

Map of the book

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Unit	Get on board	Experience the world		Understand the world
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	Over to you		Further listening
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Unit

1

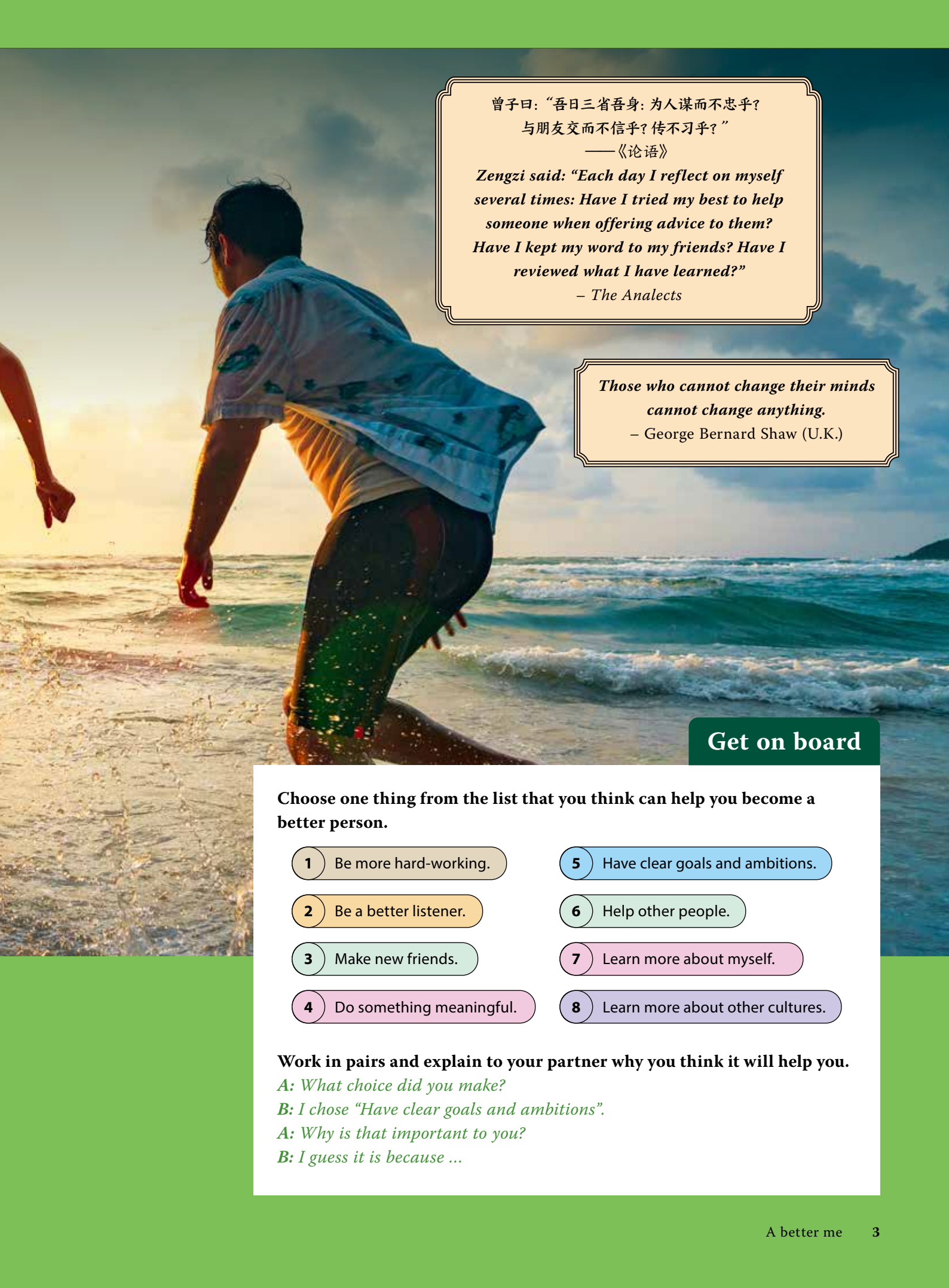
A better me



LEARNING OBJECTIVES

After learning this unit, you will be able to:

