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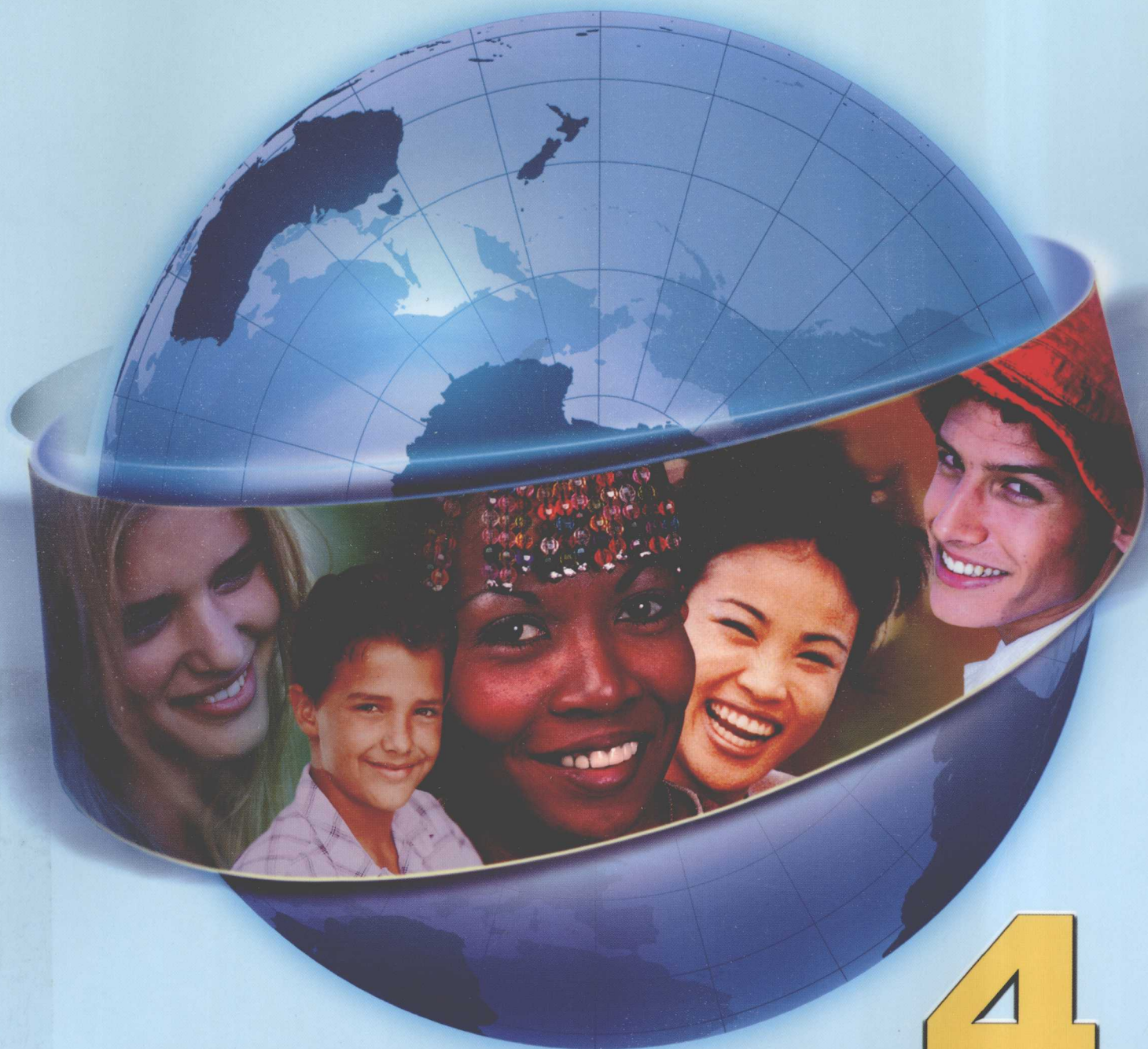
潮流英语

Student's Book

学生用书

Jenny Dooley – Virginia Evans

梅德明 总改编



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《潮流英语》简介

《潮流英语》是一套为初级水平英语学习者量身定制的综合英语教程，旨在系统传授语言知识和文化知识，全面培养学生的“听说读写”交际能力。

《潮流英语》教材通过各种任务型交际活动，循序渐进、逐级而上地训练语言项目，突出外语教学的积极性、整体性和人文性三大特点。

《潮流英语》强调“教学的积极性”，是指教师可以通过呈现学生所熟悉的日常生活的语境来传授新词语和新结构；强调“教学的整体性”是指教师在激发学习者语言分析能力的同时，还可以激发他们整体使用语言的创造性；强调“教学的人文性”是指教师可以根据学生的学习愿望和情感要求，通过设置和完成轻松愉快的学习任务和交际话题来达到习得语言的目的。

