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Unit

1

How we behave is who we are

Learning objectives

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





Opening up

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



Opening up

Reference answers

annoying behavior: talking loudly in public places, interrupting others in conversations, invading personal space, complaining endlessly, spreading rumors about others, often being late for class, using offensive language

cooperative behavior: helping people on your team, contributing ideas to your group, participating actively in discussions, listening carefully to your team members, fulfilling group tasks on time

violent behavior: verbal or physical threats, physical fighting, assaulting / punching / kicking / hitting others, bullying, cyberbullying

polite behavior: expressing thanks to people who helped you, being punctual, holding the door open for others, offering your seat to someone in need, listening attentively to and showing interest in what others have to say

Teaching tips

Allow students five minutes to work together, and then ask them for feedback. To help students understand what they should do, you can give them one example first. For example, you can say *Helping people on your team is an example of cooperative behavior.*

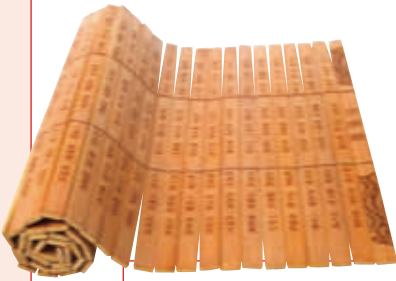
Listening to China

Before you listen

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

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

a 不学礼，无以立。 b 己所不欲，勿施于人。 c 人而无信，不知其可也。



Listening skills

Identifying the meaning of a new word or term

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

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

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

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

Taking in

Listening to China

Before you listen

1 Reference answers

1 b 2 c 3 a

- 1 The first quote encourages empathy and compassion, promoting the virtue of treating others with kindness and fairness.
- 2 The second quote highlights the importance of dependability and the harmful consequences of unreliability in individuals, promoting such virtues as trustworthiness, accountability, and consistency.
- 3 The third quote emphasizes the crucial role that etiquette and proper behavior play in shaping and establishing one's character, promoting virtues such as politeness, courtesy, respect, and self-discipline.

Listening skills

Identifying the meaning of a new word or term

Sometimes, a speaker assumes that a word or term may be unfamiliar to the listeners. To assist the listeners, the speaker often explains the meaning of the new word or term through some commonly used methods.

Firstly, when a new word or term appears, the speaker may explain it in the next few words. For example:

The purpose of the first lesson is for students to discover that etymology, the study of the origins and historical development of words, can be fascinating.

Secondly, the speaker may give some signal words or expressions before explaining a new word or term. Besides the ones mentioned in the Student's Book, such signal words or expressions can also be *refer to, convey, represent, indicate, imply, suggest, in other words, be described as, highlight the importance of, that is to say, to put it simply*, etc. For example:

- *Elite sport refers to high-level sports that involve people who are highly skilled and competitive.*
- *The instructions were ambiguous. In other words, they were not very clear.*

Another type of signal words or expressions likely used to clarify meaning are those that show contrasts, such as *however, but, nevertheless, conversely, whereas, unlike, as opposed to, despite*, etc. This means through an opposite idea provided by the speaker, we can figure out the meaning of the new word or term. For example:

- *Most of us concurred, however, Linda disagreed.*
- *Despite the fact that he is illiterate, he has managed to achieve great success in his chosen field through hard work.*

Thirdly, examples can be used as important clues for guessing the meaning of unfamiliar words or terms. For instance:

The consequences of epochal events such as wars and great scientific discoveries are not confined to small geographical areas.

In this sentence, *wars* and *great scientific discoveries* are examples of *epochal events*. Through the two examples, we can infer that the meaning of *epochal* could be "highly significant or important".

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

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



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

While you listen



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

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

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

New words

Confucianism

/kən'fju:ʃənɪzəm/
n. 儒家思想; 孔子学说

advocate /'ædvəkeɪt/
v. 提倡; 主张

benevolence
 /bə'nevələns/ *n.*
 仁爱; 和善

righteousness
 /'raɪtʃəsənəs/ *n.*
 正直; 正义

propriety /prə'praɪəti/
n. (行为的) 得体, 妥当

etiquette /'etɪket/ *n.*
 礼仪; 礼节

stability /stə'bɪləti/ *n.*
 稳固; 稳定

Next, students will listen to a passage about the Five Constant Virtues proposed by Confucianism. In Exercise 2, students should identify the meaning of the five virtues to complete the table.

While you listen

Scripts

Moral virtues hold a central position in Confucianism, and are considered the basic principles of human behavior and the foundation for a just and harmonious society. The Five Constant Virtues, also known as the Five Constants or *Wuchang*, advocated by Confucianism, are *ren*, *yi*, *li*, *zhi*, and *xin*.

Ren, or benevolence, is the most important virtue treasured by Confucianism. It means showing genuine concern and being kind and caring toward others. According to Confucius, if we all practice *ren*, we could have a peaceful and happy society.

Yi, or righteousness, is also regarded as an important virtue in Confucian thought. It emphasizes the pursuit of justice and moral integrity. According to Confucius, righteousness is essential for achieving personal goodness, as well as maintaining social fairness and justice.

Li, or propriety, is the third important virtue encouraged by Confucianism. It is about proper conduct and behavior in different social settings. In Confucian ethics, if we are polite and observe proper etiquette toward others, we can build relationships of mutual respect and trust.

Zhi, or wisdom, is the fourth essential virtue of Confucianism. It highlights the importance

of knowledge, learning, and critical thinking. In Confucianism, the pursuit of wisdom and education plays a key role in achieving personal growth and social advancement.

Xin, or faithfulness, is also an essential virtue promoted by Confucianism. It involves being loyal, honest, and trustworthy in all aspects of life. In Confucian philosophy, faithfulness is indispensable in building strong personal relationships and long-term social stability.

The Five Constant Virtues were developed over two thousand years ago, yet they remain as important today. By cultivating moral virtues such as *ren*, *yi*, *li*, *zhi*, and *xin*, individuals can lead an ethical life and contribute positively to society.

2 Answers

- 1) concern
- 2) caring
- 3) justice
- 4) integrity
- 5) conduct
- 6) polite
- 7) proper
- 8) wisdom
- 9) knowledge
- 10) critical thinking
- 11) faithfulness
- 12) loyal
- 13) trustworthy

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

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

After you listen

4 Work in pairs and discuss the questions.

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



Scan the code for
Viewing China.

