

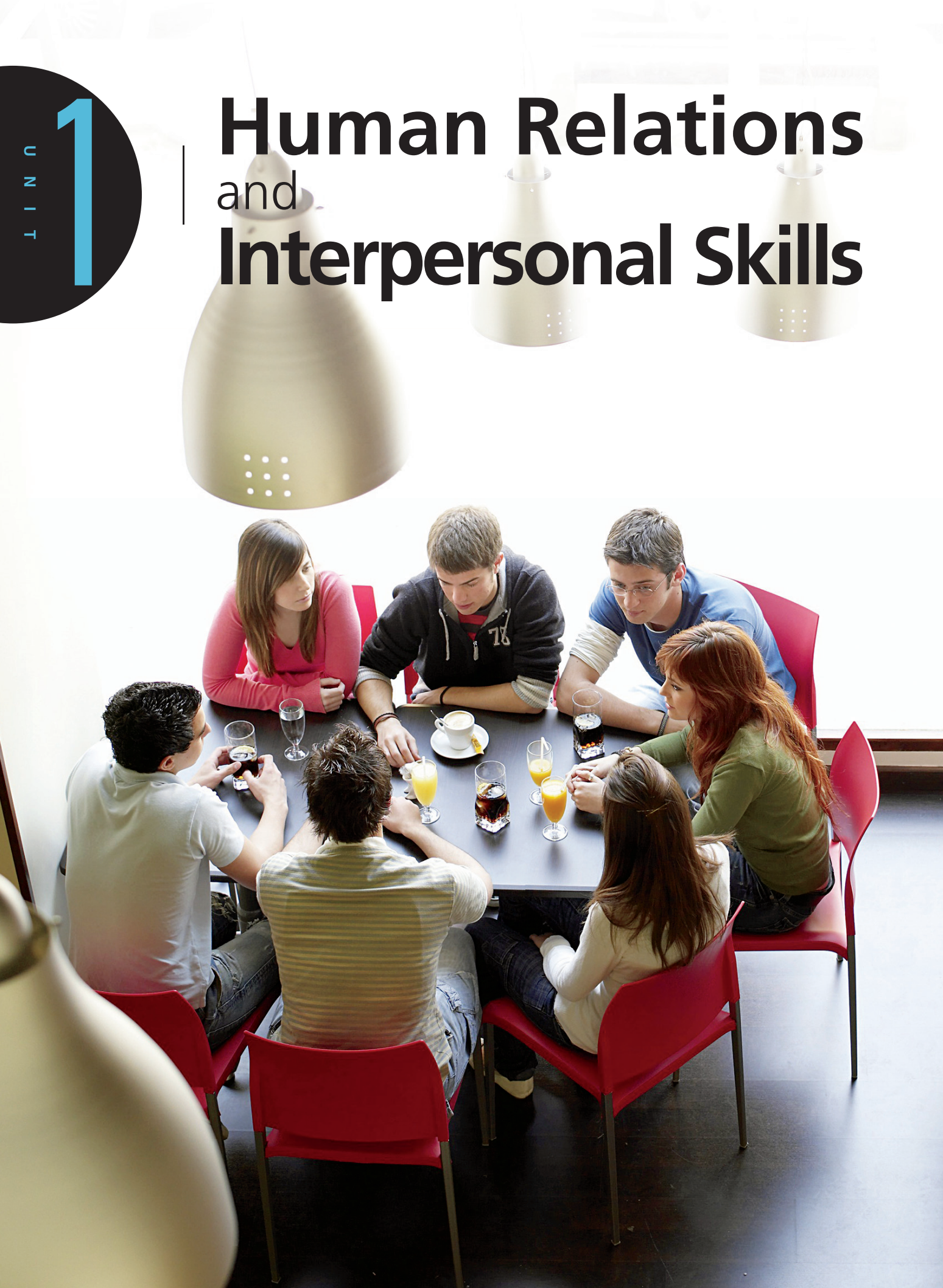
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# 1

# Human Relations and Interpersonal Skills





# 1

## Warm-up

1 Work in groups to make a list of various kinds of interpersonal relationships in our lives. Then choose a word in the following box to describe the relationships. You may use your own word if it's not included.

journey garden seed nutrient fruit tree film  
show dance song dream party game weather  
wind sunshine star fire spice book dictionary  
smartphone chemical paint piano key

For example: My relationship with my family members is like a garden. We plant seeds of love, we nurture them, and beautiful flowers grow in it.

