

English 英语地带 Zone

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FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS
北京 BEIJING

图书在版编目 (CIP) 数据

英语地带 / 郭玉鑫, 宋鑫主编; 霍畅等编. — 北京: 外语教学与研究出版社, 2016.6 (2017.8 重印)

ISBN 978-7-5135-7803-5

I. ①英… II. ①郭… ②宋… ③霍… III. ①英语—教学研究 IV. ①H319.3

中国版本图书馆 CIP 数据核字 (2016) 第 159130 号

出版人 蔡剑峰
责任编辑 夏洁媛
封面设计 高 蕾
版式设计 涂 俐
出版发行 外语教学与研究出版社
社 址 北京市西三环北路 19 号 (100089)
网 址 <http://www.fltrp.com>
印 刷 北京盛通印刷股份有限公司
开 本 787×1092 1/16
印 张 9
版 次 2016 年 8 月第 1 版 2017 年 8 月第 2 次印刷
书 号 ISBN 978-7-5135-7803-5
定 价 39.90 元

购书咨询: (010) 88819926 电子邮箱: club@fltrp.com

外研书店: <https://waiyants.tmall.com>

凡印刷、装订质量问题, 请联系我社印制部

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中咨律师事务所 殷 斌律师

物料号: 278030001

Introduction to *English Zone Program*

Training Target Group: freshmen in HIU

Training Time: ten days

Training Name: *English Zone*

I What is the symbolic meaning of our logo?



1 The inspiration for the design in the upper left corner comes from Perseus' bronze shield (Perseus' growth process is in line with the concept of growth).

2 It is the shape of a pen tip as well, symbolizing the enjoyable college life; the entire left part of the design is the shape of a person's ear, symbolizing listening skills of the *English Zone Program*.

3 In this design, the right side of the hyperbolic line is the shape of a wizard's wing, a symbol for light and flying without pressure. Meanwhile, it is the shape of a person's "two lips", symbolizing speaking skills in the program.

4 The overall design of this logo uses the contrast of warm colors and cold colors, which is gradually increasing and reflecting the students' enhancement in listening and speaking abilities through our program.

5 The color selection is based on the colors of the college badge and is also a unique highlight of the design. In the middle, the color of "HIU" refers to the color of the teaching building. From right to left, the three letters are going upward, a symbol for growing step by step.

6 Because our college is based on foreign languages and the font refers to the construction of the column of the silhouette effect in the European culture, the logo has a certain sense of three-dimensional and architectural lines of beauty.

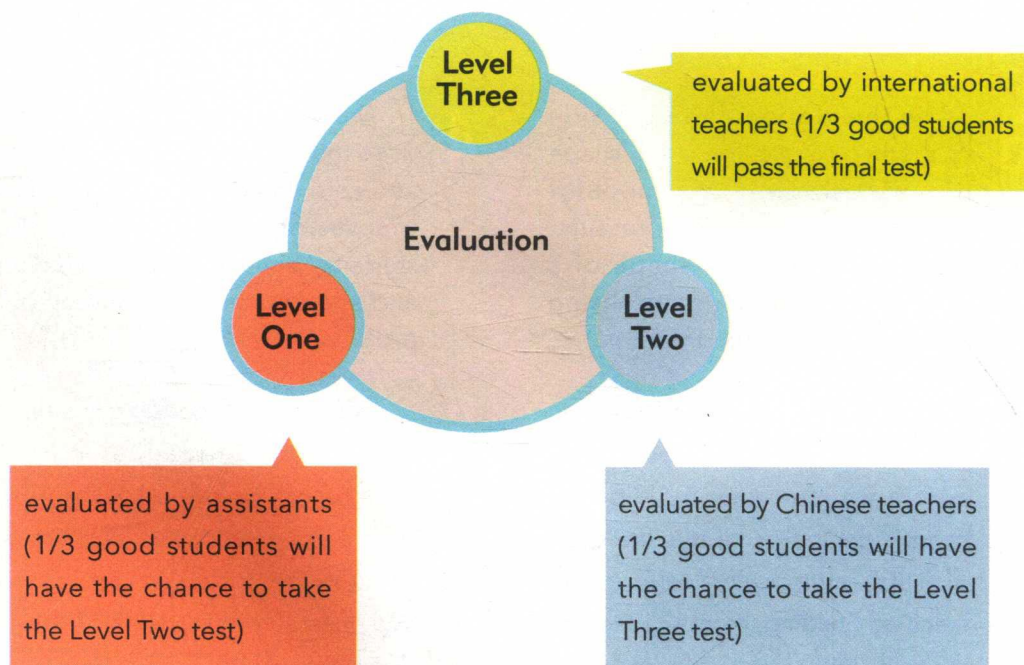
II Teaching Objectives

The course guides students to put the theories they have learned in class into practice and complete some communicative tasks so as to emphasize the practical nature of English. Through a series of training activities, the students' English pronunciation and English skills can be fully enhanced. The course offers students some chances to apply what they have learned and show their talents. Moreover, the course is tailored to the needs of different students and encourages students to listen more, speak more and practice more in a relaxed environment. After participating in class, the students' ability to solve problems in English can be improved, which is the best learning outcome of the course.

