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UNIT

1

Be yourself, be happy



The logo for iPrepare, featuring a stylized 'i' with a star above it, followed by the word 'Prepare' in a bold, sans-serif font.

iPrepare

Scenario

As a college student, you are likely to have a strong wish to explore your inner self, asking questions like: What brings me happiness? What kind of life do I desire? What type of person am I? How is my personality going to change my life? While finding the answers to these questions may be a lifelong journey, completing the task in the following scenario may help you a bit.

Recently, you received an email from your friend Jane, whom you met last summer through an international exchange program. She said that she has been struggling with a type of negative feeling for a while. Having faced the same problem yourself, you decide to write back to share your experience and offer some tips to help her overcome it. How will you share your experience in coping with the negative feeling? You will be able to complete the task after studying this unit.



Learning objectives

Upon completion of this unit, you will be able to:

- talk about your thoughts, feelings, and emotions using new vocabulary
- give suggestions that are easy to understand and practice
- explain what qualities you aim to have
- give a brief account of your personality
- write an email about dealing with a certain type of negative feeling

Viewing

College life is full of changes and challenges. You may find yourself trying hard to adjust to new schedules, new environments, and new people.

Sometimes, you can be at a loss: You know you have many things to do, but you just don't know where to begin. What's even worse is that you don't want to begin at all. Watch a video clip about procrastination (拖延) and see if other people have the same problem.



Video clip

1 Fill in the blanks with what you hear from the video clip.

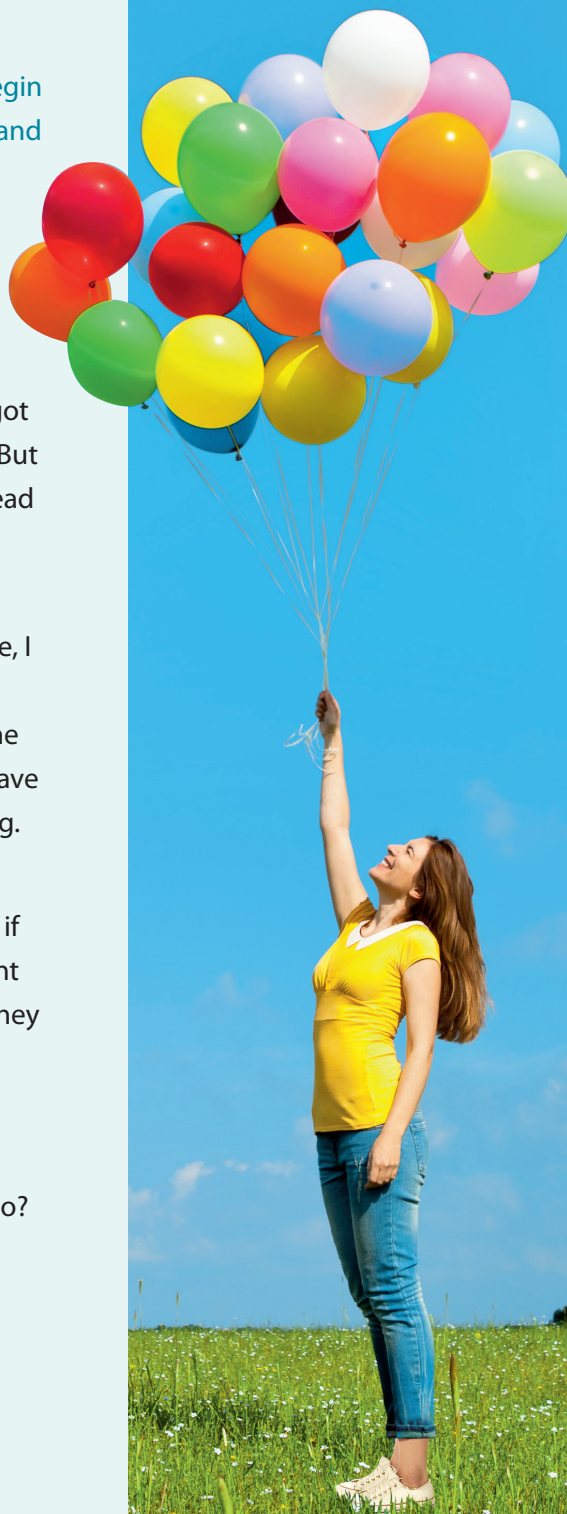
So it's great when, at last, I've got a
1) _____ day. The house is quiet. I've got
eight hours. That should be 2) _____. But
when there's so much time, it seems silly not to read
this 3) _____ in the paper. It's about a
celebrity (名人) – he's got married.

Why not go for a 4) _____? But you see, I
like to be near my work. If I'm too far, I get
5) _____. But if I'm too near, well ... The
perfect distance for doing nothing is when you have
the constant 6) _____ to do something.

But in truth, I do nothing, not because I'm lazy, but
because I'm 7) _____. I'm terrified that if
I start, what I do will be 8) _____. I want
things to be so 9) _____, and I know they
can't be, so it seems best not even to begin.