2 Work in pairs on the following activities.

**Step 1** Student A turns to Page 123. Student B turns to Page 124.

**Step 2** Student A describes Picture A to Student B, and the latter draws the picture without asking any questions. Student A does not correct Student B even if he / she makes mistakes.

**Step 3** Student B describes Picture B to Student A and Student A draws the picture. There will be constant communication between you to make the drawing match the original picture as much as possible.

**Step 4** Discuss with your partner about the processes of drawing. Which way of communication, one-way for Picture A, or two-way for Picture B, is more effective? Do you think this is the same to our interpersonal relationships?

# 2

## Listening and Speaking

### 1 How to apologize

#### WORDS AND EXPRESSIONS

approach /ə'prəʊtʃ/ *v./n.* 接近

gravity /'grævəti/ *n.* 严重性

non-confrontational /nɒn ,kɒnfrʌn'teɪʃ(ə)l/  
*a.* 友好的, 非对抗的

aggressive /ə'gresɪv/ *a.* 咄咄逼人的

gaze /geɪz/ *n.* 凝视, 注视

empathize /'empə,θaɪz/

*v.* 有同感, 产生共鸣

take the wrap /ræp/ 开诚布公

linger /'lɪŋgə/ *v.* 长时间持续

resurface /,ri:'sɜ:fɪs/ *v.* 重新出现

#### PROPER NAMES

Richard Holland

(人名) 理查德·霍兰德

#### Listening and understanding

1 Sometimes, we do things that require an apology. But oftentimes it is not easy to open the mouth. Now you are going to hear some advice on how to apologize from an etiquette expert. Listen to a talk and note down the seven steps of apologizing.

Step 1: \_\_\_\_\_

Step 2: \_\_\_\_\_

Step 3: \_\_\_\_\_

Step 4: \_\_\_\_\_

Step 5: \_\_\_\_\_

Step 6: \_\_\_\_\_

Step 7: \_\_\_\_\_



**2** Listen to the talk again and fill in the blanks with the phrases and expressions you hear. Then work in pairs and explain them in the context of the talk.

- 1 We all do things that require an apology from time to time. But \_\_\_\_\_ is a skill in itself.
- 2 How could you \_\_\_\_\_ for what you've done?
- 3 Ask if you could \_\_\_\_\_ with the person, and then take them to one side.
- 4 Lower your voice. You should not be \_\_\_\_\_.
- 5 If you look away at the key moments, or refuse to meet their gaze at all, they may think you are \_\_\_\_\_.
- 6 Is there anything I can do to \_\_\_\_\_ you?
- 7 The other person may still be angry with you. And in order to \_\_\_\_\_, they might need to communicate this. If so, you need to \_\_\_\_\_.
- 8 OK, so can we just put it behind us and \_\_\_\_\_, yeah?
- 9 Don't let the conversation linger as this could provide an opportunity for \_\_\_\_\_.

### Thinking and speaking

**3** When you broke a promise, or were misunderstood by your friend, an apology is in order. Work in pairs and role-play the following situations. Remember to include as many of the seven steps of apologizing as possible.

#### Situation 1:

You said you would bring your laptop to class for the group presentation, but you forgot. The other group members do not have backups.

#### Situation 2:

You used your classmate's USB device to copy a teacher's courseware, but deleted a document in the device by mistake.

#### Situation 3:

You found that Mary was trying hard to make friends. On one occasion, you commented that Mary was trying to be "popular". But when it finally reached Mary's ears, it sounded like she was a girl who was always trying to attract others' attention. She was really hurt.



