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# A new life, a new you

## Unit overview

### Warming up

#### Section 1

	Plotline summary	Input	Skills	Over to you
<b>E1</b>	The four characters get to know each other. Yi Fei and Wang Hao invite Alice and Tom to help them with a campus guide brochure for new international students. They find a campus map for reference.	<ul style="list-style-type: none"> <li>• Video: Character conversation</li> <li>• Text: Campus map</li> </ul>	<ul style="list-style-type: none"> <li>• Communication skill: Making small talk</li> <li>• Critical thinking skill: Evaluating relevance of information</li> </ul>	Writing a description of a place on campus
<b>E2</b>	Wang Hao and Yi Fei check the online message board and noticeboards for information about clubs and events on campus. Alice and Tom help them interview international students.	<ul style="list-style-type: none"> <li>• Text: Club poster</li> <li>• Audio: Interview</li> </ul>	<ul style="list-style-type: none"> <li>• Intercultural skill: Exploring other cultures at university</li> </ul>	Writing an outline of clubs and events on campus
<b>P</b>	Creating a campus guide brochure for international students			

#### Section 2

	Text summary	Skills
<b>TA</b>	An article about the benefits of physical universities in the digital age	<ul style="list-style-type: none"> <li>• Reading skill: Skimming texts for general ideas</li> <li>• Critical thinking skill: Developing counter-arguments</li> <li>• Intercultural skill: Evaluating future education in different cultures</li> </ul>
<b>TB</b>	An article about experiences and feelings of international students studying in China	<ul style="list-style-type: none"> <li>• Critical thinking skill: Considering different perspectives on an issue</li> </ul>

### Self-reflection & Wisdom of China

## Teaching tips

- For Activity 1, ask Ss to talk about their expectations of college life, summarize their expectations, and organize them into categories such as dormitory life, courses, food, facilities, interpersonal relationship, etc.
- For Activity 2, ask Ss to work in pairs and discuss their expectations, for example, why they thought that way and whether their expectations were met. If their expectations were not met, ask Ss to think about solutions or recommendations. Remind Ss to refer to the sample dialogue before discussion. Have volunteers share their discussion with the class if time permits.

- ① • The assignments will be more difficult.
- I will enjoy the canteen food.
  - The teachers will be friendlier.
  - There will be facilities such as libraries, dining halls, gym, etc. for me to enjoy.

② *Answers may vary.*

## Additional activities

1. What is great about college life? What is not so great? Read the list of campus activities and tasks below and check (✓) how much you like them. Then add two more activities or tasks of your own.

Campus activity / task	Like	Neither like nor dislike	Dislike
Having a party			
Doing sports			
Listening to lectures			
Military training			
Joining clubs			
Reading in the library			

2. Work in pairs. Compare your answers and give reasons for your likes and dislikes.

*A: I like eating in the canteen. There are so many dishes to choose from. How about you?*

*B: Yes, the food is good. I like it a lot.*

*A: Is there anything about campus life that you dislike?*

*B: Yes! I find the dormitory really small.*

*A: I totally agree.*

# Episode 1

\* Scan the QR code and listen to the plotline summary.



## Video

### Scripts

A=Alice; YF=Yi Fei; WH=Wang Hao; T=Tom

#### Scene 1

A: Lake Tahoe.  
 YF: Excuse me?  
 A: Lake Tahoe. That's what your shirt says. It's in the U.S.  
 YF: Yeah, that's right! My friend gave it to me. Are you from the U.S.?  
 A: Oh, no! I'm from England. Can I ... sit here?  
 YF: Yes, of course.  
 A: Cheers!  
 YF: Are you new here?  
 A: Sure, I'm pretty new. In fact, I still sometimes get lost going to the canteen!  
 YF: Oh, great! This is my lucky day! I'm in the International Club on campus and we're going to make a brochure for new international students. You can be a big help just telling me about problems you've had getting around.  
 A: Oh, I can definitely help you with that!  
 YF: Cool! I'm really glad I ran into you. My name is Yi Fei.  
 A: Lovely to meet you, Yi Fei. I'm Alice.

#### Scene 2

WH: Good shot!  
 T: Huh?  
 WH: I said "Good shot".  
 T: Oh, thanks.  
 WH: Where did you learn to play like that?  
 T: Oh, I played a lot of basketball in high school.

WH: Oh, I can tell. You're from the States, then?  
 T: Yes, how did you know?  
 WH: I just had a feeling. Are you an exchange student?  
 T: Actually, I'm enrolled as an international student. But I just started this semester.  
 WH: How is it going so far? Are you finding your way around OK?  
 T: No! I get lost all the time!  
 WH: That's great!  
 T: Why is that great?  
 WH: Oh no, what I mean is I'm working on a brochure for new international students. I think your perspective would be helpful!  
 T: Do you want to interview me?  
 WH: Yeah, that would be great. Can I have your number? I can message you to set something up.  
 T: Sure, yeah. By the way, I'm Tom.  
 WH: Hi Tom, I'm Wang Hao.  
 T: Cool! You wanna play a game?  
 WH: Of course!  
 T: Cool! Here we go!

#### Scene 3

T: Alice?  
 A: Hello?  
 T: Oh, my name is Tom. We met at the orientation. Do you remember?  
 A: Oh, Tom, yes. How are you?  
 T: I'm good, I'm really good. How about you?  
 A: Fine. I'm struggling a bit with my Chinese. But I'm managing, I guess.  
 T: Same here! The first week was hard. I thought I was good at Chinese, but I've got a long way to go.  
 A: Me too. I'm thinking about joining the International Club to get more practice.  
 T: Good idea! I met this guy, Wang Hao. He's doing an assignment for the International Club. Umm, he talked me into joining him.

- A: Don't tell me ... he's working on a brochure for international students?  
 T: How did you know?  
 A: I met a girl who was doing the same thing!  
 T: I imagine it's the same project.  
 A: Probably. I'm going to meet her for coffee now. You should come. Do you have time?  
 T: Sure, I could use a break.  
 A: Great! Let's go.  
 T: OK, I'll text Wang Hao and see if he's free. They might like to interview us together.  
 A: Good idea. Tell him we're going to the Think Café.  
 T: OK, cool! Let's go!

## Culture notes

### Lake Tahoe

Lake Tahoe is a large freshwater lake in the Sierra Nevada mountain range of the United States. It is the second deepest in the United States. The lake and the surrounding area of national forests have been developed as tourist resorts, attracting vacationers from around the world.

## Language points

### 1. Cheers!

**cheers:** *interj. (BrE) (infml.)* thank you 谢谢

### 2. This is my lucky day!

**be sb.'s lucky day:** used to say that sth. good and often unexpected has happened to sb. 某人的幸运日 (指意料之外的好事发生了)

A: *Hey there, Roland. Your essay won the first place!*

B: *Yes! This really is my lucky day!*

### 3. You can be a big help just telling me about problems you've had **getting around**.

**Meaning** You can help me a lot by just telling me what problems you've had when you walk around the campus.

**get around:** to go or travel to different places 走动; 旅游

*The older part of the campus was difficult to get around because many of the streets were one-way.*

**Notes:** The expression "have problems doing sth." means that someone encounters difficulties in the process of doing something.

### 4. Good shot!

**good shot:** used to praise a skillful attempt at hitting a target 好球

*You nearly scored a goal! That was a very good shot! Your football skills have improved!*

### 5. I'm **enrolled** as an international student.

**enroll:** *v. (BrE enrol)* to officially arrange to join a school, college, class, organization, etc., or arrange for sb. else to do this 招(生); 吸收(成员); 注册(学习)

*Some 3,000 students are expected to enroll for the university in June.*

### 6. How is it going **so far**?

**so far:** until now 迄今为止

*So far, for me, traveling around the world has been just an idea rather than a plan.*

**Notes:** The question "How is it going?" can be used as an informal greeting, another way to say "How are you?". It can also be used to ask how some process or activity is proceeding. For example, in the video Wang Hao says "How is it going so far?" to ask how Tom's new semester has proceeded so far.

