

Impressions matter

Objectives

Section 1

Episode 1

What best represents China?

- to choose a target audience and select content for your video
- to avoid ethnocentrism
- to narrow down a topic

Episode 2

Analyzing promotional videos of tourism

- to outline the style and structure of your video
- to express appreciation

Project

- to write a plan for your video and then produce it or perform it as a slideshow

Section 2

Text A

Stereotyping: Fight the urge

- to identify bridging sentences
- to avoid overgeneralizations
- to write an essay analyzing a stereotype about China or Chinese people

Text B

My culture shock in the U.S.

- to find out what China is like to an outsider's eye



Turkey



China



Brazil





Canada

Work in groups. For each country, say something that you know about it and write down key words.

France

romantic



Indonesia

Kenya

Canada

Brazil



Kenya

Indonesia



France

A: I have seen movies about France and it looks very beautiful and romantic.

B: I hope I could visit the Louvre, a great art museum ...

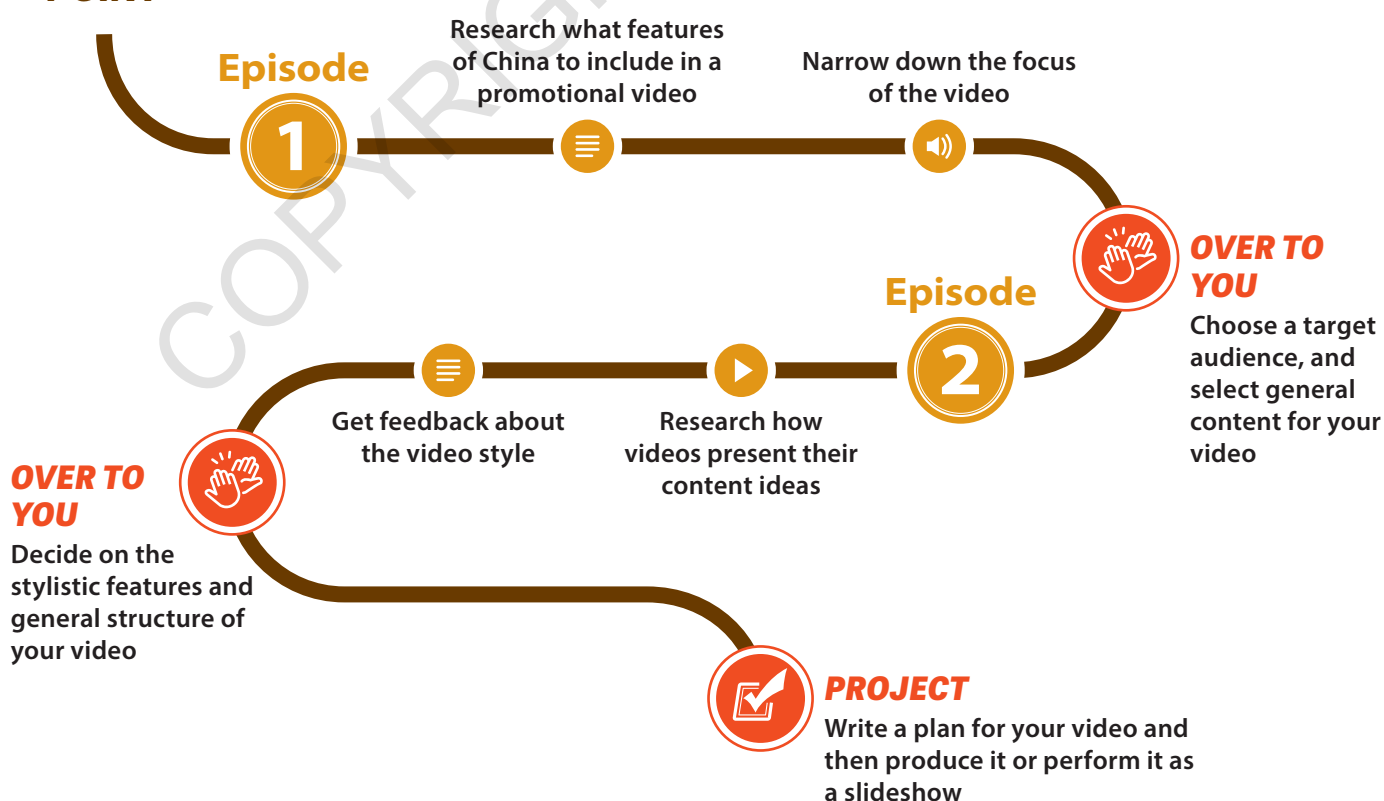
Now share your list of key words in class.



Under the conditions of a globalized world and modern media societies, the image of countries is becoming increasingly important. China Tourism Association has challenged people to create a promotional video for China tourism. The four friends are keen to participate.



STARTING POINT



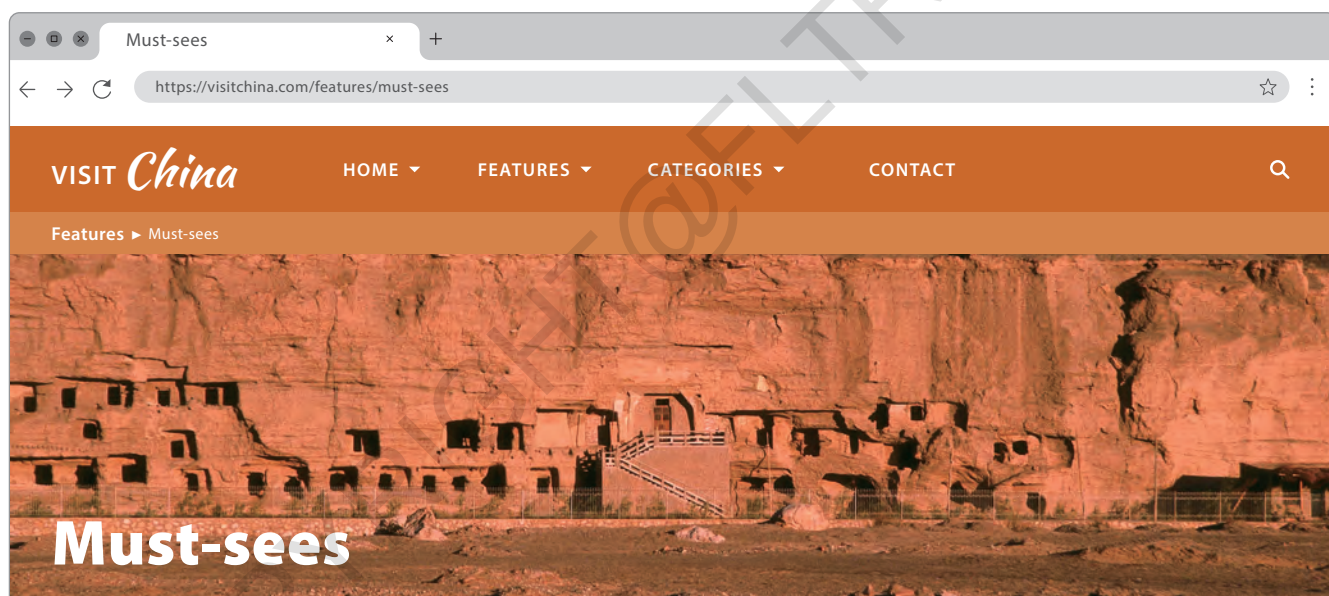
Episode 1

What best represents China?

The four friends first need to work out what they'd like to include in their video. So, they decide to get some ideas from China tourism websites.

