

通用英语进阶讲义

外文学院公外部

(内部讲义，请勿外传)

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Unit 1 Environment

TEXT A

Monster Threatening Earth Is Us

David Suzuki

1. Science –fiction writers have long recognized that an invader from outer space could unite all earthlings in a battle against a common enemy.
2. Imagine that as that alien runs across the planet, it crushes an acre of forest with each step, scrapes a wide swath of topsoil, blows noxious carbon compounds into the upper atmosphere, and sprays toxic chemicals into the air, water, and land. We could instantly declare a global crisis endangering all life on Earth and marshal all of our forces to do battle with the threat. Today, we are facing precisely those dangers, yet we are doing little to counter them.
3. That’s because the monster is us. Consider the straight facts, the ones about which there is no controversy.
4. We are overrunning the planet like an out-of-control malignancy. There are far more of us than any other large mammal on the planet, and we keep adding to our numbers by 90 million every year.
5. We are destroying our soils. Twenty-five billion tons of agricultural topsoil are swept away annually. That’s seven percent of the globe’s good growing land every decade. As well, vast areas are being degraded by poor land use. A report by Senator Herbert Sparrow in June 1984 concluded that Canadian farms are mining our soil,

degrading it by failing to replace the organic content of farmland. Consequently, since 1984, global food production has declined each year. And this is precisely at the time that human population is exploding.

6. The devastation is unrelenting. Every five minutes around the clock, 365 days a year, a major shipment of chemicals crosses an international border to be disposed of somewhere, somehow; no place on this planet is free of the toxic debris of technology. Every minute, 50 to 100 acres of tropical forests are destroyed, and the rate of destruction is accelerating. Every year, at least 20000 species disappear forever, and the rate of extinction is speeding up. Every year, in spite of two decades of research and contention, acid rain sterilizes thousands of lakes and kills whole forests.

7. In addition, greenhouse heating of the planet is being caused by human beings through our use of fossil fuels (which release carbon dioxide), our farming of cattle (which produce methane), and our production of chemicals (such as CFCs). Warming is already under way, and the agricultural and ecological consequences over the next decades will be totally unprecedented and unpredictable. Even after CFCs are completely eliminated, ozone thinning will continue for years as CFCs already in use escape into the air.

8. The 1978 UN-sponsored Brundtland Commission on world environment and development documented the obscene disparity between the industrialized nations and the Third World, making up only twenty percent of the world's population, industrialized countries consume 80 percent of the planet's resources and generate most of its industrial toxins and wastes. Any attempt by the Third World to achieve a level of affluence comparable to ours will be suicidal.

9. The challenge, then, is clear, we in the industrialized world must abandon immediately the notion that we must have continued growth, greater consumption, and more material goods. We are already using an immoral amount, and we, not the Third World, are the major cause of the current environmental crises.

10. At the same time, we have to help the developing countries raise their standard of education and living in order to reduce their birth rate and avoid exploiting environmentally destructive technologies such as dams, coal burning, CFC

refrigerators, etc. out of pure self-interest, we have to pay to ensure a higher standard of living and more efficient and ecologically benign development in developing countries. We share this finite world with all other people and can no longer treat the disadvantaged of the earth as recklessly as we have in the past.

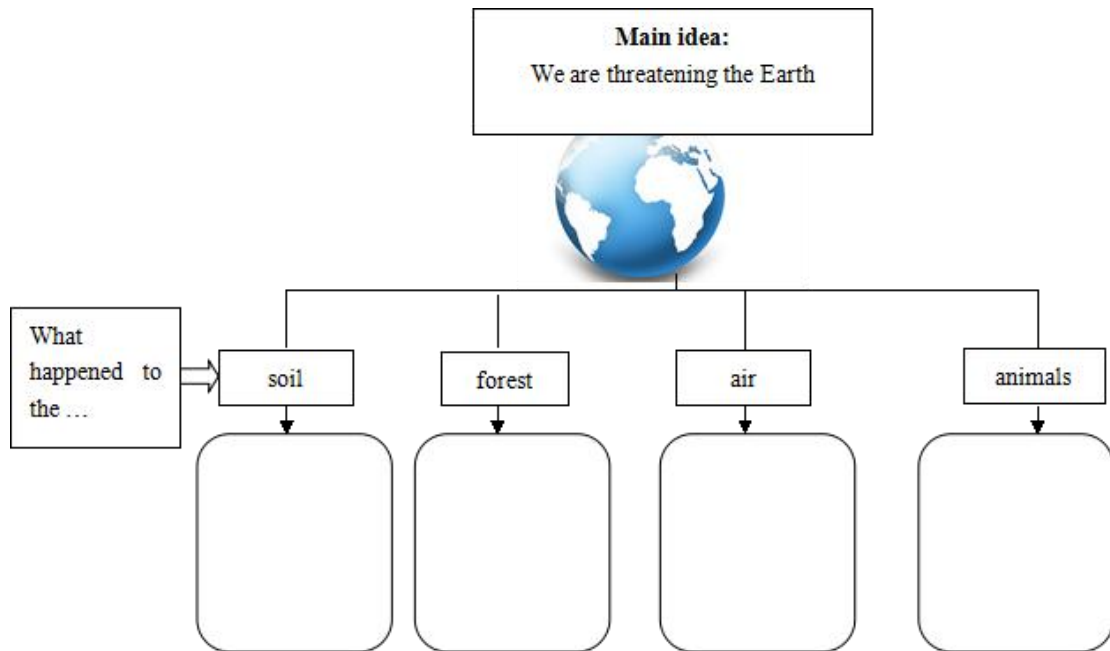
11. Stanford University's Paul Ehrlich points out that people can make major changes swiftly. After Pearl Harbor, we sacrificed, we cut back, we changed our lifestyle, and we fought for survival. Today, "we face a million ecological Pearl Harbors at once." Ehrlich says, "and that's the scale of public response that's needed now."

12. We are now in a war to save this planet. Small groups all over the country are drawing their own battle lines, but federal muscle is essential. There is money and personnel—military defence should be redirected to environmental defence while our soldiers can fight oil spills and PCB fires or help to reforest and rehabilitate damaged ecosystems. the war metaphor is appropriate—we are battling to keep the planet livable for our children.

13. In the science-fiction stories, human ingenuity and courage usually win out over the aliens from outer space, but this isn't make-believe—it's real and the monster is here.

Exercises

I. Complete the following diagram based on the text article.



II. What can the developing and developed countries do in protecting the global environment?

III. What can the individuals do to protect the environment?

Soil: recycling, ...

Air: less use of car, ...

Forest: plant more, cut less, ...

Animals: no dolphins in the zoo,

Water: ...

IV. Pick out the words that express destructive meaning.

verbs	nouns	adjectives	adverbs
run across crash ...	invaders ...	noxious

TEXT B

Dicing with death

Ruth Jemmett

1. Every day is fraught with danger. You wake in the morning, rush to the window and take a deep breath. Don't! Hasn't anyone told you about the air being polluted with lead from petrol? Next you go to the bathroom. After touching the lavatory handle, your innocent-looking hands are covered with bacteria, which even a good wash won't entirely remove. You sigh, and get dressed. Good heavens! Didn't you realize that all that nylon won't let your skin breathe?
2. With a rash beginning to appear on your skin, you make your way to the kitchen for breakfast. Eating must be good for you, mustn't it? Of course it is, provided you don't have tea or coffee, which are bad for your heart, or a good old-fashioned English fry-up, which will fill your stomach with cholesterol-building fat.
3. Depressed—not to mention hungry—you go to clean your teeth. Put down that nylon toothbrush at once! It will ruin your gums. Do you have the courage to weigh yourself? Horrors! You are at least half a stone overweight, which is sure to help send you to an early grave.
4. Hesitating, you make your way to the car, knowing that (according to statistics) there is a good chance that either you or one of your nearest and dearest will be involved in an accident sometime during your life. After a heart-thumping journey, you reach work.
5. Filled with relief you get into the lift. No! Get out at once and race up those stairs, unless you want a heart attack tomorrow. Panting, you reach the office, where you

collapse into a chair. The cleaner has just left, leaving an aerosol's delightful aroma floating in the air. You inhale deeply, enjoying the sweet fragrance. Danger! Breathing in the substance will ruin your lungs (not to mention our atmosphere, if we are to believe the experts).

6. With trembling hands you light a cigarette to calm your nerves. A what? How dare you? In comes your colleague, Ms. Brown, all ready for a busy day, blonde hair and make-up in place. Do you think she's heard about the cancer scare concerning hair dyes and eye-liners?

7. At last lunchtime comes. You join your mates in the local for a sandwich. White bread, eh? A low-fiber diet is no good at all. You have 'just one more drink', which helps you on your way to liver failure, and you return to the office. You spend the afternoon fighting a battle with high blood pressure and chronic indigestion (or is it your heart at last?) and give a sigh of relief as 5:30 arrives.

8. What a jam on the by-pass tonight. It gets your fingers tapping on the steering wheel, doesn't it? You look in the driving mirror and see a large vein throbbing up and down on your forehead. It throbs even faster as you suddenly remember that article you were reading about strokes.

9. A nervous wreck, you reach home. You crawl up the path and fall into your wife's protective arms. She won't last much longer, of course. She's inhaled a large amount of washing powder, quite a few asbestos particles from her hair drier and a great number of chemicals from aerosol sprays.

10. But do not fear, civilization is here. Are you really that much happier in our modern technological world with all its new-found knowledge than our ancestors who knew nothing of these things? Is it any surprise that there were no analysts or psychiatrists in any century before ours? I'm sure they didn't need any.

From *Sunday Times*

Exercises

I. Read the routine activities of a man in the article and find out the possible dangers

associated with these activities.

Routine activities	Possible dangers
A deep morning breath by the window	
Touching the lavatory handle	
Getting dressed	
Eating breakfast	
Cleaning your teeth	
Driving to work	
Taking the lift	
Settling down in the office	
Lunching	
Driving home	
Hugging his wife	

II. Find out all the modern products mentioned in the article, and discuss their advantages and disadvantages.

Products out of modern technology	advantages	disadvantages
Nylon		
Toothbrush		
Car		
Lift		
Perfume		
Sandwich		

Washing powder		
Hair direr		
...		

III. Vocabulary learning

compounds: study the structure and give more examples.

adj.+adj→adj.: innocent-looking, old-fashioned, new-found,

n.+ adj. →adj.: _____.

n.+ adj. →adj.: heart-thumping, cholesterol-building,

v.+adv. →n.: _____.

v.+adv. →n.: fry-up, make-up,

n.+n. →n.: _____.

n.+n. →n.: eye-liner,

adv.+v. →n.: _____.

adv.+v. →n.: by-pass,

_____.

TEXT C

A Fable for Tomorrow

1. There was once a town in the heart of America where all life seemed to live in harmony with its surroundings. The town lay in the midst of a checkerboard of prosperous farms, with fields of grain and hillsides of orchards where, in spring, white clouds of bloom drifted above the green fields. In autumn, oak and maple and birch set up a blaze of color that flamed and flickered across a backdrop of pines. Then foxes barked in the hills and deer silently crossed the fields, half hidden in the mists of the fall mornings.

2. Along the roads, laurel, viburnum and alder, great ferns and wildflowers delighted the traveler's eye through much of the year. Even in winter the roadsides were places of beauty, where countless birds came to feed on the berries and on the seed heads of the dried weeds rising above the snow. The countryside was, in fact, famous for the abundance and variety of its bird life, and when the flood of migrants was pouring through in spring and fall people traveled from great distances to observe them. Others came to fish the streams, which flowed clear and cold out of the hills and contained shady pools where trout lay. So it had been from the days many years ago when the first settlers raised their houses, sank their wells, and built their barns.

3. Then a strange blight crept over the area and everything began to change. Some evil spell had settled on the community: mysterious maladies swept the flocks of chickens; the cattle and sheep sickened and died. Everywhere was a shadow of death. The farmers spoke of much illness among their families. In the town the doctors had

become more and more puzzled by new kinds of sickness appearing among their patients. There had been several sudden and unexplained deaths, not only among adults but even among children, who would be stricken suddenly while at play and die within a few hours.

4. There was a strange stillness. The birds, for example - where had they gone? Many people spoke of them, puzzled and disturbed. The feeding stations in the backyards were deserted. The few birds seen anywhere were moribund; they trembled violently and could not fly. It was a spring without voices. On the mornings that had once throbbed with the dawn chorus of robins, catbirds, doves, jays, wrens, and scores of other bird voices there was now no sound; only silence lay over the fields and woods and marsh.

5. On the farms the hens brooded, but no chicks hatched. The farmers complained that they were unable to raise any pigs - the litters were small and the young survived only a few days. The apple trees were coming into bloom but no bees droned among the blossoms, so there was no pollination and there would be no fruit.

6. The roadsides, once so attractive, were now lined with browned and withered vegetation as though swept by fire. These, too, were silent, deserted by all living things. Even the streams were now lifeless. Anglers no longer visited them, for all the fish had died.

7. In the gutters under the eaves and between the shingles of the roofs, a white granular powder still showed a few patches; some weeks before it had fallen like snow upon the roofs and the lawns, the fields and streams.

8. No witchcraft, no enemy action had silenced the rebirth of new life in this stricken world. The people had done it themselves.

9. Since the mid-1940's, over 500 basic chemicals have been created for use in killing insects, weeds, rodents, and other organisms described in the modern vernacular as "pests", and they are sold under thousand different brand names.

10. These sprays, dusts, and aerosols are now applied almost universally to farms, gardens, forests, and homes - nonselective chemicals that have the power to kill every insect, the "good" and the "bad," to still the song of birds and the leaping of fish in the

streams, to coat the leaves with a deadly film, and to linger on in soil - all this though the intended target may be only a few weeds or insects. Can anyone believe it is possible to lay down such a barrage of poisons on the surface of the earth without making it unfit for all life?

11. This town does not actually exist, but it might easily have a thousand counterparts in America or elsewhere in the world. I know of no community that has experienced all the misfortunes I describe. Yet every one of these disasters has actually happened somewhere, and many real communities have already suffered a substantial number of them. A grim specter has crept upon us almost unnoticed, and this imagined tragedy may easily become a stark reality we all shall know.

Unit 2 Health

TEXT A

Changing our Understanding of Health

1. The concept of health holds different meanings for different people and groups. These meanings of health have also changed over time. This change is no more evident than in Western society today, when notions of health and health promotion are being challenged and expanded in new ways.
2. For much of recent Western history, health has been viewed in the physical sense only. That is, good health has been connected to the smooth mechanical operation of the body, while ill health has been attributed to a breakdown in this machine. Health in this sense has been defined as the absence of disease or illness and is seen in medical terms. According to this view, creating health for people means providing medical care to treat or prevent disease and illness. During this period, there was an emphasis on providing clean water, improved sanitation and housing.
3. In the late 1940s the World Health Organisation challenged this physically and medically oriented view of health. They stated that 'health is a complete state of physical, mental and social well-being and is not merely the absence of disease' (WHO, 1946). Health and the person were seen more holistically (mind/body/spirit) and not just in physical terms.
4. The 1970s was a time of focusing on the prevention of disease and illness by emphasizing the importance of the lifestyle and behaviour of the individual. Specific behaviours which were seen to increase risk of disease, such as smoking, lack of

fitness and unhealthy eating habits, were targeted. Creating health meant providing not only medical health care, but health promotion programs and policies which would help people maintain healthy behaviours and lifestyles. While this individualistic healthy lifestyles approach to health worked for some (the wealthy members of society), people experiencing poverty, unemployment, underemployment or little control over the conditions of their daily lives benefited little from this approach. This was largely because both the healthy lifestyles approach and the medical approach to health largely ignored the social and environmental conditions affecting the health of people.

5. During the 1980s and 1990s there has been a growing swing away from seeing lifestyle risks as the root cause of poor health. While lifestyle factors still remain important, health is being viewed also in terms of the social, economic and environmental contexts in which people live. This broad approach to health is called the social-ecological view of health. The broad socio-ecological view of health was endorsed at the first International Conference of Health Promotion held in 1986, Ottawa, Canada, where people from 38 countries agreed and declared that:

6. The fundamental conditions and resources for health are peace, shelter, education, food, a viable income, a stable eco-system, sustainable resources, social justice and equity. Improvement in health requires a secure foundation in these basic requirements.

7. It is clear from this statement that the creation of health is about much more than encouraging healthy individual behaviours and lifestyles and providing appropriate medical care. Therefore, the creation of health must include addressing issues such as poverty, pollution, urbanization, natural resource depletion, social alienation and poor working conditions. The social, economic and environmental contexts which contribute to the creation of health do not operate separately or independently of each other. Rather, they are interacting and interdependent, and it is the complex interrelationships between them which determine the conditions that promote health. A broad socio-ecological view of health suggests that the promotion of health must include a strong social, economic and environment focus.

8. At the Ottawa Conference in 1986, a charter was developed which outlined new directions for health promotion based on the socio-ecological view of health. This charter, known as the Ottawa Charter for Health Promotion, remains as the backbone of health action today. In exploring the scope of health promotion it states that:

Good health is a major resource for social, economic and personal development and an important dimension of quality of life. Political, economic, social, cultural, environmental, behavioural and biological factors can all favour health or be harmful to it. (WHO, 1986)

9. The Ottawa Charter brings practical meaning and action to this broad notion of health promotion. It presents fundamental strategies and approaches in achieving health for all. The overall philosophy of health promotion which guides these fundamental strategies and approaches is one of 'enabling people to increase control over and to improve their health' (WHO, 1986).

Note:

1. Ottawa Charter for Health Promotion:

The Ottawa Charter for Health Promotion is the name of an international agreement signed at the First International Conference on Health Promotion, organized by the World Health Organization (WHO) and held in Ottawa, Canada, in November 1986. World Health Organization.

2. Health Promotion:

Health promotion has been defined by the World Health Organization's (WHO) 2005 Bangkok Charter for Health Promotion in a Globalized World as "the process of enabling people to increase control over their health and its determinants, and thereby improve their health".

