

第三版
THIRD
EDITION

NEW COLLEGE ENGLISH

新编大学英语

浙江大学 编著

3

视听说教程 教师用书

VIEW • LISTEN • SPEAK TEACHER'S BOOK



外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS
北京 BEIJING

图书在版编目(CIP)数据

新编大学英语(第三版)视听说教程教师用书. 3/ 何莲珍主编; 浙江大学编著; 方富民等编. — 3版. — 北京: 外语教学与研究出版社, 2012. 10
ISBN 978-7-5135-2515-2

I. ①新… II. ①何… ②浙… ③方… III. ①英语—听说教学—高等学校—教学参考资料
IV. ①H319.9

中国版本图书馆 CIP 数据核字 (2012) 第 255715 号

出 版 人: 蔡剑峰

项目负责: 赵春梅

责任编辑: 牛亚敏

装帧设计: 郭 子

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: 北京京科印刷有限公司

开 本: 850×1168 1/16

印 张: 19

版 次: 2012 年 11 月第 3 版 2012 年 11 月第 1 次印刷

书 号: ISBN 978-7-5135-2515-2

定 价: 49.90 元

* * *

购书咨询: (010)88819929 电子邮箱: club@fltrp.com

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物料号: 225150001

前言

《新编大学英语》（第一版）首次将“以学生为中心”的主题教学模式引入大学英语课堂，自1999年出版以来，在全国范围内广泛使用，受到普遍好评。

2004年，我们以教育部大学英语教学改革精神为指导，依据新的社会需求与高校的教学发展，开发了《新编大学英语》（第二版），完善了教材结构，充实了教材内容，实现了教材的立体化建设。

随着时代的进步与社会的发展，以及外语教学理论的不断更新与高校教学改革的不断深入，我们在前两版教材的基础上又一次对教材进行了全面的修订和完善，开发了《新编大学英语》（第三版），以满足新形势下大学英语教学的需要以及新时期国家人才培养的需求。

教材特色

《新编大学英语》（第三版）延续前两版的特色与优势，在总体框架基本不变的情况下，从语言材料的筛选、级别的设置、练习和活动的设计等方面进行完善，更体现时代性，更贴近当前大学英语教学情况，更突出对思维能力及文化交流与传播能力的培养。

教学理念突出，特点鲜明：继续采用“以学生为中心”的主题教学模式，并随着教学的发展不断丰富和创新这一理念：

- 关注学生的学习信念、条件、兴趣和策略，强调教与学的互动性以及课堂教学与自主学习的结合。
- 提倡接近真实语境、贴近学生学习生活的语言教学，使学生能充分参与语言学习。
- 实现各分册相应单元围绕同一主题，彼此呼应，相辅相成，从不同侧面展开语言训练及实践，培养语言综合应用能力。

选篇语言精良，内涵丰富：选篇主题广泛，题材丰富，语言规范，兼具时代特色与人文内涵，引导学生观察世界，深入思考，寓文化素养的熏陶于语言能力训练之中，帮助学生提高双向的文化理解与沟通能力。

活动设计灵活，启发思考：结合主题与课文，设计符合学生兴趣特点及知识情感的练习与活动，形式灵活，趣味性强，激发学生的智慧与参与精神，实现从语言知识到语言能力的转化。

难易设置合理，循序渐进：调整后的教材级别与难易度更加符合目前大学英语教学的实际情况，选篇与练习整体难易适度，循序渐进。

提供立体化的教学资源：同步提供课本、光盘、网络课程等学习资源，为学生创造个性化、自主化的学习环境，为教师提供全面便捷的教学资源与教学管理平台。

教材体系

《新编大学英语》(第三版)针对大学英语“一般要求”进行设计,包含1—4级,供两个学年使用。每一级别由以下分册构成:《综合教程》(配教师用书)、《视听说教程》(配教师用书)和《快速阅读》。与教材配套的还有学习光盘、教学光盘、网络教学管理平台、配套测试题等教学资源,全面辅助学生自学及教师教学。

