

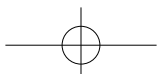
UNIT

3

Love your neighbor

Learning objectives

- ▶ talk about neighbors and communities
- ▶ distinguish fact from opinion in listening
- ▶ learn how to tell a story
- ▶ talk about planning a community
- ▶ know the rules about language use in public speaking





Opening up

1 Work in pairs and discuss what you like / dislike about where you live. An example under each heading is already given.

- things you like
a beautiful park with lots of trees and flowers;...
- things that are nice but not essential
a big shopping center;...
- things you dislike
graffiti (涂鸦) on the buildings;...

2 Think about your neighborhood. What would make it:

- safer?
- more beautiful?
- more interesting?
- better for your health?
- more of a community?

Listening to the world

Sharing

1 Watch a podcast from the beginning to the end for its general idea.

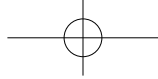
2 Read the paragraph. Then watch Part 1 of the podcast and fill in the blanks with the words that Val uses.



I live in a 1) _____ of flats and I know 2) _____
 _____ my neighbors really well. We like 3) _____
 things so we socialize 4) _____. Today,
 I'm going to ask people about their neighbors. How
 5) _____ do you know your neighbors?

Now watch again and check your answers.





New words

Part 2

communal /kə'mju:nl/ *a.* (尤指住在同一栋楼的人) 共用的, 公共的

Part 3

intrusive /ɪn'tru:sɪv/ *a.* 打扰的; 侵扰的


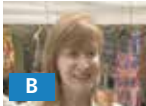



3 *How well do they know their neighbors?* Look at the people on the right and read the statements. Then watch Part 2 of the podcast and match the statements 1-4 to the people A-D.

- ___ 1 I know my neighbors quite well, but I don't get on with some of them.
- ___ 2 I share a garden with the neighbors who live in the flats above and below.
- ___ 3 I have never even seen my neighbors.
- ___ 4 I moved into a flat about six months ago but hardly knows my neighbors at all.

Now watch again and check your answers.



4 *What makes a good neighbor?* Look at the people below and read the list of their answers in the table. Then watch Part 3 of the podcast and check (✓) the answers given by each person.

					
1 feeds your cat					
2 is considerate					
3 isn't noisy					
4 doesn't cause you grief					
5 looks out for you					
6 keeps up their property					
7 you can leave your key with him / her					
8 isn't intrusive					
9 waters your plants					
10 doesn't leave trash around					

Now watch again and check your answers.



Listening to the world

New words

Part 4

intrude /ɪn'tru:d/ *v.* 侵扰

upkeep /'ʌp,ki:p/ *v.* 维护

Part 5

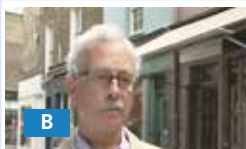
chit-chat /'tʃɪt,tʃæt/ *v.* 闲谈; 聊天

crouch /kraʊtʃ/ *v.* 蹲; 蹲伏

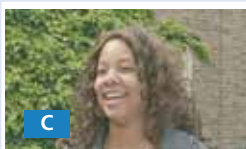
5 *What makes a bad neighbor?* Look at the people below and read the statements. Then watch Part 4 of the podcast and fill in the blanks.



A bad neighbor is someone that forgets that you 1) _____, and has 2) _____ until 6 a.m.



Not 3) _____, intruding; um, not understanding what your neighbor wants and not just in that sense, but in the sense of not 4) _____, not doing things when a neighbor 5) _____.



Someone who is not 6) _____, who, whether it's a lot of noise or a lot of trash, doesn't upkeep their 7) _____, um, who's not really 8) _____.

Now watch again and check your answers.

6 *Who is the best or worst neighbor they've ever had?* Look at the people below and read the statements. Then watch Part 5 of the podcast and check (✓) the true statements.

1



Her neighbor was a very quiet and nice young man.

2



The worst neighbor she ever had was very noisy all the time.

3

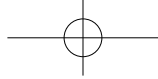


His neighbor next door was arrested and taken away one night.

Now watch again and check your answers.

