

前言

一、编写背景

改革开放特别是党的十八大以来，研究生教育快速发展，我国已成为世界研究生教育大国。随着中华民族伟大复兴事业的推进、国际形势的快速变化，各行各业对高层次创新人才的需求更加迫切，研究生教育的地位和作用更加凸显。

2017年教育部、国务院学位委员会印发《学位与研究生教育发展“十三五”规划》，提出学位与研究生教育发展的任务之一是“改革培养模式，提升创新和实践能力”。2020年教育部、国家发展改革委、财政部联合发布《关于加快新时代研究生教育发展的意见》，再次强调要“加强教材建设，创新教学方式，突出创新能力培养”。

在新时代、新形势下，培养具有国际视野和中国情怀、承担科技创新使命、服务国家发展战略、适应经济社会发展需求的创新型、复合型、应用型人才，有赖于研究生英语教学改革的支持，而优质的教材是院校人才培养、教学改革的重要组成部分。针对研究生教材需求情况，外研社携外研在线深入调研高校研究生公共英语的教学现状、教学痛点和发展趋势，出版新形态、立体化研究生系列教材《新探索研究生英语》，为院校研究生英语教学改革保驾护航。

《新探索研究生英语》系列教材面向全体硕士研究生，包括学术学位硕士研究生和专业学位硕士研究生。教学目标定位为通用学术英语(EGAP)能力培养，为专业学术英语(ESAP)学习打好语言基础，培养学术技能，提升创新思维能力和学术实践能力，为学术创新培养良好的认知结构与思维习惯。教材定位与大部分院校的研究生人才培养目标和研究生英语教学的实际情况相符。同时，思政育人理念贯穿整个教材体系，隐性思政教学设计和显性思政板块相结合，寓价值观引领于知识传授和能力培养之中，培养德才兼备、全面发展的时代新人。教材充分体现信息技术与语言教学的融合创新，以线上线下混合的方式进行教学实践，课堂手册与数字课程互为补充，相得益彰。另外，教材符合“因材施教”的教育理念，主干教程模块与补充技能模块相互配合，低阶、高阶难度分级，读写、听说等技能分项，可支持院校针对本校研究生教学目标进行课程的个性化组合，满足多样的课型需求，也可满足本硕一体化人才培养模式下的学术英语教学需求。

二、编写依据

1. 在课程性质上落实思政育人的根本目标

《高等学校课程思政建设指导纲要》明确提出“全面推进课程思政建设是落实立德树人根本任务的战略举措”，“课程思政建设是全面提高人才培养质量的重要任务”，强调要“将课程思政融入课堂教学建设全过程”。《新探索研究生英语》特别设置了思政育人板块，从中西对比、文化传承、价值观塑造等层面深化单元主题，介绍社会主义核心价值观、中华优秀传统文化、社会主义建设成就，并通过实践任务落实育人目标，培养国际视野和文化自信。

2. 在教学方法和手段上体现线上线下融合的混合式教学模式

在信息化与智能化时代，多媒体技术以及大数据、人工智能等现代信息技术已成为外语教育的重要手段。教材积极创建多元的教与学环境，依据布鲁姆-安德森认知能力模型，线上学生通过U校园智慧教学云平台完成语言练习，训练记忆、理解、应用等低阶思维能力，并获取评价与反馈，教师则基于数据开展学情监测、进行学情分析；线下教师基于个性化学情、借助数字化工具创设互动式、研讨式课堂，培养学生分析、评价、创造等高阶思维能力，通过线上线下融合的混合式教学实践，使学生朝着主动学习、自主学习的方向发展，真正实现教学的立体化、个性化、智能化。

3. 在教学目标上体现多元能力培养

整套教材以学术主题为牵引，以学术能力为导向。教材以英国麦克米伦出版有限公司高品质教材 *Skillful (Second Edition)* 为蓝本，涵盖多学科话题，注重学术阅读、学术写作、学术听说等技能培养。同时，教材将思辨英语教学理念和原则融入教学活动设计中，专门设立思辨板块，进一步提升研究生的批判性思维能力和创新创造能力。

4. 在教师发展方面全方位提升教师信息化素养

《教育部等六部门关于加强新时代高校教师队伍建设的指导意见》指出，高校要“积极应对新科技对人才培养的挑战，提升教师运用信息技术改进教学的能力”。使用《新探索研究生英语》的教师可以通过U校园平台的大数据反馈、写作智能评阅引擎、语音自动评阅引擎、语音实时转写、师生互动和生生互评等创新功能，开展学情分析，辅助作业批阅，提供即时反馈，激发学生互动与参与。这些功能也可以为教学研究提供方法指导和数据支撑。

三、教材特色

1. 打造新形态教材模式，创设智慧式教学流程

《新探索研究生英语》由U校园数字课程和课堂手册构成，引领院校开展线上线下融合的混合式教学实践。新形态教材厘清线上、线下功能，突出混合式特色，明晰课前、课中、课后的目标、任务与实施手段。课下学生使用U校园数字课程自主学习，教师监管辅助。课上教师基于U校园平台学情分析及教学互动工具，利用课堂手册引导学生进行深度理解、思辨讨论等研讨活动，实现高效、便捷、智能的教、学、管过程。

2. 体现时代脉搏、国际视野，深化思政育人理念

教材基于英国麦克米伦出版有限公司高品质教材 *Skillful (Second Edition)*，由国内著名教材编写专家进行改编。单元主题涉及心理学、美学、社会学等学科领域，围绕环境保护、疾病防治、法律与伦理道德、新兴科技发展等热门话题展开；阅读选篇以议论文、说明文为主要体裁；视听素材聚焦学术场景，以学术对话、学术研讨、学术讲座为主要形式。此外，教材巧妙融入思政素材，传递中华优秀传统文化与现当代社会主义建设成就，通过中西对比、实践产出等落实价值观塑造，培育文化自信与文化传播力。

