

1

UNIT

The power of language

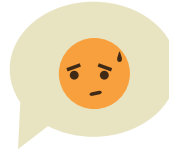
Sample

This unit is designed to help you to

- use rising intonation on auxiliary verbs to show interest;
- guess the meaning of words from context clues;
- start a conversation, give responses and keep a conversation going;
- identify cultural differences in body language.

WARM UP

Look at the top-tweeted emojis of the countries and answer the following questions.



the US



India



Germany



Argentina

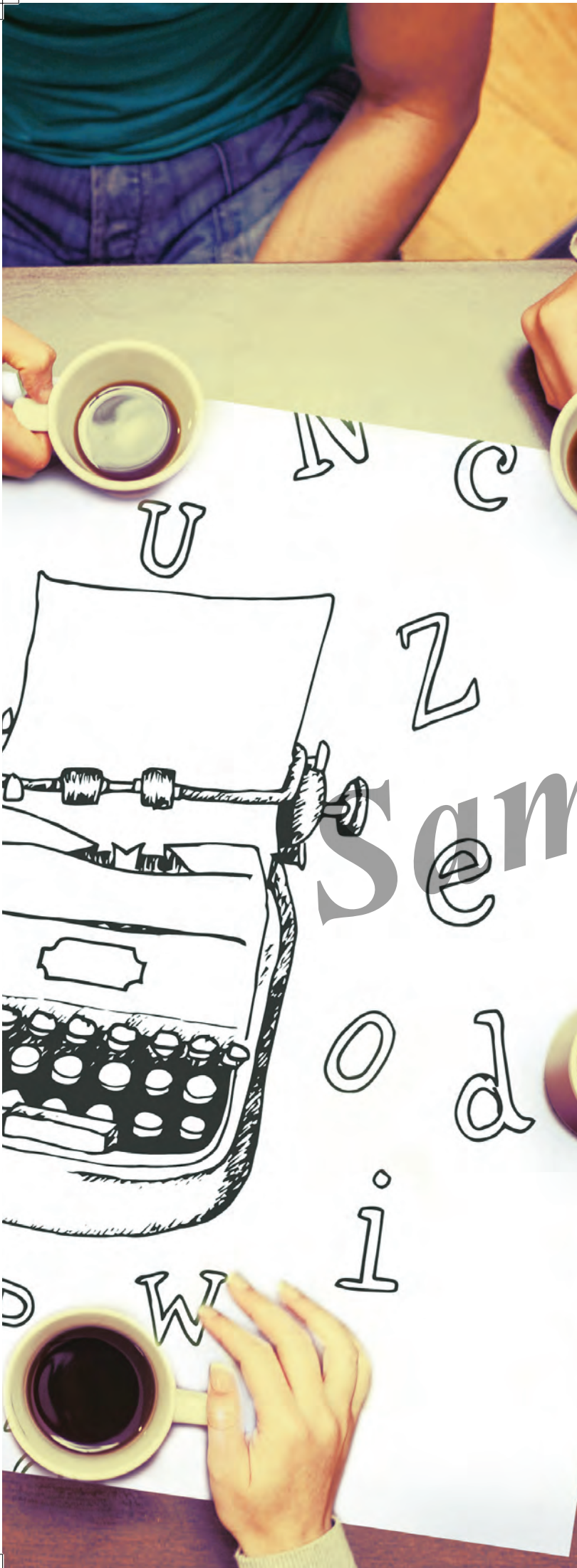


France



Turkey

- 1 What are the functions of emojis?
- 2 Do you like to use them? Do you find them effective in expressing your emotions?
- 3 Why do you think the top-tweeted emojis differ in different countries?



PRONUNCIATION

1 Listen to the short conversations and pay attention to the rising intonation on the auxiliary verbs.

- 1 A: A 17-year-old boy was taken away by police for making a terrorist threat on Facebook.
B: He was?
- 2 A: The emojis will become part of the modern world.
B: They will?
- 3 A: Elder people are less likely to develop cognitive problems, if they speak four or more languages.
B: They are?
- 4 A: I stayed up late to study English last night.
B: You did?
- 5 A: People of different nations don't use the same emojis.
B: They don't?

2 Listen to the conversations again and read after the speakers.

TIPS

RISING INTONATION

To make a conversation move on, you will learn to show interest in the speaker's topic. One way is to use the subject pronoun and auxiliary verb of the previously spoken sentence with a slight rising intonation on the auxiliary verb, for example:

Mark: *The cops on the plane at once pushed Ming down and arrested him.*

Bob: *They did?*



LISTEN TO UNDERSTAND

NEWS REPORT 1

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

- Which of the following is a cybercrime?
 - A terrorist threat using guns in a bookstore.
 - A terrorist threat using emojis on Facebook.
 - A drug deal happened in Australia.
 - A drug deal happened in America.
- What is the expert's opinion of emojis?
 - We should use fewer emojis because of its ugly side.
 - We should use more emojis in our everyday communication.
 - It's wrong to use emojis in emails and text messages.
 - It's helpful to use emojis to avoid misunderstanding.

