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Section 2

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(Dis)connecting in the digital age

Objectives

Section 1

Episode 1

What are emojis?

- to design and describe a new emoji
- to make concessions in communication
- to interpret the meanings of symbols

Episode 2

Do emojis mean the same thing to everyone?

- to improve your emoji design and give examples of its use
- to deal with misunderstandings in intercultural communication

Project

- to make a presentation about your new emoji

Section 2

Text A

Is the Internet destroying our social norms?

- to identify the function of a paragraph
- to find solutions to a problem
- to write an essay analyzing the cyberbullying problem in China and suggesting measures against it

Text B

Switch off? How difficult!

- to present ways of reducing screen time among young Chinese netizens





1 Look at the table and check (✓) how often you use the different forms of communication.

	Never	Sometimes	Often
Instant message			
Video / Voice call			
Phone call			
Email			
Letter			
Comment on social media posts			
Face-to-face interaction			

2 Work in pairs and compare your answers to Activity 1. Then ask and answer the questions below.

1. Which communication methods do you use most or least often?
2. How would your parents' or grandparents' lists be different?

A: I use instant messaging the most, to contact my friends. I very rarely use emails.

B: Yes, I'm the same. I can't remember the last time I sent an email. I do often video chat with my family, especially my grandma, because it feels more intimate and personal than a phone call or a text.

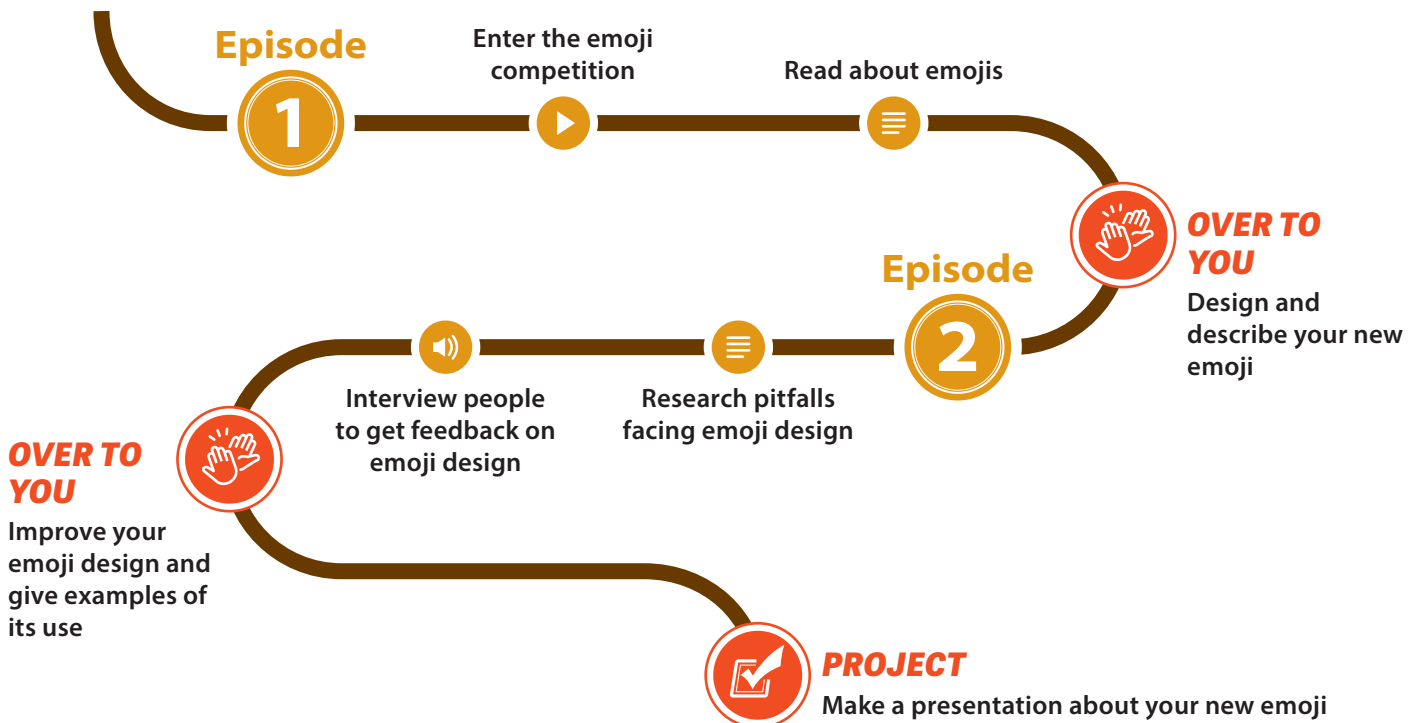
A: ...



Emojis are more than just pretty pictures we use to make our messages more entertaining: They have now become a big part of how we communicate. A national competition is being held to design a new emoji. Maybe it is time to take a closer look at these little symbols.



STARTING POINT



Episode 1

What are emojis?

Tom has just heard about the competition to design a new emoji and asks his friends if they want to enter.

1 Watch the video of the four friends' discussion. Then complete the answer to each question.

- What do the four friends think of emojis?
Yi Fei: Emojis are _____.
Tom: I _____ using them that much.
Wang Hao: They're kind of like _____.
Alice: They are not straightforward. Some people are _____ by them.
- What do they need to do in the competition?
They need to come up with a unique emoji and submit _____ for it.
- What should the description include?
It should include what the emoji looks like and examples of _____.
- What are the criteria for a new emoji?
It should be distinct from _____ emojis, and could be actually used.

2 Work in pairs. Student A reads one statement, Student B shows disagreement, and Student A goes on to make a concession. Then swap roles. You can refer to the Communication skill.

- Emojis ruin the way people communicate.
- It is easier to understand emojis than words.
- Emojis are a truly international form of communication.
- Everyone should learn how to use emojis in their messages.



New words

straightforward /ˌstreɪtˈfɔːwəd/ *a.* 易懂的
ambiguous /æmˈbɪɡjuəs/ *a.* 含糊不清的
interpret /ɪnˈtɜːprɪt/ *vt.* 理解
submit /səbˈmɪt/ *vt.* 提交
criteria /kraɪˈtɪəriə/ *n.* [pl.] 标准
Venus flytrap /ˈviːnəs ˈflaɪtræp/ *n.* 捕蝇草

Communication skill



Making concessions in communication

Nearly every discussion, argument or debate involves a little bit of give-and-take. For opinions different from ours, we may end up agreeing, or choosing to say that we agree in order to avoid conflict or further argument. This is called "making a concession".

In the video, when discussing the interpretation of an emoji, Wang Hao makes a concession by saying "Yeah, I guess so".

Making concessions:

- I suppose you have a point.
- You may be right.
- OK, I take your point.
- Well, I guess that could be the case.
- Actually, I think you're right / I think I agree with you.
- I hadn't thought of it that way before.

To help plan their entry for the competition, the four friends collect some information about emojis on websites.

OTYpedia.com/TERMS/E/em

OTYpedia

Search

Main ▶ TERMS ▶ E ▶







What are emojis?

Mike Kennedy MAR. 17, 2021

According to the Oxford dictionary an emoji is “a small digital image used to express an idea or emotion”. They were first developed in Japan, and the word “emoji” comes from the Japanese word “絵もじ”, which means picture character or letter. Some have commented that from the hieroglyphics of ancient Egypt to the emojis we use today, human communication has come full circle!

