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Unit	Warming up	Listening & speaking
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# 1

UNIT

# Good to great

## Setting the scene

It goes without saying that everyone wants to achieve success, but there is no one-size-fits-all approach to success. Success carries different meanings for different people. It could mean pursuing happiness, attaining a sense of accomplishment, or finding one's own voice. Success can be achieved in different ways, say, by adopting a proper mindset (思维模式) for success, taking a positive attitude toward failure, or putting in persistent efforts.

In this unit, you are going to learn about different definitions and ingredients of success and different pathways to it.



## Learning objectives

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

- discuss the essential elements and various definitions of success;
- follow a narrative while listening;
- make a comparison and a contrast in oral communication;
- use gemination and elision in speech;
- adopt an appropriate attitude toward success and develop your own definition of success.



- 1 Success comes in various forms and means different things to different people. No matter how success is measured, it is sweet and fulfilling. Yet it doesn't happen overnight.

**Step 1** Below are the ABCs of success — the basic principles of success which are considered essential when people want to make their dreams come true. Work in groups to share your understanding of the principles.

## The ABCs of success

**A**

is for **ACTION**. Action is a great restorer and builder of confidence. Inaction is not only the result, but the cause, of fear.

**B**

is for **BOLDNESS**. Be bold and daring and choose to bet on yourself.

**C**

is for **CHANGE**. The price of doing the same old thing is far higher than the price of change.

**Step 2** Do you agree or disagree with these three principles? Use evidence from your knowledge and / or experience to justify your answer.

- 2 Create your own ABCs of success and share them with your group members. You should explain why you choose them as your ABCs of success.

## News report

### Listening and understanding

Success is defined differently by different people. What does success mean to Americans as a whole? Now listen to a news report and complete the table with what you hear.

#### WORDS AND EXPRESSIONS

- collective /kə'lektɪv/ *a.* 集体的; 共同的; 共有的  
 well-being /,wel 'bi:ɪŋ/ *n.* 健康; 幸福  
 conventional /kən'venʃn(ə)l/ *a.* 传统的; 常规的  
 work ethic /'eθɪk/ *n.* 职业道德  
 ambitious /æm'bɪʃəs/ *a.* 有雄心的

#### PROPER NAMES

- Strayer /'streɪə/ University 斯特雷耶大学 (美国)  
 Michael Plater /,maɪk(ə)l 'pleɪtə/ 迈克尔·普莱特 (人名)

### WHAT SUCCESS MEANS TO AMERICANS

#### 01 Factors traditionally associated with **success**

- wealth
- power
- 1) \_\_\_\_\_

#### 02 Definitions of **success** according to a recent study

- 90% of Americans define success as
  - achieving 2) \_\_\_\_\_
  - having 3) \_\_\_\_\_ with family and friends
- 4) \_\_\_\_\_ of American adults stress the importance of being rich.

#### 03 Traits of **successful** people

- 70% of Americans think successful people
  - are 5) \_\_\_\_\_
  - have a strong work ethic
- More than 6) \_\_\_\_\_ of the people surveyed consider themselves successful. Among them,
  - 54% say they have a(n) 7) \_\_\_\_\_ family network.
  - 8) \_\_\_\_\_ describe themselves as being ambitious.

### Thinking and speaking

#### The definition of success

Dr. Michael Plater remarked that “through this redefinition, individuals are also finding that different paths to success exist, that it’s no longer a one-size-fits-all goal, and that it’s a personal journey.” To put it simply, everyone is unique and should have their own definition of success. Conduct a survey on the definition of success in your class. In the survey, you should interview at least six classmates and ask them to give their definition of success in two respects: such as family life and academic performance. Summarize the information you have collected and report it to the class.



## WORDS AND EXPRESSIONS

curator /kju'reitə/ *n.* (博物馆、美术馆等的) 馆长

motivate /'məʊtɪ,veɪt/ *vt.* 成为...的动机

innovation /,ɪnəʊ'veɪʃn/ *n.* 革新; 创新

stigmatize /'stɪgmə,tarɪz/ *vt.* 认为...可耻

liberate /'lɪbə,reɪt/ *vt.* 使自由

sweep /swi:p/ *sth. under the carpet* 掩盖某事 (尤指错事)

## PROPER NAMES

Samuel /'sæmjʊəl/ West 塞缪尔·韦斯特 (人名)

Sweden /'swɪd(ə)n/ 瑞典 (欧洲国家)

# Conversation

## Listening and understanding

- 1 Have you ever thought that failure can be preserved and exhibited? Now listen to a conversation and complete the information card with what you hear.