2 Work in pairs and discuss the questions.

- 1 How often do you put off things you should do?
- 2 What are your reasons for doing so?



Reading

Now you have some knowledge of procrastination and how it can bother you. Yes, it can happen to anyone and everyone: When we procrastinate, we feel we “should” do something, and we feel guilty about not doing the things we “should” do. Can we get rid of this kind of “should” feeling? In the following text, the author offers some tips to help us with this problem.



Log on to Ucampus for interactive learning.

Stopping “should” shaming

—ending the self-imposed guilt game

- ¹ Unless you are already aware of the **damage** it causes, you probably say “should” at least a few times a day. According to the Merriam-Webster dictionary, the word “should” expresses an **obligation** or expectation. The internal message, however, when we say “I should” do something, is **inherently** negative. For example, saying “I should go to the **gym**” means I know I would benefit from going to the gym. What is implied in the “should” statement is “but I really don’t want to right now” and “I feel guilty about it.” If there wasn’t an **underlying discord**, you would simply say either “I’m going to the gym” (because you should and you are) or “I’m not going to the gym today” (you’re not going and you’re OK with that choice).

- ² The word “should” indicates that you aren’t doing what you would benefit from, and you’re not entirely **resolute** in your choice, either. Enter regret. **Cue** the **reinforcement** of existing negative messages you already hold about yourself. “This is why I’m still fat,” “This is why I don’t have the body I want,” “I’m not good enough.” Now you feel bad about yourself for not going to the gym, so you **pour** a glass of drink, have a **comforting snack**, and turn on the TV to take your mind off feeling bad about yourself. And tomorrow you will do it again, if not about going to the gym, about something else. Possibly many things.
- ³ “Should” goes hand in hand with **self-reproach**. The problem with guilt is that it’s largely **worthless** in terms of getting you to do anything. Guilt may **compel** you to do everyday things, like **engage** in social activities you don’t enjoy or dress in ways that will earn the **approval** of others. It may feel familiar to you, and humans seek what we know, even if it’s bad. But guilt doesn’t get you to do the big things like find a job that makes you happy, leave a relationship that **sucks** the life out of you, or **manifest** your dreams in love, life, and the pursuit of happiness.
- ⁴ How do you free yourself from “should”?
- ⁵ When you hear yourself say “should”:
- ⁶ • **Evaluate** what you really mean. Do you really mean that you are addressing an obligation or expectation that is worthwhile for you to do right now? Or is this some old mental model you have in your head about you, who you “should” be and what you “should” be doing, that maybe isn’t worth **clinging** to?
- ⁷ • Do it or drop it. If you evaluate the “should” and decide it’s worth keeping, then get up and get going with it. Drop the “should” and the guilt, and just do it. If you evaluate the “should” and you need to let go of the expectation or obligation, then let it go! Really. Stop feeling bad about yourself over it, which, as you know, isn’t getting you closer to **fulfilling** it.
- ⁸ • Find it and replace it. Now that you’ve chosen to do it or drop it, replace “should” permanently with more **decisive**, positive **reinforcers** – words that will serve you better than “should.” Try “I accomplished,” “I decided,” or just simply “I did” or “I didn’t.” All of those **authorize** an action, whether you do the task or not. Statements like “I will” or “I won’t” show that you have made

a decision and agree with it. This ends the disconnect between where you are and mental images in your head that don't matter.

- 9 You control your thoughts. Your thoughts create your emotional state. Your emotions direct your actions. Your actions seek thoughts that **reinforce** them. It's a **circuitous** relationship that can be either very positive or very negative and extremely **humbling**. The important part is that you choose it. You have chosen to hold every thought you've ever had, even the ones based on what was role modeled for you. And so you can choose every thought from now on. Negative self-talk and "should" might show up, **baggage** in hand, but you can show them the mental **exit** door. **Solidifying** your decisions and dealing with "should" take practice, but it's work worth doing. You really should stop saying "should." Better yet, just do it.



Understanding the text

- 1** What is “should” shaming and why is it bad for people? What suggestions does the author give to free people from “should”? Read the text and complete the outline.

What is “should” shaming?

When people say “should,” the word expresses an 1) _____ or 2) _____. The internal message is inherently 3) _____.



Why “should” shaming has to be stopped?

“Should” goes hand in hand with 4) _____. The problem with 5) _____ is that it doesn’t get you to 6) _____ like find a job that makes you happy.



What can you do when you hear yourself say “should”?

Steps to follow	What is involved
7) _____ what you really mean.	Ask yourself questions to help evaluate the “should.”
Do it or 8) _____ it.	If it’s worth 9) _____, just do it. If it’s not, let it go.
Find it and replace it.	Replace “should” with more 10) _____ and positive words that will 11) _____.

2 Work in pairs. Read the sentences from the text and discuss the questions.

- 1 *The internal message, however, when we say “I should” do something, is inherently negative. (Para. 1)*

What example does the author use to support this point? Can you share an example of your own and explain what you really mean?

