

UNIT

5

The admirable

Learning objectives

After completing this unit, you will be able to

- > talk about people you admire based on what you have learned
- > identify the inverted pyramid structure of a news report
- > create a radio show about the border soldier Chen Hongjun

Hero statue in the square of the Lin Zexu Memorial Hall in Humen, Dongguan, Guangdong

Inside view

Reflect on what you know about Qin Shi Huang. Then check (✓) five topics that you think will be mentioned in a conversation about him.

- 1 The construction of roads all over China
- 2 The first emperor in the history of China
- 3 The defeat of six states
- 4 His age when he became emperor
- 5 His army
- 6 The unification of China
- 7 The burning of books
- 8 The Warring States Period
- 9 The construction of the Great Wall

Now work in pairs and discuss why you made your choices.

Language and Culture

An **Oscar** is another name for an Academy Award, the most important prize in the American film industry. The Academy Awards are presented annually in Hollywood, the center of the American film industry. Members of the Academy nominate films for an Oscar. In other words, they officially propose the films to be considered for the award.

Conversation 1



Scan the code. Watch the video and complete the following activities.

1 Mark, Kate, and Janet are talking about the film *Hero* and Emperor Qin Shi Huang. Watch Conversation 1 and make sentences based on their discussion using the following words.

- 1 seven big states / fight / many years
- 2 he / largest state / defeat / one after another
- 3 leader / clever / river / flood
- 4 conquer / state / he / emperor
- 5 emperor / create / Terracotta Warriors
- 6 afraid / death / guard / afterlife

Vocabulary

nominate /'nɒmɪneɪt/ v. 提名; 推荐

scenery /'si:nəri/ n. 舞台布景

unify /'ju:nɪfaɪ/ v. (使)统一; (使)成一体


conquer /'kɒŋkə/ v. 征服

Terracotta Warriors /terə'kɒtə ,wɒrɪəz/ 秦始皇兵马俑

fascinating /'fæsɪneɪtɪŋ/ a. 迷人的; 非常有趣的



The No. 2 Bronze Chariot and Horses at the mausoleum of Qin Shi Huang in Xi'an, Shaanxi

2  **Work in pairs. Read the following lines from Conversation 1 and discuss what the missing expressions could be.**

Mark: Hi!

Kate: Hi, Janet! Have you been waiting long?

Janet: Not at all. What did you think of *Hero*?

Kate: 1) _____! Thanks for suggesting it.

Janet: Well, it was nominated for an Oscar, you know.

Kate: 2) _____. It's a beautiful film.

Mark: Yes. The costumes and scenery were amazing.

Kate: 3) _____ about the emperor. He was cool. Who was he?

Janet: Qin Shi Huang. He was the first emperor in the history of China – he unified China.

Kate: 4) _____? When?

Janet: Er ... 221 B.C.

Mark: 5) _____ that!

...

Mark: Was he the emperor who created the Terracotta Warriors?

Janet: That's right. He was so afraid of death that he wanted them to guard him in the afterlife.

Kate: 6) _____!

Now watch Conversation 1 again and fill in the missing expressions. Discuss if they can be expressed differently.



Conversation 2



Scan the code. Watch the video and complete the following activities.

3 Mark, Kate, and Janet are continuing their talk about Emperor Qin Shi Huang. Watch Conversation 2 and arrange the following topics in the order they appear in the conversation.

- a His image among the Chinese
- b Construction of the first Great Wall
- c Amazing things he did as a result of unification
- d His enemies' attempts to kill him
- e The number of soldiers killed during the unification of China

The order is _____.

4 Watch Conversation 2 again and fill in the following missing expressions.

Kate: So, 1) _____ Emperor Qin. It's really interesting.

Janet: It is, isn't it? Well, so he unified China, and that was an incredible achievement. But 2) _____, huge numbers of soldiers were killed.

Kate: About how many?

Janet: Oh, I don't know, something like 500,000 men?

Kate: That is huge.

Mark: So 3) _____?

Janet: He's seen as the greatest emperor in Chinese history.

Mark: Why? Because he unified China? That's a very good reason, mind you.

Janet: 4) _____. The thing is, as a result of the unification, he did many amazing things. He built roads all across China, he standardized writing ... and also the money system. Oh, and the system for measuring and weighing things 5) _____.

Vocabulary

incredible /ɪn'kredəbəl/ *a.* 极好的; 极大的

standardize /'stændədaɪz/ *v.* 使标准化

The Jinshanling section of the Great Wall

Everyday English

Mark: So he was a great leader for China.