# X O M

## Museum of Failure

**Curator:** Samuel West

**Location:** Sweden

**Area:**

1) \_\_\_\_\_ square meters

**Items on display:**

More than 2) \_\_\_\_\_ different failed products and objects

**Sources of items on display:**

- Twenty to thirty percent were 3) \_\_\_\_\_ by individuals.
- Some have been 4) \_\_\_\_\_.
- The rest were bought 5) \_\_\_\_\_.

**The take-home message for visitors:**

Accept failure as an important aspect of 6) \_\_\_\_\_.





- 2** Listen to the conversation again and choose the best answer to each of the questions you hear.
- Advice from his friends.
    - His own experience of failure.
    - Stories he read about real projects.
    - A museum about broken relationships.
  - It's okay for us to fail.
    - New ideas always come from failure.
    - Failure can lead to a more open-minded attitude.
    - We need to keep calm when dealing with failure.
  - Accepting failure.
    - Learning from failure.
    - Sharing stories about failure.
    - Comforting ourselves in failure.

## Thinking and speaking

### Your item for the Museum of Failure

Let's assume that the Museum of Failure plans to launch an exhibition in which objects related to personal failures will be on display and that you are very interested in sharing your personal item with visitors. Work in groups to share the item you choose to display. You need to provide some background information and present the take-home message to visitors.

### Lessons learned from failure

In the conversation, Samuel West suggested we learn from failure. Work in groups to discuss what failure can teach us.

