

LEARN COLLEGE ENGLISH

新思大学英语系列教材，旨在提升学生的跨文化交际能力、思辨能力、前瞻思维、家国情怀、国际视野和外语综合运用能力，为学生的全面发展奠定坚实的基础。除学生用书外，本系列教材还配有学生评价手册和教师用书，并提供包括网络自主学习平台、数字教学平台、教学资源库等在内的立体化教学资源。

Language	发展英语听、说、读、写、译等语言技能和外语综合应用能力，提升语言感知能力和语言鉴赏能力
Era	选文体现时代特点和现代意识，体现社会主义核心价值观和中华优秀传统文化，体现中国之路、中国之治和中国之理，着力培养具有前瞻思维和国际视野的人才
Ability	激发思辨能力，培养有想法、有才智、品格完善的新时代人才
Range	内容涵盖人与自我、人与社会、人与自然，体现多维度、多角度和多样性
Need	突出驱动性、细分性和逻辑性，满足社会需求和一线教师教学需求

新思大学英语综合教程 3

新思大学英语 综合教程

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《大学英语教学指南(2020版)》指出,教材是传播新知识、新思想、新观念的重要载体,是教学内容的主要载体,也是实现教学目标的基本保证。因此,大学英语教材编写应体现新时代、新趋势,体现党和国家对教育的基本要求,体现人类文化知识积累和创新成果,服务高等教育教学改革和人才培养。随着全球化的深入发展和我国对外开放的不断深化,英语作为国际通用语言的重要性愈发凸显。为了适应这一时代需要,我们特编写了新思大学英语系列教材,旨在帮助学生建立家国情怀,开拓国际视野,养成前瞻思维,提高跨文化交际能力、思辨能力和综合学习与运用能力,为今后的全面发展奠定坚实的基础。

本系列教材内容新颖,难度适中,践行立德树人根本任务,有机融入课程思政元素,坚定文化自信,既符合大学英语教学要求,又贴近学生实际需求。

教材具有如下特色:

1. 兼顾体系层次,循序渐进编排

在编写本系列教材时,我们注重结构体系的科学性和合理性,以及每个单元内容的整体性和连贯性,确保每个单元围绕同一主题展开,各个环节紧密相连,形成有机整体。基于学生现有的英语水平和高校英语教学现状,我们充分考虑基础教育与高等教育英语教学的衔接性,确保各分册、各单元、各板块内容相互关联,难度设计合理、科学,具有清晰的递进性和层次性,符合学生的认知发展规律。

2. 秉持价值引领,兼具人文精神

本系列教材以人与自我、人与自然、人与社会的关系为主线,在选材方面具有鲜明的思想性、经典性、时代性和发展性,自觉融入社会主义核心价值观和中华优秀传统文化,体现中国特色、中国风格,同时积极反映世界科技新进展,吸收人类文明优秀成果,体现多元文化和文化对比的国际视野。教材以单元主题为线索,题材广泛,体裁多样,旨在发展学生的听、说、读、写、译等英语语言技能和综合应用能力,培养学生的语言感知能力和语言鉴赏能力,引导学生通过深入阅读、思考和讨论,树立正确的世界观、人生观和价值观,增强跨文化知识、批判性思维和创造性思维,助力学生成长为具有前瞻思维和国际视野的人才。

3. 突出实践活动,助力学生成长

本系列教材立足我国当前大学英语教学的发展特点,充分考虑学生的学习特点和需求,注重教材的实用性和趣味性。教材强调以学生为主体,以活动为导向,以面向真实世界的任务和项目为驱动,融语言学习于实践活动之中,基于问题链设计练习,学练结合,让学生在互动中相互学习、共同进步。同时,教材给出学习策略和方法以拓展学生的学习资源和渠道,

培养学生的自主学习能力和终身学习意识，激发学生的学习兴趣，提高学生的学习效率。

4. 配套立体资源，服务教学相长

为积极推进党的二十大提出的教育数字化，本系列教材配有完备的立体化教学支持系统，充分利用各种信息技术手段帮助学生提高学习效率，指导教师提升教学效果。教材借助网络自主学习平台、数字教学平台、教学资源库、多媒体学习软件等实现服务立体化，方便师生进行线上线下、课内课外相融合的教学和学习，满足数字原住民的学习需求。

本教材为《新思大学英语综合教程3》，共包括8个单元，分别为：Crossing Cultures, Building Bonds; Inspiring Icons; Beauty and Beyond; Digital Minds, Ethical Actions; Mega Projects; Geo-heritage and Eco-challenge; Crisis, Change and Challenge 和 Global Goals, Global Good。每单元的内容探讨和语言训练围绕同一主题展开，设计了听、说、读、写、译、项目活动等板块。

Learning Objectives: 指明清晰具体的学习目标，帮助学生明确学习重点，并进行自我评价，从而及时调整学习策略，提高学习效率。

Be a Good Listener: 借助情境自然、真实地道的音频材料，如对话、短文和新闻报道，设计与大学英语听力考试相契合的练习题型，为学生提供有价值的实践训练。此外，教材根据不同的学习内容融入听力学习策略指导，以帮助学生全面提高听力水平。

Be a Good Speaker: 为学生提供单元主题场景下的引导性交际活动框架和素材，拓展对话内容，以帮助学生提高口语表达和跨文化交际能力。

Be a Good Reader: 包括 Text A 和 Text B 两篇阅读，选材地道，体裁多样，主题丰富，既符合学生的认知和兴趣点，又能满足他们思想、情感、学习等多维度的需求。每篇文章后配以阅读理解练习、词汇练习和开放式问题，以帮助学生提高理解能力和思辨能力。同时，教材还提供阅读学习策略指导，以帮助学生更有效地进行阅读学习。

Be a Good Writer: 包括指导性写作和应用写作。指导性写作将学生置于段落构成的语篇环境之中，引导具体语篇的逻辑性，并通过任务驱动引导学生完成写作。应用写作则侧重培养学生应用文的写作能力，例如倡议书等常见应用文的写作方法和技巧。

Do You Know: 为实现立德树人根本任务，选取与单元主题相关的文章，侧重文化背景与文化差异，践行深化文明交流互鉴的理念，推动中华文化更好走向世界，培养学生对中国文化的理解和阐释能力，增强他们的跨文化意识和跨文化交际能力。通过了解不同文化背景下的思想观念、价值观念和行为规范，学生可以形成开放包容的文化心态，更好地适应全球

化时代的挑战。

Project: 基于单元话题设置项目活动,活动形式多样,包括调研、讨论、口头报告和演讲等,旨在培养学生的创新思维、调查研究能力和沟通合作意识。通过参与这些项目活动,学生可以将所学知识应用于实际情境之中,从而提高实践能力和核心素养。

