

1

UNIT

Home and family



Reading aloud

This part is designed to help students practice reading poems and learn to appreciate them.

1

Teaching tips

Ask students to pay attention to the rhythm of the poem while they are reading. Ask them to learn it by heart.

Optional exercise

Have students translate the poem. The following translation of the poem is only for reference:

梦 想

兰斯顿·休斯

千万不能丢掉梦想
因为假如梦想破灭
生活就像小鸟折断了翅膀
再也不能展翅飞翔。

千万不能丢掉梦想
因为梦想一旦离去
生活就像冬天的田野那样荒凉
冰封大地白雪茫茫。



Testing your ears

This part is designed to build students' listening ability. All the exercises here are concerned with family.

1

Teaching tips

This task develops students' ability to figure out key information in long conversations.

- Focus students' attention on the answer options. Give them the opportunity to ask questions about unknown words.
- Ask students to predict what the conversations might be about based on the answer options. Listen to students' ideas, but do not tell them if they are right or wrong.
- Play the recording. Allow students to share their ideas with their partners before you check their answers.

Scripts

Conversation 1

M: What do you want for your birthday, dear?

W: I don't know. How about having a party?

M: You mean a party with dancing, drinks, food, and things like that?

W: I was thinking more of a dinner party.

M: OK, why not? How many people shall we invite?

W: We'd better make it a small one.

M: I agree. Hey, remind me to invite the Greens, OK?

W: OK. I had the same plan. They helped us to look after our dogs when we went abroad. They are so nice, aren't they?

M: Of course. A near neighbor is better than a distant cousin.

W: Now, let me make a shopping list.

Questions

1. What kind of party does the woman want to hold?
2. What is the relationship between the speakers and the Greens?

Key

1. B 2. A

Conversation 2

W: Come on, Frank. It's time to go.

M: Wait a moment, Nancy. I just have to close up the shop. By the way, can you give my sister a ride home tonight after the game?

W: Sure. You mean Sally's coming, too?

M: Yes. She wants to take some pictures. She's really interested in photography.

W: Oh. Does she want to be a photographer after graduation?

M: Yes. She'd like to work for a newspaper.

W: That sounds like an interesting job.

M: I guess so. But a lot of people want to be photographers. She'll have to work hard.

W: But it'll be really nice if she can work at something she's interested in. I wanted to be a basketball player, but now I work at a bank.

Questions

3. What is Sally interested in?
4. Where is this conversation most probably taking place?
5. What does Nancy do?

Key

3. C 4. C 5. D

2

Teaching tips

This task helps improve students' dictation ability.

- Ask students to grasp the main idea of the passage. During the first listening, they should fill in the five blanks. And the second listening is for them to check their answers.
- Encourage students to ensure that their answers are grammatically coherent.

Scripts

My grandmother is 94 now. Her abilities to see, hear, and walk have weakened, and it has become apparent that she can no longer take care of herself, so numerous family meetings have been held to discuss what to do. We talked about sending her to a retirement home, but that idea was quickly rejected. Although Grandma would be with more people of her own age, she would see less of her family—and that would break her heart. Besides, there is a chance of poor standards. Mother flatly stated that since she had retired a month ago and would be able to look after Grandma, Grandma would not end up in a nursing home. I admire my mother greatly for this decision. I think that my whole family will feel better knowing that Grandma will be well taken care of.

Key

1) family meetings 2) retirement home
3) break her heart 4) standards 5) end up

Optional exercise

Organize students into groups of four. One student should play the role of the speaker in the passage. Other students should take the role of the grandmother, the mother, and the father. Ask students to think about how each character might be feeling when they are talking about sending Grandma to a retirement home (e.g. the speaker may worry about her grandmother's health and well-being, the grandmother may not wish to be a burden to her family, the father may think that the grandmother should spend time with people of her own age, and the mother may be more worried about chances of poor standards in nursing homes). Ask students to role-play the conversation between the family members. Go around the classroom as they do this and offer support when necessary. Ask a couple of groups to perform their role-play to the rest of the class.

3

Teaching tips

This task builds students' ability to listen for key information in a passage.

