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1 UNIT

Threads of the self

Set the scene

As Descartes once said, “I think, therefore I am.” Thinking has always been deemed an integral part in the construction of our personal identity. However, we do not think in a uniform manner. Each of us possesses a unique mental landscape that influences our experiences and perspectives. Similarly, intertwining with present experiences, memories sew together the narrative of our lives and shape our self-perception. Our thinking and memories weave the captivating tapestry of our existence.

Learning objectives

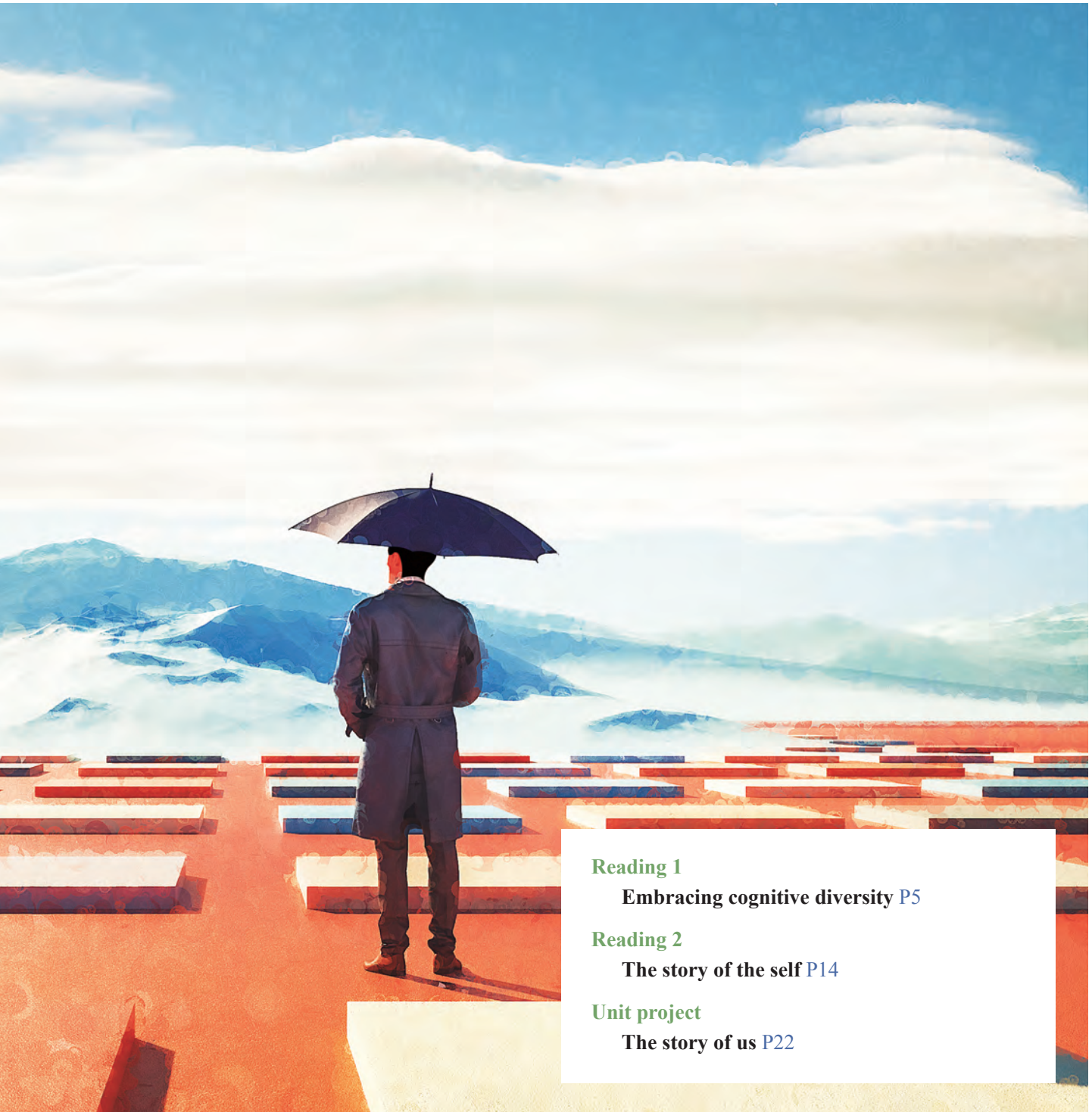
Upon completion of this unit, you will be able to:

- gain insights into the diversity of thought processes and the unreliability of memories;
- use accessible language to explain scientific ideas or principles;
- develop a habit of self-reflection to know and improve yourself.



It is wisdom to know others; it is enlightenment to know one's self.

— *Dao De Jing (Laozi)*



Reading 1

Embracing cognitive diversity P5

Reading 2

The story of the self P14

Unit project

The story of us P22

Get ready to read



Questionnaire

Identify your cognitive style

Scan the QR code and rate each statement in the questionnaire based on your personal experience: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

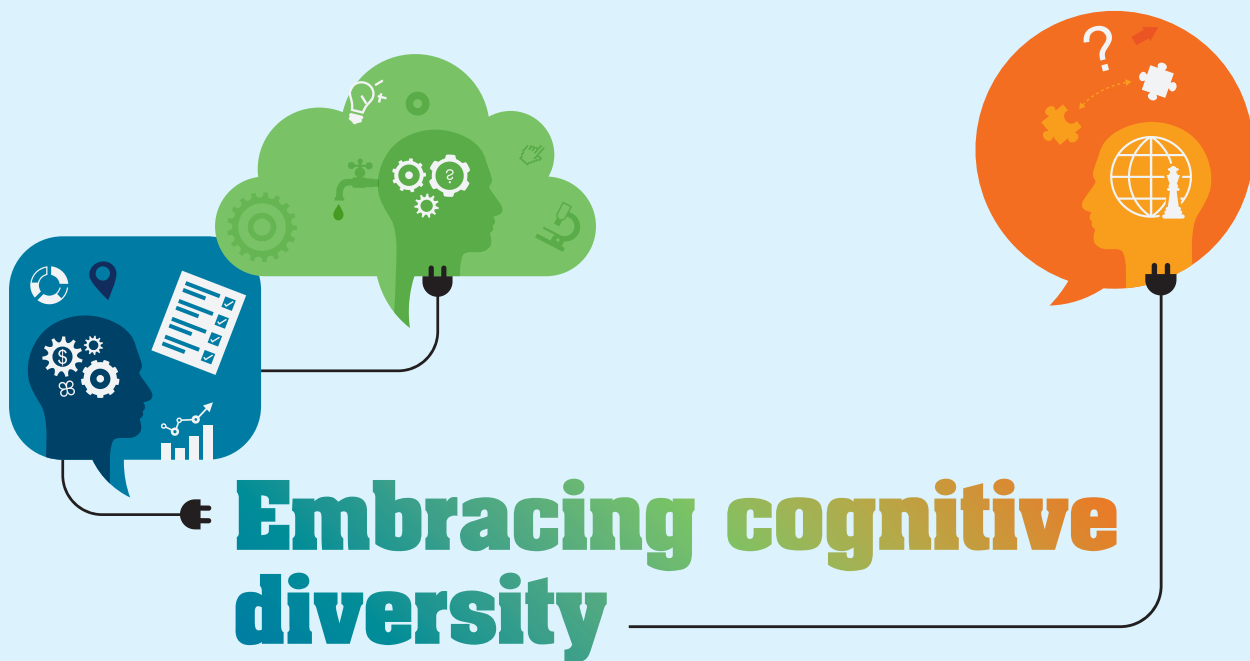


1. Calculate your scores for statements in yellow-shaded, blue-shaded and green-shaded rows respectively.
2. Decide which type of thinker you are.
 - A verbal thinker (if the total score from **yellow-colored** rows exceeds 16);
 - A spatial visualizer (if the total score from **blue-colored** rows exceeds 16);
 - An object visualizer (if the total score from **green-colored** rows exceeds 16);
 - A blended thinker (if the total score for each of at least two differently colored sections exceeds 13).