教材	级别	配套资源				
综合教程	1—4级	教师用书	MP3光盘	助教课件	配套测试题	网络教学管理平台
视听说教程	1—4级	教师用书	DVD-ROM光盘			
快速阅读	1—4级					

分册介绍

《综合教程》

围绕与校园、社会生活相关的主题,选取思想性强、语言精良的文章,展开读、写、说、译技能的综合训练,注重教学双方的互动性,强调语言技能的融会贯通以及语言应用能力与文化素养的综合培养。

每册10个单元,每单元分为四个板块:

Preparation: 形式多样的课前活动,便于教师展开课堂教学,激发学生学习兴趣。

Reading-Centered Activities: 围绕主题提供两篇不同角度的阅读文章,配有详细的词汇释义、丰富的例句及多样的读、写、说、译练习。

Further Development: 巩固词汇及语法等相关知识,并通过丰富多样的扩展活动帮助学生学以致用,提高语言综合应用能力,拓宽视野,提高能力。

Translation and Writing: 包含翻译技巧讲解、翻译实践和写作三个部分,互为补充,相辅相成。

《综合教程教师用书》

针对单元话题提供相关文化背景的介绍,帮助教师拓宽教学内容。就文章的语言、词汇难点进行详细讲解,为学生扫清阅读障碍。提供客观题的全部答案以及课内和课外阅读文章的参考译文。针对主观题及作文提供不同视角的参考答案,便于教师开阔学生思路、展开课堂活动。此外,书中还提供了额外的课堂活动,供教师根据教学对象选择使用。附录中的作文评分原则和方法便于教师进行作文教学和评估。

《视听说教程》

通过鲜活生动的原版视频、专门拍摄的录像短剧、内容丰富的听力材料以及多层次的口语活动,从不同角度帮助学生提高听说技能,培养交际能力。

每册10个单元,每单元分为四个板块:

Listening, Understanding and Speaking: 提供结合主题的听力练习,训练听力技能,并展开相关口语活动。

Viewing, Understanding and Speaking: 围绕录像短剧展开听说训练, 培养学生有效理解、捕捉重要信息点、进行有效得体交流的能力。

Video Appreciation and Singing for Fun: 通过形式多样、内容生动的原版视频为学生提供真实的语境和鲜活的语言, 并展开相应的听说活动。相关主题的英文歌曲帮助活跃课堂气氛, 展现英语魅力。

Further Speaking and Listening: 综合性的口语活动着重培养学生积极思考、表达观点的语言应用能力; 扩展性听力训练为学生自主学习提供更多资源。

《视听说教程教师用书》

提供全部听力、视频材料的脚本和练习答案。针对口语活动提供不同角度的参考答案。补充词汇注释和例句, 供教师选择使用。此外, 对各类课堂活动提供有针对性的教学建议和指导, 辅助教师更好地展开课堂活动, 发挥教材特色。

《快速阅读》

通过有针对性的系统训练, 帮助学生掌握重要阅读技能, 培养良好阅读习惯, 提高阅读效率。

每册分为两大部分:

快速阅读常用技能: 系统介绍快速阅读九项常用技能, 内容深入浅出, 易于掌握。

快速阅读综合技能训练:

- 选篇主题与主教材呼应, 在题材、长度、难易递进方面充分体现快速阅读的特点。
- 练习形式丰富多样, 既注重寻读、略读、猜词悟意、写摘要等快速阅读基本技能训练, 又与大学英语四、六级考试快速阅读题型相结合。

《新编大学英语》网络教学管理平台

《新编大学英语》网络教学管理平台集教学资源、测试资源以及教学管理等功能于一体, 提供自主学习、教学管理、教学资源、评估测试、服务支持等板块, 功能完善, 操作方便, 充分体现交互式、个性化、自主化学习的理念。

网络教学管理平台为学生提供与教材主题紧密相关的自主学习内容及经典电影片段、英文歌曲、阅读素材等丰富的拓展资源, 并为学生提供在线自主学习提供各种学习工具, 充分发挥在线课程交互式、自主化的优势, 使英语学习成为个性化的愉悦体验。

