Deaf DJ

问答完整版

问题 + 答案 + 解析 · 教师参考用

一、逐段问题与答案（64 题完整版）

Deaf DJ — Answer Key (Teacher's Edition)

For teacher reference only · 64 questions + comprehensive exercises

Paragraph 1 — How Robbie Lost His Hearing

📖 **Original Text: I was born in England with perfect hearing. In 1990, when I was five, my family moved to the United States. I started getting ear infections every three months or so. We didn't have health insurance at the time and when I got a third infection, my parents couldn't pay for the treatment. I went deaf in my right ear and was left with 50 percent hearing in my left. Over time, my remaining hearing dropped to 20 percent, where it is today. My doctors predicted that I would be completely deaf by now, so I think I'm doing pretty well.**

L1 Q1. When and where was Robbie born? What was his hearing condition at birth?

A: He was born in England with perfect hearing — no hearing issues at birth.

L1 Q2. Complete the timeline of Robbie's hearing loss.

A: 1990 (age 5): moved to US, started ear infections every 3 months → Third infection: parents couldn't pay for treatment (no health insurance) → Right ear went deaf; left ear left with 50% → Over time: left ear dropped to 20% → Today: 20% hearing in left ear, right ear completely deaf

L2 Q3. Why couldn't Robbie's parents pay for his ear treatment?

A: Because the family didn't have health insurance at the time. When he got the third infection, the cost of treatment was beyond what they could afford out of pocket.

L2 Q4. Identify the cause-and-effect chain (at least 3 links).

A: (1) Family moved to US → no health insurance → couldn't pay for treatment. (2) Untreated infections → progressive hearing loss (50% → 20%). (3) Doctors predicted total deafness → but he still has 20% hearing → "I think I'm doing pretty well."

L3 Q5. What does "so I think I'm doing pretty well" reveal about Robbie's attitude?

A: It reveals optimism and resilience. Instead of complaining about losing his hearing, he frames his current condition (20% hearing) as a positive outcome compared to the doctor's prediction of total deafness. He focuses on what he still has, not what he has lost.

L3 Q6. Why does Robbie mention his doctors' prediction?

A: He uses the prediction as a contrast to highlight his current condition — he still has 20% hearing, exceeding medical expectations. This shows the severity of his condition AND frames his situation as a kind of victory, making his optimism more powerful.

L4 Q7. If you were in Robbie's situation, could you say "I'm doing pretty well"? Why or why not?

A: [Open / Discussion] Students should reflect on the gap between medical access and outcomes, and on the psychological strength required to reframe a loss as a gain. Look for genuine reflection, not generic answers.

L4 Q8. Why does the author begin with his medical history rather than his DJ career?

A: [Discussion] Starting with the cause of deafness establishes the central conflict — a DJ who cannot hear. It creates dramatic tension: the reader wonders how someone who lost hearing can become a DJ. Beginning with adversity makes the later success more compelling.

Language Practice · Para. 1 Answers:

Vocab: a) A (ear infections = 耳朵感染) b) B (health insurance = 医疗保险) c) B (predicted = 预言/预测) d) B (treatment = 治疗)

Rewrite (sample): Doctors expected me to lose all hearing by this point, but I still have some — so I consider myself fortunate.

Translation: 我的右耳全聋了，左耳只剩下 50%的听力。

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Paragraph 2 — Growing Up with Music

📖 **Original Text: There was always music on in my house when I was little. I loved listening to Metallica, Led Zeppelin, Bob Marley, Michael Jackson. My dad was a DJ, so he played disco, folk, dance, rock, and music from other countries. For my 18th birthday, my dad asked me to deejay at the restaurant he owned. After doing that for a few weeks, I was hooked. I wanted to learn more.**

L1 Q9. What was Robbie's home environment like regarding music? List at least 3 details.

A: (1) Music was always playing in his house. (2) He loved Metallica, Led Zeppelin, Bob Marley, Michael Jackson. (3) His father was a DJ who played disco, folk, dance, rock, and international music.

L1 Q10. When and how did Robbie first try deejaying?

A: On his 18th birthday, his father asked him to deejay at the restaurant his father owned. He did it for a few weeks and became hooked.

L2 Q11. Why does Robbie list specific artists and genres?

A: The specific names show the diversity and richness of his musical upbringing. These artists span rock, reggae, and pop — suggesting broad taste. This establishes that his passion for music was deep-rooted and genuine, not a random career choice.

L2 Q12. What is the contrast between Para. 1 and Para. 2?

A: Para. 1 presents loss (hearing loss), while Para. 2 presents gain (musical environment). Despite losing hearing, Robbie was surrounded by music. This contrast is ironic — the very sense he was losing was the one most cherished in his home. This tension drives the narrative.

L3 Q13. What does "hooked" imply?

A: "Hooked" means deeply addicted or captivated. It implies an instant, powerful attraction — not just casual interest. The word suggests deejaying gave him something he craved, possibly a way to reconnect with the music world his hearing loss threatened.

L3 Q14. Why do you think his father asked him to deejay rather than giving a normal gift?

A: [Discussion] His father, being a DJ himself, likely recognized Robbie's musical passion and wanted to give a meaningful experience. It may also have been a way to show confidence — that hearing loss didn't disqualify him from the family trade. This act of trust became a turning point.

L4 Q15. What does "I wanted to learn more" reveal about Robbie's character?

A: It shows curiosity, drive, and a growth mindset. Being "hooked" wasn't enough — he immediately wanted to improve. This sentence bridges passive enjoyment and active pursuit, setting up his decision to seek training in Para. 3.

L4 Q16. Describe a time you discovered a passion "by accident."

A: [Open / Personal response] Look for: specific event, what triggered the passion, what the student did next. Evaluate narrative structure and use of detail.

Language Practice · Para. 2 Answers:

Vocab: a) B (hooked = 上瘾的/着迷的) b) A (disco = 迪斯科) c) A (folk = 民间音乐)

Rewrite (sample): After deejaying at the restaurant for a few weeks, I became completely captivated by it.

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Paragraph 3 — Finding a Mentor

📖 Original Text: I e-mailed DJ Shiftee, a well-known New York City DJ, when I was 25: “I know you like a challenge. How about teaching a deaf person to deejay?” He wrote back the next day:

“Challenge accepted.” He tutored me twice a week for two years, helping me develop correct technique. I practiced four hours a day. Now when I’m performing, muscle memory takes over.

L1 Q17. Who did Robbie contact? When? How did the person respond?

A: He e-mailed DJ Shiftee, a well-known New York City DJ, when he was 25. DJ Shiftee wrote back the next day accepting the challenge. He tutored Robbie twice a week for two years.

L1 Q18. How much time did Robbie invest? Calculate total hours.

A: 4 hours/day. Tutoring: 2 × 52 × 2 = 208 sessions. Self-practice: 4 × 365 × 2 = 2,920 hours. Total: well over 3,000 hours in two years.

L2 Q19. Why did Robbie frame his email as a "challenge"?

A: By framing it as a challenge rather than a request for pity, Robbie appealed to DJ Shiftee's competitive spirit and professional pride. It positioned him not as a victim seeking help, but as someone offering an interesting problem. This shows emotional intelligence.

L2 Q20. What does "Challenge accepted" tell us about DJ Shiftee?

A: It shows he was confident, adventurous, and open-minded. The quick response suggests he was intrigued rather than deterred. He respected Robbie's directness and saw the challenge as professionally interesting, not charity.

L3 Q21. What does "muscle memory takes over" mean? Why is it significant?

A: After extensive practice, Robbie's hands and body could perform DJ techniques automatically, without conscious thought. This is significant because it shows how he compensated for hearing loss — through physical training so thorough that technique became instinct. His body learned what his ears couldn't fully guide.

L3 Q22. Why does the author include precise numbers?

A: The numbers serve as evidence of dedication. They transform vague "he worked hard" into a concrete, verifiable record. The precision mirrors the discipline itself — this is not overnight success but sustained effort.

L4 Q23. What does the 7-year gap (18 to 25) suggest?

A: [Discussion] The gap suggests Robbie didn't rush into professional training. He spent years developing passion independently before seeking formal mentorship. This shows patience and self-awareness. Dreams don't have an expiration date.

L4 Q24. How would you write your "challenge email"?

A: [Open / Creative task] Look for: shows preparation done, frames request as mutually interesting, specific about commitment, avoids sounding like asking for favors.

Language Practice · Para. 3 Answers:

Vocab: a) A (tutored = 辅导/教授) b) B (technique = 技巧/技术) c) A (muscle memory = 肌肉记忆)

Rewrite (sample): Now during performances, my body moves automatically based on years of training.

Translation: 他每周辅导我两次，持续了两年，帮助我掌握了正确的技巧。

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Paragraph 4 — Breaking into Clubs

📖 **Original Text: When I started deejaying at clubs, I wouldn't tell the managers I was deaf. I would just show up, introduce myself, and start playing music. At the end of the night, someone would say, "Oh, here's the check." And I'd say, "What? Oh, I can't hear." They were always so surprised. Sometimes I would bring doctor's notes because they wouldn't believe me. It was reassurance that they were giving me jobs because I was good, not out of sympathy. Eventually people started calling me "that Deaf DJ," and the name stuck.**

L1 Q25. What did Robbie do when he started at clubs? Why?

