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Unit

1

How we behave is who we are

Learning objectives

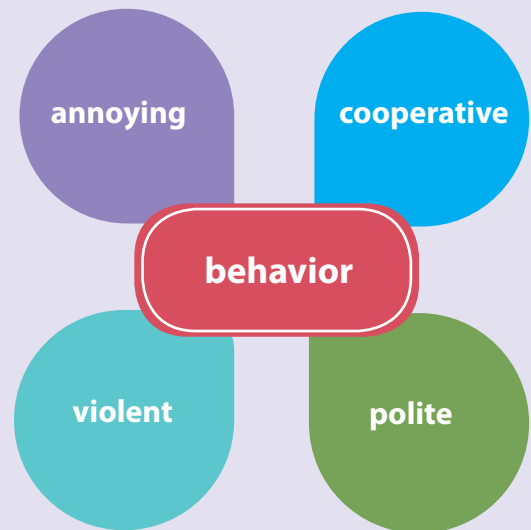
- talk about virtues and behavior
- identify the meaning of a new word or term while listening
- talk about a difficult decision
- deliver a persuasive speech





Opening up

Look at the chart showing some general categories of behavior. Then work in pairs and think of a few specific examples of behavior for each category.



Listening to China



Before you listen

1 Read the English version of three quotes extracted from *The Analects of Confucius*. Then work in pairs. Match them with the original Chinese version and discuss the virtue that each quote intends to promote.

- _____ 1 Do not do to others what you do not want others to do to you.
- _____ 2 I am not sure that anyone who does not make good on their word is viable as a person.
- _____ 3 If you do not study the rituals, you will find yourself at a loss how to take your stand.

a 不学礼，无以立。 b 己所不欲，勿施于人。 c 人而无信，不知其可也。



Listening skills

Identifying the meaning of a new word or term

When a new word or term is used in speech, the speaker often provides its meaning through a few commonly used methods. Familiarizing yourself with these methods can make it easier for you to identify the meaning of a new word or term while listening.

Firstly, the speaker may explain the meaning of a new word or term in the words that immediately follow it. For example, *One of the advantages of gold is its malleability, which enables jewelers to work the metal into almost any shape or design.* In this sentence, the words that immediately follow *malleability* serve to explain the meaning of the word.

Secondly, the speaker may use signal words or expressions to introduce the meaning of a new word or term. These signal words or expressions can be *mean, be defined as, be about, involve, emphasize, stand for, correspond to, etc.* For example, *To refine the idea means to carefully revise and polish its elements for greater clarity and effectiveness.* In this sentence, the signal word *means* is used to introduce the meaning of the new word *refine*.

Thirdly, the speaker may provide examples to help explain the meaning of a new word or term. For example, *This year, we have organized a series of*

charity events with the participation of celebrities – famous actors, TV presenters, musicians, and athletes. In this sentence, famous actors, TV presenters, musicians, and athletes serve as examples, which together help you understand the meaning of celebrities.

Now you are going to listen to a passage about the Five Constant Virtues proposed by Confucianism. Pay attention to the methods the speaker uses to introduce the meaning of new words and terms.



Scan the code and learn more about the skill on Ucampus.

While you listen



Scan the code. Listen to the passage and complete the following exercises. You may listen to it more than once.

2 Read the table and fill in the blanks according to what you hear.

Virtues	Meanings
<i>ren</i> , or benevolence	showing genuine 1) _____ and being kind and 2) _____ toward others
<i>yi</i> , or righteousness	pursuit of 3) _____ and moral 4) _____
<i>li</i> , or propriety	proper 5) _____ and behavior in different social settings; being 6) _____ and observing 7) _____ etiquette toward others
<i>zhi</i> , or 8) _____	highlighting the importance of 9) _____, learning, and 10) _____
<i>xin</i> , or 11) _____	being 12) _____, honest, and 13) _____ in all aspects of life

New words

Confucianism

/kən'fju:ʃənɪzəm/
n. 儒家思想; 孔子学说

advocate /'ædvəkeɪt/

v. 提倡; 主张

benevolence

/bə'nevələns/ n.
仁爱; 和善

righteousness

/'raɪtʃəsnəs/ n.
正直; 正义

propriety /prə'praɪəti/

n. (行为的) 得体, 妥当

etiquette /'etɪket/ n.