3 Answers

1 c 2 e 3 a 4 b 5 d

After you listen

4 Reference answers

1 There are several reasons why the Five Constant Virtues of Confucianism remain relevant and important today.

Firstly, these virtues embody fundamental moral and ethical values. By actively practicing them, individuals can nurture positive qualities within themselves and cultivate stronger personal relationships. This, in turn, contributes to a more harmonious and cohesive society.

Secondly, embracing these virtues not only helps preserve and uphold our cultural heritage but also fosters a strong sense of cultural identity in ourselves. By adhering to these values, we contribute to the continuity of our cultural traditions and reinforce the significance of our cultural values.

Thirdly, the principles underlying these virtues resonate with values that can be found across different cultures. These virtues have the power to foster intercultural understanding, dialogue, and cooperation, particularly in our increasingly interconnected world.

Therefore, through recognizing the enduring relevance of the Five Constant Virtues advocated by Confucianism, we can actively incorporate them into our lives, thereby promoting personal growth, social harmony, and a more inclusive and compassionate global community.

2 Here are a few examples I can think of:
I often practice the virtue of *ren* in my daily life. I genuinely care about the well-being and happiness of those in need. I actively seek

out opportunities to assist my roommates or classmates, sharing helpful resources and offering guidance whenever possible. Also, I regularly volunteer at a local nursing home after I started college, spending time with the elderly residents and providing emotional support.

I always uphold the virtue of *yi*, or moral integrity. Last semester, when a classmate was wrongfully accused of misconduct, I stood up for him, seeking justice and advocating for fairness.

When I work together with others on a project, I often actively listen to them, valuing different perspectives and engaging in constructive dialogue. In this way, I try to promote understanding and harmony within the team, as well as enhance the quality of our project. I believe this demonstrates the virtue of *li*, or proper etiquette.

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

2 Read the program information and answer the questions.

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



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

Viewing world cultures

Before you view

1 Reference answers

- 1 I am familiar with two different types of handshakes. In China, when people shake hands, they take hold of each other's right hand strongly (or softly). In the Republic of Korea, people often have a two-handed handshake, and they do so either with both hands clasping the other person's hands, or with the left hand on their right wrist or elbow. I think this is mainly due to cultural differences.
- 2 People shake hands in various circumstances, such as in business settings, or when meeting someone for the first time, greeting a friend after not seeing each other for a long time, offering congratulations, or saying goodbye. People shake hands as a way of confirming friendship, showing respect, establishing trust, building connection, or demonstrating professionalism and confidence.
- 3 I usually use my hand(s) to express these messages in the following ways:
 - a I raise the thumb of my right hand.
 - b I clap my hands.
 - c I raise my right hand and extend my fingers out fully pointing upward with my palm facing outward. Or I raise the index finger of my right hand and put it under the palm of my left hand.
 - d I wave my right hand.
 - e I press my palms together in front of my chest and move them back and forth quickly for several times.
 - f I stretch my right hand forward and move the fingers toward myself a few times, with the palm facing upward.

2 Reference answers

- 1 Desmond Morris is widely known for his study of human behavior, customs, and rituals, and his writings in the area.
- 2 He was originally a zoologist.
- 3 In this video clip, he talks about greeting customs and the meanings of different gestures.

New words

gesticulate /dʒe'stɪkjələrt/ *vi.*

(讲话时) 做手势

palm /pɑ:m/ *n.* 手掌

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

posture /'pɒstʃə/ *n.* (坐或立的) 姿势, 仪态

elaborate /ɪ'læbəreɪt/ *a.* 复杂的; 详尽的

Mali /'mɑ:li/ 马里 (西非国家)

clasp /kla:sp/ *vt.* 握紧; 擦紧

Morocco /mə'rɒkəʊ/ 摩洛哥 (北非国家)

Kurdish /'kɜ:diʃ/ *a.* 库尔德人的

ritual /'rɪtʃuəl/ *n.* 惯例; 老规矩

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

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

screw /skru:/ *n.* 螺 (丝) 钉

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

skull /skʌl/ *n.* 脑袋; 头脑

While you view



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

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

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

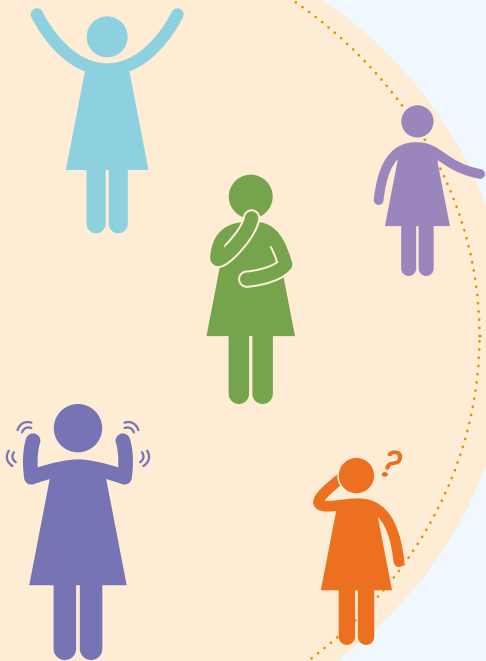
4 Read the statements and check (✓) the true ones according to the video clip.

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

After you view

5 Work in pairs and discuss the questions.

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



While you view

Scripts

Desmond Morris:

Back in the late 1960s, I was sitting in this very restaurant on the island of Malta, talking to my publisher. I drew his attention to the fact that, over the other side of the road, there were two men who were gesticulating in a particular way. The way they were holding their palms to one side was fascinating me, and he said, “You know, you look at people the way that a bird-watcher looks at birds,” and I said, “Yeah, I suppose you could call me a ‘man-watcher’.”

As soon as I said it, it was as if I’d fired a starting gun on a major new project, one that was to engross me for many years to come and take me to over 60 different countries. I was going to do for actions what dictionary makers had done for words. I began making huge charts naming every facial expression, every gesticulation, every movement, (and) every posture. I kept at it for month after month.

One of the first problems I encountered was that even the simplest human action, such as the handshake, has countless variations.

Sometimes it’s reduced to a mere palm touch, as with these Masai elders in East Africa. But in other countries, it becomes more elaborate. In Mali in West Africa, the handshaker briefly touches his own forearm as the palms clasp.