3. 着重培养学术素养，提升思辨力、创新力、实践力

全套教材高度关注学术技能培养，勾勒出完整的学术技能图谱，涵盖学术读写、学术听说、学术思辨全场景。每单元基于素材选择2—4个技能点进行细致讲练，辅以U校园视频微课、交互式技能训练，帮助学生牢固掌握、熟练应用技能。同时，教材汲取英语思辨教学理念，研讨式课堂的教学设计着重训练分析、评价、创造等高阶思维能力，提升研究生的独立思考能力、创新创造能力。

4. 充分体现Unipus数字产品能力，大幅提升教与学效果

基于此套教材，Unipus为研究生公共英语教学全力保驾护航。教材引入丰富的数字化教学手段，如iWrite写作智能评阅引擎，提供写作任务的机器评阅、同伴互评、小组互评等功能，实现以评促教，以评促学；Unipus智慧云盒、智慧教室创新课堂展示效果，提升多资源协同的教学体验；语音实时转写功能激发学生主动性，帮助教师实施个性化教学，给予学生针对性指导。

四、教材构成

教材分为**主干教程**与**补充技能**两大模块。

- ▶ 主干教程模块共设两个级别（基础级和提高级），每个级别包括《读写教程》和《视听说教程》两个分册，每个分册含六个单元，《读写教程》与《视听说教程》单元主题呼应。每个分册由U校园数字课程、课堂手册构成新形态、立体化的教学体系。



《读写教程》
U 校园数字课程



《读写教程》
课堂手册



《视听说教程》
U 校园数字课程



《视听说教程》
课堂手册

- ▶ 补充技能模块为拓展学习资源，包括《学术词汇讲练》《学术论文写作》《学术英语交流》三门U校园数字课程，鼓励学生根据自身需求，自主选择学习。
- ▶ 配套资源包括混合式教学指导手册、助教课件、试题库等。

五、编写团队

《新探索研究生英语》系列教材主干教程的《读写教程》（基础级）由复旦大学季佩英教授主编，《视听说教程》（基础级）由西安交通大学陈向京教授主编，《读写教程》（提高级）由山东大学王俊菊教授主编，《视听说教程》（提高级）由东南大学陈美华教授主编。

参与《新探索研究生英语》系列教材策划与编写的人员是来自复旦大学、西安交通大学、山东大学、东南大学等多所高校的外语教育专家和一线教师。美籍专家 Ann Marie Ross 教授参与了教材审读工作，在此谨表示衷心的感谢。

《新探索研究生英语》系列教材应新时代的人才培养需求而生，从筹划到出版历经数年，通过理念创新、模式创新、资源创新，将成为教学改革的有力抓手，为高校提供教学资源、教学手段和教学方法的全方位支撑，为提高人才培养质量打好基础、创造条件。同时我们希望教材在使用过程中得到广大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。

《新探索研究生英语》编写团队

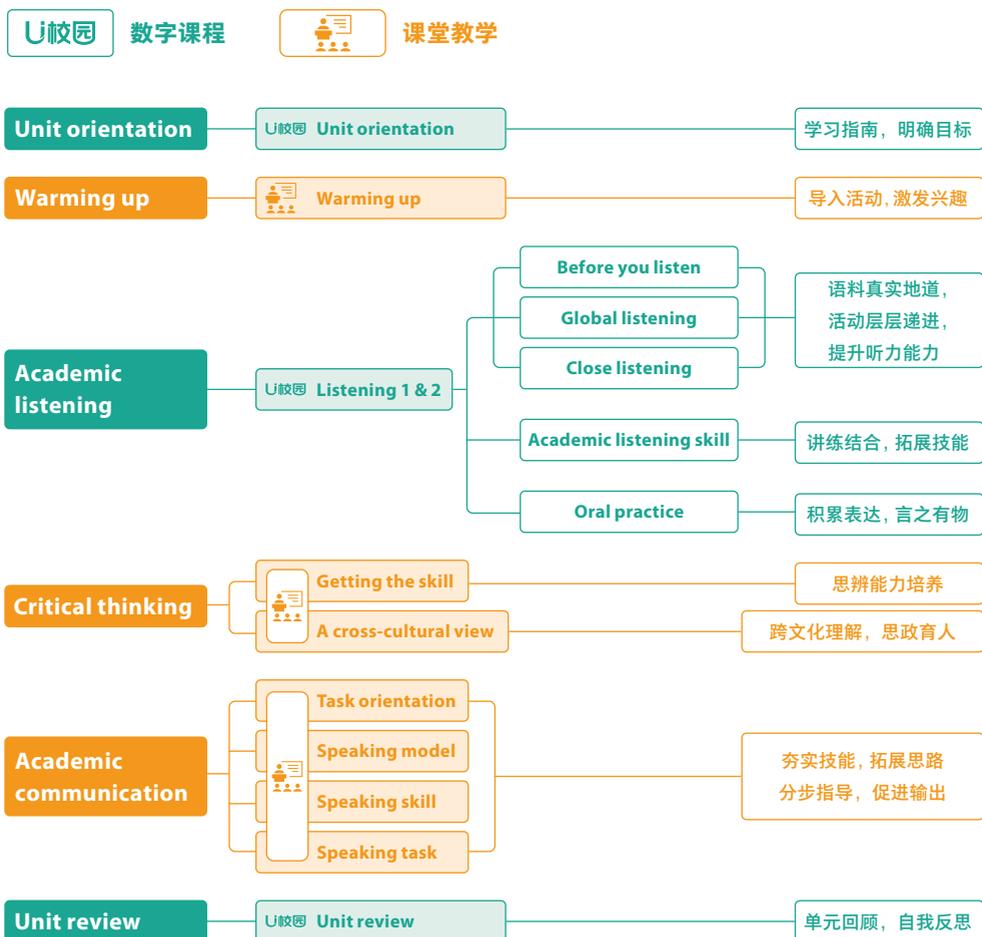
编写与使用说明

《新探索研究生英语 视听说教程》的设计和编写充分考虑国内研究生人才培养目标和研究生公共英语的教学需求，教学内容符合研究生认知水平，学术特征突出；教学设计紧密围绕学术听力、学术口语和思辨能力培养；教学资源立体多元，包括学术技巧微课、思政视频素材、口语范例等，为教师因材施教、学生自主学习创造有利条件。