1 Read the excerpts and choose the right subtitle for each one.

- Flourishing modernity
- Historical and cultural heritage
- Natural wonders
- Lovable pandas
- Amazing cuisine

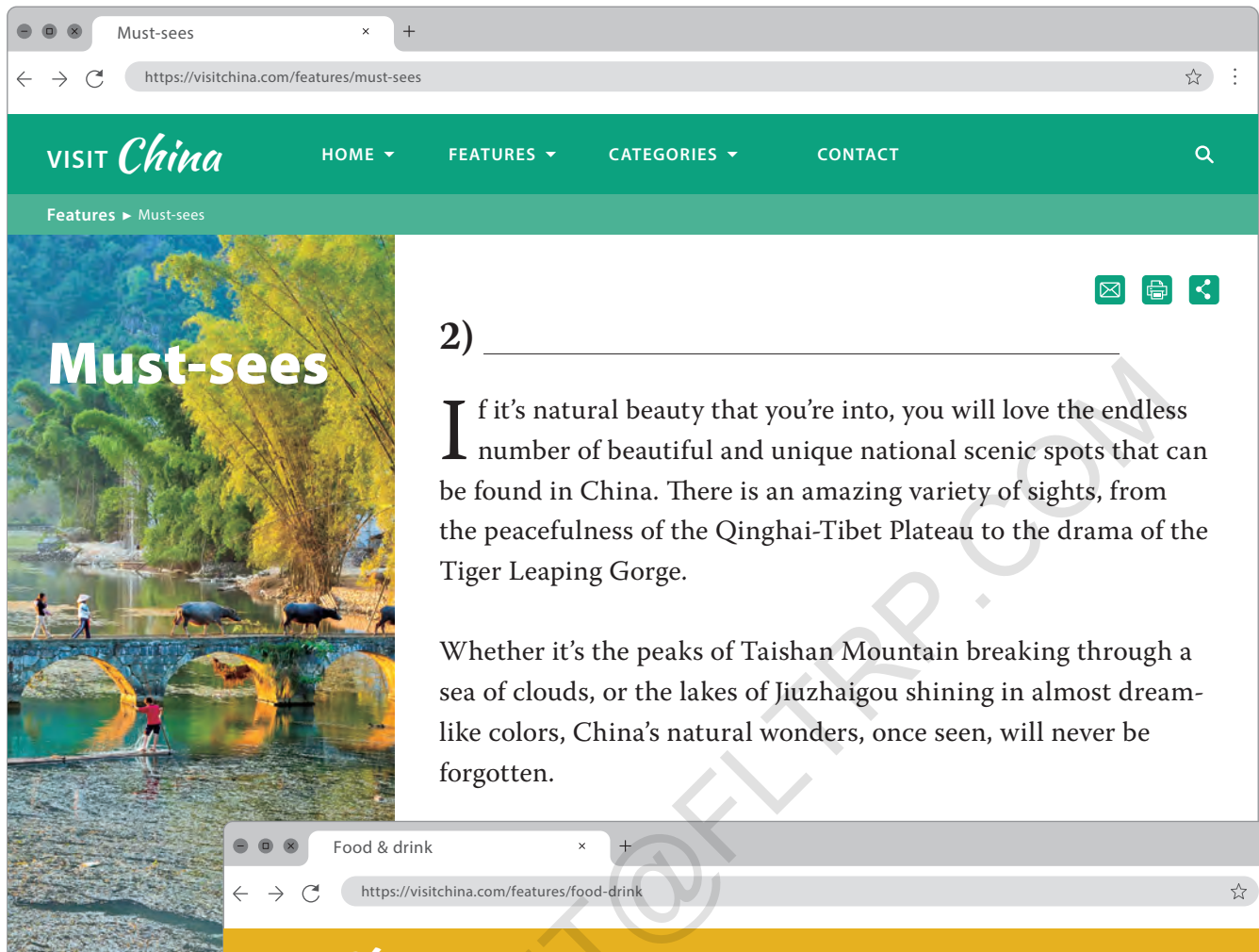


1) _____



Having a culture spanning more than 5,000 years, and being one of the most advanced civilizations of the ancient world, China has a huge collection of cultural relics. From ancient temples and giant stone Buddhas to city walls and grand palaces, you can spend a lifetime exploring and experiencing all the monuments that this country has to offer.

And it's not just objects and places that make China worth visiting. With its complex and beautiful language, its skillful and delicate crafts, and its deep and rich musical traditions, China's intangible cultural heritage also never fails to amaze.

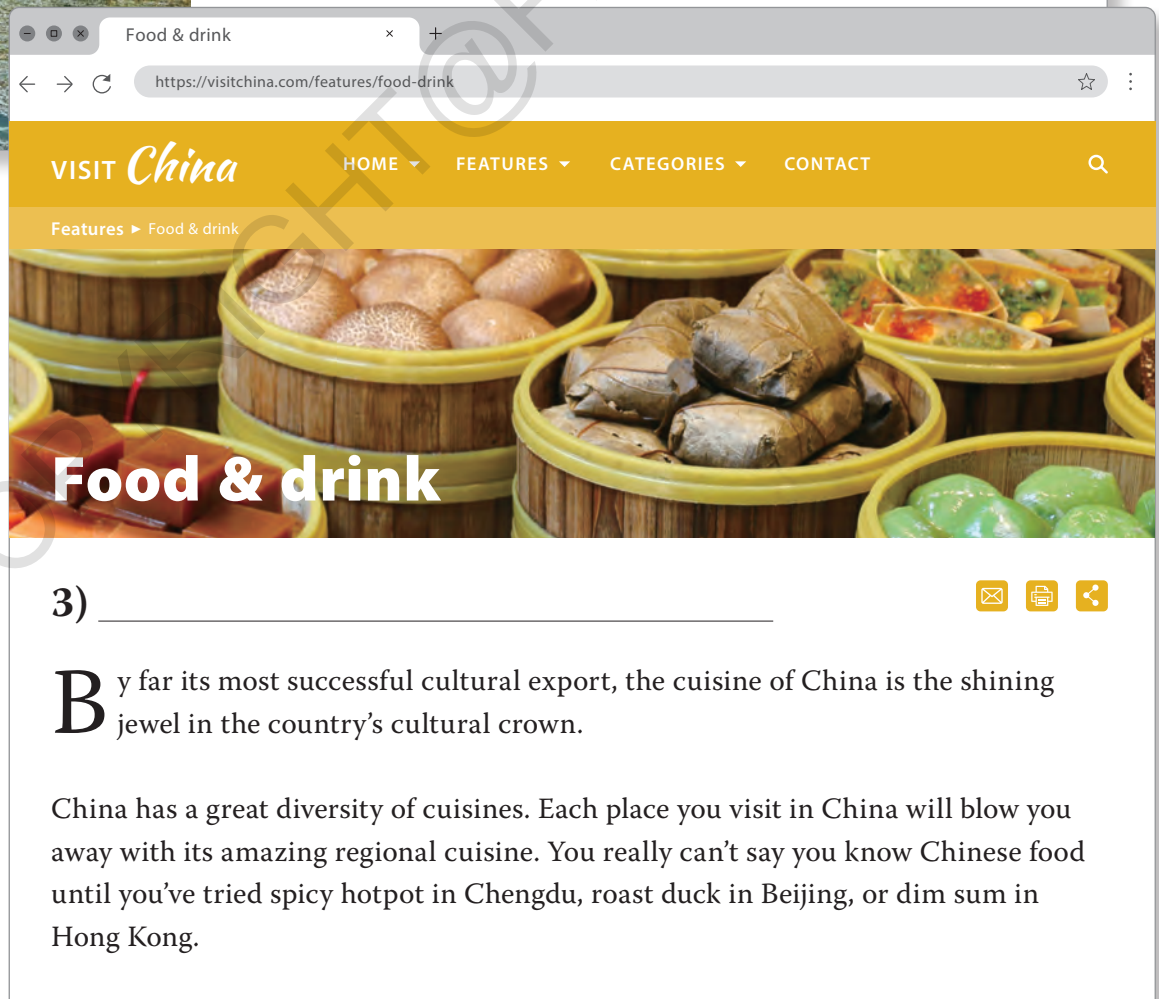


Must-sees

2) _____

If it's natural beauty that you're into, you will love the endless number of beautiful and unique national scenic spots that can be found in China. There is an amazing variety of sights, from the peacefulness of the Qinghai-Tibet Plateau to the drama of the Tiger Leaping Gorge.

Whether it's the peaks of Taishan Mountain breaking through a sea of clouds, or the lakes of Jiuzhaigou shining in almost dream-like colors, China's natural wonders, once seen, will never be forgotten.



Food & drink

3) _____

By far its most successful cultural export, the cuisine of China is the shining jewel in the country's cultural crown.


China has a great diversity of cuisines. Each place you visit in China will blow you away with its amazing regional cuisine. You really can't say you know Chinese food until you've tried spicy hotpot in Chengdu, roast duck in Beijing, or dim sum in Hong Kong.

Must-sees

https://visitchina.com/features/must-sees

VISIT *China* HOME FEATURES CATEGORIES CONTACT

Features ▶ Must-sees



Must-sees

4) _____


China has the only native population of giant pandas in the world, and millions of people visit their sanctuaries every year. A national treasure, these beautiful and lovable animals leave a deep and lasting impression on anyone lucky enough to see them in the flesh.

Life today

https://visitchina.com/features/life-today

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Features ▶ Life today



Life today

5) _____

China is leading the way in the new global technology age with its use of four great modern innovations: shared transportation, mobile payment systems, high-speed rail, and online shopping. Armed with just a cell phone, you can travel across the country, buy lunch, and explore the city on a public bike.

China's large, modern cities are models of flourishing progress and development. Nowhere is this more obvious than when you are standing on the riverbank of Shanghai's Huangpu River: On one side, some of the greatest classical architecture, reflecting the country's past, and on the other, some of the most impressive achievements of modern architecture, reflecting the country's present and future.