In Morocco, the handshakers kiss one another’s hands at the same time as clasping them. And in Türkiye, these Kurdish farmers have taken this simple action and converted it into what amounts to a minor ritual. It’s the local rule that they can’t start bargaining until they’re shaking hands, and they have to keep on doing so until the deal is struck.

The essential feature of handshaking is that it’s an egalitarian act. Regardless of their social standing,

the two people involved are momentarily performing identical actions.

Despite their variations, all these greetings have one thing in common: They’re all fine-tuned to the precise context in which they occur.

Because a single message is given in a different way in different countries – the crazy sign: How do you say to somebody, “You’re crazy”? Well, here in Rome, you do this, but in England, I would probably do this – the temple screw, saying he’s got a screw loose – or I might say his brain is going round and round, or I might tap my head, saying, “What does he think he’s got inside his skull?”

In some countries, you do it with two hands; it varies from place to place and, if you go to Japan, you have to be careful, because if you do it this way, it means he’s intelligent; you have to do it in an anticlockwise direction in Japan if you want to say that somebody is crazy. So, all over the world, the same message is given in a slightly different way.

3 Reference answers

- 1 Because he was fascinated with their body language.
- 2 A “man-watcher”.
- 3 Over 60 countries.
- 4 The different ways of shaking hands and the different ways of saying “You are crazy”.

4 Answers

- 1 (He explains the meanings of people’s actions just as dictionaries explain the meanings of words.)
- 2
- 3 (In Türkiye, Kurdish people shake hands when they start bargaining and can’t stop until a deal is struck.)
- 4

New words

gesticulate /dʒe'stɪkjələrt/ *vi.*

(讲话时) 做手势

palm /pɑ:m/ *n.* 手掌

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

posture /'pɒstʃə/ *n.* (坐或立的) 姿势, 仪态

elaborate /ɪ'læbəreɪt/ *a.* 复杂的; 详尽的

Mali /'mɑ:li/ 马里(西非国家)

clasp /kla:sp/ *vt.* 握紧; 擦紧

Morocco /mə'rɒkəʊ/ 摩洛哥(北非国家)

Kurdish /'kɜ:diʃ/ *a.* 库尔德人的

ritual /'rɪtʃuəl/ *n.* 惯例; 老规矩

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

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

screw /skru:/ *n.* 螺(丝) 钉

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

skull /skʌl/ *n.* 脑袋; 头脑

While you view



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

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

- 1 Why was Morris interested in observing people?
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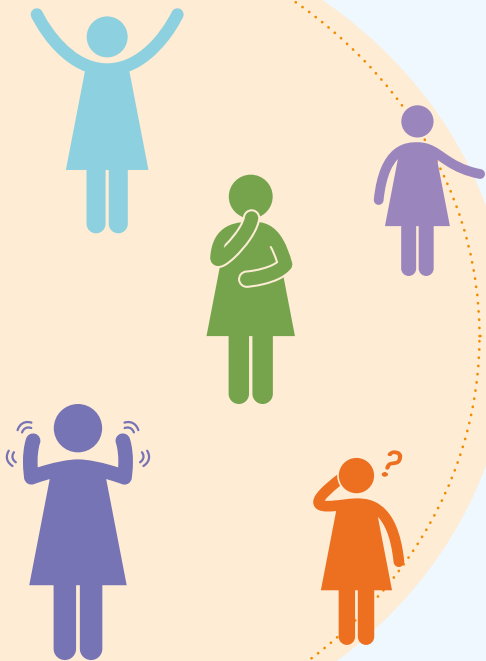
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- 6 In Japan, you can say somebody is intelligent by turning your index finger in an anticlockwise direction.

After you view

5 Work in pairs and discuss the questions.

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



- 5 (The different forms of greeting in the world have one thing in common: They're all appropriate to the occasion on which they occur.)
- 6 (In Japan, you can say somebody is intelligent by turning your index finger in a clockwise direction.)

After you listen

5 Reference answers

- 1 There are a few ways to learn how to do it properly. You can start by asking yourself: Where is the person from? What do I know about their culture? If you really know nothing, you can watch other people and see how they greet the person. Sometimes, you can simply follow your host – the person whose home you are in or who organizes the event. But if you do make a mistake, there is no need to worry. The most important thing is your friendly attitude!
- 2 Yes. For example, in Chinese culture, when we greet someone, especially a stranger, we traditionally only shake hands with them. We don't kiss the person on the cheek, hand, or forehead. Additionally, in Chinese culture, when presenting or receiving a gift, it is customary to use both hands. This is considered a sign of respect, which is important for foreign visitors to know, too.

Watching street interviews



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

New words

impersonal

/ɪmˈpɜːsənəl/ *a.* 没有人情味的; 冷漠的

conscience /ˈkɒnʃəns/

n. 良知; 良心

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



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

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



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



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



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



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

Watching street interviews

1 Reference answers

In the podcast, people are interviewed about good and bad behavior. They are asked to give a recent example of good or bad manners they experienced, and talk about whether people's attitude toward behavior changes as they get older.

Part 1

Scripts

P = Presenter

P: Hello. City life can be quite impersonal, so I try to smile at people and thank them whenever they behave kindly, but some forms of anti-social behavior really do get on my nerves. Today I'm talking to people about good and bad behavior. Give a recent example of when you experienced good or bad manners.

2 Reference answers

- 1 To him, city life can be quite impersonal.
- 2 When people behave kindly.
- 3 He feels very much annoyed by it.
- 4 About good and bad behavior.

Teaching tips

Before students watch the podcast, you can explain the word "impersonal" to them so that they can understand the podcast better.

Part 2

Scripts

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

M1: The other day, just as an example, um, recent lack of manners, I think, was in a ... a local park and, er, there was a rubbish bin

nearby, but that person, instead of taking the extra effort to just simply walk over and drop it in, decided carelessly to just drop their rubbish on the ground where they were.

- M2:** I travel a lot on the trains and things like that, so I find, increasingly, the actual noise on trains from people using mobile phones, things like that, really.
- W1:** Well, recently, it's ... I've seen it a few times, you know, when, when you're shopping or when you're in a restaurant and you're trying to ... and you're speaking to the person that's serving you and maybe somebody else, they're on their phone, or they're not really paying attention. You see that quite a lot, I think, in London particularly.
- W2:** On the bus this morning, when an old gentleman got on, and someone got up to give him a seat.