## WORDS AND EXPRESSIONS

outperform /,aʊtpə'fɔ:m/ vt. 做得比...好; 胜过

blunder /'blʌndə/ n. 疏忽; 愚蠢的错误

embrace /ɪm'breɪs/ vt. 欣然接受

perseverance /,pɜ:sɪ'vɪərəns/ n. 不屈不挠; 坚持不懈

assignment /ə'saɪnmənt/ n. (学生的) 作业

corporate /'kɔ:p(ə)rət/ a. 公司的

## PROPER NAMES

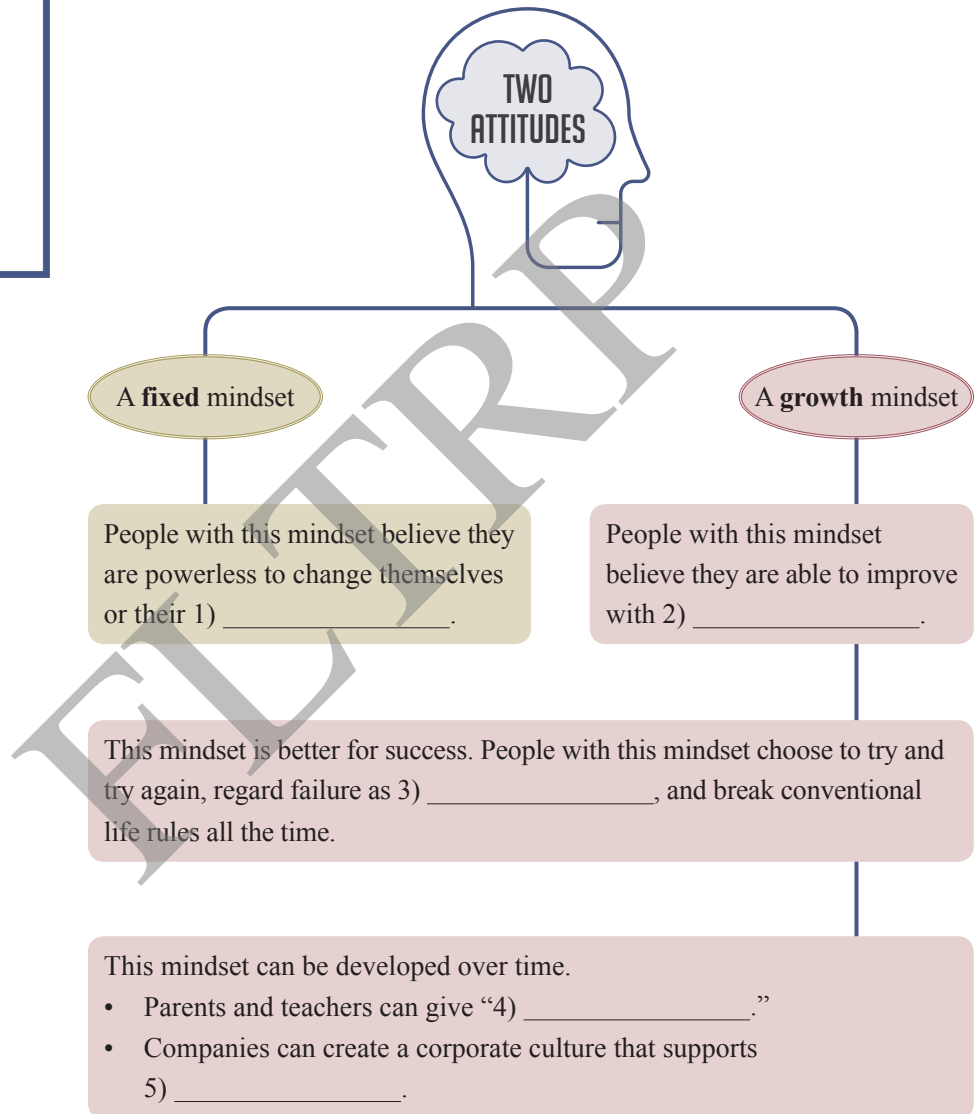
Stanford /'stænfəd/ University  
斯坦福大学 (美国)

Carol Dweck /,kær(ə)l 'dwek/  
卡罗尔·德韦克 (人名)

# Passage 1

## Listening and understanding

Do you think that your brain can boost your success? What kind of mindset is more helpful and how can this mindset be developed? Now listen to a passage and complete the chart with what you hear.



## Thinking and speaking

### SPEAKING TIPS

#### Making a comparison and a contrast

In everyday communication, we often need to compare or contrast two things to find out their similarities or differences. Thus we get a clearer and better understanding of the two things and can make judgments about them.

The following is a list of useful expressions you may use while making a comparison or a contrast.

- be extremely / strikingly / roughly similar to ...
- bear a strong / close / marked / remote resemblance to ...
- be identical to / the same as ...
- in / by comparison
- in / by contrast
- differ entirely / enormously / slightly from ... in ...
- be different from / than ... in ...
- as different as chalk and cheese / day and night
- at polar opposites
- a clear / sharp contrast between ... and ...

### How do they differ?

The speaker gives us a brief introduction to the differences between those with a fixed mindset and those with a growth mindset. The following table presents more information about the differences between people with these two mindsets. Read it carefully and work in pairs to discuss these differences.

Fixed mindset (Intelligence is static.)		Growth mindset (Intelligence can be developed.)
avoid challenges	<b>Challenges</b>	embrace challenges
give up easily	<b>Obstacles</b>	persist in the face of setbacks
see effort as fruitless	<b>Effort</b>	see effort as the path to mastery
ignore useful negative feedback	<b>Criticism</b>	learn from criticism
feel threatened by the success of others	<b>Success of others</b>	find lessons and inspiration in the success of others
As a result, they may plateau (停滯) early and achieve less than their full potential.		As a result, they reach ever-higher levels of achievement.

## What mindset do you have?

Where are you on the fixed vs. growth mindset scale? Imagine you have a really bad day as described below. How would you feel? What would you think? What would you do?

One day, you go to a class that is really important to you and that you like a lot. The professor returns the midterm papers to the class. You got a C+. You're very disappointed. That evening on the way back home, you find that you've got a flat tire. Being really frustrated, you call your best friend to share your experience but are sort of brushed off.



## Developing a growth mindset through praise

The speaker mentions that words of praise can help develop a growth mindset. Work in groups to share one of your personal experiences where you have changed because of someone's encouraging words.

