

Unit 2 A good read

Unit overview

	内容简介	思政要点
Inside view Conversation 1 Conversation 2	The Inside view section is about Joe, Andy, and Janet discussing the book feature for London Time off. • C1 is a clip of a work meeting regarding the choice of the book review as a part of their work. • C2 talks about various things, including how Andy felt at the meeting and Janet's description of Charles Dickens' novels.	• 学习如何在团队内有效沟通和协作。 • 了解履行工作职责和对分配任务负责的重要性。 • 重视阅读，不断学习，提升知识水平和文化意识。
Outside view (online) Part 1 Part 2	• Part 1 describes the advantages and disadvantages of e-books for readers. • Part 2 talks about the impact of digital reading on traditional bookstores, the publishing industry, and authors.	了解数字化阅读的兴起对传统阅读方式和出版业的影响，思考数字化阅读的未来发展趋势，培养批判性思维能力。
Listening across cultures News report Passage	• The news report introduces the preservation and promotion of ancient Chinese books through a digitization project. • The passage gives a brief discussion of literary England. Ss will learn to identify why particular places have been chosen for the tour.	• 了解中国古籍数字化成果及其对传承、普及与发展中华优秀传统文化的推动作用。 • 了解英国文学经典，促进文学交流，加深跨文化理解，弘扬人文价值观。
Talking about China	This section invites Ss to tell a story about the transformative power of books. T may encourage Ss to use comparisons in their stories to illustrate the contrast between the past and the present of Haoshan Library.	了解并学习讲述乡村图书馆改变贫困村的励志故事，感受知识的力量，养成良好的阅读习惯。
Expansion and review (online) Pronunciation Extended listening Unit test	• The Pronunciation section raises Ss' awareness of linking sounds, pronouncing the /t/, /d/, and /k/ sounds, sentence stress, and plosion. • The Extended listening section includes four materials, which are about Gen Z as major readers of digital books, policy shifts to boost African childhood literacy, how a book group works, and the revival of reading aloud.	• 了解中国 Z 世代数字阅读习惯，关注数字阅读在知识学习、人际交往、思维能力培养等方面的作用。 • 了解非洲为提高儿童基本阅读水平所采取的措施，思考阅读对促进教育公平、提升教育质量的重要意义。 • 了解读书俱乐部，培养包容之心，尊重他人选择，提高阅读兴趣和知识水平。 • 复兴传统朗读习惯，传承文

	The Unit test helps Ss to review what they've learned and check what needs to be improved.	化传统，增强社交信心。
--	--	-------------

Inside view

Before you watch

Reference answers

- 1 They might consider London-themed classics and authors keen on creating a setting of London. Charles Dickens' *Oliver Twist*, *David Copperfield*, and *Bleak House* delve into the city's social issues. Arthur Conan Doyle's *Sherlock Holmes* series might also be a fitting choice, with its iconic London settings and atmospheric narratives. Additionally, Virginia Woolf's *Mrs. Dalloway* could be a good choice, as it captures the social changes and the essence of post-World War I London.
- 2 In Photo B, Joe might be feeling frustrated or irritated. His statement, "That's why you're my assistants. You're meant to assist me," suggests he's expecting assistance and perhaps feels dissatisfied with the insufficient support he's receiving. He may be stressed or feel overwhelmed with the workload, leading to impatience.
- 3 In Photo C, the situation appears to involve consoling or comforting Andy. The statement, "Cheer up, Andy. It wasn't your fault," indicates reassurance and support offered to Andy. Andy might be feeling guilty or responsible for a problem that occurred, and Janet is trying to uplift his spirits and offer solace.

Conversation 1

Scripts

Joe: OK, when you've finished chatting, let's get down to work.

Andy: OK, sure.

Janet: Fine by me. What's on the agenda?

Joe: First up today is "Read all about it"! Now, I assume everyone has read all the books for the feature. Has anyone read any of the books?

Andy: Well, Joe, there are over 20 new books coming out next month, so ...

Joe: I'm sorry, I really think that's quite unacceptable. It's your job! What about you, Janet?

Janet: I'm sorry, but this is the first time I've worked on "Read all about it," and I didn't know I was meant to read all the books.

