### 英语口语教程

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#### 内容简介

《英语口语教程》是为普通本科院校和职业院校非英语专业大学生量身定制的一本英语口语教材。本教材共12个单元,各单元主题与学生生活和人文文化密切相关,容易激发学习兴趣,保证学生学习过程中充分的情感参与。通过形式多样的口语活动,辅以口语句型讲解,本教材旨在培养学生的英语口语交际能力,增强学生的自主学习能力和社会工作竞争力。

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随着全球化的发展,国际交流与合作日益加深。中国的国际地位不断提高,越来越多地与世界各国展开交流与合作,对具有国际视野和熟练英语口语交际能力的综合型人才的需求迫在眉睫,因此,对大学英语口语教学提出了更高要求。

目前国内已出版的英语口语教材有很多,但大多针对的是英语专业学生或由外籍 教师主编的,针对普通本科院校和职业院校非英语专业学生编写的教材不多,无法满 足他们的口语学习需求。本教材即是考虑到普通本科院校和职业院校非英语专业学生 的实际情况和文化背景而编写的一本英语口语教材,主要有以下特色:

- 清晰的教学定位: 为普通本科院校和职业院校非英语专业学生量身定制;
- 明确的教学目标:通过丰富的口语练习活动,使学生不仅会说英语,且言语得体,既培养学生的英语口语交际能力,又增强学生的自主学习能力和社会工作竞争力;
- **多元化的主题设计**: 本教材共 12 个单元,各单元主题与学生生活和人文文化密切相关,容易激发学生的学习兴趣,保证学生学习过程中充分的情感参与,在口语训练中提升学生的人文素养和跨文化交际意识;
- 新颖的体例布局: 单元内分 5 个板块, 包括 Warm-up\*、Useful Expressions、Oral Activities、Speaking Projects、Reading and Speaking; 活动设计由浅入深, 环环相扣, 循序渐进, 层层提高;

<sup>\*</sup>本教材的音频资源,可从清华大学出版社资源库里免费下载,下载地址:ftp://ftp.tup.tsinghua.edu.cn/。



• **多样的口语活动**:包括对话练习、分组讨论、角色扮演、批判性问题讨论,辅以口语表达方式和相关场景词汇注解,充分体现了工具性与人文性的结合。

本教材由 6 位长期从事英语口语教学工作、教学经验丰富的一线教师合作完成。 其编写和出版得到了吉林师范大学教学部门的大力支持。

本教材教学定位清晰,难易程度适中,可以作为普通本科院校和职业院校非英语 专业学生的基础课、选修课教材,也可作为学生的自学教材,或用作英语教师的教学 参考资料。

由于编者水平有限, 书中难免有不足之处, 希望读者批评指正。

编者 2019年2月



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# Greetings and Introduction

### **Learning Objectives**

- Grasp expressions for introduction and greeting
- ♦ Know useful conversation patterns
- Learn how to introduce and greet people



### Part I Warm-up

Work in pairs and practice the following conversations.

### Conversation

Mary and Sarah are two freshmen. They have just arrived at college and are moving into their dormitory.

Mary: Hello!

Sarah: Hi!

Mary: My name is Mary. Are you my new roommate?

Sarah: Yes, I'm Sarah.

**Mary:** Where are you from?

**Sarah:** I'm from a small town in the Northeast. How about you?

**Mary:** I grew up in the South near the ocean.

Sarah: So are you also a chemistry major?

Mary: Yeah, my parents helped me choose my major. How did you choose your

major?

Sarah: Chemistry was my favorite subject in high school and my high school

teacher thought I would make a good teacher one day. So I chose

chemistry.

Mary: I'm really nervous about English class because my spoken English is not

very good.

**Sarah:** Don't worry. We can study together.

### ©Conversation 2

Mary and Sarah are in the dining hall when they meet another freshman, a boy named John.

**Sarah:** Hey Mary, have you met John?

**Mary:** He is the boy in class 2, right?

**Sarah:** Yeah, he looks sitting there alone. We should join him.

**Sarah:** Hi, you're John from class 2, right?

#### **UNIT** Greetings and Introduction

John: Yeah, you both are also chemistry majors?

Sarah: Yes, we're from class 1. We noticed you were sitting alone and thought

we could join you. My name is Sarah and this is my roommate, Mary.

Mary: Hi, nice to meet you.

**John:** Nice to meet you, too.

Sarah: John, where are you from?

**John:** I am from the capital city.

Mary: Do you feel homesick? Because I do.

John: No. I'm excited to live away from my parents for a while. I'm free to do

my own things.

**Sarah:** What kind of things do you enjoy doing?

John: I like to play basketball and video games, but I really want to learn how

to play the guitar. How about you?

**Sarah:** I really like to watch foreign movies and shop online.

**Mary:** I enjoy reading and playing volleyball.

**John:** That's really great.

### Part II Useful Expressions

Learn the following expressions and do the tasks using these expressions.

#### Expressions for making introductions:

Hello/Hi/Hey! My name is... Nice/Greet/Good to meet you.

Hi. I'm... Pleased to meet you...

May I introduce...? Glad to meet you...

Let me introduce... I'm...
I'd like you to meet... This is...

#### Expressions for greeting people:

How do you do? Fine, thanks. And you?

How are you doing? Very well, thanks. How are you?

How is it going? Great! What about you?

What's up? Fine! How are things with you?



#### How to keep a conversation going:

Questions	Examples
What?	What did you do last weekend?
Who?	Who did you go with?
Where?	Where do you like to travel?
Why?	Why is this movie interesting?
When?	When will the party be held?
How?	How do you like the book?
Really?	Really? You went to see it?
Do you/Could you?	Could you tell me your plan?
Are you going to/Will you?	Will you go camping this Sunday?
What about?	What about going shopping?



Work in pairs and act out the situation using the expressions for greeting and introduction.

#### Situation 1 First week at college

- **Student A:** You are a new student in the class. Greet Student B, your classmates.
- **Student B:** You are a new student in the class. Respond to Student A and ask what he/she would like to do for the first week at college.

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### Task 2

Work in pairs and act out the situation using the expressions for keeping the conversation going.

#### Situation 2 Going out for Freshman Evening Party

- **Student A:** You went out for Freshman Evening Party last weekend. Tell Student B about your experience and feelings by answering questions.
- **Student B:** You ask Student A about his/her experience and feelings at the Freshman Evening Party last weekend. Questions will be like the following:
- 1. What...?
- 2. Who...?
- 3. How...?
- 4. Really?
- 5. What about...?

Please put your clues he	ere)



### Part III Oral Activities



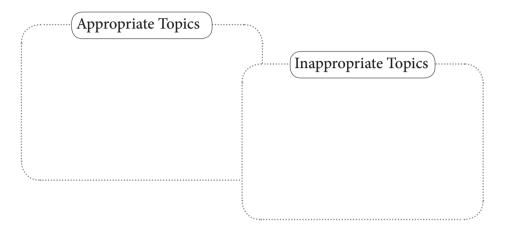
A. List as many English greetings as you can below.

Please put your clues here	٠٠٠.
B. List as many English introduction phrases as you can below.	

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### Task 2

List appropriate and inappropriate topics to discuss with foreigners as many as you can.



### Task 3

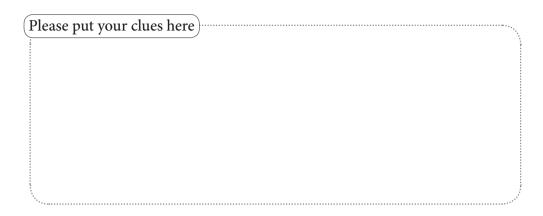
Work in pairs and exchange ideas with your partner about how to introduce and meet new classmates and teachers.

#### You may use the following clues:

- greeting
- name
- major
- free time
- place
- · who and what

. . .





### Task 4

Work in pairs and discuss the topic—What do you do on weekends?

#### Tips:

- Discuss with your partner and choose your favorite topic.
- Describe weekend activities with each other.
- Try your best to keep a conversation going.
- Choose one partner to make a conclusion of discussion.

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Work in groups and practice the "20 Questions" game on introduction and greetings.

#### Tips:

- Ask 20 questions and use deductive reasoning to figure out the answers.
- Choose any topic related to "Unit 1 Greetings and Introduction" to ask questions.
- Ask within group or walk around to ask students in other groups.
- Summarize and share what you have learnt from the "20 Questions" game.



### Part IV Speaking Projects



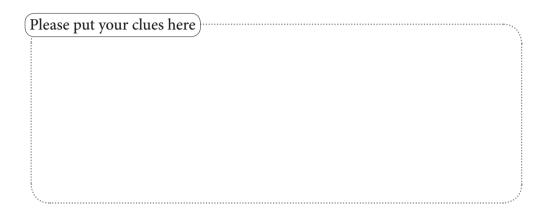
Work in groups and discuss how to read body language and nonverbal communication of new classmates or new teachers in college.

#### You may follow the following steps:

- **Step 1:** Discuss the topic in your group and write a script based on your group discussion.
- Step 2: List body languages as many as possible and prepare to act them out.
- **Step 3:** Prepare available props.



• **Step 4:** Select two or three students to give group summary. *Each group should make comments on other groups' performances.* 





Work in groups and make a guess to your classmates according to the key words describing appearances.

#### You may follow the following steps:

- **Step 1:** One presenter walks around and say the key words describing appearances in the following table.
- **Step 2:** Other students make a guess.
- **Step 3:** Select one speaker to give a summary.

Someone who	Classmate's name	Extra information
1. has a long black hair		
2. dresses a blue skirt		
3. is very tall		
4. likes listening to music		
5. drives a car		
6. likes playing soccer		
7. has color word in name		
8. wears high-heeled shoes		
9		

lease put your clues here	······································
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### Part V Reading and Speaking

Read the following passage and ask your group members some thoughtprovoking questions and then retell the passage.

#### Nonverbal Communication

Nonverbal communication is a form of communication outside the realm of speech that includes eye contact, facial expressions, other body language, personal space, touching and paralanguage, which involves the pitch, volume and intonation of speech. According to experts, a substantial portion of our communication is nonverbal. Every day, we respond to thousands of nonverbal cues. From our handshakes to our hairstyles, nonverbal details reveal who we are and impact how we react to other people. Similar gestures and sounds can transmit diverse meanings across cultures. There are different types of nonverbal communication and body language.

#### 1) Eye contact

The way you look at someone can communicate many things, including interest, affection, hostility, or attraction. Eye contact is also important in maintaining the flow of conversation and gauging the other person's response.

Look someone in the eyes. About two seconds of eye contact is considered polite in Western cultures. Direct eye contact in Russia is seen as a sign of respect. In Saudi Arabia, indirect eye contact may be construed as ignoring someone. In Japan, eye



contact may be viewed as intimidating. Eastern cultures tend to view the eyes and Western cultures view the whole face to interpret facial expressions.

#### 2) Facial expressions

They are universal. The facial expressions for happiness, sadness, anger, surprise, fear, and disgust are almost the same across cultures.

#### 3) Body movements and posture

We wave, point, beckon, and use our hands when we're arguing or speaking—expressing ourselves with gestures often without thinking. However, the meaning of gestures can be different across cultures and regions, so it's important to be careful to avoid misinterpretation.

Nod your head. This gesture means "yes" in most countries. But in some countries, such as Bulgaria and Sri Lanka, the same gesture means "no". Crossing the legs at the knees is common for Americans and indicates a closed position, but this body language is considered rude in the United Arab Emirates (UAE) where crossing the legs at the ankles is the norm. Men do not touch women in public in the UAE, but body contact between genders is common in America.

#### 4) Personal space and touching

Stand an arm's length away from someone during a personal conversation. This is an invasion of personal space in the United States where 2 to 3 feet is the norm, but it's acceptable in places like Russia, Turkey and France. Americans and the British tend to reserve touching during conversations to times with friends and family, whereas Italians find no offence in frequent touching.

We communicate a great deal through touch. A firm handshake, a timid tap on the shoulder, a warm bear hug, a reassuring pat on the back, a patronizing pat on the head, or a controlling grip on your arm may convey different messages.

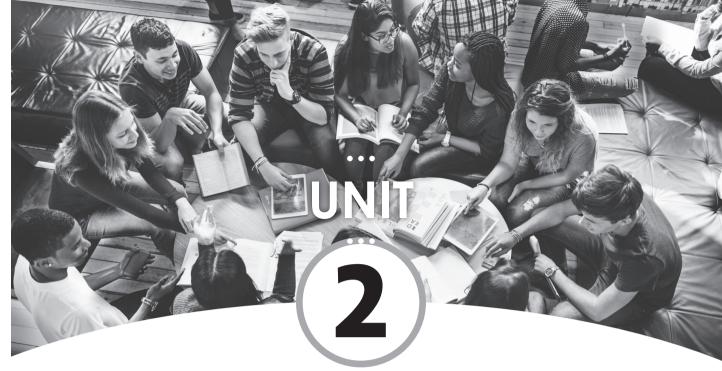
#### 5) Voice

It's not just what you say; it's how you say it. When we speak, other people "read" our voices in addition to listening to our words. Things they pay attention to include your timing and pace, how loud you speak, your tone and inflection, and sounds that convey.

#### 6) Paralanguage

Laugh out loud. This is paralanguage. Paralanguage is communication sound that is not speech. Other examples are burping and volume. In Western cultures burping is considered rude. In some Eastern cultures, burping indicates satisfaction and expresses appreciation after meals. Using a loud voice in Thailand is impolite and indicates no self-control to Japanese. However, a loud voice in the UAE is a sign of strength, and in Germany, volume is a signal of authority.





## Family and Daily Life

### **Learning Objectives**

- Grasp expressions for appointment, agreement and disagreement, and congratulations
- Know types of family structures
- Learn to talk about family and daily activities



### Part I Warm-up

Work in pairs and practice the following conversations.



A and B are talking about the plan for the National Holiday.

