

# IMPACT

## 英语冲击波

EXCITING TOPICS TO TALK ABOUT IN ENGLISH

# TOPICS 话题篇

Richard R. Day (美) 编著  
Junko Yamanaka (日)



外语教学与研究出版社

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英语冲击波

话题篇

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# 出版说明

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“英语冲击波”系列是外语教学与研究出版社从国外引进的英语口语会话教材，共分三册，分别是《话题篇》、《焦点篇》、《价值篇》，难度略有递增。每一册汇集了最令青年学生感兴趣讨论的近30个话题，共分为五大类主题，关系到人物、情感、家庭、生活、社会等问题，涉及了当前西方社会生活中的多个不同侧面。每一个话题都是开放式的，带有一定的争议性，旨在使学生通过对该话题的领会，了解其中所反映出的价值观念，从而明确自己的看法，并能就此展开深入讨论，以此培养学生用英语思维、表达及交流的能力。

本套教材适合具有一定英语基础、有志于进一步提高口语水平的读者自学使用，也可作为课堂上的英语口语培训教材。每一册的最开始部分都有内容介绍，详尽说明了应该如何自学或在课堂上使用本书。另外本套教材配有CD，随书发行，读者可参照学习。



# Impact TOPICS



致学生

## TO THE STUDENT

You can use this book by yourself or in class with other students. Here are some ideas to help you when you use it by yourself:

你可以用本书自学，或者在课堂上与其他同学一起学，下面是帮助你自学的几点建议：

- 1 Start by looking at the Contents. What topics do you like? There are five major themes: People; Men and Women; Relationships; Society; and Life. Each theme has interesting topics. Choose a topic that you really like.  
1. 先看目录，你喜欢哪些话题？它们共分5大类主题：各色人物，男女之间，情感关系，社会百态，生活侧面。每一类主题都有令人感兴趣的话题。选择一个你真正喜欢的。
- 2 Now go to the topic. Begin with the activity called GETTING READY. Answer each question. Think about the topic.  
2. 现在翻到那个话题，从“准备活动 (Getting Ready)”部分开始，回答每一个问题，思考话题。
- 3 Read the introduction to the story and the question in UNDERSTANDING THE TOPIC. Then close your book and just listen to the story on the CD. Think about the question as you are listening. Don't worry if you don't understand all of the ideas. Don't stop the CD to look up words in your dictionary. When you have finished listening, try to answer the question.  
3. 读文章的导言和“了解话题 (Understanding the Topic)”中的问题，然后把书合上听CD。在听的同时思考问题，如果不能全部理解也不必担心，不要停下CD查词典，当听完文章之后，试着回答问题。
- 4 Next, listen to the story again. This time, read along and fill in the blanks with words from the box. Check your answers in the appendix in the back of the book. Now, you can read the story silently to yourself or listen to the CD as you read the story one more time.  
4. 接下来，再听一遍CD。这次一边听一边阅读，同时在横线上填上所缺的单词。参看书后附录部分的答案。现在再听一遍CD，一边听一边跟着默诵。
- 5 Next, do the activity called WHAT DO YOU THINK? Listen to four people's ideas about the topic. For each person's idea, circle whether you agree or disagree with the person. There are three ways this activity is done:  
5. 接下来，做“众说纷纭 (What do you think?)”这部分内容，听谈论者关于这个话题的意见，标明你是否同意他们的意见。做这个部分有三种方式：
  - \* Sometimes you fill in a missing word as you listen to the four people.  
\* 填上所缺的单词；
  - \* Sometimes you draw a line from the speaker's photograph to what that speaker says.  
\* 将谈论者与其所说的话用直线连接起来；
  - \* Sometimes you just listen and circle “disagree.” The speaker's opinion is not written.  
\* 如果谈论者的话没有写出来，标出“agree (同意)”或“disagree (不同意)”就可以了。The answers are in the appendix.  
答案在书后的附录部分。

6 Try to do the activity called **EXPRESSING YOUR IDEAS** by yourself. Use the words in the instructions. Try to be your own partner! (The activity called **SHARING YOUR OPINIONS** is only for the classroom. So don't do this activity if you use the book alone.

