

揭阳职业技术学院



教案

课程： 英语精读一 任课教师： 杨茹

专业： 小学英语教育 班级： (专本协同) 251 一组

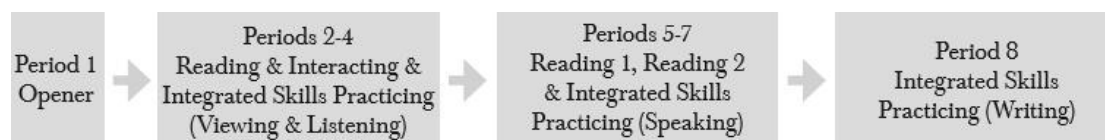
学期授课计划时数： 64 课时

Chapter	Unit 1 The Pursuit of Dreams
Teaching Objective	<p>1. Have a thorough understanding of the text contextually and linguistically;</p> <p>2. Know what makes successful dream chasers;</p> <p>3. Talk about their own dream jobs and explain how to make their dreams come true;</p> <p>4. Write a well-developed paragraph with a clear topic sentence.</p> <p>Ideological and Political Objectives:</p> <p>1. Learn from the spirit of the dream pursuers in this unit: dare to dream big and to work hard and make continuous effort so as to fulfill their dreams.</p> <p>2. Encourage students to integrate their personal dreams with the national dream and make their own contributions to the Chinese dream.</p> <p>3. Nurture the core value of dedication — students should treat their work and learning with seriousness and responsibility.</p>
Teaching Focus	Build up an active vocabulary to talk about the pursuit of dreams and know how to use the key words and expressions in context properly;
Teaching Difficulty	Know what makes successful dream chasers Writing logical sentences
Teaching Duration	12 lessons
Teaching Method	Through teacher’s explanation and asking questions , students can understand the text well. For word study, teachers will provide students with situation. With the help of PPT.

Assignment	Organize a short session of discussion on what the students have learnt.
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Teaching Duration: 12 lessons**一、 Teaching Goals and Suggested Teaching Process**

This unit is designed for an eight period class. In each of the periods, certain tasks are to be completed. Generally speaking, there may be several different ways to explore this unit. Here is a suggested teaching plan.



注: Viewing & Listening 和 Reading & Interacting 一起处理, 主要是因为 Viewing & Listening 是 Reading & Interacting 中故事的延续和补充, 将其置于 Reading & Interacting 之后, 有利于学生更全面和深入地了解主人公的境遇和思想升华。将 Speaking 置于 Reading 1 和 Reading 2 之后是因为 Speaking 练习中涉及 Reading & Interacting, Reading 1 和 Reading 2 中三位主人公。获取三位主人公信息有助于学生快速进入角色扮演, 将刚刚学习的语言技能运用到说的活动中, 通过活动巩固所学内容。

二、 Text Analysis

This text is a first-person narrative based on an interview or a conversation with Robbie Wilde. A written text though it is, it demonstrates some stylistic characteristics we can find in conversational English.

First, look at the informal words and expressions throughout the text that make the reader feel comfortable because of familiarity: *or so* (para. 1), *hooked* (para. 2), *stuck* (para. 4), *all the way* (para. 5), *a little bit* (para. 7), *big on* (para. 8), and so on. In the case of direct quotations, which are used by the narrator to add realism and liveliness, they naturally contain informal usages and ellipses, such as *How about...?* (para. 3), *Challenged accepted.* (para. 3), *What?* (para. 4), and *why not?* (para. 8).

Second, most sentences are not particularly long and also do not have complex structures. In the cases where sentences are connected through transitional words, simple coordinating conjunctions such as “and”, “so” and “because” are used.

Third, the narration of events or activities relies on simple verbs, verbal phrases

or noun clauses instead of strong and complex verbs or nouns. Examples of such verbs, verbal phrases and noun clauses include, among many others, *have, go, do, tell, talk, ask, feel, bring, play; take over, show up, set up, come to life; where it is, what you can do, how I do it, what I like about...*

Fourth, words that refer to the person(s) or thing(s) in the immediate context are frequently used to achieve the effect of getting the reader more involved. Two types of such words can be found in this text: (1) first-person and second-person pronouns (i.e. *I, me, my, we, you, your*), (2) words such as *today, now, that* (*After doing that; you feel that*).

Finally, contractions are common in this written text, thus retaining the informal style and rhythm of speech from the original interview or conversation. Just run a quick scan of the text, and you'll be able to locate these contractions: *didn't, couldn't, I'm, here's, can't, wouldn't, and you'll*.

三、Language Focus

1、Text 生词

infection: *n.* a disease that affects a particular part of one's body and is caused by bacteria or virus 传染; 感染

e.g. Breast milk can help protect babies against infection.

母乳有助于防止婴儿感染。

insurance: *n.* 保险

e.g. They provide free insurance against loss or damage to property up to \$10,000.

他们免费提供财产损失险，赔偿额高达1万美元。

over time: 久而久之; 随着时间的推移

e.g. Language changes over time because the needs of its speakers change.

语言因时而变，因为使用者的需求发生变化。

predict: *vt.* say sth. will happen, before it happens 预测

e.g. Industry leaders predict that another 8,000 jobs could be lost in this city by the

end of the year.

据业界领袖预测，到年底本市还将失去 8000 个就业岗位。

by now: up until this given point in time 到如今

e.g. By now I should be in Paris if I'd caught my train.

要是赶上火车的话我这会儿都该到巴黎了。

do well: do sth. well with skill and care 进展好，情况不错

e.g. Don't worry about the test — I'm sure you'll do well.

别担心考试，我相信你能考好。

folk: *n.* music or song in the traditional style of a country 民间音乐

e.g. The city has jazz and folk festivals every year.

该市每年举行爵士音乐节和民歌音乐节。

hook: *vt. (informal)* succeed in making (sb.) interested in sth. or attracted to sth. 吸引，引起兴趣

e.g. The novel hooked me on the very first page. Once I got my hands on it, I couldn't put it down.

这部小说第一页就吸引了我，看得我不忍释卷。

challenge: *n.* sth. that tests strength, skill, or ability 挑战

e.g. He is brave enough to take on the challenge of bringing back success to our football team.

他勇敢地接受挑战，要为我们的足球队赢回胜利。

how about: (used to make a suggestion about what to do) 怎么样

e.g. I'm busy on Monday. How about we have that game on the weekend?

星期一我没空。我们周末玩游戏怎么样？

tutor: v. give private lessons to (sb.) 任家庭教师教（某人），辅导

e.g. During my illness my classmates took turns to tutor me for hours after school.

我生病的日子里我的同学放学后轮流为我补课。

take over: become dominant 变成主要的，取而代之

e.g. We human beings are afraid of a lot of things. We often let fear take over because we believe that something bad is going to happen, even when we don't have evidence that it will.

我们人就是怕这怕那的。我们常常被恐惧所支配，因为哪怕啥征兆都没有，我们也会觉得会有糟糕的事发生。

show up: (*informal*) make an appearance; arrive 露面，出现

e.g. What gets me angry is those people who show up 10 or 20 minutes late for a meeting, and don't apologize.

我生气的是，那些人开会迟到十分钟二十分连一句抱歉的话都没有。

sympathy: n. the feeling of being sorry for sb. who is in a bad situation 同情

e.g. I went along to my friend's funeral in order to offer my sympathies to his wife and family.

我去参加朋友的葬礼，向他的遗孀和家属表示哀悼。

all the way: the full distance or length 一直

e.g. Peter was the smartest kid all the way until the fifth grade.

在五年级之前，彼得一直是那个最聪明的孩子。

come to life: become active 活跃起来

e.g. About midnight, the party really came to life when the comedian arrived.

半夜时那位喜剧演员来了，聚会顿时热闹起来。

software: *n.* the programs used by computers for doing particular jobs 软件

e.g. My computer isn't powerful enough to run that software.

我的电脑配置不行，没法驱动那款软件。

screen: *n.* a flat surface (usu. on a piece of electronic equipment) on which pictures or words are shown 屏幕

e.g. He looked at the pictures on the computer screen and couldn't say a word.

他望着电脑屏幕上的图片话都说不出来。

creativity: *n.* the ability to create new ideas or things using imagination 创造性

e.g. These exercises encourage creativity in the use of language.

这些练习鼓励语言使用的创造性。

corporate: *a.* relating to large companies 公司的，企业的

e.g. The company is moving its corporate headquarters from New York to San Francisco.

该公司将总部从纽约迁移至旧金山。

motivation: *n.* eagerness and willingness to do sth. without needing to be told or forced to do it 动力

e.g. These methods can help increase students' motivation and interest.

这些方法有助于激励学生的动力，提高他们的兴趣。

believe in: think (sb.) is good and will achieve good things 相信

e.g. She used to say she didn't believe in marriage.

她过去常说她不相信婚姻。

be big on: (*informal*) like (sth.) very much 热衷于

e.g. He is really big on computer games, spending large sums of money on new gaming systems and software.

他真的喜欢玩游戏，在新的游戏系统和软件上花了大笔钱。

chase: *vt.* use a lot of time and effort trying to get (sth. such as work or money) 追寻

e.g. I never know what to say when I learn that someone has quit jobs to chase dreams.

每当听说有人为了追逐梦想而辞职时我都不知道说什么好。

why not: (used to make a suggestion) 为什么不

e.g. Why not come to see me in the office this afternoon? How about two o'clock?

干嘛不今天下午来办公室见我？两点怎么样？

2、Text 难句

Over time, my remaining hearing dropped to 20 percent, where it is today. (Para. 1)

1)

Gradually I lost more of my hearing until I was 80 percent deaf, as I currently remain.

渐渐地，我剩下的听力降至百分之二十，也就是现在的情况。

After doing that for a few weeks, I was hooked. (Para. 2)

I became really interested in doing that after a few weeks.

几个星期下来，我着了迷。

It was reassurance that they were giving me jobs because I was good, not out of sympathy. (Para. 4)

Their attitude encouraged me as it showed they gave me jobs because they valued my skills, not

because they felt sorry for me.

他们请我主持是因为我的技术不错，而不是动了恻隐之心。这就让我感到放心了。

I'm visually hearing the music. (Para. 6)

我是靠眼睛来“听”音乐的。（作者通过电脑软件将音乐用各种颜色在电脑上标注，

所以他靠眼睛分辨音乐。)

Music is not all about hearing. (Para. 7)

Music benefits from the use of senses other than hearing, such as sight and touch.

做音乐靠的不完全是听觉。

I'm big on talking to the parents. (Para. 8)

I love and really enjoy talking to the parents.

我特别喜欢跟家长们交谈。

四、思政素材

Warming Up>Theme Exploration

The Chinese Dream vs. the American Dream

In November 2012, Chinese President Xi Jinping developed a vision for the nation's future that he called the Chinese Dream — to build a moderately prosperous society and realize national rejuvenation.

The term “American Dream” was invented in 1931. The American Dream is defined as the belief that anyone, regardless of where they were born or what class they were born into, can attain their own version of success in a society where upward mobility is possible for everyone.

The London-based media company WPP carried out research in 2014 to discover the power of the Chinese Dream in comparison with the American Dream. The table below shows the percentage of Chinese and American subjects who agreed with these statements related to their national dreams.

Statements about the national dream	The Chinese	The Americans
Showing national pride is very or extremely important.	67%	60%

I'm very or extremely satisfied with my life.	58%	48%
My life has room for improvement.	79%	14%
National dream makes me feel more confident about my personal future.	66%	45%
National dream makes me feel more confident about the future of my country.	61%	42%

Work in groups and discuss the following questions.

1. What is the difference between the Chinese Dream and the American Dream? What conclusion can you draw from the responses of the two peoples towards their national dreams?
2. What is your dream? How would you integrate your personal dream with the national dream?

Reading & Comprehending>Reading 2>Cultivating Core Values

Cultivating Core Values — Dedication

Dedication is a person's attitude of taking responsibility for the work and the learning they do. The value of dedication is reflected in people's respect of their professions, and how they love and value what they do by treating their work and learning with seriousness and responsibility. A respectful and responsible attitude lays the foundation for the realization of one's ideals, and it is also a basic requirement for the value of dedication.

The development of a country and the progress of a society cannot be achieved without the dedication of the people. In this society, whoever makes a difference is dedicated; whoever succeeds in a certain field is particularly diligent. Yu Minhong is one of those dedicated Chinese Dream chasers, and his story is rather inspiring.

Further Exploration>Chinese Wisdom: Poem

沁园春·长沙	CHANGSHA
毛泽东	— to the tune of Chin Yuan Chun*

* *Mao Tsetung Poems*. Peking: Foreign Languages Press, 1976.

