

6

Unit

To be or not to be



In our lifelong journey, we often find ourselves standing at one crossroads after another, where we have to make hard choices. We have regular anxieties about making decisions because we do not know if we have made the right one. What factors should we consider when making a choice? Do we have to consider interests, passion, responsibility, happiness, or something else? After making a choice, how can we know whether it is right or not? What can we do if things don't go smoothly after we make a choice? Among the many choices we face, choosing a major and a career path can be amongst the most difficult ones in our lives. To some degree, they determine how we will spend our lives from our 20s onward. Read the texts and see if you can learn from the authors' experiences and have a deeper understanding of making choices.

Scenario

You are invited by your senior high school to contribute an essay to help Grade 3 students who will be choosing their majors. In your essay, you will describe your experience of choosing a major, reflect on it, and then give some suggestions. You will be able to complete the task after studying this unit.

Learning objectives

Upon completion of this unit, you will be able to:

- talk about making choices using new vocabulary
- infer the meaning of real and unreal conditional structures
- explain with examples the value of interest in making choices
- understand the relationship between passion and making choices
- explain what factors to consider when choosing a major

Viewing

In your opinion, what degree or major is the most desirable? What factors should we take into account when choosing a degree? Is money important in choosing a degree? Watch a video clip and see what advice you can get from it.



1 Fill in the blanks with what you hear from the video clip.

- 1 **Q:** What questions help choose a degree?
A: What are you passionate about? What _____ are you good at? What are your interests and _____? Can these lead to a career?
- 2 **Q:** What if I decide that even though I like computers, I don't want to have a career in computing?
A: The skills that you learn in computing like how to solve problems in managing projects are easily _____ to other careers and industries. ... Hundreds of _____ from one degree.
- 3 **Q:** Is it hard to get a job after completing a broad degree?
A: No. A broad degree still equips you with _____ in the area you choose to major in. Plus, these degrees teach you to _____, think analytically and write and communicate well – all highly marketable skills to potential employers.
- 4 **Q:** Should I think about how much money I want to earn when choosing a degree?
A: No degree guarantees you _____ ... The best way to find a job that you love and be successful is study something you're _____.

2 Do you agree that "your career options are determined by the skills that you learn rather than the name of the degree"? What skills are you going to learn to help with your future job hunting?

Reading

For many of us, interest plays a vital role when we decide on a major, as in the case of the author of the following text. He followed his interest and switched to his favorite major due to the influence of his college economics professor. Meanwhile, the professor himself was also interested in literature and this influenced him and even his student. How does their interest influence them? Read the text and gain some insights into the importance of interest.



How an economics professor taught me a life-changing lesson – in literature

- 1 Every spring, during college graduation season, I think about a former professor who uttered two astonishing sentences that changed the course of my life.
- 2 I was not a happy student, attending community college because I didn't have the grades, the money or the motivation to attend a four-year university. I had no real interest in business – my major – but my mother, a typical immigrant, had convinced me it would be the most practical course of study.
- 3 I might not have finished college myself if it hadn't been for a required class in which I had little interest. On a fall morning during my second year, I was seated in a large lecture hall – back row, left corner – for my Econ 1 class. As the professor lectured about macroeconomic theory, I propped up my textbook, slipped the novel *John Barleycorn* by Jack London inside, and began reading.



- 4 After about 20 minutes, the professor pushed aside his notes and began walking toward my side of the classroom. Every student but me, I was told later, watched him walk toward the back of the lecture hall. I was lost in the novel.
- 5 When he reached my desk, he slipped behind me, leaned over and snatched the book from my hands. I suddenly realized that every single student in the class was staring at me. I felt shame. My throat went dry and I could hear my heart pounding in my chest.
- 6 The professor leafed through a few pages of the novel. The absolute silence in the classroom was terrifying.
- 7 Finally, he held the book above his head, waved it and announced in a very loud voice: "This student won't be spending the rest of his life studying columns of debits and credits. He's interested in literature." He pronounced the last word with genuine reverence.
- 8 He handed the book back to me, strolled back and resumed his lecture.
- 9 I was so stunned; I spent the rest of the class in a daze.
- 10 During the next few weeks, I pondered his reaction. If an economics professor valued literature as much as or even more than economics, perhaps there was some real value in all the reading I was doing outside of class. Maybe reading novels wasn't just an escape and a diversion. Maybe the study of literature would be a worthwhile pursuit. And if I could succeed as a literature student, maybe this would lead me in a direction that might enhance my career prospects. I had no idea what career this would be, but I hoped that by the time I finished school, I'd find out.
- 11 I changed my major to English, raised my grades and transferred to UC Santa Barbara. I appreciated school for the first time, and I discovered that a love of reading translated to a love for writing. I attended graduate school in journalism and embarked on a career as a newspaper reporter, including two decades at the *Los Angeles Times*. I eventually left daily journalism to write books.
- 12 Last month, after telling this story to a group of college students, I decided to give the professor a call. I could only recall his last name, so I contacted a member of the faculty alumni association. He put me in touch with David Kaplan, who is 83; he retired 14 years ago.
- 13 The first thing I asked Kaplan was whether he remembered our encounter. He did not.
- 14 "But it doesn't surprise me that I'd respond like that," he said. "It reflects what I was thinking about at the time and what I was going through, personally."

- 15 After obtaining bachelor's and master's degrees in economics at UCLA and teaching the subject for a decade at Santa Monica College, Kaplan had come to the conclusion that his education was narrow and incomplete. He began taking literature classes at UCLA and reading widely on his own.
- 16 Kaplan continued teaching economics, and to believe in the need for practical majors such as business. But he also began to think that university officials who de-emphasized the humanities, and students who dismissed their significance, were misdirected.
- 17 Economic theory is important, he told me, but reading authors such as Tolstoy, Chekhov, Dickens, Shakespeare and Wordsworth has a different and equally important kind of worth, shaping students' values and deepening their understanding of life. The writing, critical thinking skills and appreciation for creativity that students learn as liberal arts majors, Kaplan said, will enrich their lives and also serve them well in a variety of careers, including business.
- 18 "I probably reacted to you the way I did because I believe that reading a novel is as valuable as a dry economics lecture," he said, "and the themes might resonate more and, ultimately, have a greater impact on your life."