# Passage 2

## Listening and understanding

### LISTENING TIPS

#### Following a narrative

A narrative is an account of events, experiences, and details in a coherent sequence, but the sequence doesn't have to be strictly chronological.

While listening to a narrative, you need to pay special attention to the classic 5 "Ws" and 1 "H" (Who is the character? What happens? Where and when does the story take place? Why does it happen? How does it take place?), as well as the basic story structure and the theme / message the narrator attempts to communicate. Action verbs, specific nouns, connectives, and important adjectives can help you better understand a narrative.

- 1 Self-help books aim at helping readers find solutions to their personal problems. Some people may benefit a lot from reading these books while for others their effect may be quite limited. Now listen to a passage and complete the timeline with what you hear.

### WORDS AND EXPRESSIONS

tenacity /tə'næsəti/ *n.* 坚持; 坚韧不拔

come in 参与

hooked /hʊkt/ *a.* 着迷的; 上瘾的

episode /'epɪsəʊd/ *n.* (电视连续剧或广播连载节目中的) 一集

insecurity /,ɪnsɪ'kjʊərəti/ *n.* 无自信; 没把握

### PROPER NAMES

Susan Jeffers /'dʒefəz/ 苏珊·杰弗斯 (人名)

### Culture notes

#### Friends

*Friends* is an American sitcom about six twenty-something friends living in New York. Sometimes touching and often hilarious, it addresses universal themes: family, love, work, friendship, etc.

## SELF-HELP BOOKS AND ME

After reading it, I quit my 2) \_\_\_\_\_.

Finally, the friend told me to come in on 4) \_\_\_\_\_.

From then on, I was hooked on 6) \_\_\_\_\_.

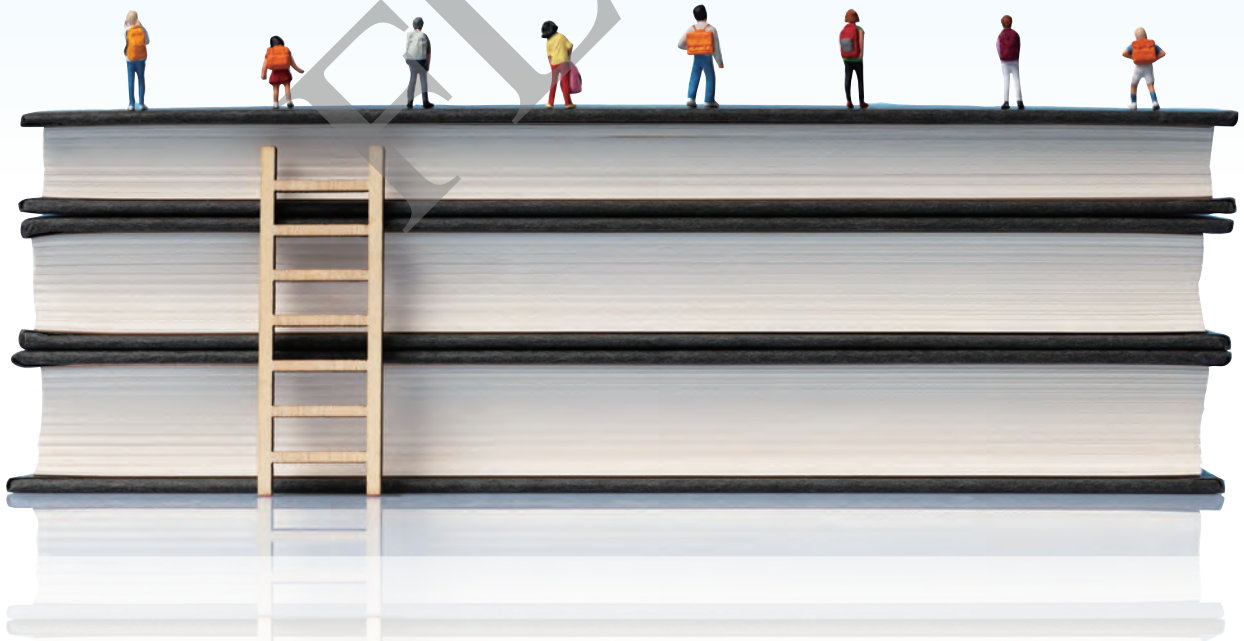
At 1) \_\_\_\_\_, I read my first self-help book.

