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Unit

# 1

# Access to success

## Learning objectives

- talk about success
- listen for specific information
- talk about a challenge / an achievement
- have a basic understanding of public speaking



# Opening up

Read the quotes about success. What does each quote mean?

“

The difference between failure and success is doing a thing nearly right and doing it exactly right.

— Edward E. Simmons  
*(American painter)*

Success doesn't come to you; you go to it.

— Marva Collins  
*(American educator)*

Complacency leads to failure, while modesty to success.

— *The Book of History*

Success is to be measured not so much by the position that one has reached in life as by the obstacles which he has overcome while trying to succeed.

— Booker T. Washington  
*(American educator and reformer)*

”

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# Opening up

## Reference answers

- This quote implies that the difference between failure and success lies in the level of precision and accuracy with which a task is accomplished. It suggests that doing something “nearly right” is not sufficient; true success is achieved when one strives for perfection and does something “exactly right” by paying attention to details.
- Success is something you achieve after you work hard for it. Therefore, you should have strong determination and make thorough preparations to achieve success despite any difficulties and obstacles that may stand in your way.
- Being complacent about or satisfied with your current achievements and not striving for improvement can result in failure. On the other hand, being modest and humble, acknowledging your limitations, and constantly seeking growth and self-improvement can lead to success. Therefore, you should work hard while maintaining a low profile, which paves the way to success.
- Success is measured not only by how far you go in life, but also by what you do to get there. A smooth pathway teaches you little about how to face future obstacles, whereas the tough and unusual challenges you manage to overcome will give you the strength and confidence to handle potential ups and downs in the future.

## Listening to China



### Before you listen

**1 Do you know anything about Huang Xuhua (黄旭华)?**

**Work in pairs and discuss the questions.**

- 1 What does he do?
- 2 What has he achieved?
- 3 What awards or honors has he received?

### Listening skills

#### Listening for specific information

Listening for specific information is an important skill in listening comprehension. It doesn't mean processing every word you hear. Instead of trying to understand everything, you should think about what you need to understand and concentrate on that information.

In listening practice, you should first generate some questions in your mind based on the topic you are going to listen to. The table below shows some commonly used question words and the corresponding information expected.

Question words	Expected information
Who	Person
Where	Position / Place
When	Time / Occasion / Moment
Why	Reason / Explanation
What	Specific thing / Object / Event
Which	Choice / Alternative
How	Way / Manner

These question words can guide your focus during listening and help you identify the specific information you seek.

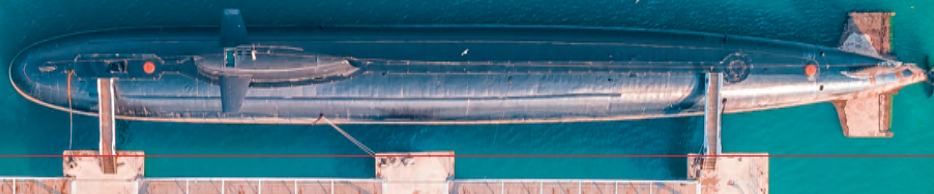
# Taking in

## Listening to China

### Before you listen

#### 1 Reference answers

Yes, I know something about Huang Xuhua. Huang is the chief designer of China's first-generation nuclear submarines and an academician of the Chinese Academy of Engineering. In 1970, thanks to the hard work of Huang and his colleagues, China became the fifth country to own a nuclear submarine. In 2019, Huang was awarded the Medal of the Republic, China's highest honor. Furthermore, in 2020, he received China's top science award, the Highest Science and Technology Award, which recognizes his significant contributions to the field of nuclear submarines.



Then, you should listen with a purpose, knowing what specific information you are listening for, such as names, places, dates, and reasons. Try to locate the information you need and catch the key words and expressions. It is not necessary to understand every single word that you hear.


For example, when you listen to an introduction to a famous person, you should pay attention to some typical questions like:

- What do they do?
- What is their educational background?
- What have they achieved in life?
- How did they manage to accomplish such achievements?

Remember, not every one of these wh-questions will be answered. However, keeping them in mind can prepare you for the specific types of information that might be presented.

Now you are going to listen to a passage about Huang Xuhua. Pay attention to the specific information required in Exercise 2.



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



## Listening skills

### Listening for specific information

Listening for specific information is an important skill that students need to develop in order to improve their listening comprehension. In the Student's Book, we've introduced some relevant skills that students can use when they listen to an introduction to a famous person. There are also several other key points that students should pay attention to. These include:

**Key words and expressions.** Students should take note of new or unfamiliar words and expressions used in the introduction. Then, they should pay particular attention to the words and expressions that are specifically related to the person's profession, accomplishments, or personal life. Understanding these words and expressions will help them grasp the main idea of the introduction.

**Important dates and events.** Students should listen for references to significant dates, events, or milestones in the person's life. These could include their birthdate, major career achievements, awards, or notable moments in their career.

**Background information.** It's crucial for students to be attentive to details about the person's background, such as their nationality, education, or early experiences. Understanding their background provides important context for their achievements and overall story.

**Personal insights and anecdotes.** Some introductions may include the person's personal insights, anecdotes, or stories. Students should pay attention to these details, as they help gain a deeper understanding of the person's character, motivations, or challenges faced throughout their journey.

In "While you listen", students will listen to a passage about Huang Xuhua, a renowned Chinese scientist. Ask them to pay attention to the specific information related to Huang Xuhua.

## New words

**submarine** /ˈsʌbməriːn/

*n.* 潜艇

**recipient** /rɪˈsɪpiənt/ *n.*

接受者; 领受者

**naval** /ˈneɪvəl/ *a.* 船舶的

**abacus** /ˈæbəkəs/ *n.*

算盘

**calculation**

/ˌkælkjəˈleɪʃən/ *n.* 计算

**perseverance**

/ˌpɜːsəˈvɪərəns/ *n.*

毅力; 不屈不挠的精神

**dedicate** /ˈdedɪkeɪt/ *vt.*

致力于; 献身于

## Culture notes

### the Medal of

**the Republic:** the highest honor for prominent figures who have made great contributions to the construction and development of the People's Republic of China.

## 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 statements and fill in the blanks according to what you hear.

- 1 In September \_\_\_\_\_, Huang enrolled in the Department of Naval Architecture of National Chiao Tung University, now known as Shanghai Jiao Tong University, where he began \_\_\_\_\_.
- 2 In \_\_\_\_\_, Huang received a phone call that changed his life. He was selected to join the research team responsible for designing China's first nuclear submarine, which later became \_\_\_\_\_.
- 3 In \_\_\_\_\_, Huang insisted on joining the first deep-sea test of the submarine's \_\_\_\_\_.
- 4 At the 120th \_\_\_\_\_ of Shanghai Jiao Tong University, the 92-year-old Huang delivered a nearly 20-minute speech standing up, \_\_\_\_\_ arranged for him.
- 5 He expressed his appreciation to the university for teaching him the values of \_\_\_\_\_ and perseverance.

