

Unit 1

Vocabulary

I. Fill in the following blanks with proper forms of the words given in the brackets.

1. Nothing can _____ (separation) the two lovers.
2. The little advice that he had given proved almost _____ (worth).
3. Scientists have observed that people with a high level of achievement _____ (motivate) exhibit certain characteristics.
4. Students should aim to become more _____ (dependent) of their teachers.
5. I enjoy the constant _____ (interact) with people from other departments.
6. The man has not been _____ (employment) for six months.
7. The _____ (disadvantage) of economic reform are obvious.
8. No one _____ (belief) her story about the flying house.
9. He _____ (basis) his conclusions on the evidence given by the captured prisoners.
10. The students nearly burst with _____ (eager) to return to the warmth of their homes.

II. Choose the best answer to complete each of the following sentences.

1. He was given the job as a(n) _____ for running a successful leadership bid.
A. reward B. award C. repay D. return
2. Actually the two things are so closely related that we can scarcely keep them _____.
A. depart B. apart C. impart D. part
3. Unemployment can be defined as a number of people who are _____ and able to work, but who can not find jobs.
A. willing B. unwilling C. wistful D. willful
4. Last night the attention from the whole class _____ the little girl.
A. was overwhelming B. was overwhelmed
C. overwhelming D. overwhelmed

5. The two companies _____ and quickly won a large market.
A. submerged B. merged C. immersed D. emerged
6. According to the _____, this word should be a verb.
A. context B. contact C. contract D. contest
7. _____ a pilot must have many abilities and years of experience before he can be appointed.
A. Of all B. In all C. All in all D. All the way
8. Li blends right into the crowd of teenagers. Only his accent _____ him _____.
A. sets...aside B. sets...apart C. sets...up D. sets...back
9. She feels it's a small price to _____ the pleasure of living in this delightful house.
A. pay B. afford C. pay for D. give
10. Philosophers did not use to make a _____ between arts and science.
A. difference B. discrepancy C. distinction D. separation

Cloze

There are 20 blanks in the following passage. For each blank there are four choices marked A, B, C and D. Please choose the one that best fits into the passage.

_____ 1 _____ uninterrupted efforts over the past five decades, China has made significant _____ 2 _____ within its education sector. A _____ 3 _____ compulsory education is being implemented and primary schooling is now available _____ 4 _____ 91% of the Chinese population. Higher education _____ 5 _____ occupational polytechnic education, diversified adult education and ethical education have also been developed rapidly.

China has _____ 6 _____ an educational system where government is the _____ 7 _____ investor and social partners are co-investors. In its current stage, local government is playing a key role in compulsory education, _____ 8 _____ central and provincial governments are dominant in higher education. The Ministry of Education, the _____ 9 _____ education administration body in China, is responsible for _____ 10 _____ the related laws, regulations, guidelines and policies of the central government. It is also _____ 11 _____ planning the development of the education sector. In recent years, _____ 12 _____ investment has been moving into the education sector, _____ 13 _____ more seats for more applicants.

Financial _____ 14 _____ is still the major source of the education budget. _____ 15 _____, funds needed by schools directly controlled by the central government come from the central financial pool; schools controlled by local governments are _____ 16 _____ by local finance etc. Other types of arrangements _____ 17 _____ schools sponsored by small town and village governments _____ 18 _____ public institutions, which are mainly financed by the sponsor institutions and subsidized by local governments. Funds needed by schools operated by social partners and celebrities are _____ 19 _____ by the sponsors themselves. _____ 20 _____

these sources, the central government is advocating work-study programs, aiming at improving the education conditions through premium services.

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|----------------------------|------------------|--------------------|----------------------|
| 1. A. By | B. With | C. Through | D. By means of |
| 2. A. improvement | B. progress | C. success | D. accomplishments |
| 3. A. nine year | B. nine years | C. nine-years' | D. nine-year |
| 4. A. for | B. with | C. by | D. to |
| 5. A. such as | B. as | C. like | D. for example |
| 6. A. built | B. put up | C. set up | D. erected |
| 7. A. major | B. main | C. key | D. chief |
| 8. A. and | B. moreover | C. besides | D. while |
| 9. A. highest | B. supreme | C. top | D. significant |
| 10. A. carrying out | B. carrying off | C. carrying away | D. carrying on |
| 11. A. in the charge of | B. in charge of | C. in charge for | D. in the charge for |
| 12. A. foreign | B. local | C. non-government | D. provincial |
| 13. A. supplying | B. offering | C. giving | D. providing |
| 14. A. distribution | B. assignment | C. support | D. allocation |
| 15. A. At present | B. At the moment | C. Up to now | D. At current |
| 16. A. backing | B. supported | C. in favor of | D. held up |
| 17. A. contain | B. involve | C. concern | D. include |
| 18. A. in combination with | | B. integrated with | |
| | | C. linked with | |
| 19. A. obtained | B. given | C. raised | D. offered |
| 20. A. In addition to | B. Except | C. Other than | D. Except for |