### 7. I can **message** you to **set** something **up**.

**message:** *vt.* to send sb. a message, often by text or instant messaging apps 发消息  
*I am not sure what time she is arriving. I'll message her quickly and check.*

**set up:**

1) to organize or plan sth. such as an event or

system 安排; 策划

*Doria and I need to discuss the project, so I said I'd give her a call to set something up.*

2) to start sth. such as a business, organization, or institution 开办; 设立; 创办; 建立

*Li set up his company in early 2021 when he was still in college.*

## 8. But I'm managing, I guess.

**Meaning** But I think I can deal with my Chinese lessons.

**I guess:** (*informal*) used when you are saying sth. that you think is probably true or correct 我想  
*I guess we've already talked about all the problems.*

## 9. Same here! The first week was hard. I thought I was good at Chinese, but I've got a long way to go.

**same here:** (*spoken*) used for saying that you agree or that you have the same feeling 我也一样

*A: I thought that movie was awful!*

*B: Same here!*

**get / have a long way to go:** to need a lot more progress or improvement 还有很大差距; 需要做更多的改进

*We are saving money for a trip to Paris, but we've got a long way to go before we have enough.*

## Activities

### 1 Teaching tips

Before they watch the video, remind Ss that its purpose is to introduce the main characters. Tell them that they can also check the Character profile in the Student's Book.

- 1) shirt
- 2) brochure
- 3) lost
- 4) interview
- 5) orientation
- 6) coffee

- 2 Alice and Yi Fei: A  
Wang Hao and Tom: C  
Tom and Alice: F

### Additional notes

#### Communication skill: Making small talk

Small talk usually begins with a comment and a question about something, and then moves on to new topics. We can keep the conversation open by asking more questions and sharing information. In the end, we can close the conversation politely, giving a reason (e.g. "I'm running a bit late ...", "I need to get to class ...").

Remember that some topics appropriate for small talk in some cultures may not be appropriate in other cultures. For example, the topic of marital status is considered a safe topic in many parts of Asia, but in most European cultures, it is considered private information. In fact, in the U.S., it's even illegal to ask about marital status in a job interview.

- 3 1-b: commenting on the food  
2-e: praising someone's skills  
3-a: asking someone's recent situation  
4-c: mentioning a past meeting  
5-d: asking someone's recent situation

#### Sample conversation

*A: That looks good! Is it spicy?*

*B: I don't know, but I hope so. I love spicy Chinese food. What about you?*

*A: No, I'm not keen on it. It's weird. I'm the only one in my family who doesn't like it!*

*B: Does that make mealtimes difficult?*

*A: It really annoys my grandmother, because she always has to cook a separate dish for me! And she's from Hunan!*

*B: Oh wow, they like really spicy food in Hunan, don't they?*

*A: Yes, that's right! Where are your family from?*

*B: They're all from the northeast of China. The food is not too spicy there. You'd like it!*

## Text

## Genre analysis

## Campus map

As a guide to the campus, a campus map is designed to help students, faculty, staff of and visitors to a university explore and find their way around. It may include practical information about some places written in a relatively informal and conversational way. Where appropriate, the location, the opening time, and visitor advice or tips are included. The tips are often written in the imperative. For example:

- *Don't forget to check the noticeboard.*
- *Remember to bring your ID.*

## Language points

1. Voted “best place to **hang out**” three years **in a row**, Think Café is open from 6 a.m. to midnight and is located near the university’s west entrance.

**hang out:** (*infml.*) to spend time in a particular place or with particular people 闲逛; 逗留; 厮混  
*Randolph can't hang out with us tonight. He's working on a paper for one of his classes.*

**in a row:** one after another, without anything different happening in between 接连地; 连续地  
*I was so worried about the exam that I barely got any sleep for three nights in a row.*

2. It might be a little noisy during **peak hours**, so don't plan on studying here.

**peak:**

*a. (only before noun)* a peak time, period, etc. is when the largest number of people are doing or using sth. 旺季的; 高峰时期的

*It's best not to visit very popular tourist destinations during the peak season.*

*n. [C]* the time when sth. is at its highest or greatest level 巅峰; 顶峰

*The traffic reaches its peak at about 8 o'clock in the morning.*

3. Located in the center of the campus, the ISSC is **part-support** and **part-connection** for all international students.

**Meaning** The ISSC is in the center of the campus. It has two main functions: supporting international students and helping them connect with each other.

**part ..., part ...:** a mixture of two or more things 一半..., 一半...; 夹杂着

*Our neighborhood is part-residential and part-commercial. It's a mixed-use neighborhood.*

4. It opens from 9 a.m. to 5 p.m., and is the place to go to **register** and get help with housing, your student ID, and other concerns.

**register:** *v.* to put sb.'s or sth.'s name and other information on an official list in order to be allowed to vote, study, stay in a hotel, etc. 登记; 注册

*In most countries in the world you can't register to vote until you are at least 18 years old.*

5. The ISSC also has a **common room** where you can go to meet other students, both international and local.

**common room:** *n. [C]* a room in a school or college where students go to relax (中学或大学的) 学生公共休息室

6. We recommend you **check out** their weekly book exchange where you can **donate** or help yourself to books in different languages.

**check out:** (*infml.*) to look at sb. or sth. to see whether you like them 察看

*I always check out the menu and atmosphere of a restaurant before deciding to eat there.*

**donate:** *v.* to give sth. such as money or goods to an organization, esp. to a school, hospital, political party, or charity 捐; 赠

*My father donated all his old suits to charity the day after he retired!*



7. **Named after** the Chinese poet Su Dongpo of the Song Dynasty and located right in the center of the university campus, Dongpo Lake is surrounded by a **tree-shaded** walking path and is a great place to escape from stress.

**name after:** to give sb. or sth. the same name as another person or thing 以…的名字给…命名  
*The scientist named the new flower he had discovered after his wife.*

**shade:** *vt.* to keep light from shining directly onto or into sth. 遮蔽(光)  
*The narrow road in front of our garden is shaded by rows of trees.*

**Notes:** The word “tree-shaded” is an adjective created by combining the noun “tree” with the past participle of the verb “shade”, with a hyphen in between. It is a common alternative to the attributive clause structure “(a walking path) that is shaded by trees”.

8. Small boats are also **available for rent**.

**available:** *a. (not usu. before noun)* able to be obtained, taken, or used 可获得的; 可利用的; 现成的  
*I have to buy the book since it isn't available in the library now.*

**rent:**  
*n.* [C, U] an amount of money that you pay regularly for using a house, room, office, etc. that belongs to sb. else (房屋、办公室等的)租金  
*How much rent do you pay for this apartment?*  
*v.* to pay money regularly to use a house, room, office, etc. that belongs to sb. else 租用  
*Many students rent rooms or apartments near the university, even though the rent in those areas is often higher.*

**for rent:** available to be rented 供出租的  
*The apartment for rent doesn't meet their needs, so they decide to look for a better one.*

9. It **features** everything that an average library has, including computers with Internet access, and of course a vast collection of books.

**feature:** *vt.* if sth. features a particular person or thing, they are an important part of it 以…为特色; 是…的特色

*My hometown is very small, but it features a beautiful concert hall and a great local museum.*

10. There are quiet spaces to study with beautiful views of Dongpo Lake, and you'll also **have access to** the third-floor study rooms where you can have discussions with classmates (without worrying about the library's strict “no talking” policy!).

**have access to:** to be able to use sth. or get to some place 可以使用; 可以进入

*All hotel guests will have free access to the high-speed Internet.*

## Activities

### 4 Teaching tips

This activity is to enhance Ss' ability to read maps.

- Ask Ss to first scan the map and try to find as much information as possible before answering the questions. Give Ss some suggestions about what they should focus on when scanning a map, for example, signs on the map like the “P”, the red cross, etc.
- Ask Ss to answer the questions in this activity for their own campus.

1. At ISSC.
2. On the path around Dongpo Lake.
3. The Gym.
4. Think Café.
5. The Library.
6. You can go to the Infirmary.

5

### Having fun

#### Think Café

Voted “best place to hang out” three years in a row, Think Café is open from 6 a.m. to midnight and is located near the university’s west entrance. Think Café is where you can go when you get top marks! Or when it’s your birthday! Or when it’s raining! Or ... well, you get the idea. It has the best coffee in town, and an award-winning lemon cake! The café offers a student discount, so remember to bring your ID. It might be a little noisy during peak hours, so don’t plan on studying here. Instead, bring a friend and have a laugh.

### Enjoying nature

#### Dongpo Lake

Named after the Chinese poet Su Dongpo of the Song Dynasty and located right in the center of the university campus, Dongpo Lake is surrounded by a tree-shaded walking path and is a great place to escape from stress. Take a seat on one of the many benches, or walk across the stone bridge into the Wangyue Pavilion in the lake’s center. Small boats are also available for rent. The path around the lake is exactly one kilometer long, which is perfect for a late-night run or early-morning walk. It’s also a great place for a date!

### Managing life

#### International Students Service Center (ISSC)

Located in the center of the campus, the ISSC is part-support and part-connection for all international students. It opens from 9 a.m. to 5 p.m., and is the place to go to register and get help with housing, your student ID, and other concerns. The ISSC also has a common room where you can go to meet other students, both international and local. We recommend you check out their weekly book exchange where you can donate or help yourself to books in different languages. Also, when you visit, don’t forget to check the noticeboards where people often share useful information, like things for sale, or information about special events.