- ◆ start a conversation
- ◆ pronounce the *-ed* ending of verbs accurately
- ◆ listen for main ideas
- ◆ take alternative perspectives
- ◆ get more curious about and ready to explore other cultures
- ◆ give a self-introduction
- ◆ use multimedia



曾子曰：“吾日三省吾身：为人谋而不忠乎？
与朋友交而不信乎？传不习乎？”

——《论语》

*Zengzi said: “Each day I reflect on myself
several times: Have I tried my best to help
someone when offering advice to them?
Have I kept my word to my friends? Have I
reviewed what I have learned?”*

– The Analects

*Those who cannot change their minds
cannot change anything.*

– George Bernard Shaw (U.K.)

Get on board

Choose one thing from the list that you think can help you become a better person.

1 Be more hard-working.

5 Have clear goals and ambitions.

2 Be a better listener.

6 Help other people.

3 Make new friends.

7 Learn more about myself.

4 Do something meaningful.

8 Learn more about other cultures.

Work in pairs and explain to your partner why you think it will help you.

A: What choice did you make?

B: I chose “Have clear goals and ambitions”.

A: Why is that important to you?

B: I guess it is because ...

Listening 1

New words

introvert /'ɪntrə,vɜ:t/ *n.* 性格内向的人

introverted /'ɪntrə,vɜ:tɪd/ *a.* 性格内向的

extrovert /'ekstrə,vɜ:t/ *a.* 性格外向的 *n.* 性格外向的人

confident /'kɒnfɪd(ə)nt/ *a.* 自信的

thoughtful /'θɔ:tfl/ *a.* 为他人着想的

II Before you listen

1 Read the seven statements below. Decide which statements are true and which are false about you.

Are you an introvert or an extrovert?

1. I like to work alone.
2. I think before I speak.
3. I am a good listener.
4. I have a couple of good friends.
5. I worry a lot.
6. I prefer watching to doing.
7. I don't like a lot of noise.

If you have four or more "true" responses, you are probably an introvert: someone who is quiet and prefers spending time alone rather than being with other people.

If you have four or more "false" responses, you are probably an extrovert: someone who is active and enjoys being with other people.

Work in pairs and compare your answers.

III While you listen

2 Listen to a conversation between two students, Julie and Paul, talking about introvert and extrovert behavior and choose the statement that best summarizes their conclusion.

- 1. People should try to be both confident and thoughtful.
- 2. It is best to seek advice in order to change your behavior.
- 3. People should be more thoughtful and less extrovert.

3 Listen to the conversation again and check (✓) the correct answer for each of the questions.

Question	Julie	Paul
1. Who feels like an introvert in the Math class?		
2. Who prefers talking to friends than to strangers?		
3. Who got help and advice from a cousin?		
4. Who was able to change behavior in a positive way?		
5. Who thinks introverts can understand other people better?		

4 Work in pairs and discuss the questions.

1. Have you noticed how Julie and Paul started their conversation?
2. How do you usually start a conversation with your classmates or friends?

Conversation skill

Starting a conversation

When you speak to someone, often the hardest part is starting the conversation.

When speaking to someone you know, you can ask them questions about themselves.

- *How have things been going?*
- *What have you been doing lately?*

You can also use greetings to start a conversation.

- *What's up?*
- *How is it going?*

Alternatively, ask about the person's family or their health or interests, etc. For example, in the conversation above, Julie starts the conversation with Paul by asking about his studies.

- *Hi, Paul. How is the new Math class going?*

Starting a conversation with people you don't know can be more difficult. The most direct method is to introduce yourself.

- *Hello! I don't think we've met. My name is ...*
- *Hi! I'm a student here. Are you too?*

If you prefer, you can make a statement about the situation you are both in.

- *What terrible weather we're having!*
- *That lecture was really interesting.*
- *Have you tried the food here? It's delicious.*

Such opening statements give the other person something simple to respond to.

After you listen

5 Work in pairs and take turns role-playing starting a conversation in the situations on campus. Try to keep each conversation going for more than four turns.

- in the classroom
- in the gym
- in the canteen

A: That was an interesting lesson!

B: I know! I found it really interesting. I'm not sure whether I'm an introvert or an extrovert, though. What about you?

A: I think I'm a bit of an introvert. By the way, my name is ...



