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Hemispheres Student Book 4

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总 序

“新世界大学英语系列教材”以广大学习者的英语水平为基础,从实际需求出发,紧紧围绕并充分体现《大学英语课程教学要求》所提倡的教学原则、内容和方法。本系列教材选材新颖、内容丰富、理念先进、体系完备,是一套集视、听、说、读、写、译为一体,特色鲜明的大学英语立体化教材。

在引进美国著名教育出版公司 McGraw-Hill Education 最新版教材 *Hemispheres* 的基础上,出版社组织国内知名高校教师对其进行改编。编写组充分发挥外版教材优点,在此基础上自主研发出“新世界大学英语系列教材”,实现了本土化和国际化相结合的编写目标。

“新世界大学英语系列教材”具有以下几个特点:

一、力求体现基础性、科学性和时代性。基础性是指教材巩固并拓展学生的英语知识和能力,打好语言基础;科学性是指内容编排循序渐进,深入浅出,输入与输出紧密结合,符合语言学习规律;时代性是指教材根据大学英语教学改革的最新趋势,注重培养学生的英语综合应用能力,特别是听说能力。

二、体现了以学生为本的思想,使学习者想学、会学、乐学。在编写指导思想上,传统与现代教学理念相结合,既强调语言基础知识的掌握,又突出语言运用能力的培养。所选话题贴近学生生活,兼顾知识性与趣味性。同时,有机渗透素质教育,注意培养学生健康的人格,注重对学生的人文主义教育。

三、语料来自当代英语,题材广泛,体裁多样,语料真实,语言鲜活、地道。练习形式丰富多样,有针对性,有利于培养和发展学生的英语交际能力和自主学习能力,有利于学生掌握学习策略和方法。

四、教材体系比较完备。包括“读写教程”、“视听说教程”和“阅读教程”三个系列。每个系列均包括四个分册,供大学基础阶段英语教学使用。各系列教材自成系统,相对独立,以满足个性化、分层次外语教学的需要。同时,三个系列相互补充,彼此关联,配合起来使用可以有效提高学生的英语水平。

五、提供一个系统、完整的立体化英语教学平台。除学生用书外,本系列教材配有教师用书、助学光盘、电子课件、试题库、网络教程、教学资源库等,这种以网络技术为支撑的交互式、开放性学习环境既能发挥教师的主导作用,又便于学生开展自主学习。

六、与时俱进,精益求精。第一版教材自出版以来,受到了广大师生的好评,并被评为“十二五”本科国家级规划教材。为了更好地服务教学,我们对本套教材进行了全面修订,在保留教材原有特点和优点的基础上,进一步提升了教材的品质。修订内容主要包括以下几个方面:

1. 更新了部分语言素材,使其更加与时俱进,体现热点话题,以更好地激发学生的学习兴趣,增强其语言交流的活跃性。

2. 更新了部分练习与活动设计,以更加突出基本语言能力的训练,帮助学生打好语言基础,更有效地调动学生的积极性,增强活动的可操作性。

3. 更新了部分排版设计,使全书版面更加活泼、美观。

“新世界大学英语系列教材”各教程及主编如下:

教材名称	主 编	
读写教程	王玉括	南京邮电大学
	乔小六	南京工程学院
视听说教程	肖 飞	南京林业大学
阅读教程	吴鼎民	南京航空航天大学

本系列教材单元内容按每两周 8 课时设计,具体操作各院校可根据实际情况灵活掌握。

王守仁

《读写教程》的编写与使用

《读写教程》是“新世界大学英语系列教材”的主干教程之一,严格根据教育部高等教育司颁发的《大学英语课程教学要求》编写,旨在培养和提高学生的读、写、译三项基本技能,并配合《视听说教程》和《阅读教程》,全面实现《大学英语课程教学要求》规定的“一般要求”的教学目标。《读写教程》共分四册,每册八个单元,分别供一至四级四个学期使用。

一、编写宗旨

《读写教程》指导学生在深入学习课文的基础上,从词、句、语篇等方面进行英语语言训练,以便帮助学生丰富英语语言知识,培养英语语言综合应用能力,尤其是读、写和译的能力。

二、教材特点

1. 本书在 *Hemispheres* 原版教材的基础上改编而成。原书专为亚太读者设计,体裁新颖,语言生动。改编者在语料的选择上,注重了中西方文化的结合,融知识性、趣味性为一体;在内容的设计上,追求语言基本能力和批判性思维能力的有机结合。

2. 本教程充分考虑和尊重大学英语教学的实际,结合日积月累、行之有效的英语学习方法,并认真借鉴美国最新的教育理论与实践;全面落实《大学英语课程教学要求》提出的教学原则、教学内容和教学方法。

3. 针对中国学生普遍善于用英语表达西方而拙于表达中国的现实,本系列教材在确保学生接收原汁原味的西方文化的同时,独辟蹊径,注重用地道的英语表达当代中国的社会现实,以培养学生国际交往中准确表达自己身边事物的能力。

4. 本教程由学生用书、教师用书、电子教案、网络课程、配套题库等内容组成,构成了立体化的教学解决方案。

三、全书框架

《读写教程》共分四册。每册配有相应的教师参考书。每册学生用书分八个单元。每单元由七个部分组成:

第一部分 Lead-in: 通过具有知识性、趣味性的小问题、小测试,切入到本单元的内容主题,旨在吸引学生兴趣,引导学生进入主题。

第二部分 Reading and Speaking: 介绍一种阅读方法,并提供了与本单元主题密切相关的阅读短文。旨在帮助学生运用本单元所介绍阅读方法来阅读文章,激活学生已有的知识图式,为学习课文做好准备,同时培养和提高学生的快速阅读能力。

第三部分 TEXT A: 呈现一篇与单元话题相关的课文。文章内容新颖丰富,体裁广泛,贴近高校学生生活,有助于学生在学习语言的同时汲取多方面的知识。

生词释义采用英、汉结合的方式。一般要求的单词不设标记,较高要求的单词标记为★,更高要求的单词标记为▲,超纲单词标记为斜体。

练习部分主要包括以下几个方面:

阅读理解(Reading Comprehension): 含匹配题、选择题和问答题,旨在帮助学生理解课文,并就相关主题进行思考、展开讨论。

词汇(Vocabulary): 通过图表的方式帮助学生在复习所学重要词汇的同时,扩大词汇量。

批判性思维(Critical Thinking): 通过生动、逼真的模拟情境,引导学生多问“为什么”,培养其独立思考的能力。

第四部分 TEXT B: 呈现一篇与单元话题相关的课文。文章内容新颖丰富,体裁广泛,贴近高校学生生活,有助于学生在学习语言的同时汲取多方面的知识。

生词释义采用英、汉结合的方式。一般要求的单词不设标记,较高要求的单词标记为★,更高要求的单词标记为▲,超纲单词标记为斜体。

练习部分主要包括以下几个方面:

阅读理解(Reading Comprehension): 含问答题和选词补全摘要题,旨在帮助学生理解课文、丰富知识、扩大词汇量。

课文结构分析(Text Organization Analysis): 通过图表的方式帮助学生掌握段落或篇章展开的方法,提高阅读和写作能力。

第五部分 Language Enhancement: 通过精心设计的互动式练习,全面提高学生的词汇、语法、翻译等方面的能力。主要包括以下几个方面:

