



普通高等教育“十一五”国家级规划教材



新世纪网络课程建设工程项目

大学体验英语®

Experiencing English

(第二版)

Listening & Speaking

听说教程

Reference Book

教学参考书

4

《大学体验英语》项目组 编



高等教育出版社



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大学体验

江苏工业学院图书馆

藏书章

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《大学体验英语[®]》(第二版) 立体化系列教材

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《大学体验英语[®]听说教程4 教学参考书》(第二版)

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第二版前言

《大学体验英语》系列教材之《听说教程》(第二版) 1 至 4 册是基于培生教育集团最新编写出版的英语听说教材 *Impact Listening (2nd Edition)*, 并参照教育部 2004 年颁布的《大学英语课程教学要求(试行)》改编而成的。本教程在总体设计上体现了“以听力训练为导入, 以听说技能交互训练为过程, 以口语表达为目标”的编写模式, 力求体现当代外语教学中先进的教学理念和科研成果, 并使教学内容、教学方式和教学安排能符合我国大学英语听说教学的要求和实际。

本教程共分 4 册, 每册由 15 个单元组成, 较好地适应了我国大学英语教学安排; 每个单元均由背景知识介绍和相关语言知识难点学习为导入, 为下一步的听说技能训练扫清语言和背景知识的障碍; 较为简单的短篇听力训练及简单的口语练习承接其后, 继而是篇幅较长的听力材料以及围绕听力材料内容而展开的口头回答或讨论; 最后要求学生运用新学到的语言素材结合真实的交际场景进行口语训练。这种由浅入深、由输入到输出的教学安排有助于学生听得进、说得出, 有助于激励学生主动投入并保持良好的学习热情。此外, 本教程中的每个单元围绕一个主题展开, 学习内容涉及同这一主题相关的场景、情景、功能、意念以及相关的文化背景知识, 进一步加强了单元内各部分之间的相互衔接和技能之间的相互转换, 使得各个教学环节有机相连、浑然一体。

为了有效地使用本教程, 实现相关的教学目标, 我们提出“课前预习是前提, 课堂训练是关键, 课后温习是保证”的教学基本原则, 在英语听力和口语训练中将课内与课外整合为一体的教学管理理念, 因为只有这样才能做到尊重语言学习规律、充分利用学习机会、切实提高语言学习效率。

在改编过程中, 我们一方面在尽量保持原书在听说教学方面的优点的基础上, 对不适合我国英语教学实际的练习活动和语言材料进行了适当的修改, 例如, 对一些不合时宜或不适当的材料进行了更新和替换, 并引入了一些为中国学生所适应和熟悉的练习形式。另一方面, 考虑到我国英语听说教学的实际情况, 改进并强化了听说技能的交互训练, 突出了口语技能的训练, 弥补了原书听说训练不平衡、与中国大学英语教学联系不紧密的缺陷, 强化了本套教程所推崇的实用性和“体验性”原则。具体表现在: 为了适应我国教学实际, 本套教程由第一版的每册 20 个单元缩减为现在的 15 个单元; 每个单元都添加了针对教程听力内容的练习项目。例如, 在听说训练不太平衡的部分适当增删了相应的听力或口语训练内容, 在 Review Unit 当中添加了口语训练内容, 等等。

本教程的学生用书后附有供学生使用的 Self-Study Pages, 将每单元中有一定难度的 Real World Listening 听力内容以光盘形式附于书后, 供学生课后自主学习。为方便教学, 本教程还配有内容丰富、指导详尽、使用方便的教学参考书(书后附有各单元相关听力材料), 大大减轻了教师的备课难度, 同时还介绍了一些新的教学方法。此外, 本教程还配有包含教程完整听力材料的磁带以及辅助教学的多媒体课件光盘等。

《听说教程》(第二版)在改编过程中得到了东南大学的大力支持, 高等教育出版社外语出版社的领导和编辑也给予了及时的指导和帮助, 借此机会, 我们向他们表示衷心的感谢。此外, 我们也恳请广大专家、教师 and 同学对本套教程中可能存在的疏漏和不当之处进行批评、指正。

编 者

2007 年 5 月于金陵六朝松

第一版前言

《大学体验英语》系列教材是根据教育部大学英语教学改革精神和我国当前高等学校大学英语教学实际以及我国社会经济迅猛发展对大学英语教学要培养具有很强国际竞争能力人才的要求,加强了实用性英语教学,以培养学生的英语综合应用能为目标,特别突出和加强了听说与交流能力的训练与培养而设计开发的一套理念创新、内容实用、体系科学并具时代特色的全新立体化系列教材,供大学英语教学基础阶段使用。《大学体验英语》参照大学英语教学对各级的要求,分为1~6级。每级由《综合教程》、《扩展教程》、《听说教程》、《教学参考书》以及配套的多媒体学习课件、网络课程以及电子教案等组成。此外,我们还编写了《大学体验英语——基础教程》一册,供入学水平低于第一级起点要求的学生使用。

