

Triones

Advanced English Course for Graduate Students *Speaking, listening and Viewing*

北斗系列研究生高级英语

视听说教程

教师用书 Teacher's Book

主 编 魏万德

本书附赠光盘



武汉理工大学出版社
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主 编 魏万德

副主编 曹 蔓 彭 媛 陈雪瑶

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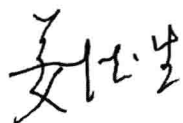
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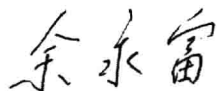
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院士寄语

英语是一门国际性语言,国际学术研究成果 80% 以上的信息是通过英语这一载体发表和交流的。高校的教学科研活动,在传道、授业、解惑诸环节都与英语语言的用与学紧密相连。欲立足于科研领域之前沿,通读英语文献、追踪国际学术研究领域的最新信息十分重要,这便是我国高等教育体系在大学乃至研究生学习阶段仍然极其重视英语教学与训练的原因所在。我本人所从事的研究工作就得益于国际化视野的合作与交流,英语为之搭建了沟通的渠道和平台。基于此,英语教学与研究虽非我所从事的专业领域,但一直以来,我都关注着研究生英语教学改革的发展,欣闻《北斗系列研究生高级英语视听说教程》付梓出版,希望这套教程成为广大研究生学习英语的良师益友。



《北斗系列研究生高级英语视听说教程》是一套力图提升研究生英语实用能力的教程,其编写之目的直指学生英语学习的短板。提高研究生英语听与说的能力既是学术交流的必然要求,也是学生英语学习的目标所在,更是导师们长久的期待。这套教程的出版是研究生英语教学与改革实践的成果,是从事研究生英语教学的一线教师的心血之作,并非一蹴而就,实属不易。希望研究生英语教学改革能够以此为平台,迈向更高点,以更丰硕的成果为武汉理工大学“国际化”的发展战略增添虎翼,也为后继的研究学人夯实英语水平,为他们今后在各自的研究领域中成长为“手可摘星辰”的创新人才奠定坚实的语言基础。凡此种种,实为教程取名为“北斗系列”之最高目标。



序 言

时代呼唤改革,这是民族奋进的心声。作为国民教育的顶端,研究生教育是科技第一生产力和人才第一资源的重要结合点。研究生教育改革,关系到人才强国和科教兴国战略的实施,关系到创新型国家的建设。当前,各高校正面临研究生培养模式及课程设置的改革,研究生英语教学改革亦是研究生培养工作的重要环节。

在我的接触与记忆中,武汉理工大学从事研究生英语教学的教师们早在 20 世纪 90 年代就进行了教材编写以及教学模式等方面的改革与探讨。他们的改革已成为研究生英语教改的拓荒之举,他们的责任意识推动改革不断前行,从实践到理论,由零散到系统,超越经验之累积,遂成教材之大器。

《北斗系列研究生高级英语视听说教程》的编写理念植根于“以学生为中心”的教育理论,体现启发式、研究式的教学要求。该教程编写采用“问题切入,专题结合”、“逐次递进,专题拓展”等形式,将语言与实际的生活场景相结合,每个专题由教学基本要求、主体内容和思考题三部分构成,体现外语听说训练“步步高”的要求,引导研究生拓展研究思路。该教程选材新颖,采用模块设计,可操作性强,融语音教学、听力教学、口语教学、视频教学于一体,将建构主义的教学理论与自主学习模式相结合,展现了编者多年从事研究生英语教学的丰富经验与独到智慧。

一套好的教材,应该包含五个层级的追求:(1)信息量大;(2)尽量确保信息都是事实;(3)最好把事实放在一个系统中成为一门知识;(4)更理想的层次是让知识充满智慧;(5)最理想的境界是把智慧上升到哲学。《北斗系列研究生高级英语视听说教程》已经奠定了前面四个层级的基础,要将智慧上升到哲学的境界则取决于授课教师的智慧与艺术。我相信,这套萃取了编者语言智慧与教学艺术的教程定能为高校研究生英语教学改革增添新的活力。

