

1 教材定位

《新未来大学英语》是由中外英语教育专家合作研发、外语教学与研究出版社与牛津大学出版社联合出版的一套集思想性、科学性、民族性、时代性于一体的国际化、立体化大学英语系列教材。

《新未来大学英语》以服务我国积极参与全球治理、构建人类命运共同体、促进人的全面发展和社会全面进步为宗旨，全面贯彻党的教育方针，落实立德树人根本任务，深入践行课程思政理念，寓价值观引导于知识传授和能力培养之中，帮助学生塑造正确的世界观、人生观和价值观。本系列教材响应教育部关于加快建设高水平本科教育、全面提高人才培养能力的号召，致力于为大学生专业学习、国际交流、继续深造、工作就业提供有力支撑，为培养国家急需的具有中国情怀和国际视野、堪当中华民族伟大复兴大任的国际化人才做出应有贡献。

本系列教材以《大学英语教学指南》为指导，针对“基础目标”与“提高目标”设计内容，有机对接《中国英语能力等级量表》四至五级，兼顾大学英语的工具性和人文性，在着重培养学生通用英语能力的基础上，促进职场英语和学术英语能力发展，全面提升综合素养。

教材包含4个级别，分别对应个人领域(级别1)、公共领域(级别2)、职场领域(级别3A)、学术领域(级别3B)，其中3A和3B为平行级别，难度均承接级别2。各院校可根据学校特色、人才培养目标、学生水平、课程设置等情况，灵活搭配选用3个或4个级别。

2 教材理念

体验式外语学习范式，创造学用一体的真实交际情境

《新未来大学英语》采用体验式外语学习范式，创造真实的交际情境，营造愉悦的深度学习体验，让学生运用英语完成富有挑战性的真实交际任务，从而调动学习兴趣，提升学习效果；构建师生和生生互动的线上线下学习共同体，通过合作探究不断提高学生的英语运用能力和其他多元能力，实现情感、心智、知识和能力的全面发展。同时，本系列教材充分吸收我国大学英语教学优良传统中被实践证明行之有效的英语教学方法与语言练习设计，博采众长，推陈出新。

多元能力发展观，融合外语教育与全人教育

《新未来大学英语》体现外语教学多元能力发展观，不仅关注学生语言能力的发展，而且致力于促进其思辨能力、跨文化能力、学习能力等多元能力的发展，实现通过语言实践活动融合多元能力培养、通过多元能力发展促进语言能力发展的双重目标。与此同时，本系列教材寓全人教育于外语教育之中，以润物细无声的方式实现外语思政教育目标。

混合式教学模式，实现外语泛在学习与教研相长

《新未来大学英语》基于智能化教学管理平台，促进教学模式改革与创新。通过混合式教学最大化利用课堂教学时间，设计丰富多彩的课内外活动，有效促进学生的语言能力和多元能力融合发展；通过教学大数据分析学情，优化教学管理，提升教与学的效率与效果；通过云技术促进外语自主学习和泛在学习；鼓励教师跨院校共建、共享教学资源，合作创新，并同步开展教学研究，实现教研相长。

3 教材特色

选材丰富，价值引领落实立德树人

《新未来大学英语》注重外语教材的语言学习功能和立德树人功能。选材凸显语篇多元化和英语多样性特点，语篇类型覆盖真实实际情境中的各类应用性文体以及全媒体时代丰富多彩的多模态素材。与此同时，教材内容扎根中国，彰显正能量，有机融入社会主义核心价值观、中国梦、文化传承、“一带一路”倡议、人类命运共同体理念等思政关键话题，以文化人，以文育人，塑造健全人格，夯实理想信念。

主题牵引，兼顾工具、人文双重属性

本系列教材以内容为依托，探索青年文化、社会生活、职场经纬、学术视野四大主题，既关注青年学生兴趣所在的时代前沿话题，引导学生探索人与自我、人与社会、人与自然、人与未来等四大知识领域，凸显大学英语的人文性，又聚焦职场英语和学术英语，满足学生职业发展或学业深造的需要，凸显大学英语的工具性，实现大学英语工具性和人文性的有机统一。

设计精湛，多维立体营造真实体验

本系列教材通过巧妙设计营造真实交际环境，搭建任务脚手架，创设意趣盎然的深度学习体验。《综合教程》将英语学习剧情化，以情景剧形式

展现学习内容，让学生体验剧情发展，参与交际任务，在不同的情境中学习语言、训练思维、提高素养，实现知识和能力的有效内化。《视听说教程》注重视听输入、技能讲解与口语训练的有机结合，帮助学生在知识学习的同时，实现有效产出，全面提高英语交际能力。此外，本系列教材将教学理念融于装帧设计，为体验式学习创设了栩栩如生的语言生态环境。

能力导向，步步进阶实现全面发展

本系列教材以能力培养为导向，促进学生的多元能力发展。精准对接普通本科高校学生的语言基础和发展需求，在着力增强语言能力的同时，培养学生的思辨能力、跨文化能力、学习能力，不失时机地引导学生提升道德能力。本系列教材精心设计了简明扼要的语言技能、思辨技能、跨文化技能、职场技能和学术技能讲解板块，并配有专项练习，讲练结合，确保学生的各项能力相互促进，融合发展。

中外融通，培养中国情怀、国际视野

本系列教材注重架设沟通中外文化的桥梁。重视培养学生用英语“讲好中国故事”的能力，将中华文化元素有机融入输入素材、翻译练习和其他各类任务设计之中。每单元还专门设有Wisdom of China和Voice of China板块，集中学习和探讨中华优秀传统文化。教材同时引领学生探索丰富多彩的世界多元文化，兼顾英语国家与非英语国家，通过文化内涵丰富的选材、跨文化技巧讲解、跨文化反思练习、文化注释等内容，在态度、知识、技能等方面多维度提高跨文化能力。

线上线下，互动合作促进智慧学习

本系列教材为学生泛在学习和教师合作发展创造网络空间。倡导课堂教学与在线自主学习结合的混合式教学模式，依托“U校园智慧教学云平台”，构建以学生为中心的体验式语言学习生态环境，各院校可自主选择线上、线下或混合教学模式。教材同时配备PC端、移动端数字课程和外研随身学App等数字学习资源，优化学习体验，提升学习效果。数字课程采用情境化设计，打造沉浸式体验，包含视频微课、在线练习、互动讨论等形式，与教材有机结合，相互补充。U校园同时提供多终端教学管理工具，帮助教师实现课堂内外融合和线上线下贯通，为教学设计提供便捷工具，为教学研究提供数据支持，并构建学院内部或跨校教师发展共同体，实现教师资源共享与共同发展。

4 教材构成

《新未来大学英语》共包含4个级别，每级包含《综合教程》(配教师用书)和《视听说教程》(配教师用书)等分册。本系列教材提供体验式数字课程、微课视频、移动学习应用、教学课件、试题库等不同媒介的教学资源，各类资源相辅相成，互为补充，共同构建立体化教学环境。

5 编写团队

《新未来大学英语》编写团队由中外著名外语教育专家和具有丰富一线教学经验的高校教师组成。中方总主编为北京外国语大学孙有中教授，英方总主编为外语教育领域著名学者Jack C. Richards教授。编写团队包括来自英国、美国、加拿大等国的专业教材作者，以及来自北京外国语大学、复旦大学、北京航空航天大学、西安交通大学、西北工业大学、吉林大学、电子科技大学、华南理工大学、北京语言大学、河北农业大学等多所院校的学者与教师。他们多年的学术研究成果和一线教学经验为教材编写的创新性、科学性和有效性奠定了坚实的基础。此外，教材在编写过程中还邀请全国二十余所院校进行审稿和试用，他们为教材编写提供了许多建设性意见。

因教材为全新编写，难免有不足之处，欢迎专家、教师和同学在审阅和使用的过程中，提出宝贵意见，以使教材不断完善。

期待《新未来大学英语》为培养新时代中国特色社会主义建设急需的高层次国际化人才做出贡献！期待《新未来大学英语》为开创中国大学英语教学更加美好的新未来做出贡献！

《新未来大学英语》编写团队

编写与使用说明

《新未来大学英语 综合教程》在设计与编写时，充分考虑新时代国家发展对人才培养的新需求、大学英语教学发展的新趋势，同时结合新一代大学生的特点、学习习惯与兴趣，选择富有时代精神和文化内涵、彰显全媒体时代特色的语言素材，通过体验式学习、混合式学习等方式，实现语言能力、思辨能力、跨文化能力、学习能力等多元能力培养，落实立德树人的根本任务。

本教程内容以情景剧的形式展开，创设四个主角——两名中国大学生、两名外国留学生。剧情设定从校园生活过渡到社会发展，再进入职场实习、学术探究，契合新时代学生的认知特点和成长路径。通过真实的交际活动，学生跟随主角体验剧情发展、完成交际任务，在深度参与中习得语言技能，提高人文素养，培养多元能力。



Wang Hao



Yi Fei



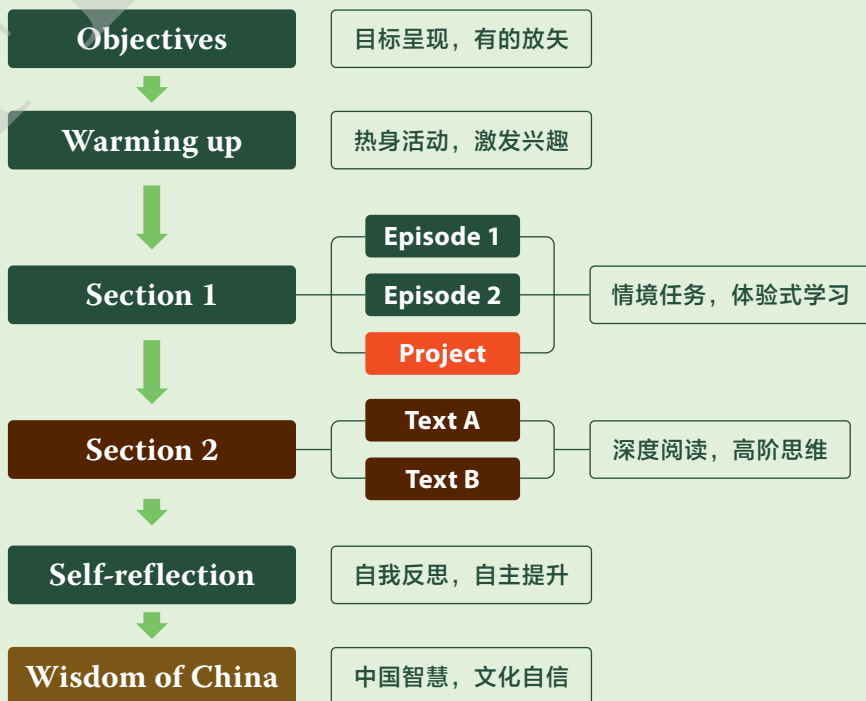
Thomas Miller



Alice Parker

单元结构

《综合教程》包含4个级别，每级包含6个单元。单元结构具体如下：

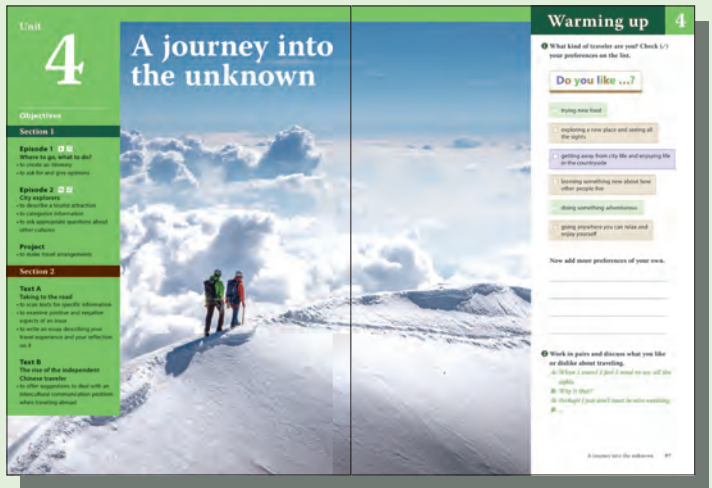


Objectives

从交际任务、语言能力、思辨能力、跨文化能力等方面呈现单元各部分的主要学习目标，明确学习重点，指引教学路径。

Warming up

通过小组讨论、头脑风暴、问卷调查等多样化的活动，激发学习兴趣，激活知识储备，为进入深度学习做好准备。



Section 1

以情景剧的方式呈现学习内容，学生跟随主角一幕幕体验剧情发展，一步步积累语言资源，一项项参与交际活动，循环进行听说读写活动的积极体验、观察反思、规律提炼、应用创造，最后合作完成综合产出任务。Section 1 的具体结构如下：