词汇(Vocabulary): 设计多种词汇练习形式,旨在帮助学生复习本单元所学词汇、学习构词法、扩大词汇量。

语法(Grammar): 呈现一种语法现象,旨在帮助学生通过操练来复习相关语法知识,提高使用英语的准确性。

翻译(Translation): 包括汉译英和英译汉,旨在为学生提供基本的翻译训练,同时帮助他们复习在本单元课文中所学到的重要的单词、词组、句型及语法结构。

实际生活技能(Real Life Skills): 以图表的形式教会学生一项使用英语的实际生活技能。

第六部分 Writing: 以范例的形式介绍一种写作方法,并指导学生使用该方法进行写作练习,提高写作能力。

第七部分 Fun Time: 提供与主题相关的幽默、笑话、谜语等内容,供使用者自行阅读,旨在增添活泼的学习气氛,培养学生学习英语的兴趣。

此外,本教程后还附有词汇总表,方便学生查找、掌握。

四、使用说明

《读写教程》每册学生用书分八个单元,供一学期使用。建议每四课时完成一个单元的教学。

第 1 课时:Lead-in 和 Reading and Speaking

第 2 课时:TEXT A 及练习

第 3 课时:TEXT B 及练习

第 4 课时:Language Enhancement, Writing 和 Fun Time

使用时,各校可根据具体情况灵活调整。

《读写教程 4》由南京工程学院负责编写。

本书力求整合丰富的信息,探索全新的教学模式,不妥之处,敬请广大使用者批评指正。

王玉括 乔小六

Map of the Book

Unit	Lead-in	Reading and Speaking		Main Reading	
		Passage	Skill Focus	Text A	Text B
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Vocabulary P146 Grammar: Negation P147 Translation: China’s Influence on the World P149 Real Life Skills: Relating Characters to Success P151	Writing a Cause and Effect Paragraph P152	Pebbles P154
Vocabulary P173 Grammar: Ellipsis P175 Translation: The Secret of Happy Marriage P177 Real Life Skills: Defining an Ideal Girlfriend/Boyfriend P178	Using Sentence Variety P179 Writing a Questionnaire P180	Funny Quotations About Marriage P182
Vocabulary P206 Grammar: Substitution P208 Translation: A “Silver” Future P210 Real Life Skills: Helping the Internet Addicts P211	Distinguishing Between Thesis Statements and Topic Sentences P212	Three Men in a Car P214
Vocabulary P233 Grammar: Emphasis P234 Translation: Story of Ma Yun P236 Real Life Skills: Preparing for a Job Fair P238	Organizing Ideas with an Outline P239 Writing a Product Instruction P241	Nickel or Dime P242

UNIT 1

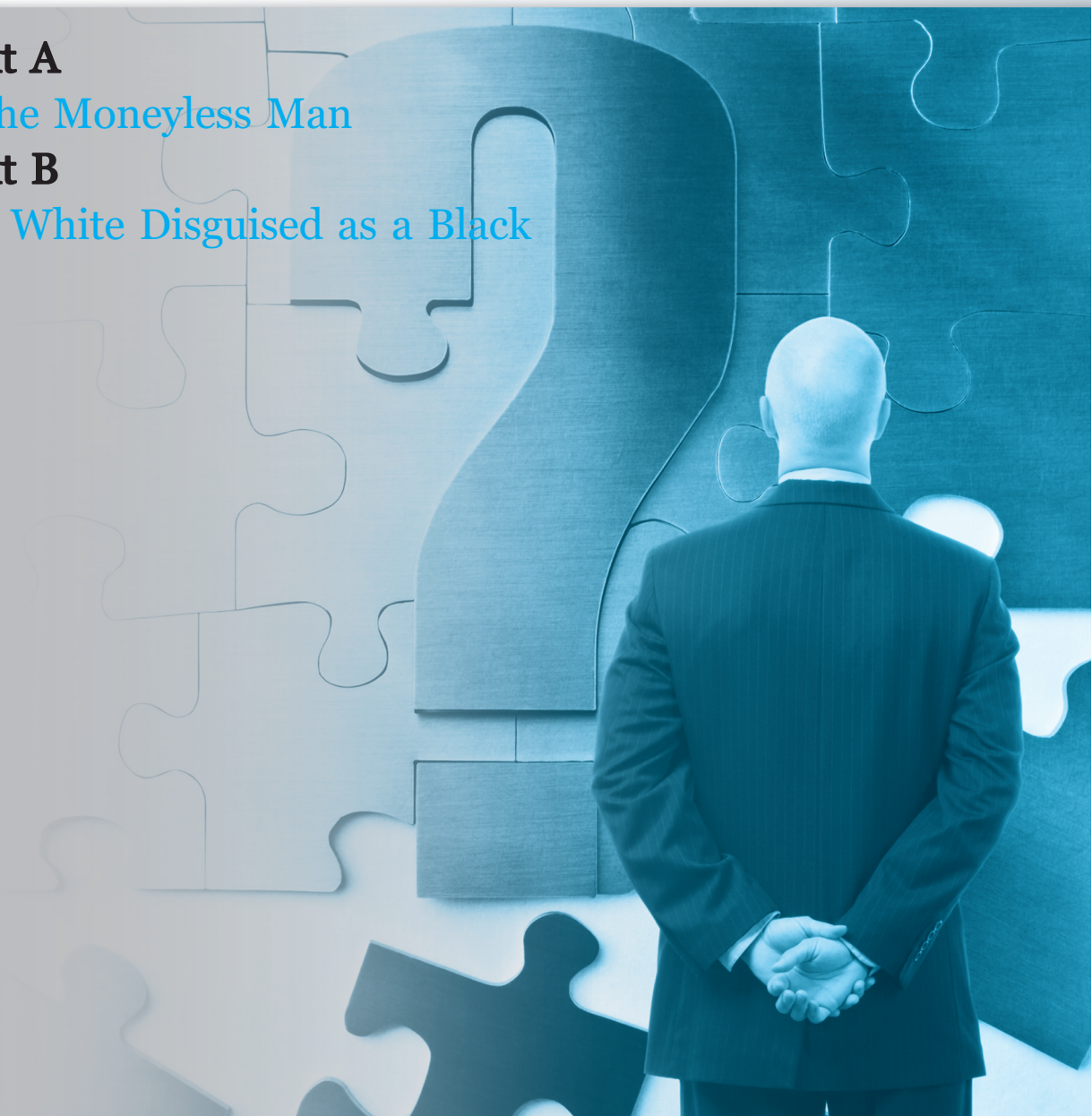
Social Experiments

Text A

The Moneyless Man

Text B

A White Disguised as a Black



LEAD-IN

A. Read the description of a social experiment. Then complete the chart below with the number of the corresponding solution to each social problem.

A social experiment is a small-scale experiment performed using people to test a hypothesis about how people will respond when certain stimuli are introduced. It aims to help solve a certain social problem.

Social Experiments

- a. create an event called "A Night for Women"
- b. make a TV commercial of the mayor's taking a shower to set an example of how to save water
- c. hire 420 performers to make fun of drivers who break a law and pedestrians who don't follow crosswalk rules at dangerous intersections

Social Problems	Social Experiments
1. traffic problems	
2. crime/street safety	
3. water shortage	

READING AND SPEAKING

A. Scan the article and answer the questions below.

1. What did the author disguise as a high school student for?

2. What were the two rules that Iversen had to stick to after slipping into the high school?

Skill Focus

Recognizing Formal Versus Informal Language

Signs of formal writing include passive voice (*be*+past participle), the impersonal pronoun *one*, and adverbs like *moreover*, *however*, *nevertheless*, and *therefore*. Signs of informal writing include the use of active voice, contractions (*he's*), and *and*, *but*, or *so* at the start of sentences. One article can use both formal and informal language.