② Different tourists will be interested in different attractions and travel experiences. Work in groups and discuss what you would recommend for each target audience.

Target audience	Attractions and travel experiences
People crazy about different kinds of food	<ul style="list-style-type: none"> • eating spicy hotpot in Chengdu • tasting Lion's Head Meatballs in Shanghai
People eager to experience local life	
People keen on exploring nature	
People interested in history and culture	

Intercultural skill



Avoiding ethnocentrism

Ethnocentrism (种族 / 民族中心主义) means to judge the beliefs, values, customs, ways of life, etc. of other cultures from one's own cultural perspective. It is the culturally biased judgment that one's own culture is superior to, or more correct or normal than, all others. This way of thinking can often lead to intolerance, prevent understanding, and give rise to conflicts.

It is helpful to keep this in mind when introducing our own nation or race to others. It is best not to appear overly boastful or act in an ethnocentric way.

By using qualifying language ("probably", "possibly", etc.), and avoiding superlatives ("best", "greatest", "most beautiful", etc.), we can talk about the best parts of our own country without sounding as if we are competing with others.

For example, instead of saying "The natural landscapes in China are more beautiful than anywhere else in the world", we can say "China has many beautiful natural landscapes".

However, we can use superlatives or similar statements when we state objective facts, for example, "China has the only native population of giant pandas in the world".

③ Work in pairs and make positive statements about China in the following areas. You can refer to the **Intercultural skill**.

- sports
- traditional music
- technology / innovation
- economy
- education

The Chinese ping-pong and badminton teams have won more competitions than most other countries.



Through searching online, the four friends realize that China has a lot to offer in tourism resources, so they have to narrow down the focus of their video.



audio

4 Listen to the conversation of the four friends.

Then choose the best answer to each of the questions.

- What stereotypically Chinese item has Tom mentioned?
 - The Summer Palace.
 - The Forbidden City.
 - The Capital Museum.
 - The Temple of Heaven.
- Who will they aim their video at?
 - Families with young children.
 - Business travelers.
 - Independent young travelers.
 - Mountain climbers.
- What activity will be included in their video?
 - Walking on the plank trail.
 - Bungee jumping.
 - Mountain climbing.
 - Recycling.
- Why should too much narration be avoided?
 - It slows down the pace of the story.
 - It is boring and makes the video less focused.
 - Viewers cannot all understand the language.
 - Viewers find it hard to concentrate on images.
- What style of video do they decide on?
 - Classical and traditional.
 - Factual and informative.
 - Entertaining with funny lines.
 - Dramatic with strong images and music.

5 **Work in groups. Brainstorm narrower topics for “a promotional video for China tourism” and write down your ideas. You can refer to the Critical thinking skill and think about:**

- making the video for specific audiences
- making the video for specific purposes (e.g. to encourage adventure tourism, to promote less well-known sights)

New words

diverse /daɪ'vɜ:s/ *a.* 不同的
 bungee jumping /'bʌndʒi: ,dʒʌmpɪŋ/ *n.* 蹦极跳
 scuba-dive /'sku:bə ,daɪv/ *v.* 戴水肺潜水
 plank /plæŋk/ *n.* (厚)木板
 trail /treɪl/ *n.* 小路
 dramatic /drə'mætɪk/ *a.* 引人注目的
 narration /nə'reɪʃn/ *n.* 旁白; 解说
 voice-over *n.* 画外音; 解说
 subtitle /'sʌb,tɪtl/ *n.* 字幕

Proper names

the Terracotta /,terə'kɒtə/ Army 秦始皇兵马俑
 Mount Qomolangma /'tʃəʊməʊ,lɑ:ŋmə/ 珠穆朗玛峰

Critical thinking skill



Narrowing down a topic

Sometimes, requirements for a project or essay can be very broad, and potentially have many different interpretations. In this situation, it is useful to narrow down the topic in order to make the task more manageable and effective.

The four friends are given the broad task of making “a promotional video for China tourism”, and they decide to think about their target audience. This is one method they use to narrow down their topic. They can narrow it further by asking themselves more questions, such as “What is the purpose of the video?”, and even practical questions like “How much time and what resources do we have for this task?”.

The same principle is true when we write an essay and are given a general topic.

OVER TO YOU



With their target audience in mind, the four friends do more research and decide on what general content they would like to include in their promotional video.

- ✓ **Work in groups and select content ideas for your own promotional video. You can refer to the four friends' sample on the right.**

Step 1 Decide on your target audience and narrow down the topic of your promotional video. You can refer to the **Critical thinking skill** on Page 101.

Target audience

Topic

Step 2 Brainstorm and then decide what tourist attractions or activities in China could be included in your video.

Step 3 Do some research about these attractions or activities and select the content ideas for your video.

Video type

Promotional video for China tourism

Target audience

Young, adventurous, and independent travelers

Content ideas

Great Wall scuba diving, Panjiakou Reservoir

A truly unique experience to be able to go diving amongst the ruins of the Great Wall of China. Emphasizing the sense of adventure and discovery. Showing divers emerging through a hole in the wall.

Horse riding, Inner Mongolia

People riding horses in a group, in the beautiful scenery of grassland in Inner Mongolia.

Huashan Mountain plank walk

Showing the natural beauty of China, as well as a great attraction for thrill-seekers.

Language in focus

Words and expressions

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

delicate diversity monument spicy
blow (sb.) away break through

1. Both Yunnan and Guizhou provinces are known for cultural _____ where different ethnic groups live together.
2. With years of experience, she can create jewels of _____ and innovative design.
3. Food in Sichuan, Chongqing, etc. tends to be _____ than food in many other places of the country.
4. The tourism campaign aims to _____ you _____ by showing you as many of the country's highlights as possible.
5. As the weather improved, the sun _____ the clouds.
6. We are proud that we were able to rebuild some of our historic _____ to a high quality with a low budget.

② Rewrite the questions with the correct form of the words and expressions below.

diverse dramatic
narration be serious about

1. What hobby do you regard as very important and spend lots of time on?
2. What is the most exciting and impressive event you have ever experienced?
3. What different experiences can festivals in China offer?
4. Do you think it is good for a promotional video of tourism to have much description or explanation?

Now work in pairs to ask and answer the questions.

Collocations

③ Complete the sentences with the correct form of suitable collocations.

grand | palace opening prize
giant | monument insect step
huge | collection success difference

1. Even though the social customs seem very different, there is not a _____ in the core values of many different cultures.
2. In the center of the public square is a _____ to those who died in the war.
3. The rainforest is home to a variety of scary and fascinating _____.
4. The _____ of the first fully-automated grocery store in the city will be held next week.
5. The museum has a _____ of ancient paintings and sculptures.
6. There are smaller items you can win, but the _____ is a two-week beach holiday.

Translation

④ Translate the sentences into English.

1. 视频以大量极具震撼力的日出景致为特色，从泰山之巅到东海 (the East China Sea) 之滨，无不令人神往。(dramatic)
2. 大熊猫是世界上最可爱的动物之一，受到世界人民的喜爱。旅居海外的中国大熊猫堪称联结中外人民的纽带。(lovable)
3. 日本以其美食著称去日本一定要品尝那里的精美食物，比如寿司 (sushi) 和生鱼片 (sashimi)。(delicate)
4. 文化多样性是世界的基本特征。我们需要认识并尊重不同文化，推动构建人类命运共同体 (a community with a shared future for mankind)。(diversity)

Episode 2

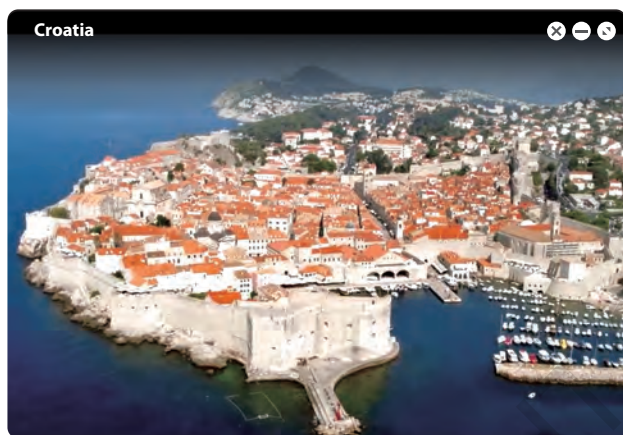
Analyzing promotional videos of tourism

The four friends begin to figure out how to present their content ideas in the video. As they are new to that, they start by watching some well-designed and well-scripted promotional videos.



videos

- 1 Watch the videos the four friends find. Then write down the key features of the countries.



Croatia



The Netherlands

Now work in pairs and exchange your ideas.