3 Answers

- 1 (He was in a park recently and saw a person drop their rubbish on the ground though there was a rubbish bin nearby.)
- 2
- 3 (She thinks it's bad manners when the person who is serving customers in a shop or restaurant uses their phone.)
- 4

Teaching tips

After students check the true statements, you can ask them to provide reasons for the statements they judge to be false.

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



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



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



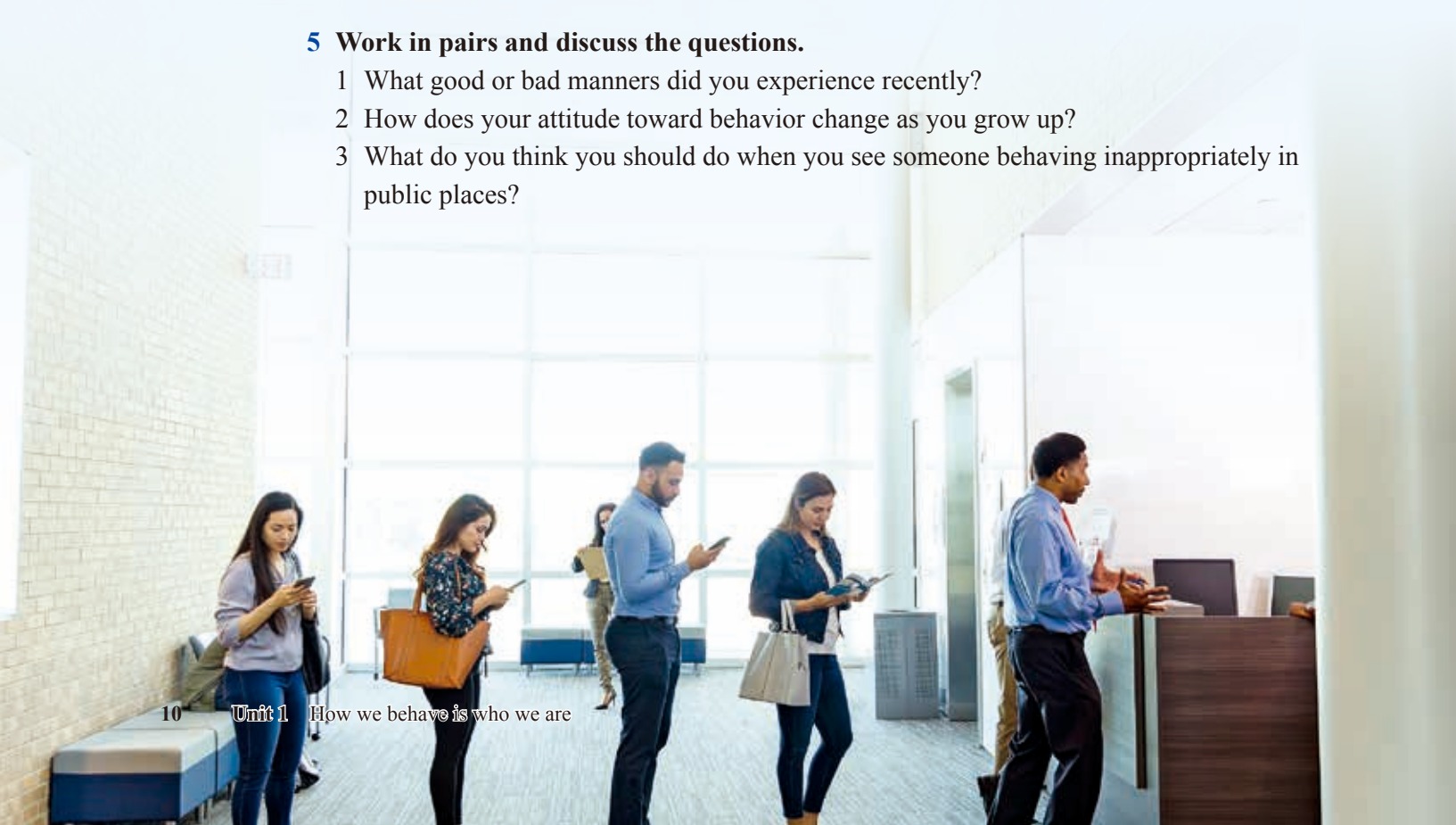
I suppose so. I suppose we learn how to be more tolerant of it. Um, we can be, probably, more 5) _____ of it because we've probably had it all of our lives and we want it to, sort of, 6) _____, but I think we learn how to, sort of, either 7) _____ from it or ignore it, that sort of things.



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

5 Work in pairs and discuss the questions.

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



Part 3

Scripts

- P:** Do you think our attitude towards behavior changes as we get older?
- W1:** Yeah, I think it does. I think as you get older, you become, probably, a bit more intolerant of certain sort of anti-social behavior and, as, when you're younger, you're probably not as aware of it.
- M3:** I think the older people, er, definitely appreciate manners, good behavior, and a good attitude.
- M2:** I suppose so. I suppose we learn how to be more tolerant of it. Um, we can be, probably, more short-tempered of it because we've probably had it all of our lives and we want it to, sort of, come to an end, but I think we learn how to, sort of, either walk away from it or ignore it, that sort of things.
- W3:** Yeah, definitely.
- W4:** It becomes more important as you get older. You have to impress more people, therefore, be more polite.
- W3:** Yeah, and you gain a conscience as you get older as well. As kids, like, you just say whatever you want to each other, kids, but you kind of realize what you can and can't say as you get older.

4 Answers

- 1) intolerant
- 2) aware of
- 3) appreciate
- 4) attitude
- 5) short-tempered
- 6) come to an end
- 7) walk away
- 8) impress

5 Reference answers

- 1 – Good: Yesterday, a boy I didn't know helped me carry my heavy shopping bags to the dorm.
– Bad: My roommate and his friends played cards in the dorm till midnight, and they made a lot of noise.
- 2 I think as I grow up, I develop a more positive and understanding attitude toward the behavior of others. I begin to recognize that everyone is unique and has their own reasons and intentions for their behavior. So, if we are willing to suspend judgment and respond to others' behavior with respect and an open mind, we can build meaningful communication with other people more easily, and meanwhile achieve personal growth.
- 3 Here is what I think I should do when seeing someone behave inappropriately in public places. First, I should assess the situation and determine the severity of the behavior and whether immediate action is necessary. Second, depending on the situation, I can talk to the person directly if I feel comfortable and safe doing so, calmly explaining the impact of their behavior and asking them to stop. Alternatively, I can report the incident to relevant authorities or staff members who can handle the situation appropriately. Third, if someone is being targeted or affected by the inappropriate behavior, I should offer my support and reassurance. But no matter what I choose to do, I should keep safety in mind, and approach the situation and resolve the issue peacefully.

