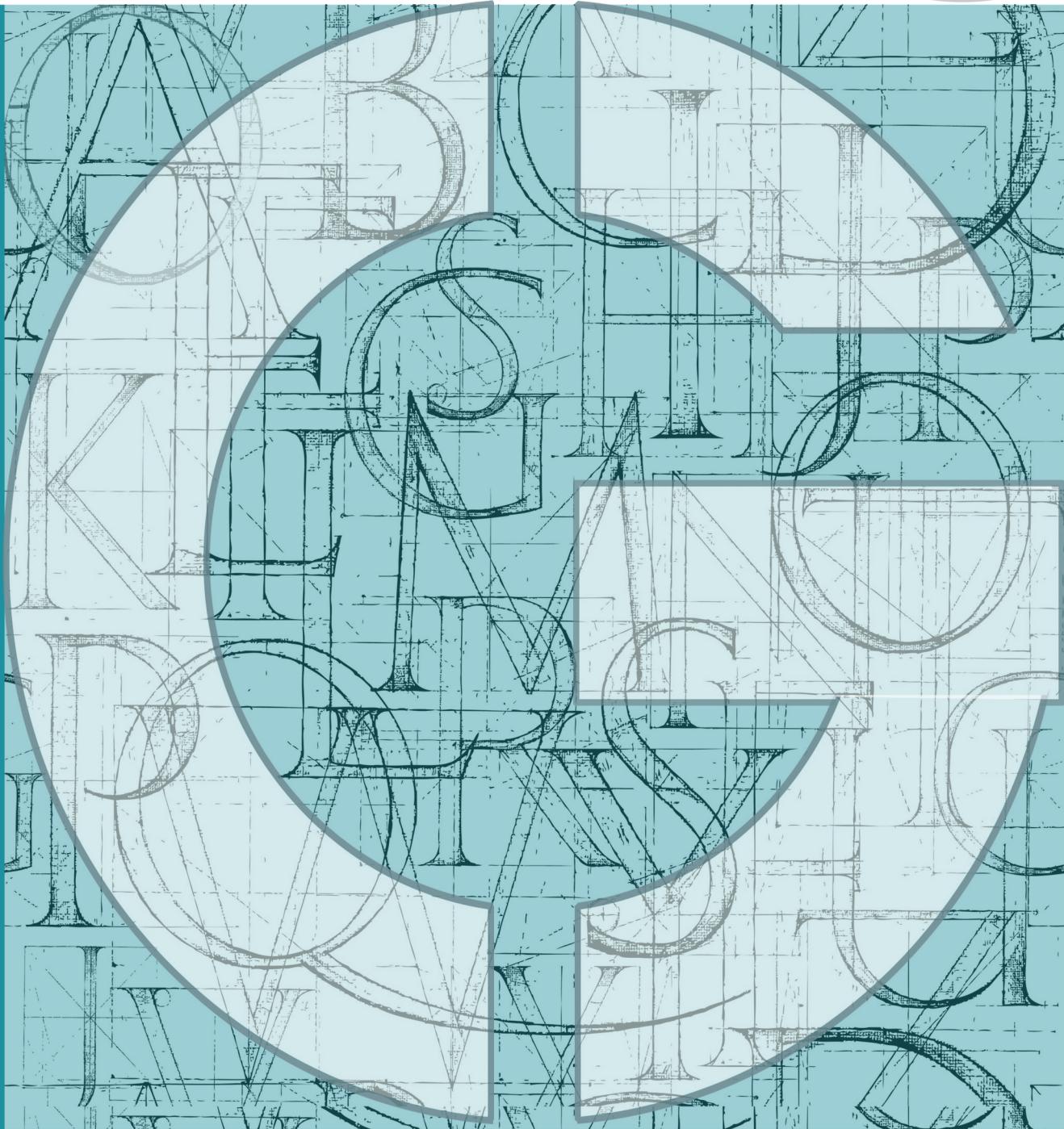


普通高中

英语·教学参考资料

必修 第三册



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前　　言

《普通高中 英语教学参考资料》(下文简称《教学参考资料》)是为高中《英语》(上教版)学生用书编写的配套教学参考资料。为了帮助教师理解并掌握本次修订教材的编写理念,在教学中落实教育部“关于落实《普通高中课程方案(2017年版2020年修订)》和《普通高中英语课程标准(2017年版2020年修订)》(下文简称《课程标准》)的有关规定”,编写组借鉴了国内外第二语言教学和教材研究的最新成果,在一线教师中开展了审读和试教试用,在此基础上编写了本套《教学参考资料》。

一、《教学参考资料》编写原则

本套《教学参考资料》的编写贯彻以下原则:

1. 注重思想性, 落实立德树人根本任务

《教学参考资料》的编写坚持正确的政治方向, 坚持培养学生的英语学科核心素养。在编写过程中, 把握住社会主义核心价值观和立德树人的大方向, 继承和弘扬中国优秀的文化元素。在教学活动设计中, 注重把培养学生良好的政治素质、道德品质和健全的人格融入到英语学习的过程中, 注重发展学生的语言能力、文化意识、思维品质和学习能力。

2. 注重指导性, 指导教师开展教学

《课程标准》提出了指向学科核心素养发展的英语学习活动观, 将活动作为课堂教学的基本组织形式和培养学生英语学科核心素养的有效路径。为了帮助教师更好地把握最新外语教学理念,《教学参考资料》对教师开展课堂活动进行了多方面指导,帮助教师逐渐掌握交际教学的原则,学会自己设计语言活动和课堂任务。《教学参考资料》的教学活动设计主要遵循以下教学原则:

- (1) 有利于师生开展互动和有意义的交际活动;
- (2) 有利于师生开展有意义的对话协商(Negotiation);
- (3) 有利于学生开展合作学习;
- (4) 有利于学生联系个人生活、经验和兴趣;
- (5) 有利于学生在使用语言的过程中发展学习和交际策略;
- (6) 有利于学生创新和试错, 并采用准确性/流利性教学帮助学生发展语言能力;
- (7) 有利于让多种水平的学生参与, 尊重不同发展速度的学生;
- (8) 既有体验式活动, 也有恰当的推理式、分析式和反思式活动;
- (9) 尽可能将听说、读写或者听说读写看等技能综合在一起;

(10) 帮助教师营造友好的语言学习环境。

3. 注重实践性，满足实际教学需要

为了更好地帮助教师使用教材，本套《教学参考资料》的编写充分考虑了中国学生学习英语的规律和特点，注意考虑学生的实际英语水平，提出具体的、有可操作性的教学建议。同时，《教学参考资料》充分尊重本地优秀英语教师的教学传统，吸收和传承广大英语教师的实践智慧，在传承的基础上引领课堂教学的实践探索和创新，结合试教试用的反馈意见，对教师在教学中可能面临的困难进行提示，帮助教师顺利开展教学。

《教学参考资料》在各单元相应部分提供了参考答案，附录包括各单元听力文本和视频文本，教学活动任务单，以及《普通高中教科书 英语练习部分》参考答案和听力文本。另外，为了方便教师的课堂教学，《教学参考资料》还配有教材电子书^{*}。电子书按照学生用书原版原式呈现，可以播放语篇、听力、生词的音频和文化聚焦板块的视频，并提供《教学参考资料》中各单元的听力文本、视频文本、参考答案和学习策略(Strategy)。为了提高学生的口语流利程度，《教学参考资料》部分单元在微型任务(Mini-project)、语法活动(Grammar activity)、听说(Listening and speaking)、文化聚焦(Cultural focus)的视频部分等处增加了可选口语活动(Optional speaking activity)，供教师选用。根据试教试用意见，《教学参考资料》中对几个开展难度比较大的任务的教学目的、预期目标和时间进行了说明，包括深度阅读(Deep reading)、微型任务(Mini-project)、语言聚焦(Focus on language)和可选口语活动。

4. 提供科学的评价方式，强调形成性评价，提高学习效率

修订后的教材中，教学活动的设计注重多样性和“教学评”一体化的设计，推动教师开展和学生的互动，用师生、生生之间的互动来推进教学。比如，每个单元的开头有明确的学习目标；每个单元结束时有自我检测表和反思问题，要求学生依据同学和教师的反馈来评价自己的学习结果，并考虑下一步的学习策略；在每一个深度阅读(Deep reading)活动中，学生都要借助同伴和师生互动来完成任务，这一活动内蕴了“教学评”一体化的机制；在每一个微型任务(Mini-project)中，师生和生生合作是主要的学习方式，这里也内蕴了“教学评”一体化的机制；在语法板块第三个活动中，有大量的互动纠错：学生在互动中的纠错，汇报时的师生纠错；在文化语篇学习和视频学习中，开放性的活动蕴含了师生合作和“教学评”一体化的教学思路。这些都很好地体现了形成性评价的思想，真正实现了以评促学的目的。

二、学生用书整体结构和各部分教学原理

教学原理是学生用书各项任务和活动教学设计的基础，把握好教学原理有利于教师开展课

* 教材电子书可以从上海教育出版社的官方平台获取。

堂创新，将教材内容转化为学生学习的具体过程。学生用书各部分内容的教学原理归纳如下：

板块	任务	教学原理
Objectives		明确单元学习内容、学习方式和学习后学生能够达成的目标。
Reading and interaction	Pre-reading activity	激活学生已有知识，建立新旧知识链接。
	Reading passage	为本板块的学习创设语境，为学生提供语言输入，在语境中提供显性的语言聚焦机会。
	Comprehension work exercise 1	引导学生开展以事实性信息为基础的浅层阅读，为思想内容和语言知识讲解性质的学习提供教学环境。
	Comprehension work exercise 2	通过课文概要的形式，帮助学生巩固课文中的关键生词。
	Deep reading exercise 1	引导学生开展以文本为基础的深层阅读，训练学生的语言流畅度，提升思维品质，发展语言交际能力。
	Deep reading exercise 2	开展基于文本的语言拓展训练，引导学生用自己的语言来表达对主题内容的看法和思考。
	Mini-project	基于板块主题，开展超越主阅读文本的语言流利性训练；创设任务情境，鼓励学生使用自己的语言资源自由表达自己的思想，提升综合能力。
Grammar activity	Focus on language exercises 1 and 2	归纳本板块学习所发生的语言困难和疑难（聚焦生成性语言知识，因教材无法预设，此部分需要教师自己添加），同时聚焦个别语言知识和教材提供的预设性质的语言知识。
	Grammar example and exercise 1	通过语篇示范语法例句，聚焦语法知识点，使学生在语篇情境中体验并识别目标语法。
	Exercise 2	巩固练习，为学生分析、判断和运用目标语法知识点提供语境。
Listening and speaking	Exercise 3	聚焦目标语法，采用半控制的交际性活动，创设有意义的交际情境，让学生创造性地运用目标语法知识开展交际。
	Exercise 1	听力导入，为学生创设听力的语境和话题概念，同时引入相关词汇。
	Exercises 2 and 3	提供多层次的理解练习，先聚焦主旨等整体性的理解，再训练获取细节性信息的能力，同时带出听力理解所需的词汇。教师通过讲解，让学生了解连续性口语表达的语音特征。
Writing	Exercise 4	基于听力语境的拓展，开展半自由表达交流，鼓励学生深入思考，表达个性化的思想，同时开展语言流利性训练。
	Exercise 1	创设语境，明确写作任务的环境和目的，同时引入写作可能需要的部分词汇和文体知识。
	Exercise 2	用指导性问题引导学生学习范文，体验和发展与写作相关的语言学习策略；教师有机会讲解范文中的语篇、修辞、词汇、句型、标点符号、格式等方面的知识。

(续表)

板块	任务	教学原理
Writing	Exercise 3	让学生独立开展写作训练, 提高语言使用的准确性和得体性。
Cultural focus	Reading passage exercise 1	通过创设文化学习的语境, 或提供背景知识, 激活学生的已有知识。
	Reading passage exercises 2, 3 and 4	通过阅读与文化主题相关的语篇, 深化学生对相关内容的理解, 开展阅读中的高级思维技能训练以及语言流利性训练。
	Video exercise 1	视频观看的导入任务, 创设与视频主题思想和内容关联的学习语境。
	Video exercise 2	让学生聚焦于视频内容, 提供预测、观看、推理等活动, 进行以意义为中心的学习活动。
	Video exercise 3	让学生聚焦于与视频内容相关的词汇, 进行以语言形式为中心的学习活动。
	Video exercise 4	让学生对视频的思想内容进行拓展, 表达他们自己的思想, 使用自己的语言资源, 进行流利性训练活动。
Self-assessment		让学生在教师的帮助下学习如何反思、自我评价和改进学习。

三、《教学参考资料》的结构和教学建议

单元概述 (Introduction) 结合单元主题, 从总体上介绍各单元阅读与互动 (Reading and interaction)、语法活动 (Grammar activity)、听说 (Listening and speaking)、写作 (Writing)、文化聚焦 (Cultural focus) 各板块的主要内容和具体语言知识或技能, 帮助教师把握单元整体框架。

