

Unit

5

Get from A to B

Learning objectives

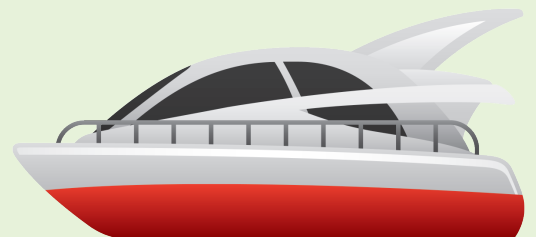
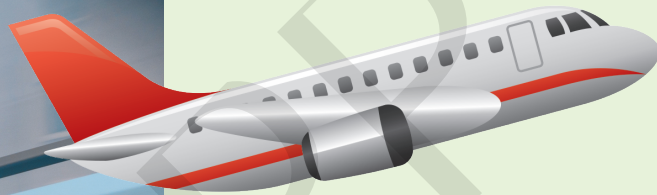
- talk about different types of transportation
- identify a change in thought while listening
- ask for and give directions
- talk about a great invention



Opening up

Choose a type of transportation from the pictures. Then work in pairs and take turns to ask as few *yes-no* questions as possible to find out the transportation type your partner chooses. Here are some examples:

- Does it travel on the road?
- Is it big?
- Can it carry a lot of people?



Listening to China

Before you listen

- 1 Look at the famous painting *Along the River During the Qingming Festival*. What river is depicted? How much do you know about the history and impact of this river?

Listening skills

Identifying a change in thought

Speakers often use contrast signal words and expressions to indicate a change in thought. Paying close attention to these signal words and expressions can help you predict new information and thus better follow the speaker's train of thought. Below are some examples showing how these contrast signal words and expressions are used to indicate a change in the speaker's thought.

Information before the signals	Contrast signal words and expressions	Information after the signals
It will be rainy in the morning,	but	it will be sunny in the afternoon.
I like your idea;	however,	it is difficult to put it into practice.
No one was injured,	although	the storm had caused serious damage.
The train arrived on time	despite	the heavy snow.
I love vegetables.	In contrast,	my husband loves meat.
I'd like to buy a new phone,	but on the other hand,	I should save money.

Now you are going to listen to a conversation about the Grand Canal (大运河). Pay special attention to the information that follows the signal words and expressions.



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

While you listen



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

2 Read the notes and fill in the blanks according to what you hear.

The Grand Canal

Length

about 1) _____ kilometers long

Historical significance

one of the grandest ancient 2) _____ in the world

Time of construction

over 2,500 years ago

Recognition

placed on the UNESCO World Heritage List in 3) _____

Function

connecting major 4) _____

Influence

- an important waterway for 5) _____ in history
- having a huge impact on stimulating 6) _____ development
- encouraging 7) _____ along the way

New words

UNESCO World Heritage List

联合国教科文组织世界遗产名录

the Yangtze /'jæŋtsɪ/ River 长江

commercial /kə'mɜ:ʃəl/ *a.* 商业的; 贸易的

diminish /dɪ'mɪnɪʃ/ *vi.* 减弱; 降低

stimulate /'stɪmjəleɪt/ *vt.* 促使; 促进

lens /lenz/ *n.* 镜头



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

Information before the signals	Contrast signal words and expressions	Information after the signals
I've heard the name before,	but	I 1) _____ about it.
Chinese people 2) _____ _____ to construct it over 2,500 years ago,	3) _____	4) all the _____!
The canal once served as a 5) _____, transporting goods such as grain across the country.	6) _____,	with the development of new transportation methods, its 7) _____ _____ as a commercial waterway 8) _____.
Nowadays, the Grand Canal is mostly a 9) _____ _____.	10) _____	certain sections of it are still used for 11) _____.

After you listen

4 Work in pairs and discuss the questions.

- 1 Have you ever visited the Grand Canal? If yes, which part did you visit, and how did you like it? If no, which part would you like to visit and why?
- 2 The Grand Canal is an ancient engineering miracle and part of it is still in use today. Can you think of any other projects built in ancient China that still have practical use today?



Scan the code for
Viewing China.

