

# Unit 2 Strength from within

## Unit overview

This unit focuses on empathy and other important emotional abilities, and introduces ways to build healthy interpersonal relationships. The text in *Active reading* analyzes how empathy originates and develops, emphasizes the significance of empathy to interpersonal relationships, and introduces ways to improve empathy. The text in *Further exploration* presents a personal account about smiling in different cultures and explains how smiling can boost mood and improve social interactions. Then the audio introduces a simple strategy to cope with social anxiety and explains how it works. In *Project*, Ss are expected to give an oral response to a voicemail message to offer help for forging strong interpersonal relationships. The essay in *Extended reading* presents an alternative perspective to see emotional issues and deal with them. By learning this unit, Ss are expected to improve their ability to empathize with others, cope with their own difficult emotions, and develop better social relationships.

### Scenario

学校心理援助中心以回复热线留言形式为国内外学生提供心理援助服务。留学生 David 在留言中诉说他在人际交往中的苦闷和困扰。作为中心志愿者，学生将给 David 回电，帮他解决问题。

#### Active reading (How empathy originates and develops)

阅读介绍同理心的产生及后天培养的说明文，认识同理心对个人及人际交往的重要意义，学习提升同理心的有效方法。

#### Further exploration – Text (Keep smiling)

阅读通过微笑改善人际关系的故事，理解微笑能提振个人情绪的原因，了解微笑是一种有效促进社交的方式。

#### Further exploration – Audio (How to turn social anxiety into excitement)

聆听对话，学习缓解社交焦虑的方法及其对促进社交行为的重要作用。

### Project

站在求助者 David 的角度思考，帮助他分析遭遇社交困扰的原因，解释同理心的产生和提高方法，鼓励他在人际交往中善用同理心，并使用有效策略改善人际关系。

#### Extended reading (The joy of sadness)

阅读关于终身学习习惯的文章，了解其如何帮助人们应对科技发展给就业带来的挑战。

#### Self-reflection

回顾整个单元的学习，反思在内容、语言、结构、交际和行为上的收获。

从有效管理个人情绪和对他人的困难感同身受两方面了解提升情商、增进人际交往的有效方法，形成正确的社交观，增强同理心和应对负面情绪的能力。

## 本单元课程思政元素备选清单

素材	课程思政参考点	二十大精神
Active reading (How empathy originates and develops)	1) 心理健康和精神卫生是建设健康中国的总要组成部分。增强同理心关乎个人身心健康，能提升个人幸福感； 2) 提升同理心有助于构建和谐人际和社会关系。	通过本单元的学习，学生能够认识到：1) 认识到同理心和有效的人际交往及情绪调节策略对于提升心理健康水平、增强个人幸福感、构建和谐人际关系的重要作用；2) 应该通过关爱他人、互帮互助来传承中华优秀传统文化，践行社会主义核心价值观。
Further exploration – Text (Keep smiling)	微笑能提振情绪，改善人际交往，增进和谐人际关系	
Further exploration – Audio (How to turn social anxiety into excitement)	通过有效的人际交往策略，缓解社交焦虑，提升沟通交流能力，改善人际关系	
Extended reading (The joy of sadness)	学会自我调节情绪，增强应对负面情绪的能力，提升心理健康水平	

## Scenario

The scenario in this unit can be analyzed from the following aspects:

**Setting:** Volunteering at the Mental Health Support Center of your university

**Topic:** Building better relationships

**Identity:** Caller – David, an international student seeking help with relationship issues;  
Respondent – a student volunteer at the Center

**Purpose:** To help students improve empathy and build better interpersonal relationships

### Teaching suggestions

Many freshmen have problems in getting along with others in a new environment. T may first encourage Ss to recall their previous experiences, thinking about what problems they have and how they coped with it. Then Ss can share their experiences and strategies to build better interpersonal relationships in pairs or in groups, so that they may learn more from each other about the various reasons that may cause relationship problems and practical approaches to deal with them. This could help Ss examine David's concern from his perspective even if they don't know much about how empathy originates or how to improve it.

After the tryout, T can ask Ss to reflect on their difficulties in four aspects, i.e. contents (what they have learned to do concerning the topic), language (the expressions and sentence structures they have learned), structure (how to organize the response), communication (how to show empathy to better offer help), and write them down in the table in the Student's Book.

## Active reading

In *Scenario*, Ss are required to explain how empathy originates and develops in order to help David understand that everyone has this emotional ability, and that he doesn't need to be anxious about social interactions. The text in this part not only traces the origin and development of empathy in early childhood, but also offers various ways for adults to improve their empathetic ability and analyzes the importance of empathy in building strong social connections. It can help Ss understand the important role empathy plays in living a healthy life, e.g. its importance for both physical and psychological well-being, and learn more ways to improve their empathy, e.g. listening carefully to other people's feelings and thoughts.

## Before you read

### Reference answers

- 1 Empathy: 1, 3, 4, 6
- 2 Sympathy: 2, 5

## How empathy originates and develops

### Text interpretation

本文第一段通过具体研究事例提出文章主题：同理心是每个人与生俱来的能力。第二至第四段以婴幼儿成长阶段为线索，阐释不同年龄段同理心的发展情况。第五段和第六段分别介绍儿童和成年人如何提升同理心。第七段强调同理心对人际交往和个人身心健康的重要价值。

学习文章时，教师可基于语篇中的词汇、句子进行隐性的课程思政教学。首先引领学生了解同理心不仅是一项与生俱来的能力，而且可以通过后天努力得到提高。认识到提升同理心能提高情商、改善人际关系、增强社交能力，有利于促进心理健康、提升个人幸福感。如文章结尾总结到，“The ability to empathize...is important for both physical and psychological well-being”。基于此共识，教师可进一步引导学生，个人（人民）身心健康和幸福感也是民族昌盛和国家强盛的重要标志，是健康中国的重要组成部分。所以提升同理心于己、于国都有重大意义。进而鼓励学生尝试文中介绍的提升同理心的方法，并思考更多的有效途径，促使学生形成积极正确的社交观。