7 Work in pairs and discuss the questions.

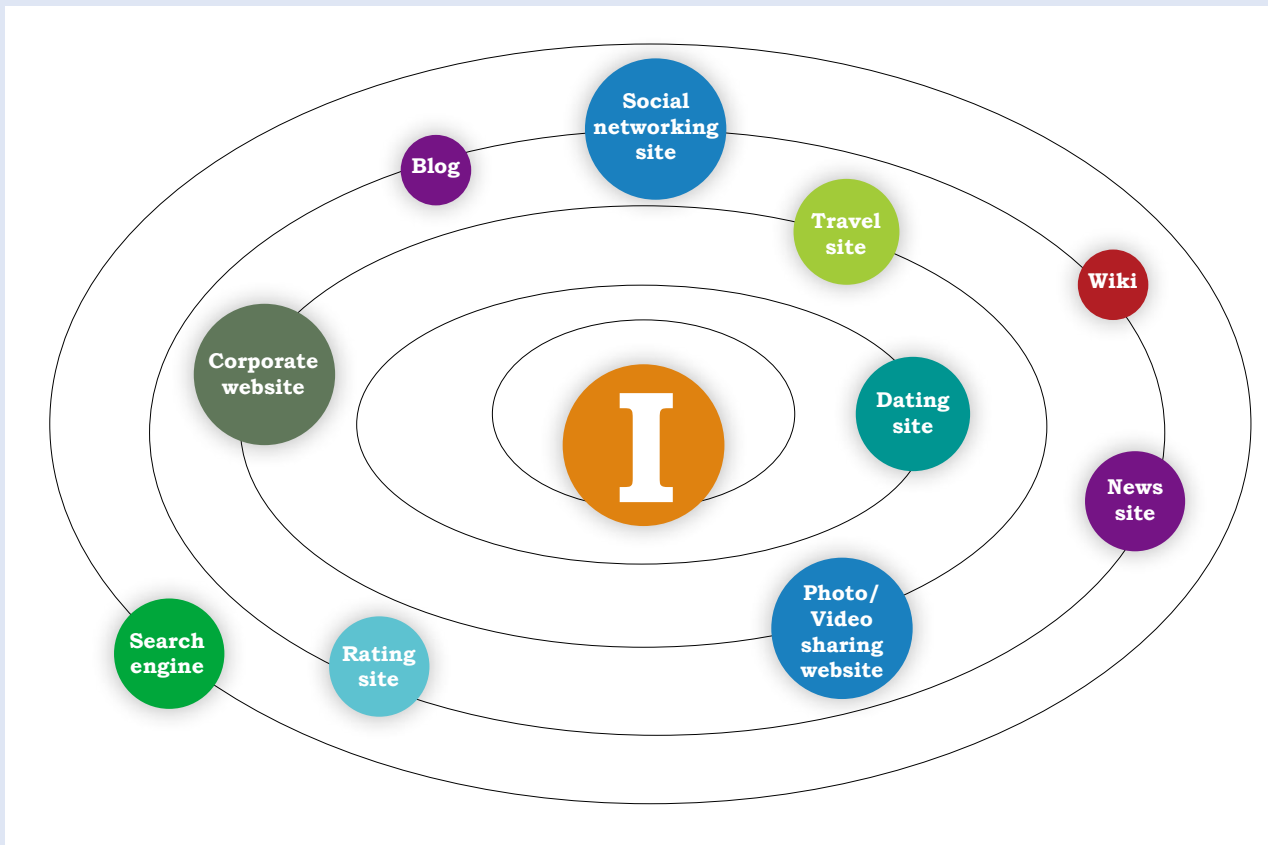
- 1 Do you know your neighbors? How well do you know them?
- 2 What do you think makes a good / bad neighbor?



Listening

BEFORE ► you listen

1 Work in groups. Look at the picture.



Which type of website would you use to:

- 1 find out what is happening in the world?
- 2 book a holiday?
- 3 contact friends?
- 4 meet the partner of your dreams?
- 5 find out whether a new film or book is good?
- 6 find out about a big company?
- 7 read and write opinions about anything and everything?
- 8 read or write factual information about a topic?
- 9 find information quickly?
- 10 upload and share your pictures or videos?

2 Discuss in groups. Which of these websites do you use regularly? Which do you use occasionally? Which do you never use?



LISTENING SKILLS

Distinguishing fact from opinion

A skilled listener must be able to distinguish fact from opinion. Generally speaking, a fact is something that has actually happened or that is empirically true and can be supported by evidence. An opinion is a belief; it is normally subjective, and usually based on a person's perspectives, emotions, or individual understanding of something.

Learning to differentiate between fact and opinion is very helpful for you to better understand what you hear. Like a detective, you need to know the difference between what people think and what people know, between what people believe to be true and what has been proven true.

The following table presents a comparison between fact and opinion.

Fact	Opinion
something that has happened or is true	someone's feeling about something
objective; proven through research, experimentation, etc.	subjective; cannot be proven; it is someone's personal feeling
presented with unbiased (无偏见的) words; not debatable	presented with biased (有偏见的) words; debatable

Here are some examples:

- 1 *At five o'clock yesterday afternoon, a boy fell from his bicycle at the crossroads.* (fact)
(This statement is something that did happen, and thus cannot be debated.)
- 2 *Kennedy was the best American President ever.* (opinion)
(This statement sounds reasonable and may be accepted by many people, but it is still debatable. Some may not agree with it.)
- 3 *In point of fact, neither candidate for the mayor's office is qualified.* (opinion)
(This statement is actually an opinion, which is masked as a fact.)

Now you are going to listen to three people talking about their online communities. Check which statements are facts and which are opinions in Exercise 4 by using the skills introduced here.



WHILE ▶ you listen

New words

portrait /'pɔ:trɪt/ *n.* (尤指面部的) 画像, 肖像
Bombay /,bɒm'beɪ/ 孟买 (Mumbai 的旧称, 印度港市)
following /'fɒləʊɪŋ/ *n.* 一批拥护者; 一批追随者

3 Read the questions. Then listen to three people talking about their online communities and answer the questions.

- 1 What did Speaker 1, Lynn, do a year ago?

