1 Unit

Communication in the digital age

iPrepare

About the topic

This unit introduces two ways of communication – digital communication and face-to-face communication, and aims to deepen Ss' understanding of the changes that social media brings to people in communication.

The text in iExplore 1 introduces the origin and development of emojis and their role in digital communication, especially in terms of "complementing and supporting the messages coming from text." Through the text and exercises, Ss may acquire necessary information, language and structure to finish the first **Sharing your ideas** task – writing a paragraph to explain the role of emojis in digital communication.

The text in iExplore 2 reports a cross-country project initiated by Chris Andrews that aims to get people to talk face to face and thus highlights the importance of face-to-face communication. After reading the text and doing the exercises, Ss will be able to finish the second **Sharing your ideas** task – discussing and reporting the role of face-to-face communication and its relationship with digital communication.

After Ss understand the role of emojis in digital communication and the importance of face-to-face communication, they can better comprehend how social media changes the way people communicate and accumulate information, language and structure that are needed to accomplish the unit project – making a video clip of a prepared speech on the topic "Social media changes the way we communicate."

Teaching objectives

Upon completion of this unit, T is expected to enable Ss to:

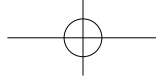| Objectives	Tasks
talk about communication in the digital age using new vocabulary	• Reading texts (iExplore 1 & 2) • Building your language (iExplore 1 & 2) • Sharing your ideas (iExplore 1 & 2)
use personification as a writing device	• Reading text (iExplore 1) • Sharpening your skills (iExplore 1) • Sharing your ideas (iExplore 1)
explain the role of emojis in digital communication	• Reading text (iExplore 1) • Understanding the text (iExplore 1) • Building your language (iExplore 1) • Sharing your ideas (iExplore 1)
discuss the importance of face-to-face communication	• Listening (iExplore 2) • Reading text (iExplore 2) • Understanding the text (iExplore 2) • Building your language (iExplore 2) • Sharing your ideas (iExplore 2)
make a speech about the impact of social media on daily communication	• Unit project (iProduce)
use appropriate language to express opinions and attitudes and offer solid reasons	• Unit project (iProduce)

Teaching plan

The teaching of each unit is expected to take three steps: motivating, enabling and assessing.

In iPrepare, T explains the learning objectives and the communicative task in Scenario which might happen in Ss' future lives. T helps Ss become aware of what they lack for fulfilling the task, thus arousing their interests and motivating them to become more active and more engaged in studying the enabling input materials in iExplore.

In iExplore, T deals with and processes the input materials selectively which might be needed for the assigned productive task in iProduce, such as relevant ideas, linguistic expressions and discourse structures. T guides Ss to learn step by step so as to enable Ss to complete the task.
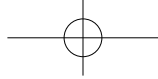
In iProduce, T instructs Ss to apply what they've learned to completing the productive task and gives assessment of their output.

T can adopt one of the following two teaching plans according to the time available.

1 A four-period teaching plan

	Before class	In class	After class
Periods 1 & 2	• iPrepare (Ask Ss to watch the online lead-in video to get a general idea about the unit project and learning objectives) • Viewing (iExplore 1) (Ask Ss to watch the video and try to answer the questions in the Students' Book)	• iPrepare (Introduce Scenario in iPrepare and explain the relationship among iPrepare, iExplore 1 & 2 and iProduce) • Reading text (iExplore 1) • Understanding the text (iExplore 1)	• Building your language (iExplore 1) (Ss can do these language-related activities on the online learning platform) • Sharing your ideas (iExplore 1) (Ask Ss to finish the task and upload their writing to the online learning platform for T's review and feedback)
Periods 3 & 4	• Listening (iExplore 2) (Ask Ss to listen to the audio and try to answer the questions in the Students' Book)	• Reading text (iExplore 2) • Understanding the text (iExplore 2) • Unit project (iProduce) (Guide Ss through the task)	• Building your language (iExplore 2) (Ss can do these language-related activities on the online learning platform) • Sharing your ideas (iExplore 2) (Ask Ss to finish the task and upload their reports to the online learning platform for T's review and feedback) • Unit project (iProduce) (Ask Ss to finish the unit project and upload their speeches to the online learning platform for peer review and T's feedback)

2 A six-period teaching plan

	Before class	In class	After class
Periods 1 & 2	• iPrepare (Ask Ss to watch the online lead-in video to get a general idea about the unit project and learning objectives) • Viewing (iExplore 1) (Ask Ss to watch the video and try to answer the questions in the Students' Book)	• iPrepare (Introduce Scenario in iPrepare and explain the relationship among iPrepare, iExplore 1 & 2 and iProduce) • Reading text (iExplore 1) • Understanding the text (iExplore 1)	• Building your language (iExplore 1) (Ss can do these language-related activities on the online learning platform) • Sharing your ideas (iExplore 1) (Ask Ss to finish the task and upload their writing to the online learning platform for T's review and feedback)
Periods 3 & 4	• Listening (iExplore 2) (Ask Ss to listen to the audio and try to answer the questions in the Students' Book)	• Sharing your ideas (iExplore 1) (T gives Ss feedback on the task) • Reading text (iExplore 2) • Understanding the text (iExplore 2)	• Building your language (iExplore 2) (Ss can do these language-related activities on the online learning platform) • Sharing your ideas (iExplore 2) (Ask Ss to finish the task and upload their reports to the online learning platform for T's review and feedback)
Periods 5 & 6	• Ask Ss to go through the texts in iExplore 1 & 2 again and locate information, language and structure that can be used in iProduce	• Sharing your ideas (iExplore 2) (T gives Ss feedback on the task) • Unit project (iProduce) (Guide Ss through the task)	• Unit project (iProduce) (Ask Ss to finish the unit project and upload their speeches to the online learning platform for peer review and T's feedback) • Ss revise their speeches based on T's feedback

iExplore 1

Viewing

Teaching suggestions

To better understand the video clip, Ss may need to be familiar with the content of the movie *Zootopia*, so T can direct Ss to watch the movie or read the summary of the movie before watching the video.