- Give students a minute to read the answer options. Explain to students that looking carefully at the answer options before listening can help them prepare for the passage.
- Ask them to predict the theme of the passage. Write students' predictions on the board, so they can check if they were correct after they have listened to the passage.

Scripts

Great changes have taken place in American family life because of the development of science and industry. In the past, when more Americans lived on farms, a typical family had many children. In a farming family, parents and their children often lived with grandparents. Often, too, uncles and aunts lived nearby. But when industry became more important than agriculture in American life, families became smaller. One of the reasons for this is that industrial jobs often require workers to be ready to move whenever necessary. And large families cannot move easily from place to place as smaller ones can. So, people tend to have smaller families nowadays.

With ongoing industrialization, it is possible that families will continue to be smaller. Social and economic developments have changed what is considered "normal" in society, and the average number of people per household is decreasing. A family might be childless and consist of a man and a woman only. The single-parent family is also likely to become a new form of family.

Questions

1. Why have great changes taken place in American family life?
2. What is one of the reasons that American families are getting smaller?
3. What kind of families do people tend to have now?
4. What might the American family of the future be like?
5. What kinds of families are described in the passage?

Key

1. B 2. A 3. A 4. D 5. D

4

Teaching tips

This task builds students' ability to listen for key information and details in passages.

- Before listening, give students a few minutes to read the questions. Draw students' attention to the incomplete answers. Read Question 1 from Passage 1, and ask students to tell you what kind of word they need to listen for (a number). Do the same with the remaining questions for this passage and the next passage.
- Encourage students to pay attention to grammatical coherence in their answers. For example, focus students' attention on Question 3 from Passage 2. Elicit what kind of word needs to follow "have more time to" (v.).

Passage 1

There are three adults and two children in this family. The children are Tim, aged 14, and little Alice, who is 4. Their parents are Mr. and Mrs. Clark. The other adult is John, Mr. Clark's brother. He is 24. They live in London.

On weekday mornings everyone gets up early. Mr. Clark works for a company which manufactures computers. He leaves at 7:00. He likes to avoid the rush hour, he says. But Mrs. Clark thinks what he really likes is to avoid having breakfast with the children, who are very noisy.

John is at university, studying physics. He lives away from home during the semester, so he avoids the noise, too.

Tim catches the school bus at 8:15. Alice doesn't go to school yet, of course. Next year, she will start at the nursery school where Tim used to go. Mrs. Clark is looking forward to this, as it means that she can go back to work. Before her marriage, she worked for an art school. She is hoping to find the same sort of job.

Questions

1. How many people are there in the family?
2. Who is John?
3. According to Mr. Clark, why does he go to work early in the morning?
4. What does John do?
5. What kind of job does Mrs. Clark want to find?

Key

- | | |
|-------------------------|----------|
| 1. five | 2. uncle |
| 3. the rush hour | |
| 4. (university) student | |
| 5. same | |

Passage 2

In the U.S. today, life for senior citizens is different from how it used to be. Many senior citizens retire, or no longer work full-time. Also, it is unusual for them to live with their children or grandchildren. Instead, they tend to live in their own houses or apartments.

For some senior citizens, the years after 65 are not enjoyable. They feel their lives lose meaning when they no longer work. They also feel lonely being away from their families and the contacts they used to have in their work. Moreover, they become more concerned with their health as they grow older. Other senior citizens, however, enjoy their lives. They feel free to do things they were not able to do when they had to spend most of their time working to support their families. They now have more time to enjoy their hobbies.

The number of senior citizens in the U.S. is increasing rapidly because people are living longer than before. Due to their larger number and more active lifestyles, senior citizens are gaining social influence in the country, both politically and economically.

Questions

1. Where do senior citizens in the U.S. tend to live nowadays?
2. What do senior citizens become more concerned with as they grow older?
3. What do some senior citizens have more time to do to enjoy their lives?
4. Why is the number of senior citizens in the U.S. increasing rapidly?
5. In what aspects are senior citizens gaining social influence?

Key

1. houses or apartments
2. health
3. enjoy their hobbies
4. living longer
5. politics and economy

5

Teaching tips

This task builds students' ability to listen for key information and details in a news report.

