Map of the book

Listening across cultures	Talking about China	Expansion and review
News report *P9* European youth pursuing jobs that match their values **Conversation** *P10* Teaching English overseas **Listening skill:** Taking notes with symbols and abbreviations	Cultivating cross-domain abilities within digital professions *P12* **Speaking guide:** Giving a group presentation	**Pronunciation** *P16* Silent letters Contracted forms: weakened /t/ Different intonation in questions **Extended listening** *P16* **Unit test** *P16* **Unit file** *P16*
News report *P25* The fear of public speaking **Interview** *P26* Talking about emotions **Listening skill:** Identifying specific information	The spirit of the Long March *P28* **Speaking guide:** Giving a presentation	**Pronunciation** *P32* Stressed words Plosion **Extended listening** *P32* **Unit test** *P32* **Unit file** *P32*
News report *P41* Extracurricular sports producing disciplined preteens **Passage** *P42* Plogging **Listening skill:** Taking notes with the Cornell system	Promoting traditional ethnic sports in China *P44* **Speaking guide:** Holding an informal discussion	**Pronunciation** *P48* Pronunciation of *ow* Raising the pitch of the voice in Irish English Speed, volume, intonation, and pitch to introduce sth. **Extended listening** *P48* **Unit test** *P48* **Unit file** *P48*
News report *P57* Group learning making children better decision-makers **Passage** *P58* Upholding academic integrity **Listening skill:** Identifying consequences	Guan Yu's righteous decisions *P60* **Speaking guide:** Giving a talk	**Pronunciation** *P64* Sense groups Contracted forms Linking sounds **Extended listening** *P64* **Unit test** *P64* **Unit file** *P64*
News report *P73* Harvard Art Museums offering free admission to all visitors **Conversation** *P74* What's on? **Listening skill:** Recognizing signpost words for new topics	The development of leisure activities in China *P76* **Speaking guide:** Giving a presentation	**Pronunciation** *P80* Intonation to give praise and express surprise Linking sounds Stressed and unstressed words **Extended listening** *P80* **Unit test** *P80* **Unit file** *P80*
News report *P89* Groundbreaking pig heart transplant marking a medical milestone **Passage** *P90* Scientists helping agriculture adapt to a changing planet **Listening skill:** Identifying the problem-solution structure	China's booming high-speed rail network *P92* **Speaking guide:** Giving a talk	**Pronunciation** *P96* Syllable stress in words Participles in connected speech Speech rate variation **Extended listening** *P96* **Unit test** *P96* **Unit file** *P96*

Get your foot in the door

Learning objectives

After completing this unit, you will be able to

> talk about preparations for your career based on what you have learned
> take notes with symbols and abbreviations while listening
> give a group presentation on cultivating cross-domain abilities within digital professions

Inside view

Look at Photo A, Photo B, and the poster. Work in pairs and discuss the following questions.

A

What Next?

OXFORD UNIVERSITY CAREERS SERVICE

Summer Recruitment **Fair**

EXAMINATION SCHOOLS

B

1 What might Mark, Kate, and Janet be talking about in Photo A?

2 What do you think happens at a careers fair?

3 What do you think Kate is doing in Photo B?

Conversation 1

Scan the code. Watch the video and complete the following activities.

1 **Mark, Kate, and Janet are talking about their career paths. Watch Conversation 1. Check (✓) the true statements and correct the false ones.**

☐ 1 Kate has decided to be a lawyer.

☐ 2 Janet is determined to be a teacher.

☐ 3 Mark is considering a career in business management.

☐ 4 Kate thinks the careers fair will be good for internship opportunities.

☐ 5 Kate was offered a job placement at the careers fair.

