



普通高等教育“十五”国家级规划教材

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新世纪网络课程建设工程项目

大学体验英语®

Experiencing English

听说教程 教学参考书 4

*Listening and Speaking
Reference Book*

《大学体验英语》项目组



高等教育出版社
Higher Education Press



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前言

《大学体验英语》系列教材根据教育部大学英语教学改革的要求编写,供大学英语教学基础阶段使用,以培养学生的英语综合应用能力,特别是听说能力。《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》以及配套的教学参考书、多媒体学习课件、网络课程以及电子教案等组成。此外,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,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。以交际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 and 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《听说教程教学参考书》第4册。本书以听力教学为主,辅之以大量的口语练习,在练习听的同时进一步强化了口语训练,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较为符合我国大学英语听说教学的要求,并强化了本系列教程所强调的“体验”性。本教材主要有以下一些特点:

1. 内容丰富,语言真实。本教材共包含18个单元,每单元一个主题。这18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。本教材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,使学生在语言学习的同时获取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,要求学生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之间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。本教材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、使用方便的教学参考书,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。本教材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。

在本教材的编写过程中,由于编者的水平有限,加上编写时间紧,书中一定还存在许多不妥之处,恳请各位专家、同仁和广大师生提出批评意见和建议。

《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、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、西南财经大学、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
2003年12月

郑重声明

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Unit 1 *Good evening and welcome to...*

UNIT OVERVIEW

Theme: Introductions

In this unit students will listen to the examples of the introductions on special occasions transcribed from television. Students have an opportunity to simulate the introductory speeches in the Real World Speaking section. In Interaction Link, students are encouraged to organize a debate and they are asked to act out the introductory part of the debate.

Vocabulary Focus

Expressions about comment:

have a pat on the back

not one's cup of tea

be under way

make it

have got a thing about

Listening Task Focus

Students will listen to an introductory speech transcribed

from television and answer the following questions:

What is it about?

Who are the participants?

What are the ground rules for the debate?

Real World Listening Focus

Students will listen to a conversation about the introduction to the television program *In your life* and find out:

What kind of program it is?

What are the identities of the people involved in the program and what are the preparatory jobs?

Real World Speaking Focus

Discuss the skills of making special occasion introductions.

Comment on the stages in which an introduction to a debate is made.

Simulate an introduction to an important speaker at a conference.

Warm Up

1. Ask students whether they have any experiences of listening to the delivery of "special occasion" or "ceremonial" speeches, say, speech of introduction, speech of acceptance (e.g. award), speech of presentation (e.g. award) or the speech designed to create goodwill. Where and when did they hear the speech and how did they feel about it? Have they ever tried to speak on these special occasions?
2. Take a quick survey to find out how many students have watched talk shows or similar and the programs on television and whether they have noticed how the host started their introduction to the show.
3. Introduce the unit. T: *Today's unit is called "Good evening and welcome to ...". We are going to listen to some talks. We'll get to know the expressions and ideas on how to make special occasion introductions.*

Vocabulary Task

1. Introduce the exercise. T: *Look at the expressions in Vocabulary Task. Let's read them and guess their meanings.*
2. Allow students time to finish discussing the meanings of the expressions in the box. T: *Now let me tell you the meanings of the expressions.*

Explain the expressions

have a pat on the back: an expression of praise or

satisfaction for sth. done


not one's cup of tea: the sort of thing one dislikes

be under way: having started and making progress

make it: to arrive in time

have got a thing about: to have strong like or dislike for

3. T: *Now let's try to use these expressions to complete the mini-talks.*

4.  Play the audio. T: *Now listen to the mini-talks and compare your answers. You may need to add some words to the expressions according to what you hear.*

5. Elicit answers from students. T: *What is the answer for mini-talk number one?*

Follow-up Activity

Give some questions for students to think about or practice if needed or if time is available in class. The teacher may play the recording again and ask students to pay attention to how the speakers make comments on what others have done. T: *How do you usually make some comments on what other people have done? How do the speakers in the mini-talks make comments? Work in pairs and make some comments on what your partner has done.*

Script and Answers

1. A: May I have your attention, please? Thank you for coming. We're very glad you could make it. Tonight

we are celebrating an agreement between A&A Limited and M&N Technologies, Incorporated to participate in a joint venture. ... and so it is an honor to introduce Mr. Tony Blair, president of A&A Limited.