- 2 *The word “should” indicates that you aren’t doing what you would benefit from, and you’re not entirely resolute in your choice, either. (Para. 2)*

What example does the author use to support this point? Do you see a connection between this example and the one used in Paragraph 1? If you do, what is it? If not, read the first two paragraphs again to find the connection.

- 3 *But guilt doesn’t get you to do the big things like find a job that makes you happy, leave a relationship that sucks the life out of you, or manifest your dreams in love, life, and the pursuit of happiness. (Para. 3)*

What do you usually feel guilty about? Do you agree with the author that guilt doesn’t get you to do the big things in life? Why or why not?



Scan the code and complete more comprehension exercises on Ucampus.



Sharpening your skills



Writing skills

Giving suggestions

To help readers stop “should” shaming, the author offers some suggestions, which consist of three steps with detailed guidance. First, he asks questions to help evaluate obligations (Para. 6). Next, he offers options for addressing the “should” shaming (Para. 7). Finally, he provides examples of positive language (Para. 8).

In order to make your suggestions easy to understand and practice, you can refer to the writing approach in the text.

- **Number and name the steps**
Limit the number of steps and use brief, imperative sentences.
- **Explain how and why to take the steps**
Raise questions → Give options → Provide examples
- **Use instructive and vivid language**
Use a conversational tone and a combination of long and short sentences.

Explore the specific writing skills the author uses to explain the suggestions and their importance. Then match the sentences with the writing skills.

- Offering simple and specific ways
 - Raising questions to describe situations
 - Illustrating how things work
 - Using conjunctions (连接词) to suggest orders
 - Providing solutions for different possibilities
-
- _____ 1 Do you really mean that you are addressing an obligation or expectation that is worthwhile for you to do right now? Or is this some old mental model you have in your head ...?
 - _____ 2 If you evaluate the “should” and decide it’s worth keeping, then get up and get going with it. ... If you evaluate the “should” and you need to let go of the expectation or obligation, then let it go!
 - _____ 3 Now that you’ve chosen to do it or drop it, replace “should” permanently with more decisive, positive reinforcers ...
 - _____ 4 Try “I accomplished,” “I decided,” or just simply “I did” or “I didn’t.”
 - _____ 5 You control your thoughts. Your thoughts create your emotional state. Your emotions direct your actions. Your actions seek thoughts that reinforce them.

Building your language

Words and expressions

1 Complete the sentences with the words below. Change the form where necessary.

reinforcement decisive evaluate manifest
baggage worthless underlying fulfill

- 1 An excellent character is one of the key factors in studying a complex subject: Being insistent, confident, and _____ are all important.
- 2 It is important to assess your goals from time to time, _____ where you are and where you want to be, and plan accordingly.
- 3 Time is precious, so do not waste it on _____ deeds.
- 4 Positive _____ delivers a strong message for children, as those who receive praise for good behavior are more likely to act well.
- 5 Some researchers say that the gene seems to be the _____ reason for some people's ability to deal with daily stresses.
- 6 What you need now is a walk to clear your mind while you try to let go of some emotional _____.
- 7 We want to _____ our obligation to students and see that they receive a good education.
- 8 Her kindness _____ itself in the way she treats everyone around her.

2 Complete the sentences by translating the Chinese in brackets into English, using suitable expressions below.

take one's mind off sth. cling to be resolute in in terms of
go hand in hand let go (of) show up

- 1 You can either learn to _____ (放下负面情绪), or you can keep being trapped in them.
- 2 She felt happy when she gave up _____ (执着于那些烦心事).
- 3 To relieve your anxiety, do something to _____ (不把注意力放在考试上): Listen to music, read a good book, or go out with a friend.
- 4 Happiness doesn't always go with money. More often than not, it _____ (与积极的人生观相伴).
- 5 The quality of your relationships often matters more than the number of contacts you have _____ (就快乐而言).
- 6 He _____ (坚定地提升自己) and becoming a better person.
- 7 No matter how hard she tries to hide her excitement, it _____ (总会从她的微笑中流露出来).

Collocations

Complete the sentences by choosing suitable words in brackets to collocate with the italicized words.

- 1 If you were asked to _____ (achieve, accomplish) *a task* but were not given enough information, how would you solve this problem?
- 2 He felt a strong _____ (sense, emotion) *of guilt* when he didn't meet his parents' expectations.
- 3 Whether you want to or not, you need to *meet your* _____ (assignments, obligations) as a citizen.
- 4 By forgiving, we can throw away *the emotional* _____ (baggage, bag) we may have carried for years, if not decades.
- 5 In your _____ (pursuit, catch) *of happiness*, you need to have the courage to explore who you are or, better yet, who you can become.
- 6 Procrastination may be recognized as *a potential source of* _____ (damage, destroy) to one's goals.

Vocabulary learning strategies



Micro course
& exercises

The text uses some words with the prefix “self-,” for example, “self-imposed” (Title) and “self-reproach” (Para. 3). The prefix “self-” is usually used with nouns and adjectives, meaning “relating to yourself or itself.” A hyphen is always used between “self” and the second half of the word. You can scan the code to learn more about this prefix and the words formed with it.