New words

coastline /'kəʊst,lain/ *n.* 海岸线
 cannon /'kænən/ *n.* 大炮
 hiking /'haɪkɪŋ/ *n.* 徒步旅行
 cycle /'saɪkl/ *vi.* 骑自行车
 sail /seɪl/ *v.* (乘船) 航行
 picturesque /'pɪktʃə'resk/ *a.* 优美的
 canal /kə'næl/ *n.* 运河
 artisanal /ɑ:'tɪzənəl/ *a.* 传统匠人手工制作的
 boutique /bu:'ti:k/ *n.* 精品店
 Dutch /dʌtʃ/ *a.* 荷兰的

Proper names

Croatia /krəʊ'eɪʃə/ 克罗地亚 (欧洲国家)
 the Sea Organ 海风琴 (扎达尔建筑景点)
 Holland 荷兰 (欧洲国家, 2020年1月起该英文名称停用)
 Amsterdam 阿姆斯特丹 (荷兰首都及最大城市)
 van Gogh 凡·高 (1853–1890, 荷兰画家)
 the Rijksmuseum /'rɪksmju:zɪəm/ 荷兰国立博物馆

2 ▶ Watch the videos again and fill in the blanks.

Croatia

What do you have to do in Croatia?

You have to:

- Visit Dubrovnik and Slavonia
- Visit our national parks
- Taste our food and 1) _____ in this place
- Learn the game in the local playground, and 2) _____ on the court, and visit one of the sunniest coastlines in Europe
- Enjoy 3) _____ on any of our squares, and see the most beautiful Croatian building
- Listen to the biggest Croatian 4) _____, and see the great cannon fire off
- Walk on the hiking trails
- Party 5) _____
- Relax all day



The Netherlands

What do you know about the Netherlands?

Flowers, windmills, picturesque canals, cheese, 6) _____, master paintings from the Golden Age.

What's really cool about the Netherlands?

- You call it organic and artisanal; we just call it 7) _____.
- You call it boutique, independent, alternative; we call it the Nine Streets.
- You call it exercise; we call it 8) _____.
- You call it art; we call it the Rijksmuseum.
- You call it green energy; we call it 9) _____.
- You call it a travel day; we call it the first day of 10) _____.

3 Work in pairs and discuss the questions.

1. What is your general impression of each video?
2. What language features stand out in each video?
3. What kind of audience do you think each video is trying to attract?
4. Do you think the videos could have been made more effective? If so, how?

After their discussion and analysis of the videos, the four friends conduct a survey to learn about public reaction to the videos.

1 I love the way the video uses local stars to introduce the things they like about their country. This gives it a personal touch and makes it feel more down-to-earth than lots of other promotional videos I've seen.

2 Wow! What a beautiful country! It looks amazing. The visual impact of the video is really strong. Croatia's now on my bucket list!

3 I like how they repeat the line "You have to ...". It's a persuasive message to get people to visit. Having said that, the actual slogan "Croatia, full of life" doesn't really stick in your head.

6 I like the personal touch to the lines. Using words like "I", "you", and "we" has great impact on the audience.

4 It's fine having famous people promote their country, but has anyone heard of most of these Croatians? It would be just as good to have some ordinary Croatians in the video, and that might make it feel more relatable.

5 It looks as if Croatia has plenty to offer: culture, good food, beautiful views and fun things to do. Something for everyone! I think I need to check it out for myself.

Croatia

4 Read the text and identify the positive and negative aspects of the two videos.

	Positive aspects	Negative aspects
Croatia	<ul style="list-style-type: none"> • using local stars 	
The Netherlands		

The Netherlands

7 I like the beginning of this video. It's quite engaging. The question grabs your attention really effectively.

8 I like the concept "the original cool". It's a really good way to promote the Netherlands, especially to young people who are looking for somewhere to go for a short break. Clever marketing!

9 The video is fun and full of humor, starting with the traditional stereotypes people might have about the Netherlands, like flowers, windmills, etc., and then showing a different, more modern side. Also the guy who doesn't speak English is funny.

11 It's clever the way they present cool things as "normal" in the Netherlands, e.g. "You call it organic and artisanal; we just call it food". It makes me want to go and experience it myself.

12 I like the personal welcomes in the video from ordinary people. It's also good to know that most people speak English there as that's always a worry for me when I travel abroad.

10 I think the video is probably designed to attract young people. It doesn't really appeal to me. The fast cutting almost makes me dizzy!

5 Work in pairs and discuss the questions. You can refer to the **Communication skill**.

1. What features do you appreciate in each video? You can discuss the following aspects:

- Tone and mood
- Visual impact
- Music
- Lines
- Actors / Presenters featured, etc.

A: I think the tone and energy of the Netherlands video is great.

B: Yes, I agree. The humor really works for me ...

2. What features would you like your promotional video to have? Why?

Communication skill



Expressing appreciation

There are various ways we can express our appreciation for things. We can use simple exclamations, such as "Wow!" "Awesome!" "Cool!" "That's great!". We can also use phrases to explain the reasons behind our appreciation.

I love the way the video uses local stars to introduce ...

I like how they repeat the line "You have to ...".

It's clever the way they present cool things as "normal" ...

Expressing appreciation:

- ... is great.
- ... really works for me.
- I am impressed by how ...
- I am a fan of ...

OVER TO YOU

The four friends decide on the stylistic features of their video and map out a rough video structure.

- ✔ Work in groups and plan the stylistic features of your own promotional video and a rough video structure. Take into consideration the topic of your video and the preferences of your target audience as you plan. You can refer to the four friends' sample below.

Discover China beyond your imagination

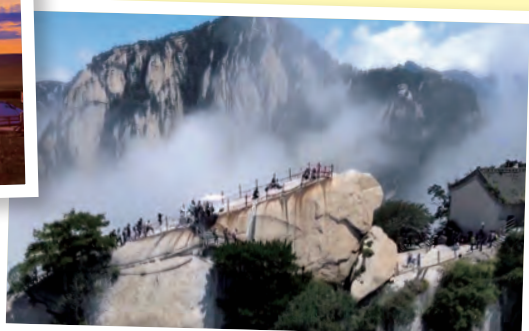


Stylistic features

- Dramatic, inspiring scenery
- Stirring music
- Limited narration using repetition
- Showing adventurous, active people having fun
- Directly addressing the viewers in the narration

Video structure

- video is divided into three "episodes".
- Each episode begins with slow, beautiful imagery showing people start a new experience. Then, there is some exciting and adventurous footage. Each episode then ends with a beautiful and dramatic concluding slow shot.
- Narration in each episode should feature a repeating phrase of some kind ("Come and see ..." "Get ready to ...", etc.).



Language in focus

Words and expressions

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

cycle picturesque sail
fire off lift one's spirits

1. The video is set in a _____ area in the mountains with inspiring scenery.
2. I love exploring the countryside by _____, because it's cheap and feels more free.
3. With emotional music and beautiful images, the video really _____.
4. Before planes were invented, people _____ across oceans to visit many other countries.
5. He thought they were enemies when they failed to answer his question and he _____ a few warning shots.

- 2 Rewrite the sentences with the correct form of the words given in brackets. You may need to make other changes.

1. What are on your list of special things you want to do in your lifetime? (bucket list)
2. Being up so high and looking down makes me feel really sick and like I'm going to fall over. (dizzy)
3. Did the video hold your interest, or did you find it boring like I did? (engaging)
4. It's important that promotional videos have some light-hearted or funny moments in them, or else they're boring. (humor)
5. The young audience claim that they can easily relate to and understand the adventurous travelers in the movie. (relatable)

Collocations

- 3 Complete the sentences with the correct form of suitable collocations.

see		concert	friend
taste		food	freedom
listen to		musician	reason
touch		heart	finger

1. Here you can _____ of classical music in the ruins of a palace.
2. I always like to stop and take time to _____ the talented _____ who play in the subway.
3. Traveling all by myself gave me chances to _____, doing whatever I liked.
4. He sang a beautiful folk song which _____ of all the audience.
5. I don't understand why he won't just _____ and take my advice.

Structure

have sb. do sth.

It's fine having famous people promote their country, ...

The structure is used to refer to someone doing something because they are asked or forced to do it by someone else.

- 4 Complete the sentences using "have sb. do sth.".

1. My mother saw the mess I had made in the kitchen and then _____.
2. The high-spirited audience all knew the song, so the singer _____.
3. He makes a mistake in the report, so the professor _____.
4. The kids are caught fighting in the room, so the teacher _____.

PROJECT

Write a plan for your video and then produce it or perform it as a slideshow.



Step 1 Scan the QR code and watch the video made by the four friends. Work in groups and discuss what you like and dislike about it in terms of voice-over and visuals.