同时, 网络教学管理平台为教师提供全面便捷的教学管理功能, 方便教师对学生的学习进程进行设置、监督, 并对学习成果进行有效评估。教师还可借助平台与学生进行交流答疑, 在线布置与批改作业等。

编写团队

《新编大学英语》(第三版)系列教程由应惠兰任总主编。

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PART 1

Listening, Understanding and Speaking

Listening I

SCRIPT

- Interviewer:** Angela, you were born in South Korea but you've been living in Canada for a long time, haven't you?
- Angela:** Yes, I was 10 years old when my parents immigrated to Canada and I've been living here for 20 years now.
- Interviewer:** Do you think that belonging to two different cultures has affected your personality?
- Angela:** Yes, definitely. There are times when I think that I have two personalities, depending on where I am and who I'm with, I'm Korean or I'm Canadian.
- Interviewer:** That sounds complicated. Could you explain what you mean?
- Angela:** Well, for example, living in Canada when I was going to high school, I was known as Angela to the outside world, and as Sun-Kyung at home. I would wave hello to my teachers, but bow to my parents' Korean friends when they visited our home.
- Interviewer:** Do different cultures have different ideas as to what is polite?
- Angela:** Yes, definitely. In high school, I was expected to look straight into the eyes of my teachers and to talk openly with them. But when Koreans spoke to me, I was expected to look at my feet and to be shy and silent.
- Interviewer:** Do you think that having two personalities makes you a richer person?
- Angela:** Yes, but sometimes I don't know who I am.

Word tips

Angela 安杰拉 (人名)
South Korea 韩国
immigrate (从外国) 移
 入定居
Sun-Kyung 仙景 (人名)
bow 鞠躬

1 Listen to an interview about culture's influence on personality and decide whether the following statements are true (T) or false (F).

- | | |
|--|----------|
| 1 Angela immigrated from Canada to South Korea. | <u>F</u> |
| 2 Angela is about 20 years old now. | <u>F</u> |
| 3 Angela agrees that culture affects personality. | <u>T</u> |
| 4 Angela had two different personalities, one at school and the other at home. | <u>T</u> |
| 5 Sun-Kyung is Angela's friend at school. | <u>F</u> |
| 6 Being exposed to two different cultures is sometimes confusing. | <u>T</u> |

2 Listen to the interview again and complete the following table with the information you get.

	In the Canadian Culture	In the Korean Culture
Personal Identity	I was known as Angela to the 1) <u>outside world</u> .	I was known as Sun-Kyung 2) <u>at home</u> .
Greeting	I would 3) <u>wave hello</u> to my teachers.	I would 4) <u>bow</u> to my parents' Korean friends when they visited our home.
Expected Manners	I was expected to 5) <u>look straight into the eyes</u> of my teachers and to talk 6) <u>openly</u> with them.	I was expected to 7) <u>look at my feet</u> and to be 8) <u>shy and silent</u> .

3 Work in groups to discuss the following questions.

- 1 To what extent do you think culture affects personality? Give some examples to support your view.
- 2 What personality traits do you think are associated with Chinese culture?

SAMPLE

- 1 Since most scientists agree that personality is shaped both by heredity and by social surroundings, it is obvious that culture plays quite an important role in shaping one's personality. Different cultures value different personality traits, so we tend to behave in a certain way because that is what is expected and accepted by a certain culture. In China, children are usually not allowed to interrupt while adults are chatting or discussing something. Similarly, subordinates will be frowned upon if they voice their opinions without being invited when their authorities are speaking. This culture might make the Chinese reluctant to share their opinions at meetings with foreign friends. However, people from the same culture do not necessarily behave in exactly the same way. We should not forget that some personality traits are inherited.
- 2 Personality traits associated with Chinese culture: hard-working, honest, well-organized, careful, intelligent, determined, realistic, conservative, sensitive, friendly, generous, hospitable, courageous, patient, polite, modest, not very outgoing...

