

C 目录 Contents

前言 \ I

编写说明 \ III

基础篇

Book 1 Contents \ 02

Book 1 Unit 5 The art of light and shadow \ 04

Book 2 Contents \ 28

Book 2 Unit 5 Loving family \ 30

提高篇

Book 1 Contents \ 56

Book 1 Unit 5 A taste of culture \ 58

Book 2 Contents \ 84

Book 2 Unit 1 Communication in digital age \ 86

前言

《新一代大学英语》是根据教育部关于大学英语教学改革文件的精神，结合高校大学英语教学实际，针对全国普通高等院校编写的一套立体化通用英语教材。

《新一代大学英语》（发展篇）针对英语基础较好、英语需求较高的学生，已于2015年出版。经过三年的使用，“发展篇”以其先进的编写理念和一流的质量取得了良好的教学效果。“基础篇”与“提高篇”以“发展篇”的成功经验为基础，结合普通本科高校的教学实际进行编写，为更多的学生学习英语提供优质教学资源。

教材以提升学生的英语应用能力为重点，兼顾培养学生的思辨能力与跨文化交际能力，以实现《大学英语教学指南》提出的“基础目标”与“提高目标”教学要求为目标，满足不同院校非英语专业学生英语学习的不同需求。

编写依据

《新一代大学英语》（基础篇）（提高篇）有效贯彻“分类指导、因材施教”的原则，以适应各高校个性化教学的实际需要。教材依据“基础目标”与“提高目标”要求分阶段设计，既体现不同侧重，又实现循序渐进，支持高校结合院校特点及学生情况安排教学，满足不同水平学生的不同需求。

《新一代大学英语》（基础篇）（提高篇）全面实践“产出导向”教学法，以有效提高大学英语教学效率。教材体现“学习中心”、“学用一体”、“全人教学”的教学理念，以“输出驱动”、“输入促成”和“选择性学习”的外语教学假设为指导，采用“驱动（Motivating）- 促成（Enabling）- 评价（Assessing）”教学流程，培养学生用英语解决问题的能力。

《新一代大学英语》（基础篇）（提高篇）秉承“搭建智慧课堂，启迪智慧学习”的编写原则，充分利用信息技术给教育模式带来的变革，以全面支持混合式教学模式。教材建设配套数字课程与慕课平台，突出资源共享、师生互动、交互训练、数据反馈等功能，以实现优质慕课资源、在线自主学习与课堂教学的优势互补，全力支持教师进行智慧教学设计。

教材特色

设计贴合实际，激发学习兴趣

从普通本科高校的英语教学实际和学生学习兴趣出发，设定贴近学生生活、体现实用性的交际场景，选取难度适中、长度适宜的输入材料，设计灵活多样的练习形式，以真实场景与创新设计激发学习积极性。

主题内涵丰富，提升人文素养

主题丰富，既涵盖校园生活、休闲娱乐、情感发展、人生规划等话题，又涉及社会发展、历史文化、政治经济和科技创新等方面，提升科学人文素养，助力个人成长；选材内容坚持思想性原则，培养学生正确的价值观，发展其思辨能力；文化视角全面，展现多元文化，注重中国文化，通过比较分析中外文化，坚定文化自信。

内容紧扣需求，夯实语言基础

教材设计紧扣普通本科高校学生语言发展需求，关注词汇、搭配、语法、篇章等基础语言知识，注重听、说、读、写、译基础语言技能，并结合微课视频讲解语言学习策略，在线交互练习加强基础语言学习，为学生语言应用能力的发展夯实基础。

产出任务先导，实现学用一体

有效实践“产出导向法”，遵循“输出驱动—输入促成—产出评价”的教学流程，以产出任务作为教学起点和教学终点，用输入材料引领学生进行“选择性”学习，有针对性地学习重点词汇、搭配、功能表达、篇章组织等，从内容、语言和结构上为完成产出任务做好准备，最终实现学用无缝对接。

混合教学模式，创建智慧课堂

依托“U校园智慧教学云平台”，开发与教材深度融合的移动数字课程以及创新的慕课平台。数字课程采用微课设计，包含视频微课、在线练习、互动讨论等形式，与教材有机结合，相互依托；慕课平台让优质慕课资源在院校间流通共享，形成云端学习共同体。以教材、数字课程、慕课为支撑的智慧课堂既为学生的自主学习提供资源支持，又为教师的教学设计提供数据支持，同时为创建学习共同体与实现智能教学管理提供技术支持，实现线上线下、课内课外的深度融合，助力混合式教学模式实践。

教材构成

《新一代大学英语》“基础篇”与“提高篇”分别针对《大学英语教学指南》所设定的“基础目标”和“提高目标”设计。

“基础篇”与“提高篇”分别包含《综合教程》（配教师用书）1-2级和《视听说教程》（配教师用书）1-2级。与教材配套的还有慕课视频、数字课程、移动学习应用等资源，有利于实现混合式教学，创设智慧课堂，提升教学效果。

《综合教程》与《视听说教程》每级各8个单元，每单元围绕同一主题展开。《综合教程》每单元以一项真实任务开启学习之旅，带领学生对两段音视频材料与两篇阅读文章进行选择学习，逐步掌握完成任务需要的语言和结构，拓展思维，形成观点，并最终进行产出实践。《视听说教程》每单元提供视角多元、难度适宜的音视频输入材料和循序渐进、全面系统的听力及语音技巧讲解，通过形式多样的听力练习和富有启发性的口语输出活动，帮助学生夯实语言基础，提升英语听说能力。

编写团队

《新一代大学英语》（基础篇）（提高篇）系列教材总主编为南京大学王守仁教授。《视听说教程》分系列主编为浙江大学何莲珍教授。教材策划与编写团队来自复旦大学、浙江大学、山东大学、西安交通大学、苏州科技大学、首都师范大学、哈尔滨工业大学（威海分校）等多所高校。权威的编者团队，为本系列教材在有效性、思想性与趣味性等各方面的贯彻与创新奠定了坚实的基础。教材在编写过程中还邀请了全国十余所目标院校进行试用，凝聚了近百位一线教师的经验与智慧。同时，在教材编写和修改定稿的过程中，外籍专家 Wilfred Michael Curtis 参与了审定与指导。

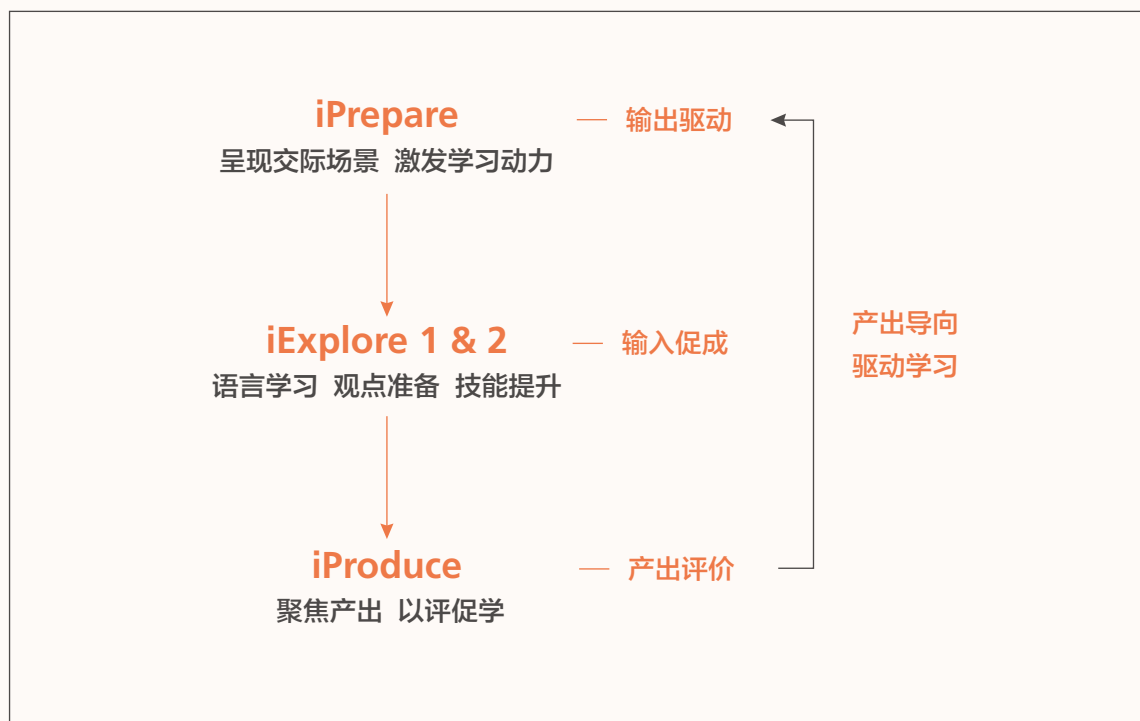
中国特色社会主义进入新时代，国家与社会对新一代大学生的英语学习与英语能力提出了新的要求。《新一代大学英语》（基础篇）（提高篇）专门为新一代的大学生编写，期望能以先进的教学理念与创新的教学模式为新时代的大学英语教学改革注入新的活力，明大学生所思，予大学英语教学所求，成国家及社会所需。我们同时也希望，在教材使用过程中，得到更多院校师生的反馈意见与建议，以便我们不断完善教材，提供全面支持。

编写说明

《新一代大学英语综合教程》“基础篇”与“提高篇”分别针对《大学英语教学指南》设定的“基础目标”和“提高目标”教学要求而编写。“基础篇”与“提高篇”秉承“发展篇”的编写理念，在教材难度、单元主题、练习设计、技能培养、数字资源等方面进行全新设计，完善从“基础”到“提高”再到“发展”的教材体系，满足不同院校非英语专业学生英语学习的不同需求。

单元结构

《新一代大学英语综合教程》“基础篇”与“提高篇”共4级：“基础篇”1-2级和“提高篇”1-2级，每级包括8个单元。单元结构基于“产出导向”教学法设计，体现“驱动-促成-评价”的教学流程。单元结构具体如下：



iPrepare

Scenario: 设计真实的交际场景，激发学生兴趣，帮助学生以产出任务为导向，了解完成产出任务需要掌握的知识和技能，从而进行“选择性”学习。

Learning objectives: 设定语言、内容、策略等多维度的学习目标，使学生在学习中做到有的放矢。



iExplore

包括 iExplore 1 和 iExplore 2 两个部分。每个部分包含 Viewing / Listening 和 Reading 两个板块：

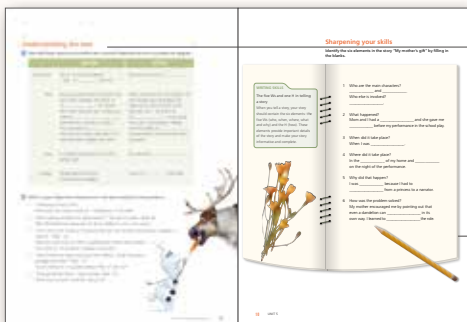


- **Viewing / Listening**

以生动的音视频为输入材料，配以趣味性与思辨性兼具的活动，激发学生学习兴趣，激活学生知识储备，为课文学习与交流讨论做好准备。

- **Reading**

- 文章选材注重体现时代特色和思想内涵，主题丰富、视角多元、语言地道，帮助学生提升人文素养和思辨能力；文化视角全面，展现多元文化，注重中国文化，通过比较分析中外文化，坚定文化自信。



- 文章后的练习帮助学生在内容观点、语言表达、语篇结构等方面进行积累提升，为学生完成单元产出任务提供必要的内容、语言和结构支持：

- **Understanding the text:** 引导学生分析与整合文章重点信息，为有效完成产出任务做好内容观点上的准备。

- **Sharpening your skills:** 提炼并系统讲解阅读与写作技巧，并辅以相应的练习，帮助学生逐步提升阅读理解能力和篇章写作能力。

Building your language: 从语言知识运用、词汇策略学习、语言综合应用三个层面提供讲解与训练，形式丰富多样，为有效完成产出任务进行语言积累。



- **语言知识运用：**包含 Words and expressions、Collocations 和 Language focus 三个部分，提供词汇运用练习、词汇配搭练习与语法练习，帮助学生重点词汇与语法。Language focus 提供讲解视频，可通过扫描二维码进行学习。

- **词汇学习策略 (Vocabulary learning strategies)：**提供词汇学习策略讲解视频与练习，可通过扫描二维码进行学习，有效帮助学生扩展词汇量，提升学习效率。



- **语言综合应用：**包含 Banked cloze 和 Translation 两个部分，帮助学生综合运用语言知识与策略技巧，提升语言应用能力。Translation 提供翻译技巧讲解视频，可通过扫描二维码进行学习。

Sharing your ideas: 结合文章内容，引导学生有意识地运用所学内容、语言和结构表达观点，进行跨文化比较和分析，完成分项产出活动，为单元产出任务做好准备。



iProduce

单元最后的 Unit project 呼应单元开篇 Scenario 的任务场景，聚焦产出任务，引导学生运用单元所学解决实际问题，实现学用结合。

- 重述单元产出任务，明确任务目标
- 分解任务，逐步展开，引导学生运用单元所学，组织思想，表达观点，实现有效产出
- 设计“检查表”，帮助学生自我检测，自主提升



混合式教学模式

《新一代大学英语》（基础篇）（提高篇）充分体现时代特色，依托“U 校园智慧教学云平台”，开发与教材配套的移动数字课程。课程内容依据教材内容与实际教学重新设计，助力混合式教学模式的实践，充分调动学生自主学习的兴趣和积极性，有效提升教学效率。





新一代大学英语 English

基础篇

1

总主编：王守仁

主 编：祝 平

综合教程

AN INTEGRATED COURSE

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

北京 BEIJING

CONTENTS

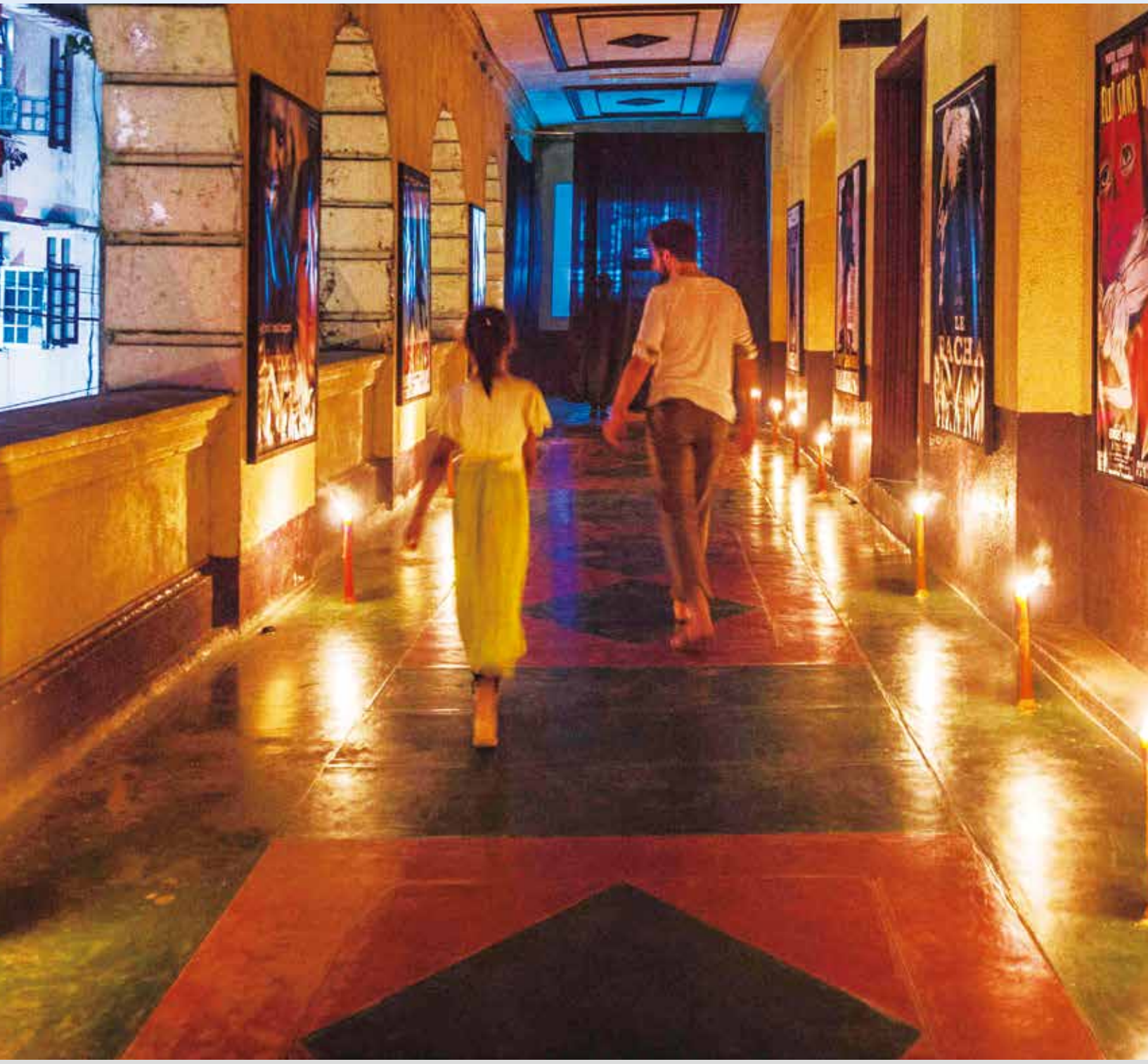
Unit	iPrepare	iExplore 1	
1 A new journey in life	Scenario Learning objectives	Viewing / Listening	Reading
		Stepping into a new world	Brave new worlds Reading skills: Parallel structure Vocabulary: Compound adjectives (<i>n. + a., n. + present participle, a. + present participle</i>) Grammar: Elliptical sentences
2 The magic of words	Scenario Learning objectives	Five tips to learn and master any foreign language	English is a crazy language Writing skills: Transitional expressions Vocabulary: Prefix "a-" Grammar: Appositive clause (同位语从句)
3 Culture links	Scenario Learning objectives	Learning to be a good houseguest	American way of hospitality Reading skills: Figuring out the main idea from supporting details Vocabulary: Words with multiple meanings Grammar: Double predicate (双重谓语)
4 Life at fingertips	Scenario Learning objectives	The Internet of things	Information and communications goes global Writing skills: Listing Vocabulary: Prefix "trans-" Grammar: Object complement (宾语补足语)
5 The art of light and shadow	Scenario Learning objectives	When and why we cry in films	Unfreezing <i>Frozen</i> Reading skills: Vocabulary in context (1) Vocabulary: Suffix "-y" Grammar: Structure of "have sth. done"
6 Pursue your dream	Scenario Learning objectives	What leads to success?	Failure: The secret to success Reading skills: Vocabulary in context (2) Vocabulary: Words about failure Grammar: <i>V-ing</i> used as sentence subject, object, complement and appositive
7 Tech, bless or curse?	Scenario Learning objectives	Approaching AI	Computer victory at "Go" is a human tragedy Writing skills: Supporting details Vocabulary: Prefix "anti-" Grammar: Postpositive attribute (后置定语)
8 For a better planet	Scenario Learning objectives	Take part – Water and sanitation	China's climate commitment Reading skills: Distinguishing between facts and opinions Vocabulary: Suffix "-ation" Grammar: Non-restrictive clause (非限制性定语从句)

	iExplore 2		iProduce
	Viewing / Listening	Reading	Unit project
	Stanford welcomes class of 2020	New start, new challenges Vocabulary: Suffix “-tive”	Task: Writing a letter Topic: College life
	How to learn Chinese	An open letter to the Chinese language Vocabulary: Suffix “-less”	Task: Giving a presentation Topic: The features of the Chinese language
	Interesting things about gestures	Thank you for inviting us, when can we leave? Vocabulary: Suffix “-th”	Task: Writing a homestay guide Topic: Hosting a foreign guest
	Amazing China – Crazy mobile payment in China	Digital retailing Vocabulary: Prefix “re-”	Task: Making a group presentation Topic: Digital shopping on campus
	Why was <i>Kung Fu Panda 3</i> so successful?	Movie-making: China’s influence is booming Vocabulary: Words about movie	Task: Dubbing a video clip Topic: Remaking your favorite movie
	How would you rate your success?	Achieving your dreams Vocabulary: Words about success	Task: Writing an essay Topic: Whether failure is success in process?
	Innovation is symmetry with science	China is leading the world in mobile tech Vocabulary: Nominalization (名词化)	Task: Holding a discussion Topic: Does technology bring us more good or bad?
	Approaching light pollution	Let there be light but light pollution Vocabulary: Prefix “over-”	Task: Making a group presentation Topic: Air pollution

5

Unit

The art of light and shadow



Today more and more people love going to the theater, since movies can bring fun and add color to our everyday life. Popular movies often catch public attention and arouse discussions about what kind of movies are great and successful. In a sense, movies are more than just entertainment. They may touch our hearts, speak to our souls, and even change the way we see things. What do you think makes a movie successful? What is needed to make a great movie? In this unit, you'll read two texts which might help you answer these questions.

Scenario

The English Association in your university organizes a dubbing (配音) contest. You are going to take part in the contest, and need to prepare a scene of about three minutes from one of your favorite movies. Which scene will you choose? Will this scene interest the audience? How can you make your performance attractive? You will be able to complete the task better after the study of this unit.

Learning objectives

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

- talk about movies using new vocabulary
- use context clues to find out the meaning of unknown words
- know what makes a successful animation movie
- learn about the development and influence of Chinese movie industry
- dub a clip of a movie



Viewing

Have you ever been moved to tears by a movie? Most probably yes. But have you ever thought about why we cry when watching a movie? Or what makes a movie touching? Watch a video clip and find out what the speaker says about this.



1 Fill in the blanks with the clues from the video clip.

- 1 It's normal to think that we'll cry when _____ happens on the screen ... but the strange thing is, especially the older we get, we start crying not when things are _____, but when they're suddenly and unexpectedly _____ ...
- 2 Far more than _____, it's a particular grace and loveliness which can feel _____.
- 3 We're crying ... because what's _____ on the screen is making us realize that some sad things have been happening in our lives.
- 4 The loveliness is drawing our attention to some of the struggles _____, and to some of the things we really want but are finding it _____ to get: tenderness, an end to the fighting, a chance to _____.
- 5 Our tears are telling us _____, that our lives are tougher than they _____ when we were little, and that our longing for innocence, niceness and goodness is becoming _____.

2 Have you ever cried when watching a movie? What makes you cry? Work in pairs and share your ideas.



Reading

From the video clip you learn why people cry when watching a movie. In fact, to make a movie catch the audience's attention, move and touch them, moviemakers have to make great efforts. They may have to revise the scripts, deal with technical challenges, or even rewrite a song for the movie. Read the text and see how the production team of *Frozen* dealt with challenges and difficulties to make it a touching and successful movie.



UNFREEZING *FROZEN*

- 1 It's 2012, and the screening-room audience is all Disney employees. As the lights dim, two sisters appear on the screen against an icy landscape. Anna, the younger character, quickly establishes herself as bossy and uptight, obsessed with her upcoming wedding and her coronation as queen.
- 2 Elsa, her older sister, is jealous and evil. Everything she touches turns to ice. She was passed over for queen because of this power, and now she wants revenge. She plots with a snowman named Olaf to claim the crown for herself, and she floods the village with vicious snow creatures. The creatures, however, are soon out of her control. They begin to threaten everyone, including Elsa herself. The only way to survive, Anna and Elsa realize, is for them to join forces. Through cooperation, they defeat the creatures, and everyone lives happily ever after.
- 3 The name of the movie is *Frozen*, and it is scheduled to be released in just 18 months.
- 4 Often, when a movie screening ends at Disney, people cheer or shout. This time, there are no cheers. Chris Buck, the director, isn't surprised. His team had sensed the movie wasn't working for months. "There's a lot of really good material here," John Lasseter, Disney's chief creative officer, tells Buck, "but you need to find the movie's core."
- 5 A few months later, songwriters Lopez and Anderson-Lopez were walking through a park in Brooklyn, and Anderson-Lopez asked, "What would it feel like if you were Elsa? What if you tried to be good your entire life and it didn't matter, because people constantly judged you?"
- 6 Anderson-Lopez knew this feeling as a busy working parent, but she didn't think Elsa should have to apologize. "Elsa is being

punished for being herself,” she said to Lopez. “The only way out is for her to stop caring, to let it all go.”

- 7 She began singing, trying out lyrics for Elsa to convey that she doesn’t care what anyone thinks anymore.
- 8 *Let it go, let it go.
That perfect girl is gone.*
- 9 “I think you just figured out the chorus,” said Lopez.
- 10 Seven months later, the *Frozen* team had the first two-thirds of the film figured out. They knew how to make Anna and Elsa likable while driving them apart to create the tension the film needed. They had transformed Olaf into a lovable friend. Everything was falling into place.
- 11 Except they had no idea how to end the film. All the members of the team had their own ideas. However, *Frozen* could have only one ending.
- 12 Later that month, Jennifer Lee, the film’s writer, sat down with John Lasseter. “We need clarity,” she told him. “The core of this movie isn’t about good and evil, because that doesn’t happen in real life. And this movie isn’t about love versus hate. That’s not why sisters grow apart. This is a movie about love and fear. Anna is all about love, and Elsa is all about fear. Anna has been abandoned, so she throws herself into the arms of Prince Charming because she doesn’t know the difference between real love and infatuation. She has to learn that love is about sacrifice. And Elsa has to learn that you can’t be afraid of who you are; you can’t run away from your own powers. You have to embrace your strengths. That’s what we need to do with the ending – show that love is stronger than fear.”
- 13 “Say it again,” Lasseter told her.
- 14 Lee said it again.
- 15 “Now go tell the team,” said Lasseter.
- 16 In November 2013, *Frozen* was released. The prince wasn’t charming; in fact, he was the bad guy. The princesses weren’t helpless; instead, they saved each other. Finally, true love came from sisters learning to embrace their own strengths.

CULTURE NOTES

Frozen (《冰雪奇缘》): *Frozen* is an American 3D animation movie produced by Disney in 2013. The movie won two awards at the 86th Academy Awards: Best Animated Feature (最佳动画长片奖) and Best Original Song (最佳原创歌曲奖) (“Let It Go”). It became the best-selling movie of the year in America.

Prince Charming: Prince Charming is a fairytale character who comes to save a young woman in need of help, and is often handsome and romantic. Prince Charming can be seen in many traditional folk tales, including “Snow White”. Nowadays, it is also used to refer to a perfect lover or boyfriend.