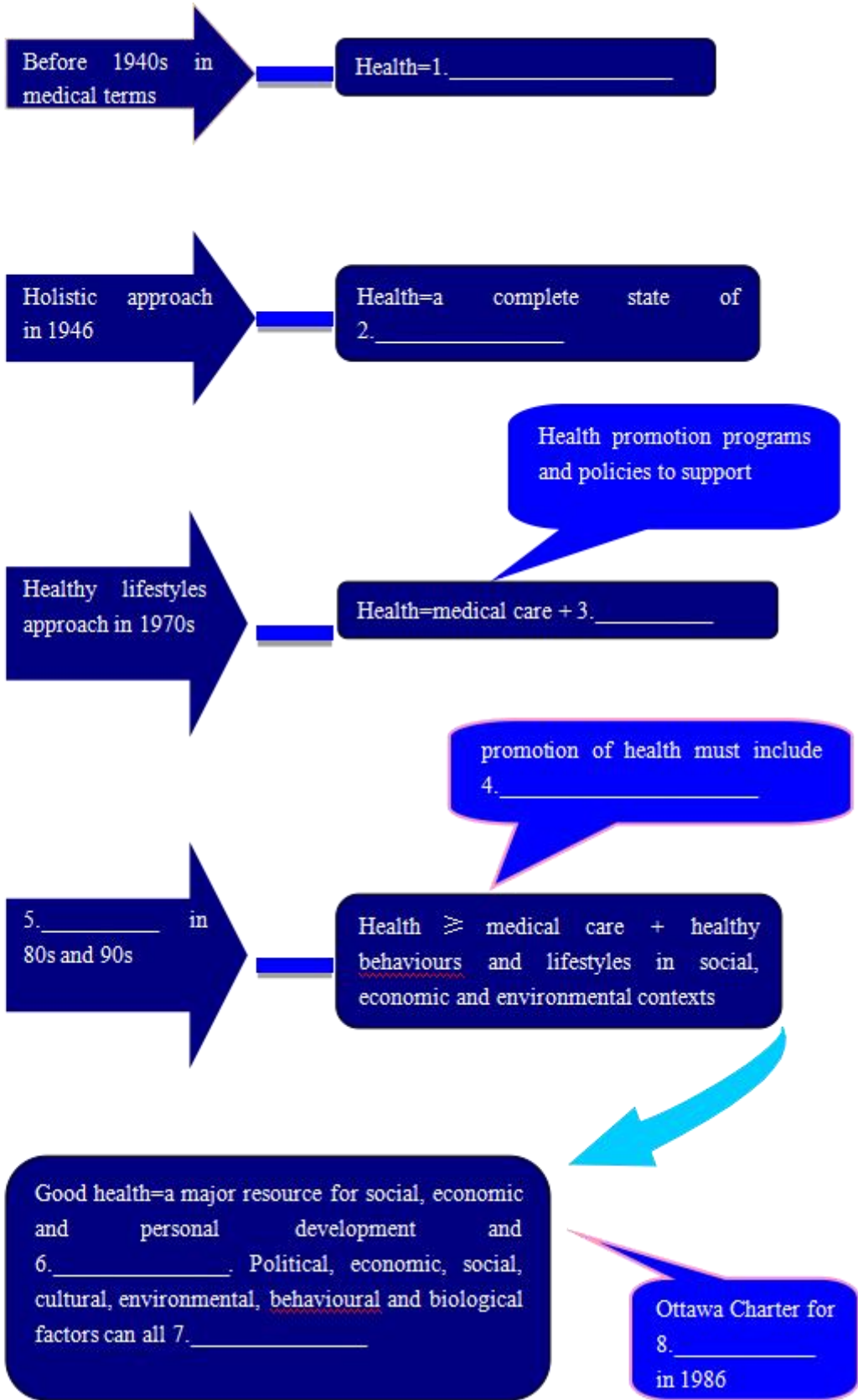
Exercises

I. Warm-up Questions:

1. Are you in good health?
2. What is your understanding of good health?
3. What is sub-health? How to deal with sub-health?

II. Read the article carefully and filling the blanks:

Meaning of Health



III. Exploring the vocabulary:

Matching the words in column A with the definition in column B.

A	B
1. sanitation	a. capable of being sustained
2. endorse	b. a central cohesive source of support and stability
3. viable	c. the feeling of being alienated from other people
4. sustainable	d. capable of life or normal growth and development
5. depletion	e. the state of being clean and conducive to health
6. alienation	f. approve of; give support or one's approval to
7. backbone	g. the act of decreasing something markedly

IV. Questions for discussion:

1. Among the following factors, which one in your opinion is the most important factor that can influence one's health? And tell us the reason. (Political, economic, social cultural, environmental, behavioural and biological factors)
2. How do you understand that each factor (mentioned above) could influence our health?
3. What do you think of the Ottawa Charter for Health Promotion and how do you understand health promotion?
4. Are you healthy according to Ottawa Charter?
5. Do you agree with the opinion that Governments have a responsibility for the health of their peoples?

IV. Further exploring after class:

The Bangkok Charter for Health Promotion

TEXT B

How much can an extra hour's sleep change you?

1. The average Briton gets six-and-a-half hours' sleep a night, according to the Sleep Council. Michael Mosley took part in an unusual experiment to see if this is enough. It has been known for some time that the amount of sleep people get has, on average, declined over the years.

2. This has happened for a whole range of reasons, not least because we live in a culture where people are encouraged to think of sleep as a luxury - something you can easily cut back on. After all, that's what **caffeine** is for - to **jolt** you **back** into life. But while the average amount of sleep we are getting has fallen, rates of obesity and **diabetes** have soared. Could the two be connected?

We wanted to see what the effect would be of increasing average sleep by just one hour. So we asked seven volunteers, who normally sleep anywhere between six and nine hours, to be studied at the University of Surrey's Sleep Research Centre.

3. The volunteers were randomly **allocated** to two groups. One group was asked to sleep for six-and-a-half hours a night, the other got seven-and-a-half hours. After a week the researchers took blood tests and the volunteers were asked to switch sleep patterns. The group that had been sleeping six-and-a-half hours got an extra hour, the other group slept an hour less.

4. While we were waiting to see what effect this would have, I went to the John Radcliffe hospital in Oxford to learn more about what actually happens when we sleep.

In the Sleep Centre, they fitted me up with a portable **electro-encephalograph**, a device that measures brain wave activity. Then, feeling slightly ridiculous, I went home and had my seven-and-a-half hours of sleep.

5. The following day I went to discuss what had happened inside my head during the night with Dr Katharina Wulff.

6. The first thing she pointed out was that I had very rapidly fallen into a state of deep sleep. Deep sleep sounds restful, but during it our brains are actually working hard. One of the main things the brain is doing is moving memories from short-term storage into long-term storage, allowing us more short-term memory space for the next day. If you don't get adequate deep sleep then these memories will be lost.

7. You might think: "I'll cut back during the week and then make up for it at the weekend." Unfortunately it doesn't work like that, because memories need to be **consolidated** within 24 hours of being formed.

8. Since deep sleep is so important for consolidating memories it is a good idea if you are revising or perhaps taking an exam to make sure that you're getting a reasonable night's sleep. In one study, people who failed to do so did 40% worse than their contemporaries.

9. Deep sleep only lasts for a few hours. My **electrode** results showed that during the night my brain went through multiple phases of another kind of activity, called REM sleep.

10. "This is the phase when you are usually **paralysed** - so you can't move," Wulff explained. But the eye muscles are not paralysed, and that's why it's called rapid eye movement sleep."

11. During REM sleep an extraordinary thing happens. One of the stress-related chemicals in the brain, **noradrenalin**, is switched off. It's the only time, day or night, this happens. It allows us to remain calm while our brains reprocess all the experiences of the day, helping us come to terms with particularly emotional events.

12. We get more REM sleep in the last half of the night. Which means that if you are woken unexpectedly, your brain may not have dealt with all your emotions - which could leave you stressed and anxious. Drinking alcohol late at night is not a good idea

as it reduces your REM sleep while it's being processed in your body.

13. Back at the University of Surrey our sleep volunteers had finished their second week of the experiment. What we wanted to see was the effect switching from six-and-a-half hours to seven-and-a-half hours, or vice versa, would have on our volunteers.

14. Computer tests revealed that most of them struggled with mental **agility** tasks when they had less sleep, but the most interesting results came from the blood tests that were run.

15. Dr Simon Archer and his team at Surrey University were particularly interested in looking at the genes that were switched on or off in our volunteers by changes in the amount that we had made them sleep.

16. "We found that overall there were around 500 genes that were affected," Archer explained. "Some which were going up, and some which were going down."

17. What they discovered is that when the volunteers cut back from seven-and-a-half to six-and-a-half hours' sleep a night, genes that are associated with processes like **inflammation**, immune response and response to stress became more active. The team also saw increases in the activity of genes associated with diabetes and risk of cancer. The reverse happened when the volunteers added an hour of sleep.

18. So the clear message from this experiment was that if you are getting less than seven hours' sleep a night and can alter your sleep habits, even just a little bit, it could make you healthier. "Have a lie-in, it will do you good" - that's the kind of health message that doesn't come along very often.

Exercises

I. Warm-up Questions :

1. Do you think you have enough sleep? How many hours do you sleep everyday?
2. In what way does sleep have something to do with our health?
3. What kind of diseases will attack us if we don't have enough sleep?

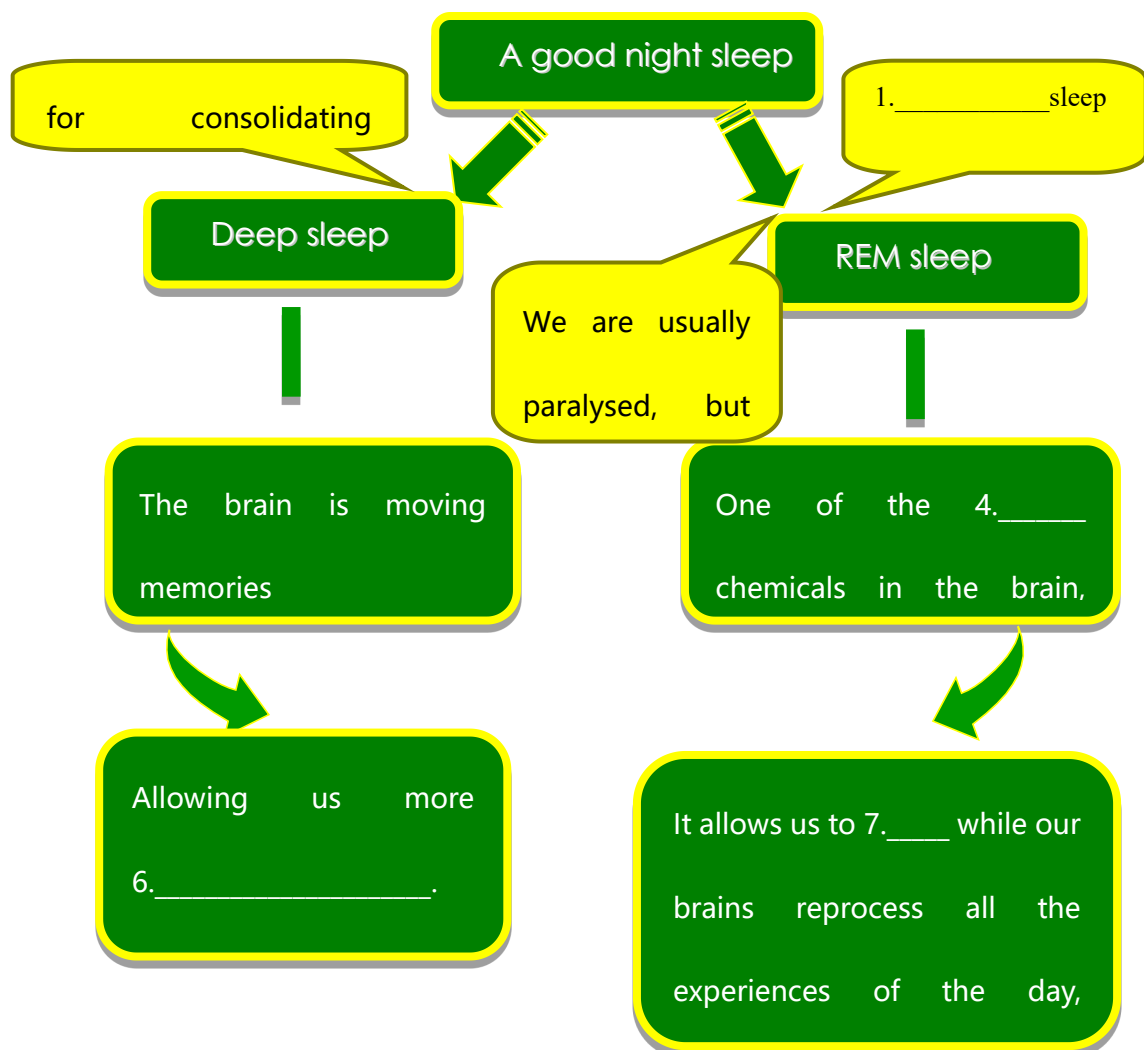
II. True or False Exercise

Read the article carefully and write a T(true) if the statement is true or an F(false) if the

statement is false.

1. When we fall into a state of deep sleep, we have a restful sleep mentally and physically.
2. One of the main things the brain is doing in deep sleep is moving memories from short-term storage into long-term storage.
3. If you don't get adequate deep sleep during the week, memories can be consolidated at the weekend.
4. We can consolidate our memories whenever we like.
5. One of the stress-related chemicals in the brain, **noradrenalin**, can be switched off when we have deep sleep. .
6. We get more REM sleep in the last half of the night.
7. If you are woken unexpectedly in the last half of the night, you could feel stressed and anxious.
8. Drinking alcohol late at night make us fall into REM sleep quickly.
9. Obesity and diabetes has nothing to do with our lack of sleep.
10. Genes associated with diabetes and risk of cancer will become more active when we have enough sleep.

III. Read the article carefully and fill in the blanks:



IV. Questions for discussion :

1. What will happen to our short-term memories if we don't get adequate deep sleep?
2. What will happen to us the next day if you are woken unexpectedly in the last half of the night?
3. How many hours of sleep can make us healthier?
4. What kind of genes would be affected if we don't have enough sleep?
5. How much can an extra hour's sleep change you?

V. Further exploring after class:

What other benefits does sleep bring to us?

TEXT C

Length of gene determines how happy you will be

The study found people living in Denmark had the longest form of the gene, and as a result were found to be among the happiest nations in the world

The French are often accused of being grumpy and dismissive.

But Britons and Americans are also **hardwired** to be miserable, scientists claim.

Despite stable governments and good economies, those living in the UK and US will never be as happy as people in other nations, because they are simply born more miserable.

They are genetically programmed to be less cheerful than the Danes, for example, who top the list of the happiest nation.

And scientists at the University of Warwick discovered it all comes down to a gene which regulates levels of the **hormone serotonin** in the brain.

Short forms of the gene inhibit levels of the hormone, which can **invoke** depression.

Meanwhile those with longer forms of the gene are more likely to be happier, as a result of higher levels of serotonin in the body.

Researchers discovered people from Denmark have the longest form of the gene, and as such topped the happiness chart.

But Professor Andrew Oswald said it could be worse, we could be French - the nation with one of the shortest forms of the gene, which may explain their reputation for being grumpy.

Annual tables of national happiness ratings, compiled by organisations across the world, tend to rank Denmark at the top, along with nations including Panama and Vietnam.

They use factors ranging from job satisfaction to economic progress, health, wealth and education standards, along with weather, war and political stability to judge nations.

Scandinavians do well as their health is good, they are educated to a high standard and they earn more. But warm weather countries can do well too.

Some wealthy Western countries fare less well because there are big divides between rich and poor or they have high unemployment rates or less job satisfaction for instance.

But according to Professor Oswald, many of these may still be miserable even if they are earning a fortune, **basking** in sunshine and living to 100.

His findings from 131 countries for the **ESRC** Festival of Social Sciences, found genetics to be the most important factor but not the only one.

Those who are either young or old tend to be happiest rather than those who are middle aged.

Those who are slim are happiest, with **obesity** levels in some developed countries making them less happy as nations.

And being married, in a job and well educated can also be a **contributory** factor.

Professor Oswald, said: '**Intriguingly**, among the nations we studied, Denmark and the Netherlands appeared to have the lowest percentage of people with the short version of the serotonin gene.'

He added that many individual Americans were happy but they tended to be descended from immigrants who came from countries like Denmark in the first place.

He said: ‘There was a direct correlation between the (US) individual’s reported happiness, and the levels of happiness in the country their ancestors had come from.’

‘Our study revealed an unexplained correlation between the happiness today of some nations and the observed happiness of Americans whose ancestors came from these nations.’

Note:

ESRC: Economic and Social Research Council

Unit 3 Communication

TEXT A

Sex, Sighs, and Conversations: Why Men and Women Can't Communicate

Deborah Tannen

1. A man and a woman were seated in a car that had been circling the same area for a half hour. The woman was saying, "Why don't we just ask someone?" The man was saying, not for the first time, "I'm sure it's around here somewhere. I'll just try this street."
2. Why are so many men reluctant to ask directions? Why aren't women? And why can't women understand why men don't want to ask? The explanation, for this and for countless minor and major frustrations that women and men encounter when they talk to each other, lies in the different ways that they use language—differences that begin with how girls and boys use language as children, growing up in different worlds.
3. Anthropologists, sociologists and psychologists have found that little girls play in small groups or in pairs; they have best friends, with whom they spend a lot of time talking. It's the telling of secrets that makes them best friends. They use language to negotiate intimacy- to make connections and feel close to each other.

4. Boys, on the other hand, tend to play competitive games in larger groups, which are hierarchical. High status boys give orders, and low status boys are pushed around. So boys learn to use language to preserve independence and negotiate their status, trying to hold center stage, challenge and resist challenges, display knowledge and verbal skill.

5. These divergent assumptions about the purpose of language persist into adulthood, where they lie in wait behind cross-gender conversations, ready to leap out and cause puzzlement or grief. In the case of asking for directions, the same interchange is experienced differently by women and men. From a woman's perspective, you ask for help, you get it, and you get to where you're going. A fleeting connection is made with a stranger, which is fundamentally pleasant. But a man is aware that by admitting ignorance and asking for information, he positions himself one-down to someone else. Far from pleasant, this is humiliating. So it makes sense for him to preserve his independence and self-esteem at the cost of little extra travel time.

6. Here is another scene from the drama of differences in men's and women's ways of talking. A woman and a man return home from work. She tells everything that happened during the day: what she did, whom she met, what they said, what they made her think. Then she turns to him and asks, "How was your day?" He says, "Same old rat race." She feels locked out: "You don't tell me anything." He protests, "Nothing happened at work." They have different assumptions about "anything" to tell. To her, telling life's daily events and impressions means she's not alone in the world. Such talk is the essence of intimacy—evidence that she and her partner are best friends. Since he never spent time talking in this way with his friends, best or otherwise, he doesn't expect it, doesn't know how to do it, and doesn't miss it when it isn't there.

7. Another source of mutual frustration is the difference in women's and men's understanding about "trouble talk." She begins to talk about a problem; he offers a solution; she dismisses it, feeling upset. He feels upset, too: "She complains, but she

doesn't want to do anything to solve her problems." Indeed, all she wants is to talk. She is frustrated because his solution stops her talk and implies she shouldn't be wasting time talking about it.

8. The female search for connection and the male concern with hierarchy is evident here, too. When a woman tells another woman about a problem, her friend typically explores the problem ("And then what did he say?" "What do you think you might do?"); shows understanding ("I know how you feel."); or offers a similar experience ("It's like the time I..."). All these responses show support and bring them closer. But offering a solution makes the problem-solver look better than others. This creates distance, just the opposite of what she wants when she brings up the conversation.

9. A similar mismatch of expectations occurs when a woman complains about her boss, and a man tries to be helpful by explaining the boss' point of view. She perceives this as an attack, and a lack of loyalty to her. One man told me, incredulously, "My girlfriend just wants to talk about her point of view." He feels that offering opposing views is obviously a more constructive conversational contribution. But conversations among women are usually characterized by mutual support and exploration. Alternative views may be introduced, but they are phrased as suggestions and questions, not as direct challenges. This is one of the many ways that men value oppositional stances, whereas women value harmonious ones.