### Studying hard

#### Library

The library on the east bank of Dongpo Lake is one of the university’s busiest buildings. It is open 24 hours a day, so you can study until morning if you have a big test. It features everything that an average library has, including computers with Internet access, and of course a vast collection of books. There are quiet spaces to study with beautiful views of Dongpo Lake, and you’ll also have access to the third-floor study rooms where you can have discussions with classmates (without worrying about the library’s strict “no talking” policy!). If you are planning on a long study-session, do remember to eat before you come, as food is not allowed. And don’t forget to bring your student ID to get in!

### Additional notes

#### Critical thinking skill: *Evaluating relevance of information*

Always think about the audience when writing or preparing a presentation. Both the tone and the categories of information used might change for different audiences. If the four boxouts in the Student's Book were about one of the following, the tone and information might change accordingly.

#### A tourist map:

This may feature historical information about certain features, or tips regarding transportation, or directions to tourist information centers. The tone would likely be casual, but also positive and upbeat.

#### A map for conference attendees:

This would likely feature information regarding transportation to and from nearby hotels, as well as information about the various talks or lectures occurring in different locations. The tone may be more formal.

### 6 Teaching tips

This activity is to encourage Ss to think about context and audience in terms of their choice of what information to include. Help Ss analyze the purposes of descriptions and how these purposes inform features of descriptions.

#### For an information booklet given free to visitors:

Readers of this booklet will be physically inside the museum, so describing the appearance will not be necessary unless the architecture is noteworthy. Equally, as a museum, the function will generally be well understood, so this information will not be necessary.

#### For an article about architecture:

The function of the article is to talk about architecture, not to provide information for tourists (though indeed a tourist may use the article as reference when visiting a place). Therefore, "opening hours" and "visitor advice" will not be necessary information.

Purpose of description		For an information booklet given free to visitors	For an article about architecture
Basic information	Location	✓	✓
	Opening hours	✓	
	Appearance		✓
Function			✓
Visitor advice		✓	

## Over to you

### Teaching tips

- Lead a brief class discussion and prompt Ss to consider the different services or facilities international students may require.
- Ask Ss to choose one among these facilities and write a paragraph of its description in about 10 minutes. Remind them to keep their readers in mind throughout the writing.
- After Ss finish their writing, ask them to work in groups and discuss how the descriptions differ. For example, they could analyze how different descriptions emphasize different aspects of their chosen places. They could also compare the language used, and how that affects the feeling of the piece. This kind of analysis helps Ss better understand how to make conscious decisions in their writing to achieve different goals.

*Answers may vary.*

## Suggested evaluation criteria

Use the following criteria to judge how successful Ss have been with their OTY task. T can also share the criteria with Ss before they begin.

<b>Content</b>	<ul style="list-style-type: none"> <li>• <b>Relevance:</b> Your description only includes information useful to international students.</li> <li>• <b>Appeal:</b> Your description should have a casual tone, with interesting details to attract the readers.</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>• <b>Clarity:</b> The information is presented in a clear way (e.g. by keeping the same category of information together).</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>• <b>Acquisition:</b> You have used as many as possible of the new words and expressions learned in this episode.</li> </ul>

## Language in focus

## Words and expressions

1. assignment  
2. ran into  
3. perspective  
4. enroll  
5. get around
2. 1. College students can have access to many different quiet spaces when they need a place to study.  
2. When I have three classes in a row, I feel exhausted!  
3. If you want to throw a party, you could rent one of the rooms at the International Students Service Center.  
4. Think Café is a great place to study or hang out with friends after class.

## Collocations

3. 1. make time / the time  
2. make an appointment  
3. do your duty / best  
4. make space  
5. do your duty

## Structure

## Additional notes

## Structure: Past participle phrase

Past participle phrases are used to add information about the subject. In addition, present participle phrases can also be used to add information about the subject. They are usually set off by commas and function the same way adjectives do in a sentence.

*Interrupted by the loud noise, John can't focus on work.  
Listening to the music, John felt very calm and relaxed.*

4. 1. Built in 2019, the library has a modern design.  
2. Remodeled in 2020, the dorms are bright and fresh.  
3. Organized by the English department, the theater festival presents student-authored plays.  
4. Taught by a famous professor, the history class is popular with students.

# Episode 2

## Text

### Genre analysis

#### Poster

A poster generally aims to inform, attract, and persuade. Posters are almost always in public places and their audiences are often moving through these public places, meaning they need to get the key information quickly and efficiently. Therefore, the most important information has to be the most visible. The more information that can be expressed in a single image, the better. Posters often include large attention-grabbing headings followed by smaller headings that give more key information. Details are often presented in bullet points, as it is an efficient way to get information across. Posters are usually written in an informal and direct way.

### Language points

#### 1. **When it comes to** business, people **matter**.

**when it comes to (doing) sth.:** when the subject being discussed is a particular thing 谈到(做)某事时

*He is not a very intelligent person, but when it comes to making money, he is a genius.*

**matter:** *vi.* to be important 重要; 要紧  
*To some people, success is what matters the most.*

#### 2. By joining the Young **Entrepreneurs Club**, you'll make useful connections in an informal and supportive **atmosphere**.

**Meaning** The Young Entrepreneurs Club is a place where you can meet people in a casual and

friendly way. These people will be able to help you professionally.

**entrepreneur:** *n.* [C] sb. who starts a company, arranges business deals, and takes risks in order to make a profit 企业家; 创业者  
*Successful entrepreneurs are seldom influenced by the failures they face.*

**atmosphere:** *n.* [sing.] the mood or feeling that exists in a place and affects the people who are there 气氛; 氛围  
*I really prefer the casual atmosphere of my English class to the more formal atmosphere of my history class.*

#### 3. **Networking events with like-minded individuals**

**networking:** *n.* [U] the activity of meeting and talking to people to exchange information and advice about work or interests 交流; 沟通  
*I'm hoping to do some networking at the conference next month.*

**like-minded:** *a.* having similar tastes, interests, and opinions 志趣相投的; 想法相同的  
*It's easy to have friends among like-minded people, but it can be instructive to make friends with people who behave differently from the way you do.*

#### 4. **Just come to one of our monthly meetings.**

**monthly:** *a.* happening or published once a month 每月一次的; 每月出版一次的  
*He started off the conference by summarizing the company's monthly report.*

**Notes:** The word "monthly" can function as both an adjective and an adverb. In the context, it's used as an adjective. Other examples with similar usage include "hourly", "daily", "weekly" and "yearly".

5. Ancient objects and collections, undiscovered treasures, clothing and footwear for all occasions, fine jewelry, **bargain** electronics, food and plants

**bargain:**

*n.* [C] sth. you buy that costs much less than normal 便宜货; 廉价货

*Flea markets and online apps that sell second-hand products are great places to find bargain clothes.*

*vi.* to discuss the conditions of a sale, agreement, etc. 讲价钱; 讨价还价; 洽谈(交易)条件

*If you find something you like at the flea market, be sure to bargain with the seller and bring the price down.*

6. **Come rain or shine!**

**(come) rain or shine:** used for saying that sth. always happens or sb. always does sth. despite bad weather or difficult conditions 风雨无阻; 无论如何

*I know it seems like we still have a lot to do, but rain or shine, we will finish this project on time.*

7. **Kick off the semester in style!**

**Meaning** Begin the semester in a fashionable or appealing way!

**kick off:** (*informal*) to begin, or to begin sth. 开始  
*The party wasn't supposed to kick off until 7 p.m., but a few people arrived early.*

**Notes:** The expression "kick off" is an idiom that comes from sports, and refers to the first kick of a ball that starts a football game.

8. **Level up your skills as a member of the Photography Club.**

**level up:** to make standards, amounts, etc. be of the same high or higher level (标准、数量等) 拉平; 使达到更高水平

*I hoped that by taking a high-level math class, I'd level up my math skills.*

9. Attend **workshops** with professional photographers.

**workshop:** *n.* [C] a meeting at which people try to improve their skills by discussing their experiences and doing practical exercises 研讨会; 研习班

## Activities

### 1 Teaching tips

Remind Ss that the purpose of the activity is to cultivate their cooperative competence as well as their language ability.

- Remind Ss to read the other three club / event posters to check the information they get from their group members when they complete the table.
- Encourage Ss to discuss and share which club / event they find most attractive and state the reasons.