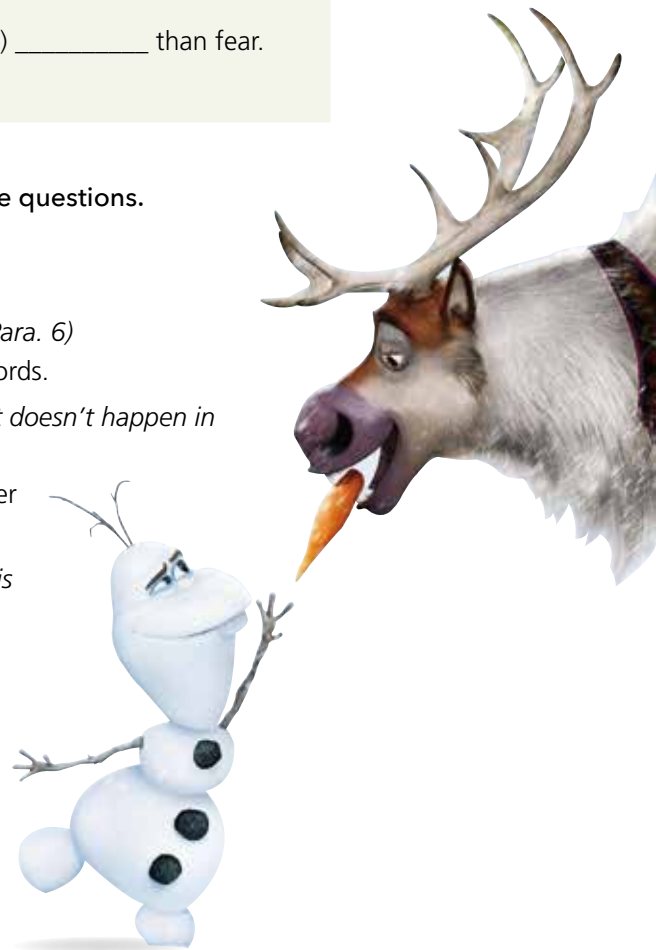
Understanding the text

1 How did *Frozen* become successful with revisions? Read the text and complete the diagram.

	BEFORE	AFTER
Characters	Anna: bossy and uptight Elsa: 1) _____ and evil	Elsa and Anna are 2) _____
Plot	Elsa was passed over for queen and she wants revenge. She plots to 3) _____ for herself. The snow creatures she creates are soon 4) _____ and threaten everyone. Finally, Elsa and Anna 5) _____ to defeat the snow creatures, and everyone lives happily ever after.	Elsa is afraid of her own powers, so she escapes and abandons her sister Anna. But she later learns that you can't be afraid of 6) _____ or run away from your own powers. Finally, the two sisters 7) _____ and learned to embrace their own strengths.
Core	It is about good and evil, or love versus hate.	It is about 8) _____.
Ending	Good defeats evil and everyone lives happily.	Love is 9) _____ than fear.

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

- 1 *Unfreezing Frozen* (Title)
What does the author mean by "unfreezing" in the title?
- 2 *"Elsa is being punished for being herself," she said to Lopez. (Para. 6)*
Why did Anderson-Lopez say so? Try to explain in your own words.
- 3 *"The core of this movie isn't about good and evil, because that doesn't happen in real life." (Para. 12)*
What do good and evil refer to respectively? What does Jennifer Lee mean by "that doesn't happen in real life"?
- 4 *"That's what we need to do with the ending – show that love is stronger than fear." (Para. 12)*
Do you think this is a good ending? Why or why not?
- 5 *"Now go tell the team," said Lasseter. (Para. 15)*
What does Lasseter mean by saying this?



Sharpening your skills

READING SKILLS

Vocabulary in context (1)

Developing skills for dealing with unknown words improves reading comprehension. The following are some common ways you can use to guess the meaning of an unknown word from the context.

- 1 Synonyms (同义词) and antonyms (反义词) can serve as clues for guessing the meaning of unknown words. Sometimes you may come across signal words like "same," "similar to" or "different from," which may indicate a similar or opposite meaning of the unknown word. For example:

Anna has been abandoned, so she throws herself into the arms of Prince Charming because she doesn't know the difference between real love and infatuation. (Para. 12)

We can tell from the words "difference" and "real love" that "infatuation" is similar to love, but is not real love.

- 2 In some cases, there is a definition or explanation of the unknown word in the context. For example:
The only way to survive, Anna and Elsa realize, is for them to join forces. Through cooperation, they defeat the creatures, and everyone lives happily ever after. (Para. 2)

The expression "join forces" before "cooperation" provides a clue about it: "Cooperation" refers to the act of working with someone to achieve something that you both want.

Guess the meaning of the underlined words in the sentences by using context clues.

- 1 The upcoming film festival, which is to be held next month, has attracted people from all over the world.
A. exciting
B. popular
C. happening soon
- 2 In the play she was really bossy – she was always telling people to do this or to do that.
A. always complaining about this or that
B. always telling other people what to do
C. always telling the boss what to do
- 3 The movie by the new director turned out to be a blockbuster, or a movie that is very successful.
A. a successful movie
B. a creative movie
C. a complex movie
- 4 In the animation movie, the princess was kind-hearted, but her mother was vicious.
A. violent and dangerous
B. warm-hearted
C. soft and helpful

Building your language

Words and expressions

1 Choose the best answer to complete each sentence.

- 1 Apart from those points we talked above, is there any special message you want to _____ through this movie?
A. convey B. contain C. contact
- 2 The movie _____ him almost overnight from an unknown actor to a superstar.
A. transported B. translated C. transformed
- 3 In the movie, Logan seeks _____ against the man responsible for his mother's death.
A. help B. revenge C. hate
- 4 In the play she is an office lady, _____ of her good friend's success in career.
A. jealous B. confident C. afraid
- 5 To pursue her career in acting, she made great _____ in her family life.
A. progress B. sacrifice C. efforts
- 6 He _____ that it's the best movie that he'd ever seen.
A. claimed B. concerned C. changed

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

be obsessed with
out of control

pass over
try out

run away from
fall into place

figure out
grow apart

- 1 They _____ the soundtrack (电影配乐) to see whether it goes well with the plot.
- 2 The couple in the play made great efforts to improve their relationship when realizing they were _____.
- 3 Many parents are worried that their kids cannot _____ the influence of movies involving violence.
- 4 Some people say that if we get the big things taken care of, the small things in the movie will _____.
- 5 To better understand the movie, we have to _____ the connection between the two events.
- 6 She is going to give a lecture to students about how to deal with situations that are _____ when shooting a movie.
- 7 He was _____ for the post of director and had to be an assistant.
- 8 When I was at college, I _____ movies. I went to the theater almost once a week.



Collocations

1 Complete the sentences by choosing the correct verb to collocate with the italicized nouns.

- 1 In *Hamlet*, Claudius murdered his own brother and _____ (received, claimed) *the crown*.
- 2 After her appearance in the movie *Red Sorghum* (《红高粱》), Gong Li _____ (established, founded) *herself* as an actress all over the world.
- 3 Walt Disney Pictures decides to _____ (release, issue) *the movie* to the public later this year.
- 4 The comedy moved Jack to tears and confirmed his belief in never _____ (abandoning, throwing) *hope* even in the worst situation.
- 5 We must _____ (connect, join) *forces* to make it a blockbuster in the coming weeks.
- 6 Traditional movies about heroes always have a happy ending: The good _____ (fights, defeats) *the evil*, and the evil is punished.
- 7 *The lights* _____ (dim, weaken) as the movie is to begin in a few minutes.
- 8 In the movie *Spider-Man*, Peter Parker learns to _____ (obsess, embrace) his superhuman *strength* and protects New York City.

2 Complete the sentences with suitable expressions from the collocation box. You may need to make other changes. Sometimes more than one collocation is possible.

Adjectives which often go before:

character young chief
leading supporting

material good teaching
building source

Verbs which often go before:

tension create cause
reduce release

strength embrace gain
increase lose

- 1 The letters were used as _____ in this new documentary (纪录片).
- 2 The detective movie (侦探片) _____ that makes everyone breathless and eager to see how it will end.
- 3 Though she played a _____ in the movie, she quite impressed the audience.
- 4 Movies can be good _____ in language classes: Students can learn language while enjoying the movie.
- 5 In the science-fiction movie the fighter has endless power as he can _____ from the sun.
- 6 After many years of playing minor roles, he succeeded in landing a _____ in the TV series.

Vocabulary learning strategies

The suffix “-y” combines with nouns to form adjectives, such as “bossy” (Para. 1). You can scan the QR code to learn more about the suffix “-y” and how adjectives are formed in this way.



Language focus

The structure “have sth. done” can be used to express that someone has done something, as used in “Seven months later, the *Frozen* team had the first two-thirds of the film figured out.” (Para. 10). You can scan the QR code to learn more about the structure.



Banked cloze

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

creation	ending	cooperation	boring	core
directed	successful	beginning	released	solved

Frozen is an animated movie 1) _____ by Disney in 2013. The movie, 2) _____ by Chris Buck and Jennifer Lee, turned out to be very 3) _____ and won many awards. Successful as it is, the movie didn't come out smoothly. On the contrary, the production team met with big difficulties in its 4) _____. Though there was a lot of good material, the team at first didn't find the movie's 5) _____. The movie's song “Let It Go”, by Lopez and Anderson-Lopez, turned out to be a turning point. Another headache facing the team was how to end the movie. While all the members of the team had their own ideas, *Frozen* could have only one 6) _____. The problem lay, again, in the core of the movie. After discussion, Jennifer Lee decided that the core of the movie is about love and fear: Anna is all about love, and Elsa is all about fear. This 7) _____ the problem and set the tune of the movie. The movie tells the real story of making a modern movie based on a timeless tale.



Viewing

The text in iExplore 1 tells us how the production team of *Frozen* revises the story to make it a success. There is another animation movie which is as successful, especially with the Chinese audience: *Kung Fu Panda 3*. Watch a video clip in which the host interviews the CEO of the film production company and see what contributes to its success.



- 1 Fill in the blanks with the clues from the video clip.



Why was *Kung Fu Panda 3* so successful?

- 1 Kung Fu Panda has a very long legacy (遗产). It's a very well-beloved 1) _____ here in China ... so *Kung Fu Panda 3* is actually a carry-over (继续) of that particular legacy.
- 2 We've done a tremendous 2) _____, we've made a lot of investment, trying to make *Kung Fu Panda 3* as 3) _____ as possible.
- 3 ... we really want to make sure the audience 4) _____. For us, you know, both the Chinese team and the American team, we work collaboratively to get, trying to figure out exactly what we think the Chinese audience would 5) _____.
- 4 The other thing we've done is we went ahead and created (an) entirely new 6) _____ for the movie.
- 5 And then with director Teng, we went ahead and were able to recruit (聘用) amazing Chinese 7) _____ such as Jay Chou, Jackie Chan, Huang Lei, Yang Mi and others to go ahead and be the character voices for *Kung Fu Panda 3*.

- 2 Work in pairs and discuss the question: What lesson can China's movie industry learn from the success of *Kung Fu Panda 3*?



Reading

As we can see from the examples of *Frozen* and *Kung Fu Panda* series, many foreign movies, especially US-made movies, are entering China and prove to be popular with the Chinese audience. But it is not just the movies that enter China. Some foreign actors also come to China and appear in China-made movies. Read the following text about a foreign actor in China. His experience will help you understand how China matters to foreign actors and to the movie industry.



MOVIE-MAKING: CHINA'S INFLUENCE IS BOOMING

- 1 Every foreigner living in China has his share of China stories. Jonathan Kos-Read has more than his share. Here's one: Not long ago, he received a call with an offer to appear in *Ip Man 3*, the third in a series of movies about Bruce Lee's martial-arts master. The role was small, but his agent negotiated what Kos-Read considered a very large amount of money for it, and the producers agreed. Kos-Read was thrilled until he read the script and noticed another part for a foreign actor – a bigger and better role as a bad guy named Frank.
- 2 Kos-Read, who is known in China only as Cao Cao, is by far the leading foreign actor working in the country today, having appeared in about 100 movies and television programs since his career began in 1999. He is famous throughout China, and his career has been on a constant upward climb. In December 2015, he appeared in the action movie *Mojin: The Lost Legend*, a high-grossing movie in Chinese history. Who, Kos-Read wondered, would the producers have cast instead of him?
- 3 A few days later, Kos-Read boarded a plane from Beijing to Shanghai to begin filming. When he showed up to the set, the mystery was solved almost immediately: There, looking relaxed and surrounded by a group of people, was the former heavyweight champion of the world Mike Tyson. The former fighter had been cast, perhaps misguidedly, as Frank. Kos-Read introduced himself and over the next three days

developed a bond with Tyson. “He was not at all what I expected,” Kos-Read says. The pair discussed their young daughters, Montessori schools and, of course, boxing.

- 4 *Ip Man 3* went on to gross \$115 million at the box office in China, with more than half of that coming on the opening weekend. China’s booming movie market grew by nearly 50 percent last year and is expected to surpass North America’s as the largest in the world by next year. These days, Hollywood studios hardly greenlight a blockbuster without first asking, “How will this play in China?” The rewards are too big. *Furious 7*, for example, earned \$390 million in China – more than it made in the United States – and was for a time the highest-grossing movie ever in the country.
- 5 In February 2016, a sci-fi comedy called *The Mermaid* became the highest-grossing movie ever in China within 12 days of its release, earning more than \$430 million. Increasingly, Chinese cinemagoers are choosing to buy tickets for movies made specifically for them – like those in the *Ip Man* series. It is in this sort of movie that Kos-Read has finally had the chance to act. If the Hollywood studios really want to understand how to succeed in China, Kos-Read’s journey makes for a kind of accidental guide.
- 6 Kos-Read believes the growing variety of roles for foreign actors like him is a result of more Chinese exposure to outsiders. “There are more foreign actors now,” he says. “Chinese know some foreigners. So they write more interesting characters. I’m lucky because I usually get to do the better stuff.”
- 7 This trend is likely to continue. The spending power of Chinese audiences is simply too great to ignore, and anyone venturing to China from Hollywood – whether producer, actor or cameraman – has to learn how to play by Chinese rules. That means adapting stories to the changing desires of movie fans, and learning how to cooperate with their Chinese counterparts.

CULTURE NOTES

Ip Man (《叶问》): It is a series of Hong Kong biographical (传记的) martial-arts movies based on the life of Ip Man (also known as Yip Man), a grandmaster of *wing chun* (咏春拳).

Mojin: The Lost Legend (《寻龙诀》): It is a 2015 Chinese action adventure movie based on the novel *Ghost Blows Out the Light* (《鬼吹灯》).

Montessori school: Montessori schools are schools with an educational approach developed by the Italian physician and educator Maria Montessori. Her approach is characterized by an emphasis on independence, freedom within limits, and respect for a child’s natural psychological, physical, and social development.

Furious 7 (《速度与激情7》): It is a 2015 American action movie, the seventh in *The Fast and the Furious* (《速度与激情》) series, which is largely concerned with illegal street racing and robbery.

The Mermaid (《美人鱼》): It is a 2016 Chinese science fantasy movie directed by Stephen Chow (周星驰). It broke several box office records in China.

Understanding the text

- 1 Is it possible for a foreign actor to become successful in Chinese movies? How does China influence the international movie market? Read the text and complete the outline.

A foreign actor in China

Jonathan Kos-Read is by far 1) _____ working in China. He got a role in *Ip Man 3*, co-starring with Mike Tyson.

China's booming movie market

China's movie market is booming rapidly with huge 2) _____ returns. Hollywood starts to consider how to succeed in China.

The future trend: playing by 3) _____

There is a growing variety of roles for foreign actors due to more 4) _____ to outsiders; Hollywood has to learn how to play by Chinese rules.

- 2 Decide whether the statements are true (T) or false (F) according to the text.

- 1 Jonathan Kos-Read has more China stories to tell than other foreigners living in China.
- 2 The producers of *Ip Man 3* agreed to give Jonathan Kos-Read a large amount of money for an important role.
- 3 Mike Tyson was cast as a role for which Jonathan Kos-Read thought he would be the best choice.
- 4 Hollywood studios find it necessary to take China's movie market into consideration before they release their blockbusters.
- 5 More and more Chinese cinemagoers prefer movies made specifically for them.



Building your language

Words and expressions

1 Replace the underlined words with words from the paragraphs indicated in brackets. Change the form when necessary. The first letter of each word is given.

- 1 In recent years China's movie industry has been developing very quickly. (b_____)
(Title)
- 2 They discussed and tried to reach a formal agreement with us on cooperation in a new movie. (n_____)
(Para. 1)
- 3 Jerry was very excited that Emma Watson would give a speech about her role in the *Harry Potter* series at his university. (t_____)
(Para. 1)
- 4 So far the movie has earned a total amount of more than \$120 million. (g_____)
(Para. 2)
- 5 The cast of the new movie remained a complete secret till the end of the press conference. (m_____)
(Para. 3)
- 6 The movie company's profit this year is greater than that of many other companies. (s_____)
(Para. 4)
- 7 He worked together with two excellent translators on a project of translating the script into Chinese. (c_____)
(Para. 7)

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

make for **play by sb.'s rules** **by far** **show up** **for a time**

- 1 This is _____ the best movie I've seen in recent years.
- 2 To join the movie club, you just need to fill out an application and _____.
- 3 A good way of story-telling will certainly _____ a successful movie.
- 4 You never know when she's coming, for she just _____ when she feels like it, as if to tell everyone she is a superstar.
- 5 She was _____ a superstar, but disappeared from the screen after she got married.

Collocations

1 The two texts in this unit have many collocations that are related to movie. Find out the collocations and fill in the blanks.

_____ actor _____ role _____ character
_____ market _____ comedy _____ movie

Can you think of other movie-related collocations?

2 Complete the sentences by translating the Chinese into English.

- 1 The _____ (快速增长的市场) encourages more people to learn how to design costumes for historical movies.
- 2 After a few years of playing small roles, she finally got a chance to play the _____ (主角).
- 3 The movie tells a really moving story with a(n) _____ (简单的剧情).
- 4 Chinese _____ (动作片) is becoming increasingly popular all over the world.
- 5 The _____ (日常情景) of the movie strikes us because it is just like our real life.
- 6 This animation movie becomes the _____ (票房最高的影片) of the year.

Vocabulary learning strategies

Theme-related words can help you expand your vocabulary about a theme or subject. You can scan the QR code to find out how to expand and learn vocabulary related to movie.



Translation

1 Translate the sentences into Chinese.

- 1 China's booming movie market grew by nearly 50 percent last year and is expected to surpass North America's as the largest in the world by next year.
- 2 Hollywood is the birthplace of movie studios, which are of great importance to America's public image in the movie industry.
- 3 The 2000's has been an era of great change in the movie and technology industries, and more change is sure to come quickly.
- 4 You will find a variety of choices available in this theater during the summer and winter vacations.



Translation skills

2 Translate the sentences into English.

- 1 对于大多数美国电影公司来说, 中国观众强大的消费能力是不容忽视的。(too ... to ignore)
- 2 近年来, 得益于经济的快速增长以及国家对文化产业的支持, 中国的电影产业得到了快速发展。(culture industry)
- 3 北京大学生电影节创建于 1993 年, 是当今中国较有影响的电影节之一, 于每年的 4 月至 5 月之间举行。(Beijing College Student Film Festival; influential)
- 4 中国第一位诺贝尔文学奖得主莫言的几部小说被改编成了影视作品。(the Nobel Prize in Literature; adapt)

Unit project

Dubbing a video clip

Remaking your favorite movie

In today's world, there is no doubt that movie has become an important art form, a source of popular entertainment, and a powerful way for educating people. Having read the two texts in this unit, you now know more about the factors that contribute to the success of a movie. Among the many factors, dubbing is no doubt important.

Now the English Association in your university is organizing a dubbing contest. You are going to take part in the contest and dub a video clip of your favorite movie. It's a good chance to show the audience how wonderful the movie is. The following steps may help you with the project.



Step 1 Choose a movie

Work in pairs and discuss the movie which impresses you the most. Your discussion may take account of the following factors.

- Theme: What is the theme of the movie? Do you think it is inspiring?
- Plot: Is the plot well developed? Do you find the story interesting?
- Character: Are the characters vividly created? Which one do you like the most?

...

Step 2 Decide on the scene for dubbing

Learn more about your favorite movie and choose a three-minute scene for the dubbing contest. You may find the following points helpful when you decide on the scene for dubbing.

- Is the scene important to the story?
- Does the scene present vivid images of the character(s)?
- Is the scene attractive to the audience who are not familiar with the movie?
- Is the accent easy to imitate?

...

Step 3 Do the dubbing

Watch the scene repeatedly and try to imitate the original audio. Pay attention to your pronunciation, intonation, etc. Choose an App or software to help you with your dubbing.

Step 4 Present (and upload) your recorded video

Present your recorded video to the class or make a live show. You can invite suggestions or questions from your classmates. Upload your video to the online platform. You may use the following checklist to prepare for the dubbing and to assess your performance.

Checklist

OK Needs improvement

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1 The scene I chose is very attractive to the audience. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2 My voice is clear and loud enough. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3 I've avoided mistakes in pronunciation, intonation, etc. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4 My dubbing vividly conveys the character's emotions. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5 The video is well recorded. |



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

Vocabulary

Explore 1

New words

unfreeze /ʌn'fri:z/ v. to become or cause to become soft or liquid (使) 解冻, 融化

What's the best way to unfreeze water pipes?

dim /dɪm/ v. to (make sth.) become less bright (使) 变暗淡

The lights dimmed and the play began.

icy /'aɪsi/ a. covered with ice 冰封的; 结冰的

He closed the door behind him and went down the icy path.

landscape /'lænd,skɛɪp/ n. [C] an area of land that is beautiful to look at or has a particular type of appearance 风景; 景色; 地形; 地貌

The island's landscape is different from Hawaii's.

bossy /'bɒsi/ a. always telling other people what to do in a way that is annoying 爱发号施令的; 专横的

When we're out she gets really bossy and starts ordering me to do everything.

uptight /ʌp'taɪt/ a. behaving in an angry way because you are feeling nervous and worried 紧张不安的; 愤怒的

She gets uptight even about the slightest difficulty.

obsess /əb'ses/ vt. (usu. passive) (be ~ed with) to think about sth. or sb. all the time and you cannot think of anything or anyone else 使着迷; 使心神不宁

Why are you so obsessed with the English exam?

upcoming /'ʌp,kʌmɪŋ/ a. happening soon 即将来临的

They'll face a tough competition in the upcoming election.

wedding /'wedɪŋ/ n. [C] a ceremony at which two people become married, esp. one with a religious service (尤指有宗教仪式的) 婚礼

I got that ring from my mother as a wedding present.

coronation /,kɒrə'neɪʃn/ n. [C] the ceremony at which sb. is officially made king or queen 加冕典礼

jealous /'dʒeləs/ a. feeling angry and unhappy because sb. has a quality, thing, or ability that you wish you had 妒忌的

He is very jealous of his brother's success.

evil /'i:vl/

a. sb. who is evil deliberately does very cruel things to harm other people 邪恶的; 危害他人的

In the movie, the hero saved the city from an evil scientist.
n. [U] actions and behavior that are morally wrong and cruel, or the power that makes people do bad things 恶行; 邪恶

revenge /rɪ'vendʒ/ n. [U] sth. you do in order to punish sb. who has harmed or offended you 报复

The soldiers began to take revenge on the attack.

plot /plɒt/

v. to make a secret plan to harm a person or organization, esp. a political leader or government 密谋; 策划; 图谋

The king thought his people were plotting against him.
n. [C] the events that form the main story of a book, movie, or play (书、电影或戏剧的) 情节
The plot of the story is interesting, but the characters are boring.

crown /kraʊn/ n. [C] (the ~) the position of being king or queen 国王 / 女王的地位

vicious /'vɪʃəs/ a. violent and dangerous, and likely to hurt sb. 凶险的; 会造成伤害的

He seems to be a wolf in sheep's clothing, looking kind but actually vicious.

creature /'kri:tʃə/ n. [C] an imaginary animal or person, or one that is very strange and sometimes frightening 想象中的动物 / 人; 怪物

threaten /'θreɪn/ vt. to be likely to harm or destroy sth. 威胁到; 危害到

Water pollution is threatening the environment of this region.

cooperation /kəʊ,ɒpə'reɪʃn/ n. [U] the act of working with sb. else to achieve sth. that you both want 合作; 协作

The product was made in cooperation with a British company.

defeat /dɪ'fi:t/ vt. to win a victory over sb. in a war, competition, game, etc. 战胜; 打败

She was defeated in the last election.

release /rɪ'li:s/ vt. to make a record, CD, movie, etc. available for people to buy or see 发行; 上映

The newly released film turns out to be very popular with young people.

core /kɔː/ n. [C] the most important or central part of sth. (事物的) 最重要部分; 核心

These 3,500 words form the core of the language.

constantly /'kɒnstəntli/ ad. always, or very often 持续不断地; 经常地

Languages are constantly changing.

lyric /'lɪrɪk/ n. [C, usu. pl.] the words of a song, esp. a modern popular song 歌词

convey /kən'veɪ/ vt. to communicate a message or information, with or without using words 传达; 传播
A good photograph can convey far more than words.

chorus /'kɔːrəs/ n. [C] the part of a song that is repeated after each verse 副歌; 叠句

transform /træns'fɔ:m/ vt. to completely change the appearance, form, or character of sth. or sb. 使改观; 使变形; 使转化

You can use a computer to transform a photograph into a greeting card.

lovable /'lʌvəbl/ a. friendly and attractive 友善可爱的; 讨人喜欢的

My father was a lovable man, with a big smile anytime you see him.

clarity /'klærəti/ n. [sing., U] the quality of expressing ideas or thoughts in a clear way 清晰; 清楚; 明确
The war brought these countries together with a clarity of purpose.

abandon /ə'bændən/ vt. to leave sb., esp. sb. you are responsible for 遗弃; 抛弃

She claimed that her parents had abandoned her.

charming /'tʃɑ:mɪŋ/ a. very pleasing or attractive; nice 可爱的; 有魅力的; 迷人的

My parents thought Bill was charming and agreed to marry me to him.

infatuation /ɪn,fætju'eɪʃn/ n. [C, U] strong unreasonable feelings of love for sb. or interest in sth. 迷恋; 痴迷

sacrifice /'sækrɪ,fais/ n. [C, U] the act of giving up sth. important or valuable so that you or other people can do or have sth. else 牺牲

Parents often make many sacrifices for their children.

embrace /ɪm'breɪs/

vt. (fm.) to eagerly accept new ideas, opinions, religions, etc. 欣然接受; 采纳

The poor regions have embraced reforms.

v. to put your arms around sb. and hold them in a caring way 抱; 拥抱

He jumped up and embraced his mother with both arms.

Phrases and expressions

pass over to not give sb. a better job, choosing instead sb. who is younger or has less experience 对(某人)不予考虑

She was repeatedly passed over for promotion.

out of control if sth. is out of control, people are not able to limit it or make it do what they want it to do 失去控制

Although just six, Tim's behavior problems were getting out of his parents' control.

join forces to work together with sb. else in order to achieve sth. (与某人)联合, 合力

You must join forces in your scientific research.

way out a way of getting away from a difficult or unpleasant situation 出路; 摆脱困难的办法

Alcohol is not a good way out of your problems.

let sth. go to decide not to react to sth. bad or annoying that sb. has done or said 对某事不计较
It's time to let the past go.

try out to test sth. such as a method or a piece of equipment to see if it is effective or works well 试用; 试验; 检验

I wanted to try out my new bike at the weekend.

figure out to be able to understand sth. or solve a problem 理解; 明白; 想出

Don't worry, they'll figure out the problem by themselves.

fall into place if things fall into place, events happen in a way that is satisfactory for you 按令人满意的方式发生

When you are playing well, everything falls into place.

grow apart if people or groups grow apart, their relationship slowly ends (关系) 逐渐疏远

I feel very sorry that we've been growing apart after that quarrel.

run away from to try to avoid a problem or situation because it is difficult or embarrassing 逃避(问题或困境)
Sandy is not one who runs away from problems.