7 Next, do the activity called **THINKING ABOUT THE TOPIC**. Choose the ideas you like, and then try to add some of your own.

When you finish one topic, choose another one that looks exciting and interesting. Remember, you can choose any topic anywhere in the book.

You can also use this book with a friend. It's fun to compare your ideas with another person.

致教师

## TO THE TEACHER

*Impact Topics* is a collection of nearly 30 timely topics that students have expressed an interest in discussing. The topics are organized into five categories or themes, and each topic is carefully presented with exercises to help students understand the topics and express their own ideas and values.

There are many ways you can use the material in this book to help your students improve their listening, speaking and reading abilities in English. one way is like this:

1 Begin by looking over the Contents. There are five categories: People; Men and Women; Relationships; Society; and Life. Begin with any category and choose any topic that is of interest to your student. You do not have to work from the beginning to the end of the book.

2 After you have selected a topic, introduce the activity **GETTING READY**. Ask the students questions about the photographs. Then go over the questions, and have the students answer them individually, with a partner, or in a small group. This entire activity should take about five minutes.

3 Next, read the students the brief introduction to the story in **UNDERSTANDING THE TOPIC**. This question helps students focus on the general idea of the story. Make sure that students know that they do not have to understand all of the ideas or details or all of the words.

6. 试着自己做“表述观点 (Expressing Your Ideas)”这部分, 使用“指导”中的词汇。做你自己的搭档! [“交流意见 (Sharing Your Opinions)”只适用于课堂上。如果你一个人使用本书, 别做这个部分。]

7. 接下来做“话题思考 (Thinking About the Topic)”, 选择你喜欢的意见, 还可以加上你自己的观点。

当你完成一个话题之后, 再挑选一个更令你感兴趣的。记住, 你可以选择书中的任意一个话题。

你也可以和朋友共用这本书, 与另外一个人交流想法是非常有趣的。

本书收集了近30个当前学生最感兴趣讨论的话题, 共分为5大主题。每一个话题都配有精心准备的练习, 以帮助学生更好地理解, 并有助于他们表达自己的观点。

有多种方式可以使用本书中的材料来提高学生读、听、说的能力。试举下面一例:

1. 从目录开始, 话题共分5大类: 各色人物, 男女之间, 情感关系, 社会百态, 生活侧面。从任意一类中选择一篇学生最感兴趣的。不必从第一个开始一直做到最后一个。

2. 选择了话题之后, 做“准备活动 (Getting Ready)”这部分, 就文章对学生提问, 然后让学生自己、或者结成对子或小组来回答这些问题。这一整个过程应为5分钟左右。

3. 接下来, 给学生读文章的简短介绍部分——“了解话题 (Understanding the Topic)”。这上面的问题有助于学生总体把握文章的中心意思。一定要让学生明白他们不必了解文章中所有的细节和每一个单词的意思。

4 Then have the students listen to the story. They can listen the first time with their books closed. When they have finished listening, have them check their answer to the question.

5 Students then fill in the blanks in the story with words from the box. They can do this while reading or while listening to the CD and following along. The answers are in the appendix. You might want to go over any difficult words that you think students need in order to understand the story. You may want to have the students listen to the story again. This extra listening can help the students understand the rhythm, stress and intonation of naturally spoken English. It also helps them with the pronunciation of words they do not know.

6 Now have the students do the activity WHAT DO YOU THINK? The purpose of this activity is to get the students to think about different opinions or ideas on the topic. Have the students listen to the opinions of the four people and decide whether they agree or disagree with each person's idea. There are three different ways this activity is done:

- \* Some statements have a missing word. The students fill in the missing word as they listen.
- \* Sometimes students draw a line from the speaker's photograph to what that speaker says.
- \* Sometimes the speaker's opinion is not written. Students listen and circle their agreement or disagreement.

The answers to identifying the speakers and their opinions are in the appendix.

7 The next activity SHARING YOUR OPINIONS is an activity that you direct. It provides a bridge between the previous activity, WHAT DO YOU THINK? and the next activity, EXPRESSING YOUR IDEAS. SHARING YOUR OPINIONS allows the students to hear the responses of their classmates to the previous activity. This activity can be done in a number of different ways:

- \* The teacher can ask individual students for their reactions.
- \* The teacher can put the four names (Amy, etc.) on the board. Point to one of the names, and ask an individual student about the speaker's opinion.
- \* The teacher can ask who agreed or disagreed with a speaker.
- \* The teacher can do an opinion poll and ask for reaction from the class for each of the four characters.