“新思大学英语”系列教材由外语教育专家和一线教师分工协作、集体编写而成。本系列教材由东北大学王勃然担任总主编,《新思大学英语综合教程3》由东北大学王勃然、杨柏艳担任主编。宋岩、郝丽霞、徐畅参与编写。衷心希望这套积极落实《大学英语教学指南(2020版)》精神和全新教学理念的教材能够成为学生英语学习旅程中的得力助手。虽然编者在编写过程中力求创新,但受限于水平和经验,教材中难免存在一些不足之处。诚挚期盼广大师生在使用过程中不吝赐教,提出宝贵的意见和建议。

新思大学英语系列教材编写团队

Contents

Unit	Unit 1 Crossing Cultures, Building Bonds	Unit 2 Inspiring Icons	Unit 3 Beauty and Beyond	Unit 4 Digital Minds, Ethical Actions
Be a Good Listener	<p>Before Listening Listening Focus</p> <p>While Listening Conversation: Cultural Awareness Project Passages: Cultural Exchange Festival Cultural Differences News Report: China International Communication Group</p> <p>After Listening Group Discussion</p>	<p>Before Listening Listening Focus</p> <p>While Listening Conversation: Role Models Passages: Lu Ban's Story The Origin of Term "Kaimo" News Report: Wan Buyan's Story</p> <p>After Listening Group Discussion</p>	<p>Before Listening Listening Focus</p> <p>While Listening Conversation: Fashion Aesthetics Passages: <i>Statue of David</i> Chinese Poetry News Report: Art Education</p> <p>After Listening Group Discussion</p>	<p>Before Listening Listening Focus</p> <p>While Listening Conversation: Digital Literacy Passages: Media Multitasking Data Protection Laws News Report: China's AI Education</p> <p>After Listening Group Discussion</p>
Be a Good Speaker	<p>Pre-speaking Activities Talk and Discuss: High-context and Low-context Cultures</p> <p>While Speaking Read and Listen: Communication Styles in High-context and Low- context Cultures Talk and Explore</p> <p>Extended Speaking Talk and Act: Culture Shock and Different Communication Styles</p>	<p>Pre-speaking Activities Talk and Discuss: Qualities of Role Models</p> <p>While Speaking Read and Listen: A Campaign to Learn from Role Models Talk and Explore</p> <p>Extended Speaking Talk and Act: Influence of Role Models</p>	<p>Pre-speaking Activities Talk and Discuss: Elements and Features of Architecture</p> <p>While Speaking Read and Listen: Elements and Features of Chinese Architecture Talk and Explore</p> <p>Extended Speaking Talk and Act: New Architectural Trends and Cultural Elements</p>	<p>Pre-speaking Activities Talk and Discuss: Information Literacy</p> <p>While Speaking Read and Listen: Tips for Improving Information Literacy Talk and Explore</p> <p>Extended Speaking Talk and Act: Information Cocoon and Information Literacy</p>
Be a Good Reader	<p>Pre-reading Activities Tick and Interview</p> <p>While Reading Text A: Navigating Culture Shock Text B: Digital Technologies Drive Chinese Culture Globally</p> <p>Language in Use Word Training Expression Training Translation Training</p>	<p>Pre-reading Activities Old Sayings and Interview</p> <p>While Reading Text A: What Role Models Teach Us Text B: Hero Soldier Remains a Role Model in China</p> <p>Language in Use Word Training Expression Training Translation Training</p>	<p>Pre-reading Activities Classification and Discussion</p> <p>While Reading Text A: What Truly Makes Beauty Text B: Beauty</p> <p>Language in Use Word Training Expression Training Translation Training</p>	<p>Pre-reading Activities Tick and Discuss</p> <p>While Reading Text A: Is Artificial Empathy Good or Bad? Text B: I Quit Teaching Because of LLMs</p> <p>Language in Use Word Training Expression Training Translation Training</p>
Be a Good Writer	<p>Pre-writing Preparation Reflective Writing</p> <p>While Writing Topic Choice Deconstruction Writing Sample Practical Writing: A Personal Experience of Culture Shock</p>	<p>Pre-writing Preparation Profile Writing</p> <p>While Writing Theme Identifying Brainstorming Writing Sample Practical Writing: Lei Feng: China's Beloved Role Model</p>	<p>Pre-writing Preparation Counterarguments and Refutations</p> <p>While Writing Topic Choice Identifying and Analyzing Writing Sample Practical Writing: The Power of Inner Beauty</p>	<p>Pre-writing Preparation Classification Paragraph</p> <p>While Writing Classifying Brainstorming Writing Sample Practical Writing: Ethics of Online Gaming and Behaviour</p>
Do You Know	Cultural Conflicts Between the East and the West	Role Models in the East and the West	The Sound Spins Around for Three Days	Networked Philanthropy
Project	Building Bridges emdash Navigating Cultural Conflicts	Celebrating the Power of Role Models in a Global Context	Beauty in Daily Life	Ethical Use of Social Media

Unit 5 Mega Projects

Before Listening

Listening Focus

While Listening

Conversation: FAST

Passages: BeiDou Navigation Satellite System

Beijing National Stadium

News Report: Shenzhen-Zhongshan Link

After Listening

Group Discussion

Pre-speaking Activities

Talk and Discuss: Characteristics and Importance of Mega Projects

While Speaking

Read and Listen: Three Gorges Dam

Talk and Explore

Extended Speaking

Talk and Act: Impact of Mega Projects

Pre-reading Activities

Discuss and Rank

While Reading

Text A: Engineering Feats Showcasing China's Growing Power

Text B: A Sustainable and Earthquake-resistant Skyscraper

Language in Use

Word Training

Expression Training

Translation Training

Pre-writing Preparation

Expository Writing

While Writing

Identifying and Analyzing

Brainstorming

Writing Sample

Practical Writing: COMAC C919

China's Mega Projects Abroad:
Reshaping Global Infrastructure

Appreciating China's Engineering
Achievements as Global Role Models

Unit 6 Geo-heritage and Eco-challenge

Before Listening

Listening Focus

While Listening

Conversation: Coral Bleaching

Passages: Wetlands

Zhangjiajie National Forest Park

News Report: Badain Jaran Desert and

Migratory Bird Sanctuaries

After Listening

Group Discussion

Pre-speaking Activities

Talk and Discuss: The Yangtze River

While Speaking

Read and Listen: Ecotourism

Talk and Explore

Extended Speaking

Talk and Act: Promoting Tourism and Geo-heritage Conservation

Pre-reading Activities

Activating and Setting

While Reading

Text A: Karst Landscapes—Nature's Masterpieces of Erosion

Text B: Ecotourism—Protecting Natural Heritage for Future Generations

Language in Use

Word Training

Expression Training

Translation Training

Pre-writing Preparation

Advocacy Writing

While Writing

Topic Choice

Brainstorming

Writing Sample

Practical Writing: Should Fragile Geo-heritage Sites Be Closed During Extreme Weather

