

UNIT 1

A world inside

Judge for yourself

How do we form opinions about people?

How I changed my life

One man's search for real success

Life stages

Find out how young people around the world move into adulthood



Starting point

1 Work in pairs. Check (✓) the personal qualities which you think apply to yourself.

Personal qualities	You	Your partner
shy		
hard-working		
fair		
envious		
respectful		
ambitious		
thoughtful		
like to be alone		
social		
strong-willed		
like to give to others		
argumentative		

Now check (✓) the personal qualities which you think apply to your partner and compare your ideas about each other.

2 Work in pairs and discuss the questions.

- 1 Which of the personal qualities in Activity 1 are positive?
- 2 Which of them are negative, and why?
- 3 Which personal qualities do you need to be successful in a job?
- 4 Which personal qualities do you need to be happy in life?

Active reading

1 Look at the title of the passage and check (✓) the two kinds of judgment you expect to read about.

- 1 guilty or not guilty
- 2 fair or not fair
- 3 objective or subjective
- 4 an end goal or a means to something else

Now read the passage by Paul Graham and check your ideas.



Two kinds of judgment

¹ There are two different ways people judge you. Sometimes judging you correctly is the end goal. But there's a second much more common type of judgment where it isn't. We tend to regard all judgments of us as the first type. We'd probably be happier if we realized which are and which aren't.

² The first type of judgment, the type where judging you is the end goal, includes court cases, grades in classes, and most competitions. Such judgments can of course be mistaken, but because the goal is to judge you correctly, there's usually some kind of appeals process. If you feel you've been misjudged, you can protest that you've been treated unfairly.

³ Nearly all the judgments made on children are of this type, so we get into the habit early in life of thinking that all judgments are.

⁴ But in fact there is a second much larger class of judgments where judging you is only a means to something else. These include college admissions, hiring and investment decisions, and of course the judgments made in dating. This kind of judgment is not really about you.

⁵ Put yourself in the position of someone selecting players for a national team. Suppose for the sake of simplicity that this is a game with no positions, and that you have to select 20 players. There will be a few stars who clearly should make the team, and many players who clearly shouldn't. The only place your judgment makes a difference is in the borderline cases. Suppose you screw up and underestimate the 20th best player, causing him not to make the

team, and his place to be taken by the 21st best. You've still picked a good team. If the players have the usual distribution of ability, the 21st best player will be only slightly worse than the 20th best. Probably the difference between them will be less than the measurement error.

⁶ The 20th best player may feel he has been misjudged. But your goal here wasn't to provide a service estimating people's ability. It was to pick a team, and if the difference between the 20th and 21st best players is less than the measurement error, you've still done that optimally.

⁷ It's a false analogy even to use the word unfair to describe this kind of misjudgment. It's not aimed at producing a correct estimate of any given individual, but at selecting a reasonably optimal set.

⁸ One thing that leads us astray here is that the selector seems to be in a position of power. That makes him seem like a judge. If you regard someone judging you as a customer instead of a judge, the expectation of fairness goes away. The author of a good novel wouldn't complain that readers were *unfair* for preferring a potboiler with a racy cover. Stupid, perhaps, but not unfair.

⁹ Our early training and our self-centeredness combine to make us believe that every judgment of us is about us. In fact most aren't. This is a rare case where being less self-centered will make people more confident. Once you realize how little most people judging you care about judging you accurately – once you realize that

because of the normal distribution of most applicant pools, it matters least to judge accurately in precisely the cases where judgment has the most effect – you won't take rejection so personally.

¹⁰ And curiously enough, taking rejection less personally may help you to get rejected less often. If you think someone judging you will work hard to judge you correctly, you can afford to be passive. But the more you realize that most judgments are greatly influenced by random, extraneous factors – that most people judging you are more like a fickle novel buyer than a wise and perceptive magistrate – the more you realize you can do things to influence the outcome.

¹¹ One good place to apply this principle is in college applications. Most high school students applying to college do it with the usual child's mix of inferiority and self-centeredness: inferiority in that they assume that admissions committees must be all-seeing; self-centeredness in that they assume admissions committees care enough about them to dig down into their application and figure out whether they're good or not. These combine to make applicants passive in applying and hurt when they're rejected. If college applicants realized how quick and impersonal most selection processes are, they'd make more effort to sell themselves, and take the outcome less personally. ■

Reading and understanding

2 Choose the best summary of the passage.

- 1 There are two types of judgment which are made about people. Most of them are not concerned about the type of person we are, but are made for some other reason, such as to provide members for an organization, like a team, a company or a college. So if we are not chosen in these circumstances, we shouldn't feel hurt about it.
- 2 It is more useful to think of someone who has to select people (for a job, for example, or for admission to a college) as a customer rather than as a judge. This is because there is never anything "personal" about selecting someone for a prize, or a team. Rather, the process of selecting people is more like a business transaction, and it is vital not to make a mistake.
- 3 We are constantly involved in judging other people. Most of the time this is not in any formal situation, such as a law court, but informally, at work or school, or even when we are looking for a partner to date. But there are two types of judgment – good or bad – and if we make a wrong judgment we will probably regret it.

3 Answer the questions.

- 1 What have court cases got in common with competitions?
- 2 Why is it natural to think that all judgments are about us as persons?
- 3 Why is hiring someone like dating someone?
- 4 What does the writer hope to show by using the example of choosing a team?
- 5 Why isn't it important if the wrong decision is made in a borderline case?
- 6 Why is it important to think of a selector as a customer rather than as a judge?
- 7 Why should people take rejection less personally?
- 8 Why is it important not to feel hurt if you are not selected by a college?

Dealing with unfamiliar words

- 4 Replace the underlined words with the correct form of the words and expressions in the box.

applicant committee measurement
screw up unfair

- 1 It's not reasonable to make judgments about people you don't know.
- 2 I don't want to make a really bad mistake in my job interview.
- 3 Qualifications and experience are a calculation of how suitable you are for the job.
- 4 All people applying for the job should read this information sheet carefully.
- 5 I think your work will be read by a group of people chosen to judge it, not by an individual.

- 5 Complete the paragraph with the correct form of the words and expressions in the box.

application for the sake of judgment
outcome selection simplicity

If you are thinking of making a(n) (1) _____ for a job, the passage you have just read may contain some useful advice: Put yourself in the position of the person who has to make the (2) _____ about who to employ. The (3) _____ of the advice is obvious, but it isn't easy to follow. It means we should avoid giving unnecessary information about ourselves, (4) _____ representing us in the best way. And we have to realize that the (5) _____ you can expect from a(n) (6) _____ process may not always be based on the factors that we think are going to be important.



