

实用

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沟通英语

ICON

综合教程

1

International Communication
Through English

《实用沟通英语》改编组



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Donald Freeman

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《实用沟通英语》立体化系列教材

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前言

《实用沟通英语》系列教材是在麦格劳-希尔公司出版的ICON系列教材的基础上,根据教育部2000年颁布的《高职高专教育英语课程教学基本要求(试行)》(以下简称《基本要求》)改编而成的。原书是一项历时10年的国际性的英语教材研究项目的成果。来自7个国家的英语教育研究人员参与了这个项目,并研究出一套教学材料的设计原则,随后又进行了课程大纲开发和写作教学研究,最后在此基础上开发了ICON系列教材。

原书强调把英语教材作为课堂教学过程中的工具,不仅促进学生学习英语,而且帮助教师有效地组织和开展课堂教学活动。其主要理念是通过一系列交互性“核心活动”开展教与学,学生通过参与这些活动而学,教师通过这些活动而教,体现了当代外语教学领域中的先进教学理念和研究成果,符合《基本要求》规定的“强调语言基本技能的训练和培养实际从事涉外交际活动的语言应用能力”的培养目标。

在改编中,我们保留了原书的“核心活动”整体框架,保持其听说活动和会话策略的优点,同时为使听、说、读、写、译达到更佳的平衡,我们开发了适合中国学生英语学习的练习活动和词汇表。另外,为弥补阅读量的不足,特增加了与单元主题相关的短篇阅读,并开发了以主观题为主、题型各异的阅读练习。经改编,《实用沟通英语》系列教材具有以下一些特点:

1. 易学易练,强调语言基础。每个单元的学习和练习都围绕着“核心活动”展开,并通过这些“核心活动”使学生打好语言基础。单元主题和学习材料与学生的生活密切相关;循序渐进的活动设计有利于开展课堂学习的交互活动。

2. 亦听亦说,提高会话策略。提供了一套简单而有效的方案解决中国学生在英语学习中开口难的症结。有序的听、说、写活动,角色互换的会话练习,小组询问式讨论等活动不但有趣,而且能扎实促进词汇、句型和会话策略的提高。

3. 图标标注,活动一目了然。贯通全书的交互活动用黄、蓝两色标注,引导学生在相互对话时的角色互换,鼓励学生表达自己的观点和经历。颜色编码还有利于开展大班教学。另外,在配套光盘的动画中设计了“大拇指”图标,生动有趣地指导和示范学生开展活动。

4. 重在实用,促进语能发展。听、说、读、写、译各个板块围绕一个主题有机地结合,让学生听懂、读懂,并且能说、会写、会译,全面提高语言应用能力。

5. 图文并茂,版式活泼新颖。大量图片的应用不仅从形象上帮助学生理解所学内容,还有利于他们掌握学习重点。另外,彩色图形块还使学生易于开展学习活动。

《实用沟通英语》系列教材的《综合教程》共3册,本书为第一册,包括12个单元,每个单元以下8个模块构成:

- 1) 词汇学习 (Vocabulary)
- 2) 听力训练 (Listening)
- 3) 聚焦习语 (Language Focus)
- 4) 会话策略 (Conversation Strategy)
- 5) 图示会话 (Conversation Map) 或说来说去 (Talkathon)
- 6) 信息地带 (Infozone)
- 7) 学学练练 (Learn & Practice)
- 8) 生词和词组 (Words & Expressions)

各学习模块的具体编排不尽相同、形式灵活。另外,每学完3个单元后安排了一次复习,每次复习由会话练习 (Conversation)、图示会话 (Conversation Map) 或模拟采访 (Interview) 和娱乐学习 (Game) 3个部分组成。

《实用沟通英语》系列教材由《综合教程》、《教师参考书》、《学生练习册》和配套的录音、录像光盘和电子教案等组成。

本书的改编得到了麦格劳-希尔公司和原书编者的大力协助；大连理工大学孔庆炎教授一丝不苟地审阅并修订了书稿；参与改编的大学和高职高专院校的专家和教师付出了辛勤的劳动；高等教育出版社编辑在教材策划、书稿审核、版式编排、音标输入等方面克服了众多的困难，做了大量的工作。在此，编者一并表示衷心的感谢。