- A: Hi, do you have any plans for the National Holiday?
- **B:** Yeah, I'm taking the train this evening to my hometown because my grandfather's 80th birthday is on Tuesday.
- **A:** Are you really close to your grandpa?
- **B:** Yeah, my grandparents raised me because my parents were so busy working that I did not get see them often during my childhood.
- A: Is it the birthday of your mom's dad or your father's dad?
- B: It is my dad's dad.
- **A:** Do you have any cousins that will be at the party?
- **B:** Yeah, I have a cousin, my younger brother. He is only nine years old. What about you? Do you have any cousins?
- A: No. My father and mother both are only children. I am also an only child.
- B: OK.

### ©Conversation 2

Mom and her son, Jonny are talking about his classmates.

**Mom:** Jonny, why do you look so unhappy? You went to attend the gathering party in high spirit in the afternoon.

**Jonny:** Don't mention it.

**Mom:** Tell me, what happened?

Jonny: Do you remember Micheal?

**Mom:** Yeah, he is your classmate and plays football very well.

**Jonny:** Right. Today he came too, showing off his car all the time proudly.

#### **UNIT** Pamily and Daily Life

Mom: Oh, Jonny. Don't pay any attention to his words and behavior. Now you

are a student; study is your number one task.

**Jonny:** Yeah, I know.

Mom: Come on, Jonny! You will make it.

### Part II Useful Expressions

Learn the following expressions and do the tasks using these expressions.

#### Expressions for making an appointment:

If you are free, how about lunch talk together?

Do you have any time tomorrow? How about having lunch with me?

Would you be convenient tomorrow? I'd like to see you.

I'm calling to see if you would like to have lunch with me tomorrow.

I wonder if we would have dinner together? Would Friday evening be all right for you?

I'm afraid I can't make it before the middle of this week.

I'm very sorry, tomorrow is all filled up. What about the day after tomorrow?

I'm afraid it isn't too easy to arrange off-hand.

#### Expressions for showing agreement or disagreement:

Do you agree? Absolutely./Somewhat./Sort of./Not entirely.

Do you think it's a good idea? Yes. Sounds good to me.

Do you think so? Right on./I'll have to think about it./I need

to give it some thought./I see your point.

Is this all right with you?

I couldn't agree with you more!/I don't

think so./I see what you are saying.

You don't disagree, do you? No. You've got it all wrong./You are way

off./That's out of the question.

#### Expressions for giving and responding congratulations:

Congratulations! Thank you very much.

Well done! It's very nice of you to say so.



What a wonderful performance! I am lucky. Thanks.

Please accept my hearty congratulations. Please accept my deep gratitude for your

support.

Let me congratulate you. I'm obliged to you for your help.

It's great to hear about... Thanks for your kind words.

I feel happy for you. I'm very glad to hear your words.

May I congratulate you on...

I'd like to congratulate you on...



Work in pairs and act out the situation using expressions for making an appointment.

#### Situation 1 Make an appointment-Eating out

John and Jill are telephoning. John is making an appointment with Jill to eat out on Saturday evening.

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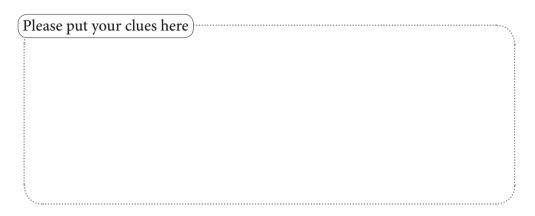
### Task 2

Work in pairs and act out the situation using expressions for agreement and disagreement.

#### Situation 2 How to deal with children's disagreement

**Student A:** John, a son, has a disagreement with his parents for choosing major.

**Student B:** The mother/father, tries his/her best to talk with John, discussing how to deal with their disagreement.



### Part III Oral Activities



List terms of family relations according to the following categories.

Category A: Immediate family member

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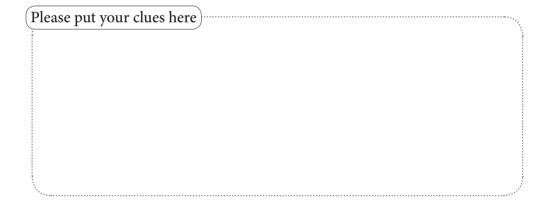


#### Category B: Extended family member



### Task 2

Draw your family tree and then give a presentation on the topic—My family.



### Task 3

Work in pairs and exchange ideas with your partner about how you spend time with your family.

#### You may use the following clues:

- gathering
- party

•	watch TV
•	eat out

Please put your clues here



Work in pairs and tell or make up a story on the topic—My happiest family memory.

#### Tips:

- Describe your best memory.
- Describe your feelings about this memory.
- Make it clear what excites you or makes it a good memory.
- Share with your partner what you have learnt from the memory.

P	lease put your clues here	٠.



### Task 5

Work in groups and practice the "20 Questions" game on your family and daily life.

#### Tips:

- Choose any topic related to "Unit 2 Family and Daily Life" to ask questions.
- Ask 20 questions and use deductive reasoning to figure out the answers.
- Ask within group or walk around to ask students in other groups.
- Summarize and share what you have learnt from the "20 Questions" game.

#### Questions for references:

- 1. Describe your family members. What are they like?
- 2. How often do you see your relatives? What do you often do when you get together?
- 3. Do you have any siblings? What are advantages (positives) and disadvantages (negatives) of having brothers or sisters?
- 4. What are advantages and disadvantages of being an only child?
- 5. Where have you been on holiday with your family? Where would you like to go on holiday with them?
- 6. Who in your family do you turn to when you need advice? What kind of advice have they given you in the past?
- 7. Which member of your family do you argue with most? What do you quarrel about?
- 8. Have you ever lied to your parents? What happened as a result?

Please put your clues here	
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### Part IV Speaking Projects



Work in groups and do the role play—Preparing a birthday party for grandmother.

#### You may follow the following steps:

- **Step 1:** Discuss the topic in your group and write a script for the play based on your group discussion.
- **Step 2:** Select one student in the group as the host and others will be the siblings.
- **Step 3:** Prepare available props.
- **Step 4:** Do the role play.

Each group should make comments on other groups' performances.

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### Task 2

Work in groups and make an interview on the topic—After-school tutoring.

After-school tutoring in primary and secondary schools is also known as shadow education. Some people think after-school tutoring is good for children, while others hold opposite opinions. So the interview topic is: Can after-school



programs and private tutoring help improve students' achievement?

The alternate chairman should make a conclusion of the interview and then makes a speech on the topic.



### Part V Reading and Speaking

Read the following passage and ask your group members some thoughtprovoking questions and then retell the passage.

#### Types of Family

Family is the most important primary group in a society. It is the most permanent and the most pervasive of all social institutions.

There are different types of family. On the basis of size or structure and generations family can be classified into four main types: nuclear family, single parent family, joint or extended family and childless (DINK) family.

#### 1) Nuclear family

The individual nuclear family is a universal social phenomenon. It can be defined as a small group composed of husband and wife and children that constitute a unit apart from the rest of the community.

#### 2) Single parent family

A single parent family consists of a father/mother and child/children. Children are most likely to live in a single parent structure for divorce. One of the most luxurious

things for a single parent is child care.

#### 3) Joint family

The joint family is also known as undivided family or extended family. It normally consists of members belonging to two-three generations, or even more: husband and wife, their married and unmarried children and their married or unmarried grandchildren, and so on. The joint family constitutes the basic social institution in many countries particularly Asian countries. According to Iravati Karve, the joint family may be defined as a group of people who generally live under one roof, who eat food cooked at one hearth, who hold property in common and who participate in common family worship and are related to each other as some particular type of kindred.

#### 4) Childless (DINK) family

A childless family is basically a group of people from all variety of backgrounds, for whatever reason, have never had children. Some will perhaps have children at sometimes in the future, but are not prepared just yet. Some sought to have children but were unable to because of a variety of social or biological barriers.

Over time, the society has had to adapt to influential changes. And social changes has contributed to the creation of alternative family forms, generating new versions of family structure.





# Campus Life

### **Learning Objectives**

- Grasp expressions for campus life
- Learn to talk about campus life
- Provoke critical thinking based on the targettopic



### Part I Warm-up

Work in pairs and practice the following conversations.

# Conversation

Susan and Will are classmates meeting at the gate of campus.

**Will:** Hi, you just arrived too?

Susan: Yes.

**Will:** My name is Will.

Susan: Nice to meet you. My name is Susan.

**Will:** Where are you from?

Susan: I'm from Shanghai, China. What about you?

**Will:** I'm from Seattle. Is Susan your real name?

**Susan:** No, it's my English name. My real name is Li Hua. Is Will your full name?

**Will:** No, My full name is William.

**Susan:** Should I call you Will or William?

**Will:** Please call me Will.

# $\bigcirc$ Conversation 2

*Bill, the resident advisor (RA), is introducing the dorm to John.* 

Bill: Hello, I am Bill, your RA. Welcome to Jewett Hall.

**John:** Thank you so much. I'm John.

**Bill:** Have you ever lived in a dorm before, John?

**John:** No, I haven't.

Bill: I think you may find it very convenient. Your section will have 20

students, so it will be easy to make friends.

John: Great.

**Bill:** Our section has its own lounge and recreation room, so it will be easy to have fun.

**John:** That's cool. Where can I get my ID card?

**Bill:** At the registration office. The card could also be used to check out books.

**John:** Thanks! See you around.

### Part II Useful Expressions

Learn the following expressions and do the tasks using these expressions.

#### Expressions for campus life:

academic degree applicant
assembly hall assistant
association attendance
bachelor candidate

canteen class participation collegiate system commencement competitive compulsory course

curriculum dining hall

diploma do physical exercises

doctor dormitory

duration enrich student's life

extracurricular activity focus of study

freshman hobby
internship keep fit
lecture hall leisure time
library card master

mid-term non-academic interest

option optional class

outlook overdue passion pressure procession professor quad quiz rehearsal renew schedule resume science laboratory sign up sophomore spare time specialize stadium staircase superior



survey undergraduate

#### transcript



Work in pairs and categorize the above expressions.

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# Task 2

Work in pairs and make a dialogue on the topic—My plan for campus life, using the above expressions as many as possible.

Please put your clues here	)

### Part III Oral Activities



Talk with your partner about the differences between high school and campus life and then share the attractive points of your partner's answers.

#### Questions for references:

- 1. What are the differences, do you think, between the high school and campus life?
- 2. Who was your favorite high school teacher?
- 3. Do you have any unforgettable experiences in your high school?
- 4. Did you have much time for fun in your high school? What did you usually do for fun?
- 5. Have you ever imagined your campus life in your high school? What would it be like?
- 6. Would you go back to your high school for another year study if you hadn't been accepted by any college?
- 7. What counts more in your high school life (study or...)?
- 8. Do you have any practical advices for the students who are ready for college? ...

Please write down at least another three questions related to the topic.

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### Task 2

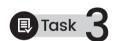
Work in pairs and exchange ideas with your partner about what could make you an efficient learner in college.

#### You may use the following clues:

- teamwork
- notes
- friendship
- share
- brainstorm

...





Work in pairs and discuss the topic—My ideal campus life.

#### Questions for references:

- 1. Why do you choose this college?
- 2. What do you want to be after graduation?
- 3. What are your plans for each year in your college?
- 4. What do you want to get from your college life?
- 5. Are you under pressure? What pressures do you think you may suffer from?
- 6. How do you release yourself from pressures?
- 7. Knowledge or ability, which is more important for college students?

8. How do you plan to balance study and extracurricular activities?	
•••	
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Task 🗸	
Work in pairs and tell or make up a story on the topic—Your first day in campus.	the
Tips:	
<ul> <li>Describe your imaginary first day in your campus.</li> </ul>	
<ul> <li>Describe the feeling of seeing your campus for the first time.</li> </ul>	
• Make it clear what excites or glooms you the first day in your campus.	
Make it clear how you enjoyed your first day or dealt with the difficulties your first day or dealt with the	you
met the first day.	
Share with your partner what you have learnt from the event.	
Please put your clues here	····.



### Task 5

Work in groups and discuss the topic—Is extracurricular activities more important than study?

#### Tips:

- Discuss with your group members and choose your group's position.
- Choose a beginner to make a brief introduction to your opinion.
- Organize free debate and exchange ideas within your group.
- Choose a summarist to make a conclusion of your statement.



# Part IV Speaking Projects



Work in groups and do the role play—My funny teacher.

#### You may follow the following steps.

- **Step 1:** Discuss the topic in your group and write a script for the play based on your group discussion.
- **Step 2:** Select one student in the group as the teacher and others will be the students.
- **Step 3:** Prepare available props.

• **Step 4:** Do the role play.

Each group should make comments on other groups' performances.

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# Task 2

Work in groups and make an interview on the topic—What would you write on the "white paper"?

College life is just like a piece of "white paper" for everybody. Make an interview to your group members to check what they would write down on the "white paper". After the interview, please use ten keywords to tell other groups what is campus life.

The alternate chairman should make a conclusion of the interview and then makes a speech on the topic.

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### Part V

### **Reading and Speaking**

Read the following passage and ask your group members some thoughtprovoking questions and then retell the passage.

#### Does Your GPA Really Matter?

Studies have shown college graduates earn up to 75 percent more than people with just a high school diploma. So students earn good grades and study for the SATs. And they also struggle to prepare an impressive list of extracurricular in their quest for that oh-so-important acceptance letter.

But now that you're in, can you relax? Just how important are your college grades to future employers? Are those long hours at the library and the all-night study time really worth it?

Keeping your grade point average (GPA) up can be vital to your academic success. According to the *U.S. News* and *World Report*, maintaining a high GPA is crucial to those who dream of attending top graduate schools, like Harvard medical school (3.8 average GPA), Yale law (3.9) or Stanford business school (3.6).

Thankfully, most employers don't enforce these same academic standards on their applicants. According to the National Association of Colleges and Employers' survey, 70 percent of hiring managers do report screening applicants based on their GPA, but the largest group say they use a 3.0 as their bottom line.

All other factors being equal, an employer is more likely to choose the candidate with high grades, but that doesn't mean a so-so student can't land a competitive job with a big company.

Employers understand that students have different circumstances. Employers do take a university's reputation into consideration, but they also understand working to pay your way through school, extracurricular involvement and disadvantage conditions can lower your academic marks.