Reading Comprehension

Section A Reading in Depth

I. There are 10 blanks in the following passage. Read the passage through carefully and select one word for each blank from a list of choices given below.

建议用时：9 mins

In the 1940s, urban Americans began a mass move to the suburbs in search of 1 air and privacy. Suburbs began to 2 out across the countryside. Since most of those making the move were middle-class, they took with them the tax money the cities needed to maintain the

neighborhood, in which they had lived. The people left in the cities were 3 those who were too old or too poor to move. Thus, many cities began to fall into despair. Crime began to soar, and public 4 was neglected. Meanwhile, housing 5 costs continued to rise higher and higher. Middle-class housing was allowed to decay, and little new housing was constructed.

Often many downtown areas existed for business 6. During the day they would be filled with people working in the offices and in the night they would be 7. Given these circumstances, some business 8 began asking, "Why bother with going downtown at all? Why not move the offices to the suburbs so that we can live and work in the same area?" Gradually some of the larger companies began moving out of the cities, with the result that urban centers 9 even further and suburbs expanded still more. This movement of businesses to the suburbs is not 10 to the United States. Businesses have also been moving to the suburbs in Sweden and Germany as well.

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|-------------------|-------------|
| A. executives | I. often |
| B. construction | J. confined |
| C. fresh | K. transfer |
| D. deliberately | L. sprawl |
| E. slender | M. deserted |
| F. transportation | N. career |
| G. inspired | O. only |
| H. declined | |

II. After reading the following passage, you will find 5 questions or unfinished statements numbered 1 through 5. You should make the best choice from the choices marked A, B, C and D.

建议用时: 7 mins

It is often said "knowledge is power". The debate on "why do we need education" is one that has many strong arguments for and against. However, in our present society, the need for education cannot be denied.

The US President Barack Obama once said, "In an economy where knowledge is the most valuable commodity a person and a country have to offer, the best jobs will go to the best educated—whether they live in the United States or India or China." He makes a very important observation, relating to the need of education in holding a good job and flourishing in a successful career.

While there are many arguments that draw direct relations between education and success, it is precisely this limited point of view that defeats the entire purpose of education. Limiting the purpose

of education to getting a job is an insult to the significance of human lives. Our purpose is to make meaningful contributions to all that we are part of. Education does many things, but most importantly, it empowers an individual to think, question and see beyond the obvious. We are born with a natural tendency to question, however over time we turn compliant, and slowly begin to accept all the way it is, no longer questioning. Education must satiate the question, but never put out the fire.

In developing countries, education is a means to alleviate poverty and engineer social change. Education has a fundamental role to play in personal and social development. While it isn't a magic pill to solving the problems of the world, it is a ladder that can be used to climb out of poverty, exclusion, ignorance, oppression and war. The children and youth of our times, who will take over from today's adults, need to be equipped with knowledge to usher in a better future.

- The author quotes the US President Barack Obama in the second paragraph most probably in order to illustrate _____.
 A. education is power
 B. education is important
 C. education can help a person find a good job
 D. Barack Obama puts much emphasis on education
- Which of the following is the most important purpose of education?
 A. It leads people to live a good life.
 B. It helps people succeed.
 C. It answers people's questions.
 D. It stops people from complaining.
- The underlined word "alleviate" in the last paragraph is closest in meaning to _____.
 A. treat B. solve C. ease D. eliminate
- Which of the following is NOT true?
 A. Good education can lead to a good job.
 B. Education can help people solve all the problems in the world.
 C. Children, youth as well as adults need to be equipped with knowledge to lead a good life.
 D. Education must be able to satisfy people's curiosity, instead of reducing people's curiosity.
- Which of the following is the best title for this passage?
 A. Education and Success.
 B. Importance of Education.
 C. Purpose of Education.
 D. Education and the World.