编者

2006年8月

TO THE TEACHER

ICON grew out of an in-depth research project into the role of course books in effective teaching and learning. From this research the series has distilled a set of activity types that create effective learner interaction in the classroom. Each unit of **ICON 1** is designed around these core activities which were identified and developed through work with teachers who routinely teach at this language level. The core activities provide a structure which scaffolds the students' language learning experience. The scaffolding is achieved in the following ways:

1. The activities are sequenced to build gradually and systematically from more tightly focused to more open-ended language learning interactions.
2. The activity types recur throughout the book, making it easier for teachers to initiate student interaction in the class, since the activities become familiar to students.
3. Many activities are color-coded blue and yellow which clearly shows students *"who does what"*.
4. The units have a consistent structure which supports students' confidence and independence.
5. The target language is recycled within and across each unit of the book.

This scaffolding makes **ICON** transparent and easy to use in both small and large classes.

COMPONENTS:

While the **Student Book** is the heart of the series, **ICON** has a concentric design; each component builds on and extends the others in an integrated, expanding system. The **Teacher's Manual** gives detailed suggestions for how to use the Core Activities effectively, in addition to providing variations, expansion activities and culture notes. The **Teaching-Learning Video** (which is intended to be viewed by teachers and students) presents the Core Activities in short animated clips, clearly showing teachers and students alike how to participate in the **ICON** classroom. Through this integration of **Student Book**, **Teacher's Manual** and **Teaching-Learning Video**, the **ICON** series weaves together teaching and learning explicitly so that teachers and students can achieve their aims.

The following components are also available:

- The **Workbook** provides additional practice for students within or outside the classroom.
- The **Audio Program** (available as audio cassettes and MP3) contains recordings for all the listening activities in the Student Book. It features a variety of native English speakers in addition to some non-native voices and accents.

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Unit 2 Where is volleyball popular? <i>Describing sports</i> page 12	Global Interviews: <i>What sports are popular?</i>	Wh- questions (<i>what, where, why</i>) with “be”	Intonation of “wh-” questions
Unit 3 The nightlife is great! <i>Describing places</i> page 20	Conversation: <i>How’s the weather?</i>	Using pronouns (“it” and “they”)	Syllable stress in adjective
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Unit 4 It’s terrific dance music. <i>Kinds of music</i> page 30	Global Interviews: <i>What do you think of samba?</i>	Yes/No questions with “do” and “does”	Reduced form of “do you”
Unit 5 I don’t like horror movies. <i>Kinds of movies</i> page 38	Conversation: <i>Everybody likes action movies!</i>	Singular and plural forms	Word stress in sentences
Unit 6 Do you like to eat out? <i>Fun things to do</i> page 46	Conversation: <i>What do you want to do tonight?</i>	Questions with “like to”, “want to”, and “prefer to”	Reduced form of “want to”
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CONVERSATION STRATEGY

INFOZONE (Read/Speak/Write)

RECYCLING

Saying you don't know	Reading: Global Village Restaurant Lunch Menu Write about your favorite dish.	What's your name?
Asking follow-up questions	Reading: World Sports Write about a sport.	Yes/No questions with "be" Saying you don't know
Showing you are interested	Reading: Great Places to Visit Write about an interesting place.	Wh- questions with "be" Asking for reasons
Explaining your answers	Reading: Music and Dance Scene Write about an event.	Saying you don't know
Pausing expressions	Reading: Movie Reviews Write about a movie.	Do you like ...? Wh- questions with "be"
Repeating to check understanding	Reading: Free Time Around the World Write about an activity you like to do.	Yes/No questions with "do" Adjectives: <i>boring, relaxing, cheap</i> Asking for reasons