Step 2 Using the four friends' video plan as a model, make a complete plan for your promotional video based on the work you did in the OTY tasks. Include descriptions of the video footage, video effect and the voice-over script.

Video plan for adventure tourism in China

Video footage	Video effect	Voice-over script
Episode 1		
People on a boat, riding on Panjiakou Reservoir	Slow shot	"Let us take you back in time." "Take a breath. Get ready."
People diving into the water, splashing, and swimming down to the ruins	Slow shot	
Stirring views of the Great Wall in Panjiakou Reservoir	Slow shot	"Come and meet the mysteries of the past."
	Fade to black	

Video plan for adventure tourism in China

Video footage	Video effect	Voice-over script
Episode 2		
People entering the beautiful grassland of Inner Mongolia, being welcomed by friendly locals	Slow shot	"Let us show you another way of life." "Take a breath. Get ready."
People riding horses on the vast grassland	Fast cutting	
A horse rider wandering slowly on the grassland against a backdrop of beautiful scenery	Slow shot	"Come and experience unfamiliar beauty."
	Fade to black	
Episode 3		
View of Huashan Mountain with its peaks piercing through the clouds	Slow shot	"Let us take you to new heights." "Take a breath. Get ready."
People on the Huashan Mountain plank walk	Zoom in shot	
Aerial shot of people reaching the top of the mountain	Slow shot	"Come and see the world from a new angle."
	Fade to black	"China. Catch your breath."

Step 3 Create your promotional video, or a slideshow version of it, using music, still images, and video clips where possible.

Text A

Preview task

- 1 What is stereotyping? Can you give an example of stereotyping?
- 2 Why is it important to avoid stereotyping? Read the text and note down the author's explanation.

Stereotyping: Fight the urge



seems that our brains are designed to **categorize** all the things we **encounter** in the world around us into groups. As time goes on, the characteristics of other groups of people become simpler and therefore easier to memorize. **Nigerian** writer Chinua Achebe sums this up well, saying that “The whole idea of a stereotype is to **simplify**. Instead of going through the problem of all this great diversity – that it’s this or maybe that – you have just one large statement: It is this”.

- 1 **W**hether it’s a Frenchman in a **striped** shirt and a **beret** holding a **baguette**, or an American in a baseball cap holding a hamburger, stereotypes are a big part of our **world view**. But exactly how **valid** or useful are these national stereotypes?
- 2 Before considering this, it is helpful to understand where stereotypes come from. Research at the University of Aberdeen suggests that stereotypes may be a part of our biology. It
- 3 Even though this kind of categorization is a natural mental process, there are problems that stereotypes can create, and they work on various levels. In its most relaxed form, a stereotype presents oversimplified, and therefore often **inaccurate**, images of groups. For example, there is a commonly held stereotype of Germans as being **methodical**, serious, and lacking a sense of humor. This stereotype is then reinforced in the media and advertising, but in reality when people actually get to know Germans on

an individual basis, they can find them to be **generous**, friendly and kind. This **exposes** the two-dimensional nature of this stereotype. This example seems unlikely to be too dangerous, but even the smallest of stereotypes can lead to bigger problems.

4 Some **seemingly innocent** stereotypes can lead to misunderstandings, conflicts, and even, in extreme cases, **discrimination** and **hatred**. They can impact the way we perceive people in many different ways. Even when we feel that we are being kind to others, this can **backfire**. For example, African students in the U.S. sometimes claim that they get the feeling that Americans “feel sorry” for them because they come from poor countries and this affects the way they are treated. The students say they don’t want the unnecessary **sympathy** that they are shown and often feel **patronized**. At the end of the day most people normally just want to be treated the same way as everyone else does.

5 Therefore, we need to **acknowledge** that while we are all **prone** to forming stereotypes of others, they are **severely** limited in helping us understand real people. When we meet new



people, it is important to look past someone’s group identity – be it nationality, race, gender, age or religion – and try to see everyone as a unique person.

6 So how can we avoid being manipulated by stereotypes, and **minimize** the dangers that they can cause? The first thing we need to do is recognize them. We can do this by playing a simple game in our mind. Think of different nationalities and groups and see what we associate with each of them. Are they good or bad associations? How do they impact the way we interact with different people? If we feel that we are treating some people differently, think about how we can change this. In life, we should always try to keep an open mind, search out different types of people to meet, and celebrate diversity. We need to stop ourselves from making broad **generalizations** about groups of people, and we need to understand that everyone is an individual. Then, and only then, can real cultural learning begin. (593 words)



Comprehension

- ① Read the **Reading skill** and underline all the **bridging sentences** in the text. Then work in pairs and take turns summarizing the text with the help of the **bridging sentences**.
- ② Choose the best answer to each of the questions.
 1. According to the research at the University of Aberdeen, why do people form stereotypes?
 - A. The human brain naturally sorts things into categories.
 - B. Our culture teaches us what to think about people.
 - C. People in groups tend to think and behave in similar ways.
 - D. Humans cannot easily recognize diversity.
 2. What does the example in Paragraph 3 about Germans tell us?
 - A. Stereotypes can lead to conflicts.
 - B. Stereotypes help us understand real people better.
 - C. Stereotypes can be recognized in different situations.
 - D. Stereotypes sometimes present over-simplified images of groups.
 3. How do African students react to the stereotype that Americans have about them?
 - A. They don't care.
 - B. They are grateful.
 - C. They are understanding.
 - D. They don't want to be treated differently.
 4. How can we stop ourselves from being manipulated by stereotypes?
 - A. Learn to recognize stereotypes and change our behavior.
 - B. Travel a lot and treat others kindly.
 - C. Make more intelligent generalizations about groups.
 - D. Make friends with people from diverse cultures.

Reading skill



Identifying bridging sentences

In order to create a logical connection from one paragraph to another, an author often starts or ends paragraphs with “bridging sentences”. Identifying these bridging sentences can help us understand the text structure.

Before considering this, it is helpful to understand where stereotypes come from. (Para. 2)

The expression “before considering this” at the beginning of Paragraph 2 connects the first two paragraphs, and helps the reader follow the author’s logic. If the author jumped straight to “it is helpful to understand where stereotypes come from”, then the reader might feel lost.

A bridging sentence can also be used at the end of a paragraph to transition into the next one.

This example seems unlikely to be too dangerous, but even the smallest of stereotypes can lead to bigger problems. (Para. 3)

To identify bridging sentences, we can look out for certain signal words and expressions, such as “therefore”, “similarly”, “however” and “in the end”.

③ Check (✓) the strategies the author uses to develop ideas.

- 1. Referencing (引用) academic research.
- 2. Retelling first-hand experiences.
- 3. Using analogies (类比) to explain points.
- 4. Using examples.
- 5. Using quotations.

Now work in pairs and discuss what effects each strategy can produce.

Critical thinking

4 Think-Pair-Share

Step 1 THINK Think of one country.

What perceptions of its people come to mind? Where do you think you got these impressions from?

Step 2 PAIR Work in pairs and share your ideas. Note down your partner's ideas and evaluate them.

Country

Perceptions of its people

Evidence to back up the perceptions

Evaluation

Step 3 SHARE Work in groups and share your ideas.

Critical thinking skill



Avoiding overgeneralizations

Generalizing is the practice of taking limited information and applying it on a larger scale. This can be a useful way to make predictions, but we should always try to avoid overgeneralizing, i.e. applying too little information too widely.

For example, if we meet an Indian person who gets angry very easily, we should not then assume that all Indians get angry easily. Generalizations like this are inaccurate, and can lead to discrimination.

Tips:

- Remind yourself that no two people are exactly the same.
- Try not to make assumptions about people. If you want to know about someone's opinions or habits, ask them.
- If you find yourself making an assumption about a person, ask yourself why you think you know that about them, and what evidence you have to back up your assumption.

Intercultural writing

5 There are some common stereotypes among foreigners about China or Chinese people. For example, "Chinese people never express their love face to face to their family". Write an essay analyzing a stereotype that you feel misrepresents China or Chinese people. You may consider the following aspects:

- What is the stereotype?
- To what extent do you feel it is an inaccurate or oversimplified image of China or Chinese people? Cite counterevidence to support your claim.
- What can we do to break the stereotype?

