

# *Understanding Chinese culture*

## Introduction to the unit

- ★ The topic of this unit is about Chinese culture.
- ★ Many Chinese students find it very difficult to introduce Chinese culture to foreign friends. The biggest problem is that they don't know how to express their understanding about Chinese culture or how to explain some typical concepts in Chinese culture. Chinese learners of English as a foreign language should not only study Western cultures, but also deepen their understanding of Chinese culture, so that they can introduce it to the outside world.
- ★ The *Reading* section introduces the traditions of the Chinese New Year. By studying it, students will learn more about the legend of *Nian* and traditional Chinese New Year celebration activities. Most importantly, students will learn how to introduce the Chinese New Year to foreign friends.
- ★ The featured activities are in the *Quiz* and *Extension* parts. The *Quiz* tests students' knowledge about do's and don'ts at the Chinese New Year, which are believed to bring good luck or bad luck. The text in *Extension* explains why Chinese people love red colour.

### ★ Language focus

**Grammar:** Present participles used as adverbials

**Vocabulary building:** Word pairs

**Important words and phrases:** origin, legend, mythical, terrorise, fierce, lunar, solar, insert, symbolic, ward off

# Around the topic

## 1 Your ideas

Read the instruction as a class. Divide students into groups of four or five. Encourage them to discuss the questions. Students are possibly from different parts of China. There may be special celebration activities in their hometowns during the Spring Festival. Encourage them to share with group members their information. When they finish, ask some volunteers to report their discussion results.

## 2 Vocabulary

Remind students that names of some typical Chinese things do not have exact equivalents in English. Ask them to guess the meanings of the English words and phrases related to the Spring Festival.

### Answers

lunar calendar	阴历
solar calendar	阳历
dumpling	饺子
firecracker	爆竹
firework	焰火
Spring Couplets	春联
New Year cake	年糕
New Year picture	年画
reunion dinner	团圆饭
lion dance	舞狮表演
red packet	红包
rice dumpling	元宵
New Year visit	拜年
New Year market	赶年集
Lantern Festival	元宵节

## 3

## Listening and speaking

**A.**

Ask students to read the questions first. Then play the recording and encourage them to take notes while listening.

**Answers**

1. They are talking about the Spring Festival.
2. Li Ming spent his holiday with his family in his hometown.
3. Susan is curious about how Chinese people celebrate their Spring Festival.
4. Giving presents and staying with the family.
5. In the past, all the members of a family would stay at home making dumplings together. Now many people enjoy watching TV. During the day, children wear their new clothes. The evening is usually spent playing games, talking, eating and drinking.

**Scripts**

Susan: Glad you are back. We missed you during the vacation. How was your holiday?

Li Ming: It was fine. I had a wonderful time at home. During the Spring Festival we visited many places. We had a get-together with many old friends.

Susan: The Spring Festival is the most important holiday in China, isn't it?

Li Ming: Yeah, in China, the Spring Festival is the most important of all the holidays in the year.

Susan: What do you usually do to celebrate this holiday?

Li Ming: Two important things make this holiday different from all others: giving presents and staying with the family.

Susan: Please tell me more about it.

Li Ming: Giving presents to family members is a very sweet custom. The spirit behind the present matters most, not the present itself.

Susan: Right, it is sweet to receive a present.

Li Ming: It is good to return to the family home at the Spring Festival and meet parents, grandparents and as many aunts, uncles and cousins as possible.

Susan: That's a good opportunity for family reunion.

Li Ming: Yeah, in the past, on the Eve of the Spring Festival, all the members of a family would stay at home making dumplings together. Now many people enjoy watching TV. During the day, children wear their new clothes. The evening is usually spent playing games, talking, eating and drinking.

Susan: You must have had a lot of fun.

Li Ming: Yes, that's why I always enjoy the Spring Festival.

**B.**

Organise a speaking activity based on the listening material. Students may have their own experience about the Spring Festival. Ask them to discuss whether they agree with what Li Ming said. Encourage them to express different ideas.

**4 A quiz**

This quiz is just for fun. Remind students that we should not be superstitious and the do's and don'ts during the Spring Festival are only parts of our traditions and customs. We should hold a right attitude towards them.

Ask students to do the exercise first based on their own understanding and then compare their answers with their partners'. They may discuss them if necessary. When they finish, you may show and explain the answers.

**Answers**

		Good luck	Bad luck
1	Bathing in pomelo leaves the night before the Spring Festival	✓	
2	Buying a pair of shoes		✓
3	Buying books		✓
4	Eating fish on the Eve of the Spring Festival	✓	
5	Eating sweets	✓	
6	Getting a haircut in the first lunar month		✓
7	Having the house cleaned from top to bottom before the Spring Festival	✓	
8	Opening windows and/or doors	✓	
9	Sweeping the floor on the first day of the Spring Festival		✓
10	Keeping the lights on for the whole night	✓	
11	Talking about death		✓
12	Visiting friends and relatives on the third day of the Chinese New year		✓
13	Washing your hair		✓
14	Wearing clothes in black and white		✓

# Reading

## 1 Pre-reading tasks

Read the instruction as a class. Divide students into groups. Ask them to discuss the questions. Activate their prior knowledge of the Spring Festival and encourage them to share information with others. Pick some volunteers to answer these two questions as representatives of their groups.

## 2 Reading comprehension

### A.

Students read the article and think about the questions. They may discuss these questions in pairs. Remind students to highlight or underline the important information in the article. Check the answers when they finish.

### Answers

1. The monster would come and terrorise humans.
2. The wise man sent *Nian* away by challenging him to prove his real power through destroying other monsters of the earth. He also advised people to put red decorations outside their homes to ward off *Nian* if it came back to trouble them again.
3. According to legend, people set off firecrackers to scare away the last remaining monster of the earth—*Nian*.
4. Because this allows our lunar calendar to catch up with its solar counterpart.
5. Because Spring Cleaning has both practical and symbolic value. It is seen as a way to “sweep away” any ill fortune or unpleasantness from the previous year and at the same time prepare the house for any good luck that the new year will bring.
6. Red meat.
7. Because leftover is another sign of future prosperity.

### B.

Ask students to find out the information in the article. Check their work when they finish.