UNIT	LISTENING	LANGUAGE FOCUS	PRONUNCIATION
Unit 7 When do you have lunch? <i>Daily routines</i> page 56	Global Interviews: <i>What's your daily routine?</i>	<i>Wh-</i> questions (<i>when, what</i>) with “ <i>do/does</i> ”	Reduced form of “ <i>wh-</i> ” questions
Unit 8 I never get enough sleep! <i>Healthy and unhealthy habits</i> page 64	Conversation: <i>You look great!</i>	“ <i>How often</i> ” + “ <i>do/does</i> ” Expressions of frequency (<i>every day, etc.</i>)	Sentence stress
Unit 9 Did you go to the gym? <i>Weekend activities</i> page 72	Conversation: <i>How was your weekend?</i>	Past tense	“- <i>ed</i> ” endings
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Unit 10 Is there an ATM around here? <i>Directions, neighborhoods</i> page 82	Conversation: <i>Is there an easy way to get downtown?</i>	“ <i>Is there/Are there</i> ”; Prepositions of location	Initial “ <i>th</i> ” sounds
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CONVERSATION STRATEGY	INFOZONE (Read/Speak/Write)	RECYCLING
Showing you are listening	Reading: Good Luck Routines Write about a good or bad luck routine.	Yes/No questions with “do” Showing you are interested
Asking follow-up questions	Reading: Living Longer Write about a tip for living longer.	Yes/no questions with “do” <i>Want to</i> <i>Wh-</i> questions (<i>when, what</i>) with “do/does” Showing you are interested
Turning the conversation around	Reading: Weekend Goals and Accomplishments Write about your weekend.	Verbs: <i>get up, go, play, take</i> Showing you are interested
Asking for repetition	Reading: It's a great neighborhood! Write about your neighborhood.	Past tense <i>Want to</i> Asking follow-up questions
Making suggestions	Reading: Shopping from Home Write about your shopping habits.	Past tense Asking follow-up questions Showing you are interested
Showing surprise	Reading: School Uniforms Write about clothes you wore to school.	“How often” + “do/does” <i>Do you like to . . .</i> Past tense <i>Wh-</i> Questions with “be” and “do” Asking follow-up questions

ICON 1 CORE ACTIVITIES

YOU FIRST introduces students to target language which they can use immediately.

PRONUNCIATION is practiced in the context of the target language.

In **PAIR UP and TALK**, and **REPORT**, students personalize learning by sharing their own preferences and experiences.

5 I don't like horror movies.

1 VOCABULARY: Kinds of movies

A. **YOU FIRST.** Complete the sentences with *love*, *like*, *don't like* or *hate*.



1. I _____ comedies. 2. I _____ animated movies. 3. I _____ dramas. 4. I _____ musicals.



5. I _____ science fiction movies. 6. I _____ horror movies. 7. I _____ Jackie Chan movies. 8. I _____ action movies.

B. **PRONUNCIATION.** Listen and practice the questions you hear.

C. **PAIR UP and TALK.** Ask and answer questions about movies.

Do you like
comedies
animated movies
dramas
musicals

science fiction movies
horror movies
Jackie Chan movies
action movies

Yes, I do. Yes, I love them.

No, I don't. No, I hate them.

D. **REPORT.** Tell your classmates one thing about you and your partner.

My partner and I both like _____ and _____.

38 UNIT 5 • I don't like horror movies.

2 LISTENING: Everybody likes action movies!

A. **LOOK/THINK/GUESS.** Where are these people? Is Nick happy?



B. **MODEL CONVERSATION.** Listen and practice.

Clerk: Do you need some help?
Nick: Yes, can you recommend a good comedy?
Clerk: A comedy? Hmm. Let me think. What about *The Power Game*?
Nick: *The Power Game*? Is that a comedy?
Clerk: Well no, it isn't. It's an action movie; but it's really great!
Nick: I don't like action movies.
Clerk: But everybody likes action movies. They're terrific.
Nick: Not me. **They're not my thing.**

IDIOM

They're not my thing. = I don't like them.

Words for Practice:

horror 恐怖 (片)
animated 动画的
science 科学, 科幻片
musical 音乐的, 音乐剧
drama 戏剧, 故事 (片)
romantic 浪漫的
thrilling 惊险的
entertaining 娱乐的
relaxing 轻松的
boring 沉闷的

C. **ACTIVE LISTENING.** Listen to two more conversations. Check (✓) the answers.

	Conversation 1	Conversation 2
1. Who is the customer?	<input type="checkbox"/> man <input type="checkbox"/> woman <input type="checkbox"/> child	<input type="checkbox"/> man <input type="checkbox"/> woman <input type="checkbox"/> child
2. What kind of movie does the customer want?	<input type="checkbox"/> drama <input type="checkbox"/> comedy <input type="checkbox"/> science fiction movie	<input type="checkbox"/> action movie <input type="checkbox"/> comedy <input type="checkbox"/> musical
3. What kind of movie does the clerk recommend?	<input type="checkbox"/> Jackie Chan movie <input type="checkbox"/> horror movie <input type="checkbox"/> action movie	<input type="checkbox"/> animated movie <input type="checkbox"/> horror movie <input type="checkbox"/> Jackie Chan movie

UNIT 5 • I don't like horror movies. 39

Activities are color-coded blue and yellow to make student interaction easier in large classes.