B: Thank you, Dr. Lawrence. It's a pleasure to be here. Ladies and Gentlemen, we at A&A are also excited about ...

(Half an hour later)

A: Thanks a lot Mr. Blair for a remarkable speech. Thank you.

B: Thank you, Dr. Lawrence. Thank you for your time.

2. A: Hey, Nancy, is that you? I can't believe it! Heard any good presentations?

B: Not one. None of them is my cup of tea. I'm bored to death.

A: Is that right? Why not?

B: You know, I've been working for over thirty years. There's nothing new here. These presentations can't tell me anything new. What's worse is that tomorrow I'll have a desk full of papers to work on. Say, you've just come back from the States, haven't you?

3. A: Isn't that the guy my son is crazy about? But I never knew his name.

B: He's Larry King, the famous talk show host who is a household name. He always presents quite a variety of points of view when you listen to him.

A: But, I've really got a thing about some talk show hosts. They sometimes are very rude to those who have opposing ideas.

B: I usually enjoy listening to them. I particularly like it when a caller disagrees with the host. I like to hear how he will defend his ideas.

4. A: Say, Tom, I really enjoyed the piece you had in the paper last week. You've really worked your way up since I met you on Bob's wedding day.

B: Thanks. I'm so flattered. But it's always nice to have a pat on the back once in a while.

A: You deserve it. I can't say that for all journalists, however.

B: I'm sorry to admit that many reporters are giving the profession a bad name.

5. A: Judy, I'd like you to meet our new business associate. He will be responsible for the project of "Golden Apple" program.

B: Pleased to meet you, Mr. Wang. I'm happy to say that the project is now well under way. But we still appreciate your cooperation.

C: The pleasure's mine, Judy. Your work is wonderful.

B: Thank you for saying so. Would you please follow

me to the office? The fellow workers are all waiting for us.

■ Listening Task


1. Pre-listening Activity

Introduce the activity. T: Look at the pictures. Who are these people and what are they doing?

2. Listening Activity

1) First Listening

1. Explain the activity. T: We're going to listen to a monologue. Listen carefully and write down the answers to the question.

2.  Play the audio.

3. Put students in pairs and have them compare their answers. T: Work with a partner and check your answers.


4. Elicit answers from different pairs. T: What did you write for number one?

Answers

1. Dan Quayle / Republican Vice-President
2. Al Gore / Democratic Senator
3. James Stockdale / Retired Vice-Admiral

2) Second Listening

1. Explain the activity T: Now we're going to listen to the monologue again. This time, check the boxes with the answers to the question "What are the ground rules for the debate?".

2.  Play the audio.

3. Put students in pairs and have them compare their answers. T: Work with a partner and check your answers.

4. Elicit answers from different pairs. If you have several pairs share their answers, it will help all students to get a fuller understanding of what the speaker said. T: Which answer did you check for rule number one?

Answers

1. two-minute opening statement
2. the issues to be discussed are presented by the moderator
3. a-minute-and-fifteen-second response to the issues under discussion
4. five-minute discussion period
5. order of response to the issues under discussion is determined by a drawing
6. two-minute closing statement

Script and Answers to Self-study

Introduction to the vice-presidential debate

Good evening from Atlanta and welcome to the (1) vice-presidential debates, (2) sponsored by the Nonpartisan Commission on presidential debates. It's being held here in the (3) Theater for the Arts on the campus of Georgia Tech. I'm (4) Hal Bruno from ABC News and I'm going to be moderating tonight's debate.

(5) The participants are Republican Vice-President Dan Quayle, (6) Democratic Senator Al Gore, and Retired Vice-Admiral James Stockdale, who is the (7) vice-presidential nominee for independent candidate Ross Perot.

Now, the (8) ground rules for tonight's debate. Each candidate will have two minutes for (9) an opening statement. I will then (10) present the issues to be discussed. For each topic the candidates will have a minute and fifteen seconds (11) to respond. Then this will be followed by a five-minute discussion period in which they can ask questions of each other if they so choose.