### Answers

red decorations: *to protect people from the monster*

fireworks: *to scare away the monster*

Spring Cleaning: *to sweep away any ill fortune or unpleasantness from the previous year and prepare the house for any good luck the new year will bring*

repainting doors and windows: *to ward off evil spirits*

eating dumplings: *to encourage large and happy families*

eating fish: *longevity and plenty*

eating red meat: *bad luck*

leftover: *future prosperity*

### C.

Read the instruction as a class. Divide students into groups of four. Ask them to discuss these questions. Get feedback when they finish.

## Language points

1. **origin** *n.* the place or situation in which something begins to exist  
e.g. The tradition has its *origins* in the Middle Ages.
2. **legend** *n.* an old, well-known story, often about brave people, adventures or magical events  
e.g. According to *legend*, he escaped by leaping from the cliffs into the sea.
3. **mythical** *adj.* existing only in an ancient story, imagined or invented  
e.g. *Qi Lin* is a *mythical* Chinese creature which is similar to a unicorn.
4. **terrorise** *v.* to frighten people by threatening them or by using violence  
e.g. Many people have been *terrorised* into leaving their homes.
5. **fierce** *adj.* violent and angry  
e.g. Swans are always *fierce* in defence of their young.
6. **lunar** *adj.* relating to the moon  
e.g. The studies of the *lunar* surface have achieved interesting results.
7. **solar** *adj.* relating to the sun  
e.g. Researchers are developing equipments using *solar* energy.
8. **insert** *v.* to put something inside or into something else  
e.g. His hand shook slightly as he *inserted* the key into the lock.
9. **symbolic** *adj.* representing a particular idea or quality  
e.g. Each element of the ceremony has a *symbolic* meaning.
10. **ward off**: to do something to prevent something bad, such as illness, danger, or attack from harming you  
e.g. She carried a knife to *ward off* attacks.

### 3 Vocabulary and structure

This part is about some vocabulary and structure exercises related to the text. Ask students to finish them independently beforehand. Check their answers in class. Give some explanations if necessary.

#### A.

##### Answers

1. to be likely to harm or destroy something
2. to be much less strong, clever, etc. than an opponent
3. to make an animal or person go away by frightening them
4. an old, well-known story, often about brave people, adventures or mythical events
5. something pretty that you put onto something else in order to make it more attractive
6. basic and necessary
7. food that has not been eaten at the end of a meal
8. state of being successful or rich

#### B.

##### Answers

- |              |             |                   |               |
|--------------|-------------|-------------------|---------------|
| 1. summon    | 2. strength | 3. insert         | 4. vertically |
| 5. fortunate | 6. ward off | 7. is linked with | 8. approach   |

#### C.

##### Answers

- |                    |                     |                     |
|--------------------|---------------------|---------------------|
| 1. playing; played | 2. made; making     | 3. writing; written |
| 4. bought; buying  | 5. breaking; broken |                     |

### 4 Writing

Read the instruction as a class. Leave the writing task as homework. Check their work next time.

# Language in use

## 1 Test your grammar

The aim of this practice is to make students aware of the present participles used as adverbials. Based on their study of the text, they may gain a deeper understanding by doing these exercises.

### Answers

In the two sentences, present participles are used as adverbials. The same meaning can be expressed by writing the sentences into a complex sentence or a group of sentences.

1. When the wise man saw with his own eyes the destruction that *Nian* brought, he approached *Nian* with a challenge.
2. *Nian* took up this challenge. One year later, he destroyed all the other monsters of the earth. Then he appeared again intent on terrorising mankind.

## 2 Grammar development: *Present participles used as adverbials*

Briefly explain the grammatical knowledge of participles. Then ask students to finish these exercises. Check their work when they finish.

### A.

#### Answers

1. Seeing the door open, the stranger entered the house.
2. Being athletic, Tom found the climb quite easy.
3. Running for the bus, I tripped and fell.
4. Asking a question, we should get an answer.
5. Although living miles away, he attended the course.

### B.

#### Answers

1. As it is Sunday, I shall have a quiet day at home.
2. Entering the house, he closed the door with a bang.
3. Walking through the park, we saw a lovely show of flowers.
4. Standing on the top of the church tower, we could see the whole village.
5. As I was waiting for a bus, a brick fell on my head.



6. As he had been away from his hometown for more than thirty years, no one recognised him.  
 7. Climbing to the top of the hill, one sees a magnificent view.

**C.****Answers**

- |                           |                      |                    |
|---------------------------|----------------------|--------------------|
| 1. thinking, not to leave | 2. Hearing           | 3. Having had      |
| 4. being                  | 5. Entering, covered | 6. Having promised |

**3 Vocabulary building: Word pairs**

This activity is designed to get students familiar with a language area that is slightly more complex than it looks. These word pairs, also known as binomials, refer to a pair or group of words that are used together as an idiomatic expression or collocation, usually joined by the words *and* or *or*, and the order of the elements cannot be changed. The expression *take it or leave it* is an example of binomial pair. A binomial pair has a single, distinctive meaning.

Explain this grammatical phenomenon with examples. The first three examples of word pairs are easy to explain. *Touch and go* refers to a situation with an uncertain result.

**A.****Answers**

wait and see: be patient and find out later  
 ins and outs: exact details  
 back to front: the wrong way round  
 odds and ends: small things  
 give and take: be flexible  
 grin and bear it: put up with it  
 by and large: generally speaking  
 pros and cons: advantages and disadvantages

**B.****Answers**

- |                  |                     |                  |                 |
|------------------|---------------------|------------------|-----------------|
| 1. give and take | 2. odds and ends    | 3. back to front | 4. ins and outs |
| 5. wait and see  | 6. grin and bear it | 7. pros and cons | 8. by and large |

**C.**

This exercise is designed to help students enlarge their vocabulary. Ask them to remember these set phrases.

**Answers**

now and then  
 more or less  
 safe and sound  
 peace and quiet  
 sooner or later  
 slowly but surely  
 sick and tired  
 law and order

## Project

This project is designed to help students plan a Chinese New Year party and explain traditional Chinese customs to foreigners. Read and explain the instructions and then ask students to do the class activities following the steps given. This project should be conducted in a relaxed and lively atmosphere. Encourage students to be active. Get feedback when they finish. Invite volunteers to report to the class their thoughts and experiences.