Vocabulary

careers fair *n.* 招聘会
firm /fɜːm/ *n.* 公司
job placement /ˈpleɪsmənt/ *n.* 实习工作
intern /ˈɪntɜːn/ *n.* 实习生

2

2 💬 **Watch Conversation 1 again and choose the best way to complete each statement.**

1 When Mark says, "I'm going to row for England," he is _____.
   A. joking about his future career
   B. talking about a career possibility

2 Mark says he is going to row for England. Kate replies, "Seriously?" Kate's reply suggests she _____.
   A. doesn't think Mark rows well enough
   B. doesn't believe Mark wants a rowing career

3 When the three friends talk about starting career planning at age 12, they are _____.
   A. joking
   B. being serious

4 Mark says he is going into business management. Janet replies, "Really?" She is _____.
   A. indicating surprise
   B. seeking confirmation

Conversation 2

Scan the code. Watch the video and complete the following activities.

3 Kate has an interview for the job placement. Watch Conversation 2 and complete the following notes.

> **Kate's reasons for studying law**
>
> • Law **1)** _____ her.
> • She's intelligent and has a good memory.
> • She'd like to do some **2)** _____ for Legal Aid.
> • The job is well paid.
>
> **Duration of the work placement**
>
> **3)** _____
>
> **Main responsibilities of the job**
>
> • Reading files and **4)** _____ them
> • Doing some **5)** _____
>
> **Beginning of the work placement**
>
> At **6)** _____ June

Vocabulary

provided *conj.* 只要; 如果

4 Work in pairs. Read the following lines from Conversation 2 and discuss what the missing expressions could be.

K= Kate   J = Janet   I = Interviewer

K: You know that job placement I told you about – they've asked me to go for an interview.

J: **1)** _____. When?

K: Two weeks' time.

…

I: So, what made you decide to study law, Kate?

K: A number of reasons …

I: Well, those are good, honest answers. Certainly, your CV's very good. I seem to remember that you only want the work placement for six weeks. Is that right?

K: Yes, it is.

I: Why is that?

K: Well, **2)** _____, I'm planning to go back to the States and spend time with my family.

I: **3)** _____. Now, tell me, what questions do you have?

K: I've got some idea, but obviously, **4)** _____ to know is, what does the job involve?

I: Of course. Well, for the first few weeks, your main responsibility would be to read files and summarize them. We'd also want you to do some research for us. **5)** _____? Rather boring?

K: No, not at all. I think I'd learn a lot.

I: Good, well … you'll be taking your first-year exams soon, won't you?

K: Yes, in a few weeks' time.

I: Well, provided they're OK, I think we can say you're in.

K: Thank you – **6)** _____!

…

K: Hey, **7)** _____?

J: What?

K: They've accepted me …

Now watch Conversation 2 again and fill in the missing expressions. Discuss if they can be expressed differently.

Language and Culture

CV (British English) is short for "curriculum vitae" (a Latin expression), which is a document that provides details of your qualifications and work experience. You send your CV when applying for a job. The American word is résumé.

Everyday English

5 **Complete the following conversations with the correct colored expressions in the box.**

- **I'm off to** a law firm soon as I get my degree.
- **Seriously?**
- **I must admit**, the firm's good.
- **I've got some idea**, but what I'd like to know is, what does the job involve?
- I think we can say **you're in**.

1 **A:** Next month, I'm going to start an internship at the biggest finance firm in New York!

   B: _____? I thought you weren't interested in finance.

2 **A:** So, do you know what your internship will involve?

   B: _____, but I won't know the details until I start.

3 **A:** What are your plans after graduation?

   B: _____ one of the best schools in Beijing to be a teacher!

4 **A:** I'm calling to tell you that _____. You've got the job.

   B: Great! Thank you for accepting me.

5 **A:** How was your interview?

   B: I think I did well. But _____, I was very nervous.

Act it out

6 **Work in pairs and act out the conversation.**

Imagine you and your friend, an international student, come across a job fair on campus where recruiters and companies are meeting with students. The atmosphere sparks a conversation between you two about what to do after finishing college. Ask each other about career plans, talk about your different possibilities, and discuss job requirements. Refer to the Functional language box for support. You can also use expressions in the Everyday English box.