- 1) 7 p.m.
- 2) Resources and support
- 3) In front of the Dormitory
- 4) 100 seller spaces
- 5) 8 p.m. on Saturday night
- 6) Prizes
- 7) Every two weeks
- 8) Learning new techniques
- 9) Attending workshops with professional photographers

### 2 1-b 2-a 3-d 4-c

- 3 **Clubs:** Photography Club, Dance Club, Robotics Club, Math Club, Gamers Club, Sports Club, Martial Arts Club, Chinese Food Club, Drama Club, Film Club, Model United Nations, etc.  
**Events:** annual singing competition, traditional dance performance, English-speaking contest, etc.
- I bet the Chinese Food Club will be very popular with international students. They'd enjoy going to this club where they can learn about different Chinese foods, and go

to different local restaurants together each month.

- I think the traditional dance performances coming up this semester would be attractive to international students. It will be a good chance for them to learn about traditional Chinese culture.

## Audio

### Scripts

A=Alice; I1=Interviewee 1; T=Tom;  
I2=Interviewee 2; I3=Interviewee 3

#### Interview 1

- A: Excuse me, I'm wondering if you have a moment to answer some questions?
- I1: Sure. What do you want to know?
- A: Are you in any clubs on campus?
- I1: Yes, the Psychology Club.
- A: Oh, really! So what do you think about it?
- I1: I like it! You can connect with others and explore yourself, even if you know little about psychology. There are various activities including panel discussions, off-campus field trips, and lectures.
- A: Cool! So, you'd recommend it to other international students?
- I1: Absolutely! I've had some really thought-provoking conversations with people about how personality and culture are connected, so it can help you to learn about people from other cultures on a deeper level.
- A: That sounds amazing.
- I1: I'd also recommend the Kung Fu Club. It's a great way to learn about traditional Chinese culture.
- A: That's very helpful, thank you!

#### Interview 2

- T: Hello, I'm Tom, and I'm doing a survey. Do you mind if I ask you two some questions?
- I2: Sure. Hmm, were you at the Flea Market yesterday? I think I sold you a bookshelf!
- T: Oh, yes! That was you? What a coincidence!
- I2: So, what do you want to know? We are happy to help!
- T: Thanks! I'd like to know what clubs you participate in on campus, and if you would recommend them to new international students.
- I2: Well, there's the English Public Speaking Club.
- I3: Yeah, we meet at Think Café and hold events every month – presentations, speeches, debates, and things like that. It's a great way to share opinions, build confidence, and start your social life.
- I2: And we get to meet people from different countries, and practice English.
- T: Sounds fun. What else would you recommend?
- I3: The Dance Club. It's accessible to students at any experience level. Lessons are in Chinese, but it could be a fun way for international students to practice Chinese!
- T: Great!
- I2: Oh, I also like the Photography Club. It's popular with international students, probably because it gives them chances to tour around the city. But it's maybe a bit more serious and less social.
- T: I see. Thank you for the info! This is going to be useful for new students.

### Language points

1. There are various activities including **panel discussions**, **off-campus field trips**, and **lectures**.

**panel discussion:** *n.* [C] a formal discussion before an audience for which the topic and speakers have been selected in advance. Typically, a panel discussion includes five or six experts and they talk for a specified amount

of time, e.g. 10–30 minutes. Usually there is a period of time for the audience to ask questions either after each speaker or after all the speakers have finished. 专题小组讨论会

**field trip:** *n.* [C] a visit to a place that gives students the chance to study sth. in a real environment, rather than in a classroom or laboratory. Field trips usually are day trips, but can last up to a few days if the destination is further away. Common field trips include visits to a factory, farm, museum or historical site. (学生在课堂或实验室之外的) 实地考察

**lecture:** *n.* [C] a long talk given to a group of people on a particular subject, esp. as a method of teaching in colleges or universities (尤指大学里的) 讲座, 讲课, 演讲

2. I'd like to know what clubs you **participate in on campus**, and if you would recommend them to new international students.

**participate:** *vi.* (~ in) to take part in sth. 参加; 参与  
*Many professors expect all their students to participate in all class discussions, and may lower their grades if they don't.*

3. It's **accessible** to students at any experience level.

**accessible:** *a.*

- 1) easy to understand and enjoy 易懂的; 易于理解欣赏的  
*If the new art is not accessible to everyone, we may need to give lectures on it.*
- 2) easy for anyone to obtain and use 易得到的; 易使用的  
*Higher education should be accessible to everyone regardless of income.*

4. It's **popular** with international students, probably because it gives them chances to **tour around** the city.

**tour around:** to go somewhere with the purpose of seeing or visiting this place 环...游览  
*Jane always stays for an extra day to tour around the city when she's on a business trip to Beijing.*

## Activities

4 1-c 2-a 3-d 4-c 5-a 6-e 7-b

### 5 Teaching tips

Encourage Ss to think about the functions of the response phrases after they finish the blank filling.

- 1) Oh, really
- 2) Cool
- 3) That sounds amazing
- 4) Sounds fun
- 5) Great
- 6) I see

### 6 Teaching tips

- Remind Ss to respond to each other using some of the response phrases they've heard in the audio.
- Ask Ss to present the discussion to the class. For Q1, elicit the reasons to join a club. T may put forward more inspiring answers. For Q2, encourage Ss to discuss the functions, features, and members of the clubs that they want to start.

1. • Joining clubs can give me the opportunity to network with other like-minded people.
- Some clubs are relevant to my major, so I can gain more experience.
2. I want to start a job club. It would be a big help to college students who want to do internships and find jobs. The club will offer job-searching skills, career consultation, workshops on career development, etc.



## Over to you

### Teaching tips

- Give Ss suitable time to brainstorm and write their outlines. Remind them to refer to the samples on the right.
- After Ss finish writing, have one or two Ss read their descriptions without mentioning the clubs, and see if other Ss can guess what clubs they are talking about.

Answers may vary.

### Suggested evaluation criteria

Content	<ul style="list-style-type: none"><li>• <b>Relevance:</b> Your outline includes all necessary information without any irrelevant information.</li><li>• <b>Appeal:</b> Your outline includes an attractive slogan and information that would make people eager to join the club or take part in the event.</li></ul>
Organization	<ul style="list-style-type: none"><li>• <b>Clarity:</b> The order of your listed aspects is clear and makes sense to others.</li></ul>
Language	<ul style="list-style-type: none"><li>• <b>Diversity:</b> You have used expressive and descriptive language in your description.</li><li>• <b>Acquisition:</b> You have used as many as possible of the new words and expressions learned in the episode, including past participle phrases.</li></ul>

## Language in focus

### Words and expressions

1. (some) like-minded (people)
2. network
3. kicking off

4. level up
5. atmosphere

- 2 1) coincidence
- 2) participating in
- 3) panel discussion
- 4) thought-provoking
- 5) explore

### Collocations

- 3 1) to
- 2) for
- 3) with
- 4) about
- 5) with
- 6) to

### Translation

- 4 1. I have been interested in physics and now I have the chance to explore the field in depth after going to college.
2. Although my roommates and I come from different places, we get on very well and our dormitory has a home-like atmosphere.
3. There are various databases and learning resources in our university, which are accessible to students with student ID cards.
4. Many universities in China encourage students to actively participate in environmental protection activities as volunteers.

## Project

Answers may vary.

## Suggested evaluation criteria

<b>Content</b>	<ul style="list-style-type: none"><li>• <b>Relevance:</b> Your brochure follows the pattern of the four friends' brochure with only relevant and useful information.</li><li>• <b>Reasoning:</b> Your brochure clearly illustrates a map of the campus and includes boxouts about places and clubs specifically of interest to international students.</li></ul>
<b>Organization</b>	<ul style="list-style-type: none"><li>• <b>Coherence:</b> The different parts of your brochure fit together well.</li></ul>
<b>Language</b>	<ul style="list-style-type: none"><li>• <b>Appropriacy:</b> You introduce your campus in the brochure in a casual and informal way, as you would to a good friend.</li><li>• <b>Acquisition:</b> You have used as many as possible of the new words and expressions learned in this section.</li></ul>

**Text A****Preview task****Teaching tips**

The purpose of the Preview task is to give Ss a framework for autonomous learning. Ss are required to read the text before class, and answer the question(s) provided. The question(s) are designed to connect Ss' prior knowledge with the text, and to have Ss make predictions and think critically about the topic of the text, etc.

Ss must get used to working their way through questions without guidance, and come to class as prepared as possible. This way, they will be able to participate in class in a more efficient way. If they come to class with the raw information of the text already understood, then they will be better able to engage with deeper aspects of the content, which will exercise their critical thinking skills.

T should encourage Ss to do this task as homework for the previous class. T could also organize different classroom activities based on the question(s).

- I think that universities are becoming a thing of the past. This is because online courses are becoming better and cheaper. People are also more open to new ways of learning.
- I don't think that universities are becoming a thing of the past. I think that the experience of going to university with other students and learning face to face with professors cannot be replaced.