Group discussion

Talking about a difficult decision

Get ideas



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

New words

Vanessa /və'nesə/ 瓦奈萨 (人名)

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

pros and cons 利与弊

Discuss and organize ideas

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

Situation 1: _____

Situation 2: _____

Situation 3: _____

Situation 4: _____

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

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

Present ideas

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

Checklist

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

Speaking out

Group discussion

Talking about a difficult decision

Get ideas

Teaching tips

The 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. You can view students' performance on Ucampus and adjust the focus of classroom teaching accordingly.

Vanessa stood at the crossroads, unsure of which path to take. She had always believed in following her heart, but this time it was different. This decision would have an impact not just on her own life, but on the lives of her loved ones, too.

The choice was between pursuing her lifelong dream of becoming an artist – a risky and unpredictable career – and taking a more stable job in finance that would provide security for her family. She felt torn, like she was being pulled in opposite directions.

Vanessa's heart longed for the freedom and creativity that came with being an artist, but her mind told her to be more practical and responsible. She knew the decision wasn't just about herself anymore, but also about her husband and young daughter.

After days of agonizing, Vanessa realized that there was no right or wrong answer. Life was full of risks and uncertainties, and it was up to her to decide what was most important. She had to weigh the pros and cons of each path and choose the one that aligned with her values and priorities.

In the end, Vanessa decided to take a chance on her dream. It wasn't an easy decision, but she knew that living a life true to herself was the only way she could find true happiness and fulfillment.

Today, as Vanessa looks back on her journey, she realizes that it was the moments of uncertainty and tough decisions that transformed her into the person she is now. And she is grateful for every step she took along the way.

Exercises

1 Work in pairs and answer the questions.

- 1 What was the difficult decision that Vanessa had to make?

The difficult decision Vanessa had to make was choosing between pursuing her dream of becoming an artist and taking a stable job in finance.

- 2 Why was the decision particularly challenging for her?

Because unlike in the past, her decision would impact not only her own life, but also the lives of her husband and young daughter.

- 3 Why did Vanessa feel torn between the two paths?

Vanessa felt torn between the two paths because, on the one hand, her heart desired the freedom and creativity that would be brought by being an artist, but on the other hand, her mind warned her to be more practical and responsible. After all, the road to becoming an artist could be full of risks and uncertainties, while a stable job in finance would guarantee security for her family.

- 4 What did Vanessa realize after days of intense thought?

She realized that there was no right or wrong decision in her situation and that life was full of risks and uncertainties. She had to decide what was most important to her.

Group discussion

Talking about a difficult decision

Get ideas



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- 5 What factors did Vanessa consider when weighing her options?
When weighing her options, Vanessa considered the advantages and disadvantages of each path, her own values and priorities, and the well-being of her family.
- 6 Which path did Vanessa finally choose? Why?
She finally chose to follow her dream of becoming an artist because she believed that living a life true to herself was the key to finding happiness and fulfillment.
- 7 How does Vanessa feel about her decision now?
She feels grateful for her decision back then and realizes that it was the moments of uncertainty and tough decisions that turned her into the person she is now.
- 8 What would be your decision if you were in Vanessa's situation? Why?
If I were in Vanessa's situation, I would make the same decision. I believe only when we pursue a career we feel truly passionate about will we be able to do extraordinary work.

Discuss and organize ideas

2 Reference answers

- Situation 1: Whether to change to another major or stick with the current one
- Situation 2: Whether to land a job immediately after graduation or pursue a master's degree
- Situation 3: Whether to prepare for an important exam or participate in an innovation contest
- Situation 4: Whether to take on a part-time job or use that time to focus on academic work

3 Reference answers

- Whether to prepare for an important exam or participate in an innovation contest.
- In my second year of senior high school.

- 3 It was an unexpected opportunity: One day, my math teacher called and asked whether I would consider participating in a contest.
- 4 Both options had their advantages.
 The exam:
 - was significant in my academic journey;
 - would contribute greatly to my academic record;
 - could potentially determine which university I could attend.
 The innovation contest:
 - could be a chance to test my creative ideas;
 - could be a chance to collaborate with like-minded people;
 - might open up potential future opportunities.
- 5 I decided to participate in the innovation contest.
- 6 I evaluated both options carefully and felt more passionate about participating in the contest. I understood that while academic achievement was crucial, personal growth and exploration of interests were equally important. I thought I should make a decision that truly resonated with my heart.
- 7 I still feel happy about the decision now. We won first prize in the contest and I developed new skills such as communication and collaboration skills. This experience has made me feel more confident about participating in similar contests.

Present ideas

4 Reference answers

One difficult situation I have faced was to decide whether to prepare for an important upcoming exam or participate in an innovation contest. That was when I was in the second year of senior high school. One day, I received a call from my math teacher, asking me whether I would consider

Group discussion

Talking about a difficult decision

Get ideas



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participating in an AI innovation contest with two other students as a team. Since I was a diligent student and had great passion for innovation and problem-solving in the field of AI, I felt this was a fantastic opportunity. But at that time, I was preparing for an important exam, and the contest came as a complete surprise to me.

I was thrown into a dilemma: whether to prepare for the exam or participate in the contest. On the one hand, the exam held significant weight for me. It was very important for my academic record in senior high school and could potentially determine which university I could attend a year later. On the other hand, the innovation contest would be a great opportunity for me to contribute creative ideas, collaborate with like-minded individuals, and open up potential future opportunities.

After evaluating the two options carefully, I realized that the contest aligned better with my passion and interests. Though there was no denying that my academic record was crucial, I believed that personal growth and exploration of interests were equally important. I felt I should make a decision that felt right to me. So, I finally decided to dedicate my time to the innovation contest rather than preparing for the exam.