10. A woman was hurt when she heard her husband telling the guests at a dinner party about an incident with his boss that he hadn't told her. She felt this proved that he hadn't been honest when he'd said nothing happened at work. But he didn't think of this experience as a story to tell until he needed to come up with material to show that he's in charge at the dinner party.

11. Thus, it isn't that women always talk more, while men are taciturn and succinct. Women talk more at home, since talk, for them, is a way of creating close feelings. Since men regard talk as a means to show they are in charge, they often see no need to talk at home. But they talk more in "public" situations with people they know less well. At a meeting, when questions are asked from the floor, it is almost always a

man who speaks first. When the phones are opened on a radio talk show, the vast majority of calls are from men, who are more likely to speak more to explain their questions (if they have any) and address many different topics.

12. Generalizing about groups of people makes many of us nervous. We like to think of ourselves as unique individuals, not representatives of stereotypes. But it is more dangerous to ignore patterns than to articulate them.

13. If women and men have different ways of talking (and my research, and that of others, show that they do), then expecting us to be the same leads to disappointment and conflicts. Unaware of conversational style differences, we tend to blame each other: “You go on and on talking about nothing.” “You don’t listen to me.”

14. Realizing that a partner’s behavior is not his or her individual failing, but a normal expression of gender, lifts this burden of blame and disappointment. Surprisingly, years together can make the relationship worse, rather than better. After 57 years of marriage, my parents are still having problems understanding each other. When my mother read my book, she said, “You mean it isn’t just Daddy? I always thought he was the only one.”

15. Understanding gender differences in ways of talking is the first step toward changing. Because some people do not know that people of the other gender have different ways of talking, people assume they are doing things right and their partners are doing things wrong. Then no one wants to change; if your partner is accusing you of wrong behavior, changing would be tantamount to admitting fault. But when they think of the differences as cross-cultural, people find that they and their partners are willing, even eager, to make small adjustments that will please their partners and improve the relationship.

Boston Globe, August 1990

Note on the author

Deborah Frances Tannen (born June 7, 1945) is an American academic and professor of linguistics

at Georgetown University in Washington, D.C.. She has been McGraw Distinguished Lecturer at Princeton University and was a fellow at the Center for Advanced Study in the Behavioral Sciences following a term in residence at the Institute for Advanced Study in Princeton, NJ.

Exercises

I. Understanding the text:

Fill in the blanks about the different patterns of communication between men and women based on the text.

Why Men and Women Can't Communicate		
scenes	different ways	analysis
asking directions	women: just ask men: _____ to ask	women: you ask for help, you get it men: _____ to admit ignorance, preserve his independence and _____.
childhood play	girls: play in small groups or in pairs, enjoy _____ and _____. boys: play _____ games in larger groups	girls: use language to _____. boys: use language to _____
home talk	women: tells everything that happened during the day men: "Same old rat race."	women: talk is the essence of _____ men: don't expect it, don't know how to do it and don't miss it when it isn't there
trouble talk	women: talk about a problem men: _____	women: all they want is _____ search for _____ men: do something to solve the problem be concerned with _____
complain about boss	women: complain about their bosses men: try to be helpful by explaining _____	women: conversations are characterized by _____. They value _____ stances. men: more constructive to offer _____. They value _____ stances.
talk at a dinner party about boss	men: tell the story to the guests women: feel their husbands hadn't been _____.	women: talk to create _____ men: not always _____ talk more in _____ situations to show _____.

II. Reflecting and connecting

1. In the author's opinion, what specifically makes women and men hard to communicate? Do you agree with the author?
2. Can you give some examples where men and women cannot communicate? Is it because the same reason put forward by the author?
3. What is the suggestion from the author to improve men and women's communication? Do you think that is effective? Where possible, give some examples.

III. Accumulating vocabulary

1. Make a list of vocabulary (words and chunks) for talking about communication.
2. Make a 2-minute presentation about different ways of communication between men and women. Use the vocabulary you have listed.

TEXT B

The Meaning and Power of Smell

1. The sense of smell, or olfaction, is powerful.

(1)_____ . For the most part, however, we breathe in the aromas which surround us without being consciously aware of their importance to us. It is only when the faculty of smell is impaired for some reason that we begin to realise the essential role the sense of smell plays in our smell of well-being.

2. A survey conducted by Anthony Synott at Montreal's Concordia University asked participants to comment on how important smell was to them in their lives. It became apparent that smell can evoke strong emotional responses. A scent associated with a good experience can bring a rush of joy, while a foul odour or one associated with a bad memory may make us grimace with disgust. Respondents to the survey noted that many of their olfaction likes and dislikes were based on emotional associations. Such associations can be powerful enough so that odours that we would generally label unpleasant become agreeable, and those that we would generally consider fragrant become disagreeable for particular individuals. The perception of smell, therefore, consists not only of the sensation of the odours themselves, but of the experiences and emotions associated with them.

3. (2)_____ .

One respondent to the survey believed that there is no true emotional bonding without touching and smelling a loved one. In fact, infants recognise the odours of their

mothers soon after birth and adults can often identify their children or spouses by scent. In one well-known test, women and men were able to distinguish by smell alone clothing worn by their marriage partners from similar clothing worn by other people. Most of the subjects would probably never have given much thought to odour as a cue for identifying family members before being involved in the test, but as the experiment revealed, even when not consciously considered, smells register.

4.

(3) _____

_____. The reason often given for the low regard in which smell is held is that, in comparison with its importance among animals, the human sense of smell is feeble and undeveloped. While it is true that the olfactory powers of humans are nothing like as fine as those possessed by certain animals, they are still remarkably acute. Our noses are able to recognise thousands of smells, and to perceive odours which are present only in extremely small quantities.

5. (4) _____

Odours, unlike colours, for instance, cannot be named in many languages because the specific vocabulary simply doesn't exist. "It seems like ...", we have to say when describing an odour, struggling to express our olfactory experience. Nor can odours be recorded: there is no effective way to either capture or store them over time. In the realm of olfactions, we must make do with descriptions and recollections. This has implications for olfactory research.

6. Most of the research on smell undertaken to date has been of a physical scientific nature. (5) _____

_____. Researchers must still decide whether smell is one sense or two----one responding to odours proper and the other registering odourless chemicals in the air. Other unanswered questions are whether the nose is the only part of the body affected by odours, and how smells can be measured objectively given the non-physical

components. Questions like these mean that interest in the psychology of smell is inevitably set to play an increasingly important role for researchers.

7. However smell is not simply a biological and psychological phenomenon smell is cultural hence it is a social and historical phenomenon odours are invested with cultural values smells that are considered to be offensive in some cultures may be perfectly acceptable in others therefore our sense of smell is a means of and model for interacting with the world. Different smells can provide us with intimate and emotionally charged experiences and the value that we attach to these experiences is interiorised by the members of society in a deeply personal way. Importantly, our commonly held feelings about smells can help distinguish us from other cultures.

(6) _____
_____.

Exercises

I. Punctuate the following sentences underlined in the text.

However smell is not simply a biological and psychological phenomenon smell is cultural hence it is a social and historical phenomenon odours are invested with cultural values smells that are considered to be offensive in some cultures may be perfectly acceptable in others therefore our sense of smell is a means of and model for interacting with the world

II. Put the following sentences into their original places marked by the numbered blanks in the text.

- A. In spite of its importance to our emotional and sensory lives, smell is probably the most undervalued sense in many cultures.
- B. Significant advances have been made in the understanding of the biological and chemical nature of olfaction, but many fundamental questions have yet to be answered.
- C. Odours affect us on a physical, psychological and science level.
- D. Odours are also essential clues in social bonding.
- E. The study of the cultural history of smell is, therefore, in a very real sense, an investigation into the essential of human culture.
- F. Smell, however, is a highly elusive phenomenon.

III. There are four words beneath each of the following sentences. Choose the one word which would best keep the meaning of the original sentence if it were substituted for the

underlined word.

1. It is only when the faculty of smell is impaired for some reason that we begin to realise the essential role the sense of smell plays in our sense of well-being.

- A. spoiled B. strengthened C. repaired D. restored

2. A scent associated with a good experience can bring a rush of joy, while a foul odour or one associated with a bad memory may make us grimace with disgust.

- A. bitter B. sour C. awful D. fragrant

3. Such associations can be powerful enough so that odours that we would generally label unpleasant become agreeable.

- A. uncomfortable B. pleasant C. beautiful D. memorable

4. In comparison with its importance among animals, the human sense of smell is feeble.

- A. weak B. advanced C. variable D. different

5. Smells that are considered to be offensive in some cultures may be perfectly acceptable in others.

- A. attractive B. evil C. negative D. distasteful

TEXT C

1. The discovery that language can be a barrier to communication is quickly made by all who travel, study, govern or sell. Whether the activity is tourism, research, government, policing, business, or data dissemination, the lack of a common language can severely impede progress or can halt it altogether. ‘Common language’ here usually means a foreign language, but the same point applies in principle to any encounter with unfamiliar dialects or styles within a single language. ‘They don’t talk the same language’ has a major metaphorical meaning alongside its literal one.

2. Although communication problems of this kind must happen thousands of times each day, very few become public knowledge. Publicity comes only when a failure to communicate has major consequences, such as strikes, lost orders, legal problems, or fatal accidents—even, at times, war. One reported instance of communication failure took place in 1970, when several Americans ate a species of poisonous mushroom. No remedy was known, and two of the people died within days. A radio report of the case was heard by a chemist who knew of a treatment that had been successfully used in 1959 and published in 1963. Why had the American doctors not heard of it seven years later? Presumably because the report of the treatment had been published only in journals written in European languages other than English.

3. Several comparable cases have been reported. But isolated examples do not give an impression of the size of the problem—something that can come only from studies of the use or avoidance of foreign-language materials and contacts in different communicative situations. In the English-speaking scientific world, for example, surveys of books and documents consulted in libraries and other information agencies

have shown that very little foreign-language material is ever consulted. Library requests in the field of science and technology showed that only 13 percent were for foreign language periodicals. Studies of the sources cited in publications lead to a similar conclusion: the use of foreign-language sources is often found to be as low as 10 percent.

4. The language barrier presents itself in stark form to firms who wish to market their products in other countries. British industry, in particular, has in recent decades often been criticized for its linguistic insularity—for its assumption that foreign buyers will be happy to communicate in English, and that awareness of other languages is not therefore a priority. In the 1960s, over two-thirds of British firms dealing with non-English-speaking customers were using English for outgoing correspondence; many had their sales literature only in English; and as many as 40 percent employed no one able to communicate in the customers' languages. A similar problem was identified in other English-speaking countries, notably the USA, Australia and New Zealand. And non-English-speaking countries were by no means exempt—although the widespread use of English as an alternative language made them less open to the change of insularity.

5. The criticism and publicity given to this problem since the 1960s seems to have greatly improved the situation. Industrial training schemes have promoted an increase in linguistic and cultural awareness. Many firms now have their own translation services; to take just one example in Britain, Rowntree Mackintosh now publish their documents in six languages (English, French, German, Dutch, Italian and Xhosa). Some firms run part-time language courses in the languages of the countries with which they are most involved; some produce their own technical glossaries, to ensure consistency when material is being translated. It is now much more readily appreciated that marketing efforts can be delayed, damaged, or disrupted by a failure to take account of the linguistic needs of the customer.

6. The changes in awareness have been most marked in English-speaking countries, where the realization has gradually dawned that by no means everyone in the world

knows English well enough to negotiate in it. This is especially a problem when English is not an official language of public administration, as in most parts of the Far East, Russia, Eastern Europe, the Arab world, Latin America and French-speaking Africa. Even in cases where foreign customers can speak English quite well, it is often forgotten that they may not be able to understand it to the required level—bearing in mind the regional and social variation which permeates speech and which can cause major problems of listening comprehension. In securing understanding, how ‘we’ speak to ‘them’ is just as important, it appears, as how ‘they’ speak to ‘us’.

Unit 4 Novel

TEXT A

The Story of an Hour

Kate Chopin

1. Knowing that Mrs. Mallard was afflicted with a heart trouble, great care was taken to break to her as gently as possible the news of her husband's death.
2. It was her sister Josephine who told her, in broken sentences; veiled hints that revealed in half concealing. Her husband's friend Richards was there, too, near her. It was he who had been in the newspaper office when intelligence of the railroad disaster was received, with Brently Mallard's name leading the list of "killed." He had only taken the time to assure himself of its truth by a second telegram, and had hastened to forestall any less careful, less tender friend in bearing the sad message.
3. She did not hear the story as many women have heard the same, with a paralyzed inability to accept its significance. She wept at once, with sudden, wild abandonment, in her sister's arms. When the storm of grief had spent itself she went away to her room alone. She would have no one follow her.

4. There stood, facing the open window, a comfortable, roomy armchair. Into this she sank, pressed down by a physical exhaustion that haunted her body and seemed to reach into her soul.

5. She could see in the open square before her house the tops of trees that were all aquiver with the new spring life. The delicious breath of rain was in the air. In the street below a peddler was crying his wares. The notes of a distant song which some one was singing reached her faintly, and countless sparrows were twittering in the eaves.

6. There were patches of blue sky showing here and there through the clouds that had met and piled one above the other in the west facing her window.

7. She sat with her head thrown back upon the cushion of the chair, quite motionless, except when a sob came up into her throat and shook her, as a child who has cried itself to sleep continues to sob in its dreams.

8. She was young, with a fair, calm face, whose lines bespoke repression and even a certain strength. But now there was a dull stare in her eyes, whose gaze was fixed away off yonder on one of those patches of blue sky. It was not a glance of reflection, but rather indicated a suspension of intelligent thought.

9. There was something coming to her and she was waiting for it, fearfully. What was it? She did not know; it was too subtle and elusive to name. But she felt it, creeping out of the sky, reaching toward her through the sounds, the scents, the color that filled the air.

10. Now her bosom rose and fell tumultuously. She was beginning to recognize this thing that was approaching to possess her, and she was striving to beat it back with her will----as powerless as her two white slender hands would have been.

11. When she abandoned herself, a little whispered word escaped her slightly parted lips. She said it over and over under her breath: "free, free, free!" The vacant stare and the look of terror that had followed it went from her eyes. They stayed keen

and bright. Her pulses beat fast, and the coursing blood warmed and relaxed every inch of her body.

12. She did not stop to ask if it were or were not a monstrous joy that held her. A clear and exalted perception enabled her to dismiss the suggestion as trivial.

13. She knew that she would weep again when she saw the kind, tender hands folded in death; the face that had never looked save with love upon her, fixed and gray and dead. But she saw beyond that bitter moment a long procession of years to come that would belong to her absolutely. And she opened and spread her arms out to them in welcome.

14. There would be no one to live for during those coming years; she would live for herself. There would be no powerful will bending hers in that blind persistence with which men and women believe they have a right to impose a private will upon a fellow creature. A kind intention or a cruel intention made the act seem no less a crime as she looked upon it in that brief moment of illumination.

15. And yet she had loved him----sometimes. Often she had not. What did it matter! What could love, the unsolved mystery, count for in face of this possession of self-assertion which she suddenly recognized as the strongest impulse of her being!

16. "Free! Body and soul free!" she kept whispering.

17. Josephine was kneeling before the closed door with her lips to the keyhole, imploring for admission. "Louise, open the door! I beg, open the door---you will make yourself ill. What are you doing Louise? For heaven's sake open the door."

18. "Go away. I am not making myself ill." No; she was drinking in a very elixir of life through that open window.

19. Her fancy was running riot along those days ahead of her. Spring days, and summer days, and all sorts of days that would be her own. She breathed a quick prayer that life might be long. It was only yesterday she had thought with a shudder that life might be long.

20. She arose at length and opened the door to her sister's importunities. There was a feverish triumph in her eyes, and she carried herself unwittingly like a goddess of Victory. She clasped her sister's waist, and together they descended the stairs. Richards stood waiting for them at the bottom.

21. Some one was opening the front door with a latchkey. It was Brently Mallard who entered, a little travel-stained, composedly carrying his grip-sack and umbrella. He had been far from the scene of accident, and did not even know there had been one. He stood amazed at Josephine's piercing cry; at Richards' quick motion to screen him from the view of his wife. But Richards was too late.

22. When the doctors came they said she had died of heart disease----of joy that kills.

Note on the author

Kate Chopin (February 8, 1850 – August 22, 1904) was an American author of short stories and novels, mostly of a Louisiana Creole background. Kate Chopin went beyond Maupassant's technique and style and gave her writing a flavor of its own. She had an ability to perceive life and put it down on paper creatively. She put much concentration and emphasis on women's lives and their continual struggles to create an identity of their own within the boundaries of the patriarchy. Through her stories, Kate Chopin wrote her own autobiography and documented her surroundings; she lived in a time when her surroundings included the abolitionist movements and the emergence of feminism. Her ideas and descriptions were not true word for word, yet there was an element of nonfiction lingering throughout each story.

Exercises

I. Answer the following questions.

1. Why does the author turn from the depiction of Mrs. Mallard's mental activities to the description of natural scene in paragraph 5 and paragraph 6?
2. What thought had made Mrs. Mallard's "dull stare" (Paragraph 8) become "keen and bright" (Paragraph 11)?
3. "She breathed a quick prayer that life might be long. It was only yesterday she had thought with a shudder that life might be long."(Paragraph 19) What thought had caused the change of Mrs.

Mallard's attitude?

4. "When the doctors came they said she had died of heart disease – of joy that kills."

What do you think of the doctor's diagnosis?

5. Did Brently Mallard abuse his wife? Did he love her? Did she love him? Exactly why was she so relieved to be rid of him? Can you answer any of these questions with certainty?

6. What is the conflict that causes the story to happen? Conflict between husband and wife? Or conflict between women and the institution of marriage?

7. Chopin uses irony, a technique that reveals the distance between what appears to be true and what is actually true, to conclude her story. This type of irony is called dramatic irony. Dramatic irony occurs when the audience knows something that the characters don't.

Try to analyze how irony is used throughout the story.

8. The story takes place in an American home in the last decade of the 19th Century. Women had no rights in 1894, when the story was published. Try to figure out what the theme of the story is considering the situation of women's position in the society at that time.