LISTENING activities introduce language in common situations. In addition, there are **GLOBAL INTERVIEWS** that present voices and opinions of people from around the world.

WORDS FOR PRACTICE provides substitute words and phrases to enhance conversation.

FOCUS ON IDIOMS highlights the English language as we really use it.

LANGUAGE FOCUS highlights language patterns and grammar points that serve communication.

MORE PRONUNCIATION PRACTICE provides additional pronunciation practice at the back of the book.

CONVERSATION STRATEGIES introduce students to simple but effective ways to manage and sustain conversations.

3 LANGUAGE FOCUS: Singular and plural forms

A. **PRONUNCIATION.** Listen and practice the statements.

I	love	
We	like	
They	don't like	
Two people in our class	hate	
A few people in our class		comedies, animated movies, dramas, musicals, action movies.
A lot of people in our class		
She	loves	
He	likes	
My best friend	doesn't like	
One person in our class	hates	

More Pronunciation Practice:
Word stress in sentences
Turn to page 112.



Everybody	likes	comedies.
Nobody	likes	comedies.

B. **GET IT RIGHT.** Look at Ken's class poll and complete these sentences. Then compare your answers with a classmate. There are 30 people in Ken's class.

	Love	Like	Don't like	Hate
Horror movies	3	20	6	1
Animated movies		30		
Comedies	10	20		
Musicals			29	1



- Everybody _____ animated movies.
- Nobody _____ musicals.
- One person in the class _____ musicals.
- A few people in the class _____ horror movies.
- Six people in the class _____ horror movies.
- A lot of people in the class _____ horror movies.
- A lot of people in the class _____ comedies.
- Ten people in the class _____ comedies.

C. **YOUR IDEAS.** Tell a partner about your friends and family.

My friend Emily loves musicals.

A lot of my friends like dramas.

40 UNIT 5 I don't like horror movies.

GET IT RIGHT focuses on language accuracy.

YOUR IDEAS encourages students to talk about their own opinions and experiences.

4 CONVERSATION STRATEGY: Pausing expressions

A. **PRONUNCIATION.** Listen and practice the expressions.

Let's see. Well, ...

Hmmm. Let me think.

Let me think. Well, ...

B. **LISTEN and ADD.** Write the missing expressions. Then practice with a partner.

- A: What's your favorite movie?
B: _____, I like *Star Wars* a lot.
- A: Can you recommend a good horror movie?
B: _____, a lot of people like *The Birds*.



5 TALKATHON: Can you recommend a good action movie?

A. **YOU FIRST.** Write one movie for each category. You can write the movies in your first language.

Good comedies	Good animated movies	Good action movies
•	•	•
•	•	•
•	•	•

B. **TALK AROUND.** Ask different classmates. Find two more movies for each category.

- A: Can you recommend a good comedy?
B: Hmmm. Let me think. Let's see. Well, ... What about _____?
- A: Okay. Thanks.
B: You're welcome.

C. **REPORT.** In groups of three compare lists. Choose one movie to recommend.

UNIT 5 I don't like horror movies. 41

TALKATHONS, ROLE PLAYS and **CONVERSATION MAPS** get students to activate vocabulary, language patterns and conversation strategies in fun, communicative ways.

The **INFOZONE** presents information in an appealing magazine format, encouraging students to read, write and talk about the topic.

READ ABOUT IT, TALK ABOUT IT and WRITE ABOUT IT provide a step-by-step approach to reading and writing.

READ ABOUT IT helps students to understand the reading text and graphics, and improve their reading comprehension.

6 INFOZONE

Movie Reviews

Key:
 ★★★★★ = Excellent
 ★★★★ = Very Good
 ★★★ = OK
 ★★ = Terrible

Braveheart

Kind of movie: Wartime action

Comments: A great movie

About: A Scottish man fights for his country's freedom in the 13th century.

