

## 1 教材定位

《新未来大学英语》是由中外英语教育专家合作研发、外语教学与研究出版社与牛津大学出版社联合出版的一套集思想性、科学性、民族性、时代性于一体的国际化、立体化大学英语系列教材。

《新未来大学英语》以服务我国积极参与全球治理、构建人类命运共同体、促进人的全面发展和社会全面进步为宗旨，全面贯彻党的教育方针，落实立德树人根本任务，深入践行课程思政理念，寓价值观引导于知识传授和能力培养之中，帮助学生塑造正确的世界观、人生观和价值观。本系列教材响应教育部关于加快建设高水平本科教育、全面提高人才培养能力的号召，致力于为大学生专业学习、国际交流、继续深造、工作就业提供有力支撑，为培养国家急需的具有中国情怀和国际视野、堪当中华民族伟大复兴大任的国际化人才做出应有贡献。

本系列教材以《大学英语教学指南》为指导，针对“基础目标”与“提高目标”设计内容，有机对接《中国英语能力等级量表》四至五级，兼顾大学英语的工具性和人文性，在着重培养学生通用英语能力的基础上，促进职场英语和学术英语能力发展，全面提升综合素养。

教材包含4个级别，分别对应个人领域(级别1)、公共领域(级别2)、职场领域(级别3A)、学术领域(级别3B)，其中3A和3B为平行级别，难度均承接级别2。各院校可根据学校特色、人才培养目标、学生水平、课程设置等情况，灵活搭配选用3个或4个级别。

## 2 教材理念

### 体验式外语学习范式，创造学用一体的真实交际情境

《新未来大学英语》采用体验式外语学习范式，创造真实的交际情境，营造愉悦的深度学习体验，让学生运用英语完成富有挑战性的真实交际任务，从而调动学习兴趣，提升学习效果；构建师生和生生互动的线上线下学习共同体，通过合作探究不断提高学生的英语运用能力和其他多元能力，实现情感、心智、知识和能力的全面发展。同时，本系列教材充分吸收我国大学英语教学优良传统中被实践证明行之有效的英语教学方法与语言练习设计，博采众长，推陈出新。

### 多元能力发展观，融合外语教育与全人教育

《新未来大学英语》体现外语教学多元能力发展观，不仅关注学生语言能力的发展，而且致力于促进其思辨能力、跨文化能力、学习能力等多元能力的发展，实现通过语言实践活动融合多元能力培养、通过多元能力发展促进语言能力发展的双重目标。与此同时，本系列教材寓全人教育于外语教育之中，以润物细无声的方式实现外语思政教育目标。

### 混合式教学模式，实现外语泛在学习与教研相长

《新未来大学英语》基于智能化教学管理平台，促进教学模式改革与创新。通过混合式教学最大化利用课堂教学时间，设计丰富多彩的课内外活动，有效促进学生的语言能力和多元能力融合发展；通过教学大数据分析学情，优化教学管理，提升教与学的效率与效果；通过云技术促进外语自主学习和泛在学习；鼓励教师跨院校共建、共享教学资源，合作创新，并同步开展教学研究，实现教研相长。

## 3 教材特色

### 选材丰富，价值引领落实立德树人

《新未来大学英语》注重外语教材的语言学习功能和立德树人功能。选材凸显语篇多元化和英语多样性特点，语篇类型覆盖真实实际情境中的各类应用性文体以及全媒体时代丰富多彩的多模态素材。与此同时，教材内容扎根中国，彰显正能量，有机融入社会主义核心价值观、中国梦、文化传承、“一带一路”倡议、人类命运共同体理念等思政关键话题，以文化人，以文育人，塑造健全人格，夯实理想信念。

### 主题牵引，兼顾工具、人文双重属性

本系列教材以内容为依托，探索青年文化、社会生活、职场经纬、学术视野四大主题，既关注青年学生兴趣所在的时代前沿话题，引导学生探索人与自我、人与社会、人与自然、人与未来等四大知识领域，凸显大学英语的人文性，又聚焦职场英语和学术英语，满足学生职业发展或学业深造的需要，凸显大学英语的工具性，实现大学英语工具性和人文性的有机统一。

### 设计精湛，多维立体营造真实体验

本系列教材通过巧妙设计营造真实交际环境，搭建任务脚手架，创设意趣盎然的深度学习体验。《综合教程》将英语学习剧情化，以情景剧形式

展现学习内容，让学生体验剧情发展，参与交际任务，在不同的情境中学习语言、训练思维、提高素养，实现知识和能力的有效内化。《视听说教程》注重视听输入、技能讲解与口语训练的有机结合，帮助在学习知识和技能的同时，实现有效产出，全面提高英语交际能力。此外，本系列教材将教学理念融于装帧设计，为体验式学习创设了栩栩如生的语言生态环境。

### **能力导向，步步进阶实现全面发展**

本系列教材以能力培养为导向，促进学生的多元能力发展。精准对接普通本科高校学生的语言基础和发展需求，在着力增强语言能力的同时，培养学生的思辨能力、跨文化能力、学习能力，不失时机地引导学生提升道德能力。本系列教材精心设计了简明扼要的语言技能、思辨技能、跨文化技能、职场技能和学术技能讲解板块，并配有专项练习，讲练结合，确保学生的各项能力相互促进，融合发展。

### **中外融通，培养中国情怀、国际视野**

本系列教材注重架设沟通中外文化的桥梁。重视培养学生用英语“讲好中国故事”的能力，将中华文化元素有机融入输入素材、翻译练习和其他各类任务设计之中。每单元还专门设有Wisdom of China和Voice of China板块，集中学习和探讨中华优秀传统文化。教材同时引领学生探索丰富多彩的世界多元文化，兼顾英语国家与非英语国家，通过文化内涵丰富的选材、跨文化技巧讲解、跨文化反思练习、文化注释等内容，在态度、知识、技能等方面多维度提高跨文化能力。

### **线上线下，互动合作促进智慧学习**

本系列教材为学生泛在学习和教师合作发展创造网络空间。倡导课堂教学与在线自主学习结合的混合式教学模式，依托“U校园智慧教学云平台”，构建以学生为中心的体验式语言学习生态环境，各院校可自主选择线上、线下或混合教学模式。教材同时配备PC端、移动端数字课程和外研随身学App等数字学习资源，优化学习体验，提升学习效果。数字课程采用情境化设计，打造沉浸式体验，包含视频微课、在线练习、互动讨论等形式，与教材有机结合，相互补充。U校园同时提供多终端教学管理工具，帮助教师实现课堂内外融合和线上线下贯通，为教学设计提供便捷工具，为教学研究提供数据支持，并构建学院内部或跨校教师发展共同体，实现教师资源共享与共同发展。

## 4 教材构成

《新未来大学英语》共包含4个级别，每级包含《综合教程》(配教师用书)和《视听说教程》(配教师用书)等分册。本系列教材提供体验式数字课程、微课视频、移动学习应用、教学课件、试题库等不同媒介的教学资源，各类资源相辅相成，互为补充，共同构建立体化教学环境。

## 5 编写团队

《新未来大学英语》编写团队由中外著名外语教育专家和具有丰富一线教学经验的高校教师组成。中方总主编为北京外国语大学孙有中教授，英方总主编为外语教育领域著名学者Jack C. Richards教授。编写团队包括来自英国、美国、加拿大等国的专业教材作者，以及来自北京外国语大学、复旦大学、北京航空航天大学、西安交通大学、西北工业大学、吉林大学、电子科技大学、华南理工大学、北京语言大学、河北农业大学等多所院校的学者与教师。他们多年的学术研究成果和一线教学经验为教材编写的创新性、科学性和有效性奠定了坚实的基础。此外，教材在编写过程中还邀请全国二十余所院校进行审稿和试用，他们为教材编写提供了许多建设性意见。