诚然,教材的编写是一个不断修订、走向完美的过程。本教程所选之材料确有新颖独特之处,每个单元都有视频内容,易使学生重视视频的内容而忽视了语言的表达。这就要求教师在授课过程中要把握好视觉信息与语言信息输入及训练的平衡,进而取得最佳的教学效果。

樊 藏 藏

华中科技大学外国语学院院长、博士生导师
湖北省大学外语教学专业委员会会长
2012 年 4 月

前言

在《国家中长期教育改革和发展规划纲要》的指导下,武汉理工大学“十二五发展规划”将“国际化战略”明确定位为学校未来的发展方向。作为“国际化战略”得以实施的重要保障,研究生英语教学改革首当其冲,任重道远:在服务于大学国际化的战略层面,高水平的研究生英语教学是促进研究生获得国家留学基金资助以及国外大学青睐的必然要求;在学术水平国际化的提升进程中,高效实用的研究生英语教学能极大地促进研究生在国外期刊发表专业论文的成功率;在服务于学校“卓越工程师培养计划”的层面,灵活生动的研究生英语教学能够更好地促进大学英语教学改革,使两者的衔接更加高效吻合,相得益彰。

为实现国际化发展战略目标,学校正在实施“卓越工程师培养计划”和“高等研究生教育国际化”的培养方针,加大教学改革的力度,创新教材的自主编写与出版工作。《北斗系列研究生高级英语视听说教程》的编写正是基于学校“十二五发展规划”的蓝图实施的研究生英语教学改革的首创之作,其目的在于培养学生跨语言、跨文化的能力,强调探索、创新精神的培养。编写材料的选取“以学生为中心,以学生的学习需求为导向”,以多媒体教学技术为依托,突出五个方面的特色:

1. 建构主义学习观的模块设计

教材内容的编排有利于学习者建构真实语义情境,每单元采用真实性任务(authentic task),将合作学习贯穿在“语音、音频、口语、视频、交际、作业”六个模块,各模块相关度高,使用方便。

2. 多元文化视角的融合

选材不局限于了解、审视西方文化,而将东方文化与西方文化加以对比和融合,帮助学习者从对比的视角去理解语言的思想内涵和文化积淀,让学生了解不同的价值观念与思维体系,提高学生的思辨能力。

3. 趣味性和知识性

题材新颖多样,信息量大,覆盖面广。视频有记录片、剧情片、电视剧、历史传记片、公开演讲、学术公开课、学术讲座等。语调以英国、美国英语为主,辅以南加坡、印度英语等,凸显英语作为全球性语言的多元化语调特征。

4. 融合语音学理论

本教材基于语言认知规律设计元音、辅音专项练习,帮助学习者矫正发音。结合音频材料,帮助学习者建立口语语法自我监控意识,实现二语流畅、正确表达。

5. 练习先易后难、由浅入深

每个单元各模块之间高度相关,听力练习为*i+1*的有效输入,口语任务为符合学生实际需要的有意义输出,符合建构主义的语言观。教材设计有视频的语调分析和对话分析,传授应用语言学的会话原则、言外之意和非语言交际等理论知识,为研究生构建真实语境下的语用能

力打下基础。

《北斗系列研究生高级英语视听说教程》以武汉理工大学研究生英语教学改革实践为蓝本,前期准备工作历时五载,在确定了理论框架之后,研究生英语教研部先后四次举办研究生英语演讲比赛、才艺大赛、辩论赛以及英语戏剧表演等活动,历经两次大型网络问卷调研,观摩了三十余场教学示范课,积累了大量实践素材,寒暑易节,三易其稿,最终成书。教材的编写得到了学校主管研究生教学的副校长严新平教授的大力支持,研究生院王卫华处长和外国语学院领导十分重视教材编写工作并提出了具体的指导原则和要求,力荐将本教程的编写纳入武汉理工大学出版社“十二五”规划教材之列。尤为可贵的是,本教程在完稿之后呈送专家学者审稿过程中,幸得华中科技大学外国语学院院长樊葳葳教授作序,中国工程院院士余永富教授和武汉理工大学学术委员会主任姜德生院士欣然寄语,谆谆期许,沁人心扉。

