

English XP<sup>®</sup>

x p e r i e n c i n g

NEW

新大学英语

综合教程

1

Experiencing English

Coursebook

总主编 王海啸 余渭深  
主 编 王海啸



高等教育出版社  
HIGHER EDUCATION PRESS

NEW

新大学英语

综合教程

1

Experiencing English

Coursebook

总主编 王海啸 余渭深

主 编 王海啸

XIN DAXUE YINGYU ZONGHE JIAOCHENG

 高等教育出版社·北京  
HIGHER EDUCATION PRESS BEIJING

## 《高级体验英语》编委会

主任（以姓氏笔画为序）：王守仁 石 坚 刘 援

总策划：刘 援 周 龙 贾 巍

主 审：孔庆炎

委 员（以姓氏笔画为序）：  
王一普 王俊菊 王海啸 文 旭 白解红 刘龙根  
刘浣波 孙倚娜 伍忠杰 向明友 何莲珍 李淑静  
李霄翔 汪火焰 杨 跃 余渭深 张文霞 张敬源  
周 龙 胡开宝 俞洪亮 战 菊 贾国栋 贾 巍  
樊葳葳 黎 宏

### 《高级体验英语综合教程》

总主编：王海啸 余渭深

### 《高级体验英语综合教程1》

主 编：王海啸

副主编：王晓红

编 者（以姓氏笔画为序）：  
王 伟 王晓红 王海啸 乔丽婷 陆 晓  
张 洁 倪辉莉 黄 燕 戚 焱

策划编辑：徐艳梅 邓中杰

项目编辑：邓中杰

责任编辑：马文敏 刘 瑾

封面设计：王凌波

版式设计：刘 艳 魏 亮

责任校对：甘红娜

责任印制：张泽业

---

# 前 言

---

体验式教学思想自古就有，但一直到20世纪才形成较为系统的体验式教育理念。在第二语言教学领域，人们已经普遍认识到语言、认知和社会知识是三个既有区别，又相互紧密联系的系统。语言学习的过程就是对新的语言系统不断体验，认知，再体验，再认知的过程。语言不但是外部世界在人脑中的反映，也是人们认识、体验外部世界的结果。

近年来，外语教学界所提倡的交际式外语学习强调语言的使用在外语教学中的重要作用。这一点也为体验式外语教学所提倡。但也有越来越多的研究表明，在外语教学中过分强调教学活动的交际性，忽略学习者对学习活动的反思，对新的语言现象的注意和有意识的练习，也不利于有效的外语学习。因此，体验式外语教学在强调语言使用的同时，也注重学习者对自身学习过程的认识。不同的学习者会有不同的学习风格和学习目的。因此，他们也可能选择不同的学习内容，使用不同的学习方法。外语学习的过程应该是一个不断体验和不断反思的过程。

我国大学英语教学现阶段所实施的《大学英语课程教学要求》指出，大学英语“是以英语语言知识与应用技能、跨文化交际和学习策略为主要内容”；大学英语教学应“促进学生个性化学习方法的形成和学生自主学习能力的发 展。”。应允许并使 学生能够“选择适合自己需要的材料和方法进行学习”。这些理念和要求与体验式外语教学思想有高度的一致性。本教材正是遵循这样的理念与要求编写的。

不同的教材编写理念主要体现在对语言材料的选择、编排和处理上。传统的外语教学往往根据语言难度选择和编排在内容上互不相关的语言材料。然后再将一份份完整的语言材料拆开来教授给学生。比如在阅读教学中，教师会在教学中将完整的阅读篇章分割成词汇、句子、段落、篇章结构等不同的形式呈现给学生。外语学习的过程基本上就是处理语言碎片的过程。本教材主张语言学习的过程是学习者对自己的语言体系不断创建和不断完善的过程。学习者不但需要从外界吸收语言形式，还要创造性地使用已有的语言材料，完成实际的交际任务，最终实现构建自己新的语言体系的目的。这也正符合《大学英语课程教学要求》所提出的“培养学生的英语综合应用能力”，“同时增强其自主学习能力，提高综合文化素养，以适应我国社会发展和国际交流的需要”这一总体教学目标。

为此，本教材的每一个单元都是围绕一个具有实际意义的项目来设计的。项目的完成涉及一系列的语言活动。单元学习的结果即是意味着项目的完成。而每一个项目的结果都会落实在一个完整的语言形式上，或者是一个演讲，或者是一份研究报告，或者是一次辩论。单元学习过程就是运用不同的语言材料和语言技能完成项目的过程。