《新探索研究生英语 视听说教程》遵循线上线下融合的混合式教学模式，线上学生自主学习，完成听力训练、技能学习和语料积累，为线下活动做好充分的语言和技能准备；线下教师引导学生进行讨论与口语产出，训练分析、评价、创造等高阶思维能力。U校园智慧教学云平台将线上、线下环节进行有机融合，大数据分析即时反馈学情，帮助教师反拨课堂教学；线上讨论消除线上学习的迷航与孤独，促进师生互动交流。

单元结构与教学场景

《视听说教程》共设“基础级”与“提高级”两个级别，每级包括6个单元。单元结构与教学场景具体如下：



板块介绍

Unit orientation

激发学习兴趣，梳理学习重点，明确学习目标，指引学习路径

U 学生课前自主完成



Warming up

导入单元主题，了解背景信息，激活相关知识，为后续板块的学习作铺垫

- 1 听前练习：激活话题相关知识储备，预测视频内容
- 2 观看视频：理解视频内容，整合重点信息，分析信息结构
- 3 课堂讨论：对视频中呈现的信息与观点进行分析与评价，联系生活实际，拓展讨论

课上观看视频，完成讨论活动



Academic listening

U 学生课前自主完成

本板块包含 Listening 1 & 2 两大训练内容，教学流程基本一致，包括听前热身、泛听活动、精听练习、听力技巧讲练和口语跟读训练五大步骤，系统提升听说能力。听力素材丰富多样，真实地道，贴近学术场景。Listening 1 选取学术场景下的对话，如课堂讨论、节目访谈、学术探讨等；Listening 2 选取学术场景下的主题演讲，难度略高于 Listening 1。

Before you listen

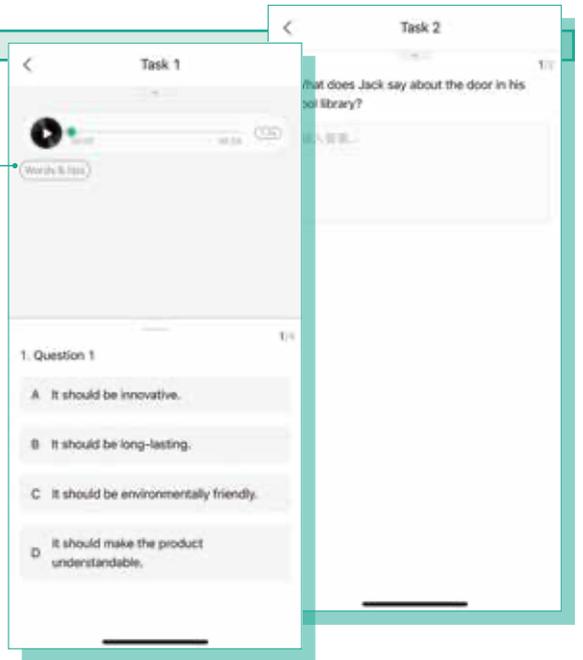
听前活动激活知识储备，扫清词汇障碍，激发学生的学习兴趣。

Global listening

泛听活动考查整体理解，把握语篇结构。

Close listening

精听练习考查学生对细节信息的把握，通过拓展讨论锻炼学生思维能力与知识迁移能力。



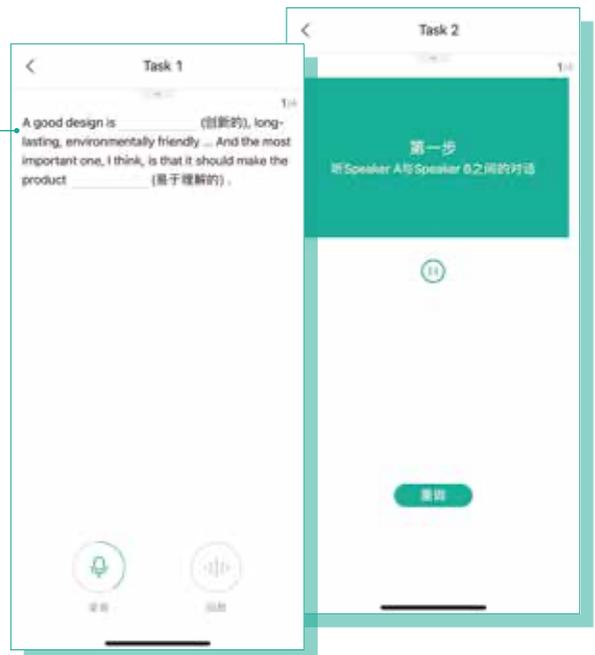
Academic listening skill

视频微课阐释学术听力技巧，多样练习促进学生实践运用，讲练结合，切实提升学术听力能力。



Oral practice

口语跟读训练精选听力素材中的重点语料：单句跟读帮助学生积累话题相关词汇；对话复述引导学生学习积累功能性语言。通过语音引擎智能评分，提升学生特定话题下的口语表达与交际能力。



Critical thinking

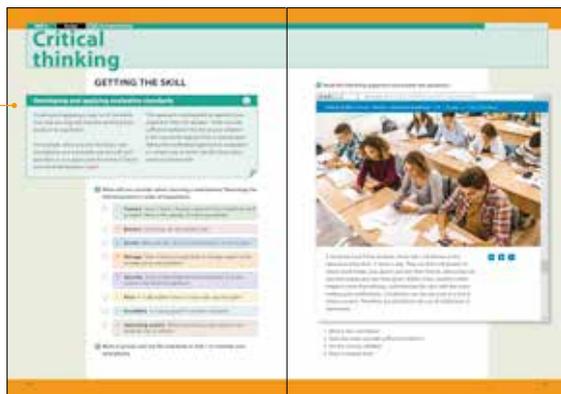
教师组织课堂研讨活动

本板块包括 **Getting the skill** 和 **A cross-cultural view** 两部分，在培养学生思辨能力的基础上，对学生进行思政教育，引导学生树立正确的人生观、价值观，实现思维能力与情感价值的双重培养。