- Before students listen to the news report, give them the opportunity to look at the answer options and predict what the news is about. Write students' predictions on the board.
- Focus students' attention on the figures. Get students to read them aloud so they can recognize them more easily when they hear them spoken in the passage.
- Pick out 3–4 keywords from the news report which students may be unfamiliar with. Teach these words to the students in advance, write example sentences on the board and make sure students know how they are pronounced.

Scripts

China's maternal and infant care market is expected to see rapid development thanks to the growing spending power of new parents.

According to a recent report in 2020, the growth rate of China's overall maternal and infant care market was 16.9%. In 2021, the growth rate remained above 15%, indicating that the market was enjoying a stable sales performance.

Data from a Shanghai company showed that in 2021, China's maternal and infant care market was valued at about 32 billion yuan, or about 4.6 billion U.S. dollars, and that it is expected to reach over 50 billion yuan by 2025.

An industry insider has noted the changes in consumer groups and consumer needs. The post-'90s generation has become the backbone of maternal and infant consumption. Having received the loving care from their parents and grandparents, today's new parents are continuing this tradition, spending much money on what their babies and young children may need. It's therefore likely that China's maternal and infant care market will continue to grow.

Questions

1. What has contributed to the rapid development of China's maternal and infant care market?
2. What is the estimated value of China's maternal and infant care market by the year 2025?
3. According to the passage, what are the characteristics of today's new parents?

Key

1. A 2. B 3. A



Opening your mouth

This part is designed to build students' speaking ability. In this unit, the topic for this part is extending invitations.

Reading out

1

Teaching tips

This task presents expressions related to extending invitations and helps students practice them.

- Play the recording and ask students to repeat what they hear.
- Ask students to work in pairs to act out the short conversations.
- Ask students to add more expressions related to extending invitations.

The following expressions are for your reference.

Invitation	Response
1. Would you like to see a film tonight? Would you like to go on a picnic this Sunday?	1. OK. That's a great idea. That sounds very nice. That sounds like a good idea.
2. Do you feel like going to a concert?	2. Yes. I'd love to. Sorry, I'm afraid I can't.
3. What about going to the party?	3. Great! What time? I'm really sorry. I can't go.
4. I'd be delighted if you were able to attend the meeting.	4. I'd love to, but I'll be away on business on those days.

Optional exercise

Ask students to make up more conversations based on the expressions.

2

Teaching tips

The two conversations given are samples for students to practice the expressions related to extending invitations.

- Have students look at the picture of Sample 1. Then ask some pre-listening questions like:
 1. What are the man and woman doing?
 2. Are cellphones very important in your life? Why?
- Have students look at the picture of Sample 2. Then ask some pre-listening questions like:
 1. What scene does the picture show?
 2. Have you ever been to an exhibition? If so, what kind of exhibition was it? What did you think of it?
- Have students work in pairs and act out the conversations. Encourage them to use other information instead of what has been used in these two conversations.

Speaking up

1

Teaching tips

This task helps deepen students' understanding of the exchanges and conversation models.

- Before listening, give students enough time to complete the conversation by themselves. Ask them to discuss their answers.
- Students may give different answers for the same blank. Decide whether they are suitable or not and explain why.

Scripts

M: Hello, Mary. There is a concert at the National Concert Hall this Sunday. I have two tickets. Would you like to go with me?

W: Sounds good. What kind of music will they perform?

M: Mainly classical music. They'll perform Tchaikovsky's *Swan Lake*.

W: Wow! I like that very much.

M: Me too. It's really beautiful.

W: What time does the performance start?

M: It starts at 7:00 p.m.

W: Where shall we meet then?

M: Shall we meet outside the Hall?

W: Fine with me. I'm looking forward to it now.

Key

- 1) Would you like
- 2) What kind of
- 3) classical music
- 4) What time
- 5) Shall we meet

It's your turn!

Sample conversation

Situation 1

A: There is a volleyball game tonight. Would you like to watch it with me?

B: I'd like to, but I'm afraid I can't.

A: Why?

B: Because I have to look after my nephew tonight. His parents have to work overtime, and I've got to help.

A: Couldn't we take him to watch the game?

B: I don't think so. It's almost impossible for him to sit still for even half an hour. And he needs to go to bed early.

A: How old is your nephew?

