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LISTENING SKILLS

FUNCTIONAL LANGUAGE

Listening for comparison and contrast

Starting a conversation
Giving responses to conversation starters
Keeping a conversation going

Listening for the key points of a news report

Asking questions about college
Giving responses

Listening for percentages

Expressions used by interviewers
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Asking for advice
Giving advice
Responding to advice

Listening for advice

Expressing uncertainty
Asking for confirmation

Listening for definitions

Asking for definitions
Giving definitions

Listening for cause and effect

Showing agreement
Showing disagreement

Taking notes in a T-chart

Giving positive responses
Giving negative responses

1

UNIT

The power of language

After learning this unit, you will be able to:

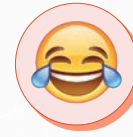
- use rising intonation on auxiliary verbs to show interest
- listen for comparison and contrast
- start a conversation, give responses to conversation starters, and keep a conversation going
- discuss the importance of knowing about the features and history of Chinese characters

WARM UP

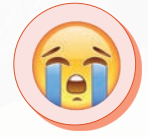
Look at three popular emojis and answer the following questions.



Heart on fire



Face with
tears of joy



Loudly crying face

- 1 Have you ever used one or more of the three emojis in your communication? If yes, in what situation? If no, what is your favorite emoji and why?
- 2 What do you think are the functions of emojis?



PRONUNCIATION

TIPS

Rising intonation on auxiliary verbs

To keep a conversation going, you should show interest in what the other speaker has just said. One way is to use a short question consisting of a subject and an auxiliary verb with a slightly rising intonation on the auxiliary verb.

Mary: *Some cops ran out from the inside of the plane, pushed Naoki over, and arrested him.*

Bob: *They did?*

- 1 Listen to some conversation turns and pay attention to the rising intonation on the auxiliary verbs.
 - 1 **A:** The emojis will become part of the modern world.
B: They will?
 - 2 **A:** Elderly people are less likely to develop cognitive problems if they speak four or more languages.
B: They are?
 - 3 **A:** Sometimes I'm rather surprised by those differences.
B: You are?
 - 4 **A:** I just got back from a study tour in the U.K.
B: You did?
 - 5 **A:** Dialect coaches help actors develop different accents.
B: They do?
- 2 Listen to the conversation turns again and read after the speakers.

LISTEN TO UNDERSTAND

NEWS REPORT 1

Listen to a news report and choose the best answer to each of the following questions.

- 1 What is the news report mainly about?
 - A. Emoji use increasing sharply in recent years.
 - B. New functions of emojis being created this year.
 - C. New designs of emojis having exploded recently.
 - D. More and more young people beginning to use emojis.
- 2 How do some emoji experts view the use of emojis?
 - A. It is a lazy way of communication.
 - B. It should be encouraged in personal texts.
 - C. It should be avoided in professional emails.
 - D. It is more effective in conveying complex ideas.

WORD BANK

ubiquitous /ju:'bɪkwɪtəs/ *a.* 无处不在的

résumé /ˌrezu'meɪ/ *n.* 个人简历

complex /'kɒmpleks/ *a.* 复杂的

NEWS REPORT 2

Listen to a news report and choose the best answer to each of the following questions.

- 1 What is the news report mainly about?
 - A. The scale and impact of the Winter Olympics.
 - B. Interpretation services during the Winter Olympics.
 - C. A call center being built during the Winter Olympics.
 - D. Different volunteer activities during the Winter Olympics.
- 2 What do we learn about the interpreters?
 - A. They help athletes use mobile apps.
 - B. They work at a multilingual call center.
 - C. They are made up of more than 100 students and teachers.
 - D. They provide interpretation services in eight languages 24 hours a day.

