

## Unit 1 Decision-Making Behaviors in Economic Activities

### I Teaching objectives

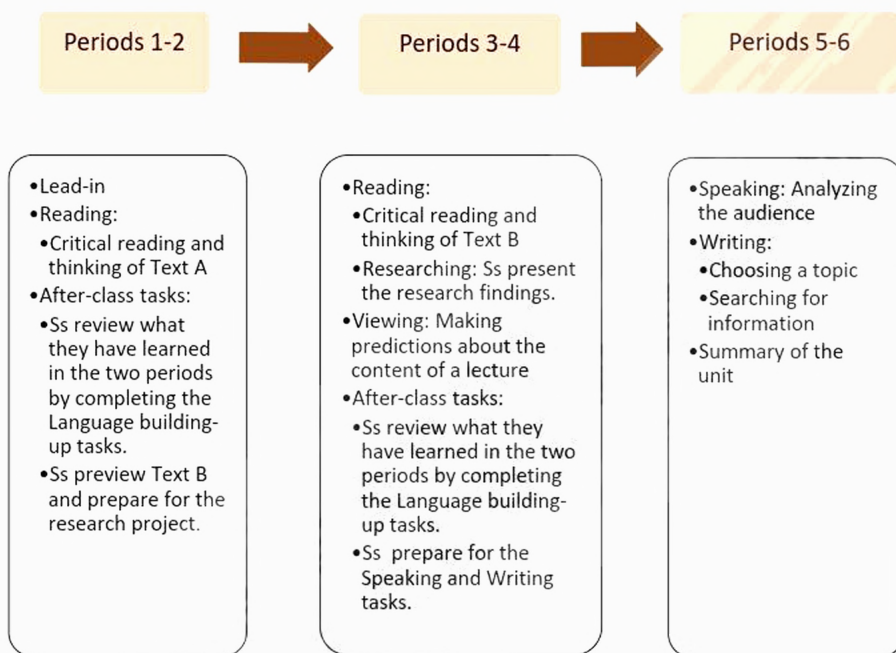
Upon completion of this unit, students (Ss) are expected to develop the following academic skills and knowledge:

<b>Professional knowledge</b>	<ul style="list-style-type: none"><li>• Understand some economists' point of view: how people make decisions</li><li>• Master some specialized vocabulary of economics</li></ul>
<b>Reading</b>	<ul style="list-style-type: none"><li>• <b>Critical reading and thinking</b><ol style="list-style-type: none"><li>1) Understand the structure of the text</li><li>2) Analyze difficult sentences and formal language use in the texts</li><li>3) Critically think about the two principles that guide people's behaviors</li></ol></li><li>• <b>Language building-up</b><ol style="list-style-type: none"><li>1) Master the specialized vocabulary of business and economics</li><li>2) Practice vocabulary and collocations in academic contexts</li><li>3) Study some formal language use</li></ol></li><li>• <b>Researching</b> Carry out a group study to investigate factors that might affect a person's decision-making in job seeking</li></ul>
<b>Viewing</b>	Make predictions about the content of a lecture, using common knowledge and background information
<b>Speaking</b>	Analyze the audience and keep them in mind when preparing a presentation
<b>Writing</b>	<ul style="list-style-type: none"><li>• Know how to choose a suitable and manageable topic for a research paper</li><li>• Learn how to search for relevant information about the topic to support ideas</li></ul>

## II Suggested teaching plans

### 1 Overview

This unit is designed for six periods of classroom activities. Here is a suggested teaching plan, but there may be other ways to explore this unit.



### 2 Teaching guides for each part of the student book

#### Reading

#### Text A

#### Teaching steps

Lead-in	1 Ask Ss to brainstorm and write down their answers to the question – how people make decisions – within five minutes.
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	<ol style="list-style-type: none"> <li>2 Let Ss discuss their answers with their partners.</li> <li>3 Ask some Ss to share their ideas with the whole class.</li> <li>4 T may comment on Ss' ideas and draw Ss' attention to Text A by saying, "Ideas vary from person to person. Now let's read Text A and find out what economists believe how people make decisions."</li> </ol>														
<p><b>Critical reading and thinking</b></p>	<ol style="list-style-type: none"> <li><b>1 Overview</b> <ol style="list-style-type: none"> <li>1) Draw Ss' attention to the structure of Text A in Task 1.</li> <li>2) Let Ss scan the text to fill in the space provided in Task 1.</li> <li>3) Check feedback with the class.</li> </ol> </li> <li><b>2 Points for discussion</b> <ol style="list-style-type: none"> <li>1) Put Ss into groups of 4-5 to brainstorm answers to questions in Task 2. If time is limited, ask each group to choose one of the three questions. Make sure every question is chosen.</li> <li>2) Invite some groups to report their answers to the class.</li> </ol> </li> </ol>														
<p><b>Language building-up</b></p>	<ol style="list-style-type: none"> <li><b>1 Specialized vocabulary</b> <ol style="list-style-type: none"> <li>1) Give a brief introduction to the concept of specialized vocabulary and draw Ss' attention to the explanatory note in Task 1.</li> <li>2) Ask Ss to work through Task 1 to review the specialized vocabulary used in the text and check Ss' answers.</li> <li>3) Ask Ss to study the specialized vocabulary listed in Key terms for further study at the end of the unit.</li> </ol> </li> <li><b>2 Academic vocabulary</b> <ol style="list-style-type: none"> <li>1) Draw Ss' attention to the explanatory note of academic words in Task 2 and briefly explain the concept by saying, "Academic language is more formal and has more specific vocabulary than everyday non-academic language." The information provided by the tables below and in Task 4 Formal English might be helpful. <table border="1" data-bbox="465 1240 1089 1695" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;"><b>Differences between academic and non-academic language</b></th> </tr> <tr> <th style="text-align: center;"><b>Academic Language</b></th> <th style="text-align: center;"><b>Non-academic Language</b></th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">It is formal and impersonal, and contains no colloquialism or slang.</td> <td style="padding: 5px;">It is informal or casual, and may contain colloquialisms and slang.</td> </tr> <tr> <th colspan="2" style="text-align: center;"><b>Some examples of academic and non-academic language</b></th> </tr> <tr> <th style="text-align: center;"><b>Academic Language</b></th> <th style="text-align: center;"><b>Non-academic Language</b></th> </tr> <tr> <td style="padding: 5px;"><b>It is generally agreed that ...</b></td> <td style="padding: 5px;"><b>As we all know ...</b></td> </tr> <tr> <td style="padding: 5px;">The study participants <b>demonstrated that their</b></td> <td style="padding: 5px;">The study participants <b>said that they did better</b></td> </tr> </tbody> </table> </li> </ol> </li> </ol>	<b>Differences between academic and non-academic language</b>		<b>Academic Language</b>	<b>Non-academic Language</b>	It is formal and impersonal, and contains no colloquialism or slang.	It is informal or casual, and may contain colloquialisms and slang.	<b>Some examples of academic and non-academic language</b>		<b>Academic Language</b>	<b>Non-academic Language</b>	<b>It is generally agreed that ...</b>	<b>As we all know ...</b>	The study participants <b>demonstrated that their</b>	The study participants <b>said that they did better</b>
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	<p>2) Introduce to Ss some useful resources such as AWL (Academic Word List), NAWL (New Academic Word List), and ACL (Academic Collocation List) that can help them build up general academic vocabulary.</p> <p>3) Ask Ss to complete Task 2 to actively master the academic vocabulary listed in the word box.</p> <p>4) Check Ss' answers.</p>															
	<p><b>3 Collocations</b></p>															
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	3) Guide Ss to complete Task 4 and check their answers.
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## Supplementary information

### 1 N. G. Mankiw

N. G. Mankiw is an American macroeconomist and professor of economics at Harvard University. He is known in academia for his work on New Keynesian Economics (新凯恩斯主义经济学). He is also author of the textbook *Principles of Economics* from which Text A of this unit is taken.

### 2 gasoline tax

This is a kind of fuel tax (also known as a petrol / gasoline / gas tax, or as a fuel duty) imposed on the sale of fuel. In many countries, the fuel tax is a source of general revenue. Fuel prices around the world are often decided by governments.

### 3 seat belt law

The seat belt law requires the fitting of seat belts to motor vehicles and / or the wearing of seat belts by motor vehicle occupants.

### 4 a classic 1975 study

This refers to a study done by Sam Peltzman in 1975. In the study Peltzman investigated the policy that mandates the use of seat belts in automobiles and found that people react to safety regulations by increasing other risky behaviors and thus offsetting the safe behaviors. This theory was recapitulated by the term “the Peltzman Effect”.

## Language support

### 1 Marginal decision-making can help explain some otherwise puzzling economic phenomena (Para. 5)

“Otherwise” is an adverb here. It used for saying that something is true except for the fact that you have just mentioned.

*e.g. The driver suffered shock but was otherwise unhurt.*

### 2 The marginal benefit, in turn, depends on how many units a person already has. (Para. 5)

“In turn” can be used to indicate a sequential relationship as compared to the one just mentioned, meaning accordingly or similarly, with respect to sequence, precedence, or hierarchy.

*e.g. My car was hit by a truck, which in turn was hit by the van.*

*He leaked the secret to Tom who in turn leaked it to Addison.*

### 3 A rational decision-maker takes an action if and only if the marginal benefit of the action exceeds the marginal cost. (Para. 6)

“If and only if” is often used in logic, meaning that the truth of either one of the connected statements requires the truth of the other (当且仅当).

*e.g. A rectangle is a square if and only if all four of its sides have the same lengths.*

**4 One economist went so far as to suggest that ... (Para. 7)**

“go so far as to do sth.” means to behave in a way that seems surprising or extreme 甚至做出某事

*e.g. Many ranchers go so far as to block public access roads with gates.*

**5 If the tax were larger, more people would be driving hybrid cars ... (Para. 9)**

In this sentence, “were” and “would” indicate the subjunctive mood, indicating that the situation is not the reality.

**6 At first, this discussion of incentives and seat belts might seem like idle speculation. (Para. 13)**

At first, this discussion of incentives and seat belts might seem like random talk which is not supported by evidence.

## Text B

### Teaching steps

<p><b>Critical reading and thinking</b></p>	<ol style="list-style-type: none"> <li>1 T may lead in by saying, “You have learned from Text A that rational people systematically and purposefully do the best they can to achieve their objectives, given the available opportunities. We can use this principle to analyze the motivation for taking a job. Text B explains why people work and what they want from work.”</li> <li>2 Let Ss scan the text to identify the reasons for wanting a job. Draw Ss’ attention to the subheadings that highlight the main points in the text.</li> <li>3 Guide Ss through the text and explore the concepts introduced by the author. Then ask Ss to complete the task.</li> </ol>
<p><b>Language building-up</b></p>	<ol style="list-style-type: none"> <li>1 <b>Academic vocabulary</b> <ol style="list-style-type: none"> <li>1) Ask Ss to practice the words in the box in the academic context by completing Task 1.</li> <li>2) Check Ss’ answers.</li> </ol> </li> <li>2 <b>Collocations</b> <ol style="list-style-type: none"> <li>1) Let Ss practice the common collocations of words from the text by completing Task 2.</li> <li>2) Check Ss’ answers.</li> </ol> </li> </ol>
<p><b>Researching</b></p>	<ol style="list-style-type: none"> <li>1 Guide Ss through the directions of the task.</li> <li>2 Ask Ss to do online research to find other factors that affect people’s job seeking decisions.</li> </ol>

3 T may give tips on how to prepare and deliver a presentation.

Preparing a presentation	Delivering a presentation
Start by asking the purpose of the presentation and be clear about your objective.	Show your passion and connect with the audience.
Consider your prospective audience and think about what they might expect from you.	Speak from memory and do not rely on scripts. You could use notes to help your memory.
Identify the main points for your presentation and decide how you want to convey the ideas.	Make eye contact with the audience.
Prepare slides for your presentation and keep your text simple and concise.	Use your voice effectively, and make your gestures open and confident.
Rehearse several times. You can record yourself or ask friends to be the audience.	Have good time control and schedule time for questions from the audience.

4 Invite Ss to present their research findings to the class.

5 Prompt and elicit responses from Ss in a brainstorm after the presentations.

6 T comments on Ss' presentations with regard to the content and the way they present their findings. T may ask Ss to refer to the following checklist to evaluate their performance:

Presentation checklist		
Content	The presentation has an introduction. (Introduce yourself, explain the purpose of your presentation and outline what you will cover.)	<input type="checkbox"/>
	Main points are well developed, with analysis and description.	<input type="checkbox"/>
	Ideas are organized in a logical order and appropriate transition signals are used to introduce next points.	<input type="checkbox"/>
	The main points are summarized and the thesis is restated at the end of the presentation.	<input type="checkbox"/>
Delivery	Maintain proper eye contact with the audience.	<input type="checkbox"/>
	Use natural body posture and hand gestures.	<input type="checkbox"/>
	Voice is clear and well projected.	<input type="checkbox"/>
	Visual aids are relevant and clearly	<input type="checkbox"/>

		visible, and used effectively to support the content.	
		An invitation for questions is offered.	<input type="checkbox"/>
		Time is well managed.	<input type="checkbox"/>

## Supplementary information

### 1 professional fulfillment

It refers to happiness or meaningfulness, self-worth, self-efficacy and satisfaction at work.

### 2 compensation, salary, wage, bonuses, benefits, remuneration

They all mean money or its equivalent given in return for something.

**compensation:** the combination of money and other benefits (= rewards) that an employee receives for doing their job

**salary:** money paid every month, especially directly into a bank, especially to people who work in offices or in professional jobs

**wage:** the amount of money, usually calculated hourly and paid weekly, which someone is paid for work they do, especially work in a non-professional job

**bonus:** an extra amount of money given to someone as a present or reward for good work in addition to salary

**benefit:** an advantage such as medical insurance, life insurance, and sick pay, that employees receive from their employer in addition to money

**remuneration:** a formal word meaning everything that is paid to someone, especially to an important professional person for the work they do

### 3 a living wage

enough money to buy the things that are necessary in order to live, such as food and clothes.

基本生活工资

*e.g. He does make a living wage but only by working 72 hours a week.*

### 4 market rates (市场均薪)

The word "rate" here refers to an amount or level of payment.

*e.g. We agreed a rate with the painter before he started work.*

*What's the going rate for this type of work?*

## Language support

### 1 The reasons for working are as individual as the person. (Para. 1)

individual 在这里是形容词,意思是 belonging or relating to, or suitable for, people or things that are different or particular in some way (独特的, 特有的)。

*e.g. children with individual needs*

*Marion has a very individual writing style.*

### 2 Other people like to accomplish goals and feel as if they are contributing to something



**larger than themselves, something important, an overarching vision for what they can create.** (Para. 3)

an overarching vision 与 something larger, something important 并列，都是 contributing to 的宾语，指超越个人的宏大梦想。

**3 To underplay the importance of money and benefits as motivation for people who work is a mistake.** (Para. 5)

这句话主语是不定式 to underplay。as motivation for people 是宾语补语。补语里面有一个定语从句 who work。is 是主句系动词，a mistake 是主句表语。

**4 To belong to the in-crowd ...** (Para. 11)

the in-crowd: a small group of people in an organization or activity who are popular and have influence, and who are friendly with each other but do not want other people to join them  
(受欢迎、有影响但排外的) 小集团, 小圈子

*e.g. We were never part of the in-crowd in high school.*

**5 It ranks on the top of the list next to paying poor performers the same wage as non-performers in deflating motivation.** (Para. 13)

on the top of the list 是修饰 ranks 的状语。主句是 it ranks next to..., paying poor performers the same wage as non-performers 是 next to 的宾语。in deflating motivation 也是修饰谓语动词的状语。

**6 ... you'll be surprised at how many simple and inexpensive opportunities you have to create a motivational, desirable work environment.** (Para. 16)

surprised at 的宾语是 how many simple and inexpensive opportunities。you have 是修饰 opportunities 的定语从句。先行词 opportunities 在定语从句中是 you have 的宾语。注意断句时不能把 have to 理解为一个短语意群。

## Viewing

### Teaching steps

- 1 Ask Ss to read the information about prediction to learn how to predict the information before listening. T may get Ss ready for Task 1 by pinpointing what they are expected to predict:
  - The opinions or information
  - Key words or phrases they expect to hear
  - The format (how the idea is organized and in what sequence)
- 2 Ask Ss to predict the content of the lecture and write down their expectations in the space provided in Task 1.
- 3 Ask Ss to watch the video clip and complete Task 2 and check their answers.
- 4 Ask Ss to return to Task 1 to see whether their predictions are reasonable or not.

## Speaking

### Teaching steps

- 1 Guide Ss through the instructions on how to analyze the audience.
- 2 Draw Ss' attention to the task. Ask Ss to work in groups of 4-5 to analyze their audience from the four aspects listed in the task.
- 3 Invite at least one group to present their observations in class. Then ask Ss to refer back to the presentations they have made in Researching / Text B, and examine whether they have taken the audience into consideration while preparing for the presentation.
- 4 T comments on Ss' analysis and give suggestions.

## Writing

### Teaching steps

- 1 Give Ss an overview of the macro structures and micro skills of writing a research paper that will be introduced in the textbook.
- 2 Draw Ss' attention to tips for the macro structure (choosing a topic) and the micro skill (searching for information) of this unit. T may probe suggestions by Ss and let Ss share their ideas.
- 3 Ask Ss to complete Task 1 and explain the reasons for their choice.
- 4 Comment on Ss' chosen topics.
- 5 Ask Ss to complete Task 2. T may let Ss talk within small groups first and then ask some of them to report to the whole class.

## III Answer keys and scripts

### Reading

#### Text A

#### Lead-in

People make decisions by following their intuition, by taking other people's advice.

#### Critical reading and thinking

##### Task 1 / Overview

- 1) costs
- 2) benefits
- 3) incentives

- 4) diamonds
- 5) gasoline
- 6) auto safety laws

### Task 2 / Points for discussion

- 1 I don't think I'm a rational person, for example, I have no resistance to sales promotion.
- 2 For instance, that you asked a friend for advice about how many years to stay in school. If he were to compare for you the lifestyle of a person with a PhD to that of a grad school dropout, you might complain that this comparison is not helpful for your decision. You have some education already and most likely are deciding whether to spend an extra year or two in school. To make this decision, you need to know the additional benefit that an extra year in school would offer (higher wages throughout life and the sheer joy of learning) and the additional costs that you would incur (intuition and the forgone wages while you are in school). By comparing these marginal benefits and marginal costs, you can evaluate whether the extra year is worthwhile.
- 3 I do agree. For example, some welfare states provide citizens who lost their jobs a lot of unemployment pension. The policymakers intend to help people pulling through the difficult time of unemployment, and encourage them to find new jobs. But since many find that the pension they get from the government might be higher than the average salary, more people decide to apply for the unemployment pension directly. Eventually, the unemployment rate goes even higher than before.

### Language building-up

#### Task 1 / Specialized vocabulary

- |                         |       |
|-------------------------|-------|
| 1 marginal change       | 边际变化  |
| 2 scarce resources      | 紧缺资源  |
| 3 maximize profits      | 利益最大化 |
| 4 net result            | 最终结果  |
| 5 level of satisfaction | 满意度   |
| 6 rational people       | 理性人   |

#### Task 2 / Academic vocabulary

- |               |               |
|---------------|---------------|
| 1 maximizing  | 2 assume      |
| 3 marginal    | 4 rational    |
| 5 allocate    | 6 summarizing |
| 7 adjustments | 8 phenomenon  |
| 9 principles  | 10 analysis   |

#### Task 3 / Collocations

- |                  |                |
|------------------|----------------|
| 1 in turn        | 2 rolls around |
| 3 shades of gray | 4 by contrast  |

5 rarely black and white

6 blew off

#### Task 4 / Formal English

1 encounter

2 yield

3 induces

4 regarding

5 alter

6 probability

7 adverse

8 speculation

### Text B

#### Critical reading and thinking

##### Task / Overview

1) basic motivation

2) time

3) attention

4) Control

5) in-crowd

6) growth

7) development

8) Leadership

9) Recognition

10) wants and needs

11) motivational, desirable work environment

#### Language building-up

##### Task 1 / Academic vocabulary

1 attaining

2 motivation

3 survey

4 retaining

5 formula

6 predict

7 demonstrated

8 outcome

9 component

10 participation

##### Task 2 / Collocations

1 high expectations

2 take / have / shoulder responsibility

3 held in high esteem

4 fosters / inspires / generates; motivation

5 flexible schedule

6 accomplish / fulfill the mission

7 financial performance

8 significant accomplishment

#### Researching

1 Hint: When they look for a job, people may consider salary, welfare, work environment, training opportunity, personal preferences, the culture of the workplace.

## Viewing

### Task 2

- 1 six-step decision-making process; DECIDE
- 2 Step 1: Define your goal  
Step 2: Establish your criteria  
Step 3: Choose good options  
Step 4: Identify the pros and cons  
Step 5: Decide the most logical option for your situation  
Step 6: Evaluate the results
- 3 birthday gift example
- 4 use this decision-making model

### Scripts

Decisions are the hardest thing to make, especially when it is a choice between where you should be and where you want to be. Making decisions about the use of limited resources can be challenging. Sometimes it is necessary to consider needs over wants. Sometimes you need to make decisions that are best for you and not for everybody else. It is important for you to make the best decisions for your particular situation, given the information you have available at the time.

Let's take a look at a simple six-step decision-making process that can help you make better-informed decisions. This process uses the acronym DECIDE to walk us through the steps.

The first step of the decision-making process is define your goal. You need to determine what you want to achieve. In this example, Joey wants to buy a gift for a three-year-old he babysits.

The second step is establish your criteria. Which features do you really need or would just like to have? In the birthday gift example, Joey decided that he wanted a gift that provided creative play opportunity, safety, durability, and was low cost.

The third step is choose good options. Choose options that meet your criteria. Joey identified several acceptable options for the birthday gift.

The fourth step is identifying the pros and cons. This is done by determining how well each option meets your criteria. Using a decision-making grid can help with this process. Here we see the completed decision-making grid for the birthday gift scenario. The grid helps us identify, organize, and compare criteria information for each item.

The fifth step is deciding the most logical option for your situation. Here we see how Joey ranked the birthday gift options.

The final step is evaluate the results. After making your decision, think about what you liked and didn't like about the choice you made. So, you can consider that information next time you make a similar decision.

Let's review the six-step decision-making process using the acronym DECIDE. Define your goal, establish your criteria, choose good options, identify the pros and cons, decide the most logical option for your situation, and evaluate the results. We challenge you to use this decision-making model in the next week. Use the decision-making grid to list your criteria and options, and to organize information, so you can compare the pros and cons of each option. Share with others how the process worked for you, describe how the decision-making model and grid was helpful or not helpful as you made your decision. Given the time you spent thinking through the decision to be made, the criteria and alternatives, are you more or less satisfied with your final decision? Why or why not?

## Writing

### Task 1

- Effects of globalization on people's life
- How people make decisions
- Importance of liberal arts education: A case study of ...
- The gender pay gap
- A survey of consumer behavior: A case study of ...

## Translation of texts

### Text A

#### 人们如何做决定

经济这一概念没什么神秘之处。无论我们讨论的是一个国家的经济还是全球经济，经济只不过是一群人在生活中的互动而已。由于经济行为能反映组成该经济的个体的行为，因此我们对经济学的研究先从关于个人决策的原理开始。这里是两个主要原理。

**原理一：理性人在边际处思考**

经济学家通常假设人们是理性的。理性人会在所给的机会条件下,有条理、有目的地尽自己所能来实现自己的目标。在你学习经济学的过程中,你会发现企业为使利润最大化,要决定雇用多少工人以及生产和销售多少产品。你也会发现个人为达到最大的满意度,要决定投入多少时间工作,使用工作收入购买哪些商品和服务。

理性人明白生活中的决定很少是非黑即白的选择,而是往往涉及灰色地带。吃晚饭时,你面对的决定不是一口不吃和大吃特吃之间的选择,而是要不要再多吃一口土豆泥。当考试临近时,你的决策不是放弃学习和 24 小时不眠不休之间的选择,而是要不要再多温习一小时的笔记而不去看电视。经济学家使用术语边际变化来表示对某个现有方案的微小增量的调整。记住,边际表示“边缘”,因此边际变化表示在你所做的事情的周边所做的微小调整。理性人在决策时通常要比较边际收益和边际成本。

以某航空公司为候补临时买票的乘客定价为例。假设某飞机有 200 个座位,它横飞美国一次的成本为 100,000 美元。在这种情况下,每个座位的飞机成本为 500 美元( $=100,000/200$ )。你可能会认为航空公司制订的票价绝不会少于每张 500 美元。事实上,一个理性的航空公司通常会在边际处思考,从而找到增加利润的方法。例如飞机正准备起飞,但还有 10 个空座,某个在登机口等待的乘客准备临时买票,他愿意花 300 美元买一张机票。航空公司应该卖给他机票吗?当然应该卖。如果飞机有空座,因增加一位乘客而增加的成本非常小。尽管每位乘客的平均成本为 500 美元,但增加一位乘客带来的边际成本仅为该乘客消费的一袋花生米以及一罐苏打水(航空公司为每位乘客免费提供)的费用。只要候补乘客支付的价格大于边际成本,卖票给他就是有利可图的。

难以用其他方法解释的一些经济现象,若用边际决定进行解释则比较容易。例如钻石和水的经典问题:为什么水那么便宜而钻石那么昂贵?人类生存需要水而钻石却不是必需的。那么是什么原因使得人们愿意为一粒钻石支付远高于一杯水的价格?原因在于人们对商品的支付意愿取决于额外一单位该商品所产生的边际收益。边际收益又取决于人们已经拥有的该商品的数量。水是必需品,但是额外一杯水的边际收益很小,因为水很多。相反,钻石并非生存必需品,但由于钻石非常稀缺,人们认为额外一粒钻石的边际收益很大。

当且仅当边际收益大于边际成本时,理性决策者才会决定做这件事。这个原理可以解释为何航空公司愿意以低于平均成本的价格销售机票,它也可以解释为何人们愿意为钻石支付比水高得多的价格。适应和习惯这种边际分析的思想,需要一定时间,但经济学的学习会为你提供大量的练习机会。

## 原理二:人们对激励做出反应

激励是指诱使或迫使人们做某事的东西,例如惩罚或奖励的可能性。因为理性人在决策时比较边际成本和边际收益,所以他们会为激励做出反应。你将看到激励在经济学的学习中占有核心地位。某个经济学家甚至说,整个经济学可以简单总结为:“人们对激励做出反应,剩下的无关紧要。”

激励在分析市场如何运行时非常重要。例如，当苹果的价格上涨，人们决定少吃苹果。与此同时，果园决定多雇用一些工人、采摘更多苹果。换句话说，市场中某商品价格上升激励买方少消费、卖方多生产。我们将看到，价格对消费者和生产者行为的影响对于市场经济如何分配稀缺资源非常关键。

公共政策制定者应该牢记激励这一原理：很多政策改变了人们面对的成本或收益，从而改变了他们的行为。例如，对汽油消费征税鼓励人们购买更小、更节能的汽车。汽油税税率在欧洲较高，而在美国则较低，这是与美国人相比，欧洲人开小一些的汽车的原因之一。汽油税也可以鼓励人们拼车、乘公交，或在工作地点附近住。如果税率进一步提高，更多的人会驾驶混合能源汽车。税率高到一定程度时，人们将转而购买电动汽车。

如果政策制定者忘记考虑政策对激励的影响，那么由此产生的后果通常出乎他们意料。例如关于汽车安全措施的公共政策。现在所有的汽车都有安全带，但 50 年前并非如此。在二十世纪六十年代，拉尔夫·纳德的著作《任何速度都不安全》引发公众对汽车安全的广泛关注。美国国会为此颁布法律，要求生产的新车必须将安全带作为常规设备。

安全带法规如何影响了汽车安全？直接效应明显：当人们系好安全带时，车祸幸存概率提高了。但这不是故事的全部，因为这个法律改变了激励从而影响了司机的行为。此处相关的行为是指驾驶速度和小心程度。缓慢而小心地开车成本较高，因为它耗费了司机的时间和精力。在决定开车需要多谨慎时，理性人也许会无意识地比较安全驾驶的边际收益和边际成本。因此如果谨慎开车的收益较高，那么司机开车会更慢、更小心。例如，当道路有冰时人们开车就会更慢、更谨慎，而在路况较好时则相反。

想想安全带法律如何影响司机成本收益的算盘。因为安全带降低了受伤和死亡的可能性，因此减少了交通事故的成本。换句话说，安全带减少了缓慢小心开车的收益。人们对安全带的反应和他们对路况改善后的反应类似——开车速度增加、警惕程度下降。因此，安全带法律的后果是车祸数量上升。开车越来越不谨慎对行人有明确的不利影响，行人遭遇车祸的概率增加了。和司机不同，行人没有从安全带法律中得到额外保护。

起初上述关于激励和安全带的分析看上去像随意的猜想。但是经济学家萨姆·佩尔兹曼在他 1975 年的经典研究（《汽车安全管制》）中提出，汽车安全法律带来很多这样的后果。佩尔兹曼提供的证据表明，这些法律降低了每次车祸的死亡人数但却增加了车祸次数。他认为这些法律的最终结果是：司机死亡数量变动不大但行人死亡数量增加了。

佩尔兹曼对于汽车安全的分析是人们对激励做出反应这个普遍原理的反面例证之一。在分析任何政策时，我们不仅必须考虑直接效应，还必须考虑由于激励引起的不怎么明显的间接效应。如果政策改变了激励，它会导致人们改变自己的行为。

## Text B

### 人们希望从工作中获得什么：动机



工作的动机人人不同。工作的原因因人而异。不过所有人去工作都是因为工作场所让他们从工作中获得想要得到的东西。工作给你的回报影响你的干劲、动力和生活的质量。

这里分享一些关于雇员工作动机的认识,人们希望从工作中获得什么,你如何帮助员工满足他们的需求以促进工作动力。

### 收入是基本动机

有些人因为热爱而工作;其他人为了个人和职业满足感而工作。还有一些人想要达到某种目标,觉得工作可以达成超越个人的、重要的、他们能参与创造的宏大愿景。有些人通过有意义的工作实现个人目标。另一些人真心喜爱他们的工作和他们服务的客户。有些人享受职场情谊,喜欢和客户、同事交流。其他人喜欢忙忙碌碌,把时间填满。有些雇员喜欢变化、挑战,喜欢解决各种各样的问题。如你所见,雇员的动机独特又多样。

不管你工作的个人理由是什么,有一个基本事实,那就是几乎人人为了收入工作。不管你把它叫做什么:绩效、工资、奖金、福利或薪酬,付账单的是钱。收入给我们提供住房,孩子的衣食,让我们得以送孩子读大学,可以休闲娱乐,而且最终提供退休的保障。除非你有财务自由,否则你就得工作以领取工资。

弱化收入和福利对人们工作动力的重要性是不对的。虽然收入可能不是人们最重要的动机,人们甚至不会在聊到工作动力时立马提到收入,但是任何关于员工动力的讨论必谈挣钱谋生这一要素。

对一个能招到并留住尽心尽力的员工的成功的公司,公平的福利和报酬是基石。如果你为雇员提供了基本生活工资,接下来你可以在其他动力上做文章。而如果没有公平的保障生活的工资,你最好的员工会去找报酬更好的雇主,你会面临失去他们的风险。

事实上,华信惠悦咨询公司的研究——《人力资本构建竞争优势:你的公司必须实施(或避免)的21个股东收益最大化的人力资源管理实践》——建议你要比市场上那些支付平均薪酬的竞争对手付更高的报酬,才能吸引最好的人才。收入是基本动机。

### 钱到手了?下一个动机是什么?

二十世纪八十年代的调研显示人们工作不只追求收入。美国心理学协会早期一项对数千员工和经理的研究很清楚地说明了这一点。

经理们猜测对他们雇用的员工而言,收入是最重要的动力。结果却发现他们的雇员说个人时间、经理和主管的关注是他们工作中最大的成就感和动力。

在《劳动力管理》上的一篇文章《关于动机的十大意外》中,奖励与认可人力资源专家鲍勃·纳尔逊说:“雇员希望他们所敬佩的人赏识他们工作中的优秀表现,这一点比什么都重要。”他补充说人们希望别人视他们为能思考、有决断、努力做好事情的成年人。他们不需要一个来监视他们的看管者。

虽然人们在工作中的追求因时因地、因人而异,每个人的需求不同,各种回报对他的意

义也不同，但是让他们从工作中得到他们想要的其实真的相当简单。如下几点最为基本：

- 对工作的掌控促成动力：包括这些组成部分——影响决定的能力，有明确的量化的目标，对整个任务（至少是指定任务）责任明确，工作丰富化，工作本身要完成的任务。
- 圈子归属感带来动力：包括这几项——及时收到信息和通报，了解管理层的决策方式，参与小组和会议的机会，工作进程及成果的可视化记录和通告。
- 成长和发展的机会也是动力：包括教育、培训的机会，职业发展规划，参与团队合作的机会，继任规划，跨部门培训，实地考察优秀单位的机会。
- 领导力是动力的关键。人们希望领导的期望明确，能提供一张蓝图描绘出所期望的成果、设定的目标和反馈，以及一个合理的结构或框架。

在《人力资本构建竞争优势》一书中，作者布鲁斯·普福和艾拉·凯指出，人们希望他们个人的表现通过与之相关联的报酬得到认可。

员工希望完不成工作的人会被解雇；事实上，不惩罚、不解雇那些完不成工作的人是一个机构最让人泄气的事情。这种做法在那些最打击士气的事情里面排第二。第一是给做得不好的员工和不努力的员工付同样的工资。

此外，两位作者发现对于雇员在工作中想得到什么，雇主和雇员的认识之间一直有割裂。“雇主大大低估了雇员决定加入或离开一个公司时，如弹性工作安排或升迁的机会这些事情对雇员的重要性。那意味着许多公司在错误的工具上大费周章（并且动用稀缺资源），”普福和凯说。人们希望雇主付的报酬高于市场均薪。他们寻求弹性工作安排。他们期望得到股权、进修的机会，以及能更多地了解管理层的决定和公司未来方向背后的逻辑。

### **你能做什么来促进动力与干劲**

你了解了人们在工作中想要得到什么。创造一个鼓舞人心的工作环境的关键在于员工的个人愿望和需求。你从这里获得的最有意义的建议是：必须询问你的雇员他们从工作中想要得到什么，是否正在实现。

手中有了一些信息，你将惊讶地发现你有很多简单的、低成本的机会去创造一个激励员工、人人向往的工作环境。注意什么对员工的动力和干劲很重要。当你为雇员创造了这些条件，你将会取得巨大的商业成就。

## Unit 2 The Economist

### I Teaching objectives

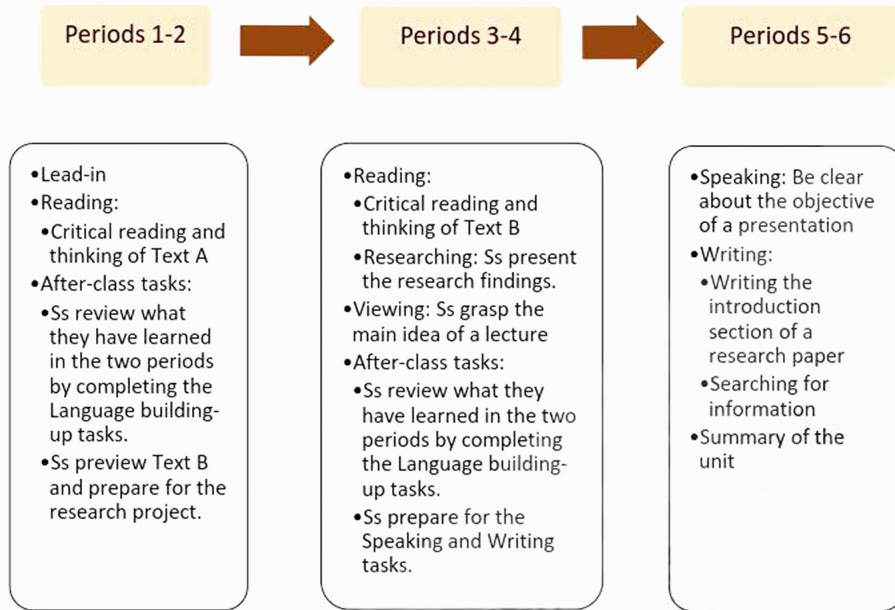
Upon completion of this unit, Ss are expected to develop the following academic skills and knowledge:

<b>Professional knowledge</b>	<ul style="list-style-type: none"> <li>• Understand why economics is a science and how economists approach their work</li> <li>• Get acquainted with some specialized vocabulary of economics</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• <b>Critical reading and thinking</b> <ol style="list-style-type: none"> <li>1) Grasp the main structure of the texts</li> <li>2) Analyze difficult sentences and formal language use in articles</li> <li>3) Think about issues critically</li> </ol> </li> <li>• <b>Language building-up</b> <ol style="list-style-type: none"> <li>1) Learn the specialized vocabulary of economics</li> <li>2) Practice vocabulary and collocations in academic contexts</li> <li>3) Study some formal language use</li> </ol> </li> <li>• <b>Researching</b> Find literature about Nash equilibrium, Nash's contributions to economics, and play the public-goods game</li> </ul>
<b>Viewing</b>	Grasp major points of a lecture by paying attention to the clues in the speaker's tone and expressions
<b>Speaking</b>	Have clear objectives of a preparation of a presentation
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Know how to write the introduction section of a research paper</li> <li>• Learn how to write a good research question</li> </ul>

### II Suggested teaching plans

#### 1 Overview

This unit is designed for six periods of classroom activities. In each of the periods, certain tasks are to be completed. Generally speaking, there may be several different ways to explore this unit. Here is a suggested teaching plan.