### 3 Read the statements and decide whether they are true (T) or false (F) according to what you hear.

- \_\_\_\_\_ 1 Huang is the chief designer of China's first-generation nuclear submarines.
- \_\_\_\_\_ 2 Huang was born into a family of mechanical engineers, so he decided to study shipbuilding.
- \_\_\_\_\_ 3 Huang and his colleagues faced many challenges when designing China's first nuclear submarine because they didn't have enough resources.
- \_\_\_\_\_ 4 Huang's team managed to launch China's first nuclear submarine in 1970, making China the sixth country to own a nuclear submarine.
- \_\_\_\_\_ 5 Huang still maintains a strong involvement in the nuclear submarine field even in his old age.

## After you listen

### 4 Work in pairs and discuss the questions.

- 1 What can we learn from the story of Huang Xuhua?
- 2 Can you share some stories of other Chinese scientists or engineers who have made contributions to our country?



Scan the code for  
Viewing China.

## While you listen

### Scripts

Huang Xuhua is the chief designer of China's first-generation nuclear submarines and a recipient of the Medal of the Republic, the country's highest honor. Though raised in a family of medical professionals, Huang was determined to study shipbuilding in college. In September 1945, Huang enrolled in the Department of Naval Architecture of National Chiao Tung University, now known as Shanghai Jiao Tong University, where he began his academic career.

In 1958, Huang received a phone call that changed his life. He was selected to join the research team responsible for designing China's first nuclear submarine, which later became his lifelong passion. During their research, Huang and his colleagues faced many challenges due to limited resources. They had to rely on abacuses to perform calculations and gather information from foreign newspapers and journals. Despite these challenges, they managed to launch China's first nuclear submarine in 1970, making China the fifth country to own a nuclear submarine. In 1988, Huang insisted on joining the first deep-sea test of the submarine's diving limits. It was the first time in world history that a nuclear submarine's chief designer had boarded the submarine for such dangerous tests.

Even in his old age, Huang remains deeply involved in the nuclear submarine field. He guides young researchers on technical matters and gives lectures at universities and research institutes. At the 120th anniversary celebration of Shanghai Jiao Tong University, the 92-year-old Huang delivered a nearly 20-minute speech standing up, rejecting the chair arranged for him. He expressed his appreciation to the university for teaching him the values of determination and perseverance. In his speech, he said, "I have dedicated my entire life to the field of nuclear submarines. It has been my lifelong passion. I have no regrets."

### 2 Answers

- 1 1945; his academic career
- 2 1958; his lifelong passion
- 3 1988; diving limits
- 4 anniversary celebration; rejecting the chair
- 5 determination

### 3 Answers

- 1 T
- 2 F (Though raised in a family of medical professionals, Huang was determined to study shipbuilding in college.)
- 3 T
- 4 F (Despite these challenges, they managed to launch China's first nuclear submarine in 1970, making China the fifth country to own a nuclear submarine.)
- 5 T

## After you listen

### 4 Reference answers

- 1 I think Huang Xuhua's story teaches us a lot about the values of patriotism, responsibility, and dedication. First, Huang shows great patriotism when developing nuclear submarines, which play a key role in ensuring national security. Second, Huang shows the value of responsibility through his commitment to fulfilling his duties. His willingness to take on responsibilities and strive for excellence serves as an inspiration to us all. Third, Huang's dedication to his profession is reflected in his continuous pursuit of knowledge. His wholehearted devotion highlights the importance of following one's passions and always trying to improve. I firmly believe these admirable qualities can inspire us to be more patriotic, take on personal responsibilities, and dedicate ourselves to our professions.

## New words

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*n.* 潜艇

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**perseverance**

/ˌpɜːsəˈvɪərəns/ *n.*

毅力; 不屈不挠的精神

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致力于; 献身于

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## While you listen



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Scan the code for  
Viewing China.

2 I want to share the story of Yu Min, a prominent nuclear physicist known as the “father of China’s hydrogen bomb”. His remarkable achievements in the field of nuclear physics and his contributions to China’s defense capabilities have always impressed me. Born on August 16, 1926, Yu showed great curiosity about science at an early age. His talent eventually earned him a place at Peking University. Yu became involved in China’s theoretical research on hydrogen bombs in 1961. For the next 28 years, Yu and his work remained top secret. In order to develop a hydrogen bomb, Yu worked tirelessly and managed to complete the project after three months of intense calculations. The first hydrogen bomb was successfully detonated on June 17, 1967, two years and eight months after China’s first atomic bomb explosion, making China the fastest country in the world to achieve this milestone. Yu Min’s success story serves as an inspiration to me, as it motivates me to strive for excellence in my life.

## Viewing China

### Teaching tips

The “Viewing China” section is specifically designed for self-study on Ucampus. It features a video about China, centered on the topic of this unit. By watching the video and completing the online exercises, students can gain a deeper understanding of China and better tell China’s story to the world. The teacher can explain the key points of the video to facilitate a better comprehension among students.

# Viewing world cultures

## Before you view

### 1 Work in pairs and discuss the questions.

- 1 What sports do you enjoy?
- 2 What is the sport you have learned recently? How successful have you been at it?

### 2 Read the program information and answer the questions.

- 1 What is Christine's challenge?
- 2 Why does she do it?
- 3 What are the difficulties?



A U.K. charity event asks celebrities to perform sporting challenges in order to raise money to help needy people in the U.K. and some underdeveloped countries. After visiting Uganda (乌干达), Christine, a TV presenter, decided to accept a sporting challenge herself. She agreed to water ski across the English Channel (英吉利海峡) from the U.K. to France. It was an incredibly tough challenge because Christine had never water skied before. After a few months of training, she attempted the crossing in the middle of winter.



## Viewing world cultures

### Before you view

#### 1 Reference answers

- 1 I enjoy playing football and basketball. I play both a lot at school, and I'm a member of the school football team. On weekends, I also like to go hiking, as it brings me closer to nature.
- 2 I've learned how to swim recently. At first, it was quite a challenge, but with determination and regular practice, I've made significant progress. Although I'm still learning, I'm proud to say that I've become more confident in the water, as I've picked up several swimming techniques. I may not see myself as an expert just yet, but the joy and sense of accomplishment I get from gliding through the water motivate me to keep getting better at this sport.

#### 2 Reference answers

- 1 Christine's challenge is to water ski across the English Channel from the U.K. to France.
- 2 She does it to raise money for needy people in the U.K. and some underdeveloped countries.
- 3 She has never water skied before. She does the crossing in the middle of winter, and she has only had a few months of training.

## New words

**odd** /ɒd/ *a.* 奇特的  
**adrenalin** /ə'drenəlɪn/ *n.*  
肾上腺素 (能使心跳  
加速、精力充沛、行动  
迅速)

**Calais** /'kæleɪ/ 加来  
(法国北部港市)

**take its toll** 产生严重的  
不良影响

**fabulous** /'fæbjələs/ *a.*  
极好的; 绝妙的

## Culture notes

**the Channel:** the  
strait between  
southern England  
and northern  
France, also known  
as the English  
Channel. It connects  
the Atlantic Ocean  
with the North Sea.

## 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 statements and number them in the correct order according to the video clip.