The variations are illustrated in the appendix. They allow

4. 让学生听CD, 第一次听时可以不看书, 听完之后, 让他们自己检查问题的答案。

5. 学生填出文章中横线上的所缺的单词, 他们可以在读或者听的过程中做这一项, 也可以在之后做。答案在书后的附录部分。你可以讲解任何影响学生理解文章意思的难点词汇; 也可以让学生再听一遍CD。多听这一遍有助于学生理解英语口语中的节奏、重音和语调, 以及那些他们所不熟悉的词汇的发音。

6. 现在让学生做“众说纷纭(What do you think?)”这部分, 这样做的目的是让学生思考关于文章话题的不同的意见和观点。让学生听CD中四个人所谈论的观点, 看他们是否同意。有三种方式来做这一部分:

- \* 一些议论内容缺少单词, 学生在听CD时要将这些单词填上;
- \* 让学生将谈论者与其所说的话连接起来;
- \* 有时谈论者所说的话并没有写出来, 学生要听CD并标明是否同意他们的观点。

答案在书后的附录部分。

7. 做下一部分“交流意见(Sharing Your Opinions)”时由你来指挥。它是连接上一个部分“众说纷纭(What do you think?)”和下一部分“表述观点(Expressing Your Ideas)”的过渡。“交流意见”使学生能够听到同学们对上一个部分的回答。做这部分内容有多种不同的方式:

- \* 教师可以分别提问每一个学生;
- \* 教师可以在黑板上写出四个谈论者的名字, 然后指着其中的名字提问他/她对谈论者的意见有什么看法;
- \* 教师可以询问谁同意或者不同意谈论者的意见;
- \* 教师可以做一个“民意测验”, 让学生们说出对每一个谈论者的想法。

各种可能性在书后附录中有所展示, 这可

the teacher to model the language so students can do the next activity more easily. If you think your students do not need this activity, you can skip it and go on to **EXPRESSING YOUR IDEAS**.

**8** The activity **EXPRESSING YOUR IDEAS** helps students discuss or exchange their ideas about the topic with their classmates. Therefore, it is best done in pairs or in small groups. There are no right or wrong answers to this activity. Depending on the chapter and your students, you could do **EXPRESSING YOUR IDEAS** first and then **SHARING YOUR OPINIONS**. Use these activities flexibly to suit your students or your teaching style.

**9** **THINKING ABOUT THE TOPIC** is designed to help the students use their ideas and knowledge of the topic to examine the topic. Students are usually asked to first work individually, then in pairs or small groups. Again, there are no right or wrong answers to this activity.

**10** If a pair or group of students finish the activity early, they can answer the Bonus question. This question is meant to expand on the topic.

This 10 steps can take from 45 to 75 minutes, depending on the English ability of the students and how long you choose to spend on each activity.

Finally, there are many other activities that you can do as follow-up work once the students have finished a topic. You might want to give the students a written assignment on the topic, or ask them to find some articles in English on the topic, or create a short debate or role play on the topic.

We hope that your students and you will enjoy using *Impact Topics*. Please contact us with your comments and suggestions. We would love to hear from you.

以让教师限制住话题，以便令学生更容易地进行下一个部分。如果你认为学生们不需要做这个部分，可以跳过它直接到“表述观点 (Expressing Your Ideas)”这部分。

8. “表述观点 (Expressing Your Ideas)”有助于学生就话题与同学们讨论。交流自己的观点，所以最好结成对子或分成小组完成。这个部分的答案没有所谓的对与错。根据文章和学生的情况，你可以先做“表述观点 (Expressing Your Ideas)”，然后再做“交流意见 (Sharing Your Opinions)”。根据学生的特点和你的教学方式灵活安排这些内容。

9. “话题思考 (Thinking About the Topic)”这部分是为了学生运用自己的观点和知识与话题对比参照。先让学生单独做，然后再让他们结成对子或者小组讨论。同样地，这部分的答案也没有对与错之分。