Grammar and structure



Micro course
& exercises

In the sentence “And tomorrow you will do it again, if not about going to the gym, about something else” (Para. 2), “if not” is used in front of a phrase to indicate that even if the statement does not apply to that phrase, it is closely related to it. In the sentence “Now that you’ve chosen to do it or drop it, replace ‘should’ permanently ...” (Para. 8), “now that” is used to explain a new situation. You can scan the code to learn more about the two sentence patterns.

Banked cloze

Complete the passage with suitable words from the word bank. You may not use any of the words more than once.

reinforcement	authorizes	worthless	sucks	guilt
worth	negative	damaging	baggage	resolute
solidify	obligation	evaluate	manifesting	emotional

The words we use really matter. Thinking about the words we choose can tell us a lot about feelings and decisions. Do you often use the word “should” in your daily life? In fact, the word “should” expresses a(n) 1) _____ or expectation. It indicates that you aren’t doing what you would benefit from, yet you are not 2) _____ in your choice. It cues the 3) _____ of existing self-defeating messages you hold about yourself. There is 4) _____ when you say I “should,” but it is 5) _____ in terms of getting you to do many things, especially for the big things such as leaving a relationship that 6) _____ the life out of you, or 7) _____ your dreams in love, life, and the pursuit of happiness. Getting rid of “should” helps you be faithful to who you truly are, choosing what you love over what you feel you have to do. To free yourself from “should” shaming, 8) _____ your decisions and show the mental exit door to 9) _____ self-talk and “should” when they show up. Dealing with “should” takes practice, but it is work 10) _____ doing. By changing how you talk about yourself, you take a significant step toward being positive and active in your life.

Translation

Translate the paragraph into English using the given words.

记得刚进大学的第一个月，我参加了学校组织的中国知名教授系列讲座。他们在大学期间有效管理时间的故事给我留下了深刻的印象。想到自己做事总是拖延（procrastinate），我深感惭愧和自责。从那时起，我开始下定决心改掉多年来养成的坏习惯。现在的我变得自律（self-disciplined）、有责任心，能按时完成各项任务。我的经历表明人的习惯并非固有的，而是可以改变的。（self-reproach; resolute; fulfill; manifest; inherently）



Scan the code and learn the translation skills on Ucampus. You can submit your translation and receive real-time feedback from your AI tutor.

Talking about China

The author of the text gives several tips to help readers free themselves from “should” shaming and become more decisive and active in their daily lives. These tips are also beneficial for you.



Video clip

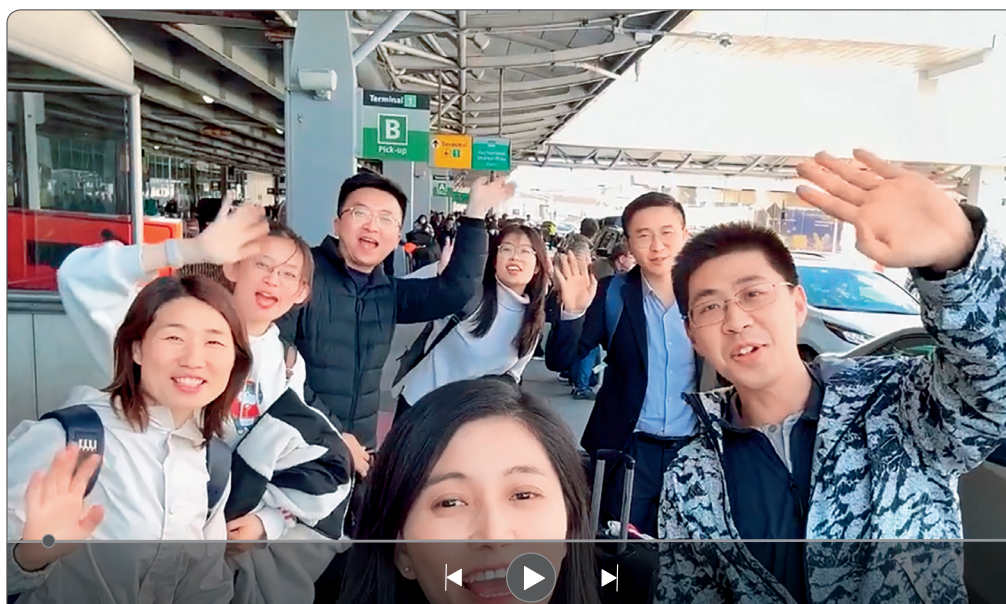
As the future builders and pillars of the country, you are encouraged to think about what kind of individual you want to be and what qualities you aim to have. Watch a video clip and discuss the questions in groups.

- 1 Where is the Chinese youth delegation going? What are they going to do?
- 2 What characteristics can you find in the young people featured in the video clip?
- 3 What kind of individual do you want to be, and what qualities do you aim to have so that you can make greater contributions to the country's development?



Log on to Ucampus to get guidance from your AI tutor.