Episode 1 & 2

将剧情和任务设计成两个 Episode，每个 Episode 根据剧情发展提供两段不同形式的输入材料，辅以理解性练习、相关技能讲解及练习，帮助学生掌握完成任务所需的重点内容。

Plotline 剧情线贯穿 Section 1，交代产出任务目标，推动故事情节发展，引导学生跟随剧情进行体验式学习，完成交际任务。

Road map 以路线图的形式梳理剧情，呈现输入材料、Over to you 和 Project 的内容，帮助学生从整体上把握 Section 1 的体验式学习全过程。

Input

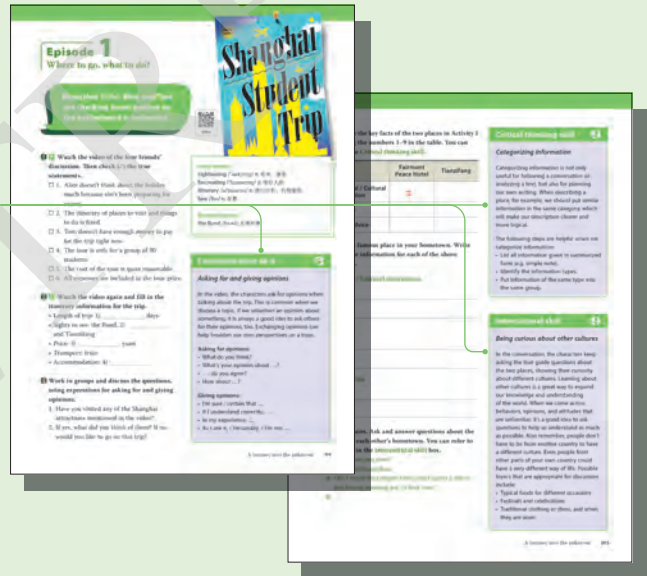
输入材料包含音频、视频、文本等不同体裁，富有时代气息和人文内涵。音视频配二维码，通过U校园扫码即听即视。文本类型丰富，生动活泼，体现数字时代碎片化阅读特色，激发学习兴趣。



Skill

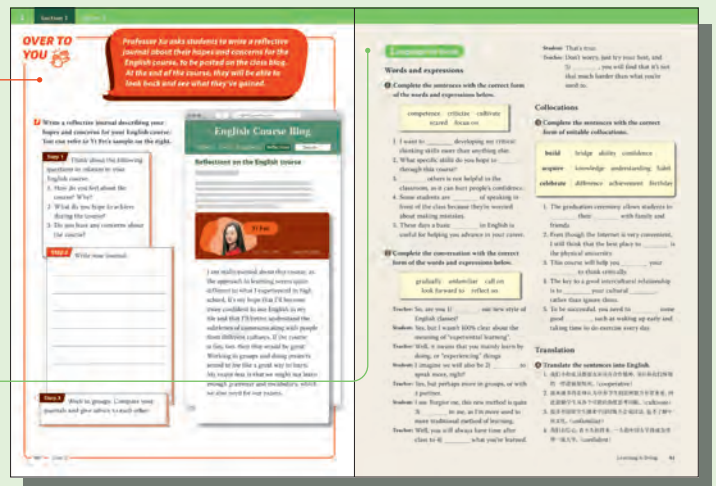
提供有针对性的技能讲解，并配备相应练习，培养学生多元能力。

- 级别1-2: Communication skill、Critical thinking skill、Intercultural skill
- 级别3A: Career skill、Critical thinking skill、Intercultural skill
- 级别3B: Academic skill、Critical thinking skill、Intercultural skill



Over to you

每个Episode后设置一个阶段性产出任务，让学生运用所学语言和技能完成交际任务，为最终的综合产出任务做好准备。

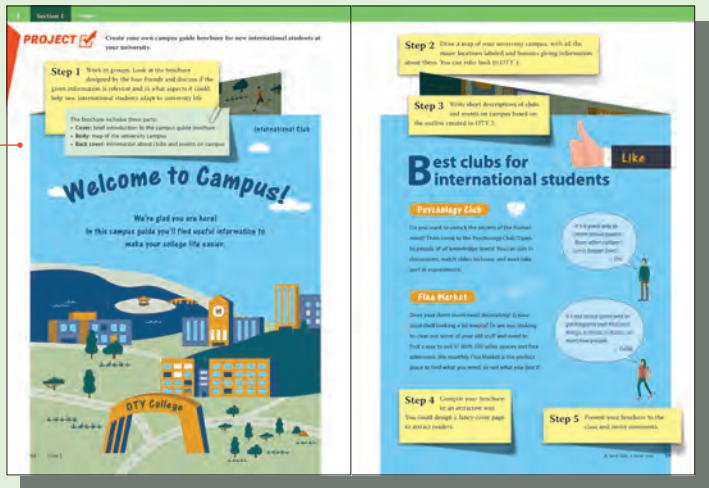


Language in focus

聚焦语言基本功训练，涵盖重点词汇、短语、搭配、结构和翻译，通过形式多样的练习，切实提高学生的语言综合运用能力。

Project

顺承剧情发展，聚焦产出任务，搭建脚手架，引导学生运用在前面每一个阶段所积累的知识技能完成综合产出任务，实现学用结合，提高解决问题的能力。



Section 2

该部分提供两篇与单元主题相关的课文，Text A用于深度阅读，Text B用于泛读。课文体裁多样，体现时代性、思想性、趣味性，注重中外文化多元视角。通过丰富多彩的活动和任务，引导学生探究新知，提高语言能力、思辨能力和跨文化能力，提升人文素养。Section 2的具体结构如下：

Text A

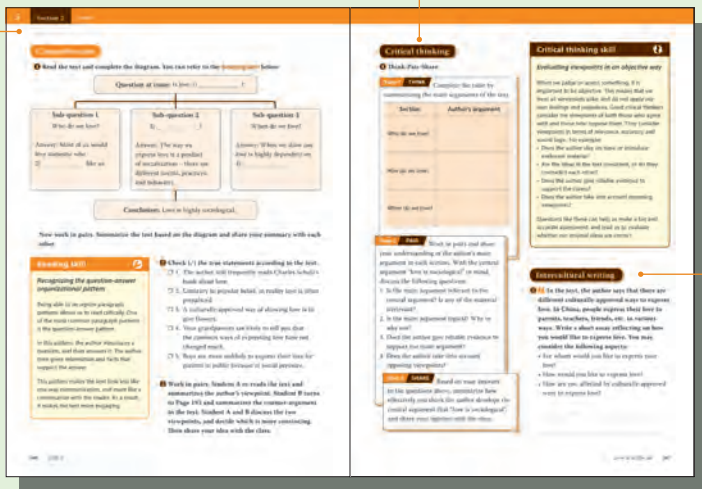
深度阅读课文。包含课前预习、篇章理解、思辨训练、跨文化写作和语言训练，各板块循序渐进，形成有机整体。



Preview task 鼓励学生进行课前自主预习，了解文章主题内容，为课上进行深度阅读和思维训练做好准备。

Comprehension 阅读理解练习

关注宏观主旨大意和微观重点细节，帮助学生由浅入深地理解篇章内容，提升阅读理解能力。



Critical thinking 围绕课文主题进行延伸讨论，通过Think-Pair-Share练习和思辨技能讲解，引导学生就相关话题进行深入探究，培养思辨能力。

Intercultural writing 从课文中提取跨文化素材，结合学业考试中常见的写作文体，鼓励学生通过写作的方式对跨文化问题进行深层思辨，提高跨文化能力。

Language in focus

聚焦重点词汇、短语、搭配、结构及翻译, 提升语言综合运用能力, 同时为学业考试做好准备。

汇、短语、搭配、结构及翻译, 提升语言综合运用能力, 同时为学业考试做好准备。

This page contains grammar exercises and reading material. It includes sections for 'Words and expressions', 'Collaborations', 'Banked class', and 'Structure'. The 'Banked class' section features a short story about a woman named Maria who dreams of becoming an actor and eventually achieves her goal after several setbacks.

Text B

泛读课文。配有读前热身和读后思考练习, 扫描二维码可进行更多线上补充练习, 帮助学生拓展视野, 进一步提升多元能力。

The page features a reading text titled 'The RISE of the independent Chinese traveler'. It discusses how the Chinese outbound tourism industry has grown rapidly in recent years. The text mentions that Chinese tourists are now more confident and independent travelers, and that the industry is expected to continue growing. The page includes a 'Self-reflection' section with a checklist and a 'Wisdom of China' section with a quote.

Self-reflection

从任务完成、技能提升等方面引导学生反思单元目标达成情况, 帮助学生自我检测、自主提升, 培养终身学习能力。

Wisdom of China

呈现与单元主题相关的中华优秀传统文化和社会主义先进文化, 帮助学生领悟中国智慧, 坚定文化自信, 讲好中国故事。

This page is a 'Self-reflection' worksheet. It includes a checklist for students to evaluate their learning progress, a 'Wisdom of China' section with a quote about the importance of education, and a QR code for additional resources.