Emojis have been one of the biggest communication breakthroughs since text messaging became available to the public. The first emojis were launched in the late 1990s in Japan, but they didn’t become a global phenomenon until the 2010s. Now, there are over 3,000 emojis. Emojis have become so popular on social media that in 2015 the “face with tears of joy” emoji (😄) was chosen as the Oxford Word of the Year!

What are the meanings of some popular emojis?

	A yellow face with a big grin, raised eyebrows, and smiling eyes, shedding tears of laughter. It is widely used to show something is funny.		A yellow face with smiling eyes, a closed smile, rosy cheeks, and several hearts floating around it. It is used to express a range of happy feelings, especially being in love.		A thick, filled-in check mark. It shows approval or that something has been green-lit to move on to the next step of a process.
	A slice of pizza. It can be used when people are eating or want to eat pizza.		A small flame, mostly yellow but red at the top. It can be used to describe something or someone being hot, or in the context of being exemplary.		A dog’s face with its tongue sticking out. It is used in messages about people’s dogs or to accompany photos of cute dogs.

1 smileys and people, such as 😊 👤

2 animals and nature, such as 🐱 🌸

3 food and drink, such as 🍔 🍷

4 activities, such as 🏈 🎮

5 travel and places, such as ✈️ 🏠

6 objects, such as 💡 🕒

7 symbols, such as 🎵 🍷

8 flags, such as 🇬🇧 🇩🇪

3 Choose the best answer to each of the questions.

- Where did emojis originally come from?
 - Egypt.
 - Japan.
 - China.
 - The U.K.
- What do we learn about the development of emojis?
 - Emojis developed from hieroglyphics.
 - Emojis became a global phenomenon long before text messaging appeared.
 - Emojis are considered a significant development of communication.
 - The word “emoji” was once chosen as the Oxford Word of the Year.
- Which emoji might mean that something is popular?
 - 👁️
 - 🔥
 - 💡
 - 😂
- What might you use the ✓ emoji to show?
 - You think something is a good idea.
 - You think something needs to be checked with great attention.
 - You are unsure about something.
 - You disagree with something.

4 Answer the questions about emoji descriptions.

- What are the two aspects of an emoji description, as shown in the text?
- What features of an emoji are described concerning its image, e.g. size?
- What sentence structures can we use when describing the use of an emoji?

Critical thinking skill



Interpreting the meanings of symbols

When we see a symbol we have not seen before, we can use our existing knowledge of the world and the context in which it is used to interpret what it is and what it might mean. To help with this process, we can ask ourselves the following questions:

- What is it? / What does it look like?
- What could it mean?
- Are there any cultural connotations to it?
- In what context could it be used?

5 Work in pairs. Choose one emoji you are unfamiliar with and interpret its meaning by answering the questions in the Critical thinking skill box.



1



2



3



4



5



6



7



8



9

A: So, what is the first image?

B: It is, like, a bell with a line through it?

A: Yeah, agreed. So what could it mean?

B: Well, I think if I see the symbol somewhere, I will probably keep quiet there ...

OVER TO YOU



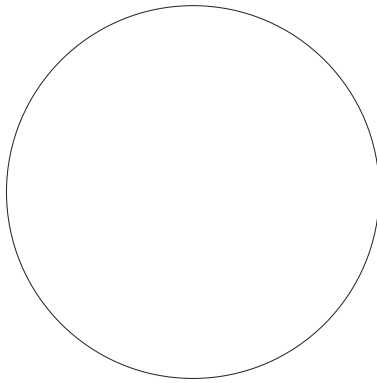
The four friends work together and come up with two emoji designs.

- ✔ **Design and describe your own emoji.** You can refer to the four friends' samples on the right.

Step 1 Think of as many ideas as possible for a new emoji. Write down two or three of your best ideas.

Step 2 Work in groups of four. Discuss your ideas and select the best one to work on. You may need to make some concessions in the discussion.

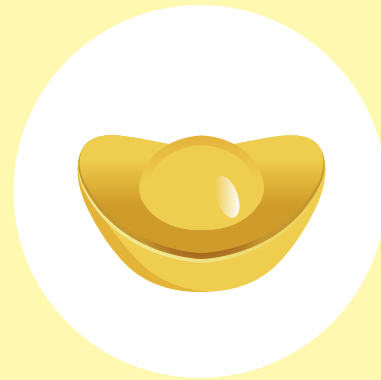
Step 3 Draw a sketch of your emoji and write a description of its image and use. You may refer back to the text for description details.





Name: venus flytrap

Description: A green plant in a pot with a large head, teeth, and a red mouth ready to catch insects that fly nearby. It can be used when you want to show that you are trapped doing something against your will.



Name: Gold ingot

Description: A golden ingot in the traditional boat shape. It can be used to indicate you have received, or are about to receive some money, perhaps as a gift.

Language in focus

Words and expressions

1 Complete the conversation with the correct form of the words below.

ambiguous interpret
straightforward submit

A: So, what should we do to enter the contest?

B: We need to 1) _____ an application form with our design.

A: Where is the form?

B: On the website. The form is pretty 2) _____.

A: OK. Any special requirements for the emoji design itself?

B: Not really. I guess we should be careful to design them clearly. Some emojis can be very 3) _____.

A: Yes, good point. I once 4) _____ emojis differently to what they were intended. We should try to avoid that.

2 Rewrite the sentences with the correct form of the words and expressions given in brackets.

1. What do you think is the most major development in communications in the last 50 years? (breakthrough)
2. What different groups can you sort all the different emojis into? (classify)
3. What are some characteristics of an extremely good team leader? (exemplary)
4. In your opinion, which tech company introduces its products publicly in the most interesting and dramatic way? (launch)
5. What would you do if your discussion with other team members ended the same way it began? (come full circle)

Now work in pairs to ask and answer the questions.

Collocations

3 Complete the sentences with the correct form of suitable collocations.

express | idea opinion yourself
show | approval respect improvement

1. I think people make art because sometimes words are not enough for them to _____ and feelings properly.
2. If you want to _____ for something someone says on social media, you can send them a thumbs-up emoji.
3. Many cultures teach that it is important to _____ to your elders.
4. It is not always appropriate to _____ about other people's personal lives, especially if you are not close friends.
5. After taking classes for just several days, he starts to _____ in painting techniques.
6. Writing music is a great way to _____ and show off your creativity to others.

Translation

4 Translate the sentences into English.

1. “捂脸 (facepalm)” 和 “笑中带泪” 这两个表情符号在年轻人中很受欢迎, 但也有人认为这两个符号不是那么简单明了。(straightforward)
2. 沟通方式的选择与多种因素有关 (dependent on)。以沟通场合为例, 在工作中人们广泛使用电子邮件, 和家人沟通时则更多是打电话、发微信。(take sb. / sth.)
3. 不同文化对于同一肢体语言可能会有不同的理解, 比如点头在中国表示“是”, 在阿尔巴尼亚 (Albania) 则表示“不是”。(interpret)
4. 技术的发展为人们的社交方式带来了重大突破。比如微信朋友圈 (WeChat Moments), 自从 2012 年问世以来, 深受用户的喜爱。(breakthrough; launch)

Episode 2

Do emojis mean the same thing to everyone?

Having two designs at hand, the four friends don't know which to choose or how to improve. After doing research, they find a journal article that reports some pitfalls of emoji design.

“Very happy” or “ready to fight”: How clear is the message? 🤔

It is estimated that emojis are used, to varying degrees, by 90 percent of the world's online population. But are we all clear on what they mean?

Emojis can be interpreted differently by different people. A study conducted at the University of Minnesota found that respondents disagreed 25 percent of the time on whether an emoji's meaning was positive, negative, or neutral. The researchers rightly maintain that while words have a dictionary definition, emojis are trickier and are often open to interpretation. Even the popular “face with tears of joy” emoji (😂) is often misunderstood as a sad crying face by some users.