The Hidden Beauty of Desert Roses

Sustainable Ecotourism Campaign

Unit 7 Crisis, Change and Challenge

Before Listening

Listening Focus

While Listening

Conversation: Climate Change

Passages: Natural Disasters

Energy Crisis

News Report: Annual National Dialogue

After Listening

Group Discussion

Pre-speaking Activities

Talk and Discuss: Methods for Improving the Environment

While Speaking

Read and Listen: Building a Beautiful

China

Talk and Explore

Extended Speaking

Talk and Act: Climate Change in the Community and a Sustainable Future

Pre-reading Activities

Chinese Proverbs and Discussion

While Reading

Text A: Climate Concerns and Hope Across Time and Space

Text B: Being on the Way

Language in Use

Word Training

Expression Training

Translation Training

Pre-writing Preparation

Outline Writing

While Writing

Completing

Brainstorming

Writing Sample

Practical Writing: The Role of Renewable Energy in Combating Climate Change

Important Agreements and Mechanisms of International Cooperation

Drafting a Letter to the Government

Unit 8 Global Goals, Global Good

Before Listening

Listening Focus

While Listening

Conversation: Youth Activism

Passages: China's Medical Aid in African

UN Spotlight Programme

News Report: High-level Dialogue on

Global Development

After Listening

Group Discussion

Pre-speaking Activities

Talk and Discuss: Addressing Global Issues

While Speaking

Read and Listen: Global Citizenship

Talk and Explore

Extended Speaking

Talk and Act: Global Vision and Citizen

Pre-reading Activities

Talk and Discuss

While Reading

Text A: One Belt, One Road—Reflections from an Economist

Text B: International Cooperation Tackles the Global Food Crisis

Language in Use

Word Training

Expression Training

Translation Training

Pre-writing Preparation

Writing Skills: A Single-paragraph

Introduction

While Writing

Arranging an Introduction

Brainstorming

Writing Sample

Practical Writing: Facing Global Development Issues as College Students

The First International Organization

World Education



Crossing Cultures, Building Bonds

Preview

Hello, everyone! Today, we're diving into the rich cultural diversity. We'll explore the fascinating cultural differences and how they shape our interactions. We'll uncover the concepts of high-context and low-context cultures, and see how they impact communication in our daily lives and beyond. We'll also learn to be better listeners and more effective speakers, and gain insight into how cultural gaps can be bridged through understanding and respect.

This unit is opening your eyes to the beautiful complexity of the global community. You'll reflect on your own cultural identity, share personal experiences, and discover how to navigate the challenges of cross-cultural encounters.

Let's embark on this enlightening journey together!



Learning Objectives

After learning this unit, you will be able to:

- understand key concepts and ideas about cultural differences;
- talk about high-context and low-context cultures;
- know how to bridge cultural gaps and communicate globally;
- write about a personal experience of culture shock;
- improve cross-cultural communication awareness and competence.

Be a Good Listener

Before Listening

Listening Focus

Conversation

It's not just about festivals or traditions, but the values and behaviour that we take for granted.

Passages

This event is a lively celebration of the world's rich cultural heritage, bringing students, faculty, and community members from diverse backgrounds together.

It's a chance to embrace the beauty of cultural diversity and build connections that transcend borders.

Sometimes, people from different cultures might feel like two ships navigating in the night, unable to understand each other.

Therefore, being mindful of cultural differences in communication is essential for successful dialogue.

News Report

The report not only highlighted China's new progress and achievements in cultural exchange with the world but also explored its future characteristics and trends.

The goal of the report was to promote greater cultural exchange and mutual learning between China and other countries.

While Listening

Conversation

Listen to a conversation between two college students and then answer the following questions briefly.

1. What is the first step to start the cultural awareness project?

Vocabulary

subtle /'sʌtl/ *adj.* 不易察觉的; 不明显的; 微妙的

eye-opener

/'aɪ əʊpəʊnə(r)/ *n.* 使人大开眼界的事情 (或经历等)

2. What is the speakers' opinion when they mention how they communicate?

3. What does the woman realize through the project?

4. What do the speakers think is the benefit of understanding their own culture?

5. What will the speakers do next according to the conversation?

Passages

A Listen to a welcome speech and tell whether the following statements are True (T), False (F) or Not Mentioned (NM).

- () 1. The 10th Annual Cultural Exchange Festival is targeted at students and faculty only.
- () 2. The food court offers authentic dishes from over 50 countries.
- () 3. There are interactive workshops where you can learn to make Indian henna designs.
- () 4. There will be a special exhibition of modern art at the festival.
- () 5. The festival aims to share and learn, embrace cultural diversity, and build connections that transcend borders.

Vocabulary

celebration /ˌselɪˈbreɪʃn/ *n.*
庆典; 庆祝活动
cuisine /kwiˈziːn/ *n.* (通常指昂贵餐馆中的) 饭菜, 菜肴
artefact /ˈɑːtɪfækt/ *n.* 人工制品, 手工艺品 (尤指有历史或文化价值的)
authentic /ɔːˈθentɪk/ *adj.*
地道的; 真正的
Indian henna design 印度彩绘

B Listen to a passage about cultural differences and fill in the blanks with words or phrases.

1. Cultural differences have _____ on the ways people communicate.
2. Culture influences how we talk to one another, the language we use, and _____ types of communication.
3. Understanding cultural differences is especially important in _____ where cultural _____ can affect the decision-making process and how messages are interpreted.
4. By understanding another person's cultural background, it becomes much easier to connect and _____ meaningful interactions.
5. When we understand and _____ these differences, we can build stronger relationships and avoid _____.

Vocabulary

interpret /ɪnˈtɜːprət/ *v.* 诠释; 说明
frankness /ˈfræŋknəs/ *n.*
坦率; 直率
put together 组装; 组织; 汇集

News Report

Vocabulary

highlight /'haɪlaɪt/ *v.* 突出; 强调
 characteristic
 /ˌkærəktə'rɪstɪk/ *n.* 特征; 特点; 品质
 ultimate /'ʌltɪmət/ *adj.* 最后的; 最终的; 终极的
 publicly /'pʌblɪkli/ *adv.* 人人皆知地; 公开地
 recovery /rɪ'kʌvəri/ *n.* 改善; 回升; 复苏
 diverse /daɪ'vɜːs/ *adj.* 不同的; 相异的; 多种多样的; 形形色色的
 remarkable /rɪ'mɑːkəbl/ *adj.* 非凡的; 奇异的; 显著的; 引人注目的

Listen to a news report and choose the best answer to each question.

- When was the *Report on China's Cultural Exchanges with the World (2023)* unveiled?

A. On September 9, 2023.	B. On September 19, 2023.
C. On September 9, 2024.	D. On September 19, 2024.
- What is the main purpose of the report?