CULTURE NOTES

Community college: In the United States, a community college usually refers to a two-year public educational institution that provides lower-level higher education. After graduating from a community college, some students choose to transfer to a four-year college or university for two to three years to get a bachelor's degree.

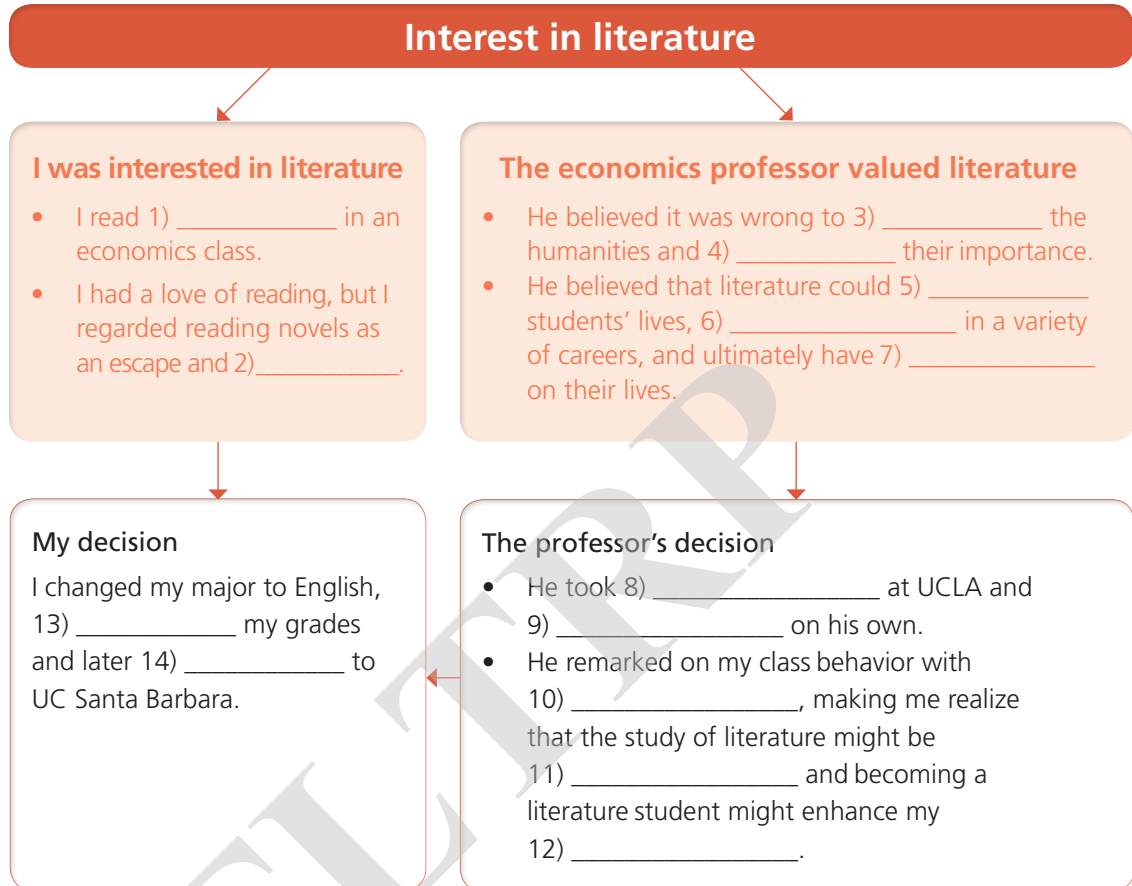
Econ 1: The coding system for Economics courses varies in different colleges of different countries. In the United States, Econ 1 can be the course "Principles of Economics" (经济学原理), "Microeconomics" (微观经济学), or "Macroeconomics" (宏观经济学). It is the prerequisite course (先修课程) for other economics courses.

John Barleycorn: Published in 1913, it is an autobiographical novel (自传体小说) by Jack London, American novelist and short-story writer. This novel discusses masculinity (阳刚之气), male friendship, and also various life experiences the author has had with alcohol and at different stages in his life.



Understanding the text

- 1** Interest in literature played a critical role in the decisions of both the author and his economics professor. How did it work? Read the text and complete the diagram.



- 2** Work in pairs. Read the sentences from the text and discuss the questions.

- I had no real interest in business – my major – but my mother, a typical immigrant, had convinced me it would be the most practical course of study. (Para. 2)*

Why does the author emphasize his mother's immigrant status? Do you think business is the most practical major? Why or why not?
- I changed my major to English, raised my grades and transferred to UC Santa Barbara. (Para. 11)*

Suppose you don't like your major. Will you follow your interest to change your major or just stick to it until graduation? Why?
- The writing, critical thinking skills and appreciation for creativity that students learn as liberal arts majors, Kaplan said, will enrich their lives and also serve them well in a variety of careers, including business. (Para. 17)*

Do you agree that what liberal arts students learn from their majors can enrich their lives and benefit different careers? Why or why not?

Building your language

Words and expressions

1 Complete the sentences with words from the given paragraphs. Change the form where necessary. The first letter of each word is given.