This ambiguity increases with the fact that emoji designs are not standardized across all devices, or “platforms”, being used. Some of these designs are more ambiguous than others. Take the “grinning face with smiling eyes” emoji, pictured below, for example. On Samsung devices, it is perceived by readers as “very happy”, because of its broad and open smile. However, the exact same emoji displayed on Apple devices is a clenched-teeth smile, and is often perceived as “ready to fight”. As we can see from this example, it is important for designers to be really clear about what they want their emoji to communicate, and make sure that it cannot be too easily misinterpreted.



The “grinning face” emoji on different platforms

There is also a cultural dimension to how we interpret and use emojis. For example, in many countries, the “sign of the horns” emoji (👉) is seen as a lucky sign, but in Brazil, Greece and Spain, if it is directed at a specific person it means that their partner has cheated on them! The “thumbs-up” emoji (👍) is seen as a positive symbol in most of the world, but in Iran, Iraq and Nigeria it is interpreted negatively. In most countries the “fire” emoji (🔥) has the literal meaning of heat, but in Trinidad and Tobago and the U.K. it is often used to mean attraction.



Sign of the horns:
Lucky or cheating?



Thumbs-up: Positive
or negative?



Fire: Heat or hot?

So next time we send a message, remember that our reader may interpret our emojis differently from what we intended. As emojis are a relatively new form of communication, the way they are used and understood is still evolving. Hopefully, as time passes, the design of emojis will become more standardized and their interpretations will be consistent, so that fewer or no communication challenges arise.

1 Why are emojis often misunderstood?

Check (✓) the reasons mentioned in the text.

- 1. Emojis sometimes appear differently on different devices.
- 2. Designers usually don't make emojis detailed enough.
- 3. Some signs and symbols have different cultural connotations.
- 4. Emojis are often too small to see clearly.
- 5. Images are often not as clear as words.

2 Check (✓) the true statements according to the text.

- 1. All Internet users use emojis frequently.
- 2. There was a 25 percent chance that people didn't agree on the basic meanings of emojis.
- 3. The “grinning face” emoji is perceived differently for cultural reasons.
- 4. The “sign of the horns” emoji is perceived differently because images are not as clear as words.
- 5. There is a chance that our reader will misunderstand the emojis we use.
- 6. How we use emojis is constantly developing.

3 Work in pairs. Look at the different emoji designs in each pair and discuss what different meanings they could suggest.



1



2

Now look at the culturally specific emojis and discuss how their interpretations could vary depending on the culture of the reader.



3



4



5

To check how clear their designs are, the four friends carry out interviews on campus with some schoolmates.



audios

- 4 Listen to the interviews with the schoolmates. Then check (✓) the interviewees who correctly understand the designs.



Venus flytrap

Interviewee 1 Interviewee 2



Gold ingot

Interviewee 1 Interviewee 2

New words

instantly /'ɪnstəntli/ *ad.* 立即

ravioli /rævi'əʊli/ *n.* 意大利方饺

ingot /'ɪŋɡət/ *n.* (金、银或其他金属的) 铸块, 锭

bar /bɑː/ *n.* (长方形) 条, 块

transfer /træns'fɜː/ *v.* (使) 转移

expense /ɪk'spens/ *n.* 费用

- 5 Listen to the interviews again and complete the answer to each question.

For Interviewee 1

1. What does the “Venus flytrap” emoji mean?
If someone sends it, they might be _____ they can't get out of.
2. What does she think of the “gold ingot” emoji?
It looks like an _____ *jiaozi*.
3. What would be a more universal symbol of money?
_____ would be more universal.

For Interviewee 2

1. What does the “Venus flytrap” emoji mean?
It means you're _____ you don't want to do.
2. What is his suggestion for the “Venus flytrap” emoji?
To make the design _____.
3. Would he use the “gold ingot” emoji with his international friends?
_____. Because they could not _____ it and the boat-shaped gold ingot is _____.

6 Work in pairs. Read the situations and discuss why the misunderstandings occur. You can refer to the **Intercultural skill**.

1. A Chinese student heard that his Italian friend had won a competition, so he sent him an emoji of an ox. His friend was confused and asked him why he didn't congratulate him.



2. Liu was waiting for a taxi he had booked in advance in Mexico City. The car didn't arrive at 7:00, as scheduled. Or at 7:10. Or 7:15. It pulled up at 7:24. But the driver gave no sign anything was wrong. Liu cannot understand why the driver gave no apology for his lateness.



3. Alex is meeting his close friend's wife Meilan, who is from China, for the first time. When they meet, he moves in to give Meilan a hug. She is surprised and steps backward, embarrassed.



A: I think the reason the Italian friend was confused is he didn't understand the meaning of “牛”.

B: Yes, I agree. The Chinese student should explain what it means ...

Intercultural skill



Dealing with misunderstandings in intercultural communication

A lot of our communication with people from our own countries relies on having a shared culture. It includes knowledge about the country's history, language, or popular modern culture, etc. Also, it includes cultural norms, i.e. rules that guide the behavior of people within the society. We should remember that people from other cultures may not share the same knowledge or follow the same social norms.

As we know from the audio, people from other cultures may not recognize the “gold ingot” emoji because boat-shaped gold ingots are not found in other cultures.

Similarly, if a Chinese person asks a small favor of a British or Italian friend and does not say “thank you”, the friend may get upset. This is because while Chinese people rarely thank their close friends for small favors, in many Western cultures, even best friends will thank each other for even very small favors.

Realistically, we will never be able to know how to avoid all possible cultural misunderstandings in the world. When misunderstandings do occur, all we need to do is know how to explain ourselves, and give reasons as to why the misunderstandings may have happened. It is also a good idea to ask the other side for clarification when we get confused. Taking the perspectives of others into account is always helpful in dealing with misunderstandings.

OVER TO YOU

After the interviews, the four friends decide to focus on the “Venus flytrap” emoji design. They simplify their design and list examples of how the emoji could be used.

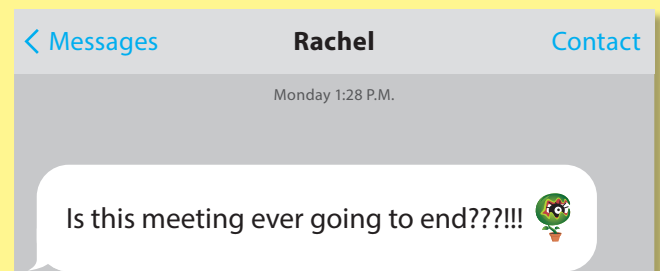
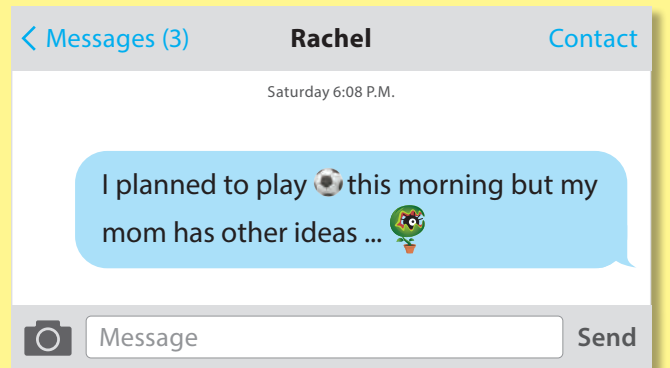
- Work in groups. Improve your emoji design and give examples of how it might be used. You can refer to the four friends’ sample on the right.**

Step 1 Show the emoji design you have worked out in OTY 1 to other groups and ask for their opinions. Your questions can include:

- Is the image clear?
- What meaning does it express?
- What do you suggest for improvement?