III Teaching Contents

1. Pronunciation Roller Coaster: 48 International Phonetic Symbols (sign language) and 48 daily English sentences;
2. Speak English Aloud: 5 speeches;
3. Potluck: 20 English outdoor activities;
4. The Voice of HIU: more than 3 classic English songs;
5. Film Corner: more than 3 classic English films;
6. Trivia Night: communication with international teachers and evaluation.

IV Evaluation



V Teaching Arrangements

1. Foreign language departments (English Department, Western Languages Department, Russian and Eastern Languages Department and Tourism Department)

| Time | Contents |
|-------------|--|
| 6:50-7:20 | Feel the Burn/The Voice of HIU |
| 8:20-9:50 | Pronunciation Roller Coaster/Speak English Aloud |
| 10:10-11:10 | Potluck |
| 13:30-16:00 | Film Corner/Ballroom Dancing |
| 18:00-19:00 | Trivia Night/Evaluation |

2. Other departments (Chinese Department, Business Department, Information Science Department and Arts Department)

| Time | Contents |
|-------------|--|
| 6:50-7:20 | Feel the Burn/The Voice of HIU |
| 8:40-9:40 | Potluck |
| 10:05-11:35 | Pronunciation Roller Coaster/Speak English Aloud |
| 13:30-16:00 | Film Corner/Ballroom Dancing |
| 18:00-19:00 | Trivia Night/Evaluation |

VI Teaching Methods

The teaching of the course mainly focuses on improving students’ English skills. It contains in-class learning and training and after-class activities, with the guidance of both Chinese and foreign teachers, so as to help students build their enunciation and communicate in correct, fluent and precise English. The course consists of lectures (pronunciation learning and training with the guidance of teachers), students’ exploration (discussion-based learning on various topics) and application (students’ participation in outdoor activities in an immersive English environment).

VII Evaluation

Level One/Elementary Test:

Students should receive one test from the assistants. The testing time will be at the end of the first week.

Criteria:

1. Students can accurately pronounce each phonetic symbol and word.
2. Students can fluently read sentences in an appropriate tone.
3. Students can fluently read the first two passages at a correct speed, use a range of pronunciation features with varying degrees of success and show some effective use of these features, though this is not sustained. Additionally, students can be generally understood throughout, though mispronunciation of individual words or sounds may reduce clarity at times.

* Level One Band is the reward for passing this test, and one third top of those who have passed this level can go on with Level Two.

Level Two/Intermediate Test:

Students should receive one test from the Chinese teachers. One third of the top Level One students can attend this test.

Criteria:

1. Students can accurately pronounce each phonetic symbol and word.
2. Students can fluently read sentences in an appropriate tone.
3. Students can fluently recite one of the passages at a correct speed, use a wide range of pronunciation features and sustain flexible use of these features, with only occasional lapses. Additionally, they can easily be understood throughout and their accent has minimal effect on intelligibility.

* Level Two Band is the reward for passing this level and one third top of those who have passed this level can go on with Level Three.

Level Three/Advanced Test:

Students should receive one test from the international teachers. One third of the top Level Two students can attend this test.

Criteria:

1. Students can accurately pronounce each phonetic symbol and word.
2. Students can fluently read sentences in an appropriate tone.
3. Students can fluently recite two of the passages at a correct speed, use a wide range of pronunciation features and sustain flexible use of these features, with only occasional lapses. Additionally, they can easily be understood throughout and their accent has minimal effect on intelligibility.

* Level Three Band is the reward for passing this level. One third top of those who attend this test can pass this test.