单元教学目标、建议学时与学业质量水平指标 [Objectives, proposed teaching hours (PTH) and performance descriptors] “单元教学目标”与学生用书各单元的 Objectives 对应, 明确各板块教学完成后学生能够达成的目标。“建议学时”为完成单元内各板块教学内容所需的课时。“学业质量水平指标”基于学生用书内容, 与《课程标准》中的“学业质量水平一”(必修)和“学业质量水平二”(选择性必修)进行对标, 明确完成本单元学习内容后, 学生能够达成的学业质量水平。

A. Reading and interaction (建议课时: 3 课时)

背景说明 (Background) 针对作者、作品和相关的文化背景进行说明, 主要目的是给教师提供适当的背景, 使教师能够更好地掌握文章的思想内涵, 帮助教师对课文的语言作出更加到位的解释。

语言注释 (Notes on the language) 针对语篇中学生可能存在的理解难点进行解释, 给教师的课堂交流提供有益的语言参考。由于书面语和口语之间的差异, 建议教师在教学时将

其转换为学生容易理解的口头语言，使师生之间的沟通保持顺畅。

词汇拓展 (Word study) 对阅读与互动板块出现的重要词汇进行解释并提供例句，着重关注课标词和语篇关键词，并进行一定拓展，如提供常用搭配等。教师在教学中，可针对本班学生的具体情况进行取舍。

读前活动 (Pre-reading activity) 教师在一般情况下，应快速导入，进入课文学习，不建议安排过长的课堂时间。在读前活动中，建议教师多带实物或者内容恰当的照片、地图等，这些物品具有特殊的激发学习兴趣的作用。《教学参考资料》针对这个栏目提供教学原则 [Teaching principle(s)]、教学建议 [Teaching suggestion(s)] 和参考答案 [Answers (for reference)]。

理解活动 (Comprehension work) 教师可以针对学生的水平灵活取舍理解性问题的讨论，在讨论中适当解释学生理解困难的词语和句子，提供必要的“语言聚焦”式讲解。一般来说，如果学生的英语能力比较强，教师可以缩减问题的个数；如果学生水平比较弱，教师可以适当增加一些细节理解的问题，并且配合关键词的板书，引导学生正确理解课文，扫清生词和难句对阅读理解造成的障碍。《教学参考资料》针对这个栏目提供教学原则、教学建议和参考答案。部分单元提供阅读策略 (Strategy)。

深度阅读 (Deep reading) 《教学参考资料》提供了针对不同水平学生的教学建议和任务单，教师可根据学生情况选用；教师也可以自行设计类似的任务和任务单。必修 1-3 册请母语为英语的专业录音者录制了讨论音频，供学生在讨论中进行比较。在活动中，建议教师重视利用“任务单”“示范”和对子 / 小组活动。《教学参考资料》针对这个栏目描述了任务内容 (Task)、教学目的 (Purpose)、预期目标 [Prescribed Learning Outcomes (PLO)]、建议完成时间 (Time)，并提供教学原则、教学建议和参考答案。《教学参考资料》附录中提供了可供复印的任务单 (Worksheet)。

微型任务 (Mini-project) 开放式任务是语言学习中点石成金的教学活动，教师可以在这种活动中鼓励学生使用自己的语言资源，提供必要的语言支持，纠正他们的语言错误，提高学生的表达流利程度，这是提高学生语言学习的思维品质的主要方法之一，教师要充分重视这一活动的作用。教师要注意让学生经常变换交流对象，注意不同的交际特点的学生之间的搭配；要注意认真倾听学生的汇报，在恰当的机会给学生提供语言反馈，并尽可能让全班同学都看到和听到教师的反馈。《教学参考资料》针对这个栏目描述了任务内容、教学目的、预期目标、建议完成时间，并提供教学原则、教学建议和参考答案。部分单元提供任务单。

语言聚焦 (Focus on language) 语言聚焦是教师“生成教学”的重要机会之一。这一活动的宗旨是教师在本板块的教学活动结束后，用板书的方式，帮助学生把学习过程中所遇到的语言困难和重点语言都总结出来，利用传统的拼写、朗读和默写等方法，帮助学生提升语言意识，牢记这些词语和相关的语言知识。教师可以参考练习 1 和练习 2 中的语言知识点，灵活开展语言聚焦活动。《教学参考资料》针对这个栏目描述了任务内容、教学目的、预期目

标、建议完成时间，并提供教学原则、教学建议和参考答案。

B. Grammar activity (建议课时：1课时)

教师要充分利用例句，开展语法对比式讲解。语法练习1和2主要由学生独立完成，教师提供及时的反馈和解释。练习3是非常重要的练习活动，教师一定要给学生足够的时间来练习。教师要重视两个环节：1. 例句的示范和讲解，要反复斟酌讲解的最佳方式；2. 练习3的交流活动，要保证学生有足够的时间去创造句子，和同学进行交流，以及作最后的汇报。《教学参考资料》针对这个栏目提供教学原则、教学建议和参考答案。部分单元提供背景说明和语言注释。

C. Listening and speaking (建议课时：1课时)

听力部分，教师可以采用“聚焦策略”，针对学生听力有困难的地方反复播放音频，并帮助学生分析造成听力困难的原因。教师要倾听学生的困难，发现困难所在，帮助学生解决口语中连读、失爆、陌生单词、语速太快等原因造成的听力障碍。在听力教学中，教师要注意听力教学和听力考试的差别，课堂教学以听力教学为主，教师可以多次播放录音，直到学生解决困难为止。《教学参考资料》针对这个栏目提供教学原则、教学建议和参考答案。部分单元提供背景说明和语言注释。

D. Writing (建议课时：1课时)

写作部分设置情境，引导学生在过程中学习写作，因此，应该把学生的“写”作为教学的主要焦点，引导学生在写作中合理选择内容、语言和编辑规范。《教学参考资料》根据学生写作动机的差异，提供了两种方案，如果学生写作动机较强，可以不分析范文，直接开始写作，学生写完后再学习范文并修改自己的作文。如果学生写作动机较弱，教师可以带领他们先研讨范文，讨论归纳出范文在内容、语言、格式上的特点，然后再开始模仿性质的写作。《教学参考资料》针对这个栏目提供教学原则、教学建议和参考答案。部分单元提供背景说明和语言注释。

E. Cultural focus (建议课时：2课时)

文化部分包括一个语篇和一个视频。语篇主要引导学生学习文化的视角，学习文章所介绍的文化知识，以阅读理解和开放式讨论两类任务为主。视频部分要求学生结合学习画面，注意到图片、动画提供的信息，学习相关词汇和语言功能，并通过合作学习完成一项小组活动。视频教学中，教师要遵循“二轻二多”和“眼睛大于耳朵”的原则。“二轻”的意思是教师的教学内容要“轻”，让学生说出看/听到了什么，所以教学任务基本以比较直白的信息为主；对学生的要求要“轻”，不要求学生把视频内的所有语言都听得清清楚楚，学生能够抓住任务所要求的大意即可。“二多”的含义是视频的播放频次要多，要把重点放在寻找恰当的理由让学生多次观看视频上面；每次看后要多给学生说的机会，做到“看说”结合。“眼睛大于耳朵”的含义是一旦视频播放了字幕，耳朵的训练就失效，因此，不是在特殊的情形下，尽量不使用字幕。一般情况下，教师可以先播放无声视频，要求学生根据看到的画面来猜测内容和语言，

然后再多次播放完整的音视频内容，根据学生用书的内容，逐一完成教学任务。如果学生能力比较弱，教师可以聚焦于若干较短的内容上，让学生先看无声视频，猜测可能会说的内容，然后围绕学生的输出提供视频上会出现的语言，最后教师播放视频，引导学生核对他们的猜测内容。《教学参考资料》针对这个栏目提供教学原则、教学建议和参考答案。部分单元提供背景说明和语言注释。

Self-assessment

自评部分旨在帮助学生学会反思自己的学习，找出问题，在教师的帮助和指导下改进自己的学习。教师需要协助学生完成自评表，并思考反思性问题 [Reflective question(s)]，反思自己在小组合作、发言、运用语言知识等方面取得的成绩和存在的问题。教师可以根据学生的自评给学生提出针对性的建议，或者针对大部分学生掌握得比较薄弱的方面进行专门的复习巩固。

四、《普通高中教科书 英语练习部分》编写说明

《普通高中教科书 英语练习部分》(下文简称《练习部分》)是学生用书的补充和延伸，是巩固教材内容和课堂教学的重要抓手。《练习部分》紧密围绕教材，依照单元目标和内容进行设计和编写；以课文为依托，在词汇、语法、听说、阅读、写作与视听等知识和技能水平上作适当延伸，以达到促学的目的。《练习部分》的编排结构如下：

词汇 (Vocabulary) 部分包含选词填空 (句子和篇章) 、多项选择、句子翻译、探究性任务等，旨在训练本单元中出现的高频词汇和课标词汇。探究性任务主要围绕主课文展开，引导学生基于课文探究单元主题。

语法 (Grammar) 部分包含句子填空、改写句子、多项选择、语篇填空等题型，旨在训练和巩固所在单元的语法点，并兼顾复习已学过的语法内容。

听说 (Listening and speaking) 部分包含问答、判断正误、多项选择等，旨在提升运用听力策略的能力，巩固教学成效。口语任务紧扣听说部分主题，训练学生的口语表达，提高口语表达能力。

阅读 (Reading) 部分包括段落总结、选择填空、回答问题等，主要选取与学生用书单元主题相关的阅读篇章，巩固和拓展课堂教学内容。

写作与视听 (Writing and viewing) 部分包含一项写作任务和一项视听写作任务。写作任务紧扣学生生活和中国文化两大主题，采用与学生用书一致的任务形式，逐步夯实学生的写作能力并提升写作策略意识。视听写作任务围绕学生用书文化聚焦板块的视频内容，通过复述、反思等写作任务形式，巩固视频的学习成效，增强文化意识。

华东师范大学高中《英语》编写组

2020 年 12 月

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Unit 1 The media

Introduction

This unit introduces the theme of media that influences people's lives. The **Reading and interaction** section illustrates basic qualities of a journalist through an interview that a Shanghai senior high school student has carried out with her mentor, a journalist, on the annual Career Day. The **Grammar activity** section shows how teenagers multitask with different electronic devices while lending students an opportunity to practise **the verb-ing and verb-ed forms as the object complement**. The **Listening and speaking** section presents a radio programme about two Chinese innovated animation films *Tadpoles Searching for Mama* and *The Plume*. The **Writing** section presents a film review for students to learn how to write a review of their favourite film. The reading passage in the **Cultural focus** section offers information about Chinese foods and their culture shown in the famous documentary series *A Bite of China*, and the **Video** introduces how films are made in the English film and television studio named Pinewood Studios in London.

Objectives, proposed teaching hours (PTH) and performance descriptors

Sections	Objectives	PTH	Performance descriptors [*]
A Reading and interaction	Evaluate the qualities of a good journalist as described in the passage	3	1–9 能抓住语篇大意，获取主要信息。 1–10 能基于所读内容进行推断、分析和概括。
B Grammar activity	Use verb-ing and verb-ed forms as the object complement correctly in the given context	1	1–11 能识别语篇为传递意义选用的语法结构。
C Listening and speaking	Make comments on animation films	1	1–1 能抓住所听语篇大意，获取主要事实和观点。 1–4 能表达观点并举例说明。
D Writing	Write a film review using appropriate language and format	1	1–11 能分析语篇的文体特征和衔接手段。 1–13 能使用恰当的词汇和语法结构进行书面表达。
E Cultural focus	Interpret the cultural significance of some Chinese festival foods Describe how films are made at Pinewood Studios	2	1–12 能识别语篇直接陈述的情感态度、价值观和社会文化现象。 1–3 在听和观看视频的过程中，能结合画面，注意到图片、动画等传递的信息。

*Performance descriptors (能力指标) 基于教育部《普通高中英语课程标准(2017年版2020年修订)》中的“学业质量水平一”编写。

A Reading and interaction

Objectives

By the end of the lessons, Ss will be able to:

1. describe the necessary qualities of a journalist based on the information of the interview;
2. explain some important features relating to journalism and journalists;
3. make suggestions on how to become a responsible social media user.

Background

In today's world, everyone is likely to become a "journalist" with the help of the information technology. This has brought us both benefits and challenges. The benefits are that we have more and faster access to news, but the challenges are that some people may not understand or abuse the role of such power in using the social media. So, it is necessary for the students to understand what requirements a journalist should observe and how we should discipline ourselves for the benefits of society when we take advantage of the modern technology.

Notes on the language

1. **got to follow a mentor for a day** If one *gets to do* something, one has an opportunity to do it.
2. **open their eyes to new opportunities** If one *opens one's eyes to* something, one has a chance to discover new things that one hasn't seen before or is not familiar with.
3. **No, I wouldn't say that.** Notice the way to show a polite but direct disagreement in English, which is different from Chinese ways in which we tend to say: *no, I don't agree, I disagree or I don't think so.*
4. **a limit on the number of words** The articles a journalist can write are limited in length as the editors may need to consider the space each article would take in the newspaper or magazine.
5. **focus on the key points** Journalists have a number of ways to do so. One of the most accepted practices is to write a good news lead in the first sentence (which includes information of *who, what, when, where, and how*) of an article. This grabs readers' attention and helps them decide whether to continue reading or not. Many readers would read no more beyond the news lead because they either have no time or no interest in the news at all.