《潮流英语》属等级模块式教材，全套教程共含4册，每册由8—9个模块组成，每个模块各含5个单元，每个单元的课时数设计为5节，每节课设计为50分钟。每一模块含有十分丰富的教学内容，除了“词汇”、“阅读”、“语法探索”、“听力”、“会话”、“写作”、“发音”、“日常英语”、“边唱边学”、“游戏”、“学习技巧”等主要学习内容之外，结尾处还设置了“文化角”、“知识拓展”、“自测练习”、“结对活动”等内容。

《潮流英语》作为一套体系完整的英语教程，除了“学生用书”之外，还包含有“教师用书”、“练习与语法手册”、“测试手册”、“录音磁带”、“录音CD”和“多媒体光盘”等。

《潮流英语》适合不同类型学习风格的学生，教师可以根据学生“视觉型”、“听觉型”或“动作型”的不同学习风格，适时调整教学内容和教学方法。

《潮流英语》关注教学评估，本教程的使用者可以根据教学目标、任务和对象等因素，决定是否采用“先期性评估”、“形成性评估”或“累积性评估”等教学效果评价方法，并通过积极使用“学生自评报告表”、“学习进展报告卡”和“学生评价单”及时了解和改进教学效果。

梅德明

上海外国语大学英语学院

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Lifestyles 生活方式

◆ **Look at Module 1**

Find the page numbers for pictures 1-4.

◆ **Find the page number(s) for**

- an interview
- an advert for a clothes shop
- a questionnaire
- an advertisement for a camp

◆ **Listen, read and talk about ...**

- fashion
- free-time activities
- what you are hooked on
- family relationships & values
- how to keep your neighbourhood clean and green

◆ **Learn how to ...**

- express likes/dislikes
- make suggestions
- state preferences

◆ **Practise ...**

- present simple/present continuous
- relative pronouns/adverbs
- defining and non-defining relative clauses
- stative verbs
- adverbs
- phrasal verbs with *turn*
- forming adjectives

◆ **Write ...**

- a paragraph about what your partner likes wearing
- an interview about what your partner likes/dislikes
- a dialogue deciding what to do at the weekend
- an article describing a person who inspires you
- a letter to a friend about what you do to keep your neighbourhood clean and green

Culture Corner: Teenage Cool Spots

Curricular Cuts: (Citizenship) Peer Pressure

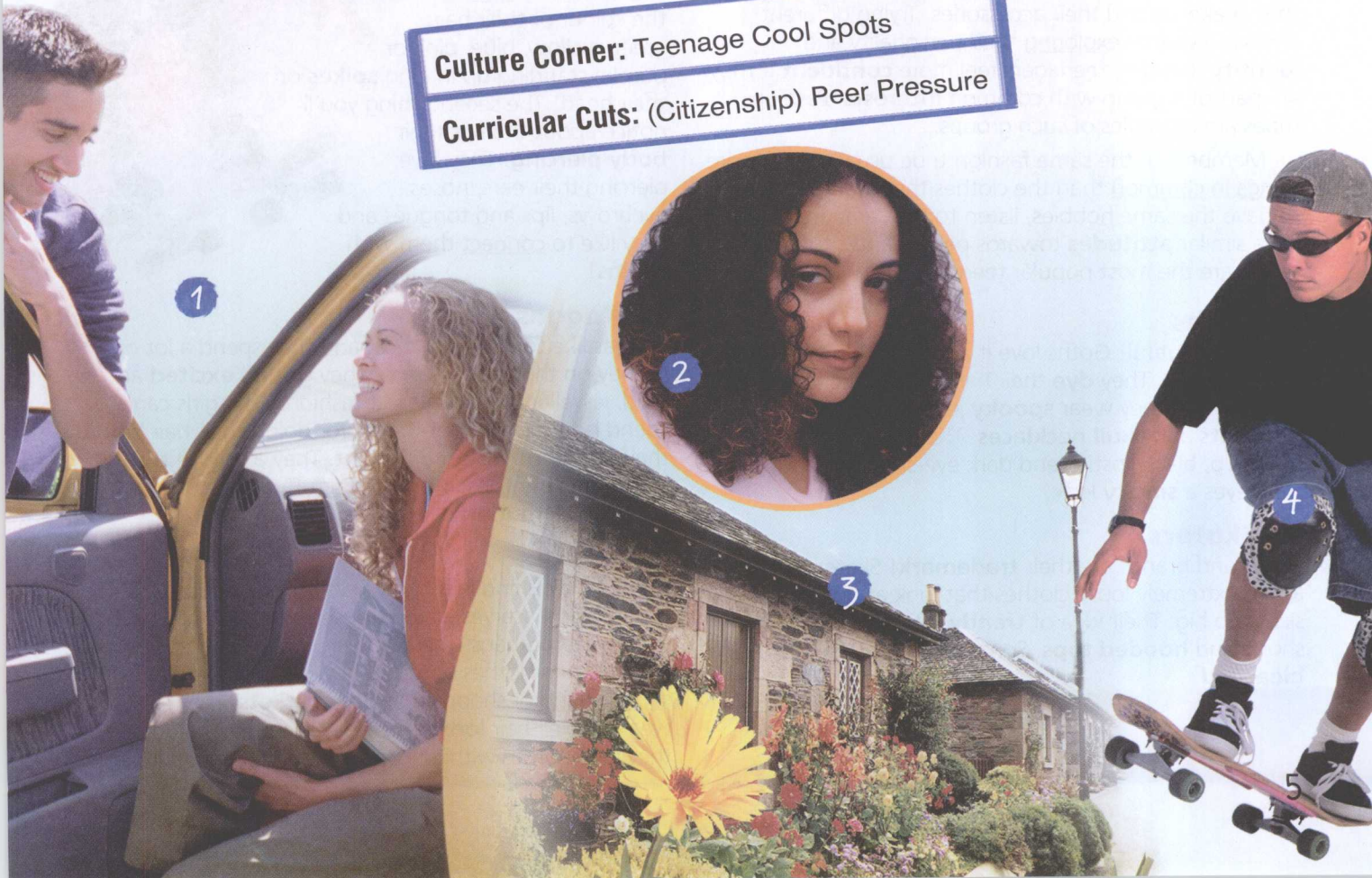
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1 My style 我的风格