- \_\_\_\_\_ a My arms and body hurt so much, but I just don't want to give up.  
\_\_\_\_\_ b But despite my best efforts, the wind and waves mean I can't stop myself falling.  
\_\_\_\_\_ c After several falls into the freezing water, I already feel like I can't take much more.  
\_\_\_\_\_ d I can see France. And nothing is going to stop me.  
\_\_\_\_\_ e I feel like I am in some sort of an ... odd dream.  
\_\_\_\_\_ f This could be an impossible challenge.  
\_\_\_\_\_ g I did it! I did it! I could see this from out there.  
\_\_\_\_\_ h I'm determined not to fall in, but I soon realize determination might not be enough.

### 4 Read the statements and fill in the blanks according to the video clip.

- 1 This challenge is incredibly tough. She is gonna be operating in sub-zero temperatures for over \_\_\_\_\_.
- 2 Every time she goes in, I get a bit more \_\_\_\_\_. The weather's not looking good. There are white tops \_\_\_\_\_.
- 3 She's fallen in \_\_\_\_\_ in just 10 miles. That simply isn't good enough for this challenge. She has got to \_\_\_\_\_ now and start to \_\_\_\_\_.
- 4 She's starting to fly now. Now we start to believe that she could truly \_\_\_\_\_.
- 5 The hands have gone, the back's going, the legs are tired, but we've still got \_\_\_\_\_ to go.
- 6 The first woman to water ski across the Channel in the winter, having only got on water skis \_\_\_\_\_ ago. She is remarkable. It's a truly \_\_\_\_\_.

## After you view

### 5 Work in pairs and discuss the questions.

- 1 What do you think of Christine's achievement?  
2 Would you like to do anything challenging like this in order to raise money to help people in need? Why or why not?



## While you view

### Scripts

C = Christine; S = Supervisor; AC = Adrian

Chiles

**C:** Oh ... I'm doing it for real today.

**S:** This challenge is incredibly tough. She is gonna be operating in sub-zero temperatures for over 90 minutes. If she falls in the water too often ... the challenge is over. If she makes this, it will be a true achievement.

**S:** How are you feeling?

**C:** I feel like I am in some sort of a (an) ... odd dream. I really do.

**AC:** All those nerves, all that adrenalin, it's all gonna come flowing out as soon as we get on the water.

**S:** Yeah, yeah. So ... remove the fear and just keep focused on what you've gotta do, and that is, land on that beach in Calais.

**C:** Now it's just me against the Channel.

**S:** Go!

**C:** I'm determined not to fall in, but I soon realize determination might not be enough. After several falls into the freezing water, I already feel like I can't take much more.

**S:** We're just about a quarter away, and she's already fallen in five times – and that ... that is gonna take its toll without any shadow of a doubt in the later stages. Every time she goes in, I get a bit more worried. The weather's not looking good. There's (are) white tops on the waves.

**C:** But despite my best efforts, the wind and waves mean I can't stop myself falling.

**S:** She's fallen in 10 times in just 10 miles. That simply isn't good enough for this challenge. She has got to dig in now and start to focus.

**C:** This could be an impossible challenge.

**S:** She is focused. She is in the zone. She's starting to fly now. Now we start to believe that she could truly make this challenge.

**C:** My arms and body hurt so much, but I just don't want to give up.

**S:** The hands have gone, the back's going, the legs are tired, but we've still got seven miles to go.

**AC:** She's turned it around here. The first half didn't go well. She's pulled it out of the bag.

**C:** I can see France. And nothing is going to stop me.

**AC:** Five more minutes and you're there. Just enjoy this. Keep smiling. Come on! We're there!

**C:** I did it! I did it! I could see this from out there. I thought wow! That looks fabulous.

**S:** Everybody around was worried whether she could make this or not. It is an incredibly tough challenge.

**C:** Oh, that is a very welcome sight.

**S:** The first woman to water ski across the Channel in the winter, having only got on water skis four months ago. She is remarkable. It's a truly outstanding achievement.

### Language notes

**dig in:** deal with a difficult situation or wait patiently 耐心等待; 忍耐; 忍受

- There is nothing we can do except dig in and wait.

**turn around:** if a situation, game, etc. turns around, or if someone turns it around, it changes and starts to develop in the way you want (使) 好转

- The £400 million loan will help turn the Russian economy around.

**pull sth. out of the bag:** do something unexpected that suddenly improves a bad situation 出人意料地通过...改善局面; 突施妙计

## New words

**odd** /ɒd/ *a.* 奇特的  
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肾上腺素 (能使心跳  
加速、精力充沛、行动  
迅速)

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## While you view



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- 2 Every time she goes in, I get a bit more \_\_\_\_\_. The weather's not looking good. There are white tops \_\_\_\_\_.
- 3 She's fallen in \_\_\_\_\_ in just 10 miles. That simply isn't good enough for this challenge. She has got to \_\_\_\_\_ now and start to \_\_\_\_\_.
- 4 She's starting to fly now. Now we start to believe that she could truly \_\_\_\_\_.
- 5 The hands have gone, the back's going, the legs are tired, but we've still got \_\_\_\_\_ to go.
- 6 The first woman to water ski across the Channel in the winter, having only got on water skis \_\_\_\_\_ ago. She is remarkable. It's a truly \_\_\_\_\_.

## After you view

### 5 Work in pairs and discuss the questions.

- 1 What do you think of Christine's achievement?  
2 Would you like to do anything challenging like this in order to raise money to help people in need? Why or why not?

- Down by three goals with only 10 minutes to go, the home team somehow managed to pull an amazing victory out of the bag.

### 3 Answers

- a — 6
- b — 4
- c — 3
- d — 7
- e — 1
- f — 5
- g — 8
- h — 2

### 4 Answers

- 1 90 minutes
- 2 worried; on the waves
- 3 10 times; dig in; focus
- 4 make this challenge
- 5 seven miles
- 6 four months; outstanding achievement

## After you view

### 5 Reference answers

- 1 I truly admire Christine's courage and determination. Through this challenge, Christine may have learned how to face her fears and overcome difficulties on her way to success. She may also have learned that with determination and a clear goal, anything she dreams of can be achieved.
- 2 – Yes, I'd like to do something challenging to help raise money for those in need. I know so many people are still living in poverty and suffering from diseases, and they are in desperate need of our support and help. They may need water, food, shelter, and other necessities of life. By helping those in need, we can gain a better understanding of the world and become more responsible citizens.

– No, personally, I wouldn't do that. First, I don't think I'm equipped for such challenges. They seem too difficult and dangerous for me. Second, I believe there are many other ways to help people in need, such as working as a volunteer to teach children in underdeveloped areas.

# Watching street interviews



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

- 1 Watch the full version of the podcast and summarize its general idea.
- 2 Read the paragraph. Then watch Part 1 of the podcast and fill in the blanks.



There are a lot of things that I'd like to do that I've never done before. I'm not really a daredevil, so things like bungee jumping are not really my  
1) \_\_\_\_\_, but I

do know that trying new things makes you 2) \_\_\_\_\_. Today, I'm going to talk to people about 3) \_\_\_\_\_ and achievements. How do you feel about trying new things?