6. **spot a good news story** If you *spot something*, you notice something that is usually difficult to discover.
7. **Do journalists always write true news stories? They should.** Notice the reserved tone in the mentor's reply. The implied message is that "Journalists should write true stories, but the reality is ..." Readers have to work out the unfinished sentence by themselves.
8. **fiction** Fiction is a created story and therefore by nature it is not a true story. Notice *fiction* is an uncountable noun in English.
9. **appeal to the readers' emotions** Appealing to people's emotions in news reporting means trying to influence people through working on their emotional responses rather than reporting for the purpose of informing people and thus allowing them to make decisions on their own.
10. **I think you could say that.** Notice the mentor's reserved tone in the use of "could". It suggests that this is a complex issue regarding what is "being objective" in news reporting. It implies that news reports often arouse people's emotional responses and the journalists should be careful when they report. Their reports should be as factual as possible. They should not abuse their responsibility.
11. **present the facts in a fair way that benefits our readers** Notice the use of the word "present" rather than "report" the facts. To present implies to show or offer something for other people to look at or consider.
12. **My work has personal value ...** Notice the word "value" (价值, 用处) here is used as an uncountable noun which is different from what we often say "价值观" in Chinese, which is often used as a countable noun in plural form "values".
13. **on my mind** Notice the difference between "on one's mind" and "in one's mind". If something is on your mind, you are thinking or worrying about it a lot. But if something is in your mind, you're thinking about it.
14. **I feel like I've done a good job then.** Notice the colloquial phrase of "I feel like ...", which suggests a conversational style in the use of language in this interview.
15. **I believe it has purpose.** Notice the use of the word "purpose" as an uncountable noun (not *a purpose*: a specific aim or goal), which means that the speaker regards the job of journalism as meaningful, challenging work which requires one's determination and efforts.

Word study

1. **mentor** *n.* an experienced person who advises and helps somebody with less experience over a period of time 导师；顾问

A good mentor is willing to teach what he / she knows to mentees. 一个好导师会愿意把自己所知道的传授给他(她)指导的学生。

The right mentor can help you grow as a good person. 一个好导师能帮助你成为一个正直的人。

v. to be someone's mentor 当(某人)的导师

Our programme focuses on mentoring teenagers how to cope with some unexpected situations. 我们的项目专注于指导青少年如何应对突发事件。

2. **spot** *v.* to see or notice a person or thing, especially suddenly or when it is not easy to do so
看见；看出；发现

It can be hard for even a trained doctor to spot the symptoms of such infection. 即使是训练有素的医生也难以看出这种感染的症状。

spot somebody doing 发现(某人)在做……

Maggie spotted a tall guy coming in and out of the lab. 麦吉注意到一个高个男子进出实验室。

spot that ... 发现……

One of the station staff spotted that the old man was in difficulty and came to help. 一位车站工作人员看到那位老人有困难，就去帮助他。

be difficult / easy to spot 难以 / 容易发现

Some spelling mistakes are not easy to spot. 有些拼写错误是很难被发现的。

3. **come across** to meet someone, or to find something by chance 偶然遇到；偶然发现

As I was walking through the town, I came across a group of joyful street performers. 我穿过小镇的时候，偶遇了一群欢乐的街头表演者。

Researchers have come across important new evidence for their findings. 研究者们偶然发现了支持他们研究结果的重要新证据。

4. **worth** *adj.*

- (1) used to recommend the action mentioned because you think it may be useful 值得；有价值

be worth doing 值得做(某事)

A lot of small towns in southern China are definitely worth visiting. 中国南部的许多小镇确实值得一游。

The stories that happened in the earthquake-stricken area are well worth reporting. 发生在地震灾区的故事很值得报道。

(2) having a value in money 有……价值；值……钱

The house is worth over a million pounds. 这房子值一百多万英镑。

a necklace worth \$10,000 一串价值一万美元的项链

be worth something (an amount / noun phrase such as *visit, trip, work, time, effort, etc.*) 值……

a museum worth a visit 一家值得参观的博物馆

It was a great party and was definitely worth all the hard work. 这场聚会太美妙了，所有的辛苦没有白费。

Pre-reading activity

(see Student's Book page 6)

Teaching principles

- Learners would read more effectively if teachers could provide some background information about a specific subject before they read.
- Learners would understand the general meaning of a passage better if they could make use of the title and the subheadings of a reading passage.

Teaching suggestions

- As leading-in, write *Media* on the blackboard. Have Ss brainstorm different kinds of media (e.g. *photos, television, radio, cinema, newspapers, magazines, the Internet, social networking sites*). If necessary, explain that media refers to ways that large numbers of people receive information and entertainment.
- Present the table as the one below. Have Ss work in small groups to discuss the nine words for one or two minutes and then hold a class discussion. Following the discussion, display the ideas on the right side (*How might they relate to journalists / journalism?*) one by one.

Words / Terms	How might they relate to journalists / journalism?
objective	
responsible	
personal	
mentor	
current	
media	
nationality	
journal	
authority	

- As an additional activity, ask one or two Ss to explain how a journalist works differently from a writer. You may highlight the difference by asking these questions:
 - (1) Do they have freedom to write anything they like? (*Journalists have less freedom than a writer.*)
 - (2) Can they write from an imaginative or personal perspective? (*A writer may, but a journalist may not.*)
- Introduce exercise 2 and have Ss go over the subheadings quickly and report their answers.

Answers for reference

1

Words / Terms	How might they relate to journalists / journalism?
objective	A news story should be <i>objective</i> , rather than a biased, or one-sided story.
responsible	A journalist should have a sense of social responsibility, because they will influence society. They should be <i>responsible</i> workers.
personal	A journalist should not report based on his <i>personal</i> preference. He should report for the benefit of society.
mentor	A <i>mentor</i> is a teacher in one's job and a new journalist usually works under the support or guidance of his or her <i>mentor</i> .
current	One of the meanings of this word is "new, happening now" as an adjective. Journalists are usually interested in reporting the <i>current</i> events.

(Continued on the next page)

Words / Terms	How might they relate to journalists / journalism?
media	<i>Media</i> is where we get news or entertainment, such as newspapers, the Internet, TV, radio and social networks.
nationality	Each journalist may be connected to his <i>nationality</i> and he / she may be more interested in the news related to his / her own country.
journal	One meaning of “journal” is “record of one’s work or events”, so a journalist needs to keep <i>journals</i> for daily reporting.
authority	Journalists may need to write with <i>authority</i> on the subjects that matter.

2 b

Comprehension work

1* (see Student’s Book page 8)

Teaching principle

Learners need to study the well-selected questions concerning the details after they acquire the general meaning of the passage.

Teaching suggestions

- Have Ss read the eight statements individually and decide whether they are true or false.
- Have Ss work in pairs to check answers with each other, and then ask Ss to report their answers. Have Ss explain the reason if the statement is false.

Answers for reference (以下答案仅供教师参考，不要求学生产出相似的语言。)

(1) F On Career Day, students got to follow a mentor for a day.

(2) T

* 此处编号1、2等代表学生用书内相应的练习或任务的编号，全套书同。

(3) F A good writer will not necessarily become a good journalist because writing a news article is not like writing a book.

(4) T

(5) F Every piece of news should be true.

(6) F Journalists should avoid writing such news stories because they need to remain objective and ensure every piece of news is true.

(7) T

(8) T

2 (see Student's Book page 8)

Teaching principle

It is easier for learners to memorize words / expressions if they have a chance to meet them in a slightly different context from the one in which they were taught.

Teaching suggestions

- Present the summary cloze on the slide and have Ss read through it on their own.
- Encourage Ss to use the reading passage as an aid to find the answers to the blanks. And then have them work in pairs to check for each other.
- Ask Ss to report the answers and provide explanations for the choice of words / expressions for the blanks.

Answers

(1) curiosity (2) love (3) open (4) reporting (5) check (6) entirely

(7) objective (8) responsible (9) improve (10) valuable

Deep reading

1 (See Student's Book page 9)

Teaching principle

Learners need opportunities to link what they are learning to their existing knowledge and experience and raise the levels of thinking skills using the language.

Teaching suggestions

Task	Talking about Ss' own interpretations of the six quotes
Purpose	Using the related vocabulary learnt from this passage to talk about their own understanding
Prescribed Learning Outcomes (PLO)	Ss will be able to give their own interpretations fluently with the words / expressions learnt from the reading passage.
Time	30 minutes

There are two options to teach this part.

★ Option 1*

- Discuss each quote individually. See table A for holding a class discussion. You may use table B as a reference to guide Ss' discussion (Don't show this table directly to the class). Give an introduction and elicit Ss' contributions.
- Respond to Ss' contributions and support both the content and the use of language by writing on the board to scaffold Ss' learning of the expressions and sentences in table B.

Table 1A

Quote 1	Writing a news article is not like writing a book.
Guiding question	What does the journalist imply about writing a book?
Key points for answers	<p>What is special about writing a book?</p> <ul style="list-style-type: none"> • ... • ... • ...

* ★表示较简单的任务，★★表示中等难度的任务。

Table 1B

Quote 1	Writing a news article is not like writing a book.
Guiding question	What does the journalist imply about writing a book?
Answers (for reference)	<p>What is special about writing a book?</p> <ul style="list-style-type: none"> • You can write imaginatively by creating a fictional story. • You could take more time to write a book. • You can write objectively or from a personal perspective. • It usually takes a long time for your book to be published. • It may not be very successful and therefore have little influence. • ... (Ss' other contributions)

- Use the tables 2A–6A below for making slides of quotes 2–6, and the tables 2B–6B as a reference for guiding the class discussion and teaching.

Table 2A

Quote 2	... you always come across things worth reporting.
Guiding question	What kinds of events would be worth reporting? Give two examples.
Key points for answers	<p>Newsworthy event / information:</p> <ul style="list-style-type: none"> • ... • ...

Table 2B

Quote 2	... you always come across things worth reporting.
Guiding question	What kinds of events would be worth reporting? Give two examples.
Answers (for reference)	<p>Newsworthy event / information:</p> <ul style="list-style-type: none"> • outbreak of an epidemic • sudden fall / rise of the stock market • changes in public policies, such as new examination rules for college entrance examinations • ... (Ss' other contributions)

Table 3A

Quote 3	... making sure their information is true.
Guiding question	How can we tell true news stories from false ones?
Key points for answers	Some tips for checking if the news is true: • ... • ... • ...

Table 3B

Quote 3	... making sure their information is true.
Guiding question	How can we tell true news stories from false ones?
Answers (for reference)	Some tips for checking if the news is true: • Check the source of the news. • Check the facts of the news. • Consult experts or someone who has a reliable source of information. • Use your common sense or logic to make judgement. • ... (Ss' other contributions)

Table 4A

Quote 4	—Should news stories appeal to the readers' emotions? —I think you could say that.
Guiding question	Why does the journalist reply to the question in this way?
Key points for answers	Reasons: • ... • ... • ...

Table 4B

Quote 4	—Should news stories appeal to the readers' emotions? —I think you could say that.
Guiding question	Why does the journalist reply to the question in this way?

(Continued on the next page)

Answers (for reference)	<p>Reasons:</p> <ul style="list-style-type: none"> • It is a complex issue. • An objective news report is not supposed to appeal to readers' emotions. • Even a factual news report has the effect of appealing to readers' emotions. For example, informing the readers of an earthquake disaster would arouse an emotional response and mobilize the public to help with the rescue work effectively. • Sometimes, this idea is likely to be abused by someone in journalism. For example, a reporter may influence the readers according to his / her personal perspective. • The use of "could" reflects the journalist's complex thoughts about this idea. • ... (Ss' other contributions)
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Table 5A

Quote 5	Journalists always work under time pressure.
Guiding questions	What may cause "time pressure" for journalists? If you were a journalist, how would you deal with this problem?
Key points for answers	...

Table 5B

Quote 5	Journalists always work under time pressure.
Guiding questions	What may cause "time pressure" for journalists? If you were a journalist, how would you deal with this problem?
Answers (for reference)	<p>News stories should be published in time; when they are behind time, they become old news and thus lose impact. People are not interested in old news.</p> <p>One may work efficiently as a journalist if one can:</p> <ul style="list-style-type: none"> • use simple words / sentences to write quickly; • improve one's writing skills and proficiency; • make enough preparation such as research before interviewing somebody; • ... (Ss' other contributions)

Table 6A

Quote 6	I believe it has purpose.
Guiding question	What purpose or value do you think the job of a journalist has?
Key points for answers	<ul style="list-style-type: none"> • ... • ... • ...