II. Fill in each of the blanks in the following sentences with a word in the following box.

Each word could be used once only. Change the forms where necessary.

haunt	impose	assure	intent	forestall	keen	afflict	elusive
-------	--------	--------	--------	-----------	------	---------	---------

1. They may grant you power, honour, and riches but _____ you with servitude, infamy, and poverty.

2. Large numbers of police were in the square to _____ any demonstrations.

3. The thought of being a loser is likely to _____ him for the rest of his life.

4. The harder researchers looked for the explanation of the genetic problem, the more _____ it appeared.

5. Parents should beware of _____ their own tastes on their children.

6. The candidate made many commitments in the election campaign with very little _____ of carrying them out.

7. I _____ you I will use whatever means necessary to fulfill my promise.

8. Though Brand was only an amateur artist, he has a _____ eye for color and details.

TEXT B

1. When I was seven, my parents gave me a doll, a doll's house, and a book, *The Arabian Nights*, which came wrapped in red tissue paper which I used as a book cover. I was just getting ready to read when my mother walked into my room.
2. "Isn't your doll beautiful?" my mother asked. I looked at the doll—I'll have to call her "she" because I never gave her a name. She was a fair celluloid creature with blue eyes that matched her ruffled dress. I puckered my lips and raised my eyebrows, not really knowing how to let my mother down easily.
3. "This doll is different," my mother explained, trying to talk me into playing with it. "She says 'Mommy.'"
4. The noise she made sounded more like a cat's cries than a baby's babbles. Thinking that doll needed love, I hugged her tightly for a long time. Useless, I said to myself finally. I decided to play with the doll's house. But since rearranging the tiny furniture seemed to be the only activity possible, I lost interest. I caught sight again of the third of my gifts, *The Arabian Nights*, and I began to read it. From that moment, the book was my constant companion.
5. Every day, after doing my homework, I climbed our gurva tree. Nestled among its branches, I read and reread the stories in *The Arabian Nights* to my heart's content. My mother became concerned as she noticed that I wasn't playing with either the doll or the little house. She wouldn't have dreamed of asking me to give up my reading session, but she began to insist that I take the doll up the tree with me.
6. Trying to read on a branch fifteen feet off the ground while holding on to the silly doll was not easy. After nearly falling off twice, I devised a way to please my mother

and keep my neck intact. I tied one end of a long vine around the doll's neck and the opposite one around the branch. This way I could let the doll hang in midair while I read. I always looked out for my mother, though. I sensed that my playing with the doll was of great importance to her. So every time I heard her coming, I lifted the doll up and hugged her. The smile in my mother's eyes told me my plan worked.

7. The inevitable happened one afternoon. Totally absorbed in the reading, I didn't hear my mother calling me. When I looked down, I saw my mother staring at the hanging doll. Fearing the worst of scoldings, I climbed down in a flash, reaching the ground just as my mother was untying the doll. To my surprise, she didn't scold. She kept on staring at the doll, then she glanced at me.

8. The next day, my father came home early and suggested that he and I play with the doll's house. Soon I was bored, but my father seemed to be having so much fun I didn't have the heart to tell him. Quietly I slipped out, picking up my book on my way to the yard. Absorbed as he was in arranging and rearranging the tiny furniture, she didn't notice my quick exit.

9. Almost 20 years passed before I found out why the hanging-doll episode had been so significant for my parents. By then I was a parent myself. After recounting the episode amid my father's and my mother, my mother confessed that all those years she had been afraid I would turn out to be an unnatural mother. She was delighted that I had turned out to be a most loving and understanding mother to my son.

10. My mother often recalls the incident of the hanging doll and thanks God aloud for making me a good parent. Then she sighs as she inventories my vicissitudes in life, pointing out that with my education I might have been a rich dentist instead of a poor poet. I look back at the same childhood incident, recall my third gift, the book in red tissue paper, and I, too, take inventory of the experiences that have made me who and what I am. I pause to marvel at life's wondrous ironies.

Exercises

I. Match the definitions in Column B with the italicized words in Column A.

A	B
1. babble	A. unavoidable
2. constant	B. talking in a confused or excited way
3. intact	C. an event or a short period of time that it is important or unusual
4. inevitable	D. admit, acknowledge
5. scold	E. complete and has not been damaged
6. slip	F. remember
7. episode	G. be amazed at
8. confess	H. speak angrily to someone because he has done something wrong
9. recall	I. continually recurring, continuing without interruption, permanent
10. marvel	J. move quickly and quietly

II. Decide whether the following statements are true or false.

1. The author hung the doll in midair in order to play with it.
2. The hanging doll episode demonstrates that the author is not sympathetic in nature.
3. The author's parents tried to use cajolery and play to influence her.
4. Finally after 20 years, the family looked back on the doll incident as humorous.
5. From the last paragraph, we may conclude that the mother thinks the author's achievements are unsatisfactory.

III. Answer the following questions.

1. Which gift do you think is better for a 7-year-old girl, a doll or a book?
2. How do you understand the "ironies" referred to at the end of the passage?
3. What strategies do you think parents should use to influence their children?

TEXT C

This passage is adapted from a novel written by a woman in 1899. The novel was banned in many places because of its unconventional point of view.

It was eleven o'clock that night when Mr. Pontellier returned from his night out. He was in an excellent humor, in high spirits, and very talkative. His entrance awoke his wife, who was in bed and fast asleep when he came in. He talked to her while he undressed, telling her anecdotes and bits of news and gossip that he had gathered during the day. She was overcome with sleep, and answered him with little half utterances.

He thought it very discouraging that his wife, who was the sole object of his existence, evinced so little interest in things which concerned him and valued so little his conversation.

Mr. Pontellier had forgotten the bonbons and peanuts that he had promised the boys. Notwithstanding, he loved them very much and went into the adjoining room where they slept to take a look at them and make sure that they were resting comfortably. The result of his investigation was far from satisfactory. He turned and shifted the youngsters about in bed. One of them began to kick and talk about a basket full of crabs.

Mr. Pontellier returned to his wife with the information that Raoul had a high fever and needed looking after. Then he lit his cigar and went and sat near the open door to smoke it.

Mrs. Pontellier was quite sure Raoul had no fever. He had gone to bed perfectly well, she said, and nothing had ailed him all day. Mr. Pontellier was too well

acquainted with fever symptoms to be mistaken. He assured her the child was burning with fever at that moment in the next room.

He reproached his wife with her inattention, her habitual neglect of the children. If it was not a mother's place to look after children, whose on earth was it? He himself had his hands full with his brokerage business. He could not be in two places at once; making a living for his family on the street, and staying home to see that no harm befell them. He talked in a monotonous, insistent way.

Mrs. Pontellier sprang out of bed and went into the next room. She soon came back and sat on the edge of the bed, leaning her head down on the pillow. She said nothing, and refused to answer her husband when he questioned her. When his cigar was smoked out he went to bed, and in half a minute was fast asleep.

Mrs. Pontellier was by that time thoroughly awake. She began to cry a little, and wiped her eyes on the sleeve of her nightgown. She went out on the porch, where she sat down in the wicker chair and began to rock gently to and fro.

It was then past midnight. The cottages were all dark. There was no sound abroad except the hooting of an old owl and the everlasting voice of the sea, that broke like a mournful lullaby upon the night.

The tears came so fast to Mrs. Pontellier's eyes that the damp sleeve of her nightgown no longer served to dry them. She went on crying there, not caring any longer to dry her face, her eyes, her arms. She could not have told why she was crying. Such experiences as the foregoing were not uncommon in her married life. They seemed never before to have weighed much against the abundance of her husband's kindness and a uniform devotion which had come to be tacit and self-understood.

An indescribable oppression, which seemed to generate in some unfamiliar part of her consciousness, filled her whole being with a vague anguish. It was like a shadow, like a mist passing across her soul's summer day. It was strange and unfamiliar; it was a mood. She did not sit there inwardly upbraiding her husband,

lamenting at Fate, which had directed her footsteps to the path which they had taken. She was just having a good cry all to herself. The mosquitoes succeeded in dispelling a mood which might have held her there in the darkness half a night longer.

The following morning Mr. Pontellier was up in good time to take the carriage which was to convey him to the steamer at the wharf. He was returning to the city to his business, and they would not see him again at the Island till the coming Saturday. He had regained his composure, which seemed to have been somewhat impaired the night before. He was eager to be gone, as he looked forward to a lively week in the financial center.

Unit 5 Science

TEXT A

The Scientific Method

1. 'Hypotheses,' said Medawar in 1964, 'are imaginative and inspirational in character'; they are 'adventures of the mind'. He was arguing in favour of the position taken by Karl Popper in *The Logic of Scientific Discovery* (1972, 3rd edition) that the nature of scientific method is hypothetico-deductive and not, as is generally believed, inductive.
2. It is essential that you, as an intending researcher, understand the difference between these two interpretations of the research process so that you do not become discouraged or begin to suffer from a feeling of 'cheating' or not going about it the right way.
3. The myth of scientific method is that it is inductive: that the formulation of scientific theory starts with the basic, raw evidence of the senses - simple, unbiased, unprejudiced observation. Out of these sensory data - commonly referred to as 'facts' -- generalisations will form. The myth is that from a disorderly array of factual information an orderly, relevant theory will somehow emerge. However, the starting point of induction is an impossible one.
4. There is no such thing as an unbiased observation. Every act of observation we make is a function of what we have seen or otherwise experienced in the past. All

scientific work of an experimental or exploratory nature starts with some expectation about the outcome. This expectation is a hypothesis. Hypotheses provide the initiative and incentive for the inquiry and influence the method. It is in the light of an expectation that some observations are held to be relevant and some irrelevant, that one methodology is chosen and others discarded, that some experiments are conducted and others are not. Where is your naive, pure and objective researcher now?

5. Hypotheses arise by guesswork, or by inspiration, but having been formulated they can and must be tested rigorously, using the appropriate methodology. If the predictions you make as a result of deducing certain consequences from your hypothesis are not shown to be correct then you discard or modify your hypothesis. If the predictions turn out to be correct then your hypothesis has been supported and may be retained until such time as some further test shows it not to be correct. Once you have arrived at your hypothesis, which is a product of your imagination, you then proceed to a strictly logical and rigorous process, based upon deductive argument - hence the term 'hypothetico-deductive'.

6. So don't worry if you have some idea of what your results will tell you before you even begin to collect data; there are no scientists in existence who really wait until they have all the evidence in front of them before they try to work out what it might possibly mean. The closest we ever get to this situation is when something happens by accident; but even then the researcher has to formulate a hypothesis to be tested before being sure that, for example, a mould might prove to be a successful antidote to bacterial infection.

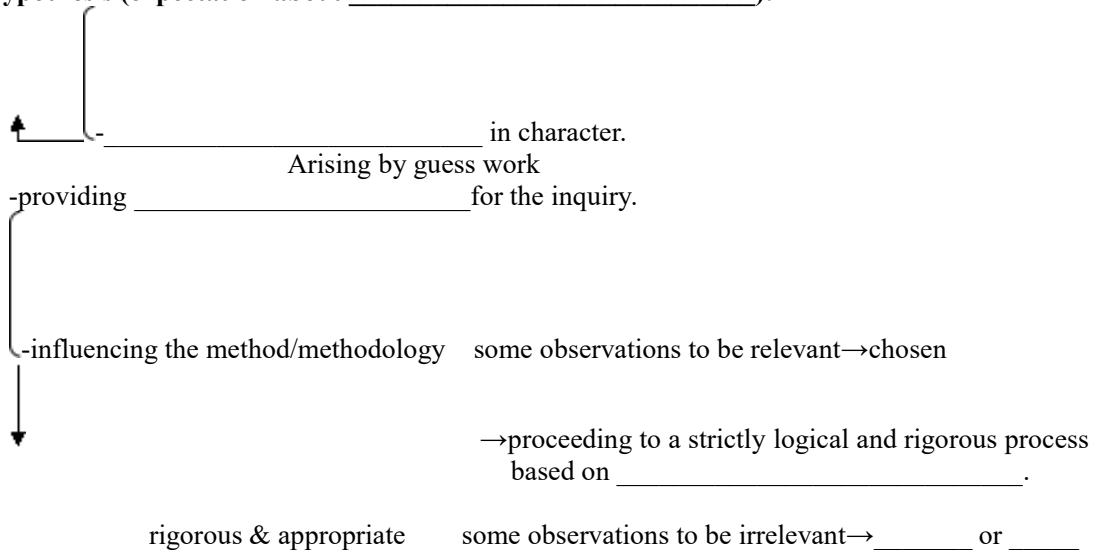
7. The myth of scientific method is not only that it is inductive (which we have seen is incorrect) but also that the hypothetico-deductive method proceeds in a step-by-step, inevitable fashion. The hypothetico-deductive method describes the logical approach to much research work, but it does not describe the psychological behaviour that brings it about. This is much more holistic - involving guesses, reworkings, corrections, blind alleys and above all inspiration, in the deductive as

well as the hypothetic component - than is immediately apparent from reading the final thesis or published papers. These have been, quite properly, organised into a more serial, logical order so that the worth of the output may be evaluated independently of the behavioural processes by which it was obtained. It is the difference, for example between the academic papers with which Crick and Watson demonstrated the structure of the DNA molecule and the fascinating book *The Double Helix* in which Watson (1968) described how they did it. From this point of view, 'scientific method' may more usefully be thought of as a way of writing up research rather than as a way of carrying it out.

Exercises

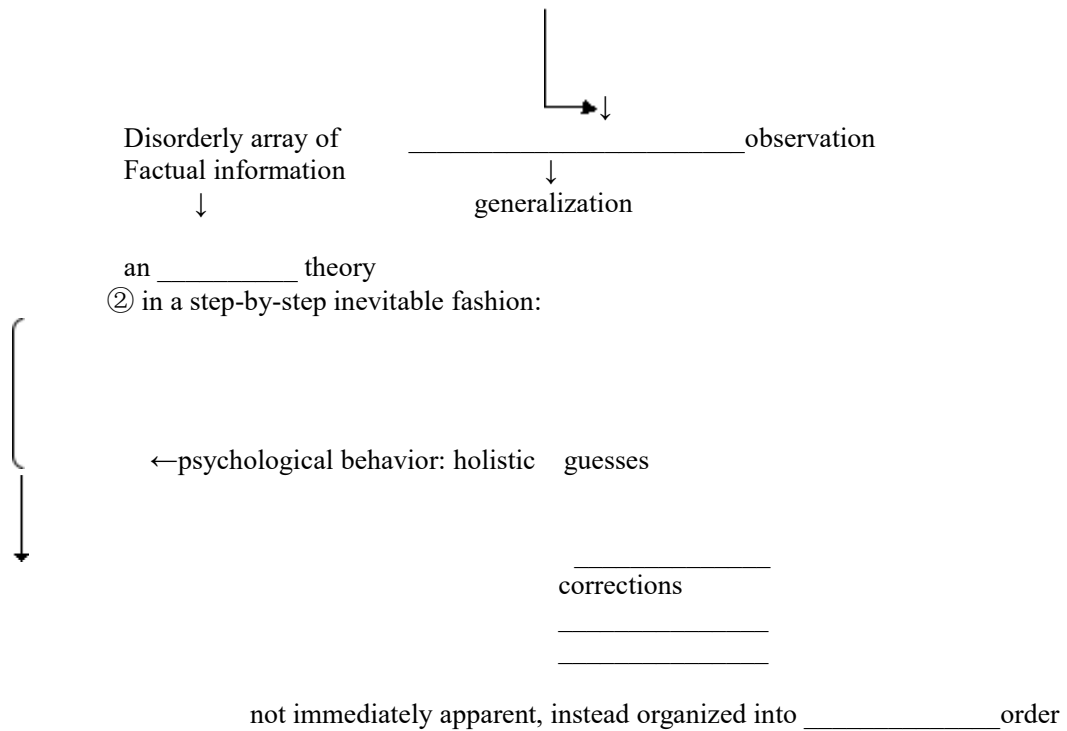
I. Note-taking. Please finish the graph according to the text while you are reading.

Hypothesis (expectation about _____):



Scientific Method:

- nature: hypothetico-deductive
- myth: ① inductive: starting with _____ evidence



II. Answer questions.

1. In which TWO paragraphs does the writer give advice directly to the reader?
2. Which of the following statements best describes the writer's main purpose?
 - A to advise Ph.D students not to cheat while carrying out research
 - B to encourage Ph.D students to work by guesswork and inspiration
 - C to explain to Ph.D students the logic which the scientific research paper follows
 - D to help Ph.D students by explaining different conceptions of the research process

TEXT B

The Birth of Scientific English

1. World science is dominated today by a small number of languages, including Japanese, German and French, but it is English which is probably the most popular global language of science. This is not just because of the importance of English-speaking countries such as the USA in scientific research; the scientists of many non-English-speaking countries find that they need to write their research papers in English to reach a wide international audience. Given the prominence of scientific English today, it may seem surprising that no one really knew how to write science in English before the 17th century. Before that, Latin was regarded as the *lingua franca* for European intellectuals.

2. The European Renaissance (c. 14th-16th century) is sometimes called the ‘revival of learning’, a time of renewed interest in the ‘lost knowledge’ of classical times. At the same time, however, scholars also began to test and extend this knowledge. The emergent nation states of Europe developed competitive interests in world exploration and the development of trade. Such expansion, which was to take the English language west to America and east to India, was supported by scientific developments such as the discovery of magnetism (and hence the invention of the compass), improvements in cartography and - perhaps the most important scientific revolution of them all - the new theories of astronomy and the movement of the Earth in relation to the planets and stars, developed by Copernicus (1473-1543).

3. England was one of the first countries where scientists adopted and publicised Copernican ideas with enthusiasm. Some of these scholars, including two with interests in language-John Wallis and John Wilkins - helped found the Royal Society in 1660 in order to promote empirical scientific research.

4. Across Europe similar academies and societies arose, creating new national traditions of science. In the initial stages of the scientific revolution, most publications in the national languages were popular works, encyclopaedias, educational textbooks and translations. Original science was not done in English until the second half of the 17th century. For example, Newton published his mathematical treatise, known as the *Principia*, in Latin, but published his later work on the properties of light - *Opticks* - in English.

5. There were several reasons why original science continued to be written in Latin. The first was simply a matter of audience. Latin was suitable for an international audience of scholars, whereas English reached a socially wider, but more local, audience. Hence, popular science was written in English.

6. A second reason for writing in Latin may, perversely, have been a concern for secrecy. Open publication had dangers in putting into the public domain preliminary ideas which had not yet been fully exploited by their 'author'. This growing concern about intellectual property rights was a feature of the period - it reflected both the humanist notion of the individual, rational scientist who invents and discovers through private intellectual labour, and the growing connection between original science and commercial exploitation. There was something of a social distinction between 'scholars and gentlemen' who understood Latin, and men of trade who lacked a classical education. And in the mid-17th century it was common practice for mathematicians to keep their discoveries and proofs secret, by writing them in cipher, in obscure languages, or in private messages deposited in a sealed box with the Royal Society. Some scientists might have felt more comfortable with Latin precisely because its audience, though international, was socially restricted. Doctors clung the most keenly to Latin as an 'insider language'.

7. A third reason why the writing of original science in English was delayed may have been to do with the linguistic inadequacy of English in the early modern period. English was not well equipped to deal with scientific argument. First, it lacked the necessary technical vocabulary. Second, it lacked the grammatical resources required to represent the world in an objective and impersonal way, and to discuss the relations, such as cause and effect, that might hold between complex and hypothetical entities.

8. Fortunately, several members of the Royal Society possessed an interest in language and became engaged in various linguistic projects. Although a proposal in 1664 to establish a committee for improving the English language came to little, the society's members did a great deal to foster the publication of science in English and to encourage the development of a suitable writing style. Many members of the Royal Society also published monographs in English. One of the first was by Robert Hooke, the society's first curator of experiments, who described his experiments with microscopes in *Micrographia* (1665). This work is largely narrative in style, based on a transcript of oral demonstrations and lectures.

9. In 1665 a new scientific journal, *Philosophical Transactions*, was inaugurated. Perhaps the first international English-language scientific journal, it encouraged a new genre of scientific writing, that of short, focused accounts of particular experiments.

10. The 17th century was thus a formative period in the establishment of scientific English. In the following century much of this momentum was lost as German established itself as the leading European language of science. It is estimated that by the end of the 18th century 401 German scientific journals had been established as opposed to 96 in France and 50 in England. However, in the 19th century scientific English again enjoyed substantial lexical growth as the industrial revolution created the need for new technical vocabulary, and new, specialised, professional societies were instituted to promote and publish in the new disciplines.