Today, upon reflection, I still feel I made the right choice. Due to the excellence of our team's project, we won first prize in the contest. Meanwhile, engaging in the contest offered a unique learning experience. I learned various skills I couldn't have developed through the exam preparation, such as communication and collaboration skills. Furthermore, because of this experience, I now feel very confident about participating in similar contests, including national ones, and further pursuing my passion.

Public speaking

Public speaking skills

Persuasive speeches – Methods of persuasion

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

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

Building credibility

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

Using evidence

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

Reasoning

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

Appealing to emotions

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

Public speaking

Public speaking skills

Persuasive speeches – Methods of persuasion

Persuasive speeches are intended to get listeners to agree with you and, perhaps, to act on that belief. In order to make your persuasion successful, it's important that you learn some common methods of persuasion. The following examples show how each of the methods introduced in the Student's Book is used.

Building credibility

With the following paragraph, the speaker explains their competence:

Many of us have some interest in overseas exchange programs. But I never realized just how valuable it would be until I spent last year in such a program. Not only did I make many new friends, but I also learned a lot about other cultures and developed cross-cultural communication skills. Today, I want to talk all of you into participating in overseas exchange programs.

Using evidence

In the following paragraph, the speaker makes use of examples as evidence to provide support for their point:

Technology has greatly improved communication and connectivity. By using smartphones and social media platforms, people can now easily communicate with friends and family through instant messaging, video calls, or social media posts. Additionally, the use of email and online collaboration tools has streamlined communication in professional settings, allowing efficient sharing of ideas, documents, and feedback. Moreover, technology has enabled the creation of online communities and forums

where individuals can connect with people from around the world, fostering meaningful discussions and knowledge sharing.

Reasoning

The following example shows that the speaker uses sound reasoning to arrive at a conclusion: *After conducting a survey among 5,000 participants from different age groups, we observed that all respondents who ate an apple every day reported healthier skin. Based on this evidence, we believe it's reasonable to assume that incorporating apples into one's diet could potentially have positive effects on skin health.*

Appealing to emotions

Speakers can appeal to different emotions by using emotional language, telling stories, speaking with sincerity, etc. For example: *In many ways, Olivia Jones is a typical six-year-old girl. She loves her princess dolls and wants to go to amusement parks with her family. But in many other ways, Olivia Jones is anything but a typical little girl. For three years, she has spent her summers in the hospital, undergoing painful surgeries and treatments. Your generous donation will help us to help Olivia, help us to treat the bone cancer that has stolen so much of her little life already, and help us to support research to ensure that no other children will have the same misfortune.*

Teaching tips

You can first help students understand the term "persuasive speech", and then ask them to think of some methods that are usually helpful in persuading people. Finally, you can use the methods introduced in the Student's Book to summarize.

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

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



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

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

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



Reference answers

Don't stay up late

How many hours do you sleep every day? What time do you go to bed every night? If your answers are no more than six hours a day and you don't go to bed until midnight, I will not be surprised at all.

Staying up late seems very common among college students. However, this is a bad habit. As a student who used to have this problem, but has overcome it and is enjoying many of the benefits brought by the change, today I'd like to speak to you about why staying up late can be harmful and encourage you to seek a change, too. I will first talk about the problems caused by staying up late, and then give you some tips on how to ensure you go to bed earlier.

Let's start with the problems caused by staying up late.

First, staying up late can be bad for our immune system. Studies show that when healthy people fail to go to sleep early, their bodies become more susceptible to infections. This is because from 10 to 12 at night, our bodies undergo a process of detoxification (解毒). This process must happen when the body is in a state of deep relaxation. If we are still working during 10 to 12 at night, it will harm our health. Every hour of sleep we get before midnight is more beneficial than the hours after midnight.

Second, staying up late can have a negative impact on our mental performance. Without enough sleep, we lose our ability to concentrate and think actively. A study conducted at the University of California, Berkeley, revealed that just one night of poor sleep can lead to impaired decision-making abilities and reduced focus. Another study conducted at the University of Pennsylvania demonstrated that individuals who were restricted to only four to six hours of sleep per night for two weeks showed an obvious

decline in their cognitive performance. Given that most of us are required to attend classes starting at 8 a.m., it is crucial that we go to bed early and ensure sufficient sleep every night.

Third, staying up late causes skin damage. According to experts in the beauty industry, the best thing we can do to protect our skin is to go to bed early and get enough sleep. Why? Because studies show that sleep allows our body to fix the day's damages, and the best time for our skin to repair its cell damage caused during the day is between 10 p.m. and 11 p.m. So, going to bed early is regarded as essential for us to have a healthy and radiant skin and to avoid various skin diseases.

From what I've talked about, I'm sure most of you now well understand the harmful effects of staying up late. But you may wonder, given the long list of assignments you get every day, how you can change this habit. To solve this problem, I have a few tips to offer.

First, create a timeline. Develop a schedule that shows when each assignment needs to be completed. Set deadlines for yourself that correspond with the assignment's due date. This helps you stay organized, manage your time effectively, and avoid last-minute rushes.

Second, maintain concentration while working. Minimize distractions by turning off notifications on your phone or computer and creating a dedicated workspace free from interruptions. In fact, many of us struggle to get assignments done before midnight not due to an excessive workload, but due to constant interruptions from various sources. By staying focused, you can increase efficiency.

Third, choose to wake up early instead of staying up late to accomplish your tasks. This ensures that you have the necessary energy and mental clarity to tackle your work productively and effectively. Studies show that when you are tired late at night,

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

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



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your efficiency decreases sharply.

Before I end my speech, I'd like to emphasize again that staying up late can do us a lot of harm, and abandoning this bad habit is absolutely necessary. Therefore, please try what I've suggested and live a life full of energy and wellness from today on.

Further listening

Conversation



 Listen to the conversation and complete the exercises on Ucampus.


New words

owl /aʊl/ *n.* 猫头鹰

cope /kəʊp/ *vi.* (成功地) 应付, 对付


Passage



 Listen to the passage and complete the exercises on Ucampus.

Lectures



 Listen to two lectures and complete the exercises on Ucampus.

