



# Unit 1

## Learning Focus

Please pay attention to the following important items in this unit:

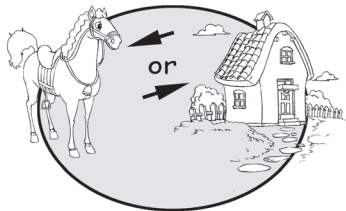
- Pronunciation: Distinguish four groups of phonetic sounds:
  - /o:/ /a%/    /=/ /2%/    /k/ /g/    /j/ /d3/
- Listening: Get familiar with the topic of “food”.
- Speaking: Memorize useful expressions of showing likes and dislikes:
  - What do you think about/of...?
  - How do you like...?
  - I love/like it./I hate it.
  - It's great./It's horrible.

# Telling Apart

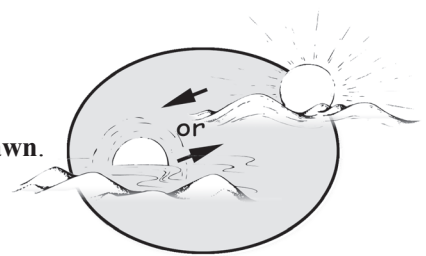


## Task 1

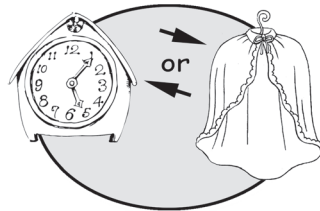
You will hear eight sentences. After each sentence, there will be a pause of ten seconds. During the pause, circle the word you hear in each sentence. The sentences will be spoken only once.



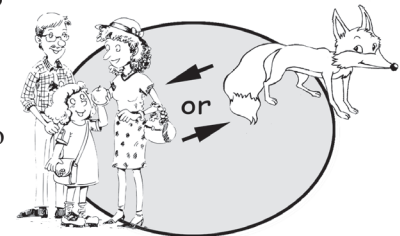
1 Can you draw a **horse/house**?



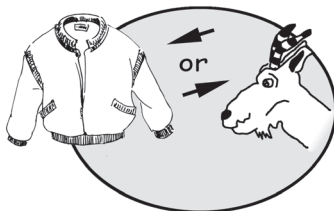
2 It's almost **down/dawn**.



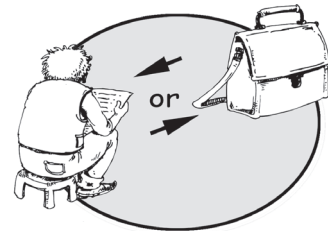
3 How do you like that **clock/cloak**?



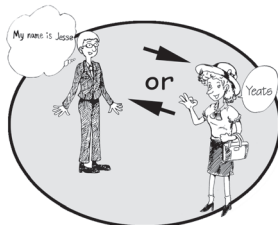
4 Tomorrow she will come to see my **folks/fox**.



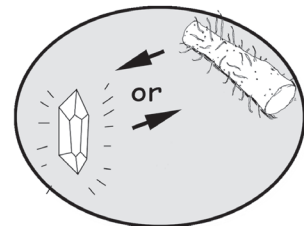
5 When did you buy the **coat/goat**?



6 Don't sit on my **back/bag**.



7 My name is **Jesse/Yeats**.



8 Why don't you like such a beautiful **gem/yam**?

## Telling Apart

This part is designed to help the students practice the pronunciation of the following phonetic sounds: /θ/, /æ/, /ɪ/, /ʒ/, /k/, /g/, /j/, and /dʒ/.

### Task 1

#### Teaching tips

In this task, focus the students' attention on the pronunciation instead of the meaning of the words, and make sure that the students learn to pronounce the words correctly.

- Play the recording and check the students' answers.
- Play it again, stop after each sentence and ask some students to repeat the sentence. Correct the students' pronunciation when necessary.



#### Tapescript

- 1 Can you draw a house?
- 2 It's almost dawn.
- 3 How do you like that clock?
- 4 Tomorrow she will come to see my folks.
- 5 When did you buy the goat?
- 6 Don't sit on my back.
- 7 My name is Jesse.
- 8 Why don't you like such a beautiful gem?

#### Key:

- |          |          |
|----------|----------|
| 1. house | 2. dawn  |
| 3. clock | 4. folks |
| 5. goat  | 6. back  |
| 7. Jesse | 8. gem   |

**Task  
2**

Read the following sounds and words aloud after the recording and compare them.

