of a group of guerrillas who have been living in the mountains nearby.
- ◇ graphically describes the brutality of civil war.

Our Man in Havana

James Wormold, a vacuum-cleaner salesman, takes the offer to work for the British secret service in Havana. For lack of any real information, he deceives them by claiming that he has a network of agents. London then sends him a secretary, Beatrice Severn, and a radio assistant. On arriving, Beatrice announces that she has orders to take over his contacts. Her first request is to contact the pilot Raúl. Under pressure, Wormold develops an elaborate plan that would eventually result in the death of Raul. But to his surprise, Raul, a real pilot, has an accident and dies on his way to the airport. Beatrice and Wormold, try to save his fictional, now real agents from getting killed...

The Time Traveler's Wife

The Time Traveler's Wife (2003) : the debut novel of American author Audrey Niffenegger.

Story: a love story about a man with a genetic disorder that causes him to time travel unpredictably, and about his wife, an artist, who has to cope with his frequent absences and dangerous experiences.

Salmon Fishing in the Yemen

Paul Torday(1946-): British writer

Salmon Fishing in the Yemen: 2007 Bollinger Everyman Wodehouse Prize for comic writing; the Waverton Good Read Award in 2008.

The inspiration for the novel stemmed from Torday's interest in both fly fishing and the Middle East. From these two strands, he weaves a political satire that centres around the world of political spin management.

第三单元 Fifty years of fashion

I. Mapping

Getting tips on how to avoid credit card trap

Comprehending serious messages given through an informal chatty style of writing

II. Embarkation

A. Your reactions to fashion

Work in pairs to see how we look at fashion through the following examples.

Lady Gaga (1986 -)

Stefani Joanne Angelina Germanotta, stage name Lady Gaga, an American pop recording artist. Her single Poker Face won the Best Dance Recording in 2010.

She has stated fashion is a source of inspiration for her songwriting and performance.

Brother Xili

Brother Xili (犀利哥), the most stylish beggar found in Ningpo in 2010, but a native of Jiangxi mix-and-match style with Hiroshi Fujiwara (藤原浩) and Gucci in one

Hair: the most in Japanese style

Clothes: second-hand vintage (古董衣)

Belt: seemingly Gucci limited edition

Auntie Baiyun

Auntie Baiyun by Song Dandan in 2006 CCTV Spring Gala set pace for French APC Autumn/Winter 2008/2009 Collection in 2008.

Photo on P34

Think about:

the style

the effect of the clothes on the watcher

the effect of the clothes on the wearer

the chances of their being a commercial success

the style

rather Russian with the hats, high boots and heavy-looking jackets or coats with knee-length or ankle-length hemlines.

a military look

with the man's trousers and the hats

the patterns with the flowers

different, rather ornate (华美的) and decorative, a little like the Victorian late 19th-century styles

the effect of the clothes on the watcher

a bit distant – the wearers look tall and military or maybe like dancers far away

want to get closer to see the flowers

the effect of the clothes on the wearer

the hat – warm

the high boots – important or authoritative, like a military officer

the flower pattern – a bit feminine and gentle

can't imagine this style being really popular as it is influential in a modified way – people would wear clothes of this style, a slightly military look with flower designs

the chances of their being a commercial success

can't imagine this style being really popular as it is influential in a modified way – people would wear clothes of this style, a slightly military look with flower designs

B. Quotations about fashion

Work in pairs. Read the quotations about fashion. Which ones do you agree with?

Student A gives a quick answer with a brief comment.

Student B extends Student A's comment

Exchange the roles when discuss quotations.

Example

Quotations about fashion

Fashion is architecture: It is a matter of proportions. Coco Chanel, French fashion designer.

A: an interesting comment – what you might think of are aspects of fashion (fabric and material, patterns, colour, price and market etc.)

B: proportion in clothing fashions means the relationship between length, width, top and bottom – clearly a question of balance and suitability, so I think we both agree.

Yves Saint Laurent (1936-2008)

Fashions fade, style is eternal.

B: What's the difference between fashion and style? Fashion comes and goes, but style would mean something particular – a characteristic – a kind of art, which may be part of fashion or not.

A: Yes, this might be right, but I really doubt whether style is eternal – I have reservations about this – styles change, but maybe more slowly than fashion.

Mary Quant (1934 -)

Fashion is not frivolous. It is part of being alive today.

A: Not surprised a famous designer would say that fashion is not frivolous (可笑的,无聊的); she means it lasts longer or is important and not superficial.

B: But what's the point of saying it's part of being alive? Are you dead without fashion? I don't agree because I think she overestimates the importance of fashion – it's just fashion.

Giorgio Armani (1934 -)

There is no virtue whatsoever in creating clothing or accessories that are not practical.

B: Yes, I agree with this. Clothes should be useful and easy to wear!

A: Right. I always wonder how real people could ever wear some garments displayed on fashion shows. Most designers must design practical clothes, otherwise they would be out of business.

Calvin Klein (1942 -)

The best thing is to look natural, but it takes make-up to look natural.

A: No, I think this is just an advertising statement to sell his make-up.

B: Actually make-up can look nice but even when it's put on by professionals, say in films, you can still see that it is not natural. You've got a good point: This is just commercial talk and I don't agree either.

Ralph Lauren (1939 -)

I don't design clothes, I design dreams.

B: This is probably true as a marketing statement. He's trying to promote an idea of a lifestyle or dream so that his company can sell lots of products that represent that lifestyle.

A: However, I don't agree that clothes represent dreams or that they should do so. Only very special clothes represent dreams; normal clothes don't.

Bill Blass (1922-2002)

When in doubt, wear red.

B: What a nice idea! Is he Chinese? He obviously thinks red is a colour for most occasions or that it represents something, and I often choose to wear red...

A: I don't agree with it. You wear red for special occasions and you choose it deliberately, not because you can't think of anything of other colours.

C. Fashion circle

Work in groups to present a person in fashion circle.

Levi Strauss (1829-1902)

a German-born businessman in the American clothing trade who went to the Californian Gold Rush to sell supplies to miners

founder of the first company to manufacture blue jeans

Mary Quant

a British fashion designer for women's clothes

one of the many designers who invented the hot pants and the miniskirt in the 1960s

Active reading 1: Embarkation

the London Look

She designed coloured and patterned tights and dresses with strong colours and geometric designs, white knee-high boots with tight sweaters in stripes and bold check patterns and plastic PVC raincoats

André Courrèges (1923-)

a French designer known for ultra-modern designs

favoured bright colours and geometric shapes

popularised the miniskirt in France, introduced long trousers for women, designed beach clothes, swimwear, and tennis dresses, and used Egyptian influences in some designs

Ralph Lauren

an American designer of classic fashion and many household products

showed a sense of innovation and style

a sense of how to package and present products and give a lifestyle image

Brooks Brothers

the oldest clothing store in America, founded in 1818 by Henry Sands Brooks

main focus

- men's business and casual clothes
- women's clothes since 1949

The company symbol

the Golden Fleece, a symbol of a sheep from Greek mythology

Giorgio Armani

an Italian designers

designed for the high-end of the market with clean lines and crisp tailoring

acclaimed as the most successful designer to come out of Italy in 2001

introduced diffusion lines of more affordable fashion products, making his garments more accessible to the public as well as items for the home

Hugo Boss (1829-1902)

the founder of clothing company Hugo Boss AG

specialise in high-end and causal clothing

Fashion ranges

for business and events (Boss Black), for leisure (Boss Orange) and sports and a sporty look (Boss Green)

Franco Moschino (1950-1994)

an unorthodox Italian fashion designer who opened his own company in 1983

innovative, colourful, lively designs for well-tailored and wearable clothes

range from casual wear and jeans first to evening dresses, menswear, shoes, swimwear, perfumes, handbags, and children's clothes later

D. Work in pairs and match the terms with their translation.

hemline (衣裙下摆的) 底边, 底缘

denim 粗斜棉布; 劳动布

jeans 牛仔裤

miniskirt 超短裙; 迷你裙

micro miniskirt 超短迷你裙

midi 中长裙

maxi 长及足踝的裙子

tights (女用) 裤袜

flare 喇叭形

preppy style 学院风格

chinos 丝光斜纹布裤子

hoody (hoodie) 一种连帽服装

prim fashions 循规蹈矩的式样

Lycra 莱卡

loafers 平跟船鞋; 懒汉鞋

E. Culture points

The Californian gold rush (1848-1855)

a period of rapid migration of miners and other workers into California following the dramatic discovery of gold in the Sierra Nevada

It led to the settlement of California.

Swinging London

the fashion and cultural trends in music and the media in mid-1960s Britain, especially London

Icons of the time

the miniskirt, the mini car, the first supermodels like Twiggy (who was famous for being very thin) and fashionable shopping streets for clothes (like Carnaby Street & King's Road in London)

Watch the video to find more about Swinging London in the mid-1960s.

The hippie movement

began in the early 1960s in California and spread internationally

Hippies

social rebellion (eg with drugs and sexual behaviour)

alternative lifestyles (eg in communes) which valued peace, individuality, and religious and cultural diversity.

The hippie movement

Hippie fashions

long full skirts, bell-bottomed jeans, home-made and tie-dyed garments, the use of flower designs (which represented peace and love), and influences from non-Western cultures in headscarves, headbands, bracelets and long beaded necklaces

Its influence

popular music, TV and film, literature and the arts.

The punk period

It features fashions that expressed anger against society and included brightly coloured hair, ripped clothes and studded belts

The New Romantics

a youth fashion movement in 1960s in London

Fashions

a dramatic, flamboyant look with luscious fabrics, loose shirts with frills and short shirt collars, unfolded, with top buttons unfastened and using monotone colours

Miami Vice

a classic 1980s TV crime drama about two detectives who go undercover to fight drug traffickers

In its TV series, the producers – the advice of designers (eg Gianni Versace, Hugo Boss) in order to display the latest European fashion trends

The Miami Vice style

pastel coloured T-shirts and suits, no socks, sunglasses, and an unshaven appearance of a small amount of

beard stubble

Significant influence

1980s men's fashion in the USA and elsewhere

the 2000s revival – retro or retrospective style

III. Navigation

A. Text organisation

Identify the textual pattern.

two constant factors the jeans

hemlines

the jeans: origin & expansion

late 16th century known in France

mid-19th century originated in the Californian gold rush

1950s new meanings beyond work clothes Youth new ideas rebellion individuality

late 1950s:→ Europe & Asia a symbol of the young and informal American way of life

the jeans: impact of different ideas

mid-1960s and early 1970s:the hippie movement flared bell-bottom style

the punk period ripped, with chains and studded belt

mid-1980s bleached and ripped jeans

late 1980s:preppy style brand-new or smartly pressed jeans

1990s baggy jeans low below the buttocks

From 2000 designer jeans with lycra added

hemlines vs economy

1960s miniskirt & tights

the punk period New Romantics in the UK as a backlash

mid-1980s:power dressing with knee-length skirts unstable economy

late 1980s:Preppy style from 1987 the world stock market crash

1990s:improved economy daring fashion

2000: NY stock market collapsed so did hemlines – prim & proper look

2001:stock market began to recover micro miniskirt

2007:longer hemlines no longer hemline indicator

2008:stock market indexes fell hemlines continued to drop

B. Comprehending the text

Work in pairs and choose the best answers to the questions.

1. What happened on the fashion scene in the

1950s?

(a) Blue jeans arrived in Europe and Asia.

(b) American youth started wearing jeans.

(c) The French started to manufacture jeans.

(d) American women started to wear trousers.

(a) This happened and they were worn in Europe and Asia “with huge enthusiasm”.

2. What do women want to do during an economic boom?

- (a) Show less of their legs.
- (b) Show more of their legs.
- (c) Buy short skirts.
- (d) Sell their shares.

(b) it seems there is a direct correlation: as the economy booms, hemlines rise.

3. What did the tights help to promote in the 1960s?

- (a) The French fashion industry.
- (b) Stockings.
- (c) The miniskirt.
- (d) The Beatles.

(c) because without tights the tops of stockings would show since miniskirts had much higher hemlines.

4. What was popular in the mid-1980s?

- (a) Clean shaven faces.
- (b) Long hair.
- (c) Denim jeans and jackets.
- (d) Short skirts.

(c) The passage says “denim remained popular ... heavy metal music fans wore ... jeans and denim jackets.”

5. What was fashionable in the 1990s?

- (a) Designer jeans.
- (b) Dyed hair and trainers.
- (c) Tight jeans and short hair.
- (d) Clothes with bright colours.

(b) both of these are specifically mentioned for the 1990s.

6. What happened in the fall of 2007?

- (a) Hemlines anticipated a global crisis.
- (b) Women’s skirts got shorter.
- (c) There was a crisis on the stock market.
- (d) Designers began to lose touch with reality.

(a) This is what happened, which was unusual according to the previous correlation that hemlines followed the economic situation rather than proceeding or anticipating it.

C. Interpreting

Focusing on formal writing

The passage includes many features which are typical of a formal style, such as:

lack of personal opinion

formal vocabulary

highly structured phrases and sentences

passive structures

use of stative verbs, especially remain, become

Look at the passage and find the formal equivalents of the following sentences. Identify the formal features in the original versions.

1. Historians writing about fashion between 1960 and 2010 always refer to two constant factors.

No history of fashion in the years 1960 to 2010 can overlook or underestimate two constant factors.

2....young people bought them and wore them enthusiastically as they recognized them as a symbol of the young, informal American way of life.

...they were bought and worn with huge enthusiasm by young people and recognized as a symbol of the young, informal American way of life.

3. Many people have noticed the close correlation between the length of women's skirts and the economy.

It has often been noted that there is a precise correlation, with only a few exceptions, between the length of women's skirts and the economy.

4. Hemlines rise and fall with the stock market.

As the stock market rises, so do hemlines, and when it falls, so do they.

5. Nobody really knows why women want to show more or less of their legs during periods of economic boom and bust.

Exactly why women should want to expose more or less of their legs during periods of economic boom and bust remains a mystery.

6. The development of tights, instead of stockings, contributed to the international success of the miniskirt.

But it would not have achieved such international currency without the development of tights, instead of stockings, because the rise in hemlines meant the stocking tops would be visible.

Further example

Work in pairs and complete the paragraph with the correct form of the words in Activity 4, P96.

At a time of global(1) _____, when stock markets are falling across the world, we should never (2) _____ the ability of fashion designers to surprise us by bringing sunshine into people's lives, and avoiding the(3) _____ trend of gloom and pessimism. This is certainly true of the fashion industry in Brazil.

In 2009, when the effects of the financial situation were (4) _____ almost everywhere, top designers launched a (5) _____ new collection combining high hemlines, low necklines, and lots of colour. As one commentator wrote, "You can call it a (6) _____ decision if you like, but it's also a question of Brazilians doing what comes naturally to them."

crisis

underestimate

predominant

visible

daring

courageous

IV. Destination

A. Talking point

Work in pairs. Read the quotes and find out how fashion-conscious your partner is by asking the questions.

1. What clothes do you feel most comfortable wearing?

I feel comfortable wearing both formal and informal clothes and sometimes athletics clothes, like a track suit.

I want to look clean and smart, but I wouldn't wear clothes of extreme fashions.

2. What clothes would you never wear?

never wear extremely bright colours or clothes that make me stand out too much.

never wear a bikini or a very short top and those low-slung jeans that reveal most of the waist.

3. What would you wear if invited to a party tonight?

depends on what kind of party it is

would tend to wear something informal but not too casual, something neat and clean that fits me and suits me really well.

4. What item of clothing would you buy tomorrow if you had the money?

difficult just to buy one item of clothing – try to buy clothes in sets – different items go together well – a similar style to match well

a suit only – power dressing!

My comments on my partner's answers

a little bit fashion-conscious, but not mad about wearing the latest fashion

quite conscious about matching clothes – rather colour-conscious of different clothes

like classic styles with a clean and neat appearance – the preppy style would suit you!

V. Resources

A. Words to note

underestimate

v. to think that someone has less power or ability than they really do

Work in pairs and translate the sentences or words into Chinese.

Never underestimate the power of stupid people in groups.

绝不要轻视大团体里蠢人的能力。

deteriorate

v. to become worse

Work in pairs and translate the sentences into Chinese.

1. Bones deteriorate and break down as a natural part of life.

作为自然生活的一部分，骨头会变坏和分解。

2. The economic situation could quickly deteriorate into social unrest.

那种经济形势可能很快就恶化成社会动荡。

rip

v. to tear sth quickly and with a lot of force

Work in pairs and make sentences with the collocations.

rip sth. on sth.被撕破了

rip the heart ou of sth. 损毁某物

rip sth from sb 从某人手里掠夺某物

rip off 诈骗, 敲竹杠

pad

n. a thick piece of a substance such as cloth, used for protecting sth

Work in pairs and find more collocations.

cleaning pad, shoulder pads, notepad

predominant

adj. the most common or greatest in number or amount

Work in pairs and complete the sentences by using the pictures.

1. Predominant colours in this picture are _____.

2. The predominant _____ of this painting is the American West.

green and yellow

theme

index

n. (business) a number that shows the price, value, or level of sth compared with sth else

Work in pairs and find more collocations.

DOWJONES Indexes Consumers Price Index(CPI)

crisis

n. an urgent, difficult, or dangerous situation

Work in pairs and complete sentences by using the pictures.

1. The world has been faced with _____ crisis.

2. The narrow dwelling is a part of _____ crisis.

3. _____ crisis puzzles the new immigrants.

energy

housing

Identity

rise and fall

Work in pairs and spot the very Chinese meanings of rise and fall.

1. Interest rates rise and fall according to the

health of economy. 上下浮动

2. The rise and fall of a nation depends on its

people. 兴衰

3. His rise and fall is thought-provoking. 人生起伏

Work in pairs. Listen to the song Rise and fall and fill in the blanks.

Sometimes in life you feel _____, and it seems as though the writings on the wall;

Superstar _____, but once your picture becomes tainted (有瑕疵的);

It's what they call, _____.

the fight is over

you finally made it
the rise and fall

associated with:

connected with sth in some way

Work in pairs and answer the questions.

1. What were his social problems associated with?

His social problems were associated with
heavy drinking/divorce/single-parent family.

2. What is this therapy associated with?

It is associated with cancer treatment.

boom and bust:

a situation in which a country's economy regularly goes through periods of success followed by periods of failure

Work in pairs and make sentences by Q&A.

1. Who wrote the book *The Housing Boom and Bust*? Thomas Sowell

2. How does the housing boom and bust affect us?

We got into the current economic disaster that developed out of the economics of the housing boom and bust.

prim and proper:

very careful about your behaviour and appearance, and easily shocked by what other people do or say

Work in pairs and translate the sentences into Chinese.

1. Tom is too prim and proper to enjoy jokes.

汤姆过于一本正经而无法消受笑话。

2. The prim and proper look was in in 2000.

循规蹈矩的样貌在 2000 年流行。

range from ... to...

to include a variety of things

Work in pairs and spot the differences between the sentences.

1. Their products range from television to
computer software.

2. Their ages range from 10 to 80.

3. They range in age from 10 to 80.

Work in pairs and paraphrase this sentence.

The shoes range in prices from \$25 to \$100.

The prices of shoes range from \$25 to \$100.

spark off

to make sth happen, especially sth involving violence or angry feelings

Work in pairs and paraphrase spark off.

1. A minor incident sparked off the conflict.

Lead to

2. I don't want to talk to her because it will only spark off a quarrel.

invite

identify as

to recognise someone and be able to say who they are

Work in pairs and spot the usage of identify as.

1. Children can be identified as poor readers

as early as age five.

2. He identified the dead woman as his wife.

3. Her accent identified her as French.

Identify as+n identify as +adj

B. Useful expressions

1. 不变因素 constant factors

2. 加州淘金热 the Californian gold rush

3. 工装 work clothes

4. 特殊的意义 peculiar significance

5. 一种颇为精确的关联性 a precise correlation

6. 繁荣和萧条 boom and bust

7. 摇摆伦敦 Swinging London

8. 高级时装 high fashion

9. 清一色的蓝色 exclusively blue

10. 朋克时期 the punk period

11. 带铆钉的皮带 studded belt

12. 内城区的年轻人 inner-city young people

13. 权威装 power dressing

14. 新近得势的女士 newly-empowered women

15. 牛仔衫 denim jacket

16. 全球股市崩盘 the world stock market crash

17. 学院风格 Preppy style

18. 流行颜色 predominant colour

19. 松松垮垮地挂在臀部上 low below the buttocks

20. 纽约的科技股市崩盘 the New York technology stock exchange collapsed

21. 循规蹈矩、一本正经的式样开始流行 the prim and proper look is in

22. 股市开始复苏 the stock market begins to recover

23. 名牌牛仔裤享有很高的知名度 designer jeans gains huge popularity

24. 紧身牛仔裤 skinny jeans

25. 预告股票牛市和熊市的更替 predict a change in the mood of the stock market

26. 裙摆标志靠不住了 the hemline indicator is no longer reliable

27. 股指急剧下跌 the stock market indexes fall dramatically

C. word formation -y

Look at the sentence from the passage Fifty years of fashion.

Hoodies, baseball caps and baggy jeans, which were often worn low below the buttocks...

Skinny jeans also became popular in Britain and most of Europe.

Now write the adjectives which describe:

- | | |
|---|---------|
| 1. a jacket with a flower design | flowery |
| 2. a label that sticks onto something | sticky |
| 3. a suit which has rather a high price | pricy |
| 4. hair which shines | shiny |
| 5. someone who makes a lot of fuss | fussy |

D. word formation -over

1. Look at the sentence from the passage Fifty years of fashion.

No history of fashion in the years 1960 to 2010 can overlook ... two constant factors ...

If you overlook something, do you (a) see it well, or (b) hardly notice it?

2. Replace the underlined words with verbs beginning with over-. You may need to make other changes.

- | | |
|---|----------------|
| 1. I think you have <u>made too big an estimate for</u> the cost of the wedding. | overestimated |
| 2. They <u>charged me too much money</u> for that ring! | overcharged |
| 3. I <u>slept too much</u> last night and missed the flight to London. | overslept |
| 4. The flowers in her garden had <u>grown everywhere</u> . | overgrown |
| 5. It's difficult to <u>emphasize too greatly</u> the importance of the fashion industry. | overemphasized |
| 6. I've got indigestion. I've <u>eaten too much</u> . | overeaten |

E. see

If a period of time sees something happen, it means that the event happens during this period of time.

Look at the sentence.

In the mid-1980s there was a rise in the number of different styles.

You can rewrite it like this:

The mid-1980s saw the rise of a number of different styles.

Rewrite the sentences using see.

1. In 1987 there was a major stock market crash.

1987 saw a major stock market crash.

2. The early 1980s was a period of steady economic growth.

The early 1980s saw a period of steady economic growth.

3. Long hair made a brief return in the 1990s.

The 1990s saw a brief return to long hair.

4. On the first day of the sales there were hundreds of people queuing in the streets.

The first day of the sales saw hundreds of people queuing in the streets.

5. There was great technological change during our grandparents' generation.

Our grandparents' generation saw a great technological change.

F. Information related

a. Western designers

Coco Chanel (1983-1971)

A pioneer French fashion designer and entrepreneur who became a notable figure in society
Inspired by menswear, her designs for women's clothes were and were simple, elegant and expensive
1921 Chanel No.5 – the first perfume to have the designer's name on the label
1923 “simplicity is the keynote of all true elegance” Coco Chanel told Harper's Bazaar, a fashion magazine
2009 The film Coco Before Chanel (Coco Avant Chanel) was released.
Watch the film trailer for Chanel's rise from obscure beginnings to the heights of the fashion world.

Yves Saint Laurent

a French fashion designer considered one of the greatest figures in French fashion in the 20th century
known for ethnic themes, vivid colours, and upheld high standards of classical design and tailoring
known for his luxurious evening wear designs of tuxedo and smoking jackets, see-through blouses, besides his perfumes

Calvin Klein

an award-winning American designer
known for
tight-fitting jeans of the 1960s later for underwear, swimwear, watches, perfumes, cosmetics
other products with fresh, sleek designs

Bill Blass

an American designer
known for
his tailoring and innovative combinations of textures and patterns, with a polished style and classic good taste
simple styles and luxurious materials

b. Chinese silk and fashion

Chinese silk became known to the world for the Silk Route, where the lucrative Chinese silk trade with the Mediterranean world, North and East Africa and Europe began from the Han Dynasty (206 BC–AD220).

Watch the video to know about the Silk Route.

There was Roman craze for Chinese silk.

The Roman Emperor Julius Caesar went to theatre with a silk robe, which successfully distracted all the people's attention from the show to his gorgeous costume.

The Chinese silk had also surged a hot fashion wave in France during Napoleon's period (1799-1814). Napoleon ordered the celebrities to wear silk clothing in daily life, which even caused a big shortage of silk products.

Watch the video of how silk is made.

Work in pairs and discuss the questions.

1. Why is there Chinese craze for the French luxury products at present while there was French craze for the Chinese silk over two centuries ago?
2. What can you learn from the two video clips?

第四单元 Credit card trap

I. Mapping

Getting tips on how to avoid credit card trap

Comprehending serious messages given through an informal chatty style of writing

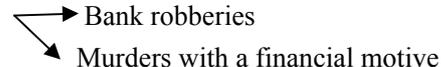
II. Embarkation

A. Money quotes

Share your favorite money quotes and use examples or personal experience to support your choice.

Example

1. Money is the root of all evil.

Money is behind the crimes & wrong-doings in the world. 

2. Look after the pennies and the pounds will look after themselves.

taking care of your spending & saving money

If you are careful about  small details  the larger amounts of money will not need much attention

small amounts of money (they will look after themselves)

3. Whoever said money can't buy happiness didn't know where to go shopping.

If you know where to go shopping, you can, in fact, buy happiness.

(implication) You have to search for the right place.

(but)

many people do not know where this is.

B. Bank credit rating

Do the quiz on P50 to find whether you are a good customer to banks.

Mostly (c): High You're just the sort of customer the banks are looking for. They like people who spend money without thinking about the consequences! You are welcomed to use their credit card.

Mostly (a): Medium You've probably never been inside a bank in your life, but sooner or later you'll have to – and they'll be looking to try and make you change your lifestyle. A word of advice, though, don't believe everything they tell you!

Mostly (b): Low You're a cautious customer, but you're a practical person too. The banks won't make a lot of money out of you!

C. Introduction of credit cards

Listen to a recording & complete the summary.

A credit card allows you to 1) _____ something immediately and then pay for the bill for at a 2) _____ date. Once a credit card has been issued, you can make purchases within the prescribed credit 3) _____. A credit card with a limit of \$100.00 enables you to pay for up to 4) _____ worth of items. Every month, you will receive credit card 5) _____ that lists the charges you have made. You have to pay your bill in full by the 6) _____ date. Otherwise, you have to pay 7) _____ or a 8) _____, which can be fairly high.

charge

later

limit

\$100.00

statements

due

interest

finance charge

D. Views on credit cards

Watch a video clip and discuss the questions in groups.

1. What are the advantages of having a credit card?

You can pay for goods and services without using cash or a cheque which means that you only need to carry one card around with you.

You can spend more than you have.

2. Which sort of customers do the credit card companies hate?

people who pay off their bills on time

3. What are good customers for credit card companies?

people who don't pay off their credit card debts

4. How do credit card companies make profits?

charging interest rates

5. What are the dangers of having a credit card?

Improper use can damage credit rating

Higher risk for impulsive buying and overspending

Debt trap when used unwisely

Expensive way to borrow due to high interest rates

Less to spend in the future due to paying off purchases from past

Possible hidden fees & surcharges

Privacy is an increasing concern

Identity theft easier

E. Secret history of credit cards

Listen to a recording to know more about secret history of credit cards.

III. Navigation

A. Text Organisation

Identify the textual pattern.

Story 2

Story 3

Main idea: Banks set traps which appeal to our vanity and greed and sometimes to our basic need for survival.

Story 1

Solution: cutting ourselves off from the bank

B. Text exploration

a. Comprehending the text

Answer the questions.

1. Why did the author desire to apply for a gold card?

It was a status symbol, which made her feel good with herself and desirable to others.

2. Which sort of customers do credit card companies want?

People who are likely to spend more money than they have.

3. How do credit card companies lure poor students into applying for a credit card?

unrealistic interest rates/low interests.

4. What did Kelly have to pay when she went over the limit on her overdraft?

She had to pay for the overdraft and high monthly interest on the overspend of the overdraft.

5. Why was Kelly recorded as a bad credit risk? How did it affect her life?

She was unable to pay bank charges, credit card debts and interest, so she was recorded as a bad credit risk.

It prevented her from getting a student loan, therefore, she had to drop out of the university.

b. Blank filling

Complete the paragraph with the correct form of the words in the column.

complaint	contented	deceive	exclusive	fairly
indispensable	notify	omit	publicity	transaction

If you're going to study in the UK, a bank account is (1) _____. That's because for (2) _____ involving large sums of money you need to pay by bank transfer, or by cheque. It's (3) _____ obvious you can't carry large amounts of cash around with you all the time. So you need to choose a bank. And that's not easy, because these days you hear more (4) _____ than appreciation of the services they provide. They all spend a lot of money on (5) _____ trying to attract students, whom they see as an investment for their own future.

Some of them offer (6) _____ free gifts like designer T-shirts or stylish pens to secure your custom. But don't be (7) _____ by these offers. A(n) (8) _____ customer is someone who knows they can rely on their bank to (9) _____ them when conditions change, and not to (10) _____ to tell them when interest rates on overdrafts or credit card repayments have been increased.

- indispensible
- transactions
- fairly
- complaints
- publicity
- exclusive
- deceived
- contented
- notify
- omit

c. Understanding writer's attitude

Read the introduction.

The writer uses a number of techniques and stylistic features to critical effect.

- ◇ irony
- ◇ humour
- ◇ anecdotes
- ◇ rhetorical questions
- ◇ mixing formal and colloquial language
- ◇ making asides (comments in brackets on her own account as it develops).

Look at the sentences from the passage and answer the questions.

1. I have a confession.

Has the writer done something seriously wrong?

No. It makes an interesting and ironic beginning

The author is about to reveal a personal statement, which draws the reader into the passage.

The confession is actually about something small and quite trivial.

BUT

The writer uses the story of this experience to raise serious issues about credit cards and banks.

2. How did she do this? How could this be? I knew I earned more than her, my car was newer, and my house was smarter. How did she get to appear more flash than me?

What effect does the series of questions have?

Rhetorical questions

- share the writer's feelings with us
- emphasize how the writer was surprised & puzzled by the high-status gold card of her friend.

3. She has a student loan of £3,000, like most of her friends, and a small allowance from her poor mother (ha!) for transport, books, living expenses.

Ha! is an aside which indicates a laugh. What is the laugh for?

A mocking or ironic laugh

4. She hugged me (never usually does that) and then said, "Mum, I need to talk to you."

Why does the writer add the detail in brackets?

Unusual hug attention how the daughter is being unusually nice to her mother because she wants to make a special request.

Warn

the daughter is going to raise a serious matter

5. Her bank! I trusted them! They know even better than I do how broke she is.

What effect do the exclamation marks have?

emphasize the feelings of the writer

The bank seems to have betrayed the mother's trust as well as exploiting the daughter's financial situation.

6. I want you to lay out all of your credit cards in a line, take a large pair of scissors and cut them into small pieces.

Is this a realistic instruction? Why does the writer conclude with this image?

No, it doesn't seem realistic. Cutting ourselves off from the bank a kind of revenge
a lesson for the bank

C. Text evaluation

Work in groups and discuss the questions, each group with one question only.

1. How have credit cards changed people's attitude to money?

easy to buy things or pay for services without handling money

easy to lose track of what you are spending

more casual & carefree attitudes to money

spend more

a credit limit which allows an overdraft

encourage some people to get into debt when they cannot afford to do so.

2. Is it immoral to encourage people to spend money that they don't have?

immoral because the credit card system invites people to get into debt

(banks) make the effort to help people who later get into financial difficulty instead of simply punishing them with high interest rates

(customers) try their best to pay off their debts as soon as possible

3. If companies or businesses get into debt by overspending, should they be helped by the state?

crucial to the economy and to the lives of most people

however

2 issues

1) how the help will be given and what conditions are made to the companies;

2) which companies will receive help—there have to be publicized criteria about which companies are considered to be vital for society.

4. Should schools teach children about money management?

An essential topic financial calculations

setting goals, planning in steps & making decisions

ethics and morality in money management

relating money management to family life and personal & household budgets

bring together different aspects of money management to create a focus for children

5. Would the world be able to function without banks? If so, would it be a better place to live in?

11th & 12th centuries important lend money and financed local and international trade or wars

19th century indispensable deposits, loans, credit transfer through cheques etc

20th century crucial state functions, national and international commerce, business, and personal and family money management

The present world can't really function without them but it would be a happier place if banks gave priority to trust, security and public benefits.

IV. Destination

A. Summarising

Summarise the text by filling the blanks.

Today, we are caught in the credit crunch because banks set traps which appeal to 1) _____

_____.

The banks give a false sense of superiority to people with 2) _____ in hard.