A. To document China's cultural exchange history and achievements.	B. To boost cultural exchange and mutual learning between China and the world.
C. To provide a detailed account of China's economic and cultural growth.	D. To demonstrate China's advancement in technology and innovation in regard to cultural exchange.
- Which of the following fields was NOT mentioned where China's cultural exchange activities yielded remarkable results in 2023?

A. Communication.	B. Cultural industries.
C. Healthcare.	D. Tourism.

After Listening

Group Discussion

From the above conversation, passages and news report, we see that understanding our culture and cultural differences is crucial in bridging cultural gaps and building bonds. Within the group, share your thoughts on the following questions:

- What cultural traits do you think define you as Chinese?
- Can you share a personal experience where understanding another culture has led to a better interaction or relationship?
- What role do you think young people can play in promoting cultural exchange and mutual learning?



Be a Good Speaker

Pre-speaking Activities

Talk and Discuss

A Brainstorm the key features of high-context and low-context cultures.

High-context Culture	Low-context Culture
1. reliance on non-verbal cues	1. explicit and direct communication
2. indirect communication	2. task-oriented interactions
3. strong emphasis on relationships	3. individualism
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____

B Based on the features listed above, name two or three typical countries with high-context or low-context culture. Discuss with your partner the differences between high-context and low-context countries.

A: Hey, have you ever heard of high-context and low-context countries?

B: Yeah. In Japan, which is a high-context country, people expect others to understand their intentions based on

the context and their relationship.
the surrounding situation and shared experience.
the environment and mutual understanding.
the background and implicit body language.

A: Right. And in low-context countries, communication is more explicit and direct. Like in Switzerland, people

often say exactly what they mean.
usually express themselves clearly and directly.
tend to be straightforward and frank in their communication.

B: Exactly. And this difference can sometimes lead to misunderstandings when people from these two types of cultures interact.

While Speaking

Read the following conversation and identify the different communication styles associated with high-context and low-context cultures.

Read and Listen

Two college friends, Alex and Mei, are talking about high-context and low-context cultures.

Alex: Hey, Mei. I was just reading a passage about high-context and low-context cultures. It's fascinating how different our communication styles can be based on the two cultures.

Mei: Yes. In China, we often rely on non-verbal cues and subtleties to convey our messages. It's a high-context culture, you see.

Alex: It's true. And in the US, we're more direct in our communication. We're in a low-context culture, so we value clear and explicit language. What challenges do you think they may encounter when these two cultures communicate?

Mei: Well, in high-context cultures like mine, we might expect the other person to understand our intention without stating it explicitly. This may lead to misunderstandings.

Alex: That's a good point. For us, if something isn't stated outright, we might not understand what's going on. It's like when I first came to China and tried to negotiate a price for a souvenir, I didn't realize I was supposed to read between the lines.

Mei: Haha, yes, that can be quite a culture shock.

Alex: Agreed.

Talk and Explore

In pairs, practice understanding the differences between high-context and low-context communication styles and resolve potential misunderstandings in English. The following expressions may help:

We value your proposal, but certain aspects may require further internal discussion.

Could you specify which part of the timeline concerns you?

In our culture, it's customary to approach sensitive topics more indirectly.

When you mentioned X, I understood it as Y. Is that correct?

Perhaps we can adjust the timeline through discussion to meet both parties' needs.

To ensure alignment, let's summarize the key points we've agreed on so far.

Extended Speaking

Talk and Act

Situation 1 You and your partner are preparing a cross-cultural communication workshop which is dedicated to solving the problems of culture shock. What do you think of culture shock? Talk about this issue with one of your classmates.

A: *What does culture shock mean to you?*

B: *It describes the confusing or uncomfortable emotions I might experience when I'm exposed to a new cultural environment.*

Reference Expressions

How can we reduce culture shock?

Culture shock can be reduced by clarifying expectations upfront.

Adapting communication styles like asking open-ended questions fosters mutual understanding.

Creating hybrid strategies such as written summaries and face-to-face discussions balances both styles.

Taking time to learn about the new culture ahead of your arrival can significantly improve your ability to adapt to a new environment.

Situation 2 Read the following conversation between Alex (from a low-context culture) and Mei (from a high-context culture). Discuss your solutions to Alex's question.

Alex: *Mei, during our group project, I noticed you didn't voice disagreements openly. I thought everything was fine, but later you mentioned concerns. Why didn't you bring them up earlier?*

Mei: *In my culture, directly opposing someone in public can cause embarrassment. I hinted at my concerns through suggestions, hoping the team would notice.*

Alex: *Oh, I completely missed that! In my culture, we're taught to speak up immediately. How can we work better together next time?*

Reference Expressions

Maybe we could set a middle ground, such as private feedback sessions for sensitive issues and explicit verbal updates during meetings.

Conduct sessions to educate participants on the differences between high-context (HC) and low-context (LC) communication styles. Use case studies to illustrate misunderstandings and strategies to avoid them.

While Reading

Text A

Navigating Culture Shock

- Para. 1** As a third-year doctoral candidate at **the University of Auckland**, I experienced an **academic culture shock** when I travelled from China to pursue my degree. Despite being an English major, I was still unprepared for the differences in academic expectations. My first essay, returned with a barely passing grade, was a wake-up call. It was the lowest mark I had ever received, and I felt a deep sense of sadness and self-doubt. In Chinese culture, academic performance was highly valued, and I worried that I would disappoint my parents and bring shame upon them.
- Para. 2** I met with the professor who graded my essay and asked what had gone wrong. He explained that while my writing was technically fine, it lacked critical thinking that Western academia emphasized. I did a thorough literature review but didn't demonstrate my own opinions or analyze why I had chosen certain perspectives. Then I realized I had been writing like a cook following a recipe, rather than a chef who understood and innovated with ingredients.
- Para. 3** This experience motivated me to explore the emotional writing experiences of Chinese international doctoral students at the University of Auckland for my doctoral research. I surveyed 73 out of 95 students who met my criteria and interviewed 22 of them in person. Those students from various faculties shared their positive and negative writing experiences and how they reacted to these challenges.
- Para. 4** I discovered that many Chinese students had arrived in New Zealand unprepared for the academic environment and faced negative experiences due to cultural misunderstandings. The transition from one academic culture

Notes

The University of Auckland is a top-ranked institution in New Zealand. Established in 1883, it offers diverse programmes in art, science, engineering, and business. Known for its strong research focus and global reputation, it attracts students worldwide.

academic culture shock refers to the feelings of confusion, stress, and disorientation that students experience when they move to a new academic environment. This can happen when students go to a different country or even a different type of school. It involves adjusting to new teaching styles, expectations, and social norms in the academic setting.





to another involved a deep understanding of the underlying values and expectations that shaped the academic environment. In China, schools and colleges emphasized good grades, with a focus on mastering established knowledge. In contrast, the Western academic environment, particularly in the UK and New Zealand, placed a strong emphasis on critical thinking, independent research, and the ability to challenge existing ideas.