《大学体验英语》充分研究了国内外各教育层次的英语教材的编写原则与特点,既吸纳了国内教材注重思想性、人文性、科学性以及注重打好语言基础等优点,又注入了国外社区教育、大众教育、终身教育的实用、应用型教学的特点;既注意打好语言基础,更侧重培养应用能力,特别是实际使用英语进行涉外交际的能力。在培养阅读能力的同时,加强听、说、写、译等语言技能的综合训练,尤其注重口头和书面实用表达能力的训练与培养,以适应中国入世以后对外交往的需要。在上述总体思路的指导下,《大学体验英语》更新教学理念和内容体系,这主要体现在如下几个方面:

1. 注重培养表达能力。《大学体验英语》不仅重视语言技能的训练,更注重这些技能的实际运用。以任务为主线进行教材的编排,使课文和练习成为一个有机的整体,有利于培养学生实际使用英语进行涉外交际的能力。

2. 强调交际内容的实用性。《大学体验英语》在选材中注重思想性、现代性、科学性、前瞻性、趣味性和可操练性。文章短小精悍,易于学习、操练。为了突出英语作为涉外交际的工作语言这一特点,本教程还特别突出交际内容的实用性,而且听、说、读、写、译各项技能的培养与训练都围绕同一交际话题展开。

3. 课堂教学和自主学习相结合。《大学体验英语》充分注意课堂教学与课外自主学习相结合,使课堂教学的内容在课外得以延展。《大学体验英语》的《综合教程》(*Integrated Book*)和《听说教程》(*Listening & Speaking*)主要用于课堂教学,《扩展教程》(*Extended Book*)供学生自主学习使用。二者紧密配合,相辅相成。

4. 重视文化教学,培养“跨文化意识”。跨文化交际中的文化因素在外语教学中具有特殊意义。《大学体验英语》注意语言材料与文化内容的融合,注意对西方文化背景的介绍与教学,专门设计的“文化沙龙”模块就是其特点之一。

5. “教、学、考”相互照应。《大学体验英语》的《扩展教程》专门设计了自测试题,供学生自我检测学习《综合教程》和《扩展教程》的效果。

6. 立体化教材为英语学习提供全方位服务。《大学体验英语》是包括文字版、网络版、多媒体学习课件、电子教案等在内的立体式系列教程,为英语教学网络化及使用多媒体等现代化教学手段提供了立体、互动的英语教学环境。

7. 图文并茂,版式新颖。《大学体验英语》有大量与主题相关的启发性强的图片,为语言学习提供了形象的立体的训练情景,加强了学生对学习和使用语言的实际体验。

本书为《听说教程》第4册。《听说教程》是根据朗文出版社最新出版的 *Impact Listening* 英语听说教材,同时结合教育部1999年颁布的《大学英语教学大纲》(修订本)的要求改编而成的。原书以听力教学为主,辅之以一定的口语练习,较好地体现了当代外语教学中先进的教学理念和研究成果,其教学内容、教学方式和教学安排也基本符合我国大学英语听说教学的要求。改编中,我们一方面力求保持原书在听说教学方面的优点,对不适合中国学生的练习活动和语言材料进行了适当的修改;另一方面进一步改进和强化了口语练习,弥补了原书听说训练不平衡以及与中国大学生生活联系不紧密的缺陷,强化了本系列教程所强调的“体验”性。经过改编,本教材主要体现以下一些特点:

1. 内容丰富, 语言真实。本教材每册共包含 20 个单元, 每单元一个主题。这 20 个主题覆盖了与当代青年学生日常生活相关的大部分内容。教材中的听力材料大都取自真实的交际场景, 使听者如同身临其境。经过编写者的选择与加工, 这些真实的语言材料可以为不同语言能力的学生所接受, 使初级和中级听力水平的学生也能感受到听懂真实英语的乐趣。

2. 题材贴近大学生生活。本教程在语言材料的选择上强调将知识性、趣味性、实用性相结合的原则, 使学生在 学习语言的同时吸收大量与语言相关的社会、文化等知识, 同时为他们创造一个轻松、活泼的语言学习氛围。听力和口语活动的话题围绕学生熟悉并且感兴趣的内容展开, 力求使学生听得有兴趣, 说得有内容, 提高学习效率, 最终达到学以致用教学目的。