A Spy in High School

In 2001, Jeremy Iversen was a senior at Stanford University in Palo Alto, California. Ambitious and slightly bored, he proposed an idea to editors at the *Stanford Daily*, the student newspaper. He wanted to attend a local public high school for two weeks and write about high school life. Nothing came of the idea then, because the paper refused to help him set up the deception. But Iversen kept at it, and by 2004 he was proposing to large New York publishers a non-fiction book about being an undercover high school student. He pointed out that Cameron Crowe had done the same thing 25 years earlier for the movie *Fast Times at Ridgemont High*. Iversen wanted to explore the next generation.

No publisher would sign on to the project without proof that a school was going to let the 24-year-old through the door. Iversen went from principal to principal, dressed in a suit and carrying a folder full of papers and graphs, to convince someone his plan had sociological merit. Thirty schools rejected him before one said yes. He enrolled as “Jeremy Hughes” and called the school “Mirador High” in his ensuing book, *High School Confidential: Secrets of an Undercover Student* (Atria).

Slipping a 24-year-old adult among teenagers could easily cause a lot of trouble. If he handed a beer to a student, he would be guilty of providing alcohol to a minor. If he

kissed a younger student, he could be charged with sexual assault. Iversen abided by two rules: he would initiate no illegal activity and he would not have intimate physical contact with any student. He also had to be careful to shield students from publicity once his report came out. In his book, he changed names and altered details to disguise the identity of the school and its students. Nevertheless, student journalists at Claremont High School in California recognized Mirador as their school. One Claremont classmate (now one of Iversen's friends) was surprised, but accepting, when he learned of the undercover act. "I just thought he was another precocious teenager." Not everyone was so understanding. Parents and teachers were shocked that the school admitted Iversen and let him write the project for personal gain.

Jeremy Iversen ['dʒerɪmi 'aɪvəsn]		杰里米·艾弗森
Stanford ['stænfəd] University		斯坦福大学
Palo Alto [ˌpæləʊ 'æltəʊ]		帕洛阿尔托市
ambitious [æm'bɪʃəs]	<i>a.</i>	有雄心的,野心勃勃的;渴望的
come of		由于……而产生,是……的结果
deception [dɪ'sepʃən]	<i>n.</i>	欺骗行为
publisher ['pʌblɪʃə]	<i>n.</i>	出版社,出版商
<i>non-fiction</i> [ˌnɒn 'fɪkʃən]	<i>n.</i>	非小说类作品
▲undercover [ˌʌndə'kʌvə]	<i>a.</i>	暗中进行的,秘密做出的
Cameron Crowe ['kæməərən 'krəʊ]		卡梅伦·克罗
sign on		签约,雇用
principal ['prɪnsəpəl]	<i>n.</i>	校长
folder ['fəʊldə]	<i>n.</i>	文件夹
graph [grɑ:f]	<i>n.</i>	图表,曲线图
*sociological [ˌsəʊsɪə'lɒdʒɪkəl]	<i>a.</i>	社会学的
merit ['merɪt]	<i>n.</i>	优点,价值
Jeremy Hughes [hju:z]		杰里米·休斯
Mirador [ˌmɪrə'dɔ:] High		米拉多高中
*ensuing [ɪn'sju:ɪŋ]	<i>a.</i>	随后的,接踵而至的
slip [slɪp]	<i>vt.</i>	把……悄悄放在,偷偷塞进
*assault [ə'sɔlt]	<i>n.</i>	攻击,袭击
abide [ə'baɪd] by		坚持,遵守
shield [ʃi:ld]	<i>vt.</i>	保护,防护

publicity [pʌ'blɪsɪti]	<i>n.</i>	关注
disguise [dɪs'gaɪz]	<i>vt.</i>	掩盖; 假扮, 化装
nevertheless [ˌnevəðə'les]	<i>conj.</i>	然而, 尽管如此
Claremont ['kleəmənt] High School		克莱蒙特高中
precocious [prɪ'keɪʃəs]	<i>a.</i>	早熟的

B. Read the article again. Find and write sentences in the article with the same meaning as the sentences below. Write *F* by the formal sentences and *I* by the informal sentences.

1. a. _____ However, Iversen kept at it. What's more, by 2004 he was proposing to large New York publishers a non-fiction book about being an undercover high school student.

b. _____

2. a. _____ He was rejected by thirty schools before being accepted by one.

b. _____

3. a. _____ But student journalists at Claremont High School in California recognized Mirador as their school.

b. _____

C. Discuss the following questions with your classmates.

1. Do you think it is feasible for a grown-up to disguise himself or herself as a student? Why or why not?

2. Besides the trouble mentioned in the article, what other trouble do you think may occur?

TEXT A

Could you live without spending money for a week? Do you think you could follow in Mark Boyle's footsteps? Mark Boyle, the "Moneyless Man", began his finance-free existence in 2007.

Time your reading.

Start time: _____

Finish time: _____

Your reading rate: _____ wpm

The Moneyless Man

By Matt Ford

¹ For most of us it seems that money makes the world go round. But not for Mark Boyle, who has turned his life into a radical experiment and pledged to live without cash, credit cards, loans or any other form of finance.

² The British economics graduate was inspired by Gandhi's call to be the change you want to see in the world. After six years' working as the manager of an organic food company in Bristol, UK, he decided to strike out in a bold new direction.

³ "I was sitting around with a friend one night in 2007 discussing the world's problems, and we were trying to work out which one to dedicate our lives to helping solve," he told CNN.

⁴ "Then it hit me. At the root of it all was money, which creates a kind of disconnection between us and our actions, whether that's through sweatshops, industrial agriculture, or war, and so I decided to see if it was possible to do without."

⁵ Mark sold his houseboat and set about preparing himself for his new life. He posted an advertisement on Freecycle asking for a tent, a yurt, a caravan or any other type of shelter and was immediately rewarded by his first taste of human kindness.

⁶ "Asking for a caravan was just a joke, really. I didn't expect to get one," he says. "But this woman had an old one she no longer needed and it was costing her to keep, and so she gave it to me."

⁷ At least he would have a roof over his head. The caravan was taken to the organic farm where he was to volunteer three days a week in return for space to live and grow his own vegetables.

⁸ Then a friend made him a cheap wood-burning stove from an old gas can to heat the caravan, and with a few other budget purchases, including solar panels and a trailer for his bike, he was

ready to go. His food would be cooked on a rocket stove made from two old catering tins, and he would wash in a solar shower essentially a black plastic bag suspended from a tree, and warmed by the sun.

⁹ His lavatory would be a hole in the ground screened by a wooden modesty structure to protect the sensibilities of any walkers using a nearby footpath. Then, with his pockets empty—he didn't even carry keys as he decided not to lock his caravan and start trusting the world a bit more—Mark was ready to go.

¹⁰ Everything was about to change.

¹¹ Even breakfast on the first day would be different, with morning coffee no longer an option, and the ingredients for his breakfast beverage now gathered in the hedges around his caravan.

¹² “I drink nettle and cleaver tea, sometimes with some fresh lemon verbena when I find it,” he says. “It's all very good for you: iron, calcium, anti-oxidants. I also drink plantain tea for my hay fever, and that's everywhere, even the cracks in the path.” Although it hasn't always been easy, and there have been many challenges and sacrifices, 18 months later, Mark is still living this way. He told CNN he has really loved it and never been happier or fitter.