- 3 How do they feel about trying new things? Look at the people and read the statements. Then watch Part 2 of the podcast and match the people A-E to the statements 1-5.



- \_\_\_ 1 I'm always up for new things. I love traveling; I love trying exotic new foods, all that sort of stuff; seeing new cultures.
- \_\_\_ 2 If you try new things, you get more out of life, I think.
- \_\_\_ 3 Depends what they are, obviously, um, some things I wouldn't try, but I'd give most things a go.
- \_\_\_ 4 I always enjoy trying new things. I like to meet new people and try new food, see new places, see different things.
- \_\_\_ 5 I love to try new things. I love to travel.

## New words

**daredevil** /'deədɛvəl/

*n.* 喜欢冒险的人

**bungee jumping**

/'bʌndʒi ,dʒʌmpɪŋ/ *n.*

蹦极跳

**Ethiopia** /,i:θi'əʊpiə/

埃塞俄比亚 (非洲东北部国家)

## Watching street interviews

### 3 Answers

1 E 2 D 3 A 4 B 5 C

#### 1 Reference answers

The people in the podcast mainly talk about their feelings about trying new things and achievements in their lives that make them proud.

#### Part 1

##### Scripts

**P** = Presenter

**P:** Hi. There are a lot of things that I'd like to do that I've never done before. I'm not really a daredevil, so things like bungee jumping are not really my cup of tea, but I do know that trying new things makes you feel good. Today, I'm going to talk to people about trying new things and achievement(s). How do you feel about trying new things?

#### 2 Answers

- 1) cup of tea
- 2) feel good
- 3) trying new things

#### Part 2

##### Scripts

**M1** = Man 1, etc.; **W1** = Woman 1, etc.

**M1:** I'm up for trying new things. Depends what they are, obviously, um, some things I wouldn't try, but I'd give most things a go.

**M2:** I always enjoy trying new things. I like to meet new people and try new food, see new places, see different things. It's always nice to see that.

**W1:** I love to try new things. I love to travel.

**W2:** If you try new things, you get more out of life, I think.

**M3:** I'm always up for new things. I love traveling; I love trying exotic new foods, all that sort of stuff; seeing new cultures.

**4** What have they achieved in their life that makes them feel proud? Look at the people and read the incomplete statements and answer choices. Then watch Part 3 of the podcast and choose the best answer to complete each statement.



- 1 He takes pride in having gone to Ethiopia to \_\_\_\_.
- A work with a local team
  - B build houses for needy people
  - C experience the unique culture there



- 2 He's proud that \_\_\_\_.
- A people enjoy his plays
  - B he has read a lot of plays
  - C he performs plays regularly



- 3 She feels proud that \_\_\_\_.
- A she is doing very well at school
  - B she has achieved a lot in her life so far
  - C she has learned French better than she expected



- 4 He's very proud because \_\_\_\_.
- A he passed his exams
  - B he's doing well at university
  - C he did well in his end-of-year exams



- 5 She's proud of \_\_\_\_.
- A being clever
  - B getting a good job
  - C becoming a good person

**5** Work in pairs and discuss the questions.

- 1 How do you feel about trying new things?
- 2 What have you achieved in your life that makes you feel proud?

### Part 3

#### Scripts

- P:** What have you achieved in your life that makes you feel proud?
- M2:** I'm very proud that I was able to go to Ethiopia and build houses for people who needed it (them). And, being a part of that team was really special to me.
- M1:** I've written plays, and people come to see the plays and enjoy them. And, um, I've gone out and performed in front of, er, I suppose, thousands of people now, and er, and they've laughed.
- W1:** I guess, um, finishing school, um, with a high level and – so far not a lot – but I've learned French better than I thought I would, so, I'm proud of that, I guess. I'm still learning.
- M3:** Probably (my) proudest achievement is getting A grades in my end-of-year exams – helping me to get a place in university.
- W2:** Well, I feel that I've become, er, quite a good person, and I guess I'm proud of that.

#### 4 Answers

1 B 2 A 3 C 4 C 5 C

#### 5 Reference answers

- 1 I enjoy trying new things because it enables me to gain valuable experience and learn more about others, which in turn helps me become more open-minded and less biased. For instance, traveling abroad offers a good opportunity to broaden my horizons. When traveling, I often encounter new perspectives that help me dispel prejudices I might hold.
- 2 I'm incredibly proud of winning the first prize in the speech contest at my university. In high school, I was shy and reserved. However, when I entered university, the support and encouragement from my teachers and classmates inspired me to participate in various

activities. I came to recognize the importance of developing my abilities, particularly in public speaking. Gradually, I overcame my shyness and built my confidence. Now, I am a confident student who can deliver public speeches with ease.

## Group discussion

*Talking about a challenge / an achievement*

### Get ideas



Scan the code. Listen to the passage and complete **Exercises 1 and 2** on Ucampus.

#### New words

##### scuba dive

/ˈskuːbə ˌdaɪv/ *vi.*

戴水肺潜水

##### practical /ˈpræktɪkəl/

*n.* 实践课

##### reservoir /ˈrezəvwaɪ/

*n.* 水库; 蓄水池

### Discuss and organize ideas

**3 Work in groups. Take turns to share one of your challenges / achievements by answering questions 1-5. Take notes while listening to others talk about their challenges / achievements.**

- 1 What was your challenge / achievement?
- 2 Where were you at the time?
- 3 Who was involved?
- 4 How did you do it?
- 5 What was the result?

**4 Decide on the most impressive challenge / achievement your group would like to share with the rest of the class.**

**5 Work together to prepare your presentation. Use your notes to organize your ideas.**

### Present ideas

**6 Deliver your presentation to the class. Before you begin, refer to the checklist to see if you are ready.**

#### Checklist

- |  |
|--|
| <input type="checkbox"/> Talk about the challenge / achievement in an organized manner.                    |
| <input type="checkbox"/> Use different words and sentence structures to add variety to the presentation.   |
| <input type="checkbox"/> Use appropriate tenses while talking about the challenge / achievement.           |
| <input type="checkbox"/> Use an appropriate tone of voice while talking about the challenge / achievement. |



# Speaking out

## Teaching tips

The listening exercises in this section are specifically designed for self-study on Ucampus. These exercises direct students' attention to expressions and structures that are useful for the subsequent oral activities. Encourage students to complete them independently before class. The teacher can view students' performance on Ucampus and adjust the focus of classroom teaching accordingly.

