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Unit

# 1

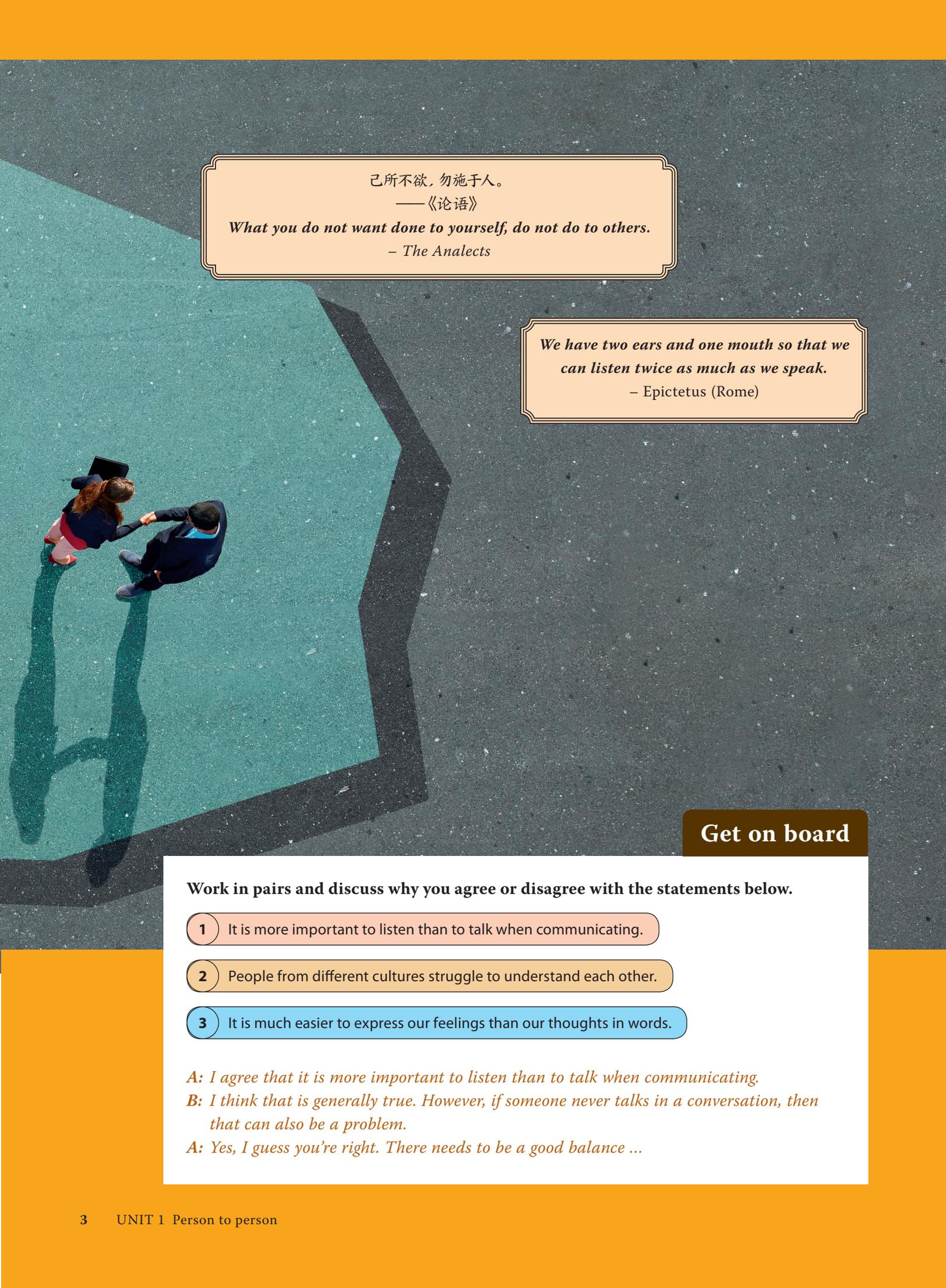
# Person to person



## LEARNING OBJECTIVES

After learning this unit, you will be able to:

- ◆ use hesitation strategies in a conversation
- ◆ link sounds in neighboring words accurately
- ◆ listen for transition words and phrases
- ◆ make inferences
- ◆ analyze your own cultural heritage
- ◆ tell a story about an interpersonal conflict
- ◆ create suspense



己所不欲，勿施于人。

——《论语》

*What you do not want done to yourself, do not do to others.*

– *The Analects*

*We have two ears and one mouth so that we  
can listen twice as much as we speak.*

– Epictetus (Rome)

## Get on board

Work in pairs and discuss why you agree or disagree with the statements below.

- 1 It is more important to listen than to talk when communicating.
- 2 People from different cultures struggle to understand each other.
- 3 It is much easier to express our feelings than our thoughts in words.

*A: I agree that it is more important to listen than to talk when communicating.*

*B: I think that is generally true. However, if someone never talks in a conversation, then that can also be a problem.*

*A: Yes, I guess you're right. There needs to be a good balance ...*

## Quotation notes

The topic of this unit is interpersonal communication.

The first quote is from Confucius (551–479 BC). It is an important principle in interpersonal communication in China. It means that you should treat others in the way you yourself wish to be treated and not impose what you yourself do not desire on others.

The second quote is from the Roman philosopher Epictetus. It emphasizes the importance of listening over speaking in interpersonal communication. This may be even more important when communicating with people of other cultures whose body language and other behavior may deliver messages different from that of your culture.

## Get on board

### Reference answers

- I agree with this, although it is hard to do. I agree because often people only hear part of what others say, and then they think they know where their conversation is headed. If they listen more carefully, they might find that they understand the other person better.
  - I disagree with this because I think that conversation is supposed to be a two-way activity and if both of you are trying to listen more than you speak, the conversation might end very quickly.
- Yes, I think this is true. There is so much meaning conveyed in behavior and words have cultural implications that might not be widely

known. For example, when I talk to my friends from America and someone makes a joke, even though I understand all the words, I still don't quite get their punchline so I often feel confused about what's so funny.

- I disagree. I think people share more in common than they differ. It is true that people from different cultural origins often have a different sense of humor, different dietary habits, and different social etiquettes. But we should also know that almost all cultures value the bond of family and friends, honor honesty and integrity, and respect those who make contributions to society and the world. Perhaps we are not that different after all.
- I agree. Words can be powerful in expressing emotions, whether you are happy, sad or angry. Simply expressing it out loud is a very effective way to let others know how you are feeling. But words might not be as effective when it comes to expressing thoughts, because thoughts can be complicated and very abstract. You might be able to describe your thoughts clearly but it would take a lot of time and effort.
    - I disagree. Verbal expressions require logic. Emotions are very subjective and are sometimes irrational so they can't be explained or easily expressed through words. However, thoughts are usually built up with logic. Words are of good use when expressing our thoughts.

### Teaching tips

- Put Ss in pairs and ask them to read and discuss each statement with one agreeing and one disagreeing. Remind Ss to give reasons for their opinions.
- Alternatively, put Ss in groups of four and tell them to discuss each statement to reach an agreement. Have Ss share their results and reasons with the class.
- T can walk around to help with vocabulary.

## Listening 1

## New words

**Argentinian** /ɑ:dʒən'tɪniən/ *a.* 阿根廷的 *n.* 阿根廷人

**Brit** /brɪt/ *n.* (*informal*) 英国人

**emotion** /ɪ'məʊʃn/ *n.* 感情; 情绪

## Before you listen

- 1 Here are five words about different ways of behaving. Match the words in Column A with their meanings in Column B.

