

Unit 1 Introduction to Literature

Warm-up

- 1 There are a lot of great literary works that greatly captivate my interest, such as *Jane Eyre*, *Pride and Prejudice*, *Great Expectations*, *Tess of the d'Urbervilles*, *Hamlet*, *Dubliners*, *The Great Gatsby*, *Gone with the Wind*, *The Call of the Wild*, and *The Old Man and the Sea*.

Among these literary works, my favorite one is *Jane Eyre*. I appreciate *Jane Eyre* for its depiction of a resilient, independent woman who challenges societal norms. Its underlying love story blends with universal themes like love, self-reliance, and social criticism, provoking thought and fostering my engagement.

- 2 Yes, I agree with him because:
- Literature often reflects a nation's culture. Its decline might suggest that the vitality of its culture is being potentially damaged.
 - Literature is where imagination can show its capabilities. The decline of literature could suggest that people's power of imagination might have been limited in some way.
 - Literature is the tonic of spirits, and its decline may lead the nation to fall into philistinism.

Text A

I Recall

- 1 No, literature cannot be simply defined as “creative” or “imaginative” writing, because this definition would imply that disciplines like history, philosophy, and natural science are uncreative and unimaginative, which is incorrect. For example, *Superman* comics are usually excluded from literature, and some literary works can be “factual,” for example, Gibbon's historical works.
- 2 Literature transforms and intensifies ordinary language, deviates systematically from everyday speech.
- 3 Ellis has argued that “Weeds are not particular kinds of plant, but just any kind of plant which for some reason or another a gardener does not want around.” To Eagleton, perhaps

“literature” means something like the opposite: any kind of writing which for some reason or another somebody values highly.

- 4 As “imaginative” writing; a kind of self-referential language; how somebody decides to read.

II Interpret

- 1 How a piece of writing becomes literature is more important than whether it is literature from the beginning.
- 2 The author implies that it is difficult to identify the defining features of literature.

III Evaluate & Connect

- 1 Literature encompasses a wide range of written works, including novels, poems, short stories, essays, and more. Literature not only imparts knowledge, but also cultivates critical thinking skills and exposes us to various perspectives and cultures. Simultaneously, it allows us to experience intense emotions through characters, thereby releasing our emotional tension and providing a sense of relief.

Students may explain the difference between literary works and non-literary works from their language, style, theme, etc.

- A literary text is an artistic, original, and subjective work that makes use of rhetorical resources. While its essential purpose often leans toward aesthetic or emotional impact rather than pragmatic goals, it tends to be connotative, ambiguous, polysemic, and open to wide-ranging interpretations.
- A non-literary text is a text that has a referential function, has a specific purpose, is aimed at a specific audience, and is objective. This type of text avoids ambiguity and the use of rhetorical resources.

- 2 A literary work classified as “fine literature” may be strong in the following aspects:

- universality and timelessness
- artistic merit
- profound character development
- rich connotation
- well-organized structure

Text B

I Recall

- 1 No. Because the greater truth is that literature is all one – and indivisible. All literature is the expression of feeling, of passion, of emotion, caused by a sensation of the interestingness of life.
- 2 Yes, he does. Bennett believes Gibbon expressed his emotions in *Decline and Fall*.
- 3 They tend to choose verse.
- 4 Readers must begin with an acknowledged classic because classics arise through the ordeal of generations.

II Interpret

- 1 The author implies the importance of emotion in literature writing. All literature is the expression of emotion.
- 2 Because if we map out literature into divisions and branches, we pay too much attention to the formal differences and we may ignore what unifies all literary works – the expression of feelings, of passion, of emotion.

III Evaluate & Connect

- 1 This statement points to the often-held view of classics being timeless, universal, and of high quality. However, it's important to remember that literature, including classic literature, is not immune to criticism and can always be reinterpreted or reassessed according to different perspectives and cultural contexts. In my opinion, the author's view may be a little bit arbitrary. While it's true that classics endure the ordeal of generations, with the change of times, some values expressed in classics may be out of time; therefore, some classics may be removed from the canon.
- 2 We can cultivate good literary taste in the following ways:
 - Broaden the scope of our reading. We can gain a holistic understanding of literature by exposing ourselves to varied genres, different cultural narratives, historical periods, and literary formats such as novels, plays, poetry, short stories, and non-fiction.
 - Try to understand the emotion expressed in literature. We should strive to understand

not only what is explicitly stated but also the subtle sentiments. By appreciating the intricate tapestry of emotions woven into a piece of literature, we can deepen our emotional intelligence.

- Join reading groups to communicate with literature enthusiasts. Participating in reading groups offers distinct perspectives on the same work, and also aids in refining our literary taste. The variety of opinions and interpretations provides insights that we might miss when reading alone.

Unit 2 Emotion and Ego

Warm-up

- 1 I have read or heard of many short stories, such as *A Clean, Well-Lighted Place*, *Young Goodman Brown*, *The Furnished Room*, *A Rose for Emily*, *The Far and the Near*, *The Killers*, *The Mark on the Wall*, etc.

The reasons can be considered from the following aspects:

- The theme of the story is attractive.
- The plot is well-knit.
- The narrative skills are sophisticated.
- The twist ending is exciting.
- The characters are vividly portrayed.

A Rose for Emily impresses me greatly due to its unique non-linear narrative structure and chilling portrayal of isolation. This Gothic story describes the downfall of a southern aristocratic woman, Emily Grierson, locked in an archaic reality by her domineering father. Faulkner's rich and evocative prose creates an atmospheric setting, creating tension and mystery. The exploration of themes like tradition versus progress, societal judgment, and decay, presented in an artistically grotesque manner, combined with the suspense-filled elements of surprise and horror, renders it a captivating work.

- 2 Here are some key features often found in short stories:

- Length: Short stories are, as the name suggests, shorter in length compared to novels.
- Conciseness: Due to their brevity, short stories tend to focus on a single event or a limited number of characters. They aim to convey their message or explore their theme in a compact and concise manner.
- Plot: Short stories often have a clear and focused plot structure, typically encompassing an exposition, rising action, climax, and resolution. Due to the limited length, the plot developments are often swift and efficient.
- Characterization: Short stories commonly feature one or a few central characters. Despite the limited space, these characters are usually well-developed, with distinct personalities, motivations, and conflicts.

Text A

I Recall

- 1 Mrs. Mallard wept at once, with sudden, wild abandonment, in her sister's arms.
- 2 Josephine told her the news, in broken sentences, veiled hints that revealed in half concealing. Because she knew that Mrs. Mallard was afflicted with a heart trouble, Josephine was afraid that a sudden shock of such devastating news might worsen her condition or even cause a fatal heart attack.
- 3 She was young, with a fair, calm face, whose lines bespoke repression and even a certain strength.