Reading

1 a) Use these words and phrases and describe the pictures: *black lipstick & pale make-up, dressed in black, spooky jewellery, loose clothes, spiky hair, pierced ears, chains, wear hair loose, colourful patterns, scarf, cap.*

b) Look at the subheadings (A-E) and match them to the pictures (1-5). Listen, read and check.

teen FASHION TRIBES

Are you one of those people who believe that Gothic is just an architectural style? Then it's time for you to learn more about teen fashion tribes!

All around the world, teenagers love to **express** themselves with the clothes they wear, their hairstyles, their make-up and their accessories. Trying different styles is a way of **exploring** their personality and **identity**. Besides, teenagers feel more **confident** if they are part of a group with common **interests**. Fashion tribes are examples of such groups.

Members of the same fashion tribe usually **have** more things in common than the clothes they wear. They tend to have the same hobbies, listen to the same music and have similar **attitudes** towards people and situations. So which are the most popular teen tribes?

A. Goths

Black is beautiful! Goths love it and they think it's cool to dress in black. They **dye** their hair black if their parents **allow** it and they wear **spooky** jewellery, such as **bat bracelets** and **skull necklaces**. The girls wear **pale** make-up, black lipstick and dark eye-shadow that gives their eyes a **smoky** look.

B. Skaters

Logos and brands are their **trademark**! Skaters also **adore** extremely loose clothes that look as if they are two sizes too big. Their idea of **trendy** is **baggy** trousers or shorts and **hooded tops**. Some of them have their hair **bleached**.

C. Punks

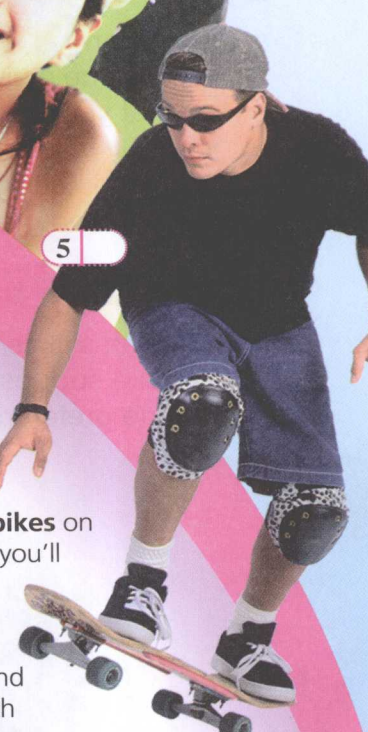
You can easily **spot** them by the colour of their hair: green, yellow, blue, pink or purple, standing up in long **spikes** on their head! The second thing you'll notice about them is their **body piercing**. They love piercing their ears, noses, eyebrows, lips and tongues and they like to **connect** them with **chains**!

D. Raggas

Raggas like to look their best and they spend a lot of money on their appearance. They **get all excited** about gold, jewellery and the latest fashions. The girls can spend hours in front of the mirror doing their hair before they go out on a Saturday night. They also love **tight** jeans and **tiny** tops. They hate **scruffy** clothes and they always look **modern**.

E. Hippies

What can you find in a hippy's wardrobe? **Beads**, **headbands**, scarves, flared trousers, sandals and **embroidered** bags. These flower-power teens spend very little on their clothes because they like buying them **second-hand** or shopping at **flea markets**. They like wearing their hair **loose**. They hate heavy make-up and they love clothes with embroidery and colourful **patterns**.