Having relevant experience like internship is key to getting ahead in today's competitive job market. Luckily, a superior GPA from a top-ranked university isn't required to get an internship, according to the *Princeton Review*. Internship organizers

look for candidates with an active attitude, something that can be expressed in a cover letter and interview—not a resume or transcript.

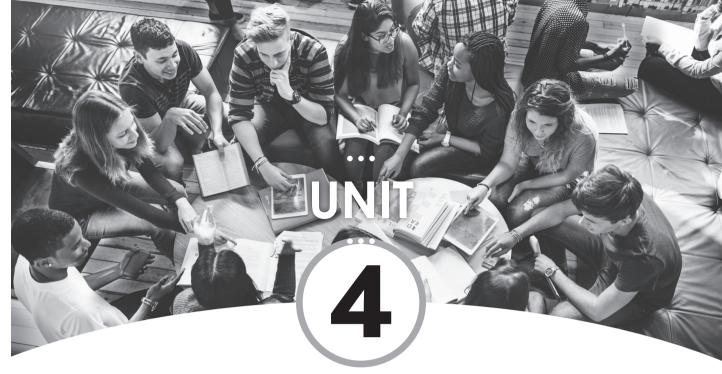
Although employers may not automatically cut you for your low grades, leaving your GPA off of your resume completely may do you more harm than good. If you're a new grad and omit your GPA from your resume, you might find employers wondering how terrible your grades really are. One career advisor even said if there's no GPA on a resume, he automatically assumes it's under a 3.0. And it should go without saying that you should never lie and tell an employer you have better grades than you really do.

If your GPA falls below your dream employer's minimum standards, you do have options. Again, leaving the figure out isn't wise, but you should emphasize your academic strengths as much as possible.

Luckily, some business schools and other graduate programs pay closer attention to the grades you earned during your junior and senior years than to your overall transcript. This can really help out people who are struggling to raise their averages after a rough transition into college life. Another option is to list your major GPA, or your average grades for only the classes taken in your major.

Collegegrad.com offers these tips for choosing which GPA to include: If your major GPA is higher than a 3.0, and your overall grades fall below that minimum standards, only list your major average. If both averages are higher than a 3.0 and your major GPA is at least three-tenths of a point higher than your overall average, feel free to list both.





# **Sports**

# Learning Objectives

- Grasp expressions for sports
- ♦ Learn to talk about sports
- Provoke critical thinking based on the targettopic



### Part I Warm-up

Work in pairs and practice the following conversations.



Li Ming and Zhang Hua are talking about football.

Li Ming: Hello, Zhang Hua, how are you?

**Zhang Hua:** Not bad, and I have become a football fan recently. **Li Ming:** Oh, amazing. Can you say something about that?

**Zhang Hua:** You mean the history, the rules or the football players?

**Li Ming:** As you like.

**Zhang Hua:** Today, football is very popular everywhere.

Li Ming: Yes, how about football in China?

**Zhang Hua:** Actually, the Chinese football players' performance in international

competitions is not that good. We can see the gap between our

team and the best team in the world.

Li Ming: Yes, what a pity! I think a good coach is important if our team

wants to reach the world standard.

**Zhang Hua:** Yes, I agree with you.

# ©Conversation 2

George and Tom are talking about today's football game.

**George:** Hi Tom, you look disappointed.

**Tom:** Ha-ha, you too, George.

**George:** Today's game was pretty lousy.

**Tom:** Yeah, I thought the score would be 2:1, but it ended in a draw.

**George:** Those football players perform not so well today. I am so anxious for

the game, hoping that I would go there and join the game.

**Tom:** You play football?



George: Yeah, right. I'm the captain of our company's football team!

**Tom:** My company also has a team; we should get together and have a match

sometime.

George: Cool. How about this Sunday?

Tom: Sounds great.

### Part II Useful Expressions

Learn the following expressions and do the tasks using these expressions.

#### **Expressions for sports:**

archery assist
baseball basketball
bias boxing
butterfly captain
center cheerleader
coach contestant

corner ball dash

decathlon direct free kick

distant race draw

dunk fair charge

fencing final football foul

freestyle front line guest team high jump

hoop horn
host team hurdle
ice hockey jargon
lay up marathon

mountaineering net obstacle race offside

out of bounds painted area



pass penalty area
pitch point guard
power forward referee
relay round
score semi-final

set shot shooting guard

shot sideline small forward soccer spectator steal

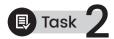
tennis track and field

triple jump turnover volleyball walking race

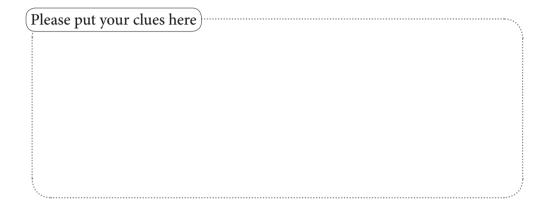


Work in pairs and categorize the above expressions.

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Work in pairs and make a dialogue on the topic—My favorite sport, using the above expressions as many as possible.



# Part III Oral Activities



Talk with your partner about the sportsmanship and then share the attractive points of your partner's answers.

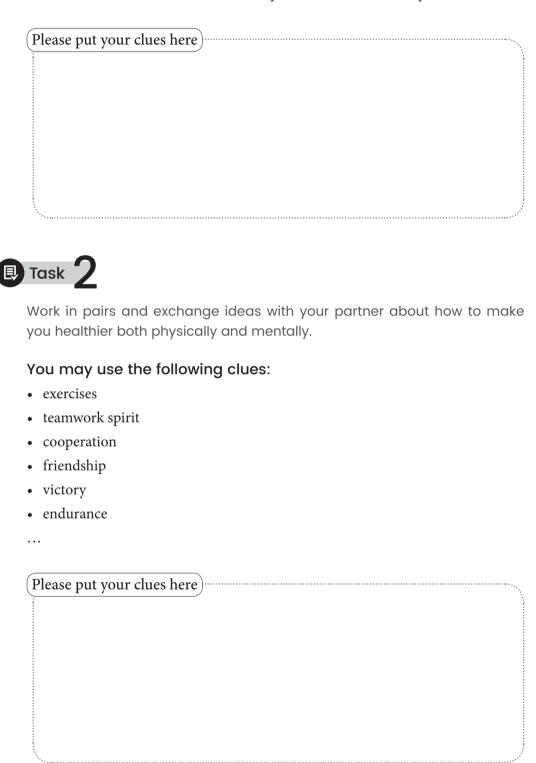
#### Questions for references:

- 1. Do you like sports? Why or why not?
- 2. Do you often take exercise?
- 3. What is your aim of taking exercise?
- 4. Who is your favorite sports star?
- 5. What do you learn from him or her?
- 6. Do you think we need sportsmanship in our life? In what way does sportsmanship benefit our life?
- 7. Can you use some key words to tell what the sportsmanship is?

. . .



Please write down at least another three questions related to the topic.





# Task 3

Work in pairs and discuss the topic—Chinese football.

#### Questions for references:

- 1. Do you like ball games?
- 2. How much do you know about football?
- 3. Do you like Chinese football? Why or why not?
- 4. What, do you think, is the problem with Chinese football?
- 5. Do you think there are still possibilities for Chinese football to be better?
- 6. Do you have suggestions for Chinese football?

. . .

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Work in pairs and tell or make up a story on the topic—My unforgettable PE lesson.

#### Tips:

- Describe the most unforgettable PE lesson you have taken.
- Describe the feeling of seeing your PE teacher for the first time.
- Make it clear what delights or glooms you in the PE lesson.
- Make it clear what you have learnt from the unforgettable lesson.
- Share with your partner what, do you think, counts more in PE lesson.





### Task 5

Work in groups and discuss the topic—Is high school PE lesson a waste of time?

#### Tips:

- Discuss with your group members and choose your group's position.
- Choose a beginner to make a brief introduction to your opinions.
- Organize free debate and exchange ideas within the group.
- Choose a summarist to make a conclusion of your statement.

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# Part IV Speaking Projects



Work in groups and do the role play—The crazy fans.

#### You may follow the following steps:

- **Step 1:** Discuss the topic in your group and write a script for the play based on your group discussion.
- **Step 2:** Select several students in the group as the fans and others will be their relatives or friends.
- **Step 3:** Prepare available props.
- **Step 4:** Do the role play.

Each group should make comments on other groups' performances.

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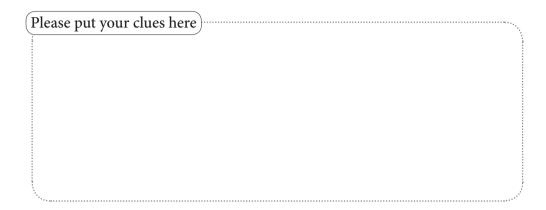
# Task 2

Work in groups and make an interview on the topic—The truth about fitness.

Many people want to get and keep fit. While in what ways could we remain fit? Make an interview to your group members on fitness. After the interview, please use ten keywords to tell other groups what is the truth of keeping fit.



The alternate chairman should make a conclusion of the interview and then makes a speech on the topic.



### Part V

# Reading and Speaking

Read the following passage and ask your group members some thought-provoking questions and then retell the passage.

#### Fitness Walking

Many people in the world walk to work or to school. Many others, however, travel by bus, train or car. They walk very little. Yet experts say walking is one of the best ways to stay healthy. They call it the world's most natural exercise. Walking is less dangerous than running. It strengthens the muscles without stretching them too much. And it puts less pressure on bones and joints. About fifty million Americans are active in what is called "fitness walking". They take fast and short walks a few times each week to improve their health. Fitness walking can be done almost anywhere, anytime. What's more, no special equipment is needed. Experts advise drinking lots of liquids, especially water, before and after each walk. Also, gently stretch the muscles and joints that are most likely to become tense during the exercise.

The most effective way to walk is the natural way. Keep your head high and your back straight. In fitness walking, it is important to remember that your footsteps should fall almost in a straight line. Bend your arms at the elbow. Let them swing from the shoulder with each step.

Walking is not only good for your body but also for your emotional health. In an experiment, a group of students were first asked to describe their levels of energy and tension. Then they went on a fast walk for ten minutes. When the students returned, they reported feeling less tired and full of energy. This pleasant feeling lasted at least one hour. Even after two hours, the students felt less tired than they had before the experiment.

Fast and short walks can also help make personal problems seem less serious. One group of persons described the seriousness of their personal problems, such as job worries or a failing marriage. Then they went for a fast ten-minute walk. When they returned, they said their problems seemed less threatening. Improvements were not observed every day. But after three weeks, the differences became quite clear.

Of course, walking can't solve all problems. But it can help you in many ways. So why not give your feet a little exercise from time to time?





# Food and Health

### Learning Objectives

- Grasp expressions for food and health
- Learn to talk about food and health
- Provoke critical thinking based on the targettopic



### Part I Warm-up

Work in pairs and practice the following conversations.

### Conversation

Mary and Nancy are talking about food.

**Mary:** Hi, Nancy. You have been here for half a year.

**Nancy:** Exactly. It is very different from my hometown here.

**Mary:** Do you miss some special food in your hometown?

**Nancy:** Yes, there are lots of dishes that I miss.

**Mary:** What is your favorite food?

**Nancy:** Actually, I like most of dishes in my hometown. The food there is really

good and delicious.

Mary: What do you like in particular?

Nancy: I particularly like the roast fish, which has unique taste and flavor

cooked by different methods.

**Mary:** Really. I hope I will have a chance to taste. Another dish?

Nancy: I also miss Baoluo Noodle, which is very delicious and has different

taste.

Mary: Sounds great.

Nancy: Right. I think you will like it if you try it.

# ©Conversation 2

Nancy and Mary are talking about organic fruit.

**Nancy:** Hi, Mary. Are you buying some fruits here?

**Mary:** Yeah. I need to buy some.

Nancy: This fruit stand offers a great variety of fruit at low prices.

**Mary:** The prices are reasonable, but I notice all of the fruit sold here is organic.

**Nancy:** You are right. Organic fruits are very healthy.

Mary: Why?

**Nancy:** Organic fruits are with less fertilizers and pesticides, which are produced

with organic standards.

**Mary:** You mean that organic fruit production is good for health and environment

protection.

Nancy: Right. Also organic food can promote ecological balance.

Mary: It sounds very good. Now, I will buy some.

Nancy: Be careful. Don't buy too much fruit. Fresh fruits are better for health.

**Mary:** You are right.

### Part II Useful Expressions

Learn the following expressions and do the tasks using these expressions.

#### Expressions for food and health:

apricot balanced diet

bamboo shoot beef
bottle opener calcium
cantaloupe carrot

cauliflower cherry

Chinese cabbage Chinese date cold drinks cucumber

cured meat durian
eating habit eggplant
fat fat meat
fitness freezer

garlic ginger green pea ham

healthy lifestyle hot pepper keep fit kiwi fruit lean meat lemon

lotus root lychee mango melon

mineral water mushroom



mutton nutrition obesity onion organic food papaya

plum pressed duck

price list protein
pumpkin radish
sausage snack

snake melon soda water

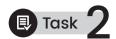
soybean milk spam spare rib spinach tender meat vitamin

walnut water spinach yogurt young soya bean



Work in pairs and categorize the above expressions.

Please put your clues here	
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Discuss with your partner and make an oral presentation on the topic—My view of healthy diet, using the above expressions as many as possible.



### Part III Oral Activities



Talk with your partner about the differences between Eastern and Western table manners and then share the attractive points of your partner's answers.

#### Questions for references:

- 1. What is your favorite Eastern dish?
- 2. What is your favorite Western dish?
- 3. How much do you know about Western table manners?
- 4. What are the differences, do you think, between Eastern and Western tale manners?
- 5. Do you think table manners count more in a certain culture?
- 6. Do you know any Eastern table manners?
- 7. Do you know any Western table manners?
- 8. Do you have any practical suggestions to give the ones who are confused about the unfamiliar table manners?



. . .

Please write down at least another three questions related to the topic.





Work in pairs and exchange ideas with your partner about what you would do to keep away from junk foods.