NEWS REPORT 2

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

- Why was English Language Day settled on April 23?
 - To celebrate the works of the United Nations.
 - To celebrate William Shakespeare's plays.
 - To celebrate William Shakespeare's birthday.
 - To celebrate multilingualism around the world.
- Which of the following is not an aim of creating Language Days?
 - To celebrate multilingualism.
 - To celebrate cultural diversity.
 - To memorize Shakespeare's 400th anniversary.
 - To promote equal use of UN's official languages.

WORD BANK

multilingualism /ˌmʌltiˈlɪŋɡwəlɪzəm/ *n.* 多语
diversity /daɪˈvɜːsɪti/ *n.* 多样性

Arabic /ˈæɾəbɪk/ 阿拉伯语
Spanish /ˈspæɪnɪʃ/ 西班牙语

WORD BANK

offense /əˈfens/ *n.* 违法行为
arouse /əˈraʊz/ *v.* 引起
despite /dɪˈspɑːt/ *prep.* 尽管

TIPS

GUESSING THE MEANING OF WORDS FROM CONTEXT CLUES

There are a number of strategies you can use to work out the meaning of an unknown word. Guessing the meaning of words from context clues is an important technique among them. This means you can have a good guess at what a word means from the words, phrases or sentences before or after it.

Take a look at the sentences from this news report:

A 17-year-old boy was taken away by police for making a terrorist threat using emojis on Facebook yesterday. "The real world laws apply even when the offense is in picture-symbols in our emails, text messages and online posts," the police said.

Cybercrimes like this don't only happen in America.

The word *cybercrime* might be new to you, but you can guess the meaning of it from the sentences before it.

WORD BANK

cognitive /'kɒgnətɪv/ a. 认知的

Magali Perquin /ma:'gɑ:lɪ

pɜːkwɪn/ 玛格丽·帕奎恩 (人名)

Luxembourg /'lʌksəmbɜːg/ 卢森堡城 (卢森堡首都)

NEWS REPORT 3

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

- 1 What is the finding of the study?
 - A. The more languages you speak, the longer you will live.
 - B. The more languages you speak, the worse memory you will have.
 - C. The more languages you speak, the more quickly you will think.
 - D. The more languages you speak, the less likely you will develop cognitive problems.
- 2 Who took part in the study?
 - A. 320 men and women with an average age of 37.
 - B. 32 men and women with an average age of 73.
 - C. 230 men and women with an average age of 73.
 - D. 30 men and women with an average age of 37.
- 3 What will be the focus of further studies?
 - A. Whether the protection is limited to human beings.
 - B. Whether the protection is applied to other areas of cognition.
 - C. Whether the protection is applied to younger people.
 - D. Whether the protection is limited to the part of brain of speaking.

LISTEN TO COMMUNICATE

CONVERSATION 1

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

- 1 What is the probable relationship between the two speakers?
 - A. They are classmates.
 - B. They are colleagues.
 - C. They are brothers.
 - D. They are professor and student.
- 2 How many aspects of the differences are mentioned in the conversation?
 - A. One aspect: words.
 - B. Two aspects: words and spellings.
 - C. Three aspects: words, spellings and idioms.
 - D. Four aspects: words, spellings, idioms and grammar.
- 3 What would Americans say when they mean that "don't waste time and energy in doing something"?
 - A. Don't flog a dead horse!
 - B. Don't beat a dead horse!
 - C. Don't hide skeletons in the closet!
 - D. Don't hide skeletons in the cupboard!

WORD BANK

idiom /'ɪdiəm/ *n.* 习语

flog /flɒg/ *v.* 鞭打

skeleton /'skelɪt(ə)n/ *n.* 骨骼

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

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



CONVERSATION 2

WORD BANK

cop /kɒp/ n. 警察

hijack /'haɪ,dʒæk/ v. 劫机

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 Ming arrested by the cops?
 - A. He made the flight delayed.
 - B. He started a fight with the passengers.
 - C. He stopped others from getting on the plane.
 - D. He was mistaken to "hijack" the plane.
- 2 What did the waiter think "ASAP" meant?
 - A. A new order.
 - B. As soon as possible.
 - C. An airport signal.
 - D. A special business trip.
- 3 What are the two speakers talking about?
 - A. The meaning of "ASAP".
 - B. Funny stories of their friends.
 - C. The meaning of the word "hijack".
 - D. Misunderstandings caused by words.