**Vowels**

/ɒ:/	h <u>or</u> se	d <u>aw</u> n	sh <u>or</u> t	n <u>or</u>	l <u>or</u> d
/aʊ:/	h <u>ou</u> se	d <u>ow</u> n	sh <u>ou</u> t	n <u>ow</u>	l <u>ou</u> d
/ɒ/	cl <u>o</u> ck	f <u>o</u> x	r <u>o</u> d	w <u>a</u> nt	g <u>o</u> t
/ɔ:/	cl <u>oa</u> k	f <u>ol</u> ks	r <u>oa</u> d	w <u>o</u> n't	g <u>oa</u> t

**Consonants**

/k/	c <u>o</u> at	b <u>a</u> ck	d <u>o</u> ck	b <u>u</u> ck	p <u>i</u> ck
/g/	g <u>o</u> at	b <u>a</u> g	d <u>o</u> g	b <u>u</u> g	p <u>i</u> g
/j/	y <u>e</u> s	y <u>a</u> m	y <u>e</u> ll	y <u>u</u> mp	y <u>e</u> t
/dʒ/	J <u>e</u> sse	g <u>e</u> m	g <u>e</u> l	j <u>u</u> mp	j <u>e</u> t

**Task  
3**

Read the following proverbs, sayings, and tongue twister after the recording and practice more by yourself.

*Proverbs and sayings*

Don't cry over spilt milk. 覆水难收。

Don't let the cat out of the bag. 不要泄露秘密。

Love me, love my dog. 爱屋及乌。

Don't put the cart before the horse. 不要本末倒置。

Everybody's business is nobody's business. 三个和尚没水吃。

*Tongue twister*

Betty Bodder bought some butter.

"But," she said, "this butter's bitter.

If I put it in my batter,

it will make my batter bitter."

So she bought a bit of butter

better than her bitter butter.

And she put it in her batter.

And her batter wasn't bitter.

So it was better Betty Bodder

bought a bit of better butter!



**Task  
2****Teaching tips**

Ask the students to pay more attention to the pronunciation of the words than to their meanings.

- Play the recording and ask the students to read aloud after it.
- Ask the students to practice each group of phonetic sounds and words in small groups or individually. When they are practicing, correct their pronunciation in person.

**Optional exercises**

- Ask one student to read one word from each group, and then have the others say which one was read.
- Ask the students to add more words to each group:
  - a. bought/bow, cork/cow, fork/fowl
  - b. cot/coat, not/note, cop/cope, hop/hope
  - c. peck/peg, cane/gain, lack/lag, lock/log, Dick/dig
  - d. yawn/John, year/jeer, yard/jar, yoke/joke, you/Joe, Yale/jail

**Task  
3****Teaching tips**

The proverbs, sayings, and the tongue twister contain the phonetic sounds practiced in Task 1 and Task 2.

- Ask the students to repeat them until they can learn them by heart. Call the students' attention to the easily confusing words or sounds.
- Practicing the tongue twister can be an after-class assignment. The teachers may check to see who speaks the tongue twister best next time.



### Task 1

You will hear eight statements. The statements will be spoken twice. After each statement, there will be a pause of ten seconds. During the pause, you should decide which of the four choices is closest in meaning to the statement you hear.

#### Example:

**You will hear:** *Only a third of the thirty students passed the exam.*

- You will read:**
- A. Twenty students passed the exam.
  - B. Twenty students failed the exam.
  - C. Ten students took the exam.
  - D. Ten students failed the exam.

Choice **B. Twenty students failed the exam.** is closest in meaning to the statement "Only a third of the thirty students passed the exam." Therefore, B is the correct answer. Now listen.

1. A. Coca-Cola is the best drink.  
C. Coca-Cola is soft.
2. A. Fast food's easily prepared and it's cheap.  
C. Fast food's quickly prepared.
3. A. Every 17 hours there is a new McDonald's.  
C. Every 7 hours there is a new McDonald's.
4. A. The sales have been increasing.  
C. The sales have been the same.
5. A. No one likes the food there.  
C. All the people like the food there.
6. A. I have to take care of the fish.  
C. I don't like fish very much.
7. A. KFC is a new kind of lifestyle.  
C. KFC is new to children.
8. A. They sell much food because I like it.  
C. I like the great choice of food there.
- B. Coca-Cola is the most popular drink.  
D. No one knows Coca-Cola.
- B. Fast food's served slowly and it's cheap.  
D. Fast food's served slowly.
- B. Every 70 hours there is a new McDonald's.  
D. Every day there is a new McDonald's.
- B. The sales have been satisfactory.  
D. The sales haven't been steady.
- B. Some people like the food there.  
D. The food seems good there.
- B. It's hard to eat a whole fish.  
D. I got a fish from the hole.
- B. KFC affects children's life.  
D. KFC is strange to children.
- B. I like to eat there because it's always open.  
D. I like to eat there because they sell everything.