## Extension

Let students read the text and finish the vocabulary check exercise. Then ask them to work in small groups to discuss the questions in the second exercise. Don't forget to invite some students to report their answers to the whole class.

### 1

#### Vocabulary check

**Answers**

intoxicating: making you feel happy, excited, and unable to think clearly  
 thoroughgoing: very thorough; complete  
 dignity: quality that earns or deserves respect  
 adore: to love deeply and respect highly  
 eternal: having no end; lasting or existing for ever  
 paste: to stick something to something else using glue  
 cozy: comfortable and warm  
 strew: to spread here and there

## 2

## Discussion

## Answers

1. Chinese people are fascinated by the colour of red not only because of its intoxicating liveliness, but also because of its rich meaning in Chinese culture and history.
2. Red is the colour of the lucky, signifying reunion, health, happiness, harmony, peace and prosperity.
3. Stay in China during the Spring Festival or attend a Chinese wedding.
4. The colour of white.
5. It depends on their cultures.

## Notes

1. **intoxicating** *adj.* making you feel happy, excited, and unable to think clearly 令人激动的, 令人陶醉的
2. **thoroughgoing** *adj.* very thorough; complete 彻底的, 完全的, 十足的
3. **eternal** *adj.* having no end; lasting or existing for ever 永恒的, 永远的
4. **haw** *n.* red berry of the hawthorn bush 山楂
5. **strew** *v.* to spread here and there; scatter 散播, 点缀, 撒满

## Culture tips

There are many customs and traditions related to the Chinese New Year. This short passage introduces some don'ts which are believed to signify bad luck for the new year. Ask students to read the passage. Then ask for their opinions on the points listed in the passage.

## Learning to learn

Confidence plays an important role in students' English learning. This part will guide students how to build up their confidence by using some tips. Ask students to read the tips and discuss in groups. They may express their agreement or disagreement on the listed points. Summarise the feedback from students.

## 参考译文

### 中国新年

关于中国新年（又称“春节”）的起源，有很多传说。而关于“年”的传说是其中最生动的一个！

“年”是传说中经常在新年时出来吓唬人的一种神秘妖怪。“年”非常凶猛残暴，威胁到人们的生存。皇帝为此非常担忧，于是传唤一位智者来解决这个问题。亲眼看到“年”造成的破坏，这位智者向“年”提出挑战：“你为何要杀害和毁灭在力量上根本不能与你抗衡的人类？”他说，“你如果能把地球上其他妖怪都杀了，那才能证明自己真正的实力。”

“年”接受了挑战，但是一年之后，它杀死了地球上其他所有的妖怪，又重新出现，决意要恐吓威胁人类。然而，“年”回来那一天正好碰到一些孩子在放鞭炮，它被鞭炮发出的巨大声响吓跑了。从那以后，每到新年，人们都用鞭炮和其他烟火把地球上最后一个妖怪——“年”吓跑。

另一个关于“年”的传说与人们在门窗上放一些红色的饰品有关。智者建议人们用红色的饰品装饰自家的门窗。“红色是‘年’最怕的一种颜色！”他说。当妖怪再来骚扰人们时，屋外的红色饰品就可以使他们免受妖怪之害了。这一传统被保留了下来。今天，红色仍然是这一节日的主色而放鞭炮依旧是过年的主要乐趣。

为什么中国人庆祝新年的时间与西方不同？传统的中国历法与很多亚洲国家的历法一样，是按照阴历计算的。所以新年伴随着新月的出现而开始，是新年的第一天，而庆祝活动也在15天之后的满月时结束。这一天被称为“元宵节”（或称为“灯笼节”），按照传统，人们制作一些纸灯笼，放到河面上或挂到树上。一个月也就是一个月亮运行周期，整个周期持续29天或30天。为了能与阳历的日期相匹配，中国人在农历中每7年增加一个月，这个增加的月被称为“闰月”。每到闰年的时候在二月里增加一天也是这个道理。

尽管新年的庆祝活动从除夕开始，但是新年的准备工作在新年到来之前一个月就开始了。人们购买礼物，添置新衣服，打扫和装饰房子并且烹饪一些传统的食物。新年大扫除既有实际意义又有象征意义。人们认为把家里里外外都打扫一遍，一方面可以清除往年任何厄运和不愉快，另一方面也为迎接来年的好运做好了准备。门窗都用能驱鬼避邪的红色粉刷一新并且贴上对联。对联通常用黑色墨水写在竖着的红色卷纸上以祈求欢乐、财富和长寿，并且吓跑妖怪“年”。

和其他很多中国新年的传统一样，为新年准备的食物也与来年的好运紧密相关。红

颜色的肉必定不会出现在菜单上，因为这个时候吃的话，会带来厄运。然而，鱼作为长寿和财富的象征在新年备受人们的青睐。除夕夜团圆饭时吃的饺子被人们看作是人丁兴旺、家庭美满的象征。然而，若有人用有缺口或有裂痕的盘子盛饺子或吃饺子的话，这人必遭厄运！无论是哪种象征好运的食品上桌，都一定要多上。一家人酒足饭饱之后餐桌上仍有很多剩余，是来年家庭兴旺的又一个标志。

# *Feel free to inquire*

## Introduction to the unit

- ★ The topic of this unit is about being inquisitive.
- ★ Being inquisitive means being interested in a lot of different things and wanting to find out more about them. We should try to be inquisitive all the time because it inspires our desire for learning new knowledge.
- ★ The text in the *Reading* section is a fable, which tells us that we should keep our inquisitive spirit alive. We should try to explore the unknown world. One prospers in worries and hardships, and perishes in ease and comfort.
- ★ The featured activities are in the *Project* and *Learning to learn* sections. *Project* trains students how to conduct an investigation. *Learning to learn* stresses the importance of keeping an inquisitive mind, calls students' attention to unknown facts and encourages them to expand their knowledge and explore new ideas.