Listening 2

New words

enlightened /ɪnˈlaɪtnd/ *a.* 明智的

weakness /ˈwiːknəs/ *n.* 缺点

meaningful /ˈmiːnɪŋfl/ *a.* 有意义的; 重要的

truly /ˈtruːli/ *ad.* 真正地

II Before you listen

- ① Read the adjectives. Choose the ones which you would use to describe your personality.

helpful

extroverted

friendly

impatient

confident

introverted

sociable

modest

thoughtful

Work in pairs and compare your answers. Explain which ones you consider to be your strengths, and which ones you consider to be your weaknesses.

▶ While you listen

- ② 🎧 Listen to a short talk on the subject of “knowing yourself” and complete the summary with the words and phrases you hear.

Knowing yourself




What is “knowing yourself”?

“Knowing yourself” is not just knowing your 1) _____ or what music you like. It is a journey to discover 2) _____.

How to know yourself?

1. Think carefully about what you are 3) _____ and what you are not.
2. Understanding your 4) _____ is another important part of knowing yourself.

③  Listen to the talk again and decide whether the statements are true (T) or false (F).

- 1. Laozi said that knowing yourself was not as important as knowing others.
- 2. Going on a journey is the best way to discover who you really are.
- 3. One advantage of knowing your weaknesses is that it can help you turn them into your strengths.
- 4. You'll be better at choosing an appropriate path in life if you have a good understanding of what you can and can't do well.

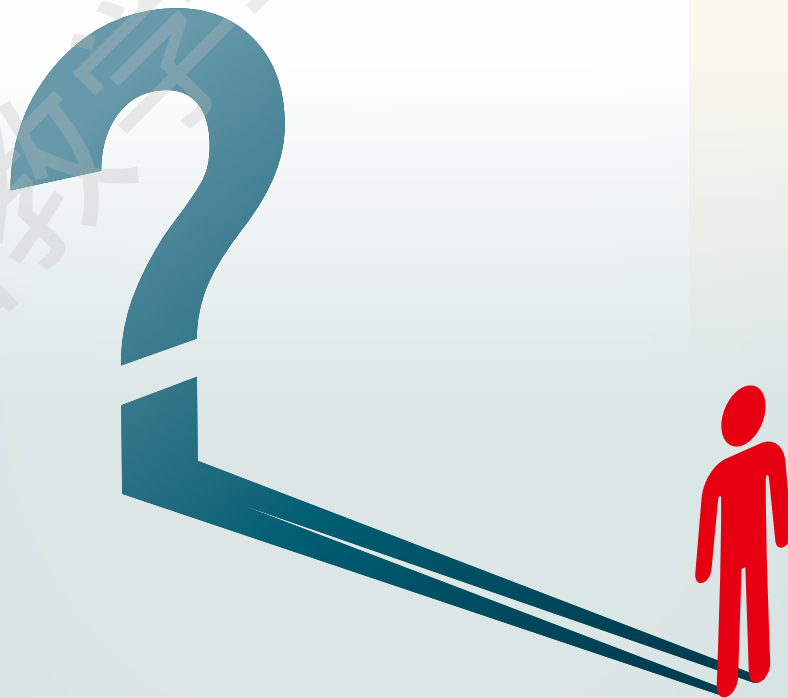
■ After you listen

④ Work in pairs and discuss the questions.

1. Do you think that “knowing yourself” is very important? Why or why not?
2. Besides the ways mentioned in the talk, what would be another effective way to get to know yourself better?

A: I think knowing yourself is very important, because it can help you make more intelligent decisions in life.

B: I agree. Knowing yourself can also benefit ...



Language in focus

Usage

①  Listen to the sentences and repeat after the speaker. Pay attention to the words and expressions in bold.

1. I **asked** my extrovert cousin **for advice**.
2. She told me to just **act like** an extrovert.
3. I do think there are some **benefits of** being introverted.
4. Knowing your **weaknesses** gives you the opportunity to **make up for** them, or work to overcome them.
5. Knowing your **strengths** allows you to **make best use of** them.
6. Knowing these things can enable you to **set your goals**, **make better decisions**, and **build a happier life**.

② Complete the sentences with the words and expressions in bold from Activity 1. Change the form of the words and expressions if necessary.