因教材为全新编写，难免有不足之处，欢迎专家、教师和同学在审阅和使用的过程中，提出宝贵意见，以使教材不断完善。

期待《新未来大学英语》为培养新时代中国特色社会主义建设急需的高层次国际化人才做出贡献！期待《新未来大学英语》为开创中国大学英语教学更加美好的新未来做出贡献！

《新未来大学英语》编写团队

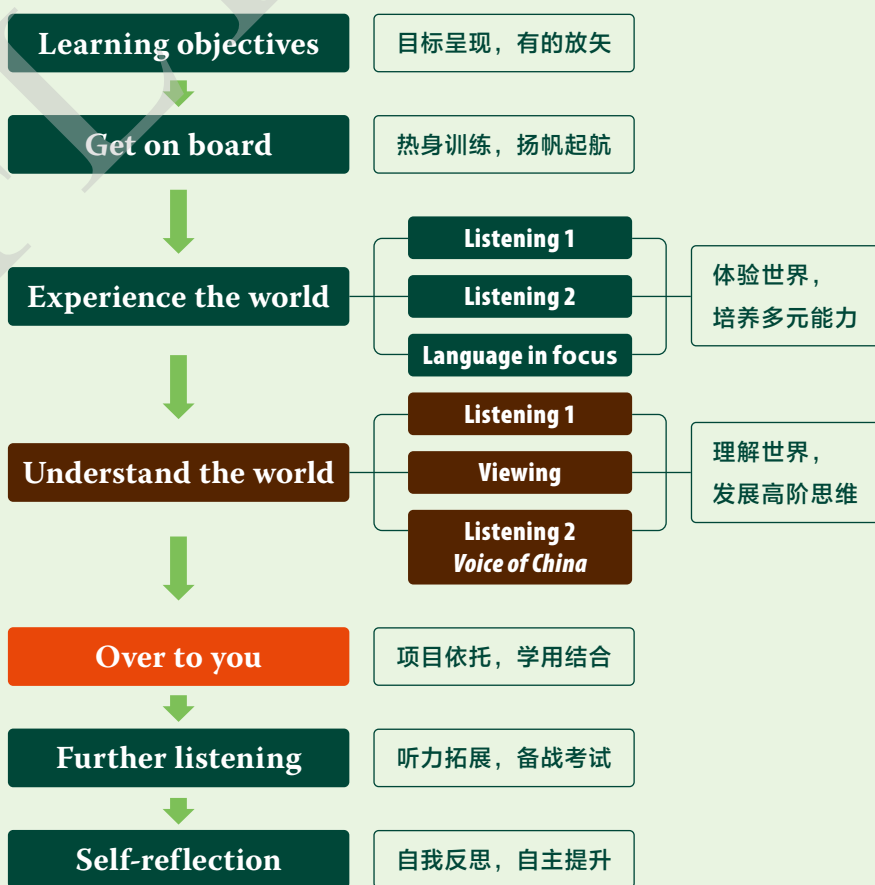
# 编写与使用说明

《新未来大学英语 视听说教程》在设计与编写时，充分考虑新时代国家发展对人才培养的新需求、大学英语教学发展的新趋势，同时结合新一代大学生的认知特点与学习兴趣，选择富有时代精神和文化内涵的视听素材，通过体验式学习、混合式学习等方式，实现语言能力、思辨能力、跨文化能力、学习能力等多元能力发展。

本教程内容以“环游世界”为主线，展现丰富多彩的世界多元文化，拓展国际视野，涵养中国情怀，提高跨文化能力，促进文明互鉴，落实立德树人的根本任务。各册内容分别聚焦个人领域、公共领域、职场领域和学术领域，循序渐进，符合新时代学生的认知发展和成长路径，满足不同高校大学英语教学的多元需求。活动设计遵循学生中心、产出导向的基本原则，精细训练听说技能，同步培养多元能力，全方位营造具有高阶性、创新性和挑战度的大学英语课堂。

## 单元结构

《视听说教程》包含4个级别，每级包含6个单元。单元主要板块基于“环游世界”之旅的不同阶段命名，具体结构如下：



## Learning objectives

从听说能力、思辨能力、跨文化能力、交际任务等方面呈现单元各部分的主要学习目标，明确学习重点，指引教学路径。

## Get on board

通过问卷调查、小组讨论、头脑风暴等多样化的热身活动，引发学习兴趣，激活知识储备，为进入深度学习做好准备。



## Quotes

精选一中一外两段名人名言、格言警句，引入单元主题，启迪人生，促进跨文化思辨。

## Experience the world

包含 Listening 1、Listening 2 和 Language in focus 三部分。两段听力素材视角互补，活动设计产出导向，引导学生感悟单元主题，体验世界多元文化，提升听说能力和多元能力。

## Listening 1 & 2

Listening 1 为长对话，Listening 2 为篇章。各部分活动按照“听前-听中-听后”循序推进。

## Before you listen

包含词汇理解、

知识激活、内容预测等形式活泼、操作简单的导入活动，帮助学生扫除障碍，预热听力。

## While you listen

活动设计灵活多样，

包括单项选择、图表填空、正误判断、记笔记等题型，泛听与精听结合，帮助学生理解和分析听力内容，为开展听后活动做准备。

## After you listen

听后讨论，将思辨

与合作学习融入会话或讨论活动中，实现学用结合，提升口语能力。

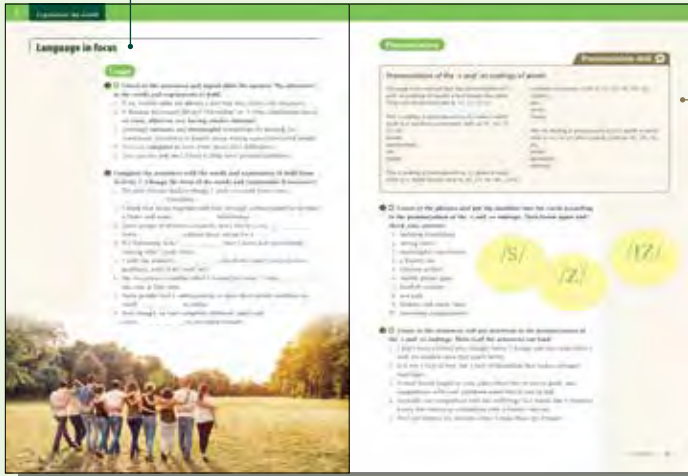
## Conversation / Career / Academic skill

提供有针对性的技巧讲解，与各级别不同语域相配合，其中级别 1-2 为会话技巧，级别 3A 为职场技巧，级别 3B 为学术技巧，培养学生多元能力。



## Language in focus

聚焦语言基本功训练，涵盖前两段听力素材中的重点词汇、短语、搭配和语音等，通过形式多样、层级递进的经典活动练习，提高语言综合应用能力。



## Pronunciation skill

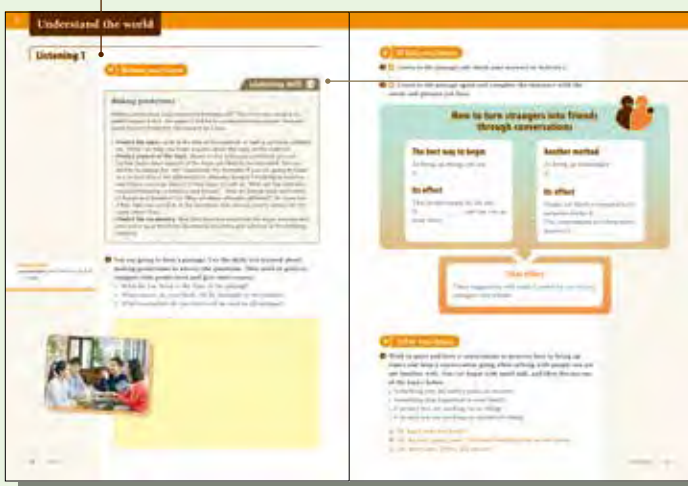
级别1-2提供与听力素材相关的语音技巧讲解，包含音素、词句、段落等不同层面，帮助学生掌握地道英语语音。