A: He wouldn't tell the managers he was deaf. He would just show up, introduce himself, and start playing. He wanted to be hired for his skills, not out of sympathy.

L1 Q26. How did managers react? What did Robbie sometimes have to do?

A: They were always surprised. Sometimes they wouldn't believe him, so he had to bring doctor's notes as proof.

L2 Q27. Why was it important to be hired "because I was good, not out of sympathy"?

A: Because he wanted his skills recognized on merit. Being hired out of sympathy would mean his disability, not his talent, was the reason — undermining his sense of achievement and professional identity. This reflects a desire for genuine respect, not pity.

L2 Q28. What does "that Deaf DJ" reveal about society's labeling?

A: Double-edged: it made him recognizable and memorable ("Deaf DJ" became his brand), but it also reduced his identity to his disability — "deaf" first, "DJ" second. "The name stuck" suggests he didn't choose it — society assigned it.

L3 Q29. Analyze the dialogue: "Oh, here's the check." / "What? Oh, I can't hear."

A: The dialogue is dramatic and ironic. The manager offers payment (moment of success), but Robbie's response reveals his secret. The word "Oh" appears twice — first casual, then surprised. It compresses the entire tension of hiding a disability into a brief, vivid moment. Also adds humor.

L3 Q30. What does "the name stuck" imply?

A: "Stuck" implies permanence — the name became attached to him whether he wanted it or not. It suggests loss of control over his own identity. However, including this detail in his story suggests he has come to terms with it, perhaps even embraced it.

L4 Q31. Was Robbie right to hide his deafness?

A: [Discussion] For: he wanted to be judged on merit, protected his dignity. Against: could be seen as deceptive, created awkward moments. Raises broader issues about disability disclosure in the workplace.

L4 Q32. Have you ever been labeled by others?

A: [Open / Personal response] Look for: specific label, how it felt, whether it became empowering or limiting, what the student learned.

Language Practice · Para. 4 Answers:

Vocab: a) A (reassurance = 保证/安心) b) A (sympathy = 同情) c) A (stuck = 被贴上/固定了)

Rewrite (sample): It confirmed that I was being hired for my talent, not because people felt sorry for me.

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Paragraph 5 — Feeling the Beat

📖 **Original Text: For a show, I set up one speaker facing my left side, my good ear, and make it louder all the way up. The speakers that play the bass are on the floor behind me so I can hear some of the lower frequencies and feel the beat in my feet. And I can feel the energy of the song and the crowd goes crazy, you feel that. The song comes to life.**

L1 Q33. How does Robbie set up his speakers?

A: One speaker faces his left side (his good ear, 20% hearing), turned up to maximum volume. The bass speakers are placed on the floor behind him, so he can hear lower frequencies and feel the beat through his feet.

L1 Q34. Through which body parts does Robbie "hear" or feel the music?

A: (1) Left ear — hears from the speaker facing it. (2) Feet — feels the beat and lower frequencies from bass speakers on the floor. (3) Whole body — feels the energy of the song and the crowd's reaction.

L2 Q35. Why put bass speakers on the floor?

A: Because bass frequencies produce strong physical vibrations that travel through solid surfaces. By placing bass speakers on the floor, Robbie can feel the low-frequency beats through his feet — compensating for what his damaged ears can't hear. The floor becomes a secondary "ear."

L2 Q36. How does the setup relate to Robbie's specific hearing condition?

A: The setup is precisely calibrated to his hearing profile: the left-side speaker targets his only functioning ear, while the floor bass compensates for frequencies his ears can't process. Every element is a direct response to his specific hearing loss pattern — a customized adaptation.

L3 Q37. What does "The song comes to life" mean? How does it differ from ordinary listening?

A: For most people, a song "comes to life" through the ears. For Robbie, it comes to life through a combination of residual hearing, physical vibration, and emotional energy. His experience is actually more multi-sensory and immersive — he doesn't just hear the music, he becomes part of it physically.

L3 Q38. Why does Robbie switch from "I" to "you"?

A: The shift to "you" directly involves the reader, as if saying "you would feel it too." It breaks the boundary between narrator and audience. It also suggests the sensation is universal — anyone standing there would feel the energy. It makes his experience relatable.

L4 Q39. Other examples where a "limitation" led to innovation?

A: [Discussion] Examples: Beethoven composed while deaf; Stevie Wonder plays piano blind; dyslexic thinkers often excel at spatial reasoning. Limitations as catalysts for creativity.

L4 Q40. Activity: What do you notice when touching a speaker?

A: [Open / Experiential] Students should notice vibrations they normally ignore. Goal: realize how much information exists beyond hearing.

Language Practice · Para. 5 Answers:

Vocab: a) A (frequencies = 频率) b) B (bass = 低音) c) A (comes to life = 变活了/生动起来)

Rewrite (sample): I place the bass speakers on the floor behind me, which lets me pick up low frequencies through my feet as physical vibrations.

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Paragraph 6 — Seeing the Music

📖 **Original Text: I use software that turns the music into lines of color on a computer screen. Red is the bass, blue is snare, green is the vocals or melody. I'm visually hearing the music. What I love about deejaying is the creativity, what you can do with a machine, two turntables, and a mixer.**

L1 Q41. What software does Robbie use? What does it do?

A: He uses software that converts music into colored lines on a computer screen. Each color represents a different element: red = bass, blue = snare, green = vocals or melody.

L1 Q42. Match each color to its element. Why might each color have been chosen?

A: Red = bass (intense, powerful, matching the heavy nature of bass). Blue = snare (sharp, crisp, like the hit of a snare drum). Green = vocals/melody (organic, flowing, matching the human, melodic quality). Note: colors may be software defaults, but associations are psychologically fitting.

L2 Q43. What does "visually hearing the music" mean? Is it a contradiction?

A: It is a deliberate paradox. "Visually" and "hearing" seem contradictory, but for Robbie, seeing colors on screen IS his way of hearing. The phrase challenges the assumption that hearing must happen through ears. It expands the definition of "hearing."

L2 Q44. How does Para. 6 extend Para. 5?

A: Para. 5 shows hearing through touch (feet/vibration) and residual hearing (left ear). Para. 6 adds a third channel: sight. Together, they show Robbie has built a multi-sensory system — touch, sight, and partial hearing work together.

L3 Q45. What does "the creativity" reveal about his motivation?

A: His motivation is creative, not compensatory. He doesn't deejay despite being deaf — he deejays because he loves the creative possibilities. The listing of tools shows he thinks of deejaying as a craft. His passion comes from what he can create, not from overcoming disability.

L3 Q46. Why is "a machine, two turntables, and a mixer" effective?

A: The list makes abstract "creativity" concrete. Instead of saying "I love being creative," Robbie grounds it in physical tools. The list also shows creativity is tied to mastery of tools — the tools are his "ears."

L4 Q47. Does technology level the playing field or create dependencies?

A: [Discussion] For: technology compensates for biological limitations. Against: creates dependency on specific tools and access (which not everyone can afford). Connects to broader debates about assistive technology and equity.

L4 Q48. Design a device that translates one sense into another.

A: [Open / Creative] Examples: touch into sound for visually impaired, emotion into color for neurodivergent individuals. Look for creativity and practical reasoning.

Language Practice · Para. 6 Answers:

Vocab: a) A (snare = 军鼓/小鼓) b) A (vocals = 人声/演唱) c) A (melody = 旋律) d) A (turntables = 唱机/转盘)

Rewrite (sample): I am seeing the music through colors on a screen, which functions as my way of hearing it.

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Paragraph 7 — An Invitation

📖 **Original Text: The next time you go dancing cover your ears, and you'll feel a little bit of how I do it. You'll start using your other senses. You'll start seeing that you're able to hear the music in a different way. Music is not all about hearing.**

L1 Q49. What does Robbie ask the reader to do?

A: He asks the reader to cover their ears the next time they go dancing. He says they will start using other senses and discover they can hear music in a different way.

L1 Q50. How many times does "you'll" appear? What effect?

A: Three times: "you'll feel," "You'll start using," "You'll start seeing." The repetition creates certainty — Robbie is confident the reader will experience this. It also creates a step-by-step progression: feel → use other senses → see differently.

L2 Q51. Why does Robbie address the reader ("you")?

A: Until Para. 7, the text is first-person narrative. The shift to "you" transforms the reader from passive listener to active participant. Robbie is no longer just sharing his experience — he's inviting the reader to share it. It makes the message personal and immediate.

L2 Q52. What is the logical structure?

A: Step 1: Invitation ("cover your ears"). Step 2: Prediction ("you'll feel a little bit of how I do it"). Step 3: Escalation ("You'll start using your other senses"). Step 4: Insight ("You'll start

seeing... hear the music in a different way"). Step 5: Conclusion ("Music is not all about hearing"). Moves from action → experience → realization → principle.