- **Getting the skill** 选取实用有效的学术思辨技能，辅以形式多样的技能训练活动，帮助学生熟练掌握、运用思辨技巧，提升学术素养。
- **A cross-cultural view** 精选贴近时代、蕴含丰富思政内涵的视频素材，设置形式新颖、层层递进、实操性强的课堂产出活动，强化学生对中国文化、中国社会的了解，培养学生的跨文化意识与能力。

Getting the skill

系统教授思辨技巧，培养学生分析、评价信息与观点等高阶思维能力，为后续活动作准备。



A cross-cultural view

从文化、价值观等层面拓展单元话题，观看具有思政、人文内涵的视频素材，完成小型实践任务，培养跨文化能力，增强文化自信。



Academic communication

教师组织课堂研讨活动

Academic communication 板块以课堂活动为主，辅以线上口语训练，精选地道鲜活的示范语料，系统讲解学术场景下的口语技巧，训练重点句型与表达，通过形式新颖的课堂活动夯实技能，拓展思路，通过详细的步骤指导，引导学生完成口语输出任务，提升口语交际能力。

Task orientation

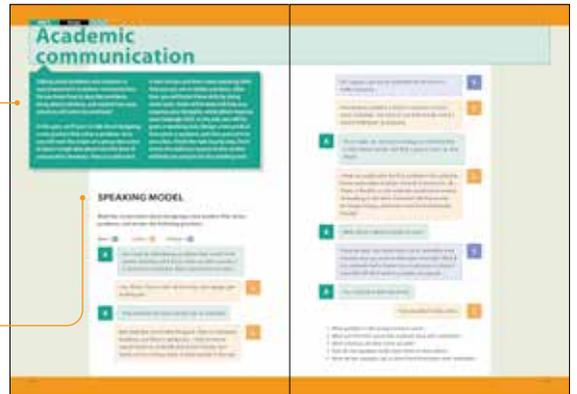
了解单元口语任务，明确板块学习目标与学习路径。

教师组织课堂研讨活动

Speaking model

学习口语示范语料，完成相关练习，为后续的技能拓展作准备。

教师组织课堂研讨活动

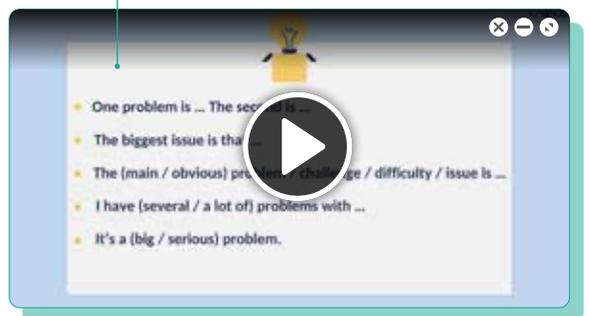
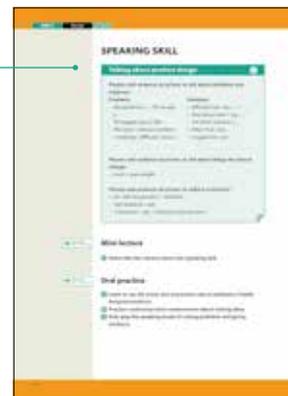


Speaking skill

Mini-lecture

通过视频微课系统学习口语技巧，为完成单元口语任务打基础。

U 学生线上完成，自主学习，教师课上总结、点拨





Speaking skill

Oral practice

单句跟读积累话题相关词汇，对话复述积累功能语言，角色扮演还原真实实际场景。

U 学生线上完成跟读练习，积累语料



Skill enhancement

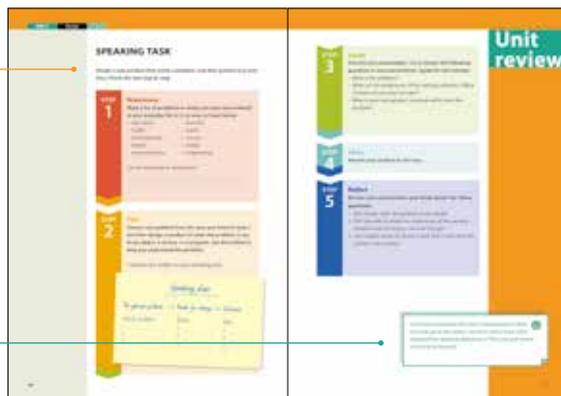
小型口语输出活动，通过探讨实践，为学生完成单元口语任务铺设思路。

教师组织课堂研讨活动

Speaking task

学以致用，运用本单元已学习的语言知识与口语技巧，完成口语任务，提升交际能力。口语任务通过分步指导，化整为零，层层递进。

 教师组织课堂研讨活动



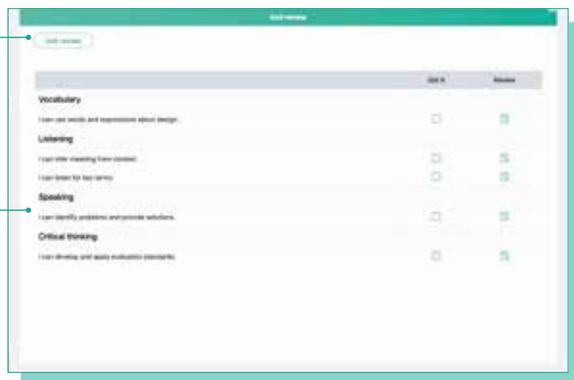
Unit review

自我反思、自主提升，培养终身学习能力。

Unit review

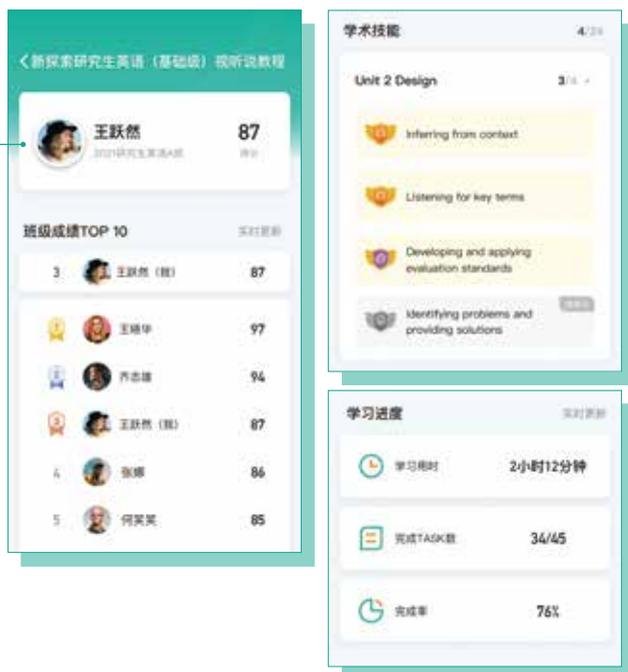
引导学生进行自我反思，帮助学生自我检测、复习巩固。如果某部分内容学习效果不理想，学生可点击相应板块进行复习。