**Are universities slowly becoming a thing of the past?****Background information**

Distance learning has actually been going on since the 1800s. The first university to offer distance-learning degrees was the University of London, which allowed students to study for degrees outside of London in 1858.

As technology developed, distance learning also changed, with students being able to listen to classes on the radio, and later on television.

Nowadays, many universities offer classes online. They often present materials available for download or viewing online, and students can interact with professors via message boards, chat rooms, live video chats and emails.

Online learning was often criticized for having lower quality control and less well-trained teachers. However, in recent years, its reputation has improved. In a recent survey, 41 percent of respondents say they feel that online education is as strong as traditional learning in a classroom, with another 12 percent saying they didn't know.

**Culture notes****Jean-Marc Côté**

Jean-Marc Côté was a French artist. At the 1900 World Exhibition in Paris, along with other French artists, Jean-Marc Côté tried to depict a vision of a possible future in a series of postcards.

## Text interpretation

### 1. 主题探索

本文的写作背景是网络教育的发展给实体教育带来的影响正变得越来越大。随着网络技术的进步,各种线上教学方式被越来越广泛地应用,同时也在一定程度上冲击着实体教育,这激发人们思考实体教育特别是大学教育的未来。在这种背景下,作者在本文中论证了大学这种实体教育机构存在的必要性。

本文为读者提供了讨论大学教育目的和功能的机会。基于课文阅读,教师可带领学生思考以下问题:1)大学的育人目标;2)大学的社会属性和功能;3)学生个人在大学期间的发展目标;4)大学生活中的人际关系;5)大学课堂文化;6)技术对教育的影响。教师可引导学生联系大学入学教育及线上教学经历,对以上主题进行探索和反思,帮助学生在大学生活的初期树立明确的学习和发展目标,培养正确的大学观。

### 2. 篇章分析

本文是一篇议论文,从大学实体教育的社会属性和社会功能出发,论证了大学实体教育仍有重要价值、不会被网络教学取代的观点。

从篇章结构上分析,教师可依托文章后面的Activity 1引导学生分析作者的论证过程,比如如何引入话题,观点和总论据是什么,有几个分论据且分别是什么,最后如何做总结。本文按照典型的“总一分一总”论证过程展开,可以分为四大部分。

第一部分(第一段)引出话题,即实体教学环境。作者通过1900年前后法国艺术家让-马克·科泰基于对2000年人类生活的设想所创作的一幅漫画引出话题。在这幅漫画中,到21世纪时,技术发展已经颠覆了人类汲取知识的方式,但是教育仍然在一个实体环境中展开(The students are still in a classroom),由此引出作者讨论的话题。

第二部分(第二段)给出明确的总论点和总论据。总论点

是无论科技如何发展,社会总是需要实体教学环境,需要大学。总论据即大学教育的功能不仅仅是传授知识,更要将学生培养为合格的社会成员,其中society是关键词。

第三部分(第三至第五段)对总论据进行细化,从三个角度说明大学实体教育的“社会性”。这一部分的三个段落都有明确的主题句,可依托Reading skill和Activity 1引导学生寻找主题句,围绕总论据的关键词society依次定位分论据中的关键词。第三段,在实体大学,学生可体验社会环境下的学习(social learning),获得教师有针对性的指导;第四段,实体大学可为学生创造一个同侪群体(community of peers),培养学生处理各种关系的能力;第五段,大学生活的社交内容(social aspect)可促进学生的个人发展。

第四部分(第六段)是总结,作者的方式是主动引出相反观点予以驳斥,进而总结。反例是比尔·盖茨和史蒂夫·乔布斯并未接受传统大学教育但仍然获得巨大成功。作者指出这只是少数,为社会各领域做出贡献的绝大多数人都接受了实体大学教育。最后,作者再次总结观点:科技会拓展实体大学的功能,但无法取代实体大学。本段的驳论可结合Critical thinking skill和Activity 3板块。

本文的论证结构完整,思路清晰,是学生学习议论文写作的好素材。除了以上分析的论证过程,还可注意以下三个方面。

第一,注意段落之间的连贯,学习作者如何通过多种手段将段落连贯起来,使论证过程更顺畅。第二段通过this image回指第一段的漫画;第四段和第五段通过second和third引出两个分论据,但是使用了不同的句式;最后一段通过of course引出相反观点。

第二,注意段落内部的连贯,学习作者如何展开一个分论据的论证。第三、四、五段的结构基本一致,即先以主题句列出分论据,然后通过阐释(In other words)、因果(Therefore)、例子(For example)等方式对主题句进行展开论证,最后对分论据进行总结。教师可引导学生学习如何展开论证,如何在段尾总结要点又避免与

主题句重复，并视学生水平要求学生仿写一个段落，对一个新的分论据进行展开论证。

第三，本文的一条隐性线索是对比网络教育和实体教育。第三、四、六段都有对两者优劣势的对比，如“The result is that they will become more mature in handling relationships, which might not be possible with online learning models”。可引导学生对两者进行进一步辩证性思考，或让学生立足当下的技术发展形势，设想一百年后的教育模式。

### 3. 拓展阅读

为了解更多观点，学生可阅读教育的社会属性、网络教育和实体教育等方面的文章和书籍。

- Subhash Kak 2018年1月10日发表在杂志《史密森尼》(Smithsonian)上的文章“Will Traditional Colleges and Universities Become Obsolete?”。
- Wayne Baker 2011年5月16日发表在《安阿伯新闻报》(The Ann Arbor News)上的文章“Higher Education: What’s the Social Benefit of College?”。
- Walter W. McMahon 讨论高等教育对个人和社会重要性的专著 *Higher Learning, Greater Good: The Private and Social Benefits of Higher Education*。

## Language points

1. Around 1900, the French artist Jean-Marc Côté was **commissioned** to produce **a series of** images showing what he thought life might be like in the year 2000. (Para. 1)

**commission:** *vt.* to officially ask sb. to do some work for you 委托制作; 委托创作

*It is seen as a sign of success when an artist is commissioned to create something specific for someone else.*

**a series of:** several events or things of a similar kind that happen one after the other 一系列的  
*My roommate wrote a series of stories that took place on my campus.*

2. Nowadays, there is a conversation surrounding the **emergence** of online education and the future of universities. (Para. 2)

**Meaning** Currently, many people are discussing the development of online education and how it might affect physical universities in the future.

**emergence:** *n.* [U] the process of appearing or becoming recognized 出现; 被认可  
*The emergence of new trends in popular music attracts many college students.*

3. Whether **intentional** or not, this image can remind us that **no matter how** advanced our technology becomes, there will likely always be a place in society for the classroom, and universities. (Para. 2)

**Meaning** Whether Jean-Marc Côté intended to do so or not, the image can help us remember that face-to-face teaching will always be valued in society, even if technology becomes very advanced.

**intentional:** *a.* deliberate 有意的; 故意的  
*What we said made our new friend feel bad, which was not at all intentional, though.*

**no matter how / where / what, etc.:** used for saying that sth. is not important or will not have an effect 无论怎么/何处/什么等  
*No matter how hard the project is, keep trying and you'll be able to complete it.*

4. This is because a university education goes beyond simply **stuffing** facts and information **into** students' heads. In fact, university prepares young people to become fully-functioning members of society. (Para. 2)

**Meaning** This is because a university education is more than just providing students with facts and information. In fact, it helps young people get along well in society socially and professionally.

**stuff sth. into sth.:** *v.* to put sth. into sth. else 把(某物)填入或塞进

*Wow! They stuffed a ton of information into that conference! I hope I can remember it all!*

5. Experienced professors can **monitor** contributions from students and guide them toward more meaningful **outcomes**. (Para. 3)

**monitor:** *vt.* to regularly check sth. or watch sb. in order to find out what is happening 监测; 监控; 监督

*Students who participate in the experiment will be asked to monitor their progress.*

**outcome:** *n.* [C, usu. sing.] the final result of a process, meeting, activity, etc. 结果; 结局; 后果  
*How much work you put into something often determines the quality of the outcome.*

6. **In other words**, professors not only **structure** educational experiences, they also **individualize** them, applying different teaching methods to suit the needs of different students. (Para. 3)

**in other words:** used for introducing another way of saying or explaining sth., esp. a simpler way 换句话说, 也就是说 (尤指转向更简单的说法)  
*He says that he feels like he really belongs here. In other words, he feels this is now his home.*

**structure:** *vt.* to plan or organize sth. 计划; 组织; 安排  
*It's important for students to think about how to structure their weeks to get all the things done.*

**individualize:** *vt.* to change sth. so that it meets the needs of a particular person or each individual person 使个体化; 使个性化  
*My tutor is great in the way she individualizes her tutoring for each student.*

**Notes:** The suffix “-ize” is often combined with some adjectives to make verbs, meaning to become or make something become something. Other examples include “personalize” (to make sth. personal), and “modernize” (to make sth. modern).

