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Unit

# 1

# A break for fun

## Learning objectives

- talk about leisure activities
- listen for important details
- keep a conversation going
- interview a famous person



# Opening up

**1 Read the statements. Then underline the options which are true for you or fill in the blanks based on your own experiences.**

- 1 I go to the cinema about every two weeks / once a month / \_\_\_\_\_.
- 2 I like romantic / action / \_\_\_\_\_ films the best.
- 3 I especially like to dance / swim / play basketball / \_\_\_\_\_.
- 4 My favorite music is pop / classical / \_\_\_\_\_ music.
- 5 I love to participate in / seldom go to campus activities.
- 6 I often go to concerts / museums / theme parks / \_\_\_\_\_.
- 7 I take photos almost every day / only on special occasions / when traveling / \_\_\_\_\_.
- 8 My favorite subjects to photograph are people / food / nature / \_\_\_\_\_.

**2 Work in pairs and compare your answers.**



## Listening to China

### Before you listen

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

- 1 Can you name some famous ice and snow festivals?
- 2 What activities do people usually do at ice and snow festivals?

### Listening skills

#### Listening for important details

When you listen to materials such as interviews, news reports, or weather forecasts, it is advisable to focus on important details rather than try to understand every word. The specific focus may vary depending on the type of the material you are listening to or the task you need to do. You may need to find the main idea or subject being discussed, identify specific details or examples given, or recognize important words or expressions.

For example, when you listen to an interview about a festival, you should focus on important details such as its origin, location, schedule, and activities. Additionally, you should pay close attention to the questions being asked, as understanding the questions will help you grasp the overall structure of the interview and better comprehend the interviewee's responses.

Now you are going to listen to an interview about a festival in China. Try to catch the important details about the festival by identifying the interview questions being asked and listening for the relevant information in response to these questions.



Scan the code and learn more about the skill on Ucampus.

## While you listen



Scan the code. Listen to the interview and complete the following exercises. You may listen to it more than once.

### 2 Read the questions and check (✓) the ones asked in the interview.

- 1 Can you tell us how and when the festival started?
- 2 How long does the festival last?
- 3 How are the ice sculptures created for the festival?
- 4 What activities can people take part in at the festival?
- 5 What else makes the festival special?
- 6 What happens to the ice sculptures after the festival?

### 3 Read the statements and fill in the blanks according to what you hear.

- 1 The Harbin International Ice and Snow Festival has its origin in Harbin's traditional ice lantern show, which began in \_\_\_\_\_. It was given its present name in \_\_\_\_\_.
- 2 In early \_\_\_\_\_, thousands of workers collect ice blocks from the frozen Songhua River.
- 3 In about \_\_\_\_\_, Harbin is turned into a winter wonderland.
- 4 The ice sculptures don't melt until \_\_\_\_\_.

