

# 1 Symbols of culture

UNIT



## Telling apart

This part is designed to help students practice the pronunciation of the sounds: /ɔ:/, /aʊ/, /ɒ/, /əʊ/, /ɪə/, /eə/, /k/, /g/, /j/, and /dʒ/.

### 1

#### Teaching tips

In this task, focus students' attention on the pronunciation instead of the meaning of the words, and make sure that they pronounce the words correctly.

- Play the recording and check students' answers.
- Play the recording again, stop after each sentence and ask some students to repeat. Correct their pronunciation when necessary.

#### Scripts

1. Can you draw a house?
2. It's almost dawn.
3. How do you like that clock?
4. Tomorrow she will come to see my folks.
5. There is a small bug in the air.
6. A great cheer went up in the hall.
7. When did you buy the goat?
8. Don't sit on my back.
9. My name is Jesse.
10. Why don't you like such a beautiful gem?

#### Key

- |          |          |          |          |
|----------|----------|----------|----------|
| 1. house | 2. dawn  | 3. clock | 4. folks |
| 5. air   | 6. cheer | 7. goat  | 8. back  |
| 9. Jesse | 10. gem  |          |          |

### 2

#### Teaching tips

Ask students to pay attention to the pronunciation of the words rather than their meaning.

- Play the recording and ask students to read after it.
- Ask students to practice each group of sounds and words in small groups or individually. When they are practicing, correct their pronunciation if necessary.

## Optional exercises

Ask students to add more words to each group:

1. bought/bow, cork/cow, fork/fowl
2. cot/coat, not/note, cop/cope, hop/hope
3. beer/bear, mere/mare, here/hare
4. peck/peg, cane/gain, lack/lag, lock/log, Dick/dig
5. yawn/John, year/jeer, yard/jar, yoke/joke, Yale/jail

## 3 4

### Teaching tips

The proverbs, sayings, and tongue twister contain the sounds practiced in Task 1 and Task 2.

- Ask students to repeat them until they have learned them by heart. Call their attention to the easily confused words or sounds.
- Practicing the tongue twister can be an after-class assignment. Check to see who can say it best in the next class.



## Testing your ears

This part is designed to build students' listening ability. All the exercises here are related to food and culture. Tell students to read the choices in advance so that they can be better prepared before they deal with Task 1 and Task 2.

## 1

### Teaching tips

This task checks students' ability to grasp the main idea of a statement.

Call students' attention to the importance of grammatical coherence when they do this type of exercise.

### Scripts

1. China is the home of chopsticks.
2. Fast food is served quickly and is inexpensive.
3. Chinese people eat noodles on their birthdays because noodles symbolize longevity.
4. Actually, not everyone is happy with the food in that restaurant.

### Key

- |      |      |      |
|------|------|------|
| 1. C | 2. C | 3. B |
| 4. B | 5. C | 6. C |

5. On the whole, I don't care for fish.
6. I like to eat there because they serve a large variety of food.

## 2

### Scripts

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1. **W:** Hello, sir. What would you like, cappuccino or caffè latte?  
**M:** Cappuccino, please.  
**Q:** Where is the conversation most probably taking place?
2. **M:** So, do you enjoy Chinese food?  
**W:** Why not?  
**Q:** What does the woman mean?
3. **W:** Have you seen the food documentary series *A Bite of China*?  
**M:** Yes, of course. It has been quite a hit recently.  
**Q:** What does the man mean?
4. **W:** I was really impressed when I saw all the dishes in the restaurant were delivered by robots.  
**M:** Yeah. It's like something from a science fiction film.  
**Q:** What does the man mean?
5. **W:** As they say, "One man's meat is another man's poison."  
**M:** Sure.  
**Q:** What do the man and woman mean?
6. **M:** What Chinese cooking methods do you know about?  
**W:** I know that stir-frying is the most frequently used method, and there are also steaming and boiling.  
**Q:** Which of the following cooking methods is NOT mentioned by the woman?
7. **M:** Before I came to China, I thought Chinese cuisine equated to Sichuan Hotpot, Peking Roast Duck, and Kung Pao Chicken.  
**W:** Oh, those are popular dishes in China. However, Chinese cuisine goes far more beyond those.  
**Q:** What does the woman mean?
8. **M:** Chinese people use many kinds of seasonings in their cooking.  
**W:** I couldn't agree with you more. You can find sugar, vinegar, soy sauce, etc. in almost every Chinese kitchen.  
**Q:** What does the woman mean?