## Testing Your Ears

This part is designed to build the students' ability in listening. All the exercises here are concerned with food.

Tell the students to read the four choices in advance so that they are better prepared for the answers when dealing with Task 1 and Task 2.

### Listening Tips

*Listen for the **general idea** of a conversation. Don't concentrate on detail until you have understood the main idea.*

### Task 1

#### Teaching tips

This task checks the students' ability to grasp the main idea of the statement heard.

- Call the students' attention to the importance of grammatical coherence when doing this type of exercises.



### Tapescript

- 1 Coca-Cola is the best-selling soft drink in the world.
- 2 Fast food is served quickly and it's inexpensive.
- 3 A new McDonald's opens every 17 hours somewhere in the world.
- 4 The sales for beef have been flat in recent years.  
\*flat: with very little business or activity happening (生意) 不景气
- 5 Actually not everyone is happy with the food in that restaurant.
- 6 On the whole, I don't care for fish.  
\*care for: like 喜欢
- 7 KFC introduces a new kind of lifestyle to children.
- 8 I like to eat there because they serve a large variety of food.

#### Key:

- |      |      |      |      |
|------|------|------|------|
| 1. B | 2. A | 3. A | 4. C |
| 5. B | 6. C | 7. B | 8. C |

## Task 2

You will hear eight short conversations. After each conversation, there will be a question. After each question, there will be a pause of ten seconds. The conversations and questions will be spoken twice. When you hear a question, you should decide on the correct answer from the four choices marked A, B, C and D.

### Example:

*You will hear:* W: Are you catching the 10:15 flight to New York?

M: No. I'll leave this evening.

Q: What are the two persons talking about?

*You will read:* A. New York City. B. An evening party.

C. A plane trip. D. The man's job.

From the conversation, we learn that the man is to take a flight to New York. Therefore, C. A plane trip. is the correct answer. Now listen.

- A. At a fast food restaurant. B. At a bookstore.  
C. At a railway station. D. At home.
- A. She doesn't like Chinese food. B. She likes nothing.  
C. She likes all kinds of food. D. She sure likes Chinese food.
- A. They're talking about the fast food. B. They're talking about France.  
C. They're talking about the weather. D. They're talking about French.
- A. At a hotel. B. At a booking office.  
C. At a restaurant. D. At a supermarket.
- A. She likes the poison.  
B. Different people are interested in different things.  
C. Meat and poison are the same.  
D. People don't know what they like.
- A. Because she invited him to dinner. B. Because she asked him to the park.  
C. Because she helped him. D. Because she lent him some money.
- A. He can eat some more. B. He is full now.  
C. He is still hungry. D. He wants to buy more.
- A. Fast food is delicious. B. Fast food is not tasty.  
C. Fast food is unhealthy. D. Fast food isn't popular at all.



## Task 2



### Tapescript

- ① **W:** What would you like, Pepsi-Cola or Coca-Cola?  
**M:** Pepsi-Cola, please.  
**Q:** Where are they talking?  
 \*Pepsi-Cola: 百事可乐
- ② **M:** So, do you enjoy Chinese food?  
**W:** Why not?  
**Q:** What does the woman mean?
- ③ **W:** You seem to like the French fries at McDonald's.  
**M:** Of course.  
**Q:** What are they talking about?  
 \*French fries: French fried potatoes 法式炸薯条
- ④ **W:** Are you ready to order now?  
**M:** Yes. I'll have a hamburger and a large coke.  
**Q:** Where does the conversation take place?
- ⑤ **W:** As they say, one man's meat is another man's poison.  
**M:** Sure.  
**Q:** What does the woman mean?  
 \*One man's meat is another man's poison: (谚) 对甲有利的未必对乙也有利。  
 (兴趣爱好因人而异。)
- ⑥ **M:** Thank you very much for the meal.  
**W:** Not at all. I'm glad you could come.  
**Q:** Why does the man thank the woman?
- ⑦ **W:** Would you like some more tomatoes?  
**M:** I'm sorry, I couldn't eat another bite. Thank you.  
**Q:** What does the man mean?
- ⑧ **W:** There are so many kinds of fast food in the West.  
**M:** But the taste is always the same. And fast food has too much fat in it.  
**Q:** What does the man mean?