10. 如果有结成对的学生或小组先做完了这个部分，可以让他们回答“附加问题”部分。这一问题旨在扩展话题。

这10步总共会花上45至75分钟的时间，取决于学生的英语水平和在每个步骤上你想用多长的时间。

最后，在学生完成一个话题之后，还可以接着做很多其他的练习。你可以就相关话题给学生留作文，或者让他们找到相关话题的文章，或者组织小型的辩论和模拟角色扮演。

我们希望您和您的学生能够乐于使用这本书，请告诉我们您的想法和建议，我们非常愿意听取您的意见。



# CONTENTS

# 目录



## TOPICS ON PEOPLE

各色人物

1 The Guy with Green Hair 10  
绿发小子

2 Do You Mind...? 12  
你介意吗?

3 I Can't Stop! 14  
游戏成瘾

4 The Shoplifter 16  
顺手牵羊

5 Miss Flower Blossom Beauty Contest 18  
选美小姐



## TOPICS ON MEN & WOMEN

男女之间

6 Who Pays? 22  
谁来埋单?

7 Cyber Love 24  
“网恋”

8 The Boyfriend 26  
一往情深

9 Living Together Before Marriage 28  
婚前同居

10 Housework 30  
家务纠纷

11 Confused 32  
困扰

## APPENDIX 附录

pages 74-88

- Answers to UNDERSTANDING THE TOPIC
- Tapescript for WHAT DO YOU THINK?
- Suggestions for SHARING YOUR OPINIONS & EXPRESSING YOUR IDEAS



## TOPICS ON RELATIONSHIPS

情感关系

### 12 Fan Worship

偶像崇拜

36

### 13 The Good Teacher

好教员

38

### 14 The Good Student

好学生

40

### 15 Ben and Mike

哥儿俩好

42

### 16 Close Your Eyes and See

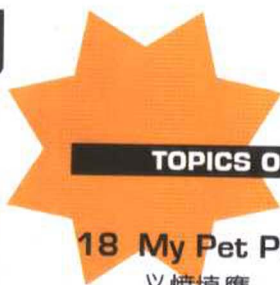
心如明镜

44

### 17 Dangerous Friends

危险的朋友

46



## TOPICS ON SOCIETY

社会百态

### 18 My Pet Peeve

义愤填膺

50

### 19 Why Save Animals?

拯救动物?

52

### 20 I Hate School!

另有所好

54

### 21 Are Humans Smart?

人类何尝有智慧?

56

### 22 Please Help

敬请帮忙

58

### 23 Student Power

学生自主权

60



## TOPICS ON LIFE

生活侧面

### 24 The Dream

噩梦

64

### 25 To Have or Have Not

要不要?

66

### 26 Snake? Whale? Horse?

珍馐美味?

68

### 27 Did We Live Before?

我们是否有前世?

70

### 28 Cloning Cyndi

克隆宠物猫

72



# TOPICS ON PEOPLE

## 各色人物



**THE GUY WITH GREEN HAIR**

绿发小子

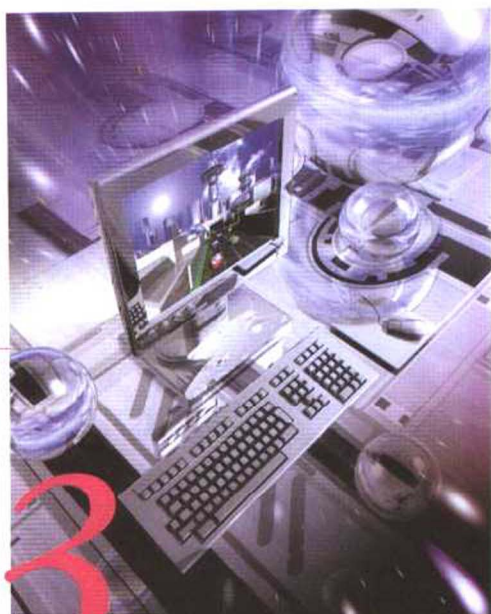
2

**DO YOU MIND...?**

你介意吗?