Andy: Have you read them?

Joe: No, but that's why you're my assistants. You're meant to assist me.

Andy: It's true that we need to read the books, Joe, but we haven't ...

Joe: OK, here you go. You're always making excuses!

Andy: And what's more, we haven't even chosen the books yet.

Joe: OK, let's get on with it. What's on the list?

Janet: I suppose we're looking for books with a London angle?

Andy: Not necessarily.

Janet: Is it OK to look for non-fiction too?

Joe: Absolutely.

Janet: OK, here's an idea. There's a new biography of Charles Dickens which I'm reading.

Andy: Sounds good – his books are always on TV.

Janet: You see I'm studying Dickens at university, and I noticed it in the bookshop last week. It's really interesting.

Joe: OK, tell us more.

Janet: Well, it's a description of the London locations where he set many of his books, like *Oliver Twist* and *David Copperfield*.

Andy: Sounds right up your street!

Joe: Well done, Janet. Maybe you can show Andy how to plan the feature. OK, that's it, everyone. Let's get to it!

1

Teaching tips

Before watching the video, T can ask Ss to read through the six statements and identify key words in each statement, such as the name of the website feature and expressions like “haven't done” and “be pleased with.” Ss may make predictions based on the key words. While watching the video, Ss can focus on the key words, note down related information, and make judgments. After watching the video, T can lead a whole-class discussion to review the correct answers, inviting Ss to share their reasoning and explanations.

Reference answers

- 1 F (The new feature will be called “Read all about it.”)
- 2 T
- 3 F (Joe doesn't think Andy is doing his job well enough.)
- 4 T
- 5 F (They decide to focus on a new biography of Charles Dickens.)
- 6 T

2

Teaching tips

This activity aims to enhance Ss' awareness of linguistic expressions conveying attitudes, emotions, intentions, or implicit meanings in spoken language. T can use Janet's line as an example to illustrate how the expression “fine by me” can indicate

that Janet is cooperative or is willing to go on with the plan or discussion. Then T may ask Ss to analyze the other three lines to determine what kind of emotion or attitude is expressed by each speaker. Watch the video and allow Ss to verify their judgments. Encourage Ss to consider the context and tone of each statement. After completing this activity, T can summarize key insights gained from the activity and encourage Ss to apply their new findings to real-life communication.

Reference answers

1-d 2-a 3-c 4-b

Conversation 2

Scripts

Janet: What's the matter with Joe today?

Andy: No idea. He's a bit like that sometimes. He gets annoyed with me, but I don't really know why.

Janet: He wasn't being at all fair. How often does he get like this?

Andy: Well, I suppose it's not very often. But sometimes he really gets on my nerves.

Janet: Don't let it get to you. He's probably got too much work, and he's stressed.

Andy: Well, he should keep his problems away from the studio. Anyway, you're the expert on Dickens, tell me something about him.

Janet: Well, Charles Dickens was one of the most popular novelists in 19th-century Britain. Many of his novels first appeared in magazines, in short episodes. Each one had a cliffhanger at the end that made people want to read the next episode.

Andy: And was he a Londoner?

Janet: He was born in Portsmouth but his family moved to London when he was ten years old.

Andy: And he set most of his stories in London, didn't he?

Janet: That's right. He knew the city very well.

Andy: Whereabouts in London are his stories set?

Janet: Around the law courts in the centre of London. He worked as a court reporter and many of the real-life stories he heard in court inspired some of the most famous characters in his novels.

Andy: I think some of his stories take place south of the river?

Janet: That's right, especially around Docklands. The thing was ... Dickens was a social commentator as much as he was a novelist – his stories describe the hardship, the poverty, and crime which many Londoners experienced in the 19th century. He (It) makes me want to read some Dickens again. Maybe I'll just go shopping for a copy of *Great Expectations*.

Andy: Anyway, you did me a huge favour. That was a real brainwave to suggest the

new biography.

Janet: Cheer up, Andy. It wasn't your fault.

Andy: No, it's OK. I'll get over it. Go on, off you go and enjoy your shopping!