- 2 What does she say about the community?

- 3 Why does Speaker 2, Rick, say his online community is “a very 21st-century community”?

- 4 What does he say about “the best blogs”?

- 5 What two things does Speaker 3, Abbie, do on her favorite website?

- 6 How often does she use it?

Now listen again and check your answers.

4 Read the statements. Then decide whether the statements below are facts or opinions. Write an F for fact and an O for opinion.

- ___ 1 And we show our paintings, and it's brought some business for us.
- ___ 2 It's a very creative kind of community.
- ___ 3 It's a very 21st-century community, which means no one knows one another personally.
- ___ 4 But the best blogs have a following, who are very loyal readers.
- ___ 5 I put up pictures of me and my family and I write messages.
- ___ 6 And then you see pictures of your friend's friends, and it grows and grows so you meet new people.

AFTER ▶ you listen

5 Work in pairs and discuss the questions.

- 1 What do you think are the similarities and differences between an online community and a real community?
- 2 What are the benefits of online communities?
- 3 What are the possible dangers or problems if people spend a lot of time in online communities?



Viewing

BEFORE ► you view

1 Look at the pictures and discuss the questions.



- 1 What do you think life is like for people on an island like this?
- 2 Do you think their lives are changing in today's modern world?

2 Read the program information below. What does Bruce Parry learn from visiting the tribe?

BBC

Tribe: Anuta

Tribe is a BBC program in which presenter Bruce Parry goes to some of the world's most isolated places. In this episode, he goes to the Pacific island of Anuta, one of the most remote communities on the earth. There, he learns about their traditions, and discovers how the community survives. There are just 24 families on Anuta. Bruce meets them all, and experiences how their customs help to bind the people together.

New words

Anuta /ə'nutə/ 阿努塔 (太平洋上一海岛, 所罗门群岛之一)

Bruce Parry /,bru:s 'pæri/ 布鲁斯·帕里

speck /spek/ *n.* 小点

reef /ri:f/ *n.* 礁; 暗礁

yacht /jɒt/ *n.* 快艇; 游艇

anchor /'æŋkə/ *v.* 抛锚; 泊船

paddle /'pædl/ *v.* 划船运送

Solomon Islands /'sɒləmən ,aɪləndz/ 所罗门群岛

phenomenal /fə'nɒmɪnl/ *a.* 令人印象深刻的

protocol /'prəʊtəʊ,kɒl/ *n.* 礼仪; 礼节

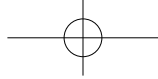
Polynesian /,pɒlɪ'ni:zɪn/ *a.* 波利尼西亚的; 波利尼西亚人的

Culture notes

Bruce Parry: a former British Royal Marine instructor who presents the documentary program *Tribe* (known as *Going Tribal* in the United States), in which he visits various tribes around the world and lives by their customs for one month

Solomon Islands: a group of islands in the southwest Pacific Ocean, about 1,900 kilometers northeast of Australia

Anuta: a small and extremely isolated Polynesian community in the eastern Solomon Islands. Due to its remote geographical location, Anuta's environment, traditions and culture have been well preserved.

**WHILE ▶ you view**

3 Read the statements. Then watch the video clip and number the scenes in the correct order of time.

- ___ a Bruce meets the children.
- ___ b Bruce meets the community leaders.
- ___ c Bruce catches a fish.
- ___ d Bruce helps to rebuild a wall in the water.
- ___ e Bruce arrives on the island.
- ___ f Bruce shakes hands with each person.

Now watch again and check your answers.

4 Read the statements and the answer choices. Then watch the video clip again and choose the best answer to each question.

- 1 How can we really understand another culture according to Bruce?
 - A To experience it personally.
 - B To adapt yourself to it gradually.
 - C By communicating with members of that culture.
 - D By living in that culture for a long time.
- 2 When visitors arrive in Anuta, what must they do?
 - A Shake everyone's hand.
 - B Bring gifts to the community leaders.
 - C Smile to everyone.
 - D Kiss everyone on the nose.

- 3 What does the chief of the community tell Bruce?
 - A Their island is like paradise and he is welcome.
 - B He can stay on Anuta.
 - C He must kiss the chief on his head.
 - D The fish drive is their greeting ceremony.
- 4 What happens during the "community fish drive"?
 - A The men catch fish and the women cook.
 - B Most fish escape from the broken wall.
 - C Everyone in the community helps to catch fish.
 - D People catch fish with their bare hands.

AFTER ▶ you view

5 Work in pairs and discuss the questions.

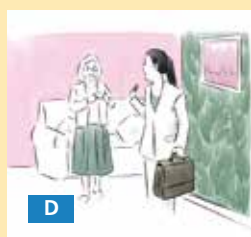
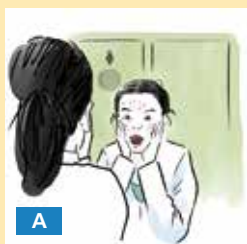
- 1 Would you like to visit this place? Why or why not?
- 2 What can the modern world learn from places like Anuta?
- 3 What will happen to the local community of Anuta if more and more tourists visit there?