Then I called a friend several times for a job on 3) \_\_\_\_\_.

Two weeks later, I was offered 5) \_\_\_\_\_.

2 Listen to the passage again and choose the best answer to each of the questions you hear.

1. A. Let fear be your guide.  
B. Nothing is impossible.  
C. Quitters never win.  
D. Act now without delay.
2. A. It sparked the speaker's interest in self-help books.  
B. It inspired the speaker to work even harder.  
C. It made a huge difference in the speaker's career.  
D. It contributed little to the speaker's further success.
3. A. They could help her get rid of insecurities.  
B. They could bring her a lot of fun and entertainment.  
C. They could reassure her that she was not alone in feeling anxious.  
D. They could give her enough courage to lead a carefree life.



## Thinking and speaking

### Self-help books or not?

In the passage, the speaker talks about how her first self-help book affected her profoundly and triggered (激发) her obsession with such books. However, some people assert that self-help books are of little value.



- 1 Read the short passage carefully and share with your partner its main idea.

Two weeks ago I started reading my first so-called self-help book. It is a book that offers practical advice on staying calm and confident in today's world of social media and information overload. Even though very well-intended, I realize that its effect may be quite limited. As it turns out, the effectiveness of self-help books is debatable — to say the least. In some cases, self-help books give wrong and sometimes harmful advice, give false hope, make uncertain people just feel worse about themselves, or make people refrain from seeking professional support. In other situations, self-help books may produce no effect at all. Different people's fingerprints are not exchangeable and neither are their lives. Every life is distinct, so are the problems in every life, and so must be the solutions. Anyway, what is good for the goose may not be good for the gander (雄鹅).

- 2 Work in groups to contrast the two viewpoints presented in the listening passage and the passage above, and talk about how they differ from each other.
- 3 Work in groups to share your own point of view as to whether or not self-help books can offer helpful advice to readers. Justify your answer with examples.

### What is your fear?

In *Feel the Fear and Do It Anyway*, Susan Jeffers says, "Fear seems to be epidemic in our society. We fear beginnings; we fear endings. We fear changing; we fear 'staying stuck.' We fear success; we fear failure. We fear living; we fear dying." Work in groups to talk about one of your fears and how you overcame it.



## WORDS AND EXPRESSIONS

- mediocrity /,mi:di'ɒkrəti/ *n.* 平庸; 普通; 平凡
- skew /skju:/ *vt.* 深深影响 (某人的意见、观点或判断)
- encounter /ɪn'kaʊntə/ *vt.* 遇到; 遭遇
- foster /'fɒstə/ *vt.* 促进; 培养; 助长
- evolution /,evə'lʊ:ʃn/ *n.* 演变; 逐步发展
- hyperrealist /,haɪpə'rɪəlɪst/ *n.* 超现实主义
- mundane /,mʌn'deɪn/ *a.* 平凡的; 平淡的; 乏味的
- formula /'fɔ:mjələ/ *n.* 准则; 方案
- harsh /hɑ:f/ *a.* 残酷的
- cue /kju:/ *n.* 暗示; 提示
- meditation /,medɪ'teɪʃn/ *n.* 沉思; 深思; 思考

## Viewing and understanding

- 1 The road to success is always under construction, during which we face various kinds of challenges. How can we pursue our dreams wisely and ultimately (最终) achieve success? Now watch a video clip and check (✓) the statement that best summarizes its main idea.

## THE ROAD

to

## SUCCESS

- A. To succeed, we should think for ourselves about what is true and figure out how to make our journey go well.
- B. Success involves learning about the harsh realities of life, reflecting on them, and directing our own personal growth.
- C. Making mistakes is part of success, and it's correcting and learning from the mistakes that will make us bounce back and improve.
- D. Success is not so much about reaching our goals as about the struggle we undergo to attain them, and the personal evolution that results from the struggle.





**2** Watch the video clip again and check (✓) the statements that describe the journey of the speaker on his way to success.

