

Map of the book

Unit	Get on board	Experience the world		Understand the world
		Listening	Skills	Listening / Viewing
1 Person to person <i>p2</i>	Statements on communication: Agree or disagree <i>p3</i>	Listening 1 Personal space in different cultures <i>p4</i> Listening 2 How to avoid arguments <i>p6</i> Language in focus <i>p8</i>	Conversation skill Using hesitation strategies in a conversation <i>p5</i> Pronunciation skill Sound linking (II) <i>p9</i>	Listening 1 Suspended coffee <i>p10</i> Viewing Body language <i>p12</i> Listening 2 – Voice of China The new trend of splitting the bill in China <i>p14</i>
2 Healthy and happy <i>p22</i>	Healthy activities that I do <i>p23</i>	Listening 1 Dealing with pressure <i>p24</i> Listening 2 Understanding “health” <i>p26</i> Language in focus <i>p28</i>	Conversation skill Giving and responding to advice in a conversation <i>p25</i> Pronunciation skill Consonant clusters <i>p29</i>	Listening 1 The perfect body shape <i>p30</i> Viewing The healing power of nature <i>p32</i> Listening 2 – Voice of China The traditional Chinese exercise qigong <i>p34</i>
3 My life, my style <i>p42</i>	A lifestyle that appeals to you <i>p43</i>	Listening 1 Slash youth <i>p44</i> Listening 2 The Danish concept of “hygge” <i>p46</i> Language in focus <i>p48</i>	Conversation skill Confirming understanding in a conversation <i>p45</i> Pronunciation skill Schwa <i>p49</i>	Listening 1 Lifestyle brands <i>p50</i> Viewing Space: Tiny house <i>p52</i> Listening 2 – Voice of China Why elderly people in China go to public parks <i>p54</i>

	Over to you		Further listening
Skills	Projects	Skills	
<p>Listening skill Listening for transition words and phrases <i>p10</i></p> <p>Critical thinking skill Making inferences <i>p13</i></p> <p>Intercultural skill Analyzing one's own cultural heritage <i>p15</i></p>	<p>Project Telling a story about an interpersonal conflict <i>p16</i></p>	<p>Presentation skill Creating suspense <i>p17</i></p>	<p>Conversation <i>p18</i> Passage 1 <i>p18</i> Passage 2 <i>p19</i> Passage 3 <i>p20</i></p>
<p>Listening skill Distinguishing between facts and opinions <i>p30</i></p> <p>Critical thinking skill Relating content to personal experiences <i>p33</i></p> <p>Intercultural skill Mediating between different interpretations of a phenomenon <i>p35</i></p>	<p>Project Giving a talk about a healthy practice <i>p36</i></p>	<p>Presentation skill Appealing to emotions <i>p37</i></p>	<p>Conversation <i>p38</i> Passage 1 <i>p39</i> Passage 2 <i>p39</i> Passage 3 <i>p40</i></p>
<p>Listening skill Understanding a speaker's viewpoints <i>p50</i></p> <p>Critical thinking skill Assessing options <i>p53</i></p> <p>Intercultural skill Comparing the different lifestyles of different cultures <i>p55</i></p>	<p>Project Giving a speech on lifestyle choices <i>p56</i></p>	<p>Presentation skill Making your speech persuasive <i>p57</i></p>	<p>Conversation <i>p58</i> Passage 1 <i>p58</i> Passage 2 <i>p59</i> Passage 3 <i>p60</i></p>