教材总体编写由魏万德教授主持,编者有:魏万德、曹蔓、彭媛、陈雪瑶、蔡莹、黎慧、黄青、黄岚、李从庆、李婧、肖先明、王念、柯建华、杨瑛、吴卫平、刘茜红、卢晓丽、段琳琳、李晓鸣等。为了保证研究生英语教改的成功,外国语学院甘文平、刘升民、邹智勇三位教授就本书的编写给出了有益的建议,研究生一部全体教师付出了不懈的努力,2009级和2010级部分研究生参与完成了问卷调查,2011级研究生参与了本教程的试用过程,提供了有意义的反馈意见,在此一并向他们致谢。编者在编写本书时借鉴使用了维基百科、百度百科等网络资源的内容;为配合本教程的教学内容,编者在选编视听材料时参考并选用了部分国内外的英语有声资料,制作成DVD光盘,随书赠送,供学习者参考使用。由于时间关系,在此不一一注明,谨向所有有关人士深表谢忱。同时,对于教材的编写,参编教师付出了极大的努力,进行了反复的校稿、修改,我们怀着虔诚的心境欢迎更具慧眼的读者的批评指正。

编 者

2012年6月于武汉理工大学

使用说明

《北斗系列研究生高级英语视听说教程》围绕各种题材,以语音训练为先导,以紧扣时代的音频和视频为听力输入,构建对学习者有意义的任务链,进而培养学习者的口语会话能力、学术能力和语用能力。

本教程选材新颖、体裁多样、词汇丰富,练习得法,对学生的语言听说一体化训练有独到之处。

本教程包括学生用书、教师用书和一张音频、视频光盘。

学生用书共 15 个单元。每个单元包括 6 个部分,可用 8 个课时完成。

第一部分为语音热身练习,分为元音辅音、语调整节、词汇预习 3 块,旨在提高学生音段和超音段语音能力,扩充学生的词汇量,并通过预习熟知本单元相关词汇,为听力做热身,进而提高口语表达能力。

第二部分为音频听力练习,由两篇相似主题听力材料组成,基本长度为 2 分钟和 3—4 分钟。每篇听力材料都有词汇表供学生预习,并各配有两组练习,题型包括:问答、填词、搭配、判断正误及句子听写。

第三部分为日常口语练习,是第二部分的自然延伸,要求学生回答 3 个题目,强调个人表达的流利和非正式性,题型包括:问答、口头陈述和描述。

第四部分为视频听力练习,由两段相关主题视频组成,基本长度为 5 分钟和 8 分钟。每段视频均配有词汇表供学生预习,同时各配有两组练习,题型包括:记笔记、填词、回答问题、会话分析、音调分析及文化误解分析。

第五部分为学术口语练习,是第三部分的自然延伸,要求学生回答 3 个问题,强调公共表达的准确和正式性,题型包括:描述、采访、辩论。

第六部分为家庭作业,是前五个部分的检验,包括两个任务:公共陈述和配音表演。前者让学生自由选材,用 presentation 或 show and tell 的形式演讲,展现自己的知识,同时准备回答听众提出的问题;后者要求学生利用视频来配音表演,以进一步培养其真实语调,从而提高学习者自信心。此部分为开放式练习,教师用书中不提供参考答案。

学生用书安排 120 个学时来完成。因为各校研究生课程设置不尽相同,所以教师可挑选模块选用。

教师用书根据学生用书也分为 15 个单元。

第一部分对语音训练中关键元音、辅音的发音方式和节奏训练中语调、语气及节奏给予指导性的提示,供教师参考;另外还提供词汇练习答案。

第二部分为听力训练提供相关英文背景知识及中文补充说明,听力练习答案和原稿。

第三部分为日常口语会话训练提供具体教学步骤、话题涉及内容及相关资料的补充,方便教师合理分配教学学时。

第四部分为视听训练提供相关英文背景知识及中文补充说明,听力练习答案和原稿。

第五部分为学术口语训练提供具体教学步骤,并针对此部分的问题设计不同教学方式和参考答案,必要时辅以扩充资料和拓展阅读。

第六部分为教师提供会话技巧和句型练习参考,指导学生使用正确的英语会话句式,提高学生的实际应用能力。

教师可根据学生的具体情况对教学内容加以改动和补充。

编 者

2012 年 6 月

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Unit 1 Challenges in Education