<p> 独立寒秋， 湘江北去， 橘子洲头。 看万山红遍， 层林尽染； 漫江碧透， 百舸争流。 鹰击长空， 鱼翔浅底， 万类霜天竞自由。 怅寥廓， 问苍茫大地， 谁主沉浮？ 携来百侣曾游。 忆往昔峥嵘岁月稠。 恰同学少年， 风华正茂； 书生意气， 挥斥方遒。 指点江山， 激扬文字， 粪土当年万户侯。 曾记否， 到中流击水， 浪遏飞舟？ </p>	<p> Mao Zedong Alone I stand in the autumn cold On the tip of Orange Island, The Hsiang flowing northward; I see a thousand hills crimsoned¹ through By their serried² woods deep-dyed, And a hundred barges³ vying⁴ Over crystal blue waters. Eagles cleave⁵ the air, Fish glide⁶ in the limpid⁷ deep; Under freezing skies a million creatures contend⁸ in freedom. Brooding⁹ over this immensity¹⁰, I ask, on this boundless land Who rules over man's destiny? I was here with a throng¹¹ of companions, Vivid yet those crowded months and years. Young we were, schoolmates, At life's full flowering; Filled with student enthusiasm Boldly we cast all restraints¹² aside. Pointing to our mountains and rivers, Setting people afire¹³ with our words, We counted the mighty no more than muck¹⁴. Remember still How, venturing midstream, we struck the waters And waves stayed the speeding boats? </p>
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- 1 crimson ['krɪmzən] vi. 变得绯红
- 2 serried ['serɪd] a. 拥挤的；密集的
- 3 barge [bɑ:dʒ] n. 大型平底船；驳船
- 4 vie [vaɪ] vi. 竞争；相争
- 5 cleave [kli:v] vt. 砍开；劈开
- 6 glide [glɑɪd] vi. 滑行；游动
- 7 limpid ['lɪmpɪd] a. 清澈的；透明的
- 8 contend [kən'tend] vi. 搏斗；争斗
- 9 brood [bru:d] vi. 沉思；冥想
- 10 immensity [ɪ'mensəti] n. 广大；无限
- 11 throng [θrɒŋ] n. 聚集的人群
- 12 restraint [rɪ'streɪnt] n. 遏制；克制
- 13 afire [ə'faɪə] a. 燃烧着的
- 14 muck [mʌk] n. 堆肥；淤泥

作者简介

毛泽东1893年12月26日生于湖南湘潭韶山冲一个农民家庭，1976年9月9日在北京逝世。他是中国共产党、中国人民解放军、中华人民共和国的主要缔造者和领导人，伟大的马克思主义者，无产阶级革命家、战略家、理论家，中国当代杰出的诗人、书法家。毛泽东被视为现代世界历史中最重要的人物之一，《时代》杂志也将他评为20世纪最具影响100人之一。

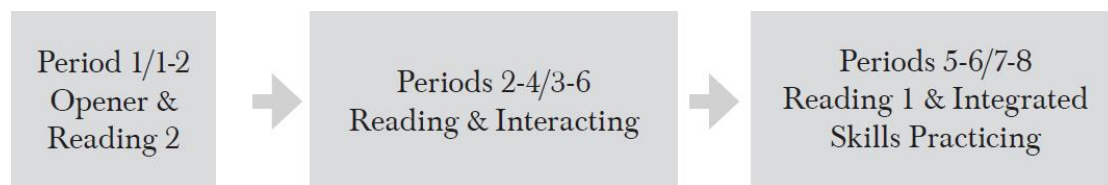
Chapter	Unit 2 Freshman Year
Teaching Objective	<p>1.have a thorough understanding of the text contextually and linguistically;</p> <p>2.build up an active vocabulary to talk about freshman year and know how to use the key words and expressions in context properly;</p> <p>3.communicate with regard to freshman year experience;</p> <p>4.understand what American parents and their children think of the freshman year;</p> <p>5. reflect on their own experience of the first year at college and how their parents feel when they leave home to attend college;</p> <p>6. get familiar with the writing of an email.</p> <p>Ideological and Political Objectives:</p> <p>1. Encourage students to improve their self-reliance and independent spirit at college — a crucial stage of their lives.</p> <p>2. Understand the key of acquiring knowledge lies in studying diligently, intensively and persistently.</p> <p>3. Nurture the core value of freedom — in the pursuit of individual freedom, one should behave responsibly and to respect other people’ s rights.</p>
Teaching Focus	communicate with regard to freshman year experience
Teaching Difficulty	make a comparison between American college students’ parents and Chinese ones;
Teaching Duration	12 lessons

Teaching Method	Through teacher's explanation and asking questions , students can understand the text well. For word study, teachers will provide students with situation. With the help of PPT.
Assignment	Organize a short session of discussion on what the students have learnt.

Teaching Duration: 12 lessons

一、Suggested Teaching Process

This unit is designed for a six-to-eight period class. In each of the periods, certain tasks are to be completed. Generally speaking, there may be several different ways to explore this unit. Here is a suggested teaching plan.



注：Reading 2 和 Opener 一起处理，主要基于以下考虑：1) 使用本书的学生应该都是新生，Reading 2 是关于中国高校新生报到，内容非常贴近他们的生活；2) 和主课文相比，Reading 2 的语言较直接、明了。这样由浅入深的安排更容易帮助学生进入学习状态。

二、Text Analysis

The author of this text tries to make and argue for her point effectively by employing several writing techniques.

The pronoun “him” appears unexpectedly in the beginning sentence. It can strike the reader as emotionally charged and suspenseful: Who does the writer refer to? Why would the writer feel that way? What was it that aroused these emotions in her?

Immediately after, there is a strong thesis statement concerning what was going through the writer's mind and how she felt at the moment about what she saw. This thesis is presented upfront in a clear and forceful manner: It is pathetic and disgraceful that a grown-up college student is still overly dependent on their parents.

Next, the second paragraph follows to help the reader quickly identify “him” with a group and even a generation of young people. It also reveals what the writer intends to do in this essay, that is, to contrast two generations in terms of parent-child

relationships.

With such an introduction, the context for the rest of the text is well set up to allow the writer to proceed smoothly with a contrast between parents of today's college students and the writer's parents. She chooses the block-by-block method for organizing the text, first presents and discusses parents of today's college students, and then moves on to discuss her parents. To help the reader keep track of the contrast, she switches from one block to the other using expressions of time (e.g. *twenty years ago, when I tell my mother that ...*).

Finally, a note of caution. It can be argued that the writer provides an interesting perspective on cross-generational differences and offers good advice. However, the reader may need to be wary of the risk involved in basing a conclusion on personal experiences to make a blanket statement about generations.

三、 Language Focus

1、Text 生词

in tow: following behind 跟随

e.g. Trying to shop with three children in tow is no joke.

购物时跟着三个孩子可不是闹着玩的。

one's heart/thoughts go(es) out to sb: one feels a lot of sympathy towards sb. 对某人表示同情或慰问

e.g. "We have expressed our sympathies to the family in the traffic accident and our hearts go out to them at this very sad time," he said.

“我们对遭遇交通事故的家庭深表同情，在这个悲伤的时刻我们的心与他们同在，”他说。

take charge (of sb. or sth.): take control 照管

e.g. She took charge of the project and made sure it was finished on time.

她负责这个项目，确保项目按时完成。

(stand) in line:站队，排队

e.g. They stood in line for several hours for tonight's tickets.

为了今晚的票子他们排了几个小时的队。

reflect on: think carefully about sth.; show 思考，深思；（对声誉等）带来影响

e.g. He sat in the garden and reflected on what he had just read.

他坐在花园里思考着所阅读的内容。

if not: perhaps; indicating possibility of being more remarkable (greater or better or sooner) than 要是不.....

e.g. Let's meet tonight if not sooner.

我们最迟今晚见面吧。

faculty:*n.* (AmE) all the teachers in a university (used with a sing. or pl. verb) 全体教员

e.g. Both faculty and students are required to attend the meeting.

师生都要参加会议。

nonetheless: *ad.* (fml) however 虽然如此，但是

e.g. The problems are not serious. Nonetheless, we shall need to handle them soon.

问题不算严重。但我们得赶紧加以解决。

combine:*vt.* cause (things) to join or mix together to form a whole 使结合

e.g. None of us has much money so let's combine what we've got.

我们谁都没多少钱，那我们就把钱凑一块吧。

inevitable:*a.* impossible to avoid or prevent 不可避免的

e.g. It seems inevitable that they will be late for school because of the bad weather.

天气恶劣，他们不可避免地要上学迟到了。

embarrassed: *a.* 局促不安的, 不好意思的

e.g. I was embarrassed to be praised in front of so many people.

当众受表扬我不好意思。

He felt embarrassed at being the centre of attention.

众目睽睽之下他局促不安。

accompany: *vt.* (fml) go with (sb.) to a place or event 陪同

e.g. Would you like me to accompany you to your room?

要不要我陪你去你的房间?

no doubt: certainly, without question 无疑地

e.g. That basketball player is no doubt the tallest man I've ever seen.

毫无疑问, 那个打篮球的是我见过的个子最高的人。

misguide: *vt.* 错误地引导

e.g. I misguided the tourist by telling him to turn left when he should have gone right.

我给游客指错了路, 明明该右转, 我让他左转。

crush: *vt.* make (sb.) lose all hope, confidence etc.; break into pieces 使失去信心; 摧毁

常见的搭配: crush sb's hopes/enthusiasm/confidence etc.

e.g. I was crushed — I have almost lost heart.

我意志消沉——我几乎失去了信心。

His arm was badly crushed in the car accident.

他的手臂在车祸中受到严重碾压。

seminar: *n.* 研讨会 (课)

e.g. I attended every lecture and seminar on this subject when I was a student.

我读书时有关这一内容的讲座、研讨会一个也没拉下过。

complain:v. say that you are not satisfied with sth. 抱怨, 发牢骚

e.g. Lots of people have complained about the constant noise.

不少人纷纷抱怨无休无止的噪音。

Why didn't you complain to the manager if the service was so bad?

要是服务那么差, 你干嘛不向经理投诉呢?

assignment:n. a piece of work that a student is asked to do 功课, 作业

e.g. I have a lot of reading assignments to complete before the end of term.

期末之前我要完成许多阅读作业。

issue:n. problem 问题

e.g. Don't worry about who will do it — that's not the main issue.

别担心谁来做——这不是主要问题。

let go: 放开

e.g. You need to let the past go/let go of the past and forgive those who have hurt you.

你得放开那些过去的事, 原谅那些伤害过你的人。

in disbelief: not being able to believe sth. 不相信

e.g. She shook her head in disbelief.

她摇着头, 难以相信。

aware:a. knowing about a situation or a fact 知道的, 注意到的

e.g. I wasn't even aware that he was ill.

我都不知道他病了。

Were you aware of the risks at the time?

当时你知不知道有危险?

muddle through: manage to do sth. although you are not organized and do not know

how to do it 胡乱应付过去

e.g. There was no one to help me, so — I just muddled through.

没人帮我，于是我就乱做一气。

loan:*n.* the money that is borrowed from a bank and has to be paid back 贷款

e.g. She's trying to get a \$50,000 loan to start her own business.

她正设法获得 50000 美元的创业贷款。

find one's way: discover the right way (to a place) 发现（到某处的）途径

e.g. I had a map with me but I still couldn't find my way back to the hotel.

我随身带着地图，可还是找不到回酒店的路。

set foot in: enter a place 进入；踏进

e.g. Can you believe she's never set foot in a McDonald's?

她从没去过麦当劳你信不信？

incident:*n.* an event that is often either unpleasant or unusual 事件

e.g. A young man was seriously injured in a shooting incident on Saturday night.

周六晚上一次枪击事件中一名年轻人受重伤。

plead:*v.* ask sb. for sth. in a very strong and serious way 恳求

e.g. He was on his knees, pleading for forgiveness.

他跪了下来，恳求原谅。

stay put: remain in the same place or position 留在原处不动

e.g. Just stay put with the suitcases, while I go and find a taxi.

呆着别动，看好箱子，我去叫出租车。

negotiate:*v.* try to reach agreement by discussion 协商；谈判

e.g. I've managed to negotiate a five percent pay increase with my boss.

我跟老板谈妥了，加薪 5%。

I'm negotiating for a new contract.

我正在谈一个新的合同。

be concerned with: be interested in 关心，感兴趣

e.g. All the people are concerned with children's education.

所有的人都关心孩子的教育。

undertake: vt. make oneself responsible for (sth.) 承担（某事物）

e.g. Students are required to undertake simple experiments.

学生得学会做些简单的实验。

2、Text 难句

My heart went out to him. (Para. 1)

The author does not identify "him" until the fifth paragraph, which is an effective way to draw readers' attention and make them keep on reading.

我十分同情这位男孩。

How humiliating to be in a university registrar's office with your father taking charge. (Para. 1)

How humiliating it is to be in a university registrar's office with your father taking charge. 这是一句感叹句，省略了 it is。

想象一下一个身处大学注册处的年轻人，仍有父亲陪伴左右包办事务是多么令人蒙羞。

I am as old as, if not older than, most faculty members. (Para. 3)

I am as old as, and perhaps even older than, most faculty members.

我和大部分老师相比，如果不比他们年长的话，至少也是和他们一样的年纪了。

They never set foot in a university. (Para. 14)

My parents never received a college education.

他们从未进过大学校门。

I thought about those small bits of self-confidence that were so painstakingly built in boyhood, and how they were being crushed at the counter. (Para. 6)

I thought about how the young man had gradually managed to build his self-confidence as a boy and how it was now being destroyed at the counter.

我想到了男孩少年时代辛苦建立起来的那点自信心，就这样在台子前被砸得粉碎。

grow up (Para. 7): This is a common reproach (责备语) aimed at anyone felt to be behaving foolishly and not in a mature way.

Rather (Para. 10): Here the word “rather” is used to start a sentence that provides a more accurate (确切的) or specific explanation of what is said in the previous statement, meaning “more truly”, or “more accurately”.