WORD BANK

interpretation /ɪn'tɜ:pri'teɪʃən/ *n.*

翻译; 口译

interpreter /ɪn'tɜ:prɪtə/ *n.* 口译者

multilingual /ˌmʌltɪ'lɪŋgwəl/ *a.* 使用多种语言的



WORD BANK

protective /prə'tektɪv/ a. 保护的
cognitive /'kɒgnətɪv/ a. 认知的
cognition /kɒg'nɪʃən/ n. 认知

TIPS

Listening for comparison and contrast

When speakers compare and contrast two things, items, or people, they often use signal words and expressions to help organize their ideas. Listening for the signal words and expressions may help you understand the speakers' ideas better.

Words and expressions for comparison:

like, similar to, the same as, likewise, both, compare to

Words and expressions for contrast:

in contrast, whereas, however, unlike

NEWS REPORT 3

Listen to a news report and choose the best answer to each of the following questions.

- 1 Who are the subjects of the study?
 - A. 320 men and women with an average age of 70.
 - B. 320 men and women with an average age of 73.
 - C. 230 men and women with an average age of 73.
 - D. 230 men and women with an average age of 70.

- 2 Which of the following groups is least likely to develop cognitive problems according to the study?
 - A. Elderly people who spoke two languages.
 - B. Elderly people who spoke three languages.
 - C. Elderly people who spoke only one language.
 - D. Elderly people who spoke four or more languages.

- 3 What needs to be studied in further research?
 - A. Whether the protection is limited to human beings.
 - B. Whether the protection applies to younger people.
 - C. Whether the protection applies to other areas of cognition.
 - D. Whether the protection is limited to the part of the brain responsible for speaking.



LISTEN TO COMMUNICATE

CONVERSATION 1

1 Listen to a conversation and choose the best answer to each of the following questions.

- What is the probable relationship between the speakers?
 - Classmates.
 - Colleagues.
 - Brother and sister.
 - Professor and student.
- What aspects of the differences between British and American English are mentioned in the conversation?
 - Words and spellings.
 - Words and pronunciations.
 - Words, spellings, and idioms.
 - Words, spellings, and grammar.
- What would Americans say when they mean "Don't waste time or effort by trying to do something impossible"?
 - Don't flog a dead horse!
 - Don't beat a dead horse!
 - Don't hide skeletons in the closet!
 - Don't hide skeletons in the cupboard!

WORD BANK

idiom /'ɪdiəm/ *n.* 习语

flog /flɒg/ *v.* 鞭打

Boston /'bɒstən/ 波士顿 (美国城市)

2 Listen to the conversation again and complete the following table with what you hear.

	British English	American English
Word	term	1) _____
	flat	2) _____
	lift	3) _____
	petrol	4) _____
Spelling	5) _____	labor
	6) _____	color
Idiom	7) _____!	Don't beat a dead horse!
	We have skeletons in the cupboard.	8) _____.



CONVERSATION 2

WORD BANK

cop /kɒp/ *n.* (infml.) 警察

arrest /ə'rest/ *v.* 逮捕

hijack /'haɪdʒæk/ *v.* 劫持飞机

burst /bɜ:st/ *out* 突然…起来

Milan /mɪ'læn/ 米兰 (意大利城市)

① Listen to a conversation and choose the best answer to each of the following questions.

- 1 Why was Naoki arrested by the cops?
 - A. He delayed the flight.
 - B. He was mistaken to “hijack” the plane.
 - C. He started a fight with the passengers.
 - D. He stopped others from getting on the plane.
- 2 What did the waiter think “tap water” meant?
 - A. Water from the tap.
 - B. Water of a special type.
 - C. Water used to make tea.
 - D. Water provided on a plane.
- 3 What are the speakers mainly talking about?
 - A. Their experiences in Milan.
 - B. Funny stories about their friends.
 - C. The meaning of the word “hijack”.
 - D. Misunderstandings caused by words.

② Listen to the conversation again and complete the following conversation turns with what you hear.

