

大学体验[®]英语

口语教程 1

IMPACT
ISSUES 1



Michael Rost Richard R. Day
Joseph Shaules Junko Yamanaka 编
《大学体验英语》项目组

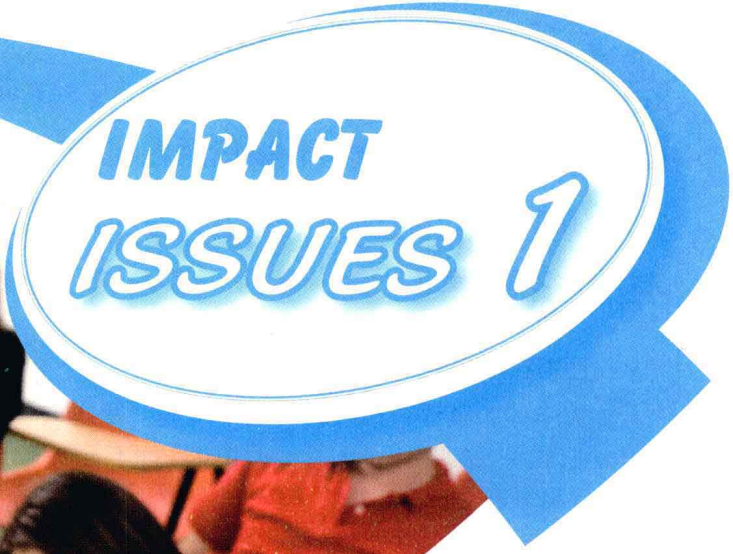


高等教育出版社
HIGHER EDUCATION PRESS

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

图字 : 01-2010-5355 号

Authorized adaptation from the English language edition, entitled *Impact Issues 1*, 1st edition, ISBN 978-962-01-9930-1 by Richard Day, published by Pearson Education, Inc., publishing as Pearson Education Asia Limited, Copyright © 2009.

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China Adapted edition published by PEARSON EDUCATION ASIA LTD. and Higher Education Press, Copyright© 2010.

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无标签者不得销售。

图书在版编目(CIP)数据

大学体验英语口语教程. 1 / (美) 罗斯特

(Rost, M.) 等编 : 《大学体验英语》项目组改编. — 北京 : 高等教育出版社, 2010. 11

ISBN 978-7-04-031238-6

I. ①大… II. ①罗… ②大… III. ①英语—口语—高等学校—教材 IV. ①H319.9

中国版本图书馆CIP数据核字(2010)第210482号

策划编辑 贾巍巍

版式设计 刘艳

责任编辑 徐艳梅

责任校对 徐艳梅

封面设计 张志奇

责任印制 毛斯璐

出版发行 高等教育出版社

社址 北京市西城区德外大街4号

邮政编码 100120

经 销 蓝色畅想图书发行有限公司

印 刷 北京宏伟双华印刷有限公司

开 本 889×1194 1/16

印 张 6.25

字 数 190 000

购书热线 010-58581118

咨询电话 400-810-0598

网 址 <http://www.hep.edu.cn>

<http://www.hep.com.cn>

网上订购 <http://www.landrac.com>

<http://www.landrac.com.cn>

畅想教育 <http://www.widedu.com>

版 次 2010年11月第1版

印 次 2010年11月第1次印刷

定 价 26.00元(含光盘)

本书如有缺页、倒页、脱页等质量问题,请到所购图书销售部门联系调换。

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物 料 号 31238-00

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反盗版举报传真：(010) 82086060

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前言

《大学体验英语口语教程》以教育部2007年颁布的《大学英语课程教学要求》为指导，结合我国大学英语教学的实际，根据培生教育出版亚洲有限公司最新出版的英语口语教材 *Impact Issues (New Edition)* 改编、编写而成。

本系列教程贯彻“以教师为主导，学生为主体”的教学理念，采用以课程内容为依托的教学模式，通过将目标语言和主题内容相融合，优化外语课堂教学，全面发展学生的语言知识和语言运用能力。