## Understand the world

包含 Listening 1、Viewing 和 Listening 2 三部分。通过生动有趣、角度新颖的三段视听素材，引导学生深入理解世界多元文化，在进一步夯实听说技能的同时，提高思辨与跨文化高阶能力。

### Listening 1

Listening 1 为短篇新闻或篇章，活动设计按“听前-听中-听后”展开。



## Listening skill

根据素材特点，设置相应的听力技巧讲解，难度循序渐进，帮助学生掌握听力策略，有效提高听力实战能力。

### Viewing

精心选取来自世界权威新闻机构、教育机构或由各领域专业人士录制的原版视频，展现世界广度和社会深度，拓展国际视野。

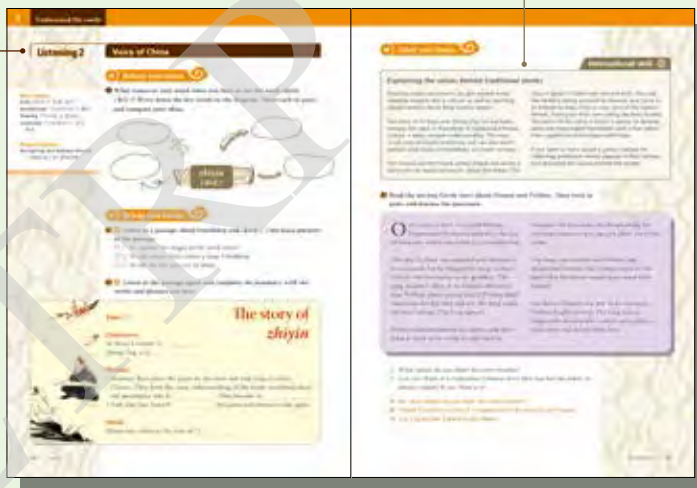


### Critical thinking / Intercultural skill

提供思辨技巧和跨文化技巧讲解，引导学生深度剖析视听素材，扎实训练思辨能力与跨文化能力。

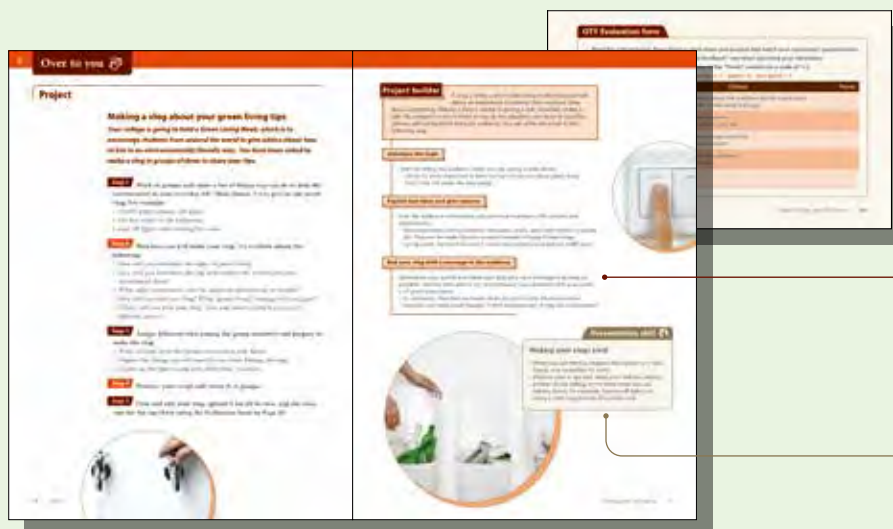
### Listening 2 – Voice of China

专设中华文化听力板块，呈现与单元主题相关的中华优秀传统文化，帮助学生领悟中国智慧，坚定文化自信，讲好中国故事。



### Over to you

创设真实情境，设计交际型口语产出任务，采用分步引导的策略，帮助学生综合运用本单元所学的知识技能进行口头表达。此外，提供产出评价标准，实现以评促学、以评促教。



### Project builder

介绍口语产出任务的类型、特征和产出策略，搭建脚手架，为学生准确、流畅表达做好准备，提高口头表达质量。

### Presentation skill

提供有针对性的口语展示技巧讲解，提高学生口头报告的能力。



## Further listening

提供四段听力素材，包括长对话、篇章和短篇新闻等体裁，根据国家英语等级考试改革方向设计听力活动，课后强化提高听力应试技能。



## Self-reflection

从技能提升、任务完成等方面引导学生反思单元目标达成情况，帮助学生自我检测、自主提升，培养终身学习能力。



## 数字课程

《视听说教程》数字课程设计遵循混合式教学理念，与纸质教材深度融合，依托“U校园智慧教学云平台”，在系统科学呈现纸质教材内容的基础上，补充丰富的内容资源，通过立体化、多模态的功能设计，创设便捷、高效、友好的听说学习体验，助力师生打造智慧课堂，开展智慧教学。该系列数字课程具有如下特色：