Language in focus

Words and expressions

1 Rewrite the sentences with the correct form of the words given in brackets.

- I don't think your opinion of that country is acceptable, because you have never visited it for yourself. (valid)
- Make your plan easier to follow – it is currently far too complicated! (simplify)
- A museum worker is cleaning the ancient bronze and slowly uncovering its original surface. (expose)
- We have to do whatever we can as a society to reduce the amount of harm that we do to the environment. (minimize)
- I have never come across a situation like this at this company. (encounter)
- I tried to impress my boss by organizing a really good office party, but my plan had the opposite effect, because he said it was a waste of time. (backfire)
- It was a fun game not intended to upset anyone, but unexpectedly it challenged their friendship. (innocent)

2 Complete the sentences with the correct form of the expressions below.

be prone to keep an open mind
look past search out sum ... up

- I think that the solution to the problem of stereotyping can be _____ as treating everyone as an individual.
- Not everyone thinks the way you think, nor acts the way you may act, so remember to _____ and get along with the people around you.

- Research shows that naturally, people _____ prejudice and stereotyping.
- When we meet someone new, our brain often _____ the information about similar people and comes up with an image that is often inaccurate.
- What she said hurt me, but she apologized, so I'm going to _____ it.

Collocations

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

oversimplified | image argument explanation
commonly held | stereotype belief values

- It's quite easy to win the debate against him, because he keeps presenting _____ that are very easy to respond to.
- Respecting the elderly is one of the _____ for the Chinese people.
- One of the _____ of Italian people is that they are very passionate and love to talk.
- Her _____ of the causes of the problem is unhelpful for finding a solution.
- A cultural stereotype refers to a(n) _____ or generalization about a group of people.
- It is a(n) _____ that no matter what kind of situation you are born into, if you work hard enough, you can achieve something.

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.

- | | |
|----------------|--------------------|
| (A) inaccurate | (B) simplify |
| (C) roughly | (D) categorize |
| (E) sympathy | (F) acknowledge |
| (G) minimize | (H) effectively |
| (I) innocent | (J) discrimination |

Every culture has its stereotypes, from the serious, hard-working German to the passionate and loud Brazilian. But where do these stereotypes come from? And how can we 1) _____ the negative impact they can have?

As for how we form stereotypes, personal experiences are often only a small factor. We often see descriptions of individuals in the media and we 2) _____ put these descriptions together into a simplified and often 3) _____ image of a group. Another factor is that it's cognitively efficient to 4) _____ the world into small groups. Thus, we no longer need to consider information about each individual member of the group.

But to 5) _____ the characteristics of groups can be dangerous – leading to 6) _____ and even hatred. Therefore, it is important for us to 7) _____ that people vary within every nation and should be treated as individuals.

Structure

Then, and only then, can / will ...

Then, and only then, can real cultural learning begin.

The structure is used to specify the conditions under which something can happen.

5 Complete the sentences using “Then, and only then, can / will ...”.

1. We need to make it as clear as possible to the tourists how valuable and fragile this historic monument is. _____.
2. I need to set clear goals for my future. _____.
3. There needs to be a public campaign about the importance of protecting our environment. _____.

Translation

6 Translate the sentences into English.

1. 许多看似简单的菜肴蕴含着中国数千年的美食文化。制作美食如同做人，必须真材实料，有条不紊。
(seemingly; methodical)
2. 我们必须认识到，部分游客的不文明行为暴露出景区管理不到位、游客环保意识淡薄等问题。(acknowledge; expose)
3. 刻板印象是我们对一个群体持有的观念，而歧视就是我们基于这些观念做出的行为。(discrimination)
4. 接触到不同文化的人可能会更容易接受异域文化，同时通过文化对比也会更加了解和热爱本国文化。
(encounter)

Text

B

Before you read

What do you think are the possible differences between British life and American life? Check (✓) them from the following list.

- | | |
|---|--|
| <input type="checkbox"/> working hours | <input type="checkbox"/> food portion size |
| <input type="checkbox"/> sense of humor | <input type="checkbox"/> body language |
| <input type="checkbox"/> preferred leisure activities | |

Now you are going to read about a British person living in the U.S. and commenting on the key differences between British and American cultures.



My culture shock

¹ I've always loved the U.S. I love the music, I love the movies, and I love the idea of the "land of the free", too. So, when an IT company in Seattle offered me a job, I was **delighted**. Having visited the U.S. on holiday a couple of times, I thought I had a pretty good idea of what to expect. On those trips one thing I remember especially enjoying was the sense of choice. Every time you order a coffee or a sandwich, you are faced with so many options. That always blew my mind (in a good way). However, now I realize it's not until you spend more time or actually live somewhere that you start to understand the people, their culture, and what makes them tick.

² A big shock for me was the American work ethic. In England we like to think we work hard, but in the U.S. it's a completely different ball game. I was used to leaving work every day at 5 p.m. on the dot in London, but in the U.S. that kind of routine seems to be rare. I found a

study that said on average Americans work 47 hours a week. That is about 10 hours more than their European **counterparts**. As for holidays, in London I got 25 days of leave a year, but here I only get 10! My colleagues have also warned me that most people don't actually take all their leave! Also, in the office, I've noticed that people take fewer breaks and tend to eat their lunch at their desks.

- ³ I find another big difference when eating out. The **portion** sizes in the U.S. are huge! Recently, I went to an ice cream **café**, and not feeling especially hungry, I ordered a "kid's size" ice cream. After paying for it, I was slightly confused when the server handed me one of the largest **desserts** I had ever seen.
- ⁴ "Excuse me," I **protested**, Britishly. "I think you may have given me the wrong size."
- ⁵ "You ordered a kid's size, right?" the server responded.



6 “Yes,” I replied. “I think you gave me a ‘large.’”

7 “No,” he said, “that is the kid’s size.” He then pulled what looked like a giant bucket from under the **counter**. “This is the large size!”

8 I guess this is one factor that contributes to the **obesity crisis** here in the U.S. The U.K. is hardly the healthiest place in the world, but compared to here it seems like the land of **skinny** salads!



in the U.S.

9 One other difference I noticed was the sense of humor. In the U.K. there is a lot more use of irony and **sarcasm**, often characterized by **satirical** takes on “the **absurdity** of everyday life”. Also, there is often a dark side to British humor, and people joke a lot about the problems and challenges that life throws them. American humor, however, is more straightforward. Humor, therefore, does not always translate easily between the two nations. British comedy actor Simon Pegg, who works a lot in the U.S., has also observed the same thing. “**Ironic** comments will sometimes be met with a **perplexed** smile by an **unwary** American,” he writes. “Take this exchange that took place between two friends of mine, one British (B) and the other American (A):

B: I had to go to my granddad’s **funeral** last week.

A: Sorry to hear that.

B: Don’t be. It was the first time he ever paid for the drinks.

A: ... I see.”

10 Simon Pegg then goes on to explain that his American friend failed to understand his British friend’s joke because he was not used to the British **tendency** to **bury** emotions in humor. None of this is to say that Americans never use irony themselves, of course, but when they do, they are more likely to make their irony clearer by adding phrases at the end like “Just kidding”. For example, an American might say: “If you are late for dinner tonight, I’ll poison your food. ... Just kidding!” A British person would likely stop after “food”.



11 On reflection, there are many similarities between the U.K. and the U.S. Maybe that’s why the differences sometimes surprise us. There are probably some things an outsider like me will never understand 100 percent about the U.S., but that’s one of the things that make life interesting! (731 words)

Intercultural reflection

Explore the questions by reading or conducting interviews with your international friends.

1. What aspects of life in China might international friends find perplexing or strange at first?
2. What cultural factor might have caused the problems?
3. What can we do to make it easier for them to adapt to life in China?



Self-reflection



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

- E1** I can choose a target audience and select content for my video.
- E2** I can outline the style and structure of my video.
- P** I can write a plan for my video and then produce it or perform it as a slideshow.
- TA** I can write an essay analyzing a stereotype about China or Chinese people.

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

Section 1		very poor	poor	average	good	very good
Communication skill	Expressing appreciation					
Critical thinking skill	Narrowing down a topic					
Intercultural skill	Avoiding ethnocentrism					
Section 2						
Reading skill	Identifying bridging sentences					
Critical thinking skill	Avoiding overgeneralizations					
Intercultural skill	Reflecting on stereotypes about China or Chinese people					
	Reflecting on what China is like to an outsider's eye					

• 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

Father of hybrid rice

(“杂交水稻之父”)

Yuan Longping (1930–2021), a world-renowned agronomist (农学家), is known as the “father of hybrid rice”. He developed the first high-yield hybrid rice strains in the early 1970s. The high-yield rice varieties have helped China fight food shortages, providing food security for nearly one-fifth of the world’s population.

His achievements have also benefited the whole world, preventing countless people in Africa and Asia from starvation. In 2019, Yuan was awarded the Medal of the Republic (China’s highest order of honor) for his outstanding contribution to the country’s food security and agricultural scientific development. He will also be remembered as a “true food hero” by the world for alleviating (缓解) food shortage and helping to reduce poverty around the globe.

