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FLTRP

1 Career development

UNIT



Reading aloud

This part is designed to help students practice reading poems and learn to appreciate them.

1

Teaching tips

Ask students to pay attention to the rhythm of the poem while reading. Ask them to learn it by heart.

Optional exercise

Have students translate the poem. The following translation of the poem is only for reference:

音乐，当乐声已经消亡
珀西·比希·雪莱

音乐，当乐声已经消亡，
仍在记忆中轻轻回荡；
芳香，当紫罗兰已经凋殒，
仍活在被它刺激的感官中。

玫瑰叶，当玫瑰枯萎，
仍把爱人的卧榻点缀；
同样地，当你已经消逝，
爱情长眠于对你的相思。

Notes

1. **thy**=your 2. **thou**=you 3. **art**=are



Testing your ears

This part is designed to build students' listening ability. All the exercises here are concerned with jobs.

Teaching tips

This task develops students' ability to figure out key information in long conversations.

- Focus students' attention on the answer options. Give them the opportunity to ask questions about unknown words.
- Ask students if they can predict what the conversations might be about based on the answer options. Listen to students' ideas, but do not tell them if they are right or wrong.
- Play the recording. Allow students to check their answers with a partner before you check their answers.

Scripts

Conversation 1

W: What are you going to take up as a career?

M: Architecture. Actually, I've already started. I began my studies at Shenyang School of Architecture last September.

W: What will you do when you finish your studies?

M: Oh, I'll go back to my hometown and work there. You know there's a lot of work to be done there, such as building schools, hospitals, and homes for the people.

W: So, you will be an architect then. What made you choose architecture as a career?

M: Well, I was good at math and art at school. And I think I've always had a certain feeling for design.

W: Will you need English in your job?

M: Yes. English will be very useful in many ways because much of the architectural literature is written in English, and many professionals in this field communicate in English, especially at international conferences where it is often the official language. And, I think I've done well to brush up on my English.

Questions

1. What is the man going to do when he finishes his studies in architecture?
2. Why did the man take up architecture as his career?

Conversation 2

W: Hello, I'm Angela Catler.

M: Hello. Please come in.

W: I saw your ad in this morning's paper, and I decided to come and apply immediately.

M: Oh, yes. I'm Bill Warren, the owner and manager of this restaurant. Miss Catler, do you have any experience in the restaurant business?

W: Yes, a lot. I worked as a waitress for about three years at the Marriott Inn, and I also worked at the Olympia Diner for about six months as a cashier.

M: Oh, I see. Well, what position are you applying for here?

W: I would like a job as a waitress, but I can also work as a cashier.

M: We are looking for a waitress, and you seem to have a lot of experience. What about the hours? Can you work in the evening?

W: Yes, I can. I can do both day and evening work, but I'd prefer evening work.

M: Good. We'll be in touch soon with the next steps.

Questions

3. How long did the woman work at the Olympia Diner?
4. What will the woman be most likely to work as?
5. What would the woman prefer?

Key

1. D 2. A 3. D 4. B 5. B

2

Teaching tips

This task helps improve students' dictation ability.

- Ask students to grasp the main idea of the passage. During the first listening, they should fill in the five blanks. And the second listening is for them to check their answers.
- Encourage students to ensure that their answers are grammatically coherent.

Scripts

I work in London at a large hospital as a nursing officer. I'm what a lot of people call a male nurse, which I think is the most ridiculous term I've ever come across. It implies that a nurse ought to be female and being male makes me different from others. The other thing is that people always say, "I suppose you really wanted to be a doctor," just because I'm a man. They cannot imagine that I really want to be a nurse and it's not my second choice after failing to be a doctor. And what they don't realize is the work of a nurse is completely different from that of a doctor. As a male nurse, I have much more contact with patients, and carry a long-term responsibility for their welfare. Honestly, there's no way I'd want to be a doctor.

Key

- 1) a nursing officer 2) most ridiculous term
3) ought to be 4) failing to be
5) a long-term responsibility

Optional exercise

Ask about students' opinions of the question: Do you think nursing is an unusual career choice for a man?