2 Read the text again. Which fashion tribe(s) ...

- 1 like expensive clothes and accessories?
- 2 choose clothes that are not their size?
- 3 wear clothes of only one colour?
- 4 don't spend a lot on clothes?
- 5 change the colour of their hair?
- 6 wear jewellery?

3 Match the underlined words in the text to their synonyms: link, examining, recognise, love, not tight, dirty or untidy, sharing the same characteristics/interests, used.

4 a) Explain these phrases. Use them in sentences of your own.

- in fashion • fashion tribes • fashion victim
- the latest fashion • old-fashioned • out of fashion

b) Explain the words in bold, then choose three and mime or draw their meanings.

5 In groups, tell each other five things you remember from the text.

Vocabulary

Fashion

6 Work in groups. Read the text again and complete the mind map. Check with another group.



7 Match the adjectives to their opposites. Use them to find out what clothes, accessories, shoes your partner likes to wear.

- | | | | |
|--------------|---------------|---------|----------------|
| expensive | long | trendy | baggy |
| comfortable | second-hand | scruffy | colourful |
| flat (shoes) | uncomfortable | plain | classy |
| brand new | cheap | tight | patterned |
| short (hair) | high-heeled | dull | out of fashion |

A: Do you like to wear expensive accessories?

B: Yes, I prefer expensive accessories, but I can only afford cheap ones.

Listening

8 Listen and complete the missing information.

Speaking

9 Work in groups of six. One of you works for a local radio station, and each of the others represents a different teen fashion tribe. Use the text to act out a radio interview for a programme about teen fashion.

10 Think of ten new words you have learnt in this lesson. Close your books and tell a partner. Then, describe the five fashion tribes.


Writing

11 In pairs, ask and answer questions about the clothes you each like wearing.

- What are your favourite clothes/shoes/accessories?
- Do you wear designer labels?
- What do you usually wear at school, at home, at a party, at the beach, while on holiday?


Use your partner's answers to write a paragraph about him/her.

2 What are you hooked on? 你对什么着迷?

- 1  Listen and read the song. What is the singer hooked on? What are you hooked on?

I'm hooked on music, it's magical stuff
I sing and I dance and I can't get enough
Music is powerful, music is strong
So let's play a tune and we'll all sing along.

Reading

- 2  Read the text and choose the correct word for each space. Listen and check.
- 3 Explain the words in bold. Mime or draw their meanings, then answer the questions in the text about yourself. Have you got the same likes/dislikes as Amy?

What do you want to change about yourself?

Well, my hair, which is too curly, really annoys me. I'd like to **5)** straight hair!

What's your favourite place?

The park **6)** my house, where I go to relax, is my favourite place! My neighbourhood is very beautiful and it's getting **7)** all the time because they are planting more trees and flowers.

What clothes do you like?

I don't **8)** high street fashions. Casual clothes, which I can **9)** everywhere, are more my thing.

What pets do you have?

I have a dog that I absolutely adore. They say dogs are very loyal and Rex certainly is. He's ten years old and he's a Blue Heeler. He's barking right now. Can you hear him? I'm taking him for his walk soon.

Have you got any other interests?

I do **10)** work with **elderly people**. I do **stuff** like walk their dogs, do their shopping, and **mow** their lawns. It's a great feeling when you help people.



What are your favourite/least favourite school subjects?

Subjects like History and Drama, **1)** are all about other people, are my favourite. I can't **2)** Maths – maybe because I have it first thing on Monday mornings when I'm usually **half asleep!**

What's your favourite book/TV programme/song?

I love *Jane Eyre* by Charlotte Brontë, because I like books which are about **ordinary** people. Jane Austen is my favourite writer because all her stories end on a happy note. I know it's silly, but that's me. At the moment I'm reading *Pride and Prejudice*. I also enjoy TV programmes about people **3)** lives have changed the world, while my favourite song is *Nemo* by Nightwish.

Who is the person you admire the most?

My mum, who's also my **4)** friend, is definitely the person I admire the most. She is a doctor and she has a very **busy schedule**, but we always find time for each other. We usually go for a walk together in the evenings or relax in front of the TV and talk about our day.

- | | | | | |
|----|--------------|-----------|------------|----------|
| 1 | A whose | B which | C who | D where |
| 2 | A help | B keep | C stand | D like |
| 3 | A whose | B which | C who | D where |
| 4 | A top | B better | C most | D best |
| 5 | A has | B had | C having | D have |
| 6 | A front | B at | C next | D near |
| 7 | A more green | B greener | C greenest | D green |
| 8 | A liking | B liked | C like | D likes |
| 9 | A wear | B put | C have | D dress |
| 10 | A volunteer | B free | C help | D assist |

Exploring Grammar

Grammar Reference

Present simple – present continuous

- 4 Look at the text. In groups, find examples of: *permanent states, general truths, habits/routines, temporary situations, fixed arrangements in the near future, actions happening now, changing situations.*
- 5 Put the verbs in brackets into the present simple or present continuous.
- A: (you/do) anything tonight?
B: I (have) dinner with Mary.
 - A: How (your dad/earn) his living?
B: He (work) at Green School. He (teach) Maths.
 - A: When (the play/start)?
B: At 6:00, so we (meet) at 5:30.
 - A: How long (it/take) you to get to work?
B: Half an hour by bus, but tomorrow Ian (give) me a lift to work.
 - A: When (you/play) tennis?
B: Every afternoon, but today it (rain).
 - A: Hurry up! We (wait) for you.
B: OK. I (come)!

