



新世纪

高等职业教育  
公共英语类课程规划教材

# CENTURY ENGLISH

# 世纪英语

## 听说教程 IV

(学生用书)

新世纪高职教材编委会组编

主 编 冷德军

大连理工大学出版社





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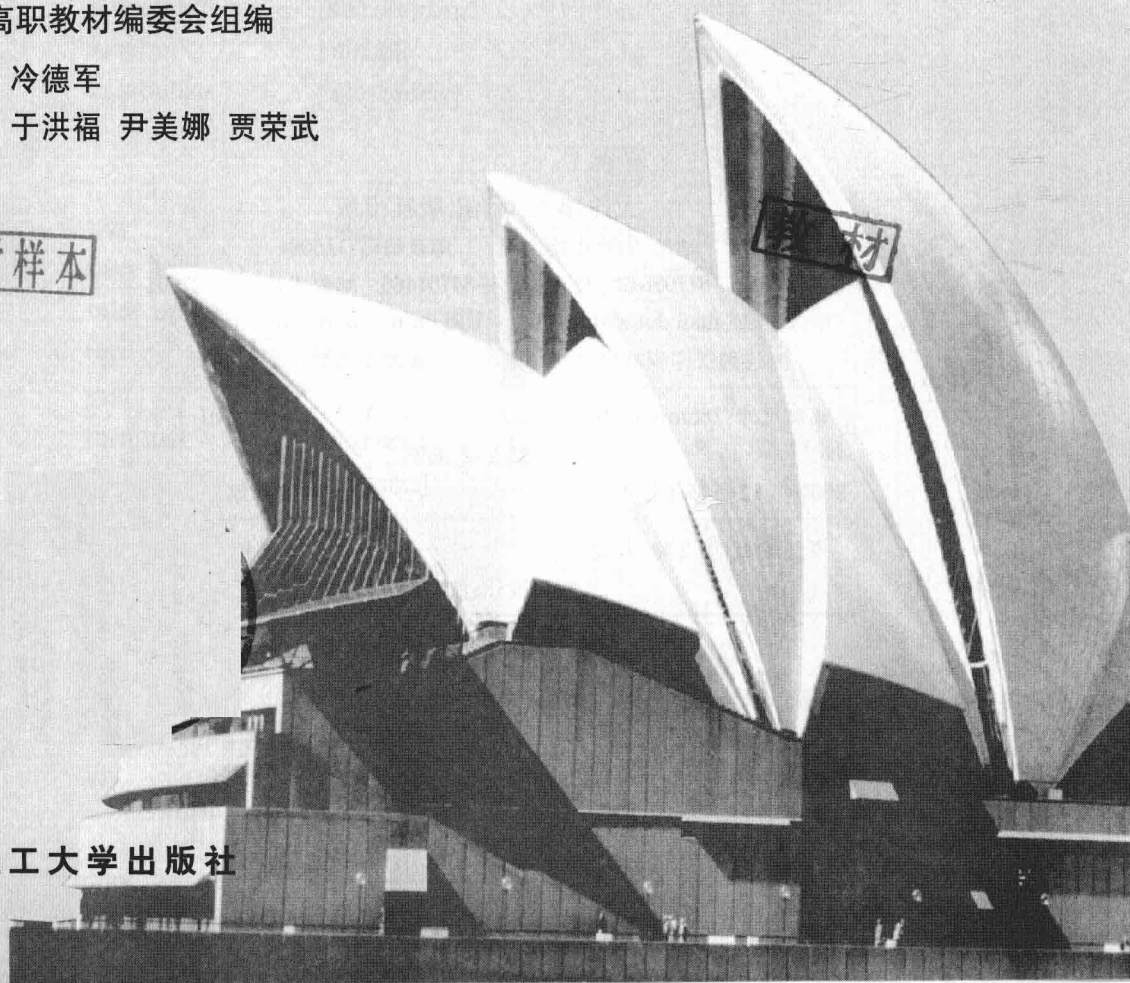
新世纪高职教材编委会组编