- 1 **Mary:** I've just read a funny story in the newspaper. Do you want to hear it?
Bob: _____!
- 2 **Mary:** Some cops ran out from the inside of the plane, pushed Naoki over, and arrested him.
Bob: _____? What happened?
- 3 **Bob:** What a problem the greeting caused!
Mary: _____!
- 4 **Bob:** This reminds me of one of my experiences in Milan.
Mary: _____?
- 5 **Bob:** My colleague and I burst out laughing.
Mary: _____!

ACT-OUT

Work in pairs and complete the following conversation. You may use the expressions in the functional language box, or you may come up with your own. After you complete the conversation, act it out.

- A:** 1) _____?
- B:** Nothing much. 2) _____?
- A:** I just got back from a study tour in the U.K.
- B:** 3) _____? Anything interesting?
- A:** Yes. I joined an English language course, and also lived with host families for a month.
- B:** 4) _____! How was your English course?
- A:** I felt a bit lost at the beginning, because I was afraid to speak. I was worried about making mistakes.
- B:** 5) _____?
- A:** Oh, yes. The teacher kept encouraging me to speak up. He said that ideas count.
- B:** Exactly! 6) _____.
- A:** Later, I became active in sharing my ideas in projects, role-plays and dramas, and my ideas were appreciated by the other students and teachers!
- B:** So willingness to speak is the icebreaker to language learning! No wonder you made great progress in your English!

FUNCTIONAL LANGUAGE

Starting a conversation

- What's new?
- Guess what?
- What's happening?
- How have you been doing?

Giving responses to conversation starters

- Everything is fine.
- Nothing special.
- Nothing much happening here.

Keeping a conversation going

- Great!
- Exactly!
- You did?
- Go ahead.
- How about you?
- Tell me more about it.
- Did things get better?
- That's really interesting.
- That's also my problem.



LISTEN TO SHARE

WORD BANK

accent /'æksənt/ *n.* 口音

dialect /'daɪələkt/ *n.* 方言

phonetics /fə'netiks/ *n.* 语音学

linguistics /lɪŋ'gwɪstɪks/ *n.* 语言学

Claudette Roche /klɒːdet 'rəʊʃ/
克劳德特·洛希 (人名)

Los Angeles /ləs 'ændʒələs/ 洛杉矶 (美国城市)

PASSAGE 1

① Work in pairs and discuss the following questions.

- 1 Can you imitate any accent? How did you learn to do it?
- 2 Can you think of any benefits of speaking with an accent?

② Listen to a passage and choose the best answer to each of the following questions.

- 1 How do actors manage to have a certain accent in the movies?
 - A. They probably have a talent for accents.
 - B. They probably have a dialect coach to help them.
 - C. They probably live in a certain region and practice a lot.
 - D. They probably read a lot about phonetics and linguistics.
- 2 What do we learn about Claudette Roche?
 - A. She is good at doing research.
 - B. She is working on a new accent.
 - C. She is a well-known dialect coach.
 - D. She is experienced in teaching phonetics.
- 3 What do we learn about dialect coaches?
 - A. They get well-paid by movie companies.
 - B. Female dialect coaches are more welcomed.
 - C. A degree in linguistics may be a must to them.
 - D. The path to becoming a dialect coach is straight.

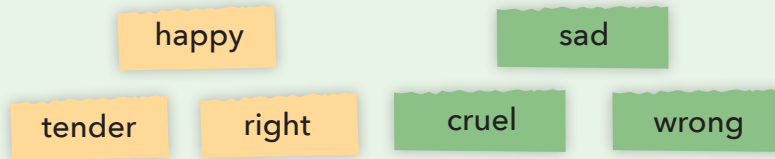
③ Listen to the passage again and complete the following notes about a dialect coach.

A dialect coach:

- helps actors 1) _____ different accents, so that they can play a greater variety of 2) _____;
- has to have a good 3) _____ of phonetics and some 4) _____ with a variety of accents;
- may be able to 5) _____ more than 20 accents;
- may need to have the following expertise: a degree in 6) _____, theater, linguistics and so on.

PASSAGE 2

- 1 Look at the two groups of words. Work in pairs and discuss the following questions.