#### Key:

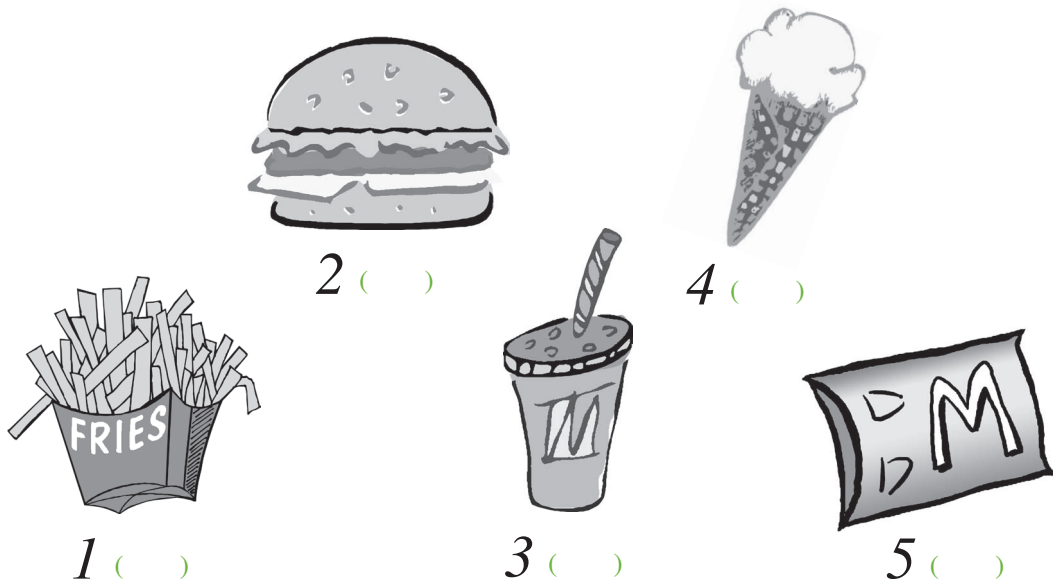
1. A    2. D    3. A    4. C  
 5. B    6. A    7. B    8. C

**Task  
3**



**Conversation 1**

Listen to Conversation 1. Check (✓) the kinds of food mentioned in the conversation. The conversation will be spoken twice.



**Conversation 2**

Listen to Conversation 2. Match the information in Column A with that in Column B according to the conversation. The conversation will be spoken twice.

Column A	
1. Walt Disney	●
2. City of Hamburg	●
3. Mac and Dick	●

Column B
● A. McDonald's
● B. Hamburger
● C. Mickey Mouse

**Task 3** Teaching tips

This task aims to build the students' ability in listening for key words in a conversation. Ask the students to take notes of key words while listening.

 **Conversation 1**

 **Tapescript**

(Conversation 1 is about ordering food at McDonald's.)

- |  |  |
|--|--|
| <b>W:</b> Welcome to McDonald's. Can I take your order?  | <b>M:</b> No, thanks.                                |
| <b>M:</b> Hi, I would like a hamburger and an apple pie. | <b>W:</b> Would you like to have them here or to go? |
| <b>W:</b> Yes, anything else?                            | <b>M:</b> I'll have them here.                       |

**Key:**  
2 (✓)    5 (✓)

 **Optional exercise**

- Ask the students which fast food restaurant they like: McDonald's, KFC or any others, and why.

 **Conversation 2**

 **Tapescript**

(Conversation 2 is about the origin of Mickey Mouse, McDonald's and hamburgers.)

- |   |   |
|---|---|
| <b>M:</b> Do you know anything about Mickey Mouse and McDonald's?                                   | <b>M:</b> I love the hamburgers at McDonald's.  |
| <b>W:</b> A man named Walt Disney created Mickey Mouse, a lovely cartoon mouse, and it could speak. | <b>W:</b> Me, too. And I know the hamburger got its name from the city of Hamburg in Germany. |
| <b>M:</b> And how did McDonald's get its name?  |   |
| <b>W:</b> Two brothers, Mac and Dick, opened the first McDonald's in California in the 1940s.       |   |

**Key:**  
1→C    2→B    3→A

 **Optional exercise**

- Ask the students to find some materials about Mickey Mouse, McDonald's and hamburgers and then present them in class.

**Task  
4**

You will hear a passage. The passage is printed in the textbook with some words or phrases missing. The passage will be spoken three times. During the second reading, you are required to fill in the five blanks with the words or phrases you hear. The third reading is for you to check your answers. Now listen.