## 2 Teaching guides for each part of the student book

### Reading

#### Text A

#### Teaching steps

<b>Lead-in</b>	<ol style="list-style-type: none"> <li>1 Divide the class into groups of 4-5 to discuss the two lead-in questions before reading Text A.</li> <li>2 Randomly ask some groups to report the economists that they know.</li> <li>3 Have each group summarize their viewpoints of the second lead-in question and invite some to share their ideas with the whole class.</li> <li>4 T may lead Ss into Text A by saying, "You seem to have different opinions with regard to the scientific nature of economics. Let's read Text A to find out if the writer believes economics is a science and why."</li> </ol>
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<p><b>Critical reading and thinking</b></p>	<p><b>1 Overview</b></p> <ol style="list-style-type: none"> <li>1) Ask Ss to analyze the structure of the text by following the logic of science.</li> <li>2) Ask Ss to fill in the missing information.</li> </ol> <p><b>2 Points for discussion</b></p> <ol style="list-style-type: none"> <li>1) Put Ss into groups of 4-5 to discuss the questions. If time is limited, ask each group to choose one of those questions. Make sure every question is chosen.</li> <li>2) Invite some groups to report their answers to the class.</li> <li>3) Encourage Ss to comment on each report.</li> </ol>
<p><b>Language building-up</b></p>	<p><b>1 Specialized vocabulary</b></p> <ol style="list-style-type: none"> <li>1) Ask Ss to work through Task 1 to review the specialized vocabulary used in the text.</li> <li>2) Check Ss' answers.</li> <li>3) Ask Ss to pay attention to the specialized vocabulary listed in Key terms for further study at the end of the unit.</li> </ol> <p><b>2 Academic vocabulary</b></p> <ol style="list-style-type: none"> <li>1) Ask Ss to practice the words in the box in the academic context by completing Task 2.</li> <li>2) Check Ss' answers.</li> </ol> <p><b>3 Collocations</b></p> <ol style="list-style-type: none"> <li>1) Guide Ss through Task 3 to learn useful collocations.</li> <li>2) Check Ss' answers.</li> </ol> <p><b>4 Formal English</b></p> <ol style="list-style-type: none"> <li>1) Ask Ss to look up the underlined words in Task 4 in a thesaurus and find synonyms.</li> <li>2) Review the differences between formal and informal English as explained in Unit 1. Remind Ss that phrasal verbs are used more commonly in informal situations and better avoided in formal academic writing.</li> <li>3) As Ss to complete the task and check their answers.</li> </ol>

## Supplementary information

### 1 natural experiments

Natural experiments are different from controlled experiments in that the treatment to the subjects is assigned by nature, not by experimenters; in other words, experimenters do not have the ability to assign participants to "treatment" and "control" groups. Thus, natural experiments are observational studies and are not controlled in the traditional sense of a randomized experiment.

Natural experiments are useful when it is difficult to conduct controlled experiments, as is often the case in economics. An example of a natural experiment is that of the 1971 US ban on the television and radio broadcast of cigarette advertising. The ban can be used as a natural experiment to test the effects of advertising as the ban seems to have greatly

affected profitability and the rate of consumers switching brands and types of cigarettes.

## 2 crude oil

Crude oil (原油) is a naturally occurring, unrefined petroleum product composed of hydrocarbon deposits and other organic materials. A type of fossil fuel, crude oil can be refined to produce usable products such as gasoline, diesel and various forms of petrochemicals.

## Language support

### 1 This method of inquiry is as applicable to studying a nation's economy as it is to studying the earth's gravity or a species' evolution. (Para. 4)

as ... as句型中，第二个as it is后面省略了applicable。注意此句中to是介词。

### 2 "The whole of science is nothing more than the refinement of everyday thinking." (Para. 4)

Science is just about improving everyday thinking. That's all.

### 3 Although Einstein's comment is as true for social sciences such as economics as it is for natural sciences such as physics ... (Para. 5)

此句中也有as ... as 句型，注意是as true和as it is (true)相连。此句中还有两个as用于短语such as中，注意不要混淆。

### 4 An economist might live in a country experiencing rapid increases in prices and be moved by this observation to develop a theory of inflation. (Para. 7)

注意此句中的move是及物动词，意为to influence someone to do something，不是“感动”的意思。

*e.g. It was his anger that moved him to speak up.*

*After her success, she felt moved to help other people.*

### 5 If you ask a physicist how long it would take for a marble to fall from the top of a ten-story building, she will answer the question by assuming that the marble falls in a vacuum. (Para. 10)

这句话中作者用she指代physicist，这样的用法越来越常见，也可以用they，或者he / she指代。

### 6 These models are stylized, and they omit many details. (Para. 13)

The word "stylized" means made in a style that is artificial rather than realistic like life.

### 7 Yet despite this lack of realism — indeed, because of this lack of realism — studying these models is useful for learning how the human body works. (Para. 13)

Yet, although the models are not exactly the same as real bodies — actually just because they are not that realistic — they are useful to help students learn how the human body works.

## Text B

### Teaching steps

<p><b>Critical reading and thinking</b></p>	<ol style="list-style-type: none"> <li>1 T may lead in by saying, "Text A tells us how economists approach their subject. One thing important to their approach is to make assumptions. Text B is a study that questions the assumption of previous game theory studies. Scan Text B to see what assumption is questioned and how the assumption of this study is different from previous studies."</li> <li>2 Ask Ss to summarize the differences between animal behaviorists and economists with regard to game theory by doing Task 1 / Overview.</li> <li>3 Guide Ss through the text to find out the key elements of the study to complete Task 2 / Overview.</li> </ol>
<p><b>Language building-up</b></p>	<ol style="list-style-type: none"> <li>1 <b>Academic vocabulary</b> <ol style="list-style-type: none"> <li>1) Ask Ss to practice the words in the box in the academic context by completing Task 1.</li> <li>2) Check Ss' answers.</li> </ol> </li> <li>2 <b>Collocations</b> <ol style="list-style-type: none"> <li>1) Let Ss practice the common collocations of words from the text by completing Task 2.</li> <li>2) Check Ss' answers.</li> </ol> </li> </ol>
<p><b>Researching</b></p>	<ol style="list-style-type: none"> <li>1 Guide Ss through the directions of the task.</li> <li>2 Divide the class into groups of 4-5 and ask Ss to search literature on Nash equilibrium and Nash's contributions to economics.</li> <li>3 Invite some groups to present their literature research to the class.</li> <li>4 Divide the class into groups of 4 and carry out the public-goods game.</li> <li>5 Ask Ss to report the results of the game.</li> </ol>

### Supplementary information

#### 1 game theory

Game theory (博弈论) is a theoretical framework for conceiving social situations among competing players. In some respects, game theory is the science of strategy, or at least the optimal decision-making of independent and competing actors in a strategic setting. The key pioneers of game theory were mathematicians John von Neumann and John Nash, as well as economist Oskar Morgenstern.

It is important to remember that game theory assumed players within the game are rational and will strive to maximize their payoffs in the game.

The focus of game theory is the game, which serves as a model of an interactive situation among rational players. The key to game theory is that one player's payoff is contingent on the strategy implemented by other players. The game identifies the players' identities, preferences, and available strategies and how these strategies affect the outcome. Depending on the model, various other requirements or assumptions may be necessary. Game theory has a wide range of applications, including psychology, evolutionary biology, politics, economics, and business. Despite its many advances, game theory is still a young and developing science.

## **2 John von Neumann**

John von Neumann was a Hungarian-American mathematician, physicist, and polymath. A child prodigy, by the age of eight he was familiar with calculus and knew Ancient Greek. He joined the Manhattan Project in 1943, working on the immense number of calculations needed to build the atomic bomb. Von Neumann's contributions to science, mathematics, and early computing are countless. His gift for applied mathematics took his works in directions that influenced quantum theory, automata theory, economics, and even defense planning. Von Neumann is considered the father of game theory, which has had a broad influence in fields ranging from economics to evolutionary biology. Von Neumann was also a founding figure in modern computing.

## **3 John Nash**

John Nash was an American mathematician who made fundamental contributions to game theory, differential geometry, and the study of partial differential equations. Nash's work has provided insight into the factors that govern chance and decision-making inside complex systems found in everyday life. His theories are widely used in economics.

## **4 Nash equilibrium**

Nash equilibrium is a concept within game theory where the optimal outcome of a game is where there is no incentive to deviate from their initial strategy. More specifically, the Nash equilibrium is a concept of game theory where the optimal outcome of a game is one where no player has an incentive to deviate from his chosen strategy after considering an opponent's choice.

Imagine a game between Tom and Sam. In this simple game, both players can choose strategy A, to receive \$1, or strategy B, to lose \$1. Logically, both players choose strategy A and receive a payoff of \$1. If you revealed Sam's strategy to Tom and vice versa, you see that no player deviates from the original choice. Knowing the other player's move means little and doesn't change either player's behavior. The outcome A represents a Nash equilibrium. Overall, an individual can receive no incremental benefit from changing actions, assuming other players remain constant in their strategies. A game may have multiple Nash equilibria or none at all.

## **5 proceedings**

"Proceedings" are the written record of the academic papers that is presented to fellow researchers in a conference. They are usually distributed as printed books (or sometimes



CDs) either before the conference or after the conference.

#### 6 *The Proceedings of the National Academy of Sciences*

*The Proceedings of the National Academy of Sciences* (PNAS) (《美国科学院院报》) of the United States of America is the official journal of the United States National Academy of Sciences (NAS). It is one of the world's most cited multidisciplinary scientific serials. Since 1915 it has been publishing highly cited research reports, commentaries, reviews, perspectives, colloquium (研讨会) papers, and actions of the Academy. Coverage in PNAS spans the biological, physical, and social sciences.

#### 7 **The National Academy of Sciences (NAS)**

The National Academy of Sciences (NAS) is part of the National Academies, which also includes National Academy of Engineering (NAE), Institute of Medicine (IOM), and National Research Council (NRC). The members serve as advisers to the nation on science, engineering, and medicine. New members of the organization are elected annually by current members, based on their distinguished and continuing achievements in original research.

#### 8 **public-goods game**

The public-goods game is a standard of experimental economics; in the basic game subjects secretly choose how many of their private tokens to put into the public pot. Each subject keeps the tokens they do not contribute plus an even split of the tokens in the pot (researchers running the game multiply the number of tokens in the pot before it is distributed to encourage contribution).

The group as a whole does best when everyone contributes all of their tokens into the public pool. If everyone puts every token they start with into the pot then the group will extract the maximum total reward from the economists running the test. However, the Nash equilibrium in this game is simply zero contributions by all; if the experiment were a purely analytical exercise in game theory it would resolve to zero contributions because any player does better by contributing zero than any other amount regardless of whatever anyone else does.

In fact, the Nash equilibrium is rarely seen in experiments; people do tend to kick something into the pot. The actual levels of contribution found in individual subjects varies widely (anywhere from 0% to 100% of initial endowment can be chipped in – subjects are heterogeneous).

## Language support

### 1 **An important part of game theory is to look for competitive strategies that are unbeatable in the context of the fact that everyone else is also looking for them.** (Para. 2)

One important part of game theory is to find strategies that maximize the gains for the competitors even though other people may also be aware of these strategies and try to adopt them.

- 2 **When discussing the outcomes of these games, animal behaviourists speak of “evolutionarily stable strategies”, with the implication that the way they are played has been hard-wired into the participants by the processes of natural selection.** (Para. 3)

implication 后面是同位语从句。同位语从句的主语是 the way, they are played 是定语从句, 修饰 the way。they 指代主句中的 these games。

hard-wired: behavior that is hardwired is caused by your genes and the way that your brain is made, rather than learned from experience

- 3 **Each player was given a number of virtual tokens, redeemable for money at the end of the game.** (Para. 4)

Each player was given some virtual tokens which were changed into real money at the end of the game. (Real money was given to motivate the participants to take the game seriously, thus ensuring validity.)

- 4 **Individual strategies are not expected to be equally represented in a population. Instead, they should appear in proportions that equalise their pay-offs to those who play them.** (Para. 6)

Generally speaking, individual strategies are not employed by the same number of people in a population. The proportions of the people using the strategies tend to be equal to the extent of the payoffs (American spelling of *pay-off*) of the strategies.

- 5 **A strategy can be advantageous when rare and disadvantageous when common.** (Para. 6)

A strategy can be advantageous even though few people adopt it and disadvantageous when it is a common strategy adopted by many people.

- 6 **Of course, it is a long stretch from showing equal success in a laboratory game to showing it in the mating game that determines evolutionary outcomes.** (Para. 8)

作者这里指出了实验的局限性。实验室的研究不能和自然界观察到的繁殖策略相比。

“It is a long stretch from A to B.”是一个句型。表示 A 到 B 还有很大差距。

## Viewing

### Teaching steps

- 1 Guide Ss to learn the way to find major points in a lecture.
- 2 Draw Ss' attention to the Word bank before watching the video clip.
- 3 Play the video clip and ask Ss to complete the tasks. Then check Ss' answers to the two tasks.

## Speaking

### Teaching steps

- 1 Tell Ss that the questions listed in the box can serve as guidelines to help them

- set clear objectives for a presentation.
- 2 Ask Ss to refer back to the presentations they have done in Researching and clarify the goals of their presentations.
  - 3 Ask Ss to decide the goal of their paper presentation by completing the task.

## Writing

### Teaching steps

- 1 Guide Ss to learn how to write the introduction section of a paper.
- 2 Ask Ss to read the sample and find out the key elements in the sample by completing Task 2.
- 3 Explain to Ss the steps of developing a good research question.
- 4 Let Ss complete Task 1.
- 5 Ask Ss to complete Task 3.

## III Answer keys and scripts

### Reading

#### Text A

##### Lead-in

- 1 Mankiw is an American macroeconomist and professor of economics at Harvard University. He is known in academia for his work on New Keynesian Economics. He is also author of *Principles of Economics*, from which Text A of Unit 1 is taken.
- 2 I think economics is a science. Like many natural science subjects, it is also a systematic study of knowledge and facts, revolving around the relationships between individuals and economic societies. All the theories and facts of economics are systematically collected, classified and analyzed. All the laws are universally accepted, and tested based on simulation experiments. Therefore, it should be included in the field of social science.

#### Critical reading and thinking

##### Task 1 / Overview

- |                                |                        |
|--------------------------------|------------------------|
| 1) theory of gravity           | 2) theory of inflation |
| 3) Assumption                  | 4) simplifies          |
| 5) two countries and two goods | 6) complex world       |
| 7) plastic                     | 8) realism             |
| 9) how the human body works    | 10) models             |

- 11) diagrams and equations
- 12) details
- 13) what is truly important

**Task 2 / Points for discussion**

- 1 He means that scientific study is not really about breakthroughs but about the systematic inquiry of knowledge. I agree. There is a study about the relationship between economic conditions and presidential election which reveals one small thing; namely, when the unemployment rate is greater than 7%, the incumbent American president do not get reelected. This is not a big breakthrough but it is science because it uses scientific methods.
  
- 2 I strongly agree with the argument in the text that economics is a science. It is a field whose findings can be a useful basis for making policy decisions, because economics is firmly grounded in fact by adopting scientific approach which is characterized by formulating and testing precise hypotheses to economic questions. Nonetheless, economists have developed tools that approximate scientific experiments to obtain compelling answers to specific policy questions. Like many natural science subjects, economics is also a systematic study of knowledge and facts, revolving around the relationships between individuals and economic societies. Therefore, I do believe that economics is a science.

**Language building-up**

**Task 1 / Specialized vocabulary**

- 1 比较优势
- 2 消费者剩余
- 3 无谓损失
- 4 高通胀
- 5 economic policymaker
- 6 amount of currency in circulation
- 7 economic model
- 8 short-run effect of a policy
- 9 supply and demand
- 10 monetary policy

**Task 2 / Academic vocabulary**

- 1 approach
- 2 features
- 3 objectivity
- 4 evolution
- 5 substitute
- 6 equation
- 7 manipulating
- 8 flexible
- 9 subsequent
- 10 challenging

### Task 3 / Collocations

- |                  |                    |
|------------------|--------------------|
| 1 is composed of | 2 in circulation   |
| 3 in a vacuum    | 4 make assumptions |
| 5 make do with   | 6 lies in          |

### Task 4 / Formal English

- |             |              |
|-------------|--------------|
| 1 arcane    | 2 address    |
| 3 approach  | 4 devise     |
| 5 odd       | 6 accustomed |
| 7 motivated | 8 manipulate |
| 9 depresses | 10 persists  |

## Text B

### Critical reading and thinking

#### Task / Overview

1

- 1) evolutionarily stable strategies
- 2) natural selection
- 3) adjust
- 4) maximize their gains

2

- 5) assumption
- 6) governed
- 7) co-operators
- 8) contributed
- 9) reacted
- 10) change strategy
- 11) reliable
- 12) evolutionarily stable

### Language building-up

#### Task 1 / Academic vocabulary

- |            |                |
|------------|----------------|
| 1 strategy | 2 implications |
| 3 context  | 4 proportion   |
| 5 adjusted | 6 underlying   |
| 7 majority | 8 interact     |
| 9 assess   | 10 preliminary |

**Task 2 / Collocations**

- |                 |                  |
|-----------------|------------------|
| 1 reveling in   | 2 in the face of |
| 3 end up with   | 4 At the risk of |
| 5 subtract from | 6 speaks of      |

**Viewing****Task 1**

- 1 B      2 A      3 D      4 A      5 C

**Task 2**

- |                        |                     |
|------------------------|---------------------|
| 1) time and money      | 2) individuals      |
| 3) markets             | 4) unemployment     |
| 5) government policies | 6) opportunity cost |
| 7) seeing the unseen   |                     |

**Scripts**

What makes economics so valuable? In other words, why do you want to learn economics?

The first concept you learn in economics is scarcity, the idea that we have unlimited wants but limited resources. And economics is the study of how we deal with scarcity: How do we use our scarce resources as efficiently as possible? How do we get the best bang for our buck? And that's why you want to learn economics. It's going to make you a better decision maker, whether to your own personal life, or when you're running a business, when you are trying to promote some government policy. Thinking like an economist will help you maximize your own happiness, make the most profit, or help the most people.

Thinking like an economist means seeing the unseen. Now I'll give you an example. Many years ago, my wife was on the computer researching flights to visit her family back in Canada. And there were three flights to choose from: a Thursday night flight which was \$275, a Friday night flight which was \$300, and a Saturday morning flight which was \$325. And at the time, we were in college and working in a restaurant from Monday through Friday, earning about a hundred dollars per day.

My wife was just about to purchase the Thursday night flight because it was the cheapest. But because I took an economics class, I said, "Wait, now, let's think about this."

If she left on Thursday night, then she couldn't have worked in the restaurant

Thursday night and Friday night. So, the true cost of that flight is not \$275. It's \$475, once you factor in all those unseen costs, the opportunity cost. So, it turns out the most expensive flight, the Saturday morning flight was actually the cheapest when you think like an economist.

Now that's just one simple example, but I can't tell you how many times in my life thinking like an economist has saved me time and money.

The whole thing with the flights is an example of microeconomics. That's a study of individuals, businesses, and markets. Now macroeconomics is the study of the whole economy, things like unemployment and inflation, trade, government policies.

But this idea of looking at the opportunity cost and thinking like an economist and seeing the unseen still applies.

For example, think of mobile phones. You have one. I have one. We all have one. But none of them were manufactured and produced in the US. And at first glance that seems like a tragedy. Why are we shipping all these jobs and all this money overseas? Why don't we produce all our cellphones here in our own country? Why don't we put a tariff on foreign-made mobile phones and so Americans have to buy their mobile phones from American producers?

Tariffs make a lot of sense if you just look at the manufacturing jobs that we get in the United States. And those are the seen benefits. But what about those unseen costs?

Because labor is more expensive, mobile phones produced in the United States would cost hundreds of dollars more. And if consumers are spending more on phones and they have less money to spend on other things. Perhaps they don't go out and buy some new furniture, or they don't go on vacation as much, or go out to eat as much. That means fewer jobs in those other industries. And this is why the vast majority of the economists, well over 90%, are opposed to tariffs.

The benefits are obvious, but they're likely not going to outweigh those unseen costs. Again, this is just another quick simple example. But in your study of economics you're going to broaden your understanding of markets and the economy. You'll have a chance to question some of your unexamined assumptions about how society is organized and how it should be organized. And hopefully it'll improve your ability to make decisions and see the unseen.

## Speaking

to introduce the study reported by my paper

## Writing

### Task 2

<b>Research topic</b>	the relationship between promises and level of cooperation
<b>Context of the research</b>	Previous research did not distinguish between the commitment-based and expectation-based explanations for promise keeping.
<b>Approach and rationale</b>	experiment
<b>Significance of the study</b>	the first experiment that tests the alternative explanations

## Translation of texts

### Text A

#### 像经济学家一样思考

每个研究领域都有自己的语言和思考方式。数学家讨论公理、积分以及向量空间；心理学家则说自我、本我、认知失调；律师则谈论侵权行为和允诺禁反言原则。

经济学家也一样。供给、需求、需求价格弹性、比较优势、消费者剩余、无谓损失，这些术语是经济学语言的一部分。起初，你可能觉得这陌生的语言像是故弄玄虚，但是，你会看到，它的价值在于给你提供了一种新颖而有用的思考方式，思考你生活的这个世界。

经济学家力图在解决问题时坚持科学家的客观立场。他们研究经济学的方法和物理学家研究物质、生物学家研究生命一样：他们提出理论，收集数据，然后分析这些数据，以证明或者否定他们的理论。

对于初学者来说，宣称经济学是一门科学似乎很奇怪。毕竟经济学家在工作中并不使用试管或望远镜。但是，科学的精髓在于科学的方法——不带个人感情地提出并验证世界如何运作的理论。这种研究方法可用于研究一国经济，和其可用于研究地球的重力或物种的演变一样。正如阿尔伯特·爱因斯坦所言：“科学的本质无非就是日常思考的提炼。”

尽管爱因斯坦的话既适用于社会科学(例如经济学)，也适用于自然科学(例如物理学)，大部分人仍然不习惯于用科学家的视角来观察社会。那么让我们来看看经济学家如何运用科学逻辑来分析经济的运作。



据说, 17 世纪著名的科学家和数学家牛顿, 有一天看到一个苹果从树上落下, 于是激发了好奇心。这一观察促成他提出了万有引力定律, 这一理论不仅适用于苹果落地, 也适用于宇宙内的任何两个物体。后来的测试证明牛顿的理论适用于很多情况。由于牛顿的理论能成功解释很多现象, 所以直到今天, 全世界的大学物理课程仍在教授他的理论。

理论和现象这种相互关系也存在于经济领域。某个国家的物价迅速上涨, 身处其中的经济学家可能被这一现象影响, 从而提出通货膨胀理论。该理论可能断言高通胀是由政府发行过多货币而引起的。为了验证这一理论, 经济学家从不同国家收集并分析价格和货币的数据。如果货币量的增长和价格增长率毫无关联, 经济学家就会开始怀疑通货膨胀理论的正确性。如果各国数据都表明货币增长和通胀之间存在着显著性相关 (事实的确如此), 经济学家就会对他的理论更有信心。

尽管经济学家像其他科学家一样观察现象、提出理论, 但他们面临一个障碍: 在经济学领域做试验往往很困难。这一障碍使他们的工作更具挑战性。物理学家研究万有引力时可以在实验室里让许多物体自由落地产生数据以测试他们的理论。而经济学家却不能操纵一个国家的货币政策来产生数据以研究通货膨胀。就像天文学家和进化生物学家一样, 经济学家通常不得不凑合使用现实世界的的数据, 有什么用什么。

由于不能做那种实验室的测试, 经济学家格外关注历史造就的自然实验。例如, 当中东的战争切断了原油的供应, 石油价格就在全球范围狂涨。对于石油及石油产品的消费者来说, 这样的事件降低了生活水平。对于经济决策者, 如何成功应对这样的事件是一种艰难的抉择。但是对于经济科学家来说, 它是一个机会, 借此机会可以研究一项重要自然资源对世界经济的影响, 而且在战争造成的石油价格增长结束后, 这样的机会依然长久有效。

如果你问一个物理学家, 一颗玻璃弹珠从十层高的大楼落下需要多长时间, 她的答案会是基于玻璃弹珠在真空中落下这一假设。当然, 这个假设是不真实的。事实上, 大楼被空气包围, 空气会产生阻力, 并减缓弹珠降落的速度。然而物理学家会有理由指出, 空气对玻璃弹珠的阻力太小, 可以忽略它的影响。玻璃弹珠在真空中落下这一假设简化了问题, 对答案却没有实质性的影响。

经济学家提出假设的理由是一样的: 假设能够简化复杂的实际情况, 使问题更容易让人理解。例如, 为了研究国际贸易的效应, 我们可以假设世界上仅有两个国家, 并且每个国家仅生产两种产品。当然, 现实的世界由很多国家组成, 每个国家生产成千上万种不同的产品。但是通过两个国家、两种产品的假设, 我们可以集中分析问题的本质。一旦理解了简化的世界中的国际贸易, 我们就可以更好地理解我们所处的复杂的世界中的国际贸易问题。

经济学家用不同的假设来回答不同的问题。假设我们要研究政府改变流通中的货币量会对经济产生什么样的影响。该问题分析中重要的一环是价格对货币量的变动会如何反应。在经济体中, 很多价格很少会变动: 例如, 报摊上的杂志价格好几年才变动一次。了解了这一事实, 我们或许就可以在研究不同时期政策改变的效应时, 做出不同的假设。在分析政策的

短期效应时，我们可以假设价格变化很小，甚至可以做极端的、人为的假设，即假设所有的价格完全固定不变。然而，研究政策的长期影响时，我们或许得假设所有价格是完全浮动的。就像物理学家研究玻璃弹珠落地和沙滩球落地采用不同的假设一样，经济学家在研究货币量变化的短期和长期效应时，也采用不同的假设。

高中生物老师用塑料人体模型讲授基础解剖学。这些模型有人体主要的器官：心脏、肝脏、肾脏等。模型让老师能够用简单的方式为学生展示人体这些重要的器官如何互相协作。当然，这些塑料模型不是真正的人体，也没有人会把这些模型误认为真正的人。这些模型是人工仿造的，省略了很多细节。但尽管不够“真”，也正因为不“真”，研究这些模型才有助于了解人类身体的运作方式。

经济学家也用模型来研究世界，但他们不用塑料模型，他们往往用的是图表和公式构成的模型。正如生物老师使用的塑料模型一样，经济模型也省略了很多细节，让我们看清什么才是真正重要的。就像生物老师的模型不包括人体所有的肌肉和毛细血管一样，经济学家的模型也没有包括经济的每个特征。所有的模型，不论是物理、生物，还是经济学中的模型，都对现实进行了简化，目的是让我们更好地了解现实。

## Text B

### 人与人的博弈

据说，很多人视人生如一场博弈，这也正得到越来越多的生物学家和经济学家们的认同。作为数学研究的一个分支，博弈论兴起于20世纪40-50年代，约翰·冯·诺伊曼和约翰·纳什使博弈论逐步发展成型。博弈论为人类与其他生物的行为研究提供了行之有效的理论工具。

博弈论的要点在于，在各方同时参与博弈的情况下，如何寻求竞争策略，以立于不败之地。有时候这些策略涉及合作，有时候不会；有时候“博弈”会使得各方的最终策略不谋而合，有时候博弈各方又需要采取不同的行动。

不过两派的研究方法有着本质的不同。当谈及博弈结果时，动物行为主义者大谈“进化稳定策略”，他们的意思是：动物采用这些博弈策略的方式是物竞天择的过程刻进了基因的结果。而经济学家则信奉“纳什均衡”。因为经济学理论基础是理性人的选择，所以经济学家认为人类会调整自身行为，以实现收益最大化（至于调整本身属有意或是无意，尚无定论）。但在近期发表于《美国科学院院报》的研究报告中，宾夕法尼亚大学的罗伯特·库尔兹班和乔治梅森大学（位于弗吉尼亚州费尔法克斯市）的丹尼尔·豪泽对经济学家的基本假设提出了质疑。他们的研究表明，另一种思路——人类行为有时也会受进化稳定策略的支配——也许能带来更有意义的发现。

库尔兹班博士和豪泽博士对公共物品博弈的结果感兴趣。在他们的实验个案中，四个从未见过面的参与人（在电脑上互动）通过判断他人的行为决定如何行动对自己最有利。每个

参与者得到固定金额的虚拟代币, 游戏结束后这些代币可以兑现。参与者可以保留一些或者所有的代币, 多余的则存入公共账户, 由所有参与者分享。第一轮投资完成后, 博弈实验继续数轮游戏, 轮数随机, 在每一轮每个参与者都可以增加或者减少其对公共账户的投资。游戏结束时, 公共账户里的剩余钱款会翻倍, 这些新增的翻倍的钱款会平均分成四份发还给参与者, 个人手头剩余的代币也发还给他们。如果大家相互信任, 他们的钱财会翻倍。但如果一个人把所有的钱存入公共账户, 而别人一分钱都不存, 这个人将损失自己一半的初始存款。

这正是研究博弈论的经济学家津津乐道的经典案例, 理论和实证都表明, 在这个博弈中, 参与者有三种策略: 和对手合作使集体利益最大化 (但有吃亏的风险), 搭便车 (即, 占合作者的便宜), 或者见风使舵 (即, 和那些表现出合作迹象的人合作, 不和搭便车的人合作)。不过, 以前对这些策略的调查研究主要针对两人参与的博弈, 这种博弈的情况比较简单, 策略的选择也简单。库尔兹班博士和豪泽博士创造的情景更接近真实生活。他们想了解在多位参与者选择不同策略时, 行为类型的划分是不是能够一清二楚, 这些行为是不是稳定, 是不是有同样的平均回报。

最后一点对进化稳定策略至关重要。每个策略在总体中占比不同。相反, 它们在总体所占的比例应使采用这些策略的参与者的收益相当。一个策略, 采用的人不多时会变得有优势, 采用的人多了, 会成为劣势。当所有策略都具有同样的优势时, 它们在总体所占的比例代表了均衡状态。

而这正是这个实验的结果。根据参与者存入公共账户的代币, 以及他们对其他人的集体投资做出的反应, 研究者可以很清楚地把参与者分为合作者、搭便车者、见风使舵者这三类。在 84 位参与者中, 81 位可以清清楚楚地划分到这三类之一。确定了谁是谁之后, 研究者又让他们进行了“定制”博弈以测试他们是否会改变策略。结果是他们没有改变策略。库尔兹班博士和豪泽博士因此判定这些博弈的结果较为可靠。而且参与者, 无论采用哪种策略, 确实得到了一样的平均回报——尽管只有 13% 的人是合作者, 20% 是搭便车者, 63% 是见风使舵者。

这只是初步结果, 但是很有意思。它表明人与人的合作其实具有进化稳定性。当然实验室里成功的博弈实验远远不能与对影响进化结果的繁殖活动的成功研究相比。但是, 我们欣慰地知道了, 至少在实验室里, 好人不会太吃亏。他们得到的回报和那些恶人差不多, 当然, 和警惕的大多数也差不多。

## Unit 3 Unemployment

### I Teaching objectives

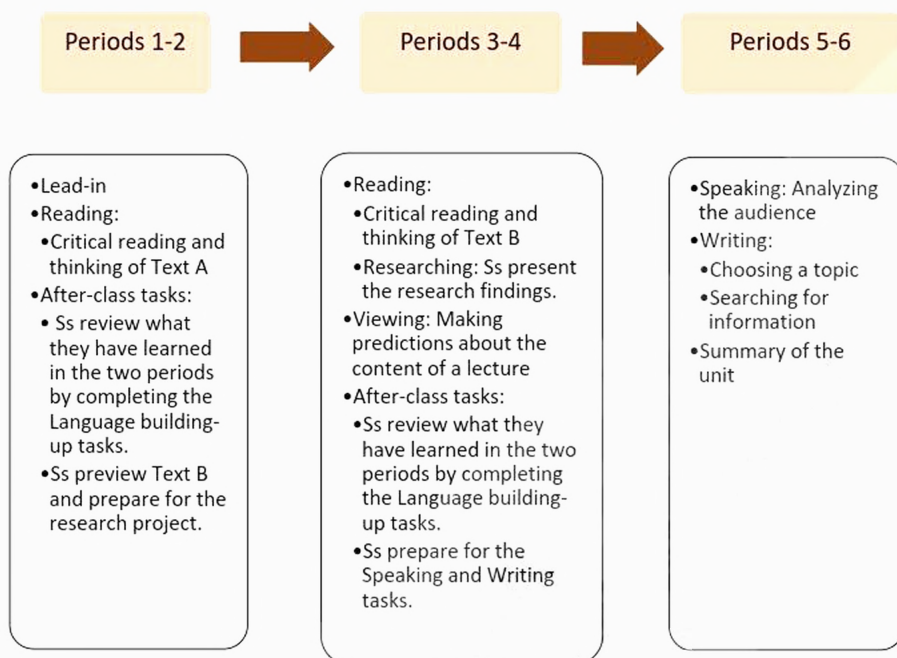
Upon completion of this unit, Ss are expected to develop the following academic skills and knowledge:

<b>Professional knowledge</b>	<ul style="list-style-type: none"> <li>Understand what frictional unemployment is and the causes of it</li> <li>Get acquainted with some specialized vocabulary of economics</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li><b>Critical reading and thinking</b> <ol style="list-style-type: none"> <li>Grasp the main structure of the texts</li> <li>Analyze difficult sentences and formal language use in articles</li> <li>Think about issues critically (e.g. How much do you think the government should interfere with frictional unemployment? What is the reporter's opinion about the unemployment situation in the US in Text B? )</li> </ol> </li> <li><b>Language building-up</b> <ol style="list-style-type: none"> <li>Learn the specialized vocabulary of economics</li> <li>Practice vocabulary and collocations in academic contexts</li> <li>Study some formal language use</li> </ol> </li> <li><b>Researching</b> Research the current unemployment situation in China</li> </ul>
<b>Viewing</b>	Listen for details
<b>Speaking</b>	Have a clear structure and a sense of timing in a presentation
<b>Writing</b>	Know how to write a literature review of a research paper Learn how to summarize

### II Suggested teaching plans

#### 1 Overview

This unit is designed for six periods of classroom activities. In each of the periods, certain tasks are to be completed. Generally speaking, there may be several different ways to explore this unit. Here is a suggested teaching plan.



## 2 Teaching guides for each part of the student book

### Reading

#### Text A

#### Teaching steps

<b>Lead-in</b>	<ol style="list-style-type: none"> <li>1 Divide the class into groups of 4-5 to discuss the questions before reading Text A.</li> <li>2 Ask each group to summarize the results of their discussion. T may comment on Ss' discussions and lead into Text A by saying, "Employment is very important for you and you all seem to have some idea about what kind of jobs you would like to have. But have you thought about the causes of unemployment? Is it just because the economy is bad and</li> </ol>
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	there are no jobs? Now let's read Text A to learn about a special kind of unemployment situation.
<b>Critical reading and thinking</b>	<p><b>1 Overview</b></p> <ol style="list-style-type: none"> <li>1) Ask Ss to skim Paras. 3-4 to see the two types of unemployment situation.</li> <li>2) Ask Ss to read Paras. 5-8 to understand the causes of frictional unemployment.</li> <li>3) Ask Ss to read Paras. 9-11 to find out the arguments about solutions of frictional unemployment.</li> <li>4) Ask Ss to fill in the missing information in Task 1.</li> </ol> <p><b>2 Points for discussion</b></p> <ol style="list-style-type: none"> <li>1) Put students into groups of 4-5 to discuss the questions in Task 2.</li> <li>2) Invite some groups to share their ideas with the class.</li> <li>3) Encourage Ss to discuss government interference with frictional unemployment.</li> </ol>
<b>Language building-up</b>	<p><b>1 Specialized vocabulary</b></p> <ol style="list-style-type: none"> <li>1) Ask Ss to work through Task 1 to review the specialized vocabulary used in the text.</li> <li>2) Check Ss' answers.</li> <li>3) Draw Ss' attention to Key terms for further study at the end of the unit.</li> </ol> <p><b>2 Academic vocabulary</b></p> <ol style="list-style-type: none"> <li>1) Ask Ss to practice the words in the box in the academic context by completing Task 2.</li> <li>2) Check Ss' answers.</li> </ol> <p><b>3 Collocations</b></p> <ol style="list-style-type: none"> <li>1) Guide Ss through Task 3 to master common collocations.</li> <li>2) Check Ss' answers.</li> </ol> <p><b>4 Formal English</b></p> <p>As Ss to complete Task 4 and check their answers.</p>

## Supplementary information

### 1 natural rate of unemployment

The "natural rate of unemployment" is defined as the rate of unemployment when the labor market is in equilibrium, i.e. when all those wanting to work at the prevailing real wage rate have found employment and thus there is assumed to be no involuntary unemployment.

### 2 cyclical unemployment

Cyclical unemployment is the component of overall unemployment that results directly from cycles of economic upturn and downturn. Unemployment typically rises during recessions and declines during economic expansions. Moderating cyclical unemployment during recessions is a major motivation behind the study of economics and the goal of the various

policy tools that governments employ to stimulate the economy.

### 3 university placement offices

University placement offices often provide students with the tools and skills they need to launch successful job searches that will lead to fulfilling careers.

## Language support

### 1 It is not surprising, therefore, that politicians campaigning for office often speak about how their proposed policies will help create jobs. (Para. 1)

“Office” in this sentence means a position in a large and powerful organization, especially a government. It can be used in phrases “run for office” (=try to be elected) or “take office” (=begin to work in a position).

### 2 When a country keeps its workers as fully employed as possible, it achieves a higher level of GDP than it would if it left many of its workers standing idle. (Para. 2)

When the people of a country are fully employed, its GDP would be higher than that of a time when many people are out of job.

### 3 Even if some frictional unemployment is inevitable, the precise amount is not. (Para. 9)

Even if we cannot avoid frictional unemployment, we can do something to influence the extent of frictional unemployment.

### 4 Newspaper ads, Internet job sites, university placement offices, headhunters, and word of mouth all help spread information about job openings and job candidates. (Para. 11)

“Word of mouth” is the passing of information from person to person by oral communication.

### 5 These critics contend that the government is no better — and most likely worse — at disseminating the right information to the right workers and deciding what kinds of worker training would be most valuable. (Para. 11)

宾语从句中的比较结构“no better”省略了后半句，补充完整是“the government is no better than private market at disseminating the right information to...”。插入语中的 worse 也是同样的情况：“... most likely the government is worse than private market at disseminating the right information to ...”。

## Text B

### Teaching steps

#### Critical reading and thinking

- 1 T may lead in by saying, “We have learned about frictional unemployment in Text A. Text B is a news report on the causes of the unemployment situation in the US. Some economists believe the main cause is bad economy. Others believe it’s just a kind of structural unemployment. Read Text

	<p>B to understand their arguments.”</p> <ol style="list-style-type: none"> <li>2 Ask Ss to summarize the arguments and evidence offered by each side.</li> <li>3 Guide Ss through the text to fill in the missing information required by the task.</li> <li>4 Ask Ss to complete the task and check their answers.</li> </ol>
<b>Language building-up</b>	<ol style="list-style-type: none"> <li>1 <b>Academic vocabulary</b> <ol style="list-style-type: none"> <li>1) Ask Ss to practice the words in the box in the academic context by completing Task 1.</li> <li>2) Check Ss' answers.</li> </ol> </li> <li>2 <b>Collocations</b> <ol style="list-style-type: none"> <li>1) Help Ss to master the collocations from the text by completing Task 2.</li> <li>2) Check Ss' answers.</li> </ol> </li> </ol>
<b>Researching</b>	<ol style="list-style-type: none"> <li>1 Guide Ss through the directions of the task.</li> <li>2 Ask Ss to work individually to find unemployment statistics of China in the recent two years.</li> <li>3 Ask Ss to work in groups of 4-5 to discuss the differences, the causes, and possible solutions.</li> <li>4 Each group presents the results of their discussion: the situation, the causes, and the solutions.</li> <li>5 T comments on Ss' performances, especially in relation to the speaking skills of this unit.</li> </ol>

## Supplementary information

### 1 structural unemployment

Structural unemployment is a longer-lasting form of unemployment caused by fundamental shifts in an economy and exacerbated by extraneous factors such as technology, competition, and government policy. Structural unemployment occurs because workers lack the requisite job skills or workers live too far from regions where jobs are available and cannot move closer. Jobs are available, but there is a serious mismatch between what companies need and what workers can offer.