 学生课后进行线上自我反思与复习巩固



学习分析报告

学生可通过查看学习分析报告了解学习时长、成绩排名、学习进度与技能掌握情况等信息，促进自我反思，实现自主提升。



Map of the book

Unit	Warming up	Academic listening		Critical thinking skills
		Listening	Skills	
<p>1</p> <p>Identity p7</p>	<p>Viewing <i>The history of identification</i> p4</p>	<p>Listening 1 Seminar • Sociology <i>Life events</i> p6</p> <p>Listening 2 Lecture • Technology <i>Beyond the ID card</i> p8</p>	<p>Listening 1 Listening for reference p7</p> <p>Listening 2 Listening for topic shifts p9</p>	Distinguishing between causation and correlation p10
<p>2</p> <p>Design p20</p>	<p>Viewing <i>Dieter Rams' 10 principles of good design</i> p22</p>	<p>Listening 1 Conversation • Culture <i>Principles of good design</i> p24</p> <p>Listening 2 Lecture • Technology <i>AR and VR</i> p26</p>	<p>Listening 1 Inferring from context p25</p> <p>Listening 2 Listening for key terms p27</p>	Developing and applying evaluation standards p28
<p>3</p> <p>Disease p38</p>	<p>Viewing <i>Medical issues for the 21st century</i> p40</p>	<p>Listening 1 Podcast • Biology <i>Germ myths</i> p42</p> <p>Listening 2 Lecture • Medicine <i>Disease detectives</i> p44</p>	<p>Listening 1 Clarifying or confirming ideas p43</p> <p>Listening 2 Understanding cause-and-effect relationships p45</p>	Identifying either-or fallacies p46

Critical thinking		Academic communication	
A cross-cultural view	Moral objectives	Skills	Speaking tasks
Viewing <i>Self-identity: collectivism vs. individualism p12</i>	Understanding collectivism and individualism <i>p12</i>	Sharing experiences and expressing interest <i>p16</i>	Discussing a life event that affected your self-identity <i>p18</i>
Viewing <i>Furniture design: elegance or luxury p30</i>	Recognizing the differences between the Ming-style furniture and baroque furniture <i>p30</i>	Identifying problems and providing solutions <i>p34</i>	Presenting a new product that solves a problem <i>p36</i>
Viewing <i>Traditional Chinese medicine p48</i>	Understanding the magic of TCM through its preventive treatment of diseases, yin and yang theory, and common practices <i>p48</i>	Making deductions <i>p52</i>	Presenting findings about the spread and prevention of a disease <i>p54</i>

Unit	Warming up	Academic listening		Critical thinking skills
		Listening	Skills	
4 Survival <i>p56</i>	Viewing <i>Think green – the three Rs p58</i>	Listening 1 <i>Podcast • Sociology</i> <i>Kindness as a survival skill p60</i> Listening 2 <i>Lecture • Architecture</i> <i>Building for the future p62</i>	Listening 1 Identifying questions as signposts <i>p61</i> Listening 2 Listening for expressions that connect ideas <i>p63</i>	Strengthening an argument <i>p64</i>
5 Law <i>p74</i>	Viewing <i>Cybercrime p77</i>	Listening 1 <i>Podcast • Crime</i> <i>Ask an expert p78</i> Listening 2 <i>Lecture • Technology</i> <i>Protect yourself online p80</i>	Listening 1 Understanding supporting evidence <i>p79</i> Listening 2 Recognizing citations <i>p81</i>	Evaluating source reliability <i>p82</i>
6 Tomorrow <i>p92</i>	Viewing <i>The future of transportation p94</i>	Listening 1 <i>Radio discussion • Technology</i> <i>Drone-free skies p96</i> Listening 2 <i>Lecture • Transportation</i> <i>Hyperloops p98</i>	Listening 1 Listening for bias <i>p97</i> Listening 2 Listening for hyperbole <i>p99</i>	Detecting straw man arguments <i>p100</i>

Critical thinking		Academic communication	
A cross-cultural view	Moral objectives	Skills	Speaking tasks
Viewing <i>Poverty alleviation: a miracle in China</i> p66	Getting to know the achievements of China's massive poverty alleviation campaign p66	Contributing ideas to a discussion p70	Discussing the global water challenge p72
Viewing <i>Cybersecurity</i> p84	Understanding the importance of cybersecurity; understanding domestic and global governance on cybersecurity p84	Disagreeing politely p88	Debating the appropriacy of a punishment in a cybercrime case study p90
Viewing <i>Fly me to the moon</i> p102	Understanding the cultural meaning of the moon to Chinese people; getting to know the ancient and modern space exploration efforts made by Chinese people p102	Making persuasive arguments p106	Debating the pros and cons of a future trend toward increased commercial drone use p108

Unit

2

Design

Design is all around us. From electronic products like computers or cell phones to basic, everyday items such as coffee mugs or toothbrushes – all started as ideas, and then developed into designs. Good design serves its purpose well, creating a better world. Now let's step into the world of design.