Now, the order of response has been determined (12) by a drawing and we'll rotate with each topic. At the end of the debate, each candidate will have two minutes for a closing statement. Our radio and TV audience should know that the candidates were given (13) an equal allocation of auditorium seats for their supporters, so I'd like to ask the audience here in the theater to please (14) refrain from applause or any partisan demonstration once the debate is under way because it takes time away from the candidates.

So, (15) with that plea from your moderator, let's get started and we'll turn first to Senator Gore for his opening statement.

! Culture Note

The speech of introduction is usually designed to introduce another speaker or to introduce a general topic area and a series of speakers. Often, for example, before a speaker addresses an audience, another speaker sets the stage by introducing both the speaker and the topic. At conventions where a series of speakers address an audience, a speech of introduction might introduce the general topic on which the speakers will focus and perhaps provide connecting links among the several presentations. In giving a speech of introduction, your main purpose is to gain the attention and arouse the interest of the audience. Your speech should pave the way for favorable and attentive listening. It should seek to create an atmosphere conducive to achieving the particular speech purpose. The speech of introduction is basically informative and follows the general patterns already laid down for the informative speech. The main difference is that instead of discussing a topic's issues, you would discuss who the speaker is and what the speaker will talk about.

Real World Listening

❖ Concept Check

A talk show host — what are the essential qualities?

Check students' understanding with one or more of the following questions.

T: *Have you ever watched any talk shows or similar programs on television? Would you please introduce one or two shows which impressed you the most and make some comments? What do you think of the hosts of the shows? What are the essential qualities do you think a good talk show host should have? Have you ever thought of being a talk show host? Why or why not?*

1. Predict

- Introduce the activity. T: *Look at the pictures. Here a popular program is being introduced. Two people are talking about the arrangements of the program. What kind of program do you think it is? Check the box(es) next to your answer(s). If you check "other possibilities", be sure to write what you think it is.*
- Elicit answers from a few students. T: *Which box(es) did you check? Did anyone fill in the space next to "other possibilities"? What did you write? Why?*
- Play the audio. T: *Listen and check your prediction.*
- Check prediction results. T: *Who was correct?*

Answer

- ☐ A very popular weekly small-talk program on television.

2. Get the Main Ideas

- Explain the directions. T: *Match each name in Column I with a description in Column II to tell the identity of each person.*
- Allow students some time to read. T: *As you listen, make your matches.*
- Play the audio.
- Elicit answers from students. T: *Who is Jackie Chan?*

Answers

Item 1:

- | | |
|----------------|--------------------------------------|
| 1. Jackie Chan | Subject of the program |
| 2. Larry King | Host of the program |
| 3. Simon | Director, checking the arrangement |
| 4. Amanda | Production assistant to the director |
| 5. Jason | Looking after the guests |

- Explain the directions. T: *Check the boxes to decide if the statements agree with the details in the listening text.*

6. Elicit answers from students. T: *What did you check for statement number one?*

Item 2:

1. No 2. No 3. No 4. Not Given 5. Yes

Script

This is your life!

This is your life is one of the most popular small-talk programs on American television. Every week a leading personality is invited to a television studio, without knowing that he or she will be the subject of the program. The host starts the program with a short introduction and then meets the person at the entrance of a specified studio and says, "This is your life!" The person then meets friends and relatives from his or her past in the very studio. Studio B is where today's program is recorded. The program begins at 7:30. It's 6:15 now and the director, Simon, is checking the preparations with his production assistant, Amanda. The subject of tonight's show will be a world-leading actor, Jackie Chan. The host, as usual, will be Larry King.

Simon: Let's just check the arrangements. We're bringing Jackie Chan here in a studio car.

Amanda: Is he informed what program he's coming to?

Simon: No — he thinks he's coming to a discussion program!

Amanda: Great! Now, the driver has been told to arrive at exactly 7:25, hasn't he?

Simon: Right! The program begins at seven thirty. At that time Jackie will be walking to the studio. Larry King will start his introduction at 7:31, and Jackie will arrive at 7:32. Larry will meet him at the studio entrance ...

Amanda: Will Camera B be there?

Simon: Yes. Then he'll take him to that seat. It'll be on Camera A. Jackie will be sitting there during the whole program.