B: He is two years old.

A: It's a pity you can't come.

B: We can hang out together next time.

A: OK.

2

Teaching tips

This task helps build students' independent conversation skills.

- Before starting the exercise, explain the context of the conversation to students: A and B are talking over the phone, and B wants to invite A to a play.
- Model the conversation with a volunteer. This will help students understand the clues and how to construct the conversation.
- Ask students to work in pairs to practice the conversation. Invite some volunteer pairs to perform their conversations in class. Provide feedback on their performances.

Sample conversation

A: Hello. Who's calling?

B: Hello, Maggie. This is John. Are you doing anything on Saturday afternoon? Would you like to come and see a play with me?

A: I'd really like to, but my mother's coming from Shenzhen to attend Canton Fair. I've promised to go around with her on Saturday afternoon. She wants me to go along and help her buy a scarf. You know, she's been talking about this for weeks.

B: Well, could we make it another time?

A: Yeah, that would be fine.

B: How about next Saturday? I've heard that the play will be on for a month.

A: That's nice.

B: I'll pick you up at about 5:00 next Saturday afternoon, OK?

A: Lovely. Thank you! I'm looking forward to it. See you then.

B: See you.

It's your turn!

Sample conversation

Situation 2

A: Hello, this is Emma speaking. Who's that, please?

B: This is David. I was wondering if you could come to dinner with me tomorrow evening.

A: I'm afraid I can't. I have to stay at home and study for an important exam.

B: Oh, that's too bad. Another time, maybe?

A: My exam is on Friday morning. I will be free after that.

B: That's good. What about Friday evening then?

A: OK, I'm not doing anything special then.

B: So we'll make it Friday evening. I'll call you this Friday afternoon.

A: That'll be great. I'm looking forward to it.

B: See you on Friday.

A: See you.

It's your turn!

Teaching tips

Divide students into groups. Assign each group a situation to practice using the expressions they have just learned. Focus their attention on the language notes. Circulate as students prepare their role-plays, offering support where necessary. After students have practiced for some time, ask each group to perform their role-play to the rest of the class. Ask the class to vote for the best performance.

Situation 3

A: Hello Mr. Liu. I'm wondering if you have time next week to come to Guangzhou. It would be a great opportunity to meet our team.

B: I'd love to, Ms. Smith, but I'm afraid that I won't be able to make it. I have a business trip next week.

A: Oh, I see. That's unfortunate. Is there any other time that you might be available?

B: Yes, would the week after next be suitable for you?

A: That would be fine. I'll arrange everything then. Thank you for taking the time.

B: Not at all, Ms. Smith. I'm looking forward to meeting everyone.

A: Great! See you then, Mr. Liu!

B: See you then, Ms. Smith!

Situation 4

A: Hey, Amanda, how's it going?

B: Oh, hi Brian! Great, thank you. What about you?

A: I'm doing fine. Have you heard about the international fair to be held in Kunming next month?

B: Oh, yes, I've heard a bit about it.

A: Well, I want to invite you to come along! It's a great opportunity to experience different cultures, try new foods, and see some amazing performances.

B: That sounds incredible, Brian! I'd love to attend the fair. Thanks for inviting me.

A: I'm glad you're interested! The fair is from the 15th to the 20th of next month.

B: Perfect, the time works for me. By the way, since it's my first time to Kunming, I was wondering if someone could pick me up at the airport.

A: Of course! I'll make sure someone from our team is there to pick you up.

B: That's really kind of you, Brian.

A: Not at all.

B: Thank you so much for inviting me and for taking care of all the arrangements. I can't wait to explore the fair and see what Kunming has to offer.

A: My pleasure, Amanda. See you at the fair next month!

B: See you then!

Acting out

1

Teaching tips

This task helps students practice listening for specific information about extending invitations.

- Let students look at the pictures first and ask them questions, such as:
 1. What are the people doing in Picture A?
 2. What can you see in Picture B and Picture C?
 3. Have you ever been to a dolphin show? How did you like it?
- After students have completed the matching task, focus their attention on the table headings. Get them to listen again and complete the table. Check their answers around the class.
- If time permits, play the recording for a third time. Ask students to listen to the speakers' intonation. Get them to focus on natural sounding intonation when they practice the conversations.