在教材构成上,《综合教程》和《同步练习》为有机整体。前者所涉及的教学活动主要是围绕项目的完成而设计的。后者则更加强调对语言形式的学习,以及对相关技能的拓展性训练。这也是遵循体验式教育理念所提倡的教学原则。

本书为《综合教程》系列第一册,共8个单元,每个单元包含5个部分。

第一部分(Part One: Warming Up)是热身练习。该部分以阅读和视听材料的学习为主。一方面给学生提供一些语言样本,另一方面的引发学生的学习兴趣。其中一部分练习活动为后面的活动内容或语言上的准备。在语言技能训练上,本部分以接收性(即听、读)训练为主,辅之以适当的产出性技能训练。学生可以在课内,也可以在课前自主完成该部分内容。

第二部分(Part Two: Initializing the Project)通过一系列学习活动,让学生从语言、格式、文化、技巧等方面对本单元将要完成的项目进行学习。学习活动的设计既照顾到交际性,也包含对语言形式和文化知识的学习。在语言技能训练上,本部分既注重接受性(即听、读)训练,也包含适当的产出性技能训练。

第三部分(Part Three: Exploring the Field)是单元学习的重点。这一部分提供一到两个项目结果样本或参考文本等。材料为阅读篇章,类似于传统教材中的主课文,或精读课文。在语言技能训练上,本部分以输入性训练为主,同时也包含适当的产出性(即写、说)训练。

第四部分(Part Four: Constructing the Project)是项目完成阶段,也是每个单元的核心部分。这一部分的主要任务是提供项目执行过程中的各个阶段与步骤的描述与指导,帮助学生收集相关资料,提供项目结果的最终呈现方式,同时要求学生在课上或课后展示和介绍项目结果。听众同时对其他同学的项目结果以及他们的展示或汇报进行评估。在语言技能训练上,本部分以产出性技能训练为主,同时强调学生在项目完成过程中的自主阅读与听力训练。

第五部分(Part Five: Assessing Learning)为学生提供一个反思的机会,回顾自己在本单元的学习过程中都做了些什么,学了些什么,效果如何,还有哪些欠缺之处,下一步有什么打算等。

本教材是我们对体验式外语教学理念在我国大学英语教学中的应用的一次新的尝试。由于编者水平有限,教材中如有疏漏和其他不尽完善之处,还请广大师生提出宝贵意见和建议。

编者

2011年6月

---

# Contents

---

<b>Unit 1</b>	<b>Introducing People</b> .....	<b>6</b>
<b>Unit 2</b>	<b>Developing Hobbies</b> .....	<b>28</b>
<b>Unit 3</b>	<b>Politeness and Courtesy</b> .....	<b>52</b>
<b>Unit 4</b>	<b>Having a Healthy Diet</b> .....	<b>72</b>
<b>Unit 5</b>	<b>Internet Addiction</b> .....	<b>90</b>
<b>Unit 6</b>	<b>Describing Scenic Spots</b> .....	<b>112</b>
<b>Unit 7</b>	<b>Learning About Learning Strategies</b> .....	<b>136</b>
<b>Unit 8</b>	<b>The Beatles vs. Michael Jackson</b> .....	<b>158</b>