3. 教学内容安排合理。本教材每一个单元由词汇和背景知识学习入手, 为下一步听力练习扫清语言和背景知识的障碍, 然后是较为简单的短篇听力训练及简短的口语练习, 进而则是较长篇幅的听力材料学习和围绕听力材料内容的口头回答或讨论, 最后, 学生则被要求运用新学到的语言材料结合真实的交际场景进行口语训练。这种由浅入深、由输入到输出的教学安排使学生听得进、说得出, 从而激励学生主动投入并保持良好的学习热情。另外, 本教材每一个单元围绕同一个主题展开, 内容涉及与这一主题相关的场景、情景、功能、意念和相关的文化背景知识, 这进一步加强了单元内各部分, 以及听和说的有机联系, 使所有教学环节浑然一体。

4. 配套材料完善。本教程的学生用书除附有供学生自测使用的材料外, 还将每单元中较难的 Real World Listening 听力内容以光盘形式附于书后, 供学生课后进一步研听。为方便教学, 本教程还配有内容丰富、指导详尽、方便使用的教学参考书, 大大减轻了教师的备课难度, 同时还可以使教师学到一些新的教学方法。本教程的录音材料有磁带与 CD 两种载体形式供使用者选择, 方便在不同教学环境中师生的使用。

《大学体验英语》可以明显提高学生实际使用英语进行涉外交际的能力, 较好地体现了大学英语教学要突出全面培养提高学生的英语综合应用能力的大方向。

本套教材是集体科研和智慧的结晶, 它的编写和出版得益于以下院校教授、专家的参与和辛勤的工作: 北京大学、南京大学、华南理工大学、电子科技大学、吉林大学、华中科技大学、大连理工大学、中山大学、武汉大学、重庆大学、西安交通大学、湖南大学、东南大学、四川大学、东北大学、中国农业大学等。

《大学体验英语》网络技术指导委员会的领导和专家有: 吴中福(重庆大学校长, 教育部现代远程教育资源建设专家组组长)、邹寿彬(电子科技大学校长, 教育部现代远程教育资源建设专家组副组长)、樊明武(华中科技大学校长, 中国工程院院士)、陈准民(对外经济贸易大学校长、教授)、庾建设(湖南大学副校长, 网络教育学院院长)、陈建平(广东外语外贸大学副校长、教授, 全国高等学校外语专业教学指导委员会委员, 中国英语教学研究会副会长)、王洪(教育部现代远程教育资源建设委员会办公室副主任、高等教育出版社副总编)、顾宗连(中国人民大学网络教育学院院长)、张亚斌(华南理工大学网络教育学院副院长)。上述领导和专家对本系列教材的编写和网络课件的研制开发给予了建设性的指导和极大的支持。

本教材的编写还得到了许多同事和朋友的热情关心、帮助和指导。高等教育出版社的编辑们在整套教材的策划、编写、版式设计、题图设计、插图选配等方面做了大量工作。在此, 编者一并表示感谢。

《大学体验英语》是我们在大学英语教学内容和课程体系改革方面所作的一次大胆尝试, 其中定会存在不当和疏漏之处, 敬请使用者批评指正。

编 者
2002 年 5 月

Contents

Unit Number	Theme	Teacher's Manual Pages
1	Identity I live the life of Dane ... well, until Dane reported his credit cards as missing.	U1-1 — U1-7
2	Personality The importance of being honest	U2-1 — U2-6
3	Lifestyle Live smart, live well, live large!	U3-1 — U3-6
4	Family The age of "superwoman" is dead.	U4-1 — U4-6
5	Health and Diet Let's get into shape!	U5-1 — U5-6
Review Unit 1	Units 1-5	U1-5-1 — U1-5-4
6	Travel Explore. Dream. Discover!	U6-1 — U6-6
7	Language Magic of language	U7-1 — U7-5
8	Examination What's wrong with standardized tests?	U8-1 — U8-6
9	Entertainment I walked in beside George Clooney.	U9-1 — U9-6
10	Work Plan your career.	U10-1 — U10-6
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11	Technology Can we switch off our mobile phones?	U11-1 — U11-6
12	Nationality There is so much richness in trying new things.	U12-1 — U12-6
13	News Pictures of 2006	U13-1 — U13-6
14	Disaster Every disaster can be turned into an opportunity.	U14-1 — U14-6
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Unit 1 Identity

UNIT OVERVIEW

In this unit students listen to extracts about the problems that arise out of one's own perception of oneself and others' perception of the same person and the social bias against some groups of people. Students also listen to a talk about the consequences of identity theft. They have an opportunity to define and identify the variety of aspects that make up a person's identity.

Warm Up Focus

Students will review and expand their vocabulary related to a person's conscious knowledge of his identity. This vocabulary is useful for describing one's sense of who he is and to which group he belongs, how he feels with certain groups of people and the development of his understanding of his own identity.

Listening Task Focus

1. understand the discrepancy in the perceptions of

- one's way of being
2. understand the dilemma of a girl of mixed origin

Concept Check

Identity theft: Who stole my identity?