Column A	
1. rude	<input checked="" type="radio"/>
2. uneasy	<input type="radio"/>
3. offended	<input type="radio"/>
4. touchy-feely	<input type="radio"/>
5. distant	<input type="radio"/>

Column B	
<input type="radio"/> A. not feeling at ease with another person	
<input type="radio"/> B. tending to express feelings in a physical way	
<input type="radio"/> C. feeling hurt or angry because of what others say or do	
<input checked="" type="radio"/> D. being impolite and showing no respect for someone	
<input type="radio"/> E. not wanting to have a close relationship with someone	

## While you listen

- 2 Listen to a conversation between Phil and Gloria about personal space and choose the statement that best summarizes the conversation.

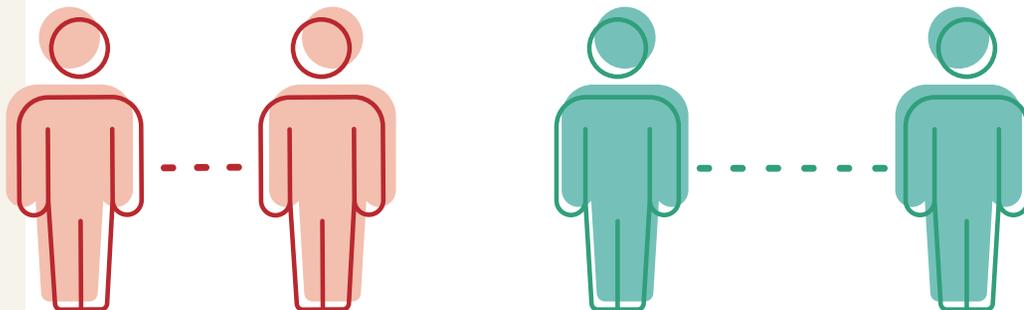
1. The British and Argentinians have different ideas about personal space.  
 2. British people don't have as much personal space as Argentinians.  
 3. The British and Argentinians have difficulty understanding each other.

- 3 Listen to the conversation again and decide whether the statements are true (T) or false (F).

1. Phil finds that Argentinians often stand very close to other people.  
 2. Gloria thinks her friends are easily offended.  
 3. Phil says that the British always keep their distance from their friends.  
 4. Gloria thinks that Argentinians can be very "touchy-feely".  
 5. Phil finds that people from colder countries are more private.

- 4 Work in pairs and discuss the questions.

1. How do Gloria and Phil hesitate in their conversation?  
 2. How do you usually hesitate in a conversation with your classmates or friends?



## Listening 1

### Scripts

**Phil:** Well, how do you think the party went?

**Gloria:** I think it went fine! My friends like you! You did seem a bit nervous, though.

**Phil:** Yeah, I know ... your Argentinian friends always stand so close! I kept feeling uncomfortable and wanting to move away. But I didn't, because I didn't want to seem rude ...

**Gloria:** Oh, you shouldn't worry too much about that. They know you are British; they wouldn't have been offended!

**Phil:** I hope not! So, ... do you feel uneasy when we spend time with my close friends?

**Gloria:** Well, I actually do feel a bit strange ... you Brits keep so much distance even from your best friends!

**Phil:** I suppose it must seem a bit ... er, I don't know ... "cold" to you?

**Gloria:** Well, a little maybe. You know how, uh ... what do you call it, hm ... "touchy-feely" we Argentinians are!

**Phil:** I think British people and Argentinians just have very different ideas about personal space.

**Gloria:** Definitely! But why do we have such a difference?

**Phil:** Maybe it has something to do with the weather? People from hotter countries do seem to express their emotions more openly and be more physical, while people from colder countries are generally more private and distant ...

**Gloria:** It makes sense to me! I would probably act like that too if I had to live in cold places all the time!

### Language notes

**though** *adv.* When "though" is used at the end of a sentence, it means "however" and it shows there is a contrast with the sentence before it.

*I feel like I've met a lot of very nice and friendly people here this semester. I haven't really gone out and done anything with any of them yet, though.*

### ① Answers

1. D    2. A    3. C    4. B    5. E

### ② Answers

1

### ③ Answers

1. T    2. F    3. F    4. T    5. T

### ④ Reference answers

1. Gloria and Phil used words like "so", "er", "uh", and "hm".
2. I usually say things like "well" or "um".

### Using hesitation strategies in a conversation

During conversations, you may want some thinking time before giving a response to the other person, either because you are embarrassed or unsure about what to say. In such situations, you do not have to push yourself to come up with a quick response, but can make use of the following two tips.

**Use fillers.** Some of the common fillers are “uh”, “er” and “hm”. They can be used to show that you are thinking about what to say. For example, in the audio, Gloria uses fillers for this purpose when she says “You know how, uh ... what do you call it, hm ... ‘touchy-feely’ we Argentinians are!”

**Take a pause.** If you find yourself in an embarrassing situation during a conversation, you can take a pause. This means waiting a moment before speaking. Pausing lets the other person know that you find it hard to say something and that you are not being rude or insensitive. For example, Phil pauses for this reason when he says “I know ... your Argentinian friends always stand so close!”

### ■ After you listen

- 5 **Work in pairs. Choose one situation and take turns role-playing using hesitation skills to show that you are thinking about what to say.**

#### Situation A

A and B are dormmates. A always comes back from the library very late at night, and bangs the door. This often wakes B up. B wants to tell A to be quiet and not to make so much noise when it is late.

*B: Hey, can I make a request?*

*A: Sure, what is it?*

*B: Well, uh ... you know, er ... I'm a light sleeper. What I want to ask is ...*

#### Situation B

A and B are classmates. A wants to ask for B's help with some homework that will take a long time.



### Extension of conversation skill

We should use fillers only in informal speech, but not in formal situations. It would be wrong to start a presentation by saying, “Er ... Today ... hm ... this is ...”.

### Teaching tips

- Divide the whole class into two groups: Group A and Group B. Put Ss in each group into pairs. Group A works on Situation A and Group B on Situation B. Ss can refer to the conversation skill box when necessary.
- For Ss with better proficiency in English, ask them to think of a new situation in which they are likely to hesitate. Ask volunteers to share what they would say in such a situation with the class.

## 5 Reference answers

### Situation A:

**B:** Hey, can I make a request?

**A:** Sure, what is it?

**B:** Well, uh ... you know, er ... I'm a light sleeper. What I want to ask is ... do you mind being a bit more ... you know ... quiet when you come back late from the library?

**A:** Oh ... I see ... I'm sorry. I didn't realize I was too loud ...

**B:** Thanks. I really appreciate it.

**A:** Oh, yeah. I um ... I'm really glad you told me.

### Situation B

**A:** Do you have a moment?

**B:** Yes, how can I help?

**A:** Look, it's ... um ... that homework we were given. Er ... I'm finding it difficult.

**B:** Hm, well we're supposed to do it all by ourselves ...

**A:** Yeah, I know. How about if you, um ... just take a look at what I've done, and see if I'm on the right track?

**B:** Hm, OK. Why not? I guess I could do that.

**A:** Oh, thanks! Here it is.

**B:** Oh, I see. It's pretty short. I mean ... well ... it's supposed to be two pages.

**A:** I know, but I couldn't think of anything else to say. Could you maybe ... um ... have a look and see if you have any uh ... advice?