II Interpret

- 1 Mrs. Mallard wanted to lock herself in her bedroom and lock out her social world to process her emotions after learning of her husband's death. She needed a private space to come to terms with these conflicting feelings of grief for her husband and the joy of newfound independence.
- 2 Through the window, Louise sees the scenery and the life-giving power of nature. This symbolizes Louise's awakening, the vigor and power of Louise's passionate outburst, and the prospect of her new and free life.
- 3 Chopin uses irony, a technique that reveals the distance between what appears to be true and what is actually true, to conclude her story. In the twist ending of the story, the doctor concludes that Mrs. Mallard dies of heart disease – of joy as she spots her supposedly dead husband coming back home alive. But ironically as readers, we know she dies of heart disease – of extreme disappointment because her newfound freedom is abruptly terminated and her previously repressed marital life resumes.

III Evaluate & Connect

- 1 The story reveals that Mrs. Mallard feels trapped in the marriage. Her identity as a female is somewhat neglected in the marriage. In the beginning, Mrs. Mallard is known only by her married name. It's only after learning about her husband's death that she becomes "Louise."

She has to submit herself to her husband's "blind persistence." We can see that she is not self-assertive and always experiences subtle oppression from her husband in the marriage. Her marriage has not allowed her to "live for herself." For example, her ecstatic reaction upon realizing "there would be no powerful will bending hers ..." illuminates her long-repressed desire for freedom and self-assertion within her marriage.

- 2 Striking a balance between "the couple" and "the individual" can be challenging yet ultimately rewarding. So, how can a married woman carve her unique path without losing sight of her identity within the union? Here are some approaches:
 - Advocate clear communication. Women can have open, honest conversations with their partners about their need for independence. It's important to emphasize that this need is not synonymous with indifference or lack of commitment, but rather the maintenance of personal identities.
 - Cultivate individual goals. It's essential to have personal goals that expand beyond the couple's realm to maintain women's independence. These might include professional aspirations, fitness goals, or intellectual pursuits. Such individual objectives promote self-sufficiency while also asserting the point that being part of a pair doesn't deter one from being a self-determining individual.
 - Foster financial independence. The importance of financial independence should be stressed. It influences not just the balance within a relationship, but also instills a sense of self-reliance, thereby shaping both personal and joint decisions.

Text B

I Recall

- 1 Elisa was confident and proud of her planting skills. From the story, we can see that when Henry complimented her on her flowers, she was very excited. She said "... I've a gift with things, all right. My mother had it. She could stick anything in the ground and make it grow. She said it was having planters' hands that knew how to do it."
- 2 At first, Elisa was annoyed with the tinker and had nothing for him to repair. But when the tinker noticed the chrysanthemum she had been working with and asked about the flowers by

saying “What’s them plants, ma’am?” all the irritation and resistance began to melt from her face and she began to change her attitude.

- 3 She took a shower, dressed herself up, and made up to prepare for going downtown.

II Interpret

- 1 She was eager to participate in what is typically perceived as “men’s affairs” beyond domestic activities, and hoped her gift for planting flowers could be appreciated and recognized by her husband and the two businessmen from outside the valley. She also hoped to gain the freedom to leave the Salinas Valley.
- 2 In the story, the plot of Elisa’s bathing and appreciating her body in front of the mirror intensifies the theme of the long-suppressed pride and talent within Elisa. The scene happens just after Elisa says goodbye to the tinker. Therefore, it can be inferred that the tinker’s promise of taking the flowers out of the valley brings the ray of hope to Elisa. As a gifted woman, having stayed in the valley for so many years, she has a strong desire to be recognized and appreciated. The arrival of the tinker kindles this hope in her heart, leading to her pride and delight as she bathes and appreciates her body. She is more confident about her beauty and accomplishments.
- 3 In the story, when Henry praised the flowers Elisa had been working with, he said: “Some of those yellow chrysanthemums you had this year were ten inches across. I wish you’d work out in the orchard and raise some apples that big.” Henry’s comments on Elisa suggest that he is pragmatic by nature. His comment implies that raising a cash crop of apples can bring the family a sum of money, whereas the chrysanthemums cannot. Therefore, it’s apparent that he values economic profits over the beauty of life. Even though he at first praises Elisa’s flowers, throughout the whole conversation we can see what he really wants to express is to emphasize the practical functions of things. His compliments always fall short of Elisa’s expectations.

III Evaluate & Connect

- 1 Overwhelmed by extreme sadness and disappointment, Elisa finds herself unable to face the reality of her situation. Her only hope is shattered by the tinker who, despite his prompt promise to carry her cherished flowers beyond the valley, ultimately lets her down. The shock of the realization makes her thoroughly understand the essence of the society she inhabits in

which women's pursuits and aspirations have always been ignored.

- 2 Undeniably, Elisa faces numerous obstacles in her pursuit of freedom, independence, and life values. Yet it is highly improbable she would abandon her chase because, within her, resides an unyielding spirit of resilience and determination. Her passion for the flowers, which symbolize her aspirations, suggests her tenacity and hunger for personal growth. Disappointments and heartbreaks, while painful, only strengthen her resolve to fight against norms and assert her identity. Thus, even amidst hardships, she is likely to persist, her pursuit standing as a testament to her defiance against the societal confines.

Unit 3 Courage and Dignity

Warm-up

- 1 I've read many English novels, such as *Robinson Crusoe*, *Vanity Fair*, *Wuthering Heights*, *Tess of the d'Urbervilles*, etc.

The reasons can be considered from the following aspects:

- To resonate with the emotional and intellectual pleasures the novel brings us;
- To appreciate the beautiful language, vivid characters, and dramatic plot;
- To enrich life experiences by having experiences that are strange, irrelevant, or different.

I find myself particularly drawn to *Robinson Crusoe* because it is one of the greatest adventure stories ever told. I've always admired Crusoe's courage and determination. Even when he was stranded alone on a deserted island, he never gave up. Instead, he pushed through all the hardships and learned how to survive in tough conditions. His bravery is truly inspiring to me.

- 2 The history of China is replete with examples of indomitable courage, spanning from science and technology to business and public service. An inspiring exemplar in the field of science is Tu Youyou. As a pharmaceutical chemist, she found the cure to treat malaria, a breakthrough that has saved millions of lives across the globe. Despite working in resource-limited settings and battling numerous setbacks, her unwavering determination led to one of the most significant medical discoveries of the 20th century. In 2015, this monumental achievement was globally recognized when she was awarded the Nobel Prize in Physiology or Medicine.

Text A

I Recall

- 1 It took one hour for the first shark to arrive and attack the marlin.
- 2 The sharks followed the old man because they were attracted to the blood of the giant marlin that he had hooked.
- 3 The old man was weak and he had few things to eat. In addition, there was some pain in his

body.