### 2 underwater homeowners

Underwater homeowners refer to those who bought their houses on an underwater mortgage, when a homeowner owes more on a mortgage than your house is worth. For example, your home is worth \$250,000, but you owe \$300,000 on the mortgage; that means you are underwater, or upside-down on your mortgage. This is also referred to as negative equity.

### 3 a liberal think tank

A liberal think tank is supposed to be different from a conservative think tank. Conservative think tanks defend capitalism by thinking up ways to show how the defects of capitalism can



all be fixed by free-market principles. Liberal think tanks defend capitalism by thinking up ways to show how the defects of capitalism can all be fixed with larger doses of regulated capitalism.

## Language support

**1 “The bigger issue is mismatch.” (Para. 3)**

The more important issue is that job vacancies and qualified workers are not suitable for each other.

**2 He said that one of the reasons for the worsening imbalance is that so many underwater homeowners who can’t sell their houses are unable to move in search of job opportunities. (Para. 6)**

He said that due to the crisis in the property market, unemployed workers can’t sell their houses to move to places where there might be jobs.

**3 ... uncertainty about future regulations and taxes and longer-term unemployment benefits, which can make unemployed job seekers less willing to take jobs at low wages ... (Para. 8)**

The background knowledge to this is that in some Western countries unemployment can pay more than a low-wage job because of the welfare system. Hence some workers would prefer unemployment than low-wage jobs.

**4 While the housing crisis is keeping people in place, Shierholz doubts that a lack of mobility is the problem. (Para. 13)**

Although the housing crisis is limiting people’s freedom to move in order to search for jobs, Shierholz does not think this is the main cause of the problem of unemployment.

**5 Shierholz said they just aren’t big enough to swallow up the swells of unemployed job seekers. (Para. 14)**

Shierholz said those states are so small that they cannot absorb so many unemployed job seekers.

**6 “The thing you’d expect to see with even isolated labor shortages would be low unemployment, high job growth, and wage increases,” she said. “We’re not seeing that.” (Para. 20)**

Labor shortages normally bring with them low unemployment, high job growth, and wage increases, but that is not what is happening now.

that 指代的是 low unemployment, high job growth, wage increases.

**7 It’s the dynamics of the US labor market that has been going on since day one. (Para. 22)**

since day one: from the first day or the beginning of something

e.g.

*Honestly, I’ve loved Frank since day one, long before we officially started dating.*

*I'm sorry, but your assistant has annoyed me since day one.*

## Viewing

### Teaching steps

- 1 T may lead in by saying, "We have learned about frictional unemployment. We'll watch a video clip that introduces other kinds of unemployment."
- 2 Guide Ss to learn to listen for details to improve listening comprehension.
- 3 Play the video clip and ask Ss to complete Task 1.
- 4 Play the video clip again and ask Ss to complete Task 2.
- 5 Check Ss' answers of Task 1 & 2.

## Speaking

### Teaching steps

- 1 Guide Ss through the instructions on having a clear structure and a sense of timing in presentation.
- 2 Draw Ss' attention to the task. Ask Ss to remain in the groups formed in Researching task. Guide Ss to structure their presentation and have a proper time control by following the suggested steps.
- 3 Each group makes a presentation. (This could be combined with the task of Researching)
- 4 T comments on Ss' performance and gives suggestions on how to improve.

## Writing

### Teaching steps

- 1 Guide Ss to learn about literature review and how to write a literature review of a research paper.
- 2 Guide Ss to learn literature search.
- 3 Explain to Ss the skills needed for literature review: summarizing and synthesizing.
- 4 Guide Ss to make a structural analysis of the sample.
- 5 Let Ss complete Tasks 1 and 2.

## III Answer keys and scripts

### Reading

#### Text A

##### Lead-in

- 1 The employment rate of my university graduates is very high. The university has an employment center to help students.
- 2 Internship is very important for job seeking.

#### Critical reading and thinking

##### Task 1 / Overview

- 1) problem of unemployment
- 2) economies experience some unemployment
- 3) government intervention
- 4) organize our society

##### Task 2 / Points for discussion

- 1 I think the government should get involved with the process of job search. The government can regulate the job market, including both employers and head-hunting companies. Only with certain regulations can the rights of job seekers be protected. Besides, the government can help job seekers by providing official information and offering job-seeking instructions. For example, it can release official employment report and set up job-seeking consulting centers. With its resources, job seekers will be able to find suitable jobs much easier.
- 2 Unemployment does not just mean that there are no jobs. Sometimes there are opening positions, but the job seekers simply cannot match them. Mismatch is another common problem that can be quite difficult to solve. People who get unsuitable jobs may need to look for new jobs, which could increase the pressure in the job market.

#### Language building-up

##### Task 1 / Specialized vocabulary

##### 1

- |                     |      |
|---------------------|------|
| 1 labor force       | 劳动力  |
| 2 economic event    | 经济事件 |
| 3 laid-off worker   | 下岗工人 |
| 4 unemployment rate | 失业率  |
| 5 job search        | 找工作  |
| 6 market economy    | 市场经济 |

7	on-the-job training	在职培训
8	frictional unemployment	摩擦性失业

## 2

1	labor force	2	market economies
3	unemployment rate	4	Frictional unemployment
5	on-the-job training		

### Task 2 / Points for discussion

1	intervention	2	psychological
3	fluctuations	4	inevitable
5	facilitate	6	process
7	advocate	8	temporarily
9	dynamic	10	availability

### Task 3 / Collocations

1	cyclical <u>unemployment</u>	周期性失业
2	<u>job</u> search	找工作
3	some degree of <u>unemployment</u>	某种程度的失业
4	a period of <u>unemployment</u>	失业期
5	<u>job</u> loss	失去工作
6	fluctuations in <u>unemployment</u>	失业波动
7	<u>job</u> opening	职位空缺
8	natural rate of <u>unemployment</u>	自然失业率
9	<u>job</u> vacancy	职位空缺
10	<u>job</u> candidate	求职者

### Task 4 / Formal English

1	disseminated	2	stimulates
3	facilitate	4	inherent
5	contend	6	immutable
7	profoundly		

## Text B

### Critical reading and thinking

#### Task / Overview

- 1) Why unemployment rate is so high
- 2) just not the right candidates to fill them
- 3) are not hiring enough
- 4) not good matches with available jobs
- 5) Uncertainty
- 6) hurting businesses

- 7) minor side issue
- 8) skills and jobs
- 9) The huge drop in demand

### Language building-up

#### Task 1 / Academic vocabulary

- |   |            |    |            |
|---|------------|----|------------|
| 1 | virtually  | 2  | transfer   |
| 3 | debate     | 4  | liberal    |
| 5 | structural | 6  | restore    |
| 7 | regulation | 8  | minor      |
| 9 | implied    | 10 | percentage |

#### Task 2 / Collocations

- |   |                     |   |               |
|---|---------------------|---|---------------|
| 1 | at best             | 2 | in search of  |
| 3 | at worst            | 4 | pick up       |
| 5 | at the peak of      | 6 | swallowed up  |
| 7 | taking advantage of | 8 | the supply of |

## Viewing

#### Task 1

- 1 the natural frictions of the economy
- 2 Structural unemployment; eliminate; create
- 3 seasonal trends.
- 4 Cyclical unemployment

#### Task 2

- |                                   |                                 |
|-----------------------------------|---------------------------------|
| 1) low unemployment               | 2) zero                         |
| 3) dynamic                        | 4) move freely                  |
| 5) career                         | 6) frictional                   |
| 7) innovative society             | 8) structural                   |
| 9) appoint each employee to a job | 10) technological improvements. |

### Scripts

Now that we know the term “unemployed” means not working, but seeking work, you need to recognize that there are different types of unemployment, some of longer duration and / or more serious consequence to the economy than others.

Frictional unemployment is unemployment due to the natural frictions of the economy, which is caused by changing conditions and represented by – here’s the most important part – qualified individuals with transferable skills who change jobs. Examples might include a short-term contract engineer who seeks a new position every 6 to 18 months, as his / her contract expires. This person has the skills to move to a new contract position. Or, what about a full-time college student who is not previously unemployed, but starts interviewing for jobs? Once the student starts seeking work, he or she becomes part of the labor force. As long as he or she has the education and skills necessary to start a job, it counts as frictional unemployment. Frictional unemployment is typically of shorter duration than some of the other forms of unemployment.

Structural unemployment is unemployment due to structural changes in the economy that eliminate some jobs and create others for which the unemployed are unqualified. One really good example that I can think of is from the 1990s, when the North American Free Trade Agreement (NAFTA, for short) was passed. With the passage of NAFTA, the US lost a lot of blue-collar, factory-type jobs, but gained white-collar jobs, say, in computer programming or finance. Workers laid off from their factory jobs couldn’t very well apply right away for a high-tech job; they would need to go back to school for a whole new type of training and education. Some who got laid off were older workers who were not interested in going back to school at all. Overall, structural unemployment is a longer-term issue than frictional unemployment.

Seasonal unemployment is unemployment due to seasonal trends. For example, jobs related to a seasonal crop, or a seasonal activity, such as skiing, or seasonal demand like at Christmas. Seasonal unemployment is periodic and predictable, and can therefore be planned around.

Cyclical unemployment – unemployment due to contractions in the economy. The economy moves in cycles. When the economy does well, there are lots of jobs and unemployment is down. When the economy does poorly, there are fewer jobs and the unemployment rate goes up. The biggest problem with cyclical unemployment is that no two cycles are the same in terms of severity or length, so

it's difficult to tell when jobs will come back. It could be a few months, or over a year. In the case of the Great Depression, it was years before the economy recovered and jobs were created.

Now that we've considered these four types of unemployment, think back to the second macroeconomic goal: low unemployment. Notice the goal is NOT zero unemployment, but rather low unemployment.

Why do you suppose this is? One reason is that, in a dynamic economy, where labor is allowed to move freely from one job to another, or even one career to another, there will always be some amount of frictional unemployment. Similarly, the continual change that occurs in an innovative society means that there is always some structural unemployment. To eliminate these, you'd need to appoint each employee to a job, and that would be the person's job for life. Plus, you could never allow any underlying structural change, like technological improvements.

No, zero unemployment isn't the goal, but low unemployment is. How low? Well, the natural rate of unemployment – that caused only by frictional and structural factors – is our target. If we've achieved the natural rate of unemployment, we have full employment. Full employment is the condition that exists when the unemployment rate is equal to the natural unemployment rate. For many years in the US, the natural rate of unemployment was thought to be 5%-6%. But then, with the unprecedented economic expansion of the US economy in the 1990s, we experienced 4% unemployment without suffering any negative inflationary side effects. If we go much lower than this though, companies would start competing to get workers by offering higher salaries and more benefits, which would in turn drive product prices upward, causing inflation.

## Translation of texts

### Text A

#### 失业与自然失业率

失业是一个人一生中最让人沮丧的经济事件。大多数人依赖他们的劳动所得来维持生活水平。而且对许多人来说，工作不只提供收入，还带来个人的成就感。失去工作意味着当前生活水平的降低，对未来的焦虑，受挫的自尊心。因此，政客竞选时常常会声称他们提出的

政策有助于创造工作岗位就不足为奇了。

一个复杂的经济体有成千的公司企业,上百万的工人,一定程度的失业不可避免。但是不同时期、不同国家失业总量变化很大。当一个国家尽量使工人充分就业,而不是让许多工人无所事事,它就能达到更高水平的国民生产总值。

失业问题可分为两类以便分析——长期问题和短期问题。一个国家的自然失业率指这个国家正常情况下的失业总量。周期性失业则是指围绕自然失业率的逐年波动的失业情况,与经济活动短期的上下波动紧密相关。

要判断失业问题的严重程度,可以考查目前的失业情况是典型的短期问题还是典型的长期问题。如果失业问题是短期的,我们可以得出结论说,这不是一个大问题。工人需要几周时间搜寻工作,找到最称心、最能和他们的技能相匹配的空缺岗位。但是,如果失业问题是长期的,我们的结论可能就是,问题很严重。数月不能就业的工人更可能遭遇经济困难和心理问题。

各个国家总是会有失业问题,一个原因就是找工作这一过程。找工作是让工人和他适合的工作相匹配的过程。如果所有工人和工作都一样,所有工人都能同样完美地匹配所有工作,找工作就不成问题。下岗工人也可以很快找到适合他们的新工作。但事实上,工人有不同的偏好和技能,不同的工作特性也不同,而且,关于求职者和空缺岗位的信息在一个国家的众多企业和家庭之间传播缓慢。

摩擦性失业常常是各个企业劳动力需求变化的结果。当消费者发现自己更喜欢富士通而不是宏碁电脑时,富士通就会增加就业岗位,而宏碁会裁员。前宏碁雇员就得寻找新的工作,而富士通则必须决定为新设置的岗位招收哪些新员工。这种过渡会带来一段时期的失业。

同理,由于不同地区生产不同的商品,可能一国中某个地区的就业上升而其它地区就业下降。比如,让我们来看看世界石油价格下跌时会发生什么。生产石油的公司降低产能,削减雇员,以应对降低的油价。而同时,汽油降价刺激汽车销售,汽车生产企业扩大生产,增加员工。不同产业、不同地区需求构成的变化称之为行业转移。因为工人在新行业找工作需要时间,行业转移会引发暂时的失业问题。

摩擦性失业不可避免,仅仅因为一国经济总是在不断变化。变化发生的时候,工作在一些企业出现,在另一些企业消亡。这一过程带来更高的生产率和生活水平。但同时,在夕阳行业的工人会发现自己失业了,要寻找新工作。在一个健全的、充满活力的市场经济下,这种劳动力大流动是正常现象,但其结果是一定程度的摩擦性失业。

尽管摩擦性失业不可避免,失业者数量并不是恒定的。有多少空缺岗位,有多少合适的工人在找工作,这些信息传递越快,一个经济体匹配工人和公司的速度就越快。比如说互联网,就能加快工作搜索,减少摩擦性失业。此外,公共政策也有作用。如果一项政策能减少失业工人找到新工作的时间,它就能减少一国的自然失业率。

政府的各种项目试图使用各种手段帮助人们找工作。一种是政府开办的职业介绍所,提



供空缺岗位信息。另一种是公众培训项目，帮助工人从夕阳产业平稳过渡到朝阳产业，帮助弱势群体摆脱贫困。这些项目的倡导者认为，让劳动力实现更充分的就业，能使经济更有效地运行，同时减少不断变化的市场经济固有的各种不公平的情况。

这些项目的批评者质疑政府是否应该介入到找工作的过程中。他们争论道，最好让私有市场匹配工人和工作。事实上，大多数人找到工作都不是靠政府的介入。报纸广告、互联网求职网站、大学就业办、猎头、私相告知，这些都能传播空缺岗位和求职者的信息。同样，很多工人的培训是通过学校或在职培训这样的非官方途径完成的。这些批评者认为，将正确的信息传递到合适的工人那里，决定哪种工人培训最有价值，这些事情政府并不见得做得更好，甚至有可能更糟。他们表示这些最好是由工人和雇主自己决定。

虽然一个国家总会有一定程度的失业情况，它的自然失业率不是一成不变的。许多事件和政策能改变一国经济通常面对的失业总量。失业不是一个简单的问题，没有简单的解决办法。但是我们如何构建我们的社会能深刻地影响失业问题的严重程度。

## Text B

### 为什么你找不到工作

如今，关于失业为何居高不下的争论愈演愈烈。

尽管大多数人认为就是经济不好，没地方吸收几百万失业工人，越来越多的经济学大腕却持不同意见。他们声称工作是有的，只是没找到合适的人选来填充。

“更大的问题是供给和需求不匹配的问题。各公司有空缺岗位，但是找不到合适的工人；工人想工作，但找不到合适的岗位。”明尼阿波利斯联邦储备银行的总裁纳拉亚纳·科赫拉科塔在最近一次演讲中说。

科赫拉科塔认为罪魁祸首是结构性失业——劳动力市场严重失衡，导致一大批失业工人被困在错误的地点，拥有的技能也没有就业优势。

劳工部报告称有三百多万空缺岗位，如果是这样的话，失业率应该接近 6.5%，而不是现有的 9.6%。

他说失衡恶化的原因之一是很多“溺水屋”屋主无法卖房搬家去寻找就业机会。

“失业人群的技能 and 居住地点和现有的就业岗位不太匹配，”芝加哥大学布斯商学院教授史蒂芬·戴维斯说。

还有别的结构性问题阻止企业招人，戴维斯说。像未来法规、税收、长期的失业救济这些政策的不确定性，让失业的求职者不愿意找低工资的工作。

这些问题解决了，工作才会回来，结构性失业理论家说。

但反对方宣称，真正的问题是雇主招工不够。需求降低让企业遭受损失，他们因此裁员，所以到处都没有工作。反对方称：结构性失业，说得好听点，是细枝末节的问题。说得不好听，是一种误导，会使得政策制定者停止采取措施来振兴经济。

“你听说这儿或那儿的雇主招不到工人。但你看看数据,没有证据表明这是真实的情况,”经济政策研究所——一所自由派智库的劳工经济学家海蒂·希尔霍尔茨如是说。

全国独立买卖交易联合所的调查表明,只有 11% 的小企业填不满空缺职位。其中只有 22% 说他们找不到什么满意的求职者,这大概是萧条前一半的水平。

虽然房产危机让人们无法流动,希尔霍尔茨怀疑并不是缺乏流动性的问题。

只有四个州的失业率低于 6%,还有 10 个低于 7%。几乎所有这些州都是人口不多的小州,比如内布拉斯加州和北达科他州。希尔霍尔茨说这些州人口稀少,不能吸收大批失业的求职者。

“他们的劳动力市场得翻倍才能吸收那些失业者,”她说。“地理原因显然不是主因。”

那些争辩认为问题在于结构性失业的人说,房产泡沫让 150 万建筑工人失业,他们的技能无法迁移,转去别的行业工作也比较困难。

也和房产兴盛的高峰时期比,建筑工人在失业人员的占比差不多是一样的。这意味着技能和现有岗位之间没有特别的失衡,希尔霍尔茨说。

虽然有些职业,如医疗服务和教育行业,还有求职者供不应求的情况,失业数字仍然显示在每个行业,应聘者都是供过于求。

工资滞胀也表明工人的供应大于需求,据希尔霍尔茨说。

“哪怕只有零星的劳动力短缺,你也会看到低失业率,高就业增长,以及工资增长,”她说。“但我们并没有看到这些情况。”

结构性失业不是什么新鲜事物,富国证券首席经济学家约翰·西尔维亚说。工人和空缺的岗位之间总有一定的失衡,但需求大跌是主因。

“结构性问题并不让人惊讶。它是美国劳动力市场的动力,从一开始就存在,”他说。

当经济增速,需求回暖,企业才会开始招聘,工作才会回来,他说。

# Unit 4 The Study of Society and People

## I Teaching objectives

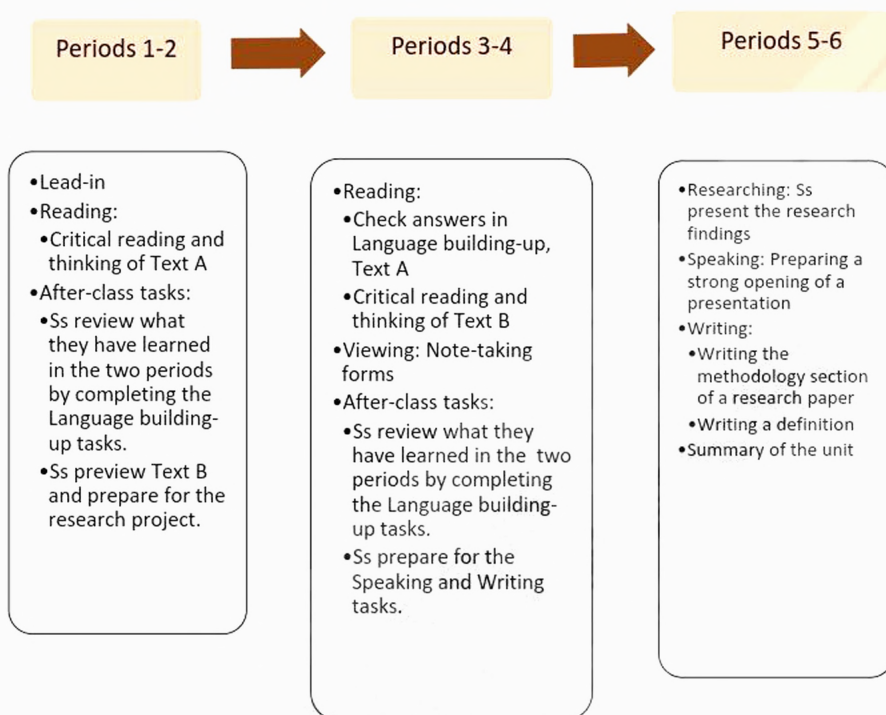
Upon completion of this unit, Ss are expected to develop the following academic skills and knowledge:

<b>Professional knowledge</b>	<ul style="list-style-type: none"> <li>• Understand what sociologists study and how they do it</li> <li>• Understand gender pay gap</li> <li>• Get acquainted with some specialized vocabulary of sociology</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• <b>Critical reading and thinking</b> <ol style="list-style-type: none"> <li>1) Grasp the main structure of the texts</li> <li>2) Analyze difficult sentences and formal language use in the texts</li> <li>3) Think about issues critically (e.g., What is the most important message the writer wants to tell us about sociology? Whose ideas about the causes of gender pay gap do you agree with?)</li> </ol> </li> <li>• <b>Language building-up</b> <ol style="list-style-type: none"> <li>1) Learn the specialized vocabulary of sociology</li> <li>2) Practice vocabulary and collocations in academic contexts</li> <li>3) Study some formal language use</li> </ol> </li> <li>• <b>Researching</b> Research gender pay gap in China</li> </ul>
<b>Viewing</b>	Take notes in proper forms
<b>Speaking</b>	Prepare a strong opening of a presentation
<b>Writing</b>	<p>Know how to write the methodology section of a research paper</p> <p>Learn how to write a definition</p>

## II Suggested teaching plans

### 1 Overview

This unit is designed for six periods of classroom activities. In each of the periods, certain tasks are to be completed. Generally speaking, there may be several different ways to explore this unit. Here is a suggested teaching plan.



## 2 Teaching guides for each part of the student book

### Reading

#### Text A

#### Teaching steps

Lead-in	<ol style="list-style-type: none"> <li>1 Divide the class into groups of 4-5 to discuss the questions before reading Text A.</li> <li>2 Ask each group to summarize the results of their discussion. T may comment on Ss' discussion and lead into Text A by saying, "You have reported your ideas of 'sociology'. Now</li> </ol>
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	Let's read Text A to learn more about sociology."
<b>Critical reading and thinking</b>	<p><b>1 Overview</b></p> <ol style="list-style-type: none"> <li>1) Ask Ss to skim Paras. 1-3 to have a basic idea about sociology.</li> <li>2) Ask Ss to read Paras. 4-9 to understand how sociologists look at romantic love.</li> <li>3) Ask Ss to read Paras. 10-12 to understand how sociologists analyze a mass killing event.</li> <li>4) Ask Ss to read the last paragraph and grasp the key message of the text.</li> <li>5) Ask Ss to fill in the missing information in Task 1.</li> </ol> <p><b>2 Points for discussion</b></p> <ol style="list-style-type: none"> <li>1) Put students into groups of 4-5 to discuss the questions in Task 2.</li> <li>2) Invite some groups to report their analysis to the class.</li> <li>3) Encourage Ss to comment on other groups' analysis.</li> </ol>
<b>Language building-up</b>	<p><b>1 Specialized vocabulary</b></p> <ol style="list-style-type: none"> <li>1) Ask Ss to work through Task 1 to review the specialized vocabulary used in the text.</li> <li>2) Check Ss' answers.</li> <li>3) Draw Ss' attention to Key terms for further study at the end of the unit.</li> </ol> <p><b>2 Academic vocabulary</b></p> <ol style="list-style-type: none"> <li>1) Ask Ss to practice the words in the box in the academic context by completing Task 2.</li> <li>2) Check Ss' answers.</li> </ol> <p><b>3 Collocations</b></p> <ol style="list-style-type: none"> <li>1) Guide Ss through Task 3 to master common collocations.</li> <li>2) Check Ss' answers.</li> </ol> <p><b>4 Formal English</b></p> <p>As Ss to complete Task 4 and check their answers.</p>

## Supplementary information

### 1 social division

In sociology, social divisions are categories such as class, race, gender and geographic location, that indicate differences in lifestyle and experience. Social divisions are closely tied with social inequality, because these divisions often indicate the degree to which people can access resources and opportunities.

### 2 the Middle Ages

The Middle Ages was the period in European history from the collapse of Roman civilization in the 5th century to the period of the Renaissance.

### 3 mass murder at Columbine High School

The Columbine High School Massacre or the Columbine Massacre was the school shooting which occurred on April 20, 1999, at Columbine High School in Jefferson County, Colorado, near Denver. Two students killed 12 fellow students, one teacher, and wounded several more before committing suicide.

### 4 video game “Doom”

“Doom” is a first-person shooter electronic game released in December, 1993 which changed the direction of almost every aspect of personal computer games, from graphics and networking technology to styles of play, notions of authorship, and public scrutiny of game content. Its graphic and interactive violence made it the subject of considerable controversy.

### 5 gun violence in the US

Gun violence is not new in the United States, with the assassinations of President Abraham Lincoln in 1865, and of Presidents James Garfield, William McKinley, and John F. Kennedy. High-profile gun violence incidents, such as the assassinations of Robert F. Kennedy, Martin Luther King, Jr., and, the 2012 Connecticut School shooting and the 2012 Denver cinema shooting, have fueled a hot debate over gun policies.

### 6 C. Wright Mills

C. Wright Mills, in full Charles Wright Mills, (1916- died 1962), American sociologist who, with Hans H. Gerth, applied and popularized Max Weber’s theories in the United States. He also applied Karl Mannheim’s theories on the sociology of knowledge to the political thought and behavior of intellectuals.

### 7 sociological imagination

The sociological imagination, a concept established by C. Wright Mills provides a framework for understanding our social world that far surpasses any common sense notion we might derive from our limited social experiences. Mills was a contemporary sociologist who brought tremendous insight into the daily lives of society’s members. Mills stated: “Neither the life of an individual nor the history of a society can be understood without understanding both”. The sociological imagination is making the connection between personal challenges and larger social issues. Mills identified “troubles” (personal challenges) and “issues” (larger social challenges), also known as biography, and history, respectively. Mills’ sociological imagination allows individuals to see the relationships between events in their personal lives (biography), and events in their society (history). In other words, this mindset provides the ability for individuals to realize the relationship between their personal experiences and the larger society in which they live their lives.

## Language support

- 1 It is a world awash with change, marked by deep conflicts, tensions, and social divisions, as well as by the destructive onslaught of modern technology on the natural environment. (Para. 1)

world 被两个后置定语修饰, 一个是 *awash*, 一个是 *marked*。 *marked* 后面有一个并列结构 *by ..., as well as by ...*。

- 2 **These questions are the prime concern of sociology, a field of study that consequently has a fundamental role to play in modern intellectual life.** (Para. 2)  
逗号后面是 *sociology* 的同位语。
- 3 **The scope of sociological study is extremely wide, ranging from the analysis of passing encounters between individuals on the street to the investigation of global social processes.** (Para. 3)  
*ranging from ... to ...* 是这句话的状语, 修饰表语 *wide*。 *passing encounters between individuals on the street* 指日常生活中的小事情, *global social processes* 指国际大事件, 作者用这两者的差异表明社会学研究跨度很大。
- 4 **Romantic love was regarded as at best a weakness and at worst a kind of sickness.** (Para. 6)  
注意这句话中的并列结构: *romantic love was regarded as a weakness and as a kind of sickness*。
- 5 **The opinions of prospective marriage partners are quite often taken into account, but by no means always.** (Para. 8)  
后半句补充完整是 *but by no means always taken into account*。
- 6 **Neither romantic love, then, nor its association with marriage, can be understood as “given” features of human life.** (Para. 9)  
引号表明 *given* 具有不太常见的意思, 这里是从这个词通常的意思“规定的; 特定的”引申出来, 表示“好像上天安排好的一样”。第10段中 *the “givens” of our life* 也是这个意思, 指我们习以为常、熟视无睹、想当然的事情。
- 7 **It teaches us that what we regard as natural, inevitable, good, or true may not be such ...** (Para. 10)  
*It* 指社会学。宾语从句中的主语是一个主语从句 *what we regard as natural, inevitable, good, or true*。 *may not be such* 是宾语从句的系动词和表语, *such* 是代词, 代指前面提到的 *natural, inevitable, good or true*。
- 8 **Understanding the subtle yet complex and profound ways in which our individual lives reflect the contexts of our social experience is basic to the sociological outlook.** (Para. 10)  
这句话的主干是 *Understanding ... is basic to ...*。动名词结构 *Understanding the subtle yet complex and profound ways in which our individual lives reflect the contexts of our social experience* 是句子的主语部分, *in which our individual lives reflect the contexts of our social experience* 是定语从句, 修饰 *ways*。
- 9 **Many commentators denounced the easy availability of these weapons in American society.** (Para. 11)  
*Many commentators criticized publicly that it is too easy for ...*

**10 A sociologist is someone who is able to break free from the immediacy of personal circumstances and put things in a wider context.** (Para. 13)

A sociologist must learn to distance himself/herself from his/her own personal situations and observe things in a wider context.

**11 The sociological imagination requires us, above all, to “think ourselves away” from the familiar routines of our daily lives in order to look at them anew.** (Para. 13)

这里的引号表示think oneself away不是常见的表达，是作者在这里临时创造的一个表达，强调要摆脱自己的日常，培养社会学想象力。

## Text B

### Teaching steps

<b>Critical reading and thinking</b>	<ol style="list-style-type: none"> <li>1 T may lead in by saying, “In Text A we have read about how sociology gives us a different perspective to look at our society. Text B discusses one social phenomenon – gender pay gap. Sociologists and economists seem to have different opinions as to the causes of gender pay gap. Read Text B to see which side makes more sense to you.”</li> <li>2 Ask Ss to summarize the arguments and evidence offered by each side.</li> <li>3 Guide Ss through the text to fill in the missing information required by the Overview task.</li> <li>4 Ask Ss to complete the task and check their answers.</li> </ol>
<b>Language building-up</b>	<ol style="list-style-type: none"> <li>1 <b>Academic vocabulary</b> <ol style="list-style-type: none"> <li>1) Ask Ss to practice the words in the box in the academic context by completing Task 1.</li> <li>2) Check Ss’ answers.</li> </ol> </li> <li>2 <b>Collocations</b> <ol style="list-style-type: none"> <li>1) Help Ss master the collocations from the text by completing Task 2.</li> <li>2) Check Ss’ answers.</li> </ol> </li> </ol>
<b>Researching</b>	<ol style="list-style-type: none"> <li>1 Ask Ss to work in groups of 4-5 to choose an occupation to focus. Make sure each group chooses a different occupation.</li> <li>2 Ask each group to find data about the differences in gender pay.</li> <li>3 Each group presents the results of their search, and offers some solutions.</li> <li>4 T comments on Ss’ data and suggested solutions.</li> </ol>

### Supplementary information



**1 the gender pay gap**

OECD (Organization for Economic Cooperation and Development) defines “the gender pay gap” as the difference between male and female earnings expressed as a percentage of male earnings. The gender pay gap reflects ongoing discrimination and inequalities in the labor market which, in practice, mainly affect women.

**2 comparable worth**

“Comparable worth” refers to the principle that men and women should be compensated equally for work requiring comparable skills, responsibilities, and effort. This term describes the notion that sex-segregated jobs should be reanalyzed to determine their worth to an employer. In practice, comparable worth consists of raising wages for traditionally female-dominated jobs to the level of those for comparable male-dominated jobs. Comparable worth should not be confused with equal pay for equal work. Rather, comparable worth policies promote equal pay for comparable work.

**3 human capital**

Human capital is the collective skills, knowledge, or other intangible assets of individuals that can be used to create economic value for the individuals, their employers, or their community: Education is an investment in human capital that pays off in terms of higher productivity.

**4 childhood socialization**

Human infants are born without any culture. They must be transformed by their parents, teachers, and others into cultural and socially adept animals. The general process of acquiring culture is referred to as socialization. During socialization, we learn the language of the culture we are born into as well as the roles we are to play in life. For instance, girls learn how to be daughters, sisters, friends, wives, and mothers. In addition, they learn about the occupational roles that their society has in store for them. We also learn and usually adopt our culture’s norms through the socialization process. Norms are the conceptions of appropriate and expected behavior that are held by most members of the society.

**5 workplace “gatekeepers”**

Workplace “gatekeepers” refer to people or organizations with the power to make decisions about who can get certain jobs or opportunities in a company or profession.

## Language support

**1 The reason that sex segregation is problematic is because the gender composition of a job is associated with the pay received for that job. (Para. 4)**

Sex segregation is a problem because the pay received for a certain job is not based on the intrinsic value of the work but on the gender composition, that is to say, jobs pay less if they contain a higher proportion of females.

**2 Central to this argument is the assumption that women’s primary allegiance is to home**

and family; thus they seek undemanding “dead-end” jobs that require little personal investment in training or skills acquisition so that they can better tend to their household responsibilities. (Para. 7)

The main assumption behind the argument is that the most important thing for a woman is taking care of home and family. Thus, women themselves try to find jobs that are neither challenging nor promising so that they do not have to invest much time and energy in them.

- 3 ... girls may choose occupations, such as teacher or nurse, which are viewed as compatible with “feminine” traits such as warmth or nurturance. (Para. 8)

Girls may deliberately choose jobs such as teacher or nurse. These jobs are regarded as suitable for girls as they are thought by societies to be fit the descriptions of warmth or nurturance, which are often associated with women.

## Viewing

### Teaching steps

- 1 T may lead in by saying, “We have some basic idea about sociology. We’ll watch a video clip that compares two people’s choices from a sociological point of view.”
- 2 Play the video clip and ask Ss to complete Task 1.
- 3 Play the video clip again and ask Ss to complete Task 2.
- 4 Check Ss’ answers of Tasks 1 & 2.

## Speaking

### Teaching steps

- 1 Guide Ss through the instructions on making a good opening for a presentation.
- 2 Draw Ss’ attention to the task. Ask Ss to remain in the groups formed in Researching task. Ask each member of a group to write an introduction for the presentation.
- 3 Ask each group to evaluate group members’ introductions and select the best one.
- 4 T comments on Ss’ performance and gives suggestions on how to improve.

## Writing

### Teaching steps

- 1 Guide Ss to learn about the methodology section and how to write this section of a research paper.
- 2 Guide Ss to learn the key components of a methodology section of a research

paper.

- 3 Guide Ss to make a structural analysis of the sample.
- 4 Let Ss complete Task 1
- 5 Ask Ss to do Task 2 after class.
- 6 T gives feedback on Ss' definitions of key terms. Select some good and bad examples to discuss with the class.

## III Answer keys and scripts

### Reading

#### Text A

##### Lead-in

- 1 I know the word "sociology". I think it means the study of society.
- 2 People who are interested in human society study sociology. Karl Marx, who is one of the founding fathers of sociology, for example, studied the living conditions of factory workers.

#### Critical reading and thinking

##### Task 1 / Overview

- 1) human social life, groups, and societies
- 2) love
- 3) nature and objectives
- 4) social and historical
- 5) the surface of people's actions
- 6) identify general patterns of behavior
- 7) the social influences on these behavioral patterns.
- 8) the sociological imagination
- 9) the familiar routines of our daily lives

##### Task 2 / Points for discussion

First, coffee is not just a refreshment. It possesses symbolic value as part of our day-to-day social activities. Often having a cup of coffee is much more important than the act of consuming the drink itself. Two people who arrange to meet for coffee are probably more interested in getting together and chatting than in what they actually drink.

Second, an individual drinking coffee alone can be caught up in a complicated set of social and economic relationships stretching across the world. The production,

transport, and distribution of coffee require continuous transactions between people thousands of miles away from the coffee drinker. Studying such global transactions is an important task of sociology, since many aspects of our life are now affected by worldwide social influences and communications.

Finally, drinking a cup of coffee in China also has social and economic implications sometimes. Thirty years ago, very few people in China had the habit of drinking coffee. Today, many people go to Starbucks, not just for a cup of coffee, but also for the atmosphere.

### Language building-up

#### Task 1 / Specialized vocabulary

- |                         |                        |
|-------------------------|------------------------|
| 1 社会分化                  | 2 社会人                  |
| 3 精神生活                  | 4 人类情感                 |
| 5 社会阶层                  | 6 human social life    |
| 7 global social process | 8 marital happiness    |
| 9 public place          | 10 social context      |
| 11 pattern of behavior  | 12 cultural background |

#### Task 2 / Academic vocabulary

- |            |               |
|------------|---------------|
| 1 symbol   | 2 equate      |
| 3 mutual   | 4 conflicts   |
| 5 initial  | 6 intense     |
| 7 acquired | 8 prospective |

#### Task 3 / Collocations

- |                  |                         |
|------------------|-------------------------|
| 1 at first sight | 2 ranges from; to       |
| 3 skeptical of   | 4 awash with            |
| 5 came about     | 6 obsessed with         |
| 7 an array of    | 8 be taken into account |

#### Task 4 / Formal English

- |                |                      |
|----------------|----------------------|
| 1 prime        | 2 objectives         |
| 3 attachment   | 4 skeptical; arising |
| 5 demonstrates | 6 encountered        |
| 7 cultivating  | 8 alien              |

9 acquiring

10 anew

## Text B

### Critical reading and thinking

#### Task / Overview

- 1) occupational choices women make
- 2) constraints
- 3) human capital theory
- 4) move in and out of
- 5) undemanding
- 6) devalued
- 7) forces
- 8) power differentials
- 9) disappear
- 10) equal amounts of education and workplace training
- 11) family commitments
- 12) change in gender ideology
- 13) rewarded

### Language building-up

#### Task 1 / Academic vocabulary

- |                |                |
|----------------|----------------|
| 1 consequently | 2 attributable |
| 3 prohibited   | 4 distributed  |
| 5 constraint   | 6 investing    |
| 7 promote      | 8 compatible   |
| 9 reveals      | 10 commitment  |

#### Task 2 / Collocations

- |            |                           |
|------------|---------------------------|
| 1 started  | 2 close / bridge / narrow |
| 3 making   | 4 questions / questioned  |
| 5 widening | 6 make                    |

## Viewing

### Task 1

- 1 behaviors and their interactions; family, education, and economics
- 2 we live and breathe it every day

### Task 2

- 1) basketball
- 2) attending college right after graduation
- 3) at a different high school
- 4) volunteer club
- 5) going to college right after high school
- 6) quits
- 7) college graduates
- 8) college savings plan
- 9) highly qualified teachers
- 10) rarely discussed
- 11) never saved
- 12) struggled

### Scripts

What is sociology? According to the American Sociological Association, sociology is the study of society, of people's behaviors and their interactions in groups, and the study of social institutions such as family, education, and economics. A group could be as small as two people or a million. Sociology teaches us that the individual and society have a dynamic relationship. While institutions impact the individual, people impact society by their choices and the way they live their lives. Sociology is about you, you interacting with other people, those people interacting with you, and about all of you interacting with society. Sociologists believe that we don't live in a bubble where we spontaneously learn how to operate in this world. People and social institutions impact our future choices and life chances such as whether or not we get into the college of our choice, or whether we even go to college at all.