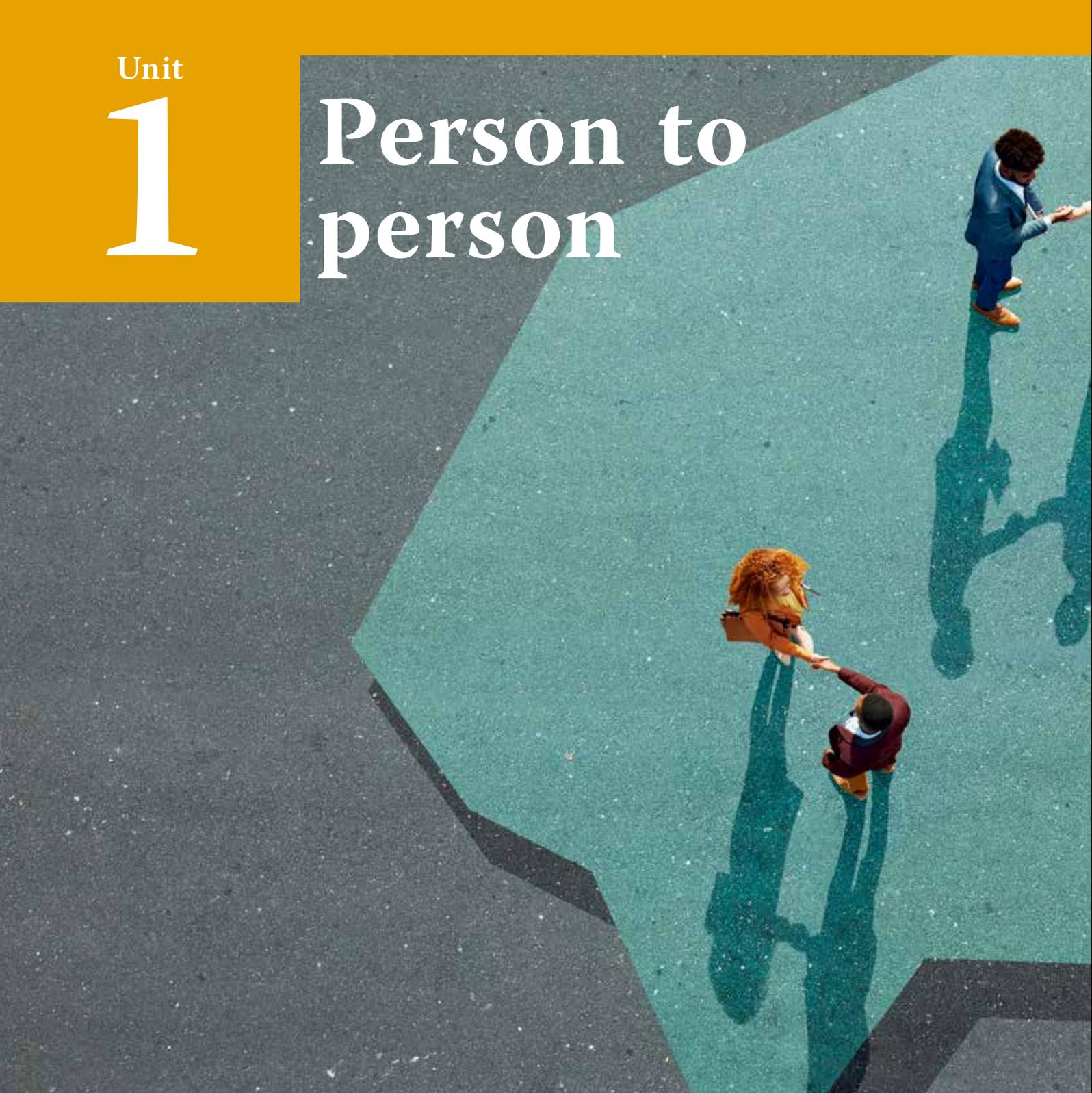
Unit	Get on board	Experience the world		Understand the world
		Listening	Skills	Listening / Viewing
4 Living with nature <i>p62</i>	How nature affects people's lives <i>p63</i>	Listening 1 Life in extreme environments <i>p64</i> Listening 2 The effects of natural forces <i>p66</i> Language in focus <i>p68</i>	Conversation skill Giving and responding to compliments in a conversation <i>p65</i> Pronunciation skill Strong and weak forms of auxiliary verbs <i>p69</i>	Listening 1 Surviving the Bam earthquake <i>p70</i> Viewing Rising sea levels in Florida <i>p72</i> Listening 2 – Voice of China The Chinese idea of <i>tianren heyi</i> <i>p74</i>
5 For the sake of art <i>p82</i>	Art types you are interested in <i>p83</i>	Listening 1 The effects of film soundtrack <i>p84</i> Listening 2 An introduction to Vincent van Gogh <i>p86</i> Language in focus <i>p88</i>	Conversation skill Asking follow-up questions in a conversation <i>p85</i> Pronunciation skill Stress shifts with suffixes <i>p89</i>	Listening 1 Why the world loves William Shakespeare <i>p90</i> Viewing The street artist David Zinn <i>p92</i> Listening 2 – Voice of China An introduction to Cai Guoqiang <i>p94</i>
6 Embrace the unknown <i>p102</i>	Human beings' efforts to explore the unknown <i>p103</i>	Listening 1 Life on the space station <i>p104</i> Listening 2 A race to be the first to reach the South Pole <i>p106</i> Language in focus <i>p108</i>	Conversation skill Giving and taking turns naturally in a conversation <i>p105</i> Pronunciation skill Sentence stress <i>p109</i>	Listening 1 Solarpunk – a new genre of science fiction <i>p110</i> Viewing The exploration of Mars <i>p112</i> Listening 2 – Voice of China The Chinese explorer Zheng He <i>p114</i>
U校园智慧教学云平台使用指南 <i>p122</i>				