So whatever are you doing in line with them at the registrar’s office? (Para. 10)

So I don’t understand why you are still waiting in line with your children at the registrar’s office!

所以，你们在注册办公室跟孩子一起排队干什么呢？

I learned to find my way through the perils and pleasures of university life. (Para. 12)

I went through the challenges of university life and also experienced its joys.

我学着靠自己来适应大学生活的种种甜酸苦辣。

Naturally, I made mistakes, but then I still do. (Para. 12)

Of course, I made mistakes, but, well, you see, I still make mistakes now.

自然，我犯过错误，然而，我现在也还不是要犯错嘛。

...everything I did was a direct reflection on them. (Para. 13)

...whatever I did affected their reputation because they were thought responsible for my conduct. "...be a reflection on sb./sth." roughly means "show how good or bad sb. or sth. is."

我所做的一切事情都得由他们来承担。

四、思政素材

Warming Up>Theme Exploration

Youth Speaks! — On Freedom of Expression

Steph Tan

I am an eighteen-year-old teenager who wants to have the freedom and opportunities to speak out, to have a say in things, to express my feelings and thoughts freely.

Why is this freedom of expression so important to me? Although I may be young, I want to be heard as an individual. Whenever adults take my ideas into account and allow me to contribute in decision-makings, I feel respected and appreciated as it shows that I am capable of contributing in discussions. This naturally gives me an indescribable sense of achievement, and thus builds my confidence in the long run.

Besides that, freedom of expression is essential for the unity of my family. For me, when my parents allow me to have a say in things, and take my thoughts and feelings into consideration before making decisions, I am assured that I have a significant influence in my family, that I do play a role as a member of my family. By giving me this freedom, my parents are telling me that they love me and that my feelings and thoughts matter to them. It creates a special bond between my parents and I. In a way, this freedom improves my relationship with my parents and thus, brings the relationship to a whole new level.

Most importantly, this freedom allows me to stand up for what I believe in, and for what is right. An incident that happened to me in college recently can be a very good example to portray the importance of this freedom. Try to imagine yourself in my

situation but without the freedom to voice out what you believe in. You would be forced to just nod and agree on something when you actually do not. Wouldn't that be a total nightmare?

It is evident and clear that the freedom of expression is important to young people like me. We want to speak for ourselves, to be respected as individuals, and to have the opportunity to contribute in our families and even our society. To be able to state our opinions publicly is our right. Is it too much to ask for? Do not take this right away from us.

Work in groups and discuss the following questions.

1. What arguments or examples can you give to back up the main points in Para. 4?
2. How do you understand freedom of expression?

Reading & Comprehending>Reading 2>Cultivating Core Values

Cultivating Core Values — Freedom

Freedom is what every human being is craving for, fighting for and sometimes, dying for. It requires a person to have a free state of mind, having every possibility to live the way one wants while not harming others. Real freedom means having a profound mind and morality, being able to explore one's potential and cultivate a noble spiritual life.

Though college students now in China have all the external assistance they need to be free like the access to sufficient sources for further study and programs that support their journey to explore, it is the internal qualities that matter the most. It takes them to be self-conscious, self-disciplined and also, self-reliant to reach freedom. Fortunately, university is the perfect place for them to develop those internal qualities. Recently, Tsinghua University has taken action to take up its responsibility.

Further Exploration>Reading 3>Matching

Match the English expressions in the left column with their corresponding Chinese

versions in the right column. Write down the letter before each number.

throw oneself into seeking knowledge without any distractions	迈稳步子、夯实根基、久久为功
have high ambitions; have pragmatic plans	报效祖国、服务人民
devote to one's country and serve one's people	做好小事、管好小节
do small things well and be self-disciplined even in small matters	扎扎实实干事，踏踏实实做人
do solid work and be an upright person	心无旁骛求知问学
make steps steady, lay a solid foundation and make unremitting efforts	在时代大潮中建功立业
always uphold the core socialist values	立意高远；立足平实
make contributions to the great cause in the modern era	坚守社会主义核心价值观

1) e 2) g 3) b 4) c 5) d 6) a 7) h 8) f

Further Exploration>Chinese Wisdom: Quotes

1. 子曰：“吾十有五而志于学，三十而立，四十而不惑，五十而知天命，六十而耳顺，七十而从心所欲不逾矩。”（《论语·为政篇》）

At fifteen, said the Master, I was fond of learning. At thirty, I was established. At forty, I did not waver¹. At fifty, I knew my sacred² mission. At sixty, I had a complying³ ear. At seventy, I could do what I would without going beyond what is right.

2. 人类的历史，就是一个不断地从必然王国向自由王国发展的历史。（毛泽东）

The history of mankind is a history of constant progress from the kingdom of necessity to the kingdom of freedom.

3. 天下无纯粹之自由，亦无纯粹之不自由。（章炳麟）

There is no pure freedom in the world, nor is there any pure lack of freedom.

4. 养成他们有耐劳作的体力，纯洁高尚的道德，广博自由能容纳新潮流的精神。
(鲁迅)

To raise them to have the physical strength to work hard, the purity and nobility of morals, and the spirit of broad freedom to accommodate⁴ new currents.

5. 要解放孩子的头脑、双手、脚、空间、时间，使他们充分得到自由的生活，从自由的生活得到真正的教育。(陶行知)

To free the mind, hands, feet, space, and time of the children, so that they may live a life of freedom to the fullest and receive a true education from that freedom.

1 waver ['weɪvə(r)] vi. 犹豫不决；踌躇

2 sacred ['seɪkrɪd] a. 神的；神圣的

3 comply [kəm'plaɪ] vi. 顺从；遵从

4 accommodate [ə'kɒmədeɪt] vt. 容纳

Chapter	Unit 3 True Stories of World War II
Teaching Objectives	<p>1. Have a thorough understanding of the text contextually and linguistically;</p> <p>2. Have a thorough understanding of the text contextually and linguistically;</p> <p>3. Build up an active vocabulary to talk about the Jews' horrific experiences in World War II and know how to use the key words and expressions in context properly;</p> <p>4. Understand what happened to the Jews during the period of Nazi rule;</p> <p>5. Discuss the impact of war on people so as to value peace and life;</p> <p>6. Learn lessons from history and understand the significance of history to the future of humanity;</p> <p>7. Write a paragraph on the human losses World War II caused.</p> <p>Ideological and Political Objectives:</p> <p>4. Cultivate students' awareness of the importance of a peaceful world to human beings.</p> <p>5. Instill a sense of social responsibility and encourage students to take action making the world more peaceful and beautiful.</p> <p>6. Foster critical thinking on the relationship between history and the present world.</p>
Teaching Focuses	Build up an active vocabulary to talk about the World War II and know how to use the key words and expressions in context properly;
Teaching Difficulties	Learn lessons from history and understand the significance of history to the future of humanity; Writing logical sentences.
Teaching Duration	10 lessons
Teaching Method	Through teacher's explanation and asking questions , students can understand the text well. For word study, teachers will provide students with situation. With the help of PPT.

Assignment	Organize a short session of discussion on what the students have learnt.
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Teaching Duration: 10 lessons

二、 Teaching Goals and Suggested Teaching Process

This unit is designed for four sessions of classroom activity, with each session consisting of two 45-minute periods. Each of these sessions is devoted to some specific tasks. The following is a suggested teaching plan for fulfilling those tasks. Teachers are encouraged to improvise in the light of the students' level of attainment.



注：本课文是一篇典型的说明文（expository writing），讲课过程中教师有必要粗略讲述说明文的目的（如提供信息、阐述观点），并让学生思考作者在本文中表达了什么观点，作了什么解释，为最后要求学生写一段说明文（围绕 topic sentence 的段落）打下基础。

一、 Text Analysis

This story touches on the broad theme of Nazi Germany' s anti-Semitism, but given that it is a story written for a newspaper, the writer has to tell a story that must be fresh and show specificity to be of interest to general readership. Therefore, as we see in this text, the writer chooses the dramatic story of a Nazi poster girl who was declared the “perfect Aryan” child by Nazi propaganda and actually turned out to be Jewish.

While it is written for a newspaper, this is not a hard news story but a feature story. Unlike a time-sensitive hard news story, it does not have all the key information (who, what, when, where, why, how) packed and delivered in the very first sentence or the first two sentences (known as “lead”). Instead, the writer takes time to use a narrative to set the scene with the key information in the first two paragraphs (known as “delayed lead”) to grab readers’ attention and draw them into the story of human interest.

The delayed scene-setting lead, or a narrative hook, is followed by the essential idea of the story (known as “nutgraf”) expressed in a nutshell in the third paragraph.

In the meantime, highly relevant background information is provided in the first, fourth and fifth paragraphs about Nazi Germany, the child's persecuted Jewish parents, and the original source of the story.

The beginning sentence of the fourth paragraph serves well as a clever transition from the lead to the detailed recount of the story. It helps to build a sense of anticipation about the unfolding and untangling of the complicated story.

It is obvious that the story takes a narrative approach with such elements as conflict (what the girl's parents intended the picture for versus what the photographer used the picture for) and climax (the Jewish girl was picked as the perfect Aryan child). It gives all the details at length about why the girl's parents had the picture taken, what happened to make them terrified, and how the picture ended up in Nazi propaganda. Compared with a hard news story, it is longer and unfolds in time sequence with a slower pace.

Two more points are worth noting. Both are closely related to news writing in general. One is that the writer remains objective by staying out of the picture and letting the story speak for itself. Even though this story is meant to be a heavy irony, readers only perceive that through the direct quotes from the photographer and Taft. The other point is the short paragraph length and the language used. Most paragraphs contain one to three sentences to avoid big blocks of text.

二、Language Focus

1、Text 生词

一、Text 生词

make it big: (*informal*) be very successful 成功，出名

e.g. Thousands upon thousands of start-up companies pour into the market every year, but very few of them make it big in business.

每年有成千上万家创业公司进入市场，但成功的没几家。

take control of: have the power to make decisions about (sth.) 控制

e.g. The CEO was forced to quit as he failed to take real control of the company.

总裁未能真正掌控公司大局，被迫辞职。

splash: *vt.* display (a news story, photograph, etc.) noticeably 将……置于显眼位置

e.g. The pop star was in high spirits during the interview and was obviously not much affected by her recent divorce splashed all over the news media.

那位流行歌星受访时心情颇佳，显然没怎么受媒体大肆报道的她近日离婚之事的影响。

claim: *v.* state that (sth.) is true, even though it has not been proved 声称

e.g. American scientists claimed to have spotted for the first time the gravitational waves (引力波) predicted by Einstein in 1916.

美国科学家称首次捕捉到了爱因斯坦1916年预测的引力波。

remarkable: *a.* extraordinary or worthy of attention 不同寻常的；引人注目的

e.g. The local government achieved remarkable success in its efforts to attract more college graduates to the region.

当地政府努力吸引更多的大学毕业生前来该地，成绩斐然。

present: *v.* give (sth.) to sb. formally 赠送

e.g. The firefighter was presented with a gold medal by the mayor for his brave rescue of two children in a fire.

消防队员火中勇救两位儿童被市长授予金奖。

local: *a.* of or belonging to or characteristic of a particular locality or neighborhood 当地的；本地的

e.g. Some local residents joined the students' protest against extensive budget cuts in education.

不少当地居民参加了学生反对大幅削减教育预算的抗议活动。

surge: *v.* rise suddenly and greatly 急剧上升，飞涨

e.g. Political analysts and observers were amazed that the independent candidate's support had surged so greatly since the start of his presidential campaign.

总统选举开始以来，这位独立候选人的支持率急剧上升，令政治分析人士和观察家颇为惊讶。

find out: get information through study or inquiry 查明

e.g. An investigation was underway to find out the cause of an explosion which badly damaged a restaurant.

一家餐馆在爆炸事件中严重受损，有关爆炸原因的调查正在进行中。

origin: *n.* the place where sth. begins, where it springs into being 出身，血统；起源

e.g. Barack Obama was the first U.S. president of African American origin.

巴拉克·奥巴马是首位非洲裔美国总统。

cancel: *v.* end (an agreement or arrangement that you have with sb.) 取消，废除

e.g. Scheduled flights can be cancelled because of bad weather.

预定的航班会因恶劣天气而取消。

contract: *n.* a legal agreement 合同；契约

e.g. A Chinese company won a contract for work on highway construction in central Africa.

一家中国公司拿下了在中非修建公路的合同。

give birth to: produce a baby or young animal 生孩子；产仔

e.g. Chinese parents traditionally favor boys over girls, and women giving birth to a girl are more likely to plan a second child.

传统上中国父母重男轻女，生女孩的妇女很可能计划生二胎。

come out with: offer (sth.) for public inspection, sale, etc. 拿出；推出；发表

e.g. The Corporation has come out with a low-price, high performance smartphone.

该公司推出一款低价高性能的智能手机。

frame: *v.* put (a picture) in a structure that will hold it firmly 给（图片等）镶框

e.g. The girl was very excited when her dad framed her drawing and hung it on the wall of their sitting room.

小女孩很兴奋，因为她爸把她的画装入镜框挂在了客厅的墙上。

private: *a.* of, belonging to a particular person; personal 私有的；私人的

e.g. Children tend to have more self-confidence if their parents show respect for their private life.