Functional language ○ ○ ○

Discussing possibilities
- I'm thinking about it.
- I'm thinking of …
- It's a possibility.
- There's a possibility of …

Discussing plans
- I've already decided on …
- That's the plan.
- What are your plans?
- You've got to plan ahead.
- I'm planning to …

Checking information
- Didn't you …?
- I seem to remember that …
- Is that right?
- …, won't you?

Discussing job requirements
- What does the job involve?
- They're looking for someone who can handle …
- I think the responsibilities include …
- For this job, you should be skilled at …

Internship
Gap year
Further study
Entrepreneurship

Outside view

Work in pairs and discuss the following questions.

1 Do you have any experience of volunteer work? If yes, what have you gained from it? If no, would you like such an opportunity? Give brief reasons.

2 Does your university offer any opportunities for volunteer work? If yes, what are they? If no, what volunteer opportunities could it introduce to benefit the community?

Vocabulary

personality /ˌpɜːsəˈnæləti/ *n.* 性格；个性
Costa Rica /ˌkɒstə ˈriːkə/ 哥斯达黎加（中美洲国家）
encounter /ɪnˈkaʊntə/ *v.* 遭遇；遇到
Curu /ˈkʊruː/ 库鲁（哥斯达黎加地名）
reef /riːf/ *n.* 礁；礁脉
breed /briːd/ *v.* 繁殖
destruction /dɪˈstrʌkʃən/ *n.* 摧毁；破坏
El Porvenir /ˌel pɒvəˈnɪə/ 埃尔波韦尼尔（哥斯达黎加地名）
storehouse /ˈstɔːhaʊs/ *n.* 仓库
sesame /ˈsesəmi/ *n.* 芝麻
survival /səˈvaɪvəl/ *n.* 生存
trek /trek/ *v.* 远足；徒步旅行
summit /ˈsʌmɪt/ *n.* 山顶
Mount Chirripó /tʃɪˈriːpəʊ/ 奇里波山（哥斯达黎加）

Scan the code. Watch the video and complete the activities on Ucampus.

Language and Culture

Raleigh International is a sustainable development charity founded in Britain in 1984. It runs expeditions where young people can volunteer to help communities overseas.

Mount Chirripó is the tallest peak in Costa Rica, at 3,820 meters in elevation.

Higher-order thinking

Work in groups and discuss the following questions.

1 A gap year is a period of experiential learning, typically taken after high school and before starting a career or further education. What could be some pros and cons of taking a gap year? If you were to take a gap year, what would you like to do during that time?

2 If given the opportunity, which of the three volunteer activities mentioned in the video would you choose, and why?

Listening across cultures

News report

Scan the code. Listen to the news report and complete the following activity.

1 **Choose the best answer to each question according to the news report.**

1 What is the main idea of the news report?
   A. Traditional industries dominate the job market in Europe.
   B. Young people in Europe seek jobs that match their values.
   C. The European job market has become extremely competitive.
   D. The arts sector is a popular career choice for young Europeans.

2 Why do many young Europeans choose tech-related jobs?
   A. There are many career paths.
   B. The jobs promise a bright future.
   C. They like the flexible working conditions.
   D. They get the chance to create and innovate.

3 What has made healthcare jobs sought-after by young Europeans?
   A. An aging society.
   B. Greater job security.
   C. Above average salaries.
   D. An increase in hospital numbers.

> **Vocabulary**
>
> **align** /əˈlaɪn/ *v.* 使一致
> **sought-after** /ˈsɔːt ˌɑːftə/ *a.* 广受欢迎的
> **trend** /trend/ *n.* 趋势
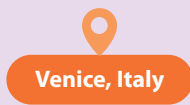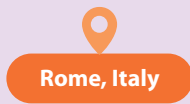
Conversation

Scan the code. Listen to the conversation and complete the following activities.