New words

Lecture 1

tone /təʊn/ *n.* (说话的) 语气, 腔调

sarcasm /ˈsɑ:kæzəm/ *n.* 讽刺; 挖苦

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

intonation /ˌɪntəˈneɪʃən/ *n.* 语调

pitch /pɪtʃ/ *n.* 音高

volume /ˈvɒljʊ:m/ *n.* 音量

hesitant /ˈhezɪtənt/ *a.* 犹豫的; 迟疑的

insight /ˈɪnsaɪt/ *n.* 洞悉; 深入了解

Lecture 2

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

willpower /ˈwɪlˌpaʊə/ *n.* 意志力

mentor /ˈmentɔ:/ *n.* 导师; 指导者

gratitude /ˈgrættɪju:d/ *n.* 感激; 谢意

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, you 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 you to provide more targeted feedback and support.

Conversation

Scripts

W: Hi, Bob. How are you doing today?

M: I'm good, thanks, Alice. How about you?

W: I'm fine, too. I've just finished my morning run, and I feel energized.

M: Wow, you're such an early bird. How do you manage to wake up so early?

W: Well, I've always been a morning person. I like to start my day with some physical activity and then get to work. It helps me focus and be productive.

M: Interesting. I'm the opposite. I'm totally a night owl. I can't function well in the morning, and I need a lot of coffee and time to wake up.

W: Really? When do you usually go to bed and wake up?

M: I usually go to bed around midnight or later, and wake up around 9 or 10 a.m.

W: Wow, that's late. Don't you feel like you're missing out on the day?

M: Not really. I prefer working at night when it's quiet, and there are fewer distractions. I feel more creative and inspired then.

W: I see. Then do you have any problems with your schedule? Like attending meetings?

M: Sometimes, yes, especially when I have to work with people who are early birds like you. They expect me to be available early in the morning.

W: That must be frustrating. How do you cope with that?

M: Well, I try to adjust my schedule when I have to collaborate with others. But sometimes it's hard to change my natural rhythm.

W: I understand. I think it just comes down to our individual body clocks. Some people are naturally wired to be morning people, while others prefer to stay up late.

M: Yeah, it's fascinating how our bodies work.

W: Exactly. But I guess the important thing is to listen to your own body and adjust your schedule accordingly.

M: Yes, that's a great point. I think there's no one-size-fits-all answer here. Having a routine is essential, regardless of whether you're an early bird or a night owl.

Exercises

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

- 1 What does the woman normally do in the morning?
A Get up late.
B Drink a lot of coffee.
C Make her work plans.
 D Do physical activity.
- 2 What is one advantage of the man's schedule?
A He can arrange more time for social life at night.
B He can have less difficulty coping with meetings.
 C He can enjoy a less distracting work environment.
D He can be more focused and productive during the day.
- 3 What do the speakers think determines whether someone is an early bird or a night owl?
A One's sleep quality.
B One's work schedule.

Further listening

Conversation



 Listen to the conversation and complete the exercises on Ucampus.


New words

owl /aʊl/ *n.* 猫头鹰

cope /kəʊp/ *vi.* (成功地) 应付, 对付


Passage



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 Listen to two lectures and complete the exercises on Ucampus.

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volume /'vɒljʊ:m/ *n.* 音量

hesitant /'hezɪtənt/ *a.* 犹豫的; 迟疑的

insight /'ɪnsaɪt/ *n.* 洞悉; 深入了解

Lecture 2

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

willpower /'wɪl,pəʊə/ *n.* 意志力

mentor /'mentɔ:/ *n.* 导师; 指导者

gratitude /'grættɪjʊ:d/ *n.* 感激; 谢意

- One's individual body clock.
 - D One's attitude toward morning exercise.
- 4 What should individuals do regarding their schedules according to the speakers?
- A Sleep less to get more work done.
 - B Change their natural rhythm to match that of others.
 - C Follow a fixed routine regardless of external distractions.
 - Listen to their body and adjust their schedule accordingly.

Passage

Scripts

Have you ever felt you don't have enough hours in the day? Well, here are some ideas that work for me.

First of all, make a to-do list every day and set clear priorities. The trick here isn't making the list; that's the easy part. The trick is setting the priorities. I look at my list and put a star next to anything that is really urgent. Then I put the number "2" next to anything that will just take a couple of minutes. I actually do these quick tasks before I tackle the urgent ones; it's a bit like clearing the mess off the top of your desk before sitting down to write an important letter.

Second, know when is the most productive time of day for you and do your work or study then. One of the shocking discoveries I made about myself is that if I get up at 5 a.m., I can do a day's work and even fit breakfast in before half past nine. Of course, if you are an early bird, it can be difficult to accomplish tasks that involve phoning "night owls", but that's what email's for!

Finally, do not let your inbox run your life. I recently realized how frequently I interrupted my real work to check my inbox and respond to the most trivial of emails. So now, I only open it when absolutely necessary, and this saves me hours.

If your work depends on you being constantly accessible by email, then you can't do this; but be honest and ask yourself, "Am I an email addict?"

With these simple, practical techniques, you will become more efficient and less stressed, and be able to win some "me-time" for yourself.

Exercises

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

- 1 What tasks does the speaker tend to do first every day?
 - The quick tasks.
 - B The routine tasks.
 - C The most urgent tasks.
 - D The most difficult tasks.
- 2 What is one of the suggestions for getting one's work done in time?
 - A Getting up as early as possible to work.
 - B Being a night owl and working late at night.
 - C Using emails to improve work efficiency.
 - Making use of one's most productive time of day.
- 3 How does the speaker deal with emails now?
 - A She checks and responds to them constantly.
 - B She accesses them only during her real work hours.
 - C She no longer responds to the most trivial of them.
 - She opens her inbox only when it's totally necessary.
- 4 What is the purpose of the talk?
 - A To discuss the importance of email.
 - B To show how to balance work and life.
 - C To share some ideas on how to reduce workload.
 - To give some tips on how to work more efficiently.

Further listening

Conversation



 Listen to the conversation and complete the exercises on Ucampus.


New words

owl /aʊl/ *n.* 猫头鹰

cope /kəʊp/ *vi.* (成功地) 应付, 对付


Passage



 Listen to the passage and complete the exercises on Ucampus.

Lectures



 Listen to two lectures and complete the exercises on Ucampus.