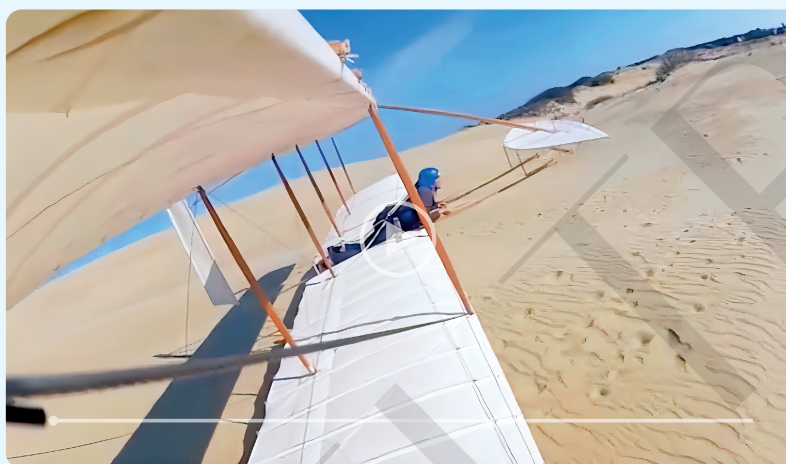
Viewing world cultures

Before you view

1 Work in pairs and discuss the questions.

- 1 Have you ever traveled by plane? If yes, how did you like the experience? If no, would you like to travel by plane? Why or why not?
- 2 What do you know about the invention of the plane? (Who? Where? When?)

2 Read the program information. What does the presenter do in the program?



This program shows the start of plane travel. The presenter goes to the U.S.A., where the Wright brothers first flew a plane in 1903. He tries out a replica (复制品) of the Wright brothers' glider (滑翔机), an early type of plane without an engine, to see if he can fly it.

While you view



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

3 Complete the sentences by choosing the correct answers according to the video clip.

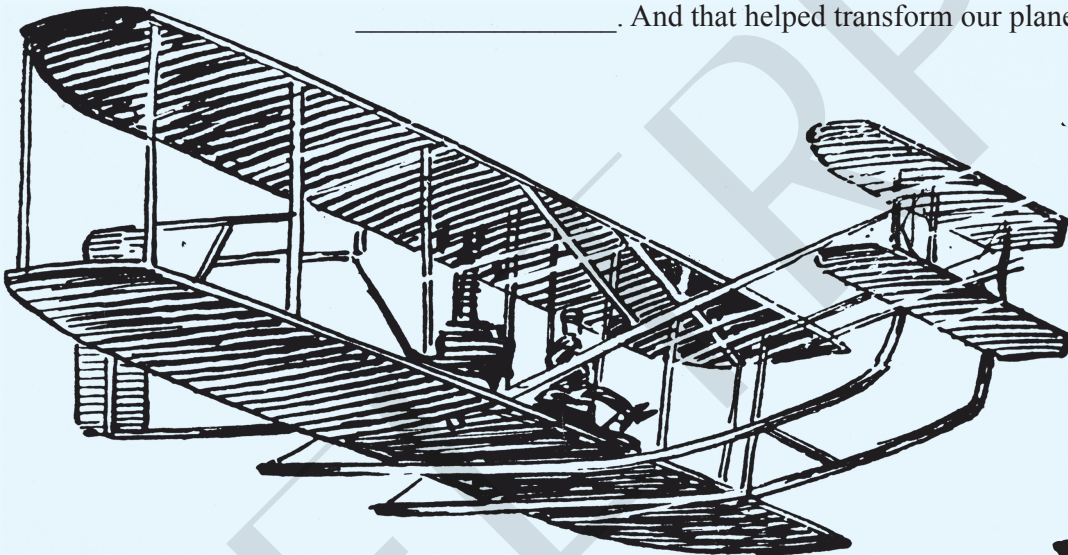
- 1 On December 17, 1902 / 1903, the Wright brothers made a special journey.
- 2 They traveled 120 / 36 feet.
- 3 A year before flying a plane, the Wright brothers built a glider / plane engine.
- 4 The Wright brothers made their journey on a sand dune / in the desert.

New words

humble /'hʌmbəl/ *a.* 普通的
sand dune /dʒu:n/ *n.* 沙丘
radical /'rædɪkəl/ *a.* 彻底的
trigger /'trɪgə/ *vt.* 引起; 触发
crack /kræk/ *vt.* 解决 (难题)
steer /stiə/ *vi.* 驾驶
get the hang of 学会
canard /kæ'nɑ:d/ **wing** 鸭翼
harness /'hɑ:nəs/ *n.* 保护带
twist /twɪst/ *vt.* (用手) 转动, 旋转
rudder /'rʌdə/ *n.* 方向舵
launch /lɔ:ntʃ/ *vt.* 发起
transform /træns'fɔ:m/ *vt.* 彻底改变

4 Answer the questions by filling in the blanks according to the video clip.

- 1 Why was the Wright brothers' first flight extraordinary?
It triggered _____.
- 2 What did the Wright brothers learn to do in order to conquer the skies?
They learned how to ride _____ and steer through _____.
- 3 What is the significance of the Wright brothers' glider?
The glider made all _____ we fly today possible. It launched a dramatic revolution in the way we _____. And that helped transform our planet.



