

普通高等教育“十一五”国家级规划教材

# Communication *Strategies*



## 英语

## 口语交际策略

(高级篇)

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普通高等教育“十一五”国家级规划教材

# Communication Strategies

原著 Jun Liu [美] Tracy Davis and Susanne Rizzo

英语

江苏工业学院图书馆

主审 杨惠中

口语交际策略

藏书章

(高级篇)

译编 范祥涛 朱亚军

THOMSON  
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**(高级篇)**

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# 写在前面的话

杨惠中

随着我国英语学习的不断普及和深入,我国的英语教学法的重心亦由“语言输入式”向“语言输出式”移位,即从单纯的领会能力教学转向综合的语言表达能力的培养方面上来。

语言表达通常分为口语表达和书面表达两种形式,而口语是第一性的,是书面语赖以存在的基础。然而,过去我国的英语教学对学生的口语表达能力的培养缺乏足够的认识,亦未引起应有的重视,从而导致了学生口语能力不强,缺乏英语口语交际的能力,很难满足国家改革开放的形势的需要。这种现象业已引起了有关部门和社会的重视,一系列教学改革的举措相应陆续出台。确切地说,强化语言表达能力,特别是注重英语口语交际能力的培养已成为当前和今后一个时期我国英语教学的重点和发展方向。

上海译文出版社与美国 Thomson Learning 出版集团联手推出的《英语口语交际策略》,可谓弥补了这方面的需求之缺,它们为中国各年级大学生和广大英语爱好者提供一套原汁原味、纯正地道、不可多得的英语口语教科书。

《英语口语交际策略》共分四册,计60多个单元,每个单元均涉及到学习者关心、关注并感兴趣的鲜活话题。从婚姻到家庭,从工作到学习,从朋友到罪犯,从过去到将来,从信仰到代沟,从城市到乡村,从环保到健康,从旅游到运输,从经济到政治,从发展的世界到全球化等等,涵盖了生活、学习、工作的方方面面。

《英语口语交际策略》体例编排科学,新颖独特。单元结构合理匀称,脉络清晰。从问题“预热”到词汇学习,从主要观点到个性表述,从问题讨论到语言实践,从组合搭配到巩固提高等,循序渐进,环环相扣。加之配套的教学指南和由外籍英语专家朗读的音带、CD等,无疑置学习者于英语口语交际的真实语境之中,寓学于说,寓教于乐。

《英语口语交际策略》文本中的语法点、熟语等疑难问题通篇加注,搭配与句型中的词汇部分均列出了较为贴合例句的义项或常规义项,便于读者查阅,也充分体现了“以人为本”的理念。

《英语口语交际策略》编著者均为著名英语教育家,其所编写的教材和创办的语言学校在国外颇有影响。我们相信,这套《英语口语交际策略》必将备受我国广大英语学习者,特别是大学广大师生的喜爱。

## FOREWORD

Chinese learners of English are often known for their ability to strike up a conversation in English with accurate pronunciation and intonation for the first few minutes, but they soon get tongue-tied when the conversation moves beyond the surface level. The reason for the difficulty in carrying on a longer oral discourse in English could possibly be related to the way English is traditionally taught and learned in China, i.e., with an overemphasis on committing into memory what is known as formulaic English including de-contextualized vocabulary and set phrases, pattern drills, and situational dialogues as the result of excessive practice in language classrooms and learning English for testing. Although communicative competence (e.g., grammatical competence, discourse competence, pragmatic competence, and strategic competence) has admittedly been the goal in teaching English in the majority of universities in China for more than two decades, the teaching of English, to a large extent, is still test-oriented. While it is a reality that passing high-stakes English examinations is considered the ultimate goal for many college students in seeking good jobs and studying abroad, the way to accomplish the goal does not have to come from learning English for testing. Through so many years of learning and teaching English in both China and the US, I firmly believe that our learners' goal of learning English should be reflected in obtaining a high level of communicative competence. Once a high level of communicative competence is maintained, our learners will surely be able to deal with all sorts of exams, including CET 4, IELTS, or TOEFL because they will have elevated themselves from language learners to language users.

The difference between learning English and using English lies in the context. No matter how much English you learn and practice in language classrooms, you are still learning English in an artificial or simulated context, which is different from using it at a supermarket for functional purposes. When you use English, the focus of communication is on meaning around topics and themes rather than forms in sentence patterns or grammar. As an old saying goes, learn to swim by swimming, so it is true that we learn to speak English by using English whenever possible. Only by getting into the substance of communication can we move beyond formulaic English and become language users. However, in order to become a good language user, you have to have competent communication strategies in English. As such, this textbook series is designed to enable you to be excellent and strategic language users.