New words

Lecture 1

tone /təʊn/ *n.* (说话的) 语气, 腔调

sarcasm /ˈsɑ:kæzəm/ *n.* 讽刺; 挖苦

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

intonation /ˌɪntəˈneɪʃən/ *n.* 语调

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volume /ˈvɒljʊ:m/ *n.* 音量

hesitant /ˈhezɪtənt/ *a.* 犹豫的; 迟疑的

insight /ˈɪnsaɪt/ *n.* 洞悉; 深入了解

Lecture 2

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

willpower /ˈwɪlˌpaʊə/ *n.* 意志力

mentor /ˈmentɔ:/ *n.* 导师; 指导者

gratitude /ˈgræʊtɪjʊ:d/ *n.* 感激; 谢意

Lecture 1

Scripts

Do you realize that every behavior we exhibit serves some type of communicative function? Our actions and words convey meaning to others, whether we intend them to or not. Understanding the communicative function of behavior can help us better understand ourselves and those around us.

Behavior can be divided into two types: verbal and nonverbal. Verbal behaviors include speaking, writing, and even texting or emailing. Nonverbal behaviors include body language, gestures, facial expressions, and tone of voice.

When we engage in verbal behavior, we communicate our thoughts, feelings, and intentions directly through language. We use words to convey information, make requests, and express emotions. However, it's important to remember that what we say isn't always what we mean. For example, sarcasm or irony can change the meaning of our words entirely. Context also affects how our words are interpreted.

Nonverbal behaviors can often be more complex than verbal ones. They can express emotions, convey social status, and communicate messages that we may not be fully conscious of. For example, our posture, eye contact, and facial expressions can all communicate our level of confidence, engagement, and interest in a conversation. Even our clothing and hairstyle can communicate something about our personality and identity.

Another aspect of nonverbal behavior is paralanguage, which refers to the way we use our voice to communicate. This includes intonation, pitch, pace, and volume. The way we say something can convey different messages. Saying "I'm fine" in a cheerful tone can convey

happiness, while saying it in a flat or hesitant tone can express the opposite.

It should also be recognized that behavior doesn't occur in isolation. Our actions are influenced by our surroundings and cultural background. This means that what is considered appropriate behavior in one context may not be so in another. For instance, a hug is a common greeting in many Western cultures, but may be considered inappropriate or even offensive in other parts of the world.

Our behavior, whether verbal or nonverbal, plays an important role in conveying meaning. By being aware of our own behavior and how it is understood by others, we can tailor our words and actions to better meet our goals. Similarly, by paying attention to the behavior of others, we can gain insight into their thoughts and feelings, and better understand their perspectives.

Exercises

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

- 1 What can we learn about verbal behaviors from the lecture?
 A They include both spoken and written language.
 B They ensure that what we say is what we mean.
 C They can convey messages about our personality.
 D They are more complex than nonverbal behaviors.
- 2 What does paralanguage refer to?
 A Expressing emotions through writing.
 B Making requests with verbal language.
 C Using body language to convey meaning.
 D Using voice in particular ways to communicate.

Further listening

Conversation



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New words

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gratitude /ˈgrættɪtju:d/ *n.* 感激; 谢意

- 3 What does the speaker mean by saying “behavior doesn’t occur in isolation”?
- A Behavior makes communication complex.
 - B Behavior may cause offense to other people.
 - C Behavior can be influenced by cultural factors.
 - D Behavior plays a vital role in conveying meaning.
- 4 What is the main purpose of the lecture?
- A To define verbal and nonverbal behaviors.
 - B To illustrate the communicative function of behavior.
 - C To explain how context affects the meaning of our words.
 - D To show how to behave appropriately in different cultures.

Lecture 2

Scripts

Habits are powerful foundations for our lives. Research shows that they influence around 45 percent of our daily activities. However, adopting new behaviors into our lifestyle can be a major struggle, especially if we’re trying to alter unhealthy habits. Fortunately, one reputable American psychologist has some great advice to offer. He suggests that if we’re unable to implement new behaviors consistently, it’s not always due to a lack of motivation or willpower; it’s because we’re taking an improper approach. He recommends that, to achieve a desired goal, we should make small, gradual behavioral adjustments instead of immediately jumping into significant changes. This approach can be applied in many aspects of our life.

Take physical health as an example. We often set goals to lose weight or improve our fitness level, but the thought of following a strict diet or committing to a strict exercise routine can be overwhelming. Instead, we can start by making

small, sustainable changes, such as starting the day with a healthy breakfast, taking a short walk in the morning, or doing a few minutes of stretching before bed. Over time, these small changes will build up and lead to significant improvements in our overall health and well-being.

Similarly, in our careers, we often set ambitious goals for ourselves. We aspire to earn promotions, gain recognition for our work, or pursue new opportunities for career development. However, the path to achieving these goals is often long and filled with uncertainties. To avoid becoming overwhelmed, you should focus on the small steps needed to get there. This might include attending workshops to acquire new skills or knowledge, taking on new responsibilities at work, or seeking out mentors who can provide guidance and support.

When it comes to personal relationships, small steps can have a big impact as well. Building strong relationships requires patience, understanding, and consistent effort. By committing to small, meaningful gestures – like expressing gratitude, showing empathy, or simply taking the time to actively listen – we can strengthen our connections with others and deepen our sense of belonging.

We’re often unprepared for how much time and effort it will take to establish a new behavior. Trying to make big changes all at once leads to exhaustion and decreased motivation. The “small steps” approach celebrates small successes. By breaking down our objectives into manageable tasks and building healthy habits into our daily routines, we can establish a foundation for lasting change.

Further listening

Conversation



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gratitude /ˈgrættɪtju:d/ *n.* 感激; 谢意

Exercises

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

- 1 What does the American psychologist suggest as the reason for people failing to implement new behaviors consistently?
 A Lack of a proper approach.
B Lack of motivation or willpower.
C The disruption of unhealthy habits.
D Frequent adjustments of the desired goal.
- 2 What is recommended by the psychologist as a way to lose weight and improve physical health?
A Building a better bedtime routine.
B Following a strict diet and exercise routine.
C Eating less and doing exercise in the morning.
 D Starting by making small changes like taking short walks.
- 3 Which is mentioned as a small step for someone to achieve a career goal?
A Taking the time to actively listen to others.
B Being conscious enough to express gratitude.
 C Seeking out mentors to gain guidance and support.
D Building stronger working relationships with others.
- 4 Why can the “small steps” approach lead to lasting change?
A It can avoid exhaustion and low motivation.
B It guarantees immediate results and success.
 C It breaks down goals into manageable tasks.
D It reduces the time and effort for achieving an objective.

Wrapping up

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

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

Unit test



Scan the code and take the unit test on Ucampus.