## Group discussion

### *Talking about a challenge / an achievement*

### Get ideas

#### Scripts

A couple of years ago, er, I learned how to scuba dive, which was, um, (a) really exciting, really good experience, and when you're learning, half of the, the, the training is in the classroom and half is a practical in a swimming pool. So the classroom stuff was fine. Um, I found it really quite easy. I was learning with my mom, and she was really worried about doing the kind of more academic stuff and passing the exam, but I found that part OK. It was the practical stuff that I had trouble with, and she was really lucky. She was, um, really good. But you go and you learn all the, the technical stuff, you know, how to go under the water, how to clear your mask if you get water in it, that kind of thing. And then you have to do two dives outside in a, in a kind of reservoir or, you know, something like that. But obviously, because I'm in the U.K., it was really, really cold, and we woke up on the morning of our dive, and there was ice on the water, so when we got there, we were very nervous and didn't want to get into the

water. But once I was in, it was so freezing that I tried to go under the water, but the more I tried, the harder it got, and then I got very frustrated and started to cry, and then all my ears got blocked up, and I couldn't get under. But eventually I managed it and, um, went down, passed my test, did all the skills that you need to do. Despite the fact that I was so terrible at it, I managed to pass, and, um, now I'm (I've) passed, I can go anywhere I want, so I'll make sure it will be somewhere very hot. So, um, to sum up, although it was a really difficult, really difficult challenge, I'm so glad I managed it. Um ... For me, it was quite an achievement and, and I'm proud of myself for having done it.

### Exercises

#### 1 Read the questions. Then listen to a passage and answer them.

1 What was her challenge?

*To learn how to scuba dive.*

2 Was it a good or bad experience for her?

*It was a really good experience.*

3 What did she find easy?

*The classroom training.*

4 What difficulties did she have?

*She had difficulty with the practical training: She was very nervous, and the water was freezing.*

*Once she was in the water, she had trouble going under. Then she cried, and her ears got blocked up.*

5 Did she succeed?

*Yes, she managed to do it eventually.*

#### 2 Read the expressions. Then listen to the passage again and check (✓) the ones you hear.

- 1 I found it really quite easy.
- 2 It was ... that I had trouble with.
- 3 We were very nervous.
- 4 At first, I couldn't ... but then I started to ...

## Group discussion

*Talking about a challenge / an achievement*

### Get ideas



Scan the code. Listen to the passage and complete **Exercises 1 and 2** on Ucampus.

#### New words

**scuba dive**

/ˈskuːbə ˌdaɪv/ *vi.*

戴水肺潜水

**practical** /ˈpræktɪkəl/

*n.* 实践课

**reservoir** /ˈrezəvwaɪ/

*n.* 水库; 蓄水池

### Discuss and organize ideas

**3 Work in groups. Take turns to share one of your challenges / achievements by answering questions 1-5. Take notes while listening to others talk about their challenges / achievements.**

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### Present ideas

**6 Deliver your presentation to the class. Before you begin, refer to the checklist to see if you are ready.**

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| <input type="checkbox"/> Use appropriate tenses while talking about the challenge / achievement.           |
| <input type="checkbox"/> Use an appropriate tone of voice while talking about the challenge / achievement. |

- 5 One thing I tried ...
- 6 The more I tried, the harder it got.
- 7 I got very frustrated.
- 8 I didn't know how to ...
- 9 But eventually I managed it.
- 10 It was a really difficult, really difficult challenge.
- 11 For me, it was quite an achievement.

## Present ideas

### 6 Reference answers

My most memorable achievement is reaching the top of Mount Huangshan. One Sunday, my dad and I set out to climb Mount Huangshan, which is renowned for its breathtaking views. At first, I found it really easy and boasted that I'd make it to the top without any trouble. However, as I was halfway up the mountain, the air became thinner, and I felt quite tired. At that moment, every single step took great effort. Feeling frustrated, I wanted to quit and head straight for the cable car. That's when my father stepped in, saying, "Young man, don't lose the game to an old man! Come on, you can do it!" Greatly encouraged by his words, I summoned all my strength and decided to give it one more try. I finally managed to get to the top of the mountain. I was so glad. I felt I could achieve anything as long as I was determined to work toward my goal. For me, it was quite an achievement.

#### Teaching tips

Encourage students to use the expressions in Exercise 2. Assign one student in each group as the "monitor" to record the number of expressions used by their group members. Then, announce which students used the most expressions.

# Public speaking

## **Public speaking skills**

### **Introduction to public speaking**

Public speaking is the act of making a speech in front of a large group of people in an organized and deliberate manner. Its objective is usually to inform, persuade, or entertain the audience.

### **Importance of public speaking**

Mastering the art of public speaking is very important. The ability to speak confidently and convincingly in public can not only help you stand out in college but also empower you to take an active role in your future workplace. There are many occasions on which you might be expected or asked to give a speech, such as classroom presentations, school meetings, national or international conferences, graduation or award ceremonies, and receptions.

### **Types of public speaking**

Public speaking can be classified into various types. The most common ones are informative speaking, persuasive speaking, and special occasion speaking. An informative speech is designed to impart knowledge and increase the audience's understanding of a particular topic. A persuasive speech, on the other hand, is intended to influence the audience's attitudes, beliefs, or actions concerning the topic under discussion. Special occasion speeches are typically given at events such as opening or closing ceremonies, anniversaries, parties, and reception dinners.

### **Preparation for a public speech**

Public speaking often involves two stages: preparation and delivery. To prepare a speech, you should start by analyzing your audience and deciding on the topic of the speech. Regarding the audience, there are many aspects to consider, such as age, gender, educational level, occupation, language, ethnicity, and background knowledge. The more you know about your audience, the better equipped you will be in choosing an appropriate topic for the speech.

After understanding your audience and deciding on a specific topic, you need to gather materials to support your ideas. Examples, stories, and statistics are all possible supporting materials. You can gather these materials from the Internet, journals, magazines, books, newspapers, or even your personal experiences.

# Public speaking

## Public speaking skills

### Introduction to public speaking

In the Student's Book, we have briefly introduced the importance of public speaking, different types of public speaking, and how to prepare and deliver a speech. The introduction here aims to help students learn more about the importance of public speaking and the qualities of a good public speaker.

Public speaking is an important skill for students to learn, as they may be required to deliver speeches in public at some point in their lives. The benefits associated with public speaking include:

- improving verbal and non-verbal communication skills
- increasing one's confidence
- developing critical thinking skills
- influencing others and making a difference

The ability to deliver effective speeches requires training. Students may think that if they speak English well, they will naturally be able to make powerful speeches in English. However, even fluent English speakers need training in public speaking skills to excel in making effective speeches.

Though public speaking requires many of the skills we use in daily conversation, such as organizing thoughts and tailoring messages to the audience, it differs significantly from casual dialogue. Students should understand that public speaking is different in several key ways:

- It is more structured and demands detailed planning and preparation.
- It often requires more formal language, leaving little room for slang and jargon.
- It requires a skillful use of voice and body language. Good public speakers use

appropriate body language and adjust voice to match the speech content.

In addition, public speaking has the power to influence the audience, so it carries ethical responsibilities. To be ethical speakers, students need to research information carefully, present facts without deception or distortion, and properly acknowledge the sources of all words and ideas that are not their own.

After obtaining sufficient materials on the topic, you need to organize them in a clear and logical manner. A good speech, like a piece of good writing, requires a clear structure. It usually has three distinct parts: introduction, body, and conclusion. In the introduction, you grab your audience's attention and get them interested in your speech. In the body, the main part of your speech, you raise the main points related to your speech topic and provide detailed information to support them. In the conclusion, you summarize the main points of your speech and conclude with a final thought or a call to action.