2 Match the speakers to where they have taught or are teaching according to the conversation.

Lucy

Jessica

Patrick

Harry

Spain

Brazil

Rome, Italy

Venice, Italy

China

Mexico

3 Use symbols and abbreviations to note down the speakers' reasons for teaching.

Lucy: _____

Jessica: _____

Patrick: _____

Harry: _____

Listening skill

Taking notes with symbols and abbreviations

Taking good notes makes it easier to remember key points. You can improve your note-taking by using symbols and abbreviations. This makes your notes brief, but still meaningful.

Symbols can stand for ideas. For instance, you can use an arrow (→) for "leads to" or "causes" and an asterisk (*) to show something is very important. Using common abbreviations like "i.e." (meaning "that is"), "e.g." (meaning "for example"), and "cf." (meaning "compare") can also help you take down information quickly. You can also come up with your own symbols. Maybe use a map marker for "travel" or a heart symbol for "love." It's also handy to use shortcuts for words you see a lot. They can be whatever you like. For example, "teach" could be "tch," "enjoy" could be "enj," and "students" could be "Ss." Here are some common abbreviations and symbols you can start with.

Abbreviations
info. = information   intro. = introduction
devel. = development
gov. = government   bkgd. = background

Symbols
& = and   ∵ = because   ∴ = therefore
↑ = increase   # = number
≈ = about the same as
〝= ditto, or the same as before

The main thing with note-taking is making sure that you can read what you've written, and that it makes sense to you when you look at it later. So, find a system that works best for you!

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

4 Choose the best way to complete each statement according to the conversation.

1 Lucy's first day of teaching was _____.
A. as terrifying as she had expected
B. so difficult that she wanted to quit
C. better than she thought it would be
D. not enjoyable because she was tired

2 Jessica wants to _____.
A. be a journal editor
B. work in her hometown
C. apply for a marketing job
D. work in Italy for several years

3 Patrick wants to _____.
A. learn Italian   B. be a director
C. further his studies   D. be a teacher trainer

4 Harry thinks that Rio de Janeiro _____.
A. has great food   B. has interesting people
C. has nice weather   D. has beautiful beaches

> **Vocabulary**
>
> **extraordinary** /ɪkˈstrɔːdənəri/ *a.* 意想不到的；令人惊奇的
> **interaction** /ˌɪntərˈækʃən/ *n.* 交流
> **Venice** /ˈvenɪs/ 威尼斯（意大利城市）
> **Rome** /rəʊm/ 罗马（意大利首都）
> **Brazil** /brəˈzɪl/ 巴西（南美洲国家）
> **Rio de Janeiro** /ˌriːəʊ də ʒəˈnɪərəʊ/ 里约热内卢（巴西城市）
> **stunning** /ˈstʌnɪŋ/ *a.* 极漂亮的
> **Barcelona** /ˌbɑːsəˈləʊnə/ 巴塞罗那（西班牙城市）

Higher-order thinking

Work in groups and discuss the following questions.

1 What qualities mentioned in Cai Kun's words can make him a good teacher? What other traits or skills does he probably need?
Cai Kun: "I want to go back to my hometown to teach at a high school after graduation. I love teaching and have extensive subject knowledge. I also know how to inspire students' interest in learning. So I believe I'll become a good teacher."