	Over to you		Further listening
Skills	Projects	Skills	
<p>Listening skill Following a narrative <i>p70</i></p> <p>Critical thinking skill Formulating multiple solutions to a problem <i>p73</i></p> <p>Intercultural skill Applying ancient wisdom to modern life <i>p75</i></p>	<p>Project Giving a mini lecture on a natural disaster <i>p76</i></p>	<p>Presentation skill Using figures and statistics <i>p77</i></p>	<p>Conversation <i>p78</i> Passage 1 <i>p78</i> Passage 2 <i>p79</i> Passage 3 <i>p80</i></p>
<p>Listening skill Identifying the structure of a text <i>p90</i></p> <p>Critical thinking skill Questioning assumptions <i>p93</i></p> <p>Intercultural skill Drawing on cultural traditions for inspiration <i>p95</i></p>	<p>Project Giving a presentation on your favorite artwork <i>p96</i></p>	<p>Presentation skill Using slides <i>p97</i></p>	<p>Conversation <i>p98</i> Passage 1 <i>p98</i> Passage 2 <i>p99</i> Passage 3 <i>p100</i></p>
<p>Listening skill Organizing your notes <i>p110</i></p> <p>Intercultural skill Identifying and articulating cultural similarities <i>p113</i></p> <p>Critical thinking skill Questioning claims <i>p115</i></p>	<p>Project Making a podcast about someone famous for exploring the unknown <i>p116</i></p>	<p>Presentation skill Using descriptive language <i>p117</i></p>	<p>Conversation <i>p118</i> Passage 1 <i>p118</i> Passage 2 <i>p119</i> Passage 3 <i>p120</i></p>

