

党的二十大报告强调，教育、科技、人才是全面建设社会主义现代化国家的基础性、战略性支撑。培养造就大批德才兼备的高素质人才，是国家和民族长远发展大计。研究生教育是衡量一个国家高等教育竞争力的关键标志，承担着全面提高人才自主培养质量、服务创新发展战略的重大使命，是国家发展、社会进步的重要基石。在我国迈向全面建设社会主义现代化国家的新征程中，各行各业对拔尖创新人才的需求更加迫切，研究生教育的重要作用愈发突显。

为更好地服务党和国家事业发展需要，研究生教育必须全面贯彻党的教育方针，坚定走内涵式发展道路，以立德树人、服务需求、提高质量、追求卓越为主线，为实现中华民族伟大复兴的中国梦提供坚强有力的人才和智力支撑。外语教育作为研究生教育的重要组成部分，应扎根中国大地，坚持需求导向，不断创新引领，培养具有家国情怀、全球视野和专业本领的高层次人才，服务高质量研究生教育体系建设。在此背景下，“卓越研究生英语”系列教材应运而生。

“卓越研究生英语”是一套适用于高等学校非英语专业研究生的AI外语教材。教材全面贯彻党的二十大精神 and 全国研究生教育会议精神，以新时代研究生教育改革发展方向为指导，落实立德树人根本任务，通过学术学科融通和数智技术融合，帮助学生在提升学术英语能力的同时，积累学科前沿知识，培养思辨能力、创新能力、解决问题能力和自主学习能力，成长为德才兼备、服务国家战略发展需求的高层次拔尖创新人才。

编写原则

以党和国家事业发展为导向设定培养目标

教材全面贯彻党的教育方针，践行为党育人、为国育才的初心使命，深入推进课程思政建设，将价值塑造、知识传授和能力培养融为一体，落实立德树人根本任务。同时，充分考虑国家重大战略发展需求，响应“四新”建设号召，瞄准科技前沿和关键领域，展现学术新知和学理创见，以跨学科交叉融合等方式推动学科建设，服务人才培养。

以探究式学习为理念设计教学环节

教材以探究式学习为理念，创设学术研究情境，引导学生思考不同学科领域的核心议题，主动参与学习过程，以科学探究的方式获取知识、提升能力，自主探讨核心议题，结合真实学术场景和任务实现有效产出，从而提升学生的学术综合素养，培养他们自主探索和勇于创新的精神。

以信息技术创新教材形态和教学模式

教材积极响应教育数字化战略，依托全新升级的“U校园智慧教学云平台AI版”（以下简称“U校园AI版”），利用生成式人工智能、大数据等新技术，变革传统纸质教材形态和使用模式，实现纸质教材与数字平台的深度联结。通过丰富、立体、个性化的教学资源，提升教学灵活性和内容丰富度，助力教师实践智慧教学新范式。

教材特色

助力深化课程思政，落实立德树人

教材在单元话题、素材选择和活动设计等方面强化价值引领，将价值塑造寓于知识传授和能力培养之中，引导学生树立正确的世界观、人生观和价值观。每单元均包含中国相关素材，展现中国发展成就、智慧与贡献，助力构建中国话语和中国叙事体系，帮助学生成长为堪当强国建设、民族复兴大任的栋梁之材。

以探究式学习为纲，培养创新能力

每单元以核心议题为驱动，聚焦探究重点，激发学习兴趣。通过类型多样的输入素材和系统科学的练习活动，引导学生深入探究和分析，积极开展调查研究、收集与处理信息、表达与交流等探索活动，最终在真实学术场景和任务中探讨核心议题，全面提升解决问题能力和实践创新能力。

学术与学科相融合，提升综合素养

教材设计突出学科特征与学术属性，结合人文、理工学科前沿和热点话题，注重学科交叉融合，反映新学科、新方向与新发现，服务国家重大战略和关键领域需求。教材注重学术能力培养，从学术英语技能入手，通过讲练结合的方式，帮助学生掌握学术规范和知识，有效提升用英语进行专业学习、学术交流与研究探索的能力。

数字技术融合创新，赋能智慧教学

依托U校园AI版，创新教材形态和使用方法。创设“1+N+X”教材结构模式，实现“纸质教材、线上自选单元、院校自建内容”的有机结合，提升教学灵活性和内容丰富度，满足个性化教学需求。同时，借助生成式人工智能、大数据等技术赋能教学，开发AI智能学伴、AI助教实时答疑、AI学情分析等功能，配备微课视频等多模态学习资源和在线交互式课件等数字化教学手段，实现以智助学、以智助教。

教材构成

“卓越研究生英语”包含“人文篇”和“理工篇”，各设两个级别。教材以学科交叉融合为特色，“人文篇”话题选材以人文学科为主，侧重学术新知和学理创见，兼顾理工农医领域内容，提供多元全面的学术视角，推动融合发展；“理工篇”话题选材则以理工学科为主，聚焦国家战略和关键产业发展需要，同时适当融入人文学科内容，发挥文科在价值判断、伦理约束、人文关怀等方面的重要作用。教材设计灵活，在数字课程中提供不同学科内容的线上自选单元，全方位打破学科边界，实现文理融通，丰富教学内容，提升教学灵活度和多样性。

教材同步配备教学管理平台、数字课程、微课、在线交互式课件、电子版教师用书、慕课（详见中国高校外语慕课平台）等立体化教学资源，不同媒介资源之间紧密联系、互为补充，共同构建开放、交互、共享的智慧教学环境。

本册编写团队

《卓越研究生英语（人文篇）综合教程》总主编为北京外国语大学侯俊霞教授。教材的策划与编写也凝聚了多位专家和骨干教师的经验与智慧，多位外籍专家参与教材的审订工作。我们希望，在使用教材的过程中能够得到广大院校师生的宝贵建议，以使教材不断完善，更好地服务研究生教育创新发展。

《卓越研究生英语（人文篇）综合教程》充分考虑新时期国家重大战略发展需求，积极服务“四新”建设，精选文史哲、经管法、教育和艺术等领域的前沿议题，挖掘中华优秀传统文化的时代价值，展现人文社科领域的创新成果，同时融入乡村振兴、科学精神、全球发展等跨学科交叉融合内容，在培养思辨能力与创新能力的同时，强化学生在世界舞台展示中国声音、中国立场、中国方案的能力，培养堪当民族复兴大任的新时代人才，为构建国家话语和叙事体系提供有力支撑。同时，依托智能化数字平台，打造AI外语教材，推动人工智能与教育教学深度融合，构建研究生外语教育新形态。

教材结构

《卓越研究生英语（人文篇）综合教程》包含两个级别。依托U校园AI版，突破传统教材介质形态和使用方法，创设“1+N+X”模式，支持纸质教材内容、线上自选单元、院校自建内容自由组合，实现纸质教材与数字平台联动，拓展教学内容，创新教学设计，助力教师实践智慧教学新范式。