数字课程

《综合教程》数字课程秉承教材体验式外语学习和多元能力发展的设计理念，遵循混合式教学模式，对纸质教材内容进行重组与补充，依托“U校园智慧教学云平台”，提供全新的视觉界面、丰富的学习资源和便捷的教学工具，将课前预习、课堂学习与课后复习有机结合，助力师生打造智慧课堂，开展智慧教学。

设计活泼，全方位优化学习体验

- 兼顾全媒体时代特点和教材特色理念，打造情境化视觉界面，营造体验式、沉浸式学习环境。
- 结合新一代学生的学习习惯与兴趣，融入轻游戏化元素，完成学习任务即可收集信物，形成单元手账，创设愉悦的学习体验。

创新内容，与纸质教材深度融合

- 对教材内容进行重组调整，适度补充拓展练习，提供单元自测，促进自主学习。
- 针对高阶技能设计形式活泼、内容实用的微课视频，对思辨与跨文化技能进行深入讲解。
- 增设词汇训练专区，聚焦四级词汇，采用学练结合的方式，帮助学生夯实语言基础。

提供全新教学工具，助力高效教学

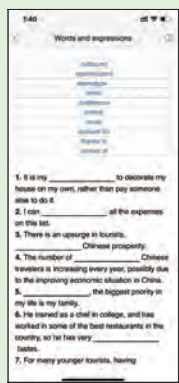
- “课堂活动库”筛选教材中的讨论练习，教师可选择课上需完成的活动并发布给学生，学生通过语音转写功能实时进行班级互动，提高教学效率。
- “课后作业库”为产出任务提供展示平台，教师可发布任务并对学生上传的作业进行评阅和推荐，促进教学互动。



视觉界面



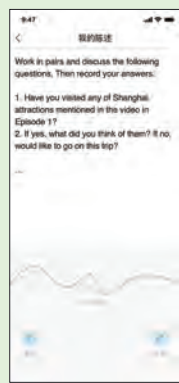
单元手账



Text B 拓展练习



词汇训练专区



课堂活动



课后作业

《综合教程》数字课程结构如下：



教学建议

《综合教程》充分考虑高校大学英语教学现状和人才培养需求，基于混合式教学模式进行设计，纸质教材和数字课程深度融合，互为补充，互相支持。在实际教学中，教师可根据学生水平、教学目标、课时安排等情况灵活选用纸质教材和数字课程内容，通过灵活多样的组合创新教学模式，提升教学效果，实现教学目标。该系列教材使用模式建议如下：

Step 1 线上

建议完成数字课程中：

- Warm up
- Section 1 Viewing / Listening / Text

学生：

- 完成热身活动，激发学习兴趣
- 学习视听和文本材料，完成理解练习，预习技能知识，为课堂活动做准备

Step 2 线下

精讲精练（教师讲授）

口语讨论（小组活动）

教师：

基于线上学习数据，对重难点内容进行针对性讲解，引导学生为完成单元产出任务做好准备

学生：

开展语言输出活动，加强技能训练

Step 3 线上

建议完成数字课程Section 1中：

- Language in focus
- Over to you
- Project

学生：

- 完成课后语言练习，内化语言知识
- 完成产出任务，在线提交作品，分享学习成果

Step 4 线下

自主学习反馈（教师讲授）

产出作品展示（学生展示）

教师：

基于线上数据点评课后作业情况，进行有针对性的讲解

学生：

优秀作品展示及汇报

Step 5 线上

建议完成数字课程 Section 2

Text A 中:

- Preview task
- Reading in detail
- Comprehension
- Critical thinking

学生:

学习课文, 完成理解练习, 预习思辨技能知识, 为课堂活动做准备

Step 6 线下

精讲精练 (教师讲授)

交流讨论 (小组活动)

教师:

基于线上学习数据, 对重难点内容进行针对性讲解

学生:

开展语言输出活动与思辨讨论活动

Step 7 线上

建议完成数字课程 Section 2 中:

- Text A Intercultural writing / Language in focus
- Text B
- Wisdom of China

学生:

- 提交跨文化写作任务, 提升跨文化能力和写作能力
- 完成课后语言练习, 内化语言知识
- 自主学习 Text B
- 学习及背诵智慧中国短文

Step 8 线下

自主学习反馈 (教师讲授)

产出作品展示 (学生展示)

教师:

基于线上数据点评课后作业情况, 进行有针对性的讲解

学生:

优秀作文展示及汇报

Step 9 线上

建议完成数字课程 Section 2 中:

- Wrap up
- 词汇专区

学生:

- 进行自主反思和单元自测
- 开展四级词汇专训

教师:

基于反思和自测数据调整下一阶段教学设计

Character profile



Wang Hao

Age: 18

Hometown: Xi'an

Major: Sociology

Wang Hao is a quick-minded and self-confident person. He has strong research skills and is interested in social issues, which is why he has chosen to major in sociology. Being able to take on leadership and responsibilities, he often leads his friends and schoolmates in their projects. However, due to his firm leadership, he can sometimes be a little strong-willed. For example, he may interrupt others while they are speaking because he believes he is right, and has all the answers. In his spare time, he enjoys playing football and sometimes organizes friendly matches.

In the future, Wang Hao hopes to work in a multinational company and play an active role in a non-profit organization that deals with social issues.



Yi Fei

Age: 18

Hometown: Shenzhen

Major: Computer science

Yi Fei has a very analytical brain and is good at analyzing problems, brainstorming solutions, and assessing outcomes. Her classmates respect her because she is both cool and smart. Being more objective than subjective, she can sometimes be a little bit insensitive to others' feelings or a bit too serious. For example, she sometimes misses the point of other people's jokes, and she never hesitates to speak her mind. In her spare time, she relaxes by playing computer games and her name is a common feature on the top-score lists of many games!

In the future, Yi Fei hopes to be a data scientist in a top tech company, and of course, continue her passion for gaming!





Thomas Miller

Age: 19

Hometown: Philadelphia

Major: Marketing

Tom is warm and enthusiastic, and enjoys organizing social events. Given his creativity and strong communication skills, he has chosen marketing as his major. His enthusiasm and imagination often lead him to talk a little too much, or stray from the topic being discussed. Also, though he is well-liked for his great joke-telling ability, he is not always aware of when to stop joking around, and can get on his friends' nerves sometimes. He has a great love for wild places, so he loves to go rock climbing, and is a passionate nature photographer.

Tom came to China to gain more international experience and make new friends. In the future, he hopes to become a chief marketing officer (CMO) in an international company.



Alice Parker

Age: 19

Hometown: London

Major: Chinese

Alice has a good memory and is interested in various cultures around the world. She can speak both French and Swahili besides her mother tongue, English. She is sometimes quiet, but always friendly, considerate, and insightful. She cares about others' feelings, but sometimes, this translates into thinking a bit too much and being indecisive. During her free time, she is keen on painting. She says that painting helps her find inner peace and express her innermost thoughts. She is fond of cooking and hosts a food vlog called Alice's Kitchen.

Alice came to China to study Chinese, learn about Chinese culture, and make new friends. In the future, she hopes to return to the U.K. and teach Chinese to elementary school children.



Passing the torch

Objectives

Section 1

Episode 1

Generational differences

- to analyze the features of your generation
- to compare and contrast viewpoints

Episode 2

Hopes for the future

- to write about your hopes for the future
- to invite contributions in discussion
- to keep an open mind about other cultures

Project

- to write an essay about different generations and their dreams

Section 2

Text A

Sky-high ambition to fulfill an “unreachable” dream

- to summarize a text
- to analyze the chronology of events using a timeline
- to write an essay describing the characteristics of a hero from other countries

Text B

Working across the age gap

- to reflect on the features of different generations in China





① Read the list below and check (✓) the points you think you share with your parents' generation. Then add two more of your own.

Eating habits

Ideal jobs

Reading habits

Preferred transportation

Movies you like

Travel preferences

Attitude toward marriage

Attitude toward education

② Work in pairs and discuss any differences that you think you and your parents have.

A: My parents and I have the same taste in movies, but we like different books.

B: What kinds of books do you and your parents like?

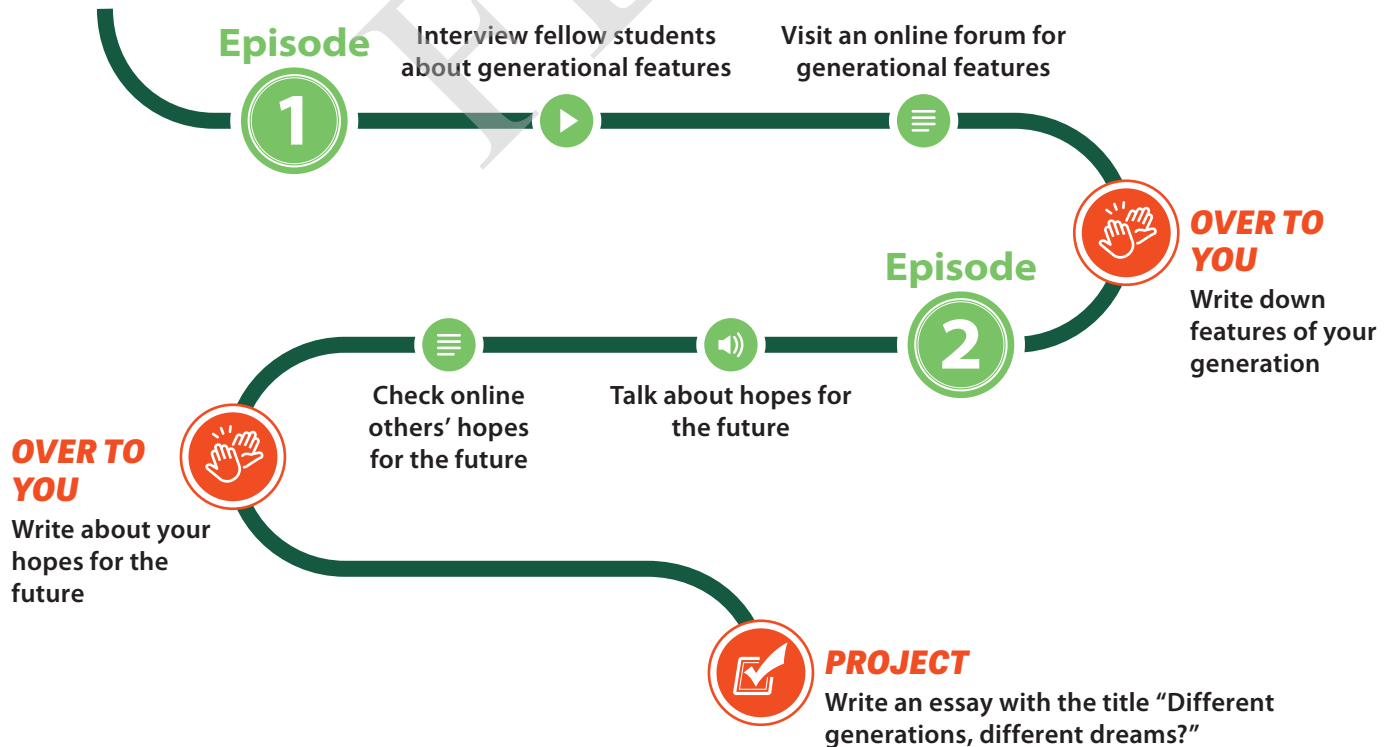
A: ...



Every generation has its own features, but all have one thing in common: They all want a better life for themselves, their families, and their societies. Of course, each generation has a slightly different idea about what “a better life” means. A competition to write an essay with the title “Different generations, different dreams?” challenges students to explore this subject, and the four friends would like to enter.



STARTING POINT



Episode 1

Generational differences

In order to enter the competition, Tom and Wang Hao decide to interview their fellow students about the most important features of their generation.



video

1 ▶ Watch the first part of the interview with the students. Then fill in the blanks.

1. The interviewee thinks the most important feature of her generation is their relationship with _____.
2. The interviewee believes that easy access to _____ makes her generation different from older generations.
3. According to the interviewee, having easy access to information makes many people _____.
4. The interviewee thinks she's _____ her generation because she relies a lot on technology.



New words

distinguishing /dɪ'stɪŋɡwɪʃɪŋ/ *a.* 独特的
 digital native /ˌdɪdʒɪtl 'neɪtɪv/ *n.* 数字原生代
 literally /'lɪt(ə)rəli/ *ad.* 确实地
 convenience /kən'veɪniəns/ *n.* 便利
 selfish /'selfɪʃ/ *a.* 自私的
 stable /'steɪbl/ *a.* 稳定的

2 ▶ Watch the second part of the interview and match statements 1–5 to Interviewee A and B.



Interviewee A



Interviewee B

- 1. My generation is seen as self-determined.
- 2. I think older generations value financial security more.
- 3. My generation wants more meaningful jobs.
- 4. I want the same life that the older generation has.
- 5. All generations have similar values; they just express them differently.