1. Most people understand that they are not good at everything and they need to overcome their _____.
2. If I need help with personal issues, I will often _____ my friends _____, but for career questions, I would usually go to my parents.
3. People usually know what they will never do well. Then they _____ it by developing other skills.
4. Your _____ are the things you already do well.
5. Some people say that if you try to always _____ a successful person, then you will eventually find success.
6. Even though there are many downsides of living in a busy city, there are definitely also many _____ living in a modern city.
7. Successful people know how to _____ their skills.
8. With self-knowledge we can _____ that we may achieve in life.
9. When we have to choose between two things, we can _____ that are favorable for us.
10. We all want to _____ that will bring happiness and security to ourselves and our family. Knowing ourselves will help us do just that.

Pronunciation of the -ed ending of verbs

In spoken English, there are three different ways to pronounce the past tense ending (-ed or -d) of a verb.

If a verb ends in a voiceless consonant, like /p/, /f/, /s/, /k/, /tʃ/, /ʃ/, etc., the past tense ending is pronounced as /t/.


helped
coughed
noticed
asked
fetched
flashed

If a verb ends in a vowel or voiced consonant, like /eɪ/, /eə/, /ɪ/, /v/, etc., the past tense ending is pronounced as /d/.

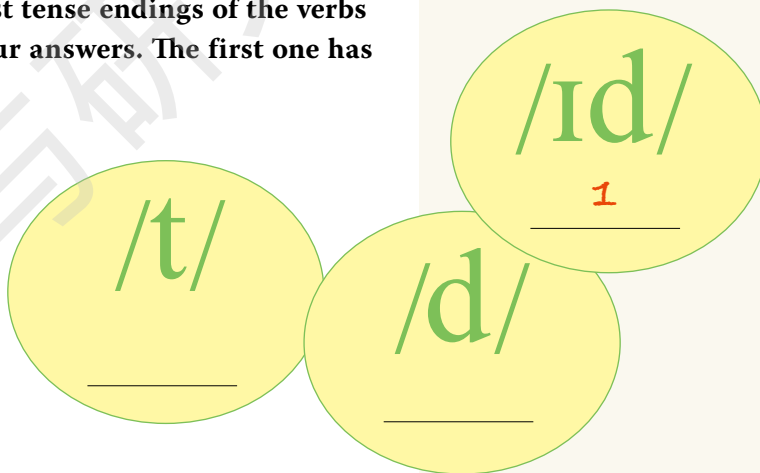
played
cared
learned
loved


If a verb ends in a /t/ or /d/ sound, the past tense ending is pronounced as /ɪd/.

accepted
celebrated
decided

1  Listen to the sentences and put the numbers into the circle according to the pronunciation of the past tense endings of the verbs in italics. Then listen again and check your answers. The first one has been done for you.

- The exercise has *started*.
- She *dropped* her wallet.
- He *voiced* some doubts about our plan.
- He *returned* the book to Mary.
- She *selected* the red coat.
- The skirt *matched* her hat very well.
- I *carried* a heavy bag.
- He *shared* his room with me.
- I *thanked* her for doing me the favor.
- The actor *ended* his speech with a joke.



2  Listen to the sentences and pay attention to the pronunciation of the past tense endings of the verbs. Then read the sentences out loud.

- Success is counted sweetest by those who never succeed.
- Charity is the bone shared with the dog, when you are just as hungry as the dog.
- The summit of happiness is reached when a person is ready to be what he is.
- The person who thinks by the inch and talks by the yard deserves to be kicked by the foot.
- Nothing great was ever achieved without enthusiasm.

Listening 1

New words

experiment /ɪk'sperɪmənt/ *n.*

试验

kindness /'kaɪndnəs/ *n.* 善举;

好意

Proper names

Dublin /'dʌblɪn/ 都柏林 (爱尔兰共和国首都)

Before you listen

- 1 Think of three things you could do to show kindness to other people. Then work in pairs and compare your answers.