Speaking for communication

Role-play

1 Look at the pictures. Then listen to a woman telling her story and number the pictures in the correct order of time.



2 Read the statements. Then listen to the talk again and check (✓) the true statements.

- 1 The woman took some medicine before going out.
- 2 The woman took a bus for her important interview.
- 3 The woman had a dream about her mother.
- 4 The woman was late for her interview.
- 5 The woman had taken the out-of-date pills.

3 Read the expressions. Then listen to the talk again and check (✓) the ones you hear.

- 1 Anyway,...
- 2 And then ...
- 3 First of all ...
- 4 Before long,...
- 5 I don't believe it.

New words

blotch /blɒtʃ/ *n.* (尤指皮肤上的) 红斑

allergic /ə'li:dʒɪk/ *a.* 过敏的

- 6 All of a sudden,...
- 7 This happened when ...
- 8 The next thing I knew,...
- 9 Oh! You're kidding!
- 10 In the end,...
- 11 Oh! How embarrassing!

4 Work in pairs and do the following activity.

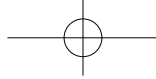
Step 1

Prepare to tell a story. Choose one of the situations below and talk about when you:

- got stuck in a lift
- missed (or nearly missed) a flight
- slept outside
- spoke to someone famous
- appeared on television / in the newspaper
- chased / met a criminal
- were mistaken for someone else
- tried a very dangerous sport
- found something unusual
- did something embarrassing

Step 2

Take turns to play the roles of storyteller and listener. Use the skills for telling a story and giving responses on Page 55.



SPEAKING SKILLS

Telling a story

Telling a story is a useful speaking skill. Essentially a story has a beginning, a middle and an end. And the basic elements of a story include: setting (place, time, climate, etc.), characters (who), atmosphere (the mood or feeling of the story), conflict (what), and plot (the development and resolution of the conflict).

To tell a story skillfully, you should pay attention to the following:

First, the beginning of a story should catch the listeners' attention and tell a little bit about the topic of the story, and then introduce the main characters and set the setting. But don't give away the plot.

Then, the middle of a story should contain details that tell about the topic. It should explain the topic and hold the listeners' attention. It is the core of the story, usually showing the characters dealing with their conflict and trying to overcome obstacles to achieve goals.

Finally, the ending of a story should bring the story to a close. It should be clear, so the listeners know that the story is over. It should keep the listeners thinking about the topic for a while. The storyteller can do this by slowing down and adding emphasis.

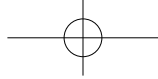
The following table contains some expressions you may use when telling a story.

Beginning the story	This happened when ...
	In the beginning,...
Describing what happened	Before long,...
	And then, all of a sudden,...
	The next thing I knew ...
Ending the story	In the end,...
	Finally,...

While listening to a story, the listeners may give active responses to show their interest. The listeners may also ask questions to keep the story going, or make sure that they understand what is being told.

The following expressions are commonly used by the listeners to interact with the storyteller.

- So, what happened?
- What did you do?
- What happened next?
- Really?
- I can't believe it!
- Oh no. / Oh dear.
- How embarrassing!
- That's really funny.
- You must be joking.
- Yes, I know.