After you view

5 Work in pairs and discuss the questions.

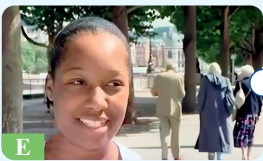
- 1 What have you learned from the Wright brothers' story?
- 2 Can you share some other stories of great inventions?
Discuss what you can learn from them.

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 *How do they get to work?* Look at the people and the types of transportation. Then watch Part 1 of the podcast and match the people A-F to the types of transportation they use to get to work. Sometimes there is more than one answer.



Car



Bus



On foot



Bike



The tube

New words

the tube /tju:b/ *n.*
(伦敦的) 地铁

Waterloo Station /ˌwɔ:tə'lu:/
(伦敦) 滑铁卢车站

scenery /'si:nəri/ *n.*
风景; 景色

landscape /'lændskeɪp/
n. 风景

overcrowded
/ˌəʊvə'kraʊdɪd/ *a.*
过于拥挤的

Culture notes

Waterloo Station: one of the largest and busiest railway stations in the U.K., with a long history dating back to 1848.

3 *What do they do on their journey to work?* Look at the people and read the statements. Then watch Part 2 of the podcast and fill in the blanks.



Sometimes I 1) _____ and sometimes I 2) _____.



Take in the 3) _____, scenery, um ... and try to 4) _____ in the road which are quite dangerous.

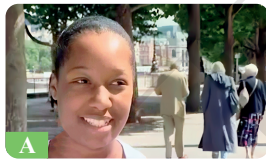


I 5) _____, usually. I just ... I, I love journeys. I love, I love just 6) _____.



Well, it's so short. I don't actually do very much at all, apart from making sure I 7) _____.

4 *What do they like about their journey to work?* Look at the people and read the statements. Then watch Part 3 of the podcast and match the people A-F to the statements 1-6.



- ___ 1 I'd like to have the fresh air and some exercise.
- ___ 2 It's about a quarter of an hour's walk, so I feel very healthy.
- ___ 3 It's quick.
- ___ 4 It's quite early in the morning, which means the bus is always quite quiet.
- ___ 5 Seeing how the landscape changes through the seasons.
- ___ 6 I like listening to music and having some time to think before work.

5 *What don't they like about their journey to work?* Look at the people and read the statements. Then watch Part 4 of the podcast and decide if the statements are true (T) or false (F).



___ 1 It's crowded on the tube.



___ 2 There are very bad drivers on the road.



___ 3 She will get sweaty when cycling to work.



___ 4 He has to wait about 20 minutes for the next bus to come along if he misses the first one.



___ 5 The wind in winter makes her eyes water.

6 *Work in pairs and discuss the questions.*

- 1 When you were in high school, how did you get to school?
- 2 What did you do on your journey to and from school?
- 3 What did you like or dislike about it?



Speaking out

New words

carnival /'kɑ:nəvəl/ *n.* 狂欢节;
嘉年华

Role-play



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

Speaking skills

Asking for and giving directions

When you find yourself in a new city or an unfamiliar place, knowing how to ask for directions can help you find your way and reach your destination efficiently. And being able to give accurate and clear directions allows you to help people in need.

In English, to ask for directions, people often use expressions such as *Excuse me.* and *Can you help me?* to start the conversation. Typical sentence patterns include *Can you give me directions to ...?*, *How can I get to ...?*, and *What's the best way to ...?* If you want to be more polite, you can use sentence patterns such as *Would you please tell me ...?* or *Could you kindly help me get to ...?*

When giving directions, consider the following aspects:

- Use fixed expressions for specific directions such as *Turn left.*, *Go left.*, or *Take a left turn.*
- Mention landmarks to guide the person. For example, *You'll pass a gas station.* or *You'll see a big statue on the left.*
- Use transition words such as *after that*, *then*, *next*, or *finally* to separate each step of the route.
- Estimate the time it will take to reach the destination. For example, *It's a five-minute walk.*, *It takes about 20 minutes.*, or *Keep going for about 15 minutes.*

For more expressions for asking for and giving directions, refer to the table below:

Expressions for asking for directions	Expressions for giving directions
<ul style="list-style-type: none"> • Excuse me, could you tell me how to get to the nearest post office? • Where is the nearest subway station, please? • Is there a bus stop nearby? • Could you please give me directions to the Oriental Pearl Tower? • Could you please show me on the map? • Could you tell me the way to the National Museum of China, please? • Can you help me? I'm trying to find the Temple of Heaven. • I'm a bit lost. Do you know where this shopping center is? • Is the restaurant far from here? • Is this the right way? 	<ul style="list-style-type: none"> • Go straight ahead. • Take the first left turn. • Take the first street on your left. • Turn right / left at the traffic lights. • Go along the main road. • Go straight down this street for two blocks / about five minutes. • You'll see the theater on your right / left. • It's right across the street. You can't miss it! • Cross the street and continue on the other side. • Keep going until you reach a crossroads. • It's just over there. • It's not far. It's just around the corner.