Exercises

I. Complete the summary. Choose NO MORE THAN TWO WORDS from the passage for each answer.

In Europe, modern science emerged at the same time as the nation state. At first, the scientific language of choice remained _____. It allowed scientists to communicate with other socially privileged thinkers while protecting their work from unwanted exploitation. Sometimes the desire to protect ideas seems to have been stronger than the desire to communicate them, particularly in the case of mathematicians and _____. In Britain, moreover, scientists worried that English had neither the _____ nor the _____ to express their ideas. This situation only changed after 1660 when scientists associated with the _____ set about developing English. An early scientific journal fostered a new kind of writing based on short descriptions of specific experiments. Although English was then overtaken by _____, it developed again in the 19th century as a direct result of the _____.

II. Imitation: Try to analyze the development of the Chinese language and its status in the global context. Practice the hypothetico-deductive method learned in the former article. Make your own judgment: whether the Chinese language will become a lingua franca in the academic area.

TEXT C

Infantile Amnesia

1. What do you remember about your life before you were three? Few people can remember anything that happened to them in their early years. Adults' memories of the next few years also tend to be scanty. Most people remember only a few events—usually ones that were meaningful and distinctive, such as being hospitalized or a sibling's birth.

2. How might this inability to recall early experiences be explained? The sheer passage of time does not account for it; adults have excellent recognition of pictures of people who attended high school with them 35 years earlier. Another seemingly plausible explanation—that infants do not form enduring memories at this point in development—also is incorrect. Children two and a half month olds remember some events a year later. Nor does the hypothesis that infantile amnesia reflects repression—or holding back—of sexuality charged episodes explain the phenomenon.

While such repression may occur, people cannot remember ordinary events from the infant and toddler periods, either.

3. Three other explanations seem more promising. One involves physiological changes relevant to memory. Maturation of the frontal lobes of the brain continues throughout early childhood, and this part of the brain may be critical for remembering particular episodes in ways that can be retrieved later. Demonstrations of infants' and toddlers' long-term memory have involved their repeating motor activities that they

had seen or done earlier, such as reaching in the dark for objects, putting a bottle in a doll's mouth, or pulling apart two pieces of a toy. The brain's level of physiological maturation may support these types of memories, but not ones requiring explicit verbal descriptions.

4. A second explanation involves the influence of the social world on children's language use. Hearing and telling stories about events may help children store information in ways that will endure into later childhood and adulthood. Through hearing stories with a clear beginning, middle, and ending, children may learn to extract the gist of events in ways that they will be able to describe many years later. Consistent with this view, parents and children increasingly engage in discussions of past events when children are about three years old. However, hearing such stories is not sufficient for younger children to form enduring memories. Telling such stories to two year olds does not seem to produce long-lasting verbalizable memories.

5. A third likely explanation for infantile amnesia involves incompatibilities between the ways in which infants encode information and the ways in which older children and adults retrieve it. Whether people can remember an event depends critically on the fit between the way in which they earlier encoded the information and the way in which they later attempt to retrieve it. The better able the person is to reconstruct the perspective from which the material was encoded, the more likely that recall will be successful.

6. This view is supported by a variety of factors that can create mismatches between very young children's encoding and older children's and adults' retrieval efforts. The world looks very different to a person whose head is only two or three feet above the ground than to one whose head is five or six feet above it. Older children and adults often try to retrieve the names of things they saw, but infants would not have encoded the information verbally. General knowledge of categories of events such as a birthday party or a visit to the doctor's office helps older individuals encode their experiences, but again, infants and toddlers are unlikely to encode many experiences within such knowledge structures.

7. These three explanations of infantile amnesia are not mutually exclusive; indeed, they support each other. Physiological immaturity may be part of why infants and toddlers do not form extremely enduring memories, even when they hear stories that promote such remembering in preschoolers. Hearing the stories may lead preschoolers to encode aspects of events that allow them to form memories they can access as adults. Conversely, improved encoding of what they hear may help them better understand and remember stories and thus make the stories more useful for remembering future events. Thus, all three explanations—physiological maturation, hearing and producing stories about past events, and improved encoding of key aspects of events—seem likely to be involved in overcoming infantile amnesia.

Unit 6 Knowledge & Education



子曰：“学而不思则罔，思而不学则殆。” 《论语·为政》

Confucius said: “Learning without thinking is labor lost, thinking without learning is perilous.”

Education is not the filling of a pail, but the lighting of a fire.

The whole purpose of education is to turn mirrors into windows.

Education makes a people easy to lead, but difficult to drive: easy to govern, but impossible to enslave.

As indicated in the statements above, education is essentially important to any society and individual. In your opinion:

1. What is the aim of education?
2. What important things should be taught/learned in schools?



Where Am I?

Can you translate the following Chinese statements about education into English?

1. 众所周知，教育关乎一个民族的未来。
2. 以人为本，是一切教育的出发点。
3. 人自幼应通过完美的教育去建立一种好的习惯。
4. 学校的理想是：不要让任何一个在智力方面没有受过训练的人进入生活。

Setting Your Goals

	By the end of this unit, you will ...
Content objectives	<ul style="list-style-type: none"> ● Know more about creativity and its importance in education ● Understand the role of transfer in learning and factors influencing it
Cognitive objectives	<ul style="list-style-type: none"> ● Identify important ideas in reading ● Compare the differences between people/things ● Develop translation skills: passive voice ● Raise writing awareness: levels of words
Disposition objectives	<ul style="list-style-type: none"> ● Want to be more observant and creative in life ● Value creativity in education ● Adapt learning habits to be more successful in learning transfer

Getting Ready to Read



Creativity is seeing what others see and thinking what no one else has ever thought.

— Albert Einstein, a German-born theoretical physicist

The principal goal of education in the schools should be creating men and women who are capable of doing new things, not simply repeating what other generations have done; men and women who

are creative, inventive and discoverers, who can be critical and verify, and not accept, everything they are offered.

— Jean Piaget, a Swiss psychologist

What kind of people would you consider as creative? Do you think creativity is inborn or can be trained by schooling? Do you agree that the principal goal of education is to develop creativity in students?

Text A

On Creativity

David Bohm

1. Is creativity something that is appropriate only to a few people of special talents, who rise to a level that is commonly called “genius”? Clearly, it is not all a matter of special talent. For there are a **tremendous** number of highly talented people who remain mediocre¹. Thus, there must have been a considerable body of scientists who were better at mathematics and knew more physics than Einstein did. The difference was that Einstein had a certain quality of originality.

2. But what is this quality of originality? It is very hard to define or **specify**. Indeed, to define originality would in itself be a contradiction, since whatever action can be defined in this way must evidently henceforth² be unoriginal. Perhaps, then, it will be best to hint at it obliquely³ and by indirection, rather than to try and **assert** positively what it is. One prerequisite⁴ for originality is clearly that a person shall not be **inclined** to impose his preconceptions⁵ on the fact as he sees it. Rather, he must be able to learn something new, even if this means that the ideas and notions that are comfortable or dear to him may be overturned.

3. One thing that prevents us from thus giving primary emphasis to the **perception** of what is new and different is that we are afraid to make mistakes. From early childhood, one is taught to maintain the image of “self” or “ego” as essentially perfect. Each mistake seems to **reveal** that one is an **inferior** sort of being, who will therefore, in some way, not be fully accepted by others. This is very unfortunate, for, as has been seen, all learning involves trying something and seeing what happens. If one will not try anything until he is **assured** that he will not make a mistake in whatever he does, he will never be able to learn anything new at all. And this is more or less the state in which most people are. Such a fear of making a mistake is added to one’s habits of mechanical perception in terms of preconceived ideas and learning only for specific utilitarian⁶ purposes. All of these combine to make a person who cannot perceive what is new and who is therefore mediocre rather than original.

4. Evidently, then, the ability to learn something new is based on the general

The late David Bohm was Emeritus Professor of Physics at Birkbeck College, University of London. *On Creativity* is a collection of previously unpublished or unavailable essays by Bohm, which are all related directly to the nature of creativity.

“Self” and “ego” are two terms in psychology, both referring to an individual, conscious of his own identity or being.

Helen Keller (June 27, 1880-June 1, 1968), was an American author and educator who was blind and deaf. Her education and training represent an extraordinary accomplishment in the education of persons with these disabilities. Anne Sullivan, a remarkable teacher, was only 20 when she first met Helen. She remained with Keller from March 1887 until her own death in October 1937.

¹ mediocre adj. of middling quality 普通的

² henceforth adv. from now onwards 从今以后

³ obliquely adv. In a way that is not direct or straightforward 不直截了当地, 拐弯抹角地

⁴ prerequisite n. a thing required as a prior condition 前提, 先决条件

⁵ preconception n. a conception or opinion formed and entertained prior to actual knowledge 偏见, 先入为主

⁶ utilitarian adj. having regard to mere utility rather than beauty, amenity, etc. 实用的

state of mind of a human being. It does not depend on special talents, nor does it operate only in special fields, such as science, art, music or architecture. But when it does operate, there is an undivided and total interest in what one is doing. Recall, for example, the kind of interest that a young child shows when he is learning to walk. If you watch him, you will see that he is putting his whole being into it. Only this kind of wholehearted interest will give the mind the energy needed to see what is new and different, especially when the latter seems to threaten what is familiar, precious, secure, or otherwise dear to us.

5. It is clear that all the great scientists and artists had such a feeling for their work. But no matter what his occupation may be, anyone can, in principle, approach life in this way. Here, I am reminded of Anne Sullivan, who was the teacher of Helen Keller. When she came to teach this child, who was blind and deaf from an early age (and therefore unable to speak as well), she knew that she would have to treat her with complete love. However, on first seeing her “pupil,” she met a “wild animal,” who **apparently** could not be **approached** in any way at all. If she had seen only according to her preconceptions she would have given up immediately. But she worked with the child as best she could, with all the energies at her disposal, remaining extremely sensitively **observant**, “feeling out” the unknown mind of the child, and eventually learning how to communicate with her.

6. The key step here was to teach the child to form a concept (which she had never learned, because she had not been able to communicate with other people to any significant extent). This was done by causing her to come in contact with water in a wide variety of different forms and contexts, each time scratching⁷ the word “water” on the palm of her hand. For a long time, the child did not **grasp** what it was all about. But suddenly she realized that all these different experiences referred to one substance in its many aspects, which was symbolized by the word “water” scratched in her palm. This **initiated** a fantastic revolution in the whole of her mind, the depth and scope of which we find hard to appreciate without having experienced directly what it means to live without conceptual abstractions⁸. As a result, where there had been a child without the ability to communicate or even to think, there was now a more or less normal human being. Thus, the discoveries of Anne Sullivan were extraordinarily creative, in helping **transform** the life not only of Helen Keller, but later, also of a large number of other people in similar situations.

7. This example is especially worth considering, because it shows by contrast how unperceptive and uncreative most parents and teachers are. Very few indeed have the love for children which makes them observant and sensitive to the actual fact of how children are in reality different from what people expect them to be, and of how an understanding of this difference might well be the key to a transformation as **remarkable** as that initiated by Anne Sullivan in Helen Keller.

8. Such an opportunity arises in many fields which may at first show little promise, especially because (at least at first) society is not in the habit of recognizing them to be potentially creative. Indeed, real originality and creativity imply that one

⁷ scratch v. to draw or write on (a surface of any kind) 划出痕迹

⁸ abstraction n. a general idea not based on any particular real person, thing or situation 抽象概念

Academic Words

tremendous adj. extraordinarily great; immense 巨大的；大量的

assert v. to maintain practically, insist upon, or vindicate, a (disputed) claim to (anything) 坚称

incline v. to have a tendency or inclination to behave, think, feel, etc., in a particular way 倾向

inferior adj. lower in degree, rank, importance, quality, amount, or other respect 次于

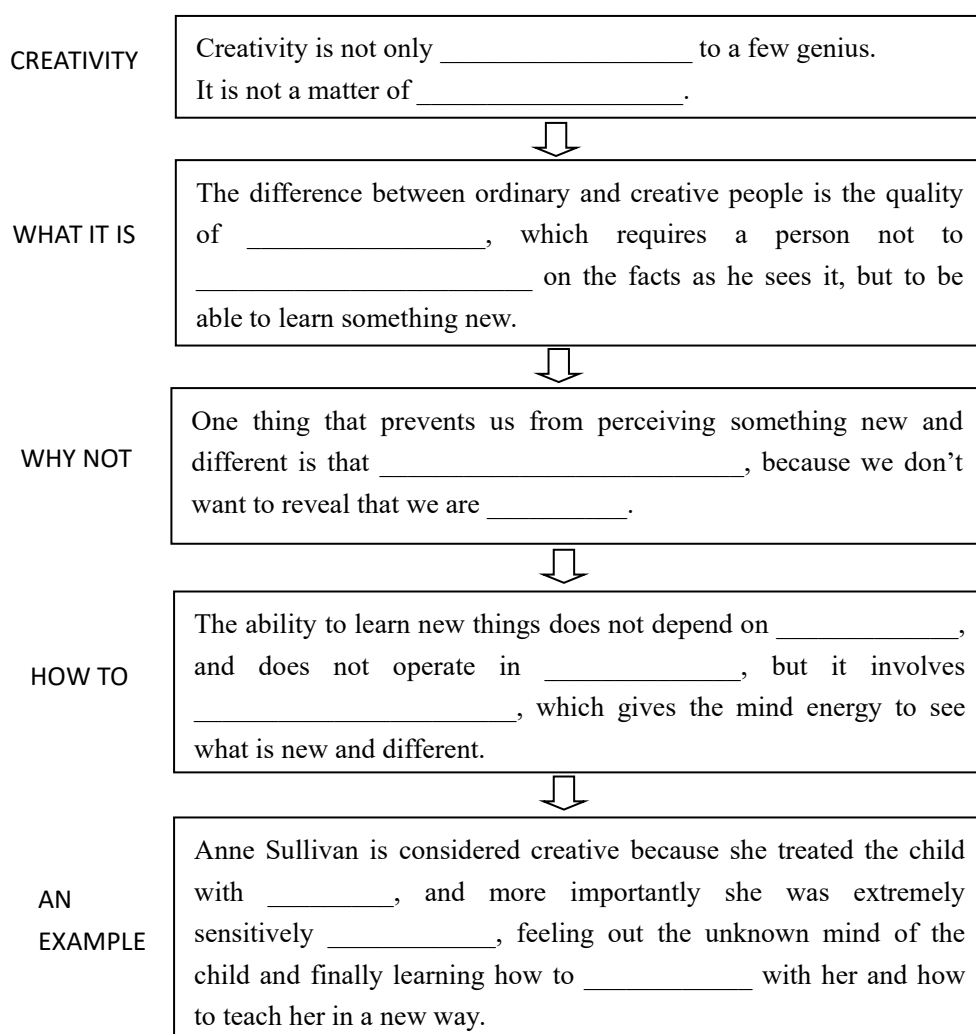
grasp v. to become completely cognizant of or acquainted with; to comprehend 理解，领悟

initiate v. to begin, commence, enter upon 开始，发起

transform v. to change the form of 改变

Checking your understanding

A. Complete the following diagram with key words from the text.



B. Based on your understanding of the text, list the differences between creative and average individuals.

Features of creative people	Features of ordinary people

Enhancing your vocabulary

Task 1: Match the words in the left column to the definitions in the right column.

1. adaptation
2. assert
3. assumption
4. domain
5. illustrate
6. initiate
7. originality
8. perception
9. specify
10. transfer

- a. start something or cause something to happen
- b. the way or process of conceiving or seeing things
- c. be specific about
- d. the quality of being new and original
- e. move from one place to another
- f. use examples to explain or clarify
- g. a particular field or area
- h. making changes to be suitable for a new purpose or situation
- i. a statement that is assumed to be true and from which a conclusion can be drawn
- j. to declare or affirm solemnly and formally as true

Task 2: Task 2: Some words appear both in the texts and in the picture below. Try to find them all.

a	d	a	p	t	a	i	e	g	r	u	m	p
n	g	r	a	s	p	n	o	c	e	c	o	p
d	e	e	p	e	d	d	o	m	a	i	n	e
e	a	s	s	u	r	e	a	e	e	m	o	m
r	a	o	m	a	n	x	c	u	d	p	e	n
i	l	l	u	t	r	a	n	s	f	o	r	m
v	e	r	b	a	l	a	d	i	i	n	t	v
e	n	t	u	p	f	t	e	d	n	e	t	e
v	a	i	a	p	y	e	m	y	c	n	e	a
e	v	o	l	r	e	v	e	a	l	t	e	s
t	e	p	r	o	p	o	r	t	i	o	n	t
o	c	o	u	a	s	e	l	i	n	e	n	i
w	a	d	o	c	t	l	u	r	e	o	o	g
n	e	n	e	h	y	e	s	g	r	a	p	h

Unit 7 Language and Communication



孔子曰：“不知言，无以知人也。”——《论语·尧曰》

Confucius said, “One who does not understand what words imply cannot understand men.”

9

The limits of my language mean the limits of my world.

Due to language, people all over the world come close; it creates universal brotherhood.

Thoughts, feelings, experiences and learning are expressed through language which is the first source of communication.

As indicated in the statements above, language means a great deal to us humans. How much do you agree or disagree with them? In your opinion:

- In what ways is language connected with our thoughts?
- What significance does language have in our daily life?
- In what ways are different languages connected?



Where Am I?

Write a paragraph on one of the following statements. Try to make your writing specific and effective.

Chinese has adopted many words from other languages.

Language gives happiness.

Language gives sorrow.

⁹ 《论语》（Thus Spoke the Master），许渊冲译，北京：五洲传播出版社，中华书局，2019年。

Setting Your Goals

	By the end of this unit, you will ...
Content objectives	<ul style="list-style-type: none"> ● Know about the evolution of the English language ● Understand the significance of Nonviolent Communication (NVC)
Cognitive objectives	<ul style="list-style-type: none"> ● Read in detail ● Identify the chronological order of a text ● Build vocabulary: stems and affixes ● Raise writing awareness: develop paragraph by examples
Disposition objectives	<ul style="list-style-type: none"> ● See self as capable of succeeding at reading with sufficient effort ● Foster respect, attentiveness, and empathy in communication ● Explore the topic further outside of class

Getting Ready to Read



Language is the archives of history.

— Ralph Waldo Emerson, American Transcendentalist poet, philosopher and essayist

In my world, history comes down to language and art.

—Theodore Bikel, Austrian-American actor, folk singer, composer, and political activist

Do you think the history of a language has anything to do with the history of its people? How do you understand the quotes above? Try to illustrate your point with examples and share your ideas with your partner.

Text A

“Green-eyed Monster” and “Stiff Upper Lip”: the Evolution of the English Language

Throughout history, thousands of words have been adopted from around the world into the English vocabulary. Writing for History Extra, Charlie Haylock takes us on a tour of the historical origins of many of the words and phrases we still use today.

1. The evolution of spoken English began from the fifth century, with waves of attack and eventual occupation by the Angles, Saxons, Jutes and Frisians. They spoke the same West Germanic tongue but with different **dialects**. Their intermingling created a new Germanic language; now referred to as Anglo-Saxon, or Old English.