**B:** Sure.

## Listening 2

### New words

**civilized** /'sɪvəlaɪzd/ *a.* 心平气和的; 有礼貌的

**rarely** /'reəli/ *ad.* 很少

**resolve** /rɪ'zɒlv/ *vt.* 解决(问题、争端)

**conflict** /'kɒnflɪkt/ *n.* 冲突; 争端

**pretend** /prɪ'tend/ *v.* 假装

### Before you listen

1 Read the list of behaviors that can lead to arguments between friends or family. Decide which one is most likely to cause conflict for you.

1. Interrupting too often
2. Not listening (e.g. frequently checking their phone during a conversation)
3. Saying something insulting

### While you listen

2 Listen to a radio program given by Andy, a professional problem-solver, and choose the three pieces of advice Andy offers in the program.

- 1. Avoid arguing with your friends or family.
- 2. Keep your conversation civilized.
- 3. Think before you speak.
- 4. Be willing to forgive and forget.
- 5. Always listen very carefully.



## Listening 2

### Scripts

Hello and welcome to “Andy’s Advice”. As a professional problem-solver, one of the most common requests that I receive from listeners is asking for help in repairing relationships with close friends or family after major arguments. So today, I’d like to share some key strategies to help people avoid getting into this situation in the first place.

My first piece of advice is “keep it civilized”. When you find the temperature rising in a conversation, remember not to raise your voice or be rude. You want the argument to seem like a friendly conversation from the outside.

Secondly, “think before you speak”. You should remember that words are powerful, and not easily forgotten. So, don’t say things you might regret. Also, always avoid saying things like “You never listen!” or “You always do this!” These kinds of things are rarely true, and just make people even angrier!

The last piece of advice could actually replace all of the others – “Listen!” To resolve a conflict, you need to know how the other person feels. Always give other people respect and show that you care about what they have to say. And it’s not enough to just pretend to listen. Really take in what the other person says. You never know, you might even realize that you were in the wrong.

### Language notes

**civilized** *adj.* polite and friendly; not rude or aggressive

*After I argued with him over email I thought our next meeting was going to be very difficult, but it was actually very civilized and we resolved all of our issues.*

### 1 Reference answers

- Interrupting too often bothers me the most. If someone interrupts me when I’m talking, it feels very rude, and often I forget what I was saying.
  - I don’t mind if people interrupt me when I’m talking because I feel like they are interacting with me. But if they are trying to change the subject, then I don’t like it.
- Not listening is a behavior that annoys me a lot. I think it shows that the listener only cares about themselves. It’s very selfish.
  - Not listening can be annoying, but sometimes people talk too much and they go into too much detail about something. I think stopping listening and checking your phone can be a way to imply that.
- Saying something insulting is definitely the worst behavior. It just causes arguments because it makes the other person react negatively.
  - I don’t really care when someone says something insulting. I just walk away. It just shows that the person isn’t worth talking to and thus I won’t waste my time.

### Teaching tips

- Ask Ss to read and rate the three behaviors listed. Ss should then think of reasons for their ratings.
- Put Ss in pairs to compare their answers. Remind Ss to give reasons for their ratings, and if possible, ask Ss to state how it would make them feel if they are treated this way. After they finish, choose some Ss to share their opinions with the class.

### 2 Answers

2, 3, 5

**3**  Listen to the program again and answer the questions with information from the program.

1. When you find the temperature rising in a conversation, what should you not do?

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2. What words should be avoided when you speak to a friend or family?

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3. What do you need to know to resolve a conflict?

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4. When you take in what the other person says, what might you realize?

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**After you listen**

**4** Work in pairs and discuss the questions.

1. Have you ever tried the strategies offered in the radio program to avoid personal conflicts? If yes, did the strategies work well? If no, what other strategies have you used?

2. In your experience, what is the most effective way of resolving personal conflicts? Why?

*A: I try not to raise my voice during arguments. I find it helps to keep things civil.*

*B: Yes, I also try to keep things civil, but once an argument starts I find myself raising my voice without thinking!*

*A: That happens to a lot of people. You should try to be more aware of how you act ...*

### ③ Answers

1. Raise your voice or be rude.
2. Words you might regret like “You never listen!” or “You always do this!”
3. How the other person feels.
4. You were in the wrong.

### ④ Reference answers

1.
  - Yes, I have. I often stop to think before I speak. That helps me calm down and get things straightened out before I speak.
  - No, I don't usually use any of those strategies. One thing I do sometimes, though, is to check that I understand what the other person said by rephrasing it and asking if I understand them correctly. That also gives me time to think.
2. For me the most effective way of resolving personal conflicts is to use “I” statements instead of “You” statements, such as “I don't like being late so it makes me annoyed when I have to wait for you.” instead of “You are always late.”

## Language in focus

### Usage

1  Listen to the sentences and repeat after the speaker. Pay attention to the words and expressions in bold.

1. My friends like you! You did seem a **bit** nervous, though.
2. Do you **feel uneasy** when we spend time with my close friends?
3. You Brits **keep** so much **distance** even **from** your best friends!
4. Maybe it **has something to do with** the weather?
5. It **makes sense** to me!
6. One of the most common requests that I receive from listeners is asking for help in **repairing relationships with** close friends or family after major arguments.
7. So today, I'd share some key strategies to help people **avoid getting into this situation** in the first place.
8. It's not enough to just **pretend to** listen. Really **take in** what the other person says.

2 Complete the passage with the words and expressions in bold from Activity 1. Change the form of the words and expressions if necessary.

I feel that I'm a friendly person, but often 1) \_\_\_\_\_ when I meet someone for the first time.

For this reason, if I'm at a social gathering, I tend to 2) \_\_\_\_\_ people I don't know. I know sometimes this might make me seem 3) \_\_\_\_\_ unfriendly. I'm not entirely sure why I behave this way, but it could 4) \_\_\_\_\_ my lack of confidence. Someone once gave me the advice that I should try to 5) \_\_\_\_\_ be more confident. That advice 6) \_\_\_\_\_ to me, but I still find it hard to do.

Even though I find it difficult to make new friends, when I do, I feel that I'm a very good friend. I'm generous and very good at 7) \_\_\_\_\_ people if we get into an argument. One reason is that I'm a very good listener. This allows me to really 8) \_\_\_\_\_ how my friend is feeling, so I can understand their position better. Of course, it's always better 9) \_\_\_\_\_ in the first place!