7. Students of the same **generation** will have similar challenges throughout their lives. (Para. 4)

**generation:** *n.* [C] a group of people in society who are born and live around the same time 代; 一代

*Because they are from a younger generation, these teens don't know anything about their grandparents' music.*

8. Therefore, it is very **beneficial** that people of the same generation are given opportunities to meet one another. This way, they can form strong friendships as they advance together on a journey to their future selves. (Para. 4)

**Meaning** So, it is good for people of similar ages to be put in situations that allow them to meet so that they can form lasting friendships, and can help and support one another as they grow older.

**beneficial:** *a.* producing results that bring advantages 有益的; 有利的  
*When you have a cold, drinking a lot of water can be very beneficial.*

**Notes:** Verbs that can collocate with “friendship” include “develop”, “cultivate”, “destroy”, “maintain”, etc.

9. Through shared adventures, risks, and **accomplishments**, they can move from **relying on** friends to having an appreciation for interdependence. (Para. 4)

**accomplishment:** *n.* [C, U] sth. difficult that you succeed in doing, esp. after working hard over a period of time 成就; 成绩  
*Getting onto the all-star soccer team felt like an important accomplishment to Charlotte.*

**rely on:** to trust sb. or sth. to do sth. for you 信赖; 信任  
*Carson just couldn't rely on his old car anymore, so he sold it and got a newer one.*

**Notes:** The prefix “inter-” as used in “interdependence” indicates a connection, so “interdependence” means “the condition of a group of people or things all depending on each other”. The prefix can also mean “between” as used in “international” (between nations), “interpersonal” (between people), and “intergenerational” (between generations).

10. The result is that they will become more **mature in handling** relationships, which might not be possible with online learning models. (Para. 4)

**Meaning** The result is that students can handle relationships in more sensible ways. They perhaps couldn't do this if they are learning online.

**mature:**

*a.* behaving in the sensible way that you would expect an adult to behave 明智的; 成熟的

*Even though she was still young, people commented that she was very mature.*

*vi.* to start behaving like an adult and become more sensible as you get older (人)变成熟, 变理智

*Jim seemed to mature faster than most of his classmates, always behaving and speaking very appropriately.*

**handle:** *vt.* to take action to deal with a difficult situation 处理; 应付

*You are taking on more work than you can actually handle.*

11. For example, through joining a club, a young woman might find out that she has just the right set of skills and interests to **excel** at engineering. (Para. 5)

**excel:** *vi.* to do sth. extremely well 擅长; 突出; 胜过他人

*Anne was always a little scared of math so she was surprised when she found she could excel at it.*

12. Likewise, participation in a group presentation might help a young man discover that he has an aptitude for public speaking, which could **inform** his career choices. (Para. 5)

**inform:** *vt.*

1) to influence sth. such as an opinion, attitude, or style 影响(意见、态度或风格等)

*I need to do more research to inform my decision as to whether or not to invest in this company.*

2) to officially tell sb. sth. or give them information about sth. 通知; 告知

*Parents were informed that the school was closed.*

13. However, **the vast majority** of professionals who have **contributed to** science, technology, education, law, and the arts benefited greatly from attending educational institutions. (Para. 6)

**the vast majority:** nearly everyone / everything 绝大多数; 绝大部分

*The vast majority of people living in my neighborhood are not happy about the noise from the new building site.*

**contribute to:** to give money, goods, or your time and effort in order to achieve sth., esp. when other people are also helping 捐助(金钱、物品); 贡献(时间、精力)

*Mariah and Lily didn't like having to do the group project with Bob because he rarely contributed much to it.*

14. It is an experience that provides structured growth, community, and, in the end, a sense of pride. (Para. 6)

**Meaning** Attending university helps students to grow in a way that is structured, and gives students the experience of being a part of a community. All of this results in students feeling proud of themselves and their accomplishment.

**Notes:** The idea of “structured growth” is that it helps guide students to grow in a particular way, with the mentorship of professors and tutors.

15. For these reasons, it seems clear that while technology can play a vital role in providing information and opportunities to communicate and collaborate, it can only extend the role of physical universities. (Para. 6)

**Meaning** Because of these reasons, even though technology is important in providing information, as well as opportunities to communicate and work together with others, its main value is that it can just enhance the function of physical universities.

**collaborate:** *vi.* to work with sb. in order to produce sth. 合作; 协作

*Some students prefer to work alone, but most find that they prefer to collaborate with others.*

**extend:**

*vt.* to make sth. include more things, areas, or subjects 扩大(范围)

*The company's sales rose by 20 percent last year, so the general manager plans to extend the workshops.*

*vi.* to continue for a particular distance or in a particular direction (距离或某一方向上)延伸, 延续

*The river extends across the borders of several countries.*

### Additional activity

- Test Ss' ability to skim-read by challenging them to skim a text shown on screen for a very short period of time (e.g. 10–15 seconds).
- Elicit ideas from Ss about what the text means and write them on the board.
- Give Ss about 1–2 minutes to read the text more carefully. Then, ask them to look again at the list of ideas on the board, and see how they match their more thorough comprehension.

### Additional notes

#### Reading skill: Skimming texts for general ideas

Here are some other tips to help us with skim-reading.

#### Skip examples:

When we come to an example or an explanation of a point, we don't need to read it. This is often a small detail, and will not necessarily help us with our overall understanding of the text.

#### Ignore unfamiliar words:

When we read in a foreign language and get caught up in words we don't understand, it's very tempting to spend time trying to work out what these words mean. Often, this is unnecessary. Only if the same word occurs frequently is it worth checking the definition.

② 2, 4, 5, 7

## Comprehension

- ①
- 1) technology
  - 2) universities
  - 3) fully-functioning members
  - 4) a physical university
  - 5) social learning
  - 6) a community of peers
  - 7) personal development
  - 8) extend the role
  - 9) replace



## Critical thinking

### 3 Teaching tips

Pose the question: What is a counter-argument? Ask Ss to read the Critical thinking skill and check their understanding of the concept.

- For Step 1, present the first statement and elicit counter-arguments from Ss. Then, have Ss read the counter-argument in the textbook and get their reactions to it. After that, ask Ss to work on the other statements independently.
- For Step 2, ask Ss to work in pairs and discuss their counter-arguments. Tell them they have to come to an agreement as a pair about the counter-arguments to present to the class.
- For Step 3, encourage Ss to interact with each other by asking if they agree with each other's counter-arguments.

### Step 1

Counter-arguments	Methods
With the development of technology, more online interaction is possible, so you can still communicate with other students, e.g. through the use of discussion forums or instant messaging services.	Thinking in a wider context
Clubs and societies can also meet online. For example, with online software programs such as Zoom, you can have video chats with all other participants.	Thinking in a wider context
But Bill Gates dropped out of university and succeeded, so perhaps a university education is helpful but not necessary.	Finding an exception

### Additional notes

#### Critical thinking skill: Developing counter-arguments

The following strategies can help develop counter-arguments.

- **Thinking in a wider context**  
Argument: ... professors often pre-record lectures and are therefore less able to respond to situations, questions and comments.  
Counter-argument: Now that we have faster and more stable Internet connections, more interactive teaching may be possible online.
- **Thinking about Plan C**  
Argument: The universe could not have been created from nothing, so it must have been created by an intelligent life force.  
Counter-argument: There are other possibilities, e.g. the Big Bang theory.

## Intercultural writing

### 4 Teaching tips

Ask Ss to think carefully about how to describe the illustration, reminding them to only include important details. Then lead a short class discussion about what they think the message behind the image was. Follow up some of the Ss' predictions with questions about whether they think this is true or will be true about education in China in the future.

#### Useful expressions related to picture description:

- As the picture shows ...
- We can see from the picture that ...
- This picture shows us ...
- The picture tells us ...
- Looking at the picture, we can see ...

We can see from the picture that a classroom is full of students who have a device connected to their heads. A teacher is also in the picture,

feeding books into a machine which is being operated by another student. It seems that the machine is feeding knowledge from the books directly into the students' heads.

I think that the picture is making a prediction that is partly true for the future of education in China. Even if the method of teaching is very different, the illustrator seems to think that there is still a place in the future of education for traditional classrooms and teachers.

I think that knowledge will be passed on through new technology, but that the need for physical schools will still be highly valued. This is because the experience of going to school is beneficial not only because of the knowledge it can give us, but also because of the social experiences we can gain, and the face-to-face interactions with educators.