#### New words

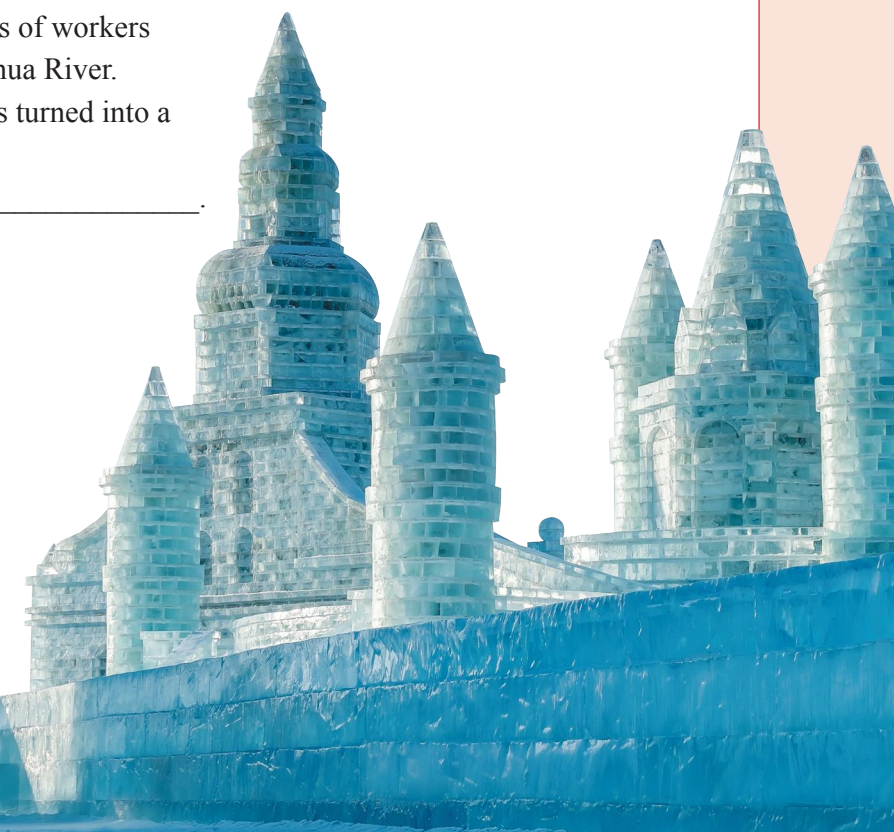
**committee** /kə'miti/ *n.* 委员会

**block** /blɒk/ *n.* 大块

**incredible** /ɪn'kredəbəl/ *a.* 难以置信的

**fascinating** /'fæsəneɪtɪŋ/ *a.* 非常有趣的；吸引人的

**apart** /ə'pɑ:t/ *ad.* 成碎片





**4 Read the statements and check (✓) the true ones according to what you hear.**

- 1 Mr. Zhang is a reporter during the Harbin International Ice and Snow Festival.
- 2 The artists arrange the ice blocks into desired shapes before cutting and shaping them into various sculptures.
- 3 The Harbin International Ice and Snow Festival is one of the largest ice and snow festivals in the world.
- 4 Besides skiing and skating, ice and snow sculpture competitions and ice lantern shows are also held during the festival.
- 5 All ice sculptures are left to melt naturally after the festival is over.



**After you listen**

**5 Work in pairs and discuss the questions.**

- 1 Would you like to go to the Harbin International Ice and Snow Festival? Why or why not?
- 2 How do you think festivals like the Harbin International Ice and Snow Festival can benefit the host city and its local people?



Scan the code for  
**Viewing China.**



# Viewing world cultures

## Before you view

### 1 Read the program information and answer the questions.

- 1 What is Bestival? Where is it held?
- 2 What does the presenter find out about Bestival?



In this program, the presenter goes to Bestival, a music festival which takes place in England. The festival's name is a combination of "best" and "festival". The presenter finds out what types of people go to the festival, what they do when they are there, and why they go.

## While you view



Scan the code. Watch the video clip and complete the following exercises. You may watch it more than once.

### 2 Why do people go to festivals? Read the statements and check (✓) the reasons mentioned in the video clip.

- 1 Everybody can have a chance to perform there.
- 2 People can get away from their normal jobs.
- 3 People can buy music products.
- 4 Festivals are playgrounds for grown-ups.
- 5 People can meet famous bands and singers.
- 6 Young people and old people can mix together.

### New words

**the Isle of Wight** /aɪl/ of Wight 怀特岛  
(位于英格兰)

**hut** /hʌt/ *n.* (简陋的)小屋

**shed** /ʃed/ *n.* 棚屋; 小屋

**grown-up** /ˈgrəʊn ʌp/ *n.* 成年人

**community** /kəˈmjʊ:nəti/ *n.*  
社会; 公众



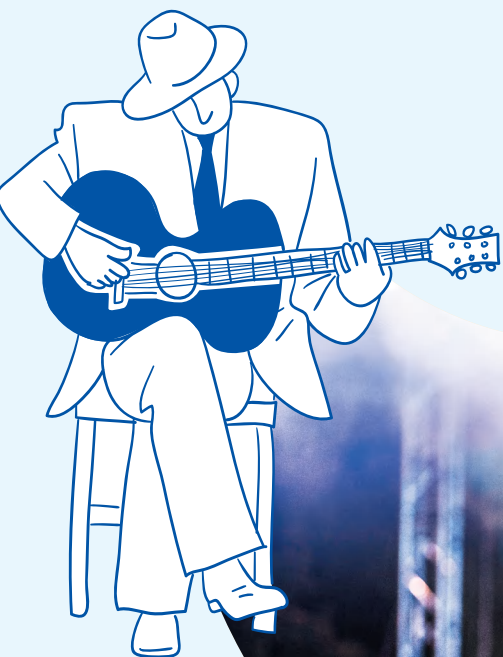
**3 Read the statements and fill in the blanks according to the video clip.**

- 1 It's like opening your back door, going down to the end of your \_\_\_\_\_, getting in your shed with your \_\_\_\_\_, and then calling it a holiday.
- 2 You can stay in a hut, but most people here sleep in \_\_\_\_\_.
- 3 People will respect each other and have ... um ... some of those old-fashioned \_\_\_\_\_, but actually values that everyone really \_\_\_\_\_.
- 4 So, if there's one answer to the question "Why are you here?", one thing that everyone talks about is this: \_\_\_\_\_.