Real World Listening Focus

Students will: listen to an interview in which an identity theft victim talks about the scary consequences of identity theft; have the opportunity to tell the same incident in the third person and discuss their opinions on what should be done in case of identity theft and what can be done to prevent identity theft.

Interaction Link

Who am I? What will I be?

Warm Up

Preview

1. Lead students into the topic by brainstorming about identity. The teacher writes a big "me" on blackboard and draws several concentric circles around it. T: *Identity is concerned with "Who am I?". Here is a "me" and think of the five words that best describe you. Then ask your partner to provide five words that he or she wants to describe you with. See if these words match.*
2. The teacher may ask some students to tell the class the words he and his partner have found to describe him and to comment on them. But be prepared if some students don't want to talk about their own identities in public. In that case, either ask those who would talk about their identities in public or just ask them whether the words match without comments. T: *(names), please share with us the words you and your partner have found to describe yourselves with. If you would like, you can comment on whether these words match or not.*
3. Introduce the unit and read the introduction aloud. T: *Today's unit is called "I lived the life of Dane..." What do you think it means? How can one live the life of somebody else? Can you guess what the unit is about?*

Warm Up

1. Have students work individually. T: *Read the passage and fill in the blanks with the words and phrases provided.*

2. Allow students a few minutes to finish. T: *Now listen to the passage and check your answers.*
3. Play the audio.
4. Elicit answers from students. T: *(name). Please read the first sentence of the passage and give your answer.*

Check Vocabulary Knowledge

Ask students if they understand the vocabulary.

self-conscious = nervous or embarrassed about your appearance or what other people think of you

identify with = to feel a strong sympathetic or imaginative bond with somebody or something and a sense of understanding and sharing his, her, or its nature or concerns

belonging = happiness felt in a secure relationship

Pairwork

Have students work in pairs. T: *Discuss the questions with your partner: What problem do you think is talked about in the passage? Have you felt yourself the same as or different from your peer group? How far have you identified yourself with others?*

Script / Answers

(Answers in bold)

As a black child growing up in an almost **all-white** setting, I set out on a search for a cultural and **racial identity**. When my parents would come to visit, I was **self-conscious** about being seen with my black friends.

I also **worried** about being seen too often with my white friends. I was very aware of feeling **caught** between two cultures. More and more, I was **identifying with** black culture as an African American. Some of my friends were clear about their own identities as **African Americans**, but some others struck me as even **more confused** than I was about where they belonged. I came to **believe** that I could live however I wanted to live and still **be accepted** as a member of the black **community**. I enjoyed that feeling of **belonging**.

Oral Preview

Put students in pairs or small groups and ask them to discuss how to express the ideas in brackets. After students' discussion the teacher may elicit some answers and then tell the answers that will appear in the following listening tasks.

Answers

(in bold)

- A: How did you feel about your Grandma's question?
 B: I remember being **startled** and **confused** by her question. I felt **disoriented**.
- A: Do you enjoy being with other people?
 B: Not really. The easy flow of casual social chat has remained forever **beyond my reach** and **beyond my interest**, too.
- A: What did you do when the young man insulted you?
 B: I almost **froze**. I felt **helpless** and **unable to defend myself**.
- A: I heard several loud knocks on the door. What happened?
 B: I was wanted for **bank fraud** although it wasn't I who **committed the crime**.

■ Listening Task 1

Preparation Question

Introduce the activity. T: *Look at the pictures in Listening Task 1. Describe what kind of person the boy in each of the pictures is.*

First Listening

- Explain the activity. T: *Listen and check the words that fit the speaker.*
- Play the audio.
- Elicit some answers from students. T: *(names), which words did you check? Why did you choose these words?*

Answers

introverted
 shy
 timid

Check Vocabulary Knowledge

Ask students if they understand the vocabulary.

curl up = to assume a position with the legs drawn up

fairy tale = a fanciful tale of legendary deeds and creatures, usually intended for children.

myth = a traditional story about heroes or supernatural beings, often attempting to explain the origins of natural phenomena or aspects of human behavior

critical = inclined to judge severely and find fault

startled = alarmed, frightened, or surprised

confused = being unable to think with clarity or act with understanding and intelligence

conscious = subjectively known or felt

wardrobe = a tall cabinet, closet, or small room built to hold clothes; the clothes a person owns

chatter = to talk rapidly, incessantly, and on trivial subjects

inwardness = preoccupation with one's own thoughts or feelings

Second Listening

- Explain the activity. T: *Listen again. This time, complete the statements about the speaker. You may choose more than one answer.*
- Play the audio.
- Put the students into pairs and have them compare their answers. T: *Work with a partner and check your answers.*
- Elicit answers from pairs. T: *(names). Read the first statement with your answer or answers.*

Answers

- The speaker's grandma thought his way of being was unusual / there was something wrong with the speaker.
- The speaker was surprised at his grandma's remark because he never thought his way of being was problematic / he never wanted to play with the other children.
- When he was with the other children the speaker felt confused / different / disoriented.