6 Answer the questions about the words and expressions.

- 1 If someone *misjudges* you, do they (a) not understand you, or (b) make an incorrect decision about you?
- 2 Is to *underestimate* someone (a) to think that someone is not as good as they really are, or (b) to be uninterested in them?
- 3 Is the *optimal* solution to a problem (a) the most useful one, or (b) the best possible one?
- 4 If someone *leads you astray*, do they make you believe something that is (a) true, or (b) not true?
- 5 Does something that is *random* happen (a) in a particular order, or (b) in no particular order?
- 6 If something is *extraneous*, is it (a) something that comes from an outside source, or (b) something surprising?
- 7 If someone is *fickle*, do they (a) often change their mind, or (b) never change their mind?
- 8 If someone has a sense of *inferiority*, do they feel they (a) are less intelligent or less important than other people, or (b) have less money than other people?
- 9 Is something that is *impersonal* (a) not connected to people, or (b) not caring about someone's personal needs and circumstances?

7 Look at the sentences from the passage and answer the questions.

There are two different ways people judge you.

Nearly all the judgments made on children are of this type, so we get into the habit early in life of thinking that all judgments are.

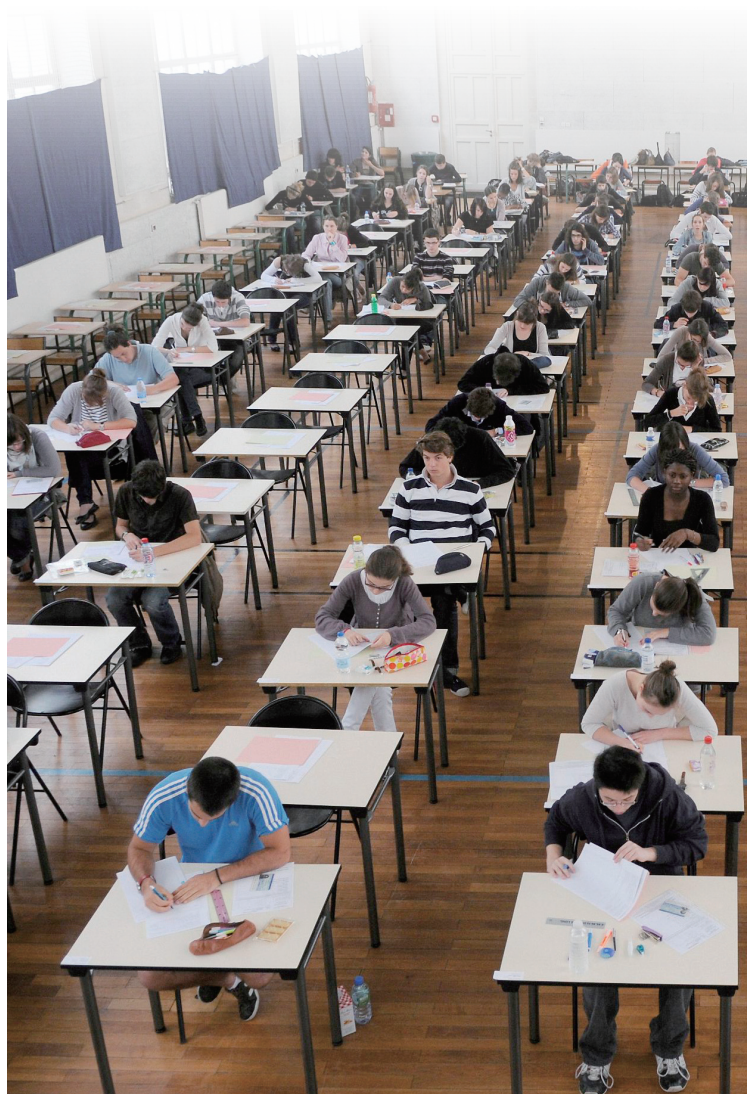
- 1 Who are *you* in the first sentence?
 - (a) The readers.
 - (b) People in general.
- 2 Who are *we* in the second sentence?
 - (a) The writers.
 - (b) People in general.
- 3 Would the meaning of the sentences change if we replaced *you* with *we*, and *we* with *you*?
 - (a) Yes, a lot.
 - (b) Not really.

Now find more examples of impersonal *we* and *you* in the passage.

Reading and interpreting

Impersonal *we* and *you*

We use *we* and *you* when we don't want to talk directly in a personal way about our own experience, and want to make general statements about people. *We* is usually more inclusive, and so might be used in the most general statements, whereas *you* might be used to make hypotheses. But this is not always the case, and *we* and *you* are often interchangeable.





Developing critical thinking

8 Work in pairs and discuss the questions.

- 1 Do you agree with the main idea of the passage that most judgments are not about individuals? Why / Why not?
- 2 Do you agree that choosing a partner, or even dating, is like hiring someone to work for you? Why / Why not?
- 3 Do you agree that most young adults still have a child's mix of inferiority and self-centeredness?
- 4 What influences you when making judgments about people?



Talking point

1 Work in groups of three or four. Read the statements and tell each other what you would be doing in a "parallel life". Think about:

- What were you interested in as a child (but aren't now)?
- What would you have done if you hadn't gone to college?
- Where would you be now in a parallel life?
- What would you be doing now?

It seems silly now, but when I was young I wanted to be a train driver. My grandfather was a train driver and I used to love going to the station to watch him arrive on the evening train from London ...



I always wanted to be an actor, and so in a parallel life I think I would be on the stage somewhere, playing Shakespeare in front of an audience of hundreds of people.



2 Decide whose parallel life tells you the most about their personality, and tell why.

Language in use

Word formation

mis-

1 Look at the sentence from the passage.

If you feel you've been misjudged, you can protest that you've been treated unfairly.

Mis- is a prefix used before nouns and verbs, which usually indicates that something has not been done properly or correctly.

Now form new words with *mis-* to describe the things and actions, and check your answers with the dictionary.

- 1 not to understand correctly
- 2 to behave badly (especially children)
- 3 to put something in the wrong place, and so lose it
- 4 two things which don't match put together
- 5 to use something for the wrong purpose
- 6 to spell a word incorrectly
- 7 to give someone incorrect information
- 8 an interpretation which is not correct

-ment and -ness

2 Look at the sentences from the passage and answer the questions.

There are two different ways people judge you. Sometimes judging you correctly is the end goal. But there's a second much more common type of judgment where it isn't.

If you regard someone judging you as a customer instead of a judge, the expectation of fairness goes away.

- 1 Which part of speech do both words belong to?
- 2 Which word is formed from a verb?
- 3 Which word is formed from an adjective?