L3 Q53. Why is "Music is not all about hearing" so powerful?

A: After detailed technical descriptions in Paras. 5-6, this single sentence distills everything into a universal truth. Its brevity gives it weight — it sounds like a manifesto. It subverts the reader's assumption: most people equate music with hearing, but Robbie asserts music transcends any single sense.

L3 Q54. Why did the author keep this paragraph so brief?

A: The brevity mirrors the directness of the message. After detailed technical paragraphs, a short, punchy paragraph creates rhetorical impact. It also reflects the simplicity of the experiment. The short form makes it memorable and quotable — the emotional climax.

L4 Q55. Complete: "_____ is not all about _____."

A: [Open] Examples: "Education is not all about grades." "Love is not all about words." "Success is not all about money." Look for logical reasoning and personal connection.

L4 Q56. Try the experiment. What did you notice?

A: [Open / Experiential] Students should notice vibrations, visual cues, and physical sensations they normally ignore. Goal: embodied learning, connecting intellectual understanding to physical experience.

Language Practice · Para. 7 Answers:

Vocab: a) A (cover your ears = 捂住耳朵) b) A (in a different way = 以不同的方式)

Rewrite (sample): Music can be experienced through senses beyond just hearing — it is a multi-sensory experience.

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Paragraph 8 — Giving Back

📖 Original Text: I play all sorts of get-togethers now, from college parties to corporate events. I also go to elementary schools for the deaf and talk to the students about motivation and believing in themselves. I'm big on talking to the parents. I tell them, "My advice to you is to let [your kids] chase their dreams. I'm a deaf DJ, so why not?"

L1 Q57. What kinds of events does Robbie play now? What else does he do?

A: He plays all sorts of get-togethers — from college parties to corporate events. Besides performing, he visits elementary schools for the deaf to talk to students about motivation and self-belief. He also speaks to parents.

L1 Q58. Who are the two audiences? Why both?

A: (1) Students at deaf schools — he shares his story as a role model. (2) Parents — he advises them to support their children's dreams. Both because success requires support from both sides: the child needs self-belief, the parent needs to provide encouragement.

L2 Q59. Why elementary schools for the deaf specifically?

A: Because deaf children are at the age when they're forming their sense of what's possible. Visiting early shows them a real-life example. Elementary school is also when parents are most anxious — Robbie's visit reassures both children and parents.

L2 Q60. What does "I'm big on talking to the parents" reveal?

A: "Big on" means he considers it important — he prioritizes it. This shows Robbie understands parents are the gatekeepers of children's dreams. A deaf child may have motivation, but if parents are overprotective, dreams can be stifled. He targets the root cause — parental attitudes.

L3 Q61. Analyze: "I'm a deaf DJ, so why not?"

A: The line is both a statement of identity and a challenge. "I'm a deaf DJ" — he owns both labels. "So why not?" — he turns his story into a universal question: if I can do this, what's stopping you? The rhetorical question invites the reader to examine their own excuses. Humble yet provocative.

L3 Q62. How does Para. 8 connect back to Para. 1?

A: Para. 1: A boy loses his hearing — victim of circumstance. Para. 8: A man uses his deafness as a platform to inspire others — agent of change. The journey is from passive victim to active advocate. What was taken from him (hearing) became what he gives to others (hope). The circle is complete.

L4 Q63. Are all dreams worth chasing? Where do you draw the line?

A: [Discussion] While Robbie's message is empowering, not all dreams are equally realistic or healthy. Consider: When should parents encourage vs. guide toward practical paths? What's the difference between supporting and pushing? Who decides what's "realistic"?

L4 Q64. If Robbie visited your class, what question would you ask?

A: [Open] Look for: depth of engagement, personal connection to the text, genuine curiosity. The quality of the question reveals the depth of reading.

Language Practice · Para. 8 Answers:

Vocab: a) A (get-togethers = 聚会/活动) b) A (corporate events = 企业活动) c) A (motivation = 动力/动机) d) A (I'm big on = 我很重视)

Rewrite (sample): I tell parents to allow their children to pursue what they love. After all, I became a DJ despite being deaf — so what's stopping anyone else?

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Comprehensive Exercises — Answer Key

I. Chronological Order:

2, 1, 3, 4, 6, 5, 7, 8

(1=moved to US, 2=ear infections started, 3=hearing dropped to 20%, 4=dad asked him to deejay, 5=e-mailed DJ Shiftee, 6=practiced 4hrs/day, 7=club deejaying, 8=school visits)

II. Cloze Answers:

Para 1: England, hearing, infections, insurance, 20

Para 2: music, deejay, hooked, Shiftee, touch, sight, emotion

Para 3: elementary, parents, why not

III. True or False:

1. F — born with perfect hearing

2. T

3. F — accepted the challenge the next day

4. F — he didn't tell them

5. T

6. F — "Music is not all about hearing"

7. F — all sorts of get-togethers, including corporate events

8. T

IV. Discussion — Key Points for Each:

1. Central message: multiple valid interpretations. Must cite evidence. Most likely: dreams can be pursued despite limitations; identity is not defined by disability.

2. "Limitations do not define you" — agree/disagree with reasoning. Positive examples: Beethoven, Helen Keller, Paralympic athletes.

3. Three questions — evaluate relevance and depth.

4. First person = more intimate, immediate, authentic. Third person = more objective, distant. First person is more effective for this personal narrative.

5. Connection to "Pursuit of Dreams": Robbie embodies the theme but also complicates it — his dream wasn't just "to be a DJ" but to redefine what's possible.

V. Writing Task — Assessment Criteria:

- **✓ Uses ≥3 time-order words correctly**
- **✓ Contains ≥1 personal reflection**
- **✓ Grammar accurate, varied sentence structure**
- **✓ Logical flow, clear organization**
- **✓ 150-200 words**

— End of Answer Key —

二、逐段问题与练习设计（四层递进）

Deaf DJ — 逐段问题与练习设计

Robbie Wilde as told to Kenneth Miller | Unit 1: The Pursuit of Dreams

每段四层递进：事实提取 → 因果推理 → 深层理解 → 评价延伸

设计说明

本设计覆盖课文全部 8 个段落，每段设 4 个层次的问题，由浅入深、抽丝剥茧：

◆ 第一层 事实提取（Fact Extraction）：定位原文信息，回答 What/When/Who

◆ 第二层 因果推理（Causal Reasoning）：分析 Why/How，建立信息间的逻辑关系

◆ 第三层 深层理解（Deep Understanding）：解读言外之意、语气态度、修辞意图

◆ 第四层 评价延伸（Evaluation & Extension）：联系实际、批判思考、个人迁移

每段另配语言练习（词汇语境、句意转述、翻译），供课堂或课后使用。

Paragraph 1 — 失聪经历

I was born in England with perfect hearing. In 1990, when I was five, my family moved to the United States. I started getting ear infections every three months or so. We didn't have health insurance at the time and when I got a third infection, my parents couldn't pay for the treatment. I went deaf in my right ear and was left with 50 percent hearing in my left. Over time, my remaining hearing dropped to 20 percent, where it is today. My doctors predicted that I would be completely deaf by now, so I think I'm doing pretty well.

L1 事实　Q1. When and where was Robbie born? What was his hearing condition at birth?

→ He was born in England with perfect hearing — no hearing issues at all at birth.

L1 事实　Q2. Complete the timeline of Robbie's hearing loss:

1990 (age 5) → _____ → _____ → _____ → Today: _____

→ 1990 (age 5): moved to US, started ear infections every 3 months

→ Third infection: parents couldn't pay for treatment (no health insurance)

→ Right ear went deaf; left ear left with 50% hearing

→ Over time: left ear dropped to 20%

→ Today: 20% hearing in left ear, right ear completely deaf

L2 推理　Q3. Why couldn't Robbie's parents pay for his ear treatment?

→ Because the family didn't have health insurance at the time. When he got the third infection, the cost of treatment was beyond what they could afford out of pocket.

L2 推理　Q4. What is the cause-and-effect chain in this paragraph? Identify at least three links.

→ (1) Family moved to US → no health insurance → couldn't pay for treatment
(2) Untreated infections → progressive hearing loss (50% → 20%)
(3) Doctors predicted total deafness → but he still has 20% hearing → "I think I'm doing pretty well"

L3 深层　Q5. The paragraph ends with "so I think I'm doing pretty well." What does this reveal about Robbie's attitude toward his disability?

→ It reveals optimism and resilience. Instead of complaining about losing his hearing, he frames his current condition (20% hearing) as a positive outcome compared to the doctor's prediction of total deafness. He chooses to focus on what he still has, not what he has lost.

L3 深层　Q6. Why does Robbie mention his doctors' prediction that he would be "completely deaf by now"?

→ He uses the doctors' prediction as a contrast to highlight his current condition — he still has 20% hearing, which exceeds medical expectations. This serves two purposes: (1) it shows the severity of his condition (doctors expected total deafness), and (2) it frames his situation as a kind of victory, making his optimism more powerful.