II Interpret

No matter how rough and bitter life is, we should face it bravely. Though we may be beaten by life, we should never lose hope and heart.

III Evaluate & Connect

1 The old man shows deep respect and sympathy toward the marlin he has hooked. He admires the marlin's beauty and strength, and sees it as a worthy adversary, even referring to it as his "brother" at some point. In contrast, he perceives the sharks that attack his caught marlin as mindless killers and fights against them to protect his catch.

2 The sea is the setting of the novel. It also reflects the depth of Santiago's extensive maritime knowledge through his understanding of the wind, the current, and the friction of the water. The depiction reveals his entire lifetime of experience, skill, and dedication.

Furthermore, the sea acts as a profound symbol representing the larger world. The sea is vast and beautiful, nurturing yet unpredictable and brutal. Similarly, Santiago's relationship with the sea mirrors life's struggles. He is dependent on the sea for his sustenance, yet he must battle it for his survival. It is the sea that he relies on and fights with. The sea is also the destination of his life.

Text B

I Recall

1 Rochester did not truly love Miss Ingram. He courted her as part of his plan to make Jane Eyre jealous.

2 Rochester wanted to send Jane Eyre to undertake the education of the five daughters of Mrs. Dionysius O'Gall of Bitternutt Lodge, Connaught, Ireland.

3 At Thornfield, Jane Eyre found a sort of home and also experienced independence and self-worth for the first time in her life. Her attachment was so deep that she was not at all inclined to leave.

II Interpret

- 1 Rochester's purpose is to push Jane Eyre into a corner. Under this circumstance, as a revolt, Jane Eyre is forced to show her heart to him. This is precisely the reaction Rochester aims to elicit, as it then provides him the perfect opportunity to propose to her. Despite her mix of bitter and complicated feelings, Jane Eyre accepts his proposal.
- 2 Before Rochester and Jane Eyre leave the park, Jane Eyre mentions that the chestnut tree "writhed and groaned." Later that night, the tree is split into two, foreshadowing the complications of Jane Eyre and Rochester's relationship.

III Evaluate & Connect

- 1 Jane Eyre embodies independence and maintains her dignity no matter the circumstances. She is a steadfast character who is unwavering in her principles. Rochester, on the other hand, values true love grounded in spiritual connection over social status or wealth. However, his character is not without flaws. He can be seen as cunning, cleverly utilizing Jane's affection toward him for his own advantage. Moreover, he proves himself to be untruthful. While he is already married, he presents himself as a bachelor to the world.
- 2 Rochester and Jane Eyre pursue a love that is deep, honest, and transcends traditional societal standards. They value emotional and intellectual connection over material wealth and social status.

The kind of love we should pursue is a healthy and enduring love, which usually involves mutual respect, caring, understanding, and the capacity for both parties to grow individually as well as together. It's vital for us to seek a love that allows us to be ourselves, supports our goals and ambitions, and stands strong through life's ups and downs.

Unit 4 Imagination and Future

Warm-up

- 1 I enjoy delving into science fiction or science fiction films, such as *The Three-Body Problem*, *The Wandering Earth*, *Star Wars*, and *Around the World in Eighty Days*.

The reasons can be considered from several aspects, including its rich imagination, interesting story, fascinating special effects, or foretelling of the future.

The Wandering Earth is a science fiction piece that left a deep impression on me. What captivated me most about this work was its unique and thought-provoking premise. The notion of our planet Earth itself becoming a large spaceship, wandering through the galaxy, was both terrifying and awe-inspiring. At the same time, the intense struggle of the characters against freezing temperatures and dwindling resources made the space exploration more real and human. Their bravery in the face of challenges embodied the indomitable human spirit.

- 2 What's described in science fiction may happen in the future, because some science fiction is based on scientific principles and reasonable forecasts. For example, the depiction of communication devices in science fiction works such as *Star Trek* arguably foreshadowed the invention of modern smartphones.

Text A

I Recall

- 1 He was half-frightened because he found himself so desolate.
- 2 The monster learned about the dual nature of fire – both warmth and pain, its utility for drying and cooking, its role as a light source, as well as its fleeting and transient nature.
- 3 The whole village was roused; some fled, and some attacked him.

II Interpret

- 1 The monster viewed himself as an outcast, forsaken, and left to suffer. He was cold and lonely, with no one to care about him. Despite his ability to think and feel, he lived in a world that was essentially incomprehensible to him due to his isolation.
- 2 The family was an example of the “domestic affection” he craved. The familial bonds they

shared, the mutual care, and the harmonious atmosphere they cultivated were something he yearned for but was largely deprived of, given his alienation and isolation.

- 3 When the monster watched the interaction between the old man and the girl, he empathized with them and he experienced human emotions that were still strange to him. His senses were stirred by the warm affection he witnessed and the beautiful music he heard. These feelings of pleasure, however, also underscored his sense of isolation and the harsh reality of his own deprived existence.

III Evaluate & Connect

- 1 The monster learned to live and acquire human emotions through keen observation and experiential learning. Humans set an example for the monster to live a comparably comfortable life. He learned from humans to use fire, eat cooked food, and live in a shelter. More importantly, his observation of their interactions provided him with a deep understanding of complex emotions. He learned love, affection, sadness, and despondency from the family he watched. This learning process underscored the significant role humans indirectly played in shaping his emotional and practical understanding.
- 2 Humans don't have the right to create humanlike creatures. The following are some of the reasons:
 - The creation of new creatures may violate the balance of nature.
 - The creation of humanlike creatures may cause ethical problems. If they have human consciousness, it is not right or ethical to treat them like animals.
 - If humanlike creatures have high intelligence and human consciousness, it's inhuman to perform experiments on them.
 - Life is divine and precious, so we should treat all creatures' lives seriously.

Text B

I Recall

- 1 The houses were empty after World War Terminus. The owners had either died or migrated to a colony world.

- 2 The ultimate incentive for emigration was “the android servant as carrot, the radioactive fallout as stick,” which meant that by using the android servant as a temptation and the radioactive fallout as a threat, the U.N. pushed people to emigrate.
- 3 It was on Mars.
- 4 He couldn’t emigrate not only because of the distorted genes which he carried, but also because he had failed to pass the minimum mental faculties test.
- 5 When he heard a TV set, it indicated to him that someone had moved into the building. In his extreme loneliness, the potential of having a neighbor was a cause for excitement, as it meant he was not alone there anymore.

II Interpret

- 1 It is a device that can generate shared virtual experiences. It stimulates users’ internal emotions and allows them to empathically connect with both a character named Mercer and others using the device at the same time, promoting a sense of shared community in a fragmented society.
- 2 Isidore’s experience with the empathy box represents the deep human need for connection and understanding. The process of sharing and experiencing the thoughts and feelings of others through the empathy box provides a sense of community and mutual empathy, which helps to combat the feelings of isolation experienced by individuals in this society. It’s a way for people to feel connected in a world that often seems disconnected.