The movie *Zootopia* details the partnership between a rabbit police officer and a red fox con artist, as they uncover a conspiracy involving the disappearance of savage predator inhabitants of a mammalian metropolis.

Reference answers

1. The video clip uses emojis to tell a story of a bunny who tries every effort to realize her dream of becoming a police officer. She starts out as someone who is in charge of parking duty, during which she meets a cunning fox. After hearing a case of animals missing from the city, she volunteers to deal with that case. The bunny persuades the fox to solve the case together with her. They find the missing animals and find that it is the sheep who is behind the conspiracy and they catch her.

2. Those emojis do help a lot in figuring out some of the plot of the original story, but cannot help me figure out the whole story. The video, without text, is a bit too fast for me to figure out the original story.
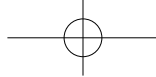
Reading

Teaching suggestions

T can approach this text in different ways. Here we suggest a "question-based" approach. By adopting this approach, T can prepare some questions for Ss before they read the text, so that Ss can read with a clear purpose – looking for information needed to answer the questions or complete the tasks.

Step 1 T can list some questions on the blackboard and ask Ss to read the text to find the answers to the questions.
- How does the author lead the reader to the topic?
- How did emojis develop (origin, development, etc.)?
- Why are emojis widely adopted (importance)?

Then, ask Ss to finish Exercises 1 and 2 of **Understanding the text**.

Step 2 To help Ss understand the text better, T can ask them to read the text again and finish Exercise 3 of **Understanding the text**.

Step 3 Ask Ss to read the text again for information and expressions to answer the following questions.

- What can you learn from the text about the role of emojis in digital communication?
- How do you understand the significance of emojis in digital communication in addition to what has been mentioned in the text?
- Use personal experiences to illustrate the role of emojis in digital communication.

In this way, Ss will be able to prepare themselves for the **Sharing your ideas** task by locating useful information and expressions from the text and reflecting on their personal experiences as well.

Culture notes

Lumbersexual (木匠美男): It is a portmanteau word of "lumberjack (伐木工人)" and "metrosexual (都市美男)" and a term used to describe a young urban man who cultivates an appearance and style of dress (typified by a beard and plaid shirt) suggestive of a rugged outdoor lifestyle.

SwiftKey (英国一家开发键盘输入技术的公司): It is a technology company that aims to enhance interaction between keyboards and people. It upgrades smartphone keyboards to make typing faster, by utilizing artificial intelligence to learn from each user in order to predict their next word. The SwiftKey Keyboard for Android supports more than 80 languages.

***Moby Dick* (《白鲸》):** It is also known as *The Whale*, a novel written by American writer Herman Melville. Ishmael is the narrator of the novel.

The Unicode Consortium (统一码联盟): It is a non-profit organization based in Mountain View, California that coordinates the development of the Unicode standard. Its stated goal is to eventually replace existing character encoding schemes with Unicode and its standard Unicode Transformation Format (UTF) schemes.

Language points

1 When Oxford Dictionaries declared an emoji its 2015 Word of the Year, it was a bit of a head-scratcher. (Para. 1)

head-scratcher: *n.* [C] (*infml.*) a perplexing problem or question; sth. which causes bafflement or puzzlement 让人头疼 / 疑惑的事

e.g. I'm not sure how we'll be able to reach an agreement with the labor union on this issue. It's a real head-scratcher.
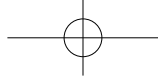
2 But for linguists around the world, the announcement wasn't about whether Oxford Dictionaries had lost it. (Para. 2)

lose it: (*infml.*) to suddenly become unable to behave or think in a sensible way（突然）失去理智
e.g. I thought Lisa lost it when she turned down the admission of a well-known university.
★ 此处it不指代任何前面出现的单词，而是与lose连用形成固定短语lose it。

3 Rather, it was recognition of the enormous effect that yellow smiley faces and other colorful emojis representing food, animals and hand gestures have had on the way people talk online. (Para. 2)

该长句主干为it was recognition of the enormous effect；yellow smiley faces and other colorful emojis representing food, animals and hand gestures have had on the way people talk online是that引导的定语从句，修饰the enormous effect；representing food, animals and hand gestures修饰yellow smiley faces and other colorful emojis，补充说明它们的用途。

4 Aside from widespread adoption of the icons, which began after Apple made emojis available on its iOS mobile operating system in 2011, with Android following in 2013, emojis have been one of the biggest communication breakthroughs since people took to the Internet. (Para. 4)

1) take to: to start doing sth. regularly 养成…的习惯
   e.g. John has taken to getting up at 6 a.m. and going jogging.
2) 该长句主干为emojis have been one of the biggest communication breakthroughs。前面是aside from引导的状语，在该状语中又包含一个非限制性定语从句，修饰adoption。

5 You get an email from a person who you know to be calm and sane, and this person comes across as a completely angry jerk. (Para. 6)

sane: *a.* (of a person) of sound mind; not mad or mentally ill 明智的；理智的
e.g. No sane person would, for example, start a high street pizzeria without first doing some homework concerning the market.

6 Cue the emoji. (Para. 7)

cue: *vt.* to give sb. a signal to do sth. 提示
e.g. With a nod of his head, the drummer cued the lead singer in.

7 Where text took the empathy out of messages, emojis and emoticons put it back in. (Para. 8)

empathy: *n.* [U] the ability to understand and share the feelings of another 同理心
e.g. She loves children and has great empathy with them.