¹³ “The first few months were hard, just finding my way,” he admits. “If you think about how disruptive it is when you just move house or change a job, imagine changing everything at once. But after a couple of months it became very easy. I had all my routines worked out.”

¹⁴ Mark's remarkable journey is relayed in his new book, *The Moneyless Man*, which along with detailing the practical challenges on the rocky road towards his new world, also explains the philosophy that drives him that human society is fairer, happier and more secure when relationships are not mediated by money. Any profits from the book will be invested in buying land to create a “Freeconomy Community”, where people can experiment living together without money.

¹⁵ Public interest in his project has been divided. While a huge number of people are very supportive, there has been harsh criticism of him, particularly on Internet forums.

¹⁶ “It's funny. If you don't have a massive plasma TV these days, people think you are an extremist,” he says. “People tend to be either very positive about what I'm doing or very negative; I think it's about 70 percent/30 percent. But I try not to get too worked up about it; it's early days and we live in a very money-orientated world.”

¹⁷ Of course not everyone can, or is ready to, live like Mark—a point he is happy to concede. But he does believe people can live more like him, and be happier as a result. “There's no one solution for everyone, and everyone has different needs,” says Mark. “It's about reducing your

consumption however that is appropriate for you, and there are lots of small ways people can do that, which will benefit themselves and the environment, like car sharing.”

¹⁸ With this in mind he put the money from the sale of his houseboat towards setting up a social networking website that aims to help reconnect people in their local communities through the simple act of sharing. Essentially users sign up and offer skills, spaces and tools they have to others for free. When you need something, you just ask. It's a virtuous circle. So far the site boasts 17,882 members in 131 countries sharing 315,757 skills, 62,033 tools and 287 spaces.

¹⁹ “The thing with ‘Just For The Love Of It’ is it seems really genuine,” Em Butler, who has signed up to the site, told CNN. “With other similar projects like Freegle and Freecycle, you know there are people on them waiting to scam you, who will take what you offer and sell it on. But with this it's hard to see how that would happen. It really is just for the love of it.”

²⁰ So far Mark's adventure without money has taught him a lot, and he has inspired many others along the way, but he remains philosophical about his success.

²¹ “I just get up each morning and try and say if it happens, it happens,” he says. “I'm just trying to take life as it comes and enjoy it.”

(1,048 words)

New Words

moneyless	['mʌnɪlɪs]	a.	with no money 贫穷的, 身无分文的
radical	['rædɪkəl]	a.	thorough or complete 彻底的, 完全的
pledge	[pledʒ]	vi.	to make a formal, usually public, promise that you will do something 发誓, 保证
credit card			a small plastic card that you use to buy goods or services on credit 信用卡
loan	[ləʊn]	n.	an amount of money that you borrow from a bank, etc. (银行等的) 贷款
economics	[,ɪkə'nɒmɪks]	n.	the study of the way money and goods are produced and used 经济学
bold	[bəʊld]	a.	not afraid of taking risks and making difficult decisions 大胆的, 无畏的
sweatshop	['swetʃɒp]	n.	a small business, factory, etc. where people work hard in bad conditions for very little money 血汗工厂
industrial	[ɪn'dʌstriəl]	a.	connected with industry or the people working in it 工业的; 产业工人的
agriculture	['ægrɪ,kʌltʃə]	n.	the practice or science of farming 农业; 农学
houseboat	['haʊsbəʊt]	n.	a boat that you can live in 游艇

yurt	[jʊət]	n.	a circular tent consisting of a framework of poles covered with felt or skins, used by Central Asian nomadic peoples and now used more widely 圆顶帐篷
▲caravan	['kærəvæn]	n.	a vehicle that a car can pull and in which people can live and sleep when they are on holiday 旅行拖车
shelter	['fɛltə]	n.	a place to live, considered as one of the basic needs of life 栖身之地, 住处
panel	['pænl]	n.	a flat piece of wood, glass, etc. with straight sides, which forms part of a door, wall, fence, etc. (门、墙、栅栏等的)镶板, 嵌板; 窗玻璃片
solar panel			a piece of equipment, usually on a roof, that uses the heat of the sun to heat water or to make electricity 太阳能电池板
trailer	['treɪlə]	n.	a vehicle that can be pulled behind a vehicle, used for carrying something such as a boat or large piece of equipment 拖车, 挂车
*cater	['kætə]	vt.	to provide and serve food and drinks at a party, meeting, etc. usually as a business 为……提供餐饮服务
tin	[tɪn]	n.	a small metal container in which food or drink is sold 罐头盒
lavatory	['lævətəri]	n.	a toilet or the room a toilet is in 洗手间, 卫生间
modesty	['mɒdɪsti]	n.	simplicity 质朴
sensibility	[,sensə'bɪlɪti]	n.	a person's feelings, especially when the person is easily offended or influenced by something (尤指易受伤害或影响的)感情
option	['ɒpʃən]	n.	a choice you can make in a particular situation 选项
ingredient	[ɪn'grɪ:diənt]	n.	one of the types of food you use to make a particular dish (烹调用的)原料
▲beverage	['bevərɪdʒ]	n.	a hot or cold drink 饮料
gather	['gæðə]	vt.	to search for things of the same type in several different places and collect them together 搜集, 采集
hedge	[hedʒ]	n.	a row of small bushes or trees growing close together, usually dividing one field or garden from another 树篱
nettle	['netl]	n.	a wild plant with rough leaves that sting you 荨麻
cleaver	['kli:və]	n.	a kind of herbaceous plant 草决明
lemon verbena	[vɜ:'bi:nə]		a tropical American shrub, with slender lemon-scented leaves yielding an oil used in perfumery 柠檬马鞭草
calcium	['kælsɪəm]	n.	a simple chemical substance in bones and teeth 钙
anti-oxidant	[,æntɪ 'ɒksɪdənt]	n.	a substance, such as vitamin C, vitamin E, that counteracts the damaging effects of oxidation in a living organism 抗氧化物质