Learning objectives

Knowledge

- understand the principles of good design
- understand the application of AR and VR
- recognize the differences between the Ming-style furniture and baroque furniture

Skills

Listening skill

- infer from context
- listen for key terms

Critical thinking skill

- develop and apply evaluation standards

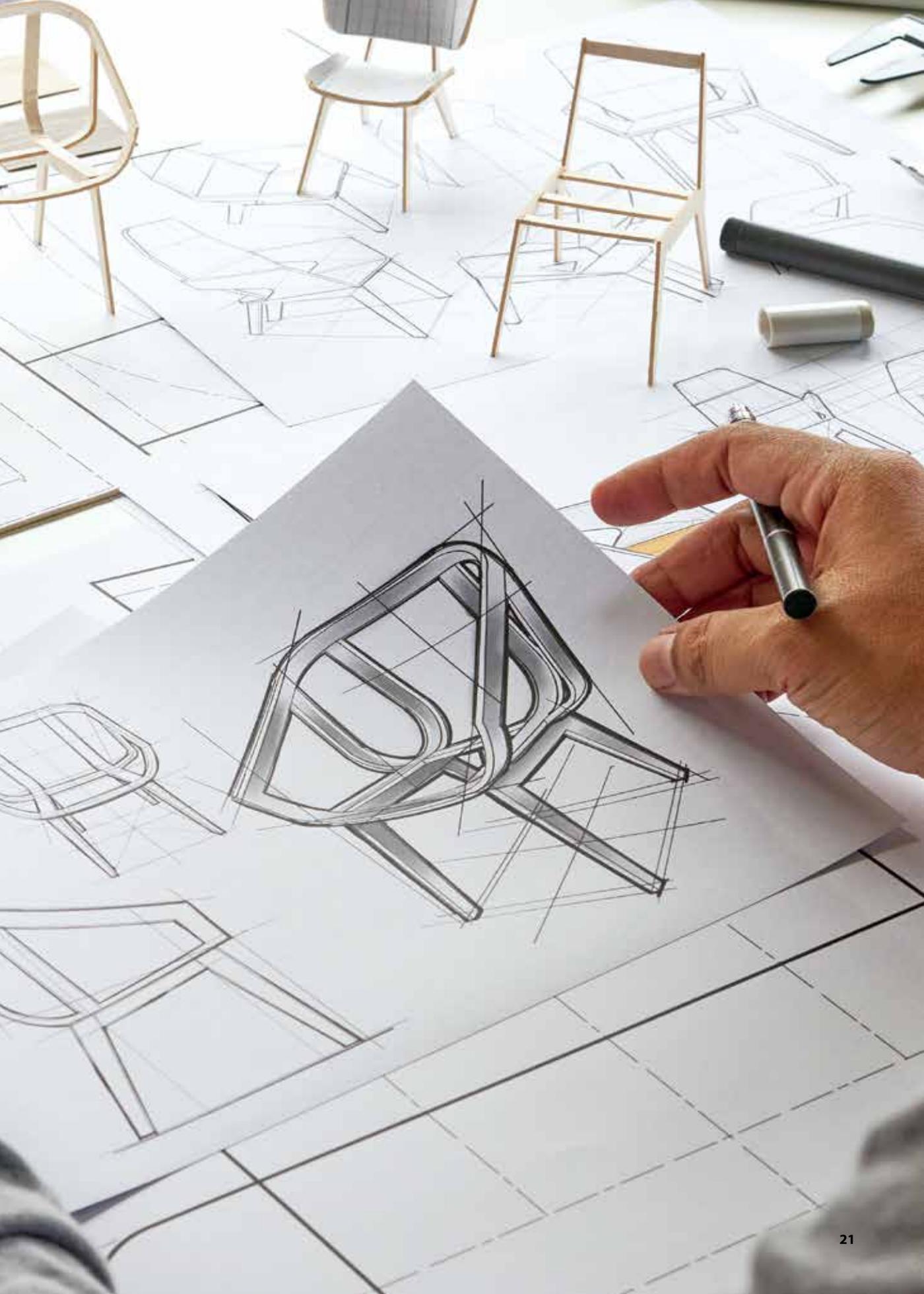
Speaking skill

- identify problems
- provide solutions

Unit task

present a new product that solves a problem





Warming up

1 Look at the following pictures of everyday objects. Tick the designs you like.

coat hanger



a



b



c

suitcase



a



b



c



You can watch the video on Ucampus.

2 Watch the video about Dieter Rams' 10 principles of good design, and then answer the following questions.

- 1 Of the 10 principles, which one impresses you most? Why?
- 2 You have chosen your favorite coat hanger and suitcase in Task 1. Give your reasons based on the 10 principles.

迪特尔·拉姆斯 (1932-, 德国著名
工业设计师)

Dieter Rams'

10 PRINCIPLES OF GOOD DESIGN



1 Good design is
innovative

2 Good design makes a product
useful

3 Good design is
aesthetic

/i:s'θetɪk/ *adj.* 美学的

4 Good design makes a product
understandable

5 Good design is
unobtrusive

/ˌʌnəb'tru:sɪv/ *adj.* 不引人注目的,
不显眼的

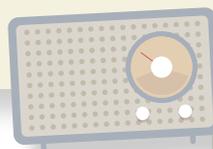
6 Good design is
honest

7 Good design is
long-lasting

8 Good design is
**thorough down to
the last detail**

9 Good design is
**environmentally
friendly**

10 Good design is
**as simple
as possible**



Academic listening

LISTENING 1 Principles of good design

ONLINE activities

Before you listen

- 1 Learn about the words and expressions to help you better understand the audio.
- 2 Think about the statements about good design.
- 3 Try to evaluate the designs of some everyday objects.

ONLINE activities

Global listening

Practice listening for main ideas.

Close listening

ONLINE activities

- 1 Practice listening for details.

CLASSROOM activities

- 2 Answer the following questions according to what you have heard.

- 1 What does Jack say about the door in his school library?
- 2 What does Don Norman believe about doors?



Norman door



measuring jug

Academic listening skill

U ONLINE activities

Inferring from context

U

Inferring is the process of drawing conclusions based on information that is implied, but not said directly. By listening for clues – the speaker's or speakers' words and tone of voice, and based on your knowledge of the world, you can make inferences about the conversation.