## Language in focus

### Usage

#### Language notes

**a bit** just a little; the opposite of a lot  
*I'm going to take a short nap because I'm feeling a bit tired.*

**feel uneasy** to feel nervous or unable to relax  
*Some people don't like being in big groups. They say it makes them feel uneasy.*

**keep ... distance from** to stay far away from other people  
*We've tried being nice to our new colleague, but she just keeps her distance from us all.*

**have something to do with** to be partially related to something  
*Fred was exhausted on Friday and slept most of the weekend. This probably had something to do with his difficult and particularly stressful work the week before.*

**make sense** to be logical and sensible  
*It makes sense that Max isn't doing well at school as he never studies.*

**repair relationships with** to become close again with someone you've had a fight with  
*My father had to go to counseling to help repair relationships with his brother after several major arguments they had about caring for their aging parents.*

**avoid getting into this situation** to do something or stop doing something to not end up in a specific situation as a result  
*My roommate always has to stay up late to cram before an exam. I try to avoid getting into that situation by studying a little bit every day.*

**pretend to** to act in a way to make others believe that something is true  
*All the teachers think that he is a very good student because he asks good questions. But really, most of the time he is only pretending to listen.*

**take in** to absorb or understand something well  
*Sometimes I think I understand what my philosophy teacher is telling us, but when I try to explain it to someone else, I realize that I haven't really taken in everything.*

### 2 Answers

- 1) feel uneasy
- 2) keep distance from
- 3) a bit
- 4) have something to do with
- 5) pretend to
- 6) makes sense
- 7) repairing relationships with
- 8) take in
- 9) to avoid getting into this situation

### Teaching tips

- Help Ss review different ways to pay attention to language *usage*. Ask Ss what they should be looking for. Elicit *grammar* and *meaning*. For *grammar*, remind Ss that they might want to look at what comes before and after the words or expressions, and the roles the words or expressions play in the sentence. For *meaning*, remind Ss to think about whether or not there is a positive or negative connotation, and to see if they can replace the words or expressions with something else that they know.
- Tell Ss to keep *grammar* and *meaning* in mind while reading the sentences. Then, put Ss in pairs or small groups to discuss what they have discovered about the words or expressions in bold.

**Sound linking (II)**

In Book 1, we introduced two common types of consonant-vowel linking. Here are two other types of sound linking. Together they can not only help you understand others better, but also make your own speech more smooth and natural.

In English, /j/ and /w/ are known as semi-vowels. When a word ending with a consonant is followed by a word beginning with a semi-vowel, the consonant and the semi-vowel are linked together. For example, "like you" is read as /'laɪ 'kju:/ and "as well" is read as /'æ 'zweɪ/. Here are some other examples:

*have you*  
*raise your voice*

*with young people*  
*cold weather*  
*this weekend*

Often, the /h/ sound in unstressed words will disappear when preceded by a consonant. The consonant and the vowel after the /h/ sound will then be linked together. For example, "wouldn't have" is read as /'wʊdən 'təv/. Here are more examples:

*tell him*  
*signed here*

**1**  **Listen to the sentences and underline the linking sounds. Then listen again and repeat after the speaker.**

1. Did you get my postcard from Shanghai?
2. Mrs. Brown's words have changed her life.
3. Be careful not to cut your finger.
4. His teachers introduced him to Bruce Lee.
5. This is not your fault.
6. Drink water before bed, not beer.
7. Express your love to others.
8. Why don't you tell him to ask her for help?

**2**  **Listen to the tongue twister. Practice reading it and see who can say it the fastest. Pay attention to the linking sounds.**

## ~~Tongue twister~~

As you dug you thought you heard your pig behind you snorting proudly,  
As he sang he thought he heard his duck behind him laughing loudly.  
As we work we sweep and sway, we won't forget it's Wednesday!

## Pronunciation

### ① Reference answers

1. Did you get my postcard from Shanghai?
2. Mrs. Brown's words have changed her life.
3. Be careful not to cut your finger.
4. His teachers introduced him to Bruce Lee.
5. This is not your fault.
6. Drink water before bed, not beer.
7. Express your love to others.
8. Why don't you tell him to ask her for help?

**apply ... to ...** to use something like knowledge or experience in a particular situation

*Often students complain that they can't apply what they are learning in school to life.*

**pick up** to notice something

*Some people have trouble picking up clues from body language.*

## Language notes for Viewing

### Language notes

**interact with** to communicate or engage with others in one way or another

*Our teacher is making a great effort to ensure we all get to interact with different students throughout the term.*

**vary from ... to ...** to be different from each other or to indicate a range of differences

*The cost of rentals varies greatly from city to city.*

**otherwise adv.** in a different way from the way previously mentioned

*My brother always pays for everyone and appears to have no money concerns, but his bank statement would tell you otherwise.*

**check in with** to communicate with someone to report or find out new information

*Before you make an important decision, it is always a good idea to check in with both your feelings and your logic.*

## Listening 1

## New words

**podcast** /'pɒdkɑːst/ *n.* 播客 (可从因特网上下载的一种广播节目)

**unforgettable** /ˌʌnfə'getəbl/ *a.* 令人难忘的

**snack** /snæk/ *n.* (正餐以外的) 点心, 小吃

**generosity** /ˌdʒenə'rɒsəti/ *n.* 慷慨

## Proper names

**Naples** /'neɪplz/ 那不勒斯 (意大利西南部港口城市)

## Before you listen

- 1 Work in pairs and discuss what you think the term “suspended coffee” could mean.

## While you listen

- 2 Listen to a podcast about someone learning the meaning of “suspended coffee” and choose the statement that best summarizes the podcast.
- 1. The speaker was impressed by his experience with “suspended coffee” so he paid for a few himself.
  - 2. The speaker was surprised by his experience with “suspended coffee” so he asked for one to try it out.
  - 3. The speaker was moved by his experience with “suspended coffee” so he decided to buy more of it later.

Listening skill 

## Listening for transition words and phrases

When listening, you need not only to recognize the ideas, but also to understand how they are joined together. Transition words and phrases are used to connect ideas together, and help indicate the relationship between them.

For example, the transition word “similarly” suggests that a comparable situation is about to be introduced, and you can be prepared for this kind of information.

*Coffee is becoming more and more popular in China. Similarly, Chinese tea is increasing in popularity in the West.*

Here are some other transition words and phrases and their functions:

Adding information	Contrasting information	Comparing information	Showing cause and effect
and	but	similarly	so that
as well as	however	likewise	therefore
in addition	on the other hand	comparatively	as a result

## Listening 1

### Scripts

In today's podcast, I will share with you an unforgettable experience that I had during my trip to Italy. It was morning, and I was having coffee in a bar in Naples. A well-dressed man of about 80 walked in and ordered "a coffee and a suspended coffee". A few minutes later, a couple came in and ordered "Four coffees, please. Two for us and two suspended." I couldn't understand what was happening. But a moment later, a man dressed in dirty old clothes came in and asked, "Do you have any suspended coffees?"

I suddenly understood. People were paying for an extra coffee so that those who couldn't afford a cup of coffee could have one for free.

I learned later that this tradition had begun in Naples, but it has now spread all over the world. In some places you can order not only a suspended coffee, but also suspended snacks, sandwiches and even whole meals!

In today's fast-paced society, people seem to have less and less time to care for each other. Social behaviors like suspended coffee help solve this problem, as well as making it easier for people to express their natural generosity and kindness to others.

By the way, before I left the bar, I paid for a couple of suspended coffees myself!

### ① Reference answers

"Suspended coffee" could mean coffee that is bought now, but drunk later by someone else.

### ② Answers

1

- 3  Listen to the podcast again and match the sentence beginnings in Column A with their correct endings in Column B.

Column A	
1. A well-dressed man of about 80 walked in and ...	<input type="radio"/>
2. People were paying for an extra coffee so that ...	<input type="radio"/>
3. I learned later that this tradition had begun in Naples, but ...	<input type="radio"/>
4. Social behaviors like suspended coffee help solve this problem, as well as ...	<input type="radio"/>

Column B	
<input type="radio"/> A... it has now spread all over the world.	
<input type="radio"/> B... making it easier for people to express their natural generosity and kindness to others.	
<input type="radio"/> C... ordered "a coffee and a suspended coffee".	
<input type="radio"/> D... those who couldn't afford a cup of coffee could have one for free.	