#### You may use the following clues:

- · fried food
- barbecue
- · hot pot
- cardiovascular disease
- vitamin
- protein
- fruits and vegetables

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# Task 3

Work in pairs and discuss the topic—Secrets of healthy lifestyle.

#### Questions for references:

- 1. Do you think you have a healthy lifestyle?
- 2. How do you define a "healthy lifestyle"?
- 3. Do you think it is easy for modern people to keep fit?
- 4. What advises do you have for people who are suffering from unhealthy lifestyle?
- 5. Do you think balanced diet and exercises are enough for keeping fit? If not, what may count more?
- 6. What plan do you have for a healthy lifestyle?
- 7. Do you think you are strong-minded enough to do more exercises and eat less junk food?

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# ■ Task

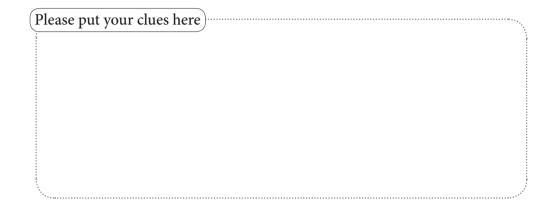
Work in pairs and tell or make up a story on the topic—My first time to cook.

#### Tips:

• Describe your first time to cook.



- Describe the feeling of seeing your own dish.
- Make it clear what excites or glooms you while making the dish.
- Share with your partner what you have learnt from cooking for the first time.



### ₽ Task 5

Work in groups and discuss the topic—Could organic food be an everlasting popularity?

#### Tips:

- Discuss with your group members and choose your group's position.
- Choose a beginner to make a brief introduction to your opinion.
- Organize free debate and exchange ideas within your group.
- Choose a summarist to make a conclusion of your statement.

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# Part IV Speaking Projects



Work in groups and do the role play—Family dinner.

#### You may follow the following steps:

- **Step 1:** Discuss the topic in your group and write a script for the play based on your group discussion.
- **Step 2:** Select one or two students in the group as the hosts and others will be the guests.
- **Step 3:** Prepare available props.
- **Step 4:** Do the role play.

Each group should make comments on other groups' performances.

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# Task 2

Work in groups and make a survey on the topic—What counts more in losing weight?

Losing weight tends to be a kind of popularity in modern society, for most of us believe the thinner, the healthier. Make a survey of your group members on what counts more in losing weight. After the survey, please use ten keywords to tell other groups what the heavy guys in your group plan to do to lose weight.



The alternate chairman should make a conclusion of the survey and then makes a speech on the topic.

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### Part V

### **Reading and Speaking**

Read the following passage and ask your group members some thoughtprovoking questions and then retell the passage.

#### **Healthy Eating**

Today, on the street, there seem to be more and more children who look fat. Perhaps they grow fat because they eat too much a day. But this may not be the whole story. Another reason might be that they are not eating properly.

Over the past ten years, people—especially young people—have come to realize the need to change their eating habits, because much of the food they eat, particularly processed foods, is not good for the health. As a result, there has been a growing interest in natural foods: foods which do not contain chemicals and which have not been affected by the chemical fertilizers widely used in farming today.

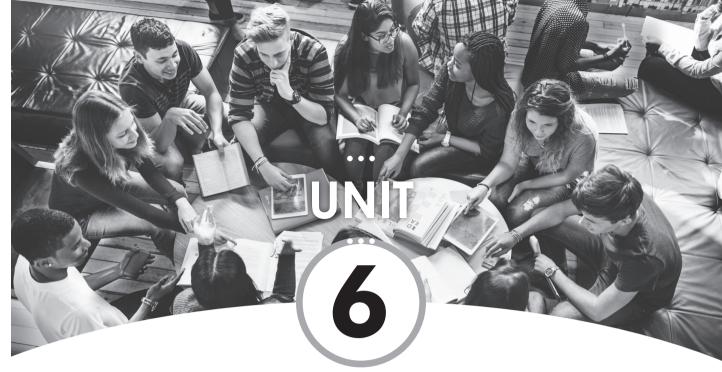
Natural foods include vegetables, fruit and grain which have been grown in soil that is rich in essential vitamins and minerals. This is a natural process, in comparison with the use of chemicals and fertilizers. In the latter case, the main purpose is to increase the amount—but not the quality—of foods grown in commercial farming areas.

Natural foods also include animals which have been allowed to feed and move freely in the outdoors. Compare this with what happens in the mass production of poultry: In some farms, for example, thousands of chickens live crowded together. Chickens raised in this way often do not taste good as food; they also produce eggs which lack important vitamins.

There are other aspects of healthy eating which are now receiving increasing attention from experts on diet. Take for example, the question of sugar. This is actually a non-essential food! Although a natural product, such as honey, can be good to taste, we can in fact do without it. There are no vitamins in it, no minerals—and no fibre. All it does is provide us with energy, in the form of calories. Of course, sugar is not harmful in itself, but eating too much of it will cause problems. The fact is that the quantity of sugar we use has grown quickly over the last two hundred years and in Britain, for example, each person may consume an average of 200 pounds of sugar a year!

Nowadays fibre is considered to be an essential part of a healthy diet. A lot of fibre is found in unprocessed flour and in many vegetables. However, the fibre has been removed in foods like white bread. In some countries where the national diet contains large quantities of unrefined flour and vegetables, certain diseases are comparatively rare. That is why modern experts on "healthy eating" place a lot of emphasis on the eating of vegetables.





# Shopping and Fashion

### **Learning Objectives**

- Grasp expressions for shopping
- Learn to talk about shopping and fashion
- Provoke critical thinking based on the targettopic



### Part I Warm-up

Work in pairs and practice the following conversations.

### Conversation

A and B are talking about clothes designed by fashion designers.

- **A:** Hey, what are you doing here?
- B: Hello, I'm reading a fashion magazine. Would you like to join me?
- **A:** Sure, I'd love to.
- **B:** OK, come here and take a seat.
- **A:** Thank you.
- **B:** Look at all these clothes designed by top fashion designers. What do you think of them?
- **A:** Well, they look lovely, but they're not very practical.
- **B:** I know what you mean. I suppose only stars or rich people wear them at parties.
- **A:** Maybe. I'm not sure why they have fashion shows like this. Hardly anyone will buy those clothes.
- **B:** The designers may think that the fashion show gives them a chance to show what they would like to see people wearing.
- **A:** You mean it's an expression of their fantasies?
- **B:** Yes, I think the designers are saying: Don't worry about what others think. Wear what you like!
- **A:** Very philosophical. I think they design these clothes more for publicity.
- **B:** All this fashion has reminded me that I want to buy some clothes.
- **A:** Oh great, let's go shopping.



*A* and *B* are shopping together.

**A:** What do you think of this coat? Do you think it suits me?

- **B:** Sure. Why don't you try it on? The fitting room is over there.
- A: It's just the right size—a perfect fit! Have you seen anything you like?
- **B:** Yes. Do you think I am fashionable in this dress?
- **A:** I think so. Blue is still fashionable at the moment.
- **B:** This style came out last year, though. I like the dress, but I'm not sure whether last year's fashions will be the same this year.
- **A:** Oh, you'd better give it up and look for some other pieces.
- **B:** Then, what about this sweater. I'm thinking about buying one.
- **A:** It looks too big for you, but I like the color and the material is of good quality. Is it on sale?
- **B:** Yes, it's half price.
- A: I might get one too, but in a different color.
- **B:** I'm going to get these jeans as well. I need a new pair. Look at this one—doesn't it look cool?
- **A:** Yes, it's really smart. I'd like to get some jeans too, but I don't have enough cash with me.
- **B:** Don't worry. I've got my credit card. You can pay me back later.
- **A:** Thanks! Now I don't need to come back to the shop a second time.
- **B:** You're welcome.

### Part II Useful Expressions

Learn the following expressions and do the tasks using these expressions.

Situations of shopping	Expressions
Asking about opening hours	<ul><li>What time do you open/close, please?</li><li>What are your opening hours?</li></ul>
Asking about opening nours	<ul><li> What are your opening hours:</li><li> Are you open on Sunday?</li></ul>
Commenting on goods	<ul> <li>I like this style, but I don't like the color.</li> <li>It's my favorite color, but I need a bigger size.</li> <li>These pants don't match my shoes.</li> </ul>



Bargaining	Could you give me a discount?
	<ul> <li>Could you give me 20 percent off?</li> </ul>
	<ul> <li>Can you give me a better deal?</li> </ul>
	<ul><li>Can you cut down the price a little?</li></ul>
	<ul> <li>I'd buy it right away if it were cheaper.</li> </ul>
Asking for exchange or a refund	I'd like to change this for a smaller size.
	• I'd like to return this. Can I get a refund?
	<ul><li>Could you change this, please?</li></ul>
	<ul><li>May I change this for a blue one?</li></ul>



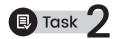
Work in pairs and act out the situation using expressions for shopping.

### Situation 1 Buying a pair of shoes

**Student A:** You are a customer who wants to buy a pair of shoes. You do not know which style is in fashion. You need the shop assistant's help.

**Student B:** You are a shop assistant. A customer asks for your opinion about buying a pair of shoes.

Please put your clues here	)
• • • •	
A.	



Work in pairs and act out the situation using expressions for refund.

#### Situation 2 Asking for a refund

- **Student A:** You are the customer who bought a pair of shoes last week. You have been wearing the shoes for a week and have found many flaws, so you want to return the shoes and get your money back.
- **Student B:** You are a shop assistant. A customer asks for a refund because he/she finds many problems with the shoes he/she bought last week.

(	Please put your clues here	٠.,

### Part III Oral Activities



Talk with your partner about shopping and then share the attractive points of your partner's answers.

#### Questions for references:

- 1. Do you like (going) shopping? Why or why not?
- 2. How often do you go shopping?
- 3. What do you usually buy when you go shopping?
- 4. What are the differences between men and women concerning shopping?

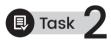


- 5. In what ways do you think people's present and past shopping habits are different?
- 6. What are the pros and cons of buying things in big shops compared to buying things in small shops?

...

Please write down at least another three questions related to the topic.

Please put your clues here	 •••••••••••••••••••••••••••••••••••••••



Work in pairs and exchange ideas with your partner about changes of the way we shop.

#### You may use the following clues:

- traditional shopping
- · department store
- online shopping
- · shopping website
- · express delivery

. . .

Pl	ease put your clues here)	 •••••	 

Work in pairs and discuss the topic—The best shops in your home city.

#### Questions for references:

- 1. Which are the best traditional shops?
- 2. Which are the best modern shops?
- 3. Which is the biggest department store?
- 4. Where do you get the best bargains?
- 5. Where do you find the friendliest service?

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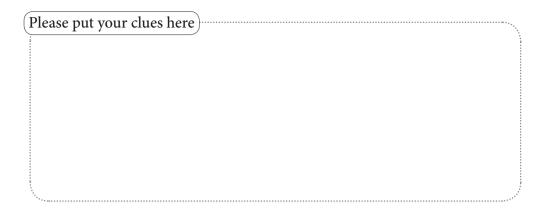
Work in pairs and make a dialogue according to the following situation.

Daisy: Yesterday you bought a tube top and a pair of hot pants which are just in fashion now. You put them on and show them to your good friend, Michelle. However, Michelle doesn't like them at all and thinks they're too short. You think she is too old-fashioned and tell her you bought them because both the style and the color are in fashion. In your opinion, it is very important for young girls to follow the fashion.

Michelle: Your good friend, Daisy, has just bought a golden tube top and a pair of hot pants. She shows them to you, but you don't like them at all. You think both are too short; besides, the golden color doesn't suit her though it is in fashion. You tell her this politely and your opinion that one needn't always try to follow the fashion.

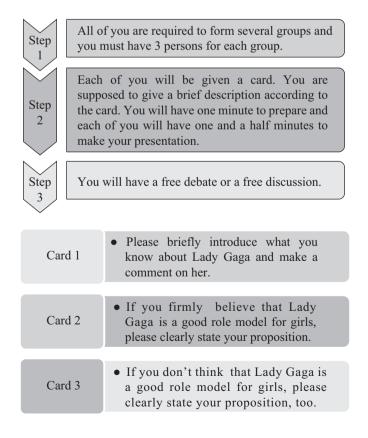
#### **Expressions for references:**

- 1. Come and have a look at...
- 2. The style is really nice, isn't it?
- 3. I know it is the latest fashion.
- 4. Don't you think it is a bit...?
- 5. Do you care for this color?
- 6. It's fashionable, but...
- 7. Isn't it important for a young girl to follow the fashion?
- 8. I just can't see why we should always...
- 9. I like fashionable clothes.
- 10. It's better to buy clothes which suit you.



Work in groups and do the game of "card discussion".

Lady Gaga, the symbol of fashion, is well-recognized for her ever-changing sense of style in music and in fashion. She has been included in the *Time 100* list of the most influential people in the world as well as being listed in a number of *Forbes'* annual lists.





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### Part IV Speaking Projects



Work in pairs and do the role play according to the following situation.

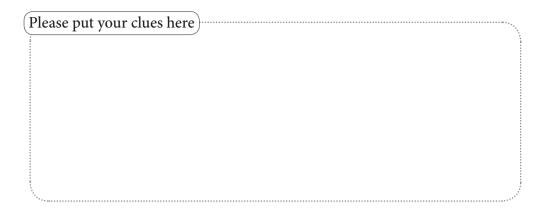
#### Situation 1 In a clothes shop

**Student A:** You work in a clothes shop. You start the conversation.

- 1. Offer to help.
- 2. Ask what color.
- 3. Give the customer the shirt and say, "Here you are. The fitting room is over there."
- 4. Ask if it fits.
- 5. Ask how the customer would like to pay.
- 6. Give back the change.
- 7. Say thank you and goodbye.

**Student B:** You are a customer in a clothes shop.

- 1. Ask for a formal shirt.
- 2. Say you need a blue one.
- 3. Thank the shop assistant for the shirt.
- 4. Say, "It fits. I'll take this one."
- 5. Say you would like to pay by cash.
- 6. Say thank you and goodbye.



Work in pairs and do the role play according to the following situation.