本系列教程创设了独特的“以内容为基础，以学习者为中心”的语言学习方法，并通过以下四个步骤，力求帮助学生逐步建立自我表达的信心：听/读懂故事，了解话题；鉴别观点，交流看法；拓展话题，互相讨论；选择话题，分享表达。这样的教学方法和训练步骤可以促进学生在如下四个主要领域得到发展：

1. 理解能力。理解是学生语言能力发展的基础。本系列教程通过读和听两个方面帮助学生提高理解能力，每个单元的设计可以调动学生自己的已有相关背景知识，帮助学生识别主要观点和支撑材料，并对说话者的观点作出推测和判断。
2. 思维能力。思维能力是透过表层信息作进一步深入思考的能力。本系列教程力求帮助学生发展比较分析信息的技能和能力，并结合自我经验进行反思。每个单元重点聚焦在思维技能和思维态度两个方面。思维技能使学生能够权衡一个话题的不同立场并作出公正判断；思维态度使学生学会尊重他人观点，欣赏多元价值观和世界观，建立看透问题本质的信心。
3. 表达能力。自我表达是交际教学法的核心。本系列教程主要侧重讨论和陈述两方面。每个单元的核心是同学之间的观点交流以及对话策略，如征询意见、寻得阐释和确认、表达认同以及为自己观点添加支撑的例证等。每个单元以学生简短陈述结束，以便让学生体验用一门外语进行自我表达的快乐。本系列教程对陈述之前的话题准备、记笔记、列提纲、预演等都给出了必要的引导。
4. 自我激励。自我激励主要来源于学生表达后形成的自我认同和成就感。当学生通过理解话题、反思话题和讨论不同观点、分享观点等一系列活动后，他们就能获得交际自信。当学生能使用外语就某特定话题展开有意义的沟通后，他们就能体会掌握语言的感觉。有了这些成就感后，他们就会更愿意在课堂外进行交流与沟通。

本系列教程所提供的话题内容丰富、涉及了当代青年学生日常生活的方方面面，如：人生目标、道德观念、友谊与爱情、家庭关系、工作与就业等。还有一些主题与当今社会有着密切的联系，如：经济全球化、环境保护、冲突与和平、教育等问题等等。这些主题具有强烈的时代性、趣味性和挑战性。因此，我们建议：在课堂教学活动中，教师要在主题意义和价值判断等方面进行正面引导，并充分发挥组织和协调作用，激发学生的学习兴趣，鼓励学生积极参与课堂交际活动。

本系列教程共分四册，前三册引进 *Impact Issues 1-3*，第四册由四川大学外国语学院编写。第一、二册每册由20个单元组成，三、四册每册由16个单元组成。本系列教程教师参考资源可到中国外语网（<http://www.cflo.com.cn>）备课平台注册下载。内容包括：教学建议、单元测试题、教师手册和个人观点视频等。

《大学体验英语口语教程》由四川大学外国语学院负责改编和编写。在编写过程中，高等教育出版社外语出版中心的领导和编辑给予了及时的指导和帮助，在此一并表示感谢。同时敬请广大使用者对本教程可能存在的疏漏和不足之处给予批评和指正。

编者

2010年10月于成都

Introduction

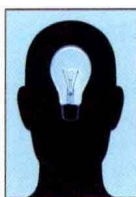
Impact Issues 1 is part of a 3-book series (*Impact Issues 1*, *Impact Issues 2*, *Impact Issues 3*) designed to help students develop conversation and discussion skills. *Impact Issues 1* is a complete course in oral communication for students at a beginner to high-beginner level of English proficiency. It is a collection of 20 exciting and timely topics that students enjoy discussing. Each of the 20 units is carefully presented with activities designed to help students understand the topics, express their own points of view and opinions, and make short presentations.

Learning Philosophy

The *Impact Issues* series has developed a unique *content-based* and *student-centered* approach to language learning. The situation or story in each unit represents a *theme* that students reflect upon, discuss, and share their points of view about. The themes represent **personal issues**, such as life goals, ethics, friendships, romantic relationships, family ties, and jobs, as well as **social issues** such as equal rights, globalization, nationalism, environmental concerns, conflict and peace, refugees, and education.

The activities in *Impact Issues* are intended to help students develop in four key areas of language learning: comprehension, critical thinking, self-expression, and motivation.