3

Teaching tips

This task builds students' ability to listen for key information and details in a passage.

- Give students a minute to read the answer options. Ask students to predict the theme of the passage. Ask students what helped them make their predictions.
- Ask students to predict the potential questions using the answer options.
- Play the recording and let students listen to the content. Ask students to do the exercise based on what they have heard and check their answers.

Scripts

When George Jones finished college, he became a clerk in a big company, hoping to advance to higher positions as time went on. George did his work reasonably well, but he wasn't very smart. So when the older employees retired from higher positions, it was never George who was promoted.

After George had been with the company for five years without ever being promoted, a smart young man, straight from college, came to work in the same department. After a year, the young man was promoted above George.

George was angry, so he went to see his manager and said, "I've had six years' experience on this job, yet a new man has been promoted over my head after only being here for one year." "I am sorry, George," answered the manager patiently, "but you haven't had six years' experience; you've had one year's experience six times."

Questions

1. What was George's hope?
2. Why was George never promoted?
3. What happened after a young man came to work in the company?
4. Why did George go to see the manager?
5. How long had George been working in the company?

Key

1. D 2. A 3. B 4. A 5. D

Optional exercise

Ask students to discuss the factors determining a person's promotion.

4

Teaching tips

This task builds students' ability to listen for key information and details in passages.

- Prepare students to listen to Passage 1, which tells the story of a would-be writer. Before you play the recording, elicit the meaning of "publisher" and "stick together." Then give students a few minutes to read the questions and ask students to predict the types of words that are needed to complete the sentences. Play the recording for Passage 1, and encourage students to note down their answers.
- Introduce Passage 2 by asking students to suggest ways of motivating young children to read more. Generate as much discussion as possible and write students' ideas on the board. Focus students' attention

on the questions. Again, get students to predict the types of words needed to complete the sentences. Play the recording while students note down their answers.

- Check answers for both passages. Ask students to reflect on what they have learned about publishing.

Scripts

Passage 1

A woman once wrote a long story. She sent it to a famous publisher. After a few weeks the story was returned to her. The woman was so angry that she wrote to the publisher.

“Dear sir, yesterday you sent back a story of mine. How do you know that the story is not good? You did not read it. Before I sent you the story, I stuck pages 18, 19, and 20 together. This was a test to see whether you would read the story. When the story came back yesterday, the pages were still stuck together. Is this the way you read all the stories that are sent to you?”

The publisher wrote back.

“Dear Madam, at breakfast when I have an egg, I don’t have to eat the whole egg to find out that it is bad.”

Questions

1. Where did the woman send her story to?
2. When was the story returned to the woman?
3. Why did the woman write to the publisher?
4. Why did the woman stick pages 18, 19, and 20 together?
5. Why did the publisher send back the story?

Key

1. a famous publisher
2. a few weeks
3. angry
4. would be read
5. bad

Passage 2

In America, where labor costs are so high, “do-it-yourself” is a way of life. Many people repair their own cars, build their own garages, or even rebuild their own houses. It doesn’t surprise anyone that people will also be writing their own books.

In Hollywood, there is a company publishing children’s books. This company is not like other book companies because it allows the readers to become the leading characters in the stories with the help of computers. Here is how they do it. Let us suppose the child is named Jenny. She lives in New York, and has a dog named Hody. The computer uses this information to make up a story with pictures. The story is then printed up. A child who receives such a book might say, “This book is about me.” So, the company calls itself the “Me-Books Publishing Company.”

Children like the “me-books” because they like to see their own names and the names of their friends and pets in print. But more importantly, in this way, children are much more interested in reading the stories. “Me-books” are helping children to learn how to read.

Questions

1. In America, why do people do most things themselves?
2. How is the “Me-Books Publishing Company” different from other book companies?
3. How does the “Me-Books Publishing Company” publish children’s books?