3 Work in pairs and interview each other with some of the questions asked in the video.

1. What do you think are the distinguishing features of your generation? Can you give examples to illustrate the features?
2. Do you think you are typical of your generation? Why or why not?



To gather more ideas, Yi Fei and Alice visit “Gen-Z Talk Spot”, an online forum for young people from all over the world to share their ideas.

Thread: Is Gen-Z really difficult to understand?

Started: Jul. 8, 2021, 9:05 A.M. by Jason | 14 comments | Viewed: 172 times

Jul. 8, 2021, 9:05 A.M.

Jason

California



Joined: Mar. 12, 2019
Posts: 21

Is Gen-Z really difficult to understand?

Hello, everyone! Here’s something to talk about. My uncle told me that he didn’t understand my generation. “All you want to do is to post pictures on social media,” he said. “And the only ambition you have is to travel round the world.” Are we really that difficult to understand? What do you think? Is he right?

Share

Quick reply

Report

Jul. 8, 2021, 11:09 A.M.

Martha

New York



Joined: Jun. 16, 2018
Posts: 165

Re: Is Gen-Z really difficult to understand?

I don’t understand what your uncle was complaining about. What’s wrong with posting photos on social media and wanting to travel round the world? One is just a fun, harmless hobby, and the other is an ambition. Didn’t his generation have hobbies and ambitions? I think the problem with the older generation is that they weren’t encouraged to use their imagination. It was study, study, study, then work, work, work. My generation has greater ambitions.

Share

Quick reply

Report

Jul. 8, 2021, 2:11 P.M.

Li Wei

Guangzhou



Joined: Dec. 12, 2017
Posts: 210

Re: Is Gen-Z really difficult to understand?

I think I understand what your uncle means. When his generation talked to their parents, they were supposed to tell them their whole life plan. You were expected to know what you wanted to do in your life when you were, like, 18 years old!! I think that’s because life was tougher then, and people were rushing to become financially independent. Things are SO different now. Unlike older generations, we have the time and freedom to enjoy ourselves before we decide to settle down. I think this is because we have more financial security.

Share

Quick reply

Report

Jul. 8, 2021, 4:12 P.M.

Sandra
Sydney



Joined: Mar. 11, 2019
Posts: 171

Re: Is Gen-Z really difficult to understand?

I was talking to my mom about this the other day. Her attitude is quite different from your uncle's. She thinks it's great that our generation is so connected. She's really pleased that I know people all over the world (thanks to Gen-Z Talk Spot!!) and she admires the opportunities that my friends and I have. She also explains why things are different for me. She grew up in the 1970s, when people started to take charge of their own destiny. She wanted to travel round Europe for a year, but her parents refused her request point-blank, saying it was more important for her to get married early. People of older generations, like my grandparents, were much more concerned about social conventions than we are today!

Share Quick reply Report

Jul. 9, 2021, 8:20 A.M.

Oliver
London



Joined: Aug. 12, 2020
Posts: 19

Re: Is Gen-Z really difficult to understand?

I agree with your uncle! Many people see how amazing other people's lives look on social media, and feel they need the same, perfect life. I think this has a bad effect on people. But we're not all like that! My family is always saying, "Stop spending so much time online! Start thinking about your future!" But they don't know that I AM thinking about my future! Actually I spend time online reading up about my interests, one of which is actually business. So I'm going to go to business school and then I'm going to start my own business. I'm going to create apps that will help people study.

Share Quick reply Report

« Previous thread | Next thread »

1 2 ... 6 ▶ Last ▶▶

Reply to this thread

Title: Re: Is Gen-Z really difficult to understand?

Reply Cancel

4 Choose the best answer to each of the questions.

1. What does Jason want to know?
 - A. What his uncle means by his criticism.
 - B. Why his generation's only ambition is to travel.
 - C. What his peers think about his uncle's viewpoint.
 - D. What's wrong with posting pictures on social media.
2. What does Martha think about the younger and older generations?
 - A. The older generation was more ambitious.
 - B. The younger generation is more imaginative.
 - C. The older generation didn't like social media.
 - D. The younger generation doesn't care much about study and work.
3. What does Li Wei think is the big difference between his generation and older generations?
 - A. His generation has a tougher life.
 - B. Older generations had more financial security.
 - C. Older generations had more pressure to settle down sooner.
 - D. His generation knows what to do with their lives from an earlier age.
4. What does Sandra's mother think about the younger generation?
 - A. She admires how well connected they are.
 - B. She advises them to take charge of their own destiny.
 - C. She disapproves of them spending a lot of time on social media.
 - D. She thinks they should be more concerned about social conventions.
5. Why does Oliver agree with Jason's uncle?
 - A. He thinks traveling is unnecessary.
 - B. He thinks kids spend too much time online.
 - C. He dislikes the way young people use social media.
 - D. He thinks developing future career interests is important.

Critical thinking skill



Comparing and contrasting viewpoints

Comparing and contrasting explores the similarities and differences between two viewpoints. It is a useful way to process information, which can help us get a better understanding of the overall tone of a text.


When we compare information, we find similar viewpoints. For example, Jason's uncle and Oliver both have a negative opinion of the way the younger generation uses social media.

When we contrast information, we find differences. For example, Martha says that posting on social media is a harmless hobby, while Oliver thinks that it has a bad effect on people.

Here are some tips on how to make and understand comparisons and contrasts:

- Scan the text for topics to be compared or contrasted. For example, both Li Wei and Oliver talk about their generation's future. After recognizing this common topic, we can then compare and contrast their viewpoints on it.
- Look out for signal words to help spot content to be compared and contrasted, such as "similarly", "in the same way", "the same as", "however", "by contrast", and "unlike".

- 5 Find examples of comparison and contrast between viewpoints posted on the forum. You can refer to the **Critical thinking skill** on Page 164.

Comparison	
Topic: Use of social media	
Viewpoint 1	Viewpoint 2
 Jason California	

Contrast	
Topic: Traveling	
Viewpoint 1	Viewpoint 2

- 6 Work in pairs. Discuss your reactions to the statements made by Jason's uncle, comparing and contrasting your viewpoints. Then report to the class.

My partner and I both agree that people spend too much time on social media. However, I believe that the ambition to travel around the world is positive, while my partner believes that it is a waste of time and money.

OVER TO YOU

Wang Hao wants to get started preparing for his competition essay. He writes down the distinguishing features of his generation based on his research, and tries to work out the reasons for these features, as well as how they relate to him.

- ✓** Make a note of your own ideas about the distinguishing features of your generation. You can refer to the Warming up Activity 1 on Page 159 and Wang Hao's sample on the right.

Distinguishing features

Possible causes

How do they relate to you?

Now work in pairs and share your ideas.

A: *I think that our generation is more risk-taking than previous generations because we are more financially stable.*

B: *Yes, we take more risks, but I think it's because we have higher aspirations, not just because of our financial security.*

A: ...



Wang Hao

1 Distinguishing feature

Heavily dependent on technology

Possible causes:

- *Born in the technology age*
- *Rapid technological development*

How does it relate to me?

I use technology for almost everything – for study, for entertainment like movies, music, etc., and especially for communication with people from different cultures!

2 Distinguishing feature

Self-determined

Possible causes:

More financially stable

How does it relate to me?

I feel fortunate to have been born into a good, stable life. So, I wish to help make life better for others around me. This is why I want to do my bit to contribute to charity.

Language in focus

Words and expressions

- 1 Complete the sentences with the correct form of the words below.

convenience distinguishing
literally selfish stable

- The study tour was really eye-opening: It _____ changed the way I see things.
- Many people have to make the choice between choosing a risky, but exciting career, or a _____, but boring one.
- Nowadays it is becoming more and more important to _____ between real and fake information, especially on social media.
- I'm sorry, 8 a.m. on Friday morning is not a very _____ time for students to have their interviews.
- You should try to consider the needs of others, and not always act in such a _____ way.

- 2 Replace the underlined words with the correct form of the words and expressions below.

admire request complain about
settle down take charge of

- I like and respect the professor very much and enjoy her lectures.
- One day, I hope to get a job and have a more comfortable life.
- The student committee had several demands for the university about the standard of food in the canteen.
- The lecture did not take place and several students wrote an email expressing dissatisfaction with it afterward.
- My uncle will soon be the boss of the entire company.

Collocations

- 3 Complete the sentences with either “to” or “of” to collocate with the italicized words.

- The way we live is completely *different* _____ the way our parents used to live.
- I am very fond of him. This could be because he *reminds* me _____ my father in many ways.
- My parents are very pleased with my *attitude* _____ my studies.
- Thanks* _____ recent development in technology, more and more people are finding it easier to work from home.
- Checking social media first thing in the morning is one thing that is *typical* _____ my generation.

Structure

unlike

We use “unlike” to express differences between two things:

Older generations didn't have the time and freedom to enjoy themselves before they decided to settle down, but we do.



Unlike older generations, we have the time and freedom to enjoy ourselves before we decide to settle down.

- 4 Rewrite the sentences using “unlike”.

- My generation isn't as worried about getting a job for life, but our parents were.
- I only like watching movies in the cinema, not on my phone as do some younger people.
- I'm completely different from my friends. I don't post anything on social media.
- My brother and his friends really like gossiping, but I don't.
- Asian tourists seem more interested in food than visiting famous buildings. European tourists are the opposite.

Episode 2

Hopes for the future

Alice and Tom are discussing the subject of "hopes for the future" in their podcast "Two-Minute Talk".



audio

1 Listen to the podcast of Alice and Tom. Then choose the best answer to each of the questions.

1. What is Alice's future hope?
 - A. She wants to be a teacher in China.
 - B. She wants to travel and see the world.
 - C. She wants to teach Chinese in the U.K.
 - D. She wants to study in a teacher training college.
2. What would Tom like to do when he graduates?
 - A. He has no plans.
 - B. He wants to start a blog.
 - C. He wants to make a movie about his travels.
 - D. He wants to travel through Asia and Europe.
3. How do young people in England feel about their futures?
 - A. They think they will have an easy life.
 - B. They want to take advantage of their opportunities.
 - C. They feel they have fewer opportunities than their parents.
 - D. They are hopeful about the jobs they will have after graduation.
4. What do many of the Chinese students Tom spoke to want to do?
 - A. Make life easier for their parents.
 - B. Be just like their parents' generation.
 - C. Get good jobs and make lots of money.
 - D. Do meaningful things for their society.

2 Listen to the podcast again and fill in the blanks.

1. Alice thinks that teaching Chinese will promote _____.
2. Tom hopes to connect with people along the journey and share his experience to help people become _____.
3. Tom found that Chinese students are most grateful for having many more _____ than their parents.
4. Alice thinks that in England her parents' generation had _____ than her generation.
5. Tom thinks that China is developing _____ because many young Chinese people want to work together to build their society.



New words

hopefully /'həʊpfli/ *ad.* 但愿; 作为希望
 promote /prə'məʊt/ *vt.* 促进; 增进
 grateful /'grɛɪtfl/ *a.* 感激的

Communication skill



Inviting contributions in discussion

In conversation, it's important to invite people to express their thoughts or opinions on a topic. This can stop one person (including ourselves) from dominating the conversation, and help people who are less confident to contribute to a discussion. Question tags are a good way to signal that we have finished talking, and to invite others to speak.

Tom: *Chinese will be a very important international language in the future, won't it?*

Alice: *I hope so! I think ...*

Alice: *Wow, great plan! So, you've also been talking to Chinese students on campus about their hopes for the future, haven't you?*

Tom: *That's right, and ...*

Besides, it's also important to make responses, such as by agreeing with a point the other person makes, to keep the discussion going on.