Now find more examples with suffixes *-ment* and *-ness* in the passage.

3 Form nouns with *-ment* or *-ness* and the words. advertise agree employ great happy manage quiet rude

Now complete the sentences with the nouns you formed.

- 1 Most people believe that true _____ does not depend on having lots of money.
- 2 I appreciate the _____ of life here, since there is very little traffic on the streets.
- 3 We reached a(n) _____ only after arguing for about three hours.
- 4 You shouldn't always believe what you read in _____!
- 5 I'm looking for _____ that is interesting and will help me develop new skills.
- 6 I won't tolerate bad behaviour, especially _____ towards other people.
- 7 Not everyone has the personality to be in a(n) _____ position.
- 8 There are lots of talented writers around, but how many of them will achieve _____?

Structure

in that

4 Look at the sentence from the passage and answer the questions.

Most high school students applying to college do it with the usual child's mix of inferiority and self-centeredness: inferiority in that they assume that admissions committees must be all-seeing; self-centeredness in that they assume admissions committees care enough about them ...

- 1 What follows the expression *in that*?
 - (a) An explanation of how a certain thing is true.
 - (b) A connection between two things which are more or less the same.
 - (c) The result of something which happened before.

- 2 Which of the words can replace *in that*?
- (a) So.
(b) Since.
(c) Although.

5 Rewrite the sentences using *in that*.

- 1 I decided my sister was the best person for the job since she is several years younger than I am.
- 2 We should ask for a second opinion given the fact that a lot depends on the decision we have to make.
- 3 Most universities ask you to take the test, due to the fact that all courses are in English.
- 4 I'm afraid I can't accept the post because my contract here lasts for another five years.

Collocation

6 Match the adjectives in Column A with the nouns in Column B.

A	B
correct	analogy
end	estimate
false	goal
random	case
rare	factor

Now check your answers in the passage.

7 Complete the sentences with the correct form of the collocations you formed in Activity 6.

- 1 He's interested in his studies but his _____ of being at university is to develop himself as a person.
- 2 It's a(n) _____ to suggest that business is like a sport because both sides can win in business.
- 3 The results of psychological tests can be affected by _____ such as how someone is feeling on a particular day.
- 4 Can teachers make a(n) _____ of which children will be the best team players in the future?
- 5 Only in very _____ do we find teenagers behaving like this.

Translation

8 Translate the sentences into Chinese.

- 1 The first type of judgment, the type where judging you is the end goal, includes court cases, grades in classes, and most competitions.
- 2 It's not aimed at producing a correct estimate of any given individual, but at selecting a reasonably optimal set.
- 3 Our early training and our self-centeredness combine to make us believe that every judgment of us is about us.
- 4 And curiously enough, taking rejection less personally may help you to get rejected less often.
- 5 If college applicants realized how quick and impersonal most selection processes are, they'd make more effort to sell themselves, and take the outcome less personally.

9 Translate the sentences into English.

- 1 我们没有必要太在乎别人对我们的评价，因为他们的评价不一定是客观公正的。(in that; objective)
- 2 为了自身发展，他换了不少工作，并最终找到了适合自己的职位。但他的经历并不适用于每个人。(for the sake of; apply to)
- 3 在为自己设定目标之前，首先要弄清楚自己真正需要的是什么。对自己的需要越了解，越容易设定切实可行的人生目标。(figure out; the more ... the more ...)
- 4 大部分雇主关心的不是你自我能力的提升，而是你能为公司作多大贡献。(what ...; not ... but ...)
- 5 无论结果如何，都不要轻言放弃。不能因为一次求职失败就低估自己的能力。(whatever; outcome; underestimate)

Further reading

1 Check (✓) the reasons which you think are most likely to make you change your job.

- 1 unable to get on with colleagues
- 2 unable to get on with your boss
- 3 poor pay
- 4 no career prospects
- 5 the work being boring
- 6 the place of work being too far away from where you live

Now read the passage and compare your ideas with the writer's.

WHY

I left my job

1 "But only in their dreams can man be truly free. 'Twas always thus, and always thus will be."

2 When I told him about my decision to leave my job, my father quoted these lines from the movie *Dead Poets Society*.

3 I guess it's not what you would expect, but the reason I left it is exactly the same as the reason I applied for it in the first place. On both occasions, my requirements included job satisfaction and hope about my future, and as I left the office at the advertising agency for the last time, I remembered thinking what I'd thought the day I went in for the first time: I'm sure I could do something better with my life.

4 In fact, much of my life had followed a pattern of repetition. I left college with an acceptable degree in fine art, in the same way as I'd left school with a record of scholarship, modest list of exam successes, and relatively little failure. But I hadn't enjoyed college, much as I hadn't really enjoyed school. My whole time in formal education either as a child or as a teenager had been, frankly, tedious, and had been marked with an abundant distrust of people telling me what to learn.

5 But for years I followed the plan for a procession of life events which was given to all of us: go to school, go to university, get a job, get married, have children ... and presumably make a new generation suffer the same plan. When I left university, I was confronted by the necessity to look for work.



- 6 I am, by instinct and by profession, an artist. I'm competent at drawing, I paint, I design clothes, and I understand how to use colour to reflect the personality of whoever I'm reproducing on paper or canvas or material. As a child, I hardly read books, but would work my way steadily through a thick pad of paper, drawing after drawing.
- 7 So now, on leaving university, and having fulfilled my side of the plan, which had been to do what I was told, was I condemned to a life of service to others? Was it too much to ask that I should find a job which allowed me to use my talents?
- 8 So I made a succession of applications for jobs in design companies, advertising agencies, anywhere I could use my artistic skills. Of course, there were few jobs of that kind, and no doubt there were better candidates – or at least better connected – than me, who got the work. When I returned to the advertising agency for the second time (they'd turned me down once) I understood that I was one of the lucky ones. It was now my turn to realize my dreams.
- 9 From a childhood growing up in South London, I was invited to their head office in Madison Avenue, the home of advertising, in New York. It was in every way a different country, and for the first few months I behaved like a visitor, in a state of mind which moved between a sense of wonder at my new home and of longing for my roots. I got on well with our clients, I worked on several advertising campaigns, and gradually, on prominent advertising sites around the country, I began to identify the images in the adverts which I had worked on.
- 10 Within a year I was promoted to the post of account manager for the manufacturers of the country's favourite soft drink. At first I was impressed by my spectacular rise in the company, so were my parents – so far, so fast! But my new job took me away from what I was good at, and over the years, my enthusiasm for creative thinking flowed away. There are, after all, only so many ways you can make people buy a product which they'd probably buy anyway. However senior I was likely to become in the company, I still resented being told what to do. And I missed my ink-stained fingers and my paint box.
- 11 I knew then that I had to move on.
- 12 I came back to London. I didn't know what I was going to do, but I thought I'd start again. I anticipated some moments of doubt, but I knew I wanted to work in the visual arts, sell some designs, and maybe do some real painting.
- 13 That was a year ago. I now earn a tenth of what I earned in New York, and while I have a steady girlfriend, our lack of financial prosperity means we can't afford to have children. But my success, my spiritual prosperity, is once again how I perceive it, and not how someone else defines it for me. And I cannot tell you how successful I feel.
- 14 When I first got back, I felt a need to explain why I'd left my job. Despite my conviction that I was doing the right thing, I needed my father's approval. I said, "I've come back to follow my dreams."
- 15 "Again!" my father replied with a sympathetic smile. "'Twas always thus ..." ■

