

CONTENTS

UNIT	TITLE	PRONUNCIATION SKILLS	COMMUNICATION SKILLS	PRESENTATION SKILLS
1	Live a logic life P2	Reading sentences with proper stress	Keeping a conversation going	Attracting the audience's attention
2	Finding beauty P18	Reading key words with proper stress	Responding to and refuting an argument	Emphasizing important information
3	What it takes to be entrepreneurial P34	Reading in sense groups	Making suggestions	Giving examples
4	Live in harmony with nature P50	Reading with proper intonation	Expressing disagreement	Using quotations
5	Culture smart P66	Reading in thought groups	Showing contrast	Giving an overview
6	Gender issues P82	Reading with proper assimilation and liaison	Expressing agreement	Making contrast
7	Food and energy P98	Reading parallel structures	Describing problems and offering solutions	Inviting questions
8	Find your passion P114	Reading with proper rhythms	Stating opinions	Closing a presentation



1

UNIT

Live a logic life

This unit is designed to help you to

- read sentences with proper sentence stress;
- keep a conversation going;
- attract the audience's attention in presentation;
- compare English and Chinese sayings about different attitudes toward life.

WARM UP

① Work in pairs. Discuss the following sentences and find out what's wrong in logic in each sentence.

- 1 Exercise is good. Therefore everybody should exercise.
- 2 Let's not take Bill on our picnic. Every time we take him out with us, it rains.
- 3 We must set up a strict dress code, or employees will dress inappropriately.
- 4 Excessive drinking is detrimental to health because it causes harm to the body.

② Work in pairs and discuss the importance of logic in your everyday life.

PRONUNCIATION

- 1 Listen to a passage. Pay attention to the stress of each sentence.

The topic we will be discussing today is the fallacy of security. The fallacy of security refers to the preconception that not incurring risk is safe. However, it can easily be proven wrong. In our fast-moving and ever-changing society we need to stand up, speak up and make the difference. We must not allow destiny to make decisions for us. It is our duty as human beings and as citizens to pursue the best for us and for our people. It is only through risk-taking initiatives that innovation will be achieved. It is only through risk-taking initiatives that the *status quo* will be challenged and improved. It is only through risk-taking initiatives that the world can be changed into a better place.

- 2 Listen to the passage again and read after the recording.



LISTEN TO UNDERSTAND

NEWS REPORT 1

Listen to a news report and choose the best answer to each question you hear.

- 1
- A. She gave up her US citizenship.
 - B. She applied for US citizenship.
 - C. She paid extra tax for her income.
 - D. She was deprived of her US citizenship.
- 2
- A. They have more choices about their citizenship.
 - B. They face tougher law enforcement in the United States.
 - C. They have better job opportunity outside the United States.
 - D. They are required to pay tax for income earned outside the United States.

WORD BANK

throw up 呕吐

Donna Nelson /'dɒnə 'nelzən/
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Peter Spiro /'pi:tə(r) 'spi:rəʊ/ 彼得·斯皮罗 (人名)

US Department of the Treasury
/'trezəri/ 美国财政部



WORD BANK

pass out 晕倒; 失去知觉

hair-raising /'heə'reɪzɪŋ/ a. 惊险的

Philadelphia /ˌfɪlə'delfiə/ 费城
(美国宾夕法尼亚州东南部港市)

NEWS REPORT 2

Listen to a news report and choose the best answer to each question you hear.

- 1 A. How to become a good book agent.
B. How to become best-seller writers.
C. How to survive dangerous situations.
D. How to avoid dangers in daily life.
- 2 A. They are professional advice givers.
B. They have made a series of safety guides.
C. They have written several other books.
D. They have been invited to make movies.

NEWS REPORT 3

Listen to a news report and choose the best answer to each question you hear.

- 1 A. Their mental skills decrease as they get older.
B. Their mental skills can be improved through training.
C. Their physical and mental health improves through training.
D. Their mental skills will remain stable during training.
- 2 A. The training remained effective for ten years.
B. The training was more effective when it lasted longer.
C. The training remained effective for five years.
D. The training proved more effective for females.
- 3 A. How to explain the long-term effects of the training.
B. How to better improve older people's mental skills.
C. How to attract more older people to take part in the training.
D. How to increase older people's awareness of mental health.