Inviting contributions:

- Any ideas?
- What do you think?
- Do you have anything to add?
- What are your thoughts on this?

③ Work in pairs. Read the things that Tom said and discuss the questions, inviting contributions from your partner.

1 *Chinese will be a very important international language in the future ...*

What do you think will happen if this comes true?

2 *I will try to connect with people along the journey and share my experience in travel blogs. Through this, I hope to help people become more open-minded.*

How can you make yourself more open-minded?

3 *I was really impressed by how many of the Chinese students I spoke to wanted to impact society.*

What do you think you could do to impact society?



Tom

A: If Chinese became a global language, more people would come to understand Chinese culture better, wouldn't they?

B: Yes, I think so. Many people think that language is the window to culture. What do you think?

A: ...



In order to learn about different people's hopes and ambitions for the future, Wang Hao does more online research.



Green ▶ Student campaign

Students demand change to plastics policy

Mike Kennedy

MAR. 17, 2021



Students at San Diego City College in California have demanded that the college change its policy toward the use of single-use plastics. Student representative Alicia Sauvage said, "I took a course in climatology as part of my geography degree, and what we learned about climate change was really eye-opening". Plastic production accounts for six percent of the world's oil consumption, and greenhouse gases are emitted at each stage of its production. So together with a group of eco-conscious students, Alicia has written up a list of demands for the college, including:

- Stop using single-use coffee cups
- Ban plastic straws and cutlery
- Use recyclable packaging for takeout items

Alicia and her fellow students expect the college to do its part and change its policies toward purchasing plastic products. "Of course, this is only one small step to solving the problem of climate change, but if we take this seriously we'll be a little bit closer to our goal of living in true harmony with nature!"

Thread: What's your idea for your future?

Started: Sept. 8, 2021, 4:05 P.M. by Alex | 11 comments | Viewed: 156 times

Sept. 8, 2021, 4:05 P.M.

Alex
Nebraska



What's your idea for your future?

I attended high school in Nebraska, a state that's about as far away from anywhere as it's possible to be! The most memorable thing that happened to me was going on a school exchange visit to Shenzhen. When I arrived, I was amazed to find such a modern city – full of high-tech companies, huge technology markets, amazing museums, and fashionable cafés, etc. In fact, Shenzhen is ranked as one of the world's most innovative cities. This was the most eye-opening event of my whole life. Also, I think that seeing how local people live helps us understand each other so much better. That is really important if we're ever going to achieve intercultural understanding, sustainable peace, and prosperity around the world. I'm determined that when I leave college, I'm going to try to set up an organization to promote intercultural communication among young people of different countries.

Compose

Search

Inbox

Starred

Sent

Drafts

Re: Future plans

From: benny@freemail.com

To: wangh@freemail.com

Sat. Aug. 14, 7:30 P.M.

Hi!

It was good to hear from you! You asked me about my future plans. Well, as you know, I've been studying urban planning here in Tokyo, and I've become interested in the emotional impact of architecture. It seems to me there's a real problem with the way many big cities are designed. Even though I'm surrounded by thousands of people all the time, I often feel lonely and isolated. I believe many people suffer from this negative feeling, too. That's why I want to study this more, and look into designing public spaces to encourage interaction and a greater sense of community. I think that will be important in the future, as cities get bigger and technology gets more advanced!

Benny





4 Choose the best answer to each of the questions.

- Why does Alicia say plastic consumption is a big problem?
 - Plastic litter kills animals.
 - Plastic production is complex.
 - Plastic can't be easily recycled.
 - Plastic production causes pollution.
- Why was going to Shenzhen so "eye-opening" for Alex?
 - He was amazed at how modern the city was.
 - He learned about the traditional culture of the city.
 - He found a partner to help set up a high-tech company.
 - He got a chance to see how people did business in China.
- What does Benny think might happen when cities get bigger?
 - City design would get worse and worse.
 - Technology would become more advanced.
 - People would study public space design more.
 - People would feel more and more lonely and isolated.

5 Fill in the blanks with information about the three people's hopes for the future and the action they plan to take.

	Hope for the future	Action plan
Alicia	Live in true harmony with nature.	Write up 1) _____ and ask the college to change its policy toward use of plastics.
Alex	Achieve 2) _____, sustainable peace, and prosperity around the world.	Set up 3) _____ to promote intercultural communication among young people of different countries.
Benny	Encourage interaction and a greater sense of 4) _____.	Study more about urban planning and look into 5) _____.

6 Read some misconceptions that people from other countries may have about China and correct them with examples.

Misconception 	Reality 
<p><i>In China, many generations of one family all live together under one roof.</i></p> 	<hr/> <hr/>
<p>$\div \times + =$  </p>	<hr/> <hr/>

Now work in pairs and discuss your viewpoints about the misconceptions concerning China. You may consider the following aspects:

- What might be the reasons for the misconceptions?
- What could we do to correct these misconceptions?

A: Some foreigners think that many generations of one family all live together under one roof in China, but actually ...

B: In some cases, that's true. However ...

Intercultural skill

Keeping an open mind about other cultures

In the text, the American student Alex talks about his trip to Shenzhen. He was amazed at how modern the city was and realized that China was different to what had been shown in the U.S. media. It is normal to have ideas of foreign countries that may not

match reality. Holding on to our original impression of a culture makes it hard for us to see the true picture. For this reason, it is a good idea to keep an open mind when visiting another country, or meeting people from another culture.

OVER TO YOU



In preparation for the essay, Wang Hao writes about his hopes for the future, ways to achieve them, and their possible impacts on society.

- Write about your own hope for the future. You can refer to Wang Hao's sample on the right.

Step 1 Write about your own ideas for the following aspects.

My hope

How to achieve it

Impact on society

Step 2 Work in pairs. Share your ideas and offer advice about how to achieve your hopes.

1

My hope

To work for a multinational Corporation



How to achieve it

Work as hard as I can and network as much as possible with fellow students in college and online.

Impact on society

International cooperation in business is a great way to bridge cultures and maintain mutual understanding between countries.

2

My hope

To be a key member on the board of a charitable organization

How to achieve it

Take an internship in a charitable organization to gain experience and make contacts.

Impact on society

Charitable organizations that try to deal with social issues such as unemployment or homelessness, etc. can do untold good to communities.

Language in focus

Words and expressions

- ① Complete the paragraph with the correct form of the words and expressions below.

grateful hopefully promote
make a difference take advantage of

We had a break from our studies last week. I was very 1) _____ for the free time. I 2) _____ it and wrote a list of plans and ambitions for the next year. I want to do something useful. 3) _____, I will be able to 4) _____ to the community that I live in. I think young people should try to 5) _____ the good things about our generation.

- ② Complete the sentences with the correct form of the words and expressions below.

ban harmony purchase sustainable
do one's part write up

1. The town where I live has _____ single-use plastic items to help protect the environment.
2. Every time you _____ a product made of plastic, you could be contributing to a global environmental disaster.
3. People should do whatever they can to lead a more _____ lifestyle and reduce their impact on the environment.
4. Scientists should do their best to _____ their results in a way that people who are not experts can understand.
5. If all countries in the world lived in _____, it would be easier for us all to get together and agree on environmental solutions.
6. We must remember to always try to _____ to help solve environmental problems.

Collocations

- ③ Complete the sentences with the correct form of suitable collocations. Sometimes more than one collocation is possible.

improve | language (e.g. Chinese) relation
impact | society health
promote | understanding diversity

1. The leaders of the two countries had a meeting recently in an attempt to _____ between the two countries.
2. I think it's important for me to _____ my _____ if I am going to study in Beijing next year.
3. I think that student exchange programs are a great way to _____ intercultural _____ between countries.
4. Advances in technology can _____ in ways that we cannot accurately predict.
5. It is proven that living in a city with such high pollution _____ your _____ in a really serious way.
6. Many companies try to _____ by employing people from different backgrounds.

Translation

- ④ Translate the sentences into English.

1. 学校邀请家长代表参加论坛, 与中学生讨论孩子和父母之间存在的代际差异 (generational difference)。(representative)
2. 中国祖父母在抚养孙辈中发挥着重要作用。对他们来说, 这一方面是种负担, 但同时也让他们不那么孤独。(isolated)
3. 在中国年轻一代中, 生态友好型 (eco-friendly) 的生活方式正变得越来越时髦。(fashionable)
4. 没有社会的稳定和繁荣, 人们就很难实现自己的梦想。(prosperity)

PROJECT

Read the competition flyer and write an essay to take part in the competition.

Step 1 Read the flyer and make sure you understand all the requirements for the essay.



Essay Competition

DIFFERENT GENERATIONS, DIFFERENT DREAMS?

What makes your generation special?
What are your hopes for the future?
How will your generation impact society?

Let us know your thoughts in the national “Different generations, different dreams?” essay competition, and get your essay published in a national paper!



Send your essay to essays@oty.com no later than Dec. 23.

Step 2 Write your essay based on the following outline.



- * The most distinguishing feature(s) of your generation

- * Your personal hopes

- * What you can do to make your hopes come true

- * Conclusion

Step 3 Share your essay with the class and invite comments.

Text A



Nan Rendong (1945-2017)

Preview task

- 1 Look at the text title and the pictures. What do you think the “unreachable” dream in the title was?
- 2 Read the text and find out how Nan Rendong fulfilled his “unreachable” dream.

Sky-high ambition to fulfill an “unreachable” dream

1 It's important in life to have dreams.

Whether these are dreams for your future, your family's future, or for the future of your country, having dreams can give people the **motivation** to succeed and make the world a better place.