Speaking for communication

Group discussion Planning a community

Get ideas

New words

Sharon /'ʃærən/ 莎伦

brand-new *a.* 崭新的; 全新的

orator /'ɒrətə/ *n.* 演说者; 演讲者

utopian /ju:'təʊpiən/ *a.* 乌托邦的; 空想的

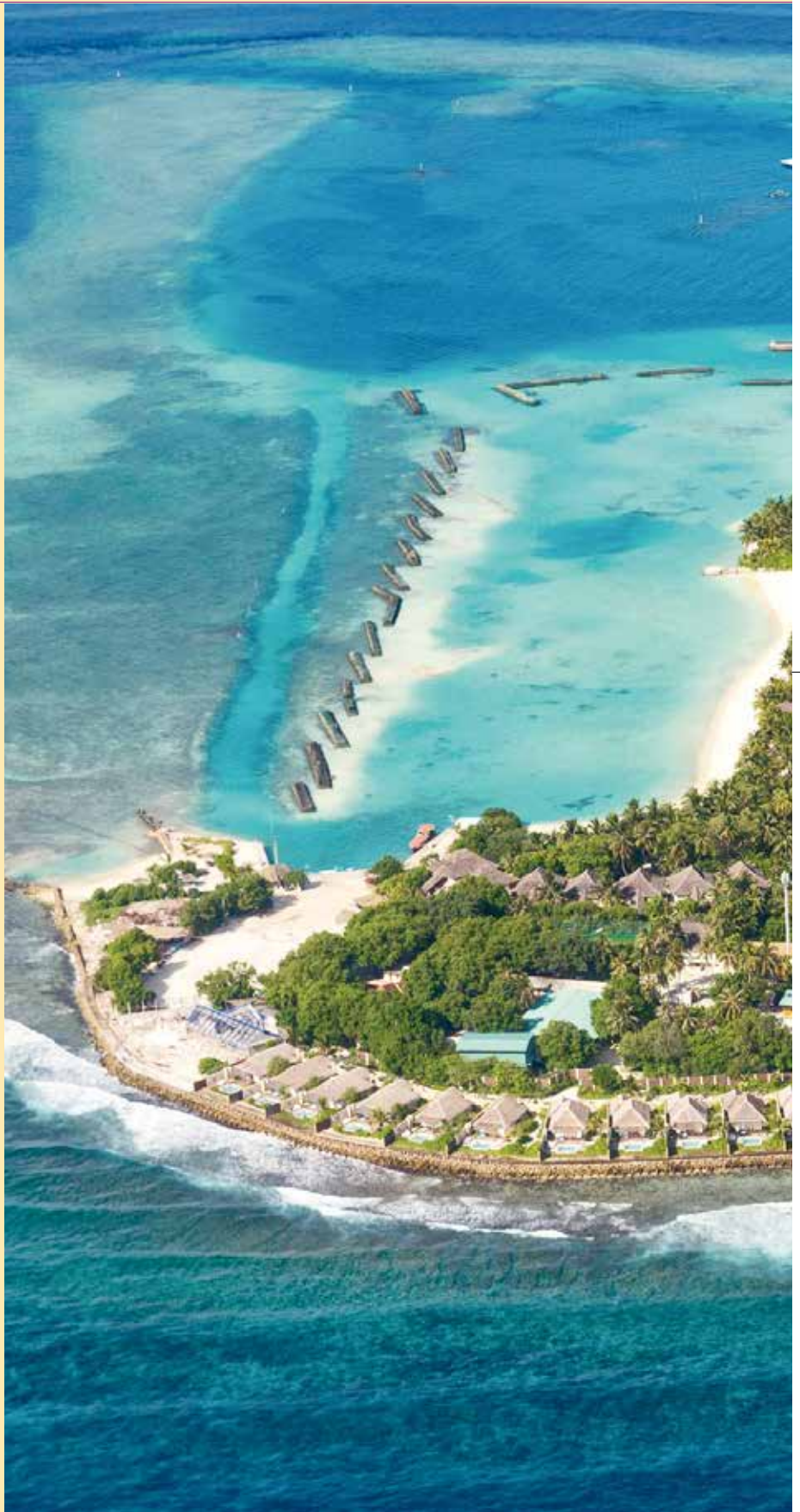
ground rules *n.* 基本原则; 准则

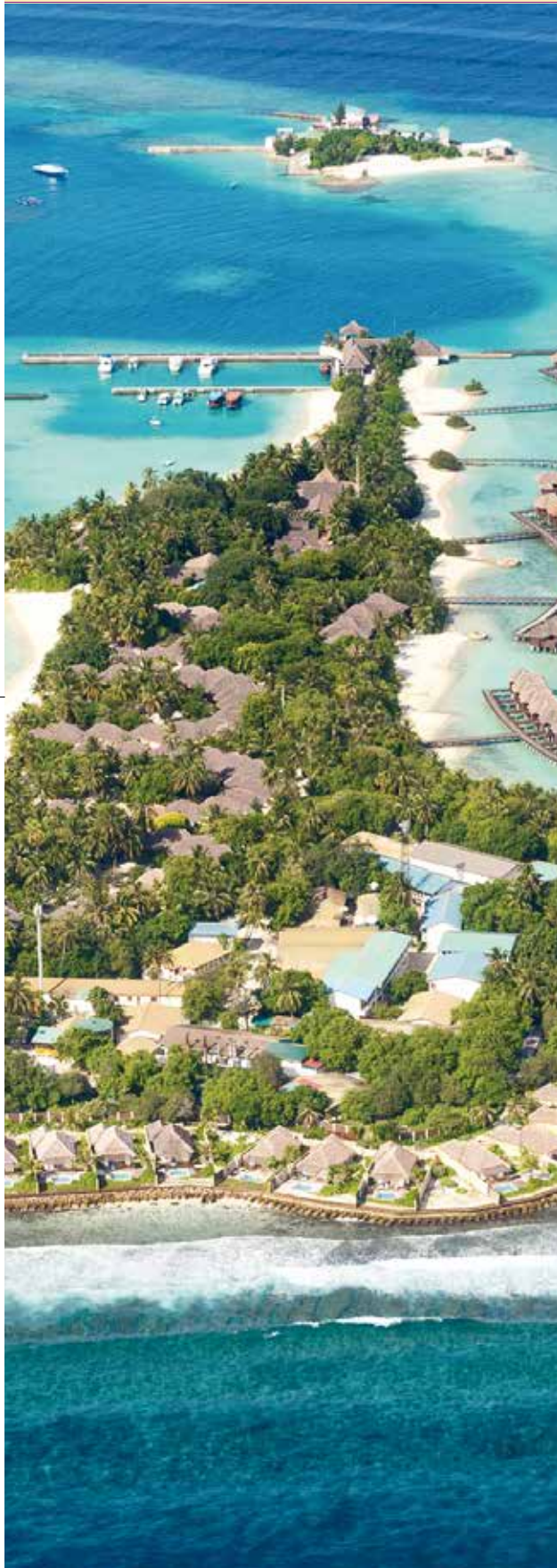
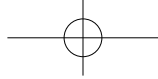
1 Read the statements. Then listen to two people discussing how to start a new community and check (✓) the true statements.