To understand this, let's talk about George and Sarah.

George is a 17-year-old junior with a 4.0 GPA who participates in basketball and the marching band. He plans on attending college right after graduation and is looking forward to college life. This is Sarah. Just like George, she is a 17-year-old junior with a 4.0 GPA at a different high school in a neighboring town and

participates in soccer and her school's volunteer club. She is also looking forward to going to college.

Sound pretty similar, right? Well, George ends up going to college right after high school, while Sarah ends up waiting a few years, and then quits after an unsuccessful semester.

If we took this at face value, we could say that George going to college and Sarah quitting is all about their own personal choices. Sociology digs deeper to understand why George and Sarah have different experiences and looks for social factors that influence their outcomes. If we look at it this way, we see that both George's parents were college graduates and encouraged George to do the same. They also started a college savings plan for George when he was born that made it easier to pay for college. Sarah's parents never attended college and it was rarely discussed in the home. They never saved for her college education. George attended a school that had the latest technology and highly qualified teachers. Sarah's school struggled to provide updated computers and teachers were ill-prepared. What about George and Sarah as they continue on in life? Will they get married? Will they have kids? All these choices are influenced by society. Once we understand society at this level, we can begin to explore other cool things such as how college attendance rates compare between genders or socioeconomic groups, or how college attendance rates vary from one country to the next.

So, why learn sociology? The truth is we live and breathe it every day.

We collectively decide what has meaning and what doesn't. You might be surprised at all the different ways sociology shows up. Anytime you see a news report claiming a certain number of people experience crime, wealth, poverty, or medical disease, it's most likely a sociological study. And whenever you attend a football game and cheer along with the crowd, you are engaged in sociology. Or whenever you need to look up how many people participate in social media, and why, you're curious about sociology. And if anything, you'll learn about a lot of cool guys that started and developed the fields of sociology, like this guy, and this guy, and this guy, and this guy. So, in addition to understanding the discipline you'll get to know some pretty, amazing people and why we do what we do.

## Translation of texts

### Text A

#### 社会学研究

我们今天生活在这样一个世界，它既令人无比焦虑，又预示着非凡的未来。这是一个充满变化的世界，它因剧烈的冲突、对立、社会割裂，以及现代科技对环境破坏性的冲击而伤痕累累。即便如此，我们仍然可以掌控我们的命运，为我们的生活塑造一个前人无法想象的更美好的未来。

这个世界是怎样形成的？为什么我们的处境和我们的父辈和祖辈如此不同？未来变迁的方向是什么？这些是社会学关注的主要问题。这个领域的研究因而在现代思想活动中扮演了至关重要的角色。

社会学是研究人类社会生活、群体和社群的科学。因为它的研究主体是我们这些社会人本身的行为，因此令人着迷、欲罢不能。社会学的研究范围极其广泛：小到分析街上路人擦肩而过的瞬间，大到调查全球的社会进程。这里用一个简单的例子让大家初步了解社会学的性质和目标。

你恋爱过吗？几乎可以肯定你恋爱过。大多数人在青少年时期或者成年后就了解了恋爱是怎么回事。对我们中的很多人而言，爱情和浪漫是我们经历过的最强烈的感情。人们为什么会坠入爱河？答案乍看显而易见。爱情表现的是两个人彼此之间肉体的吸引和感情的依恋。现如今，我们可能不相信“爱到永远”，但是我们往往会认为陷入爱河是一种全人类都有的感情经历。两个恋爱的人自然也就想要以婚姻的形式，在他们的关系中达成情感和性的满足。

但是，这个如今对我们来说如此显而易见的事情，其实很不寻常。恋爱不是世界上大多数人都都会经历的——即使有，也很少和婚姻相联系。浪漫的爱情这个概念在我们的社会直到最近才变得普遍，在大多数其他文化中，它甚至从未存在过。

只有在现代，爱情和性才被视为密切相关。在中世纪以及后来的几百年里，男人女人结婚主要是为了继承家族财产，或者生养儿女耕作自家农田。结婚后，他们也可以成为亲密伴侣，但这发生在结婚之后，而不是结婚之前。人们有时候有婚外性行为，但这些行为很少会引发我们今天和爱情相联系的那些情感。在那时候的人看来，浪漫的爱情，说得好听点是一种缺陷，说得不好听是一种病态。

恋爱这个概念首先出现在欧洲宫廷，是贵族享受的婚外性行为的特点。直到两个世纪前，都是这个圈子独享，并且特意和婚姻分开。在贵族群体里，丈夫和妻子的关系——和今天对婚姻的期望相比——往往冷淡、疏远。富人住在大宅子里，配偶有各自的卧室和仆人，可能都很少私下见面。性生活是否和谐要看运气，而且也没人认为它和婚姻有什么关系。无论贫富，和谁结婚都是家族的决定，而不是当事人自己决定。当事人在这个问题上没有任何发言



权。

在很多非西方国家,现在仍是这种情况。比如说,在印度,大多数婚姻都是由家长和其他亲戚安排。他们经常也考虑即将结婚的双方的意见,但绝不是每桩婚事都考虑。对印度喀拉拉邦的研究表明,只有一半的年轻人认为结婚前和未来的配偶见面和婚姻幸福有关。在家长中,只有百分之一的人愿意让子女选择自己的婚姻对象。他们认为有爱情这回事,但是他们视爱情为一种短暂的痴迷,或者觉得它其实是幸福婚姻的障碍。

爱情,或者与之相关的婚姻,都不能视为人类生活的“天然”特质。爱情的形成其实是受社会和历史的影响。社会学家研究这些影响。

我们中的大多数人看世界的时候都以我们自己生活中熟悉的事物特征为参照。社会学表明要以更广阔的视角来理解我们为何成为我们,我们为什么会这样那样行事。社会学告诉我们,那些我们认为自然的、必然的、好的、或真的东西未必如此。它还告诉我们,我们生活中“想当然的事实”受到历史和社会因素极大的影响。社会学视角的出发点就是探索我们的个人生活如何以微妙却复杂、深刻的方式反映着我们那些社会经历背后的语境。

1999年科罗拉多州哥伦拜恩高中枪击屠杀事件后,许多美国人思考为什么两个高中生会谋杀13名师生然后自杀。你肯定在大众媒体上读到过好些解释。有报道称,两个青少年沉迷于电子游戏“毁灭战士”。这个游戏比赛哪个玩家杀人最多。许多评论员批评美国社会武器泛滥。其他人觉得这个悲剧是美国中产阶级空虚的郊区生活的象征,在这里没有什么公众活动场所,进行社交活动。

这些解释聚焦在美国暴力的社会源头,而社会学对这种枪击屠杀事件有更深刻的理解。社会学告诉我们要透过人们的行为表象看本质,要研究社会背景来理解发生的事情。社会学也教我们去寻找某些个人行为背后的普遍规律,系统地解释这些行为规律背后的社会影响因素。一位社会学家必须是在调查一系列的证据后才会接受任何解释。因此研究哥伦拜恩高中枪击屠杀的社会学家会研究其他类似的屠杀事件,在谋杀者和受害者群体特征中寻找规律——一如社会阶级、种族、性别、年龄或文化背景。这能引导社会学家思索为什么像格伦拜恩高中这样的群体谋杀事件基本上都是中产阶级的年轻白人所为,以及这一现象背后的原因。

掌握社会学思考视角,或者说有更宽广的视野,意味着培养想象力。作为社会学家,我们需要想象,比如,直到不久前,对大多数人类而言,性和婚姻是什么样子。对他们来说,完美爱情是陌生的,甚至荒诞的。学习社会学不只是知识的日常积累。社会学家能从个人此时此刻的情景中抽离出来,看到事件背后更广阔的社会历史背景。社会学家的的工作取决于美国社会学家赖特·米尔斯那句著名的“社会学想象力”。社会学想象力要求我们从生活中那些熟悉的日常“抽身出来、进行思考”,从而以全新的角度看待它们。

## Text B

## 一个社会学议题——性别收入差异

人们在收入方面存在性别差异是一个公认的事实。早在 1994 年，全职女性工作一年，即每周工作 35 小时，一年工作 42 周，获得的收入只有男性的 72%。是什么造成了这种差异呢？

很多社会学家认为造成收入的性别差异的原因是职业中存在“性别隔离”和“性别定型”。性别隔离现象指的是男女分别集中于不同的工作领域。拿 1989 年的数据来说，秘书，保育员，理发师，收银员，记簿员，话务员，前台，打字员，小学老师，图书管理员，护士这些岗位超过 80% 是女性工作者。而医生，律师，牙医，出租车司机，管道工，电工，木匠，消防员，汽车修理工，机械师，卡车司机这些岗位超过 80% 是男性。

在 1990 年，许多妇女仍然从事着基本的“女性职业”。1990 年，在 503 个美国人口普查登记的职业中，5600 万劳动妇女中的三分之一仅仅从事其中的十种工作。这十种工作是秘书，小学老师，收银员，护士，记簿员，护工和招待。男性在这 503 项工作中的分布更均衡，只有 25% 的男性从事这十种工作，对比于女性的 33%。

性别隔离是有问题的，因为无数研究发现，一个职业的性别构成和那个职业的报酬挂钩。1980 年的普查数据分析表明无论男性还是女性，只要他们从事女性为主的职业，他们马上成为弱势。即使考虑了这些因素——认知技能，社会技能，体力技能的要求，工作环境中便利和不便的情况，对精力的要求，行业和机构的特点——只要工作中女性比例更高，工作的报酬就更少。

尽管《同酬法案》在 1963 年出台，但它基本没有消除因性别造成的收入差异。《同酬法案》要求雇主为做同一份工作的工人提供同等的报酬。结果，因为男人和女人没有做同样的工作，《同酬法案》并没有改善性别收入的差异。只要雇主将男女隔离在不同的职业，要想缩小收入差异，最大的希望就在于薪酬公平政策，即薪酬政策发放薪酬考虑的主要依据是工人的工作价值，而不是性别、种族，也不是这个工作中大多数工人共有的其他那些特质标签。同值同酬就是这样一种策略。

对于职业隔离如何导致收入的性别差异，经济学家和社会学家有不同的解释。经济学家一般聚焦于女性的职业选择，而社会学家则聚焦于女性面对的制约。具体来说，许多经济学家，以及雇主和公共政策制定者都赞同人力资本理论。加里·贝克尔和西奥多·舒尔茨共同提出的人力资本理论认为，个体增加他们的“人力资本”的投资以提升他们的生产力和收入。“人力资本”包括正规教育，在职培训，工作经验。人们通常认为那些在自身人力资本投资更多的人生产力更高，因此获得的工资更高。

这个理论专门用于解释收入的性别差异。人力资本理论学家的推论是，妇女故意选择那些门槛低，出入方便，但同时又能提供说得过去的收入的职业。这个推论的中心是假设女性首先效忠于家庭，因此她们寻找要求不高，没有前途的工作，这些工作对培训、学习技能这些方面的投入没什么要求，这样妇女可以更好地承担家庭责任。女性离开劳动力市场区生育

孩子时,她们的技能会生疏,当她们重返岗位时,工资也会相应降低。此外,雇主也可能决定对女性工作者少点投入,因为他们认为女性不像男性那样持续工作,对女性工作者的投入因而不能实现同样的回报。

女性主义社会学家批评人力资本理论如下几点。第一,他们不认为女性自由地“选择”某些职业。各种直接的、间接的影响会阻碍女性自由选择职业。一个例子是儿童时期强化“传统”性别角色的社会化活动,儿童期社会化活动往往间接地限制了女性的职业选择。人们认为教师或护士这样的职业符合对人温暖、关怀他人这些“女性”特点,女孩子就会选择这些职业。更直接的女性职业选择的障碍来自老板,工友,顾客对性别的歧视。人们已发现,有些职场的“守门员”会阻止女性走上某些岗位。1992年,州立农业保险公司因性别歧视被起诉就是一例。这家公司被迫向814名女性补发工资,公司拒绝让她们做保险代理人,理由仅仅是她们的性别。

社会学家进一步辩说,人力资本理论忽略了男性与女性在职场和社会中的权力差异。不少研究发现,即使女性和男性做同样工作的时候,男性的报酬更高。一项对英国烘焙联合会的薪酬调查发现,烘焙行业招聘男性做工资更高的面包师,招聘女性做烤蛋糕和饼干这种最低工资标准的工作

这个研究的启示是,女性的工作价值被社会和雇主贬低,因此女性工作获得的报酬更低。此外,女性相对弱势的地位使她们无法重新定义她们的工作是“有技术含量的工作”。只要是女性为主的职业——比如照顾小孩和老人这些工作——被视为“没有技术含量的工作”,女性工作的工资将持续偏低。

这些不同的解释对未来有不同的启示。根据人力资本理论,只要女人和男人接受一样的教育,一样的职场训练,只要他们在家庭义务中——比如照顾孩子这件事——承担一样的责任,收入的性别差异就会消失。而如果女性主义社会学家的观点是对的,即女性的工作被贬低,性别的意识形态要有巨大的改变,男人和女人在职场上的付出才会得到平等的回报。

## Unit 5 Anthropology

### I Teaching objectives

Upon completion of this unit, Ss are expected to develop the following academic skills and knowledge:

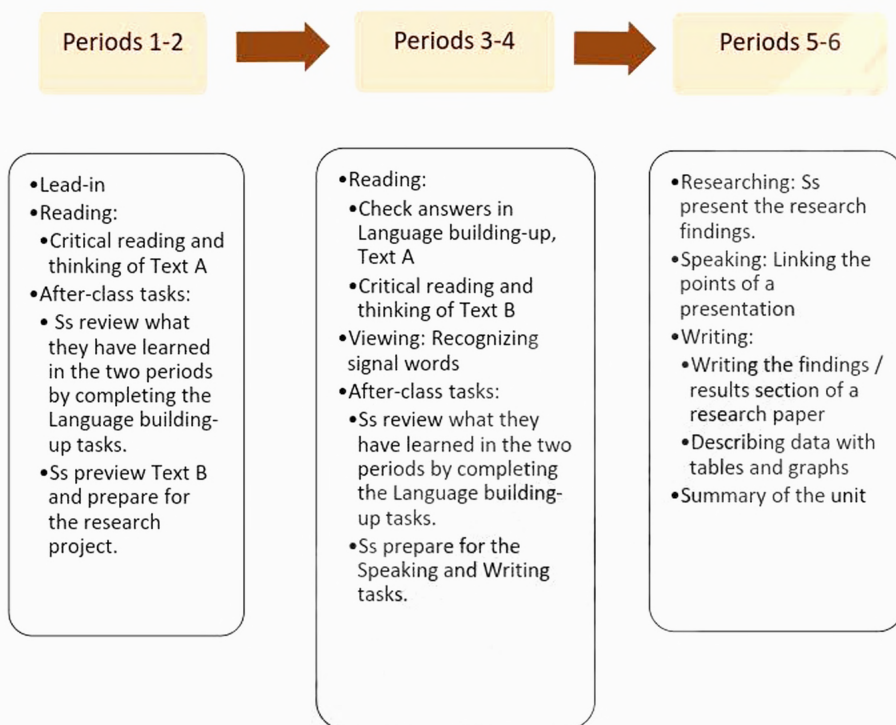
<b>Professional knowledge</b>	<ul style="list-style-type: none"> <li>• Have a good understanding of anthropology</li> <li>• Develop a basic perception of anthropological research</li> <li>• Get acquainted with some specialized vocabulary of anthropology</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• <b>Critical reading and thinking</b> <ol style="list-style-type: none"> <li>1) Grasp the main structure of the texts</li> <li>2) Analyze difficult sentences and formal language use in articles</li> <li>3) Think about issues critically (e.g., Is anthropology related to the field of my study? In what way? Does the science study reported in Text B imply some social cultural issues? Why or why not?)</li> </ol> </li> <li>• <b>Language building-up</b> <ol style="list-style-type: none"> <li>1) Learn the specialized vocabulary of anthropology</li> <li>2) Practice vocabulary and collocations in academic contexts</li> <li>3) Study some formal language use</li> </ol> </li> <li>• <b>Researching</b> Research Chinese college students' perceptions about anthropology</li> </ul>
<b>Viewing</b>	Recognize signal words
<b>Speaking</b>	Link the points of the body part of a presentation
<b>Writing</b>	Know how to write the findings/ results section of a research paper Learn how to describe data with tables and graphs

### II Suggested Teaching Plans

#### 1 Overview

This unit is designed for six periods of classroom activities. In each of the periods, certain tasks are to be completed. Generally speaking, there may be several different ways to explore this unit. Here

is a suggested teaching plan.



## 2 Teaching guides for each part of the student book

### Reading

#### Text A

#### Teaching steps

Lead-in	<ol style="list-style-type: none"> <li>1 Ask Ss to work on the lead-in task to see how much they know about anthropology before reading Text A.</li> <li>2 Ask Ss to read Text A and decide if their understandings are right or wrong.</li> </ol>
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<p><b>Critical reading and thinking</b></p>	<p><b>1 Overview</b></p> <ol style="list-style-type: none"> <li>1) Ask Ss to skim Paras. 1-2 to have a basic understanding of anthropology in higher education? .</li> <li>2) Ask Ss to read Paras. 3-5 to learn about the branches of anthropology.</li> <li>3) Ask Ss to read Paras. 6-8 to learn more details about cultural anthropology.</li> <li>4) Ask Ss to read the last paragraph and grasp the key message of the text.</li> <li>5) Ask Ss to fill in the missing information in Task 1.</li> </ol> <p><b>2 Points for discussion</b></p> <ol style="list-style-type: none"> <li>1) Put students into groups of 4-5 to discuss the questions in Task 2.</li> <li>2) Invite some groups to report their analysis to the class.</li> <li>3) Encourage Ss to comment on other groups' analysis.</li> </ol>
<p><b>Language building-up</b></p>	<p><b>1 Specialized vocabulary</b></p> <ol style="list-style-type: none"> <li>1) Ask Ss to work through Task 1 to review the specialized vocabulary used in the text.</li> <li>2) Check Ss' answers.</li> <li>3) Draw Ss' attention to Key terms for further study at the end of the unit.</li> </ol> <p><b>2 Academic vocabulary</b></p> <ol style="list-style-type: none"> <li>1) Ask Ss to practice the words in the box in the academic context by completing Task 2.</li> <li>2) Check Ss' answers.</li> </ol> <p><b>3 Collocations</b></p> <ol style="list-style-type: none"> <li>1) Guide Ss through Task 3 to master common collocations.</li> <li>2) Check Ss' answers.</li> </ol> <p><b>4 Formal English</b></p> <p>As Ss to complete Task 4 and check their answers.</p>

## Supplementary information

### 1 population genetics

Population genetics is a field of biology that studies the genetic composition of biological populations, and the changes in genetic composition that result from the operation of various factors, including natural selection. Population geneticists pursue their goals by developing abstract mathematical models of gene frequency dynamics, trying to extract conclusions from those models about the likely patterns of genetic variation in actual populations, and testing the conclusions against empirical data.

### 2 participant-observation

Participant observation is a research technique in anthropology and sociology characterized by the effort of an investigator to gain entrance into and social acceptance by a foreign culture

or alien group so as to better attain a comprehensive understanding of the internal structure of the society.

## Language support

- 1 It is a comprehensive study of man the animal and man the social being through time and space. (Para. 1)**  
 study of 的宾语是两个并列名词词组 man the animal 作为动物的人，man the social being 作为社会生物的人。
- 2 Archaeologists and physical anthropologists add time dimension to anthropology; a dimension largely lacking in other behavioral sciences. (Para. 4)**  
 lacking 是现在分词作 dimension 的后置定语——其他行为科学没有的维度。
- 3 Those people have been called by a number of different terms: primitive, tribal, nonliterate, simple, nonindustrial; terms that have sometimes appeared insulting or degrading, though such was not intended. (Para. 6)**  
 such 是指这些称呼听起来有侮辱性这个情况。
- 4 In the past, when almost all ethnographers described nonliterate peoples, they had to record languages never before put in written form. (Para. 8)**  
 put 是过去分词作后置定语，修饰 languages，“以前没有书面语的语言”。
- 5 Today, in addition to purely linguistic issues, anthropological linguists study such topics as the interrelatedness of language and other aspects of culture, and questions of cognition cross-culturally. (Para. 8)**  
 最后的副词 cross-culturally 修饰谓语动词 study。
- 6 The cross-cultural variation in behavior recorded by anthropologists has provided information about human alternatives, and given the perspective that allows one to take a look at his own society, ways, and values, in a new light. (Para. 9)**  
 the perspective 后面是定语从句，从句的谓语是 allows，宾语是 one，指人们。不定式是补语，in a new light 是状语，修饰 take a look at。

## Text B

### Teaching steps

<b>Critical reading and thinking</b>	<ol style="list-style-type: none"> <li>1 T may lead in by saying, “In Text A we have read a general introduction to anthropology. Text B discusses an anthropological study, which could help us develop a deeper understanding of this discipline. Now read Text B to grasp the key elements of the study.”</li> <li>2 Reminding Ss of the structure of a research paper, T introduces</li> </ol>
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	<p>the key elements of an empirical study: “research objective,” “research methods,” “findings,” “conclusion,” “significance and recommendations.”</p> <p>3 Ask Ss to locate these elements of the study in the text.</p> <p>4 Guide Ss through the text to fill in the missing information required by the Overview task.</p> <p>5 Check their answers.</p>
<b>Language building-up</b>	<p><b>1 Academic vocabulary</b></p> <p>1) Ask Ss to practice the words in the box in the academic context by completing Task 1.</p> <p>2) Check Ss’ answers.</p> <p><b>2 Collocations</b></p> <p>1) Help Ss master the collocations from the text by completing Task 2.</p> <p>2) Check Ss’ answers.</p>
<b>Researching</b>	<p>1 Ask Ss to work in groups of 4-5 to carry out the survey.</p> <p>2 Each group presents the findings of their survey.</p> <p>3 The whole class compares their survey results.</p> <p>4 T comments on Ss’ performance.</p>

## Supplementary information

### 1 indigenous peoples of the Americas

The term indigenous peoples of the Americas encompasses the inhabitants of the Americas before the arrival of the European explorers in the 15th century, as well as many present-day ethnic groups who identify themselves with those historical peoples.

### 2 the immune system

Immune system, the complex group of defense responses found in humans and other advanced vertebrates that helps repel disease-causing organisms. Immunity from disease is actually conferred by two cooperative defense systems, called nonspecific, innate immunity and specific, acquired immunity. Nonspecific protective mechanisms repel all microorganisms equally, while the specific immune responses are tailored to particular types of invaders. Both systems work together to thwart organisms from entering and proliferating within the body. These immune mechanisms also help eliminate abnormal cells of the body that can develop into cancer.

### 3 First Nations

First Nation is an organized aboriginal group or community, especially any of the bands officially recognized by the Canadian government.

“First Nations” is widely used in Canada as a respectful alternative to Indian, much as “Native Americans” is in the United States. However, the two terms are not exact equivalents. “First Nations” is essentially a political term used as a substitute for “band” in referring to any of the numerous aboriginal groups formally recognized by the Canadian government under the



Indian Act of 1876. Unlike “Native Americans”, it is not a comprehensive ethnic term for all indigenous peoples of the Americas or even of Canada. While it is sometimes used loosely in referring to Indian groups other than those identified in the 1876 Act, it specifically does not include non-Indian peoples such as the Inuit or the Métis. “First Nations” has no form for an individual who is a member of a qualifying group. Officially, such a person is known as a status Indian or in some cases a treaty Indian.

#### 4 dominant narrative

A dominant narrative is an explanation or story that is told in service of the dominant social group’s interests and ideologies. It usually achieves dominance through repetition, the apparent authority of the speaker (often accorded to speakers who represent the dominant social groups), and the silencing of alternative accounts.

### Language support

- 1 **The immune system is a complex structure, built over a person’s life in response to environmental conditions.** (Para. 2)

built over ...是 a complex structure 的后置定语，in response to 修饰 built over。

- 2 **Those with the most susceptible immune system genes were killed.** (Para. 6)

susceptible 意思是脆弱的，易受伤害的。

*e.g. These plants are particularly susceptible to frost.*

*Among particularly susceptible children, the disease can develop very fast.*

## Viewing

### Teaching steps

- 1 T may lead in by saying, “Let’s watch a video clip in which a teacher introduces a course of anthropology in an American university. Let’s see how much this talk echoes what we have read about anthropology.”
- 2 Play the video clip and ask Ss to complete Task 1.
- 3 Play the video clip again and ask Ss to complete Task 2.
- 4 Check Ss’ answers of Tasks 1 & 2.

## Speaking

### Teaching steps

- 1 Guide Ss through the instructions on linking points of a presentation.
- 2 Draw Ss’ attention to the task. Ask Ss to remain in the groups formed in Researching task. Guide Ss to work out proper expressions for linking different sections of their group presentation. Ss can resort to the listed language patterns.

- 3 Give suggestions on how to improve.

## Writing

### Teaching steps

- 1 Guide Ss to learn about the findings / results section of a research paper.
- 2 Guide Ss to learn the key components of this section.
- 3 Guide Ss to make a structural analysis of the sample.
- 4 Guide Ss to learn how to use tables and graphs to describe data.
- 5 Choose from Ss' writing some uses of tables and graphs in the findings / results section to analyze with the whole class.

## III Answer keys and scripts

### Reading

#### Text A

##### Lead-in

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | F | 2 | T | 3 | T |
| 4 | F | 5 | F | 6 | F |

#### Critical reading and thinking

##### Task 1 / Overview

1

- 1) physical; biological
- 2) sociocultural
- 3) ethnography
- 4) linguistics

2

- 1 a
- 2 b, d
- 3 c, e, f
- 4 g

##### Task 2 / Points for discussion

Anthropology prepares students for a variety of careers. You could use your knowledge of ethnographic studies and understanding of human behaviors to work in marketing, user-experience research and design, social work, or diverse and inclusive fields, such as human resources. If you're more scientifically inclined, you could go on to study medicine, investigate crimes using forensics, or work as a biologist.

No matter what field you go into, employers prefer employees who can solve problems and see challenges from different angles. That's why anthropological training could help journalists, psychologists, social workers and even novelists, because it can give people an anthropological view to solve problems with critical analysis.

### Language building-up

#### Task 1 / Specialized vocabulary

- 1 **Anthropology** is the study of man the animal and man the social being through time and space.
- 2 **Physical anthropology** studies fossil primate remains, living nonhuman primates, population genetics, and the evolution of *Homo sapiens* as a species.
- 3 **Archeology** studies material remains of past societies to reconstruct extinct cultures and to study the processes of culture change.
- 4 **Ethnography** describes societies around the world by recording the cultures of the various peoples.
- 5 **Ethnology** builds theories about human behavior and the interrelation between behavior and culture.
- 6 **Ethology** studies nonhuman primate life in the wild in order to learn more about the social organization and behavior of those creatures biologically closest to human.
- 7 **Anthropological linguistics** studies written languages and at the same time focuses on such topics as the interrelatedness of language and other aspects of culture, and questions of cognition cross-culturally.

#### Task 2 / Points for discussion

- |                |                   |
|----------------|-------------------|
| 1 alternatives | 2 participates    |
| 3 integral     | 4 comprehensive   |
| 5 dimensions   | 6 indicate        |
| 7 methodology  | 8 logical         |
| 9 variation    | 10 interpretation |

#### Task 3 / Collocations

- |                    |                      |
|--------------------|----------------------|
| 1 extinct cultures | 2 add time dimension |
|--------------------|----------------------|

- |                       |                            |
|-----------------------|----------------------------|
| 3 gain insight        | 4 theory building          |
| 5 untenable theories  | 6 confine their studies to |
| 7 power relationships | 8 breadth of coverage      |

#### Task 4 / Formal English

- |                 |                      |
|-----------------|----------------------|
| 1 legitimately  | 2 matrix             |
| 3 comprehensive | 4 immerse themselves |
| 5 interrelation | 6 an integral part   |

### Text B

#### Critical reading and thinking

##### Task / Overview

- 1) change vulnerability to certain diseases
- 2) examine DNA from the skeletal remains
- 3) comparing their genes
- 4) immune-related gene variants
- 5) about 175 years
- 6) 80% of the community
- 7) genetically affected the immune systems
- 8) other indigenous communities across the Americas

#### Language building-up

##### Task 1 / Academic vocabulary

- |                 |             |
|-----------------|-------------|
| 1 complex       | 2 adaptive  |
| 3 environmental | 4 coded     |
| 5 precisely     | 6 variants  |
| 7 sequenced     | 8 exposure  |
| 9 susceptible   | 10 response |

##### Task 2 / Collocations

- |                            |      |
|----------------------------|------|
| 1 alter landscape          | 改变面貌 |
| 2 close contact            | 密切接触 |
| 3 develop antibodies       | 产生抗体 |
| 4 environmental conditions | 环境状况 |
| 5 historical accounts      | 历史记录 |

6	indigenous people	原住民
7	infectious diseases	传染病
8	mold the immune systems	塑造免疫系统
9	seek permission	请求批准
10	wipe out populations	灭绝人种

## Viewing

### Task 1

1	Historically	2	Today
3	also	4	And
5	also; also	6	So

### Task 2

1	human and nonhuman life in all its complexity in our interconnected world		
2	fieldwork	3	at home in a big city
4	transform the way	5	an anthropologist
6	across scales	7	qualitative field research
8	an understanding of cultural difference		
9	globalization	10	consumer culture
11	social movements		

## Scripts

I'm professor Margot Weiss, the chair of the Anthropology Department here at Wesleyan.

I'm going to start off with a seemingly simple question: What is anthropology?

Anthropology is the study of human and non-human life in all its complexity in our interconnected world.

Historically, anthropologists did fieldwork in non-Western, out-of-the-way places. Today, anthropologists are just as likely to study at home in a big city. Anthropologists study global cultures from the hacker collective anonymous to Muslim migrants in France, young black homeless women in Detroit, and Bollywood filmmakers, to give just a few examples.

Studying anthropology will transform the way you think about the world. Our

courses will teach you to think like an anthropologist, to value people's different experiences and points of view and different ways of knowing and being.

Anthropology will also teach you to think across scales, from the local issues facing a particular community to the global, transnational and planetary concerns that affect and connect us all.

One of the most distinctive aspects of anthropology is our method, called fieldwork, or ethnography. Anthropology provides unparalleled training in qualitative field research, a skill you can use well beyond Wesleyan. Our courses will teach you how to do rigorous, culturally sensitive, and ethical research. And as an anthropology major, you'll have the support of our faculty if you want to try your hand doing independent fieldwork.

Anthropology is great preparation for all sorts of careers that require an understanding of cultural difference. Are you thinking about a career in journalism? The law? Education? Policy? Environmental justice? Medicine or public health? Community activism? Our majors go on to successful careers in these and many other fields.

Whether you're thinking of majoring, double majoring, or just taking courses in anthropology, you should begin with ANTH 101, our introduction to cultural anthropology. You can only take ANTH 101 in your first or second year, so keep it in mind as you consider your courses this summer.

We also offer first-year seminars that are just for you, and some of our 200-level courses are also open to first-year students. So, check out our courses on WesMaps. You'll find courses on urban anthropology, globalization, media, consumer culture, archeology, social movements, development and humanitarianism, and race, gender, and sexuality. Our updated website has more information about the anthro-major, our award-winning faculty, and nuts and bolts about study abroad, double majoring, and senior capstones. And welcome to Wesleyan. We hope to see you soon.

## Translation of texts

### Text A

#### 人类学的本质

根据人类学一词的希腊词源，人类学这个词表示对人类的研究。不过既然所有的社会科

学或行为科学都以各种方式研究人类，那么我们是不是可以追问，和社会学、社会心理学、生物学或其他社会学科相比，人类学到底有什么不同？人类学和其他学科的不同主要在于研究的广度。政治学研究决策中与权力关系中的人，经济学研究商品和服务的生产、分配和消费，心理学聚焦于特定文化基质中的个人行为，如此等等。人类学聚合了所有这些范畴和研究兴趣，而且涵盖更广。它是一门广博的科学，研究不同时期、不同地点的具有动物性的人和具有社会性的人。因此人类学被称为一门整体性的社会科学。

在美国大学里，这一学科通常细分为下面三大类：体质/生物人类学，考古学或史前研究，社会文化人类学。专业为人类学的本科生要学习所有的分支，但在研究生阶段会选择专业方向。很少有（可以说几乎没有）专业人士能掌握整个人类学领域。

### 人类学的分支

体质人类学包括对灵长类遗骸化石的研究分析，对现有非人类灵长类的研究，种群遗传学，以及智人作为一个物种的进化。有些体质人类学家在田野搜寻人类祖先的遗骨。其他人研究野外非人类灵长类生命——动物行为学——以更多了解这些人类近亲的动物的社会组织行为。还有一些人主要在实验室做研究。这些都是人类学的一部分。

考古学家用过去社会残存的材料重构已灭绝的文化，研究文化变化的过程。考古学家和体质人类学家为人类学增加了时间维度，这一维度是其他行为科学相当缺乏的。

社会文化人类学研究人类文化和生活方式，其下又有人种志、民族学这两个分支。人种志的研究范畴是对全世界不同文化的描述。人种志研究者记录各个族群的文化。他们的研究发现通常发表在名为人种志的书或专著里。有两个特点可以区分人类学和社会学：人种志研究者跨文化研究的宽度和田野调查的技巧。田野调查的人种志研究者在观察行为时尽量参与被调查社会的文化，这个研究方法就是众所周知的参与式观察。这并不是说人种志研究者被“同化”，但它确实隐含了人类学的一个重要准则：只靠观察不能真正理解他人。因此社会文化人类学家认为积极参与、“浸入”他人的生活方式非常重要。毋庸赘言，这些参与者不会真正成为“他人社会”的一分子，或者完全摆脱他们自身经历的濡化，但他们获得的洞见和认识确实是单凭观察或访谈得不到的。

传统上，人种志的研究对象是生活在非西方、非工业社会里的人。实际上，文化人类学一度被认为是“对土著”的研究。关于“土著”有一系列用语：原始的，部落的，不会读书的，头脑简单的，未工业化的。尽管不是有意的，这些语言有时还是显得有些侮辱、贬低的意味。二战后，各种文化，包括美国都市文化，工业欧洲的文化都已成为人种志的研究范围，各种复杂的社会已成为人类学研究的主要目标。

文化人类学的第二个板块是民族学，主要内容是建构关于人类行为以及行为和文化的相互关系的理论。多年来，人类学分支和其他科学互通有无，不断修正信息，从而使得关于人类行为方式的认识得以不断增长。和其他学科一样，人类学的理论也是起起落落。有些理论站不住脚被摒弃，有些保留下来，并在更多新数据的支撑下与现代接轨。

有时语言学单独算作一个类别,但常常是算作文化人类学的一个分支。在过去,几乎所有的人种志研究者都要描写不会读写的民族,他们必须记录以前没有书写形式的语言。因此非书面语的研究自然成为人类学不可分割的一部分。如今,除了单纯的语言问题,人类学语言学家还研究各种跨文化主题,比如语言和文化其他方面的关联,以及认知问题。

人类学学科不只具有上文提到的广度,还提供了重要的比较视角。作为一个群体,人类学家不满足于研究几个社会,他们追求对人类行为全方位的探索。人类学家记录的那些跨文化差异让我们了解了人类的不同选择,也提供了一种视角,让人们能够以新的眼光观察他们自己的社会、生活方式和价值观。这种比较研究涵盖了时间上的纵向变化——文化变化——以及人种志研究形成的横向的跨文化视野。

## Text B

### 欧洲疾病留给美洲原住民的基因印记

十五世纪,当美洲的原住民与欧洲移民相遇时,原住民面对的是各种各样差异巨大的宗教、习俗,并且不幸地遭遇了各种疾病。仅仅在几十年间,因为这些接触,大批原住民死亡。现在,研究者发现这些疾病还给当今现代人群留下了印记:一项新的研究揭示,从天花到麻疹,欧洲人带来的传染病在基因层面改变了现今美洲原住民的免疫系统。

免疫系统是一个复杂的组织,它是一个人一生不断应对环境条件而逐渐形成的。抗体是标记并攻击病毒和细菌的蛋白质。抗体“记得”过去的攻击者,在随后的感染中,它让白细胞迅速做出反应。因为不同人群遇到的疾病不同——例如欧洲移民近距离接触牲畜,使得他们高度暴露于天花、麻疹、流感——所以他们会获得不同的抗体。但是免疫系统背后的基因呢?这些基因是否也会改变人们面对某些疾病的脆弱程度?