Table 6B

Quote 6	I believe it has purpose.
Guiding question	What purpose or value do you think the job of a journalist has?
Answers (for reference)	<ul style="list-style-type: none"> • A journalist keeps us informed about the world. • A good journalist provides us with the truth behind the news. • A good journalist helps us understand the world better. • A good journalist has a big heart for humanity (such as a sense of justice, sympathy, empathy). • ... (Ss' other contributions)

★★ Option 2

- Invite Ss to listen to the recording of two foreign students talking about these quotes and ask Ss to give their opinions and comments. Ss should use Worksheet 1 (see page 145).

Answers for reference

In addition to the references given above for option 1, it is also possible for teachers to use the following answers as a reference for guiding class discussion. The answers presented here are more formal than the references listed in table B's.

- (1) He / She implies that writing a book may involve more complex storytelling and creative use of language. Writers have more freedom to write as they want, without having to consider much about the length and the conciseness. The key point is that a writer may need to use his or her imagination from time to time while writing, but a journalist needs to report factually on what has happened.
- (2) Events that are worth reporting usually arouse public interest or concern, such as a natural disaster, or an important policy change.
- (3) We should bear in mind that we can't believe everything we read in the news. Sometimes we may need to look for first-hand sources ourselves, such as asking people around us and searching for witnesses of the event.
- (4) The speaker seems to imply that it is hard or even impossible in many cases for journalists to write a news report with no appeal to readers' emotions. The reason for this is that a journalist may have to take a stance. In fact, a purely neutral stance is hard to find in real life. A story can be reported from various angles and the selection of

these angles reflects the journalist's stance.

- (5) According to the speaker, the "time pressure" is caused by spending time spotting a good news story, collecting all the important information and reporting on time. Also, news reporters are always pursuing the latest information. They need to manage their time more effectively and try to improve their news writing skills.
- (6) A journalist should be the first to uphold social justice for the public. The value of this job is based on how much they can help the public to learn about the truth.

2 (see Student's Book page 10)

Teaching principle

Open-ended tasks would give learners an opportunity to improve their language development.

Teaching suggestions

- Put Ss into pairs to discuss the two questions.
- Move around the class and help some pairs by providing clues to language such as useful phrases or sentences.
- Call for a class discussion and then select Ss to report. Provide feedback through negotiations.
- Provide some language practice if necessary.

Answers for reference

(1) Yes:

- may be interested in meeting different people every day
- may be confident of one's own writing skills
- may be inspired by great writers such as Hemingway
- may be interested in caring about public interest of society
- ... (other reasons)

No:

- not good at writing
- not sensitive enough to spot a newsworthy story
- lack of time management skills
- dislike working under time pressure
- ... (other reasons)

(2) Possible effects:

- New forms of journalism like pictures, videos and blogs can be produced and disseminated by ordinary people like you and me.
- Some forms of media such as newspapers or magazines are being transformed into electronic versions.
- ... (other effects as mentioned by Ss)

Mini-project

(see Student's Book page 10)

Teaching principle

Task-based language teaching can enhance learners' communicative competence through discussion with their peers.

Teaching suggestions

Task	Talking about how to become a responsible "journalist"
Purpose	Fluency training: Ss can reflect on their own social media usage and practise using English to express their own ideas.
PLO	Ss can express their own ideas coherently and clearly using their own language repertoire.
Time	20 minutes

There are two options to teach this part.

★ Option 1

- Introduce the task through a slide showing the instructions, making sure that Ss understand the rubrics in a class session.
- Lead a class discussion and encourage Ss to name the potential benefits and problems of online posting.
- Write / Translate Ss' contributions on the board and teach expressions that would be useful. The expressions below may be used as a reference in your feedback.

Possible benefits:

- *exchange ideas instantly*
- *trace one's location, footprint, bank account, private life, etc.*

Possible problems:

- *information leak*
- *identity / information theft*

How to become responsible "journalists":

- *without / with their consent / permission*
- *respect / protect one's privacy*
- *check on facts*
- *consult experts*
- *research before posting information online*
- *stop rumours*
- *report to the police about cybercrimes*
- *be alert to the tricks of the conman (骗子)*

★★ Option 2

- Introduce the task instructions to the class on a slide, and make sure Ss understand the rubrics.
- Put Ss into small groups (maximum 4) and appoint a student to manage the group work.
- Encourage Ss to hold the group discussion of the potential benefits and problems of online

posting.

- Observe / Get involved in the group discussion and remind Ss to take notes while discussing.
- Use the sample answer below as a reference for the discussion:

We need to consider several things when we post online. Firstly, we need to get permission from others before we post their photos online. Secondly, we must check facts and make sure that they are accurate and will not have a harmful effect on people or institutions. Finally, we need to be careful not to leak our own personal information.

Focus on language

1–2 (see Student's Book page 11)

Teaching principle

Explicit instruction on language forms will help learners understand and remember them better if they are completed after the communicative activities.

Teaching suggestions

Task	Learning / Reviewing language forms / issues students have encountered in the study of the Reading and interaction section
Purpose	Summarizing and reviewing the language forms / issues for Ss in this section so that they can remember them better
PLO	Ss will be able to understand and remember the form, meaning and the use of the language points in the context.
Time	10 minutes

- Display the summary of language issues (such as pictures of blackboard writing in the previous lessons or teacher's teaching notes) on a slide.
- Check that students can read them and explain their meanings.
- For exercise 1 in this part, explain briefly: phrasal verbs are usually made up of two / three

parts, such as *turn in* and *check up on*; they can also be replaced by a single verb (see below).

check up on facts = *investigate facts*

come up with a bright idea = *produce a bright idea*

turn in your reports = *submit your reports*

The phrasal verbs are usually used in speaking, while the single verbs are more likely to be used in the formal style such as written language.

- Work through exercises 1 and 2 with the Ss and help them check their answers.

Answers

- 1 keep up with current events; keep your eyes and ears open; turn in your reports; come across things worth reporting; appeal to readers' emotions; care about; work under time pressure
- 2 (1) fiction (2) mentor (3) spot (4) valuable (5) illustrate
(6) common (7) benefits (8) current (9) appeal (10) authority

B Grammar activity

Objectives

By the end of the lesson, Ss will be able to:

1. recognize accurately the verb-*ing* and verb-*ed* forms used as the object complement in new contexts;
2. use the verb-*ing* and verb-*ed* forms as the object complement correctly in the given context.

1 (see Student's Book page 12)

Teaching principle

Visualization of structural analysis would help learners learn new grammatical concepts better.

Teaching suggestions

- Introduce the first example sentence "He found his mother cooking in the kitchen ..." on the board.

- Ask Ss “Who’s cooking? Is it his mother or him?” (Make sure all Ss understand that it is the mother who is cooking.) As “the mother” is the object of the verb “found”, so “cooking” is called the **Object complement**. (Complement means something that would make something else complete or better. In this case, we would leave the sentence unfinished if we just said “He found his mother ...”)
- Present the second example sentence “He had a few things stolen on the subway.” on the board.
- Ask Ss “Who’s stolen his things? Is it somebody else?”
- Explain that the things are stolen by someone else. Give one more example “John had several fruit trees planted in the garden in the spring.” It is someone else, not John who planted the fruit trees in the garden.
- Ask Ss to complete the exercise individually and then check the answers with the class.

Answers

a: 1, 2, 3 b: 4

2 (see Student’s Book page 13)

Teaching principle

Learners need to practise newly learnt grammar in a new context.

Teaching suggestions

- Ask Ss to work independently on the exercise.
- Present the exercise on a PPT slide for a class session.
- Help Ss check the answers one by one.

Answers

(1) hear (2) singing (3) saw (4) sleeping (5) filmed
 (6) playing (7) having (8) taken (9) get (10) done

3 (see Student's Book page 13)

Teaching principle

Learners need to practise how the newly learnt grammar can be used in a semi-controlled communicative activity.

Teaching suggestions

- Present the example sentence "I have flowers planted in my garden." Then draw a line underlining the two words "flowers" and "planted" to highlight their relation to each other.
- Invite Ss to explain who planted the flowers.
- Present the example sentence "I heard birds singing joyfully in the woods ..." Then draw a line underlining the two words "birds" and "singing" to highlight their relation to each other.
- Invite Ss to explain who is singing.
- Invite Ss to make similar sentences using the structures below to describe different seasons. They may write sentences down on their own paper first.

I have / get ... done

I see / notice / smell / hear ... doing

- Ask Ss to move around and talk to at least three classmates. Remind Ss to ask and answer questions about each other's descriptions and select the most interesting sentences for class presentations.
- Organize the class report and provide feedback if necessary.

C Listening and speaking

Objectives

By the end of the lesson, Ss will be able to:

1. understand the details of the talk show about the two Chinese ink-wash animation films;
2. make comments on the important features of one Chinese ink-wash animation film.

1 (see Student's Book page 14)**Teaching principle**

Listening will be more effective with proper warm-up activities to provide necessary language support.

Teaching suggestions

- Use PPT slides to introduce the pictures in exercise 1 about the concepts of animated films, and the techniques for producing such films as stop-motion, 3D-computer animation, ink-wash painting, watercolours, miniature figures. Use the explanations below for support.

animated film 动画片

anime /'ænɪməl/ *n.* a style of Japanese animation 日本动漫

stop-motion: a filming technique in which objects (such as stick figures) are photographed in a series of slightly different positions so that the objects seem to move 定格拍摄

- Introduce the name of the radio programme *Dominic's Download*. Explain that the programme is named after the host. Then ask Ss to listen to his presentation.

Answers

- a: Miniature figures b: Watercolours c: Stop-motion animation
 d: Ink-wash painting e: 3D-computer animation

2 (see Student's Book page 14)**Teaching principle**

A less demanding task such as listening for the gist of the conversation would reduce learner's anxiety when they meet the challenging content.

Teaching suggestions

- Ask Ss to get ready for listening.
- Tell them to listen for the gist of the conversation only and identify the correct items from the six expressions. Make sure Ss understand the six terms. If they don't, pre-teach them.

- Play the recording several times until Ss can name the vocabulary items, such as “an interview”, “a director”, “a famous artist” and “an award-winning film”.
- Check the answers with them and play the recording again.

Answers

an interview; a director; a famous artist; an award-winning film

3 (see Student’s Book page 14)

Teaching principle

It is necessary for Ss to learn how to focus on details after they have obtained the general idea in the listening training.

Teaching suggestions

- Present the table on a slide and lead Ss to go through the titles of the films. (Do not give too much information about them because Ss will be asked to listen for the detailed information of these two films.)
- Explain other terms:
release: If a film is released, it is ready to be shown to the public.
innovation: creative part in the making of the film (in this context)
- Play the recording several times and ask Ss to take notes in the table.
- Answer any questions that Ss may have in the listening or note-taking process.
- Check answers with Ss.
- Use the additional information below to help Ss understand the two films better. The films can be found on the Internet. You may play them in the class and organize a speaking activity as an alternative learning opportunity for exercise 4.

Tadpoles Searching for Mama 《小蝌蚪找妈妈》(about 15 minutes)

The Plume 《月晦》(导演: 北京电影学院 黄颖)(about 8 minutes)

lateral shots 横向推拉镜头拍摄技术

rotate shots 旋转拍摄技术, 即镜头围绕拍摄对象 360 度旋转拍摄

Answers

	<i>Tadpoles Searching for Mamma</i>	<i>The Plume</i>
Time of release	in the 1960s	<i>present</i>
Director	<i>Not mentioned</i>	Huang Ying
Style	animation in ink-wash style	3D animation in ink-wash style
Innovations	applying the painting style of Qi Baishi, which makes it like museum art	<ul style="list-style-type: none"> • 3D-computer animation, creating more vivid moving pictures by rotating shots in addition to the conventional lateral shots; • taking less time and saving cost

4 (see Student's Book page 15)

Teaching principle

Learners need opportunities to learn and use formulaic language in a semi-open communicative activity.

Teaching suggestions

- Introduce the instructions (Student's Book page 15) on a slide and explain the difference between a ceremony speech and free talk. In ceremony speech, the speakers usually follow certain patterns such as:

(For an award-giving ceremony speech) Opening remark + brief explanations of the reasons (comments on the film)

Ladies and gentlemen: The award committee is pleased to announce that the (first prize) goes to ... (winner). The reasons are ...

- Put Ss into small groups (maximum 4) for drafting the speech script.
- Invite Ss to present their speech one by one and comment on their presentations.

Answers for reference

Good evening, ladies and gentlemen. The award committee is pleased to announce that

the best animation film goes to *The Plume*. *The Plume*, directed by Huang Ying, was made following the ink-wash style, unique to Chinese painting style. The film looks like museum art, delicate and beautiful. It has inspired animators to combine ink-wash style, an ancient art style, with modern technology, creating 3D animated ink-wash films, which produce more vivid shots, make it easier to produce details and edit. It is an excellent mix of traditional, regional art form and modern technology.