### After you listen

- 4 Work in pairs and discuss the questions.

1. Do you like the idea of suspended meals and drinks? Why or why not?
2. Do you know any similar practices that show kindness and generosity to strangers in your city? If no, can you propose a new way of showing kindness and generosity to strangers? Share with your partner.

*A: I like the idea of suspended meals and drinks, because it's an easy way for people to incorporate charity into their daily life.*

*B: But an occasional meal isn't going to change their circumstances.*

*A: That's true, I suppose. I think it may be better to do more to help people ...*

Caffe  
sospeso



### ③ Answers

1. C    2. D    3. A    4. B

### ④ Reference answers

**A:** I like the idea of suspended meals and drinks, because it's an easy way for people to incorporate charity into their daily life.

**B:** But an occasional meal isn't going to change their circumstances.

**A:** That's true, I suppose. I think it may be better to do more to help people. Do you know any similar practices that show kindness and generosity to strangers in your city?

**B:** Yeah, I've heard people offering umbrellas and raincoats at subway stations when there is unexpected rain.

**A:** Oh, that's so nice.

#### Teaching tips

- Put Ss in pairs to discuss the questions.
- Have selected pairs share their discussions with the class.
- Ask pairs to think of other things apart from food and drinks that could be suspended in this way, and then discuss how they might popularize this new idea so the recipients would know to ask for it. Choose pairs to share their ideas with the class.
- For Question 2, T may ask Ss to think of some practices to show kindness or to promote benevolence in China. Then T may ask Ss to compare and contrast those practices with the ones mentioned in the audio clip.

## Viewing

### New words

**interact** /,ɪntər'ækt/ *vi.* 相互交流; 互动

**vary** /'veəri/ *vi.* (情况) 有变化, 相异

**instinctively** /ɪn'stɪŋktɪvli/ *ad.* 直觉地; 本能地

**interpret** /ɪn'tɜ:prɪt/ *vt.* 理解

**intention** /ɪn'tenʃn/ *n.* 意图

**approachable** /ə'prəʊtʃəbl/ *a.* 易于接近的

**conscious** /'kɒnʃəs/ *a.* 有意识的

**communicator** /kə'mju:nikeɪtə/ *n.* 交流者

**slouch** /slautʃ/ *vi.* 无精打采地坐(走或站)

**perceive** /pə'si:v/ *vt.* 理解; 认为

### Before you watch

- 1 Work in pairs and check the meanings of the words. Use the words to complete the sentences below. Change the form of the words if necessary.

non-verbal posture gesture mood

- Your \_\_\_\_\_ communication skills include all the ways you choose to sit, move and react when you are with other people.
- Make sure your \_\_\_\_\_ in your seat sends a positive message to your interviewer.
- Some experts say that you should avoid making \_\_\_\_\_ such as crossing your arms in an interview.
- If you have an interview, your \_\_\_\_\_ that day can affect the way you speak and react.

### While you watch



- 2 Watch a video clip about body language and check (✓) the statements that represent the views expressed in the video clip.

1. Body language is used just as often as talking.
2. Body language can be taught systematically.
3. People read body language and interpret it instinctively.
4. Body language may not be a conscious choice by a person.
5. Many companies train their employees to use body language properly.

## Viewing

### Scripts

Alice works at a local department store.

She spends most of her day interacting with customers and co-workers.

There's a lot of talking involved but there's also another form of non-verbal communication that's being used just as often: body language.

Body language is the process of communicating through non-verbal signals. It includes things like our posture, facial expressions, gestures and more.

The meanings of these all vary from culture to culture, but we instinctively read body language and interpret it as some expression of moods, feelings or intentions.

So, in Alice's case, even before she speaks, she may be communicating all kinds of things to customers. For example, if her arms are crossed and she's avoiding eye contact, customers may not find her to be very approachable.

However, Alice could be in a friendly mood even though her body language suggests otherwise, and this isn't necessarily a conscious choice that she's made. This could just be how she habitually presents herself. But if Alice is aware of these habits, she can work on improving her body language.

Changing your habits can be difficult, but if you take time to pause and check in with yourself, you can start to notice them and adjust things to become a better non-verbal communicator. This awareness can also be applied to reading others' body language.

Let's say Alice notices that her co-worker is unusually quiet, has his body turned away from her and is slouched over. She may pick up that he's upset or that there's an unspoken issue at

hand. Depending on Alice's relationship with him, she may want to give him some space, or ask if anything's wrong.

Being aware of the various aspects of body language can make all the difference in how people perceive you, and how you perceive them. Be aware of how you present yourself and you can say a lot without speaking.

## See Page T9 for Language notes

### ① Answers

1. non-verbal
2. posture
3. gestures
4. mood

### ② Answers

- 1, 3, 4

**3** ▶ Watch the video clip again and choose the best answer to each of the questions.

1. What might customers think about Alice when her arms are crossed?  
A. She wants to help them.                      C. She is angry with them.  
B. She wants to talk to them.                  D. She is not very approachable.
2. Why does Alice's body language sometimes suggest different messages to her mood?  
A. She just habitually presents herself that way.  
B. She does not want others to know her feelings.  
C. She likes to keep a distance from her customers.  
D. She isn't aware of the importance of body language.
3. What determines how Alice reacts to her upsetting co-worker?  
A. Alice's mood.                                      C. If they are busy.  
B. Where they are.                                  D. Their relationship.

■ After you watch

Critical thinking skill ↻

**Making inferences**

Making inferences means making guesses from the evidence you have. In everyday communication, there is a lot of information that is not stated directly. Knowing how to make inferences, therefore, is very important if you want to understand a situation fully. When it comes to body language, this means looking for clues about people's feelings in how they act.

One thing you can check to make inferences is people's body movement. This could mean what you

do with your hands and arms, and how you sit or stand. For example, if someone has crossed arms, it suggests they are unapproachable.

Another important clue is facial expressions. For example, avoiding eye contact can make someone seem unapproachable. Or if a person is smiling, we could infer that they are welcoming or confident.

**4** Look at the pictures showing people's different body language when they're waiting for a job interview. Work in pairs and discuss what inferences you can make about their attitude and mood.

*A: See how bored she looks in this picture.*

*B: Yes, her body language with her chin in her hands shows ...*



### 3 Answers

1. D    2. A    3. D

### 4 Reference answers

**A:** See how bored she looks in this picture.

**B:** Yes, her body language with her chin in her hands shows D is bored or frustrated, and thinks the interview will not go well. How about A in the picture?

**A:** I think he is feeling confident and well-prepared for the interview. Don't you think B also seems confident?

**B:** She keeps checking her résumé with her legs crossed, which makes me feel that she is a bit concerned and possibly wondering whether she will get the job.

**A:** Well, it makes sense. As for C, he must have been waiting for quite a long time because he looks impatient.

**B:** Maybe he is worried that he will be late for his next job interview.

### Teaching tips

- Present examples of how people make inferences in daily life. For example:

*From a picture of someone coming in from outside with wet hair, or walking outside with an umbrella, Ss can infer that it is raining outside.*

*From a picture of someone pulling their empty pockets inside out, Ss can infer that this person has no money.*

*From a picture of someone standing with their head cocked to the side looking doubtful with arms crossed in front of them, Ss can infer the person disbelieves something they are hearing.*

- Put Ss in pairs and ask them how many different types of clues are presented in the skill box (two: body movement and facial expressions). Have them make a list of the examples given for each of the categories in the skill box (body movement: what you do with your hands and arms, how you sit or stand; facial expressions: avoiding eye contact, smiling). Have each pair add two more examples for each category.