They target people who are prone to 3) _____, and 4) potentially _____, tempted to 5) _____, and liable to 6) _____. They lure impoverished students with 7) _____.

They charge people who go over the limit the exorbitant interest but omit to tell them the interest paid is not for the debt, but for 8) _____. By attracting us with their 9) _____ for loans of money, the banks earn money.

So how to get ourselves out of the traps? Lay out all of your credit cards in a line, take a large pair of scissors and cut them into small pieces. Then the banks have no 10) _____.

our vanity and greed and sometimes to our basic need for survival

exclusive gold credit cards

impulse-buying

bad credit risks

spend more than they have

fall behind with repayments

unrealistic interest rates

the overspend of the overdraft

endless publicity

potential to tempt money away from you

B. Debating

Form a group of four to debate the topic: it is necessary to get a student credit card.

V. Resources

A. Difficult sentences

1. My credit card was a fairly pathetic, status-free dark blue, whereas hers was a very exclusive gold one. (Para 1)

Paraphrase the sentence.

My credit card was quite useless in an annoying way. It was dark blue and ordinary, it did not have any particular status. Hers was gold and it was limited to a particular group.

How did the writer feel?

She felt inferior and wanted a gold credit card too.

Translate the sentence.

我的信用卡太寒酸了，是不显示身份地位的深蓝色卡，而她的信用卡则是高级的金卡。

2. They target people who are prone to impulse-buying, and potentially bad credit risks, tempted to spend more than they have, and liable to fall behind with repayments. (Para 7)

Paraphrase the sentence.

The credit card companies or banks direct their advertising and sales promotions at people who are very likely to buy things on impulse (without planning), who are possibly bad credit risks (ie they may not be able to pay their debts), who spend more money than they have, and who will not make repayments on time.

Translate the sentence.

他们的目标客户是那些随时有购物刷卡的冲动、有潜在信用风险、经不住诱惑超支消费、并且经常延期还款的人。

3. After I'd hauled her back into the house, it transpired that her bank had written to her offering a credit card at a low interest for a trial three-month period, subject to suitability ... and so on. (Para 12)

Translate the sentence.

我费了好大劲儿才把她从外面拽了回来。原来她的银行来信告诉她说：她可以申请一张试用期为三个月的、能够低息贷款的信用卡，只要满足要求……如此云云。

What does subject to mean?

Here subject to indicates a likelihood that sth will happen.

4. Naturally, there was a lengthy correspondence-- and her debts began to rise more than £200 above the agreed limit on her overdraft of £1,500. (Para 14)

What does she went into the red mean?

It means she has spent more money than she has on her bank account.

How did she solve the problem of not accessing her funds?

Communicating with the bank by the exchange of letters for a long time.

Translate the sentence.

通过书信同银行交涉的时间相当长，而未能及时支取帐户资金使她欠了银行的债，欠款额超过了透支额度（1,500 英镑）200 多英镑。

5. And here we are today, caught in the credit crunch, with world economies in free fall, all because the wicked bankers set us traps which we fell into, attracting us with endless publicity for loans of money which even they didn't have! (Para 24)

Translate the sentence.

这就是我们现在的处境。随着世界经济一落千丈，我们都处在信贷危机之中。所有这一切都是因为邪恶的银行家通过大量广告推销他们压根就不存在的贷款来吸引我们，给我们设圈套。

Analyze the structure of the sentence.

There is a main clause we are today, caught in the credit crunch, two adverbial clauses introduced by with and because. In the causal adverbial clause, the absolute structure attracting us--- is used, indicating the way the banks adopt to attract customers.

B. Words to note

exclusive

adj. very expensive, and therefore available only to people who have a lot of money

Translate the phrases.

exclusive restaurant 高档餐厅

exclusive rights 独家经销权

exclusive interview 专访

exclusive attention 全部关注

exclusive use 专有

distinctive

adj. easy to recognize because of being different from other people or things of the same type

Complete the sentences with the words in the column.

distinct	distinctly	distinction	distinctive
----------	------------	-------------	-------------

We should make a _____ between right and wrong.

A _____ outfit intended to identify those who wear it as members of a specific group.

They were classified into two _____ groups.

The choir was (singing) _____ out of tune in places.

distinction

distinctive

distinct

distinctly

prone

adj. likely to do something or be affected by something, especially something bad

Answer the questions.

1. When are people more prone to make mistakes?

People are more prone to make mistakes when they are tired.

2. Which region is prone to earthquakes?

The costal region is prone to earthquakes.

3. Which one is more prone to gain weight, a man or a woman?

A woman.

correspondence

n.

Discuss the meaning of correspondence.

1. We have exchanged correspondence about the best way to pay back the debt.

a number of letters

2. She kept up a thirty-year correspondence with Mary.

the process of writing and receiving letters

3. There is a definite correspondence between infant mortality and poverty.

a strong connection between two things

omit

v. fail to include someone or something, either deliberately or because you forget

Make sentences with the words.

1. Important details; omit; article

Important details had been omitted from the article.

2. His new girlfriend; omit; tell him; married.

His new girlfriend omitted to tell him she was married.

3. Serious omission; mention; cost

One serious omission is any mention of the cost.

restraint

n. the limit or control of the expression of strong emotion or opinion

Complete the sentences with appropriate prepositions.

We need to exercise restraint _____ spending.

Please restrain yourself _____ coughing during the performance.

He left of his own will and not _____ restraint.

on

from

under

economical

adj. not spending or costing much money

Complete the sentences with the words in the column.

economy	economic	economics	economical
---------	----------	-----------	------------

He always was _____ when it came to buying presents.

Marry studied _____ at Oxford University.

_____ growth is slowing down,

The last five years have seen a consistent improvement in the country's _____.

economical

Economics

economic

economy

publicity

n. information that makes people notice a person, product etc

Rewrite the sentences with the words in the brackets.

The public show a lot of interest in the singer star's marriage (publicity).

The singer star's marriage _____.

2. The concert attracted a lot of attention in the newspaper (publicity).

The newspaper _____.

3. The author appeared on television to make her latest book known to the public (publicize).

The author appeared on television to _____

_____.

received wide publicity

gave much publicity to the concert

publicize her latest book

deceive

v. to fail to do something that would have been helpful or honest

Translate the sentences.

1. 他骗我在文件上签了字。

He deceived me into signing the papers.

2. 你如果还相信她爱你，你就是在欺骗自己。

You are deceiving yourself if you still believe that she loves you.

3. Unless my eyes deceive me, that's your brother over there.

除非我看花了眼，那不是你兄弟吗？

in full

completely, including the whole of something

Translate the sentence.

五月里各种植物鲜花盛开。

In May, all kinds of plants are in full bloom.

Match the month on the left with its flower on the right.

January Daffodil

April Peony(牡丹)

May Rose

put down

to write someone's name on a list, especially so that they can take part in something

Make sentences with the words.

1. I; put down; you; help; food.

I've put you down to help with the food.

2. Put down; me; three tickets; Saturday's performance.

Put me down for three tickets for Saturday's performance.

3. I; put down; his irritability; tiredness

I put his irritability to tiredness.

It transpired that

Used before you mention a fact or event that people did not know about

Complete the sentences.

1. It transpires that the reason for the couple's depression is

_____.

2. It transpired that the woman he quarreled in the morning _____.

they believe they are unable to conceive

was the new manager

into/out of the red

If you go into the red, have you

(a) done something embarrassing, or

(b) spent more money than you have on your bank account?

(b)

Answer the questions.

1. Why does in the red mean in debt?

In bank accounts, an amount that was owed used to be written in red figures, not black.

2. What's the opposite of in the red?

in the black

3. If someone sees red, how does he feel?

He feels angry.

go from bad to worse

become even worse

Translate the sentence.

情形每况愈下：她丢了工作，接着又病了。

Things went from bad to worse: she lost her job and then became ill.

Figure out another word for go from bad to worse.

worsen/deteriorate/degenerate

Figure out the opposite of go from bad to worse.

get better and better

lay out

(1) to spread something out or arrange things so you can see them easily

(2) to arrange something according to a detailed plan

Translate the sentences.

1. 这本小册子编排巧妙，插图精美。

This brochure is beautifully laid out and illustrated.

2. 我把我的衣服全都准备好然后摊开放在床上。

I have all my dress all ready and laid out on the bed.

C. Language in use

a. Useful expressions

prone/liable/subject + to

Useful expressions

1. 对…感到很满意 feel contented by
2. 莫大的羞耻 abject shame
3. 付清信用卡欠款 pay off credit debts
4. 信用等级高 have a good credit rating
5. 从打击中回过神来 recover from the shock
6. 随时有购物刷卡的冲动 be prone to impulse-buying
7. 超支消费 spend more than they have
8. 超低利率 unrealistic interest rates
9. 担当保证人 act as a guarantee
10. 事情是这样的 It transpired that
11. 访问帐户资金 access funds in sb's current account
12. 欠债 go into the red
13. 超支 go over the limit
14. 事情越来越糟 Things go from bad to worse.
15. 消费节制有度 have great restraint with one's spending
16. 生活节俭 be economical about one's lifestyle
17. 继续完成大学学业 have another go at university
18. 设下陷阱 set traps
19. 把…排成一排 lay out sth in a line

20.从…身上骗钱 tempt money away from

b. prone/liable/subject to

Find out the similarities and differences among prone to, liable to and subject to.

1. They target people who are prone to impulse-buying, ... and liable to fall behind with repayments.
- 2.... her bank had written to her offering a credit card at a low interest for a trial three-month period, subject to suitability ...

Similarity: They can all indicate a likelihood that something will happen.

Differences:

Prone to tends to be used to describe things which happen to someone that are beyond their control, such as illnesses. Eg: People are more prone to make mistakes when they are tired.

Liable to indicates the likelihood of doing or saying something because of a fault or natural tendency. Eg: Every man is liable to error.

Subject to can indicate that something is necessary according to a rule or law. Eg: The sale of firearms is subject to many legal restrictions.

Rewrite the sentences using prone / liable /subject + to. More than one choice is possible here, depending on how you understand a likely context.

Original: The train is often delayed on Sunday evenings.

Rewrite 1: The train is liable to delays on Sunday evenings. (There are staffing problems at weekends, especially on Sunday evenings.)

Rewrite 2: The train is subject to delays on Sunday evenings. (There are particular regulations about Sunday travel.)

Rewrite the sentences using prone / liable /subject + to.

1. Zak is a child who often has accidents.

Rewrite 1: Zak is a child who is prone to accidents. (They are not his fault, he just seems accident-prone.)

Rewrite 2: Zak is liable to have accidents. (He is careless and just doesn't listen to advice about safety.)

2. She frequently gets headaches.

Rewrite 1: She is prone to headaches. (She will see a doctor to see if there is a medical reason but we don't know the cause yet.)

Rewrite 2: She is liable to get headaches. (Because those young children next door make so much noise.)

3. The loan requires a check on your financial situation.

Rewrite: The loan is subject to a check on your financial situation. (This is a legal requirement or a company regulation.)

4. Joe is a person who often arrives late.

Rewrite 1: Joe is liable to arrive late. (That's Joe for you; you know him –never even tries to arrive on time!)

Rewrite 2: Joe is prone to arrive late. (He lives near the river and the road is often flooded during this season so he may have to go by another route which takes much longer.)

5. She may well break the rules in order to get what she wants.

Rewrite: She is liable to break the rules to get what she wants. (She doesn't care about rules and she

is rather selfish and ambitious.)

D. Information related

a. The Philosophy of Money

Do you agree with the following quotes?

1. Money is better than poverty, if only for financial reasons.” (Woody Allen)
2. If you owe the bank \$100 that’s your problem. If you owe the bank \$100 million, that’s the bank’s problem. (JP Getty)
3. It doesn’t matter if you’re black or white... the only color that really matters is green. (Family Guy)
4. The only way not to think about money... is to have a great deal of it. (Edith Wharton)
5. Formal education will make you a living; self-education will make you a fortune. (Jim Rohn)
6. Too many people spend money they haven’t earned, to buy things they don’t want, to impress people they don’t like. (Will Smith)
7. He who marries for love without money has good nights and sorry days. (Anonymous)
8. Money is the key that opens all doors. (Anonymous)
9. Always borrow money from a pessimist... he doesn’t expect to be paid back. (Anonymous)
10. If you think nobody cares if you’re alive, try missing a couple of car payments. (Earl Wilson)

b. Credit Card terms

1. 发卡银行. issuing bank
2. 年费 annual fee
3. 信用额度 credit line/limit
4. 利率 interest rate
5. 月结单 monthly statement
6. 信用卡余额代偿 balance transfer
7. 开卡 activate a card
8. 积点回馈 reward program
9. 红利积点 point
10. 预借现金 cash advance
11. 认同卡 affinity card
12. 现金卡 cash advance card
13. 白金卡 platinum card
14. 学生卡 student card
15. 金卡 preferred card/gold card
16. 储值卡 value card
17. 普卡 classic card
18. 联名卡
18. co-branded card
19. 附属卡 supplementary card
20. 转账卡 debit card
21. 签帐卡 charge card
22. 商务卡 corporate card

c. Credit card knowledge

Listen to 2 conversations and complete the sentences with NO MORE THAN THREE WORDS.

Conversation 1

1. The credit limit depends on _____.
2. If customers want to raise the credit limit temporarily, they need to _____ in advance.

credit rating

inform the bank

Conversation 2

1. The 100 dollar fee is for _____.
2. Customers can pay the fee every month or every _____.
3. The fee can be waived if you make more than _____.

annual fee

every half year

6 transactions

Listen to a short passage and choose the best answer.

This bank's credit card purchases will be converted at a rate close to _____ as customers go to a foreign country.

- a. tourist exchange rate
- b. Interbank rate
- c. commercial rate

b

2. Extra fees are charged by the bank when customers _____.
- a. withdraw cash
- b. cancel credit cards
- c. make overseas transactions

a

3. You usually receive the cash back _____.
- a. by the end of the year
- b. monthly
- c. every three month

a

4. Cash back brings 5% discount when you purchase in _____.
- a. any shops
- b. stores overseas
- c. drug stores

c

d. Safety Tips

Offer safety tips to credit card holders.

- ◇ Sign card with signature and "Please See ID"
- ◇ Do not leave cards lying around
- ◇ Close unused accounts in writing and by phone, then cut up the card
- ◇ Do not give out account number unless making purchases
- ◇ Keep a list of all cards, account numbers, and phone numbers separate from cards
- ◇ Report lost or stolen cards promptly

第五单元 Sex differences in English gossip rules

I. Mapping

Improving one's knowledge of gender differences;

Learning how a piece of academic writing is structured—starting with an overview of the topic and then going into more details.

II. Embarkation

A. Identifying gender features

Identify which of the following features generally apply to men, and which to women.

Once upon a time Martians and Venusians met, fell in love, and had happy relationships together because they respected and accepted their differences. Then they came to Earth and amnesia set in: they forgot they were from different planets!

1. suffer more illnesses M
2. is more overweight F
3. has more skin M
4. lives longer F
5. has larger brain M
6. tend to use humor more often M
7. better verbal skills and intuition F
8. better skills for abstract reasoning M
9. a firm sense of direction M
10. better social skills F

B. Psychological distinctions

Work in groups and complete the sentences.

Example

A man pay \$200 for a \$100 item needed.

A woman pays \$100 for a \$200 item aren't needed.

1. Men marry women with the hope they will never change.
Women marry men with the hope they will change and they are both disappointed.
2. To be happy with a man, you must understand him a lot and love him little.
To be happy with a woman, you must love her a lot and not try to understand her at all.
3. Women love cats.
Men say they love cats, but when women aren't looking men kick cats.
4. A woman knows all about her children, best friends, favorite foods, secret fears and hopes and dreams.
A man is vaguely aware of some short people living in the house.

Listen to a recording about psychological distinctions between men and women and complete the table.

Psychological distinctions

	Men	Women
1. Way of thinking	think globally	attention to details & nuances
2. Creating	prefer to take risks & experiment	prefer to pass on knowledge
3. Thoughts and actions	more independent	more willing to follow other's advices
4. Self-appraisal	higher	lower
5. Sources of satisfaction	career & prosperity	family and kids
6. Strongest need	fulfill their goals	relationships
7. Attitude to pain and boring work	poor endurance	better endurance

C. Gender differences in language use

a. Work in pairs and decide who is speaking.

1. The Company will lose money if it does this. M
2. Will the Company lose money if we do like that? F
3. The lesson is terribly interesting, isn't it? F
4. May I come in? M
Yes, please.
5. Well, maybe, but I'm Chinese as well. I don't think I'll be accepted as a presenter on a British TV programme. F
6. Well, I shouldn't have asked it. After all, he's an expert! F
7. You must have the proposal ready by Friday. M

b. Listen to a passage and answer questions.

1. Why do women like to ask questions?
to make people rethink their positions, plans, or ideas
to solicit information
2. What are gender differences in directness?
Women's language: indirect, indiscreet, tactful, and even manipulative; fewer directives and more courtesy words with those directives
Men's language: more direct, powerful, blunt, and at times offensive; more directives, with fewer courtesy

words

D. Gender differences in gossip

Check (✓) the statements about gossip which you think are true.

- 1 Men gossip just as much as women.
- 2 Men talk more about politics than women.
- 3 Men talk more about football than women.
- 4 Women talk more about themselves than men.
- 5 Men don't admit they gossip.
- 6 Women don't admit they gossip.

III. Navigation

A. Text Organisation

An overview of the topic

1. Refer to recent research to dispel the myth about male gossip: Men gossip as much as women.
2. Reveal that men change topic of conversation when women are present to impress women.
3. Focus on the difference of content between male and female gossip: solving the world's problems VS gossip in the kitchen
4. Suggest that the myth about male gossip is really a problem of terminology.

Details 3 principal factors

The tone rule

high & quick, or sometimes a stage whisper, but always highly animated

1. The detail rule.

detailed speculation about possible motives, causes & outcomes

2. The feedback rule

Listeners should be at least as animated and enthusiastic as speakers

Conclusion

The vital difference between male and female gossip lies in the positive response of the audience.

B. Text exploration

a. Identifying the order

1. Refer to recent research to dispel the myth about male gossip: Men gossip as much as women.
 2. Reveal that men change topic of conversation when women are present to impress women.
 3. Focus on the difference of content between male and female gossip: solving the world's problems VS gossip in the kitchen
 4. Suggest that the myth about male gossip is really a problem of terminology.
 5. Present a detailed, technical account of how women gossip.
 6. Conclude that the vital difference between male and female gossip lies in the positive response of the audience
- ..The tone rule

b. Blank filling

Complete the paragraph with the correct form of the words in the column.

Animated decidedly masculine motive principal sniff

When Simona Ventura became the host of the Italian TV soccer programme, a lot of people 1) sniffed at the decision. What could a woman do in such a(n) (2) decidedly male-dominated world? They argued. But the (3) motive behind the choice of Simona as the new presenter soon became apparent. Rather than change to fit the programme –there is nothing (4) masculine about her – she created a new, more modern show, the (5) principal aim of which is to entertain the whole family. The old style, lengthy and rather technical analyses of football matches, has been replaced by a lively TV programme, which is (6) animated by guest celebrities, dancers and singers, as well as extracts from the day's top matches.

c. Identifying the writer

Work in pairs. Discuss whether the writer of the passage is a man or a woman.

Think about:

style of writing

attitude

vocabulary

the writer's theory

style of writing

a style which popularizes academic findings

but

this could be written by either a male or female writer.

Attitude

gossip is an interesting thing to study.

more likely that a woman would do

because of

popular ideas about gossip

vocabulary

Some of the vocabulary seems more feminine.

But

mostly quoted from other people and is not the writer's own words

The writer's theory

Idea 1: gossip is a topic worthy of research

Idea 2: to draw conclusions in the form of three factors or "rules" that characterize female gossip and make it sound like gossip

Any social scientist could find "gossip" interesting as a research topic and could have formulated the tree rules

method of investigation:

1. what the passage says about the interviews and focus groups
2. what the female informants are reported as saying
3. quote women reporting men's behaviour but does not quote men talking about women

The writer is a woman

C. Text evaluation

Work in groups and discuss the questions. Give more extended comments by thinking beyond the obvious short answers.

1. Are there any stereotypes about gender?

Different social groups may have different stereotypes about differences between men and women, how they should behave and what roles they should adopt at home or at work.

parts of Africa- women should work in the fields or in the market but not men.

middle eastern groups- girls do not need to be literate or educated because they will remain at home looking after a family.

2. Do you think people believe in those stereotypes?

Why / Why not?

Hard to say, because a slow process to change people's traditional ideas

Change: Men: cook & look after children

Women: in the army; engineers & doctors

Unchanged: Men: in strong positions

can't be good managers or leaders

Some people avoid talking about men or women in stereotyped terms, but may be still stereotyped in their actual behaviour, even if they know that this is wrong.

3. How useful is the sort of research presented in the passage?

gives us a better idea of what actually happens with men and women, how they talk and how and why they gossip

however

understand the idea of a social rule

It is not necessarily something that we should do, but just a description of what happens – sometimes such rules should really be changed to make a better society.

4. Would such research lead to similar findings in China?

Gossip in China might be different.

It is important to investigate what happens in China.

keep these research results clearly in mind

listen to gossip in China among different groups

make notes

interview people to test out any conclusions about what I observed

be sure of what the differences are

IV. Destination

A. Summarise the text by filling the blanks.

Researchers have found that men gossip as much as women and men spend much more time 1) talking about themselves. However, men don't admit they gossip, instead they define it as 2) “exchanging information”.

The reason why female gossip actually sounds like gossip is that there seem to be three principal factors involved. Firstly, the tone rule. Women adopt a tone which is 3) high and quick, or sometimes 4) a stage whisper, but always 5) highly animated, while men gossip in the same 6) flat, unemotional manner as any other piece of information.

Secondly, the detail rule. For women, a detailed speculation about 7) possible motives, causes and outcomes is crucial. However, men find all this detail 8) animated and enthusiastic. Thirdly, the feedback rule. Female listeners are required to be at least as 9) animated and enthusiastic as speakers. However, men who respond in such a manner would be considered inappropriately 10) girly, or even disturbingly 11) effeminate. For them, 12) a suitable expletive is better to convey their surprise.

B. Talking point

Read the story on P70 and discuss the questions.

1. What is the message of the story?

explicit message: you can't gather up words once they are spoken – they are scattered like the feathers.

implicit message: we should be careful about what we say and perhaps we should not gossip because it does damage

If we do gossip, we should not regret what we say because we cannot change it.

2. In what way does the story confirm the findings of the writer of Sex differences in English gossip rules?

Men gossip as much as women do.

to indicate that gossip is bad.

the writer does not judge gossip but just tries to investigate it.

3. Does gossip harm people?

depends on the content of what is said

positive: help people by strengthening their reputation

negative: damage the reputation of the person who is being gossiped about.

Some gossip may harm people by the manner of what is said.

imply bad things without actually saying anything bad

draw bad conclusions about others

4. Do you gossip? If so, what do you gossip about?

MAN

1. Drunken friends

2. News

3. Old school friends

4. Female colleagues at work

5. The sexiest girl at work

6. Spreading rumours

7. Promotions

8. Sexual relationships

9. Salaries

10. The boss

WOMEN

1. Other women

2. News

3. Relationship problems

4. Other people's relationships

5. Sexual relationships

6. Friend's weight gain

7. Soap operas

8. Other women's boyfriends/ husbands

9. The mother-in-law

10. Celebrities

V. Resources

A. Difficult sentences

1. On further questioning, however, the difference turned out to be more a matter of semantics than practice: What the women were happy to call “gossip”, the men defined as “exchanging information”. (Para 4)

Paraphrase the sentence.

When they asked a bit more, the difference was more about the meaning of the word than about what they actually did: What the women called “gossip”, the men called “exchanging information” although the women and men were talking about the same activity.

Translate the sentence.

在接下来的提问中，我发现两者的差别只在于语义层面上而非实践层面上：男性把女性通常所说的“闲聊”定义为“信息交流”。

2. Clearly, there is a stigma attached to gossip among English males, and unwritten rule to the effect that, even if what one is doing is gossiping, it should be called something else. (Para 5)

Paraphrase the sentence.

English men feel there is sth wrong or embarrassing about gossip and that there is a rule which is not written down, that is, if you are gossiping, you should give the activity another name.

Translate the sentence.

显然，在英国男性眼里闲聊是一件可耻的事情，这条不成文的规则已经深入人心，因此就算一个人确实是在闲聊，他也会把它说成是另外一回事。

3. For women, this detailed speculation about possible motives and causes, requiring an exhaustive raking over “history”, is a crucial element of gossip. (Para 8)

Translate the sentence.

对女人而言，周密地推测动机和原因与周密地推测可能的后果一样是闲聊的关键因素，这要求对“过去”进行仔细的梳理。

Paraphrase the sentence.

For women there is an extremely important aspect of gossip – this is that they make guesses with details about why something might have happened. This means they feel they have to go over unpleasant aspects of the story in the past that other people do not want to talk about.

Difficult sentences

4. ... it is understood that a suitable expletive conveys such surprise in a more acceptably masculine fashion. (Para 10)

Translate the sentence.

人们认为一句恰到好处的脏话能以大家更容易接受的方式表达出男人在听到特别有趣的闲话时的震惊和惊讶。

Paraphrase the sentence.

Everyone knows that in response to a particularly interesting bit of gossip, a listener can say dirty words to show their surprise. This way is more favored by men.

B. Words to note

principal

adj.

main, or most important

Answer the questions.

1. What's your principal concern?

My principal concern is my family's welfare.

2. What are the principal source of your parents' income?

Their wages are the principal source of their income.

3. Who is the principal of your university?

animated

adj.

lively or active

Translate the sentences.

1. His observations gave rise to an animated and lively discussion.

他的言论引起了一场气氛热烈而活跃的讨论。

2. 运动时唯一能让他充满活力的事情。

Sport was the only thing that really animated him.

3. The animation of China made a great progress.

中国的卡通片制作取得很大发展。

sniff

v.

to criticize sth, or to suggest is not good enough for you

Rewrite each sentence with sniff, keeping the same meaning.

1. You should not refuse such a good offer.

You should not sniff at such a good offer.

2. If I were you, I'd take the job. A salary like that is good enough to consider.

If I were you, I'd take the job. A salary like that is not to be sneeze at.

bemoan

v.

to complain or say that you are disappointed about sth.

Describe the picture with bemoan.

1. He bemoaned his sad fate.
2. He bemoaned the shortage of funds for research.

motive

n.

the reason that you do something

The motive _____ the attack is not clear.

People thought he must have a _____ motive for wanting to help.

When he visited her at home again, she started to _____ his motive.

Complete the sentences with suitable words.

KEY:

- 1 for
2. underlying
3. question

appreciative

adj.

showing that you are grateful or you enjoyed something

Complete the sentences with the words in the box.

Many of the junior staff feel that they are properly _____.

I would _____ it if you would just let me deal with it.

He was sincerely _____ of their support.

The award is given in _____ of her huge contribution to the film business.

Key:

1. appreciated
2. appreciate
3. appreciative
4. appreciation

etiquette

n.

a set of rules for being correctly in social situations

Discuss the topic: Etiquette can vary widely between different cultures and nations.

In China, a person who takes the last item of food from a common plate or bowl without first offering it to others at the table may be seen as a glutton (贪吃鬼) and insulting the generosity of the host.

In America a guest is expected to eat all of the food given to them, as a compliment to the quality of the cooking.

masculine

adj.

with qualities thought to be typical of men

Translate the sentences.

She presented an intriguing combination of feminine looks with a masculine mind.

人们在她身上看到了女子的容貌、男子的志气。

她穿着那套衣服看上去有些男性化。

She looks rather masculine in that suit.

Discuss the topic: What are masculine physical attributes that females find as most attractive?

Broad chins and shoulders, high cheekbones, and large eyes

rake over

Answer the question about rake over.

If you rake over something, do you

- (a) want to forget it, or (b) keep talking about it?

Discuss the meaning of idioms.

1. There is no point in raking over the ashes now, you did what you thought was right at the time.
to think about or to talk about unpleasant events from the past
2. He daren't be late for work again or the director will rake him over the coals.
to give someone a severe scolding

to the effect that

Translate the sentences.

1. He made a speech to the effect that we would all keep our jobs even if the factory were sold.

他做了一次讲话，大意是说即使工厂被转让出售，大家仍能保住工作。

2. 我说了几句话，大意是我们很想尽快见到玛丽。

I said a few words to the effect that we would all meet Mary soon enough.

showing that you are giving a general idea of what someone said instead of their actual words

C. Language in use**a. Useful expressions**

1. 导致…的差异

. account for the difference

2. “高雅”话题

“highbrow” subjects

3. 重要的差别

. significant difference

4. 在内容上

in terms of content

5. …的神话仍然大行其道

. the myth is still widely believed that

6. 差别只在于…而非

the difference turns out to be

more ...than ...

7.不成文的规则

unwritten rule

8.主要因素

principal factors

9.语调活灵活现

highly animated tone

10.调门高

high-pitched tone

Useful expressions

11.平缓、冷静的语调

in a flat, unemotional manner

12.引述别人的话

do the he-said-she-said thing

13.详细推测

detailed speculation about

14.关键因素

crucial element

15.语调生动

. lively tone

16.好的听众

appreciative listeners

17.听起来像小女孩

sound girly

18.听起来女里女气

sound effeminate

19.特别有趣的闲话

a particularly juicy bit of gossip

20.表达诧异

convey one's surprise

Collocations

Match the adjectives in Column A with the nouns in Column B.

Bright colours

conservative tastes

correct tone

popular belief

heavy make-up

highbrow subject

face value

Complete the sentences with the collocations in the box.

1. Both of us have rather _____, so we're unlikely to buy modern furniture.

2. I'm afraid these bonds are worth a lot less than their _____.

3. It's not easy to find the _____ in which to speak to new customers.

4. I like wearing _____; I think they reflect my outgoing personality.
- 5 Yesterday's lecture was on such a _____ that I couldn't get interested.
6. Why do they put such _____ on people in television studios?
7. The _____ that men don't cry is nonsense.

Key:

- 1.conservative tastes
- 2.face value
- 3.correct tone
- 4.bright colours
- 5.highbrow subject
- 6.heavy make-up
- 7.popular belief

D. Information related

a. Funny quotes

Discuss whether you agree with the quotes.

1. You know, men and women are a lot alike in certain situations. Like when they're both on fire – they're exactly alike.
2. Men are simple things. They can survive a whole weekend with only three things: beer, boxer shorts and batteries for the remote control.
3. A successful man is one who makes more money than his wife can spend. A successful woman is one who can find such a man.
4. If you never want to see a man again, say, 'I love you, I want to marry you. I want to have children...' – they leave skid marks (刹车记号).
5. Men who don't understand women fall into two groups: Bachelors and Husbands.
6. If you want something said, ask a man; if you want something done, ask a woman.
7. When women are depressed they either eat or go shopping. Men invade another country.

Funny quotes

8. Men are like dogs. They keep coming back. Ladies are like cats. Yell at a cat one time...they're gone.
9. Men can read maps better than women. Cause only the male mind could conceive of one inch equaling a hundred miles.
10. You see a lot of smart guys with dumb women, but you hardly ever see a smart woman with a dumb guy.

b. Tomboy or girly girl

Do you know tomboy or girly girl?

A tomboy is a girl who exhibits some characteristics of the gender role of a boy. This social phenomenon typically manifests itself through some of the following characteristics:

The wearing of typically masculine-oriented types of clothes.

The practice of games and activities (often physical in nature) that are typically considered to be the domain of boys.

The preference to befriend boys rather than other girls.

Girly girl is a slang term for a girl or woman who chooses to dress and behave in a traditionally feminine style, such as wearing floral dresses (长裙曳地), blouses and skirts, and talking about relationships and other activities which are associated with the traditional gender role of a girl.

Now, do a questionnaire to find whether you are a tomboy or a girly girl?

1. What would you do when you see a really big spider?
 - a. Run and scream like mad and get someone to kill it!
 - b. Just ignore it!
 - c. Pick it up and chase all the girls with it!

2. What do you wear when you go out with your friends?
 - a. A designer denim skirt with pink leggings (斜纹短裙, 粉色裹腿袜)
 - b. A tank top and baggy jeans (无袖背心和宽松仔裤)
 - c. A hoodie and baggy ripped jeans (穿运动衣, 裹头巾戴帽子, 和宽松的乞丐装仔裤)

Tomboy or girly girl

3. How about makeup?
 - a. Pink lipstick, silver eye shadow, eye-liner, mascara and pink nail varnish (粉色口红, 银色眼影, 描眼线, 涂睫毛膏, 搽粉色指甲油)
 - b. A bit of lip gloss (唇彩)
 - c. I never wear makeup.

4. Do you like sports?
 - a. No way it'll ruin my manicure (指甲).
 - b. Yes I do. I love football.
 - c. Yes I love all sports including

Three and more a: Girly Girl

You are real girly and love pink, make-up and shopping but hate bugs. You also have a great taste in fashion!

Three and more c: Totally Tomboy

You are definitely a tomboy! You love skate-boarding, sports and hoodies (帽衫) but you really hate pink, make-up and skirts!