3

Reference answers

1 C 2 B 3 C 4 D

4

Teaching tips

In this activity, Ss can learn how to engage in discussions about authors and their works, as well as practice comforting others when they feel frustrated.

First, they can initiate the conversation with the expression "tell me something about him." Then, they can talk about the background of the author, the settings of their stories, and their reflections on social issues. Some expressions like "And he set most of his stories in London" and "He knew the city very well" can be used. Furthermore, they can learn some expressions to comfort someone, such as "Cheer up," "It wasn't your fault," and "get over it." Finally, Ss are encouraged to discuss if the missing expressions can be expressed differently. For instance, "tell me something about him" can be replaced by "I'd like to know more about him" or "please share your knowledge about him"; "some of his stories take place south of the river" can be reworded as "some of his stories are set south of the river"; "The thing was ..." can be rephrased as "The fact was ..."; "did me a huge favour" can be expressed as "did me a big / great favour."

This activity can prepare Ss for having a conversation in Act it out.

Reference answers

- 1 tell me something
- 2 knew the city
- 3 take place
- 4 The thing was
- 5 a copy of
- 6 a huge favour
- 7 Cheer up
- 8 get over it

Everyday English

Language notes

1 OK, here you go. You're always making excuses!

This phrase is commonly used when handing something to another person, or describing someone starting to do something. In this context, it expresses dissatisfaction or annoyance toward someone who frequently makes excuses rather than taking action

or responsibility. It is similar in meaning to “There you go again!” or “You always do this!”

2 Sounds right up your street!

This idiomatic expression means that something is well-suited to someone’s interests, skills, or preferences. It’s like saying, “That sounds like something you would really enjoy or be interested in.”

3 Let’s get to it!

This is an informal way of saying, “Let’s start working on it” or “Let’s begin.” It’s often used to motivate or encourage others to start a task or activity without delay.

4 Don’t let it get to you.

This expression is a piece of advice. It suggests remaining resilient and not letting external factors influence your mood or state of mind.

5 That was a (real) brainwave to suggest the new biography.

This expression means that someone’s idea is brilliant or innovative. The statement recognizes the suggestion of the new biography as a smart or inspired choice.

5

Reference answers

- 1 Sounds right up your street
- 2 here you go
- 3 a (real) brainwave
- 4 Don’t let it get to you
- 5 Let’s get to it

Act it out

6

Teaching tips

T can ask Ss to review the authors and books they proposed in the Before you watch activity, and learn how to decide on the subject of the book feature in Conversations 1 and 2. Then T can ask Ss to go through the expressions in the Functional language box and the Everyday English box, and think about how these expressions can be used in their conversation. When doing the role-play, each student can focus on one author and one of their books. To maximize diversity of Ss’ production, T can assign different authors and books to Ss.

Sample conversation

Two students (A and B) are members of an editorial team. They are talking about a new

feature called “Read all about it” and decide on a list of writers and books that students might enjoy.

A: It’s time. **Let’s get down to work.**

B: **What’s on the agenda** for today’s meeting?

A: **First up today is** deciding on the writers and books for our book feature, “Read all about it.” Any suggestions?

B: **I’m sorry, but this is the first time** I’ve been involved in this kind of project. Do you have any ideas to start us off?

A: Well, how about some classic authors like Jane Austen and Charles Dickens? Their works have stood the test of time and could appeal to a wide range of readers.

B: That’s a solid idea. Jane Austen’s novels, like *Pride and Prejudice* and *Sense and Sensibility*, offer timeless insights into human nature and societal norms. And Charles Dickens’ stories, such as *Great Expectations* and *Oliver Twist*, vividly depict the struggles of individuals in Victorian society.

A: Exactly. Including their works in our feature would provide readers with a glimpse into different aspects of literature and history.

B: Sounds great. However, to keep things engaging, we should also consider more contemporary authors. Have you thought about Arthur Conan Doyle’s *Sherlock Holmes* series?

A: That I haven’t thought about. What’s the idea?

B: Well, I’m a big fan of Sherlock Holmes. Doyle’s storytelling is unparalleled. **His plots are always thought-provoking**, and **his writing style is very captivating**. The series is hugely popular among young readers.