Share and discuss

Work in groups and discuss the questions.

1. Do you agree with the result? Use specific examples to illustrate your point.
2. Do you know any friends who usually think in a different way from you? Tell your group how you and your friend are different in thinking and whether this gives rise to a flash of inspiration or a clash of minds.



- 1 I was nineteen when I realized I was “empty-headed.” In a college English class, I raised my hand to say something and suddenly realized that I had no idea what I had planned to say. For a moment, I panicked. Then the teacher called on me, I opened my mouth, and words emerged. Where had they come from?
- 2 I spend a lot of time thoughtless, just living life in the moment. At the same time, whenever I speak, ideas **condense** out of the mental cloud. I often **articulate** thoughts that were **unspecified** yet present in my mind. Occasionally, I talk to myself in an inner monolog, but on the whole, silence reigns. Blankness, too: I see hardly any visual images, and rarely picture things, people, or places. I need to talk out loud in order to complete most of my thoughts, and if no **interlocutor** is available, I write. When that fails, I pace my empty house, **muttering**.
- 3 I’m **scarcely** alone in having a mental “style.” Ask someone how they think and you might learn that they talk to themselves silently, **cogitate** visually, or move through mental space by traversing physical space. American scholar Temple Grandin describes her mind as being filled with detailed images, which she can **juxtapose**, combine, and revise with **verve** and **precision**. My mental snapshots of growing up are **flimsy**, while Grandin easily accesses clear **pictorial** memories of her childhood, complete with three-dimensional pictures and videos. She vividly recalls coasting down snow-covered hills on **toboggans**, and can even feel the lift and **dip** of the **sled** as it bumps down the **slope**. If her mind is an **IMAX** theater, mine is a fax machine.¹

Notes

- 1 This sentence means Grandin’s memory features fine and vivid pictorial details, while the author’s memory simply presents plain information.



- 4 Grandin’s precise descriptions of what’s happening in her head, with striking **concreteness**, **accentuate** differences between minds. How different do our minds really make us? And what should we make of our differences?
- 5 In her works, Grandin identified a **continuum** of thought styles that is roughly divisible into three sections. On one end are verbal thinkers, who often solve problems by talking about them in their heads or, more generally, by proceeding in the **linear**, **representational** fashion typical of language. On the other end of the continuum are object visualizers: They come to conclusions through the use of concrete, photograph-like mental images. In between those poles is a second group of visual thinkers — **spatial** visualizers, who seem to combine language and image, thinking in terms of visual patterns and **abstractions**.
- 6 The idea that there are two kinds of visual thinkers helps make sense of differences between like-minded people. It takes visual skill to engineer a machine and to repair it; the engineer and the **mechanic** are both visual thinkers, and yet they differ. An engineer is likely to be a spatial visualizer who can picture, in the abstract, how all the parts of the engine will work, while the mechanic is likely to be an object visualizer, who can at a glance understand whether a **ding** on an engine **cylinder** is functionally **consequential** or just cosmetic². Artists and **artisans** tend to be object visualizers: They can picture exactly how this painting should look, or how that **incision** should be sewn up. Scientists, **mathematicians**, and electrical engineers tend to be spatial visualizers: They can imagine, in general, how gears will **mesh** and **molecules** will interact.

Notes

- 2 Here “cosmetic” is used as an adjective, meaning “dealing with the outside appearance rather than the important part of sth.” The latter part of the sentence means that as an object visualizer, a mechanic can easily judge whether damage on a cylinder is a significant problem or not.

- 7 For verbal thinkers, researchers have proposed the existence of a **neural** system called the **phonological loop**. This system essentially acts as a hub for processing and storing verbal information that we encounter in our surroundings. It includes an “inner ear” that processes spoken words and an “inner voice” that allows us to silently repeat and manipulate those words in our minds.
- 8 Psychologists find that the phonological loop is used for all kinds of things. The loop is a kind of memory **scratchpad**; it’s where we store a phone number before we write it down. It’s also a tool for self-management. Young children learn to direct their behavior and emotions by talking to themselves, at first out loud and then silently, often channeling³ their parents. (“Don’t break it, Peter!” my four-year-old son said recently, as he tried to piece together jigsaw puzzles.) We use our inner voices to **monitor** our progress toward our goals. “Come on,” we might tell ourselves, while trying to unstick a kitchen drawer. “You can do it! Also — remember that doctor’s appointment. Now, back to the drawer!”
- 9 Thinking in pictures, thinking in patterns, thinking in words — these are quite different experiences. But do thinkers fall into such neat categories? Russell T. Hurlburt, a professor at the University of Nevada, Las Vegas, concluded that, broadly speaking, inner thoughts come in five forms, which each of us mixes in different **proportions**. Some thoughts are **rendered** in “inner speech,” and others appear through “inner seeing”; some make themselves felt through emotions, while others **manifest** as a kind of “**sensory** awareness.” Finally, some people make use of “unsymbolized thinking.” They often have “an **explicit**, differentiated thought that does not include the experience of words, images, or any other symbols.”
- 10 Reading this description a few years ago, I felt at last that I had a term that described my mind: It’s not “empty”; my thoughts are just unsymbolized. But Hurlburt’s work also suggests that it’s a mistake to ascribe to oneself a **definitive** cast of thought. In truth, the **textures** of our minds are subtle and **variable**. Even within a single head, thinking takes many forms.
- 11 Differences between minds should be celebrated and embraced. Instead of categorizing and labeling individuals based on their particular way of thinking, we should recognize and appreciate the **inherent** value in the diversity of human thought. Our unique problem-solving approaches enable us to tackle challenges from various perspectives and uncover innovative solutions; the strengths that different thought styles bring to the table pave the way for more effective collaboration and the growth of collective wisdom.

Notes

- 3 Here “channel” is used as a verb, meaning “behave like or copy another person, so that you almost seem to be that other person.”
e.g. *The band were dressed in 1960s outfits and seemed to be channeling the music legends of that era.*
-

Read and understand

Global understanding

Read the passage and complete the outline with no more than FOUR words from the passage for each answer.

A case: the differences between Grandin's and my own thought styles

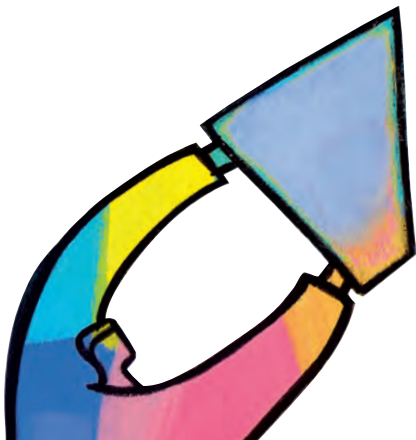
- For most of the time, 1) _____ prevail in my mind, with almost no visual images present.
- Grandin's mind is filled with 2) _____ which can be processed in different manners. She can easily access 3) _____ with three-dimensional images.