I learned English in China, and also taught English in China for ten years before I went abroad to further my education. Now I am Professor of English at University of Arizona and Executive Director of the English Language Center at Shantou University in China. Over the years, I talked with a lot of students and also taught and observed many classes, and I was convinced that our learners beyond high schools are badly in need of communication strategies in order to maintain a high level of communicative competence.

I would like to thank my co-authors of the textbook, Tracy Davis and Suzanne Rizzo, for their great collaboration and enthusiastic work while teaching English at Shantou University. I am indebted to Thomson Learning, Shanghai Translation Publishing House for their hard work in making this series available for college students in China and elsewhere. It is my hope that you will enjoy using the book to further your communication strategies and become excellent users of English in real communication.

Jun Liu

Professor and Head of English Department  
University of Arizona

## 前言

中国的英语学习者常常在英语对话的开始几分钟内会给对方留下很好的印象。原因是在大多数的情况下,在对话的前几分钟,中国的英语学习者通常会以准确的发音和语调来打动对方。然而,一段时间以后,当对话由浅入深时,他们便开始无法应对自如了。中国学生的这种无法长时间进行英语口语对话的现象恐怕是受长期以来中国传统英语教学的影响。例如,在英语教学课堂上,学生往往花费大量的时间来机械地记忆那些脱离实际场景的单词、短语、句型和情景对话。更有的学生学习英语的目的只是为了应付考试。尽管近二十年来,中国的许多大学已经开始将英语教学重点向培养学生的交际能力,如语法能力、会话能力、语用能力和策略能力等方面转移,但从宏观上来看,中国的英语教育还是以应试为主的。诚然,在热门考试中获得高分是许多大学生毕业后谋求一份理想职业,或是出国留学的一大保证,但是这也不代表实现这一目标就必须通过学习应试英语才能取得。我本人在中国和美国分别从事了十几年的英语教学,我认为培养娴熟的英语交际能力才是学习英语的最终目的。学习者一旦具备了高度的英语交际能力,那么对付各种门类繁多的英语考试(如CET4, IELTS, 或 TOEFL等)自然就得心应手了。其中的原因就是他们已经由一名语言学习者成长为一名语言的使用者了。

那么,语言的学习者和使用者的区别是什么呢?其区别就在于是否能在实际场合下合理地使用语言。不论一个人在课堂上学了多少英语,练习了多长时间,他也只是在一种人工的氛围中学习,这与实际到超级市场买东西时使用英语是完全不同的。当学习者用英语进行交流时,其重点是用英语来表达某一主题或话题的含义,而不是英语句式或语法的正确与否。俗话说“想要学游泳就得下水”,同样如此,想要学好英语就必须在任何可能的情况下尽量使用英语。只有当学习者掌握了交流的实质,他们才可以超越公式化的英语而成为真正的语言使用者。但是,要想成为一名真正的英语使用者,就必须具有英语沟通能力和策略。本套教材正是为了满足这一需要,为那些渴望成为出色的、聪明的语言使用者的英语学习者而量身定做的。

我本人是在中国学的英语,在出国深造前也曾在大学教了多年的英语。我曾和无数的英语学习者聊过天,也曾教授过和听过无数的英语课程,我深深地感到我国的英语课堂迫切需要有关能力和策略的教学,只有这样才可能培养学生更强的交际能力。

在此我要感谢和我一同编写本系列教材的另外两位作者 Tracy Davis 和 Suzanne Rizzo 的辛苦工作。我要感谢汤姆森学习出版集团,尤其是, Paul Tan, Andrew Robinson, Andrew Jessop 和 Chiu Hoi Kin 在我编写此系列教材其间对我的信任、鼓励和帮助。我同时要感谢上海译文出版社的相关负责同志和编辑人员,他们多次组织中国部分高校英语教师和学生座谈,并将相关信息及时反馈给编者,同时认真组织注释和校对。正是他们的努力,才使得本系列教材得以最终和广大读者见面。我真心的希望本系列教材可以帮助广大的英语学习者在英语学习的路上走的更远,希望本系列教材可以帮助大家建立良好的英语交际能力,从而成为一名成功的英语使用者。



美国亚利桑那大学正教授  
亚利桑那大学英语系主任

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## DISCUSSING STRATEGIES

## SPEECH

Expressing negative comments diplomatically

It's not my favorite.  
It's not the most flattering.  
You may want to reconsider...

New dress code

Paraphrasing

What you're saying is...?  
Let me get this straight, you mean...?  
Okay, so you think that...?

Debate

Making direct and indirect requests

Could you...?  
Wouldn't it be nice if...?  
Someone really should...

Take a stand

Complaining

You shouldn't...  
It isn't fair.  
I'm sick and tired of...

Interview a famous athlete

Showing that you are listening

Uh huh  
Sounds good  
You're kidding

Here's what I'd say

Making requests

Would you mind \_\_\_\_ing...?  
Could you possibly...?  
Would you (please)...?