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# 序

大连理工大学出版社告诉我,他们组织了一个有相当规模的高职教材编委会,而着手编写高职英语系列教材,则是年初的事。当时,他们找到我,希望提供一些帮助,由于这是自己学校的出版社,也由于我目前担任“高职高专教育英语课程教学指导委员会”主任的工作,他们的许多想法又符合我国高职英语教学改革的大方向,而推动高职英语教学改革,包括教材改革又是我作为课程指导委员会主任的责任,我便应允了。

近年来,由于负责全国高职高专教育英语课程教学指导委员会的工作,所以对高职教育的特色和侧重点有了比较深入的了解与研究。我为自己学校的出版社愿意为高职英语教材建设做出贡献而感到高兴,也很赞赏他们敢于以高职一线英语教师为主体来完成其系列教材建设的勇气。

课委会指导和推动高职高专教材建设的方针,是既推动使用推荐教材,又鼓励按照《基本要求》编写具有特色的多种教材,但又反对粗制滥造的“低层次重复”。大连理工大学出版社这次组织编写的这套高职英语系列教材,既严格遵循《基本要求》,又突出考虑了高职院校的特点和需求,必将有助于高职英语教材的推陈出新。

这套新编的高职英语教材在特色建设上独辟蹊径。首先,他们坚持以高职一线教师为主体来完成这套高职英语教材建设的想法,十分有助于把握好高职英语教学的实际需要。其次,他们不是单纯地将教材的编写看作获取商业利益的机会,而是立志要打造一个高职英语教材的品牌。再次,是他们的满腔热忱和脚踏实地的做事态度。最后,是这支队伍的较强的凝聚力。组织编写一套英语教材是一项重大的系统工程,高职一线的英语教师又分散在不同的院校,经验也欠丰富,能将他们有效地组织、凝聚在一起编写教材不是一件容易的事。我很欣赏他们的这种凝聚力。

高职教育是以培养应用型人才为目标的,因此注重教学内容和教学过程的实际和实用效果就是至关重要的。编写高职英语教材尤其不能好高骛远,要特别突出培养学生实际使用英语的能力这一特点。我认为,大连理工大学出版社这次推出的英语系列教材,在按照高职分级教学要求设定教材架构、针对高职学生英语基础相对薄弱相应降低教材难度等方面所做出的尝试,具有现实意义。

最近十多年来受教育部高教司委托负责高职高专英语教育,自觉不自觉地已经把它当成了自己的一项事业,因此也就多了对它的一份关心,一份牵挂。我很希望能有更多更好的适合高职高专英语教学需要的好教材问世,也很希望能有更多的高职一线教师加入到高职高专英语教材建设的研究和实践中来。大连理工大学出版社和他们组织推动的新世纪高职教材编委会的做法,无论是从实现高职英语教材特色建设的角度来看,还是从培养高职英语教育人才的角度来看,都不无可取之处。

盛情难却,谨以此文勉为其序。

孔庆炎

2004年7月于大连



# 总序

《世纪英语》是新世纪高职教材编委会富有积极的进取精神的一次大胆尝试。

由大连理工大学出版社组织推动的新世纪高职教材编委会,是一个由全国 100 余所志同道合的优秀高职院校组成的高职教材建设者联盟。编委会走过的历程,见证了我们的与众不同:编委会是迄今为止第一个完全按照市场原则来长期进行高职教材建设运作的大型组织。从编委会诞生的第一天起,我们就选择了以高职教材的特色建设为己任。这不仅是由于我们拥有对高职教育未来发展的更为贴近实际的认识,也由于我们拥有一整套完全属于自己的切实可行的关于教材建设的创新理念、创新组织形式与创新运作方式,更由于我们一直以来对高职教材品牌、特色与创新的始终如一的执著追求和坚忍不拔的长期努力。

在编委会的所有经历中,关于教材建设理念的独到解释非常值得一提。这一理念可简述如下:所谓教材建设,就是建立在教学实践基础上的教材的不断深化、不断完善的过程。在编委会的整个教材建设过程中,这一理念不仅已成为我们的核心指导原则,而且它的深受高职教学单位欢迎的结果,也鼓舞了我们实现任何高职教材特色建设的勇气。