The following are common types of inference questions:

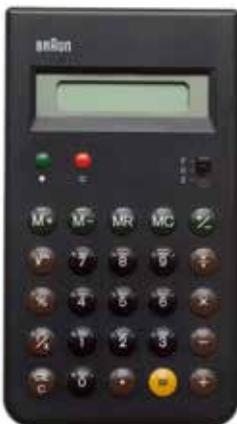
Who are the speakers? / What are they talking about? / How does the speaker probably feel about ...? / What does the speaker mean by ...? / Why does the speaker say ...? / What can you conclude about ...? / It can be inferred that ...

Practice the listening skill of inferring from context.

Oral practice

U ONLINE activities

- 1 Learn to use the words and expressions about evaluating product design.
- 2 Practice conducting short conversations about giving opinions and asking for suggestions.



Braun calculator



coffee machine

LISTENING 2

AR and VR

U ONLINE activities

Before you listen

- 1** Learn about the words and expressions to help you better understand the audio.
- 2** Activate your knowledge of augmented reality (AR) and virtual reality (VR).

U ONLINE activities

Global listening

Practice listening for main ideas.

Close listening

U ONLINE activities

- 1** Practice listening for details.

C CLASSROOM activities

- 2** Answer the following questions according to what you have heard.
 - 1 What are the differences between AR and VR?
 - 2 In what ways are AR and VR used today?

C CLASSROOM activities

- 3** Work in pairs to discuss the following questions.
In your opinion, how will AR and VR change our life in the future? What other potential application of AR and VR can you think of?



Academic listening skill

ONLINE activities

Listening for key terms

U

Good speakers often provide definitions of key terms to help listeners follow their presentation. In English there are many ways of signaling a definition. For example,

(Note: X = the term being defined)

X, meaning / which means / which is ...

An X is a [type, or class] that ...

This term means ...

X can be defined as ...

X, or ...

The definition / meaning of X is ...

Good speakers often clarify commonly confused terms through comparison. In English there are several ways to signal a comparison.

For example,

Both are ...

By contrast, X is ...

While X is ..., Y is ...

On the contrary, X is ...

Good speakers often illustrate new terms with examples. Here are some words and expressions signaling examples:

X is used to ...

A use of X is ...

Let's say ...

X has uses in ...

For example / instance, ...

... such as ...

Taking ... as an example, ...

1 ▶ Watch the mini-lecture about the listening skill.

2 Practice listening for key terms.

Oral practice

ONLINE activities

1 Learn to use the words and expressions about AR and VR.

2 Practice explaining key terms.



Critical thinking

GETTING THE SKILL

Developing and applying evaluation standards



Creating and applying a clear set of standards may help you logically evaluate anything from products to arguments.

For example, when you are choosing a new smartphone, you'll probably ask yourself such questions as: Is it good value for money? Does it have all of the features I want?

This approach could equally be applied to an argument: Does the speaker / writer provide sufficient evidence? Are the sources reliable? Is the conclusion logical? Does it contain bias? Taking this methodical approach to evaluation is a simple way to think critically about ideas you're presented with.

1 What will you consider when choosing a smartphone? Rearrange the following items in order of importance.

- A Camera** Does it have a beauty camera? Does it perform well at night? What is the quality of video recording?
- B Battery** How long can the battery last?
- C Screen** What are the size and the resolution of the screen?
- D Storage** Does it have enough built-in storage space? Is the storage space expandable?
- E Security** Does it have fingerprint recognition? Can you unlock it by facial recognition?
- F Price** Is it affordable? Does it come with any free gifts?
- G Durability** Is it drop-proof? Is it water resistant?
- H Operating system** What operating system does it run? Android, iOS or others?

2 Work in groups and use the standards in Task 1 to evaluate your smartphone.

3 Read the following argument and answer the questions.

www.unipus/iexplore/viewing, listening & speaking/unit 2 design/critical thinking

iExplore English Course ▶ Viewing, Listening & Speaking ▶ Unit 2 Design ▶ Critical thinking



A study has found that students check their cell phones in the classroom more than 11 times a day. They use their cell phones to check social media, play games and text their friends, distracting not only themselves but also their peers. What's more, students often forget to mute their phones, and interrupt the class with the never-ending push notifications. Cell phones can also be used as a tool to cheat in exams. Therefore, we should ban the use of cell phones in classrooms.

✉ 🖨️ 🌐

- 1 What is the conclusion?
- 2 Does the writer provide sufficient evidence?
- 3 Are the sources reliable?
- 4 Does it contain bias?



You can watch the video on Ucampus.

A CROSS-CULTURAL VIEW

Furniture design is influenced by a lot of things. Chinese-style furniture is very different from Western-style furniture. Have you ever wondered why? Do you know how to describe different styles of furniture? You'll watch a video about the introduction of the Ming-style furniture and baroque furniture. Pay attention to their different characteristics and the reasons underlying the differences.

Words and expressions

craftsmanship /'krɑ:ftsmənʃɪp/
n. 手艺; 工艺; 技艺

baroque /bə'rɒk/ *adj.* 巴洛克风格的 (17 至 18 世纪初在欧洲流行的一种华丽的风格, 尤见于艺术、音乐、建筑等方面)

handicraft /'hændɪkra:ft/ *n.*
手工艺

carpentry /'kɑ:pəntri/ *n.*
木工活

texture /'tekstʃə/ *n.* (尤指光滑或粗糙的) 手感、质感、质地

red sandalwood /'sændlwud/ *n.*
紫檀

rosewood /'rəʊzɪwud/ *n.* 黄檀木

tropical /'trɒpɪk(ə)l/ *adj.* 热带的

ergonomic /ɜ:gə'nɒmɪk/ *adj.*
人体工学的

embed /ɪm'bed/ *v.* 嵌入

subtle /'sʌtl/ *adj.* 难以察觉的; 微妙的

craftsman /'krɑ:ftsmən/ *n.*
工匠; 手艺人

symmetrical /sɪ'metrɪk(ə)l/ *adj.*
对称的

Proper names

Zhu Youjiao 朱由校 (1605-1627,
明熹宗)

Chan 禅宗 (中国佛教宗派)

the Renaissance /rɪ'neɪs(ə)ns/
文艺复兴时期

Roman Catholic /'rəʊməŋ
'kæθ(ə)lɪk/ **Church**
(罗马) 天主教会

1 Decide whether the following statements are true or false. Tick T for true and F for false.

① The classical Chinese furniture design was at its peak during the Ming Dynasty.