A lesson

Offering to help

Can I help you?  
Would you like any help \_\_\_\_ing?  
Let me give you a hand.

Ask for support

Interrupting

Can I (just ) say...  
Right and you know that...  
I'm sorry, but...

Staying healthy

Asking not to be interrupted

Could I please finish?  
Hold on (a second), let me finish.  
Wait, I'm almost done.

My own extreme sport

Conceding but disagreeing

You have a point, but...  
You may be right, but...  
That may be true, but...

Presentations

Strongly disagreeing

That just isn't so.  
I think you have it wrong.  
I see it differently.

You are the teacher

Support your opinions

What about the...  
I know for a fact...  
You can't deny that...

Interview on unfair treatment

Saying no nicely

Sorry, I have other plans.  
Thanks for asking, but...  
Thanks, but I'm not (really) fond of...

Talk show

Giving advice

Maybe you should consider \_\_\_\_ing...  
You could (always)...  
I'm told that... is good.

Story telling

Giving bad news

I regret to inform you that...  
Unfortunately...  
I'm (really) sorry, but...

Weather report



# Dress Code

Does what you wear really matter that much? We asked a group of young people, and here is an extract from their conversation:

- TARA:** I think it matters a lot. People judge us based on first appearance and how we dress is a big part of creating a good first impression. When I see someone walking down the street, I notice what they are wearing. How people dress says a lot about them.<sup>①</sup>
- KEN:** That's partly because it's drilled into<sup>②</sup> us from such an early age! When I was in high school, the teachers used to tell us our uniform was a symbol of the school's values and that it created a sense of unity and collective pride.<sup>③</sup> I didn't really care about that, but on the flip side,<sup>④</sup> I do think having a uniform helped me as I didn't have to worry about what to wear when I was getting ready, half asleep in the morning.
- EVA:** When I was at school, I didn't have to wear a uniform, but my school was still super strict about what we wore. They used the same 'collective pride' argument and said the dress code helped students focus on their classes rather than how they look. They also said it would help prepare us for the future because whether we like it or not, dress codes are everywhere.
- TARA:** I agree with that last point. I mean there are dress codes for most situations even if they aren't written, right? My appearance at work is important. If I don't keep to my company's dress code, I could lose my job.
- TOMAS:** That's crazy. I don't think there should be dress codes. It tells us that society values<sup>⑤</sup> conformity,<sup>⑥</sup> it says, 'Be like everyone else.' I like to express myself through my clothes and show some kind of individuality. How I dress is part of my identity. A dress code stifles<sup>⑦</sup> our freedom and our ability to develop a sense of self.<sup>⑧</sup>
- KEN:** Yes, but it does matter what we wear. It's about knowing what the expectations are, whether you're in an office or at a wedding or a funeral. We think about what to wear and how we look when we're out with friends, right? It's about knowing what's appropriate in a given situation<sup>⑨</sup>—casual, formal, whatever. I mean, would you trust a doctor dressed in scruffy<sup>⑩</sup> clothes and showing a lot of tattoos?
- TOMAS:** But who determines what's appropriate? I have a small tattoo on my arm. At a job interview last week, someone told me I'd have to cover it up<sup>⑪</sup> if I wanted a job in sales. My tattoo has nothing to do with<sup>⑫</sup> my ability to sell cars.
- EVA:** Yes, but you didn't get the job, did you, which may just prove the point. Our appearance, especially how we dress, is taken as a sign of respect; respect for ourselves, for our school, or employer. Like it or not, people judge us by how we dress and take care of our appearance.
- KEN:** I have to say, if I was interviewing two people for the same job and one of them came to the interview in jeans and a T-shirt and the other came in a suit, I know who I'd be more likely to hire.

① say a lot about: 传达很多信息

② drill into: 通过反复训练教会(技能)或灌输(规则)

③ a sense of unity and collective pride: 团结感和集体自豪感

④ on the flip side: 另一方面, 相反

⑤ value: 重视

⑥ conformity: 一致, 统一

⑦ stifle: 抑制, 压制

⑧ a sense of self: 自我意识

⑨ a given situation: 特定场合

⑩ scruffy: 邋遢的, 不整洁的

⑪ cover up: 掩盖, 遮盖

⑫ have nothing to do with: 与...无关

# VOCABULARY

Here are some words that will be useful in this unit. How many do you know? Work with a partner to figure out the meaning of any words that you don't know.

appearance	dress code	judge
appropriate	expectations	respect for
casual	freedom	scruffy
collective	identity	stifle
comply with <sup>①</sup>	inappropriate	symbol
conformity	individuality	uniform



What other words and phrases do you know related to the topic?