★ Language focus

**Grammar:** “So... that...” and “so that” structures

**Vocabulary building:** Compound words (1)

**Important words and phrases:** inquisitive, overgrown, neglect, self-important, greedy, juicy, scornfully, drought, gasp

# Around the topic

## 1 Your ideas

1. Read and explain the short introductory passage in the box. Because “inquisitive” is the key topic in this unit, it is necessary to make sure that students understand the meaning of this word before they study this unit.
2. Ask students to work in pairs and discuss their answers to the first question. When they finish, ask some volunteers to report their lists to the whole class. You can note down important points on the blackboard.
3. Questions 2 and 3 can be completed as a whole class activity. Encourage students to show their opinions on whether people should be inquisitive or not.

## 2 Vocabulary

Ask students to form groups of four. Encourage them to brainstorm the synonyms for the given words. Check their work when they finish. Students may come up with some words that are not synonymous to the given words. Explain briefly when necessary.

### Answers

1. inquisitive: curious, inquiring
2. nosy: snoopy, prying
3. intelligent: bright, brilliant, quick-witted, smart, intellectual
4. lazy: idle, indolent, slothful
5. learn: study, memorise, find out, discover, realise
6. hard-working: industrious, diligent, assiduous, sedulous
7. creative: imaginative, productive, original, inventive
8. quick-thinking: clever, shrewd, intelligent, ingenious

## 3 Listening and speaking

### A.

Ask students to read the questions first. You can also ask students to predict the answers

before they listen to the recording. Then play the recording and encourage students to take notes while listening.

### Answers

1. Because they want to know people's viewpoints on being curious.
2. The question is: "Are you a curious person?"
3. Eight.
4. Seven.
5. One out of eight.



### Scripts

We are carrying out an interview about people's viewpoints on "being curious". One of our interview questions is "Are you a curious person?" Here are some of the replies we have got:

Speaker 1: Yes, I'm curious and want to know how to do new things or what new things are. I think curiosity makes life exciting.

Speaker 2: I'm really curious about what people are thinking when they're talking to me. Or when someone starts to tell me something, and then stops—after that I can't stop thinking about what they were going to say.

Speaker 3: No, I don't care about things out there. It's none of my business.

Speaker 4: You mean nosy? Yeah, that's me. I don't show it though, yet it would be killing me inside. I don't like forcing people to tell me things they don't want to tell.

Speaker 5: I'm very curious and I ask many questions. My mom says that I'm annoying sometimes when she can't answer my questions.

Speaker 6: Oh yes, too curious for my own good... I never pay attention to the phrase "curiosity killed the cat".

Speaker 7: Ah, I'm a very curious person and it kills me sometimes when people don't tell me what they were going to say or when other people are "gossiping" and I am not included, therefore I do not know about it, hahaha...

Speaker 8: I am the kind of person who is silently curious. I just try to solve my curiosity by looking and analysing the space and situation. Sound like a spy, but I'm shy to ask people and I don't like to be curious about others' personal life.

### B.

Organise a speaking activity based on the listening material. Ask students whether they themselves are curious people. Let them discuss the questions with their partners. Encourage them to express different ideas.



## 4 A quiz

Ask students to finish the quiz independently. Explain the new words if necessary. When they finish, show them the scoring method. This quiz is just for fun. You may ask students whether they agree with the results.

### Notes

1. **Mars** *n.* the planet that is fourth in order from the sun, is nearest to the earth, and is a red colour 火星。这句话的意思是“我可能电话打到火星去了”，抱怨电话费太高。
2. **tiptoe** *v.* to walk quietly and carefully on your toes, so that nobody hears you 用脚尖走
3. **sec:** 口语词，是second的简略形式。
4. **give them to charity:** “给慈善机构吧”，意为“我不想知道结果，随便你怎么处置吧。”
5. **octopus** *n.* a deep-sea creature with eight arms 章鱼

### Scoring method and explanations for the quiz

Give yourself two points for each “a” response, one point for each “b”, and zero point for each “c”.

11–12

You probably spend a dozen hours a week in your neighbours’ garbage.

8–10

There is no co-worker tragedy not worth knowing.

4–7

All you really need to know you’ve avoided since kindergarten.

0–3

You’re like a rock.

## Reading

### 1 Pre-reading tasks

Read the instruction as a class. Divide students into groups. Ask them to discuss the questions. Activate their prior experiences related to the topic and encourage them to share information with their group members. Pick some volunteers to answer these two questions as representatives of their groups.

**2****Reading comprehension**

Ask students to read the text and do Exercises A and B independently. Check their work when they finish.

**A.****Answers**

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

**B.****Answers**

Time order: 3—5—7—4—2—6—1

**C.**

Read the instruction as a class. Divide students into groups of four. Ask them to discuss these questions. Get feedback when they finish.

**Answers**

1. He was not satisfied with his present life and was inquisitive about the outside world. He squeezed through the grating and swam down to the sea. There he found a better life.
2. Because they were lazy and refused to change.
3. One prospers in worries and hardships, and perishes in ease and comfort.

**Language points**

1. **inquisitive** *adj.* interested in a lot of different things and wanting to find out more about them  
e.g. Jenny was a very *inquisitive* child, always asking “why?”
2. **overgrown** *adj.* covered with plants that have grown in an uncontrolled way  
e.g. The garden will be *overgrown* with weeds by the time we get back.
3. **neglect** *v.* to give no or not enough care or attention to (somebody/something)  
e.g. He was *neglected* by his parents when he was very young.
4. **self-important** *adj.* thinking that one is much more important than one really is  
e.g. He was one of those *self-important* little officials who made everyone call him “Sir”.
5. **greedy** *adj.* full of a strong desire to have a lot of something, especially food, money or power, often in a way that is selfish or unfair to other people  
e.g. The company became too *greedy* for profit.

6. **juicy** *adj.* containing a lot of juice  
**e.g.** I like my steaks to be tender, *juicy*, and full of flavour.
7. **scornfully** *adv.* in a way that indicates someone or something is stupid or does not deserve respect  
**e.g.** Glancing at her *scornfully*, he told her that the dress had been sold.
8. **drought** *n.* a long period of dry weather when there is not enough water  
**e.g.** A severe *drought* has caused most of the corn crop to fail.
9. **gasp** *v.* to breathe quickly, especially with difficulty, making a noise  
**e.g.** The hill was very steep and they were all *gasp*ing by the time they got to the top.

### 3 Vocabulary and structure

This part is about some vocabulary and structure exercises related to the text. Ask students to finish them independently. Check their answers in class. Give some explanations if necessary.