Step 2 Revise your design and description based on the opinions you received.

Step 3 Write down some examples of how you intend the emoji to be used.



Language in focus

Words and expressions

1 Rewrite the sentences with the correct form of the words given in brackets.

1. You can connect your communication tool to the college network, but first you must register it. (device)
2. Technology in schools has developed gradually into a vital learning tool that could change how we demonstrate ideas. (evolve)
3. Excuse me, could you tell me precisely what the time is? (exact)
4. Among the words “youthful”, “young” and “childish”, “young” is neither positive nor negative as it implies no feelings. (neutral)
5. In your opinion this is a very bad situation, but I just don't see it that way at all. (perceive)
6. It is really important that we make all of the dishes have the same quality at our restaurant. (standardize)

2 Complete the sentences with the correct form of the words and expressions below.

expense transfer be stuck in go for

1. Have you ever _____ a situation that you couldn't escape from?
2. It's important that students budget their _____, to avoid running out of money.
3. She _____ money home to her parents' bank account every month to help them have a more comfortable retirement.
4. He is training very hard every day because he _____ gold in the competition.

Collocations

3 Complete the sentences with suitable nouns that can collocate with the italicized words.

spare (v.) time (sb.) embarrassment

spare (a.) time room

clear (v.) way room

clear (a.) mind instruction

complete (v.) task survey

complete (a.) change stranger

1. Would you mind giving up some of your *spare* _____ to help *spare* me the _____ of being unprepared for the speech?
2. I find it difficult to have a *clear* _____ if my environment is very messy, so I really need to *clear* the _____.
3. Would you be willing to *complete* a long _____ about shopping habits to help a *complete* _____?

Structure

If I were you, I'd ...

This structure is used to give advice and make suggestions in a soft way rather than being direct, e.g. “If I were you, I'd try and make the design less detailed” instead of “You should make the design less detailed”.

4 You have a British friend who has just come to China and doesn't know what apps to use for communication, mobile payment, calling a taxi, etc. Write three pieces of advice using “If I were you, I'd ...”.

PROJECT

Make a presentation about your new emoji.

Step 1 Work in groups and read through the presentation plan by the four friends.

Slide 1

Do you ever feel trapped?



(**Tom** introduces the group, and asks the question on the screen.)

Slide 2



Yi Fei: We all know Venus flytraps. They are a plant that can trap insects and eat them.

Slide 3



Wang Hao: Our emoji, "Venus flytrap", is a green plant in a pot with a large head, sharp teeth, and a red mouth. A huge eye symbolizing a live insect is staring with fear from inside.

Slide 4

I planned to play ⚽ this morning but my mom has other ideas ... 🪼

Alice: It can be used to show you are trapped doing something against your will. Here are some examples of how the emoji could be used. (**Tom** reads the first example.)

Slide 5

Is this meeting ever going to end????!!!



(Wang Hao reads the second.)

Slide 6



Alice: Thank you very much. Does anyone have any questions?

Step 2 Analyze how the sample presentation is structured and think about the outline of your own presentation.

Our presentation outline:

Introduction:

A need for _____

Body:

- _____
- _____
- _____

Conclusion:

Step 3 Prepare slides for your presentation based on your outline.

Step 4 Plan who will present each slide and rehearse the presentation together. At this stage, it is also useful to think about what questions you expect people to ask.

Step 5 Present your emoji to the class, inviting questions at the end and trying to answer them.

Text A

Preview task

Look at the text title and read the text. Then try to answer the question posed by the title.

Is the Internet destroying our social norms?

¹ For any **athlete**, failing to win a gold **medal** at the Olympics can be a great **disappointment**. However, for British Olympic **diver** Tom Daley, failure to win gold at the 2012 London Olympics was even worse, thanks to **malicious** online **abuse** he suffered as a result. His father had recently died of cancer, and Tom was **bullied** online by a teenager, who said that he had “let his father down”. Tom called this person out, but the attacks **persisted**, both on Tom and those who **defended** him online. The bully was later arrested and given a warning for **harassment**. Of course, there are many positive benefits that online communication can bring us, such as being able to keep in touch with family and friends all around the world, but Tom

Daley’s story is just one of the many examples that remind us of this technology’s dark side.

² Anyone will tell you that communication online is often a much less **civil** affair than traditional forms of communication, especially face-to-face **interactions**. When interacting with people we actually know in real life, most people communicate according to socially accepted rules of politeness. However, in more public forums, such as on social media, these rules just seem to disappear. There are many who post **offensive** comments just for the purpose of starting arguments. These people are known as “**trolls**”, and they seem to be increasing in number as the norms of acceptable behavior online become increasingly **blurry**.



³ So, why is this happening?

⁴ When communicating online, even when we use our real identities, we feel **detached** from the people we are interacting with. This is because we often don't know them personally, and feel we are unlikely ever to meet them face to face. Sometimes this distance is positive, because it makes it easier for people to be more "open" online. However, not looking into people's faces or hearing their voices also makes it easier for us to forget that they are real people, with real feelings that can be hurt.

⁵ It also seems that we get "positive **reinforcement**" from the attention that bad behavior can give us online, and this can **inflate** our sense of **self**

and lead to online bullying. In interviews after his arrest, Tom Daley's troll said that he was proud of how his cruel messages had become so **notorious** on the Internet and in the media. It seems as if the whole thing was just a game for him. Of course, this kind of negative behavior is only carried out by a small **proportion** of "**netizens**", but it has an impact on the whole **tone** of online communication, and can easily spread if not kept in check.

⁶ This problem is not going away, so action needs to be taken to control it. Obviously, the Internet service providers have a responsibility to police the most extreme types of online abuse, as do the authorities. However, a better solution would be to try and deal with the problem in a **preventative** way, through education. Now that the Internet is such a big part of our lives, parents and schools need to teach children about online politeness and acceptable norms of behavior. So far the education system has been slow to act, but thanks to several **high-profile** cases of **cyberbullying**, this is now beginning to change. Schools are now increasingly giving children **guidance** on online behavior and teaching them how to stay safe.

⁷ Our society is currently going through a period of **transition** in relation to online communication, and we are only just coming to terms with some of the challenges it presents. Hopefully, we can now start work on finding the solutions, since many of the problems have been identified. Then, we can ensure that everyone has the chance to enjoy the amazing benefits that the Internet can bring. (644 words)

Comprehension

1 Complete the summary with suitable words from the text.

Online communication has its dark side; it is less 1) _____ than traditional ways of communication. There are reasons for this. Communicating online, people feel 2) _____ from each other and receive 3) _____ from getting attention. Action needs to be taken. A better solution is to use education as a(n) 4) _____ measure, teaching children about online 5) _____ and acceptable norms of behavior.

2 Choose the best answer to each of the questions.

- Why was Tom Daley harassed online?
 - Because his father died.
 - Because he didn't win a gold medal.
 - Because he had cancer.
 - Because he was rude to people online.
- Why do we feel detached when communicating online?
 - We don't use our real identities.
 - We are more "open" online.
 - We are likely to be attacked online.
 - We don't know each other personally.
- What positive reinforcement did Tom Daley's troll receive?
 - His comments became well-known.
 - He upset Tom Daley.
 - Tom Daley called him personally.
 - Tom Daley responded to him directly.
- What does the author think is a better way to deal with cyberbullying?
 - Getting the police involved more often.
 - Improving education about online behavior.
 - Reporting bullying stories to the media.
 - Giving the responsibility to Internet service providers.