## 2 Making new friends

### WORDS AND EXPRESSIONS

devastating /'devə,sterɪŋ/	a. 令人心烦意乱的
anonymous /ə'nɒnɪməs/	a. 无名的
yoga /'jəʊgə/	n. 瑜伽
strike up	开始 (交谈)
compliment /'kɒmplɪ,ment/	v. 恭维, 赞美
textile /'tekstaɪl/	n. 纺织品
pal /pæl/	n. 朋友, 伙伴
revelation /,revə'leɪʃn/	n. 意想不到的事
forge /fɔ:dʒ/	v. 发展 (关系), 缔结
intimate /'ɪntɪmət/	a. 亲密的
protocol /'prəʊtəʊ,kɒl/	n. 科学实验方案
disclose /dɪs'kləʊz/	v. 透露, 泄露 (秘密等)
index /'ɪndeks/ card	n. 索引卡

rehearse /rɪ'hɜ:s/	v. 练习
reciprocal /rɪ'sɪprəkl/	a. 相互的, 交互的
put off	使反感
intimacy /'ɪntɪməsi/	n. 亲密

### PROPER NAMES

Carla Madrigal /'mædrɪgl/	(人名) 卡拉·马德里加尔
Arthur Aron	(人名) 阿瑟·阿伦
Stony Brook University	纽约州立大学石溪分校 (美国)
David Bakke /'bɑ:k/	(人名) 大卫·巴克
Susan Hanover	(人名) 苏珊·汉诺威

### Listening and understanding

1 Is it possible to forge an intimate friendship quickly? Listen to a talk and choose the best answer to each of the questions you hear.

- A. She was a very shy person.
  - B. She had nothing in common with many people.
  - C. It was difficult to meet nice people in the new place.
  - D. She dared not take risks in making friends.
- A. In a store.
  - B. On a bus.
  - C. At a tea party.
  - D. At a community gathering.
- A. On the day they met.
  - B. A few days after they met.
  - C. After Ms. Madrigal ended her first marriage.
  - D. After they got to know each other really well.
- A. "Help Strangers."
  - B. "Fast Friends."
  - C. "Friendship in 45 Minutes."
  - D. "Interpersonal Closeness."
- A. Design some questions for their partners.
  - B. Develop a protocol within 45 minutes.
  - C. Get their partners to like them without disclosing private information.
  - D. Reveal their personal information to each other.
- A. Before making a telephone call, do you ever rehearse what you are going to say?
  - B. What is your most terrifying memory?
  - C. When did you last cry in front of another person?
  - D. Do you want to be slow and reciprocal?

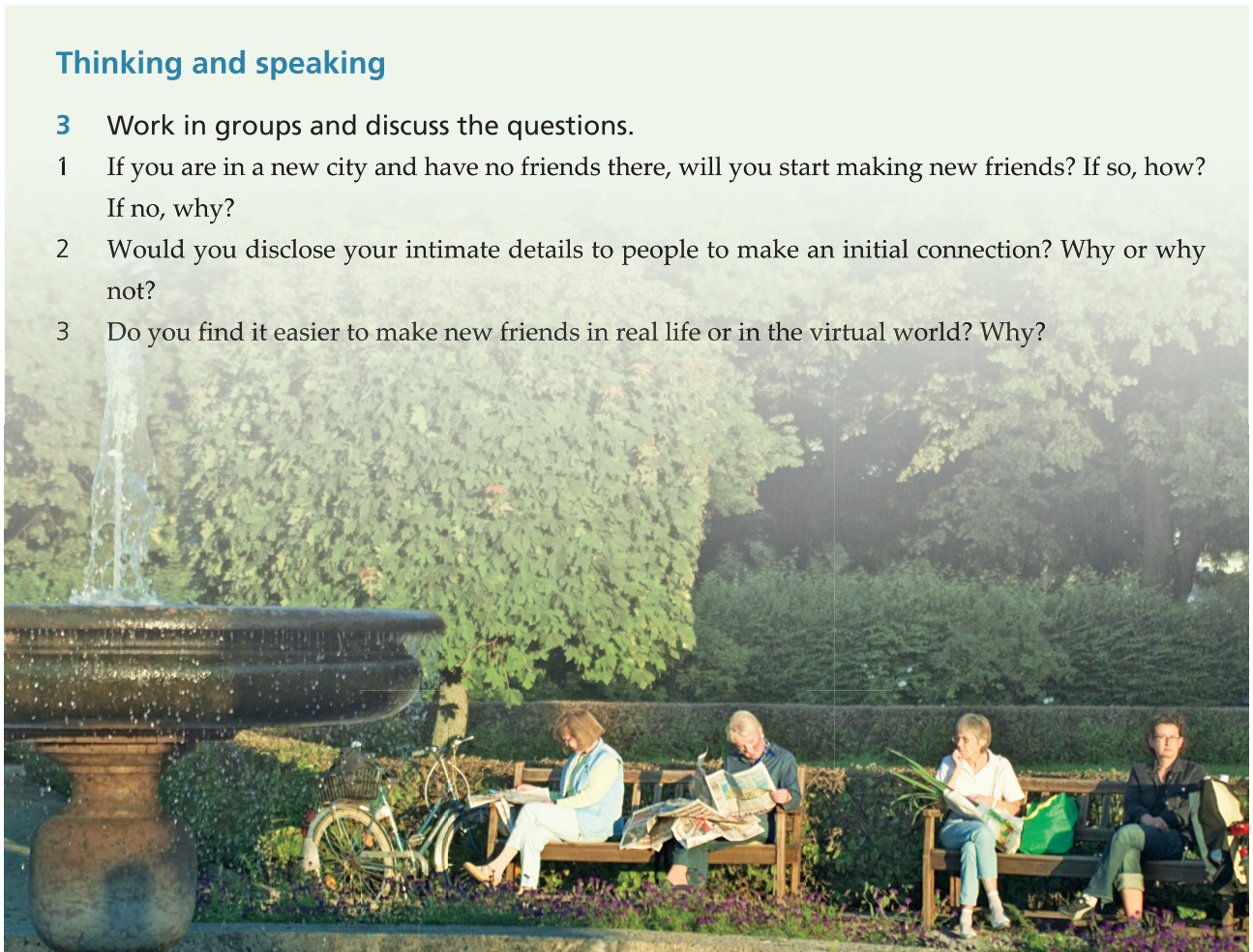
**2 Listen to the talk again and answer the questions.**