另外，文中多处提及同理心重在关爱他人、对他人的疾苦感同身受，如“comfort a crying friend”(Para. 2)和“have compassion for and relate to loved ones, co-workers, and even strangers”(Para. 7)。这一品质与中华优秀传统文化中的“修睦”“善邻”和社会主义核心价值观中的“友善”高度契合。同理心能使家人、朋友、同学、同事，甚至陌生人之间都能互相关心、互相帮助，这也是实现人与人、人与社会和谐相处的重要条件之一。

本文体裁可归于科普类说明文。为使读者理解文中的心理学术语和概念，作者列举了大量具体研究实例。教师可结合写作技巧板块帮助学生使用具体事例解释抽象概念。文章语言正式，长句和复杂句也较多，教师应给予充分讲解，以便学生更好地理解同理心及相关概念。

## Culture notes

### Martin L. Hoffman

Martin L. Hoffman (1924 – 2022) was an American psychologist and a professor emeritus at New York University. His career largely focused on the development of empathy, and its relationship with moral development. His research also touches on areas such as empathic anger, sympathy, guilt, and feelings of injustice.

### E. B. Titchener

Edward Bradford Titchener (1867 – 1927) was an American experimental psychologist who is best known for developing structuralism, an important school of thought in psychology. He is also remembered for introducing the term “empathy” into

the English language in 1909. According to Titchener's structural psychology, empathy was not a matter of understanding other minds, but rather a projection of imagined bodily movements and accompanying feelings into an object. Now the term generally refers to two constructs. The first involves the process of placing oneself into another person's shoes, referred to as perspective-taking or role-taking. The second involves the experiencing of emotional reactions to the other person's situation.

### **Marian Radke-Yarrow**

Marian Radke-Yarrow (1918 – 2007) was an American child psychologist known for studying topics such as prejudice, altruism, and depression in children. She worked in academia in the early years and was one of the few women who headed a laboratory at National Institutes of Health (NIH) in the U.S., leading the developmental psychology laboratory at the National Institute of Mental Health from 1974 to 1995.

### **Carolyn Zahn-Waxler**

Carolyn Zahn-Waxler is a developmental psychologist and a senior research scientist at the University of Wisconsin-Madison. Her most cited studies discuss how empathy develops in the first few years of life, indicating that children are able to understand distress in others and display empathetic behavior as young as one year old, and this increases substantially during the second year of life. Her work also focuses on how the relationship between parent and child as well as the general environment in which the child grows up can either increase or decrease these types of behavior in children.

## **Language points**

- 1 **The moment Hope, just nine months old, saw another baby fall, tears welled up in her own eyes. (Para. 1)**

**well up:** if a liquid wells up, it comes to the surface of sth. and starts to flow out (液体) 涌溢, 开始流淌

*Dark blood was welling up quickly from the wounded soldiers.*

**Notes:** In this sentence, "the moment" introduces an adverbial clause of time roughly meaning "when" or "as soon as." Similar expressions include "the minute" and "the instant."

- 2 **She crawled off to be comforted by her mother, as though it were she who had been hurt. (Para. 1)**

**Notes:** The adverbial clause of manner introduced by "as though" uses the subjunctive mood (虚拟语气) to suggest that Hope was not hurt, the condition contrary to the past fact. This clause also includes a typical "it"-cleft (it 强调句型) that puts "she," Hope, into focus, while "were" instead of "was" is used to indicate the subjunctive mood.

- 3 **... when Paul kept crying, Michael fetched Paul's security blanket for him. (Para. 1)**

**Notes:** A security blanket is a blanket or piece of cloth that young children carry to comfort themselves or help them feel more confident. Besides a security blanket, some parents give their baby a toy or a thing as a source of comfort when the baby is in distress, for example, a dummy (a plastic or rubber object for a baby to suck).

- 4 **Both these small acts of caring were observed by mothers trained to record such incidents of empathy in action. (Para. 1)**

**Meaning:** Mothers who were trained to record such acts of the baby recorded the acts of empathy.

**in action:** sb. or sth. that is in action is doing the job or activity they are trained or designed to do 在工作；在运转

*I'd like to see the new computer system in action.*

- 5 ... infants are upset when they hear another infant crying – a response some researchers **see as the earliest form of empathy.** (Para. 1)

**Meaning:** Infants become unhappy when they hear another infant crying, which is a reaction regarded by some researchers as the earliest form of empathy.

**see ... as ... :** think about or consider sb. or sth. in a particular way, or as having particular qualities 把……看作……；视……为……

*Mary sees the project as a new challenge to her career.*

- 6 **On seeing his mother cry, one baby wiped his own eyes, though there were no tears.** (Para. 2)

**Meaning:** As soon as a baby saw his mother cry, he started to wipe his own eyes even though there were no tears.

- 7 **He sought a word that would be distinct from “sympathy,” which can be felt without sharing the same feelings.** (Para. 3)

**seek:** vt. (sought, sought) (fml.) try to achieve or get sth. 寻求；争取

*If you are worried about your health, you should seek medical advice.*

**distinct:** a. separate and different in a way that is clear 有区别的；不同的；单独的

*The European Union is made up of nations with distinct cultural, linguistic and economic roots.*

- 8 **Motor mimicry fades from toddlers’ behavior at around two and a half years of age.** (Para. 4)

**Meaning:** This imitation of others’ movements or actions gradually disappear when the young children are about two and a half years old.

- 9 **She then tries to stroke his hair, but he pulls away ...** (Para. 4)

**pull away:**

1) move away from sb. who is trying to hold you or touch you 闪避；躲开

*The caregiver reached out to help the girl stand up, but she was in too much pain and pulled away.*

2) if a vehicle or driver pulls away, they start to move (车辆或司机) 开走

*The police signaled the driver to pull away from the middle of the road.*

- 10 **At this point in their development, toddlers begin to differ from one another in their overall sensitivity to other people’s emotional upsets.** (Para. 5)

**Meaning:** At around the age of two and a half, children become different from each other in their development regarding how sensitive they are to others’ emotions of sadness, worry, or anger.