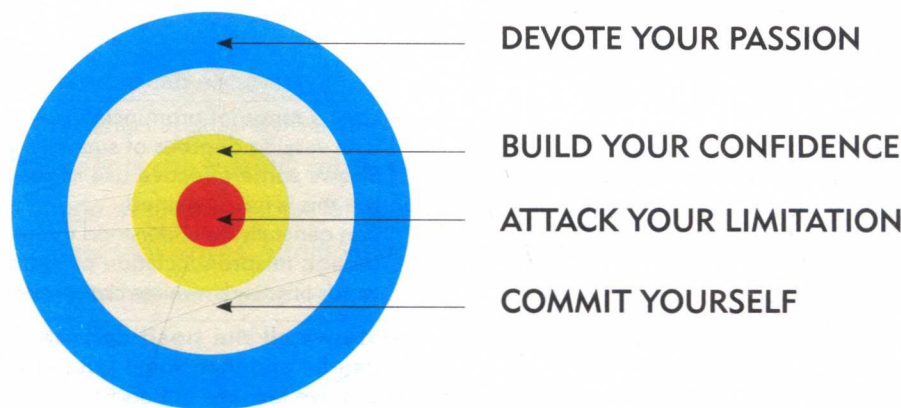
Testing Criteria

| Band | Accuracy & Fluency | Pronunciation |
|------|--|--|
| 9 | Pronounces accurately each phonetic symbol and word. Reads sentences fluently in an appropriate tone. Recites fluently the passage at a correct speed with only infrequent repetitions or self-corrections. Any hesitation is content-related, not due to gaps in knowledge of vocabulary or grammar. | Uses a full range of pronunciation features with precision and subtlety. Sustains flexible use of features throughout. Can be understood without effort on the part of the listener. |
| 8 | Pronounces accurately each phonetic symbol and word. Reads sentences fluently in an appropriate tone. Recites fluently the passage at a correct speed with only occasional repetitions or self-corrections. | Uses a wide range of pronunciation features. Sustains flexible use of features, with only occasional lapses. Easy to understand—accent has minimal effect on intelligibility. |
| 7 | Pronounces accurately each phonetic symbol and word. Reads sentences fluently in an appropriate tone. Recites fluently the passage at a correct speed with some repetitions and self-corrections. | Shows all the positive features of Band 6 and then some but not all the positive features of Band 8. |
| 6 | Pronounces accurately most phonetic symbols and words. Reads sentences fluently in an appropriate tone. Reads fluently the passage with only occasional repetitions or self-corrections. | Uses a range of pronunciation features with varying degrees of success. Shows some effective use of features, but this is not sustained. Can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times. |
| 5 | Pronounces accurately most phonetic symbols and words. Reads sentences fluently, but may lose coherency. Reads the first passage with some repetitions, self-corrections and hesitations. | Shows all the positive features of Band 4 and then some but not all the positive features of Band 6. |
| 4 | Pronounces accurately about half of the phonetic symbols and words. Reads sentences fluently, but may lose coherency. Reads the first passage with many repetitions, self-corrections and hesitations. | Uses a limited range of pronunciation features. Attempts to control these features, but lapses are frequent. Mispronunciations are frequent and cause some difficulty for the listener. |
| 3 | Pronounces accurately about half of the phonetic symbols and words. Reads sentences with repetitions. Reads the first passage with many repetitions, self-corrections and hesitations. | Shows all the positive features of Band 2 and then some but not all the positive features of Band 4. |
| 2 | Pronounces accurately only a few phonetic symbols and words. Reads sentences with many repetitions. Pauses lengthily before most words. | Passage is often unintelligible. |
| 1 | No communication possible. | |
| 0 | Does not attend. | |

VIII Learning Outcomes

The nature of the course is strong practicality and application. Through learning the course, students can gain a systematic knowledge of English pronunciation, master some practical English and improve their oral English by learning English songs, introducing themselves in English, mastering some classroom English and daily English and so on. In addition, the students' interest will be aroused and they can learn to communicate in correct and standard English, which lays a foundation for their further study of other subjects such as listening, speaking and so on. All in all, the enhancement of students' pronunciation, the development of their sound learning habits and increased English communicative skills are the ultimate goals and outcomes of the course.