Section 1

Episode 1

New words

modernity /mɒ'dɜːnəti/ *n.* [U] ideas and practices that use modern methods, styles, etc. 现代性; 现代思想; 现代做法

* **lovable** /'lʌvəbl/ *a.* attractive and easy to like 可爱的; 讨人喜欢的

* **span** /spæn/ *vt.* to include all of a period of time (时间) 持续, 贯穿

relic /'reɪlɪk/ *n.* [C] an old object or custom that reminds people of the past or that has lived on from a past time 遗物; 遗迹; 遗风; 遗俗

* **temple** /'tempəl/ *n.* [C] a building used for worship in some religions 圣堂; 神殿; 寺院; 庙宇

Buddha /'budə/ *n.* [C] 佛; 佛像

* **grand** /grænd/ *a.* a grand place, object, or occasion is very impressive (场所) 壮丽的, 壮观的

* **monument** /'mɒnjumənt/ *n.* [C]

1 a building that has special historical importance 历史遗迹; 有历史价值的建筑

2 a building, column, statue, etc. built to remind people of a famous person or event 纪念碑 (或馆、堂、像等)

* **skillful** /'skɪlfʊl/ *a.*

1 made or done very well, showing a lot of ability 制作精良的; 显示技巧的

2 good at doing sth., esp. sth. that needs special ability or training 有技术的; 熟练的; 灵巧的

* **delicate** /'delɪkət/ *a.*

1 made or formed in a very careful and detailed way 精致的; 精细的; 精密的

2 easily damaged or broken 易损的; 易碎的; 脆弱的

* **scenic** /'siːnɪk/ *a.* providing beautiful views of nature 风景优美的

* **peacefulness** /'piːsflnəs/ *n.* [U] a state of being quiet and calm 宁静; 平静

* **crown** /kraʊn/ *n.* [C] 王冠; 冕

* **diversity** /daɪ'vɜːsəti/ *n.* [sing.] a range of different people, things, or ideas 各种各样的人 (或事物、思想)

spicy /'spaɪsi/ *a.* (of food) having a pleasantly strong taste, and giving you a pleasant burning feeling in your mouth (食物) 加有香料的, 辛辣的

* **roast** /rəʊst/ *a.* (only before noun) cooked in an oven or over a fire 烘烤的; 烤制的

dim sum /,dɪm 'sʌm/ *n.* [U] (中国的) 点心

sanctuary /'sæŋktʃuəri/ *n.* [C] an area for birds or animals where they are protected and cannot be hunted 鸟兽保护区; 禁猎区

* **rail** /reɪl/ *n.* [U] the system of traveling by train 铁路系统

* **classical** /'klæsɪkl/ *a.* belonging to a traditional style or set of ideas 经典的; 古典的; 传统的

* **diverse** /daɪ'vɜːs/ *a.* very different from each other 不同的

stereotypical /,steriə'tɪpɪkl/ *a.* exactly like the stereotype of a particular person or thing 典型的

bungee jumping /'bʌndʒiː ,dʒʌmpɪŋ/ *n.* [U] 蹦极跳

scuba-dive /'skuːbə ,daɪv/ *v.* 戴水肺潜水

plank /plæŋk/ *n.* [C] (厚) 木板; 板条

* **trail** /treɪl/ *n.* [C] a rough path across the countryside or through a forest (乡间或森林里的) 小路, 小径

* **dramatic** /drə'mætɪk/ *a.* exciting and impressive 激动人心的; 引人注目的; 给人印象深刻的

* **narration** /nə'reɪʃn/ *n.* [C, U] a spoken description or explanation which is given during a film, play, etc. (电影、戏剧等中的) 旁白, 解说

voice-over *n.* [C] information or remarks that are spoken on a television program or film by sb. who is not seen on the screen (电视节目、电影的) 画外音, 解说

subtitle /'sʌb,tɪtl/ *n.* (~s) [pl.] the words printed over a film in a foreign language to translate what is being said by the actors (电影的) 字幕

Phrases and expressions

have sth. to offer (sb.) to have qualities, opportunities, etc. that people are likely to want or enjoy 能 (为某人) 提供某物

be into (*spoken*) to like and be interested in sth. 对 (某事物) 感兴趣; 喜欢 (某事物)

break through

- 1 if sth. that was hidden breaks through, it appears 出现
 2 to force your way through sth. that is stopping you from moving forward 冲破; 突围

the jewel in the crown the best or most valuable part of sth. 皇冠上的珠宝 (指某物最好或最有价值的部分)

blow sb. away (*informal*) to impress sb. very much or make them very excited 给某人深刻印象; 令某人极度兴奋

in the flesh present here and now, instead of by television, telephone, radio, etc. 当面; 本人

lead the way to be the first to do sth., and show other people how to do it 处于领先地位

be serious about to be very interested in an activity or subject, and spend a lot of time doing it 对...极感兴趣; 热衷于

Proper names

Qinghai-Tibet Plateau /'plætəʊ/ 青藏高原

Tiger Leaping Gorge 虎跳峡 (中国云南)

the Forbidden City 紫禁城 (北京故宫的旧称)

the Terracotta Army 秦始皇兵马俑 (中国陕西)

Qinglong Gorge 青龙峡 (中国北京)

Panjiakou Reservoir /'rezə,vwɑ:/ 潘家口水库 (中国河北)

Mount Qomolangma /'tʃəʊməʊ,lɑ:ŋmə/ 珠穆朗玛峰 (位于中国和尼泊尔交界处)

Episode 2**New words**

coastline /'kəʊst,lain/ *n.* [C] the land on the edge of the coast, esp. the shape of this land as seen from the air (尤指从空中鸟瞰的) 海岸线, 海岸地形

Croatian /krəʊ'eɪʃn/ *a.* 克罗地亚的; 克罗地亚人的; 克罗地亚语的

cannon /'kænən/ *n.* [C] (旧时的) 大炮, 加农炮

hiking /'haɪkɪŋ/ *n.* [U] the activity of taking long walks in the mountains or country 徒步旅行; 远足

* **cycle** /'saɪkl/ *vi.* to use a bicycle 骑自行车

* **sail** /seɪl/ *v.* to travel on or across an area of water in a boat or ship (乘船) 航行

windmill /'wɪnd,mɪl/ *n.* [C] 风车; 风力磨坊

* **picturesque** /'pɪktʃə'resk/ *a.* (of a place, building, scene, etc.) pretty, esp. in a way that looks old-fashioned 优美的; 古色古香的

* **canal** /kə'næl/ *n.* [C] a man-made channel of water 人工河; 运河

artisanal /ɑ:'tɪzənəl/ *a.* made in a traditional way by sb. who is skilled with their hands 传统匠人手工制作的

boutique /bu:'ti:k/ *n.* [C] a small shop that sells fashionable clothes or other objects 时装店; 精品店

Dutch /dʌtʃ/ *a.* 荷兰的; 荷兰语的; 荷兰文化的

down-to-earth *a.* practical and sensible 务实的; 实事求是的

bucket list *n.* [C] a list of experiences one wants to have before one dies 人生清单

* **relatable** /rɪ'leɪtəbl/ *a.* (*informal*) easy to relate to, sympathize with, or identify with 能得到认同的; 能引起共鸣的

* **engaging** /ɪn'geɪdʒɪŋ/ *a.* attractive and pleasant in a way that makes people like you 迷人的; 可爱的; 有魅力的

* **humor** /'hju:mə/ *n.* [U] the quality that makes a situation or entertainment funny 幽默; 滑稽

* **dizzy** /'dɪzi/ *a.* feeling as if everything is spinning around you and that you are not able to balance 头晕目眩的; 眩晕的

Phrases and expressions

fire off to shoot with a gun or other weapon 开(枪); 开(炮)

lift one's spirits to make sb. feel more cheerful and hopeful 使某人开心起来; 使某人振奋

check ... out to look at sb. or sth. because they are interesting or attractive (因某人或某事物有趣或吸引人而) 查看, 观察, 看一看

Proper names

Croatia /krəʊ'eɪʃə/ 克罗地亚 (欧洲国家)

Dubrovnik /dju'brɒvnik/ 杜布罗夫尼克 (克罗地亚港口城市)

Slavonia /slə'vəʊniə/ 斯拉沃尼亚 (克罗地亚历史上的一个地区)

Šibenik /'ʃɪbɛnɪk/ 希贝尼克 (克罗地亚历史名城)

the Sea Organ 海风琴 (扎达尔建筑景点)

Zadar /'zædə:/ 扎达尔 (克罗地亚港口城市和历史名城)

Zagreb /'zɑ:greɪb/ 萨格勒布 (克罗地亚首都)

Holland 荷兰 (欧洲国家, 2020年1月起该英文名称停用)

the Golden Age 黄金时代 (荷兰贸易、科学和艺术等的颠峰时期, 在约17世纪)

the Nine Streets 九街 (阿姆斯特丹时尚购物区)