A 1) \_\_\_\_\_ California woman who has been eating fast food for nearly 80 years is 2) \_\_\_\_\_ to be the oldest living American. The Research Group has given the title to Mary Christian, who was born on June 2, 1889. She became the nation's oldest person when 113-year-old Mary died. Mary Christian's two sons died 3) \_\_\_\_\_ her, but she still has 14 grandchildren and 30 great grandchildren. Although she stays in bed at the care center and can't see well, her sense of taste 4) \_\_\_\_\_ strong and she often ate two of her 5) \_\_\_\_\_ foods—fried chicken and hamburgers until 2000.

**Task  
4****Teaching tips**

This task requires the students to fill in the blanks with the words or phrases they hear and this helps improve the students' ability in dictation. Ask the students to pay attention to the grammatical coherence in their answers.

**Key:**

- |                 |             |
|-----------------|-------------|
| 1) 113-year-old | 2) believed |
| 3) before       | 4) stayed   |
| 5) favorite     |             |



**Task  
1**

Read and practice the short conversations.

**1**

**M:** What do you think of the movie?

**W:** It's great.

**2**

**M:** The house is nice, isn't it?

**W:** Yes, it's great.

**3**

**M:** How do you like the weather here?

**W:** I hate it.

**4**

**W:** Are you fond of pop music?

**M:** Yes, I'm very keen on it.



# Opening Your Mouth

This part is designed to help build the students' ability in speaking.

## Task 1 Teaching tips

This task presents the expressions of showing likes and dislikes and helps the students practice them.

- Play the recording and ask the students to read after it.
- Ask the students to work in pairs to act out the short conversations.
- Ask the students to list more expressions of showing likes and dislikes.



### Optional exercise

- Ask the students to create their own conversations based on the expressions.

The following expressions are for the teachers' reference.

Asking about likes and dislikes
1. What do you think about/of...?
2. How do you like...?
3. Do you like/enjoy/care for...?
4. The... is nice, isn't it?
5. Are you fond of...?

Expressing likes	Expressing dislikes
1. I love/like it.	1. I hate it./It's OK/all right, but...
2. It's great.	2. It's horrible.
3. Yes, I'm crazy/mad about it.	3. No, I can't stand it.
4. Yes, it's super/my favorite.	4. No, it's not that good.
5. Yes, I'm fond of it.	5. No, I don't like it (at all).

## Task 2

Read the following two conversations after the recording and pay attention to the expressions of showing likes and dislikes that you have just learned.



### Conversation 1

**M:** Do you have any plan for the coming holiday?

**W:** No, not really.

**M:** Which do you prefer, going to the seaside or to the mountains?

**W:** Well, I love the seashore.

**M:** Why?

**W:** Sailing, swimming and fishing sound great to me. What do you think?

**M:** It's all right, but I'm not very interested in those things.

**W:** So you prefer going to the mountains?

**M:** Sure. To me, climbing mountains is more interesting. I love the fresh air in the mountains.

**W:** It is interesting, but to be honest, I really don't like climbing mountains.



Picture 1



### Conversation 2

**M:** Do you like music?

**W:** Oh, yes. I love it.

**M:** Really? So do I. What kind of music do you like?

**W:** Oh, many kinds, but especially light music.

**M:** How about rock 'n' roll?

**W:** It's OK, but I don't really like it.

**M:** Neither do I. What's your favorite band?

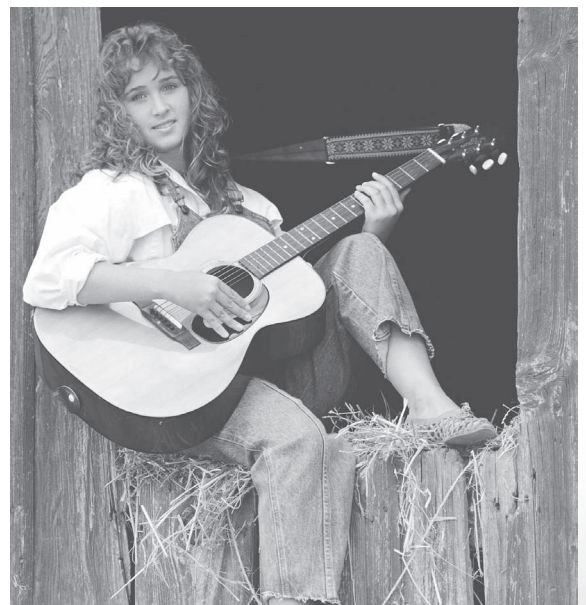
**W:** Well, "Bandari", I guess.

**M:** Me, too. I think they're great.

**W:** Do you like going to concerts?

**M:** No, I can't stand the large crowds of people there.

**W:** Yeah, I see.



Picture 2

Task  
2

## Teaching tips

The two conversations given are samples for the students to practice the expressions of showing likes and dislikes.