Ratings:	Males	Females
Under 21:	★★★★	★★★★
21 to 35:	★★★★	★★★★
36 and over:	★★★★	★★★★

A Bug's Life

Kind of movie: Animated

Comments: Cute and funny

About: The adventures of ants and other bugs

Ratings:	Males	Females
Under 21:	★★★★	★★★★
21 to 35:	★★★★	★★★★
36 and over:	★★★★	★★★★

Scream

Kind of movie: Horror

Comments: Scary and exciting!

About: Teenagers look for a murderer in a small town.

Ratings:	Males	Females
Under 21:	★★★★	★★★★
21 to 35:	★★★★	★★★★
36 and over:	★★	★★

Ace Ventura: Pet Detective

Kind of movie: Comedy

Comments: Very funny!

About: A man looks for missing pets.

Ratings:	Males	Females
Under 21:	★★★★	★★★★
21 to 35:	★★★★	★★★★
36 and over:	★★	★

READ ABOUT IT

A. Complete the sentences.

- _____ and _____ are funny movies.
- Most moviegoers 36 and over _____ *Ace Ventura and Scream*.
- Most people _____ *Braveheart*.
- Young people and people over 36 _____ *A Bug's Life* more than people between 21 and 35.

B. Read your sentences to a partner.

C. Read the passage below and complete the following exercises.

Every Friday night three good friends come over. First, we eat an easy meal like noodles or pasta. Then we see a video movie. This seems easy and relaxing, doesn't it? But my friend Jackson only likes action movies or horror films. Marie Pierre hates action movies. She says they are boring. And horror films are not her thing. She likes a good comedy or a love story. Hiroko hates love stories. He likes science fiction movies. I like dramas or musicals. What can we do? Some nights we see four movies in a row. Then everybody is happy.

1. Mark the attitude of each person to different movies with "✓" (=like) or "x" (=not like) according to the passage.

	action movies	horror films	comedies	love stories	science fiction movies	dramas	musicals
Me							
Jackson	✓						
Marie Pierre	x						
Hiroko							

2. Mark each statement TRUE (T), FALSE (F) or NOT GIVEN (N) according to the passage.

- _____ Three good friends and I will meet each other every Friday night at the cinema.
- _____ We will eat at a restaurant before we see a video movie.
- _____ The four of us like different kinds of movies.
- _____ Marie doesn't like action movies because she thinks they are not good for the children.
- _____ Some nights we see four movies at the same time to make everybody happy.
- _____ I am always happy when my friends come over.

TALK ABOUT IT

Pairs. Take turns asking and answering questions.

- Why do you think *Ace Ventura* is more popular with men than women?
- Which movie is probably good for children? Why?
- Which movies do you think are good? Why?

UNIT 5 • I don't like horror movies. 43

TALK ABOUT IT leads students to make inferences about the reading and to share opinions about the topic.

OTHER FEATURES OF ICON INTRO

Getting Started This is a short unit focusing on the language of introductions. It can be used as an icebreaker and as a way for the class to get to know each other.

Review Units There are four review units (after Units 3, 6, 9 and 12) which help students review and consolidate what they have learned through pair work and information gap activities.

4. Which movies do you think aren't good? Why? _____
5. Your question: _____

WRITE ABOUT IT

A. Choose a different movie. Make notes.

Title: _____

Kind of movie: _____

What it's about: _____

Who likes it: _____

B. Write about the movie you chose.

EXAMPLE:

Monsoon Wedding is a romantic comedy. It's funny and sad. In the movie, a young woman marries a man she doesn't know. Women love this movie!

Project Idea
Movie Guide
Make a guide to the class's favorite movies.

7 LEARN & PRACTICE

A. Translate the following sentences into Chinese.

1. The horror movie was so scary that I could not sleep at all after seeing it.
2. Although this is a Disney animated movie for kids, it is popular with parents, too.
3. I'm looking for a comedy, or something relaxing, not those horror films. They always make me nervous.
4. No matter what kind of movie a customer is looking for, the clerk can help him to find some good ones.
5. Although he is really successful in this movie, people still regards him as a singer, instead of a movie star.