Stative verbs

- 6 Read the theory in the Grammar Reference section. Then put the verbs in the correct tense. Explain the differences in meaning.
- A: I can't make it tonight. I (see) an old friend of mine.
B: I (see). Then, can we meet tomorrow?
 - A: Why (you/smell) the cheese?
B: It (smell) a bit strange.
 - A: Ann (look) for a bigger flat.
B: Yes, it (look) as if she's going to move soon.
 - A: (you/have) the phone number of a good doctor?
B: Why? (you/have) a problem?
 - A: How (she/enjoy) her holiday?
B: She (have) the best time ever.
 - A: Why (you/taste) the soup?
B: I think it (taste) a little salty.

- 7 In two minutes, make as many true sentences about yourself as possible. Use the *present simple* or *present continuous*.

Defining – non-defining relative clauses

- 8 a) Read the theory in the Grammar Reference section. Look at the examples and underline the relative clauses. Answer the questions.
- Mrs Smith, who lives next door, is my son's teacher.*
 - People who/that don't eat meat are called vegetarians.*
- Which is a defining relative clause?
 - Which is a non-defining relative clause?
 - Which relative clause can't be omitted because its meaning is essential to the main clause?
 - Which relative clause can be omitted without changing the meaning of the main clause?
 - Which relative pronoun is used: *to refer to people, things and animals?* *to express possession?* Give examples.
 - Which relative adverb is used: *to refer to a time?* *a place?* *to give a reason?* Give examples.

b) In pairs, find all the relative clauses in the article on p. 8. Which are defining? Which are non-defining? Give reasons.

c) Fill in the correct *relative pronoun/adverb*. Which relative clauses are defining/non-defining? Which must be put between commas?

- People drive carelessly must be punished.
- Cycling is my favourite sport is very good exercise.
- The boy sits next to you is my cousin.
- The woman lives next door is friendly.
- 2005 was the year she got married.
- That's the box we keep the magazines.
- My friend name is Rosa is from Spain.

Speaking

- 9 Use the questions in the article to interview your partner. Take notes. Tell the class.

Writing

- 10 Use your notes in Ex. 9 to write your partner's interview. Use the interview in Ex. 2 as a model.

3 Free-time fun 闲暇乐趣

WEEKEND FUN

HOBBIES

- do gardening
- make models
- DIY (do-it-yourself)
- go butterfly watching
- have yoga classes
- read books

ACTIVITIES

- go rock climbing/for a walk/out for dinner/for a ride/clubbing/skiing/dancing/skateboarding/shopping
- chat on the phone
- watch a film
- have a coffee
- surf the Net

ADJECTIVES/FEELINGS

- exciting
- fantastic
- fun
- great

PLACES

- coffee shop
- arcade
- shopping mall
- theme park
- cinema
- home

Study Skills

Using mind maps

Make mind maps with words/phrases. This helps you organise the information and remember it when you need to.

Vocabulary

Weekend activities

- 1** Look at the mind map above. In two minutes, add as many words/phrases as possible. Compare your answers with your partner's. Use the phrases to talk about your weekend activities.

My weekend is always fun. I usually go to the arcade with my friends and play electronic games. It's really exciting.

- 2** In pairs, use the language box and the ideas in the mind map to talk about your interests.

Asking about likes/dislikes

- How do you like ...?
- Do you like ...?
- What's your favourite ...?
- Do you enjoy ...?

Expressing likes/dislikes

- | | | |
|---------------------------|---------------------------------------|---------------------|
| 😊 | 😐 | 😞 |
| • I adore/I'm keen on ... | • I quite like ... (but I prefer ...) | • I don't like ... |
| • I enjoy/like/love ... | • I don't mind ... (but I prefer ...) | • I hate ... |
| | | • I can't stand ... |

- A: Do you like reading books?
B: I quite like it. What about you?

- 3** a) Read the sentences A-F. What do you think the dialogue is about?

- A Shall we ask Rick and Susan to come along too?
- B I haven't got any plans yet.
- C Oh, I have a German lesson from 8 to 10.
- D How about going to the Lake District? It's lovely there at this time of year.
- E When are you leaving?
- F That sounds like fun. Where are you planning to go?

- b) Complete the dialogue with the correct sentences (A-F). Listen and check.

Penny: What are you going to do at the weekend, Tony?

Tony: 0) *I haven't got any plans yet.*

Penny: Well, Mark and I are going camping. Do you fancy coming along?