然而,高职英语教材特色建设的情形则有所不同。就其实用性而言,高职与非高职的英语教育并无本质区别,加之我国高职教育发展的历史尚短,高职英语优秀人才的累积也略显不足,因而,许多早期高职英语教材的编写,宁可倚重非高职院校的英语教师参与,有其积极的意义。但是,按照我们教材建设的上述理念,如果不能以高职一线教师为主体来实施高职英语教材建设的具体运作,就根本无法实现完全适合高职教学需要的英语教材建设预期。

这的确是一个两难选择。事实上,编委会要建设自己品牌的高职英语教材的想法由来已久。但我们也深知完全依靠一直很少涉足英语教材建设的高职一线教师来完成这一重任的艰难程度。因此,我们并没有从一开始就贸然地启动这个项目,而是选择在较好地实现了足够数量的非英语类高职教材特色建设的经验累积,若干专业英语类相关教材建设的成功尝试,以及对公共英语相关项目的具有积极意义的探索和准备之后,才开始尝试涉足这个领域的。

尽管我们在推进高职英语教材建设的过程中遇到了诸多困难,但终能如愿以偿,在很大程度上也有赖于我们的一些具有重要指导意义的体悟。编委会有一句名言:我们相信用心与努力胜过相信经验与资历。编委会有一个信条:在目标一致基础上达成的共识优于任何情况下的一己之见。这些在非英语类高职教材建设中屡试不爽的成功做法,在高职英语教材建设的过程中也得到了同样的印证。

我们欣喜地看到：由于我们付出的辛勤努力，我们的关于教材建设的上述理念，也正在英语教材建设中显现其非凡魅力。在我们高职一线教师所立足的英语教学实践这个基础之上，由我们自己培育出来的一株幼苗正在茁壮成长。我们现在或许还不能做到足够完美，但是，我们始终坚信：我们会比任何人都更加清楚地知道自己需要什么，只要我们坚定不移地朝着既定目标不懈努力，就一定会越做越好。

我们已经跨越了起跑线。我们绝不会放松前进的脚步。我们正在推出的包括《读写教程》、《听说教程》与《拓展阅读教程》在内的高职英语系列教材——《世纪英语》必将伴随着赞誉的鼓励与批评的鞭策，日臻完善，走向成熟。

耕耘过后，我们期待着在一个有足够创新精神的编委会的土壤里成长出更多更优秀的高职英语教育人才，期待着收获一个更好更切合高职英语教学实际的教材品牌。

新世纪高职教材编委会

2004年6月

# 前言

《世纪英语——听说教程 IV》是新世纪高职教材编委会组编的公共英语类课程规划教材之一。

这是一套完全由高职英语教学一线教师编写的高职英语听说教材。它旨在最大限度地适应高职学生英语基础,缩小高职英语教材与高职英语教学实际的差距。

作为高职一线教师,我们对高职英语课程倡导“学一点,会一点;会一点,用一点”的教学指导思想有着更为深刻的体认。因此,本系列教程从研讨到编写的整个过程,始终注意把握“突出学生主体,尊重个体差异”,“通过感知、体验、实践、参与及合作等方式实现‘任务型’教学理念”的编写思想,按照“学用结合,为用而学”的编写思路,以实现“实用为主,够用为度”的教学目标为主线,遵循“从表达入手、听力跟进”的编写原则,使学生通过本系列教程的训练,能够“说得出口,听得懂”,从而达到调动学生学习兴趣,循序渐进地提高英语交流能力的教学目的。

通过我们的努力,本系列教程突出了以下几个特点:

1. 体例新颖 传统的听说教材往往从最基本的辨音练习开始,之后是听力基本句型及课文,最后才是相应的会话功能练习。本系列教程的体例则坚持从表达入手,按照“学着说——听——表达”的顺序构建教材的框架体系。这是一个“表达优先”的具有创新精神的体例设计,因为会说自然会听,以说为先导,能收到事半功倍之效。

2. 循序渐进 各单元从“开篇图片”,到“导入式对话”,再到“准备听”,所有内容都围绕中心课文展开,为中心课文做准备。在先完成“学着说”、“重点词汇”、“有用句型”等相关训练的铺垫后,再进入中心课文的“开始听”部分。听完之后,学生就会有表达的欲望,这时也就顺其自然地进到了“表达”部分。循序渐进还体现在“测试”模块中:刚开始给出提示性对话,让学生边看边听边填空,然后练习简单对话,再练习稍长些的对话,最后听一些小段落。循序渐进有助于降低学习难度,保持学习兴趣,缓解学习压力。

