

Describing things



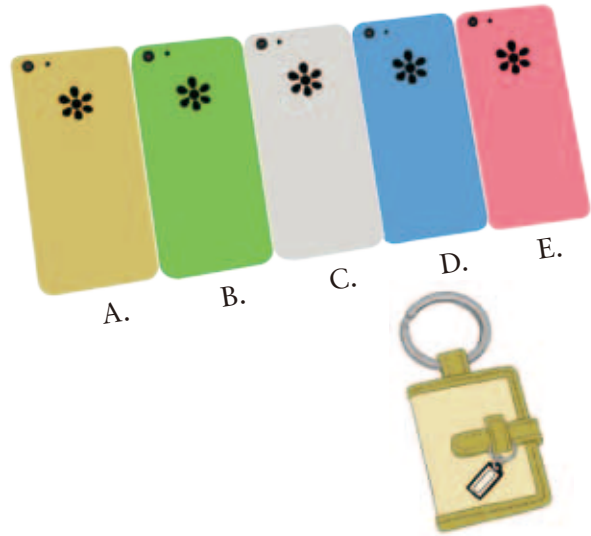
I Colors and shapes

A | *Colors and their cultural meanings*

Shades of color —interaction

1. What color is it?—listing

Do you agree with the idea that colors may appear to be different to different people? Look at the objects on the right. Identify the color of each item and write the names of the color in the second column in the table below.



List of objects	Color in your opinion	Color in your partner's opinion	Same/Different (S/D)	Comment
Smart phones	A: B: C: D: E:	A: B: C: D: E:	A: B: C: D: E:	
Wallet				

2. What color do you think it is? —pair work

- 1 Ask your partner what color he/she thinks each object is and make a note of your partner's opinion about the color in the third column. Then compare your list with your partner's and find out whether you have written down the same color. Write S (same) or D (different) in the fourth column.
- 2 Look at the colors to which you and your partner have given different names and speculate on why there are differences between the names that people give to colors? Write your answers in the last column of the above table.

3. Can you name the colors? —group work

In groups of three or four, look at the color chart on the next page and do the following tasks.

- 1) See how many of the different shades you can name and write it down beside each color.
- 2) Compare your color names with your group members'.
- 3) If there are any differences between the names that you give to the colors, try to solve the problems by using the grid below to re-describe the "difficult" color.
- 4) After this discussion, elect one student as a representative to report the result to the whole class.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____
- i. _____
- j. _____
- k. _____
- l. _____
- m. _____



Shades of color

	Pink	Red	Orange	Yellow	Green	Blue	Grey	Brown	Purple
light/pale									
dark/deep									
bright									
dull									
-ish									
reddish									
yellowish									
greenish									
bluish									
greyish									
brownish									
purplish									
lightish									
darkish									
brightish									
dullish									

**More than just color
—reading & listening**

1. More than just color—reading

- 1 Before you read the article, please share your opinion on the following questions with your partner.
 - 1) In choosing your clothes, what color or colors

- do you usually prefer? Why?
 - 2) Do you think a person’s favorite color can reveal something of his/her personality? Why?
- 2 Scan the text “More than just color” in two minutes and answer the following questions.
 - 1) What question does the writer ask in the first paragraph? Why do you think he/she asks this question?
 - 2) What are the respective topic sentences of Paragraphs 1 and 2? Explain.

More than just color

When people talk about color, they often assume that they are talking about something quite obvious and objective. But try to imagine a violet. What color is it? You may say it is blue, but someone else may think it is purple, while in the *Longman Dictionary of Contemporary English* it is defined as bluish-purple. So the color of a flower or other objects may appear different to different people. Research has shown that speakers of various languages seem to have different ways of dividing the borders between various colors. Where one language has a single word for a given range of colors, another language may have several.

Color is not just a physical quality seen by our eyes. We also have feelings about different colors. For example, we call some colors warm colors because they seem to give us a pleasant feeling or a sense of cheerfulness, though such colors are not really warm in a physical sense. Some people even claim that the color of your

clothing says everything about your personality and by wearing certain colors you can have a subtle influence on others. Red, for instance, tends to suggest that you are very self-confident and highly competitive, whereas according to one fashion magazine, “wearing yellow will make people think you are independent, optimistic and enjoy companionship.” Most of us would not go so far as to judge people’s personality simply by the color of their clothing, but we would normally be sensitive to what color to wear on special occasions. Very often our preferences are determined by our culture. In China, for example, the traditional wedding dress for the bride is red, whereas in the West the bride is usually dressed in white.

Sometimes a certain color is used to describe an emotion or a certain type of human characteristic. When colors are used this way, people from different cultures have different associations.

- 3 In what ways is color more than just color? According to the text, at least three aspects have been indicated. Write them down.
 - 1) _____
 - 2) _____
 - 3) _____

- 4 The text mentions that people’s reactions to colors are subjective and people’s color preferences are often determined by their culture. Based on the text and your own general knowledge, think about the cultural connotations of certain colors and fill in the blank boxes in the following table.

Color	In the West		In China	
	Cultural connotation	Occasion to wear	Cultural connotation	Occasion to wear
	hot/strong/ aggressive			traditional bridal wedding dress
yellow				
white		wedding gown for a bride		
		the color to wear at funerals		

5 Use two examples to illustrate your understanding of the last paragraph.

2. The story of color—listening

Listen to the speech on colors and fill in each box of the following table.

Color mentioned	Expression(s) using color terms	Meaning
		related to heat; fast, _____
green		
		a reduction in electric power

Language work

1. Colors and emotions

As mentioned in the text “More than just color,” a certain color can be used to describe an emotion or a certain type of personality, although people from different cultures make different associations. Do you know what emotion each of the following colors describes: red, green, blue, white and black? Complete the sentences on the next page with these colors (Some words may be used more than once). Use a dictionary to help you if you like.

- 1) I tried to talk him out of it. Actually, I talked to him till I was _____ in the face, but he didn't change his mind.
- 2) The way she treated the old man made me see _____ (*angry*).
- 3) John was _____ with envy when Mike became the manager of his company.
- 4) Some of his jokes were a bit _____ (*crude and offensive*).
- 5) They treated you so well at that hotel. They really gave you the _____ carpet treatment.
- 6) You should see my mother's garden. She's really got _____ fingers. She can make anything grow.
- 7) He's the _____ sheep of the family. All the other children became lawyers but he became a criminal.
- 8) That expensive gift turned out to be a _____ elephant. It was of no use, and we couldn't sell it either.

2. Words related to personality

Re-read the text "More than just color" and identify as many words as you can which refer to people's personality. Write them down below.

3. Ways to be objective

Go through the text "More than just color" again and identify words and phrases used by the writer to show that he wants to be "objective," i.e. to signal that what he is reporting is just opinions, not definite facts. Write them down below. A couple of examples have been done for you.

- ...they often assume...
 - You may say...but someone else may think...
-

What color(s) would you choose to decorate a new house?—group work

1. What color(s) do you like most? —group work

Imagine that you have just moved into a new house. In groups of four, take turns to talk about (1) what color(s) you like most, why you like this color, and (2) what color(s) you would choose to decorate the different rooms in your new house and state why. Come to an agreement on your preferred colors for the following rooms.

Room	Color scheme
bathroom	
kitchen	
living room	
master bedroom	
baby's bedroom	
study	

2. Who has got the most beautifully decorated house—a class vote

Each group chooses a representative to present your choice of colors in decorating the new house to the whole class. After hearing the report by one group, the rest of the class try to guess the personality of the group based on their color preference. Then the group checks whether the guesses are right.

I Colors and shapes

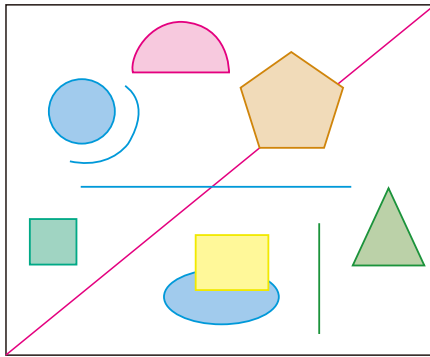
B | Shapes of objects

Shapes of some common objects—interaction

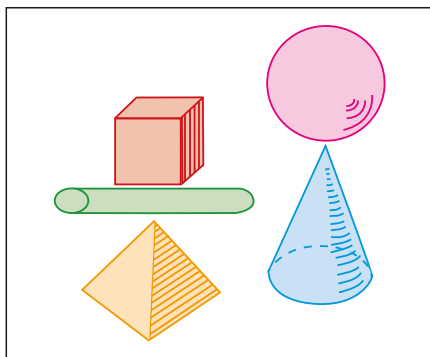
1. Shapes of objects—vocabulary work

Work with a partner and see how many shapes and lines you can see in Pictures A and B. Make a list of their names and fill them in the table below. At the end of the activity the teacher will decide which pair has found the most correct answers.