Listening II

SCRIPT

I am a very sensitive person, and that's good to a point. I feel everyone should be able to feel or understand what others are going through. But when you suffer and cry for people you don't know, or over a movie that's only a story, then I think that's a little too sensitive. That's the way I am.

I am also a very independent person. I must do things by myself. I don't like people doing things for me, or helping me, or giving me things. It's not that I don't appreciate it. I just feel that when someone does something for you, you owe them, and if there is one thing I don't like to feel, it's that I owe anyone anything.

I think I would be a good friend. I would do almost anything for someone I like; and I would share or give anything I have. I'm very caring and understanding. People trust me with their secrets, and they're right for doing so because I never tell others any secret that is told to me. I'm always there to help in any way that I can. All you have to do is ask.

I enjoy life and people, which makes me feel good. I find fun in almost everything I do (except housework). I like to watch people, talk to them, and be around them. It makes no difference whether I agree or disagree with what they feel or how they live or what they look like, or what age they are. I just enjoy learning and being aware of everything and everyone around me.

Word tips

go through 经历
caring 关心照顾人的
understanding 善解人意的

1 Listen to a passage about a man's self-introduction and complete the following sentences with the information you get.

- 1 The man is a very sensitive and independent person.
- 2 He also thinks he would be a good friend.
- 3 He enjoys life and people, which makes him feel good.
- 4 He enjoys learning and being aware of everything and everyone around him.

2 Listen to the passage again and choose the best answer to each question you hear on the recording.

- 1 What is good in the man's opinion? B
A To go through a lot of things.
B To be a bit sensitive.
C To cry for people you don't know.
D To be a bit selfish.
- 2 Why doesn't the man like others to do things for him? C
A Because he is not satisfied with what others do.
B Because he knows he is not an appreciative person.
C Because he doesn't want to owe others anything.
D Because he doesn't enjoy help from strangers.

- 3 Why does the man say he can be a good friend? A
- A Because he can keep his friends' secrets.
B Because he trusts all his friends.
C Because he will tell his friends anything he knows.
D Because he will help his friends even when he's not asked to.
- 4 What is the thing the man doesn't like to do? D
- A To be around other people. B To hear different opinions.
C To talk to people. D To do housework.
- 5 What kind of person is the man according to the passage? B
- A Cold. B Sociable.
C Hard-working. D Creative.

3 Work in pairs to discuss whether you would like to make friends with such a person and explain why.

SAMPLE

- I don't want to make friends with this kind of person. He is too sensitive and not manly enough. I don't think this kind of person would be easy-going. He will be easily annoyed without your realizing why. Moreover, he doesn't want help from others, which is an undesirable trait. In my mind, it's commonplace to receive help from friends or offer help to them. However, to be friends with this kind of person, I wouldn't know whether I should help him or not. If I offered to help him, and he rejected, that would make me very embarrassed. If I didn't offer to help him, I would feel guilty, for it's not my style not to help those in need.
- It's hard to say. But on the whole, I wouldn't object to making friends with him. Just as he says, he is independent, caring and understanding. What's more, he says he can be a good friend. He also enjoys life and people and this makes him feel good. He doesn't enjoy help from others, but he is ready to help others and would do so when asked. So as his friend, I could seek help from him. Wouldn't that be nice? Also we have one thing in common, that is, I am a bit sensitive, too.

Listening III

Tom: Hey, Bill. Do you have any plans for this weekend?

Bill: Yeah, Tom. Cindy and I are going ice-skating on Saturday.

Tom: Oh.

Bill: Why do you ask?

Tom: Well, I thought you might want to come over and study for next week's chemistry test.

SCRIPT

Bill: Study?! No way. Hey, what if I try to fix you up with Cindy's sister, Kristi? We could double-date. She's really outgoing, bright, and funny too.

Tom: Hey, I still remember the girl you fixed me up with last time. She was very moody and self-centered. She couldn't stop talking about how great she was. I'm not sure if I can trust you, "Mr. Matchmaker".

Bill: Oh come on. So I made a mistake last time. Cindy's sister is really different.