#### A.

##### Answers

- |                |               |              |            |          |
|----------------|---------------|--------------|------------|----------|
| 1. inquisitive | 2. neglect    | 3. gobble up | 4. squeeze | 5. juicy |
| 6. slip        | 7. scornfully | 8. greedy    | 9. drought | 10. gasp |

#### B.

##### Answers

- greedier and fatter, thinner and lonelier
- the fattest and greediest
- older and wiser
- smallest
- lower and lower, more and more frightened

#### C.

##### Answers

- When was there a drought?
- Who brought him juicy fat worms?
- Where did he want to return?
- How did he come to the sea?
- What did he discover?

## 4 Writing

Read the instruction as a class. Leave the writing task as homework. Check students' work next time.

# Language in use

## 1 Test your grammar

The aim of this practice is to call students' attention to the structures "so... that..." and "so that". Ask students whether they can tell their differences and generalise the rules of their uses.

### Answers

"So that" can be used as a conjunction. It may mean "in order that" to show a purpose or to show the result or consequence. "So... that..." is used with adjectives or adverbs. It means "in such a way or to such an extent".

## 2 Grammar development: *So... that...; so that*

Briefly explain the grammatical structure and uses of "so... that..." and "so that". Then ask students to finish these exercises. Check their work when they finish.

### A.

#### Answers

1. He knew that he was so thin that he could squeeze between the bars.
2. He wanted to return to his own home pool and tell the big fat fish all the exciting things they were missing by being so big that they couldn't swim through the grating.
3. You walk so slowly that we will never catch up with them.
4. Tracy would not be so foolish that she could lend him the money.
5. He was so old that they didn't give him the job.

**B.****Answers**

- |                               |        |                               |       |
|-------------------------------|--------|-------------------------------|-------|
| 1. so                         | 2. so  | 3. Either could be used here. | 4. so |
| 5. Either could be used here. | 6. so  | 7. so                         | 8. so |
| 9. Either could be used here. | 10. so |                               |       |

**C.****Answers**

- Their dog was so fierce that no one dared to get near their house.
- He spoke for so long a time that people began to fall asleep.
- The weather is so bad that we have to stay at home all day.
- The progress he has made is so great that the teachers are pleased with him.
- He was so honest that he was praised by the teacher.

**3****Vocabulary building: Compound words (1)**

Read the instruction as a class. Explain to students that compounding is one of the important kinds of word formation. Introduce the three types of compounds and provide more examples if you want.

**A.****Answers**

open compound	hyphenated compound	solid compound
polar bear	long-lasting	outbreak
mineral water	duty-free	bodyguard
traffic island	short-tempered	seashore
blood donar	well-off	cardboard
generation gap	simple-minded	daylight
table tennis	brand-new	weightlifting

**B.****Answers**

- |              |                 |            |             |
|--------------|-----------------|------------|-------------|
| babysitter   | haircut         | dishwasher | coffeemaker |
| bus stop     | washing machine | sunglasses | credit card |
| youth hostel | spin dryer      |            |             |

# Project

The aim of this project is to help students conduct an interview among their classmates to find out whether they are inquisitive people. This exercise is designed to encourage students to communicate with each other. Therefore, this project should be carried out in a relaxed and lively atmosphere. If the physical conditions allow, encourage students to stand up and walk around to do their interviews. Afterwards, ask students to exchange information with their group members. Then invite volunteers to give a presentation about what they have learned from this project.

# Extension

Ask students to read the text and finish the vocabulary check exercise. Then ask them to work in small groups to discuss the questions in the second exercise. You may invite some students to report their answers to the whole class.

## 1

### Vocabulary check

#### Answers

- |            |               |                |            |
|------------|---------------|----------------|------------|
| 1. mimic   | 2. disservice | 3. tuned       | 4. Discard |
| 5. psychic | 6. sensation  | 7. scrutinised | 8. stifled |

## 2

### Discussion

#### Possible answers

1. Wisdom is not reserved just for the elders. As long as you learn, you will become wiser and wiser no matter how old you are.
2. Children are inquisitive and ask a million questions.
3. Keep and protect their inquisitiveness. Tell them everything they want to know honestly.
4. Take heart. It is never too late to change things no matter how old you are.

#### Notes

1. **psychic** *adj.* having the ability to know what other people are thinking or what will happen in the future 对心灵力量很敏感的, 通灵的

2. **stifle** *v.* to stop a feeling from being expressed 强忍, 压抑
3. **scrutinise** *v.* to examine someone or something very thoroughly and carefully 细看, 仔细检查
4. **discard** *v.* to throw away; reject 丢弃, 抛弃
5. **in a rut (in the same rut):** living or working in a situation that never changes, so that you feel bored (生活或工作) 刻板而乏味的, 一成不变的
6. **do a disservice to:** to do something that harms someone or something, especially by giving other people a bad opinion about them 对……造成损害 (危害, 伤害)
7. **take heart:** to feel encouraged 鼓起勇气, 有了信心

## Culture tips

This part introduces a famous proverb “curiosity killed the cat” (好奇心害死猫). This proverb became popular in China because a movie was named after it. This part presents the origin and the implied meaning of this proverb. You may read the passage as a class and explain further if necessary.

### Notes

1. **rejoinder** *n.* (*formal*) a reply, especially a rude one (尤指粗鲁的) 回答
2. **circa** *prep.* (*formal*) used before a date to show that something happened on nearly, but not exactly that date 大约
3. What, courage man! what though care killed a cat, thou hast mettle enough in thee to kill care. 该句为莎士比亚时期的英语表达方式, 翻译为现代英语为: Courageous man! Though care killed a cat, you have the courage in you to kill care.

## Learning to learn

This part encourages students to keep their inquisitiveness, because it is a good way to learn new knowledge. Read the introduction as a class. Ask students to read the listed facts and see if they have heard them before. You may ask students to search interesting news or facts on the Internet after class. Invite them to share what they get next time.