4. Why do children like the “me-books”?
5. What are “me-books” helping children do?

Key

1. labor costs
2. the leading characters
3. computers
4. their friends
5. how to read

5

Teaching tips

This task builds students’ ability to listen for key information and details in news reports.

- Write “remote work” on the board. Ask students whether they would like to work remotely and if so, why.
- Focus students’ attention on the answer options. Allow them to ask questions about unfamiliar words. Then play the recording while students note down their answers.
- Elicit what NBA stands for (National Basketball Association). Ask students whether they associate the sport more with men or women and why.
- Give students sufficient time to read the answer options before playing the recording while students complete the task.
- Allow students to share their answers to both tasks with a partner before conducting whole class feedback.

Scripts

News report 1

Nowadays, all you need to work remotely is a computer and an Internet connection. According to a recent study, employees who can work from anywhere are generally happier than those who work on-site in an office.

A video conferencing company surveyed 1,202 full-time U.S. workers aged 22 to 65 and discovered that 62% of respondents worked remotely at least some of the time, and 38% worked on-site.

As it turns out, working remotely makes people happy. 83% of survey respondents “agree that the ability to work remotely would make them happier,” and 71% of workers who do work remotely said their job makes them happy.

One reason is that they were more than twice as likely to earn more than \$100,000 per year. And the higher they were on the corporate ladder, the more likely they were to have the privilege of working remotely.

Loyalty is another factor: Remote workers are 13% more likely than non-remote workers to stay with their current job for the next five years—making remote work a win-win for both employees and employers.

Questions

1. According to the survey, why do people who work remotely feel happier than those who work on-site in an office?
2. Why is remote work said to be a win-win for both employees and employers?

Key

1. B
2. A

News report 2

Welcome to the new look of the National Basketball Association (NBA)—the men’s professional basketball league in North America. Women are now involved in most parts of the organization—from broadcasting, officiating, and coaching to high-level management and even team ownership.

“It’s not a fad,” said former professional basketball player Nancy Lieberman. “It’s opportunities going to very accomplished women who have given their life to the game.” The 61-year-old Lieberman remembers a time when women were rarely seen in the NBA. Lieberman herself has broken barriers as a player, as a coach in the WNBA, as head coach in an NBA minor league and as an assistant in the NBA. Players respect the women assistant coaches for their experience and knowledge of the game.

Kara Lawson is one of a record high 11 women serving as assistant coaches among the 30 NBA teams. Lawson was a basketball star at the University of Tennessee and later won a WNBA championship with the Sacramento Monarchs. She also won a gold medal with the U.S. women’s basketball team at the 2008 Olympics in Beijing, China.

Questions

3. What is the new look of the National Basketball Association?
4. What does former professional basketball player Nancy Lieberman say about the NBA’s new look?
5. What is Kara Lawson’s current position?

Key

3. B 4. C 5. D



Opening your mouth

This part is designed to build students’ speaking ability. In this unit, the topic for this part is describing products.

Reading out

1

Teaching tips

This task presents expressions related to describing products and helps students practice them.

- Play the recording and ask students to repeat what they hear.
- Ask students to work in pairs to act out the short conversations.
- Ask students to add more expressions related to describing products.

The following expressions are for your reference.

Describing products

Comments/Inquiries	Responses
1. The demand is getting greater and greater.	1. There's no doubt about it. You said it.
2. They are not as salable as canned fruit, I suppose.	2. Oh, no. That's where we differ. I don't think you're right there.
3. I'd like to look at this kind of toy.	3. It is popular in Europe.
4. What are the strong points of your product?	4. Innovative technology has been applied.
5. Our products are all quality goods. We guarantee its quality. We're confident about the quality of our products.	5. It's true that your products are of high quality, but your price is the highest, too.
6. How many different colors do you offer?	6. Our products are available in various colors.
7. This is our latest model. May I show it to you?	7. Sure.

2

Teaching tips

The two conversations given are samples for students to practice the expressions related to describing products.