Amanda: Where will Larry be sitting?

Simon: For most of the show Larry will be standing in the middle, and he'll be on Camera C. The guests will come through that door, talk to Larry and Jackie ... and then sit over there. Now, is that all clear?

Amanda: Yes ... there's just one thing.

Simon: Well, what is it?

Amanda: Who's going to look after the guests during the show?

Simon: Jason is.

Amanda: And where will they be waiting during the show?

Simon: In the dressing-room, as usual. Jason will be waiting with them, and he'll be watching the show on the monitor. He'll tell them two minutes before they enter.

Amanda: I think that's everything.

! Culture Note

Jackie Chan: Jackie Chan is a world-famous movie star in Hong Kong. His Chinese name is Cheng Long. He is a movie-action incarnate or action-star extraordinaire around the world. He has made more than 40 movies since 1976. It's been a long road to success for Jackie who was sent to opera school by his parents at the age of six. There he learned dancing, singing and martial arts, and was eventually able to break into films as a stuntman. Despite his success in Asia, it took several tries before he was able to break into the US market with films such as *Rush Hour* and *Shanghai Noon*. No one would doubt that Jackie Chan made an impression on the US if they visited Hollywood and saw his star and the palm and footprints he left on the Walk of Fame close to the Kodak Theater where the Academy Awards are held.

■ Real World Speaking

Use an extension activity to further expand the discussion in Listening Task and Real World Listening.

★ Teaching Tip

In this unit, the listening texts may not be very difficult to understand, so the purpose is to equip students with proper language materials so as to instruct them how to make introductions on special occasions and prepare them for moderating an English debate appropriately and effectively.

1. Explain the activity. T: *Have you ever made an introduction on some special occasions, for example, at a conference, a banquet or a ceremony? The speech of introduction should be very effective and efficient and follows a certain pattern. Now I hope you can generalize the principles we should follow when making the introduction of the kind either according to your own experience or the listening materials you've heard.*

Answers for Reference

- a. establish the significance of the speech
- b. establish relevant connections
- c. stress the speaker's credibility
- d. be consistent with the main speech

- e. be brief
- f. don't cover the speaker's topic
- g. don't oversell the speaker

2. Explain the activity. T: *Now you have finished your listening activity. Next I hope you can use your own words to sum up the steps in which an introduction to a debate is made. Work in pairs or groups and write down your answers.*

Answers for Reference

- Step 1: claim the audience's attention and express thanks for their coming
- Step 2: self-introduction
- Step 3: introduce the participants (debaters)
- Step 4: introduce the ground rules
- Step 5: announce the start
3. Explain the activity. T: *Now you are going to play your role as the host in the small-talk program we heard in the Listening Task section. Think for a while and then act out the introductory opening of the program.*

Answer for Reference

Larry King: Good evening and welcome to *This is your life*. This is Larry King speaking. We're waiting for the subject of tonight's program. He's one of the world's leading actors, and he thinks he's coming here to take part in a discussion program ... I can hear him now ... yes, here he is! Jackie Chan ... *This is your life!*

4. Explain the activity. T: *Now you are going to play the role as a main organizer of an international academic conference. Think for a while and then act out the introduction to an important speaker at the beginning of the conference.*

★ Teaching Tip

Students may not have the experience of being an organizer of an international academic conference, so it is advisable to give a brief resume of the imaginary speaker to help them. It might be a very useful experience for their future career.

Answer for Reference

May I have your attention, please? Thank you for coming. We're very glad you could make it. Our speaker tonight is a very interesting man. He works fulltime as a banker, but paints and writes in his free time. Last year he won the title of "Star Citizen" in our city. It is an honor to introduce Mr. Thomas Wong, Director of the Arts Foundation.

Interaction Link

Let's Have a Debate

1. Introduce the activity. T: *Open your book. In this unit, we've listened to the examples of the introduction on special occasions and discussed the general principles of making introductions of the kind. Now, let's organize a debate to practise what we've learned.*
2. Put students in groups of three or four. Each group will organize a debate contest. T: *We'll form small groups of four. You can move around the classroom to find those you'd like to work with as your group members.*
3. Have students work together to decide on the motion, debaters, moderator, sponsor and the broadcasting TV station and fill out the chart. T: *Now please look at the pictures of the people and their corresponding personal information. You should work together to decide what role each is suitable to play, then fill out the chart.*
4. Remind students of the ground rules for an introduction to a debate summarized in the Listening Task section.
5. Lead students through the steps involved in an introduction to a debate. Some language aids can be provided when necessary.