Language and culture

Dead Poets Society (《死亡诗社》) is an American film made in 1989, set in a private boys' school. It tells the story of an English teacher who changes the students' lives. He introduces them to literature and poetry and teaches them to see the world from a new angle. His free-thinking attitude has a profound effect on them.

Madison Avenue (麦迪逊大街) is a fashionable shopping street in Manhattan, New York. The name became famous as a synonym for the advertising industry because there used to be a lot of advertising agencies there, although many of them have now relocated.

Reading and understanding

2 Choose the correct entry for the writer Alex Green in a future edition of the *Dictionary of National Biography*.

- 1 Alex Green is one of the UK's foremost artists. Although educated in the UK, he first took up painting in his free time in the US, where he had found work as a manager for a soft drinks corporation. However, he was not happy in the US, and while still in his thirties he returned to London, where he soon became famous for his portrait painting.
- 2 Alex Green is a well-known UK fashion designer. With a degree in fine arts from London, his early professional experience was in advertising in the US, where he was responsible for some of the most eye-catching adverts of the period. But having been born in London, it was always his dream to return to his home town, which he did – although it took several years for his oriental-style designs to become accepted by the public, and make him the household name that he is today.
- 3 Born in London, where his academic record was good but undistinguished, Alex Green was interested in art from an early age. His professional life began in advertising in the US, where examples of his artistic talent could be seen in a number of publicity campaigns he was associated with. However, unhappy with the commercial nature of his job he eventually returned to the UK, where he spent some years as an unknown teacher of art before suddenly achieving fame with his exhibition *Grace and Favour* at the Tate Modern.

3 Choose the best answer to the questions.

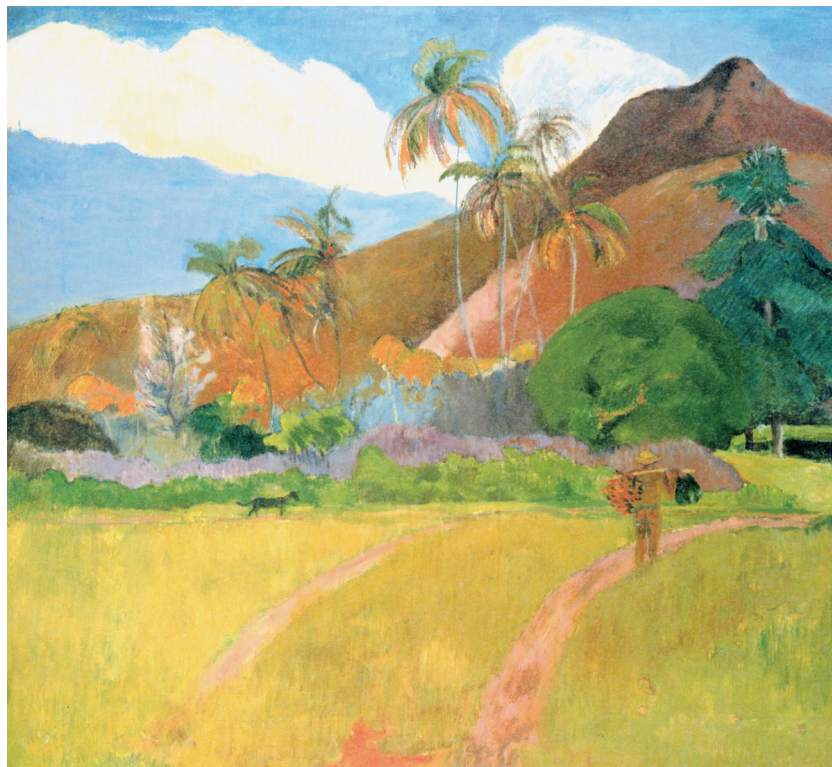
- 1 What did starting a new job, and leaving it, have in common for the writer?
 - (a) On both occasions he was advised by his father.
 - (b) He wanted to earn more money.
 - (c) He wanted to live in a new place.
 - (d) He thought he could improve his quality of life.
- 2 What did he love doing as a child?
 - (a) Going to school.
 - (b) Writing poetry.
 - (c) Drawing pictures.
 - (d) Reading books.
- 3 Why did he apply for a job with an advertising agency?
 - (a) Because he had the right qualifications.
 - (b) Because it paid well.
 - (c) Because the head office was in the US.
 - (d) Because he wanted to use his talents.
- 4 What happened in the US?
 - (a) He felt lost all the time he was there.
 - (b) He felt at home immediately.
 - (c) He was very successful in his job.
 - (d) He didn't get on well with people.
- 5 What happened after a few years?
 - (a) He wanted to get married.
 - (b) His parents wanted him to go home.
 - (c) He felt he had lost his creativity.
 - (d) He stopped painting.
- 6 How did he feel after returning to London?
 - (a) Unhappy because he earned much less money.
 - (b) Unhappy because he couldn't have children.
 - (c) Happy because he had a new girlfriend.
 - (d) Happy because he had made the right choice in life.
- 7 What do you think the quotation at the beginning of the passage means?
 - (a) Life is an illusion.
 - (b) It's important to dream about freedom.
 - (c) You have to follow your dreams.
 - (d) You have to choose between real life and dreams.

Dealing with unfamiliar words

- 4 Replace the underlined words with the correct form of the words in the box. You may need to make other changes.

abundant approval condemn define
perceive procession senior spectacular

- 1 There were plenty of opportunities for people looking to change their jobs in the 1980s.
- 2 How would you explain the meaning of “success”?
- 3 When I left university, I felt I had no choice but to get a steady job.
- 4 It’s not normal to reach a high position in our company before the age of 40.
- 5 Young people often see society in a different way to their parents.
- 6 At the same time, children are always looking for a positive feeling towards them from their parents.
- 7 A long line of people came to see us last night.
- 8 This artist suffered an extreme and sudden fall from popularity after changing his style in mid-career.