- 1 Women have made a _____ progress in their competition with men in business and professional world. (Para. 1)
- 2 It's said that ancient Chinese soldiers s_____ paper messages into mooncakes to help fight against the invaders. (Para. 3)
- 3 Her heart p_____, not knowing whether she should accept his flowers or not in front of the class. (Para. 5)
- 4 He has grown up with g_____ respect for books, but he has never thought of going into bookselling business. (Para. 7)
- 5 Sidney returned to his hometown where he r_____ his education. (Para. 8)
- 6 The film tells of an engineer who has chosen to spare nothing in p_____ of his dream. (Para. 10)
- 7 The health organization can offer community members the opportunity to o_____ information necessary and explore choices in making difficult health care decisions. (Para. 15)
- 8 Many people will choose to d_____ this idea completely, while others may be more open-minded and accept it. (Para. 16)

2 Complete the sentences with the expressions below. Change the form where necessary.

leaf through **have no idea** **a variety of** **put ... in touch with**
believe in **go through** **be lost in** **if it wasn't / weren't for sb. / sth.**

- 1 You'll _____ difficult times, and suffer, and learn.
- 2 I _____ being strong when everything seems to be going wrong.
- 3 I _____ the pages of the test paper and smiled to myself because the questions seemed familiar to me.
- 4 This old building could have been pulled down _____ some collectors choosing it to be their private storage.
- 5 They _____ what they were about to face at this great turning point in their career.
- 6 Would you please _____ me _____ Professor Johnson from the career planning office in the university?
- 7 Bothered by the dilemma of his career, Mark _____ thought and didn't hear the knock on the door.
- 8 Cars, phones, jobs, products, lifestyles – at no other point in human history have there been such _____ choices.

Collocations

- 1 Complete the sentences by choosing suitable words below to collocate with the italicized words.

translate

lean

need

pursuit

- Despite losing the game, she chose to _____ *over* and hug her rival before leaving the tennis court.
- When I asked for his opinion, he mumbled something which I _____ *as* agreement.
- Those who are most promising *in their* _____ *of* the arts often choose to study in France, a place of romance and art.
- Kev _____ *against* the table where he sat, elbows propped, lost in thought about where to travel on Christmas days.
- Some countries have taken a new attitude toward immigration since their economy is much *in* _____ *of* more productive young men.
- It stands to reason that more attention will _____ *into* greater learning.
- They all talked about the _____ *for* a change in their attitudes and habits if they wanted to achieve greater success.
- There's sufficient evidence that the _____ *of* wealth sometimes leads smart people to make wrong decisions and do stupid things.

- 2 Complete the sentences by translating the Chinese in brackets into English, using suitable expressions from the collocation box.

Nouns which often go before:

season graduation holiday
 tourist Christmas

Verbs which often go before:

appreciation have show
 gain develop

Adjectives which often go before:

silence lengthy brief
 absolute sudden

- Don't get me wrong; I love beauty and _____ (对生活中的美好事物有鉴赏力).
- In many ways _____ (假日季意味着更多花销和更多与家人相处的时间).
- _____ (短暂的沉默之后), Katheline took courage and decided to explore the island with George together.
- _____ (毕业季之后), some of my classmates are starting their new jobs, and others will continue studying for a higher degree.
- Mother's Day is the day we set aside each year to _____ (向给予我们生命的妈妈表达感谢).
- _____ (应保持安静) in the library. Please do not talk or discuss in the library.

Vocabulary learning strategies

The prefix “en-” and the suffix “-en” can combine with nouns and adjectives to form verbs, such as “enrich” and “deepen” in Paragraph 17. You can scan the QR code to learn more about the prefix and the suffix and the words formed with them.



Language focus

Gerunds (动名词) and present participles (现在分词) are both in the form of “V-ing,” but have different functions in sentences. For example, in the sentence “Maybe reading novels wasn’t just an escape and a diversion” (Para. 10), “reading novels” is the subject. And in the sentence “I was not a happy student, attending community college ...” (Para. 2), “attending community college” functions as an adverbial. You can scan the QR code to learn more about the differences of gerunds and present participles in terms of function.



Banked cloze

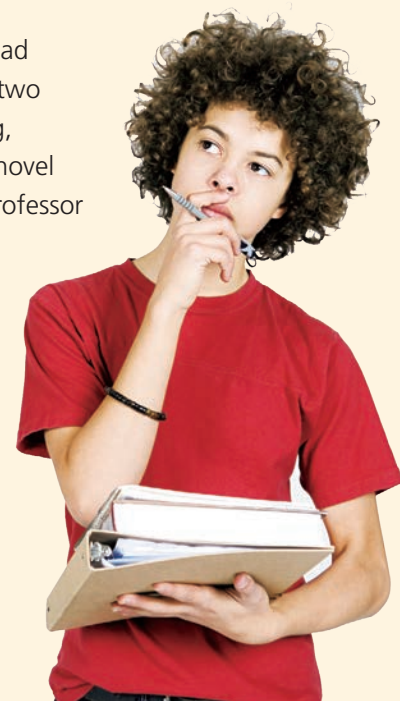
Complete the passage with suitable words from the word bank. You may not use any of the words more than once.

lost	anger	appreciated	course	attending
misdirected	quiet	reverence	convinced	silence
voice	uttered	lectured	sound	pursuing

A turning point is the time when a big event happens that changes the 1) _____ of our life.

My mother 2) _____ me to study business in a community college although I had no real interest in business. I might not have finished college if it hadn’t been for the two astonishing sentences that an economics professor 3) _____. On a fall morning, when the professor 4) _____ about macroeconomic theory, I began reading a novel by Jack London. I was 5) _____ in my reading so that I didn’t notice that the professor was walking toward me. When he reached my desk and snatched the book from my hands, I was terrified by the absolute 6) _____ in the classroom. However, instead of criticizing me, the professor said in a very loud 7) _____: “This student won’t be spending the rest of his life studying columns of debits and credits. He’s interested in literature.” He pronounced the word “literature” with genuine 8) _____.

I spent the next few weeks pondering his reaction. If an economics professor valued literature as much as or even more than economics, perhaps the study of literature would be something worth 9) _____. Then I changed my major to English, raised my grades, and 10) _____ school for the first time. Now I’m doing what I’m really interested: writing books.



Viewing

As we have read in iExplore 1, the economics professor's words greatly changed the author's life. Similarly, when today's college graduates face the fiercely competitive job market, how can human resources experts help them to make a proper decision? Watch a video clip and try to catch the experts' advice on career choices.