The language used in a speech tends to differ from written language. For speeches, shorter and simpler sentences are often preferred over long and complex ones so that the audience can

understand you well. Besides, in order to evoke emotional responses from the audience, rhetorical devices (修辞手法) are often employed to add power to your speech.

### Delivery of a public speech

To successfully deliver a speech, you need to pay attention to other aspects as well. For example, you can make effective use of your voice and body language to convey a message clearly and vividly. You may also need to use some visual aids such as slides to help your audience understand you better.

In later units of this book series, you will find detailed introductions to these key elements of public speaking. The following shows the arrangement of these key elements.

## BOOK 3

### UNIT

- 1 Introduction to public speaking
- 2 Micro-skills: Overall organization of a speech
- 3 Micro-skills: Effective language use in public speaking
- 4 Micro-skills: Delivering a speech
- 5 Informative speeches
- 6 Special occasion speeches: Acceptance speeches

## BOOK 4

- 1 Persuasive speeches: Methods of persuasion
- 2 Persuasive speeches: Organizational pattern (I)
- 3 Persuasive speeches: Organizational pattern (II)
- 4 Impromptu speeches
- 5 Special occasion speeches: Formal toast speeches
- 6 Special occasion speeches: Farewell speeches



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

### Teaching tips

To help students understand public speaking better, the teacher can pose several questions for them to discuss in groups. For example:

- Why is learning public speaking important?
- On what occasions might someone be asked to make a speech?
- Does having good oral English skills guarantee the ability to make successful public speeches in English? Why or why not?
- What are the purposes of public speaking? Considering these purposes, what types of public speeches do you know?
- What are the qualities of a good public speaker?
- Why is it important to be an ethical speaker, and how can one be an ethical speaker?

## 1 Read the speech on the importance of details.

# Success is in the details

- 1 Before I start, I would like you to imagine a scenario. Suppose your boss asks you to make a presentation on your most recent project, and you are determined to make it a success. After all, it's a great chance for you to showcase your abilities and catch attention. You stay up all night preparing for it. The next day, you walk into the meeting room, which is filled with an expectant audience. Your presentation is all ready to go. You feel good. As you begin your presentation, you can even visualize a big round of applause from the audience.
- 2 Then suddenly, you notice a silence. You wonder why. As you turn to look at your slides, you immediately notice some stark spelling mistakes. You feel bad. Throughout the entire presentation, you are embarrassed and apologize each time a spelling error occurs. The presentation turns out to be a failure.
- 3 In real life, people want to succeed in the things they do. So, they make every effort to grasp the big things. They assume that as long as they take care of the big things, everything else will fall into place on its own. However, that is simply not the case. While the big things are important, success actually depends on the minute details. Countless examples have proven that once you learn to perfect the little things, you put yourself on the path to success.
- 4 You can never deny that many big things start small. Mountains are essentially a collection of tiny grains of sand. Humans and animals originate from invisible cells. Revolutions and great inventions begin as simple ideas. Without these small things, nothing big can come into existence.
- 5 You can never deny either that small acts of kindness, such as a smile, a word of thanks,





### Teaching tips

The speech and the following exercises are designed to help students better understand what is introduced in this unit, particularly the structure and features of a speech. Before students read the speech, the teacher can ask them to read the questions in Exercises 2 and 3 first. These questions will help them learn how to write a speech. The teacher can also assign the exercises as homework so that students have more time to work on them.

Given that some of the exercises relate to language features and methods of developing arguments in speeches, the teacher can help students recall different types of rhetorical devices (e.g. simile, metaphor, parallelism, repetition, antithesis, etc.) and what they have already learned about strategies for presenting an argument (e.g. telling stories, using quotes, providing statistics, asking questions, etc.).

or a piece of feedback, can have a positive impact on others and will, in turn, affect your level of success. Saying “hello”, “thank you”, “may I help you”, and “have a nice day” are all small gestures of kindness. Yet, for many shoppers, it is these small friendly gestures that often make them remember and return to a particular store.

6 You will definitely agree that job seekers, no matter how qualified they are, must ensure that their résumés are accurate and error-free to have a chance of an interview. Retailers, no matter what premium (优质的) goods they have, must ensure that their displays of goods and strategies of customer engagement are carefully designed to encourage return visits. Food products, no matter how tasty they are, must be visually appealing to attract potential customers.

7 You may have also realized that the success of a marriage or relationship comes from your daily efforts to offer small and unexpected gestures of love, respect, and appreciation to your special someone. These little things will help you build a strong relationship and handle many of the complaints your partner might have.

8 In a word, greatness often comes from small beginnings. The neglect of details deprives us of the chances of success. We need to take care of the big things, such as setting clear goals for ourselves or our organizations and establishing strategic plans. But we cannot ignore the details because it is these details that will help us succeed.

## 2 Answer the questions.

- 1 What is the objective of the speech?
- 2 Who is likely to be the audience of the speech?
- 3 What are the language features of the speech? What rhetorical devices are used in the speech?

## 3 How is the speech structured? Complete the outline by checking (✓) the correct answers.

**Introduction:** Para. 1 to Para. 3

The speaker draws the audience’s attention to the topic by using statistics / presenting a scenario / telling an anecdote and then introduces the central idea.

**Body:** Para. 4 to Para. 7

The speaker provides some stories / examples / statistics to support the central idea.

**Conclusion:** Para. 8

The speaker reinforces the central idea by repeating the arguments / introducing a related topic for reflection / providing a summary and a call to action.

## 2 Reference answers

- 1 To convince the audience that success depends largely on attention to details.
- 2 The speech is broadly aimed at individuals striving for success in various fields.
- 3 The speech is characterized by short, simple words and sentence structures. The rhetorical devices used in the speech include:

### **Parallelism:**

You will definitely agree that job seekers, no matter how qualified they are, must ensure that their résumés are accurate and error-free to have a chance of an interview. Retailers, no matter what premium goods they have, must ensure that their displays of goods and strategies of customer engagement are carefully designed to encourage return visits. Food products, no matter how tasty they are, must be visually appealing to attract potential customers. (Para. 6)

### **Repetition:**

“You can never deny” in Para. 4 and Para. 5

### **Contrast:**

In a word, greatness often comes from small beginnings. (Para. 8)

## 3 Answers

**Introduction:** Para. 1 to Para. 3

The speaker draws the audience’s attention to the topic by presenting a scenario and then introduces the central idea.

**Body:** Para. 4 to Para. 7

The speaker provides some examples to support the central idea.


**Conclusion:** Para. 8

The speaker reinforces the central idea by providing a summary and a call to action.

# Further listening

## Conversation



 Listen to the conversation and complete the exercises on Ucampus.

### New words

**grade point average** *n.* 平均学分绩点      **tutor** /'tju:tə/ *vt.* 指导

**humanities** /hju'mænɪtɪz/ *n.* [pl.]

人文学科

## Passage



 Listen to the passage and complete the exercises on Ucampus.