Usage NOTE

The word "empathy" is different from "sympathy," which refers to feelings of pity and sorrow for someone else's misfortune.
e.g. The Prime Minister expressed his sympathy for those injured in the attacks.

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8 Add to that the belief that humans as a collective species are programmed to use visual communication, and emojis became a no-brainer for digital communication. (Para. 10)

add(ed) to that/this: used to introduce another fact that supports your opinion 此外；再加上

e.g. Our hospitals are short of cash. Add to that the long hours doctors work, and you have a recipe for disaster.

9 For instance, a group of 800 people pooled their efforts to translate Herman Melville's *Moby Dick* into emojis. (Para. 12)

1) pool their efforts: to join their efforts 齐心协力

e.g. The members have been pooling their efforts to work on the project.

2) In this sentence, the word "pool" means to combine things from different people for shared use.

10 The process in which the Unicode Technical Committee decides if an emoji will see the light of day can take up to two years. (Para. 14)

1) see the light of day: to be born; to come into existence; to be made public, visible, or available 出生；诞生；问世

e.g. The extraordinary document first saw the light of day in 1961.

2) up to: indicating a maximum amount 长达；多达；高达

e.g. The process is expected to take up to three years.

Skills

VOCABULARY LEARNING STRATEGIES

Compound nouns

Compound words are formed when two or more words are put together to yield a new meaning. Compound nouns, compound adjectives, compound verbs, etc. are all compound words. Understanding how compound words are formed can help expand vocabulary and improve reading comprehension. In this text, there are a few compound nouns, for example, "head-scratcher" (Para. 1), "smartphone" (Para. 3) and "breakthrough" (Para. 4).

Compound nouns include "open compounds" which are written as separate words, "hyphenated compounds" which are written with one or more hyphens, and "closed compounds" which are written as a single word.

Below are some rules of how compound nouns are formed.

- *v.* + *ad.*: know-how, get-together
- *n.* + *n.*: bedroom, shoelace
- *prep.* + *n.*: off-ramp, onlooker
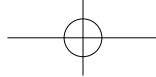
> ## LANGUAGE FOCUS
>
> **… less of … than …**
>
> … less of … than … 意为"比起…更不…"或"…不如…"。例如：
>
> To some, it was even less of a word than the shortlisted nominee "lumbersexual." (Para. 1)
>
> 与此相关的句型有 … more of … than …，意为"比起…更加…"。例如：
>
> Tom is more of a sportsman than his brother.
>
> 如果比较的不是双方，而是同一事物，那么 … more of … than … 表示"与其说…不如说…"。例如：
>
> The role of the computer analysts may be more of a facilitator than a designer, helping the users get what they want.

Reference answers

Understanding the text

1

1) emoticons   2) digital stickers   3) 2013

4) easy to use   5) 100 percent

2

1) fit into the way we communicate   2) empathy   3) what they mean

4) ubiquitous / everywhere   5) process applications for new emojis

3

1 "Head-scratcher" means a perplexing problem or question, something that causes bafflement or puzzlement.

    The declaration, indeed, is beyond some people's expectations since it is not a word in its usual or traditional form. However, I do think the declaration makes sense because emojis can also convey messages as words do and help in communication. In fact, the crying smiley face can convey a message that is not easy to express in words. From this point of view, it's reasonable for Oxford Dictionaries to declare an emoji its 2015 Word of the Year.

2 When people communicate via text messages, they can neither see the facial expressions and hand gestures, nor hear the tones. The same text can have different meanings depending on the tone and facial expressions, but text messages may fail to deliver their intention. Consequently, they lose meaning and may even be misinterpreted. Thus, I agree with the author.

3 If I have a chance to create an emoji, I'd like to create one that denotes the meaning of "So what?" or "I don't care." It would be a yellow face with a smile of contempt shrugging the shoulders.

Sharpening your skills

1

1   The 20th century is personified; it is given the human ability to witness / see.

2   Letter writing is personified; it is given the human ability to surrender.

3   Social media is personified; it is given the human ability to tear or draw.

4   Information is personified; it is given the human ability to travel.

2

- Emojis sometimes can express more meaning than people expected.

- WeChat made its debut in 2011, and by 2018 it has had over one billion monthly active users.

- In the digital age, information flies while in the pen-and-pencil time, it crawls.

- Text messages can't tell the mood and thus sometimes can be misinterpreted.

Building your language

Words and expressions

1

1 adopt   2 enormous   3 Originating   4 standardize   5 automatically

2

1 Aside from	2 year to year	3 derived from
4 single out	5 taken to	6 see the light of day

Collocations

1

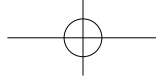| 1 body language	2 visual communication	3 emotional expressions
4 voice message	5 instant messages	

2

1   have   2   lose   3   submit   4   pool   5   process

Vocabulary learning strategies

(Reference answers to online-course exercises)

1   breakthroughs   2   comeback   3   dropout   4   drawback   5   throwback

Language focus

(Reference answers to online-course exercises)

1   Youthquake – the 2017 Word of the Year of Oxford Dictionaries is less of a new word than "broflake."

2   Access to Wi-Fi in the city is less an issue than in the countryside.

3   In the digital age, writing letters is less of an effective way of communication than it was in the past.

4   The map covered less of the area than I'd thought.

5   Flying is less of a risk than driving.

Banked cloze

1) non-verbal	2) smiley	3) instructions	4) submission	5) misinterpreted
6) communication	7) comparison	8) encountering	9) emojis	10) cellphones

Sharing your ideas

> ### Teaching suggestions
>
> **Step 1**   Prepare the content
>
> Ask Ss to refer back to the text and note down useful information, language and structure. Ask them to reflect on the changes emojis have brought to our daily communication based on their own experiences. Then ask Ss to work in pairs or groups to share their thoughts with each other. Remind Ss that they can use the expressions they have learned from the text but can't simply copy the sentences of the text. Encourage Ss to paraphrase them in their writing.
>
> **Step 2**   Write the paragraph
>
> Ask Ss to write the paragraph after class. After finishing the paragraph, they should, before coming to class, work in pairs and do peer review.
>
> **Step 3**   Give feedback
>
> In class, select some pieces of writing and give feedback on them. Ss are expected to revise their writing based on T's feedback.