Reading skill



Identifying the function of a paragraph

To understand the structure of a text, it's helpful to analyze the function of each individual paragraph. We can do this by asking the following questions:

- What is the author's purpose for the whole piece of writing?
- How does each paragraph contribute to the author's goal or purpose?

For example, the first paragraph of the text tells a real-life story about the online bullying suffered by the Olympic diver Tom Daley. The author's goal for the whole piece is to persuade the reader that we have a problem with online communication that needs to be solved. The story provides a solid foundation for the rest of the piece to be built on; it also draws the reader in with a story they can empathize (有同感) with.

3 Analyze each paragraph's function and complete the table. You can refer to the Reading skill.

Para(s).	Function
1	Providing the context for the problem and engaging the reader.
2	
3-5	
6	
7	

Now work in pairs and discuss your analysis.

Critical thinking

4 Think-Pair-Share

The author explains the potential causes of cyberbullying and suggests solving the problem through education. What are your ideas about this problem?

Step 1 THINK

Think about the possible causes of the problem. You can look for causes from the text, or suggest your own.

Step 2 PAIR

Work in pairs and share your ideas. Agree on the two most possible causes of the problem and then brainstorm possible solutions.

Causes	Solutions

Step 3 SHARE

Two pairs form a group. Share your pair's ideas in the group, discuss your solutions, and agree on the most effective solutions, giving your reasons.

Critical thinking skill



Finding solutions to a problem

When we are faced with a challenging question or problem, there are some strategies that we can use to help us solve it. One such strategy involves the following three steps.

1. Analyze the causes of the problem.

Only after we have determined the causes of the problem can we move on to trying to find solutions. This step helps us think more clearly. It's also particularly useful if we are solving problems in a group, as it ensures that everyone agrees on the nature of the problem.

2. Brainstorm possible solutions.

This is the process of suggesting as many different ideas as possible, in the hope that these ideas will generate new ideas themselves.

3. Evaluate possible solutions and select the best ones.

When we finally run out of ideas, we need to review our brainstorm and pick out the most effective solutions.

Intercultural writing

- 5 Cyberbullying has emerged with the development of the Internet around the world, and China is no exception. According to a survey conducted in China, over 70% of 13–18-year-old teenagers have suffered cyberbullying at some point in their lives. This includes hurtful messages or pictures about them being posted online. Write a short essay describing the cyberbullying problem in China, analyzing the reasons, and offering suggestions about how to deal with it.

Language in focus

Words and expressions

1 Rewrite the sentences with the correct form of the words given in brackets. You may need to make other changes.

1. He always acts in a polite and decent way, even though we often disagree very strongly about many things. (civil)
2. I could see great sadness on her face when I told her that the game was canceled. (disappointment)
3. The area was very famous, but only because of its bad weather. (notorious)
4. The song was not very popular, because many people felt that the lyrics were unpleasant, likely to make them embarrassed. (offensive)
5. If the symptom continues to exist for more than a few days, see a doctor. (persist)
6. The company's files are going through a change from paper formats to electronic formats. (transition)

2 Complete the sentences with the correct form of the expressions below.

call (sb.) out come to terms with
detached from go away go through
keep ... in check let (sb.) down

1. How likely are you to _____ a troll and stop their bullying online?
2. After I started scheduling my study time and making time for breaks, my anxiety _____.
3. She _____ the company's accounts every month, making sure all of her records of the money are correct and clear.

4. Even if we talk on the phone every week, living away from home sometimes makes me feel really _____ my family.
5. Many young people find it very difficult to _____ the growing responsibilities they face as they get older.
6. He was very emotional, in contrast with his brother who was more logical, who _____ his feelings _____.
7. I don't want to _____ you _____, but I can't support you in the election.

Collocations

3 Complete the sentences with suitable adverbs that can collocate with the italicized words. Sometimes more than one collocation is possible.

absolutely easily totally
extremely increasingly

1. The image became _____ *unclear* each time I enlarged it on the screen.
2. Misinformation can _____ *spread* on the Internet, so we need to educate people more about how to spot it.
3. The need for action is _____ *urgent*, because the problem is getting out of hand very quickly.
4. It is _____ *unbelievable* that he didn't realize how negative his actions were.
5. Many people _____ *agree* that education is the answer to many social problems.

Banked cloze

4 Fill in the blanks by selecting suitable words from the word bank. You may not use any of the words more than once.

- | | |
|----------------|------------------|
| (A) phenomenon | (B) distinct |
| (C) perceived | (D) standardized |
| (E) device | (F) employed |
| (G) exact | (H) offensive |
| (I) emotion | (J) evolution |

There will always be people who are slow to adapt to changes in society, but ideally, more people should take the language 1) _____ of emojis seriously, as they are a big part of the 2) _____ of modern communication. Emojis are not just a series of straightforward symbols, such as the “smiling face” emoji, that can help us express a(n) 3) _____ quickly, but can also perform special functions in a sentence, such as helping to bring conversations to an end.

Emojis are useful, but we should consciously make an effort to choose emojis that are 4) _____ from other emojis, so that they do not get misinterpreted. Of course, words and phrases can be 5) _____ differently by different people, but this problem is greater with emojis, in part because emoji designs are not 6) _____ across platforms. This means that users of different chat platforms often see completely different-looking emojis, when reading the same message. Sometimes, messages sent in a friendly way can even be interpreted as being 7) _____ by some, thus leading to confusion and conflict.

Structure

so far ... have / has been ...

So far the education system has been slow to act, but thanks to several high-profile cases of cyberbullying, this is now beginning to change.

The structure is used to talk about the state of affairs up to this point in time. The position of “so far” is flexible: It could be at the beginning, in the middle, or at the end of a sentence.

5 Complete the sentences by translating the Chinese into English, using “so far ... have / has been ...”.

1. Because laws are slow to change, online bullying in society _____
(到目前为止还没有受到遏制).
2. Emojis _____
(到目前为止主要用于一些通信应用程序上).
3. Many people think Internet service providers should be more responsible for what happens on the Internet, but _____
(到目前为止他们还没有对此承担起责任).
4. Many teachers fear the numbers may rise soon, but _____
(到目前为止校园里网络成瘾现象还是很少见的).

Translation

6 Translate the sentences into English.

1. 在网络空间, 只要我们遵循现实世界中的礼貌规则, 就有可能进行文明的沟通 and 交流。(civil)
2. “非礼勿言”(not to say things that do not conform to rites) 是几千年前孔子提出的行为规范之一, 对现代社会人与人之间的沟通交流依然有着指导意义。(guidance)
3. 网络成瘾会导致许多问题, 很大一部分人会出现身体不适、与现实世界脱节、和家人起冲突等问题。
(proportion; detached)

Text B

Before you read

Social media is increasingly popular among all age groups. While it helps keep the world connected, the addiction to it is becoming a global problem. With this in mind, think about the questions:

1. How much time do you spend on social media every day?
2. What are the positive and negative effects of the social media use?
3. What advice would you give to someone who wants to reduce the amount of time they spend on social media?

Now read about an online discussion about controlling social media usage.