Section B Skimming and Scanning

Go over the passage quickly and mark Y (for YES), N (for NO) or NG (for NOT GIVEN) for questions 1 ~ 7, and complete the sentences with the information given in the passage for questions 8 ~ 10.

建议用时: 14 mins

Perseverance, persistence, endurance, staying power, dogged diligence. What a list of great nouns found in Roget's *Thesaurus*.

I chose to write about perseverance not only as a goal that I can see I need to work at in my life, but one which is so extremely important for us to pass on to our children. If I have difficulty in persevering when I am feeling a bit down, overwhelmed, or tired and give in so easily, and I am an adult, this is obviously a life-long trait which needs to be built into our character from an early age. Our culture does not encourage perseverance. As long as you are enjoying what you are doing, you are encouraged to keep going, but if you don't like the boss you can toss in the job, drop out of a course, and avoid the difficulties you might be facing. Even in homeschooling, it is easy to give in to our children's whims:

"I don't want to play soccer anymore—it's too cold!"

"I hate music practice! I do not want to learn the piano anymore."

"Why do I have to learn spelling? It's so boring!"

And then as parents, we become confused. We hear a persuasive voice telling us to back out of our children's lives and let them decide where they are headed. Let them pursue their interests (as long or as short that may be), follow their hearts, develop the skills that they deem necessary to walk in their own way. The philosophy of today tells us that our children would be far better off, if we just left them alone.

So, how do we face this all? Do we strap them to their seats in front of endless books and meaningless worksheets, hoping to develop diligence? Of course not! At times, it is a difficult line to work out. Yes, I want to develop perseverance in my child. No! I don't want them to sit purposelessly behind a desk hoping that they will learn staying power.

So, how?

Firstly I need to recognize that not all their education will be "fun". I am not about to apologize for that! Struggling through a math problem, and conquering it, can give any child an enormous sense of satisfaction. If our children never struggle, they will miss out on the unique sense of achievement and accomplishment which follows a difficulty. Have you ever felt the satisfaction after hard, physical labor? Well, our children should have opportunities to experience this as well—not only physical labor, but mental labor as well.

Secondly, I need to take care that the work they do has purposes. Nobody likes slaving away at a meaningless task. Give your children real things to do—writing letters or lists; making a family

newspaper; writing a website or web page; playing an instrument with other members in the family, in a band or in church; maintaining a vegetable patch; finding out the best supermarket specials; playing a game until the end, even if they are losing. I am not a fan of workbooks simply because I don't want to waste their time—as though we need to fill up their day!

Thirdly, I need to insist that they complete what they start. If they have signed up for a season with a soccer club, they need to show commitment and a team spirit, even if they are cold, tired or sick of losing. It takes perseverance for the parents too—we brought five children to soccer every Saturday this year. If they begin a veggie patch, they need to water and weed it through the season. Of course, there are some things that are passing phases and it doesn't matter if they think for a while with one idea and leave it for another. But, if responsibility comes with certain hobbies, it is important that our child learns to commit through the good and the bad times.

Don't you love that colloquialism: "stick-to-it-iveness."

Fourthly, I need to stand by them, being their coach and cheerleader. I need to urge them to face the difficulty and to encourage and reward them with praise for their efforts. We don't want to set an impossible goal for them to reach, but we do want them to rise to challenges which are set before them. This will develop strong qualities in them.

Fifthly, I need to be an example to my children. Children love to hear stories from our own experience, so we should share difficulties we have faced. We also need to show stick-to-it-iveness in our lives.

The danger of allowing our children to make all their choices, based on their whims at all times, is the same danger that you and I face. I would not mind going out for coffee with friends when life is messy and the house is in chaos; I may even think of sending them to school at times and enjoying six or more hours of quiet and peace; I would hide away in my study and write a website about homeschooling without doing "it"; I'd have more take-away meals and moan about not having the money to employ someone to iron my clothes; I wouldn't be quick to make a meal for a friend or provide hospitality for the new visitors at church. Yes, if I could make all my own choices depending on how my day is, I would be indulging my selfish tendencies and living life exactly on my own terms, avoiding all hardships. It may sound tempting—but it's not real and it isn't the way God wants us to live. He calls us to persevere.