如果家长尊重孩子的隐私，孩子往往更自信。

deliver: *v.* express in words; send forth 陈述，讲；传递

e.g. The course Public Speech aims to help students deliver forceful speeches that impress the audience.

公共演讲课旨在帮助学生进行有说服力的、能打动听众的演讲。

definitely: *ad.* without question and beyond doubt 明确地；确定无疑地

e.g. A witness of the car accident said there were definitely two people in the car but the man in the car claimed he was all by himself.

车祸目击者说车里肯定有两个人，可车里那人声称只有他一人。

image: *n.* a picture of a person or thing 影像；图像

e.g. The term “seaside holiday” revived in my brain images of relaxing days in cafes overlooking a white beach and blue sea.

“海边度假”一词在我脑海里唤起的是闲坐在咖啡馆，俯瞰白沙碧海的画面。

contact: *v.* get in touch with 联系; 联络

e.g. The police didn't think the missing boy was kidnapped, for it had been weeks and no one contacted the family.

警方认为失踪的孩子并没有被绑架, 因为已经几个星期了, 还没有人跟孩子家人联系。

submit: *v.* present (sth.) for consideration or judgment 提交; 呈递

e.g. The coach of the national team submitted his resignation one day after stories of soccer fraud had been splashed over the front pages of newspapers.

报纸头版纷纷报道假球事件的次日, 国家队教练提出了辞呈。

contest: *n.* an occasion on which a winner is selected from among two or more contestants 比赛; 竞赛

e.g. The girl that no one had ever heard of became famous overnight when she won the first prize in a national singing contest.

那个没人听说过的女生赢得全国歌唱比赛一等奖, 一夜成名。

outstanding: *a.* extremely good; excellent 杰出的; 优秀的

e.g. The billionaire set up a scholarship to encourage outstanding young people to pursue scientific research.

那位亿万富翁设立奖学金鼓励青年才俊从事科学研究。

exclaim: *v.* cry out suddenly and loudly from pain, anger, etc. 惊叫; 大声说

e.g. The children rushed downstairs to the living room and exclaimed in delight when they saw the presents under the Christmas tree.

看到圣诞树下的礼物, 孩子们欢呼着冲下楼来到客厅。

competition: *n.* contest 竞争; 比赛

e.g. Physical stores face heavy competition from e-business.

实体店面临电商的激烈竞争。

be prone to: have a tendency to do or to be affected by 有.....的倾向；易于.....的

e.g. The auto company recalled their latest model because there are increasing complaints that the cars are prone to accidents.

汽车公司召回了最新的型号，因为不断有投诉说那款车很容易出事故。

collection: *n.* a group of similar things deliberately acquired, usually over a period of time (一批) 收藏品；收集 (物)

e.g. The private museum attracts visitors from all over China for its collection of thread-bound books.

那家私人博物馆收藏的线装书吸引了来自全中国各地的参观者。

numerous: *a.* great in number; many 为数众多的；无数的

e.g. For startup companies, it is important to spot the right business opportunity among numerous options.

对创业公司而言，在众多选择中找到合适的商机至关重要。

amaze: *v.* surprise (sb.) greatly 使惊奇；使吃惊

e.g. I like cooking and very often I amaze myself at what I produce by experimenting on crazy cooking ideas.

我喜欢烹饪，会大开脑洞尝试各种方式，结果常常令人惊喜。

throughout: *prep.* in or during the entire time; through the whole time of 在.....整个期间；贯穿.....始终

e.g. What I like a lot of the city is there are many convenience stores open around the clock, throughout the year.

这个城市我非常喜欢的一点是，很多便利店二十四小时营业，全年无休。

flee: v. run away (from) 逃离

e.g. Thousands have fled the country ever since the civil war broke out three months ago.

三个月前内战爆发，成千上万的人逃离出境。

find/take refuge in: 在.....避难

e.g. People fleeing from the fighting between the government and the rebel army have taken refuge in UN-organized camps.

人们纷纷逃离政府军与叛军的战斗，在联合国组织的难民营避难。

二、Text 难句

Less well-known, however, was the fact that the “Aryan” girl it claimed to show was actually Jewish. (Para. 3)

But few people were aware that the girl that was claimed to be “Aryan” was, in fact, Jewish.

但不太为人所知的是，这张照片要展示的所谓“雅利安”女童其实是个犹太人。

As remarkable as that revelation is, more remarkable is the story that accompanies it. (Para. 4)

Although that revelation is remarkable, more remarkable is the story that accompanies it. The structure “As + adj./adv. + as ...” is normally used in American English. In British English, the commonly used form is “adj./adv. + as ...”. e.g. Tired as I was, I went on working.

虽说这一披露非同寻常，但更为惊人的是整个事件的来龙去脉。

It was the time of surging anti-Semitism in Berlin. (Para. 5)

Anti-Semitism spread quickly in Berlin at that time.

当时正值柏林反犹太运动高涨之时。

have her picture taken (Para. 6)

have sth. done 此处表示“安排他人（尤指理发师、修理师等专业人员）做某事”。

e.g. I'm having my car repaired, so I took a taxi home.

我的车在修，所以我打的回家。

Just give me some money, and I'll get you the magazine. (Para. 10)

The sentence means “If you just give me some money, I'll get you the magazine.”

你给我点钱，我可以去把杂志给你买来。

Do ..., and sb./sth. will ...: If you do ..., sb./sth. will ...

e.g. “Go home and have a good rest, and you will be fine tomorrow,” the doctor said to the patient.

“回家好好休息，明天就会好的，”医生对病人说。

Just: used, esp. with the imperative, to cut short a possible argument or delay or to appeal for attention or understanding:

e.g. Just listen to what I'm saying! 你就听我说!

Just try to understand! 你要明白!

Just listen to him (i.e. and you will see how clever, funny, stupid, unusual, etc. he is)!

你就听听他（你就会明白他多聪明/有趣/傻/与众不同）!

Money changed hands. (Para. 11)

It means that one person passed or paid money to another person, so the money changed from one person's hands to another's.

钱给了。

So were 10 other outstanding photographers in Germany. (Para. 14)

Ten other outstanding photographers in Germany were also asked to submit their pictures for the contest.

德国还有10位杰出摄影师也被要求参加。

I wanted to allow myself the pleasure of this joke. (Para. 16)

I hoped to have a lot of fun making this joke.

我就是想开个玩笑找个乐。

Family stories are always prone to exaggeration. (Para. 17)

Family stories are very likely a mixture of truth and imagination.

家族故事常有夸大其词之虞。

The parents were equally shocked and “amazed at the irony of it all.” (Para. 18)

The parents were horrified, but at the same time marveled at the irony in the incident.

孩子的父母既震惊又“觉得这一切极具讽刺意味”。

四、思政素材

Warming Up>Theme Exploration

Ho Fengshan:

The “Chinese Schindler” Who Saved Thousands of Jews

Wayne Chang



When Ho Fengshan (何凤山) died at the age of 96 in 1997, he took a secret to his grave. The only clue was a single sentence in his obituary (讣告).

Throughout his long life, Ho never mentioned his heroic deeds during World War II — not to his wife, his children or friends.

During 1938 to 1940, Ho, the consul general (总领事) of the then Chinese Nationalist government’s consulate (领事馆) in Vienna, saved perhaps tens of thousands of Jews from the Holocaust with just his pen.

When Jews desperately sought visas to escape from Nazi-occupied Austria, he issued thousands — regardless of his superior’s orders.

The exact number of entry papers Ho issued — and the number of lives saved — may never be known, as too many have already been lost to time. But based on the serial number of one visa nearing 4,000, the best estimate is that thousands of visas were issued.

Ho is often hailed as “the Chinese Schindler,” in honor of the industrialist Oskar

Schindler who saved 1,100 Jews by employing them in his factory located in Poland. While other countries refused to issue visas in fear of aggravating (激怒) the Nazi government, Ho was probably the first diplomat to really take action to save the Jews. “That is the kind of person he was — very principled, straightforward, and has integrity,” says Manli Ho (何曼礼), daughter of the late diplomat, who has been researching her father’s story for some ten years.

Work in groups and discuss the following question: What kind of character do you see in the brief description of the diplomat?

Reading & Comprehending>Reading 2>Cultivating Core Values

Cultivating Core Values — Friendship

Friendship is a traditional virtue of the Chinese nation formed over thousands of years, and is one of the basic elements of core socialist values. Being friendly means treating our family, friends, others, and the society with our greatest respect and goodness. We need this warm stream of friendship to build up the harmonious society that we all enjoy settling in and working for, which basically sets the ethical foundation of the social order.

Friendship requires citizens to view each other equally, seeing through the differences among people. The best strategy is treating other people the way we want to be treated, which means putting ourselves in others’ shoes and understanding their perspectives, opinions, or situations. It’s still the same when the scenario isn’t set in one country, but the world. And Nina, once a Polish girl saved in Shanghai, has benefited from a friendship that goes beyond national borders.

Further Exploration>Reading 3>Matching

Match the English expressions in the left column with their corresponding Chinese versions in the right column. Write down the letter before each number.

a decisive battle between justice and evil	
opened up bright prospects for the great	开辟了中华民族伟大复兴的光

renewal of the Chinese nation	明前景
peace and development have become the prevailing trend	正义和邪恶的大决战 牢固树立人类命运共同体意识
the world is far from tranquil	以史为鉴, 坚定维护和平的决心
learn the lessons of history and dedicate ourselves to peace	和平与发展已经成为时代主题 铭记历史所启示的伟大真理
foster a keen sense of a global community of shared future	始终坚持走和平发展道路 世界仍很不太平
remain committed to peaceful development	
bear in mind the great truth of history	

1) b 2) a 3) e 4) h 5) d 6) c 7) g 8) f

Further Exploration>Chinese Wisdom: Quotes

1. 有朋自远方来，不亦乐乎？（《论语·学而》）

Is it not a pleasure to meet friends coming from afar?

2. 老吾老以及人之老，幼吾幼以及人之幼。（《孟子·梁惠王上》）

Expand the respect of the aged in one's family to that of other families; expand the love of the young ones in one's family to that of other families.

3. 仁者爱人，有礼者敬人，爱人者，人恒爱之；敬人者，人恒敬之。（《孟子·离娄章句下》）

Those who are benevolent¹ love people; those who have manners respect people; those who love others will always be loved; those who respect others will always be respected.

4. 勿以善小而不为，勿以恶小而为之。（西晋 陈寿《三国志·蜀书·先主传》）

Never fail to do anything good which you deem² as petty³; never dare to do anything evil which you consider as trivial⁴.

5. 一个篱笆三个桩，一个好汉三个帮。（毛泽东）

As one fence needs three stakes⁵, a good guy needs three fellows.

6. 友情在过去的生活里，就像一盏明灯，照彻了我的灵魂，使我的生存有了一点点光彩。（巴金）

Friendship has been like a beacon⁶ of light in my past life, shining through my soul and making my existence a little brighter.

1 benevolent [br'nevələnt] a. 仁慈的；慈善的

2 deem [di:m] vt. 认为；视作

3 petty ['petɪ] a. 琐碎的

4 trivial ['trɪvɪəl] a. 不重要的；琐碎的

5 stake [steɪk] n. 桩；棍子

6 beacon ['bi:kən] n. 灯塔；指路明灯

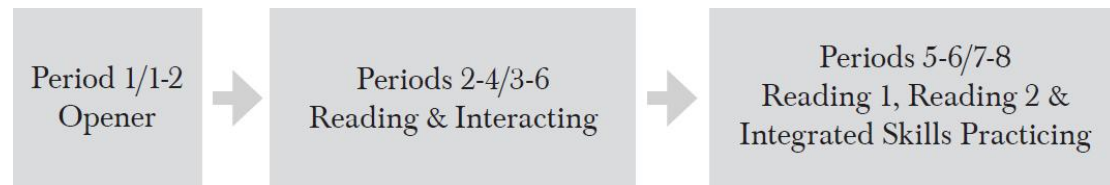
Chapter	Unit 4 Meeting People Who Have Touched China
Teaching Objectives	<p>1. Have a thorough understanding of the text contextually and linguistically;</p> <p>2. Build up an active vocabulary to talk about the people who have touched China and know how to use the key words and expressions in context properly;</p> <p>3. Get inspired by the people who have touched China and consider what they can do for our country;</p> <p>4. Role play an interview with Fan Jinshi to understand her life and commitment better;</p> <p>5. Write a well-developed paragraph on another person who has touched China.</p> <p>Ideological and Political Objectives:</p> <p>1. Cultivate students' awareness of the importance of a powerful motherland and arouse their love to our country.</p> <p>2. Encourage students to critically reflect on their own behaving and learn from the people who touched China.</p> <p>7. Instill a sense of social responsibility and encourage students to take action making China a more powerful and beautiful country.</p>
Teaching Focuses	communicate with regard to the main characteristics of people who touched China
Teaching Difficulties	how to use the key words and expressions in context properly
Teaching Duration	10 lessons
Teaching Methods	Through teacher's explanation and asking questions, students can understand the text well. For word study, teachers will provide students with situation. With the help of PPT.
Assignment	Organize a short session of discussion on what the students have learnt.

Teaching Duration: 10 lessons

一、Suggested Teaching Process

his unit is designed for a six-to-eight period class. In each of the periods, certain tasks

are to be tackled. Below is a teaching plan for your reference.