Picture A



Picture B



Picture A	
Picture B	

2. Common shapes in life—describing & listing

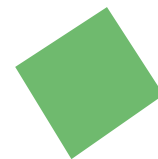
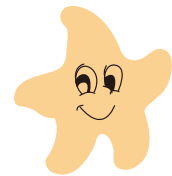
1 When describing the shape of an unusual object, we often simplify the task by comparing it to some everyday objects, e.g.

- 1) It is bowl-shaped.
- 2) It is shaped like a bowl.
- 3) It has the shape of a bowl.

Work in groups of three or four and describe the following shapes. Then compare your answers with other group members'.



L-shaped



2 In the same group, make a list of the things which have the shapes mentioned above. When finished, choose a representative to report your list of things to the class.

Describing shapes of objects—listening & reading

**1. Which one do they mean?
—listening**

Look at the pictures below and listen to the dialogs. In each dialog, someone will refer to one of the objects: A, B, C or D. Which one has been chosen by one of the speakers? Circle the correct response.

1)



A.



B.



C.



D.

2)



A.



B.



C.



D.

3)



A.



B.



C.



D.

4)



A.



B.

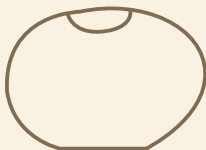


C.

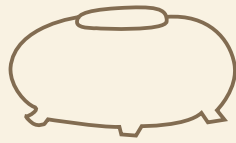


D.

5)



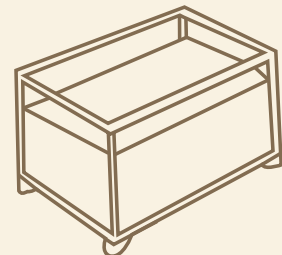
A.



B.



C.



D.

2. Describing the shape of an object—reading & matching

1 Read through the following descriptions and match them to the pictures below. Write the letter in the brackets.

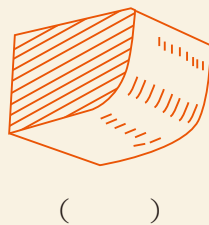
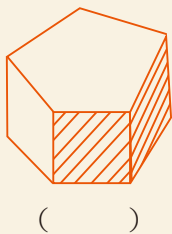
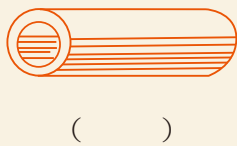
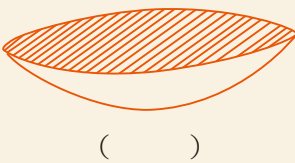
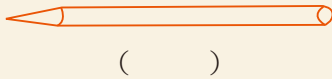
A. This solid cube has one rounded edge.
or: This is a solid cube with a rounded edge.

B. This is a disk with a flat top and a rounded bottom.

C. This short thick round tube has one open end and one closed end.
or: This is a short thick round tube with one open end and one closed end.

D. This stick has a pointed end.
or: This stick is pointed at one end.
or: This is a stick with a pointed end.

E. This solid block has five sides. The sides, the top and the bottom are all flat.
or: This is a solid block with a flat top, a flat bottom and five flat sides.



2 From the above exercise, it can be concluded that when describing the shape of an object, we can use a range of different patterns. What are they? Write them down. An example has been done for you.

1) Object A has a(n) adj. edge/top/bottom/end/side.

2) _____
3) _____

3 Look at Objects A and B below and complete the descriptions for them.



A.

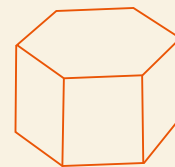


B.

A: This is a _____ with a _____ at one end and a _____ at the other.

B: This is a _____ cone _____ a small _____ at the tip.

4 Now write sentences describing the shapes of Objects C, D and E.



C.



D.



E.

C: _____

D: _____

E: _____

Language work

Language & function

Work in groups of three or four. Read the transcript of Dialogs 1 to 5 (on Pages 90–91) to find out what people say in the following cases. Fill your answers in the following table. Be sure to mark out the dialog in which the expression is used.

Function	Example(s)
Asking about the shape of an object	
Describing features of an object	

Robots—describing & drawing

partner's. Your teacher will then show you the picture of the robot. Who has got the more accurate picture?

Drawing a robot—pair work

1 Your teacher is going to describe a robot to you. Please try to draw it. After you've finished, compare your drawing with your

2 Remember how your teacher described different parts of the robot? Now it's your turn! Work in pairs. Each student has a picture of a robot and describes it to the other. The other should try to draw it. Take turns describing and drawing. Your teacher will direct you to your worksheets.

You may find the following sentences useful for your discussion.

Function	Expression
Asking about shapes of different parts	What's the shape of its head? Does the robot have a big nose?
Asking for confirmation	Is this right? Like this?
Giving your description of shapes	The robot's eyes are triangular, pointing upward. Its legs are curved, with knees pointing outward.
Agreeing/Disagreeing with others	Yes, just like that./That's right. No, the eyes are actually rather big.

When you finish the describing and drawing, check how accurate your drawings are. When they are inaccurate, who is to blame for that, the person describing or the person drawing? Choose one typical mistake to report to the class.

II Locating and defining objects

A | *Position and size*

Shapes and positions —listening, drawing & speaking

1. Picture that—listening & drawing

- 1 Look at Diagram A below. Listen to your teacher carefully for the instructions, and draw the diagrams he/she describes. If there is anything that you cannot hear clearly, interrupt the teacher politely. Remember the interrupting techniques you've learned in Unit 1? Put them into practice.
- 2 Now, the teacher is going to give you more instructions for you to draw in Diagram B. Unlike Diagram A, Diagram B is not divided into boxes. So please pay more attention to what the teacher says. Are you ready?

Diagram A

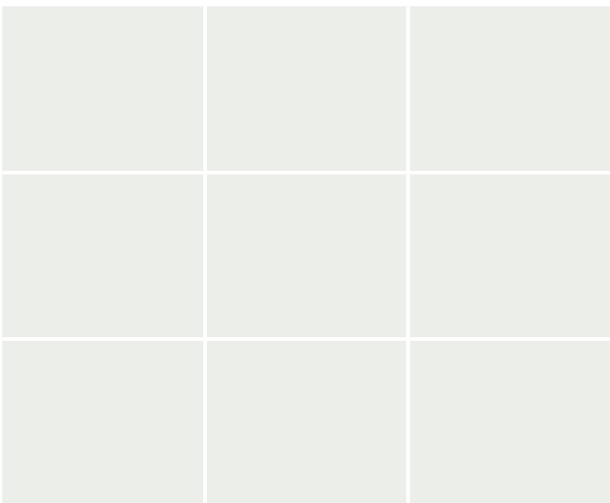
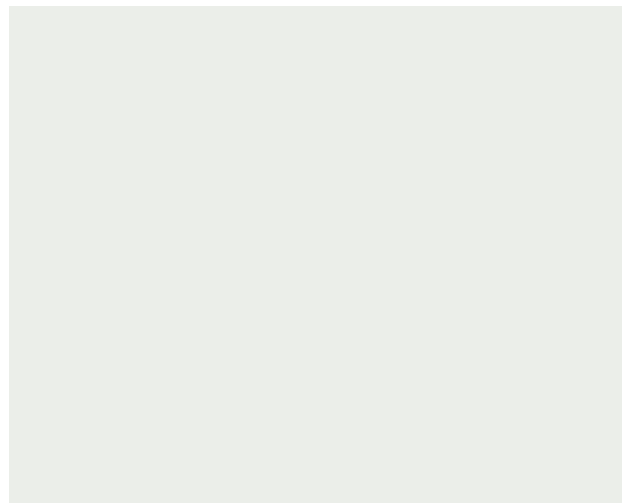
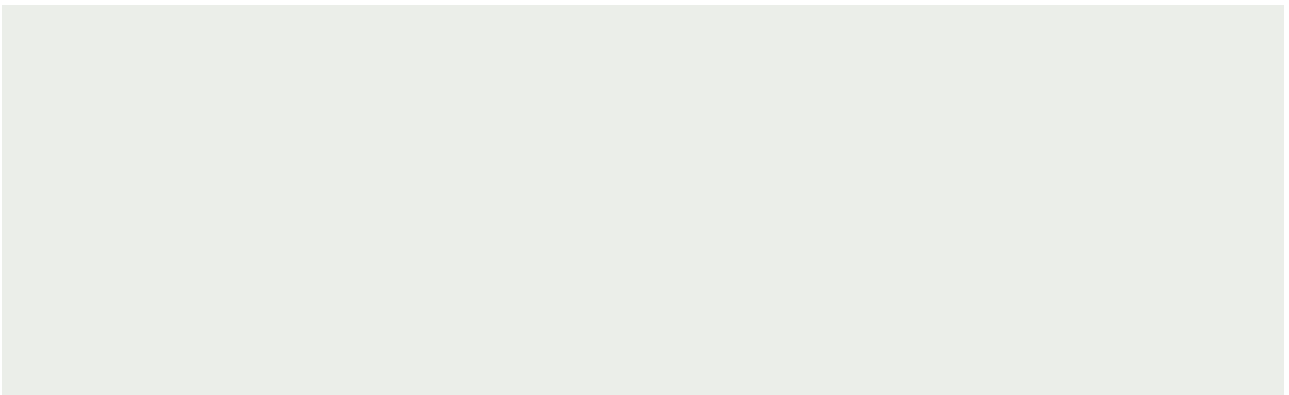


Diagram B



2. Have you got it right?—speaking

Work in pairs, each student with one picture. Describe your picture to the other student so that he/she can draw it. Don't show your picture to your partner! Your teacher will direct you to your worksheets. Afterward, check to see whether you've got the pictures right.