Proper names

Disney /'dɪzni/ 迪士尼 (全球性的跨媒体综合娱乐公司)

Anna /'ænə/ 安娜 (电影《冰雪奇缘》中的公主)

Elsa /'elsə/ 艾莎 (电影《冰雪奇缘》中的公主)

Olaf /'əʊlɑ:f/ 奥拉夫 (电影《冰雪奇缘》中的雪人)

Chris Buck /,krɪs 'bʌk/ 克里斯·巴克 (美国导演)

John Lasseter /,dʒɒn 'læsətə/ 约翰·拉塞特 (美国导演)

Lopez /'ləʊpez/ (即 Robert Lopez) 罗伯特·洛佩兹 (美国词曲作家)

Anderson-Lopez /,ændəsn 'ləʊpez/ 安德森-洛佩兹 (美国词曲作家)

Brooklyn /'brʊklɪn/ 布鲁克林区 (美国纽约市的一个区)

Jennifer Lee /,dʒenɪfə(r) 'li:/ 珍妮弗·李 (美国导演、编剧)

iExplore 2

New words

boom /bu:m/ *vi.* if business, trade, or a particular area is booming, it is very successful 繁荣; 迅速发展
Business is booming and foreigners are coming to invest.

agent /'eɪdʒ(ə)nt/ *n.* [C] sb. who is paid by actors, musicians, etc. to find work for them 代理人; 经纪人

negotiate /nɪ'gəʊʃieɪt/ *v.* to discuss sth. in order to reach an agreement, esp. in business or politics 谈判; 协商; 商定
Union leaders have negotiated an agreement for a shorter working day.

producer /prə'dju:sə/ *n.* [C] sb. who has general control of the preparation of a play, movie, broadcast, etc., but who does not direct the actors 制作人; 制片人

thrilled /θrɪld/ *a.* (not before noun) very excited, happy, and pleased 非常激动的; 幸福的; 高兴的
He was thrilled when the teacher asked him to read his poem in class.

script /skrɪpt/ *n.* [C] the written form of a speech, play, movie, etc. 演说稿; 讲稿; 剧本

legend /'ledʒ(ə)nd/ *n.* [C, U] an old, well-known story, often about brave people, adventures, or magical events 传说; 传奇 (故事)

gross /grəʊs/ *vt.* to gain an amount as a total profit, or earn it as a total amount, before taxes have been subtracted 获得...的总利润 / 毛利 / 税前收入

The new action movie grossed over 100 million at the box office.

cast /kɑ:st/

vt. to choose which people will act particular parts in a play, movie, etc. 为...挑选演员

She was so glad that she was cast as the leading character in the play.

n. [C, usu. sing.] all the people who act in a play, movie, or television program 演员阵容; 全体演员

mystery /'mɪst(ə)ri/ *n.* [C] sth. that is impossible to understand or explain or about which little is known 神秘的事物; 谜

The main actor of the new movie is still a mystery to the public.

heavyweight /'hevi,weɪt/ *a.* (only before noun) relating to sb. who boxes or wrestles in the heaviest weight group 重量级的

champion /'tʃæmpiən/ *n.* [C] a person, team, etc. that has won a competition, esp. in sports 冠军; 第一名

fighter /'faɪtə/ *n.* [C] sb. who fights as a sport; boxer 拳击手

misguidedly /mɪs'gaɪdɪdli/ *ad.* mistakenly or unreasonably, esp. in action or behavior 错误地; 不明智地

Some people are misguidedly asking for more payment than is reasonable.

box office *n.* [sing.] used to describe how successful a movie, play, or actor is, by the number of people who pay to see them 票房 (价值)

surpass /sə'pɑ:s/ *vt.* to be even better or greater than sb. or sth. else 超过; 胜过

In a few years, China will likely surpass the US as the world's largest movie market.

studio /'stju:diəʊ/ *n.* (or ~s) [sing.] a movie company or the buildings it owns and uses to make its movies 电影制片公司; 电影制片厂

blockbuster /'blɒk,bʌstə/ *n.* [C] (*informl.*) a book or movie that is very good or successful 轰动一时的电影 / 书籍

The new film can be seen as another blockbuster.

reward /rɪ'wɔ:d/ n. [C, U] sth. that you receive because you have done sth. good or helpful 报答; 报偿; 酬谢; 奖赏

She worked hard without any hope of reward.

furious /'fjʊəriəs/ a. done with a lot of energy and determination 猛烈的; 热烈的; 激烈的

The following round of questions for the minister was fast and furious.

comedy /'kɒmədi/ n. [C, U] a funny movie, television program, play, etc. that makes people laugh, or this type of entertainment 喜剧

mermaid /'mɜ:meɪd/ n. [C] an imaginary sea creature that has the upper body of a woman and a fish's tail 美人鱼

cinemagoer /'sɪnəmə,ɡəʊə/ n. [C, usu. pl.] sb. who goes to the cinema to see a film (去电影院) 看电影的人

accidental /,æksɪ'dentl/ a. happening without being planned or intended 偶然的; 意外的

It's reported that the fire was not accidental.

exposure /ɪk'spəʊʒə/ n. [C, U] the opportunity to experience ideas, events, methods, etc. that are new to you 接触; 体验

Exposure to a second language should take place at an early age.

outsider /aʊt'saɪdə/ n. [C] sb. who is not accepted as a member of a particular social group 局外人; 外人

trend /trend/ n. [C] a general tendency in the way a situation is changing or developing 趋势; 趋向; 倾向
If current trends continue, tourism in this country will increase by 12% this year.

venture /'ventʃə/ vi. to risk going somewhere when it could be dangerous 冒风险; 冒险 (去某处)

I take my dog with me when I venture into a new place.

cameraman /'kæm(ə)rə,mæn/ n. [C] a man who operates a camera to film movies or television programs (电影或电视节目的) 摄影师

cooperate /kəʊ'pɒrə,reit/ vi. to work with sb. else to achieve sth. that you both want 合作; 协作

We're cooperating to achieve common goals.

counterpart /'kaʊntə,pa:t/ n. [C] sb. or sth. that has the same job or purpose as sb. or sth. else in a different place 地位 / 职务相当的人 / 物

The foreign minister held talks with his Chinese counterpart.

Phrases and expressions

by far used to say that sth. is much better, worse, etc. than anything else 最; 无疑; 很

This is by far the best news I have heard today.

show up to arrive, esp. at the place where sb. is waiting for you 露面, 来到 (尤指有人在等候之处)

It's unnecessary to wait in the airport, for the superstar won't show up.

for a time for a fairly short time, until sth. happens to change the situation 有一段较短的时间

We were quite happy for a time, until our neighbor moved in.

make for to cause another thing to happen or exist 导致; 有利于

Happy parents make for a happy child.

play by sb.'s rules if sb. plays by their own rules or makes other people play by their rules, they set the conditions for doing business or having a relationship 按某人定的规矩行事

You know how we do business here, and I expect you to play by our rules in the future.

Proper names

Jonathan Kos-Read /,dʒɒnəθən,kəʊs 'ri:d/ 乔纳森·科斯-瑞德 (中文名“曹操”, 美国演员)

Bruce Lee /,bru:s 'li:/ 布鲁斯·李 (即李小龙, 华人功夫明星)

Mike Tyson /,maɪk 'taɪsn/ 迈克·泰森 (美国著名拳击手)

Montessori /,mɒntə'sɔ:ri/ 蒙台梭利 (意大利教育家)

Hollywood /'hɒli,wʊd/ 好莱坞 (美国著名影城, 常用来代指电影业)



新一代大学英语 English

基础篇

2

总主编：王守仁

主 编：陈向京

综合教程

AN INTEGRATED COURSE

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

北京 BEIJING

CONTENTS

Unit	iPrepare	iExplore 1	
1 Campus culture	Scenario Learning objectives	Viewing / Listening	Reading
		College advice I wish I got before graduating	Finding home Writing skills: Using adjectives for detailed description Vocabulary: Prefixes "un-", "in-" Grammar: The active and passive voice
2 Friendship we live by	Scenario Learning objectives	What's a real friend?	Friendship's like buying a house Writing skills: Using simile and metaphor in writing Vocabulary: Suffix "-ment" Grammar: Clauses introduced by "as"
		The lost art of face-to-face communication	My students don't know how to have a conversation Writing skills: Ways of elaborating a concept Vocabulary: Suffix "-al" Grammar: Inversion beginning with a negative adverbial
3 The art of communication	Scenario Learning objectives	Why travel?	Why you should travel young Writing skills: Developing a general statement with examples Vocabulary: Compound adjectives (a. + n., a. + past participle) Grammar: The anticipatory "it" (先行词 "it") as the subject
		The importance of spending time with family	My mother's gift Writing skills: The five Ws and one H in telling a story Vocabulary: Compound nouns (n. + n.) Grammar: V-ing to indicate attendant circumstance (伴随状语)
4 On the road	Scenario Learning objectives	Choosing a college course	How an economics professor taught me a life-changing lesson – in literature Reading skills: How to read the sentence in subjunctive mood (虚拟语气) Vocabulary: Affixes "en-", "-en" Grammar: Comparing the gerund (动名词) and the present participle
		China drives tech innovation	Chinese technology Writing skills: Choosing the right verb tense in technical writing Vocabulary: Root "-port-" and prefix "ex-" Grammar: Appositive (同位语)
5 Loving family	Scenario Learning objectives	Business and culture in China	Why all the hard work? Writing skills: Using lexical connections in writing Vocabulary: Suffixes "-ful", "-ant" Grammar: <i>as opposed to</i> and <i>in opposition to</i>
6 To be or not to be	Scenario Learning objectives		
7 Evolving technology	Scenario Learning objectives		
8 Culture and tradition	Scenario Learning objectives		

	iExplore 2		iProduce
	Viewing / Listening	Reading	Unit project
	Campus life	Lessons learned from a parasite Vocabulary: Words about feelings, etc.	Task: Making a speech Topic: A hard experience in my freshman year
	What do I do to make friends?	Are your friends an elevator or a cage? Vocabulary: Guessing the meaning of words (1)	Task: Writing a report Topic: My classmates' views about friendship
	How to speak to people: Better communication skills	Learning to listen Vocabulary: The metaphorical meaning of a word	Task: Writing an opinion post Topic: The harm of cell phones to interpersonal communication
	Traveling in China	Why no destination is the wrong place to go Vocabulary: Suffix "-ize"	Task: Introducing a tourist destination Topic: Traveling in China
	Welcome to my childhood room	Best day of my life Vocabulary: Identifying the right meaning of a word for a specific context	Task: Performing a play Topic: My unforgettable experience with my parents
	Choosing careers	Follow a career passion? Let it follow you Vocabulary: Words about career	Task: Writing an essay Topic: Reflections on my choice of major
	Virtual reality	How will virtual reality change our lives? Vocabulary: Suffixes "-able", "-ible"	Task: Role Play Topic: One great technological achievement made by China
	Shandong presents Chinese culture at Time Square	Dragons across cultures Vocabulary: Guessing the meaning of words (2)	Task: Writing an essay Topic: A traditional Chinese virtue

5

Unit

Loving family



The Philippine poet Denn A. Meneses defines home as a magical place that “stays at the core of our being no matter where our life’s journeys take us.” Indeed, a home, or more exactly a strong and healthy family, is the harbor of our soul where we seek comfort, love, happiness and support. But what makes a happy and healthy family? Apart from those important qualities such as communication, appreciation, or coping with crisis, commitment and spending time together are also crucial qualities. However, it seems normal today for kids to complain that their parents are fully occupied with work, and for adult children to make excuses that they are too busy to visit their elderly parents. So, to be in each other’s memories, do we have to be in their lives today? Is investment of time and energy vital to a loving family? The following two stories happen to offer perspectives on this quality from a daughter, a mother, a father and a son. Read on to see what you can get from the stories.

Scenario

Your college is going to hold the Annual English Drama Festival. The theme of this year is “Family love.” You are going to participate in this festival and join in groups to perform a play about your unforgettable experience with your parents. How will you describe your experience? How will you perform it on stage emotionally? You will be able to complete the task better after the study of this unit.

Learning objectives

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

- talk about family and love using new vocabulary
- identify the six basic elements in story telling
- narrate your unforgettable experience with your parents
- clarify the significance of spending time together with the family
- perform a play about your unforgettable experience with your parents

Viewing

To some people, traditional family reunion is no longer an important way to get connected with their family members thanks to modern communications technologies. Is spending time with the family still necessary and rewarding? Watch the video clip and see what are the speakers' views on that.



- 1 Fill in the blanks with the clues from the video clip.

Reasons to get together with the family

- Young man** The strongest happiest moments that I've ever sought in my life are when I'm with my 1) _____ and when I'm with my 2) _____.
- Young woman** It's really good to 3) _____ together and reconnect. If we ever need anything, we are always there 4) _____.
- Old woman** If they are happy, if they have problems, we all 5) _____ it together. We all 6) _____ together.
- Old man** Successful marriages and families are established and maintained on principles of 7) _____, 8) _____, compassion, work and wholesome recreational activities.

- 2 Speakers in the video clip say that family members are always there for each other. If they have problems, they solve them together. Would you talk with and seek help from your family when you run into trouble? Why or why not?

Reading

In our saddest moments, we are likely to seek help from someone else. Some turn to close friends. Others rely on those who are wiser. But for the author of the following text, nothing is quite as helpful as a lunchtime walk with a loving mother. On the walk they talked a lot and afterward her mother gave her a precious gift which she had kept until now. What were they talking about on this walk? What was the mother's gift? Read the text and you will find the answers.

- 1 I grew up in a small town where the elementary school was a ten-minute walk from my house and in an age when children could go home for lunch.
- 2 At the time, I did not consider this a luxury, although today it certainly would be. I took it for granted that mothers were the sandwich-makers and the homework monitors. I never questioned that this ambitious, intelligent woman, who had had a career before I was born, would spend almost every lunch hour throughout my elementary school years just with me.
- 3 I only know that when the noon bell rang, I would race breathlessly home. My mother would be standing at



the top of the stairs, smiling down at me with a look that suggested I was the only important thing she had on her mind. For this, I am forever grateful.

- 4 One lunchtime when I was in the third grade will stay with me always. I had been picked to be the princess in the school play, and for weeks my mother had painstakingly rehearsed my lines with me. But no matter how easily I delivered them at home, as soon as I stepped onstage, every word disappeared from my head.
- 5 Finally, my teacher explained that she had written a narrator's part to the play, and asked me to switch roles. I didn't tell my mother what had happened when I went home for lunch that day. But she sensed my unease, and instead of suggesting we practice my lines, she asked if I wanted to walk in the yard.
- 6 It was a lovely spring day and the rose vine on the trellis was turning green. Under the huge elm trees, we could see yellow dandelions popping through the grass in bunches, as if a painter had touched our landscape with a little gold.
- 7 I watched my mother casually bend down by one of the clumps. "I think I'm going to dig up all these weeds," she said, pulling a blossom up by its roots. "From now on, we'll have only roses in this garden."



- 8 “But I like dandelions,” I protested. “All flowers are beautiful — even dandelions.”
- 9 My mother looked at me seriously. “Yes, every flower gives pleasure in its own way, doesn’t it?” she asked thoughtfully. I nodded, pleased that I had won her over. “And that is true of people too,” she added. “Not everyone can be a princess, but there is no shame in that.”
- 10 Relieved that she had guessed my pain, I started to cry as I told her what had happened. She listened and smiled reassuringly.
- 11 “But you will be a beautiful narrator,” she said, reminding me of how much I loved to read stories aloud to her. “The narrator’s part is every bit as important as the part of a princess.” Over the next few weeks, with her constant encouragement, I learned to take pride in the role. Lunchtimes were spent reading over my lines and talking about what I would wear.
- 12 Backstage on the night of the performance, I felt nervous. A few minutes before the play, my teacher came over to me. “Your mother asked me to give this to you,” she said, handing me a dandelion. Its edges were already beginning to curl and it flopped lazily from its stem. But just looking at it, knowing my mother was out there and thinking of our lunchtime talk, made me proud.
- 13 After the play, I took home the flower. My mother pressed it between two sheets of paper towel in a dictionary, laughing as she did it that we were perhaps the only people who would press such a sorry-looking weed.
- 14 I often look back on our lunchtimes together, tasting the happy moments bathed in the soft midday light. A few months ago, my mother, now retired, came to visit. I took off a day from work and treated her to lunch.
- 15 “Mom, you must have been terribly bored staying at home when I was a child,” I said.
- 16 “Bored? Housework is boring. But you were never boring.”
- 17 I didn’t believe her, so I pressed. “Surely children are not as stimulating as a career.”
- 18 “A career is stimulating,” she said. “I’m glad I had one. But a career is like an open balloon. It remains inflated only as long as you keep pumping. A child is a seed. You water it. You care for it the best you can. And then it grows all by itself into a beautiful flower.”
- 19 Just then, looking at her, I could picture us sitting at her kitchen table once again, and I understood why I kept that flaky brown dandelion in our old family dictionary pressed between two crumpled bits of paper towel.

Understanding the text

1 In the author's memory, the dandelion story is as vivid as yesterday. How did the story happen? Read Paras. 4-18 and rearrange the statements in order in the timeline. Then fill in the blanks and try to retell what happened on the lunchtime walk.

- 1 I had a lunchtime walk with my mother in the yard.
- 2 My mother told me a child is like a flower seed.
- 3 My mother pressed the dandelion between two sheets of paper towel in a dictionary.
- 4 I received a dandelion from my mother.
- 5 I treated my mother to lunch.
- 6 I was asked to take a narrator's part.
- 7 We discussed about what I would wear in the play.
- 8 My mother helped me rehearse my lines for the princess.



It was 1) _____. Under the huge elm trees, we could see 2) _____ in the grass. My mother 3) _____ dandelions by their roots and said that she was going to 4) _____. I 5) _____ and said that even dandelions are beautiful. My mother looked at me 6) _____, confirming that every flower 7) _____, and so do people. She added that not everyone can be a princess, but there is 8) _____ in that. 9) _____ that my mother had guessed my pain, I 10) _____ as I told her what had happened. My mother listened and smiled 11) _____. She told me that the narrator's part is as important as the part of a princess and 12) _____ me to be a beautiful narrator. I learned to 13) _____ the role.

2 Decide whether the statements are true (T) or false (F) according to the text.

- 1 My mother was content to be a full-time housewife before I was born.
- 2 I was asked to give up the role of the princess because I could not deliver the lines onstage.
- 3 In each spring, my mother would clear away weeds and dandelions from our rose garden.
- 4 I cried because my mother understood I had been wronged by the teacher.
- 5 My mother asked the teacher to give me a dandelion to encourage me and relieve my nervousness.
- 6 My mother believes that, unlike a child, career demands constant attention to develop well.

3 Work in pairs and discuss the questions.

- 1 The author reveals her mother's gift by leading us to her childhood memory. What does the gift – a dandelion – symbolize? Illustrate your point in detail.
- 2 Have you ever received any precious gift from your parents? Could you share the story with your partner?

Sharpening your skills

Identify the six elements in the story "My mother's gift" by filling in the blanks.

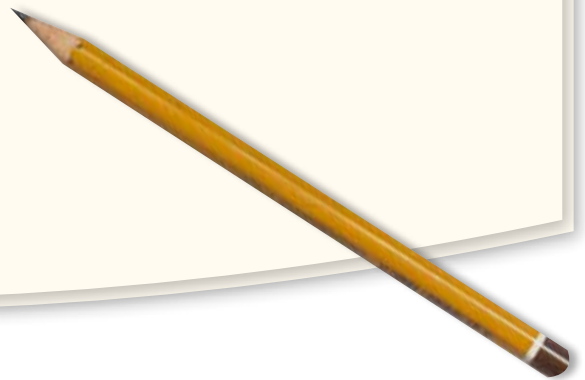
WRITING SKILLS

The five Ws and one H in telling a story

When you tell a story, your story should contain the six elements: the five Ws (who, when, where, what and why) and the H (how). These elements provide important details of the story and make your story informative and complete.



- 1 Who are the main characters?
_____ and _____.
Who else is involved?
_____.
- 2 What happened?
Mom and I had a _____ and she gave me _____ before my performance in the school play.
- 3 When did it take place?
When I was _____.
- 4 Where did it take place?
In the _____ of my home and _____ on the night of the performance.
- 5 Why did that happen?
I was _____ because I had to _____ from a princess to a narrator.
- 6 How was the problem solved?
My mother encouraged me by pointing out that even a dandelion can _____ in its own way. I learned to _____ the role.



Building your language

Words and expressions

1 Choose the expression that best explains the underlined word in each sentence.

- 1 The parents kept their paralyzed (瘫痪的) son alive for 7 years by manually pumping air into his lungs.
A. removing something out of a certain place
B. forcing something to flow in a certain direction
- 2 Our 9-year-old son Bobby is very intelligent and capable of doing good work in school.
A. smart
B. hard-working
- 3 Barbara, Tad's mom, is terribly worried about his health.
A. extremely
B. fearfully
- 4 The little girl sitting on the grass with two inflated balloons in her hand seems depressed.
A. made flat by pressing
B. filled with air
- 5 Unseasonable (不合季节的) temperatures cause cherry blossoms to come out ahead of schedule.
A. leaves
B. flowers
- 6 The family provides a stimulating environment for the development and growth of the child.
A. encouraging
B. boring

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

take it for granted

win over

(be) true of

look back on

have ... on one's mind

be bathed in

be grateful for

instead of

- 1 How do we live a better life? Most people _____ this question _____.
- 2 The tragedy has brought the family together _____ turning them against each other.
- 3 Many parents _____ that they should save for their children's education, but they actually have some very valid (正当的) reasons not to.
- 4 The pianist says he _____ to his parents _____ their encouragement and support.
- 5 It's no secret that many children would be happier with their adoptive parents (养父母). That's especially _____ children who are badly treated by their biological parents.
- 6 At first they didn't want to join us for dinner, but we finally _____ them _____.
- 7 The yard _____ bright sunshine where my mother grew various kinds of vegetables.
- 8 When I _____ my childhood, I can barely remember what I did or liked or watched.

Collocations

1 Complete the sentences with the verbs below. Change the form when necessary.

protest
deliver

relieve
take

care
remind

switch
treat

- Most people would prefer to be _____ *for* at home rather than in a hospital.
- I can well remember how proud I was when my mother was asked to _____ *a speech* at a parent-teacher conference.
- My parents are now so accustomed to Android (安卓操作系统) that they don't want to _____ *to* iPhone.
- Excited at success, I told my cousin that I would _____ him *to dinner* and he could name the restaurant.
- My mother is quite forgetful. I have to _____ her *of* her promise.
- Parents _____ *against* the government's decision to cut funding for high-school music programs.
- My parents _____ *pride in* my accomplishments which are stepping stones to my dreams.
- As he grew up, his parents were gradually _____ *of* the burden of planning for his future.



Verbs which often go before:

school attend leave skip
pleasure give bring take

Adjectives which often go before:

light soft dim bright
encouragement constant
positive slight

2 Complete the sentences with suitable expressions from the collocation box. Change the form when necessary. Sometimes more than one collocation is possible.

- Whenever my mother caught me reading in _____, she would warn me that it would ruin my eyesight.
- If your child has a bad cough, they may need to _____ and perhaps see a doctor.
- Words of _____, rather than punishment, have great power and kids will carry them for years.
- The curtain suddenly drawn, a(n) _____ shone in and I had to close my eyes.
- My brother is a musician. I am so proud that he _____ to a lot of people through his creativity.
- At the end of the book the author expresses his thanks to his family for their _____ and unselfish devotion.

Vocabulary learning strategies

We often use two nouns together (noun + noun) forming a compound noun to refer to a thing, a person, an idea, etc. The first noun is like an adjective – it tells us what kind of thing, person or idea it is. For example, the word “lunchtime” means the time when lunch is served. You can scan the QR code to learn more about compound nouns.



Language focus

In the text, the expression “tasting the happy moments bathed in the soft midday light” (Para. 14) functions as an adverbial of attendant circumstance (伴随状语). You can scan the QR code to learn more about the *-ing* participles (分词) functioning as the adverbial.



Banked cloze

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

encouragement	plant	reminds	remembers	company
casual	questioned	pleasure	play	stimulating
switch	seed	wonder	quit	show

When the author treats her mother to a lunch, she 1) _____ again her childhood lunchtimes her mother devoted only to her. After her birth, her mother 2) _____ her job and stayed home, taking care of her. Her mother would spend almost every lunch hour with her throughout her elementary school years. She had never 3) _____ that and took everything for granted. As an adult, she is wrong to assume she matters less than a(n) 4) _____ career to her mother. In fact, her mother enjoyed their time together because a child is like a(n) 5) _____ which grows all by itself into a beautiful flower as long as one cares for it.

The pressed dandelion kept in the family dictionary 6) _____ her of the most unforgettable lunchtime with her mother. Being told that she had to 7) _____ roles in a school play, she felt quite uneasy. During the walk in the yard, the mother made her realize everybody has their own existence value just as all flowers give 8) _____ in their own way. With her mother's constant 9) _____, she learned to take pride in the role and spent the lunchtimes reading over her lines and talking about what she would wear. Her mother's 10) _____ during lunchtimes and the dandelion her mother gave her on the night of the performance mean much to her.

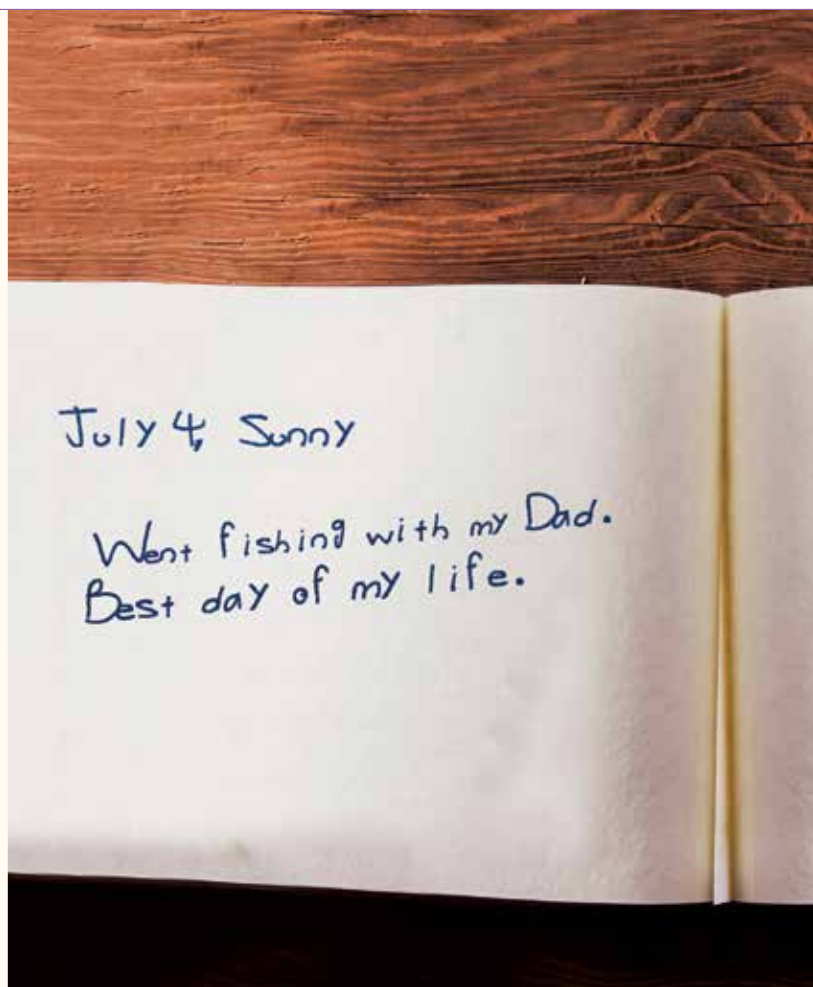
Viewing

Like the girl in the text in iExplore 1, people have colorful childhood memories. They can stay with a little pressed dandelion in an old family dictionary. They can also be placed in the room in which one grew up. Watch the video clip to know about the speaker's childhood room.