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

- 1 I just read a funny story from the newspaper. _____?
- 2 _____ two friends, Ming and Jack, met while getting on the plane.
- 3 Oh, Ming _____ "hijack" in English means "take control of the plane". _____ the greeting caused!
- 4 _____ reminds me of one of my experiences in Milan.
- 5 That's funny. _____ words can cause misunderstandings!

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 ones. After you complete the conversation, please act it out.

- A:** 1) _____, Mark?
B: Not much. 2) _____, Bob?
A: I just got back from a study tour in the UK.
B: 3) _____? How was it?
A: Wonderful! We joined the English program on language learning, and also lived with the host families for a month.
B: Great! 4) _____?
A: I felt a bit lost at the beginning, because I was afraid to share my ideas. I was worried about making mistakes.
B: 5) _____?
A: Oh yes. The professor kept on encouraging me to speak out. He said that ideas count.
B: 6) _____! That's also my problem.
A: Later, I became active in sharing my ideas in project, role-play and drama part, and my ideas were appreciated by the other students and professors!
B: So willingness to speak out is the icebreaker to learning a language! No wonder you made great progress in your English!

FUNCTIONAL LANGUAGE

Starting a conversation

- What's new?
- How is your ...?
- Guess what?
- What's happening right now?
- Anything different?

Giving responses

- Everything is fine.
- Nothing new.
- Not too much.

Keeping a conversation going

- You did?
- Go ahead.
- How about you?
- Talking about differences, I notice that ...
- Tell me more about it.
- That's really interesting.
- Exactly!
- Did things get better?



LISTEN TO SHARE

WORD BANK

Rhodesian /rəʊ'diːʒən/ a. 罗得西亚的（罗得西亚为津巴布韦旧称）

accent /'æksnt/ n. 口音

phonetics /fə'netiks/ n. 语音学

instinct /'ɪnstɪŋkt/ n. 直觉

linguistics /lɪŋ'gwɪstɪks/ n. 语言学

Leonardo DiCaprio /liːə,nɑːdəʊ dɪ'kɑːprɪəʊ/ 莱昂纳多·迪卡普里奥（美国男演员）

Blood Diamond 《血钻》（美国电影）

Johnny Depp /'dʒɒni ,dep/ 约翰尼·德普（美国男演员）

Anne Hathaway /æn 'hæθəweɪ/ 安妮·海瑟薇（美国女演员）

Alice in Wonderland 《爱丽丝梦游仙境》（美国电影）

Claudette Roche /klɔː'det ,rɔʃ/ 克洛代特·罗什（人名）

LA /el 'eɪ/ 洛杉矶（Los Angeles, 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 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 What is the speaker talking about?
 - A. The film *Blood Diamond*.
 - B. The film *Alice in Wonderland*.
 - C. The job of Hollywood actors.
 - D. The job of a dialect coach.
- 2 How do the actors manage to have a proper accent in the movies?
 - A. They live in the region and practice a lot.
 - B. They read a lot about phonetics and linguistics.
 - C. They have a dialect coach to help them.
 - D. They have a talent for accents.
- 3 What do we learn about dialect coaches?
 - A. They are well-paid.
 - B. They are usually females.
 - C. It is easy to become a dialect coach.
 - D. A degree in linguistics may be a must to them.

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

A dialect coach:

- helps actors 1) _____ accents, so that they can play more 2) _____;
- has a good 3) _____ of phonetics, and 4) _____ with a variety of accents;
- is able to 5) _____ more than 20 accents;
- may have the following qualifications: 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.

happy

sad

tender

right

cruel

wrong

WORD BANK

opponent /ə'pəʊnənt/ n. 对手;
敌手

dominate /'dɒmɪ,neɪt/ v. 支配

- 1 What do you feel when you see "happy", "tender" and "right"?
 - 2 What do you feel when you see "sad", "cruel" and "wrong"?
 - 3 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.
- 1 Which of the following statements best expresses the speaker's view?
 - A. The words people use can influence their behavior.
 - B. Unpleasant words in sports are often used by foreign players.
 - C. Aggressive behavior in sports can have serious consequences.
 - D. Unfair judgments will lead to violence on the sports field.
 - 2 Why are there harmful actions during games?
 - A. Because the players are too eager to win.
 - B. Because the players treat their opponents as enemies.
 - C. Because the players are short-tempered and easily offended.
 - D. Because the players cannot afford to be polite in fierce competitions.
 - 3 What did the player do when his way was blocked?
 - A. He threw the ball high with force.
 - B. He threw the ball as far as possible.
 - C. He threw the ball at the one blocking his way.
 - D. He threw the ball to his teammates.
 - 4 How does the speaker hope to improve the current situation in sports?
 - A. To use positive language on the sports field.
 - B. To raise the players' sense of responsibility.
 - C. To change the attitude of the players on the sports field.
 - D. To regulate the relationship between players and referees.
- 3 Listen to the passage again and decide whether the following statements are true (T) or false (F).
- 1 The dictionary meaning of the term "opponent" is "enemy".
 - 2 The speaker thinks it's acceptable for players to treat their opponents as enemies on court.
 - 3 Players tend to treat each other as enemies off the court.
 - 4 The speaker thinks replacing the term "opponent" with "associate" might change the players' reactions.