1

纸质教材



N

自选单元



X

自建内容

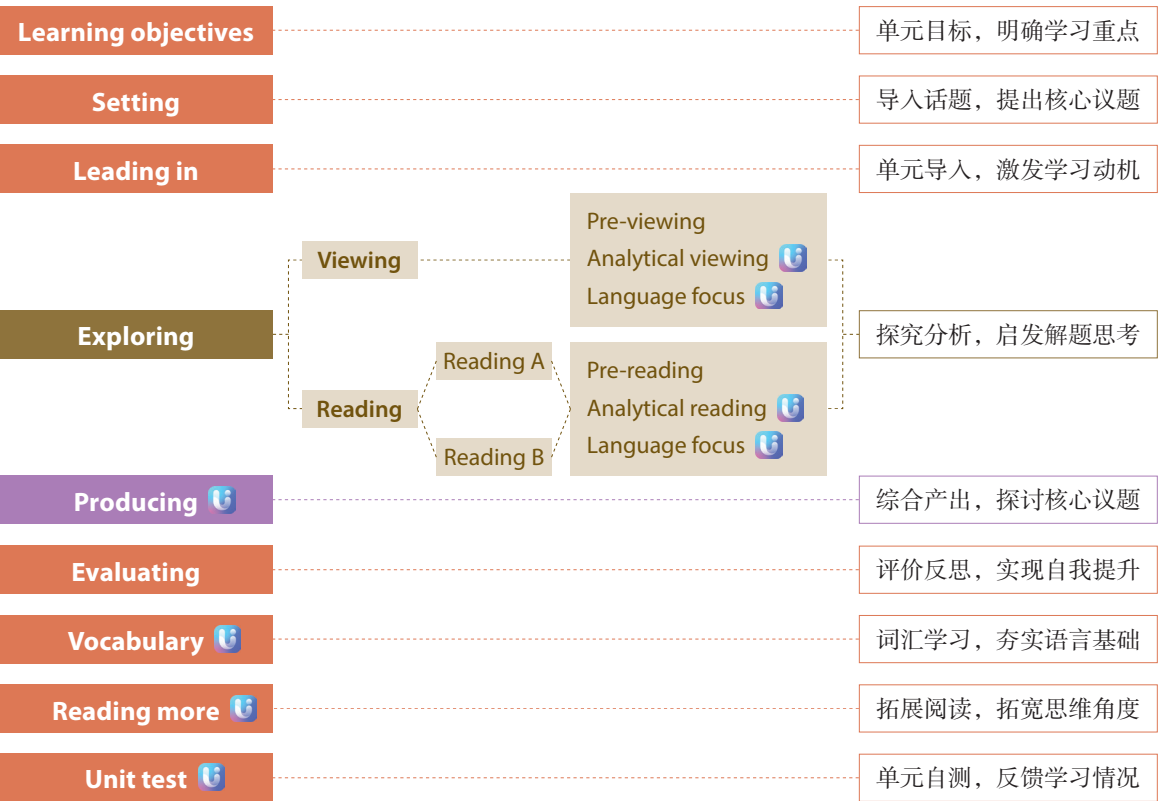
纸质教材每级包含6个单元，基于智慧教学流程设计，融合线上与线下、课内与课外。课堂内，教师可依托教材设计开展探究式、互动式、研讨式教学；课堂外，教师可基于数字平台的线上教学管理、AI智能答疑、AI智能评阅等功能，引导学生进行自主学习，创新学习模式，提高学习效果。

教材配备的数字课程额外提供10个单元，文理相融，支持教师根据教情、学情灵活选取教学内容，创新教学方法，开展差异化和个性化教学，实现课堂教学与课外自学成效的最大化。

数字平台开放自主编辑功能，允许教师在数字课程基础上，个性化添加阅读文本、音视频及练习活动，一键发布给学生，并及时获取学生学习数据分析，调整教学方法与策略，推动教学智能化、个性化、精细化发展。

单元结构

《卓越研究生英语（人文篇）综合教程》单元结构具体如下：



Learning objectives

从学科知识内容、学术听力技巧、学术阅读技巧、单元产出任务等方面设定学习目标，明确学习重点。

Setting

阐释单元话题，点明话题讨论的重要意义，提炼需要探讨的核心议题，明晰探究重点。

Leading in

通过头脑风暴、小组讨论、问卷调查等灵活多样的活动，启发学生对核心议题进行初步思考，为深入探究做好准备。



注：标有 的部分包含线上自主学习内容，学生可通过U校园AI版App获取，获取方法见封二。

Exploring

Country	Year	Value
China	2014	1.00
China	2015	1.00
China	2016	1.00
China	2017	1.00
China	2018	1.00
China	2019	1.00
China	2020	1.00
China	2021	1.00
China	2022	1.00
China	2023	1.00
China	2024	1.00
China	2025	1.00
China	2026	1.00
China	2027	1.00
China	2028	1.00
China	2029	1.00
China	2030	1.00
China	2031	1.00
China	2032	1.00
China	2033	1.00
China	2034	1.00
China	2035	1.00
China	2036	1.00
China	2037	1.00
China	2038	1.00
China	2039	1.00
China	2040	1.00
China	2041	1.00
China	2042	1.00
China	2043	1.00
China	2044	1.00
China	2045	1.00
China	2046	1.00
China	2047	1.00
China	2048	1.00
China	2049	1.00
China	2050	1.00
China	2051	1.00
China	2052	1.00
China	2053	1.00
China	2054	1.00
China	2055	1.00
China	2056	1.00
China	2057	1.00
China	2058	1.00
China	2059	1.00
China	2060	1.00
China	2061	1.00
China	2062	1.00
China	2063	1.00
China	2064	1.00
China	2065	1.00
China	2066	1.00
China	2067	1.00
China	2068	1.00
China	2069	1.00
China	2070	1.00
China	2071	1.00
China	2072	1.00
China	2073	1.00
China	2074	1.00
China	2075	1.00
China	2076	1.00
China	2077	1.00
China	2078	1.00
China	2079	1.00
China	2080	1.00
China	2081	1.00
China	2082	1.00
China	2083	1.00
China	2084	1.00
China	2085	1.00
China	2086	1.00
China	2087	1.00
China	2088	1.00
China	2089	1.00
China	2090	1.00
China	2091	1.00
China	2092	1.00
China	2093	1.00
China	2094	1.00
China	2095	1.00
China	2096	1.00
China	2097	1.00
China	2098	1.00
China	2099	1.00
China	2100	1.00
China	2101	1.00
China	2102	1.00
China	2103	1.00
China	2104	1.00
China	2105	1.00
China	2106	1.00
China	2107	1.00
China	2108	1.00
China	2109	1.00
China	2110	1.00
China	2111	1.00
China	2112	1.00
China	2113	1.00
China	2114	1.00
China	2115	1.00
China	2116	1.00
China	2117	1.00
China	2118	1.00
China	2119	1.00
China	2120	1.00
China	2121	1.00
China	2122	1.00
China	2123	1.00
China	2124	1.00
China	2125	1.00
China	2126	1.00
China	2127	1.00
China	2128	1.00
China	2129	1.00
China	2130	1.00
China	2131	1.00
China	2132	1.00
China		

Viewing

Pre-viewing

提供自我反思、观点分享等热身活动，激活知识储备，为视频学习做好铺垫。

Exploring

VIEWING

Pre-viewing

World Heritage sites are through a rigorous evaluation process to earn their prestigious status. List some criteria that determine whether a site is deemed worthy of this recognition.

Analytical viewing

1 Scan the code. Watch the video and complete the questions. You can also view the companion exercises on ePangloss.

What does it mean to be designated as a World Heritage site? Complete the sentence on the right.

PROTECTING WORLD HERITAGE

To be listed as a World Heritage site, a location must

be of **outstanding universal value**.

It must also be **protected** by a **government**.

It must be **unique** and **representative** of the world's **cultural** and **natural** heritage.

It must be **well-preserved** and **accessible** to the public.

It must be **significant** and **representative** of the world's **cultural** and **natural** heritage.

It must be **well-preserved** and **accessible** to the public.

It must be **significant** and **representative** of the world's **cultural** and **natural** heritage.

It must be **well-preserved** and **accessible** to the public.

It must be **significant** and **representative** of the world's **cultural** and **natural** heritage.

It must be **well-preserved** and **accessible** to the public.

It must be **significant** and **representative** of the world's **cultural** and **natural** heritage.

It must be **well-preserved** and **accessible** to the public.

It must be **significant** and **representative** of the world's **cultural** and **natural** heritage.

It must be **well-preserved** and **accessible** to the public.

It must be **significant** and **representative** of the world's **cultural** and **natural** heritage.

It must be **well-preserved** and **accessible** to the public.

It must be **significant** and **representative** of the world's **cultural** and **natural** heritage.

It must be **well-preserved** and **accessible** to the public.

It must be **significant** and **representative** of the world's **cultural** and **natural** heritage.

It must be **well-preserved** and **accessible** to the public.

It must be **significant** and **representative** of the world's **cultural** and **natural** heritage.

It must be **well-preserved** and **accessible** to the public.

It must be **significant** and **representative** of the world's **cultural** and **natural** heritage.

It must be **well-preserved** and **accessible** to the public.

It must be **significant** and **representative** of the world's **cultural** and **natural** heritage.

It must be **well-preserved** and **accessible** to the public.

It must be **significant** and **representative** of the world's **cultural** and **natural** heritage.

Academic listening skill

Interpreting visual cues

Visual cues in academic videos not only support the speaker but also provide additional supporting information. But they also add the speaker to displaying their comprehension of the subject matter. To help you interpret these cues, watch the video.

Flag attention to body language

Body language is a key visual cue. Notice the gestures and posture of the speaker as they can signal important points or changes in the text.

Anticipate facial expressions

Anticipate facial expressions, such as smiles, frowns, or surprise, as they can signal important points or changes in the text. Notice the speaker's facial expressions as they speak.

Anticipate hand gestures

Anticipate hand gestures, such as pointing, or open palms, as they can signal important points or changes in the text. Notice the speaker's hand gestures as they speak.