Video clip

- 1 Check the things which are in the speaker's childhood room.
 - 1 soft animals
 - 2 books
 - 3 a *Harry Potter* poster
 - 4 a pure black wall
 - 5 a CD rack
- 2 The speaker's childhood room is filled with memories of the past. If possible, what would you like to place in your childhood room?



Reading

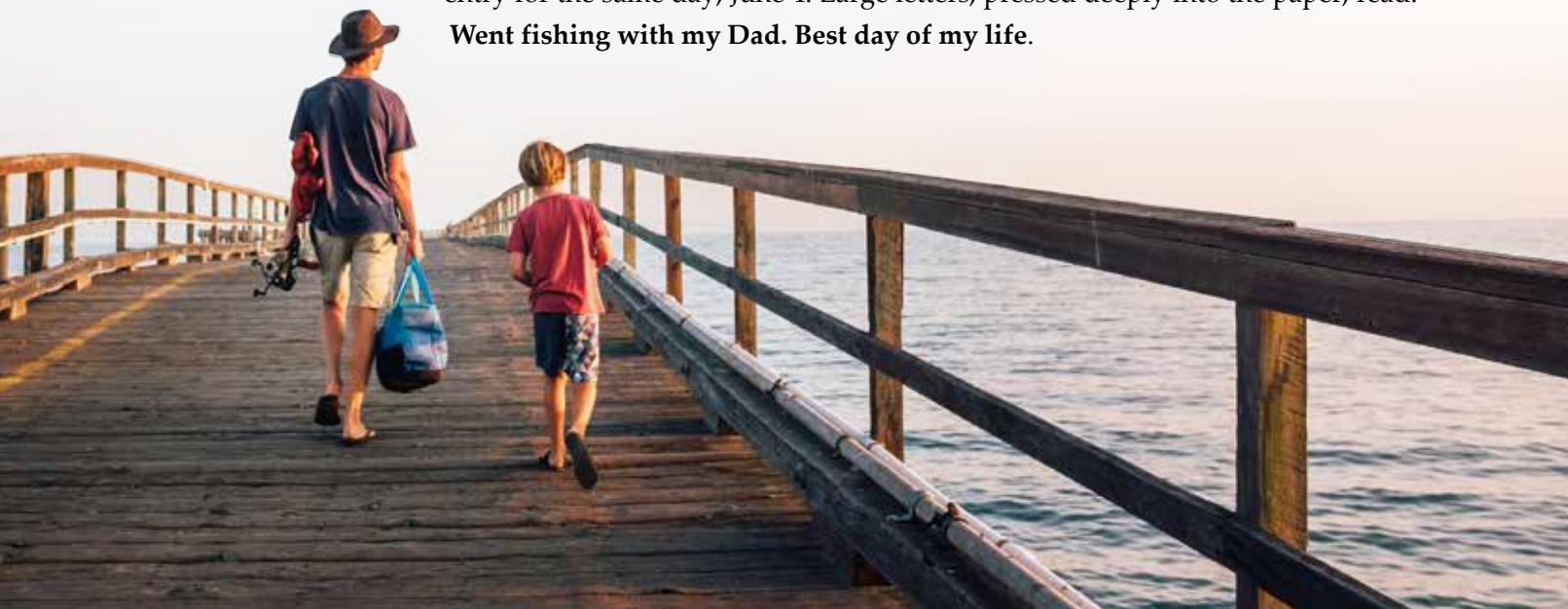
To most people, it's never too much to say how precious things from their childhood can be. These things not only witness the children's growth, but also bear the memories of the family. In the following text, an old father happened to find out his son's best day of life in a yellowed journal, which made him lost in thought. What happened on that day? What memories did the journal bring back to the old father? Read on to figure out the answers.

BEST DAY *of* MY LIFE



- 1 In the faint light of the attic, an old man, tall and stooped, bent his great frame and made his way to a stack of boxes that sat near one of the little half-windows. Brushing aside a bit of a spider's web, he pointed the top box toward the light and began to carefully lift out one old photograph album after another. Eyes once bright but now dim searched longingly for the source that had drawn him here.
- 2 It began with the fond memory of the love of his life, long gone, and somewhere in these albums was a photo of her he hoped to rediscover. Silent as a mouse, he patiently opened the long buried treasures and soon was lost in a sea of memories. Although his world had not stopped spinning when his wife left it, the past was more alive in his heart than his present aloneness.
- 3 Setting aside one of the dusty albums, he pulled from the box what appeared to be a journal from his grown son's childhood. He could not recall ever having seen it before, or that his son had ever kept a journal. Why did Elizabeth always save the children's old junk? He wondered, shaking his white head.

- 4 Opening the yellowed pages, he glanced over a short reading, and his lips curved in an unconscious smile. Even his eyes brightened as he read the words that spoke clear and sweet to his soul. It was the voice of the little boy who had grown up far too fast in this very house, and whose voice had grown fainter and fainter over the years. In the utter silence of the attic, the words of an innocent six-year-old worked their magic and carried the old man back to a time almost totally forgotten.
- 5 Entry after entry stirred an emotional hunger in his heart like the longing a gardener feels in the winter for the fragrance of spring flowers. But it was accompanied by the fact that his son's simple memories of those days were far different from his own. But how different?
- 6 Reminded that he had kept a daily journal of his business activities over the years, he closed his son's journal and turned to leave, having forgotten the cherished photo that originally triggered his search. Trying to avoid bumping his head, the old man stepped to the wooden stairs that led to the study.
- 7 Opening a glass cabinet door, he reached in and pulled out an old business journal. Turning, he sat down at his desk and placed the two journals beside each other. His was leather-bound with his name printed neatly in gold, while his son's had not been well kept and the name Jimmy had been nearly erased from its surface. He ran a long skinny finger over the letters, as though he could restore what had been worn away with time and use.
- 8 As he opened his journal, the old man's eyes fell upon a passage that stood out because it was so brief in comparison to other days. In his own neat handwriting were these words: **Wasted the whole day fishing with Jimmy. Didn't catch a thing.**
- 9 With a deep sigh and a shaking hand, he took Jimmy's journal and found the boy's entry for the same day, June 4. Large letters, pressed deeply into the paper, read: **Went fishing with my Dad. Best day of my life.**



Understanding the text

- 1 The search in the attic arouses mixed feelings of the father. How does the father show his emotions through his facial expressions and actions? Fill in the blanks and then match the descriptive sentences with the emotions.

Facial expressions and actions	Emotions
1 In the _____ of the attic, an old man, _____, bent his great frame and make his way ...	a cherishing
2 _____ as a mouse, he _____ opened the long buried treasures ...	b lonely
3 ... his lips curved in _____ ...	c sweet
4 Even his eyes _____ as he read the words ...	d mixed: regretful, excited and eager
5 He _____ a long skinny finger _____ the letters ...	
6 With a _____ sigh and a _____ hand ...	

- 2 Decide whether the statements are true (T) or false (F) according to the text.

- 1 The old man often climbed into the attic to enjoy the photograph albums.
- 2 The old man was excited to find his son's journal as he helped his son form the habit of keeping a journal.
- 3 The old man had no idea why his wife liked to keep their children's old stuff.
- 4 The more the old man read his son's journal, the more he would like to discover what happened when the son was still young.
- 5 The old man put his journal and his son's beside each other, comparing the details.
- 6 Both the son and the father enjoyed the fishing day although they caught nothing.

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

- 1 *It began with the fond memory of the love of his life, long gone, and somewhere in these albums was a photo of her he hoped to rediscover. (Para. 2)*
How do you keep photos of your life? Do you often go through these pictures?
- 2 *Why did Elizabeth always save the children's old junk? He wondered, shaking his white head. (Para. 3)*
Why did Elizabeth save the children's old junk? Do you save anything about your childhood?
- 3 *Reminded that he had kept a daily journal of his business activities over the years, he closed his son's journal and turned to leave ... (Para. 6)*
Do you think it a good habit of keeping a journal? Why?
- 4 *Large letters, pressed deeply into the paper, read: **Went fishing with my Dad. Best day of my life.** (Para. 9)*
Which day is the best day of your life so far? Share more details with your classmates.

Building your language

Words and expressions

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

glance faint innocent cherish trigger skinny

- 1 Her grandmother was always insisting that she was too _____ and never tired of trying to force more food on her.
- 2 They kept the house in darkness and only left the _____ light of candles, in order to make a birthday surprise to their little sister.
- 3 When they were talking about the education of children, his remarks on strict discipline _____ heated debate.
- 4 He sat quietly, _____ through a magazine, while his daughter was playing with her favorite doll.
- 5 Show your care to people you _____ most and let them feel they are important in your life.
- 6 He seemed so young and _____ that no one expected he'd do things like that.

2 Replace the underlined expressions with the correct form of the expressions below.

set aside wear away stand out
in comparison to make one's way be accompanied by

- 1 His writing was prominent in his class for rich imagination and beautiful language.
- 2 I cannot idle around and see my youth disappear gradually.
- 3 The boy walked with care noiselessly to open the door to go out, trying not to be noticed by his mother.
- 4 If you can save one hour each day to stay together with your child, both you and your child will benefit from this one hour.
- 5 The children went together with their parents and teachers on their field trip on the Children's Day.
- 6 She looks very short compared with other children of the same age.

Collocations

1 Choose the correct words in brackets to collocate with the measure words.

- 1 a sea of (information / news)
- 2 a mountain of (people / debts)
- 3 a stack of (buildings / textbooks)
- 4 an album of (stamps / notes)
- 5 a bunch of (flowers / fruits)
- 6 a clump of (stairs / trees)

2 Complete the sentences with suitable collocations from above.

- 1 I had to bury myself in _____ before the final exams, while my mother would always get me a glass of milk when I was tired.
- 2 We parked beneath _____ a hundred meters from the entrance of the museum.
- 3 He always brought with him _____ for his mother when he came home.
- 4 In fact, without a clear searching target, you might be drown in _____ when surfing online.
- 5 The couple have _____ from all over the world which make them remember their traveling in their early years.
- 6 Start budgeting and saving to repay student loans so you won't face _____ for years.

Measure words

Measure words usually collocate with uncountable nouns to make expressions, such as "a bottle of water," "a piece of advice." Sometimes they can also be used with countable nouns, for example "a stack of boxes" and "a sea of memories," as used in the text of iExplore 2.

Vocabulary learning strategies

If you look up an unfamiliar word in a dictionary, you may find there are often several meanings offered. It is important to identify the right meaning for the context you are dealing with. You can scan the QR code to learn more about the strategy - identifying the right meaning of a word for a specific context.



Translation

1 Translate the sentences into Chinese.

- 1 I grew up in a small town where the elementary school was a ten-minute walk from my house and in an age when children could go home for lunch.
- 2 It was the voice of the little boy who had grown up far too fast in this very house, and whose voice had grown fainter and fainter over the years.
- 3 Although the 5- and 6-year-old children remembered a higher percentage of the events, their narratives (叙述) of these events were less complete. The older children remembered fewer events, but the ones they remembered had more details.
- 4 In the developed world, people are scarcely happier than they were in the 1960s. The evidence for this claim consists of surveys in which people rate their happiness on a scale.

2 Translate the sentences into English.

- 1 家庭对中国人来说极其重要；随着时代的发展，中国人的家庭观念也在发生着变化。
- 2 在中国，一个人孝顺自己的父母长辈，不仅仅是个人的道德行为，也是对社会承担的一份责任。(moral behavior; commitment to the society)
- 3 中国人在情感表达方面比较含蓄，但这并不代表我们不真挚，不热烈。(implicit; sincere)
- 4 年夜饭是中国人重要的情感寄托，吸引着世界各地的中国人回家庆祝春节。(reunion dinner; bear; from all corners; celebrate the Spring Festival)



Unit project

Performing a play

My unforgettable experience with my parents

From different perspectives, the two texts in this unit recall some precious memories between kids and parents. Did you have a special experience with your parents?

Your college is going to hold the Annual English Drama Festival. The theme of this year is "Family love." You are going to participate in this festival and join in groups to perform a play about your unforgettable experience with your parents. The following steps may help you with the project.



Step 1 Develop your story

An attractive story is the basic element of a good play. Work in groups of four and share with each other your own unforgettable experience with your parents.

When you tell your story, use the questions in the following table to help develop it. For the six key elements of telling an informative and complete story, you can refer to "Sharpening your skills" in iExplore 1 for help.

The five Ws and one H in telling a story
Who were involved in the story? Answer:
What happened between you and your parents? Answer:
When did the story take place? Answer:
Where did the story take place? Answer:
Why did it happen? Answer:
How was the problem solved?

Decide on the story that you would like to act out as a group.

Step 2 Work on dialogues for the play

Dialogues play an important part in a script. Dialogues between the characters can make the play interesting and lively. For example, the conversation between the author and her mother in the text in iExplore 1 presents a vivid scene when they had a lunchtime walk in the yard.

Decide who will play the different roles and discuss what you will say. When you create the dialogues, think about:

- How to reveal the plot through the dialogues
- How to show your roles through the dialogues
- How to express your feelings through the dialogues

Step 3 Add stage directions

Stage directions remind you of the emotional states and give you directions on how to act and say your lines. For example:

- Emotional state: [Anxiously], [Nervously], [as though disgusted by ...]
- Actions: [The son stands up and paces], [The daughter chews her nails], [Picks up the dirty shirt]
- Conversation cues: [long, awkward silence]

Now think about the characters' feelings and actions and add stage directions to your script. You can use italics (斜体字) or brackets to set your stage directions apart from the spoken dialogues. For the description of emotions and actions, you can refer to the text and "Understanding the text" in iExplore 2 for help.

Step 4 Design the narration part

Narration is usually used to give the audience information they can hardly get from the dialogues and actions. It generally appears:

- at the beginning of the play to give background information about the characters, events, or setting
- in the middle of the play when the setting changes

Write the narration part for your script from a third-person perspective, and decide who will be the narrator of your play.

Step 5 Rehearse and perform your play

Practice your script in your group until you feel comfortable with your lines. Then perform your play to the class. After the performance, invite the audience to give suggestions. You may use the following checklist to improve your performance.

Checklist

OK Needs
improvement

- 1 The opening scene of our play is interesting.
- 2 The narration of our play is clear enough.
- 3 The body of our play is logically developed.
- 4 The dialogues of our play are vivid.
- 5 Our play ends with a clear message.
- 6 Our facial expressions are natural.
- 7 We have made proper use of gestures and actions.



YOU CAN
UPLOAD YOUR
PRESENTATION
VIDEO OR
MATERIAL TO
THE ONLINE
COURSE AFTER
FINISHING IT.

Vocabulary

iExplore 1

New words

elementary /ˌelɪ'ment(ə)ri/ *a.* simple or basic 简单的; 基本的

Even such an elementary requirement as correct spelling is difficult to meet in some writing.

elementary school *n.* [C] a school in the US that is typically for the first six years of a child's education (美国的) 小学

I seem to be an elementary school student, in the face of some adults of rich social experience.

luxury /'lʌkʃəri/ *n.*

1 [U, sing.] sth. that gives you a lot of pleasure but cannot be done often 奢侈; 奢望

In his early years, he did not have the luxury of working in a first-class lab.

2 [U] great comfort, esp. as provided by expensive and beautiful things 奢华; 奢侈

She was brought up in an atmosphere of luxury and wealth.

monitor /'mɒnɪtə/ *n.* [C] sb. who checks to see that sth. is done fairly or correctly 监督员

The health monitors ensured that the food was distributed fairly.

intelligent /ɪn'telɪdʒ(ə)nt/ *a.* an intelligent person has a high level of mental ability and is good at understanding ideas and thinking clearly 有智慧的; 聪明的; 悟性强的

Susan is an intelligent woman who knows what she wants clearly.

breathlessly /'breθləsli/ *ad.* being not able to breathe easily 气喘吁吁地

The elevator went wrong and we climbed the stairs breathlessly.

painstakingly /'peɪnz,teɪkɪŋli/ *ad.* in a way that is extremely careful and correct, and involves a lot of effort 精心地; 费尽心思地

She had painstakingly copied an 18th-century painting.

rehearse /rɪ'hɜːs/ *v.* to practice or make people practice sth. such as a play or concert in order to prepare for a public performance (使) 排练, (使) 排演 (戏剧或音乐会)

The singer is coming here to rehearse for his concert tomorrow.

line /laɪn/ *n.* [C, usu. pl.] words that sb. has to learn and say as part of a play or performance 台词

After 30 years on the stage, I still forget my lines.

onstage /'ɒn,steɪdʒ/ *ad.* onto or on a stage for a performance 上台演出地; 在台上表演地

The audience cheered as the band walked onstage.

narrator /nə'reɪtə/ *n.* [C] a person in some books, plays, etc. who tells the story (书、戏剧等中的) 叙述者, 解说人

Marcel is the first-person narrator of the novel.

switch /swɪtʃ/ *v.* to change from doing or using one thing to doing or using another 转换; 转变; 改变

He was switched to do a new job.

unease /ʌn'iːz/ *n.* [U] a feeling of worry or slight fear about sth. 不自在; 忧虑; 不安

I was trying to ignore a growing sense of unease.

vine /vaɪn/ *n.* [C] the long thin stem of a plant that grows along the ground or up a tree, wall, etc. 藤蔓

trellis /'treɪlɪs/ *n.* [C] a frame made of long narrow pieces of wood that cross each other, used to support climbing plants (支撑攀缘植物的) 棚, 架
Every house in this village has a trellis of vines outside it.

elm /elm/ *n.* [C] 榆树

dandelion /'dændɪ,ləɪən/ *n.* [C] 蒲公英

casually /'kæʒuəli/ *ad.* in a relaxed and informal way 漫不经心地

After the supper we casually approached to the library.

bend /bend/ *v.* (**bent, bent**) to move your body or part of your body so that it is not straight 弯腰

Ashley bent down to pick up her pen.

clump /klʌmp/ *n.* [C] a group of trees, bushes, or other plants growing very close together (树、灌木或其他植物的) 丛, 簇, 群

The roses were planted in clumps across his garden.

weed /wi:d/ *n.* [C] 野草; 杂草

protest /prə'test/ *v.* to say sth. forcefully or complain about sth. 声言; 抗议

At the news of moving, he protested that he could not be ready on time.

thoughtfully /'θɔːtf(ə)li/ *ad.* in a way that shows you are thinking seriously about sth. 有所思地

She turned back around, staring thoughtfully into the distance.

relieved /rɪ'li:vɪd/ a. feeling happy because you are no longer worried about sth. 宽慰的; 不再忧虑的
She felt relieved that Nick would also be there.

reassuringly /,ri:ə'ʃʊəriŋli/ ad. in a way that makes you feel less worried 安慰地; 鼓励地
"Sure, I'll help you," he looked at me, and laughed reassuringly.

encouragement /ɪn'kʌrɪdʒmənt/ n. [C, U] words or actions that give sb. confidence or hope 鼓励; 鼓舞
It was lucky that she gained so much encouragement from her parents and teachers.

backstage /,bæk'steɪdʒ/ ad. behind the stage in a theater, esp. in the dressing rooms 在后台; (尤指) 在演员化妆室
Backstage before the opening show, he handed me the microphone.

curl /kɜ:l/ v. to form a curved or round shape, or give sth. this shape 卷; (使) 弯曲
Sam tried to control his anger with his hands curled up into fists.

flop /flɒp/ vi. to hang or fall loosely in an uncontrolled way 松散地下垂
Her long hair flopped down over her eyes.

lazily /'leɪzli/ ad. in a way that does not involve much energy or activity 无精打采地
The dog curled up and blinked lazily at the fire.

stem /stem/ n. [C] the long thin part, from which leaves, flowers, or fruit grow (植物的) 茎; 梗, 柄
He cut the stem with his knife and handed her the flower.

paper towel /,peɪpə 'taʊəl/ n. [U] 厨房用卷纸

bathe /beɪð/ vt. (often passive) to fill an area with light (光) 照耀; 使笼罩
It's equally pretty when the sun or fog bathes the city.

midday /,mɪd'deɪ/ n. [U] the middle of the day, at or around 12 o'clock 中午; 正午
By midday, we were really feeling the heat.

retired /rɪ'taɪəd/ a. having stopped working, usu. because of your age 退休的
My father will spend afternoons fishing when he is retired.

terribly /'terəbli/ ad. very or extremely 很; 非常; 极度
The only thing that occurred to me to say was that I was terribly sorry.

press /pres/ v. to try hard to persuade sb. to do sth., esp. by asking them many times 敦促; 逼迫; 催促
The more she pressed him for an explanation the more he kept silent.

inflated /ɪn'fleɪtɪd/ a. filled with air or gas 充气的
The yellow thing before his eyes was his inflated life-saving jacket, which had saved him.

pump /pʌmp/ v. to make liquid or gas move in a particular direction, using a pump (用泵) 输送
The heart pumps blood round the body.

seed /si:d/ n. [C] 籽; 种子

flaky /'fleɪki/ a. tending to break into small thin pieces 易碎裂成薄片的
One traditional moon cake in Beijing is quite distinctive in appearance with flaky skin.

crumpled /'krʌmpld/ a. crushed into a smaller bent shape 皱的; 扭曲的
The boy flattened the crumpled paper on which several lines of poems were written.

Phrases and expressions

have sth. on one's mind to be worrying about sth. 有心事; 牵挂; 担心
I had much on my mind, and I wanted to think over about my problems.

dig up to remove sth. from the earth by digging 挖出; 掘出
The farmers are digging up potatoes.

win over to persuade sb. to agree with you or to be friendly to you 说服; 把...争取过来
He's not sure about the idea of the project, but I'm sure we'll win him over in the end.

every bit as equally as 也同样...
He was every bit as good-looking as she had thought he was.

come over to come to a place, move from one place to another, or move toward sb. 过来; (从一地) 来到另一地; (向某人处) 挪动
The family will come over from Greece for the wedding.

look back on to think about sth. that happened in the past 回忆起; 回顾
Looking back on it all, I'm amazed how we managed to do it on time.

be bathed in light / sunshine, etc. an area or building that is bathed in light has light shining onto it in a way that makes it look pleasant or attractive 沐浴在光线 / 阳光等之中

At dawn the small village is bathed in the warm light of the rising sun.

take sth. off to spend time away from work 休假
He has to take some time off from school owing to the illness.

iExplore 2

New words

faint /feɪnt/ a. difficult to see, hear, smell, etc. 不清楚的; 模糊的

He held her hand and came closer, trying to see her eyes in the faint light.

attic /'ætɪk/ n. [C] a space or room under the roof of a house, often used for storing things 阁楼; 顶楼
These stairs will take you up to the attic.

stooped /stu:pt/ a. bent forward and down 弯腰的; 驼背的

A stooped man was walking slowly across the road.

frame /freɪm/ n. [C]

1 the general shape formed by the bones of sb.'s body 体格; 身躯; 骨架

In contrast to his strong brother, he had a rather small frame.

2 a structure that surrounds sth. such as a picture or window and holds it in place 框架; 边框

This is a nice picture – you should put it in a frame.

stack /stæk/ n. [C] a neat pile of things (叠放整齐的) 一叠, 一堆, 一摞

There were stacks of books and CDs on the shelf.

spider /'spaɪdə/ n. [C] 蜘蛛

album /'ælbəm/ n. [C] a book in which you put photos, stamps, etc. (收存照片、邮票等的) 簿, 册

In a good mood, the host got an album of family photos for us.

longingly /'lɒŋŋɪŋli/ ad. in a way that shows that you want sb. or sth. very much 渴望地

The little patient looked longingly to the sunlit garden out of the window.

fond /fɒnd/ a. happy and loving 快乐美好的; 深情的
Many of us have fond memories of our childhood.

rediscover /,ri:di'skʌvə/ v. to find sth. that has been lost for a long time 重新发现; 重新找到

bury /'beri/ vt.

1 to put sth. in a place where it is difficult or impossible to find or see 埋住; 隐藏

Much relieved, I found my phone buried under a stack of books.

2 to put sb. who has died in a grave 埋葬; 安葬

Robin Hood is said to have been buried at the spot where his final arrow landed.

spin /spɪn/ v. (**spun, spun**) to (cause to) turn around and around very quickly (使) 快速旋转

Spin the globe and find the Solomon Islands.

dusty /'dʌsti/ a. covered with dust 布满灰尘的
Fred drove along the dusty road in the town.

journal /'dʒɜ:nl/ n. [C] a written record of the things you do, see, etc. every day 日志; 日记

He has kept a journal for more than 30 years.

recall /rɪ'kɔ:l/ v. (*fm.*) to remember sth. 回忆; 回想起
He recalled the city as it had been when he lived there as a child.

junk /dʒʌŋk/ n. [U] old or unwanted objects that have no use or value 废旧杂物

You may clear out all this junk when you move to the new dorm room.

glance /glɑ:ns/ vi. to look quickly at sb. or sth. 瞥一眼; 扫视

The two men glanced at each other nervously.

lip /lɪp/ n. [C] 嘴唇

curve /kɜ:v/ v. to bend or move in the shape of a curve, or to make sth. do this 弄弯; (使) 弯曲

The track curves round the mountain.

unconscious /ʌn'kɒnʃəs/ a. (of feelings, thoughts, etc.) existing or happening without you realizing or being aware 无意识的; 自然流露的

The movie is full of unconscious humor.

soul /səʊl/ n. [C] a person's inner character, containing their true thoughts and feelings 心性; 内心; 心灵

The understanding in his eyes reached out to her, warming the frozen places in her soul.

utter /'ʌtə/ a. (only before noun) complete or extreme 完全的; 十足的; 彻底的

We finally realized that the whole thing was an utter waste of time.

innocent /'ɪnəs(ə)nt/ a. having no knowledge of the unpleasant and evil things in life 单纯的; 天真的

Tess felt happy when she awoke and found the innocent children asleep around her.

entry /'entri/ n. [C] a separate piece of information in a book, computer, etc. 项目; 条目; (一则) 记录

As his health worsened, he made fewer entries in his diary.

stir /stɜ:/ vt. to make sb. have a strong feeling or reaction 激发 (强烈的感情); 引起 (强烈的反应)

A good translation of a movie title can often successfully stir the desire to watch the movie among audience.

emotional /ɪ'məʊʃn(ə)l/ a. relating to your feelings or how they are controlled 情绪 (上) 的; 情感 (上) 的

Care and support from family helps a child's emotional development.

hunger /'hʌŋgə/ n.