- 1 How did Carla Madrigal feel when she found she had no friends in Seattle?  
\_\_\_\_\_.
- 2 What activities did Ms. Madrigal attend in Seattle in order to meet people?  
\_\_\_\_\_.
- 3 What did the woman Ms. Madrigal met in a store say to her?  
\_\_\_\_\_.
- 4 What did Ms. Madrigal and the woman have in common?  
\_\_\_\_\_.
- 5 What did Ms. Madrigal risk doing after she discovered their common interests?  
\_\_\_\_\_.
- 6 What is the purpose of the experiment on friendship?  
\_\_\_\_\_.
- 7 According to Professor Arthur Aron who developed the protocol, how should we disclose personal information to establish intimacy?  
\_\_\_\_\_.
- 8 What did Ms. Madrigal and Ms. Hanover talk about in their house besides art and their creative projects?  
\_\_\_\_\_.

### Thinking and speaking

**3 Work in groups and discuss the questions.**

- 1 If you are in a new city and have no friends there, will you start making new friends? If so, how? If no, why?
- 2 Would you disclose your intimate details to people to make an initial connection? Why or why not?
- 3 Do you find it easier to make new friends in real life or in the virtual world? Why?





### 3 Family relationship

#### Listening and understanding

1 Listen to a poem on family relationship and fill in the blanks with what you hear.

I was shopping at the grocery store one day, and I 1) \_\_\_\_\_ a stranger as he passed by.  
"I'm so sorry!" was my 2) \_\_\_\_\_.  
Then he said, "Excuse me too ...  
I wasn't even 3) \_\_\_\_\_ you."  
We were very polite, this stranger and I.  
Then we went on our separate ways after saying goodbye.  
But at home, a different story is told —  
How we treat our loved ones, young and old.  
Later in the kitchen, as I cooked our meal,  
My little daughter crept up on me, very 4) \_\_\_\_\_.  
When I turned, I nearly knocked her down.  
"Get out of the way!" I 5) \_\_\_\_\_ her with a frown.  
She sauntered away, I guess, with her 6) \_\_\_\_\_.  
However, I didn't even realize how 7) \_\_\_\_\_ I'd spoken.  
Late that night, as I lay awake in bed,  
God's quiet voice spoke to me and said,  
"While dealing with a stranger, you're 8) \_\_\_\_\_ and polite.  
But with those you love, you're quick to excite ...  
Go look right now on the kitchen floor.  
You'll find some flowers there by the door.  
Those are the flowers she brought for you.  
She picked them herself — pink, yellow, and blue.  
She stood there quietly, not to 9) \_\_\_\_\_ your surprise,  
And you never saw the tears in her eyes."  
By this time, I felt sad and small.  
And now my own tears had begun to fall.  
I quietly went into her room.  
She was already asleep.  
I 10) \_\_\_\_\_ by her bed.  
"Wake up, sweetheart, wake up," I said.  
"Are these the flowers you 11) \_\_\_\_\_ for me?"  
She smiled, "I found 'em, out by the tree.  
I wrapped 'em in a 12) \_\_\_\_\_, just for you.  