Scripts

Conversation 1

M: Uh, Christy, I wonder if you'd like to see a dolphin show the day after tomorrow.

W: Oh, I'd really like to. What time should we meet?

M: Is 9:00 a.m. OK?

W: Could we meet at 9:30 a.m.? I'm afraid 9:00 is a bit early for me.

M: OK. 9:30 is fine.

W: Where would you like to meet?

M: Could we meet outside the zoo gate?

W: That would be fine.

Conversation 2

W1: Hello.

W2: May I speak to Helen?

W1: Speaking.

W2: Oh, hello. This is Linda.

W1: Hello, Linda. How are you?

W2: Fine, thanks. Helen, do you feel like going on a picnic this Sunday?

W1: That sounds very nice, Linda, but I'm afraid I can't go this Sunday. I have an appointment that day.

W2: Oh, that's too bad. Maybe we could make it some other time.

W1: Sure.

Conversation 3

M: Well, Shelly. How about going to the beach for a change?

W: Great. I haven't been there for a long time.

M: Are you free on Sunday?

W: Sunday would be fine.

M: When shall we meet?

W: Can you pick me up at 10:00 a.m.?

M: Fine.

W: Do you have my address?

M: Yes. It's 86 South Road.

W: That's right.

M: I'm looking forward to it.

W: Me too. Thank you very much for inviting me. See you then.

M: OK. So long.

Key

C1→Picture C C2→Picture A C3→Picture B

- 1) To go on a picnic
- 2) To go to the beach
- 3) Accept
- 4) at Shelly's house/86 South Road
- 5) 9:30

2

Teaching tips

In this task, students should act out their own conversations more freely.

- Focus students' attention on the instructions and the language notes.
- As a class, brainstorm a list of things students could invite each other to do, for example: go to the beach, go for a picnic, go to a concert, go to the movies, go and play tennis, go for a coffee, etc.
- Recap on how to accept and decline invitations politely. Give as many suggestions as possible.
- Ask students to go around the class, inviting different people to do different things; and the other party can either accept or politely decline the invitation.
- Ask some volunteers to perform their own conversations in front of the class.

Sample conversation

A: Are you free this Saturday?

B: Up to now, I haven't made any plans for Saturday.

A: Do you like classical music?

B: Yes, I do.

A: There's a classical music concert this Saturday. Would you like to go with me?

B: Oh, yes, I'd love to. Thank you for inviting me.

A: You're welcome. By the way, the concert starts at 6:30, and I can pick you up at 5:30. Is that alright?

B: Yes, that would be perfect.

A: See you then.

B: See you.



Viewing together

This part is designed to build students' listening and speaking abilities. In this unit, students watch a video clip about the connotations of the round table.

Before viewing

1

Teaching tips

- Write the phrase "home and family" on the board. Ask students about some memories that this phrase brings to their mind, e.g. eating dumplings together with your family at the Spring Festival, your last birthday celebration, etc.

- Ask students to write down their own memories connected with “home and family.” Get them to share their memories with their partners. Ask a few students to share their memories with the rest of the class.

Key for reference

I remember the time when I came first in a math competition. When my mom heard the news, she was so pleased that she baked me a special cake and organized a family party. My grandparents, aunts, uncles, and cousins all came to congratulate me, and we had a really great evening. I will never forget this party, because it felt so great to be part of a loving, proud family.

While viewing

2 3

Teaching tips

- Ask students to look at the sentences in Task 2. Make sure they have enough time to read through the answer options. Play the video clip for the first time and ask students to do Task 2.
- Focus students’ attention on the title of the exercise “Affectionate memories of a round table.” Ask students to predict what the speaker will talk about and write down their predictions on the board. Play the video clip for the second time. Ask students if any of their predictions were correct. Check their answers.

Scripts

Round table

The most affectionate memory of my childhood is about a round table. When I was still little, my entire family would reunite on almost every traditional festival to have dinner. While the grown-ups were discussing about something beyond our comprehension, we kids would be scattering around or even crouching under the table to play hide-and-seek. When I got a bit older, my aunt brought back her boyfriend, a tall and shy man, and my grandma joyfully added another seat to the round table. It seemed a little bit more crowded, but we all felt closer to this new family member. When I was 12, my grandpa passed away because of cancer, but when the entire family reunite [reunited] once again, his chair, his bowl, and his chopsticks remained the same. Even though his seat was empty, but it felt like that he had never left us.