---

# Contents

---

**Unit 1** Introducing People ..... 6

**Unit 2** Developing Hobbies ..... 28

**Unit 3** Politeness and Courtesy ..... 52

**Unit 4** Having a Healthy Diet ..... 72

**Unit 5** Internet Addiction ..... 90

**Unit 6** Describing Scenic Spots ..... 112

**Unit 7** Learning About Learning Strategies ..... 136

**Unit 8** The Beatles vs. Michael Jackson ..... 158

# Contents

Unit	Warming Up	Initializing the Project
<p style="text-align: center; font-size: 2em; font-weight: bold;">1</p> <p><b>Introducing People</b> (pp 6–27)</p>	<ul style="list-style-type: none"> <li>◆ <b>Reading:</b> A formal self-introduction by a professor An informal self-introduction by someone seeking advice on losing weight</li> <li>◆ <b>Viewing / Listening:</b> A short self-introduction by a contestant</li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Reading:</b> A short and informal self-introduction by a college freshman</li> <li>◆ <b>Viewing / Listening:</b> An introduction to a pop star</li> <li>◆ <b>Tips:</b> On ways to ask about personal information in interviews On interview subjects</li> </ul>
<p style="text-align: center; font-size: 2em; font-weight: bold;">2</p> <p><b>Developing Hobbies</b> (pp 28–51)</p>	<ul style="list-style-type: none"> <li>◆ <b>Reading:</b> Two different versions of the same person's introduction to his hobbies for different purposes</li> <li>◆ <b>Viewing / Listening:</b> A brief talk about his hobbies by a man</li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Reading:</b> An answer to the IELTS Speaking test question about hobbies An article on how to introduce one's hobbies on a CV</li> <li>◆ <b>Viewing / Listening:</b> An interview about a woman's hobbies</li> <li>◆ <b>Tips:</b> On ways to ask about other's hobbies On how to express one's likes</li> </ul>
<p style="text-align: center; font-size: 2em; font-weight: bold;">3</p> <p><b>Politeness and Courtesy</b> (pp 52–71)</p>	<ul style="list-style-type: none"> <li>◆ <b>Reading:</b> A reader's letter in a newspaper complaining about the impoliteness of the local people</li> <li>◆ <b>Viewing / Listening:</b> A conversation between a guest and a porter (A clip from the movie <i>Garfield II</i>)</li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Reading:</b> <b>Get Up Boy and Show Respect to the Head</b></li> <li>◆ <b>Viewing / Listening:</b> A movie clip from <i>Mona Lisa Smile</i> showing interaction between the teacher and the students in an art class</li> </ul>
<p style="text-align: center; font-size: 2em; font-weight: bold;">4</p> <p><b>Having a Healthy Diet</b> (pp 72–89)</p>	<ul style="list-style-type: none"> <li>◆ <b>Reading:</b> A description of one kind of fast food — instant noodles A description of homemade food</li> <li>◆ <b>Viewing / Listening:</b> A description of battery farming by a farmer</li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Reading:</b> An objective description of fast food</li> <li>◆ <b>Viewing / Listening:</b> A song describing love for fast food by a pop band</li> <li>◆ <b>Tips:</b> On words you might use to describe different aspects of a diet On the aspects you might cover when describing a diet</li> </ul>



Exploring the Field	Constructing the Project
<ul style="list-style-type: none"> <li>◆ <b>Reading:</b> Passage 1: <b>My Attachment to New Orleans</b> Passage 2: <b>Beth</b></li> <li>◆ <b>Key skills / techniques:</b> Ordering events chronologically; using evidence to support argument; recounting a story from a different person's point of view; making predictions before reading; describing a person's appearance or experience; writing an application that includes a self-introduction</li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Main task:</b> Applying for a student exchange program</li> <li>◆ <b>Key skills / techniques:</b> Collecting information from someone else; writing an introduction to someone else; filling out an application form; conducting interviews for selecting exchange students; writing a personal statement</li> <li>◆ <b>Tips:</b> On personal statement writing</li> </ul>
<ul style="list-style-type: none"> <li>◆ <b>Reading:</b> <b>Hooked on Hobbies</b></li> <li>◆ <b>Key skills / techniques:</b> Outlining the reading passage; using evidence to support argument; grouping information into different categories; giving people suggestions on hobby choosing</li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Main task:</b> Conducting an interview-based research on people's favorite leisure activities</li> <li>◆ <b>Key skills / techniques:</b> Developing specific interview questions; scheduling interviews; conducting interviews; analyzing interview results; report interview-based research results in both written and oral forms</li> <li>◆ <b>Tips:</b> On analyzing interview results</li> </ul>
<ul style="list-style-type: none"> <li>◆ <b>Reading:</b> <b>How Polite Are We?</b></li> <li>◆ <b>Key skills / techniques:</b> Paraphrasing sentences; sorting out the outline of the research and showing it in tables; using PowerPoint to present research results</li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Main task:</b> Conducting a survey on public manners</li> <li>◆ <b>Key skills / techniques:</b> Narrowing research focus and deciding on researching questions; choosing the right research tools; defining research subjects; collecting data; analyzing data; reporting research results in both written and oral form</li> <li>◆ <b>Tips:</b> On choosing the right research tools On analyzing questionnaire, observation, and interview data</li> </ul>
<ul style="list-style-type: none"> <li>◆ <b>Reading:</b> <b>Home Cooking</b></li> <li>◆ <b>Key skills / techniques:</b> Ordering descriptive details as to the different aspects of a diet; making inferences; finding out the main idea and recognizing the organization; summary writing</li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Main task:</b> Describing and assessing students' dining options at your university</li> <li>◆ <b>Key skills / techniques:</b> Collecting information from someone else; analyzing the information collected; categorizing dining options; writing a report on one dining option; assessing different dining options</li> <li>◆ <b>Tips:</b> On the description and assessment of a dining option</li> </ul>