**After you view**

**4 Work in pairs and discuss the questions.**

- 1 What do you think about Bestival? Would you like to go to a festival like Bestival? Why or why not?
- 2 Of all the festivals held on your campus or in your city, which one do you like best? Why?



# Watching street interviews



Scan the code. Watch the video podcast and complete the following exercises.

- 1 Watch the full version of the podcast and summarize its general idea.
- 2 Read the paragraph. Then watch Part 1 of the podcast and fill in the blanks.



I have a 1) \_\_\_\_\_ social life. I go out most nights after work with 2) \_\_\_\_\_. Last night, I went out for a meal with an old friend from 3) \_\_\_\_\_ – it was really good to see her. Tell me about your social life. Do you go out a lot?

- 3 Do they go out a lot? Look at the people and read the statements. Then watch Part 2 of the podcast and match the people A-E to the statements 1-5.



- \_\_\_ 1 I do go out quite a lot, yeah.
- \_\_\_ 2 Yes, I go out sometimes in the village.
- \_\_\_ 3 No, we don't go out a lot – um, possibly weekends.
- \_\_\_ 4 Not too regular. Weekends.
- \_\_\_ 5 Um, not so much, but I like it a lot.

## New words

**socialize** /'səʊʃəlaɪz/

vi. 交往; 交际

**Italian** /'ɪtæliən/ a.

意大利的

**Mamma Mia!** 《妈妈咪呀!》(音乐剧)

**Prince of Wales**

Theatre 威尔士亲王剧院 (位于伦敦)

**Spanish** /'spæniʃ/ a.

西班牙的

**tapas** /'tæpəs/ n.

(西班牙菜肴的)餐前小吃, 开胃菜



## Culture notes

**Tower Bridge:** a famous bridge over the River Thames in London. Completed in 1894, it features two magnificent towers connected by a pair of walkways and offers wonderful views of the city. With its distinctive design and rich history, Tower Bridge is a landmark in London and a must-visit attraction for tourists and locals alike.

**Mamma Mia!:** a popular musical set on a fictional Greek island, filled with energetic dancing and catchy tunes. It is a heartwarming story about love, family secrets, and the power of friendship.

4 **Did they go out last night?** Look at the people and read the statements. Then watch Part 3 of the podcast and fill in the blanks.



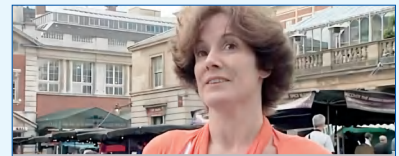
She had dinner in an Italian restaurant and enjoyed lots of 1) \_\_\_\_\_ with the family.



They went to see the musical *Mamma Mia!* at a theater, and they thought it was 2) \_\_\_\_\_.



She went to the theater to see an extremely 3) \_\_\_\_\_ play. Afterward, she went with friends for a Spanish tapas type meal, which was extremely 4) \_\_\_\_\_.



She went to a shopping center in the 5) \_\_\_\_\_ of London and enjoyed a 6) \_\_\_\_\_ there.

5 **Work in pairs and discuss the questions.**

- 1 Do you often go out for fun? Why or why not?
- 2 When you go out for fun, where do you like to go and whom do you like to go with?
- 3 What did you do last weekend? Did you enjoy it? Why or why not?





## Role-play



Scan the code. Listen to the conversation and complete **Exercises 1 and 2** on Ucampus.

### New words

**Diego** /di'eɪgəʊ/ 迭戈 (人名)

### Speaking skills

#### Keeping a conversation going

The conversation you have just listened to is a typical example of how to effectively keep a conversation going. Keeping a conversation going is an important speaking skill that facilitates communication with others and showcases politeness. There are several ways to keep a conversation going.