## VOCABULARY ACTIVITIES

A. Fill in the blanks with words from the list above. Remember to use the correct word form.

- Some people feel \_\_\_\_\_ by strict dress codes. They want more \_\_\_\_\_ to wear whatever they choose.
- Other people feel uniforms are \_\_\_\_\_ of unity.
- Like it or not, other people often judge you by your \_\_\_\_\_.
- It's \_\_\_\_\_ to wear jeans and a T-shirt to most job interviews.
- Dress codes are everywhere. There are \_\_\_\_\_ about what is acceptable in a situation such as at an office or at a party, for example.

B. Work with a partner. Make a list of adjectives you use to answer the following questions.

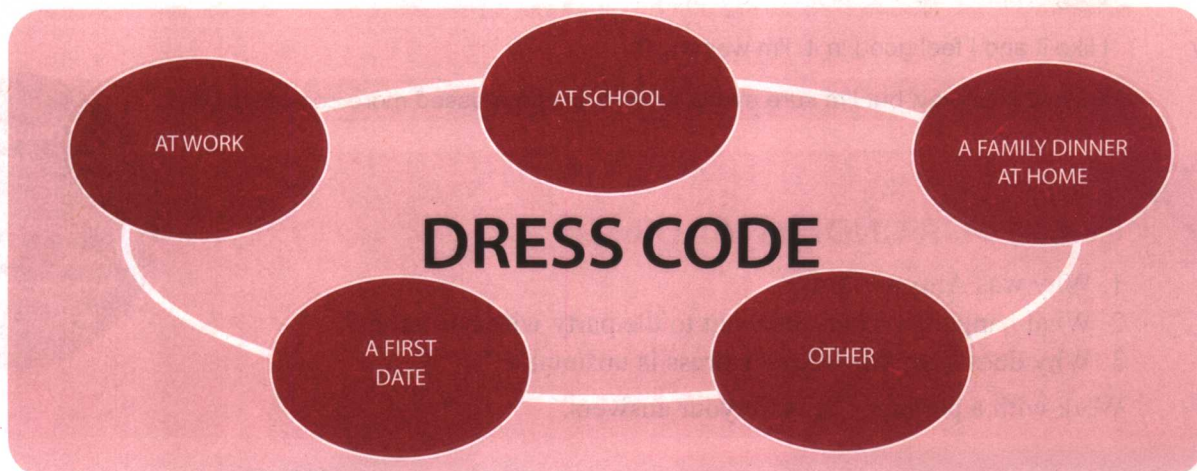
- Think about different activities you do. What are the expectations for how you dress in those situations?
- What do you or people you know wear to express their individuality?

### Quick Fact

Mexico — In elementary and middle school, students have to wear uniforms, but not in high school.

## GRAPHIC ORGANIZER

Think about different situations and what is appropriate to wear in each of them. Fill in your ideas. Then work with a partner and compare your ideas.



# POINTS OF VIEW *People DO judge a book by its cover.*

## PRE-LISTENING QUESTIONS

1. From the title “People DO judge a book by its cover”, what do you think the characters will talk about?
2. What do the clothes we wear say about us?

**SITUATION:** *Amy had a bad experience at a shop recently.*

Amy

I needed to buy a gift last weekend so I went shopping at that fancy<sup>①</sup> new boutique<sup>②</sup>. But no one would help me. I'm sure it's because of the way I was dressed; I had just come from my yoga<sup>③</sup> class and I was still in my gym<sup>④</sup> clothes.

Kim

They probably thought you couldn't afford anything in the store. Didn't you feel out of place<sup>⑤</sup>?

Amy

Not at first, but I did start to feel really uncomfortable when they ignored me. Still, I can't believe that they would judge me from what I was wearing. I think that kind of discrimination based on first impressions is so silly.

Kim

I know, but people size you up<sup>⑥</sup> pretty quickly from what you wear. Once, my father invited me to a party at his company. He said it was casual so I wore shorts<sup>⑦</sup> and a T-shirt. When I got there, everyone was wearing smart shirts and pants or skirts. My idea of casual and theirs were quite different. I got a lot of stares and my father was embarrassed. I just wanted to leave. It made me really self-conscious<sup>⑧</sup>.

Amy

I guess you're right, but...

Kim

Speaking of first impressions, you're not going to wear your red dress tonight, are you?

Amy

I was planning to. Why?

Kim

Well, you may want to reconsider.

Amy

Why? I really like that dress; it's my favorite.

Kim

Yeah, well, it's okay for a nightclub, but maybe it's just a little too short and too tight for tonight's party. There'll be a lot of important people there.

Amy

I like it and I feel good in it. I'm wearing it.

Kim

Have it your way<sup>⑨</sup>, but I'm sure everyone else will be dressed more conservatively.



## CHECK FOR UNDERSTANDING

1. Why was Amy so upset?
2. What happened when she went to the party with her father?
3. Why does Kim think Amy's dress is unsuitable?

Work with a partner. Compare your answers.