- 5 Complete the paragraph with the correct form of the words in the box.

anticipate competent confront
prominent prosperity succession
tedious

Paul Gauguin, one of the most (1) _____ painters of the 19th century, gave up a career as a businessman – and the ease and (2) _____ associated with it – to live and paint on a Pacific island, Tahiti. Although he was already a(n) (3) _____ painter as a young man, he felt that life in Paris was (4) _____ and offered little possibility for his artistic development. Like other great artists, he felt (5) _____ by the need to discover himself, and this meant making a journey to the other side of the world. In Tahiti, Gauguin enjoyed a more natural and authentic lifestyle than the “civilized” one he had left behind. He produced a(n) (6) _____ of masterpieces, (7) _____ a new style of painting which was later called “symbolism”.

Reading across cultures

Is life just “one damned thing after another”, as the American author Elbert Hubbard wrote a hundred years ago, taking a rather gloomy outlook? Or is it an obstacle race, in which the contestants – human beings everywhere – have to show their worth at certain crucial stages of their lives?

In *As You Like It*, Shakespeare suggests that there are “seven ages” to a person’s existence, and the phenomenon of rites of passage in almost every society confirms that we prefer to think of life in terms of these stages, such as childhood, middle age and old age.

A rite of passage is a formal recognition of change, imposed by society, of a move from one stage to another, the most universally recognized one being the transition from child to adult. This can take very different forms. For example, in Jewish tradition one of the most important moments in a person’s life, marked by a religious ceremony and a family party, is the Bar Mitzvah when boys become responsible for their actions at the age of 13 or Bat Mitzvah at 12 for girls. In many countries this is about the age that children can be held responsible in legal terms.

Another rite of passage is the convention of the prom at the end of American high school. This is a dance with a definite difference. Students have to wear formal clothes – many for the first time in their lives – and it is usual to hire an expensive car to arrive at the prom. It is as if, for one night, they behave like adults twice their age – or at least look older than they really are.

Perhaps one of the most fascinating rites of passage is the walkabout which Australian aborigines undertake, when young adults are required to spend about six months walking alone through the wilderness, following the paths of their ancestors along the age-old “songlines” which mapped out their territory. In so doing they penetrate the heart of the aboriginal culture – the oldest continuous culture in the world – and, in the process, discover themselves too. ■



Rites of passage

1 Read the passage and answer the questions.

- 1 How did Elbert Hubbard describe life?
- 2 How many ages are there in a person’s existence, according to Shakespeare?
- 3 What is a rite of passage?
- 4 What does the Bar or Bat Mitzvah mean to Jewish children?
- 5 What do American high school students wear at a prom?
- 6 What is the purpose of a walkabout for young Australian aborigines?
- 7 What do they have to do during their walkabout?

2 Work in pairs and discuss the questions.

- 1 Which are the most interesting rites of passage in China?
- 2 What are their origins?
- 3 What traditional rites accompany birth, marriage and death?
- 4 What rites of passage are there at school and university?
- 5 Are they formal or informal?
- 6 Are traditional rites of passage dying out?

Guided writing

Planning an essay

Before writing an essay we should plan it carefully. We need to know what type of text we want to write, and what the main purpose is.

1 Choose the best answer to the questions.

1 What type of text is *Rites of passage*?

- (a) Informative.
- (b) Narrative.
- (c) Persuasive.

2 What is its main purpose?

- (a) To entertain.
- (b) To inform.
- (c) To persuade.

2 Work in pairs and answer the questions.

1 What was the topic of the last essay you wrote?

2 How long was it?

3 How much time did you spend planning it?

4 What research did you do?

5 How satisfied were you with your work?

Now tell your partner how you could have improved your work.

We may need to carry out background research for the essay. It is important to choose the resources we use carefully so that we don't waste time reading things that are not useful. It is also important not to plagiarize.

3 Check (✓) the resources you use to research an essay.

- 1 my own textbooks and reference books
- 2 the Internet
- 3 the library
- 4 the media
- 5 friends and family
- 6 other resources

Now discuss the advantages and disadvantages of these resources with your partner.

When we research a topic, we need to take notes. They should contain essential facts we want to include in the essay.

4 Look at the notes about the Bar Mitzvah ceremony. Write them up as one or two sentences and compare with the original description in Reading across cultures.

Bar Mitzvah: Jewish / religious ceremony, party / boys responsible for actions / 13

Now write similar notes about the American prom and the Australian aboriginal walkabout.

It's also important to plan the organization of the essay. This means thinking about how long the introduction should be, how many examples to use, and how to link ideas. It is particularly important to think about how to introduce the topic, and how to conclude the essay, since it is at the beginning and the end of a piece of writing that we most need to engage the attention of the reader.

5 Read the passage in Reading across cultures again and answer the questions.

- 1 How is the topic introduced?
- 2 How much of the passage is introduction?
- 3 At what point is the concept *rite of passage* defined?
- 4 How many examples of rites of passage are there?
- 5 How much of the essay do they take up?
- 6 How does the essay end?

6 Write a short essay describing a rite of passage in China. Think about:

- What is the event, and where does it take place?
- In what way can it be seen as a rite of passage?
- Who takes part in it?
- What happens afterwards?
- Has the event changed at all in recent years?

Unit task

Writing a timeline about your life

1 Work in pairs. Discuss what you understand by a “formative moment”. Here are some ideas:

- a moment you will never forget
- a moment you suddenly understood something
- a rite of passage
- a moment when you had to make a decision about your future
- a moment you discovered something about yourself

2 Discuss which were the most formative moments in your life, and why.

3 Write a timeline about your life. Include the most formative moments, and explain what was important about them. Follow the instructions:

- Refer to different periods of your life so far.
- Think of three or four formative moments.
- Say when they happened.
- Say how they changed your life.
- Say how they helped you discover yourself.

Unit file

Vocabulary

abundant anticipate applicant application
approval committee competent condemn
confront define for the sake of judgment
measurement outcome perceive procession
prominent prosperity screw up selection
senior simplicity spectacular succession
tedious unfair

Reading skills

Impersonal *we* and *you*

Guided writing

Planning an essay

Unit task

Writing a timeline about your life

Vocabulary

Active reading

Two kinds of judgment

New words

- **judgment** /dʒʌdʒmənt/ *n.* @
[C, U] an opinion that you have after thinking carefully about something 判断; 看法; 评价
It is still too soon to form a judgment about the newcomer's true level of ability.

misjudge /mɪs'dʒʌdʒ/ *vt.*

to make a wrong judgment about a person or situation 错误地判断; 错误估计
They appear to have misjudged the public mood on education.