## Listening 2

## Voice of China

## New words

split /splɪt/ vt. 分摊

go Dutch /dʌtʃ/ 各付各的账; 按 AA 制付账

scan /skæn/ vt. 扫描

awkward /'ɔ:kwəd/ a. 尴尬的

owe /əʊ/ vt. 欠(钱)

honor /'ɒnə/ n. 光荣的事

trend /trend/ n. 趋势

## II Before you listen

## 1 Work in pairs and discuss the questions.

1. Have you ever seen people fighting to pay the bill at a restaurant? Why do you think they act the way they do?
2. Have you ever fought to pay the bill at a restaurant? Why or why not?
3. When you go out to eat with friends, who pays the bill? Why?

## ▶ While you listen

## 2 Listen to a news report about the new trend of Chinese people splitting the bill and choose the best answer to each of the questions.

1. What are the findings of the survey about Chinese people's dining habits?
  - A. Older people think splitting the bill can save them money.
  - B. Younger people tend to split the bill when they eat out with friends.
  - C. Younger people tend to spend big money when they eat out with friends.
  - D. Older people don't want to spend too much money eating in a restaurant.
2. What would make the older generation feel that they have lost face?
  - A. Fighting to pay for the bill.
  - B. Splitting the bill with friends.
  - C. Fighting with others in public.
  - D. Struggling with mobile phone apps.
3. Why do many young people prefer splitting the bill?
  - A. They don't want to run out of cash.
  - B. They don't worry about losing face.
  - C. They don't want to spend too much money.
  - D. They don't like having to fight for who pays.



## Listening 2 – Voice of China

### Scripts

The age-old scene of Chinese people fighting to pay the bill in restaurants may soon become a thing of the past, according to a recent survey. In a survey about dining habits, 65 percent of Chinese people under 30 said that they almost always split the bill when they eat out with friends. With people over 40, that number drops to only 25 percent!

This change has something to do with the increasing popularity of mobile phone payment apps. These apps allow customers to “go Dutch” by simply scanning a QR code or sending a *hongbao* on their phones. This way, even large parties can easily split the bill, and won’t feel awkward trying to work out who owes what.

The idea of splitting the bill is new to many older Chinese people. Many of them believe that paying the bill is a sign of honor and respect. Many also say they find it uncomfortable to split the bill, and worry about losing face.

However, with young people the trend is getting more and more popular. By splitting the bill, they don’t have to worry about spending big money every time they eat out with friends.

### Language notes

**go Dutch** to split a bill when you eat out with friends instead of one person paying the whole bill

*I don't want you to pay for my meal. Let's go Dutch.*

### ① Reference answers

- Yes, I have. Sometimes it seems like someone wants to do something for the other. I think it can show that people are kind and generous.
- No, I don't usually see that. Maybe it's because I don't go to restaurants a lot, or maybe people just don't fight to pay the bill as before.
- Yes, I have. I fought to pay the bill when I went out with a friend who had helped me solve a major problem. I wanted to treat her to a nice meal.
- No, I've never fought over a bill. If someone wanted to pay for me, I think I'd just let them. Maybe I would pay the bill next time.
- We always split the bill because I don't want any of us to have the financial burden of the whole bill.
- We tend to take turns paying the bill so we don't have to split the bill every time we eat out.

### ② Answers

1. B    2. B    3. C

**3**  **Listen to the news report again and complete the sentences with the words and phrases you hear.**

1. Fighting to pay the bill in restaurants may soon become a thing \_\_\_\_\_, according to a recent survey.
2. Sixty-five percent of Chinese people \_\_\_\_\_ said that they almost always split the bill when they eat out with friends.
3. These apps allow customers to “go Dutch” by simply \_\_\_\_\_ a QR code or \_\_\_\_\_ a *hongbao* on their phones.
4. Many older Chinese people believe that paying the bill is a sign of honor and \_\_\_\_\_.

**After you listen**

**Intercultural skill**



**Analyzing one's own cultural heritage**

People from different cultures and generations often deal with the same issue in different ways. In particular, with more and more interaction between different cultures and with development in technology, certain habits and cultural behaviors naturally die down. However, understanding the historical and cultural roots of these traditional practices can not only teach you important values, but also help preserve identity during intercultural and intergenerational exchanges.

In the audio, you heard about how the traditional practice of fighting to pay the bill in restaurants is becoming more and more uncommon in China.

The practice of fighting to pay the bill may seem strange to people from other cultures, but behind it is often the intention to show generosity and take care of one's friends.

By comparison, in other cultures, there may be other rules when it comes to paying the bill. For example, in many places, it is common for friends to take turns to pay the bill. In other cases, people simply allow others, particularly the elders, to express their generosity by paying the bill at a gathering.

**4** **Work in pairs and role-play the situation below.**

Two friends, Student A (Chinese) and Student B (an overseas student who just arrived in China), go out together to eat in a restaurant. After eating, Student A insists on paying the bill, and Student B insists on going Dutch, with each giving their reasons.

*A: Let me pay the bill ...*

*B: I appreciate your offer, but in my culture we often ...*

*A: Oh, that's interesting, but I'd prefer to ...*

### 3 Answers

1. of the past
2. under 30 / under thirty
3. scanning; sending
4. respect

### 4 Reference answers

**A:** Let me pay the bill ...

**B:** I appreciate your offer, but in my culture we often just go Dutch.

**A:** Oh, that's interesting, but I'd prefer to pay. You are a guest in my country. I think you'd feel the same if I were in your country, wouldn't you?

**B:** Well, that's an interesting point, but um ... I don't really think so because in my country, young people always split the bill. It's our custom. Also, most students don't have much money, and if we didn't split our bills, we would have financial burdens eventually.

**A:** Well, that's a problem here, too. But maybe some restaurants here serve cheaper dishes. What do you think?

**B:** Yeah, I heard that there are more student-friendly restaurants here, and that they are a bit cheaper than where I come from. But still, splitting the bill seems fairer to me.

**A:** Actually, going Dutch is becoming more common here in China, too, probably for many of the same reasons. But I'd like you to let me pay this one time, and after that, we can go Dutch.

**B:** Hm ... You seem to feel very strongly about this, and I certainly don't want to argue with you over it.

**A:** Great. So you'll let me pay this time?

**B:** Well, um ... OK. I suppose ...

**A:** Excellent!

**B:** That's very nice of you. But in the future, could we just agree to go Dutch?

**A:** Sure. The next time we'll go Dutch!

**B:** Well, not the next time because it will be my turn to treat you. The time after that.

**A:** Hahaha. OK. That sounds like a good plan.

**B:** Good! So ... thank you for this delicious meal!

### Teaching tips

- Put Ss in pairs and ask each pair to role-play the situation in the Student's Book. T elicits from Ss useful expressions of giving opinions, agreeing and disagreeing, for example:  
*I appreciate ..., but in my opinion ...*  
*That's an interesting point, but ...*  
*I realize you think that ... but ...*  
*I'd really prefer to ...*  
*I agree with ... but not ... because ...*
- Choose one pair to share their conversation with the class. Ss are required to share their final decision and give reasons.
- Tell Ss to switch roles and ask one pair with different decisions to present their conversation.