### 微课视频讲解，提升学习效果

针对听力技巧、语音技巧和单元产出任务，设计形式活泼、内容实用的微课视频，激发学生学习兴趣，有效掌握听说技巧与策略。

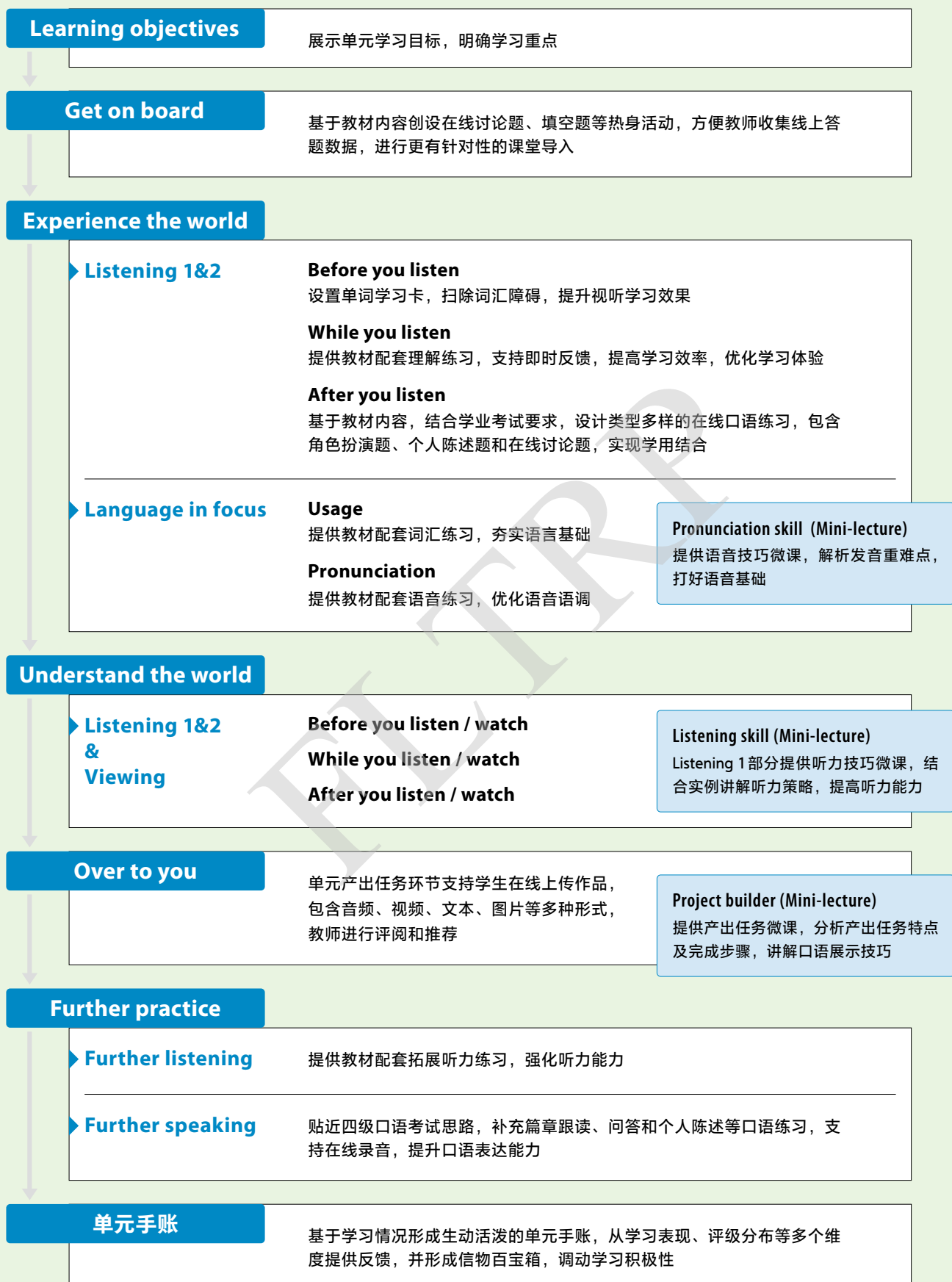
### 融合语音评测技术，反馈即时精准

增设角色扮演、句子朗读等在线口语练习，借助先进的语音评测技术，即时反馈练习效果，帮助学生优化语音语调，提升口语表达能力。

### 测试与分析并重，促进自主学习

设置单元拓展练习，检验学习效果，同时生成形式活泼的单元手账，进行个性化学情分析，推动自主学习，反拨教学。

《视听说教程》数字课程结构如下：



## 教学建议

《视听说教程》充分考虑高校大学英语教学现状和人才培养需求，基于混合式教学模式进行设计，纸质教材和数字课程深度融合，互为补充，互相支持。在实际教学中，教师可根据学生水平、教学目标、课时安排等情况灵活选用纸质教材和数字课程内容，通过灵活多样的组合创新教学模式，提升教学效果，实现教学目标。该系列教材使用模式建议如下：

<b>Step 1</b> / <b>线上</b>	<p>建议完成数字课程中：</p> <ul style="list-style-type: none"><li>• Learning objectives</li><li>• Get on board</li><li>• Experience the world</li><li>• Understand the world</li></ul>	<p><b>学生：</b></p> <ul style="list-style-type: none"><li>• 了解单元目标，完成热身活动</li><li>• 完成视听练习及相应语言训练，学习语音和听力技巧微课，为课堂活动做准备</li></ul>
<b>Step 2</b> / <b>线下</b>	<p>精讲精练（教师讲授） 口语讨论（小组活动）</p>	<p><b>教师：</b></p> <p>基于线上学习数据，有的放矢地讲解听说重难点，引导学生进行课堂口语讨论，为单元产出任务做好准备</p> <p><b>学生：</b></p> <p>完成口语任务操练，进行课堂展示</p>
<b>Step 3</b> / <b>线上</b>	<p>建议完成数字课程中：</p> <ul style="list-style-type: none"><li>• Over to you</li><li>• Further practice</li></ul>	<p><b>学生：</b></p> <ul style="list-style-type: none"><li>• 完成单元产出任务，在线提交作品，分享学习成果</li><li>• 完成听说拓展训练</li></ul>
<b>Step 4</b> / <b>线下</b>	<p>自主学习反馈（教师讲授） 产出作品展示（学生展示）</p>	<p><b>教师：</b></p> <p>基于线上数据点评课后作业情况，进行有针对性的讲解</p> <p><b>学生：</b></p> <p>优秀作品展示及汇报</p>

Unit  
**5**


# From the past, into the future



## LEARNING OBJECTIVES

**After learning this unit, you will be able to:**

- ◆ express likes and dislikes in a conversation
- ◆ link sounds in neighboring words
- ◆ listen for reasons
- ◆ evaluate traditional practices critically
- ◆ compare and contrast
- ◆ give a speech about a tradition in your hometown
- ◆ invite questions from the audience



我非生而知之者，好古，敏以求之者也。

——《论语》

*I am not born with understanding; I am only one who has given himself to the study of antiquity and is diligent in seeking for understanding in such studies.*

– The Analects

*A love of tradition has never weakened a nation, indeed it has strengthened nations in their hour of peril; but the new view must come, the world must roll forward.*

– Winston Churchill (U.K.)

## Get on board

Consider the traditions below. Work in pairs and discuss whether you have any similar traditions at national, community, or family level.

### National

On August 1, people in Switzerland celebrate the Swiss National Day with big outdoor fires and lantern parades.

### Community

Every April, people in Vancouver, Canada celebrate the start of spring with a Cherry Blossom Festival.

### Family

To celebrate their birthdays, the members of a family in London always go out for dinner at a local restaurant.

*A: Can you think of any tradition similar to the Swiss National Day?*

*B: Chinese National Day sounds similar.*

*A: Yes, but we don't celebrate it with outdoor fires or lantern parades.*

*B: No, we don't. We usually have a seven-day holiday.*

## Listening 1

## New words

eve /i:v/ n. 前夜

caller /'kɔ:lə/ n. 打电话者

celebration /,sɛlə'breɪʃn/ n. 庆祝活动

## Proper names

Fiji /'fi:dʒi:/ 斐济 (南太平洋国家)

Suva /'su:və/ 苏瓦 (斐济首都)

## Before you listen

- 1 Work in pairs and discuss how you usually celebrate New Year's Eve.

## While you listen


- 2 Listen to an interview about New Year's Eve celebrations in Fiji and check (✓) the activities mentioned in the interview.

- |   |   |
|---|---|
| <input type="checkbox"/> 1. watching TV               | <input type="checkbox"/> 5. watching traditional dances |
| <input type="checkbox"/> 2. having a house party      | <input type="checkbox"/> 6. visiting local villages     |
| <input type="checkbox"/> 3. watching children dancing | <input type="checkbox"/> 7. watching light shows        |
| <input type="checkbox"/> 4. celebrating for one night | <input type="checkbox"/> 8. having a family meal        |

- 3 Listen to the interview again and choose the best answer to each of the questions.

- What is special about Fiji?
  - People keep up traditional celebrations.
  - It's one of the first countries to greet the New Year.
  - The light shows celebrating the New Year last for days.
  - People dance for a whole night to celebrate New Year's Eve.
- Why isn't the woman going to watch the light show this year?
  - She doesn't want to stay up that late.
  - She has other plans with her friends.
  - She doesn't enjoy watching light shows.
  - She is going to her family's village instead.
- How does the woman feel about the music made by villagers in Fiji?
  - She loves all that music.
  - She loves some of the music.
  - She thinks the music is boring.
  - She thinks the music is too loud.



- 4  Complete the conversation turns with the given responses. Then listen to the interview for a third time and check your answers. Two of the options will not be used.

A I do enjoy ...

C I really hate ...