"Ding!" My phone rings and I receive a message from my friend Shelia in Canada – no words but a cake, three balloons and a few hearts. I know she's saying "Happy birthday!" to me. I smile and think, how emojis have changed the way we communicate. In fact, the birth of emojis has made digital communication more effective. In other words, plain text messages, without the text sender's facial expressions or tones, can easily be misinterpreted and cause misunderstanding. But emojis appear and solve this problem. With different emojis to supplement the text and convey the intended meaning, we are able to understand each other better. All in all, with the appearance of emojis, digital communication becomes more effective.

ίExplore 2

Scripts

My name is Chris Andrews. I'm glad we can talk face to face today. The societal importance of interacting face to face is something that can be traced back centuries. In the medieval university structure, rhetoric was considered to be a pillar of education. Students were expected to learn how to exchange ideas from one mind to another. But the way that we communicate today is incredibly different. The way that we communicate has changed almost completely. We've entered a digital world where communication is instantaneous across continents and networks, at the click of a button. It is fast, cheap, easy and great. I appreciate social media. I value the convenience to reach across the globe and speak to my sister or to my mother. I value that. But I'm also deeply concerned that face-to-face interactions have moved to a less important position of human communication. And so just about a year ago, I began to think about what this shifting behavior is. What happens when a child begins to replace face-to-face interactions with digital conversations? What happens when a mother and father sit at a dinner table on their phone as their child is watching this? What is the difference between asking someone in person and just sending him or her a text message? Well … it turns out the answer is quite a lot.

Reference answers

1   In the past, we talked face to face more often, but nowadays, people tend to rely on cellphones more and prefer digital communication. Face-to-face communication seems to give way to digital communication, to some extent.

2   • The child may lose empathy and detach himself from the people who he communicates with on the other end of the message.
    • One possibility is that the child may think their parents don't love each other since they "refuse" to talk to each other; and he may also think they don't love him or care about his feelings because they don't talk to him either. Hence, the child's cognition of love and being loved might be affected. Another possibility is that the child may think that it's the normal way of interaction between a husband and a wife, and even among family members. When he grows up, he may also interact with his spouse and child in the similar way.
    • Asking someone in person can show respect and seriousness of the speaker. Plus, it can also build and strengthen personal connection.

Reading

Teaching suggestions

T can approach the text by asking Ss to do a fast reading of the text and finish Exercise 1 of **Understanding the text** first. In this way, Ss will be able to grasp the main idea of the text. Then, T can ask Ss to read the text again and finish Exercise 2 of **Understanding the text** so that Ss can understand the details of the text.

If there is not enough time to go through iExplore 2 in class, T can ask Ss to learn iExplore 2 after class by themselves. Here are some suggestions. Ss can listen to the audio in **Listening** first, and try to answer the questions in the Students' Book to get a vague idea of the importance of face-to-face communication. Then Ss can read the text and try to summarize the main idea of the text. If Ss have difficulty understanding the text, they can go over the vocabulary and then read the text again. After that, Ss can try to do the exercises in **Understanding the text** to have a better understanding of the text. By this stage, Ss should have already had a clear understanding of the text. Then they can move on to language and vocabulary by referring to **Building your language** in the Students' Book. Ss can watch the videos by scanning the QR code in **Vocabulary learning strategies** and **Translation** to learn vocabulary and translation skills.

Background information

The reading is a report of the Let's Talk project that aims to get people to talk. The audio clip in **Listening** is a talk Chris Andrews, a recent St. Andrews graduate, gave at St. Andrews University. The Let's Talk project was founded in 2015 by Chris Andrews. This project has seen Mr. Andrews walk over 3,000 miles across the United States to promote a more balanced approach between digital and face-to-face interaction. If Ss are interested in the project, they can follow the journey at www.letstalkusa.com. For more information regarding the project, T can direct Ss to read the article on the website: http://passionpassport.com/lets-talk-walking-across-america/.

Language points

1 *The Saint* sat down with Chris Andrews to learn about his Let's Talk project, which celebrates the power of face-to-face communication. (Para. 1)

   1) *The Saint*: an independent newspaper written and run by students at the University of St Andrews, where Chris Andrews graduated 圣安德鲁斯大学校报

   2) celebrate: *vt*. to honor or praise publicly 赞扬；歌颂
     e.g. The film celebrates the idea that if you have the will and tenacity, you can come through hard times.
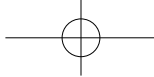
2 Chris Andrews' plans for after graduation are as challenging as they are unconventional. (Para. 3)

1) unconventional: *a*. not based on or in accordance with what is generally done or believed 非传统的；不寻常的
e.g. He has unconventional political views.

2) "As challenging as they are unconventional" means they are both challenging and unconventional.

3 Once there, he will embark on a 3,200-mile journey across America, reaching San Diego eight to nine months later. (Para. 3)

embark on / upon: to begin (a course of action, esp. one that is important or demanding) 从事；着手
e.g. He embarked on a new career as a teacher.

4 Mr. Andrews explained that the germ of the idea stemmed from his realization that the way we communicate as humans now has changed more in the last 20 years than any time ever before. (Para. 4)

1) germ: *n*. [C] an initial stage from which sth. may develop into sth. bigger and more important 萌芽
e.g. The germ of a brilliant idea began to form in his head.

2) stem from: to originate in or be caused by 源于
e.g. Many of American universities' problems stem from lack of government funding.