<i>plantain</i>	['plæntɪn]	<i>n.</i>	a common wild plant with small green flowers and wide leaves 车前草
<i>hay fever</i>			a medical condition, like a bad cold that is caused by dust from plants 花粉病,干草热
<i>crack</i>	[kræk]	<i>n.</i>	a very narrow space between two things or two parts of something 裂缝,缝隙
<i>sacrifice</i>	['sækrɪfaɪs]	<i>n.</i>	something valuable that you decide not to have in order to get something that is more important 牺牲
* <i>disruptive</i>	[dɪs'rʌptɪv]	<i>a.</i>	involving, causing, or tending to cause disruption 扰乱性的,引起扰乱的
<i>rocky</i>	['rɒki]	<i>a.</i>	covered with rocks or made of rock 多岩石的;由岩石形成的
<i>philosophy</i>	[frɪ'lɒsəfi]	<i>n.</i>	a rule you follow in living your life, doing your job, etc. 人生哲学;生活(工作)准则
* <i>mediate</i>	['mi:diəɪt]	<i>vt.</i>	to act as a go-between for two or more people and make it possible for something to happen 作为引起……的中间媒介
* <i>supportive</i>	[sə'pɔ:tɪv]	<i>a.</i>	giving help or encouragement, especially to someone who is in a difficult situation (尤指在困境中)支持的,给予帮助(鼓励)的
<i>harsh</i>	[hɑ:ʃ]	<i>a.</i>	criticizing, punishing, or treating people in a very cruel or strict way 无情的;严厉的
<i>plasma</i>	['plæzmə]	<i>n.</i>	a gas at a very high temperature inside stars, in flashes of electricity, etc. 等离子体
<i>extremist</i>	[ɪk'strɪmɪst]	<i>n.</i>	someone who has extreme political opinion and aims, and who is willing to do unusual or illegal things in order to achieve them 极端主义者,过激分子
<i>money-orientated</i>	[,mʌni 'ɔ:riənteɪtɪd]	<i>a.</i>	giving a lot of time, effort, or attention to money 拜金主义的
<i>concede</i>	[kən'si:d]	<i>vt.</i>	to admit that something is true or correct although you wish it was not true (勉强地)承认
<i>consumption</i>	[kən'sʌmpʃən]	<i>n.</i>	the act of consuming something 消费,消耗
* <i>virtuous</i>	['vɜ:tʃʊəs]	<i>a.</i>	behaving in a very honest and moral way 品德高尚的,正直的
<i>boast</i>	[bəʊst]	<i>vt.</i>	to have something that is impressive and that you can be proud of 拥有(值得自豪的东西)
<i>genuine</i>	['dʒenjuɪn]	<i>a.</i>	sincere and honest, that can be trusted 真诚的,可信赖的
<i>scam</i>	[skæm]	<i>vt.</i>	to defraud 欺诈,诓骗
<i>philosophical</i>	[,frɪlə'sɒfɪkəl]	<i>a.</i>	having a calm attitude towards a difficult or disappointing situation 达观的,处乱不惊的

Phrases and Expressions

go round	转动
strike out	自成一格, 创新
sit around	闲坐
in return for	作为……的报答
get worked up about	为……而激动; 为……而非常不安
so far	迄今为止
along the way	在……期间

Proper Names

Mark Boyle [bɔɪl]	马克·博伊尔
Gandhi ['gændi]	甘地
Bristol ['brɪstl]	布里斯托尔(市)
CNN	(Cable Network News) 美国有线新闻网
Em Butler [em 'bʌtlə]	艾米·巴特勒
Frengle	自由网
Freecycle ['fri:saɪkl]	全球捐赠网

Reading Comprehension

A. Identify the paragraph from which the following information is derived.

- The life of 18 months in Mark Boyle's experiment was hard first, then very easy.
(Para. _____)
- Mark holds the opinion that living like him can enable people to use small ways to reduce consumption, which are beneficial for both themselves and the environment.
(Para. _____)
- In his new book, *The Moneyless Man*, Mark explains how human society is influenced by money. (Para. _____)
- Before Mark Boyle decided to start a new experiment, he had worked as the manager of a company in Bristol for six years. (Para. _____)
- Mark has not only learned a lot from his social experiment, but also encouraged many others. (Para. _____)

B. Choose the best answer from the four choices marked A, B, C, and D.

1. What is the radical experiment conducted by Mark Boyle?
 - A. Using money to make the world go round.
 - B. Living without money.
 - C. Working as the manager of an organic food company in Bristol.
 - D. Going on a strike.
2. Mark Boyle wanted to conduct the experiment because _____.
 - A. he wanted to make more money
 - B. he wanted to create a kind of disconnection between people and their actions
 - C. Gandhi asked him to do so
 - D. he wanted to dedicate his life to helping solve one of the world's problems
3. What did Mark Boyle try to get to prepare for his new life?
 - A. A tent, a wood-burning stove, solar panels, a trailer for his bike.
 - B. A houseboat, a yurt, a caravan, a wood-burning stove, solar panels and a trailer for his bike.
 - C. A caravan, an old gas can, solar panels, a trailer for his bike, two old catering tins and a black plastic bag.
 - D. A wood-burning stove, an old gas can, solar panels, a trailer for his bike, a rocket stove, two old catering tins and a black plastic bag.
4. The word "drive" in the 14th paragraph means _____.
 - A. to stop someone from doing something
 - B. to take someone somewhere in a vehicle
 - C. to cause to act in a particular way
 - D. to carry through vigorously to an unexpected conclusion
5. What are the attitudes of people towards Mark Boyle's experiment?
 - A. Almost all of them are very positive.
 - B. A huge number of people are very negative.
 - C. Either positive or negative, and the majority is supportive.
 - D. It is unknown to Mark Boyle.

C. Answer the following questions according to the text.

1. Why did Mark Boyle carry nothing, not even the keys of his caravan, when he was ready to do the experiment?

2. How will the profits from the book *The Moneyless Man* be dealt with?

3. What do people do on the social networking website set up by Mark?

Vocabulary

Study the words that can collocate with “crack” and complete the following sentences with them.

egg	rib	enemies	smile	down
up	jokes	problem	with	over

1. Worriedly judging her moment, she slipped out behind the third man, and cracked him _____ the head with the cutters.
2. The officials gathered at the conference and had a heated discussion, trying hard to crack the urgent national _____.
3. She cracked the last _____, one-handed, on the rim of the pretty bowl.
4. The old hostess stopped quarrelling with her husband and cracked a _____ when she saw two men appear at the doorway of the little motel.
5. The interviewers are really kind, and they even crack _____ with the interviewees.
6. Derek cracked _____ on hearing my words, but I was dumbstruck—super embarrassed—for about thirty seconds.
7. California streets are safer tonight after a major operation to crack _____ on the infamous gang.
8. Jason cracked a _____ in the game against Florida and had to stay in bed for a few weeks.
9. He was such a tough and wise man that he managed to crack his political _____.
10. Shirley is still cracking on _____ the first draft of her term paper while most of her classmates have finished their final drafts.

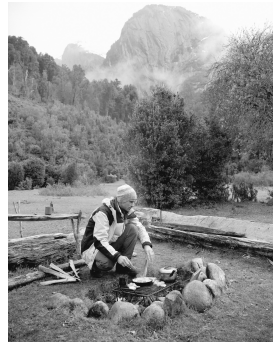
Critical Thinking

Discuss the following questions with a partner.

Rich Life



Moneyless Life



1. People choose to live life in their own way. Describe the different lifestyles presented in the two pictures above.

2. How do you feel about money?

3. Can money buy happiness? What's your opinion on the relationship between money and happiness?

TEXT B

In 1959, a white American writer decided to turn himself into a “Negro” with the help of a dermatologist. John Howard Griffin would venture alone into some of the Deep South’s most virulently racist hot spots and experience life on the other side of the tracks. *Black Like Me* is the record of his trip.

A White Disguised as a Black

By Bernardine Evaristo

¹ That year the American South was still firmly gripped by segregation. All aspects of public life were separated according to race and miscegenation was illegal. African-Americans endured appalling social, educational and economic disadvantages, and although the civil rights movement was growing, any legal victories were still a long way off. Griffin reveals in his opening chapter that he was haunted by the question, “What is it like to experience discrimination based on skin colour, something over which one has no control?”

² Before his act of racial reinvention he had already lived an extraordinary life. Although born in 1920 into a Southern family of genteel—his father was a wholesale grocer and his mother a music teacher—he was educated at a school in France with some black African students. At the outbreak of the Second World War he was active in the French Resistance, helping Jewish escapees, and later he was stationed in the Solomon Islands for three years with the US Army. Blinded for ten years through shell shock, he wrote two novels on a typewriter before his sight was restored.