E I adore ...

B I love ...

D I don't really like ...

- Talia:** Fiji is one of the first countries to greet the New Year ... We play music, and there are many fantastic traditional dancers.

**Host:** Hm ... \_\_\_\_\_ dancing myself. But \_\_\_\_\_ watching dancers!
- Host:** And how do they celebrate?

**Talia:** Villagers everywhere will be playing a lot of music. Everyone will join in – even children. \_\_\_\_\_ listening to all that wonderful music!

## Conversation skill

### Expressing likes and dislikes in a conversation

In a conversation, you will often want to communicate your feelings, attitudes, and tastes to others. In doing so, you should pay attention to your tone of voice and the specific words you use to ensure you express your feelings clearly.

**Express likes.** When you are expressing likes, you often use an enthusiastic tone, and happy or excited expressions and gestures, such as raising your eyebrows, smiling, or nodding your head. Here are some expressions to express likes:

- I enjoy ...
- I like / love ...
- I'm a fan of ...
- I'm wild about ...
- I'm totally crazy about ...

**Express dislikes.** When expressing dislikes, you often use a less enthusiastic tone. You may also frown, narrow your eyes, or shake your head. Here are some expressions to express dislikes:

- I don't like ...
- I dislike ...
- It's not my favorite thing.
- I'm not crazy about that personally.
- I'm not a fan of ...
- I hate ...
- I can't stand ...
- I despise ...

Remember that in some conversations, it can be impolite to express strong dislike for something someone else has said they like.

## After you listen

- 5 What are some traditional ways that people celebrate New Year's Eve around the world? Work in pairs and have a conversation. In your conversation, make sure you express your likes and dislikes for the activities that your partner mentions.

**A:** On New Year's Eve in the U.S. and many European countries, people go out to have big parties with their friends.

**B:** I don't really like parties. I prefer quieter settings.

## Listening 2

### New words

the Amish /'ɑ:mɪʃ/ *n.* (pl.) 阿米什人

similarly /'sɪmələli/ *ad.* 同样地

### Proper names

the Amazon /'æməzən/ 亚马孙河  
(位于南美洲)

## II Before you listen

- 1 Many of the world's communities have a modern lifestyle. However, some communities still follow traditional ways of life. Read the list below and decide whether each item is a feature of a traditional or a modern way of life. Write your answers in the table below.

A. Using animals for transport

B. Finding information on the Internet

C. Hunting for food

D. Buying lots of fashionable clothes

E. Building your own house

F. Traveling in cars and airplanes

G. Growing your own food

H. Eating at restaurants

### ❖ Culture note

#### The Amish


It is a community of people living in parts of the U.S. and Canada in a traditional way. They come from a Christian background, with roots in Europe. The Amish came to North America in the 18th century, and have maintained a traditional lifestyle since then.

Traditional ways of life	Modern ways of life

Work in pairs and compare your answers. If your answers are different from your partner's, you should both give reasons for your decisions.



## ▶ While you listen

- 2  Listen to a passage about two communities leading traditional ways of life and match the statements with the communities.



**The Amish**



**Groups in the Amazon**

- Do not know much about today's technologies.
- Have a lot of contact with modern American society.
- Choose not to use any modern technologies.
- Find food in the forest.
- Use traditional farming techniques and practices.

- 3  Listen to the passage again and complete the sentences with the words and phrases you hear.

1. In modern societies, people change their \_\_\_\_\_ all the time.
2. The Amish are a \_\_\_\_\_ in the northeastern part of the U.S.
3. The Amish do not dress in \_\_\_\_\_ clothes.
4. In the Amazon, many groups of people live much as they did \_\_\_\_\_ ago.

## ■ After you listen

- 4 **Work in groups and discuss the questions.**


1. Would you want to live a life like the Amish or the people in the Amazon? Why or why not?
2. What do you think modern societies can learn from communities that follow traditional lifestyles?

*A: I think that even though some aspects of their lifestyle sound appealing, on the whole I would not like to live like the Amish.*

*B: I think I know what you mean. Sometimes I wish there were less technology in my life, but living without any technology would drive me crazy!...*

## Language in focus

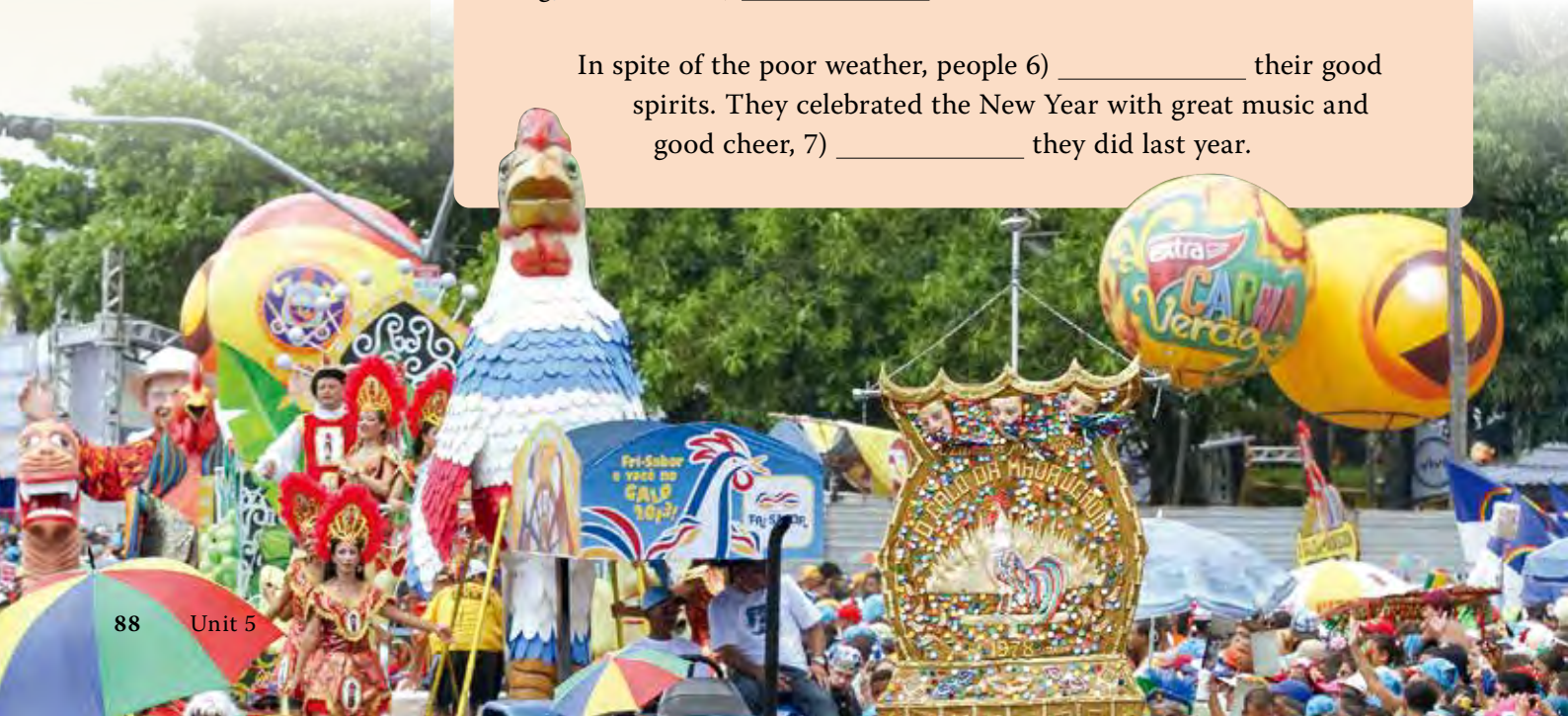
### Usage

- 1  Listen to the sentences and repeat after the speaker. Pay attention to the words and expressions in bold.
- Every year, the government **puts on** an amazing light show at night.
  - In the villages, New Year's celebrations **last longer than** just this one night.
  - Sometimes, it is a **choice**. Other times, it is a result of circumstances.
  - However, it chooses to **keep to** its traditional ways of living.
  - Similarly**, in the Amazon, many groups of people live **much as** they did centuries ago.
  - They simply **maintain** their traditional ways of living.
- 2 Complete the passage with the words and expressions in bold from Activity 1. Change the form of the words and expressions if necessary.