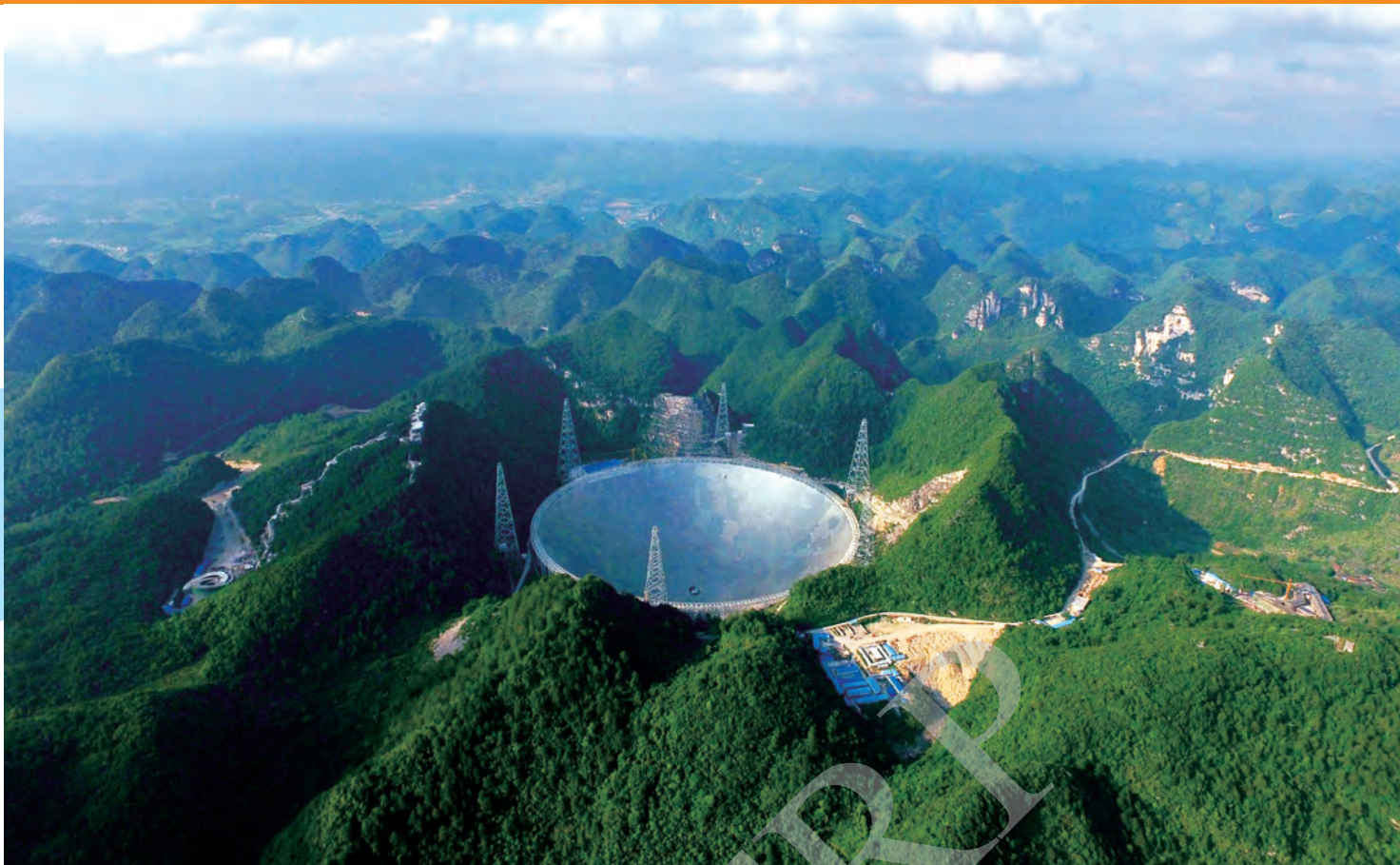
2 When talking about dreams, many people naturally think back to their childhood dreams, which may have been destroyed by the passing of time. However, there are some who are **persistent in pursuing** their dreams. One of these people was Nan Rendong, the chief scientist for the world's largest radio **telescope**, FAST. He fell in love with the **universe** when he was a boy and spent more than two decades trying to fulfill a dream that many described as “unreachable”.

3 Nan was working as a visiting professor at the National Astronomical Observatory of Japan in the early 1990s when a **bold** idea came to him.

This was to build a radio telescope 500 meters in **diameter** to explore the **origins** of the universe. At the time, the biggest such telescope in China was less than 30 meters across. Giving up his well-paid position at one of the world's top **scientific** research **institutes** in Japan, Nan returned to China in 1994 to pursue his “unreachable” dream.

4 The first challenge Nan and his team had was to find the right location. After 12 years of searching, Nan discovered the perfect place hidden away in a **mountainous** area of Pingtang County, Guizhou Province. He knew immediately that he had finally found what he was looking for.

5 In March 2011, **construction** of the giant telescope began. As the chief scientist and engineer, Nan had to deal with some tough engineering problems. He had to climb up and down 100-meter-tall towers countless times and



FAST in Pingtang County, Guizhou Province, China

assess the firmness of the **subsoil** with his own feet.

- 6 From **calculating** the necessary length of each **cable** to the **precise installation** of the **reflective** panels, Nan personally took care of many technical details. Most of the scientists working on FAST **specialized** in different fields, but Nan seemed to know everything. This giant, **complicated** radio telescope project seemed to be made for him.
- 7 The construction of the telescope's **dome** was another challenge Nan had to take on. His team had no reference points to turn to, and no one to ask for help. Nan himself always led his team during the construction process, overcoming one failure after another.
- 8 When Nan was 70, he was **diagnosed** with lung cancer. Although his health was getting worse, he insisted on being present and on site to see the telescope being completed on September 25, 2016. One year later, he died.
- 9 FAST can receive **electromagnetic** signals from 10 billion **light years** away, and with it Nan had hoped to discover the origins of the universe, the origins of planets, and the origins of life. Nan believed the primary reason that humans stood out and were able to become such a complex and sophisticated **civilization** was that we had always kept alive the spirit of exploring the unknown.
- 10 Nan Rendong lived a simple life, with little concern for **reputation** or wealth. But as a dream-**chaser**, he thought big and ran at full speed toward achieving his “unreachable” dream. In the end, his career and personal success made an **extraordinary** contribution not just to China's **astronomy** research, but to the Chinese Dream as well. (563 words)

Comprehension

- 1 Read the text summary and revise it based on the **Reading skill**.

¹Nan Rendong was a talented scientist who had a dream to build the world's largest radio telescope. ²As well as managing the project, he would also get heavily involved in it. ³When he came up with the idea, he was working at the National Astronomical Observatory of Japan. ⁴Many believed that his dream was "unreachable", but Nan Rendong persisted. ⁵For example, he would often check the firmness of the subsoil with his own feet. ⁶After many years of hard work, the FAST project was launched in Pingtang County, Guizhou Province. ⁷Nan Rendong died of lung cancer in 2017. ⁸I think his story has inspired millions of people around the world to be persistent and chase their dreams. ⁹Nan Rendong is a good example of those people who are persistent in chasing their dreams no matter how "unreachable" their dreams may seem.

- 2 Check (✓) the true statements according to the text.
- 1. In the early 1990s, China's largest radio telescope was less than 30 meters across.
 - 2. The first challenge that Nan Rendong and his team faced was the huge cost.
 - 3. As the chief scientist and engineer, Nan had to deal with some of the tough engineering problems instead of technical details.
 - 4. Nan didn't see the completion of the telescope, as he was then in hospital because of lung cancer.
 - 5. Nan hoped that FAST could help people understand how the universe began.

Reading skill



Summarizing a text

Summarizing a text means reducing it to its main idea and necessary details. Usually, a summary should be no more than one-fourth of the original text.

When summarizing a text, we should first find the message the author tries to convey. Sometimes this is as simple as reading the title of the text. We can also ask questions about *who*, *what*, *where*, *when*, *why*, and *how*. After that, we need to include information that can help people understand the message. Often the topic sentences of paragraphs contain the most useful information for the summary.

When we write the summary, it's helpful to keep the following things in mind:

- List the key points following the order of ideas in the original text.
- Don't include information that may not be vital such as detailed explanations, evidence, or examples used to illustrate points.
- Don't copy the author's words or bring in your own opinion.

- 3 Work in pairs and discuss the questions.

1. What was Nan Rendong's dream?
2. What qualities enabled Nan to fulfill his dream?
3. Which part of his story impresses you most? And why?
4. How do you understand the connection between Nan Rendong's personal dream and the Chinese Dream?

Critical thinking

4 Think-Pair-Share

Step 1 THINK Think about the life of Nan Rendong and make a list of the events mentioned in the story. You can also search online for further information about his life.

Step 2 PAIR Work in pairs and compare your lists. Choose the most important events and then draw a timeline of Nan Rendong's story.

When	Milestones
Childhood	Falling in love with the universe
Early 1990s	

Step 3 SHARE Two pairs form a group of four. Share your timelines and see if you chose the same events. Then retell Nan Rendong's life story following the timeline you worked out.

Critical thinking skill



Analyzing the chronology of events using a timeline

Chronological thinking is a useful tool to help structure historical narratives such as biographies.

When we try to establish the chronology of events, it can be helpful to draw a timeline. This enables us to list the events on a time scale (hour / day / month / year, etc.) and clearly see how the story develops. We can ask ourselves questions such as:

- Which events caused or led to other events happening?
- Are there any clear patterns of events?

There are expressions that relate to time and sequence that can help us in this process:

- *Nan was working as a visiting professor at the National Astronomical Observatory of Japan in the early 1990s when a bold idea came to him.*
- *After 12 years of searching, ...*
- *When Nan was 70, ...*
- *One year later, ...*

Intercultural writing

- 5 Every culture has its own heroes who are held up as models for others to learn from. They could be scientists, entrepreneurs, athletes, or everyday people who show virtues like perseverance (毅力), courage, kindness, etc. Write a short essay describing the characteristics of a hero from other countries.

Language in focus

Words and expressions

- 1 Complete the sentences with the correct form of the words below.

complicated motivation origin
persistent precise reputation

1. If you want to find out about the _____ of an idea or invention, what would you do?
2. The success of this project gave the team more _____ and confidence to do further research.
3. He cares very deeply about how other people see him, so he will do whatever he can do to build his _____.
4. He thought he was trying to help, but in fact what he did could only _____ the issue and worsen the situation.
5. He was not the cleverest of people, but he had great _____, and so he succeeded in the end.
6. Do you sometimes find it difficult to describe how you feel in a very _____ way?

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

come to hide away keep ... alive
take on specialize in

1. The company's main business is recycling computers and using the parts to make other products.
2. When young children do not succeed at something, parents should encourage them as much as possible so that they do not lose their ambitions.

3. She always kept her diary in a secret place so that no one would be able to find it and know her true feelings.
4. So how did you arrive at the fantastic idea of turning ocean plastic into fashion accessories?
5. Even though he had only been at the job for a couple of months, he felt ready to accept more difficult tasks.

Collocations

- 3 Complete the sentences with the correct form of suitable collocations. Sometimes more than one collocation is possible.

unreachable lifelong biggest distant | dream
pursue fulfill achieve realize give up on | dream

1. It has been my _____ to visit Greece, to see the birthplace of Western civilization.
2. Some people worry that once they _____ their _____ they may lose their energy and motivation.
3. I have many dreams, but I would say my _____ is to become my own boss, either working freelance or owning my own small company.
4. You should never stop _____ your _____, because even if you don't achieve them, you will become a better person for having tried.
5. Sometimes, when I'm up all night studying for a test, graduation seems like a(n) _____!
6. You should never _____ your _____, no matter how "unreachable" they seem.

Banked cloze

4 Fill in the blanks by selecting suitable words from the word bank. You may not use any of the words more than once.

- | | |
|--------------|----------------|
| Ⓐ origin | Ⓑ literally |
| Ⓒ persistent | Ⓓ complicated |
| Ⓔ innovative | Ⓕ pursue |
| Ⓖ constantly | Ⓗ civilization |
| Ⓘ evolution | Ⓙ fulfill |

People become scientists for different reasons. Some wish to cure diseases; some want to save the environment; and some are interested in knowing more about the 1) _____ of our species, from single-cells to the complex creatures we are today.

But for some, the goal is even bigger: to answer the question “What is the 2) _____ of all life, and how was our universe created?”.

Many believe that the answer to this question is so 3) _____ that no human could possibly discover it. Indeed, there are even some people within the scientific community who believe that we should 4) _____ more realistic goals.

However, many argue that society needs ambitious people, 5) _____ striving for seemingly impossible goals and daring to persevere with ideas that others think are crazy. They argue that the advanced 6) _____ we enjoy today is the result of the human quality of being 7) _____, even in the face of extreme adversity (逆境).

We can learn from this that good things do not come easily, and you should always persist in pursuing your dreams.

Structure

Non-restrictive attributive clause

Many people naturally think back to their childhood dreams, which may have been destroyed by the passing of time.

In the above sentence, the “which” clause is called a non-restrictive attributive clause (非限定性定语从句). It doesn't restrict or limit the noun it modifies (“childhood dreams”); instead, it provides additional, but not essential, information.

Non-restrictive attributive clauses are set off from the main clause by a comma and are often led by “which”, “who”, “when”, or “where”.