**Firstly, ask questions.** Questions are useful not only for starting a conversation, but also for keeping the conversation going. After asking your first question, follow up with additional questions, particularly open-ended ones, to encourage your conversation partner to keep engaging in the conversation. In the conversation between Marek and Isabel, both of them ask several questions about each other's weekend, such as *How was your weekend?* and *Did you do anything fun?*

**Secondly, give extra information.** When answering questions, try to give extra information such as whom you did something with, when and where you did it, or how it was. For example, when asked "Where did you go?", Isabel says, "We walked along the river and had a picnic." And then she gives extra information: "It was nice to spend some time outdoors."

**Thirdly, make comments.** Encourage your conversation partner to go on talking by making comments on what they say. Just as Isabel and Marek do in their conversation, you may use expressions such as *Sounds like you had a good time!*, *That's impressive!*, or *It sounds very nice.*

The following is an example showing how to keep a conversation going. Read the conversation and pay attention to the different ways used to keep the conversation going.

**Q:** Questions

**E:** Extra information

**A:** Answers

**C:** Comments

**A:** How did you spend the weekend? (Q)

**B:** I went to the City Park. (A) I went there for a free concert. (E)

**A:** That sounds nice! (C) How did you get to the park? (Q)

**B:** I drove there. (A) But the traffic was so bad that it took us one hour to get there. (E)

**A:** That was terrible! (C) Whom did you go to the concert with? (Q)

**B:** With my roommate. (A) He is a really fun person. (E)

**A:** Lucky you! (C) What did you think of the concert? (Q)

**B:** It was beyond my expectations. (A) The musicians were all very young, and the show was full of energy. (E)

**A:** Oh, you are making me envious! (C)



Scan the code and learn more about the skill on Ucampus.

**3 Work in pairs and complete the conversation with questions, extra information, and comments. Then practice the conversation.**

**A:** Did you go to John's birthday party last night?

**B:** Yes, I did. It was 1) \_\_\_\_\_!

**A:** How many 2) \_\_\_\_\_?

**B:** Oh, a lot of people. They were all very 3) \_\_\_\_\_.

**A:** That sounds 4) \_\_\_\_\_! What time 5) \_\_\_\_\_?

**B:** It started at about seven o'clock. I stayed till 6) \_\_\_\_\_.

**A:** Sounds like 7) \_\_\_\_\_. Are you feeling tired now?

**B:** Not really. I 8) \_\_\_\_\_, so I'm not tired.



**4 Work in pairs and role-play the situations. Use the skills for keeping a conversation going.**

**Situation 1**

## Going hiking

**A** You went hiking last weekend. Share your experience with Student B by answering their questions. Try to add some extra information.

**B** Ask Student A about their experience last weekend. You may ask them the questions on the right, and don't forget to comment on their answers.



- 1 What did you do last weekend?
- 2 Where did you go hiking?
- 3 Did you go alone or with someone else?
- 4 How long is the hiking trail?
- 5 How long did it take you to complete the hike?
- 6 Did you see anything special during the hike?
- 7 Would you recommend this hiking trail to others?

**Situation 2**

## Going out for dinner

**A** You went out for dinner last weekend. Share your experience with Student B by answering their questions. Try to add some extra information.

**B** Ask Student A about their experience last weekend. You may ask them the questions on the right, and don't forget to comment on their answers.



- 1 What did you do last weekend?
- 2 Whom did you have dinner with?
- 3 Where did you go for dinner?
- 4 What did you eat?
- 5 How did you like the food?
- 6 Which dish was your favorite?



# Group discussion

## Interviewing a famous person

### New words

**Brazil** /brə'zɪl/ 巴西（南美洲国家）

### Get ideas



Scan the code. Listen to the interview and complete Exercises 1 and 2 on Ucampus.

## Discuss and organize ideas

- 3 Work in groups of four. Read the introductions to Su Shi and Leonardo da Vinci, and underline the information that you all think is important or interesting.



Su Shi

Su Shi, also known as Su Dongpo, was a famous poet, essayist, calligrapher (书法家), painter, and statesman (政治家) of the Northern Song Dynasty in China.

At the age of 20, Su Shi passed the highest-level imperial civil examination and later started his career as a government official.

Despite several frustrations in his political career, Su Shi was always committed to serving the people. For example, he organized the project of dredging (清淤; 疏浚) the West Lake in Hangzhou, creating a better living environment for the local people. He even gave away his own money to help set up a charity hospital to treat the needy.

Most of Su Shi's poems were written to express his feelings and aspirations, as well as to celebrate the beauty of nature. He was acknowledged and celebrated not only for his outstanding achievements in literature and art, but for his broad-mindedness and optimism. Even in times of adversity, he remained at ease with himself, seeking comfort in the natural world and finding joy in the simple pleasures of life.