## 参考译文

### 好奇的鱼

在一个人迹罕至、杂草丛生的花园最深处有一片宽阔而美丽的池塘。这里生长着许多肥大而又自命不凡的鱼和一条小金鱼。

大肥鱼们狼吞虎咽，把池塘里的小虫子吃个精光，在百合叶子撑起的阴凉下嬉戏，而可怜的小金鱼却没有什么可吃的，也无处躲避烈日的曝晒。正因为不能像其他鱼一样到处游玩，它不得不认真思考很多问题来使自己不感到悲伤。它游遍了池塘的每一个角落，知道池塘里一共有多少块瓦砾，了解所有水草的名字，对哪一朵百合花即将开放也了如指掌。

大肥鱼们越来越贪婪，也越来越肥；而小金鱼却越来越瘦，越来越孤单。直到有一天，当它从栅栏边游过时，它觉得自己瘦得能够从两个栏杆之间挤出去。小金鱼费了很大劲，还掉了好几片鱼鳞，终于穿过了栅栏，获得了自由。它沿着一条长长的水渠游下去，游到了一处蜿蜒的小溪。接着小金鱼继续往前游，它游进了一条大河，从那里它又继续往前游（当然也做短暂休息），终于游到了大海。在大海中小金鱼发现了很多非常漂亮（也非常恐怖）的东西，还有一些东西它根本就不知道是怎么回事。

有一次它见到了一条非常大的鱼。那条鱼大到可以把整个池塘的水当早餐喝掉也还会觉得渴。在这个清澈碧绿的大海深处，小金鱼还发现了一座漂亮的珊瑚宫殿。闪着蓝色或银色斑点的可爱小鱼用珍珠母做成的盘子给它带来肥美多汁的虫子。它觉得这里的日子实在是太美妙了，甚至有了在此定居的打算。但是小金鱼想回家，它想告诉那些大肥鱼们它们错过了多少令人兴奋的东西。于是小金鱼离开大海顺着河流往回游。在回去的路上它又经历了几次冒险。这些经历既美好又让它害怕。但是我们已经没时间给你讲这些。接着小金鱼沿着大河逆流而上，又顺着那条蜿蜒的小溪往回游，一直游进那条水渠里，回到栅栏边。经历了这么多的冒险之后，现在小金鱼更瘦了，它轻而易举地游过了栅栏，竟然连一片鱼鳞都没有掉！

小金鱼本以为自己出走这么长时间之后又重新出现，大家见到它肯定会非常吃惊。但没有一条肥鱼发现它曾经离开过。它游到那条最肥最贪婪的鱼的鼻子尖上说道：“你这条又肥又傻的鱼，别在这儿闷着头吃饭吹泡泡了，听我说，我来告诉你我在栅栏外边经历的事情，可神奇了！我还要告诉你们怎么减肥，这样的话你们也能到栅栏外边去转一转，然后变得跟我一样聪明了。”

这条鱼的确相当肥硕，它慢慢悠悠地朝栅栏游去。栏杆之间的空隙太小了，连它最小的鳍都通不过。大肥鱼气得吐出一串泡泡，非常不屑地朝小金鱼瞥了一眼说道：



“傻瓜小鱼，还胆敢用你这呆子的妄想来打扰我吃午饭？我比你年长也比你聪明。在这个池塘里，我是你们所有鱼的国王！这个栅栏我连自己最小的鳍都伸不过去，你怎么可能通过呢？”

那条肥大而又贪婪的鱼轻蔑地摇了摇尾巴，游回到百合叶下的阴凉处去吃午餐了。没有人肯听它的，小金鱼非常伤心。于是它悄悄地游出栅栏，游回了大海。

不久之后，发生了一次旱灾，水渠里的水干了，池塘的水源断了。池子里的水位越来越低，大肥鱼们也越来越怕。当水位降到一定程度时，它们只能躺在池底的烂泥里大口大口地喘着粗气。最后，它们都死了。而那条小金鱼却凭着好奇心游出了栅栏，现在正非常开心地居住在海底那座漂亮的珊瑚宫殿里呢。

# *Manage your time*

## Introduction to the unit

- ★ The topic of this unit is about time management.
- ★ Students often feel anxious because they have a lot of things to do and there's never enough time. One big problem is that they don't know how to manage their time. Time is fair to everyone. We should learn to do things efficiently.
- ★ The text in the *Reading* section is an introduction to the 80/20 principle, which is used widely in many fields. If we can master this principle and apply it well to our life, our life will become much easier.
- ★ The featured activities are in the *Quiz* and *Reading* parts. The *Quiz* will stimulate students' interest in time management. By doing it, students may find out whether they are managing their time well. Their attention will be drawn to the problem of time mismanagement. By studying the *Reading* text, students will learn about the 80/20 principle. If they apply this principle to their life, they may really feel the changes and improvements.
- ★ Language focus
  - Grammar:** Various uses of *will*
  - Vocabulary building:** Back-formation
  - Important words and phrases:** principle, management, mathematical, unequal, specialist, universal, in a nutshell, insignificant, virtually, relevant

# Around the topic

## 1 Your ideas

Read the introduction as a class. Divide students into groups of four. Ask them to discuss their understanding of the sayings and decide whether they agree with them. When they finish, invite volunteers to present their viewpoints.

### 参考译文

- Time flies. 时光飞逝。
- Time is money. 时间就是金钱。
- Time and tide wait for no man. 岁月不等人。
- Time stays long enough for anyone who will use it. 对于善于使用的人来说，时间总是足够长。
- Time you enjoyed wasting is not wasted time. 你高高兴兴地“浪费”掉的时间不算是浪费时间。
- To think too long about doing a thing often becomes its undoing. 做事时考虑得太多反而做不成事。
- There is never enough time to do everything, but there is always enough time to do the most important thing. 永远没有足够的时间来做所有的事，但永远有足够的时间来做最重要的事。

## 2 A quiz

Time management plays an extremely important role in achieving success. This quiz aims to help students discover whether they manage their time efficiently or poorly. Introduce to students what this quiz is about and how to do it.

### Scoring method

#### 1-30 TIME MASTER

You are doing a great job managing your time and life. Congratulations!

#### 31-50 LEARNING

You are managing yourself and your time to a considerable extent. There is still room for improvement.

#### 51-100 RED ALERT!

Things may be spinning out of control. You need to change certain bad habits and learn new skills.

**3** Listening and speaking**A.**

Ask students to read the questions first. Then play the recording and encourage students to take notes while listening.