The diversity of human cognition

- 1 Three types of thought styles by Grandin
 - Object visualizers make conclusions based on concrete, 4) _____.
 - Spatial visualizers make sense of the world in terms of 5) _____.
 - Verbal thinkers rely much on a neural system called 6) _____. Consisting of an "inner ear" and an "inner voice," this system is the essential center for 7) _____ verbal information.
- 2 Five forms of inner thoughts by Hurlburt
Rather than falling into 8) _____, we all use a mix of various forms of inner thoughts: inner speech, inner seeing, emotions, sensory awareness, and 9) _____.

Implications of cognitive diversity

Cognitive diversity should be 10) _____, as it fosters innovative solutions and effective collaboration, and enhances 11) _____.



Detailed understanding

Read the passage again and choose the best answer to complete the unfinished statements.

1. The author panicked in the college English class because _____.
 - A. he was absent-minded when called on by the teacher
 - B. he couldn't tell the class where his words came from
 - C. he suddenly didn't know what he had planned to say
 - D. he wasn't an expert in organizing his ideas in words
2. The author makes a contrast between his mental experiences and Grandin's to _____.
 - A. evaluate which is the better way of storing information
 - B. illustrate the diversity of thought styles among people
 - C. explain how memories can be presented in a vivid way
 - D. emphasize the importance of acquiring multiple thinking skills
3. By saying "Don't break it, Peter!" (Para. 8), the little kid was possibly talking to himself to _____.
 - A. express the emotion of fear
 - B. manage his own actions
 - C. enhance his language ability
 - D. monitor his progress in play
4. Unsymbolized thinking is defined by its nature of being _____.
 - A. obscure instead of crystal clear
 - B. emotional instead of sensory
 - C. represented by no symbols
 - D. undefined by existing knowledge
5. Hurlburt's work suggests that it's not sensible to _____.
 - A. complicate our mental experiences
 - B. symbolize our inner thoughts
 - C. emphasize the subtlety of our minds
 - D. assign our thinking to a single style

Read and think

Dynamics of cognitive patterns

The passage notes that our cognitive patterns are not definitive; rather, they change over time. Does your cognitive pattern remain static or does it evolve with time? What factors might influence the consistency or variability of one's cognitive pattern?

Efficient thinkers and collaborators

The passage concludes that diverse thought styles can enhance collaboration. Elaborate on how these styles function in team environments and find ways to leverage them effectively in academic and social activities.



Read and practice

Synonyms

Replace the italicized parts in the sentences with words from the passage. Change the form if necessary.

1. These values require constant care and must be *expressed in words* over and over again in new contexts.
2. It was *definitely not* an occasion for laughter and judgment.
3. For the film, the actress did everything to *highlight* her character's age, including gaining 20 pounds.
4. State departments *check on* nursing homes closely to ensure the well-being of the elderly.
5. Farmers already adapt to *unstable* weather by changing their planting schedules.
6. Many sports and recreational activities have *intrinsic* risks and dangers.

Word building

Complete the sentences with the proper form of the words given in brackets.

1. A 4-D cinema takes the thrills of film to new heights, enhancing our _____ (sense) perception and creating a "virtual reality."
2. Advanced computer chips were used for more _____ (precise) in the fireworks.
3. The _____ (picture) representation of attractions can better convey the charm of the city than language descriptions.
4. Understanding the brain's positioning system may shed light on _____ (space) memory loss in Alzheimer's.
5. To deepen their understanding of the problems, experimental economists construct small-scale _____ (abstract) of real-world scenarios.

Language in use

Complete the sentences by translating the Chinese in brackets into English.

1. The local community _____ (认为这种水果具有治疗效果), regarding it as a source of natural remedies.
2. The children can be seen as constructing knowledge at a primitive level, trying to _____ (理解周围的世界).
3. Peer social interactions of children _____ (为其后期发展中的相互尊重铺平了道路).
4. Autism (自闭症) is a complex condition with diverse symptoms; children affected don't always _____ (划分到明确的类别中).
5. When we spend more time watching and analyzing people, we can _____ (在社交互动模式方面得出更广泛适用的结论).

Banked cloze

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

articulate	ascribe	consequential	continuum	differentiate
definitive	linear	mechanical	mix	monitor
proportion	representational	slope	unspecified	variability

The world could be roughly divided into two kinds of thinkers: visual thinkers and verbal thinkers. Visual thinkers see images in their mind's eye that allow them to make rapid-fire associations. They tend to easily grasp how 1) _____ devices work and enjoy figuring them out. Verbal thinkers are likely to succeed in careers that give them chances to 2) _____ themselves: teachers, lawyers, or writers. Word-based thinking follows sequential and 3) _____ order, reflecting a systematic progression of thoughts. But the fact is, even highly verbal thinkers do visualize too, incorporating imagery in their thought process.

How can we determine if a child is a visual thinker? The inclination for visual and spatial thinking will turn up in the activities children tend to favor. Often, they create beautiful drawings that are not just illustrative but also 4) _____. They also invest hours in hands-on activities like tinkering with tools or electronics. However, there is no 5) _____ tool or procedure to formally identify visual thinking. A new test is currently under development to 6) _____ between verbal and visual thinkers. But please note that there isn't a clear-cut distinction between verbal and visual thinking; rather, thinking styles span a(n) 7) _____ with elements of both: Most people will likely fall somewhere in the middle, showing a blend of both kinds of thinking.

You may be curious as to what 8) _____ of people are visual thinkers. A study of primary school students with a wide range of socioeconomic backgrounds found that roughly one third were strongly visual, about one quarter were strongly verbal, and about 45 percent were a(n) 9) _____ of both styles. The findings indicate high 10) _____ in human mental processes.

Read and translate

Translate the paragraph into English.

作为中国文化的重要部分，汉字反映了古人的智慧和创造力。它们不仅是日常语言交流的工具，更是古人记录事件和传达思想的载体。甲骨文（oracle bone inscriptions）等早期汉字通过形象的符号和组合，表达了古人对世界的理解，反映了中华民族独特而严谨的思维方式。这些早期文字极大地方便了人们对世间万物的理解和记忆，为汉字的发展奠定了基础。研究和理解这些文字，有助于我们更深入探究中华民族的历史和文化传统。

Read and write

Write a popular science essay

Popular science writing is a genre that uses accessible language to explain scientific ideas and principles to the general public. It aims to make complex scientific concepts, findings and implications both understandable and enjoyable for non-experts. Below are some strategies employed to achieve this.

- **Simplified language**
Popular science writing avoids overly technical language or jargon, opting instead for general and easy-to-understand everyday language to convey complex scientific concepts.
- **Metaphors and analogies**
Metaphors and analogies are often used to bring abstract concepts to life and make complex ideas more understandable.
- **Concrete examples**
Real-world instances can be used to illustrate abstract theories or concepts.
- **Incorporating research in an accessible way**
Popular science writing refers to existing research but does so in a way that doesn't require specialized knowledge in the field.
- **Visual aids**
Diagrams and photos, etc. are sometimes used to help visualize data and abstract ideas.
- **Personal anecdotes**
Blending science with personal anecdotes makes reading more captivating as it cultivates a human connection between the author and the reader.
- **Questions and reflections**
Questions are introduced into the writing to invite readers to self-reflect, turning passive reading into an interactive experience.