Leonardo da Vinci

Leonardo da Vinci was a great figure of the Renaissance (文艺复兴) era. He was born in 1452 near Vinci, a small village in Italy. From an early age, he showed remarkable talent and a keen interest in art and science.

Around the age of 15, Leonardo began receiving training in painting, sculpture, and other technical skills in Florence. In 1482, Leonardo moved to Milan, where he painted the *Last Supper*. He later returned to Florence in 1500 and painted the *Mona Lisa* there.

Leonardo managed to bring his paintings to life by skillfully using light and shadow. His attention to detail was extraordinary.

Leonardo's curious mind led him to explore a wide range of subjects, including human anatomy, the study of the human body. Through detailed drawings of bones, muscles, and organs, he helped people understand how the human body works. He also created designs for some revolutionary inventions that were ahead of his time, such as the flying machine, diving suit, and even the tank!

**4** Imagine living at the same time as Su Shi or Leonardo da Vinci. Choose one of them as a guest for your interview. Decide the role of each group member: interviewer, Su Shi or Leonardo da Vinci, and audience.

**5** Prepare the interview with Su Shi or Leonardo da Vinci.

### Student A

You are the interviewer. Write a list of questions to interview Su Shi or Leonardo da Vinci.

- 1
- 2
- 3
- ...

### Student B

You are going to play Su Shi or Leonardo da Vinci. Take notes on the important information about Su Shi or Leonardo da Vinci.

- 1
- 2
- 3
- ...

### Students C & D

You are the audience. Write a list of questions you would like to ask Su Shi or Leonardo da Vinci.

- 1
- 2
- 3
- ...

## Present ideas

**6** Present your interview to the class. Before you begin, refer to the checklist to see if you are ready.

### Interviewer's / Audience's checklist

- Ask proper questions to get the information needed.
- Ask follow-up questions to get extra information.
- Make comments on the interviewee's answers.
- Speak clearly and confidently throughout the interview.

### Interviewee's checklist

- Give clear answers to the questions.
- Give extra information when answering the questions.
- Speak clearly and logically throughout the interview.

# Further listening

## News reports



Listen to two news reports and complete the exercises on Ucampus.

### New words

#### News report 1

**Duisburg** /'dju:sbɜ:g/ 杜伊斯堡（德国城市）

**participant** /pɑ:'tɪsəpənt/ *n.* 参加者

**rower** /'rəʊə/ *n.* 划船者

**Ger Hansen** /,geə 'hænsən/ 盖尔·汉森（人名）

**Carsten Hahn** /,kɑ:stən 'hɑ:n/ 卡斯滕·哈恩（人名）

**decade** /'dekeɪd/ *n.* 十年

#### News report 2

**Seattle** /si'ætl/ 西雅图（美国城市）

**access** /'ækses/ *n.* 使用权

**recharge** /,ri:'tʃɑ:dʒ/ *vi.* 恢复精力

**unique** /ju:'ni:k/ *a.* 独特的

## Conversation



Listen to the conversation and complete the exercises on Ucampus.

### New words

**surf** /sɜ:f/ *vi.* 冲浪

**sore** /sɔ:/ *a.* （肌肉）酸痛的

**soundly** /'saundli/ *ad.* 酣睡地

**breeze** /bri:z/ *n.* 微风

**absolutely** /'æbsəlu:tli/ *ad.* 绝对地

## Passage



Listen to the passage and complete the exercises on Ucampus.

### New words

**available** /ə'veɪləbəl/ *a.* 可获得的；可找到的

**platform** /'plætfɔ:m/ *n.* （公开表达意见的）机会

**session** /'seʃən/ *n.* 一段时间

**resident** /'rezɪdənt/ *n.* 居民

**embrace** /ɪm'breɪs/ *vt.* 欣然接受



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# Wrapping up

Use the self-assessment checklist to check what you have learned in this unit.

	OK	Needs work
I can talk about various leisure activities.	<input type="checkbox"/>	<input type="checkbox"/>
I can listen for important details.	<input type="checkbox"/>	<input type="checkbox"/>
I can keep a conversation going by asking follow-up questions, giving extra information, and making comments.	<input type="checkbox"/>	<input type="checkbox"/>
I can conduct an interview confidently and logically.	<input type="checkbox"/>	<input type="checkbox"/>

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# Unit test



Scan the code and take the unit test on Ucampus.