Tony: 1)

Penny: There's a great new campsite open at Morecambe. If the weather's good, we're going there.

Tony: 2)

Penny: That's a great idea. Let's go there.

Tony: 3)

Penny: Why not? The more the merrier!

Tony: 4)

Penny: Saturday morning, around 8 o'clock.

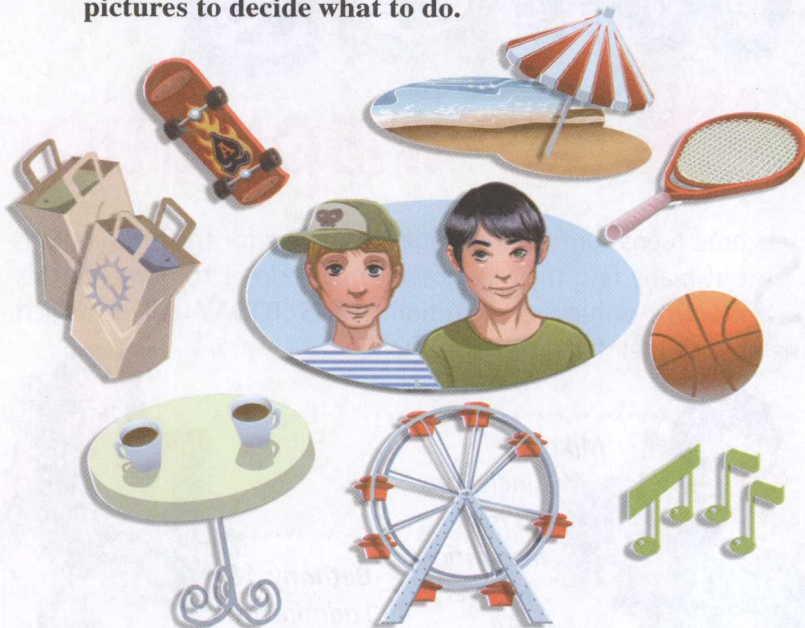
Tony: 5)

Penny: That's OK. We can leave after that. The Lakes aren't very far away.

Everyday English

Suggesting & stating preferences

- 4 Work in pairs. A friend of yours is planning to spend the weekend with you. Use the language box and the pictures to decide what to do.



Suggesting

- Would you like to ...?
- Why don't we ...?
- Let's ... / Shall we ...?
- How about ...?
- I think we can ...

Stating Preferences

- I'd rather (+ bare infinitive) ...
How does that sound?
- Well, I'd prefer to ... What about you?
- That's an excellent idea. We could also ...
- Sounds OK to me. We could ...

A: *Would you like to go to the beach?*

B: *Well, I'd prefer to go to a concert. What do you think?*

A: *I'd ... How about ...?*

Listening

- 5 a) Listen and repeat. The following sentences are from a dialogue between a girl and the Summer Fun Camp secretary. What is the dialogue about?

- How can I help you?
- Can you tell me what's on near the end of August?
- How much does that cost?
- That sounds interesting.
- How can I take part?
- Well, what about the DJ course?
- That's just what I'm looking for.
- Thanks for all your help.
- You're welcome.

- b) In pairs, look at the leaflet. What kind of information is missing? Listen and complete the leaflet.

SUMMER FUN CAMP

Circus Skills Course:

from 16th to 30th 1)

Age: 11-16-year-olds

Cost: £3.50 per 2)

Contact: Brian Stains
(01242 347 289)

Arts and Crafts:

from 23rd to 30th August

Age: 8-3)-year-olds

Cost: £1 per day

Contact: Lucy 4)
01242 934 542

DJ Course:

from 24th to 30th August

Age: 13-18-year-olds

Cost: £2 per day

Contact: James Lambert
01242 5)

Speaking

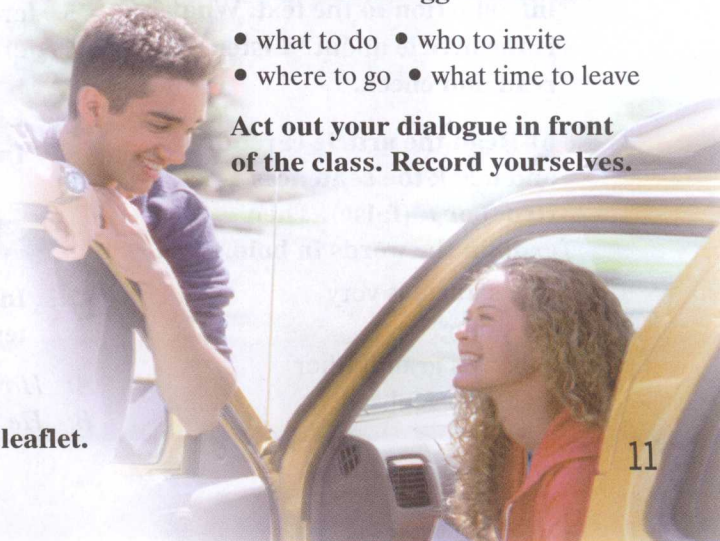
- 6 In pairs, take turns calling the Summer Fun Camp to ask about which activities are on offer this summer. Use the sentences in Ex. 5.