2 In addition to teaching, what jobs can be done while you are traveling? Which of these jobs might interest you?

Talking about China

Give a group presentation: Cultivating cross-domain abilities within digital professions

Your university is hosting a forum on cultivating cross-domain abilities in the digital economy. Professionals from home and overseas are invited to share their experiences. The event will also feature group presentation sessions, where you, as a representative of your department, will discuss strategies to enhance cross-domain abilities.
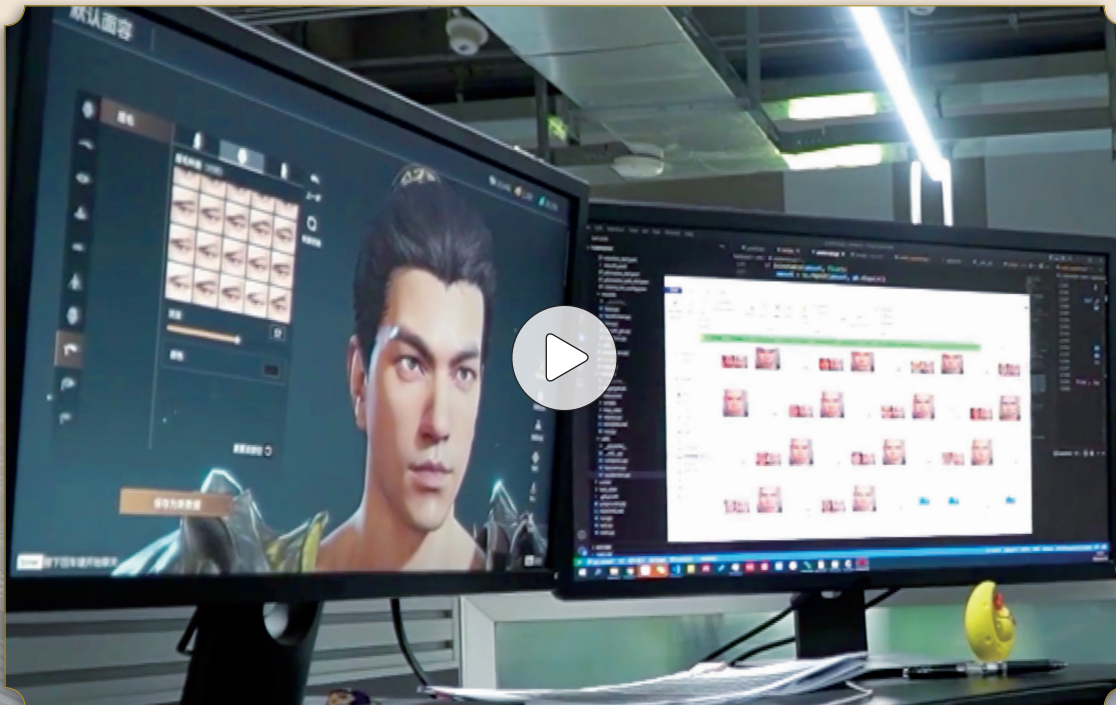
1 **Gather information**

Complete the following table according to the information in the video.

New professions in the digital economy

Name	Profession	Original major	Responsibilities	Cross-domain abilities
Gu Changjian	**1)** _____	Automation	Training an AI model to automatically customize players' faces	Having some knowledge of AI algorithms and computer tools, as well as having **2)** _____
Huang Minglei	Motion capturer		Involving virtual shooting and virtual reality in film and TV and **3)** _____ in games	Combining **4)** _____ and biological algorithms
Jiang Dongdong	Virtual-scene **5)** _____	Automotive engineering	Customizing virtual scenes according to **6)** _____	Having basic design knowledge and computer graphics skills

Impact of the digital economy

- Creating favorable conditions for the birth of **7)** _____
- Creating a demand for people with **8)** _____, which include technology, art, and industry knowledge