Optional speaking activity

Teaching suggestions

Task	Creating subtitles and dubbing for the animation film <i>The Plume</i>
Purpose	Using learners' own language repertoire for a creative and communicative purpose
PLO	Each group is able to produce suitable subtitles for the characters of birds and the cat in the film for dubbing.
Time	10 minutes

- Play the animation film *The Plume* to the class.
- Put Ss into small groups (maximum 4) for writing dialogues and / or voice-over for the film. (Each group is responsible for a 2-3-minute-long clip.)
- Have Ss practise dubbing the subtitle while the film is on.
- Invite Ss to present the dubbing to the class.
- Ask Ss to vote for the best script group and best speaker in the dubbing.

D Writing

Objectives

By the end of the lesson, Ss will be able to:

1. analyse the sample film review in terms of content and language;

2. write a well-organized film review using sufficient details and appropriate language.

Strategy

Writing endings

If you want to make your review more memorable, try to finish it in an interesting way. For example, you can use:

- a quote (you can find quotes online).
- a memory of the film that will stay with you for a long time.
- a rhetorical question (a question that doesn't expect an answer).
- a prediction.

1 (see Student's Book page 16)

Teaching principle

Knowledge about a specific text structure and functional sentence would facilitate the process of learning to write the related genre.

Teaching suggestions

- Introduce the short notice and exercise 1.
- Ask Ss to think about a film they are interested in. In case Ss don't have any ideas of their own favourite film, ask them to write a review for the animation film *The Plume*.
- Ask Ss to think about what is to be included in their review by going through the eight choices in question (2).
- Invite Ss to talk about their initial plan and comment on the meaning of the eight choices and make sure Ss understand them.

2–3 (see Student's Book pages 16 and 17)

Teaching principle

Explicit instruction about the structure of a particular genre would help learners greatly.

Teaching suggestions

- Present the sample article and the guiding questions on a PPT slide. Take Ss through the review quickly and make sure Ss understand it.
- Put Ss into small groups to find answers to the questions on Worksheet 2 (see page 147). The worksheet in Student's Book (page 17) can be used for additional support.
- Remind Ss to pay attention to the different punctuation marks in Chinese “《》” for the film title. English uses italics, underlines or quotation marks (in writing) for film titles.
- Ask Ss to draft their own review based on the study of the sample review.
- Invite one of the better able students to present his / her writing and provide feedback.
- Ask Ss to revise or complete their own writing.

Answers for reference

(表格中的回答仅供参考, 如果学生英语水平不够, 可以允许学生用中文回答下列问题, 重在分析范文的过程。)

Aspects of writing	Guiding questions	My exploration
Content	What is the basic information about the film (genre, director, actors and characters)?	Genre: Science fiction film Director: Guo Fan Leading actor: Wu Jing as the astronaut Liu Peiqiang
	What is the plot of the film?	The sun is about to die out and the Earth is guided to a new location. On its way, something goes wrong and Liu acts heroically and fixes the problem.
	What does the reviewer think of the film in general? Is it a positive or negative review?	The reviewer thinks of the film as an example of Chinese science fiction film-making at its best. It is a positive review.
	How does the reviewer end the review?	The reviewer summarizes the film and strongly recommends the film by writing "This is a film not to be missed!"

(Continued on the next page)

Aspects of writing	Guiding questions	My exploration
Language	What language does the reviewer use to express his / her opinions?	adjectives for positive comment: <ul style="list-style-type: none"> • exciting and easy to follow (plot) • thrilling (action scenes) • big-name (actors) • internationally famous; entertaining; educational (the film) phrases and sentences: <ul style="list-style-type: none"> • lines make me think • an example of Chinese science fiction film-making at its best • I really enjoyed watching it. • This is a film not to be missed!
	What tense does the reviewer use when commenting on the film?	present tense
Editing	What words are capitalized?	the name of the film: <i>The Wandering Earth</i> the names of people: Liu Peiqiang, Wu Jing, Guo Fan, Liu Cixin the name of the planet: Earth
	What words are italicized?	the name of the film and the lines quoted from the film
	Which words are hyphenated?	big-name, film-making

E Cultural focus

Reading passage

Objectives

By the end of the lesson, Ss will be able to:

1. understand the reading passage;
2. identify the cultural elements relating to the content of the documentary;
3. explain reasonably why the documentary film *A Bite of China* is well received by the audience.

Notes on the language

1. **the late rice** Rice in the Changjiang river region falls into several varieties. Among them, the late rice takes the longest time to grow (from June to October each year), and therefore, it is considered better in taste than other varieties.
2. **staple food** food that is eaten routinely
3. **side dish** a small amount of food that you eat with a main meal

1 (see Student's Book page 18)

Teaching principle

Learning begins with learners' existing knowledge and experience.

Teaching suggestions

- Introduce the topic of the reading passage (Chinese food).
- Invite Ss to say what their favourite food is in their families (either items from the list or their own contributions).
- Remind Ss to pay attention to the rule of forming plural forms of the food names.

beef: uncountable noun

fish*: uncountable noun as food, but it is countable noun as animals

jiaozi: uncountable noun (borrowed from Chinese)

2 (see Student's Book pages 18 and 19)

Teaching principle

Reading is more effective if readers have a goal while they are reading.

Teaching suggestions

- Ask Ss to read exercise 2 individually.
- Ask Ss to read the passage on pages 18 and 19 and complete exercise 2.
- Check answers with them and respond to Ss' problems or difficulties in understanding the passage.

* The plural form is “fish”. You can use “fishes” to refer to various types of fish.

Answers

(1) b (2) d (3) d

3 (see Student's Book page 20)**Teaching principle**

Learners need opportunities to practise analytical skills in reading comprehension.

Teaching suggestions

- Help Ss review the method to study culture.

The method to study culture:

- cultural objects
 - cultural celebrations / festivals
 - cultural behaviour
 - cultural concepts
- Put Ss into small groups to analyse the cultural elements in the reading passage.
 - Invite groups to present the analysis of the reading passage and provide feedback .

Answers for reference

A Bite of China			
Cultural object	Cultural festival / celebration	Cultural behaviour	Cultural idea
rice cakes	People in Ningbo often eat rice cakes during the celebration of the Chinese New Year.	People in Ningbo make rice cakes. A family would prepare enough rice cakes to eat through the year, either as a staple food in meals or as a side dish.	Eating rice cakes is regarded as a symbolic part of the new year celebration, because they are associated with the concept of family reunion, reminding people of the value of family.
<i>jiaozi</i>	In North China, <i>jiaozi</i> is served with the New Year's Eve meal.	People in the North stuff and wrap <i>jiaozi</i> which will be served with their New Year meals.	Chinese people believe that nothing is more important than the family being together, as symbolized by making, cooking and eating <i>jiaozi</i> together.

4 (see Student's Book page 20)

Teaching principle

Learners need opportunities to practise the skills of reading beyond the lines in reading comprehension.

Teaching suggestions

- Present the task instructions on a slide and make sure Ss understand the requirement:
Find the reasons based on the evidence in the reading passage.
- Present the table below on the board and explain the requirement. If Ss don't know how to carry out the discussion, show the example (in italics).

Table on the board

No.	Your reasons (Your judgement)	Details in the passage to support your judgement
1	<i>People will like the film because it tells an interesting story about dish making processes and the related culture.</i>	<i>The passage tells us about "widely held customs and traditions", for example, the Ningbo rice cake story and its history, the ingredients, family traditions.</i>
2		
...

- Encourage Ss to speak rather than write down their answers.

Answers for reference

A Bite of China is popular for the following reasons. It presents various staple foods in different places of the country and tells stories about those delicacies. This may comfort those far away from families, bringing them home or reminding them of the precious memories associated with the foods. The traditional Chinese culture is transmitted by the documentary. It is a channel for viewers to gain more knowledge and a better understanding about Chinese people and their lives.

Video

Objectives

By the end of the lesson, Ss will be able to:

1. understand how films are made at Pinewood Studios;
2. use the vocabulary appropriately to describe or / and explain film-making;
3. talk about their plan of making use of the facilities at Pinewood Studios for making a film.

Background

Pinewood Studios is located in London, 20 miles from the centre of the city. It is one of the largest facilities for filmmaking in Europe.

Notes on the language

1. **crew** a group of people with special skills working together 技术人员团队；专业团队
2. **computer-generated images** images made by the computer 电脑成像
3. **replica** a very good or exact copy of something 复制品；仿制品

1 (see Student's Book page 21)

Teaching principle

A warm-up activity can activate learners' existing knowledge about the specific subject of the lesson.

Teaching suggestions

- Introduce the topic of the lesson and ask Ss to answer the two questions.
- When responding to Ss' answers, try to elicit the following vocabulary items and write them on the board:

studios, cinema, film-makers, film scene, director, actor, actress, crew, special effects, stage, films(BrE), movies(AmE), blockbuster, musical, comedy, family films, war films

2 (see Student's Book page 21)

Teaching principle

Tasks for video teaching should be less challenging and generative.

Teaching suggestions

- Play the video with picture off and ask them to take notes in the listening.
- Ask Ss to report what they have heard from the video and try to guess the specific words or sentences:
e.g. outside London, in England, old English mansions, underwater scenes, control the light, cheaper / quicker to make a film, film in the pool, warm / clean water, the Bond film, Casino Royale, 007 stage, musical comedy, Mamma Mia, keep up with the new technology
- Write Ss' contributions on the board, correct the errors, and explain their meanings. (Decide if you need to play the video with the picture off again, but usually Ss expect the teacher to play the video with both pictures and sound on as soon as possible.)
- Play the video with the picture on and ask Ss to confirm what they have anticipated about the scenes.
- Ask Ss to report what they have watched from the video. You may repeat the step several times until Ss get satisfied with the viewing and reporting.
- Ask Ss to work individually on exercise 2.
- Play the video for Ss to check for their answers.

Answers

- (1) One director at Pinewood Studios said that it's easier to control the light inside.
- (2) The outside pool at Pinewood Studios is 70 metres wide.
- (3) The pool in the underwater stage holds over one million litres of water.
- (4) There are over 40 stages at Pinewood Studios.
- (5) *Mamma Mia!* was the fifth most successful film in 2008.
- (6) *Mamma Mia!* was mostly filmed in England / Britain.

3 (see Student's Book page 21)

Teaching principle

Learners need opportunities to focus on the vocabulary after meaning-focused activities.

Teaching suggestions

- Ask Ss to work on exercise 3 individually.
- Play the video to check their answers if necessary.
- Help Ss check their answers.

Answers

(1) audience (2) fan (3) blockbuster (4) shoot (5) underwater (6) keep up with

4 (see Student's Book page 21)

Teaching principle

Learners need opportunities to practise communicative abilities in an open-ended task in which they can have control over the content and use their own language resources.

Teaching suggestions

- Introduce the task instructions on a slide.
- Make sure Ss understand what they need to do and how they would do it.
- Organize Ss into small groups for discussion and appoint a student to manage the group work.
- Move around the class to provide necessary support in both content and language.
- Organize class report and provide appropriate feedback or comment if necessary.

Unit 2 The things around us

Introduction

This unit introduces the theme of the things around us and their relation to our lives. The **Reading and interaction** section presents the stories about the people and environment behind a T-shirt. The **Grammar activity** section talks about the things used in our daily life through a brief narrative of *Simon's Day* while lending students an opportunity to practise **the passive** in different forms. The **Listening and speaking** section introduces the mining of coltan, a rare material required for making mobile phones, and the harm that results from its inappropriate mining in Africa. Students will then have a chance to share their views on the pros and cons of mobile phones. The **Writing** section presents the students with a chance to practise describing a process of making a product in their lives based on the study of the writing sample on chocolate manufacture. The reading passage in the **Cultural focus** section introduces the BDS, the Chinese BeiDou Navigation Satellite System, and the **Video** shows paper-making at a paper mill in the north of England in the UK.

Objectives, proposed teaching hours (PTH) and performance descriptors

Sections	Objectives	PTH	Performance descriptors
A Reading and interaction	Describe the process of making a product and its potential impact on the people and environment	3	1–9 能抓住语篇大意，获取主要信息。 1–10 能基于所读内容进行描述、说明。
B Grammar activity	Use passive structures correctly in the given context	1	1–11 能识别语篇为传递意义选用的语法结构。
C Listening and speaking	Express one's personal views on banning mobile phones	1	1–1 能抓住所听语篇大意，获取主要事实和观点。 1–4 能表达观点并发表评论。
D Writing	Describe a process using appropriate language and format	1	1–11 能分析语篇的文体和语言特征。 1–13 能使用恰当的词汇和句式描写物品制作的过程。
E Cultural focus	Recognize the features and applications of the BDS Describe the process of paper-making	2	1–12 能识别语篇直接陈述的情感态度、价值观和社会文化现象。 1–3 在听和观看视频的过程中，能结合画面，注意到图片、动画等传递的信息。

A Reading and interaction

Objectives

By the end of the lessons, Ss will be able to:

1. understand the story about the people and environment behind a T-shirt;
2. recognize the writer's views on modern consumerism and its impact on the environment;
3. talk about the processes of making a product and their potential impact on human lives.

Background

Consumerism is a social phenomenon found in modern society that encourages people to acquire things and thus stimulates manufacturers to produce more and more goods for the market. In order to increase business, manufacturers may produce products with planned obsolescence or advertise aggressively to attract people to consume more than what is necessary for them. This usually leads to an overproduction of products and results in a waste of natural resources while causing potential harm to the environment. The T-shirt discussed in this text is a case in point.