② Scholars in the Ming Dynasty pursued spiritual goals and looked down on craftsmanship.



③ The Ming-style furniture was inexpensive because there were not many decorations.



④ The Ming-style furniture was designed so simple and thus uncomfortable.



⑤ The nobility adopted the baroque style to show off their wealth and power.



⑥ The symmetrical design of the baroque style represents the harmony between nature and human beings.



2 Watch the video again. Work in groups to discuss the following questions.

- 1 What are the characteristics of the Ming-style furniture?
- 2 What are the characteristics of the baroque-style furniture?
- 3 Why did furniture designs vary that much between China and Europe at that time?

- 3** If you were to decorate your newly bought house or apartment, which of the following furniture would you choose? Why? Work in groups to discuss these questions, and present your idea to the class. Follow the steps below.

A**B****STEP
1**

Formulate your own principles for choosing furniture to decorate your house.

**STEP
2**

Evaluate these two pieces of furniture according to your principles.

**STEP
3**

Choose one and explain your reasons.

Academic communication

Talking about problems and solutions is very important in academic communication. Do you know how to describe problems, bring about solutions, and explain how your solutions will solve the problems?

In this part, we'll learn to talk about designing a new product that solves a problem. First, you will read the scripts of a group discussion to have a rough idea about how this kind of conversation develops. Then you will watch

a mini-lecture and learn some speaking skills that you can use in similar scenarios. After that, you will foster these skills by doing some tasks. Some of the tasks will help you organize your thoughts, while others improve your language skills. In the end, you will be given a speaking task: Design a new product that solves a problem, and then present it to your class. Finish the task step by step. Don't worry, the skills you acquire in this section will help you prepare for the speaking task.

SPEAKING MODEL

Read the conversation about designing a new product that solves a problem, and answer the following questions.

Alex = **A** Lizzie = **L** Sevban = **S**

A

Let's start by identifying a problem that needs to be solved. And then we'll try to come up with a product, or process for solving it. Does anyone have an idea?

I do. Where I live, it rains all the time, and I always get soaking wet.

L

A

That problem has been solved. Get an umbrella.

But umbrellas are terribly designed. They're constantly breaking, and they're dangerous. I wish someone would invent an umbrella that doesn't break, turn inside out in a strong wind, or poke people in the eye.

L

Oh, I agree! I get hit by umbrellas all the time; it's really annoying.

S

And another problem is that it's real pain to close most umbrellas. You have to use both hands, and it's hard to fold them up properly.

L

A

You're right. So, we need to design an umbrella that is safe, doesn't break, and that's easy to close up. Any ideas?

I think we could solve the first problem if the umbrella frame were made of plastic instead of aluminum (铝). Plastic is flexible, so the umbrella would bend instead of breaking in the wind. A product like that would be longer-lasting, and much more environmentally friendly.

L

A

What about making it easier to close?

I have an idea. You know how a lot of umbrellas have a button you can push so they open instantly? What if our umbrella had a button you could press to close it instantly? All we'd need is a simple mechanism ...

S

A

You could do it with one hand.

That would be really useful.

L

- 1 What problem is the group trying to solve?
- 2 What are the three issues the students have with umbrellas?
- 3 What solutions do they come up with?
- 4 How do the speakers invite each other to share ideas?
- 5 What do the speakers say to show their frustration with umbrellas?

SPEAKING SKILL

Identifying problems and providing solutions

Phrases and sentence structures to talk about problems and solutions:

Problems

- *One problem is ... The second is ...*
- *The biggest issue is that ...*
- *The (main / obvious) problem / challenge / difficulty / issue is ...*

Solutions

- *Why don't we / you ...?*
- *How about verb + ing ...?*
- *The (best) solution is ...*
- *What if we / you ...*
- *I suggest we / you ...*

Phrases and sentence structures to talk about things we want to change:

- *I wish + past simple*

...

Phrases and sentence structures to make a conclusion:

- *Sth. (the new product) + would be ...*
- *That would be + adj.*
- *It would be + adj. + infinitive (new solution).*

 ONLINE activities

Mini-lecture

- ▶ Watch the mini-lecture about the speaking skill.

 ONLINE activities

Oral practice

- 1 Learn to use the words and expressions about problems of badly designed products.
- 2 Practice conducting short conversations about sharing ideas.
- 3 Role-play the speaking model of raising problems and giving solutions.

Skill enhancement

CLASSROOM
activities

Look at the pictures of poorly designed objects. Work in groups to discuss what problems they have and how you can solve these problems. Then choose an object and explain your own solution.



*I have several problems with ...
I wish ...*



SPEAKING TASK

Design a new product that solves a problem, and then present it to your class. Finish the task step by step.

STEP 1

Brainstorm

Make a list of problems or needs you have encountered in your everyday life or in an area as listed below.

- education
- health
- entertainment
- fashion
- communication
- business
- sports
- science
- media
- engineering

List the problems or needs here:

STEP 2

Plan

Choose one problem from the ones you listed in Step 1, and then design a product to solve the problem. It can be an object, a service, or a program. Use the outline to help you understand the problem.

Complete the outline of your speaking plan:

Speaking plan

The general problem → *Needs for change* → *Solutions*

Specific problems

Wishes

Ideas

1 _____

1 _____

1 _____

2 _____

2 _____

2 _____

3 _____

3 _____

3 _____

...

...

...

Unit review

STEP 3

Speak

Practice your presentation. Try to answer the following questions in your presentation. Speak for two minutes.

- What is the problem?
- What are the weaknesses of the existing solutions? What changes do you want to make?
- What is your new product, and how will it solve the problem?

STEP 4

Share

Present your product to the class.

STEP 5

Reflect

Review your presentation and think about the following questions.

- 1 Did I clearly state the problem to be solved?
- 2 Did I describe in detail the weaknesses of the existing solutions and the things I want to change?
- 3 Did I explain what my design is and how it will solve the problem successfully?

You have completed this unit. Congratulations! Now you may go to the online course to check if you have achieved the learning objectives of this unit and review what you've learned.