- Have the students look at Picture 1. Then ask some pre-listening questions like:
  - Which do you prefer: going to the seaside or to the mountains? Why?
  - Do you prefer living by the seaside or in the mountains? Why?
  - How do you usually spend your holidays? (*Open-ended.*)
  
- Have the students look at Picture 2. Then ask some pre-listening questions like:
  - Do you like music?
  - What kind of music do you like? Why?
  - How do you like rock 'n' roll?
  - What's your favorite band?
  - Do you like going to concerts? (*Open-ended.*)

**Different kinds of music:**

jazz (爵士乐)

blues (蓝调, 布鲁斯)

country music (乡村音乐)

classical music (古典音乐)

light music (轻音乐)

pop music (流行音乐)

rock 'n' roll (摇滚乐)

- Have the students find their partner and act out the conversations. Encourage them to use other information instead of that used in the two conversations.

**Task  
3**

Act out the following conversations and create your own conversations based on the given situations.



**Conversation 1**

1. First try to complete Conversation 1, and then listen to the recording to check your answers.

**W:** Steven, 1) \_\_\_\_\_ your part-time job?

**M:** Yes, I do. The work is very interesting.

**W:** So, what do you do in your free time?

**M:** Oh, nothing special. Usually, I 2) \_\_\_\_\_.

**W:** What kind of novels do you like to read?

**M:** 3) \_\_\_\_\_ are historical novels.

**W:** 4) \_\_\_\_\_ do you like them?

**M:** Because I can learn a lot from the historical characters.

**W:** Do you 5) \_\_\_\_\_?

**M:** Just one—playing golf. It's expensive, but it's a lot of fun.



2. With the help of Conversation 1, make another conversation with your partner based on the situation given below.

Ask your partner whether he/she likes to go to the movies or watch TV at home. Express your own likes or dislikes.

Task  
3

## Teaching tips

This task helps the students create their own conversations.

- Divide the class into pairs to act out the conversations.
- Ask volunteer pairs to act out their own conversations based on the given situations.



## Conversation 1

## Teaching tips

The students may give different answers for each blank. The teachers decide whether they are suitable or not.



## Tapescript

- W:** Steven, do you like your part-time job?      **W:** Why do you like them?
- M:** Yes, I do. The work is very interesting.      **M:** Because I can learn a lot from the historical characters.
- W:** So, what do you do in your free time?      **W:** Do you have any other hobbies?
- M:** Oh, nothing special. Usually, I read novels.      **M:** Just one—playing golf. It's expensive, but it's a lot of fun.
- W:** What kind of novels do you like to read?
- M:** My favorite are historical novels.



## Optional exercise

- Ask the students some questions like:
  - What do you do in your free time?
  - Do you like reading novels? Why?
  - What kind of novels do you like to read? Why?
  - Do you like stamp collecting or things like that?

*(Open-ended.)*

**Key:**

- 1) do you like
- 2) read novels
- 3) My favorite
- 4) Why
- 5) have any other hobbies

**Different kinds of books:**

detective novels (侦探小说)

romances (爱情故事)

science fiction (科幻小说)

historical novels (历史小说)

biographies (传记)

fairy tales (童话故事)

fables (寓言)



## Conversation 2

1. Rearrange the order of the following sentences to form a conversation and then practice it with your partner.

- ① I haven't been abroad yet. Most of the time I travel in China.
- ② Yes, I like it a lot. And you?
- ③ I think traveling around the world can change your opinions on many things.
- ④ Me, too.
- ⑤ Last spring, I went to Singapore, Malaysia and Thailand. Those places really left me with good memories.
- ⑥ Amy, do you like traveling?
- ⑦ Which countries have you been to?
- ⑧ May you have a nice trip.
- ⑨ If I have time this year, I'll travel abroad.
- ⑩ It's very interesting to travel in another country.
- ⑪ Thank you.

2. With the help of Conversation 2, make another conversation with your partner based on the situation given below.

You and your partner are talking about sports. Tell each other about your favorite sport and the reason why you like it.



**Conversation 2****Key for reference:**

⑥-②-④-⑩-⑦-⑤-①-③-⑨-⑧-⑪

**A:** Amy, do you like traveling?**B:** Yes, I like it a lot. And you?**A:** Me, too.**B:** It's very interesting to travel in another country.**A:** Which countries have you been to?**B:** Last spring, I went to Singapore, Malaysia and Thailand. Those places

really left me with good memories.