Part I Pre-tasks

1. /e/ is different from /ə/, the first in the central part and the latter in the lower part of the oral cavity.
/z/ is different from /zei/. /z/ is vibrated without opening your mouth, that is, no extra vowel as /zə/.
/f/ in the initial position can be /f/ alone and clusters as /fr/ and /fl/. Students may pay more attention to the position of upper teeth touching lower lips, or the labio-dental sound.
2. Chant aims to train intonation with appropriate sentence stress. Tell students that content words should be stressed and so is important information. In this exercise, "Would you" and "can't you" are liked as /dʒ yə/ and /tʃ yə/.
The "if" clauses are practiced here as subjunctive mood, like "if I had time" and "if I have time". It is unstressed in speech flow unless some emphasis is made.

A. a guess about possible events

e. g. If you are tired, we will go straight home.

If you have finished reading this book, please return it to me.

Do you mind if I open the window?

B. a condition in subjunctive mood

e. g. If you knew how I suffered, you would pity me.

If I were you, I would help him.

If I had known, I wouldn't have done it.

If he had followed my advice, he wouldn't be in such difficulty now.

C. a link in objective clause as "whether"

e. g. Ask him if it is true.

I wonder if he is in the school.

Would you walk to China, if you have the time?

Of course I'd walk to China if I had the time.

Would you leave at a quarter to three?

I'd leave at a quarter to 3.

Would you walk to China if you have the time?

Of course I'd walk to China tomorrow night if I were free.

Would you walk to China with me? Why can't you walk to China with me tomorrow night?

Well, I have to stay at home and take care of my plants, and take care of my darling, too.

Why can't you walk out on your sweet sugar car and sail to China with me tomorrow night?

And I'll never walk out on my sweet sugar car nor sail to China with you.

3. ① play date ② retreat ③ lead up to ④ severe ⑤ barely
⑥ endure ⑦ peer ⑧ dislocate ⑨ at odds ⑩ dissertation

Part II Listening

◆ Listening 1: Comparing American and Chinese Parents

1. Background Information

Battle Hymn of the Tiger Mother

Battle Hymn of the Tiger Mother is a book by Amy Chua published in 2011. The complete subtitle of the book is: "This is a story about a mother, two daughters, and two dogs. This was supposed to be a story of how Chinese parents are better at raising kids than Western ones. But instead, it's about a bitter clash of cultures, a fleeting taste of glory, and how I was humbled by a thirteen-year-old."

《虎妈赞歌》，蔡美儿 (Amy Chua) 著，记录了自己培养两个女儿的心路历程。

Amy Chua

Amy Chua is the John M. Duff, Jr. Professor of Law at Yale Law School. She joined the Yale faculty in 2001 after teaching at Duke Law School. Prior to starting her teaching career, she was a corporate law associate at Cleary, Gottlieb, Steen & Hamilton. She specializes in the study of international business transactions, law and development, ethnic conflict, and globalization and the law. As of January 2011, she is most noted for her parenting memoir, Battle Hymn of the Tiger Mother.

蔡美儿，耶鲁法学院教授，2011年元月出版《虎妈赞歌》，这部教子回忆录引起中美关于幼儿教育方法的大讨论。中国后来推出的“猫爸”、“狼爸”等概念，都是关于父母的育儿方式的探讨。

New Haven

New Haven is the second-largest city in Connecticut and the sixth-largest in New England. It is the home of the Ivy League school Yale University. The university is an integral part of the city's economy, being New Haven's biggest taxpayer and employer, as noted in the Mayor's 2010 State of the City address.