**Location and measurement
—listening & reading**

1. Basic meanings of common prepositions—pair work

The following pictures show some locations and positions. Can you use the right word(s) to describe them (one word for each blank only)?



The post office is _____ the street.



The books are _____ the bookends.



The children are standing _____ the teacher.



The vase is _____ the table.
The rug is _____ the table.



The light is _____ the table.
The toy is _____ the table.



at the _____ of the box.
at the _____ of the box.



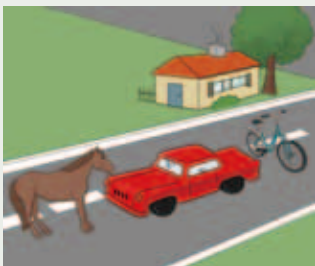
The lid is _____ the pan.



The lid is _____ the pan.



Mary is standing _____ Jack.



The house is _____ the road.
The bike is _____ the car.
The car is _____ the bike.
The horse is _____ the car.



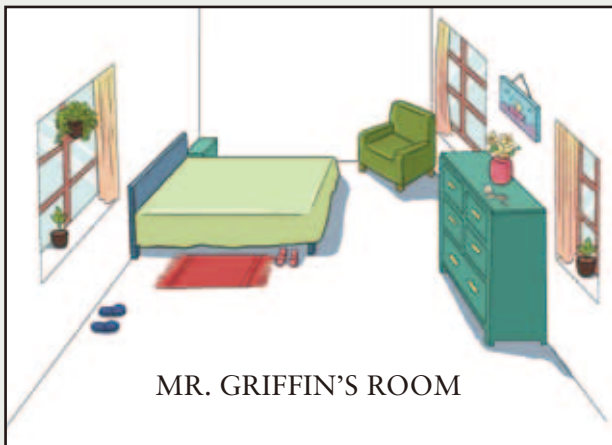
Flowers are growing _____ the road.
Their house is _____ that hill.



The table and the rug are _____ the room.

2. Where Mr. Griffin puts his things —listening

Mr. Griffin is an old man who works in China and lives alone in the room illustrated below. You are his Chinese colleague. This morning he went away on holiday, but this evening you received an urgent call from him.



1 Listen to Part 1 of the recording and answer these questions.

1) What does Mr. Griffin want you to do? List the three objects mentioned.

2) Why is the call urgent?

2 Now listen to Part 2 of the recording, in which Mr. Griffin calls again. What two things does he want you to look for this time?

3 In the picture, mark with a pencil where the five objects Mr. Griffin needs are. Then, compare your answer with your partner's. Do you agree with each other? If you two mark differently, who is right? Check with the transcript (Page 91).

3. Measurement system—reading

1 The following passage introduces the metric system. Scan it for one minute and list all the metric units that have been mentioned.

	Metric	UK & US	Chinese
Length	1 centimeter (cm) = 10 millimeters (mm) 1 meter (m) = 100 cm 1 kilometer (km) = 1,000 m	= 0.3937 inches = 3.2808 feet = 0.6214 miles	= 0.3 <i>shicun</i> (市寸) = 3 <i>shichi</i> (市尺) = 2 <i>shili</i> (市里)
Weight	1 gram (g) 1 kilogram (kg) = 1,000 g 1 metric ton (MT or t) = 1,000 kg	= 0.0353 ounces = 2.2046 pounds = 2,204.6 pounds	= 0.2 <i>shiliang</i> (市两) = 2 <i>shijin</i> (市斤) = 2,000 <i>shijin</i> (市斤)

In the metric system, length is measured by the millimeter, the centimeter, the meter and the kilometer. There are ten millimeters to one centimeter, one hundred centimeters to one meter, and one thousand meters to one kilometer.

For conversion of the metric units of length to those of the British and American system: One centimeter equals 0.3937 inches. That is,



one centimeter is equivalent to 0.3937 of an inch. One meter equals 3.2808 feet, and it's also equivalent to 1.0936 yards. One kilometer equals 0.6214 miles.

For conversion to the Chinese system: One centimeter equals 0.3 *shicun*. One meter is equivalent to 3 *shichi*. And one kilometer equals 2 *shili*.

When it comes to the measurement of weight, we have the gram, the kilogram, and the metric ton in the metric system. There are one thousand grams to one kilogram, and one thousand kilograms to one metric ton.

Their equivalents in the British and American units are: One gram equals 0.0353 ounces. One kilogram is equivalent to 2.2046 pounds. And one metric ton equals 2,204.6 pounds.

For their equivalents in the Chinese units: One gram equals 0.02 *shiliang*. One kilogram is equivalent to 2 *shijin*. And one metric ton equals two thousand *shijin*.

2 Find three different ways of comparing units from one system with units from another system.

- 1) _____
- 3) _____

2) _____

3 Write these figures out in words to show how they should be said.

- 1) 0.3937: _____
- 3) 1.0936: _____
- 5) 0.0353: _____
- 7) 2,204.6: _____

- 2) 3.2808: _____
- 4) 0.6214: _____
- 6) 2.2046: _____

Language work

1. Phrases indicating the location

You may have noticed that in his phone call, Mr. Griffin used a lot of phrases to indicate where the objects he mentioned were. Now in groups of three or four, do the following three tasks.

- 1) Go through the transcript of the phone call (Page 91) and underline all the phrases to do with a place.
- 2) Find the common feature(s) of the phrases.
- 3) Categorize the phrases that express similar positions.

Which box?—problem-solving

Role-play

Imagine the following situation: Student A has bought a lamp and wants to pack it in a box and send it to a friend. Students B, C and D each have a box. Work in groups of four and each will have a picture showing

2. Conversion of units

Finish the following conversion of units and exchange your answers with your partner's. Remember to use a complete sentence instead of just a fragment. You should not look at each other's textbook.

- 1) 2.98 kg = _____ pounds
- 2) 1 yard = _____ feet
- 3) 80 miles = _____ kilometers
- 4) 8 *shiliang* = _____ grams
- 5) (your height) _____ cm
= _____ feet _____ inches
- 6) (your weight) _____ kg = _____ pounds

the shape and measurements of a lamp or a box. You should not show it to other group members. Your teacher will direct you to your worksheets.

- 1) Student A describes his/her lamp. Students B, C and D describe their boxes. Remember: Do not show your pictures to each other.
- 2) Decide which box(es) is/are suitable for packing the lamp, and give reasons.
- 3) Discuss your answers in class. Do you have the same choice? How many boxes are suitable? Give reasons.



II Locating and defining objects

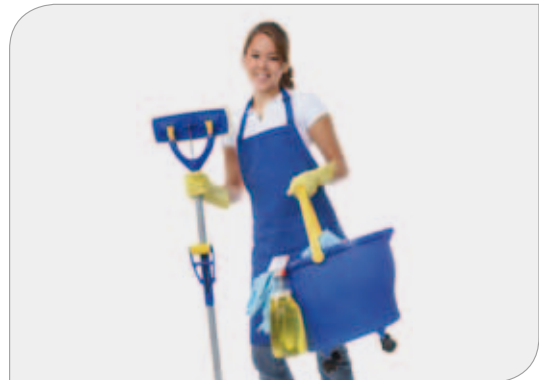
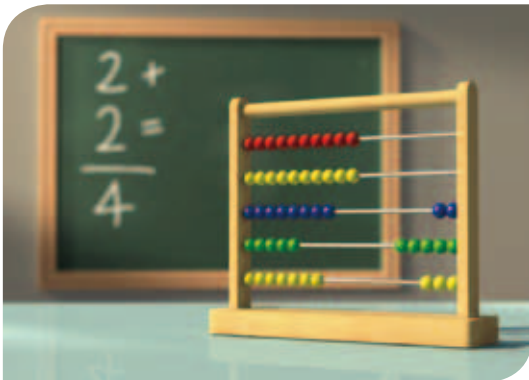
B | Materials and uses

What are they made of
and used for?
—pair work

Telling the materials and uses

Abacus, bucket, vase, basin, wok and pliers are common objects used in the daily life. Work together with your partner and find the answers to the following questions.

- 1) What are these objects made of?
- 2) What are they used for?



You may use the following sentence pattern to express your answers to the questions:

A(n) _____ is made of _____ and is used for _____.