L4 评价　Q7. If you were in Robbie's situation — losing your hearing due to a treatable condition your family couldn't afford — how would you feel? Would you be able to say "I'm doing pretty well"? Why or why not?

→ (Open answer / Discussion) Students should reflect on the gap between medical access and outcomes, and on the psychological strength required to reframe a loss as a gain. The question encourages empathy and self-awareness about resilience.

L4 评价　Q8. This paragraph is the opening of the article. Why do you think the author begins with his medical history rather than with his DJ career?

→ (Discussion) Starting with the cause of deafness establishes the central conflict of the story — a DJ who cannot hear. It creates dramatic tension: the reader wonders how someone who lost hearing can become a DJ. Beginning with adversity also makes the later success story more compelling and emotionally resonant.

语言练习 · Para. 1

① 词汇语境：根据上下文猜词义并选择正确解释

a) "ear infections" — A) 耳朵感染 B) 耳朵手术 C) 耳朵整形

b) "health insurance" — A) 健康检查 B) 医疗保险 C) 健康证明

c) "predicted" — A) 治疗 B) 预言/预测 C) 阻止

d) "treatment" — A) 待遇 B) 治疗 C) 处理

② 句意转述：用自己的话改写下面的句子

"My doctors predicted that I would be completely deaf by now, so I think I'm doing pretty well."

参考答案：Doctors expected me to lose all hearing by this point, but I still have some — so I consider myself fortunate.

③ 翻译：将下面句子翻译成中文

"I went deaf in my right ear and was left with 50 percent hearing in my left."

参考答案：我的右耳全聋了，左耳只剩下 50%的听力。

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Paragraph 2 — 音乐启蒙与 DJ 起点

There was always music on in my house when I was little. I loved listening to Metallica, Led Zeppelin, Bob Marley, Michael Jackson. My dad was a DJ, so he played disco, folk, dance, rock, and music from other countries. For my 18th birthday, my dad asked me to deejay at the restaurant he owned. After doing that for a few weeks, I was hooked. I wanted to learn more.

L1 事实　Q9. What was Robbie's home environment like regarding music?

→ Music was always playing in his house. His father was a DJ who played a wide range of genres — disco, folk, dance, rock, and international music. Robbie grew up listening to Metallica, Led Zeppelin, Bob Marley, and Michael Jackson.

L1 事实　Q10. When did Robbie first try deejaying? Where and how did it happen?

→ On his 18th birthday, his father asked him to deejay at the restaurant his father owned. He did it for a few weeks and became hooked.

L2 推理　Q11. Why does Robbie list specific artists (Metallica, Led Zeppelin, Bob Marley, Michael Jackson) and genres?

→ The specific names show the diversity and richness of his musical upbringing. These artists span rock, reggae, and pop — suggesting his musical taste was broad and not limited to one genre. This

detail establishes that his passion for music was deep-rooted and genuine, not a random career choice.

L2 推理　Q12. What is the relationship between Para. 1 and Para. 2? How do they contrast?

→ Para. 1 presents loss (hearing loss), while Para. 2 presents gain (musical environment). Despite losing his hearing, Robbie was surrounded by music from childhood. This contrast is ironic and powerful — the very sense he was losing (hearing) was the one most cherished in his home environment. This tension drives the entire narrative.

L3 深层　Q13. What does "hooked" imply about Robbie's reaction to deejaying?

→ "Hooked" means he became deeply addicted or captivated. It implies an instant, powerful attraction — not just casual interest. The word suggests that deejaying gave him something he craved, possibly a way to reconnect with the music world that his hearing loss had threatened to take away.

L3 深层　Q14. Why do you think his father asked him to deejay rather than just giving him a normal birthday gift?

→ (Discussion) His father, being a DJ himself, likely recognized Robbie's musical passion and wanted to give him a meaningful experience rather than a material gift. It may also have been a way to show confidence in Robbie — that his hearing loss didn't disqualify him from the family trade. This act of trust became a turning point in Robbie's life.

L4 评价　Q15. Robbie says "I wanted to learn more." What does this simple sentence reveal about his character?

→ It shows curiosity, drive, and a growth mindset. Being "hooked" wasn't enough — he immediately wanted to improve. This sentence is the bridge between passive enjoyment and active pursuit, setting up his decision to seek professional training in Para. 3.

L4 评价　Q16. Describe a time when you discovered a passion "by accident" — someone gave you an opportunity and you became "hooked." What did you do next?

→ (Open answer / Discussion) Students share personal experiences of unexpected passion. The goal is to connect Robbie's story to their own lives and reflect on how opportunities can shape life directions.

语言练习 · Para. 2

① 词汇语境

a) "hooked" — A) 受伤的　B) 上瘾的/着迷的　C) 挂住的

b) "disco" — A) 迪斯科 B) 讨论 C) 光盘

c) "folk" (music) — A) 民间音乐 B) 爵士乐 C) 古典乐

② 句意转述

"After doing that for a few weeks, I was hooked."

参考答案：After deejaying at the restaurant for a few weeks, I became completely captivated by it.

③ 讨论：Why does the author mention his father was a DJ? What narrative function does this serve?

参考答案：It explains why music was always present in his home, establishes a family connection to the DJ world, and shows that his entry into deejaying was natural — not a random choice but an extension of his upbringing.

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Paragraph 3 — 拜师学艺

I e-mailed DJ Shiftee, a well-known New York City DJ, when I was 25: "I know you like a challenge. How about teaching a deaf person to deejay?" He wrote back the next day: "Challenge accepted." He tutored me twice a week for two years, helping me develop correct technique. I practiced four hours a day. Now when I'm performing, muscle memory takes over.

L1 事实　Q17. Who did Robbie contact for help? When? How did the person respond?

→ He e-mailed DJ Shiftee, a well-known New York City DJ, when he was 25. DJ Shiftee wrote back the next day accepting the challenge. He tutored Robbie twice a week for two years.

L1 事实　Q18. How much time did Robbie invest in practice? Calculate the total hours.

→ He practiced 4 hours a day. With tutoring twice a week for two years:

- **Tutoring sessions: 2 × 52 × 2 = 208 sessions**
- **Self-practice: 4 hours × 365 × 2 = 2,920 hours (minimum)**
- **Total: well over 3,000 hours in two years — approaching the "10,000-hour rule" for mastery if sustained.**

L2 推理　Q19. Why did Robbie frame his email as a "challenge"? What was strategic about this approach?

→ By framing it as a challenge rather than a request for pity or accommodation, Robbie appealed to DJ Shiftee's competitive spirit and professional pride. It positioned Robbie not as a victim seeking help, but as someone offering an interesting problem to solve. This approach shows emotional intelligence — he knew how to motivate the person he needed.

L2 推理　Q20. What does "Challenge accepted" — the immediate next-day reply — tell us about DJ Shiftee?

→ It shows DJ Shiftee was confident, adventurous, and open-minded. The quick response suggests he was intrigued rather than deterred by the idea of teaching a deaf person. It also implies he respected Robbie's directness and saw the challenge as professionally interesting, not as charity.

L3 深层　Q21. What does "muscle memory takes over" mean in this context? Why is it significant?

→ It means that after extensive practice (4 hours/day for 2+ years), Robbie's hands and body could perform DJ techniques automatically, without conscious thought. This is significant because it shows how he compensated for hearing loss — through physical training so thorough that technique became instinct. His body learned what his ears couldn't fully guide.

L3 深层　Q22. The paragraph contains specific numbers: "25," "twice a week," "two years," "four hours a day." Why does the author include these precise figures?

→ The specific numbers serve as evidence of dedication. They transform a vague "he worked hard" into a concrete, verifiable record of effort. The numbers also create a sense of credibility — this is not an overnight success story, but the result of sustained, disciplined effort. The precision mirrors the discipline itself.

L4 评价　Q23. Robbie was 25 when he contacted DJ Shiftee — 7 years after his first deejaying experience at 18. What does this 7-year gap suggest?

→ (Discussion) The gap suggests that Robbie didn't rush into professional training. He spent years developing his passion independently before seeking formal mentorship. This shows patience and self-awareness — he knew he needed more, but waited until he was ready to commit to serious training. It also shows that dreams don't have an expiration date.

L4 评价　Q24. If you wanted to master a skill and could ask one expert for tutoring, how would you write your "challenge" email? What would make it persuasive?

→ (Open answer / Discussion) Students practice writing a persuasive request. Key elements: show you've done your homework, frame the request as mutually interesting, be specific about commitment (time, effort), and avoid sounding like you're asking for favors.

语言练习 · **Para. 3**

① 词汇语境

a) "tutored" — A) 辅导/教授　B) 跟随　C) 观察

b) "technique" — A) 科技　B) 技巧/技术　C) 工具

c) "muscle memory" — A) 肌肉记忆　B) 肌肉力量　C) 肌肉放松

② 句意转述

"Now when I'm performing, muscle memory takes over."

参考答案：Now during performances, my body moves automatically based on years of training — I don't need to think about each action.

③ 翻译

"He tutored me twice a week for two years, helping me develop correct technique."