While you listen


Listening skill 

Listening for main ideas

Listening for the main idea of a text can be a very useful skill. In your studies, there are many situations where you are required to summarize a text. In these situations, focusing on details would be unnecessary. To get the main idea of a text, you rarely need to know every word spoken. Here are some things to keep in mind when listening for the main idea of a text:

- **Pay attention to the beginning and / or conclusion.** Texts often feature a simple introduction stating the main idea at the beginning, and then repeat it at the end.
- **Listen for key words and expressions.** Once you have a basic understanding of the text, you can keep in mind some key words or expressions that you expect to hear and guide you through the text's main idea. For example, if the speaker is telling a story, you should listen for key words and expressions about where and when the story takes place (e.g. "last year") and what the story is about (e.g. "from the story, we can see ..."). Also pay attention to discourse markers; that is, there are certain phrases that tell you a main idea is coming, such as "The point I want to make here is ...", "What I'm trying to show is ...", etc.
- **Pay attention to repetition.** Key words and expressions related to main ideas are often repeated more than once. If something is repeated several times, it suggests that it's important.
- **Pay attention to the speaker's speed and volume.** Speakers often stress important ideas by speaking more slowly or loudly. Paying attention to these clues can also help you determine the main ideas.

- 2  Listen to a passage about a woman who decided to do something kind for a stranger every day for a year and choose the statement that best summarizes the main idea of the passage.
1. Frequently doing things for other people can make you a better person.
2. You should always help people in need, even if it makes you worse off.
3. If you do things for other people, you will become more popular.

③  Listen to the passage again and put the items below in the order you hear them.

- Helen began to help people in a variety of ways.
- Helen consequently met new people and began to enjoy life more.
- Helen realized that helping someone made her much more positive about herself.
- Helen decided to try an experiment in kindness.
- Helen paid for the shopping of an old man who hadn't enough money.

■ After you listen

④ Work in pairs and have a conversation about helping others. You can ask your partner the following questions to keep the conversation going.

- When was the last time you helped somebody?
- Why did you do it?
- How did you feel afterward?

A: The last time I helped somebody was just last week. A friend of mine needed help moving into a new dorm room.

B: For me, it was just yesterday. I helped my classmates with their homework ...



Viewing

New words

forgive /fə'gɪv/ vt. 原谅

deserve /dɪ'zɜːv/ vt. 应得

fault /fɔːlt/ n. 缺点; 毛病

resilient /rɪ'zɪliənt/ a. 适应力强的

prosperous /'prɒsp(ə)rəs/ a. 成功的; 富足的

punctual /'pʌŋktʃuəl/ a. 守时的

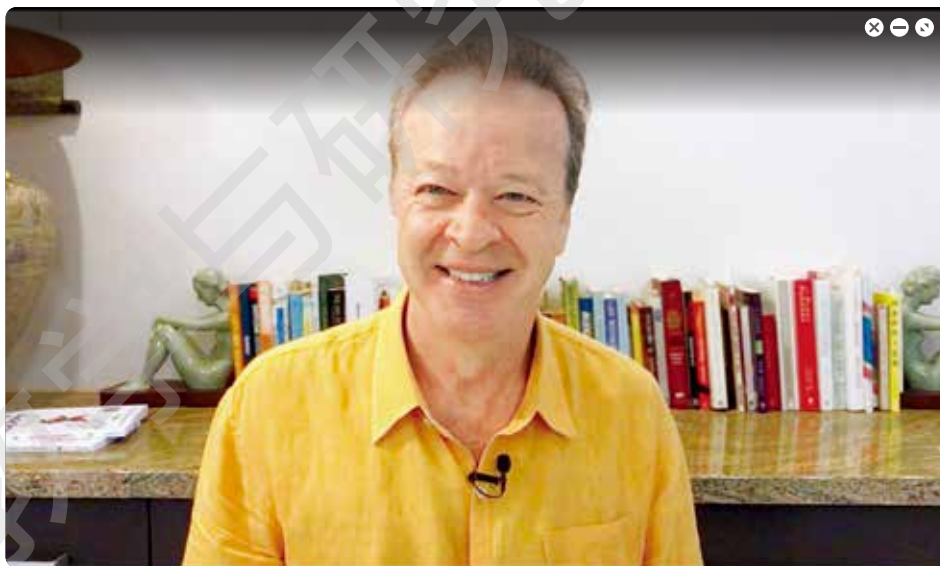
focus /'fəʊkəs/ v. 集中(注意力)

Before you watch

- ① **Work in groups and conduct a survey about happiness. Ask the questions and report your findings to the class.**

S1	S2	S3	S4
1 Are you happy with your college life so far?			
2 If yes, what makes you happy? If no, what makes you unhappy?			
3 What do you think is the key to happiness?			