Third Listening

- Explain the activity. T: *Listen again. This time, fill in the following notes of the speech with what you have heard.*

2. Play the audio.
3. Put the students into pairs and have them compare their answers. T: *Work with a partner and check your answers.*
4. Elicit answers from pairs. T: *(names), read the first sentence with your answer in it.*
5. Ask students to give a title to this recording through discussion. T: *Then discuss with your partner giving a title to this recording. You should be able to explain your choice of title.*
6. Elicit some titles from students. T: *(names), what title did you find for this recording? Why did you choose this title?*
7. Put students in small groups. T: *Now discuss the following questions. How much do you identify yourself with the speaker? If you find yourself very much like the speaker, share with others your viewpoint or your experience as a result of this aspect of your identity. If you find yourself different from the speaker, discuss with others what you should do to put the speaker at ease.*
8. Elicit answers from students. T: *(names), do you find yourself sharing much or little with the speaker? Tell your experience or tell what you should do to put at ease people who are like the speaker.*

Answers for Reference

1. Other children liked playing games together; I liked being alone reading and writing. My grandma reacted to my way of being by remarking "what's wrong with you?" Why don't the other children want to play with you?" By then I had never had an interest in playing with the other children. I thought it was only natural for me to be like this. I had never thought that they didn't "want to play with" me. Later, in the fourth grade, I began to feel myself different from other children, living in a different universe. I decided to turn back to my inner world reading and writing again. In this way I moved further away from my peers. I have always found it difficult to participate in the casual social chat.
2. Accept who you are.

Note: It is possible that students may have their own answers. The answers provided here are just for the teacher's reference.

Script

The neighborhood children my age played together: either active, physical games outdoors or games of dolls-and-house indoors. I, on the other hand, spent much of my childhood alone. I'd curl up in a chair reading fairytales

and myths, daydreaming, writing poems or stories and drawing pictures. Sometime around the fourth grade, my "big" (often critical, judgmental) Grandma, who'd been visiting us said to me, "What's wrong with you! Why don't the other children want to play with you?" I remember being startled and confused by her question. I'd never been particularly interested in playing with the other children. It hadn't, till then, occurred to me that that was either odd or something wrong with me. Nor had it occurred to me that they didn't "want to play with" me. My first conscious memory of feeling different was in the fourth grade. At the wardrobe, listening to classmates joking, chattering and laughing with each other, I realized I hadn't a clue about what was so funny or of how to participate in their easy chatter. They seemed to live in a universe about which I knew nothing at all. I tried to act like others but it was so difficult. I felt confused and disoriented. I turned back to my inner world: reading books, writing and daydreaming. My inwardness grew me in ways that continued to move me further away from the world of my age peers. The easy flow of casual social chat has remained forever beyond my reach and beyond my interest, too.

■ Listening Task 2

Preparation Question

Introduce the activity. T: *Look at the pictures in Listening Task 2. What do you think are the identities of these people?*

First Listening

1. Explain the activity. T: *Listen to find out the speaker's major problem and make a check to indicate your answer.*
2. Play the audio.
3. Put the students into pairs and have them compare their answers. T: *Work with a partner and check your answer.*
4. Elicit answers from pairs. T: *(names). Which box did you check?*

Answers

being refused by both societies

Check Vocabulary Knowledge

Ask students if they understand the vocabulary.

incredible = impossible or very difficult to believe

nigger = used as a disparaging term for a black person

freeze = to become unable to act or react, as from fear

defend = to make or keep safe from danger, attack, or harm

insult = to make an offensive action or remark
racist = a person who discriminates or has prejudice against people of other races

Second Listening

1. Explain the directions. T: *Read all of the statements before listening.*
2. Allow students some time to read. T: *As you listen, write T for True, F for False, or ? if you don't know.*
3. Play the audio.
4. Elicit answers from students. T: *What did you write for number 1?*

Answers

1. F 2. ? 3. T 4. F 5. T 6. T 7. ?

Third Listening

1. Explain the directions. T: *Read all of the questions before listening.*
2. Allow students some time to read. T: *As you listen, make notes to answer these questions.*
3. Play the audio.
4. Put students into pairs. Ask them compare their notes and discuss for better answers. T: *Work with a partner and check your notes. Discuss so that you can answer the questions better.*
5. Ask students to answer the questions. T: *(names). What is your answer to Question #?*

Script

The greatest difficulty for me is that as a person of mixed origin I am at home neither here nor there. Wherever I am, I am regarded as being foreign, either "white" or "black". It happens to me when I live in my mother's country of origin, in Switzerland, and it happened to me when I was living in my father's country, Ivory Coast. I would feel at home where I could feel that people accept me just the way I am! When you are a small child you first do not feel that you are different from the others. But soon the others will make you feel different — and children too can be very cruel in their behavior against the "strange child". Sometimes incredible incidents happen. Some time ago I was riding my bike somewhere in a little place in Switzerland nearby to where I live. A car drove by, and the male driver opened the window and yelled at me: "Scheiss — Neger — dirty nigger!" I almost froze. I felt helpless and unable to defend myself. When I looked at the number plate, I saw that it was a German number plate. This means that the insulting person himself was a foreigner in this country! How could he dare insult

me like this? I felt that I wanted to kill this man. When I recovered I was able to think about it more clearly. These racist people are just stupid and do not know anything about life.