Three and more b: Not So Girly

You aren't a girly girl or a tomboy. You love sports. You don't really like make-up. The only make-up you put on is lipstick!

c. Metrosexual

Listen to a recording about metrosexual and answer questions.

1. What does metrosexual mean?

Metrosexual refers to men who have a strong concern for their appearance, they look after their hair and skin well, buy expensive clothes and look very fashionable.

2. What does the word metrosexual come from?

It comes from metropolitan. These men live in cities where all the best shops are.

3. Do you like a metrosexual man?

d. Origin of gossip

The word is from Old English godsibb, from god and sibb, the term for godparents, i.e. a child's godfather or godmother. In the 16th century, the word assumed the meaning of a person, mostly a woman, one who delights in idle talk, a newsmonger (爱传播新闻的人), a tattler (说闲话的人). In the early 19th century, the term was extended from the talker to the conversation of such persons. The verb to gossip, meaning "to be a gossip", first appears in Shakespeare.

第六单元 Winston Churchill

I. Mapping

Predicting

Appreciating rhetorical devices: personification, synonym, antonym, repetition

Giving reasons

Grouping information

Using videos and audios to relive some historical events

II. Embarkation

A. Types of history

There are six types of history:

1. Social history: changes to the lives of ordinary people
2. Political history
3. Military history
4. Cultural and philosophical history: changes in art and ideas
5. Scientific and medical discoveries and inventions
6. Exploration and discoveries of the natural world

Choose the type of history you think is most important.

I choose social history as it is the history of the majority of people. The Marxist school of history believes the social/economic framework to be the most significant factor in historical change.

The sort of history that is important to us is largely a matter of what is significant to us now. Our world is organised into states and our daily lives are dominated by technology so I think it is natural for us to emphasize political history and the history of science.

B. Historical figures

Work in pairs. Discuss why the people in the pictures are important and summarise their qualities.

Mahatma Gandhi

Leonardo da Vinci

Albert Einstein

Christopher Columbus

Qualities of a historical figure

Mahatma Gandhi (1869-1948)

Work in pairs and find Gandhi's philosophy.

a resolute opponent of colonialism and British rule in India

He also resisted racial prejudice, but his greatest claim to fame was his belief in non-violent action.

His main weapon "passive resistance" is a refusal to obey the authorities. He also tried to keep the Muslims and Hindus of India from fighting.

Leonardo da Vinci (1452-1519)

Work in pairs and find da Vinci's identities.

seen as the great example of the Renaissance man, not only a great painter (Mona Lisa, The Last Supper), but a sculptor, engineer and scientist

His notebooks show the range of his ideas and knowledge, including ideas for flight and the helicopter

Albert Einstein (1879-1955)

Work in pairs and find Einstein's greatness.

a great mathematician and scientist who changed the way we see the universe

also a strong advocate of the moral and peaceful use of science

best known for his theories of special relativity and general relativity.

the winner of the 1921 Nobel Prize in Physics

the father of modern physics

Christopher Columbus (1451-1506)

Work in pairs and find Columbus' contribution.

a navigator, and explorer whose voyages across the Atlantic Ocean led to general European awareness of the American continents in the Western Hemisphere

Qualities of a historical figure

Work in pairs. Talk about the qualities which make someone an important historical figure.

The number of people their lives affected then and now

their achievements

their morality

the size of their ambition

outstanding human virtues or vices

C. Historical events

Scan the historical events in Language and culture, and Paragraph 11, Active reading (1) on P84 in chronological order.

1066: the Norman Conquest

1415: the Battle of Agincourt

1588: the Defeat of Armada

1805: the Battle of Trafalgar

1889-1902: the Boer War

1915-1916: the Battle of Gallipoli

1940: Dunkirk Evacuation, the Battle of Britain, the Blitz

1066: the Norman Conquest

1415: the Battle of Agincourt

1588: the Defeat of Armada

1805: the Battle of Trafalgar

1889-1902: the Boer War

1915-1916: the Battle of Gallipoli

1940: Dunkirk Evacuation, the Battle of Britain, the Blitz

Listen to the passage and fill in the blanks.

The Norman conquest of England began in 1066 with the invasion of the Kingdom of _____ by the troops of William, Duke of Normandy from _____ (later William the Conqueror), and William's victory at the Battle of Hastings in the south coast of England.

France

1415: the Battle of _____, a great victory by Henry V of _____ against a much larger French army

Agincourt

England

1588: the _____, a _____ fleet attempting to invade England, was defeated by the army of _____.

Armada

Spanish

Elizabeth I

Watch the video clip of the film Elizabeth the Golden Age for more details.

1805: the Battle of Trafalgar, a naval battle in Trafalgar, a seaport in south-west _____ was won by the _____ Admiral Lord Nelson

1889-1902: the Boer War in _____ between _____ and _____ settlers (Boers), won by the British

Spain

British

South Africa

British

Dutch

1915-1916: the Battle of Gallipoli in _____ during World War _____, between the Allied Forces (同盟国) and the old Ottoman Empire of Turkey, with support from the Central Forces (协约国), with huge casualties on both sides.

Turkey

I

1940: Dunkirk Evacuation

The _____ force had to retreat from _____, a _____ channel port, all the soldiers were rescued, many by small fishing boats, and this was seen as a triumph.

British

Dunkirk

French

Now watch the video for Dunkirk and Churchill's speech "We shall fight them on the beaches" given to the House of Commons of the British Parliament on the 4 June 1940. It uses the technique of repetition to very good effect.

1940: The Battle of Britain

A series of air battles in World War _____, which fought over Britain from August to October 1940. The British defeated the German air force, and stopped _____ plan to invade the UK.

II

Hitler's

Watch the video of the Blitz in 1940 where there were Queen Elizabeth II's memories of the Buckingham Palace before it was bombed, then work in pairs to fill in the blanks.

The Blitz: the bombing of _____ in 1940 by the _____ air force during World War II.
London

German

D. Winston Churchill (1874-1965)

a. Knowing Winston Churchill

1. Listen to Winston Churchill's story to find his qualities as a historical figure.

His multiple identities: a _____, an officer in the British Army, a historian, a writer and _____.

His personality: rebellious

_____ Winning writer vs _____ academic performance at school

_____ impediment vs an eloquent speaker

statesman

an artist

Nobel Prize

poor

speech

2. Work in pairs and choose the best answer to the questions.

1. Who was Winston Churchill?

(a) Head of the British Army.

(b) President of the US.

(c) British Prime Minister.

c

2. Which of these events is Churchill most famously associated with?

(a) World War I.

(b) World War II.

(c) The English Civil War.

b

3. Which of the lines did Churchill say in a speech?

(a) I have nothing to offer but blood, toil, tears and sweat.

(b) Ask not what your country can do for you – ask what you can do for your country.

(c) In the end, we will remember not the words of our enemies, but the silence of our friends.

a

(a) I have nothing to offer but blood, toil, tears and sweat.

(a quote from Winston Churchill in 1940 on becoming Prime Minister)

(b) Ask not what your country can do for you – ask what you can do for your country.

(a quote from John Kennedy on inauguration as US President, 1961)

(c) In the end, we will remember not the words of our enemies, but the silence of our friends.

(a quote from Martin Luther King Jr.)

b. The Churchills

Work in pairs. Scan both Para 4 and Para 8 to find the Churchills.

Lord Randolph Churchill (1849-1895)

Jennie Churchill (1854-1921)

Clementine Churchill (1885-1977)

"Never give in - never, never, never, never, in nothing great or small, large or petty, never give in except to convictions of honour and good sense. Never yield to force; never yield to the apparently overwhelming might of the enemy."

Sir Winston Churchill, 1941

Lord Randolph Churchill (1849-1895)

Work in pairs to know about Lord R. Churchill.

✧ a British statesman who was the Chancellor of Exchequer but resigned from that post in 1886

✧ the third son of the 7th Duke of Marlborough

✧ the father of the future wartime Prime Minister of the UK, Sir Winston Churchill, who wrote the first major biography of Lord Randolph when Winston Churchill retreated to Chartwell

Read Para 9 to identify Sir Winston Churchill's retreat to Chartwell. Watch a video of his writing career at Chartwell where he wrote about his family and the History of English-speaking Peoples.

Jennie Churchill (1854-1921)

Work in pairs to know about Jennie Churchill.

✧ the wife of Lord Randolph Churchill, also known as Lady Randolph Churchill

✧ the mother of British Prime Minister Winston Churchill

Watch the video of Sir Winston Churchill's childhood to compare it with Paras 4 & 7.

Clementine Churchill (1885-1977)

✧ Work in pairs to know about Clementine Churchill.

✧ the wife of Sir Winston Churchill and a life peeress in her own right

✧ Baroness Spencer-Churchill

✧ She did do charity work, but basically she devoted herself to looking after her husband and bringing up their five children

c. Four special sites

1. Work in pairs. Scan Language and culture and find the four special sites: Winston Churchill's birthplace, his adult home and the schools where he received education.

His birthplace Blenheim Palace

His adult home Chartwell

Schools Harrow School

the Royal Military Academy Sandhurst

2. Work in pairs. Match the pictures with their accounts.

Chartwell House: the principal adult home of Winston Churchill. Churchill and his wife Clementine bought the property, located two miles south of Westerham, Kent, England, in 1922.

Harrow School: An independent school for boys, and is also one of the most important public schools in

Britain. The other is Eton College. Churchill stayed there from 1888 to 1893.

The Royal Military Academy Sandhurst: It trains British army officers. It took three attempts before Churchill passed the entrance exam. He graduated eighth out of a class of 150 in December 1894.

Blenheim Palace: The residence of John Churchill, Duke of Marlborough as a reward from Queen Anne for winning the Battle of Blenheim in 1704. Its library is where Sir Winston Churchill was born in 1874.

E. Neville Chamberlain (1869-1940)

Work in pairs to know about Neville Chamberlain.

- ◇ the British Prime Minister from 1937 to 1940
- ◇ best known for his appeasement foreign policy
(姑息政策也称绥靖政策)
- ◇ When Adolf Hitler continued his aggression, Britain declared war on Germany on 3 September 1939, and Chamberlain led Britain through the first eight months of World War II

F. Political terms

Work in pairs. Scan Language and culture section on P84, identify political terms and explain them.

MP Member of Parliament

Tory the Conservative Party, one of the three main British political parties (another two are Liberal and Labour)

First Lord of the Admiralty the government minister in charge of the Royal Navy

Chancellor of the Exchequer the government minister in charge of finance, second to the Prime Minister, leader of the government

backbenches the seats in Parliament for ordinary members. Ministers and the leading members of opposition parties sit on the front benches.

Now read more information about the UK Parliament.

The Houses of Parliament also known as the Palace of Westminster, the meeting place of the two houses of the Parliament – the House of Lords and the House of Commons.

The benches in the Chamber of the House of Lords are coloured red

Big Ben the bell at the top of the clock tower of the Houses of Parliament on the north bank of River Thames

The House of Commons is the democratically elected house of the UK Parliament, responsible for making laws and checking the work of Government

The House of Lords makes laws, holds the Government to account, investigates policy issues and provides a forum of independent expertise

Watch the video of protecting the Houses of Parliament in a dramatic way.

G. Predicting

Read the first paragraph of the passage and predict what the passage is likely to be about.

The passage is _____.

- (a) an extract from a biography of Churchill
- (b) a pen portrait of Churchill
- (c) a comparison of important historical

people

a

III. Navigation

A. Text organisation

Identify the textual pattern.

Winston Churchill's early years

He born in Blenheim Palace in 1874

His ambition is be a general

his cold & distant parents sent him to Harrow School but he was bullied for he was a lisp and a stammer

his father thought him would be a degenerate into a shabby, unhappy&futile existence

he tried three attempts into The Royal Military Academy Sandhurst

Winston Churchill as a soldier

Winston Churchill as a statesman

1920s the Chancellor of the Exchequer

1930 Labour in power on the backbenches a nobody, a has-been

1930s a treat in Chartwell

1938 Prime Minister Chamberlain an agreement with Hitler declared he'd secured peace

Churchill not sighs of relief but right prediction war!

1940 a call for Churchill Destiny had arrived!

1945 Churchill won the war but lost the general election

Winston Churchill's personality

Leadership in WWII

a war leader	an inspiration
1.Durkirk	His speeches inspired the Britons: "I have nothing to offer but blood, toil,tears and sweat..."
2.the Battle of Britain	
3.the Blitz	
One year of total crisis= (1.1066 Norman conquest, 2 1588 Armada 3 1805 Trafalgar)	

courage	determination
from three attempts into RMAS to a war leader	from a lisp&a stammer to an eloquent speaker

negative sides

brutal to people with other political views

used army to suppress them

rude and unpleasant to his staff

In Churchill we found the greatest of Britons.

B. Text Exploration

a. Military career

Work in pairs and sequence the events in Winston Churchill's military career.

1. revived the V sign for victory of WWII
2. his ambition of being a general
3. failure at Gallipoli, Turkey
4. military academy at Sandhurst
5. First Lord of the Admiralty
6. war correspondent
7. a hero of the Boer War
8. in the trenches of France

8-1-6-2-5-3-4-7

The events in Winston Churchill's military career are as follows.

1. his ambition of being a general (Para 7)
2. military academy at Sandhurst (Para 5)
3. war correspondent (Para 5)
4. a hero of the Boer War (Para 5)
5. First Lord of the Admiralty (Para 7)
6. failure at Gallipoli, Turkey (Paras 7&8)
7. in the trenches of France (Para 8)
8. revived the V sign for victory of WWII (Para 11)

b. Political career

Work in pairs and match the years with the events in Winston Churchill's political career.

1900

1911

1920s

1930

1930s

1945

a Tory MP

First Lord of the Admiralty

Chancellor of the Exchequer

on the backbenches

his country retreat Chartwell

lost general election

1940-45/1951-55

British Prime Minister

c. Historical events

Work in pairs and number the events in the order they happened.

1. The allied forces declared victory in World War II
2. Churchill was appointed First Lord of the Admiralty.
3. Churchill became Prime Minister.
4. Churchill fought in the Boer War.
5. Churchill lost the general election.
6. Churchill elected to the British Parliament.

5-3-4-1-6-2

The order is as follows.

1. Churchill fought in the Boer War. (Para 5)
2. Churchill elected to the British Parliament. (Para 6)
3. Churchill was appointed First Lord of the Admiralty. (Para 7)
4. Churchill became Prime Minister. (Para 10)
5. The allied forces declared victory in World War II. (Para 12)
6. Churchill lost the general election. (Para 12)

d. Comprehending the text

Work in pairs and choose the best way to complete the sentences.

1. In the summer of 1940, Britain _____.
(a) was likely to be attacked by another country
(b) was surrounded by enemies
(c) was intending to attack another country
(d) had been attacked by another country a
2. Churchill suggested that Britain _____.
(a) would win a terrible victory
(b) needed to fight a difficult war
(c) must prevent a terrible crime
(d) was a democratic country b
3. Winston's father thought he was _____.
(a) an intelligent and handsome boy who would be rich
(b) a strong and brave boy who would fight for his country
(c) a weak, miserable boy, unlikely to be successful
(d) a hard-working boy who would follow in the family tradition c
4. The writer suggests that as an MP Churchill _____.
(a) promoted the interests of trade unionists
(b) was not interested in law and order
(c) disliked the attitude of the suffragettes
(d) used the army to suppress people who wanted to change society d
5. The writer suggests that Churchill's early ambition was _____.
(a) to be an important military man
(b) to play with soldiers
(c) to win a war
(d) to live in a palace a
6. Winston fought as an ordinary soldier because _____.
(a) he was married to a younger woman
(b) he became depressed
(c) he felt guilty about a battle that went

wrong

(d) he wanted to write about the war c

7. In 1940 Churchill _____.

(a) agreed with Neville Chamberlain

(b) inspired people to believe they could win the war

(c) declared that the King wanted him to be Prime Minister

(d) won a victory at Agincourt b

8. At the end of the passage, the writer suggests that Britain _____.

(a) no longer needed democracy

(b) had forgotten all about Churchill

(c) summed up the character of Churchill

(d) had survived the war thanks to Churchill d

e. Summary of the text

Work in pairs and choose the best summary of the passage.

3. Churchill came from a famous family and was a soldier and politician. When Churchill became Prime Minister in 1940, Britain was at war. Churchill made speeches that inspired the nation, and led the country to victory. Although he was considered a great military leader, Churchill lost the general election after the war.

f. Interpreting

Using rhetorical devices

Rhetoric is a style of speech or writing intended to influence people. The following are some of the common rhetorical devices.

Personification gives inanimate objects and abstract ideas a personal nature. It makes objects appear to be alive and ideas seem to be human.

...Britain stood alone...

Synonym using words with similar meanings is a way of reinforcing ideas.

...Winston, reviving the V sign for victory from the fields of Agincourt 500 years before, told us we could win.

Antonym using words with opposite meanings is a way of including contrasting ideas.

...It was the year when every single Briton, civilian as well as soldier, found themselves at war.

...the same democracy that knew the difference between the needs of peace and the needs of war.

Repetition of the same word reinforces its importance.

...It is victory, victory at all costs, victory in spite of all terror, victory however long and hard the road may be.

Repetition of sentence patterns links ideas

...You ask what is our policy?... You ask what is our aim?

...He'd been a successful journalist, he'd fought for his country and he'd held high office, as he was to do again in the 1920s as Chancellor of the Exchequer.

to list three words or ideas

...I can say it is to wage war by sea, land and air...

...Churchill was an instinctive, daring, often infuriating war leader.

Work in pairs. Look at the sentences from the passage and answer the questions.

1. In the summer of 1940, Britain stood alone on the brink of invasion. At that crucial time, one man, Winston Churchill, defined what it meant to be British.

In what way do you think Churchill personified Britain?

determination to win

strength of character

2. You ask what is our policy?... You ask what is our aim?

Who asks these questions? Who answers them? What effect does this have?

the member of Parliament;

victory, victory at any cost

The effect: the form and rhythm

3....with all our might and with all our strength...

Might and strength have similar meanings, why are both words used?

Emphasis!

determination,

a warning of a total struggle,

reassurance of the country's resource

4. People talk of 1066, of the Armada, of Trafalgar. But 1940 was the most important year in British history. It was the year of Dunkirk, the Battle of Britain, the Blitz.

The first set of battles covered more than 700 years of British history. The second set all happened in 1940. What is the effect of putting these lists together?

one year of total crisis = all that went before

5. If Britain – its eccentricity, its strength of character, its big-heartedness – had to be summed up in one person, it was him.

Does a nation have a character? What is the writer saying about Britain and about Churchill?

The writer thinks so. These are the qualities he thinks are treasured by the British, ones which Churchill had in full.

patriotism gives each country a rather exaggerated sense of its own virtues

different cultures do emphasize different aspects of life.

C. Text evaluation

Work in pairs and discuss the questions.

1. How much influence can one person have on the history of their country?

The forces of history > individuals

Some people meet the demands of history

China would have been united by someone else if there had been no Qin Emperor. Britain had other potential leaders than Churchill.

Things are not inevitable Germany did not have to have a leader like Hitler. President Bush could have responded to the 9/11 attack differently.

Individuals do have an effect.

2. What characteristics does a national leader need to have?

strength of will an understanding of what people want and an ability to communicate
 imagination a vision of what the country should be trying to achieve

3. Does a national leader need to have similar characters as those of people they lead, or should they be very different?

a bit of both.

The leader in tune with the people, or no support or cooperation: A pacifist cannot lead an aggressive society

But if the leader is too like the people, one wonders who is leading and who following.

A great leader needs to see more than the people and understand other values as well.

4. Are some leaders more or less respected internationally than in their own countries, and why?

Yes, it can happen.

If a leader spends a lot of time on foreign affairs and peace-making, it may impress the international world, but inside the country people may say the government is neglecting domestic issues.

An aggressive leader may seem very objectionable to other countries but delight many of his/her own people as it is fairly easy to stir up anti-foreign feeling.

IV. Destination

A. Summarising

Work in pairs and summarise the text by filling the blanks.

Churchill believed that he was (1) _____ to lead his country. He fought as a soldier in World War I and led the country to victory in World War II. It seems ironic that a leader of such (2) _____ as Churchill could not count on the (3) _____ of voters in 1945.

destined

renowned

loyalty

However, in a (4) _____ country, electors cannot be (5) _____, and he had to (6) _____ political defeat after military victory, and went once more to his country (7) _____, Chartwell.

democratic

bullied

tolerate

retreat

B. Talking point

Work in pairs. Discuss the different viewpoints. Which do you agree with most?

1. To be great, a person needs to make a big change in the country.

Yes, we need a separate category for those who really change things – Confucius, the First Emperor, Chairman Mao. China would not be China without them.

2. Ordinary people can be great in their own way.

It all depends on our definition of greatness.

If it involves having a big impact, no, they cannot.

If it means doing one's best in one's situation, yes, you can be a great parent, a great teacher and so on.

3. It's easier for wealthy or important people to become great.

That does not seem to work when you start listing them.(Einstein, Napoleon, Mao, Beethoven, Shakespeare)

China has a tradition of great poets and writers coming from the gentry class.

4. It's a person's determination and strength that makes them great.

Yes, this is the viewpoint I sympathise most with.

Whichever definition of greatness we prefer, to be great = a vision + effort + devotion + mental strength

V. Resources

A. Difficult sentences

1. Far from giving support, Winston's father predicted his child would "degenerate into a shabby, unhappy and futile existence". (Para 4)

Translate the sentence.

温斯顿的父亲不仅没有给他支持和帮助，还预测他的儿子将来会“沦落到穷困潦倒、一事无成、抑郁而终的地步”。

2. But by 1930, Labour was in power and he was on the backbenches, a nobody and a has-been. (Para 9)

Paraphrase the sentence.

But by 1930, Labour Party came to power and Sir Winston Churchill was a member of Parliament without a government position (ministers sit on the front row of seats/benches and their followers and supporters behind them). He was also a person of no importance in politics, and someone with only a past, not present or future

3. That was the irony. The very democracy that Churchill was prepared to lay down his life to defend was the same democracy that knew the difference between the needs of peace and the needs of war. (Para 12)

Translate the sentence.

这真是充满了讽刺意味。丘吉尔随时准备誓死保卫的民主国家知道和平时代的需求和战时的需求是不一样的。

4. The billboards said "Cheer Churchill, Vote Labour", and that's what people did. (Para 12)

Paraphrase the sentence.

During elections large posters are put up. The Labour Party, Winston's opponents in the election, did not attack him personally. They said it was correct to like and admire Winston, but not to vote for his party which did not have good policies,

5. If Britain – its eccentricity, its strength of character, its big-heartedness – had to be summed up in one person, it was him. (Para 13)

Paraphrase the sentence.

Britain has always valued individuals who behave in their own unique way, people who are not easily persuaded to do what they don't want to, and who accept others in a spirit of generosity. In this way, Churchill can be seen as being the model

B. Words to note

tolerant

adj. willing to accept someone else's beliefs or way of life without criticising them

democracy

democracy

n. a system of government in which people vote in elections to choose the people who will govern

them

adj. democratic

n. democrat

democracy n.

Work in pairs and complete the sentences with democracy, democratic and democrat.

1. The election seems a test for _____.
2. Compared with the existing electoral arrangements, does it represent progress towards greater _____?
3. He is the _____ Party leader.
4. They backed the _____ in the election.

democracy

democracy

Democratic

democrats

surpass

v. be better or greater than sth else

Generally, the sentences with surpass can be paraphrased by the out+verb pattern, or exceed, or be beyond.

Example

1. Her performance surpasses that of any other student I know.
2. She outperforms any other student I know.

Work in pairs and paraphrase the sentences.

1. Jack's weight surpassed that of his father.
Jack outweighs his father.
2. What they have done has surpassed my optimistic expectations.
What they have done has exceeded my optimistic expectations.
3. The theory surpassed my comprehension.
The theory was beyond me.

Bully

v. to frighten or hurt someone who is smaller and weaker than you

n. someone who frightens or hurts someone who is smaller or weaker than they are 持强凌弱者

Work in pairs and familiarise you with the situations where bully occurs. Spot more situations.

the office/school/class/playground bully

Bully-related suicide is a serious social issue. Here are some anti-bullying posters.

Degenerate

v. to become worse

adj. immoral; in a worse state than before

n. someone whose behaviour is shocking or immoral

Work in pairs and identify the part of speech.

1. degenerate art adj.

2. His condition continued to degenerate even after admission to hospital. v.
3. a degenerate lifestyle adj.
4. You are a degenerate, boy. You're a disgrace to your ancestors. n.

renowned

adj. being famous and admired for a special skill or achievement

Work in pairs. Replace the word renowned.

1. The restaurant is renowned for its wine list.

The restaurant is famous for its wine list.

2. He is a world-renowned surgeon.

He is a world-famous surgeon.

onset

n. the beginning of sth, esp. sth bad attack

Work in pairs and translate the sentences.

1. withstand the onset of the army 抵抗敌人的袭击
2. The onset of winter is radical with very short autumn as a transition.
只有非常短的秋天作为过渡，冬天来得太突然。
3. adult-onset disease
从成年时期开始发作的疾病

retreat

n. a peaceful and private place where you can go in order to rest

v. to avoid a dangerous, unpleasant or embarrassing situation, esp by moving away from it

Work in pairs and translate the sentences.

1. Built into her schedule will be weekend retreats.
周末静养将列入她的日程。
2. Embarrassed, the kids retreated into silence.
感到尴尬，孩子们退到一边不吭声。
3. The five-day retreat energised the team members.
五天的休养使团队成员精力充沛。

pack off

informal to send someone away somewhere suddenly

Work in pairs and translate the sentences.

1. To avoid family disgrace, Frank was packed off to India. 为避家丑，弗兰克被匆匆送往印度。
2. Laura just packed all the kids off to summer camp. 罗娜催促孩子去夏令营。
3. I will pack the books off to you immediately. 我将立刻把这些书送给你。

double (up) as

to have another use or job as sth

Work in pairs and answer the questions.

1. What did Simon's old sofa double as?
It doubled as Simon's bed.

2. What can cell phones double as?

Cell phones can double as night vision devices.

3. What can smart IDs double as?

Smart IDs can double as debit cards.

date back to

to be made or begun at particular time in the past

Work in pairs and translate the sentences.

1. The history of hockey can date back to thousands of years ago.

曲棍球的历史可追溯于数千年前。

2. 该城堡建于 14 世纪。

The castle dates back to the 14th century.

3. The history of the town dates back to the Middle Ages.

这个城镇的历史可回溯到中世纪。

get sb out of

to help sb avoid doing sth

Work in pairs and translate the sentences.

1. 他帮我逃避出席那个婚礼。

He got me out of going to that wedding.

2. 凯西已经帮他改掉了这个坏习惯。

Cathy has got him out of the bad habit.

3. 你能帮我逃过这次约会吗？

Can you get me out of this appointment?

take off

Work in pairs and match the meanings.

a. to leave a place suddenly

b. to remove sth, esp a piece of clothing

c. (of airplane) to leave the ground and start flying

d. to copy the way someone speaks or behaves, in order to entertain people

1. Beth can take off Judy brilliantly.

2. The plane will take off soon.

3. He took off his raincoat and took out the key.

4. At the sight of Maria, she took off as soon as possible.

4. a 3. b 2. c 1. d

sit out

a. to stop doing sth for a period of time

b. to stay until the end of sth, esp if you are not enjoying it

Work in pairs and match the meanings with the sentences.

1. I'm tired, so I think I'll sit out the next dance.
2. We decided to sit out the lecture instead of leaving early.
3. The player will sit out the World Champions as a result of serious injury.
4. I know it's boring, but we're just going to have to sit it out.

1. a 2. b, c, d

lay down

Work in pairs and match the meanings.

- a. to put sth down to show you are finished with it
- b. to state officially what someone must do or how they must do it

1. Please stop writing and lay down your pencils.
2. The EU has laid down tough standards for water quality.
3. They laid down their arms.

1. a 2. b 3. a

sum up

- a. to give a summary of sth
- b. to make a judgment about what someone or sth is like

Work in pairs and answer the questions.

1. We have to sum up the costs of production.
2. Let's sum up our experience before going on.
3. Her reply seemed to sum up the attitude of all the refugees.

1. a 2. b 3. b

C. Language in use

a. Useful expressions

1. 面临外敌入侵，孤立无援
1. stand alone on the brink of invasion
2. 宽容而坚忍的
2. tolerant and long-suffering
3. 冷漠、拒人于千里之外的
3. cold and distant
4. 兼任战地记者
4. double up as a war correspondent
5. 保守党国会议员
5. a Tory MP
6. 热衷于党派斗争的人
6. a Party animal
7. 工团主义者
7. trade unionist
8. 第一海军大臣
8. First Lord of the Admiralty
9. 军事攻势

9. military offensive

10. 丢掉了饭碗

10. cost sb his/her job

Useful expressions

11. 严重的抑郁症

11. major bout of depression

12. 弥补他的过失

12. make amends for one's mistake

13. 为战争而生的人

13. a man made for war

14. 身居高位

14. hold high office

15. 财务大臣

15. Chancellor of the Exchequer

16. 挥舞着协议

16. brandish an agreement

17. 确保和平

17. secure peace

18. 如释重负地松了一口气

18. the sighs of relief

19. 天降大任于斯

19. destiny has arrived

20. 战争领袖

20. war leader

Useful expressions

21. 工作起来不要命

21. limitless capacity for hard work

22. 喝起酒来不要命

22. limitless capacity for hard liquor

23. 大选

23. general election

24. 为丘吉尔喝彩

24. Cheer Churchill

25. 给工党投票

25. Vote Labour

26. 进入摇滚乐时代的英国

26. the rock-and-roll Britain

b. thanks to

Look at the sentence.

He had gone, but because of him, Britain lived on.

You can rewrite it like this:

He had gone, but, thanks to him, Britain lived on.

Now rewrite the sentences using thanks to...

1. Because of Churchill's leadership and example, we showed courage and determination.
Thanks to Churchill's leadership and example, we showed courage and determination.
2. Because of their loyalty to king and country, young Winston was brought up to serve the UK.
Thanks to their loyalty to king and country, young Winston was brought up to serve the UK.
3. At school he was bullied because of his lisp, stammer and ill-health.
At school he was bullied thanks to his lisp, stammer and ill-health.
4. Because of his dispatches from the Boer War, he returned to England as a hero.
Thanks to his dispatches from the Boer War, he returned to England as a hero.
5. Because of school holidays playing in Blenheim Palace, he had always wanted to be a general.
Thanks to school holidays playing in Blenheim Palace, he had always wanted to be a general.
6. He lost his job as First Lord of the Admiralty because of the disaster at Gallipoli.
He lost his job as First Lord of the Admiralty thanks to the disaster at Gallipoli.
7. Because of his wife Clementine, he managed to control his depression.
Thanks to his wife Clementine, he managed to control his depression.
8. Because of his prediction about Germany, King George VI invited him to form a government.
Thanks to his prediction about Germany, King George VI invited him to form a government.

c. Collocations

Work in pairs and read the explanations of the words. Answer the questions.

swap

This word usually means to replace one thing with another.

(a) So what happens when a student in China swaps places with a student in the US?

The Chinese student goes to America and the American student comes to China.

(b) If two families each has a house, what happens when they agree to do a house swap?

Family A goes to live in Family B's house and vice versa.

(c) What happens if you take an item of clothing back to a shop and swap it for another size or colour?

You hand back the first one and the shop gives you another one of different size/colour without any further payment.

loyal

When you're loyal to someone, you're willing to work for someone or be their friend even in difficult circumstances.

(a) What kind of person is a loyal customer?

One who always uses the products or services of a particular business, eg the customer only buys drinks/coffee in Starbucks.

(b) Why do shops offer customers a loyalty card?

To encourage customers to keep on coming back.

(c) If you have mixed loyalties towards two people or organisations, do you want to be loyal to both or neither?

Both.

D. Information related

a. Sir Winston Churchill and Neville Chamberlain

Listen to Paragraph 11 and answer the following questions.

1. With whom did Neville Chamberlain sign an agreement (communique)?

2. What did Chamberlain declare?
3. How did British people respond to that agreement?
4. How did Winston Churchill respond to it?
5. What did Winston Churchill predict?

Watch the video for more details from Prof Simon Schama.

b. Sir Winston Churchill and King George VI

There was only one person I could send for to form a Government who had the confidence of the country. And that was Winston.

– King George VI (1895 – 1952)

Work in pairs to find the implication of the Eurology.

King George VI Eurology given by Sir Winston Churchill after King's death in 1952

Let me tell you another fact. On one of the days when Buckingham Palace was bombed the King had just returned from Windsor. One side of the courtyard was struck, and if the windows opposite out of which he and the Queen were looking had not been, by the mercy of God, open, they would both have been blinded by the broken glass instead of being only hurled back by the explosion.

Amid all that was then going on, although I saw the King so often, I never heard of this episode till a long time after. Their Majesties never mentioned it or thought it of more significance than a soldier in their armies would of a shell bursting near him. This seems to me to be a revealing trait in the royal character.