Comprehension



Comprehension is the basis for all language development. The *Impact Issues* series helps students increase their comprehension ability through both **reading** and **listening**. Each unit is set up so that students can engage their **background knowledge**, work at identifying main ideas and supporting evidence, and **make inferences** about the speakers' points of view. Throughout the course, students are exposed to a wide range of speaking and self-expression styles and varieties of international English.

Critical Thinking



Critical thinking is the ability to **think deeply**, to go beyond explicit information. The *Impact Issues* series helps students develop and use the skills of **comparing information** from complementary sources and reflecting on **personal experience**. Each unit series focuses on both critical thinking skills and critical thinking attitudes.

Critical thinking skills enable students to weigh **different sides of an issue** and arrive at a fair judgment. Critical thinking attitudes allow students to show respect for others' opinions, appreciating **diverse values** and viewpoints and gain the **confidence** to think through an issue.

Self-Expression



Self-expression is the core of a communicative approach to language learning. The *Impact Issues* series focuses on both **discussion** and **presentation** skills.

The heart of each unit is the **sharing** of opinions with classmates, which includes conversation strategies such as soliciting ideas, getting **clarification** and **confirmation**, expressing levels of agreement, and adding evidence and examples to support students' own ideas.

Each unit concludes with a **short personal presentation**, to allow students to feel the power of self-expression in a new language. Students are guided in planning what to say, taking notes, outlining their ideas, and rehearsing.

Motivation



As students go through the process of understanding the issues, reflecting on the issues, discussing different points of view, and sharing their ideas, they will gain **communicative confidence**. Since the students are giving their personal point of view about the topics discussed, they gain a sense of **language ownership**—the sense that they can use English for meaningful communication. This makes the experience of studying English with *Impact Issues* motivating, so that students will want to **extend their communication** beyond the classroom.

Using Impact Issues

The units in *Impact Issues* are designed to be accessible linguistically, while challenging the students intellectually. *Impact Issues* is especially suitable for learners whose reading, grammar, and vocabulary skills are greater than their oral production skills. Each unit features a step-by-step preparation that turns students' passive knowledge into active communication practice.

Each unit has these sections:

UNIT 1 THE GUY WITH GREEN HAIR

Getting Ready

Work with a partner. Ask these questions.

- Which of these people are unusual?
- What can you tell from a person's appearance?

Situation

Twenty-five university students are interviewed by a famous company. After the interviews, three company directors have a meeting. There's one thing they can't agree on. Listen to their conversation.

Christopher: I feel the last student was the best. He was intelligent, had a wonderful personality, and was funny.

John: Are you serious? The guy with green hair? He looked like a vegetable.

Min: Well, he did give excellent answers to our questions. And I agree that he has a good personality. Is the color of his hair important?

John: Yes, the color of his hair is important. No serious student would come to a job interview with green hair! I believe that people who are unusual make trouble.

Min: He's just different. I think he has a lot of courage.

John: Different? He sure was! Can you imagine him talking to our customers? With green hair? No way!

Christopher: We can make him change his hair color after we hire him. What do you think?

Min: I don't agree with you, Christopher. Hair color is an important part of a person. You can't force people to change the color of their hair.

John: Then let's not hire him. I'm really against hiring him.

Christopher: I disagree. We'll make a mistake if we don't hire him. I feel we would lose a very good person.

Getting Ready

Estimated time: 5 minutes

- Introduces the topic and gets students thinking about their ideas and opinions about the topic.
- Students can work in pairs, taking turns asking and answering the questions. Alternatively, teachers can discuss the questions with the whole class.

Situation

Estimated time: 10-20 minutes

- Presents the main issue of the unit.
- Students can read the story and listen to it on the Self-Study MP3 at the same time.

Check Your Understanding

Estimated time: 5 minutes

- Checks students' understanding of key points.
- Students work in pairs to answer focus questions about the Situation.

What Do You Think?

Estimated time: 10 minutes

- Helps students understand different perspectives and formulate their own opinions.
- Students work in pairs to share their opinions and expand ways of giving and responding to opinions (Opinion Network).

UNIT 1

Check Your Understanding

Are the sentences true or false? Circle T or F.