5 Combine each pair of sentences by using non-restrictive attributive clauses.

- The organizer of the technology event was praised in the local newspaper.
• She was a 19-year-old student.
- The crime rates are reducing in the city.
• They were at their worst about five years ago.
- My cousin Lee has decided he wants to return to work in China.
• He lives in Europe.

Translation

6 Translate the sentences into English.

- 要想实现自己的梦想,你往往需要先改变自己的生活方式。(fulfill)
- 随着科幻小说的流行,中国的年轻人对宇宙起源和发展的兴趣变得越来越浓厚。(origin; universe)
- 面对这个纷繁复杂又不断变化的世界,年轻人应尽早树立正确的人生观(outlook)。(complicated)
- 中国谋求的是一个开放包容(inclusive)、清洁美丽的世界。在这个世界,人们可以拥有持久和平和共同繁荣。(pursue; sustainable)

Text

B

Before you read

Different generations have their own distinct features, which sometimes makes it difficult for them to understand each other.

With this in mind, think about the questions:

1. What is the main thing you think older generations cannot understand about your generation?
2. What are the potential conflicts this could cause?
3. How would you deal with the conflicts if they arose?

Now read about the core characteristics of the four generations in the U.S. and the differences between them.



Working

across the age gap



¹ The phrase “Kids nowadays ...” is no longer only being used by **frustrated** parents. Increasingly we are now hearing it in the workplace: “Kids nowadays! They get **competitive** pay and great opportunities ... but how do they show their thanks? They **quit** to go work for a company that gives them a better title! Kids nowadays ... what are they thinking?” But is this a fair judgment about the young generation?

² Millennials (born 1982–2000), or Generation Y, have now **surpassed** Generation X (born 1965–1981) as the largest generation working in America. There are currently four very **distinct** generations working **alongside** each other: Traditionalists (born 1925–1945), Baby Boomers (born 1946–1964), Generation X, and the Millennials. They bring significant challenges to the workplace.

³ To improve **cooperation** in the workplace, it’s critical that we understand not only the

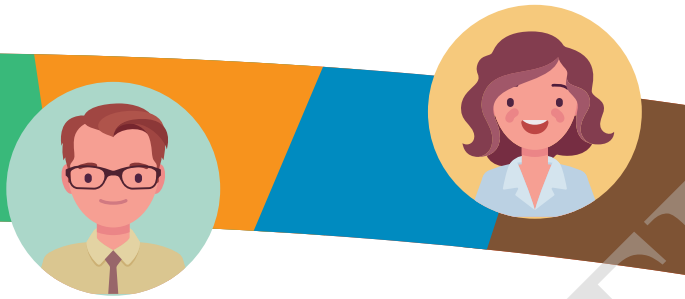
differences between these generations, but *why* those differences exist.

⁴ Let’s start with the Traditionalist Generation. This generation grew up with the impact of the Depression, and the influence of military **draft** and global wars. It is no surprise the result was an environment of **hierarchy** and rules, where **conformity** and working toward the same goal was valued. Their **work ethic** is based on hard work, respect for authority, and following the rules. As a result, this generation works best as individuals doing their part of a bigger cause.

⁵ Then, there are Baby Boomers. They grew up in better times, with the benefit of fewer rules and a more **nurturing** environment. They feel that excelling in their career is important and that success is only achieved through long hours, **integrity**, and beating the competition. While Traditionalists never question authority, Baby Boomers question everything, but not for the

purpose of personal gain. They enjoy interaction and team play. This is the generation that created the culture of meetings.

6 Generation X experienced economic ups and downs at key points in their lives. The **downturn** in the 1980s affected decisions about college and careers. The **upswing** in the 1990s affected their early career, and another downturn in the early 2000s impacted their family and overall future. Unlike the Baby Boomers, Generation Xers have more value on life outside of work and feel a need to be in charge of their own destiny.



7 Lastly, the Millennials or Generation Y. Many Millennials grew up with two working parents (Baby Boomers) that became “**helicopter parents**”, and everything in their environment, even “free time”, was carefully controlled. Kids could play, but only after finishing their **chores**. This created a generation that saw work as simply a means to an end. Millennials are therefore motivated and goal-**oriented**. They are motivated to get tasks done because their goal is to enjoy life as soon as the job is complete.

8 It’s very easy to become obsessed by differences like these because they can create **friction** in the workplace. But, as you read each summary, you can begin to understand why each generation acts the way they do and why they view tasks differently. The important thing to remember is that each generation has elements that are worth **preserving**. We just have to be more open-minded, and more willing to accept that there is more than one way to live and get a job done! (543 words)

Intercultural reflection

1 The text summarizes the characteristics of four different generations in the U.S. Search online for information to complete the table about four different generations in China.

Values and priorities	Social conditions
Post-2000s	
Post-1990s	
Post-1980s	
Post-1970s	

2 Answer the questions about the four generations in China.

1. Is there anything that all the generations have in common?
2. What reasons can you think of for the generational differences?
3. What could be done if conflicts arose from the generational differences?



Self-reflection



• Check (✓) whether you can do the following tasks.

- E1** I can analyze the features of my generation.
- E2** I can write about my hopes for the future.
- P** I can write an essay about different generations and their dreams.
- TA** I can write an essay describing the characteristics of a hero from other countries.

• Indicate the degree to which you have learned the following skills.

Section 1		very poor	poor	average	good	very good
Communication skill	Inviting contributions in discussion					
Critical thinking skill	Comparing and contrasting viewpoints					
Intercultural skill	Keeping an open mind about other cultures					
Section 2		very poor	poor	average	good	very good
Reading skill	Summarizing a text					
Critical thinking skill	Analyzing the chronology of events using a timeline					
Intercultural skill	Examining the characteristics of heroes in different cultures					
	Reflecting on the features of different generations in China					

• Answer the following reflection questions.

1. What are the three most useful things you have learned in this unit?
2. What do you still need to improve? How do you think you can improve it?

Wisdom of China

The Chinese Dream

The Chinese Dream refers to the great rejuvenation (复兴) of the Chinese nation, including achieving prosperity for the country, renewal (振兴) of the nation, and happiness for the citizens.

The Chinese Dream in essence means the dream of the people. All the Chinese people have the opportunity to enjoy a successful life, the opportunity to realize their dreams, and the opportunity to grow and progress together with the country.

The Chinese Dream is a dream for peace, development, cooperation, and mutual benefit for all. It is connected to the beautiful dreams of the people in other countries. It will benefit not only the Chinese people, but also people of all other countries in the world.

To make the Chinese Dream come true, China must continue to follow the Chinese way of development, elevate the Chinese spirit, and boost national cohesion (凝聚力).

Section 1

Episode 1

New words

- * **distinguishing** /dɪ'stɪŋɡwɪʃɪŋ/ *a.* a distinguishing feature, mark, etc. makes sb. or sth. clearly different from other similar people or things 独特的; 特殊的
- digital native** /ˌdɪdʒɪtl 'neɪtɪv/ *n.* [C] (*informal*) a person who is very familiar with digital technology, computers, etc. because they have grown up with them 数字原生代
- * **literally** /'lɪt(ə)rəli/ *ad.* used for showing that what you are saying is really true and not just an impressive way of describing sth. 确实地; 真正地; 不加夸张地
- * **convenience** /kən'vi:niəns/ *n.* [U] a condition that makes it easier to do sth. and helps you to avoid wasting time or effort 便利; 方便; 合宜
- * **selfish** /'selfɪʃ/ *a.* thinking only about yourself and not caring about other people 自私的; 自私自利的
- * **stable** /'steɪbl/ *a.* not changing frequently and not likely to suddenly become worse 稳定的
- well-paid** *a.* a well-paid job pays a lot of money (工作) 报酬高的
- * **spot** /spɒt/ *n.* [C]
 - 1 a position within a series of events, for example in a television or radio program (插入电视或广播节目中的) 节目档, 安排的位置
 - 2 the particular place where sb. or sth. is 地点; 场所; 位置
- * **thread** /θred/ *n.*
 - 1 [C] (*computing*) a series of messages on a message board (公告板上的) 系列信息
 - 2 [C, U] a long thin fiber used for sewing pieces of cloth together or for weaving 线
- * **ambition** /æm'bɪʃn/ *n.* [C] sth. that you very much want to do, usu. sth. that is difficult to achieve (通常指较难实现的) 强烈欲望, 追求目标, 抱负, 志向
- * **complain** /kəm'pleɪn/ *v.* to say that you are not satisfied with sth. 抱怨; 发牢骚; 投诉
- * **imagination** /ɪ,mædʒɪ'neɪʃn/ *n.* [C, U] the ability to think of clever and original ideas, possibilities, or solutions (想出妙计和解决办法的) 想象力, 机智
- * **admire** /əd'maɪə/ *vt.* to have a feeling of great respect for sb. or sth. 钦佩; 敬佩; 羡慕
- * **request** /rɪ'kwest/
 - n.* [C] an act of asking for sth. in a polite or formal way 要求; 请求
 - vt.* to ask for sth., or ask sb. to do sth., in a polite or formal way 要求; 请求
- point-blank** *ad.* in a very firm and direct way 断然地; 直截了当地
- * **convention** /kən'venʃn/ *n.* [C, U] a way of behaving that is generally accepted as being normal and right 惯例; 惯例; 准则; 社会习俗

Phrases and expressions

remind sb. of sb. / sth. to be very similar to sb. or sth. else 使某人想起(相似的)人或事

settle down to begin to live a quieter life by getting married or staying permanently in a place (通过结婚而) 安顿下来; 定居

the other day (*informal*) recently 最近; 前几天

take charge (of) to take control and become responsible for sb. or sth. 负责; 管理

read up about / on sth. to get information on a particular subject by reading a lot about it 攻读, 深入研究(某一学科)

Proper names

Jason /dʒeɪsn/ 贾森(人名)

California /ˌkælɪ'fɔːniə/ 加利福尼亚州(美国州名)

Martha /'mɑːθə/ 玛莎(人名)

Sandra /'sɑːndrə/ 桑德拉(人名)

Sydney /'sɪdni/ 悉尼(澳大利亚城市)

Oliver /'ɒlɪvə(r)/ 奥利弗(人名)

Episode 2

New words

hopefully /'həʊpfli/ *ad.* (*mainly spoken*) used for saying that you hope sth. will happen 但愿；作为希望

- * **promote** /prə'məʊt/ *vt.* to help sth. to develop and be successful 促进；增进
- * **grateful** /'ɡreɪtfl/ *a.* feeling that you want to thank sb. because they have given you sth. or done sth. for you 感激的；表示感激的
- * **plastic** /'plæstɪk/ *n.* [C, U] 塑料；塑料制品
a. made of plastic 塑料的；塑料制的
- * **representative** /,reprɪ'zentətɪv/ *n.* [C] sb. who has been chosen or elected by a person or group to vote, give opinions, or make decisions for them 代表
- climatology** /,klaɪmə'tɒlədʒi/ *n.* [U] 气候学
- * **climate** /'klaɪmət/ *n.* [U] the climate of a country or region is the type of weather it has 气候
eye-opening *a.* surprising, and teaching you new facts about life, people, etc. 使人开眼界的；启发性的
- * **emit** /ɪ'mɪt/ *vt.* to send sth. out into the air, esp. gas, light, or heat 排放，散发，发出（气体、光或热）
- * **ban** /bæn/ *vt.* to say officially that people must not do, sell, or use sth. (明令) 禁止（做、卖或使用）；取缔；查禁
- * **straw** /strɔː/ *n.*
1 [C] (喝饮料用的) 吸管
2 [U] (干燥的) 麦秆，稻草，禾秆
- cutlery** /'kʌtləri/ *n.* [U] the knives, forks, and spoons that you use for eating food 餐具
- * **recyclable** /ri:'saɪkləbl/ *a.* able to be recycled 可循环的
- * **purchase** /'pɜːtʃəs/ *vt.* (*fml.*) to buy sth. 购买；买；购置
- * **harmony** /'hɑːməni/ *n.* [U] a situation in which people live and work well with other people, and in a way that does not damage things around them 和睦；融洽
memorable /'mem(ə)rəbl/ *a.* worth remembering or easy to remember, because of being special in some way 值得纪念的；容易记住的；难忘的
- * **fashionable** /'fæʃnəbl/ *a.* popular at a particular time 时髦的；时尚的；流行的
- * **innovative** /ɪ'nəʊvətɪv/ *a.* new, original, and advanced 创新的；革新的