Writing

- 7 Work in pairs. You are discussing what to do this weekend. Write a dialogue similar to the one in Ex. 3. Make suggestions for:

- what to do
- who to invite
- where to go
- what time to leave

Act out your dialogue in front of the class. Record yourselves.



4 Family bonds 家庭纽带

Vocabulary

Family values

- 1 Which of the following are true about you and your family? Tell your partner.
- we spend a lot of time together
 - we help each other
 - we are close to each other
 - we don't communicate
 - I can express myself freely
 - we share secrets
 - we put pressure on each other
 - we are able to cope with stress
 - we work together to solve problems
 - they help me believe in myself
 - we have a lot of rules
 - we make decisions together
 - we criticise each other

I really like spending time with my family. I also like the fact that we are close to each other.

- 2 How would you describe your family? Tell your partner. Give reasons.

- close • funny • strict
- supportive • warm

We're very close to each other. We share our secrets and we work together to solve our problems.

Reading

- 3 a) Read the title and the introduction to the text. What is the article about? Listen, read and check.

b) Read the article carefully and mark the sentences 1-6 **T** (true) or **F** (false). Then explain the words in bold.

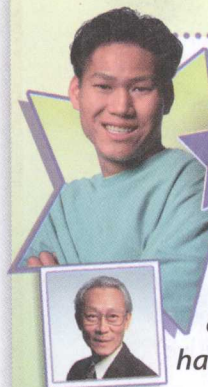
- 1 Mike's uncle is very easy-going.
- 2 Bethany's grandfather makes her feel sad.

Who's



YOUR inspiration

Some teens turn to pop singers or actors for their inspiration, but many find their inspiration much closer to home. In this month's writing competition **TEENS TODAY** tell us which member of their family inspires them.



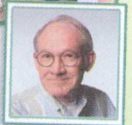
Mike, 16

4th My uncle Tony is my inspiration. He's very successful because he's very determined and hardworking.



3rd

Bethany, 18 I admire my grandfather. He makes me laugh when I'm feeling sad and tells me to enjoy my life. We are very close and we share secrets.



Cindy, 15

2nd My inspiration is my mum. Sometimes we **fight and argue**, but I know she only wants **the best** for me. She's always there for me.



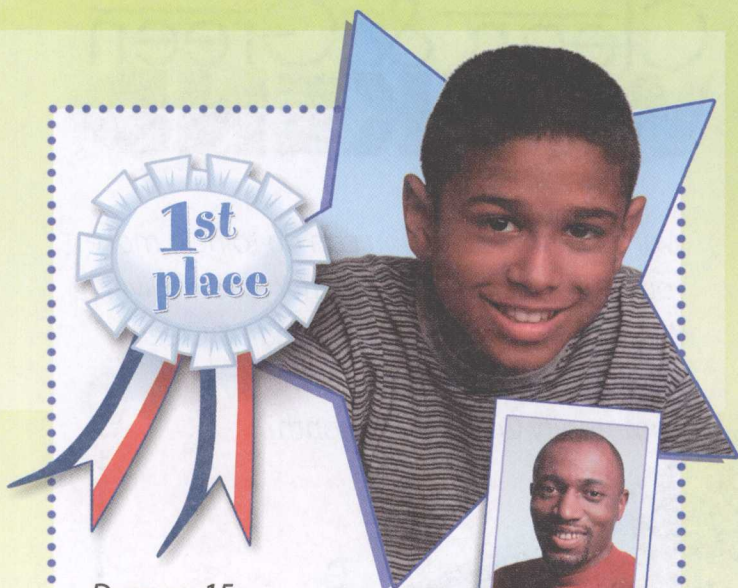
- 3 Cindy doesn't always get on well with her mother.
- 4 Duncan doesn't often see his cousin.
- 5 Jerome is married.
- 6 Jerome is hardworking.

- 4 List the adjectives in the text which describe character. In pairs, suggest synonyms. Use your dictionaries.

Speaking

- 5 In pairs, ask and answer questions about the people in the text.

A: How old is Mike?
B: He's 16.



Duncan, 15

I really admire my cousin, Jerome. He's older than me, but he's lots of fun to be with. He's **easy-going** and **friendly** and we always have a great time together. He lives in the same town and he often visits our house with his wife, Salina, and their baby daughter, Naomi.

Jerome works really hard for his family and he's a very **responsible** person. He says that family **comes first** and I feel I can always **turn to** him when I've got a problem. He tries to help me with my homework, too, but he's not very good at Maths!