2. During the eighth, ninth and tenth centuries, the Vikings would plunder¹⁰ and settle, bringing with them another version of the same Germanic language, now referred to as Old Norse¹¹. The English and Viking amalgamation would become the second step in establishing a spoken English and the basis for the varying English dialects today.

3. In his book *In a Manner of Speaking—The Story of Spoken English*, Charlie Haylock, with the help of **illustrations** from cartoonist Barrie Appleby, explores the language — from the origins of Old English in northern Europe to the abbreviated language of texts used today.

What is the History of English Language?

4. In 1066, the Normans had an eclectic¹² mix of languages: a Frankish influenced northern French dialect; Old Norse from their Viking roots; Flemish from the army supporting William the Conqueror’s wife, Matilda of Flanders; and the Brythonic based language of the mercenary Bretons.

5. The Normans kept the basic structure of the English language, but during the Middle English period they introduced around 10,000 words of their own into the

Germanic languages: a branch of the Indo-European language family spoken natively by a population of about 515 million people mainly in Europe, North America, Oceania and Southern Africa.



William the Conqueror: the first Norman King of England (as William I), reigning from 1066 until his death in 1087.

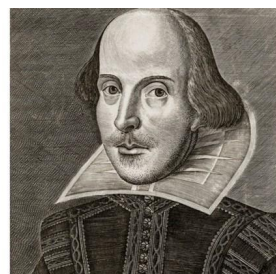
¹⁰ plunder n. to steal things from a place, especially using force during a time of war 抢劫, 掠夺

¹¹ Norse n. the Norwegian language, especially in an ancient form, or the Scandinavian language group (古) 挪威语; 古斯堪的纳维亚语

¹² eclectic n. not following one style or set of ideas but choosing from or using a wide variety 兼收并蓄的

English tongue. Many words were related to officialdom and are evident in the vocabulary surrounding **administration**, parliament, government, the legal profession and the crown. Many more words filtered down into everyday matters including food production, such as: beef; pork; herb; juice and poultry. They introduced words beginning with ‘con’, ‘de’, ‘dis’ and ‘en’, such as: conceal; continue; demand; encounter; disengage and engage. They also included words ending in ‘age’ and ‘ence’ as in: advantage; courage; language and commence.

How Many Words Did Shakespeare Invent?



6. The English Renaissance saw thousands of Greek- and Latin-based words enter the language. This occurred via the Italian Renaissance, and was greatly helped by English poets, authors and playwrights, especially Elizabethan-era playwright William Shakespeare who wrote many plays centred in Italy including *Romeo and Juliet*, *The Merchant of Venice*, *Julius Caesar* and *Two Gentlemen of Verona*.

7. These wordsmiths also made up and created many thousands of new words, leading to a debate known as the ‘Inkhorn **Controversy**’. ‘Inkhorn’ was the term for an inkwell made out of a small horn and became a nickname for the new words being created by playwrights and poets.

8. One **advocate** for inkhorn words was Thomas Elyot, a prolific¹³ writer during the English Renaissance. He was well studied in both Latin and Greek, and as such, was able to introduce many new concocted words into the English vocabulary. Those **academics** and scholars totally against inkhorn words included Thomas Wilson who was not only an academic and scholar, but also an author, diplomat, judge, privy councilor and Dean of Durham. He is likely best known for his most famous book, *The Arte of Rhetorique*. He was against the flowery extravagant speech and inkhorns of the English Renaissance and advocated a simpler way of writing, using words **derived** from Old English rather than from Latin and Greek.

9. Nevertheless, inkhorn words prevailed¹⁴ and William Shakespeare alone made up an **estimated** 1,750 words and idioms, many of which are household phrases today.

Overseas Imports and the Development of the English Language

10. Elizabethan exploration, privateering and piracy¹⁵ was another source for English vocabulary. These came mainly from the Spanish and Portuguese, including

¹³ prolific adj. producing many works, etc. 多产的

¹⁴ prevail v. to exist or be very common at a particular time or in a particular place 盛行, 流行

¹⁵ piracy n. the crime of attacking ships at sea in order to steal from them 海上抢劫

many Caribbean and Native American words explorers from the nations had **adopted**, such as ‘tobacco’ and ‘potato’.

11. Stuart colonialism on the eastern shores of America saw a great number of words from Native Americans being adopted and entering the English language direct, including ‘canoe’, and ‘hammock’. The Pilgrim Fathers and **subsequent** English settlements adopted even more.

12. Britain’s share in world trade saw a steady rise during the Tudor and Stuarts’ exploration policies through to the Victorian empire building. This increase in trade would see another wave of new words entering the English vocabulary from foreign climes, including words from the Netherlands such as: landscape; scone; booze; schooner; skipper; avast; knapsack; easel; sketch—and a great deal more.

13. The British empire at its height encompassed¹⁶ one quarter of the Earth’s land mass, and ruled over hundreds of millions of different peoples throughout the world. The English language evolved alongside this empire, with words being adopted into the vocabulary. Numerous words from India alone have become common in English today, such as: pyjamas; khaki; bungalow; jodhpurs; juggernaut; curry; chutney; shampoo and thug—to name but a few.

Pilgrim Fathers: the first European settlers to arrive in North America in Plymouth, Massachusetts—the first permanent colony in New England in 1620.

What is the American Influence on English?

14. American influence on English has been profound. American literature became more popular in England, as did films with the advent of the movies and Hollywood, along with songs, music and dance and many American programmes on television. The US was also **allies** of Britain in two world wars and still use British-based USAF airfields. All these factors together with the age of the computer, means that even more Americanisms and phrases have been adopted into the English vocabulary.

15. One example is the phrase ‘stiff upper lip’. It’s believed that this originated as the Americans saw the English aristocracy speaking with a strict ‘standard English’, which necessitated an immobile upper lip to pronounce it, no matter what the circumstances. Other examples of American-influenced phrases include: no axe to grind; sitting on the fence; poker face; stake a claim—and words such as: bedrock; smooch; raincoat; skyscraper; joyride; showdown; cocktail and cookie.

The Evolution of the English Language Continues...

16. The English language has never had an official standard. It has evolved through the centuries and adopted many thousands of words through overseas exploration, international trade, and the building of an empire. It has progressed from very humble beginnings as a dialect of Germanic settlers in the 5th century, to a global language in the 21st century. It is a rich language with tens of thousands more words in its vocabulary than any other language and as Maria Legg writes in her foreword to *In a Manner of Speaking*: “Indeed, a history of the language must necessarily be a history of its people too.”

¹⁶ encompass v. to include a large number or range of things 包含

Academic Words

dialect n. the form of a language that is spoken in one area with grammar, words and pronunciation that may be different from other forms of the same language 地方话, 方言

controversy n. public discussion and argument about something that many people strongly disagree about, disapprove of, or are shocked by (公开的) 辩论, 论战

Checking your understanding

C. Read the text and fill in the blanks in the following table about the origins of English vocabulary.

Time/Age	Origin of Words
	Vikings/Old Norse
From 1066	
English Renaissance	
	Spanish, Portuguese
	Native America
Tudor, Stuart through to the Victorian Age	
	British colonies (e.g. India)
Until now	

D. Read the text and match the word examples with their respective origins.

Word examples

beef
raincoat
booze
pyjama
continue
bungalow
hammock
landscape
cocktail
language

Origins

India
Native America
Netherlands
Norman
America

Enhancing your vocabulary

Task 1: Match the words in the left column to the definitions in the right column.

1. integrate
2. articulate
3. subsequent
4. ally
5. controversy
6. contribute
7. simultaneously

- a. a country that has agreed to support another country, especially in a war
- b. happening or done at the same time
- c. to express something clearly using language
- d. to give (money or) help to something
- e. happening or coming after, later
- f. to combine, join or create something
- g. strong public disagreement about something

Task 2: There are some words appearing both in the texts and in the picture below. Try to find them all.

a	d	a	p	t	a	i	e	g	j	u	m	p
n	b	d	c	f	i	n	o	t	w	c	o	p
d	e	e	p	e	d	t	i	o	n	o	n	e
e	a	v	o	l	e	e	a	e	s	m	o	m
r	a	o	m	a	n	g	c	u	d	p	e	n
i	l	l	u	s	t	r	a	t	i	o	n	e
v	o	u	t	e	i	a	d	i	a	n	t	v
e	n	t	u	l	f	t	e	f	l	e	t	e
v	a	i	a	n	y	e	m	y	e	n	e	a
e	v	o	l	u	t	e	i	f	c	t	e	s
t	e	n	a	d	v	o	c	a	t	e	n	t
o	c	o	u	n	s	e	l	i	d	e	n	i
w	a	d	o	p	t	l	u	r	e	o	o	g
n	e	n	e	m	y	e	s	g	r	a	p	h

Task 3: Complete the following summary with the correct forms of words from Text A. The first letter of each missing word is given for your reference.

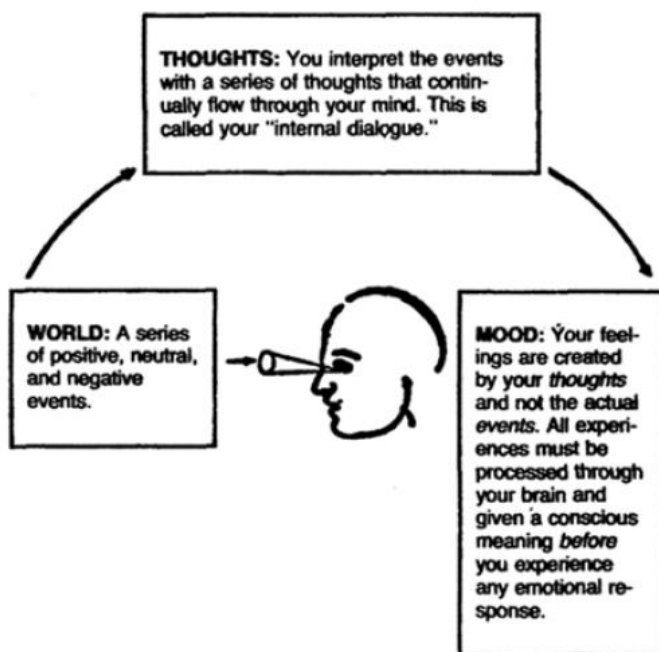
Charlie Haylock's book *In a Manner of Speaking—The Story of Spoken English*, with the help of many i_____, explores the e_____ of English from a d_____ of Germanic settlers in the 5th century to the global language of texts used today. Throughout history, the English language has a_____ many thousands of words around the world through overseas exploration, international trade, and the building of an empire. It is e_____ that William Shakespeare alone made up 1,750 words and idioms. Today, many words are d_____ from America. The history of the English is indeed a history of its people.

Unit 8 Cognition and Emotion

怒雨疾风，禽鸟戚戚；光风霁日，草木欣欣。可见天地不可一日无和气，人心不可一日无喜神。

——洪应明（明）《菜根谭》

Birds are ill at ease in high winds and pelting rain; grasses and trees rejoice in sunshine and gentle breezes. Just as heaven-and-earth needs harmony every day, so every day the human heart needs happiness.



Taken from *Feeling Good: The New Mood Therapy*¹⁷

1. The figure above shows the relationship between the world and the way you feel. Do you agree that it is not the actual events but your perceptions that result in changes in mood? Explain your opinion with examples.
2. How can we replace negative thinking with positive thinking when in a bad mood?



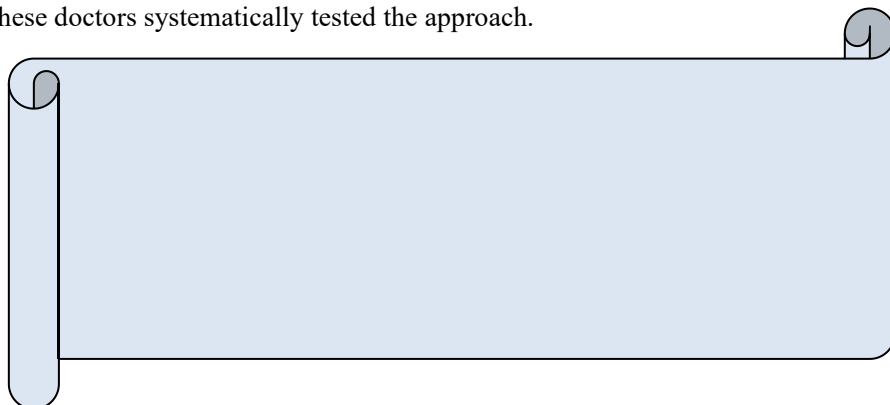
Where Am I?

Combine each cluster of numbered items into one sentence without changing their basic meaning. Write down different combinations to emphasize different items.

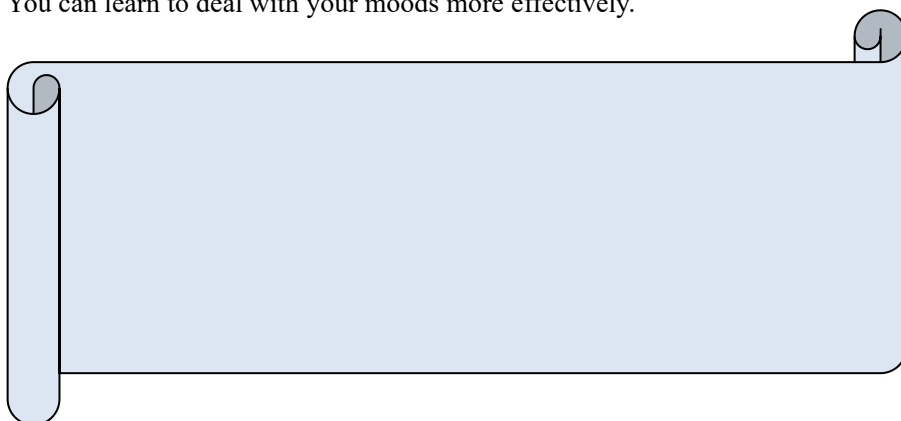
- 1.1 These doctors found traditional methods for treating depression to be slow and ineffective.

¹⁷ Burns, D. D. (2009/2012). *Feeling Good: The New Mood Therapy*. Harper.

- 1.2 These doctors were dissatisfied with traditional methods for treating depression.
- 1.3 These doctors developed an entirely new and remarkably successful approach to depression and other emotional disorders.
- 1.4 These doctors systematically tested the approach.



- 2.1 Mental distortions cause you to feel upset.
- 2.2 Some methods will help you pinpoint and eliminate the mental distortions.
- 2.3 You master such methods.
- 2.4 You can learn to deal with your moods more effectively.



Setting Your Goals

	By the end of this unit, you will ...
Content objectives	<ul style="list-style-type: none"> ● Know about the cognitive therapy in psychotherapy ● Understand the significance of social support in fostering resilience
Cognitive objectives	<ul style="list-style-type: none"> ● Read in detail ● Identify the logical order of a text ● Sort facts from opinion ● Raise writing awareness: effective sentences
Disposition objectives	<ul style="list-style-type: none"> ● See yourself as capable of coping with negative thoughts and feelings ● Foster an open mind and a strong and compassionate heart in facing challenges ● Explore the topic further outside of class

Getting Ready to Read

If you want to break out of a bad mood, you must understand that every type of negative feeling results from a specific kind of negative thought. Match the following emotions with the thoughts that cause them.

- A. Frustration
- B. Anger, irritation, annoyance, or resentment
- C. Anxiety, worry, fear, nervousness, or panic
- D. Loneliness
- E. Inferiority or inadequacy
- F. Hopelessness or discouragement

Emotion	Thoughts that lead to this emotion
1. Sadness or depression	Thoughts of loss: a romantic rejection, the death of a loved one, the loss of a job, or the failure to achieve an important personal goal.
2. Guilt or shame	You believe that you've hurt someone or that you've failed to live up to your own moral standards. Guilt results from self-condemnation, whereas shame involves the fear that you'll lose face when others find out about what you did.
3.	You feel that someone is treating you unfairly or trying to take advantage of you.
4.	Life falls short of your expectations. You insist that things should be different. It might be your own performance ("I shouldn't have made that mistake"), what someone else does ("He should've been on time!"), or an event ("Why does the traffic always slow down when I'm in a hurry?").
5.	You believe you're in danger because you think something bad is about to happen—"What if my mind goes blank when I give my talk in front of all those people?" "What if this chest pain is the start of a heart attack?"
6.	You compare yourself to others and conclude that you are not as good as they are because you're not as talented, attractive, charming, successful, intelligent. "She's really got what it takes. She's so cute. All the men are chasing her. I'm just average. There's nothing very special about me."
7.	You tell yourself that you're bound to feel unhappy because you're alone and you aren't getting enough love and attention from others.
8.	You feel convinced that your problems will go on forever and that things will never improve. "I just can't lose weight and keep it off", or "I'll never find a good job".

Adapted from *The Feeling Good Handbook*¹⁸

¹⁸ Burns, D. D. (1999). *The Feeling Good Handbook*. The Penguin Group.

Have you experienced some of the feelings and thoughts above? How did you change the way you thought and then the way you felt?

Text A

A Breakthrough in the Treatment of Mood Disorders

David D. Burns

1. Depression has been called the world's number one public health problem. In fact, depression is so widespread it is considered the common cold of psychiatric¹⁹ disturbances. But there is a grim difference between depression and a cold. Depression can kill you. The suicide rate, studies indicate, has been on a shocking increase in recent years, even among children and adolescents. This escalating death rate has occurred in spite of the billions of antidepressant drugs and tranquilizers that have been dispensed during the past several decades.

2. This might sound fairly gloomy. Before you get even more **depressed**, let me tell you the good news. Depression is an illness and not a necessary part of healthy living. What's more important—you can overcome it by learning some simple methods for mood elevation. A group of psychiatrists and psychologists at the University of Pennsylvania School of Medicine has reported a significant breakthrough in the treatment and prevention of mood **disorders**. Dissatisfied with traditional methods for treating depression because they found them to be slow and ineffective, these doctors developed and systematically tested an entirely new and remarkably successful approach to depression and other emotional disorders. A series of recent studies confirms that these techniques reduce the symptoms of depression much more rapidly than conventional psychotherapy or drug **therapy**. The name of this revolutionary treatment is “**cognitive** therapy.”

3. Cognitive therapy is a fast-acting technology of mood modification²⁰ that you can learn to apply on your own. It can help you **eliminate** the **symptoms** and experience personal growth so you can minimize future upsets and cope with depression more effectively in the future. The simple, effective mood-control techniques of cognitive therapy provide:

1. **Rapid Symptomatic Improvement.** In milder depressions, relief from your symptoms can often be observed in as short a time as twelve weeks.

2. **Understanding:** A clear explanation of why you get moody and what you can do to change your moods. You will learn what causes your powerful feelings; how to distinguish “normal” from “abnormal” emotions; and how to **diagnose** and **assess** the severity of your upsets.

¹⁹ psychiatric adj. relating to the study and treatment of mental illness 精神病的; 精神病学的

²⁰ modification n. the act or process of changing something in order to improve it 改进; 改变

3. Self-control: You will learn how to apply safe and effective coping strategies²¹ that will make you feel better whenever you are upset. I will guide you as you develop a practical, realistic, step-by-step self-help plan. As you apply it, your moods can come under greater voluntary control.