- * **sustainable** /sə'steɪnəbl/ *a.* capable of continuing for a long time at the same level 能长期保持的；能持续的
- * **prosperity** /prɒ'sperəti/ *n.* [U] the situation of being successful and having a lot of money 繁荣；昌盛；富庶；成功
- * **emotional** /ɪ'məʊʃn(ə)l/ *a.* relating to feelings and the way they affect your life 感情上的
- * **isolated** /'aɪsə,leɪtɪd/ *a.*
1 feeling alone and unhappy, with no friends to support you 孤独无助的；孤单的
2 an isolated place is a long way from other places and is often difficult to get to 隔绝的；偏僻的
- * **interaction** /,ɪntər'ækʃn/ *n.* [C, U] the activity of being with and talking to other people, and the way that people react to each other 互动；交流

Phrases and expressions

that is (to say) used when explaining more clearly what you have just said 也就是说，换句话说（用于更清楚地解释刚刚说过的话）

pick up on

- 1 to notice sth. that is not very obvious 注意到（不明显的东西）
- 2 to talk in more detail about sth. sb. has mentioned 详尽地讲述（别人已提到的事）

take advantage of sth. to use an opportunity or situation to get what you want 利用某一机会；利用某场合

make a difference to have an important effect on sth., esp. a good effect 产生重大影响（尤指好的影响）

tune in to listen to or watch a particular broadcast on the radio or television 收听；收看

write up to write a report, article, etc. using notes that you wrote earlier（利用已有的笔记）写出报道，把…写成文章

do one's part to do what one is responsible for doing or is able to do 尽自己的职责

take sb. / sth. seriously to think that sb. or sth. is important and should be given careful attention 认为某人或某物重要

live / work in harmony (*fml.*) to live or work well together without fighting or disagreeing with each other 融洽地生活 / 工作

all the time continuously or very often 一直; 始终; 经常

look into to examine the facts about a problem or situation 调查; 研究

Proper names

San Diego /dɪ'eɪgəʊ/ **City College** 圣迭戈城市学院 (美国)

Alicia Sauvage /ə,lɪ'ʃiə 'sɒvɪdʒ/ 艾丽西亚·索瓦热 (人名)

Nebraska /nr'bræskə/ 内布拉斯加州 (美国州名)

Tokyo /'təʊkiəʊ/ 东京 (日本首都)

Section 2

Text A

New words

sky-high *a.* very high 极高的

* **fulfill** /fʊl'fɪl/ *vt.* (*BrE* fulfil)

- 1 to achieve sth. that you wanted to do, or get sth. you hoped for 实现; 达到
- 2 to do a particular job or have a particular purpose 做 (某工作); 起 (作用)

* **motivation** /məʊtɪ'veɪʃn/ *n.* [U] a feeling of enthusiasm or interest that makes you determined to do sth. 积极性; 兴趣

* **persistent** /pə'sɪstənt/ *a.* continuing to do sth. in a determined way 坚持不懈的; 执意的

* **pursue** /pə'sjuː/ *vt.* to try to achieve sth. 追求; 致力于

* **telescope** /'telɪ,skəʊp/ *n.* [C] 望远镜

* **universe** /'juːnɪ,vɜːs/ *n.* (**the** ~) space and everything that exists in it, including the Earth and all the other planets 宇宙; 天地万物

* **bold** /bəʊld/ *a.* involving a risk 冒风险的; 大胆的

* **diameter** /daɪ'æmɪtə/ *n.* [C, U] a straight line that crosses a circle through the center (圆的) 直径

* **origin** /'ɒrɪdʒɪn/ *n.* [C] the place or moment where sth. begins to exist 来源; 起源; 开端

* **scientific** /saɪən'tɪfɪk/ *a.* relating to science or based on its methods 科学的; 科学方法的

* **institute** /'ɪnstɪ,tjuːt/ *n.* [C] an organization that does a particular type of research or educational work 学会; 学院; 协会; 组织; 机构

* **mountainous** /'maʊntɪnəs/ *a.* covered with mountains 多山的

* **construction** /kən'strʌkʃn/ *n.* [U] the process of building sth. large or complicated, such as a bridge or road 建造; 修筑

subsoil /'sʌb,sɔɪl/ *n.* [U] 下层土; 低土; 心土

* **calculate** /'kælkjʊ,leɪt/ *vt.* to discover a number or amount using mathematics or with a piece of equipment such as a calculator 计算; 核算

* **cable** /'keɪbl/ *n.* [C, U] 电缆

* **precise** /prɪ'saɪs/ *a.* exact and accurate 精确的; 准确的; 确切的

* **installation** /,ɪnstə'leɪʃn/ *n.* [U] the process of putting a new system or piece of equipment in its place and making it ready for use 安装; 安装程序

* **reflective** /rɪ'flektɪv/ *a.*

- 1 (*technical*) able to reflect light 能反射光的
- 2 showing a tendency to serious and careful thought 深思的; 深思熟虑的

* **specialize** /'speʃə,laɪz/ *vi.* (~ **in**) to be an expert in a particular part of a subject or profession 专攻; 专门研究; 专门从事

* **complicated** /'kɒmplɪ,keɪtɪd/ *a.* difficult to do, deal with, or understand, esp. because of involving a lot of different processes or aspects 复杂的; 难懂的; 难办的

dome /dəʊm/ *n.* [C] 圆屋顶; 穹顶

* **diagnose** /'daɪəg,nəʊz/ *vt.* to find out what physical or mental problem sb. has by examining them 诊断

electromagnetic /ɪ,lekt'rəʊmæg'netɪk/ *a.* relating to the use of an electric current to produce a magnetic field 电磁 (场) 的

light year *n.* [C] the distance that light travels in a year, used as a unit for measuring distances in space 光年

* **civilization** /sɪvɪlər'zeɪʃn/ *n.* [C, U] a society that is well organized and developed 文明 (社会)

* **reputation** /rɪ'repju'teɪʃn/ *n.* [C, U] the opinion people have about how good or bad sb. or sth. is 名声

chaser /'tʃeɪsə/ *n.* [C] a person or thing that chases or pursues 追赶者 (或物)

- * **extraordinary** /ɪk'strɔ:dn(ə)ri/ *a.* much better or worse than is usual 不平常的; 不寻常的
- * **astronomy** /ə'strɒnəmi/ *n.* [U] 天文学

Phrases and expressions

come to sb. if sth. comes to you, you think of it or remember it 被想起; 被记起

take on to accept some work or responsibility 承担

get worse to become more ill, or to become a more severe condition 加重; 变得更糟

on site at the place where sth. happens 在现场; 临场

think big (*informal*) to plan to do things that are difficult, but will be very impressive, make a lot of profit, etc. 打算大干一番; 立大志

at full / top speed as fast as possible 全速; 以最高速度

Proper names

Nan Rendong 南仁东 (1945–2017, 中国天文学家, FAST 工程的主要发起者和奠基人)

FAST (Five-hundred-meter Aperture Spherical Radio Telescope) 500 米口径球面射电望远镜

National Astronomical Observatory of Japan 日本国立天文台

Text B

New words

- * **frustrated** /frʌ'streɪtɪd/ *a.* feeling annoyed and impatient because you are prevented from achieving sth. 受挫的; 懊恼的; 失望的; 沮丧的
- * **competitive** /kəm'petətɪv/ *a.*
- 1 as good as or better than others 有竞争力的
 - 2 used to describe a situation in which people or organizations compete against each other 竞争的
- * **quit** /kwɪt/ *v.* (**quit, quit**) (*informal*) to leave a job or school permanently 辞(职); 退(学)
- surpass** /sə'pɑ:s/ *vt.* to be better or greater than sth. else 优于, 超过(某事物)
- * **distinct** /dɪ'stɪŋkt/ *a.* separate and different in a way that is clear 不同的; 有区别的; 单独的
- * **alongside** /ə'lɒŋsaɪd/ *prep.*
- 1 used to say that people or things do sth. or exist together at the same time (与...一起; (与...)同时)
 - 2 next to the side of sth. 靠在...旁边; 沿着...
- * **cooperation** /kəʊ,ɒpə'reɪʃn/ *n.* [U] a situation in which people or organizations work together to achieve a result that will benefit all of them 合作; 协作
- * **draft** /drɑ:ft/
- n.* [C] (*AmE*) the system of ordering people by law to join the armed forces 兵役制
- v.* to write sth. such as a legal document, speech, or letter that may have changes made to it before it is finished 起草, 草拟(法律文件、演讲或信件)
- hierarchy** /'haɪə,rɑ:ki/ *n.* [C, U] a system for organizing people according to their status in a society, organization, or other group 等级制度
- * **conformity** /kən'fɔ:məti/ *n.* [U] behavior that is acceptable because it is similar to the behavior of everyone else 遵照; 遵从; 符合
- work ethic** /'eθɪk/ *n.* [*sing.*] a belief in the moral value and importance of work 职业道德
- nurture** /'nɜ:tʃə/ *v.* to provide the care and attention necessary for a young child, animal, or plant to grow and develop 养育; 培育
- * **integrity** /ɪn'tegrəti/ *n.* [U] the quality of being honest and strong about what you believe to be right 耿直; 正直 诚实
- downturn** /'daʊn,tɜ:n/ *n.* [C] a reduction in economic or business activity (经济或商业活动的)减少, 下降趋势
- upswing** /'ʌp,swɪŋ/ *n.* [C, *sing.*] an increase or improvement in sth. 增加; 上涨; 改进
- helicopter parent** /'helɪ,kɒptə/ *n.* [C] a parent who is closely involved with their child's life and tries to control it too much, esp. their child's education (对子女教育控制太多的)直升机家长
- * **chore** /tʃɔ:/ *n.* [C] an ordinary job that must be done regularly 日常琐事
- oriented** /'ɔ:ri,entɪd/ *a.* mainly concerned with, or directed toward a particular group, activity, or situation 重视...的; 以...为方向的; 以...为目的的
- friction** /'frɪkʃn/ *n.* [C, U] disagreement 不和; 分歧; 摩擦

★ **preserve** /prɪ'zɜ:v/ *vt.*

- 1 to make sth. continue without changing 保持; 维持
- 2 to save sth. or sb. from being harmed or destroyed 维护, 保护, 保存 (使免受破坏)

Phrases and expressions

for the purpose(s) of sth. when considering one particular thing 为了某种目的

ups and downs (*informal*) a variety of situations and experiences that are sometimes good and sometimes bad 盛衰; 沉浮

in charge (of) if you are in charge, you have control over sb. or sth. and are responsible for them 管理; 照管; 负责

means to an end a way of getting or achieving sth. you want 达到目的的方法

Proper names

the Depression /dɪ'preʃn/ (20 世纪 30 年代的) 大萧条

ELTRP