III Evaluate & Connect

The selection system aims to tempt normal people to emigrate, and it is biased against people carrying distorted genes or failing mental acuity tests.

- From the viewpoint of the development of the new planet, the system seems to cater toward promoting a healthy and efficient population. The young colony needs healthy individuals to labor and build a new society. Those unaffected by the radioactive dust prevalent on Earth are the target group.
- Looking from the dominators’ viewpoint, the prioritization of distributing limited resources to “useful” or able-bodied people might seem harsh, but it could also be viewed as a practical approach for the efficient and effective development of the new

habitat, especially in its early stages.

- For the common people, opinions on the emigration system are likely to be mixed. For some, such as those who are healthy and wish for a new beginning, the emigration might be viewed positively. However, for others like Isidore who are deemed unfit for emigration due to the effects of radiation and failing mental acuity tests, the system effectively segregates society and deepens divisions among people.

In conclusion, the emigration selection system represents the dominators' controversial and seemingly ruthless inclination toward utility and efficiency, which could be perceived as a lack of compassion and fairness toward those less fortunate. Despite the survival-focused motive, the method reveals a harsh side of humanity in their attempt to cope with an existential threat.

Unit 5 Growing Up and Pains

Warm-up

- 1 I have read several bildungsroman novels, including *The Catcher in the Rye*, *The Kite Runner*, *A Portrait of the Artist as a Young Man*, and *David Copperfield*.

The Catcher in the Rye stands as a favorite for its deep dive into Holden Caulfield's spiritual life, which mirrors real-world struggles with grief and cynicism during adolescence. Holden's raw, real courage in confronting these struggles helps me to explore my fears and anxieties. Moreover, his relentless search for authenticity in a seemingly superficial society prompts me to consider my own place in society and my personal pursuit of a meaningful existence.

- 2 The bildungsroman, a term coined in literary criticism, defines a genre of the novel that not only highlights the psychological and moral growth of the protagonist from youth to adulthood, but also underscores the significance of personal transformation and self-discovery. In these narratives, character evolution is the driving force of the story, which provides a framework for the protagonist to negotiate their understanding of self and their place in the surrounding society.

Here are some key features of bildungsroman:

- A bildungsroman is typically a coming-of-age story that explores a sensitive individual's search for answers and experiences. The genre evolved from folklore tales of a dunce or youngest son going out in the world to seek his fortune. Usually, the protagonist's journey is initiated by an emotional loss or a significant event that pushes them out of their comfort zone.
- The primary goal within a bildungsroman is the protagonist's attainment of maturity, a process typically filled with struggle and gradual progress. The journey may establish a conflict between the main character and societal norms or expectations, with the protagonist eventually reconciling with societal values and gaining acceptance. In some works, after achieving maturity and personal insight, the protagonist may reach out and help others.

Text A

I Recall

- 1 Philip had a club foot.
- 2 Philip struck up a violent friendship with a boy he disliked as a means to show his indifference to Rose's betrayal of their friendship.
- 3 Philip distanced himself from religion due to his disillusionment with the hypocrisy he perceived in religious figures, especially his uncle who preached virtue but did not practice it.

II Interpret

- 1 No, he didn't. As time passed, he found the school's curriculum uninspiring and the environment stifling, which led him to become disillusioned and gradually lose interest in his studies. Also, the indifference that his aunt and uncle had shown toward his academic performance might have contributed to his lack of motivation.
- 2 No, he didn't. Although he was touched by Mr. Perkins' humane approach and what he said, Philip's defiance of societal norms as well as his disillusionment with religious figures and doctrines led him away from the traditional educational path.

III Evaluate & Connect

- 1 Philip is portrayed as a character longing for connection and affection, but also experiencing confusion and critique toward religious hypocrisy.

Philip's childhood is dark and bitter. After his parents die, Philip lacks affection and a sense of security. His uncle, a pastoral vicar, brings Philip home. Despite being a religious man, his uncle's superficial piety contrasts sharply with his cold, selfish, and hypocritical demeanor. This inconsistency confuses Philip. He cannot understand how someone can earnestly preach kindness and compassion as a clergyman but fail to embody these virtues in personal conduct. He reveals the hypocrisy of religion and mercilessly attacks the destruction of religion to human nature.

- 2 Throughout life, we inevitably encounter various types of bondages that may limit our personal freedom and potential. These constraints can take many forms, from family obligations to societal expectations, emotional dependencies, and financial constraints.
 - Family bondage. In the context of family, we may face expectations from our parents or relatives that limit our choice of career or personal development. However, by setting

personal boundaries and expressing our aspirations, we can navigate familial confines.

- Societal bondage. Societal bondages often manifest as cultural norms or peer pressure. We may feel obliged to conform to certain societal roles or standards. However, by developing a strong sense of self and seeking support from like-minded people, we can rise above societal pressures.
- Love or emotional bondage. This sort of bondage is generally characterized by an unhealthy dependency on another person, which can be emotionally restricting. This can be addressed by cultivating emotional intelligence, working on personal growth, and possibly seeking therapeutic help.
- Financial bondage. This represents the limitations that our economic situation can impose on us. We can overcome the constraints by improving our financial management, enhancing our financial literacy, exploring additional income streams, or seeking professional financial advice.

Text B

I Recall

- 1 Pip was very glad because he could leave Mr. Pumblechook when ten o'clock came. He considered Mr. Pumblechook a wretched company. Mr. Pumblechook kept on testing him with arithmetic questions throughout the meal. Additionally, the breakfast itself was deeply unsatisfactory for Pip.
- 2 He thought that Estella was very pretty and seemed very proud.
- 3 The name Satis meant, when it was given, that whoever had this house, could want nothing else.
- 4 Pip described Miss Havisham as a strange lady dressed in faded bridal attire, all in white. Despite her ornate dress and jewels, she appeared withered and skeletal, with her only brightness in her sunken eyes. Her eerie image reminded Pip of a ghastly waxwork or a skeleton clothed in rich garments.

II Interpret

- 1 Estella treated Pip badly and looked down upon him. Despite her beauty and elegance, she belittled and insulted Pip for his low social status and crude manners.
- 2 She was deserted by her bridegroom on the wedding day. This traumatic event shattered her emotionally and she spent the rest of her life dwelling on this personal tragedy.