Step 1 The passage examines abstract ideas on thinking styles, a subject related to psychology and neuroscience. Read the passage again and note the techniques used to make abstract ideas engaging and accessible. Discuss these observations with your partner.

Techniques	Examples

Step 2 Search for scientific papers or blog posts on the theme of “Visualization in learning.” Synthesize the information you’ve collected, and write a popular science essay of no less than 160 words on this theme. Make sure your essay incorporates the techniques discussed in this section.

Get ready to read

Watch for information

Memory, crucial to our lives, is fascinating and complex. How is it stored in the brain? And how do different types of memory function? Watch a video clip about memory and complete the outline.



Video clip

Features of memory	<ul style="list-style-type: none"> • Different from vision or language, memory is located 1) _____ and it involves the activation of neurons in very different places. • Our brains are phenomenal at remembering what is meaningful, emotional, 2) _____, and what's repeated. • Our brains are great at remembering things that are 3) _____ and where those things are 4) _____.
Classification of long-term memory	<p>Semantic memory</p> <ul style="list-style-type: none"> • It involves the 5) _____: the information learned in school and our 6) _____ information. • It's pretty 7) _____. <p>Muscle memory</p> <ul style="list-style-type: none"> • It's similarly stable over time. • It's the memorized choreography, the 8) _____ for how to do things. <p>Episodic memory</p> <ul style="list-style-type: none"> • It's for the stuff that happened; it's the story of our life. • We have the opportunity to 9) _____, often not consciously.

NEW WORDS

neural circuit 神经回路

disparate *a.* 迥然不同的

visual cortex 视觉皮层

auditory cortex 听觉皮层

neuron *n.* 神经元

hippocampus *n.* (大脑) 海马

phenomenal *a.* 非凡的; 惊人的

semantic *a.* 语义的

motor cortex 运动皮层

choreography *n.* 编舞

episodic *a.* 由松散片段组成的; 不连贯的

fallible *a.* 会犯错误的

Watch and discuss

As mentioned in the video clip, some memories are reliable while others are not. Discuss in groups why some memories might be unreliable.

The story *of* the self

- 1 Memory is our past and future. To know who you are as a person, you need to have some idea of who you have been. And, for better or worse, your remembered life story is a pretty good guide for what you will do tomorrow. Lose your memory and you lose a basic connection with who you are.
- 2 It's no surprise, then, that there has always been **fascination** with this **quintessentially** human ability. When I cast my mind back to an event from my past — let's say the first time I ever swam **backstroke** unaided in the sea — I don't just conjure up dates and times and places (what psychologists call "**semantic** memory"). I do much more than that. I am somehow able to reconstruct the moment in some of its sensory detail, and **relive** it, as it were, from the inside. I am back there, amid the sights and sounds and seaside smells. I become a time traveler who can return to the present as soon as the demands of "now" **intervene**.
- 3 The sort of memory I have described is known as "**autobiographical** memory," because it is about the narrative we make from the happenings of our own lives. It is distinguished from semantic memory, which is memory for facts, and other kinds of **implicit** long-term memory, such as your memory for complex actions like riding a bike or playing the **saxophone**.
- 4 When you ask people about their memories, they often talk as though they were material possessions, enduring representations of the past to be carefully guarded and deeply cherished. But this view of memory is quite wrong. Memories are not filed away in the brain like **video cassettes**, to be **slotted** in and played when it's time to recall the past. Sci-fi and fantasy fiction might attempt to **cajole** us into thinking otherwise, but memories are not **discrete entities** that can be taken out of one person's head and **distilled** for someone else's viewing. They are mental reconstructions, **nifty** multimedia **collages** of how things were, that are shaped by how things are now. Autobiographical



memories are stitched together when they are needed from information stored in many different neural systems. That makes them curiously **susceptible to distortion**, and often not nearly as reliable as we would like.

- 5 What accounts for this unreliability? One factor must be that remembering is always re-remembering. Like a game of “Pass it on,” any small error is likely to be **propagated** along the chain of remembering. The sensory impressions that I took from the event are likely to be stored quite accurately. It is the **assembly** — the resulting edit — that might not bear much **resemblance** to how things actually were. In **storyboarding** an autobiographical memory, the brain combines **fragments** of sensory memory with a more abstract knowledge about events, and reassembles them according to the demands of the present. Two forces go head-to-head in remembering. The force of **correspondence** tries to keep memory true to what actually happened, while the force of **coherence** ensures that the emerging story fits in with the needs of the self, which often involves **portraying the ego** in the best possible light. **Indubitably**, our current emotions and beliefs shape the memories that we create. When our present-day emotions change, so do our memories.
- 6 Of all the memories we cherish, those from childhood are possibly the most special. Memories of childhood are often made out to have a particular kind of **authenticity**; we think they must be pure because we were cognitively so simple

back then. However, when you read descriptions of people's very early memories, you see that they often function as myths of creation. One particular difficulty with early memories is their susceptibility to **contamination** by visual images, such as photographs and videos. I'm sure that several of my childhood memories are actually memories of seeing myself in photos. When we look back into the past, we are always doing so through a **prism** of intervening selves.

- 7 What should we do about this **troublesome** mental function? For one thing, I don't think we should stop valuing it. Memory can lead us astray — it is a machine with many moving parts, and consequently many things that can go awry. But even when it is failing, memory is doing exactly the thing it is supposed to do. And that purpose is as much about looking into the future as it is about looking into the past. There is only a limited evolutionary advantage in being able to reminisce about what happened to you, but there is a huge **payoff** in being able to use that information to work out what is going to happen next. Similar neural systems seem to **underpin** past-related and future-related thinking. Memory is endlessly creative, and at one level it functions in a way akin to how imagination does.
- 8 That's how I think we should value memory: as a means for endlessly **reconfiguring** the self. It's important not to push the **analogy** with storytelling too far, but it's a valuable one. When writers create imaginary memories for their characters, they do a similar kind of thing to what we all do when we make a memory. They weave together bits of their own personal experience, emotions and sensory impressions and the **minutiae** of specific contexts, and tailor them into a story by hanging them on to a framework of historical fact. They do all that while making them fit the needs of the narrative, serving the story as much as they serve truth.
- 9 To emphasize its narrative nature is not to **undermine** memory's value. It is simply to be realistic about this everyday psychological miracle. If we can be more honest about memory's quirks, we can get along with it better. When I think back to my first attempt at **solo** swimming, it doesn't bother me that I have probably got some of the details wrong. It might be a fiction, but it's my fiction, and I treasure it. Memory is like that. It makes storytellers of us all.

Read and understand

Global understanding

Read the passage and complete the outline with no more than FOUR words from the passage for each answer.

Part I

Memory is our past and future (Para. 1)

- To know who you are, you need to know who you've been.
- Your memories are 1) _____ for your future.

Part II

Different types of memory (Paras. 2-3)

- Semantic memory: memory for facts.
- 2) _____: the narrative made from the experiences of our lives.
- Other kinds of implicit long-term memory: e.g. memory for complex actions.