#### Key

- |      |      |      |      |
|------|------|------|------|
| 1. A | 2. D | 3. C | 4. D |
| 5. B | 6. D | 7. D | 8. A |

### 3

## Teaching tips

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This task aims to build students' ability to listen for keywords in a conversation.

Ask students to take notes of the keywords while they are listening.

### Scripts

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1. **M:** I'm going to China next month. This trip is not only for sightseeing, but also for Chinese cuisine.  
**W:** Good for you! You must try the local foods in different places. They are so different from what you eat in Chinatown here.  
**M:** Well, what do you recommend?  
**W:** There is a great variety of Chinese cuisine, and the "eight regional cuisines" are well known and very influential.  
**M:** Could you please recommend some typical dishes of each regional cuisine?  
**W:** For example, Kung Pao Chicken and Mapo Tofu from Sichuan Cuisine, White Cut Chicken and Double-stewed Soup from Guangdong Cuisine, Yellow River Carp in Sweet and Sour Sauce and Dezhou-stewed Chicken from Shandong Cuisine, just to name a few.  
**M:** I can't wait to try them all!
2. **M:** You know I have been studying Chinese for four years, and I recently found something really interesting!  
**W:** What did you find?  
**M:** I found there is a close connection between food and culture.  
**W:** That sounds cool. Tell me more about your findings.  
**M:** Chinese cuisine is nourishing and delicious. Some dishes also have particular meanings such as fortune, reunion, and commemoration.  
**W:** Could you please give some examples?  
**M:** Sure! Dumplings are essential for Chinese people, especially those in northern China, when it comes to celebrating Chinese New Year because they symbolize fortune and prosperity. *Yuanxiao* has the connotation of "reunion", thus eating *yuanxiao* signifies family reunion and a happy family life.  
**W:** Yeah, you are right. We eat *zongzi* on the Dragon Boat Festival to commemorate Qu Yuan, a famous poet in ancient times.  
**M:** Yes! Chinese food is really worth studying.

### Key

- |   |        |        |        |
|---|--------|--------|--------|
| 1 | 1) C E | 2) B F | 3) A D |
| 2 | 1) F   | 2) T   | 3) T   |
|   | 4) T   | 5) F   |        |

## Optional exercises

Ask students to research the fusion of wine and poetry in Chinese culture and share what they find with their classmates.

## 4

### Teaching tips

This task requires students to fill in the blanks with the words or phrases they hear. Ask students to pay attention to grammatical coherence in their answers.

### Scripts

Have you ever realized that we often stamp a cultural identity on food? Just as the saying goes, “You are what you eat!” You may hear people say that “English food is terrible!” Is that true? Traditional English food, compared with food of some other countries, may be not that rich in variety. Nowadays, however, things have changed. You can find Indian food and Italian food everywhere in England. You can also get Chinese food easily. Almost every town has a Chinese restaurant or takeout. In big cities such as London, you can visit Chinatown, where there are dozens of Chinese restaurants and even Chinese supermarkets. Even the street names are written in both Chinese and English. So, is English food terrible? No, because it isn’t English food!

#### Key

- 1) saying      2) Traditional      3) everywhere  
4) dozens of      5) street names



## Opening your mouth

This part is designed to help build students’ speaking ability.

### Reading out

## 1

### Teaching tips

This task presents the expressions to show likes and dislikes and helps students practice them.

- Play the recording and ask students to read after it.
- Ask students to work in pairs to act out the short conversations.
- Ask students to think of more expressions to show likes and dislikes.

The following expressions are for your reference.

Asking about likes and dislikes
1. What do you think about/of...?
2. How do you like...?
3. Do you like/enjoy/care for...?
4. ... is nice, isn't it?
5. Are you fond of...?
6. What's your favorite...?

Expressing likes	Expressing dislikes
1. I love/like it.	1. I hate it.
2. It's great.	2. It's horrible.
3. I'm crazy/mad about it.	3. I'm not very interested in...
4. ... is my favorite.	4. No, I can't stand it.
5. I'm fond of...	5. No, it's not that good.
6. I'm very keen on...	6. No, I don't like it (at all).

### Optional exercises

- Ask students to make up their own conversations with the expressions.

## 2

### Teaching tips

The two conversations given are samples for students to practice the expressions to show likes and dislikes.

- Before listening to the first conversation, ask some pre-listening questions like:
  1. Which do you prefer, going to the seaside or to the mountains? Why?
  2. Do you prefer staying by the seaside or in the mountains? Why?
  3. How do you usually spend your holidays?
- Before listening to the second conversation, ask some pre-listening questions like:
  1. Do you like sports?
  2. What kind of sports do you like? Why?
  3. How do you like music?
  4. Do you play any musical instruments?