- 1 Sharon would prefer to choose somewhere with much snow.
- 2 Sharon would like to choose one expert from every field.
- 3 Sharon wouldn't like to start the community with a small group.
- 4 Sharon would like to draw up some ground rules.

2 Read the expressions. Then listen to the conversation again and check (✓) the ones you hear.

- 1 I'd probably choose ...
- 2 I'd go for a place that ...
- 3 It'd need to be somewhere ...
- 4 They'd need to be able to ...
- 5 The most important thing would be ...
- 6 Ideally, there'd be ...





Discuss and organize ideas

New words

the Maldives /ðə 'mɔːldiːvz/ 马尔代夫 (印度洋上的群岛国家)

3 Read the following paragraph from a news report. What is going to happen? Why?

President of the Maldives has a very difficult task: to find a place for the population to live. Most of the 200 inhabited islands of the Maldives are about three feet above sea level. Scientists have explained that in the future, the Maldives will be under water because of global warming. No one will be able to live there and nothing will remain.

4 Imagine that you were the President of the Maldives. What would you do if you had to start a new community? Work in groups of four and use the questions below as guidelines for discussion. You may refer to the expressions in Exercise 2.

- Where would it be? Why?
- Who would live there? Would it be a large or small community?
- What laws would there be?
- What special customs would there be? How would these customs bind the community together?

Present ideas

5 Take turns to talk about your way of planning a new community. Before you begin, refer to the checklist below to see if you are ready.

Checklist

- Provide convincing reasons for my plan.
- Speak logically about my way of planning a new community.
- Make use of appropriate expressions.
- Use appropriate tenses when talking about my plan.



Speaking for communication

Public speaking

PUBLIC SPEAKING SKILLS

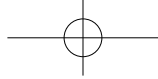
Language use in public speaking

The use of language has a direct influence on the quality of your speech. It is a crucial feature that determines how well you will be understood and how well the audience will receive the speech. Generally speaking, the language used in public speaking should be clear, specific, simple and vivid.

Be clear, specific and simple

Use clear, specific and simple language to express your ideas. This means that your language should be easily understandable. In general, it is better to speak in a conversational and natural style than in a formal, academic one. This can add clarity and effectiveness to the information you present. Here are some tips:

- 1 Use words and phrases that are familiar to the audience, and avoid those that are too obscure or too technical.
 - 1) A We recently instigated (开始) downsizing in order to more efficiently use our human resources by reducing overhead.
 - B We recently began laying people off to reduce costs.
 - 2) A The patient is being given positive pressure ventilatory (供氧的) support.
 - B The patient is on a respirator (呼吸器).
- 2 Use specific words and phrases rather than general ones when talking about objects, people, places and events.
 - 1) A Our life is very different now because of our daughter's special needs.
 - B Our life is very different now because of our daughter's blindness.
 - 2) A I heard they're hiring new people for a project, and I thought I'd explore possibilities of working there.
 - B I heard they're hiring three new contractors for their Madison Street reconstruction project, and I decided to apply for a position.
- 3 Use short, easy phrases and sentences rather than long, complex ones so that your speech is easy to follow.
 - 1) A Where passengers cannot be accepted because of the potential overload of the vehicle, we will inform positively of the situation and where possible provide appropriate information as to how to complete the journey.



- B *When the bus is full, we will let the passengers know and tell them which other buses they can take.*
- 2) A *The requirement of the company is that employees be engaged in their respective duties seven and one-half hours a day.*
- B *The company requires employees to work seven and a half hours a day.*

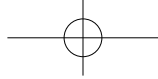
In each pair of the example sentences given above, sentence B is more effective than sentence A in a speech since it uses familiar and concrete words / phrases as well as shorter sentences.

Be vivid

You can use rhetorical devices (修辞手法) to make your speech vivid, and hence add power to your language. Commonly used devices include simile (明喻), metaphor (暗喻), parallelism (排比), repetition (反复), antithesis (对偶), and rhetorical questions (反问). Here are some examples:

- *No, no, we are not satisfied, and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.* (Martin Luther King, Jr.) (simile)
- *All the world's a stage,
And all the men and women merely players:
They have their exits and their entrances;
... (Shakespeare) (metaphor)*
- *Tell me and I forget. Teach me and I remember. Involve me and I learn.* (Benjamin Franklin) (parallelism)
- *... we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender...* (Winston Churchill) (repetition)
- *And so, my fellow Americans: Ask not what your country can do for you – ask what you can do for your country.* (J. F. Kennedy) (antithesis)
- *If he is doing something wrong, would you follow him too?* (rhetorical question)

In conclusion, you should use clear, specific, simple and vivid language when giving a public speech. Using words and phrases familiar to the audience, concrete in meaning and easy to understand enables your listeners to get your points immediately. Using rhetorical devices adds creativity, variety and interest to your speech, making it memorable and powerful.



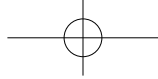
Speaking for communication



- 1 Read the following speech.