3. 以学生为中心 本系列教程的各个模块都是由环环相扣的训练或游戏组成的。这些训练都是以学生为中心精心设计的。教师不再是英语课堂中的绝对中心,而是作为学生学习的引导者,课堂教学的组织者。本系列教程力求最大限度地调动学生课堂参与的积极性,以让每个学生得到尽可能充分的训练为目标。“练”是英语课堂教学实现教学效果的关键,“练”是从不会到会的过程,也是实现“任务型学习”与“合作学习”的最基本途径。

4. 强化表达 “表达”是表现学生英语水平的重要方式。一开口,就能基本判断一个人的英语能力。因此,学英语一定要说出来。过去很多人苦学了几年、十几年英语,但能说一口流利英语的人却寥寥无几。本系列教程则力求改变这一状况,重点强化表达训练,在仿真的语境中训练学生张口说的能力。

5. 突出实用性 首先,本系列教程听说材料绝大部分选自英美原文,内容健康,语言规范,贴近学生生活,科学性、知识性、趣味性和实用性都很强,学会了就能用。每个单元以话题为基础设置语言能力,尤其是表达能力的训练,力求为学生提供一个轻松愉快的语言环境。其次,本系列教程既注重素质能力培养,也相应兼顾了A、B级考试的要求。许多人习惯于将应试教育和素质教育对立起来,实际上,素质教育和应试教育并不完全冲突。“学”是途径,“考”是目标。不考虑A、B级考试要求的教材体系是有失偏颇的。

本系列教程分为四册,每册十个单元,本教程每单元八个模块。包括:

1. 开篇图片 每单元开篇有一幅描绘此单元主要话题场景或语言材料的图片。可以让学生通过图片的预览设想将要进行的听说内容,调动学生学习的主观能动性。

2. 导入式对话 包括本单元主要话题场景核心知识点的对话和练习。在紧随其后的对

话训练中,学生可以在范例框架中填入新内容来进行新的对话训练。

3.准备听 包括主要话题场景对话的文化背景介绍、词汇练习和基本句型练习,都是为下一个环节——“开始听”做准备的。

4.开始听 包括布置听力任务、泛听、精听及完成任务的讨论。由于有了前几个模块的铺垫,进行到此模块时,学生们会感到轻松,也易于激发学生学习的积极性。

5.表达 当学生听懂后,就有了表达的欲望。本模块通过设计分组活动,给学生以充分表达的机会。同时还设计了“脱口而出”的有关本话题的范文,供学生背诵。

6.快乐学习 包括有趣的俚语和俗语的学习。俚语和俗语常常能用简单的语句表达丰富的内容,集知识性、趣味性于一体。同时,还有学生们喜欢的歌曲和有趣的故事等。通过这些内容可以调动学生学习兴趣,拓宽知识面。

7.脱口而出说英语 本系列教程借鉴国内外许多先进教学法,每册精选10篇与单元话题相关的短文,供学生“以最清楚、最大声和最快速”的方法加以训练。所选短文既贴近学生生活,又朗朗上口,还包括许多实用地道的句子,通过反复训练,一定会有收获。学习英语就是要苦练,直至脱口而出,只有这样才能真正地掌握好英语;如果只背单词,死抠语法,朗读大段的长篇课文,则往往事倍功半。

8.测试 将学过的内容通过A、B级考试的形式让学生进行自测,有助于学生熟悉考试题型。本系列教程每单元最后一部分是围绕该单元主题的“测试”。题型都是依据A、B级考试设计的,有助于学生“学”“考”结合,互为依托,互为目标。

《世纪英语——听说教程IV》由辽宁工程技术大学职业技术学院冷德军主编,辽宁机电职业技术学院于洪福,大连水产学院职业技术学院尹美娜,抚顺职业技术学院贾荣武任副主编,东北财经大学徐荣博、马妍参与了部分章节的编写。具体编写分工如下:冷德军(Unit 1, Unit 2, Unit 4), 于洪福(Unit 5, Unit 6, Unit 8), 尹美娜(Unit 3, Unit 10), 贾荣武、马妍(Unit 7), 徐荣博(Unit 9)。