Unit	Warming Up	Initializing the Project	
<p style="text-align: center;"><b>5</b></p> <p><b>Internet Addiction</b> (pp 90–111)</p>	<ul style="list-style-type: none"> <li>♦ <b>Reading:</b> A description about an 11-year-old's addiction to the Internet A description about what's going on in an Internet café</li> <li>♦ <b>Viewing / Listening:</b> A short introduction to symptoms of Internet addiction</li> </ul>	<ul style="list-style-type: none"> <li>♦ <b>Reading:</b> A description of symptoms of Internet addiction as well as an analysis of reasons for the addiction</li> <li>♦ <b>Viewing / Listening:</b> An interview with several people about Internet addiction <ul style="list-style-type: none"> <li>♦ <b>Tips:</b> On avoidance of social networking addiction</li> </ul> </li> </ul>	
<p style="text-align: center;"><b>6</b></p> <p><b>Describing Scenic Spots</b> (pp 112–135)</p>	<ul style="list-style-type: none"> <li>♦ <b>Reading:</b> An introduction to Muckcross House, a mansion in the Republic of Ireland An introduction to Phillip Island Nature Park in Australia</li> <li>♦ <b>Viewing / Listening:</b> A video clip describing Lake Chaplain bordering the US and Canada</li> </ul>	<ul style="list-style-type: none"> <li>♦ <b>Reading:</b> An informal introduction to the Summer Palace by a Chinese student</li> <li>♦ <b>Viewing / Listening:</b> A video clip about Mount Kilimanjaro</li> <li>♦ <b>Tips:</b> On what to cover when describing a scenic spot</li> </ul>	
<p style="text-align: center;"><b>7</b></p> <p><b>Learning About Learning Strategies</b> (pp 136–157)</p>	<ul style="list-style-type: none"> <li>♦ <b>Reading:</b> A learning method: Learn English from Famous People A learning method: Learn English from Videos</li> <li>♦ <b>Viewing / Listening:</b> A method of learning English through watching films</li> </ul>	<ul style="list-style-type: none"> <li>♦ <b>Reading:</b> An introduction to learning styles</li> <li>♦ <b>Viewing / Listening:</b> An introduction to memorizing vocabulary</li> <li>♦ <b>Tips:</b> On understanding different types of learning styles On vocabulary learning strategies</li> </ul>	
<p style="text-align: center;"><b>8</b></p> <p><b>The Beatles vs. Michael Jackson</b> (pp 158–177)</p>	<ul style="list-style-type: none"> <li>♦ <b>Reading:</b> A brief introduction of the Beatles A brief introduction of Michael Jackson</li> <li>♦ <b>Viewing / Listening:</b> A song: “Yesterday” by the Beatles A song: “Earth Song” by Michael Jackson</li> </ul>	<ul style="list-style-type: none"> <li>♦ <b>Reading:</b> A text about the music of the Beatles A text about the music of Michael Jackson</li> <li>♦ <b>Viewing / Listening:</b> A comparison of two songs by the Beatles and Michael Jackson</li> <li>♦ <b>Tips:</b> On analyzing a song</li> </ul>	