A campaign speech

- 1 Good afternoon, ladies and gentlemen. Thank you for considering me as a candidate for a position related to student volunteer work. I am grateful for your nomination and looking forward to leading an organization that serves as an integral link between the campus and the local community, an organization that helps students build character, develop skills and become responsible citizens.
- 2 If you're sitting here tonight, it means you care about our community, and you want to make sure I am capable of running an office which provides you support, sources, and opportunities for making a difference in the community; you want to make sure I have sound plans to achieve this end. These are exactly my focus today – to share with you why I am the best candidate for the position, what I will do to make the organization an enthusiastic supporter of campus volunteer programs, and how I will work with all student volunteers to better our community.
- 3 Since my freshman year in university, I have been a passionate participant in student volunteer programs on campus. I am an active member in a number of projects, for example, Sunshine for Children with Disabilities at the Children's Hospital and A Colorful Summer at Yuhua Elementary School. On Sundays, my teammates and I bring toys and books to the hospital. We play, read, and talk with children who suffer from disabilities. In summers, we provide various programs for students whose families have a shortage of time and



resources for their kids' education. Through these programs, I feel a sense of fulfillment: It's rewarding to know that I can bring joy and happiness to people just by doing a few minor and simple things.

- 4 Last year, I was elected vice chair of the Student Council. I worked closely with the senior members of the student government to improve our budget. We increased the undergraduate research fund by one third. We eliminated unnecessary spending and expanded fundraising channels. We set up five new student clubs that offer diverse sports and academic programs. We also organized outreach (外延) programs which brought students closer to life in the larger community. In this process, I learned the importance of passion, creativity and skills in leading a student organization.
- 5 If elected, I will continue to work with passion, devotion and creativity. I will do so not only by participating in volunteer events in person, but more importantly, by providing you with unreserved support through my service as your chair. I will concentrate on three areas, namely promotion, diversification and partnership. Firstly, I will work to promote education of volunteering spirits, and hence to have more students join our events. We can advertise through all types of media, for example, the Internet, posters, booklets, workshops, and campus email lists. Secondly, I will strive to diversify the volunteer programs we sponsor and lead. The current programs target primarily elementary schools and hospitals, and we need to broaden the range of our services to benefit more sectors of the community. For instance, we can set up programs that help improve the welfare of the elderly residents in retirement homes. Thirdly, I will strengthen our partnership with other organizations on campus as well as in the local

community. This will help create new sources to raise funds and develop new approaches to working with volunteers throughout our community. By these means, I believe the Student Volunteer Organization will become a leading voice for student volunteers, an active contributor to community welfare, a responsible entity of our society.

- 6 If history is any indication, I have proven my passion and capability to lead with creativity and responsibility. Our community is our home where we support and care for each other. I care about it as much as you do. I look forward to working with all of you to make it an even better home for us. Vote for me, and you'll be voting for a dynamic and resourceful Student Volunteer Organization!

2 Read the following sentences and decide which one in each pair is more effective when used in a speech.

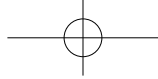
- 1 A Thank you for considering me as a candidate for a position related to student volunteer work. (Para. 1)
B Thank you for considering me as the next chairman of the Student Volunteer Organization.
- 2 A These are exactly my focus today – to share with you why I am the best candidate for the position, what I will do to make the organization an enthusiastic supporter of campus volunteer programs, and how I will work with all student volunteers to better our community. (Para. 2)
B These are exactly my focus today: I will explain the reasons why I am the best candidate for the position; you will also learn about my plans to make the organization an enthusiastic supporter of campus volunteer programs; and I will talk about how I will work with all student volunteers to better our community.



Speaking for communication

- 3 A In summers, we provide various programs for students whose families have a shortage of time and resources for their kids' education. (Para. 3)
- B In summers, we set up sports and reading programs for elementary school pupils of migrant worker families that have little time and few resources for their kids' education.
- 4 A Through these programs, I feel a sense of fulfillment: It's rewarding to know that I can bring joy and happiness to people just by doing a few minor and simple things. (Para. 3)
- B During the process of participating in these programs, I have a feeling that I have made great achievements because it's rewarding when I know I can bring joy and happiness to people just by a few things that are minor and simple.
- 3 Discuss what rhetorical devices are used in the following sentences.
- 1 ... and you want to make sure I am capable of running an office which provides you support, sources, and opportunities for making a difference in the community; you want to make sure I have sound plans to achieve this end. (Para. 2)
- 2 By these means, I believe the Student Volunteer Organization will become a leading voice for student volunteers, an active contributor to community welfare, a responsible entity of our society. (Para. 5)
- 3 Our community is our home where we support and care for each other. (Para. 6)





Further practice in listening

Short conversations

Listen to five short conversations and choose the best answer to each question you hear.