本教程在编写过程中参考了大量的国内外有关资料,得到了许多学界前辈、同行及外籍教师的热心帮助和指导,尤其是得到了新西兰籍 Rob Harry 先生、大连海事大学外语系李生禄教授、东北财经大学国际商务外语学院车丽娟教授的全程指导与参与,在此一并致谢。

由于我们对高职公共英语教材建设的尝试刚刚开始,需要有一个不断提高的过程,加之编写时间仓促以及编者水平有限,难免存在错误和不当之处,恳请各相关高职院校在使用本教材的过程中给予关注,并将改进意见及时反馈给我们,以便在下次修订时完善。

所有意见、建议请寄往:gzjy@dutp.cn gzjckfb@163.com

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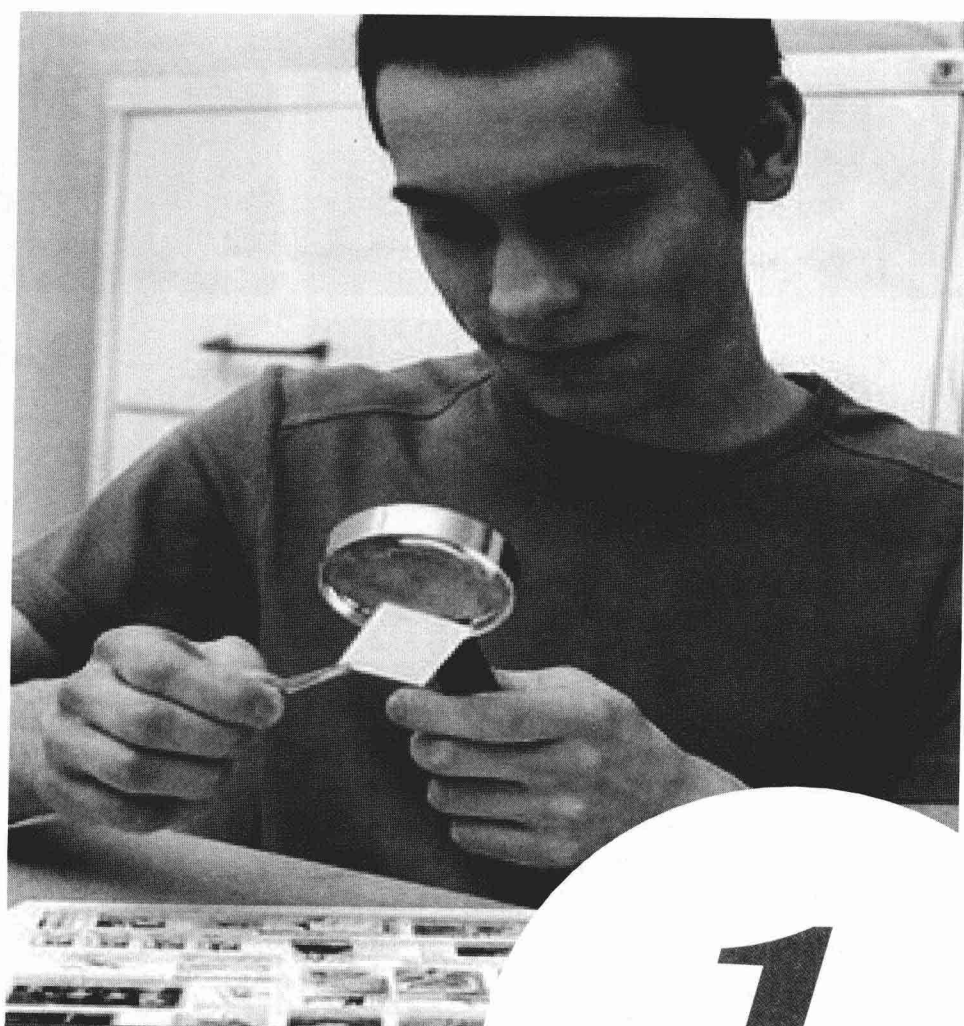
2004年12月