A: **Whereabouts are most of his stories set?**

B: **Most of the stories are set in** Victorian-era London. Holmes and his assistant Watson often solve various mysteries together, showcasing their unique deductive abilities.

A: **Sounds good. You’re very knowledgeable about this.** Adding Sherlock Holmes to our feature would definitely add some depth. I appreciate your willingness to embrace different genres and perspectives. **Well done.**

B: Thank you. Let’s finalize our list. I think our readers will enjoy exploring these different literary works.

Outside view

Before you watch

Reference answers

- 1 If I were to choose, I’d opt for e-books for their convenience and portability. They offer the possibility of carrying a library in one device, which fits well with digital natives like myself. What’s more, I can adjust the font size and backlighting to make reading easier. However, I also see the charm of printed books, especially in certain contexts like collecting physical books or experiencing the tactile sensation

of flipping through pages. So, while I prefer e-books for their practicality, I don't deny the unique reading pleasure of printed books either.

- 2 The future of printed books is an intriguing topic. While e-books have gained popularity due to their convenience, printed books still hold a significant place in the hearts of many readers. Printed books will continue to coexist with e-books, catering to different readerships and contexts. They may become more customized, appealing to niche markets such as collectors, enthusiasts, and those who enjoy the sensory experience of reading. Additionally, printed books may continue to thrive in certain contexts, such as educational settings or as luxury items with high-quality materials and craftsmanship. Overall, it's likely that the market for printed books will evolve rather than disappear entirely.

Scripts

Part 1

Narrator: Accessible. Interactive. Limitless. It's a daunting new world for the traditionalist, but child's play for the download generation.

Speaker 1: It's easier than going into a library and searching through.

Speaker 2: I often have like six or seven books to take with me to school. If I've got them all on here, I just have to carry this.

Speaker 3: There's something more personal about getting a book, and, you know, you can pass them (it) down (to) the generations, whereas these, you've just got it all stored on there and there's nothing exciting about it.

Speaker 4: Real convenient, real easy to use ... you can change the font size to suit your eye, you can just flip the pages through ... so folks are finding the product itself really convenient, and of course it's delivered in a very convenient way.

Narrator: With a Wi-Fi connection, e-book readers can download a favorite book in less than a minute. Inbuilt dictionaries help with any tricky words.

Part 2

Narrator: No one in the industry is suggesting that the conventional bookshop is dead. And digitization would be anathema to some. But here at the U.K.'s Amazon headquarters is the measure of the threat. They're secretive about sales figures for their e-book device – their top seller, but we're told that downloadable versions of books outsell hardback and paperback copies combined – hardbacks by two to one.

Narrator: Publishers Harper Collins say the industry is undergoing a fundamental change.

Speaker 5: The electronic market is ... is really booming. So I think we're seeing massive growth there, we're seeing rapid adoption of e-reading as ... as ... as a way of consuming content.

Narrator: The technology means authors like Sophie Nicholls can circulate their work without a publisher. One of her e-books became a best-seller.

Speaker 6: I've been able to put a book together, get it edited and proofread myself, put it out there literally with the click of a few buttons, it's so simple to do, and start connecting with readers. So I'm connecting with thousands of readers. It's so exciting! From a revenue point of view, I'm earning money from the minute that I've put the book out there. And that's ... that's a huge advantage also for an author.

Narrator: There'll be those who say it will never really catch on. All the evidence points to the fact that it already has.

1 Watch the video about e-books and number the topics from 1-4 in the order you hear them.

- ☐ a E-books' impact on traditional bookshops
- ☐ b E-books' benefit to authors
- ☐ c Changes to the publishing industry due to e-books
- ☐ d Advantages and disadvantages of e-books

Reference answers

1-d, 2-a, 3-c, 4-d

2 Watch Part 1 of the video and complete the following table.

Overall assessment of e-books	
Accessible. Interactive. Limitless. A new world for the traditionalist, but child's play for 1) _____.	
Advantages	Disadvantages
● Easier than going into a library and 2) _____ books ● Portable, no need to carry many books to school ● Convenient and easy 4) _____ e.g. change the font size and flip the pages ● With a Wi-Fi connection, one can download a book in 5) _____. ● Inbuilt dictionaries can be used to check tricky words.	There's something 3) _____ about getting a book and passing it down the generations.