Notes on the language

1. **search for deals** This means "look for cheap goods". Notice the difference between *search for* and *search*.

The police searched the house for the thieves.

They searched the shop for cheap deals.

2. **cheap deal** It means "cheap price".

3. **The market is flooded with ...** This means that something is sold in large quantities, often at a low price.

4. **sell out fairly quickly** If some goods *sell out quickly*, it means they are very popular and business is good.

5. **make people's dreams come true** People have a chance to realize their dreams.

6. **He tries it on ...** He puts on the T-shirt to see if it fits him.

7. **Uzbekistan** It is a country in Central Asia, to the north of Afghanistan.

8. **over 30°C** It means over 30 degrees Celsius.
9. **sweat in the field** People produce sweat when working hard. Notice the association with *sweatshop*, a place where workers work long hours in poor or even dangerous conditions for very little pay.
10. **the cotton was flown to India** The cotton was transported (shipped) to India by plane.
11. **Mumbai** It is a port city in the southwest of India facing the Arabian Sea.
12. **ironed** Pay attention to the pronunciation, /'aɪənd/, the “r” in *iron* is not pronounced.
13. **a charity shop** British English, which means a shop that sells old clothes, books, furniture, etc. in order to raise money for the poor. So things are usually sold at a very low price there.
14. **make one's way to ...** It means somebody goes to some place.
15. **25 p** “25p” means 25 pence (plural form) in British English and 100 pence makes a pound in Britain.
16. **make a difference** When someone *makes a difference*, he / she causes a change, or is very important.
17. **up to 5 tonnes of resources** If you say that something is up to a certain amount, you emphasize that the quantity can be as great as that specific amount. Cf. Some T-shirts can use 5 tonnes of resources (doesn't have the same sense of emphasis or comparison in this context).
18. **children as young as seven** If you say people can be as young as a certain age, you emphasize that they are very young, no older than that age. Cf. Some children are only seven years old. They work in the cotton fields ... (doesn't have the same sense of comparison or emphasis.)

Word study

1. **flood** *v.* to become or make something become available in a place in large numbers (使)
充斥, 充满

Telephone calls flooded in from all over the city. 电话像潮水般从全市四面八方打来。

n. a large amount of water covering an area that is usually dry 洪水; 水灾

flood damage 洪涝灾害

flood warnings 水灾警告

2. sweat v. to produce liquid on skin / surface 出汗；流汗

If one tends to sweat heavily in hot weather, it might be advisable to use some deodorant. 如果一个人在热天里出汗过多，那最好用点除臭剂。

n. drops of liquid that appear on the surface of your skin when you are hot, ill / sick or afraid 汗

The little boy wiped the sweat off his forehead with a towel while mowing the lawn. 小男孩一边修剪草坪一边用毛巾擦去额头的汗。

3. iron v. make clothes, etc. smooth by using an iron(用熨斗)熨, 烫平

Silk dresses need to be ironed before being worn. 真丝连衣裙穿前需要熨烫一下。

iron ... out 解决影响……的问题(或困难)

There are still a lot of details that need ironing out in the agreement. 协议中还有很多细节问题需要解决。

n. a tool with a flat metal base that can be heated and used to make clothes smooth 熨斗

a steam iron 蒸汽熨斗

4. cash n. money in the form of coins or notes / bills 现金

pay (in) cash 付现金

cash in on something 从中牟利；捞到好处

The music studio is accused of cashing in on the famous singer's death. 那家音乐公司受到指责，说他们利用那位著名歌手的死来赚钱。

5. profit v. get something useful from a situation; to be useful to somebody or give them an advantage 获益；得到好处

The local people believe they will profit from the new policy. 当地人认为他们将从新政策中获益。

n. the money that you make in business or by selling things, especially after paying the costs involved 利润；收益；赢利

Sell the house at a profit. 卖掉房子可以获利。

6. difference

tell the difference 区分；区别

In the beginning it was hard for the teacher to tell the difference between the twins in her

class. 老师一开始很难区分班级里的那对双胞胎。

make a / no / some /... difference (to / in somebody / something) 对某人(事)有(或没有、有些)作用,关系,影响

I don't think it makes a lot of difference which country you come from. 我认为你是哪国人无关紧要。

7. **fit** v. (of clothes, shoes, rings, etc.) be the correct size and shape for somebody / something
适合;合身

Matthew has grown so fast that the clothes he bought last year don't fit him now. 马修长得太快了,去年他买的衣服现在就不合身了。

adj.

(1) healthy and strong, especially because you do regular physical exercise 健壮的;健康的

She tries to keep fit by swimming three times every week. 她每周游泳三次以保持健康。

(2) suitable; of the right quality; with the right qualities or skills 适当的;恰当的

The food is not fit for children under three years old. 这食物不适合3岁以下的孩子食用。

n. a sudden short period of coughing or of laughing or very strong feeling that you can't control 一阵(忍不住的咳嗽、笑)

a fit of laughter 一阵笑声

a fit of coughing 一阵咳嗽

Pre-reading activity

(see Student's book page 24)

Teaching principle

Learning begins with learners' existing knowledge and experience. Pictures and titles can help learners predict what they are going to read.

Teaching suggestions

- Ask Ss how many T-shirts they have bought this year, how long they have kept them, and why they don't wear them until they are worn out.

- Ask Ss if they know how a T-shirt is made. Elicit a description from Ss about what they think is involved in making a piece of clothing from the start to the finished product (e.g. *growing cotton, making fabric, designing the clothing items, making final products for the market*). Ask them to think about the ways these processes may affect people's lives and the environment.
- Ss might produce the following descriptions. Put the following chains of production on the board. Highlight "agentless passives": it's not important who did these actions.

The cotton is grown in fields / on farms → oil is piped out of wells → fabrics are made in textile mills or chemical factories → styles and fashions are designed in workshops → finished products are made in factories → shipped to stores → sold to customers

- Ask Ss to look at the title and pictures on Student's Book page 24 and finish exercise 2. And then ask Ss to read the whole passage to check their answers.
- Check answers with Ss.

Answers

2 (1) a (2) b (3) c

Comprehension work

1 (See Student's Book page 26)

Teaching principle

Suitable reading questions can help learners grasp the general meaning of a passage and overcome language difficulties in reading comprehension.

Teaching suggestions

- Ask Ss to read the text again and complete the following text analysis table (presented on a slide).

	Paragraph(s)	Content	Purpose
1	?	a T-shirt in an African market	introducing the story of a T-shirt
2	?	processes of T-shirt making	disclosing the life story of a T-shirt
3	?	back to the T-shirt in the African market	bringing reader's attention back to the T-shirt in question (A transition)
4	?	raising questions about the T-shirt	putting forward writer's argument
5	?	miscellaneous information about T-shirt making	additional information to strengthen the writer's argument

- Present answers as below:

1: Paragraph 1

2: Paragraphs 2, 3, 4

3: Paragraph 5

4: Paragraph 6

5: Information tip in "Did you know?"

- Conduct a Q & A session to help the class understand the details of the passage, solving any language problems with the help of **Notes on the language**.
- When the Q & A session is finished, draw Ss' attention to the second part (paragraphs 2, 3, and 4).
- Ask Ss to read this part critically and to count how many sentences are written in the passive form. Explain the typical passive structure like this:

A is done by B. (A is not the agent, and B is.)

- Introduce the concept of "agentless passives". Present the agentless passives from the passage on a slide and explain each one individually.

Agentless passives are the passive structures without the *by*-phrase that indicates the agent of the action. This structure is often used in an impersonal style of writing and therefore it is usually used in academic or technical writing.

Examples from the reading passage:

- *The cotton was watered every day ...*
- *... harmful chemicals were used to kill insects in the field.*
- *... but she was paid very little.*

- ... *the cotton was flown to India.*
 - *The T-shirt was made in a tiny factory ...*
 - *The finished T-shirt was sent to a huge discount shop in the UK.*
 - *It was washed, worn, and ironed and ...*
 - ..., which (*the old clothes including the T-shirt*) were sold to an export company ...
- Ask Ss why the writer uses so many agentless passives when he / she describes the story of the T-shirt. Have a brief discussion with the class and elicit the explanation below in the process.

The writer uses an **impersonal tone** in describing the life history of the T-shirt. He **probably** wants to show how **cruel and inhumane** the whole process of making a T-shirt is. He seems to suggest that human beings are doing **inhumane** things in order to consume more. (an anti-consumerism attitude)

Answers for reference (以下答案仅供教师参考, 不要求学生产出相似的语言。)

- (1) Africans like Western clothes because when they put those clothes on, others can't tell the difference between rich and poor.
- (2) Twenty adults made the T-shirts and five children checked them in the Indian factory.
- (3) People go to the discount shops because they don't want to spend a lot of money, but they want to look good.
- (4) The young man didn't buy the T-shirt from Yaba market because he wasn't able to afford it.
- (5) According to the writer, charity shops and export companies may profit from the T-shirt business.
- (6) The making of a T-shirt might help the local people maintain their lives and thus improve their living standards, while it might have negative impacts on the people's surroundings, consuming large amounts of resources, polluting the environment, and employing child labour.

2 (see Student's Book page 26)

Teaching principle

Following some form of communicative activities, it is beneficial for learners to focus on specific vocabulary in a slightly different context.

Teaching suggestions

- Introduce the task on a slide and ask Ss to work alone.
- Ask Ss to check answers with each other and to report their results.
- Check answers with the class.

Answers

(1) life (2) chemicals (3) flown / exported (4) discount (5) deals
(6) threw (7) exported (8) worn (9) choice (10) cost

Deep reading

1 (see Student's Book page 27)

Teaching principle

Learners need explicit instruction and practice in structuring sentences in order to make a coherent discourse.

Teaching suggestions

Task	Describing the T-shirt's journey and the people who are affected
Purpose	Using appropriate structures to create coherence in discourse
PLO	Ss will be able to use both passive and active structures to create a coherent discourse.
Time	30 minutes

There are two options to teach this part.

★ Option 1

- Present the table on the slide and ask Ss to recall the life story of the T-shirt. Get one student to give the key words for the first column: The T-shirt's journey.
- Work with the student to generate the answers below:

the cotton field in Uzbekistan

a factory in Mumbai in India

discount shops in the UK

Yaba market in Nigeria

- Ask Ss to work in pairs to complete the table. Ask a student to describe "What happens to the T-shirt?" (A coherent response would be more likely to begin with "the T-shirt" or related ideas.) and "Who are the people involved in this journey? What are their lives like?" (A coherent response would be more likely to begin with "the people" or related ideas.)
- Guide the student to generate answers similar to these:

For "What happens to the T-shirt?"

The T-shirt starts its life in a cotton field. The cotton was grown and watered on the farm.

It is highly likely that the student will generate this kind of sentence:

People there grow cotton, water it and use chemicals in the fields.

- Modify the student's sentence to make it coherent by introducing the concept of "coherence" with the examples below.

Coherent discourse

A: *What happens to the crops?*

B: *The crops are damaged by the bad weather.*

A coherent discourse is the one in which the new information (e.g. *the crops*) in the question becomes the old information in the answer and therefore it is put at the beginning of the sentence in the reply. This is because people tend to start with old information in communication. A coherent arrangement tends to make the weight of the sentence (new information) fall at the end of the sentence.

Incoherent discourse

A: *What happens to the crops?*

B: *The bad weather damages the crops.*

The reply makes the discourse incoherent because “the bad weather” is the new information and “the crops” is the old information in the reply. This arrangement violates the English convention of discourse structures which tend to put the weight of information (new information) at the end.

- Invite Ss to report their work to the class and make sure that their responses to the questions are coherent.

★★ Option 2

- As an additional and more challenging activity, play the recording of two foreign students, and ask Ss to give their own opinions and comments. Ss should use Worksheet 1 (see page 149).

Answers for reference

The T-shirt's journey	What happens to the T-shirt?	Who are the people involved in this journey? What are their lives like?
the cotton field in Uzbekistan	<ul style="list-style-type: none">• The T-shirt starts its life in the cotton field.• First, cotton is grown in Uzbekistan. / It is one of Uzbekistan’s economic plants.• The cotton is watered every day, and is picked by young women who often work in the fields for up to ten to twelve hours a day.• Chemicals are used to protect the cotton during the growing process.	<ul style="list-style-type: none">• Farm workers on cotton farms. Farm workers have to work long hours in the cotton field for very little pay. They work in harsh conditions, such as in temperatures as high as 30°C, and with harmful pesticides.
a tiny factory in Mumbai / India	<ul style="list-style-type: none">• The cotton is then flown to a small factory in Mumbai.• Adults and kids are employed to make T-shirts from the cotton.	<ul style="list-style-type: none">• Workers in the sweatshop in Mumbai. <p>Both adults and children may have to work long hours in poor conditions for very low pay.</p>

(Continued on the next page)

The T-shirt's journey	What happens to the T-shirt?	Who are the people involved in this journey? What are their lives like?
discount shops in the UK	<ul style="list-style-type: none"> New T-shirts are bought by young people who don't want to spend much money on expensive clothes. The T-shirts are quickly thrown away once they are out of fashion. Those old T-shirts are sent to charity shops and sold to export companies. 	<ul style="list-style-type: none"> Consumers and discount shop staff. Consumers want to wear fashionable clothes. They often buy new T-shirts and then throw them away if they go out of fashion. The discount shops sell a lot of cheap clothes, so they are very profitable.
Yaba market in Nigeria	<ul style="list-style-type: none"> The old T-shirts are for sale at the Yaba market. They are not affordable for some of the young people there even though they are as cheap as three dollars each. 	<ul style="list-style-type: none"> African consumers. People are living a poor life and some of them can't afford a second-hand T-shirt as cheap as three dollars.