I knew you'd like 'em, especially the blue."  
I said, "I'm so sorry that I missed them today ...  
And I shouldn't have fussed at you that way."  
And she 13) \_\_\_\_\_, "Mommy, that's OK ... I still love you anyway."  
I 14) \_\_\_\_\_ her and said. "I love you too ...  
And I love my flowers, especially the blue."

## WORDS AND EXPRESSIONS

creep /kri:p/ up on 悄悄靠近 (某人)

harshly /hɑ:ʃli/ *ad.* 严厉地

frown /fraʊn/ *n.* 皱眉

fuss /fʌs/ *v.* 大惊小怪

saunter /'sɔ:ntə/ *v.* 闲步

## Thinking and speaking

**2** If you read the poem in Exercise 1 carefully, you will find rhyming words in the lines. Underline as many rhyming words as you can. Check your answers and read them aloud. Then work in pairs to compose a 3-5-line short poem of your own based on your descriptions of relationships in the Warm-up exercise. Try to rhyme your poem.

**3** Work in groups on the following activities.

**Step 1** When we care about someone, we communicate this in many ways, for example, by doing things for them, helping them, etc. The following may be some of the things your parents do for you because they care about you. Put a tick if they are true for you.

- telling you they love you
- making your favorite dishes
- washing your dirty clothes
- taking photos of you
- traveling with you
- celebrating your birthday
- keeping your awards, drawings, toys, etc. over years
- knowing your favorite movie star, singer, computer game, etc.
- listening carefully to you
- complimenting you on your good work
- encouraging you
- allowing you to make decisions
- giving up their own plans for you
- changing themselves because of you

**Step 2** Discuss the questions.

- 1 How do your parents communicate their love to you? Does this influence the way you relate to other people?
- 2 Think of one incident of misunderstanding between you and your parents. How did it happen? What did you do or should you have done to clear up the misunderstanding?

# 3

## Viewing and Speaking

### 1 My long-distance relationship story

#### WORDS AND EXPRESSIONS

adventurous /əd'ventʃ(ə)rəs/	a. 爱冒险的
Parisian /pə'rɪz(ə)n/	a. 巴黎的
stumble /'stʌmbl/ upon	偶然发现
authentic /ɔ:'θentɪk/	a. 传统的, 地道的
awesome /'ɔ:s(ə)m/	a. 可怕的
awkward /'ɔ:kwəd/	a. 尴尬的
go overboard	(因激动、生气等而) 行事 (或说话) 过头
dedicate /'dedɪ,keɪt/	v. 把(作品等)献给(某人)
playlist /'pleɪ,lɪst/	n. 歌曲列表
cheesy /'tʃi:zi/	a. 庸俗的
tangible /'tændʒəbl/	a. 可触摸的, 有形的
cologne /kə'ləʊn/	n. 古龙香水
sentimental /,sentɪ'mentl/	a. 感伤的, 煽情的
plushy /'plʌʃi/	a. 长毛绒的
plush /plʌʃ/	a. 长毛绒的
bunny /'bʌni/	n. 小兔子
savor /'seɪvə/	v. 品尝, 欣赏
put one's best foot forward	全力以赴
flaw /flɔ:z/	n. 瑕疵, 缺点
reunite /,ri:ju:'naɪt/	v. (使)重聚
boundary /'baʊnd(ə)ri/	n. 分界线, 边界

#### PROPER NAMES

Eiffel Tower	埃菲尔铁塔(法国巴黎)
Dom	(人名)当姆





## Viewing and understanding

1 Some say that long distance is critical to a love relationship. What do you think? Now watch a video clip and choose the best answer to each of the questions you hear.