How to describe these objects?—reading & listening

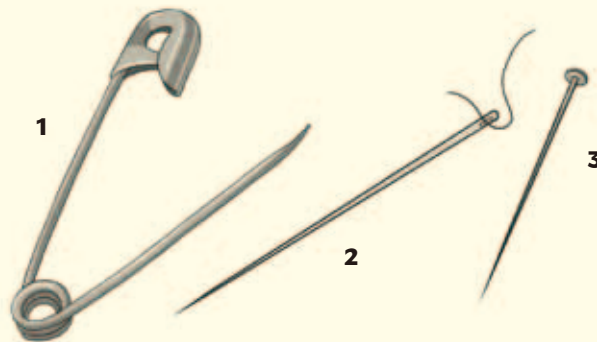
1. Dictionary work—reading

The following entries are taken from the *Longman Lexicon of Contemporary English*. Now go over them and do the following tasks.

- 1 After reading, complete the “KEY to diagrams” below the entries.

TOOLS

Diagram 1: (nouns, etc) pins and clips



pin 1 a short thin stiff piece of metal that looks like a small nail used for fastening together pieces of cloth, paper, etc; 2 a quite short thin piece of metal, pointed at one end and with an ornament at the other, used esp as a form of jewellery; 3 a short piece of wood or metal used as a support, to fasten things together, etc

safety pin a wire pin with a cover at one end and bent around so that its point can be held inside the cover

needle 1 a long thin pointed piece of metal with a hole (the eye) at one end, used esp for sewing; 2 a similar piece of metal used as a pointer in a dial

Diagram 2: (nouns and verbs) **nails**



nail 1 [C] a thin piece of metal with a point at one end for hammering into a piece of wood, usu to fasten the wood to something else; 2 [T1 (up)] to fix with nails: *He nailed the wood to the door. He nailed up the door so that it would not open.*

screw 1 [C] a usu metal pin having a head, usu with a cut (slot) straight across it, often a point at the other end, and a continuous raised edge (thread) going around and around it, so that when twisted and pressed into a material it holds the material firmly and can fasten the material to something else; 2 [C] an act of turning one of these: *He gave it another screw to tighten it.* 3 [X9] to fix with a screw or screws: *He screwed the piece of wood into place. Screw it up tight!*

nut a small, usu four- or six-sided piece of metal with a threaded hole through it for screwing onto a bolt

bolt 1 [C] a screw with no point, which fastens onto a nut to hold things together; 2 [T1 (together)] to fix with bolts: *The pieces of metal were bolted together.*

rivet 1 [C] a metal bolt like a nail used to fasten sheets of metal together; 2 [T1] to fasten with rivets: *The sheets were badly riveted together.*

Diagram 3: (nouns) **tools for digging, cutting, etc**



shovel 1 a long-handled tool with a broad, usu square or rounded blade for lifting and moving loose material; 2 a part like this on a digging or earth-moving machine; 3 such a machine itself; 4 *also shovelful* the amount of material carried in any of these: *He lifted a shovelful of earth.*

rake 1 a gardening tool consisting of a row of teeth at the end of a long handle, used for making the soil level, gathering esp dead leaves, etc; 2 the same kind of tool on wheels, pulled by a horse or by a machine; 3 the same kind of tool used to draw together the money on the table during a game of chance

fork a farm or gardening tool for breaking up the soil, lifting dried grass, etc, having a wooden handle with two or more metal points (**prongs** or **tines**) at one end

mower a machine for mowing, esp one for cutting grass in gardens (a **lawnmower**), having blades that turn round as it moves

NB: usu = usually esp = especially [C] = count noun
 [T1] = transitive V with 1 object (one or more nouns or pronouns)
 [X9] = V with 1 object + a descriptive word or phrase

KEY to diagrams

- | | | | |
|----------------------------|-----------------|-----------------|-----------------|
| Figure 1 <u>safety pin</u> | Figure 2 _____ | Figure 3 _____ | Figure 4 _____ |
| Figure 5 _____ | Figure 6 _____ | Figure 7 _____ | Figure 8 _____ |
| Figure 9 _____ | Figure 10 _____ | Figure 11 _____ | Figure 12 _____ |

2 Look more carefully at each definition and find out what aspects of the tools are described in it. Fill in the table below. The first one has been done for you.

	S	SH	M	U		S	SH	M	U
Safety pin		√	√		Bolt				
Needle					Nut				
Pin					Fork				
Nail					Shovel				
Screw					Rake				
Rivet					Mower				

NB: S = size SH = shape M = material U = use

3 With the help of the table you've just finished, you may find some features of this type of definitions (definitions of simple tools). Now work in groups of four and list these features.

2. Lost property—brainstorming & listening

1 Before listening, imagine the following situation.

Suppose you have just arrived in the US and have lost your yellow nylon backpack. It's a gift from one of your grandparents and you really want it back. You want to write a notice to see if there's any chance that you can find it. What would be the title of your notice? What information are you going to include? Discuss in groups of four. After the discussion, each group should come up with a written notice.

2 Compare your notice with the following notices and see if there are any changes you need to make to improve yours.

3 Now look at these notices and listen to the dialogs. Then decide which notice is related to which dialog.

NOTICE BOARD

1)

FOUND
A fabric wallet was left in the O'Connors last night (March 4th)
Will the owner please contact the Reception Desk.

2)

LOST
A black leather jacket with a fur collar.
Will the finder please contact room 204. Inell
Students Residents.
Bob

3)

Urgent
I have lost my passport (U.S.) - probably in the coffee bar. Will anyone who finds it please contact me at 93870. Thanks.
JIM CONNORS

4)

FOUND

A green stainless steel cigarette lighter has been found in the Rock 'n Rock Bar. Ring 635-491-028.

6)

Found

A small hand-carved wooden box with Swarovski crystals on the lid was paid for but left behind in the souvenir shop. Will the buyer please come and claim it within a fortnight—by presenting receipt?

Shop Manager

5)

LOST
 Will anyone finding
 a bunch of keys on
 a metal ring please
 contact room 1734
 A McAllen.

Dialog

Notice

6

7

8

9

10

11

Language work

1. How to describe a tool and its uses

Look back at Pages 75–76. In the entries from the dictionary, the definition or description of the tool is usually composed of its material, shape, special features, what it looks like and its uses.

- 1) Take *pin* as an example. Underline the expressions for its special features, what it looks like and its uses.
- 2) Find out from the entry of *pin* (Page 75) how many different expressions are employed to describe the uses of the tool. List them here.

2. Language in the notices

- 1 Look at the language of the notices in the Lost and Found activity (Page 77–78) and answer the following questions. Compare your answer with your partner's.
 - 1) Sometimes the writer reduces the number of words in a notice and only lists the key points. Can you identify any of the six notices that are written this way?

 - 2) What strategies are used to reduce the number of words?

 - 3) How are the finders addressed in the notices? How many different ways are there?

 - 4) In Notice 6, why is the word “buyer” instead of “owner” employed?

2 Look again at the notices and underline the expressions that describe the materials of the items in the notice.

3 Read Notices 2 and 6 and work with your partner to find out how the adjectives are ordered when more than two are used to describe an object. Use the rules you worked out to fill in the blanks in the following descriptions.

- 1) a ____ ____ scarf
 a. silk b. red

- 2) a ____ ____ ____ suitcase
 a. leather b. black
 c. large

- 3) a ____ ____ ____ lantern
 a. Chinese b. blue and white
 c. paper

- 4) a ____ ____ ____ ____ ashtray
 a. diamond-shaped b. beautiful
 c. glass d. French

Borrowing and lending —interaction

Describing the objects you need—speaking

1 Work in groups of four or five. Your teacher will give each of you some cards representing

objects you have in your possession. You will also be given a list of objects you need to borrow.

2 Ask other students in your group if they have the things you need. It's very likely you don't know the English names of these things. Describe them so other students can understand what you want. If a student has a card representing the object you need, he/she will give it to you.

You may find the following expressions useful.	
1) Asking if you can borrow something	<ul style="list-style-type: none"> • May I borrow a thing for (state the use)...? • Have you got a thing/anything for...? • Can I borrow a thing for...?
2) Saying you are uncertain what the other person wants	<ul style="list-style-type: none"> • Is this what you want? • I'm not sure what you want. What is it made of?/What's it like?
3) Explaining what you want	<ul style="list-style-type: none"> • It's a kind of... • It's something like a...with a... • It's made of...
4) Agreeing to lend something	<ul style="list-style-type: none"> • Here you are.
5) Apologizing for not having something	<ul style="list-style-type: none"> • Sorry, I haven't got one/any.
6) Responding to an apology	<ul style="list-style-type: none"> • Never mind./It doesn't matter./That's all right. I can ask somebody else.

Experiences with goods of poor quality—group discussion

Group discussion

Have you ever had the experience of buying goods that turned out to be of poor quality? If yes, what were the problems? How did you solve the problems? Share your experiences in groups of three or four. Give at least four examples. Write down your answers in the following table.

Type of products	Problem	Solution



Encountering low quality products—reading & listening

1. Complaint letter—reading

- 1 At a store in Shanghai, a foreign customer bought three dozen bamboo fans. But after she got back home, she found that they were not of very good quality. Read the following letter to find out what was wrong with those fans and write it down on the lines below.