#### Situation 2 In a cell phone shop

**Student A:** You work in a cell phone shop. You start the conversation.

- 1. Offer to help.
- 2. Ask which brand and what type of cell phone.
- 3. Say, "Smart phones are over there."
- 4. Ask if it is what the customer is looking for.
- 5. Say, "There are cheaper ones on the top shelf."
- 6. Say, "It is \$999."
- 7. Ask how the customer would like to pay.
- 8. Ask the customer to enter the password of his/her credit card.
- 9. Say thank you and goodbye.

**Student B:** You are a customer in a cell phone shop.

- 1. Say you are looking for a cell phone.
- 2. Say you need a smart phone of a certain brand.
- 3. Thank the shop assistant for his/her directions.
- 4. Ask for a cheaper one.
- 5. Ask about the price.
- 6. Say, "This one is fine. I'll take it."
- 7. Say you will pay by credit card.
- 8. Say thank you and goodbye.



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### Part V

### Reading and Speaking

Read the following passage and ask your group members some thoughtprovoking questions and then retell the passage.

#### **Smart Shopping**

Have you ever wondered why department stores look similar all over the world? It's because a lot of research has been done on the way shoppers behave.

At the entrance of the store, there's usually what's called a transition zone, which is the first five meters, where shoppers get used to the idea that they're no longer on the street, but about to start shopping.

Then when you're beyond the transition zone, you generally turn to the right, so this is where many special offers are placed.

On the ground floor you can find watches and jewelry which are beautifully designed, packaged and displayed, and which attract customers into the store. They're usually more expensive than clothes and so there's less chance of the shopper buying them on impulse. If they were placed on a higher floor than clothes, many people wouldn't make the effort to go up there.

The first floor and possibly the second or third floors are usually for women's clothes. The phrase "the customer is king" ought to be "the customer is queen" because women are at the center of the fashion market. Therefore, all the best floors are reserved just for women.

Men's clothes are on the floor above women's clothes, because the research suggests that men are more focused buyers. They usually consider shopping as something boring but necessary, and they set objectives before they go. The sheer pleasure of window shopping, which women often enjoy, has no appeal for men.

Sports clothes are either above men's clothes or down in the basement. They target a particular group of people, and although these shoppers are restricted in both number and focus, they are loyal, either to the style of clothes, or to a particular brand. So placing sports clothes in the least attractive place in the store would have little effect on their sales.

The basement is also the place for household goods, especially things for the kitchen. Once again, most people have an idea of what they're looking for in this department, and don't need to be attracted into the store by psychological tricks.

Most department stores design the main path through the different stands in the form of a circle. Various brands of goods are then displayed around the circle, and most people walk either clockwise or counterclockwise. Displaying goods like this makes sure that all the brands are visited by the customers. Goods which usually go with each other, such as suits and ties, electronic goods and batteries are placed next to or near each other. This will promote sales of each type of product.

Some departments change the locations of brands once or twice a year. This gives the store a new look, and makes customers buy new products while they're looking for certain things. However, if they do this too often, customers may feel lost, and get an impression of disorder.

Colors are important, too. Cool colors like blue and green make customers feel relaxed and fresh in a hot summer. Warm colors like orange and red stimulate impulse buying in winter. Finally, research suggests that the color which most stipulates customers to spend money is light purple.

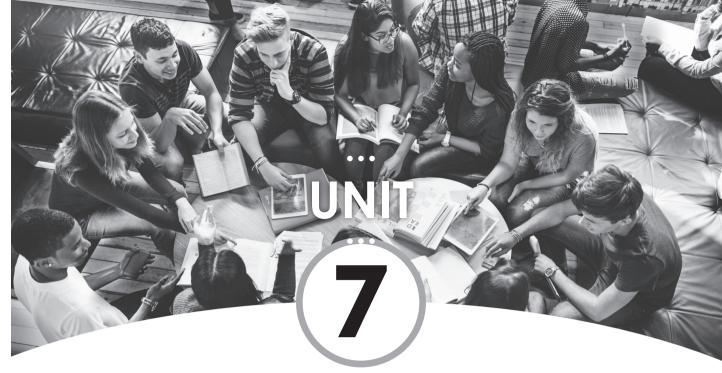
Most department stores now include places for entertainment, like cinemas, to sell things to people who come into the store for the film and not for the shopping. There are also places for people to take a rest, and have a cup of coffee. Once they're refreshed, they can carry on spending money. Some department stores set up special areas for men to read newspapers or to watch a football match, so they won't make



their partners stop shopping and leave the store.

Offering discounts used to help with sales. However, today it's by no means the smartest way. Some department stores have begun to issue store loyalty cards to guarantee that customers come back. Another way is to return a certain amount of money for every 100 yuan customers spend. This will encourage customers to buy just a little bit more than 99 yuan, and may lead to an extra purchase.

Smart shopping is really all about separating shoppers from their money. So where do you think research suggests is the worst possible place for a department store? Apparently, it's next to a bank!



# **Traffic**

# Learning Objectives

- Grasp expressions for traffic
- ♦ Learn to talk about traffic
- Provoke critical thinking based on the targettopic



### Part I Warm-up

Work in pairs and practice the following conversations.

# Conversation

A is talking with a ticket seller to buy ticket for Hong Kong.

- **A:** What time does the next train to Hong Kong leave?
- **B:** At 18:36, from platform 4.
- A: Is it a direct train to Hong Kong?
- **B:** No, you have to change trains at Shen Zhen.
- A: All right. One ticket to Hong Kong, please.
- **B:** Single or return, madam?
- A: Single, please.
- B: 238 yuan, please.
- A: Here you are.
- **B:** Here's your ticket and change, madam.
- A: Thank you.

# $\bigcirc$ Conversation 2

*B* is talking with *A* to rent a car.

- **A:** Good morning. May I help you?
- **B:** I want to rent a car, please.
- A: Ok. Full-size or mid-size?
- **B:** Full-size, please. What's the rate?
- **A:** 80 dollars a day with unlimited mileage.
- **B:** And I'd like to have insurance just in case.
- A: Is there an additional driver?
- B: No.
- A: Full coverage insurance will be 12 dollars a day.
- **B:** All right. I'll take it.



# Part II Useful Expressions

Learn the following expressions and do the tasks using the expressions.

#### **Expressions for traffic:**

amber light artery traffic blocked car crash carriageway crash into crosswalk curve road

cyclists only dangerous down grade dangerous driving double bend road

double white lines driving without license

dual carriageway excessive speed

fine give way
green light guide post
guide sign heavy traffic
high speed hump bridge
keep in line keep left
keep right lane auxiliary

loop no entry
no through traffic no turns
one way only pantomime
parking on-street parking place

passing bay police box private car private car park public car only punishment red light restricted stop restricted waiting resume speed road junction road works rush hour safety island silent zone single line slow speed limit steep hill stop sign



traffic accident traffic jam
traffic light traffic police
traffic post traffic regulation
two-way traffic urban area
winding road zebra stripes



Work in pairs and categorize the above expressions.



# Task 2

Work in pairs and make a dialogue on the topic—Traffic rules, using the above expressions as many as possible.

Please put your clues here	•
	,



### Part III Oral Activities



Talk with your partner about the development of transportation in your hometown and then share the attractive points of your partner's answers.

#### Questions for references:

- 1. Where do you come from? Big city, small town or countryside?
- 2. How did you usually go to school when you were child?
- 3. Do you think it used to be easy to take a taxi in the past in your hometown?
- 4. Do you think it is easy to take a taxi in recent years?
- 5. Does your hometown have a sophisticated traffic system?
- 6. What would you always choose when you go out, waking, private car, bus, bike, subway or other vehicles?
- 7. What did you usually choose when you go out ten years ago?
- 8. Can you make a conclusion of the development of the public traffic in your hometown?

. . .

Please write down at least another three questions related to the topic.

Please put your clues here	•



Work in pairs and exchange ideas with your partner about what could make you an environmentalist.

#### You may use the following clues:

- private cars
- air pollution
- healthy lifestyle
- convenience

. . .





Work in pairs and discuss the topic—Traffic accident.

#### Questions for references:

- 1. Do your family have private cars?
- 2. Have you ever witnessed or heard of traffic accident?
- 3. What do you think usually cause a traffic accident?
- 4. How do you think drunk driving?
- 5. Do you think Chinese government is strict enough to traffic violations?
- 6. Do you know anything about Western countries' traffic regulations?
- 7. As to the topic, what do you have learnt from each other?

• •





Work in pairs and tell or make up a story on the topic—Your application of driving license.

#### Tips:

- Describe your imagination about training in driving school.
- Describe your impression of your driving instructor.
- Make it clear what excites or glooms you in the training.
- Make it clear what obstacles you face in the training.
- Share with your partner what you have learnt from the training.

Please put your clues here	 
A.	



Work in groups and discuss the topic—Should government invest more money in public transportation?

#### Tips:

- Discuss with your group members and choose your group's position.
- Choose a beginner to make a brief introduction to your opinion.
- Organize free debate and exchange ideas within your group.
- Choose a summarist to make a conclusion of your statement.



# Part IV Speaking Projects



Work in groups and do the role play—Traffic police and drunk drivers.

#### You may follow the following steps:

- **Step 1:** Discuss the topic in your group and write a script for the play based on your group discussion.
- **Step 2:** Select one student in the group as the traffic police and others will be the drunk drivers.
- **Step 3:** Prepare available props.



• **Step 4:** Do the role play.

Each group should make comments on other groups' performances.

Please put your clues here	
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# Task 2

Work in groups and make an interview on the topic—What suggestions do you have to our country's traffic system?

Public transportation plays an important role in everyone's life. Make an interview to your group members to check what suggestions they have to the traffic system. After the interview, please use ten keywords to tell other groups your group's advices on perfection of public transportation system.

The alternate chairman should make a conclusion of the interview and then makes a speech on the topic.

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### Part V

### **Reading and Speaking**

Read the following passage and ask your group members some thought-provoking questions and then retell the passage.

#### Amy's Decision

Amy Collins lives in the quiet suburbs of western Fairfax County. Her house has a big garden, is surrounded by grass and trees, and has a huge balcony that overlooks a beautiful pond.

But she rarely enjoys them. Her commutes have robbed her life of them.

Each morning she has to spend at least an hour and 15 minutes on her way to work, first struggling on the Dulles Toll Road—what she calls her "daily disaster"—then the Capital Beltway. The jam often gets so bad that she has to call her secretary from her car. "I can't bear it any more," she would say. "Anything going on?" When she reaches the University of Maryland where she works as an executive, she is often in a bad mood.

And when she finally pulls into her short driveway at the end of the day, there is no time left to battle the weeds in her garden. "I have no life. No life at all," she would say. The only strength she has is to switch on the television set.

Amy's trouble reflects a reality many people have to face: If you want to have the kind of home and job you desire, you have to come to terms with the daily trouble of traveling into and inside the city.

Amy has tried every means to beat the rush. She used to pull aside the bed covers in the dark of winter to be on the road by 6 a.m., but it wasn't early enough to avoid running into morning jams on the Beltway.

She tried entering the city later and staying at her office until early evening, or remaining on campus after work to swim and do aerobics at the university gym. But too often there would be an accident and she wouldn't pull into the driveway until 8 p.m.

She also experimented with the subway. But that meant she had to make three changes and the journey could stretch to two and a half hours.



Cheerful by nature, she became ever more irritable as a commute that took only 45 minutes when she started the job in 1998.

And she grew ever more impatient with other drivers—those who would overtake her car suddenly, who wouldn't signal before switching lanes, who would bypass jams by speeding along the shoulders.

Then she became one of those drivers, refusing to wait in line to exit the Toll Road onto the Beltway and instead moving along the queue to cut in front. "Deep in my soul I know cutting is evil and shouldn't be done," she says. "But the commutes have cost me too much time and I just cannot concentrate on my job."

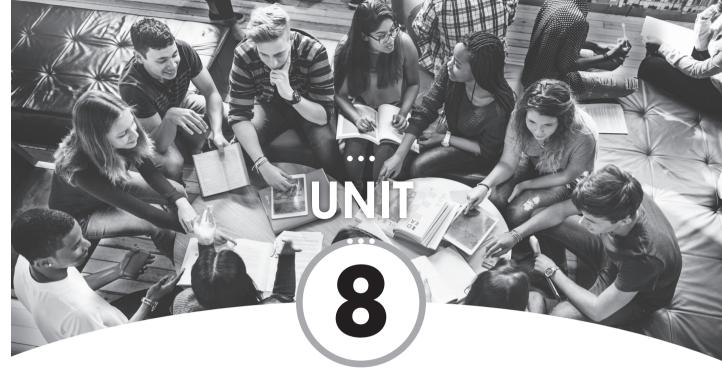
Time is one problem; then there is the money. Too tired to cook, Amy and her husband, who also commutes to his job as a computer security expert, order takeout dinners about four times a week. Too tired to pick them up half the time, they have to call takeout taxies and in this way spend more money. Too tired to clean their four-bedroom, three bathroom home, Amy hires a housekeeper. Recently, she read a newspaper article about the expense of commuting and auto maintenance and thought about the gas she was pumping into her car each week. She did the math. "I am only bringing home a really small amount of money."

Sometimes Amy thinks the shortage of roads and bridges has caused her suffering. Sometimes she takes the other side of this familiar Washington debate: Commuters have only themselves to blame for living so far from work. She is often puzzled.

What she is sure about is that her lifestyle must be changed. So she has made the decision: quitting her job at the University of Maryland.

"It is really heartbreaking because I like working there so much."





# **Animals and Pets**

### **Learning Objectives**

- Grasp expressions for animals
- Learn to talk about animals and pets
- Provoke critical thinking based on the targettopic



### Part I Warm-up

Work in pairs and practice the following conversations.



A is talking with her neighbor B about keeping a pet.

- **A:** Hi, you are walking the dog.
- **B:** Yeah, he was trapped in the house all the day.
- **A:** He is a family member.
- **B:** Indeed. He brings so much fun to us.
- **A:** He is peaceful and accordingly cute?
- **B:** Yes, we can't enjoy the noisy puppies?
- **A:** My husband plans to keep one but I am worried about the mess.
- **B:** Don't worry. Dog could make a neat son after training.
- **A:** Ha-ha. We would have a try.
- **B:** You will love it.