注：注：这一单元的主题贴近学生生活。为数不少的学生上网成瘾，手机不离身。学习这一单元，可结合课文，引导学生利用所学的词汇或句型就他们的上瘾或戒瘾展开讨论。这一话题可以贯穿整个单元，具体做法参见各个部分的教学指南。

二、Text Analysis

This text introduces people who have devoted their lives to studying and preserving the Mogao Caves. It contains a large amount of information that needs to be presented in a clear, effective and engaging way. The author employs a variety of techniques to achieve this purpose.

First, the text starts with a quote from a celebrated Chinese scholar of Buddhism, who describes the powerful attraction of the Mogao Caves. The quote serves to spark the reader's curiosity right at the beginning. It seems interesting to find out what is special about the caves, to which the scholar was emotionally connected.

Second, the text is tightly knitted to achieve logical coherence, making it straightforward and easy to follow. The introduction of the Mogao Caves sets up the context to prepare the reader with the knowledge of their history and significance. The quote at the beginning, the history of the caves, and the dedication of Chang Shuhong and Fan Jinshi are connected by the theme of emotional and personal connection to the Mogao Caves. The use of transitional phrases and sentences helps to smoothly connect ideas and information between the different parts of the text:

Ji was not the first or the last to be fascinated by the Mogao Caves ... (Para. 2)

Since then, they have again attracted people's attention, with a number of famous scholars and painters visiting the caves to study them. (Para. 2) Among them, ... (Para. 2)

Following in Chang's footsteps ... (Para. 5)

thanks to the lifelong devotion and personal sacrifices of these Guardians (Para. 7)

Third, the concluding paragraph not only summarizes the entire text, but also moves from the personal experiences of the individuals involved to the importance of these caves far beyond them, with the emphasis on these people's enduring legacy for humanity. This helps the reader appreciate even more the work of the people who have made contributions to the preservation of the cultural treasure.

一、Text 生词

at first: at the beginning 起初；一开始

e.g. At first I did listen to the speech, but soon my mind wandered.

起初我是在听演讲，过一会思想就开小差了。

concern: *n.* 关心之事；关系重大之事

e.g. This is no concern of mine. Go away.

这不关我的事。走开。

Sustainable development is a matter of top concern to the Chinese government.

可持续发展是中国政府首要关注的问题。

attend to: give care and thought to 关心；注意

e.g. As Dr. Johnson is attending to your wife, would you like to have some coffee and wait?

约翰逊医生在照看你太太，你要不要喝点咖啡等着？

head: *vt.* be in charge of; lead 负责；领导

e.g. Alice Hamilton said that heading a strike that failed was the bitterest experience in her life.

爱丽丝·海米尔顿说领导一次失败的罢工是她生平最惨痛的经历。

significant: *a.* having a special meaning; important 有特殊意义的；重大的

e.g. Indeed, this is the most significant aspect of the role of religion in the divisions and conflicts in Ireland.

没错，这是爱尔兰分裂与冲突中宗教所发挥作用的最显著的一个方面。

I'm so bored with these wedding invitations. They always ask you to bring your significant other (“重要的另一半”，指伴侣). Can't a single girl just enjoy life?

我真烦这些婚礼请柬。它们老是要你成双成对出席。单身女生就不能享受生活了吗？

vision: *n.* 看法，远见；愿景

e.g. When people don't see that their leader has a vision, they'll start to doubt him.

当人们不理解他们领袖的前景目标时，就开始产生疑惑。

global: *a.* worldwide 全球的

e.g. Yundi Li's intense practice and talent brought him global reputation at a very young age.

李云迪练琴勤奋，又有天分，年纪轻轻就享誉世界。

signal: *n.* 信号

e.g. The flowers and chocolate he had brought sent a signal of his interest in her.

他带来的鲜花和巧克力是有意于她的一个信号。

as to: about; concerning 关于

Although either “as to” or “as for” can be used to mean “with regard to”, “on the matter of” or “concerning”, there are some differences.

1) “As to” is sometimes similar to “according to”. “As for” is not.

e.g. They sorted the eggs **as to** size and color.

他们根据大小和色泽对蛋加以分类。

2) When appearing at the beginning of a sentence, “as for” introduces a totally new topic whereas “as to” picks up a topic already mentioned.

e.g. Most farmland is under water. **As for** the grain, most of it has been ruined.

大多数农田都被淹了。庄稼大都毁了。

You can have a bed; **as for** him, he has to sleep on the floor.

你可以睡床；至于他，只好睡地板了。

As to the question you raised, I don't have a ready answer right now.

至于你的问题，我一时回答不了。

As to the details of the trip, we don't have to decide now.

至于旅行具体事宜，我们不用现在就定下来。

3) "As for" at the beginning of a sentence can sometimes indicate contempt.

e.g. *As for* you, I never want to see you again.

至于你，我再也不想见到。

critical: *a.* absolutely necessary 绝对必要的

e.g. In the long term, the supply of land is as critical to industrial performance as the supply of labour and capital.

从长远看，土地的供应对产业效益的重要性不亚于劳动力和资本的供应。

A second income is critical to a family's well-being.

第二份收入对于家庭幸福至关重要。

off limits: beyond what one is allowed to do; beyond areas that one is allowed to enter 不在允许范围之内；属于禁区

e.g. This military exercise is off limits to reporters.

这一军事演习不对记者开放。

range: *vi.* include a variety of things or people 涉及，包含

e.g. The hotel offers many services to guests, ranging from tickets to hot shows to private tours of the local museum.

酒店为客人提供各种服务，包括热门表演的票子、当地博物馆的私人导游。

at one point: at one time 在某一时刻；一度

e.g. The actress dressed like Marilyn Monroe at one point of her career.

那位女演员在其职业生涯中曾一度效仿玛丽莲·梦露的衣着装扮。

cooperation: *n.* 合作

e.g. I sincerely hope that this meeting is the beginning of our cooperation in medical education.

衷心希望本次会议成为我们在医学教育领域合作的开始。

urgent: *a.* needing immediate action 迫切的；紧急的

e.g. The captain gave an urgent call for a doctor because a passenger on board suddenly fell ill.

船长紧急呼叫医生，因为船上有位乘客病倒了。

dismiss: *vt.* direct or allow to leave 让……离开，把……打发走

e.g. I was dismissed after I gave my report.

我递交报告后/我作了报道后就被开除了。

Judge Helman dismissed the jury after they failed to reach a verdict.

陪审团未能做出裁断，海尔曼法官将其解散。

demonstrate: *vt.* provide evidence for; show 证明；展示

e.g. The study demonstrated that smoking and lung cancer were related.

研究表明抽烟与肺癌有关。

address: *vt.* deal with 处理；应对

e.g. The company wants to know how you are going to address the risks in your business plan.

公司想知道你将如何应对你那份商业计划中的风险问题。

yield: *vt.* produce; bear 产生；出产

e.g. Years of training has yielded a reward for Sarah. She has won a spot on the national team.

萨拉多年的训练终有收获。她成功入选国家队。

declare war on: state officially that one is at war with 对.....宣战

e.g. The Chinese government has declared war on smog by closing heavily polluting factories.

中国政府向雾霾宣战，关闭了污染严重的工厂。

schedule: *vt.* plan 计划

e.g. Mr. Brown, you can't go yet. You're scheduled to meet some investors in ten minutes.

布朗先生你还不能走。安排了你十分钟后与投资商见面。

benefit: *vi.* get help or improvement (from) 获益

e.g. There are many more thousands who could benefit from the program.

还有成千上万的人将受益于这个项目。

Will the urban poor benefit from the change of government?

城市贫民能否受益于政府更迭？

ensure: *vt.* make sure or certain 确保

e.g. What can you do to ensure that your paper is free of spelling mistakes?

要确保论文中没有拼写错误你该怎么办？

thanks to: owing to; as the result of 由于；因为

e.g. We had a wonderful time in Xi'an thanks to our guide Amy.

多谢导游艾米，我们的西安行非常尽兴。

performance: *n.* 表现；成绩

e.g. His parents hired a private tutor to help him improve his academic performance.

他父母给他请家教帮助他提高成绩。

launch: *vt.* start, get going 开启

e.g. When will Apple launch the new advertising campaign?

苹果公司什么时候开始发布新的广告？

career: *n.* 职业生涯

e.g. The accident brought his career as a travelling salesman to an end.

这一事故终止了他的旅行推销员的职业生涯。

proportion: *n.* 比例

e.g. The proportion of flour to water is critical to cake making.

做糕点时面粉与水的比率非常关键。

decline: *vi.* go down; grow worse 下降；恶化

e.g. Oil price has been declining since last year.

去年以来油价一路下跌。

He gave up bicycling due to declining health.

他身体不好不再骑车了。

enroll: *vt.* register formally as a participant or member 录取

e.g. I hope I can have the honor to be enrolled by the graduate school at your university.

衷心希望能荣幸地入读贵校研究生院。

previous: *a.* existing or happening before sth. else in time or order 之前的

e.g. Sam's divorce from his previous wife was a long and bitter process/experience.

山姆与前妻的离婚案拖了很久，非常狗血。

impress: *vt.* affect favorably 给人深刻印象

e.g. Mr. Smith was so impressed by the performance that he went around telling people, "You must see it."

史密斯先生对演出赞叹不已，逢人就推荐说一定要看。

attain: *vt.* achieve 获得；达到

e.g. Some people practice yoga to attain inner peace.

有人练瑜伽是为了获得内心的宁静。

solution: *n.* 解决方案

e.g. Some Americans believe that letting people carry guns might be a better solution to terrorism than strict gun control. What do you think?

有些美国人认为，与严格的枪支管理相比，允许人们持枪是应对恐怖主义的更为有效的方法。你觉得呢？

二、Text 难句

Li, as Premier and Party Secretary of the State Council, has many pressing issues of national and international concern to attend to. (Para. 1)

As Premier and Party Secretary of the State Council, Li has to handle many issues that are considered important in China and the world.

李作为总理兼国务院党组书记一定有许多紧迫的国内和国际问题要处理。

Just me, no U.S. reporters, for 30 minutes. (Para. 2)

This is an incomplete sentence. The full sentences would read something like the following: The Premier is to meet me alone. No US reporter is allowed. And the meeting will last 30 minutes.

我单身赴会，美国记者不得随行，会见时间为 30 分钟。

No x-ray machines or body scanners such as you find at the entrance to the U.S. Capitol and the White House. (Para. 2)

There were no x-ray machines or body scanners like the ones you find at the entrance to the U.S. Capitol and the White House.

不像美国国会大厦和白宫，这里没有 X 光机，也没有人体扫描仪。

The Premier and me, having tea. (Para. 2)

This is an incomplete sentence. The full sentence would read something like the following: The Premier and I held a discussion while we were having tea.

总理和我一起用茶。

The Premier was clearly well prepared to demonstrate that China's efforts to address its environmental woes have gone beyond intent to yield results. (Para. 3)

Obviously, the Premier was ready to show me that China meant business in its efforts to cope with environmental problems.

总理显然有备而来，要向我展示中国应对环境挑战的努力绝不是纸上谈兵，而是成果颇丰。

As an example of how China is moving forward aggressively on this front, Li claimed that 60 million rural water users were supplied with clean drinking water in 2013 ... (Para. 3)

In order to prove how China is making huge progress in this area, Li told me that 60 million rural water users were supplied with clean drinking water in 2013 ...

为了说明中国在这一战线上积极推进的成果，他举例说，在 2013 年，中国就有 6,000 万农村人口喝上了清洁的饮用水。

... he was admitted to the elite Peking University, which helped launch his own illustrious career. (Para. 4)

... he was enrolled by the elite Peking University, which gave him a start on his way towards an outstanding career.

.....他被精英大学北京大学录取，从此展开了辉煌的职业生涯。

四、思政素材

Warming Up>Theme Exploration

Father of China's Hydrogen Bomb

Gao Yun, Huang Zhengzheng

Yu Min (于敏), a Chinese nuclear physicist regarded as the “father of China’s hydrogen bomb,” died on January 16, 2019 in Beijing at the age of 93.



Yu, an academician (院士) of the Chinese Academy of Sciences (CAS), committed himself to a career in national defense science and technology. Born in north China’s Hebei Province in 1926, Yu was admitted to Peking University with distinction. He showed extraordinary talent in physics. Yu was first involved in the research of atomic nuclear theory in the Institute of Modern Physics, CAS, then headed by famous Chinese physicist Qian Sanqiang. His research result filled a blank in China’s nuclear theory. However, Yu didn’t hesitate when he was commissioned to switch to the theoretical research of the hydrogen bomb in 1961.

He concealed his name for the next 28 years because his work was highly classified. “I didn’t know Yu did such highly confidential (机密的) work,” his wife said.

In order to develop a self-reliant hydrogen bomb as soon as possible, Yu worked tirelessly, making breakthroughs and forming a complete design of the hydrogen bomb after three months of calculations. The first hydrogen bomb was successfully detonated (引爆) on June 17, 1967, two years and eight months after China’s first atomic bomb explosion, making China the world’s fastest country to realize the progress, as it took over 8.5 years for France, over 7 years for the U.S., and over 4.5 years for the U.K.