- **unfair** /ʌn'feə/ *a.* @
not fair or reasonable 不公平的; 不合情理的
It is unfair that not everyone got the chance to vote.

unfairly /ʌn'feəli/ *ad.*

in a way that is not fair or reasonable 不公平地; 不公正地
I was angry because I felt that I had been punished unfairly.

- **sake** /seɪk/ *n.* @
[C] (*usu sing*) (for sb's ~; for the ~ of sth) the benefit or good of someone or something 利益; 好处
The regulation is not just for the protection of the workers, but also for the sake of the whole community.

- **simplicity** /sɪm'plɪsəti/ *n.*
[U] the quality of being simple and not complicated, especially when this is attractive or useful 简单; 简明
For the sake of simplicity, the tax form is divided into three sections.

borderline /'bɔ:dəlaɪn/

- a.* (*usu before noun*) not clearly belonging to a particular type (类型) 不确定的, 含糊不清的
In borderline cases we look at a student's class work to decide the final exam result.
- n.* [sing] an imaginary point dividing one feeling or state from another, where it is hard to tell the difference between the two 不明确的界限; 含混不清的境况

James is on the borderline between a first- and a second-class degree.

- **screw** /skru:/ *v.*
(*very infml*) (~ up) to make a serious mistake or spoil something, especially a situation (使)弄糟; (使)搞乱

He made a bad decision that screwed up his entire life.

- ★ **underestimate** /ʌndə'restɪmeɪt/
vt. to think that someone has less power or ability than they really do 小看, 轻视 (某人的权力或能力)
Their big mistake was to underestimate their opponents' skill in handling the news media.
n. [C] a wrong idea that something is smaller, less important etc than it really is 低估; 估计不足
There could be 50 people at the wedding, but this is probably an underestimate.

- **distribution** /dɪstrɪ'bju:ʃn/ *n.*
[C, U] the way in which something exists in different amounts in different parts of an area or group 分布
This map shows the population distribution of Canada.

- **measurement** /meʒəmənt/ *n.*
1 [U] the process of measuring something 测量; 计量
Accurate measurement of body temperature is very important in routine medical practice.
2 [C] (*often pl*) the exact size, degree, strength etc of something, usually expressed in numbers of standard units 尺寸, 大小, 程度, 强度 (通常用标准单位数字表示)
The shop assistant took my measurements and showed me what was available in my size.

- ▲ **optimal** /'ɒptɪml/ *a.*
best or most suitable within a range of possibilities 最优的; 最适宜的
The warm water provides the optimal conditions for breeding.

optimally /'ɒptɪmli/ *ad.*

in an optimal and most desirable way 最优地; 最适宜地; 最佳地
The wall can optimally absorb the echoing sound.

- ★ **analogy** /ə'nælədʒi/ *n.* @
[C, U] a comparison between two situations, processes etc that is intended to show that the two are similar 比拟; 比喻; 类比
He uses the analogy of the family to explain the role of the state.

※ 单词表中一般要求词汇标记为 ▪, 如 ▪ **judgment**; 较高要求词汇标记为 ★, 如 ★ **underestimate**; 更高要求词汇标记为 ▲, 如 ▲ **optimal**; 积极词汇标记为 @, 如 **unfair** @; 超纲词汇不作标记。

misjudgment /mɪs'dʒʌdʒmənt/ *n.*

[C, U] the act of judging wrongly or unfairly 误判; 误解

He was guilty of an important misjudgment.

reasonably /'ri:znəbli/ *ad.*

to a fairly high degree, level, or standard 相当

We are reasonably sure that this is the best solution.

▲ **astray** /ə'streɪ/ *ad.*

1 (lead sb ~) to make someone believe something that is not true 使(某人) 误信

It's easy to be led astray by the reports in the papers.

2 (go ~) to become lost or go to the wrong place

迷路; 走失

The letter had gone astray in the post.

selector /sɪ'lektə/ *n.*

[C] someone on a committee whose job is to choose someone or something, especially the members of a team (尤指选择队伍成员的) 挑选人, 选拔者

potboiler /'pɒt.bɔɪlə/ *n.*

[C] a book, film etc that was created only to make money (为赚钱而) 粗制滥造的书(或电影等)

racy /reɪsi/ *a.*

a racy story, film, or play is slightly shocking in the way it describes or shows sex (故事、电影或戏剧) 猥亵的, 下流的

■ **applicant** /æplɪkənt/ *n.*

[C] someone who applies for something, such as a job or loan of money 申请人

Successful applicants will be notified by telephone.

pool /pu:l/ *n.*

[C] a group of people who are available to work (可以工作的) 备用人员

The region has a large and talented labour pool.

rejection /rɪ'dʒekʃən/ *n.*

[C, U] a refusal to accept someone for a job or course of study 拒绝聘用; 拒绝录取

I applied to the company for the post of secretary but received a rejection a few days later.

★ **random** /rændəm/ *a.* @

chosen or happening without any particular method, pattern, or purpose 任意的; 随机的

We simply didn't know what to choose for our main dish, so in the end we made a random choice.

extraneous /ɪk'streɪniəs/ *a.*

not relating to the subject or situation you are dealing with 无关的

All these factors are extraneous to our objectives.

fickle /'fɪkl/ *a.*

always changing your mind about who or what you like (心理) 多变的, 无常的, 不坚定的

Teenagers are fickle and switch brands frequently.

perceptive /pə'septɪv/ *a.*

able to notice or understand things quickly and easily 观察敏锐的; 善于理解的

Children can be amazingly perceptive about adults' moods.

★ **magistrate** /'mædʒɪstreɪt/ *n.*

[C] a judge in a court for minor crimes 地方法官; 地方治安官

■ **outcome** /'aʊt.kʌm/ *n.* @

[C] (*usu sing*) the final result of a process, meeting, activity etc 结果; 结局; 后果

At this point, I wouldn't even try to predict the outcome, but we're hoping for the best.

■ **application** /æplɪ'keɪʃn/ *n.*

[C, U] a formal request for permission to do or have something 申请; 请求

His application for membership of the club was rejected.

inferiority /ɪn'fɪəri'ɒrəti/ *n.*

[U] the fact that someone or something is not as good, important, intelligent etc as someone or something else 低人一等; 下级; 次等

The sense of inferiority, the result of so many defeats, cannot be cured overnight.