Real World Listening

Concept Check

Identity theft: Who stole my identity?

Make sure that students are focusing on the main concepts with questions like these: Do you think somebody may steal your identity? How does he do so? What is identity theft? Give some examples to show what identity theft is. Who suffers from it? What are the consequences of identity theft for the victim?

Prepare

1. Introduce the activity. T: *Look at the pictures and write some words to describe them.*
2. Elicit answers from students. T: *(names). What do you think Picture 1 shows?*
3. Elicit students' prediction of the recording. T: *Now what do you think the following recording is about?*
4. Play the audio. T: *Listen and check your prediction.*

Answers

1. A victim feels lucky that he is safe from identity theft but actually he doesn't know when he becomes a victim, too. Identity theft could take place without the victim's immediate awareness.
2. An identity thief pretends to be from a public utility and tries to get someone's personal information.
3. An employer is looking for someone to crack down on identity theft but either deliberately or inadvertently he collects the personal information of the applicant.
4. Through the Internet adolescents may be coaxed into providing the financial information of the family.
The recording is about identity theft.

! Culture Notes

Identity theft is the use of one person's personal information by another to commit fraud or other crimes. The most common forms of identity theft occur when someone obtains another person's social security number, driver's license number, date of birth, and the like and uses it to open a fraudulent bank, credit card, cellular telephone, or other account, or to obtain false loans. Criminal identity theft, the most common nonfinancial

type, occurs when someone gives another's personal information to a law enforcement officer when he or she is arrested. In addition to the financial losses resulting from identity theft, the person whose personal information has been used will have an erroneous credit or criminal history that is often expensive and time-consuming to correct. The occurrence of identity theft increased significantly beginning in the late 1990s due to the computerization of records and the ability to use another's personal information anonymously over the Internet.

Get the Main Ideas

1. Explain the directions. T: *Read the questions.*
2. Allow students some time to read. T: *As you listen, write short answers to the questions.*
3. Play the audio.
4. Elicit answers from students. T: *(names). Why was the man wanted by the police?*

Answers

1. The man was wanted by the police because he was charged with bank fraud.
2. The man paid the money and all the charges were dismissed.
3. He spent several days in prison for a crime he didn't commit. Apparently the police knew that he was not the person who committed the bank fraud.
4. Their credit may be ruined so that they can't get loans and it may take them years to settle the damage.
5. The person who stole the man's identity was caught and put in jail for identity fraud.

Respond to the Ideas

1. Put students in pairs. The teacher may let students listen to the recording again to complete the story-telling task. T: *Listen to the recording again. Take notes while listening. Then use the sentence "My friend was a victim of identity theft" as the beginning and complete telling the story to your partner according to what you have heard.*
2. Allow about 10 minutes for this story-telling. Ask some students to tell the story to the class. T: *(names), please tell the story to the class.*
3. Put students in small groups. Ask them to discuss the question. T: *If you were the man who became a victim of identity theft, how would you respond to the police charge and what can you do to prevent yourself from being a victim of identity theft? Allow at least 10 – 15 minutes for this discussion.*
4. Elicit answers from some students. T: *(names). If you*

were the man who became a victim of identity theft, how would you respond to the police charge and what can you do to prevent yourself from being a victim of identity theft?

Extension

To expand the discussion of identity theft, introduce one of the following situations. Ask students to offer their opinions or create a role-play around one of these situations.

Situation 1: You lost your wallet.

Situation 2: Your mobile phone was stolen.

Situation 3: You apply for a part-time job and you're asked to leave your personal information with the company.

Situation 4: You are engaged in Internet chat.

Script

Melanie: Your story of identity theft is quite scary. What happened?

Nick: One day early in the morning, I was awakened by a loud knock. When I opened the door, five policemen were standing there telling me to go to jail. I asked why and they said that I was wanted for bank fraud. I said "I never did that!" and they said "that's something we've never heard before... tell it to the judge."

Melanie: Did you really have to spend time in jail?

Nick: Yes, I certainly did.

Melanie: How could you prove it wasn't you who committed the crime?