Tom: Well, what does she look like?

Bill: Ah. Looks aren't important. She has a wonderful personality.

Tom: Right.

Bill: OK. She has long wavy blond hair and blue eyes. She's of medium height, just a little shorter than you are.

Tom: Go on.

Bill: She has a great figure, a nice complexion, and she has a sexy voice. Oh, and she has a tattoo of an eagle on her arm.

Tom: A what?

Bill: No, just kidding. By the way, she was the runner-up in the Miss California Beauty Contest two years ago. Well, you're probably not interested.

Tom: No, wait!

Bill: Ah, just forget I ever mentioned it.

Tom: No, I'm interested!

Word tips

Cindy 辛迪 (人名)
fix sb. up with 为 (某人) 找个约会伴侣
Kristi 克里斯蒂 (人名)
double-date 两对男女一起约会
moody 喜怒无常的
self-centered 自我中心的
matchmaker 媒人
wavy 波 (浪) 形的
blond 金发的
complexion 面色; 肤色
tattoo 文身
runner-up 亚军

1 Listen to a conversation between Tom and Bill and complete the following sentences with the information you get.

- Bill and Cindy are going ice-skating on Saturday.
- Tom thought that Bill might want to come over and study for next week's chemistry test.
- Bill thinks Cindy's sister, Kristi, is outgoing, bright, and funny.
- According to Tom, the first girl Bill introduced to him was moody and self-centered.
- Kristi has long wavy blond hair and blue eyes. She's of medium height.
- Kristi was the runner-up in the Miss California Beauty Contest.

2 Listen to the conversation again and decide whether the following statements are true (T) or false (F).

- It can be inferred that Tom works harder than Bill. T
- Tom didn't like the first girl introduced by Bill because that girl was not pretty. F
- Even though Tom agrees that looks are not important, he is still interested in knowing what Kristi looks like. T
- Kristi has a tattoo of an eagle on her arm. F

- 5 Tom is not interested in dating Kristi after listening to Bill's introduction of her. F

- 3 Work in pairs to role-play the conversation. You may also add your own ideas or create your own story of "matchmaking". You may start with "Hey, I have got a date for you".

SAMPLE

- A: Hey, I have got a date for you.
B: Oh, really?
A: Are you interested?
B: Maybe. What is she like?
A: She's got a great personality.
B: Uh. That means she's fat and ugly.
A: She's cute.
B: OK, so she's not ugly; she's just fat.
A: She weighs 98 pounds.
B: OK, she's not fat. So what's the problem with her?
A: Who said there is a problem with her?
B: The problem is she has no problems—she's too good for me!

Listening IV

David: Barbara, before you go, could you tell me about these students that are coming into my class?

Barbara: Oh yes. Now, let me think, well there's... er... Paul. He's the tall, slim lad with fair hair. Very friendly face, lovely smile... He's particularly good with group activities, and he's a very helpful person to have in the class and very helpful with the other students. He speaks fluently—but does make a lot of mistakes! He doesn't seem to mind making mistakes. He asks a lot of questions... er... he tends to speak first and think later. But he's got lots of interesting ideas.

David: Good.

Barbara: Ah... Susan... Susan. Now, she's very lively, quick, and very bright. She talks all the time but not always in English.

David: What, is she difficult or anything?

Barbara: No... She's quite young but she does behave in quite a grown-up way really for her age. It can be a bit difficult to actually shut her up sometimes and make her listen to you.

David: Ah, right.

Barbara: She's very nice. She has dark hair, and dark eyes.

David: Right, well... are there any other girls in the class?

Barbara: Yes, there is Maria, that's Susan's sister.

David: Yes.

SCRIPT

Barbara: Actually it's quite difficult to tell them apart although... er... Maria is slightly older. She's a bit plumper and has longer hair than Susan. She's not quite as bright as her sister and I think that makes her feel a bit inferior really. Well, you know, she sulks a bit when she gets things wrong or she misunderstands you. But on the whole, a very sensible girl.

David: OK.

