

Map of the book

	Unit 1 Learning	<i>P1</i>
	Unit 2 Relationships	<i>P15</i>
	Unit 3 Fashion	<i>P27</i>
	Unit 4 Food and drink	<i>P41</i>
	Unit 5 Leisure time	<i>P53</i>
	Unit 6 Health	<i>P67</i>
	Unit 7 Heroes	<i>P83</i>
	Unit 8 Career	<i>P97</i>

Unit 1

Learning



Embarking on the journey

1 Read the following quotes and decide whether you agree or not.

- ◆ *Learning is like rowing upstream: Not to advance is to drop back.*
– Chinese proverb
- ◆ *Anyone who stops learning is old, whether at 20 or 80.*
– Henry Ford
- ◆ *Learning without thought is labor lost.*
– Confucius

2 Work in pairs to exchange views about the quotes.

Stop 1 Daily communication

Activity 1

- 1  Listen to the following conversation at a party held at the Student Center, and work in pairs to role-play it.

Paul: Hello, I don't think we've met before.

Rachael: Hi, I'm Rachael.

Paul: I'm Paul. So, are you one of Mark's friends?

Rachael: I know his girlfriend very well. I used to go to school with her.

Paul: Oh, I see. That's Ann, isn't it? She and Mark both major in Translation. What's your major?

Rachael: Psychology. What about you?

Paul: Finance. I'm trying to save up to travel in South America.

Rachael: Wow, that's great! I went there last year. It's fantastic! Where in South America do you want to go?

Paul: Everywhere!



Conversation tip

Starting a conversation with a stranger

No matter what your language level is, if you are unsure of the best way to start a conversation with a stranger, here are some sure-fire tips:

- ◆ Start with a "hello".
- ◆ Ask a question.
- ◆ Offer a compliment.

So, overcome your shyness and don't worry about your accent or pronunciation. You should strive to be spontaneous and speak English in a real setting. After all, you're not being tested, and the goal is to communicate.

- 2 **Work in groups of four to role-play a conversation. Imagine you are at a New Year's Eve party, and you haven't met each other before. Try to use the useful expressions in the box.**

◆ Useful expressions ◆

Starting a conversation

- ◆ Excuse me, can I talk to you for a moment?
- ◆ You look familiar. Have I seen you before?
- ◆ Don't I know you? Haven't we met before?
- ◆ The weather is so nice today. Are you from around here?
- ◆ How's your day going so far?
- ◆ Are you here with your family?
- ◆ Are you on vacation?
- ◆ Do you know anyone here?
- ◆ Do you know many people here?
- ◆ How do you know her?

Activity 2

- 1  **Listen to the following conversation between two college students, and work in pairs to talk about what is troubling Michael.**

Bob: Hi, Michael.

Michael: Hey, Bob. Good to see you.

Bob: Me too. How've you been?

Michael: Not bad, but I just hate my major these days. Courses like marketing and accounting are so boring.

Bob: Well, why did you choose Business and Finance?

Michael: Um, actually, my parents made that decision for me. They just thought from a career-oriented instead of an interest-based perspective. If I'd had my way, I'd have picked a liberal arts major, like Literature, Art History, or Sociology.

Bob: Oh, I see.

Conversation tip

Greeting before a conversation

When you meet someone you know, it is normal to greet them before you start a conversation. Co-workers sometimes shake hands, while close friends often hug each other when they meet, especially if it has been a long time since they saw each other.

Unit 1 Learning

2 Work with your partner to role-play a conversation. You are advised to include the following two parts in the conversation. Try to use the useful expressions in the box.

- 1) Greet each other.
- 2) Discuss the key factors when choosing a major, e.g. career prospects or personal interests.

Useful expressions

Greeting

- ◆ Nice to see you.
- ◆ Long time no see.
- ◆ What have you been up to?
- ◆ How are things?
- ◆ What's new?
- ◆ How's everything going?

Stop 2 Culture bridge

Activity 1

1  Listen to the conversation about differences in education, and work in pairs to discuss the following questions.

- 1) What are the differences between American and Chinese ways of learning and teaching?
- 2) Why do you think Chinese students usually keep silent in class?