# $\bigcirc$ Conversation 2

A is a staff from City Animal Protection and is asking a passerby some questions about animals.

- A: Hello. I am from City Animal Protection. May I hold you 2 minutes?
- B: Ok.
- **A:** Thanks so much. Well, do you like animals?
- **B:** Yes. I keep a cat as my pet.
- **A:** Have you ever taken part in any animal protection clubs or activities?
- **B:** Actually, no. But I think human beings should keep a harmonious relationship with animals, after all we are never privileged to hurt any species.
- A: Yeah, we never. Do you want to join us in an animal protection party this weekend?
- **B:** Definitely.
- **A:** Great! This is my card. You can call me later for the details.
- B: Ok.

# Part II Useful Expressions

Learn the following expressions and do the tasks using these expressions.

#### Expressions for animals:

a lucky dog a sleeping dog

accompany aloneness

animal abuse animal shelter as busy as a bee barking dog

blackbird buffalo

bullfrog bumble bee

calf canary

chick chicken hearted chimpanzee cloven-hoofed

crab cuckoo detect drug dolphin

duckling faithful friend

fin firefly gill giraffe

hedgehog hippopotamus

kitty lamb

lead the way license the dog

lobster mammal
meek octopus
ostrich patrol dog
pigeon pony
puppy robin

scale robii

seeing eye dog sentient shark soothe soul

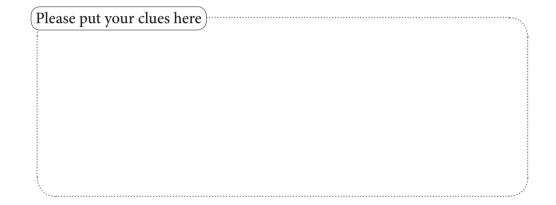
sparrow starfish swallow swan



talk horse urinate
waddle watchdog
waterfowl woodpecker
yak



Work in pairs and categorize the above expressions.



# Task 2

Discuss with your partner and make an oral presentation on the topic—The relation between humans and animals, using the above expressions as many as possible.

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### Part III Oral Activities



Talk with your partner about the advantages and disadvantages of keeping pet and then share the attractive points of your partner's answers.

#### Questions for references:

- 1. Do you like pets?
- 2. Does your family keep pets?
- 3. Do you plan to raise pets when you have your own home?
- 4. Why do you want to keep cats or dogs?
- 5. What do you think are the reasons that more and more people choose to keep pets?
- 6. What do you think are the reasons that a lot of people dislike pets?
- 7. Do you have any suggestions to the people who dislike pets?
- 8. Can you make a conclusion of the advantages and disadvantages of keeping pets?

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Please write down at least another three questions related to the topic.

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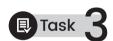
Work in pairs and exchange ideas with your partner about the monkey show.

#### You may use the following clues:

- · cruel act
- without mercy
- mistreatment
- boycott

. . .

Please put your clues here



Work in pairs and discuss the topic on—My ideal pet.

#### Questions for references:

- 1. What do you think can make a good pet?
- 2. What do you want to get from keeping pets?
- 3. What do you want to give to your pets?
- 4. Do you think pets may threaten your family member's safety?
- 5. If you choose to have a baby, will you still keep pets?
- 6. Do you worry about the mess that the pets will bring you?
- 7. Are you confident enough to balance your love between you pets and other family members?

8. Can you briefly show us what your ideal pet is?
Please put your clues here
Task 🔼
Work in pairs and tell or make up a story on the topic—I and the one in my life
The
Tips:
<ul> <li>Describe your feeling of seeing your pet for the first time.</li> </ul>
<ul> <li>Make it clear what excites or glooms you when stay with your pet.</li> </ul>
• Tell the sweet stories happened between you and your pet.
Share with your partner what you have learnt from your pet.

Please put your clues here



Work in groups and discuss the topic—Are pets the cure of the old's aloneness?

#### Tips:

- Discuss with your group members and choose your group's position.
- Choose a beginner to make a brief introduction to your opinion.
- Organize free debate and exchange ideas within your group.
- Choose a summarist to make a conclusion of your statement.



### Part IV Speaking Projects



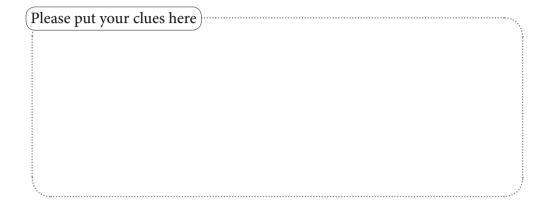
Work in groups and do the role play—Animals' dream.

#### You may follow the following steps:

- **Step 1:** Discuss the topic in your group and write a script for the play based on your group discussion.
- **Step 2:** Each one chooses to play a body part of a certain animal and tells what your dream is.
- **Step 3:** Prepare available props.

• **Step 4:** Do the role play.

Each group should make comments on other groups' performances.



# Task 2

Work in groups and make a survey on the topic—Do you want to be a vegan to protect animals?

Vegetarianism tends to be a great popularity in modern world. Make a survey of your group members to check whether the members are firm enough to be vegans. After the survey, please use ten keywords to tell other groups what your group plans to do for animal protection.

The alternate chairman should make a conclusion of the survey and then makes a speech on the topic.

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### Part V

### **Reading and Speaking**

Read the following passage and ask your group members some thoughtprovoking questions and then retell the passage.

#### Which Animals do Children Like Most?

"Which animal do children like most?" and "which animal do you dislike most?" To answer the questions an investigation was carried out involving 80,000 British children between the ages of four and fourteen. From the massive response to this inquiry a sample of 12,000 replies to each question was selected at random and analyzed. If we now narrow our sights to the "top ten animal loves" the list emerges as follows: (1) Chimpanzee; (2) Monkey; (3) Horse; (4) Bush baby; (5) Panda; (6) Bear; (7) Elephant; (8) Lion; (9) Dog; (10) Giraffe.

We may suppose that these preferences are the result of the animals' anthropomorphic features and it is to these that the children are responding when making their choices. This is not a conscious process. The most significant of these anthropomorphic features in the top ten animals are as follows: (1) They all have hair, rather than feathers or scales; (2) They have rounded outlines; (3) They have flat faces; (4) They have facial expressions; (5) They can handle small objects; (6) Their body positions are in some ways, or at some times, rather vertical.

Facial expressions are particularly important as basic forms of visual communication in our species. They have evolved in a complex form in only a few groups of mammals—the higher primates, the horses, the dogs and the cats. It is no accident that five of the top ten favorites belong to these groups. Changes in facial expression indicate changes in mood and this provides a valuable link between the animal and human beings, even though the correct significance of the expressions is not always precisely understood.

As regards manual ability, panda and elephant are unique cases. The former has evolved a long wrist bone with which it can grasp the thin bamboo sticks on which it feeds. Such wrist bone is found nowhere else in the animal kingdom. It gives the flat-footed panda the ability to hold small objects and bring them up to its mouth while sitting in a vertical position. The elephant is also capable of handling small objects

with its trunk, which is also unique, and taking them up to its mouth.

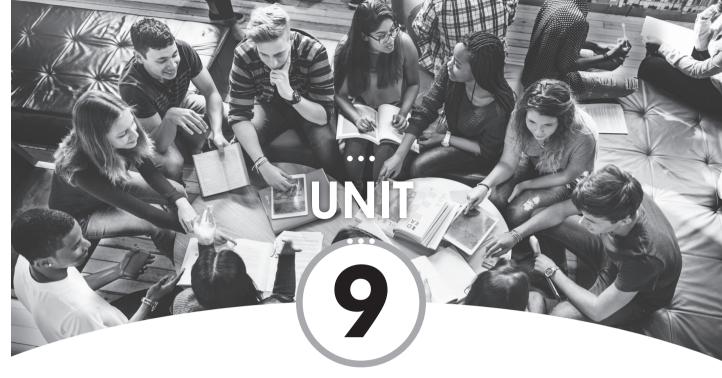
The vertical position so characteristic of our species gives any other animal that can adopt this position an immediate anthropomorphic advantage. The primates in the top ten list, the bears and the panda all sit up vertically on frequent occasions. Sometimes they may even stand vertically or go so far as to take a few steps in this position, all of which helps them to score valuable points. The giraffe, by virtue of the unique size of its body parts, is, in a sense, permanently vertical. The dog, which achieves such a high anthropomorphic score for its social behavior, has always been something of a disappointment, because it is completely horizontal. Refusing to accept defeat on this point, our cleverness went to work and soon solved the problem—we taught the dog to sit up and beg. Our anthropomorphic desires are so demanding that they have to be satisfied, even at the expense of the animals' efficiency.

If we now split up the responses to these favorite animals, separating them into age groups, some remarkably consistent trends emerge: For certain of the animals there is a steady decrease in preference with the increasing age of the children. For others there is a steady rise. The unexpected discovery here is that these trends show an obvious relationship with one particular feature of the preferred animals, namely their body size. The younger children prefer the bigger animals and the older children prefer the smaller ones.

We can sum up the findings so far by stating two principles. The first principle of animal appeal states that, "The popularity of an animal is directly related with the number of anthropomorphic features it possesses." The second principle of animal appeal states that, "The age of a child is conversely related with the size of the animal it most prefers."

How can we explain the second principle? The simplest explanation is that the smaller children are viewing the animals as parent-substitutes and the older children are looking upon them as child-substitutes.





# Modern Communication Technology

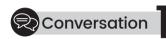
### **Learning Objectives**

- Grasp expressions for managing phone calls
- Learn to talk about modern communication technology
- Provoke critical thinking based on the targettopic



### Part I Warm-up

Work in pairs and practice the following conversations.



A is answering a call from a customer looking for help.

- **A:** Hello. This is after-sales service department. Can I help you?
- **B:** Yes. My home freezer is not working well.
- **A:** What's the problem?
- **B:** It keeps running all the time, never stopping. And it makes a strange sound. All the ice cream inside it melted.
- **A:** Maybe there is problem with the compressor.
- **B:** Can you send the technician to check it out?
- **A:** Sure. But there is a minimum charge of \$60 for a service visit. If your freezer needs replace parts, there will be an additional charge.
- **B:** Okay. I'll pay the charges.
- A: All right. Let me check our technician's schedules and call you back.
- **B:** Okay. Call me later and tell me what time you can send a service technician to my house.
- **A:** What is your phone number?
- **B:** My number is 010-555-1234.
- **A:** Okay. I'll call you right back.
- **B:** Thank you. Good bye.
- A: Bye.



*A* and *B* are talking about technology.

- **A:** Let's talk about technology. These days we have all types of new technology, computers, cell phones...
- B: Can we just end this right now. I don't like technology, so can we talk about

something else?

- **A:** What? You don't like technology?
- **B:** No, I don't like technology.
- **A:** What do you mean you don't like technology?
- **B:** Technology is, I think, gone against what it was originally invented for.
- A: Then what do you think is the original purpose of technological invention?
- **B:** That is to make people's lives easier and to give them more free time.
- **A:** Yeah, but technology does make your life easier, like it saves us time, it communicates...
- **B:** But does it save us time?
- **A:** I think so. Before you had to walk to a phone, but now the phone is in your pocket. You can just pick it up and call anytime, anywhere in the world.
- **B:** I kind of agree with that, but sometimes we fill our time with things that are not really needed and when was the last time you wrote a nice hand-written letter to your friends?
- **A:** More than ten years ago.
- **B:** Or a postcard even?
- **A:** Also a long time ago.
- **B:** So, I think technology is good but it sometimes violates its own original purpose.
- **A:** It makes sense. We can talk more about this.

### Part II Useful Expressions

Learn the following expressions and do the tasks using these expressions.

#### Expressions for managing phone calls:

Whose number did you dial?

What's your phone number, please?

I'm afraid you dialed the wrong number.

Could you repeat the number, please?

I'm sorry. I didn't get what you just said.

Excuse me. I have trouble hearing you. Could you say that again?



Would you mind spelling that for me, please?

He is talking on another line. Would you care to wait, or may I have him return your call?

He is busy at the moment. Would you like to hold, or would you prefer to leave a message?

I'm afraid I didn't catch that.

I was wondering if you could help me.

May I ask who is speaking?

I'm sorry, but Lucy's not in the dorm right now.

She has left her cell phone charging in the dorm.

May I leave a message?

May I speak to Susan, please?

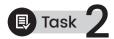


Work in pairs and act out the situation using the above expressions.

#### Situation 1

You are calling the police for losing your purse.

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Work in pairs and act out the situation using the above expressions.

#### Situation 2

You are calling a friend to invite him/her to a movie, but he/she is not at home at the moment. Ask the person who answers the phone to leave a message for you. You will meet him/her at the Great Earth Theater at seven p.m. on this Friday.



### Part III Oral Activities



Talk with your partner about the advantages and disadvantages of modern communication technology and then share the attractive points of your partner's answers.

#### Questions for references:

- 1. What do you think are the advantages and disadvantages of modern communication technology?
- 2. What is the most striking influence of modern communication technology on your life?
- 3. What media do you usually use to communicate with the people around you?

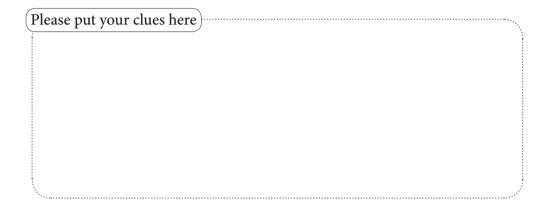


4.	Do you think modern communication	ı technology	will	eventually	replace
	traditional communication?				

5. Do you think that online teaching will replace classroom tea	iching?
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Please write down at least another three questions related to the topic.



### Task 2

Work in pairs and describe your campus life to one of your American friends via cell phone App Wechat.

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### Task 3

Works in pairs and make a conversation with your partner according to the following situation.

Tom is a senior college student. Recently, he is busy with job searching. He finds a suitable job advertisement online. So he is going to make a phone call with the recruitment company.