Janet: Yes, he was.

Mark: So 6) _____?

Janet: Of course, I think all great emperors have some enemies. Some people hated him so much they tried to kill him!

...

Now work in pairs and discuss the communicative functions of the missing expressions. Put their numbers in the correct place in the following chart.

Asking for information	
Talking about consequences	
Adding information	

5 Complete the following conversations with the correct colored expressions in the box.

- **It was brilliant!**
- **That figures.**
- **Fascinating!**
- That's a very good reason, **mind you.**

1 **A:** I forgot my umbrella and now it's pouring outside.

B: _____. It always rains when you aren't prepared for it!

2 **A:** Did you know that China was the first country to develop a compass for navigation?

B: _____! I had no idea.

3 **A:** Jason completed a marathon despite having a knee injury!

B: Wow! _____, it is Jason. Obstacles never hold him back.

4 **A:** I just attended Maria's art exhibition. _____!

B: Yeah? That's so cool. I can't wait to see it.

Act it out

6 Work in pairs and act out the conversation.

Your cousin growing up in Canada is asking you about someone you admire. You list a sequence of events outlining the major milestones in the life of the person, and share information about the consequences of those events. Refer to the Functional language box for support. You can also use expressions in the Everyday English box.



Functional language



Asking for information

- I'd love to know / hear more (about) ...
- So, go on (about) ...
- What else?
- What kind of man is he?

Describing a sequence of events

- At the age of ..., she started ...
- Following that, he ...
- Meanwhile, she continued her ... in other fields.
- That's not all. In addition to ..., he ...