While you watch



- ② **Watch a video clip in which an author talks about happiness and choose the correct sentence from each pair according to what you hear.**

- He has written a book of new thoughts about happiness.
 - He has collected the ideas his readers have found useful from his book.
- He tells us we should like ourselves and be kind to ourselves.
 - He tells us how to become a perfect self.
- He thinks that being honest with people can lead to happiness.
 - He thinks we will be happier if we look for good things in people.
- He thinks that we can't build a better life without first imagining it.
 - He thinks that as long as we imagine having a positive life, our life will improve.

- 3 Watch the video clip again and complete the summary with the words and phrases you hear.

Three happiness

tips

1 Be kind to yourself.

- Most of us grew up believing that we weren't good enough; that we weren't 1) _____; that we weren't attractive enough.
- For your life to get better, you need to be your own 2) _____ and forgive yourself for not being perfect.

2 You find in life what you look for.

- If you look for faults in people, you find them.
- If you 3) _____ in people, you find them.
- Unhappy people are always waiting for 4) _____. But life changes when you change.

3 You become what you think about.

- Everything in your life happens twice: First as 5) _____ in your mind, and then you become the picture.
- Focus on what you want and you move toward it. So, life gets better from the 6) _____.

After you watch

Critical thinking skill

Taking alternative perspectives

There are many occasions in life when it is useful to be able to see situations from multiple perspectives.

Methods for doing this can include trying to take the perspectives of the other people who may be involved in a situation; using viewpoints that would be typical of different cultures or time periods to examine the same phenomenon; and examining both positive and negative perspectives on the same issue.

In the video clip, the author talks about how both positive and negative perspectives can be taken to

examine the same people, situations and events:

"If you look for faults in your girlfriend or your husband ... in your job or where you live, you find them. And if you look for good things in your partner, or your boss, in your friends and neighbors, you find them."

After comparing the results of seeing the same people from both positive and negative perspectives, the author makes his conclusion that taking a positive perspective is the key to happiness.

- 4 **Work in groups. Think of a situation in which you have negative thoughts or feelings about a particular problem. Then have each member of your group come up with an alternative, positive perspective you can take in that situation.**

A: I felt very sad when my best friend left to go to South Africa for further studies.

B: You don't have to feel sad about it. Now you have an opportunity to visit South Africa! You could take an adventure tour and see the wildlife of the African continent.

A: Sounds great. I think my friend would love this idea.

Listening 2

Voice of China

New words

award /ə'wɔ:d/ vt. 授予

found /faund/ vt. 建立

medal /'medl/ n. 奖章; 勋章

outstanding /aʊt'stændɪŋ/ a.
杰出的

Before you listen

- ① Work in pairs. Think of a famous foreigner in China and discuss the questions.
1. What is their occupation?
 2. How did they become famous?
 3. How have they contributed to China?
 4. Did you learn anything from them?

While you listen

- ② Listen to a news report about Isabel Crook, who for many years taught English in China, and choose the best answer to each of the questions.
1. What is the news report mainly about?
 - A. Isabel Crook awarded the Friendship Medal.
 - B. Isabel Crook teaching English in China for 40 years.
 - C. Isabel Crook celebrating her 104th birthday in 2019.
 - D. Isabel Crook learning so much from Chinese culture.
 2. What do we learn about Isabel Crook from the news report?
 - A. She gave her students the love they needed.
 - B. She explained the importance of learning English.
 - C. She made her students successful English learners.
 - D. She made great contributions to China's educational development.

Culture note

The Friendship Medal

It is one of the highest orders of honor in the People's Republic of China. The Friendship Medal is awarded to foreigners who have made outstanding contributions to Chinese society, its relations with other countries and the protection of world peace.



Professor Isabel Crook (1915-)

3  Listen to the news report again and decide whether the statements are true (T) or false (F).

- 1. Isabel Crook is a Canadian professor.
- 2. Isabel was born in China in 1915.
- 3. Isabel began her research into life in the Chinese countryside before her college education.
- 4. Isabel taught cultural communication in a foreign language school.