**A:** I haven't been abroad yet. Most of the time I travel in China.**B:** I think traveling around the world can change your opinions on many things.**A:** If I have time this year, I'll travel abroad.**B:** May you have a nice trip.**A:** Thank you.**Optional exercise**

- Ask the students to answer questions like:
  - Do you like traveling?
  - What places have you been to?
  - Which country would you like to go to most? Why?  
(Open-ended.)



### Conversation 3

1. Act out Conversation 3 with your partner based on the following clues.

 <b>Partner A</b>	<ol style="list-style-type: none"><li>1) Ask B if he/she likes watching movies.</li><li>2) Tell B you also like it and ask about B's favorite kind of movies.</li><li>3) Answer B and ask B who's his/her favorite actor or actress.</li><li>4) Ask B why.</li><li>5) Answer B.</li><li>6) Answer B.</li></ol>	<ol style="list-style-type: none"><li>1) Say "Yes" to A and ask A the same question.</li><li>2) Answer A and ask A the same question.</li><li>3) Answer A.</li><li>4) Answer A and ask about A's favorite actor or actress.</li><li>5) Ask A for the reasons.</li></ol>	 <b>Partner B</b>
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2. Now make another conversation with your partner based on the situation given below.

Ask your partner what kind of TV programs he/she likes watching and who is his/her favorite TV host or hostess.



### Conversation 3

#### Example:

- |   |   |
|---|---|
| <b>A:</b> Do you like watching movies?                                      | <b>B:</b> Demi Moore.   |
| <b>B:</b> Yes. I love it. How about you?                                    | <b>A:</b> Why do you like her best?                                     |
| <b>A:</b> Me, too. What kind of movies do you like?                         | <b>B:</b> I really like her acting. It's very natural. What about you?  |
| <b>B:</b> I like love stories. What's your favorite kind of movies?         | <b>A:</b> I like Jackie Chan best.                                      |
| <b>A:</b> Well. I like action movies. Who's your favorite actor or actress? | <b>B:</b> Why?  |
|   | <b>A:</b> Because he seems to be the strong type who always does right. |



#### Optional exercise

- Ask the students to answer questions like:
  - Do you like watching movies?
  - Who is your favorite movie star? Why?
  - Of all the kinds of movies, which do you like best? Why?

*(Open-ended.)*

#### Different kinds of movies:

musicals (音乐剧)

horror movies (恐怖电影)

Westerns (西部片)

science fiction movies (科幻电影)

love stories (爱情片)

action movies (动作片)



**Task  
1**

Work in pairs to practice expressing likes and dislikes based on the following pictures.



**Task  
2**

Go around the class. Ask your classmates about their favorite sports, music, movies, books, food, etc.

## Talking Together

This part aims to build the students' ability in listening and speaking.

### Task 1




### Teaching tips

In this task, the students should act out their own conversations more freely. Ask some volunteers to perform for the class.

Conversation A	Conversation B
<ul style="list-style-type: none"> <li>■ Before they act out their conversations, ask the students to look at Picture A and answer questions like:               <ul style="list-style-type: none"> <li><input type="checkbox"/> Where are these people? (<i>They are in the open air or...</i>)</li> <li><input type="checkbox"/> What are they doing? (<i>They are making a fire to do cooking or camping...</i>)</li> <li><input type="checkbox"/> How do you like going camping or other outdoor activities? (<i>Open-ended.</i>)</li> </ul> </li> </ul> <p><b>Example:</b></p> <p><b>A:</b> I enjoy camping.</p> <p><b>B:</b> Really? I'm not much of an outdoor person.</p> <p><b>A:</b> I love the fresh air.</p> <p><b>B:</b> Do you fish on your trips?</p> <p><b>A:</b> Yes. I fished a little on my last trip.</p> <p><b>B:</b> Did you catch anything?</p> <p><b>A:</b> Yes, but I put them back.</p> <p><b>B:</b> When are you going camping again?</p> <p><b>A:</b> This weekend. I can hardly wait.</p> <p><b>B:</b> Have fun!</p>	<ul style="list-style-type: none"> <li>■ Before they act out their conversations, ask the students to look at Picture B and answer questions like:               <ul style="list-style-type: none"> <li><input type="checkbox"/> What is the man doing? (<i>He is singing and playing the guitar or...</i>)</li> <li><input type="checkbox"/> What does the man do? (<i>He is a singer or...</i>)</li> <li><input type="checkbox"/> Do you like singing or playing musical instruments? (<i>Open-ended.</i>)</li> </ul> </li> </ul> <p><b>Example:</b></p> <p><b>A:</b> What about singers, Alice? Who do you like best?</p> <p><b>B:</b> Oh. I like lots of singers.</p> <p><b>A:</b> Do you like the singer Jeff?</p> <p><b>B:</b> Yes, I do. I really like him a lot.</p> <p><b>A:</b> What kind of music does he sing?</p> <p><b>B:</b> He's a rock singer. Do you like him?</p> <p><b>A:</b> Jeff? You must be kidding.</p> <p><b>B:</b> Why? Don't you like him?</p> <p><b>A:</b> No, I don't. I guess his voice is OK, but I don't like his songs.</p>

**Task 3**

1. Look at the table. You are going to hear three conversations. Circle the number of each conversation next to the picture according to the sequence in which you hear them. Then listen again and complete the table below. Finally, practice the conversations with your partner.