**I CAN'T STOP!**

游戏成瘾

**5**

**MISS FLOWER BLOSSOM  
BEAUTY CONTEST**

选美小姐



**4**

**THE SHOPLIFTER**

顺手牵羊





# 1

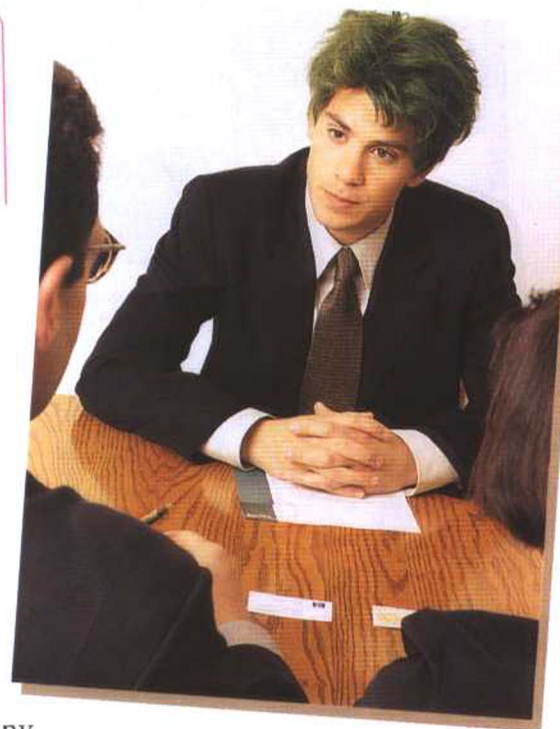
绿发小子

## The Guy with Green Hair

### GETTING READY 准备活动

Ask your partner this question:

Which of those people do you think are unusual? Why?



### UNDERSTANDING THE TOPIC 了解话题



Twenty-five university students were interviewed by a famous company.  
After the interviews three company directors have a meeting.

Listen to their conversation and answer the question: Which student do they want to hire?

1. the guy with green hair
2. the intelligent student
3. They don't agree.

Listen again and fill in each blank.

against    hair    important    serious    different    hire    intelligent    vegetable

Marcos: Well, I feel the last student was the best.

He was intelligent, had a wonderful personality and was funny.

Allen: Are you 2? The guy with the green hair? Are you joking?

Masumi: Is the color of his 3 important? I agree with Marcos. I feel he was great.

Allen: But he had green hair! No serious student would come to a job interview with green hair!

Masumi: He's just 4. And I feel he has a lot of courage.

Allen: Different? He sure was! He looked like a

5. Can you imagine him talking to our customers? With green hair? No way!

Marcos: We can make him change his hair color after he's hired, if it bothers you so much.

Masumi: I don't agree with you, Marcos. Hair color is an 6 part of a person. You can't force people to change the color of their hair.

Allen: Then let's not hire him. I'm really 7 hiring him.

Marcos: Well, if we don't 8 him, I feel we'd lose a very good person.

## WHAT DO YOU THINK? 众说纷纭



Listen to the ideas of these four people. Complete each statement.  
Do you agree with the person? Circle your opinion.



Ken: It's OK to wear  
unusual \_\_\_\_\_  
to an interview.  
agree disagree



Susan: It's a \_\_\_\_\_  
idea to look like your  
friends.  
agree disagree



Mika: People who look  
different are \_\_\_\_\_.  
agree disagree



Luis: People who are  
\_\_\_\_\_ always  
make trouble.  
agree disagree



SEE PAGE 74.

## THINKING ABOUT THE TOPIC 话题思考

Some people try different fashions to express their personality. But sometimes it may not be accepted by other people. What is acceptable for you and what isn't? Add your own idea!

dye my hair a different color  
have a Mohican hairstyle  
pierce my tongue  
pierce my nose  
wear torn jeans  
wear color contact lenses  
your idea:

| I'd do it.               | It's OK, but I wouldn't do it. | No, I wouldn't do it. It's crazy! |
|--------------------------|--------------------------------|-----------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/>          |
| <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/>          |
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**Exchange your ideas with another student.**

A: Would you dye your hair a different color?

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

## BONUS

Why do some people want to look different?



你介意吗?