5 He added that while the digital age has certainly seen great advances in communication, he started to ask the question of what happens when we start to put face-to-face conversation on the back burner. (Para. 4)

put sth. on the back burner: (*infml.*) to decide not to deal with sth. until later 暂时搁置某事
e.g. These projects were put on the back burner to avoid inconvenience to citizens, especially in traffic flow.

6 It's about finding that balance and about highlighting the power of face-to-face conversation today. (Para. 7)

highlight: *vt*. to make a problem or subject easy to notice so that people pay attention to it 使…突出
e.g. Your resumé should highlight your skills and achievements.

7 I don't want this trip to be about bashing technology. (Para. 7)

bash: *vt*. to criticize severely 猛烈批评
e.g. The public are bashing the company for its heavy pollution to the environment.

8 The Let's Talk project's use of social media to spread its message has caused many to accuse Mr. Andrews of hypocrisy. (Para. 9)

1) accuse sb. of: to charge sb. with an offense or crime; to claim that sb. has done sth. wrong 指控；指责
e.g. The surgeon was accused of negligence.

2) hypocrisy: *n*. [U] the practice of claiming to have moral standards or beliefs to which one's own behavior does not conform 虚伪

e.g. This book does an incredible job of exposing the corruption and hypocrisy of some big businesses.

9 Mr. Andrews admitted that it is a "paradox" but added, "We're not condemning technology …" (Para. 9)

paradox: *n*. [C] a statement that is seemingly contradictory or opposed to common sense, or one (such as a person, situation or an action) having seemingly contradictory qualities 自相矛盾（的情况）

e.g. It sounds like a paradox – Paris has almost three times as much rain as London but London is much rainier than Paris.

Paraphrase: Mr. Andrews admitted that it's a contradictory thing because his project aims to celebrate the importance of face-to-face communication and get people to talk, but he is using social media as a means to spread the message of his project.

10 The combination of running and conversations may not seem immediately obvious to anyone whose memories of cross-country include more wheezing than chit-chat. (Para. 11)

1) wheeze: *vi*. to breathe with difficulty, making a noise in your throat and chest 气喘吁吁；呼呼地喘气

e.g. Jack was trying to say something, but he was just wheezing.

2) chit-chat: *n*. [U] conversation about things that are not very important 闲聊

e.g. "What did you talk about?" "Oh, just chit-chat."

11 However, Mr. Andrews explained that the idea to run across the USA came along because we wanted to return to the most basic form of transportation paired with the most basic form of communication. (Para. 11)

1) come along: to come into being or existence, or appear in the scene 出现

e.g. Henry went to Paris whenever the chance came along.

2) pair with: to put together or join to form a pair 与…配对；与…一起

e.g. In the test session each participant was paired with an untrained partner.

12 It is much more difficult to pull over a vehicle to talk to someone if they were to have chosen to cycle or drive across America. (Para. 12)

1) pull over: (of a vehicle) to move to the side of or off the road 靠边停车

e.g. Unable to drive properly while laughing, Derek pulled over to the side of the road to settle down.

2) they were to have chosen 为虚拟语气用法，意思是"比起跑步穿越美国，如果选择骑行或开车穿越美国，要停靠路边找人聊天会更难"。"If … were to …"句型引导的虚拟语气表示"如果…的话"。需要注意的是，在该句型中，不论主语是单数或复数，be动词始终用were。

13 "I want to promise everyone that going out there and speaking to someone pays incredible dividends in the way you feel, in the way that you understand yourself and others," he said. (Para. 14)

dividend: *n*. [C] a benefit from an action or policy 回报；好处

e.g. Good eating habits will pay dividends later on in life.

Skills

Reference answers

Understanding the text

1

1) advances   2) empathy   3) facial expressions
4) power of face-to-face conversation   5) balance

2

1   Para. 3   2   Para. 13   3   Para. 5   4   Para. 7   5   Para. 6   6   Para. 4   7   Para. 12

Building your language

Words and expressions

1

1   condemn   2   startling   3   are dependent on   4   uncertain   5   acknowledge

2

1   pull over   2   detached … from   3   pay dividends
4   is paired with   5   is accused of

Collocations

1 private conversation   2 historical perspective   3 digital age

4 startling findings   5 face-to-face conversation   6 digital media

Vocabulary learning strategies

(Reference answers to online-course exercises)

1 cross-country race   2 cross-cultural communication   3 cross-country trade

4 cross-Channel visitors   5 cross-party discussion

Translation

1

在社交媒体时代，我们的社交网络规模比以往要大很多，交流方式也更多样化。近年来，即使你在微信或微博上并不那么活跃，你的交际圈也必定在急剧扩大，交流对象和交流方式也发生了巨大变化。这一新互联时代既带来了机遇也带来了挑战。
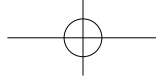
2

It is reported that China has become one of the biggest smartphone markets in the world. Low cost of mobile devices and the rapid growth of the mobile Internet have stimulated the development of China's smartphone market. It is estimated that over half of its netizens consider smartphones as their first choice to access the Internet. In 2013, smartphone users in China accounted for 43% of all mobile phone users. In 2015, about 70% of young and middle-aged people chose to use smartphones in China, and the percentage increased to 80% in 2018.

Sharing your ideas

Teaching suggestions

Ask Ss to think about the role of face-to-face communication and write their points down. Then, ask Ss to discuss with their partners and share their ideas. Ss are encouraged to use the information, language and structure they've learned from the text, but should be reminded that they can't simply copy the sentences of the text. Rather, Ss should paraphrase them in their writing.