### Quick Fact

Japan — The number of students in Japan who like uniforms is on the rise because school uniforms are becoming more fashionable.

# PRACTICE AND DISCUSSION

## PERSONALIZATION

Complete these sentences with your own ideas.

*I can't stand it when...*

*I felt out of place when...*

*I just can't believe that...*

*People size you up pretty quickly from...*

Now share your sentences with a classmate.

## DISCUSSION STRATEGIES -

### Expressing negative comments diplomatically

Listed below are ways to express negative feelings about what someone is wearing without hurting the other person's feelings. Can you think of other ways that you may have heard?

**It's not my favorite.**

**It's unique.**

**What an interesting outfit.<sup>②</sup>**

**You may want to reconsider...**

**I don't think anyone else has the same one/one like it.**

**It's not the most flattering.<sup>①</sup>**

**It's different.**

**You will definitely stand out.<sup>③</sup>**

#### Quick Fact

China — Uniforms are usually supplied by the school if required.



## Discussion Strategy in Action

Listen to the conversations. Does the person like what he/she is shown? What discussion strategy phrase does the speaker use?

Conversation	The speaker	The speaker says:
1. Tim	likes/doesn't like	his new shirt _____
Anne	likes/doesn't like	Tim's blue shirt _____
2. Jack	likes/doesn't like	Tom's new suit _____
3. Rita	likes/doesn't like	Carol's dress _____
4. Tim	likes/doesn't like	his _____
Jack	likes/doesn't like	_____

## Discussion Practice

Some of the people where you work are dressed inappropriately for the following situations. Convince them to conform to the company's dress code using the discussion strategies above.

1. They are meeting important customers today.
2. There is a staff party today. Staff can wear what they want as long as it still looks professional. Visitors from another company will be there.
3. They are wearing clothes similar to the company uniform, but in different colors.

① flattering: 讨人喜欢的

② outfit: 一套服装

③ stand out: 引人注目的

# FURTHER ACTIVITIES

## ROLE PLAY

Work with a partner. Look at the situations below. Decide your roles.  
Create dialogs using the discussion strategies.

1. You and your partner are going to a formal party and you think his/her outfit is all wrong.
2. You and your best friend are shopping for clothes for a new job. Your friend shows you an outfit. You think it's all wrong for an office job.
3. You receive an expensive, red, leather jacket that you don't like from your friend.

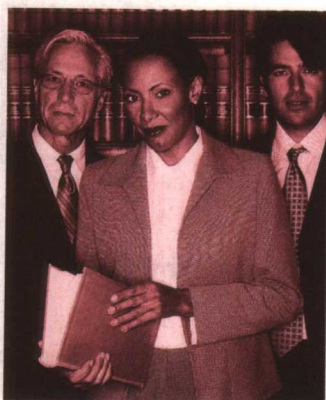
### Brainstorming:

In what situations would you discuss someone's clothing or appearance?

Is it ever better not to say anything?

## ACTIVITY

Look at the following pictures. Decide what occasion the people are dressed for and why.  
Discuss your choices with your classmates. Do you agree?



## SPEECHES - New dress code

You work for a high tech company. The company has been discussing changing the dress code. Some people feel a more casual dress code will help people feel more creative and think it will boost<sup>①</sup> the company's image. Other people disagree and are concerned about looking too casual, especially the sales representatives.

Work with a partner. Come up with<sup>②</sup> a dress code for the company.  
Then present it to your classmates. Questions to consider:

- What are examples of appropriate and inappropriate "casual" dress?
- Should all employees have the same dress code?
- Should the dress code be the same every day?
- Should there be any penalties for not complying with<sup>③</sup> a dress code?
- Should the dress code include things such as hair style, tattoos etc?

### Quick Fact

Kenya — Uniforms are required in government schools.

① boost: 促进, 提升  
② come up with: 想出, 提出  
③ comply with: 遵守

# CONSOLIDATION AND RECYCLING

## BUILDING VOCABULARY

Look at the list of words below. Work with a partner. Complete the chart with the appropriate forms of the word. Check, using your dictionary. Some words may not have all forms. Do the same for other new vocabulary words found in this unit.

appearance  
regulation

symbol  
conformity

unity  
stifle



NOUN	VERB	ADJECTIVE
<i>individual, individuality, individualism<sup>①</sup></i>	<i>individualize</i>	<i>individual</i>

Write sentences using each word form in the chart.  
Work with a partner to compare your sentences.

## WRITING

“You are what you wear”

“Dress for success”

“Clothes make a person”

### Quick Fact

Russia — Up until the early 1990s, all school children were required to wear a similar uniform. Now, most schools do not have uniforms. Those schools that still have uniforms make them unique to the individual school.

Consider the above expressions then write to explain whether you think that what you wear is important, whether you think other people judge you by what you wear, and whether it matters to you.