Watch the video to see how King George VI and Queen, the parents of Queen Elizabeth II shared hardship with the British people and how King George VI and PM Churchill cooperated in the WWII.

c. Phil Reed's comment on Churchill's speeches

Phil Reed from the Churchill Museum (built in the underground Cabinet War Rooms, where Sir Winston Churchill directed British forces during WWII), was invited to BBC to co-host a programme with Andrea. He commented on Sir Winston Churchill's speeches during that programme.

Listen to the programme and summarise Reed's comment.

d. Last farewell to Sir Winston Churchill

Work in pairs to find how the Britons reacted to Churchill's departure.

24 Jan, 1965: Sir Winston Churchill died.

30 Jan, 1965: a full state funeral from Westminster Hall through central London to St Paul's Cathedral for the funeral service

Silent crowds lined the streets to pay their last respects to him

Watch the video of how Sir Winston's coffin was on its way to St Paul's Cathedral for the funeral service and people's last farewell to him in 1965.

He had gone, but thanks to him, Britain lived on.

Watch the joined videos of Sir Winston Churchill's accomplishments during the WWII to commemorate his contribution.

第七单元 Golden memories

VI. Mapping

Get familiar with first-person narrative

Make good use of some expressions and grammar points from the text

Humanizing the non-human

Understanding inversion

Typical Chinese house

VII. Embarkation

A. Houses in different kinds

a. House in different countries

People all the world live in their own houses. Try to see if you happen to know the following houses of different countries.

Houses in different countries

Greece

China

America

Africa

Thailand

b. Typical Chinese house

Chinese house

Siheyuan

(四合院)

Lilong House

(里弄住宅)

Yaodong

(窑洞)

Tulou

(土楼)

Siheyuan

A siheyuan is a historical type of residence that was commonly found throughout China, most famously in Beijing. The name literally means a courtyard surrounded by four buildings. In ancient times, a spacious siheyuan would be occupied by a single, usually large and extended family, signifying wealth and prosperity. Today, however, most remaining siheyuan are used as mass housing complexes, and suffer from a lack of modern amenities.

Lilong

"Li" means neighborhoods, "Long" means lanes. These two words combine to describe an urban housing form which characterizes the city of Shanghai. Indissociable from the growth of Shanghai from 1840s to 1949, lilong settlements still comprise the majority of housing stock in the city center today.

Yaodong

A yaodong is a dugout used as an abode or shelter in China. Yaodongs are common in north China,

especially on the Loess Plateau (黄土高原). The history of yaodongs goes back centuries, and they continue to be used.

Tulou

A tulou or “earthen building”, is a traditional communal residence in the Fujian province of southern China, usually of a circular configuration (构造) surrounding a central shrine. These vernacular (本地的) structures were occupied by clan groups.

B. Family home

Work in pairs and answer the questions about your family home.

1 Are you the first family to live in your family home?

Oh no. It is an old building. I think a few families must have lived there over the years.

2 How many other families live in the same building?

There is one on each floor – so five in total.

3 What important events in the neighbourhood or region have happened during its lifetime?

We had a street party when Yang Liwei went into space in 2003. That was a big occasion.

C. Discussion

Please discuss the following questions :

What the future house look like? Please discuss with Each other and tell them the future house in your mind.

VIII. Navigation

A. Text exploration

a. Comprehending the text

Choose the best summary of the passage.

1 The passage describes the stories of the families who have lived in a house from when it was built to when it was pulled down.

2 The passage is the story of a home, the people who lived there and how life has changed over the years, as narrated by the house itself.

3 The passage is written by the owner of a house, and describes how the families who have lived there have changed the character of the house

2

Look at some sentences from the passage. Who do you think says these?

1. I only see my neighbour from the side.

2. I was soon filled with the sounds of conversation and laughter, and the smell of cooking.

3. My windows are my eyes ...

4. As the years passed by, the couple grew older, and suddenly the house was empty.

5. Soon more houses were built and more people came to live.

The passage is written imaginatively as the memories of a house. Using unusual narrators such as houses, cars, pets and so on is frequently a feature of children’s books.

The statements are made by the house.

Choose the best answer to the questions.

1. Why does the narrator never see his neighbour face on?

- (a) Because he can't really see.
- (b) Because the neighbour is a long way away.
- (c) Because the narrator and the neighbour are joined in a line.
- (d) Because the morning sun shines on the narrator instead of the neighbour. c

2 What was the main effect of the arrival of the young woman in the groundsman's home?

- (a) She brought companionship, a family and happiness into the home.
- (b) The children grew older and taller in the home.
- (c) The groundsman didn't have to work so much in the manor house gardens.
- (d) The home became very noisy. a

3 Why do you think the couple was holding each other and weeping?

- (a) Because the couple was growing older.
- (b) Because the children had grown up and disappeared.
- (c) Because the daughter had got married.
- (d) Because the postman had brought bad news about the son. d

4 How does the narrator feel generally about the years passing?

- (a) He regrets the people, the new buildings and the traffic.
- (b) He thinks the neighbouring houses are ugly.
- (c) He is nostalgic about the past, although he enjoys some of the benefits of progress.
- (d) He wishes people would spend more time at home. c

5 How do we know the narrator is getting old?

- (a) No one is looking after the narrator properly.
- (b) The narrator has lots of golden memories.
- (c) There are strange sounds and signs of people who have lived there in the past.
- (d) The neighbourhood isn't what it used to be. c

6 What do you think is going to happen to the house?

- (a) Another family will come and live there.
- (b) The traffic around it will get worse.
- (c) It's going to be pulled down.
- (d) The workmen are going to use it as a workplace. c

b. Humanizing the non-human

We've seen that the passage appears to be narrated by something non-human, ie the house. This treatment of humanizing the non-human is a literary device which makes an object seem "capable of feeling". It gives the reader insights which are different from the human writer's point of view. It can also provide insights over a different period of time

For example:

1) I can still remember the men who built the walls, and raised the roof, even though it was many families ago.

2) I only see my neighbour from the side. I've never seen him face on ...

The reader is invited to interpret and infer why the non-human narrator would make these comments, or supply information which would be obvious to a human one.

Check () the following items that are examples of humanizing the non-human.

- 1 I listen to the wind.
- 2 The dog stares carefully at me.
- 3 The bear reads my mind.
- 4 Wind whispers like a tree in the breeze.
- 5 A rock smiles when people sit and read and lounge on it.
- 6 Cars dance across the icy road.

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Read the excerpt of the poem I Am the Wind loudly and think about how the poet humanizes the wind to human.

I am the wind.

I am the wisdom and the freedom,

I am the storm that tears and howls,

I am the whispering in the treetops,

I slide beneath you,

swirl around you,

stroke your hair,

and take your breath away.

Work in pairs. Look at the sentences and answer questions.

1. ... I do know that strangely, although we're identical, we're the exact opposite of each other ...

Why are the house and its neighbour identical yet the exact opposite of each?

... sort of works for some of the information- though I have never seen such an arrangement. But the preposition 'over' will not work, and surely there are two bedrooms – or what is the other room? We know it is not a bathroom – and if there are two bedrooms, how can you say the room arrangement is the opposite as in both cases there are two bedrooms?

Humanizing the non-human

2. Soon there were children to look after too ...

In what way does the house look after the children?

The house provides shelter and keeps them warm and dry.

3. I thought they looked rather coarse against my handsome stone.

Does the house like the new brick houses being built? Why / Why not?

No, he does not think brick is as fine a material as stone. The word coarse is negative in connotation.

4. But we were all warm and clean, and although it was different, it wasn't unpleasant.

What does the house feel about progress?

Fairly positive although a little nervous.

5 My floorboards creak, and ghosts make strange noises throughout the night.

If the house were a human, what would creaking floorboards and ghosts suggest?

Old age with stiff muscles and many memories.

6 Round the bend comes a large crane with a kind of ball and chain. I do hope it will go away.

What do you think the crane is coming to do? Do you think it will go away?

Balls are used to smash down walls so it sounds as if the building will be demolished rather than repaired.

If so, the crane will not go away.

c. Inversion

1. What is inversion?

When we use an adverbial expression of place or direction at the beginning of a clause, and the verb is intransitive, we can put the verb before the subject. This is called inversion.

2. The structure of inversion

The structure is common in literary and descriptive writing. In speech it's common with here and there.

Please note: We can't use an inversion with adverbial expressions of time.

3. Example of inversion

High up in the branches of one of the apple trees rested the boy, reading his favourite book.

Look at the sentence.

A city of spires is in the distance, silent except on days when the bells sound.

You can rewrite it like this:

In the distance is a city of spires, silent except on days when the bells sound.

Now rewrite the sentences using inversion.

1 The sound of children playing came from around the house.

From around the house came the sound of children playing..

2 More houses stood on top of the hill.

On top of the hill stood more houses.

3 Horseless carriages passed in front of the house.

In front of the house passed horseless carriages.

4 Two middle-aged women lived here.

Here lived two middle-aged women.

5 A lorry stops at the front of the house.

At the front of the house stops a lorry.

6 A large crane comes round the bend.

Round the bend comes a large crane.

B. Text evaluation

Work in pairs and discuss the following questions.

1. If your house could tell its story, what would it say?

My house would tell you about its grand days when a rich family lived in it, followed by hard days with many people coming and going. Then things would improve but it would be rather crowded.

More recently it would remember being repaired with new appliances being fitted. Now the families are smaller. It would remember me as a sweet child too!

2. Would you prefer to live in an old building or a new one, and why?

A new one as it is likely to be more comfortable, so I can get a good view.

I prefer old buildings. They have more character, and I think many were better built in the old days.

3. Do you think old houses should be saved and restored, or should they be pulled down and the land used to provide homes for more families?

Different people have different opinions

We don't want everywhere to look the same. Old buildings make a place more interesting. A town exists in time as well as space.

We must be practical. High-rise buildings can house far more people. Old houses waste land.

4. To what extent do you think old buildings are part of the local or national heritage, or are they symbols of an unnecessary and sentimental attachment to the past?

I think to try to protect all old buildings just because they are old would be, as the question says, "an unnecessary and sentimental attachment to the past". But if the buildings are of a high quality they are part of our heritage. Chinese culture is too old and valuable for us simply to forget the past.

IX. Destination

A. Summarising

Summarise the text by filling the blanks.

I can still remember the men who built the house. The master from the manor house found clearing in the huge orchard which ran _____ the hills. I only see my neighbour from the side. I've never seen him _____. Apart from the autumn, the groundsman brought a young woman home. I was _____ the sound of conversation and laughter. The woman looked after the garden around me, there was a _____ colours. With time goes by, they had children and then grew up. But one day, I saw a postman arrive with _____ letters, the woman _____ and fainted. Years later, they left without _____ to me.

up and down

face on

filled with

riot of

a bundle of

cried out

saying goodbye

Two _____ women spent several years here. I like them because they kept everything _____. The last person lived with me working at _____. We just _____. He walked very slowly using his hands to _____.

Time goes by, there are signs of everyone who has lived with me. However, there are my _____. But in fact, I look and _____.

middle-aged

clean and tidy

assembling furniture

kept each other company

steady himself

golden memories

feel my age

B. Talking point

a. Sweet memories in my house

Discuss with your group members and tell each other your sweet memories when you were living in your old house.

sample

I'm in my twenties, and only few years ago I found out that my mom had kept a journal about me of the days in the old house. She wrote about my birth and the days that followed it. Actually she has recorded my habits, likes, dislikes, and also the words I used to speak when I was a little girl living in the old house. After I read it, I somehow felt calm. Like I knew all of this, but was reading and making sure it was all there. All the words that I knew were alphabetically categorized and the funny sentences that came from me were highlighted. What was so important about me that she wrote all that? Maybe I don't understand this because I'm not a mother yet.

And that's not all... my dad used to take tons of pictures of me. Being young is an amazing experience. Especially the best memories in my old house. Whatever I am, I am because of it. And I wouldn't change one thing about it. My world is full of memories thanks to my parents. They gave me my childhood back with the journal and the pictures. I will cherish them for the rest of my life.

b. House associations

Task: Work in pairs and talk about what house do you associate with.

Home is a place to leave you sweet memories. Please ask your friend what they associate with the idea of home.

Possible answer

Drinking tea with my family and friends.

Warmth, safety, love.

My books.

Peace and quiet.

My bed and my pillows.

Watching television and changing channels whenever I want.

My own bathroom.

X. Resources

A. Difficult sentences

1. My windows are my eyes, and they look onto trees and fields, with low hills surrounding the whole scene as if everything nestled in their arms. (Para 6)

Analyze the sentence.

“My windows are my eyes”是个比喻句，as if 在句中作连词，引导方式状语从句，其用法和意义与 as though 相似，都表示“好像”、“仿佛”之意，但 as if 较通俗。

Translate the sentence.

我的窗户是我的眼睛，能看到绿树和田野。窗外的风景被低矮的丘陵围绕着，仿佛一切都栖息在它的怀抱里。

2. On these days, the groundsman and his family used to dress smartly and leave the house for several hours. (Para 6)

Analyze the sentence.

On these days, the groundsman and his family used to wear their Sunday best (smartest clothes) and go to

church on Sunday when the church bells ring.

Translate the sentence.

在那些特定日子里，园丁和他的家人会穿上漂亮的衣服外出，几个小时之后才回来。

3. My floorboards creak, and ghosts make strange noises throughout the night. There are signs of everyone who has lived with me ... (Para 14)

Analyze the sentence.

The house is now old and its woodwork creaks and groans — something which is particularly noticeable in the silence of the night.

Translate the sentence.

我的地板开始嘎吱作响，整个晚上屋子里都会有奇怪的声音，好像闹鬼一样。每一个在我这里住过的人都留下了痕迹

4. ... someone has sprayed some words on the stonework at the side of the house. (Para 15)

Analyze the sentence.

The house attracts teenagers who spray graffiti (eg Tony loves Helen / Man Utd Forever) on the walls.

Translate the sentence.

有人在房子侧面的石墙上喷涂了几个字。

B. Words to note

appliance

n. a machine or a piece of equipment you have in your home

Translate the following sentences.

An appliance carrying a full-year guarantee.

有一年保证期的器具。

Words of similar meaning.

device: 经过发明设计产生的，特别精巧的器械

appliance: 多指家用电器

instrument: 尤指精细工作或科学上所用的设备

equipment: 指成套的设备

Complete the sentences with words in the column.

appliance	equipment	instrument	device
-----------	-----------	------------	--------

1. The _____ of the photographic studio was expensive.

2. This household electrical _____ company has a free delivery service.

3. A compass is an _____ for finding the north.

4. He was recognized by the _____ on his shield.

equipment

appliance

instrument

device

blossom

n. reproductive organ of angiosperm plants especially one having showy or colorful parts

v. produce or yield flowers

Translate the sentence.

"盛开的荷花"象征欣欣向荣的祖国。

The blossom lotus symbolized the prospering country.

我们的村子已发展成繁荣的市镇。

Our village has blossomed into a flourishing town.

The cherry tree bloomed.

Youth blossomed into maturity.

decay

n. the process of gradually becoming inferior

Salt preserves food from decay.

盐能防止食物腐烂。

Please translate the word or phrase in the left box .

tooth decay

our powers decay

decaying meat

decayed Empire

A. 蛀牙

B. 体力衰退

C. 腐烂的肉

D. 衰亡的帝国

faint

v. to pass out from weakness, physical or emotional distress due to a loss of blood supply to the brain

adj. lacking clarity or distinctness

Translate the following sentences.

(1) He always faints at the sight of blood.

他一看见血就会晕倒。

(2) 房间里蜡烛发出微弱的光亮。

The candle shed a faint light in the room.

furnish v.

to provide furniture

Words of similar meaning.

Furnish provide render supply

Please match the word or phrase in the left box with its meaning in the right one.

- | | |
|-------------------------------------|-------|
| 1. to furnish the house | A. 布置 |
| 2. furnish us with more information | C. 提供 |
| 3. furnish with a brace | B. 安装 |

gleam

v. to shine brightly, like a star or a light

gleam with

Her eyes gleamed with relief and joy.

Figure out the meaning of margin in the following sentences.

1. The furniture gleamed after being polished.

闪闪发光

Amusement gleamed in his eyes.

流露出

identical

adj. being the exact same one; not any other

Translate the sentence.

A clone is identical with the original animal or plant.

克隆物与母本动物或植物完全相同。

我的意见和他相同。

My opinion is identical with his.

Words of similar meaning.

identical	selfsame	very
-----------	----------	------

This is the identical room we stayed in before.

Saw the selfsame quotation in two newspapers...

The very thing he said yesterday...

install

v. To put into an office or a position; set up for use

Words of similar meaning.

establish put in install set up

Match the expressions with their meanings.

(1) Her manager had installed her at the Ritz.

(2) A man came to install a telephone in our house.

(3) The new head of the university will be installed today.

A 就职

B 安排

C 安装

(1)B (2)C (3)A

resent

v. feel bitter or indignant about

Translate the following sentences.

(1) They resent being ruled over by a dictatorial boss.

他们憎恨受一个专横傲慢的老板的管制。

(2)理查德不喜欢在工作时被打断。

Richard resented being interrupted while he is working.

be filled with

be stuffed with; full of

Translate the following sentences.

(1) Soon the hall would be filled with people.

不久礼堂将会挤满人。

(2)他说话时情绪激动。

His voice is filled with emotion.

catch one's breath

take a short break from one's activities in order to relax

Please translate the sentence.

After running to the bus stop we sat down to catch our breath.

我们跑到汽车站后才坐下来喘口气。

Figure out the meaning of margin in the following sentences.

1. Her words were so bold that people caught their breath.

倒吸一口气

2. The story is full of surprises which cause the reader to catch his breath.

(紧张得)透不过气

dig up

find by digging in the ground

Think of words or expressions with similar meaning to dig up.

Dig up	excavate	turn up
--------	----------	---------

dig up the road.

dig up a hole in the garden

Keep sb company

To spend time with someone so that they will not feel lonely.

Can you keep me company while I cook?

我煮饭的时候可以陪我吗?

Please translate the word or phrase in the left box .

In company with

Join company with

be in good company

A. 与...在一起

B. 加入

C. 和...一样重要

live with**tolerate or accommodate oneself to**

Translate the sentence.

It hasn't been easy to live with getting up so early.

忍受这么早起是不容易的。

Words or expressions with similar meaning.

accept	live with	swallow
--------	-----------	---------

1. I shall have to accept these unpleasant working conditions.
2. I swallowed the insult.
3. She has learned to live with her husband's laziness.

round the bend**v. to pass across the bend****adj. informal or slang terms for mentally irregular**

Translate the following sentences.

(1) The car disappeared round the bend in the road.

车子转过公路的拐弯处就不见了。

(2) He really drives me round the bend.

他真的快要把我逼疯了!

C. Language in use**a. Useful expressions**

1. 充满了欢声笑语

be filled with the sounds of conversation and laughter

2. 五彩缤纷

2. a riot of colours

3. 深秋

3. late autumn

4. 穿着漂亮

4. dress smartly

5. 一摞信

5. a bundle of letters

6. 中年妇女

6. middle-aged women

7. 干净整洁

7. clean and tidy

8. 各式电器

8. all sorts of appliance

9. 收破烂的

9. rag-and-bone man

- 10. 挖土刨坑
- 10. dig up
- 11. 组装家具
- 11. assemble furniture
- 12. 互相做伴
- 12. keep each other company
- 13. 使某人稳住
- 13. steady oneself
- 14. 喘气
- 14. catch one's breath
- 15. 腐烂的苹果
- 15. decaying apples
- 16. 拐弯处
- 16. round the bend

b. Collocation

What is binomials?

Binomials are expressions where two words are joined by a conjunction (usually and). The order of the two words is usually fixed. Often the two words mean more or less the same, but they can also be opposite in meaning.

Collocation—Binomials

Examples:

- each and every 1. Each and every one of the communities there have homes and families ...
- black and white 2. The film was in black and white, not in colour.
- here and there 3. The park is mostly grass, but here and there are some trees.
- out and about 4. She's recovered from her illness, and she's now out and about.
- pick and choose 5. You have a wide choice, you can pick and choose.
- prim and proper 6. She was dressed in a neat suit with a hat and gloves and behaved extremely politely – very prim and proper.
- peace and quite 7. Before the traffic grew, it was peace and quiet in the garden.
- up and down 8. I was looking for you up and down the street.
- back to front 9. You're wearing your sweater back to front.
- sooner or later 10. Sooner or later in the future, we'll have to find a bigger house.
- all or nothing 11. She didn't want to be just friends. It was all or nothing.
- take it or leave it 12. It's all I can offer you. Take it or leave it.

Complete the sentences with suitable binomials introduced above.

- 1. There are lots of good things to eat. You can _____.
- 2. His secretary looked very _____ and the whole meeting was very formal.
- 3. When I write a story, I write the ending first, and then work backwards. I write _____.
- 4. When I go on holiday, I don't want to do much. I just need some _____.
- 5. Don't worry, we'll find your wallet _____.
- 6. This is the best I can do for this activity _____.

pick and choose
 prim and proper
 back to front
 peace and quite
 sooner or later
 take it or leave it

D. Information related

a. Dwelling houses in western countries

Houses in England

Most houses in England are made of stone or brick from the local area where the houses are built. The colours of the stones and bricks vary across the country.

Houses in Finland

Houses and apartments in Finland are generally of good quality, well heated in winter, and have all modern conveniences. Home ownership rates are high. Both housing projects and individual homes tend to be small-scale by international standards.

Houses in America

The Foursquare style, sometimes called the Prairie Box, can be found in nearly every part of the United States. From cozy bungalows to sprawling Prairie houses, many American homes were shaped by Craftsman ideas.

Houses in Denmark

For such a small country, Denmark has an astonishing number of castles and manor houses. Many of these have been lovingly restored and converted to hotels, which offer you the chance enjoy a break in tranquil surroundings, and experience a little of what life was like in years gone by.

b. Dwelling houses in China

Anhui: Scales of tiles and white walls

Anhui-style dwelling houses are planned and constructed with the aesthetic concept of "being simple but outshining all the others in the world". They are built solely of brick, wood and stone. With only the black and white contrast and the natural wood grain as a form of expression, there are no special colours lavished on the buildings.

Jiangxi: White walls and blue tiles with interlocking eaves

Jiangxi dwelling houses are characterised by their folding courtyards, which occupy a unique place among all the courtyards of Chinese dwelling houses. Buildings of this type utilise flexible canopies to adjust the shade and create a favourable indoor physical environment and more efficient lighting. This concept of dynamic design is also beneficial to the modern gardens.

Tibet: Charm of the plateau

Pillbox houses are the most typical representatives of the Tibetan style of dwelling houses. Mostly built of stones and timber, they are of a dignified and firm appearance, with a primitive, uninhibited simplicity, distinctly showing their ethnic quality. The outer walls, white-washed or retaining the original colour,

form wide patches of white, in stark contrast to the black window frames and stripes of the parapets.

Shanxi: a province of vast and thick loess

Shanxi is a province of vast and thick loess. There have been cave dwellings ever since man lived on this land. The construction of cave dwellings is convenient and can save a lot of time and labour. The interior of caves is cool in summer and warm in winter, which makes them very suitable for people to live in.

《听说 (四) 》 教学大纲

孙晓磊 编写

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一、前言

根据教育部大学英语教学改革思路和教育部全国大学外语教学指导委员会最新颁布的《大学英语课程教学要求》，大学英语教学的目标是培养学生的英语综合应用能力，特别是听说能力，使他们在今后的工作和社会交往中能用英语有效地进行口头和书面的信息交流，同时增强其自主学习能力，提高综合文化素养，以适应我国社会发展和国际交流的需要。自 2001 年起，教育部先后颁布了基础义务教育阶段与高中阶段《英语课程标准》，高中新课程实验自 2004 年开始实施。目前，根据《英语课程标准》“一条龙”教学培养出的中学生正大批升入大学，他们的英语能力、学习习惯、认知水平、思维方式等都已不同于以往入校的学生。这势必对大学英语教学提出更新、更高的要求。为指导我校本科公共英语基础阶段的视听说课程教学，并充分考虑新的教学对象的学习需求，同时配合我校大学英语教学改革的新要求，并结合我校具体教学实际，现制定我校大学英语《视听说（四）》课程教学大纲。

二、课程性质、目标和要求

《大学英语视听说》课程是针对我院非英语专业大学本科生开设的公共必修课程，共分四级，供一、二年级的学生修读，其中每个学期修读一级，直至四个学期修读完毕。该系列课程通过使用先进的教学方法、鲜活生动的视听材料，对学生进行听说的技能训练，提高学生的听力理解水平、口语表达能力和对语言运用的分析理解能力。丰富的语言材料、形式多样的活动、具有启发性的训练（如 *Developing critical thinking* 等）既能够培养学生的英语综合应用能力，又能够提高学生的学习策略与创新思维能力。《大学英语视听说（四）》是这一系列课程的最后一级，也同时对基础阶段的听说能力提出了新的要求，具体如下：

1、听力理解能力：能够基本听懂来自英语国家人士的对话和演讲等，能听懂题材熟悉、篇幅适当的英语广播或电视节目。能基本听懂外国专家用英语进行的讲座，能够抓住要点并领会部分细节，判断说话人的观点、态度及方法等。

2、口语表达能力：进一步掌握英语语音知识和发音技巧，已达到更加流利、地道的实现英语口语的朗诵和表达。能够和来自英语国家的人士进行比较流利的会话，较好地掌握会话策略，能基本表达个人意见、情感、观点等。能就熟悉的主题进行基本的陈述、说明等展示活动（Presentation），语音、语调准确地道，方法得当，思路清晰，效果良好。能就一些熟悉的热点话题进行主题讨论，并能针对该主题陈述观点，思路清晰，逻辑合理。

三、教学内容及学时分配

本课程使用的教材为《新标准大学英语视听说教程 4》，课程为单双周上课，9 周上课时间，每周 2 学时，共计 18 学时，2 学分。具体教学内容及学时分配如下：

单元	课程内容	学时	教学形式
Unit 1	Nine to five	2	课堂讲授+讨论
Unit 2	A good read	2	课堂讲授+讨论
Unit 3	Fashion statement	2	课堂讲授+讨论
Unit 4	Money talks	2	课堂讲授+讨论
Unit 5	Gender studies	2	课堂讲授+讨论
Unit 6	All in the past	2	课堂讲授+讨论
Unit 7	No place like home	2	课堂讲授+讨论
Unit 8	Architecture: frozen music	2	课堂讲授+讨论
Unit 9	Words of wisdom	2	课堂讲授+讨论

四、教学步骤与方法

1. 教学步骤

按照使用的教材，每一课都基本按照如下的教学步骤进行：

Step 1: Starting point

Step 2: Inside view

Conversation 1:

Conversation 2

Step 3: Outside view

Step 4: Talking point

Step 5: Listening in

Passage 1:

Passage 2:

Step 6: Presentation skills

Step 7: Pronunciation

Step 8: Assignment

2. 教学步骤的具体内容和方法

课程中每一个教学步骤的具体操作过程如下：

1) Starting point

This section includes one or more activities to raise the topic in students' minds and develop a focus on the theme of the unit. They may involve a short discussion about a photo, a common experience, some quotations or perhaps a questionnaire.

Students are encouraged to share ideas, interpretations and opinions. Later units encourage students to give reasons for their opinions.

For this section, teachers should make sure students understand what to do and arrange for them to work in pair or groups. As they work, teachers may circulate and listen to check that the student discussion is appropriate and give help with vocabulary and expression, if necessary. Later, teachers may choose a pair to report back or summarize their discussion to the whole class. Teachers can then give a very brief comment for encouragement and feedback, or make a link with the next section.

2) Inside view

This section is based on two video conversations. Each conversation has two or more activities which aim to help students understand the conversation and use the target language within it. Each conversation is viewed twice for a different purpose each time. In a later activity, students also read part of the written version to complete sentences from it. Since the activities are arranged progressively, with re-viewing, students should not worry if they cannot understand everything the first time.

The viewing is preceded by a pre-listening activity, in which students discuss a photo related to the video, or work in pairs to predict aspects of the topic or the uses of likely words and expressions or the sequence of sentences. This task is in itself language practice. Students should know that a prediction task means that it focuses on what the text might be about or asks students to discuss relevant personal experiences as preparation for listening. Clearly a range of answers are possible because students can make different, but valid, predictions. The emphasis is not about being right or wrong but of discussing ideas, and giving reasons for predictions, or working with relevant language.

This section has listening activities in which students respond by checking a list or chart, completing

sentences from given choices, making sentences using given words, giving answers to the questions, completing the conversation by filling in blanks etc.

The Everyday English highlights common words, phrases and idioms with an activity for students to deduce their meanings and to check that they understand them.

This section also has a guided functional dialogue ("act out the conversation"): Students are given functional instructions about what to say but they need to supply the actual words themselves, which means there is an element of creativity here with the content and a variety of different expressions in slightly different dialogues is possible.

3) Talking point

The aim of this section is for students to discuss their own thoughts, ideas, opinions and experiences, i.e. to use their English in a more personalized way. Some talking point activities use pages at the back of the textbook arranged in a communicative format, and others ask students to discuss and formulate advice or talk about ideas, actions and experiences, or to complete a questionnaire. The talking point activities are designed to be more open-ended activities than the ones in later Develop critical thinking.

4) Outside view

This section has activities following the viewing of an authentic video clip which explores the topic from a different angle.

Before viewing the clip, there is a pre-listening activity in which students discuss photos from the video or questions related to the topic. The Watching and understanding section has three or four activities, arranged so that students actually view the clip two or three times. Students should not worry if they do not understand everything after the first or second viewing. The activities include checking a chart related to the content, identifying true statements, numbering sentences in the order in which they appear, finding out specific information, completing a factfile etc.

Developing critical thinking asks students in pairs to discuss questions related to their own opinions, ideas, views, and experiences with the aim to help them develop independent thinking. These are open-ended discussions and the Teacher's Book provides examples of possible answers, together with guidance on helping students extend their answers. Sometimes it will be better for students in their pairs to discuss one or two questions in more detail - with examples, reasons, evidence or alternative ideas - rather than to answer all questions with only brief or superficial answers.

5) Listening in

This section has two audio recordings of monologues or dialogues for students to listen to. Each passage has a pre-listening activity and several other activities after listening. Generally the activities follow more than one playing of the passage, which again means that students need not worry if they do not understand everything the first time, though they will be listening for the second time with a different focus.

The pre-listening activity asks students to discuss photos or illustrations, or questions and this can generally be done quite rapidly as a prediction activity. Then there are sets of Listening and understanding activities to be completed after listening. These include completing charts, tables or forms to identify information, correcting sentences, completing sentences, or matching items together etc. Since responses are generally brief these activities can usually be completed quite quickly. The answers are given in the Teacher's Book.

A **Developing critical thinking** section follows each listening passage. As before, these require personal responses from students in pair discussion. Example responses are given in the Teacher's Book.

6) Presentation skills

This section helps students to discuss, plan, practise and give presentations. A box in the Student's Book gives advice and guidance about the particular presentation, so that progressively students practise various presentation skills. Each time, there are several steps for pairs or groups of students and these lead up to an actual presentation. These steps are designed to help students think of ideas and relevant language and to structure their presentations. Some of this preparation might be done out of class and where presentations require factual information, students should be encouraged to use the Internet or other resources to get the information in advance.

Presentations need not be long: perhaps less than a minute and probably not more than two minutes. Even so, for reasons of time, it is unlikely that more than two or three students could give their presentations to the whole class for any particular unit. However, presentations can often be given in groups working simultaneously while teachers circulate to listen and give assistance-- later teachers can choose one or two students to give their presentation to the whole class. Teachers can keep a record of those who have given presentations to ensure that all students have the chance to give a whole class presentation at some time.

7) Pronunciation

Each pronunciation activity focuses on a specific point, which is generally explained in a box in the Student's Book. Students should be assured that this regular practice with a specific focus is a sound approach to developing good pronunciation over time: The first important step is for them to become aware of key features through listening and, often, underlining. Students then read a dialogue or a passage which has examples of the target feature, either before or after listening to the recording. This reading can be done in pairs for both dialogues and passages - the latter can easily be divided into sections for pairs to practise. The Teacher's Book has answers to the underlining activities and sometimes an additional activity.

8) Assignment

This is a culminating oral activity in the form of a pair or group task which allows students to make productive use of the language skills in the unit. The task has several steps which lead to a prepared pair or group presentation or a role-play of a meeting, an interview, a radio program etc. Students can be reminded that the process of preparing the task is itself language practice. This section may be started during class so that there is a benefit of sharing the stimulation and ideas in a group, but it can probably be developed out of class (especially if students need to locate factual information) and presented in a later class.

五、具体教学内容

Unit 1 Nine to five

I. Teaching Content

Nine to five

II. Time Allotment

Two periods

III. Teaching Objectives and Requirements

1. Students are to be able to talk about their future plans;
2. Students are going to know the working culture in different countries;
3. Students are going to learn some advice on how to do well in job interviews;
4. Ask students to remember useful words and expressions;
5. Presenting skills: students are to learn how to present their unique selling point in a skillful way.
6. Pronunciation: Intonation to express strong feelings and opinions, and to ask questions; linking sounds; Natural connected speech.
7. Unit task: making a life plan.