- 11 **Some, like Jenny, become keenly aware while others tune out.** (Para. 5)

**Meaning:** Like Jenny, some children become strongly aware of other people’s emotions, while others stop paying attention.

**tune out:** (*informal*) stop paying attention 不注意; 不理睬; 不过问  
*Some kids have attention spans of about 10 minutes before they tune out.*

12 **They found that children are more empathic when they are made to see the effect of their behavior on others: ... (Para. 5)**

**Meaning:** If parents could make young children realize how their behavior affects the emotions of others, they would be more empathic.

**Notes:** Both “empathic” and “empathetic” describe the ability to understand and relate to other people's feelings or experiences. They are often used interchangeably in a variety of contexts. The major difference, however, may be a general trend in the use of these words. “Empathic” is often used in scientific or technical contexts, while “empathetic” is more commonly used in everyday language and informal writing.

13 **While it is easier to train a person from childhood to be empathic, it is also possible for adults to increase their levels of empathy. (Para. 6)**

**Notes:** Both the main clause and the adverbial clause have a dummy subject “it” (it 做形式主语). The infinitive subject of the adverbial clause, “to train a person from childhood to be empathic,” has been moved to the end of the sentence to become a delayed subject. In the main clause, the infinitive subject “to increase their levels of empathy” is the delayed subject. The original sentence can be rewritten roughly as “Although training a person from childhood to be empathic is easier, increasing adults’ levels of empathy is also possible.”

14 **For example, we may empathize with people anxious about tests by listening carefully to their frustrations and fears. (Para. 6)**

**empathize with sb. / sth.:** be able to understand sb. else’s feelings, problems, etc., esp. because you have had similar experiences 有同感; 产生共鸣

*His ability to empathize with people made him an excellent marriage counselor.*

15 **The ability to empathize allows us to have compassion for and relate to loved ones, co-workers, and even strangers. (Para. 7)**

**have / feel / show compassion for:** have or show a strong feeling of sympathy for sb. who is suffering, and a desire to help them (感到或表示) 同情, 怜悯

*We should always have compassion for those in difficulties and help them whenever we can.*

**relate to:** be able to understand a situation or the way that sb. feels and thinks 理解; 认同

*She’s a great teacher because she always relates to her students, which allows her to adapt her teaching methods to match their needs.*

## Getting the idea

1

### Reference answers

- 1) separately from other people
- 2) imitate

- 3) motor mimicry
- 4) comfort
- 5) their behavior
- 6) react
- 7) Reading fiction
- 8) Listening attentively
- 9) outside their community
- 10) social connections
- 11) physical and psychological

**2**

**Reference answers**

- 1) Mothers
- 2) from the day they were born
- 3) crying when they see another child's tears
- 4) sympathy
- 5) sense others' emotional upsets
- 6) develop self-regulation strategies

**Additional activity**

**Work in groups and complete the following activity.**

**Step 1**

Divide Ss into groups of four or so. Ss in each group are given the following roles: Martin L. Hoffman, E. B. Titchener, Jenny's mother, and Marian Radke-Yarrow.

**Step 2**

Ask each student to read the passage again, paying particular attention to the sentences related to their role.

**Step 3**

Groups discuss how each of them will act out their part, and how each student should speak in their role, for example, they may have to change their way of speaking by using first-person pronouns.

e.g. *I am Martin Hoffman from New York University. From my research, I have noticed that a one-year-old brought his own mother over to comfort a crying friend, ignoring the friend's mother, who was also in the room ...*

**Step 4**

Each group acts out the passage and one group presents their role-play to the class.

**Analyzing writing techniques**

**Reference answers**

- 1 b, d, e
- 2 a
- 3 c

## Building your language

### Reference answers

1

- 1) regulates his anxiety
- 2) pulled away
- 3) comfort a friend
- 4) empathic responses
- 5) reacted to any disturbance

2

- 1) sympathetic distress
- 2) are confused over
- 3) fades from
- 4) overall sensitivity
- 5) tune out
- 6) improve empathy

3

- 1) More and more Chinese parents can empathize with their children when disciplining them, rather than merely criticize their wrong behavior.
- 2) People with high levels of empathy tend to give highly accurate responses to others' emotional upsets.
- 3) She has experienced the pain of being misunderstood by others, so she has compassion for those in the same situation.
- 4) As a developing country itself, China can relate to the difficulties that other developing countries are facing.
- 5) There are many self-regulation strategies that can ease anxiety, for example, listening to the *guqin* can help you calm down.

## Sharing your ideas

### Reference answers

I totally understand David's concerns about interpersonal relationships, especially since international students have to face culture shock. I want him to know the problem is not that he doesn't have empathy, because we are all born with the ability to empathize with others. What's more, there're many ways for adults to increase their levels of empathy, so there's no need to lose confidence or get anxious

Virtually from the day we were born, we start to show empathy toward others' upsets. Research has found that infants may cry when they hear another infant crying or try to comfort infants in distress. These are early forms of empathy. This ability develops as we grow up and can be enhanced by appropriate parental disciplines, which is important for interpersonal relationships because it allows us to connect with others on a deeper level by understanding their thoughts and feelings.

Although it is easier to train children to be empathetic, adults can also improve empathy in various ways. For example, we can practice active listening to understand how others think and feel. To be a better listener, we should put away our phones when having a conversation so that we can fully listen and pay more attention to the speaker's facial expressions and gestures to better understand them.

## Suggestions for evaluation

For this activity, the evaluation could be carried out based on the following criteria:

- Whether Ss can explain clearly the origin and development of empathy
- Whether they can empathize with David by examining his anxiety and analyzing the possible reasons behind from his point of view

## Further exploration

The task in *Scenario* asks Ss to offer strategies to help David build better relationship. Therefore, Ss should first help David manage his social anxiety to boost his confidence in interacting with other students. The text in this part can help Ss understand how keep smiling can evoke pleasant feelings and improve social interactions. The audio explains how saying “I am excited” can help people cope with social anxiety.