Para. 5 This fundamental difference in educational philosophy could create significant challenges for Chinese students like me. The shift from a system where correct answers were clear-cut to one where the value lay in questioning and exploring multiple perspectives could be confusing. The pressure to adapt to these new expectations while maintaining high academic standards could lead to inadequate and frustrated feelings.

Para. 6 One area of potential distress is the relationship between students and their PhD supervisors. Chinese students often believe they should maintain a distance from their supervisors, hiding their struggles to appear competent, while the supervisors in New Zealand may assume that silence means everything is fine. In reality, the opposite is often true. I hope my research can help bridge this gap and provide effective methods.

Para. 7 Supervisors and students may have an open discussion about their expectations from the outset. Another effective approach is to encourage regular check-ins, where both students and supervisors can openly discuss their progress and any issues that may arise. This isn't just a formality; it's a key factor in helping students develop through specific and positive feedback. Students may feel comfortable when sharing their concerns without fear of judgment.

Para. 8 Additionally, universities can offer cultural orientation programmes for both international students and supervisors. These programmes provide valuable insight into the cultural backgrounds and expectations of each group. By understanding and respecting these cultural backgrounds, both students and supervisors can create a more supportive and effective academic environment. Workshops on effective communication, conflict resolution, and cultural sensitivity can also equip students and supervisors with the tools they need to navigate these challenges.

Para. 9 Beyond formal support structures, building a supportive community for international students can play a significant role in their success. Peer support groups, mentorship programmes, and social events provide them with a sense of belonging and a safe space to share their experiences. These help alleviate feelings of isolation and loneliness, which are common among international students.

Para. 10 My journey through academic culture shock has highlighted the importance of understanding and respecting cultural differences in the academic environment. Open communication, cultural orientation, and supportive communities create a more inclusive and effective academic environment for international students. I hope my research will contribute to the ongoing efforts to support Chinese international students in their academic pursuit and help them thrive academically and emotionally, ultimately enriching the global academic community.

(735 words)

Text Understanding

A Vocabulary building. Pick out 3~5 new words from the text and try to guess the meanings according to the context. Then look them up in the dictionary and write down their definitions.

New Words	Paragraph	My Guess	Dictionary Definition

B Text organization. Read the text and then complete the missing parts of the text outline.

Experiencing Academic Culture Shock (Para. 1~2)

A. The author's initial 1 _____ in the foreign academic system. (Para. 1)

B. The author realized the importance of 2 _____ in Western academia from a professor's feedback. (Para. 2)

Research and Discovery (Para. 3~6)

A. The author's research on 3 _____ of Chinese international doctoral students at the University of Auckland. (Para. 3)

B. Differences in educational systems and philosophy. (Para. 4~5)

C. The strained relationship between Chinese international students and 4 _____. (Para. 6)

Strategies for Bridging Cultural Gaps (Para. 7~9)

A. The importance of 5 _____ between international students and their supervisors. (Para. 7)

B. Universities' role in providing 6 _____ programmes and workshops. (Para. 8)

C. Building a supportive community through 7 _____. (Para. 9)

Conclusion (Para. 10)

The author's reflection on the importance of addressing 8 _____ and enriching the global academic community.

C Comprehension check. Choose the best answer to each question.

- What is the author's primary purpose of writing the article?
 - Criticizing the Chinese educational system for its focus on result-orientation.
 - Highlighting the emotional struggles of Chinese international students in New Zealand.
 - Proposing solutions for bridging cultural gaps in an academic environment.
 - Comparing the teaching styles of New Zealand universities.
- What prompted the author to conduct research on Chinese international students?
 - A personal struggle in adapting to New Zealand's academic culture.
 - A survey showing high dropout rates among Chinese international students.
 - A desire to improve her English writing skills for doctoral studies.
 - A professor's feedback about lacking critical thinking in her essay.

3. What fundamental difference in educational philosophy challenges Chinese international students?
 - A. The shift from a system emphasizing correct answers to one highlighting questioning and multiple perspectives.
 - B. The shift from a system emphasizing rote learning to one highlighting independent research.
 - C. The shift from a system emphasizing mastering established knowledge to one highlighting overturning existing ideas.
 - D. The shift from a system emphasizing memorization to one highlighting critical thinking.
4. Why did Chinese students avoid discussing struggles with their supervisors?
 - A. They feared being judged as incompetent or disrespectful.
 - B. They prioritized independent research over collaboration.
 - C. They lacked confidence in their English communication skills.
 - D. They preferred informal feedback from peers instead.
5. According to the text, which of the following is a recommendation for improving the student-supervisor relationship?
 - A. Increasing the number of academic workshops for supervisors.
 - B. Encouraging regular structured meetings for open dialogues.
 - C. Requiring students to submit weekly progress reports.
 - D. Limiting communication to formal written feedback.

D Debate. Drawing from the challenges faced by Chinese international students, discuss whether international students should prioritize adapting to new cultural and academic norms for growth or uphold their familiar practices for stability. Choose a stance and justify your reasoning.

Word List

doctoral /'dɒktərəl/ *adj.* connected with a doctorate 博士的；博士学位的

candidate /'kændɪdət/ *n.* a person or group that is considered suitable for sth or that is likely to get sth or to be sth 被认定适合者；被认定有某种结局者

unprepared /ˌʌnpri'peəd/ *adj.* not ready or not expecting sth 无准备的；没有预料的；无防备的

academia /ˌækə'di:mɪə/ *n.* the world of learning, teaching, research, etc. at universities, and the people involved in it 学术界

thorough /'θʌrə/ *adj.* done completely; with great attention to detail 彻底的；完全的；深入的；细致的

criterion /kraɪ'tɪəriən/ *n.* a standard or principle by which sth is judged, or with the help of which a decision is made (评判或作决定的) 标准，准则，原则

underlying /ˌʌndəˈlaɪɪŋ/ *adj.* important in a situation but not always easily noticed or stated clearly 根本的; 潜在的; 隐含的

fundamental /ˌfʌndəˈmentl/ *adj.* central; forming the necessary basis of sth 基础的; 基本的

philosophy /fəˈlɒsəfi/ *n.* a particular set or system of beliefs resulting from the search for Knowledge about life and the universe 哲学思想; 哲学体系

clear-cut /ˌkliəˈkʌt/ *adj.* definite and easy to see or identify 明确的; 明显的; 易辨认的

multiple /ˈmʌltɪpl/ *adj.* many in number; involving many different people or things 数量多的; 多种多样的

inadequate /ɪnˈædɪkwət/ *adj.* not enough; not good enough 不充分的; 不足的; 不够的

distress /dɪˈstres/ *n.* a feeling of great worry or unhappiness; great mental pain 忧虑; 悲伤; 痛苦

supervisor /ˈsuːpəvaɪzə(r)/ *n.* in some college, a teacher with responsibility for a particular student. (某些学院中学生的) 指导教师, 导师