## Language in focus

### Words and expressions

- ① 1. monitor  
2. mature  
3. accomplishment  
4. intentional  
5. (show an) aptitude  
6. collaborating  
7. handle  
8. ambitious
- ② 1. rely on  
2. In other words  
3. drop out  
4. the vast majority  
5. contributing to  
6. in the end

### Collocations

- ③ 1. feed on  
2. go beyond  
3. feeding ... with  
4. go well; go wrong  
5. feed ... into  
6. go over

### Banked cloze

- ④ 1) E 2) I 3) B 4) J 5) G 6) C 7) A

### Structure

#### Additional notes

#### Structure: *likewise*

We occasionally hear the word "likewise" being used as a response to a direct question or statements. When used in this way, "likewise" means "I feel / think the same way you do".

- A: I love the weather we've been having recently.  
B: Likewise. It's been great!*

- ⑤ 1. B 2. B 3. A

### Translation

- ⑥ 1. Our classmates are good at different things: Some excel at Chinese calligraphy, and some at painting. We should learn from each other.
2. Since several new universities were established, there has been an emergence of a new youth culture in the city.
3. The survey, commissioned by the Ministry of Education, indicates that developing intercultural competence is one of the goals of university education worldwide.
4. China's development cannot be achieved without cooperation with the rest of the world. Likewise, the world also needs China for its development.

# Text B

## Before you read

1. I think they would like to learn more about Chinese history and culture. I also think they will like having to use Chinese all the time, as it helps them learn the language.
2. I think it might be very difficult to get used to the Chinese classroom culture for international students who have studied in places where the classroom culture is different.

## A long way from home

### Background information

More and more international students are coming to China to spend a semester or more studying. According to statistics from the Ministry of Education, the number of international students in China reached about 492,000 in 2018. About 60 percent of these students are from other Asian countries. They choose to study in China for a number of different reasons: the lower cost of living and education in China, the chance to improve their Chinese language skills and to learn more about the country and its culture, etc. In addition, it is beneficial to students wanting to major in certain areas such as international relations or international business.

### Culture notes

#### *Sanda*

*Sanda* is a Chinese martial art form that combines wrestling and kickboxing. Even though *sanda* is a combat sport, it is also a fun way to keep fit.

### Language points

1. Billy Meeker raises the dragon head high and then swoops down low, shaking his bright yellow and red costume in a **stand-off** with his co-lion dancer Wang Lu. (Para. 1)

**stand-off:** *n.* [C] a disagreement or fight in which neither opponent can do anything to win or achieve their aim 僵持; 均衡

*The two players were locked in a stand-off, and no one knew who was more likely to win.*

**Notes:** The prefix “co-” as used in “co-lion” can be used with some nouns and verbs to form new words, meaning that the person or object is in cooperation with another. So, “co-lion” in this context means lion dancing which is performed together with another person. Other examples include “co-host”, “co-founder”, “co-author”, “co-manage”, and “co-produce”.

2. The hours of **rehearsals** have **paid off**. (Para. 1)

**rehearsal:** *n.* [C, U] an occasion when you practice for the performance of a play, concert, opera, etc. 排演; 排练

*We only had one rehearsal for our presentation, but that rehearsal ended up being enough.*

**pay off:**

1) if sth. that you do pays off, it brings you some benefit 盈利; 得到回报

*Li Ming studied hard for the final exam, and*

got an A, so his studying paid off.

2) to give sb. all the money you have borrowed from them to buy sth. 清偿; 还清

*You can't pay off debt without limiting how much you spend.*

3. When the dance is finished, the two friends emerge from their costumes **exhausted**, but happy with the performance. (Para. 1)

**exhausted:** *a.* extremely tired and without enough energy to do anything else 精疲力竭的; 疲惫不堪的

*The exhausted skiers are looking forward to a good night's sleep.*

4. He came to love the **discipline** and energy of the sport and was soon **motivated** to learn Chinese, eventually making a visit to Mount Songshan where he **resumed** studying both *sanda* and Mandarin. (Para. 2)

**discipline:**

*n.* [U] the ability to control your own behavior 自控能力; 自制力

*It can be difficult to embrace the discipline needed to learn a new language as a busy adult.*

*vt.* to punish sb. for sth. they have done wrong 惩罚; 处罚

*Parents play an important role in educating and disciplining children.*

**motivate:** *vt.* to make sb. feel determined to do sth. or enthusiastic about doing it 激励; 激发...的积极性; 激发...的热情

*We can clearly see from his works that he is motivated by love for nature.*

**resume:** *v.* (*fml.*) to start sth. again after stopping temporarily (短暂中断之后) 重新开始, 继续

*I'm hoping I'll be able to resume my Mandarin classes next semester because I don't have time at the moment.*

5. As a rising junior in Shanghai, Billy is one of an increasingly large number of international students who are choosing to study in Chinese universities. (Para. 3)

**Notes:** A rising junior is a student who has just finished their sophomore year (2nd year at university) but hasn't started their junior (3rd year at university) yet.

6. After decades in which millions of Chinese students left for higher education institutions in places like the U.K., the U.S., Canada, and Australia, the **reverse** is starting to happen. (Para. 3)

**Meaning** For decades millions of Chinese students have chosen to study in other countries such as the U.K., the U.S., Canada, and Australia, but that trend is changing now with more international students coming to China to study than ever before.

**reverse:**

*n.* [U] (**the ~**) the opposite of sth. 相反情况  
*If you tell children to do something, they will often do the exact reverse.*

*vt.* to change the order or development of events, a process, or a situation to be the opposite of what it was 颠倒; 使倒转

*It may take a century or two to reverse the damage done by air pollution.*

7. Canada is a **fairly** new country. (Para. 5)

**fairly:** *ad.* to some degree, but not completely or extremely 相当; 还算

*Ron did fairly well this semester. He didn't get all A's, but he got some A's and some B's.*

**Notes:** "Pretty", "fairly", "really", "very", and "quite" are placed directly in front of adjectives or adverbs to add strength. "Really" and "very" are strong in tone. When "quite" is placed in front of an adjective or adverb, it adds strength, but not as much strength as "really" or "very" does. "Fairly" and "pretty" weaken the adverbs or adjectives that they modify. They indicate that the quality described by the adverb or adjective is present, but only to a limited extent.

8. While many, like Billy, are attracted by Chinese history and culture, others come for the opportunity to develop a cross-cultural understanding that will lead to jobs in global companies. (Para. 6)

**Meaning** Many international students, like Billy, come to China because they are interested in the history and culture of China and they just want to learn about it. However, some other international students come to China because they believe having a better understanding of China and the Chinese people will help them to get jobs in global companies.

9. Sabina Conner, a biology major from New York, says studying in China ticks a lot of boxes for her. (Para. 6)

**Meaning** Sabina Conner comes from New York and is studying biology in China. She made a list of the things she wanted to get from studying abroad, and many of the things she put on her list could be achieved by studying in China.

**tick all / a lot of boxes:** to have the right qualities to be a good choice or solution 成为不错的选择或解决方案

*Miranda wanted to work in a global company, so majoring in International Relations ticked a lot of boxes for her.*

10. When we all bring different perspectives, we are in a better position to break new ground. (Para. 7)

**be in a position to do sth.:** to be able to do sth. because you have the ability, money, or power to do it (因为有能力、金钱或权力而)能够做某事  
*Now that I have done the appropriate research, I am in a better position to argue my point.*

**break new ground:** to do sth. completely different from what has been done before 开辟新天地; 创新

*Bill Gates definitely broke new ground with his ideas for personal computing.*

## Critical thinking

- I agree with Sabina. When people around you think alike, it's hard for you to get inspiration from them and be able to see things from a different perspective. This means you can become stuck in your ways, and it becomes harder to come up with creative solutions to problems.
- I disagree with Sabina, because it can be difficult to make actual progress if people always have to explain their perspectives to each other. There is a time and a place for diverse viewpoints, but I think if you want things to be accomplished, you need to be on the same page as each other.