礼仪; 礼节

stability /stə'bɪləti/ n.

稳固; 稳定

3 Read the statements in the right column about in what way each of the five virtues benefits individuals and society. Then match the terms in the left column with the statements according to what you hear.

- | | |
|------------------|--|
| ___ 1 <i>ren</i> | a building relationships of mutual respect and trust |
| ___ 2 <i>yi</i> | b enhancing personal growth and social advancement |
| ___ 3 <i>li</i> | c leading to a peaceful and happy society |
| ___ 4 <i>zhi</i> | d building strong personal relationships and social stability |
| ___ 5 <i>xin</i> | e ensuring personal goodness and social fairness and justice |

After you listen

4 Work in pairs and discuss the questions.

- 1 Why do you think the Five Constant Virtues proposed by Confucianism over 2,000 years ago remain relevant and important to our society today?
- 2 How do you practice these virtues in your life? Give a few examples.



Scan the code for
Viewing China.

Viewing world cultures

Before you view

1 Work in pairs and discuss the questions.

- 1 How many different types of handshakes do you know? What causes these variations?
- 2 In what circumstances do people usually shake hands? What are the reasons behind this social gesture?
- 3 We often use our hands to communicate certain meanings. How do you usually express the following messages by using your hand(s)?
 - a Great!
 - b Welcome!
 - c Stop!
 - d Bye-bye.
 - e Thank you very much.
 - f Come here.

2 Read the program information and answer the questions.

- 1 What makes Desmond Morris widely known?
- 2 What was he originally?
- 3 What does he do in this video clip?



Desmond Morris is widely known for his study of human behavior, customs, and rituals, and his writings in the area, such as *The Naked Ape*, *Manwatching*, and *Bodywatching*. Originally a zoologist, Morris decided to observe and classify human behavior in much the same way as he would observe animals – in his words “to do for actions what dictionary makers have done for words”. In this video clip, Morris focuses on greeting customs and the meanings of different gestures.

New words

gesticulate /dʒe'stikjəleɪt/ *vi.*

(讲话时) 做手势

palm /pɑ:m/ *n.* 手掌

engross /ɪn'grəʊs/ *vt.* 使全神贯注; 吸引 (注意力)

posture /'pɒstʃə/ *n.* (坐或立的) 姿势, 仪态

elaborate /ɪ'læbərət/ *a.* 复杂的; 详尽的

Mali /'mɑ:li/ 马里 (西非国家)

clasp /klɑ:sp/ *vt.* 握紧; 擦紧

Morocco /mə'rɒkəʊ/ 摩洛哥 (北非国家)

Kurdish /'kɜ:diʃ/ *a.* 库尔德人的

ritual /'rɪtʃuəl/ *n.* 惯例; 老规矩

egalitarian /ɪ,gælə'teəriən/ *a.* 平等主义的

identical /aɪ'dentɪkəl/ *a.* 完全相同的; 非常相似的

screw /skru:/ *n.* 螺 (丝) 钉

get / have a screw loose 有点疯疯癫癫; 头脑有些不正常

skull /skʌl/ *n.* 脑袋; 头脑

While you view



Scan the code. Watch the video clip and complete the following exercises. You may watch it more than once.

3 Read the questions and answer them according to the video clip.

- 1 Why was Morris interested in observing people?
- 2 What does he call himself?
- 3 How many countries did he visit in order to complete his work?
- 4 Which two examples does he provide in the video clip to show the findings of his work?

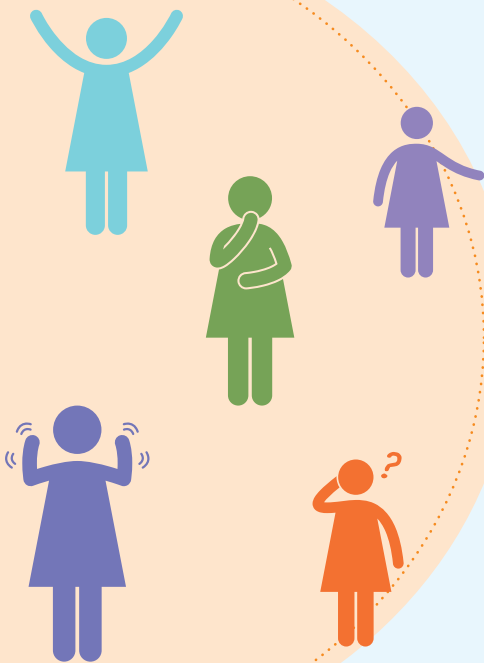
4 Read the statements and check (✓) the true ones according to the video clip.