competent /ˈkɒmpɪtənt/ *adj.* having enough skill or knowledge to do sth well or to the necessary standard 足以胜任的; 有能力的; 称职的

assume /əˈsjʊm/ *v.* to think or accept that sth is true but without having proof of it 假定; 假设; 认为

formality /fɔːˈmæləti/ *n.* a thing that you must do as part of an official process, but that has little meaning and will not affect what happens 例行公事

orientation /ˌɔːriənˈteɪʃn/ *n.* training or information that you are given before starting a new job, course, etc. (任职等前的) 培训, 训练; 迎新会

supportive /səˈpɔːtɪv/ *adj.* encouraging sb or giving them help or sympathy 给予帮助的; 支持的; 鼓励的; 同情的

sensitivity /ˌsensəˈtɪvəti/ *n.* the fact of needing to be treated very carefully because it may offend or upset people 敏感性

mentorship /ˈmentʃɪp/ *n.* the advice and help provided by a mentor to a less experienced person over a period of time, especially as part of a formal programme in a company, university, etc. 导师制; 辅导关系

isolation /ˌaɪsəˈleɪʃn/ *n.* the state of being alone or lonely 孤独; 孤立状态

inclusive /ɪnˈkluːsɪv/ *adj.* deliberately including people, things, ideas, etc. from all sections of society, points of view, etc. 包容广阔的; 范围广泛的

ongoing /ˈɒŋɡəʊɪŋ/ *adj.* continuing to exist or develop 持续存在的; 仍在进行的; 不断发展的

Phrases & Expressions

in person being physically present at a place or event 亲自

react to to respond to sth in a particular way, often as a result of an event or stimulus 对……做出反应

in contrast used to show that sth is different or opposite to what has just been mentioned 相反; 相比之下

place an emphasis on to give special importance or attention to sth 强调; 重视

adapt to to change your behaviour so that it is easier to live in a particular place or situation 适应

from the outset from the beginning of a situation or process 从一开始

play a role in to be involved in or contribute to sth 在……中发挥作用

Text B

Digital Technologies Drive Chinese Culture Globally

Para. 1 In the digital age, the dissemination of Chinese cultural heritage has been significantly empowered by innovative technologies. From video games and virtual reality (VR) to digital platforms, they all are providing new and engaging ways to share the rich Chinese culture with a global audience.

Para. 2 Video games have emerged as a powerful medium for cultural exchange. One notable example is the Chinese hit game “**Black Myth: Wukong**”, which draws inspiration from the classic Chinese novel *Journey to the West*. This game, considered China’s first **triple-A** video game, has achieved remarkable success, selling over 10 million copies within just three days after its launch. The game’s meticulously depicted artefacts, scenes, and grand music convey the essence of Chinese aesthetics, making it an immersive cultural experience for players worldwide.



Para. 3 Another successful example is “**Genshin Impact**”, developed by miHoYo. This open-world adventure game incorporates elements of Chinese mythology, architecture, and traditional clothes. It has not only gained a massive number of global followers but also sparked interest in Chinese culture among players. The success of video games demonstrates how digital technology can make cultural heritage more accessible and engaging.

Para. 4 Digital platforms and social media also play a crucial role in preserving and promoting Chinese cultural heritage. The Palace Museum has digitized over 100,000 cultural relics and established a Digital Artefact Repository, making high-resolution images available to the public. Traditional Chinese festivals such as the Mid-autumn Festival and the Spring Festival are widely shared through videos and posts on platforms like TikTok or YouTube. These platforms provide a space for cultural exchange, allowing people worldwide to learn about Chinese traditions and customs. For instance, the fish-shaped lantern dance from Zhanqi village in Anhui Province has gained widespread attention on social media. The village gala, featuring this traditional performance, was live-streamed on short video platforms, allowing the online audience to experience the charm of this centuries-old tradition from afar.

Para. 5 The developed VR system showcases outstanding performance in virtual environment rendering and user interaction, providing a new channel for global

Notes

Black Myth: Wukong is an action-adventure game developed by Game Science. It features stunning visuals and a rich storyline based on the classic Chinese mythology of Sun Wukong.

Triple-A in the context of video games refers to high-budget, high-profile games developed and published by major studios. These games typically have large development and marketing budgets and are often compared to Hollywood blockbusters.

Genshin Impact is a free-to-play open-world action RPG. Players explore the vast world of Teyvat, using elemental powers and switching between characters to defeat enemies.

dissemination and cultural exchange. For example, the Dunhuang Academy has developed VR experiences that allow users to explore the Mogao Caves in detail. These measures help protect fragile artefacts while providing an immersive experience that fosters a deeper understanding of Chinese cultural heritage.



Para. 6 Another example is the application of VR technology in spreading traditional Chinese paper-cutting art. VR can efficiently digitize and widely disseminate paper-cutting art by integrating modern technologies.

Para. 7 While digital technologies offer immense opportunities for cultural heritage preservation and dissemination, several challenges remain. Ensuring the authenticity and historical accuracy of digital representations is crucial. Additionally,

the digital divide' where not everyone has equal access to digital technology, can limit the reach of these initiatives. Senior intangible cultural heritage (ICH) inheritors face significant challenges, which include the digital access divide, the digital capability divide and the digital output divide. Addressing these challenges requires collaboration among technologists, historians, and cultural experts to create inclusive and accurate digital experiences. Besides, collaborative governance involving multiple societal actors is crucial. This includes implementing policies that support ICH digitization, enhancing digital education for senior ICH inheritors, and establishing digital platforms for ICH.

Para. 8 Through innovative games, virtual experiences, digital platforms and social media, Chinese culture is reaching new heights of visibility and appreciation. As we look to the future, it is essential to continue leveraging digital technologies to preserve and promote cultural heritage. By doing so, we can ensure that the rich tapestry of Chinese culture continues to inspire and educate people around the world.

(606 words)

Text Understanding

A Chart filling. Read the text and find out the digital empowerment of Chinese culture.

Category	Description
Video Games	<p>“Black Myth: Wukong” is inspired by the classic novel 1 _____.</p> <p>“Genshin Impact” incorporates elements of Chinese mythology, architecture, and 2 _____.</p>
Digital Platforms and 3 _____	<p>The Palace Museum has digitized over 4 _____ cultural relics.</p> <p>The fish-shaped lantern dance from Zhanqi village gained popularity on social media.</p>
VR Technology	<p>The Dunhuang Academy developed 5 _____ for the Mogao Caves.</p> <p>It has been applied to spread traditional Chinese paper-cutting art.</p>

B Comprehension check. Answer the following questions according to the text.

1. What role do video games play in the dissemination of Chinese cultural heritage?

2. How does the game “Black Myth: Wukong” contribute to cultural exchange?

3. How does the Palace Museum use digital technology to preserve cultural relics?

4. What opportunities does VR technology offer for experiencing Chinese cultural heritage?

5. What challenges are associated with using digital technologies for cultural heritage preservation and dissemination?

C Matching. Match the following statements with the corresponding digital technologies or platforms mentioned in the text.