Every New Year's Eve, a Brazilian town 1) \_\_\_\_\_ a big parade and a great outdoor concert to celebrate the New Year. Unfortunately, a terrible storm hit the town this New Year's Eve. As a result, the parade had to be canceled.

2) \_\_\_\_\_, the outdoor concert couldn't go on. In the days before the concert, the organizers wanted to 3) \_\_\_\_\_ their plan and hold the concert outside. But they simply couldn't when they saw how strong the storm was. They had to make a 4) \_\_\_\_\_: They could either cancel the concert or try to move it inside. Luckily, they found a great indoor concert hall at the last minute. The concert turned out to be a big success – it 5) \_\_\_\_\_ it ever had before!

In spite of the poor weather, people 6) \_\_\_\_\_ their good spirits. They celebrated the New Year with great music and good cheer, 7) \_\_\_\_\_ they did last year.



**Sound linking (I)**


You may have noticed that English speakers sometimes connect the sound at the end of a word with the sound at the beginning of the following word. This is called sound linking. There are many different types of sound linking. The following are two of the more common types in consonant-vowel linking.

When a word ending with a consonant is followed by another word beginning with a vowel, the final consonant is linked to the following vowel.

tell us  
join in  
look at

When words ending with "r" or "re" appear on their own, usually people will not pronounce the "r" or "re" at the end in British English. However, when such a word comes before a word starting with a vowel, the "r" or "re" is always pronounced as /r/, and the /r/ sound forms a syllable with the following vowel.

here in  
or attitudes  
dinner is

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

- |                 |                   |
|-----------------|-------------------|
| 1. afraid of    | 6. make a mistake |
| 2. look after   | 7. get rid of     |
| 3. come up with | 8. look for it    |
| 4. speed up     | 9. here and there |
| 5. big event    | 10. for ever      |

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

## Tongue twister

1. A tanner in a tannery tans a ton of tangled tents.
2. Use a butter cutter to cut a bit of bitter butter.
3. Norma tore a quarter for her former neighbor's daughter.
4. Bake a cake and make it tasty.

# Listening 1

**New words**

groundhog /'graʊnd,hɒg/ n. 美洲旱獭

旱獭

shadow /'ʃædəʊ/ n. 影子

buffet /bu'feɪ/ n. 自助餐

**Before you listen**

1 Look at the pictures of two traditional festivals in two different countries. Work in pairs and discuss the questions.



1. What can you see in the pictures?
2. In which countries do you think these festivals are celebrated?
3. Why do you think the animals are involved in the festivals?
4. What do you think the festivals are celebrated for?

**While you listen**

2 Listen to a passage about Groundhog Day and the Monkey Buffet Festival and complete the summary with the words and phrases you hear.

**Groundhog Day**

- Takes place in 1) \_\_\_\_\_
- People wonder if groundhogs will see their own 2) \_\_\_\_\_

**Monkey Buffet Festival**

- Takes place in 3) \_\_\_\_\_
- People invite monkeys to a great 4) \_\_\_\_\_

**Two strange festivals**

### Listening for reasons

Listening for reasons is important, because understanding why things happen is an important part of constructive communication.

When you are listening for reasons, pay attention to words like “reason”, “purpose”, and “because”. Speakers often use these words when they are providing reasons for things. You may hear expressions such as “The reason for this is ...”, or “The purpose is ...”, or “This happens because ...”. Other similar signals include “for”, “due to”, “in order to”, and “so that”.

In some cases, reasons may be presented less explicitly, with no signal words indicating the reasons. However, speakers may present a reason for something directly after describing that thing. For example, a speaker might say something like, “At the Battle of the Oranges festival in Italy, thousands of people throw fresh oranges at each other. This festival marks the town’s historic revolt against its evil ruler.” Notice that in this case the speaker doesn’t explicitly state the reason behind this festival. However, you can still identify the reason by paying attention to what the speaker says after describing the festival.

### Listen to the passage again and choose the best answer to each of the questions.

1. What is the reason behind Groundhog Day?
  - A. To honor groundhogs.
  - B. To start a six-week holiday.
  - C. To celebrate the end of winter.
  - D. To guess how much longer winter will last.
2. Why do groundhogs return home if it’s sunny?
  - A. They hate sunny weather.
  - B. The sun makes them feel sleepy.
  - C. They are scared of their own shadows.
  - D. They prefer being at home when it’s sunny.
3. Why do people want to honor monkeys at the Monkey Buffet Festival?
  - A. They are frightened of monkeys.
  - B. They think monkeys are very cute.
  - C. They think monkeys bring good luck.
  - D. They think monkeys are entertaining.

### After you listen

#### Work in groups. Think of a strange festival or tradition that you know of or celebrate yourself, and introduce it to the other group members.

You may consider the following aspects:

- What is the name of the festival / tradition?
- Where and how is it celebrated?
- Why is it celebrated?

*I know about a festival in Spain called La Tomatina. It’s in a small town called Buñol. At this festival, people have a big fight in the street with fresh tomatoes ...*

## Viewing

## New words

**taunt** /tɔ:nt/ vt. 激怒

**await** /ə'weɪt/ vt. 等候; 等待

**exhausted** /ɪg'zɔ:stɪd/ a. 精疲力竭的

**protest** /prə'test/ vi. 抗议; 反对

**ban** /bæn/ vt. (明令) 禁止 (做、卖或使用)

**municipal** /mju:'nɪsɪpl/ a. 市政的

**attendance** /ə'tendəns/ n. 出席人数

**Spaniard** /'spænjəd/ n. 西班牙人

**reject** /rɪ'dʒekt/ vt. 拒绝

**fiesta** /fi'estə/ n. 盛大的庆祝活动

**poll** /pəʊl/ n. 民意调查

**budding** /'bʌdɪŋ/ a. 初露头角的

**undergo** /ˌʌndə'gəʊ/ vt. 经历

**torero** /tə'reərəʊ/ n. 斗牛士

**lobby** /'lɒbi/ v. 游说

## Proper names

**Madrid** /mæ'drɪd/ 马德里 (西班牙首都)

**Catalonia** /kætə'ləʊniə/ 加泰罗尼亚 (西班牙东北部一地区)

## II Before you watch

## 1 Read the information below. Work in pairs and discuss the questions.

"Bullfighting" is a traditional sport in which a bullfighter, also known as a matador, fights a bull in a formal contest with very specific rules. The practice has a long history in Spain, where matadors are often regarded as highly skilled athletes.



1. What else can you learn about bullfighting from the photos?
2. Would you be interested in attending a bullfighting event? Why or why not?

## ▶ While you watch

## 2 Watch a video clip about bullfighting in Spain and match the speakers with their viewpoints.

- A. Being a bullfighter is a career goal.
- B. The practice of bullfighting is definitely on its way out.
- C. Bullfighting means everything to Pantoja.



Old man




Woman



Young man



- 3  Watch the video clip again and complete the fact sheet with the words and phrases you hear.