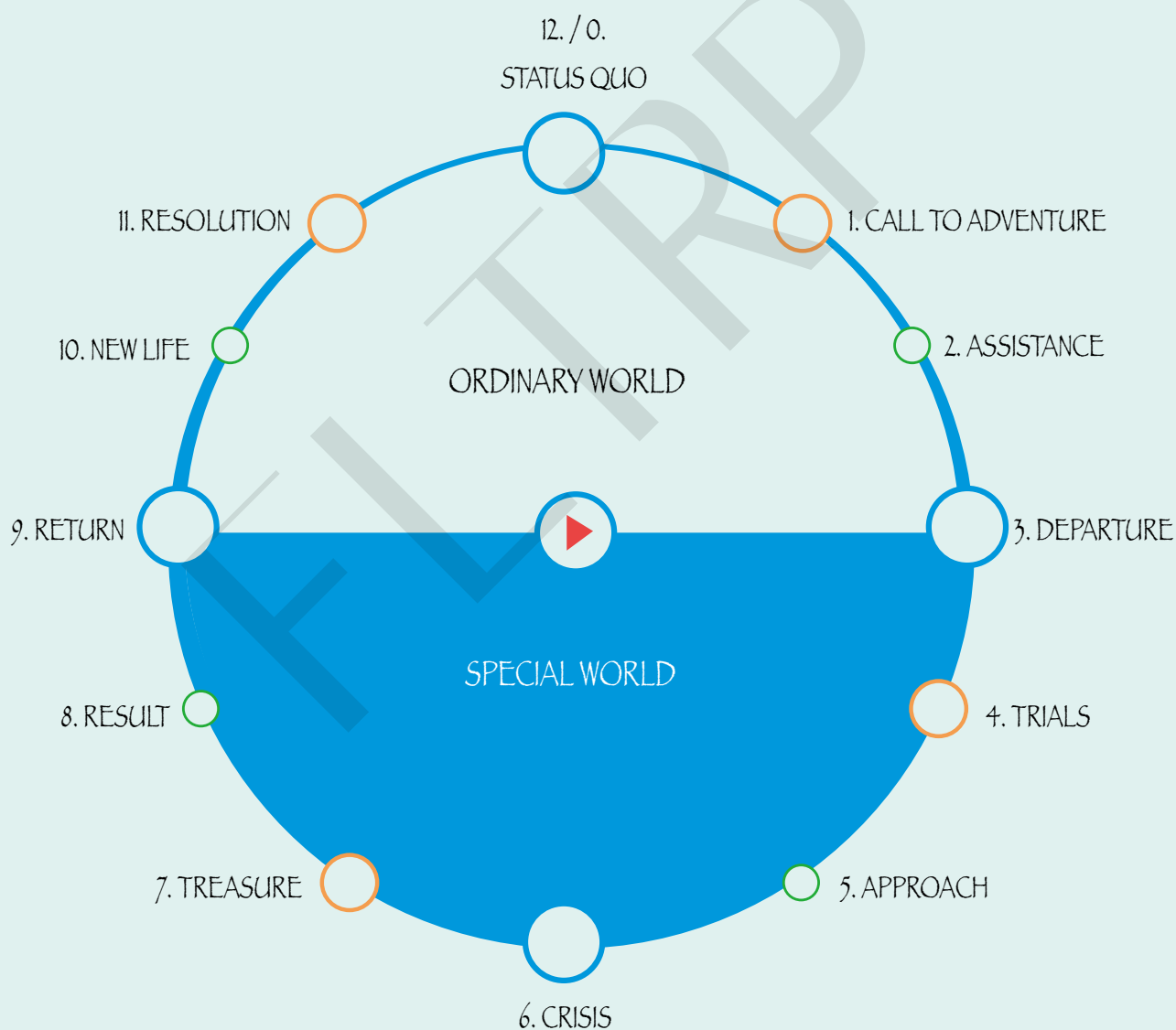
Talking about consequences

- So, ... / Consequently, ...
- As a result, she became known as ...
- ... led to major changes in ...

Outside view

The image below is from the video you are going to watch. Work in pairs and discuss the following questions.

- 1 What do you think the stages from 1-11 refer to?
- 2 What do you think the ordinary world and special world mean?
- 3 What do you think the video will be about?



Vocabulary

- Harry Potter** /ˈhæri ˈpɒtə/ 哈利·波特
(小说《哈利·波特》中的主人公)
- Katniss Everdeen** /ˌkætnɪs ˈevədiːn/
凯特尼斯·伊夫狄恩(小说《饥饿游戏》
中的女主角)
- Frodo** /ˈfrɒdəʊ/ 弗罗多(小说《魔戒》
中的主人公)
- variant** /ˈveəriənt/ *n.* 变体; 变形
- Joseph Campbell** /ˌdʒəʊzəf ˈkæmbl/
约瑟夫·坎贝尔(美国作家)
- quest** /kwɛst/ *n.* 探索; 追求
- threshold** /ˈθrɛʃhəʊld/ *n.* 门槛; 门口
- Kansas** /ˈkænzəs/ 堪萨斯州(美国州名)
- ordeal** /ɔːˈdiːl/ *n.* 磨难; 考验
- outgrow** /aʊtˈgrəʊ/ *v.* 因改变而不再……
- resolution** /ˌrezəˈluːʃən/ *n.* 解决
- formula** /ˈfɔːmjələ/ *n.* 公式
- Voldemort** /ˈvɔːldəmɔːt/ 伏地魔(小说
《哈利·波特》中的黑巫师)
- audition** /ɔːˈdɪʃən/ *n.* 试演; 试唱
- tryout** /ˈtraɪaʊt/ *n.* (体育队等成员的)选
拔赛
- sensitive** /ˈsensətɪv/ *a.* 感觉敏锐的



Scan the code. Watch the video and complete the activities on Ucampus.

Language and Culture

Harry Potter

is a character created by J. K.

Rowling for her series of novels. Harry and his friends Hermione Granger and Ron Weasley attend Hogwarts School of Witchcraft and Wizardry, where Harry confronts the dark wizard, Lord **Voldemort**.



Katniss Everdeen is the main character in Suzanne Collins' *The Hunger Games* series of young-adult novels. She is a brave and skilled archer who volunteers for the Hunger Games in place of her younger sister Primrose. She possesses both toughness and compassion.

Frodo, a hobbit from the Shire in J. R. R. Tolkien's novel *The Lord of the Rings*, inherits the One Ring from his uncle Bilbo, and starts a courageous quest to destroy it in Mount Doom. He transforms from a humble figure to a heroic character during his journey.

Higher-order thinking

Work in groups and discuss the following questions.

- 1 The video describes a hero's journey as a cyclical process of leaving the ordinary world, undergoing transformation, and returning as a changed person with a new life. How does this reflect your experience of personal growth?
- 2 What could Joseph Campbell mean by "In the cave you fear to enter lies the treasure you seek"?
- 3 What is the symbolic cave you fear to enter? After watching the video, are you ready to accept the challenge of entering it? What would you do?

News report



Scan the code. Listen to the news report and complete the following activity.