August 3, 2015

Dear Sir or Madam,

I am writing to complain about the poor quality of the goods that I purchased last week from your store in Shanghai.

My husband and I saw some very nice-looking bamboo fans and bought three dozen for some of our friends here, and for relatives back home in the United States. We were confident that goods from your store would be of high quality. When we opened the package, however, we found that the color of some of the fans had run off and, in some cases, the whole fan had become blotchy. The color got onto our hands too! If you have any doubts, please refer to the enclosed photos we have taken of the fans.

We were very disappointed, as we had expected that a company that is competing in a world market would pay more attention to quality. In the circumstances, I feel that we are owed an apology for this poor customer service. I also enclose a copy of the receipt so that you can arrange for me to receive a full refund of the cost of the fans as soon as possible.

Yours sincerely,

Helen Smith

Helen Smith

- 2 Underline words and phrases in the letter that relate to the quality of the products.
- 3 This is a letter of complaint. Usually, such letters include the following parts. Can you identify these aspects in the above letter and mark them?
 - 1) Background
 - 2) Problem—cause and effect
 - 3) Solution
 - 4) Warning (optional)
 - 5) Closing

2. Shoes for Jimmy—listening

- 1 Listen to a dialog between two Americans and answer the questions.
 - 1) Which would you say is the topic of the dialog?
 - a. Little boys are naughty
 - b. Little boys are very fussy
 - c. What Dorothy wants to buy
 - d. What shoes to buy for Jimmy
 - 2) How many kinds of shoes are mentioned in the dialog?
- 2 Listen again and write down the kinds of shoes in the order they are mentioned in the first column of the table below.

Kind of shoes	Good points	Bad points

- 3 In your opinion, what possible good points and bad points may these shoes have? Share your opinion with your classmates and then listen to the conversation to find out what good and bad points are mentioned about each kind of shoes. Write them down in the corresponding columns.
- 4 What is the solution finally suggested by Dorothy’s friend? What are the good points of this solution? Do you think the friend is serious in making this suggestion? How do you know?

Language work

How to describe a pair of shoes

- 1 Read the transcript of “Shoes for Jimmy” (Page 92) and underline the sentences containing the structure: adj. + for.
e.g. *They’d be too heavy for poor Jimmy.*

- 2 Read the transcript again to find out what people say when describing the following aspects of product quality.
 - 1) for wearing well

2) for appearance

3) for air permeability (透气性)

What makes a good pair of shoes—speaking

Role-play

Below are some details on four pairs of shoes. The information has been taken from a trade catalog of children’s shoes. Work in groups of five. Suppose Student A is Jimmy’s mother, who wants to buy two pairs of shoes for Jimmy. Students B, C, D and E are sales people from four different companies

featuring children’s shoes. They want to sell their products to Jimmy’s mother.

First, the four salespersons take turns to introduce their products. They should make suggestions to Jimmy’s mother and give reasons. Finally Jimmy’s mother decides which two pairs she would like to buy. When making her decision, Jimmy’s mother (that is, Student A) should consider the following factors:

Material: Is it practical for Jimmy?

Size: Is it suitable? (You might need help from the teacher for this.)

Color: What might Jimmy prefer?

Price: Which one is a good bargain?

For Student B:

Article 103 Crocs Kids



Colors: blue, yellow

Sizes: 2, 4, 5

Price: ¥210 (2nd pair, 50% off)

Item information:

- Constructed from Croslite™ material for lightweight comfort.
- Midsole band features LEGO® Brick and Knob configurations in homage to the childhood favorite.
- Croslite™ material heel strap for a secure fit.
- Plenty of holes for the Jibbitz™ shoe charms so that you can add your own custom touch.

For Student C:

Article 113 Converse Kids



Colors: indigo only

Sizes: 2, 3, 4, 5, 6

Price: ¥222 (¥50 coupon for next-time purchase)

Item information:

- Canvas upper with mid cut, chukka style silhouette.
- Mock stitching around toes completes the look.
- Lace up style with flat laces in matching color.
- Padded collar and tongue for added comfort.
- Textile lining.
- Signature rubber midsole with a sidewall stripe.
- Rubber outsole for durability.

For Student D:

Article 401 Nike Kids



Colors: blue, black

Sizes: 2, 3, 4

Price: ¥138 (on sale! ~~¥180~~)

Item information:

- Have some fun in the sun with these great water friendly sandals!
- Quick drying synthetic upper allows you to splash around in comfort.
- Hook-and-loop closure at the heel and top of the foot for a secure fit and easy on and off.
- Phylon midsole with Sensory Motion technology helps cushion the foot and keep the sandal flexible.
- Non-marking rubber outsole.

For Student E:

Article 442 Keen Kids



Colors: dark brown, black

Sizes: 4, 5, 6

Price: ¥330 (20% off now)

Item information:

- Classic oxford styling with soft leather and synthetic upper.
- Lace up for a secure, custom fit.
- Cushioned collar and tongue for added comfort.
- Moisture wicking textile lining.
- Non-marking crepe inspired rubber outsole.

What's in a trade catalog? —listing & defining

1. Words and phrases used in a catalog

- 1 In the previous activity, you had a discussion with your group members about a trade catalog for children's shoes. Do you still remember the reasons that "Jimmy's mother" gave when making her final decision? Now refer back to the last two articles in the catalog, i.e. Articles 401 and 442, and find out all the words and phrases describing the features of the shoes, and list them in the table below.

Article 401	Article 442

- 2 Classify the above words and phrases according to the aspects listed in the following table. Then fill in the blank boxes of the table with them.

Aspect	Words and phrases used in the catalog
Material	
Color	
Quality	
Shape (parts of the shoes)	
General description	

2. Defining "trade catalog"

If you are asked to define "trade catalog," what is your definition?

Trade catalogs—reading

1. Luxury travel companion—reading

Scan the following article within 30 seconds and circle the correct answer.

- 1) The name of the brand is _____.
a. Luxury Travel Companion

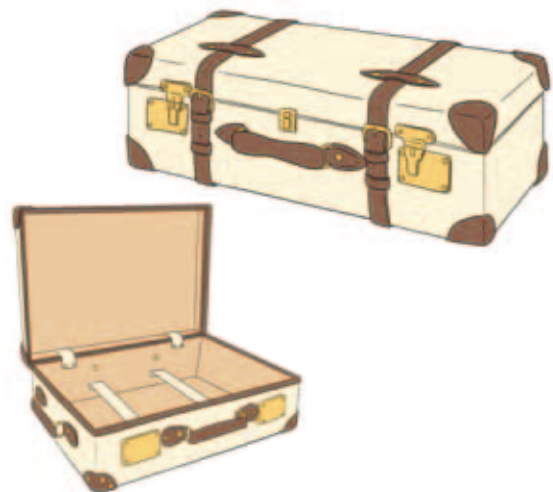
Luxury travel companion

Since it was founded in 1897, modern luggage brand Globe-Trotter has been a leading name in elegant European-styled luggage items. The brand has been a favorite of Britain’s Queen Elizabeth II since she first used it on her honeymoon in 1947.

Every Globe-Trotter bag is made of 14 layers of vulcanized fiberboard¹, with delicate leather edges, handles and straps. The latest in the series is a result of collaboration with the 103-year-old Goring Hotel², making it suitable for any type of holiday, whether a weekend getaway or a long vacation.

- b. Goring
c. Vulcanized Fiberboard
d. Globe-Trotter
- 2) According to the article, which one of the following descriptions applies to this product?
a. It has a golden lining.
b. Suitable for any type of person.
c. It has a long tradition but is also modern.
d. Each suitcase has three different colors.

The elegant ivory suitcases also come in the same navy and burgundy colors of the Goring Hotel, and create surprises by using the same silk-lining pattern that appears in the silk wall coating of the hotel’s Royal Suite.



2. Henckels Twin Knife—reading

- 1 Read the passage about the knife (Page 87) and circle the correct answer.
- 1) For which of the following foods is the Twin Knife NOT recommended?
a. Fish.
b. Lamb chop.
c. Fruits.
d. Vegetables.
- 2) Which aspects of the Twin Knife does the catalog mention?
a. Material & size.
b. Color & shape.
c. Quality & usage.
d. All of the above.

¹ vulcanized fiberboard: 硫化纤维板

² The Goring Hotel: a luxury five-star hotel located near Buckingham Palace in London, England

Product features

- Color: black
- Made in Germany
- Stamped Blade
- Friodur³ Ice Hardened
- 3-Rivet Handle with full tang⁴
- Comfortable ergonomic handle shape

Henckels Twin Knife

**Product description**

Henckels Twin Signature 7" Flexible Fillet knife is perfect for efficient filleting of fish. The fillet knife gives greater sensitivity to the hand for more delicate jobs. It is also an excellent lightweight slicer for tender foods such as fruits and vegetables. The blade is made of high carbon stainless steel that has gone through our patented Friodur Ice Hardening process to ensure a sharp knife that will hold an edge.