Unit

1

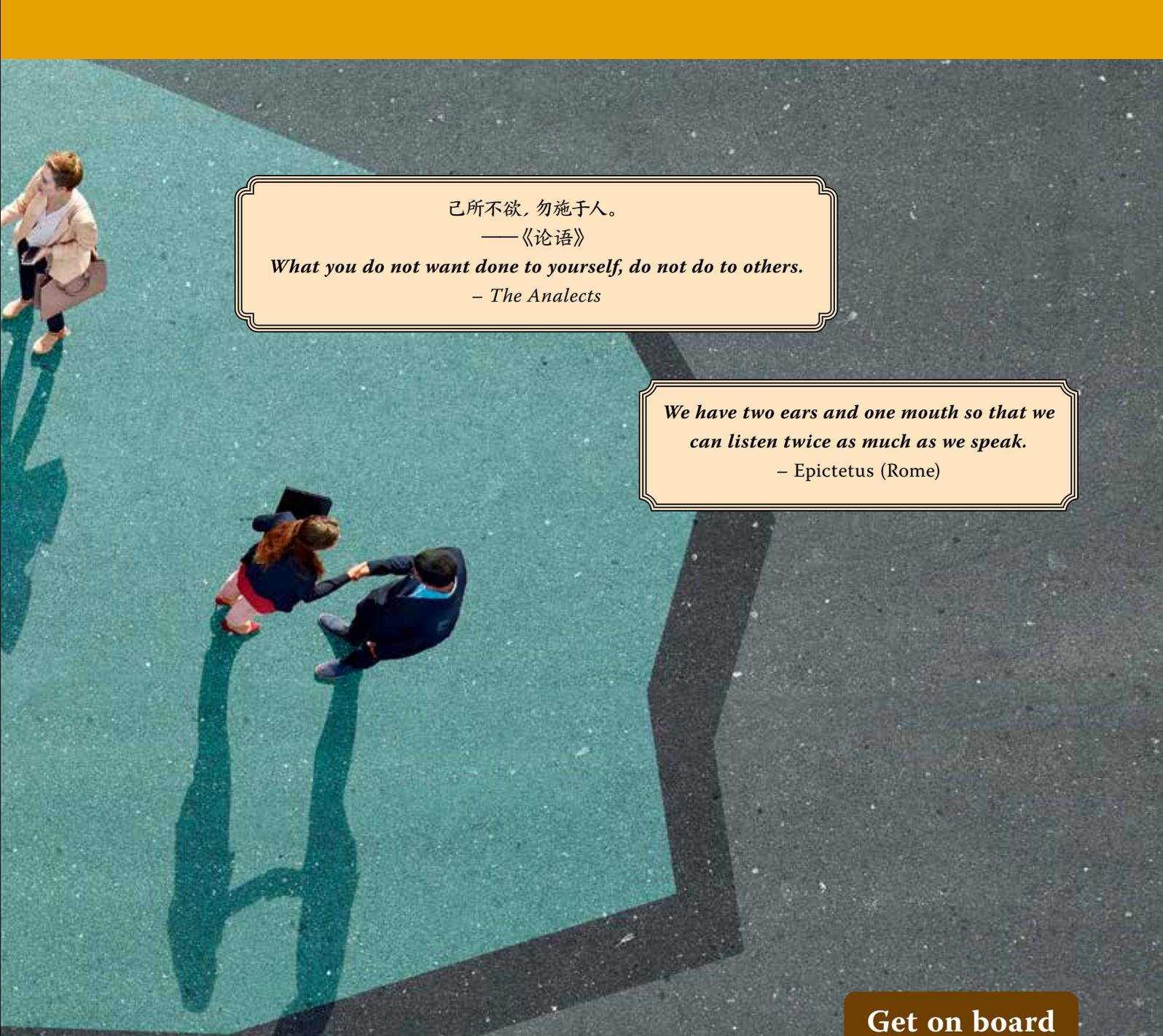
Person to person



LEARNING OBJECTIVES

After learning this unit, you will be able to:

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



己所不欲，勿施于人。

——《论语》

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

– *The Analects*

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

– Epictetus (Rome)