- Have students look at the picture of Sample 1. Then ask some pre-listening questions like:
 1. What are the products in the picture?
 2. What essential elements do you need to include when describing a product to customers?
- Have students look at the picture of Sample 2. Then ask some pre-listening questions like:
 1. What scene does the picture show?
 2. Do you have a bicycle? If so, how would you describe it?
- Have students work in pairs and act out the conversations. Encourage them to use other information instead of that used in these two conversations.

Speaking up

1

Teaching tips

This task helps deepen students' understanding of the exchanges and conversation models.

- Before listening, give students enough time to complete the conversation by themselves. Ask them to discuss their answers.
- Students may give different answers for the same blank. Decide whether the answers are suitable or not and explain why.

Scripts

M: What do you have there, Mrs. Lee?

W: One of our new products, Mr. Coffman.

M: Please let me have a look at it.

(Mr. Coffman is carefully examining the new product.)

W: We've been testing this tire for over five years.

M: And what are the results?

W: We found that our tire averaged twice the mileage of other brands.

M: Why did it do so well?

W: Please look at this section of the tire. As you can see, these twin beads are set in very firmly. They will not break or come loose easily under normal driving conditions.

M: I think it's an excellent product.

W: I'm happy to hear that.

Key

- 1) One of our new products
- 2) We've been testing this tire for over five years
- 3) Why did it do so well
- 4) it's an excellent product

It's your turn!

Sample conversation

Situation 1

A: Welcome to Suzhou Silk Import & Export Corporation, Mr. Black. What can I do for you?

B: I'm quite interested in your silk products. Could you show me some of your samples?

A: Of course. I can show you around our sample room now, if you like.

B: It would be great.

A: This way, please.

B: It's really a big sample room.

A: Yes, you can find samples of most of our products in this room. And it is divided into different sections according to the different design styles.

B: Oh, I see. I'm quite interested in something with a subtle traditional Chinese flavor.

A: What about the products in this section? The bright red color is typical of Chinese Tang suits. And look at the embroidery, it is hand-stitched.

B: It's very beautiful. I like it.

A: It's our belief that clothing is more than dressing up; it is one form of cultural expression.

B: I do agree with you.

2

Teaching tips

This task helps build students' independent conversation skills.

- Before starting the exercise, set the conversation context. Elicit that A and B are talking about a revolutionary new packaging.
- Encourage students to identify the contextual clues from the sentences. These clues may be found in responses, or follow-up comments. Remind students that a conversation often involves a logical progression of ideas. A question is typically followed by an answer, a comment typically prompts a response, etc.
- Ask students to put the sentences in order by themselves, then play the recording and check their answers.

Key for reference

4 — 6 — 2 — 8 — 11 —
10 — 1 — 5 — 3 — 9 —
7

Scripts

A: Please take a look at this. It's a revolutionary new packaging we've just developed.

B: It doesn't look like it's made of paper. How strong is it?

A: It's about three times as strong as the usual packaging material.

B: I see. It must be hard to fold.

A: On the contrary, it folds easily.

B: Is it durable?

A: It's very durable. Look, here's a sample that has traveled 15,000 kilometers in delivery.

B: It looks new. Has it really traveled 15,000 kilometers?

A: You don't believe it, do you? Everyone has doubts at first. Let's try something. We have some small gifts we'd like to give you before you leave. Let's package them in this material and mail them.

B: You mean to send them to my home?

A: Yes. Then you can see for yourself what an outstanding product this is.

It's your turn!

Sample conversation

Situation 2

A: Mr. Wilson, I want to show you some of our new products. I'm sure you will be interested.

B: Oh, what's it?

A: I'll show you. Here's our new product—a portable bicycle.

B: What's special about it? What makes it different from the previous ones?

A: First, it's much lighter than the previous ones. About 20% lighter than most bicycles of the same size. So, it's light enough for easy carrying.

B: It sounds good. What about its durability?

A: You don't have to worry about its durability, because it's made of a kind of new material which has been tested by some authoritative testing organizations. It's proven to be stronger than steel.

- B:** That really sounds great. Could you give me a copy of the product description, so that I can find out more details about it?
- A:** Of course, here's one for you.
- B:** Thank you.
- A:** You're welcome.