- How do you feel when you see "happy", "tender", and "right"?
- How do you feel when you see "sad", "cruel", and "wrong"?
- Do you think different words may arouse different emotions in people? Why or why not?

- 2 Listen to a passage and choose the best answer to each of the following questions.

- Which of the following statements best expresses the speaker's view?
 - The words people use can influence their behavior.
 - Unpleasant words are often used by players in sports.
 - Unfair judgments will lead to violence on the sports field.
 - Aggressive behavior in sports can have serious consequences.
- Why are there harmful actions during games according to the speaker?
 - The players are too eager to win.
 - The players treat their opponents as enemies.
 - The players are short-tempered and easily offended.
 - The players cannot afford to be polite in fierce competitions.
- How does the speaker hope to improve the current situation in sports?
 - By raising the players' sense of responsibility.
 - By using positive language in the sports world.
 - By regulating the relationship between players.
 - By changing the attitude of the players on the sports field.

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

- 1 The meaning of the word "opponent" is "enemy".
- 2 The speaker thinks it's acceptable for players to treat their opponents as enemies on the court.
- 3 Players tend to treat each other as enemies off the court.
- 4 The speaker believes replacing the word "opponent" with "associate" might change the players' reactions.

WORD BANK

react /riˈækt/ v. 反应

opponent /əˈpəʊnənt/ n. 对手；敌手

oppose /əˈpəʊz/ v. 反对；阻碍

dominate /ˈdɒmənɪt/ v. 支配；控制

DISCUSSION

Read the following story. Work in groups and discuss the following questions.

A blind and homeless man sits on the street, hoping for some spare change. He holds a sign reading "I'm blind. Please help me." But no one seems to notice him or care. A stranger walks by and changes the message into "It's a beautiful day, but I can't see it." Suddenly, the homeless man's fortunes change.

I'm blind.
Please help me.

It's a beautiful day,
but I can't see it.

In what ways are words powerful in this story? Can you give some other examples?



TALK ABOUT CHINA

Located in Anyang, Henan Province, the National Museum of Chinese Writing is a first-class national museum. Established in 2009 to spread the popularity of Chinese characters, writing systems, and culture, the museum has become a national base for education. The museum has an extensive collection of over 4,000 pieces. The museum displays the characters used by the Han people, as well as those used by some other ethnic groups in China. Through detailed information, careful arrangements, and modern technologies, exhibitions at the museum show a full display of the features of Chinese characters and their historical development, the wonderful culture and civilization of the Chinese nation, and the research achievements in these fields.



- 1 Read aloud the passage about the National Museum of Chinese Writing.
- 2 Answer the following questions about the passage you have just read.
 - 1 What was the purpose of establishing the National Museum of Chinese Writing according to the passage?
 - 2 Why do you think it is important for young students to know about the features of Chinese characters and their historical development?

WORD BANK

locate /ləʊ'keɪt/ v. 位于某处

collection /kə'leɪʃən/ n. (一批)
收藏品

civilization /ˌsɪvəl'aɪzɪʃən/ n. 文明

VIEW THE WORLD

WORD BANK

intimidate /ɪn'tɪmədeɪt/ v. 使害怕
 comprise /kəm'praɪz/ v. 构成; 组成
 insulting /ɪn'sʌltɪŋ/ a. 侮辱的
 flash /flæʃ/ v. 快速出示
 akin /ə'kɪn/ a. 与某事物相似的
 vulgar /'vʌlgə/ a. 粗俗的
 offensive /ə'fensɪv/ a. 无礼的; 冒犯的
 Islamic /ɪz'læmɪk/ a. 伊斯兰教的



1 Watch a video clip and match the hand gestures in different countries with their possible meanings.

Hand gesture

Country

Possible meaning

The A-OK



in America
 in Brazil
 in Greece
 in some Middle Eastern countries

The crossed fingers



in the U.S., Canada, the U.K.,
 or Australia

The thumbs up



in the U.S.
 in Latin America, West Africa,
 Greece, Russia, etc.
 in Germany

- A. symbol for the "evil eye"
- B. wishing someone good luck
- C. Everything is all right.
- D. the number one
- E. Great! I like it! All right!
- F. vulgar
- G. similar to giving someone the finger
- H. offensive

2 Watch the video clip again. Work in groups and discuss the following questions.

- 1 Do you find the information about the hand gestures useful? Why or why not?
- 2 What gestures or body language do you often use in your daily life? What do they mean?