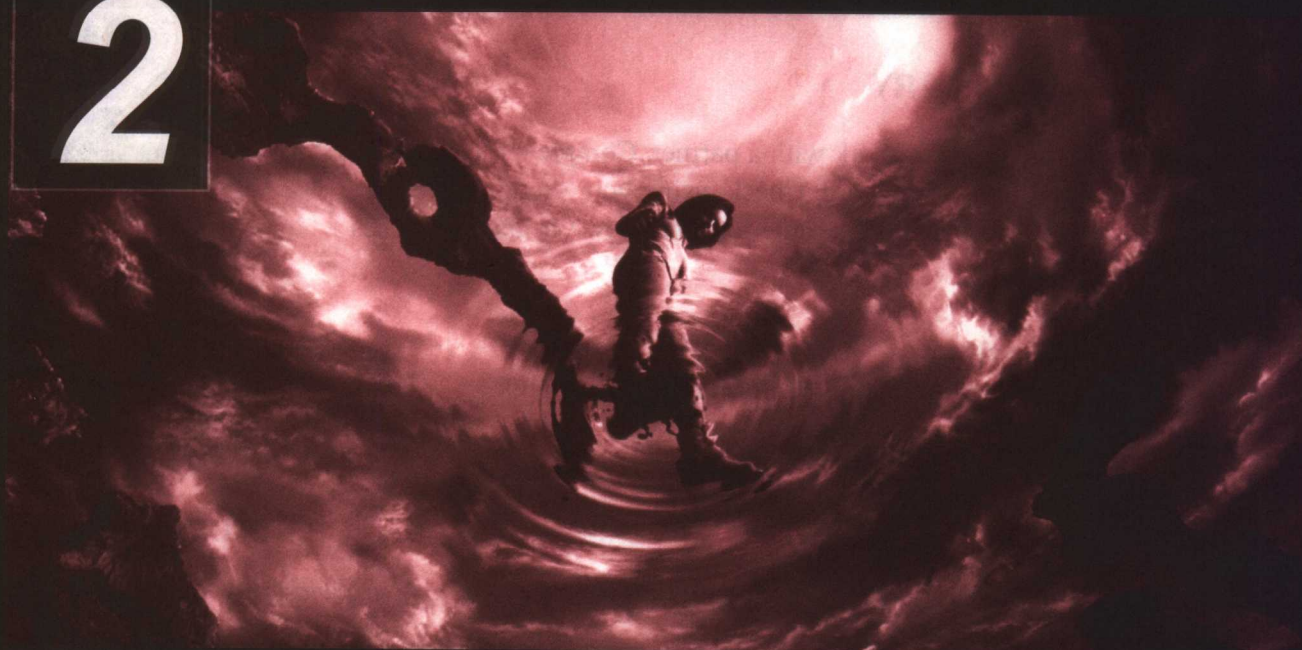
Support your ideas. Then work with a partner. Exchange texts and comment on each other's ideas.

## REFLECTION

1. What purpose do dress codes play in society?
2. You have probably seen someone dressed inappropriately for a situation. How did you feel and what did you do?
3. Describe an experience where you have felt uncomfortable/self-conscious because of the way you were dressed.

① individualism: 个人至上思想。中国强调集体精神(collectivism), 而西方英语国家强调个人的独立精神, 强调人的个性。

# UNIT 2



## Video Games

Video games are big business and people from all walks of life<sup>①</sup> play them. While most people can see the attraction of video games and would agree that educational games are actually very useful, video games in general, still have a pretty bad reputation.

There are those who see video games only as violent, addictive and a complete waste of time. These people also point to gaming as being a cause of students' low grades and responsible for bad habits such as swearing and violent behavior.

For every opponent of video games though, there seem to be plenty of supporters who can't wait for the latest innovation and their next chance to play; whether it's playing together with friends, playing online, either as part of an online team or alone, or just taking a moment to play at home to help them switch off<sup>②</sup> and relax a bit.

More and more people now seek out places such as restaurants with video games at the tables so that they can

continue gaming in common social situations.<sup>③</sup> Opponents say these people are obsessed<sup>④</sup> and use this to show that gaming has a negative impact on some people's ability to socialize in real life situations.

Dance Dance Revolution,<sup>⑤</sup> or DDR as it is more commonly referred to, is one video game that has managed to avoid a lot of the negative stereotypes<sup>⑥</sup> associated with video games. There are no weapons, no blood or gore<sup>⑦</sup>; in fact, no violence of any kind. And while people may get hooked<sup>⑧</sup> on playing DDR type games, it is almost impossible to play for too long because it is so physically demanding.<sup>⑨</sup>

The concept is simple: as arrows<sup>⑩</sup> scroll up or across the screen, the player must step on certain corresponding positions on the special game pad on the floor. Players need to step to the beat of the music to score the most points. The result is a workout while gaming.