为了研究这一问题,位于厄巴纳的伊利诺伊大学的人类学教授里潘·马里带领的小组,从加拿大不列颠哥伦比亚省鲁伯特王子港地区一个第一民族族群——钦西安族那里获得许可,检验 500 到 6000 年前住在这一地区的 25 个人的遗骸的 DNA。这些古代原住民,许多是现代钦西安族的祖先,是十八世纪早期最早一批遇到欧洲人的航海民族。

应用一种名为全外显子组测序的技术,包括钦西安族科学家芭芭拉·佩策尔特和乔伊士林·米切尔在内的研究者筛选与免疫反应相关的基因的 DNA,然后给现在居住在鲁伯特王子港附近的 25 个钦西安人的 DNA 样本测序。比较这两组基因后,研究小组发现好几个免疫相关的基因变体在现今的钦西安人中变得少见了。比如,在几乎所有的古代钦西安人都发现了基因变体 HLA-DQA1,该变体编码的蛋白质能够把健康细胞和入侵人体的病毒与细菌区分出来,但是现代钦西安人中只有 36% 有这个变体。

这一发现意味着古代钦西安人身上与免疫相关的基因适应当地的疾病,但是不适应天花、麻疹这些新的传染病,在今天的《自然通讯》中,研究小组这样报道。因为欧洲输出的



流行病改变了疾病的地区分布，HLA-DQA1 这样的变异基因处理新疾病的能力更弱（到底为什么还是个谜），因此幸存者更不可能携带 HLA-DQA1 这样的变异基因。“和欧洲人接触后，那些古代基因变体的适应性消失了，”马里说。

通过测量古代和现代 DNA，马里和同事计算出大概是 175 年前发生的基因转移。那时，天花在美洲，包括鲁伯特王子港一带肆虐。当时免疫系统最脆弱的人群都死于这场疫病。在这些新发现和历史记录的基础上，研究小组宣布，接近 80% 的群体在首次接触欧洲人后的数十年间死亡。

金姆·塔尔贝尔是来自加拿大埃德蒙顿阿尔伯塔大学的原住民研究者，她表示，这个研究设计得很好，提供了“对我们现有知识更深入的遗传解析。”不过她仍然表示有些担忧，因为这篇论文暗示原住民由他们和欧洲人的不同来界定，而不是由他们对自身环境的适应来界定。她说：“在主流科学叙事中，欧洲人的身体是标准，而原住民被认为是生物学上的变异”

马里计划调查其他原住民群体中免疫相关的基因，以进行下一步的研究。来自劳伦斯堪萨斯大学的詹妮弗·拉夫赞同这个问题是前进的重要一步。“不同的族群和欧洲人接触的经历不同，”她说，“研究整个美洲的族群的特定的基因测序特别重要。”

## Unit 6 Social Psychology

### I Teaching objectives

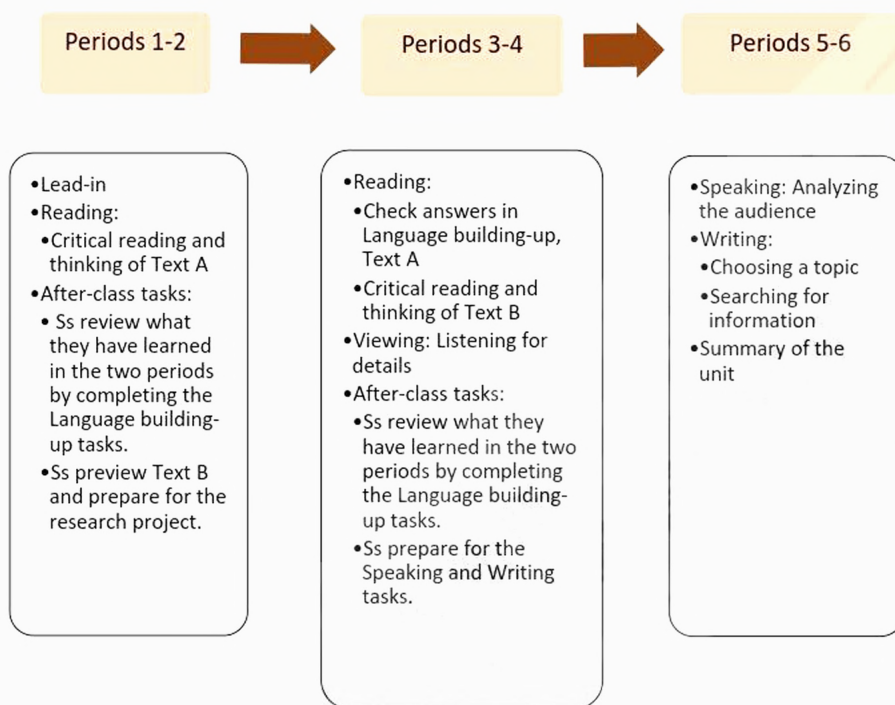
Upon completion of this unit, Ss are expected to develop the following academic skills and knowledge:

<b>Professional knowledge</b>	<ul style="list-style-type: none"> <li>• Have a good understanding of psychology</li> <li>• Understand the key elements of psychology experiments</li> <li>• Acquire some specialized vocabulary of psychology</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• <b>Critical reading and thinking</b> <ol style="list-style-type: none"> <li>1) Grasp the main structure of the texts</li> <li>2) Analyze difficult sentences and formal language use</li> <li>3) Think about issues critically</li> </ol> </li> <li>• <b>Language building-up</b> <ol style="list-style-type: none"> <li>1) Learn the specialized vocabulary of psychology</li> <li>2) Practice vocabulary and collocations in academic contexts</li> <li>3) Study some formal language use</li> </ol> </li> <li>• <b>Researching</b> Research the satisfaction level of Chinese college students</li> </ul>
<b>Viewing</b>	Use efficient strategies to deal with unfamiliar words
<b>Speaking</b>	Learn how to make an argument
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Know how to write the discussion section of a research paper</li> <li>• Learn how to use quotation and paraphrase appropriately in academic writing</li> </ul>

### II Suggested teaching plans

#### 1 Overview

This unit is designed for six periods of classroom activities. In each of the periods, certain tasks are to be completed. Generally speaking, there may be several different ways to explore this unit. Here is a suggested teaching plan.



## 2 Teaching guides for each part of the student book

### Reading

#### Text A

#### Teaching steps

Lead-in	<ol style="list-style-type: none"> <li>1 Ask Ss to work on the lead-in task to explore their ideas of happiness.</li> <li>2 Ask Ss to read Text A and then compare their ideas with answers found by the studies in Text A.</li> </ol>
Critical reading and	<ol style="list-style-type: none"> <li>1 <b>Overview</b> <ol style="list-style-type: none"> <li>1) Ask Ss to divide the text according to Task 1</li> </ol> </li> </ol>

<p><b>thinking</b></p>	<ol style="list-style-type: none"> <li>2) Ask Ss to read Paras. 1-2 to summarize the social psychologists' perspective</li> <li>3) Ask Ss to read Para. 3 to summarize the survey results</li> <li>4) Ask Ss to read Paras. 4-5 to learn about the things related to happiness</li> <li>5) Ask Ss to read Paras. 6-7 to discuss the relationship between wealth and subjective well-being.</li> <li>6) Ask Ss to read Para. 8 to conclude the studies.</li> </ol> <p><b>2 Points for discussion</b></p> <ol style="list-style-type: none"> <li>1) Put students into groups of 4-5 to discuss the questions in Task 2.</li> <li>2) Invite some groups to report their analysis to the class.</li> <li>3) Encourage Ss to comment on other groups' analysis.</li> </ol>
<p><b>Language building-up</b></p>	<p><b>1 Specialized vocabulary</b></p> <ol style="list-style-type: none"> <li>1) Ask Ss to work through Task 1 to review the specialized vocabulary used in the text.</li> <li>2) Check Ss' answers.</li> <li>3) Draw Ss' attention to Key terms for further study at the end of the unit.</li> </ol> <p><b>2 Academic vocabulary</b></p> <ol style="list-style-type: none"> <li>1) Ask Ss to practice the words in the box in the academic context by completing Task 2.</li> <li>2) Check Ss' answers.</li> </ol> <p><b>3 Collocations</b></p> <ol style="list-style-type: none"> <li>1) Guide Ss through Task 3 to master common collocations.</li> <li>2) Check Ss' answers.</li> </ol> <p><b>4 Formal English</b></p> <p>As Ss to complete Task 4 and check their answers.</p>

## Supplementary information

### 1 social psychology

Social psychology is the scientific study of the behavior of individuals in their social and cultural setting. Although the term may be taken to include the social activity of laboratory animals or those in the wild, the emphasis here is on human social behavior.

Social psychologists deal with the factors that lead us to behave in a given way in the presence of others, and look at the conditions under which certain behavior / actions and feelings occur. Social psychology is to do with the way these feelings, thoughts, beliefs, intentions and goals are constructed and how such psychological factors, in turn, influence our interactions with others.

### 2 state of being

As opposed to mental condition (state of mind), the state of being is the overall physical condition of a person.

### 3 Aristotle and happiness

To Aristotle, happiness is a goal that is achieved by exercising good virtue over the course of one's lifetime. Practicing positive behavioral habits is how one grasps the overall purpose of human life.

Realizing one's own capabilities by intellectually considering the substance of one's happiness is the first step to achieving happiness, Aristotle says. The next is to maintain a balance between good virtues and bad habits or circumstances.

Happiness is not material wealth, nor is it pleasure, be it spiritual or otherwise. However, Aristotle concedes that health, stability, success, and even one's physical appearance are important factors in one's overall well-being. Even so, Aristotle maintains that behavioral habits and not merely good fortune determine whether or not one is truly happy.

### 4 Freud and happiness

Freud said "Love and work ... work and love, that's all there is ... love and work are the cornerstones of our humanness."

### 5 subjective well-being

The term subjective well-being is defined as an individual's experience of affective reactions and cognitive judgments. Happiness is sometimes used interchangeably with subjective well-being, but the terms mean different things. Although subjective well-being and happiness are correlated, subjective well-being has a more wide-ranging definition. It looks at satisfaction generally, as well as a sense of satisfaction according to a particular person's standard. Assessing life satisfaction involves past experience and future expectations.

### 6 Masai who live in huts made with dung

a typical hut or manyatta built with cow dung and clay by the Samburu Maasai in a Samburu village in Northern Kenya, East Africa, Samburu hut



## Language support

- 1 Simple: They ask. Better yet, they use questionnaires such as the Satisfaction with Life Scale ... (Para. 2)

这里作者使用了口语化的写作风格。补充完整是 The answer is simple: Researchers try to know if someone is happy by asking them, more specifically, by using questionnaires ...

better yet / better still: used when you are adding a new idea that you think is better than a good one already mentioned 更好的是: 甚至更好

e.g. *Come for a weekend or, better yet, come for a whole week.*

**2 “No man is happy who does not think himself so.” (Para. 2)**

who 引导的是定语从句, 先行词是 man. so 指代 happy。句子意为“不认为自己幸福的人不会是幸福的。”

**3 Contrary to popular belief, people are not less happy during the so-called crisis years of midlife or in old age than during their youth and “peak” young-adult years. (Para. 4)**

contrary to sth.: used for emphasizing that sth. is true, even though it is opposite to what other people say or believe 与……相反

e.g. *Contrary to expectations, the level of retail sales fell in January.*

contrary to popular belief: opposite to what is popularly or generally expected or believed. It is usually used to introduce such a statement.

e.g. *Contrary to popular belief, higher taxes end up benefiting people more than lower ones.*

*Contrary to popular belief, the animals do not often attack humans.*

**4 ... particularly those who are financially strapped ... (Para. 6)**

strapped: used to describe a person or organization that does not have enough money: economically/financially strapped

e.g. *They target financially strapped smaller companies for acquisition.*

*At the end of the 90s, the International Monetary Fund was strapped for cash.*

**5 But as a general rule, the more money a country has, the happier its citizens are, at least up to a point. (Para. 7)**

up to a point: used to indicate that a statement is partly but not completely true, to a limited degree 一定程度上

e.g. *I understand his feelings up to a point.*

*Competition is good but only up to a certain point.*

**6 Within any given country ... (Para. 7)**

given: used for referring to a particular thing 特定的

e.g. *About 250 students are working with us at any given time.*

*In a given situation, more than one of these methods may be used.*

## Text B

### Teaching steps

<b>Critical reading and thinking</b>	<ol style="list-style-type: none"> <li>1 T may lead in by saying, "In Text A we have learned about psychological studies of happiness. Text B discusses another anthropological study that examines how clothing affects our perceptions of ourselves. Now read Text B to grasp the key elements of the study."</li> <li>2 Draw Ss' attention to left column of the Overview task and tell Ss these are the key elements of a psychology experiment</li> <li>3 Guide Ss through the text to fill in the missing information.</li> <li>4 Check their answers.</li> </ol>
<b>Language building-up</b>	<ol style="list-style-type: none"> <li>1 <b>Academic vocabulary</b> <ol style="list-style-type: none"> <li>1) Ask Ss to practice the words in the box in the academic context by completing Task 1.</li> <li>2) Check Ss' answers.</li> </ol> </li> <li>2 <b>Collocations</b> <ol style="list-style-type: none"> <li>1) Help Ss master the collocations from the text by completing Task 2.</li> <li>2) Check Ss' answers.</li> </ol> </li> </ol>
<b>Researching</b>	<ol style="list-style-type: none"> <li>1 Ask Ss to work in groups of 4-5 to carry out the survey.</li> <li>2 Each group presents the findings of their survey.</li> <li>3 The whole class compares their survey results.</li> <li>4 T comments on Ss' performance and discussions.</li> </ol>

## Supplementary information

### 1 enclothed cognition

Enclothed cognition captures the systematic influence that clothes have on the wearer's psychological processes. It is part of a larger field of research that examines how humans think with both their brains and their bodies, an area of study known as embodied cognition.

### 2 selective attention

Selective attention is the process of directing our awareness to relevant stimuli while ignoring irrelevant stimuli in the environment. This is an important process as there is a limit to how much information can be processed at a given time. Selective attention allows us to tune out insignificant details and focus on what is important.

### 3 congruent trials and incongruent trials

Congruent trials (in harmony) refer to the tasks in which the stimuli are in agreement with one another, for example, if the word "blue" is actually written in the color blue, this is said to be congruent.

Incongruent trials (not in harmony) refer to the tasks in which the stimuli are NOT in agreement with one another, for example, if the word "blue" is actually written in the color pink or yellow, causing interference or possibility for confusion, these trials are said to be incongruent.

#### 4 sustained attention

Sustained attention is the ability to keep focused for long periods of time even if the individual is exposed to a repetitive action or activity. This is the kind of attention that is usually used for majority of the learning and working activities like listening to a lecture the whole hour, reading books and notes the whole night to review, in answering test or exercise questions, completing an extensive project, or perhaps, regularly working on a repetitive task. This kind of attention should be very beneficial but it is the kind that is oftentimes very hard to acquire or achieve.

#### 5 priming effect

The term priming effect was originated by American psychologist John A. Bargh. He showed that the behavior of two experimental groups can be altered by the triggering of certain associations. Priming effects are thought to be based on an activation of concepts and relationships between them that are stored in a person's long-term memory.

### Language support

- 1 **So scientists report after studying a phenomenon they call enclotted cognition ...** (Para. 2)  
注意此句中的 so 是副词, 修饰 report, 指代前面一整段话, 不是连词“因此”之意。意思是“科学家这样(前一段内容)报道”, 而不是“因此, 科学家报道”。
- 2 **The findings, on the website of *The Journal of Experimental Social Psychology*, are a twist on a growing scientific field called embodied cognition.** (Para. 4)  
twist: a change in the way in which sth. happens 转折; 改变  
e.g. *The story took a surprise twist today with media reports that the doctor had resigned.*  
*The incident was the latest twist in the continuing saga of fraud and high scandal in banks and stock brokerages.*
- 3 **Those who wore the painter's coat or were primed with merely seeing the doctor's coat found fewer differences between the images.** (Para. 11)  
prime: to tell sb. sth. that will prepare them for a particular situation 使某人准备好  
e.g. *I'd been primed so I knew not to mention her son.*

## Viewing

### Teaching steps

- 1 Guide Ss to learn how to deal with unfamiliar words in a speech / lecture
- 2 Play the video clip and ask Ss to complete Task 1.
- 3 Play the video clip again and ask Ss to complete Task 2.
- 4 Check Ss' answers of Task 1 & 2.



# Speaking

## Teaching steps

- 1 Guide Ss through explanatory note of how to make an argument.
- 2 Introduces Ss to some basic concepts of debate (Table below).
- 3 Divide the class into groups of 4-5. Assign the task to each group and ask them to prepare for the debate by following the instructions after class.
- 4 Engage Ss in a 10-minute informal debate in small groups in class. Remind them of the suggested language patterns. T walks around the classroom, observing Ss' performance and giving advice when necessary.
- 5 Invite some groups to have a mock debate.

A debate	
Definition	A debate is a structured argument in which two sides (Affirmative vs. Negative) speak alternately for and against a particular resolution / proposition based on a topical issue.
General debate roadmap	<b>1st Affirmative</b> Introduce the proposition and defend it in a compelling way.
	<b>1st Negative</b> Present the argument and respond to the 1st Affirmative with counterarguments
	<b>2nd Affirmative</b> Clash with points made by the 1st Negative and rebuild affirmative argument.
	<b>2nd Negative</b> Continue to argue against Affirmative
	<b>Negative Rebuttal</b> No new arguments can be introduced. Summarize the arguments and review critical evidence.
	<b>Affirmative Rebuttal</b> No new arguments can be introduced. Summarize the arguments and review critical evidence.
Basic debating skills	<ul style="list-style-type: none"> <li>• Deliver your arguments in a confident and persuasive way and use proper body language.</li> <li>• Express your ideas concisely and clearly with varying tones to make you sound interesting.</li> <li>• Use brief notes to better organize the flow of your ideas.</li> <li>• Use eye contact to better connect the audience and make sure they are following your logic.</li> </ul>

## Writing

### Teaching steps

- 1 Guide Ss to learn about the discussion section of a research paper.
- 2 Guide Ss to learn the key components of this section.
- 3 Guide Ss to make a structural analysis of the sample.
- 4 Guide Ss to learn how to make quotations and paraphrase.
- 5 Guide Ss to complete the outline of the discussion section.
- 6 Ask Ss to complete the discussion section after class.

## III Answer keys and scripts

### Reading

#### Text A

##### Lead-in

Although things such as money or appearances seem to be able to make a person “happy”, they are more to do with pleasure not happiness. Life is full of good times and bad, moments of joy and sadness. I agree with Aristotle that happiness is a goal that is achieved by exercising good virtue over the course of one’s lifetime.

#### Critical reading and thinking

##### Task 1 / Overview

Paragraph(s)	Main idea
1-2	Studying happiness from the perspective of social psychologists
4-5	Things related to happiness
6-7	The relationship between wealth and subjective well-being
3	Survey results of how happy Americans think they are
8	Conclusions of these studies

##### Task 2 / Points for discussion

- 1 I believe that personality also influences the subjective well-being of a person. A sensitive person is more likely to be influenced by other people and the environment, thus more difficult to feel contented.
- 2 Yes, China Central Television and National Bureau of Statistics have carried out a survey for more than ten years. In 2018, the survey found that 50.99% of the

participants felt happy, and only 10.57% of them feel unhappy. It also found that the sense of happiness rose by 6.81% and had reached the highest since 2009. Income, health and family relations were found to be the greatest factors that affect Chinese people's sense of happiness.

### Language building-up

#### Task 1 / Specialized vocabulary

##### 1

- |                     |                         |
|---------------------|-------------------------|
| 1 Social psychology | 2 self-report           |
| 3 questionnaire     | 4 Subjective well-being |
| 5 Motives           | 6 Social relationships  |
| 7 mood              | 8 self-esteem           |

##### 2

- |                 |                         |
|-----------------|-------------------------|
| 1 self-esteem   | 2 mood                  |
| 3 motive        | 4 social psychology     |
| 5 Self-report   | 6 social relationships  |
| 7 questionnaire | 8 subjective well-being |

#### Task 2 / Academic vocabulary

- |               |             |
|---------------|-------------|
| 1 trigger     | 2 cited     |
| 3 contrary    | 4 derived   |
| 5 fluctuating | 6 pursuit   |
| 7 statistical | 8 ultimate  |
| 9 perceptions | 10 positive |

#### Task 3 / Collocations

##### 1

- |     |     |     |     |
|-----|-----|-----|-----|
| 1 f | 2 b | 3 a | 4 e |
| 5 d | 6 c | 7 h | 8 g |

##### 2

- |                            |                           |
|----------------------------|---------------------------|
| 1 land a job               | 2 suffer a tragedy        |
| 3 trigger fluctuations     | 4 financially strapped    |
| 5 personally set standards | 6 meet basic needs        |
| 7 consistently high        | 8 physical attractiveness |

#### Task 4 / Formal English

- |                                      |                  |
|--------------------------------------|------------------|
| 1 derive                             | 2 moderately     |
| 3 appreciably                        | 4 perceptions    |
| 5 the emergence of social psychology | 6 applied ... to |

### Text B

### Critical reading and thinking

#### Task / Overview

- 1) clothing
- 2) psychological / cognitive processes
- 3) approach and interact
- 4) affect people's basic abilities
- 5) students / undergraduates
- 6) painter's coats
- 7) sustained
- 8) Clothes affect the psychological state of the wearer.

### Language building-up

#### Task 1 / Academic vocabulary

- |               |             |
|---------------|-------------|
| 1 displayed   | 2 randomly  |
| 3 Selective   | 4 Ethical   |
| 5 options     | 6 identical |
| 7 Sustained   | 8 perceived |
| 9 intelligent | 10 symbolic |

#### Task 2 / Collocations

- 1 To date, several studies have investigated this issue.
- 2 A great deal of previous research has / Many previous studies have focused on this aspect of our social lives.
- 3 Numerous studies have attempted to explain the phenomenon.
- 4 A number of studies have begun to explore the phenomenon.
- 5 A large number of published studies have shown that clothing affects how people perceive each other.
- 6 Much research on this issue has been done.

## Viewing

#### Task 1

To understand these terms, you can pay attention to contextual information. For example, "Human Development Index" sounds like a term, thus it would be followed by expressions like "refer to". "Hedonistic evaluation" is another difficult term. Even though "hedonistic" is a difficult word for you, the term is followed by detailed explanation indicated by "this means". The other two expressions could be handled similarly.

#### Task 2

- 1 a better life for individuals or societies; higher levels of well-being
- 2 different moods in a particular moment; the theoretical sum
- 3 a set of moments; sum them up
- 4 satisfied; instant; overall evaluation of their situation

### Scripts

When we talk about purely objective well-being concepts, we commonly mean that there are certain factors which were presumed to be equivalent to a better life for individuals or societies. The Human Development Index is sometimes referred to as such a measure. In its simplest form, it suggests that societies with greater economic development, higher levels of education, and higher life expectancy have higher levels of well-being. However, this does not capture the experiential side of well-being that we need to explore as well for a comprehensive understanding.

This is why we look at two conceptions that engage with people's personal evaluations. Some researchers, like the Nobel Prize winner Daniel Kahneman, focus on the hedonistic evaluations of well-being. This means they emphasize the feeling of different moods in a particular moment. They focus on the affective feeling in a given instant. These feelings can be good or bad to a different extent. In this approach, a person's well-being is the theoretical sum of all momentary feelings of good or bad affect. If someone feels better more often or to a greater extent over a time period, then they feel good, they have positive well-being.

Although this approach clearly engages with people's feelings and represents a form of subjectivity, some researchers – slightly confusingly, I admit – refer to it as objective happiness because it effectively turns something subjective into a directly measurable concept. This is achieved by sampling a set of moments and taking instantaneous measures of a person's levels of affect in those moments, to later sum them up. This is referred to as Experience Sampling Method.

Other researchers point out that approaches only emphasizing measures of instantaneous feelings of good or bad affect may be missing something else. We may not pay attention to all our feelings in the same way. And therefore, we need to deepen the subjective dimension to actually ask people how they themselves evaluate their lives, allowing them to subjectively express how good or bad they feel.

Cognitive conceptions of well-being tend to, therefore, ask people directly. For example, how satisfied they are with their life overall or with particular domains thereof. They emphasize not the instant but the person's overall evaluation of their

situation. So which approach is the right one to understand well-being? You might have realized by now that they all play an important role.

## Speaking

Money itself can't buy happiness. But one can buy things that brings happiness. For example, one can afford expensive medicine bills to keep their loved ones from dying from a curable but expensive disease.

Money cannot buy a person's happiness. Yes it can provide you with things that you find "attractive" or "fun" and that you will get enjoyment out of, but a person's true happiness cannot be bought, only made.

Money can buy happiness, but not true happiness. Money can't literally buy happiness, but it can buy things that make you happy. Where money goes wrong is when you try to buy things that can truly make you happy. You can't buy true friends, true family, and true love.

Money can buy you a few things in your life, many of which coincidentally can contribute to your overall happiness.

Money does buy happiness. As a matter of fact having money up to a certain point drastically increases happiness and quality of life.

## Writing

<b>The purpose / focus of your study</b>	to explore Iranian students' perspective toward their EFL teachers' classroom discipline strategy use
<b>The results</b>	Iranian EFL teachers use recognition and rewarding most often when dealing with misbehavior to maintain discipline in their classes. They use punishment and aggression less frequently.
<b>Issues</b>	effective discipline issues
<b>Main arguments</b>	In Iranian context, teachers are less authoritarian and they appear to be more supportive of students although female teachers and public schools seem

	to use more punishment, discussion and aggression strategy, which could be related to greater stress of female teachers and larger average class size in public schools.
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## Translation of texts

### Text A

#### 追求幸福

早在社会心理学研究诞生之前，哲学家就已经将幸福视为终极的生存状态。在美国《独立宣言》中，托马斯·杰斐逊提出生命权、自由权、追求幸福的权利是最宝贵的人权。但是，什么是幸福？如何才能得到幸福？亚里士多德说，幸福是积极生活的回报。弗洛伊德认为它和工作与爱相关。其他人有各种各样的说法，他们认为名利、健康、宗教信仰、美貌、基本需求的满足、从日常生活中获得快乐的能力，这些和幸福相关。近年来，社会心理学家运用他们的理论和方法来研究这个人类最基本的动机：对幸福的追求。

要研究幸福（或者用社会心理学家常用的术语——主观幸福感），我们要能测量它。研究者怎么知道一个人是否幸福呢？答案简单：去问他。更好的做法是使用生活满意度测量表这样的问卷。对问卷中这样的表述“如果我的人生能够重来，我不想改变什么”，调查对象做出回应选择。正如马可·奥勒利乌斯所言：“认为自己不幸福的人不会是幸福的。”

使用自我报告法的调查发现，75%的美国成年人认为自己是幸福的，在所有被抽样的国家中，有86%的国家其国民倾向于认为自己“幸福”而不是“不好不坏”。总的来说，幸福的人心情好，具有较高的自尊，身体健康，对个人生活有掌控感，正面积极的记忆多于负面记忆，对未来持乐观态度。我们的人生观受生活的影响，这一点不是什么秘密。重大比赛获胜后，恋爱后，找到一份好工作，挣到钱后，我们对人生的展望明媚美好。而失利、失恋、遭遇个人不幸或财务问题后，世界看上去阴暗忧郁。我们可以推测，每天生活中发生的事情会引发情绪波动。人们周五、周六最开心，周一、周二最不开心便是一例。即使在一天之内，幸福水平也会像钟摆一样波动。大卫·沃森及其合作者让大学生给他们的情绪状态打分，每天一次，连续45天，但每天要在不同的时间打分。他们发现，平均而言，学生们在一天的中间（中午到下午六点）感觉最好，感觉最差的时候是一大早和晚上七八点。

但是，什么决定了长期的满意感？为什么我们中有些人总体而言比别人更幸福？为了寻找幸福的根源，埃德·迪纳和同事梳理综述了多年以来的研究文献，他们发现主观幸福感和

人口统计要素如年龄、性别、种族、民族、智商、教育程度、外表等相关性不大。和一般的看法相反的是，人们在所谓中年危机时期，或者老年时期，幸福感并不比他们年轻和盛年时更少。在这个方面，男性、女性没有差别。在美国，非裔、拉丁裔美国人和美国白人一样幸福。

总的来说，幸福感有三个主要的预测因子：社会关系（社交生活活跃、朋友亲密、婚姻幸福的人比缺乏这些亲密关系的人更幸福）、就业情况（不管收入多少，工作的人比失业的人更幸福）、身心健康（健康的人比不健康的人更幸福）。覆盖 55 个国家、十万余人的世界范围内的多项调研反映了这些因素的影响，调研结果表明人民幸福程度存在文化差异。尽管各个调研的评级情况不尽相同，国民幸福指数在丹麦、瑞典、瑞士、澳大利亚这些国家一直保持高水平。加拿大在世界排第五，美国排第七。

也许，统计上发现的最有意思的关系是收入和主观幸福感之间的关系。我们都知道“金钱买不来幸福”这一俗语——虽然有些人（尤其是财务遇到问题的人）不相信这一点。但是财富真的是幸福的关键吗？在某种程度上，是的。然而证明这一点的证据是复杂的。埃德和马丁·塞利格曼指出，福布斯排行榜上最富有的 400 位美国千万富翁，他们的人生满意度很高（7 分量表达到了 5.8 分），但是，生活在东非的游牧民族马萨伊人，没有电和自来水，住在牛粪建造的棚子里，他们的幸福指数也一样高（同样的 7 分量表上达到 5.7 分）。

跨国研究表明国家富有程度和国民的主观幸福感相关性强。虽然有一些例外，但是总体规律是，一个国家越富有，这个国家的公民越幸福，起码到某种程度是这样的。不过，在具体某个国家里，富裕人群和中等收入人群的幸福感受差异不大。比如，在一个调查中，一群最富有的美国人他们说他们 77% 的时间觉得幸福，这比中等收入的 62% 高一点。而且，同一个文化内部在时间维度上比较时，研究发现富裕和幸福无关。美国人比五十年前（那时没有电脑、纯平电视、黑莓手机、苹果手机、手掌大小的数码相机）平均富裕两到三倍。但是 1957 年，有 35% 的调查对象说他们“非常幸福”，而在 1998 年，只有 32%。

所以我们的结论是什么呢？目前的结论是，吃住不愁，有安全和保障是主观幸福感的基础。不过，一旦这些基本需求被满足，尤其在已经实现富裕的社会，额外的财富增长不会大幅度地提高幸福程度。为什么钱财不能增强主观幸福感呢？一个原因在于，我们对财富的认知不是绝对的，而是取决于某些个人设置的标准。这些标准有两个来源：其他人和我们过去的经历。

## Text B

### 心理游戏：有时候白大褂不只是白大褂

如果穿上一件你认为是医生穿的白大褂，你集中注意力的能力会大幅提升。但如果你穿了同样的一件白大褂，不过你以为是油漆工的白大褂，你的注意力集中的能力就不会有这样



的提升。

这一结论是科学家研究了他们称为具衣认知(衣着对认知过程的影响)的现象后提出的。

这个研究的带头人,西北大学凯洛格商学院教授亚当·D·加林斯基说,仅仅看见医生的白大褂挂在你的门口是不够的。要想有效果,一定要穿上那件白大褂并且知道它的象征意义——即医生比较细心、严谨,并且注意力高度集中。

这个研究发表在《实验社会心理学期刊》网站上。它是具身认知这门正在兴起的科学领域的一个小转折。加林斯基博士说,我们不只是用大脑思考,也用身体思考,而且我们的思维过程建立在感官体验的基础上,这些感官体验激发了相关的抽象概念。现在看来这些体验也包括了我们的衣着。

“为什么穿上某件衣服,我们会更容易进入这个角色,这又如何影响我们的一些基本的能力,我喜欢对这些问题的探讨,”约书亚·I·戴维斯说道。戴维斯是巴纳德学院心理学副教授,也是具身认知的专家,但他没有参与这项研究。他说,这项研究没有解释透彻为什么会有具衣认知现象,但这项研究确实说明我们值得去探索各种各样的想法。

加林斯基博士说,关于具身认知有大量研究。洗手的动作让人联想精神上的洁净感、伦理评判。当人们端着一杯热饮的时候,他们对别人的评价更温和,如果端着一杯冰饮,评价会更冰冷。如果你拿着一块沉重的写字板,你会觉得自己更重要。

加林斯基博士说:“衣着影响别人对我们的看法,以及我们对自己的看法,”这一点早为人知。其他实验表明工作面试时穿着男性化的女性更容易被雇用,着装正式的助教看上去比着装休闲的助教更聪明。

但是研究者说,更深层次的问题在于你的穿着是否会影响你的心理过程。你的装束改变了你日常生活、待人接物的方式吗?于是加林斯基博士和他的同事哈伽·亚当做了三个实验。在这三个实验中,衣服没有变化,但研究者改变了它们的象征意义。

在第一个实验中,58位本科生随机分配穿着实验室白大褂或者日常衣服。然后做一个选择性注意测试,主要看他们能否注意到不一致的地方。比如以绿色字体呈现“红色”这个词。在不一致试次中,穿实验室白大褂的人犯的错误只有穿日常衣服的一半。

在第二个实验中,74名学生随机分配三种衣着:穿着医生的白大褂,穿油漆工的白大褂,或者看医生的白大褂。然后进行了持续性注意测试。他们在屏幕上看两张并排放置、非常相似的图片,尽快找出四个细小差别并写下来

虽然医生的白大褂和油漆工的一模一样,但穿着医生白大褂的那些人找到了更多不同。他们拥有了更集中的注意力。那些穿着油漆工的白大褂,或者只是事先看医生白大褂的人在两个图像中找到的区别少一些。

第三个实验更彻底地探索了这个启动效应。只是看着一个物体,比如大衣,能影响行为吗?研究人员让学生要么穿医生白大褂,要么穿油漆工白大褂,要么长时间地看一件放在他们面前桌子上的一件医生实验室的白大褂。三组人再写一篇文章,描写他们对这几件白大褂

的想法。然后进行持续性注意测试。

实验再次发现穿着医生白大褂的小组在注意力方面有最大的提高。加林斯基博士说,要让一件衣服影响你的心理过程,你得穿上这件衣服,在你身上看见它,在皮肤上感受它。衣服“入侵”身体和大脑,让穿着者进入不同的心理状态。不过,他也在思考,如果你每天都穿牧师长袍,或者警察制服,会怎样呢?你会因为习惯成自然,认知不再变化?对认知的影响会逐渐消失吗?

加林斯基博士表示我们需要开展更多的研究。

## Unit 7 Change in Journalism

### I Teaching objectives

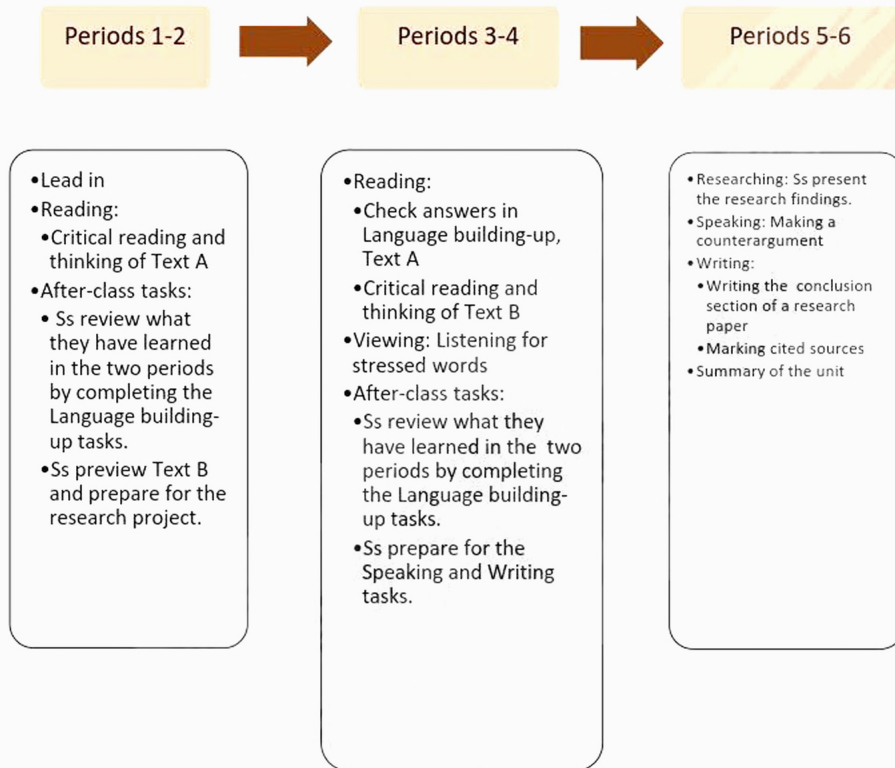
Upon completion of this unit, Ss are expected to develop the following academic skills and knowledge:

<b>Professional knowledge</b>	<ul style="list-style-type: none"> <li>Gain some knowledge of the issues of journalism in the digital era</li> <li>Understand the relationship between technology and journalism</li> <li>Acquire some specialized vocabulary of journalism</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li><b>Critical reading and thinking</b> <ol style="list-style-type: none"> <li>Grasp the main structure of the texts</li> <li>Analyze difficult sentences and formal language use</li> <li>Develop critical understandings about relevant issues</li> </ol> </li> <li><b>Language building-up</b> <ol style="list-style-type: none"> <li>Learn the specialized vocabulary of journalism</li> <li>Practice vocabulary and collocations in academic contexts</li> <li>Study some formal language use</li> </ol> </li> <li><b>Researching</b> Research college students' attitudes toward "citizen journalism"</li> </ul>
<b>Viewing</b>	Listen for stressed words
<b>Speaking</b>	Make a counterargument in a presentation
<b>Writing</b>	<ul style="list-style-type: none"> <li>Know how to write the conclusion section of a research paper</li> <li>Learn how to mark the cited resources</li> </ul>

### II Suggested teaching plans

#### 1 Overview

This unit is designed for six periods of classroom activities. In each of the periods, certain tasks are to be completed. Generally speaking, there may be several different ways to explore this unit. Here is a suggested teaching plan.



## 2 Teaching guides for each part of the student book

### Reading

#### Text A

#### Teaching steps

<b>Lead-in</b>	<ol style="list-style-type: none"> <li>1 Ask Ss to work on the lead-in task to make a list of social rules.</li> <li>2 Ask Ss to report their lists to the whole class.</li> <li>3 Ask Ss to read Text A and then compare their social rules with the social rules implied by stories of Text A.</li> </ol>
<b>Critical reading and thinking</b>	<ol style="list-style-type: none"> <li><b>1 Overview</b> <ol style="list-style-type: none"> <li>1) Ask Ss to find out the four events reported in the text.</li> <li>2) Ask Ss to summarize the four events and complete Task 1.</li> </ol> </li> <li><b>2 Points for discussion</b> <ol style="list-style-type: none"> <li>1) Put students in pairs to discuss the questions in Task 2.</li> <li>2) Ask Ss to report pair discussions to the class.</li> <li>3) Ask Ss to summarize the differences between Chinese and Western social rules.</li> </ol> </li> </ol>
<b>Language building-up</b>	<ol style="list-style-type: none"> <li><b>1 Specialized vocabulary</b> <ol style="list-style-type: none"> <li>1) Ask Ss to work through Task 1 to review the specialized vocabulary used in the text.</li> <li>2) Check Ss' answers.</li> <li>3) Draw Ss' attention to Key terms for further study at the end of the unit.</li> </ol> </li> <li><b>2 Academic vocabulary</b> <ol style="list-style-type: none"> <li>1) Ask Ss to practice the words in the box in the academic context by completing Task 2.</li> <li>2) Check Ss' answers.</li> </ol> </li> <li><b>3 Collocations</b> <ol style="list-style-type: none"> <li>1) Guide Ss through Task 3 to master common collocations.</li> <li>2) Check Ss' answers.</li> </ol> </li> <li><b>4 Formal English</b> As Ss to complete Task 4 and check their answers.</li> </ol>

## Supplementary information

### 1 social media

Social media refers to websites and applications, such as Facebook, Weibo, etc. that are designed to allow people to share content quickly, efficiently, and in real-time. While many people access social media through smartphone apps, this communication tool started with computers, and social media can refer to any Internet communication tool that allows users to broadly share content and engage with the public.

### 2 social rules

A social rule refers to any social convention commonly adhered to in a society. These rules are not written in law or otherwise formalized.

Some examples of social rules in Western cultures are as follows:

1. When you are over at someone's place and they say, "I have a lot of work tomorrow" or "It's getting late." This is your cue to take your leave because they really have to retire and no matter how pleasant, having friends / people over can be a taxing experience.

2. When you're riding with someone in their car for a considerable distance, offer to split their fuel prices. If you're the only one sharing the ride, please sit in front. Nobody likes to feel like your chauffeur.
3. Holding the door open or pulling the chair out for people is kind.
4. When someone you know has an obvious change in appearance, e.g., weight gain / loss, bald spot, acne, it is rude and none of your business to comment on it.
5. Everyone has their personal space around them. Respect it. Don't stand too close and talk.