LISTEN TO COMMUNICATE

CONVERSATION 1

1 Listen to a conversation and choose the best answer to each question you hear.

- 1 A. To provide after-sale service.
B. To provide strategic support.
C. To provide career consultation.
D. To deal with customer complaints.
- 2 A. He once set up a tech start-up of his own.
B. He studied storytelling while at university.
C. He loved the storytelling aspect of his work.
D. He disliked working in the entertainment industry.
- 3 A. He finds it hard to deal with strangers.
B. He has received training in dealing with strangers.
C. He is truly interested in learning about new people.
D. He has learned some lessons from his previous jobs.
4. A. To follow your heart.
B. To read more books.
C. To learn from practice.
D. To create more opportunities.

WORD BANK

start-up /'stɑ:tʌp/ *n.* 新创办的小公司或企业

pro /prəʊ/ *n.* 行家里手

Andrew /'ændru:/ 安德鲁 (人名)

Weber Shandwick /'webə(r)'jændwɪk/ 万博宣伟 (世界著名的公共关系咨询公司)

2 Listen to the conversation again and fill in the blanks with what you hear.

Andrew's Career Path

Started out at university	Studying 1) _____.
Got into the industry	Shifting focus to the 2) _____ side.
Moved on to a few 3) _____	Drifting away from that storytelling aspect.
Went back to the 4) _____ of the industry	Getting the 5) _____ to work with Weber Shandwick.

WORD BANK

prone /prəʊn/ *a.* 有……倾向的; 可能受……影响的 (尤指坏的影响)