Part III

The unreliability of memory (Paras. 4-6)

- Memories are 3) _____, shaped by the present state of being and thus susceptible to distortion.
- Why are memories unreliable?
 - Remembering is re-remembering. The brain combines 4) _____ with more abstract knowledge, and reassembles them according to the needs of the present.
 - Two forces go head-to-head: the force of correspondence and 5) _____. Our 6) _____ shape the memories that we create.
- Our childhood memories are essentially recollections seen through a prism of 7) _____.

Part IV

The value of memory (Paras. 7-9)

- Memory functions not only to reflect on the past but also to 8) _____.
- It is a means for endlessly 9) _____, similar in a way to narrative writing.
- It makes storytellers of us all, an essential part of the human experience.

Detailed understanding

Read the passage again and decide whether the statements are true (T) or false (F).

- ___ 1. The author often gets caught up in memories and is unable to liberate himself from the grip of the past.
- ___ 2. In some sci-fi and fantasy fiction, memory is portrayed as something that can be pulled out from one person's mind for another to see.
- ___ 3. In the chain of remembering, the sensory impressions are stored accurately and are edited simultaneously as they are being stored.
- ___ 4. Just as myths of creation are not literal accounts of history, our early memories do not precisely reflect our past.
- ___ 5. Browsing childhood photos or videos allows the present self to intervene in past memories.
- ___ 6. Memory is similar to storytelling as they both involve adding personal emotions and impressions to historical facts.

Read and think

Autobiographic memory

Step 1 Share some cherished memories from your life within your group. Try to analyze how faithful these memories are to what actually happened.

Step 2 Discuss the questions in your group.

- 1. Is it disturbing to find that cherished memories may not be accurate?
- 2. Do memories lose their value due to their possible inaccuracies?

Memory and technology

Today, we very often rely on technology for recording and retrieving information. Yet it is claimed that “the Web provides a convenient and compelling supplement to personal memory, but when we start using the Web as a substitute for personal memory, bypassing inner processes of consolidation, we risk emptying our minds of their riches.” Do you agree with the concern that the Internet will weaken our memory? In your opinion, how is information technology impacting our memory?

Read and practice

Word building

Work in groups to fill in the table with the correct form of the words (an X indicates that no such word fits in that space). Then complete the sentences with the proper form of the words.

Noun	Verb	Adjective	Adverb
fascination	_____	_____	_____
_____	_____	corresponding	_____
coherence	_____	_____	_____
_____	authenticate	_____	_____
_____	X	_____	cognitively

- The historical advisor of the film made the cast wear period costumes to keep it as _____ as possible.
- Intelligence is not a single thing: It comprises a very wide array of _____ skills and other abilities.
- The _____ between the data collected and the predicted outcomes confirmed the accuracy of the model.
- Spiders' silk has long _____ researchers for its remarkable strength and flexibility.
- A(n) _____ planning system supports the efficient and effective development, implementation, and monitoring of plans.



Part of speech

The words below can be used as both nouns and verbs. Complete the sentences with the proper form of the words.

1 file

- A. The investigation was brought to an end and the police _____ were placed in storage.
- B. Did the airline _____ a flight plan that took account of the weather en route from Shanghai to Singapore?

2 slot

- A. The seatbelt buckle has red LED lights to indicate where to _____ the belt in.
- B. I put some coins in the _____ to purchase a refreshing beverage from the machine.

3 stitch

- A. In recent years, they have been able to _____ together a national network of banks.
- B. She hopes to develop a catalog of _____ types, their combinations and the resulting fabric properties.

4 fragment

- A. Sometimes rock _____ floating in outer space enter the Earth's atmosphere, where gravity pulls them in.
- B. It's inspiring that so many families find strength together in times of grief instead of _____ and falling apart.

5 cast

- A. As the actor gracefully moves across the stage, his presence _____ a captivating shadow on the wall.
- B. The _____ of talented actors and actresses brought the characters to life with their remarkable performances.



Expressions

Complete the sentences with expressions from the box. Change the form if necessary.

akin to	cast one's mind back	conjure up
go awry	go head-to-head	in the best possible light

1. When we think of adventurers, many of us will _____ images of larger-than-life characters journeying to the North Pole.
2. Our vacation _____ after we realized that our hotel reservation had been canceled at the last minute.
3. Asked about better working conditions for migrants, the senator turned passionate and _____ to life in his hometown 30 years ago.
4. The two companies nicely balance each other, as they can be viewed as something _____ mirror images.
5. The film's ratings dipped slightly last night as it _____ with another film's premiere (首映).
6. Make sure your business is represented _____ across social media, as they are often the first places potential customers look at.

Read and translate

Translate the paragraphs into Chinese.

Our memories define who we are and underpin our sense of identity. But they are not evenly distributed throughout our life. We tend to remember more events from our teens and twenties than from any other time. This tendency is termed the “reminiscence bump (记忆高峰).”

The key to the reminiscence bump is novelty. The reason we remember our youth so well is that it is a period when we have more new experiences than in our thirties or forties. It's a time for firsts — first jobs, first travels without parents, first experiences of living away from home, etc. — moments that we may relive in our minds with great clarity.

What's the reason behind the reminiscence bump? Psychologists argue that because memory and identity are so closely intertwined, it is in those formative years, when we're constructing our identity and finding our place in the world, that our memory latches onto particularly vivid details in order to use them later in reinforcing that identity.



Additional
translation skills

Present a collective autobiography to the public

The story of us

The university is launching a campaign “The story of us,” and the campaign committee is calling for compelling collective autobiographies that celebrate college students’ shared experiences and memories. Your class has decided to participate and present a collective autobiography.

Step Select personal narratives

- 1 Form groups of four or five. Each group focuses on one specific life stage, ranging from early childhood to university years. Each member in your group shares personal stories concisely. Then select two or three narratives that best represent individual uniqueness and collective memories, which will be included in your group presentation.

Step Craft the first draft

- 2 Organize the chosen narratives and create the first draft. Make sure you incorporate a diverse range of perspectives in your draft.

Step Assign tasks and write a second draft

- 3 Identify verbal thinkers and visual thinkers within your group. Assign them tasks according to their strengths. Verbal thinkers could be responsible for preparing the second draft and handling the presentation. Visual thinkers could focus on refining details and designing visual aids to support the presentation.

Step Present your narratives and vote for the best

- 4 Present your narratives to the class. Encourage the audience to engage via comments or questions. Conduct a vote to decide the best presentation for each life stage. Collect these narratives, arrange them logically to formulate a collective autobiography of the class, and participate in the campaign “The story of us.”