4. Prevention and Personal Growth: Genuine and long-lasting prophylaxis (prevention) of future mood swings²² can effectively be based on a reassessment of some basic values and attitudes which lie at the core of your tendency toward painful depressions. I will show you how to challenge and reevaluate certain assumptions about the basis for human worth.

4. The problem-solving and coping techniques you learn will encompass every crisis in modern life, from minor irritations to major emotional collapse. These will include realistic problems, such as divorce, death, or failure, as well as those vague, chronic problems that seem to have no obvious external cause, such as low self-confidence, frustration, guilt, or apathy.

5. The question may now occur to you, “Is this just another self-help pop psychology?” Actually, cognitive therapy is one of the first forms of psychotherapy which has been shown to be effective through rigorous scientific research under the critical scrutiny²³ of the academic community. This therapy is unique in having professional evaluation and validation at the highest academic levels. It is not just another self-help fad but a major development that has become an important part of the mainstream of modern psychiatric research and practice. Cognitive therapy’s academic foundation has enhanced its impact and should give it staying power for years to come. But don’t be turned off by the professional status that cognitive therapy has acquired. Unlike much traditional psychotherapy, it is not occult and anti-intuitive. It is practical and based on common sense, and you can make it work for you.

6. The first principle of cognitive therapy is that all your moods are created by your “cognitions,” or thoughts. A cognition refers to the way you look at things—your perceptions, mental attitudes, and beliefs. It includes the way you interpret things—what you say about something or someone to yourself. You feel the way you do right now because of the thoughts you are thinking at this moment.

7. Let me illustrate this. How have you been feeling as you read this? You might have been thinking, “Cognitive therapy sounds too good to be true. It would never work for me.” If your thoughts run along these lines, you are feeling skeptical²⁴ or even discouraged. What causes you to feel that way? Your thoughts. You create those feelings by the dialogue you are having with yourself.

²¹strategy n. a planned series of actions for achieving something 策略；行动计划

²²swing n. a noticeable change in opinions or emotions 改变

²³scrutiny n. careful and thorough examination of someone or something 仔细检查；审查

²⁴skeptical adj. having doubts that a claim or statement is true or that something will happen 怀疑的

8. Conversely²⁵, you may have felt a sudden uplift in mood because you thought, “Hey, this sounds like something which might finally help me.” Your emotional reaction is generated not by the sentences you are reading but by the way you are thinking. The moment you have a certain thought and believe it, you will experience an immediate emotional response. Your thought actually creates the emotion.

9. The second principle is that when you are feeling depressed, your thoughts are **dominated** by a pervasive negativity. You perceive not only yourself but the entire world in dark, gloomy terms. What is even worse—you’ll come to believe things really are as bad as you imagine them to be.

10. If you are substantially depressed, you will even begin to believe that things always have been and always will be negative. As you look into your past, you remember all the bad things that have happened to you. As you try to imagine the future, you see only emptiness or unending problems and anguish. This bleak vision creates a sense of hopelessness. This feeling is absolutely illogical, but it seems so real that you have convinced yourself that your inadequacy will go on forever.

11. The third principle is of substantial philosophical and therapeutic importance. Our research has documented that the negative thoughts which cause your emotional turmoil nearly always contain gross distortions. Although these thoughts appear **valid**, you will learn that they are irrational or just plain wrong, and that twisted thinking is a major cause of your suffering.

12. The implications are important. Your depression is probably not based on accurate perceptions of reality but is often the product of mental slippage.

13. Suppose you believe that what I’ve said has **validity**. What good will it do to you? Now we come to the most important result of our clinical research. You can learn to deal with your moods more effectively if you master methods that will help you pinpoint and eliminate the mental distortions which cause you to feel upset. As you begin to think more objectively, you will begin to feel better.

14. We are experiencing a crucial development in modern psychiatry and psychology—a promising new **approach** to understanding human emotions based on a cogent testable therapy. Large numbers of mental-health professionals are now showing a great interest in this approach, and the ground swell seems to be just beginning.

(1192 words)

Adapted from *Feeling Good: The New Mood Therapy*²⁶

Word Cloud

²⁵conversely adv. used when one situation is the opposite of another 相反地

²⁶Burns, D. D. (2009/2012). *Feeling Good: The New Mood Therapy*. Harper.



Vocabulary

General Words

therapy n. the treatment of a physical problem or an illness 治疗；疗法

symptom n. a change in your body or mind that shows that you are not healthy 症状

assumption n. a belief or feeling that something is true or that something will happen, although there is no proof 假定；假设

disorder n. an illness that causes a part of the body to stop functioning correctly 失调；紊乱；疾病

eliminate v. to remove or get rid of something or somebody 清除；消除

diagnose v. to say exactly what an illness or the cause of a problem is 诊断（疾病）；判断（问题的原因）

assess v. to make a judgement about the nature or quality of somebody or something 评估

dominate v. to control or have a lot of influence over somebody or something, especially in an unpleasant way 支配；控制；影响

depress v. to make somebody sad and without enthusiasm or hope 使抑郁；使消沉

Academic Words

cognitive adj. connected with mental processes of understanding 认知的

valid adj. based on what is logical or true 合理的

validity n. the state of being logical and true 正当；正确

Checking your understanding

A. Fill the blanks with suitable words or expressions to complete the following structure diagram of Text A.

Para. 1-2 Introduction: cognitive therapy—a _____ treatment to depression

Para. 3-4 _____ of taking cognitive therapy

1. _____

2. _____

3. _____

4. _____

Para. 5-12 _____ of cognitive therapy

1. _____

2. _____

3. _____

Para. 13-14 Conclusion: cognitive therapy—a _____ approach

B. The use of pronouns can reveal the author’s relationship with the target reader. Search through Text A for where the pronouns “I” and “you/your” are used. Who do they refer to respectively? What does the choice of pronouns indicate about the writing purpose?

Examples of pronoun uses	I / me	you / your
Identity inferred from the pronoun use		
Writing purpose		

Enhancing your vocabulary

Task 1: Match the words in the left column to the definitions in the right column.

- 8. therapy
- 9. assess
- 10. diagnose
- 11. dominate
- 12. trauma
- 13. adverse
- 14. facilitate

- h. to judge something
- i. to determine the cause of an illness
- j. the work of treating mental or physical illness without using an operation
- k. to make an action or process easier
- l. negative or harmful
- m. a deeply distressing or disturbing experience
- n. to have power or influence over something

Task 2: Complete the following passage with the correct forms of the words in the box.

depress	eliminate	valid
disorder	ultimately	assess
diagnose	dominate	therapy

Cognitive therapy is a type of psychotherapy used to a range of mental 1._____. It operates under the principle that thoughts and belief systems influence both the emotions an individual experiences and the intensity of those emotions. This type of 2._____ involves recognizing, 3._____ and changing detrimental thought patterns and reactions. Though the effect of negative thinking on emotions may seem obvious, many individuals don't realize they are 4. _____ by such thought patterns. For example, after experiencing a setback in an activity or pursuit, a person may begin to think he will never succeed; the individual may become 5._____ and avoid similar activities in the future. Therefore, this treatment is not as simple as just having the patient think positive thoughts. Often, negative thought patterns seem 6._____ to the affected individual and are firmly entrenched in his psyche. Frequently, these thoughts occur automatically, without the awareness of the individual experiencing them. Changing negative thought patterns often requires a process of identifying and 7._____ the undesirable beliefs an individual has about himself and others. 8._____ the affected individual must learn to 9._____ them.

8

Unit

Harmony Without Uniformity



Diversity spurs interaction among civilizations, which in turn promotes mutual learning and further development.

Xi Jinping, keynote speech at the opening ceremony of the Conference on Dialogue of Asian Civilizations, May 15, 2019

We must uphold the greater good and pursue shared interests. This means we should act in good faith, value friendship, champion moral principles and uphold justice.

Xi Jinping, speech at the Central Conference on Foreign Affairs, November 28, 2014



Lead-in

In the aftermath of 9/11, the Western media's excessive focus on cultural and religious differences between Western civilization and non-Western civilizations hastened the rise of xenophobia in Western countries. Against this backdrop, Kofi Annan, then UN secretary-general, launched the initiative of the Alliance of Civilizations in July 2005 to encourage member states to engage in the dialogue of civilizations. Since then, most UN member states have warmly supported the initiative, recognizing the significance of intercultural and interreligious dialogue in bridging divides and promoting tolerance and harmony among nations.

Upholding the traditional Chinese value of “harmony without uniformity,” China has long been a strong supporter of the dialogue between civilizations. President Xi Jinping has shared China's unique view of world civilizations with the international community on multiple occasions in recent years. According to him, exchanges and mutual learning among civilizations can serve as a bridge of friendship, a driving force for human progress, and a bond for world peace. The text in this unit is part of the speech made by President Xi at the UNESCO Headquarters (March 27, 2014), in which he emphasizes the importance of exchanges and mutual learning among civilizations.

Read and Respond



Read the following text and write an essay of 100-200 words in response to one of the following questions.

- Q1** What are the potential benefits of exchanges and mutual learning among civilizations?
-
- Q2** What are the major obstacles to exchanges and mutual learning among civilizations?
-
- Q3** In your opinion, which aspect of the text is the most thought-provoking? Why?

Text

Exchanges and Mutual Learning Make Civilizations Richer and More Colorful

- ¹ **C**ivilizations become richer and more colorful through exchanges and mutual learning, which form an important driver for human progress and global peace and development.
- ² To promote exchanges and mutual learning among civilizations we must adopt a correct approach with some important principles. They, in my view, contain the following:
 - ³ First, civilizations come in different colors, and such diversity has made exchanges and mutual learning among civilizations relevant and valuable. Just as the sunlight has seven colors, our world is a place of dazzling colors. A civilization is the collective memory of a country or a nation. Throughout history, mankind has created and developed many colorful civilizations, from the earliest days of primitive hunting to the period of agriculture, and from booming industrial revolution to the information society. Together, they present a magnificent genetic map of the exciting march of human civilizations.
 - ⁴ “A single flower does not make spring, while one hundred flowers in full blossom bring spring to the garden.” If there were only one kind of flower in the world, people would find it boring no matter how beautiful it was. Be it Chinese civilization or other civilizations in the world, they are all fruits of human progress.
 - ⁵ I have visited the Louvre Museum in France and the Palace Museum in China, both of which house millions of art treasures. They are attractive because they

present the richness of diverse civilizations. Exchanges and mutual learning among civilizations must not be built on the exclusive praise or belittling of one particular civilization. As early as over 2,000 years ago, the Chinese people came to recognize that “it is natural for things to be different.”¹ Greater exchanges and mutual learning among civilizations can further enrich the colors of various civilizations and the cultural life of people and open up still greater alternatives in the future.

- ⁶ Second, civilizations are equal, and such equality has made exchanges and mutual learning among civilizations possible. All human civilizations are equal in value, and they all have their respective strengths and weaknesses. No civilization is perfect on the planet. Nor is it devoid of merit. No single civilization can be judged superior to another.
- ⁷ I have visited many places in the world. What interested me most during the trips was to learn about differing civilizations across the five continents, what makes them different and unique, how their people think about the world and life and what they hold dear. I have visited Chichen Itza, a window on the ancient Maya civilization, and the Central Asian city of Samarkand, an icon of the ancient Islamic civilization. It is my keenly felt conviction that an attitude of equality and modesty is required if one wants to truly understand various civilizations. Taking a condescending attitude towards a civilization cannot help anyone to appreciate its essence, and may risk antagonizing it. Both history and reality show that pride and prejudice are the biggest obstacles to exchanges and mutual learning among civilizations.
- ⁸ Third, civilizations are inclusive, and such inclusiveness has given exchanges and mutual learning among civilizations the impetus to move forward. The ocean is vast because it refuses no rivers. All civilizations are crystallizations of mankind’s diligence and wisdom. Every civilization is unique. Copying other civilizations blindly or mechanically is like cutting one’s toes to fit one’s shoes—impossible and highly detrimental. All achievements of civilizations deserve our respect and must be cherished.
- ⁹ History proves that only by interacting with and learning from others can a civilization enjoy full vitality. If all civilizations are inclusive, the so-called “clash of civilizations” can be avoided and the harmony of civilizations will

become reality; as a Chinese saying goes, “Radish or cabbage, each to his own delight.”

- ¹⁰ Having gone through over 5,000 years of vicissitudes, the Chinese civilization has always kept to its original root. As an icon, it contains the most profound pursuits of the Chinese nation and provides it with abundant nourishment for existence and development. Deriving from Chinese soil, it has come to its present form through constant exchanges with and learning from other civilizations.
- ¹¹ In the 2nd century BC, China started the Silk Road² leading to the Western Regions. In 138 BC and 119 BC, Envoy Zhang Qian³ of the Han Dynasty (206 BC-AD 220) made two trips to those regions, disseminating Chinese culture and bringing into China grapes, alfalfa, pomegranates, flax, sesame and other products.
- ¹² During the Western Han Dynasty (206 BC-AD 25), China’s merchant fleets sailed as far as India and Sri Lanka where they traded China’s silk for colored glaze, pearls and other products.
- ¹³ The Tang Dynasty (618-907) saw dynamic interactions between China and other countries. Historical records reveal that China exchanged envoys with more than 70 countries, and Chang’an, the capital of Tang, bustled with envoys, merchants and students from other countries. Exchanges of such a magnitude helped spread Chinese culture to the rest of the world and introduce other cultures and products to China.
- ¹⁴ During the early 15th century, Zheng He⁴, a famous navigator of the Ming Dynasty (1368-1644), made seven expeditions to the Western Seas, reaching many Southeast Asian countries and even Kenya on the eastern coast of Africa, leaving behind many stories of friendly exchanges between China and countries along the route.
- ¹⁵ During the late Ming and early Qing (1644-1911) dynasties, the Chinese people began to access modern science and technology through the introduction of European knowledge in the realms of astronomy, medicine, mathematics, geometry and geography, which helped broaden the horizons of

Chinese people. Thereafter, exchanges and mutual learning between Chinese civilization and other civilizations became more frequent. Naturally, there were conflicts, frictions, bewilderment and denial, but the more dominant features of the period were learning, digestion, integration and innovation.

- 16 Buddhism originated in ancient India. After it was brought to China, the religion went through an extended period of integrated development with the indigenous Confucianism and Taoism, and finally became Buddhism with Chinese features, thus greatly impacting the religious beliefs, philosophy, literature, art, etiquette and customs of China. Xuan Zang⁵, an eminent monk of the Tang Dynasty, who endured untold sufferings as he went on a pilgrimage to ancient India for Buddhist scriptures, gave full expression to the determination and fortitude of the Chinese people to learn from other cultures. I am sure you have heard of the Chinese mythological classical novel *Journey to the West*⁶ based on his stories.
- 17 The Chinese people enriched Buddhism and developed some special Buddhist thoughts in the light of Chinese culture, and helped it spread from China to Japan, Korea, Southeast Asia and beyond.
- 18 Over the last 2,000 years religions such as Buddhism, Islam and Christianity have been introduced into China, nurturing the country's music, painting and literature. China's freehand oil painting, for instance, is an innovative combination of its own traditional painting and Western oil painting, and the works by Xu Beihong⁷ and other master painters have been widely acclaimed. China's Four Great Inventions—papermaking, gunpowder, printing and the compass—brought drastic changes to the whole world, including the European Renaissance. Its philosophy, literature, medicine, silk, porcelain and tea have been shared by the West and become part of its people's life. The book *Travels of Marco Polo* provoked widespread interest in China.
- 19 I think some of you might be familiar with the terracotta warriors and horses⁸ of the Qin Dynasty (221-207 BC), one of the eight wonders in the world. After his visit to the site, President Chirac of France remarked that a visit to Egypt would not be complete without seeing the pyramids, and that a visit to China would not be complete without seeing the terracotta warriors and horses.

- ²⁰ In 1987 this national treasure was listed as one of UNESCO's World Cultural Heritage Sites. Many Chinese legacies are ranked as World Cultural Heritage Sites, and World Intangible Cultural Heritage Sites and are listed on the Memory of the World Register. Here, I'd like to express my heartfelt thanks to UNESCO for its contribution to the preservation and dissemination of Chinese civilization.
- ²¹ Today, we live in a world with different cultures, ethnic groups, skin colors, religions and social systems, and all people on the planet have become members of an intimate community of shared future.
- ²² The Chinese people have long come to appreciate the concept of "harmony without uniformity."⁹ Zuoqiu Ming¹⁰, a Chinese historian who lived 2,500 years ago, recorded a few lines by Yan Zi¹¹, prime minister of the State of Qi during the Spring and Autumn Period (770-476 BC) in *Zuo's Chronicles (Zuo Zhuan)*¹²: "Harmony is like cooking thick soup. You need water, fire, vinegar, meat sauce, salt and plum to go with the fish or meat. It is the same with music. Only by combining the texture, length, rhythm, mood, tone, pitch and style adequately and executing them properly can you produce an excellent melody. Who can tolerate soup with nothing but water in it? Who can tolerate the same tone played again and again with one instrument?"
- ²³ On the planet, there are more than 200 countries and regions inhabited by over 2,500 ethnic groups with a multitude of religions. Can we imagine a world with only one lifestyle, one language, one kind of music and one style of costume?
- ²⁴ Victor Hugo once said that there was a prospect greater than the sea—the sky; there was a prospect greater than the sky—the human soul. Indeed, we need a mind that is broader than the sky as we approach different civilizations, which serve as water, moistening everything silently. We should encourage different civilizations to respect each other and live in harmony, so as to turn exchanges and mutual learning between civilizations into a bridge promoting friendship between peoples around the world, an engine driving human society, and a bond cementing world peace. We should draw wisdom and nourishment and seek spiritual support and psychological consolation from various civilizations, and work together to face down the challenges around the globe.

- ²⁵ In 1987, 20 exquisite pieces of colored glaze were brought to light from an underground tomb of Famen Temple in Shaanxi, China. They proved to be Byzantine and Islamic relics brought to China during the Tang Dynasty. Marveling at these exotic relics, I was struck by the thought that we should appreciate their cultural significance rather than simply admiring their exquisiteness, and bring their inherent spirit to life instead of merely appreciating the artistic presentation of life in the past.

Notes

- 1 *The Mencius (Meng Zi)*.
- 2 The Silk Road was a trade thoroughfare on land connecting ancient China with South Asia, Western Asia, Europe and North Africa through Central Asia. The name derives from the bustling trade in silk and silk products from China to the Western Regions.
- 3 Zhang Qian (?-114 BC) was a minister of the Western Han Dynasty. He was dispatched by Emperor Wudi as an envoy to the Western Regions (a historical name specified in the Han Dynasty that referred to the regions west of Yumen and Yangguan passes) in 138 BC and 119 BC, respectively, to seek alliances among local ethnic groups to fight against the Xiongnu, an aggressive tribe. His travels, as far as Central Asia today, tightened the ties between the Central Plains and the Western Regions and contributed remarkably to the opening of the ancient Silk Road.
- 4 Zheng He (1371 or 1375-1433 or 1435) was a navigator of the Ming Dynasty. He began his service at the imperial court in the early Ming Dynasty and was later promoted to be the Grand Director (*Taijian*) of the Directorate of Palace Servants. He eventually served as chief envoy during his seven grand sea voyages between 1405 and 1433 when he traveled to more than 30

countries and regions in Asia and Africa, including Southeast Asian countries, the Indian Ocean and the Red Sea, as well as the East Coast of Africa and Mecca—the sacred place for Islamic pilgrimages (Zheng He was a Muslim.). His expeditions were dubbed Treasure Voyages, which greatly boosted the economic and cultural exchanges between China and other Asian and African countries.