shortcut /'ʃɔ:t,kʌt/ *n.* 捷径; 近路

drawback /'drɔ:,bæk/ *n.* 不足; 缺点

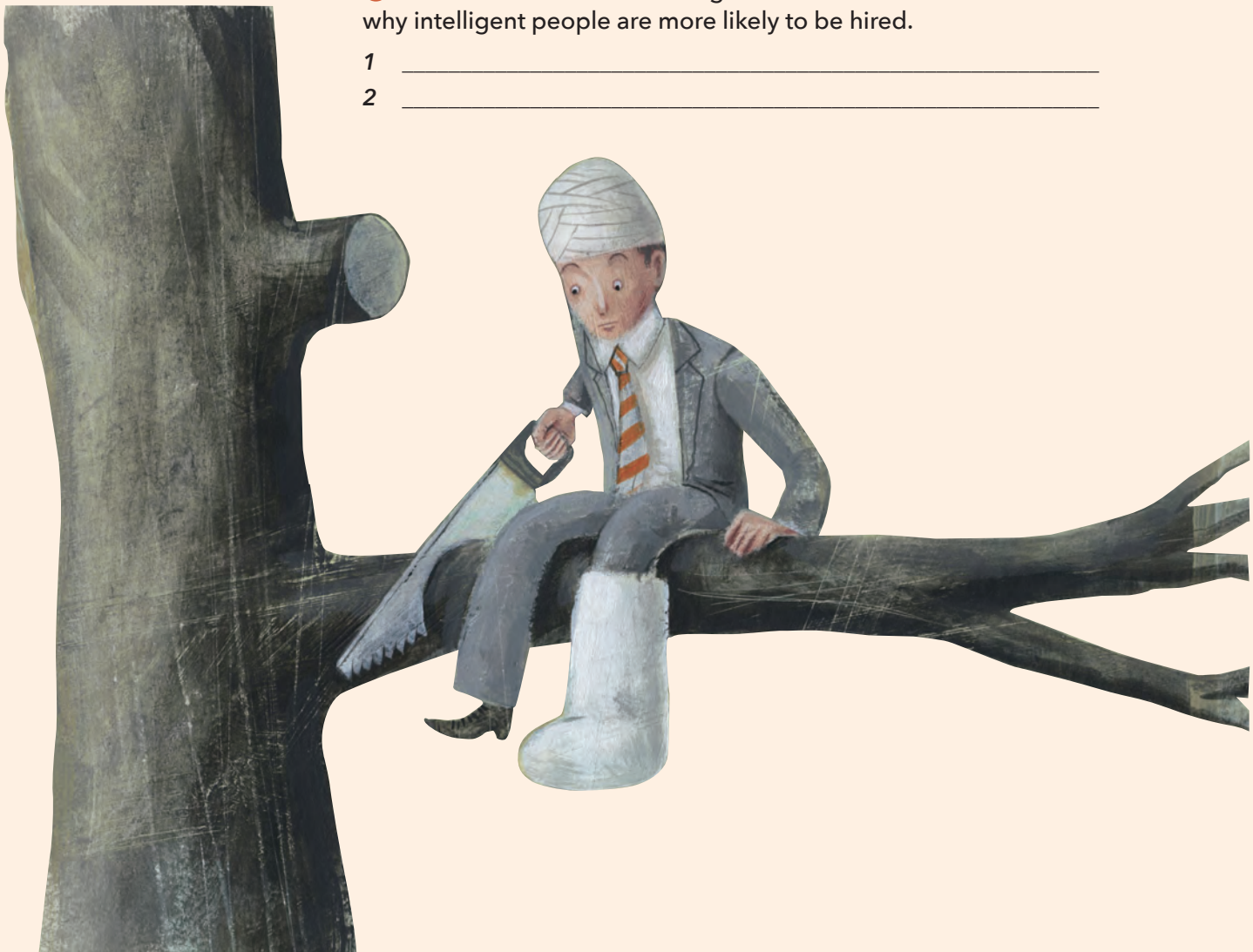
CONVERSATION 2

1 Listen to a conversation and choose the best answer to each question you hear.

- 1 A. How to avoid making dumb decisions.
B. Why smart people do dumb things.
C. How to become highly intelligent.
D. What makes smart people different.
- 2 A. Book smarts make a person perfect.
B. Book smarts are usually street smarts.
C. Book smarts have their own weaknesses.
D. Book smarts tend to be too proud.
- 3 A. They tended to do worse than average people.
B. They were less confident than average people.
C. They were more efficient in solving the problems.
D. They knew how to make good use of shortcuts.
- 4 A. They are too greedy.
B. They are too stressful.
C. They are too lazy.
D. They are too confident.

2 Listen to the conversation again and list at least two reasons why intelligent people are more likely to be hired.

- 1 _____
- 2 _____



ACT-OUT

Work in pairs. You and your partner are on the hiring committee of your company. You want to hire a new sales manager and you two are talking about what is the most important quality for this position. One of you believes logic is the most important while the other believes intelligence is more critical. Before your discussion, list three reasons for your point of view.

The importance of logic to a sales manager:

- 1 _____
- 2 _____
- 3 _____

The importance of intelligence to a sales manager:

- 1 _____
- 2 _____
- 3 _____

COMMUNICATION SKILL: Keeping a conversation going

We have all been in a situation where we were stuck at an interview, date, or social gathering where the conversation drops off. Awkward silence ensues and everyone in the group starts trying to figure out ways to step away from the awkward silence. To avoid this situation we need to learn the skills to make conversation a natural occurrence in our lives.

There are three rules to keep in mind while working to keep a conversation going.

- 1 Take responsibility for the conversation.
- 2 Ask follow-up questions or *wh*-questions.
- 3 Listen with genuine interest.

Always remember you are the most important contributor to the conversation. An active sharing of your ideas, opinions and information can lead to a fruitful talk between you and your partner. Asking follow-up questions or *wh*-questions is a good way to keep the conversation going. Giving encouraging comments also helps serve the purpose.

Follow-up questions and *wh*-questions

- What do you think about ...?
- What would you say to ...?
- What would you do if ...?
- How about ...?
- How often do you ...?
- How do you plan to do it?
- Are you aware of ...?
- Really?
- Do you like ...?
- How does this happen?
- Why?
- Why is that?

Encouraging comments

- That sounds interesting!
- Sound interesting!
- Sounds like a good plan / idea!
- Go on!
- Exactly.
- Absolutely!
- Tell me about ...

LISTEN TO SHARE

WORD BANK

gut /gʌt/ *n.* 直觉
 subject /'sʌbdʒɪkt/ *n.* 实验对象
 intuition /,ɪntju'ɪʃn/ *n.* 直觉
 biased /'baɪəst/ *a.* 有偏见的

PASSAGE 1

1 Work in pairs and discuss the following questions.

- 1 Do you think logic plays an important role in decision-making? And why?
- 2 How do you understand gut decisions?
- 3 Which do you prefer, a gut decision or a logical decision?

2 Listen to a passage and choose the best answer to each question you hear.

- 1
 - A. Everyone may make a mistake at some point in their life.
 - B. Following your gut is important in making a decision.
 - C. Logic plays a big role in making a choice or decision.
 - D. Following your gut is the right way to make a decision.
- 2
 - A. The subjects tended to make a logical decision.
 - B. The subjects tended to follow their intuition.
 - C. The subjects focused on their brain activity.
 - D. The subjects did not realize they were wrong.
- 3
 - A. It may affect anyone.
 - B. It is more likely to affect the well-educated.
 - C. It rarely affects people at higher levels.
 - D. It remains to be studied further.