IV. Teaching Methods and Means

PPT presenting, listening and speaking, pair work, group discussion.

V. Teaching Procedures

Step 1: Starting point

1. Check (✓) the ambitions you have for your life.
2. Work in pairs and discuss the questions.
 - 1) Do you share the same ambitions?
 - 2) Are they equally important to you both?
 - 3) What do you need to do to achieve your ambitions?

Step 2: Inside view

Conversation 1:

1. Look at the quotation and the photo, and decide why Andy might say it to Janet.
2. Think about Janet and Andy's ambitions for the future. Which ones do you think they have? Tick the choices you think might be correct in the table (next page).
3. Watch Conversation 1 again and check (✓) the true statements according to the clip.

Conversation 2

4. Work in pairs and discuss the questions.
 - Q1: Have you ever been tired of your home town?
 - Q2: Have you ever thought of living in another city, or another country?
 - Q3: Do you know what your plans are next year?
 - Q4: When was the last time you updated your CV?
 - Q5: What would be your ideal job in the future?
 - Q6: Do you think it would be a good idea to look for a job together with a friend?
5. Now watch Conversation 2 and make notes about:

Joe's past career _____;

Andy's future ambitions _____.

6. Choose the best way to complete the sentences.
7. Watch Conversation 2 again and complete the sentences.
8. Everyday English.
9. Work in pairs and act out the conversation.
10. Additional task: Which job would you like to take?

Watch the videos. Suppose you are taking one of the following jobs (teacher, lawyer, stockbroker) as your career, which one would you like to take? Why?

Step3: Talking point

How ambitious are you?

Do the questionnaire individually and record their choices for each question.

1. What does your future hold for you?
 - (a) I'm going to be president of the company I work for.
 - (b) I'm going to be happy.
 - (c) I'm going to be late.
2. You're watching the Beijing marathon on television. What do you say?
 - (a) I'm going to do that next year.
 - (b) I'd like to do that but I'm not very fit.
 - (c) What's on the other channel?
3. Which ambition do you have?
 - (a) I'd like to be rich.
 - (b) I'd like to be famous.
 - (c) I'd like a drink.
4. You get a job, and your line manager leaves very quickly. What do you think?
 - (a) Perhaps I can take over.
 - (b) Probably someone else will take over.
 - (c) They'll say it's my fault.
5. Which of these statements do you agree with?
 - (a) Every day, in every way, I'm getting better and better.
 - (b) Tomorrow is the start of the rest of my life.
 - (c) If you don't succeed, try again. Then give up.

Work in pairs, compare your answers and predict whether you will be considered "very ambitious", "fairly ambitious" or "not ambitious".

Step4: Outside View

1. Work in pairs. Look at the photos and answer the questions on page 6.
2. Watch Part 1 of the video clip and check (✓) the statements Samantha agrees with. Now work in pairs and discuss which of the following six statements you agree with.
 - a. Looking for a job can be quite hard.
 - b. It's even difficult to understand what the jobs being advertised are.
 - c. You need to be outgoing and sociable for a sales position.
 - d. You need to have a great deal of self- confidence.
 - e. You need to be overqualified, and have experience of running a department.
 - f. As long as you send out lots of résumés, you'll be sure to get a job.
3. Watch Part 1 again and discuss what you think Samantha is doing wrong.

4. Watch Part 2 of the video clip and answer the questions.
 - a. Why does Samantha decide to meet Phyllis Stein?
 - b. What does Samantha get wrong in her video interview?
 - c. What does Phyllis Stein think is wrong about Samantha's manner and personal style?
 - d. What is the most important piece of advice Phyllis Stein gives Samantha?
5. Watch Part 2 again and complete the sentences.
6. Work in pairs and discuss the questions.
7. Watch Part 3 again and check (✓) the pieces of advice the speakers give.
8. Write a short summary of the video clip which should include:
 - what Samantha was doing wrong in her first job interview
 - what she should do in future interviews
9. Work in pairs and discuss the questions.
10. Language and culture
11. Job interviews

Watch the following three job interviews. Discuss with your partner what they do good and what aspects need to be improved.

Step5: Listening in

Passage 1

1. Look at the photos and discuss who is the most successful and why.
2. Listen to Passage 1 and check (✓) the criteria for a successful career which the following people meet.
3. Listen to Passage 1 again and choose the best way to complete the sentences.
4. Work in pairs and discuss the questions.

Passage 2

1. Work in pairs and discuss which of the following benefits you are likely to be offered in your first job.

Now discuss which ones you'd like to be offered and number them in order of importance.

2. Work in groups of three.
3. Work together and complete the US and Brazil columns.
4. Work together and complete the China column.
5. Work in pairs and discuss the questions.

Step6: Presenting skills

1. Work in pairs and prepare a talk called "My ideal job". Think about:
 - What you would like to do as a career?
 - Why you would like to do it?
 - What you think you're good at?
 - What qualifications you need?
 - How easy or difficult it might be to get into this kind of career?
 - What you need to do to achieve your career?
2. Talk about specific details about your ideal job. Think about the questions on page 10.
3. Work with the whole class. Suggest ideal jobs and write them on the board.
4. Work in groups of three or four and give your talk about your ideal job.
5. Work with the whole class and give your talk.

6. Work with the whole class and choose the best people for the ideal jobs, and explain why.

Step7: Pronunciation

1. Say the words aloud.

programming

determine

extraordinary

journalism

autobiography

apologize

thought-provoking

revisit

Now listen and check.

2. Listen and notice the intonation the speakers use to express strong feelings and opinions, and to ask questions.

Now read the conversation aloud. Make sure you use the correct intonation to express strong feelings and opinions, and to ask questions.

3. Listen and notice how the speakers link the underlined words.

4. Listen and notice how the speaker creates natural connected speech by linking the underlined words, and pausing after each sense group.

Step 8: Unit summary

FUNCTIONS

Speculating about the future

I've got another year to go, and then I suppose I'll go back home.

Do you think you would ever...?

I'd love to ... one day.

I think I'll always come back here.

Have you ever thought of...?

But what could I do here?

I've often thought if there was a job I could do here in ..., I'd go for it.

Do you think I'd stand a chance?

Making enthusiastic comments

What a wonderful view!

This is such a great city.

That sounds like a great idea.

It's great fun, and really interesting. I couldn't think of a better way to...

Reassuring people

Don't even think about it!

I promise you that you'd know if ...

Talking about attitudes and relationships at work

It's not always very easy working with him.

He is good at his job.

He's confident and very competent at what he does.

The people who work with him rate him quite highly.

I get on with him quite well.

Step 9: Assignment

Show your life plan to the class and describe each important stage.

Unit 2 A good read

I. Teaching Content

A good read

II. Time Allotment

Two periods

III. Teaching Objectives and Requirements

1. Students are to learn some background information about Charles Dickens;
2. Students are to learn ways of criticizing;
3. Students are to learn ways of conceding;
4. Students are to learn to talk about writers and writing;
5. Students are to learn ways of describing someone's behavior;
6. Students are to learn ways of calming people and responding;
7. Students are to practise listening to natural English: rhetorical questions;
8. Presenting skills: students are to learn how to give an introduction and overview of a lecture.
9. Pronunciation: Linking sounds; unstressed words; plosion.

IV. Teaching Methods and Means

PPT presenting, listening and speaking, pair work, group discussion.

V. Teaching Procedures

Step1: Starting point

1. Check (✓) the statements you agree with on page 14.
2. Work in pairs and discuss your answers to Activity 1.

Instruction: exchange choices with your partner; make necessary explanations for the choices.

3. Additional activity1: reading habits

Class work: Finish the following table to see which choices are the most popular among the whole class.

Additional activity 2: guess my favorite readings

- Volunteers are welcome to describe your favorite readings;
- The rest of the class are welcome to guess the book categories.

Step 2: Inside view

Conversation1

1. Think about Andy, Joe and Janet and talk about what their reading habits might be. Use the statements in Starting point to help you.

2. Look at the sentences from Conversation 1 and decide who says them.
3. Watch Conversation 1 again and answer the questions.

- 1) What is Read all about it?
- 2) Who has read all the books?
- 3) What's Joe's reaction?
- 4) What kind of books are featured on the program?
- 5) Why does Andy think Janet's suggestion is good?
- 6) How much does Janet know about Dickens?

- 7) What's the new Dickens book about?
- 8) Does Joe approve of Janet's suggestion?

Conversation 2

4. Work in pairs and discuss the questions.

- 1) What might Andy and Janet think about Joe's behavior in the meeting?
- 2) How often do you think this happens?
- 3) How do they feel now?
- 4) What do you think they will do next?

5. Watch Conversation 2 and complete the table.

Now work in pairs and talk about:

- 1) What information was missing from the conversation?
- 2) Where you can find the information to complete the table?

6. Choose the best way to complete the sentences.

7. Watch Conversation 2 again and complete the sentences.

8. Work in pairs and answer the questions about Everyday English.

9. Work in pairs and act out the conversation according to the directions on page 16.

- 1) Additional Language tip on Everyday English 1
- 2) Additional Language tip on Everyday English 2

10. Language and Culture Tips

Charles Dickens;

David Copperfield;

Great Expectations.

Step3: Talking point

1. Work in pairs and match the book covers with their back cover descriptions.

2. Work in pairs and discuss the questions.

- 1) Can you think of books which belong to the categories of books in Activity 1?
- 2) Which categories of books do you enjoy reading? Can you explain why?

3) How important is the book cover, the title and the back cover descriptions when you choose a book to read?

3. Additional exercise: category of books

Pair-work: what category does each book fall into? Give a quick response when you see the cover;

The one who scores more will win the game.

Step4: Outside view

Language and culture tips

1) The British Library

2) Reading for pleasure

3) Public libraries

4) Reference rooms

1. Work in pairs. Look at the photos and discuss the questions.

- 1) What's the man doing in Photo 1, and where is he?
- 2) Where are you likely to find the place in Photo 2?
- 3) What are the people doing in Photos 3 and 4, and where are they?
- 4) What's special about the place in Photo 5?

5) What do you think the video clip is about?

2. Watch Part 1 of the video clip and check (✓) the information mentioned.

Work in pairs and decide what the most surprising piece of information is.

3. Watch Part 1 again and check your answers to Activity 2.

Work in pairs and discuss which information is also true for China.

4. Watch Part 2 of the video clip and complete the sentences.

5. Work in pairs and discuss the questions.

Q1. What do you think the British Library is?

Q2. What do you think you can find there?

Q3. How many items do you think it adds to its collection every year?

Q4. Do you think reading will stop being a popular activity?

Now watch Part 3 of the video clip and find out how the speaker answers the questions.

Q1. What do you think the British Library is?

Q2. What do you think you can find there?

Q3. How many items do you think it adds to its collection every year?

Q4. Do you think reading will stop being a popular activity?

6. Watch Part 3 again and read the Language and culture box. Complete the table.

Now work in pairs and discuss what prediction about reading the speaker mentions.

7. Work in pairs and discuss the questions.

Q1. How popular are libraries in China?

Q2. Do libraries in China offer similar facilities to those in the UK?

Q3. Where do libraries in China get the money to buy the books?

Q4. If a library lends books for free, the writers are only paid once when the book is bought, and not every time a reader borrows it. Do you think this is fair?

Q5. Do you think libraries will continue to be important in China, or will their use decline as other means of delivery, such as online access, become more popular?

Q6. Do you think libraries should be maintained at all costs?

8. Additional listening comprehension: Libraries in the United States

9. Language and culture

The British Library

Step5: Listening in

Language and Cultural Tips

Passage 1

1. Work in pairs and discuss the questions.

1) What do you think a book group is?

2) Who belongs to a book group?

3) How many members are there?

4) Where do you think they meet?

5) Do you, or does anyone you know, belong to a book group?

2. Listen to Passage 1 and make notes about:

1) beginning of the book group _____

2) frequency of meetings _____

3) number of members _____

4) things they do during the meeting _____

5) types of books _____

3. Listen to Passage 1 again and choose the best way to complete the sentences.

Develop Critical Thinking

4. Work in pairs and discuss the questions.

1) What kind of people do you think join a book group?

2) Do you think you'd be interested in joining a book group?

3) Do you think book groups are as popular in China as they are in the UK?

4) Are there other areas of interest, such as translation, politics or philosophy, which might benefit from having a discussion group similar to a book group?

5) Why do you think these groups might be appealing? What might be the possible disadvantages?

Passage 2

5. Work in pairs and decide which writers you've heard of.

Additional activity:

--work in groups;

--give more information about the writers whom you are familiar with;

6. Listen to Passage 2 and match the places with the authors and their most famous works.

7. Listen to Passage 2 again and complete the sentences.

8. Work in pairs and discuss the questions.

1) How many of the books mentioned in the passage have been turned into films? Have you seen any of them?

2) Do you think writers are inspired by where they live, or do they write better about places they don't know very well?

3) Is there a memorial to Chinese writers similar to Poets' Corner in London? If not, should there be one?

4) Do you believe it's better to travel to places rather than simply read about them?

9. Language and Cultural Tip:

1) Book Group

2) Thomas Hardy

3) Works of Thomas Hardy

Step6: Presenting skills

Giving a lecture

1. Work in pairs and prepare a lecture describing a literary tour of a place.

Step 1: choose figures for the tour

Step 2: route for the tour: America, Cuba, Mexico, Paris, Spain, India, China

2. Work in pairs. Talk about your audience profile and answer the questions.

3. Work in pairs. Talk about specific details about each writer and each place.

4. Work in pairs and prepare your lecture.

Tip: The lecture should include the opening and closing comments, degree of formality, main points and how to use the visual.

5. Work in two large groups. Make sure you're not in the same group as your partner.

Lecture time: Please give lectures in turn within your group;

Question time: Please answer questions of the audience after giving the lecture.

Step 7: Pronunciation

1. Listen and notice how the speakers pronounce the /t/, /d/ and /k/ sounds in the underlined words.
2. Read the sentences and underline the unstressed words, examples of plosion and linking sounds.
3. Tongue Twister

Procedure: group work + class work

Step 1: read the tongue twister for understanding;

Step 2: read it aloud, paying special attention to the **/t/, /d/ and /k/** sounds;

Step 3: learn it by heart; work in group to choose a representative who can both memorize all and pronounce well to compete for “Best Tongue” title in class.

Step 4: conduct a “Tongue Twister Contest” among groups and decide a champion as the “Best Tongue” of the class.

Step 8: Assignment

1. Work in pairs. Talk about the things which you both enjoy reading and make a list.
2. Work in pairs. Prepare a short description of each of your favorite things to read.
3. Place your list somewhere in your class. Explain to other students about your list, and go round the class finding out about other students’ top five favorite things to read. How many people have chosen the same things on their lists?

Unit 3 Fashion statements

I. Teaching Content

Fashion statements

II. Time Allotment

Two periods

III. Teaching Objectives and Requirements

1. Students are to learn some background information about fashion show;
2. Students are to learn ways of encouraging people to do things;
3. Students are to learn ways of showing astonishment;
4. Students are to learn ways of asking for and giving opinions;
5. Students are to learn common loan words from French;
6. Presenting skills: students are to learn basic skills of holding a debate;
7. Pronunciation: linking sounds; sense groups.
8. Unit task: presenting a review of fashion in China.

IV. Teaching Methods and Means

PPT presenting, listening and speaking, pair work, group discussion.

V. Teaching Procedures

Step1: Starting point

1. Work in pairs and make a list of clothes with the following words.
2. Complete the table about the clothes you like or don't like wearing.
3. Work in pairs and discuss the table you made in Activity 2.
4. Work in pairs. Think about your favorite item of clothing and discuss the questions.

Step 2: Inside view

Look at the following pictures and tell where you might see them.

Conversation 1

1. Look at the photo and the sentences, and predict what's happening.
Now watch Conversation 1 and number the sentences in the order you hear them.
2. Watch Conversation 1 again and check (✓) the true statements.

Language and culture

London Fashion Week--- Ten things you need to know

Vocabulary learning: haute couture

3. Work in pairs and discuss the questions.
 - 1) How would you feel if a stranger started to tell you about yourself?
 - 2) What can Tanya tell about Janet?
 - 3) What do you think impulse buying means?
 - 4) Who do you think Janet is waiting for?
 - 5) Do you think Janet would go to the fashion show in the afternoon?
 - 6) Would you accept an invitation from a stranger to do something or go somewhere?

Conversation 2

4. Watch Conversation 2 and choose the best way to complete the sentences.

5. Watch Conversation 2 again and complete the sentences.

Everyday English

That's pretty smart.

What's your take on ...?

The kids

I sure do.

6. Practice Everyday English and other expressions

7. Work in groups of three and act out the conversation. You may refer to the functional expressions in the box on page 29.

Step3: Talking point

1. Work in pairs and decide what the underlined expressions mean.

2. Work in pairs and complete the sentences with your own ideas.

3. Activity 1: There are many idioms in English connected to clothes. Match the idioms in italics with their definitions below.

4. Activity 2: Learn more idioms connected to fashion.

5. Activity 3: Work in pairs. Explain the following quotes connected to fashion. And then discuss whether you agree.

Step4: Outside view

1. Work in pairs and discuss the questions.

1) Have you ever bought designer clothes?

2) What do you think of the clothes shown in fashion shows?

3) Where do you prefer shopping – in regular shops, department stores or in markets?

4) Do you prefer smart designer clothes or casual inexpensive clothes?

5) Are designer clothes over-priced?

6) How much would you be prepared to pay for a single item of clothing?

7) What's the best way to dress fashionably?

2. Watch the video clip and choose the best answer to the questions.

Language and Culture

Portobello Road

Notting Hill

Tesco

Catherine Kidston

3. Watch the video clip again and match the speakers with the statements.

4. Answer the questions.

1) Why did Angela buy several pairs of the same jeans?

2) Where are shops so expensive that the clothes often don't have price tags in the window?

3) Which city does Natalie think has a more casual style, Paris or London?

4) Which of the areas mentioned is most known for its daring street style?

5. Work in pairs and discuss the questions.

1) Do you like the style of London girls seen in the video clip?

2) Which is more important to you, fashion or comfort?

3) How important is it to you to follow fashion?

4) If you follow fashion, are you expressing yourself or are you just conforming to what designers

want you to wear?

5) Do you think fashion is a waste of time and money? Why / Why not?

6. Pair work: Talking about fashion

Procedures:

1) Work in pairs with the chart and prepare a coin.

2) You and your partner take turns to toss the coin. If it is heads, advance two squares; if it is tails, one square.

3) When you move to a certain box, your partner will ask you the question in the box, and you need to give an answer. If you fail to do so, you will miss one turn.

4) The activity finishes when the coin reaches "Finish".

Step5: Listening in

1. Work in pairs. Look at the photos and discuss the questions.

1) Where do you think the people come from?

2) Do you think they dress like this every day or only on special occasions?

3) What functions do the clothes serve?

4) What do the clothes tell you about the background, mood or personality of the wearers?

2. Look at the questions. Think about your answers.

Vocabulary learning-- Match words with meanings or pictures.

3. Work in groups of three.

For student A, listen and find out:

For student B, listen and find out:

For student C, listen and find out:

4. Work together and complete the table in Activity 2. Now listen to Passage 1 again and check your answers.

5. Work in pairs and discuss the questions.

1) What do you consider to be formal clothing?

2) Do you think clothing and fashion has become more informal? Why?

3) Do all the people in your class wear similar clothes? If so, why?

4) What unwritten rules are there about what you wear these days?

6. Work in pairs and discuss the questions.

1) Do you think models are typical of average people?

2) In what ways are they different?

3) Do you or people you know aspire to imitate their figure and style?

4) What dangers might models risk to their health?

7. Language and Culture

Size zero models

Body Mass Index (BMI)

8. Critical Thinking

1) Why do people starve themselves?

2) Do you think Size Zero Models should be banned from the catwalk shows?

3) What do you think are solutions to the Size Zero phenomenon?

9. Learn different ways of dressers

The Sloppy Dresser (邋遢型)

The Designer Dresser (品牌型)

The Drab Dresser (制服型)

The Skimpy Dresser (暴露型)

The Athletic Dresser (运动型)

The Goth Dresser (酷派)

The Flashy Dresser(炫闪型)

The Casual Dresser (闲适型)

Step6: Presenting skills

Holding a debate

1. Work in pairs and take part in a debate entitled: The media are responsible for presenting an ideal and unrealistic expectation of how women should look.

Now read through the arguments in favor of and against the title of the debate.

2. Add two or three more arguments in favor of or against the title of the debate.

3. Work with the whole class. Decide who is going to speak in favor of the title of the debate and who is going to speak against it.

4. Find a partner who shares your position (Both of you are in favor of or against the title) and work in pairs. Decide who will speak first and second.

5. Work with a pair who is presenting the position which is opposite to yours.

6. Work with the whole class and vote on who has won the debate.

Step7: Pronunciation

1. Consonant Stops in American English

Introduction

2. Practice of pronunciation

3. Vowel Lengthening

4. Listen and notice how the speaker pronounces the underlined stop sounds.

5. Glide Sound “y” in American English

6. Linking consonant and the “y” sound in you/your

7. 5 Look at the underlined consonant + you /your sounds, and decide how the c speaker will link them.

8. Read the sentences in Activity 7 aloud. Make sure you link the consonant + you / your sounds.

Step 8: Assignment

Presenting a review of fashion in China

1. Work in pairs. Think and prepare a note.

Your notes should include:

1) Fashion today (Click for details)

2) Fashion in the past 50 years (Click for details)

3) Fashion in the future (Click for details)

2. Write brief captions for the photos you have chosen, and place your review of fashion in China where everyone can see it. Go round and look at other people’s reviews.

Unit 4 Money talks

I. Teaching Content

Money talks

II. Time Allotment

Two periods

III. Teaching Objectives and Requirements

1. Students are to learn some background information about Bank of England;
2. Students are to learn ways of checking and changing arrangements;
3. Students are to learn ways of asking for and giving further information;
4. Students are to learn ways of describing a tour of a building;
5. Presenting skills: students are to learn basic skills of supporting opinions with facts and figures;
7. Pronunciation: weakened consonant; intonation.
8. Unit task: presenting a financial report.

IV. Teaching Methods and Means

PPT presenting, listening and speaking, pair work, group discussion.

V. Teaching Procedures

Step 1: Starting point

1. Pair Discussion. Work in pairs and read the facts.
 - 1) First make comments on them. Then decide which two facts aren't true.
 - 2) Turn to Page 122 to check your answers.
 - 3) Decide which is:
 - the most fascinating fact
 - the least interesting fact
 - the most amusing fact
 - the most shocking fact
2. Group Discussion
 - 1) Work with another pair and compare your answers.
 - 2) Two pairs summarize the answers to each question and prepare some reasons to support your choices.
 - 3) Volunteers go to the front to report your discussion result.
 - 4) The class count the ballots for each fact and find out what the majority think.

Step 2: Inside view

1. Work in pairs. Look at the lines from Conversation 1. Decide who says them, Janet or Andy? Now watch Conversation 1 and check your answers.
2. Watch Conversation 1 again and answer the questions.

Language Tip

- 1) I'd better take this.
- 2) Are we still on for today?
- 3) How about at our local, the Duke of York.

- 4) Something has come up.
3. Work in pairs and discuss the questions.
4. Watch Conversation 2 and number the descriptions in the order you hear them.
- a reconstruction of a late 18th century banking hall
 - a description of how the modern economy works
 - museum shop
 - the Bank's collection of silver goods and a pile of gold bars
 - story of the early years at the Bank
5. Choose the best answer to the questions.
6. Watch Conversation 2 again and complete the sentences.

7. Everyday English

You've got me there.

He can't make it this morning.

Are we clear this afternoon?

Next to New York

No chance!

Take your time.

8. Work in pairs and act out the conversation.

9. Language and culture: The City of London

Step 3: Talking point

1. Work in pairs. Imagine that you have received your first pay cheque. Think about:
- what your job is
 - the cheque amount
2. Do the quiz on page 41.
3. Work in pairs and compare your answers. Then decide what kind of person answers mostly A, mostly B or mostly C.

Step 4: Outside view

1. Word game—brainstorming

Work in groups and brainstorm the things that you would do if you won a million dollars.

2. Watch Part 1 of the video clip and check (✓) the true statements.

- 3 Watch Part 1 again and choose the best way to complete the sentences.

4. Use the words or phrases you hear in this part to fill in the blanks. The first letter of each blank has been given.

5. Watch Part 2 of the video clip and number the things that the winners do in the correct order.

- buy 11 carat diamonds
- buy a special-edition Rolls Royce
- close their restaurant
- buy a boat
- take out health insurance
- buy an everyday car
- travel

6. Watch Part 3 of the video clip and complete the sentences.

7. Developing critical thinking. Work in pairs and discuss the questions on Page 43.

8. Language and culture

(1): Infiniti and Rolls Royce

(2): car brands

Step 5: Listening in

1. Listen to Passage 1 and answer the questions on page 44.

2. Listen to Passage 1 again and complete the sentences.

1) Tara, before we had money, _____?

2) In the Stone Age, people exchanged things like salt or cattle. But of course the problem is that the things you _____.

3) And of course, money's also _____. You can carry it around with you very easily.

4) _____ in Lydia around 700 BC.

3. Developing critical thinking: work in pairs and discuss the question.

4. Match the expressions in Passage 1 with the Chinese equivalents.

5. Work in pairs. Look at the words below and predict what Passage 2 is about.

economical credit card second-hand

budget charity shops clothes

make economies expenditure bargain

6. Listen to Passage 2 and number the pieces of advice in the correct order.

Beg and borrow before you buy.

Budget.

Be careful about credit cards.

Plan ahead.

Look for bargains.

Find ways to make economies.

Give up your bad habits.

7. Developing critical thinking. Work in pairs and discuss the question.

8. Idioms about money

1) A penny saved is a penny earned.

2) Money talks.

3) One cannot eat the cake and have it.

4) Save your pennies for a rainy day.

5) Penny-wise and pound-foolish.

6) Money doesn't grow on trees.

Step 6: Presentation skills---Supporting opinions with facts and figures

1. Work in pairs. You are going to take part in a discussion about this statement:

Money can't buy you happiness.

2. Work in pairs. Decide on your opinion and note down arguments, facts and examples to back it up.

3. Find another pair who have a different view to yours and discuss the statement.

Work with the rest of the class and discuss the statement in Activity 1.

4. Extra activity: debate

Pros: Money can buy happiness.

Cons: Money can't buy happiness.

Step 7: Pronunciation

1. Listen and underline the letters which the speaker doesn't pronounce.

receipt	corps	cupboard
aisle	island	debris
mortgage	doubt	bomb
climb	lamb	thumb
knee	knife	foreign

2. Extra exercise 1) : silent letters

Work in groups and list example words with the following silent letters: b, c, d, g, h, k, l, n, s, t, w.

The more, the better.

3. Extra exercise 2): Linking consonants

Listen to the audio file. Try to find out the rules governing the pronunciation of linking consonants.

I love France.

Let's bathe three times.

She is Susan.

The garage should be cleaned.

He has a huge chin.

Put the cap back on.

Dad told me.

I like Gavin.

Step 8: Assignment --- Presenting a financial report

1. Pair work. As treasurers of a university club, you are going to give the annual financial report to the club committee. Think about:

- the type of club, for example, a debating club or a drama club
- the size of the club's budget, which depends on the number of members and the annual subscriptions

- the club's expenditure on, for example, guests speakers' meals and travelling expenses

- the cost of running expenses, for example, stationary expenses (printing)

2. Prepare a financial report. Discuss how the club raised and spent its money last year. Think about:

- income (subscriptions, donations)
- expenses (travel, publicity, hospitality for guests)

3. Present your report to the rest of the class.

Unit 5 Gender studies

I. Teaching Content

Gender studies

II. Time Allotment

Two periods

III. Teaching Objectives and Requirements

1. Students are to learn some background information about gender stereotyping;
2. Students are to learn ways of talking about self-esteem;
3. Students are to learn ways of conceding and making a strong point;
4. Students are to learn ways of talking about vague amounts;
5. Students are to learn how to listen to natural English: noticing the degree of emphasis;
6. Presenting skills: students are to learn basic skills of leading a formal discussion;
7. Pronunciation: sense groups.
8. Unit task: taking part in a TV program.

IV. Teaching Methods and Means

PPT presenting, listening and speaking, pair work, group discussion.

V. Teaching Procedures

Step 1: starting point

Group Discussion

Step 1) Work in pairs and complete the table on the next page with examples of the categories.

Step 2) Work in groups of four and explain the reasons for your associations.

Now, work in groups of four and explain the reasons for your associations.

Step2: Inside view

1. Work in pairs and look at the lines from Conversation 1. Decide who says them, Janet or Andy.
2. Watch Conversation 1 again and check (✓) the true statements according to the conversation.
 - 1 Andy loved the question Janet asked Tim Pearson about the British economy.
 - 2 Andy thinks Janet knows how to take a compliment.
 - 3 Andy thinks women have been conditioned to expect praise.
 - 4 Andy thinks Janet's doing racial stereotyping.
3. Work in pairs and discuss the questions.
 - 1) Were any of your answers to Activity 1 caused by gender stereotyping?
 - 2) Are men better at dealing with criticism than women?
 - 3) Are there lots of women in presenting and management roles in the media in China?
 - 4) Are there many women in middle management roles in China?
 - 5) Is there a glass ceiling in China?
 - 6) What causes the glass ceiling?
4. Watch Conversation 2 and make notes
5. Vocabulary:

Percent or percentage?

Learn to use it: It's typical of ...

6. Watch Conversation 2 again and complete the sentences.

7. Everyday English

After all

There you go again.

Don't you believe it!

Do you think it's especially bad in the UK?

I give up.

8. Work in pairs and answer the questions about Everyday English.

Brainstorm the following function categories.

Talking about self-esteem

Conceding

Making a strong point

Talking about vague amounts

Work with your partner and list all the expressions that can fulfill the above four functions.

Step 3: Talking point

1. Work in pairs.

Student A Turn to Page 121

Student B Turn to Page 124.

2. Work in pairs and discuss the questions.

1) Would you be happy in a relationship where the man stays at home and looks after the children?

2) Are men more likely than women to refuse to discuss problems in their relationship?

3) Is it becoming more common for a woman to earn more than her partner in China?

4) Would a Chinese man find it difficult if his partner earns more than him?

5) How common is it for a woman to want a child while her partner doesn't?

Step 4: Outside view

1. Mini-dialogue: Women in the Workplace

Suppose you were Yang Rui, host of CCTV9's current affairs discussion program 'Dialogue'. Today you invite the CEO from HP Company, Carly Fiorina, to share her opinions on the topic "Women in the workplace" with the audience. The program lasts about 5 minutes. In the program, you ask Fiorina various questions concerning her opinions on the topic, which include:

1) Which of the issues in the list (on the next page) do you think are most important to women in the workplace?

2) Which of the concerns are most important to both men and women?

3) Which of them are most important to you personally?

4) Do you think women in different countries have the same concerns?

2. Watch the video clip and check (✓) the issues in Activity 1 that you hear.

3. Vocabulary Learning

Fill in the blanks with the given words. Change the form when necessary.

participate tend accustom aim

responsible aware ensure end up

3. Watch the video clip again and complete the sentences.

4. Write a short summary of the video clip, which should include:

1) changes in South Korean society

2) problems women face in the workplace

5. Work in pairs and discuss the questions.

1) Why do you think women still don't receive equal pay for equal work in many jobs?

2) Which job do you think is more difficult – looking after children full-time or a professional career?

3) Is it possible for women to “have it all”, in other words, a successful career as well as a family?

4) What could employers do to make it easier for employees with children?

Step 5: Listening in

1. Watch the following ads and answer the following questions.

1) How are men portrayed in advertisements in China?

2) Has there been a change in the way they are shown in ads?

Work with your partner and discuss the following questions.

3) Have you seen any ads in which men are portrayed as stupid?

4) What might the effect be of these kinds of ads?

2. Listen to Passage 1 and check (✓) the correct answers in the table.

3. Listen to Passage 1 and answer the questions using the words below.

car insurance idiot attention

top jobs inferior super-masculine

DIY jobs boss laugh

1) Which ad annoys the first speaker most?

2) What does the second speaker say about feminism?

3) What example does the third speaker give to show that feminism has only just begun?

4) What does the third speaker say is good?

5) Which ad annoys the fifth speaker?

4. Work in pairs and discuss the qualities and skills given below. Then fill in the blanks.

Qualities: nurturing analytical empathic logical

Skills: verbal spatial social

5. Listen to Passage 2 and number the topics in the order you hear them.

6. Work in pairs and match the gender with their characteristics.

7. Listen to Passage 2 again and complete the sentences.

8. Work in pairs and discuss the questions.

1) Which is the most interesting piece of research described in the passage?

2) Are boys treated differently to girls by their parents in your experience?

3) Do the women you know have better language skills than men?

4) Are the men you know more logical and analytical than women?