After you listen 

Intercultural skill 

Getting more curious about and ready to explore other cultures

An interculturally competent person is one who has the desire or curiosity to learn about other people and their cultures. People with high levels of curiosity are more likely to be successful when working with people who have different cultural backgrounds or when living and working abroad.

Isabel Crook had a strong curiosity about Chinese people and their culture. In order to understand Chinese society and culture, she conducted research projects in rural China. As a result of all these experiences, she learned a lot about Chinese culture. She must also have met people with new perspectives and listened to stories that made her life so rich. As a matter of fact, she wrote a book to share her many interesting life stories.

As you learn English during this course, you should always be prepared to step out of your comfort zone to learn about different perspectives and different ways of life.

4 Work in groups and share your intercultural stories about traveling abroad or to a place in China. Think about the items below:

- food
- music
- people
- painting
- architecture
- custom
- language
- costume

A: When I was a teenager, I visited the countryside in Yunnan with my family. I remember being surprised by how different the food was.

B: Yes, I felt the same when I visited Shaanxi recently. And it wasn't just the food. The local music and arts were also very different and interesting.

...

Project

Giving a self-introduction

It is the beginning of your freshman year at college and you have been asked to give a self-introduction to your English teacher and your classmates.

Step 1 Decide what basic information about yourself you want to introduce. For example, your name, hometown, major, etc.

Step 2 Prepare more in-depth information. Try to think about the following things:

- What is your personality like? For example, are you an introvert or extrovert?
- What are your strengths and weaknesses?
- Do you have any interesting or important life experiences you'd like to mention?
- What do you want to do to improve yourself during your college years?

Step 3 Organize and plan your self-introduction. Write notes for yourself in the form of bullet points and rehearse it in groups.

Step 4 Give your self-introduction to the class. Then the class vote for the top three using the Evaluation form on Page 21.



Project builder

Each time you meet a new English speaker, you will need to introduce yourself and your introduction will help you make a good first impression. How you introduce yourself to them depends on the situation. In this project, you will be introducing yourself to your teacher and fellow students in a casual manner. You can organize your self-introduction in the following way.

Start with some basic information about yourself

Introducing yourself involves giving your audience some general facts about yourself such as:

- *My name is ...*
- *I'm from ...*
- *I was born in ...*
- *I grew up in ...*

Continue with more in-depth information about yourself

If you want to say something interesting and special about yourself, you could use some of the following points.

- Your personality
 - *My friends and family describe me as being ...*
 - *People say that I am ...*
- Your strengths and weaknesses
 - *I like ... and I'm good at ...*
 - *I'm not good at ...*
- Your life experiences
 - *I'll never forget the time ...*
 - *One unforgettable experience in my life was ...*
- Your self-improvement plans for your college years
 - *I want to learn English well so that ...*
 - *I feel that my biggest weaknesses are ... so, I would like to ...*

Close your self-introduction

- *Thank you for listening.*
- *That's all from me, thank you.*

Presentation skill

Using multimedia

One way to make your self-introduction more engaging is to use multimedia in your presentation, such as photos or video clips that illustrate your introduction. However, be careful not to include too much.

Conversation

New words

inventor /ɪn'ventə/ *n.* 发明家

electricity /ɪ,lek'trɪsəti/ *n.* 电;
电力

film-maker /'fɪlm ,meɪkə/ *n.* 电影
制片人

Proper names

Adamu Uba /ædə,mu: 'u:bə/ 阿达
穆·乌巴(人名)

Kenya /'kenjə/ 肯尼亚(非洲国家)

① Listen to an interview between a journalist and a young inventor and choose the best answer to each of the questions.

- As a young boy, how did the man help his community?
 - Making batteries.
 - Educating people.
 - Clearing the rubbish.
 - Making people richer.
- According to the man, how did his invention help local people?
 - They found it easier to find work.
 - They were able to control their lives.
 - They were able to become much richer.
 - They were able to stop strangers coming in.
- How did the man first become famous?
 - He started to make TV programs.
 - Some people made a film about him.
 - He made a film about his experiences.
 - He communicated with the outside world.
- What is the man's goal in life?
 - To take it easy and relax.
 - To become more famous.
 - To make people's lives better.
 - To start an even bigger project.