#### You may use the following expressions:

- 1. May I speak to...?
- 2. May I leave a message?
- 3. I'll call back later.
- 4. Is the job still available?

...

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### Task 4

Work in groups and discuss the following topic.

The development of technology has made people's life more complex, so people should choose to have a simple and easy life without using technology to some extent.



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### Task 5

Work in groups and discuss the following topic.

"Dear dad and mom, how are you? I am fine in Beijing, so don't have to worry about me..." The nostalgic song *A Home Letter* will remind us of our home and parents. While, at this time, telephone, SMS, e-mail may be our first choice to turn to; home letter has gradually disappeared from life. E-era has brought us too much convenience. However, we have less and less space of ourselves. We seldom make something by ourselves: making a present for the lover by hand, writing a home letter in person... We have gradually abandoned or forgotten too many habits, is this the progress of the time or our ignorance?

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### Part IV Speaking Projects



Work in pairs and do the role play according to the following situation.

#### Situation 1

Suppose you will have an interview tomorrow morning, so you phone the staff member of the Human Resources Department, played by your partner, to confirm the time, place and materials that you are required to bring with.



# Task 2

Work in pairs and do the role play according to the following situation.

#### Situation 2

Suppose you are a telemarketer and promote your product on the phone to your potential customer played by your partner.



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### Part V

### **Reading and Speaking**

Read the following passage and ask your group members some thoughtprovoking questions and then retell the passage.

#### The Internet World

I have no idea by whom the internet was invented. But I am sure what a great revolution it brings after it came to the world. Just take a look at the real life, and you will find out how deeply it is affecting our daily life.

First of all, it creates a new means to share the information, which is very important in today's IT (information and technology) world. With fast changing and developing pace, the traditional ways of getting information can no longer satisfy us. Faster speed and easier means are greatly demanded. So when the internet was invented and introduced, it is accepted soon and develops at a great speed ever since. Today, you don't have to waste your valuable time and money to check and buy the sources of materials from newspapers and magazines. Simply go online, and the information you want will be available in seconds. What's more, you can also share the information you have by creating your own web pages and uploading them to the internet or giving your commence on the BBS and so on. By this means, different kinds of information webs are weaved and linked together forming a vast and endless ocean, on which people surf and have fun.

Furthermore, the internet is now playing an essential role in the interpersonal

connection and communication. Letters, telephone calls, telexes, faxes, etc. are no longer the only ways to communicate. Instead, one can have contact with others by e-mail, net chat, BBS, IRC and so on with the help of the internet. For example, during the period of SARS, students in Beijing had to be sent away from school. As a result, their school education was forced to be cut off. Thanks to the internet, a new system called "Education Online" was being carried out. With their PCs at home, students cruised around their school websites merely by inputting the IP addresses. Here, sufficient lectures, materials, exercises and homework are available online. After listening to the lectures, students could also teach themselves by reading books and materials, taking notes, doing exercises and finishing their assignments that were required to be submitted later online.

Besides, there are also lots of things you can enjoy in the internet world, such as banking, shopping, watching latest movies, and so on. Take banking and shopping online for instances. You must have once experienced how time-consuming it is for one to wait in a long queue in the bank. Nowadays, the choice is alternative. Sitting comfortably in your chair at home or in the office, you can still visit the bank and do the banking online. With a small charge, you can hire an excellent banking assistant to finish all your work in a very short time with the maximum profits. Shopping is gaining more and more popularity in the modern society. And again, the internet can make it more efficient and convenient. Go to the shopping websites, and a long list of products' items with specific information will be at hand instantly, including a brief introduction and vivid picture of the purchase, its material, price, manufacturer, and how to order it, etc., only to name a few. In this way, you are able to compare a variety of items at one time and choose your favorite one by filling a form and paying a little delivery charge. Soon, your chosen product will be sent to your house.

Such is the internet world, the revolution it brings about since it came into our life. Try to experience this wonderland. And I believe you will surely enjoy it and get tremendous fun in it.





# **Natural Disasters**

### Learning Objectives

- Grasp expressions for describing natural disasters
- ♦ Learn to talk about natural disasters
- Provoke critical thinking based on the targettopic



### Part I Warm-up

Work in pairs and practice the following conversations.

### Conversation

Cindy and Lily are talking about an earthquake.

- Lily: Hi, Cindy.
- **Cindy:** Hi, Lily. Why are you so depressed? What is the matter with you?
  - **Lily:** Do you know a powerful earthquake struck Indonesia today.
- Cindy: Really? Sorry. I don't know. How about it?
  - **Lily:** I got the news from CCTV just now that a strong earthquake struck Indonesia.
- **Cindy:** I'm sorry to hear that. The natural disaster is really terrible.
  - Lily: Right. Did Indonesia give rescue immediately?
- **Cindy:** Yes, the rescue forces have got to the disaster area. We haven't known the casualty now.
  - **Lily:** I think we should do something for the earthquake victims. What about raising money and asking Red Cross to donate for them?
- **Cindy:** That is a good idea. We should let more and more students and teachers know the news quickly and raise as much money as possible.
  - **Lily:** Very good. I will organize the fundraising activities for earthquake victims.
- **Cindy:** Now, let's get started.

# $\bigcirc$ Conversation 2

*A* and *B* are talking about natural disasters and climate change.

- **A:** Is there any interesting news in the newspaper today?
- **B:** There are a few stories about natural disasters.
- A: What kind of natural disaster?
- **B:** Floods, earthquake and the like.

- **A:** Do you think that climate change is responsible for the recent floods?
- **B:** It could be. There are floods in this country almost every year, but in recent years they have been more widespread and more frequent.
- **A:** It seems that the climate in our country is changing.
- **B:** The summers are hotter. The last three summers have been the hottest for the past 20 years. There have also been stronger winds.
- **A:** I think that the changing climate is a sign that we are causing too much damage to the environment.
- **B:** I think you're right. Climate changes naturally over time, but I think that human activities are speeding up the change.
- A: I wish that government would join together and try to solve the problem.
- **B:** Me too. If we don't do something soon, it might be too late.

### Part II Useful Expressions

Learn the following expressions and do the tasks using these expressions.

#### Expressions for describing natural disasters:

There are various natural disasters, namely...

Ashes were even carried to distant areas...

- ... strike without warning...
- ... construct quake-proof buildings...
- ... live in camps or shelters...
- ... build dams and reservoirs...
- ... choose to evacuate a disaster-prone area...
- ... reduce its impact on people...

The house was shaking/vibrating/quivering...

... rapid heartbeat and sweating...

Irritability, mood swings, anxiety, and depression are coming...

The most immediate and typical reaction to a disaster is shock...

People feel helpless...

We can take precautions...

Human beings should take immediate action to prevent...





Work in pairs and make a dialogue to describe a disaster using the above expressions.



# Task 2

Work in groups and make an oral presentation using the above expressions.

Natural disasters are the phenomena which can't be prevented, but we can take precautions. Talk about as many as possible the kinds of disasters that the earth is facing, and then explain what we can do in those circumstances and how to avoid disasters.

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### Part III Oral Activities



Talk with your partner about environment protection and natural disasters and then share the attractive points of your partner's answers.

#### Questions for references:

- 1. Do you want to be a member in protecting our living environment? Why or why not?
- 2. What do you feel about the environment with the development of economy?
- 3. What are the effects of global warming?
- 4. What actions should be taken right away to protect the environment?
- 5. Do you know how to survive during an earthquake?
- 6. What is the relationship between environmental pollution and disasters?

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Please write down at least another three questions related to the topic.

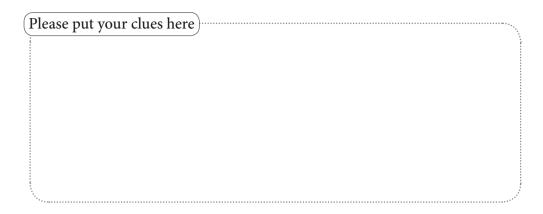
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Work in groups and carry out the following activity.

Each member of the group brings a picture of natural disasters and describe to other members what happened in the picture.





### Task 3

Work in groups and discuss the following topic.

Choose six items which your group considers most important for people to survive on a life raft. Then rank the six items in descending order of importance. Present your ideas and convince the other groups that your choices are reasonable.

#### Examples for six most important items:

- tinned food
- blanket
- · first-aid kit
- torch
- plastic raincoat
- · survival manual

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### Task 4

Work in groups and make up a story beginning with the sentences given below. Each member should contribute at least two sentences so that finally there will be a complete story.

Peter likes to turn on the air conditioner whenever he feels hot or cold, and he prefers to drive his car to work instead of walking or taking a bus. Cindy thinks this is a waste of natural resources...



### Task 5

Make an oral presentation in the class according to the following situation.

Choose a natural disaster given below, and do not tell your classmates which one you choose. Let them guess according to your oral description.

- · flood
- wildfire
- tornado
- volcano
- tsunami
- hurricane
- landslide
- earthquake



- avalanche
- · drought

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# Part IV Speaking Projects

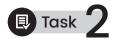


Work in pairs and do the role play according to the following situation.

#### Situation 1

Linda wants to join in an environmental organization. However, Lily argues that it is the government's responsibility to protect the environment and it has nothing to do with every single person.

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Work in pairs and do the role play according to the following situation.

#### Situation 2

David thinks that the earth is becoming out of resources and if people are not aware of that all human beings will be extinct in the near future. Cindy thinks it is ridiculous to think of human beings' extinction given the adequate natural resources on the earth.



### Part V Reading and Speaking

Read the following passage and ask your group members some thoughtprovoking questions and then retell the passage.

#### When the Earth Quakes

On the night of August 17, 1959, at about 20 minutes before midnight, the ground in the vicinity of Yellowstone National Park began shaking violently. At the time there was a rumbling sound, something like a huge truck would make. Both the heaving of the ground and the noise were very frightening but lasted not quite 45 seconds. What was even more frightening was the sound of huge boulders which began rolling down the steep mountain. In one part of the upper reaches of the Madison River, a whole mountain began shifting, then came crashing down to fill the deep valley and dam the great river with millions of tons of rock and trees. A dozen or more campers along the



river were buried deep beneath the great landslide. Others were able to climb to safety, some of them badly hurt, but were trapped by the slide. Finally these people were saved, many of them by helicopter. This earthquake near Yellowstone Park was just one of nearly a million that happen every year all over the world. And as bad as this quake was, many have been worse.

Earthquake experts say that the Yellowstone quake of 1959 was about as bad as the one which hit San Francisco in 1906. But the San Francisco quake caused more damage because it struck in a place where there were so many people living. In San Francisco 700 person lost their lives.

An earthquake in Japan in 1923 took 160,000 lives. In China in 1920 an earthquake took 200,000 lives. It is easy to understand why earthquake are so feared. What causes these terrible shakes of the very ground on which we live? To answer this question we must first understand some things about the earth itself.

Forty miles deep in the earth is the edge of the outer crust of the earth, and there it is so hot that instead of hard rock there is material much like the hot lava that a volcano erupts. It is the earth's 40-mile-deep crust with which we are concerned when we seek the cause of earthquake. The earth's crust is formed of many different layers of rock. The layers of rock are not laid evenly, as a bricklayer would build a wall. Instead, the earth's crust is made of rock layers that are often uneven and not perfectly balanced. Because of the great weight pressing down on them, these layers tend to fold downward at weak spots, and this finally causes an actual break in the crust. When this break occurs, or when the sides of an old rock slip, the earth quakes, or shakes, while the crust is settling into a new position.

Sometime these faults are very small, and we then feel only little tremor. The tremor may even be so light that only the most delicate machine will record it. Most earthquakes are of this weak kind. Sometimes a break in the earth's crust comes about, which starts such a landslide as that which occurred in Madison River. It then takes not one, but many shakes for the earth to heal the fault and settle. That is why many after-shocks follow a major earthquake. Sometimes these go on for several years.

Some parts of the earth are more likely to have quakes than others. This is usually true of mountainous country, because there the layers of rock which make up the

earth's crust are not at all even. But quakes may often be felt in level country, too, because the waves which come from the center of a quake run often for thousands of miles.

It is easy to understand why man is so frightened by an earthquake. People used to think that when there was an earthquake, the ground opened, swallowed great numbers of people, then closed, leaving no trace of those who perished. We know now this does not happen. What we need to fear most are the after-effects of a bad earthquake: fires, flood, and landslides.

Since the Yellowstone earthquake some people have said that they would never go to that area for fear of being caught in a landslide such as occurred after the earthquake. That is foolish. Such a fear would keep us from mountains the rest of our lives.

Even though earthquakes happen every day, an occurrence like the Madison River landslide does not happen very often. We can realize gratefully that few of us will suffer from such disaster. At the same time we can understand the need of being ready to help those who do suffer such trouble.





# Holidays

### Learning Objectives

- Grasp expressions for holidays
- Learn to talk about holidays
- Provoke critical thinking based on the targettopic



### Part I Warm-up

Work in pairs and practice the following conversations.



A and B are talking about plans for Christmas.

- **A:** There are just a few days before Christmas!
- B: Oh? I have not noticed it.
- A: I have looked forward to its arrival for a long time!
- **B:** You are so interested in it, well, how will you spend Christmas?
- **A:** I plan to celebrate it like the foreigners.
- **B:** How do they celebrate it?
- **A:** Decorating the house with a Christmas tree, holding a party, inviting all families and friends to join it.
- **B:** It sounds wonderful!
- A: Of course! Will you be free on Christmas?
- **B:** Yes, I will have a day off.
- **A:** I hope you can attend my party.
- **B:** OK, I will be there that day.
- **A:** See you then!
- **B:** See you!

# © Conversation 2

A and B are talking about Halloween.

- **A:** My favorite festival is approaching!
- B: Which festival?
- A: It is Halloween!
- **B:** Can you tell me more about Halloween?
- **A:** Sure. Halloween is a holiday with a lot of fun, a night-time festival for children who always enjoy themselves most.