- 1 Morris compiled a dictionary about human actions.
- 2 Some simple human actions, such as handshakes, have countless variations.
- 3 In Morocco, people shake hands when they start bargaining and can't stop until a deal is struck.
- 4 Handshaking symbolizes equality between individuals because both sides are performing identical actions.
- 5 The different forms of greeting in the world have nothing in common.
- 6 In Japan, you can say somebody is intelligent by turning your index finger in an anticlockwise direction.

After you view

5 Work in pairs and discuss the questions.

- 1 Given the many different forms of greeting around the world, how can you ensure that you do it properly with people from different cultures?
- 2 Is there any body language which would be important for a visitor to China to know? Give a few examples.



Watching street interviews



Scan the code. Watch the video podcast and complete the following exercises.

New words

impersonal

/ɪm'pɜːsənəl/ *a.* 没有人情味的; 冷漠的

conscience /'kɒnʃəns/

n. 良知; 良心

- 1 Watch the full version of the podcast and summarize its general idea.
- 2 Read the questions. Then watch Part 1 of the podcast and answer the questions.



- 1 What does Pasha think of city life?
- 2 When does he try to smile at people and thank them?
- 3 How does he feel about bad social behavior?
- 4 What is Pasha going to talk to people about?

- 3 *What is a recent example of good or bad manners they experienced? Look at the people and read the statements. Then watch Part 2 of the podcast and check (✓) the true statements.*



- 1 He was in a park recently and saw a person using a rubbish bin.



- 2 He thinks that making noise when using mobile phones on trains is bad behavior.



- 3 She thinks it's bad manners when customers in shops and restaurants use their mobile phones.



- 4 She thinks it's good manners to give up one's seat on a bus to an old person.

4 Does people's attitude toward behavior change as they get older? Look at the people and read the statements. Then watch Part 3 of the podcast and fill in the blanks.



Yeah, I think it does. I think as you get older, you become, probably, a bit more 1) _____ of certain sort of anti-social behavior and, as, when you're younger, you're probably not as 2) _____ it.



I think the older people, er, definitely 3) _____ manners, good behavior, and a good 4) _____.



I suppose so. I suppose we learn how to be more tolerant of it. Um, we can be, probably, more 5) _____ of it because we've probably had it all of our lives and we want it to, sort of, 6) _____, but I think we learn how to, sort of, either 7) _____ from it or ignore it, that sort of things.



It becomes more important as you get older. You have to 8) _____ more people, therefore, be more polite.

5 Work in pairs and discuss the questions.

- 1 What good or bad manners did you experience recently?
- 2 How does your attitude toward behavior change as you grow up?
- 3 What do you think you should do when you see someone behaving inappropriately in public places?



Group discussion

Talking about a difficult decision

Get ideas



Scan the code. Read the passage and complete **Exercise 1** on Ucampus.

New words

Vanessa /və'nesə/ 瓦奈萨 (人名)

agonizing /'ægənaɪzɪŋ/
n. (做决定时的) 焦虑, 苦恼

pros and cons 利与弊

Discuss and organize ideas

2 Work in pairs. Think of a few real-life situations where it was difficult for you to decide what to do.

Situation 1: _____

Situation 2: _____

Situation 3: _____

Situation 4: _____

3 Work in pairs. Each of you chooses one situation from Exercise 2. Take turns to ask the questions. When one asks the questions, the other answers and takes notes. Then use the questions and your answers to structure a talk and share with others.

- 1 What was the difficult situation about?
- 2 When did it happen?
- 3 What happened leading up to the situation?
- 4 Why was it difficult for you to make the decision?
- 5 What was your final decision?
- 6 Why did you decide this way?
- 7 How do you feel about the decision now? Why?

Present ideas

4 Gather with another pair of students. Take turns to give the talk you have prepared. After each talk, provide feedback on the speaker's decision regarding the difficult situation and determine whether or not you would make the same choice. Before you begin, refer to the checklist to see if you are ready.