Since the 1980s, Yu’s team has made breakthroughs in key technologies in the development of second-generation nuclear weapons, bringing China’s technology in this field to a new level. Yu was awarded the “Two Bombs, One Satellite” Achievement Medal in 1999, and honored with China’s top science and technology award in 2014. His latest title was “reform pioneer” in 2018 for his outstanding contributions to promoting China’s reform and opening-up.

Despite his contribution to the country’s nuclear weapon development and multiple honors, Yu turned down the fame of being called the “father of the hydrogen bomb,” but attributed the achievements to nationwide efforts. “One’s name will fade with

time. I can contribute my little energy to the country's prosperity. That's enough to console myself," said Yu.

Work in groups and discuss the following questions: What contributions did Yu Min make to the prosperity of our country? What valuable qualities can you learn from him?

Reading & Interacting>Cultivating Core Values

Cultivating Core Values — Prosperity

Prosperity is what a person struggles to provide for his family and what a country strives to offer to its citizens. Prosperity is the aim that we are all yearning for, and the advanced technology will lead the way to it. Great scientific and technological capacity is a must if a country wants to be strong and prosperous. The countries that have realized modernization all possess advanced science and technologies in crucial fields. China is always on the way to advancing its technology for the sake of all its citizens' well-being, which can be clearly seen in the meeting that Premier Li had with a U.S. scientist.

Further Exploration>Reading 3>Matching

Match the English expressions in the left column with their corresponding Chinese versions in the right column. Write down the letter before each number.

depend on others for core technologies in key fields	掌握新一轮全球科技竞争的战略主动
a new scientific and technological revolution is gaining momentum	新一轮科技革命蓄势待发
are pushing back the frontiers and indicating the direction of new research	渗透到几乎所有领域
are diffusing into nearly all sectors	科技创新链条更加灵巧
the innovation chain is becoming more flexible	时不我待
	关键领域核心技术受制于人

time and tide wait for no one	全面增强自主创新能力
expand our comprehensive capability in innovation	正在开辟新前沿新方向
seize the strategic initiative in a new round of global competition	

1) f 2) b 3) h 4) c 5) d 6) e 7) g 8) a

Further Exploration>Chinese Wisdom: Quotes

1. 凡治国之道，必先富民。民富则易治也，民贫则难治也。（战国 管仲《管子·治国》）

The key to running a country is to enrich the people first. If the people are wealthy, it is easy to govern. If the people are poor, it is difficult to govern.

2. 没有工业，便没有巩固的国防，便没有人民的福利，便没有国家富强。（毛泽东）

Without industry, there would be no consolidated¹ national defense, no welfare for the people, no prosperity for the country.

3. 贫穷不是社会主义，社会主义要消灭贫穷。（邓小平）

Poverty is not socialism. Socialism is about eradicating² poverty.

4. 在新的历史时期，中国梦的本质是国家富裕、民族振兴、人们幸福。（习近平）

In the new historical period, the essence³ of the Chinese Dream is the prosperity of the country, the revitalization⁴ of the nation and the happiness of the people.

5. 为了中华民族的繁荣富强，我要献出全部学识智慧。（钱伟长）

I will dedicate all my knowledge and wisdom to the prosperity of the Chinese nation.

¹ consolidate [kən'sɒlɪdeɪt] vt. 巩固

2 eradicate [ɪ'rædɪkeɪt] vt. 根除; 消灭

3 essence ['esəns] n. 本质; 实质

4 revitalization [riːˌvaɪtəlaɪ'zeɪʃn] n. 复兴; 振兴

Chapter	Unit 5 The Water Problem
Teaching Objectives	<p>1. Have a thorough understanding of the text contextually and linguistically;</p> <p>2. Build up a basic vocabulary about humanity's water problem and learn to use the key words and expressions;</p> <p>3. Discuss the water situation in the world and in China;</p> <p>4. Explain why water is going to be the greatest challenge facing mankind in the 21st century;</p> <p>5. Propose ways to help conserve water;</p> <p>6. Write a passage centering around a topic sentence about water conservation.</p> <p>Ideological and Political Objectives:</p> <p>8. Cultivate students' awareness of environmental protection and sustainability.</p> <p>9. Instill a sense of social responsibility and encourage students to take action in water conservation.</p> <p>10. Foster critical thinking on the relationship between humans and nature, and the importance of sustainable development.</p>
Teaching Focuses	Build up an active vocabulary to talk about the water problem and know how to use the key words and expressions in context properly;
Teaching Difficulties	Know what causes the water problem Writing logical sentences
Teaching Duration	10 lessons

Teaching Method	Through teacher's explanation and asking questions , students can understand the text well. For word study, teachers will provide students with situation. With the help of PPT.
Assignment	Organize a short session of discussion on what the students have learned.

Teaching Duration: 10 lessons

三、 Teaching Goals and Suggested Teaching Process

This unit is designed for four sessions of classroom activity, with each session consisting of two 45-minute periods. Each of these sessions is devoted to some specific tasks. The following is a suggested teaching plan for fulfilling those tasks.

Teachers are encouraged to improvise in the light of the students' level of attainment.



注：本课文是一篇典型的说明文（expository writing），讲课过程中教师有必要粗略讲述说明文的目的（如提供信息、阐述观点），并让学生思考作者在本文中表达了什么观点，作了什么解释，为最后要求学生写一段说明文（围绕 topic sentence 的段落）打下基础。

二、 Text Analysis

The writer tries to explicate the topic of water conservation in this expository essay. He develops his argument to inform and persuade the reader through the complete structure of an introduction, body and conclusion.

In the introductory paragraphs, he adopts a light story-telling style to make his serious point clear and accessible. Here the conflict between him and his daughter draws the reader in, and then quickly the thesis factors in to the climax, where the reader hears the resounding words of his daughter: “Turn off the water, Daddy. The scientists need time.” The same message is rephrased in a more formal thesis statement in the second paragraph: “We need to conserve our resources to buy ourselves time so scientists can find new solutions to our problems. And this is especially true for water.” Such a repetition of the same message helps to hit the nail home.

In the main body of the text, he employs a variety of techniques to develop his argument. Skillfully, he helps readers to think logically about the water problem and to easily grasp its importance and the reasons why water conservation is imperative.

The first technique is *dividing and classifying*. He cites a Nobel Laureate's work to divide humanity's top issues for the next 50 years into ten problems in order of importance (para. 4). Then he classifies the problems by putting water in the top tier (para. 5) and thus explains the gravity of the water problem with clarity. Also, he divides solutions to the water problem in terms of the scale of the projects (para. 8).

The second technique is *explaining cause-and-effect relationships*. It is necessary to help readers see and understand these relationships involved in the water problem: What have caused the water problem (para. 7 & para. 9)? What benefits can solving the water problem bring (para. 3, para. 5 & para. 6)?

The third technique is *comparing and contrasting*. In discussing solutions to the freshwater problem, the writer contrasts the two types of solutions for differences, and also compares them to bring up the argument that both take time (para. 8). Similarly, he compares and contrasts the moon shot mission and getting freshwater to make a case for more research funding for the latter (para. 9).

三、Language Focus

1、Text 生词

conserve: v. use without wasting; protect from loss or destruction 节约使用; 保护
e.g. To conserve energy, most families in this apartment building do not turn on the air-conditioners except in extreme weather.

为节约能源, 这幢楼大多数人家若非高温一般不开空调。

conservation n.

e.g. Water conservation tops the list of our urgent tasks.

节水是我们工作的重中之重。

to one's liking: 中意, 称心

e.g. "We do our best to ensure that the food we serve is always to your liking," said the owner of the restaurant to us.

“我们尽力提供你们满意的菜肴，”饭店老板对我们说。

ring in one's ears: make one feel that one can still hear sth. 犹言在耳

e.g. She went to bed with the song still ringing in her ears.

她上床睡觉，歌声仍萦绕在耳。

resource: *n.* (usu. *pl.*) 资源

e.g. Land resources in this small island country are extremely scarce.

这个弹丸岛国的土地资源极为稀少。

on track: likely to achieve the result you want 步入……轨道；有望

e.g. Please get the discussion on track. Time is limited.

请不要岔开话题。时间有限。

The boy is on track to become a chess master.

这孩子有望成为象棋大师。

replace: *v.* be used instead of sth./sb. else, put sb./sth. new in the place or position of sb./sth. 取代

e.g. Will computers ever completely replace books?

电脑会不会完全取代书本？

An American college graduate has been hired to replace our previous English teacher.

他们请了个美国大学毕业生取代我们原来的英文老师。

strategic: *a.* 战略的，战略上的

e.g. The city of Zhangjiakou is located at a strategic position.

张家口市地处战略要冲。

The bridge has great strategic value.

这座桥具有重要的战略价值。

conflict: *n.* a fight, battle or struggle, a state of opposition between ideas, interests, etc.

冲突，矛盾

e.g. There is a long history of conflicts over water resources between the two countries.

两国长期存在水资源冲突。

highlight: *v.* give special attention to (sth.); emphasize 使突出；强调

e.g. The teacher said: "Write a paragraph centering around a topic sentence, and highlight your topic sentence in yellow."

老师说：“围绕中心句写一个段落，中心句用黄色标出。”

n. sth. very interesting, exciting or important, the best part of sth. 主要部分，提要

e.g. I missed the game, but I saw the highlights on the evening news.

我错过了比赛，不过在晚间新闻看了精彩回顾。

environment: *n.* 环境

e.g. How can we create a workplace environment that encourages innovation?

我们如何营造鼓励创新的工作环境？

subsequent: *a.* happening after sth. else 随后的，后来的

e.g. The house was built in 1980, and has been expanded several times in subsequent years.

这幢房建于1980年，之后数次扩建。

In subsequent interviews the candidate denied what he had said that night.

那位候选人在嗣后的采访中否认了当晚所说的话。

abundant: *a.* 大量的，充裕的

e.g. The project aims at providing abundant energy in power-starved areas of the world.

该项目旨在为世界上能源不足的地区提供充足的能源。

source: *n.* 来源; 源头(指河流的源头, 或资金、信息等的来源, 不同于“resource”, 后者常指体现国家、组织或个人实力的资源, 如物力、财力、劳力以及土地、矿山等自然资源)

e.g. Exhibitions are an important source of income for many artists.

开展会是不少艺术家重要的收入来源。

Novels have been a rich source of material for the film industry.

小说是电影行业取之不尽的故事来源。

reliable: *a.* 可靠的, 可信赖的

e.g. Dogs, if treated properly and trained with firm kindness, are faithful and reliable.

只要你对它好, 训练时态度坚决而友善, 狗都能变得忠实可靠。

enable: *v.* make (sth.) possible or (sb.) be able to do sth. 使成为可能; 使能够

e.g. The cell phone will enable you to call for help from anywhere.

手机可以让你在任何地方呼求帮助。

and so forth: *et cetera* 等等, 诸如此类。常用于表达“还有其他与上文同类的活动(事件、东西), 不再逐一列出”。

e.g. We shopped, had lunch, shopped some more, and so forth.

我们买买买, 吃午饭, 再买买买, 就这样。

around the corner: not far away, coming very soon 不远; 即将到来

e.g. The petrol station is around the corner.

加油站就在附近。

Christmas is just around the corner.

圣诞节即将来临。

go down: 下降

e.g. If housing prices continue to go down, many small banks will go bankrupt.

如果房价持续走低，不少小银行就会破产。

She believes that interest rates will go down in the next few weeks.

她认为在接下来的数周内利率会下降。

distribute: *v.* 分发；散布；分配

e.g. As freshmen, they must learn quickly how to distribute their time among the several courses they take.

作为新生，他们必须很快学会不同的课程怎么分配时间。

They believe that to distribute wealth properly is at least as important as to create wealth.

他们认为合理分配财富至少和创造财富同等重要。

efficiency: *n.* 效率

e.g. She is always seeking to improve the efficiency and effectiveness of teaching.

她一直琢磨着如何提高教学效率、改善教学效果。

A market economy is all about efficiency, not morality.

市场经济注重的是效率而不是道德。

on the point of: about to (do sth.) 正要.....

e.g. The researchers believe that they are on the point of a breakthrough.

那些研究者认为他们即将取得突破性进展。

foresee: (foresaw, foreseen) *v.* think or know sth. is going to happen in the future 预见；预知

e.g. Did scientists foresee the revolution in communication technology?

当时科学家有没有预见到这一通讯科技的重大变革？

civilization: *n.* 文明

e.g. Athens (雅典) is generally considered as the birthplace of Western civilization.

雅典被认为是西方文明的发源地。

complicated: *a.* 复杂的

e.g. Our physics teacher is very good at explaining complicated concepts in simple language.

我们的物理老师善于深入浅出讲解复杂的概念。

alternative: *n.* 选择；供选择的东西

e.g. Biking is a more environment-friendly alternative to car driving.

相对于开车，骑自行车更为环保。

intensify: *v.* increase in degree or strength 加剧，强化

e.g. The police intensified their search for the escaped prisoner.

警方加强了对逃犯的搜捕。

be confronted with: meet face-to-face with 面对

e.g. When confronted with the witnesses of the murder, the accused was speechless.

面对谋杀目击者，被告哑口无言。

rate: *n.* 价格，比率

e.g. The postal rates vary from state to state.

不同的国家邮资不同。

The mortality rate of cancer has been going down in recent years.

癌症死亡率近年有所下降。

vt. place in a particular rank or grade 将.....列入（某一特定的阶层或等级）

e.g. She is rated among the top ten heart surgeons in the country.