Chinese delegation sets off for UN Youth Forum



Reading

Understanding oneself can be challenging since personalities are complex. In the following text, the author shares with you how she explored her personality and found her true self. Read the text and see how this introvert's story unfolds on the page.



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- ¹ My study of the English language began with prepositions: *on top of*, *next to*, *behind*, *under*. Then they developed into real sentences and phrases that I would conjure up in my head while lying in bed or **grudgingly** practicing the piano. Valerie's finger is *on top of* B-flat. Her mom is *next to* her watching. There is dust *behind* the piano, and there is dust *under* it. These were facts: observations using prepositions and the basic rules of English grammar, much similar to the

first books I started reading. “In the light of the moon a little egg lay on a leaf,” I would read from *The Very Hungry Caterpillar*, “... out of the egg came a tiny and very hungry caterpillar.” I remembered these prepositions, constantly repeating them in my head. “He stayed *inside*. He built a **cocoon** *around* himself. He built a cocoon *around* himself.”

- ² As I was an only child, it was no surprise that I would eventually build a cocoon around myself. What was surprising, however, was that the cocoon would be made of books. I would stay inside, preferring to read rather than **socialize** with others. As a result, my life **consisted** of only the English language in print form. (Valerie is always *on* her bed reading. Where’s Valerie? Oh, she’s *next to* the piano, reading. *Behind* the **couch**, reading. *Under* the blankets, reading.) I didn’t talk much, preferring to interact with my books instead. (What’s up, Harry? Nothing much. Just saving the wizarding world again. How about you?)
- ³ Because I was **inclined** to keep to myself, I was first **labeled mute**. Then came the word “shy.” (She’s a shy one, isn’t she?) Mark Twain once said that the difference between the right word and the almost-right word was the difference between lightning and the **lightning bug**. In my case, I was searching for the right word to define what I was and who I was. (That Valerie, she’s an introvert, isn’t she?)
- ⁴ The characters I usually read about in my novels were brave, **heroic**, but most of all, they were **unspeakably** loud. They spoke volumes with their words; they stood on stages and **yelled declarations** of war; and they made **heartwarming** speeches. As time passed and I **gradually** became aware of my own “quiet”

nature, those characters became enemies to me, speaking to me through the pages. Even the very hungry caterpillar had to come out of its cocoon. They seemed to say, “So why won’t you?” Why wouldn’t I? A simple question. I had no idea. My **entrance** to the outside world was a forced one, but it also made me realize what I had been missing all along. (The girl is *on* the couch watching TV. *Next to* her is a bag of corn chips. *Behind* the bag of corn chips is the **remote**. *Under* the remote is the girl’s **Calculus** homework.)

- 5 It became increasingly clear that my characters weren’t lying in a book somewhere; they were here, ready for me to see and feel and experience. And they talked too, with high **pitches** and low ones, with **resonance** and **tonality**. Some had quiet voices, others had loud ones. It was here that I learned the second form of the English language: the **vocal** kind.
- 6 My love of the outside world was what sparked my desire to write. And when I finally did, my central character was brave and strong: She stood on a stage and yelled, and she made heartwarming speeches to a devoted audience. She raised her hand when she had something meaningful to say. She was at once **fierce** and dedicated, yet quiet and **reserved**. She was a butterfly, beautiful and powerfully quiet. I imagined what others would say about her: She’s always *on top of* things. *Next to* the word “hero” in the dictionary, you’ll find her name. *Behind* her are those who support her. *Under* her are the people who listen.
- 7 When all of these came out on paper, I wasn’t surprised. Of course, she would **possess** all of these qualities – she was a hero. She was an introvert.



Understanding the text

- 1** How does the author record her journey of finding herself through reading and writing? Read the text and complete the table. The first letter of each word is given.

When she ...	she ...
stayed inside	preferred to read rather than socialize with others
kept to herself and was labeled 1) m_____ and 2) s_____	searched for the right word to 3) d_____ what she was and who she was
became aware of her 4) "q_____" nature	felt that the characters in novels became 5) e_____ to her
realized what she 6) m_____	was ready to see and 7) f_____ and 8) e_____ the outside world
fell in 9) l_____ with the outside world	felt the 10) d_____ to write
<p>Now ...</p> <p>She knows that she can be a 11) h_____ and an 12) i_____ as her central character.</p>	

- 2** Read the text and identify the paragraph from which the information in each statement is derived. Some paragraphs can be chosen more than once.

- _____ 1 I used Mark Twain's words to say that "shy" was the wrong word to describe my personality.
- _____ 2 The main character I created in my writing was brave and dedicated, yet quiet and introverted.

- _____ 3 I explored the use of prepositions and the basic rules of English grammar while reading *The Very Hungry Caterpillar*.
- _____ 4 The characters in the books became enemies to me because they seemed to ask me questions and forced me to enter the outside world.
- _____ 5 I wasn't surprised that the central character in my writing would show both heroic and introverted qualities.
- _____ 6 I enjoyed reading books more than interacting with others.
- _____ 7 It became more and more evident that the characters were not just in books, they were around me – I could see them and interact with them.
- _____ 8 Because I was an only child, it wasn't surprising that I would create a world of my own and find comfort in being alone.
- _____ 9 The characters in the novels I usually read spoke with great impact, took center stage to announce wars, and delivered heartwarming speeches.
- _____ 10 It was my love of the outside world that inspired my passion for writing.