Jerome is my inspiration because he never puts pressure on me and he lets me express myself freely. He's not perfect, but I'm proud to know him. Jerome believes I can do anything in my life and he helps me believe in myself.

Word formation (adjectives)

6 Read the theory box. Fill in the correct form of the words in brackets (1-5).

- Common endings for **adjectives formed from nouns** are: **-ful** (joy-joyful), **-ous** (danger-dangerous), **-ish** (self-selfish), **-y** (dirt-dirty), **-al** (education-educational), **-able** (peace-peaceable)
- Common endings for **adjectives formed from verbs** are: **-ive** (impress-impressive), **-ative** (inform-informative), **-able** (depend-dependable)

- 1 Tony is a (success) lawyer.
- 2 He exercises a lot so he is (health).
- 3 His ideas are always (origin).

- 4 My aunt is a very (attract) woman.
- 5 Anna is very (fashion). She always keeps up with the latest trends.

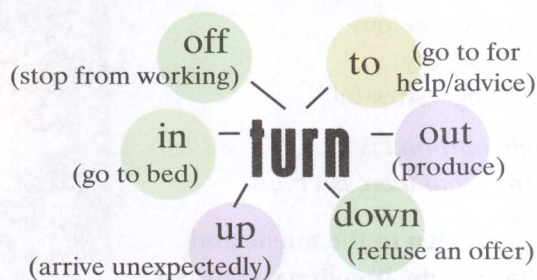
Words often confused

7 Choose the correct word. Make a sentence with the incorrect one.

- 1 He is so **sensitive/sensible** to criticism.
- 2 She feels **nervous/hurt** about the exam next week.
- 3 He's a very **quiet/quite** person.
- 4 She is very **sympathetic/kind** to the problems of her students.
- 5 They are **hard/hardly** workers.

Phrasal verbs

8 Look at the spidergram. Use the phrasal verbs to complete the sentences.



- 1 I my parents when I'm in trouble.
- 2 The film was over when she finally
- 3 Can you please the air conditioning?
- 4 She his marriage proposal.
- 5 I'm very tired. I'd better
- 6 The factory 400 bicycles a day.

Writing (a descriptive article)

9 Read and underline the key words. Answer the questions in the plan. Write your article.

A teen magazine has asked its readers to send in articles about the person who inspires them. Describe his/her appearance and character, and explain why you admire him/her. Write your article (100-120 words).

PLAN

Introduction (Para 1)

Who inspires you? What does he/she look like?

Main Body (Para 2)

As a character, what is he/she like? What do you do together?

Conclusion (Para 3)

Why do you admire him/her?



绿色意识


Vocabulary

Neighbourhoods

- 1 Which adjectives best describe your neighbourhood? What is it like? Think about: *shops, parks, houses, transportation system, streets, car parks, playgrounds, sports centres, bus stops.*

quiet & peaceful ≠ noisy
 modern ≠ old-fashioned
 unusual ≠ ordinary
 safe ≠ dangerous
 clean ≠ dirty
 relaxing ≠ stressful

My neighbourhood is ...
 There are ... but there isn't ...

- 2  Listen to the music and the sounds. Imagine you are in your neighbourhood in the afternoon. What is happening? Use the words/phrases below as well as those in Ex. 1 to describe the scene.

- walk • wait at the bus stop • shout
- children play • mow the lawn
- water the plants • dog bark
- do the shopping • sit on the balcony

My neighbourhood is quiet at this time.
 Some children are playing in the street ...

Reading

- 3 Read the title and the introduction. What is the text about?

Study Skills

Completing a gapped text

Read the title and the text quickly to get the gist. Read again, focusing on the words before and after each gap. Look at the four options and choose the word that fits best. Read the completed text again to make sure it makes sense.


Clean & Green WEEKEND

Want to know what you can do to help make your **neighbourhood** a better place to live? Why not **1)** part in the "Clean & Green Weekend" organised by the Fiveways Community Centre next month?



- 4 a) Read the text and choose the correct word for each space. Compare answers with a partner.

- | | | | |
|-----------|---------|----------|----------|
| 1 A have | B be | C act | D take |
| 2 A which | B who | C who's | D whose |
| 3 A sharp | B exact | C clock | D time |
| 4 A from | B in | C to | D of |
| 5 A what | B that | C which | D it |
| 6 A know | B have | C bring | D of |
| 7 A leave | B let | C drop | D carry |
| 8 A take | B make | C get | D be |
| 9 A way | B means | C manner | D method |
| 10 A do | B form | C add | D make |

-  b) Listen and check. Explain the words in bold.

Prepositions

- 5 Fill in: *with, of, at, in, to*. Check in your dictionaries. Make sentences using the phrases.

- 1 He's afraid spiders. 2 They were amazed the view. 3 He was angry Pat. 4 She's ashamed her son's manners. 5 I'm bad Maths. 6 They arrived the village an hour ago. 7 Do you believe ghosts? 8 This book belongs John.