Observing the use of visual aids

Visual aids, such as slides, charts, graphs, maps, tables, or animations, can support the speaker's message. Notice the speaker's use of visual aids to enhance their presentation related to the topic.

Connect visual cues to what you hear

Look for the visual cues that are being said and what is being displayed. Identify how visual cues contribute to the understanding of the subject matter. How does the speaker use visual aids to enhance their presentation? Notice the speaker's use of visual aids to enhance their presentation related to the topic.

Connect visual cues to what you hear

Look for the visual cues that are being said and what is being displayed. Identify how visual cues contribute to the understanding of the subject matter. How does the speaker use visual aids to enhance their presentation? Notice the speaker's use of visual aids to enhance their presentation related to the topic.

Connect visual cues to what you hear

Look for the visual cues that are being said and what is being displayed. Identify how visual cues contribute to the understanding of the subject matter. How does the speaker use visual aids to enhance their presentation? Notice the speaker's use of visual aids to enhance their presentation related to the topic.

Language focus

1 Scan the code and complete the language exercises on ePangloss.

40

 Analytical viewing

纸质教材呈现宏观理解练习，帮助学生掌握视频核心内容。
数字课程补充提供细节理解练习，学生扫码即可线上完成，
即时获取成绩反馈。

Academic listening skill

基于视频素材提炼学术听力技巧，纸质教材提供技巧讲解，
数字课程补充微课讲解视频，讲练结合，帮助学生夯实学
术听力能力。

其于视频素材提炼学术

基于视频素材提炼听力技巧,纸质教材提供技巧讲解,数字课程补充微课讲解视频,讲练结合,帮助学生夯实学术听力能力。

 Language focus

数字课程提供形式多样的语言练习，加强对重点词汇、短语的训练。

Reading A

Pre-reading

提供知识激活、观点对比等读前热身活动，扫清学习障碍，为文章的深度学习和探究讨论做好准备。

READING A

Log on to www.unesco.org for interactive learning.

Pre-reading

Acquiring the World Heritage status can greatly influence a country's tourism strategy. Do you think the heritage and archaeological sites are becoming the World Heritage status?

Is the World Heritage status enough to save endangered sites?

- In December 2004, the city government of Vienna, Austria, announced that it would like to receive even at the time. A public-private partnership had formed to build a new six-story building just outside the city's center-old Vienna "Kaiserpalast".
- For those who have visited the beautiful architecture of Beethoven, Mozart, and Freud, two characteristics quickly become evident. First, the case of Vienna is an architectural landscape of European palaces,

immense courtyards, and a new Gothic city hall. Second, Austrians love winter sports. This has manifested itself in a small hill at the heart of Vienna as the beginning of every year since 1990, the construction of a seasonal skating rink, drawing hundreds of thousands of visitors. In other words, the skating is as Vienna as oranges and symphonies. For the sake of a permanent rink, however, such a high-rise complex is a serious **obstacle** to protection, would not have been expected to receive countries. But one important **architectural monument** affected the UNESCO World Heritage Committee, which decided that the new complex would undermine central Vienna's "outstanding universal value".

Vienna's history, city center has been a UNESCO World Heritage site since 2001, one of the organization's many unique landmarks around the globe almost monthly of population. Since announcing its objection to the high-rise

rink, the World Heritage Committee has kept Vienna on its "at-risk" list. If the city fails to satisfactorily address the Committee's concerns, it risks being permanently "delisted" as a UNESCO landmark.

The controversy involving a central city and its beloved pastime has brought renewed attention to the World Heritage program. In preparing lists, the UNESCO is now forced to part of a year not global effort to present cultural understanding, and built that pass. Then in 1972, recognizing countries called UNESCO World Heritage Committee in an effort to present historical important sites from military conflicts, natural disasters, **looting**, and economic pressures.

Protecting an arbitrary but certain urban area the Vienna history or city center was an **obstacle** to protection. The Committee of several calls that UNESCO protect

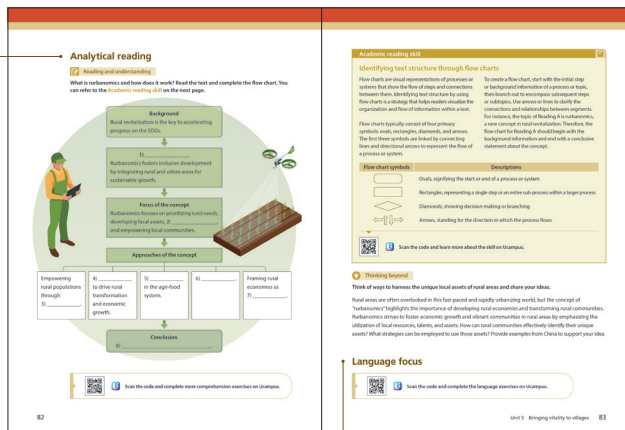
42

Reading and understanding

Academic reading skill

Thinking beyond

基于文章内容进行拓展探究和讨论，提高学生的口语表达能力和高阶思维能力。



数字课程提供 Words and phrases、Banked cloze 和 Structure 等形式多样的语言练习，加强对重点词汇、短语、结构的训练，提升语言综合运用能力。

Pre-reading

提供知识激活、观点对比等读前热身活动，扫清学习障碍。

READING B

1  [Click on the icons for interactive hearing.](#)

Pre-reading

China is adorned with a myriad of attractive villages, each displaying their own unique features. These beautiful villages showcase the country's breathtaking natural landscape and its rich cultural heritage. What are the attractions of Chinese villages for you?

Beautiful China, beautiful countryside

"Of the ten parts, eight are left and one is lost, one is left and the remaining half consists of mountains and water". This beautiful expression is used by the book to describe Yan County's Jiangnan Region of China, part of a book that focuses on the rich landscape of this area's 115 mountains, rivers, hills, rice, tea, and its plantations, authored by Heurt (Shanghai, China), Shanghai, and Meitang (Shanghai, China) Shanghai and Heurt Shanghai are designated as World Heritage sites and the latter is also recorded as a national mountain in Dianshan.

The rural resilience

1. Whereas was once part of the **historical prefecture**, in the early 2000s, two centuries as **Yinhuai** were declared **World Heritage sites** by UNESCO. This was a **watershed moment** in China, as it was the first time that the historical and cultural value of a village had been recognized at this level in the country.

2. After there then a decade of economic reform and **rural** village development, the government was becoming increasingly concerned about the growing between rural and urban areas, particularly the three rural issues concerning agricultural, rural, and human development. During the 16th National Congress of the Communist Party of China in November of 2002, the issue of **suburban development** between rural and urban areas was identified as a **primary contradiction** confronting the country.

3. Since then, numerous measures have been introduced to help solve the urban-rural issues. One vital measure has been the facilitation and construction of **local urbanization** and **ecotourism** services such as roads, water, gas, electricity, and access to rural areas.

Significant villages there are also keen to improving rural welfare efforts, such as health, education, and job efforts. These rural-urbanization strategies aimed at boosting agricultural production, develop rural housing and local area, improve the environment, and achieve poverty in impoverished regions.

4. At the same time, the government focused further efforts on local food economy's growth as a large step. It transformed rural land management efforts, and made efforts to modernize the farming sector by incorporating entrepreneurial innovation and providing models, obtained from people who were encouraged to return to their home villages, and entrepreneurs were given more incentives to invest in local areas. Significant efforts were also put into growing rural tourism.

5. Tourism in China is rapidly expanding and rural tourism is growing in response to the burgeoning middle class and its increasing purchasing power. It is also considered as a effective way to develop rural areas.

1. 中国十大名村，一个都不能少


84

纸质教材呈现宏观理解练习，帮助学生分析、整合文章核心内容。数字课程补充提供细节理解练习，进一步提升阅读理解能力。

纸质教材呈现中国文化特色表达翻译和段落翻译练习，数字课程提供Structure等语言练习，提升语言综合运用能力和中华文化国际传播能力。


Analytical reading

How did rural recreation areas and regular villages turn into the most beautiful countryside in China? Read the text and complete the tables.




Rural Renaissance context

A watershed moment	New references in history were declared 1)
2)	_____ rural areas
3)	There is a strong gap between 3) _____
Improving measures	
4)	Facilitating and controlling 4) _____
5)	Improving rural culture _____
6)	Launching reforms to 5) _____
7)	Strengthening rural tourism _____



Wuyuan's successful practices

The pursuit of rural landscape	Tourism formation and visitor satisfaction stems from 6) _____
A targeted policy	
7)	Identifying Wuyuan as one 7) _____ for the development of rural tourism.
8)	Being influenced by major measures _____
9)	Launching a successful 8) _____ with the slogan Wuyuan, the most beautiful countryside in China.