T can first ask Ss to connect *Active reading* and *Further exploration* by summarizing their gains in *Active reading*, then ask Ss whether they have experienced social anxiety, how they coped with it, and if they want to learn two more simple ways to deal with the problem. This will spark their interests and prepare them to develop strategies to help David.

## Keep smiling (Text)

### Language points

- 1 **A couple of months ago, I read an interesting article in a science journal about how people from different cultures reveal their emotions through facial expressions. (Para. 1)**

**reveal:** vt. make sth. known to sb. 揭示; 显示; 透露

*His e-mails reveal a different side of his personality.*

**Notes:** The time adverbial “a couple of months ago” indicates that the author is going to introduce the topic with a story, which is an effective way to attract readers’ attention.

- 2 **India was quite near the bottom of the list – 124th, to be precise, while Denmark was at the top. (Para. 1)**

**to be precise:** used for saying that the information you are giving about sth. is more exact than what you have said before 确切地说

*To be precise, the total cost of the project was \$25,670, not \$26,000 as estimated.*

**Notes:** Here, “to be precise” serves as a parenthesis which is separated from the rest of the sentence by commas.

- 3 **I remember reading somewhere that we use a lot more muscles when we frown than we do when we smile. (Para. 3)**

**Notes:** The objective clause compares the number of muscles people use when they frown and smile. In the comparative construction, the auxiliary verb “do” is used instead of “use” in the constituent following “than” as a substitute expression to avoid repetition.

- 4 **But we still need to make an effort to smile in social situations – it’s a **learned** behaviour, not a reflex action. (Para. 3)**

**Meaning:** Even though smiling is a simple behavior, we still need to put energy to smile when socializing with others because smiling in social situations is not instinctive, but a skill developed through training.

**learned:** *a.* developed by training or experience; not existing at birth 通过训练（或经历）形成的；学到的；非天生的

*Effective communication is a learned skill that requires practice and patience to master.*

- 5 **But the curious thing is that even as I lift those muscles at the side of my mouth, it makes me happy. (Para. 3)**

**Notes:** The conjunction “even as” is similar in meaning to “while” or “at the same time as,” and “the curious thing” indicates a contrast or a surprising connection between two things happening simultaneously. This sentence places emphasis on the contrast or potential opposition between the behavior and the feeling, highlighting the unexpected emotional response of the author while forcing himself to smile.

- 6 **By adopting a happy facial expression, we can “trick” our mind into entering a state of happiness. (Para. 3)**

**trick sb. into (doing) sth.:** deceive sb. in order to get sth. from them or to make them do sth. 骗某人做某事

*Sweeteners can trigger our body’s taste receptors and trick them into believing it’s actually sugar.*

**Notes:** In this sentence, the word “trick” is used as a rhetorical device known as a metaphor. The author uses it to compare the action of adopting a happy facial expression to a clever, intentional act of deception, as if one is pulling a trick on the mind. The metaphor is effective in conveying the idea that smiling can give us a positive psychological implication, so we can get ourselves into a state of happiness by making a smiling face. It also creates a vivid image in the reader’s mind and emphasizes the idea that managing one’s facial expression can have a powerful impact on one’s mental state.

- 7 **Sitting next to me was a young man who moved his bag to make more room for me. (Para. 4)**

**Notes:** This sentence is a typical example of full inversion. The subject complement, “was sitting next to me,” is put before the subject, “a young man who moved his bag to make more room for me,” to achieve a good sense of balance because of the long subject.

- 8 **The next thing I knew, we had settled into our seats and were chatting together about ourselves (in English). (Para. 4)**

**the next thing I knew:** (infml.) used when sth. surprising happens very suddenly 接下来；等我反应过来时

*I heard a voice. The next thing I knew, the power went out and everything went dark.*

**settle into:** make yourself comfortable in a place because you are going to stay there for a long time 安定下来；安心呆在（某处）

*After traveling for weeks, it was nice to finally settle into my hotel room.*

## 1

### Reference answers

- 1) the least emotion
- 2) the most
- 3) the bottom of
- 4) foreigners
- 5) smile more
- 6) a learned behaviour
- 7) a reflex action
- 8) enhances the emotion
- 9) smiled at

## 2

### Reference answers

- 1 It can trigger the release of some chemical substances which will boost our mood and even accelerate our recovery from stress.
- 2 Living abroad.
- 3
  - i. I believe so. Because most people around me smile a lot.
  - ii. I don't think so. I think many Chinese people prefer to express their emotions in a more subtle way.

## How to turn social anxiety into excitement (Audio)

### Scripts

**Host:** You are listening to "Campus Life." Today, we will talk about how to cope with social anxiety. Joining us is Professor Julia Brooks, a psychologist. Welcome.

**Brooks:** Thanks for having me.

**Host:** Social anxiety is very common in our lives. Many people are afraid of going to social events or talking to strangers. Some even feel nervous when starting a daily conversation with people they know, and don't know how to respond properly. If you're one of them, you've probably heard this advice: Take a deep breath and calm down before starting to talk. Is that effective, Professor Brooks?

**Brooks:** That might be exactly the wrong thing to do. Instead, you might want to try saying three little words to yourself: "I am excited."

**Host:** I am excited?

**Brooks:** Right. We have conducted studies about this. We had people say "I'm excited" before attending a social event or starting a conversation, and when people said that, they reevaluated their social anxiety as excitement in these social situations. Then they actually communicated better with others, and their interpersonal relationships started to improve.

**Host:** It sounds too simple to be true! How does it work?

**Brooks:** Actually what you're really doing is getting yourself out of a threat mindset, where you're focused on all the things that could go wrong. Instead, you get into an opportunity mindset, where you're

thinking about all the good things that could happen.

**Host:** So before they went to a social event, such as a co-worker's birthday party at a karaoke bar, they told themselves that they were excited about celebrating with the others or meeting new friends, and they gradually fit into the party?

**Brooks:** That's right. They gave themselves positive implications and felt more comfortable about social situations, which helped them interact with others better.

**Host:** I still find it a little hard to believe. Why does this strategy work better than taking a deep breath?

**Brooks:** Well, that's because anxiety and excitement have a lot more in common than you might think. They're both aroused emotions. In both your pulse becomes faster, and the body prepares for action. It's much easier to get from anxiety to excitement than it is from anxiety to calm.