- 1. I was afraid to run after what I wanted.
- 2. I learned something each time I crashed, though I felt frustrated.
- 3. I used the laws of reality to promote my self-development.
- 4. I sometimes thought that dreams couldn't come true.
- 5. I adopted hyperrealism as a way to choose my dreams.
- 6. I suffered a lot of pain when looking at harsh realities.
- 7. I viewed problems as something rewarding and helpful for my future.
- 8. I occasionally engaged in meditation for a break from routines.

**3** Watch the video clip again and complete the sentences with what you hear.

1. In my case, I wanted my life to be great and I feared \_\_\_\_\_ and mediocrity more than I feared \_\_\_\_\_.
2. Through it, I encountered reality, and I learned how to deal with it, which inspired another one of \_\_\_\_\_, which is that truth is the essential foundation for producing good outcomes.
3. Realizing that made me a hyperrealist, by which I mean I became someone who has \_\_\_\_\_ of deeply understanding, accepting, and working with reality as it is and not as I wish it would be.
4. Each of us chooses goals \_\_\_\_\_ and decides on the best path to achieve them, but we all need approaches to \_\_\_\_\_ that work well, especially when facing problems, mistakes, and weaknesses that stand in our way.
5. I learned to treat pain as a cue that \_\_\_\_\_ is at hand, which led me to realize that pain plus reflection equals progress.
6. Each of us has the unique capability to think logically, to \_\_\_\_\_, and to direct our own personal evolution.



## Thinking and speaking

### The formula for success

In the video clip, the speaker says, “Having big dreams plus embracing reality plus having lots of determination will bring you a successful life.” Work in groups to discuss whether you agree or disagree with this statement and why.

### Your goals in college

In the video clip, the speaker says, “Each of us chooses goals based on our values and decides on the best path to achieve them.” Work in groups to share your goals in college and how you plan to achieve them.

### Your harsh realities

In the video clip, the speaker says, “To succeed, we must embrace all our realities, especially the harsh realities that we wish weren’t true.” Work in groups to discuss the harsh realities that you have encountered or you are encountering. During the discussion, you should also share your experiences in dealing with these harsh realities.

## Pronunciation

### PRONUNCIATION TIPS

#### Gemination and elision

When we speak naturally, we do not always pronounce words completely separately with a neat pause in between. In fact, when words are put together into phrases and sentences, their pronunciation is affected, as is the case in the following situations:

#### Gemination

Geminates are like twins — two same sounds back-to-back. When a word ends with a consonant (輔音) and the following word begins with the same consonant, we don't pronounce two sounds — they are pronounced together as one. For example:

- This task is a bit totough.
- We have a todo.
- Tell me to say.
- She's studied calculus for three hours.

#### Elision

Elision most commonly refers to the cases where the sound /t/ or /d/ occurs between two consonants and disappears completely from the pronunciation. For example:

- I'm going to Paris nex(t) week.
- That was the wors(t) job I ever had!
- What does UN stan(d) for?
- The gran(d) piano in the concert hall is very expensive.

Listen to the sentences and pay attention to the pronunciation of the underlined parts. Then read out loud after the speaker.

1. In my case, I wanted my life to be great and I feared boredom and and mediocrity more than I feared failure.
2. And each time I crashed I learned something, got better, and crashed less.
3. Humans didn't create them, but we can use them to foster our own evolution and achieve our goals.
4. What I mean is that to me, hyperrealism is the best way to choose one's dreams and then achieve them.
5. Each of us chooses goals based on our values and decides on the best path to achieve them, but we all need approaches to making decisions that work well, especially when facing problems, mistakes, and weaknesses that stand in our way.
6. I found that when I calmed myself down and embraced my realities and dealt with them, the rewards brought me pleasure and the pain faded.

## Giving a presentation

### A winner in my eyes

Your university is launching Student Success Day which aims at motivating students to do all they can to achieve success. The theme of this year's Student Success Day is "A winner in my eyes." You are asked to give a presentation to the class on this theme. You can choose a person around you, a celebrity you admire, or a hero in a movie or a novel.

Step  
1

#### Form groups

Form groups of four or five. Make sure you have a group leader to chair the discussion and someone to take notes.