- 5 Xuan Zang (600 or 602-664), also known as Tang Seng, was an eminent monk of the Tang Dynasty, translator of Buddhist scriptures, and co-founder of the Vijnaptimatrata (Consciousness-only) School. He took Buddhist orders at the age of 13, after which time he learned from many masters who confused him with different ideas, causing him a dream of journey to India—the Western Regions. His dream came true in 629 (or 627) when he headed to India for the study of Buddhist sutras. After his return to Chang’an, capital of the Tang Dynasty, Xuan Zang committed himself to translating 75 Buddhist scriptures in 1,335 volumes and writing a book, *Great Tang Records on the Western Regions* (*Da Tang Xi Yu Ji*).
- 6 *Journey to the West* (*Xi You Ji*) is a mythical novel attributed to Wu Cheng’en (c. 1500-c. 1582), a novelist of the Ming Dynasty. It recounts the legendary pilgrimage of the Tang Dynasty monk Tang Seng (Xuan Zang), who traveled to the Western Regions (India) to obtain sacred texts (sutras) with his three disciples, Sun Wukong (Monkey King), Zhu Bajie (Pig of the Eight Prohibitions), and Sha Wujing (Friar Sand), and returned after many trials and much suffering subduing demons and monsters. It is dubbed one of the four great classical novels of Chinese literature, the other three being *Three Kingdoms*, *Outlaws of the Marsh* and *A Dream of Red Mansions*.
- 7 Xu Beihong (1895-1953) was a master painter and fine arts educator.
- 8 Terracotta warriors and horses of the Qin Dynasty (221-207 BC) were archaeological discoveries from the mausoleum of Emperor Yingzheng (259-210 BC), or the First Emperor of Qin—the first to unify feudal China. They were listed as one of UNESCO’s World Cultural Heritage Sites in 1987.
- 9 *The Analects of Confucius* (*Lun Yu*).
- 10 Zuoqiu Ming (556-451 BC) was a historian in the State of Lu during the Spring and Autumn Period.
- 11 Yan Zi (?-500 BC), also known as Yan Ying, was a prime minister of the State of Qi during the Spring and Autumn Period.
- 12 *Zuo’s Chronicles* (*Zuo Zhuan*), also known as *Zuo’s Commentary on the Spring and Autumn Annals*, is believed to have been written by Zuoqiu Ming. Acclaimed as one of the Chinese Confucian classics, it is one of the three “commentaries” on the *Spring and Autumn Annals*, along with *Gongyang’s Commentary on the Spring and Autumn Annals* (*Gong Yang Zhuan*) and *Guliang’s Commentary on the Spring and Autumn Annals* (*Gu Liang Zhuan*).

Analytical Reading

Understanding the text

- 1 The following diagram presents the key points of the text. Fill in the blanks to get a general idea of the text.

Thesis statement

Civilizations become richer and more colorful through _____, which form an important _____ for human progress and global _____.

Principles to follow

- Civilizations come in different colors, and such _____ has made exchanges and mutual learning among civilizations _____.
- Civilizations are _____, and such _____ has made exchanges and mutual learning among civilizations _____.
- Civilizations are _____, and such _____ has given exchanges and mutual learning among civilizations _____.

Supporting examples of exchanges and mutual learning among civilizations in Chinese history

- In the 2nd century BC, China started _____ leading to the Western Regions.
- During the Western Han Dynasty, China's merchant fleets sailed as far as _____.

(To be continued)

(Continued)

- During the Tang Dynasty, China _____ with more than 70 countries.
- During the early 15th century, Zheng He made seven expeditions to _____.
- During the late Ming and early Qing dynasties, the Chinese people began to access _____ through the introduction of European knowledge.
- Over the last 2,000 years religions such as _____ have been introduced to China, nurturing the country's music, painting and literature.
- China's Four Great Inventions— _____ — brought drastic changes to the whole world.

Attitudes we should take towards different civilizations

- We should encourage different civilizations to _____ and live in harmony.
- We should draw wisdom and nourishment and seek _____ and _____ from various civilizations, and work together to face down the challenges around the globe.

2 Discuss the following questions in pairs and share your ideas in class.

1. How do exchanges and mutual learning among civilizations contribute to human progress and global peace and development? Use examples from the text to support your argument.
2. How can pride and prejudice become the biggest obstacles to exchanges and mutual learning among civilizations?
3. What were the impacts of Zhang Qian's two trips to the Western Regions?
4. What were some of the possible reasons for China's economic affluence and cultural prosperity in the Tang Dynasty?
5. What was the significance of Zheng He's seven expeditions to the Western Seas?
6. How did the introduction of European knowledge help broaden the horizons of the Chinese people in the late Ming and early Qing dynasties?

7. What kind of spirit did Xuan Zang embody regarding exchanges and mutual learning among civilizations?
8. What do “cultural significance” and “inherent spirit” mean in the last paragraph of the text?
9. Why does President Xi cite examples related to France several times throughout his speech to illustrate his intercultural communication experiences?

Critical thinking

3 Discuss one of the following questions in small groups and share your ideas in class.

1. Samuel Huntington, the late author of *The Clash of Civilizations*, claimed that post-Cold War conflicts would not occur between countries, but between different cultures or civilizations. To what extent do you agree or disagree with his scenario of international relations? Why?
2. Since 2013, China has been reviving the Silk Road with the Belt and Road Initiative (BRI), promoting cooperation between China and other BRI countries. In what aspects do you think BRI exemplifies the spirit of exchanges and mutual learning among civilizations?
3. The UNESCO Universal Declaration on Cultural Diversity states, “As a source of exchange, innovation and creativity, cultural diversity is as necessary for humankind as biodiversity is for nature.” How do you understand this analogy? How does cultural diversity contribute to exchange, innovation and creativity? Use concrete evidence to support your argument.

Global Perspectives

Read the following review of China's role in exchanges and mutual learning among civilizations. Write a summary of 200-300 words.



¹ In May 2019, China initiated the first Conference on Dialogue of Asian Civilizations (CDAC), which gathered more than 1,300 representatives from all 47 Asian countries, countries in other parts of the world, and international organizations. The week-long conference served as an open platform for mutual learning and development among Asian civilizations. In 2021, President Xi Jinping announced China's plan to host the second CDAC, solidifying China's continuous efforts to promote the dialogue of civilizations on and beyond the continent.

² China's stepped-up efforts to promote exchanges and mutual learning among civilizations have been applauded by international observers. As Rashid Alimov, former secretary-general of the Shanghai Cooperation Organization, notes, "There is no doubt that the conference will make its valuable contribution to the rapprochement with/between the peoples of Asia." Helmy al-Namnam, former Egyptian minister of culture, praises the

initiative as “a very important move to pave the way for the language of dialogue over the language of conflict.”

- 3 China’s engagement in exchanges and mutual learning among civilizations has a long history. One of the most renowned legacies of transnational contact is the Silk Road, a network of ancient trade routes that connected China with other parts of Asia, Europe and beyond. The passage of merchants and travelers of different civilizations resulted not only in commercial prosperity but also in cultural innovations in science, arts, literature, philosophy and religion along the Silk Road. Over millennia, the Silk Road developed and became a driving force in the formation of diverse societies across Eurasia and far beyond. The legacy of the Silk Road is long-standing and ongoing, reflected in the many distinct but interconnected cultures, languages, customs and religions that have developed along these routes.
- 4 Today, the Silk Road has become a metaphor for European and Asian cultural interchange. The Belt and Road Initiative upholds the Silk Road spirit of peace and cooperation, openness and inclusiveness, and mutual learning and mutual benefit, and has contributed greatly to exchanges among civilizations in modern times. For instance, China, together with ASEAN countries as well as Russia, Nepal, Greece, Egypt and South Africa, has developed about a dozen cultural exchange brands such as the “Silk Road Tour” and “Chinese/African Cultures in Focus.” Thanks to a joint effort of China, Kazakhstan and Kyrgyzstan, UNESCO has designated a 5,000 km section of the Silk Road network from Chang’an/Luoyang, the central capital of China in the Han and Tang dynasties, to the Zhetysu Region of Central Asia as a World Heritage Site. “The world needs some visions,” says Ueli Maurer, former Switzerland president. Notably, Maurer considers the BRI the most important investment project in the world for the next 100 years, which will benefit generations to come.
- 5 While exchanges and mutual learning among civilizations are promoted by the Chinese government, it should be noted that individuals in China have also contributed considerably to improving exchanges among civilizations. Liu Yuening, a Chinese dulcimer artist and professor at the Central Conservatory of Music, is a case in point. The dulcimer, which originated in the Middle East, was introduced to China through the Silk Road four hundred years ago. It is popular not only in many Asian countries such as India, Japan and Iran, but also in some European countries. By working with Indian artists to create a blend of Indian and Chinese music in 2013, Liu has turned the dulcimer into a platform to promote a dialogue of civilizations. In 2016, Liu led an ice-breaking trip to promote exchanges between Chinese and European dulcimer players. Her contribution to connecting civilizations with

music has been recognized by the European Institute for One Belt One Road Economic and Cultural Cooperation and Development, which honored her with the 2016 Euro-Sino Cultural Exchange Contribution Award. In 2018, Liu set up the Asian Dulcimer Association.

- 6 China's emphasis on exchanges and mutual learning among civilizations is an inclusive and powerful alternative to "the clash of civilizations," proposed by Samuel Huntington, late professor of political science at Harvard University. In characterizing conflicts in a post-Cold War era, Huntington posited in his 1993 landmark essay that the fundamental source of conflict in the post-Cold War era will not be primarily ideological or economic, but cultural. He claimed, "The principal conflicts of global politics will occur between nations and groups of different civilizations. The clash of civilizations will dominate global politics. The fault lines between civilizations will be the battle lines of the future."
- 7 The concept of "the clash of civilizations" has since been countered empirically, logically and ideologically by many intellectuals and public figures around the world. Edward Said, late professor at Columbia University, argued in his famous response "The Clash of Ignorance" that Huntington's categorization omits the dynamic interdependency and interaction of civilizations. "Civilizations are not meant to make war," echoes Massoud Daher, professor at Lebanese University. "There is no clash of civilizations, but complementarity between them."
- 8 China's championship of exchanges and mutual learning, not conflict, among civilizations may find its deep roots in the rich tradition of Chinese culture. Laurence Brahm, founding director of Himalayan Consensus, alludes to the concept of non-duality, as reflected by the Chinese principles of yin and yang. According to Brahm, Western values are based on a core concept of duality, a zero-sum mentality evident in politics, economics and workplaces. However, Asian culture emphasizes a prior unity that evolves into derivatives of multiplicity that are interconnected, multi-dimensional and always interactive and synergistic. This creates a politics of consensus rather than a zero-sum game. "Asian politics is all about consensus. No side wins or loses; all sides move forward together."
- 9 Miguel Ángel Moratinos, high representative for the United Nations Alliance of Civilizations, highlights key elements of Chinese civilization as "fantastic thoughts" good for this world with so many differences, including "striving constantly for self-improvement," "great virtues perfecting all things" and "living in harmony and valuing differences." "All these shining ancient Chinese thoughts must be greatly valued and applied to modern bilateral and multilateral relations," Moratinos stresses.

Telling **China's Story** to the World

In small groups, conduct further research on an individual in ancient or contemporary China who (has) contributed to exchanges and mutual learning among civilizations. Prepare to give a 10-minute group presentation in which you tell his or her story to an international audience. You can follow the guidance given below.

- Select one particular individual that you are interested in, e.g. Xuan Zang (玄奘) mentioned in the text or other individuals such as Lin Shu (林纾) and Xu Yuanchong (许渊冲).
- Describe in detail how the individual (has) contributed to exchanges and mutual learning among civilizations.
- State briefly what lessons can be drawn from his or her experience.



Statue of Monk Xuan Zang , Xi'an, Shaanxi Province

Language in Focus

Words and phrases

- 1** Complete the following sentences by filling in each blank with an appropriate word or phrase from the box below. Change its form if necessary.

bustle	disseminate	condescend	nurture
provoke	be struck by	in the light of	a multitude of
come to	leave behind	keep to	devoid of
go through	derive from	give full expression to	

- _____ facts have shown that many problems within the Party are attributed to weak political commitment and a lack of regular and sound political activities.
- On the afternoon of May 4, 1919, over 3,000 students of Peking University and other schools protested against the treaty and the compromise of the Beiyang Government, _____ a quick response throughout the country.
- Our Party and people stand together through storm and stress, _____ thick and thin together, and keep flesh-and-blood ties, which is the basic guarantee of the Party in overcoming all difficulties and risks.
- The Chinese nation, which since modern times began had endured so much for so long, has achieved a tremendous transformation: It has stood up, become better off, and grown in strength; it has _____ embrace the brilliant prospects of rejuvenation.
- Publicity is necessary to encourage the public to learn from role models, and to _____ a positive atmosphere of respecting, emulating, honoring and caring for heroes.
- A Party member _____ ideals lacks an essential quality—as does one who engages in empty talk about lofty ideals without doing anything.
- As long as we _____ the goal of building a global community of shared future and work hand in hand to fulfill our responsibilities and overcome difficulties, we will be able to create a better world and deliver better lives for our peoples.
- When I visit Africa, I _____ always _____ two things. One is its

continuous progress. Each time I come to Africa, I am deeply impressed by new progress in development, which is most encouraging. The other is the warmth of the African people.

9. Over the past four years, China and Arab states have worked together to develop Belt and Road cooperation _____ regional realities, to combine collective action with bilateral cooperation, and to promote development while upholding peace.
10. The very purpose of developing socialist democracy is to _____ the will of the people, protect their rights and interests, spark their creativity, and provide systemic and institutional guarantees to ensure the people's position as masters of the country.
11. China's battle against poverty has entered the toughest stage. To achieve our goals, we must carry on the fight with firmer resolve, clearer thinking, more targeted measures, unique intensity, and concerted action, _____ no single poverty-stricken area or individual.
12. The confidence in our culture is a more fundamental, broader and more profound faith in the development of China. It _____ our splendid 5,000-year history and is embedded in decades of a revolutionary struggle that embodies the deep-rooted spiritual pursuits of the Chinese nation, and represents the unique cultural identity of the Chinese people.
13. During its 5,000-year history, the Chinese nation has created a brilliant and profound culture. We should _____ the most fundamental Chinese culture in a popular way to attract more people to participate in it, matching modern culture and society.
14. There is no manual to which we can refer in promoting reform and development, neither do we have any need for _____ instructors to lecture our people.
15. The ancient Silk Road witnessed _____ scenes of visiting emissaries and traveling merchants jostling one another on the land and numerous ships calling at ports.

Translation

2 Translate the following sentences into English, paying special attention to the meaning of the expressions in bold.

1. 两千多年的交往历史证明, 只要坚持**团结互信、平等互利、包容互鉴、合作共赢**, 不同种族、不同信仰、不同文化背景的国家完全可以共享和平, 共同发展。

2. 弘扬丝路精神，就是要促进文明互鉴。人类文明没有高低优劣之分，因为平等交流而变得丰富多彩，正所谓“五色交辉，相得益彰；八音合奏，终和且平”。
3. 我们应该以海纳百川的宽广胸怀打破文化交往的壁垒，以兼收并蓄的态度汲取其他文明的养分，促进亚洲文明在交流互鉴中共同前进。
4. 要统筹国内国际两个大局，树立更宽广的世界眼光、更宏大的战略抱负，胸怀祖国，兼济天下，推动构建新型国际关系，推动构建人类命运共同体。

Discourse and rhetoric

3 Complete the following passage by choosing an appropriate sentence from the box to fill in each blank.

Ladies and gentlemen,
Friends,

We Asian countries are closely connected and share a natural bond of affinity. 1. _____
Going forward, we need to see where the world is heading, ride the trends of the times, and turn our people's longing for a better life into reality.

—2. _____ Upholding peace is the responsibility of every country. When peace is interrupted by conflict or war, economic growth, decent lives, social stability and people-to-people exchanges will fall by the wayside. We the people of Asian countries wish to live and work in contentment and security, free from fear. We hope that all countries will respect and trust each other, live in harmony, and interact with each other in a manner that transcends national boundaries, time and space, as well as the differences between civilizations. 3. _____

—We Asian people hope to see common prosperity in Asia. Economic growth sustains a civilization, and prosperity underpins the progress of a nation. 4. _____ This must change. We Asian people long for a decent life free of poverty. 5. _____ This will enable us to eradicate the poverty and backwardness that still plague people in some countries. It will enable our children to live a carefree life and bring happiness to all families.

- A. We hope that countries will work together to promote economic globalization and make it more open, inclusive, balanced, and beneficial to all.
- B. We have passed through similar historical trials, and we cherish the same dreams for the future.
- C. In some parts of Asia, people—women and children in particular—are still suffering from poverty, hunger, and disease.
- D. We should work together to safeguard peace, something that is far more precious than gold.
- E. We Asian people hope to see peace and stability across Asia.

4 Identify the rhetorical and stylistic devices employed in the Chinese sentences and their English translations. Comment on the effects of the rhetorical or stylistic devices in each pair.

1. 若以水济之，谁能食之？若琴瑟之专一，谁能听之？

Who can tolerate soup with nothing but water in it? Who can tolerate the same tone played again and again with one instrument?

2. 如果只有一种生活方式，只有一种语言，只有一种音乐，只有一种服饰，那是不可想象的。

Can we imagine a world with only one lifestyle, one language, one kind of music and one style of costume?

3. 中国有 960 多万平方公里土地、56 个民族，我们能照谁的模式办？谁又能指手画脚告诉我们该怎么办？

China is a country with a land area of over 9.6 million square kilometers and a population of 56 ethnic groups. Whose model should we copy? And who is qualified to throw their weight around and tell us what to do?

Ancient Chinese Wisdom

Explain the following quote and reflect on its contemporary relevance.

Oceans do not reject any water, so that they can become extremely large. Mountains do not reject any earth or stone, so that they can become extremely high. (海不辞水，故能成其大。山不辞土石，故能成其高。)

From *Guan Zi* (《管子》)



Further Reading

- 1 “Create an Asian Community of Shared Future Through Mutual Learning”, *The Governance of China* (Volume III, Pages 540-547)
《深化文明交流互鉴，共建亚洲命运共同体》，出自《习近平谈治国理政》（第三卷，第 465—472 页）
- 2 “Meet the People’s Expectation for a Better Life”, *The Governance of China* (Volume III, Pages 503-509)
《把世界各国人民对美好生活的向往变成现实》，出自《习近平谈治国理政》（第三卷，第 433—438 页）
- 3 “Work Together to Build the Belt and Road”, *The Governance of China* (Volume II, Pages 553-566)
《携手推进“一带一路”建设》，出自《习近平谈治国理政》（第二卷，第 506—517 页）