**Host:** I see. It really is a simple but effective strategy to overcome social anxiety. Thank you for coming in today, Professor Brooks.

**Brooks:** It's my pleasure.

## Language points

### 1 **Joining us is Professor Julia Brooks, a psychologist.**

**Notes:** In this inverted sentence, the subject complement "joining us" is put before the subject "Julia Brooks" to emphasize the behavior. The noun phrase "a psychologist" is the appositive to provide the reader with more information about the subject.

### 2 **Instead, you might want to try saying three little words to yourself: "I am excited."**

**Notes:** "You might (or may) want to do something" is used to suggest politely that someone take a certain action. It is often used when you want to create a friendly tone and avoid any misunderstanding that could lead to a negative response. For example, you could say "You might want to spend more time studying and less time playing video games."

### 3 **... when people said that, they reevaluated their social anxiety as excitement in these social situations.**

**(re)evaluate ... as ...:** categorize or conceive of sb. or sth. (again) in a certain way in order to judge or grade them appropriately (重新)评价; 将……(重新)评估为……

*After receiving feedback from her boss, she reevaluated her approach as too rigid and made adjustments.*

### 4 **Actually what you're really doing is getting yourself out of a threat mindset, where you're focused on all the things that could go wrong.**

**mindset:** n. [C] a way of thinking about things 思维方式; 心态; 思路

*The book accurately captures the mindset of a teenage girl.*

**Notes:** The sentence here consists of a non-restrictive attributive clause introduced by relative adverb "where" to further explain that if you have a threat mindset, you pay more attention to the negative results or problems you may experience. Besides, the subject of the main clause is a subject clause beginning with relative pronoun "what."

### 5 **... they told themselves that they were excited about celebrating with the others or meeting new**

friends, and they gradually **fit into** the party?

**fit into sth.:**

- 1) be accepted by the people in a group or organization 与……相处融洽  
*The manager was glad to see that the new employee fitted into the team very well.*
- 2) be part of a group or system 成为……的一部分  
*Some of the patients we see do not fit neatly into any of the existing categories.*

6 **They gave themselves positive implications and felt more comfortable about social situations, which helped them interact with others better.**

**Notes:** When giving yourself positive implications, you're using positive thinking to approach life's challenges with a positive outlook. It doesn't mean seeing the world through rose-colored lenses by ignoring the negative aspects of life, but viewing yourself and your abilities in a positive light.

7 **Well, that's because anxiety and excitement **have a lot more in common** than you might think.**

**have ... in common:**

- 1) (~ with sth.) if objects or ideas have sth. in common, they share the same features 与……有相同的特点  
*Despite the fact that they were written by different authors, the two books have a lot in common with each other.*
- 2) (~ with sb.) have the same interests, ideas, etc. as sb. else 与某人（兴趣、想法等方面）相同  
*Larry have almost nothing in common with Tim. How did they become friends?*

8 **It's much easier to get from anxiety to excitement than it is from anxiety to calm.**

**Meaning:** Anxiety and excitement share lots of same features. Therefore, when you are anxious, making yourself feel excited is much easier than making yourself become calm.

**Notes:** The sentence uses a comparative construction with two dummy subject "it." The real subject of the former is "to get from anxiety to excitement," and the original delayed subject of the latter is "to get from anxiety to calm." However, "to get" in the second part is omitted to avoid redundancy.

1

**Reference answers**

- 1) social events
- 2) nervous
- 3) I am excited
- 4) excitement
- 5) threat
- 6) opportunity
- 7) comfortable
- 8) calm

2

**Reference answers**

- 1) His initial reaction is one of disbelief. He thinks that the strategy sounds too simple to be true.

- 2) A threat mindset focuses on all the things that could go wrong while an opportunity mindset is about all the good things that could happen.
- 3) The pulse becomes faster and the body prepares for action.

## Sharing your ideas

### Reference answers

Strategy 1: Pinpointing what makes you feel anxious

Reason: By figuring out situations that cause the discomfort and why you are anxious, you will be able to deal with them more effectively. For example, if you are very uncomfortable about meeting new people, you may ask your friend to accompany you.

Strategy 2: Minimizing or getting rid of negative thoughts about yourself

Reason: Don't spend too much time thinking about the potential negative outcomes of social interactions, such as accidentally saying something rude or offensive or laughing at the wrong time. Even if you do make a small social blunder, it doesn't mean that other people will judge you for it. In fact, they might feel empathy and offer compassion because they have been in a similar position before.

Strategy 3: Taking small steps

Reason: I remember when I transferred to a new high school, I became very anxious about meeting new people and fitting into the new environment, so I was afraid of interacting with my classmates at first. My parents suggested that I could start with having a small talk with my deskmate. They helped me realize that I didn't have to become friends with everyone right away. Thus, by socializing at my own pace, I gradually became more comfortable communicating with more classmates.

### Suggestions for evaluation

The evaluation of this activity could focus on the following aspects:

- Whether Ss offer at least one strategy that is based on their own experience
- Whether they can provide clear and convincing reasons for their strategies

## Project

### Sample

(\*Words and expressions in red are from the input materials.)

Hi David,

I'm Wang Shan, a volunteer at the Mental Health Support Center. I'm so sorry to hear you've been troubled by social anxiety recently. I can fully **comprehend** how **upset** you are under such circumstances. I know many international students who had once suffered from the same **emotional disturbance** learned to **cope with their social anxiety** successfully. The following are some tips that you may find effective.

Firstly, it seems a low **level of empathy** is your main problem, but it's not difficult to **increase** it. **The ability to empathize starts to develop virtually from the day we were born. Although it is easier to train children to be empathetic, adults can also improve empathy in various ways.** For example, putting away your phone when having conversations so that you can **listen attentively** and **observe people's facial expressions** to better understand them. I believe as long as you keep trying, you will improve this ability.