Reference

Claim the audience's attention and express the thanks for their coming:

- ★ Good evening from ... and welcome to ...
- ★ May I have your attention, please?
- ★ Thank you for coming.
- ★ We're very glad you could make it.

Self-introduction:

- ★ I'm ... from ... and I'm going to moderate tonight's debate. It's being held here in ...
- ★ I'm honored to stand here to ... My name is ... and I'm from ... Tonight's debate is sponsored by ... and will be broadcast by ...

Introduce the participants (debaters):

- ★ Now, I'd like to introduce the panel of judges. They are ...
- ★ The participants are ...
- ★ Now, allow me to present the debaters from the affirmative side. They are ...
- ★ Both the affirmative side and the negative side consist of four debaters. They are ...

Introduce the ground rules:

- ★ Now, the ground rules for tonight's debate. Each candidate will ...

Announce the start of the debate:

- ★ So, let's get started and we'll turn first to ...
- ★ So, as the moderator of tonight's debate, I announce the start and let's give our applause to the first ...
- ★ So, it's the start of tonight's debate and we'll first invite ...

6. Allow students 10 minutes each group to practice moderating a debate. Take turns and make sure that every student has the chance to moderate a debate.
7. Choose a representative from each group to demonstrate to the whole class and then the teacher makes comments.

■ 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 Listening Task section once more. This time, you should listen attentively and fill in the blanks.*

Answers

Refer to Script in the Listening Task section.

Unit 2 *Open to everything!*

UNIT OVERVIEW

Theme: Lifestyle

In this unit students will listen to extracts about different lifestyles. Students will be exposed to different lifestyles. Students will listen to a monologue about one's experience in Internet cafés while travel in the Listening Task section and a talk on living with exchange students in the Real World Listening section. Students will have an opportunity to comment on the changes in lifestyle brought about by the development of modern technology and debate whether to choose stability or mobility in one's life in the Real World Speaking section. In Interaction Link, students will work out a plan for an Internet café that they are going to run.

Vocabulary Focus

Expressions about hopes, desires and intentions:

be dying for

thirst for

be itching to

would give anything to

be in the mood for

Listening Task Focus

Students will listen to a monologue *Kept within a few clicks of hearth and home* and answer the following questions:

What does the speaker like about travel?

Why does the speaker mention McDonald's?

What is the future of cyber cafés?

Real World Listening Focus

Students will listen to a talk in which the anchor talks with an education official, a host mother and an exchange student about living with exchange students to find answers to the following questions:

What countries are the exchange students from?

Which of the following statements about the exchange student is false?

Why did the host family accept the exchange student?

What are the foreign students supposed to learn in these schools?

Real World Speaking Focus

Comment on the changes in lifestyle brought about by the development of modern technology.

Debate on the motion "Lifestyle: stability or mobility?".

Warm Up

1. Ask students to talk about different lifestyles. T: *Can you describe your lifestyle? What other lifestyles have you observed in the people around you? Can you describe some other lifestyles?*
2. Take a quick survey to find out which lifestyles students are in favor of. T: *Among the lifestyles mentioned, what appeals to you? Why do you like such a lifestyle? What advantages or disadvantages does this lifestyle have?*
3. Introduce the unit. Have students talk about the question. T: *Today's unit is called "Open to everything!" What lifestyle does the person making this remark take? How do you like such a lifestyle? Why?*
4. Ask students to talk about the changes in lifestyle brought about by the development of modern technology. T: *If you compare your lifestyle with that of your parents, are there differences? Why are there such differences? What do you think of such differences?*

will help them get the exact meanings.