With its long and narrow blade, this fillet knife is perfect for preparing fish. The blade slips easily between skin and meat for exact cutting. It's also designed for comfort so you won't wear out your hand while making your meals. Made in Germany, each Twin Signature knife features a hand-honed, laser-sharpened blade using Henckels signature FRIODUR high-carbon, ice-hardened process for producing quality stainless steel knives. The ergonomic handle has a traditional three-rivet construction encompassing a full tang for high durability.

- 2 There are some new words in the article that you have just read. Can you guess the meaning of the following words (which have been underlined in the article) from the context? Circle the correct answers.
- 1) stamped
- postal fees have been paid
 - a mark has been imprinted
 - something has been cut out
 - the knife has been put down hard
- 2) rivet
- a metal bolt or pin
 - shiny dots
 - a measurement unit
 - small in size
- 3) ergonomic
- cheap and affordable
 - fashionable
 - enabling people to work more efficiently
 - easy to locate
- 3 Find out the words and expressions used to describe the quality and use/purpose of the knife and fill in the table on the next page.

³ Friodur: a trade-mark name for a special steel hardening process (using low temperatures)

⁴ full tang: This means that the metal of the blade extends to the full length of the handle. It makes the knife strong.

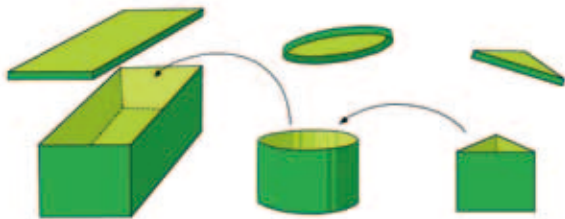
Quality	Use/Purpose
	for efficient filleting of fish
greater sensitivity to the hand	
	for tender foods
made of high carbon stainless steel	
	(perfect) for preparing fish; for exact cutting
designed for comfort	
	for producing quality stainless steel knives
a full tang	

Language work

1. Language for writing a trade catalog

To practice the language for writing a trade catalog, complete the descriptions for the following items.

1) A set of bamboo boxes



This _____ of bamboo boxes has three boxes in total. The outer box has _____ sides. The _____ lifts off to reveal a _____ box inside. _____ this second box is the third _____. This is _____ in shape.

2) Earthenware pot

(Colors available: blue, brown)



This is an _____ with a _____ body and lid. It _____ or _____.

2. Word formation—one way to form adjectives

- Some adjectives can be formed in the following way: noun + *v*-ed, e.g. *hand-honed*. In the article “Henckels Twin Knife,” there are three examples of this type of adjectives. Can you find out the other two?
- Now can you list some other examples from your word stock?

A trade catalog for a new design—writing

Writing a trade catalog

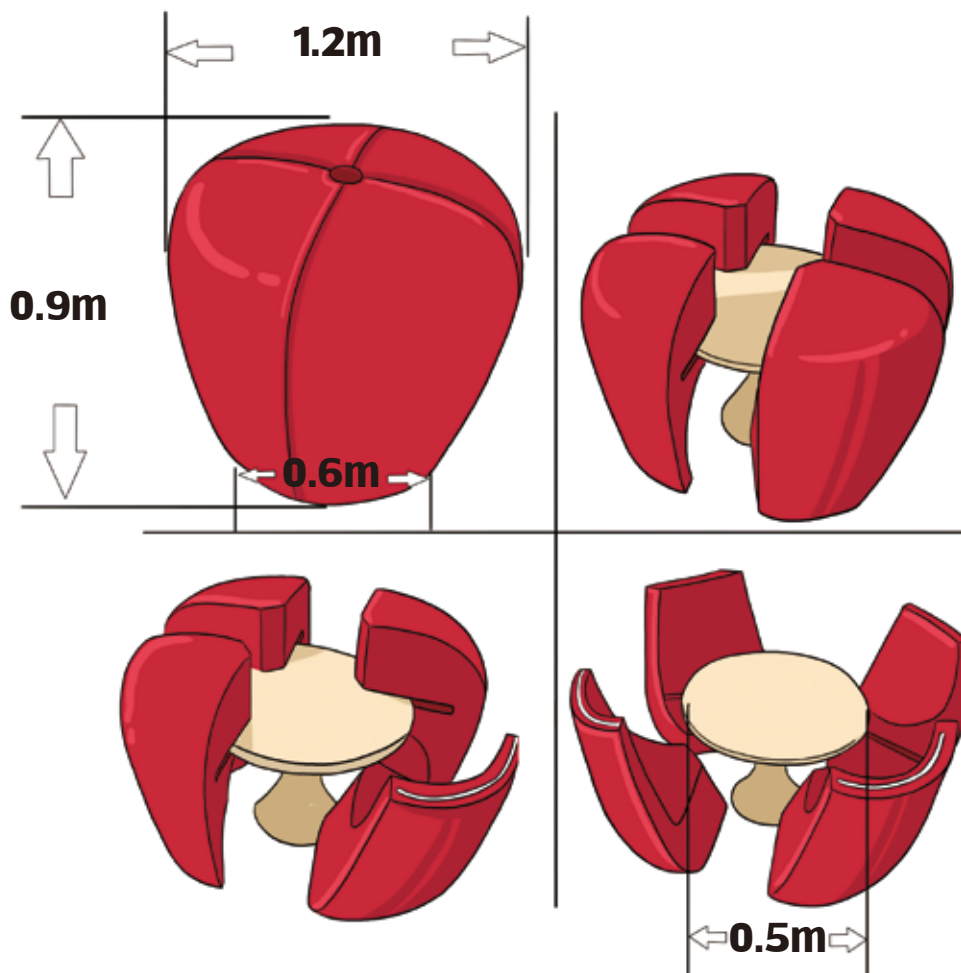
Suppose that you are working for a furniture company. Your company has designed a new type of table and chair set (See the pictures and specifications below). You are required by the boss to write a trade catalog for this new design.

Please follow the format of a trade catalog and write no more than 200 words. You should include specific details like colors available, shape, material, size, quality and special features.

Table and chair set

Material: stainless steel, velvet (chair surface)

Colors available: burgundy, navy, purple



TRANSCRIPT

I

Colors and shapes

The story of color—listening

Every language has its own way of saying things, its own special expressions. Many everyday American expressions are based on colors.

Red, for Americans, is a hot color. Americans often use the word “red” to express ideas of heat. Something that is very hot is said to be red hot. For example, the small hot-tasting peppers found in many Mexican foods are called “red hots,” partly for their color, but also for their fiery taste. Fast, loud music, especially the kind called “Dixieland Jazz,” was often said to be red hot.

Pink is a lighter kind of red. Originally, “pink” was the name of a flower, and it was first used as a color name in the late 17th century. If you look for the word “pink” in Wikipedia you will see that, according to surveys in Europe and the United States, pink, especially when combined with white or pale blue, is the color most commonly associated with femininity, sensitivity, tenderness, childhood, and the romantic. Also, people sometimes say they are “in the pink” when they mean that they are in good health.

If red is hot, then blue is a cool color. Traditional blues music in the United States is very different from red-hot music. Blues music is slow, sad and sorrowful. Duke Ellington and his orchestra recorded a famous song “Mood Indigo” about the deep blue color indigo. In the words of the song, “you ain’t been blue/blue/till you/had that mood indigo.” Someone who is blue is very sad.

The color green is natural for trees and grass, but it is an unnatural color for humans! A person who feels sick may say that she feels a little green. And a passenger on a boat who is feeling sea-sick may actually look very green.

Sometimes a person may be upset because he does not have something as nice as a friend has, like a fast new car. That person may say he is “green with envy.” Some people are green with envy because a friend has more dollars or “greenbacks.” Dollars are sometimes called “greenbacks” because that is the color of the backside of the paper money.

The color black is used in very many expressions. People might describe a day in which everything goes

wrong as a black day. The date of a major tragedy is remembered as a black day. At one time, some businesses in America refused to employ people who were on a “blacklist”—that is a list of people who were considered to support the wrong kind of politics. The use of such blacklists is, of course, illegal today.

In some cases, colors are used when talking about electric power. Blackouts, for example, were common during World War II. These happened when officials ordered all the lights in the city to be turned off to make it difficult for enemy planes to find a target in the dark of night. Brownouts are not so extreme as blackouts, but they can still cause problems. A brownout is a reduction in electric power. Brownouts happen when there is too much demand for electricity, and the electricity system is unable to provide all the power needed in an area.

Which one do they mean?—listening

Dialog 1

A: Hi! What are you doing here?

B: Shopping, of course! I want to buy a mirror for some friends of mine who are getting married, so I’m trying to choose one of these. What do you think?

A: Well, if they’re getting married, how about a heart-shaped one?

B: Ah! Yes, that’d be good. Do you think the heart-shaped pink one with the semi-rectangular stand would be suitable?