The screenshot shows a web browser window with the URL <https://forum.at.com/switch-off-how-difficult/>. The forum header is 'Addiction Treatment Forum' with a search bar, 'Register' button, and 'Login' button. The main post is titled 'Switch off? How difficult!' and was asked by 'Nicky' on Jul. 8, 2021. The post content reads: 'Help! I think I'm **addicted** to social media and need to break out of it. I can't help checking my social media accounts and spending hours **chatting** with friends online. It feels like my "real" life has been stolen from me. If you've got experience of controlling a similar online addiction, please share any tips or advice here. Thanks in advance.' Below the post are two replies: 'Mr. Helpful' (Jul. 8, 2021) says 'Don't you see the **irony** of asking for help for this online? Log off already!' with 1 like and 21 replies; 'NetWizard' (Jul. 8, 2021) says 'That wasn't very helpful, was it?' with 0 likes and 0 replies.



Max Reformed Internet Addict Jul. 10, 2021

Hi Nicky. Ignore the trolls! I had a similar problem and I've managed to cut my screen time down by more than half! Can I ask you some questions first to find out more about your online habits?

- How much time do you spend online each day?
- Which social media platforms do you use most?
- When do you spend most time online?
- How did you spend your free time before?

👍 32 🗨️ 0 ➔ Reply



Nicky Jul. 10, 2021

Sure, I spend about 4–5 hours a day online on average, mostly on Facebook, Instagram and Twitter. I check all my accounts first thing in the morning and even wake up sometimes in the night and check my phone. I am checking them all throughout the day at college, and in lectures, and spend lots of time online in the evening watching videos. It just **sucks** me in!

I used to read quite a bit and do **yoga** most evenings. Hoping you can help me achieve what you've done!

👍 1 🗨️ 8 ➔ Reply



Max Reformed Internet Addict Jul. 11, 2021

So ... the first thing I did was to set myself a **limit** on my screen time, and then I used an app to help monitor and control it. Setting **realistic** targets helped reduce my screen time gradually week by week. The app also helped me monitor how I was spending my time online, and made me realize that I was actually looking at the same things over and over again on social media. So I decided to limit myself and only check my accounts three times a day. Once in the morning, once around lunchtime and then one more time in the evening. Another thing that helped me was turning off the **notification alerts** so that my phone wasn't "pinging" all the time. This REALLY helped me break the habit of constant checking!

Without **interruptions** from your phone you'll probably get back into reading and yoga. That will help **calm** your mind for sure. Good Luck!

👍 57 🗨️ 0 ➔ Reply



Nicky Jul. 11, 2021

Thanks for the tips, Max! I'll give your suggestions a go!

👍 0 🗨️ 0 ➔ Reply



Allison Jul. 11, 2021

Great ideas! Another thing I've done is change a setting on my phone so that it isn't constantly connected to the Internet. This limits my screen time, especially when I'm out, and it also saves money!

👍 24 🗨️ 3 ➔ Reply



Wilderness Addict Jul. 11, 2021

Going **offline** is the answer! Not forever, of course, but taking real breaks from it makes you realize how you can live without the Internet. Go away somewhere offline. A weekend away camping is the perfect way to reconnect with nature and break your Internet addiction at the same time. Then it will be easier to do the things Max suggests.

👍 62 🗨️ 0 ➔ Reply



Nicky Jul. 11, 2021

Thanks, Wilderness Addict. I think that might be the answer. I used to really love walking and camping when I was a kid. I'd love to pack a good book and my yoga mat and leave my phone at home!

👍 19 🗨️ 0 ➔ Reply



Paul Yesterday at 9:15 P.M.

Delete some of the social network apps from your phone. I did this and now only use 2 social media networks, down from 5. It really helped me limit the time I spend checking updates.

👍 35 🗨️ 0 ➔ Reply



Christina Yesterday at 10:06 P.M.

Don't forget to use some of the time you save to **strengthen** your relationships with your friends and family. Arrange to see them more often – keep your phone in your bag and enjoy quality time with the people you love!

👍 21 🗨️ 0 ➔ Reply



Nicky Today at 8:50 A.M.

Thanks everyone for the great advice. I'm logging off now!

👍 1 🗨️ 0 ➔ Reply

Intercultural reflection

In the text, Internet users in other countries are discussing their addiction to the Internet. Is too much screen time also a growing problem in China? What advice would you give young Chinese netizens to help them manage their use of digital devices?



Additional activities

Self-reflection

• **Check (✓) whether you can do the following tasks.**

- E1** I can design and describe a new emoji.
- E2** I can improve my emoji design and give examples of its use.
- P** I can make a presentation about my new emoji.
- TA** I can write an essay analyzing the cyberbullying problem in China and suggesting measures against it.

• **Indicate the degree to which you have learned the following skills.**

Section 1		very poor	poor	average	good	very good
Communication skill	Making concessions in communication					
Critical thinking skill	Interpreting the meanings of symbols					
Intercultural skill	Dealing with misunderstandings in intercultural communication					
Section 2						
Reading skill	Identifying the function of a paragraph					
Critical thinking skill	Finding solutions to a problem					
Intercultural skill	Examining the cyberbullying problem in China					
	Examining the problem of Internet addiction in China					

• **Answer the following reflection questions.**

1. What are the three most useful things you have learned in this unit?
2. What do you still need to improve? How do you think you can improve it?

* E1 = Episode 1; E2 = Episode 2; P = Project; TA = Text A

Wisdom of China

“The Wuzhen Initiative”

(《乌镇倡议》)

“The Wuzhen Initiative” was proposed at the 2nd World Internet Conference held in the Chinese town of Wuzhen, December 16–18, 2015. It calls on all countries to take on shared responsibility to meet the challenges posed by the Internet. The initiative calls on the international community and all stakeholders (利益相关者) to adhere to the spirit of win-win cooperation,

and to jointly advance the development, governance, and prosperity of the Internet. The ultimate goal is to make cyberspace a place where people can flourish and to make the Internet better serve humankind. As the future of the world lies with youth, and the Internet’s development shapes their future, “the Wuzhen Initiative” calls for a special focus on making the Internet a civilized, safe and inspirational (启发灵感的) space for the young generation.

Section 1

Episode 1

New words

- ★ **straightforward** /ˌstreɪt'fɔ:wəd/ *a.* not complicated or difficult to understand 简单的; 易懂的
- ★ **confuse** /kən'fju:z/ *vt.* to make sb. feel that they do not understand sth. 使困惑; 把...弄糊涂
ambiguous /æm'bigjuəs/ *a.* not clear, or capable of being understood in more than one way 含糊不清的; 模棱两可的
- ★ **interpret** /ɪn'tɜ:pɪt/ *vt.* to understand an action, situation, etc. in a particular way 理解
- ★ **submit** /səb'mɪt/ *vt.* to formally give sth. to sb. so that they can make a decision about it 提交; 呈送; 呈递
- ★ **criteria** /kraɪ'tɪəriə/ *n.* [pl.] standards that are used for judging sth. or making a decision about sth. 标准; 准则; 尺度
Venus flytrap /ˌvi:nəs 'flaɪtræp/ *n.* [C] 捕蝇草
hieroglyphics /ˌhaɪərə'glɪfɪks/ *n.* [pl.] 象形文字 (尤指古埃及文字)
- ★ **breakthrough** /'breɪkθru:/ *n.* [C] a discovery or achievement that comes after a lot of hard work 突破; 重大发现; 重大成就
- ★ **launch** /lɔ:ntʃ/ *vt.* to make a product available to the public for the first time (首次)上市, 发行
- ★ **phenomenon** /fə'nɒmɪnən/ *n.* [C] (*pl.* **phenomena**) an event or situation that can be seen to happen or exist 现象
- ★ **classify** /'klæsɪfaɪ/ *vt.* to put people or things into particular groups according to their features 把...分类; 把...分级
smiley /'smɑ:lɪ/ *n.* [C] 笑容符 (电子邮件中使用的表示愉快或高兴的符号, 如:-))
- ★ **symbol** /'sɪmbl/ *n.* [C] a picture or shape used to represent sth. 象征; 标志
- ★ **grin** /grɪn/
n. [C] a big smile that shows your teeth 露齿笑; 咧嘴笑
vi. to smile showing your teeth 露齿而笑; 咧嘴笑