2

# Do You Mind...?

## GETTING READY 准备活动

Ask your partner these questions:

1. Do you smoke? Why or why not?
2. Are there places where people cannot smoke? Where?
3. Do you think there should be laws about smoking?

## UNDERSTANDING THE TOPIC 了解话题



Listen to the conversation and answer this question:

*Why is he angry?*

1. Dave is very sick because he smokes.
2. Dave wants to smoke everywhere but he can't.
3. Dave is angry because cigarettes cost a lot of money.

Listen again and fill in each blank.

freedom bar smoke smoking section cities cigarette smoke-free protect

**Jenny:** Hi, Dave. How was your flight to Tokyo?

**Dave:** Oh, man! Unbearable is the right word. And I'm angry.

**Jenny:** What happened? What's the story?

**Dave:** I couldn't smoke on the airplane. Can you believe it? I almost died! Are they trying to kill me or what?

**Jenny:** There should be a 2 on the airplane. You can't smoke in the 3 area.

**Dave:** But I want to smoke in my seat. It's my body and I can do what I want. I like to smoke in a 4 where I can talk to people and relax. I

like to smoke a 5 while I'm in deep thought in my office. I like to smoke after a good meal in a restaurant. I like to smoke wherever I want. Why can't I?

**Jenny:** Well, Dave, I fully understand your situation, but...

**Dave:** And It's getting worse and worse. In some 6, you can't smoke in any building, not even a bar! And there's even a law that says people can't smoke in a bar! How stupid!

**Jenny:** Dave, I don't mean to offend you, but the law is meant to 7 us. I don't smoke. And I don't want to be forced to smoke. I don't want to be forced to smoke while I am on the airplane, in the bar, in the office building, or in a restaurant. I want to breathe fresh air. I also have the 8 to do what I want. Do you agree?

**Dave:** Well, sure. But we'd better not stay in the same place all the time, otherwise I'll go crazy.

**Jenny:** I fully agree. So you can smoke in your smoking zone. You have freedom to smoke there.

**Dave:** Do you mind me smoking here?

**Jenny:** Sorry, this is the smoking-free building.

**Dave:** Oh, man!





## WHAT DO YOU THINK? 众说纷纭



Listen to the ideas of these four people. Complete each statement. Do you agree with the person? Circle your opinion.



Amy: Smoking is

\_\_\_\_\_ .  
agree      disagree



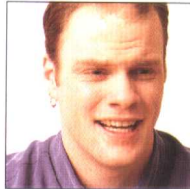
Susan: It is OK for

\_\_\_\_\_ to  
smoke.  
agree      disagree



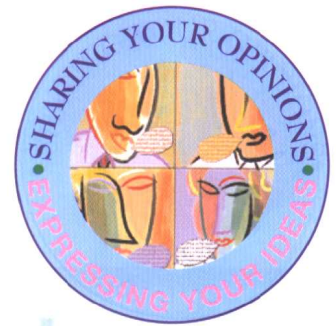
Jin: There should be a  
smoking section on

\_\_\_\_\_ .  
agree      disagree



Tony: It is very

\_\_\_\_\_ to stop  
smoking.  
agree      disagree



SEE PAGE 74.

## THINKING ABOUT THE TOPIC 话题思考

Dave is angry because the government has laws against smoking. Governments all over the world have many laws to make people do or not do certain things, like smoking.

Look at this list. Which of these activities do you think the government should have laws about?

| Activity  | Yes                      | No                       |
|---|--------------------------|--------------------------|
| raising children  | <input type="checkbox"/> | <input type="checkbox"/> |
| number of children  | <input type="checkbox"/> | <input type="checkbox"/> |
| smoking   | <input type="checkbox"/> | <input type="checkbox"/> |
| drinking  | <input type="checkbox"/> | <input type="checkbox"/> |
| education   | <input type="checkbox"/> | <input type="checkbox"/> |
| religion  | <input type="checkbox"/> | <input type="checkbox"/> |
| where you live  | <input type="checkbox"/> | <input type="checkbox"/> |
| where you work  | <input type="checkbox"/> | <input type="checkbox"/> |
| who you marry   | <input type="checkbox"/> | <input type="checkbox"/> |
| the language you speak                                    | <input type="checkbox"/> | <input type="checkbox"/> |
| what you write about (in newspapers, books and magazines) | <input type="checkbox"/> | <input type="checkbox"/> |
| the safety of food  | <input type="checkbox"/> | <input type="checkbox"/> |
| traffic   | <input type="checkbox"/> | <input type="checkbox"/> |
| pornography   | <input type="checkbox"/> | <input type="checkbox"/> |
| clothes   | <input type="checkbox"/> | <input type="checkbox"/> |
| music   | <input type="checkbox"/> | <input type="checkbox"/> |
| sex   | <input type="checkbox"/> | <input type="checkbox"/> |
| sexual harassment   | <input type="checkbox"/> | <input type="checkbox"/> |