## Self-reflection

自我反思是《新未来大学英语 综合教程》的有机组成部分。一方面，自我反思是指学生结合自身各单元的学习情况，自主地对自己的学习进行回顾、思考、监控、概括、分析和总结，并在此基础上加以改进，以寻求成长的一种有效途径。另一方面，自我反思是指教师可以通过观察和分析学生的自我反思，系统地、持续地剖析教学中的问题，改进教学实践，提升教学效果，促进自身发展。

我们建议：

(1) 学习完每个单元后，教师可引导学生在课上或课下花5分钟左右的时间完成自我反思。这样，学生可以看到自己哪些学习目标达成了，哪些还需要继续努力。对于尚未掌握的内容，学生可返回本单元相关部分，进一步复习巩固，也可利用本教材的数字资源或网上其他相关资源进行自主学习，还可寻求同学或教师的帮助。

(2) 为了更好地监控学生的学习效果，教师可以在每单元结束后，收集不同层次学生的反思记录，针对教学中的问题进行针对性的答疑解惑。学期结束后，教师可收集班上学生的自我反思，将自我反思的数据作为评价教学效果的依据，审视自己的教学效果。教师还可以结合其他数据（如邀请同事或专家观摩自己的课堂教学、课堂录音和录像、学生访谈等），整体反思自己的教学效果，进而为下学期的教学提供参考依据。

## Text in Episode 1

### 休闲娱乐

#### 思考咖啡馆

连续三年当选“休闲最佳去处”的思考咖啡馆靠近学校西门，从早上6点一直营业到夜里12点。当你考试拿到高分，或者碰上你生日，或者遇到下雨天，又或者……，都可以去思考咖啡馆，你懂的。这里有全城最好的咖啡和获过奖的柠檬蛋糕！咖啡馆还给学生折扣价，所以记得带学生证过来。这里的高峰时段有点吵闹，所以不要指望在这里学习。携好友到此共享欢乐时光，倒是很不错！

### 管理生活

#### 国际学生服务中心

国际学生服务中心位于校园中央，是为所有国际学生提供帮助和交流机会的场所。中心的开放时间是上午9点到下午5点，你可以到这里进行注册、咨询住宿和办理学生证等事宜。你还能在中心的学生公共休息室认识其他学生，有国际学生，也有本地学生。我们建议你留意每周的图书交换活动，活动期间可以捐赠或尽情阅读不同语言的书籍。还有，来的时候别忘了查看公告板，大家会经常在那里分享有用的消息，比如待售物品、特别活动信息等。

### 享受自然

#### 东坡湖

东坡湖取自中国宋代诗人苏东坡，坐落在校园的正中心，四周环绕着林阴步行道，是放松身心的好去处。不妨在湖边长椅上坐一坐，或者穿过石桥抵达湖中心的望月亭，也可租小船泛舟湖上。环湖道正好一公里，是夜跑和清晨散步的绝佳选择，还是约会的好去处！

### 努力学习

#### 图书馆

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可以在此一直学习到清晨。馆内提供普通图书馆应有的一切，包括可上网的电脑，当然还有大量的藏书。你可以在安静的自习区学习，这里能把东坡湖的美景尽收眼底；还可以在三楼的研读间和同学们进行讨论（不用担心图书馆“不许说话”的严格规定！）。如果你打算长时间待在图书馆学习，记得先吃饱再来，因为馆内禁止吃东西。还有，别忘了，带上你的学生证才能进来！

## Text in Episode 2

### 青年企业家

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## Text A

### 大学正慢慢成为过去吗？

- 1 1900年前后，法国艺术家让-马克·科泰接受委托绘制一组图画，描绘他认为的2000年人们可能过上的生活。其中一幅画展示了一位教师把书本放进研磨机。研磨机通过悬挂在天花板上的器械将知识直接输入学生的大脑。现在看来，这位艺术家对未来的教育有许多错误的预测，但有一件事他猜对了：学生依然还在教室里学习。
- 2 如今，人们在讨论线上教育的兴起以及大学教育的未来。不管是否有意，这幅画能够提醒我们，不管科技变得多么先进，社会总会有教室和大学的一席之地。这是因为大学教育远不止仅仅把事实和信息塞进学生脑子里。事实上，大学着眼于将年轻人培养成健全的社会成员。
- 3 学生们在实体大学上课时，他们便得到了实时参与、面对面进行社会学习的机会。富有经验的教授可以监控学生的参与，引导他们获得更有意义的进步。换句话说，教授既能将教学体验结构化，也能将其个性化，从而因材施教。线上教育很难实现这一点，因为讲座是提前录制的，教授难以针对不同情境、问题和评价作出回应。
- 4 大学经历的第二大优势在于，它能给学生创造同伴共同体。同一年代的学生会经历相似的人生挑战。因此，有机会和同龄人结识，受益良多。这样的话，在通往未来自我的路途上，他们可以建立深厚友谊。通过共同经历冒险和危机取得成就，他们从依赖朋友过渡到理解相互扶持的意义。他们也因此能以更成熟的方式处理人际关系，而这可能是线上学习模式做不到的。
- 5 伴随着大学社交生活的还有第三个好处：自我发展。大学环境在年轻人开始探索自己是谁、擅长何事这一关键时期给予支持。譬如，通过参加社团，年轻的女学生可能发现自己正好拥有在工程领域脱颖而出的技术和兴趣。同样，通过参与小组展示，年轻的男同学或许发现自己还有公众演讲的才能，由此影响他的职业选择。对已经成年的大学生而言，这些自我发现的瞬间对于潜能的挖掘至关重要。
- 6 当然，也有雄心勃勃、没有接受传统大学教育就获得成功年轻人。比尔·盖茨和史蒂夫·乔布斯就是从大学辍学却成为成功企业家的典型例子。但是，在科学、技术、教育、法律和艺术等领域，大部分专业人士都因接受大学教育而获益良多。大学教育使你在教师指导下成长，让你获得集体感，并最终获得自豪感。这样看来，尽管科技在提供信息以及交流合作的机会方面扮演着重要角色，但它似乎只能延伸实体大学的功能。科技永远不能取代实体大学。



## Text B

### 离家万里

- 1 比利·米克将龙头高高抬起又猛然放下，摇晃着身上明黄亮红相间的演出服，和同场的舞狮表演者王路上演了一场对峙。数小时的排练没有白费。表演结束后，比利和他的朋友换下演出服，尽管一身疲惫，但他们都对刚才的表现感到满意。
- 2 比利经常和少林队一起演出，他说：“中国太棒了，到这儿来学习是我做过的最好的决定。”在加拿大温哥华长大的比利对中国文化展露出兴趣还要从他开始上散打课说起。他逐渐爱上了这项运动带给人的自律和力量，此后不久更是积极学习中文。最终，他前往嵩山继续学习散打和普通话。
- 3 身处上海的准大三学生比利是越来越多选择到中国大学求学的国际学生的其中一员。过去几十年里，数百万中国学生远赴英国、美国、加拿大和澳大利亚等国家的高校留学，现在情况出现了反转。现在大约有五十万国际学生在中国学习，人数还有望进一步增加。
- 4 对比利而言，这个决定不难做出。“当时，下一步就是来中国念大学，这顺理成章。”他说，“在少林寺学习的日子里我结识了很多朋友，感觉非常自在。”
- 5 学习历史专业的比利希望成为一名中国研究方向的教授。“我要学习的东西很多！”他提到，“加拿大是一个很年轻的国家，只有大约一百五十年的历史！但是中国的历史却可以追溯到数千年前，而且每一时期都有自己的特色。我在不断发现新的、有趣的世界。”
- 6 许多外国人像比利一样被中国的历史和文化所吸引，还有的则是来中国寻找机会加深跨文化理解，以便在国际公司谋职。来自纽约的生物专业学生萨比娜·康纳表示，到中国求学让她实现了很多心愿。
- 7 “我是一名态度严谨的学生。”萨比娜说，“在这里，人们真正地重视教育，而且有很多机会学习中国和西方的生物科学研究方法。”她补充说，在中国她将有
- 8 机会参与到研究课题中，观察实验室的管理方式。“未来，最好的研究成果将由来自不同国家的研究者组成的团队合力打造。”她说，“不同的视角更有利于实现新的突破。”
- 8 此外，萨比娜还打算加入学校的国际社团。她说：“我很想认识来自其他国家的国际学生，还有那些希望建立跨文化友谊的中国学生！”她已经跟一名来自伊拉克的化学专业学生和一名来自中国南京的生物专业学生成为了朋友。
- 9 尽管在中国的生活很精彩，一些国际学生偶尔也会有挣扎的时候。许多人承认会想家。萨比娜曾有段时间因为黑白颠倒的时差和家人联络不便。
- 10 “我刚来这里的时候，遇到不少挑战。每天早上醒来，我的手机被新消息‘轰炸’，但等我回复了这些信息，却没了下文，因为大家都睡觉了。这个情况是我之前没有考虑到的。”
- 11 比利说他想念妈妈做的饭菜，不过他已经学会如何做鱼派，还做给朋友王路的家人品尝。“不过说真的，我喜欢中国菜，也喜欢大家在一起享用不同菜肴的饮食方式。”他说，“回到家看到只有一盘食物，让我感觉怪怪的。我觉得中国有许多东西值得西方人学习。”