Reference answers

- 1 the download generation
- 2 searching through

- 3 more personal
- 4 to use
- 5 less than a minute

3 Watch Part 2 of the video and complete the following table.

Impact of e-books	
On conventional bookshops	- No one in the industry believes bookshops are dead. - A measure of the threat they face: Downloadable versions of books outsell hardback and paperback copies combined – hardbacks 1) _____.
On the publishing industry	- It's undergoing 2) _____. - The electronic market is really booming, with massive growth.
On authors	- They can circulate their works without 3) _____. - They can put a book together, 4) _____, and proofread it themselves, and put it out there with the click of a few buttons. - They can connect with 5) _____ readers. - They can get revenue from the minute that they put e-books out.

Reference answers

- 1 by two to one
- 2 a fundamental change
- 3 a publisher
- 4 get it edited
- 5 thousands of

Higher-order thinking

Teaching tips

This activity is designed to enhance Ss' critical thinking skills and improve their persuasive communication skills through a mini-debate on whether e-books should replace printed books in schools. Critical thinking skills in debating involve analyzing information, evaluating arguments, and making informed decisions, as Ss must articulate their ideas persuasively and engage in respectful dialogue with their peers. Through the mini-debate, Ss are encouraged to analyze complex issues from multiple perspectives, develop well-reasoned arguments, and effectively communicate their viewpoints.

To implement this activity, T can follow these steps:

- (1) Divide the class into groups of four. Assign two Ss to support e-books and two to oppose them.
- (2) Ask Ss to research the topic by reviewing the video and gathering background information on the main features, benefits, and drawbacks of e-books and printed books. Provide guiding questions, such as those in the textbook, to help them research, encouraging them to explore reputable sources for evidence.
- (3) Instruct groups to develop strong arguments supporting their assigned stance, emphasizing evidence-backed points and critical analysis.
- (4) Encourage groups to anticipate counterarguments and prepare rebuttals to strengthen critical thinking skills.
- (5) Organize a structured debate format where each group presents their arguments and rebuttals in turn.
- (6) Conclude with a reflection period where Ss discuss what they've learned from the debate and how their perspectives may have evolved.

By following these steps, T can effectively implement a higher-order thinking activity that promotes critical thinking, research skills, and persuasive communication in an English classroom setting.

Reference answers

These arguments and counterarguments can serve as starting points for Ss to further research and develop their own perspectives on the topic. Encourage Ss to provide evidence and examples to support their arguments, fostering critical thinking and analytical skills.

The pro side:

Arguments	Counterarguments they may face
-----------	--------------------------------

• Portability: E-books allow students to carry multiple books in one device, reducing the physical burden of carrying heavy textbooks and enabling learning anytime, anywhere. • Accessibility: E-books can be accessed on various devices, so students can read them on both computers and smartphones. • Cost-effectiveness: E-books are often more affordable than printed textbooks, reducing financial burdens on students, families, and educational institutions. • Interactivity and engagement: E-books offer interactive features like multimedia content, hyperlinks, and search functionality, enhancing student engagement in class and facilitating active learning. • Customizability: E-books allow for personalized learning experiences through features like adjustable font sizes, annotations, and interactive quizzes, catering to individual learning needs and preferences. • Environmental sustainability: E-books contribute to environmental sustainability by reducing paper consumption, deforestation, and carbon emissions, aligning with eco-friendly initiatives. ...	• Limited tactile experience: E-books lack the tactile experience of physical textbooks, which may hinder some students' comprehension and memory retention. • Digital divide and technological inequality: Not all students have access to electronic devices or reliable internet, which could widen educational disparities and put those from lower-income backgrounds at a disadvantage. • Dependency on technology: E-books rely on electronic devices and internet access, potentially leading to distractions and dependency on technology for learning. • Distractions and increased screen time: When students read e-books on their phones or computers, they may be distracted by video games or other functions, potentially impacting their attention spans, sleep, and overall well-being. • Electronic waste: E-books contribute to electronic waste when devices are discarded, partially offsetting environmental benefits and posing risks from battery disposal and energy consumption. ...
--	---