DISCUSSION

Read the following story. Then work in groups and discuss the following questions.

A blind and homeless man sits by the side of a building hoping for some spare change, but no one seems to notice him or care. A stranger walks by and changes the message on his sign and 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? Can you give some examples?

VIEW THE WORLD



WORD BANK

intimidate /ɪn'tɪmɪdeɪt/ v. 使紧张

insulting /ɪn'sʌltɪŋ/ a. 侮辱的

flash /flæʃ/ v. 亮出; 闪出

akin /ə'kɪn/ a. 与某物相似的

vulgar /'vʌlgə/ a. 粗俗的

Islamic /ɪz'læmɪk/ a. 伊斯兰教的

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

Hand gestures	Countries	Possible meanings
The A-OK	<ul style="list-style-type: none"> in America in Brazil in Greece and Turkey in some Middle Eastern countries 	<ul style="list-style-type: none"> 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. rude G. similar to giving someone the finger
The crossed fingers	<ul style="list-style-type: none"> in the US, Canada, the UK or Australia 	
The thumbs up	<ul style="list-style-type: none"> in the US in Latin America, West Africa, Greece, Russia, etc. in Germany 	

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

- 1 Do you think the information about the hand gestures useful to you? Why or why not?
- 2 Are there any commonly used gestures or other body language peculiar to China? What are they? What do they mean?

FURTHER LISTENING

WORD BANK

colonize /'kɒlənaɪz/ v. 将……开拓为殖民地

immigrant /'ɪmɪgrənt/ n. 移民

Gulf Cooperation Council 海湾合作委员会

Doha /'dəʊhɑː/ 多哈(卡塔尔首都)

WORD BANK

chase /tʃeɪs/ n. 追捕

jealous /'dʒeləs/ a. 妒忌的

monster /'mɒnstə/ n. 怪物

Henry IV 《亨利四世》(莎士比亚历史剧)

Othello /ə'θeləʊ/ 《奥赛罗》(莎士比亚戏剧)

NEWS REPORT

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

- 1 What language do people in a Doha airport most probably speak, according to the news report?
 - A. Spanish.
 - B. Arabic.
 - C. English.
 - D. German.
- 2 What is many Arabs' opinion of the wide use of English in their country?
 - A. They think it is not a good thing.
 - B. They think it is good for young people.
 - C. They are worried that they are not good at the language.
 - D. They are worried that English is colonizing their own language.
- 3 What do many immigrants in the Middle East expect to do?
 - A. They want to learn Arabic.
 - B. They want to learn English.
 - C. They want to understand Arabic culture.
 - D. They want the locals to understand their culture.

CONVERSATION

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

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

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 are in different situations.
 - C. They know different languages.
 - D. They want to be polite.
- 2 What are the two general levels of usage for language?
 - A. Polite and impolite language.
 - B. Textbook and conversational language.
 - C. Formal and informal language.
 - D. Spoken and written language.
- 3 According to the passage, whom are we speaking to when we say "Would you mind closing the door"?
 - A. A friend.
 - B. A family member.
 - C. A stranger.
 - D. A boss.

Sample



EXIT TICKET

Check the following lists to see what you have learned from this unit.

1 Vocabulary

- 1 I don't know the word.
- 2 I know the word when I see it, but I don't know it when I hear it.
- 3 I know the word when I see and hear it, but I don't know how to use it in my own speaking.
- 4 I know the word when I see or hear it and can use it in my own speaking.

	1	2	3	4
arouse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
promote	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
protective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
involve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
idiom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
misunderstanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
accent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
qualification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
opponent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2 Functional language

Starting a conversation

- What's new?
- How is your ...?
- Guess what?
- What's happening right now?
- Anything different?

Giving responses

- Everything is fine.
- Nothing new.
- Not too much.

Keeping a conversation going

- You did?
- Go ahead.
- How about you?
- Talking about differences, I notice that...
- Tell me more about it.
- That's really interesting.
- Exactly!
- Did things get better?

3 Skills

- use rising intonation on auxiliary verbs to show interest
- guess the meaning of words from context clues
- start a conversation, give responses and keep a conversation going

4 Ideas and cultures

- _____
- _____
- _____
- _____
- _____

Sample