1 Choose the best answer to each question according to the news report.

- Why does France have a memorial for dogs?
 - To honor dogs as our best friends.
 - To recognize the work dogs do.
 - To draw attention to neglected dogs.
 - To remember some famous dogs.
- Which quality is mentioned as the most important for dogs working in war zones?
 - Intelligence.
 - Loyalty.
 - Patience.
 - Courage.

Vocabulary

Johann /dʒəʊ'hæn/ 约翰 (人名)

sniff /snɪf/ **sth. out** 嗅探; 嗅出

explosive /ɪk'spləʊsɪv/ *n.* 炸药

enthusiastic /ɪn,θju:zi'æstɪk/ *a.* 热心的; 热衷的

Audrey /'ɔ:dri/ 奥德丽 (人名)

Listening skill

Identifying the inverted pyramid structure of a news report

In general, the inverted pyramid style, in which information is presented in descending order of importance, remains the basic formula for news reports. This allows the audience to grasp the important details quickly so they can decide whether to continue watching, listening to, or reading the story. The most important information is usually presented at the beginning. The opening section summarizes the entire message in a few sentences. Following that, background details are included to expand the topic. Finally, extra context and related information are presented at the end of the report. So, when you listen to a piece of news, pay attention to the lead part at the beginning, which has the main idea or the most important information such as "who," "what," "where," "when," "why," and "how."



Scan the code and learn more about this skill on Ucampus.



Vocabulary

Tererai Trent /təˌrɛrɪ ˈtrɛnt/ 特莱艾·特伦恩特 (人名)

Zimbabwe /zɪmˈbɑːbweɪ/ 津巴布韦 (非洲东南部国家)

tuition /tjuːʃən/ **fees** *n.* 学费

correspondence /ˌkɒrɪˈspɒndəns/ **course** *n.* 函授课程

Oklahoma /ˌɒkləˈhəʊmə/ **State University** 俄克拉何马州立大学 (美国)

Passage



Scan the code. Listen to the passage and complete the following activities.

2 Choose the best answer to each question according to the passage.

- 1 Why did the teacher want Tererai to attend school?
 - A. The teacher believed girls should be educated.
 - B. Her brother needed her help.
 - C. The teacher thought she would be safer there.
 - D. The teacher recognized her abilities.
- 2 Which of these problems did Tererai have in the U.S.?
 - A. It was difficult to find a job.
 - B. She had many different responsibilities.
 - C. It was hard to adjust to the culture.
 - D. She missed her family in Zimbabwe.
- 3 What did Tererai do after her studies?
 - A. She worked to promote education for children.
 - B. She entered politics in her country.
 - C. She became a successful businesswoman.
 - D. She wrote books to inspire teenage girls.
- 4 What information about Tererai is repeated in the introduction and conclusion?
 - A. Her dreams.
 - B. Her struggles.
 - C. Her awards.
 - D. Her kindness.

3 Complete the following information about Tererai Trent according to the passage.

Tererai Trent

Tererai Trent had big dreams. She dreamed about going abroad to earn a Ph.D., and then helping her community.

Her greatest difficulty was that people in her culture did not believe in 1) _____. Despite having only one year of 2) _____, she did not give up her studies. She worked to cover tuition fees for 3) _____, and in 1998 she was accepted as a student at Oklahoma State University.

It was a big step toward achieving her dreams, but she faced challenges in America. These included not having 4) _____ to feed her children healthy food, and juggling 18 hours of coursework, three jobs, and caring for kids. Through all of the hardship, she never 5) _____ in her studies, earning a bachelor's degree, a master's, and then a Ph.D. Her motto is *Tinogona*, which means 6) “_____”.



Higher-order thinking

Work in groups. Each group should retell Tererai's life story and describe how she could be a role model for others. Try to include the aspects listed below.

- Tererai's dreams
- The qualities that enabled her to fulfill her dreams
- Tererai's achievements
- The impact of her story

Talking about *China*

Create a radio show: The story of the border soldier Chen Hongjun

You are a host of your university's English radio station. Next week's program will present stories of heroic figures, aiming to deepen listeners' understanding of these great people and draw inspiration from the examples. You plan to introduce the life and deeds of the border soldier Chen Hongjun.



A clay sculpture of Chen Hongjun

Glacier near the China-India border

1

Gather information



Scan the code and listen to the audio.

Complete the following information about Chen Hongjun according to the audio.