Passage 1

② Listen to a news report about Anika Bedi and choose the best answer to each of the questions.

- What is the news report mainly about?
 - Why Anika came to England.
 - Anika winning a beauty contest.
 - Anika's family too poor to send her to school.
 - People's surprise at the outcome of the contest.
- According to Anika, what has been difficult for her to do?
 - To balance modeling with studying.
 - To understand the subject of medicine.
 - To get a place at a very good university.
 - To take her university studies seriously.
- What is the most important thing in life for Anika?
 - Being pretty.
 - Being a beauty queen.
 - Being useful to society.
 - Receiving a good education.

New words

contest /'kɒntest/ *n.* 竞赛; 比赛

preparation /,prɪpə'reɪʃn/ *n.* 准备
工作

Proper names

Anika Bedi /ə,ni:kə 'bedi/ 阿妮
卡·贝迪(人名)

Passage 2

③ Listen to an introduction to a film and choose the best answer to each of the questions.

1. What is the film about?
 - A. People with impossible goals.
 - B. People who dislike safe sports.
 - C. People doing dangerous sports.
 - D. People living in Hawaii and France.
2. What kind of lifestyle does the film's director believe that most people want?
 - A. A life full of adventure and excitement.
 - B. A life in which they are free from dangers.
 - C. A life in which they don't have to worry about safety.
 - D. A life with many opportunities to take part in sports.
3. What does the film's director say about people who take part in extreme sports?
 - A. They want to be famous.
 - B. They are not afraid to die.
 - C. They cannot lead ordinary lives.
 - D. They learn about what it means to be alive.
4. Why do extreme sports fans push themselves to the edge?
 - A. To test their strength and courage.
 - B. To set an example for other people.
 - C. To make us learn how to respect people.
 - D. To make us learn that we can achieve anything.

New words

channel /'tʃænl/ *n.* 电视频道

surf /sɜːf/ *vi.* 冲浪

lifestyle /'laɪf,staɪl/ *n.* 生活方式

excitement /ɪk'saɪtmənt/ *n.* 激动;
兴奋



Passage 3

New words

lifelong /'laɪf,lɒŋ/ *a.* 终生的

curious /'kjʊəriəs/ *a.* 好奇的

passion /'pæʃn/ *n.* 兴趣; 酷爱的
事物

4 Listen to a talk about lifelong learning and answer the questions with information from the talk. Use no more than three words for each answer. You will hear the recording twice.

1. According to the speaker, what is the purpose of lifelong learning?

2. What kind of plan do you need to make in order for a project to succeed?

3. How does the speaker suggest that we read?

4. If you are in a study group, what is a great way to test your own understanding of a subject?

5. According to the speaker, when is the best time to start lifelong learning?



What have you learned in this unit? Rate your performance.

Experience the world		very poor	poor	average	good	very good
Conversation skill	Starting a conversation					
Pronunciation skill	Pronouncing the <i>-ed</i> ending of verbs accurately					

Understand the world		very poor	poor	average	good	very good
Listening skill	Listening for main ideas					
Critical thinking skill	Taking alternative perspectives					
Intercultural skill	Getting more curious about and ready to explore other cultures					

Over to you		very poor	poor	average	good	very good
Project	Giving a self-introduction					
Presentation skill	Using multimedia					

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?

OTY Evaluation form

- Read the criteria below. Keep them in mind when you present and watch your classmates' presentations.
- Note down your comments in the "Written feedback" row when watching your classmates' presentations. Then grade the presentations in the "Points" column on a scale of 1–5.

Rating scale: very poor = 1 poor = 2 average = 3 good = 4 very good = 5

	Criteria	Points
Content	<ul style="list-style-type: none"> • provided basic information requested • delivered in-depth information 	
Organization	<ul style="list-style-type: none"> • presented with a clear structure • connected the main points logically 	
Language	<ul style="list-style-type: none"> • spoke clearly, fluently and appropriately • used some expressions learned 	
Delivery	<ul style="list-style-type: none"> • used multimedia to make the self-introduction more engaging • managed time effectively 	
Written feedback		