What's more, there are many ways to **get over social anxiety**. **Keeping smiling** is one good **self-regulation strategy**. If you **make an effort to smile** in **social interactions**, it will not only **boost your own mood** and **make you happy**, but also create a pleasant atmosphere, thus helping you build better relationships. Another one is taking small steps. I remember several years ago when I transferred to a new high school, I **became very anxious about** talking with my classmates. My parents persuaded me to start with having a small talk with my deskmate. Step by step, I gradually became comfortable with chatting with more classmates.

David, you've shown a lot of courage and strength in handling culture shock, I am sure you will be able to overcome social anxiety, too. Leave a message if you need further help.

Have a nice day!

### Suggestions for evaluation

Components	Criteria / Traits
<b>Content</b>	<ul style="list-style-type: none"> <li>• Relevance: Addressing the assigned task by giving a response to help people build better social relationships</li> <li>• Appeal: Including fresh ideas, being attentive to the needs of the audience, and being informative and persuasive</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>• Structure: Giving the response in a clear and logical way</li> <li>• Coherence: Using transitional expressions to connect ideas to ensure coherence and unity</li> <li>• Clarity: Arranging the paragraphs with a clear layout</li> <li>• Technique: Using a personal anecdote to engage the audience</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>• Diversity: Using an adequate range of vocabulary and sentence structures</li> <li>• Acquisition: Using as many new words and expressions learned in the unit as possible and using them properly</li> </ul>
<b>Delivery</b>	<ul style="list-style-type: none"> <li>• Fluency: Deliver the response in a smooth and clear way with a natural flow</li> <li>• Engagement: Adopting a casual and empathetic tone when offering help</li> </ul>

## Extended reading

In the previous parts, Ss have learned about how to empathize with others and some simple ways to ease social anxiety, which can help them improve interpersonal relationships. The essay in this part encourages Ss to adopt a new perspective on negative emotions for a happier life. The essay first claims that all emotions, no matter whether they are positive or negative, are temporary and won't last forever. Then argues that by rising above the emotional issues and not identifying with them, people might be able to experience a more pleasurable and calming sensation so that the terrible feelings might be transformed into good ones. After reading this essay, Ss can learn more about the nature of emotional issues and deal with their own negative feelings positively.

# The joy of sadness

## Language points

- 1 **I sat in the backyard for about an hour, safely protected from the rain, watching the storm, and contemplating the nature of existence. (Para. 2)**

**Notes:** Here the sentence consists of three participle adverbials that are separated from the main clause by commas. The past participle “protected” is used to show its passive relation with its logical subject “I,” while the present participle “watching” and “contemplating” are used because their logical subjects “I” are the doer of the actions.

- 2 **In particular I was thinking about the different emotions we experience during our lives. (Para. 2)**

**in particular:** especially or particularly 尤其；特别；格外  
*Mary loves classical music, in particular Bach and Vivaldi.*

- 3 **I noticed that these emotions tend to arise spontaneously in response to certain events. (Para. 3)**

**tend to do sth.:** be likely to do sth. or happen in a particular way because this is what often or usually happens 往往会做某事

*The gym tends to get very busy at about six o'clock especially on weekdays.*

**in response to:** giving a reaction to sth. that has happened or been said 反应；响应

*In response to the increase in demand, the company has hired additional staff.*

- 4 **Although your emotions arise within your consciousness, they are not your consciousness, and you are free to stop, breathe, and rise above them. (Para. 4)**

**rise above:** if sb. rises above a bad situation or bad influences, they do not let these things affect them because they are mentally strong or have strong moral principles 超脱；不受……影响；克服；摆脱

*In such an increasingly globalized world, we should try to rise above prejudices.*

- 5 **You'll begin to see them from a third-person perspective instead of identifying with them. (Para. 4)**

**Meaning:** When you rise above these emotional storms, you won't think you are closely involved with them. Instead, you will start to see them in a way as if they are others' emotions.

**identify with:** feel sympathy with sb. or sth., or be able to share their feelings 认同；与……有同感

*As a music lover, I often identify with the emotions expressed in my favorite songs.*

- 6 **When you experience this perspective shift, you'll begin to notice a subtle background sensation. (Para. 5)**

**Meaning:** When you make a change in the point of view, you will become aware of a feeling that is unobvious and difficult to explain.

**sensation:** *n.* [C, usu. sing.] a general feeling or impression that is difficult to describe, caused by a particular event, experience, or memory (由某一事件、经历或记忆引起的难以描述的) 感受，感觉

*It was a strange sensation – I felt I had been there before.*

- 7 **I hesitate to call it an emotion, since you won't feel it on the same level in which you feel your other**

**emotions. (Para. 5)**

**Meaning:** I am unwilling to call it an emotion because you can't feel the sensation as strongly as you do about other types of feelings.

**hesitate to do sth.:** if you hesitate to do sth., you delay doing it or are unwilling to do it, usu. because you are not certain it would be right 迟疑; 不愿意

*The survey draws out opinions from people who might otherwise hesitate to speak up.*

**8 The best analogy I can give is to imagine watching a scary movie. (Para. 5)**

**Meaning:** The most effective way to explain what this sensation feels like is to compare it to what you may feel when watching a thrilling movie.

**analogy:** n. [C, U] a comparison between things which have similar features, often used to help explain a principle or idea 类比; 比拟; 类推

*The teacher drew an analogy between the human heart and a pump.*

**9 To observe this sensation, you must step outside of the temporary storm, and simply witness it for a while. (Para. 6)**

**Meaning:** In order to watch this sensation carefully to learn more about it, you need to move yourself out of the temporary emotional storm and just see it for a period of time.