### New words

**justifiably** /'dʒʌstəfaɪəbəli/ *ad.* 有理  
由地

**radiate** /'reɪdiət/ *vi.* 散发; 流露; 焕发

**magnet** /'mæɡnɪt/ *n.* 磁铁; 吸铁石

**integrity** /ɪn'tegrəti/ *n.* 正直诚实

## Lectures



 Listen to two lectures and complete the exercises on Ucampus.

### New words

#### Lecture 1

**convinced** /kən'vɪnst/ *a.* 确信的;  
信服的

**psychologist** /saɪ'kɒlədʒɪst/ *n.* 心理学家

**embark** /ɪm'bɑ:k/ **on** 开始, 着手  
(新的或艰难的事情)

**stamina** /'stæməni/ *n.* 耐力; 毅力

**sprint** /sprɪnt/ *n.* 短跑比赛

**mindset** /'maɪndset/ *n.* 思维模式

#### Lecture 2

**procrastination** /prə'kræstə'neɪʃən/  
*n.* 拖延; 耽搁

**overwhelm** /,əʊvə'welɪm/ *vt.*  
(感情上) 使不知所措

**hinder** /'hɪndə/ *vt.* 阻碍; 妨碍

**crucial** /'kru:ʃəl/ *a.* 至关重要的;  
关键性的

**notification** /,nəʊtɪfɪ'keɪʃən/ *n.* 通知

**cue** /kju:/ *n.* 提示; 暗示

**burnout** /'bɜ:naut/ *n.* 精疲力竭; 过度  
劳累

**calendar** /'kæləndə/ *n.* 日程表

**fulfilling** /fʊl'fɪlɪŋ/ *a.* 令人满意的

# Further listening

## Teaching tips

This section is specifically designed for self-study on Ucampus, featuring four audio recordings, each followed by several multiple-choice exercises. Encourage students to complete them independently after class. Alternatively, the teacher can play the audio in class and have students finish the exercises on Ucampus using their phones. The accuracy rate will be shown immediately, allowing the teacher to provide more targeted feedback and support.

## Conversation

### Scripts

**W:** Thanks for meeting with me, Dr. Pearl. I need your permission to drop your class, Literature and Writing.

**M:** It's only the second week of class, Stacey. Why are you giving up so quickly? We've only written one essay so far, and you won't get your grade back until next Wednesday!

**W:** I know, sir. But as a third-year engineering student, I don't want to risk lowering my grade point average by scoring poorly in a writing class!

**M:** OK ... What's worrying you?

**W:** I spent two weeks reading *Great Expectations*, and then it took me 10 hours to write the three-page essay. Well, engineering courses are more important to me and relatively easier. But a writing course ... I don't know. I'll just take a film class next semester, which is not hard at all – a two-paragraph review for each film. That will cover my humanities requirements.

**M:** OK, Stacey, listen: In college, I was the opposite. Math was hard; literature was easy. But later, when I opened my coffee shop, The

Found Librarian, math helped me!

**W:** Wait! You own The Found Librarian? That's our favorite coffee place. We go there every week for coffee and dessert.

**M:** Yeah, that's my shop. Stacey, let's reconsider. Success in life needs a variety of skills. Humanities majors need math. Engineering majors need writing skills. This writing class will serve you well. Go to the University Writing Center and sign up for free tutoring. Then, stop by my office each Friday at 11 a.m., and I'll work with you. I'm sure you can succeed in becoming a good writer. A good deal?

**W:** Yes! Thank you, Dr. Pearl!

### Exercises


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

- Why does Stacey come to Dr. Pearl's office?  
A To get permission for sick leave.  
 B To get permission to quit his class.  
C To get permission to attend his class.  
D To get permission to get her essay back.
- What is worrying Stacey about her studies?  
A She cannot take a film class next semester.  
B She cannot cover her humanities requirements.  
 C She feels that the writing course is too challenging.  
D She feels that passing an engineering course is difficult.
- What does Dr. Pearl suggest Stacey do?  
 A Sign up for free tutoring in writing.  
B Work with him at his office every day.  
C Go to the University Writing Center each Friday.  
D Work with him at The Found Librarian every day.
- What is Dr. Pearl's attitude toward Stacey?  
 A Patient.  
B Satisfied.  
C Indifferent.  
D Disappointed.

# Further listening

## Conversation



 Listen to the conversation and complete the exercises on Ucampus.

### New words

**grade point average** *n.* 平均学分绩点      **tutor** /'tju:tə/ *vt.* 指导

**humanities** /hju'mænɪtɪz/ *n.* [pl.]

人文学科

## Passage



 Listen to the passage and complete the exercises on Ucampus.

### New words

**justifiably** /'dʒʌstəfaɪəbəli/ *ad.* 有理  
由地

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## Lectures



 Listen to two lectures and complete the exercises on Ucampus.

### New words

#### Lecture 1

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信服的

**psychologist** /saɪ'kɒlədʒɪst/ *n.* 心理学家

**embark** /ɪm'bɑ:k/ **on** 开始, 着手  
(新的或艰难的事情)

**stamina** /'stæməni/ *n.* 耐力; 毅力

**sprint** /sprɪnt/ *n.* 短跑比赛

**mindset** /'maɪndset/ *n.* 思维模式

#### Lecture 2

**procrastination** /prə'kræstə'neɪʃən/  
*n.* 拖延; 耽搁

**overwhelm** /'əʊvə'welɪm/ *vt.*  
(感情上) 使不知所措

**hinder** /'hɪndə/ *vt.* 阻碍; 妨碍

**crucial** /'kru:ʃəl/ *a.* 至关重要的;  
关键性的

**notification** /,nəʊtɪfɪ'keɪʃən/ *n.* 通知

**cue** /kju:/ *n.* 提示; 暗示

**burnout** /'bɜ:naut/ *n.* 精疲力竭; 过度  
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**calendar** /'kæləndə/ *n.* 日程表

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## Passage

### Scripts

Nothing fosters success better than confidence. When you are truly and justifiably confident, it radiates from you like sunlight and attracts success to you like a magnet. It's so important to believe in yourself – to believe that you can achieve anything under any circumstances. If you believe you can, you really will. This belief just keeps you striving for success, and soon enough, you will achieve it. Confidence is more than an attitude. It comes from knowing exactly where you are going and how to get there. It comes from a strong sense of purpose. It comes from a firm commitment to taking responsibility, rather than just letting life happen.

One way to develop confidence is to do the things you fear and get a record of successful experiences. Confidence isn't just thinking you can do something; it's believing you can do it and realizing that you are capable of accomplishing anything you set your mind to. Note that confidence should not be confused with self-importance. Self-importance is born out of fear and insecurity, while confidence comes from strength and integrity.

With confidence, persistent effort, determination, and commitment, it's possible to achieve anything. If your life is not what you long for, remember that you have the power to change it. You should make changes on a daily basis. Live with your goals; live each moment with your priorities in mind, and you will have the life you desire.

### Exercises

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

- 1 What can we learn about confidence from the passage?  
 A It keeps us striving for success.  
B It is just an attitude toward life.