FURTHER LISTENING

NEWS REPORT

Listen to a news report and choose the best answer to each of the following questions.

- What may happen to world languages by the end of this century?
 - 500 documented languages will survive.
 - 700 documented languages will survive.
 - 1,500 known languages may no longer be spoken.
 - 1,700 known languages are expected to disappear.
- What is closely linked to local language loss according to the researchers?
 - Higher levels of schooling.
 - Low density of roads in an area.
 - Frequent contact with other languages.
 - Less communication with the outside world.
- What have previous studies found about the loss of smaller languages?
 - Technology can help local languages survive.
 - Local and smaller languages are not taught in class.
 - Mobile phones are useful tools to save smaller languages.
 - The Internet should be blamed for the loss of smaller languages.

WORD BANK

dominant /'dɒmɪnənt/ *a.* 占优势的

density /'densəti/ *n.* 密度

diversity /daɪ'vɜːsəti/ *n.* 多样性

CONVERSATION

Listen to a conversation and choose the best answer to each of the following questions.

- Where does the conversation most probably take place?
 - At home.
 - At the zoo.
 - At the theater.
 - At a restaurant.
- What does a "wild goose chase" mean now?
 - Poor health.
 - A kind of horse race.
 - A hopeless search for something.
 - Eating up all the food in your house.
- Which play does "eat someone out of house and home" come from?
 - Romeo and Juliet*.
 - Henry IV*.
 - Othello*.
 - Henry V*.
- What does "green-eyed monster" mean now?
 - Being hungry.
 - Being very angry.
 - Being in poor health.
 - Being sick with jealousy.

WORD BANK

chase /tʃeɪs/ *n.* 追逐; 追赶

jealous /'dʒeləs/ *a.* 妒忌的

monster /'mɒnstə/ *n.* 怪物

Shakespeare /'ʃeɪkspɪə/ 莎士比亚
(英国剧作家)

Henry IV 《亨利四世》(莎士比亚
戏剧)

Othello /əu'θeləʊ/ 《奥赛罗》(莎士
比亚戏剧)

WORD BANK

informal /ɪn'fɔ:məl/ a. 非正式的

PASSAGE

Listen to a passage and choose the best answer to each of the following questions.

- 1 Why do people express similar ideas in different ways?
 - A. They want to show off.
 - B. They want to be polite.
 - C. They are in different situations.
 - D. They want to make communication interesting.
- 2 What are the two general levels of usage for language?
 - A. Polite and impolite language.
 - B. Spoken and written language.
 - C. Formal and informal language.
 - D. Textbook and conversational language.
- 3 According to the passage, who are we speaking to when we say "Would you mind closing the door?"
 - A. A boss.
 - B. A stranger.
 - C. A close friend.
 - D. A family member.



EXIT TICKET

1 Check the functional language you have learned in this unit.

Starting a conversation

- What's new?
- Guess what?
- What's happening?
- How have you been doing?

Giving responses to conversation starters

- Everything is fine.
- Nothing special.
- Nothing much happening here.

Keeping a conversation going

- Great!
- Exactly!
- You did?
- Go ahead.
- How about you?
- Tell me more about it.
- Did things get better?
- That's really interesting.
- That's also my problem.

2 Check the skills you have learned in this unit.

- Use rising intonation on auxiliary verbs to show interest
- Listen for comparison and contrast
- Start a conversation, give responses to conversation starters, and keep a conversation going

3 Note down the useful ideas you have learned in this unit.

- _____
- _____