Building your language



Scan the code and complete the language exercises on Ucampus, including words and expressions, collocations, vocabulary learning strategies, and translation.

Sharing your ideas

After reading the text, do you feel a desire to explore yourself more? Since you entered college, has your personality changed a bit? Make a one-minute oral report to give a brief account of your personality. Use the following table to organize your thoughts.

I am ...	An example



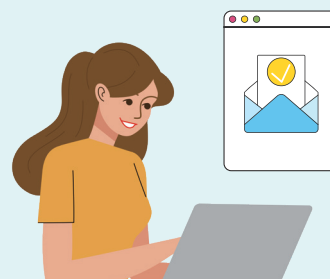
Log on to Ucampus to get guidance from your AI tutor.

Writing an email

Dealing with a type of negative feeling

In iExplore 1 of this unit, you have learned about tips to get rid of negative feelings associated with guilt. In iExplore 2, you have gained knowledge about how to describe your personality and inner feelings. Now, it's your turn to talk about a type of negative feeling and offer some pieces of useful advice as to how to deal with it step by step.

As stated in Scenario, you are going to write an email to your friend, sharing your experience of dealing with a type of negative feeling. The following steps may help you with the project.



Log on to Ucampus to get guidance from your AI tutor.

STEP 1

Learn about the email format

It is important that you use the correct format when writing an email.

- Use a short and accurate subject line (e.g. My thoughts on ...).
- Use a proper salutation (e.g. Dear Jane).
- Write the actual message and break it up into paragraphs by topic to make your message more logical and easier to follow.
- Insert a line break between each paragraph.
- Use the correct form of sign-off (e.g. Yours sincerely).
- Sign your name (e.g. Yu Li).

STEP 2

Give a description

Try to accurately and vividly describe how your negative feeling used to be a problem for you once. The structures in iExplore 1 (logical) and iExplore 2 (chronological) can be good examples of how to organize your description.

- What is the problem?

- What effect does the problem have?

STEP 3**Give your suggestions**

Now, you have explained the issue and built a common ground with your friend. You need to give your friend advice and instructions to overcome the problem. Use the writing skills of giving suggestions in *Sharpening your skills*. Construct your message with a conversational tone and a combination of long and short sentences.

STEP 4**Write your email and revise it**

It's time to write the email. Below is a simple format for your reference.

Dear Jane,

A week ago, you told me you were being bothered by a type of negative feeling. ... Luckily, I have managed to overcome it and feel a lot better now. So, let me share with you what I think of this problem and how to deal with it. ... In my own experience, there are several steps to follow: ...

This negative feeling might show up with negative effects, but you can show it the mental exit door. These steps have worked well for me. I hope they will work for you, too.

Yours sincerely,

Yu Li

You may use the checklist to assess your writing or conduct a peer review. After making revisions, you can submit your writing to Ucampus and receive real-time feedback for further improvement.



Checklist

Unit test



Scan the code and take the unit test on Ucampus.

Vocabulary

iExplore 1

New words

self-imposed /ˌself ɪmˈpəʊzd/ *a. (usu. before noun)*
a self-imposed rule, duty, etc. is one that you have made for yourself, and which no one has asked you to accept 自己规定的; 自愿承担的

▲ **guilt** /ɡɪlt/ *n. [U]* a strong feeling of shame and sadness because you know that you have done sth. wrong 内疚; 自责

▲ **damage** /ˈdæmɪdʒ/
n. [U] negative effects on sb. or sth. 伤害; 负面影响
vt. to cause physical harm to sth. or to part of sb's body 损害, 损坏, 损伤 (某物或某人的身体)

▲ **obligation** /ˌɒblɪˈɡeɪʃn/ *n. [C, U]* sth. that you must do for legal or moral reasons (法律上或道义上的) 义务, 责任

inherently /ɪnˈherəntli/ *ad.* in a way that exists as a natural or basic part of sth. 内在地; 固有地

▲ **gym** /dʒɪm/ *n. [C]* a large hall or room with special equipment for doing physical exercises 健身房; 体育馆

underlying /ˌʌndəˈlaɪɪŋ/ *a. (only before noun)*
important in a situation but not always easily noticed or stated clearly 根本的; 潜在的; 隐含的

discord /ˈdɪskɔːd/ *n. [U]* lack of agreement or harmony between things 不一致; 不协调

▲ **resolute** /ˈrezəˌluːt/ *a.* doing sth. in a very determined way because you have very strong beliefs, aims, etc. 坚决的; 坚定的