- Christopher didn't like the last student. T/F
- John believes that a serious student would not come to a job interview with green hair. T/F
- Min doesn't think you should tell other people how to look. T/F
- They agree to hire the guy with green hair. T/F

What Do You Think?

Listen carefully to the opinions of these three people. Do you agree? Circle your opinion.

Ken: It's OK to wear strange clothes or to have a different hair color. agree or disagree

Susan: It's a good idea to look like everybody else. agree or disagree

Luis: People who look different always make trouble. agree or disagree

B Work with a partner. Discuss your opinions.

Opinion Network

Do you agree with Ken?

I agree with him. I think that it's OK to look different. And you?

For more opinions, check out www.impactseries.com

UNIT 1

Extending the Topic

A Here is a list of fashions that are unacceptable to John. What is acceptable to you and what isn't? Add your own ideas!

	I would do it	It's OK, but I wouldn't do it	No, I wouldn't do it. It's crazy!
dye my hair a different color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
shave my head	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
wear color contact lenses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
pierce my nose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
pierce my tongue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
get a tattoo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
wear torn jeans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my idea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B Compare ideas with two or three classmates.

Job Interview Tips

- Practice: Give your partner questions.
- Prepare: Learn about the company.
- Dress for success: Wear appropriate clothes and jewelry.
- Be on time: Don't be late for the interview.
- Stay calm: Keep your cool.
- Maintain eye contact: Keep eye contact with your interviewer.
- Show what you know: Don't be afraid to show off your knowledge.
- Stay positive: Focus on why you're a great candidate.
- Follow up: Make a phone call the next day.

Culture Corner

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Sharing My Ideas

Estimated time: 20-30 minutes

- Provides support for students in sharing ideas, in pairs or groups.
- Students work through 4 clear steps to prepare short presentations:
 - Choose:** select a topic of personal interest.
 - Prepare:** answer focus questions, complete charts and graphs, and write notes to make their ideas more specific.
 - Rehearse:** work in pairs to practice short presentations and give feedback to their partners.
 - Present:** present ideas again, to a new partner or to a larger group, while listeners complete a task.

Extending the Topic

Estimated time: 10-15 minutes

- Lets students connect the unit topic to broader issues and develop critical thinking.
- Students interact in a variety of communication formats: surveys, opinion exchanges, role plays, and debates.

Culture Corner

Estimated time: 5-10 minutes

- Links the unit theme to a current topic.
- Students discuss cultural topics.

UNIT 1

Sharing My Ideas

STEP 1 Choose
Select a title for your presentation:
☐ My Life Outside of School
☐ The Real Me
☐ My Idea

STEP 2 Prepare
Make notes for your presentation. Use the questions to help you.
Speaking notes:
What do you like to do in your free time? Examples:
What is your favorite type of food/music/movie? Examples:
What is something about you that makes you different from others? Examples:

Language Hints:
Use words to connect your ideas.
First, Then, Next
Use adverbs and adjectives.
I really like to...
My favorite tool is...

STEP 3 Rehearse
Practice saying your ideas silently one time. After practicing once, try to improve your speaking notes and practice silently again.

STEP 4 Present
Present yourself to a partner or to a group. When you are finished, ask if there are any questions.
Presentation Tip:
Relax. Smile at your audience. You are talking about the subject you know best. YOU!

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To the Student

Impact Issues will help you express your opinions and discuss topics in English *successfully*. You will also become confident in presenting your ideas and opinions. The topics and the situations are so interesting that you will want to say something. When you have something you really *want* to say, you learn to speak to the best of your ability.

Here are some tips to help you use *Impact Issues*:



Situation

- Imagine yourself in the situations and stories. How would you feel? What would you do? How can you solve the issue?
- Listen to the Self-Study CD. Think about each speaker's point of view.

What Do You Think?

- Listen to the opinions on the CD. Try to understand their ideas and feelings.
- Give your own opinion. Don't worry about making mistakes.
- Express your true feelings and talk about your own experiences. This is real communication.

Extending the Topic

- Study the example questions and responses. Memorize the patterns.
- Try new vocabulary and new phrases when you talk about your own opinions.
- Listen to new ways that people express their ideas.