■ **committee** /kə'mɪti/ *n.* @

[C] a group of people who represent a larger job, for example to study something and suggest what action to take 委员会

impersonal /ɪm'pɜ:sn(ə)l/ *a.*

1 used about large organizations that do not think about people's individual needs and situations (大型组织) 不考虑个人需要的, 不讲人情的, 客观的

The council was accused of being too remote and impersonal.

2 used about a place that does not seem friendly because there are no personal features (地方) 无人情味的, 不够人性化的

The hotel room was a little impersonal.

■ **selection** /sɪ'lekʃn/ *n.*

1 [C, U] the process of choosing one person or thing from a group 选择; 选拔

An interview normally forms part of the selection process.

2 [C] (~ of) a set of things for you to choose from or things that have been chosen from a larger set 供挑选的东西; 精选物

The book presents a wide selection of love poems from around the world.

Phrases and expressions

get into / in the habit of doing sth 养成……的习惯

George has got into the habit of going to bed late.

take sth personally

to get upset by the things other people say or do, because you think that their remarks or behaviour are directed at you in particular 为某人的言行感到不快

Anna took it personally when the boss said some people were not working hard enough.

dig into sth

(*informal*) to try to find information about something 寻找, 搜集 (信息)

He had been digging into her past, trying to find out her secret.

Further reading

Why I left my job

New words

▪ **quote** /kwəʊt/ *v.* @
to say or write words that someone else has said or written 引用; 引述
She claimed to be quoting from an official report.

▪ **requirement** /rɪ'kwɪəmənt/ *n.*
1 [C] something that is needed or asked for 必需品; 要求的事物
The new computer system can meet all our requirements.
2 [C] something that a rule, law, contract etc states that you must do (规则、法律、合同等的)要求, 规定
Applicants must satisfy the requirements for admission to the university.

advertising agency *n.*

[C] a company that designs and makes advertisements for other companies 广告公司

fine art *n.*

[U] objects such as paintings that are created to be looked at because they are beautiful or interesting 美术作品 (如绘画)

▪ **scholarship** /'skɒləʃɪp/ *n.*
[C] an amount of money that an organization gives to someone so that they can study at a particular school or university 奖学金

frankly /'fræŋkli/ *ad.*

(*mainly spoken*) used for emphasizing that what

you are about to say is your honest opinion, even though the person you are talking to might not like it 公开地; 坦率地; 直言不讳地

Quite frankly, I'm very troubled by what you've told me.

▪ **tedious** /'ti:diəs/ *a.*
boring and continuing for too long 冗长乏味的
The job is tedious, but the pay is good.

▪ **abundant** /ə'bʌndənt/ *a.*
(*formal*) existing or available in large quantities 大量的; 丰富的; 充裕的
Our country has a vast territory and abundant natural resources.

▪ **procession** /prə'seɪʃn/ *n.*
1 [C] a series of people or things 一连串的人 (或物)
It is a famous scenic spot and draws an endless procession of visitors from all around the world.
2 [C] a line of people or vehicles moving in a slow and formal way as part of an event (人或车辆缓慢而庄重地行进的)行列, 队列
The traffic was held up by a long funeral procession.

▪ **presumably** /prɪ'zju:məbli/ *ad.*
used for saying that you think something is true based on what you know, although you are not really certain 可能; 大概; 也许
They are students, so presumably they won't have a lot of money.

▪ **confront** /kən'frʌnt/ *vt.* @
1 (be ~ed with) to deal with a difficult situation 正视; 处理; 面对
She was confronted with the biggest crisis of her political life.
2 (*often passive*) to go close to someone in a threatening way 逼近; 对抗
The guard on duty was confronted by an armed man.

▪ **necessity** /nə'sesəti/ *n.* @
[U] (~ for; ~ of sth / doing sth) a process, thing, or action that is needed in a situation 必要 (性); 需要
The boss emphasized the necessity for good planning and management.

▪ **profession** /prə'feɪʃn/ *n.* @
[C] a job that you need special skills and qualifications to do, especially one with high social status (需要专门的技术和资格, 尤指社会地位高的) 职业
Many teachers are thinking about leaving the profession for more highly-paid careers.

- **competent** /kəmptənt/ *a.* @
 (~ to do sth; ~ at) capable of doing something in a satisfactory or effective way 能胜任的; 能干的
A competent mechanic should be able to fix the problem quickly.
- **reproduce** /ri:prə'dju:s/ *vt.* @
 to make a copy of something such as a picture, a piece of writing, or a musical sound 复制
The sad tone of the novel is reproduced faithfully in the film.
- ★ **canvas** /kænvəs/ *n.*
 [U] strong heavy cotton cloth used for making tents, shoes, and sails 帆布
- **pad** /pæd/ *n.*
 [U] a set of sheets of paper fastened together along the top or one side, used for writing or drawing 拍纸簿; 便笺本
- **condemn** /kən'dem/ *vt.*
 1 (~ sb to sth / do sth) if something condemns you to an unpleasant situation, it forces you to experience it 使(某人)遭受
His occupation condemned him to spend long periods of time away from his family.
 2 to say publicly that you think someone or something is bad or wrong 谴责
He was widely condemned for his bad behaviour after the match.
- **succession** /sək'sesjən/ *n.*
 [sing] a series of people or things of the same type 一连串, 一系列(同类型的人或物)
After graduation he took a succession of low-paid jobs.
- **candidate** /kændɪdət/ *n.*
 [C] someone who is being considered for a job or is competing in an election 求职者; 候选人
There were two candidates for the post.
- **client** /klaɪənt/ *n.*
 [C] someone who pays for the services of a professional person such as a doctor or lawyer (医生的)病人; (律师的)当事人; 顾客
- **prominent** /prɒmɪnənt/ *a.*
 important and well-known 重要的; 知名的; 显赫的
The order was given by a prominent and significant member of the government.
- advert** /ædvɜ:t/ *n.*
 [C] (BrE) an advertisement 广告; 宣传
- **account** /ə'kaʊnt/ *n.* @
 1 [C] a company that regularly buys goods or services from another company 客户
 2 [C] an arrangement in which a bank looks after your money (银行)账户, 户头
- **soft drink** *n.*
 [C, U] a cold drink that does not contain any alcohol (不含酒精的)软饮料
- **spectacular** /spek'tækjʊlə/ *a.*
 very sudden or extreme, and therefore attracting a lot of attention 引人注目的; 突如其来的
To celebrate Independence Day, there was a spectacular fireworks display.
- **senior** /'si:niə/ *a.*
 with a high rank or position (级别或地位)高的, 高级的
Although he only joined the firm last year, he's senior to me already.
- **resent** /rɪ'zent/ *vt.* @
 (~ doing sth) to experience angry unhappy feelings because you think you have been treated unfairly or without enough respect 愤恨; 憎恨
It's obvious that he resents being dropped from the team.
- **stain** /steɪn/ *v.* @
 to leave a mark on something accidentally 沾污; 染污
Her fingers were stained with blue ink.
- **anticipate** /æn'tɪsɪpət/ *vt.* @
 to think that something will probably happen 预期; 预料; 预计
The organizers hadn't anticipated the huge interest there was in the event.
- **visual** /vɪʒʊəl/ *a.*
 1 (~ arts) types of art in which you make something for people to look at, for example painting, drawing, and photography (绘画、素描、摄影等)视觉艺术, 观赏艺术
 2 relating to things that you can see 看得见的; 视觉的
Television news brings us visual images from around the world.
- **prosperity** /prɒ'sperəti/ *n.*
 [U] the situation of being successful and having a lot of money 成功; 繁荣; 富庶
Innovation is central to our national prosperity.
- **spiritual** /'spɪrɪtʃʊəl/ *a.*
 related to your spirit instead of the physical world 精神的; 非物质的
Music provides an immensely satisfying spiritual experience for many people.
- **perceive** /pə'si:v/ *vt.* @
 to understand or think about something in a particular way 理解; 思考; 认为
Even as a young woman she was perceived as a future chief executive.