**Answers**

Jim's problem/trouble	Susan's suggestions
<i>Jim has got too many things to do. He feels that he doesn't have enough time.</i>	<i>He should learn to manage his time and his life.</i>

**B.**

Play the recording again and ask students to complete the sentences.

**Answers**

Step 1: Take out your calendar and make a list of what you want to accomplish.

Step 2: Use the ABC designation to prioritise each activity.

Step 3: Start with your high priority tasks.

**Scripts**

Susan: Hi, Jim, haven't seen you for ages! How are you doing? What are you up to?

Jim: Hi, Susan. Happy to see you here. Things are not good now.

Susan: What's up?

Jim: Apart from my regular work this week, I have to give a speech on Wednesday and teach a course on Thursday. And my aunt is coming from New York for a visit on Friday. With so much to do, I'm really up to my neck.

Susan: Oh, you are so busy.

Jim: Yeah, it seems as if there were not enough hours in the day.

Susan: You should learn to manage your time and your life. If you master the right techniques, your life will become much easier.

Jim: Really? Tell me about the techniques.

Susan: OK, let me tell you the three-step system to plan and manage your day:

Step 1: Take out your calendar and make a list of what you want to accomplish.

Step 2: Use the ABC designation to prioritise each activity.

Step 3: Start with your high priority tasks.

Complete all of these before moving on to your lower priority tasks. Cross off completed tasks as you go until you've accomplished everything on your list. You will get the satisfying feeling of knowing you have successfully managed your time.

Jim: That sounds good. I will try this system right now.

Susan: Good luck to you then.

### **c.**

Read the instruction and questions as a class. Ask students to have a discussion with their partners.

## Reading

### 1

#### Pre-reading tasks

Read the instruction as a class. Divide students into groups. Ask them to discuss the questions. Activate their prior knowledge of time management and encourage them to share information with others. Pick some volunteers to answer these two questions as representatives of their groups.

### 2

#### Reading comprehension

Ask students to read the text and finish Exercises A and B. They do these parts independently. Check their answers when they finish.

#### **A.**

#### **Answers**

1. He discovered that in most societies, 80 percent of the wealth is almost always held by 20 percent of the population.
2. The 80/20 principle states that 20 percent of anything will be important while 80 percent will be insignificant.
3. When it comes to time management, the 80/20 principle states that you will want to focus on 20 percent of the most important things you need to get done.
4. Because it plays an important role in deciding whether people will be successful in their life.
5. The things that make up the 80 percent include watching television, talking on the phone, going to parties or clubs, or doing anything else that is not related to your goals. Tasks that fall under

the 20 percent are things that many people usually don't like doing such as doing taxes, market research, studying, or practice. However, it is this 20 percent that will play the most important part in your success or failure.

**B.****Answers**

1. Vilfredo Pareto was an economist. He put forward a mathematical theory. This theory explained the unequal distribution of wealth in society.
2. After a long time, this principle was found to be applicable to almost anything, whether it is business, economics, or science.
3. The 80/20 principle always works in two directions.
4. When you use the 80/20 principle to manage your time, you should find out the most important things which make up the 20 percent.
5. Actually the 80/20 principle can be applied to everything.

**C.**

Read the instruction as a class. Divide students into groups of four. Ask them to discuss these statements. Get feedback when they finish. Encourage them to speak out and show different ideas.

**Language points**

1. **principle** *n.* a rule which explains the way something works  
e.g. Einstein's theories form the basic *principles* of modern physics.
2. **management** *n.* the way that people control and organise different situations  
e.g. The failure of many small businesses is caused by bad *management*.
3. **mathematical** *adj.* relating to or using mathematics  
e.g. The whole trip was planned with *mathematical* precision.
4. **unequal** *adj.* not equal in number, amount, or level  
e.g. The boxers were so *unequal* in size that it was never really a true contest.
5. **specialist** *n.* someone who knows a lot about a particular subject  
e.g. You really need a *specialist* for this job.
6. **universal** *adj.* true or suitable in every situation  
e.g. It is not easy to write a song that has *universal* appeal.
7. **in a nutshell:** in a few words; concisely  
e.g. *In a nutshell*, the state government is expected to be \$2 million in debt by the end of the year.
8. **insignificant** *adj.* having little or no value, use, meaning or importance  
e.g. The cost of the software is *insignificant* compared with the cost of training employees to use it.

9. **virtually** *adj.* almost, nearly

**e.g.** *Virtually* all the children come to school by bus.

10. **relevant** *adj.* directly relating to the subject or problem

**e.g.** I don't think his remarks are *relevant* to our discussion.

## Additional material

### Vilfredo Pareto

Vilfredo Pareto (1848–1923) was an Italian sociologist, economist and philosopher. He made several important contributions especially in the study of income distribution and in the analysis of individuals' choices. He introduced the concept of Pareto efficiency and helped develop the field of microeconomics.

Pareto was born into an exiled noble family in 1848 in Paris. In 1867 he earned a degree in mathematical sciences and in 1870 a doctorate in engineering from what is now the Polytechnic University of Turin. In 1906 he made the famous observation that twenty percent of the population owned eighty percent of the property in Italy, later generalised by Joseph M. Juran and others into the so-called Pareto principle (also termed the 80/20 rule) and generalised further to the concept of Pareto distribution.

## 3 Vocabulary and structure

Ask students to finish these exercises independently beforehand. Check their answers in class. Give some explanations if necessary.

### A.

#### Answers

1. economist: someone who studies the systems of business and trade
2. mathematical: relating to or using mathematics
3. unequal: used to describe a situation where some people have more power than others
4. apply: to use a particular method, idea, law, etc.
5. eventually: after a long time, or after many things have happened
6. universal: true or suitable in every situation
7. in a nutshell: in a few words; to sum up
8. insignificant: too small or unimportant to worry about
9. virtually: in fact; actually
10. warehouse: a large building for storing goods

**B.****Answers**

1. to    2. with, up    3. on    4. out    5. on    6. under

**C.****Answers**

- |                     |                |               |                     |
|---------------------|----------------|---------------|---------------------|
| 1. being applied to | 2. carry out   | 3. took up    | 4. came up with     |
| 5. in a nutshell    | 6. make up     | 7. belongs to | 8. when it comes to |
| 9. over time        | 10. focused on |               |                     |

**4 Writing**

You could set this writing task as homework. Read the instruction as a class. Clarify the three questions and remind students that they should follow the outline when they write. Check their work next time.