1 Fill in the blanks with what you hear from the video clip.

- 1 I think it's really about _____. Most of us choose our first career with _____ time than we spend choosing an outfit for a night out.
- 2 You don't really know what you're about as an _____. And that's why I think this _____ process is really quite important.
- 3 I think it's really important for you to pick your career for _____.
- 4 Rather than doing what is expected of you, if you actually do what _____ for you, then you've got a great chance of success.

2 Experts in the video clip offer us advice on how to make a career-choice decision. Which piece of advice is the most helpful for you? Why?

Reading

As the experts in the video clip suggest, we should explore our interests, determine who we are, and pick a career based on what we want to do. In other words, we should find and follow our passion. However, what should we do if we have not yet found our inner pursuit? What should we choose if we have passionate interests in more than one field? Moreover, what would happen if we fail to follow our passion? Read the text and figure out the author's career philosophy that leads him to a successful career path.



Follow a career passion? Let it follow you

- 1 In the spring of 2004, during my senior year of college, I faced a hard decision about my future career. I had a job offer from Microsoft and an acceptance letter from the computer science doctoral program at the Massachusetts Institute of Technology. I had also just handed in the manuscript for my first nonfiction book, which opened the option of becoming a full-time writer. These are three strikingly different career paths, and I had to choose which one was right for me.
- 2 For many of my peers, this decision would have brought about anxiety. Growing up, we were told by guidance counselors, career advice books, the news media and others to “follow our passion.” This advice assumes that we all have a pre-existing passion waiting to be discovered. If we have the courage to discover this calling and to match it to our livelihood, the thinking goes, we’ll end up happy. If we lack this courage, we’ll end up bored and unfulfilled — or worse, in law school.
- 3 To a small group of people, this advice makes sense, because they have a clear passion. Maybe they’ve always wanted to be doctors, writers, musicians and so on, and can’t imagine being anything else.



- 4 But this philosophy puts a lot of pressure on the rest of us — and demands long deliberation. If we're not careful, it tells us, we may end up missing our true calling. And even after we make a choice, we're still not free from its effects. Every time our work becomes hard, we are pushed toward a career crisis, centered on what for many is an unanswerable question: "Is this what I'm really meant to be doing?" This constant doubt generates anxiety and chronic job-hopping.
- 5 As I considered my options during my senior year of college, I knew all about this Religion of Passion and its demands. But I chose to ignore it. The alternative career philosophy that drove me is based on this simple premise: The traits that lead people to love their work are general and have little to do with a job's specifics. These traits include a sense of autonomy and the feeling that you're good at what you do and are having an impact on the world. Decades of research on workplace motivation back this up.
- 6 These traits can be found in many jobs, but they have to be earned. Building valuable skills is hard and takes time. For someone in a new position, the right question is not "What is this job offering me?" but, instead, "What am I offering this job?"
- 7 Returning to my story, I decided after only minimal deliberation to go to MIT. True to my alternative career philosophy, I was confident that all three of my career options could be transformed into a source of passion, and this confidence freed me from worry about making a wrong choice. I ended up choosing MIT, mainly because of a slight preference for the East Coast, but I would have been equally content heading out to Microsoft's headquarters near Seattle. Or, with the advance from my first book, I could have settled down in a quiet town to write.
- 8 During my initial years as a graduate student, I certainly didn't enjoy an unshakable sense that I had found my true calling. The beginning of doctoral training can be rough. You're not yet skilled enough to make contributions to the research literature, which can be frustrating. And at a place like MIT, you're surrounded by brilliance, which can make you question whether you belong.
- 9 Had I believed in the "follow our passion" tradition, I probably would have left during those first years, worried that I didn't feel love for my work every day. But I knew that my sense of fulfillment would grow over time, as I became better at my job. So I worked hard, and as my competence grew, so did my engagement.
- 10 Today, I'm a computer science professor at Georgetown University, and I love my job. The most important lesson I can draw from my experience is that this love has nothing to do with figuring out at an early age that I was meant to be a professor. There's nothing special about my choosing this particular path. What mattered is what I did once I made my choice.
- 11 To other young people who constantly wonder if the grass might be greener on the other side of the occupational fence, I offer this advice: Passion is not something you follow. It's something that will follow you as you put in the hard work to become valuable to the world.

Understanding the text

- 1 How does the author's career philosophy lead to his career success? Read the text and complete the diagram.

The career problem upon my graduation

- 1 I faced three career paths: a job offer from Microsoft, an acceptance letter from 1) _____ at the MIT, and the option of becoming 2) _____.
- 2 Growing up, I was told to "3) _____," but the advice only makes sense to the people with 4) _____.

Reasons for my choice of MIT

- 1 My career philosophy: The traits that lead people to love their work are 5) _____ and they have to be earned.
- 2 I was confident that all my career options could 6) _____ into a source of passion.
- 3 I have a slight 7) _____ for the East Coast.

My experience at MIT

- 1 The beginning years at MIT were rough.
 - It was 8) _____ for me not to be skilled enough to do research.
 - I was surrounded by brilliance, which made me question 9) _____.
- 2 I worked hard; my 10) _____ both grew.

Lessons from my experience

- 1 My love for my job 11) _____ figuring it out at an early age. What mattered is 12) _____ once I made my choice.
- 2 Passion is something that will 13) _____ as you work hard to become 14) _____ to the world.

- 2 Work in pairs. Read the sentences from the text and discuss the questions.

- 1 *Growing up, we were told ... to "follow our passion." This advice assumes that we all have a pre-existing passion waiting to be discovered. (Para. 2)*
Will you follow your passion when making a vital decision? Why or why not?
- 2 *The traits that lead people to love their work are general and have little to do with a job's specifics. (Para. 5)*
Do you agree with the author on this point? Why or why not?
- 3 *Passion is not something you follow. It's something that will follow you as you put in the hard work to become valuable to the world. (Para. 11)*
Do you agree with the author about passion? Why or why not?