参考答案：他每周辅导我两次，持续了两年，帮助我掌握了正确的技巧。

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Paragraph 4 — 俱乐部经历与身份认同

When I started deejaying at clubs, I wouldn't tell the managers I was deaf. I would just show up, introduce myself, and start playing music. At the end of the night, someone would say, "Oh, here's the check." And I'd say, "What? Oh, I can't hear." They were always so surprised. Sometimes I would bring doctor's notes because they wouldn't believe me. It was reassurance that they were giving me jobs because I was good, not out of sympathy. Eventually people started calling me "that Deaf DJ," and the name stuck.

L1 事实　Q25. What did Robbie do when he started deejaying at clubs? Why?

→ He wouldn't tell the managers he was deaf. He would just show up, introduce himself, and start playing. He wanted to be hired for his skills, not out of sympathy for his disability.

L1 事实　Q26. How did club managers react when they found out Robbie was deaf? What did Robbie sometimes have to do?

→ They were always surprised. Sometimes they wouldn't believe him, so he had to bring doctor's notes as proof.

L2 推理　Q27. Why was it important for Robbie to be hired "because I was good, not out of sympathy"?

→ Because he wanted his skills to be recognized on their own merit. Being hired out of sympathy would mean his disability, not his talent, was the reason — which would undermine his sense of achievement and professional identity. This reflects a desire for genuine respect rather than pity.

L2 推理　Q28. What does the nickname "that Deaf DJ" reveal about how society labeled him? Is it positive or negative?

→ The nickname is double-edged. On one hand, it made him recognizable and memorable — "Deaf DJ" became his brand. On the other hand, it reduced his identity to his disability: he was "deaf" first, "DJ" second. The phrase "the name stuck" suggests he didn't choose it — society assigned it to him. Whether he embraced it or resisted it is left ambiguous.

L3 深层　Q29. Analyze the dialogue in this paragraph: "Oh, here's the check." / "What? Oh, I can't hear." What makes this exchange effective?

→ The dialogue is dramatic and ironic. The manager offers payment (a moment of success — Robbie completed the job), but Robbie's response reveals his secret. The word "Oh" appears twice — first casual, then surprised. The exchange is effective because it compresses the entire tension of hiding a disability into a brief, vivid moment. It also adds humor, making the serious topic accessible.

L3 深层　Q30. The phrase "the name stuck" is brief but powerful. What does "stuck" imply about Robbie's relationship with the label?

→ "Stuck" implies permanence — the name became attached to him whether he wanted it or not. It suggests a loss of control over his own identity. However, the fact that he includes this detail in his story suggests he has come to terms with it, perhaps even embraced it as part of his narrative. The word carries both resignation and acceptance.

L4 评价　Q31. Do you think Robbie was right to hide his deafness from club managers? What are the ethical and practical considerations?

→ (Discussion) Arguments for: he wanted to be judged on merit, not pity; it protected his dignity. Arguments against: it could be seen as deceptive; it created awkward moments. The question raises broader issues about disability disclosure in the workplace — when is it an individual's right to keep private, and when does it become a practical necessity?

L4 评价　Q32. Have you ever been labeled by others in a way you didn't choose? How did you respond? Did the label eventually become empowering or limiting?

→ (Open answer / Discussion) Students reflect on labels they've been given (e.g., "the quiet one," "the smart one," "the foreign student") and how labels shape identity. The goal is to connect Robbie's experience with "that Deaf DJ" to their own lives.

语言练习 · **Para. 4**

① 词汇语境

a) "reassurance" — A) 保证/安心　B) 拒绝　C) 理由

b) "sympathy" — A) 同情 B) 赞美 C) 嫉妒

c) "stuck" (the name stuck) — A) 被贴上/固定了 B) 被删除了 C) 被忘记了

② 句意转述

"It was reassurance that they were giving me jobs because I was good, not out of sympathy."

参考答案：It confirmed that I was being hired for my talent, not because people felt sorry for me.

③ 角色扮演：Work in pairs. Student A is a club manager who just discovered Robbie is deaf. Student B is Robbie. Act out the conversation. Try to include: surprise, disbelief, and Robbie's explanation.

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Paragraph 5 — 身体感知音乐

For a show, I set up one speaker facing my left side, my good ear, and make it louder all the way up. The speakers that play the bass are on the floor behind me so I can hear some of the lower frequencies and feel the beat in my feet. And I can feel the energy of the song and the crowd goes crazy, you feel that. The song comes to life.

L1 事实 Q33. How does Robbie set up his speakers for a show? Describe the arrangement.

→ He sets up one speaker facing his left side (his good ear, which has 20% hearing) and turns it up to maximum volume. The bass speakers are placed on the floor behind him, so he can hear lower frequencies and feel the beat through his feet.

L1 事实 Q34. Through which body parts does Robbie "hear" or feel the music?

→ (1) Left ear — hears the music from the speaker facing it (louder volume)
(2) Feet — feels the beat and lower frequencies from the bass speakers on the floor
(3) Whole body — feels the energy of the song and the crowd's reaction

L2 推理 Q35. Why does Robbie put the bass speakers on the floor rather than at ear level?

→ Because bass frequencies produce strong physical vibrations that travel through solid surfaces. By placing bass speakers on the floor, Robbie can feel the low-frequency beats through his feet — compensating for what his damaged ears can't hear. The floor becomes a secondary "ear."

L2 推理 Q36. What is the relationship between the speaker setup and Robbie's specific hearing condition (20% in left ear, deaf in right)?

→ The setup is precisely calibrated to his hearing profile: the left-side speaker targets his only functioning ear, while the floor bass compensates for frequencies his ears can't process. Every

element of the setup is a direct response to his specific hearing loss pattern — it's a customized adaptation, not a generic solution.

L3 深层　Q37. What does "The song comes to life" mean in this context? How does it differ from ordinary listening?

→ For most people, a song "comes to life" through the ears. For Robbie, it comes to life through a combination of residual hearing (left ear), physical vibration (feet), and emotional energy (crowd). The phrase suggests that his experience of music is actually more multi-sensory and immersive than ordinary hearing — he doesn't just hear the music, he becomes part of it physically.

L3 深层　Q38. Notice the shift from "I" to "you" in "the crowd goes crazy, you feel that." Why does Robbie switch to "you"?

→ The shift to "you" directly involves the reader, as if saying "you would feel it too." It breaks the boundary between narrator and audience, inviting the reader to imagine the experience. This technique also suggests that the sensation is universal — anyone standing there would feel the energy, not just Robbie. It makes his experience relatable rather than unique to his disability.

L4 评价　Q39. Robbie has turned a disability into a unique sensory experience. Can you think of other examples where a "limitation" led to an innovative approach or new perspective?

→ (Discussion) Examples: Beethoven composed while deaf; Stevie Wonder plays piano blind; dyslexic thinkers often excel at spatial reasoning. The question encourages students to see limitations as catalysts for creativity rather than pure obstacles.

L4 评价　Q40. Try the experiment Robbie describes: put on music, close your eyes, and place your hand on a speaker. What do you notice that you normally don't when just listening?

→ (Open answer / Activity) Students experience music through touch and vibration. The goal is to realize how much information exists beyond hearing — and how much we normally ignore. This activity directly connects to Para. 7's invitation to "cover your ears."

语言练习 · **Para. 5**

① 词汇语境

a) "frequencies" — A) 频率　B) 频道　C) 频繁

b) "bass" — A) 高音　B) 低音　C) 中音

c) "comes to life" — A) 变活了/生动起来　B) 结束了　C) 变大了

② 句意转述

"The speakers that play the bass are on the floor behind me so I can hear some of the lower frequencies and feel the beat in my feet."

参考答案：I place the bass speakers on the floor behind me, which lets me pick up low frequencies through my feet as physical vibrations.

③ 画图练习：Draw a diagram showing how Robbie's speaker setup works. Label: left ear, bass speakers, floor, feet, vibration path. Compare with a partner.

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Paragraph 6 — 视觉听音乐

I use software that turns the music into lines of color on a computer screen. Red is the bass, blue is snare, green is the vocals or melody. I'm visually hearing the music. What I love about deejaying is the creativity, what you can do with a machine, two turntables, and a mixer.

L1 事实　Q41. What software does Robbie use? What does it do?

→ He uses software that converts music into colored lines on a computer screen. Each color represents a different element: red = bass, blue = snare, green = vocals or melody.

L1 事实　Q42. Match each color to its musical element and explain why that color might have been chosen:

→ • Red = bass — red is intense and powerful, matching the heavy, dominant nature of bass
• Blue = snare — blue is sharp and crisp, like the sharp hit of a snare drum
• Green = vocals/melody — green is organic and flowing, matching the human, melodic quality of vocals
(Note: the color choices may be software defaults, but the associations are psychologically fitting.)

L2 推理　Q43. What does "visually hearing the music" mean? Is this a contradiction?

→ It is a deliberate paradox — "visually" and "hearing" seem contradictory, but for Robbie, seeing colors on screen IS his way of hearing. The phrase challenges the assumption that hearing must happen through ears. It expands the definition of "hearing" to include any sensory perception of music.