Perseverance is a godly trait, which helps us to improve ourselves and bring benefit to others.

1. In the author's opinion, perseverance is not only important to children but also important to adults.
2. Perseverance is a trait that can be developed when we grow up.
3. The author tries to make his children's education "fun".
4. It is easy to decide whether to strap the children to their seats or to let them develop their own interests.
5. In this passage, the author tells us how he trains his children in perseverance.
6. The adults usually base their choices on their careful thought.

7. The author of this passage is an educator.
8. According to the author, once the children have set their hobbies, they should _____.
9. Even though we should not set impossible goals for the children, we do want _____.
10. According to the author, what the children do _____.

Translation

I. Complete the sentences by translating into English the Chinese given in brackets.

1. It is quite difficult for the old professor to _____ (与这些学生交朋友), who are forty years younger.
2. After two years of improvement, the system has become very _____ (适应变化的能力很强).
3. Some of them find it hard to _____ (应付工作压力) and the high living costs.
4. The salesman hurried the customer to _____ (马上作出选择).
5. We would _____ (记住你的要求) when we are working.

II. Translate the following sentences into Chinese.

1. A person's culture reflects very deep perceptions, beliefs and values that influence his or her way of life and the way that he or she views the world.
2. It is a great way to build interpersonal skills, as you'll be in a situation where you need to befriend and interact with strangers who are quite different from you.
3. Independence is a good thing, but so is maintaining connections with your loved ones.
4. Education is one of the few ways that can help you progress in life and lead the life that you have always wanted.
5. When I graduate and take my Bachelor's degree in June 2009, I wish to continue my study and research in this field under the instructions of first class professors and in a dynamic academic atmosphere.

Writing

Directions: For this part, you are allowed 30 minutes to write a first-person narrative on the topic *My First Part-time Job*. You should write at least 120 words following the outline given below in Chinese:

1. 大学二年级期间，我找到了第一份家教工作。
2. 工作期间，我印象最深刻的事情。
3. 我从中学到了什么。

Hot Words and Phrases

◎ pink power (粉红力)

pink power 这个说法诞生于网民之间的一场激烈论战中。为了回应自称“红色一代”的70后和80后，90后群体提出了“粉红力”这个概念，指出虽然90后尚属年幼青涩，但他们终究会成长起来承担起社会责任，并最终蜕变成为代表社会中坚的“红色力量”。

◎ quirkyalone (乐单族)

quirkyalone 指享受单身生活（但也不反对跟别人交往），而且宁愿单身也不愿意为了约会而约会的人。

◎ run the gamut (包罗万象)

run the gamut 这个英文习语是指音乐谱子上的所有音符，从高音到低音应有尽有，全部囊括，所以其转义便是“包罗万象、无所不容”的意思。

◎ sudden wealth syndrome (暴富综合症)

有些人在突然获得成功或得到巨额财富时会因为压力和紧张情绪而产生一系列的不适症状。我们把他们共有的这种心理状态叫做 sudden wealth syndrome。

◎ stonewall (故意妨碍)

1972年，美国总统尼克松指示手下全面阻止水门案件调查工作，说的就是“Stonewall it!”他的指示被曝光之后，stonewall 马上成为美国人的一个常用语，意思是“故意妨碍、阻挠”。

Unit 2

Vocabulary

I. Fill in the following blanks with proper forms of the words given in the brackets.

1. The kingdom saw a _____ (flower) of the arts, particularly ceramics.
2. The valuable experience of working here with you and other colleagues will be _____ (forget) throughout my life.
3. The _____ (comedy) tickled the crowd with his jokes.
4. According to _____ (convention) wisdom, voters usually make their choices on the basis of domestic issues.
5. The _____ (exuberance) young men and women climbed to the top of the building to dance and drink champagne.
6. He dipped into the bag and brought out a _____ (hand) of sample wheat.
7. The _____ (play) child sprang up from behind the door, scaring his mother half to death.
8. I become mindful of the _____ (vibrant) of life there and cannot help but feel a bit of sadness.
9. We have been looking, with Brazil, to try and see if we can _____ (organization) the Copa America in 2015.
10. Audiences can watch all kinds of plays or other _____ (theater) performances in this newly-built theater.

II. Choose the best answer to complete each of the following sentences.

1. We have a _____ of products from cosmetics to cleaning.
A. total B. number C. various D. range
2. Lengthy negotiations must _____ before any agreement can be reached.
A. take off B. take place C. take over D. take away
3. An argument was _____ because they disliked each other so much.