I'm in support of Chris Andrews' project because his intention of getting people to talk and highlighting the importance of face-to-face communication is meaningful, especially in this society where people rely increasingly on digital communication while face-to-face conversation has been put on the back burner. Face-to-face communication is of great importance. For one thing, when talking face to face, people can see the body language and facial expressions, and thus sense the interlocutor's feelings. This helps people develop the ability to show empathy and

sympathy in social interactions. For another, face-to-face communication helps people build a closer relationship. Talking to somebody in person is different from sending a message. It shows respect and appreciation. Nowadays, it's easy to see families or friends sit at a dinner table chatting on their phone instead of talking with the person that sits right next to them. And when they finish the dinner and go back, they would chat with each other on the phone again. Why didn't they talk when they could've had a good face-to-face conversation with each other a few hours ago? I think it's dangerous if people rely on digital communication too much and lose interest in face-to-face communication. Therefore, I don't think face-to-face communication can be replaced by digital communication. Face-to-face communication is so important that it cannot and should not be replaced by any form of communication. In fact, people have realized the importance of face-to-face communication and start calling for actions to talk with people face to face more often.

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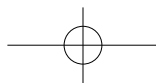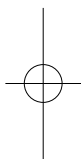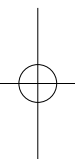
Unit project

Teaching suggestions

This section aims at getting Ss to think about and evaluate the changes social media has brought to the way people communicate. In iExplore 1, Ss have learned the positive role of emojis in enabling social media to become more successful and mature as a means of communication. In iExplore 2, Ss have realized the importance and benefits of face-to-face communication and some possible drawbacks of digital communication. Both the texts and exercises have prepared Ss for the unit project.

Ss are expected to use appropriate language to express their opinions on a certain topic and give reasons. They are expected to give a speech to express their attitudes toward the changes social media has brought to the way people communicate and support their opinions with solid reasons. In class, T should remind Ss they can use topic sentences to express their opinions. Then, tell Ss the importance of using solid reasons to support their claims instead of only listing them. The supporting evidence could be vivid examples or persuasive statistics.

If the schedule is tight, this task can be finished after class. The steps provided in the Students' Book are clear and easy to follow. Ss can follow those steps to finish the task. If time permits, T can ask Ss to brainstorm ideas by debate. T can divide Ss into two sides, with each side stating the positive and negative changes social media brings to the way people communicate respectively. In the process of persuading the other side and defending themselves, Ss will be able to produce more interesting and creative ideas to finish the assignment.

T should remind Ss to refer to the texts in iExplore 1 & 2 for useful information, language and structure. Below are some useful expressions from the texts for T's reference.

Useful expressions

- enormous effect
- widespread adoption of
- communication breakthrough
- lack of empathy
- build a personal connection
- the power of face-to-face communication
- inspire people to think about how they communicate
- The way we communicate as humans now has changed more in the last 20 years than any time ever before.
- Where text took the empathy out of messages, emojis put it back in.

- For digital communication to be as successful as spoken language, it needs this kind of system to complement and support the messages coming from text.

Class organization

As Ss are supposed to have uploaded their videos online before class, the time in class is mainly used to provide feedback – teacher feedback and peer feedback.

Step 1 Teacher feedback

To make peer review more effective, T can select a few videos and analyze their shining points and problems and tell Ss how to improve their scripts and videos. In this way, Ss may know how to do peer review on their own.

Step 2 Peer feedback

Then, divide the class into groups of four or five. Each group member should watch their peers' videos and give feedback according to the checklist provided in the Students' Book. Ss should also give suggestions for how to improve the videos.
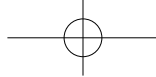
Step 3 Revising

Based on the feedback Ss have received, they can revise their scripts and redo their videos to improve them.

Suggestions for evaluation

T can evaluate Ss' speeches from the following perspectives.

Dimensions	Specifications	Score (1-5)
Content	The major changes that social media has brought about are described clearly.	
	Examples or personal experiences are used to further explain and support those changes.	
	The changes have been evaluated from different perspectives.	
Language	The language of the speech is clear.	
	The speech has a good flow.	
	The speaker has used words and phrases from the texts.	
	There are few errors in grammar.	
Structure	The opening of the speech is interesting.	
	The body of the speech is logically developed.	
	The ending of the speech is effective.	
Delivery	The speech is fluent.	
	The speaker talks at an appropriate rate.	
	The speaker has clear pronunciation.	
	The speaker talks with satisfactory variation of volume and inflection.	
	The speaker uses direct eye contact and effective gestures.	

Reference answers

Hi everyone, I want to begin my speech with a question. How many of you use WeChat to get in touch with your families and friends? I bet most of you do. In fact, WeChat is so popular that it's used by almost everyone, men and women, teenagers and seniors, Chinese and foreigners. With WeChat, we can now contact our friends almost anytime, anywhere. Yes, social media such as WeChat has greatly changed the way we communicate.

First, social media makes communication much easier for people in different places. I can reach out to my friend who studies overseas by WeChat or QQ. Decades ago, most people relied on letters to keep in touch with their friends and they had to wait for weeks before they could receive a reply from their friend across the sea. Second, social media gives people time to form better answers. For example, when my parents ask me a difficult question, I have more time to think and give a better answer on WeChat without having to answer immediately. Third, talking on social media helps avoid embarrassment. If my friend says something that I don't know how to respond to, I can just send an emoji to avoid embarrassment.

Despite these benefits and joys social media brings to the way we communicate, it is not perfect. One problem it may bring is the lack of empathy as people rely too much on digital communication. Also, without the important non-verbal cues such as body language and facial expressions, we may easily misinterpret the message we receive and misunderstand one another. Emojis help solve this problem to some extent, and put the empathy back into digital communication. However, some emojis can also get lost in the process of translation. Therefore, despite the great advances social media brings to the way we communicate, they should not replace face-to-face communication. That's all. Thank you!