注: 单词表中带★符号的为大学英语四级词汇或其派生词。

- ★ **eyebrow** /'aɪbraʊ/ *n.* [C] 眉毛
- ★ **shed** /ʃed/ *vt.* (~ **tears**) (*esp. literary*) to cry 流泪
- ★ **laughter** /'lɑ:ftə/ *n.* [U] the sound of sb. laughing 笑声
- ★ **rosy** /'rəʊzi/ *a.* pink and pleasant in appearance 粉红色的; 红润的
- ★ **cheek** /tʃi:k/ *n.* [C] 脸颊; 脸蛋
- ★ **float** /fləʊt/ *vi.* to move slowly on water or in the air 浮动; 漂流; 飘动; 飘移
- ★ **approval** /ə'pru:vl/ *n.* [U]
 - 1 official agreement or permission, given by sb. in authority 批准; 核准; 认可
 - 2 a positive feeling that you have toward sb. or sth. that you consider to be good or suitable 赞成; 赞许
- ★ **flame** /fleɪm/ *n.* [C, U] the brightly burning gas that you see coming from a fire 火焰; 火舌
- ★ **exemplary** /ɪg'zempləri/ *a.* excellent, or done in a way that other people should try to copy 优异的; 值得效仿的; 可作楷模的

Phrases and expressions

take sb. / sth. (for example) used to give an example of sth. you have just been talking about 举例说明; 以某人/某事为例

come / go / turn full circle if a situation comes, goes, or turns full circle, it becomes the same again as it was at the beginning 循环; 又回到原处

Proper names

Oxford Word of the Year 牛津年度词汇 (牛津大学出版社每年评选出的、反映当年社会流行和公众情绪的一个单词或表达方式)

Episode 2

New words

- ★ **varying** /'veəriɪŋ/ *a.* (*only before noun*) not all the same 不同的
- ★ **respondent** /rɪ'spɒndənt/ *n.* [C] (*fml.*) sb. who answers questions, esp. in a survey (尤指调查中) 回答问题的人

- ★ **neutral** /'nju:trəl/ *a.*
 - 1 language, words, etc. that are neutral are deliberately chosen to avoid expressing any strong opinion or feeling 中性的; 不带感情色彩的
 - 2 not supporting any of the people or groups involved in an argument or disagreement 中立的; 不偏不倚的
- ★ **tricky** /'tri:ki/ *a. (informal.)* difficult to do or deal with 难办的; 难对付的
- ★ **interpretation** /ɪn,tɜ:pri'teɪʃn/ *n.* [C, U] an explanation of the meaning or importance of sth. 解释; 阐释
ambiguity /,æmbrɪ'ɡju:əti/ *n.* [C, U] the state of being unclear, confusing, or not certain, or things that produce this effect 模棱两可; 不明确 (的事物)
- ★ **standardize** /'stændə,daɪz/ *vt.* to make all the things of a particular type have the same features or level of quality 使合乎规格; 使标准化
- ★ **device** /dɪ'vaɪs/ *n.* [C] a machine or piece of equipment that does a particular thing 器械; 设备; 装置
- ★ **platform** /'plæt,fɔ:m/ *n.* [C]
 - 1 the type of computer system or the software that is used 计算机平台
 - 2 the raised flat area beside the track at a train station where you get on or off the train 站台; 月台
- ★ **perceive** /pə'si:v/ *vt. (often passive)* to understand or think about sth. in a particular way 理解; 思考; 认为
- ★ **exact** /ɪg'zækt/ *a.*
 - 1 (the ~ colour / moment / type, etc.) used to emphasize that the same thing is involved 一样的颜色 / 时刻 / 类型等
 - 2 completely correct in every detail 确切的; 精确的
- clenched** /klentʃt/ *a.* closed tightly together 紧咬的; 紧握的
- ★ **dimension** /dar'menʃn/ *n.* [C] a part of a situation or a quality involved in it (形势或品质的) 方面, 部分
- ★ **horn** /hɔ:n/ *n.* [C] (牛、羊等动物的) 角; (车辆上的) 喇叭
- ★ **cheat** /tʃi:t/ *v.* to trick sb. or make them believe sth. which is not true 欺骗; 蒙骗
thumbs-up /θʌmz 'ʌp/ *n.* [sing.] 竖起大拇指 (表示赞成或满意)
- ★ **literal** /'lɪt(ə)rəl/ *a.* the literal meaning of a word is its most basic meaning 字面意思的; 原义的

- ★ **evolve** /ɪ'vɒlv/ *vi.* to gradually change and develop over a period of time 逐步发展; 演化
- ★ **consistent** /kən'sɪstənt/ *a.* always behaving in the same way, or having the same opinions, standards, etc. 一致的; 始终如一的
- ★ **instantly** /'ɪnstəntli/ *ad.* immediately 立即; 马上
ravioli /rævi'əʊli/ *n.* [U] (肉、奶酪或蔬菜馅的) 意大利方饺
ingot /'ɪŋɡət/ *n.* [C] (金、银或其他金属的) 铸块, 锭
- ★ **bar** /bɑ:/ *n.* a piece of sth. with straight sides (长方形) 条, 块
- ★ **transfer** /træns'fɜ:/ *v.* to move (sth. or sb.) from one place to another (使) 转移; 搬迁
- ★ **expense** /ɪk'spens/ *n.* [C] an amount of money you spend in order to buy or do sth. 花费; 费用

Phrases and expressions

what (...) for? used to ask why sb. does sth. 为什么?

go for to put a lot of effort into sth., so that you get or achieve sth. 努力争取 (某事物)

Proper names

University of Minnesota /,mɪnɪ'səʊtə/ 明尼苏达大学 (美国)

Nigeria /nɑ:'dʒɪəriə/ 尼日利亚 (非洲国家)

Trinidad and Tobago /,trɪnɪdæd ən tə'beɪɡəʊ/ 特立尼达和多巴哥 (加勒比海南部岛国)

Section 2

Text A

New words

- ★ **athlete** /'æθli:t/ *n.* [C] 运动员; 体育家; (尤指) 田径运动员
- ★ **medal** /'medl/ *n.* [C] 奖牌; 勋章
- ★ **disappointment** /,dɪsə'pɔɪntmənt/ *n.*
 - 1 [C] sb. or sth. that is not as good as you hoped or expected 令人失望的人或事