Scan the code and complete new comprehension exercises on Wuyuan.


Language focus

1) Translates the Chinese expressions into English.

1) 古村落	_____
2) 美丽乡村	_____
3) 城市	_____
4) 农村	_____
5) 乡村旅游发展的地位	_____
6) 游客中心	_____

2) Provides the paragraph into English.

中国乡村旅游“热”，起源于 20 世纪 80 年代，发展迅猛，逐渐升温，带动了休闲、度假等新兴产业，为农村经济、为农民收入、为新农村建设注入了新的活力。随着乡村旅游的蓬勃发展，乡村旅游已不再仅仅局限于观光、采摘、垂钓等初级乡村旅游形式，而是向休闲度假、康乐养生、度假休闲、文化体验等方向发展（rural tourism has moved from the traditional countryside tourism to leisure, vacation and cultural experience, injecting vitality into the rural economy, increasing farmers' income, and injecting vitality into the new rural construction）。



Scan the code and complete new language exercises on Wuyuan.

88

Unit 3 Bringing vitality to villages 89

Producing

创设典型学术场景，根据核心议题设计学术演讲、提案撰写、专题汇报、案例分析等综合性学术型产出任务，引导学生运用单元所学完成任务、探讨核心议题，提升综合能力。

Scenario

设计真实学术场景，重现核心议题，明确产出任务。

Academic writing / speaking skill

根据产出任务类型，提供学术写作或口语技巧讲解，搭配微课视频，帮助学生更好地掌握学术写作或口语技巧，高效完成任务。

Step-by-step guide

数字课程提供分步骤指导，引导学生实现有效产出。



Evaluating

引导学生从收获和问题两个维度反思单元学习目标达成情况，实现自我反馈与自我提升。

Vocabulary

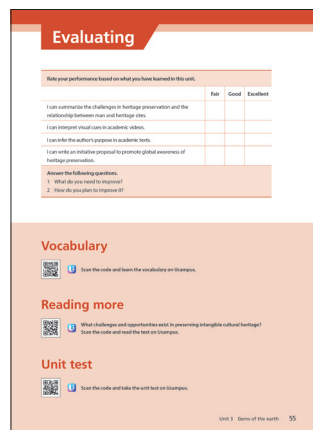
数字课程提供单元生词表，讲解重点生词和短语，助力学生随时随地学习单词，夯实语言基础。

Reading more

提供一篇与单元主题紧密相关的拓展阅读文章，内容角度多元，形式体裁多样，辅以高阶思维练习，供学生线上自主学习，进一步拓展知识边界，开阔思维视野。

Unit test

数字课程提供单元测试，实现阶段性自评自测，及时检测学习效果。



数字平台使用说明

“U校园智慧教学云平台AI版”（以下简称“U校园AI版”）是《卓越研究生英语（人文篇）综合教程》的关键构成要素，与教材配套使用，提供“一站式”智能教学平台、“一条龙”智能课堂互动、“一体化”智能评价体系、“一路行”智能外语学伴，助力创新教材形态，提升师生数字素养，切实赋能智慧教学。

对于学生

U校园AI版提供教材配套数字课程，融合丰富的学习资源、便捷的学习工具和智能的学习环境，为学习者提供全流程、个性化、沉浸式的智慧学习体验。

纸数融合，提升学习效果

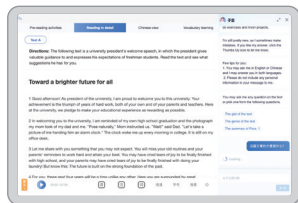
数字课程与纸质教材高效协同，明晰课内课外学习内容，涵盖细节理解练习、语言练习。学生可在教师引导下完成学习，在此基础上充分参与课堂互动，完成产出任务；还可在线上自主学习数字课程中独有的丰富资源，包括学术听力、阅读、写作和口语技巧微课讲解，拓展阅读素材及练习，生词表以及单元测试等，实现知识与技能的进一步提升。



微课知识讲解

数智赋能，优化学习体验

平台引入先进AI技术，数字人“子言”作为学生自主学习的互动语伴，针对课文学习、语言练习和产出任务等内容，提供实时答疑辅导，起到导学、伴学、促学的作用，构建智慧学习环境，增强沉浸式学习的体验感。



AI 实时答疑

专属记录，把控学习进程

课程采取一书一码的形式，学生扫码完成认证后，即可随时随地开展自主学习，实时参与课堂互动和线上讨论，并获取个人学习报告，包含专属的学习记录、学习评价和提升建议，为管理学习进程、反思学习效果提供依据。



个人学习报告

提醒

- 1 书后验证码是激活数字课程的唯一凭证，与教材配套练习及资源、个人学习记录、课中互动记录、成绩报告等直接关联，不可转让、不可退换、遗失不补，请妥善保管，以免造成个人信息泄露。
- 2 验证码自教材印刷日期起2年内有效，逾期未使用将视为放弃，请务必及时激活。每个验证码在U校园中仅支持使用一次，激活成功后验证码自动失效。
- 3 请使用U校园AI版App扫描教材中的二维码，获取视频、阅读素材、练习以及微课等拓展资源。（具体方式见封二）



对于教师

U校园AI版通过对日常教学过程的协助、对教学数据的采集分析、对教师定制个性化教学内容的支持等，推动教学革命，实现智慧教学。

翻转课堂，助力混合教学

教师可设置线上必修内容与学习模式，合理安排教学进度，通过平台多终端实时监控，一键发布学习进度提醒，以此有效翻转课堂，提高教学效率，推动混合式教学。

自主编辑，支持个性教学

“1+N+X”模式以及在线交互式课件功能支持教师根据校情、学情对教材内容进行调改删增，实现个性化编辑，同时联通内容丰富的教学素材库，满足多样教学需求。

轻松互动，激发活跃课堂

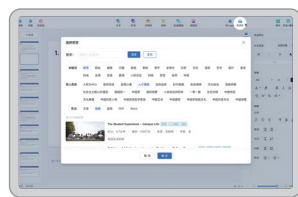
平台提供签到、选人、投票、词云等实用的课堂互动工具，并支持通过在线交互式课件一键发布课堂互动题目，助力教师激活课堂，提升教学效果。