Sharpening your skills

READING SKILLS

Unreal conditional

Each grammatical construction in English expresses meaning, just as words in English do. Take the “unreal conditional” (非真实条件句) structure for example. When a writer wants to talk about unlikely situations, or conditions contrary to known facts, they will use the verbs in subjunctive mood (虚拟语气). The subjunctive mood often appears in the “unreal conditional” structure. Unlike the “real conditional” structure which expresses some factual relationship or a possibility in the future, in the “unreal conditional” structure, the condition expressed in the “if” clause is very unlikely, or is known to be impossible.

Compare the following sentences to understand the difference between the real conditional and unreal conditional:

- *If we have the courage to discover this calling and to match it to our livelihood, the thinking goes, we'll end up happy. (Para. 2)*
- *Had I believed in the “follow our passion” tradition, I probably would have left during those first years, worried that I didn't feel love for my work every day. (Para. 9)*

The former sentence is in indicative mood (陈述语气). We can infer that the condition and statement are believed to be very likely to happen. The latter is in subjunctive mood, where the conditional clause is in inverted order. This sentence shows that in fact, “I” didn't believe in the tradition, and didn't leave during the first years.

Read the sentences from the texts and answer the questions.

- 1 *I might not have finished college myself if it hadn't been for a required class in which I had little interest. (Para. 3, iExplore 1)*
Did the author finish college? Why or why not?
- 2 *If an economics professor valued literature as much as or even more than economics, perhaps there was some real value in all the reading I was doing outside of class. (Para. 10, iExplore 1)*
Did the economics professor value literature? What did the author think of reading literature?
- 3 *And if I could succeed as a literature student, maybe this would lead me in a direction that might enhance my career prospects. (Para. 10, iExplore 1)*
Did the author think he could find a job related to literature after graduation?
- 4 *I ended up choosing MIT, mainly because of a slight preference for the East Coast, but I would have been equally content heading out to Microsoft's headquarters near Seattle. (Para. 7, iExplore 2)*
Did the author head out to Microsoft's headquarters to work there?
- 5 *Or, with the advance from my first book, I could have settled down in a quiet town to write. (Para. 7, iExplore 2)*
Did the author choose writing as his career?

Building your language

Words and expressions

1 Complete the sentences with the words below. Change the form where necessary.

peer deliberation preference
initial brilliance minimal

- 1 Discovering what you are about and what you really want is the _____ step to finding a satisfying career.
- 2 My decision on which university I should choose was made after much _____.
- 3 _____ pressure is the strong influence that people of our age have on us. It affects people of all ages, in various aspects of life.
- 4 She is grateful that her parents discovered her _____ as a musician.
- 5 In many industries it is of interest to understand a customer's _____ and traits so as to better serve the customer.
- 6 Though with knowledge of how to write, learners will find it difficult to improve their writing if they put in _____ effort and take little practice.

2 Replace the underlined words with the correct form of the expressions below. You may need to make other changes.

hand in make sense free ... from back up
bring about put in end up be meant to

- 1 Concrete examples of your skills are more effective in supporting your claims about yourself than mere descriptions.
- 2 When he got an opportunity to get a new job which he thought he was good at, he didn't hesitate to submit the resignation to his current employer.
- 3 The policy carried out recently makes a positive change in the employment of college students.
- 4 Learning not to be affected by desires means learning how to stay peaceful.
- 5 It has always been difficult to move to the perfect job in one step. So it is reasonable to map out a career strategy that includes logical job-hopping.
- 6 You should make more efforts to learn your professional course, or you may fail in the final exam.
- 7 He dreamed of doing something great and after years of efforts, he finally became a great cartoonist.
- 8 When she discovered that she was practically blind in one eye, she didn't conclude that she was doomed to suffer the misfortune. Instead, she decided to fight back.

Collocations

- 1 Complete the sentences by choosing suitable words below to collocate with the italicized words.

follow generate make
draw offer build

- Understanding some key facts that _____ *fear* and *anxiety* is important for people to understand these emotions and regain control.
- It is worth more careful thought about how we _____ *advice* to others, because advice can run from helpful to horrible, and it can help a relationship or hurt it.
- _____ a good career *choice* is actually about more than choosing a job; it's about choosing something that will provide you with the lifestyle you seek.
- Even if you're starting with no money and no family resources, opportunities can open up for you, depending on the skills and *confidence* you've _____.
- If you want to succeed and reap all the benefits of a fulfilled life, you should _____ *your passion*. When you can't go on any longer, passion can help see you through.
- The success and failure in the past makes up our life experience, from which we can _____ *lessons* on how best to conduct ourselves.

- 2 Complete the sentences by translating the Chinese in brackets into English, using suitable expressions from the collocation box.

Nouns which often go after (a / one's) sense of:

autonomy fulfillment humor
security relief achievement

Adjectives which often go before sense:

unshakable strong deep
slight growing

Verbs which often go before sense:

make feel have
give

- They provided two positions for him to choose from which _____ (给了他些微的自主感).
- _____ (你将感觉如释重负) when you have completed an important task.
- _____ (他有一种强烈的成就感) when his idea was finally accepted and carried out in reality.
- In ancient times, _____ (人们无法理解这种自然现象), so that myth was born.
- All of her students managed to graduate and found rather decent jobs. This _____ (让她有了成就感).
- A stable and well-paid job _____ (通常会给人们很强的安全感).
- I like my roommates a lot. _____ (他们很有幽默感) and always give me valuable advice in a relaxing and cheerful way.

Vocabulary learning strategies

In the text, there are some expressions related to the concept of career, such as “job offer” (Para. 1) and “job-hopping” (Para. 4). You can scan the QR code to learn more about words related to career.



Translation

1 Translate the sentences into Chinese.

- 1 Once you choose a path to take, that decision comes with necessary next steps and responsibilities.
- 2 Companies are more open to failure than they've been in the past. That's why ambitious young professionals – and women in particular – are encouraged to take calculated risks (可预计的风险). The lessons learned will be just as valuable in failure as they would be in success.
- 3 Sometimes just quitting a job because it's boring is the wrong thing to do, but thinking about where you want to be and if you need more education is good planning.
- 4 We've all hit that point where we can't figure out exactly what we really want to do with our lives. It can come when you're 18 or when you're 50, and it's always a difficult process to work through.