## BULLFIGHTING IN SPAIN FACT SHEET



- During a bull run in Pantoja, bulls are released into a 1) \_\_\_\_\_, one by one.
- Las Ventas, a grand bull ring in Madrid, opened in 2) \_\_\_\_\_.
- In September, thousands took to the streets in Madrid to 3) \_\_\_\_\_ against bullfighting.
- Since 2007, attendance at bullfighting events in Spain has 4) \_\_\_\_\_ by over 50 percent.
- A recent poll from Ipsos Mori says that only 5) \_\_\_\_\_ of the young people 6) \_\_\_\_\_ bullfighting.

### Intercultural skill

#### Evaluating traditional practices critically

In today's multicultural world, even people living in the same society can have wildly different attitudes toward traditional practices. It is useful to analyze these practices from the perspectives of different groups of people involved, and understand the reasons behind their differing viewpoints.

Different viewpoints reflect different values and cultural backgrounds of different people. In the video clip you can see several different perspectives on a traditional practice in Spain: bullfighting. Some groups support it and others oppose it. For

example, in Pantoja, where the traditions of cultural heritage are highly valued, bullfighting remains a celebrated practice. But in the region of Catalonia, where people have a more modern attitude toward the environment and animal rights, bullfighting has been banned altogether.

When trying to evaluate a traditional practice, the most important thing is to avoid jumping to conclusions too quickly. Keep an open mind and learn about the different perspectives to evaluate the practice critically.

#### After you watch

- 4 Work in groups. Review the various perspectives shown in the video clip and summarize the reasons why bullfighting should or should not be banned. Then add some more reasons of your own.

Why bullfighting should be banned	Why bullfighting should not be banned
<ul style="list-style-type: none"> <li>• protect animal rights</li> </ul>	<ul style="list-style-type: none"> <li>• protect Spain's cultural heritage</li> </ul>

*A: One perspective about why bullfighting should not be banned is that it has such a rich tradition in Spanish culture.*

*B: That's true, but it's very cruel to the bulls. From an animal rights perspective, bullfighting should definitely be banned ...*

## Listening 2

### Voice of China

#### Before you listen

##### 1 Work in pairs and discuss the questions.

Have you ever heard of the one-year-old catch? If yes, what have you heard about it? If no, what do you think it is about?

#### While you listen

##### 2 Listen to a talk about the Chinese tradition of one-year-old catch and check (✓) what it is mainly about.

- 1. An exploration of how different cultures celebrate children's first birthdays.
- 2. A brief overview of the one-year-old catch tradition.
- 3. A comparison of objects used in the one-year-old catch in historical and modern times.

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

- 1. The one-year-old catch is a celebration for boys only.
- 2. The objects used in this tradition have changed over time.
- 3. The one-year-old catch goes back more than a thousand years.
- 4. Guessing a child's future is still the main purpose of this tradition.
- 5. Many families eat noodles together.



Objects used in the one-year-old catch (Zhuazhou)



### Comparing and contrasting

Comparing and contrasting is the process of looking for similarities and differences in order to reveal important characteristics of two things. When you are learning about different cultures and traditions, this skill can help improve your understanding.

Imagine you wish to compare Zhuazhou with the Indian tradition of Mundan. Read the text below:

*In India, the tradition of Mundan involves children having the first hair on their head shaved. This is supposed to get rid of any bad spirits or feelings from their past lives. After the child's hair is shaved, family members and friends usually eat a traditional curry together.*

First, you need to identify the factors for comparison and contrast. Both the audio and the text include the "who", "what", and "why" of Zhuazhou and Mundan.

Then, with respect to each factor, you can look for similarities and / or differences between the two traditions. For example, you will be able to see that both traditions involve the gathering of family members (who). However, the main activities (what) are quite different. If you look into the reasons (why) behind the difference, you may realize that it has to do with people's different traditional beliefs.

- 4 Read the short passage describing the first birthday tradition in Japan. Then compare this tradition with the one-year-old catch. Work in groups and discuss the similarities and differences.

**I**n Japan, a child's first birthday is very important.

Even though many Japanese people today make Western-style birthday cakes, there is still a common tradition which involves the Isshou Mochi.

Isshou Mochi is a sweet cake made of sticky rice. On the first birthday, the child carries the mochi on their back while standing and walking. In some areas, parents make their children fall as it is believed that if they fall, they leave the home later when they are older.

*A: The two practices have several things in common. For example ...*

*B: Even though both traditions ... one of them ...*

*A: I think the biggest difference between them is ...*

## Project

### Giving a speech about a tradition in your hometown

*As a new exchange student in the U.S., you have been asked to give a speech about a tradition in your hometown at an event organized by the International Student Society to celebrate different traditions.*

**Step 1** Think of a tradition in your hometown. It could be:

- a tradition around a national holiday.
- a tradition that involves food.
- a tradition that is completely unique to your hometown.

**Step 2** Plan out your speech. Try to think about the following:

- How will you begin your speech to draw your audience's attention?
- How will you introduce your tradition? (What does it involve? What is its purpose? What is the history of the tradition? Is it similar to or different from other traditions that your audience may be more familiar with?)
- How will you convey your tradition's significance? (What makes it special to you?)
- What do you want your audience to take away from your speech?

**Step 3** Practice giving your speech to a partner. Ask your partner for advice on your speech.

**Step 4** Give your speech to the class. Then the class vote for the top three using the Evaluation form on Page 101.



## Project builder

There are many occasions when you may be required to give a speech. Speeches can be either formal or informal. A formal speech is most commonly used in the workplace, places of learning such as universities, or at events with a serious tone. An informal speech is casual and relaxed, and you may hear it between friends, families, peers and even strangers. In this unit, the focus is on informal speeches. You can organize your speech in the following way.

### Introduce your tradition

Introduce the tradition and provide a description of it, including what it involves, what its purpose is, and information about its history. You may also compare your tradition to other traditions that your audience may be more familiar with.

- *Every year, people in my hometown gather together in order to ...*
- *This tradition dates back to ...*
- *It is similar to ... However, the major difference lies in ...*

### Explain the importance

Explain why the tradition is meaningful to you, as well as to the local residents.

- *This tradition means a lot to me because ...*
- *In my hometown, we value this tradition because ...*