# Contents

Unit	Theme	Title	Useful Expressions
Unit 1 Page1   Page12	Hobby	What's Your Hobby, Please	<ol style="list-style-type: none"> <li>1. My favorite hobby is stamp - collecting.</li> <li>2. How do you spend your weekend?</li> <li>3. What do you usually do in your spare/free/leisure time?</li> <li>4. I spend most of my spare time reading.</li> <li>5. I like dancing; I don't like to dance with Tom.</li> </ol>
Unit 2 Page13   Page24	Drinks	I'd Like a Glass of Draft Beer	<ol style="list-style-type: none"> <li>1. I'd like a glass of draft beer.</li> <li>2. What about you? (How about you?)</li> <li>3. It's my round.</li> <li>4. It's on me.</li> <li>5. My treat today.</li> </ol>
Unit 3 Page25   Page36	Language Learning	How Do You Overcome the Difficulties in Learning English	<ol style="list-style-type: none"> <li>1. What do you mean by that?</li> <li>2. How long have you studied English?</li> <li>3. I spent more time reading passages instead of separate words.</li> <li>4. I began taking a course in oral English.</li> <li>5. The more we practice, the better we become.</li> </ol>
Unit 4 Page37   Page48	Education	Are You Ready For the Examination	<ol style="list-style-type: none"> <li>1. Are you ready for the final examination?</li> <li>2. I have no interest in (I'm not interested in) biology.</li> <li>3. I'm not good at psychology.</li> <li>4. You'd better work harder.</li> </ol>
Unit 5 Page49   Page60	Automobile	Owning a Car	<ol style="list-style-type: none"> <li>1. Why do you choose to travel by car?</li> <li>2. I usually go to work by bike, but in winter I go to work by bus.</li> <li>3. I usually travel by train, because it costs less.</li> <li>4. Are you sure you still like this one?</li> <li>5. Private cars give us a lot of convenience.</li> </ol>


Unit	Theme	Title	Useful Expressions
Unit 6 Page61   Page72	Country Life and City Life	Life	<ol style="list-style-type: none"> <li>1. Country life is peaceful.</li> <li>2. I like country life because the air there is fresh.</li> <li>3. There's more entertainment in the city than in the country.</li> <li>4. In the country you can enjoy the beautiful nature.</li> <li>5. The good thing about cities is that there's so much to enjoy.</li> </ol>
Unit 7 Page73   Page85	At The Airport	Is Air Travel Safe	<ol style="list-style-type: none"> <li>1. I want to fly first class.</li> <li>2. What's the price for a return trip?</li> <li>3. Is this the way to Gate 8?</li> <li>4. Are the flights to Hangzhou non-stop?</li> <li>5. Do you have any direct flights?</li> </ol>
Unit 8 Page87   Page98	An Overseas Student	Impressions of the United States	<ol style="list-style-type: none"> <li>1. I didn't expect to see so many running shoes.</li> <li>2. I also couldn't believe the runners, joggers they call them, all over the place.</li> <li>3. It is difficult to remember my first impressions of the United States.</li> <li>4. People wear running shoes in classes and downtown.</li> <li>5. As a young person, I like the American idea of informality.</li> </ol>
Unit 9 Page99   Page112	Job Interview	I want to apply for the post	<ol style="list-style-type: none"> <li>1. I'm looking for a job. Are there any vacancies?</li> <li>2. I'm interested in the position of sales manager you advertised in yesterday's newspaper.</li> <li>3. I think my training and experience have given me a chance.</li> <li>4. I came in answer for an assistant sales manager.</li> </ol>
Unit 10 Page113   Page125  Page126   Page132	Marriage   Glossary	Wedding Traditions in the U.S.	<ol style="list-style-type: none"> <li>1. We used to talk to each other before we were married.</li> <li>2. Whoever catches the flowers is supposed to be the next bride.</li> <li>3. Different countries have different wedding traditions.</li> <li>4. In America, wedding ceremonies are usually held in churches.</li> </ol>