It's your turn!

Teaching tips

Divide students into groups. Assign each group a different situation to practice using the expressions they have just learned. Allow them enough time before asking each group to act out their situation in front of the class. Ask students to vote for the best performance.

Sample conversation

Situation 3

- A:** Hello, I'm interested in the smart appliances you have. Could you tell me more about them?
- B:** Of course, Ms. Wang! Are you looking for something specific?
- A:** I'm quite attracted to these models in the catalog. What can you tell me about their features?
- B:** Well, this smart fridge here connects to your phone. You can check what's inside your fridge while you're at the store. It also suggests recipes based on the ingredients you have.
- A:** That sounds quite convenient. And what about that smart oven over there?
- B:** The oven preheats automatically and you can control the temperature from an app. It even sends you a notification when your food is ready.
- A:** Impressive! How can I make a purchase?
- B:** You can place an order right here with me. We'll arrange delivery and installation at your home.
- A:** Great, let's do that. Thank you for your help, Mr. Anderson.
- B:** You're welcome, Ms. Wang. We're always here to assist. Enjoy your new smart home experience!

Situation 4

- A:** Excuse me, Miss Zhao, could you tell me more about this beautiful Chinese clothing?
- B:** Certainly, Mrs. Johnson! This is called a cheongsam, a traditional Chinese dress. It's very popular.
- A:** It looks very elegant. What is it made of?
- B:** It's made of silk and often has intricate embroidery like the one you see here.
- A:** Can anyone wear it, or is it for special occasions?
- B:** Anyone can wear it, but it's typically worn at formal events or celebrations. It's very versatile.
- A:** I see. Are there different styles or just this one?
- B:** There are various styles and designs. We have modern versions which are a bit more comfortable for everyday wear.

A: How wonderful! Do you provide fitting for these dresses?
B: Yes, we do. We want to make sure it fits you perfectly.
A: That would be lovely. Could you help me choose one and arrange fitting, please?
B: Of course, Mrs. Johnson! Let's find the perfect cheongsam for you. Right this way, please.
A: Thank you so much, Miss Zhao. You're very helpful.
B: You're very welcome! I'm happy to help.

Acting out

1

Teaching tips

This task helps students practice listening for specific information about describing products.

- Focus students' attention on the table. Give them time to look at the pictures, read the headings and contents, and ask any questions they may have. Have students work in pairs to predict the answers.
- Play the recording while students complete the table. Check answers orally. Ask students whether any of their predicted answers are correct.
- Organize students into pairs to practice their conversations. Circulate while they do this, prompting where necessary.
- Ask a few students to perform their conversations to the rest of the class.

Scripts

Conversation 1

M: Can you tell me more about your new product?
 I haven't had time to study the report in detail.
W: I'd be happy to. Basically, this kind of lock is like other quality locks. The main difference is that our system uses the human voice as the "key."
M: That sounds very interesting.
W: Of course. And the system can be modified to open doors as well as lock them.
M: Do you mean I could command my front door to lock and open itself?
W: Exactly. Furthermore, if a stranger gives the same command, it won't open.
M: That's great.

Conversation 2

M: What's this material?
W: These gloves are made of goat leather.
M: How many designs do you have?
W: We have three designs of that quality grade.
M: Would it be possible to change the products slightly?
W: Yes, of course. How do you want them to be changed?
M: Let me tell you about our requirements in detail.

Conversation 3

W: These are our new samples.
M: What are their strong points?

W: There's a lot to be said about them. In the first place, they are more durable than any similar ones on the market.

M: Why do they wear out less quickly than others?

W: The yarn is of good quality and it is woven very tightly in this fabric.

M: Can you leave these samples with us?

W: How long do you want to keep them?

M: About two weeks.

Key

C1→Picture C	C2→Picture B	C3→Picture A
1) durable	2) similar	3) of good quality
4) it is woven very tightly	5) Gloves	6) goat leather
7) three	8) changed	9) Lock
10) the human voice	11) open doors	

2

Teaching tips

This part is designed to build students' speaking ability.