她名列全国十大心脏外科医生。

in the interest of: to the advantage of 对.....有利，为了

e.g. In the interest of the public, we do not allow dumping into the rivers.

为了公众的利益，我们不允许将垃圾倾倒入河。

dwarf: *v.* 使（显得）矮小；变矮小

e.g. At over six feet in height, the twelve-year-old boy dwarfs his peers.

这个 12 岁的孩子身高超过 6 英尺，明显高于同龄孩子。

n. an abnormally small person 侏儒

e.g. I remember mother reading to me the story of *Snow White and the Seven Dwarfs*.

我还记得妈妈给我读《白雪公主和七个小矮人》。

budget: *n.* 预算

e.g. Is there any money left in our monthly budget?

我们每月预算里还有钱剩下吗？

The project is well over budget.

这一项目远超预算。

innovation: *n.* 革新，创新

e.g. In aiming for innovation, surround yourself with people that think differently from you.

要有所创新，就要和想法和你不同的人在一起。

mostly: *ad.* 主要地；通常；大部分

e.g. We have some cold days. But mostly it is warm.

天气有时会挺冷，但基本上挺暖和。

outcome: *n.* 结果

e.g. It was midnight on election day. Many people were still up waiting for the outcome.

选举日，午夜。许多人还没睡，在等待选举结果。

二、Text 难句

One night, I didn't turn off the water fast enough to her liking. (Para. 1)

One night, she wasn't pleased with the way I turned off the water, because she thought I didn't do it fast enough.

一天晚上，女儿认为我关龙头动作不够快，不乐意了。

We need to conserve our resources to buy ourselves time so scientists can find new solutions to our problems. (Para. 2)

We should conserve our resources. If we do so the resources will probably last long enough for scientists to find new solutions to our problems.

我们必须节约资源，争取时间，使科学家来得及找到解决问题的新方法。

His list, in descending order of importance, was: energy, water, food, environment, poverty, terrorism and war, disease, education, democracy, and population. (Para. 4)

His list contains ten items: energy, water, food, environment, poverty, terrorism and war, disease, education, democracy, and population. They are arranged in such a way that each item is more important than the one that follows it.

他列出的问题清单，按重要性排序，依次是：能源、水、食品、环境、贫困、恐怖主义和战争、疾病、教育、民主，以及人口。

The reason energy and water sit at the top, ahead of food and poverty, is that addressing them makes subsequent problems easier to deal with. (Para. 5)

Energy and water are the top two problems on the list. The reason is that if we start to solve these problems, the other problems that follow them on the list, such as food and poverty, will be easier to deal with.

能源和水位居榜首，排在食品和贫困之前，其原因是解决前两个问题，后面的问题就比较容易解决了。

Climate change is expected to intensify droughts and floods while shifting where water will be and when. (Para. 7)

Climate change will make droughts and floods worse. It will also change where and when rain will fall.

气候变化会加剧旱灾和水灾，并改变降水的时间和地点。

Research budgets have prioritized energy, defense, and health ... (Para. 9)

Research budgets have treated energy, defense and health as being more important

than other areas ...

科研预算优先能源、国防和健康领域的项目.....

... even though fixing water would help our energy, defense, and health problems.

(Para. 9)

... even though solving the water problem would help solve energy, defense and health problems.

.....尽管解决水问题有助于解决能源、国防和健康方面的问题。

四、 思政素材

Warming Up>Theme Exploration

Key Facts You Should Know About Water

CGTN

1. Today, about 2.1 billion people don't have access to safe water, or about 1 in 4 people, according to UNICEF (The United Nations Children's Fund). Meanwhile, 159 million still drink untreated water — a serious health risk — from surface water sources, such as streams or lakes.
2. The average American uses 80–100 gallons of water a day, 10 times more than the average person in a rural community in sub-Saharan (撒哈拉沙漠以南的) Africa.
3. An average one-minute shower uses more water (at least 5 gallons) than most people in sub-Saharan Africa use in an entire day for basic drinking and hygiene purposes (2–5 gallons).
4. According to WHO (The World Health Organization), over 5,000 people die each year, or 14 people daily, in Europe from diarrheal (腹泻的) disease due to inadequate water and sanitation (卫生).
5. Fourteen of the world's 20 megacities (大城市) are now experiencing water scarcity or drought conditions, including China's Beijing and Shanghai. As many as four billion people already live in regions that experience severe water stress for at least one month of the year, according to a 2016 study. Nearly half of those people live in India and China.
6. More than 800 million people need to travel and queue for at least 30 minutes to access safe supplies.
7. Gender is also a key factor because women take the primary burden of collecting water. The time-consuming task of fetching the UN-recommended 50-liters per day for a family of four takes the equivalent of two-and-a-half months each year.
8. The proportion of the world's population with access to clean water near their home has risen from 81 to 89 percent since 2000. China, which has made the greatest progress, has seen an extra 334 million people get access to water between 2000 and 2015.

Group work: Work in groups and discuss the following questions: Which fact impresses you the most? What measures can be taken to make more people have access to safe water?

(Answers may vary.)

Reading & Comprehending>Reading 2>Cultivating Core Values

Cultivating Core Values — Harmony between man and nature

“Harmony” is at the core of traditional Chinese culture and the Chinese people’s view of the world and the universe. Chinese people often say “heaven and man are an integral One,” and they are in constant pursuit of harmony between man and nature. The central authorities have now put forward the idea of creating a harmonious society. The harmony between man and nature often impacts on people-to-people relations and the relationship between individuals and the society.

Unfortunately, the connection between man and nature has been compromised in part due to man’s irrational exploitation of nature. A pleasant environment is what matters in the construction of a harmonious society, and protecting the environment is one of the main tasks we are facing now. China’s water situation is suffering the most at the present, so what exactly should we do right now?

Further Exploration>Reading 3>Matching

Match the English expressions in the left column with their corresponding Chinese versions in the right column. Write down the letter before each number.

1) harmonious coexistence of humanity and nature	a) 成为民生之患、民心之痛
2) respect, accommodate, and protect nature	b) 坚持基本国策
3) have endangered lives and caused widespread distress	c) 保护生产力
4) protecting productive forces	d) 形成绿色发展方式和生活方式
5) adhere to the fundamental state policy	e) 尊重自然、顺应自然、保护自然
6) develop a green mode of development and a green way of life	f) 走向生态文明新时代
7) receive the real environmental benefits from economic development	g) 人与自然和谐共生
8) step into a new era of eco-progress	h) 感受到经济发展带来的实实在在的环境效益

1) g 2) e 3) a 4) c 5) b 6) d 7) h 8) f

Further Exploration>Chinese Wisdom: Quotes

1. 天地与我并生，而万物与我为一。（战国 庄子《齐物论》）

The universe and I came into being together; I and everything therein are One.

2. 人法地，地法天，天法道，道法自然。（春秋 老子《道德经·第二十五章》）

Man models himself after the Earth;

The Earth models itself after Heaven;

The Heaven models itself after Tao,

Tao models itself after nature.

3. 采菊东篱下，悠然见南山。山气日夕佳，飞鸟相与还。（东晋 陶渊明《饮酒·其五》）

I pick fence-side asters² at will³;
Carefree I see the southern hill.
The mountain air's fresh day and night;
Together birds go home in flight.

4. 美的真谛应该是和谐。这种和谐体现在人身上，就造就了人的美；表现在物上，就造就了物的美；融汇在环境中，就造就了环境的美。（冰心）

The true meaning of beauty should be harmony. When it is manifested⁴ in a person, it creates human beauty; when it is manifested in an object, it creates the beauty of the object; when it is integrated in the environment, it creates the beauty of the environment.

5. 人类对大自然的最后“征服”，不在于力的征服，而在于学会与自然和谐相处。（钱钢 《唐山大地震》）

The final “conquest”⁵ of nature by man does not lie in the conquest of force, but in learning to live in harmony with nature.

1 therein [ˌðeər'ɪn] ad. 在其中；在那里

2 aster ['æstə(r)] n. 紫菀；翠菊

3 at will 随意；任意

4 manifest ['mænɪfest] vt. 表明，显示

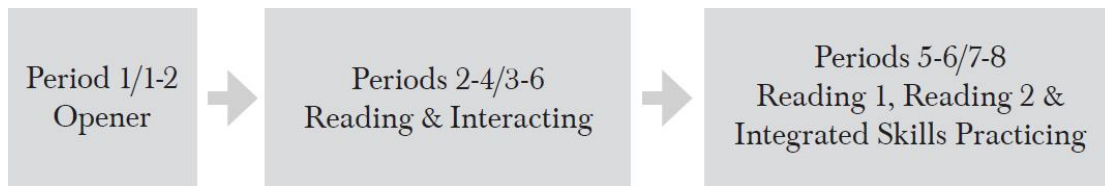
5 conquest ['kɒŋkwɛst] n. 征服；战胜

Chapter	Unit 6 Going Offline
<p>Teaching Objectives</p>	<p>1. Have a thorough understanding of the text contextually and linguistically;</p> <p>2. Talk about their own life in the virtual world and, if any, their digital detox experience;</p> <p>3. Talk about their own life in the virtual world and, if any, their digital detox experience;</p> <p>4. Discuss whether smartphones should or should not be banned in class;</p> <p>5. Get familiar with the writing of an opinion paragraph in support of or against an argument.</p> <p>Ideological and Political Objectives:</p> <p>1. Encourage students to critically reflect on their digital habits and how these impact their productivity and well-being.</p> <p>2. Promote responsible digital citizenship by discussing ethical use of technology and finding a balance between digital life and real-world interactions.</p> <p>3. Foster an understanding of the broader societal impact of technology addiction and the importance of self-discipline.</p>
<p>Teaching Focuses</p>	<p>communicate with regard to life in the virtual world and, if any, their digital detox experience;</p>
<p>Teaching Difficulties</p>	<p>Life between virtual world digital detox experience;</p>
<p>Teaching Duration</p>	<p>10 lessons</p>
<p>Teaching Methods</p>	<p>Through teacher's explanation and asking questions, students can understand the text well. For word study, teachers will provide students with situation. With the help of PPT.</p>
<p>Assignment</p>	<p>Organize a short session of discussion on what the students have learnt.</p>

Teaching Duration: 10 lessons

一、Suggested Teaching Process

his unit is designed for a six-to-eight period class. In each of the periods, certain tasks are to be tackled. Below is a teaching plan for your reference.



注：注：这一单元的主题贴近学生生活。为数不少的学生上网成瘾，手机不离身。学习这一单元，可结合课文，引导学生利用所学的词汇或句型就他们的上瘾或戒瘾展开讨论。这一话题可以贯穿整个单元，具体做法参见各个部分的教学指南。

二、Text Analysis

The writer of this blog post reflects on his digital detox experience and learns his lesson. It is a well-crafted article as far as writing techniques are concerned.

Three of the techniques the writer uses are the same ones discussed in previous units. The first is the use of *an anecdotal introduction*. The first three paragraphs about tech writer Paul Miller's story serve as a point of departure for rolling out the writer's discussion about digital life and aim to engage his readers for that matter. The second technique is the use of *first-person and second-person pronouns (I, we, you)* for making the writing less formal and more interactive.

The third technique is the use of *comparing and contrasting* for developing an argument and helping readers to think. From paras.1-9, the writer compares and contrasts Paul Miller's digital detox experience with his own. Despite the differences, both show the important role staying connected online plays in one's life. In paras. 11-12, the writer uses this technique again to compare and contrast online snacky content, online long reads and a novel or a good book. Such an analysis enables readers to understand what mind-nourishing reading truly is.

A close look at the rhetorical devices the writer uses can further help to enrich one's reading experience. These devices breathe life into this text, making it more interesting, humorous, lively and ultimately, more effective in conveying the message to readers.

1. Metaphor

A metaphor makes a comparison for similarities between two unlike things without using “like” or “as”. Examples are: *detox* (in the title); *smell the flowers* (para. 3); *live and breathe tech* (para. 8); *digital explosion* (para. 11); *nourish my mind* (para. 11).

2. Hyperbole

A hyperbole is based on exaggeration and not intended to be taken literally. Examples are: *have been plugged in 24-7* (para. 5); *live and breathe tech* (para. 8).

3. Analogy

An analogy is a comparison between two unlike things for a similar or parallel relationship. A case in point here is the comparison between snacking/having full meals and mindless online reading/serious reading (para. 11 & para. 12).

4. Alliteration

Alliteration is the repetition of the same initial consonant sound in two or more neighboring words. Examples are: *richer and more rewarding* (para. 6); *professionally and personally* (para. 9).

三、 Language Focus

一、Text 生词

internet: *n.* (the I-) 因特网

e.g. You can find this information on the Internet.

这些信息网上可以找到。

pay off: turn out to be profitable; bring good results 有报偿；带来好结果

e.g. Honesty pays off in the long run.

诚实最终令人受益。

make waves: create a significant impression 造成轰动

e.g. It's probably not a good idea to start making waves in your first week in a new job.

到新单位头一个礼拜就造成轰动未见得好。

Our culture encourages us to fit the norm and not to make waves.

我们的文化鼓励循规蹈矩而不是特立独行。

online: *a., ad.* 联机 (的); 在线 (的)

e.g. Take part in our online survey and win great prizes.