2 (see Student's Book page 28)

Teaching principle

Learners need a lot of opportunities to have control over what they want to say using their own language repertoire in an open-ended task.

Teaching suggestions

- Introduce the two questions on a slide and ask Ss to think about them.
- Place Ss in pairs to work together to answer these questions.
- Organize a class presentation to share their views. Provide feedback and language support if necessary.

Answers for reference

- (1) It is important for me to know where my clothes come from because it makes me aware of the processes of making those clothes and how they affect the lives of the people and environment involved. This knowledge will consequently influence my decision about buying the clothes.

(2) If I buy one fewer T-shirt, I believe it will make a difference. According to the story in the reading passage, one fewer T-shirt bought by the consumer may result in fewer children in the sweatshop, less use of harmful pesticides by farmers and fewer wasted resources , thus less impact on the people and the environment.

Mini-project

(see Student's Book page 28)

Teaching principle

Task-based language teaching can enhance learners' communicative competence through discussion with their peers.

Teaching suggestions

Task	Conducting a survey on the journey of a product
Purpose	Fluency training: Ss practise collecting information from their partners on how different products are manufactured, and their impact on the people and environment.
PLO	Ss can make a coherent conversation about at least one type of product.
Time	20 minutes

- Present the instructional rubrics on a slide and ensure Ss understand them well.
- Hold a class discussion on how to conduct a survey.

To conduct a survey, one needs to design survey questions beforehand. Elicit possible questions from the Ss that would be used for the survey. Guide Ss to generate a list like the one below.

Excuse me, I'm doing a survey. Can I ask you a few questions?

What product are you thinking about?

Why do you want to talk about this product?

How is it made?

How does its manufacturing process influence our lives or environment?

How can we as consumers help to reduce its negative impact / harmful influence?

Do you think your proposals are feasible, practical and reasonable?

...

- Other options:

★ Option 1

- Lead a class discussion and encourage Ss to say which product they would like to talk about.
- Write / Translate Ss' contributions on the board, using the table below to support the teacher-class interaction.

Product	Reasons	Possible influence on the environment and human life

- After two or three examples have been completed in the table, encourage individuals to work in pairs to practise using the information from the table.

★★ Option 2

- Put Ss into small groups (maximum 4) to decide what they are going to talk about.
- Brainstorm a product and write out its manufacturing process and influences on the people and environment.

- Ask Ss to leave their seats to interview at least two classmates in other groups. Advise Ss to take notes for reporting to the class.
- Hold a class session to present the survey results. Respond appropriately to their information and language.
- Vote for the most successful surveys in the class.

Focus on language

1–2 (see Student's Book page 29)

Teaching principle

Expert teachers often conduct focus-on-form activities after their students have completed communicative activities.

Teaching suggestions

Task	Focusing on language
Purpose	Helping Ss summarize language issues they have encountered in the activities in the Reading and interaction section
PLO	Ss will be able to explain the language issues in their own words to demonstrate their mastery.
Time	15 minutes

- Introduce the language issues accumulated so far in the section (**Reading and interaction**) and organize them for a slide show.
- Check that Ss are able to read, explain and give examples of sentences in oral response.
- Conduct remedial work such as revision and practising.
- Introduce exercises 1 and 2 and ask Ss to complete them individually.
- Check answers and provide explanations or feedback if necessary.

Answers

1

(1) second-hand shop; cotton field; air conditioning; export company; price tag; factory worker; discount shop

(2) try on; pick up; hang up; sell out; look around; take off

2

(1) flood into (2) break sweat (3) for export (4) at a profit (5) iron out

(6) in cash (7) hesitate about (8) Discount shops (9) fit into (10) hang up

B Grammar activity**Objectives**

By the end of the lesson, Ss will be able to:

1. identify the passive in different forms;
2. review passive structures in the simple present and the simple past;
3. learn passive structures in the present perfect.

1 (see Student's Book page 30)

Teaching principle

Learners can understand grammar better if they are given opportunities to focus on key grammatical features through comparing minimal pairs.

Teaching suggestions

- Introduce the topic of "passives" in English and help Ss review the contrast between typical active and passive structures in English.

The workers have cut down the trees. vs. The trees have been cut down by the workers.

The two sentences express a similar meaning with different focuses. The first sentence focuses on "Who has cut down the trees?" while the second on "What has been cut down by the workers?"

The structure: have / has + been done (by phrase).

- Review the passives in the two tenses with the following table.

Passives	Simple	Perfect
Passives in the present	am / is / are + v-ed (by phrase)	have / has been + v-ed (by phrase)
Passives in the past	was / were + v-ed (by phrase)	had been + v-ed (by phrase)

- Ask Ss to complete exercise 1 individually and provide appropriate support or feedback if necessary.
- Notice the sentence “Simon quickly gets dressed, ...” is also a passive structure in the simple present tense. The “get-passive structure” is often used in informal language such as speaking rather than writing.

Answers

a: 4, 10 b: 2, 5, 11 c: 1, 3, 6, 7, 8, 9

2 (see Student’s Book page 31)

Teaching principle

It is beneficial for learners if they have a chance to practise the newly learnt grammatical point in a slightly different context.

Teaching suggestions

- Ask Ss to complete exercise 2 individually and provide support if necessary.
- Check answers and provide feedback if Ss have difficulties with the grammar rules.

Answers

(1) were invented (2) paid (3) has been enjoyed (4) used
(5) is still used (6) takes (7) have been sold (8) was built (9) rides

3 (see Student's Book page 31)

- Introduce the task by showing the instructions and the example sentences on a slide.
- Encourage Ss to think of any interesting / unusual / funny / bizarre / terrible things that were done / have been done / is (being) done. You may present a list of verbs as scaffolding:

<i>prohibit</i>	<i>maintain</i>	<i>work out</i>
<i>rebuild</i>	<i>punish</i>	<i>figure out</i>
<i>kick out</i>	<i>televise</i>	<i>cover</i>
<i>agree</i>	<i>pull down</i>	<i>write</i>
<i>steal</i>	<i>misguide</i>	...
<i>break</i>	<i>invent</i>	
<i>take</i>	<i>sell</i>	

- Ask Ss to move around the class to talk to at least three classmates and exchange information.
- Ask Ss to report their funniest / most interesting / most meaningful / weirdest etc. sentences to the class.
- Give appropriate comments and feedback on both content and language if necessary.

C Listening and speaking**Objectives**

By the end of the lesson, Ss will be able to:

1. understand the content of the radio programme;
2. argue their views on the banning of mobile phones.

1 (see Student's Book page 32)**Teaching principle**

Listening is more successful if appropriate scaffolding is provided.

Teaching suggestions

- Introduce the task and ask Ss to work on the four statements in exercise 1.

- Elicit answers from Ss. Ask them to explain which clue gives them the answer.
- Direct Ss' attention to the word "coltan" and ask Ss to explain what it is.
- Teach "rare material" (稀有金属) and it is called "铜钽" in Chinese. The material is used to make electronic devices such as capacitors (电容器) for storing energy which are widely used in mobile phones, computers, etc.

Answer

a mobile phone

2 (See Student's Book page 32)

Teaching principle

When encountering challenging content in listening, learners need appropriate scaffolding.

Teaching suggestions

- Introduce the task to Ss, asking them to read the six statements and predict if they are true or false.
- Play the recording several times until Ss can identify the false statements and explain why they are false.

For example, help Ss to say:

- (2) "This is not true, because the mining is damaging the rainforest."
- (3) "Child labour is used in the mining."
- (5) "The gorilla population is decreasing, not increasing."
- (6) "They're called "blood phones" because the mining is very harmful for both animals and human beings."
- Check Ss' answers and provide feedback if necessary.

Answers

(1) T (2) F (3) F (4) T (5) F (6) F

3 (see Student's Book page 32)**Teaching principle**

Once learners become familiar with the learning materials, scaffolding can be removed.

Teaching suggestions

- Introduce the instructions first and make sure all Ss understand them well.
- Play the recording once and ask Ss to take notes while listening.
- Ask Ss to complete the exercise using their notes.
- Check the answers by playing the recording again.

Answers

Stop using electronic devices that are made using coltan.

- ✓ Stop importing coltan from the Congo.

Find a new material that can replace coltan.

- ✓ Buy certified coltan from Australia.
- ✓ Sign online petitions to protest against the mining.
- ✓ Post comments on the Internet.
- ✓ Support charities that provide aid to the Congo.
- ✓ Buy second-hand devices instead of new ones.
- ✓ Make sure old devices are recycled.

4 (see Student's Book page 33)**Teaching Principle**

Learners can improve their communicative competence by engaging in open-ended activities.

Teaching suggestions

- Introduce the statement "If mobile phones are banned, the world will be a better place. Do you agree?" on a slide.

- Put Ss into groups (maximum 5). Ensure that half of the class are “for the statement” and the rest are “against the statement”. (You may flip a coin to decide the “for” and “against” groups.)
- Ask the groups to discuss the reasons for or against the statement. Walk around the class to provide support if necessary.
- Ask groups to write their reasons on the board in the “for” and “against” areas respectively.
- Hold a class discussion and delete any repetitive reasons. Modify Ss’ writing and correct errors on the board.
- Ask Ss to comment on which side is more convincing. Vote for the best reasons.
- The pros and cons listed below are for reference.

▪ **Pros of mobile phones:**

- *They can keep people connected to the world.*
- *People can communicate / socialize with others through calls, texting or posting audio-visual messages on the social networking sites.*
- *People can get informed of what’s going on in the world by reading up-to-date information.*
- *Mobile phones have made life easier for people.*
- *People can work away from offices or homes.*
- *People can make purchases in a lot of places without cash or a credit card.*
- *People can take lessons using apps on the phone.*

▪ **Cons of mobile phones:**

- *They often secretly rob people of their “freedom”.*
- *People may lose private time because they can be contacted anywhere and at any time.*
- *People may lose their private information when using some phone apps.*
- *People may become obsessed with their phone, ignoring other important things in their life such as their family, friends, health and study.*

D Writing

Objectives

By the end of the lesson, Ss will be able to:

1. identify key language features for describing processes in the writing sample;
2. write a passage to describe a process of making or doing something.

1 (see Student's Book page 34)

Teaching principle

Learning to write well involves complex processes of planning and revision.

Teaching suggestions

- Introduce exercise 1 and ask Ss to select or create a topic for writing about a process of making or doing something.
- Discuss the possible stages of the process.
- Encourage Ss to plan by using their own experience and provide necessary language support.

2–3 (see Student's Book pages 34 and 35)

Teaching principle

Writing will be made easier if learners can use their own experience.

Teaching suggestions

- Ask Ss how they would plan for writing on the topic they chose in exercise 1. Encourage them to use their own experience in life, such as *repair a bike, fix a computer, move the data from an old mobile phone to a new one, get a jammed door / window repaired, replace a dead light bulb, fix the toilet, install an interesting app on a mobile phone*.
- Use the questions below to help Ss plan for their writing.

What is the thing you're going to write about?

What stages / steps are required for making / doing this thing?

How is each stage / step carried out?

What verbs can be used for describing these stages / steps?

What are the unusual / surprising facts about the process?

What is the result of the process?

- Ask Ss to complete a first draft of their writing. Walk around to provide language support if necessary.
- After a while, select one of the best students in the class and ask him / her to present his / her writing.
- Make comments or suggestions for further revisions.
- Ask Ss to read the writing sample critically and complete the guiding questions on Student's Book page 35.
- Ask Ss to consider what language features are prominent in the description of processes. Draw Ss' attention to the use of agentless passives and the present tense.
- Ask Ss to also pay attention to the language used to link the stages such as *first, second, then* or the use of the determiners such as *the, this, that, these* or the use of prepositional phrases such as *after that, before that, as the last step, at the beginning, following this* and the use of adverbs such as *then, later*.
- Ask Ss to resume rewriting, revising or completing their own writing (see strategy below).

Strategy

Checking your writing: spelling and punctuation

When you have finished a writing task, always read it again and check the spelling and punctuation. Make sure you have used:

- capital letters for proper nouns (names of people, places, etc.) and at the beginning of sentences.
- full stops at the end of sentences and for abbreviations (e.g. *6 p.m.*) and question marks at the end of questions.
- commas to separate parts of sentences and items in a list.
- apostrophes in contracted forms (*don't, aren't*) and in possessive forms (*my friend's house*).
- hyphens in compound nouns and adjectives.
- correct spelling. Use a dictionary and make a note of any words you misspell.