▲ **cue** /kjuː/
vt. to give sb. a sign that it is the right moment for them to speak or do sth., esp. during a performance (尤指在表演中) 提示

n. [C] an action or event that is a signal for sth. else to happen 提示; 暗示

▲ **reinforcement** /ˌriːɪnˈfɔːsmənt/ *n.*

- 1 [U] the act of making sth. stronger 加强; 加固
- 2 (~s) [pl.] more soldiers, police, etc. who are sent to a battle, fight, etc. to make their group stronger 援兵; 增援部队

▲ **pour** /pɔː/ *vt.* to make a liquid or other substance flow out of a container that you are holding 倾倒; 倒

comforting /ˈkʌmfətiŋ/ *a.* making you feel less worried, unhappy, or upset 令人宽慰的; 解忧的

▲ **snack** /snæk/ *n. [C]* a small amount of food that you eat between meals (正餐以外的) 点心, 小吃

self-reproach /ˌself rɪˈprəʊtʃ/ *n. [U]* the act or feeling of criticizing or blaming yourself 自责

▲ **worthless** /ˈwɜːθləs/ *a.* not having any value, or not useful 无价值的; 无用的

▲ **compel** /kəmˈpel/ *vt.* to force sb. to do sth. 强迫; 逼迫

▲ **engage** /ɪnˈɡeɪdʒ/ *vi. (fml.)* to be doing or to become involved in an activity 参加; 参与

▲ **approval** /əˈpruːvl/ *n. [U]*

- 1 a positive feeling that you have toward sb. or sth. that you consider to be good or suitable 赞成; 赞许
- 2 official agreement or permission, given by sb. in authority 批准; 核准; 认可

▲ **suck** /sʌk/

- vt.* to take sth. from sth. else 吸纳; 吸收; 吸取
v. to pull liquid into your mouth by using the muscles in your cheeks and tongue 啜; 吮; 吸

manifest /ˈmæniˌfest/ *vt.* to show sth. clearly, through signs or actions 显示; 表现; 表明

注: 标▲单词为重点词汇 (四级及四级派生词), 未做标记单词为超纲词。

- ▲ **evaluate** /ɪˈvæljuːeɪt/ *vt.* (*formal*) to think carefully about sth. before making a judgment about its value, importance, or quality 评价; 评估
- ▲ **cling** /kɪŋ/ (**clung, clung**) *vi.*
 - 1 (~ **to**) to continue to believe or do sth., even though it may not be true or useful any longer 坚持, 墨守 (某事物)
 - 2 to hold sb. or sth. tightly, esp. because you do not feel safe (尤指感觉不安全而) 紧紧抓住 (抱住)
- ▲ **fulfill** /fʊlˈfɪl/ *vt.* (*BrE* **fulfil**) to achieve sth. that you wanted to do, or to get sth. that you hoped for 实现; 达到
- ▲ **decisive** /dɪˈsaɪsɪv/ *a.*
 - 1 able to make choices or decide what to do quickly and confidently 果断的; 坚决的
 - 2 making the final result of a situation completely certain 决定性的

reinforcer /ˌriːɪnˈfɔːsə/ *n.* [C] an individual or thing that enforces 起到加强 (或巩固) 作用的人 (或物)
- ▲ **authorize** /ˈɔːθəˌraɪz/ *vt.* to give official permission for sth. to happen 授权; 许可
- ▲ **reinforce** /ˌriːɪnˈfɔːs/ *vt.* to give support to an opinion, idea, or feeling, and make it stronger 加强, 强化 (观点、思想或感觉)

circuitous /sɜːˈkjʊːɪtəs/ *a.* not straight or direct 迂回的; 间接的

humbling /ˈhʌmblɪŋ/ *a.* making you realize that you are not as important, good, clever, etc. as you thought 使感到卑贱的; 使自惭的

- ▲ **baggage** /ˈbæɡɪdʒ/ *n.* [U]
 - 1 (*informal*) problems that sb.'s past experiences might cause in new situations (思想上的) 包袱
 - 2 (*mainly AmE*) the cases, bags, boxes, etc. carried by sb. who is traveling 行李
- ▲ **exit** /ˈeksɪt/ *n.* [C] a way or passage out, as a door, stairs, etc. 出口; 通道

- ▲ **solidify** /səˈlɪdɪˌfaɪ/
 - vt.* to make an agreement, plan, attitude, etc. more definite and less likely to change 使巩固; 使坚固; 使稳固
 - v.* to become solid or make sth. solid (使) 变成固体

Phrases and expressions

take one's mind off sth. to make sb. stop thinking or worrying about sth. 使不想某事; 使不再担忧某事

go hand in hand to be closely connected 密切相关

in terms of in relation to 在...方面

let go (of) to stop holding sb. or sth. 放手; 松手; 放开 (某人或某物)

now that because of sth. or as a result of sth. 既然; 由于

show up to be easy to see or notice 显露; 显现出来

Proper names

Merriam-Webster /ˌmerɪæm ˈwebstə/ 梅里亚姆—韦伯斯特公司 (美国辞书出版机构)

iExplore 2

New words

introvert /ˈɪntrəʊˌvɜːt/ *n.* [C] sb. who is quiet and shy, and does not enjoy being with other people 性格内向的人; 不爱交际者