Nick: Frankly, I never did. I simply paid the amount owed and all the charges were dismissed. It was really a debt to a casino and, although it is a felony, all they wanted was their money.

Melanie: Whew! For me, perhaps the most alarming aspect of your story is that you had to spend several days in jail — in spite of the fact that they knew that the person who committed the fraud was of a different race than you. That is truly scary.

Nick: Yes. People suffer because others steal their identities to work illegally. Someone used another's identity for years and ruined their credit. When their kids want to get their first cars or student loans it takes them years to settle the damage.

Melanie: Did they catch the person who used your identity to commit the crimes?

Nick: Yes. He was put in jail for identity fraud.

■ Interaction Link

Who am I? What will I be?

This interactive activity helps students define and reflect on different aspects of their own identity.

1. Write “identity” on the board and ask students to brainstorm its meanings. T: *What is identity? Think of some words related to identity.*
2. Ask each student to create an “Identity Map” which depicts all the components that make up their own identity, including the varied roles they play. T: *Look at the identity map in your book. Fill in the boxes with the words that make up your identity. You may also draw more lines from the circle of “Me” that show various aspects of your identity.*
3. Divide the class into small groups and ask students to share their maps with each other. Ask them to discuss the questions in the book. T: *Share your identity map with others. Discuss the questions in your book.*
4. Ask for volunteers from the small groups to share their insights with the class. T: *(names). What three words would you choose to best describe yourself? Why do those words accurately describe you? What three words would your family or friends use to describe you? How accurate are others’ descriptions of you?*
5. Break students in pairs and ask them to interview one another to find out who they are ten years from now. T: *Imagine you’ve just traveled ten years into the future — you’re ten years older and wiser. Work in pairs and interview each other to find out who you are — your values, failures, successes, and ambitions.*
6. Ask each student to use three words to describe himself and his partner based on the interview. Then invite some students to share their insights with the class. T: *(names). What three words do you want to use to describe yourself ten years from now? What three words does your partner want to use to describe you ten years from now? What do you think of the three words used by your partner to describe you ten years from now?*

Options

Short Version (15 – 20 minutes):

Do the first two steps (in student’s book) of this activity only. (Include options from the long version if students finish early.)

Long Version (30 – 60 minutes):

Do this activity as planned above.

■ Self-Study

This exercise is supposed to be done by students themselves after class. If the teacher decides to do it in class, introduce the exercise this way. T: *In this exercise, you are going to listen to the Real World Listening section once more. This time, you should listen attentively and fill in the blanks.*

Answers

Refer to Script in the Real World Listening section.

■ Lexical Map

By the end of Unit 1, students should be familiar with the following words and expressions. This vocabulary is among the most common in colloquial conversation.

Describing Feeling

startled
confused
disoriented
at home
freeze
helpless

Describing Thinking and Memory

I remember ...
It occurred to me that ...
My first conscious memory of ...
I hadn’t a clue about ...

Describing Children’s Activities

drawing pictures
writing
daydreaming
games of dolls-and-house
fairytales
myths
curl up in a chair

Describing People of a Certain Age

The neighborhood children my age
my peers

Describing Crime

identity theft

to be wanted for ...

bank fraud

spend time in jail

commit a crime

pay the amount owed

dismiss a charge

felony

settle the damage

Unit 2 *Personality*

UNIT OVERVIEW

In this unit students listen to extracts about cheating. Students have an opportunity to talk about what might happen if parents shield their lying children and under what circumstance people could tell a lie.

Warm Up Focus

Students will review and expand their vocabulary related to virtues and moral values. This vocabulary is useful for talking about: integrity, forgiveness, compassion and other moral values in different cultures.

Listening Task Focus

Does everybody cheat? Is cheating acceptable, a natural way of surviving and being successful? Is it something that should be frowned on and young people

discouraged from doing? If it's the latter, how can we explain to children why so many bend the rules?

Concept Check

Honesty requires you to be yourself. In other words, you should face reality and be adult in your responses to life's challenges. How did little George defend himself by using quibbling remarks?

Real World Listening Focus

Students will listen to a conversation entitled *Washington and the Cherry Tree*.