Amsterdam 阿姆斯特丹 (荷兰首都及最大城市)

van Gogh 凡·高 (1853–1890, 荷兰画家)

the Rijksmuseum /'raɪksmju:zɪəm/ 荷兰国立博物馆

Nigerian /naɪ'dʒɪəriən/ *a.* 尼日利亚的; 尼日利亚人的; 尼日利亚文化的

* **simplify** /'sɪmplɪfaɪ/ *vt.* to make sth. easier or less complicated 使简易; 使简单; 简化

inaccurate /ɪn'ækjʊrət/ *a.* not completely correct 不完全准确的

* **methodical** /mə'thɒdɪkəl/ *a.* (of a person) doing things in a careful and logical way 办事有条不紊的

* **generous** /'dʒenərəs/ *a.* giving or willing to give freely; given freely 慷慨的; 大方的; 慷慨给予的

* **expose** /ɪk'spəʊz/ *vt.* to allow sth. that is usu. covered or hidden to be seen 使显露; 使露出

* **seemingly** /'si:mɪŋli/ *ad.* in a way that appears to be true but may in fact not be 看似; 貌似; 表面上

* **innocent** /'ɪnəs(ə)nt/ *a.*

1 not intended to harm or upset anyone 无意伤害的; 无恶意的

2 not guilty of a crime 无辜的; 清白的

* **discrimination** /dɪ'skrɪmɪ'neɪʃn/ *n.* [U] unfair treatment of sb. because of their religion, race, or other personal features 歧视

* **hatred** /'heɪtrɪd/ *n.* [U] a very strong feeling that you dislike sb. or sth. very much 仇恨; 憎恨; 厌恶

backfire /'bæk'faɪə/ *vi.* to have the opposite effect to the one intended, with bad or dangerous results 产生事与愿违的不良 (或危险) 后果

* **sympathy** /'sɪmpəθi/ *n.* [pl., U] the feeling of being sorry for sb. who is in a bad situation 同情; 同情心

patronize /'pætrənaɪz/ *v.* to treat sb. in a way that seems friendly, but which shows that you think that they are not very intelligent, experienced, etc. 屈尊俯就地对待; 摆出高人一等的派头

* **acknowledge** /ə'k'nɒlɪdʒ/ *vt.* to accept or admit that sth. exists, is true, or is real 承认

prone /prəʊn/ *a.* likely to suffer from sth. or do sth. bad 易于遭受的; 有做 (坏事) 的倾向的

* **severely** /sɪ'vɪəli/ *ad.* very seriously 非常严重地

* **minimize** /'mɪnɪmaɪz/ *vt.* to reduce sth. harmful or unpleasant to the smallest amount or degree 使减少到最低限度

Section 2

Text A

New words

* **urge** /ɜ:dʒ/

n. [C] a strong feeling of wanting or needing to do sth. 冲动; 强烈的欲望; 迫切的要求

vt. to advise sb. very strongly about what action or attitude they should take 竭力劝告; 敦促; 催促

* **striped** /straɪpt/ *a.* having lines or bands of color 有 (彩色) 条纹的

beret /bə'reɪ/ *n.* [C] 贝雷帽 (扁圆柔软的无沿帽)

baguette /bə'get/ *n.* [C] (法式) 长棍面包

world view *n.* [C, usu. sing.] sb.'s opinions and attitudes relating to the world and things in general 世界观

* **valid** /'vælɪd/ *a.*

1 based on what is logical or true 符合逻辑的; 合理的; 有根据的; 确凿的

2 that is legally or officially acceptable (法律上) 有效的; (正式) 认可的

categorize /'kætɪgəraɪz/ *vt.* to put people or things into groups according to their qualities 把...分类; 将...归类

* **encounter** /ɪn'kaʊntə/ *vt.* (*fml.*) to meet sb., or discover or experience sth., esp. sb. or sth. new, unusual or unexpected 偶然碰到; 意外地遇见; 与...邂逅

generalization /ˌdʒen(ə)rəl'aɪzeɪʃn/ *n.* [C, U] a general statement that is based on only a few facts or examples; the act of making such statements 概括; 归纳; 泛论

Phrases and expressions

sum ... up

- 1 to form a judgment or opinion about sb. or sth. 对...作出判断; 对...形成意见
- 2 to describe sth. using only a few words 简而言之

at the end of the day (*spoken*) used for saying what you consider is the most important thing about a situation after thinking about it 最终; 到头来

look past to ignore, disregard, or forgive sth.; to overlook sth. 不理睬; 略过

keep / have an open mind to be willing to listen to other people's opinions about sb. or sth. 愿意倾听别人的意见

search out to work hard in order to find sth. 找出; 查出

Proper names

University of Aberdeen /ˌæbə'di:n/ 阿伯丁大学 (英国)

Chinua Achebe /tʃɪ'nwɑː ə'tʃerbi/ 钦努阿·阿切贝 (1930–2013, 尼日利亚小说家)

Text B

New words

- * **delighted** /dɪ'laɪtɪd/ *a.* very pleased and happy 愉快的; 高兴的
- * **counterpart** /'kaʊntə,pɑ:t/ *n.* [C] sb. or sth. that has the same job or purpose as sb. or sth. else in a different place 职务相当的人; 作用相当的事物
- * **portion** /'pɔːʃn/ *n.* [C]
 - 1 an amount of food for one person, esp. when served in a restaurant (尤指餐馆中食物的) 一份, 一客
 - 2 a part of sth. larger, esp. a part that is different from the other parts (某物的) 一部分
- * **café** /'kæfeɪ/ *n.* [C] 小餐馆; 小吃店; 咖啡馆
- * **dessert** /dɪ'zɜ:t/ *n.* [C, U] (饭后) 甜点
- * **protest** /prəʊ'test/
 - vt.* to say firmly that sth. is true, esp. when you have been accused of sth. or when other people do not believe you 坚决地表示; 申辩
 - v.* to say or do sth. to show that you disagree with or disapprove of sth., esp. publicly (公开) 反对; 抗议
- * **counter** /'kaʊntə/ *n.* [C] 柜台
- * **obesity** /əʊ'bi:səti/ *n.* [U] a condition in which sb. is too fat in a way that is dangerous for their health 过度肥胖; 肥胖症
- * **crisis** /'kraɪsɪs/ *n.* [C, U] an urgent, difficult, or dangerous situation 危机
- * **skinny** /'skɪni/ *a.* (*informal*)
 - 1 low in fat 低脂肪的
 - 2 very thin, in a way that is not attractive 极瘦的; 皮包骨头的
- sarcasm** /'sɑ:kæz(ə)m/ *n.* [U] a way of using words that are the opposite of what you mean in order to be unpleasant to sb. or to make fun of them 讽刺; 嘲讽; 挖苦
- satirical** /sə'tɪrɪkəl/ *a.* (*also satiric*) using humor to criticize sb. or sth. and make them seem silly 讽刺的; 讥讽的
- absurdity** /əb'sɜ:dəti/ *n.* [U] the quality of being stupid and unreasonable, or silly in a humorous way 荒唐; 荒谬
- * **ironic** /aɪ'rɒnɪk/ *a.* using words that are the opposite of what you really mean, often in a joking way (遣词用字) 讽刺的, 用反语的 (常以开玩笑方式)
- perplexed** /pə'plekst/ *a.* confused because you cannot understand sth. 困惑的; 迷惘的
- unwary** /ʌn'weəri/ *a.* not aware of the possible dangers or problems of a situation and therefore likely to be harmed in some way 不警觉的; 不提防的
- * **funeral** /'fju:nrəl/ *n.* [C] 葬礼; 丧礼
- * **tendency** /'tendənsi/ *n.* [C] if sb. or sth. has a tendency to do or become a particular thing, they are likely to do or become it 倾向
- * **bury** /'beri/ *vt.*
 - 1 to ignore a feeling or memory and pretend that it does not exist 把 (感情或记忆) 埋在心里
 - 2 to put sb. who has died in a grave 埋葬; 安葬

Phrases and expressions

blow sb.'s mind (*infml.*) to impress sb. very much or make them feel very excited 使某人印象深刻; 使某人极度兴奋

what makes sb. tick what makes sb. behave in the way that they do 使某人这样做的原因

a different / new ball game (*infml.*) a completely different kind of situation 截然不同的新局面

on the dot (*infml.*) exactly on time or at a particular time 在指定时间; 准时

on reflection after thinking about sth. carefully 仔细考虑后

Proper names

Seattle /si'ætɪ/ 西雅图 (美国华盛顿州的城市和港口)

Simon Pegg 西蒙·佩格 (1970-, 英国演员和编剧)