Translation skills

2 Translate the sentences into English.

- 1 俗话说，鱼与熊掌不可兼得。对于很多白领而言，很难同时追求事业和照顾家庭。(you cannot have your cake and eat it; white-collar; pursue)
- 2 对于即将走入社会的中国大学生而言，高校毕业生数量的大幅增加给他们找到合适的就业岗位带来了巨大挑战。(step; dramatic; appropriate)
- 3 随着生活水平的不断提高，人们在节假日期间可选择的娱乐活动越来越多，如旅游、购物、看电影等。(living standards; recreational activities)
- 4 自从中国实行改革开放政策以来，大量的外国投资促进了中国社会和经济的发展。(reform and opening up)



Unit project

Writing an essay

Reflections on my choice of major

The authors of the two texts tell us how they chose their major or future career. One took his professor's advice to follow his interest and changed his major. The other took a very different path by letting passion follow him. How did you decide on your major? Do you think that you made a good choice?

You have studied in college for several months. After going through some difficulties or problems, you are more confident in your study. Now you are invited by your senior high school to share your experience of choosing your major with Grade 3 students who will be choosing their majors. You will write an essay in which you reflect on how you chose your major and then give suggestions. The following steps may help you with the project.



Step 1 Recall how you decided on your major

After taking the National College Entrance Examination, one important thing that a high school graduate needs to do is to choose a major, which can be a life-changing decision. You may need to think about what factors helped you decide on your major.

Internal factors:

- my career philosophy
- my interest or passion
- my personality
- my capabilities
- ...

External factors:

- influence of parents, teachers or others
- preference for a college or a city
- challenging job market
- scores in the Entrance Examination
- financial shortage
- ...

Step 2 Recall your experience of studying the major

After you made your choice in major, you started your major learning which is new to you. Did you have any difficulty in studying the major in the first year? What difficulties have you gone through? How did you feel at that time? And what did you do?

Step 3 Draw lessons and make suggestions

After reflecting on your choice of major, you should draw some lessons from this experience and offer some suggestions to help those Grade 3 students in your senior high school. The following questions may help you.

- Are the factors that helped me decide on my major important? Should the Grade 3 students take them into consideration?
- How should we look on the difficulties we might meet with after we made a choice?
- What is the most important thing in choosing a major?

Step 4 Draft and revise your essay

Draft your essay and try to use the expressions you have learned in this unit. When you have finished, have a peer review of your essay with your partner. Then revise your essay based on your partner's feedback. The following checklist can also help you improve your essay.

Checklist

OK Need
improvement

- | OK | Need improvement | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1 I have stated my central idea clearly. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2 I have developed my essay logically. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3 I have described my feeling and my solution vividly. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4 I have tried using newly learnt expressions correctly. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5 I have avoided mistakes in spelling, grammar, and punctuation. |



YOU CAN
UPLOAD YOUR
ESSAY TO
THE ONLINE
COURSE AFTER
FINISHING IT.

Vocabulary

iExplore 1

New words

economics /i:kə'nɒmiks/ *n.* [U] the study of the way in which money and goods are produced and used
经济学

literature /'lɪtrətʃə/ *n.* [U] books, plays, poems, etc. that people think are important and good
文学; 文学作品

She is studying English language and literature at college.

graduation /,grædʒu'eɪʃn/ *n.* [U] the time when you complete a college or university degree or high school education (大学或中学的) 毕业

After graduation Jayne went to nursing school.

utter /'ʌtə/ *vt.* to say sth. 说; 讲

She sat through the whole meeting without uttering a word.

astonishing /ə'stɒnɪʃɪŋ/ *a.* so surprising that it is difficult to believe 令人十分惊讶的

His album has sold an astonishing 12 million copies.

immigrant /'ɪmɪgrənt/ *n.* [C] sb. who enters another country to live there permanently (外来) 移民

The city was with a large population of South American immigrants in the 1800s.

macroeconomic /,mækrəʊi:kə'nɒmɪk/ *a.* relating to the economic system of a whole country or large region (国家和地区的) 宏观经济的, 整体经济的

It implies that the US must cooperate with China on macroeconomic policies.

prop /prɒp/ *vt.* to support sth. by leaning it against sth. or by putting sth. else under, next to, or behind it 把...靠在...上; 支住; 支撑

The painter began by propping a ladder against the house.

slip /slɪp/

vt. to put sth. somewhere quietly or smoothly 把...悄悄(利落地)放在...

Someone slipped a note under my door when I was not at home.

vi. to go somewhere, without attracting other people's attention 溜走; 悄悄地走

Sarah slipped into the room and locked the door.

snatch /snætʃ/ *vt.* to take sth. away from sb. with a quick, often violent, movement 抢去; 强夺; 攫取

He snatched the photos out of my hand before I had a chance to look at them.

throat /θrəʊt/ *n.* [C] 喉咙; 咽喉; 嗓子

pound /paʊnd/ *vi.* if your heart pounds, it beats very hard and quickly (心脏) 剧烈跳动

Jane felt her heart pounding but forced herself to remain calm.

debit /'deɪt/ *n.* [C] a record of the money that you have taken out of your bank account 借方; 借项

The total of debits must balance the total of credits.

credit /'kredɪt/ *n.* [C] an amount of money that is put into sb.'s bank account or added to another amount 存入金额

The statement of total debits and credits is known as a balance.

genuine /'dʒenjuɪn/ *a.* honest, friendly and sincere 真诚的; 诚挚的

She seems genuine, but can I trust her?

reverence /'rev(ə)rəns/ *n.* [U] (*fm.l.*) great respect and admiration for sb. or sth. 尊敬; 崇敬

He showed deep reverence for his teacher.