Interaction Link

Benjamin Franklin's Thirteen Virtues

■ Warm Up

Preview

1. Ask students to name some typical virtues honored in Chinese culture. T: *What are the typical virtues honored in Chinese culture?*
2. Introduce the unit. T: *Today's unit is called "The importance of being honest." What do you think this unit is about?*

Warm Up

1. Have students work individually. Explain the activity. T: *Look at the word box in your books. Read each statement or short paragraph and fill in the blanks with the missing words and expressions. Do the first one with the class as a model.*
2. Allow students a few minutes to finish. T: *Now listen to the sentences and check your answers.*
3. Play the audio.
4. Elicit answers from students. T: *(name). Please read number (2).*

Check Vocabulary Knowledge

Ask students if they understand the vocabulary.

forgiveness = the act of stopping feeling angry with sb who has done sth to harm, annoy or upset you

victimhood = the state of being one that is injured, destroyed, or sacrificed under any of various conditions

integrity = the quality of being honest and having strong moral principles

outcome = the result or effect of an action or event

flexibility = the ability to change or be changed according to circumstances

Pairwork

Have students work in pairs. T: *Discuss the questions with your partner: What is your interpretation of integrity? Do you agree that integrity is essential element of morality?*

Script/Answers

(Answers in bold)

1. **Forgiveness** is the act of erasing an emotional debt. At some time in your life, you may have been severely wronged or hurt by another person to such a degree that forgiveness seems impossible. However, harboring resentment only keeps you trapped in victimhood. Under such a circumstance, you should force yourself to see the bigger picture and shift the focus away from the anger and resentment.
2. **Integrity** is an inner standard for judging your behavior. Integrity means you do what you do because it's right and not just **fashionable** or politically correct. It is the real bottom line in every area of society.
3. Often we allow ourselves to be upset by small things we should let go and forget. Perhaps some man we helped has proved **ungrateful**, some woman we believed to be a friend has spoken ill of us, and some reward we thought we deserved has been denied us. We feel such disappointment so strongly that we can no longer work or sleep. Our **inability** to forgive and let go can make us sick.

4. One of the most basic moral values for Americans is **honesty**. Sometimes American honesty — being open and direct — can offend people. But Americans still believe that “honesty is the best policy.”
5. **Patience** is the display of **tolerance** while awaiting an outcome. You tend to expect immediate results and are often disappointed when you fail in your first few attempts. In fact, growth can be a slow, painstaking process and patience will provide you with the **perseverance** you need to become mature.
6. **Flexibility** is defined as being adaptable to change. In the course of your lifetime, it is **essential** that you learn to bend and flex around every new circumstance, as stubbornness deprives you of the opportunity to see new possibilities.
7. **Compassion** may be the queen of American virtues. To live in a state of compassion means you approach the world with your emotional barriers lowered. Compassion is the emotional glue connecting you to your essence and to the essence of those around you.

Oral Preview

1. Everybody cheats; nobody's playing the game.
2. Cheating is something that should be frowned on and young people discouraged from doing.
3. A climate of mistrust surrounds everyone.

■ Listening Task 1

Preparation Question

Introduce the activity: T: *Look at the pictures in Listening Task 1. What do you think they will talk about?*

First Listening

1. Explain the activity: T: *Listen and write the answers to the question on the first part of a passage, “Is it an exaggeration to say that everybody cheats?” There may be more than one correct answer.*
2. Play the audio.
3. Put students into pairs and have them compare their answers. T: *Work with a partner and check your answers.*
4. Elicit answers from the pairs. T: *(names). What did you check?*

Answers

A taxi driver who takes a visitor the long way round cheats. / Footballers who pretend to be hurt for a free-kick cheat. / Riders who take drugs in a cycling tour cheat.

Check Vocabulary Knowledge

Ask students if they understand the vocabulary

bribe = money or a gift that you illegally give someone to persuade them to do something for you

fake = full of sth bad or unpleasant

contestant = one that participates in a contest

frown on = to show displeasure with or disapproval of especially by facial expression

rife = full of sth bad or unpleasant

trigger = to initiate, actuate, or set off

Second Listening

1. Explain the activity: T: *Listen again, and check the details that you hear: Is sport rife with cheating? There may be more than one correct answer for each picture.*
2. Play the audio.
3. Put students into pairs and have them compare their answers. T: *Work with a partner and check your answers.*
4. Elicit answers from different pairs. T: *(names). Which answer did you check for number (1)?*

Answers

1. Footballers will do anything for a free-kick or a penalty shot.
2. In 1998, the world's greatest cycling event was hit by a drug-taking scandal. / Forty bottles of drugs were found with a team in the cycling tour. / One rider was banned for nine months because of drug problem.

Script

Everybody cheats. Whether it's the taxi driver who tricks a visitor and takes him the long way round, or the shop assistant who doesn't give the correct change, or the police officer who accepts a bribe – everybody's at it. Cheats in the news include the scientist whose research was based on fake data, the game show contestant who collaborated with a friend in the audience to win a million pounds, and the doctor who forged his qualifications and wasn't really a doctor at all. Everybody cheats; nobody's playing the game.

Is cheating acceptable, a natural way of surviving and being successful? Or is it something that should be frowned on, and young people discouraged from doing? If it's the latter, how can we explain to children why so many bend the rules?

Take sport for example. The pinnacle of football, the World Cup, was rife with cheating. Whether pretending to be hurt or denying a handball, footballers will do anything for a free-kick or a penalty shot. French player Henry