多维数据，全面反拨教学

提供写作与翻译智能评阅、教师评阅、生生互评等多元评价体系及学情分析报告，记录课前、课中、课后全过程的学习数据，为教学决策提供数据支持，科学提升教学质量。



学习进度提醒



在线交互式课件



词云



智能评阅

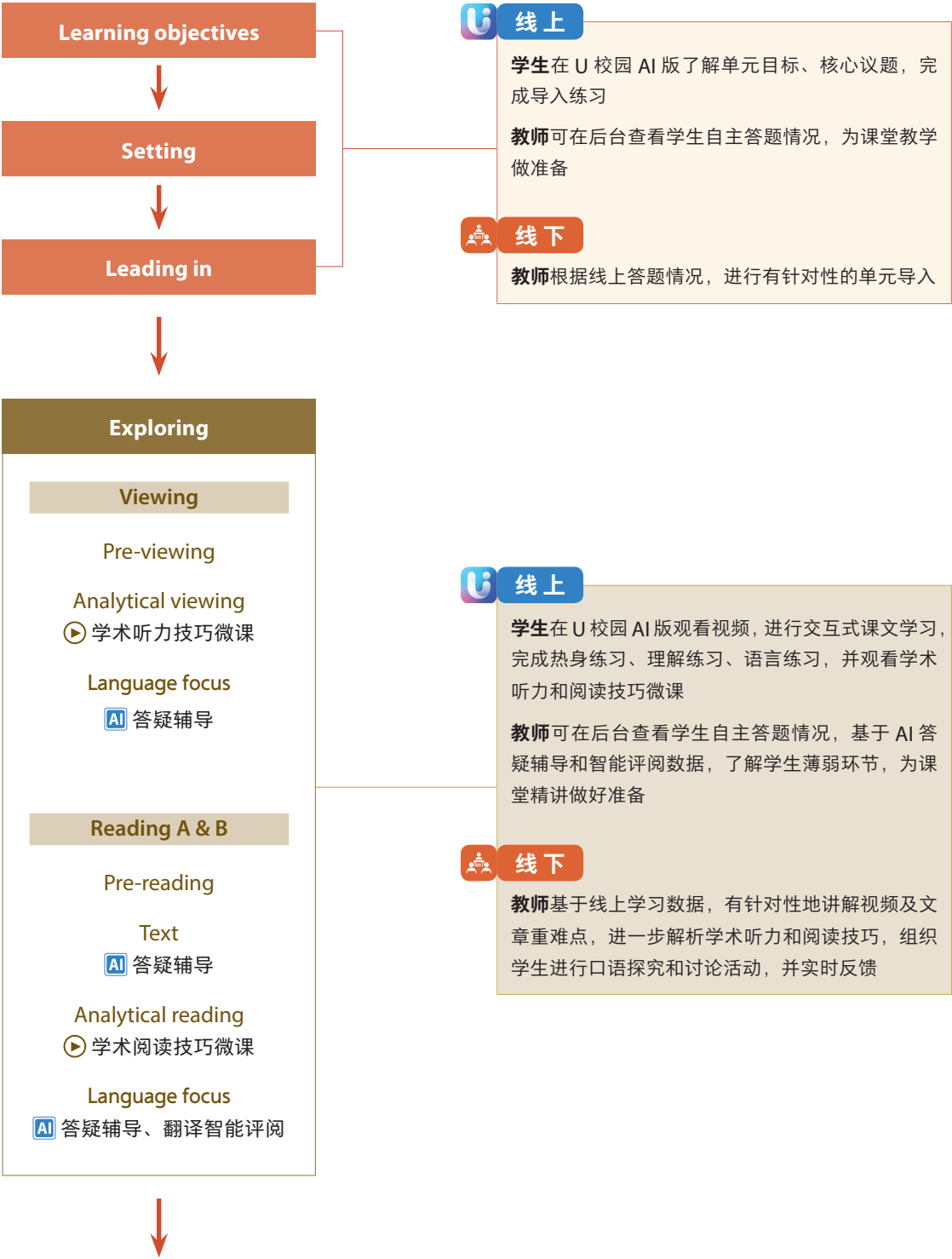
提醒

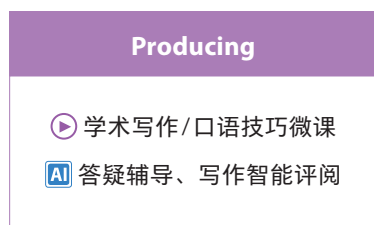
1 教材配套练习及资源，以及课堂互动、学情分析、学习进度监控等功能均要求学生激活数字课程。请教师提醒学生及时在U校园AI版App上激活数字课程，确保教学顺利开展。（具体方式见封二）

2 请扫描右侧二维码，获取“1+N+X”模式的使用操作流程，开启个性化教学新体验。



《卓越研究生英语（人文篇）综合教程》依托U校园AI版，设计科学，特色鲜明，将先进数智技术融入教学全流程。以下为数字课程单元结构示意图以及混合式教学模式建议，供各校教师参考：





线上

学生在 U 校园 AI 版观看学术写作 / 口语技巧微课，完成单元产出任务，提交作品，并即时获取智能评阅结果

教师可在后台查看学生作品，基于 AI 答疑辅导和智能评阅数据，在线评价学生任务完成情况

线下

教师课上安排学生展示作品，并进行即时反馈

线上

学生在 U 校园 AI 版完成总结反思、词汇巩固、拓展阅读、单元测试，并根据反馈进行有针对性的巩固

教师可在后台获取 AI 学情分析报告，查看学生自学及自测数据，据此调整下一阶段的教学设计

CONTENTS

UNIT	EXPLORING	
	Viewing	Reading
1 Minds woven in words <i>p2</i>	Video: Can we think complex thoughts without language? <i>p4</i> Academic listening skill: Understanding academic concepts <i>p5</i>	Reading A: How language shapes the way we think <i>p6</i> Academic reading skill: 3-step argument in academic research <i>p11</i> Reading B: Chinese language and Chinese thought <i>p12</i>
2 The grace of verse <i>p20</i>	Video: What is poetry? <i>p22</i> Academic listening skill: Listening for hypophora <i>p23</i>	Reading A: The scientific underpinnings of poetry <i>p24</i> Academic reading skill: The function and format of quotations <i>p29</i> Reading B: <i>The Book of Songs</i> : Poems that helped shape Chinese civilization <i>p30</i>
3 Gems of the earth <i>p38</i>	Video: UNESCO's World Heritage sites: Protecting the world's treasures <i>p40</i> Academic listening skill: Interpreting visual cues <i>p41</i>	Reading A: Is the World Heritage status enough to save endangered sites? <i>p42</i> Academic reading skill: Inferring the author's purpose <i>p47</i> Reading B: Rediscovering China's Ancient Tea Horse Road <i>p48</i>
4 Decoding art <i>p56</i>	Video: The evolution of art <i>p58</i> Academic listening skill: Listening for chronology <i>p59</i>	Reading A: Butterflies: The ultimate icon of our fragility <i>p60</i> Academic reading skill: Comparing and contrasting <i>p65</i> Reading B: The Dao of painting <i>p66</i>
5 Bringing vitality to villages <i>p74</i>	Video: Digital agriculture: New frontiers for the food system <i>p76</i> Academic listening skill: Using a keyword outline to take notes <i>p77</i>	Reading A: Rural revitalization: Tapping into new opportunities <i>p78</i> Academic reading skill: Identifying text structure through flow charts <i>p83</i> Reading B: Beautiful China, beautiful countryside <i>p84</i>
6 Breaking business boundaries <i>p92</i>	Video: An introduction to innovation <i>p94</i> Academic listening skill: Identifying the speaker's counterarguments <i>p95</i>	Reading A: Nondisruptive innovation: An alternative path to growth <i>p96</i> Academic reading skill: Evaluating the strength of arguments <i>p101</i> Reading B: The China effect on global innovation <i>p102</i>

Glossary *p110*

PRODUCING	READING MORE
<p>Make a presentation: The power of language <i>p18</i></p> <p>Academic speaking skill: Making an engaging presentation <i>p18</i></p>	<p>Language: Why we hear more than words <i>p19</i></p>
<p>Write a poetry appreciation: The bridge of poetry <i>p36</i></p> <p>Academic writing skill: Organizing a poetry appreciation <i>p36</i></p>	<p>On translating Li Bai's <i>Parting at Changgan</i> <i>p37</i></p>
<p>Write an initiative proposal: China's protection of World Heritage sites <i>p54</i></p> <p>Academic writing skill: Effective language principles for initiative proposals <i>p54</i></p>	<p>Intangible cultural heritage preservation: Problems and prospects <i>p55</i></p>
<p>Write a proposal: Art treasures of China <i>p72</i></p> <p>Academic writing skill: Organizing a proposal <i>p72</i></p>	<p>Art – Therapy for life <i>p73</i></p>
<p>Make a video: Empowering rural communities <i>p90</i></p> <p>Academic speaking skill: Dubbing for video production <i>p90</i></p>	<p>Harnessing the digital revolution to set the food system on a better course <i>p91</i></p>
<p>Deliver a presentation: Chinese enterprise innovation <i>p108</i></p> <p>Academic speaking skill: Making a case analysis presentation <i>p108</i></p>	<p>Rethinking five management mantras for better innovation <i>p109</i></p>



UNIT 1

Minds woven in words

Learning objectives

After studying this unit, you will be able to:

- illustrate how language reflects thought and culture, and how human perception is shaped by language;
- infer the meaning of academic concepts while listening;
- analyze the 3-step argument in academic research;
- make an engaging presentation on the uniqueness of the Chinese language.

Setting

Language is a remarkable human invention, but we tend to overlook its significance as a primary component of our existence. Not until the beginning of the last century did linguists, like Ferdinand de Saussure, begin to recognize the fundamental nature of language. Language is not only a tool for communication, but also something that determines the way we think, perceive, and engage with the world. Language helps us convey meaning, express emotions, and share knowledge. Above all, it molds our identities, influences our beliefs, and formulates our cultural norms. **In this unit, we will delve into the intricate relationship between language, humankind, and society, and explore the influences that language exerts on individuals and society.**

Leading in

What influences does language exert on us and our society? Brainstorm and complete the diagram.