Statements	Digital Technologies/Platforms
1. It is China's first triple-A video game and has sold over 10 million copies.	A. TikTok/ YouTube
2. It has digitized over 100,000 cultural relics to enhance cultural education.	B. The Dunhuang Academy
3. It has developed VR experiences that allow users to explore the Mogao Caves in detail.	C. Genshin Impact
4. It is developed by miHoYo and is an open-world adventure game.	D. Black Myth: Wukong
5. It has been used to share traditional Chinese festivals like the Mid-autumn Festival.	E. The Palace Museum

D Critical thinking. Given the role of digital technologies in preserving and promoting Chinese cultural heritage, discuss the potential consequences of not addressing the challenges associated with digital technology.

Word List

dissemination /dɪˌsemɪˈneɪʃn/ *n.* the act of spreading information or knowledge so that it reaches many people 散布, 传播 (信息、知识等)

meticulously /məˈtɪkjələsli/ *adv.* in a way that pays careful attention to every detail 细心地; 小心翼翼地

mythology /mɪˈθɒlədʒi/ *n.* ancient myths in general; the ancient myths of a particular culture, society, etc. (统称) 神话; 某文化 (或社会等) 的神话

digitize /ˈdɪdʒɪtaɪz/ *v.* to change data into a digital form that can be easily read and processed by a computer (使数据) 数字化

high-resolution /ˌhaɪ rezəˈlu:ʃn/ *adj.* (of a photograph or an image on a computer or television screen) showing a lot of clear sharp detail 高分辨率的; 高清晰度的

gala /ˈɡɑ:lə/ *n.* a special public celebration or entertainment 庆典; 盛会; 演出

live-stream /ˈlaɪv stri:m/ *v.* to broadcast or receive live video and sound of an event over the Internet 实时流播, 网

络直播（通过互联网实时播放或接收声像）

rendering /'rɛndərɪŋ/ *n.* the particular way in which sth is performed（计算机）描绘（指用色彩和明暗处理手法使轮廓图像更具立体感）

academy /ə'kædəmi/ *n.* a type of official organization that aims to encourage and develop art, literature, science, etc.（艺术、文学、科学等的）研究院，学会

disseminate /dɪ'semɪneɪt/ *v.* to spread information, knowledge, etc. so that it reaches many people 散布，传播（信息、知识等）

authenticity /ˌɔːθən'tɪsəti/ *n.* the quality of being true or what sb claims it is 真实性；确实性

accuracy /'ækjərəsi/ *n.* the state of being exact or correct; the ability to do sth with skill and without making mistakes 准确（性）；精确（程度）

representation /ˌreprɪzen'teɪʃn/ *n.* the act of presenting sb/sth in a particular way; sth that shows or describes sth 表现；描述；描绘；表现形式

historian /hɪ'stɔːriən/ *n.* a person who studies or writes about history; an expert in history 史学工作者；历史学家

visibility /ˌvɪzə'bɪləti/ *n.* the fact of attracting attention or being easy to see 可见性；明显性

Phrases & Expressions

virtual reality (VR) images and sounds created by a computer that seem almost real to the user, who can interact with them by using sensors（计算机创造的）虚拟现实，拟境（用户可使用传感器与之互动）

from afar from a long distance away 从远处

in detail examining, explaining, or describing sth thoroughly and comprehensively, covering all aspects, components, or specifics 详细地

digital divide the very large difference in opportunity between people who can easily access computers and the Internet and people who cannot 数字鸿沟（指因使用因特网和电子邮件的条件不同而造成的机遇不平等）

intangible cultural heritage (ICH) practices, representations, expressions, knowledge, and skills that communities, groups, and, in some cases, individuals recognize as part of their cultural heritage 非物质文化遗产

collaborative governance a process where diverse stakeholders, including government agencies, private sector entities, non-profit organizations, and community groups, work together to address public issues and make decisions 协同治理

Language in Use

Word Training

- A** Word formation. Form new words by adding “-ate” according to the rule of derivatives.

Words	Add “-ate”	Chinese Meanings
demonstration		
alleviation		
dissemination		
incorporation		
innovation		
navigation		

Derivatives

The verb suffix “-ate” is used to form verbs, often indicating “to make” or “to perform an action.” It typically originates from Latin and is common in formal or academic contexts. For example:
 creation-create
 active-activate
 celebration-celebrate

- B** Banked cloze. Complete the passage below with the words from the word bank. Note that each word can be used only once.

A. fundamental B. inadequate C. collaboration D. underlying
 E. dissemination F. resolving G. sensitivity H. distress

Cultural conflict arises when different cultural values, beliefs, or practices clash, often due to a lack of understanding or acceptance of the 1 _____ principles that define each culture. One key to 2 _____ such conflicts is the ability to recognize the 3 _____ differences in philosophy that shape how people perceive the world. For instance, what may seem appealing or logical in one culture might cause frustration or 4 _____ in another.

A common source of conflicts is the 5 _____ communication, which can lead to misunderstandings. To address this, promoting inclusive dialogue is essential. This requires 6 _____ to the nuances of each culture and a willingness to adapt to the changes. The 7 _____ of knowledge about different cultural practices can also help bridge gaps, fostering mutual respect and reducing tensions.

In a globalized world, cultural conflict is inevitable, but it can be managed through empathy and open-mindedness. By acknowledging the diversity of human experiences, we can turn potential conflicts into opportunities for growth and 8 _____.

Expression Training

C Phrase consolidation. Complete the following sentences with the phrases learned in this unit. Change the form where necessary.

in person	react to	from the outset	in detail
adapt to	from afar	place an emphasis on	in contrast

1. Some cultures place an emphasis on individualism, while others, _____, value collectivism.
2. Observing a culture _____ can lead to misconceptions, as it lacks the depth of first-hand experience.
3. Many educational systems around the world _____ teaching students about their own cultural heritage, as well as introducing the traditions and values of other cultures to them.
4. People often _____ cultural differences with surprise or discomfort, especially when they encounter practices that contrast sharply with their own.
5. _____, it is important to approach cultural differences with an open mind and a willingness to learn.
6. To avoid misunderstandings, it is crucial to explain cultural practices _____, ensuring that all parties fully comprehend their significance.
7. Successfully navigating cultural conflicts requires the ability to _____ new norms and behaviour.
8. To truly understand cultural differences, it is often necessary to experience them _____.

D Error correction. There is an error in each sentence below. Underline it and make necessary corrections.

1. These students shared their both positive or negative writing experiences.

2. Western academic environments attach importance to critical thinking, independent research, and the ability to challenge existed ideas.

3. Such programmes can provide valuable insight on the cultural backgrounds and expectations of each group.

4. China's first triple-A game has achieved remarkable success, sold over 10 million copies within just three days after its launch.