We all have a table like this in our homes. It is a symbol of our reunion, of our families, representing our sentiment and attachment to our families. But as a matter of fact, in China, almost everything can be solved over a round table. The marriage vows between a loving couple, the mourning of the deceased, the negotiations between business partners, and a state banquet to [for] another president from another country, can all happen on a [the] same round table. So, I started to wonder: What is this round table to us? What it has been doing to us? And its true significance starts to unfold in front of me. The food on the table may

change with time. The people sitting beside it may come and go. The reasons why we come together may be various, but the sensation behind it remains year after year the same, and that is our tolerance of different people, our willingness to embrace different culture [cultures] and artistic forms, our care and love and respect for not only our family, but also for a community, our nation, and even the whole world.

In less than two months, an annual epic migration will take place in China. Hundreds of people, men and women, young and old, the rich and the poor, the dead like my grandpa, and the alive, will find a way to go back home and go to the round table to reunite with their families. The power that drives me to do so has been [is] a power that has been sustaining Chinese civilization for thousands of years. And the lives of us, or even the history of our nation have been the stories of looking for or running to the round table to which we belong. The round table has been [is] a symbol of the Chinese sensation. It was, it is, and will always be. Thank you.

Key

- | | | | | |
|---|-------------------------|----------------------|----------|------|
| 2 | 1. A C D | 2. A B C D | 3. A B C | 4. D |
| 3 | 1) traditional festival | 2) hide-and-peek | | |
| | 3) added another seat | 4) remained the same | | |

After viewing

4

Teaching tips

- Focus students' attention on the pictures. Ask them to discuss how these pictures are connected with "family." For example, a family portrait shows the people in a family and their different characteristics; a reunion dinner is a time for families to come together and share their stories and experiences; a ticket home is a chance for a homesick person to be reunited with their families. Get students to choose the image that they consider most powerful.
- Encourage students to brainstorm more keywords or expressions that could be associated with the concept of "family."
- Give students time to prepare a speech on their chosen topic. Circulate around the class as students do this, offering support where necessary. Allow them to practice their speech with their partner.
- Invite some students to perform their speech in front of the class.

Additional materials

Here are some quotes about family that you may use to caption your family memories whether in an online photo album, on social media, or inside a memory book.

1. The bond that links your true family is not one of blood, but of respect and joy in each other's life. (Richard Bach)

2. In truth, a family is what you make it. It is made strong, not by number of heads counted at the dinner table, but by the rituals you help family members create, by the memories you share, by the commitment of time, caring, and love you show to one another, and by the hopes for the future you have as individuals and as a unit. (Marge Kennedy)
3. You are born into your family and your family is born into you. No returns. No exchanges. (Elizabeth Berg)
4. Other things may change us, but we start and end with the family. (Anthony Brandt)
5. The greatest legacy we can leave our children is happy memories. (Og Mandino)



Voice of China

This part is designed to improve students' understanding of fine traditional Chinese culture and China's outstanding achievements. In this unit, students watch a video clip about the tradition of taking family portraits in China.

1

Teaching tips

Ask students to watch the video clip carefully and take down the key information about photo shoots. Ask them to think about the significance Chinese people attach to family photo shoots.

Scripts

The family portrait

Narrator: Shooting photos in traditional clothes, being instructed to smile. How often does this happen?

Well, amongst many other Chinese traditions, having photos taken in a studio is one tradition that appears to still be going strong. It's the anticipation, dressing up, the spirit of togetherness of three to four generations from all parts of the country that continue to drive demand for this act. And every family or individual who comes here has a story.

Wei Lin: Two of my fondest memories of having portrait photos taken here are when I turned 18, which marks the coming of age in China, and secondly, when I graduated from university. Graduation means a new starting point, a time to repay my parents for having worked so hard to bring me up.

Narrator: Lin's grandparents, both over 80, are from Harbin, and this year is extra special for them, because they will celebrate their "*benming nian*."