III Evaluate & Connect

- 1 Pip's upbringing significantly shaped his character. As an orphan, he was raised by his ill-tempered sister and her kind-hearted husband, Joe, who was a blacksmith. His sister's harsh treatment cast a shadow over his childhood, making him introspective and sensitive. However, a life-changing moment occurred when Pip was sent to Miss Havisham's house, where he met the attractive Estella. This encounter exposed him to a different and more affluent lifestyle. The realization of his social status kindled a sense of dissatisfaction within Pip. From then on, he yearned for a life beyond the blacksmith's forge, and the desire to rise above his social class significantly influenced his decisions.
- 2 Our life experiences profoundly shape our personalities. From the moment we are born, the environments in which we grow up, the people we interact with, and the events we experience all contribute to the individuals we become. For instance, growing up in a nurturing and supportive family can make us feel loved, and instill in us the values of patience and compassion. Having a compassionate mentor or teacher can inspire us to be lifelong learners. Our perspectives are constantly being shaped by what we've gone through, which continues to evolve and refine our personality as we navigate through different stages of life.

Unit 6 Tradition and Change

Warm-up

- 1 When it comes to tradition, we should adhere to the attitude of “select the essence and discard the dross.” We should be discerning enough to let go of outdated and backward traditions that impede progress and have the courage to change. Concurrently, we should uphold and pass on positive and fine traditions. Our traditions should be seen not as rigid, unchanging constructs, but rather as vibrant tenets that adapt and evolve in response to the shifting landscapes.
- 2 I have read some novels related to Chinese traditions, such as the four classics of Chinese literature. Among them, *Dream of the Red Chamber* is my favorite due to its rich insights into Chinese culture and society. Its rich and complex range of characters offers a deep exploration of human nature and emotions. Besides, the exquisite and poetic use of language makes it a literary masterpiece, which provides me with a unique window to appreciate the beauty of Chinese culture and tradition.

Text A

I Recall

- 1 Some boys made a great pile of stones in one corner of the square and guarded it against the raids of the other boys.
- 2 The present box had been made with some pieces of the box that had preceded it, the one that had been constructed when the first people settled down to make a village here.
- 3 It was no longer completely black but splintered badly along one side to show the original wood color, and in some places faded or stained.
- 4 The winner of the lottery would be stoned to death.

II Interpret

- 1 Old Man Warner represents staunch adherence to tradition and resistance to change. He easily accepts the way things are because this is how they’ve always been, and he believes any change to the status quo will lead to disaster.
- 2 The villagers seem to fear changing the box, which is a symbol of their past that connects

them with their ancestors and the original ritual of the lottery. The belief that the box must not change suggests that the villagers fear to change themselves, symbolizing their harmful stagnancy. This resistance to replacing the box reveals the profound extent to which the tradition of the lottery has entrenched itself in the villagers' mindset.

III Evaluate & Connect

1 The themes of the story include:

- The reluctance, or even resistance, of people to reject outdated traditions, ideas, rules, laws, and practices;
- The potential for society to irrationally identify and sacrifice scapegoats to bear the sins of the community;
- The horrific indifference of ordinary people when they adhere to harmful societal norms;
- The catastrophic aftermath when people mindlessly follow the crowd.

2 We should deal with traditions dialectically.

- Inherit and develop traditions that can meet modern values, reflect our unique and excellent culture, and define our identity.
- Discard the outdated traditions that go contrary to modern values and negate our identity.

Text B

I Recall

1 Maggie walked like a lame animal, perhaps like a dog run over by some careless person rich enough to own a car, sidling up to someone ignorant enough to be kind to him. She exhibited this way of walking by keeping her chin on her chest, her eyes on the ground, and her feet shuffling.

2 She had a few friends who were furtive boys in pink shirts hanging about on washday after school and nervous girls who never laughed.

3 Dee wore a dress that was bright and colorful, with yellows and oranges, that seemed to reflect the light of the sun. The dress was long, reaching down to the ground, and was loose and flowing.

- 4 In real life, the mother was a large, big-boned woman with rough, man-working hands.

II Interpret

- 1 Dee wanted the old quilts because they were stitched by hand instead of by machine, which made them unique and full of heritage. She intended to hang them as artwork.
- 2 Maggie wanted the old quilts because she genuinely understood and respected their sentimental and historical significance. Unlike Dee, Maggie saw them as part of their family heritage and daily life.
- 3 The mother had different attitudes toward her two daughters. Toward Dee, the mother had a mixture of admiration and a certain degree of frustration. Dee was ambitious, confident, and well-educated, but she also disdained her family's simple, rural lifestyle, which sometimes hurt the mother. On the other hand, her attitude toward Maggie was far more sympathetic and protective. Maggie was shy, self-conscious, illiterate, and physically scarred from a house fire. She didn't have Dee's spark or drive, but she had a deep appreciation for their culture, tradition, and family heritage.

III Evaluate & Connect

We should preserve the excellent heritage and abandon the outdated heritage. Drawing upon Alice Walker's comments and the attitudes exhibited by the two sisters, we should take a balanced way to treat heritage. Heritage should not just be regarded as a symbol of past times or a mere collector's item to be admired from afar, like Dee's perspective. Instead, heritage should be incorporated and appreciated as a living part of our everyday life, like Maggie's treatment of the old quilt.

It's important to honor and preserve our heritage, but also to engage with it in a way that keeps it alive, understands its value, and uses it to enrich our daily experiences. And as Walker emphasized, for black women in particular, acknowledging and recovering the heritage of their ancestors is not just preserving the past, but a vital element of their survival and self-actualization.

Unit 7 Emotion and Reality

Warm-up

- 1 The kind of love that is based on mutual respect, care, trust, and understanding touched me most, like the love described in *Gone with the Wind* and *Emma*. Encountering the right person can guide us toward the direction of authentic love, and healthy and mature love helps the two people grow up into better selves.
- 2 Love is often the catalyst for marriage, and it brings two people to the commitment of spending their lives together. Yet, marriage is expected to be more than just an expression of initial romantic love. In a successful marriage, love evolves into a deeper emotional intimacy and mutual respect, and requires understanding, compromise, and effort from both parties. Therefore, while love may initiate the journey toward marriage, the journey itself strengthens and deepens love.

Text A

I Recall

- 1 Because he didn't have a red rose, and only with a red rose could he dance with his beloved girl.
- 2 The Nightingale had to sacrifice herself in order to get the red rose. She must sing to the rose tree all night long with her breast against a thorn by moonlight, and stain it with her own heart's blood. Her life-blood must flow into the rose tree's vein and become the blood of the tree, and then she could get a red rose.
- 3 All that she asked of him in return was that he would be a true lover.
- 4 Because it would not go with her dress, and, besides, the Chamberlain's nephew had sent her some real jewels.

II Interpret

- 1 The Student criticized Nightingale's performance. Although her song was stylistically impressive, it was lacking in sincerity. He questioned her willingness to sacrifice herself for others, supposing that she might only be concerned about music.