- B: Oh, so it's a holiday for children?
- **A:** It's not totally for children, because on Halloween, children will try to frighten their parents and other adults by their disguised masks, so adults are also involved in.
- **B:** It's fantastic, when is the Halloween?
- A: Well, it's on October 31st.
- **B:** What do children do on that day?
- **A:** Children get to dress up in costumes and get lots of candy if they go trick-ortreating.
- **B:** It is so interesting!
- **A:** I have a lot of good memories of Halloween.
- **B:** Thank you for telling me so much.
- **A:** You are welcome.

### Part II Useful Expressions

Learn the following expressions and do the tasks using these expressions.

#### **Expressions for holidays:**

blessing boating game

celebrate chat

cheerful Christmas
congratulate delighted
Dragon Boat Festival Easter
enjoy excited

exhibition family union

feast festive firework grateful

Halloween happy greeting joyful Lantern Festival

mask merry

Mid-Autumn Festival moon cake

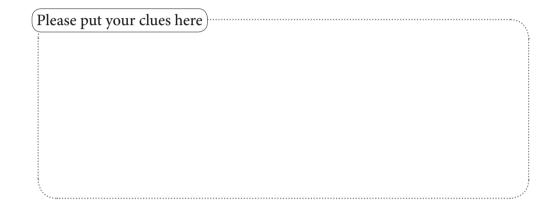


pleased red packet

Spring Festival Thanksgiving Day
toast turkey

### **₹** Task

Work in pairs and categorize the above expressions.



# Task 2

Work in pairs and make a dialogue on the topic—My holiday plan, using the above expressions as many as possible.

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### Part III Oral Activities



Talk with your partner about holidays and then share the attractive points of your partner's answers.

#### Questions for references:

- 1. Which festival do you like best? Why?
- 2. What do you know about Christmas?
- 3. What do you usually do on Christmas Day?
- 4. Which festival in China do you think is as important as Christmas in Western countries?
- 5. What do you usually do on Halloween?
- 6. Have you ever received gifts from Santa Claus? Do you believe the existence of Santa Claus?

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Please write down at least another three questions related to the topic.

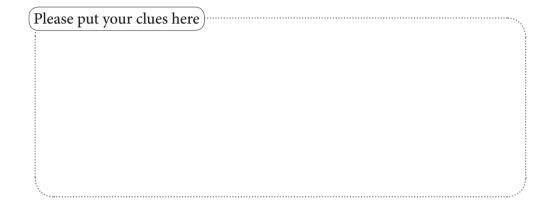
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### Task 2

Work in pairs and discuss the following topic.

Christmas is approaching. Tell your partner what Christmas gift you expect to receive from Santa Clause.

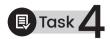


# Task 3

Work in pairs and discuss the the following topic.

Nowadays, some young people in China are crazy about Western festivals and are ignorant of traditional Chinese festivals.

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Work in pairs and discuss. Below is a table of two main holidays, one celebrated in China and the other in Western countries. Please explain what people usually do on these holidays and fill in the table. Then discuss with your partner the similarities and dissimilarities between the two festivals.

Festival		What do people usually do?	
	•		
	•		
Spring Festival	•		
	•		
	•		
	•		
	•		
Christmas/Halloween	•		
	•		
	•		

#### You may use the following expressions:

- 1. The family celebrate the holiday with...
- 2. The country will observe that holiday with...
- 3. People hold a celebration on...
- 4. I spend the holiday with...
- 5. I am personally in favor of celebrating...

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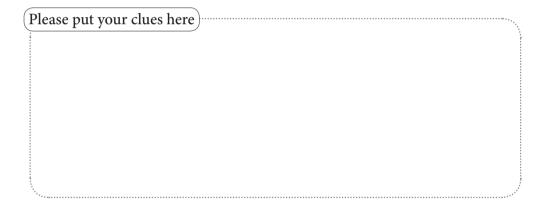


### Task 5

Work in groups and each member of the group design a Christmas card, and tell other members of the group why you design your card this way and who the card is going to be given.

#### Information for references:

The custom of sending Christmas cards started in Britain in 1840. As printing methods improved, Christmas cards were produced in large numbers from about 1860. Traditionally, Christmas cards showed religious pictures—Mary, Joseph, baby Jesus and so on. Today, pictures are often jokes, winter pictures, Father Christmas, or romantic scenes of life in past times.



### Part IV Speaking Projects



Work in pairs and do the role play according to the following situation.

#### Situation 1 In the classroom

**Student A:** You are a student named David, a foreigner from the U.S., and you know little about traditional Chinese festivals. You ask your Chinese teacher Li Lei for more information about it.

**Student B:** You are David's Chinese teacher Li lei. Your American student David wants to know more information about the traditional Chinese festivals. In order to help him have a better understanding, you should compare it with one American holiday, especially focusing on the origin, the significance of the holiday and the respective customs.

Please put your clues here	

### Task 2

Work in pairs and do the role play according to the following situation.

#### Situation 2 In a shop

**Student A:** Christmas is coming in three days. You go to the gift shop to buy a Christmas gift for your friend. With so many things to choose, you cannot make a decision and ask the shop assistant for help.

**Student B:** You work in a gift shop. One customer wants to buy a gift for his/her friend. Give some advice.

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### Part V

### **Reading and Speaking**

Read the following passage and ask your group members some thoughtprovoking questions and then retell the passage.

#### Christmas Eve

Christmas Eve is the evening or entire day before Christmas Day, the festival commemorating the birth of Jesus. Christmas Day is observed around the world, and Christmas Eve is widely observed as a full or partial holiday in anticipation of Christmas Day. Together, both days are considered one of the most culturally significant celebrations in Western society.

Christmas celebrations in the denominations of Western Christianity have long begun on the night of the 24th, due in part to the Christian liturgical day starting at sunset, a practice inherited from Jewish tradition and based on the story of Creation in the Book of Genesis: "And there was evening, and there was morning—the first day." Many churches still ring their church bells and hold prayers in the evening; for example, the Nordic Lutheran churches. Since tradition holds that Jesus was born at night, Midnight Mass is celebrated on Christmas Eve, traditionally at midnight, in commemoration of his birth. The idea of Jesus being born at night is reflected in the fact that Christmas Eve is referred to as *Heilige Nacht* (Holy Night) in German, *Nochebuena* (the Good Night) in Spanish and similarly in other expressions of Christmas spirituality, such as the song *Silent Night, Holy Night*.

Many other varying cultural traditions and experiences are also associated with Christmas Eve around the world, including the gathering of family and friends, the singing of Christmas carols, the illumination and enjoyment of Christmas lights, trees, and other decorations, the wrapping, exchange and opening of gifts, and general preparation for Christmas Day. Legendary Christmas gift-bearing figures including Santa Claus, Father Christmas, Christkind, and Saint Nicholas are also often said to depart for their annual journey to deliver presents to children around the world on Christmas Eve, although until the Protestant introduction of Christkind in 16th-century Europe, such figures were said to instead deliver presents on the eve of Saint Nicholas' feast day (6 December).



# Movies and TV Programs

### **Learning Objectives**

- Grasp expressions for describing a person
- Learn to talk about movies and TV programs
- Provoke critical thinking based on the targettopic



### Part I Warm-up

Work in pairs and practice the following conversations.



David and Linda are talking about their favorite film.

**David:** Hi, Linda. What types of film do you like?

**Linda:** Hi, David. The horror movies and action films are my favorite.

**David:** Who are your favorite film stars?

**Linda:** Hollywood stars.

**David:** The same, too. I also like Hollywood films very much.

**Linda:** Exactly. Which film do you think is better?

**David:** Beauty and the Beast. Have you seen the film?

**Linda:** Oh, I watched. The film is a big hit.

**David:** Could you remember what the film is about?

**Linda:** It tells a love story that happened in an old castle.

**David:** Yes, the male leading role becomes beast. At the end, the beast becomes a

man with love. What has impressed you most in the film?

**Linda:** The plot that the god of the forest opened the path to the castle for the

female leading role impressed me most.

**David:** Oh, great! We should watch it again together.

Linda: Cool!



Susan and Cindy are talking about what they do in their spare time.

**Susan:** Hi, Cindy! What do you like to do in your spare time?

**Cindy:** Well, I spend a lot of time watching movies.

**Susan:** What a coincidence! I also watch a lot of movies.

**Cindy:** Oh really, Susan? What kind of movies do you like?

**Susan:** Actually, I watch whichever movie there is, be it a comedy, a sci-fi or a

suspense movie. How about you?

**Cindy:** Art films are my favorite, but thrillers are cool, too.

**Susan:** Really impressive. These two genres are definitely different.

**Cindy:** Sure. I enjoy both of them very much.

**Susan:** How often do you go to the cinema?

**Cindy:** Once in a while, I suppose, I usually rent movies at Movie Salon.

**Susan:** Movie Salon? What's that?

**Cindy:** It's a movie rental store in my neighborhood. I've got a membership

there.

**Susan:** Sounds great.

**Cindy:** Yes, you can find almost all new releases there.

**Susan:** Really? Maybe I shall also sign up for its membership.

**Cindy:** Why not? Come with me when you have time.

Susan: Fine!

### Part II Useful Expressions

Learn the following expressions and do the tasks using these expressions.

# Expressions for describing a person's physical appearance and personality:

To describe	Expressions
face	round, oval, square, with wrinkles/freckles, pale
clothes	casual, tidy, messy, shabby, stylish, old-fashioned, fashionable
facial expression	happy, excited, sad, tired, upset, curious, dark, thoughtful, worried
manner	graceful, polite, elegant, well-mannered, ill-mannered
personality	bad-tempered, friendly, easy-going, introverted, extroverted, shy,
personanty	cruel, mean, open-minded, outgoing, good-tempered
intelligence	intelligent, bright, clever, dumb, stupid, smart, wise



### **₹** Task

Work in pairs and make a dialogue to describe a character using the above expressions.



### Task 2

Work in groups and discuss the topic—Is it wise to judge a person by his/her appearance? How do you understand the proverb "Never judge a book by its cover"?

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### Part III Oral Activities



Talk with your partner about movies and TV programs and then share the attractive points of your partner's answers.

#### Questions for references:

- 1. How often do you watch movies?
- 2. Which do you prefer, watching DVD movies at home or going to the cinema? Why?
- 3. What is your favorite film? Why?
- 4. What TV program do you like best? Why?
- 5. Are you a "couch potato"?
- 6. Who are your favorite actors and actresses? Why do you like them?

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Please write down at least another three questions related to the topic.

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Work in pairs and recommend a TV show or a movie to your partner.

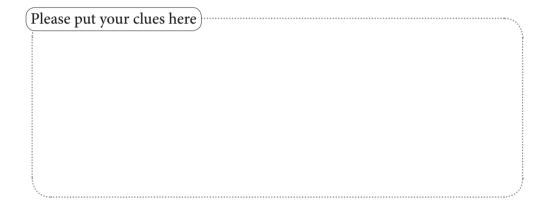
#### You may use the following expressions:

- 1. Do you have any recommendations for...?
- 2. What would you do about...?



3.	I was	hoping/	/wondering/	thin/	king	if
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- 4. You might want to...
- 5. What I would do is to...
- 6. If I were you, I'd...
- 7. You could think about...
- 8. That is a good recommendation.
- 9. That sounds like a good idea!/Great./That's very helpful.
- 10. Great. Sounds like the perfect place to go!



### Task 3

Work in pairs and discuss the following topic.

With the popularity of computers, less and less people watch TV sets. Do you think TV sets will be replaced by computers in the future? Why or why not?

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### Task 4

Work in groups and discuss the following topic.

An anti-hero is the main character in a novel, play, or film who is not morally good and does not behave like a typical hero. Can you think of an anti-hero in a film or a TV show and talk about some detailed information about him or her with your group members?

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### Task 5

Work in groups and carry out the following activity.

Share briefly with your group members a recent event you went to, e.g. a concert, an exhibition, a play, a party, or a film. Decide on one event your group would like to share with other classmates.

Please put your clues here	



### Part IV Speaking Projects



Work in pairs and do the role play according to the following situation.

#### Situation 1

Your friend Peter is a typical couch potato and he spends a lot of time watching TV. Tell him the harmful effects of watching TV for too long time and that he should spend time on more meaningful things.



# Task 2

Works in pairs and do the role play according to the following situation.

#### Situation 2

You are an expert on movies. Your friend knows little about that and asks you about the different types of movies. Tell him or her the characteristics of different movie genres.

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### Part V

### **Reading and Speaking**

Read the following passage and ask your group members some thoughtprovoking questions and then retell the passage.

#### Zootopia

Last weekend, the latest Disney movie *Zootopia* broke records. The movie had the largest opening weekend for a Disney animated film. People across the United States bought more than 75 million dollars worth of tickets. The box office totals pushed the popular movie *Frozen* to second place in opening weekend success. Experts say *Zootopia* is expected to stay strong this weekend. They predict it will make as much as 50 million dollars more. Already, the movie's worldwide box office total is more than 230 million dollars.

"Zootopia" is a city of animals. The movie stars a bunny rabbit police officer Judy Hopps and a fox criminal Nick Wilde who team up to find a missing otter. The latter is among several animals that have suddenly disappeared from the city. Actor Ginnifer Goodwin provided the voice of officer Judy Hopps. Jason Bateman is Nick, the con artist. Critics have strongly praised *Zootopia* for its sharp humor and strong message in its portrayal of relations between two kinds of animals in the city.

Jared Bush and Phil Johnston wrote *Zootopia*. They told reporters that it started out as a spy movie set in several different animal worlds. But they found the mammal world especially interesting. So they changed the story. Bush and Johnston said



building the imaginary world took a lot of research. They both spoke about it to the website Inside the Magic. Bush said they asked themselves, "What's this world like? What's the history of this world?" And then, he said, they went to the experts. The writers spoke with people who study culture and group behavior, as well as those who study the psychology of individuals. And they talked with animal experts like zookeepers. They learned that the natural world is made up of 90 percent prey animals and 10 percent predator animals.

Zootopia director Byron Howard said that discovery helped build the film's themes of prejudice and inclusion in a diverse world. The creators have noted that that diversity was not easy to produce in drawings. There are 64 species represented in the movie. There are multiple neighborhoods that represent the different environments of animal habitats. Disney says Zootopia is its most complex animation yet. The extra effort is certainly paying off at the box office.