- Ask students to act out the conversations in pairs. Encourage them to use other information instead of that used in the two conversations.

## Speaking up

### 1

#### Teaching tips

Students may give different answers for the same blank. You decide whether the answers are suitable or not.

#### Scripts

**W:** Steven, do you like your part-time job?

**M:** Yes, I do. The work is very interesting.

**W:** Then what do you do in your free time?

**M:** Oh, nothing special. Usually, I prefer to read novels.

**W:** What kind of novels do you prefer to read?

**M:** Historical novels are my favorite.

**W:** Why are you keen on them?

**M:** Because I can learn a lot from the historical characters.

**W:** Do you have other hobbies?

**M:** Just one—playing golf. It's expensive, but it's a lot of fun.

#### Key

- 1) do you like    2) is very interesting  
 3) my favorite    4) keen on them  
 5) have other hobbies

#### Optional exercises

Ask students some questions like:

1. What do you do in your free time?
2. Do you like reading novels? Why or why not?
3. What kind of novels do you like to read? Why?

Different kinds of books:

detective novel (侦探小说)

romance novel (言情小说)

science fiction (科幻小说)

historical novel (历史小说)

biography (传记)

fairy tale (童话故事)

## It's your turn!

### Sample conversation

**A:** Do you like to go to the movies or watch TV at home?

**B:** I prefer to go to the movies. What about you?

**A:** I like to watch TV at home, because there are a lot of channels to choose from, and I don't have to spend a fortune buying movie tickets.

**B:** Yes, it's true. But if you want to watch the latest movie, you have to go to the cinema.

**A:** Actually, I don't mind waiting for some time before it's shown on TV. Nowadays, most movies can be easily found on the Internet. In most cases, we don't have to wait for a long time before they're shown online.

**B:** However, I still prefer going to the movies. The visual and sound effects are better, and they can increase your enjoyment.

**A:** You know, if you watch a movie on TV or on the Internet, you can manage your time and appreciate the movie better.

**B:** It sounds reasonable, but I still choose to go to the movies.

## 2

### Scripts

**M:** Amy, do you like traveling?

**W:** Yes, I like it a lot. And you?

**M:** Me, too. It's very interesting to travel in another country.

**W:** Which countries have you been to?

**M:** Last spring, I went to Singapore, Malaysia, and Thailand. Those places really left me with good memories.

**W:** I haven't been abroad yet. Most of the time I travel in China.

**M:** I think traveling around the world can change your opinions on many things.

**W:** If I have time this year, I'll travel abroad.

**M:** Hope you have a nice trip.

### Key

6—2—4—7—5—1—3—  
9—8

### Optional exercises

Ask students questions like:

1. Do you like traveling?
2. What places have you been to?
3. Which country would you like to go to most? Why?



### *It's your turn!*

#### Sample conversation

**A:** What kind of sports do you like best, Henry?

**B:** Basketball is my favorite.

**A:** Why?

**B:** Maybe because whenever I score a point, I feel a sense of achievement, and the bouncing and passing of the ball make me feel relaxed. What's your favorite sport then?

**A:** I like playing soccer, though I'm not good at it.

**B:** Do you mind explaining your reason for liking it?

**A:** Well, I just enjoy it, I suppose. Actually, I enjoy watching soccer games more.

**B:** I see. Anyway, sports can make us healthy and happy.

## 3

#### Sample conversation

**A:** Do you like hotpot?

**B:** Yes. I love it.

**A:** Would you like to explain why you love it?

**B:** There are many flavors to choose from. You can put almost everything into a hotpot. Most importantly, it creates a lively and harmonious atmosphere.

**A:** Yes. Are there other kinds of food you are fond of?

**B:** I'm mad about all kinds of seafood.

**A:** I'm also crazy about different kinds of seafood. They are so fresh and tasty.

**B:** Yeah. I think nobody can deny its deliciousness.

### *It's your turn!*

#### Sample conversation

**A:** It's cold outside tonight, so can we get a meal delivered?

**B:** No problem!

**A:** What would you like to have tonight? Fried chicken, hamburgers, or fish and chips?

**B:** I hate junk food. How about something healthy?

**A:** OK, well, there's a place that does salads.

**B:** Let me have a look. Yeah, that looks delicious. But, to be honest, I'd prefer something hot, not cold.

**A:** How about Indian food?

**B:** That's not the kind of hot I mean. I don't like the food that makes me sweat and cry. I'd like something mild.

**A:** Do you feel like Vietnamese food then?

**B:** Yeah, it's awesome. It's healthy and not expensive.

**A:** Great. Let's order Vietnamese food right away.

## Acting out

### 1

#### Teaching tips

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This task helps students practice listening for specific information about people's likes.