- 1 A. She was on a journey. B. She was studying in a university there.  
C. She was working there. D. She was looking for adventure.
- 2 A. Call her friend. B. Look up the translation on her phone.  
C. Ask her interpreter for help. D. Leave the café.
- 3 A. She called the boy. B. She had forgotten the boy.  
C. She missed the boy. D. She bought a gift for the boy.
- 4 A. It made her feel like she was there.  
B. She loved him much more for that.  
C. She would prefer a more tangible object.  
D. They seemed unreal to her.
- 5 A. A message. B. A sweater. C. A song. D. A link.
- 6 A. You should not show your flaws.  
B. You should not always put your best foot forward.  
C. You should get into a fight every once in a while.  
D. You should not just think of yourself.
- 7 A. One month. B. Two months. C. One year. D. Two years.

2 Watch the video clip again and put a tick before the ways that the speaker used to maintain a long-distance relationship.

- 1 finding time to talk
- 2 keeping messages frequent but simple
- 3 sharing favorite moments
- 4 exchanging real tangible things
- 5 keeping sentimental things
- 6 setting a date to meet
- 7 discussing problems in a peaceful manner
- 8 being herself when they are together
- 9 accepting changes
- 10 focusing on the future

## Thinking and speaking

3 A long-distance relationship usually fades away as time goes by. But the video clip tells a different story. Read and discuss in groups your understanding of the sentences drawn from the clip.

- *... when you are together, be yourself. Don't put your best foot forward. Show all your flaws. Show your bad habits.*
- *There is no such thing as a perfect relationship, only a strong one.*
- *Love knows no boundaries. So keep your heart open, and stay strong.*

## 2 Should we trust our first impressions?

### WORDS AND EXPRESSIONS

obnoxious /əb'nɒkʃəs/	a. 可憎的, 极粗鲁的	functional Magnetic /mæg'netɪk/ Resonance /'rezənəns/	
encounter /ɪn'kaʊntə/	n. 邂逅, 偶遇	Imaging	n. 功能性磁共振成像
write off	认为某人不可救药	initial /ɪ'nɪʃl/	a. 开始的, 最初的
infer /ɪn'fɜ:/	v. 推断	cognition /kɒg'nɪʃn/	n. 认知
trait /treɪt/	n. 特征, 品质	cognitive /'kɒgnətɪv/	a. 认知的
clumsy /'klʌmzi/	a. (人) 笨拙的	ventrolateral prefrontal cortex	
jerk /dʒɜ:k/	n. 蠢人, 讨厌的人	/,ventrəʊ,lætərəl pri:frʌntl 'kɔ:teks/	
outweigh /,aʊt'weɪ/	v. 超过, 胜过		n. 腹外侧前额叶皮层
bias /'bi:əs/	n. 偏见	superior temporal sulcus /su:pɪəriə ,temp(ə)rəl 'sʌlkəs/	
diagnostic /,daɪəg'nɒstɪk/	a. 用于诊断的		n. 颞上沟
revealing /rɪ'vi:lɪŋ/	a. 揭露性的, 揭示内情的	correlate /'kɒrə,leɪt/	v. (使) 相关
negativity /,negə'tɪvəti/	n. 消极性	perception /pə'sepʃn/	n. 感觉
competency /'kɒmpɪtənsi/	n. 能力, 技能	statistical property /stətɪstɪkl 'prɒpəti/	
flip /flɪp/	v. 突然改变		n. 统计特性
ultimately /'ʌltɪmətli/	ad. 最终	Samaritan /sə'mærɪt(ə)n/	n. 乐于助人者
perceive /pə'si:v/	v. 认为	by extension	自然地, 当然地
competent /'kɒmpɪtənt/	a. 有能力的, 能胜任的	rarity /'reərəti/	n. 稀有, 罕见

### Viewing and understanding

1 Research in social psychology reveals that human beings are quick to form lasting impressions of others based on their behaviors. Now watch a video clip on a relevant research and decide whether the statements are true or false. Write "T" for "True" and "F" for "False".