3 Listen to the passage again and decide whether the following statements are true (T) or false (F).

- 1 Logic plays no role when people make gut decisions.
- 2 People are more likely to follow their intuition than their reasoning in making decisions.
- 3 Biased thinking is dangerous at higher levels, but not in our personal relationships.
- 4 Policy decisions based on gut reactions would be harmful.
- 5 Conscious efforts can be made to avoid gut instincts.

PASSAGE 2

1 Work in pairs and discuss the following questions.

- 1 What is the hardest choice you have ever made?
- 2 What makes that choice so hard?
- 3 What lesson have you learned from that hard choice?

WORD BANK

agony /'æɡəni/ n. 痛苦

2 Listen to a passage and choose the best answer to each question you hear.

- 1 A. Neither of the two alternatives is better than the other.
B. Of the two alternatives, one is better than the other.
C. The alternatives are too difficult to understand.
D. The alternatives are too numerous to choose from.
- 2 A. They seek advice from others.
B. They take the safest option.
C. They put off making the choice.
D. They follow their heart.
- 3 A. They are sources of agony.
B. They are a gift for us.
C. They are discouraging.
D. They make our life interesting.

3 Listen to the passage again and complete the following sentences with what you hear.

- 1 We may all face hard choices at one time or another in our lives. What makes a choice hard is the way the alternatives relate. In an easy choice, _____.
- 2 We shouldn't think that hard choices are hard because we are stupid. They are hard because _____.
- 3 Far from being sources of agony and dread, hard choices are _____ what is special about the human condition.
- 4 It is in the space of hard choices that we have the power to _____ to become the distinctive people that we are.





PRESENTATION

College life is filled with decisions of all kinds. What kind of part-time job to take is a very important decision facing many college students. In this section, you are going to give a presentation on “Important principles in the decision-making of part-time jobs”. In your presentation, you will talk about, but are not restricted to the following:

- 1 The importance of sensible and logical decisions in choosing part-time jobs.
- 2 An example to illustrate your point.
- 3 Principles in the decision-making of part-time jobs.

PRESENTATION SKILL: Attracting the audience’s attention

When we make a presentation, we have about 60 seconds to capture our audience’s attention, establish credibility, orient them to our topic, and motivate them to listen. We need to develop and rehearse a well-crafted opener for our presentation to get the audience’s attention.

Of all the starters, storytelling is among the most powerful and consistently successful. The story can be about you personally, which tells the audience first-hand why you’re invested in and passionate about the topic. Or you can tell a story about another person who the audience can learn from. Make sure the story encapsulates the key point of your message.

Consider these questions as you craft your version of the captivating story:

- What challenges have you faced in relation to your topic?
- How did you overcome them?
- Who or what helped you or harmed you?
- What lessons were learned?
- What do you want your audience to gain, feel, or do as a result of the story?

VIEW THE WORLD



WORD BANK

absurdly /əb'sɜːdli/ *ad.* 愚蠢地；荒唐地

pedal /'pedl/ *v.* 踩踏板操作

equation /i'kwɛɪʒn/ *n.* 等式

contentment /kən'tentmənt/ *n.* 满足；满意

rehearse /rɪ'hɜːs/ *v.* 排练；预演

mediocrity /,mi:'di'ɒkrəti/ *n.* 平庸；普通

grim /grɪm/ *a.* 令人不快的

1 The video clip shows you how businesses, technology, religions and psychology approach the issue of optimism and pessimism in your life. Watch the video clip and fill in the blanks with what you hear.

Businesses	Using cheerfulness to sell us things.
Technology	Color 1) _____ as a whole.
Religions	Buddhism: Life was 2) _____.
	Christianity: Fallen state of mankind and the inevitability of our 3) _____.
Psychology	Equation: Happiness equals 4) _____.
	Two ways to ensure contentment: 5) _____, or 6) _____.

2 The following are famous English sayings about life attitude. Which category do you think each belongs to: optimism, pessimism or a balance of both? Put them into the corresponding category. And provide similar Chinese sayings for each category.

- 1 Hope for the best, but prepare for the worst.
- 2 God helps those who help themselves.
- 3 If it ain't broke, don't fix it.
- 4 Practice makes perfect.
- 5 Easy come, easy go.
- 6 All good things must come to an end.
- 7 There's no time like the present.
- 8 Good things come to those who wait.
- 9 Don't put all your eggs in one basket.
- 10 The grass is always greener on the other side of the hill.
- 11 Don't count your chickens before they hatch.