Ask students to look at the pictures first, and then to answer these questions:

1. What is your favorite sport? Why?
2. What's your favorite color? Why?
3. What campus activity do you like to take part in? Why?
4. Where do you like to travel? Why?

#### Scripts

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##### Conversation 1

**M:** The seashore is my favorite place.

**W:** Why do you like it?

**M:** It's so beautiful. I love walking on the beach,  
and I love swimming in the sea, too.

**W:** Do you like the sunshine?

**M:** Sure. I enjoy the warmth of the sunshine on my  
skin.

##### Conversation 2

**M:** Betty, what's your favorite color?

**W:** I'm keen on purple, so I often wear dresses of  
that color.

**M:** Oh, you really look beautiful in purple. Then

why do you like it?

**W:** Because it makes me feel peaceful.

##### Conversation 3

**M:** There are many activities on campus, but I don't  
know what to choose.

**W:** Do you like any sports?

**M:** I think playing soccer is my favorite.

**W:** Why do you like playing soccer?

**M:** I get very excited when my team scores a goal.  
It's a lot of fun playing soccer with friends.

**W:** Then why don't you join the campus soccer  
club?

**M:** Oh, yeah. Thank you for your advice.

#### Key

C1→Picture C

C2→Picture B

C3→Picture A

- |                   |                 |               |
|-------------------|-----------------|---------------|
| 1) playing soccer | 2) excited      | 3) goal       |
| 4) a lot of fun   | 5) peaceful     | 6) seashore   |
| 7) beautiful      | 8) on the beach | 9) in the sea |

## 2

### Teaching tips

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Encourage students to go around the class and talk with different classmates about different topics. Ask them to use the words and expressions they have just learned.

#### Sample conversation

**A:** What's your favorite subject?

**B:** I enjoy studying English very much.

**A:** Really? Why?

**B:** It helps increase my understanding of the cultures of some other countries.

**A:** You are right. But I find English dull. I cannot remember so many English words. English grammar also gives me a headache. Could you help me if you have time?

**B:** I'd love to.



## Viewing together

This part is designed to help build students' listening, speaking, and critical thinking abilities.

### Before viewing

## 1

### Teaching tips

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This task aims to prepare students for the topic to be discussed. After this task, the teacher can ask students some questions about Peking Opera make-up to further their understanding like:

1. What is the origin of Peking Opera?
2. What influence has Peking Opera make-up had on Chinese culture?

#### Key

- |      |      |      |
|------|------|------|
| 1. C | 2. A | 3. E |
| 4. B | 5. D |      |

### While viewing

## 2

### Teaching tips

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Play the video clip and ask students to complete the task. Ask them to focus on the most important information and take notes.

### Peking Opera facial make-up

Peking Opera is the most popular and influential opera in China. With a history of some 200 years, it is regarded as China’s “national opera”. If you want to appreciate Peking Opera, you need to understand what the make-up on each character’s face means.

In Peking Opera, each role is represented by a different kind of facial make-up. The audience can easily tell the age, personality, morality, and even fate of certain characters through their facial make-up.

Different colors are used to paint facial make-up to show different characters’ features. In the early days of Peking Opera, three colors were used—red, white, and black. Red is the color of loyalty and courage; white shows a crafty and suspicious character; and black suggests the character is serious, wordless, and rough. As more and more plays were created, opera artists used more colors to paint the face of characters. For example, purple stands for firmness and steadiness, yellow for violence and cruelty, and gold is usually used for immortals.

Different make-up patterns can also say a lot about a character. Lines of the patterns can be thick or thin. Dots can be heavy black or light-colored. Patterns can be strong or light. If a make-up artist wants to show an important change in a character, they might use a different make-up pattern depending on the different narratives of the story.

Xiang Yu was a tragic hero in ancient China. The character of Xiang Yu in Peking Opera has heavy eyebrows and a look of deep sorrow. This suggests his tragic fate. The facial make-up of Guan Yu looks like a red date, and the red color here symbolizes bravery and loyalty. Xiahou Yuan, a character in *Dingjunshan*, was a famous general of Cao Cao. His facial make-up has intense and extended lines and a high nose, which makes him seem like an important-looking and impressive figure.