Reading 1

New words

◆ **cognitive** /'kɒgnətɪv/ *a.*

(*fml.*) related to the process of knowing, understanding, and learning sth. 认知的; 认知过程的

e.g. *Studies show a connection between aerobic exercise and cognitive ability.*

* **condense** /kən'dens/

vi. become more dense or compact 简缩; 浓缩

e.g. *His dislike for raw fish condensed into a firm refusal to ever visit a sushi restaurant.*

v. if a gas condenses, or is condensed, it becomes a liquid (使) 凝结, 冷凝

e.g. *When steam gradually loses heat energy, it condenses into liquid water droplets.*

◆ **articulate** /ɑ:'tɪkjʊ,leɪt/ *vt.*

(*fml.*) express your ideas or feelings in words 清楚地表达

e.g. *Many people are unable to articulate the unhappiness they feel.*

* **specify** /'spesɪ,faɪ/ *vt.*

state sth. in an exact and detailed way 具体指明; 明确说明; 详述

e.g. *The rules clearly specify that competitors must not accept payment.*

unspecified /ʌn'spesɪ,faɪd/ *a.*

not known or not stated 未具体说明的; 未详述的

e.g. *The meeting will take place at an unspecified date in the future.*

interlocutor /,ɪntə'lɒkjʊtə/ *n.* [C]

(*fml.*) your interlocutor is the person you are speaking to 对话者; 参加谈话者

e.g. *Try to smile and maintain visual contact with your interlocutor during the conversation.*

◆ **mutter** /'mʌtə/ *v.*

speak in a low voice, esp. because you are annoyed about sth., or you do not want people to hear you 咕哝; 嘀咕; 悄声说

e.g. *"I never want to come here again," he muttered to himself.*

* **scarcely** /'skeəslɪ/ *ad.*

1) definitely not or almost certainly not 绝不; 一定不

e.g. *In the region known for its long, harsh winters, early March is scarcely the time of year for sailing.*

2) almost not or almost none at all 几乎不; 几乎没有

e.g. *With its historic neighborhoods well preserved, the city had scarcely changed in 20 years.*

cogitate /'kɒdʒɪ,teɪt/ *vi.*

(*fml.*) (~ **about / on**) think carefully and seriously about sth. 仔细 (或认真) 考虑

e.g. *He has been cogitating on this speech for some six hours, and it is indeed a good speech.*

juxtapose /,dʒʌkstə'pəʊz/ *vt.*

(*fml.*) put things together, esp. things that are not normally together, in order to compare them or to make sth. new 把...并列 (或并置) (以作比较或制作新东西)

e.g. *In the exhibition, abstract paintings are juxtaposed with shocking photographs.*

verve /vɜ:v/ *n.* [U]

energy, excitement, or great pleasure 活力; 激情; 愉悦

e.g. *The talented musician played the Hungarian dances with great verve.*

* **precision** /prɪ'sɪʒn/ *n.* [U]

the quality of being very exact or correct 精确 (性); 准确 (性)

e.g. *The orchestra played with a winning combination of enthusiasm and precision.*

flimsy /'flɪmzi/ *a.*

badly made and not strong enough for the purpose for which it is used 劣质的; 不结实的

e.g. *Be careful when you place the vase on that flimsy table; it might not be able to hold the weight.*

pictorial /pɪk'tɔ:riəl/ *a.*

using or relating to paintings, drawings, or photographs 画的; 图画的; 照片的

e.g. *Mobile phones make it easy for people to capture a vivid pictorial record of their journey.*

* 词汇表中加星号 (*) 的单词为四级词汇, 加菱形 (◆) 的单词为六级词汇, 未作标记的为超纲词汇。斜体的单词是相关生词的词根。

toboggan /tə'boʊgən/ *n.* [C] 平底雪橇

* **dip** /dɪp/

n. [C, usu. sing.] an act of sinking or dropping briefly before rising again (再次上升前的) 短暂下沉 (或下落)

e.g. Seeing the oncoming car, the bird took a sudden dip and flew lower.

vt. put sth. into a liquid and lift it out again 蘸; 浸
e.g. You can enhance the taste of strawberries by dipping them into melted chocolate.

sled /sled/ *n.* [C] (BrE **sledge**) 雪橇

* **slope** /sləʊp/ *n.* [C]

a piece of ground or a surface that slopes 斜坡; 斜面
e.g. You'll encounter a steep slope just before reaching the top of the mountain.

IMAX /'aɪmæks/ *n.* [U] 宽银幕投影系统

* **concrete** /'kɒŋkri:t/ *a.*

definite and specific 具体的
e.g. The patience and resilience of the team should be rewarded by concrete and visible prizes.

concreteness /'kɒŋkri:tənəs/ *n.* [U] 具体 (性)

accentuate /æk'sentʃu,eɪt/ *vt.*

make sth. more noticeable 使突出; 强调
e.g. In the portrait, the photographer's angle seemed to accentuate his already prominent nose.

continuum /kən'tɪnjuəm/ *n.* [C]

(*pl.* ~s or **continua**) (*fml.*) a scale of related things on which each one is only slightly different from the one before 统一体; 连续体
e.g. All the organisms in an ecosystem are part of an evolutionary continuum.

* **linear** /'lɪniə/ *a.*

1) involving a series of connected events, ideas, etc., that move or progress from one stage to the next 涉及一连串直接相关的事物的; 线性的
e.g. These mental exercises are designed to break linear thinking habits and encourage creativity.
2) consisting of lines, or in the form of a straight line 线的; 直线的
e.g. The linear diagram effectively illustrated the progression of data over time.

representational /,reprɪzen'teɪʃn(ə)l/ *a.*

a representational painting or style of art shows things as they actually appear in real life (绘画或艺术风格) 具象的, 写实的

e.g. Sometimes I like to get back to basic technique, to classical representational sculpture.

* **spatial** /'speɪʃl/ *a.*

relating to the position, size, shape, etc. of things 空间的
e.g. This task is designed to test children's spatial awareness, that is, their understanding of where things are in relation to other things.

abstraction /æb'strækʃn/ *n.* [C]

a general idea about a type of situation, thing, or person rather than a specific example from real life 抽象概念
e.g. Love is an abstraction that encompasses various feelings, behaviors, and experiences.

* **mechanic** /mɪ'kæni:k/ *n.* [C] 技工; 机械工; 机修工

ding /dɪŋ/ *n.* [C]

(*AmE*) (*infml.*) a mark or dent on the bodywork of a car, boat, or other vehicle (车体、船体或其他交通工具上的) 印痕, 凹痕
e.g. I found an unfortunate ding on my car's rear fender (挡泥板) this morning during my routine check.

♦ **cylinder** /'sɪlɪndə/ *n.* [C]

1) (引擎的) 汽缸
2) 圆柱体; 圆筒

consequential /,kɒnsɪ'kwɛnʃl/ *a.* (*fml.*) (*usu. before noun*)

1) important 重要的
e.g. She wants to do something significant and consequential after graduation.
2) happening as a direct result of a particular event or situation 随之发生的; 作为直接结果的
e.g. Our use of harmful chemicals and the consequential damage to the environment is a very serious matter.

artisan /,ɑ:tɪ'zæn/ *n.* [C]

sb. who does skilled work, making things with their hands 工匠; 手艺人
e.g. He calls himself an artisan, as opposed to an artist.

incision /ɪn'sɪʒn/ *n.* [C]

1) a mark or decoration cut into a surface 雕刻出来的标识或装饰品
e.g. The monument, a block of marble delicately decorated with incisions, dominates the center of the quiet courtyard.

2) a neat cut made into sth., esp. during a medical operation 割口; (尤指手术的) 切口, 切痕
e.g. *The surgeon makes a small incision into which a tube is inserted.*

mathematician /ˌmæθ(ə)mə'tɪʃn/ n. [C] 数学家; 数学教师

mesh /meʃ/ vi.