Xiaoyue: Hi! Long time no see, how are you doing?

Lin: Good. What have you been up to?

Xiaoyue: I just came back from the United States – just last week.

Lin: Wow, what were you there for?

Xiaoyue: I went as a visiting student at the Stern School of Business at New York University. I found that the American way of learning and teaching is very different from that in China.

Lin: Really? I'm curious. What are the differences?

Xiaoyue: In the United States, my professors always clarified information through cases and specific

examples. In China, professors usually focus on the abstract definitions of concepts.

Lin: That's very true. We learn by rote but don't know how to apply it in real-life situations. That's part of the reason why many Chinese students don't excel at creativity, I think.

Xiaoyue: Yes, I agree. In one of the classes, some businessmen from big corporations were invited to explain how their financial operations work. It was really interesting. I learned a lot. That kind of face-to-face communication with entrepreneurs is a new method of learning for me.

Lin: I wish I could have a learning opportunity like that too.

Xiaoyue: What impressed me most was the atmosphere in the class. Students raise questions frequently during the lecture, that's rare in Chinese classrooms. There's a lot of interaction between the professor and students in America.

Lin: I suppose that's an example of cultural difference. In China, students tend to be silent in class because silence is always interpreted as modesty, a great virtue in Chinese culture. When students don't understand something, they tend to talk to their professors during the break or after class.

Xiaoyue: Yes, you're right.



2 Work in groups of four to discuss the following questions. Select one member in your group to take notes and report the group's ideas to the class.

- 1) Do you agree or disagree with Xiaoyue and Lin? Why or why not?
- 2) What do you think are the advantages of studying abroad as a visiting student or an exchange student?
- 3) What do you think can be done to improve China's college education?

Activity 2

1  **Listen to the following conversation about the gap year, and answer the following questions.**

- 1) What is a gap year?
- 2) When do people take a gap year?
- 3) What are the advantages of taking a gap year?

Li: Do students in the U.K. go to university right after high school? In China, we graduate in June and take the university entrance examination in the same year.

Oliver: Well, some British students do start university in September after they finish high school in the summer. But now it's quite popular to take a gap year, or a year out.

Li: What do British students usually do in their gap year?

Oliver: A gap year can be partly about getting some work experience, for example, you might just work for part of the year and earn some money in order to travel afterward. Some people just travel to visit lots of different places, and other people live and work abroad for a while. You could also do some volunteer work, such as working in an orphanage. Volunteering abroad is one of the most popular things that people do in their gap year.

Culture tip

A **gap year** (also known as year abroad, year out, or year off) is a year during which students take some time off – usually between high school and university – to do something outside formal education. The practice of taking a gap year developed in the United Kingdom in the 1960s. During a gap year, a student might travel, engage in volunteer work at home or overseas, or undertake a working holiday abroad.

Li: Do professors think that a gap year is a positive thing?

Oliver: Absolutely. Professors believe it will have positive impacts on students and they think it's a fantastically mind-expanding and educational experience.

Li: I went straight to university. I would've loved to have a gap year, but it's too late now!

Oliver: Not everyone decides to have a gap year before university. Some take their gap year after they graduate – it's never too late!



2 Work in pairs to discuss the following questions.

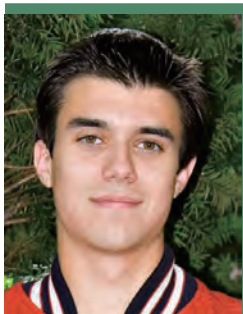
- 1) Would you take a gap year if you could? Why or why not?
- 2) Where would you go and how long would you stay there if you decide to take one?
- 3) What would you do during your gap year?
- 4) What would you hope to learn during your gap year?



Stop 3 Points of view

Activity 1

1 Read the following statements by Jack and Henry, and match the supporting ideas with their statements about humanities education.



Jack

An education in humanities is at most a pastime and at worst a waste of money.

Henry

An education in humanities is productive exactly because it makes us into more responsible individuals and allows us to become masters of our own lives.