2. Introduce the task. T: *In this task, we are going to listen to mini-talks about different lifestyles. The speakers express their hopes, desires and intentions. Look at the expressions. Read them and guess how they are used.*
3. Allow students a few minutes to finish discussing how the expressions are used. T: *Now let me explain how the expressions are used.*

Explain the expressions

be dying for / to: used to emphasize that one wants to do or have sth. very much

e.g. *He's dying to meet you.*

thirst for: to have a strong desire for sth.

e.g. *His opponent is thirsting for revenge.*

be itching to / for: to have a persistent, restless craving

e.g. *He was itching for the curtain to rise.*

would give anything to / for: used hyperbolically to express how greatly one wants to have or do sth.


e.g. *I'd give anything for a cup of tea.*

be in the mood for / to: to feel like, to have an inclination to do / for sth.

e.g. *I am in no mood / not in the mood for joking / to joke.*

Vocabulary Task

1. Have students go to Vocabulary Preview to study the new expressions under this subtitle. The descriptions

4. T: Now, let's try to use these expressions to complete the mini-talks.
5.  Play the audio. T: Now listen to the mini-talks and compare your answers. You may need to add some words to the expressions according to what you hear.
6. Elicit answers from students. T: What is the answer for mini-talk number one?

Follow-up Activity

Give some questions for students to discuss if needed or if time is available in class. T: Have you recognized the different lifestyles in the mini-talks? Does any one of them appeal to you? Describe each of the lifestyles in the mini-talks to your partner. Then discuss what you think about these lifestyles or discuss the advantages and disadvantages of these lifestyles.

★ Teaching Tip

Tell students that some of the lifestyles may not be necessarily good for people. Let students freely discuss these lifestyles and be ready to give guidance, both in the use of language and in absorbing concepts, whenever necessary.

! Culture Note

Meditation is a relaxation technique in which people try to relax both the mind and the body. In many forms of meditation, people begin by sitting comfortably on a cushion or chair. Then they gradually relax their body, begin to breathe slowly, and concentrate on a sensation — such as the inhaling and exhaling of breath — or on an image or object.

A Klondike bar is a chocolate covered ice cream bar. It is square and it does not have the more traditional stick. It is thicker than the traditional ice cream on a stick. Its chocolate coating is just a bit thicker than the stick kind.

The pancake house is a popular chain of restaurants which mainly serves different kinds of pancakes and other foods such as cereals, side dishes, beverages, waffles, crepes, meats and omelets.

Script and Answers

1. A: You look awful. What happened?
B: I have difficulty sleeping, and I'm anxious and depressed. I feel miserable. I'm dying for a vacation.
A: Maybe all that school work is too much for you. You may try meditation and cut back on fatty foods.
B: You're probably right. I really need to try a different lifestyle.
2. A: How do you like your life here?
B: Wonderful. People are friendly and foods are delicious.
A: It seems you are getting over your craving for

McDonald's.

- B: That's true. I'm used to a life without Klondike bars and the pancake house. What I really thirst for is a cappuccino after dinner.
3. A: The recent survey found that youngsters are more concerned about finding work and earning money.
B: That's understandable. I think today's youths have a higher sense of independence.
A: Many older people say that young people are less prepared for adult life than previous generations.
B: I can't agree. Maybe it's due to the generation gap. I remember when I was young I was itching to leave home as soon as possible.
4. A: You're hanging out a lot. When will you be ready to start a family?
B: What for? I see little advantage in tying the knot. Look at my married friends. They used to be career-oriented but now they are tied to household drudgery.
A: Are you following the latest stay-single trend?
B: Yeah, I'd give anything to have my own free time, and it's more relaxing to be alone.
5. A: I am in the mood for traveling abroad, but I cannot afford it.
B: I have an idea. If you like to work with children, you can volunteer in Bali at a mountain village. I had a truly ideal experience there.
A: Marvelous! Tell me more about it.
B: I was a volunteer English teacher there last summer. It gave me a taste of life in a developing country. I learned the basics of a wonderful language. I had the chance to surf on the weekends, and I lived with an incredible family.

■ Listening Task

1. Pre-listening Activity

Introduce the activity. T: Look at the pictures. The name of the bar in the third picture is not complete. Guess what should be filled in.


Answer

Science Fiction

2. Listening Activity

1) First Listening


1. Explain the activity. T: We're going to listen to a monologue. Listen carefully and check the boxes next to the correct answers to the questions.