## Project

### Telling a story about an interpersonal conflict

*The chairperson of your English club has asked members to describe a personal conflict they know about. You will make your presentation to the other club members.*

#### Step 1 Think of a conflict you know about. It could be:

- one you have experienced yourself, such as one between yourself and a friend.
- one you have observed, for example, an argument between two friends or between family members.
- one you have read about, such as an individual against a group of people or a conflict involving two groups.

#### Step 2 Plan how you will describe the conflict. Try to think about the following things:

- How will you explain the context of the conflict?
- What parts of the conflict would you like to talk about?
- In what order will you arrange the story?
- What words or expressions will you use to link your ideas?
- How will you end your story? What lesson would you like your audience to learn?

#### Step 3 Before speaking in front of the audience, rehearse what you will say by yourself or with a partner. You can:

- rehearse with a partner and listen to their suggestions.
- record yourself, listen to your description and think of ways to improve it.

#### Step 4 Present your story to the class. Then the class vote for the top three using the Evaluation form on Page 21.



### Project: Telling a story about an interpersonal conflict

#### Teaching tips

- Put Ss in pairs and ask them to think about what makes stories engaging or interesting and what makes a good storyteller.
- Give Ss 20–25 minutes to make some notes for Steps 1 and 2. If necessary, elicit a list of common conflicts people have or have Ss brainstorm in pairs. It may also be useful to give Ss a chance to discuss their plans for Step 2 with a partner.
- Have Ss read the presentation skill and then return to their notes for Step 2 to see if there are any strategies they could use to make their presentation engaging.
- Put Ss in pairs to rehearse their stories. Tell them to have their partners record their rehearsals and then watch the video to see if they have used effective strategies to hold the audience's attention.
- Have Ss tell their stories to the class and then vote for the top three. If desired, elicit from Ss the morals or lessons they deduced and write them on the board.

## Project builder

Storytelling has always been an effective way of communicating. It can be used in either informal social gatherings or in formal presentations, because it always engages the audience. A story is different from an anecdote. It usually has a clear structure and an important message that you want to deliver to your audience. You can organize your story in the following way.

### Introduce the background

Start the story by explaining the context.

- *All this happened a long time ago in a small village in Russia.*
- *Last year in Kunming, ...*

### Describe the development of events

– Explain why communication between the two sides breaks down.

- *The two sisters had a fight about ...*
- *My uncle and his neighbor had an argument because (of) ...*

– Describe the result of the conflict.

- *Consequently, one sister ... and the other sister ...*
- *As a result, my uncle felt ... and the neighbor became ...*

### Explain how the conflict was resolved

State the final effect of the conflict on the relationship between the two sides.

- *After that, they never spoke to each other again.*
- *The next day, they realized ...*

### End the story with a message to the audience

End the story by explaining the lesson to be learned from the story.

- *You can see from this story that ...*
- *The point I am making is ...*



## Presentation skill

### Creating suspense

One good strategy for holding the audience's attention is creating suspense. This is especially useful in storytelling. There are various ways of doing this.

One is to address the audience personally, to involve them with phrases like:

- *You'll never guess how this ended ...*
- *You should have seen what happened next ...*

You can also thread clues through the conflict which will be resolved later:

- *I'll tell you more about this in a moment.*
- *This was all before the great climax.*

Another method is creating scenes of danger or tension:

- *The storm was getting closer; she could see the black clouds gathering.*
- *He burst into the office. What would he say next?*

Remember that your tone of voice and body language will also be important in carrying the audience with you.

## Reference answers

My roommate and I are very good friends, but we still have problems sometimes. Our conflicts are related to personal boundaries. Let me explain.

My roommate comes from a pretty large family. Her siblings were very used to using each others' things without asking.

I did not grow up that way at all. Well, I imagine you know where this is going, but I think you'll be surprised once you hear the story.

One day when I came back I found the front door of the apartment was open. I didn't worry about it much until I wanted to use my laptop. I searched and searched, but couldn't find it anywhere. Suddenly I remembered that the door had been wide open when I came back, so of course I thought my laptop had been stolen. I called the campus police. Just as they were walking into the apartment, my roommate returned. She was very surprised to see the police. When I told her what had happened, you'll never guess what she did. She opened up her backpack and pulled out my laptop. She explained she'd needed a laptop for a test, and had left hers at a friend's place, so she just took mine. I was angry but I soon calmed down. Then we discussed the problem and I explained why that wasn't OK for her to use my laptop without asking. She listened to me and explained why she thought it wouldn't be a problem. She then apologized. The police were not happy with me calling them, but I think my roommate will not take my things without asking from now on.

As for me, I learned that people from different backgrounds do have different understandings of manners, and thus conflicts are inevitable. However, we can always sort things out through reasonable conversations and we should always try to understand the other person's perspective.

**New words**

**preference** /'pref(ə)rəns/ *n.* 偏好; 偏爱

**classy** /'kla:si/ *a.* 时髦的; 高级的

**wrap** /ræp/ *vt.* (用纸、布等)包, 裹

**New words**

**Chilean** /'tʃiliən/ *a.* 智利的

**convention** /kən'venʃn/ *n.* 会议; 大会

**kung fu** /'kʌŋ 'fu:/ *n.* 功夫

**dedicated** /'dedɪ,keɪtɪd/

*a.* 一心一意的

**Proper names**

**Bruce Lee** /bru:s 'li:/ 李小龙 (武打演员)

**Conversation**

① Listen to a conversation about giving gifts and choose the best answer to each of the questions.

- Why does the woman think the man can help her?
  - He is very good at choosing gifts.
  - He is South Korean like her boss.
  - He knows what gift her boss wants.
  - He knows exactly where to buy a good gift.
- According to the man, what is the first rule about giving gifts?
  - To consider personal preferences.
  - Not to remind people about death.
  - To avoid breaking traditional rules.
  - Not to buy gifts with unlucky numbers.
- Why does the woman decide to give Indian sweets to her boss?
  - Her boss likes sweet food.
  - Her boss loves Indian culture.
  - They are part of her Indian culture.
  - They are supposed to bring good luck.

**Passage 1**

② Listen to a radio program about three people from different countries who finally meet face to face and choose the best answer to each of the questions.

- Where did the three friends first get to know each other?
  - Online.
  - At a conference.
  - In San Francisco.
  - In a kung fu training school.
- According to the recording, how are Colin and Leila similar to each other?
  - They both loved watching TV late at night.
  - They had both seen all of Bruce Lee's movies.
  - They both wanted to become fitter and healthier.
  - Nobody else they knew shared their interest in Bruce Lee.
- Why did the three friends decide to meet?
  - A Bruce Lee Convention was taking place.
  - They were tired of chatting online every day.
  - They wanted to test each other on Bruce Lee.
  - They wanted to see all Bruce Lee's movies together.

## Further listening

### Conversation

#### Scripts

**Tarika:** Hey, Han. Can I ask you something?

**Han:** Sure. What is it?

**Tarika:** It's my boss' birthday on Sunday and I don't know what to get her. Since you're South Korean, like her, I thought you could help.

**Han:** I'm happy to help. But if I were you, I would probably consider her personal preferences first.

**Tarika:** Oh, I agree with that. However, I still want to avoid breaking any traditional gift-giving rules ...

**Han:** Well, you should try to avoid unlucky numbers. For example, in Korean, the number "four" sounds like "death"!

**Tarika:** Oh, right. In India, the number 13 is unlucky ... So, do you think chocolates or flowers are a good idea?

**Han:** Absolutely. Gifts like that are simple but classy. However, I think it's even better if it can be connected to your own culture in some way.