Magical Key



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| | |
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| Part II | Pronunciation |
| Part III | Speak English Aloud |
| Part IV | Potluck |
| Part V | Ballroom Dancing |
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| | | |
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🕒 6:50-7:20

Part I Feel the Burn

The Voice of HIU

Directions: Listen to the following English song and fill in the blanks with the following words.

boring

yellow

desert

turning

myself

power

change

around

everything



Lemon Tree

I'm sitting here in the _____ room
It's just another rainy Sunday afternoon

I'm wasting my time

I got nothing to do

I'm hanging _____

I'm waiting for you

But nothing ever happens and I wonder

I'm driving around in my car

I'm driving too fast

I'm driving too far

I'd like to _____ my point of view

I feel so lonely

I'm waiting for you

But nothing ever happens and I wonder

I wonder how

I wonder why

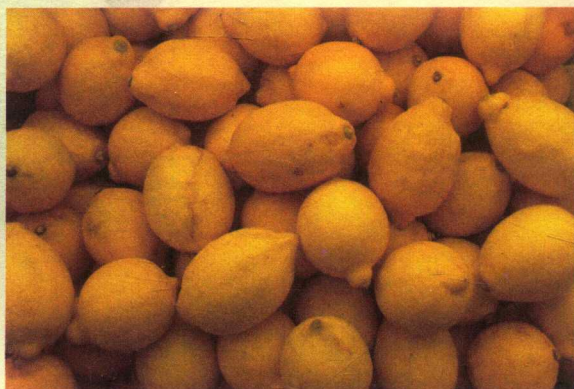
Yesterday you told me 'bout the blue blue sky

And all that I can see is just a yellow lemon-tree

I'm _____ my head up and down

I'm turning turning turning turning turning around

And all that I can see is just another lemon-tree



I'm sitting here
I miss the _____
I'd like to go out taking a shower
But there's a heavy cloud inside my head
I feel so tired
Put _____ into bed
While nothing ever happens and I wonder
Isolation is not good for me
Isolation I don't want to sit on the lemon-tree
I'm steppin' around in the _____ of joy
Baby anyhow I'll get another toy
And _____ will happen and you wonder
I wonder how
I wonder why
Yesterday you told me 'bout the blue blue sky
And all that I can see is just another lemon-tree
I'm turning my head up and down
I'm turning turning turning turning around
And all that I can see is just a _____ lemon-tree
And I wonder, wonder
I wonder how
I wonder why
Yesterday you told me 'bout the blue blue sky
And all that I can see, and all that I can see, and all that I can see
Is just a yellow lemon-tree

"Lemon Tree" is a song by German band Fool's Garden from the album *Dish of the Day*, which was released as a single in 1995 and became a major international hit in 1996. The single reached Number 26 in the UK charts and remained at Number 1 for several weeks in Germany. It also reached Number 1 in Ireland.



Check List

1. What was your dream when you were young?

.....

.....

.....

2. Can you draw a picture of your "lemon tree"?

3. Can you write any words to modify your own "tree"?

.....

.....

.....

8:20-9:50

Part II Pronunciation

Roller Coaster



Directions: In this activity, students will be able to master 7 phonetic symbols, 21 key words and 21 useful sentences.

| Phonetic Symbols | Words | Sentences |
|------------------|-----------------------------------|---|
| [i:] | peel leap read | Peel some carrots and slice them. Look before you leap. Please read it aloud. |
| [ɪ] | rinse little diligence | Please take some water to rinse your mouth after eating. Your English is improving little by little. Genius is nothing but labor and diligence. |
| [e] | melt end wealth | The snow showed no sign of melting. There are lots of odds and ends in the huts. Good health is over wealth. |
| [æ] | magazine practice handle | She flipped through the magazine until she found an interesting article. Practice makes perfect. What measure would you take to handle this situation? |
| [ɔ:] | straw abroad store | The coffee is too hot. Don't drink it through the straw. Chinese silk sells well at home and abroad. Store the cookies in a tin. |
| [ɒ] | opera hot hospitality | Opera is not my cup of tea. He is a real hot dog. Thank you for your hospitality. |
| [u:] | screwdriver fool gooseberry | To loosen the screwdriver, you turn it counter-clockwise. I made a complete fool of myself in front of my classmates yesterday. It is awkward to play gooseberry with the newly married couple. |

Check List

1. Which phonetic symbol do you think is the most difficult to pronounce?
.....
2. Which word is the most useful?
.....
3. Which sentence do you prefer?
.....

Part III Speak English Aloud

Directions: Read the following passage aloud.

The Wisdom of Life

I've learned that sometimes all a person need is a hand to hold and a heart to understand.

I've learned that love, not time, heals all wounds.

I've learned that every one you meet deserves to be greeted with a smile.

I've learned that opportunities are never lost; someone will take the ones you miss.

I've learned that when you harbor

bitterness, happiness will dock elsewhere.

I've learned that I wish I could have told my Mom that I love her one more time before she passed away.

I've learned that I can't choose how I feel, but I can choose what I do about it.

I've learned that everyone wants to stand on top of the mountain, but all the happiness and growth occur while you're climbing it.