Sharing My Ideas

- Speak up, even when you feel a little nervous! This is the fastest way to gain confidence.
- Challenge yourself! You will be able to make a lot of progress with your English when you try to say more.

Enjoy communicating in English.

By the time you finish Impact Issues, you will be a powerful communicator!

Contents



UNIT

Synopsis

What Do You Think?

Extending the Topic

Sharing My Ideas

1. The Guy with Green Hair

pages 10–13

Company directors disagree about hiring an applicant who looks "different."

Is it better to be an individual or to look like everyone else?

Acceptable or unacceptable?

Talk about yourself

2. The Shoplifter

pages 14–17

A woman discovers that her friend has stolen an expensive bracelet.

What should we do if a friend has committed a crime?

Do you believe it?

A difficult experience

3. I'm Not Addicted

pages 18–21

A mother accuses her son of being addicted to the Internet.

Is it possible to get addicted to the Internet?

Disagreement!

My life online

4. Beauty Contest

pages 22–25

A woman describes her own experiences of a beauty contest.

Are beauty contests good for women?

Is it important?

A big accomplishment

5. Who Pays?

pages 26–29

Friends discuss dating and gender roles.

Who should pay on a date?

Rules for dating

A night out

6. Saying "I Love You"

pages 30–33

A married couple talks about cultural differences in showing affection.

Is it best to express our feelings openly and directly?

Showing love

Love story

7. Family Values

pages 34–37

A daughter recounts an important family lesson.

Is it always important to tell the truth?

Family lessons

A special object

8. Cyber Love

pages 38–41

Two people who met online see each other for the first time.

Is the Internet a good place to meet people?

Relationship values

What's important in a relationship?

9. A Letter from Grandma

pages 42–45

A woman talks about a moving letter from her grandmother.

What's the best way to communicate with friends and family?

Staying in touch

Someone important to me

10. Fan Worship

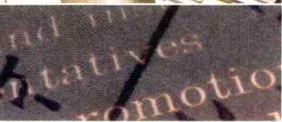
pages 46–49

A young woman talks about her obsession with a rock band.

Is there a limit to being a fan?

Would you do it?

My favorite...



UNIT	Synopsis	What Do You Think?	Extending the Topic	Sharing My Ideas
11. Pet Peeve pages 50–53	Friends complain about rude public behavior.	How do we deal with rude behavior?	Does it bother you?	A bad experience
12. Close Your Eyes and See pages 54–57	A blind man's advice about appreciating people with disabilities.	Do we treat disabled people unfairly?	Everyday activities—easy for you?	Helping disabled people
13. Will Children Save the Earth? pages 58–61	A mother is concerned that a teacher is turning his students into environmental activists.	Should children be concerned with environmental problems?	Matthew's advice to adults	My inspiration
14. Get a Job! pages 62–65	A mother and son argue about what he should do with his life.	Is it harder for young people to start a career now than it was in the past?	I'm a free spirit!	My life goals
15. To Tell or Not To Tell pages 66–69	A worker discovers that his company is being dishonest.	Should employees report dishonest activities at work or keep quiet?	Reasons and excuses	Courage!
16. The Dream pages 70–73	A woman is worried that a scary dream will come true.	How much attention should we pay to our dreams?	The meaning of dreams	My dream
17. To Have or Have Not pages 74–77	A son faces pressure from his father to have children.	Should all couples have children?	I want grandchildren!	Children or no children?
18. Are Humans Smart? pages 78–81	Aliens discover big problems on Earth.	Are we smart enough to save ourselves?	Gorko's opinions	Advice to humans
19. Cloning Cyndi pages 82–85	An elderly man wants to clone his sick cat as a cure for his loneliness.	Should cloning animals be allowed?	Cloning: for and against	Cloning in the future (2040)
20. Why Learn English? pages 86–89	Two students disagree about learning English.	Is it important to learn English?	Ways to learn a language	Learning English

Appendix:

- 1. Personal Opinions**—extra opinions about the topic of each unit. Corresponds to video clips available on the course website, www.cflo.com.cn/bbs/student.htm.
- 2. Vocabulary**—expanded vocabulary items and definitions for each unit.