- Focus students' attention on the task. Model the activity yourself by choosing a product and describing it. For example: "It's a product used by people all over the world. Many people wouldn't be able to live without it. You can use it to chat to friends or send messages." (Phone)
- Focus students' attention on the language notes. Organize them into pairs to play the game. Circulate as they do this.
- To add a fun competitive element, tell students that the pair who makes the most correct guesses within the given time is the winner.

Sample conversation

A: It is a machine that has changed the ways people work and live.

B: Do you mean automobiles?

A: No. It is a machine that can take instructions and perform different tasks for the users.

B: I guess it is a robot.

A: It's closer, but this machine is much more widely used in different places, for example, in offices, in schools, and at homes.

B: Let me see... It's a computer, isn't it?

A: You got it. It's a computer.



Viewing together

This part is designed to build students' listening and speaking abilities. In this unit, students are going to watch

a video clip about the difficulties encountered by novices in the workforce.

Before viewing

1

Teaching tips

- Ask students whether they have internship or part-time job experiences. Ask some students to describe their experiences and the difficulties they have met.
- Ask them what they have learned. Comment on what they share.

While viewing

2 3

Teaching tips

Give students time to read the questions and answer options before listening so as to get prepared for the key information in the video clip. Have students guess the meanings of the underlined words in Task 2. Instruct students to take down the key information while watching.

Scripts

Difficulties encountered by novices in the workforce

W: So, what is our first topic?

M: Our first topic is that everyone is asking us to do English content.

W: Yeah.

M: So here we are.

W: Make [Makes] sense.

M: I hope I didn't get slated for my accent because apparently it's never good enough.

W: Well, if your accent got slated, I think my accent will get [get] slated even more.

M: We always get slated one way or the other. This is the nature of speaking English.

W: So, yeah, exactly. We have got a lot of feedback from audience in terms of [a] specific topic, regarding working situations, in terms of [the] learning that we have in the working situations. Then we thought maybe we can talk about what sort of difficulties we have encountered when we first entered the workforce.

M: Oh, too many. But since you're the one who started this, why don't you...?

W: Yeah, [I] would be very glad to. When I first entered my first job in consulting, despite the fact that I had some internship experience before, I still, to be frank, had no clue of what I was doing.

M: What were you doing?

W: I was joining as a business analyst at McKinsey. What we do in general [was] typical strategy projects.

M: Could you tell us a little bit more about what was typically involved as a business analyst?

W: So, my area is more specific to oil and gas.

M: OK.

W: However, like for a generalist business analyst at McKinsey, they usually start a specific project with a project team, solving a specific problem. It can be different types of projects. It can be a strategy project. It could be an operational project. It also can be other IT transformation projects, you name it. As a [an] entry level person, what was required from you was doing a lot of analytical work. It could be quantitative and also qualitative analysis. And the end result, the deliverable is always about, usually about a [an] Excel model translated [translating] into a presentation deck. So, when I first joined, I was very shy about asking questions despite the fact I'm not shy at all. So, it can be a bit conflicted or contradictory why I was behaving like that. My manager asked me to do a presentation deck, some part of the presentation deck. Then she gave me certain requirements, but then I had some things I needed to clarify with her in terms of more specific requirements, timeline, format, things to watch out for. Instead of asking her in the beginning, I decided to just dive in and do the analytical work and then would realize after a few hours, she came to check on me and see what I was doing. And then after she realized what I was doing is [was] like going around a circle and trying to find the numbers to plug into the deck. She gave me the feedback on the spot and say [said], "Jennifer, if you do [did] not understand certain requirements, you should have asked in the beginning and now we only have like three hours to finish this deck." So that was a big moment, almost of humiliation, if you can say it. Now I think back, I realized the reason why I didn't ask for clarification question was because, first of all, I was afraid. I was afraid to show that I have [had] something that I don't [didn't] understand. I was afraid because I have this expectation of myself to get on the work smoothly, knowing exactly what I was asking for. If I was not clear, that's probably not their problem. It's my problem. So, I need to figure it out as an independent thinker. So, it's a bit ironic. It's not the definition of being an independent thinker saying you cannot ask questions, but somehow, it's instilled in my mind [that] I should be that way.