1 [U, sing.] a strong need or desire for sth. 渴求; 渴望
Not eager for classroom learning, Tom Sawyer had a hunger for adventure.

2 a situation in which the body does not have enough food 饥饿

His face was grey with hunger and lack of sleep.

longing /'lɒŋŋɪŋ/ n. [singular, U] a strong feeling of wanting sth. or sb. 渴望; 盼望

In the movie, we see a longing for peace and quiet in the eyes of the war victims.

gardener /'gɑ:dənə/ n. [C] sb. who enjoys growing flowers and plants 园艺爱好者

My mom is a good gardener so that our garden always attracts admiring glances of neighbors.

fragrance /'freɪgrəns/ n. [C, U] a sweet smell 香味; 芳香

Leonard poured green tea into cups, and soon the fragrance of tea filled the room.

cherish /'tʃerɪʃ/ vt. to love sb. or sth. very much and take care of them well 钟爱; 爱护

More and more people have learned to cherish the old buildings, for their cultural value.

trigger /'trɪgə/ vt. to cause sth. to start 引起; 引发

Lack of water during late summer can trigger the early leaf-fall of trees as they prepare for winter.

bump /bʌmp/ v. to hit or knock against sth. 猛碰; 撞
She bumped her arm on the door.

study /'stʌdi/ n. [C] 书房; 书斋

cabinet /'kæbɪnət/ n. [C] 储藏柜; 陈列柜

I put the chocolate in the kitchen cabinet to eat later as a treat, but I found it gone the next day.

erase /ɪ'reɪz/ vt. to remove writing from paper 擦掉, 抹掉 (文字)

It's in pencil so you can just erase anything that's wrong.

skinny /'skɪni/ a. very thin 极瘦的; 皮包骨的

I slowed down and a flock of skinny white birds moved beside the car.

handwriting /'hænd,raɪtɪŋ/ n. [U] the style of sb.'s writing 笔迹; 字迹

It is said that a person's character is reflected in their handwriting.

sigh /saɪ/ n. [C] a slow, noisy breath 叹息; 叹气

He gave a sigh of relief when he finally caught the bus.

Phrases and expressions

make one's way to go slowly to a place (缓慢地) 去; 前往

Will you be able to make your way to the airport by yourself?

one after another used for saying that actions are done or things happen with very little time between them 一个接一个地; 接连地

I picked up the stones one after another and appreciated their beauty.

wear away to (cause to) gradually become thinner or smoother by rubbing or touching (使) 磨损; (使) 磨薄; (使) 磨滑

The steps of the mountain have been worn away by the feet of thousands of climbers.

Proper names

Elizabeth /ɪ'lɪzəbəθ/ 伊丽莎白 (人名)

Jimmy /'dʒɪmi/ 吉米 (人名)



新一代大学英语 English

提高篇

1

总主编：王守仁

主 编：季佩英

综合教程

AN INTEGRATED COURSE

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

北京 BEIJING

CONTENTS

Unit		iPrepare	iExplore 1	
1	College life: Challenges and opportunities	Scenario Learning objectives	Viewing / Listening	Reading
			Advice for students	Some thoughts from a professor Writing skills: How to write a topic sentence Vocabulary: Words about college life Grammar: <i>do + verb; unless</i>
2	Be yourself, be happy	Scenario Learning objectives	Procrastination	Stopping “should” shaming – Ending the self-imposed guilt game Writing skills: How to give suggestions Vocabulary: Prefix “self-” Grammar: <i>if not; now that</i>
			This will motivate you to travel	Tales of a second grade traveler Writing skills: Flashback Vocabulary: Part of speech (nouns used as verbs) Grammar: <i>What</i> -clause used as subjects, objects, etc.
3	A journey of discovery	Scenario Learning objectives	Would you work in a stranger's home?	Sharing the millennial way Writing skills: Achieving cohesion with pointers Vocabulary: Prefixes that indicate numbers Grammar: <i>be nothing short of; not ... but rather</i>
			My top five favorite meals	On cuisine and culture Writing skills: How to use examples to explain your points Vocabulary: Words about food and cuisine Grammar: <i>not much more than; while</i>
4	The art of living	Scenario Learning objectives	WeChat	Digital agriculture Writing skills: How to write a problem-solution essay Vocabulary: Suffix “-er” Grammar: <i>whereas; instead and instead of</i>
			What is fashion?	The importance of individuality in fashion Writing skills: Using direct quotations Vocabulary: Words about personality (2) Grammar: <i>no matter how / what, etc.; as long as</i>
5	A taste of culture	Scenario Learning objectives	Welcome to Silicon Valley	How start-ups have changed the way American business thinks Writing skills: How to write an effective introduction Vocabulary: Verbal phrases with “out” Grammar: <i>would rather</i>
6	Future or fiction?	Scenario Learning objectives		
7	More than trends	Scenario Learning objectives		
8	Career 2.0	Scenario Learning objectives		

	iExplore 2		iProduce
	Viewing / Listening	Reading	Unit project
	Why I drop out of college	The myth of the successful college dropout: Why it could make millions of young Americans poorer Vocabulary: Prefixes "un-", "dis-", "mis-"	Task: Making a speech Topic: What do I expect from college experience?
	Introverts and extroverts	I'm an introvert Vocabulary: Words about personality (1)	Task: Writing an email Topic: How to stop a type of negative feeling
	Travel tips to plan the perfect vacation	Traveling abroad made me realize what "home" means Vocabulary: Compound adjectives (number + <i>n.</i> , <i>ad.</i> / <i>n.</i> + past participle)	Task: Making a plan Topic: How to make a travel plan
	Generation war: Baby boomers vs. millennials	Why "less is more" is the new lifestyle trend for this generation Vocabulary: Activating your vocabulary (idea box)	Task: Writing an essay Topic: Describing a picture and presenting your opinion
	What's your sign?	The Chinese zodiac, explained Vocabulary: Synonyms and antonyms	Task: Making a group presentation Topic: Introducing an aspect of Chinese cultural heritage
	Phishing	Do the Pokémon Go: Information security in the physical world Vocabulary: Past participle pre-modifiers	Task: Writing an essay Topic: Presenting a problem related to a technological advance and offering solutions
	Nike: Made for you	In the frame: How I learned to love glasses Vocabulary: British English vs. American English	Task: Telling a story via social media Topic: My fashion ID
	The start-up entrepreneur guide	Why the university is the ideal start-up platform Vocabulary: Suffix "-ship"	Task: Making a presentation Topic: Proposing a project for a start-up

5

Unit

A taste of culture



China has become one of the world's leading powers. Nowadays, Chinese college students have great opportunities to travel, study and live in foreign countries. Wherever you go, you represent the Chinese people and the Chinese image. You may be asked to introduce Chinese culture on different occasions: a friends' gathering, a class presentation, an international event, and so on.

When these occasions arise, do you feel confident enough to take on the tasks, or rather, do you know how to explain our cultural heritage in English accurately, clearly and vividly? You may not be absolutely sure. Yes, Chinese cultural heritage is fascinating to people around the world. But most of them actually know very little about it. That's why as today's Chinese college students, it is time for you to step up and be the ambassador of Chinese culture, and to present and promote it to the world. The following scenario might be a platform for you to do so.

Scenario

You are an exchange student in a foreign country. You are required to make a presentation together with other students from China on a certain aspect of Chinese culture. You will work with your teammates, choose a topic, prepare carefully, and make the presentation as a group to an international audience.

To be able to accomplish this task, you need a sufficient vocabulary, an abundant knowledge about the topic, and awareness of cultural differences. Which aspect of Chinese culture will you choose? How will you cooperate with your teammates? How will you present the culture to an audience from different cultures? Follow the step-by-step learning process and you will be able to complete the task better after the study of this unit.

Learning objectives

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

- talk about Chinese cultural heritage using new vocabulary
- use examples to explain your points
- introduce the local cuisine from your hometown to a foreign friend
- understand the meaning behind a cultural phenomenon
- make a group presentation on a certain aspect of Chinese culture to an international audience

Viewing

What aspects of Chinese culture are fascinating to foreigners? No matter how many people you ask, “Chinese food” must rank high on the list of answers. Yes, food is an important part of Chinese culture. Watch a video clip about a foreigner’s recommendation of Chinese food.



1 Fill in the blanks with the clues from the video clip.

I live in Sichuan, in Chengdu, the land of the 1) _____ food in the world. And I’ve made a list of my top five favorite 2) _____ that you’ve got to try.



No. 5: On the paper grilled fish.

It comes in the juice that’s full of peanuts and huge chunks of garlic and 3) _____.



No. 4: Sichuan ducks.

One is sweet, and one is 4) _____.



No. 3: Firewood chicken.

My taste buds were blown from pure 5) _____.



No. 2: Xinjiang cuisine.

Three things: pumpkin and lamb 6) _____, lamb kebabs, and lamb and onion *rounang*.



No. 1: Tibetan food.

Over Tibetan yak 7) _____ tea, blood sausage, spicy yak meat, and handpicked local greens and 8) _____, we discussed what life was like in the mountains for them.

2 Work in pairs and discuss the questions.

- 1 What’s your favorite food?
- 2 Are there any stories connected with the food?
- 3 How would you recommend the food?



Reading

From the video, we can see China is a country with a wide variety of delicious food. In fact, Chinese cuisine is known as a symbol of Chinese culture to the world. People from all over the world are interested in Chinese food not only for its taste, but also because it is an important way to understand Chinese culture. In the following text, the author shares with us how she sees and feels about Chinese cuisine and culture from a Westerner’s view.



On cuisine and culture

the world it is one of the main instruments of socialization and identification.

- 1 You can learn culture through cuisine. Next to living within a country and speaking the language, food is one of the most important means to understand a culture.
- 2 The way we consume and acquire it, the fashion in which it gets cooked and by whom, who is invited to the table and who eats first, such tradition is a form of nonverbal communication – a social code abundant with meaning.
- 3 Cuisine is a source of pleasure and pride, elevating the basic act of eating from a purely biological necessity to an art. In many places of
- 4 Every culture has designated what it considers to be edible, which type of animal can be eaten and how it should be prepared – Judaism and Islam being among the most prominent instances. Food often is used symbolically by nations; it tells us what is important to them and can educate us about their history.
- 5 *Zhongguorende kouwei*, food cooked to Chinese taste, is a simple expression comprising a culinary tradition with long-standing history and thousands of named dishes. The flavours are so diverse it blew me away when I sampled the real thing on my first visit to China.
- 6 On that trip (before I became a vegetarian, and I have to say I never found a more varied vegetarian cuisine than in China) I made up my mind to eat anything my hosts would put in front of me. A decision that took courage, considering the Chinese word for animal is *dongwu* (moving thing).
- 7 I tried Sichuanese snails, bird's nests, fried scorpions, sea cucumber – which I found so delicious I had three servings, to the delight of my generous hosts – and frogspawn in a delicate vanilla-cream filled pastry. After all, taste is an acquired thing; a lobster is not much more than a cockroach of the sea and cheese is arguably rotten milk.

- 8 While there, I fell in love with the philosophy behind food in China. The principles of yin and yang – hot and cold, male and female – lie at the heart of Chinese cuisine and can be found in any of its dishes. While certain foods are regarded as having warming, or yang, properties, other foods have cooling, or yin, properties. The goal is maintaining a balance between yin and yang.
- 9 Illnesses are more often treated with herbal teas and dietary changes than with pills, the idea being that the kind and the amount of food one consumes is directly related to one's health. Diet is used as a means of prevention from illness and as a cure. Food, therefore, is medicine.
- 10 Few other cultures are as food oriented as the Chinese. A meal with friends or family can easily become a several-hour affair. For the Chinese it is an opportunity to affirm the importance of the people they are spending time with. It would be rude to hurry through a meal.
- 11 In fact the meaning of eating is of such significance that one of the most common greetings when meeting one another, instead of "How are you," is "Have you eaten?" Historians believe this custom stems from the times of great famine in China.
- 12 In the appreciation of culture, the importance of cuisine lies in its unlimited variety that is not essential for human survival. For mere survival people everywhere could eat the same basic types of food. The very fact that we all eat so intricately differently from each other reflects a deeper aspect of human existence: the way we understand ourselves in the context of the world. Whoever is aware of this holds the key for friendship, or at least a better understanding for one another. Something utterly necessary in a world that gets smaller every day.



Understanding the text

- 1** In the text, the author shares her views about the food culture in China. What do you know about Chinese food and food culture? Read the text and complete the following table.

Chinese food culture	Examples
Diverse taste	<ul style="list-style-type: none"> • Sichuanese 1) _____ • bird's nests • 2) _____ scorpions • sea cucumber • frogspawn in a 3) _____ vanilla-cream filled pastry
Philosophy behind food	<ul style="list-style-type: none"> • certain foods regarded as having 4) _____, or yang, properties, others having 5) _____, or yin, properties • diet used as a means of 6) _____ from illness and as a cure
Significance of eating	<ul style="list-style-type: none"> • the importance of a meal with 7) _____ • "Have you eaten?" being one of the most common 8) _____

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

- 1 *The way we consume and acquire it, the fashion in which it gets cooked and by whom, who is invited to the table and who eats first, such tradition is a form of nonverbal communication – a social code abundant with meaning. (Para. 2)*

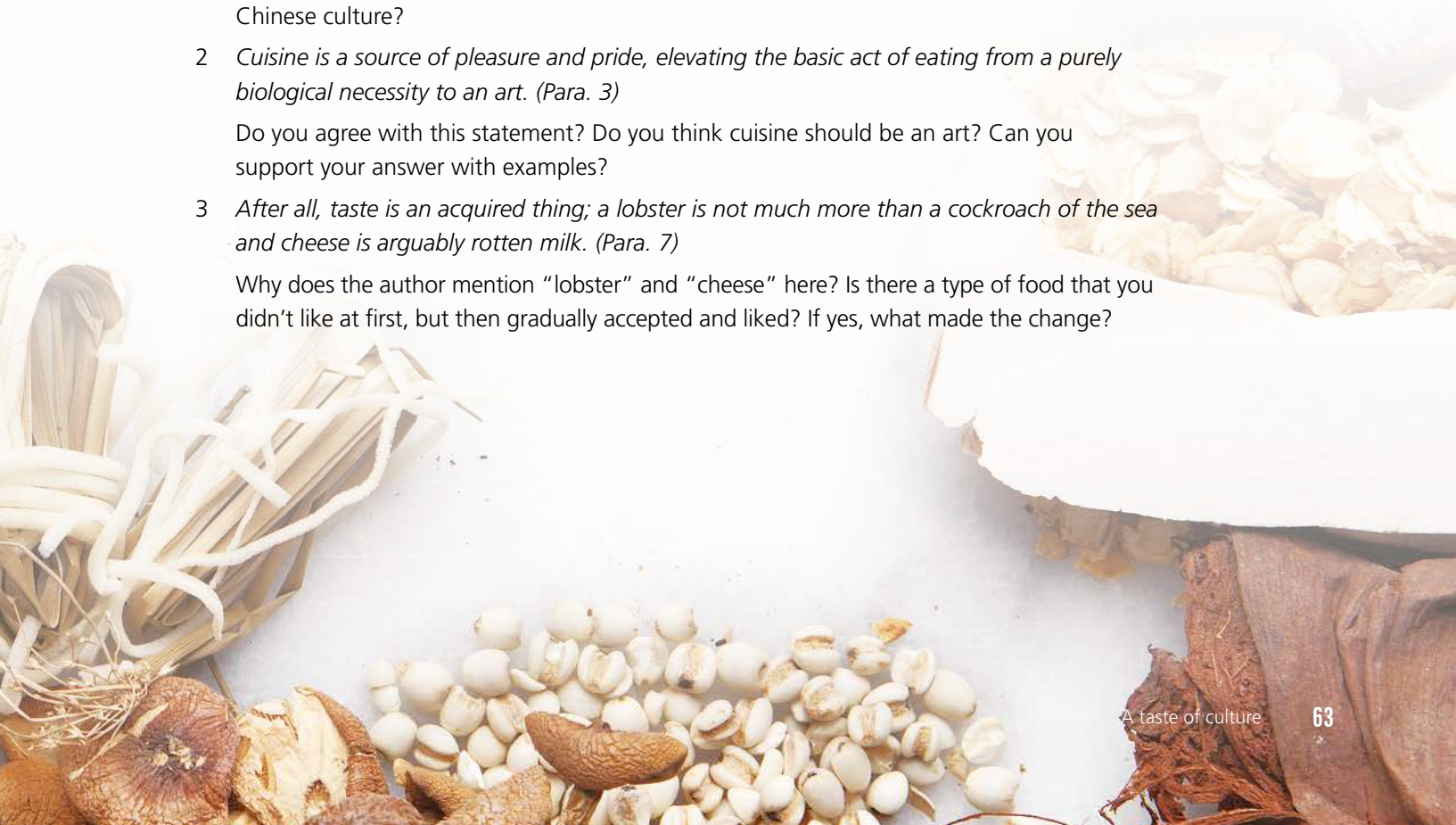
How do you understand this statement? Use your own words to paraphrase it. Can you find an example showing how food tradition is a form of nonverbal communication in Chinese culture?

- 2 *Cuisine is a source of pleasure and pride, elevating the basic act of eating from a purely biological necessity to an art. (Para. 3)*

Do you agree with this statement? Do you think cuisine should be an art? Can you support your answer with examples?

- 3 *After all, taste is an acquired thing; a lobster is not much more than a cockroach of the sea and cheese is arguably rotten milk. (Para. 7)*

Why does the author mention "lobster" and "cheese" here? Is there a type of food that you didn't like at first, but then gradually accepted and liked? If yes, what made the change?





Sharpening your skills

WRITING SKILLS

How to use examples to explain your points

To help readers understand and remember information, a great number of examples are used throughout the text. Examples make information clear, specific and vivid. They can be short or long, simple or detailed. Below are the two most common types of examples:

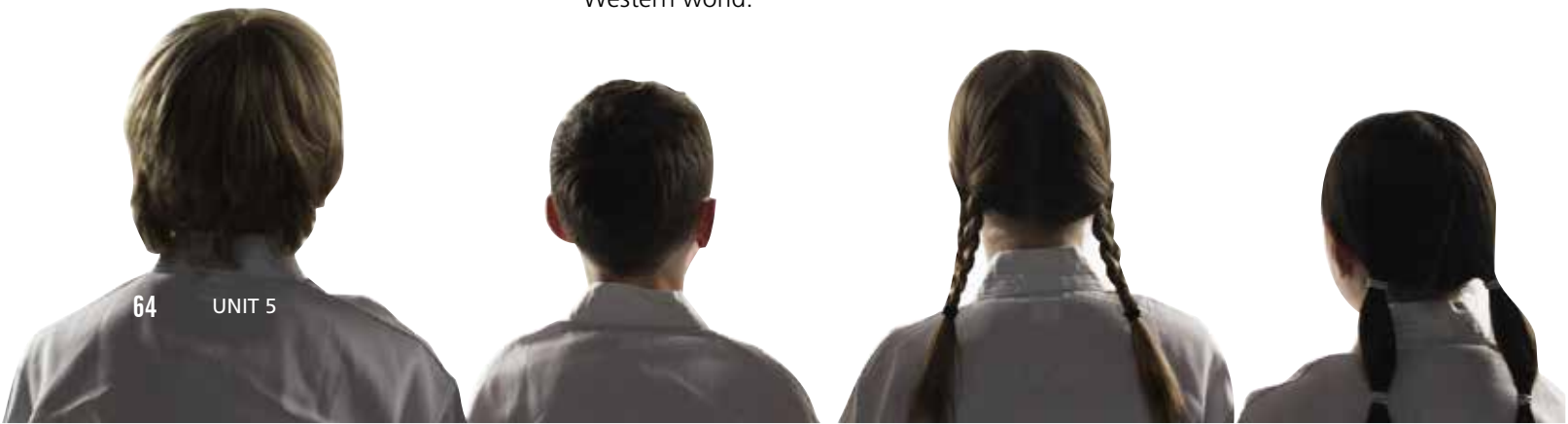
- **Brief example:** An example given briefly to explain a point
Every culture has designated what it considers to be edible, which type of animal can be eaten and how it should be prepared – Judaism and Islam being among the most prominent instances. (Para. 4)
- **Extended example:** An example given in detail to explain a topic
While there, I fell in love with the philosophy behind food in China. The principles of yin and yang – hot and cold, male and female – lie at the heart of Chinese cuisine and can be found in any of its dishes. While certain foods are regarded as having warming, or yang, properties, other foods have cooling, or yin, properties. The goal is maintaining a balance between yin and yang. (Para. 8)

Extended examples are used to explain a relatively complicated point.

A combination of brief and extended examples can be used to help readers better understand and relate to key points of an article.

Provide two types of examples for the following statement.

Chinese martial arts (武术), or kung fu, has a great influence in the Western world.



Building your language

Words and expressions

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

cuisine biological necessity diverse delight
dietary cure historian abundant

- 1 As China has _____ natural conditions across its land, Chinese people living in different areas enjoy different but rich staple food (主食).
- 2 Traditional Chinese medicine holds that food not only provides nutrients (营养) for the body, but also is _____ for health problems.
- 3 Food _____ Annie Gray says food symbolism has a lot to do with religion.
- 4 Once formed, _____ habits can be very difficult to change.
- 5 There are many regional _____ across China with different flavors: spicy, sweet, sour, etc.
- 6 Apart from satisfying _____ needs, food is also an expression of cultural identity.
- 7 The Chinese believe the notion of “food as the first _____ of people,” and have created a splendid food culture.
- 8 Travelers in Wuhan can be satisfied by the _____ choices in street food.
- 9 To the _____ of my Chinese friends, I had lots of red bean buns (豆沙包), the popular sweet version of *baozi*, on my trip to China.

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

identification prominent comprise delicate famine
mere utterly stem from make up one's mind

- 1 A meal in China typically consists of two parts: main food (rice, noodles, or steamed buns), and accompanying dishes (vegetables, fish, meat, or other items).
- 2 Chinese culture has no shortage of symbols of luck and good fortune, many of them resulting from word-play or riddles.
- 3 Now that she's living in China, she's decided to learn to make spring rolls (春卷) at home.
- 4 Local people in Guilin have Guilin rice noodles (桂林米粉) not as just breakfast, but also for lunch or dinner.
- 5 People keep culinary customs years after they migrate (移民), which shows the importance of basic foods as an element of cultural recognition.
- 6 Double steaming (炖) is a Chinese cooking technique to prepare fine and often expensive ingredients.
- 7 In a very short time, China has gone from extreme hunger to feast (盛宴): Today, the food in Beijing is as varied as it is plentiful.



- 8 Sichuan hotpot is outstanding for its spicy flavor, resulting from a special seasoning – Sichuan pepper (花椒).
- 9 Duck can be made into numerous dishes including roast duck (烤鸭), crispy duck (脆皮鸭), duck bone soup, fried duck pieces, which are all completely delicious.

Collocations

Complete the sentences by choosing the suitable words in brackets to collocate with the italicized words.

- 1 The _____ (appreciation, enjoyment) *of a culture* involves understanding of the food tradition of the country.
- 2 Chinese culture lays much stress on _____ (maintaining, containing) *a balance* between yin and yang.
- 3 Nowadays many Chinese people believe that they can _____ (increase, elevate) *their living standards* by cooking and eating at home.
- 4 It is not polite to *hurry through the* _____ (cuisine, meal) in Chinese culture, unless you have a reason to do so.
- 5 In Chinese culture, food is often seen as a means of *disease* _____ (prevention, prediction).

Vocabulary learning strategies



We have learned many words about food and cuisine in the text. Some words refer to food itself such as “sea cucumber” (Para. 7), some refer to taste of food such as “delicious” (Para. 7). You can scan the QR code to learn more about these words.

Language focus



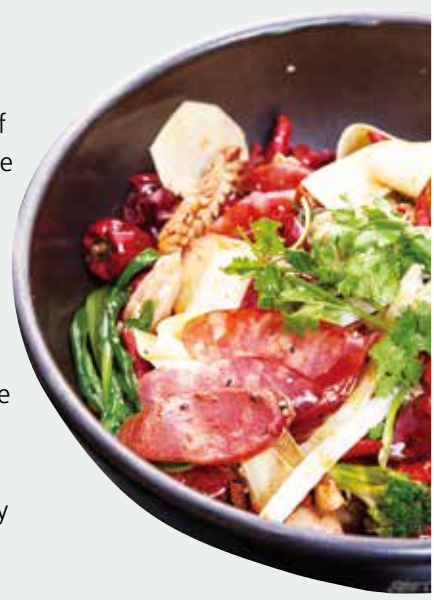
In the text, “not much more than” and “while” are used to compare two things. In the sentence “a lobster is not much more than a cockroach of the sea” (Para. 7), “not much more than” is used to say two things are not much different. In the sentence “While certain foods are regarded as having warming, or yang, properties, other foods have cooling, or yin, properties” (Para. 8), “while” is used to emphasize the difference between two situations. You can scan the QR code to learn more about the two sentence patterns.

Banked cloze

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

praise	resources	appreciate	prominent	survival
delicate	abundant	elevated	cuisines	historian
separate	oriented	philosophy	rule	essential

As one of the most food 1) _____ countries in the world, China is widely known for its diverse and 2) _____ food choices. Chinese people see color, smell and taste as the three 3) _____ elements of their food. China has eight great regional 4) _____. These styles are distinctive from one another. Their differences stem from the geography, climate, natural 5) _____, and eating habits of the specific area. Nowadays, we need food not just for 6) _____, so it's important to learn Chinese culture from Chinese food. After all, food is one of the things that stick to culture. For example, in the West, people take what they like on a 7) _____ plate since ancient times whereas Chinese people share food with guests, friends and families. Food has been 8) _____ from a necessity to an art. Whoever truly understands the 9) _____ behind food in China will 10) _____ not only the food, but also the culture.



Sharing your ideas

After reading through the text, do you feel a bit refreshing to see our own food from a Westerner's eyes? Make a one-minute oral report to introduce the local cuisine from your hometown to a foreign friend. Use the clues in the following table to organize your line of thoughts.

	The cuisine
Name	
Ingredients	
Flavor	
Why I like it	

Viewing

As a Chinese native, every one of us is familiar with the notion of the Chinese zodiac (中国十二生肖). However, do you know the story behind it? Have you read about the myth of how the Chinese zodiac came into being? Watch a video clip about the myth. It can be an interesting story to share with your foreign friends.



1 Fill in the blanks with the clues from the video clip.

- 1 As the story goes, Yudi, or Jade Emperor, _____ of the heavens, wanted to devise a way to measure time. So he organized a _____.
- 2 Because the rat was small and couldn't _____ very well, he asked the bigger animals for help. While the tiger and horse _____, the kind-hearted ox agreed to carry the rat across. Yet, just as they were about to reach the other side, the rat _____ off the ox's head and secured first place.
- 3 The final spot was _____ by the pig, who had gotten hungry and stopped to eat and nap before finally waddling across the _____ line.

2 Work in pairs and discuss the questions.

- 1 Do you like the myth of "The Great Race" in this video clip? How well do you think the myth explained the Chinese zodiac?
- 2 What's your zodiac sign? What's the meaning or spirit that your sign represents? Do you believe in it?