- 2 [U] a feeling of unhappiness because sth. is not as good as you expected, or has not happened in the way you hoped 失望; 扫兴; 沮丧
- diver** /'daɪvə/ *n.* [C] sb. who dives into water, for example as a sport 跳水者; 跳水运动员
- malicious** /mə'liʃəs/ *a.* unkind and showing a strong feeling of wanting to hurt sb. 恶意的; 恶毒的
- * **abuse** /ə'bjuz/ *n.* [pl., U] cruel or violent treatment of sb. 虐待
- * **bully** /'buli/ *vt.* to frighten or hurt sb. who is smaller or weaker than you 威吓; 欺侮
n. [C] sb. who frightens or hurts sb. who is smaller or weaker than they are 恃强凌弱者
- * **persist** /pə'sɪst/ *vi.* (*fm.*)
1 to continue to exist 继续存在; 持续
2 to continue to do or say sth. in a determined way 坚持; 执意
- * **defend** /dɪ'fend/ *vt.* to protect sb. or sth. from attack 防卫; 保卫
- harassment** /'hærəsmənt/ *n.* [U] annoying or unpleasant behavior toward sb. that takes place regularly, for example threats, offensive remarks, or physical attacks 骚扰; 侵扰
- * **civil** /'sɪvl/ *a.* polite, esp. in a formal way and without being friendly 文明的; 有教养的; 有礼貌的; 彬彬有礼的
- * **interaction** /,ɪntər'ækʃn/ *n.* [C, U] the activity of being with and talking to other people, and the way that people react to each other 互动; 交流
- * **offensive** /ə'fensɪv/ *a.* unpleasant or insulting, and likely to make people upset or embarrassed 冒犯的; 使人不快的; 令人难堪的
- troll** /trəʊl/ *n.* [C] (*infml.*) 发挑衅帖子的人
- * **blurry** /'blɜ:ri/ *a.* (*infml.*) without a clear outline; not clear 模糊不清的
- detached** /dɪ'tætʃt/ *a.* not reacting to or becoming involved in sth. in an emotional way 冷静的; 不动感情的; 客观的
- * **reinforcement** /,rɪ:n'fɔ:smənt/ *n.* [U] the act of making sth. stronger 加强; 加固
- * **inflate** /ɪn'fleɪt/ *vt.* to make sth. seem more important or impressive than it really is 吹嘘; 吹捧
- v.* to fill sth. with air or gas so it becomes larger, or to become filled with air or gas (使) 充气; (使) 膨胀
- * **self** *n.* (*pl. selves*)
1 (sb.'s sense of ~) sb.'s idea that they are a separate person, different from other people 某人的自我意识
2 [C, usu. sing.] the type of person you are, your character, your typical behavior, etc. 自身; 本身; 自己; 自我
- notorious** /nəʊ'tɔ:riəs/ *a.* famous for sth. bad 臭名昭著的; 声名狼藉的
- * **proportion** /prə'pɔ:ʃn/ *n.* [C] a quantity of sth. that is a part or share of the whole 部分; 份儿
- netizen** /'netɪz(ə)n/ *n.* [C] (*infml.*) sb. who spends a lot of time using the Internet 网民
- * **tone** /təʊn/ *n.*
1 [sing., U] the general feeling or attitude expressed in a piece of writing, a speech, an activity, etc. (作品、演讲、活动等) 基调, 格调; 气氛
2 [C] the way your voice sounds, which shows how you are feeling or what you mean (说话的) 语气, 口气, 腔调
- * **preventative** /prɪ'ventətɪv/ *a.* (*also preventive*) done so that sth. does not become worse or turn into a problem 预防(性)的; 防止的
- high-profile** /haɪ 'prəʊfaɪl/ *a.* often seen in public, mentioned in newspapers, or appearing on television 引人注目的
- cyberbullying** /'saɪbə,bʊlɪŋ/ *n.* [U] the activity of sending Internet or text messages that threaten or insult sb. 网络欺凌
- * **guidance** /'gɑ:dns/ *n.* [U] advice about what you should do or how you should behave 指导
- transition** /træn'zɪʃn/ *n.* [C, U] the process of changing from one situation, form, or state to another 转变; 过渡; 变迁

Phrases and expressions

let sb. down to make sb. disappointed by not doing sth. they are expecting you to do 使某人失望

call sb. out to criticize sb., esp. publicly 批评某人

keep / hold ... in check to keep sb. or sth. under control 控制某人或某物

go away to disappear 消失

go through

- 1 to experience sth. difficult or unpleasant 熬过（困境）
- 2 to examine or search sth. very carefully 彻底检查；彻底搜查

only just a very short time ago 才；刚刚

come to terms with sth. to accept an unpleasant or sad situation and no longer feel upset or angry about it 与某事妥协；对某事让步；接受（令人不快或悲伤的现实）

Proper names

Tom Daley 汤姆·戴利（1994–，英国跳水运动员）

Text B

New words

- * **switch** /swɪtʃ/ *v.* to change from one thing to another, or make sth. do this（使）转变；（使）改变；（使）转换
- * **addicted** /ə'dɪktɪd/ *a.* unable to stop doing sth. as a habit 入迷的
- * **chat** /tʃæt/ *vi.* to talk in a friendly way 闲谈；聊天
- * **irony** /'aɪrəni/ *n.* [C, U] the amusing or strange aspect of a situation that is very different from what you expect; a situation like this（出乎意料的）奇异可笑之处；有讽刺意味的情况
- * **reform** /rɪ'fɔ:m/ *v.* to change your own or sb. else's behavior, so that it is no longer illegal or harmful 改邪归正；改造
vt. to improve a situation by correcting things that are wrong or unfair, or make a system work more effectively 改革；革新；改进
- * **addict** /'ædɪkt/ *n.* [C] sb. who is very interested in sth. and spends a lot of time doing it 对…着迷的人
- * **suck** /sʌk/ *vt.* to take liquid, air, etc. into your mouth by using the muscles of your lips 吮吸；吸；啜；啜
- * **yoga** /'jəʊgə/ *n.* [U] 瑜伽
- * **limit** /'lɪmɪt/ *n.* [C] the greatest or least amount, number, speed, etc. that is allowed 限度；极限
- * **realistic** /,rɪə'lɪstɪk/ *a.* sensible and appropriate; possible to achieve 明智的；恰如其分的；能够实现的
- * **notification** /,nəʊtɪfɪ'keɪʃən/ *n.* [C, U] an official announcement about sth. that has happened or will happen 通知；通报；通告
- * **alert** /ə'lɜ:t/ *n.* [C] a warning of danger or of a problem 警报
- * **interruption** /,ɪntə'rʌpʃən/ *n.* [C, U] sth. sb. says or does that stops sb. else when they are speaking or concentrating on sth. 打断；中断；打扰
- * **calm** /kɑ:m/ *vt.* to make sb. feel more relaxed and less emotional 使镇定；使平静
- * **wilderness** /'wɪldənəs/ *n.* [C] an area of land where people do not live or grow crops and where there are no buildings 荒野；旷野；荒无人烟的地方
- offline** /ɒf'laɪn/ *a. & ad.* not directly controlled by or connected to a computer or to the Internet 未联机的（地）；未连线的（地）
- * **delete** /dɪ'li:t/ *vt.* to remove sth. that has been written down or stored in a computer 删除；删去
- * **strengthen** /'streŋθ(ə)n/ *vt.*
 - 1 to make a feeling, decision, relationship, etc. stronger or more powerful 使（情感、决心等）更强烈；使（关系）更加紧密
 - 2 to make your body physically stronger or more healthy 增强（体质）

Phrases and expressions

switch off to turn a light, machine, etc. off by pressing a button or switch 关（电灯、机器等）

break out of to escape from sth. such as a situation or way of life 改变，逃脱（某种情形或生活方式）

log off / out to finish using a computer system, for example by typing a particular word（键入某个词）退出（计算机系统）

cut down to reduce an amount of sth. 降低；减少

on average used for talking about what is usu. true, although it may not be true in every individual situation 通常；一般说来

first thing (in the morning) at the very beginning of the day 早上第一件事

get back to / into to begin doing sth. again after not doing it for a period of time 恢复，重新（做某事）

Proper names

Instagram /'ɪnstəgræm/ 一款照片、视频分享应用程序