M: Yeah, in hindsight, I think if we look back, it's like you literally had no idea what you were supposed to be doing.

W: Correct.

M: Yet heading first got started with the project really not knowing what is [was] expected of you, what's [what had] been asked of you. Oh, three hours later your manager came to you and say [said], "Jennifer, how are you getting on?" You [were] like, "I have no idea."

W: Exactly. Exactly. Obviously, I think that's something that we need to watch out for in the beginning because one, I think is the ego thing; Second thing is something you really expect of yourself to do. So now I'm become [taking] the position that I'm asking something from others and then I realize I need to give them more context. But sometimes when I'm under a time constraint, I totally forgot that, right? I assumed, you know the big word "assumption," I assumed they understand what I was talking about. I assumed they had the big picture.

M: It's very similar to, I think, not just in the workplace, but also in relationships that you expect people to read your mind.

W: Correct.

- M:** And subsequently when they do deliver, it's like "how did you not know about what I was asking?" And I think it's the same case when you're a junior member of a company, of a team, is that I should know this, I should be able to know, I understand whatever that's being asked of me from my bosses, because that is apparently how it was supposed to be.
- W:** So exactly that's what I realized. So, when people ask you for something, sometimes they also were not mindful enough to what level you were, what kind of context you have been briefed [in]. The mistake I made, except for ego, except for high expectation or don't want [not wanting] to look dumb, is I assumed other people knew what they are [were] doing. A lot of times we all make mistakes. As a junior, I always looked up on [to] the people I worked with because they know [knew] so much, they learn [they'd learned] so much across the years, which [when] I was just a rookie. Right? I was so green at that time. So, I guess the biggest learning for me, from hindsight is actually empathy, feeling empathetic towards myself, self-compassion, understanding it's okay not to understand everything. And it's also feeling empathy towards other people. It is when you ask other people for help, for requirements, it's also to be mindful of where they are. So, in a way, that asking for help as a mentality, asking questions as a mentality is helpful in all kinds of situations at work.
- M:** I think you're absolutely right. I think it really goes both ways. When you do understand something, you've got to appreciate that. You don't understand something, you've got to ask questions. But also on the giving end, where you're asking someone to do something, you've got to supply the right amount of information for them to be able to get started, making sure that they fully understand, you know, what's expected of them.

Key

2	1. B	2. C	3. A	4. D	5. A
3	1. C	2. A	3. D	4. C	5. D

After viewing

4

Teaching tips

This task fosters critical thinking skills, promotes collaboration, and provides an opportunity for students to practice their speaking skills. Ask students to interview some beginners in different walks of life, so that they can learn about different jobs, different requirements, and different difficulties encountered by people of

Additional materials

How to find and land an entry-level job

Find internships through your school or network. If you are a college student, investigate internship opportunities before beginning your career. This is a great way to try out different industries and companies. Many companies will offer successful interns entry-level jobs upon graduating. You can also talk to your college's career counselors or look into your alumni network to find alumni that might be able to suggest entry-level opportunities.

Search for entry-level jobs online. Many job search engines and job boards allow you to search by the level of the job. Look under “Advanced Search” on your favorite job search site, and select only entry-level positions. There are also job search sites that are specifically for recent graduates and/or those looking for entry-level positions.

Write an entry-level resume and cover letter. You’ll customize these application materials for every job, but it’s a good idea to create a master resume with all of your qualifications in one place, so that you can have one central document containing all of your relevant skills, experience, and abilities.

Practice interviewing. Job interviews are uncomfortable for many job seekers, especially at the beginning of their career. To feel more confident and make a better impression, it’s a good idea to practice interviewing before you sit down with the hiring manager.

Send a thank-you note. Always follow up after a job interview by sending a thank-you note to the hiring manager. Use your note to clarify any points from your conversation, to re-emphasize your skills and qualifications, and of course, to express your gratitude for the opportunity.