Reading

You have learned about the myth of the Chinese zodiac. Nowadays, when we talk about zodiac signs, what do we mean? How do you explain the Chinese zodiac to foreign friends? In the following text, the author makes a speech about the Chinese zodiac that is both informative and enlightening.



- 1 Have you ever been asked by your Chinese friend, “What is your zodiac sign?” Don’t think they are making small talk. If you say, “I’m a Monkey,” they immediately know how old you are.
- 2 Asking a zodiac sign is a polite way of asking your age.
- 3 By revealing your zodiac sign, you might also be evaluated. Judgments may be made about your fortune or misfortune, your personality, career prospects and how you will do in a given year. If you share you and your partner’s animal signs, they will paint a picture in their mind about your private life. Maybe you don’t believe in the Chinese zodiac. As a quarter of the world population is influenced by it, you’d be wise to do something about that.
- 4 So what is the Chinese zodiac, exactly? Most Westerners think of Greco-Roman zodiac, the signs divided into 12 months. The Chinese zodiac is different. It’s a 12-year cycle labeled with animals, starting with a Rat and ending with a Pig, and has no association with constellations. For example, if you were born in 1975, you are a Rabbit. Can you see your zodiac sign there? Our Chinese ancestors constructed a very complicated theoretical framework based on yin and yang, the five elements and the 12 zodiac animals. Over thousands of years, this popular culture has affected people’s major decisions, such as naming, marriage, giving birth and attitude towards each other. And some of the implications are quite amazing.
- 5 Some Chinese believe certain animals get on better than the others. So there has been a tradition that parents choose specific years to give birth to babies, because they believe the team effort by the right combination of animals can give prosperity to families. Some people even refer to the zodiac when entering into romantic relations. I’m a Pig; I should have perfect romance with Tigers, Goats and Rabbits. But some animals are natural enemies. As a Pig, I need to be careful with a Snake.



- 6 We believe some animals are luckier than the others, such as the Dragon. Unlike the Western tradition, the Chinese Dragon is a symbol for power, strength and wealth. It's many people's dream to have a Dragon baby. Jack Ma's parents must have been very proud. And they are not the only ones. In 2012, the Year of the Dragon, the birthrate in China increased by five percent. That means another one million more babies. With a traditional preference for baby boys, the boy-girl ratio that year was 120 to 100. When those Dragon boys grow up, they will face much more severe competition in love and job markets.
- 7 According to the BBC and the Chinese government's press release, January 2015 saw a peak of cesarean sections. Why? That was the last month for the Year of the Horse. It's not because they like horses so much, it's because some of them tried to avoid having "unlucky" Goat babies.
- 8 If you are a Goat, please don't feel bad. Bill Gates, Yo-Yo Ma and Julia Roberts are all Goats. They don't look like losers to me.
- 9 Tiger is another undesirable animal, due to its volatile temperament. Many Chinese regions saw a sharp decline of birthrate during those years. Perhaps one should consider zodiac in reverse, as those Tiger and Goat babies will face much less competition. Maybe they are the lucky ones.
- 10 One last but interesting point: Some Chinese people make their investment decisions based on the zodiac sign index. Although the tradition of the zodiac sign has been over thousands of years, the trend of using it in making major investment decisions did not really happen until the past few decades. Our ancestors were very busy surviving poverty, drought, famine, riot, disease and war. And finally, Chinese people have the time, wealth and technology to create an ideal life they've always wanted. The decisions they made may affect everything, from health care and education to property and consumer goods. As China plays such an important role in the global economy, the decisions made based on Chinese traditions may impact everyone around the world.

CULTURE NOTES

Greco-Roman zodiac (古希腊-罗马星座): The zodiac has been in use since the Roman era. It derived from an earlier system of lists of stars along the ecliptic (黄道). In Western astrology, the zodiac is divided into 12 signs, each roughly corresponding to the 12 constellations (十二星座).

Eastern and Western dragons: Eastern dragons were said to live in a lake or ocean. They are held with high respect from the people in the East. To the Chinese, dragons represent power, wealth and wisdom. Western dragons were said to live in the deserts or even in fire. They are viewed as unwanted and something people want to get rid of.

Understanding the text

- 1 What is the Chinese zodiac? How do you describe it and explain the belief and tradition of it? Read the text and complete the diagram.

When your Chinese friend asks you, "What is your zodiac sign?"

- 1 It's a polite way of _____.
- 2 You might be evaluated about your _____ or misfortune, your _____, _____ and how you will do in a given year.
- 3 If you share you and your partner's animal signs, they will _____ in their mind about your _____.



What is the Chinese zodiac?

- 1 It's a _____ cycle labeled with animals, starting with a _____ and ending with a _____. It has no _____ with constellations.
- 2 It's a very complicated theoretical _____ based on yin and yang, the _____ and the 12 zodiac animals.



What do the Chinese believe?

- 1 Certain animals _____ than the others.
- 2 Some animals are _____ than the others.
- 3 Some Chinese people _____ based on the zodiac sign index.

- 2 Read the text and identify the paragraph from which the information contained in each of the statements is derived. Write down the paragraph number in the blanks.

- _____ 1 The Chinese zodiac is a 12-year cycle labeled with animals.
- _____ 2 The Chinese and the Western traditions have different understandings about the Dragon.
- _____ 3 People can make judgments about your personality by knowing your zodiac sign.
- _____ 4 The Chinese zodiac culture has affected people's major decisions over thousands of years.
- _____ 5 The decisions made by Chinese people may affect health care and education.
- _____ 6 Some people refer to the zodiac when entering into romantic relations.



Building your language

Words and expressions

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


theoretical **implication** **undesirable** **combination** **preference**
impact **romantic** **fortune** **decline**

- 1 Different individuals will prefer different _____ of work and leisure.
- 2 Qu Yuan, Li Bai and Li He were well known _____ poets in Chinese poetry history.
- 3 Throughout Chinese history tattooing (纹身) has been seen as damaging to the body, something _____.
- 4 Professor Wang will give a lecture on the spiritual _____ of Chinese painting.
- 5 In terms of linguistic (语言的) identity, Lin Yutang expresses his strong _____ for the Chinese language through the use of Chinese in his English writing.
- 6 Taking ancient times as the mirror, we may know the prosperity and _____. – This is a political motto (格言) in Chinese traditional culture.
- 7 Chinese culture is of great _____ and practical significance to modern product design.
- 8 Believe it or not, Chinese traditional culture is heavily _____ foreign cultures.
- 9 As a symbol of wealth and good _____, gold has always held a special place in the hearts and minds of the Chinese people.

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

prosperity **consumer** **in reverse**
poverty **complicated** **severe**

- 1 The findings of the study show an increase of buyers of the Chinese traditional goods.
- 2 The villagers are encouraged to develop their traditional skills in cutting paper to lift themselves out of poor conditions.
- 3 Traditional sports, as a symbol of our inherited culture, are faced with strong challenges and many problems.
- 4 The complex structure of the Chinese knot (中国结) allows all kinds of creation and enhances its decorative value.
- 5 Red is an important color in Chinese culture, symbolizing fortune.
- 6 You say the given name first and then the surname for Western names, but you say the Chinese names in the opposite way.



Collocations

Complete the sentences by choosing the suitable words in brackets to collocate with the italicized words.

- 1 Many Chinese areas saw a _____ (sharp, high) *decline* of birthrate during the year of the Tiger.
- 2 *Book of Changes* (《周易》) _____ (constructed, claimed) a *framework* that is still highly regarded in Chinese culture.
- 3 Chinese people think roosters could _____ (give, cause) *prosperity* to families in terms of population and wealth.
- 4 In China, smartphones have become popular high-tech electronic *consumer* _____ (goods, spending).
- 5 It is said that Goat babies may _____ (receive, face) *less severe competition* when they grow up.

Vocabulary learning strategies

The text uses some pairs of synonyms (近义词) such as “influence” (Para. 3) and “affect” (Para. 4), and antonyms (反义词) such as “wealth” (Para. 6) and “poverty” (Para. 10). If you learn synonyms and antonyms in pairs, it’s not easy for you to forget and it will help you enrich your vocabulary. You can scan the QR code to learn more pairs of synonyms and antonyms.



Translation

1 Translate the paragraph into Chinese.

By revealing your zodiac sign, you might also be evaluated. Judgments may be made about your fortune or misfortune, your personality, career prospects and how you will do in a given year. If you share you and your partner’s animal signs, they will paint a picture in their mind about your private life. Maybe you don’t believe in the Chinese zodiac. As a quarter of the world population is influenced by it, you’d be wise to do something about that.





2 Translate the paragraph into English, using the words and expressions below.

preference impact ratio give birth

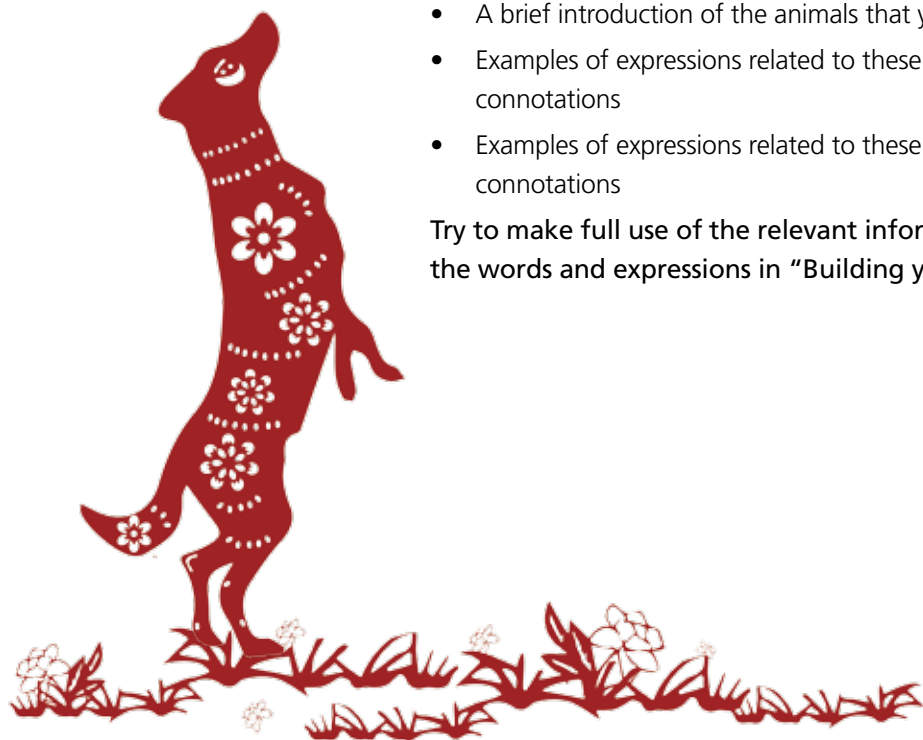
哲学深深植根于文化。生肖、阴阳以及五行说 (theory of the five elements) 相结合, 对人们的决定和信仰产生了很重要的影响。如果你问中国人是否相信生肖, 很多人一开始会说: “哦, 不。我们是现代人。”可是, 当你问他们准备何时要小孩, 他们可能会说: “要个龙宝宝不错。”在 2012 年这个龙年, 中国的人口出生率增长了五个百分点。由于传统上对于男孩的偏爱, 当年男孩和女孩的出生比率为 120 比 100。这些单个的以家庭为单位的决定可能是小范围的, 但这些决定对消费需求的影响却是实实在在的, 并且会影响整个经济。

Sharing your ideas

The text explains the complicated framework of the Chinese zodiac in the way that is both easy to understand and easy to remember. The author believes that the zodiac is a fun way to learn more about Chinese culture. Through reading the text, we understand how important it is to know about different cultures and keep an open mind about their differences and similarities. Work in groups. Pick 3-4 animals represented in the Chinese zodiac. Discuss and find out their connotations in Chinese and English. To complete the task, you may include the following elements in your discussion:

- A brief introduction of the animals that you pick
- Examples of expressions related to these animals in Chinese and their connotations
- Examples of expressions related to these animals in English and their connotations

Try to make full use of the relevant information from the text, and the words and expressions in “Building your language” exercises.



Unit project

Making a group presentation

Introducing an aspect of Chinese cultural heritage

If you are asked to introduce a particular aspect of Chinese culture, what is your choice? From iExplore 1 of this unit, you've learned how a Westerner thinks about Chinese food. From iExplore 2, you've learned how to introduce the Chinese zodiac. Now it's your turn to choose an aspect of Chinese cultural heritage and introduce it to an international audience. The following step may help you with the project.

Step 1 Choose your topic

You need to brainstorm the possible choices for your main topic. Try to come up with as many options as possible. Write them down and discuss the reasons for choosing or not choosing a topic. The possible choices are: the Spring Festival, kung fu, Peking opera, calligraphy, Tang poetry, etc.

Choice 1: _____
Reasons for choosing / not choosing: _____

Choice 2: _____
Reasons for choosing / not choosing: _____

Choice 3: _____
Reasons for choosing / not choosing: _____

...

Step 2 Work out your outline

Once you've chosen your topic, organize your presentation in a clear and coherent order. For example, if your topic is "the Spring Festival":

- **Beginning:** Ask the audience to guess the topic.
e.g. Here're some clues for you to guess our topic: ...
- **Body:**
 - 1 The history of the Spring Festival
e.g. So what's the story behind the Spring Festival?
 - 2 How Chinese people celebrate the Spring Festival
e.g. The Chinese celebrate the Spring Festival in many ways.
 - 3 The influence of the Spring Festival over the world
e.g. Not only does the Spring Festival play an important role in China, its influence has been seen by the world as well.
- **Ending:** Summarize the traditions of the Spring Festival and its influence.

Step 3 Use examples

In order to accomplish this project, it is particularly important to use accurate and abundant examples. In “Sharpening your skills” of iExplore 1, you are given instructions about how to use brief and extended examples to explain information. Integrate this skill when you select your content.

To explain our information, we will use:

- Brief examples: 1 _____
2 _____
- Extended examples: 1 _____
2 _____

Step 4 Rehearse your presentation

After you’ve chosen your topic, worked out your outline and filled in your outline with details, you can practice delivering the presentation with your group members. Each of the group members should be responsible for one section of the delivery. It’s essential that each member have a thorough understanding of not only their part, but also the whole presentation. You can use the following table for your rehearsal.

Group member	Part of presentation	Time duration

Step 5 Make your presentation

Now you’ve got everything ready, it’s time to make your presentation. You may use the following checklist to help you with your task.



Checklist

OK Needs improvement

- 1 We have chosen a topic that is engaging and informative.
- 2 We have organized the presentation in a clear and coherent way.
- 3 We have used examples of different types that are accurate and abundant.
- 4 We have used the language clearly and carefully.
- 5 We have rehearsed our presentation and each member has a full understanding of their part and the whole presentation.



YOU CAN
UPLOAD YOUR
SPEECH
VIDEO OR
MATERIAL TO
THE ONLINE
COURSE AFTER
FINISHING IT.

Vocabulary

Explore 1

New words

cuisine /kwɪ'zi:n/ n. [U] a style of cooking 烹饪
Cuisine and dining traditions are important in local culture.

nonverbal /,nɒn'vɜ:bl/ a. not using words 不用言辞表达的
Body movements are a nonverbal means of expression.

abundant /ə'bʌndənt/ a. existing or available in large quantities 大量的; 丰富的; 充裕的
The country has an abundant supply of natural resources.

elevate /'elə'veɪt/ vt. (fml.) to improve the status or importance of sth. or sb. 提高, 提升 (地位或重要性)
He was elevated to a higher rank.

purely /'pjʊəli/ ad. completely and only, without anything else being involved 完全地; 纯粹地; 仅仅
I don't enjoy it, but I run purely for the sake of good health.

biological /,baɪə'lɒdʒɪkl/ a. relating to living things 生物的
Biological systems have been doing this for billions of years.

necessity /nə'sesəti/ n. [C] sth. that you need, esp. in order to live 必不可少之物; 必需品
To him, music is one of life necessities.

socialization /,səʊʃəlaɪ'zeɪʃn/ n. [U] the process in which people, esp. young people, learn to behave in a way that is accepted by society (尤指年轻人的) 社会化过程
Socialization emphasizes getting along with others.

identification /aɪ,dentɪfɪ'keɪʃn/ n. [U] a strong feeling that you are like sb. or sth., and share the same qualities or feelings 情感相通; 认同
Her identification with the heroine of the book makes her more confident.

designate /'deziɡ,neɪt/ vt. to choose sb. or sth. for a particular job or purpose (为特定工作或目的) 任命, 选定, 指派
Nobody has yet been designated as the monitor of this class.

edible /'edɪbl/ a. sth. that is edible can be eaten 可以食用的
This kind of mushroom is edible, but that kind is not.

prominent /'prɒmɪnənt/ a. well known and important 著名的; 重要的; 杰出的

She is likely to play a prominent part in this project.

symbolically /sɪm'bɒlɪkli/ ad. representing sth. important 象征地

Her vote is symbolically important for this activity.

comprise /kəm'praɪz/ vt. (fml.) to consist of particular parts, groups, etc. 由...组成; 包括
The collection comprises 270 paintings.

culinary /'kʌlɪn(ə)ri/ a. relating to cooking 烹饪的
Mary learned a lot of culinary skills from her mother.

long-standing /,lɒŋ'stændɪŋ/ a. having continued or existed for a long time 持续长久的; 长期存在的
They are pleased to have resolved this long-standing puzzle.

diverse /daɪ'vɜ:s/ a. very different from each other 不同的
Society is now much more diverse than ever before.

vegetarian /,vedʒə'teəriən/ n. [C] sb. who chooses not to eat meat or fish 素食(主义)者
a. relating to or intended for vegetarians 素食(主义)者的
She's recently become vegetarian.

snail /sneɪl/ n. [C] 蜗牛

scorpion /'skɔ:piən/ n. [C] 蝎子

sea cucumber /'kju:,kʌmbə/ n. [C, U] 海参

serving /'sɜ:vɪŋ/ n. [C] an amount of food for one person 一人份食物
He eats two or three servings of milk per day.

delight /dɪ'laɪt/ n. [U] a feeling of great pleasure and satisfaction 高兴; 快乐; 满意
The children dance round him in delight.

frogspawn /'frɒg,spɔ:n/ n. [U] (一团) 蛙卵

delicate /'delɪkət/ a.

1 a taste, smell, or color that is delicate is pleasant and not strong (味道、气味或颜色) 柔和的, 清淡的, 淡雅的

The beans have a delicate flavor.

2 made skillfully and with attention to the smallest details 精巧的; 精致的; 精美的

The skirt is made of a delicate piece of silk.

vanilla /və'ni:lə/ a. having the taste of vanilla 香草味的; 芳香的

My daughter likes vanilla ice cream.

pastry /'peɪstri/ n. [C, U] 油酥点心

lobster /'lɒbstə/ n. [C] 龙虾

cockroach /'kɒkrəʊtʃ/ n. [C] 蟑螂

rotten /'rɒtn/ a. badly decayed 腐烂的; 变质的

The rubbish outside this building smells like rotten eggs.

herbal /'hɜ:bl/ a. made of or relating to herbs 药草 (制) 的

Herbal treatments are not suitable for everyone.

dietary /'daɪət(ə)ri/ a. relating to sb.'s diet 与饮食有关的

Because of the disease, she has to change her dietary habits.

prevention /prɪ'venʃn/ n. [U] the act of preventing sth., or the actions that you take in order to prevent sth. 预防; 防止

The study is working toward the prevention of cancer.

cure /kjʊə/ n. [C] a medicine or medical treatment that makes an illness go away 药; 疗法

Doctors say there are several possible cures for this disease.

oriented /'ɔ:ri:entɪd/ a. giving a lot of time, effort, or attention to one particular thing 重视的; 感兴趣的

The girl is very career oriented.

affirm /ə'fɜ:m/ vt. (frm.) to state publicly that sth. is true or correct 断言; 声明; 确认

She affirmed the rumor of leaving school soon.

rude /ru:d/ a. not polite 粗鲁的; 无礼的; 粗暴的

She is always direct, but she is never rude.

greeting /'gri:tɪŋ/ n. [C] sth. you say or do when you meet sb. 问候; 招呼

They exchanged greetings and sat down.

historian /hɪ'stɔ:riən/ n. [C] sb. who studies or writes about history 历史学家; 史学工作者

She is a historian teaching in a key university.

famine /'fæmɪn/ n. [C, U] a situation in which a large number of people have little or no food for a long time and many people die 饥荒

War brings death and famine.

appreciation /ə,prɪ:'ʃi:ɪʃn/ n. [sing., U] pleasure you feel when you realize sth. is good, useful, or well done 欣赏; 赏识; 鉴赏

They share an appreciation of music.

essential /ɪ'senʃl/ a. important and necessary 重要的; 必不可少的

Light is absolutely essential for the healthy development of plants.

survival /sə'vaɪv/ n. [U] the state of continuing to live or exist 继续生存; 幸存

They are still fighting for survival.

mere /mɪə/ a. (only before noun) used to emphasize how small or unimportant sth. or sb. is 只不过的, 仅仅的 (用以强调小或微不足道)

Her comments are mere opinion, not fact.

intricately /ɪn'trɪkətli/ ad. very detailed in design or structure 复杂精细地; 盘根错节地

This intricately designed building is not liked by the public.

whoever /hu:'evə/ pron. used to say that it does not matter who does sth., is in a particular place, etc. 不管是什么人; 无论是谁

Whoever gets the job will be responsible for the annual budget.

utterly /'ʌtəli/ ad. completely or totally 完全地; 十足地

He was utterly wrong in that matter.

Phrases and expressions

next to sb. / sth. used to say what is first of a list of things you like or prefer (喜好程度) 仅次于某人 / 某物

Next to basketball, swimming is the sport I enjoy most.

blow sb. away to make sb. feel very surprised, esp. about sth. they like or admire 使大为惊讶 (尤指对喜欢或羡慕的东西)

It blew him away that the book he bought was so great.

make up sb.'s mind to be determined to do sth. 打定主意

She has made up her mind to start a business after her graduation from university.

after all used when giving a reason to explain what you have just said 毕竟

After all, individual strength is limited.

fall in love with to start to love sth. or sb. 爱上
Slowly but surely she started to fall in love with reading.

hurry through to do sth. or go somewhere more quickly than usual, esp. because there is not much time 匆匆完成

She hurried through the work and went to meet friends.

stem from to develop as a result of sth. else 源于; 来自
Many of his poems stem from simple memories.

combination /,kɒmbɪ'neɪʃn/ n. [C, U] two or more different things, qualities, substances, etc. that are used or put together 结合; 混合

The accident was the result of a combination of causes.

prosperity /prɒ'sperəti/ n. [U] a condition in which people have money and everything that is needed for a good life 发达; 繁荣

Economic prosperity depends critically on an open trading system.

romantic /rəʊ'mæntɪk/ a. relating to feelings of love or a loving relationship 浪漫的; 风流的

There's nothing like candlelight for creating a romantic mood.

romance /rəʊ'mæns/ n. [U] love, or a feeling of being in love 爱情; 浪漫

Producers decided to end her on-screen romance with Tom.

birthrate /'bɜːθ,reɪt/ n. [C] the number of births for every 100 or every 1,000 people in a particular year in a particular place 出生率

The birthrate is on the decrease.

preference /'pref(ə)rəns/ n. [C, U] if you have a preference for sth., you like it more than another thing (两者之中) 较喜欢的东西; 偏好; 偏爱

He let his preference be known to the press.

ratio /'reɪʃiəʊ/ n. [C] a relationship between two things expressed as two numbers or amounts (两个数量之间的) 比, 比例, 比率

The adult to child ratio is 1 to 6.

severe /sɪ'viə/ a. very bad, or serious enough for you to worry about 严重的; 剧烈的

We are in one of the most severe recessions in modern times.

cesarean /sɪ'zeəriən/ n. [C] (also ~ section, C-section) (mainly AmE) 剖腹产手术

loser /'lɜːzə/ n. [C] sb. who is never successful in life, work, or relationships (在生活、工作或关系方面) 总是输的人, 老是失败的人

He had not been famous in his all life; in fact he considered himself as a loser.

undesirable /,ʌndɪ'zɑɪəbl/ a. (fml.) not welcome or wanted 不受欢迎的; 不合意的; 讨厌的

Houses near industrial sites are often regarded as undesirable.

volatile /'vɒlə,taɪl/ a. sb. who is volatile can suddenly become angry or violent 易激动的; 易怒的

Armed soldiers guard the streets in this volatile atmosphere.

Proper names

Judaism /'dʒuːdeɪ,ɪz(ə)m/ 犹太教

Islam /'ɪzlɑːm/ 伊斯兰教

iExplore 2 New words

zodiac /'zəʊdi,æk/ n. (the ~) 黄道带 (指太阳、月亮及行星所构成的假想带)

fortune /'fɔːtʃən/ n. [U] luck, esp. good luck 运气; (尤指) 好运

I had the good fortune to work with a group of brilliant students.

personality /,pɜːsə'næləti/ n. [C, U] sb.'s character, esp. the way they behave toward other people 个性; 性格

A good personality is as important as an outstanding intelligence.

rat /ræt/ n. [C] 鼠

constellation /,kɒnstə'leɪʃn/ n. [C] 星座

complicated /'kɒmplɪ,keɪtɪd/ a. difficult to understand or deal with, because of the many details or parts involved 复杂难懂的; 难处理的

Achieving your dream is not something complicated.

theoretical /,θɪə'retɪkəl/ a. relating to theories or ideas 理论的

Amy discovered that the theoretical and written work came easily to her.

implication /,ɪmplɪ'keɪʃn/ n. [C, U] sth. that is not directly said or shown, but that is suggested or understood 含意; 暗指; 暗示

He smiled, with the implication that he didn't believe me.

decline /dr'klaɪn/ *n.* [C, U] (*usu. sing.*) a gradual decrease in the quality, quantity, or importance of sth. 减少; 下降

He criticized the government for failing to stop economic decline.

poverty /'pɒvəti/ *n.* [U] the situation or experience of being poor 贫穷; 贫困

Many people in the world are still living in poverty.

riot /'raɪət/ *n.* [C, U] a violent protest by a crowd of people 暴乱; 骚乱

Twelve people have been killed during a riot at the prison.

consumer /kən'sju:mə/ *n.* [C] sb. who buys and uses products and services 消费者; 购买者

Consumers are encouraged to complain about faulty goods.

consumer goods *n.* [pl.] goods such as food, clothes, and equipment that people buy, esp. to use in the home (尤指家用的) 消费品 (如食品、服装等)

impact

v. /ɪm'pækt/ to have an effect or influence on sb. or sth. 对...有作用 (或影响)

It's still unclear how the new law will impact health care.

n. /ɪm'pækt/ [C] an effect or influence 作用; 影响

His speech made a great impact on everyone.

Phrases and expressions

make small talk to make polite friendly conversation about unimportant subjects 闲谈; 聊天
The guests stood with drinks, making small talk about the weather.

give birth if a woman gives birth, she produces a baby from her body 生 (孩子)
She's just given birth to a baby girl.

in reverse in the opposite way to normal or to the previous situation 反向; 相反
Amy tells the story in reverse, from the moment the man died.

one last but ... the last but usu. important or interesting point 最后但...的一点
One last but a possible opportunity is that their company may get this land.