grudgingly /ˈɡrʌdʒɪŋli/ *ad.* unwillingly 不情愿地; 勉强地

- ▲ **flat** /flæt/ *n.* [C] a musical note that is one semitone lower than a particular note (音符) 降半音

caterpillar /ˈkætəˌpɪlə/ *n.* [C] 毛虫 (蝴蝶等昆虫的幼虫)

cocoon /kəˈkuːn/ *n.* [C] 茧

- ▲ **socialize** /'səʊʃəlaɪz/ *vi.* to spend time with other people in a friendly way 交友；交际；交往
- ▲ **consist** /kən'sɪst/ *v.* (*not in progressive*)
 - 1 (~ **of** sth.) to be formed from two or more things or people 由…构成；由…组成
 - 2 (~ **in** sth.) to be based on or depend on sth. 在于；取决于
- ▲ **couch** /kaʊtʃ/ *n.* [C] 长沙发
- ▲ **inclined** /ɪn'klaɪnd/ *a.* (*never before noun*) (**be ~ to do sth.**) wanting to do sth. 想（做某事）
- ▲ **label** /'leɪbl/ *vt.*
 - 1 to use a word or phrase to describe sb. or sth., esp. one that is not completely fair or true（尤指并不完全公正或属实地）描述（某人或某事物）
 - 2 to attach a label to sth. or write information on sth. 贴标签于；用标签标明
- mute** /mju:t/ *a.* not speaking, or not willing to speak 缄默的；不愿说话的
- lightning bug** /'laɪtnɪŋ ˌbʌg/ *n.* [C] 萤火虫
- ▲ **heroic** /hɪ'rəʊɪk/ *a.* extremely brave or determined, and admired by many people 英雄的；英勇的
- unspeakably** /ʌn'spi:kəbli/ *ad.* in a way that cannot be expressed in words, usu. because it is too bad or shocking 无法形容地；说不出地
- ▲ **yell** /jel/ *v.* to shout or say sth. very loudly, esp. because you are frightened, angry, or excited（尤因恐惧、愤怒或激动而）叫喊，大叫大嚷
- ▲ **declaration** /ˌdeklə'reɪʃn/ *n.* [C, U] an important official statement about a particular situation or plan, or the act of making this statement 声明；宣告
- heartwarming** /'hɑ:t,wɔ:mɪŋ/ *a.* making you feel happy, usu. because other people are being kind 暖人心扉的；温馨感人的
- ▲ **gradually** /'grædʒuəli/ *ad.* slowly and in small stages or amounts 渐渐地；逐渐地；逐步地
- ▲ **entrance** /'entrəns/ *n.* [C]
 - 1 [usu. sing.] the act of going into a place 进入
 - 2 the place where you can enter a room, building, or area 入口；进口
- ▲ **remote** /rɪ'məʊt/ *n.* [C] (~ **control**) 遥控器

calculus /'kælkjʊləs/ *n.* [U] 微积分

- ▲ **pitch** /pɪtʃ/ *n.*
 - 1 [sing.] how high or low a note or other sound is 音高
 - 2 [C] (*BrE*) a marked out area of ground on which a sport is played 场地

resonance /'rezənəns/ *n.* [C, U]

- 1 sound that is produced or increased in one object by sound waves from another object 共鸣；共振
- 2 the special meaning or importance that sth. has for you because it relates to your own experiences（因与亲身经历有关而产生的）共鸣

tonality /təʊ'næləti/ *n.* [C, U] the use of a particular key for writing a piece of music 音调；调子

vocal /'vəʊkl/ *a.*

- 1 relating to the voice or done with the voice 嗓音的；发声音的
- 2 expressing strong opinions publicly, esp. about things that you disagree with 激烈地表达意见的；敢于直言的；直言不讳的

- ▲ **fierce** /fɪəs/ *a.* done with a lot of energy and strong feelings, and sometimes violence 猛烈的；激烈的

- ▲ **reserved** /rɪ'zɜ:vɪd/ *a.* unwilling to express your emotions or talk about your problems 寡言的；含蓄的；内敛的

- ▲ **possess** /pə'zes/ *vt.* (*fml.*) (*not in progressive*)

- 1 to have a particular quality or ability 拥有，具有（某品质或能力）
- 2 to have or own sth. 拥有，持有（某物）

Phrases and expressions

conjure up to bring a thought, picture, idea, or memory to sb's mind 使浮现于脑海

keep (yourself) to yourself to avoid meeting people socially or becoming involved in their affairs 不与人往来；不管别人的事

in one's case in a situation that exists, esp. as it affects a particular person or group 对于某人来说

most of all to a greater degree than anything else 最主要的是

speak volumes to show the nature of sth. or the feelings of a person 充分证明，清楚表明（某事）

at once together, at the same time 一起；同时

Proper names

Valerie /ˈvæləri/ 瓦莱丽（人名）

The Very Hungry Caterpillar 《好饿的毛毛虫》（图画书）

Mark Twain /twɛɪn/ 马克·吐温（1835—1910，美国作家）