纽黑文，美国古城，东部重要海港，常春藤名校耶鲁大学所在地，该校是纽黑文整体经济的重要组成部分，是纽黑文最大的纳税人和雇主。

2. Keys

Exercise 1: True/ False

1. T
2. T

3. F (In her book, Ms. Chua writes about how she demanded excellence from her daughters.)
4. F (Many people have criticized Amy Chua. Some say her parenting methods were abusive.)
5. F (Ms. Chua says she decided to retreat when it seemed like there was a risk that she might lose her daughter.)

Exercise 2: Dictation

1. One of the biggest differences I see between western and Chinese parenting is that Chinese parents assume strength rather than fragility.
2. She says it represents a traditional way of parenting among immigrants seeking a better future for their children.
3. When children have no time to be social or to follow their own interests, they might not develop other skills that they need to succeed in life.

3. Script

Some American parents might think their children need better educations to compete with China and other countries. But how much do the parents themselves need to change?

A new book called “Battle Hymn of the Tiger Mother” by Amy Chua has caused a debate about cultural differences in parenting. Ms. Chua is a professor at the Yale Law School in New Haven, Connecticut, and the mother of two daughters. She was raised in the American Midwest by immigrant Chinese parents.

In the Chinese culture, the tiger represents strength and power. In her book, Ms. Chua writes about how she demanded excellence from her daughters. For example, she threatened to burn her daughter's **stuffed animals** unless she played a piece of music perfectly. She would **insult** her daughters if they failed to meet her expectations.

Ms. Chua told NBC television that she had a clear list of what her daughters, Sophia and Louisa, were not permitted to do.

AMY CHUA: “Attend a **sleepover**, have a **play date**, watch TV or play computer games, be in a school play, get any grade less than an A.”

Many people have criticized Amy Chua. Some say her parenting methods were **abusive**. She even admits that her husband, who is not Chinese, sometimes objected to her parenting style. But she says that was the way her parents raised her and her three sisters. Ms. Chua makes fun of her own

extreme style of parenting. She says she eased some of the pressure after her younger daughter **rebelled** and shouted “I hate my life! I hate you!” Ms. Chua says she decided to **retreat** when it seemed like there was a risk that she might lose her daughter. But she also says American parents often have low expectations of their children's abilities.

AMY CHUA: “One of the biggest differences I see between western and Chinese parenting is that Chinese parents **assume** strength rather than **fragility**.”

Stacy DeBroff has written four books on parenting.

STACY DEBROFF: “I think that the stirring of this intense debate has to do with ‘what does it mean to be a successful parent’ and ‘what does it mean to be a successful child?’”

Ms. DeBroff says Amy Chua's parenting style is not limited to Chinese families. She says it represents a traditional way of parenting among immigrants seeking a better future for their children. But she also sees a risk. When children have no time to be social or to follow their own interests, they might not develop other skills that they need to succeed in life. Stacey DeBroff advises parents to develop their own style of parenting and not just repeat the way they were raised.

◆Listening 2: University Challenges

1. Background Information

MA degree

A Master of Arts (M. A., MA, A. M., or AM) from the Latin Magister Artium, is a type of Master's degree awarded by universities in many countries. The M. A. is usually contrasted with the M. S. or M. Sc. (both Master of Science) degrees. Those admitted to the degree typically study English, history, geography, other of the humanities, philosophy, social sciences, fine arts or (at some universities) or theology. The degree can be conferred in respect of passing examinations, in respect of research, or a combination of the two.

文学硕士是硕士学位的一种,与之对应的是理学硕士。它常被授予英语、历史、地理、哲学、社会科学、艺术或神学等其他人文科学专业,可通过考试、科研或两种兼有的方式获得学位。

UCL

University College London (UCL) is a public research university located in London, United Kingdom, and the oldest and largest constituent college of the federal University of London. Founded in 1826, UCL was the first university institution to be founded in London and the first in England to be established on an entirely secular basis, to admit students regardless of their religion and to admit women on equal terms with men.