- 2 The Nightingale has spent much of her life singing about love, waiting for the day she will encounter it in real life. When she overhears the Student lamenting his lovelorn state, she resolves to bring him the red rose he needs to secure the girl's affection. Her sacrifice stands for the selfless nature of true love.

III Evaluate & Connect

- 1 The Nightingale, inherently romantic, views the flower as an expression of true love. Her selflessness and enchanting song encapsulate the essence of unadulterated love and the intrinsic value of art.

Contrarily, neither the girl nor the Student ever truly appreciates the rose as a symbol of love, but rather as a kind of currency to procure affection.

The Student is preoccupied with rationality and practicality, and his rational mind blinds him to the so-called “useless” qualities like selflessness or beauty.

Having told the Student that she will dance with him if he brings her a red rose, the girl later goes back on her word because a wealthier suitor has provided her with jewels. Characterized by materialism, shallow practicality, and snobbery, the girl is a personification of unsympathetic materialism.

- 2 No, I don't agree with the Student's viewpoint on love. Love, far from being frivolous, is indeed one of the most profound human emotions we experience. It envelops not just affection and attraction, but also elements of care, protectiveness, and unwavering trust. Fundamentally, real love rests on a foundation of mutual understanding, respect, and responsibility toward one another.

Text B

I Recall

- 1 He thought he would get a favorable answer.
- 2 Mr. Darcy thought it was because Elizabeth's pride had been hurt by his honest confession of his scruples.
- 3 When Darcy passionately confessed his love for Elizabeth and asked her to marry him, he

also expressed how his love had to overcome his inherent reservations about her and her family's lower social status. Darcy did love Elizabeth, but he was arrogant.

- 4 Mr. Darcy separated his friend from Elizabeth's sister, which Elizabeth believed stemmed from his pride in his higher social status. Moreover, Elizabeth thought Mr. Darcy had caused Mr. Wickham's misfortunes. Most importantly, she disliked his arrogance, conceit, and selfish disdain for the feelings of others, which solidified her disapprobation of him.
- 5 Elizabeth felt astonished when she reflected on what had passed. She thought it was gratifying to have inspired Mr. Darcy's strong affection, but his pride and what he had done to her sister and Mr. Wickham overcame the pity that she felt over rejecting him.

II Interpret

Mr. Darcy and Elizabeth faced a lot of challenges in their pursuit of love.

- One of the significant challenges was the class difference. Mr. Darcy, belonging to the upper class of society, and Elizabeth, from a lower class, had received different upbringings and education. This resulted in Mr. Darcy being more class-conscious and having difficulty viewing people beyond their born status.
- Mr. Darcy and Elizabeth had their defects respectively. Mr. Darcy's class consciousness made him appear vain and proud. Elizabeth's gullibility led her to readily accept Mr. Wickham's story and consequently develop a biased perspective against Mr. Darcy.

In the pursuit of love, both of them needed to overcome the obstacles posed by class differences and their shortcomings, and strive to be better selves.

III Evaluate & Connect

- 1 Students may answer the question from the following aspects:
 - Darcy is a person of great integrity, but his extreme class consciousness makes him vain and proud.
 - He is conceited, and therefore he believes that his wealth and social status would naturally attract Elizabeth's acceptance of his marriage proposal. He overlooks Elizabeth's fiercely independent spirit and her yearning for genuine love, which further reinforces his air of arrogance and superiority.
 - He is honest and faithful to his feelings. Although he is class-conscious, he confesses his

love to Elizabeth despite their difference in social status.

2 Students may answer the question from the following aspects:

- Elizabeth is self-respecting. Although Mr. Darcy is rich and seems to be a good choice for marriage, his arrogance shows no respect and leaves Elizabeth feeling disrespected. Hence, she refuses Mr. Darcy to protect her dignity.
- Elizabeth has wronged Mr. Darcy about Mr. Wickham. Although Elizabeth's refusal is based on prejudice, it indicates she has a strong sense of right and wrong.
- She refuses Mr. Darcy, in part, due to her belief that he destroyed her sister's happiness, and she cares a lot about her family.
- Elizabeth doesn't hold money or social standing in high regard when it comes to relationships. Instead, she admires individual character and personal virtue, and respects the independence of character. Her refusal underlines her desire for a relationship based on genuine affection and mutual respect.

3 A happy marriage involves multiple essential elements.

- It should be based on love instead of just on material aspects like money and social status.
- A continuous demonstration of understanding, care, and respect toward each other forms the backbone of the relationship.
- Both partners should partake in family responsibilities, such as dividing family chores and caring for the elderly.
- If children are part of the family, reaching a consensus on their education becomes an essential undertaking.

Unit 8 Experience and Wisdom

Warm-up

- 1 An ideal life may encompass some key aspects:
 - Achieving a quality of life that is comfortable and sustainable, which includes having sufficient financial sustenance and a cozy house;
 - Living with and cherishing the time spent with my family;
 - To have the company of good friends, and a pet for added joy;
 - Developing hobbies and interests in my spare time;
 - Embracing the opportunity to travel and witness the beautiful diversity our planet has to offer, even if just occasionally.
- 2 The distinction between living and merely existing lies in depth and engagement. Living entails more than just being. It has both material and spiritual needs and involves physical and mental experiences. Living implies proactive involvement, seeking purposes and meanings, as well as striving for personal growth and fulfillment. Existence, on the other hand, refers to the simple state or fact of being alive. It contrasts with nonexistence, and suggests a more passive state than the proactive pursuit of life.

Text A

I Recall

- 1 He was expected to say something suitable to youth – something didactic, instructive, or something in the nature of good advice.
- 2 Because once caught, you can never again be, in the eyes of the good and the pure, what you were before.
- 3 Because good books are a great, an inestimable, and unspeakable means of improvement.
- 4 Mark Twain's suggestions to the young include: Always obey your parents, when they are present. Be respectful to your superiors, if you have any, also to strangers, and sometimes to others. Go to bed early, get up early. As to the matter of lying, you want to be very careful about lying; otherwise, you are nearly sure to get caught. Never handle firearms carelessly.

And the young should read good books.

II Interpret

- 1 In this sentence, “dynamite” doesn’t refer to the literal explosive material, but it’s used for destructive actions, behaviors, or words that can cause significant harm. And “the low and unrefined” represents individuals who lack wisdom or sophistication. This suggests that educated, refined, and sophisticated individuals should avoid destructive behavior and leave the uncivilized to be violent. The main point of this statement is that one should ignore remarks made by the less intelligent, and move on with one’s own life.
- 2 Mark Twain’s argument implies that the prevalent advice given to younger individuals is often crafted with the intention of inducing them to conform to a standardized viewpoint, rather than fostering their individuality and personal judgment.