1) if two parts of an engine or machine mesh, they fit closely together and connect with each other (引擎或机器部件) 啮合

e.g. *When gear teeth mesh with each other, they start to function collectively.*

2) if two ideas or things mesh, they fit together very well (两个想法或事物) 相合, 相配, 相互协调
e.g. *His personal ideas did not mesh with the views of the party.*

♦ **molecule** /'mɒlɪkju:l/ n. [C] 分子

neural /'njuərəl/ a.

relating to a nerve or the nervous system 神经的; 神经系统的

e.g. *They have identified a protein that stops new neural connections forming in adult brains.*

phonological /ˌfəʊnə'lɒdʒɪkl/ a.

relating to the sounds in a particular language or in languages, or to the study of this 音系的; 音系学的
e.g. *Student responses will reveal their phonological and grammatical weaknesses to teachers.*

♦ **loop** /lu:p/ n. [C]

a shape like a curve or circle made by a line curving right round and crossing itself 环形; 环状物; 圆圈

e.g. *The road went in a huge loop around the calm, peaceful lake.*

scratchpad /'skrætʃ,pæd/ n. [C] (AmE) 便笺本; 拍纸簿

★ **monitor** /'mɒnɪtə/ vt.

carefully watch and check a situation in order to see how it changes over a period of time 监视; 监测; 检测; 监督

e.g. *Patients who are given the new drug will be asked to monitor their progress.*

★ **proportion** /prə'pɔ:ʃn/ n. [C, usu. sing.]

a part of a number or an amount, considered in relation to the whole 部分; 份额

e.g. *The proportion of women graduates has increased in recent years.*

★ **render** /'rendə/ vt.

1) express or present sth. in a particular way (以某种方式) 表达, 表现

e.g. *The sunset cast a soft glow that seemed to render blue skies a magnificent canvas of colors.*

2) cause sb. or sth. to be in a particular condition 使成为, 使变得, 使处于(某种状态)

e.g. *He was rendered almost speechless by the news of his beloved pet's sudden passing.*

♦ **manifest** /'mænɪfest/

vi. be revealed 显现

e.g. *In some cases, stress can manifest as physical symptoms like headaches and stomachaches.*

vt. (fml.) show a feeling, attitude, etc. 显示, 表明, 表露(感情、态度等)

e.g. *The shareholders have manifested their intention to sell the shares.*

sensory /'sensəri/ a.

relating to or using your senses of sight, hearing, smell, taste, or touch 感官的; 感觉上的

e.g. *People prefer to take in information through different sensory channels.*

★ **explicit** /ɪk'splɪsɪt/ a.

expressed in a way that is very clear and direct 清楚明确的; 直截了当的

e.g. *The contrast could not have been made more explicit.*

definitive /dɪ'fɪnətɪv/ a.

1) final; not able to be changed 最后的; 决定性的; 不可更改的

e.g. *We intend the figures that we present to be suggestive rather than definitive.*

2) (usu. before noun) considered to be the best of its kind and almost impossible to improve 最佳的; 最完整可靠的

e.g. *He's spent a decade gathering first-hand information and written a definitive guide to China.*

♦ **texture** /'tekstʃə/ n. [C, U]

the way a surface or material feels when you touch it, esp. how smooth or rough it is (尤指光滑或粗糙的) 手感, 质感, 质地

e.g. *The addition of butter and cream to the mashed potatoes gives them a wonderfully silky texture.*

★ **variable** /'veəriəbl/ *a.*

likely to change often 易变的; 多变的
e.g. *You should expect variable cloudiness and fog tomorrow according to the weather forecast.*

◆ **inherent** /ɪn'herənt/ *a.*

(*fm.*) a quality that is inherent in sth. is a natural part of it and cannot be separated from it 内在的; 固有的
e.g. *I'm afraid the problems you mention are inherent in the system.*

Phrases and expressions

ascribe sth. to sb. / sth.

believe that sb. or sth. has a particular quality 认为...是...的特点
e.g. *We ascribe great importance to these environmental protection policies.*

pave the way for sth.

make a later event or development possible by producing the right conditions 为某事物铺平道路; 为某事物创造条件
e.g. *The Supreme Court decision paved the way for further legislation on civil rights.*

Proper names

Temple Grandin /'grændɪn/ 坦普尔·格兰丁 (美国科学家、工业设计师)

Russell T. Hurlburt /rʌs(ə)l ti: 'hʌlbət/ 拉塞尔·T. 赫尔伯特 (美国心理学家)

University of Nevada /nə'vɑ: də/, **Las Vegas** /,læs'veɪgəs/ 内华达大学拉斯维加斯分校 (美国)

Reading 2

New words

★ **fascination** /,fæsɪ'neɪʃn/ *n.* [sing., U]

the state of being very interested in sth., so that you want to look at it, learn about it, etc. 着迷; 迷恋
e.g. *No other country in the world seems to hold the same fascination for gardening as Britain.*

quintessentially /,kwɪntrɪ'senʃli/ *ad.*

in a way that is the most typical example or most important part of sth. 典型地
e.g. *The quintessentially English countryside, with its cottages, tearooms and gardens, mirrors a storybook scene.*

backstroke /'bæk,striʊk/ *n.* [sing., U] 仰泳

semantic /sə'mæntɪk/ *a.*

(*fm.*) relating to the meanings of words 语义的
e.g. *These engineers are looking at how to incorporate semantic analysis into a search algorithm.*

relive /ri:'lɪv/ *vt.*

remember or imagine sth. that happened in the past so clearly that you experience the same emotions again (凭回忆或想象) 再次体验, 重温
e.g. *The girls watch the tape, eager to relive their victory against their rival school.*

◆ **intervene** /,ɪntə'veɪn/ *vi.*

1) if an event intervenes, it delays or interrupts sth. else 阻碍; 中断
e.g. *He was just establishing his career when the war intervened.*

2) become involved in an argument, fight, or other difficult situation in order to change what happens 干预; 介入; 插手

e.g. *I usually avoid disputes but intervene when situations get dangerously tense.*

◆ **autobiographical** /,ɔ:təʊbɪə'græfɪkəl/ *a.*

based on or involving the writer's own life 自传的; 自传体的
e.g. *She denied that the song lyrics were autobiographical.*

★ **implicit** /ɪm'plɪsɪt/ *a.*

suggested or understood without being stated directly 含蓄的; 未言明的
e.g. *His statement is being seen as implicit criticism of the work of research laboratories.*

saxophone /'sæksə,fəʊn/ *n.* [C] (*also sax*) 萨克斯管

video cassette /,vɪdɪəʊ kə'set/ *n.* [C] (*also videotape*) 盒式录像带; 录像(磁)带

◆ **slot** /slɒt/

v. go into a slot, or put sth. in a slot (把...) 插进窄孔 (或狭缝)

e.g. All the wood parts come pre-cut so that they can be slotted together.

n. [C] a long narrow hole in a surface that you can put sth. into (可放进东西的) 狭孔, 狭缝

e.g. Alan dropped another quarter into the slot on the pay phone.

cajole /kə'dʒəʊl/ v.

gradually persuade sb. to do sth. by being nice to them, or making promises to them (用甜言蜜语) 哄骗, 劝诱

e.g. We did our best to cajole John into taking the position of chairman in the trade union.

discrete /dɪ'skri:t/ a.

clearly separate 分开的; 分离的; 离散的

e.g. The change occurs gradually, advancing through a sequence of discrete and distinct stages.

♦ **entity** /'entəti/ n. [C]

(*fm.*) sth. that exists as a single and complete unit 实体

e.g. Good design brings a house and garden together as a single entity.

♦ **distill** /dɪ'stɪl/ vt.