### 3 **BBC World Service**

BBC World Service is an international news service available on radio, television and online.

### 4 **Digital Planet**

It is a BBC radio program reporting technological and digital news from around the world

### 5 **benefit event**

A benefit event is an event that helps raise money for charity.

### 6 **Simon Singh**

A British popular science author, theoretical and particle physicist whose works largely contain a strong mathematical element. His written works include *Fermat's Last Theorem*, *The Code Book*, *Big Bang, Trick or Treatment? Alternative Medicine on Trial* and *The Simpsons and Their Mathematical Secrets*. In 2012 Singh founded the Good Thinking Society.

### 7 **the enigma machine**

The enigma machine is an encryption device developed and used in the early- to mid-20th century to protect commercial, diplomatic and military communication. It was employed extensively by Nazi Germany during World War II, in all branches of the German military.

### 8 **panel session**

A panel session is a discussion by a group of people who are brought together to discuss one or more subjects that involve different viewpoints. Normally this is done with a group of spectators in front of the panel. The spectators ask various questions and each member of the panel will be given the chance to offer their points of view on the question.

### 9 **"panel-eye view"**

A "panel-eye view" is a picture or video shot that encompasses the whole panel.

### 10 **Wendy Hall**

Wendy Hall is Regius Professor of Computer Science, and is an Executive Director of the Web Science Institute at the University of Southampton. She co-founded the Web Science Research Initiative in 2006 and is the Managing Director of the Web Science Trust, which has a global mission to support the development of research, education and thought leadership in Web Science.

### 11 Michele Neylon

Michele Neylon is the founder, owner, and CEO of Blacknight, Ireland's largest domain registrar and hosting provider. Michele is an active and outspoken member of the Internet industry.

### 12 TechCrunch

TechCrunch, founded on June 11, 2005, is a blog dedicated to profiling and reviewing new Internet products and companies. In addition to covering new companies, TechCrunch profiles existing companies that are making an impact (commercial and / or cultural) on the new web space.

### 13 sound and fury

"Sound and fury" is an allusion referring to a great uproar and passionate cry that ultimately means nothing. It comes from a line in Shakespeare's play *Macbeth* (Act 5, Scene 5) when Macbeth is informed of the death of his wife and he exclaims:

Tomorrow, and tomorrow, and tomorrow,  
Creeps in this petty pace from day to day,  
To the last syllable of recorded time;  
And all our yesterdays have lighted fools  
The way to dusty death. Out, out, brief candle!  
Life's but a walking shadow, a poor player  
That struts and frets his hour upon the stage,  
And then is heard no more: it is a tale  
Told by an idiot, full of sound and fury,  
Signifying nothing.

### 14 citizen journalism

It refers to the collection, dissemination, and analysis of news and information by the general public, especially by means of the internet

## Language support

#### 1 I was invited because I appear on Digital Planet each week to think out loud about the impact of technology on our lives ... (Para. 2)

The expression "think out loud" means to verbalize one's thoughts, especially when trying to produce a solution or conclusion about something.

*e.g. Those weren't really suggestions for a solution, I was just thinking out loud.*

#### 2 That didn't stop one of the other attendees, BBC technology correspondent Rory Cellan-Jones, from recording a segment of the introductory remarks that Ben Hammersley, the associate editor of *Wired UK*, made and posting it online via AudioBoo (Para. 3)

理解这句话要注意分析句子结构。主句是stop ... from ..., from后接并列的动作 recording ... and posting ...。attendees和Ben Hammersley后面各有一个插入语。修饰 remarks的定语从句中主语是Ben Hammersley, 谓语是插入语后面的made。特别注意不要把posting it当成定语从句的一部分。

- 3 **None of us revealed the substance of the debate, and the online activity was in some ways just a good way of making the point that the world has changed, but we could easily have crossed the line with an ill-considered tweet.** (Para. 4)

**Paraphrase:** None of us leaked the content of the debate, and what we did online to some extent helped to show that the world has changed (from traditional to digital). It is easy, however, for online activities to breach rules, when, for example, a tweet is posted without careful thinking.

- 4 **... a benefit event for Bletchley Park that featured great comics like Robin Ince and Robert Llewellyn performing for a cause that is dear to my heart.**(Para. 5)

此句中performing是定语从句中的宾语comics的补语。

cause: an organization, plan, or activity that you are willing to support because it provides help or benefit to people who need it 事业, 运动, (奋斗)目标

*e.g. Please give as much as you can: It's for a very worthy cause.*

- 5 **During the show I was taking photos, updating my Facebook status and twittering away in a manner that would have got me kicked out of the National Theatre but seemed entirely appropriate for an event that began with geek Simon Singh showing us a real enigma machine.** (Para. 6)

注意主句有三个并列的谓语动词: take, update, twitter。

主句的状语带了一个定语从句, 这个定语从句中有两个并列谓语 would have got ...和 seemed。

注意 would have got me kicked out 是虚拟语气。作者并没有被国家大剧院赶出去。补充完整 If I had done things in such a manner (taking photos, updating Facebook status, twittering away) in National Theatre, I would have been kicked out of the theatre, but I was not kicked out of the benefit event because what I did seemed to be alright for this event that focused on the use of technology.

在修饰 event 的定语从句中 geek showing us 是一个独立主格结构。

geek Simon Singh showing us a real enigma machine 这个例子用来说明整个活动围绕科技, 所以作者用手机拍照发布上网也是相关的事情, 而不是无礼的行为。

- 6 **Wendy Hall, Michele Neylon and I all loudly protested that we hadn't been reading e-mails but engaging in debate with the audience, although I'm not convinced we persuaded her that we weren't just being impolite.** (Para. 8)

reading e-mails这里指的是在手机上做自己的私活。

I'm not convinced we persuaded her that we weren't just being impolite. 不过我觉得我们并没有说服莎拉, 让她认为我们做的这些事情并非无礼之举。

这句中有多重否定, 注意理解。

- 7 **The shift in the boundaries was in the news this week for much more serious and somber reasons.** (Para. 10)

the shift in the boundaries衔接上一段内容, 指人与人之间的界限不再是物理界限了, 网络使人们可以随时随地联系。



- 8 ... “her behaviour had nothing to do with getting the word out; it wasn’t about preventing harm to others, but rather a simple case of ‘look at me looking at this’”. (Para. 13)  
it指代her behaviour，也是a simple case的逻辑主语。looking at this是宾语补足语，补充说明me。look at me looking at this描述的是这样一种心态：在社交媒体上发布照片或信息只是为了突出自己。
- 9 ... “we need to get back to a point as a society where — without thinking — we put our humanity before our ego”. (Para. 16)  
**Paraphrase:** Our society used to be one in which people consider others before consider themselves. It’s no longer like that, but it is necessary for us to return to that kind of society.
- 10 It’s a point echoed by Kathryn Corrick, one of the shrewder observers of the social media scene (Para. 17)  
shrewd是一个中性词，贬义还是褒义要看上下文，这里指Kathryn Corrick对社交媒体现状有洞察力，是褒义，即being able to judge people and situations very well and to make good decisions.  
scene: a particular interest or activity, and the people and places that are involved in it 活动领域  
*e.g. He is an important figure on the political scene.*
- 11 What’s different is the reach and speed now possible and the wider and deeper impact. (Para. 18)  
形容词possible作为reach and speed的后置定语，副词now修饰possible。
- 12 Today our social rules seem to have been overloaded by our always on, always connected culture. (Para. 19)  
always on, always connected culture指24小时随时随地活跃的社交媒体文化。

## Text B

### Teaching steps

<p><b>Critical reading and thinking</b></p>	<p>1 T may lead in by saying, “In Text A we have learned about how social media challenges social rules. In Text B we will read a more theoretical discussion of fundamental changes in journalism. Now read Text B to grasp the key argument of the writer.”</p> <p>2 Guide Ss through Overview to grasp the main structure and ideas of the text.</p> <p>3 Ask Ss to complete the missing information.</p> <p>4 Check their answers.</p>
<p><b>Language building up</b></p>	<p>1 <b>Academic vocabulary</b></p> <p>1) Ask Ss to practice the words in the box in the academic</p>

	<p>context by completing Task 1.</p> <p>2) Check Ss' answers.</p> <p><b>2 Collocations</b></p> <p>1) Help Ss master the collocations from the text by completing Task 2.</p> <p>2) Check Ss' answers.</p>
<b>Researching</b>	<p>1 Ask Ss to work in groups of 4-5 to carry out the survey.</p> <p>2 Each group presents the findings of their survey.</p> <p>3 The whole class compares their survey results.</p> <p>4 T comments on Ss' performance and discussions.</p>

## Supplementary information

### 1 big data

Big data refers to the extremely large data sets that may be analyzed computationally to reveal patterns, trends, and associations, especially relating to human behavior and interactions.

### 2 epistemology

It is the part of philosophy that is about the study of how we know things.

### 3 *Wired*

*Wired* is a monthly American magazine that focuses on how emerging technologies affect culture, the economy, and politics. Several spin-offs have been launched, including *Wired UK*, *Wired Italia*, *Wired Japan*, and *Wired Germany*.

### 4 the end of theory

In 2008, Chris Anderson, then editor of *Wired*, wrote a provocative piece titled *The End of Theory*. Anderson was referring to the ways that computers, algorithms, and big data can potentially generate more insightful, useful, accurate, or true results than specialists or domain experts who traditionally craft carefully targeted hypotheses and research strategies.

### 5 automated or "robot" reporting

Automated or "robot" reporting is about bringing users relevant useful information in a timely way, without the users having to seek out the information for themselves. It tells you what has happened and how different areas of a business are performing. Automated reports can be generated at fixed intervals, such as every Friday for the weekly sales figures. They may also be triggered by certain events, like a shipping backlog that has now increased to a critical level that must be resolved.

### 6 the Society of Professional Journalists

The Society of Professional Journalists, formerly known as Sigma Delta Chi, is the oldest organization representing journalists in the United States. It was established on April 17, 1909 at DePauw University.

## 7 the Society of Professional Journalists' code of ethics

The Society of Professional Journalists' Code of Ethics is a statement of abiding principles supported by explanations and position papers that address changing journalistic practices. It is not a set of rules, rather a guide that encourages all who engage in journalism to take responsibility for the information they provide, regardless of medium. The code should be read as a whole; individual principles should not be taken out of context.

Journalists should:

- Take responsibility for the accuracy of their work. Verify information before releasing it. Use original sources whenever possible.
- Remember that neither speed nor format excuses inaccuracy.
- Provide context. Take special care not to misrepresent or oversimplify in promoting, previewing or summarizing a story.
- Gather, update and correct information throughout the life of a news story.
- Be cautious when making promises, but keep the promises they make.
- Identify sources clearly. The public is entitled to as much information as possible to judge the reliability and motivations of sources.
- Consider sources' motives before promising anonymity. Reserve anonymity for sources who may face danger, retribution or other harm, and have information that cannot be obtained elsewhere. Explain why anonymity was granted.
- Diligently seek subjects of news coverage to allow them to respond to criticism or allegations of wrongdoing.
- Avoid undercover or other surreptitious methods of gathering information unless traditional, open methods will not yield information vital to the public.
- Be vigilant and courageous about holding those with power accountable. Give voice to the voiceless.
- Support the open and civil exchange of views, even views they find repugnant.
- Recognize a special obligation to serve as watchdogs over public affairs and government. Seek to ensure that the public's business is conducted in the open, and that public records are open to all.
- Provide access to source material when it is relevant and appropriate.
- Boldly tell the story of the diversity and magnitude of the human experience. Seek sources whose voices we seldom hear.
- Avoid stereotyping. Journalists should examine the ways their values and experiences may shape their reporting.
- Label advocacy and commentary.
- Never deliberately distort facts or context, including visual information. Clearly label illustrations and re-enactments.
- Never plagiarize. Always attribute.

## 8 Todd Gitlin

Todd Gitlin is an American sociologist, political writer, novelist, and cultural commentator. He has written about the mass media, politics, intellectual life and the arts, for both popular and scholarly publications.

**9 public sphericule**

社会学家 Gitlin 创造的术语。结合 sphere 和 molecule 两个词，强调 public sphere 不是铁板一样一整块，而是像分子一样的构造，内部多元，由很多 sub public sphere 组成。有中国台湾的学者译为“公共碎域”，对应“公共领域”。

**10 open-source data**

Open-source data is the idea that some data should be freely available to everyone to use and republish as they wish, without restrictions from copyright, patents or other mechanisms of control.

**11 subject and object in philosophy**

In philosophy, a subject is a being which has subjective experiences or a relationship with another entity or "object". A subject is an observer and an object is a thing observed.

**12 age of enlightenment**

It refers to a European intellectual movement of the 17th and 18th centuries in which ideas concerning God, reason, nature, and humanity were synthesized into a worldview that gained wide assent in the West and that instigated revolutionary developments in art, philosophy, and politics.

**13 mercantile capitalism**

It refers to the theory and system of political economy prevailing in Europe after the decline of feudalism, based on national policies of accumulating bullion, establishing colonies and a merchant marine, and developing industry and mining to attain a favorable balance of trade.

## Language support

**1 The really significant shift is not in the technology, as important as that is, but in epistemology. (Para. 1)**

插入语 as important as that is 中 that 指代 technology。

**2 ... “nothing more than a self-congratulatory illusion”. (Para. 3)**

nothing more than: used for emphasizing that sb. or sth. is not at all important or impressive  
*e.g. The ancient canal is now nothing more than a muddy ditch.*

*Despite the huge public outcry, the company received nothing more than a measly fine.*

self-congratulatory: unduly complacent or proud regarding one's personal achievements or qualities; self-satisfied

*e.g. His website is smug and self-congratulatory.*

**3 If data-capture systems embedded into our everyday interactions are increasingly able to determine our interests and preferences, and link these to the delivery of customisable news content, we might expect that the ideal of a common public sphere, a shared space of democratic deliberation informed by journalism, would be replaced by filter bubbles.**

(Para. 4)

If 条件句中主语是 data-capture systems, embedded into our everyday interactions 是主语的后置定语, 谓语是 are increasingly able to 和 link 并列。these 指代 our interests and preferences。主句包含一个宾语从句, 其中 informed by journalism 是 democratic deliberation 的后置定语。

**4 Big data will not cause these changes, however, mainly because they have already happened — and for completely separate reasons. (Para. 5)**

they 指代 these changes。and for completely separate reasons 相当于 they have already happened for completely separate reasons。文中这种写法是为了强调句子有两个重点, 一是“已经发生”, 二是“因为(和大数据)不一样的原因”。

**5 Even the seemingly futuristic idea of a datafied world reporting on itself can be understood as a big data version of much older ideas about the capitalist market as a “site of veridiction” — as in Friedrich von Hayek’s view of the market as “a kind of gigantic information processor superior to highly limited human knowledge or the meddling of political actors”. (Para. 7)**

作者认为一个数据化的世界能提供关于自己的所有信息, 大数据的世界就相当于哈耶克所说的资本主义市场。哈耶克对资本主义市场的理论接近亚当·斯密的“看不见的手”, 他认为市场就是一种巨大的信息处理器, 远胜人类有限的认知或者政客们的干涉。

**6 Rather than big data causing far-reaching changes in journalism, it is more that we interpret new developments as confirming or making inevitable what we already thought. (Para. 7)**

Rather than big data causing far-reaching changes in journalism 是一个独立主格结构, causing 的逻辑主语是 big data。

what we already thought 是 confirm 和 make 的宾语。make what we already thought 还有一个补语 inevitable, 因为宾语太长, 补语提前。

## Viewing

### Teaching steps

- 1 T may lead in by saying, “We are going to hear a real story about how a local newspaper was affected by the Internet technology.”
- 2 Guide Ss to listen for stressed words to improve listening comprehension.
- 3 Ask Ss to complete Task 1
- 4 Play the video clip again and ask Ss to complete Task 2.
- 5 Check Ss’ answers of Tasks 1 & 2.

## Speaking

### Teaching steps

- 1 Guide Ss through the instructions on making a counterargument.
- 2 Divide the class into groups of 4-5 to brainstorm what counterarguments they

- can make. Remind them to try to use the language patterns provided.
- 3 Invite some groups to have a mock debate.

## Writing

### Teaching steps

- 1 Guide Ss to learn about the conclusion section of a research paper.
- 2 Guide Ss to learn the key components of this section.
- 3 Guide Ss to make a structural analysis of the sample.
- 4 Guide Ss to learn how to mark the cited sources.
- 5 Guide Ss to complete Task 1.
- 6 Ask Ss complete the conclusion section after class.

## III Answer keys and scripts

### Reading

#### Text A

##### Lead-in

- 1 Use both hands when presenting business cards and be sure the writing faces the person to whom you are presenting your card. Cards should also be received with both hands. Do not immediately put the card in a pocket or bag-this is considered rude.
- 2 Addressing someone by his or her courtesy or professional title and last name conveys respect.
- 3 Unlike the Western custom, compliments are not graciously accepted with a "thank you," but rather with "not at all" or "it was nothing."

#### Critical reading and thinking

##### Task 1 / Overview

- 1) used
- 2) take picture of a performance
- 3) use mobile phones when you are watching other people perform
- 4) checked
- 5) check your mobile phones when you are talking to other people in / at a meeting
- 6) tweet
- 7) upload
- 8) make public photographs and recordings of victims in such an incident

Task 2 / Points for discussion

- 1 In my opinion, what Tearah Moore did was immoral. It was wrong of her to spread misinformation.
- 2 I would not record and upload photographs of a class in college without asking for permission. Because in my view, even checking a mobile phone in class is rude, not to say using it so publicly.

**or**

I would record and upload photographs of a class in college. Because it is a way to keep a track of my college life, some classes are valuable memories. If my teacher does not mind it, I would definitely keep the highlight of my classes in a photo.

- 3 Chinese people share some social rules with Westerners, but there are lots of differences. For example, Westerners would prefer more intimate greeting manners, such as hugging, bisou, and hand-kissing. While Chinese people would prefer to shake hands or simply nod at each other, particularly early in a relationship.

Language building-up

Task 1 / Specialized vocabulary

1

- 1 a      2 f      3 e      4 d      5 b      6 c

2

- 1 A blog is a platform where a writer shares his / her views on an individual subject.
- 2 Whether it is safe to post photos online depends on various factors.
- 3 Citizen journalism refers to the reporting of news events by members of the public using the Internet to spread the information.
- 4 A recent study of cellphone use found that only 5% of Americans felt that checking your cellphone during a meeting is acceptable.
- 5 More and more people update their status on the social media pages.
- 6 Whether for business or personal reasons, uploading information to the Internet can be an excellent way to share documents, files and other information with people all over the world.

Task 2 / Points for discussion

- |                 |             |
|-----------------|-------------|
| 1 emerge        | 2 convinced |
| 3 inappropriate | 4 access    |
| 5 implicit      | 6 impact    |
| 7 domains       | 8 features  |
| 9 incident      | 10 panel    |

Task 3 / Collocations

- |            |             |
|------------|-------------|
| 1 acquired | 2 substance |
| 3 implicit | 4 pose      |

5	misinformation	6	breached
7	access	8	age
1	acquire a ticket		得到一张票
2	reveal the substance		泄露实质内容
3	implicit rules		隐性规则
4	pose challenge to		带来挑战
5	spread misinformation		传播假消息
6	breach privacy		侵犯隐私
7	easy access to		便捷途径
8	industrial age		工业时代

Task 4 / Formal English

1	emerged	2	segments
3	trenchant	4	eloquent
5	breach	6	the presence of us

**Text B**

**Critical reading and thinking**

Task / Overview

**1**

1) epistemology	2) hypotheses
3) correlations	4) causation
5) journalists	6) customized
7) objectivity	8) Fragmentation
9) reporting	10) confirming
11) philosophy	12) active
13) history	

**2**

- 1 C; R
- 2 C; R
- 3 C; R
- 4 C; R

**Language building-up**

Task 1 / Academic vocabulary

1	transformed	2	confirms
3	constrained	4	transformation
5	Philosophical	6	embedded
7	effectively	8	subjectivity
9	plausible	10	claimed



### Task 2 / Collocations

1 gain	2 formulating
3 positive	4 envisage
5 public	6 declining
7 far-reaching	8 obsolete

1 gain insights	获取洞见
2 formulate hypothesis	构建假设
3 a positive development	积极正面的发展
4 envisage a world	构想一个世界
5 public sphere	公共领域
6 declining authority	式微的权威
7 far-reaching changes	深远的变化
8 obsolete knowledge	过时的知识

### Researching

Reference questions are as follows:

- Have you posted any kind of pictures about things or events that you witness in public places on social media?
- Why? Why not?
- Have you seen any postings about public events that are inappropriate? In what way?
- What advantages social media have in spreading news?
- What disadvantages?

### Viewing

#### Task 1

- 1 But one thing you won't find here is **daily newspaper**.
- 2 More than **1400** cities and towns across the country have lost a newspaper in the **last 15** years.
- 3 We did have good **coverage**, where they covered the local events and got the news out to the **local community**.
- 4 His family instead **relied** on a tribute from Ryan's brother posed on **Facebook** to get the word out.
- 5 Others are trying to keep journalism **alive**.

#### Task 2

- 1 T      2 F      3 F      4 F      5 T

### Scripts

Waynesville and St. Robert in the Missouri Ozarks are sister cities rich in military

history. They have an army post and modern conveniences like a Walmart supercenter. But one thing you won't find here: a daily newspaper. *The Daily Guide* traces back to 1962 but it closed its doors last September, replaced by a *Weekly Shopper*. "I was pretty sure the future of news was going to be online. I just didn't expect the total falling off the cliff that's occurred with print media." According to AP analysis of data compiled by the University of Northern Carolina, more than 1,400 cities and towns across the country have lost a newspaper in the last 15 years. For the residents of these cities, it's more than the loss of legal notices, obituaries, school sports news and other local news. "We did have good coverage, where they covered the local events and got the news out to the local community. And that's a lot of the display here; otherwise that history would have been lost."

Without *The Daily Guide*, Pulasky county sheriff Jimmy Bench didn't have a way to share with the community the devastating impact of the opioid epidemic on his family. "My son, overdosed, overopioid, and I just like to, would like to get out to other people. It doesn't matter who you are, where you come from, your family, any family member, at any time, could have an opioid problem." Ryan Bench's death would have been front-page news. His family instead relied on a tribute from Ryan's brother posted on Facebook to get the word out. "I will always remember the good memories but won't forgive you for the bad ones. We love you, Ryan. That was from my son."

Others are trying to keep journalism alive. Darrell Todd Maurina created a Facebook page called Pulasky County Daily News. He makes a point of attending as many public meetings as he can. Sometimes that means leaving a recorder at one meeting to attend another. "The city council knew that if somebody did something stupid, that was going to be all over the paper whenever the paper came out, whether it's a daily or a weekly. But we are now developing an America in which people have no idea what their elected officials are doing because the elected officials are never able to show up in their meetings."

## Speaking

Reference counterarguments are as follows:

- Money can be a tool to motivate you to achieve major milestones in your life, which can make you feel happier in the long run.
- Income definitely affects life satisfaction.
- Money can't actually buy happiness, but money can buy almost everything else.

You may not be able to buy friendship with it, but you can buy houses, cars, phones, games, music, and in app purchases, etc. So if you have all of these things you want, will it make you happy? Of course, it will make you happy.

- Things that bring you happiness, such as family, friends, health, continual learning and new experiences don't come with a price.
- Money can add to your happiness, but does not directly generate it. When money is used to buy desired goods, it will increase your happiness, but only for a short time.

## Writing

Line 1	integral, non-reporting citation
Lines 2-3	non-integral, non-reporting citation
Lines 4-9	non-integral, reporting citation
Lines 9-13	non-integral, non-reporting citation

## Translation of texts

### Text A

#### 社交媒体挑战社会规则

上周,在伦敦布什大厦顶层,我和二十位参会者围坐在一个大桌子旁,讨论电台正在经历怎样的变化,畅想 BBC 世界广播部的英语语言节目可以利用正在兴起的在线多媒体世界。

我之所以被邀请是因为我在每周的《数码星球》节目上畅谈科技对我们生活的影响。不过这是一个 BBC 内部会议而非公开研讨会,讨论的内容也从未准备公开。

尽管如此,参会者之一的 BBC 科技记者罗里·塞兰·琼斯还是录了《连线》副主编,本·哈默斯利的一段开场白,并且通过 AudioBoo 发布到网上。我们中好几位参会者在推特发布了状态,我也在 yfrog 上传了一张罗里在桌子另一端的照片。

我们当中没有任何人透露讨论的具体内容,而且我们的线上活动正好说明世界已经改变。不过,其实我们在发布推特时稍有不慎就容易越线。

这并不是上周我唯一一次打破社交场合隐形的社会规则。上周二,我是少数的幸运儿,搞到了一张 Boffoonery 的票。这是为布莱切利公园举办的一次公益活动。现场还有罗宾·因斯和罗伯特·卢埃林这些著名谐星为我热衷的公益事业表演。

在他们表演时,我忙着拍照片,更新脸书状态,不停地发布推特,如果这是国家大剧院,我十有八九会被赶出去。不过我做的这些事情还挺符合这次活动的主题,毕竟开场就是西

蒙·辛格展示一台真正的恩尼格玛密码机。

第二天我又做了类似的事情。Nominet 是英国域名注册服务商，那天我在它组织的大会上发言。在一个热烈的专家小组大会讨论环节，我在推特上发布了活动信息，放了一张小组全景图，甚至为了回答问题，用谷歌查询了 ENUM 服务（把网络电话号码翻译成域名）的详情。

专家小组讨论结束后，大会主席、主持人莎拉·蒙塔格说我们如此公开地看手机让她感到惊讶。温迪·霍尔、迈克尔·奈伦和我大声辩解说我们可不是看邮件做私活，我们是和观众在线上互动。不过我觉得我们并没有说服莎拉，让她认为我们做的这些事情并非无礼之举。

智能手机为人们提供了便捷的连接，越来越多的人在社交媒体网站上在线联系，因为它们的功劳，如今，无论小组发言，台上发言还是坐在观众席上，都能实现和世界上任何地方的人、任何活动中的观众沟通。

这周，这种边界的变化因为更严肃、更沉重的原因上了新闻。周五，在得克萨斯胡德堡军事基地，一个军队精神科医生，尼达尔·马利克·哈萨少校枪杀了十三人，还有不少人受伤。

军方官员一知道消息就封锁了基地，通过美军发言人发布信息。但是有一名在胡德堡的士兵，提亚拉·摩尔在整个事件中都在用她的智能手机发布推特并上传照片。

她受到了很多批评。她讲的很多情况都不正确，因为哪怕她在现场，事实上她并没有亲眼看到多少真实发生的事情。她上网发布消息时完全没有考虑到相关人员的隐私或情感。

对“社交媒体(实时)报道”最尖锐的批评之一来自保罗·卡尔，他在科技博客 Techcrunch UK 上写道：“她的所作作为并不是为了传递消息，也不是为了避免伤害他人，仅仅是‘看我在现场喔!’（这样一种心态）的一例”。

卡尔还指出：“不管多么声势浩大，这一次公民新闻只是又一次传播了错误消息……并且侵犯了受害者的隐私。我们没有了解到任何新的真相，也没有任何一条生命得以拯救。”

我在专家小组大会讨论时发布推特和胡德堡的惨剧当然有很大的区别，但是也说明了新社交媒体影响的幅度之广。能够轻松获得在线工具和服务带来巨大挑战，影响着方方面面。

保罗·卡尔认为我们不能、也不必放弃社交媒体或者去审查发布的内容，但他认为“我们应该回到过去某种状态，作为一个社会整体，那时我们会不假思索地首先想到别人再考虑自己。”

对社交媒体现状深有洞见的凯瑟琳·科里克同意保罗·卡尔的观点。

在讨论“实时社交媒体报道的伦理”时，她在一如既往的雄辩博文中指出“流言、小道消息一向传播迅速。和以前不同的是它们的传播现在能够达到不同于以往的广度和速度，以及更广、更深的。”

如今，我们的社会规则似乎因为 24 小时、随时随地活跃的社交媒体文化而负荷过重。工业时代发展而来的行为规范显然已不能应付各种信息共享的新情况。

新的规则出现之前, 我们肯定还会在社交媒体使用过程中看到更多的不当之举。

## Text B

### 大数据真的改变了新闻业吗?

常有人说, 大数据的到来彻底改变了新闻业。虽然新闻业确实在变化, 但这巨变的关键并不是传言所说的数字数据和计算机技术。虽然科技带来的变化也很重要, 但真正意义上的变化不是科技, 而是认识论上的变化。改变的是观念, 是我们对人类关于世界的知识(包括新闻研究提供的知识)的观念。

《大数据和社会》期刊创始人罗伯·基钦认为:“大数据分析提供了一种全新的理解世界的认识论思路。新的数据分析方法让‘数据去生成’理论, 而不是分析相关数据来检验理论。”《连线》杂志主编克里斯·安德森也有一句名言宣称大数据意味着“理论的终结”。现在我们“让数据说话”就行了, 而不是提出假设, 检验假设来研究世界如何运作。

过去的知识观试图了解现象背后的成因。在有些人看来,“让数据说话”是这种理论驱动知识观的一大进步。《经济学人》的数据编辑肯尼思·尼尔·库克尔在《外交事务》发表的一篇影响广泛的文章就是一例, 在文中他告诫道, 宣称(研究)了解了因果关系往往“只是沾沾自喜的错觉”。因此, 大数据时代能“放弃追求事物的起因, 转而接受(大数据自动生成的)相关性”, 看上去是好的发展方向。

这意味着新闻业面对巨大挑战。如果自动报道或“机器”报道继续发展, 不难想象, 会有一个数据化的世界, 这是一个能自动收集自身数据的世界、一个越来越不需要新闻从业者的世界。我们每天交互活动中暗含各种数据收集系统, 如果这些系统影响我们的兴趣和偏好的可能性越来越大, 而且利用这些信息提供定制新闻内容, 我们会猜想“过滤气泡”将代替普遍的公共领域, 也就是新闻业助力的民主审议的公共领域。

但大数据并不会造成这些变化, 主要是因为这些变化已经发生了——而且是因为完全不同的原因。算法(比人的研究)更客观, 人类只需要做那些与个性、感性相关的事情, 这种看似合理的论点其实不是新观点。新闻这行多年前已与客观性疏离。比如在二十世纪九十年代中期, 美国职业记者协会伦理规范条例删除了所有涉及“客观性”的内容。几乎在同一时期, 英国战地记者马丁·贝尔宣称他“再也无法确定‘客观’是什么意思”。

同样, 如果说大数据似乎导致了公共领域的碎片化, 我们应该记得托德·吉特林在二十世纪九十年代就在讨论新闻业如何走到这个境遇, 即面对“割离的碎域”而不是一个统一的公共领域。还有一种观点认为“任何人”都能做(数据)新闻。如果说开源数据支持这个观点, 我们也应该记得 2005 年伦敦七七爆炸案后, 目击者用手机照相机拍摄的照片重要性凸显, 职业新闻的听众日益减少, 新闻权威性日渐衰退, 作为对这大背景的回应, BBC 宣布“新闻报道是一种合伙人关系”。

一个数据化的世界，一个能自我报告的世界，即使这样一个看起来很未来主义的想法也可以视为一个早期理论的大数据版本。这个早期理论就是资本主义市场的“真话场域”理论——弗里德里希·冯·哈耶克眼中的市场“是一种巨大的信息处理器，远胜人所掌握的有限知识或政客的干预。”比起认为大数据引起新闻的深远改变，我们更加相信新的发展只是肯定了我们已有的想法或把它变为了既定事实。

现代新闻和现代“主体”“客体”哲学观出现的时间差不多，都是启蒙时代、重商资本主义的产物。现代人文主义认为具有主动性的主体探索、改造作为客体的世界。另一种观点则认为主体由客观条件决定且受限于客观条件。这两种观点一直产生冲突。这种冲突也反映在新闻研究中——一方面希望在真正意义上扩大公众知识以及有理有据的民主辩论；但又致力于将讨论缩小到允许的限定范围内，将积极的主观性掩埋在大量数据下面。

在大数据背景下，人类主观能动性的重要性容易被贬低，甚至被认为是前进的障碍。如果了解世界、行动起来改变世界的野心现在看起来不现实，那是因为我们降低了对人的期望，而不是因为计算机使人的知识过时。在新闻领域，正如在政治领域，我们不再觉得在现在这个时代，我们是主动的、创造历史的主体。

## Unit 8 Liberal Arts Education

### I Teaching objectives

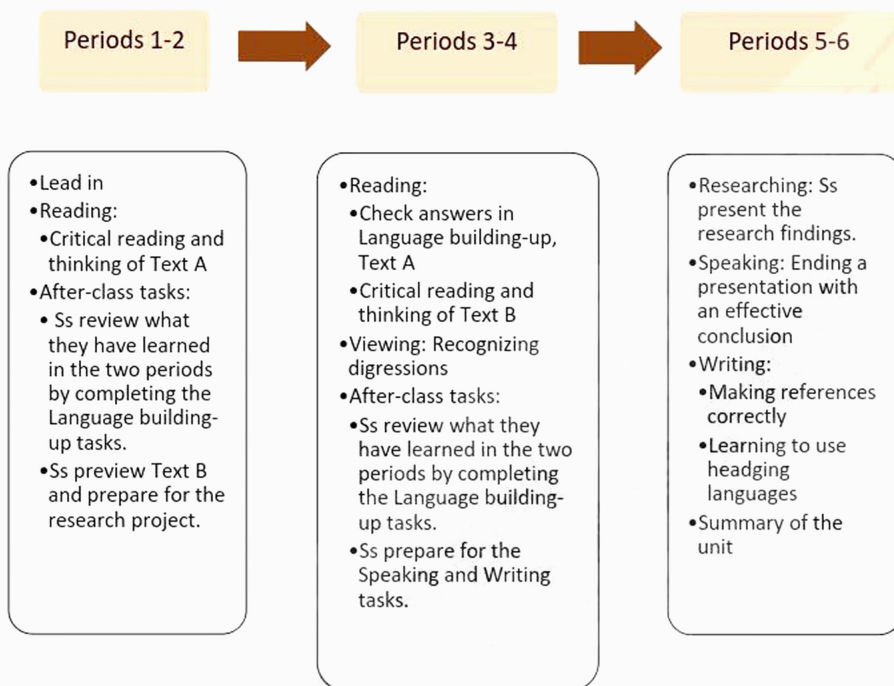
Upon completion of this unit, Ss are expected to develop the following academic skills and knowledge:

<b>Professional knowledge</b>	<ul style="list-style-type: none"> <li>• Know what liberal arts education is</li> <li>• Understand different kinds of education</li> <li>• Acquire some specialized vocabulary of education</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• <b>Critical reading and thinking</b> <ol style="list-style-type: none"> <li>1) Grasp the main structure of the texts</li> <li>2) Analyze difficult sentences and formal language use</li> <li>3) Develop critical understandings about relevant issues</li> </ol> </li> <li>• <b>Language building-up</b> <ol style="list-style-type: none"> <li>1) Learn the specialized vocabulary of education</li> <li>2) Practice vocabulary and collocations in academic contexts</li> <li>3) Study some formal language use</li> </ol> </li> <li>• <b>Researching</b> Research the attitudes of college students and teachers toward "liberal arts education"</li> </ul>
<b>Viewing</b>	Recognize digressions in a lecture
<b>Speaking</b>	End a presentation with a strong conclusion
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Learn how to write references of a research paper</li> <li>• Learn how to use hedging language in academic writing</li> </ul>

### II Suggested teaching plans

#### 1 Overview

This unit is designed for six periods of classroom activities. In each of the periods, certain tasks are to be completed. Generally speaking, there may be several different ways to explore this unit. Here is a suggested teaching plan.



## 2 Teaching guides for each part of the student book

### Reading

#### Text A

#### Teaching steps

Lead-in	<ol style="list-style-type: none"> <li>1 Ask Ss to work on the lead-in tasks in groups of 4-5.</li> <li>2 Ask Ss to report their answers to the whole class.</li> <li>3 Ask Ss to read Text A to see if they agree with the writer's argument.</li> </ol>
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<p><b>Critical reading and thinking</b></p>	<p><b>1 Overview</b></p> <p>1) Ask Ss to divide the text according to the structure of Task 1.</p> <p>2) Ask Ss to complete Task 1.</p> <p><b>2 Points for discussion</b></p> <p>1) Put students in groups to discuss the questions in Task 2.</p> <p>2) Invite some groups to share their ideas with the class.</p> <p>3) Encourage other groups to respond and give comments.</p>
<p><b>Language building-up</b></p>	<p><b>1 Specialized vocabulary</b></p> <p>1) Ask Ss to work through Task 1 to review the specialized vocabulary used in the text.</p> <p>2) Check Ss' answers.</p> <p>3) Draw Ss' attention to Key terms for further study at the end of the unit.</p> <p><b>2 Academic vocabulary</b></p> <p>1) Ask Ss to practice the words in the box in the academic context by completing Task 2.</p> <p>2) Check Ss' answers.</p> <p><b>3 Collocations</b></p> <p>1) Guide Ss through Task 3 to master common collocations.</p> <p>2) Check Ss' answers.</p> <p><b>4 Formal English</b></p> <p>1) As Ss to consult dictionary to find out the synonyms of the underlined words in Task 4.</p> <p>2) Ask Ss to complete Task 4 and check their answers.</p>

## Supplementary information

### 1 STEM

STEM, centered on education in the disciplines of science, technology, engineering, and mathematics (STEM). The STEM acronym was introduced in 2001 by scientific administrators at the US National Science Foundation (NSF). Since then, STEM-focused curriculum has been extended to many countries beyond the United States, with programs developed in places such as Australia, China, France, South Korea, and the United Kingdom.

### 2 liberal arts

Liberal arts is a field of study based on rational thinking, and it includes the areas of humanities, social and physical sciences, and mathematics. A liberal arts education emphasizes the development of critical thinking and analytical skills, the ability to solve complex problems, and an understanding of ethics and morality, as well as a desire to continue to learn. (通识教育/博雅教育。注意比中文的“文科”范围广。美国的 liberal arts college 称为文理学院、博雅学院。)

### 3 LEAP Employer-Educator Compact

The LEAP Employer-Educator Compact is a statement from educational and business leaders about making high-quality learning a national priority as employers seek college graduates with a broader set of skills and knowledge to fuel an innovation-driven economy.

#### 4 140-character Twitter feeds

At the heart of Twitter are small bursts of information called tweets. Each tweet is in a maximum length of 140 characters.

#### 5 a country of polarized politics

这里指美国两党之争。

## Language support

### 1 ... an opportunity to reflect on the nature of higher education presents itself ... (Para. 1)

present: if a situation, opportunity etc. presents itself, it suddenly happens or exists (情况、机会等) 出现, 发生

*e.g. I'll tell her as soon as the opportunity presents itself.*

### 2 ... the information we receive from many sources — including 140-character Twitter feeds, videos and other social media — is tailored to our presumed interests. (Para. 7)

Paraphrase: The information we receive from many sources is tailored by these sources to suit what they presume are our interests.