Exploring the Field	Constructing the Project
<ul style="list-style-type: none"> <li>◆ <b>Reading:</b> Passage 1: <b>Addicted to the Internet</b> Passage 2: <b>Computers — Drugs</b></li> <li>◆ <b>Key skills / techniques:</b> Structuring logically to explain a problem; using evidence to support argument; making comparisons between two things</li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Main task:</b> Promoting appropriate Internet use to the public in a children's park</li> <li>◆ <b>Key skills / techniques:</b> Collecting sufficient information for a leaflet; getting to know the structure of a leaflet; working out a leaflet; designing a questionnaire</li> <li>◆ <b>Tips:</b> On leaflet writing</li> </ul>
<ul style="list-style-type: none"> <li>◆ <b>Reading:</b> <b>Explore The Merlin Entertainment London Eye</b></li> <li>◆ <b>Key skills / techniques:</b> Making predictions before reading; describing a scenic spot with proper adjectives; describing a scenic spot from its designer's perspective; describing a person's experience visiting a scenic spot</li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Main task:</b> Designing a three-fold brochure for a famous scenic spot.</li> <li>◆ <b>Key skills / techniques:</b> Collecting information from the Internet; writing an outline to organize materials; writing about a scenic spot based on materials collected; avoiding plagiarism by paraphrasing.</li> <li>◆ <b>Tips:</b> On features of a successful travel brochure</li> </ul>
<ul style="list-style-type: none"> <li>◆ <b>Reading:</b> Passage 1: <b>Learning Strategies</b> Passage 2: <b>Note-Taking Strategies</b></li> <li>◆ <b>Key skills / techniques:</b> Giving a definition; making a classification; understanding different learning strategies; making predictions before reading; knowing how to take notes effectively; getting familiar with some commonly-used note-taking symbols and abbreviations</li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Main task:</b> Conducting a survey on language learning strategies</li> <li>◆ <b>Key skills / techniques:</b> Collecting information from someone else; conducting a survey; analyzing the questionnaire items; summarizing the findings; writing a report based on the results of the questionnaire; communicating with other students</li> <li>◆ <b>Tips:</b> On learning from others</li> </ul>
<ul style="list-style-type: none"> <li>◆ <b>Reading:</b> Passage 1: <b>The Beatles, Their Songs and What They Mean</b> Passage 2: <b>Michael Jackson — Legend, Hero, Icon</b></li> <li>◆ <b>Key skills / techniques:</b> Ordering events chronologically; making predictions before reading; finding similarities between artists; finding differences between artists</li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Main task:</b> A small research project on art work comparison as part of a cultural exchange program</li> <li>◆ <b>Key skills / techniques:</b> Collecting information about artists or art works; thinking critically and analytically about art works from different cultures through making comparisons and contrasts between them; describing art works</li> <li>◆ <b>Tips:</b> On aspects to be included in art work research and comparison</li> </ul>

# Unit 1

## Introducing People

In this unit, you are expected to learn

- about what to include when you introduce yourself or other people for various purposes;
- how to conduct interviews to get personal information about the interviewees;
- how to write a personal statement when applying for a university exchange program.

### Part One Warming Up

In daily life, we often encounter situations where we need to introduce ourselves either verbally or in writing. In other situations, we may need to introduce other people to an audience. Some introductions can be as short as a single sentence in casual conversations. Others may take a few hours, as in documentary films about certain historical figures, or a few hundred printed pages, as in the case of biographies or autobiographies.

### Reading

Read the two self-introductions (Texts 1 and 2) below and complete the following activities.

#### Text 1

Originally from Long Island, New York, I am a Professor in the Graduate School of Humanities and Sociology at the University of Tokyo. I have been living and working in Japan since 1994. My main field of study is Buddhism, but I am also a student of the broader area of East Asian philosophy and religion (Buddhism, Confucianism and Daoism). During graduate school and the first few years after finishing my doctorate, I

worked primarily with Korean Seon Buddhism.

I am especially interested in translating classical East Asian works for the modern-Western audience. I have translated a number of works into English, both in book form and on the Internet, which are listed on my publications page.

I have been, since the birth of the World Wide Web, quite taken with the possibilities inherent in the digital domain for the development and sharing of information related to the area of East Asian religious / philosophical thought. The exciting challenges and opportunities that are presently available have stimulated me to initiate a few digital web projects, most important of which at present are the Digital Dictionary of Buddhism and Chinese / Japanese / Korean / Vietnamese-English dictionaries. I am also the founder and managing editor of H-Buddhism, a network for communication among academic specialists in Buddhist studies.

## Text 2

Hi, I thought I would introduce myself. My name is Wendy and I live just right outside of Fort Worth, Texas. I am on this site because I know that I have a sugar problem and the more I eat, the more I crave. I also get very sleepy when I eat sugar, so I know there is something going on chemically that just isn't right.

I am looking to stop dieting and learn to eat healthily. I was trying to buy a bathing suit last weekend and it was actually the first time that I have ever cried because they all looked so terrible. I am not severely obese but I don't want to get that way either.

Currently, I am just not happy about the way I look and want to take better care of myself. I need accountability and am coming here to look for support and guidance. The hardest part is just getting started.

- **Activity 1** For each text, select the most likely situation in which the self-introduction has been made. Then try to find the clue(s) that helped you to arrive at your conclusion.

### Situation

- A. Meeting new friends  
in an online forum
- B. Seeing a doctor
- C. Job application
- D. Homepage posting

	Situation	Clue(s)
Text 1		
Text 2		

● **Activity 2** In different situations, people tend to provide different information in their self-introductions for different purposes. Read the two texts again and put a check ( ✓ ) in the relevant box if the information is given. The first line is done for you as an example. Add more items in the first column if necessary.