L2 推理　Q44. How does Para. 6 extend the idea from Para. 5? What new dimension does it add?

→ Para. 5 shows Robbie hearing through touch (feet/vibration) and residual hearing (left ear). Para. 6 adds a third channel: sight. Together, the two paragraphs show that Robbie has built a multi-sensory system for music — touch, sight, and partial hearing work together. Each paragraph adds a layer, building toward the complete picture of how he performs.

L3 深层　Q45. Robbie says "What I love about deejaying is the creativity, what you can do with a machine, two turntables, and a mixer." What does this reveal about his motivation?

→ His motivation is creative, not compensatory. He doesn't deejay despite being deaf — he deejays because he loves the creative possibilities of the equipment. The listing of tools (machine, turntables, mixer) shows he thinks of deejaying as a craft with specific instruments. His passion comes from what he can create, not from overcoming his disability.

L3 深层　Q46. Why is the phrase "a machine, two turntables, and a mixer" effective? Why list the specific equipment?

→ The list makes the abstract idea of "creativity" concrete. Instead of saying "I love being creative," Robbie grounds it in physical tools — the reader can picture the setup. The list also shows that creativity, for Robbie, is tied to mastery of tools: he needs to know his equipment intimately to compensate for his hearing loss. The tools are his "ears."

L4 评价　Q47. Technology is central to Robbie's success — without the software, he couldn't "visually hear." Do you think technology levels the playing field for people with disabilities, or does it create new dependencies?

→ (Discussion) Arguments for: technology compensates for biological limitations, enabling talents that would otherwise be inaccessible. Arguments against: it creates dependency on specific tools and access to technology (which not everyone can afford). The question connects to broader debates about assistive technology and equity.

L4 评价　Q48. If you could design a device that translates one sense into another (like music into color), what would you create? Who would it help?

→ (Open answer / Creative task) Students brainstorm sensory-substitution devices. Examples: translating touch into sound for visually impaired people, translating emotion into color for neurodivergent individuals. The goal is to think creatively about sensory adaptation.

语言练习 · **Para. 6**

① 词汇语境

a) "snare" — A) 军鼓/小鼓　B) 吉他　C) 钢琴

b) "vocals" — A) 人声/演唱　B) 乐器　C) 节奏

c) "melody" — A) 旋律　B) 和声　C) 节拍

d) "turntables" — A) 唱机/转盘　B) 桌子　C) 音箱

② 句意转述

"I'm visually hearing the music."

参考答案：I am seeing the music through colors on a screen, which functions as my way of hearing it.

③ 创意写作：Write 2-3 sentences describing how you would explain "music" to someone who has never heard sound. Use at least two senses other than hearing.

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Paragraph 7 — 邀请体验

The next time you go dancing cover your ears, and you'll feel a little bit of how I do it. You'll start using your other senses. You'll start seeing that you're able to hear the music in a different way. Music is not all about hearing.

L1 事实　Q49. What does Robbie ask the reader to do? What does he say will happen?

→ He asks the reader to cover their ears the next time they go dancing. He says they will start using their other senses and discover they can hear music in a different way.

L1 事实　Q50. How many times does "you'll" appear? What effect does this repetition create?

→ "You'll" appears three times: "you'll feel," "You'll start using," "You'll start seeing." The repetition creates a sense of certainty — Robbie is confident the reader will experience what he describes. It also creates a step-by-step progression: feel → use other senses → see differently. The repetition builds momentum, like a set of instructions.

L2 推理　Q51. Why does Robbie directly address the reader here ("you")? How does this change the text's relationship with the audience?

→ Until Para. 7, the text is a first-person narrative — Robbie tells his own story. In Para. 7, he suddenly turns to the reader and says "you." This shift transforms the reader from a passive listener to an active participant. Robbie is no longer just sharing his experience — he's inviting the reader to share it. It makes the message personal and immediate.

L2 推理　Q52. What is the logical structure of this paragraph? How does Robbie build his argument?

→ Step 1: Invitation — "cover your ears" (try the experiment)
Step 2: Prediction — "you'll feel a little bit of how I do it" (you'll understand me)
Step 3: Escalation — "You'll start using your other senses" (discovery)
Step 4: Insight — "You'll start seeing that you're able to hear the music in a different way" (paradigm shift)

Step 5: Conclusion — "Music is not all about hearing" (universal truth)

The structure moves from action → experience → realization → principle.

L3 深层　Q53. "Music is not all about hearing." This is the shortest and most powerful sentence in the paragraph. Why is it effective?

→ After the detailed descriptions of speakers, vibrations, colors, and techniques in Paras. 5-6, this single sentence distills everything into a universal truth. Its brevity gives it weight — it sounds like a manifesto. It also subverts the reader's assumption: most people equate music with hearing, but Robbie asserts that music transcends any single sense. It's the thesis of the entire article.

L3 深层　Q54. This paragraph is very short (4 sentences) compared to the detailed paragraphs before it. Why did the author choose to keep it brief?

→ The brevity mirrors the directness of the message. After detailed technical explanations (Paras. 5-6), a short, punchy paragraph creates rhetorical impact. It also reflects the simplicity of the experiment — just cover your ears. The short form makes the paragraph memorable and quotable, functioning as the emotional climax of the article.

L4 评价　Q55. "Music is not all about hearing." Can you apply this logic to other areas? Complete the sentence: "_____ is not all about _____." Explain your choice.

→ (Open answer / Discussion) Examples: "Education is not all about grades." "Love is not all about words." "Success is not all about money." The exercise encourages students to transfer Robbie's insight — that the conventional understanding of something may be too narrow — to other domains.

L4 评价　Q56. Actually try Robbie's experiment: cover your ears for 3 minutes while music plays. Write down what you noticed. Did your experience of the music change?

→ (Open answer / Activity) Students conduct the experiment and reflect. The goal is experiential learning — moving from intellectual understanding to embodied experience. This activity directly connects to the Bridge-in (Slide 5) and creates a full-circle moment.

语言练习 · **Para. 7**

① 词汇与结构

a) "cover your ears" — A) 捂住耳朵　B) 洗耳朵　C) 打耳朵

b) "in a different way" — A) 以不同的方式　B) 以相同的方式　C) 以困难的方式

② 句意转述

"Music is not all about hearing."

参考答案：Music can be experienced through senses beyond just hearing — it is a multi-sensory experience.

③ 仿写：Follow the structure of Para. 7 to write a short paragraph inviting someone to experience something familiar in a new way.

Structure: Invitation → Prediction → Escalation → Insight → Universal truth

Example: "The next time you eat, close your eyes. You'll taste flavors you never noticed. You'll start using your other senses. Food is not all about seeing."

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Paragraph 8 — 现状与寄语

I play all sorts of get-togethers now, from college parties to corporate events. I also go to elementary schools for the deaf and talk to the students about motivation and believing in themselves. I'm big on talking to the parents. I tell them, "My advice to you is to let [your kids] chase their dreams. I'm a deaf DJ, so why not?"

L1 事实　Q57. What kinds of events does Robbie play now? What else does he do besides performing?

→ He plays all sorts of get-togethers — from college parties to corporate events. Besides performing, he visits elementary schools for the deaf to talk to students about motivation and self-belief. He also speaks to parents, encouraging them to let their children chase their dreams.

L1 事实　Q58. Who are the two audiences Robbie speaks to at schools? Why both?

→ (1) Students at deaf schools — he shares his story as a role model, showing that deafness doesn't limit possibilities.
(2) Parents of deaf children — he advises them to support their children's dreams.
He speaks to both because success requires support from both sides: the child needs self-belief, and the parent needs to provide encouragement and permission. Changing only one side isn't enough.

L2 推理　Q59. Why does Robbie specifically go to elementary schools for the deaf rather than general schools?

→ Because deaf children are at the age when they're forming their sense of what's possible. By visiting them early, Robbie can show them a real-life example of someone who turned deafness into a strength. Elementary school is also when parents are most anxious about their deaf children's futures — Robbie's visit reassures both children and parents simultaneously.

L2 推理　Q60. What does "I'm big on talking to the parents" reveal about Robbie's priorities?

→ "Big on" means he considers it important — he prioritizes it. This shows Robbie understands that parents are the gatekeepers of children's dreams. A deaf child may have motivation, but if parents are overprotective or pessimistic, the child's dreams can be stifled. Robbie targets the root cause — parental attitudes — not just the symptoms.

L3 深层　Q61. Analyze the closing line: "I'm a deaf DJ, so why not?" What makes this an effective conclusion?

→ The line is powerful because it's both a statement of identity and a challenge. "I'm a deaf DJ" — he owns both labels without apology. "So why not?" — he turns his story into a universal question: if I can do this, what's stopping you? The rhetorical question invites the reader to examine their own excuses. It's humble (he doesn't say "if I can do it, anyone can") yet provocative. The article ends not with a statement but with a question — leaving the reader to answer it.

L3 深层　Q62. How does Para. 8 connect back to Para. 1? What is the full-circle journey?