stroll /strəʊl/ *vi.* to walk somewhere in a slow relaxed way 散步; 漫步; 闲逛; 溜达

We strolled on the beach, admiring the magnificent view of the sea.

resume /rɪ'zju:m/ *vt.* (*fm.l.*) to start doing sth. again after stopping or being interrupted (中断之后) 继续
He stopped to take a sip of water and then resumed speaking.

stunned /stʌnd/ *a.* too surprised or shocked to speak (因惊讶、震惊而) 说不出话来

I am stunned and saddened by the news.

daze /deɪz/ *n.* (*in a ~*) unable to think clearly, esp. because you have been shocked, surprised, or hurt (尤指因震惊、惊奇或伤害而) 处于迷茫状态

Survivors were wandering around the scene of the accident in a daze.

ponder /'pɒndə/ *v.* (*fm.l.*) to spend time thinking carefully and seriously about a problem, a difficult question, or sth. that has happened 仔细考虑; 深思; 默想

Webber was pondering whether to accept the offer.

diversion /daɪ'vɜːʒən/ *n.* [C, U] an enjoyable activity that you do so that you are not bored 消遣; 娱乐
Everybody needs a diversion, and playing basketball is mine.

worthwhile /,wɜːθ'waɪl/ *a.* sth. worthwhile deserves the time, effort, or money you give to it 值得花时间的; 值得花精力的; 值得花金钱的
Seeing him again made all the expenses and efforts worthwhile.

pursuit /pə'sjuːt/ *n.* [U] the act of trying to achieve sth. in a determined way 追求
I was too involved in the pursuit of career success to spend time with my family.

transfer /træns'fɜː/ *v.* to move from one job, school, situation, etc. to another; to arrange for sb. to move (使) 调动; 转职; 转学; 改变 (环境)
Helen was transferred from marketing to sales.

journalism /'dʒɜːnəlɪz(ə)m/ *n.* [U] the job or activity of writing reports for newspapers, magazines, television, or radio 新闻工作; 新闻业
He left the medical profession and took to journalism.

embark /ɪm'baːk/ *v.* to go onto a ship or a plane, or to put or take sth. onto a ship or plane (使) 上船 (飞机); (使) 装船 (飞机)
We embarked at Liverpool for New York.

faculty /'fæklti/ *n.* [C, U] all the teachers in a particular school or college, or in a particular department of a school or college (某个学校、学院或系的) 全体教师
Mr. Worden is still on the history faculty.

alumnus /ə'lʌmnəs/ *n.* [C] (*pl.* **alumni**) (*fm.*) a former student of a school or college 校友
Both of her brothers are Cambridge alumni.

obtain /əb'teɪn/ *vt.* (*fm.*) to get sth. that you want, esp. through your own effort, skill, or work (尤指通过自身的努力、技能或劳动等) 获得, 得到
You have to obtain her parents' permission before you take her away.

dismiss /dɪs'mɪs/ *vt.* to refuse to accept that sth. might be true or important 不接受; 拒绝考虑
We should not dismiss these ideas just because they are unfamiliar.

significance /sɪg'nɪfɪkəns/ *n.* [U] the importance that sth. has because it affects other things 重要性; 重要意义
His work is of great significance to historians.

misdirect /,mɪsdə'rekt/ *vt.* to send sb. or sth. in the wrong direction or to the wrong place 指错方向; 引错道路; 误导
My luggage was misdirected to a different airport.

deepen /'di:pən/ *v.* to become stronger or greater, or to make sth. stronger or greater (使) 变强烈; 加强
Studying abroad allows young people to deepen their understanding of other cultures.

creativity /,kri:ɪ'tɪvəti/ *n.* [U] the ability to use your imagination to produce or use new ideas, make things, etc. 创造力; 创造性
The society needs to encourage creativity and innovation.

liberal arts /,lɪb(ə)rəl 'ɑːts/ *n.* [pl.] the areas of learning which develop sb.'s ability to think and increase their general knowledge, rather than developing technical skills 文科

resonate /'rezə,neɪt/ *vi.* if sth. such as an event or a message resonates, it seems important or good to people, or continues to do this 引起共鸣
Martin Luther King Jr.'s name resonates in the heart of every American.

Phrases and expressions

prop sth. up to prevent sth. from falling by putting sth. against it or under it 支撑, 撑住 (某物)
They are trying to prop up the roof.

if it wasn't / weren't for sb. / sth. (also if it hadn't been for sb. / sth.) used to say who or what prevents or prevented sth. from happening 要不是某人 / 某事物
If it wasn't for the life jacket, I would have drowned.

leaf through to turn the pages of a book quickly, without reading it thoroughly or carefully 匆匆翻阅
The waiting room was full of people leafing through magazines.

embark on / upon to start sth., esp. sth. new, difficult, or exciting 开始, 着手 (尤指新的、困难的或令人激动的事)
Every year there is a need for housing as young couples embark on married life.

believe in to think that sth. is effective or right 相信…有用; 相信…正确

Some people wear make-up all the time, but I believe in letting your skin breathe so I always wear as little as possible.

Proper names

John Barleycorn /'bɑ:lɪkɔ:n/ 《约翰·巴利科恩》
(杰克·伦敦小说)

Jack London 杰克·伦敦 (1876-1916, 美国作家)

UC Santa Barbara /'sæntə 'bɑ:b(ə)rə/ 加利福尼亚大学圣巴巴拉分校 (美国)

Los Angeles /ləs'ændʒələs/ **Times** 《洛杉矶时报》

David Kaplan /'kæplən/ 戴维·卡普兰 (人名)

UCLA 加利福尼亚大学洛杉矶分校 (美国)

Santa Monica College 圣莫尼卡学院 (美国)

Tolstoy /tɒl'stɔɪ/ 托尔斯泰 (1828-1910, 俄国作家)

Chekhov /'tʃekɒf/ 契诃夫 (1860-1904, 俄国作家)

Dickens /'dɪkɪnz/ 狄更斯 (1812-1870, 英国作家)