Optimism	Pessimism	A balance of both

FURTHER LISTENING

WORD BANK

alcoholism /'ælkəhɒl,ɪz(ə)m/ *n.*
酗酒; 嗜酒

correlate /'kɒrə,leɪt/ *v.* (使) 相关;
(使) 关联

correlation /,kɒrə'leɪʃn/ *n.* 相互
关系; 联系

The Atlantic /ət'læntɪk/ 《大西洋
月刊》

the Grant Study 格兰特研究

George Vaillant /dʒɔ:dʒ
vaɪ'lænt/ 乔治·范伦特 (人名)

NEWS REPORT

Listen to a news report and choose the best answer to each question you hear.

- 1 A. To find out the roles of good relationships.
B. To find out how to better deal with life pressure.
C. To find out the contributing factors for human success.
D. To find out the psychological traits of human success.
- 2 A. Financial difficulties.
B. Depression problems.
C. Addiction to alcohol.
D. Character defects.
- 3 A. Financial assurance.
B. Good relationships.
C. Good health.
D. Intelligence levels.



CONVERSATION

Listen to a conversation and choose the best answer to each question you hear.

- 1 A. The chasing of fame. B. The pursuit of happiness.
C. What makes life worthwhile. D. The importance of happiness.
- 2 A. Those who are happy tend to have more friends.
B. Those who are wealthy are more likely to be happier.
C. Those who pursue happiness for the community are happier.
D. Those who try to create happiness for themselves may not be happy.
- 3 A. To find out how to better pursue happiness.
B. To explain the difficulty in pursuing happiness.
C. To distinguish between happiness and meaningfulness.
D. To discover why the pursuit of happiness may backfire.
- 4 A. They are totally different. B. They sometimes overlap.
C. They are both important. D. They contradict each other.

WORD BANK

short-sighted /,ʃɔ:t'saɪtɪd/ *a.* 目光短浅的

backfire /,bæk'faɪə/ *v.* 产生事与愿违的结果

overlap /'əʊvə,læp/ *n.* 重叠; 交叉

PASSAGE

Listen to a passage and choose the best answer to each question you hear.

- 1 A. A fallacy in football games.
B. What makes a good goalkeeper.
C. What makes a good football team.
D. How to better defend in football games.
- 2 A. They are better at diving for the ball when they keep a cool mind.
B. They need more practice to make good judgment in diving for the ball.
C. They usually make the right judgment after three kicks in the same direction.
D. They tend to dive in the opposite direction after three kicks in the same direction.
- 3 A. To make a statistical study of goalkeeping patterns in shoot-outs.
B. To analyze why goalkeepers make wrong judgment in shoot-outs.
C. To offer professional advice for goalkeeping in shoot-outs.
D. To find effective ways to improve goalkeepers' performance.
- 4 A. It is random. B. It is predictable. C. It is habitual. D. It is confusing.

WORD BANK

goalkeeper /'gəʊl,ki:pə/ *n.* 守门员

shoot-out /'ʃu:təʊt/ *n.* 罚点球决胜

goalkeeping /'gəʊl,ki:pɪŋ/ *n.* 守门

fall prey to 深受……之害

consecutive /kən'sekjʊtɪv/ *a.* 连续的

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EXIT TICKET

Check the following lists to see what you have learned from this unit.

1 Vocabulary

- 1 I don't know the word.
- 2 I know the word when I see it, but I don't know it when I hear it.
- 3 I know the word when I see and hear it, but I don't know how to use it in my own speaking.
- 4 I know the word when I see or hear it and can use it in my own speaking.

	1	2	3	4
logical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
philosophy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
pursue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
optimistic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
intelligence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
biased thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hard choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
reasoning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2 Functional language

Follow-up questions and wh-questions

- What do you think about ...?
- What would you say to ...?
- What would you do if ...?
- How about ...?
- How often do you ...?
- How do you plan to do it?
- Are you aware of ...?
- Really?
- Do you like ...?
- How does this happen?
- Why?
- Why is that?

Encouraging comments

- That sounds interesting!

- Sound interesting!
 - Sounds like a good plan / idea!
 - Go on!
 - Exactly.
 - Absolutely!
 - Tell me about ...
-

3 Skills

- read sentences with proper sentence stress
 - keep a conversation going
 - attract the audience's attention in presentation
-

4 Ideas and cultures

- _____
- _____
- _____
- _____
- _____