³ The sighted 15-year-old who left Texas carrying the bigoted baggage of his culture returned a blind man who had learnt to relate to people simply as human beings.

⁴ His journey into blackness begins with intensive skin-darkening treatment involving oral medication, a sun lamp and dye stain. He shaves his head and is shocked at his image—“A fierce, bald, very dark Negro glared at me from the glass.” Then “with enormous self-consciousness” he stepped from the house into darkness. When he takes his seat at the back of a bus with other black people and nobody bats an eyelid, he realizes it has worked—he has passed.

⁵ For the next six weeks Griffin travelled through the Deep South and his amazing story exposes the racist treatment meted out to the community to which he now belonged. Stripped

of the privileges of being white, he has to walk miles to get a drink of water or use a restroom because local amenities are marked Whites Only. He is forced to stay in inferior lodgings, denied access to most restaurants, and offers of work on the phone are rescinded when he turns up in person. He is harassed and insulted by street thugs, and the air seethes with the threat of violence from those who know that discrimination towards “Negroes” is sanctioned and that many crimes are likely to go unpunished.

⁶ Petty humiliations become routine. A bus driver says “Watch your step” to his white passengers but not his black ones. Another makes him wait eight blocks before letting him off. Yet another lets his white passengers use a rest stop on an interstate journey but won’t let his black passengers because “I can’t be bothered rounding up all you people when we get ready to go.” One of Griffin’s hardest early lessons was to offer his seat to a white woman standing on a bus. “For an instant our eyes met. I felt sympathy for her, and I thought I detected sympathy in her glance.” Not a bit of it. “Her blue eyes, so pale before, sharpened and she spat out, ‘What you looking at me like that for?’ ... I felt myself flush. Other white passengers craned to look at me. The silent onrush of hostility frightened me.”

⁷ Then there is his daily encounter with the Hate Stare of white passers-by. “Nothing can describe the withering horror of this. You feel lost, sick at heart before such unmasked hatred.”

⁸ *Black Like Me* brilliantly reveals the dehumanization of black people by the white majority. But Griffin’s period as a “Negro” was finite, and his white critics argued that he felt “this degradation more deeply than black people” because it was new to him. He replied that prejudice “burns any man ... Such whites say it the way they have seen it but I say it the way I have experienced it.” He also noted that black people did not question the validity of the racism he experienced.

⁹ Even in these bleak times, changes were happening. In Alabama, under Martin Luther King’s influence, there was passive resistance, and in Atlanta, Georgia, in spite of segregation there was a powerful black leadership.

¹⁰ When the story broke, initially in a “Negro” magazine called *Sepia*, there was intense media interest, most of it positive. Out of the 6,000 letters Griffin received, only nine were abusive. The biggest backlash occurred in his segregated home town of Mansfield, Texas. There were death threats and an anonymous caller told his mother, “Why he’s just thrown the door wide open for those niggers after we’ve all worked so hard to keep them out.” An effigy of Griffin was burnt in the high street and his family eventually escaped to Mexico.

¹¹ Griffin writes in his epilogue: “They could not see me or any other black man as a human individual because they buried us under the garbage of their stereotyped view of us.”

Even though America now has its black President and Britain has black MPs, black judges and black footballers, the people who won the BNP its first two seats in the European Parliament show that even where changes occur, these remain incremental rather than absolute.

(879 words)

New Words

*segregation	[ˌsegrɪˈgeɪʃən]	n.	the practice of keeping people of different races or religions apart and making them live, work, or study separately (不同种族、宗教的)分开, 隔离
<i>miscegenation</i>	[ˌmɪsɪdʒɪˈneɪʃən]	n.	the act of having children by parents of different races, especially when one of the parents is white 异族通婚生育子女(尤指父母中一方为白种人)
endure	[ɪnˈdʒʊə]	vt.	to suffer something painful or deal with a very unpleasant situation for a long time with strength and patience 忍耐, 容忍
*appalling	[əˈpɔːlɪŋ]	a.	so bad or unpleasant that you are shocked 骇人听闻的
▲discrimination	[dɪsˌkrɪmɪˈneɪʃən]	n.	the practice of treating one particular group in society in an unfair way 歧视
<i>genteel</i>	[dʒenˈtiːl]	a.	of a high social class 上流社会的
*wholesale	[ˈhəʊlseɪl]	a.	connected with the business of selling goods in large quantities, usually at low prices 批发的
*outbreak	[ˈaʊtbreɪk]	n.	a sudden appearance or start of war, fighting, or serious disease (战争、战斗、重大疾病的)爆发
<i>Jewish</i>	[ˈdʒuːɪʃ]	a.	of or relating to the Jews or their culture or religion 犹太人的
<i>escapee</i>	[ˌeskeɪˈpiː]	n.	someone who has escaped from somewhere 逃离者, 逃脱者
shell	[ʃel]	n.	a metal container, like a large bullet, which is full of an explosive substance and is fired from a large gun 炮弹
<i>shell shock</i>			a hard outer part that covers or protects a nut, egg, or seed and some types of animal 壳
			a type of mental illness caused by the shock of fighting in a war or battle 炮弹休克
restored	[rɪˈstɔːd]	a.	being brought back to health, or good spirits 得到恢复的
<i>bigoted</i>	[ˈbɪɡətɪd]	a.	showing strong, unreasonable beliefs or opinions and a refusal to change them 顽固盲从的, 偏执的
intensive	[ɪnˈtensɪv]	a.	involving a lot of activity, effort, or careful attention in a short period of time 加强的, 集中的
dye	[daɪ]	n.	a substance you use to change the colour of your clothes, hair, etc. 染料

stain	[steɪn]	n.	a chemical for darkening something 着色剂, 染色剂
*bald	[bɔ:ld]	a.	having little or no hair on your head 秃的
Negro	['ni:grəʊ]	n.	a black person 黑人
*glare	[glɛə]	vi.	to look angrily at someone for a long time 怒目而视
self-consciousness	[self 'kɒnʃəsnɪs]	n.	the state of being worried and embarrassed about what you look like or what other people think of you 害羞, 不自然
eyelid	['aɪlɪd]	n.	the two pieces of skin that cover your eye when it is closed 眼皮, 眼睑
strip	[stri:p]	vt.	to take away property or honours from someone as a punishment 剥夺
privilege	['prɪvɪlɪdʒ]	n.	a special advantage that is given only to one person or group of people 特权
amenity	[ə'mɪ:nɪti]	n.	[pl.] something such as a piece of equipment, shop, or park that makes it easier to live somewhere [复数] 便利设施; 娱乐场所
lodging	['lɒdʒɪŋ]	n.	[pl.] a house where you pay rent to the owner so you can live in one of their rooms [复数] (出租房间的) 公寓
deny	[dɪ'naɪ]	vt.	to refuse to allow someone to have or do something 不允许
rescind	[rɪ'sɪnd]	vt.	to officially end a law, decision, or agreement that has been made in the past 废除, 取消
▲harass	['hærəs]	vt.	to treat someone unfairly by threatening them or being continuously unpleasant to them 骚扰
insult	[ɪn'sʌlt]	vt.	to say or do something that is rude and offensive to someone 侮辱, 冒犯
thug	[θʌg]	n.	a violent man 恶棍, 暴徒
▲seethe	[si:ð]	vt.	to be full of a lot of people or animals, especially when they are all moving around 充满, 遍布
threat	[θret]	n.	the possibility that something very bad will happen 坏事发生的可能
violence	['vaɪələns]	n.	behaviour that is intended to hurt other people physically 暴力
sanction	['sæŋkʃən]	vt.	to officially accept or allow something 批准, 准许
*petty	['petɪ]	a.	small or trivial 小的
▲humiliation	[hju:ˌmɪli'eɪʃən]	n.	a situation that makes you feel humiliated 使人蒙羞的情况
interstate	[,ɪntə'steɪt]	a.	involving different states, especially in the US (尤指美国) 州际的
sympathy	['sɪmpəθi]	n.	the feeling of being sorry for someone who is in a bad situation and understanding how they feel 同情; 同情心
glance	[glɑ:ns]	n.	a quick look 一瞥, 瞥视