### 3 The abilities to quickly assimilate information, analyze what's needed, and aggregate content for personal or professional use are skills that stem — no pun intended — from liberal arts training and are critical in all aspects of life today. (Para. 7)

The expression “no-pun-intended” is used when someone makes a pun or something that could be considered a pun. 注意这个短语的含义是“这里没有双关”，用这个短语往往有一些幽默的意味，仿佛开玩笑时说：“我没有开玩笑”。

文中stem from这个短语里面的stem正好和STEM一样的拼写，表面看可以理解成双关，但这里其实没有双关，作者用了这个短语的字面意思，在这里调侃：“这里真的没有双关。”

## Text B

### Teaching steps

Critical reading and thinking	<ol style="list-style-type: none"> <li>1 T may lead in by saying, “Text A sings high praise for liberal arts education. Text B, however, holds the opposite opinion. Now read Text B to see why the writer thinks the general education at Harvard is a failure.”</li> <li>2 Guide Ss through Overview to grasp the main structure and ideas of the article.</li> <li>3 Ask Ss to complete the missing information.</li> <li>4 Check their answers.</li> </ol>
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<p><b>Language building-up</b></p>	<p><b>1 Academic vocabulary</b>                      1) Ask Ss to practice the words in the box in the academic context by completing Task 1.                      2) Check Ss' answers.</p> <p><b>2 Collocations</b>                      1) Help Ss master the collocations from the text by completing Task 2.                      2) Check Ss' answers.</p>
<p><b>Researching</b></p>	<p>1 Guide Ss through the directions of the task.                      2 Divide the class into groups of 4-5 to carry out the survey.                      3 Each group presents the findings of their survey.                      4 The whole class discusses the findings and makes suggestions to the school.                      5 T comments on Ss' performance and discussions.</p>

## Supplementary information

### 1 Harvard College

Harvard College is the undergraduate program within Harvard University, part of the faculty of arts and sciences, and offers programs in liberal arts.

### 2 general education

General education is a program of education (as in some liberal-arts colleges and secondary schools) intended to develop students as personalities rather than trained specialists and to transmit a common cultural heritage.

### 3 Harvard Gen Ed program

The Program in General Education is the cornerstone of the Harvard College curriculum. Focusing on urgent problems and enduring questions, Gen Ed courses are unusually explicit in connecting the subjects you study to the people you will become and the world beyond the classroom. Transcending disciplinary divisions, they demonstrate the value of embedding what you will learn in your concentrations within the broader context of the liberal arts.

### 4 humanities

Humanities are those branches of knowledge that concern themselves with human beings and their culture or with analytic and critical methods of inquiry derived from an appreciation of human values and of the unique ability of the human spirit to express itself. The humanities are distinguished from the sciences.

### 5 consumerist reality

文中指现在消费至上的现象。

### 6 high-achieving

文中指 high-achieving students, 教育术语, 专指成绩好的学生。对应的是 low-achieving

students。

## 7 postmodern age

In postmodern age, society is more diverse, consumerist, fragmented, media-saturated and allows individuals much more freedom of choice than in the previous modern society.

## Language support

### 1 Many empirical reasoning and science classes are regarded as intellectually insubstantial and are chosen solely for this reason. (Para. 2)

这句话的主语是 many empirical reasoning and science classes，谓语是 are regarded 和 are chosen，二者并列。

intellectually insubstantial 意为 not intellectually challenging，即 not difficult。

this reason 指代前面的 regarded as intellectually insubstantial。

### 2 In many cases a culture develops of not doing readings and paying little attention in class. (Para. 2)

of 结构是 culture 的定语，因为太长而后置。and 后面也省略了一个 of。补全即 a culture of not doing readings and of paying little attention in class。

### 3 These lectures are the first to be skipped, often with couched pride after “still getting an A.” (Para. 2)

be couched in something: to be expressed a particular way

*e.g. I don't understand this form — it's all couched in legal terminology.*

在（逃课）拿到 A 后得意洋洋地说：“还是拿到了 A”。“still getting an A”既指这件事，也指学生说的话。

### 4 General Education appeals to a “spirit of free inquiry undertaken without concern for topical relevance or vocational utility” and “an opportunity to learn and reflect in an environment free from most of the constraints on time and energy that operate in the rest of life.” (Para. 5)

free from 是后置定语，修饰 environment。that operate in the rest of life 是定语从句，修饰 constraints on time and energy，注意不是修饰 time and energy，而是 constraints。

### 5 The classes themselves should stay, but the compulsion to undertake the process of erudition for the sake of completing requirements fuels reluctance and apathy toward many Gen Ed classes. (Para. 6)

but 后面并列句的主语是 compulsion，后面是 compulsion 的定语 to undertake...和状语 for the sake of...，谓语是 fuels，宾语是 reluctance and apathy。

## Viewing

### Teaching steps

- 1 Introduce the concept of digression.
- 2 Introduce the signpost language that indicates digression.
- 3 Ask Ss to complete Task 1
- 4 Play the video clip again to complete Task 2, especially paying attention to the digressions.
- 5 Check Ss' answers of Tasks 1 & 2.

## Speaking

### Teaching steps

- 1 Guide Ss to learn how to develop an effective conclusion and familiarize them with useful language patterns.
- 2 Ask Ss to prepare the presentation of their research on liberal arts education.
- 3 Invite some groups to make the presentations and ask the rest of the class to comment on the effectiveness of the conclusions.
- 4 T gives comments.

## Writing

### Teaching steps

- 1 Guide Ss to learn how to make proper references in a research paper.
- 2 Guide Ss to complete Task 1 and 2.
- 3 Introduce the concept of hedging and useful language patterns of hedging language.
- 4 Ask Ss complete Task 3.

## III Answer keys and scripts

### Reading

#### Text A

##### Lead-in

- 1 My major is English language and literature. I chose it because I am very passionate about mastering a foreign language.
- 2 I would still choose liberal arts because I'm more interested in cultures and people than nature and objects.

#### Critical reading and thinking

Task 1 / Overview

- 1) providing a foundation for learning in every professional field
- 2) critical thinking, teamwork, sensitivity
- 3) assimilate information, analyze what's needed, and aggregate content for personal or professional use
- 4) the capacity to put tough issues into a larger context
- 5) ethical thinking and questioning

#### Task 2 / Points for discussion

- 1 I think LEAP makes great sense. Liberal arts really matter because science and technology can be both a blessing and a curse. World War II showed to us how science and technology was used to develop destructive weapons that took millions of lives. Everyone, including natural scientists, needs to have a liberal arts education to understand human nature, history, and cultures so that they can steer the development of science in the right direction.
- 2 I agree because undergraduate studies are just laying the foundations for the students. It's more about competence and potential than about specific skills. For the latter, a technical school could do as well. Undergraduates should know where to find answers instead of just remembering them. So, it's all about critical thinking and soft skills.

#### Language building-up

##### Task 1 / Specialized vocabulary

- 1 通识 / 博雅教育
- 2 科学、技术、工程、数学学科
- 3 全球市场
- 4 经济部门
- 5 经济创新力
- 6 教育界领军人物
- 7 higher education
- 8 ethical judgment
- 9 intercultural skills
- 10 critical thinking
- 11 written and oral communication
- 12 polarized politics

##### Task 2 / Academic vocabulary

- |              |                 |
|--------------|-----------------|
| 1 aggregates | 2 circumstances |
| 3 priorities | 4 pursuing      |
| 5 implement  | 6 perspective   |
| 7 spheres    | 8 Professional  |
| 9 capacity   | 10 complex      |

##### Task 3 / Collocations

- |                      |              |
|----------------------|--------------|
| 1 have confidence in | 2 stems from |
|----------------------|--------------|

- |   |               |   |             |
|---|---------------|---|-------------|
| 3 | adaptable to  | 4 | reflect on  |
| 5 | critical to   | 6 | rather than |
| 7 | adjust ... to | 8 | in concert  |

#### Task 4 / Formal English

- |   |            |    |             |
|---|------------|----|-------------|
| 1 | eminently  | 2  | counsel     |
| 3 | in concert | 4  | ensure      |
| 5 | underscore | 6  | demonstrate |
| 7 | presumed   | 8  | assimilate  |
| 9 | implement  | 10 | desperately |

### Text B

#### Critical reading and thinking

##### Task / Overview

#### 1

- 1) broad range of topics and approaches
- 2) life beyond college
- 3) each of eight categories
- 4) the study of the past
- 5) consumerist attitude
- 6) attaining ends
- 7) requirements
- 8) conflicts
- 9) reconsider and restructure
- 10) the meaning and purpose of a general education

#### 2

- 1) conflicting missions of the student body and college
- 2) social change and transition
- 3) ideals

#### Language building-up

##### Task 1 / Academic vocabulary

- |   |                |    |              |
|---|----------------|----|--------------|
| 1 | predominant    | 2  | categories   |
| 3 | implementation | 4  | interpretive |
| 5 | irrelevant     | 6  | empirical    |
| 7 | exposed        | 8  | range        |
| 9 | undertake      | 10 | utility      |

##### Task 2 / Collocations

- |   |                  |   |                  |
|---|------------------|---|------------------|
| 1 | across the board | 2 | rooted in        |
| 3 | go beyond        | 4 | prided myself on |
| 5 | for the sake of  | 6 | in line with     |

7 has an eye on

8 appeal to

## Viewing

### Task 1

- |                      |                                |
|----------------------|--------------------------------|
| 1) emerged           | 2) free citizens               |
| 3) Liberal arts      | 4) contribute to the workforce |
| 5) equipped to learn | 6) political economy           |
| 7) vulnerable        | 8) psychology and ethics       |
| 9) literature        | 10) the art of living free     |

### Task 2

See Scripts for Task 2.

### Scripts for Task 1

There was a time when people thought of themselves as subjects of the king. Then the king fell and a new idea emerged – we are not subjects of the king; we are free citizens of the nation. But that new idea brought a new question: What kind of education is fit for a citizen? Liberal arts was one answer to that question. A citizen needs to contribute to the workforce, articulate, numerate, informed, and equipped to learn. A citizen also needs an education in history, law and political economy. When the nation faces a crisis, it can only be as strong and free as its citizens. But it's not only as citizens that we face crisis. Human life itself is vulnerable to tragedy. At those times it helps to have studied tragedy and psychology and ethics. It helps to know about the history of melancholy and which literature, films or music might help you through. It helps to have an education in the liberal arts, the art of living free.

### Scripts for Task 2

I've been in higher education for about 50 years, almost 50 years. And last, one of our students (asked me) how old he thought I was. And he said eighty years old. And I thought "wow, I wonder how many 80-year-olds are running universities. I don't think there are many." **I'm going to tell you two stories**, I probably shouldn't be telling you this. But I have an interesting beginning in education.

I'm from New York, and when I was in kindergarten, we were playing musical chairs. And the teacher said to us: whoever finishes and is seated last would win the game. So, at one point in musical chairs I got to a seat with this other student and I



knocked them off the chair figuring, you know, I'd kind of win that way, so the teacher wouldn't let me play anymore. When I got home, I told my mom about it. And the next day, I'm sure, they don't have these anymore. A truant officer came to the door and I was hiding under the kitchen table and she said, "oh no, he's not going to come back to school anymore." So, I didn't go to kindergarten which probably explains a lot of my behavior.

And then in first grade we had moved. And we, in first grade, I decided with a friend of mine, Jerry Bread, that I was going to play hooky the first day of school. Pretty amazing. It's even amazing for me when I think back on it. And I got a toothache about in the afternoon and about 2:30. I decided to go back and, of course, as soon as I got back to the house, my mom knew that I didn't go to school. And, so, she was pretty upset about that. So, the local kids were going to get a little ride in kind of a wagon or something, and she wouldn't let me do that. So that's kind of my beginning, my whole beginning in education. But when I was in St. Louis, I had this transformational experience in college and I decided at that point that that was really an important thing for me. And I decided to commit myself to higher education and **that's how – why I'm here today.**

**So, what I'm going to talk about today is I'm going to talk about three aspects of higher ed.** I'm going to begin by talking about Harvard 1636, and then I want to talk about where we were after World War II and this won't be as painful as it sounds. And then I'm going to talk about where we are presently, and then what might happen in the future.

## Writing

### Task 1

- 1 Seyler, D. U. (2005). *Read, reason, write: An argument text and reader* (7th ed.). New York: McGraw-Hill.
- 2 Baker, R. (2003). The plot against people. In B. F. Clouse (Ed.), *Patterns for a purpose: A rhetorical reader* (3rd ed.) ( pp. 474-475). New York: McGraw-Hill.
- 3 Pierroux, P. (2003). Communication art in museums: Language concepts in art education. *Journal of Museum Education*, 28(1): 3-8.
- 4 Mullins, M. E. (2001, October 18). Bioterrorism impacts few. *U.S.A. Today*, A16.

### Task 3

This interplay between theory and observation also occurs in the field of economics.

An economist might live in a country experiencing rapid increases in prices and be moved by this observation to develop a theory of inflation. The theory might assert that high inflation arises when the government prints too much money. To test this theory, the economist could collect and analyze data on prices and money from many different countries. If growth in the quantity of money were not at all related to the rate at which prices are rising, the economist would start to doubt the validity of his theory of inflation. If money growth and inflation were strongly correlated in international data, as in fact they are, the economist would become more confident in his theory.

## Translation of texts

### Text A

#### 人文教育在当今全球市场的价值

刚毕业的大学生正迈出进入“真实世界”的第一步，这是思考高等教育性质的一个机会。这些年来，我们这些在教育领域的从业者听到很多关于 STEM 的讨论——STEM 即科学、技术、工程和数学。

STEM 是特别值得学习的几门学科。急切的家长常常建议他们的孩子学习这些学科，因为 STEM 领域的工作前景似乎更好。但是，在当今这样一个人口构成不断变化的世界，一个新闻每周七天、每天二十四小时循环播放的世界，一个全球化市场的世界，人文教育对每个经济领域的成功都至关重要，因为人文教育毫无疑问在各个行业都扮演着不可或缺的角色，奠定了在各行各业学习的基础。

显然所有成功的职业都要求具有批判性思维，团队合作能力，对文化、人群、经济和社会差异以及政治视角的敏感度。人文教育为之打下基础。大多数人一生会从事六到十种工作，受过人文教育的人对新环境的适应能力最强。没人知道将来的工作会是什么样，但是人文教育相关的学位为适应新职业和进一步学习提供了很好的基础训练。我们知道三分之一的《财富》500 强首席执行官有人文学科相关的学位。曾在北密歇根大学主修传媒的星巴克首席执行官霍华德·舒尔茨就是一例。

美国学院与大学协会最近公布了《全人教育与美国前景：雇主-教育者协议》，其目的是使大学学习质量成为国家的头等大事，因为雇主都在寻找具有广博知识和技能的大学毕业生。LEAP——全人教育与美国前景——是国家的大政方针，校园的行动口号，科学研究的倡议，LEAP 重视二十一世纪人文教育对个人的重要性，以及对依存于经济创造性和民主活力的美国的重要性。

我是一百位 LEAP 信托基金的大学校长之一。我们和雇主协同合作开发了这个协议。他们也是这个倡议的顾问。这些教育界的领军人物和具有远见的雇主是最早签署 LEAP 协议的

一群人。350 多所学院、社区大学、大学，以及八个州的高等教育部门都正在考虑 LEAP 协议，以确保它们的学生获得这一重要的学习体验。

除了发布这个协议，美国学院与大学协会最近还公布了一个对全国雇主的调查研究结果。在调查中，雇主描述了大学毕业生需要具备什么知识和技能才能在全球化经济中胜出。调查结果清楚地凸显了人文教育的重要性。

- 几乎所有的调查对象（93%）都说“展现出批判性思维的能力、清楚沟通的能力、解决复杂问题的能力比（应聘者的）大学专业是什么更重要。”
- 有 90% 以上的调查对象希望他们聘用的雇员能展现出道德判断能力、正直的品格、跨文化技能、继续学习新技能与新知识的能力。
- 有 75% 以上的雇主希望教育更重视批判性思维、解决复杂问题的能力，书面和口头的沟通能力，将书本知识应用到现实世界的的能力。
- 有将近 75% 的调查对象建议给年轻人提供这种教育，并认为这是在当今为全球一体化经济中取得成功做好准备的最佳办法。

我们现在从各种渠道接受信息：包括不超过 140 字的推文，视频，和其他社交媒体，它们越来越能够推测出我们的兴趣，为我们量身定制信息。搜索引擎和社交媒体跟踪我们的在线习惯以影响我们的偏好。因此迅速吸收信息的能力、分析需求的能力、为个人或职业用途积累信息的能力关乎生活方方面面的关键技能。这些技能源于（stem from）人文教育的训练（stem 真的不是双关）。

在一个政治两极化的国家，人文教育促进批判性思维，培养在更大的视野里分析棘手问题的才能。这样的毕业生发展的技能将帮助我们国家解决问题，而不是只会争吵辩论。

最后，我们的社会急需人文教育提供的伦理角度的考量和质疑的基本训练。如果我们伦理道德的基石不断腐蚀，提升工程类学科的基本知识也无济于事。

大学毕业后有一份好工作、高工资当然很棒。这点我们都认可。但目前为止更重要的却是，我们的毕业生们，超越这个标准，开创一个有意义的人生，开启充满成就的职业生涯，并为他们的群体服务。

我对我们的未来一代充满信心。因为我碰到数不清的受过人文教育的校友，他们在各行各业取得成就，过着美满的生活，让我们由衷地感到骄傲。

## Text B

### 通识教育的失败

哈佛学院耗时六年，终于在这个学年完成了通识教育新项目的调整。“通识教育项目”要求所有的本科生在八个学科门类里各要完成至少一门课程：《美学与诠释理解》《文化和信仰》《实证和数学推理》《伦理推理》《生命系统科学》《物质宇宙科学》《世界社会》《美国与

世界的关系》。这个项目还要求这些课程中必须有一门具有历史视角。该项目的目的是让学生接触“广博的话题和思路，将教育与大学外的生活相联系”。通识教育使哈佛真实地变为了一所文理学院。

不幸的是，这个项目没有达成它的目标。失败最明显的迹象在于学生对“通识教育项目”的态度。许多实证推理和科学课程在学生看来智力上缺乏挑战，而且正因为这个原因，他们才选这些课程。他们选人文课程也是因为评分不严、作业不多。总体而言，学生认为“通识教育课程”没有专业或自选课重要。通识课程经常出现不阅读，上课不听讲的情况。学生逃课时这些课也是首选，而且在（逃课）拿到A后得意洋洋地说：“还是拿到了A。”普遍而言，学生对这些课程的态度不是成为博学之人，而仅仅是最省事地完成要求。

这个问题不仅涉及“通识教育项目”理想目标的体系或实施。问题的根源在于学生群体和学院目标的冲突。“通识教育项目”的目标是提供广博的人文教育，而消费主义社会的现实却意味着学生盯着功利。在一所只接受最优秀的申请者的学校更是如此。学生选课时有对前途的考量：进入研究生院或医学院、学到有用的技能或做出一份光鲜的简历。

如果学生这种态度是现代社会的现象，那它是社会变化和转型的结果。课堂传统曾要求学生具备各方面的知识，这是广博教育重要性的根源。如今，学习过程按学科精细划分。一个工程师的生活可能无关文学和音乐。文科生不会基本的科学和数学运算还挺骄傲，甚至成了一种桥段。

这并不是说通识教育课程一无是处。很多教师得到这个机会深受鼓舞，他们可以给不同专业的学生分享知识，通过“通识教育项目”开设高品质的课程。许多学生发现了专业以外的兴趣，深受启迪。但是，人们对这个体系没有信心。通识教育吸引“自由探索的精神，不用去考虑内容是否与专业相关，是否有职业效用”，并且提供“一种机会，摆脱我们平时生活中那些时间、精力束缚的环境中学习和思考的机会。”问题只是现在的学生群体没有这些理想。

哈佛学院需要重新考量、建构课程，提供适应后现代时期的教育。如果要满足它招收的学生的需求，就得放弃通识教育。课程可以保留，但是为了完成要求而强制学生去“博学”会加剧学生对许多通识课程的抗拒和反感。如果学校希望有效地保留人文教育必修课，它必须找到一个方法，通过促进符合通识教育的理想态度的形成，来重新制定人文课程的激励机制。学生和学校应该更多地批判性地思考所谓“通识教育”在哈佛的意义和目的。

## Unit 9 Who Gets What, When, and How

### I Teaching objectives

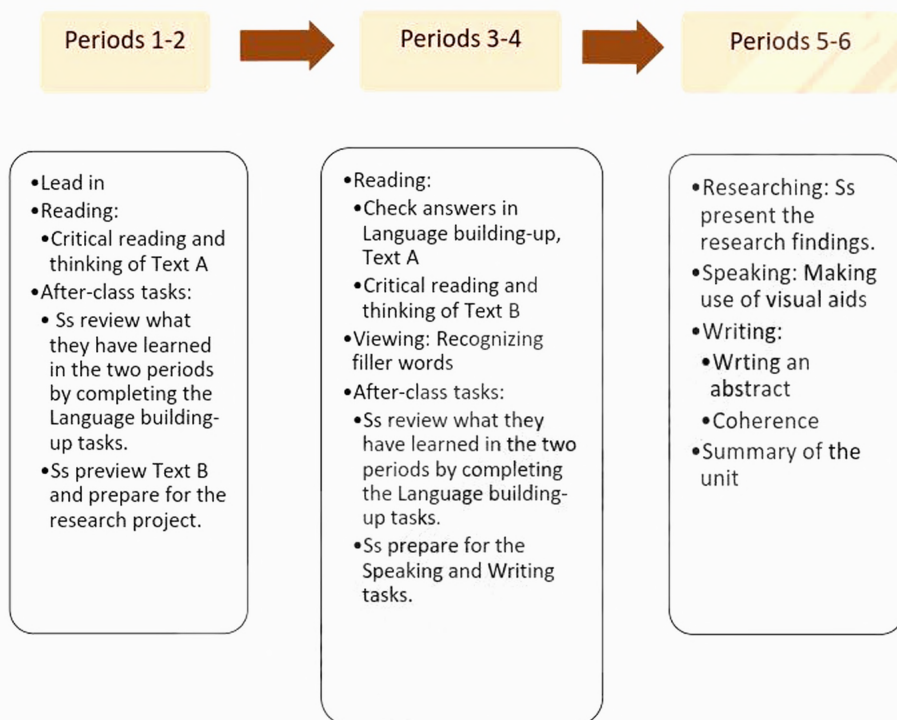
Upon completion of this unit, Ss are expected to develop the following academic skills and knowledge:

<b>Professional knowledge</b>	<ul style="list-style-type: none"> <li>• Understand the study of political science</li> <li>• Understand what social sciences have in common</li> <li>• Acquire some specialized vocabulary of political science</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• <b>Critical reading and thinking</b> <ol style="list-style-type: none"> <li>1) Grasp the main structure of the texts</li> <li>2) Analyze difficult sentences and formal language use</li> <li>3) Develop critical understandings about relevant issues</li> </ol> </li> <li>• <b>Language building-up</b> <ol style="list-style-type: none"> <li>1) Learn the specialized vocabulary of political science</li> <li>2) Practice vocabulary and collocations in academic contexts</li> <li>3) Study some formal language use</li> </ol> </li> <li>• <b>Researching</b> Research the relationship between economic conditions with presidential elections</li> </ul>
<b>Viewing</b>	Recognize filler words in a lecture
<b>Speaking</b>	Make use of visual aids in a presentation
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Learn how to write an abstract for a research paper</li> <li>• Learn the strategies of coherence</li> </ul>

### II Suggested teaching plans

#### 1 Overview

This unit is designed for six periods of classroom activities. In each of the periods, certain tasks are to be completed. Generally speaking, there may be several different ways to explore this unit. Here is a suggested teaching plan.



## 2 Teaching guides for each part of the student book

### Reading

#### Text A

#### Teaching steps

<b>Lead-in</b>	<ol style="list-style-type: none"> <li>1 Ask Ss to work on the lead-in tasks in groups of 4-5.</li> <li>2 Ask Ss to report their answers to the whole class.</li> </ol>
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	3 Ask Ss to read Text A to see if their understanding of "science" is the same with the text.
<b>Critical reading and thinking</b>	<p><b>1 Overview</b></p> <ol style="list-style-type: none"> <li>1) Help Ss to review the structure of a research paper.</li> <li>2) Ask Ss to scan Task 1 to see how it matches with the structure of a research paper.</li> <li>3) Ask Ss to complete Task 1.</li> </ol> <p><b>2 Points for discussion</b></p> <ol style="list-style-type: none"> <li>1) Ask students to first work on their own to do the first step of Task 2.</li> <li>2) Ask Ss to work in pairs to follow the second step of Task 2.</li> <li>3) Ask students to discuss the questions given in step 3 of Task 2.</li> </ol>
<b>Language building-up</b>	<p><b>1 Specialized vocabulary</b></p> <ol style="list-style-type: none"> <li>1) Ask Ss to work through Task 1 to review the specialized vocabulary used in the text.</li> <li>2) Check Ss' answers.</li> <li>3) Draw Ss' attention to Key terms for further study at the end of the unit.</li> </ol> <p><b>2 Academic vocabulary</b></p> <ol style="list-style-type: none"> <li>1) Ask Ss to practice the words in the box in the academic context by completing Task 2.</li> <li>2) Check Ss' answers.</li> </ol> <p><b>3 Collocations</b></p> <ol style="list-style-type: none"> <li>1) Guide Ss through Task 3 to master common collocations.</li> <li>2) Check Ss' answers.</li> </ol> <p><b>4 Formal English</b></p> <p>Ask Ss to complete Task 4 and check their answers.</p>

## Supplementary information

### 1 municipal budget

A municipal budget is the projected financial operating plan. In large cities, a municipal budget can be a complex set of documents outlining the means by which resources from many sources will be allocated to a variety of departments and services.

### 2 international actors

International actors are considered as structured social communities (or, in special cases, a particular individual) based on the organization or recognized as representing the ideals or interests, which work goes beyond one state and which, therefore, is involved in cross-cultural relationships and communication.

### 3 hard science

Hard science is science (such as chemistry, physics, or astronomy) that deals with things that

can be observed and measured.

#### 4 empirical evidence / investigation

Empirical evidence is information acquired by observation or experimentation. Scientists record and analyze this data. The process is called empirical investigation, and is a central part of the scientific method.

#### 5 Franklin Roosevelt

Franklin Delano Roosevelt, often referred to by his initials FDR, was an American politician who served as the 32nd president of the United States from 1933 until his death in 1945. A member of the Democratic Party, he won a record four presidential elections. Roosevelt directed the federal government during most of the Great Depression, implementing his New Deal domestic agenda in response to the worst economic crisis in US history. His third and fourth terms were dominated by World War II, which ended shortly after he died in office.

## Language support

### 1 At its most basic level, politics is the struggle of “who gets what, when, how.” (Para. 1)

句中的when, how意为when they get it, how they get it.

### 2 This struggle may be as modest as competing interest groups fighting over control of a small municipal budget or as overwhelming as a military stand-off between international superpowers. (Para. 1)

句子主干简单，是一个主系表结构。句子复杂的地方在于表语部分有两个并列表达as modest as ... or as overwhelming as ...。其中前一个as ... as ...结构里有一个独立主格结构competing interesting groups fighting over ...。modest和overwhelming对比，指政治学研究的东西有小有大。句中as ... as ...的部分的句意可以理解为：Competing interest groups fighting over control of a small municipal budget is a modest struggle while a military stand-off between international superpowers is an overwhelming struggle.

### 3 Political scientists study such struggles, both small and large, in an effort to develop general principles or theories about the way the world of politics works. (Para. 1)

both small and large是后置定语，修饰struggles，分别对应前一句的modest struggle和overwhelming struggle。

### 4 As a result, political scientists generally strive to emulate the objectivity as well as the conceptual and methodological rigor typically associated with the so-called “hard” sciences (e.g., biology, chemistry, and physics). (Para. 3)

typically associated with ...是后置定语，修饰the objectivity和conceptual and methodological rigor。一般“硬科学”指传统自然科学。作者这里加上so-called一词，并且给“硬”加上引号，说明他不是很认可这种说法，他认为社会科学也是可以测量的，因而也是科学。



- 5 Since theory-building serves as the cornerstone of the discipline, it may be useful to see how it works. (Para. 4)

此句中有两个it, 其中第一个it是形式主语, 第二个it指theory-building.

- 6 Thus political scientists avoid the use of impressionistic or metaphorical language, or language which appeals primarily to our senses, emotions, or moral beliefs. (Para. 7)

注意or后面带定语从句的language也是use of结构的一部分。

## Text B

### Teaching steps

<b>Critical reading and thinking</b>	<ol style="list-style-type: none"> <li>1 T may lead in by saying, "We've got some basic idea of political science. Now let's read about a real study in Text B."</li> <li>2 Guide Ss through Overview to grasp the key elements of a piece of research.</li> <li>3 Ask Ss to complete the missing information.</li> <li>4 Check their answers.</li> </ol>
<b>Language building-up</b>	<ol style="list-style-type: none"> <li>1 <b>Academic vocabulary</b> <ol style="list-style-type: none"> <li>1) Ask Ss to practice the words in the box in the academic context by completing Task 1.</li> <li>2) Check Ss' answers.</li> </ol> </li> <li>2 <b>Collocations</b> <ol style="list-style-type: none"> <li>1) Help Ss master the collocations from the text by completing Task 2.</li> <li>2) Check Ss' answers.</li> </ol> </li> </ol>
<b>Researching</b>	<ol style="list-style-type: none"> <li>1 Guide Ss through the directions of the task.</li> <li>2 Divide the class into groups of 4-5 to carry out the survey.</li> <li>3 Each group presents the findings of their survey.</li> <li>4 The whole class discusses the findings and makes suggestions to the school.</li> <li>5 T comments on Ss' performance and discussions.</li> </ol>

### Supplementary information

#### 1 cold cognition

Cold cognition is typically thought of as the more classic category of cognition, existing in the domain of logic and reason without the input of the individual's emotional or social context. Common examples of cold cognition are working memory and verbal learning. These are tasks that have been historically thought to develop in childhood, and performance is considered to be a fairly stable representation of a person's general cognitive abilities. For instance, schizophrenia (精神分裂症) is a mental disorder characterized by (among other things) cognitive deficits, and there is a large body of research on how cold cognition is

affected, including well-documented deficits in working memory and processing speed. 冷认知

## 2 attention in psychology

Attention is the base of all cognitive processes. In order to advance goals in memory, executive function, and problem solving, you must address issues in attention. From a cognitive perspective, if you cannot pay attention to something, you will not be able to encode and remember it. If you cannot remember, you will have difficulty solving problems.

## 3 hot cognition

Hot cognition refers to cognition that involves social or emotional aspects. Common examples of hot cognition are reward learning and risk-taking. These are cognitive tasks that rely not only on an individual's ability to reason about the world around them, but also on their emotional state and the social context in which they are completing the task. 热认知

## 4 card sorting task

Card sorting is a research tool used to assess or determine the way information is grouped, labeled, and organized within a site by allowing users to sort content topics into categories that make sense to them.

People have to classify cards according to different criteria. There are four different ways to classify each card, and the only feedback is whether the classification is correct or not. One can classify cards according to the color of its symbols, the shape of the symbols, or the number of the shapes on each card. The classification rule changes every 10 cards, and this implies that once the participant has figured out the rule, the participant will start making one or more mistakes when the rule changes. The task measures how well people can adapt to the changing rules.

## 5 neutral word association task

It is a task in which people are presented with a neutral word and are then required to respond with word associations that came to mind.

## 6 sample size

Sample size measures the number of individual samples measured or observations used in a survey or experiment. For example, if you test 100 samples of soil for evidence of acid rain, your sample size is 100. If an online survey returned 30,500 completed questionnaires, your sample size is 30,500.

## 7 correlation

Correlation is a statistic that measures the degree to which two variables move in relation to each other. In finance, the correlation can measure the movement of a stock with that of a benchmark index, such as the S&P 500. Correlation measures association, but doesn't show if x causes y or vice versa, or if the association is caused by a third- perhaps unseen- factor.

## Language support

- 1 ... to investigate the psychological underpinnings of nationalistic attitudes. (Para. 2)  
**nationalistic:** *a.* having or expressing strong identification with one's own nation and vigorous support for its interests, especially to the exclusion or detriment of the interests of other nations 本国优越感的；国家主义的  
注意这是个贬义词。
  
- 2 **Cognitive flexibility is characterized by adapting with greater ease to change, while cognitive persistence reflects a preference for stability through adherence to more defined information categories.** (Para. 4)  
**Paraphrase:** People with cognitive flexibility are easier to adapt to change while people with cognitive persistence prefer stability, which is measured by how much they adhere to information categories with clearer specification.  
**defined:** *a.* having a definite outline or specification; precisely marked or stated 限定的；明确的  
*e.g. Here the path is less defined.*  
*She had a strongly defined chin, a high forehead, and light grey eyes.*
  
- 3 **All data were anonymised and controlled for a number of factors including age and education.** (Para. 11)  
**control for:** account for (variables in an analysis) by limiting the data under consideration to a comparison of like things  
*e.g. to control for demographic factors*
  
- 4 ... Zmigrod constructed rigorous statistical models that revealed a tendency towards cognitive flexibility in the tests predicted ideological orientations that were less authoritarian, nationalistic, and conservative. (Para. 12)  
**reveal** 后面省略了 **that**, 其后是宾语从句, 其中主语是 **tendency**, 谓语是 **predicted**。  
**ideological orientations** 后面是 **that** 引导的定语从句。
  
- 5 **This in turn predicted reduced support for Brexit.** (Para. 12)  
**This** 指前一句发现认知灵活的人意识形态上倾向于不是那么权威主义、民族主义、保守主义这一点。
  
- 6 ... **The results suggest that psychological preferences for stability and consistency may translate into attitudes that favour uniformity and a more defined national identity ...** (Para. 16)  
**translate into:** lead to (sth.) as a result; result in 导致  
*e.g. Competition often translates into lower costs to the consumer.*  
*Artistic success doesn't always translate into financial success.*

## Viewing

### Teaching steps

- 1 Explain to Ss what filler words are.
- 2 Introduce some common filler words in spoken English.
- 3 Ask Ss to complete Task 1 by picking out the filler words.
- 4 Check Ss' answers.
- 5 Play the video clip again to complete Task 2.
- 6 Check Ss' answers of Task 2.

## Speaking

### Teaching steps

- 1 Teach Ss how to use visual aids effectively in a presentation.
- 2 Ask Ss to prepare the presentation of their research on whether presidential elections are affected by economic conditions.
- 3 Invite some groups to make the presentations and ask the rest of the class to comment on the effectiveness of the conclusions.
- 4 T gives comments.

## Writing

### Teaching steps

- 1 Teach Ss how to write an abstract for a research paper.
- 2 Ask Ss to study the sample abstract and identify the key elements.
- 3 Guide Ss to understand the strategies of coherence in Micro skills.
- 4 Ask Ss to complete the tasks.
- 5 Check their answers.

## III Answer keys and scripts

### Reading

#### Text A

#### Critical reading and thinking

##### Task 1 / Overview

- 1) general principles
- 2) presidential election
- 3) economic conditions
- 4) When the national unemployment rate is greater than seven percent at the time of the election, presidential incumbents are not reelected.

- 5) the reelection of incumbent presidents
- 6) the national unemployment rate
- 7) true
- 8) clear and concise
- 9) impressionistic or metaphorical

### Task 2 / Points for discussion

#### 1

Let's face it, the term "Third World" is now distinctly old hat. Even if there's little sign of the gap between the richest and poorest nations narrowing, the end of the Cold War some years ago makes the long-established classification less than useful. It's high time it was done away with, and the absence of any other all-embracing term that might be satisfactory only goes to show we'd be better off considering countries individually rather than lumping them all under one dubious category.

As Grant (1992) suggests, it is absolute nonsense to expect a developing country to introduce large-scale energy plants when it can harness energy far more cheaply from the wind and the sun on a small scale. Only a completely naïve simpleton could believe that an inevitable outcome of using one form of advanced technology would be to lead automatically to the development of other forms in the country concerned.

#### 2

Language such as "let's face it," "it's high time it was done away with," and "lumping them all" are too colloquial, not appropriate for formal academic writing. Language such as "absolute nonsense," and "naïve simpleton" are too personal, again highly inappropriate. Metaphors like "old hat" are equally undesirable.

#### 3

These three subjects study different aspects of human society and there can be overlap between them. They all try to emulate hard sciences, carrying out systematic, scientific inquiries. The theories or arguments they make have to be based on evidence collected by such systematic scientific inquiries. And the language hence must be clear and concise, convincing readers by logic instead of emotions.

### Language building-up

#### Task 1 / Specialized vocabulary

#### 1

- 1 美国政治学
- 2 比较政治学
- 3 国际关系
- 4 政治学理论
- 5 政治学方法论
- 6 公共政策

- 7 行政管理
- 8 公法

## 2

- 1 American politics examines political behaviors and institutions in the United States.
- 2 Comparative politics analyzes and compares political systems within and across different geographic regions.
- 3 International relations investigates relations among nation states and the activities of international organizations, such as the United Nations, the World Bank, and NATO, as well as international actors such as terrorists, non-governmental organizations (NGOs), and multinational corporations (MNCs).
- 4 Political theory analyzes fundamental political concepts, such as power and democracy, and foundational questions, like “How should the individual and the state relate?”
- 5 Political methodology deals with the ways that political scientists ask and investigate questions.
- 6 Public policy examines the process by which governments make public decisions.
- 7 Public administration studies the ways that government policies are implemented.
- 8 Public law focuses on the role of law and courts in the political process.