Voice of China

This part is designed to improve students’ understanding of the translator Xu Yuanchong. In this unit, students are going to watch a video clip about it.

1

Teaching tips

Ask students to have a look at the questions. Students should take down the keywords and expressions while watching.

Scripts

Translator Xu Yuanchong

Xu Yuanchong, China’s most renowned translation master, has an excellent command of the Chinese, English and French languages. Xu is best known for his efforts in translating traditional Chinese poems into English and French in rhyme. And he also translates Western literary canons into Chinese. In 2014, the International Federation of Translators awarded him the Aurora Borealis Prize for Outstanding Translation of Fiction Literature.

“With over 100 books sold at home and abroad, he’s the only one who translates Chinese poetry into both English and French.” That’s what my teacher said about me, and it is the truth.

With a lifelong passion for translation, Xu has been called a translation maniac.

No other person in the world is capable of translating Chinese poetry into English and French, as well as translating English and French into Chinese, in rhyme. It is to translate Chinese beauty into Western

beauty, and Western beauty into Chinese beauty, thereby making the world even more beautiful.

In 1941, Xu, then a senior studying foreign languages at National Southwest Associated University, effectively conveyed the “Three Principles of the People” in English during a welcome reception for U.S. Major General Claire Lee Chennault and the first American Volunteer Group (AVG) known as the “Flying Tigers.” The AVG recruited Xu as a translator. For his outstanding service, he was awarded a Flying Tigers Medal.

“I worked as a translator for Chennault’s secretary and was awarded a medal for my work. With a speed around 400 km/h, the Curtiss P-40 Warhawk used by the AVG was the fastest fighter in the world, beating all Japanese fighters at the time. Now there are even cars running at that speed. How advanced the world has become!”

Xu put forward the “Three Beauties Theory”, the idea that a translation should be as beautiful as the original in three ways: semantically, phonologically and logically. And he has applied the theory in translating Chinese poetry and lyrics into English and French, as well as in translating Western classics such as Shakespeare’s plays and *Le Rouge et le Noir* into Chinese.

To truly understand Chinese and Western culture, to an extent that you can compare and contrast between them, requires an enduring effort that probably has no end.

In his autobiography *Vanished Springs*, Xu wrote, “If we can translate the beauty of one country into the beauty of the whole world, isn’t it the height of kindness and enjoyment? Translated literature is a beautiful art for the whole world.” Throughout his lifetime, Xu has been endeavoring to explore how to translate the beauty of Chinese and Western languages and cultures.

*I would give to Europe your crest.
And to America your breast.
And leave in the Orient the rest.
In a peaceful world young and old,
might share alike your warmth and cold!*

Key

1. The International Federation of Translators awarded him the “Aurora Borealis Prize for Outstanding Translation of Fiction Literature.”
2. Xu studied foreign languages at National Southwest Associated University.
3. Xu was awarded a Flying Tigers Medal.
4. Xu advocated that a translation should be as beautiful as the original in three ways: semantically, phonologically, and logically.
5. The title of his autobiography is *Vanished Springs*.

2

Teaching tips

Ask students to find out the original meaning conveyed by this poem written by Mao Zedong. Have them discuss Xu’s translation in terms of its semantic, phonologic, and logical beauty.

Ask students to translate some of their favorite traditional Chinese poems into English and to compare their versions with that of Professor Xu. Introduce some basic ideas about literal translation and free translation.

Additional materials

The following is the original Chinese version of the poem written by Mao Zedong.

念奴娇·昆仑

横空出世，莽昆仑，阅尽人间春色。
飞起玉龙三百万，搅得周天寒彻。
夏日消溶，江河横溢，人或为鱼鳖。
千秋功罪，谁人曾与评说？
而今我谓昆仑：不要这高，不要这多雪。
安得倚天抽宝剑，把汝裁为三截？
一截遗欧，一截赠美，一截还东国。
太平世界，环球同此凉热。