→ Para. 1: A boy loses his hearing — victim of circumstance and poverty.
Para. 8: A man uses his deafness as a platform to inspire others — agent of change.
The journey is from passive victim to active advocate. He doesn't just overcome his disability — he transforms it into a mission. The boy who couldn't afford treatment became the man who tells parents "let your kids chase their dreams." The circle is complete: what was taken from him (hearing) became what he gives to others (hope).

L4 评价　Q63. Robbie says "let [your kids] chase their dreams." Do you think all dreams are worth chasing? Where do you draw the line between encouragement and realism?

→ (Discussion) This question pushes students beyond simple inspiration to critical thinking. While Robbie's message is empowering, not all dreams are equally realistic or healthy. Students should consider: When should parents encourage dreams vs. guide toward more practical paths? What's the difference between supporting and pushing? Who decides what's "realistic"?

L4 评价　Q64. If Robbie visited your class, what question would you ask him? Write your question and explain why it matters to you.

→ (Open answer / Discussion) Students formulate their own questions, which requires them to engage deeply with the text and identify what resonates with them personally. The quality of the question reveals the depth of their engagement.

语言练习 · **Para. 8**

① 词汇语境

a) "get-togethers" — A) 聚会/活动　B) 会议　C) 比赛

b) "corporate events" — A) 企业活动 B) 公司会议 C) 商业谈判

c) "motivation" — A) 动力/动机 B) 运动 C) 情感

d) "I'm big on" — A) 我很重视 B) 我很大 C) 我擅长

② 句意转述

"My advice to you is to let [your kids] chase their dreams. I'm a deaf DJ, so why not?"

参考答案：I tell parents to allow their children to pursue what they love. After all, I became a DJ despite being deaf — so what's stopping anyone else?

③ 写作：Write a short paragraph (50-80 words) answering Robbie's question: "Why not?" What dream would you chase if nothing held you back?

◆◆◆

综合练习·全文

I. 时间线排序（Chronological Order）

Arrange the following events in chronological order. Write the correct sequence (1-8).

___ Robbie's family moved to the United States.

___ Robbie started getting ear infections.

___ Robbie's father asked him to deejay at his restaurant.

___ Robbie e-mailed DJ Shiftee for tutoring.

___ Robbie started deejaying at clubs without telling managers he was deaf.

___ Robbie's hearing dropped to 20 percent.

___ Robbie began visiting elementary schools for the deaf.

___ Robbie practiced deejaying four hours a day.

参考答案：2, 1, 3, 4, 8, 5, 6, 7

II. 课文填空（Cloze）

Complete the passage with words from the text.

Robbie Wilde was born in _____ with perfect _____. After moving to the US at age five, he suffered repeated ear _____. Without health _____, his family couldn't afford treatment, and he lost hearing in his right ear. His left ear eventually retained only _____ percent hearing.

Despite this, Robbie grew up surrounded by _____. At 18, his father asked him to _____ at his restaurant. He was instantly _____. At 25, he contacted DJ _____ in New York and trained for two

years. He learned to "hear" music through _____ (feeling vibrations in his feet), _____ (seeing colors on a screen), and _____ (feeling the crowd's energy).

Now Robbie performs at various events and visits _____ schools to inspire deaf children and their _____. His message: "I'm a deaf DJ, so _____?"

参考答案：England, hearing, infections, insurance, 20, music, deejay, hooked, Shiftee, touch, sight, emotion, elementary, parents, why not

III. 判断题（True or False）

1. ___ Robbie was born deaf in both ears. (F — born with perfect hearing)

2. ___ Robbie's father was also a DJ. (T)

3. ___ DJ Shiftee refused to teach Robbie at first. (F — accepted the challenge the next day)

4. ___ Robbie told club managers about his deafness before performing. (F — he didn't tell them)

5. ___ Robbie uses color-coded software to "visually hear" music. (T)

6. ___ Robbie believes music is only about hearing. (F — "Music is not all about hearing")

7. ___ Robbie only performs at college parties. (F — all sorts of get-togethers, including corporate events)

8. ___ Robbie encourages parents to let their deaf children chase dreams. (T)

IV. 讨论题（Discussion）

1. What is the central message of "Deaf DJ"? Is it about disability, music, dreams, or something else? Defend your answer with evidence from the text.

2. Robbie says "Limitations do not define you." Do you agree? Can you think of a situation where a limitation actually defined someone in a positive way?

3. If you could interview Robbie Wilde, what three questions would you ask? Why these questions?

4. The article is written in first person ("I"). How would it be different if it were written in third person ("Robbie Wilde was born...")? Which is more effective?

5. Connect this text to the unit theme "The Pursuit of Dreams." How does Robbie's story embody or complicate this theme?

V. 写作任务（Writing Task）

Write a short essay (150-200 words) on one of the following topics:

Topic A: Describe a challenge you faced and how you overcame it. Use chronological order (at least 3 time-order words).

Topic B: "Music is not all about hearing." Write about something that can be experienced in more than one way.

Topic C: Write a letter to Robbie Wilde. Tell him what you learned from his story and how it connects to your own life.

要求：① 至少使用 3 个时间顺序词（when I was..., after..., eventually, now...）② 包含至少 1 个 personal reflection ③ 语法正确，逻辑清晰

三、语法词汇问答

Deaf DJ — Grammar & Vocabulary Reference

Text: Deaf DJ by Robbie Wilde ｜ Unit 1: The Pursuit of Dreams

Part 1 · Grammar Points 语法点

G1. would — past habit & refusal would 表示过去习惯/拒绝 (Para. 4)

This is the most important grammar point in this text. Para. 4 uses "would" repeatedly with two different functions.

would = used to (past habit) would 表示过去的习惯性动作，相当于 used to

e.g. I would just show up, introduce myself, and start playing music.

I would just show up, introduce myself, and start playing music. — 我总是直接出现、自我介绍、然后开始放音乐。

wouldn't = refused to (past refusal) wouldn't 表示过去拒绝，意思是"不肯、不愿意"

e.g. I wouldn't tell the managers I was deaf. / They wouldn't believe me.

I wouldn't tell the managers I was deaf. — 我不肯告诉经理们我聋了。

They wouldn't believe me. — 他们就是不信。

someone would say / I'd say would 在这里表示过去反复发生的场景，I'd = I would

e.g. At the end of the night, someone would say, "Oh, here's the check." And I'd say, "What?"

Teaching tip: 让学生区分 would 的两种用法——would show up(习惯) vs wouldn't tell(拒绝)。两者都是过去反复发生的事，但语气不同。

— —

G2. go + adjective — change of state go+形容词表示状态变化 (Para. 1, 5)

"go" can mean "become" when followed by an adjective, indicating a change of state.

go deaf 变聋 (go + adj = 从正常变为不正常)

e.g. I went deaf in my right ear.

I went deaf in my right ear and was left with 50 percent hearing in my left.

goes crazy 疯狂 (人群情绪变化)

e.g. The crowd goes crazy.

The crowd goes crazy, you feel that.

Extension: go blind 变瞎 / go bald 变秃 / go crazy 发疯 / go bad (食物)变质 / go wrong 出错

注意：go+adj 通常表示变坏或变差，变好用 get 或 become：get better (不是 go better)

— —

G3. What I love about... is... — pseudo-cleft 假分裂句/强调句式 (Para. 6)

This structure emphasizes a specific part of a sentence by splitting it with "What... is...".

What I love about deejaying is the creativity 我做 DJ 所热爱的是创造力 (What 引导名词性从句做主语)

e.g. What I love about deejaying is the creativity.

What I love about deejaying is the creativity, what you can do with a machine, two turntables, and a mixer.

Structure: What + S + V + about + O + is + complement

Extension: What I like about him is his honesty. / What worries me is the cost. / What surprised us was his reaction.

— —

G4. would — future-in-the-past would 表示过去将来 (Para. 1)

In reported speech, "will" changes to "would" to indicate a future event from a past perspective.

predicted that I would be completely deaf 预言我会完全失聪 (predicted + that + would = 过去将来)

e.g. My doctors predicted that I would be completely deaf by now.

My doctors predicted that I would be completely deaf by now, so I think I'm doing pretty well.

Extension: He said he would come. / She thought she would fail. / They believed they would win.

— —

G5. Present participle as adverbial 现在分词作状语 (Para. 3, 5)

The -ing form can function as an adverbial, expressing accompanying action, reason, or result.

helping me develop correct technique 帮助我掌握正确技巧 (伴随状语，表示同时发生的动作)

e.g. He tutored me twice a week for two years, helping me develop correct technique.

He tutored me twice a week for two years, helping me develop correct technique.

facing my left side 朝向我的左侧 (现在分词做后置定语，修饰 speaker)

e.g. I set up one speaker facing my left side, my good ear.

I set up one speaker facing my left side, my good ear, and make it louder all the way up.

