Living Chinese dream

1. The 16-year-old from Shanghai Foreign Language School started by \_1\_\_(share) her experience of a summer \_\_2\_\_(spend) in New York with 30 girls her age from different countries.
2. \_\_\_3\_\_\_(draw)from a different experience, Chen Yixian, grand champion,\_\_4\_(talk) about what disturbed(困扰) him when \_\_5\_\_\_(travel) abroad.
3. “Ask not what your country can do for you, ask what you can do for your country,” \_\_6\_\_(say) the 17-year-old from Hangzhou No 2 High School in his winning speech, \_\_7\_\_(call) forthe revival (复兴) of patriotism (爱国主义).

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My **Version** of a Chinese Dream may sound like too big a topic for a high school student. After all, many of them are still busy working for closer and smaller dreams like doing well in the mid-term exam, working on going to a top university, or simply making peace with themselves.

But as the topic for the final of the senior group of this year’s China Daily “21st Century New Oriental Cup” National High School and Primary School English Speaking Competition, which **concluded** on March 26 at Nanjing University, it **was spoken highly of** by Duncan Brian Partridge, director of Education of the English-Speaking Union.

According to Partridge, it is a topic that allows for many interpretations (解读). “It enables the students to **draw on** their own views, their own backgrounds and their own experiences to inform (赋予特质于) their speeches,” he said.

And the final competition proved him right.

First runner-up Chen Yanxi, for example, dreams of young people in China **“reconnecting”** with traditional Chinese culture. The 16-year-old from Shanghai Foreign Language School started by sharing her experience of a summer spent in New York with 30 girls her age from different countries.

A Greek girl showed great interest in **Chinese characters** while Chen was writing a letter home. But it suddenly **hit** Chen that as a Chinese native, she didn’t even know how to explain the **structures (结构)** of the characters to her foreign friend.

“Many traditional Chinese **concepts (概念)** – such as he (和，peace) and rong (融，merge) – have a great **significance** in today’s conflict-filled (充满矛盾的) world,” she said. “I think young people now have two **identities.** We are Chinese people but also international citizens at the same time, so it’s our job to introduce these concepts to the world.”

**Drawing from** a different experience, Chen Yixian, grand champion, talked about what **disturbed** (困扰) him when traveling abroad. He noticed some Chinese students were trying hard to **fit in with** the local community. While that is perfectly acceptable, he explained that some students also **tended to** deny (否认) their Chinese **origin** and planned to stay abroad simply to earn more money.

“Ask not what your country can do for you, ask what you can do for your country,” said the 17-year-old from Hangzhou No 2 High School in his winning speech, **calling for** the revival (复兴) of patriotism (爱国主义).

Now may be a good time to ask yourself: As a fellow high school student, what is MY Chinese dream?

## Physical books preferred

With smartphones and e-readers \_\_\_1\_\_\_(become) more common, some have worried that the days of paper books are ­­­­\_\_2\_\_\_\_(number). But as a recent survey showed, traditional books are still popular \_\_3\_\_\_ readers.

Industry research company Nielsen found that 7 percent more paper books were sold in the UK in 2016 \_\_4\_\_\_\_(compare) to the previous year, while sales of their digital rivals declined (下降) \_5\_\_\_ 4 percent. It was the second year in a row\_\_6\_\_ e-book sales have fallen, according to the report \_\_7\_\_(release) last month.

So what is behind 2016’s print comeback?

Nielsen’s survey, \_\_8\_\_(surprise), found that it is young people who preferred physical books to e-reader versions.

In another study \_\_9\_\_\_(conduct) in 2013 by the youth research agency Voxburner in the UK, more than 60 percent of 16-to-24-year-olds said they preferred print books to e-books. The most popular reason \_\_\_\_(give) was: “I like to hold the product.”

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Steve Bohme, research director at Nielsen Book Research UK, explained that **young people were using books as a break from their daily connections to electronic devices (设备) and social media. “We are seeing that books are a respite (缓解), particularly for young people who are so busy digitally,”** he told The Guardian.

And it is not just UK youth who prefer print books. The story is the same in other countries.