Exploring

VIEWING

Word bank

linguistic /lɪŋˈɡwɪstɪk/ *a.* 语言的

Dani /ˈdɑːni/ **people** 达尼人 (印尼原始部落)

hypothetical /ˌhaɪpəˈθetɪkəl/ *a.* 假设的

phenomenon /fɪˈnɒmɪnən/ *n.* 现象

psychologist /saɪˈkɒlədʒɪst/ *n.* 心理学家

innate /ɪˈneɪt/ *a.* 先天的; 天生的

vice versa /ˌvaɪs ˈvɜːsə/ *ad.* 反之亦然

Pre-viewing

Language is the means by which we express our thoughts. But have you ever noticed in what language you think? Are you even thinking in any particular language at all?

Analytical viewing



Scan the code. Watch the video and complete the exercises. You can do more comprehension exercises on Ucampus.

NOTES

Steven Pinker (1954-, 史蒂芬·平克) is a Canadian-born American cognitive psychologist, linguist, and popular science author, renowned for his groundbreaking research on language and the human mind. His work has shed light on the nature of human cognition, challenging traditional views and offering new insights into our understanding of language, thoughts, and behaviors.



Huts inhabited by the Dani people

What is the relationship between language and thought? Find the answer by completing the outline.

Question: Can we 1) _____?

Concept 1

2) _____
provides a negative
answer to the
question.

Evidence

- The Dani people can make distinctions between different colors despite a limited color vocabulary, showing that there's a(n) 3) _____ relationship between 4) _____.
- Flags from two cultures show that people don't necessarily see the world differently, but they value different things.

Concept 2

5) _____
gives a positive
answer to the
question.

Answer: 6) _____.

Academic listening skill



Understanding academic concepts

In academic lectures, lecturers tend to refer to concepts or theories that listeners might not be familiar with but are pertinent to the points being made. To properly understand them while listening, you need to take care of two things.

First, understand the morphology (the way in which words are formed) of the terms that represent the concepts. These terms either have common suffixes, such as “-ism” (e.g. socialism) which represents a system, ideology, or belief; or they have common prefixes, such as “meta-” (e.g. meta-narrative) which indicates a higher-level analysis of or reflection on a subject.

Second, understand the context of the terms. They usually appear after some introductory remarks from which their meaning can be inferred, as in the case of the term “linguistic determinism” in the video. Otherwise, the concepts may be followed immediately by a short explanation, as in the case of “mentalese.”



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

Language focus



Scan the code and complete the language exercises on Ucampus.



Pre-reading

Steven Pinker's "mentalese" theory indicates that language and thought are separate entities, and that thought can exist without language. Do you agree with him? Does language shape the way we think?

How language shapes

¹ Humans communicate using a **dazzling array** of languages. The approximately 7,000 languages spoken around the world differ from one another in **innumerable** ways. This begs the question: Does the language we speak shape the way we think? People have been speculating about this ancient question forever. Charlemagne is **reputed** to have said that to speak another language is to possess a second soul. It's a strong statement that language crafts reality. But on the other hand, Shakespeare has Juliet say, "What's in a name? That which we call a rose / By any other name would smell as sweet." This suggests that language does not craft reality. The question touches on a major **controversy** in the study of mind, engaging scores of philosophers, **anthropologists**, linguists, and psychologists. Yet despite nearly constant attention and debate, very little **empirical** work had been done on it until recently when research in the labs at Stanford University and MIT (Massachusetts Institute of Technology) helped reopen this question. Data have been collected around the world so that we have actual scientific evidence to weigh in on this question.

² The Kuuk Thaayorre, who **reside** in Pormpuraaw, a small **Aboriginal** community on the western coast of Cape




the way we *think*

York in northern Australia, talk about space in a unique way. Instead of using words like “right,” “left,” “forward,” and “back,” which, as commonly used in English, define space relative to an observer, the Kuuk Thaayorre, like many other Aboriginal groups, use **cardinal** direction terms – north, south, east, and west – to define space. This is done at all scales. For instance, they say things like “There’s an ant on your southeast leg” or “Move the cup to the north northwest a little bit.” One obvious **consequence** of speaking such a language is that the Kuuk Thaayorre stay **oriented** at all times, or else they cannot speak properly. The normal greeting in Kuuk Thaayorre is “Where are you going?” and the answer should be something like “South southeast, in the middle distance.” If you don’t know which way you’re facing, you can’t even get past “Hello.”

- ³ The result is a profound difference in **navigational** ability and spatial knowledge between speakers of languages that rely primarily on absolute reference frames (like Kuuk Thaayorre) and languages that rely on relative reference frames (like English). Simply put, speakers of languages like Kuuk Thaayorre are much better than English speakers at staying oriented and keeping track of where they are, even in unfamiliar landscapes or





inside unfamiliar buildings. What enables them to do so is their language. Having their attention trained in this way equips them to perform navigational **feats** once thought beyond human capabilities. Because space is such a **fundamental domain** of thought, differences in how people think about space don't end there. People rely on their spatial knowledge to build other more complex and abstract representations. So if the Kuuk Thaayorre think differently about space, do they also think differently about other things, like time?

- 4 To test this idea, people were given sets of pictures that showed some kind of **temporal** progression (e.g. pictures of a man aging, a crocodile growing, or a banana being eaten). Their job was to arrange the **shuffled** photos on the ground to show the correct temporal order. Each person was tested in two separate sittings, each time facing in a different cardinal direction. If you ask English speakers to do this, they'll arrange the cards so that time **proceeds** from left to right. Hebrew speakers will tend to lay out the cards from right to left, showing that the writing direction in a language plays a role. What about folks like the Kuuk Thaayorre, who don't use words like "left" and "right"? What will they do?
- 5 The Kuuk Thaayorre did not arrange the cards more often from left to right than from right to left, nor more toward or away from the body. But their arrangements were not **random**: There was a pattern, just a different one from that of English speakers. Instead of arranging time from left to right, they arranged it from east to west. That is, when they were seated facing south, the cards went from left to right. When they faced north, the cards went from right to left. When they faced east, the cards came toward the body and so on. This was true even though our subjects were not told which direction they faced. The Kuuk Thaayorre not only knew that already, but they also **spontaneously** used this spatial **orientation** to construct their representations of time.
- 6 Beyond abstract or complex domains of thought like space and time, languages also **meddle** in basic aspects of visual **perception** – our ability to distinguish colors, for example. Different languages divide up the color **continuum** differently: Some make many more distinctions between colors than others, and the boundaries often don't line up across languages.

- 7 To test whether differences in color language lead to differences in color perception, we compared Russian and English speakers' ability to **discriminate** shades of blue. In Russian there is no single word that covers all the colors that English speakers call "blue." Russian makes an **obligatory** distinction between light blue (голубой, pronounced *goluboy*) and dark blue (синий, pronounced *siniy*). Does this distinction mean that *siniy* blues look more different from *goluboy* blues to Russian speakers? Indeed, the data say yes. Russian speakers are quicker to distinguish two shades of blue that are called by the different names in Russian (i.e. one being *siniy* and the other being *goluboy*) than if the two fall into the same category.
- 8 Even what might be deemed **frivolous** aspects of language, or **flukes** of grammar, can have far-reaching **subconscious** effects on how we see the world. Take grammatical gender. In Spanish and other Romance languages, nouns are either **masculine** or **feminine**. This means speakers are required to change pronouns, adjective and verb endings, **possessives**, **numerals**, etc., depending on the noun's gender. For example, when asked to describe a "key" – a word that is masculine in German and feminine in Spanish – the German speakers were more likely to use words like "hard," "heavy," "jagged," "metal," "serrated," and "useful," **whereas** Spanish speakers were more likely to say "golden," "intricate," "little," "lovely," "shiny," and "tiny."
- 9 Taken together, these results show that linguistic processes are **pervasive** in most fundamental domains of thought, unconsciously shaping us in many different ways. Language is a uniquely human gift, central to our experience of being human. Appreciating its role in constructing our mental lives brings us one step closer to understanding the very nature of humanity.

NOTES

Grammatical gender (语法性别) is a grammatical category used in many languages, where nouns are classified as masculine, feminine, and sometimes neuter. This impacts the form of associated words, such as adjectives and pronouns.

Analytical reading



Reading and understanding

Read the text and fill in the blanks to complete the research outline. You can refer to the **Academic reading skill** on the next page.

QUESTION

Does the language we speak shape the way we think?

EVIDENCE

Experiment 1

- The Kuuk Thaayorre use cardinal direction terms to define space, allowing them to stay oriented and affecting their daily communication.
- There is difference in navigational ability and spatial knowledge between speakers of different languages.
- Language enables people to think differently about 1) _____.