Players of DDR are anything but lazy – at least good players. That's probably the biggest difference from

the usual stereotype of a gamer; someone, usually male, sitting slouched<sup>⑪</sup> in a chair, eyes fixed on the screen, with only his fingers moving as he concentrates on the game.

Different forms of DDR have been added to many school physical fitness programs worldwide. They are also found in arcades<sup>⑫</sup> and available for use with home computers and various video game systems; DDR has become quite a craze.<sup>⑬</sup>

However, it does have its detractors. One of the biggest drawbacks is the song lyrics.<sup>⑭</sup> In some versions of the game the music may contain profanity<sup>⑮</sup> and some people feel this makes them inappropriate for younger players, a common complaint leveled against<sup>⑯</sup> many other video games, too. People are also concerned that by encouraging children to use DDR machines in video arcades, children are exposed to other, less wholesome video games.

① all walks of life: 各行各业

② switch off: 不理不睬, 忘记烦恼

③ social situation: 社交环境

④ obsessed: 沉迷的

⑤ Dance Dance Revolution: “热舞革命”, 是日本科乐美公司推出的跳舞机游戏系列产品

⑥ negative stereotype: 深入人心的负面形象

⑦ gore: 血腥

⑧ hooked: 上瘾的

⑨ physically demanding: 消耗体力的

⑩ arrow: 光标

⑪ slouched: 萎靡不振的

⑫ arcade: 电子游艺厅

⑬ craze: 娱乐时尚

⑭ song lyrics: 歌词

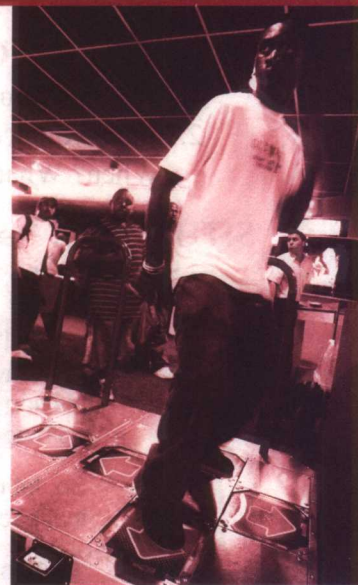
⑮ profanity: 粗俗言语

⑯ level against: 针对, 提出控告

# VOCABULARY

Here are some words that will be useful in this unit. How many do you know?  
Work with a partner to figure out the meaning of any words that you don't know.

addictive	gamers	innovation	scroll
arcade	gaming	lyrics	slouched
controller	gore	obsessed	versions
drawback	hooked on	opponent	violent
game pad	inappropriate	profanity	wholesome



What other words and phrases do you know related to the topic?

## VOCABULARY ACTIVITIES

A. Fill in the blanks with words from the list above. Remember to use the correct word form.

1. The students went to the video \_\_\_\_\_ after school everyday to play video games.
2. Some song lyrics are profound so DDR is \_\_\_\_\_ for young players.
3. Companies usually come out with new \_\_\_\_\_ of games that are even more successful.
4. The nice thing about a \_\_\_\_\_ is that you use your feet to play.
5. Video games aren't really \_\_\_\_\_. They're fun to play, but most people can control themselves.
6. One \_\_\_\_\_ of some video games is they are violent.

B. One way to learn more vocabulary is to group words together. Some of the words above are about equipment, some describe video games, and some describe players.

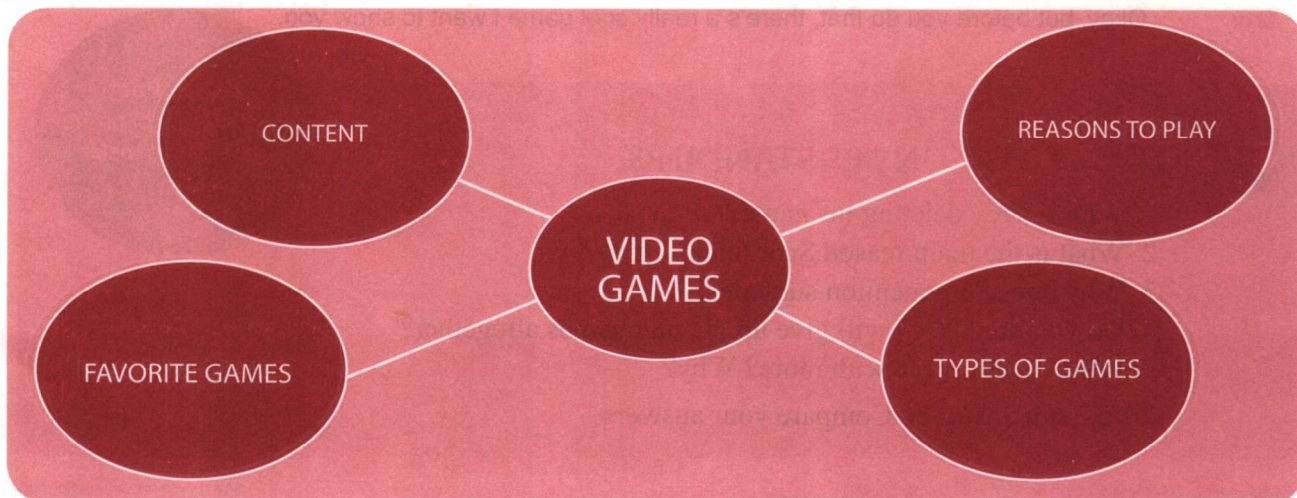
Work with a partner. Choose a category and ask your partner to say a word from that category. Take turns.