Basic information

Year of birth: 1) _____

Birthplace: A small town in Gansu

Dream: Joining the army

Major: 2) _____

University: Northwest Normal University

Year he became a university student: 2005

Year he entered military service: 3) _____

Honorary title: Hero Safeguarding the Motherland and Protecting Borders

Heroic deeds

- In June 2020, tensions 4) _____ as Indian soldiers crossed the Line of Actual Control at Galwan Valley, which 5) _____ the agreement China had with India.
- Chen and his men rushed to help Qi Fabao. Qi was saved, but as Chen led his soldiers to 6) _____, he saw several Chinese soldiers were trapped. Chen and his soldiers 7) _____ once again. The fight was short, but it cost Chen his life.

Vocabulary

plateau /'plætəʊ/ *n.* 高原

infantry /'ɪnfəntri/ *n.* 步兵 (部队)

battalion /bə'tæljən/ *n.* (军队的) 营

violate /'vaɪəleɪt/ *v.* 违反; 侵犯

negotiate /nɪ'gəʊʃieɪt/ *v.* 谈判; 协商

honorary /'ɒnərəri/ *a.* 荣誉的

2

Prepare for the radio program

Think about the parts of Chen Hongjun's story that would evoke strong emotions in your listeners, and how you are going to tell his moving story. You can search online for information about his personal experiences, challenges faced, heroic deeds, or anything about him that you relate to emotionally. You may ask yourself the following questions.

- What events about Chen Hongjun should I include to make the story engaging?
- How should I tell the story to move the listeners and make the descriptions vivid?
- What music and audio clips could I use to make the delivery more effective?

3

Write down the script and rehearse

Write down what you want to say in your show. It can be a full story or just the main points you don't want to forget. Before your show, practice the story by saying it out loud. Make sure your voice sounds friendly and is easy to understand. Try not to speak too fast or too softly. Consider using some sound effects to make your show more interesting, but make sure not to let these sounds take over your story.

4

Create your radio show

Start by recording all the content you'd like to include. Next, edit your recording by cutting out parts that are too long or unnecessary. Add some music between different parts of your show and make sure there are no long pauses. Once editing is complete, share your show with your classmates. Use their feedback to make improvements and edit the show again if you need to.

Speaking guide

Creating a radio show



Creating a captivating radio show requires engaging content and effective delivery. Begin by clearly introducing the topic. Concluding with a call to action or encouraging listeners to share their thoughts helps enhance the show's impact.

For your show about Chen Hongjun, the objective is to inspire your listeners. The body of your show could begin with basic information about Chen, such as his age and dreams. Then focus on his heroic acts, showing the intense situations, tough decisions, actions, and achievements. Highlighting these details will create a powerful and moving story.

Add personal reflections to deepen emotional impact. Link his story to broader themes so it resonates with listeners. For example, share how you felt when you learned that his baby wasn't born when he died. Use sounds like army chants or windy weather to set the scene and support your narration.

Opening the show

Do you know who ... is? Our program today is going to ...

Let's begin with a glimpse into the life of ...

Introducing basic information

Born in 1987, he grew up in ...

In 2009, he began ...

Emphasizing heroic deeds

Without a second thought, he ...

The fight was short, but it cost him his life.

Creating emotional connections

His story reminds us of ...

Personally, I can't help but feel ...

Concluding the show

I'd love to hear your thoughts on today's topic.

I encourage you to take action based on what you've learned today.



Scan the code and get more guidance on Ucampus.

Language file

serve in the army	在军队中服役
the People's Liberation Army Ground Force	中国人民解放军陆军
the Qinghai-Tibet Plateau	青藏高原
infantry battalion	步兵营
Galwan Valley	加勒万河谷
the Central Military Commission	中央军事委员会
Hero Safeguarding the Motherland and Protecting Borders	卫国戍边英雄

Expansion and review

Pronunciation



Scan the code and practice pronunciation on Ucampus.

Extended listening



Scan the code and complete the extended listening exercises on Ucampus.

Unit test



Scan the code and take the unit test on Ucampus.

Unit file

Functions

Asking for information

I'd love to know / hear more (about) ...

So, go on (about) ...

What else?

What kind of man is he?

Describing a sequence of events

At the age of ..., she started ...

Following that, he ...

Meanwhile, she continued her ... in other fields.

That's not all. In addition to ..., he ...

Talking about consequences

So, ... / Consequently, ...

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Everyday English

It was brilliant!

That figures.

Fascinating!

mind you

Skill and guide

Listening skill

Identifying the inverted pyramid structure of a news report

Speaking guide

Creating a radio show

Pronunciation

Stressed syllables

Contracted forms

Linking sounds

Stressed words

Unstressed words