- C It needs justification from other people.
  - D It can help us find our sense of purpose.
- 2 How can we develop confidence, according to the passage?  
 A By doing the things we fear.  
B By learning from our failures.  
C By knowing more about ourselves.  
D By avoiding the feeling of insecurity.
- 3 What should we do if our life is not what we long for?  
A Avoid making hasty decisions.  
 B Make changes on a daily basis.  
C Reassess our goals and strategies.  
D Be patient with life and see what happens.

## Lecture 1

### Scripts

When I was 27 years old, I made the decision to take up a challenging job: teaching. I went to teach seventh graders math in a public school. Like any other teacher, I made quizzes and tests and gave out homework assignments. When the work came back, I calculated grades.


What struck me was that IQ was not the only difference between my highest-performing students and those who faced challenges. I found that some of my smartest kids were not doing well in school, and some of my best students did not have extraordinary IQ scores. That got me thinking. The kinds of things you need to learn in seventh-grade math are hard, of course. But they are not impossible, and I was firmly convinced that every student could learn the material if they worked hard and long enough.

So I went to graduate school to become a psychologist. I embarked on a journey of studying individuals in all kinds of challenging environments to understand what contributes to their success. After numerous studies, I found that

# Further listening

## Conversation



 Listen to the conversation and complete the exercises on Ucampus.

### New words

**grade point average** *n.* 平均学分绩点      **tutor** /'tju:tə/ *vt.* 指导

**humanities** /hju'mænɪtɪz/ *n.* [pl.]

人文学科

## Passage



 Listen to the passage and complete the exercises on Ucampus.

### New words

**justifiably** /'dʒʌstəfaɪəbəli/ *ad.* 有理  
由地

**radiate** /'reɪdiət/ *vi.* 散发; 流露; 焕发

**magnet** /'mæɡnɪt/ *n.* 磁铁; 吸铁石

**integrity** /ɪn'tegrəti/ *n.* 正直诚实

## Lectures



 Listen to two lectures and complete the exercises on Ucampus.

### New words

#### Lecture 1

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信服的

**psychologist** /saɪ'kɒlədʒɪst/ *n.* 心理学家

**embark** /ɪm'bɑ:k/ **on** 开始, 着手  
(新的或艰难的事情)

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**sprint** /sprɪnt/ *n.* 短跑比赛

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grit consistently emerged as a strong predictor of success.

Grit is passion and perseverance for very long-term goals. Grit is having stamina. Grit is sticking with your future for years and working really hard to make that future a reality. Grit is living life like it's a marathon, not a sprint.

To me, the most shocking thing about grit is how little we know about it and how little science knows about building it. So far, the best idea I've heard about building grit in kids is something called "growth mindset", the belief that the ability to learn is not fixed and can improve with effort. Studies have shown that when children understand how the brain grows and changes in response to challenges, they're more likely to persevere after they fail, because they don't believe that failure is a permanent condition.

So growth mindset is a great idea for building grit. But we need more ideas and research. And that's the work that stands before us. We need to measure whether we've been successful, and we have to be willing to fail, to be wrong, and to start all over again with lessons learned. In other words, we need to be gritty about getting our kids grittier.

## Exercises

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

- 1 What did the speaker discover when teaching math in a public school?  
A Some students could not finish homework assignments.  
B Seventh-grade math was very difficult for most students.  
C Every student could work hard to understand the material.  
 D IQ wasn't the only factor that influenced students' performance.
- 2 What topic interested the speaker as a psychologist?  
A Challenges and mental health.  
B IQ and academic performance.

Factors contributing to success.

D Mental health and environment.

3 What does the speaker say about grit?

We have little knowledge about how to build it.

B Grit means living life passionately like it's a sprint.

C It's better to develop grit in students at a younger age.

D Students' grit can improve as their learning ability grows.

## Lecture 2

### Scripts

Today, I would like to address a universal issue that affects us at some point in our lives: procrastination. It's common for many of us to delay important tasks, thinking we will handle them later, but this often makes us feel overwhelmed with stress as deadlines approach. Now, let's examine the harmful effects of procrastination and explore effective strategies to overcome it.

Procrastination can have damaging effects on our lives. When we delay tasks, we compromise our overall productivity. Procrastination limits our ability to reach our full potential, as it weakens our motivation, efficiency, and the quality of our work. As a result, we become trapped in a cycle of anxiety and self-doubt, which hinders our personal growth.


So, how can we overcome this habit? The key lies in understanding the root causes of procrastination and applying strategies to deal with it. Here are three effective strategies that we can follow:

First, we should set clear goals and prioritize tasks. It is essential to establish goals that are clear, specific, and achievable. Try to break down tasks into smaller, manageable steps and prioritize them based on urgency and importance.

# Further listening

## Conversation



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人文学科

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This not only provides clarity but also ensures that we focus on the most crucial tasks first. By organizing our responsibilities in this way, we can eliminate the overwhelming feeling that often leads to procrastination.

Second, we should create a structured environment. Our environment can greatly influence our ability to stay focused and motivated. Try to minimize distractions by turning off phone notifications and creating an organized workspace. It is also a good idea to surround ourselves with visual cues that strengthen our goals, such as inspirational quotes or motivational images. This can enhance concentration and help resist the urge to procrastinate.

Third, we should utilize time management techniques. Explore techniques like the Pomodoro Technique, which involves working in focused intervals followed by short breaks. This method enhances productivity, minimizes burnout, and adds a sense of urgency that discourages procrastination. Furthermore, learn to utilize tools such as to-do lists, calendars, and task management apps for better time management.

Remember, success is not achieved overnight; it is the result of consistent effort. By sticking to these strategies, we can overcome procrastination and pave the way for a more productive and fulfilling life. Together, let's conquer this harmful habit and embrace success.

## Exercises

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

- 1 What can we learn about procrastination from the lecture?
  - A It traps us in a cycle of regrets.
  - B It weakens our motivation and efficiency.
  - C It limits our overall creativity in the long run.
  - D It affects our emotional health in the long run.
- 2 What is the benefit of breaking down tasks into smaller steps?
  - A It can reduce the stress of our work.
  - B It can help us set clear and specific goals.
  - C It enables us to prioritize the achievable tasks.
  - D It allows us to focus on the most important tasks first.
- 3 How can we enhance our concentration?
  - A By surrounding ourselves with visual cues.
  - B By setting both short-term and long-term goals.
  - C By building a comfortable and cheerful atmosphere.
  - D By playing motivational and inspirational background music.
- 4 What can we learn about the Pomodoro Technique from the lecture?
  - A It is an effective technique for time management.
  - B It can enhance productivity by reinforcing our goals.
  - C It adds a sense of urgency by increasing stress levels.
  - D It is a strategy used to improve our sense of accomplishment.

---

# Wrapping up

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

	OK	Needs work
I can talk about success.	<input type="checkbox"/>	<input type="checkbox"/>
I can listen for specific information skillfully.	<input type="checkbox"/>	<input type="checkbox"/>
I can talk about my challenges / achievements in a clear and detailed manner.	<input type="checkbox"/>	<input type="checkbox"/>
I have gained a basic understanding of the importance, types, and stages of public speaking.	<input type="checkbox"/>	<input type="checkbox"/>

---

# Unit test



Scan the code and take the unit test on Ucampus.