Comments

Content: Overall, this is a well-prepared speech with rich content. The speaker has fully used the information from the two texts in iExplore 1 & 2 by combining the benefits of digital communication and the importance of face-to-face communication. The speaker starts the speech with a question, which is a good way to attract attention from the audience. The speaker starts with WeChat, the social media platform that most people are familiar with, to introduce the influence of social media on the way people communicate. The middle part contains three main positive changes that social media brings to communication. For each change, the speaker provides a specific example that is vivid and concrete to illustrate the change. The third paragraph talks about the possible problems social media can bring, which demonstrates the speaker's critical thinking ability.

Language: The speaker has made good use of the words and expressions from the two texts in iExplore 1 & 2. The speaker has also demonstrated a good command of spoken language through the use of cohesive devices and colloquial expressions.

Structure: This speech has a clear structure, with the first paragraph introducing the topic, the second one describing positive changes and providing examples, and the last one talking about the possible problems social media can bring and drawing conclusions. This structure clearly presents the speaker's opinions, and the audience can easily follow the speaker.

Delivery: The speaker talks fluently at an appropriate rate with clear pronunciation; the speaker talks with satisfactory variation of volume and inflection; the speaker holds attention of the audience with the use of direct eye contact and gestures.

Translation of the texts

iExplore 1

为何表情符号的使用在数字交流中是必然？

1 当《牛津词典》宣布其2015年的年度词汇是一个表情符号的时候，人们有些摸不着头脑。它选出的表情符号——一个喜极而泣的黄色的笑脸——并不符合大多数人对于"词"的定义。对有些人来说，这与入围候选词"木匠美男"相比，更不像是一个词。

2 但是对于全世界的语言学家而言，这个宣告的重点不是牛津词典这次的做法是否理智。牛津词典这样做不是不理智——大多数语言学家认为词语是一个独立的有意义的单位；表情符号符合这一定义。相反，这是对这些黄色笑脸符号对人们在线交流方式产生的巨大影响的认可，也包括其他各种颜色的表示食物、动物和手势的符号。

3 不相信吗？语言学教授维维·埃文斯的一项研究表明，在英国，80％的智能手机用户使用表情符号。当他将研究对象集中在英国25岁以下的人群时，几乎百分之百的智能手机用户发信息时都会用表情符号。根据英国一家开发键盘输入技术的公司"快键"的报道，74％的美国人每天都会使用表情符号。

4 2011年苹果公司在其iOS手机操作系统上安装了表情符号，2013年安卓手机操作系统也安装了表情符号，在这之后图标就被大规模地使用；除此之外，表情符号已经成为人们习惯使用互联网之后在交流方面最大的突破之一。

5 "请这样看待它，"埃文斯说道，"据估计，人们在面对面交流的时候，有多达70％的意义是通过非语言线索传达的：面部表情、语调、身体语言以及音调。这意味着，文字（语言）大概只占交流内容的30％。"他举了一个例子，人们用降调说"我爱你"，和用升调说这句话表示疑问的时候，所表达的含义有巨大的差异。

6 再来看线上交流。电子邮件、短信和即时信息大都能让我们用文字来交流，你会发现其中的信息是会失去其本来的意义或者是会被误解的。埃文斯甚至用一个术语来形容它："愤怒的混蛋现象"。"你马上就知道我在说什么了，"他说道，"你收到一个你认为冷静又理智的人给你发的邮件，而这封邮件却让人认为发件人是个愤怒的混蛋。当你按下发送键发送信息，在它被发出去的那一刻，你就无法控制别人如何解读这些信息了。"

7 表情符号应运而生。

8 20世纪90年代晚期，表情符号起源于日本，那时无线运营商们创造出一套数字贴纸，供人们发信息的时候使用。在其他地方，人们有很长一段时间使用过情感符——通过把一些符号，例如冒号、短破折号和括号，串在一起来表示视觉上的表情，像:-) ——来表示一个笑脸。在文本无法表达信息中的情感共鸣时，表情符号和情感符能够帮助表达。

9 但是表情符号的使用很快超过了情感符，主要有两个原因：一是用表情符号能交流更多的内容。"我能打出一个鲸鱼或者一个企鹅的表情，"互联网语言专家格雷琴·麦卡洛克说道，"我甚至不知道怎么用情感符

做到这点。"二是一旦表情符号被纳入到统一码联盟——统一码联盟是规范不同操作系统中符号的国际系统，你会发现如果在苹果手机或者安卓系统手机打出":-)"的时候，它会自动转为黄色的笑脸符号——它们就变得更便捷，更易于使用。

10 此外，作为集体物种，人类生来就会使用视觉沟通。运用表情符号成为了数字交流中自然而然的事情。

11 语言专家注意到，表情符号背后的真正创新之处在于它们能够辅助人们在在线交流时表达他们的意思，因此当人们写下"搞什么鬼？"这句话的时候，可以发一个笑脸表情符号或者一个愤怒的表情符号来表达他们是在开玩笑还是表达愤怒。

12 尽管人们大量地使用表情符号，表情符号并不会取代语言。在翻译过程中，使用大量表情符号会很容易让人困惑。例如，有800人倾尽全力将赫尔曼·梅尔维尔的《白鲸》翻译成表情符号文。这本译著起名为《白鲸表情》。原著著名的开场白"叫我以实玛利"是通过五个表情符号表示的：一部电话、一个男人的头、一艘帆船、一头鲸鱼和一只做出OK手势的手。

13 快速流行起来的东西通常会快速消失。但是表情符号却天衣无缝地融入我们的交流之中，而且无处不在，这让语言学家们相信它们在短期内不会消失。

14 统一码联盟不停地处理着新的表情符号的申请。任何人都可以到统一码联盟的网站上，填写一份详细的表情符号提议，免费提交一份申请。统一码技术委员会决定一个表情符号是否能被采用所需的时间长达两年。这个联盟一年会收到大约100份申请，批准率每年都不相同。