Checklist

- | | |
|--------------------------|---|
| <input type="checkbox"/> | State the whole story with a clear structure. |
| <input type="checkbox"/> | Use clear language to describe the difficult situation. |
| <input type="checkbox"/> | Give enough details about the story. |
| <input type="checkbox"/> | Make the decision convincing enough. |
| <input type="checkbox"/> | Use different types of sentences when speaking. |

Public speaking

Public speaking skills

Persuasive speeches – Methods of persuasion

Persuasive speeches are speeches with which the speaker tries to influence the listeners' attitudes, opinions, values, or beliefs. The goal of a persuasive speech is to defend an idea or inspire the listeners to take action.

In order to make your persuasion successful, it is important for you to learn some common methods of persuasion.

Building credibility

One common method of persuasion is to build your credibility. Credibility refers to the audience's perception of your qualifications on a given topic. It is affected mainly by two factors: competence and character. Therefore, to build your credibility, you can mention to your audience your expertise or special experience with the topic. You can also enhance your credibility by delivering the speech in a poised and confident manner.

Using evidence

Evidence refers to supporting materials such as facts, examples, statistics, and testimony. When you prove an idea, you should use evidence or supporting materials from credible sources. Your evidence should be specific, up-to-date, unbiased, and representative.

Reasoning

Reasoning is a process of forming conclusions, inferences, or judgments on the basis of evidence. To make your conclusions sound and valid, you must reason logically and avoid making hasty generalizations.

Appealing to emotions

Emotional appeals are intended to arouse a variety of feelings in the audience, such as sympathy, pride, admiration, anger, fear, or guilt. When

the audience's emotions are touched, they will more likely agree with your point of view or be inspired to take action.

When you prepare for a persuasive speech, you should make active use of these methods so that your speech will be well-supported and your arguments convincing.



Scan the code and learn more about the skill on Ucampus.

You are going to make a five-minute speech, persuading your audience not to stay up late. Make use of the methods of persuasion introduced. The outline is for your reference.


- **Topic:** Don't stay up late
- **Introduction**
 - I Begin with an attention-grabber (something that draws your audience's attention to the topic).
 - II Establish your credibility on the topic.
 - III State your central idea.
 - IV Preview the main points of your speech.
- **Body**
 - I State the problems caused by staying up late.
 - II Propose ways to change this bad habit.
- **Conclusion**
 - I Restate your central idea.
 - II Give a closing remark.



Further listening

Conversation



 Listen to the conversation and complete the exercises on Ucampus.

New words

owl /aʊl/ *n.* 猫头鹰

cope /kəʊp/ *vi.* (成功地) 应付, 对付

Passage



 Listen to the passage and complete the exercises on Ucampus.

Lectures



 Listen to two lectures and complete the exercises on Ucampus.

New words

Lecture 1

tone /təʊn/ *n.* (说话的) 语气, 腔调

sarcasm /ˈsɑ:kæzəm/ *n.* 讽刺; 挖苦

identity /aɪˈdentəti/ *n.* (区别人或群体的) 特性

intonation /ˌɪntəˈneɪʃən/ *n.* 语调

pitch /pɪtʃ/ *n.* 音高

volume /ˈvɒljʊm/ *n.* 音量

hesitant /ˈhezɪtənt/ *a.* 犹豫的; 迟疑的

insight /ˈɪnsaɪt/ *n.* 洞悉; 深入了解

Lecture 2

reputable /ˈrepjətəbəl/ *a.* 声誉好的; 有声望的

willpower /ˈwɪlˌpaʊə/ *n.* 意志力

mentor /ˈmentɔː/ *n.* 导师; 指导者

gratitude /ˈgrætɪtjuːd/ *n.* 感激; 谢意

Wrapping up

Use the self-assessment checklist to check what you have learned in this unit.

	OK	Needs work
I can talk about virtues and behavior.	<input type="checkbox"/>	<input type="checkbox"/>
I can identify the meaning of a new word or term while listening.	<input type="checkbox"/>	<input type="checkbox"/>
I can talk about a difficult decision with enough details.	<input type="checkbox"/>	<input type="checkbox"/>
I can use various methods of persuasion to make a persuasive speech.	<input type="checkbox"/>	<input type="checkbox"/>

Unit test



Scan the code and take the unit test on Ucampus.