Wei Lynn Tang: Professional studio portraits continue to be a popular choice for many Chinese people despite the smartphone boom. For these families, however, it's more than just a photograph. It's about locking in that special moment, be the ringing in the New Year, a life event, or an

outstanding achievement. And the aim is always the same—to celebrate family unity.

Narrator: For some families, the act of photo shoots takes on a deeper meaning. Mr. Yang and his family of eight have been coming to the studio for five straight years now, each year to celebrate his daughter’s birthday.

Mr. Yang: I hope this small act of portrait-taking will give my children a sense of perseverance in whatever they do, not just in celebrating little wins in life. But also think about it: If you do this every year over ten years, what will it become?

Narrator: Family is an important concept for the Chinese. There is a saying “Harmony in the family leads to prosperity in all undertakings,” which translates to “peace in society and the nation.” Yang’s mother can’t agree more. She says taking portrait photos may look like a simple act, but she insists it is not, and that it’s a part of Chinese traditional culture, a gesture of respecting the elderly and loving one’s child.

China Photo Studio has been around since 1937, and it says revenue has been increasing every year, with an overflow of customers during festive periods.

Xu Jianbao: As stress resulting from work and studies increases, people focus more on kinship and family affection. We’ve noticed that more families who just moved to Beijing and those from overseas come here to have their portrait photos taken. What they are after is a sense of ceremony because this can’t be captured at home.

Narrator: This studio has taken portraits of many of the country’s famous people. However, one staff member says, the beauty lies beyond that reputation.

Bao Chen: For example, how I look at this photo now, and how I look at it five, ten years later, is different. As time goes by, the meaning which the photo carries in my hands gets heavier. It’s almost similar to reading a book now and reading it again years later.

Key

1)→B 2)→A 3)→D 4)→C

2

Teaching tips

Ask students to share with their group members some family photos and to tell the stories related to those photos. Encourage them to describe in detail the time, place, occasion, and the people involved in the event.

Additional materials

The tradition of family portrait in China

It is a Chinese tradition to capture family portraits at special moments, and these photographs will be treasured for a lifetime. Family is an essential concept in China. In the eyes of the Chinese, every single important moment or event from starting a family onward deserves a family portrait. A pre-wedding portrait allows couples to capture their union before the wedding day. Dressed

up in full costume and wedding dress, the couple will have a collection of beautiful images that will immortalize their relationship and the excitement of the upcoming wedding. The moment of pregnancy is worth being preserved in a maternity portrait. The mother-to-be deserves to feel beautiful and showcase her confidence as a woman who is growing life within her. The teenage years is a stage of life that is filled with milestone moments and coming-of-age experiences. Teen portraits can commemorate this fleeting stage of life, in which it seems like each day moves faster than the last. There is nothing quite like the love shared between families. From the tender devotion of parents who are rearing young kids to the endless pride of multi-generational families, there is beauty to be found in every family, no matter how small or large it is.

The following are some well-known quotes about family in China, which reflect Chinese people's long-held concepts about family.

1. 风声雨声读书声声入耳，家事国事天下事事事关心。(顾宪成)
In my ears are the sounds of wind, rain, and books reading.
To my concern are the affairs of households, country, and the mass. (Gu Xiancheng)
2. 有关家国书常读，无益身心事莫为。(徐特立)
Do read books about family and country; don't do things that are beneficial to neither your mind nor your body. (Xu Teli)
3. 克勤于邦，克俭于家。(《尚书》)
Be diligent in the state; be frugal at home. (*The Book of Documents*)
4. 古之欲明明德于天下者，先治其国。欲治其国者，先齐其家。欲齐其家者，先修其身。(《礼记》)
The ancients, who wished to promote illustrious virtue under heaven, first had to rule their own states well. Wishing to govern their states well, they first had to manage their fiefdoms well. Wishing to manage their fiefdoms well, they first had to cultivate themselves. (*The Book of Rites*)
5. 古人天下一家，中国一人，非意之也，其心量原自如此。(黄宗羲)
People in ancient times treated all under heaven as of one family, so all countrymen were united as one. This is not something imagined by later generations, but a true reflection of the broad-mindedness of the ancient people. (Huang Zongxi)