	Supporting ideas
Jack	
Henry	

Supporting ideas

- A. A humanities education will never deliver a person to the moon.
- B. A humanities education may not necessarily bring higher future income. It would, rather, allow us to assess (评价) the joys and sorrows of the human experience through history.
- C. A humanities education allows us to find meaning in what we do.
- D. A humanities education will not help fight against cancer.
- E. A humanities education takes us away from elusive (难实现的) and even silly pursuits, and refocuses our minds on the quality of human life.
- F. A humanities education will not help us erect bridges or buildings. In other words, a humanities education cannot be economically productive.

2 Work in pairs to discuss whose view you are in favor of, and elaborate on your points with specific examples.

Activity 2

1 Read the following expressions that could be useful for opening a presentation.

Ladies and gentlemen, thank you very much for coming today.

Thank you for finding the time to come and join me in this presentation.

The purpose of today's presentation is to discuss how we can ...

I've invited you here to ...

Now let me begin by ... Secondly ... And finally ...

I'd be very happy to invite you to ask questions at the end of the session.

At the end, I'd be very glad to answer any of your questions.

2 Suppose you are a member of an English debating club. You are going to give a presentation to promote your club to the newly arrived freshmen at your university. Refer to the following two examples of how to open a presentation and then spend five minutes individually preparing your opening.

Example 1

"Ladies and gentlemen, thank you very much for coming along here today. I hope you'll find my presentation interesting. **The purpose of today's presentation is to tell you some of the basic facts about our club.**

Now let me begin by _____. **Secondly,** I want to _____. **And finally** I would like to finish off by _____. **I'd be very happy to invite you to ask questions at the end of the session** and I'm sure there'll be plenty of time for us to discuss some of the points that have been raised."

Example 2

"Good afternoon, ladies and gentlemen. Thank you for finding the time to come and join me in this presentation this afternoon. My name is _____, I'm _____. **I've invited you here to** _____. First, I'd like to _____. Then I'd like to _____. And thirdly, I'd like to _____. **At the end of my presentation, I'd be very glad to answer any of your questions.**"

- 3 Work in groups of four to take turns to deliver your opening of the presentation.
- 4 Vote for the best opening of the presentation in your group, and the presenter of the best opening will present it to the class.

Presentation tip

Starting a presentation

Presentations tend to be much less formal than they were 20 years ago. Most audiences these days prefer a relatively informal approach. However, there is still a certain structure for the opening of a presentation that you should observe:

- ◆ Get people's attention.
- ◆ Welcome them.
- ◆ Introduce yourself.
- ◆ State the purpose of your presentation.
- ◆ State briefly how you will tackle the topic.
- ◆ State how you want to deal with questions.

Destination

What have you learned in this unit?

Can you now

- ◆ initiate a conversation with a stranger in a natural way?
- ◆ greet an acquaintance in a natural way?
- ◆ talk about the differences in teaching and learning between American and Chinese universities?
- ◆ describe what people usually do in their gap year?
- ◆ express your opinion about humanities education?
- ◆ open a presentation by following the important steps recommended in this unit?



Unit project



Find your learning style

- 1 Complete the following questionnaire to discover your preferred learning style.
- 2 After having identified what type of learner you are, work in pairs to discuss the tips for learners of your type. You may talk about the following questions during the discussion.
 - ◆ Will they work for you? Why or why not?
 - ◆ Are there any other tips to help learners of your type improve their learning skills?
- 3 Conduct a survey with your partner by interviewing five to eight fellow students about their preferred learning styles. Make a presentation about your findings to the class.

Discover your preferred learning style

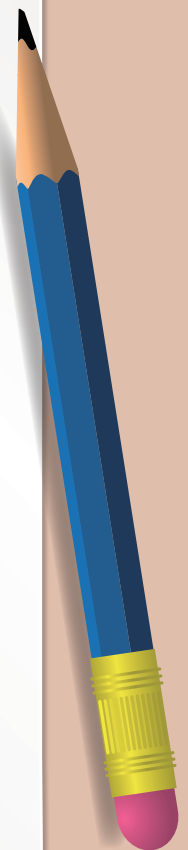
This questionnaire will help you discover what kind of learner you are.







Read each row and tick the ONE option (color box) that is most like you.