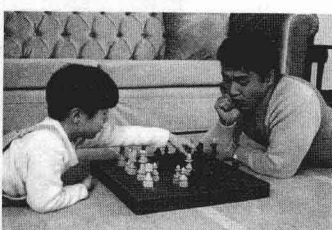
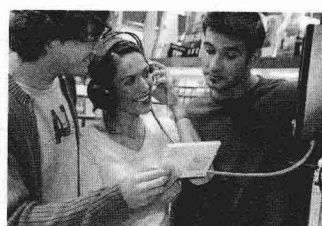
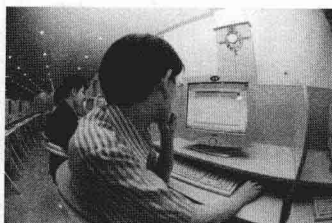


# UNIT 1


Hobby

# 1 Getting Ready


 A. Look at the pictures and answer the following questions.

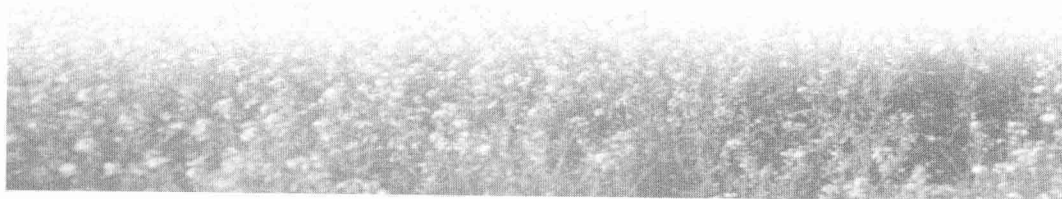


1. What are they doing in the pictures?
2. What's your hobby?

 B. Look at the following new words and phrases on the left and find their meanings on the right.

- |                            |         |
|----------------------------|---------|
| _____ 1. stamp-collecting  | a. 网上聊天 |
| _____ 2. mountain-climbing | b. 听音乐会 |
| _____ 3. play Mahjong      | c. 剪纸   |
| _____ 4. paper-cutting     | d. 集邮   |
| _____ 5. go to concerts    | e. 打麻将  |
| _____ 6. chat on-line      | f. 爬山   |

 C. Listen to the new words and phrases above. Try to remember their meanings while listening.





# 2

# Learning to Talk

## A. Read the conversation and then listen.

Mary: What do you like doing in your spare time?

John: I like stamp-collecting and chatting on-line. My QQ number is 534678234. What about you?

Mary: I don't like chatting on-line too much.

It's really a waste of time. Reading is my hobby. I spend most of my spare time reading.

John: Do you like sports?

Mary: Yes, I like swimming and playing badminton with my classmates.

John: My favorite sports are hiking and mountain-climbing. How do you spend your weekends, then?

Mary: On the weekends, I usually stay in my dormitory reading and listening to some English programs. Sometimes I go to the park with my roommates.

John: Can you tell me how reading benefits you?

Mary: Yes. In my opinion, reading can bring us knowledge. A good book is a good teacher. Why do you like hiking and mountain-climbing?

John: The benefits of hiking and climbing are that one can breathe fresh air and enjoy different scenery.

Mary: Thank you for sharing your points of view with me.



## B. Practice with your partner.

First practice the above conversation with your partner, and then practice again using the words and expressions given in the Getting Ready part.





# 3 Preparing to Listen

## A. Background

### 1. Read the following paragraph.

A hobby is an interesting way of spending your free time. It is an activity you turn to for pleasure; it is not something you have to do. It is more like a friend you choose for yourself. You spend time with your friends because they interest you, and you enjoy their company. A person can have several hobbies during a lifetime.

There are two different types of hobbies. People who like sports and the open air usually prefer an outdoor hobby, bicycling for example. Other people prefer to spend their leisure hours at home pursuing (追求, 从事) an indoor hobby. When people are asked why they have taken up a particular (特定的, 特别的) hobby, they tend to give very different reasons.

In other words, different people like to do different things in their spare time. The list of hobbies is endless. Some hobbies are popular, but while some are unique (独特的, 别具一格的) or unusual to different cultures and people. Some hobbies are costly while others tend to be economical (经济的, 便宜的). There are creative hobbies and hands-on hobbies. There are indoor hobbies as well as outdoor hobbies.