**witness:** vt. see sth. happen 当场看到; 目睹

*Police are asking anyone who witnessed the attack to come forward with any information they have.*

**10 The interesting thing about this state of consciousness is that it transforms seemingly negative emotions into more positive sensations. (Para. 7)**

**transform sb. / sth. (from sth.) into sth.:** completely change the appearance, form, or character of sb. or sth., esp. in a way that improves it 改变外观 (或性质); 使改观

*The new CEO was able to transform the struggling company from a failing enterprise into a profitable business.*

**11 This joyful transformation works for other emotions, too. (Para. 8)**

**work:** vi. if an idea, system, or way of doing sth. works, it is successful or effective 有效; 奏效

*The drug works by blocking the spread of the virus.*

**Notes:** When referring to being effective or successful, the word "work" is often used with the preposition "for." Here is an example:

*You need to find which way of improving listening comprehension works best for you.*

**12 This makes it possible to experience the joy behind those emotional states you might otherwise find unpleasant. (Para. 9)**

**Meaning:** By accepting your emotions, you might be able to feel the particular joyful sensations behind those emotional conditions you are in. If not, you might find these feelings unpleasant.

**otherwise:** ad. used before stating the general condition or quality of sth. when you are also mentioning an exception to this general condition or quality 否则; 不然

*An inspection of the building revealed faults that might otherwise have been overlooked.*

13 **When you rise above your own emotional storm, you still retain access to the message behind those emotions. (Para. 10)**

**retain:** *vt.* keep sth. or continue to have sth. 继续拥有；保有；保留

*To retain competitive advantage, companies have realized that they need to be innovative.*

**access:** *n.* [U] the right or opportunity to enter a place, use sth., see sb., etc. (进入某场所、使用某物或见到某人的) 权利或机会

*Animals should always have access to fresh and clean water.*

14 **You can respond to the storm intelligently without getting soaked by the rain. (Para. 10)**

**Notes:** Throughout the text, the author compares unpleasant or negative emotions to storms. Besides, there is another metaphor in this sentence: The author uses “getting soaked by the rain” as a metaphor for the emotional state where you are affected strongly by the negative emotions.

15 **But if you remain still and simply observe the storm, the storm will soon pass on its own. (Para. 11)**

**pass:** *vi.* end or stop 结束；停止

*The doctor told me the pain would pass in a day or two.*

**on one's own:** if you do sth. on your own, you do it without any help from other people 自行；独立地

*You can't expect the little boy to do all the housework on his own.*

## Reference answers

1 B    2 C    3 C    4 B    5 A

## Self-reflection

In this part, T may ask Ss to refer back to “Try it out” in the Student’s Book and reflect on what they have learned to complete the task. Ss can categorize their gains according to the same four aspects, i.e. content, language, structure, and communication. They can also reflect on how learning the unit may improve their sympathy and their abilities to help others deal with emotional problems and build better relationships. Then they can write down their specific gains in the self-reflection sheet in the Student’s Book.

## Translation of the texts

### Active reading

#### 同理心的产生及发展

- 1 霍普才九个月大，一见到另一个婴儿摔倒，泪水就涌了出来。她爬到妈妈身边寻求安慰，就好像是她自己摔疼了。15个月大的迈克尔把自己的玩具熊拿来给正在大哭的朋友保罗；保罗不停地大哭的时候，迈克尔替保罗捡回他的安乐毯。这些小小的表示同情和关爱的举动都是接受过记录同理心行为训练的母亲们观察到的。这项研究的结果表明，同理心的根源可以追溯到人的婴儿期。实际上，从出生的那天起，婴儿在听到其他婴儿哭闹的时候就会感到不安——有些人认为这种反应是同理心的最初先兆。

- 2 心理学家发现,甚至在意识到自己是独立于其他人而存在之前,婴儿就感受到了同情的苦恼。甚至在出生后几个月,婴儿就会对周围人的烦躁不安做出反应,就好像他们自己的烦躁不安一样,比如看到别的孩子哭也跟着哭。到了一岁左右,他们开始意识到痛苦不是他们的,而是别人的,可是他们对这样的事情似乎还是感到不知所措。例如,在纽约大学的马丁·L. 霍夫曼所做的一项研究中,一个一岁的孩子把自己的妈妈拉过来安慰哭闹的朋友,却忽视了就在身边的朋友的妈妈。这样的困惑在其他一岁大的孩子身上也能看到,他们模仿别的孩子的痛苦,也许是为了更好地理解他们的感受。例如,如果别的婴儿伤了手指,一个一岁大的孩子就会把自己的手指放进嘴里,看看自己是否也感觉到痛。看到自己的妈妈哭,婴儿即使没有眼泪,也会擦拭自己的眼睛。
- 3 这种被称为运动神经模仿的行为是同理心的早先的形式。“同理心”一词于1909年由心理学家 E. B. 铁钦纳首次使用。他的理论是:同理心源自对他人痛苦的一种身体模仿。这种模仿在自身引起同样的感受。他当时在寻找一个与“同情”有所区别的词,同情无须感受他人的相同感受。
- 4 小孩两岁半左右就渐渐不再有运动神经模仿行为。这时他们会意识到别人的痛苦与自己的不同,会更有能力安慰别人。下面是摘自一位母亲日记里的典型事例:

*邻居家的婴儿哭了,珍妮走上前去,试图给他一些小甜饼。她跟着他转,自己也开始哭泣。然后她试图抚摸他的头发,可是他躲开了……他平静下来,但是珍妮仍然面带忧色。她继续给他拿来玩具,轻拍他的头和肩膀。*

- 5 在这个年龄,幼儿对于他人感情波动的总体敏感度开始有所不同。有些像珍妮一样,感同身受,有些则不予理睬。玛丽安·拉德克—亚罗和卡罗琳·察恩—瓦克斯勒的研究表明,这种差异大部分与父母怎样管教子女有关。她们发现,如果在家教中让孩子特别注意他们的行为给别人造成的影响,比如对孩子说“瞧你让她多伤心啊”,而不是说“你真调皮”,孩子就会比较富有同理心。她们也发现,观看别人遇到痛苦时其他人的反应,儿童也会形成同理心。通过模仿亲眼所见,尤其是在帮助那些痛苦的人时,儿童能培养出一套同理心反应行为。
- 6 虽然从小培养同理心比较容易,但成年人也可以提高同理心水平。提高同理心的方法包括:读小说以练习从角色自身的角度理解角色的行为,专心倾听以了解他人的想法和感受,以及尝试了解我们社区以外的人,从而更广泛地使用同理心。例如,我们可以通过仔细倾听那些有考试焦虑症的人的挫折感和恐惧感来理解他们。我们还可以分享自己如何缓解焦虑,来鼓励他们制定有效的自我调节策略。
- 7 同理心的能力使我们能够对所爱的人、同事甚至陌生人产生同情心并感同身受。通过了解他人的想法和感受,我们就能和他们建立社交联系,这对身心健康都很重要。