伦敦大学学院是一所创建于1826年的综合性大学,也是伦敦大学的创校学院。UCL通常被认为是继牛津、剑桥之后英格兰第三古老的大学。UCL是第一个在招生上不论种族、宗教和政治信仰的英国大学,被认为是英国教育平权的先锋。

2. Keys

Exercise 1: Table filling

- | | | |
|-------------|----------------------------------|--------------------|
| 1. Kingston | 2. motorcycle engineering design | 3. time management |
| 4. UCL | 5. intercultural studies | |

Exercise 2: Note filling

- | | | |
|------------------|------------------------|--------------------|
| 1. dissertation | 2. push yourself | 3. academic burden |
| 4. peer pressure | 5. learning by English | |

3. Script

MICHELLE: What are the biggest challenges of university life for the students today?

ANDRE NAKKURT: My name is Andre Nakkurt. I am a third year student at Kingston University, London. I study motorcycle engineering design, which is a three-year course, and in June I will be graduating with a bachelor's degree.

One of the biggest challenges is time management. You have to be able to do parts of your big **dissertation** every week **leading up to** the deadline which is four or five months away. So during this time you've really got to **get to grips with** the subject. You've got to **push yourself every day** even though the goal seems far away. But you still

have to keep in mind that the little amount of work you do every day will get you to the final report.

I really liked motorcycles and Kingston University offered a course in motorcycle engineering design. I joined up and I did my academic studies but at one point I found that I would really like to get to know more about motorcycles; I would really like to know how they really work, get my hands dirty and get practical. So, with some of my course mates we set up this racing team. We had two bikes and a lot of enthusiasm and we went racing across England and Wales. We ended up racing on the 9 biggest tracks in England. And we learned a lot of practical skills and teamwork and management skills. We had to run our own racing team.

This sort of experience allowed me to understand that university is not all about studying but it's more to do with getting involved in new and exciting things, learning new skills and meeting different people. These sorts of skills you can apply later in your life as well. This is why, in my opinion, it's very important to join different societies, perhaps take on a new hobby, because from my experience this has made my university years interesting. This has given me enthusiasm and drive in my course. If I had concentrated just on studies my university experience would not have been a quarter of what it has been up to now.

JOLENE: I have just finished all the courses and I received an MA degree from the Centre for Intercultural Studies in UCL. UCL was founded in

1826. It is one of the world's leading multi-disciplinary universities. It is a true academic powerhouse since 21 Nobel Prize winners have come from the UCL community.

As the only Asian student in my **faculty**, I did encounter a few challenges upon my arrival, such as local accent, cultural customs, academic burden, **peer** pressure and of course typically, weather and food. The biggest challenge so far for me was to read and write in academic English in very limited time with a huge amount of work. For example, we need to write three essays, for each 5,000 words, within four weeks from Thanksgiving to Christmas last year. With hundreds of books, journals and articles on the reading list, it seems like an impossible task to be finished. I had to read fast and then I had to write fast. Basically I lived in the library for 12 hours a day for a whole month and finally I managed the project.

We need to finish the process from “learning English” to “learning by English”. In China, we've been learning English throughout all our lives, um, from ABC to, say um, Hollywood English, um, Received Pronunciation RP, Queen's English. But now we need to, um, do more than learning English because English is not really a subject but a tool and we need to, um, learn via English and that's the biggest challenge for all the international students so far. It is an essential skill for university students to be able to read and write efficiently and effectively because without that ability you can **barely** succeed.

Part III Interaction

1. Different from Amy Chua, “the Tiger Mother”, a Chinese father claims himself to be a “Cat”, a docile and gentle role in Chinese culture, who successfully sent his daughter to Harvard University in a liberal parenting style. Which parenting style do you prefer?

[Step 1] Describe two different types of parenting.