### 2. Work in groups.

Fill in the chart with the names of the students in your group and then write down each student's answers to the questions. When you have finished, select one student to tell the class about your group's answers.

#### EXAMPLE:

*"I know a lot of hobbies such as..."*

Questions	Names			
1) How many hobbies can you name?				
2) What's your favorite hobby?				
3) How do you spend your weekends?				

## B. Vocabulary

1. Fill in the blanks with the words or phrases listed in the box below.

stamp album	by and by	make good use of
relaxed	entertainment	out of date
free time	broaden vision	kill time

- 1) Hobbies can make us \_\_\_\_\_ and bring happiness and pleasure.
- 2) Some knowledge in textbooks is a little bit \_\_\_\_\_.
- 3) In those days we didn't have many forms of \_\_\_\_\_.
- 4) I like stamp-collecting not because I want to \_\_\_\_\_.
- 5) I want to make good use of my \_\_\_\_\_.

2. Work in pairs. List which of the following items are indoor hobbies and which items are outdoor ones. Some items may be on both lists. Compare your lists with your partner's. You may ask as the example.

 EXAMPLE:

*"What are your indoor hobbies?" or "Do you swim indoors or outdoors?"*

swimming	stamp-collecting	playing tennis	watching TV
listening to music	roller-skating	hiking	
skating	surfing on the Internet	skiing	

### Indoor Hobbies

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### Outdoor Hobbies

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## C. Useful expressions

1. My favorite hobby is stamp-collecting.
2. How do you spend your weekend?
3. What do you usually do in your spare/free/leisure time?
4. I spend most of my spare time reading.
5. I like dancing; I don't like to dance with Tom.

## 4

## Listening Tasks

## What's Your Hobby, Please



**A. Read the questions below, keep them in mind and then listen to the passage.**

1. What is the speaker's favorite hobby?
2. When did the speaker begin to collect stamps?
3. Why does the speaker like stamp-collecting?
4. Did people have many entertainments in the past?
5. What's the use of collecting stamps?

**B. Listen carefully again and choose the correct answer.**

1. How many hobbies does the speaker have?  
A. Only one.                      B. A few.                      C. Many.
2. The speaker began to collect stamps \_\_\_\_\_ years ago.  
A. 10                      B. 20                      C. 30
3. The speaker got the hobby of collecting stamps from his \_\_\_\_\_.  
A. father                      B. teacher                      C. friend
4. People had \_\_\_\_\_ forms of entertainment in the past.  
A. many                      B. few                      C. none
5. When the speaker began to collect stamps, he was only \_\_\_\_\_.  
A. 10                      B. 15                      C. 5

**C. Listen to the passage for the third time. Put the following uses of collecting stamps in order from 1 to 8 according to the listening material. Number 1 is the first and number 8 is the last.**

- \_\_\_\_\_ 1 \_\_\_\_\_ make us relaxed
- \_\_\_\_\_ learn how to cherish things
- \_\_\_\_\_ bring happiness and pleasure

\_\_\_\_\_ bring me many friends  
 \_\_\_\_\_ learn a lot of knowledge  
 \_\_\_\_\_ broaden my vision  
 \_\_\_\_\_ learn something new  
 \_\_\_\_\_ 8 \_\_\_\_\_ learn how to enjoy beautiful cultures

## D. Discuss in groups and answer the questions in Step A.


1. What is the speaker's favorite hobby?  
 \_\_\_\_\_
2. When did the speaker begin to collect stamps?  
 \_\_\_\_\_
3. Why does the speaker like stamp-collecting?  
 \_\_\_\_\_
4. Did people have many entertainment in the past?  
 \_\_\_\_\_
5. What's the use of collecting stamps?  
 \_\_\_\_\_



# 5 Expressing Yourself

## A. Practice in groups.

The following hobbies or sports will be written out on separate pieces of paper. The class will be divided into two teams. One person from each team will take turns in acting out the activity written on the piece of paper which the teacher will hand out. In order to win a point, a member of that person's team must correctly say a sentence containing a hobby or sport he or she is acting.

 EXAMPLE: "Running is my favorite hobby."