**Exchange your ideas with another pair or group of students.**

A: Do you think the government should have laws about drinking?  
B: Yes, I do. Drinking is dangerous. Young people shouldn't drink.

## BONUS

What laws would you make in your own city? Choose three activities from the list. Write your own laws about them.



游戏成瘾

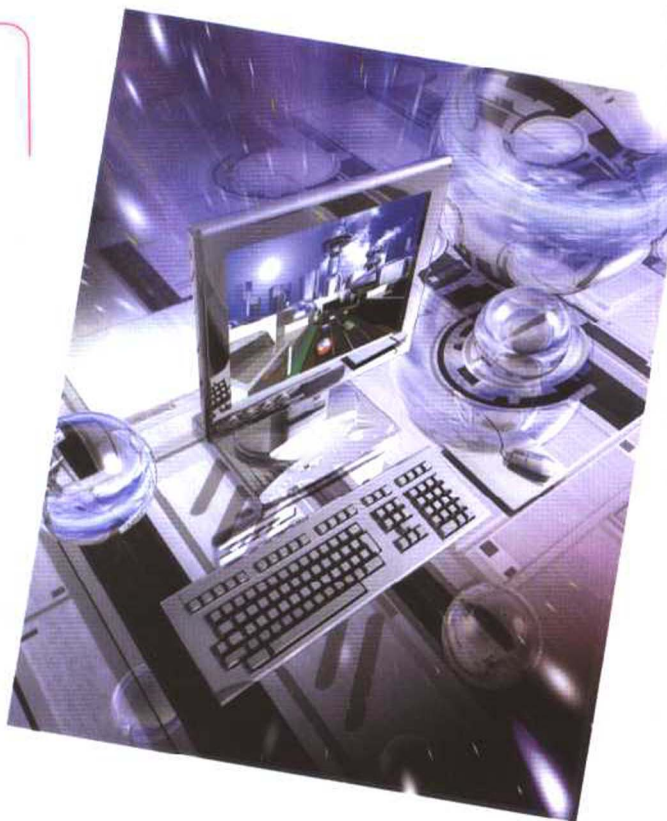
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# I Can't Stop!

## GETTING READY 准备活动

Ask your partner these questions:

- What does "addicted" mean?
  - ☐ You can't stop doing something.
  - ☐ You really hate to do something.
  - ☐ You earn a lot of money from doing something.
- What are some things that people are addicted to?



## UNDERSTANDING THE TOPIC 了解话题



Michael Chan likes to play video games.

Listen to his story and answer this question: *Is Michael addicted to playing video games?*

Listen again and fill in each blank.

suffers impossible computer adventures boring favorite winner addicted

My name is Michael. I'm 15 years old and in grade 9. I don't like school life because it's boring. I don't like talking with teachers and classmates. I like to be by myself. My 2 hobby is playing video games. I like many kinds of games such as role-playing games, real-time strategy, and action games. I can sit in front of the 3 and play games all day and night. The time really flies.

I love video games. Playing games makes me feel like a different man. In real life, nobody notices me. But in the game, I can be any person I want to be. I can be a hero, using a machine gun to carry out

an 4 mission. I can take 5 to an exotic land. I love the feeling I get when I win a game. Ah, what a wonderful feeling! I am a 6. That is such a great feeling.

But, to tell you the truth, my body 7. I feel pain in my eyes and an ache in my back. My stomach always gets upset. I fall asleep in class. I just failed the final exam. And I hate school even more.

But I can't stop playing games. I am 8 to it. This is my life, and I love it.