Tiger Mother: discipline

- Impose parents' power on her daughters

Cat Father: freedom

- dote on his daughter

- manipulate her daughter's life
- make her kids obedient

- be soft and tender
- respect his daughter

Supplementary Reading

Amy Chua, a Chinese American professor at Yale University recently released a book "The Battle Hymn of the Tiger Mother", which gives a description of how she educates her two daughters. Chua did not let her own girls go out on play dates or sleepovers. She did not let them watch TV or play video games or take part in garbage activities like crafts. Once, one of her daughters came in second to a Korean kid in a math competition, so Chua made the girl do 2,000 math problems a night until she regained her supremacy. Once, her daughters gave her birthday cards of insufficient quality. Chua rejected them and demanded new cards. Once, she threatened to burn all of one of her daughter's stuffed animals unless she played a piece of music perfectly. As a result, Chua's daughters get straight As and have won a lot of musical competitions. The book covered "Times" magazine and provoked great debates between eastern and western educational mode. Tiger Mother Amy Chua's popularity is not accidental. Education is the common interests of both sides of the earth. Americans say the children's education method of "Tiger Mother" Amy Chua is too scary, while the Chinese retorted Amy Chua is not a real Chinese, and in China mother's education has already changed. The argument still goes on.

Very soon, "Cat Father" Chang Zhitao appeared in Shanghai. His 19-year-old daughter Chang Shuai was admitted to Harvard University. Chang said he gave her daughter more independence, did not set many other rules for her and did not object to regular social activities.

Chang, when asked about Tiger Mother and parenting, strongly disagreed with Amy Chua's approach and likened his own to that of a cat. Since everyone is talking about "Tiger Mother" these days, people have nicknamed Chang a "Cat Father," and it fits. "Educating children is just like dancing waltz with them, and the steps are as gentle as a cat's," says Cat Father. "Soft and tender" are how he describes it, but with reasonable discipline.

Confidence, kindness, honesty and independence are the most important qualities to develop in a child, Chang says. Chang disagrees with Tiger Mother Amy Chua. "She imposes parents' ideas on children, ignores their demands and views kids as those being educated and shaped," he says, adding that parents can learn a lot from their children. "She only seems to cultivate children's skills, while ignoring their personality and characteristics. "Respect should be the core of family education," Chang concludes.

【Step 2】 *Ask the students to give suggestions to the parents including their roles in family education, the positive ways to help the nurturing and cultivation of kids, the ways to avoid some negative influence and so on.*

2. Do you know some differences between Chinese and American parenting styles?

【Step 1】 *Brainstorm some differences between Chinese and American parents independence*

- interests
- creativity
- fame
- relationship with parents

- psychological health
- independence

【Step 2】 Give some examples to develop your view.

Differences in the cultivation of children's independence

- American parents love their children but they educate them to be independent, and when their children become adults, they ask them to live by themselves and make their own decision.
- Chinese parents often spoil their children and do everything for their children. For instance, in China, if a child wants to buy expensive clothes, parents often make all-out effort to satisfy their child's demand, even sacrifice themselves.

Differences in the cultivation of children's creativity

- American parents encourage their children to innovate and surpass their predecessors in all fields. They encourage children to explore and provide very different views on some problems and let children solve these problems through their own efforts.
- Chinese parents are often just satisfied with their children to imitate others. They tend to hold a negative attitude toward children's exploration activities, and these activities are stopped by their parents. The children's creativity is usually ruined by their parents' strict supervision in the early age.

3. Describe a challenging experience or opportunity you met in the university.

You should say:

- What the challenge or opportunity is.
- How you overcome or grasp it.
- What you have learned from this experience.

【Step 1】 The challenges in a university could be:

- time management
- cultural customs
- get involved in new environment
- academic burden
- learn new skills
- peer pressure
- join different societies
- weather and food
- local accent
- read and write in academic English

【Step 2】 Pay attention to the key words “challenging”, “what”, “how” etc.

- What the challenge or opportunity is?
I want to talk about an interpreting activity I attended five years ago when I was still a postgraduate.
- How you overcome or grasp it?
It was on the occasion of a very important international academic conference hosted by my university. The theme was about Higher Education Development and most of the guests were world-famous scholars in Education and senior government officials working in related departments. Then luckily or unluckily, the university appointed me to be the interpreter for one of the keynote speakers, David, who was a department director. I was really freaked out in the beginning that I might screw up his lecture. But I realized it was a great opportunity to practice my English and that I couldn't let him down, so I pulled myself together and got down to making preparation for his speech.
- What you have learned from this experience?
I did a good job and the university later gave me a reward. I've learned that your strongest enemy is not others but yourself. Hard work will pay off.