Vocabulary

metaverse /ˈmetəvɜːs/ *n.* 元宇宙
virtual /ˈvɜːtʃuəl/ *a.* 虚拟的
architect /ˈɑːkɪˌtekt/ *n.* 建筑师
forefront /ˈfɔːfrʌnt/ *n.* 处于领先地位
customize /ˈkʌstəmaɪz/ *v.* 定做; 定制

automatically /ˌɔːtəˈmætɪkli/ *ad.* 自动地
detection /dɪˈtekʃən/ *n.* 探测
algorithm /ˈælgərɪðəm/ *n.* 演算法
capture /ˈkæptʃə/ *n. & v.* 捕捉
automotive /ˌɔːtəˈməʊtɪv/ **engineering** *n.* 汽车工程

graphics /ˈɡræfɪks/ *n.* (*pl.*) 绘图; 图像
auditorium /ˌɔːdəˈtɔːriəm/ *n.* 礼堂
auction /ˈɔːkʃən/ *n.* 拍卖 (会)
gallery /ˈɡæləri/ *n.* 美术馆
layout /ˈleɪaʊt/ *n.* 布局; 设计

2 **Plan your group presentation**

Work in groups of four or five, with members having the same or similar majors. Consider the following points while planning your presentation.
- How the three speakers developed their cross-domain abilities
- What you learned from them
- What cross-domain abilities can be developed by combining the field of your major with technology or other fields

If you need more information, do some online research on:
- the importance of cultivating cross-domain abilities
- ways to develop cross-domain abilities

3 **Divide the presentation sections among the group**

After finishing the discussion, assign each group member a section of the presentation to present. You'll also need a presentation leader to organize the overall presentation and coordinate the efforts of the group members.

4 **Rehearse your group presentation**

Once each member has prepared their section, conduct rehearsals as a group. Provide constructive feedback to refine the content, delivery, and transitions between sections.

5 **Give your group presentation**

The groups take turns to give their presentations in class. After all the presentations, the class will decide together which one is the most engaging.

Giving a group presentation ○ ○ ○

A group presentation is where multiple individuals contribute to conveying particulars on a specific subject to the audience. Each person has a component to present that will complete the overall picture.

For the task of this unit, you'll share the insights you gained from the three professionals, and illustrate how your chosen field can merge with technology or other fields. You'll also discuss how this combination will enhance your ability to function in the digital economy.

To create an engaging and meaningful presentation, describe how things like personalization will make life different in the future virtual world. You could also share interesting stories, such as how Jiang Dongdong went on a self-taught journey from automotive design to becoming a virtual-scene architect. Try to use engaging content to invoke meaningful discussions about the topic.

A smooth transition between speakers is also important to make your presentation easier to follow.

Describing the integration of disciplines
I studied … and worked on projects involving …
You need to know some …
It now combines … and …

Discussing cross-domain skill development
I bought books about … and learned …
I plan to take some courses that combine technology with …

I'm going to participate in technology-focused activities to …

Facilitating transition
So, that was a brief introduction to … Now Janet will talk about / present …
Thank you, Janet. Now I will continue to …
Now that we've covered …, let's move on to …
With that in mind, let's shift our focus to …

Scan the code and get more guidance on Ucampus.

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big data and artificial intelligence	大数据和人工智能
a good fit for the position	很适合该职位
character customizer	虚拟头像创作者
motion capture technology	动作捕捉技术
bring traditional opera into games	将传统戏曲融入游戏中
bridge the real and virtual worlds	将现实世界与虚拟世界连接起来
a visually immersive activity platform	可视化的沉浸式活动平台
a real exhibition experience	真实的展览体验
digital economy	数字经济
talent gap	人才缺口
cross-domain skills	跨领域技能

Expansion and review

Pronunciation

Scan the code and practice pronunciation on Ucampus.

Extended listening

Scan the code and complete the extended listening exercises on Ucampus.

Unit test

Scan the code and take the unit test on Ucampus.

Unit file

Functions

Discussing possibilities
I'm thinking about it.
I'm thinking of …
It's a possibility.
There's a possibility of …

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What are your plans?
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Everyday English

I'm off to …
Seriously?
I must admit, …
I've got some idea.
You're in.

Skill and guide

Listening skill
Taking notes with symbols and abbreviations

Speaking guide
Giving a group presentation

Pronunciation

Silent letters
Contracted forms: weakened /t/
Different intonation in questions