Step  
2

#### Collect information

Work in groups to choose a particular person you regard as a winner. Then work individually to search for information about the person's pathway to success. The following questions may help you to do your research.

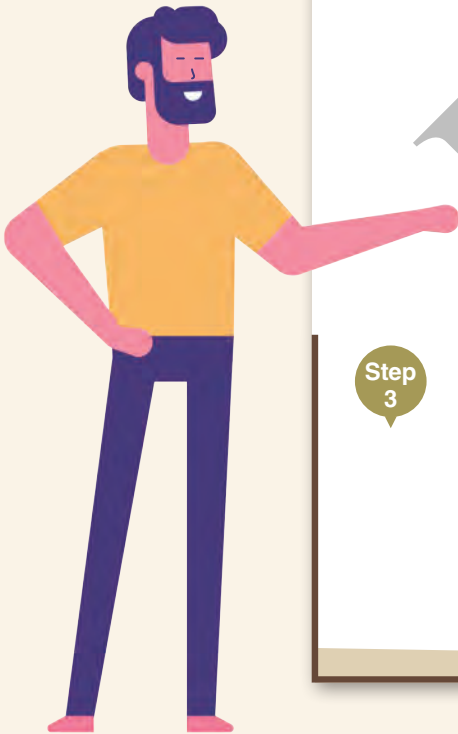
1. Where did the person grow up? How about his / her family background?
2. What was the person's childhood like? Were there any obstacles in the person's childhood that he / she needed to overcome? If so, what did he / she learn about himself / herself through dealing with these obstacles?
3. What education did the person have?
4. What personal characteristics / traits does the person have that are associated with his / her success?
5. What is the person's life philosophy based on the life choices he / she has made?

Step  
3

#### Summarize information

Piece together the information you have collected and select useful information for your presentation. The following aspects may be worth considering when you select information.

- the success story of the person
- contributing factors in the person's success
- things that we can learn from the person



#### Step 4

### Prepare the presentation

Now you are ready to prepare the presentation. The following outline may help you structure your presentation. You are encouraged to use graphs, photographs, video clips, etc. to enhance your presentation.

**Introduction:** Introduce a person who you think is successful.

**Body:**

- The success story of the person
- Contributing factors in the person's success

**Conclusion:** Summarize the main points and give the audience the take-home message about the important qualities they can learn from the person.

### PRESENTATION TIPS

#### Using visual aids during a presentation

Visual aids are an integral part of presentations. They are visual representations, such as graphs, photographs and video clips, which are used to make the spoken presentation clearer or more powerful in its message. Visual aids are chosen depending on the purpose.

For example, you may want to:

- summarize information;
- clarify and show examples;
- create more of an impact;
- make a point memorable;
- enhance your credibility;
- engage the audience and maintain their interest.

A good visual aid can surely add life to your presentation, but great care should be exercised in using visual aids. Below are some

of the basic rules you can follow.

First, once you have decided that you want to use a visual aid, you must ensure that the audience is able to quickly understand the image — it must be clear.

Second, choose your visual aids tactically so your presentation appeals to your audience. This means finding images your audience can relate to, images they will find familiar, and images they will like. Also think about what style of visual aid is suitable for the presentation: Can you be humorous? Is the presentation formal or informal?

Third, ensure that visual aids are relevant to the presentation's content. An irrelevant visual aid may well distract the audience from the main idea you intend to convey.

#### Step 5

### Give the presentation

Give the presentation to the class. After the presentation, invite the audience to ask questions.

## News report

## WORDS AND EXPRESSIONS

imagery /'ɪmɪdʒəri/ *n.* 意象  
 untapped /ʌn'tæpt/ *a.* 未开发的;  
 未利用的  
 twofold /'tuːfəʊld/ *a.* 有两部分  
 的; 双重的

## PROPER NAMES

Jennifer Cumming /,dʒenɪfə(r)  
 'kʌmɪŋ/ 珍妮弗·卡明(人名)  
 University of Birmingham  
 /'bɜːmɪŋəmə/ 伯明翰大学(英国)

Listen to a news report and choose the best answer to each of the questions you hear.