Get on board

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

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

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

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

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

Listening 1

New words

Argentinian /ɑːdʒən'tɪniən/ *a.* 阿根廷的 *n.* 阿根廷人

Brit /brɪt/ *n. (informal)* 英国人

emotion /ɪ'məʊʃn/ *n.* 感情; 情绪

Before you listen

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

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

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

While you listen

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

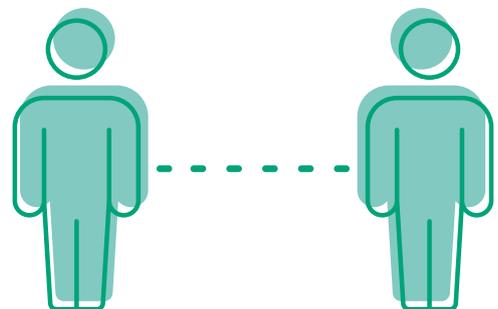
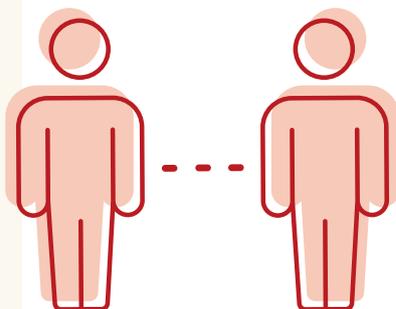
- 1. The British and Argentinians have different ideas about personal space.
- 2. British people don't have as much personal space as Argentinians.
- 3. The British and Argentinians have difficulty understanding each other.

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

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

4 Work in pairs and discuss the questions.

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



Using hesitation strategies in a conversation

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

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

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

■ After you listen

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

Situation A

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

A: Hey, can I make a request?

B: Sure, what is it?

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

...

Situation B

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

Listening 2

New words

civilized /'sɪvə,laɪzd/ *a.* 心平气和的; 有礼貌的

rarely /'reəli/ *ad.* 很少

resolve /rɪ'zɒlv/ *vt.* 解决(问题、争端)

conflict /'kɒnflɪkt/ *n.* 冲突; 争端

pretend /prɪ'tend/ *v.* 假装

Before you listen

- ① Read the list of behaviors that can lead to arguments between friends or family. Decide which one is most likely to cause conflict for you.
1. Interrupting too often
 2. Not listening (e.g. frequently checking their phone during a conversation)
 3. Saying something insulting

While you listen

- ②  Listen to a radio program given by Andy, a professional problem-solver, and choose the three pieces of advice Andy offers in the program.
- 1. Avoid arguing with your friends or family.
 - 2. Keep your conversation civilized.
 - 3. Think before you speak.
 - 4. Be willing to forgive and forget.
 - 5. Always listen very carefully.



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

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

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

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

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

After you listen

4 Work in pairs and discuss the questions.

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

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

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

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

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

Language in focus

Usage

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

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

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

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

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

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



Sound linking (II)

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

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

have you
raise your voice

with young people
cold weather
this weekend

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

tell him
signed here

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

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

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

~~Tongue twister~~

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

Listening 1

New words

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

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

snack /snæk/ *n.* (正餐以外的) 点心, 小吃

generosity /ˌdʒenə'rɒsəti/ *n.* 慷慨

Proper names

Naples /'neɪplz/ 那不勒斯 (意大利西南部港口城市)

II Before you listen

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

▶ While you listen

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

Listening skill **Listening for transition words and phrases**

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

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

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

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

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

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

Column A	Column B
1. A well-dressed man of about 80 walked in and ...	<input type="radio"/> A. ... it has now spread all over the world.
2. People were paying for an extra coffee so that ...	<input type="radio"/> B. ... making it easier for people to express their natural generosity and kindness to others.
3. I learned later that this tradition had begun in Naples, but ...	<input checked="" type="radio"/> C. ... ordered "a coffee and a suspended coffee".
4. Social behaviors like suspended coffee help solve this problem, as well as ...	<input type="radio"/> D. ... those who couldn't afford a cup of coffee could have one for free.

After you listen

- 4 Work in pairs and discuss the questions.