## Language in use

**1 Test your grammar**

The aim of this practice is to call students' attention to different uses of *will*. Remind students that they should keep the fact in mind that *will* doesn't always indicate the future. Read the instruction first and then ask students to decide the uses of *will*. Check their work when they finish.

**Answers**

In 1 and 3, *will* is used as a modal verb, expressing that this is a usual case. In 2 and 5, *will* is used as a modal verb, expressing that things will happen under certain conditions. In 4, *will* means the future event.

**2 Grammar development: *Various uses of will***

This section exposes students to more exercises about the uses of *will*. Ask students to finish them according to the directions. Check their work when they finish.



**A.****Answers**

Future: 1, 2, 5, 9, 10, 12

Present: 3, 4, 6, 7, 8, 11

**B.****Answers**

1. 'll fax            2. 'll call            3. won't forget        4. 'll pay            5. won't start  
6. won't stop       7. won't close       8. won't do            9. 'll help            10. won't eat

**C.****Answers**

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

**3****Vocabulary building: *Back-formation*****A.****Answers**

Original words	Back forms
editor	edit
peddler	peddle
dry-cleaning	dry-clean
enthusiasm	enthuse
laser	lase
escalator	escalate

**B.****Answers**

1. enthused                    2. peddling                    3. edited  
4. escalate                    5. Dry-clean                    6. lase

# Project

This project aims to train students to manage their time better. Read and explain the instruction and then ask students to write an action list according to the tips given in the project. When they finish, encourage them to exchange ideas and work together to find out how to improve efficiency and productivity. Finally invite volunteers to make presentations. Provide your comments when necessary.

# Extension

Ask students to read the text and finish the vocabulary check exercise. Then ask them to work in small groups to discuss the comprehension questions in the second exercise. You may invite some students to report their answers to the whole class.

## 1 Vocabulary check

### Answers

- |            |            |               |               |
|------------|------------|---------------|---------------|
| 1. devices | 2. planner | 3. deleted    | 4. crucial    |
| 5. split   | 6. rating  | 7. frequently | 8. prioritise |

## 2 Comprehension check

### Answers

1. A To-Do list is a list of important tasks that you will need to carry out within a given period of time.
2. The first thing is to purchase either a notepad, electronic planner, or any device that can allow you to list important tasks. Then prioritise each task based on their importance.
3. Those who have a large number of different things to get done and who frequently forget important things.
4. Reconstruct the To-Do list into a priority-based one and carry out the tasks on the list in order of decreasing priorities.
5. If you are working alone, create a short list of important things you can complete each day.

### Notes

1. **crucial** *adj.* extremely significant or important 关键性的, 极其重要的
2. **prioritise** *v.* to arrange or deal with in order of importance 以优先顺序排列
3. **notepad** *n.* a number of sheets of paper fastened together at the top, used for writing notes  
记事本
4. **rating** *n.* a level on a scale that shows how good, important, popular etc. someone or something is 等级

## Culture tips

This part introduces a poem about time. Ask students to read and appreciate the poem. Encourage them to talk about their understanding and ideas about time. Provide your explanation and comments if necessary.

## Learning to learn

By studying this unit, students should learn to manage their time and life better. This part encourages students to apply the time management techniques to their study. If they can plan their studies reasonably, their efficiency will be improved.

Explain the importance of making study plan. Ask students to read the statements and see if they agree to them. They may show some different ideas.

### 参考译文

#### 80/20原则与时间管理

20世纪早期一位名叫维弗雷多·帕雷多的经济学家提出了一个解释社会财富分配不公平的数学模型。他认为,在绝大多数社会里80%的财富往往掌握在20%的人手里。

这一数学模型问世后,其他领域的一些专家发现这一模型可以运用在不同领域。到20世纪40年代,这一模型被称为80/20原则。

慢慢地,这一原则已经变成了一条普遍原则。一言以蔽之,80/20原则认为任何东西都有20%是重要的,有80%是不重要的。无论是商业、经济或是科学,这一原则几乎对任何事情都能适用。80/20原则正反都能成立。假如你有一间仓库装满了存货,存货的20%将占据仓库空间的80%。如果你是销售部经理,80/20原则将提示你80%的销售业绩是由你20%的员工完成的。

在时间管理上，80/20 原则要求你把精力集中在 20% 最重要的事情上。在你一天需要完成的所有事情当中，只有 20% 是真正与你目标相关的。这就意味着你所要做的 80% 的事情并不怎么重要。你要找出对自己来说最重要的 20% 的事情。如果你发现一天之内你不能将所有既定的任务完成，那你必须确保那些没有完成的工作不在最重要的 20% 之列。

80/20 原则对时间管理的重要性是显而易见的。如果将成功人士和非成功人士进行比较，你会经常发现不成功的人把绝大部分时间用在了不重要的 80% 的事情上。他们并没有着重处理那占 20% 的重要事情，或者说，他们根本就没有着手处理真正重要的事情。从个人角度讲，你也许会问什么样的事情占 80% 的比例却不重要？这占 80% 的事情取决于你自己的目标。一般说来，这一部分事情包括看电视、电话聊天、参加聚会或去俱乐部，或者任何其他与你目标无关的事情。

占 20% 的是很多人都不愿意做的事情。然而，正是这 20% 在你的成败问题上起到了至关重要的作用。这 20% 中常见的事情包括纳税、市场调研、学习或练习。虽然这些事情对很多人来说都非常枯燥，但它们都是能在你的成败问题上起关键作用的因素。成功人士会用绝大多数的时间着力完成那 20% 真正重要的事情，而不将精力消耗在并不重要的那 80% 的事情上。

80/20 原则是一个简单而强大的工具。你掌握它以后就可以把它应用到生活的方方面面。具体到时间管理，你应找到对你来说最重要的 20% 的事情。一旦你找到了这些事情，就要尽全力去做好。只有当你将注意力集中在正确的事情上时这一原则才会奏效。如果你将精力倾注在那些并不重要的 80% 的事情上，将每事必败。实际上 80/20 原则的应用范围没有边界。你可以花点时间研究一下，看这一原则可以适用在你生活的哪些领域。