- A. avoidable B. inevitable C. unforgettable D. unforgivable
4. His _____ background as well as his experience at Harvard University helps to shape who he is today.
- A. multicultural B. multilateral C. multimedia D. multiply
5. Some of the famous have been rich and powerful, others less so, remaining on the _____ of society.
- A. end B. bend C. terminal D. fringe
6. A seed can _____ a tree and trees can make up beautiful forests.
- A. grow out of B. grow into C. grow from D. grow up
7. Crowds of demonstrators _____ down the main street.
- A. marched B. strolled C. walked D. wandered
8. Soil is an organism. It is _____. It breathes.
- A. living B. alive C. enlivened D. lived
9. The aged women, _____, were loud in their expressions of disgust.
- A. in common B. in addition C. in particular D. in return
10. The religious life in the United States shows a _____ of practice.
- A. diversity B. university C. universe D. diverse

Cloze

There are 20 blanks in the following passage. For each blank there are four choices marked A, B, C and D. Please choose the one that best fits into the passage.

In recent years, more and more foreigners are involved in the teaching programs of the United States. Both the advantages and the disadvantages 1 using faculty (教师) from foreign countries 2 teaching positions have to be 3, of course. It can be said that foreign 4 that makes the faculty member from abroad an asset (财富) also 5 problems of adjustment, both for the university and for the individual.

The foreign research scholar usually isolates 6 in the laboratory as a means of protection; 7, what he needs is to be fitted 8 a highly organized university system quite different from 9 at home. He is faced in his daily work 10 differences in philosophy, arrangements of courses and methods of teaching. Both the visiting professor and his students 11 background information about each other's cultures. The foreign professor is 12 to understand some 13 which is already in the minds of students. While helping him to 14 himself to his new environment, the university must also 15 certain adjustments in order to 16 full advantage of what the newcomer can 17. It isn't always known how to make 18 use of foreign

faculty, especially at smaller colleges. This is thought to be a 19 where further study is called 20. The findings of such a study will be of value to colleges and universities with foreign faculty.

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|-----------------|-----------------|---------------|-----------------|
| 1. A. with | B. for | C. of | D. at |
| 2. A. in | B. on | C. for | D. within |
| 3. A. thought | B. measured | C. balanced | D. considered |
| 4. A. situation | B. circumstance | C. background | D. condition |
| 5. A. carries | B. creates | C. emerges | D. solves |
| 6. A. himself | B. oneself | C. him | D. one |
| 7. A. otherwise | B. moreover | C. however | D. also |
| 8. A. into | B. by | C. to | D. with |
| 9. A. those | B. which | C. what | D. that |
| 10. A. toward | B. with | C. to | D. at |
| 11. A. have | B. possess | C. need | D. lack |
| 12. A. ordered | B. asked | C. insisted | D. required |
| 13. A. concept | B. feeling | C. plan | D. intelligence |
| 14. A. place | B. adapt | C. put | D. direct |
| 15. A. remain | B. keep | C. make | D. cause |
| 16. A. take | B. make | C. do | D. be |
| 17. A. show | B. afford | C. express | D. offer |
| 18. A. powerful | B. creative | C. imaginary | D. advanced |
| 19. A. scope | B. range | C. field | D. district |
| 20. A. on | B. for | C. upon | D. at |

Reading Comprehension

Section A Reading in Depth

I. There are 10 blanks in the following passage. Read the passage through carefully and select one word for each blank from a list of choices given below.

建议用时: 9 mins

Britain is not just one country and one people, even if some of its inhabitants think so. Britain is, in fact, a nation which can be divided into several 1 parts, each part being an individual country with its own language, character and cultural 2. Thus Scotland, Northern Ireland and

Wales do not claim to 3 to “England” because their inhabitants are not 4 “English”. They are Scottish, Irish or Welsh and many of them prefer to speak their own native tongue, which in turn are 5 to the others.