UNIT 1

THE GUY WITH GREEN HAIR



Getting Ready



Work with a partner.
Ask these questions.

1. Which of these people are unusual?



Susie



Andy



Molly

2. What can you tell from a person's appearance?

Situation

Twenty-five university students are interviewed by a famous company. After the interviews, three company directors have a meeting. There's one thing they can't agree on. Listen to their conversation.

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John: Different? He sure was! Can you imagine him talking to our customers? With green hair? No way!

Christopher: We can make him change his hair color after we hire him. What do you think?

Min: I don't agree with you, Christopher. Hair color is an important part of a person. You can't force people to change the color of their hair.

John: Then let's not hire him. I'm really against hiring him.

Christopher: I disagree. We'll make a mistake if we don't hire him. I feel we would lose a very good person.



Words & Expressions

customer *n.* 顾客, 客户

director *n.* 董事; 经理

Check Your Understanding

Are the sentences true or false? Circle T or F.

1. Christopher didn't like the last student.
2. John believes that a serious student would not come to a job interview with green hair.
3. Min doesn't think you should tell other people how to look.
4. They agree to hire the guy with green hair.

T / F

T / F

T / F

T / F



What Do You Think?

A

Listen carefully to the opinions of these three people.
Do you agree? Circle your opinion.



Ken:

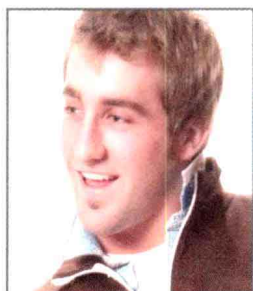
It's OK to wear strange clothes or to have a different hair color.

agree or **disagree**

Susan:

It's a good idea to look like everybody else.

agree or **disagree**



Luis:

People who look different always make trouble.

agree or **disagree**

B



Work with a partner.
Discuss your opinions.

opinion NETWORK

I don't	agree with	Ken.
	think	Susan. he's right. she's right.

Do you agree with Ken?

I agree with him. I think that it's OK to look different. And you?

Extending the Topic *Acceptable or unacceptable?*



Here is a list of fashions that are unacceptable to John. What is acceptable to you and what isn't? Add your own ideas!



I would do it.

☐

It's OK, but I wouldn't do it.

☐

No, I wouldn't do it. It's crazy!

☐

dye my hair a different color


☐
☐
☐

shave my head


☐
☐
☐

wear color contact lenses


☐
☐
☐

pierce my nose


☐
☐
☐

pierce my tongue


☐
☐
☐

get a tattoo


☐
☐
☐

wear torn jeans


☐
☐
☐

my idea



Compare ideas with two or three classmates.

A: I think tattoos are really cool.
I would get one.

B: Really? I think they're OK, but I would never get one. What about you?

C: No way! I'd never get one either.



Culture Corner

Job Interview Tips

- **Practice:** Go over sample questions.
- **Prepare:** Learn about the company.
- **Dress for success:** Wear appropriate clothes and jewelry.
- **Be on time:** Be in the waiting room early.
- **Stay calm:** Keep your cool.
- **Maintain eye contact:** Keep eye contact with your interviewer.
- **Show what you know:** Don't be afraid to show off your knowledge.
- **Stay positive:** Focus on why you're a great candidate.
- **Follow up:** Make a phone call the next day.

Sharing My Ideas *Talk about yourself*

STEP
1

Choose

Select a title for your presentation:

- ☐ My Life Outside of School
☐ The Real Me
☐ My idea:

STEP
2

Prepare

Make notes for your presentation. Use the questions to help you.

Speaking notes:

What do you like to do in your free time?

Examples:

.....

What is your favorite type of food/music/movie? Examples:

.....

What is something about you that makes you different from others? Examples:

.....

Language Hints:

Use words to connect your ideas:

First, Then, Next

Use adverbs and adjectives:

I really like to...

My favorite food is...

STEP
3

Rehearse

Practice saying your ideas silently one time. After practicing once, try to improve your speaking notes and practice silently again.

STEP
4

Present

Present yourself to a partner or to a group. When you are finished, ask if there are any questions.

Presentation Tip:

Relax. Smile at your audience. You are talking about the subject you know best: YOU!