Step 6: Presentation skills

Leading a formal discussion

What role does the leader play in a formal discussion?

- introduce the topic
- make sure everyone has an opportunity to speak
- move the conversation on
- summarize from time to time and at the end of the discussion

To be a successful leader, you should know how to:

To be a successful leader, you should know how to:

- ✓ start a discussion by agreeing on terms
- ✓ invite opinions
- ✓ invite a general statement
- ✓ move the conversation on

1. Work in pairs and discuss the question: Are the differences between men and women innate or due to upbringing?

2. Think about the ways in which upbringing might produce the gender differences named in Activity 1.

3. Think about reasons why the differences between men and women might be innate.

Step 7: Pronunciation—sense group

Warm-up: Sense Group--What is a sense group?

1. Listen and repeat the words spelt with i.

Financial crisis compliment stereotyping filled majority
ceiling invisible barrier prejudice statistics

2. Say the words aloud.

feminism advertisements inferior masculine
upbringing analytical spatial hormone testosterone

3 Decide where the speaker will pause after each sense group and mark the pause with “/”.

4. Shadow Reading

1) Listen to the audio file of Exercise, at the same time, repeat after the original sound as it goes on. Try to speak at exactly the same speed and rhythm as the sound.

2) Try one more time. In the middle of the recording, the sound will be turned down. After a while, the sound will be turned back up to see if you are still in time.

Step 8: Assignment --- Taking part in a television program

1. Work groups of four. You are going to take part in a television program in which an expert answers questions about gender differences. Decide who will play:

- 1) The presenter
- 2) The expert who could be, for example, a couple’s counselor, a psychologist, a neuroscientist
- 3) The audience asking questions

2. Make a list of the questions the audience will ask.

3. Think about the expert’s answers to the questions in Activity 2.

4. Help the presenter think about how they will introduce, chair and end the program.

5. Act out the television program.

Unit 6 All in the past

I. Teaching Content

All in the past

II. Time Allotment

Two periods

III. Teaching Objectives and Requirements

1. Students are to learn some background information about the history of the Houses of Parliament;
2. Students are to learn ways of clarifying and asking for clarification;
3. Students are to learn ways of recommending;
4. Students are to learn ways of saying how sure you are and reporting thoughts, beliefs and opinions;
5. Students are to listen to natural English: the use of the word “so”;
6. Presenting skills: students are to learn to present both sides of an argument;
7. Pronunciation: unstressed words and natural connected speech.
8. Unit task: acting an important moment in history.

IV. Teaching Methods and Means

PPT presenting, listening and speaking, pair work, group discussion.

V. Teaching Procedures

Step 1: starting point

1. Watch the following video clips and identify the historical events.
2. Watch the following video clips and identify the historical figures.
3. Work in pairs and answer the World History quiz.
 - 1) When did the Second World War start and finish?
 - 2) Can you name six countries that were involved in the Second World War?
 - 3) What was the American War of Independence about?
 - 4) In which century did the French Revolution take place and what was the result?
 - 5) What happened at Hiroshima?
 - 6) Why is 11 September, 2001 an important date?
4. Work in pairs and make up seven quiz questions about Chinese History.

Step2: Inside view

1. Work in pairs. Look at the photo and discuss the questions.
 - 1) What do you think of the view in the photo?
 - 2) What do you know about Big Ben and the Houses of Parliament?
 - 3) Can you locate them in the photo?
 - 4) Why might Joe, Andy and Janet be interested in the two buildings?
2. Watch Conversation 1 and check (✓) the true statements.
3. Watch Conversation 1 again and answer the questions.
4. Watch Conversation 2 and make notes about the sentences.
5. Choose the best way to complete the sentences.

6. Watch Conversation 2 again and complete the sentences.
7. Everyday English
 - 1) Come to think of it
 - 2) I haven't a clue.
 - 3) I could do with
8. Work in pairs and answer the questions about Everyday English.
9. Work in pairs and act out the conversation.
10. Language and Culture
 - 1) UK government
 - 2) The Palace of Westminster

Step 3: Talking point

1. Work in pairs and discuss the questions.
 - 1) If you had to choose a historical period to live in as an ordinary person, which period would it be?
 - 2) Which four historical figures would you invite to a dinner party?
 - 3) What subjects would you discuss at the dinner party?
 - 4) Which historical figure do you most admire?
 - 5) If you could ask this person three questions, what would they be?
 - 6) Which historical figure would you most like to be?
2. Work with another pair and compare your answers.

Step 4: Outside view

1. Work in pairs. Look at the photos and discuss the questions.
 - 1) When were these ships built and used? What makes you think so?
 - 2) What did they carry?
 - 3) What's the difference between navy and commercial shipping?
 - 4) What do you know about Britain's maritime history?
 - 5) What do you know about the Titanic?
 - 6) Why is the Titanic one of the most famous ships in maritime history?
2. Watch the video clip and number the topics in the order you hear them.
3. Watch the video clip again and make notes.
4. Choose the best way to complete the sentences.
5. Watch the video clip again and complete the sentences.
6. Write a short summary of the video clip which should include:
 - 1) the importance of shipping in Britain's history
 - 2) how and why the importance of shipping has changed
7. Developing critical thinking-- Work in pairs and discuss the questions.
 - 1) Why was the British navy the biggest navy in the world at one time?
 - 2) Why are ships still important in Britain?
 - 3) Will shipping become more or less important in the future? Why?
 - 4) Would you like to go on a long journey by ship? Why / Why not?

Step 5: Listening in

1. Work in pairs and discuss the questions.
 - 1) Have there been any Chinese rulers who have been women?

- 2) Would you expect there to be many female English monarchs?
- 3) What kind of problems might a female monarch face?
2. Listen to Passage 1 and check (✓) the true statements according to the passage.
 - 1) Elizabeth I was not a very good queen.
 - 2) Elizabeth's father, Henry VIII, had one wife.
 - 3) Elizabeth married soon after she became queen.
 - 4) Elizabeth and Mary, Queen of Scots, were friends.
 - 5) Queen Elizabeth lived in the 18th century.
 - 6) Elizabeth made England a rich and powerful country.

3. Work in pairs. Listen to Passage 1 again and complete the table.

4. Language and Culture

1) Henry VIII and His Six Wives

2) the Spanish Armada

5. Develop Critical Thinking--- Work in pairs and discuss the questions.

- 1) Do you think women are better or worse rulers than men?
- 2) Are women rulers likely to be more or less ruthless than men?
- 3) Is it better for a woman in a high political position to remain single?

6. Work in pairs. Look at the photo and answer the questions.

- 1) What do you think happened to this town?
- 2) How has the town been preserved?
- 3) Where do you think it is?

7. Listen to Passage 2 and make notes.

8. Listen to Passage 2 again and find out the responses to the questions.

Step 6: Presentation skills--- Presenting both sides of an argument

1. Work in pairs and find four reasons why, in the study of history, it's important to learn about:

- 1) rulers and important events
- 2) the lives of ordinary people

2. Work in pairs and check the reasons below. How many of yours were included?

3. Work in pairs and discuss the statement below.

In the study of history, it is much more important to learn about rulers and important events than ordinary lives.

Procedures:

- 1) Choose your stand.
- 2) Find someone who shares your opinion.
- 3) Check and know your arguments.
- 4) Back up each argument.

4. Find a pair who have a different opinion and discuss the statement. At the end of the discussion, state your view and say if you have changed your mind.

Step 7: Pronunciation

1. Listen and repeat the proper nouns.

Big Ben

Houses of Parliament

Member of Parliament

Palace of Westminster

Westminster Hall

House of Lords

House of Commons

Queen Elizabeth I

King Henry VIII

Queen Anne Boleyn

Mary, Queen of Scots

the Spanish Armada

2. Say the words aloud applying the syllable stress rules to identify the stressed syllables.

volcano volcanic

erupt eruption

mountain mountainous

bury burial

excavate excavation

own owner

archaeology archaeologist

3. Listen and notice how the underlined words are unstressed.

4. Listen and notice how the speaker creates connected speech by linking sounds, using contractions and pausing after sense groups.

You need to note the following:

1) in the world -- unstressed.

2) most famous -- superlatives stressed.

3) volcanic eruption -- new terms, especially rather technical ones stressed

4) what happened that day and what did happen -- different in stress between the two very similar phrases

5. Syllable stress

1) Two-syllable word stress

2) Compound word stress

3) Suffix stress

Step 8: Assignment --- Acting out an important moment in history

1. Work in groups of four and act out an important moment in a historical event.

1) Choose a historical event or period you know well from modern or ancient history.

2) Think of a point in the event or period where leaders had to take a decision, for example, whether to go to war.

2. Discuss and make notes about:

1) the different courses of action the leaders could have taken

2) the arguments for and against each course of action

3. Decide:

1) who will play the leader and who will play the advisors

2) what position each person will take

3) what the final decision will be. If you want, this can be different to the historical decision!

4. Act out the historical moment.

Unit 7 No place like home

I. Teaching Content

No place like home

II. Time Allotment

Two periods

III. Teaching Objectives and Requirements

1. Students are to learn to talk about accommodation;
2. Students are to learn ways of making comparisons;
3. Students are to learn ways of complaining and criticizing;
4. Students are to learn ways of giving warnings and making threats;
5. Students are to listen to natural English: vague language;
6. Presenting skills: students are to learn to make superlative statements and ask about meaning;
7. Pronunciation: natural connected speech and sense groups.
8. Unit task: role-playing an interview for a flat-share.

IV. Teaching Methods and Means

PPT presenting, listening and speaking, pair work, group discussion.

V. Teaching Procedures

Step 1: starting point

1. Work in pairs and discuss:
 - 1) the meaning of the quotations
 - 2) whether you agree with them
 - 3) which two you like best
 - 4) which ones were written by women
 - 5) which is a saying of Confucius

Read P74 on the textbook for the quotations.

2. Work in pairs. Think of as many Chinese sayings about home as you can in three minutes, and then translate them into English.

3. Additional activity. Give a quick translation to the sayings and idioms about home.

- 1) East or west, home is best.
- 2) Dry bread at home is better than roast meat abroad.
- 3) A man's home is his castle.
- 4) Every bird likes its own nest.

Step 2: Inside view

Conversation 1

1. Work in pairs. Look at the photo and discuss the questions.
 - 1) Why do you think Andy is looking in the newspaper?
 - 2) What is Andy doing?
 - 3) What is Janet worried about?
2. Work in pairs and decide who says each sentence and what the situation is.
3. Watch Conversation 1 again and correct the sentences according to the conversation.

Conversation 2

4. Work in pairs and discuss the questions.

1) Why do you think Andy has to move out of his flat?

2) Why do you think he'd like to stay there?

3) If the tube was first built north of the River Thames, what effect do you think this has had on transport south of the river?

5. Watch Conversation 2 and choose the best way to complete the sentences.

6. Watch Conversation 2 again and complete the sentences.

7. Everyday English. Work in pairs and answer the questions about Everyday English.

8. Work in pairs and act out the conversation.

Step 3: Talking point

1. Work in pairs. Student A Turn to Page 121. Student B Turn to Page 122.

Advice: Now your task is to conduct descriptions of houses or rooms. Try to find out proper vocabulary from your own vocabulary bank and finish a general description.

Don't use dictionary and any other reference.

2. Work in pairs. Look at all four photos and write a caption for each one. Use these words to help you:

modern	open-plan	bungalow	fairytale
expensive	private beach	traditional	mansion
roof garden	country house	castle	luxury
22 bedrooms	penthouse	secluded	charming
fashionable	English	swimming pool	
extensive grounds			

3. Additional exercise: something in your house

Class work:

- ◇ Work in two big groups;
- ◇ Teacher tells the features of something in your house;
- ◇ You speak out promptly what it is and give the reason.
- ◇ It may be an object or just something abstract.
- ◇ The group with more scores win the game.

Step 4: Outside view

1. Work in pairs and discuss the questions.

1) Is the British population who live in towns over 80 per cent?

2) Do more British people live in flats or houses?

3) Which two types of dwellings listed in Activity 1 do most people live in?

4) What might cause regional variations in the type of materials used for houses?

5) Are there more modern houses in Britain, or houses over a century old?

2. Watch the video clip and number the sentences in the order you hear them.

3. Correct the sentences according to the video clip.

4. Watch the video clip again and complete the sentences.

Develop critical thinking

5. Work in pairs and discuss the questions.

1) How does the figure for the percentage of the British population who live in towns compare with the percentage of Chinese people who live in towns?

2) What are the advantages and disadvantages of modern houses as compared to old houses?

3) In what way is British housing different to Chinese housing?

4) What does the saying, “An English man’s home is his castle” mean?

5) Do the Chinese have the same attitude to their homes as the British?

6. Additional Listening activity

1) Listen to a passage about the houses in Britain and answer the questions.

2) Listen to the passage again and make notes.

Step 5: Listening in

Pre-listening activity: Brainstorming

1) Where else can people live other than houses or buildings?

2) What may be the cause of such choices?

Passage 1

1. Work in pairs. Check the meanings of the words below and use the words to say what you think the passage is about.

car	woman	blog	autobiography	publisher	charity
organizations	temporary	accommodation	homelessness	drug	problem
rough sleepers					

2. Listen to Passage 1 and make notes about the sentences with the missing words.

3. Listen to Passage 1 again and complete the sentences.

Develop critical thinking

4. Work in pairs and discuss the questions.

1) What kind of things do you imagine Peters wrote about in her blog?

2) Why didn’t Peters seek help from charity organizations or hostels for the homeless?

3) Why has the total number of rough sleepers fallen by nearly three quarters in the last ten years?

4) What kind of events might lead someone like Anya Peters, a law graduate, to become homeless?

Passage 2

5. Listen to Passage 2 and match the speakers with the behaviors.

6. Choose the best way to complete the sentences.

7. Listen to Passage 2 again and answer the questions.

1) How old are the “boomerang” generation?

2) What three main reasons are given for young people moving back to live with their parents?

3) Why are they called “kidults”?

4) What does the man say he liked about living at home?

5) What type of work does he do?

6) What kind of work did the woman do when she left school?

7) Why did the woman stay at home?

8) What work is she doing now?

Step 6: Presentation skills--- Giving a talk

1. Work in pairs and discuss the meaning of the saying below. Use the questions to help you.

2. Work in pairs and complete the sentences using different ideas each time.

1) Home provides ...

- 2) Home offers ...
- 3) Home is ...
- 4) Home is a place of ...
- 5) Home is the place where ...
- 6) Home is where ...
- 7) At home I can ...
- 8) If I had no home, I ...
- 9) Without my home, I ...

3. Work in pairs and prepare a talk on the saying in Activity 1. Discuss your answers to the questions and decide to what extent you agree with the saying.

- 1) What can you get in the outside world that you can't get at home?
 - 2) Under what circumstances might you not feel happy at home?
4. Work with the rest of the class. Give your talk and vote for the best talk.

Step 7: Pronunciation

1. Count the number of different ways the speaker will pronounce the underlined letters.
2. Listen and notice how the speaker pronounces the underlined "h" letter.
3. Listen and notice how the speakers create connected speech by using weak forms, weak consonants, and linking sounds.

4. One sentence imitation:

- ◇ Choose one specific sentence to practice one focused point;
- ◇ Show your perfect imitation of pronunciation to your partner;
- ◇ Explain what point you are interested in.

Step 8: Assignment --- Role-playing an interview for a flat-share

1. Work in groups of four. You are going to act out an interview for a flat-share. Decide what information the advertisement for the flat has given about:

- ★ rent, to include all bills,
e.g. electricity, gas
- ★ the flat's location and position

2. Divide each group into two pairs.

Pair A

- ◆ Decide what qualities you are looking for in your new flatmate.
- ◆ Decide what you want to know about your flatmate.

Pair B

Each of you are hoping to get the flat. However, you cannot pay yourself.

- ◆ Discuss what questions you are likely to be asked and make notes.
- ◆ Discuss what questions you want to ask.
- ◆ Work alone, make notes about how you will reply.

3. Work in groups of four and act out the interviews, with Pair A interviewing each applicant in Pair B in turn.

Pair A Decide who you will choose as your flatmate.

Pair B Tell each other whether you think you were successful.

Unit 8 Architecture: frozen music

I. Teaching Content

Architecture: frozen music

II. Time Allotment

Two periods

III. Teaching Objectives and Requirements

1. Students are to learn to talk about architecture and buildings;
2. Students are to learn ways of expressing willingness and unwillingness;
3. Students are to learn ways of confirming and correcting;
4. Students are to learn ways of talking about expectations and surprise;
5. Students are to listen to natural English: agreeing and disagreeing;
6. Presenting skills---holding a debate: students are to learn to refer to the previous speaker and list the point made by the previous speaker;
7. Pronunciation: natural connected speech; stressed words and unstressed words.
8. Unit task: Presenting a design to a committee.

IV. Teaching Methods and Means

PPT presenting, listening and speaking, pair work, group discussion.

V. Teaching Procedures

Step 1: starting point

1. Do the questionnaire.
 - 1) Work in pairs and share your answer with your partner. If none of the answers suits you, talk about your own answers.
 - 2) Work in groups and share your answers. Count the answers to each question to see what the majority think.
 - 3) Provide some reasons to back up your choices. Analyze the results of the discussion. Prepare a presentation of the analysis.
 - 4) Volunteers come to the front to present your discussion result.

2. Brainstorming

Work in groups and brainstorm the names of world famous buildings. You should say the name in its English version no matter where they are. If you don't know its English name, it cannot be counted. Try to list as many names as possible in 10 minutes.

Step 2: Inside view

1. Work in pairs. Look at the photos and discuss the questions.
 - 1) Do you recognize any buildings in the London skyline?
 - 2) Is the skyline any different from what you expected?
 - 3) Why might Janet be interviewing someone against the London skyline?
 - 4) How confident is Janet now about interviewing?
2. Watch Conversation 1 and check (✓) the true statements. Before you watch the conversation, please predict the answers to each statement.
3. Watch Conversation 1 again and answer the questions.

- 1) Why does the team need to do the interview in one take?
- 2) How does Janet respond to Joe's request to do this?
- 3) How does Joe introduce himself?
- 4) What does Janet want Cathy to talk about?
- 5) What request does Andy make?
4. Work in pairs. Look at the photo and answer the questions.
 - 1) Which building is St Paul's Cathedral?
 - 2) How old do you think is St Paul's Cathedral?
 - 3) Which building is rocket-shaped and called the Gherkin?
 - 4) Would you describe London as a high-rise city?
 - 5) Would you expect London to have more skyscrapers in the future?
5. Watch Conversation 2 and check (✓) the topics mentioned.
6. Choose the best way to complete the sentences.
7. Watch Conversation 2 again and complete the sentences.

8. Everyday English

You up for this?

Over to you.

That's the plan.

Raise your hopes.

9. Culture Tip :

- 1) St. Paul's Cathedral
- 2) Blitz
- 3) Gherkin
- 4) Norman Foster
- 5) Shard of Glass

Step 3: Talking point

1. Work in pairs. Look at the photo carefully and invent a convincing history for the monument.

Think about:

- its location
- its purpose
- when it was built
- who built it
- where the standing stones came from
- how the monument was constructed
- other features of its history

2. Work with two other pairs. Give a two-minute talk about the monument and decide who gave the most convincing talk.

3. Stories of constructions

Work in groups and choose one world famous constructions as your focus, e.g., the Forbidden City, the Parthenon Temple, the Potala Palace or any other construction you are interested in. Surf on the Internet for ideas about it.

Step 4: Outside view

1. Look at the photo and discuss the questions.

1 What do you know about Chicago?

2 How would you describe its architecture?

3 What's special about the Sears Towers?

4 Why do you think Chicago is called the Windy City?

2. Watch the video clip and check (✓) the things that make Chicago special.

3. Watch the video clip again and complete the sentences.

4. Develop critical thinking

1) Work in groups and discuss the questions on page 91. You may refer to the introduction of the video clip in this part.

2) Choose one member as a secretary to take down what has been discussed in the group.

3) Be prepared to report the result of your discussion to the class. The class summarize answers to each question.

5. Write a short summary of the video clip within 10 minutes, including the following points:

- buildings in Chicago;
- the reason why Chicago is called the “windy city”;
- other features of Chicago

6. Debate

Pros: It's good for cities to build skyscrapers.

Cons: It's bad for cities to build skyscrapers.

1) Make a group of five: four of your participate in debate and one acts as judge or group leader who designs and announces the criteria (e.g. clear and logical points, persuasive reasons) for the debate, which decides the final opinion of the group;

2) One pair to start the discussion either agreeing or disagreeing with the statement and the second pair needs to respond and give the opposite arguments;

3) The group leader gives the judgment and presents the final opinion to the class.

Step 5: Listening in

1. Work in pairs and discuss the questions.

2. Listen to Part 1 of the passage and find out what the speaker says about:

- Terminal 3
- March 2008
- Norman Foster
- three kilometers
- three and a half years
- red and gold
- saving energy
- 19,000 pieces of luggage

3. Listen to Part 2 of the passage and check (✓) the true statements.

4. Listen to the whole passage and complete the sentences.

5. Watch the video clip and discuss the following questions in groups.

1) What are the three unconventional buildings by foreign designers in Beijing?

2) How will the National Theatre affect Beijing Opera?

3) How many entries did the competition of the National Theatre plan attract?

4) What kind of performing spaces should be included in the National Theatre according to the plan?

5) Name two projects designed by Paul Andreu.

5. Develop critical thinking

1) Why is it important for a country to erect buildings of great architectural interest?

2) Do you agree that architecture is very popular with the public?

3) Which modern buildings in China do you consider to be masterpieces? Can you explain why?

4) Do you think that the architecture of buildings in the same city should be consistent or varied?

5) If you were an architect, what kind of building would you like to design, and what would it look like?

6. Work in pairs and read the descriptions of the buildings. Match the descriptions with photos 1-5.

7. Listen to Passage 2 again and answer the questions.

8. Top 5 Most Unusual Buildings in Beijing

1) Work in groups. Interview as many of your classmates as possible on the question “What do you think are the top 5 most unusual buildings in Beijing?” .

2) Summarize your interview result. Surf on the Internet to get more detailed information about the top 5 most unusual buildings in Beijing chosen by your interviewees.

Step 6: Presentation skills--- Holding a debate

1 Work in pairs and complete the two sentences with as many reasons as you can think of. Use the phrases below to help you.

2. Work in pairs. Find an argument that supports each of the sentences you completed in Activity 1.

3. Work in pairs and discuss the proposal:

4. Work with the rest of the class and hold a debate on the proposal.

5. Take a class vote to decide which side won the debate.

Step 7: Pronunciation

1. Read the multisyllabic words aloud. Please count the number of syllables in each word.

architecture / architect / architectural

exhibition / exhibit

recognizable / recognize

astonish / astonishment

cathedral / masterpiece / landmark

terminal / skyscrapers / skyline

Now listen and read after it.

2. Listen and repeat the non-English names.

1) Guess the origin and pronunciation of these non-English names. Take turns to read them aloud to your partner.

2) Compare your pronunciations with your partner’s and discuss the similarities and difference.

3. Listen and notice how the speakers create natural connected speech using weak form words, linking sounds, weak consonants, plosion, consonant + you / your etc.

1) Work in pairs. Listen to the dialogue and a) tries to note down how the speakers create natural connected speech using linking sounds and b) tries to mark the weak consonants, plosion, consonant + you / your while listening;

2) Practice reading aloud the dialogues;

3) Compare your note with that of the other pairs and find out the similarity and difference.

Step 8: Assignment ---Presenting a design to a committee

1. Work in groups of four. You are going to design an arts centre and present your design to a committee. Think about:

- the main spaces, for example, there should be:

an entrance / Main Hall

venues, for example, Concert Hall

restaurant(s) / café(s)

- the number of floors

- the materials the building is made of

- the features that make it special:

the shape of the building

use of water, for example, fountains

type of flooring, for example, marble

2. Draw a diagram of the building, inside and out, and show the number of floors.

3. Work with another group who play the committee.

Unit 9 Words of wisdom

I. Teaching Content

Words of wisdom

II. Time Allotment

Two periods

III. Teaching Objectives and Requirements

1. Students are to listen to a talk about learning to speak like a Londoner;
2. Students are to learn ways of making offers;
3. Students are to learn ways of showing understanding and lack of understanding;
4. Students are to learn ways of showing indecision;
5. Presenting skills---giving a talk: students are to learn to invoke listeners' imagination, express sadness to others and speak emphatically;
7. Pronunciation: natural connected speech; stressed words and unstressed words;
8. Unit task: Writing a questionnaire and report about learning English.

IV. Teaching Methods and Means

PPT presenting, listening and speaking, pair work, group discussion.

V. Teaching Procedures

Step1: Starting point

1. Question: What does *pun* mean?
2. Match the type of pun with the correct example sentence.

Type 1: a word with two different meanings

(a) If a judge loves the sound of his own voice, expect a long sentence.

First meaning: Expect that the judge will talk in long sentences, in other words, he will talk for a long time.

Second meaning:

The word "sentence" also has the meaning "a punishment given by a judge, usually involving a period of time spent in prison."

Type 2: two words with the same sound but two different meanings

(b) A bank manager without anyone there may find themselves a loan.

First meaning:

The word "loan" means "an amount of money that a person, business or country borrows, especially from a bank".

Second meaning:

The words "a loan" sound like the word "alone".

Step 2: Inside view

1. Additional activity. Guess the meaning of the following **slangs** in American English:

My father is a **smoke eater**.

What is **going down**?

I almost fell asleep during the test after **an all-nighter**.

If you don't slow down, you're going to **buy it** in a car accident.

Sam is a **junkie**.

Your idea is really **red hot**.

2. Conversation 1:

A. Work in pairs and discuss the questions

- 1) Do you use a lot of slang?
- 2) Do people of your age use a lot of slang?
- 3) How much English slang do you imagine Janet understands?
- 4) Does Janet use slang?
- 5) Is it useful to learn some English slang expressions? Why? / Why not?

B. Work in pairs. Read the conversation and decide what the sentences in italics mean.

C. Watch Conversation 1 and answer the questions.

- 1) How does Andy introduce Janet to Jack?
- 2) Who is Jack?
- 3) What does Andy suggest they do?
- 4) Who does Jack think Janet might be?
- 5) What is Janet's problem with Jack?
- 6) How does Andy help Janet?

D. Watch Conversation 1 again and check (✓) the expressions that are used in Conversation 1. Now explain the meaning of the expressions.

- 1) Hello, mate, what are you up to?
- 2) Hey, Jack.
- 3) How are things?
- 4) Not so bad.
- 5) I'll see you down the local.
- 6) I was completely lost.
- 7) I haven't a clue what he said.
- 8) Hang on ...
- 9) Now I get it!

3. Conversation 2

A. Work in pairs. Read the sentences from Conversation 2 and answer the questions.

Now watch Conversation 2 and check your answers.

- 1) Who do you think the speaker is in each sentence?
- 2) What is "it" in Sentence (b)?
- 3) Who is "he" in Sentence (c)?
- 4) What might the reply be to Sentence (e)?

B. Choose the best way to complete the sentences.

4. The Plot of the Plays

Is there anyone who has read the plays or seen the plays or movies? Would you please share with us the plot of the plays?

5. Watch Conversation 2 again and complete the sentences.

6. Everyday English

A. Work in pairs and answer the questions about Everyday English.

B. Work in groups of three and act out the conversation.

Step3: Talking point

1. Sharing Jokes

Work in pairs. Each one of you read one joke. Then retell your joke to your partner.

1) Cat and Mouse

2) Language Barrier

2. Read the statements below and complete the box with the number that represents your opinion.

1 For Chinese people, English is an extremely difficult language to learn.

2 Chinese is one of the most difficult languages in the world to learn.

3 Everyone should learn at least one foreign language.

4 One day Chinese will replace English as the international language.

5 You can't understand a culture without speaking its language.

6 If everyone spoke the same language there would be no wars.

7 When you speak another language you think differently.

8 The only way to become completely fluent in a language is to live in the country whose language you want to learn.

9 We should protect languages that are disappearing.

10 Chinglish is not an acceptable form of English.

3. Work in groups of four.

1) Go through each statement, sharing your answers and discussing the _____ statement.

2) Each student should put their view as persuasively as possible.

3) Try to be open-minded and listen to other students' views carefully.

4) Review your answers and be willing to change your answers.

5) Tell the group if you have changed any answers.

Step 4: Outside view

1. Work in pairs and discuss the questions.

I'm going to the States to learn English. Any suggestions?

Speak to Americans!

1) Can you think of three pieces of advice to people going to the United States to learn English?

2) What advantages and disadvantages do adults have when learning English? What about children?

3) Why might it be a good idea to be able to laugh at yourself when learning a language?

4) What are the advantages of studying: with a private tutor on a one-to-one basis?

- in a class with students from your country?

- in a class with students from different countries?

2. Watch Part 1 of the video clip and complete the sentences.

1) First of all, don't be afraid to _____ speak to Americans _____.

2) So if you are afraid to speak to an American that means that you're passing up ___ an opportunity for communication _____ which is really what it's all about.

3) A good way to do this is to _____ go out into the community _____

4) Another piece of advice I'd like to give to people is try to learn as much about our ___ culture ___ as you can.

5) And I think in that way you'll ___ feel more confident _____ and you'll also be able to _____ appreciate our culture _____ a little bit better ...

3. Number the sentences in the order you expect to hear them.
4. Watch Part 3 of the video clip and correct the sentences.
5. Watch the whole video clip and choose the best answer to the questions.
6. Work in pairs and discuss the questions.

It's not about reading books...It's more about speaking, communicating...

- 1) Do you agree with the teacher's statement?
- 2) What do you think is the most valuable piece of advice the teacher gives about learning English?
- 3) How will you change your approach to learning English after watching the clip?
- 4) If you were learning English in the United States, would you insist on a teacher whose first language is English?

Step 5: Listening in

Conversation 1

1. Work in pairs and discuss the questions
2. Listen to Passage 1 and make notes about:
 - a. the number of endangered languages
 - b. the approximate number of languages in the world
 - c. the country where Patrick lives
 - d. the number of speakers of Patrick's language
 - e. the number of years ago German explorer came across a Venezuelan village
 - f. the number of Khanty people in Siberia who speak Khanty
3. Listen to Passage 1 again and choose the best answer to the questions.
4. Work in groups of four and discuss the questions. Then report your result to the class.
5. Fun Facts about Languages

Conversation 2

1. Work in pairs and discuss the questions.
2. Work in pairs and complete the sentences with the names of the animals.
Now listen to Passage 2 and check your answers.
3. Why did the dolphin kill himself?
4. Listen to Passage 2 again and answer the questions.
 - a. What have scientists been attempting to find out about animal communication systems in recent decades?
 - b. To qualify as a language, what two features does a communication system need?
 - c. Can the bees' dance be described as a language in the human sense?
 - d. Why might dolphins have a type of language?
 - e. Where has the most exciting work been done?
 - f. What sign language words does Washoe use when people seem upset?
 - g. Why did Washoe sign the words "Bad, bad, bad"?
 - h. Does the research show animals use language in the complex way humans do?
5. Work in pairs and discuss the questions. Match Animals with their Sounds
6. Language and Culture---The chimpanzee Washoe.

Step 6: Presenting skills

1. Work in pairs. Imagine that in your region no one spoke Chinese anymore but spoke another language and discuss what effects this would have on:

- knowledge specific to the Chinese culture, for example, acupuncture, herbal medicine
- Chinese traditions and culture
- your self-esteem and feelings about your culture

2. Work in pairs. You will give a talk about the importance of preserving disappearing languages.

Number the stages of the talk in the order you think best.

3. Work in pairs. Match the statements with the stages of the talk in Activity 2.

4. Work in pairs. Add more ideas and arguments to the arguments in Activity 3 and plan your talk using the ideas you've discussed.

5. Work with another pair. Give your talk and comment on each other's talks.

6. Work with the rest of the class. Give your talk and vote for the best talk.

Step 7: Pronunciation

1. The Power of Word

- The following video clip is from the movie Brave Heart.
- Dub for the part of William Wallace, the Scottish hero.
- Perform your dubbing for the class.

2. Tongue Twisters

When you write copy you have the right to copyright the copy you write.

Why do you cry, Willy?

Why do you cry?

Why, Willy?

Why, Willy?

Why, Willy? Why?

Mary Mac's mother's making Mary Mac marry me.

My mother's making me marry Mary Mac.

Will I always be so merry when Mary's taking care of me?

Will I always be so merry when I marry Mary Mac?

3. Listen and repeat. Check (□) the words in which the stressed syllable changes.

4. Read the passage. Mark the sense groups with "/" and underline the stressed words.

5. Listen and underline the weak form words.

Step 8: Assignment

1. Work in groups of three or four. You will write a questionnaire about students' experiences of learning English. Begin by discussing your own experiences.