A: That one’s not bad, but I like the red heart-shaped one with curly legs better. Look at those decorations along the edge! Isn’t it lovable?

B: Yes! I’ll buy that one.

Dialog 2

A: Are you going out on the trip to Foshan on Saturday?

B: Yes. Do you want anything?

A: Well, I was wondering if you could get me a lantern.

B: OK. What kind do you want?

A: I am not sure yet. Do you have any suggestions?

B: Do you like the one I showed the kids last Mid-autumn festival, the balloon-shaped one?

A: Oh, the long, round one? It’s cute! I like round lanterns, but if there were some Chinese characters on it, it’d be perfect.

B: OK. I know what you mean, and I will try to get one for you.

Dialog 3

A: My husband has got a new antique to his collection.

B: Oh. What is it? What's it like?

A: Well, I don't know what it is exactly, but it has a round body...

B: Like a sphere?

A: Yes, a roughly spherical body, with a spout, a handle and a lid.

B: Oh, it must be a teapot! Is the lid round or flat?

A: I don't really think that it's for tea, because its spout is rather straight and short and the flat lid is too small to put in tea leaves through. Besides, the curved handle is so small that it's difficult to put more than one finger through it. But, it looks quite beautiful and delicate from the picture.

B: Show me next time—when it's in your cabinet here in the living room.

A: Sure.

Dialog 4

A: Which glasses did you buy in the end?

B: Oh...it took me ages to decide! First I was really impressed by the cylinder-shaped ones. They were so elegant with those long stems. But my husband said they were not special enough, and not very practical. So I finally bought the conical ones. Well...you know...a kind of upside down cone, wide at the top and narrow at the bottom. Oh, and they've got shortish stems.

A: Well, ask me for a drink and I'll come and try them.

Dialog 5

A: Hello, what are you doing here?

B: I've just bought two goldfish and now I'm trying to choose a bowl to put them in.

A: Well, the big rectangular tank over there is the best.

B: I know. But it's too big for two little fish and it's probably too expensive too. What about that balloon-shaped bowl over there? I quite like that.

A: Yes, it looks very nice, I agree, but it's not very good for your fish.

B: Why not?

A: It's too narrow at the top. They won't get enough air.

B: Oh, I see. Those flat ones would be better then, wouldn't they? Look, these—the round, flattish ones with the narrow base. They've got a wider top.

A: Yes. They're OK.

B: Right. I'll get one of those.

II

Locating and defining objects

Where Mr. Griffin puts his things—listening

Part 1

Hello...Thank goodness I got you! I'm in a bit of a mess, and I need your help pretty urgently...I've come away without my money and my ID card, you see. Do you think you could go up to my room, find them and send them to me? You could? I'd really appreciate it... Let me tell you where everything is.

OK, the money is in US dollars in a plastic bag. The bag is in a flower pot by the window beside my bed...Yes, that's right, a flower pot. Actually, there are two flower pots by that window. You don't want the one that's on the window sill, you want the other one, the one that's hanging in the air in front of the window. Anyway, pull up the plant, and the money is underneath. Have you got it? The flower pot that's hanging in front of the window...Good.

Now, the ID card. Are you listening? Well, you'll see a picture on the wall opposite the bed, above the chest of drawers, between the two windows. You can't miss it. OK, the ID card is behind that picture. Just take the picture down and remove the frame and you'll find the card tucked in behind it...Is that clear?...OK.

Oh, I've just remembered something else! The spare key to my suitcase! I lost the one I brought with me. Do you think you could find the other one? I remember putting it beneath the rug in front of the bed. Lift the corner of the rug and you'll see it...Yes...Beneath the rug. That's right.

Part 2

Hello? Hello? Hello! Yes, it's me again. Sorry to disturb you again, but I've just remembered something else... Would you mind...? It's awfully kind of you...Well, you see, I've left my charger for my mobile phone behind, too...Could you...? It's easy to find. I always put it on top of the chest of drawers just in front of the vase... What?...the vase...on top of the chest of drawers...Oh, and another thing while I think of it: Could you find my slippers, too? Now, I don't want the old pair that's under the bed. They're no good. Get me the new pair that's below the window, beside the bed...and NOT the pair that's under the bed...Do you want me to say all that again so you can check you've got it right?... What?...ho, that wasn't a very nice thing to say!

Lost property—brainstorming & listening

Dialog 6

- A: Have you got a light, John?
 B: Yes, here you are...oh, hang on, no...
 I must have left my lighter somewhere again. I'm always doing that.

Dialog 7

- A: Hi, Jim. Anything wrong?
 B: God, yes! I've lost my passport and I'm supposed to be flying home tomorrow.
 A: Oh no! D'you know where you've lost it?
 B: Well, somewhere in the hotel I suppose, but I'm not really sure.

Dialog 8

- A: Good morning. Can I help you?
 B: Yes. I was wondering if anyone handed in a black wallet. I think I left mine in the canteen yesterday.
 A: Ah yes. One of the waiters found it and brought it here.
 B: Oh great. That's a relief.

Dialog 9

- A: Hey, Bob! Aren't you cold without a coat?
 B: Well yes, actually! I can't find my jacket. I think I must have left it somewhere in the classroom.
 A: Was it that nice one with the fur collar?
 B: Yes...It's an old one, but I'm really fond of it. I'd hate to lose it.
 A: Well, why don't you put a notice on the board? Someone's bound to find it.

Dialog 10

- A: Hey, look what I've found!...Someone's keys. Hm...I bet they're worried. What d'you think I should do?
 B: Hm...you'd better take them along to the office. They've probably got someone there who knows what could be done. Maybe put up a notice or something.

Dialog 11

- A: Have you bought anything to bring home for your grandmother?
 B: Oh yes. The other day I found an exquisite little box, made of some kind of precious wood, with beautiful decorations on the lid. Really lovely.
 A: Sounds like something your grandmother would

love.

- B: Yes. She likes collecting those little things. But... er...the trouble is...I don't know where I've put it. I simply cannot find it anywhere in my room.

III

Describing products

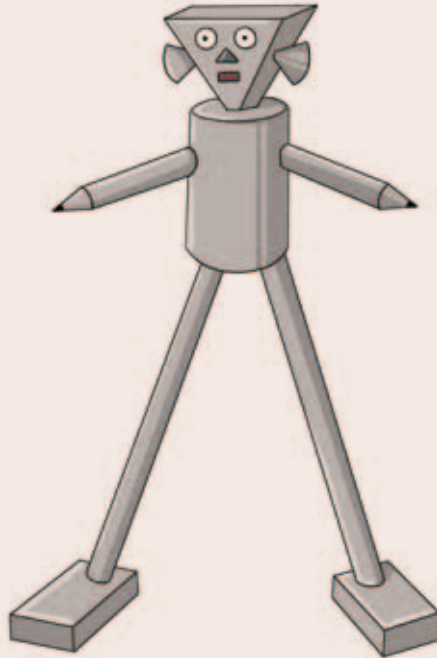
Shoes for Jimmy—listening

- A: Hello, Dorothy. You're going shopping this weekend?
 B: Yes. I've got lots to buy. The week's supply of food, some books...and then I've got to buy Jimmy a pair of shoes again.
 A: Oh yes, little boys' shoes wear out like paper.
 B: They do. Sometimes I think I'd do better to buy him a pair of iron shoes.
 A: (*Laugh*) Oh no. They'd be too heavy for poor Jimmy.
 B: But at least they'd last. You know when I bought that last pair of shoes for him? Less than a month ago!
 A: What you need is something strong and yet not too heavy.
 B: What would you suggest?
 A: How about leather shoes?
 B: Jimmy hates leather shoes. Too hard for his little feet, he says.
 A: For comfort, nothing is better than cloth shoes. Soft and light and nice-looking too...but again they're not very durable.
 B: Fabric shoes are ideal for little girls, especially those with colorful embroidery on top. Really lovely. But they are too fancy for little boys.
 A: What about plastic shoes then? They're very practical, good for rain or shine, and quite cheap too.
 B: That was what I bought last time. They lasted only three weeks!
 A: Well, it seems the only answer is sports shoes again—really strong canvas with rubber soles.
 B: But they're not very comfortable either. Jimmy says his feet can't breathe in them.
 A: Well, then...I'm afraid the best solution is for little Jimmy to go bare-foot.
 B: (*Laugh*) Yes, yes, that's exactly what he's been doing at home. That's the most comfortable...
 A: And the most durable too! (*Laugh*)