Experiment 2

- People speaking different languages arrange sets of pictures representing 2) _____, each time facing a different cardinal direction.
- English speakers always arrange the pictures from left to right; Hebrew speakers always from right to left; Kuuk Thaayorre speakers 3) _____.
- The Kuuk Thaayorre use their spatial orientation to construct their representations of time.

Experiment 3

- Russian speakers and English speakers are required to discriminate different shades of blue.
- Russians are quicker to distinguish two shades of blue that 4) _____.
- Language can affect speakers' 5) _____.

Experiment 4

- Speakers of different languages are required to describe objects of different 6) _____.
- German speakers use male-associated words to describe a key while Spanish speakers use 7) _____ to describe it.
- Language can affect speakers' perception of objects.

CONCLUSION

8) _____.



Scan the code and complete more comprehension exercises on Ucampus.

Academic reading skill

3-step argument in academic research

Academic arguments are crafted through a methodical 3-step process: formulating a research question, citing empirical evidence, and synthesizing the evidence to reach a conclusion.

Formulating a research question is often the first step in academic investigation. This question is the problem or issue that the author seeks to address and should be clear, concise, and directly related to the field of study. For example, Reading A begins by introducing the question of whether the language we speak shapes the way we think.

Gathering and citing empirical evidence refers to the use of data collected through observation or experimentation. For instance, Reading A cites experiments

done in labs at Stanford University and MIT. These experiments provide scientific evidence to illustrate how language influences various aspects of human perception and thinking, lending credibility to the author's arguments.

Reaching a conclusion is the final step in the process, where the author synthesizes all the presented evidence to answer the initial research question. The conclusion should be logical, coherent, and directly tied to the evidence provided. It may also suggest further areas for future inquiry.



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



Thinking beyond

Think of the influences that language exerts on society and share your ideas.

We have learned that language influences our thinking by shaping our perception of space, time, color, and objects. William Labov, an American sociolinguist, points out that language shapes not only how we think but also how we behave and interact with others. Labov posits that language and society are intertwined, and that language simultaneously reflects and shapes our social realities. Do you agree with Labov's viewpoint on the relationship between language and society? Why or why not?

Language focus



Scan the code and complete the language exercises on Ucampus.

READING B

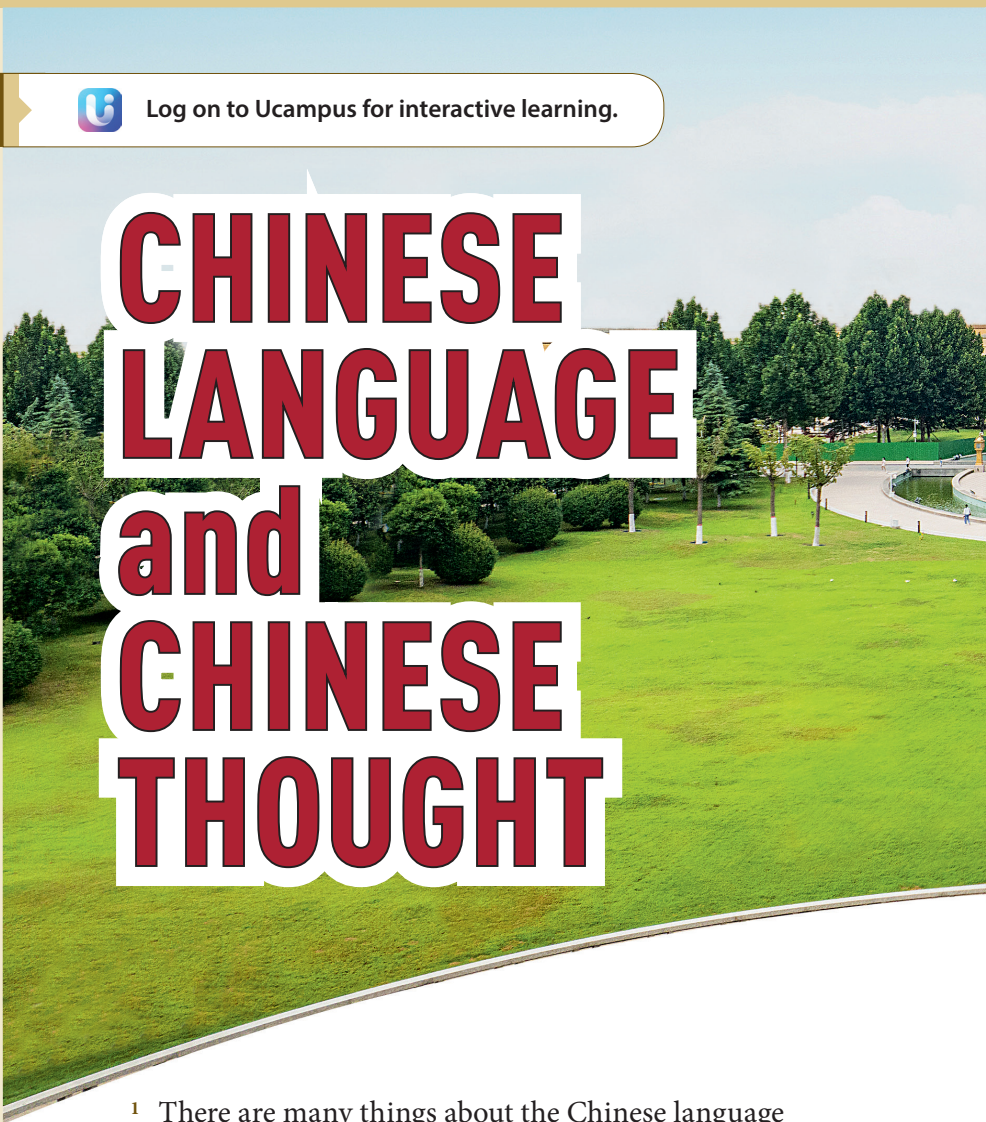


Log on to Ucampus for interactive learning.

Pre-reading

With the largest number of native speakers, the Chinese language is also widely used globally. Its writing system, pronunciation rules, and grammatical structure are significantly different from other languages. What are the unique characteristics of the Chinese language that set it apart from other languages? Give specific examples to illustrate your point.

CHINESE LANGUAGE and CHINESE THOUGHT



- ¹ There are many things about the Chinese language that make it unique. However, by far the most characteristic feature of the Chinese language lies in its written characters. Every Chinese character is an **integrated** visual structure of strokes which expresses a rich concept. They can be grouped into three categories: simple characters, complex characters, and compound characters. A simple character is a self-sufficient unit which expresses an image or a concept, and often features as a building block of other types of characters. Most animal names belong to this kind, where the character resembles the real object. A complex character is composed of at least one simple character and some symbol which is not a character in isolation. For instance, 采 (cǎi), meaning “to gather or pluck” something, is composed of 木 (mù), which



means “a tree,” and 扌, which is not a ready-made character but resembles the shape of a hand. Therefore, 采 signifies the action of using the hand to pick items from plants or trees. A compound character is composed of two or more characters of either one (or both) of the former two types. More sophisticated, this type **constitutes** over 90 percent of the Chinese vocabulary. Through the combination of two or more simpler units, even very abstract ideas can be expressed. For example, 女 (nǚ) means “woman” and 子 (zǐ) means “child.” When combined, 女 (nǚ) and 子 (zǐ) form 好 (hǎo), which means “good” or “well.” Here the concept of “good” is represented by the meaning “a woman with a child,”

symbolizing the traditional view of a happy and harmonious family.

- ² As to its **syntactic** nature, the Chinese language is known for its simplicity in grammar. Although sometimes there is subject-predicate distinction in a sentence, the connection between the two parts is often very loose as compared to that in English. In addition, the Chinese language is notable for its lack of **inflection**. There are no **tenses**, no cases, no genders, no distinction between singular and plural, and in classical writings, even no **punctuation**. Owing to such syntactic characteristics, expressions tend toward a high degree of simplicity.

- ³ It is interesting to observe that in classical Chinese a noun can be used as a verb without any change in form. For instance, in *The Analects*, *jun jun* (君君) means “the king acts as a king”; *fu fu* (父父) means “the father acts as a father.” The following **couplet** is another interesting example. It is a congratulation extended to a man who was promoted to the position of bank director:

行行行行行行行
长长长长长长长

This piece of literature appears very puzzling, because each line is composed of only one character repeated seven times. If the character 行 were understood as “the bank,” and 长 as “director,” or “leader,” then the couplet might read:

*Bank, bank, bank, bank, bank, bank, bank;
Director, director, director, director, director,
director, director.*

- ⁴ That seems to be nonsense. However, if it is read with the knowledge of some specific syntactic features of the Chinese language, the couplet makes perfect sense. In Shang-era oracle bone **inscriptions**, the character 行 represents a **crossroads**. Its essential meaning is “a road” or “a way,” from which we **derive** two meanings – “to walk” (as a verb pronounced *xíng*) and “profession” (as a noun pronounced *háng*). From “to walk” emerges the meaning “that it works” or simply “OK.” Chinese people call the bank 银行 (*yín háng*),

which simply means “the money profession” (*Yín* 银 means “silver” or “money”).