B. Translate the following sentences into English.

1. 很多动作片都有暴力 (violent) 场面。这就是为什么16岁以下的人不能看这些影片的原因。
2. 《音乐之声》是部经典的音乐剧。几乎所有人都喜欢看。
3. 根据电影评论的说法，女士比男士更喜欢看动画片。
4. 这部讲述了一个侦探故事的喜剧片太搞笑了，男男女女都爱看。
5. 这部恐怖片很吓人。我不推荐给21岁以下的人看。
6. 这部关于火星 (Mars) 探险的科幻片激动人心。我已经看了5遍。
7. 我最好的朋友喜欢成龙 (Jackie Chan) 拍的每一部片子。认为他是最伟大的演员之一。
8. 他们不仅向我推荐了一些故事片，还推荐了几部音乐片。

44 UNIT 5 I don't like horror movies.

WRITE ABOUT IT has a pre-writing stage to help students develop their ideas.

LEARN & PRACTICE consolidates what students have learned through translation exercises.

PROJECT IDEA allows for expansion of the topic presented in the unit.

8 WORDS & EXPRESSIONS

action /'ækʃən/	n.	动作	[1]
adventure /əd'ventʃər/	n.	冒险	[6]
animated /'ænimetɪd/	adj.	动画的，生气勃勃的，活跃的	[1]
bug /bʌg/	n.	小虫，昆虫	[6]
century /'sentʃəri/	n.	世纪	[6]
clerk /klɜːk/	n.	店员，职员	[6]
cliff /klɪf/	n.	悬崖	[2]
comedy /'kɒmɪdi/	n.	喜剧	[2]
customer /'kʌstəmə(r)/	n.	顾客	[2]
cute /kjuːt/	adj.	可爱的	[2]
detective /dɪ'tektɪv/	n.	侦探	[6]
drama /'dræmə/	n.	戏剧，故事片	[6]
excellent /'eksələnt/	adj.	卓越的，极好的	[1]
fiction /'fɪkʃən/	n.	小说	[6]
freedom /'friːdəm/	n.	自由	[1]
hang /hæŋ/	v.	悬挂	[6]
horror /'hɒrə(r)/	n.	恐怖	[2]
murderer /'mɜːdə(r)/	n.	杀人犯	[1]
musical /'mjuːzɪkl/	n. & adj.	音乐剧，音乐的	[6]
nervous /'nɜːvəs/	adj.	紧张不安的	[1]
recommend /'rekə'mend/	v.	推荐	[2]
review /rɪ'vjuː/	n.	评论	[2]
scary /'skeəri/	adj.	吓人的	[6]
scream /'skriːm/	v.	尖叫	[2]
teenager /'tiːnɪdʒə(r)/	n.	(13-19岁的) 少年	[6]
Scottish /'skɒtɪʃ/	adj. & n.	苏格兰 (人) 的，苏格兰人	[6]
animated movie		动画片	[1]
science fiction		科幻 (小说)	[1]
They are not my thing.		我不喜欢这种东西。	[1]
video movie		电影录像	[2]

WORDS & EXPRESSIONS provides a tool to help students to understand vocabulary.

UNIT 5 I don't like horror movies. 45

郑 重 声 明

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Getting Started

1 NICE TO MEET YOU

A.  **PRONUNCIATION.** Listen and practice.

Hi, I'm
Silvia Santos.

Hi, my name
is Ken Park.

Nice to meet
you, Ken.

Nice to meet
you, too.



B. **TALK AROUND.** Introduce yourself to five classmates.

2 How Do You SPELL . . . ?

A.  **MODEL CONVERSATION.** Listen and practice.

Woman: What's your name?

Mimi: Mimi Koh.

Woman: How do you spell your first name?

Mimi: M-I-M-I.


Woman: How do you spell your last name?

Mimi: K-O-H.

Woman: K-O-H?

Mimi: That's right.



B.  **ACTIVE LISTENING.** Listen to the conversations. Circle the correct spelling.

1. a) Jane Reaves

b) Jane Reeves

3. a) Cindy Jeong

b) Cindie Jeong

5. a) Mabel Huxley

b) Mable Huxley

2. a) Zeke Quincy

b) Zeke Quincey

4. a) Walt Hukawa

b) Walt Fukawa

6. a) Rita Mendes

b) Rita Mendez