2. Work with another group and interview them.

3. Work with your group and prepare your report.

4. Work with the rest of the class. Present your report and listen to other reports.

5. Work with the rest of the class and choose the ten best pieces of advice about how to learn English.

六、利用网络教学管理平台进行补充教学和自主学习

本课程使用的《新标准大学英语视听说》还可以专门配套使用网络教学管理平台。教师和学生可以通过此平台进行专业的在线辅助教学和学习，为学生创造了良好的个性化、自主式、协作式多媒体自主学习环境，也为教师提供了一个配合新的教学模式实施个性化教学的交互式教学管理平台。教师和学生均可以获取本校新标准网站登录地址、账号和密码，从而进行互动教学和自主学习。在线网络教学管理平台可以作为本课程课堂教学以外的补充教学形式进行使用，尤其是学生可以在

课下进行课程的复习回顾，新课预习，在线作业等等学习任务。

七、拓展使用教材及学习材料

（一）拓展使用教材

1. 《新视野大学英语听说教程 4（第二版）》，郑树棠主编，外语教学与研究出版社，2008 年。
2. 《大学体验英语听说 4》，高等教育出版社，2007。
3. 《全新版大学英语听说教程 4》，李荫华主编，上海外语教育出版社，2004。
4. 《新世纪大学英语系列教程》，秦秀白主编，上海外语教育出版社，2007（2009 重印）。

（二）辅助学习材料及网址

1. 中国日报网英语点津(http://www.chinadaily.com.cn/language_tips/)
2. 英语学习频道(<http://www.unsv.com/>)
3. 21 世纪报(<http://www.i21st.cn/>)
4. 英伦网 (<http://www.bbc.co.uk/ukchina/simp/elt/>)
5. 普特英语听力(<http://www.putclub.com/>)
6. 我爱英语网(<http://www.52en.com>)
7. 英语听力特快(<http://www.listeningexpress.com/>)
8. 沪江英语(<http://www.hjenglish.com/>)
9. 英语之声(<http://www.4english.cn/>)

《法律专业英语》教学大纲

编写

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一、前言

《法律专业英语》为法学院法学实验班二年级学生的必修课。本课程开设学期为第三学期。

在国际化以及涉外法律人才的需求下，作为法学实验班的学生有必要学习法律英语知识和系统的普通法知识，学习法律英语专业词汇，了解法律英语的语言特点，提高阅读能力和语言运用能力，同时培养一定的翻译能力，为他们将来从事法律专业工作奠定基础。本课程以美国法律为主，强调知识性、系统性和实用性。目的使学生不仅了解美国国家法律的概况、特征，继而了解普通法系国家的法律概况与特点，同时掌握法律英语的特有语法、词汇，并了解法律英语的语篇及体裁，掌握法律英语文章的阅读技巧；鉴于普通法不同于大陆法，法律源于判例，法官的判决书也有所不同，让学生了解美国，有利于学生扩大英语学习的视野，从而提高学生学习和研究国外法律资料的能力。为涉外法律事务工作奠定基础。

本大纲编写人员为张清。

二、课程教学目的和基本要求

本课程的教学目的是经过一个学期的学习，使学生了解英美国家的法律制度，特别是美国的法律制度，掌握基本的法律英语语言，主要是法律英语术语，同时为进一步深入研究英美法系尤其是美国的法律制度，以及中外法律的对比研究打下良好的基础。

本课程要求学生有一定的法律基础知识、良好的英语水平，因为本课程不是一般的英语课程，而是具有一定难度的法律专业英语课程。

三、课程主要内容及学时分配

本课程主要基于教材内容安排教学内容。全书教材共 13 单元，根据具体学时（36 学时），计划讲授 6 个单元。主要介绍及讲授英美法律制度，即普通法及衡平法的起源、普通法系与大陆法系的比较、美国的法院体系，美国宪法、刑法、刑事诉讼法、民事诉讼法及侵权法，其中还要介绍一些学习普通法的一些基本技能，如案例学习以及如何撰写案例摘要等。

本课程为 2 学分 36 学时，学时分配以教学单元为主，一个单元基本占用 6 个学时。

四、教学重点与难点

教学重点是了解英美法系中美国法律制度的特点，特别是在宪法、刑法、刑事诉讼法、民事诉讼法及侵权法的一些基本法律制度以及在语言词汇上的特点与表达。采用比较研究的方法，对比美国法律制度与我国的法律在相应领域中的突出异同，同时在学习英美法律制度中掌握一些必要的法律英语词语以及句法特征等。

教学难点是法律英语中所涉及的术语众多，其中拉丁语比比皆是，有的词汇在法律上具有特殊的意义。许多英语的法律术语很难找到相对应的中文法律词汇。帮助学生正确理解法律英语中的专业术语。同时，普通法系与大陆法系以及与我国法系的不同，会导致一些在理解和理论上的迷惑，但这也正是我们学习法律专业英语的目的所在。

五、相关教学环节

法律专业英语课程主要以课堂教学为主，课堂教学形式分为两种形式：教师讲授和学生讨论。教学手段采用多媒体教学手段，附以教学片使学生置身于外国文化的氛围之中感受其法律制度。采用任务教学法，给学生设计课堂展示报告任务，引导学生积极参加课堂活动，通过完成教师布置的任务来掌握学习内容，从而激发学生的学习兴趣、培养信心，提高英语语言的综合运用能力。

六、教材：

齐筠主编：《法律英语》（第二版），高等教育出版社，2011年11月版。

七、主要参考书目：

1. Penny Darbyshire, English Legal System in a Nutshell, Sixth Edition, London: Sweet & Maxwell, 2004.
2. Martin Hunt, A Level Law, Second Edition, London: Sweet & Maxwell, 2004.
3. Jacqueline Martin, The English Legal System, Hodder Arnold, 2006.
4. William Burnham, Introduction to the Law and Legal System of the United States, Third Edition, West Group, 2002.
5. 必备工具书：《元照英美法词典》，或《英汉法律词典》（法律出版社）。

八、教学内容及进度安排：

主要讲授6个单元的内容，按照教学周为18个周的安排，教学进度为三周一个单元，即：

Week 1: Introduction to the course & American legal system

Week 2: American court system

Week 3: Case brief learning & practice

Week 4: American constitutional law

Week 5: Civil rights and civil liberties

Week 6: Case study & practice

Week 7: Criminal law

Week 8: Mens rea

Week 9: Case study & practice

Week 10: Criminal procedure law (I)

Week 11: Criminal procedure law (II)

Week 12: Defendants' rights & case study

Week 13: Civil procedure law (I)

Week 14: Civil procedure law (II)

Week 15: Long-arm statute & case study

Week 16: Tort law

Week 17: Nuisance

Week 18: Case study & general review (Q & A)

具体教学内容、教学进度及安排如下：

Week One: American Legal System

Teaching objectives: Getting to know the features of legal English and American legal system: common law system, and the brief comparison between common law system and civil law system.

Teaching contents: Introduction to legal English and Text A of Unit One

Teaching hours: 2 class hours

Warming-up activity:

Listening practice. Let students do the listening practice of Unit One.

I. Main features of legal English:

- (1) Use of terms of art.
- (2) Extensive use of words and phrases derived from French and Latin.
- (3) Use of ordinary words in apparently peculiar contexts.
- (4) Lack of punctuation.
- (5) Use of doublets and triplets.
- (6) Use of unfamiliar pro-forms.
- (7) Use of pronominal adverbs.
- (8) -er, -or, and -ee name endings.
- (9) Use of phrasal verbs.

II. Introduction to common law system:

1. Case Law — Judge-made Law

The decisions of judges, or of other officials empowered by the constitution or laws of a political entity to hear and decide controversies, create case law. Case law suggests a particular decision, or a collection of particular decisions, generate law—that is, rules of general application. Case law processes require careful analysis, matching and distinguishing of the facts of cases.

2. Doctrine of Precedent or Principle of Stare Decisis

Past judicial decisions are formally and generally binding for the disposition of factually similar present controversies.

A judicial decision is a precedent, and so generally binding, only in future cases involving the same material facts.

3. Law and Equity

In everyday English, equity means “fairness”. In legal English it has a slightly different meaning although it is still based on an idea that fairness sometimes means the courts must go beyond strict legal codes. This distinction between actions at law and those in equity developed in England beginning in the thirteenth century. Eventually, separate courts of equity were established in the fifteenth century.

Basically, a “suit in equity” enjoyed more procedural flexibility, didn’t have a jury, and could be reviewed in broader terms if it were appealed. More important for the plaintiff and defendant, court of equity could order injunctions (order a defendant to do or not to do something specific that might cause further injury or harm to the plaintiff) or order specific performance (require the defendant to complete a contractual agreement) while a court of law normally can only use money as a remedy.

In addition to injunction or specific performance, there are other types of actions in equity, such as equitable estoppel in which a party is stopped by his or her conduct from doing something he or she

otherwise has right to do.

Now, normally a court exercises both common law rules and rules of equity.

III. Comparison between common law and civil law system:

Common law courts tend to use an adversarial system, in which two sides present their cases to a neutral judge. In contrast, in civil law systems, inquisitorial system proceedings, where an examining magistrate serves two roles by developing the evidence and arguments for one and the other side during the investigation phase. The examining magistrate then presents the dossier detailing his or her findings to the president of the bench that will adjudicate on the case where it has been decided that a trial shall be conducted. Therefore the president of the bench's view of the case is not neutral and may be biased while conducting the trial after the reading of the dossier. Unlike the common law proceedings, the president of the bench in the inquisitorial system is not merely an umpire and is entitled to directly interview the witnesses or express comments during the trial, as long as he or she does not express his or her view on the guilt of the accused. The proceeding in the inquisitorial system is essentially by writing. Most of the witnesses would have given evidence in the investigation phase and such evidence will be contained in the dossier under the form of police reports. In the same way, the accused would have already put his or her case at the investigation phase but he or she will be free to change her or his evidence at trial. Whether the accused pleads guilty or not, a trial will be conducted. Unlike the adversarial system, the conviction and sentence to be served (if any) will be released by the trial jury together with the president of the trial bench, following their common deliberation.

Homework & Further Reading:

1. Do the exercises followed by Text A of Unit One.

2. Find one of the following books to read the relevant parts.

(1). Penny Darbyshire, *English Legal System in a Nutshell*, Sixth Edition, London: Sweet & Maxwell, 2004.

(2). Martin Hunt, *A Level Law*, Second Edition, London: Sweet & Maxwell, 2004.

(3). Jacqueline Martin, *The English Legal System*, Hodder Arnold, 2006.

(4). William Burnham, *Introduction to the Law and Legal System of the United States*, Third Edition, West Group, 2002.

Week Two: American Court System

Teaching objectives: Getting to know American court system; comparing the state and federal court structure and characteristics, and relevant legal terms as well.

Teaching contents: Text B of Unit One

Teaching hours: 2 class hours

I. Introduction to American Court Systems

Federal court system: district courts, court of appeals (circuit courts), U.S. Supreme Court

State court system: trial courts, intermediate appellate courts, a highest appellate court or “court of last resort”, in most states, called the supreme court.

II. State court system

In the United States, a state court has jurisdiction over disputes with some connection to a U.S. state, as opposed to the federal government. State courts handle the vast majority of civil and criminal cases in the United States with federal court supervision varying in scope from the non-existent/minimal to overarching, depending on the area of law and the specific case facts.

Cases in state courts begin in a trial court where suits are filed and evidence is eventually presented if a case proceeds to a hearing or trial. Trials in these courts are often held only after extensive pre-trial procedures that in more than 90% of cases lead to a default judgment in a civil case, an agreed resolution settling the case, or pre-trial resolution of the case by a judge on the merits. Territory outside of any state in the United States, such as the District of Columbia or American Samoa, often have courts established under federal or territorial law which substitute for a state court system, distinct from the ordinary federal court system.

Many states have courts of limited jurisdiction (inferior jurisdiction), presided over by (for example) a magistrate or justice of the peace who hears criminal arraignments and tries petty offenses and small civil cases. Appeals from courts of limited jurisdiction are frequently sent to state trial courts of general jurisdiction rather than to an appellate court.

Every state has courts of general jurisdiction (superior jurisdiction), which are the default type of trial court that can hear any case which is not required to be first heard in a court of limited jurisdiction. Most such cases are civil cases involving large sums of money or criminal trials arising from serious crimes like rape and murder. Typically, felonies are handled in general jurisdiction courts, while misdemeanors and other lesser offenses are handled in inferior jurisdiction courts.

III. Federal court system

The United States federal courts make up the judiciary branch of federal government of the United States organized under the United States Constitution and laws of the federal government. The basic federal court system as it now exists is a three-tier hierarchy: (1) trial courts of general jurisdiction, known as the District Courts; (2) intermediate appellate courts, called the Courts of Appeals; and (3) the Supreme Court, specifically provided for by Article III of the Constitution and operating as the court of last resort for the federal judicial system and, in matters of federal law, for the state judicial systems as well. There are a few specialized federal courts (e.g., the Claims Court or the Tax Court), which operate more or less like District Courts in their specialized jurisdiction, but there is no federal trial court of inferior jurisdiction.

While federal courts are generally created by the United States Congress under the constitutional

power described in Article III, many of the specialized courts are created under the authority granted in Article I. Greater power is vested in Article III courts because they are independent of Congress, the President, and the political process.

IV. The relationship between state courts and federal courts

The relationship between state courts and federal courts is quite complicated. Although the United States Constitution and federal laws override state laws where there is a conflict between federal and state law, state courts are not subordinate to federal courts. Rather, they are two parallel sets of courts with different often overlapping jurisdiction. While federal law is supreme relative to state law, federal courts are not always superior to state courts.

Homework & Further Reading:

1. Do the exercises followed by Text B of Unit One.
2. Read Introduction to the Law and Legal System of the United States (by William Burnham), Third Edition, West Group, 2002, for the relevant parts.

Week Three: Case Study Method and Case Briefing

Teaching objectives: Getting to know American legal education and legal study method, and learning how to brief cases.

Teaching contents: Case Brief of Unit One

Teaching hours: 2 class hours

I. How to Read a Court Case?

As with other reading material, the best way to read a court case is to read the entire case and then take notes as you reread. Court cases present an extra challenge for two reasons: (1) the unfamiliar legal terminology and (2) the difficulty in determining what is important and what can be ignored. To help separate the “wheat from the chaff” you should try briefing the case. Briefing a case helps you to focus on the important issues.

As you read the case, answer the following questions:

1. Begin with the name and citation of the case.
2. Is this case being decided by a trial court or an appellate court? (Note: most cases you read will be appellate cases, because the opinions of trial courts have less precedential value)
3. In the original case, who was the plaintiff and who was the defendant?
4. What was the original complaint? (libel, invasion of privacy, violation of a statute, etc.)
5. What were the facts that led to the complaint?
6. What was the trial court’s decision? (who “won” the case)
7. What are the legal questions/issues that are being raised on appeal?
8. What is the present court’s decision (is the original decision affirmed, reversed, or remanded?)
9. What rule or test is the court using to decide the outcome? This will relate to the legal question that must be decided.
10. What reason does the court give for using this rule?

Sometimes the court makes your job easier and says “The issue before the court is” or “we apply the following test” Other times you have to reread the case a few times to figure out what the issue or rule is! The above ten steps spell out the briefing process in detail. To summarize:

What are the **FACTS**?

What **LEGAL QUESTION** or **ISSUE** is the court trying to answer?

What is the **DECISION**?

What is the **RULE OR TEST** the court used to reach its decision?

What is the court’s **REASONING**?

II. Do additional case briefing exercise provided in class

Further Reading & Homework

1. Do the practice exercise followed by the Case Brief part.
2. Find more information on the Internet.

Week Four: Constitutional Law

Teaching objectives: Getting to know American constitutional law as well as the general nature of judicial review, and also learn some legal terms regarding constitutional law.

Teaching contents: Text A of Unit Two

Teaching hours: 2 class hours

I. Warming-up activity:

Do the listening practice of Unit Two, and get a brief idea of the topic that will be discussed in the unit.

II. Introduction to the American Constitution

The Constitution of the United States is the supreme law of the United States of America. The first three Articles of the Constitution establish the rules and separate powers of the three branches of the federal government: a legislature, the bicameral Congress; an executive branch led by the President; and a federal judiciary headed by the Supreme Court. The last four Articles frame the principle of federalism. The Tenth Amendment confirms its federal characteristics.

The Constitution was adopted on September 17, 1787, by the Constitutional Convention in Philadelphia, Pennsylvania, and ratified by conventions in eleven states. It went into effect on March 4, 1789. The first ten constitutional amendments ratified by three-fourths of the states in 1791 are known as the Bill of Rights. The Constitution has been amended seventeen additional times (for a total of 27 amendments) and its principles are applied in courts of law by judicial review.

The Constitution guides American law and political culture. Its writers composed the first constitution of its kind incorporating recent developments in constitutional theory with multiple traditions, and their work influenced later writers of national constitutions. It has been amended over time and it is supplemented and interpreted by a large body of United States constitutional law. Recent impulses for reform center on concerns for extending democracy and balancing the federal budget.

III. Judicial review

The issue of how the Supreme Court interprets the Constitution is vitally important because of the Court's power of judicial review. The Court has the final say on what the Constitution means and how it applies in a particular case. (Every court, federal and state, has the responsibility and the authority to render decisions on constitutional issues, but all of those other decisions can ultimately be reviewed by the US Supreme Court.)

Remarkably, the power of judicial review is not given to the Supreme Court in the Constitution itself. Article III states that "The judicial Power of the United States, shall be vested in one supreme Court, and in such inferior Courts as the Congress may from time to time ordain and establish," and it extends that power to "all Cases, in Law and Equity, arising under this Constitution" and to other categories. These provisions are organizational and jurisdictional. They create the Supreme Court, but "supreme" means only "highest," designating a place in the hierarchy but not the Court's authority. The power to hear cases arising under the Constitution is likewise a grant of jurisdiction to hear certain kinds of cases, but not a grant of authority to exercise constitutional review in hearing them. Article VI states that "This Constitution, and the Laws of the United States which shall be made in Pursuance thereof... shall be the supreme Law of the Land." This provision does not tell us either that the Constitution takes precedence

over other “laws of the United States” — in other words, that the Constitution is superior to acts of Congress — nor that the Supreme Court, rather than the Congress, the President, or the states, has the authority to conclusively determine what the Constitution means. The power of judicial review was established by the Court’s decision in the 1803 case of *Marbury v. Madison*.

Homework:

1. Do the exercises followed by Text A of Unit Two.
2. Find the case *Marbury v. Madison* from the Internet, and read and brief it.

Week Five: Civil Rights and Civil Liberties

Teaching objectives: Getting to know the specific aspects of constitutional rights:civil rights and civil liberties under American constitutional law.

Teaching contents: Text B of Unit Two

Teaching hours: 2 class hours

I. Introduction

The Bill of Rights can be usefully subdivided into two categories: civil liberties and civil rights.

Civil liberties issues arise under the “due process of law” clause, and civil rights issues arise under the “equal protection of the laws” clause.

Civil rights are obligations imposed on government to guarantee equal citizenship and to protect citizens from discrimination by other private citizens and other government agencies.

Civil liberties are defined as protections of citizens from improper government action, i.e., the limitations on the power of the state to restrain or dictate the actions of individuals.

II. Civil Rights and Civil Liberties in the United States

The civil rights and liberties are largely embodied in the Bill of Rights (the first 10 amendments).

Amendment I: Limits on Congress

Congress cannot make any law establishing a religion or abridging freedoms of religious exercise, speech, assembly, or petition.

Amendment II, III, IV: Limits on the Executive The executive branch cannot infringe on the right of people to keep arms (II),

cannot arbitrarily take houses for militia (III), and cannot search for or seize evidence without a court warrant swearing to the probable existence of a crime (IV).

Amendment V, VI, VII, VIII: Limits on the Judiciary

The court cannot hold trials for serious offenses without provision for a grand jury (V), a jury trial (VII), a speedy trial (VI), presentation of charges and confrontation by the accused of hostile witnesses (VI).

Amendment V, VI, VII, VIII: Limits on the Judiciary

Immunity from testimony against oneself and immunity from trial more than once for the same offense (V). Furthermore, neither bail nor punishment can be excessive (VIII), and no property can be taken without “just compensation” (V).

The Due Process Clause (the 14th Amendment) guarantees the realization of the Bill of Rights.

1. Religious Freedom

Generally, both federal law and state laws prohibits religious discrimination.

Public funds cannot be used to finance religious schools. However, recent years see the cases allowing government aids to religion.

2. Freedom of Speech, Press, and Assembly

Civil liberties have been most endangered during periods of national emergency. The Supreme Court has specified where, when, and how cities and states may limit the use of streets, parks, and other public places for purposes of protest. Obscenity is not constitutionally protected speech. Congress may not prohibit circulation to adults of constitutionally protected speech simply because children might see it.

The Court has broadened constitutional protection for many other forms of speech, including commercial speech.

3. Criminal Trials and Due Process of Law

Right to counsel

Miranda warnings

Right to jury trial

Right against self-incrimination

Due process

After “911”, the Patriot Act expanded the federal government’s power to investigate and prosecute suspected terrorists.

After 2004, detainees are entitled to impartial trial and have the right to an attorney.

4. Minority Right

Civil rights for blacks

The 13th, 14th and 15th Amendments;

Rights of citizenship

Rights to vote

No segregation, no racial discrimination, no discrimination in interstate commerce.

Affirmative action

Racial preference by a private corporation designed to remedy prior discrimination did not violate the Civil Rights Act.

Homework:

1. Do the exercises followed by Text B of Unit Two.
2. Find more information from the Internet regarding civil rights and civil liberties.

Week Six: Case Study & Practice

Teaching objectives: In this session, students will learn how to read cases and try to brief the case and present the case to the class.

Teaching contents: Case study of *Brown v. Board of Education*

Teaching hours: 2 class hours

Brown v. Board of Education, 347 U.S. 483 (1954), was a landmark United States Supreme Court case in which the Court declared state laws establishing separate public schools for black and white students unconstitutional. The decision overturned the *Plessy v. Ferguson* decision of 1896 which allowed state-sponsored segregation. Handed down on May 17, 1954, the Warren Court's unanimous (9-0) decision stated that "separate educational facilities are inherently unequal." As a result, de jure racial segregation was ruled a violation of the Equal Protection Clause of the Fourteenth Amendment of the United States Constitution. This ruling paved the way for integration and was a major victory of the civil rights movement.

Background of the case

For much of the sixty years preceding the *Brown* case, race relations in the U.S. had been dominated by racial segregation. This policy had been endorsed in 1896 by the United States Supreme Court case of *Plessy v. Ferguson*, which held that as long as the separate facilities for the separate races were equal, segregation did not violate the Fourteenth Amendment ("no State shall... deny to any person... the equal protection of the laws.").

The plaintiffs in *Brown* asserted that this system of racial separation, while masquerading as providing separate but equal treatment of both white and black Americans, instead perpetuated inferior accommodations, services, and treatment for black Americans. Racial segregation in education varied widely from the 17 states that required racial segregation to the 16 that prohibited it. *Brown* was influenced by UNESCO's 1950 Statement, signed by a wide variety of internationally renowned scholars, titled *The Race Question*. This declaration denounced previous attempts at scientifically justifying racism as well as morally condemning racism. Another work that the Supreme Court cited was Gunnar Myrdal's *An American Dilemma: The Negro Problem and Modern Democracy* (1944). Myrdal had been a signatory of the UNESCO declaration. The research performed by the educational psychologists Kenneth B. Clark and Mamie Phipps Clark also influenced the Court's decision. The Clarks' "doll test" studies presented substantial arguments to the Supreme Court about how segregation had an impact on black schoolchildren's mental status.

The case of *Brown v. Board of Education* as heard before the Supreme Court combined five cases: *Brown* itself, *Briggs v. Elliott* (filed in South Carolina), *Davis v. County School Board of Prince Edward County* (filed in Virginia), *Gebhart v. Belton* (filed in Delaware), and *Bolling v. Sharpe* (filed in Washington D.C.).

All were NAACP-sponsored cases. The *Davis* case, the only case of the five originating from a student protest, began when sixteen-year-old Barbara Rose Johns organized and led a 450-student walkout of Moton High School. The *Gebhart* case was the only one where a trial court, affirmed by the Delaware Supreme Court, found that discrimination was unlawful; in all the other cases the plaintiffs had lost as the original courts had found discrimination to be lawful.

The Kansas case was unique among the group in that there was no contention of gross inferiority of the segregated schools' physical plant, curriculum, or staff. The district court found substantial equality as to all such factors. The Delaware case was unique in that the District Court judge in Gebhart ordered that the black students be admitted to the white high school due to the substantial harm of segregation and the differences that made the schools separate but not equal. The NAACP's chief counsel, Thurgood Marshall—who was later appointed to the U.S. Supreme Court in 1967—argued the case before the Supreme Court for the plaintiffs. Assistant attorney general Paul Wilson — later distinguished emeritus professor of law at the University of Kansas—conducted the state's ambivalent defense in his first appellate trial.

Homework:

Find the case *Plessy v. Ferguson* from the Internet, read and brief it. Then compare it with the case *Brown v. Board of Education*.

Week Seven: Criminal Law

Teaching objectives: Let students get to know an overview of American criminal law, as well as relevant legal terms.

Teaching contents: Text A of Unit Three

Teaching hours: 2 class hours

I. Warming-up activity

Do the listening practice of Unit Three, and get a brief introduction to criminal law in America.

II. Introduction to American criminal law

Responsibility for criminal law and criminal justice in the United States is shared between the states and the federal government.

The federal government and all the states rely on the following: common law and statutes.

An overarching concept in American criminal law is that people may not be punished for committing merely immoral or unethical acts. They can only be punished if that act has been announced beforehand as a crime.

In the United States, the adversarial system is used. The prosecution must prove each element of the alleged crime beyond a reasonable doubt for conviction.

Crimes can generally be reduced to the following elements: actus reus (guilty act), mens rea (guilty mind) and causation.

There are two categories of affirmative defenses: justification and excuse.

Three types of crimes:

1. Crimes against person:

Murder: unlawful killing of a human being with an intent to kill (common law rule: within one year and a day);

Manslaughter: unlawful killing of another without malice aforethought, voluntary and involuntary

Assault (the threat of violence) and battery (the actual violence)

Robbery, aggravated larceny

Rape, unlawful sexual intercourse with a woman by a man who was not her husband, without the woman's consent; statutory rape

Kidnapping, the seizure, confinement and the carrying away of another by force.

2. Crimes against property:

Larceny: grand larceny v. petit larceny

Embezzlement (conversion)

False pretences

Arson and burglary (dwelling houses, other buildings)

Real property v. personal property (intangible and tangible)

3. Crimes against government:

Treason (intent to betray the government, attempt by overt acts to overthrow or levy war against the government)

Perjury (willfully giving a false statement under oath) and subornation of perjury Bribery (giving or

promising to give a public official something of value with a corrupt intent)

Homework and further reading:

1. Do the exercises followed by Text A of Unit Three.
2. Read Introduction to the Law and Legal System of the United States (by William Burnham), Third Edition, West Group, 2002, for the relevant parts.

Week Eight: Mens Rea

Teaching objectives: Let students know more about one essential element constituting a crime, i.e., mens rea.

Teaching contents: Text B of Unit Three

Teaching hours: 2 class hours

I. Introduction to mens rea

Mens rea is Latin for “guilty mind”. In criminal law, it is viewed as one of the necessary elements of a crime. The standard common law test of criminal liability is usually expressed in the Latin phrase, *actus non facit reum nisi mens sit rea*, which means “the act does not make a person guilty unless the mind is also guilty”. Thus, in jurisdictions with due process, there must be an *actus reus* accompanied by some level of mens rea to constitute the crime with which the defendant is charged. As a general rule, criminal liability does not attach to a person who acted with the absence of mental fault. The exception is strict liability crimes.

In civil law, it is usually not necessary to prove a subjective mental element to establish liability for breach of contract or tort, for example. However, if a tort is intentionally committed or a contract is intentionally breached, such intent may increase the scope of liability as well as the measure of damages payable to the plaintiff.

Therefore, mens rea refers to the mental element of the offence that accompanies the *actus reus*. In some jurisdictions, the terms mens rea and *actus reus* have been replaced by alternative terminology.

II. Levels of mens rea

Under the traditional common law, the guilt or innocence of a person relied upon whether he had committed the crime (*actus reus*), and whether he intended to commit the crime (*mens rea*). However, many modern penal codes have created levels of mens rea called modes of culpability, which depend on the surrounding elements of the crime: the conduct, the circumstances, and the result, or what the Model Penal Code calls CAR (conduct, attendant circumstances, result). The definition of a crime is thus constructed using only these elements rather than the colorful language of mens rea: Murder is the unlawful killing of a human being with malice aforethought.

—18 U.S.C. §1111 (traditional common law)

A person commits an offense if he:(1) intentionally or knowingly causes the death of an individual

—portion of Texas Penal Code ch. 19 §19.02 (modern offense element)

The traditional common law definitions and the modern definitions approach the crime from different angles.

In the traditional common law approach, the definition includes:

1. *actus reus*: unlawful killing of a human being;
2. *mens rea*: malice aforethought.

Modern law approaches the analysis somewhat differently. Homicide is a “results” crime in that it forbids any “intentional” or “knowing” conduct that results in the death of another human being. “Intentional” in this sense means the actor possessed a “purpose” or “desire” that his or her objective (i.e. death of another human being) be achieved. “Knowing” means that the actor was aware or practically certain that the death would result. Thus, the *actus reus* and *mens rea* of homicide in a modern criminal

statute can be considered as follows:

actus reus: any conduct resulting in the death of another individual;

mens rea: intent or knowledge that the conduct would result in the death.

In the modern approach, the attendant circumstances tend to replace the traditional mens rea, indicating the level of culpability as well as other circumstances.

For example, the crime of theft of government property would include as an attendant circumstance that the property belong to the government.

Homework:

1. Do the exercises followed by Text B of Unit Three.
2. Find more information from the Internet regarding mens rea.

Week Nine: Case Study

Teaching objectives: Study the case *Staple v. United States*, and let the students brief and present the case in class.

Teaching contents: the case *Staple v. United States*

Teaching hours: 2 class hours

Staple v. United States Supreme Court of the United States, 511 U.S. 600 (1994)

Facts:

Staples possessed a rifle in which the metal piece preventing automatic fire was filed down enabling it to fire automatically. *Staples* was charged with violating the National Firearms Act, which makes possession of an unregistered firearm punishable by up to 10 years in prison. Statute is silent on the requirement of mens rea.

Arguments:

Staples: The rifle never fired automatically in his possession and didn't know it was capable of doing so.

Government: § 5861 is like *Dotterweich* and *Balint*: all guns, be they "statutory firearms" or not, are dangerous devices that put owners on notice to determine at their hazard whether their weapons are subject to regulation and covered by the Act.

Procedural History:

District court refused instruction that the government had to prove he "knew the gun would fire fully automatically". Jury convicted. Court of Appeals affirmed.

Issue:

Is mens rea an element of a statute that is silent on the issue of mens rea, that criminalizes what could be apparently innocent conduct, and that is punishable as a felony.

Holdings & Court Order:

Yes. Reverse and remanded.

Reasoning:

Offenses that require no mens rea are generally disfavored and some indication of legislative intent to dispense with mens rea as an element of the crime is required. Such offenses are termed "public welfare" and do not require one know the facts that make his actions illegal. The court has taken care to avoid construing a statute to dispense with mens rea when doing so would make a range of innocent conduct illegal. There is a long history of lawful gun ownership by citizens in this country. It is unthinkable that Congress intended to impose a possible 10 year prison term on well-intentioned citizens if what they reasonably and genuinely believed was a semiautomatic gun turns out to have been worn down or secretly modified to be a fully automatic weapon.

Ginsburg and O'Connor concurring:

The question is what level of knowledge of possession suffices. The legislature only place registration requirements on a very limited class of firearms, those considered especially dangerous. The generally dangerous character of all guns does not put an individual on notice to inquire about the need for registration. Therefore, § 5861 requires knowledge not just of possession of a gun but of a fully automatic gun.

Homework:

1. Brief the case, and find more cases related with the case.
2. Review what have learned so far.

Week Ten: Criminal Procedure Law (I)

Teaching objectives: Students will learn how a criminal case goes through criminal procedures, and students will look at the first part of American procedure law, that is, the procedures before the trial, and also learn some relevant legal terms.

Teaching contents: the first part of Text A of Unit Four

Teaching hours: 2 class hours

I. Warming-up activity

Students will do the listening practice exercises, and at the same time have a very brief understanding of what the criminal procedure law is.

II. Introduction to American criminal procedure law

United States criminal procedure derives from several sources of law: the baseline protections of the United States Constitution, federal and state statutes, federal and state rules of criminal procedure (such as the Federal Rules of Criminal Procedure), and state and federal case law either interpreting the foregoing or deriving from inherent judicial supervisory authority.

Criminal justice process:

Accusatorial principles: the government in its contest with the individual to shoulder the entire load to prove D is guilty; (Burden of proof is on prosecutors/the prosecution.)

Adversarial/adversary principles: the prosecutor, as the government's representative, present the case against the defendant and the defendant with the defense attorney fight against the state's case.

1. Arrest, formal charges, and the first appearance

(1) Normal process of case investigation and arrest of suspect A report of crime:

Based on a police officer's own observation: probable cause, immediate arrest of suspect.