III Evaluate & Connect

- 1 The main figure of speech used in the text is satire and humor.
 - Although it’s right to follow parents’ reasonable advice, Mark Twain satirizes some parents’ control and manipulation of their children in a humorous way. He says that you should always obey your parents. If you don’t obey them, they will get mad and make you follow their instructions.
 - Mark Twain uses satire to point out the hypocrisy in society’s expectations for the young. Society instructs youth to be respectful and obedient but simultaneously promotes individuality. Mark Twain satires the conflicting standard that exists in society.
 - Mark Twain satirizes the serious attitude that adults hold to morality. He pretends to offer sensible suggestions, which are actually quite ridiculous. For example, he advises young people to practice lying early.
- 2 We may give advice to someone younger regarding life, study, and entertainment, for example:
 - Form good habits. Good habits formed early in life can have a significant impact on future success and well-being.
 - Read more. Reading not only expands knowledge and imagination but also improves comprehension and critical thinking skills.

- Don't be credulous. It's wonderful to have an open mind, but it's also crucial to not believe everything. Cultivate the habit of questioning and seeking proof in order to form well-informed opinions.
- Balance entertainment. While relaxation and entertainment are important, avoid becoming engrossed in the internet excessively. Include physical activities as part of leisure time, which assists in maintaining a healthy body and mind.

Text B

I Recall

- 1 One of these is undue absorption in the past. The other thing to be avoided is clinging to youth in the hope of sucking vigor from its vitality.
- 2 A successful old age is easier for those who have strong impersonal interests involving appropriate activities.
- 3 Because they will not believe you, and because mistakes are an essential part of education.
- 4 The best way to overcome it is to make your interests gradually wider and more impersonal, until bit by bit the walls of the ego recede, and your life becomes increasingly merged in the universal life.

II Interpret

- 1 Russell uses the example of his maternal grandmother to illustrate his belief that the key to not growing old is to keep oneself actively engaged with wide and keen interests and activities. He highlights her zest for life, her involvement with women's higher education, and her reading habits. Despite having a large family and a full life, she never stopped being active, even in her old age.
- 2 Russell compares an individual human existence to a river by highlighting their similar progression and development over time. In youth, the river is small but passionate, which reflects the vitality of the early years. As time goes on, just as the river broadens, the individual quiets and matures. Eventually, just as the river merges with the sea, seamlessly and painlessly losing its individuality, a person's life should also merge with the broader flow

of universal existence. Understanding the process of life properly will make the thought of death less unwelcome.

- 3 According to Russell, the ideal way to leave the world is to die while still at work, unburdened by fear or regret. Knowing that others will continue their endeavors, individuals can take comfort in the knowledge that everything possible has been achieved. Russell holds a positive and optimistic view toward life. He advocates living life actively, enriching it, and broadening personal interests throughout the entire journey of existence. By fulfilling potential and pursuing meaning, individuals can be at peace when it's time to leave the world.

III Evaluate & Connect

- 1 To form a positive attitude toward life, the old people can:
 - Prioritize physical health. Engage in regular exercise to cultivate a healthy way of life.
 - Broaden interests. Foster a variety of interests to keep the mind engaged and active.
 - Embrace possibility. Dispel the notion that age is a barrier and explore new activities or opportunities without restraint.
 - Find contentment. Appreciate and take pride in existing abilities and accomplishments, regardless of their scope.
 - Stay connected with the world. Remain informed about current events and societal developments to maintain a lively engagement with the world.
- 2 An ideal life in old age may be like what's described in the following:
 - Remaining healthy and able to take care of myself;
 - Enjoying the warm companionship of my family and / or pets;
 - Regularly visiting or traveling with old friends, and creating new memories while cherishing the old ones;
 - Pursuing some interests, like painting or singing, etc., passions that might have been desired but not cultivated in younger years.

Unit 9 Morality and Diversity

Warm-up

- 1 The plays I have read include *Hamlet*, *King Lear*, *Macbeth*, *Othello*, and *The School for Scandal*.

My favorite play is *Hamlet* by Shakespeare due to its profound exploration of human nature. I am captivated by the deep psychological complexity of the characters, especially that of Hamlet himself. His introspection, uncertainties, and contemplation on life and death inject the play with the emotional intensity that resonates with audiences on a profound level.

- 2 The word “drama” originates from the Greek *dran*, meaning “to do” or “to act.” The chief feature that distinguishes drama from other types of literature is its potential for being performed. Marjorie Boulton regards a play as something “not really a piece of literature for reading.” Instead, “A true play is three-dimensional; it is the literature that walks and talks before our eyes.” The quotation stresses the theatricality of drama, that it is an art performed by real people on a stage with an emphasis on action. According to Aristotle, drama is made up of six elements, namely plot, character, thought, diction, spectacle, and song.

Text A

I Recall

- 1 No, he is not able to pay back the money that he borrows from Shylock.
- 2 He must give Shylock a pound of his own flesh.
- 3 The real identity of the lawyer is Portia, who disguises herself as a lawyer to save Antonio.
- 4 Portia warns Shylock that he is not permitted to shed a single drop of blood while cutting the pound of flesh from Antonio’s body. Moreover, she also warns Shylock that if he spills a drop of Christian’s blood, according to Venice law, his property can be confiscated.

II Interpret

- 1 The mercy is a blessing that benefits two parties: the one who gives mercy and the one who receives it.
- 2 As a Jew, Shylock harbors resentment against Christians due to years of religious

discrimination and personal grievances, and adheres strictly to religious laws which discourage interfaith marriages.

III Evaluate & Connect

Shylock, a Jewish moneylender, is widely portrayed as being cold-hearted, ruthless, and vengeful. His spirit of revenge is strongly evident when he insists on claiming a pound of Antonio's flesh as stipulated in their agreement. In contrast with Shylock, Antonio is characterized by his selflessness and generosity. He lends three thousand ducats to his friend. Even when faced with the severe consequence of his debt, he accepts the punishment without complaint. Portia is the epitome of wealth, beauty, and intelligence. Her profound loyalty to love is evidenced by her dedication to Bassanio. She also demonstrates courage and quick thinking in her successful attempt to save Antonio. Bassanio, despite borrowing money from Antonio to court Portia, shows his regard for Antonio when he expresses a willingness to repay an even larger sum to save him. Both Portia and Bassanio demonstrate their willingness to sacrifice for those they care about.