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

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

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

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

Caffe
sospeso



Viewing

New words

interact /ɪntər'ækt/ *vi.* 相互交流; 互动

vary /'veəri/ *vi.* (情况)有变化, 相异

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

interpret /ɪn'tɜ:pɪt/ *vt.* 理解

intention /ɪn'tenʃn/ *n.* 意图

approachable /ə'prəʊtʃəbl/ *a.* 易于接近的

conscious /'kɒnʃəs/ *a.* 有意识的

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

slouch /slautʃ/ *vi.* 无精打采地坐(走或站)

perceive /pə'si:v/ *vt.* 理解; 认为

II Before you watch

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

non-verbal posture gesture mood

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

▶ While you watch



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

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

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

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

■ After you watch

Critical thinking skill ↻

Making inferences

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

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

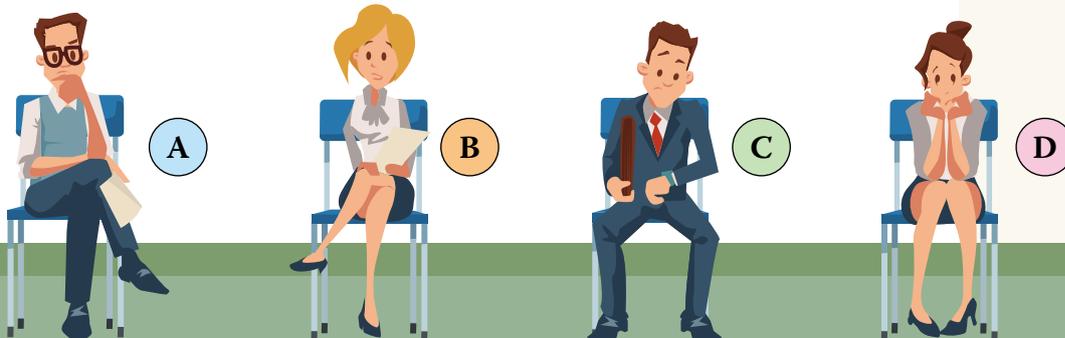
do with your hands and arms, and how you sit or stand. For example, if someone has crossed arms, it suggests they are unapproachable.

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

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

A: See how bored she looks in this picture.

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



Listening 2

Voice of China

Before you listen

1 Work in pairs and discuss the questions.

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

While you listen

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

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

New words

split /splɪt/ vt. 分摊

go Dutch /dʌtʃ/ 各付各的账; 按 AA 制付账

scan /skæn/ vt. 扫描

awkward /'ɔ:kwəd/ a. 尴尬的

owe /əʊ/ vt. 欠(钱)

honor /'ɒnə/ n. 光荣的事

trend /trend/ n. 趋势



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

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

After you listen 

Intercultural skill 

Analyzing one's own cultural heritage

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

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

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

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

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

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

A: Let me pay the bill ...

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

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

Project

Telling a story about an interpersonal conflict

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

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

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

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

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

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

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

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



Project builder

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

Introduce the background

Start the story by explaining the context.

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

Describe the development of events

– Explain why communication between the two sides breaks down.

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

– Describe the result of the conflict.

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

Explain how the conflict was resolved

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

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

End the story with a message to the audience

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

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



Presentation skill

Creating suspense

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

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

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

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

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

Another method is creating scenes of danger or tension:

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

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

New words

preference /'pref(ə)rəns/ *n.* 偏好; 偏爱

classy /'kla:si/ *a.* 时髦的; 高级的

wrap /ræp/ *vt.* (用纸、布等)包, 裹

New words

Chilean /'tʃiliən/ *a.* 智利的

convention /kən'venʃn/ *n.* 会议; 大会

kung fu /kʌŋ 'fu:/ *n.* 功夫

dedicated /'dedi,kertɪd/ *a.* 一心一意的

Proper names

Bruce Lee /bru:s 'li:/ 李小龙 (武打演员)

Conversation

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

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

Passage 1

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

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

Passage 2

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

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

New words

instant /'ɪnstənt/ **messaging app**
即时消息应用

annoy /ə'noɪ/ *vt.* 使恼怒; 使烦躁

respondent /rɪ'spɒndənt/
n. (民意调查的) 调查对象

inconsiderate /,ɪnkən'sɪdərət/
a. 不替别人着想的



Passage 3

New words

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

Proper names

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

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

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

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

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

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

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



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

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

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