WORKSHEETS

Drawing a robot—pair work

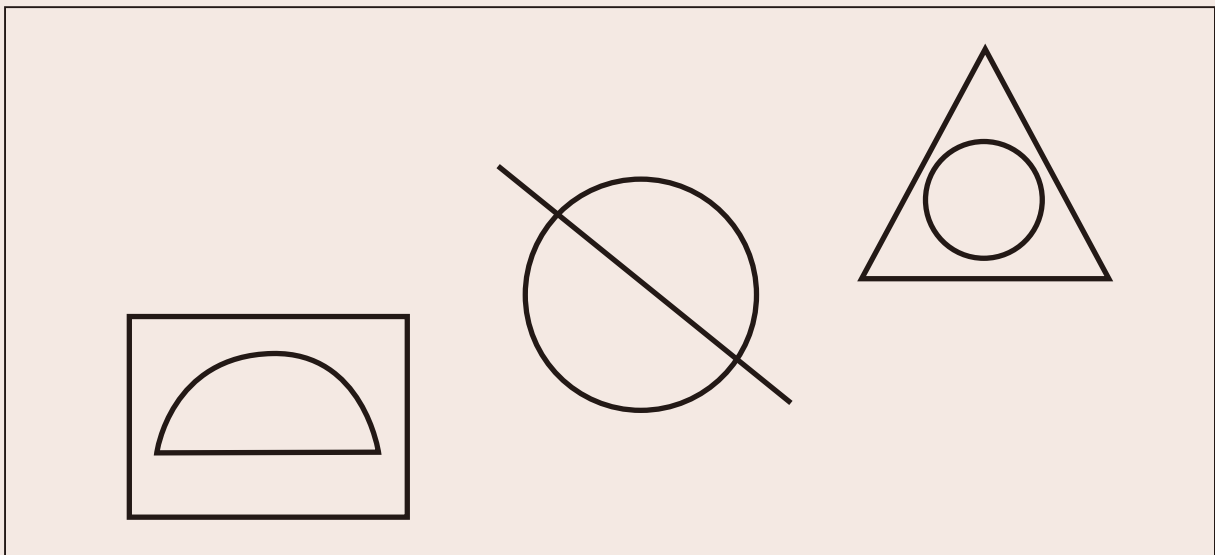
For Student A



Have you got it right?—speaking

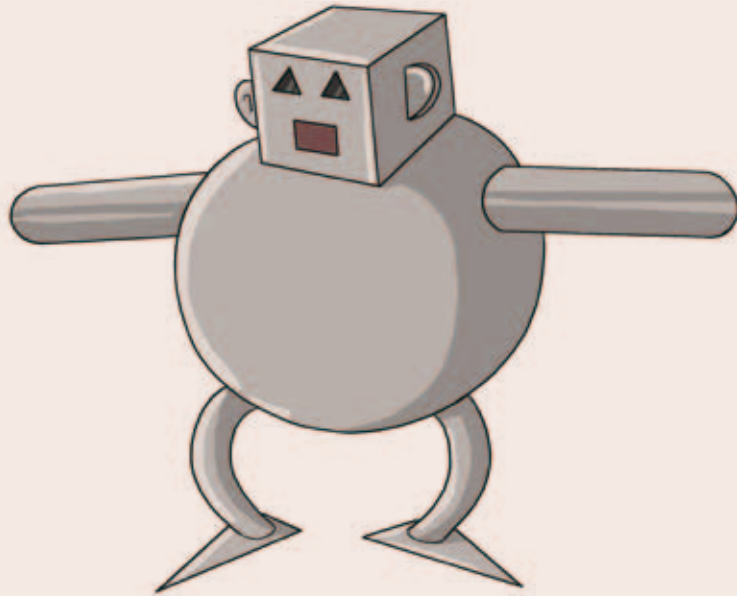
For Student A

Describe the picture to Student B.



Drawing a robot—pair work

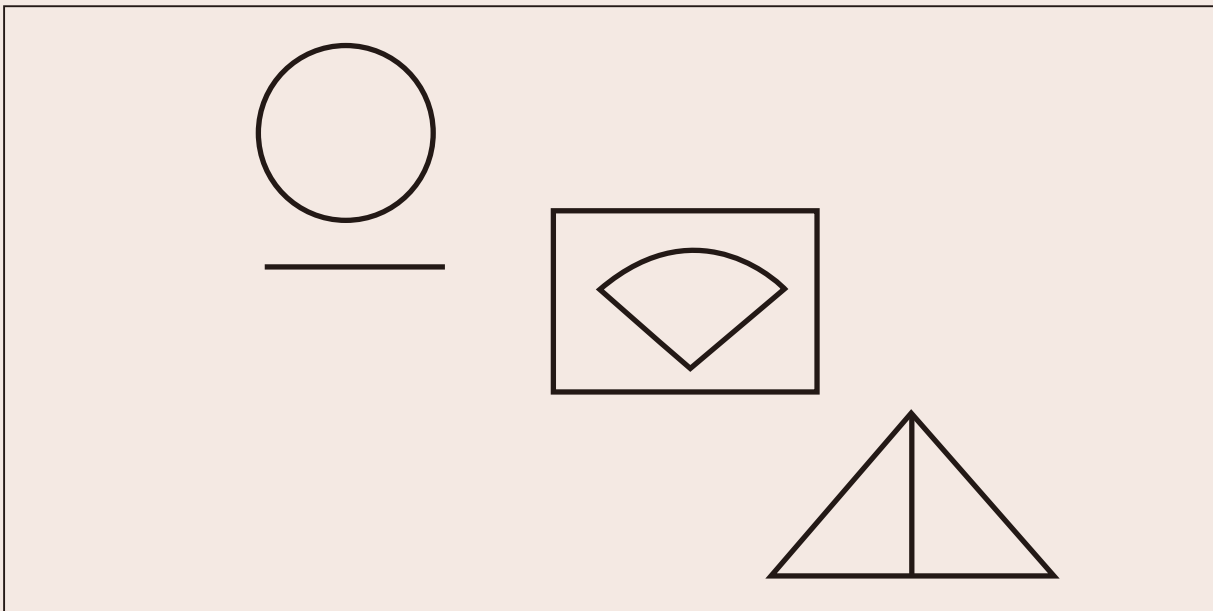
For Student B



Have you got it right?—speaking

For Student B

Describe the picture to Student A.

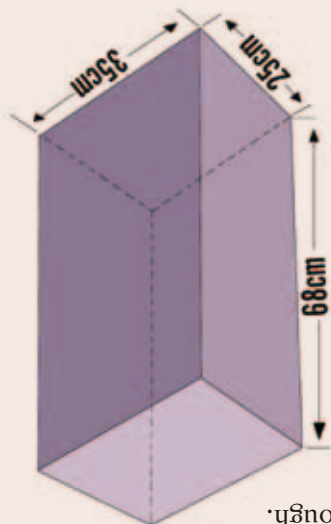
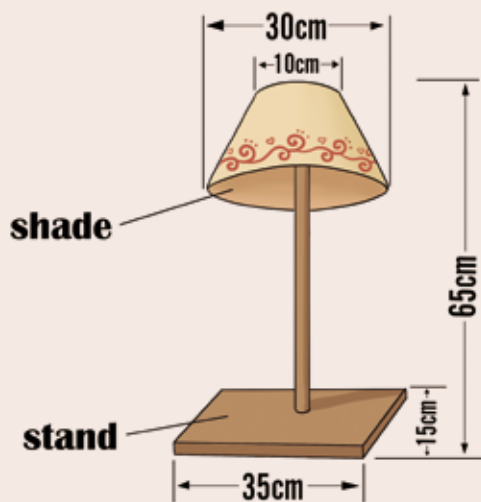


Which box?—problem-solving

For Student A

You can use the following patterns:

- 1) It's too *big*.
- 2) It's *long* enough but it isn't *wide* enough.
- 3) It's *wide* enough but it is not *tall* enough.



- 1) It's too *big*.
 - 2) It's *long* enough but it isn't *wide* enough.
 - 3) It's *wide* enough but it is not *tall* enough.
- You can use the following patterns:

For Student B

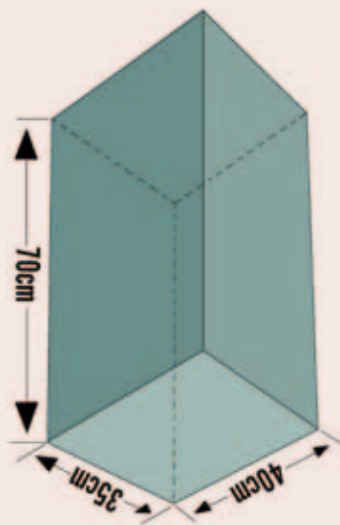
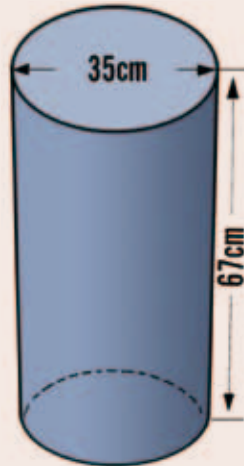
Which box?—problem-solving

Which box?—problem-solving

For Student C

You can use the following patterns:

- 1) It's too *big*.
- 2) It's *long* enough but it isn't *wide* enough.
- 3) It's *wide* enough but it is not *tall* enough.



- 1) It's too *big*.
- 2) It's *long* enough but it isn't *wide* enough.
- 3) It's *wide* enough but it is not *tall* enough.

You can use the following patterns:

For Student D

Which box?—problem-solving