2.  Play the audio.
3. Put students in pairs and have them compare their answers. T: *Work with a partner and check your answers.*
4. Elicit answers from different pairs. T: *Which box did you check for question number one?*

Answers

1. By visiting a cyber café.
2. No two cyber cafés are alike.

2) Second Listening

1. Explain the activity. T: *Now we're going to listen to the monologue again. This time, check the boxes with the details to answer the questions.*
2.  Play the audio.
3. Put students in pairs and have them compare their answers. T: *Work with a partner and check your answers.*
4. Elicit answers from different pairs. If you have several pairs share their answers, it will help all students to get a fuller understanding of what the speaker said. T: *Which box did you check for question number one?*

Answers

1. To enjoy Internet cafés.
2. Entering an Internet café is like taking a wee bite of a Big Mac to her.
3. At Krakatit, you can surf the Web with a spaceship and talk to dragons and robots.
4. Cyber cafés will soon be replaced by mobile phones with high-speed Internet access.

! Culture Note

Swaziland, independent monarchy in southeastern Africa, bounded on the east by Mozambique and on the southeast, south, west, and north by South Africa.

Estonia, republic in northeastern Europe, bounded on the north by the Gulf of Finland (an extension of the Baltic Sea), on the east by Russia, on the south by Latvia, and on the west by the Baltic Sea and the Gulf of Riga.

Croatia, republic in southeastern Europe, on the Balkan Peninsula. Formerly a constituent republic of Yugoslavia, Croatia declared its independence in June 1991. Croatia is bounded on the north by Slovenia and Hungary, on the east and south by Bosnia and Herzegovina (often referred to simply as Bosnia), and on the east by Serbia.

Joe is a nickname for coffee. The nickname is derived from the name of Secretary of the Navy Josephus Daniels, who in 1913 banned alcohol from being served on US Navy warships. The sailors began to drink more coffee, which they

then nicknamed "Joe".

Crack is chemically purified, very potent cocaine in pellet form and is considered highly and rapidly addictive. Here the writer uses it as a metaphor for going on the Internet, just as Chinese people may refer to computer games as "electronic opium". The writer implies that surfing the net is as addictive as crack cocaine.

Script

Kept within a few clicks of hearth and home

In Rome, you can read your email while your dirty clothes wash, soak and dry in machines beside you. In Helsinki, you can surf the Web while still sweating from a simmer in a nearby sauna. Some people travel to sample the finest of foreign cuisines. Some seek sublime art to appreciate or sacred architecture to celebrate. Me, I've come to think of myself as an international connoisseur of Internet cafés.

In my past five months overseas, I've surfed the information superhighway in Swaziland, driven the data expressway in Estonia and cruised the communication causeway in Croatia. And I can say this: Gone are the days when postcards were the preferred method of making those at home envious of your adventures abroad. Set foot on the road to faraway places and you'll soon find that cyber cafés are an inescapable part of the contemporary travel experience.

Just ask Michelle Amundson from Attleboro, Mass. I found this 23-year-old parked in front of a flat-screen monitor at Big Net café — the biggest Internet café in Vienna — exchanging love notes with her boyfriend back home. Michelle has been on vacation 10 days and has emailed him every one of them. Think of myself: My (much) better half is traveling with me and still of the 35 cities we've visited thus far, I've used cyber cafés in precisely 71.4 percent of them.

When I left the US, I vowed I wouldn't eat at a single McDonald's no matter how cheap and soothingly familiar the food might be. I've stayed true to that promise. But I admit when I slip into an Internet café, I feel just a wee bit like I'm taking a bite of a Big Mac.

I comfort myself, however, with the discovery that no two cyber cafés are alike. It's hard to know where to begin in Prague, a city suffering a particularly virulent strain of cyber café-itis. At The Globe you can surf the Net while listening to a jazz trio. At Bohemian Bagel you can order up the namesake roll and a cup of joe along with a side of cyber crack. And at Krakatit, a "science fiction café," you can surf the Web surrounded by pictures of dragons and spaceships and robots, oh my.

Some people predict that cyber cafés, like postcards, will soon find themselves a relic as mobile phones with high-