Barbara: And then there's Peter, who's older than the others. He's got a sort of moustache, spectacles and wavy dark brown hair. He usually wears a jacket and sometimes a suit. He's very smart and takes notes all the time. He's also very serious and determined to learn as much as possible. He asks quite difficult questions but he doesn't mean to be nasty.

David: Well, thanks, Barbara. It's all up to me now, isn't it? Have a good holiday, won't you?

Barbara: Thanks.

David: Bye.

Word tips

Barbara 芭芭拉 (人名)

lad 小伙子; 少年

fair (头发) 金色的

plump 丰满的

sulk 生闷气

sensible 明理的

spectacles 眼镜

nasty 烦人的

1 Listen to a conversation about an introduction to some students and answer the following questions.

1 How many students are mentioned in the conversation?

Four.

2 What is the probable relationship between the two speakers?

Colleagues.

3 What is the two speakers' occupation?

Teacher. / Teaching.

4 Who's smarter, Maria or Susan?

Susan.

5 What is Barbara going to do?

To go on holiday.

2 Listen to the conversation again and match the people with the correct descriptions.

- | | |
|---------|--|
| 1 Paul | A has moustache and wears glasses |
| 2 Susan | B has dark hair and dark eyes |
| 3 Maria | C feels inferior to Susan |
| 4 Peter | D speaks first and thinks later |
| | E has a friendly face and a lovely smile |
| | F does not always speak in English |
| | G is determined to learn, and takes notes all the time |
| | H has longer hair, and is plumper than Susan |
| | I asks quite difficult questions, but doesn't mean to be nasty |
| | J has lots of interesting ideas |

3 Work in groups to describe an interesting teacher (including appearance and personality) you have had.

Words and expressions you may use

plump skinny accent near-sighted contact lens
stylish slim talkative stern (严厉的, 严格的)
have one's hair dyed wear heavy make-up bad-tempered

SAMPLE

When I was in high school, I had an English teacher named Mary who came from America. She was very intelligent and enjoyed thinking and asking questions. For example, she could speak only a few words of Mandarin Chinese, but once she asked us a very interesting question about a Chinese phrase. She asked: "Why do you say *mashanglai* (马上来)? You should say *feijilai* (飞机来), because a *feiji* (airplane) is much faster than a *ma* (horse)". We were amused by her question. We had never thought about it. Then we came up with a possible explanation and replied: "In ancient times, we had no airplanes; we only had horses which were the fastest means of transportation at that time." She seemed satisfied with our explanation.

She was tall and thin, with big blue eyes. She was near-sighted and always wore contact lenses. Once when we were having class, we saw something very strange. She was looking on the floor for something, and then she seemed to have found it. She held it to her lips and licked it! Later, she said it was a contact lens. It had fallen out when she was yawning because she had tears in her eyes!

She was strict with us in class and encouraged us to speak as much English as we could. When we failed to say something correctly, she was always very patient and never criticized us. She was very creative in teaching. She encouraged us to ask her questions in order to make us speak. In summary, we all enjoyed her classes and liked her very much.

Teaching tips

This conversation is about an introduction to some students and this activity asks students to describe an interesting teacher. Teachers can offer students some words and expressions describing one's personality traits.

Some positive traits:

honest, selfless, dedicated, committed, intelligent, self-confident, conscientious, patient, adaptable, humorous, responsive, responsible, insightful, gentle, understanding, hard-working, punctual, careful, dutiful, self-motivated, success-oriented, detail-oriented, well-organized, enthusiastic, persuasive, outgoing, cooperative, goal-driven, effective, precise, methodical, rational, studious, ambitious, down-to-earth, cheerful, excellent communicator, negotiator, decision maker, quick learner, team player, natural leader, capable to cope with failures, capable to learn from past mistakes, able to prioritize, determined to succeed, effective interpersonal communication skills, planning skills, learning agility

Some negative traits:

sensitive, undisciplined, emotional, opinionated, judgmental, picky, dull, inactive, obstinate, selfish, lazy, impatient, arrogant, self-centered, spoiled, wayward, nervy, inarticulate