- \_\_\_\_\_ 1 The behavior of the guy at the football game is an example of negative, immoral action.
- \_\_\_\_\_ 2 The umbrella incident is very likely to change people's impression of the guy at the game.
- \_\_\_\_\_ 3 We weigh bad behavior strongly because it often reveals a lot about a person.
- \_\_\_\_\_ 4 For most of us, the patterns of impression updating are inconsistent.
- \_\_\_\_\_ 5 Lending an umbrella to a stranger is an unusually good behavior.
- \_\_\_\_\_ 6 We expect that most people will help a stranger in need. Therefore, this good deed is not likely to leave a stronger impression than a bad one.

**2** Watch the video clip again and fill in the missing information about the research with what you hear.

We are quick to form 1) \_\_\_\_\_ of others based on their behaviors. We may infer 2) \_\_\_\_\_ from a single behavior. Behavioral researchers have identified that there are 3) \_\_\_\_\_ in the process of impression updating.

First, very negative, highly immoral information about someone typically has a stronger impact than 4) \_\_\_\_\_ information. This bias occurs because immoral behaviors are more diagnostic, or revealing of a person's 5) \_\_\_\_\_.

Second, when learning about one's 6) \_\_\_\_\_, the positive information gets weighed more heavily. For example, if a player scores a goal, it has a stronger impact on your impression of their skills than if they 7) \_\_\_\_\_.

In conclusion, behaviors that are perceived as being 8) \_\_\_\_\_ are the ones that people tend to 9) \_\_\_\_\_ when forming and updating impressions. It has been found that an extended network of brain regions responds to new information that's 10) \_\_\_\_\_ initial impressions. It tries to decide whether the behavior is typical or 11) \_\_\_\_\_. The unusual behavior may outweigh the usual.

There is a good moral in the football guy example.

We might care more about the negative immoral things another person has done compared to the positive moral things because of the comparative rarity of those 12) \_\_\_\_\_. We are more used to people being 13) \_\_\_\_\_. In this context, bad might be stronger than good, but only because good is 14) \_\_\_\_\_.

### Thinking and speaking

**3** In the video clip, a person's highly immoral behavior is weighed more heavily than the moral behavior because the former is more diagnostic of a person's character. Besides, a competent action (e.g. scoring a goal in a football game) is weighed more heavily than one's incompetency (e.g. missing the net). Do you agree with these statements? Work in groups to illustrate your point with examples.





# 4

## Project

### Improving interpersonal relationships – Knowing myself and knowing others



In the circles of interpersonal relationships, “I” is at the center. How we would like to link with other people and how we behave toward others influence our relationships. Work on a survey and give a presentation on how to better understand ourselves and others so as to improve interpersonal relationships.

#### 1 STEP

#### Evaluate your relationships

In the listening and viewing parts, we have learned a lot about different interpersonal relationships and how to handle them. Now you are to grade yourself on each kind of relationships.

	Very satisfactory	Good	Just fine	Not very close	Unsatisfactory
Family members					
Lover					
Friends					
Classmates					
Roommates					
Teachers					
Acquaintances					
Strangers					

#### 2 STEP

#### Discuss in pairs

Work in pairs and discuss: Why do you think that you are doing better in some relationships than in others? How can you improve the relationships?



3

STEP

### Work in groups

Form groups of four to five students. First, share with your group members what you talked about in Step 2. Second, discuss why interpersonal relationship is very important to a person. In which aspects do you feel its importance?

4

STEP

### Discuss ways to improve interpersonal relationships

Based on prior discussions, discuss with your group members ways to improve interpersonal relationships.

5

STEP

### Prepare a presentation

Prepare a presentation entitled “Improving interpersonal relationships – Knowing myself and knowing others” based on the previous steps. You may talk about interpersonal relationships in general, or just one type of relationship. Try to include what you’ve learned from the listening passages and the video clips, as well as the results of your discussions in the Warm-up exercise. To make your main points convincing, you may cite examples in life.

6

STEP

### Give a presentation

Give a three-minute presentation to the class. After that, invite the audience to make comments about your presentation.