### End with a take-away message

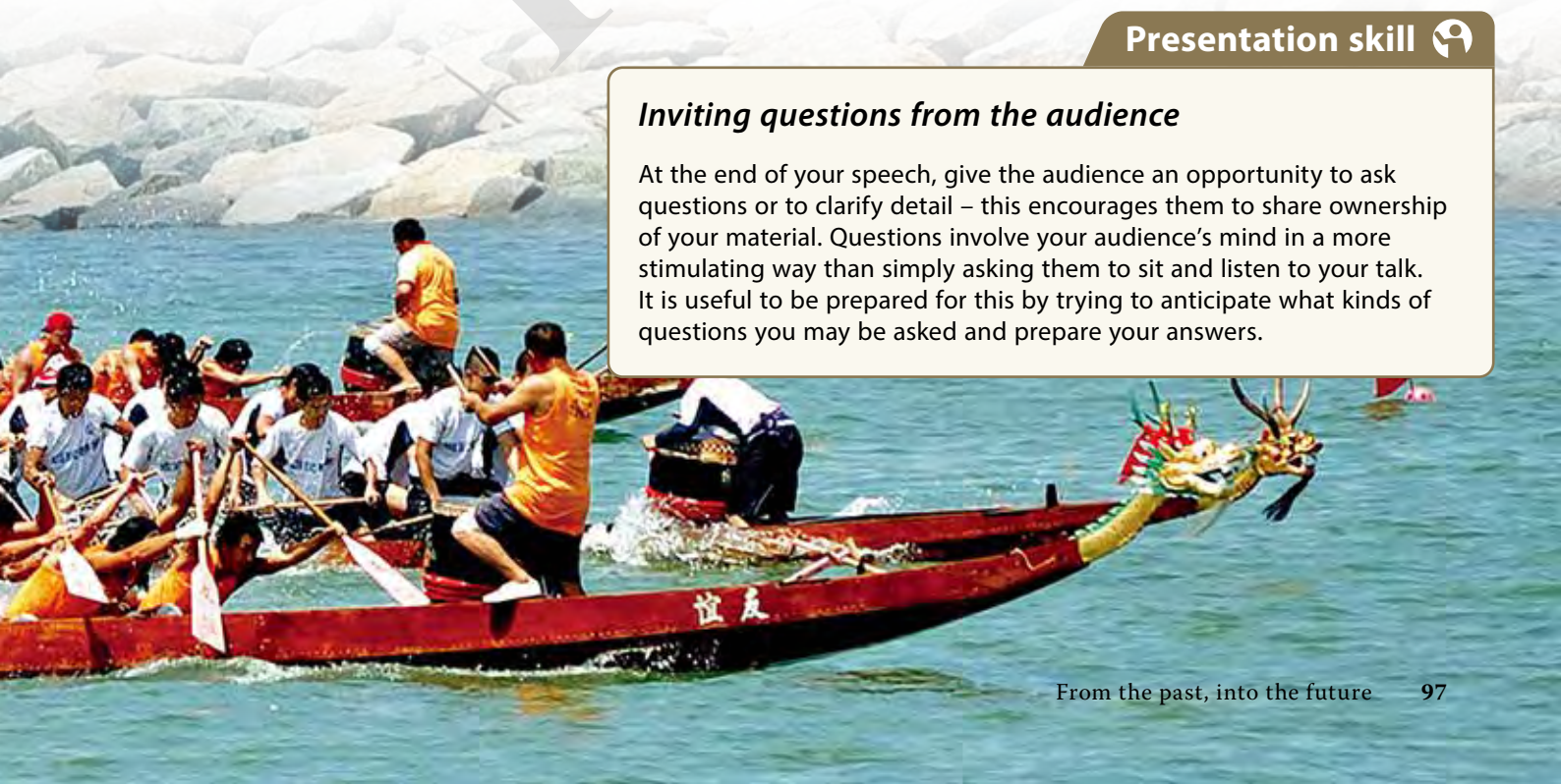
You may offer some suggestions on how to maintain or further develop this tradition, or encourage the audience to reflect on their own hometown traditions.

- *It is important to keep traditions like this alive, so I propose that ...*
- *I believe communities should put effort into ensuring that traditions such as these continue, perhaps by ...*

## Presentation skill

### Inviting questions from the audience

At the end of your speech, give the audience an opportunity to ask questions or to clarify detail – this encourages them to share ownership of your material. Questions involve your audience's mind in a more stimulating way than simply asking them to sit and listen to your talk. It is useful to be prepared for this by trying to anticipate what kinds of questions you may be asked and prepare your answers.



## New words

hangji /'hæŋgi/ n. 石头火锅

dirt /dɜ:t/ n. 泥土

## Conversation

① Listen to a conversation between two exchange students in China and choose the best answer to each of the questions.

- Which is true about lunch in Spain?
  - Lunch is generally a light meal.
  - Many businesses close over lunch.
  - Lunch is enjoyed in the mid-afternoon.
  - Lunch is the second biggest meal of the day.
- How does the man feel about eating dinner at six o'clock?
  - He doesn't like it at all.
  - He has no problem with it.
  - He is having trouble getting used to it.
  - He finds it a strange time to eat dinner.
- Which of the following best describes hangji?
  - The main meal of the day in New Zealand.
  - An annual celebration of food in New Zealand.
  - A traditional way of cooking food in New Zealand.
  - An everyday way of cooking dinner in New Zealand.

## Passage 1

② Listen to a passage about wedding traditions around the world and choose the best answer to each of the questions.

- According to the speaker, what is common at Indian weddings?
  - Men dressing in white.
  - Women dressing in white.
  - Guests dressing in bright colors.
  - Women dressing in bright colors.
- Why don't couples in some African countries smile on their wedding day?
  - They are too focused on the wedding ceremony.
  - Being serious is believed to bring good luck to the couple.
  - Smiling suggests they aren't taking the marriage seriously.
  - People in these countries don't like to be photographed smiling.
- Why do couples in Germany clean up broken dishes together at their wedding?
  - It's supposed to bring good luck to the couple.
  - They feel responsible for keeping things neat and orderly.
  - They like to do everything together on their wedding day.
  - It reminds them about the importance of working together.

## New words

wedding /'wedɪŋ/ n. 婚礼

## Passage 2

③ Listen to a news report about Midsummer Day in Sweden and choose the best answer to each of the questions.

1. What makes Midsummer Day special in the northern parts of Sweden?
  - A. There are incredible parties.
  - B. The weather is much warmer.
  - C. People experience a full day of light.
  - D. The celebration has older traditions.
2. According to tradition, what do people continue to celebrate at this time of year?
  - A. Longevity.
  - B. Life and love.
  - C. Start of autumn.
  - D. Harvest of potatoes.
3. According to the news report, which of the following is not part of Midsummer Day celebrations?
  - A. People eat fish and potatoes.
  - B. People put flowers in their hair.
  - C. People give flowers to strangers.
  - D. People enjoy music and dancing.
4. Why do girls put wild flowers under their heads at night?
  - A. To make their hair smell nice.
  - B. To enjoy a long, relaxing sleep.
  - C. To dream about their future husband.
  - D. To remind them of the importance of summer.

### New words

midsummer /ˌmɪd'sʌmə/ n. 仲夏

Swede /swi:d/ n. 瑞典人

### Proper names

Sweden /'swi:d(ə)n/ 瑞典 (欧洲国家)

### Passage 3

#### New words

Briton /'brɪtn/ n. 英国人

- ④ Listen to a talk about tea culture in the U.K. and complete the notes with information from the talk. Use no more than three words for each gap. You will hear the recording twice.

## Tea culture in the U.K.



### Afternoon tea / Low tea

- Developed in 1) \_\_\_\_\_ as an upper-class social event
- Takes place in the middle of the 2) \_\_\_\_\_
- Features light food, such as light sandwiches, cakes and biscuits
- Served at low tables

### High tea

- Typically features 3) \_\_\_\_\_ food, such as meat pies
- Developed among the 4) \_\_\_\_\_ classes
- Usually takes place after a day of 5) \_\_\_\_\_, at around five or six o'clock
- Served at high tables

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

Experience the world		very poor	poor	average	good	very good
<b>Conversation skill</b>	Expressing likes and dislikes in a conversation					
<b>Pronunciation skill</b>	Linking sounds in neighboring words					
Understand the world		very poor	poor	average	good	very good
<b>Listening skill</b>	Listening for reasons					
<b>Intercultural skill</b>	Evaluating traditional practices critically					
<b>Critical thinking skill</b>	Comparing and contrasting					
Over to you		very poor	poor	average	good	very good
<b>Project</b>	Giving a speech about a tradition in your hometown					
<b>Presentation skill</b>	Inviting questions from the audience					

## Answer the following reflection questions.

1. What are the three most useful things you have learned in this unit?  
\_\_\_\_\_
2. What do you still need to improve? How do you think you can improve it?  
\_\_\_\_\_

## 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>• provided all information about the tradition and its importance</li> <li>• ended the speech with a take-away 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>• invited questions from the audience</li> <li>• managed time effectively</li> </ul>	
<b>Written feedback</b>		