Example: Student A: equipment  
Student B: game pad

Student B: player  
Student A: gamer

## GRAPHIC ORGANIZER

Create a mind map that shows your ideas about video games. Then work with a partner and compare your ideas.



# POINTS OF VIEW *Gaming is such a waste of time.*

## PRE-LISTENING QUESTIONS

1. What do you do in your spare time?
2. Have you ever thought that you “wasted” your time doing something fun?  
When? What did you do? What should you have been doing instead?

**SITUATION:** *Trey is considering deleting all the games from his computer.*

Trey

I think I'm going to delete all the video games from my computer. I spend too much time playing and at the end of the day, I have nothing to show for it.<sup>①</sup>

Scot

So, let me get this straight,<sup>②</sup> you're going to do that because you think they're a waste of time?

Trey

Yeah, basically.

Scot

For me, video games are a great way to relax. I just step out of my life and into the game. I need some time to play every day, to forget about all the stress in my life.

Trey

It's up to you<sup>③</sup> how you want to spend your time. I know if I play them too much, I actually feel more stressed, especially if I don't get other, more important things done.

Scot

You might be right. But you're stressed if you play and stressed if you don't, so you might as well play. I think video games are a great way to kick back<sup>④</sup> and relax. I like to play as soon as I get home and on the weekends. There are a lot worse things to do. Besides, at the end of the day, I know I am good at something, even if it's just being a gamer. It makes me feel better about myself.

Trey

So what you're saying is you play video games to build your self-confidence, right? All the violence, all the sneaking around<sup>⑤</sup> and killing and you feel good about yourself afterwards?

Scot

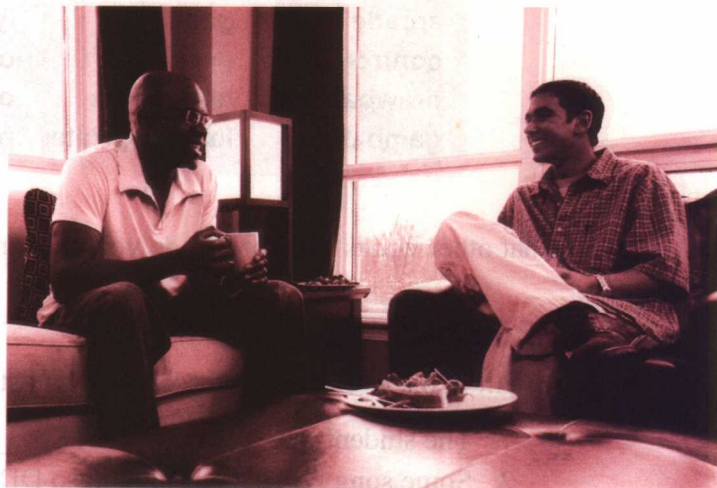
Yes, I mean no, that's not exactly what I mean. I'm saying that knowing I'm good at something makes me happy. Anyway, not all video games are violent. They can be educational or develop skills like hand-eye coordination<sup>⑥</sup>. Did you know that some studies have found that surgeons who regularly play computer games are better at operating modern surgery tools than those who don't play video games?

Trey

Interesting, maybe I'll check if my surgeon is a gamer if I ever have to have an operation. Anyway, it's up to you what you do. I just know I have to take a break and play less for a while.

Scot

Okay, but before you do that, there's a really cool game I want to show you.



### Quick Fact

Around 56% of online gamers are male.



## CHECK FOR UNDERSTANDING

1. Why is Trey deleting his games?
2. What is the main reason Scot likes to play?
3. Why does Scot mention surgeons?
4. Do you think Trey will give up playing games altogether?
5. Who do you agree with more? Why?

Work with a partner. Compare your answers.

① have nothing to show for it: 一无所获

② get straight: 理解, 搞通

③ be up to somebody: 取决于某人

④ kick back: 迅速恢复活力

⑤ sneak around: 鬼鬼祟祟地到处逛荡, 潜行

⑥ hand-eye coordination: 手眼协调