15 "数字交流将继续存在。"埃文斯说，"我们每个人在虚拟环境中相互联系，而且我们正处于一场数字革命之中。为了让数字交流和面对面交流一样成功，它需要这样的表情符号系统为文本信息提供补充和支持。"

16 该系统可能会继续纳入每一种面部表情、手势、食物或者旗帜。或者，正如埃文斯所希望的那样，随着系统愈发成熟，人们将会需要更少但更有用的表情符号。"为什么没有翻白眼的表情符号呢？"他问道，"那将会非常有用的。"

iExplore 2

横跨美国的聊天

1 圣安德鲁斯大学校报的工作人员坐下来和克里斯·安德鲁斯谈他的"让我们聊一聊"（Let's Talk）项目，这个项目赞扬的是面对面交流的力量。

2 安德鲁斯的开场白——毕业时，我不会去找工作或者读研究生，我想用双脚跑遍美国——并不是你日常会听到的话。

3 克里斯·安德鲁斯毕业后的计划既具有挑战性，也不同寻常。今年八月，他将前往弗吉尼亚海滩。抵达那里之后，他将开启一次长达3,200英里（1英里≈1.609千米）的穿越美国的旅程，并计划在八到九个月之

后抵达圣地亚哥。在路途中，他计划要"在全国发起一场关于交流的谈话"。通过与尽可能多的人聊天，安德鲁斯努力强调面对面交流的好处与快乐，最终激励大家重新思考交流方式。

4　安德鲁斯解释说，之所以有这个想法是因为他意识到人类的交流方式在过去20年里的变化比之前任何时代都要大。他表示，数字时代确实见证了交流方面的巨大进步，但他不禁想问，如果面对面谈话开始被人们暂时搁置会发生什么。

5　最近有几篇研究报告让人读起来充满担忧，它们是关于数字交流对社交技能发展的影响。在《纽约时报》的一篇文章里，雪莉·特克引用了密歇根大学一个研究组的令人吃惊的发现：大学生的同理心下降了40%。这一下降趋势主要是从2000年开始出现的，而伴随这种下降趋势的似乎是数字交流趋势的上升。

6　安德鲁斯对此表示同意。尽管他并不确定我们的社交技能受到了多大程度的影响，但是他说："我担心当我们依赖数字交流，逐渐脱离面对面沟通，情感共鸣会有所缺失。"尤其让他担心的是，将自己和信息另一端的人分离所带来的潜在影响。

7　然而，安德鲁斯认为并不是要就此下结论，认为我们都应该把手机扔到海里去。他认为承认面对面交流的好处并不意味着要放弃使用社交媒体。"我完全没有谴责数字交流的意思，"他说，"我自己本人就因使用社交媒体而自豪，我对数字交流完全赞成。重点是要找到（二者的）平衡点，强调当今面对面交流的力量。我不想让这次旅行变成对科技的抨击，而是更想要提倡面对面交流这个非常好的方式。"

8　面对面交流的好处都有哪些呢？安德鲁斯表示，"如果你思考一下面对面交流时信息是如何传递的话，你就会发现是通过身体语言以及面部表情。"他还表示，企业逐渐认识到面对面交流的有效性，面对面交流可以让销售人员与客户建立私人联系。

9　"让我们聊一聊"这个项目是利用社交媒体来宣传的，而这一点让很多人指责安德鲁斯虚伪。安德鲁斯承认这确实是一个"悖论"，但同时也补充道："我们并没有指责科技，这个项目的主要目的是讨论如何正确使用科技，并且……给人们带来面对面交流的好处。"最起码，安德鲁斯已经引发了人们的讨论。

10　对安德鲁斯项目的另一个普遍反应是怀疑。安德鲁斯承认："我从来没有遇到一个认为我们能够成功的人。"这趟旅程的规模看起来也许确实是无法想象的，即使理智地将旅程分为每天15英里的目标也无法想象。但是，"让我们聊一聊"这个项目的目标比这场旅程的长度还要长远。安德鲁斯说，这个项目是受到一个愿望的驱使，即创造"一个成千上万美国人面对面互动的美国图像……我们将会讲述还未被讲述过的美国故事，记录美国人当前的生活状况。"

11　将跑步与聊天相结合似乎不是一个让人能立即想象到的画面，毕竟人们关于越野跑的记忆更多的是气喘吁吁的画面而不是面对面闲聊的画面。但是安德鲁斯解释道：之所以产生跨越美国这个想法，是因为他们想要回归最基本的交通方式和最基本的交流方式。

12　他指出，跑步这个决定从可行性角度来看也是合理的。如果选择骑自行车或者驾车穿越美国的话，需要靠边停车与人交谈，这要困难得多。相反，安德鲁斯将会推一个手推车，里面装上他的帐篷、睡袋和水。

13　"让我们聊一聊"这个项目想通过鼓励人们加入安德鲁斯越野跑的方式，让尽可能多的人进行面对面交流。这些人既包括支持他的朋友，也包括他在这次漫长旅程中所遇到的陌生人。在这个项目的网站上，安德鲁斯写道，不管你可以参加几分钟或者几天，这项活动欢迎任何愿意共享这个经历的人。另一种他希望能鼓励别人参与的方式就是联系当地学校，并且邀请学生和老师和他一起跑。对安德鲁斯来说，让现在的小孩

子参与这个项目很重要，因为这能够强调面对面交流技能的重要性。因为他们这一代也许是最依赖科技，但对之前的那种很好的聊天体验却最陌生的一代。

14 安德鲁斯认为"让我们聊一聊"所包含的核心信息很简单。"我想向每个人保证，出去走一走，与人聊一聊，会对你的感受、你看待自己和他人的方式产生意想不到的好处。"