## Further exploration

### 保持微笑

- 1 几个月以前,我在一份科学期刊上读到一篇有趣的文章,文章是关于不同文化背景下的人们是如何通过面部表情流露情感的。文章说,俄罗斯人在面部表情中流露的情感最少,美国人流露得最多。这似乎非常有趣。但作为印度人,我觉得更有趣的是,研究人员关于哪个国家的人笑得最多的发现。印度人在排行榜上几乎是垫底的——确切地说,位于第124名,而丹麦人则居于首位。

- 2 这使我想到自己以及自己的经历。记得有一次，我八岁的、善于观察的女儿问我：“爸爸，为什么只有当外国人到家里来的时候你才微笑？”我意识到自己确实像她说的那样。通常，只有当外国客人来访时我才微笑。有外国客人时，我会有意识地努力改变我正常的面部表情。从女儿提醒我之后，我决定调整我的行为，开始更多地微笑，在家里这样，上班也一样。
- 3 起初，我得强迫自己微笑。我记得在什么地方读到过，我们皱眉的时候比微笑的时候动用的肌肉要多得多。可是我们依然需要努力才能在社交场合微笑——这是一种习得的行为，而不是一种反射动作。但令人奇怪的是，只要我拉起嘴角的肌肉，就觉得快乐。换句话说，面部反应能增强其所表达的情感。原因是微笑能触发一些化学物质的释放，这些物质会提振我们的情绪，甚至使我们加速从压力中恢复过来。通过展现一个快乐的面部表情，我们可以“诱骗”大脑进入一种幸福的状态。
- 4 几天前，我乘火车去印度南部。坐在我旁边的是一个年轻人，他挪了挪他的包，为我腾出更多空间。他这样做的时候，面带微笑。等我意识到的时候，我们已经坐在座位上，一起（用英语）聊起了我们各自的状况。他说他在欧洲工作，并补充说在国外生活让他改变了肢体语言和面部表情。到达目的地时，我已经与新认识的朋友交换了电子邮件地址，并安排再次见面，感觉我们就像是老朋友一样——只是因为一个年轻人在拥挤的火车上选择对陌生人微笑。

## Extended reading

### 悲伤中的喜悦

- 1 昨晚，雷暴席卷了拉斯维加斯。雷声隆隆，电光闪闪，我睡不着，决定起床待一会儿。
- 2 我在后院坐了约一小时，安全地避开了雨，看着暴风雨，思考存在的本质，尤其是我们在生活中经历的不同情绪。有些人难过。有些人高兴。有些人生气。有些人担忧。有些人不动声色。有些人满怀希望。但它们都是暂时的——没有一种情绪会一直存在。
- 3 我注意到这些情绪往往是针对某些事件自发产生的反应。当事情发生时，我们就会产生一定的情绪反应。在大多数情况下，这种反应是自动的、不由自主的。
- 4 当这些情绪出现时，有时就像昨晚我坐在外面时在我周围隆隆作响的暴风雨。但即使在这样的风暴面前，人们也可以达到一种宁静状态。虽然你的情绪出现在你的意识中，但它们不是你的意识。你可以随时停下来，喘口气，然后超脱于它们。你会开始从第三者视角看待它们，而不是认同它们。同样，当我坐在闪电、雷鸣、风雨中时，我平静地观察它的存在，但我选择不去认同它。我观察着风暴，却没有变成风暴。
- 5 当你经历这种视角转变时，你会开始留意到一种微妙的“背景感觉”。我不太愿意称它为一种情绪，因为你不会在这个层面上感受到你的其他情绪。我能做的最恰当的比喻就是想象你正在看一部恐怖电影。当下你可能会感到紧张、焦虑或不安。但在这背后是一种更微妙的感觉，或许你会称之为乐趣、享受或愉悦。
- 6 同样，当你感到悲伤、愤怒或沮丧时，您可以停一下，留意那种情绪背后的另一种感觉。若想观察这种感觉，你必须走出暂时的风暴，简单地观察一会儿。这是一种愉悦、开朗而又平静的感觉。再说一次，我不愿将其称为情绪，因为在那个层面上是感觉不到的。它更像是一种意识状态。
- 7 这种意识状态的有趣之处在于，它能将看似消极的情绪转化为更积极的感觉。例如，如果我

感到悲伤，那我就停止悲伤，超越它，观察它一会儿，它就会变成我所说的“美丽的忧伤”。

- 8 这种快乐的转变也适用于其他情绪。例如，愤怒变成了幽默的愤慨；沮丧变成单纯的期许；恐惧变成势不可挡的勇气；寂寞变成宁静的和谐感；困惑变成了身临其境的好奇心。
- 9 提升你的意识，超越当下的情绪风暴，是一种美妙的转变体验。你并没有抗拒你的情绪，而是完全接受它们。这样，你就有机会体验那些或许会觉得不愉快的情绪状态背后的快乐。
- 10 当你超越自己的情绪风暴时，你仍然能了解这些情绪背后的信息。但你现在更有自主权，可以有意识地选择你的回应。你可以明智地应对风暴，而不会被雨水淋湿。
- 11 现在，当我望向窗外时，暴风雨已经过去，阳光再次明媚。没有永远持续的风暴。当然，你仍然可以认同它、依附它并追随它，来延长风暴的持续时间。许多人用这种办法来应对他们的情绪风暴。但假如你保持平静，仅仅去观察风暴，风暴很快就会自行过去。
- 12 当你出去与风暴搏斗时，你能赢吗？肯定不能。你会被风吹得东倒西歪，被雨水浸透。但是当你只是坐下来观察风暴时，你可能会意识到观看它很有趣。没有必要抗拒这些情绪风暴，也没有必要认同它们。它们是生活中很自然的一部分。