1	I prefer lessons where we can discuss things. <input type="checkbox"/>	I prefer lessons where there is something to look at (like a picture, chart, diagram, or video) or something to draw. <input type="checkbox"/>	I prefer lessons where we can do something practical – or at least move around. <input type="checkbox"/>
2	I often fiddle with things in class. <input type="checkbox"/>	I often sing or hum to myself in class. <input type="checkbox"/>	I often doodle in class. <input type="checkbox"/>
3	When learning a new skill, I prefer to just get on with it. <input type="checkbox"/>	When learning a new skill, I prefer someone to explain to me how to do it. <input type="checkbox"/>	When learning a new skill, I prefer to watch someone show me how to do it. <input type="checkbox"/>


Unit 1 Learning

4	When the adverts come on the telly, I like to watch them. ■	When the adverts come on the telly, I get up and do something. ■	When the adverts come on the telly, I like to sing along with them. ■
5	I would prefer to listen to a story. ■	I would prefer to see a comic strip of a story. ■	I would prefer to act out a story. ■
6	I am good at learning physical skills. ■	I have a good memory for people's names. ■	I have a good memory for faces. ■
7	I prefer teachers who use diagrams to show us things. ■	I prefer teachers who get us to do something. ■	I prefer teachers who explain things to us. ■
8	If I get in trouble in class, it's for talking. ■	If I get in trouble in class, it's for drawing on the desk or all over my books. ■	If I get in trouble in class, it's for fidgeting (坐立不安). ■
9	On a long journey I like to look at the scenery or read a book. ■	On a long journey I can't wait until we stop so I can walk around. ■	On a long journey I like to listen to music or talk to other travelers. ■
10	I use my hands a lot when I am talking. ■	When I am discussing something, I sometimes use words my friends don't know. ■	When I am discussing something, I like to doodle. ■
11	If I could be famous, I would be a sportsperson (or a dancer). ■	If I could be famous, I would be a film star. ■	If I could be famous, I would be a singer. ■
12	In my spare time, I would rather go outside and play. ■	In my spare time, I would rather watch my favorite TV program. ■	In my spare time, I would rather listen to my favorite music. ■
13	I get distracted in class if I can see something outside the window. ■	I get distracted in class if I can hear something happening outside. ■	I lose concentration if I have to sit still for a long time. ■
14	I am good at drawing. ■	I am good at making things. ■	I am a good listener. ■




15	I would prefer to be a radio DJ. 	I would prefer to be a mechanic. 	I would prefer to be an artist. 
16	If I needed to build a Lego model, I would get someone to explain how or to read the instructions to me. 	If I needed to build a Lego model, I would try to work out which bits fit together. 	If I needed to build a Lego model, I would follow the diagram or the picture on the packet. 

When you have ticked your option in each row, count up how many boxes of each color you scored.

If you scored mainly  boxes, you are a **Visual Learner**.

If you scored mainly  boxes, you are an **Auditory Learner**.

If you scored mainly  boxes, you are a **Kinesthetic (动觉的) Learner**.

Tips for Visual Learners

- ◆ Use lots of visual prompts like pictures, posters, maps, cartoons, photographs, and cue cards to support key concepts or words.
- ◆ Display positive messages with associated pictures and photographs.
- ◆ Make posters of what have been learned.
- ◆ Place key words around the study room.
- ◆ Highlight key words in the learning objective in different colors.
- ◆ Make visual associations when recalling information.

Unit 1 Learning

Tips for **Auditory Learners**

- ◆ Play lots of listening games when studying.
- ◆ Play background music suitable to the activity when studying.
- ◆ Talk with your partner about your idea before writing it down in group study.
- ◆ Use lots of singing, chanting, rapping, and narrating when studying.
- ◆ When discussing, give auditory references like “it sounded like ...” and try to find auditory associations.

Tips for **Kinesthetic Learners**

- ◆ Build into each study period a time for a brain break – a quick physical activity or a quiet time for relaxation or reflection.
- ◆ Increase opportunities for learning through manipulating objects.
- ◆ Use lots of physical associations like mime and gesture when studying.
- ◆ Use role-play wherever possible when studying.