- 1 A They are practicing the piano together.
B They are taking a music class.
C They are discussing shared interests.
D They are discussing their curriculum schedules.
- 2 A It was rather successful.
B It was not well-organized.
C It was planned in advance.
D It was a party worthy of memory.
- 3 A Go to a party with the woman.
B Make an appointment with the doctor.
C Look after the woman's children.
D Go to see the doctor at 11:00.
- 4 A She thinks he talks too much.
B She thinks he is always very frank.
C She thinks he is simple-minded.
D She thinks he doesn't like speaking.
- 5 A He is going to congratulate Mr. Smith.
B He is going to move to a new apartment house.
C He is going to help Mr. Smith move to a new house.
D He is going to tell Mr. Smith the good news.

Long conversation

New words

Habitat for Humanity /'hæbɪ,tæt fə hju:'mænəti/ 仁人家园 (一个非政府、非赢利性的国际慈善组织)

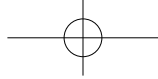
Hurricane Katrina /'hʌrɪkən kə'trɪ:nə/ 卡特里娜飓风

Louisiana /lu:,i:zɪ'æənə/ 路易斯安那州 (美国州名)

New Orleans /,nju: 'ɔ:lɪnz/ 新奥尔良 (美国城市)

Listen to a long conversation and choose the best answer to each question you hear.

- 1 A Because she wants to take a long vacation.
B Because she wants to interview news producers.
C Because she wants to volunteer for an organization.
D Because she wants to prepare for the election season.
- 2 A The woman's husband volunteered to build houses after the hurricane.
B Over 150,000 volunteers worked for the building of houses after the hurricane.
C The man's sister also helped to build houses after the hurricane.
D More than 3,000 new houses were built after the hurricane.
- 3 A Because she is influenced by her husband who is a loyal volunteer of it.
B Because she can learn a lot of useful skills for building a house.
C Because she enjoys developing friendships and building communities through volunteer work.
D Because she loves the feeling of helping the poor to have their own houses.
- 4 A He would not let the woman have 14 days off.
B He finally agreed to let the woman take 14 days off.
C He was a volunteer for Habitat for Humanity.
D He would finish the woman's work instead.



Further practice in listening

Passage 1

Listen to a short passage and choose the best answer to each question you hear.

- A Do people say “Good morning” or “Good afternoon” to their neighbors?
B How well do people know their neighbors?
C Do people like their neighbors?
D Why do people say they don’t know any of their immediate neighbors?
- A 18- to 24-year-olds.
B 35- to 44-year-olds.
C 45- to 54-year-olds.
D 55- to 64-year-olds.
- A Women are less likely to know their neighbors than men.
B The rich are not as close to their neighbors as the less well-off.

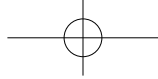
New words

iPM 英国 BBC 广播电台的一档新闻节目

reassure /ˌri:əˈʃʊə/ *v.* 使放心; 使安心

- C Women are more likely to know their neighbors than men.
D The rich know their neighbors as well as the less well-off.
- A We can get on well with our neighbors if we try.
B It is easy to know our neighbors when they are in an emergency.
C We need to give a hand to our neighbors when necessary.
D It is hard to get to know our neighbors.





Passage 2

Listen to a short passage three times. When the passage is read for the first time, listen for its general idea. When the passage is read for the second time, fill in the blanks with the exact words you hear. When the passage is read for the third time, check what you have written.

Many neighbor disputes end up in court because of poor communication. If something dangerous or 1) _____ happens, the cops are the obvious solution. But if problems that arise are grayer, communication is the best way to save money and trouble. Here are some tips to be a good neighbor and deal with a bad one:

- Get to know each other. Being a good neighbor doesn't mean 2) _____ together. Just knowing them well enough to say hi, or maybe borrowing a cup of sugar or loaning a gardening tool, can build trust and understanding. Issues are much more likely to occur among strangers than even casual 3) _____.
- Head off problems before they're problems. If you are 4) _____ at your place, go to all neighbors who might be affected and offer them two things: a 5) _____

invitation to the party and a card with your phone number. If they are not 6) _____ of the noise or there are other problems, your neighbors can call you instead of asking the police to 7) _____.

- Tell your neighbors what's bothering you – don't assume they know what the problem is. Be open and direct, not passive-aggressive. Ask for their opinions, and wherever possible, propose a solution that 8) _____ and demonstrates a willingness to compromise. Stay cool and positive, even if your neighbors are not.
- Check with other neighbors. See if anybody else on the block is having similar issues – they may be willing to help 9) _____ it. If one of the neighbors is close to the troublemaker, have them come with you when you 10) _____.

Bottom line? As with any relationship, being a good neighbor – or dealing with a bad one – is all about communication.

New words

gray /greɪ/ *a.* 不明确的; 难以处理的

passive-aggressive /ˌpæsɪv ə'ɡresɪv/ *a.* 消极对抗的





Wrapping up

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

	OK	Needs work
I can talk about my neighbors and neighborhood.	<input type="checkbox"/>	<input type="checkbox"/>
I can distinguish fact from opinion in listening.	<input type="checkbox"/>	<input type="checkbox"/>
I can tell a story skillfully.	<input type="checkbox"/>	<input type="checkbox"/>
I can talk about the way to plan a community.	<input type="checkbox"/>	<input type="checkbox"/>
I know the basic rules about language use in public speaking.	<input type="checkbox"/>	<input type="checkbox"/>