参加网上调查赢大奖。

Do you like to shop online?

你喜欢网上购物吗?

publish: *vt.* prepare, have printed and distribute to the public 出版, 发行

e.g. His book is to be published in October.

他的著作将于十月出版。

detail: *vt.* describe fully 详述

e.g. Can you produce a report detailing what we've spent on the project so far?

你能不能写一份报告, 详细说明我们在这个项目上花了多少钱?

unique: *a.* being the only one of its type, unusual 独特的

e.g. Her style of writing is rather unique.

她的写作风格比较独特。

amazing: *a.* very surprising and causing pleasure or admiration 令人惊异的; 了不起的

e.g. It's amazing that the managing director is only in his early thirties.

令人惊讶的是, 总经理三十刚出头。

turn out: prove to be 结果是, 证明是

e.g. You can't expect everything to turn out as you wish.

别指望事事如意。

despite: *prep.* 尽管

e.g. The plane took off despite the fog.

尽管有雾，飞机还是起飞了。

promising: *a.* showing signs that sth. good will happen 有前途的；有希望的

e.g. They won the award for the most promising new brand of the year.

他们荣获年度最佳新品牌奖。

smell the flowers: take time out of one's busy life to enjoy the small pleasures 轻松一下

e.g. I'm taking some time to smell the flowers.

我且消闲消闲。

stuff: *n.* 材料；东西；物品

e.g. There is sticky stuff all over the chair.

椅子上全都是黏糊的东西。

I've got quite a lot of stuff to read.

我有不少东西要读。

criticize: *v.* judge (sb. or sth.) severely 批评

e.g. Don't get me wrong; I wasn't trying to criticize you.

别误会，我不是在批评你。

have (much/something/nothing...) to do with: 与.....（有很大/有一些/没有）关系

e.g. There is no doubt that human activities have something to do with climate change.

毫无疑问人类活动与气候变化有关。

if anything: (used for emphasis) if at all, if in any degree 如果有什么的话

e.g. We could have some tests to see what, if anything, is wrong, and see if anything can be done to fix it.

我们来做些测试，瞧瞧有无差错，看看如何修复。

plug in: 用插头接通.....的电源；使上网

e.g. The printer will begin to work as soon as you plug it in.

你插上插头，打印机就开始工作。

at times: sometimes, but not often 有时；偶尔

e.g. He went to the badminton club at times during his school days.

他读书时有时会去羽毛球俱乐部。

for a while: for a period of time 一会儿；一段时间

e.g. Now that I am free, I can enjoy music for a while.

我有空了，可以欣赏一会儿音乐。

urge: *n.* a strong desire 强烈的欲望

e.g. I feel the urge to be outside when spring comes.

春天到来时我一心就想到室外去。

media: *n.* means of mass communication 大众传播媒介

e.g. The issue has been much discussed in the media.

媒体广泛讨论了这个问题。

scan: *v.* glance at quickly but not very thoroughly 浏览

e.g. Scan the newspaper article quickly and make a note of the main points.

快速浏览这篇报纸文章并写出要点。

surf: *v.* 冲浪; 浏览

e.g. If the waves are big enough, we'll go surfing.

如果海浪大的话我们就去冲浪。

He spends a lot of time surfing the Internet/Net/Web.

他在网上花了不少时间。

fix up: repair or change (sth.) in order to improve it 修理

e.g. Nick loves fixing up old cars.

尼克喜欢捣鼓旧车。

emergency: *n.* 紧急事件; 紧急情况

e.g. How would disabled people escape in an emergency?

紧急状况下残疾人士如何逃生?

unlike: *prep.* different from; not like 与.....不同; 不像

e.g. Unlike most farmers there, the Johnson family live in a nearby town instead of on the farm.

跟当地大多数农民不同的是, 约翰逊一家不住在农庄上, 而是住在附近的镇上。

end up (doing sth./in sth.): finally be in a particular place or situation (以.....) 结束

e.g. How did you end up working on web services?

你是怎么从事起网络服务工作的?

stay in touch with: be in communication with 与.....保持联系

e.g. They stay in touch with each other by sending emails.

他们通过电子邮件保持联系。

interact: *vi.* communicate with each other 交往

e.g. It's interesting at parties to see how people interact socially.

聚会上有意思的是看人们如何交往。

no wonder (that ...): it is not/hardly surprising 难怪；怪不得

e.g. No wonder the children are excited — this is the first time they have been onboard an airplane.

难怪孩子们要兴奋了——他们这是第一次坐飞机。

fall/get into the habit of: have/acquire the habit of 养成.....的习惯

e.g. It's easy to fall into the habit of smoking, but difficult to get rid of it.

抽上烟很容易，戒掉烟可就难了。

in the absence of: 在.....不在场的情况下

e.g. The vice chairman is the chief executive officer in the absence of the chairman.

主席空缺时由副主席担任首席执行官。

thoughtful: *a.* full of thought; showing careful thought 富于思想的；思考缜密的

e.g. He had a thoughtful look on his face.

他显得若有所思。

nourish: *vt.* give (people or living things) the food they need to live, grow, and stay healthy 滋养

e.g. This cream is supposed to help nourish your skin.

该乳液滋润肌肤。

related: *a.* (usu. followed by to) connected with (与.....) 有关的，相联系的

e.g. Experts believe that the large number of cancer cases in the area is related to the accident at the nuclear power station some years ago.

专家认为，该地区的癌症高发率与多年前的核电站事故有关。

二、Text 难句

... what Miller discovered in the end was that the very technology he'd begun to criticize actually had very little, if anything, to do with his life's problems. (Para. 3)

.....最终米勒发现，其实他原先开始批评的技术与他生活中的问题，如果说有关系的话，也是微乎其微。

“very”用来修饰名词以加强语气。

e.g. My mom knows my very thoughts. 妈妈了解我内心的想法。

In fact, Miller realized that without the net he had started becoming even more “out of touch with life.” (Para. 3)

As a matter of fact, Miller realized that without the Internet he had started becoming even more disconnected from life.

事实上，米勒发觉离开了因特网他变得更加“与生活脱节”了。

... I've been plugged in 24-7, living in a world where the line between digital and real gets a bit blurred at times. (Para. 5)

... I've been getting online round-the-clock, living in a world in which the difference between virtual and real sometimes becomes unclear.

.....我时时刻刻处于在线状态，生活在一个数码和现实之间边界时常有点模糊不清的世界里。

这里用了比喻手法，把“我”比作一个可以插上插头、接通电源的电器。

Still, I'd forgotten one key lesson along the way: moderation. (Para. 6)

Nevertheless, I'd forgotten a very important lesson all these years, a lesson which suggests I should spend only a reasonable amount of time online.

然而，我一路过来却忘记了一条重要的训诫：适度。

What I learned from my short experiment was actually not too unlike what Miller learned. (Para. 8)

实际上，我从这一短暂试验中得到的感悟与米勒大同小异。

句中有个 Double Negative（双重否定）的用法，即 not unlike ...，起到一定的强调作用。

I found myself reflecting on how living and breathing tech has let me experience some of the most rewarding moments of my life. (Para. 8)

I was thinking about how immersing myself in (沉浸于) tech has offered me some of the most rewarding moments of my life.

事实上，我发觉正是我的与科技息息相关的生活让我体验到我生命中一些颇有价值的时刻。

I've seen world events unfold before my eyes over social networks; I've seen people using new technologies to stay in touch with their loved ones ... (Para. 8)

通过社交网络，我看到许多国际事件呈现在我的眼前，看到人们运用新技术与挚爱的人保持联络.....

在论证某个观点时，可将其分解成具有一定联系的几个平行的方面来加以论述。显然，这里的几句，都是围绕着“I found myself reflecting on how living and breathing tech has let me experience some of the most rewarding moments of my life”这一中心观点而展开的。

Snacking is fun, but it shouldn't replace full meals. (Para. 11)

零食好吃，但是不能代替正餐。

这里用了暗喻，把可以轻易获取的、廉价、简单、使人上瘾的网上信息比作零食。

With the digital explosion has come an excess of cheap, easy, and addictive pieces of online content for us to readily snack on. (Para. 11)

随着数码信息的爆炸，人们可以轻易获取过量的廉价、简单、使人上瘾的网上信

息。

So instead of funny cat pictures, dive into some of the great “long reads” that show up on your screen. (Para. 12)

So instead of viewing funny cat pictures, spend your time reading some great long articles that show up on your screen.

因此, 别去一味浏览那些有趣的猫的图片了, 而是要潜心阅读屏幕上那些好的“长篇文章”。

Better yet, pick up a novel or read a book about a topic that can benefit you in some way, whether it’s related to your job or your passions. (Para. 12)

更好的做法是, 捧起一本小说或阅读一本在某个方面能使你受益的书, 无论其主题关乎你的工作, 还是你热衷的事情。

这句中 yet 与比较级连用, 用以加强语气。

四、 思政素材

Warming Up>Theme Exploration

1. Watch the music video “Put Down Your Phone” and complete the lyrics with what you’ve heard.

What will you be missing? A video of strangers kissing
Or another list of places that everyone must see
You’ll feel so free and happy
No Candy Crush¹ or Flappy Bird² will ever screw your life up
You can hopefully just be
And it’s such a 1) _____ to get run over as you cross the street
Just to take that perfect selfie or read your own latest tweet

¹ Candy Crush: a mobile game involving matching colored sweets

² Flappy Bird: a mobile game where the player controls a bird, attempting to fly between columns of green pipes without hitting them

Put down your phone, there's a world flying by
There's a million wondrous 2) _____ if you'd only shut your iPhone
Put down your phone and just walk away
There's nothing BuzzFeed³ can do for you today
Those who were in 3) _____ when the world was run on pistons (活塞)
Scratch their heads and sit while lit up by the 4) _____ of their screens
Is it really that important to keep up with James Corden⁴
To the point your wife has left you and your friends are all machines?
You're 5) _____ to your tablets, so stop feeding your desire
Get your phone, your pad and phablet (平板手机), and then start a 6) _____ fire
Burn down your phone, run around in a field
Look at some moss, 7) _____ the possibility our fate's not sealed
Destroy your phone, 8) _____ it up with your fist
It won't be missed, it's just a phone — put down your phone
Put down your phone with a gun or by injection
Don't think that they have made an App called I-Resurrection
Put down your phone and send it to 9) _____
Pick up a book and read it and 10) _____
Have faith in life, don't let it dwindle
Oh I'm so sorry, I've just seen it's a Kindle⁵.

- 1) shame 2) wonders 3) existence 4) glow 5) addicted
6) massive 7) debate 8) smash 9) sleep 10) weep

2. Work in groups and discuss the following questions: What do you think is the key message conveyed by the song? Do you feel a need to put down your phone and focus more on people and things in the real world?

³ BuzzFeed: an American Internet media, news and entertainment company based in New York City

⁴ James Corden: an English actor, comedian, singer, writer, producer, and television host

⁵ Kindle: a small hand-held electronic device for reading books, which has been developed by online retailer Amazon

(Answers may vary.)

Reading & Comprehending>Reading 2>Cultivating Core Values

Cultivating Core Values — Balance Between Phone and Life

The smartphones, being a very new invention of humanity, have occupied a place in our lives to be the necessity that we can't live without. Many people prioritize their smartphones over engaging with people they care about and want to spend time with, and some regard their phone as a best friend. The relationship between phone and life should be taken seriously when more accidents or negative effects are starting to show up as a result of overuse of smartphones.

Normally, people are suggested that they should keep a balance between phone and life by limiting the amount of time spent on the phones, or simply putting them down and doing something else. However, aiming at protecting the phone users' personal safety, the city of Chongqing, China has launched a special experimental "Mobile Phone Sidewalk." But people are having second thoughts about this new phenomenon.

Further Exploration>Reading 3>Matching

Match the English expressions in the left column with their corresponding Chinese versions in the right column. Write down the letter before each number.

the IT revolution is making rapid advances	信息技术革命日新月异
change the mode of production and way of life	把人才资源汇聚起来
numerous households in China have access to the Internet	网络走入千家万户
a major indicator of its soft power and competitiveness	国家软实力和竞争力的重要标志
enhance the innovation of core technology	实现“两个一百年”的奋斗目标
better benefit the people's wellbeing	改变人们的生产和生活方式
accomplish the Two Centenary Goals	加强核心技术自主创新
	更好惠及民生

pool all our resources of talent	
----------------------------------	--

1) a 2) f 3) c 4) d 5) g 6) h 7) e 8) b

Further Exploration>Chinese Wisdom: Quotes

1. 稳得住心神，管得住身手，抗得住诱惑，经得起考验。（习近平）

Keep your mind steady, hold your skills, resist temptation, and stand the test.

2. 业精于勤，荒于嬉；行成于思，毁于随。（唐 韩愈）

Achievements are reached by hard work rather than recreation. Actions are done after thorough consideration rather than casual decision.

3. 盛年不重来，一日难再晨。及时当勉励，岁月不待人。（东晋 陶渊明）

Our youth, once gone, will not come back again;

For the selfsame¹ dawn we wait in vain².

Grasp the time and work hard as you can

Because the time and tide await³ no man.

1 selfsame ['selfseɪm] a. 完全相同的；同一的

2 in vain [veɪn] 徒劳地

3 await [ə'weɪt] vt. 等候；等待