sharpen	['ʃɑ:pən]	vi.	to become stronger and/or clearer 变得敏锐
*flush	[flʌʃ]	vi.	to become red in the face 脸红
crane	[kreɪn]	vi.	to look around or over something by stretching or leaning 伸长脖子看,探头看
<i>onrush</i>	['ɒnrʌʃ]	n.	a strong fast movement forward 向前猛冲,急冲
▲hostility	[hɒ'stɪlɪti]	n.	a feeling or attitude that is extremely unfriendly 敌意,敌对态度
▲withering	['wɪðərɪŋ]	a.	intended to make somebody feel silly or ashamed 令人难堪的,令人无地自容的
horror	['hɒrə]	n.	a strong feeling of shock and fear 震惊,惊恐
<i>dehumanization</i>	[di:ˌhju:mənəɪ'zeɪʃən]	n.	the act of making people lose good human qualities such as kindness, etc. 非人性化
*finite	['faɪnaɪt]	a.	having bounds; limited 有限的,有限度的
*degradation	[ˌdeɡrə'deɪʃən]	n.	an experience that makes you feel ashamed and angry 落魄,丢脸
prejudice	['preɟʊdɪs]	n.	an unreasonable dislike and distrust of people who are different from you in some way 偏见,成见
*validity	[və'lɪdɪti]	n.	the state of being legally or officially acceptable 合法性,有效性
*bleak	[bli:k]	a.	offering little or no hope 没有希望的,暗淡的
leadership	['li:dəʃɪp]	n.	all the people who lead a group, organization, etc. 领导人员,领导层
initially	[ɪ'nɪʃəli]	ad.	at the beginning 开始,最初,起初
▲abusive	[ə'bjʊ:sɪv]	a.	very rude and using offensive language, especially because you are angry 骂人的,谩骂的
<i>segregated</i>	['segrɪgeɪtɪd]	a.	separated or isolated from others or a main group 分开的,被隔离的
*anonymous	[ə'nɒnɪməs]	a.	unknown by name 无名的,不署名的
<i>nigger</i>	['nɪɡə]	n.	an extremely offensive word for a black person 黑鬼
<i>effigy</i>	['efɪdʒi]	n.	a model of a person that makes them look ugly (丑化人的)画像,雕像
<i>epilogue</i>	['epɪlɒɡ]	n.	a speech or piece of writing added to the end of a book, film, or play 后记,跋,尾声
individual	[ˌɪndɪ'vɪdʒʊəl]	n.	a person with thoughts, feelings, and ideas of their own 有自己独特思想、感情和观念的人
stereotyped	['steriətaɪpt]	a.	lacking originality or creative force 模式化的
parliament	['pɑ:ləmənt]	n.	the group of people who are elected to make a country's laws and discuss important national affairs 议会,国会
<i>incremental</i>	[ˌɪnkɹə'mentəl]	a.	increasing gradually by regular degrees or additions 逐渐增加的
absolute	['æbsəlu:t]	a.	definite and not likely to change 确定的,不会更改的

Phrases and Expressions

based on	以……为基础
be shocked at	对……感到震惊
glare at	怒视
mete out	给予
strip of	剥夺
round up	使聚拢
for an instant	片刻,一瞬间
spit out	急促且愤怒地说

Proper Names

Griffin ['grɪfɪn]	格里芬
French Resistance [rɪ'zɪstəns]	法国反抗军
Solomon ['sɒləmən] Islands	所罗门群岛
US Army	美国陆军
Alabama [,ælə'bæmə]	亚拉巴马(州)
Martin Luther King ['mɑ:tn 'lu:θə kɪŋ]	马丁·路德·金
Atlanta [æt'læntə]	亚特兰大(市)
Sepia ['si:pjə]	《乌贼属》(杂志)
Mansfield ['mænsfi:ld]	曼斯菲尔德(市)
MP	(Members of Parliament) 国会议员
BNP	(the British National Party) 英国国家党

Reading Comprehension

A. Answer the following questions with the information from the text.

1. In his opening chapter, what question does Griffin reveal that he was haunted by?

2. How did Griffin make himself a Negro?

3. How did Griffin feel about the encounter with the white woman on the bus?

4. What was Griffin's response to the white critics' argument about his experiment as a black?

5. At the end of his book, why does Griffin think that whites cannot regard him or any other black man as a fellow human being?

B. Complete the following paragraph with the words from the box below. There are more words than needed.

appalling	prejudice	sanctioned	sympathy	disguising
horror	exposes	ventured	humiliations	absolute
shell	bleak	individual	initially	extraordinary

The book *Black Like Me* by John Howard Griffin, a white American writer, records the trip that he _____ to experience discrimination based on skin colour by _____ himself as a Negro. Before his experiment, Griffin had already lived an _____ life. Blinded for ten years through _____ shock, he wrote two novels on a typewriter. In 1959 Griffin decided to turn himself into a Negro. At that time, African-Americans in the Deep South were still suffering from the _____ disadvantages in many aspects. His six weeks' life as a Negro is horrible. His amazing story _____ the racist treatment towards the black people. Small _____ are routine. Discrimination towards Negroes is _____ and many crimes are likely to go unpunished. There is daily encounter with unmasked hatred. In his epilogue, Griffin emphasizes that the whites could not see any black man as a human _____ and he holds that racial discrimination remains increasing rather than _____.

Text Organization Analysis

Using Facts to Support a General Idea

In Text B, the author writes about the racial discrimination against those African-Americans in 1959. One of the writing techniques employed in the text is using facts to support a general idea. Read Text B again and fill in the chart below.

General Ideas	Facts		
Stripped of the privileges of being white	Local amenities ____ _____ _____	Denied _____ _____ _____	Offers of work on the phone ____ _____ _____
Routine petty humiliations	Examples of _____ _____ attitude towards the blacks	His _____ _____ on a bus trip	Daily encounter _____ _____ _____

LANGUAGE ENHANCEMENT

Vocabulary

A. Match the words on the left to their meanings on the right.

- | | |
|--------------------|--|
| 1. _____ ambitious | a. determined to be successful, rich, powerful |
| 2. _____ deception | b. the crime of attacking someone |
| 3. _____ merit | c. to hide something so that people will not notice it |
| 4. _____ slip | d. the act of deliberately making someone believe something that is not true |
| 5. _____ assault | e. happening after a particular action or event |
| 6. _____ shield | f. a good quality that makes something deserve praise or admiration |
| 7. _____ disguise | g. to protect someone or something from being harmed |
| 8. _____ ensuing | h. to place or insert smoothly and quietly |

B. Fill in the blanks with the words from the box below. Change the word form if necessary. There are more words than needed.

concede	insult	merit	intensive	sympathy
initially	radical	boast	disruptive	modesty
option	harsh	horror	privilege	endure

1. He loses no opportunity to _____ of the glories of his native land.
2. The government has two _____ to solve the problem, either reducing spending or increasing taxes.
3. I cannot _____ her rudeness any longer.
4. Millie refused to hear anything that might _____ her plans.
5. If you do not have the required _____, you will be prevented from entering this district.
6. Those who were children during the war recall with _____ how, one by one, their Jewish classmates disappeared.