Shakespeare /'ʃeɪk,ʃpɪə(r)/ 莎士比亚 (1564-1616, 英国剧作家、诗人)

Wordsworth /'wɜ:dzwɜ:θ/ 华兹华斯 (1770-1850, 英国诗人)

I just taught a class at the University of Chicago in nonfiction narrative writing last semester.

strikingly /'straɪŋli/ *ad.* unusually or noticeably 显著地; 突出地; 醒目地

Her latest novel is strikingly different from her earlier work.

peer /pɪə/ *n.* [C] sb. who is the same age as you, or has the same type of job, rank, etc. 同龄人; 同事; 地位相同的人

Do you think it's true that teenage girls are less self-confident than their male peers?

pre-existing /,pri:ɪg'zɪstɪŋ/ *a.* (only before noun) (fml.) existing before a particular time or event 先于…存在的

Poor health and pre-existing disease can delay healing of a wound.

livelihood /'laɪvli:hu:d/ *n.* [C, U] the way you earn money in order to live 生计

He earns his livelihood by writing.

unfulfilled /,ʌnfʊl'fɪld/ *a.* unhappy because you have not achieved what you want 未得到满足的; 不满意的

George felt dissatisfied and unfulfilled with his work.

philosophy /fɪ'lɒsəfi/ *n.* [C] the attitude or set of ideas that guides the behavior of a person or organization 人生哲学; 生活(工作)准则

The idea that you should treat others as you would like them to treat you is a fine philosophy of life.

deliberation /dɪ,lɪbə'reɪʃn/ *n.* [C, U] careful consideration or discussion of sth. 细想; 考虑; 商议

After much deliberation, Roy accepted the offer.

premise /'premɪs/ *n.* [C] (fml.) a statement or idea that you accept as true and use as a base for developing other ideas 前提

The conclusions in the report were based on a false premise.

trait /treɪt/ *n.* [C] (fml.) a particular quality in sb.'s character (某人性格中的) 特性, 品质

Does Robinson have any bad traits?

workplace /'wɜ:kpleɪs/ *n.* [C] the room, building, etc. where you work 工作场所

For centuries, women have been fighting against the discrimination (歧视) in the workplace.

minimal /'mɪnɪml/ *a.* very small in degree or amount (程度或数量) 很小的, 很少的

The effect of the policy on low-income families will be minimal.

iExplore 2

New words

doctoral /'dɒkt(ə)rəl/ *a.* relating to or done as part of work for the university degree of Doctor 博士(学位)的

Kingston wrote his doctoral dissertation on Romantic music.

institute /'ɪnstɪ,tju:t/ *n.* [C] (从事科研或教育等的) 机构; 学院; 研究院

The result of the experiment was released by the Institute of Cancer Research.

manuscript /'mænʃu,skɪpt/ *n.* [C] a book or piece of writing before it is printed 手稿; 底稿; 原稿

Unfortunately, the original manuscript is no longer complete.

nonfiction /,nɒn'fɪkʃn/ *n.* [U] books, articles, etc. about real facts or events, not imagined ones 非小说类文学作品; 写实作品

preference /'pref(ə)rəns/ n. [sing., U] a greater interest in or desire for sb. or sth. than sb. or sth. else
偏爱; 爱好; 喜爱

Do you have any preference as to what kind of coffee we should order?

content /kən'tent/ a. happy and satisfied 惬意的; 满足的
Different from his friends who have gone traveling, he is content to stay at home and lead a leisure life during the vacation.

headquarters /,hed'kwɔ:təz/ n. (pl. **headquarters**) the main building or offices used by a large organization
总部; 总公司; 总办事处

initial /ɪ'nɪʃl/ a. happening at the beginning of a plan, process, situation, etc. 开始的; 最初的
At the initial stage of the project, not everyone had access to a computer.

unshakable /ʌn'sʃeɪkəbl/ a. (also **unshakeable**) unshakable faith, beliefs, etc. are very strong and cannot be destroyed or changed (信念、信仰等) 不可动摇的, 坚定不移的
He had a quite unshakable faith in Chinese traditional values.

rough /rʌf/ a. difficult and with a lot of problems 困难的; 艰难的; 艰巨的
Bob had a rough day at school.

brilliance /'brɪljəns/ n. [U] a very high level of intelligence or skill 才华
Her brilliance as a musician can hardly be matched by her peers.

occupational /,ɒkjʊ'peɪʃn(ə)l/ a. relating to your job 职业的; 关于职业的
The new policy covers the compensation for occupational accidents and diseases.

fence /fens/ n. [C] 栅栏; 围栏; 篱笆

make sense

1 to be a sensible thing to do 是明智的; 合乎情理
It may make sense to take professional advice on the wording of an appropriate letter.

2 to have a meaning that you can easily understand 有道理; 有意义; 讲得通
The last paragraph of the novel doesn't make sense!

be meant to do sth.

1 if you are meant to do sth., you should do it, esp. because sb. has told you to or because you are responsible for it (尤因某人的吩咐或根据职责) 应该(必须) 做某事
The police are meant to protect people.

2 to be intended to do sth. 意在(旨在) 做某事
My little brother is meant to be a firefighter.

back up to prove sth. is true 证明; 证实
His opinions are backed up by recent research.

put in to spend time or use energy working or practicing sth. 花费(时间或精力) 做某事(练习某事)
If I put in some hours finishing the paper today, I can have some time off tomorrow.

Proper names

Microsoft /'maɪkrəʊsɒft/ 微软(美国电子计算机软件制造和销售大型企业)

the East Coast 美国东海岸地区(尤指华盛顿特区以北各州)

Seattle /sɪ'æt/ 西雅图(美国城市)

Georgetown University 乔治城大学(美国)

Phrases and expressions

hand in to give sth. to sb. in authority 上交; 提交
The term paper must be handed in by Saturday.

end up to finally be in a particular place or situation 最后处于; 最后成为; 以...告终
She'll end up poor if she continues to spend money like that.