— —

G6. where — non-restrictive relative clause where 引导非限制性定语从句 (Para. 1)

"where" can introduce a non-restrictive relative clause modifying a noun that represents a state or situation.

dropped to 20 percent, where it is today 降到 20%，也就是现在的水平 (where 指代 20 percent 这个状态)

e.g. my remaining hearing dropped to 20 percent, where it is today.

Over time, my remaining hearing dropped to 20 percent, where it is today.

Extension: He graduated at 22, where he remains today (in his career). / She reached the top, where she has stayed for years.

— —

G7. How about + V-ing — making suggestions How about +动名词表建议 (Para. 3)

"How about" is used to make a suggestion or proposal, followed by a noun or V-ing.

How about teaching a deaf person to deejay? 教一个聋人打碟怎么样？ (How about + V-ing)

e.g. How about teaching a deaf person to deejay?

"I know you like a challenge. How about teaching a deaf person to deejay?"

Extension: How about going to the cinema? / How about a cup of coffee? / How about we leave now?

— —

G8. out of + abstract noun — motive out of+抽象名词表动机 (Para. 4)

"out of" can express the motive or reason for an action, followed by an abstract noun.

not out of sympathy 不是出于同情 (out of + noun = 出于……)

e.g. they were giving me jobs because I was good, not out of sympathy.

It was reassurance that they were giving me jobs because I was good, not out of sympathy.

Extension: out of fear 出于恐惧 / out of love 出于爱 / out of curiosity 出于好奇 / out of necessity 出于必要

— —

G9. The next time + clause — time conjunction The next time 引导时间状语 (Para. 7)

"The next time" can function as a time conjunction, introducing a time clause.

The next time you go dancing cover your ears 下次你去跳舞时，捂住耳朵 (The next time + clause)

e.g. The next time you go dancing cover your ears.

The next time you go dancing cover your ears, and you'll feel a little bit of how I do it.

Extension: The next time I see him, I will tell him. / The last time we met was in 2020. / Every time I hear this song, I cry.

— —

G10. ask sb to do sth — request pattern ask sb to do sth 请求句式 (Para. 2)

A common request pattern: verb + object + infinitive.

asked me to deejay 让我去打碟 (ask + sb + to + V)

e.g. my dad asked me to deejay at the restaurant he owned.

For my 18th birthday, my dad asked me to deejay at the restaurant he owned.

Extension: tell sb to do / want sb to do / allow sb to do / invite sb to do / encourage sb to do

— —

G11. be left with — passive of remaining be left with 表示剩下 (Para. 1)

"be left with" means "to have something remaining after other things are gone."

was left with 50 percent hearing 只剩下 50%的听力 (被动语态，强调无奈)

e.g. I went deaf in my right ear and was left with 50 percent hearing in my left.

I went deaf in my right ear and was left with 50 percent hearing in my left.

Extension: After the fire, they were left with nothing. / He was left with no choice but to quit.

— —

G12. not all about — not entirely about not all about 表示不全是 (Para. 7)

"not all about" means "not solely/entirely about," indicating that something has more dimensions.

Music is not all about hearing 音乐不只是关于听觉 (not all about = 不全是/不只是)

e.g. Music is not all about hearing.

Music is not all about hearing.

Extension: Life is not all about money. / Learning is not all about grades. / Love is not all about romance.

Part 2 · Vocabulary by Category 词汇分类

V1. Medical & Health 医疗健康 (Para. 1)

ear infections 耳朵感染 **(ear + infection 感染)**

e.g. I started getting ear infections every three months or so.

health insurance 医疗保险 **(health + insurance 保险)**

e.g. We didn't have health insurance at the time.

treatment 治疗 **(treat + -ment)**

e.g. my parents couldn't pay for the treatment.

deaf 聋的 **(go deaf = 变聋)**

e.g. I went deaf in my right ear.

hearing 听力 **(hear + -ing)**

e.g. was left with 50 percent hearing in my left.

frequencies 频率 **(frequency 的复数)**

e.g. I can hear some of the lower frequencies.

— —

V2. Music & DJ 音乐与 DJ 术语 (Para. 2, 5, 6)

deejay (DJ) 打碟/当 DJ **(可做动词和名词)**

e.g. my dad asked me to deejay at the restaurant.

bass 低音/贝斯 **(音乐低频部分)**

e.g. Red is the bass.

snare 军鼓/小鼓 **(snare drum)**

e.g. blue is snare.

vocals 人声/演唱 **(vocal 的复数)**

e.g. green is the vocals or melody.

melody 旋律 **(主旋律)**

e.g. green is the vocals or melody.

turntables 唱机/转盘 **(turn + table)**

e.g. two turntables, and a mixer.

mixer 混音器 **(mix + -er)**

e.g. two turntables, and a mixer.

speaker 音箱/扬声器 **(speak + -er)**

e.g. I set up one speaker facing my left side.

beat 节拍/鼓点 **(音乐节奏)**

e.g. feel the beat in my feet.

— —

V3. Phrasal Verbs & Idioms 动词短语与习语

take over 接管、控制 **(take + over)**

e.g. muscle memory takes over. — 肌肉记忆接管了。

show up 出现、到场 **(show + up)**

e.g. I would just show up, introduce myself.

come to life 活过来、变得生动 **(come + to + life)**

e.g. The song comes to life.

stick (stuck) 粘住、留下、固定 **(stick 的过去式)**

e.g. the name stuck. — 这个绰号叫开了。

be big on 重视、推崇 **(informal)**

e.g. I'm big on talking to the parents.

all the way up 开到最大/到底 **(all + way + up)**

e.g. make it louder all the way up.

go crazy 疯狂 **(go + adj)**

e.g. the crowd goes crazy.

chase one's dreams 追逐梦想 **(chase + dreams)**

e.g. let [your kids] chase their dreams.

— —

V4. Emotions & Attitude 情感与态度

hooked 上瘾的、着迷的 **(hook + -ed)**

e.g. I was hooked. — 我上瘾了。

reassurance 安心、保证 **(reassure + -ance)**

e.g. It was reassurance that...

sympathy 同情 **(sym + path + y)**

e.g. not out of sympathy.

motivation 动力、动机 **(motivate + -ion)**

e.g. talk to the students about motivation.

challenge 挑战 **(可做名词和动词)**

e.g. I know you like a challenge.

— —

V5. Key Collocations 核心搭配

be born with 天生带有……

e.g. I was born in England with perfect hearing.

pay for 支付……的费用

e.g. my parents couldn't pay for the treatment.

every... or so 每……左右

e.g. every three months or so.

over time 随着时间推移

e.g. Over time, my remaining hearing dropped to 20 percent.

by now 到现在

e.g. I would be completely deaf by now.

pretty well 还不错 **(口语)**

e.g. I think I'm doing pretty well.

all sorts of 各种各样的

e.g. I play all sorts of get-togethers now.

from... to... 从……到……

e.g. from college parties to corporate events.

believe in oneself 相信自己

e.g. believing in themselves.

why not? 为什么不呢？ **(反问)**

e.g. I'm a deaf DJ, so why not?

Part 3 · Word Formation 构词法

Suffixes in this text 本文中的后缀

-ment: treatment 治疗 **(treat + -ment = 名词)**

e.g. pay for the treatment.

-ance: reassurance 安心 **(reassure + -ance = 名词)**

e.g. It was reassurance that...

-ion: infection / motivation 感染/动力 **(infect + -ion / motivate + -ion)**

e.g. ear infections / motivation

-ed: hooked 上瘾的 **(hook + -ed = 形容词)**

e.g. I was hooked.

-er: speaker / mixer / turntables 音箱/混音器/唱机 **(动词+er = 工具)**

e.g. speaker = speak + er

-ing: hearing / deejaying 听力/打碟 **(hear+ing / deejay+ing)**

e.g. 50 percent hearing / deejaying

Compounds & Derivations 复合词与派生

well-known 知名的 **(well + known = 复合形容词)**

e.g. a well-known New York City DJ.

get-togethers 聚会 **(get + together = 复合名词)**

e.g. all sorts of get-togethers.

health insurance 医疗保险 **(health + insurance = 复合名词)**

e.g. We didn't have health insurance.

muscle memory 肌肉记忆 **(muscle + memory = 复合名词)**

e.g. muscle memory takes over.

Part 4 · Teaching Priority 教学优先级

Based on text density and student level, recommended teaching priority:

★★★ **G1. would (past habit/refusal) — 全文最密集的语法点，Para. 4 反复出现**

★★★ **G2. go + adjective (change of state) — 高频实用句型，go deaf / go crazy**

★★★ **G3. What I love about... is... (pseudo-cleft) — 写作高频句式，强调某一点**

★★☆ **G4. would (future-in-the-past) — reported speech 中的 would**

★★☆ **G5. Present participle as adverbial — helping me / facing my left side**

★★☆ **G8. out of + abstract noun — out of sympathy**

★☆☆ **G6/G7/G9/G10/G11/G12 — 一次性带过，不展开练习**

Vocabulary priority: V3 (Phrasal Verbs & Idioms) > V5 (Collocations) > V2 (Music terms) > V1 (Medical) > V4 (Emotions)

Music terms (V2) can be taught with visual aids (color-coded software screen).