- **define** /dɪ'fam/ vt. @
to describe clearly and exactly what something is 使明确; 规定; 说明
The responsibilities of each team member need to be clearly defined.
- **approval** /ə'pru:vl/ n. @
1 [U] a positive feeling that you have towards someone or something that you consider to be good or suitable 赞成; 赞许
The children longed for a sign of affection or approval from their father.
2 [U] official agreement or permission, given by someone in authority 批准; 核准; 认可
We sent the design to the planning department for approval.

Phrases and expressions

by profession

as your profession or job 以……为职业; 以……为业

Johnson was a teacher by profession.

Proper names

Dead Poets Society 《死亡诗社》(美国1989年的一部影片)

Madison Avenue /'mædɪsn 'ævənju:/ (纽约市的) 麦迪逊大街 (美国广告业中心)

Reading across cultures

Rites of passage

New words

rite /raɪt/ n.

[C] a traditional ceremony, especially a religious one (尤指宗教的) 仪式, 典礼

The traditional rites of homage to the Emperor were performed.

rite of passage n.

[C] a ceremony or event that marks an important stage in someone's life, for example becoming an adult “人生新阶段” 仪式 (如成人仪式)

- **damned** /dæmd/ a.
another form of “damn”, used especially in writing 讨厌的; 该死的
- **outlook** /'aʊt.lʊk/ n.
1 [sing] your general attitude to things (对事物总体的) 观点, 看法
The couple shared the same kind of outlook on life.
2 [sing] an idea about what a situation will be like in the future 展望; 前景

His outlook on life is largely a result of his strict education.

obstacle race n.

[C] a type of race in which you have to get over, under or through a series of objects 障碍赛跑

- **contestant** /kən'testənt/ n.
[C] someone who takes part in a contest 参赛者; 竞争者
- **existence** /ɪg'zɪst(ə)ns/ n. @
[U] the state of being a real or living thing, or of being present in a particular place, time, or situation 存在; 实有
Scientists have many theories about how the universe first came into existence.
- **confirm** /kən'fɜ:m/ vt. @
(~ sth / that) to prove that something is true 证实
The doctor may do a test to confirm that you are pregnant.
- **recognition** /ˌrekəg'nɪʃn/ n. @
1 [U] agreement that something is true or important 承认; 认可
There is general recognition that the study techniques of many students are weak.
2 [U] the ability to recognize a person or thing 认出; 认识; 识别
He stared at her, but there was no sign of recognition.
- **impose** /ɪm'pəʊz/ vt. @
to introduce something such as a new law or new system, and force people to accept it 实施, 推行 (新的法律、制度等)
These are rules and regulations imposed by national governments.
- **universal** /ˌju:nɪ'vɜ:sl/ a. @
involving or affecting everyone in the world 全世界的; 普遍的; 影响全部的
It is not easy to write a song that has universal appeal.
universally /ˌju:nɪ'vɜ:səli/ ad. 普遍地; 全世界地
He is universally known as Charlie.
- **Jewish** /dʒu:ɪʃ/ a. 犹太人的; 犹太文化的; 犹太教的
- **prom** /prɒm/ n.
[C] (mainly AmE) a dance for secondary school students, usually held at the end of the year 高中生的舞会 (常在学年末举行)
- **definite** /'def(ə)nət/ a. @
clearly decided and specific 明确的; 确切的
We haven't arranged a definite date for our visit yet.

walkabout /wɔ:kəbaʊt/ *n.*

[C] a long journey made through the Australian outback by aborigines for religious and cultural reasons (澳大利亚土著人由于宗教或文化原因) 在内地的长途徒步旅行

aborigine /æbə'ri:dʒəni/ *n.* [C] 澳大利亚原住民

▪ **undertake** /ʌndə'teɪk/ *vt.* @

to agree to be responsible for a job or project and do it 承担; 着手做

The court will undertake a serious examination of the case.

wilderness /'wɪldənəs/ *n.*

[C] an area of land where people do not live or grow crops and where there are no buildings 荒野; 旷野; 荒无人烟的地方

They have climbed mountains and canoed for eight days in isolated wilderness.

▪ **ancestor** /ænsesə/ *n.*

[C] a member of your family who lived a long time ago 祖先; 先人; 祖宗

▪ **territory** /'terətri/ *n.*

[C, U] an area of land controlled by a particular country, leader, or army 领土; 领地

They are still refusing to withdraw troops from the occupied territories.

▪ **continuous** /kən'tɪnjuəs/ *a.* @

continuing without stopping or being interrupted 连续不断的; 连接的

Continuous rain prevented us from taking any outdoor exercise.

Proper names

Elbert Hubbard /elbət 'hʌbəd/ 艾伯特·哈伯德 (1856–1915, 美国著名出版家和作家)

As You Like It 《皆大欢喜》(莎士比亚的喜剧)

Shakespeare /'ʃeɪkspiə/ 莎士比亚 (1564–1616, 英国文艺复兴时期伟大的剧作家、诗人)

Mitzvah /'mitsvɑ:/ (犹太教) (尤指《圣经》中的) 戒条

Bar Mitzvah /bɑ: 'mitsvɑ:/ (13岁时举行的) 犹太男孩成人仪式

Bat Mitzvah /bæt 'mitsvɑ:/ (12岁时举行的) 犹太女孩成人仪式