B. Complete the dialogue with the best answer to each blank.

Flax: Hi, Mr Mockus. You used to be the mayor of Bogota, ¹ _____?

Mockus: Yes, that's right.

Flax: I hear that you had done lots of things to solve Bogota's problems with your innovative ideas during your term, ² _____?

Mockus: That's true.

Flax: There must have been many examples, ³ _____? Could you tell us one or two of your innovations?

Mockus: Well. Bogota's traffic problem, as you know, was quite a trouble, ⁴ _____? I had 420 mimes perform at dangerous intersections. When drivers broke a law, instead of paying a fine, they were made fun of by the street performers. Similarly, I had the performers follow and mock pedestrians who didn't follow crosswalk rules. I believed people were more afraid of being laughed at than of being fined, ⁵ _____?

Flax: Yes, I agree. Not everyone approved of your innovations at that time, ⁶ _____?

Mockus: That's not strange. Some people even called me a clown.

Flax: You must have experienced a hard time then. But statistics show results. Deaths from traffic accidents decreased by over 50 percent, ⁷ _____?

Mockus: Yes. It's something worth doing, ⁸ _____?

- | | | | |
|---------------------|-----------------|-------------------|------------------|
| 1. A. were you | B. didn't you | C. weren't you | D. did you |
| 2. A. hadn't you | B. didn't you | C. didn't I | D. hadn't I |
| 3. A. mustn't there | B. didn't there | C. couldn't there | D. haven't there |
| 4. A. wasn't it | B. didn't you | C. was it | D. did you |
| 5. A. didn't I | B. weren't they | C. didn't they | D. wasn't it |
| 6. A. wasn't it | B. didn't they | C. did they | D. was it |
| 7. A. do they | B. isn't it | C. is it | D. didn't they |
| 8. A. does it | B. is it | C. isn't it | D. doesn't it |

Translation

A. Translate the following sentences into Chinese.

1. The caravan was taken to the organic farm where he was to volunteer three days a week in return for space to live and grow his own vegetables.

2. It's about reducing your consumption however that is appropriate for you, and there are lots of small ways people can do that, which will benefit themselves and the environment, like car sharing.

3. Stripped of the privileges of being white, he has to walk miles to get a drink of water or use a restroom because local amenities are marked Whites Only.

4. But Griffin's period as a "Negro" was finite, and his white critics argued that he felt "this degradation more deeply than black people" because it was new to him.

B. Translate the following sentences into English.

1. 世界各国的政府都承诺要尊重和保障本国人民的基本人权。(pledge to)

2. 全球经济的快速增长不能以牺牲环境为代价。(at the sacrifice of)

3. 因为小事情而情绪激动会浪费你的时间和精力。(get worked up about)

4. 任何学校都不能为了提高通过率而剥夺一部分学生参加考试的权利。(strip ... of)

C. Translate the following passage into English.

海德·玛丽(Hyde Mary)不相信这个世界离了钱就不行。她进行了一个大胆的尝试,想体验一下没有钱能否活得下来。她为商店打扫卫生,换取新鲜的水果和蔬菜。朋友外出时,她帮他们看家,这样她就可以有栖身之处。迄今为止,她已经过了十年身无分文的生活。这种生活让她明白了什么才是以自己的需要为基础的金钱观。

Real Life Skills

Living in the 21st century, the college students of the present age are no longer the bookworms who are locked into the ivory tower. They participate in various social activities. Choose the right information to complete the table below.

Purposes

1. to widen the field of vision
2. to gain some working experience
3. to earn extra money
4. to know more about society
5. to strive to find the direction of one's development for the future
6. to make contribution to the development of education and culture in poor areas
7. to socialize and interact with diverse groups
8. to make life meaningful

Things to Do

- a. to be a private teacher
- b. to visit the parents of school children
- c. to send out leaflets to potential customers
- d. to babysit
- e. to teach lessons on different subjects
- f. to sell small products like cellphone cards to college students
- g. to help conduct different surveys
- h. to work in fast food restaurants such as KFC

Difficulties

- ① Sanitary conditions are bad and resources are limited in poor areas.
- ② Some customers are really hard to please.
- ③ They need to work extra hours at times.
- ④ After constantly being told “no”, they become argumentative.
- ⑤ Sometimes they suffer from altitude sickness.
- ⑥ They can't please both, the children and their parents.

Social Practices	Purposes	Things to Do	Difficulties
Volunteer teaching			
Part-time job			

WRITING

Explaining a Process

- A. Read the article and underline the connecting words or phrases that show smaller steps in those stages of Norah's process. Then answer the question.

The Self-Made Man

Norah Vincent, a journalist, wanted to understand what it was like to live as a man. To find out, she didn't just interview men; she became one. She disguised herself as a man for 18 months. In her book *Self-Made Man*, she exposes the truth about gender differences.

The process of changing her appearance and behavior was complex. To begin, she got her hair cut short. She bought men's clothing. She had a makeup artist create a "five o'clock shadow" on her face. In addition, theater performers coached her. For months, a voice coach helped her to lower her voice and sound like a man. Another coach helped her change her body language. Finally, Norah changed her name to "Ned".

After that, Norah entered the world of men. One of the first things she did was to join a men's bowling team. She was terrible at bowling. However, she was surprised that the men encouraged her to keep trying. She was also surprised at how easily they accepted her. Previously, she had believed men were competitive and harsh. This experience made her change her mind.

Norah continued the experiment in other places. As "Ned", she went on 30 dates with women. She learned how difficult dating is for men. Women often reject men, and they have a lot of power to say "no".

Subsequently, she tried to buy a car. When she tried to buy a car as a woman, the salesman flirted with her. Yet the same salesman talked about business and car performance with Ned.

Eventually, Norah revealed her identity to the bowling team and to others, and she wrote her book. She reports one of the many things that she learned: it's not easy to be a man in today's society. She appreciates being a woman now more than ever.

What are the three main stages of Norah's process?

Paragraph ____: _____

Paragraph ____: _____

Paragraph ____: _____

B. Read some ideas below about change and choose one to write about. Write about steps you took to make that change. Then write your article.

- changing something about one's physical appearance
- changing some kind of behavior
- moving to a new place
- starting a new school or program
- giving up something addictive
- making a major purchase

Your idea: _____

Steps in the Process	
Beginning	
Middle	
End	

FUN TIME

A Camping Trip

Sherlock Holmes and Dr Watson went camping. They pitched their tent and went to sleep. Sometime during the night Holmes woke Watson and said, “Look up and tell me what you see, Watson.”

“I see millions and millions of stars, Holmes,” said Watson.

“And what do you deduce from that?” said Holmes.

“Well, if there are millions of stars, and even if a tiny minority of those stars have planets, then it’s likely there are a few planets like the Earth out there. And if there are planets like the Earth out there, then it means there might be life out there. And that means we are not alone in the universe, Holmes.”

Holmes replied, “Very interesting, Watson, but what it means is that someone has stolen our tent.”