Text B

I Recall

- 1 Cusins comes from a family that is respectable in Australia, but they are considered outcasts in England. His parents' marriage is legal in Australia but not in England because his mother is his father's deceased wife's sister.
- 2 Lady Britomart treats Cusins with skepticism and dismissiveness. She challenges the story he is presenting about his birth and warns him against making up stories. Despite his fervent declarations of love for Barbara, Lady Britomart remains unmoved and even expresses contempt for what she perceives as Cusins' attempt to manipulate the situation to his advantage.
- 3 Cusins' capital for the business with Undershaft isn't a financial contribution. Instead, Cusins' capital includes his mastery of Greek, his access to the subtlest thought, the loftiest poetry attained by humanity, his character, his intellect, his life, his career, and what Barbara calls

his soul.

- 4 Undershaft thinks he saves Barbara's soul by providing her with financial stability, thereby relieving her from the "seven deadly sins" of poverty that he identifies as food, clothing, firing, rent, taxes, respectability, and children. He believes this material security allows her spirit to soar free.

II Interpret

The true faith of an Armorer is to sell arms to all men who offer an honest price for them, irrespective of their individual value, principles, or cause. His opinion reflects his values of amoral capitalism, which focuses wholly on commerce and disassociates any moral, ethical, or political judgment from his dealings.

III Evaluate & Connect

- 1 Undershaft embodies unadulterated capitalism and the extreme pursuit of wealth. He firmly believes that "money governs England." He demonstrates a pragmatic approach to his arms business and is not swayed by moral predicaments. This approach to his business gives Undershaft immense power, which he acknowledges and accepts as part of his identity as an arms dealer.
- 2 Cusins, a scholar originally, is introduced as an intelligent and articulate individual. He is Barbara's love interest and is fascinated by her spirituality and passion. His acceptance of Undershaft's business, despite its stark contrast to his principles, underlines his practical tendencies.

Barbara is portrayed as a highly idealistic and deeply committed Major in the Salvation Army. However, when she learns about the source of the donation to the Salvation Army, she experiences a moral conflict and triggers a crisis of faith. The play portrays her journey toward understanding the complexities of morality in a less black-and-white manner, as she comes to terms with the moral compromises that are sometimes necessary in the pursuit of a greater good.

Unit 10 Nature and Harmony

Warm-up

- 1 There are some English poems that I have read, such as *In a Station of the Metro*, *Stopping by Woods on a Snowy Evening*, *Sonnet 18*, *Dover Beach*, *Ode to a Nightingale*, *The Solitary Reaper*, *The Road Not Taken*, etc.

The reasons can be considered from the following aspects:

- Enjoy the beauty of the rhythm and the rhyme.
- Appreciate the poetic language.
- Feel the original imaginative force.
- It sharpens and deepens our senses.

I deeply appreciate *The Road Not Taken* for its reflection on life's choices. The vivid imagery that Frost paints awakens within me a sense of solitude and contemplation. As the reader, I find myself standing at the fork in the woods, peering down two paths veiled in uncertainty. This poem embodies the spirit of individuality and free will. Every decision we make can lead us down a different path, each with its tribulations and triumphs. It encourages us to not just follow the herd, but to make our own choices, even if they might seem harder or less traveled by.

- 2 The title of the poem is *Drinking Wine V*, written by Tao Yuanming. He was a famous poet in the Eastern Jin Dynasty and is revered as the “founder of the School of Pastoral Poetry.”
- The poet mainly writes about his leisurely reclusive life in the countryside. This poem reflects his relaxed state of mind and ardent love for the tranquil and free pastoral life.

Text A

I Recall

- 1 The poet sees a host of golden daffodils fluttering and dancing in the breeze, located beside the lake and beneath the trees.
- 2 Because the daffodils and the stars share some features in common. The fluttering and dancing daffodils look like the twinkling stars in the sky, both of which are cheerful, lively,

and brilliant. Besides, both the daffodils and the stars appear in a multitude or a large number.

- 3 The daffodils make the poet delightful and uplift his spirits.

II Interpret

- 1 The image of the cloud suggests loneliness, aimlessness, and isolation.
- 2 The poet conveys his deep appreciation for the beauty of nature and highlights how it can uplift the human spirit, particularly in moments of solitude or melancholy. The poem illuminates the enduring impact of a personal encounter with natural beauty, which suggests it can provide lasting joy and peace.

III Evaluate & Connect

- 1 The poet uses the past tense in the first three stanzas to reminisce about past experiences. By using the present tense in the last stanza, the poet intends to show the readers that the emotions and inspirations drawn from nature aren't merely confined to the past, but are ongoing and continue to live within him, and stimulate his philosophical thinking. This reflects Wordsworth's view of poetry that "Poetry is the spontaneous overflow of powerful feeling: it takes its origin from emotion recollected in tranquility."
- 2 Human beings and nature are interdependent. We are not just inhabitants, but an intrinsic part of nature itself. As complex and awe-inspiring as it is, nature also holds a therapeutic power that can provide spiritual healing to human beings. We human beings should bear the responsibility to protect nature and maintain a harmonious relationship with it.

Text B

I Recall

- 1 It's the natural forces such as the change of seasons, the heavy rain, the strong wind, and the strong sunlight that destroyed the wall and made wide gaps.
- 2 The hunters damaged the wall when they made the rabbit come out to please the yelping dogs.
- 3 They said: "Stay where you are until our backs are turned."
- 4 One line is "Something there is that doesn't love a wall." The other line is "Good fences

make good neighbors.”

- 5 It's the poet who initiated the activity of mending the wall because he said “I let my neighbor know beyond the hill.”

II Interpret

- 1 “Something” may refer to both the natural forces and human factors that contribute to the destruction of the wall. For example, the swollen ground disrupts the stone formation; the weathered and eroded stones fall off the wall; the hunter destroys the wall when making the rabbit out of hiding to please his yelping dogs, and so on.
- 2 The poem presents the poet's mixed feelings toward mending the wall. On the one hand, he follows the tradition of fixing the wall with his neighbor every spring, and the poet himself is the initiator of the activity. On the other hand, the poet's attempts to “put a notion” in his neighbor's head indicate that he opposes the traditional custom of mending the wall. He tries to convince his neighbor that “we do not need the wall.” Thus, largely, the poet seems more against it, questioning the need for walls or boundaries between people when there is no pragmatic need for them.

III Evaluate & Connect

“Good fences make good neighbors” represents a point of view that the wall should be mended. Advocates for this position believe that if a wall exists:

- there will be a clear division of people's properties.
- there will be fewer conflicts between the neighbors.
- it provides a sense of security and privacy.
- it sets clear zones of responsibility where each individual tends to their side.
- people will live in peace and harmony.

However, some individuals challenge this perspective:

- Fences can create a physical and metaphorical barrier, which might discourage neighborly interaction and communication.
- Fences could represent a lack of trust and openness amongst neighbors, which could foster negative emotions and hinder the development of meaningful relationships.
- Strict boundaries might inhibit the shared use and enjoyment of communal spaces,

where collective activities and events could bring a sense of community closeness.