Idiomatically *háng* (行) can be used as the short form for *yín háng*. This is why *háng* (行) can mean “the bank.” Thus the sentence with seven 行 should read: “This profession will do, that profession will do, every profession will do.” (The pronunciation for this sentence is: *Háng xíng, háng xíng, háng háng xíng.*)

The sentence of seven 长 is to be interpreted in a similar way. 长 in Shang-era inscriptions represents long hair, and it is from this that it gets its original meaning of “long,” from which the idea “always” (long in time) derives. At the same time, another meaning, “leader,” arises (perhaps **invoking** the wisdom and experience that comes with living a long time). Thus the second sentence should read: “Always be the leader, always be the leader, always always be the leader.” (The pronunciation for this sentence is: *Cháng zhǎng, cháng zhǎng, cháng cháng zhǎng.*)

- ⁵ The linguistic analysis above reveals some characteristics of the Chinese way of thinking, namely, the expression of general concepts in terms of tangible objects, simplicity, and an ever-changing process-based view of reality.
- ⁶ It is **demonstrable** from historical texts written before the time of Confucius that quite a number of abstract concepts were discussed, but they are not universals in the sense of being self-sufficient in themselves; they are expressed through tangible objects. This feature is revealed in the construction of the Chinese characters. It is to be noted that in the Chinese

written language, abstract concepts like the will, Dao, and Ren are **symbolized** in a very concrete fashion, sometimes constructed in a **metaphorical** manner. A very notable way of using metaphors is to symbolize the abstract in terms of the concrete.

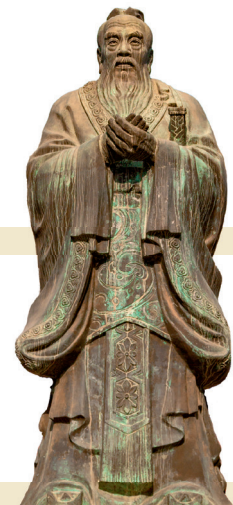
- ⁷ Chinese characters exhibit a high degree of simplicity in symbolizing complexities of **corporeal** objects, human affairs, and natural phenomena. Such simplicity is manifested in the poetic form of 绝句 (jué jù), which, composed of merely 28 or even 20 characters, was popular during the Tang Dynasty (618-907). In the field of education, Confucius reached the **culmination** of simplicity by putting forth his educational idea of teaching through silence. And then there's the Daoist belief in the concept of 无为 (wú wéi), meaning inaction which sees maximal effect with minimal effort as an ideal.
- ⁸ Another core **component** of the Chinese way of thinking is this tendency to see the world as a series of processes. As the American philosopher Abraham Kaplan points out, "... the Chinese look out on the world as something dynamic and relational. It consists,

not of fixed substances with **attributes** which can be abstracted and ordered into some logical system, but of concrete affairs and interactions exhibiting constant changes." For instance, Laozi's concept of Dao is not to be **conceived** as a **static** substance, but an ever-evolving process through which all things emerge. This "process" feature of Chinese **metaphysics** can be observed through the study of the language. As writer and philosopher Alan Watts says, "In English the differences between things and actions are clearly, if not always logically, distinguished, but a great number of Chinese words do duty for both nouns and verbs – so that one who thinks in Chinese has little difficulty in seeing that objects are also events, that our world is a collection of processes rather than **entities**."

- ⁹ The Chinese written language, with its poetic and **minimalist** tendencies, invites readers to actively participate in the creation of images and meanings. It is a testament to the depth and richness of Chinese culture and its profound **philosophical** insights.

NOTES

The Analects (《论语》) is a collection of sayings and teachings attributed to Confucius (551-479 B.C.E.) and his disciples. Its main focus is on the importance of moral cultivation and the pursuit of benevolent governance.



Analytical reading

What unique aspects of Chinese thought are shaped by the unique characteristics of the Chinese language? Read the text and complete the outline.

CHINESE LANGUAGE *and* CHINESE THOUGHT

Morphology

Each Chinese character is an integrated visual structure of strokes which expresses 1) _____.

Abstract concepts in concrete expressions

The Chinese tend to express general, abstract concepts in terms of 5) _____, and sometimes in a metaphorical manner.

2) _____

The Chinese language is known for its 3) _____ for there is a loose subject-predicate connection, a lack of inflection, no tense, no case, no gender, no singular-plural distinction, and even no punctuation in classical Chinese writings.

Maximal effect with minimal effort

A high degree of simplicity is exhibited in Chinese thought.

- Confucius put forth his educational idea of 6) _____.
- The Daoist believed in the concept of 7) _____, which sees maximal effect with minimal effort as an ideal.

Zero-derivation / conversion

A Chinese noun can be used as a verb without 4) _____.

8) _____ view of reality

The Chinese way of thinking tends to see the world as a series of processes.



Scan the code and complete more comprehension exercises on Ucampus.

Language focus

① Translate the Chinese expressions into English.

- 1 汉字 _____
- 2 笔画 _____
- 3 文言文 _____
- 4 甲骨文 _____
- 5 以具象表抽象 _____
- 6 无为而治 _____

② Translate the paragraph into English.

汉语以其深厚的历史积淀和复杂的语言结构，折射出中国人独特的思维方式。汉语具有独特的声调系统（tonal system），书写复杂，重视上下文语境和文本潜在内涵（subtext），蕴含着细腻的文化差异、珍贵的传统价值和中国人对生活的独到见解。中国思维尊重权威，重视集体利益，强调人与自然和谐共生、平衡互补。这种思维融合了儒家的仁爱（benevolence）之教、道家的自然之道以及阴阳哲学的平衡观念。汉语语言和中国思维密不可分，共同构筑了中国文化的核心基石。



Scan the code and complete more language exercises on Ucampus.



Make a presentation: The power of language

The International Association of Applied Linguistics (AILA) is hosting a youth forum, inviting young scholars all over the world to discuss how language influences humankind and society. You are delegated to represent China to attend the forum and make a presentation on the uniqueness of the Chinese language, discussing what influences it exerts on human thought and societal advancement.

Academic speaking skill

Making an engaging presentation

To create an engaging academic presentation, you can follow these guidelines:

Start with a captivating introduction

Begin with an attention-grabbing opening that highlights the significance of language in shaping culture and society. Share a relevant anecdote, quote, or intriguing fact to pique the audience's interest.

Provide a clear outline

Present a well-structured outline that gives an overview of the main points you will cover. This helps the audience understand the flow of your presentation and what to expect.

Use visuals to enhance understanding

Incorporate relevant visuals, such as infographics, diagrams, and images, to support your points and make the content visually appealing. Visual aids can help convey complex ideas more effectively and engage the audience.

Include examples and case studies

Use real-life examples, historical events, or

contemporary case studies to illustrate the relationship between the Chinese language and societal progress. These examples can provide concrete evidence and make your presentation more relatable.

Encourage audience participation

Engage the audience by asking questions, conducting brief polls, or facilitating short discussions. Encouraging active participation creates an interactive atmosphere and keeps the audience engaged throughout the presentation.

Summarize key points and provide takeaways

Conclude your presentation by summarizing the main influences of the Chinese language on Chinese thinking and societal progress. Provide key takeaways or insights that the audience can reflect upon or further explore.



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



Scan the code and refer to the step-by-step guide on Ucampus.

Evaluating

Rate your performance based on what you have learned in this unit.

	Fair	Good	Excellent
I can illustrate how language reflects thought and culture, and how human perception is shaped by language.			
I can infer the meaning of academic concepts while listening.			
I can analyze the 3-step argument in academic research.			
I can make an engaging presentation on the uniqueness of the Chinese language.			

Answer the following questions.

- 1 What do you need to improve?
- 2 How do you plan to improve it?

Vocabulary



Scan the code and learn the vocabulary on Ucampus.

Reading more



Why do we hear more than words? Scan the code and read the text on Ucampus.

Unit test



Scan the code and take the unit test on Ucampus.