Proper names

Greco-Roman zodiac /'grekəʊ/ 古希腊 - 罗马星座

Jack Ma 马云 (阿里巴巴集团创始人)

the BBC 英国广播公司 (the British Broadcasting Company)

Yo-Yo Ma 马友友 (美籍华人, 大提琴演奏者)

Julia Roberts /,dʒu:lɪə 'rəʊbɜ:ts/ 朱莉娅·罗伯茨 (美国演员)



新一代大学英语 English

提高篇

2

总主编：王守仁

主 编：王俊菊

综合教程

AN INTEGRATED COURSE

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

北京 BEIJING

CONTENTS

Unit		iPrepare	iExplore 1	
1	Communication in digital age	Scenario Learning objectives	Viewing / Listening	Reading
			Zootopia told by emojis	Why emojis are a no-brainer for digital communication Writing skills: Personification Vocabulary: Compound nouns (v. + ad.) Grammar: <i>less of ... than; as ... as</i>
2	Start up young	Scenario Learning objectives	A job searching platform set up by Oliver Dickinson	How I started my business while studying at university Writing skills: Using synonyms to avoid repetition Vocabulary: Adverb modifiers Grammar: <i>providing (that)</i>
3	The way to leadership	Scenario Learning objectives	The qualities a good leader should have	How I became a leader Writing skills: Chronological order as an organizational strategy Vocabulary: Words about qualities of leaders Grammar: Subjunctive mood – “would have done”
4	Business: Think out of the box	Scenario Learning objectives	The interviewee’s views on creativity	The Miracle of SolarCity Writing skills: Citing statistics and numbers to support your view Vocabulary: Words about business Grammar: <i>rather than</i>
5	City well-being	Scenario Learning objectives	The alternative ways of going to the campus	How we move: Sustainable transport around the world Writing skills: Organizing your argument Vocabulary: Compound adjectives (n. + past participle, a. + n.) Grammar: Participle clauses
6	When art meets science	Scenario Learning objectives	The combination of art and science	How the intersection of art and science made history Reading skills: Parallelism Vocabulary: Pre-modifiers and post-modifiers Grammar: <i>It wasn’t until ... that</i>
7	Cultures across borders	Scenario Learning objectives	The introduction of the Belt and Road Initiative	The legacy of the Silk Road Reading skills: Transitional expressions to indicate contrast Vocabulary: Review – Past participle modifiers Grammar: <i>given / given (that)</i>
8	Great voyages	Scenario Learning objectives	The exploration of Cassini	From Galileo to Cassini Reading skills: Comparison and contrast Vocabulary: Words about space exploration Grammar: V-ing to indicate result and reason

	iExplore 2		iProduce
	Viewing / Listening	Reading	Unit project
	The changes of the way we communicate	Cross-country conversation Vocabulary: Prefix "cross-"	Task: Making a speech Topic: Social media changes the way we communicate
	Jack Ma's advice for young people who want to be entrepreneurs	Advice to my younger self: The road to success is a long one, don't give up Vocabulary: Noun modifiers	Task: Drafting an opening speech in a debate Topic: University students should be encouraged to start their own business
	The experience of overcoming fear in bungee jumping	Getting comfortable with discomfort is crucial to success Vocabulary: Words about breaking out of one's comfort zone	Task: Writing a campaign speech Topic: Why am I qualified for the position?
	The development of Lenovo	How Uber and Airbnb attracted their first 1,000 customers Vocabulary: Compound nouns (<i>prep. / a. + n.</i>)	Task: Writing a proposed plan Topic: How to start up a business
	The aging problem confronting the world	Aging America: The cities that are graying the fastest Vocabulary: Intensifiers	Task: Writing a report Topic: How to make the city we live better
	The introduction of the animated version of <i>Qingming Shanghe Tu</i>	The new old river: <i>Qingming Shanghe Tu</i> as epic Vocabulary: Words about art	Task: Giving a presentation Topic: Introducing the animated version of <i>Qingming Shanghe Tu</i>
	The influence of Zheng He's voyages	Chinese admiral in the Indian Ocean Vocabulary: Suffixes "-er", "-or", "-ian", "-ion", "-man", "-ese"	Task: Giving a presentation Topic: Introducing the Belt and Road Initiative
	The knowledge about ocean	Unsinkable Don Walsh Vocabulary: Words with multiple meanings	Task: Giving a presentation Topic: Human explorations: past and future

1

Unit

Communication in digital age



How do you usually talk with your parents and friends, face to face, or via social media like WeChat and QQ? As you might have realized, social media is now playing an increasingly important role and has become a necessary means of our daily communication. But will digital communication replace face-to-face communication? Is social media bringing us closer or keeping us further apart? Questions like these may lead people to think about the roles of social media in their daily life.

Scenario

Recently, your university organizes an English public speaking contest on the topic “Social media changes the way we communicate.” You are going to participate and required to submit a two-minute video clip of a prepared speech on this topic. What are the changes brought about by social media? Are these changes positive or negative? How can you organize your speech effectively? You will be able to complete the task better after the study of this unit.

Learning objectives

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

- talk about communication in the digital age using new vocabulary
- use personification as a writing device
- explain the role of emojis in digital communication
- discuss the importance of face-to-face communication
- make a recorded speech on the impact of social media on daily communication



Viewing

We are now living in a digital age when social media brings about a new symbol of communication – emojis. Can people understand a story told by emojis only? Watch the following video clip and find the answer.



Work in pairs and answer the questions.

- 1 What is the video clip about?
- 2 Can those emojis help you figure out the original story? Why or why not?

Reading

In the video clip, emojis are used as a means of storytelling in the digital age. They also play an important role in daily communication. How did emojis develop? Will they take over language or go away soon? Read the following text to find out what the author says about this new symbol of communication.

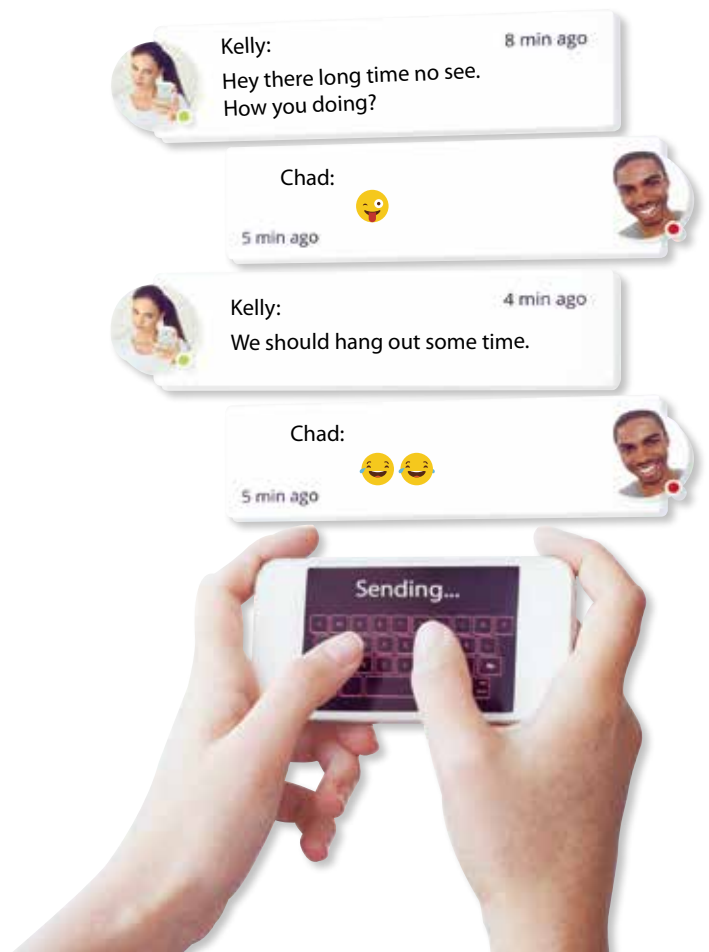
Why emojis are a no-brainer for digital communication

- 1 When Oxford Dictionaries declared an emoji its 2015 Word of the Year, it was a bit of a head-scratcher. The emoji it singled out – an image of a laughing yellow face crying tears of joy – did not fit most people’s definition of a word. To some, it was even less of a word than the shortlisted nominee “lumbersexual.”
- 2 But for linguists around the world, the announcement wasn’t about whether Oxford Dictionaries had lost it. It hadn’t – most linguists agree a word is a discrete unit that is meaningful; emojis fit that definition. Rather, it was recognition of the enormous effect yellow smiley faces and other colorful emojis representing food, animals and hand gestures have had on the way people talk online.
- 3 Don’t believe them? A study by a linguistics professor Vyv Evans found that 80 percent of smartphone users in Britain use emojis. When the research focused on the people under 25 in Britain, almost 100 percent of smartphone users text with emojis. According to a SwiftKey report, 74 percent of Americans use emojis every day.

- 4 Aside from widespread adoption of the icons, which began after Apple made emojis available on its iOS mobile operating system in 2011, with Android following in 2013, emojis have been one of the biggest communication breakthroughs since people took to the Internet.
- 5 “Look at it this way,” Evans said. “There are estimates that as much as 70 percent of the meaning we derive from a face-to-face encounter with someone comes from non-verbal cues: facial expressions, intonation, body language and pitch. This means words account for only around 30 percent of what we communicate.” As an example, he noted the huge difference in meaning between saying “I love you.” as a statement with a falling intonation as opposed to “I love you?”
- 6 Move this online, where emails, text messages and instant messages mostly allow us to communicate with words, and you can see how messages can lose their meaning or be misinterpreted. Evans even has a term for it: the Angry Jerk Phenomenon. “You’ll recognize it instantly,” he said. “You get an email from a person who you know to be calm and sane, and this person comes across as a completely angry jerk. When you press the send button on a message, the instant it is sent, you lose control over how it’s interpreted.”
- 7 Cue the emoji.
- 8 Emojis originated in Japan in the late 1990s, when wireless carriers created sets of digital stickers people could use in text messages. Elsewhere, people had long used emoticons – visual expressions strung together using

symbols such as parentheses, dashes and colons, like “:-)” – to denote a smiley face. Where text took the empathy out of messages, emojis and emoticons put it back in.

- 9 But the use of emojis quickly surpassed that of emoticons for two key reasons: There’s a lot more that people can communicate with emojis. “I can make an emoji that’s a whale or a penguin,” said Internet language expert Gretchen McCulloch. “I don’t even know how I would do that with emoticons.” And once emojis were incorporated into Unicode – an international system that standardizes characters



across different operating systems so when you type “:-)” into your iPhone or Android phone, the symbols automatically turn into a yellow smiley face – they became accessible and easy to use.

- 10 Add to that the belief that humans as a collective species are programmed to use visual communication, and emojis became a no-brainer for digital communication.
- 11 Language experts note that the real innovation behind emojis lies in their ability to help people online say what they mean, so when they write “What the heck?” they can signify with an accompanying laughing emoji or an angry-faced emoji whether their statement is an expression of amusement or outrage.
- 12 And try as people might, emojis aren’t here to replace language. Many streams of emojis can easily get lost in translation. For instance, a group of 800 people pooled their efforts to translate Herman Melville’s *Moby Dick* into emojis. The translated epic is titled “Emoji Dick.” Its famous opening line, “Call me Ishmael,” is communicated through five emojis: a telephone, a man’s head, a sailboat, a whale and a hand gesturing “OK!”
- 13 Things that are quickly adopted have a tendency to quickly go away. But the way emojis fit so seamlessly into the way we communicate and their ongoing ubiquity give linguists the belief that they aren’t going anywhere anytime soon.
- 14 The Unicode Consortium continues to process applications for new emojis. Anyone can submit a request for free by heading to the Unicode website and writing a detailed proposal for the emoji. The process in which the Unicode technical committee decides if an emoji will see the light of day can take up to two years. The consortium receives around 100 proposals a year, and approval rates vary year to year.
- 15 “Digital communication is here to stay,” Evans said. “We’re all virtually connected, and we’re in the midst of a digital revolution. For it to be as successful as spoken language, it needs this kind of system to complement and support the messages coming from text.”
- 16 The system might grow to include an emoji for every facial expression, gesture, food or flag. Or, as the linguist hopes, as the system matures, people will want fewer but more useful emojis. “Why isn’t there an emoji of someone with a face that has rolling eyes?” he said. “That would be really useful.”

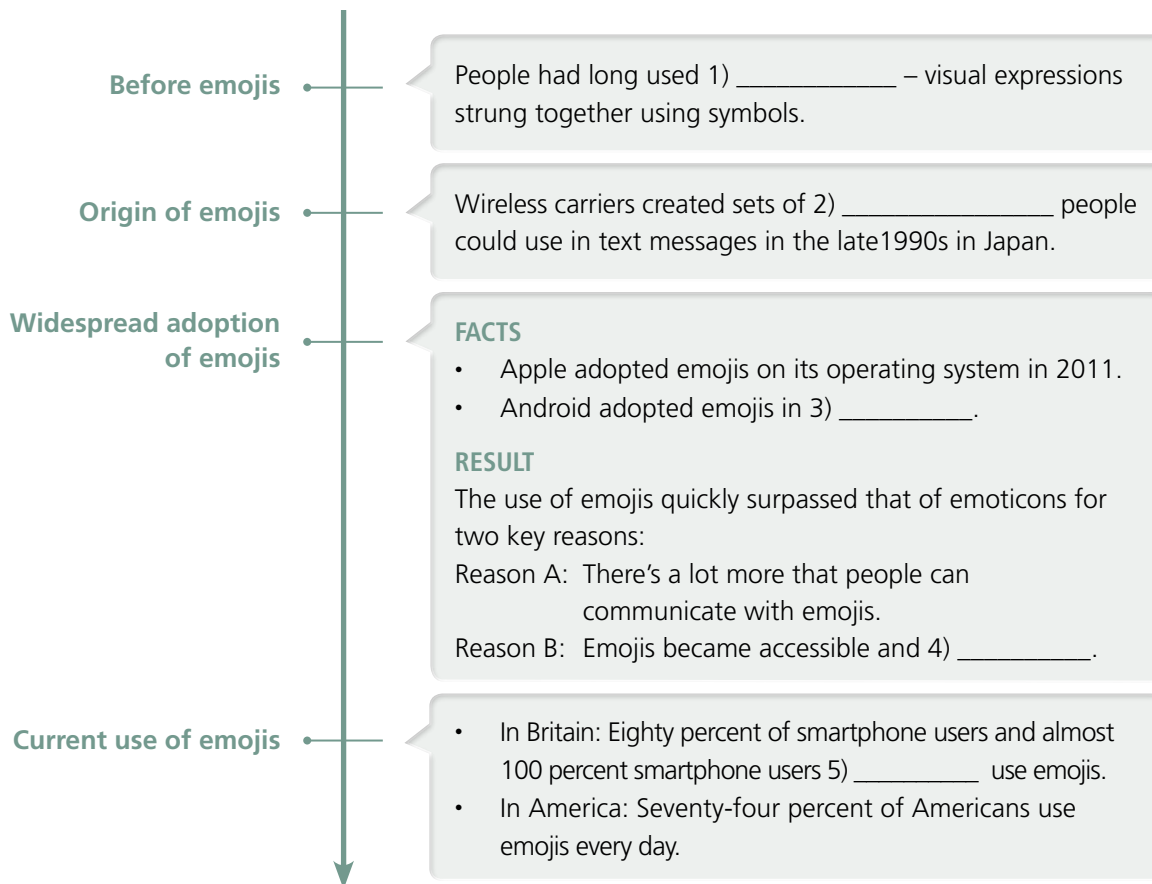
CULTURE NOTES

Word of the Year (年度词汇): It is a word or expression that has attracted a great deal of interest over the 12 months of a particular year. It serves as a symbol of the year’s most meaningful events and looked-up trends.

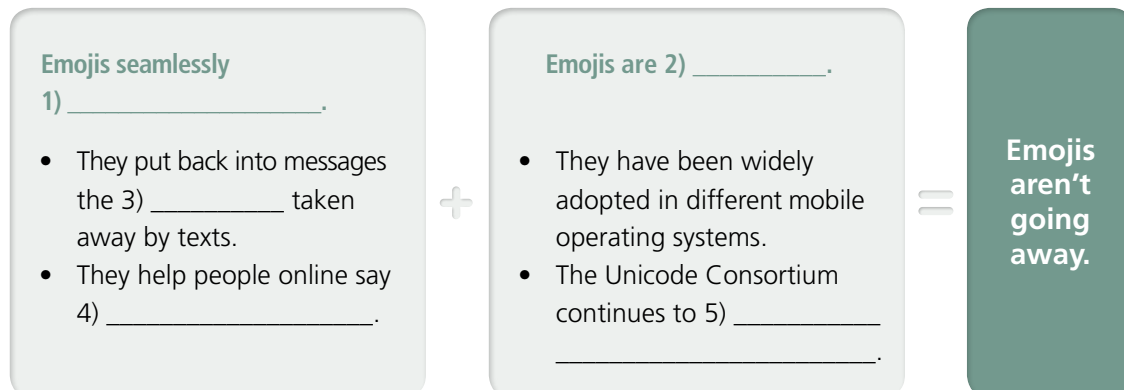


Understanding the text

1 How did emojis develop? Trace their history by filling in the blanks in the diagram.



2 How important are emojis and what will their future be like? Find out the answers by completing the sentences in the diagram.





WRITING SKILLS

Personification

Personification is a figure of speech. It is to treat a thing or an idea as if it were human or had human qualities. Personification can be used to help readers connect more easily with the objects or ideas, to build imagery and to make a story more interesting and visually appealing to the readers. For example,

The process in which the Unicode technical committee decides if an emoji will see the light of day can take up to two years. (Para. 14)

In this sentence, emoji is personified; it is given the human ability to see.

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

1 *When Oxford Dictionaries declared an emoji its 2015 Word of the Year, it was a bit of a head-scratcher. (Para. 1)*

What does “head-scratcher” mean? What is your opinion on the declaration?

2 *Move this online, where emails, text messages and instant messages mostly allow us to communicate with words, and you can see how messages can lose their meaning or be misinterpreted. (Para. 6)*

Why does the author think text messages can lose meaning and be misinterpreted? Do you agree with the author? Why or why not?

3 *The system might grow to include an emoji for every facial expression, gesture, food or flag. Or, as the linguist hopes, as the system matures, people will want fewer but more useful emojis. (Para. 16)*

If you have a chance to create an emoji, what will it be like?

Sharpening your skills

1 Examine the following sentences, identify the object or idea that is personified and explain which human trait or action is applied to the object or idea.

- 1 The 20th century witnessed a number of innovations that changed the way of communication.
- 2 Letter writing is a lost art that has surrendered to voice mail, email, texts, blogs, Facebook, Instagram, and all sorts of other social media.
- 3 Has social media torn us apart from each other or drawn us closer to each other?
- 4 Information travels much faster in the modern age than it did in ancient times.

2 Work in pairs. Make sentences on the topic of digital communication using personification.

Building your language

Words and expressions

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

originate replace recognition
accompany ongoing estimate

- 1 Researchers discovered that emojis are used for doing the same job as Internet slang.
- 2 There is a continuing concern that more and more children are addicted to social media.
- 3 Appearing first in Japan, emojis allow people to liven up their texts with colorful images.
- 4 Some business people want to use social media as a valuable information source. At the same time they want to reduce the legal risks that come along.
- 5 We may develop an app that can use facial identification to translate facial expressions into emojis.
- 6 A new study has the rough calculation that over 90 percent of Americans will use emojis in their communication this year.

- 2 Complete the sentences with the expressions below. Change the form when necessary.

derive ... from single out aside from year to year
up to account for focus on

- 1 Users aged 20 or younger _____ a large percentage of emoji fans.
- 2 China's smartphone users have risen _____ 700 million by this year.
- 3 _____ the chat program, QQ has also developed sub-features like games, pets, ringtone downloads, etc.
- 4 The number of students participating in online courses varies _____.
- 5 When people communicate face to face, 60-70 percent of the meaning is _____ the non-verbal cues such as gestures and facial expressions.
- 6 Which emoji would you _____ as the most useful one in your daily communication?
- 7 My presentation today is going to _____ the historical development of emojis.



Adjectives which often go before:

expression	facial	visual
	emotional	
communication	digital	visual
	face-to-face	

Words which often go before:

message	text	instant
	voice	
language	body	Internet
	spoken	

Collocations

1 Complete the sentences with suitable expressions from the collocation box. You may need to make other changes. Sometimes more than one collocation is possible.

- 1 Your _____ such as gestures and postures sends a strong message to other people.
- 2 Online _____ has been made possible through the use of webcam.
- 3 Some _____ associated with emotions such as happiness and fear are the same all over the world.
- 4 To start recording a(n) _____ the user should tap and hold the microphone icon.
- 5 Emails, _____ and text messages are all convenient ways of communication.

2 Complete the sentences by choosing the suitable words in brackets to collocate with the italicized words.

- 1 Young people _____ (have, take) *a tendency* to share their daily life on social media.
- 2 Once you hit the send button, you may _____ (miss, lose) *control of* how the message will be interpreted.
- 3 One needs to _____ (submit, hand) *a request* to register a new account to use WeChat.
- 4 In face of the challenge of long distance, we are going to _____ (push, pool) *our efforts* to fulfil the task by online collaboration.
- 5 It will cost less if the institution can handle and _____ (process, post) *applications* online.

Vocabulary learning strategies



Compound nouns are formed in different ways. One type of compound nouns is formed by *v. + ad.*, such as “breakthrough” (Para. 4). You can scan the QR code to learn more about this type of compound nouns.

Language focus



The “... less of ... than ...” and “as ... as” in the text are useful structures to compare two things. For example, “To some, it was even less of a word than the shortlisted nominee ‘lumbersexual.’” (Para. 1). “There are estimates that as much as 70 percent of the meaning we derive from a face-to-face encounter with someone comes from non-verbal cues ...” (Para. 5). You can scan the QR code to learn more about these two structures.

Banked cloze

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

text	smiley	submission	non-verbal	information
communication	comparison	function	misinterpreted	encountering
emojis	instructions	cellphones	means	images

We know that in public speaking, correct use of gestures will help get across our messages better. Emojis that flourish in our daily 1) _____ communication can serve this function, too, if they are employed properly.

In recent years, I've noticed with amazement how emojis like 2) _____ faces have crept into (逐渐融进) my office life. Supervisors start the day by issuing 3) _____ ending with an emoji, such as "a cup of coffee" on WeChat. Even the secretary has sent the reminder to all for the 4) _____ of the next day's work plan, with an icon of a red rose.

Emojis work like arms and hands in a speech that help me emphasize a point or ensure what I say is not 5) _____. But emojis, especially those pictures with Chinese characters, are not for everybody and most probably not appropriate for business 6) _____.

Chinese emoji users are predominantly young people led by millennials who send the most emojis per day. In 7) _____, users aged 40 or older account for only a small fraction of emoji fans and they send an emoji every three days.

Older users who want to be "on trend" may sometimes find they're 8) _____ embarrassment. Once I sent a new emoji with Chinese characters "I'm panicky," one of the colleagues quickly pointed out, "Even you're using it!"

And often, people disagree on what certain 9) _____ were supposed to represent. When writing this article, I've checked with several colleagues on the meaning of an emoji stored in our 10) _____, and we were surprised to realize how our understanding could differ from each other and from the emoji's actual intent.

 Comment



Sharing your ideas

In the text, we have learned that emojis are changing our written conversation - that is, they put empathy back into our communication. In your opinion, what is the role of emojis in digital communication? What changes do they bring to digital communication? Now write a paragraph of about 100 words to explain the role of emojis in digital communication. Try to use personification to make your writing more vivid and charming.



Listening

With the development of society, the way we communicate has changed a lot. In the following audio clip, the speaker talks about these changes.



Listen to the audio clip and answer the questions.

- 1 How did the way we communicate change?
- 2 At the end of the audio clip, the speaker raises several questions as listed below. What are your answers to these questions?
 - What happens when a child begins to replace face-to-face interactions with digital conversations?
 - What happens when a mother and father sit at a dinner table on their phone as their child is watching this?
 - What is the difference between asking someone in person and just sending him a message?

Reading

In the audio clip, the speaker, Chris Andrews, says that he is deeply concerned that face-to-face interaction has moved to a less important position in human communication. Why does he have such concern and what would he like to do about it? Read the following text to explore Chris Andrews' project to promote face-to-face communication.

CROSS-COUNTRY CONVERSATION

- 1 *The Saint* sat down with Chris Andrews to learn about his Let's Talk project, which celebrates the power of face-to-face communication.
- 2 His starting sentence – When I graduate I'm not going to be getting a job or going to grad school, I'm going to be running across the United States on foot – is not something you hear every day.
- 3 Chris Andrews' plans for after graduation are as ambitious as they are unconventional. This August, Mr. Andrews will travel to Virginia



Beach. Once there, he will embark on a 3,200-mile journey across America, reaching San Diego eight to nine months later. Along the way, he aims to “spark a national conversation about conversation.” By talking to as many people as possible, Mr. Andrews strives to emphasize the benefits and joys of face-to-face conversations and ultimately to inspire people to think again about how they communicate.

- 4 Mr. Andrews explained that the idea first stemmed from his realization that the way we communicate as humans now has changed more in the last 20 years than any time ever before. He added that while the digital age has certainly brought great advances in communication, he started to ask the question of what happens when we start to put face-to-face conversation on the back burner.
- 5 Recent studies about the effect of digital communication on development of social skills make for worrying reading. In an article for *The New York Times*, Sherry Turkle cites a startling finding by a team at the University of Michigan that there has been a 40 percent decline in empathy among college students. This decline, the bulk of which has occurred since 2000,

seems to have accompanied the rise in usage of digital communication.