These cultural minorities have been Britain’s original inhabitants. In varying degrees they have managed to 6 their national characteristics, and their particular customs and way of life. This is probably even truer of the 7 areas where traditional life has not been so affected by the 8 of industrialism as the border areas have been. The Celtic races are said to be more emotional by nature than the English. An Irish temper is legendary. The Scots would rather 9 about their reputation for excessive thrift and prefer to be remembered for their folk songs and dances, while the Welsh are famous for their singing. The Celtic 10 as a whole produces humorous writers and artists, such as the Irish Bernard Shaw, the Scottish Robert Burns, and the Welsh Dylan Thomas, to mention but a few.

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|---------------------|---------------|
| A. incomprehensible | I. preserve |
| B. temper | J. strictly |
| C. remote | K. traditions |
| D. separate | L. reserve |
| E. understandable | M. growth |
| F. forget | N. apply |
| G. generally | O. belong |
| H. temperament | |

II. After reading the following passage, you will find 5 unfinished statements numbered 1 through 5. You should make the best choice from the choices marked A, B, C and D.

建议用时: 7 mins

Americans are proud of their variety and individuality, yet they love and respect few things more than a uniform, whether it is the uniform of an elevator operator or the uniform of a five-star general. Why are uniforms so popular in the United States?

Among the arguments for uniforms, one of the first is that in the eyes of most people they look more professional than civilian (百姓的) clothes. People have become conditioned to expect superior quality from a man who wears a uniform. The television repairman who wears uniform tends to inspire more trust than one who appears in civilian clothes. Faith in the skill of a garage mechanic is increased by a uniform. What easier way is there for a nurse, a policeman, a barber, or a waiter to lose professional identity (身份) than to step out of uniform?

Uniforms also have many practical benefits. They save on other clothes. They save on laundry bills. They are tax-deductible (可减税的). They are often more comfortable and more durable than

civilian clothes.

Primary among the arguments against uniforms is their lack of variety and the consequent loss of individuality experienced by people who must wear them. Though there are many types of uniforms, the wearer of any particular type is generally stuck with it, without change, until retirement. When people look alike, they tend to think, speak, and act similarly, on the job at least.

Uniforms also give rise to some practical problems. Though they are long-lasting, often their initial expense is greater than the cost of civilian clothes. Some uniforms are also expensive to maintain, requiring professional dry cleaning rather than the home laundering possible with many types of civilian clothes.

1. It is surprising that Americans who worship variety and individuality _____.
 - A. still judge a man by his clothes
 - B. hold the uniform in such high regard
 - C. enjoy having a professional identity
 - D. will respect an elevator operator as much as a general in uniform
2. People are accustomed to thinking that a man in uniform _____.
 - A. suggests quality work
 - B. discards his social identity
 - C. appears to be more practical
 - D. looks superior to a person in civilian clothes
3. The chief function of a uniform is to _____.
 - A. provide practical benefits to the wearer
 - B. make the wearer catch the public eye
 - C. inspire the wearer's confidence in himself
 - D. provide the wearer with a professional identity
4. According to the passage, people wearing uniforms _____.
 - A. are usually helpful
 - B. have little or no individual freedom
 - C. tend to lose their individuality
 - D. enjoy greater popularity
5. The best title for this passage would be _____.
 - A. Uniforms and Society
 - B. The Importance of Wearing a Uniform
 - C. Practical Benefits of Wearing a Uniform
 - D. Advantages and Disadvantages of Uniforms

Section B Skimming and Scanning

Go over the passage quickly and mark Y (for YES), N (for NO) or NG (for NOT GIVEN) for questions 1 ~ 7, and complete the sentences with the information given in the passage for questions 8 ~ 10.

建议用时: 15 mins

What Is Culture Shock ?

Culture shock can be described as the feeling of confusion and disorientation (迷惘) that one experiences when faced with a large number of new and unfamiliar people and situations. Many things contribute to it—smells, sounds, flavors and the very feeling of the air one is breathing.

The symptoms of culture shock can appear at different times. Although one can experience real pain from culture shock, it is also an opportunity of redefining one's life objectives. It is a great opportunity of learning and acquiring new perspectives. Culture shock can make one develop a better understanding of oneself and stimulate personal creativity.

Symptoms

Sadness, loneliness, melancholy (忧郁), preoccupation with health, aches, pains and allergies (过敏), insomnia (失眠), desire to sleep too much or too little;

Changes in temperament, depression, feeling vulnerable, feeling powerless;

Anger, irritability, resentment, unwillingness to interact with others;

Identifying with the old culture or idealizing the old country;

Loss of identity;

Trying too hard to absorb everything in the new culture or country;

Inability to solve simple problems;

Lack of confidence;

Feelings of inadequacy or insecurity;

Developing stereotypes about the new culture;

Developing obsessions such as over-cleanliness;

Longing for family;

Feelings of being lost, overlooked, exploited or abused.