1) get the main ideas or facts from a much larger amount of information (从大量的信息中) 提取, 提炼

e.g. The notes I had brought back were waiting to be distilled into a book.

2) make a liquid such as water or alcohol purer by heating it so that it becomes a gas and then letting it cool 蒸馏

e.g. Some strong alcoholic drinks such as whisky are made by distilling.

nifty /'nɪfti/ a.

(*inform.*) sth. that is nifty is good because it is clever, skillful, or effective 精巧的; 有技巧的; 有效的

e.g. Here are some nifty little gadgets for handling food waste.

collage /'kɒləʒ/ n. [C]

a picture made by sticking other pictures, photographs, cloth, etc. onto a surface (用图画、照片、布块等粘贴而成的) 拼贴画

e.g. A box covered in a collage of family photographs makes a very personal present.

♦ **susceptible** /sə'septəbl/ a.

likely to suffer from a particular illness or be affected by a particular problem 易得病的; 易受影响的

e.g. Soil on the mountain slopes is very susceptible to erosion.

♦ **distortion** /dɪ'stɔ:ʃn/ n. [C, U]

the changing of sth. into sth. that is not true or not acceptable 歪曲; 曲解

e.g. The producers insisted the show was a truthful portrayal and there was no distortion.

♦ **propagate** /'prɒpə,geɪt/ vt. (*fm.*)

1) cause to increase in number or amount 使...在数量上增加

e.g. Operational error includes those errors propagated during the digitizing process.

2) spread an idea, belief, etc. to many people 传播, 散播, 宣传 (观点、信仰等)

e.g. The group launched a website to propagate its ideas about animal protection.

* **assembly** /ə'sembli/ n.

1) [U] the process of putting the parts of sth. together 组装; 装配

e.g. An assembly line breaks the manufacture of a product into steps and then completes it in a sequence.

2) [C] a group of people who are elected to make decisions or laws for a particular country, area, or organization 议会; 立法机构

e.g. The Senate and the Assembly put aside political differences to pass the aid package.

* **resemblance** /rɪ'zembləns/ n. [C, U]

the fact of being or looking similar to sb. or sth. 相似; 相像

e.g. The resemblance between Susan and her sister was remarkable.

storyboard /'stɔ:ribɔ:d/ vt.

create a series of drawings or pictures that show the outline of the story of a film, etc. 编绘 (电影等的) 剧情梗概系列图片

e.g. The director will storyboard the scenes for a clear representation of the film.

* **fragment**

/'frægmənt/ n. [C] a small piece of sth. that has

broken off or that comes from sth. larger 碎片；碎块；片段

e.g. *Scholars are piecing together her last unpublished novel from fragments of a recently discovered manuscript.*

/fræg'ment/ v. break sth., or be broken into a lot of small separate parts (使)成碎片；打碎；分裂

e.g. *We need to fragment the project goals into manageable tasks.*

* **correspondence** /,kɒrɪ'spɒndəns/ n.

1) [C, U] a connection between two things; the fact of two things being similar 相关；相似

e.g. *There was no correspondence between the historical facts and Johnson's account of them.*

2) [U] the letters a person sends and receives 来往信件；往来书信

e.g. *A secretary came in twice a week to deal with his correspondence.*

* **coherence** /kəʊ'hɪərəns/ n. [U]

(also **coherency**) when sth. such as a piece of writing is easy to understand because its parts are connected in a clear and reasonable way 连贯(性)；条理(性)；一致(性)

e.g. *An overall theme will help to give your essay coherence.*

♦ **portray** /pɔ:'treɪ/ vt.

show or describe sb. or sth. in a particular way 描述；描写；描绘

e.g. *The writer portrayed life in a small village at the turn of the century.*

♦ **ego** /'i:gəʊ/ n. [C]

the opinion that you have about yourself 自我；自我意识

e.g. *His large ego often gets in the way of accepting constructive criticism.*

indubitably /ɪn'dju:bɪtəbli/ ad.

(fml.) certainly or without doubt 不容置疑地；毫无疑问地

e.g. *The museum indubitably has the best collection of modern art in the country.*

* **authenticity** /ɔ:θen'tɪsəti/ n. [U]

the quality of being real or true 真实性；确实性；可靠性

e.g. *Archaeological evidence may help to establish the authenticity of the statue.*

* **contamination** /kən,tæmɪ'neɪʃn/ n. [U]

the process of making sth. dirty or poisonous, or the state of containing unwanted or dangerous substances 弄脏；污染；玷污

e.g. *The company is investigating the extent of soil and groundwater contamination.*

prism /'prɪz(ə)m/ n. [C] 棱镜

* **troublesome** /'trʌbls(ə)m/ a.

causing problems, in an annoying way 引起麻烦的；令人烦恼(或讨厌)的

e.g. *He needed surgery to cure a troublesome back injury.*

payoff /'peɪ,ɒf/ n. [C]

an advantage or profit that you get as a result of doing sth. (做某事之后的)好处，利益

e.g. *With electric cars there is a big environmental payoff.*

underpin /,ʌndə'pɪn/ vt.

give strength or support to sth. and help it succeed 巩固；支持

e.g. *Innovation and technology are often the key factors to underpin the economic rise.*

reconfigure /,ri:kən'fɪgə/ vt.

arrange or put together sth. in a new or different way 重新装配；重新配置；重新设定

e.g. *You may need to reconfigure the firewall if you add a new machine to your network.*

♦ **analogy** /ə'nælədʒi/ n. [C, U]

sth. that seems similar between two situations, processes, etc. 类似处；相似处

e.g. *Drawing an analogy with something concrete can simplify the explanation of abstract concepts.*

minutiae /maɪ'nju:ʃi:/ n. [pl.]

very small and exact details 微小细节；细枝末节

e.g. *I'm not interested in the minutiae of the research, just its conclusions.*

* **undermine** /,ʌndə'maɪn/ vt.

gradually make sb. or sth. less strong or effective 逐渐削弱(或损害)

e.g. *If you continually criticize children you can seriously undermine their confidence.*

♦ **solo** /'səʊləʊ/

a. (only before noun) done alone without anyone else helping you 独自的；单独的

e.g. He used to play with a group but now he's pursuing a solo career.

n. [C] 独奏曲；独唱曲

Phrases and expressions

cast one's mind back (to sth.)

try to remember sth. that happened in the past
回想；回顾；追忆

e.g. Cast your mind back to your first day at school.

conjure up

bring a thought, picture, idea, or memory to sb.'s mind 使浮现于脑海

e.g. Dieting always seems to conjure up images of endless salads.

go head-to-head

compete directly with another person or group 正面交锋

e.g. The two companies are going head-to-head in the market.

in a new / different / bad, etc. light

if sb. or sth. is seen or shown in a particular light, people can see that particular part of their character 从新的 / 不同的 / 坏的等角度看

e.g. This incident will put the company in a bad light.

lead sb. astray

make sb. believe sth. that is not true 误导某人

e.g. It's easy to be led astray if you don't critically evaluate the quality and relevance of what you read.

go awry

if sth. goes awry, it does not happen in the way that was planned 出岔子；出错

e.g. My carefully laid plans had already gone awry.

akin to sth.

(fml.) very similar to sth. 与某事物相似的；与某事物类似的

e.g. Something akin to panic overwhelmed him, leaving him breathless and paralyzed.