- 1 A. His natural talent.                      B. His expert knowledge.  
    C. His hard practice.                     D. His emotional power.
- 2 A. They will concentrate more on the game.  
    B. They will deal with pressure more effectively.  
    C. They will better adapt to the environment.  
    D. They will better control their desire for perfection.
- 3 A. The one associated with memory.  
    B. The one involved in motor skills.  
    C. The one responsible for vision.  
    D. The one related to balance.

## Conversation

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

## WORDS AND EXPRESSIONS

CTO *n.* (chief technology officer)  
 首席技术官  
 orientation /,ɔːriən'teɪʃn/ *n.* 目标;  
 方向; 目的  
 dimension /daɪ'menʃn/ *n.* (形势  
 或品质的) 方面, 层面  
 harness /'hɑːnɪs/ *vt.* 控制(利用)  
 (自然力等)  
 dedication /,dedɪ'keɪʃn/ *n.* (对某  
 项活动的) 奉献, 全身心投入

- 1 A. Both of them care much about their own interests.  
    B. Both of them lack self-awareness.  
    C. Neither of them has a healthy level of ambition.  
    D. Neither of them has set clear and realistic goals.
- 2 A. Greater job satisfaction.  
    B. Greater tolerance of difficult situations.  
    C. More willingness to work longer hours.  
    D. More active participation.
- 3 A. It is about what attitude one needs to take toward failure.  
    B. It is about what skill or knowledge one needs to improve or acquire.  
    C. It is about what rewards one expects to gain as a result of their efforts.  
    D. It is about what goals one can realistically achieve through their efforts.
- 4 A. You may ignore the tensions between the three dimensions of ambition.  
    B. You may risk never realizing the full potential of your efforts.  
    C. You may fail to get a sense of purpose and contribution.  
    D. You may have unrealistic expectations for achievement.

## Passage 1

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

- 1 A. Creativity.      B. Confidence.      C. Talent.      D. Devotion.
- 2 A. They think that they can achieve success easily.  
B. They think that the way to success is very tough.  
C. They think that brands take a long time to develop.  
D. They think that they don't have to study hard.
- 3 A. To argue that it's okay to start over in university.  
B. To illustrate that putting in 10,000 hours is the key to success.  
C. To compare him with Oprah Winfrey in their understanding of success.  
D. To stress that one should pursue their career as early as possible.
- 4 A. One should avoid making foolish mistakes.  
B. One should learn from the mistakes of others.  
C. It is alright for young people to make mistakes.  
D. It is unwise to make the same mistake twice.

### WORDS AND EXPRESSIONS

self-made /,self 'meɪd/ *a.* 靠个人奋斗成功的; 白手起家的  
billionaire /,bɪljə'neə/ *n.* 亿万富翁  
frustration /frʌ'streɪʃn/ *n.* 懊丧; 懊恼; 沮丧  
controversial /,kɒntrə'vɜ:ʃl/ *a.* 引起争论的; 有争议的

### PROPER NAMES

Oprah Winfrey /,əʊprə 'wɪnfri/  
奥普拉·温弗里(美国主持人、制片人、演员)  
Malcolm /'mælkəm/ Gladwell  
马尔科姆·格拉德韦尔(人名)  
Alex Rodriguez /,æliks rə'dri:ɡəs/  
亚历克斯·罗德里格斯(前美国职业棒球运动员)

## Passage 2

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

- 1 A. They felt surprised.      B. They looked down on her.  
C. They were supportive.      D. They were proud of her.
- 2 A. It was mostly practical.      B. It was mostly general.  
C. It was mostly wrong.      D. It was mostly constructive.
- 3 A. She was lucky.  
B. She was intelligent.  
C. She listened to her own voice.  
D. She got used to frustrating information.
- 4 A. The challenge of studying abroad.  
B. The importance of finding one's own voice.  
C. The trouble with this noisy society.  
D. The value of acting with confidence.

### WORDS AND EXPRESSIONS

bossy /'bɒsi/ *a.* 爱发号施令的; 专横的  
accounting /ə'kaʊntɪŋ/ *n.* 会计学  
tune out 不理睬; 置之不理  
minimal /'mɪnɪml/ *a.* 最少的; 最小的  
maximal /'mæksɪml/ *a.* 最多的; 最大的