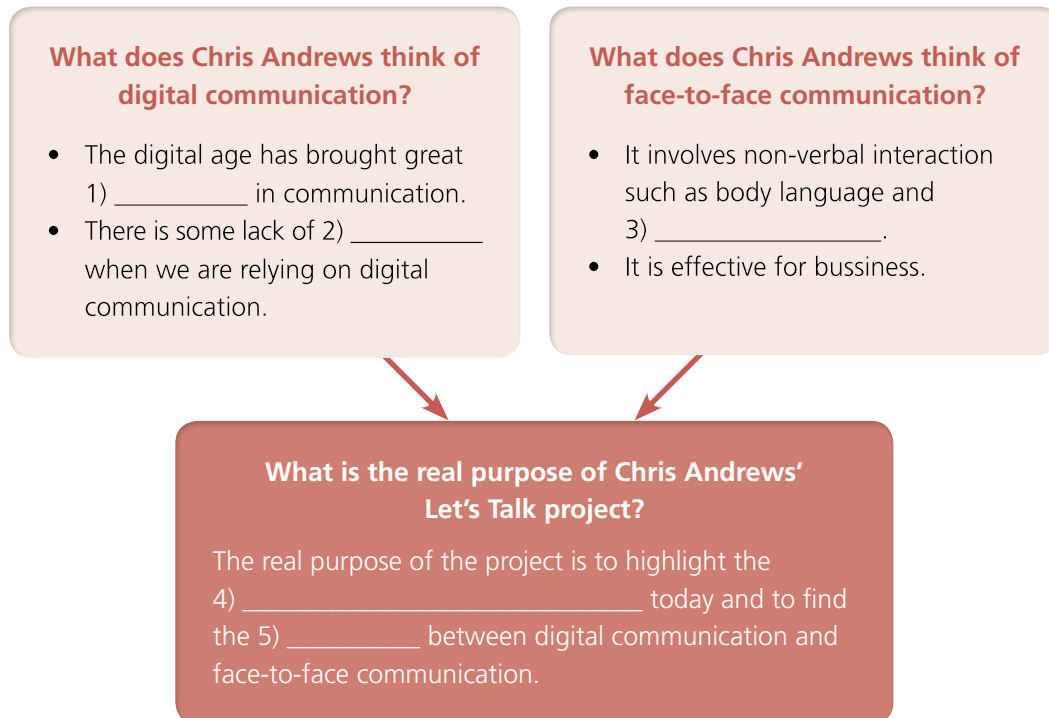
- 6 Mr. Andrews concurs. Although he remains uncertain about the extent to which our social skills have been impacted, he says, “I am concerned that there is some lack of empathy when we’re relying on digital communication and moving away from face-to-face conversation.” In particular, Mr. Andrews worries about the unconscious effect of detaching ourselves from the human on the other end of the message.
- 7 However, instead of concluding that we should all throw our phones into the sea, Mr. Andrews argues that acknowledging the benefits of face-to-face conversation need not mean giving up our use of social media. “It’s not at all that I condemn digital communication,” he said. “I am a proud user of social media. I am fully behind digital communication. It’s about finding that balance and about highlighting the power of face-to-face conversation today. I don’t want this trip to be about bashing technology. I more want to celebrate the incredible thing that is face-to-face conversation.”



- 8 What are the benefits of face-to-face conversations? Mr. Andrews said, "If you think about how messages are communicated when you are face to face with someone, it's about body language. It's about facial expressions." Mr. Andrews added that businesses are coming to realize the effectiveness of face-to-face communication, which allows sales people to build a personal connection with customers.
- 9 The Let's Talk project's use of social media to spread its message has caused many to accuse Mr. Andrews of hypocrisy. Mr. Andrews admits that it is a "paradox" but adds, "We're not condemning technology. It's more about using it in the right way and ... offering something that was produced by face-to-face conversations." At the very least, Mr. Andrews has got people talking.
- 10 Another common response to Mr. Andrews' project is disbelief. He admitted, "I don't think I've met a single person who thinks we can do it." The scale of the journey might well seem unimaginable, even when sensibly divided into a 15-mile-a-day target. However, the ambition of the Let's Talk project extends beyond the length of the trek. Mr. Andrews said the Let's Talk project is also motivated by the desire to create "a portrait of America with thousands of face-to-face interactions ... We're going to be telling the untold stories of America and documenting the human condition of America right now."
- 11 The combination of running and conversations may not seem immediately obvious to anyone whose memories of cross-country include more wheezing than chit-chat. However, Mr. Andrews explained that the idea to run across the USA came along because we wanted to return to the most basic form of transportation paired with the most basic form of communication.
- 12 Mr. Andrews pointed out that the decision to run also makes sense from a practical perspective. It is much more difficult to pull over a vehicle to talk to someone if they were to have chosen to cycle or drive across America. Instead, Mr. Andrews will be pushing along a handcart with their tent, sleeping bag and water.
- 13 The Let's Talk project aims to get as many people involved as possible by encouraging people to join Mr. Andrews on his run. This goal encompasses both friends travelling to support and join him and strangers who he meets on his epic journey. On the project's website, Mr. Andrews states that whether you join him for a matter of minutes or days the project is open to anyone who is interested in sharing the experience. Another way he hopes to involve others is to contact local schools and invite students and teachers to run with him. It is important to Mr. Andrews that the project reaches out to young kids today as it can highlight how crucial a skill face-to-face communication is. Their generation is perhaps the one most dependent on technology and least familiar with good old chatting.
- 14 At its heart, Mr. Andrews claims the message of Let's Talk is simple. "I want to promise everyone that going out there and speaking to someone pays incredible dividends in the way you feel, in the way that you understand yourself and others," he said.

Understanding the text

- 1 Chris Andrews has his own views on digital communication and face-to-face communication, which inspire him to start the Let's Talk project. Figure out his ideas by reading Paragraph 4 to Paragraph 8 and then fill in the blanks in the diagram.



- 2 Read the text and identify the paragraph from which the information contained in each of the statements is derived. Write down the paragraph number in the blanks.

- ___ 1 Chris Andrews has an ambitious and unconventional plan for after graduation.
- ___ 2 The Let's Talk project aims to involve as many people as possible.
- ___ 3 The decline in empathy caused by the rising use of digital communication is worrying.
- ___ 4 Calling for face-to-face communication is not in conflict with using social media.
- ___ 5 Chris Andrews worries that too much digital communication may result in a lack of empathy.
- ___ 6 Chris Andrews' plan originated from his concern with the change in human communication.
- ___ 7 Chris Andrews resorts to running, instead of driving, across the country because running is more practical.

Building your language

Words and expressions

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

inspire
celebrate

strive
unimaginable

crucial
incredible

highlight

- 1 The politician's speech was intended to encourage his followers.
- 2 We make a lot of effort to ensure that all children are able to talk with their teachers directly.
- 3 Numerous studies have noted the important role of face-to-face dialogue.
- 4 The misunderstanding caused by instant messages emphasizes the need for face-to-face communication.
- 5 The new technologies help people to communicate in a way that seems not possible to imagine only a decade ago.
- 6 With excellent communication skills, teachers can develop very good relationship with students.

- 2 Complete the sentences with the expressions below. Change the form when necessary.

stem from
reach out to

pull over
divide ... into

detach ... from

- 1 For safety reasons, when you are driving, you have to _____ where it is allowed before answering a text message or a phone call.
- 2 According to Chris Andrews, the benefits of face-to-face communication can be _____ several factors.
- 3 There are many ways social media can help businesses _____ potential customers.
- 4 To some, online social networks are more like mutual isolation networks that _____ themselves _____ meaningful interactions with one another.
- 5 Much of the difference in how film stars are viewed on social media _____ how they interact with their fans.



Collocations

Complete the sentences with suitable expressions in the collocation box. You may need to make other changes. Sometimes more than one collocation is possible.

- 1 It was a(n) _____ that no one could hear what it was about.
- 2 The paper introduced social media from a(n) _____ – that is, its past, present and future.
- 3 In the _____, the younger generation are exposed to a variety of technology and media devices.
- 4 The _____ of the survey is that only eight percent of the conversations take place through social media.
- 5 The psychological consultant visited her client, and through a(n) _____ she obtained as much information as she could about the client's mental state.
- 6 Students now frequently use _____ to communicate and work collaboratively.

Nouns which often go after:

digital	age	media
	communication	
startling	finding	fact
	statement	

Adjectives which often go before:

conversation	face-to-face	
	informal	private
perspective	practical	
	theoretical	
	historical	

Vocabulary learning strategies

The prefix "cross-" as in "cross-country" (Para. 11) is often combined with other words to mean:

- 1) "across" as in "cross-country"
- 2) "involving different groups or subjects" as in "cross-cultural"
- 3) "being positioned at or moving at an angle to something else" as in "cross-river"

You can scan the QR code to learn more about words prefixed with "cross-".



Translation



1 Translate the paragraph into Chinese.

In the age of social media, our social networks are much larger than they have ever been, and we have more ways to communicate. Even if you are not very active on WeChat or Microblog, it is certain that your sphere of communication has expanded significantly in recent years. Who you communicate with and how you communicate have changed radically. Thus, this new connected age brings both opportunities and challenges.

2 Translate the paragraph into English.

据报道，中国已成为世界上最大的智能手机市场之一。移动设备的低成本和移动网络的快速增长刺激了中国智能手机市场的发展。据估计，超过半数的中国网民（netizen）首选智能手机上网。2013年，中国智能手机使用者占有手机用户的43%。2015年，选用智能手机的年轻人达70%之多。到2018年，80%的中青年人都会使用智能手机。

Sharing your ideas

In the text, we have learned about Chris Andrews' endeavor to get people talking face to face. Are you in support of Chris Andrews' project? What's your understanding of the role of face-to-face communication? Do you think digital communication will replace face-to-face talk? Why or why not? Have a discussion in pairs and report your opinions in class.



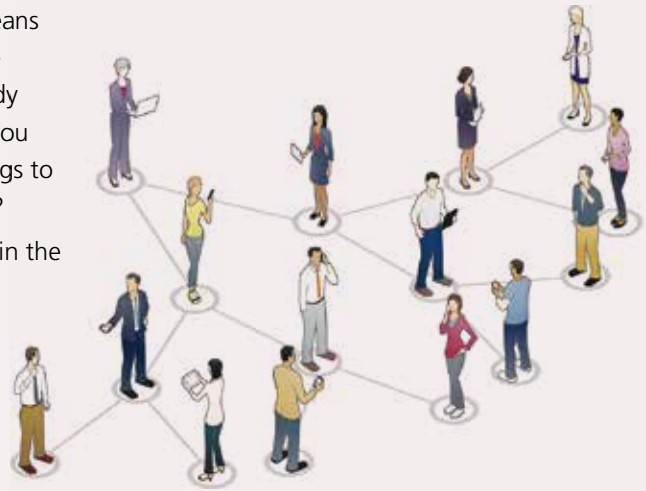
Unit project

Making a speech

Social media changes the way we communicate

The text in iExplore 1 tells us that social media, enriched by emojis, is becoming more successful and mature as a means of communication. In iExplore 2, you've got to know the importance of face-to-face communication. Are you ready now to bring both means of interaction together? Can you find out and evaluate the changes that social media brings to us, especially in contrast to face-to-face communication?

As mentioned in "Scenario," you are going to take part in the English public speaking contest organized by your university. The topic is "Social media changes the way we communicate." As required, you need to submit a two-minute video clip of a prepared speech on this topic. The following steps may help you with the project.



Step 1 Brainstorm

Undoubtedly, social media has brought changes to the way people communicate. Yet at this moment, you might still be unclear of what the changes are. So a starting point would be to list changes based on your personal experience. Now, what have you got? Write down the key words of the changes in the blanks.

Change 1: easier communication

Change 2: _____

Change 3: _____

.....

Step 2 Choose the changes

Now you have got some idea of what changes social media has brought to you. However, it may not be easy to put all the points into a two-minute speech. Thus, you need to single out two or three major changes. But which ones would you choose? A wise choice may be to discuss those that you are most confident about. So now, decide and write down your choices.

Step 3 Describe the changes

Having figured out the major changes, you now need to explain to your audience what they are. You can do this by describing the changes that you have experienced or observed. Can you describe each of the changes in one sentence?

Change 1: Social media makes communication easier for people in different locations.

Change 2: _____

Change 3: _____

Step 4 Elaborate on the changes

Having described the changes, you may need to give specific and concrete evidence to further explain and support them. An example or your personal experience will do the job. What example can you find for each change? Or what experience is related to each change?

Evidence of Change 1: I can reach out to my friend who studies overseas by WeChat.

Evidence of Change 2: _____

Evidence of Change 3: _____

Step 5 Evaluate the changes

Describing and explaining the changes is not enough. To make a good speech, you need to evaluate those changes. The following questions may help you better understand those changes.

- Do those changes make your communication easier or harder?
- Do those changes bring you and your contacts closer or draw you further apart?
- Do those changes help you express your idea more effectively or less?

Step 6 Draft your script

Following the steps above, you can now start drafting your script. Remember you need to have an interesting start, a well-developed body part and a forceful ending.

As this is a selfie video, it is typical of spoken language and the sentences cannot be too long or complex. Using simple language can help you express your ideas more easily.

Step 7 Rehearse and make the speech

After your script is ready, you can start rehearsing it. In rehearsing, pay attention to some physical elements that help or hinder successful speech delivery including the use of voice, facial expressions, postures and gestures. You may use the following checklist to assess your performance.

Checklist

OK Needs improvement

- 1 I have listed the major changes that social media has brought about.
- 2 I have described those changes in a clear way.
- 3 I have used examples or personal experience to further explain and support those changes.
- 4 I have evaluated those changes from different perspectives.
- 5 I have well used some physical elements when delivering the speech.



YOU CAN
UPLOAD YOUR
SPEECH
VIDEO OR
MATERIAL TO
THE ONLINE
COURSE AFTER
FINISHING IT.

Vocabulary

Explore 1

New words

no-brainer /,nəʊ 'breɪnə/ *n.* [C, usu. sing.] (*informl.*) sth. that you do not need to think about, because it is easy to understand or do 简单的事; 不用动脑筋的事
That last test question was a complete no-brainer.

shortlist /'ʃɔ:t, lɪst/ *vt.* (*BrE*) (*usu. passive*) to put sb. on a short list for a job or a prize 把(某人)列入入围(决选)名单
This novel was shortlisted for the Nobel Prize in Literature.

nominee /,nɒmɪ'ni:/ *n.* [C] sb. who has been suggested for a prize, duty, or honor 被提名者
Worldreader is suggested as the nominee for the National Technological Awards.

linguist /'lɪŋgwɪst/ *n.* [C] 语言学家

announcement /ə'naʊnsmənt/ *n.* [C] an important or official statement (重要或正式的) 通告, 宣告, 声明
The company has made several announcements about this emergency.

discrete /dɪ'skri:t/ *a.* (*fml.*) clearly separate 分开的; 互不相关的
Child development occurs in discrete stages.

recognition /,rekəg'nɪʃn/ *n.* [*sing.*, U] the act of realizing and accepting that sth. is true or important 承认; 接受; 认识到
The citizens want official recognition of the need for affordable health care.

enormous /ɪ'nɔ:məs/ *a.* extremely large in size or amount (尺寸或数量) 巨大的, 庞大的
The team made an enormous effort to complete the task.

smiley /'smɑ:li/ *n.* [C] 笑脸图

gesture /'dʒestʃə/ *n.* [C, U] a movement of your arms, hands, or head that shows what you mean or how you feel 示意动作; 手势
People usually use hand gestures to enhance their speeches.

linguistics /lɪŋ'gwɪstɪks/ *n.* [U] 语言学

adoption /ə'dɒpʃn/ *n.* [U] the act of deciding to use a particular plan, method, law and way of speaking, etc. 采用; 采纳
The adoption of this policy alone does not solve the problem.

derive /dɪ'reɪv/ *vt.* (~ **sth. from sth.**) to get sth., esp. a nice feeling or an advantage, from sth. or sb. 得到, 获得 (尤指愉快的感受或好处)
Designers derive great enjoyment from these creative works.

encounter /ɪn'kaʊntə/ *n.* [C] an occasion when you meet sb., esp. when it is not planned or expected 相遇; 邂逅
He had not seen his teacher since their brief encounter three years before.

vt. to experience problems, difficulties, or opposition when you are trying to do sth. 遇到, 遭到 (问题、困难、反对)
They encounter a lot of problems when they conduct the market survey.

facial /'feɪʃl/ *a.* on the face or relating to the face 脸上的; 面部的
People tend to use facial expressions to convey emotions.

intonation /,ɪntə'neɪʃn/ *n.* [C, U] 语调 (如在疑问句的结尾用升调); 音调

misinterpret /,mɪsɪn'tɜ:pɪt/ *vt.* to not understand the correct meaning of sth. that sb. says or does, or to explain sth. wrongly to other people 误解; 错误地理解; 错误地解释
My biggest problem is that people always misinterpret me as being aggressive.

jerk /dʒɜ:k/ *n.* [C] (*informl.*) 蠢人; 鲁莽之徒

sane /seɪn/ *a.* reasonable and using or showing sensible thinking 明智的; 脑子清醒的; 思路清晰的
Faced with an emergency, people need to be calm and sane.

originate /ə'ɪdʒə,neɪt/ *vi.* (*fml.*) (~ **in / from / with**) to start to develop in a particular place or from a particular situation 发源; 开始
It is said that this custom originated in the Eastern culture.

wireless /'waɪələs/ *a.* relating to a system of communication that uses radio, not wires 无线的; 用无线电波传送的
The wireless communication technology has been widely adopted in many industries.

sticker /'stɪkə/ *n.* [C] (有图或文字的) 粘贴标签, 贴纸

emoticon /ɪ'məʊtɪ,kɒn/ *n.* [C] (在电子邮件和因特网上使用的) 表情符号

visual /'vɪʒuəl/ a. (usu. before noun) relating to seeing 视觉的; 视力的

The painting has a powerful visual impact on me.

parenthesis /pə'renθəsis/ n. [C, usu. pl.] (pl. **parentheses**) 圆括号

dash /dæʃ/ n. [C] 破折号

colon /'kəʊlən/ n. [C] 冒号

denote /dɪ'noʊt/ vt. (fml.) to represent or mean sth. 表示; 意为

The mark by the teacher denotes that you need to put more effort into the paper.

empathy /'empəθi/ n. [U] (~ for / with) the ability to understand other people's feelings and problems 同感; 共情

We have a lot of empathy for those who are suffering in war.

penguin /'peŋɡwɪn/ n. [C] 企鹅

incorporate /ɪn'kɔ:pə'reɪt/ vt. to include sth. as part of a group, system and plan, etc. 把(某物)并入; 包含; 吸收

Some improvements will be incorporated when the system is updated next time.

standardize /'stændə,daɪz/ vt. to make all the things of one particular type the same as each other 使标准化; 使统一规格

The criteria for passing the exam should be standardized.

automatically /ɔ:tə'mætɪkli/ ad. by the action of a machine, without a person making it work 自动地

The computer can make the calculation automatically.

accessible /ək'sesəbl/ a. (~ to) easy to obtain or use 易得到的; 易使用的

People advocate that clean water should be accessible to everyone.

heck /hek/ int. (informl.) 唉 (用于表示恼火或惊讶)

outrage /'aʊt'reɪdʒ/ n. [U] a feeling of great anger or shock 愤慨; 义愤; 震惊

He thought deep breathing might help reduce his outrage.

epic /'epɪk/ n. [C]

a book, movie, etc. that tells a long story that is full of action and events 长篇叙事性小说 (电影等)

sailboat /'seɪlbəʊt/ n. [C] 帆船

adopt /ə'dɒpt/ vt. to use a particular style of speaking, writing or behaving, esp. one that you do not usu. use 采取; 采用

Being calm is the attitude that everyone should adopt when faced with frustrations.

seamlessly /'si:mlesli/ ad. happening or done so smoothly that you cannot tell where one thing stops and another begins 平滑连贯地; 浑然一体地

When writing an argumentation, the author shifts seamlessly from one point to another.

ubiquity /ju:'bɪkwəti/ n. [U] seems to be everywhere 无处不在

The survey shows the ubiquity of shared bicycles in the city.

submit /səb'mɪt/ vt. to give a plan, piece of writing, etc. to sb. in authority for them to consider or approve 呈送, 提交, 呈递 (计划、作品等)

You need to check your grammar and spelling before you submit your essay.

request /rɪ'kwest/ n. [C] (~ for / that) an act of asking for sth. politely or formally 要求; 请求

You need to make a new request for the membership of the music club.

approval /ə'pru:vəl/ n. [C, U] the act of officially accepting a plan, decision or person 批准; 认可

The nomination list of the Outstanding Employee Award will be sent to the manager for his approval.

currently /'kʌrəntli/ ad. at the present time 现时; 当前

He currently keeps the record in swimming.

croissant /'kwæsɒ̃/ n. [C] 羊角面包; 新月形面包

midst /mɪdst/ n. (in the ~ of sth.) in the middle of sth. such as a period, situation or event 在某事的中期; 正值某事处理之中

We need to keep pace with changes as we are in the midst of digital revolution.

complement

vt. /'kɒmplɪ,ment/ to make a good combination with sb. or sth. 补充; 使相配; 使完美

The aim of this section is to consolidate and complement the earlier discussions.

n. /'kɒmplɪmənt/ [C] (~ to) sb. or sth. that emphasizes the good qualities of another person or thing 补足物; 补充; 使完备之物

The video tutorial can be seen as a complement to the lecture.

mature /mə'tʃʊə/

vi. to become fully grown or developed 完全长成; 变成熟

As the health care system matures, people can get better care when they go to hospital.

a. sb., esp. a child or young person, who is mature behaves in a sensible and reasonable way, as you would expect an older person to behave (尤指儿童或年轻人举止) 成熟的, 理智的, 明白事理的

She is more mature than the other girls at her age.

Phrases and expressions

single out to choose sb. or sth. from among a group of similar people or things, esp. in order to praise them or criticize them (尤指为了表扬或批评) 挑出 (某人或某物); 选出

The person who gets the scholarship has been singled out from a mass of candidates.

aside from in addition to 除...以外

Aside from being convenient, digital technology has also made our daily communication more interesting.

take to to start doing something as a habit 开始养成...的习惯

My grandfather has taken to gardening after his retirement.

Proper names

Vyv Evans /,vɪv 'evəns/ 维维·埃文斯 (人名)

SwiftKey /,swɪft'ki:/ 英国一家开发键盘输入技术的公司

Gretchen McCulloch /,gretʃən mə'kʌlək/ 格雷琴·麦卡洛克 (人名)

Herman Melville /,hɜ:mən 'melvɪl/ 赫尔曼·梅尔维尔 (人名)

Moby Dick /,məʊbi 'dɪk/ 《白鲸》(19世纪美国小说家赫尔曼·梅尔维尔的一篇海洋题材的长篇小说)

Ishmael /'ɪʃmeɪl/ (圣经) 以实玛利 (亚伯拉罕的庶子)

The Unicode Consortium /kən'sɔ:tiəm/ 统一码联盟

iExplore 2 New words

grad school *n.* [C, U] (also **graduate school**) 研究生院; 研究生期间

unconventional /,ʌnkən'venʃn(ə)l/ *a.* very different from the way people usu. behave, think and dress, etc. 非常规的; 不落俗套的

My roommate has really unconventional dress sense.

emphasize /'emfə,saɪz/ *vt.* to say sth. in a strong way 强调; 着重

The report emphasizes the importance of improving educational standards.

realization /,rɪəlaɪ'zeɪʃn/ *n.* [sing., U] when you understand sth. that you had not understood before 认识; 领悟; 意识

She was extremely shocked by the realization that she might never recover from her illness.

back burner /'bæk 'bɜ:nə/ *n.* (informal.) (put sth. on the ~) to decide not to deal with sth. until later 暂时搁置某事
The project of developing the new app has been put on the back burner.

startling /'stɑ:tɪlɪŋ/ *a.* very unusual or surprising 惊人的; 令人震惊的

The father's words had a startling effect on the children.

usage /'ju:ʒɪdʒ/ *n.* [U] the way in which sth. is used, or the amount of it that is used 使用 (方法); 用量
The usage of social media makes a difference in our daily communication.

concur /kən'kɜ:z/ *vi.* (formal.) to agree with sb. or have the same opinion as them (与某人) 意见一致, 同意
The board members concurred with the appointment of the new manager.

uncertain /ʌn'sɜ:tn/ *a.* (not before noun) feeling doubt about sth. 不确知的; 无把握的; 拿不准的
The hiker was uncertain how much further he could walk.

acknowledge /ək'nɒlɪdʒ/ *vt.* to admit or accept that sth. is true or that a situation exists 承认 (某事属实或某情况存在)

He acknowledges that he has made a mistake in handling this issue.

condemn /kən'dem/ *vt.* to say very strongly that you do not approve of sth. or sb., esp. because you think it is morally wrong 指责; 谴责

Politicians have condemned the terrorists after the attack.

incredible /ɪn'kredəbl/ a. extremely good, large or great 极好的; 极大的

Winning the national public speaking contest was an incredible feeling.

effectiveness /ɪ'fektɪvnis/ n. [U] the capability of producing a desired result or the ability to produce desired output 效果; 有效性

We need to improve the effectiveness of the training programs for new employees.

hypocrisy /hɪ'pɒkrəsi/ n. [U] when sb. pretends to have certain beliefs or opinions that they do not really have 伪善; 虚伪

It would be hypocrisy for him to advocate charity, since he never lends a hand to those in need.

paradox /'pærə,dɒks/ n. [C] a situation that seems strange because it involves two ideas or qualities that are very different 自相矛盾 (的情况)

It's a paradox that in such a rich country there are so many poor people.

disbelief /,dɪsbɪ'li:f/ n. [U] a feeling that sth. is not true or does not exist 不信; 怀疑

He took a step back and shook his head in disbelief.

unimaginable /,ʌnɪ'mædʒɪnəbl/ a. not possible to imagine 不能想象的; 想象不到的

He managed to complete the task under unimaginable conditions.

sensibly /'sensəbli/ ad. in a reasonable way 明智地; 合理地; 实际地

You must try to eat sensibly while you're away from home.

portrait /'pɔ:trɪt/ n. [C]

1 a description or representation of sth. (对某事物的) 描绘, 描述; 表现

This is a portrait of working life in America.

2 a painting, drawing or photograph of a person (人的) 画像, 照片, 肖像

He was commissioned to paint a portrait of this wealthy family.

untold /ʌn'təʊld/ a. (only before noun) an untold story has never been read or heard by the public 从未讲述的; 从未听过的

The untold story of this terror attack is finally published.

wheeze /wi:z/ vi. to breathe with difficulty, making a noise in your throat or chest 气喘吁吁; 呼呼地喘气

When you run, especially when you run at high intensity, you may wheeze even if you are perfectly healthy.

chit-chat /'tʃɪttʃæt/ n. [U] (inform.) conversation about things that are not very important 聊天; 闲谈

He left the party early to avoid the boring social chit-chat.

transportation /,træns'pɔ:teɪʃn/ n. [U] a system or method for carrying passengers or goods from one place to another 交通运输系统; 运输方式

The city is committed to improving its public transportation.

handcart /'hænd,kɑ:t/ n. [C] 手推车; 手拉车

tent /tent/ n. [C] 帐篷

encompass /ɪn'kʌmpəs/ vt. (formal) to include a wide range of ideas, subjects, etc. 包含; 包括

The research encompasses the social and political aspects of the situation.

dependent /drɪ'pendənt/ a. needing sb. or sth. else in order to exist, be successful, be healthy, etc. 依靠的; 依赖的

He is still dependent on his parents after graduation.

dividend /'dɪvɪ,dend/ n. [C] (pay / bring ~s) to be very useful and bring a lot of advantages, esp. later in the future 有好结果; 有回报

Regular exercise will pay dividends later on in life.

Phrases and expressions

the bulk (of sth.) the main or largest part of sth. (某物的) 主要部分, 大半

The bulk of poor people are from rural areas.

detach yourself from sb. / sth. to try to be less involved in or less concerned about a situation 使自己摆脱某人 / 某事物

Judges sometimes have to detach themselves from their feelings.

Proper names

The Saint 圣安德鲁斯大学学生运营的一家报纸

Chris Andrews /,krɪs 'ændru:z/ 克里斯·安德鲁斯 (人名)

Virginia Beach /vɜ: 'dʒɪniə/ 弗吉尼亚海滩 (美国弗吉尼亚州东南部城市)

San Diego /,sændɪ'eɪgəʊ/ 圣地亚哥 (美国加利福尼亚州西南部港市)

Sherry Turkle /,ʃeri 'tɜ:kəl/ 谢里·特克尔 (人名)

University of Michigan /'mɪʃɪgən/ 密歇根大学