Stages of Culture Shock

Culture shock has many stages. Each stage can be ongoing or appear only at certain times. The first stage is the incubation stage. In this first stage, the new arrival may feel euphoric (兴高采烈的) and be pleased by all of the new things encountered. This time is called the “honey moon” stage, as everything encountered is new and exciting.

Afterwards, the second stage presents itself. A person may encounter some difficult times and crisis in daily life. For example, communication difficulties may occur, such as not being

understood. In this stage, there may be feelings of discontent, impatience, anger, sadness, and incompetence. This happens when a person is trying to adapt to a new culture that is very different from the culture of origin. Transition between the old methods and those of the new country is a difficult process and takes time to complete. During the transition, there can be strong feelings of dissatisfaction.

Stress, tension, mental fatigue? Your solution: medical cell therapy.

The third stage is characterized by gaining some understanding of the new culture. A new feeling of pleasure and sense of humor may be experienced. One may start to feel a certain psychological balance. The new arrival may not feel as lost and starts to have a feeling of direction. The individual is more familiar with the environment and wants to belong to it. This initiates an evaluation of the old ways versus those of the new.

In the fourth stage, the person realizes that the new culture has good and bad things to offer. This stage can be one of double integration (整合) or triple integration depending on the number of cultures that the person has to process. This integration is accompanied by a more solid feeling of belonging. The person starts to define himself or herself and establish goals for living.

The fifth stage is the stage that is called "re-entry shock". This occurs when a return to the country of origin is made. One may find that things are no longer the same. For example, some of the newly acquired customs are not in use in the old culture.

These stages are present at different times and each person has his or her own way of reacting in the stages of culture shock. As a consequence, some stages will be longer and more difficult than others. Many factors contribute to the duration and effect of culture shock. The factors are the individual's state of mental health, type of personality, previous experiences, socio-economic conditions, familiarity with the language, family and/or social support systems and level of education.

How to Fight Culture Shock

The majority of emigrant individuals and families have the ability to positively confront the obstacles of a new environment. Some ways to combat stress produced by culture shock are:

Develop a hobby. Don't forget the good things you already have. Remember, there are always resources that you can use.

Be patient—the act of emigrating is a process of adaptation to new situations. It is going to take time.

Learn to be constructive. If you encounter an unfavorable environment, don't put yourself in that position again. Be easy on yourself.

Don't try too hard.

Learn to include a regular form of physical activity in your routine. This will help combat the sadness and loneliness in a constructive manner. Exercise, swim, take an aerobics class, etc.

Relaxation and meditation have been proven to be very positive for people who are passing through periods of stress.

Maintain contact with your ethnic group. This will give you a feeling of belonging and will reduce your feelings of loneliness and alienation.

Maintain contact with the new culture. Learn the language. Volunteer in community activities that allow you to practice the language that you are learning. This will help you feel less stress about language and be useful at the same time.

Allow yourself to feel sad about the things that you have left behind: your family, your friends, etc.

Recognize the sorrow of leaving your old country. Accept the new country. Focus your power on getting through the transition.

Pay attention to relationships with your family and your colleagues. They will serve as support for you in difficult times.

Establish simple goals and evaluate your progress.

Find ways to live with the things that don't satisfy you 100%. Maintain confidence in yourself. Follow your ambitions and continue your plans for the future.

If you feel stressed, look for help. There is always someone or some service available to help you.

1. Culture shock can make one develop a better understanding of oneself and stimulate personal creativity.
2. You may feel culture shock when you go to live in a foreign culture.
3. You feel lonely and depressed during the first stage of culture shock.
4. A new feeling of pleasure and sense of humor may be experienced in the third stage.
5. It only happens to young people that culture shock might be reversed.
6. One may find that things are no longer the same during "re-entry shock".
7. Emigrant individuals and families cannot combat the stress produced by culture shock.
8. The new arrival may not feel as lost and starts to _____
in the third stage.
9. Many things _____ it—smells, sounds, flavors and
the very feeling of the air one is breathing.
10. _____ relationships with your family and your
colleagues. They will serve as support for you in difficult times.