The con side:

Arguments	Counterarguments they may face
• Tactile experience and cognitive benefits: Printed books offer a tactile experience that enhances comprehension and memory, fostering a stronger connection with the material and promoting better	• Lack of portability: Printed books can be bulky and difficult to transport, posing challenges for students and educators. • Limited interactivity: Printed books lack the interactive features

learning outcomes. • Independence from technology: Printed books do not rely on electronic devices or internet, ensuring accessibility for all students regardless of technological resources. • Environmental sustainability: Printed books have a lower environmental impact than e-books, as they do not require electricity or produce electronic waste during production and disposal. • Reduction of eye strain: Printed books offer a more comfortable reading experience compared to e-books, reducing the risk of digital eye strain, headaches, and other physical discomforts associated with extended screen time and blue light exposure. ...	and multimedia content found in e-books, potentially hindering student engagement and interaction with the material. • Environmental impact: Printed books contribute to deforestation, energy consumption, and greenhouse gas emissions associated with paper production and distribution, posing environmental concerns compared to digital texts. • Outdated content: Printed books may become outdated quickly, requiring frequent updates and revisions to keep pace with evolving knowledge and curriculum changes. • Space and storage: Printed books require physical storage space, which may be limited or impractical in crowded or resource-constrained environments. ...
---	--

Listening across cultures

News report

Scripts

This year, the National Center for Preservation and Conservation of Ancient Books in China, together with several partner institutions, has made about 6,780 digitized books available online. This brings the number of ancient books available online to more than 130,000. “Ancient” in this context refers to texts or objects produced before 1912.

The digital resources include paintings, calligraphy, family trees, stone carvings, and woodblock prints from the Ming and Qing dynasties. According to Xiong Yuanming, director of the center, these digitized materials can now be accessed by researchers and the public from home, allowing them to explore antique books and historical documents whenever they want. The digitization project is also making an important contribution to the preservation and promotion of traditional Chinese culture.

Since the launch of the digitization program in 2016, the center has worked with 39 institutions around the world to enhance its online collection of ancient Chinese texts. The resources have been carefully categorized, and the retrieval system has been improved for user convenience.

1

Reference answers

1 C 2 B 3 D

Passage

Scripts

Well, thank you for your kind welcome, and for giving me the opportunity to give this brief tour of literary England. I can't claim it's an authoritative tour, as I'm not a professional literary specialist. However, I have two amateur passions: One is travel and the other is reading, and English literature in particular. And this lecture is a description of different visits I have made to places in Britain and Ireland, chosen specifically for their close links with well-known writers of what we call the classics of English literature.

Just to give you an overview of the lecture, I'm going to start in my hometown of London, which is also the home of many well-known writers. But I think that the picture we have in our mind of London has been largely fashioned by the work of Charles Dickens and Shakespeare. Dickensian London is illustrated most clearly by his book *Oliver Twist*, and Shakespeare's London brings to mind the plays written and performed here, such as *Romeo and Juliet*. We'll also have a look at the memorial of great British writers – Poets' Corner in Westminster Abbey.

Then off we go to Oxford, another city rich in its literary history. I'm going to focus on the greatest of Oxford's literary alumni, J.R.R. Tolkien, the professor of English who wrote *The Lord of the Rings*, which is now famous throughout the world because of the series of films.

Then we turn south towards the gentle countryside of Hampshire, home of Jane Austen, where her various novels, including *Pride and Prejudice*, are set. She also spent a period of her life in the magnificent Georgian city of Bath.

Then we turn north to the hills of West Yorkshire where we find Brontë country, so called because it was the home of the three sisters, Charlotte, Emily, and Anne Brontë. Perhaps the two best-known novels are Charlotte Brontë's *Jane Eyre*, and Emily Brontë's *Wuthering Heights*, also made into successful films.

以上内容仅为本文档的试下载部分，为可阅读页数的一半内容。如要下载或阅读全文，请访问：<https://d.book118.com/357052060132006131>