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

- 3 Work in pairs and role-play the situations. Use the skills for asking for and giving directions.

I can't find my way!

Situation 1

Ask B for directions to one of the following places:

- 1 Twist Museum
- 2 The Photographers' Gallery
- 3 Hanover Square

Listen to A's problems. Read the map on Page 102 and give directions to A.

Situation 2

- A** Ask B for directions to one of the following places:
- 1 Temple of Heaven
 - 2 Tianqiao Theater
 - 3 National Natural History Museum of China
 - 4 Beijing Ancient Architecture Museum

Can you show me the directions?

- B** Listen to A's problems. Read the map on Page 102 and give directions to A.



Group discussion

Talking about a great invention

Get ideas



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

New words

monorail /'mɒnəʊreɪl/ *n.* (高架)
单轨铁路

Discuss and organize ideas

- 2 Work in groups and choose one great invention of the 20th century that your group would like to introduce to the class. The following inventions are for your reference:**
 - plane
 - cell phone
 - penicillin
 - the Internet
- 3 Conduct research for your presentation. Use the following questions as prompts:**
 - Who invented it?
 - When and where was it invented?
 - What was the idea behind it?
 - How has this invention influenced our daily lives?
- 4 Prepare the presentation based on your research findings. Use visual aids to enhance your presentation and prepare to answer questions from the audience.**

Culture notes

World's Fair: also known as the World Expo. It is a large international exhibition of a wide variety of industrial, scientific, and cultural items. Since the first World's Fair in London in 1851, more than 100 World's Fairs have been held throughout the world.

Present ideas

- 5 Deliver the presentation to the class. Before you begin, refer to the checklist to see if you are ready.**


Checklist

- | |
|--|
| <input type="checkbox"/> Organize the presentation in a logical way. |
| <input type="checkbox"/> Use appropriate visual aids to enhance the presentation. |
| <input type="checkbox"/> Use different words and sentence patterns to add variety to the presentation. |
| <input type="checkbox"/> Prepare to answer questions from the audience. |

Further listening

News reports



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

New words

News report 1

Stavanger /stɑ:'vɑ:ŋə/ 斯塔万格（挪威城市）

Norway /'nɔ:weɪ/ 挪威（北欧国家）

mayor /meə/ *n.* 市长

allocate /'æləkeɪt/ *vt.* 分配；拨给

thriving /'θraɪvɪŋ/ *a.* 兴旺的；繁荣的

News report 2

sleeper train *n.* 卧铺火车

Brussels /'brʌsəlz/ 布鲁塞尔（比利时首都）


Berlin /bɜ:'lɪn/ 柏林（德国首都）

Vienna /vi'enə/ 维也纳（奥地利首都）

destination /,destə'neɪʃən/ *n.* 目的地；终点

Conversation



 Listen to the conversation and complete the exercises on Ucampus.

New words

gamechanger /'geɪm,tʃeɪndʒə/ *n.*
游戏规则改变者（指彻底改变状况的人或事件）

commute /kə'mju:t/ *vi.* 上下班往返
n. 上下班路程

lifesaver /'laɪfseɪvə/ *n.* 救星；帮助解决困难的人（或物）

Passage



 Listen to the passage and complete the exercises on Ucampus.

New words

facilitate /fə'sɪlɪteɪt/ *vt.* 促进；促使

efficient /'ɪfɪjənt/ *a.* 高效的

the Industrial Revolution

/ɪn,dʌstriəl revə'lʊ:ʃən/ 工业革命

capacity /kə'pæsəti/ *n.* 容纳人数

Wrapping up

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

	OK	Needs work
I can talk about different types of transportation.	<input type="checkbox"/>	<input type="checkbox"/>
I can identify a change in thought while listening.	<input type="checkbox"/>	<input type="checkbox"/>
I can use proper language to ask for and give directions.	<input type="checkbox"/>	<input type="checkbox"/>
I can introduce a great invention from different aspects.	<input type="checkbox"/>	<input type="checkbox"/>

Unit test



Scan the code and take the unit test on Ucampus.

Situation 1



Situation 2