Picture	Conversation	Person or thing liked	Reason for their likes
 <span style="background-color: #008000; color: white; border-radius: 50%; padding: 2px 6px; font-weight: bold;">A</span>	1 2 3	1) _____	I like her 2) _____. I'm crazy about her 3) _____.
 <span style="background-color: #008000; color: white; border-radius: 50%; padding: 2px 6px; font-weight: bold;">B</span>	1 2 3	a color	4) _____ is my favorite because it makes me look 5) _____.
 <span style="background-color: #008000; color: white; border-radius: 50%; padding: 2px 6px; font-weight: bold;">C</span>	1 2 3	6) _____	It's so 7) _____. I love the 8) _____ and I really like to 9) _____.

2. Now work in groups of four. Look at the table below. First mark your own likes and dislikes with a check. Then ask your group members about their likes and dislikes and their reasons.

	Love	Like	OK	Hate	Reason
Japanese food					
Going to the movies					
Swimming					
Traveling					
Pop music					
Pizza					
Studying English					
White color					



## Task 3 Teaching tips

This task helps the students practice listening and asking for specific information about people's likes.

- Ask the students to look at the pictures first, and then answer these questions:
  - Who is the woman in Picture A? (*Celine Dion.*)
  - What does the woman do? (*She is a singer.*)
  - Which country is the woman from? (*She is from Canada.*)
  - Who is your favorite singer? Why? (*Open-ended.*)
  - What's your favorite color? Why? (*Open-ended.*)

### Tapescript

Conversation 1	Conversation 2	Conversation 3
<p><b>W:</b> The seashore is my favorite place.</p> <p><b>M:</b> Why do you like it?</p> <p><b>W:</b> It's so beautiful. I love the water and I really like to swim in the sea.</p> <p><b>M:</b> Do you enjoy the sunshine?</p> <p><b>W:</b> Yes. I enjoy the warmth of the sun on my skin.</p>	<p><b>M:</b> Do you want to hear my new record?</p> <p><b>W:</b> Yeah, sure. Whose album is it?</p> <p><b>M:</b> Celine Dion.</p> <p><b>W:</b> Celine Dion. Oh, great! She is one of my favorite singers. I like her voice very much.</p> <p><b>M:</b> Me, too. I'm just crazy about her song "My Heart Will Go On".</p> <p><b>W:</b> Did you see her show on TV last night?</p> <p><b>M:</b> Yes. It was great.</p>	<p><b>W1:</b> Betty, I'm going to attend my friend's wedding ceremony tomorrow.</p> <p><b>W2:</b> What're you going to wear?</p> <p><b>W1:</b> I'm going to wear my pink dress. Pink is my favorite color.</p> <p><b>W2:</b> Really?</p> <p><b>W1:</b> Some people say I look pretty in pink.</p> <p><b>W2:</b> Yeah, you look beautiful in pink.</p> <p><b>W1:</b> Thank you. How about wearing my pink dress with a white necklace?</p> <p><b>W2:</b> That sounds great.</p>

#### Key:

Picture A → 2	Picture B → 3	Picture C → 1
1) a singer	4) Pink	7) beautiful
2) voice	5) pretty	8) water
3) song	6) the sea	9) swim in the sea

## Enjoying Yourself



Listen to the song and sing along.



### *My Heart Will Go On*

Every night in my dreams  
I see you, I feel you  
That is how I know you go on  
Far across the distance  
And spaces between us  
You have come to show you go on

Near, far, wherever you are  
I believe that the heart does go on  
Once more you open the door  
And you're here in my heart  
And my heart will go on and on

Love can touch us one time  
And last for a lifetime  
And never let go till we're gone  
Love was when I loved you  
One true time I hold you  
In my life we'll always go on

Near, far, wherever you are  
I believe that the heart does go on  
Once more you open the door  
And you're here in my heart  
And my heart will go on and on

You're here, there's nothing I fear  
And I know that my heart will go on  
We'll stay forever this way  
You are safe in my heart  
And my heart will go on and on