5. The digital divide, which not everyone has equal access to digital technology, may limit the reach of these initiatives.

Translation Training

E Chinese to English translation. Translate the following Chinese sentences into English. The key words or phrases are given in the brackets.

1. 通过协同治理，地方政府和文化组织成功复兴了一批古老节日，吸引了年轻一代的参与。（collaborative governance）

2. 游客通常追求文化体验的真实性，比如参与当地的节日或学习传统手工艺。（authenticity）

3. 虚拟现实技术在发扬非物质文化遗产方面发挥着重要作用。（virtual reality, intangible cultural heritage）

4. 博物馆利用增强现实技术增强用户体验，以帮助他们更好地理解古代文物的文化意义。（AR technology; artefacts）

5. 政府致力于消除数字鸿沟，促进不同团体之间相互尊重和理解。（digital divide）

F English to Chinese translation. Translate the following passage from Text B into Chinese.

Through innovative games, virtual experiences, digital platforms and social media, Chinese culture is reaching new heights of visibility and appreciation. As we look to the future, it is essential to continue leveraging digital technologies to preserve and promote cultural heritage. By doing so, we can ensure that the rich tapestry of Chinese culture continues to inspire and educate people around the world.

Be a Good Writer

Pre-writing Preparation

Writing Skills

Reflective writing involves exploring personal experiences, emotions, and insight to reach meaningful conclusions. It encourages self-awareness and critical thinking by connecting personal experiences to broader themes or lessons.

When writing reflectively, you can start by describing a personal experience or challenge. Then, analyze how it affects you emotionally or intellectually. Finally, connect your experience to a larger theme or lesson, such as cultural adaptation, resilience, or the importance of open communication.

While Writing

Topic Choice

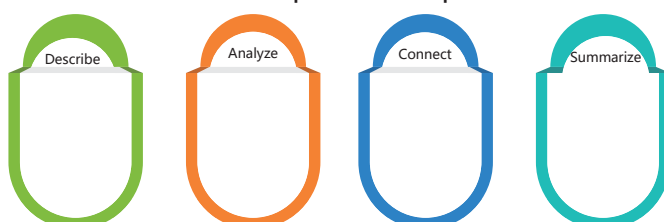
Read the following passage carefully.

During my first semester in the US, I struggled to participate in class discussions. In China, I was used to listening quietly. But here, professors expected active engagement. I felt anxious and out of place and feared my ideas might sound unpolished. One day, I finally raised my hand to share a thought, and the professor praised my perspective. This small step boosted my confidence and taught me the value of speaking up, even when unsure.

Analyse the passage and write a title for it.

Deconstruction

Based on the passage above, find out how the author describes, analyzes, connects and summarizes his/her personal experience.



Writing Sample

Try to complete the following passage with the given information. Note that the last sentence is open for you to complete.

- a. I felt anxious about being perceived as disrespectful, which made me hesitant to interact with others.
- b. This experience taught me the importance of understanding cultural norms before entering a new environment.
- c. My professor seemed surprised but politely accepted my handshake.

During my first year studying abroad in Japan, I experienced a cultural conflict when I greeted my professor with a handshake, unaware that bowing was the customary gesture. 1 _____ Later, I noticed my classmates bowing, and I felt embarrassed for not knowing the local etiquette. 2 _____. Then I realized my mistake stemmed from a lack of cultural awareness. In my home country, handshakes are a common greeting. But in Japan, bowing reflects respect and humility.

3 _____ It also made me more empathetic towards others who navigated cultural differences, reminding me that 4 _____.

Practical Writing

A Personal Experience of Culture Shock

Culture shock refers to the feelings of confusion, anxiety, or disorientation that individuals experience when they are exposed to a new cultural environment that differs significantly from their own country. Please write a personal experience of culture shock.

Use language such as:

Describe Your Experience

Start by detailing the event or situation you experienced, including the context, key details, and how you felt at the time.

Analyze Your Feelings and Reactions

Dive deeper into your emotions, thoughts, and reactions during the experience.

Connect to Broader Themes or Theories

Link your experience to wider themes or theories.

Summarize and Look Ahead

Summarize what you learned from the experience and consider how you apply these lessons in the future.

Do You Know

Cultural Conflicts Between the East and the West

Cultural conflicts between the East and the West have long been a topic of interest due to the profound differences in traditions, values, and social norms. These conflicts often arise when individuals with one cultural background interact with or adapt to another, leading to misunderstandings and challenges.

One significant area of conflicts is communication styles. In Eastern cultures like China, communication tends to be indirect and context-dependent, emphasizing harmony and face. For example, a Chinese might avoid direct disagreement to maintain social harmony. In contrast, Western cultures, particularly in the US, value directness and clarity, often perceiving indirect communication as an evasive or unclear way.

Another notable difference lies in the concept of individualism and collectivism. Western societies, especially in Europe and North America, prioritize individual rights and self-expression. For instance, Americans often celebrate personal success and encourage independent decision-making. On the other hand, Eastern cultures, such as China and Japan, emphasize collective well-being, family ties, and group harmony. This can lead to conflicts in workplaces or educational settings.

Despite these conflicts, understanding and respecting cultural differences can bridge the gap. For example, learning about each other's customs, values, and communication styles can foster mutual respect and reduce misunderstandings. Educational programmes and cultural exchanges can also play a vital role in promoting cross-cultural awareness.

In conclusion, while cultural conflicts between the East and the West are inevitable due to deep-rooted differences, they also offer opportunities for growth and mutual understanding. By embracing diversity and fostering open communication, we can turn these conflicts into bridges that connect rather than divide people.

Group Discussion: What are the cultural conflicts between the East and the West in terms of communication and values? Discuss ways to bridge such cultural gaps.



Project

Building Bridges—Navigating Cultural Conflicts

Situation: University students often encounter cultural conflicts in academic and social settings, like misunderstandings about communication styles, social etiquette, or decision-making norms. This project aims to equip students with practical skills to recognize, address, and resolve cultural tensions constructively.

- Step 1:** Host interactive workshops where students analyze real-life scenarios and identify cultural assumptions behind conflicts, fostering self-awareness.
- Step 2:** Organize role-play sessions in mixed-cultural groups, acting out conflicts (e.g., differing attitudes towards deadlines) and practicing strategies such as active listening and compromise.
- Step 3:** Assign reflection journals for students to document personal experiences with cultural clashes and brainstorm actionable solutions, followed by small-group discussions to share their insight.
- Step 4:** Conclude with a collaborative showcase where groups present creative outputs such as posters, short videos, that summarize lessons and offer tips for building cross-cultural empathy.

Our Harvest Time

What I learned

- Vocabulary.
- Expressions.
- Sentences.

What I knew

- Ways to navigate cultural conflicts.
- Structure of reflective writing.

How I felt

- Culture shocks between the East and the West.
- The impacts of cultural understanding.
- The importance of driving Chinese culture globally.