**Tarika:** That's a good idea. I could buy her some traditional Indian sweets.

**Han:** I'm sure she'd love that! Remember, colors can be quite important, too. In South Korea, we never wrap presents in white or black.

**Tarika:** OK, are there any colors they prefer?

**Han:** Yes, blue is a popular color in South Korea.

**Tarika:** Indian sweets wrapped in blue, then!

#### ① Answers

1. B    2. A    3. C

### Passage 1

#### Scripts

This weekend, Zhang Wei, a Chinese American living in San Francisco, is meeting his two best friends for the first time: Leila, a South African geography teacher, and Colin, a Chilean office worker. The three friends "met" in an online group about their favorite actor: Bruce Lee. They are in San Francisco this weekend for a Bruce Lee Convention.

Leila became a fan after catching a Bruce Lee movie on late-night TV. Within weeks, she had seen all of his movies, but no one around her shared her passion.

Colin was a weak child, whose parents signed him up for a kung fu training school. There, his teachers introduced him to Bruce Lee. Colin says that Bruce Lee changed his life, inspiring him to become fitter and healthier. However, just like Leila in the city where he lives now, he hasn't found anyone else who shares his passion.

Although the online fan group has many members, Colin, Leila and Zhang Wei were definitely the most dedicated. Almost every day, they go online to chat, post Bruce Lee movie clips, or test each other on the smallest of details from his movies. After two years of being close friends online, they decided to meet at the Bruce Lee Convention.

#### ② Answers

1. A    2. D    3. A

## Passage 2

③ Listen to a classroom presentation about the social rules of instant messaging apps and choose the best answer to each of the questions.

1. What is the purpose of the presentation?
  - A. To answer questions about social rules of instant messaging apps.
  - B. To talk about taking part in a survey about instant messaging apps.
  - C. To present the results of a survey on social rules of instant messaging apps.
  - D. To warn the audience about the harm of overusing instant messaging apps.
2. What annoyed people most about using instant messaging apps?
  - A. Receiving voice messages from people they don't know.
  - B. Receiving voice messages without any warning or notice.
  - C. Receiving voice messages while speaking to someone else.
  - D. Receiving voice messages while working or on public transport.
3. Which of the following would make you a polite digital communicator?
  - A. Calling people when something good happens.
  - B. Giving notice before calling for a video or audio chat.
  - C. Adding people with similar interest into your groups.
  - D. Calling people only when something urgent happens.

### New words

**instant** /'ɪnstənt/ messaging app

即时消息应用

**annoy** /ə'noɪ/ vt. 使恼怒; 使烦躁

**respondent** /rɪ'spɒndənt/

n. (民意调查的) 调查对象

**inconsiderate** /,ɪnkən'sɪdərət/

a. 不替别人着想的



## Passage 2

### Scripts

Good afternoon, Ms. Watson. Good afternoon, classmates.

For my talk today, I am presenting the results of my recent survey about the social rules of instant messaging apps.

I asked 100 students what annoyed them the most when using these apps. Here are my findings.

Seventy-eight of the 100 respondents reported that the thing that annoys them most about using instant messaging apps is receiving voice messages while working, in the classroom or on public transport. Many people commented that they think voice messages sent in the middle of a text conversation are inconsiderate.

According to our results, another thing to avoid doing is calling people for a video or audio chat without giving them notice: More than two-thirds of respondents mentioned that these were almost always unwelcome. One respondent commented, “I usually assume something bad has happened when someone calls, so when I find out that it’s just for a chat, I usually feel annoyed.”

Among the other things that a majority of respondents found annoying are: being added into groups without being asked first; and being sent too many links.

So, do your best to avoid doing these things that I have mentioned when using instant messaging apps, and you can become a polite digital communicator!

### 3 Answers

1. C    2. D    3. B

**New words**

**appreciate** /ə'pri:ʃi,eɪt/ *vt.* 领会  
**affirmation** /,æfə'meɪʃn/ *n.* 肯定  
**hug** /hʌg/ *n.* 拥抱  
**romantic** /rəʊ'mæntɪk/ *a.* 浪漫的

**Proper names**

**Gary Chapman** /gæri 'tʃæpmən/  
 加里·查普曼 (美国著名婚姻家庭  
 专家)

**Passage 3**

**4** Listen to a radio program about “love languages” and answer the questions with information from the program. Use no more than three words for each answer. You will hear the recording twice.

1. Where can we read about Gary Chapman's five “love languages”?

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2. What is the second kind of “love language”?

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3. Which “love language” offers support to the people you love?

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4. Which “love language” is expressed through hugs and kisses?

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5. In addition to romantic partners, to whom can we use “love language”?

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## Passage 3

### Scripts

Love is something that everyone treasures. But have you ever thought about how best to express your love to others, in ways they can truly understand and appreciate? In his new book, Gary Chapman describes what he calls the five “love languages” that we can learn to “speak”.

- 1) The first is “words of affirmation”, which means giving praise and positive comments.
- 2) The second is “quality time”, which means spending time with the people you love and keeping them company.
- 3) The third is “giving gifts”. Whether big or small, all gifts are valuable signs of love and appreciation.
- 4) The fourth is “acts of service” – offering support to the people you love and helping them solve problems.
- 5) The last is “physical touch”, which means expressing your love and affection through hugs and kisses, etc.

According to Chapman, most of us enjoy being shown love in all five languages. But it is often the case that we like one or two of them over the others. What is more, these languages can be used not only to express romantic love, but also love between family and friends.

### 4 Answers

1. His new book.
2. Quality time.
3. Acts of service.
4. Physical touch.
5. Family and friends.

What have you learned in this unit? Rate your performance.

Experience the world		very poor	poor	average	good	very good
<b>Conversation skill</b>	Using hesitation strategies in a conversation					
<b>Pronunciation skill</b>	Linking sounds in neighboring words accurately					
Understand the world						
<b>Listening skill</b>	Listening for transition words and phrases					
<b>Critical thinking skill</b>	Making inferences					
<b>Intercultural skill</b>	Analyzing one's own cultural heritage					
Over to you						
<b>Project</b>	Telling a story about an interpersonal conflict					
<b>Presentation skill</b>	Creating suspense					

Answer the following reflection questions.

1. What are the three most useful things you have learned in this unit?

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2. What do you still need to improve? How do you think you can improve it?

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### OTY Evaluation form

- Read the criteria below. Keep them in mind when you present and watch your classmates' presentations.
- Note down your comments in the "Written feedback" row when watching your classmates' presentations. Then grade the presentations in the "Points" column on a scale of 1–5.

**Rating scale:** very poor = 1   poor = 2   average = 3   good = 4   very good = 5

	Criteria	Points
<b>Content</b>	<ul style="list-style-type: none"> <li>• introduced the background and described the conflict</li> <li>• delivered a meaningful message</li> </ul>	
<b>Organization</b>	<ul style="list-style-type: none"> <li>• presented with a clear structure</li> <li>• connected the main points logically</li> </ul>	
<b>Language</b>	<ul style="list-style-type: none"> <li>• spoke clearly, fluently and appropriately</li> <li>• used some expressions learned</li> </ul>	
<b>Delivery</b>	<ul style="list-style-type: none"> <li>• created suspense to make the story more engaging</li> <li>• managed time effectively</li> </ul>	
<b>Written feedback</b>		