### Task 2 / Points for discussion

- |                  |               |
|------------------|---------------|
| 1 hypothesis     | 2 formulating |
| 3 conclusive     | 4 revelations |
| 5 methodological | 6 diverse     |
| 7 precision      | 8 variables   |
| 9 conceptual     | 10 clarity    |

### Task 3 / Collocations

#### 1

- |     |     |
|-----|-----|
| 1 b | 2 f |
| 3 d | 4 e |
| 5 g | 6 c |
| 7 a |     |

#### 2

- |                         |                        |
|-------------------------|------------------------|
| 1 policies; implemented | 2 economic conditions  |
| 3 yields; results       | 4 military stand-off   |
| 5 moral virtues         | 6 fundamental concepts |
| 7 construct a theory    |                        |

### Task 4 / Formal English

- |               |                   |
|---------------|-------------------|
| 1 examines    | 2 investigates    |
| 3 fundamental | 4 implemented     |
| 5 genuine     | 6 emulate         |
| 7 construct   | 8 formulate       |
| 9 yields      | 10 operationalize |

## Text B

### Critical reading and thinking

#### Task / Overview

- 1) psychological underpinnings of nationalistic attitudes
- 2) UK adult citizens
- 3) Cognitive
- 4) Questionnaires
- 5) immigration and citizenship
- 6) remaining in the EU, immigration, free movement of labor
- 7) cognitive persistence
- 8) leaving the EU
- 9) ideological behavior and identity
- 10) sample size

### Language building-up

#### Task 1 / Academic vocabulary

- |                 |               |
|-----------------|---------------|
| 1 constructs    | 2 flexibility |
| 3 proceedings   | 4 orientation |
| 5 integral      | 6 objective   |
| 7 psychological | 8 ideological |
| 9 statistical   | 10 evaluation |

#### Task 2 / Collocations

- 1 process information
- 2 standardized questions
- 3 gut reaction
- 4 personal attachment
- 5 far-reaching consequences
- 6 sample size

## Viewing

### Task 1

- v uh      v um      □ I mean      □ well

like       hmm       so       right  
 OK       actually       basically       you see       you know

### Task 2

- 1) political science had a lot of interesting content
- 2) what we do as a political science department
- 3) navigate through those tracks
- 4) International Relations
- 5) Political Economy and Development
- 6) Election, Representation, and Governance
- 7) Justice and Law
- 8) Data Science
- 9) that's useful to them immediately
- 10) develop skills that will be useful

### Scripts

Um, when we were designing the new undergraduate major, what we were really focused on is creating a set of courses, and a major that would be attractive to students and would be made clear to students that political science had a lot of interesting content that would be useful to them both in their academic life and then after they left Stanford. Reforming the major we came up with five new tracks. Uh, the new tracks really are attempting to convey what we do as a political science department and uh, convey that content that's easy for undergraduates to, uh, uh, understand and then navigate through those tracks. So, the first track is International Relations, and that's gonna be a track that's gonna study what goes on in the world. The second track is Political Economy and Development, and this track is all about the way politics affects the way economic decisions happen and the way countries develop. The third track is Election, Representation, and Governance, and this track studies how collective decisions are made both in the United States and across the world. The fourth check, track is Justice and Law. In this track we'll help students focus on the big questions, big normative questions that political scientists ask. Things like what is justice or how should government, governments be structured. And the fifth track is Data Science and this is a new innovation for our department and in ... there's really nothing quite like it in another political science department in the country. In this data science track, we are, ur, taking the experts in our department, people who spend their days developing statistical models and algorithms, having them convey that content to undergraduates in a way that's



useful to them immediately, and helps develop skills that will be useful when they leave Stanford.

So I'm always using the experiences that I've had, uh, in government, working in the real world, uh, away from this idyllic campus, uh, to help motivate the, the teaching of theory, the teaching of, uh, sort of empirical tools, to help people understand why it is that developing and grounding social science will make you a more effective change agent, ultimately that's the path that we want to go down.

I major in political science because I really want to learn how the world worked, and how power is distributed, and how people work together to make change happen, and so I want to learn how systems work at a global level, um, and how change is really made at scale, especially with fresh policy, and how I can best, um, position myself to make an ethical and, um, effective difference.

I think that we study some of the most fascinating puzzles that there are in the world. Why are there rich countries and poor countries? Why do groups or individuals sometimes resort to violence to get what they want? Politics. Uh, why is it so difficult to solve common problems like, uh, like climate change, there are, you know, catastrophic threats to our environment?

In poli-sci 1 and a lot of other classes in political science you might look at what explains variations in the levels of inequality between countries, what political theory brings to the table, is it helps[helping] us to answer a related question, which would be how much inequality is appropriate, how much inequality is a moral matter we [are] willing to put up with um, politically, how do we know, how do we make that decision, what are the trade-offs between equality and other values, like freedom and justice.

Stanford's unusual in that not only does it have academic departments, it has large research centers that deal with problems in the world. So, Freeman Spogli Institute, and the Center for International Security and Cooperation, and the Center for Democracy Development in the Rule of Law, um, are Stanford think tanks that deal with international security, international development, global health and global security problems.

I also think I've been able to develop thinking critically about issues, so I think, I think what draws a lot of people to the political science is the idea that, oh, there's a certain issue I want to study, and there's always two sides to the issue, and I think being able to critically analyze how are those arguments correct, and thinking deeply,

deeply about what people, other people have written, how can you prove that right or wrong.

## Writing

### Task 1

<b>connective</b>	as a result
<b>repetition</b>	political scientists
<b>reference words</b>	They, these
<b>variation</b>	revelations; revealing

## Translation of texts

### Text A

#### 政治学里的科学

从最基本的层面来讲，政治就是关于“谁在何时以何种手段得到了什么”的斗争。这种斗争既可能是相互竞争的利益集团之间，为了一小笔市政预算的控制权的小争斗，也可能是超级大国间的军事对峙这种大冲突。政治学家研究这些大大小小的斗争，力求探索政治世界运作的普遍原理或理论。政治学的学科构成复杂多样，反映了这个学科试图分析、解释的种种问题的复杂多样性。事实上，政治学包括了至少八个主要分支：

- 美国政治学研究美国的政治行为与制度；
- 比较政治学分析、比较同一地理区域内部或不同地理区域之间的政治制度；
- 国际关系调查民族国家之间的关系和国际组织，如联合国、世界银行、北约的活动。

同时也研究国际行为体，如恐怖分子、非政府组织和跨国公司：

- 政治学理论分析如权力、民主这类根本的政治概念以及根本问题，比如“个人和国家应是何种关系？”；
- 政治学方法讨论政治学家提出问题、调查问题的方法；
- 公共政策调查政府公共决策的过程；
- 行政管理研究政府政策实施的方法；
- 公法关注政治进程中法律和法庭的角色。

政治学的科学性在于什么呢？

#### 研究政治现象之间的关系

虽然政治学家时常进行争论、产生意见分歧，但是大多数政治学家仍然认为政治学是一

门真正的科学。因此,一般而言,政治学家会尽力追求通常认为所谓“硬”科学(如生物、化学、物理)才有的客观性以及概念和方法的严谨性。他们认为他们的工作主要是揭示政治事件和政治形势背后的关系。以这些发现为基础,他们试图阐释世界政治运行的普遍原理。考虑到这些目标,政治学家的写作应该具有精准的概念、不偏不倚的态度,并且有充分的实证证据作支撑。

### 建构理论

既然理论建构是这门学科的基石,看看建构的过程也许有利于了解这门学科。大多数政治学家在建构理论时,遵循一个简单的科学探索模式。要建构准确的、有力的理论,最重要的一点是提出假设、测试假设。假设是研究者为了考察两个现象之间是否存在某种关系而建构的表述。考虑一下下面这个例子,来看看政治学家如何运用假设。假如我们想知道总统选举是否受经济条件影响。我们可以把这个问题转换为下面的假设:“如果竞选时全国失业率大于7%,在任总统将不会连任。”

### 收集数据

在测试这个假设的研究模型中,因变量(受其他变量影响的现象)是在任总统的连任;自变量(可能影响因变量的现象)是全国失业率。通过收集失业率和在任总统的连任数据,并比较这两组信息,你可以检验自变量和因变量的关系。如果你发现每当选举时失业率大于7%,在任总统就不能连任,那么你的假设就获得了关键支持。

但是政治学研究很少得到终结性的结果。比如在这个例子里,尽管最近几次总统选举都证实了这个假设,但1936年富兰克林·罗斯福总统连任时,全国失业率却高达17%。若要解释这个重要的例外情况,或要确定除了失业率以外,不会有别的因素在其他选举时期对在任总统的连任产生重大影响,就需要做进一步研究。所以我们可以看出,政治学家就是这样运用科学方法来建构越来越准确、有力的理论的。

### 清晰、连贯、客观的写作

因为政治学家根据科学方法的原理来建构理论、评估理论,所以这个领域的写作也要体现这种方法所具有的严谨性、客观性,以及逻辑的严密性。因此,政治学家不使用充斥着个人色彩或带有隐晦比喻修辞的语言,也不使用诉诸感官、感情、道德观点的语言。换言之,政治学家不靠文采或个人的伦理道德观点来说服你,他们靠的是掌握的数据资料,以及自身的能力,这种能力能让他们掌握的数据资料去支撑那些经得住实证检验的理论。在这种写作中,清楚简明最重要。要做到这一点,政治学家要对他们论点中最重要的术语或概念进行准确的定义。这种精准明晰往往要求他们对关键术语或概念进行“操作化”定义。“操作化”就是对重要的(但可能是模糊或抽象的)概念(比如“公正”这种概念)进行定义,使其在科学探索中成为可测量、可检验的概念。

## Text B

## 与脱欧公投中投票态度相关的“认知灵活性”

一项新的研究表明我们的大脑处理日常信息的方式影响我们意识形态和政治方面的决定——包括对 2016 英国脱欧公投的态度的影响。

剑桥大学科学家设计了调查问卷，将客观认知测试和问卷调查相结合，抽样调查了 300 位英国公民的社会态度和政治态度，旨在调查民族主义态度背后的心理基础。

这项研究考察“冷认知”的差别。所谓冷认知是指对立于受感情影响的“热认知”、以注意力和记忆为基础的、感情中立的决定过程。

研究人员测量个人认知风格更“灵活”还是更“固守”的程度。认知灵活性的特点是能更轻松地适应变化，而认知固守性遵循更明确的信息分类，这反映出对稳定性的偏好。

研究结果表明，表现出更高的认知灵活性的人不那么支持权威主义、民族主义意识形态立场。他们更可能支持留在欧盟，支持移民和劳动力的自由流动。认知固守的人则与更保守的、民族主义的态度相关，这样的态度继而可以预测他们支持脱欧。

剑桥心理学系的科学家开展了这项研究，并将其发表在《美国科学院院报》。

“人们往往认为投票是被感性左右的决定。人们说‘用心投票’或者凭直觉对某位政治家喜不喜欢，”首席研究员莱奥尔·兹米格罗德说。

“感情显然是政治决定的固有部分，但我们的研究表明，非感情的信息处理的认知风格（如对变化的适应性）对与意识形态相关的行为和身份认同也有重要影响。”

“将认知邻域和意识形态相关联，我们发现思想灵活性对社会态度和政治态度有深远的影响。”兹米格罗德说道。

332 位研究参与者都是认知正常的成年人，他们都完成了两个经典的认知灵活性测评：一个测评是卡片分类任务（其中参与者要按照形状和颜色转换类别），另一个测评是中性词联想任务。

参与者也都同意回答有关对移民和公民身份的态度，以及对英国的个人感情方面话题的标准化问题。所有的数据都是匿名的，并且控制了包括年龄和教育背景在内的一些因素。

兹米格罗德和她剑桥的同事杰森·伦特佛罗博士、特雷弗·罗宾斯教授一起建立了严密的统计模型，揭示了测试中一种对认知灵活性的倾向，这种倾向预测的意识倾向不是那么权威主义、民族主义、保守主义。这就继而预测出他们不太支持英国脱欧。

“我们的研究结果说明在基本的卡片分类游戏里，固守遵循一套规则与支持传统社会价值、保守的政治态度相关。”伦特佛罗说。

研究者还发现，那些说他们在日常生活中更依赖常规和传统的人，那些喜欢确定性、讨厌不确定性的人，更倾向传统主义，以及民族主义、权威主义和传统的意识形态所提供的真实可感的稳定感。越依赖常规，就越支持脱欧，越支持对移民的管控。

他们也询问参与者是否同意一些“后公投”的政治态度。支持“世界公民无以为家”、反对“如果代价过高，政府有权利留在欧盟”的人表现出了认知固守的倾向。

“研究结果说明，心理偏好稳定和不变，可能造成在态度上喜欢统一一致，喜欢更明晰的国家认同感，”兹米格罗德说道。

研究者指出，样本量很小，相关性虽然强，但局限于样本，没有普遍意义。“民族主义这样的意识形态是相当复杂的概念，人们为什么相信他们做的事情，为什么投票，有很多原因。”米戈罗德补充道。

“在今天政治两极化的环境中，如果我们要建立社会群体之间的桥梁，更多地了解民族心理和社会态度背后的心理过程是很重要的。”

# Unit 10 Globalization

## I Teaching objectives

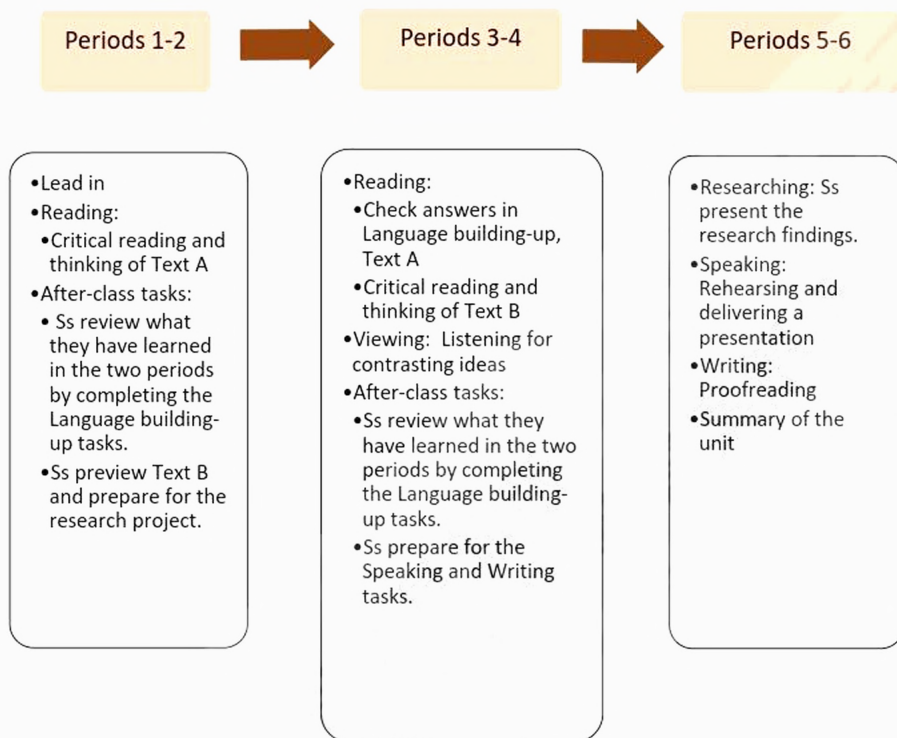
Upon completion of this unit, Ss are expected to develop the following academic skills and knowledge:

<b>Professional knowledge</b>	<ul style="list-style-type: none"> <li>• Understand globalization and different views about it</li> <li>• Get acquainted with some specialized vocabulary of globalization</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• <b>Critical reading and thinking</b> <ol style="list-style-type: none"> <li>1) Grasp the main structure of the texts</li> <li>2) Analyze difficult sentences and formal language use in articles</li> <li>3) Think about issues critically</li> </ol> </li> <li>• <b>Language building-up</b> <ol style="list-style-type: none"> <li>1) Learn the specialized vocabulary of globalization</li> <li>2) Practice vocabulary and collocations in academic contexts</li> <li>3) Study some formal language use</li> </ol> </li> <li>• <b>Researching</b> Research the impact of globalization on China</li> </ul>
<b>Viewing</b>	Listen for contrasting ideas
<b>Speaking</b>	Rehearse and deliver a presentation
<b>Writing</b>	Know how to proofread a research paper

## II Suggested teaching plans

### 1 Overview

This unit is designed for six periods of classroom activities. In each of the periods, certain tasks are to be completed. Generally speaking, there may be several different ways to explore this unit. Here is a suggested teaching plan.



## 2 Teaching guides for each part of the student book

### Reading

#### Text A

#### Teaching steps

Lead-in	1 Ask Ss to work individually to find out the meaning of “bottom-up.”
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	<p>2 Divide the class into groups of 4-5 to discuss “bottom-up line of political theory.”</p> <p>3 T may comment on Ss’ ideas and lead in to Text A by saying “Now let’s read Text A to find out what ‘bottom-up line of political theory’ means.”</p>
<b>Critical reading and thinking</b>	<p><b>1 Overview</b></p> <p>1) Ask Ss to divide the text into three parts:          Paras. 1-3 The idea of cultural amalgamation          Paras. 4-6 Key aspects of cultural amalgamation          Para. 7 Conclusion</p> <p>2) Ask Ss to fill in the missing information in Task 1.</p> <p><b>2 Points for discussion</b></p> <p>1) Put Ss into groups of 4-5 to discuss the questions in Task 2.          2) Invite some groups to share their ideas with the class.</p>
<b>Language building-up</b>	<p><b>1 Specialized vocabulary</b></p> <p>1) Ask Ss to complete Task 1.          2) Check Ss’ answers.          3) Draw Ss’ attention to Key terms for further study at the end of the unit.</p> <p><b>2 Academic vocabulary</b></p> <p>1) Ask Ss to practice the words in the box in the academic context by completing Task 2.          2) Check Ss’ answers.</p> <p><b>3 Collocations</b></p> <p>1) Guide Ss through Task 3 to master common collocations.          2) Check Ss’ answers.</p> <p><b>4 Formal English</b></p> <p>As Ss to complete Task 4 and check their answers.</p>

## Supplementary information

### 1 cultural amalgamation

Cultural amalgamation is a term that refers to two or more cultures blending together to create a new, unique culture. This concept is sometimes referred to as the melting pot theory because the objective is for the individual pieces of each culture to become indistinguishable once they have blended with the others.

## Language support

- 1 Analyzing the blurring of cultural differences inevitably includes a great deal about fast food, basketball, rock music, and other such aspects of pop culture, but such analysis does not trivialize the subject. (Para. 1)

trivialize: vt. make sth. seem less important or serious than it really is (多用于贬义) 使显得不重要



*e.g. People continue to trivialize the world's environmental problems.*

the subject 指的是 the blurring of cultural differences.

- 2 Instead, a long-standing bottom-up line of political theory argues that the world's people can build on commonplace interactions and increasing cultural commonalities that engender familiarity with and confidence in one another to create a global civil society that might evolve into a global nation. (Para. 1)**

argue的宾语从句中谓语build on有两个宾语，即commonplace interactions和increasing cultural commonalities，后面的定语从句that engender familiarity with and confidence in one another修饰这两个先行词。to create是宾语补足语，其中a global civil society后面有一个that引导的定语从句。

argue后面的宾语从句解释了bottom-up line of political theory的内容，即人们能够基于普通人的互动和不断增长的文化共性创造一个全球性的文明社会，而且最终可能演化为一个全球性的国家，也就是通过民间自发的、自下而上的方式形成的社群，甚至国家。

- 3 By the same process, if transnational civil societies develop, then regional and even global schemes of governance could conceivably form and supplement or supplant the territorial state. (Para. 1)**

by the same process就是前一句所讲的自下而上形成社群或国家的过程。

- 4 While it is premature to talk of a world culture, and indeed that may never come, there is significant evidence of cultural amalgamation in the world. (Para. 2)**

that指代a world culture。and indeed that may never come是插入语。

- 5 ... a working knowledge of English ... (Para. 5)**

working knowledge: knowledge of how to make sth. work without any deeper understanding of why it works, or of how to fix it if it breaks 足以应付工作的知识；实用的知识

*e.g. Candidates must have a working knowledge of standard Windows applications.*

- 6 For good or ill, Western, particularly American, culture is at the forefront of this trend. (Para. 7)**

for good or ill: (formal) whether the effect of an action, fact, etc. is good or bad 不论结局好坏

*e.g. Look, for good or ill, you chose this profession. You can't just quit now.*

## Text B

### Teaching steps

<b>Critical reading and thinking</b>	<ol style="list-style-type: none"> <li>1 T may lead in by saying, "We have learned about globalization in Text A. Text B presents different views on globalization. Read Text B to understand their arguments."</li> <li>2 Ask Ss to summarize the arguments.</li> <li>3 Guide Ss through the text to fill in the missing information</li> </ol>
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	<p>required by the task.</p> <p>4 Ask Ss to complete the task and check their answers.</p>
<b>Language building-up</b>	<p><b>1 Academic vocabulary</b></p> <p>1) Ask Ss to practice the words in the box in the academic context by completing Task 1.</p> <p>2) Check Ss' answers.</p> <p><b>2 Collocations</b></p> <p>1) Help Ss to master the collocations from the text by completing Task 2.</p> <p>2) Check Ss' answers.</p>
<b>Researching</b>	<p>1 Ask Ss to work in groups of 4-5 to collect information on globalization in China.</p> <p>2 Ask Ss to work in groups of 4-5 to discuss and analyze the benefits and costs of globalization for China.</p> <p>3 Each group presents the results of their discussion.</p> <p>4 T comments on Ss' performances, especially in relation to the speaking skills of this unit.</p>

## Supplementary information

### 1 call center

A call center is a business operation, either at an on-site location or managed remotely, that is equipped to handle high volumes of customer support or sales calls.

### 2 North American Free Trade Agreement

North American Free Trade Agreement (NAFTA), is a trade pact signed in 1992 that gradually eliminated most tariffs and other trade barriers on products and services passing between the United States, Canada, and Mexico. The pact effectively created a free-trade bloc among the three countries of North America.

### 3 big-box retailer

A big-box retailer is a retail store that occupies an enormous amount of physical space and offers a variety of products to its customers. These stores achieve economies of scale by focusing on large sales volumes. Because volume is high, the profit margin for each product can be lowered, which results in very competitively priced goods.

The term "big-box" is derived from the store's physical appearance. Located in large-scale buildings of more than 50,000 square feet, the store is usually plainly designed and often resembles a large box. Wal-Mart, Home Depot, and IKEA are examples of big-box retailers. Warehouse clubs such as Costco and BJ's are the original kind of big-box retailers.

### 4 CEO compensations

There are many different forms of executive compensation, offering a variety of tax benefits and performance incentives, including cash compensation, option grants, deferred compensation for tax purposes, long-term incentive plans (LTIPs), which encompass all compensation tied to performance for tax purposes, executive perks, and retirement

packages.

## 5 transferable skills

Transferable skills are skills and abilities that are relevant and helpful across different areas of life: socially, professionally and at school. They are “portable skills”, qualities that can be transferred from one job to another. Transferable skills fall into several categories, including interpersonal skills, management skills, and research and planning skills, written communication skills, basic math skills, public speaking skills, etc.

### Language support

- 1 **Globalization is the tendency of investment funds and businesses to move beyond domestic and national markets to other markets around the globe, allowing them to become interconnected with different markets.** (Para. 1)

them 指代的是 investment funds and businesses。

- 2 **NAFTA sent the jobs of US autoworkers to Mexico, a developing country, where wages are significantly lower than those in the US.** (Para 7)

a developing country 是 Mexico 的同位语，where wages are 是修饰 a developing country 的非限制性定语从句。

- 3 **While critics of globalization decry the loss of jobs that globalization can entail for developed countries, those who support globalization argue that the employment and technology that is brought to developing countries helps those populations toward industrialization and the possibility of increased standards of living.** (Para. 8)

这句话一共有三个定语从句：

that globalization can entail for developed countries 修饰 loss of jobs，who support globalization 修饰 those，that is brought to developing countries 修饰 employment and technology。

- 4 **At the same time, shoppers save money when they buy these goods, causing some supporters of globalization to argue that while sending jobs overseas tends to lower wages, it may also lower prices at the same time.** (Para 11)

causing some supporters ... to... 是分词短语作状语，指 shoppers save money 这种情况的结果。在 it may also ... 中 it 指代 sending jobs overseas。

- 5 **While global standards of living have risen overall as industrialization takes root in third-world countries, the gap between rich and poor countries is expanding as is the gap between the rich and poor within these countries.** (Para 13)

as is the gap between the rich and poor within those countries 是状语从句。从句内主语太长，谓语提前，省略重复的 expanding。完整的状语从句是 as the gap between the rich and poor within these countries is expanding。

- 6 **Deviation from the status quo on this issue is likely to be minimal.** (Para. 15)

**Paraphrase:** Things are not going to change much.

- 7 So far, the only answer that politicians and business leaders agree on is the value of an educated, flexible adaptable workforce. (Para 18)

此句主语是 the only answer 系动词为 is, the value 是表语。that politicians and business leaders agree on 是 answer 的定语从句。

## Viewing

### Teaching steps

- 1 Guide Ss to learn the way to listen for contrasting ideas.
- 2 Ask Ss to go over the Word bank before they watch the video clip.
- 3 Play the video clip again and ask Ss to complete Task 2.
- 4 Check Ss' answers of Tasks 1 & 2.

## Speaking

### Teaching steps

- 1 Guide Ss to learn the tips for rehearsing and delivering a presentation.
- 2 Ask Ss to prepare a presentation on globalization.
- 3 Invite some Ss to make a presentation to the whole class. Draw Ss' attention to the criteria in Task 2 and ask Ss to score the presentation according to the checklist.
- 4 T comments on Ss' performance and the evaluation of their peers.

## Writing

### Teaching steps

- 1 Guide Ss to study the important aspects of proofreading.
- 2 Ask Ss to proofread the research paper they have written.
- 3 Encourage Ss to share the experience of proofreading with peers.

## III Answer keys and scripts

### Reading

#### Text A

#### Lead-in

“Bottom-up” means starting with details rather than a general idea. I think “bottom-

up line of political theory” refers to the approach in political science study that focuses on the grass-roots, their political activities, and how they affect the national political events.

### Critical reading and thinking

#### Task 1 / Overview

- 1) Improved transportation and communication
- 2) create a global civil society
- 3) spread of English
- 4) interchange of consumer products
- 5) A distinct and important intermingling and amalgamation
- 6) brings people together
- 7) cultural diversity

#### Task 2 / Points for discussion

1 The writer thinks that one global world has its advantages and disadvantages. It could unite people together, breaking cultural and language barriers. It could also be threaten the diversity of the world communities.

2 The products of Apple have somehow changed the way businesses are carried out across the globe. Apple employs around 43,000 workers in America and 20,000 people in the rest of the countries. There are a lot of people who work for the contractors of Apple; further 700,000 workers help building, engineering and assembling the products of Apple including iPhones and iPads. Surprisingly, none out of 700,000 people work in United States; instead they work in the factories in different countries in Asia and Europe, to manufacture Apple products.

### Language building-up

#### Task 1 / Specialized vocabulary

- 1 文化融合
- 2 文化共性
- 3 治理方案
- 4 领土国家
- 5 跨国一体化
- 6 国外进口
- 7 聚合文化
- 8 经济强国
- 9 电影产业
- 10 跨国文化

#### Task 2 / Academic vocabulary

- |              |             |
|--------------|-------------|
| 1 commented  | 2 overseas  |
| 3 contact    | 4 Civil     |
| 5 accessible | 6 conversed |
| 7 isolation  | 8 schemes   |

9 conceivably

10 supplement

### Task 3 / Collocations

1 trivializes the discussion

2 engender familiarity with

3 notable advances

4 economic powerhouses

5 world-class excellence

6 working knowledge of

7 logo-bearing T-shirts

8 apt to

### Task 4 / Formal English

1 engender

2 supplant

3 consumed

4 preponderance

5 converse

6 evident

7 distinct

8 desirable

## Text B

### Critical reading and thinking

#### Task / Overview

- 1) increased employment and technological advances
- 2) national sovereignty
- 3) lower costs
- 4) big gains
- 5) industrialization
- 6) living standards
- 7) competition
- 8) Developed
- 9) cheaper
- 10) stock price appreciation
- 11) richer
- 12) poorer
- 13) rich and poor countries
- 14) similar
- 15) international problems
- 16) an educated, flexible, adaptable

#### Task 2 / Points for discussion

- 1 According to the text, the impact of globalization depends on a person's point of view. People of different groups of the society are influenced differently by globalization. Some factory workers in advanced countries may lose their jobs while the high-level executives make more money as the business benefits by moving production to cheap-labor countries.
- 2 As Chinese, I think globalization provides a great opportunity for China in economic development. The benefits are two-way also. Other countries also benefit with access to China's market.

### Language building-up

#### Task 1 / Academic vocabulary

- |                            |                |
|----------------------------|----------------|
| 1 appreciation             | 2 margins      |
| 3 minimal                  | 4 domestic     |
| 5 globalization            | 6 incentives   |
| 7 transferable             | 8 compensation |
| 9 highlighted / highlights | 10 mutual      |

#### Task 2 / Collocations

- |                              |                       |
|------------------------------|-----------------------|
| 1 propelled into             | 2 incentive to        |
| 3 deviations from            | 4 credit for          |
| 5 maintaining the status quo | 6 on the radar        |
| 7 latched onto               | 8 figures prominently |

## Viewing

### Task 1

- 1 while; winners; losers
- 2 supporters; opponents
- 3 But
- 4 On the one hand; But

### Task 2

- |                       |                          |
|-----------------------|--------------------------|
| 1) cutting-edge       | 2) insight               |
| 3) overall effect     | 4) estimated growth      |
| 5) 0.35               | 6) average annual        |
| 7) significantly less | 8) relative to their GDP |
| 9) emerging markets   | 10) have anyone left to  |

### Scripts

Hey folks, welcome to the latest edition of “GED Shorts.” This time we’re using cutting-edge economic modeling techniques to try to add insight into the simmering debate about who really wins from globalization. Now the controversy around this topic is based on the belief that while interconnectedness may create winners, the process also creates losers, and that these losers come disproportionately from disadvantaged communities.

The rhetoric is heated on both sides. For supporters, globalization is the key 21st century growth motor. For opponents, globalization facilitates inequality and a race to

the bottom in terms of standards. So, which is it?

To find an answer, we devised a globalization index that measures the overall effect of economic, social, and political interconnection. Our index looks at 42 countries' economic growth from 1990 to 2011 and compares those figures to estimated growth and global interconnectedness remained at 1990 levels. The results are not what we expected.

According to the study, all 42 countries benefited from globalization in the period under review. On average a one-point rise in our globalization index resulted in a 0.35 percentage point increase in the growth rate of real per capita GDP. In other words, our index suggests that interconnectedness has increased across the board, and that it has been a net positive for all countries we reviewed. But the study also found that some countries benefited much more than others. Developed nations were the big winners according to our index.

Finland led the way with an average annual per capita gain of about 1,500 euros. Denmark, Japan and Germany also saw major gains. Emerging markets such as China, Brazil, and Mexico benefited, but significantly less than the major winners. For these three developing nations, interconnectedness increased average annual per capita income by about 100 euros. This is far less than the gains in the developed world, but it is still impressive relative to their GDP in 1990.

So, what does it all mean? Well, on the one hand we found that all countries benefited from globalization, and that interconnectedness is generally a good thing. But we also found the globalization opportunities are not evenly dispersed, and that the gains to developed nations far outweighed those to emerging markets.

In the long run, this trend could exacerbate global inequalities, especially considering our previous research that suggests emerging markets could lose out from regional trade pacts. In terms of policy, as globalization is highly unlikely to disappear, the developed world must ensure that emerging markets have every opportunity to join the party. Otherwise further down the road today's big winners may not have anyone left to hang out with.

## Translation of texts

### Text A



## 文化全球化

人类早期各个社群之间来往不多，因而产生了不同的语言，不同的习俗，并带来世界文化的多样性。而随着交通和通讯的进步，不同社群的接触越来越频繁，一定程度的文化融合不足为奇。对文化之间差异消弭的分析必然会在很大程度上涉及快餐、篮球、摇滚乐，以及如此种种的大众文化，但分析大众文化并不意味着文化差异消弭这个议题不重要。事实上，早就有一种政治理论持自下而上的政治学观，这种政治学观认为普通人的互动，不断增长的文化共性，让人与人之间产生了熟悉感和信任感，基于此，人们得以创造一个全球性的文明社会，而且最终可能演化为一个全球性的国家。按照这个进程，如果跨国家的文明社会得以发展，那么完全可以想象一个地区性的、甚至全球性的统一政府机制将应运而生，它还可能辅助，甚至取代领土国家。学者研究跨国之间自下而上的融合过程时，观察国家之间交流和贸易的走向，以及人们吃、穿、娱乐活动的跨国界传播，以期在这些因素中寻找融合的迹象。

虽说讨论一个世界统一的文化还为时尚早（事实上有可能永远不会到来），世界上还是有大量文化融合的迹象。在上海、拉各斯、墨西哥城，人们的日常着装往往是牛仔褲、T恤、运动鞋，而不是他们国家的传统服装。世界各地的年轻人听着同样的音乐，蕾哈娜唱的 *Disturbia* 就是一例，这首歌在美国和许多国家 2008 年音乐榜单都排名前十。不论巨无霸汉堡、薯条、奶昔对于美食的未来意味着什么，世界各地的人都在吃这些食物。

进一步研究文化融合的迹象之前，要注意一点。你会看到世界文化的大部分来源于西方，尤其是美国文化。这并不是说西方文化更优越，西方文化的影响是西欧和美国的经济和政治实力带来的。西方文化在融合过程中的主导地位并不意味着影响是单向的。比如美国文化就受到很多外国输入的影响，例如墨西哥肉卷、寿司、英式足球、针灸。

### 语言

文化聚合的一个重要方面是英语。它正成为商务、外交、通讯，甚至文化的通用语言。许多国家或国际组织的领导人用英语交流。事实上，他们中的一些人（包括联合国秘书长、来自韩国的潘基文）在美国的大学读书学习或提高英语。比这稍慢的是英语在世界上普通公民之间的传播。从各个年龄段的区别能看出来这一点。比如，在欧洲人中，现在 89% 的学龄儿童接受英语教学。

现代通讯是促进英语传播的因素之一。哪怕有些方面有了显著进步（一个例子就是谷歌提供的近 100 种语言的搜索功能，使英语非母语的人更容易使用互联网），互联网的绝大部分资源还是英语。正如一个俄罗斯网站的网管所言：“俄国人下载陀思妥耶夫斯基著作的英文版本，比下载母语版本阅读容易多了。”商业也促进英语的全球增长势头。由于美国世界经济强国的地位，往往是外国商人学习美国的语言，而不是美国人学习其他语言。日本政府公布的一份报告宣称“要实现世界一流的卓越地位，每个日本人都应该掌握实用的英语技能。”英语可能会继续在上扩大使用范围，这是因为在世界上的每个地区，大多数人都相信他们的孩子学习了英语将更有可能走向成功。

## 消费品

大众消费品的贸易是文化差异缩小的另一个主要因素。美国电影在世界上大部分地区受到欢迎。比如 2007 年,全世界最具吸引力的电影是《加勒比海盗:世界的尽头》。而且海外发行对美国电影业至关重要,占海外市场收益的 61%。与之形成鲜明对比的是外国电影只占美国市场的 3%。美国电视节目的传播也很广泛,不过和电影不同,美国电视节目同大多外国电视市场一样,日益衰退。但在全世界,牛仔裤、带标识的 T 恤,以及其他美国风格的时装潮流几乎无处不在。汉堡、炸鸡和其他快餐食品也进一步加剧了共同文化的传播。

再强调一下要点。一种明晰的、重要的文化的交汇与融合正在形成。不管怎样,西方文化,尤其是美国文化,正处在这个趋势的前沿。联合国教科文组织总干事观察道:“美国在新的世界秩序中不再是军事大国,而是多文化大国。”这说法有些夸张,但或多或少把握了世界趋势。最重要的不是共同文化来自于哪里,而是文化融合潜在的重要结果与影响。如前所述,有些分析家欢迎文化融合,认为它是团结人们以及政治组织的积极力量。其他人则将这种跨国文化视为对理想的文化多样性的威胁。

## Text B

### 全球化的利与弊

全球化是投资基金和企业跨越本地、本国市场,去寻找全球其他市场,由此得以和不同市场建立联系的一种趋势。

全球化的支持者表示,通过增加就业和科技进步,全球化能帮助发展中国家加快“追赶”工业化国家的速度。亚洲经济体经常被用来作为全球化成功的案例。批评全球化的人说,全球化削弱了国家主权,让富裕国家把国内工作运送到劳动力更便宜的地方。

全球化的真实情况到底是什么?这在很大程度上取决于你的个人视角。

#### 顶层富豪视角

对于商业领袖和经济领域的精英人士而言,全球化是好事。海外的廉价劳动力让他们可以在劳动力成本和医疗成本低的地方为工厂选址,然后将成品卖到工资高的地区。

利润因此飙升,而华尔街也用高股价回报高利润收益。利润的功劳算在跨国公司总裁头上,他们因此得到主要是公司股票和股权构成的慷慨大方的薪酬包。股价上涨时,机构投资者和富人也获得巨额收益。

#### 底层平民视角

但全球化不只影响总裁和高净值人士。工作竞争远远超出全球化市场直接涉及的范围。从印度的技术呼叫中心,到中国的汽车制造厂,全球化意味着工人要和世界各地的应聘者竞争。

其中有些变化是《北美自由贸易协定》(NAFTA)的产物。NAFTA 把美国汽车工人的工作送到墨西哥,墨西哥作为发展中国家,工资比美国低很多。几年以后,这些工作中的部分又

转移到东亚地区工资更低的第三世界国家。不管哪种情况，汽车制造商期望美国消费者继续以美国价格购买这些产品。

虽然全球化的批评者痛骂全球化导致发达国家流失了工作岗位，那些支持全球化的人争论说，全球化带给发展中国家的就业和科技，能帮助这些国家推进工业化进程，提高人民生活水平。

### 中间地带视角

在全球化的战场，外包是一把双刃剑。

一方面，外国的低工资让零售商以更低价在西方国家销售服装、汽车和其他商品。在这些国家，购物已成为文化中根深蒂固的一部分。这让公司增加了利润。

同时，购物者在购买这些商品时省了一笔钱，因而有些全球化支持者称，虽然把工作转移到海外会降低工资，但它同时也降低了商品价格。

低收入工人也享受了股价上涨的好处。许多工人持有共同基金股份，尤其是在 401(k) 退休方案中。当公司将工作外包，促成股价上涨时，拥有这些股票的共同基金也升值了。

### 全球化的影响

有些人说富人更富、穷人更穷是一种典型情况。虽然工业化在第三世界国家扎根，全球生活水平整体提高，但富国和穷国之间的差距越来越大，就像这些国家内部的贫富差距一样。

全球同质化是另一个后果。每个角落都是同样的咖啡店，看上去每个国家的每个城市都是一样的大型零售商店。所以，虽然全球化确实促进了文化之间的接触和交流，它也让不同文化彼此愈发趋同。在市场这一层面，连接起来的全球金融市场使本土问题变成国际问题，例如东南亚的金融危机引发的俄罗斯债务违约。

### 未来的方向？

现状不会有很大的变化。几十年前开始的美国制造业工作的大规模外包现在还在继续。白领工作，比如呼叫中心的职员、医疗技师、会计，都已经加入了外包大军。这让很多人认为现状的受益者没有改变的动机，而受其影响最大的人又几乎无能为力。

政客把消失的中产阶级这个概念理解为一个政治议题，但是他们中没有谁的收入分配方案有可能有任何实质性的影响。

### 结论

公众对总裁薪酬的监督让商界领袖开始看到水涨不一定船高。很多情况下，低工资工人最受伤害，因为他们没有可迁移技能。留住工人这一问题正在引起关注，但解决这一问题说起来容易做起来难，而且对美国制造业来说，已经晚了几十年。

在找到更好的解决办法之前，教育、灵活度和适应性是生存的关键。到目前为止，政客和商界领袖唯一达成一致的答案是：受过教育、灵活性高、适应性强的劳动力最有价值。