According to a study by American University linguistics (语言学) professor Naomi S. Baron, 92 percent of college students preferred paper books instead of e-books. In 2010 and 2013, Baron led a team that asked more than 420 university students from the United States, Slovakia, Japan and Germany how they preferred to read.

The main reasons were that when reading e-books, students are easily **distract**ed. Some also **ended up with** headaches or **sore eyes**.

In addition, print books can bring a very different reading experience.

Slovakian students in particular said that they liked the smell of books when reading a hard copy. Other students said that they get a **sense of accomplishment** when they finish reading a paper book and they enjoy seeing it on the bookshelf.

**“There really is a physical, tactile (触觉的) ... component to reading,**” Baron told the New Republic.

While e-book sales have declined, Bohme pointed out that it was still important to remember that the figures (数字) were still higher than they were five years ago in the UK

Bohme told The Guardian that e-book sales would continue to decline this year as **industry confidence** in traditional books increases. “If we have **a couple of** years of that success story, print sales will keep going up,” he said.

It is my 11-year-old daughter Hannah’s first visit to Washington. While \_\_\_1\_\_ where to visit first, she sees the greenhouse. “Here”, she says, as she \_2\_\_\_ me into the tropical paradise (热带天堂).

I look around, \_\_3\_\_\_ the different plants and flowers. It reminds me of \_\_4\_\_ I first started college and missed home. But then I found the campus (校园) greenhouse. I spent every waking moment between classes there, potting, growing and\_\_\_5\_\_. It made me think of the \_\_6\_\_\_ where I grew up. Because that’s where as a child, I \_\_7\_\_\_ lightning strikes in tree trunks, \_\_\_8\_\_ in the ground for hidden springs, or searched for wild fruit. That \_\_9\_\_\_ time forced me to push my own \_\_10\_\_\_ as I went through adolescence. But by the time I was ready for college, it broke my heart to leave.

1. A. believing B. considering C. confusing D. concluding

2. A. shows B. guide C. persuade D. drag

3. A. recognizing B. confirming C. protecting D. conducting

4. A. where B. how C. when D. why

5. A. playing B. sleeping C. working D. watering

6. A. city B. village C. farm D. town

7. A. experienced B. explored C. restored D. ignored

8. A. sat B. dug C. looked D. lay

9 A. pleasant B. dangerous C. dull D. adventurous

10 A. limits B. potential C. abilities D. boundaries

It is my 11-year-old daughter Hannah’s first visit to Washington. While considering where to visit first, she sees the greenhouse. “Here”, she says, as she **drag**s me into the tropical paradise (热带天堂).

I look around, **recognizing** the different plants and flowers. It reminds me of when I first started college and missed home. But then I found the campus (校园) greenhouse. I spent every waking moment between classes there, potting, growing and watering. It made me think of the farm where I grew up. Because that’s where as a child, I explored **lightning strikes** in tree trunks, dug in the ground for **hidden springs**, or searched for wild fruit. That **adventurous** time forced me to push my own **boundaries** as I went through adolescence. But by the time I was ready for college, it broke my heart to leave.

This is known as homesickness (乡思) and I saw it as my great weakness. But in the book How to Raise a Wild Child, the author Scott Sampson **mentioned** another name: topophilia, a love of a place. And **he stressed it is the key to restoring sustainability on our planet.** One study he gave as an example found that the average American child spends less than seven minutes a day outdoors, but more than seven hours per day **staring at** screens. He wrote that children can recognize more than 10,000 company logos (标志), but fewer than 10 plants native to their region. “**If sustainability depends on transforming the human relationship with nature, the present-day gap (间隔) between kids and nature is one of the greatest and most overlooked dangers of our time.”**

Throughout all the stages of childhood, one **technique** that Sampson encourages families to use is the **“sit-spot”** – a place in outdoors close to the home where children can become quiet and **feel more connected with nature.**

I let Hannah **take the lead** as we walked through the greenhouse. Like me, she is only able to relax when she finds nature. **I wonder if the hours of free play she has had in the same fields, woods, and streams that remind me of my childhood are her ball and chain.**

On the walk to our hotel, she stops to watch a flock (群) of birds and enjoy the sunset. Maybe nature isn’t her ball and chain after all. Maybe it is her window to the world of sustainability. **She teaches me there is nature to love, honor and protect everywhere.**