After two centuries of development, Peking Opera facial make-up has become a classical and representative art in traditional Chinese culture. It has influenced popular culture and modern aesthetics. In this way it has also provided fresh insights into and inspirations for modern design.

#### Key

1. B      2. A      3. A      4. B

### After viewing

## 3

### Teaching tips

- Ask students to search online or refer to other references for information about Peking Opera facial

make-up, especially information on its influence on modern aesthetics.

- Encourage them to brainstorm some measures to protect the tradition of Peking Opera facial make-up. Make sure the measures are feasible.

### Additional materials

The colors and designs of Peking Opera facial make-up play a fundamental role in understanding the personality and fate of the characters who wear them. Besides those mentioned in the video clip, different colors of Peking Opera facial make-up also have different meanings. Blue and green symbolize the hero of the bush like Robin Hood; silver facial make-up symbolizes that the character is mysterious.



## Voice of China

This part is designed to improve students' understanding of fine traditional Chinese culture and outstanding achievements.

### 1

#### Teaching tips

Play the video clip and ask students to complete Task 1. Remind them to take notes when they are watching. Tell them to only focus on the important information instead of every word they hear.

#### Scripts

#### **Chinese porcelain: the Chinese ambassador of cultural exchanges**

Porcelain is a work of art. It's also something that we use and need in our daily life. We see porcelain everywhere around us, from the tableware at the "Belt and Road Forum for International Cooperation" to the tea set every household uses.

Porcelain originates in China. Its invention was just one of the contributions that the Chinese nation has made to the world. In English, porcelain is also called "china", which has the same spelling as "China" (the country). Their only difference is that china (as porcelain) starts with the small letter "c", while China (as the country) starts with the big letter "C". So it seems that in the West, exquisite Chinese porcelain is considered a symbol of China.

In China, porcelain was developed from pottery. The earliest porcelain is also known as "primitive porcelain". This appeared in China during the Shang Dynasty. Porcelain wares in the early days were mostly celadon. During the Sui and Tang dynasties, single-colored porcelain, like celadon porcelain and white

porcelain, became the most popular. Chinese porcelain reached its high point during the Song Dynasty. Ru, Ge, Ding, Jun, and the Official kilns all represent that age. The Song Dynasty is famous for its single-colored porcelain. Artisans at that time could make ice crackles on the glaze. Jingdezhen became the porcelain capital during the Ming Dynasty. During the Yuan Dynasty, Jingdezhen produced the famous blue-and-white porcelain, which people believed to be the masterpiece of Chinese porcelain. Porcelain with white glaze and blue flowers in the Ming Dynasty and decorative porcelain in the Qing Dynasty are well known for their attractive patterns and elegant glazes.

Introduced to Europe in the 14th century, Chinese porcelain was considered rare and luxurious. It was even more expensive than gold. In fact, Europeans used to call it white gold. What's more, many foreigners once came to Jingdezhen, wanting to know the secret of making porcelain. Even so, up until the 18th century, China continued to be the only country that could produce porcelain. Today, Chinese porcelain has never stopped developing. It will forever spread the beauty of Chinese civilization to the rest of the world. It will also continue to be the most elegant cultural ambassador of China.

### Key

- |      |      |      |
|------|------|------|
| 1. B | 2. A | 3. E |
| 4. F | 5. D | 6. C |

## 2

### Teaching tips

- Divide students into groups of four or five. Ask them to think about the characteristics of porcelain and share their opinions about why porcelain is popular from different perspectives.
- Ask students to think about other symbols of China. Illustrate them with some examples such as chopsticks, silk, and Chinese embroidery in order to arouse their sense of pride in Chinese culture.

### Additional materials

Porcelain is a material made from well-chosen porcelain clay or pottery stone through technological processes like proportioning, molding, drying, and firing. Although porcelain developed from pottery, the two are different in raw material glaze, and firing temperature. Compared with pottery, porcelain has a tougher texture, more transparent body and finer luster. It goes beyond pottery in both pragmatic and artistic terms. That's why it gradually replaced pottery in the history of ceramics.

Distinguished porcelain production areas in China include Jingdezhen in Jiangxi, Liling in Hunan, Dehua in Fujian, Shiwan in Guangdong, Tangshan in Hebei, and Zibo in Shandong. Blue-and-white porcelain, blue-and-white rice pattern porcelain, powder doped color decorated porcelain, and colored glaze porcelain are known as the "Four Great Porcelains". Besides them, some others are also characteristic, such as statuary porcelain, eggshell porcelain, and five-color porcelain.