Based on information by a victim or any citizens: pre-arrest investigation with sometimes consultation with the prosecution, probable cause immediate arrest of suspect.

(2) Formal charges

Complaint filed by prosecutors in/before a court within or before 48 hours;

Ex parte review by judges: complaints and supporting information.

Complaints:

As charging instrument all along the proceedings if misdemeanor.

Replaced by indictment or information if felony.

(3) The first/initial appearance

The 1st time that D appears before the court;

Purpose of the 1st appearance:

1. assure the identity of the arrestee (arrested person);

2. inform D of the charge against him and his constitutional rights

3. determine pre-trial release: a. release on bail and b. release on recognizance (in state proceedings) / release on condition (in federal system); failure of appearance at court for trial is a crime of contempt of court.

2. Preliminary examination, indictments or informations, and pre-trial motions

(1) Preliminary examination

Review of case to decide whether there is probable cause to prosecute defendant.

— preliminary hearing before a judge or magistrate: prosecutors and defendant with his attorney; (bill of) information filed by prosecutors (formal charging instrument); waiver of preliminary hearings due to a plea bargain;

—examination by a grand jury, grand jury hearings: secret; review of complaints by prosecutors; no bill: case dismissed; true bill: indictment.

(2) Preliminary hearings and prosecutor's information

After the first appearance before a judge or magistrate again. Both sides appear and represented by counsel. The issue is whether there is enough evidence to bind over the D for trial. If yes, formal charges; if no, case dismissed.

(3) Grand jury indictment

A group of 23 people to review the criminal case; By majority vote; Probable cause; Functions as the judge at the preliminary hearing; Usually follows the wishes of the prosecutor.

(4) Arraignment on the indictment or information

Formal charge brought against defendant;

—plea of guilty or not guilty;

a. plea of guilty: D admits the charge against him. So no trial at all; go to the sentencing stage;

b. plea of not guilty: The formal trial date is set.

c. plea of nolo contendere: no contest plea

(5) Pre-trial motions

Defendant has the right to several motions. A common motion is a motion for discovery of the prosecutor's evidence. The prosecutors are not required to turn over their entire file to the defendant. The pretrial discovery is discovery conducted before trial to reveal facts or information and develop evidence related to the litigation. The primary discovery devices are interrogatories, depositions, requests for admissions, and requests for production.

Homework and further reading:

1. Do the exercises followed by Text A of Unit Four.

2. Read Introduction to the Law and Legal System of the United States (by William Burnham), Third Edition, West Group, 2002, for the relevant parts.

Week Eleven: Criminal Procedure Law (II)

Teaching objectives: Students will continue to learn the American criminal procedure law, namely, the second part, which covers the trial stage, sentencing procedures and appeal, and learn some relevant legal terms.

Teaching contents: the second part of Text A of Unit Four

Teaching hours: 2 class hours

I. Trial

The prosecution gives an opening statement that summarizes its general arguments. The defense can then present its opening statement or may opt to wait until the prosecution has finished presenting its complete case. The prosecution presents its case first. This is done by calling witnesses to give testimony and by presenting physical evidence that will prove the defendant is guilty of the crime. Witnesses are people who can give testimony that will help prove the guilt of the defendant. They may have actually seen events related to the crime, may have relevant information about the defendant, may be able to give expert testimony concerning the evidence or have other important information. After the prosecution finishes it is the time for the defense to address the court.

The defense may start by asking the judge to dismiss the case for lack of evidence. If the judge agrees the evidence is insufficient to prove the defendant committed the crime without a reasonable doubt, the case will be dismissed and the defendant will be free of the charges. Usually, the judge does not dismiss the case. At this time, the defense will give its opening statement if it has not already done so.

The defense then proceeds to present its case by calling witnesses and submitting evidence that will prove the defendant did not commit the crime. All witnesses may be cross-examined by the opposing side while testifying. Under the Fifth Amendment to the United States Constitution, the defendant is not required to be a witness in his own defense. If he does not testify, the jury can not hold this against him. Also under the Fifth Amendment, a witness has the right not to incriminate himself. This means the witness is not required to answer any question if doing so would incriminate himself. After the defense finishes presenting its case, each side gives a closing statement summarizing the evidence that supports its position of either guilt or innocence. The closing statements are given in the same order with the defense going last. Now the deliberation phase of the trial begins.

II. Verdict

Once the prosecution and defense present their cases, the judge will give the case to the jury. First the judge will instruct the jury about any legal rules that may affect their decision. The judge then sends the jury to the jury room to deliberate about whether the defendant is guilty or innocent of the charges. During the trial the jury is not allowed to read about the case or discuss it with anyone even each other. Sometimes juries are sequestered or kept together away from their homes and any media coverage of the trial.

Once deliberation begins the jurors are allowed to talk to each other. They are to remain together, except overnight, until they either reach a decision or determine they cannot reach a decision. In the later occurrence, the jury is said to be deadlocked and is called a hung jury. If the jury decides, this is called the verdict. They inform the judge and return to the courtroom where the verdict is read. The judge may either accept the verdict or overrule it. Only in a rare case is the verdict overruled. This happens when the judge thinks the verdict is unlawful. Often this is because the jury does not follow the legal instructions. It can

also happen if the judge thinks the jury interpreted the evidence in a manner that was not legal. Once the verdict is determined, the trial moves to the punishment phase. This can simply be the judge issuing the punishment sentence or, in more serious cases, can involve a separate hearing.

III. Sentencing

If a defendant is found guilty, sentencing follows, often at a separate hearing after the prosecution, defense, and court have developed information based on which the judge will craft a sentence. The United States Sentencing Commission has promulgated guidance on what restitution and prison terms should be assessed for different crimes. In capital cases, a separate “penalty phase” occurs, in which the jury determines whether to recommend that the death penalty should be imposed. As with the determination of guilt phase, the burden is on the prosecution to prove its case, and the defendant is entitled to take the stand in his or her own defense, and may call witnesses and present evidence.

IV. Appeals

After sentencing, the case enters the post conviction phase. Usually the defendant begins serving the sentence immediately after the sentence is issued. The defendant may appeal the outcome of his trial to a higher court. American appellate courts do not retry the case. These courts only examine the record of the proceedings of the lower court to determine if errors were made that require a new trial, resentencing, or a complete dismissal of the charges. The prosecution may not appeal after an acquittal, although it may appeal under limited circumstances before the verdict is rendered. The prosecution may also appeal the sentence itself. Increasingly, there is also a recognition that collateral consequences of criminal charges may result from the sentence that are not explicitly part of the sentence itself.

Homework and further reading:

1. Review the whole Text A, and finish the exercises followed with it.
2. Read Introduction to the Law and Legal System of the United States (by William Burnham), Third Edition, West Group, 2002, for the relevant parts.
3. Find more information related with the American criminal procedure law on the Internet.

Week Twelve: Key Aspects of Modern Criminal Procedure: Defendants' Rights

& Case Study

Teaching objectives: In this session, students will learn what rights criminal defendants are entitled, and compare that with that in Chinese criminal procedure law.

Teaching contents: Text B of Unit Four and Case Study

Teaching hours: 2 class hours

I. Defendants' constitutional rights in criminal proceedings

Right to remain silent

Right to counsel (be represented by an attorney)

Right to adequate representation

Right to confront witnesses

Right to a public trial

Right to a jury trial

Right to a speedy trial

Right not to be placed in double jeopardy

Privilege against self-incrimination

II. Case study: *Pointer v. Texas*

Brief Fact Summary: Members of the media sought access to a courtroom during a murder trial

Synopsis of Rule of Law: “[T]he right to attend criminal trials is implicit in the guarantees of the First Amendment; without the freedom to attend such trials, which people have exercised for centuries, important aspects of freedom of speech and ‘of the press could be eviscerated.’”

Facts: An individual named Stevenson was indicted for murdering a hotel manager. He was convicted of second degree murder shortly thereafter. The Virginia Supreme Court reversed Stevenson’s conviction finding that a bloodstained shirt admitted into evidence that allegedly belonged to Stevenson was inadmissible. Stevenson was tried again, but that trial ended in a mistrial. A third trial also ended in a mistrial. A fourth trial was conducted and the Appellants, Wheeler and McCarthy reporters for Richmond Newspapers, Inc. (the “Appellants”), were in attendance. The defendant moved for the trial to be closed to the public. The prosecution did not have an objection to the courtroom being closed, so the trial judge cleared the court room. The Appellants sought a hearing to vacate the closure order. The trial judge scheduled a hearing the next day, but ruled the hearing was part of trial and cleared the courtroom again. The trial court denied the motion to vacate and ordered the trial to continue “with the press and public excluded.” The trial court found Stevenson not guilty of murder. The trial court then granted “appellants’ motion to intervene nunc pro tunc in the Stevenson case. Appellants then petitioned the Virginia Supreme Court for writs of mandamus and prohibition and filed an appeal from the trial court’s closure order.” Thereafter, “the Virginia Supreme Court dismissed the mandamus and prohibition petitions and, finding no reversible error, denied the petition for appeal.”

Issue: “[W]hether a criminal trial itself may be closed to the public upon the unopposed request of a defendant, without any demonstration that closure is required to protect the defendant’s superior right to a fair trial, or that some other overriding consideration requires closure[?]”

Holding: The majority first observed “the historical evidence demonstrates conclusively that at the time when our organic laws were adopted, criminal trials both here and in England had long been presumptively open. This is no quirk of history; rather, it has long been recognized as an indispensable attribute of an Anglo-American trial.” Further, “[t]he early history of open trials in part reflects the widespread acknowledgment, long before there were behavioral scientists, that public trials had significant community therapeutic value.” “To work effectively, it is important that society’s criminal process ‘satisfy the appearance of justice,’ and the appearance of justice can best be provided by allowing people to observe it.” “People in an open society do not demand infallibility from their institutions, but it is difficult for them to accept what they are prohibited from observing. When a criminal trial is conducted in the open, there is at least an opportunity both for understanding the system in general and its workings in a particular case.” “Despite the history of criminal trials being presumptively open since long before the Constitution, the State presses its contention that neither the Constitution nor the Bill of Rights contains any provision which by its terms guarantees to the public the right to attend criminal trials. Standing alone, this is correct, but there remains the question whether, absent an explicit provision, the Constitution affords protection against exclusion of the public from criminal trials.” “The Bill of Rights was enacted against the backdrop of the long history of trials being presumptively open. Public access to trials was then regarded as an important aspect of the process itself; the conduct of trials ‘before as many of the people as chuse to attend’ was regarded as one of ‘the inestimable advantages of a free English constitution of government.’ In guaranteeing freedoms such as those of speech and press, the First Amendment can be read as protecting the right of everyone to attend trials so as to give meaning to those explicit guarantees.” “[T]he First Amendment goes beyond protection of the press and the self-expression of individuals to prohibit government from limiting the stock of information from which members of the public may draw.’ Free speech carries with it some freedom to listen. ‘In a variety of contexts this Court has referred to a First Amendment right to ‘receive information and ideas.’ ” What this means in the context of trials is that the First Amendment guarantees of speech and press, standing alone, prohibit government from summarily closing courtroom doors which had long been open to the public at the time that Amendment was adopted. ‘For the First Amendment does not speak equivocally. . . . It must be taken as a command of the broadest scope that explicit language, read in the context of a liberty-loving society, will allow.’ ” Moreover, “[t]he right of access to places traditionally open to the public, as criminal trials have long been, may be seen as assured by the amalgam of the First Amendment guarantees of speech and press; and their affinity to the right of assembly is not without relevance. From the outset, the right of assembly was regarded not only as an independent right but also as a catalyst to augment the free exercise of the other First Amendment rights with which it was deliberately linked by the draftsmen.” “The right of peaceable assembly is a right cognate to those of free speech and free press and is equally fundamental.” People assemble in public places not only to speak or to take action, but also to listen, observe, and learn; indeed, they may ‘assembl[e] for any lawful purpose,’ Subject to the traditional time, place, and manner restrictions, streets, sidewalks, and parks are places traditionally open, where First Amendment rights may be exercised, a trial courtroom also is a public place where the people generally – and representatives of the media – have a right to be present, and where their presence historically has been thought to enhance the integrity and quality of what takes place.” “Despite the fact that this was the fourth trial of the accused, the trial judge made no findings to support closure; no inquiry was made as to whether alternative solutions would have met the need to ensure fairness; there was no recognition of any right under the Constitution for the public or press to attend the trial. In contrast to the pretrial proceeding dealt with in

Gannett, there exist in the context of the trial itself various tested alternatives to satisfy the constitutional demands of fairness was no suggestion that any problems with witnesses could not have been dealt with by their exclusion from the courtroom or their sequestration during the trial. Nor is there anything to indicate that sequestration of the jurors would not have guarded against their being subjected to any improper information. All of the alternatives admittedly present difficulties for trial courts, but none of the factors relied on here was beyond the realm of the manageable. Absent an overriding interest articulated in findings, the trial of a criminal case must be open to the public.”

Discussion: This case demonstrates the interaction between the all forms of the press and criminal trial.

Homework:

1. Do the exercises followed by Text B of Unit Four.
2. Brief the case and present the case in class.
3. Find more information regarding defendants' rights on the Internet.

Week Thirteen: Civil Procedure Law (I)

Teaching objectives: In this session, students will learn the American civil procedure, but mainly focus on the first part, namely, the pleading stage of the case; pre-trial procedure; dismissal, and non-judicial methods of resolution, and also learn some relevant legal terms.

Teaching contents: the first part of Text A of Unit Five

Teaching hours: 2 class hours

I. Warming-up activity

By do the listening practice, students will get some ideas or concepts regarding the American civil procedure law.

II. Introduction to the civil procedure law

Civil procedure is the body of law that sets out the rules and standards that courts follow when adjudicating civil lawsuits (as opposed to procedures in criminal law matters). These rules govern how a lawsuit or case may be commenced, what kind of service of process (if any) is required, the types of pleadings or statements of case, motions or applications, and orders allowed in civil cases, the timing and manner of depositions and discovery or disclosure, the conduct of trials, the process for judgment, various available remedies, and how the courts and clerks must function.

III. The pleading stage of the case

To determine the facts of a problem.

Jurisdiction of a court: subject matter jurisdiction (type of action: money, state of residence); personal jurisdiction (service of process, summons).

1. Complaint: pleading (facts alleged, cause of action (c/a), remedies required);
by plaintiff.

2. The defendant's response to the complaint:

—a motion to dismiss, an answer.

—counterclaim, cross claim, third-party complaint.

3. Amendment: amend the pleading once as a matter of right, then leave of the court or written consent of the other side is required.

IV. Pretrial Procedure

— case management conference: service of papers, coordinating complex litigation, addressing discovery issues, pretrial motions and settlement issues, requiring the parties to file stipulations.

—pretrial conference: simplification of issues, amendments, admissions by one party, experts (expert witnesses).

1. Discovery: any matter, not privileged, that is relevant to the subject matter of the pending action.

2. Protective order: from annoyance, embarrassment, oppression, or undue burden or expense.

3. Sanctions: a motion to compel; granted, pay the moving party's expenses; denied, pay the nonmoving party's expenses.

V. Dismissal

1. Voluntary dismissal

The ability to dismiss one's own action; second dismissal operates as an adjudication on the merits of the case.

2. Involuntary dismissal

The court may enter an order of dismissal as a sanction for failure to comply with court rules or orders.

3. Summary judgment

Moving party: entitled to a judgment as a matter of law. The opposite party's evidence not sufficient to demonstrate a "genuine issue as to any material fact".

Affidavits, depositions, answers to interrogatories, etc; If material facts are in dispute, denial of the motion.

VI. Non-judicial methods of resolution

1. Mediation: a mediator helps settle the dispute by the parties themselves.

2. Arbitration:

Involuntary (non-binding) arbitration: like a mini-trial; an award which is final if no request for a trial de novo.

Voluntary (binding) arbitration: a final and binding award if no statutorily defined issues.

3. Offers of judgment

A written "offer of judgment": a settlement offer, offering to settle a claim on specified terms; If rejecting an offer by defendant and having a judgment of no liability or less than 25%, plaintiff is responsible for costs and fees; If defendant rejects an offer by plaintiff and plaintiff obtains a judgment 25% greater than the offer, defendant is responsible for costs and fees.

Homework:

1. Do the exercises followed by Text A of Unit Five.
2. Preview the rest of Text A of Unit Five.

Week Fourteen: Civil Procedure Law (II)

Teaching objectives: In this session, students will continue to learn the civil procedure rules, but focusing on the rules concerning the trial stage and post trial stage, and also learn some relevant legal terms.

Teaching contents: the second part of Text A of Unit Five

Teaching hours: 2 class hours

I. Trial

1. Demand for jury: right to jury trial, for P and D, but not in all cases; P or D has to demand or deemed as waived.

2. Jury selection: for prospective jurors for disqualification

Voir dire: oral examination, “seek” the truth; Challenge the prospective jurors: for cause challenge (no limits); peremptory challenge (3).

3. Opening statement: alleged facts with no arguments; plaintiff’s opening statement is made first.

4. Direct and cross examinations of plaintiff’s witnesses: evidence introduced, admissible/inadmissible (hearsay: no direct knowledge or information); objection (sustained or overruled); leading questions forbidden in the direct examination.

A directed verdict moved by defendant: judgment as a matter of law (fed. ct), to challenge the sufficiency of facts, no issue of law.

5. Defendant’s case: testimony; direct and cross examination; objections and exceptions

6. Plaintiff’s motion for a directed verdict, but rarely successful for the burden of proof is on plaintiff.

7. Closing statement/argument: confine the arguments to the evidence presented, with inferences; the golden rule argument: no personal expression of belief in clients.

8. Charge to the jury: jury instruction; (a statement to jury of the substantive law applicable): prepared by each side (draft)—judge decides which to use (the manner to deliberate in; the law to follow); jury verdict (special verdict and general verdict),

judgment.

9. Verdict: general and special verdicts.

II. Motions after verdict

After the jury has returned its verdict, but before the trial court has entered “judgment” in the action, the party who lost before the jury can make one or more of the several motions. Many appeals come up to the appellate courts from the action of trial courts granting or denying one of these motions, so you should get a general idea now as to the kind of question each motion raises. Terminology and practice will differ considerably from state to state, but it should be possible to get a general understanding without too much difficulty.

Most sweeping of the motions after verdict is the motion for judgment notwithstanding the verdict which is also referred to by the “law-Latin” name “judgment non obstante verdicto” (or, familiarly, judgment n.o.v. or j.n.o.v.), in which the party against whom the verdict is pronounced goes so far as to ask that judgment be given for him or her in spite of the jury finding. In the federal courts, this motion is a “motion for a judgment as a matter of law.”

III. Appeal

The person who loses the case at trial has the right to appeal the decision. Two categories of grounds:

—the errors by judges regarding questions of law; no new trial, a new trial,

—remittitur: money damages excessive—reduced by appellate courts.

The appellate court does not retry the case on its merits or take additional evidence. The focus of the appellate court's scrutiny is on the correctness of the rulings of the trial court. The documents at which the appellate court will look in its review include the record—the pleadings, the transcript of the testimony at the trial or an edited portion, the exhibits entered into evidence, the trial court's rulings—and the “briefs” of the counsel, i.e., statements (usually printed) of the arguments supporting each side's position in the litigation. No additional testimony is taken, nor is new evidence submitted.

Homework and further reading:

1. Read the whole text and compare the civil procedures with the criminal procedures.

2. Read Introduction to the Law and Legal System of the United States (by William Burnham), Third Edition, West Group, 2002, for the relevant parts.

Week Fifteen: Long-arm Statute & Case Study

Teaching objectives: In this session, students will get to know the rules related the breach of contract, such as what constitutes a breach, and whether breach is minor or material and anticipatory repudiation as well.

Teaching contents: Text B of Unit Five & the case *Gibbons v. Brown*

Teaching hours: 2 class hours

I. Jurisdiction

Jurisdiction (from the Latin *ius, iuris* meaning “law” and *dicere* meaning “to speak”) is the practical authority granted to a formally constituted legal body or to a political leader to deal with and make pronouncements on legal matters and, by implication, to administer justice within a defined area of responsibility. The term is also used to denote the geographical area or subject-matter to which such authority applies.

Jurisdiction draws its substance from public international law, conflict of laws, constitutional law and the powers of the executive and legislative branches of government to allocate resources to best serve the needs of its native society.

II. Types of jurisdiction

There are three main principles of judicial jurisdiction: personal (*personam*), territorial (*locum*), and subject matter (*subjectam*):

Personal jurisdiction is an authority over a person, regardless of their location.

Territorial jurisdiction is an authority confined to a bounded space, including all those present therein, and events which occur there.

Subject-matter jurisdiction is an authority over the subject of the legal questions involved in the case.

Courts may also have jurisdiction that is exclusive, or concurrent (shared).

Where a court has exclusive jurisdiction over a territory or a subject matter, it is the only court that is authorized to address that matter. Where a court has concurrent or shared jurisdiction, more than one court can adjudicate the matter. Where a concurrent jurisdiction exists in a civil case, a party may attempt to engage in forum shopping, by bringing the case to a court which it presumes would rule in its favor.

III. Long-arm statutes

A state law that allows the state to exercise jurisdiction over an out-of-state defendant, provided that

the prospective defendant has sufficient minimum contacts with the forum state.

Jurisdiction over an out-of-state defendant is referred to as extraterritorial in personam jurisdiction. In personam jurisdiction, also known as personal jurisdiction, allows a court to exercise jurisdiction over the person, and is the fundamental requirement necessary for a court to hear the merits of a claim. Historically, a state could exercise jurisdiction only within its territorial boundaries; therefore, a nonresident defendant could be brought into court only when service of process was effected while that defendant was within the boundaries of the state.

The requirement of physical presence within the state's boundaries was expanded in *International Shoe Co. v. State of Washington*, 326 U.S. 310, 66 S. Ct. 154, 90 L.Ed. 95 (1945). In *International Shoe*, the Supreme Court held that due process required that the defendant have "certain minimum contacts" with the forum in order for a state to assert jurisdiction, and that such jurisdiction may not offend "traditional notions of fair play and substantial justice." Since *International Shoe*, the Supreme Court has set forth several criteria to be used in analyzing whether jurisdiction over a nonresident is proper. These criteria require (1) that the defendant has purposefully availed himself or herself of the benefits of the state so as to reasonably foresee being haled into court in that state; (2) that the forum state has sufficient interest in the dispute; and (3) that haling the defendant into court does not offend "notions of fair play and substantial justice."

IV. Case study

Gibbons v. Brown

Citation. 716 So. 2d 868, 1998 Fla. App. 11413

Brief Fact Summary. Defendant Mrs. Brown was injured in an auto accident in a car driven by her husband, due to faulty directions given by the other passenger, Plaintiff Gibbons. Following Plaintiff's Florida lawsuit against Mr. Brown, Defendant filed suit in Florida against Plaintiff to recover for her own injuries.

Synopsis of Rule of Law. Merely bringing a suit in a particular jurisdiction does not act indefinitely to expose that party to defending a future suit in the same jurisdiction. Facts. Plaintiff was driving with Defendant and Mr. Brown, in Montreal, Canada in 1994. Plaintiff allegedly gave faulty directions to Mr. Brown, who was driving, resulting in him driving down a one-way street into a head-on collision that injured both passengers. In 1995, Plaintiff, a Texas resident, sued Mr. Brown in Florida. Two years later, Defendant brought this Florida action against Plaintiff to recover for her injuries. In her complaint, Defendant alleged that she is a resident of Florida and that Plaintiff subjected herself to personal jurisdiction of the Florida court by virtue of having brought the prior lawsuit. Plaintiff filed a motion to dismiss, claiming that the provisions of Mrs. Brown's complaint were inadequate to satisfy the Florida long-arm statute.

Issue. Whether by previously availing oneself of a jurisdiction as a Plaintiff automatically renders one subject to defending later suits in the same jurisdiction.

Held. No. The trial court was directed to dismiss Defendant's complaint. The fact that a current Defendant previously brought a suit in the forum state does not constitute sufficient activities, without more, to subject the current defendant to personal jurisdiction in the state.

Discussion. The parties agreed that as a general rule in Florida, a Plaintiff, by bringing an action, subjects herself to the jurisdiction of the court and to subsequent lawful orders entered regarding the same subject matter of that action. However, the Court refused to hold that by filing a lawsuit in 1995, Plaintiff

should have to automatically consent to Florida jurisdiction when she was named as a defendant in a related lawsuit two full years later.

Homework:

1. Do the exercises followed by Text B of Unit Five.
2. Find the case International Shoe from the Internet and introduce to the class.
3. Find more information regarding jurisdiction in civil cases.

Week Sixteen: Tort Law

Teaching objectives: In this session, students will learn the general rules of American tort law and the relevant legal terms in tort law as well.

Teaching contents: Text A of Unit Six

Teaching hours: 2 class hours

I. Warming-up activity

Do the listening practice of the unit, and let students have a brief idea of tort law.

II. Introduction to tort law in the USA

Tort: (Latin) a wrongful act; civil wrongs except those that arise from contract problems.

Act/omission+personal/property/interest+ intent/negligence/inadvertence/mistake

Purpose: compensate-injured party-award-damages-tortious act

Tort law in the U.S. is largely common law.

There are three general categories of torts: intentional torts, negligence, and strict liability torts.

III. Types of torts and specific tort rules

1. Intentional torts

Intentional torts involve situations in which the defendant desires or knows to a substantial certainty that his act will cause the plaintiff damage. They include battery, assault, false imprisonment, intentional infliction of emotional distress, trespass to land, trespass to chattels, conversion, invasion of privacy, malicious prosecution, abuse of process, fraud, inducing breach of contract, intentional interference with business relations, and defamation of character (libel/slander).

2. Negligence

Among unintentional torts one finds negligence as being the most common source of common law. Most Americans are under the impression that most people can sue for any type of negligence, but it is untrue in most US jurisdictions (partly because negligence is one of the few torts for which ordinary people can and do obtain liability insurance.) It is a form of extracontractual liability that is based upon a failure to comply with the duty of care of a reasonable person, which failure is the actual cause and proximate cause of damages. That is, but for the tortfeasor's act or omission, the damages to the plaintiff would not have been incurred, and the damages were a reasonably foreseeable consequence of the tortious conduct.

Some jurisdictions recognize one or more designations less than actual intentional wrongdoing, but more egregious than mere negligence, such as "wanton", "reckless" or "despicable" conduct. A finding in those states that a defendant's conduct was "wanton," "reckless" or "despicable", rather than merely negligent, can be significant because certain defenses, such as contributory negligence, are often unavailable when such conduct is the cause of the damages.

3. Strict liability

Strict liability torts are brought for injuries resulting from ultrahazardous activities, for which the defendant will be held liable even if there was no negligence on his/her part. Strict liability also applies to some types of product liability claims and to copyright infringement and some trademark cases. Some statutory torts are also strict liability, including many environmental torts. The term "strict liability" refers to the fact that the tortfeasor's liability is not premised on their culpable state of mind (whether they knew

or intended to accomplish the wrongful act, or violated a standard of care by doing so,) but, instead, strictly on the conduct itself or its result.

Product liability:

Product liability refers to the liability of manufacturers, wholesalers and retailers for unreasonably dangerous products.

Homework and further reading:

1. Do the exercises followed by Text A of Unit Six.
2. Read Introduction to the Law and Legal System of the United States (by William Burnham), Third Edition, West Group, 2002, for the relevant parts.

Week Seventeen: Nuisance

Teaching objectives: In this session, students will learn one specific tort law, i.e., the rules regarding nuisance, and also learn some relevant legal terms.

Teaching contents: Text B of Unit Six

Teaching hours: 2 class hours

I. Introduction to nuisance law

Nuisance (also spelled nocence, through Fr. *noisance*, *nuisance*, from Lat. *nocere*, “to hurt”) is a common law tort. It means that which causes offence, annoyance, trouble or injury. A nuisance can be either public (also “common”) or private. A public nuisance was defined by English scholar Sir J. F. Stephen as, “an act not warranted by law, or an omission to discharge a legal duty, which act or omission obstructs or causes inconvenience or damage to the public in the exercise of rights common to all Her Majesty’s subjects”.

Private nuisance is the interference with the right of specific people. Nuisance is one of the oldest causes of action known to the common law, with cases framed in nuisance going back almost to the beginning of recorded case law. Nuisance signifies that the “right of quiet enjoyment” is being disrupted to such a degree that a tort is being committed.

Legally, the term nuisance is traditionally used in three ways:

1. to describe an activity or condition that is harmful or annoying to others (e.g., indecent conduct, a rubbish heap or a smoking chimney)
2. to describe the harm caused by the before-mentioned activity or condition (e.g., loud noises or objectionable odors)
3. to describe a legal liability that arises from the combination of the two.

However, the “interference” was not the result of a neighbor stealing land or trespassing on the land. Instead, it arose from activities taking place on another person’s land that affected the enjoyment of that land.

II. Public nuisance and private nuisance

The law of nuisance was created to stop such bothersome activities or conduct when they unreasonably interfered either with the rights of other private landowners (i.e., private nuisance) or with the rights of the general public (i.e., public nuisance)

A public nuisance is an unreasonable interference with the public’s right to property. It includes conduct that interferes with public health, safety, peace or convenience. The unreasonableness may be evidenced by statute, or by the nature of the act, including how long, and how bad, the effects of the activity may be.

A private nuisance is simply a violation of one’s use of quiet enjoyment of land.

It doesn’t include trespass.

To be a nuisance, the level of interference must rise above the merely aesthetic. For example: if your neighbour paints their house purple, it may offend you; however, it doesn’t rise to the level of nuisance. In most cases, normal uses of a property that can constitute quiet enjoyment cannot be restrained in nuisance either. For example, the sound of a crying baby may be annoying, but it is an expected part of quiet enjoyment of property and does not constitute a nuisance. Any affected property owner has standing to sue

for a private nuisance. If a nuisance is widespread enough, but yet has a public purpose, it is often treated at law as a public nuisance. Owners of interests in real property (whether owners, lessors, or holders of an easement or other interest) have standing only to bring private nuisance suits.

III. Remedies

Under the common law, the only remedy for a nuisance was the payment of damages. However, with the development of the courts of equity, the remedy of an injunction became available to prevent a defendant from repeating the activity that caused the nuisance, and specifying punishment for contempt if the defendant is in breach of such an injunction.

The law and economics movement has been involved in analyzing the most efficient choice of remedies given the circumstances of the nuisance. In *Boomer v. Atlantic Cement Co.* a cement plant interfered with a number of neighbors, yet the cost of complying with a full injunction would have been far more than a fair value of the cost to the plaintiffs of continuation. The New York court allowed the cement plant owner to ‘purchase’ the injunction for a specified amount — the permanent damages. In theory, the permanent damage amount should be the net present value of all future damages suffered by the plaintiff.

Homework:

1. Do the exercises followed by Text B of Unit Six.
2. Find more information regarding nuisance law from the Internet.

Week Eighteen: Case Study & General Review (Q & A)

Teaching objectives: This is the last class of the whole course, and in this session students will study the case of the unit and have a general review of what have learned by asking questions.

Teaching contents: Cast Study of Spur Industries, Inc. v. Del E. Webb Development Co. & general review with Q & A.

Teaching hours: 2 class hours

I. Case study

Spur Industries v. Del E. Webb Development Co., 108 Ariz. 178, 494 P.2d 700 (1972) is a Supreme Court of Arizona case often used in first year law school property courses to demonstrate the principles of nuisance law. It is also used in at least one law school remedies case book to demonstrate special injunction principles.

The case involves the owner of a livestock feedlot, Spur Industries, and Webb Development, the developer of the now well known retirement community, Sun City, Arizona. Both enterprises beginning small, they eventually grew large and close enough to one another that the stench of manure and the infestation of flies from the feedlot were affecting both current residents of Sun City, and inhibiting future sales. Webb brought suit for an injunction against the further operation of the feedlot. The lower court granted the injunction, ordering Spur to shut down operations.

The court held that the injunction was proper. Distinguishing between private and public nuisances, the former being remedied often only by damages, at least where the costs of injunction are great on the defendant, the court determined that the feedlot was a public nuisance. This decision was made in large part because an Arizona statute called any “place in populous areas which constitutes a breeding place for flies...” and other animals that can carry disease is a public nuisance. Determining south Sun City to be a “populous area” the court said that injunction was thus proper. Given the equities the court crafted a special injunction, however. Citing the “coming to a nuisance” doctrine, which prohibits equitable relief for a homeowner who purchases a home within the reach of the nuisance, the court said that Webb must indemnify Spur for his losses as a result of a move or shutdown of his enterprise. The court reasoned that, whereas the “coming to a nuisance” doctrine usually bars relief, there was a public interest at play here, and Webb’s choice to come to the nuisance could not preclude the public from being protected from the nuisance. Thus, the case was remanded for determination what the damages should be.

II. General review with questions and answers

The final examination will be a closed-book exam with two hours, normally including legal terms translation, passage translation, true or false statement judgments, blank-fillings, multiple choices, case reading or case study, etc. However, the specific types of exam will be subject to the course-teachers.