Information	Text 1	Text 2
Name	✓	✓
Appearance		
Family		
Education		
Address		
Affiliation		
Career		
Interests		
Problems		
Needs		
_____		
_____		

## Viewing / Listening

Watch a video clip of a self-introduction and complete the following activities.

● **Activity 1** Guess the purpose of the self-introduction and then write down the reasons for your choice.

Purpose: **A** To compete in a competition.      **B** To make friends.      **C** To look for a job.

Clues: \_\_\_\_\_  
 \_\_\_\_\_

● **Activity 2** Read the following words and expressions used in the video clip. Then find the correct explanation for each of them.

- |         |  |         |            |          |              |
|---------|--|---------|------------|----------|--------------|
| festive | intellect  | pageant | privileged | showcase | UC San Diego |
| _____   | (v.) to display or present   |         |            |          |              |
| _____   | (n.) the quality of being very intelligent or clever   |         |            |          |              |
| _____   | (adj.) having an advantage or opportunity that most other people do not have                 |         |            |          |              |
| _____   | (adj.) special, colorful, or exciting, especially because of a holiday or celebration        |         |            |          |              |
| _____   | (n.) a competition in which young women are judged to decide which one is the most beautiful |         |            |          |              |
| _____   | (n.) University of California at San Diego   |         |            |          |              |

● **Activity 3** Watch the video clip again and complete the following table with the information you have heard.

Name	
Age	
Name of university attended	
Time of graduation	
University major and minor	
Time taken to complete university studies	
Name of contest	
Purpose of contest	
Name of award	

## Part Two Initializing the Project

*When we write introductions about either ourselves or other people, some conventions need to be followed. The formality of the language, for example, will vary according to the situation. Relevance of content is also very important for those who make detailed introductions, as it will lead to either interest or boredom from the audience. Focus on these important aspects while going through the sample introductions in this part.*

### Reading

*Learn about giving self-introductions in formal situations, such as job interviews. The type and variety of information that should and should not be included in such self-introductions are of great concern to people introducing themselves.*

● **Activity 1** A first-year student is preparing for his self-introduction in a new English course. Cross out the irrelevant information and make appropriate additions that you think might be of interest to his classmates. Share your opinions within groups.

Hi, everybody! I don't know how many of you know me. Not many I guess because we have not taken many classes together yet. Now I will introduce myself briefly. My name is Liu Gang. I am 19 years old and I come from Beijing. I moved to Beijing with my parents at the age of 7. I miss the beautiful countryside where I spent my early

childhood. I plan to pay a visit back there some time in the future. There are three people in my family. Both of my parents are workers. My father knows how to play the erhu and he taught me a little bit whenever he was not busy. In my spare time, I like reading, traveling, playing the erhu and playing sports. Basketball is my favorite sport. I also spend a lot of time online. I first learned about the Web when I was in junior high school. I have been in love with it ever since. Sometimes my friends ask me what I do online for so many hours every day. I use the Web to study, read news, make new friends and search for information. Of course I play computer games too. I know computer games are addictive, but I am sure I am in control of the computer, rather than being controlled by it. I am not very strong in English, but I know it'll be very useful for my future career because everyone around me has told me so, my uncle in particular. He is my father's youngest brother and he is now living in the US. He is a programmer in Silicon Valley. He graduated from Tsinghua University. He asked me to do my best in English. My high school English teacher also did a lot to help me improve my English. I would not be standing here speaking to you today were it not for his help and encouragement. I will work hard this semester together with every one of you here. Thank you!

- **Activity 2** Now, it is your turn to compose a self-introduction in written form for the same situation. When this is done, present it in groups. Finally each group should choose someone to present to the class.

## Viewing / Listening

Watch a video clip of a self-introduction and complete the following activities.

- **Activity 1** Take notes on the important information about the singer.

---

---

---

---

---

---

---

---

---

---



● **Activity 2** Do your notes include the following information? Cross out the items if you do not find them. One item has been crossed out as an example to show you how this can be done.

- Her name
- Her age
- Her family
- Her childhood dreams
- Her education
- Her personality
- Her way of making a living
- Her performance in the singing competition
- Her strength in singing
- Her plans for future career development

● **Activity 3** For the items that were not crossed out in the above activity, write them in the following flow chart according to the order they were presented. Discuss in groups the underlying reason(s) for the way the information is tailored and sequenced for its particular audience.