Answers for reference

(表格中的回答仅供参考,如果学生英语水平不够,可以允许学生用中文回答下列问题,重在分析范文的过程。)

The chocolate making process: CAFEBD

Aspects of writing	Guiding questions	My exploration
Content	What is the purpose of this article?	To describe how chocolate is made.
	How many stages are involved in the process of making chocolate? What are they?	7 stages 1. cut down cocoa beans from the trees 2. put cocoa beans on banana tree leaves and the beans are covered and sun-dried 3. pack beans into bags 4. transport beans to chocolate factories 5. clean, roast and break beans into small pieces 6. make these pieces into liquid and mix them with milk 7. make the mixture into chocolate bars
	What are some unusual or surprising facts about the process?	Cocoa beans are covered with banana tree leaves, and thus the chocolate flavour is developed.
Language	What tense does the writer use?	Mainly simple present tense.
	What voice is mainly used, and where is it used?	Passive voice is used. It is used to describe how cocoa beans are taken from trees and processed and how chocolate is turned into chocolate bars.
	What verbs and phrasal verbs does the writer use to describe the process?	cover, pack, transport, clean, roast, cut off, put on
	What words or expressions does the writer use to link different stages?	first of all, next, after a while, then, later, before, last of all, the ..., this ..., these ..., etc.
Editing	What words are capitalized?	Proper nouns such as names of people (Mayan Indians, Aztec) or countries (Mexico, Brazil, Ghana, Nigeria)
	Which words are hyphenated?	sun-dried (compound adjective)
	Where does the writer use quotation marks? Why?	The quotation marks in "chocolate" refer to the origin of the word chocolate. The quotation marks in "bitter water" refer to the Aztec meaning for chocolate.

E Cultural focus

Reading Passage

Objectives

By the end of the lesson, Ss will be able to:

1. understand the reading passage ;
2. describe one of the scientific achievements China has made in recent years.

Background

In 2020, China launched the last few satellites of the BDS system. The completed system is called the BDS-3 and it provides positioning services to users around the world.

Notes on the language

1. **Next up, the BDS** Notice that this passage was written before the completion of the BDS global system. See more information in the note in **Background**. *Next up* suggests the writer's expectation of China's efforts to launch more satellites to complete the system. Notice there is the definite article "the" before the acronym BDS.
2. **millimetre accuracy** It is accurate to the millimetre.
3. **the BDS is of Chinese origin** The BDS is originally made in China.

1 (see Student's Book page 36)

Teaching principle

Scaffolding in a reading task can help set up reading goals for learners or to pre-teach technical vocabulary / language before they begin to read the passage.

Teaching suggestion

- Ask Ss to complete exercise 1 individually and check their answers.

Answers for reference

- (1) GPS stands for "Global Positioning System".

(2) (Students' own answers)

(3) d

2 (see Student's Book page 36)

Teaching principle

A summary matching activity can help learners practise focusing on the general meaning of a paragraph rather than on the specific details.

Teaching suggestions

- Ask Ss to read the five paragraph summaries (a–e) individually.
- Ask them to read the passage and then complete the matching activity.
- Check answers and provide appropriate feedback.

Answers

1: c 2: e 3: d 4: b 5: a

3 (see Student's Book page 38)

Teaching principle

Learners need to practise reading for details after they have practised reading for general meaning.

Teaching suggestions

- Ask Ss to read the six statements in exercise 3.
- Ask Ss to complete the work individually.
- Check answers and provide appropriate feedback.

Answers for reference

- (1) T
- (2) F When it is completed, the BDS will determine the position with millimetre accuracy which is ten times more accurate than GPS.
- (3) F The BDS has already been used for helping more than 40,000 Chinese fishing boats.
- (4) T
- (5) F The developers predict an increase in popularity of the BDS both at home and abroad.
- (6) F China developed the BeiDou Navigation System, but its benefits can be extended to other nations.

4 (see Student's Book page 38)

Teaching principle

Learners need open-ended activities to practise using their own language resources meaningfully.

Teaching suggestions

- Introduce the activity in exercise (1) and ask Ss to work in pairs to answer the two questions.
- Ask two or three pairs to present their discussions. Provide appropriate feedback.
- For exercise (2), ask Ss to work in pairs again and allow them to search on the Internet for websites to carry out research in preparation for one of the four topics.(They can use the classroom computers or their phones with permission from the school.)
- Present the following information about the Chang'e-4 mission on a slide. Ask Ss to introduce the topic.
 - Chang'e-4 lunar probe 嫦娥 4 号月球探测器
 - Yutu-2 rover 玉兔 2 号月球车
 - lander 着陆器
 - relay satellite for the Chang'e-4 lunar probe 嫦娥 4 号月球探测器的中继卫星

- Queqiao (Magpie Bridge) 鹊桥
 - the far side of the moon 月球背面
 - Chang'e lunar missions 嫦娥探月工程
 - the world's first communication satellite to observe both the Earth and the far side of the moon
 - launch the Chang'e-4 lunar probe
 - It made a soft landing on the far side of the moon on 3 Jan. 2019.
- Distribute the four topics evenly / equally among the class so that each topic has an equal chance to be studied.
 - Allow Ss 5–10 minutes for research.
 - Walk around the class and provide content and language support if necessary.
 - Hold a class discussion when the research is complete.
 - Ask some pairs to present their research and encourage other Ss to comment or ask questions.
 - Ask Ss to vote for the most impressive / interesting achievements. Allow Ss to give reasons for their votes.

Answers for reference

- (1) Before reading this passage, I didn't know that farmers could use BDS-supported drones to check the health of crops and spread seeds over fields, which cuts down the labour costs and improves the accuracy and efficiency of farming.
- (2) The idea of building China's FAST, the world's largest single-dish radio telescope, was first put forward in the 1990s by a group of astronomers including Nan Rendong, FAST's chief scientist. Located in Guizhou Province, the project was approved by the central government in 2007. Construction kicked off in 2011 and was finished in 2016. Now it has officially begun operations. The FAST project has significantly improved China's research ability in radio astronomy, promoted innovation of related technologies and produced large social and economic benefits.

Video

Objectives

By the end of the lesson, Ss will be able to:

1. understand the process of paper-making;
2. use proper vocabulary to describe the paper-making process;
3. describe the process of making something they use every day.

Notes on the language

What do you use paper for? Notice that the word “paper” is a material noun and therefore it is an uncountable noun in this context. When used as a countable noun, *paper* can mean newspapers, a document, etc.

1 (See Student’s Book page 39)

Teaching principle

Learning is more effective if teachers can activate learners’ existing knowledge.

Teaching suggestions

- Introduce the task by asking Ss to discuss the three questions.
- When Ss discuss the third question, present some useful vocabularies that will appear in the video later on:

mill: factory 磨坊；工厂

pulp: a soft substance that is made by crushing wood, fabric or other material and then used to make paper 纸浆

churn: move water or mud around violently 搅拌

filler: a substance used to fill holes or cracks, especially in walls before painting them 填料

2 (See Student’s Book page 39)

Teaching principle

Learners will find it hard to understand the video if their attention is distracted by the various aspects of the video such as pictures, actions, sounds, language at the time of viewing. So it is a

good strategy to use a step-by-step scaffolding activity during the viewing process.

Teaching suggestions

- Introduce the topic about the video “How a paper mill works” and play the video with the picture off.
- Ask Ss to watch the video with the sound off and take notes of what they see.
- Ask Ss to say what they have seen. Write down Ss’ contributions and ask them to explain the meanings of what they saw. Correct any errors.
- Leave a few contributions unexplained and ask Ss to watch the video with both the picture and sound on. Ask Ss to solve the unexplained problems from the second viewing.
- Play the video again with the sound and picture on.
- Ask Ss if they have solved the problem(s). Ask for more contributions from the Ss and write them on the board. Ask Ss to explain what they hear or what they see, and correct any errors. Leave a few unexplained contributions again. Ask Ss if they need to watch the video one more time to solve the problem(s).
- Repeat the above processes up to a fourth viewing. Then ask Ss to look at the textbook to complete exercise 2 individually. Check answers.

Answers

(1) f (2) e (3) c (4) h (5) a (6) g (7) b (8) d

3 (see Student’s Book page 39)

Teaching principle

It is beneficial for learners to focus on language forms after meaning-focused activities.

Teaching suggestion

- Ask Ss to work on exercise 3 and check answers when they have finished.

Answers

(1) squeeze (2) ship (3) stretch (4) package (5) churn (6) beat

4 (see Student's Book page 39)

Teaching principle

Learners need opportunities to use language in an open-ended task in which they can express their own ideas using their own language resources.

Teaching suggestions

- Introduce the task by presenting the instructions on a slide and ensure that Ss understand them well.
- Put Ss into groups (maximum 6) and ask them to brainstorm a thing they use every day.
- Walk around the class and provide language support if necessary.
- Ask groups to present their process to the class when they have finished their discussions.
- Provide appropriate comments and ask Ss to vote for the most interesting presentation.

Answers for reference

The wine-making process

First, the grapes are picked in a vineyard. They then are taken to a winery, sorted in bunches, with under-ripe and rotten ones removed. After that, the sorted grapes are crushed to extract juice. Next, the juice is put into tanks, with yeast added to it, to get fermented. This process continues for 6–12 hours until all the sugar has been transformed into alcohol, thus producing the wine. After fermentation, the wine is transferred into oak barrels or steel tanks to finish clarification, which is when tannins, protein and dead yeast is removed. Lastly, the wine is stored in oak barrels to age. Once that is done, it gets bottled with screw caps or corks. Now the wine is ready for the market.

Unit 3 The way we are

Introduction

This unit introduces the theme of beauty and its related social and cultural interpretations. The **Reading and interaction** section presents a study of what beauty is and how the ideas of beauty change across time and cultures. The **Grammar activity** section focuses on the way the appearance of animals serves as a survival mechanism while lending learners an opportunity to learn how to use a **to-infinitive to modify a noun phrase**. The **Listening and speaking** section presents a radio programme in which a guest anthropologist talks about how certain human behaviours reflect different psychological characteristics. The **Writing** section invites learners to write a letter to a newspaper column offering advice to a teenager who lacks confidence in his own appearance. The reading passage in the **Cultural focus** section introduces the Miao's costumes and their related culture and history, and this is followed by the **Video** which presents an interesting story about two entrepreneurs who create a fashion business out of junk clothes in London.

Objectives, proposed teaching hours (PTH) and performance descriptors

Sections	Objectives	PTH	Performance descriptors
A Reading and interaction	Interpret the sociocultural meaning of beauty practices in different places and through the ages	3	1–9 能抓住语篇大意，获取主要信息。 1–10 能基于所读内容进行推断、分析和概括。 1–12 能识别语篇直接陈述的情感态度、价值观和社会文化现象。
B Grammar activity	Use the <i>to-infinitive</i> for modification correctly in the given context	1	1–11 能识别语篇为传递意义而选用的语法结构。
C Listening and speaking	Analyse the factors that make people streetwise	1	1–1 能抓住所听语篇大意，获取主要事实和观点。 1–2 能理解说话人所表达的意义、意图和情感态度。 1–4 能简要地口头描述自己或他人的经历，表达观点并举例说明。
D Writing	Write a reply to an advice column using appropriate language and format	1	1–11 能识别语篇的类型和结构，辨识和分析语篇的文体特征及衔接手段，识别语篇为传递意义而选用的主要词汇。 1–13 能以书面形式描述自己的经历，表达观点并举例说明。 1–14 能运用语篇的衔接手段构建书面语篇、表达意义，体现意义的逻辑关联性。

(Continued on the next page)

Sections	Objectives	PTH	Performance descriptors
E Cultural focus	Understand different cultural aspects of Miao clothing and jewellery Retell the story of a small fashion boutique in London	2	1–12 能识别语篇陈述的社会文化现象。 1–3 在听和观看视频的过程中，能结合画面，注意到图片、动画等传递的信息。

A Reading and interaction

Objectives

By the end of the lessons, Ss will be able to:

1. understand the writer's argument and supporting details about the complex concept of beauty;
2. recognize the writer's attitude expressed through the use of specific language in the article;
3. interpret the concept of beauty as shown in the selection process of a campus ambassador.

Notes on the language

1. **Nigerian** This refers to people of the country Nigeria in Africa in this context.
2. **put on weight** If someone *puts on weight*, he / she becomes heavy and grows fat. The opposite of this expression is *lose weight*.
3. **"fattening room"** This refers to a place where people put on weight.
4. **She went in weighing 60 kg ...** Notice the verb *weigh* and its related noun form *weight*.
5. **... being fat is desirable ...** If something is *desirable*, it is considered good and worth having or getting. The opposite is *undesirable*.
6. **... we are bombarded with images of slim women with a fair complexion and handsome, broad-shouldered young men.** Notice the use of the expressions which show the writer's attitude towards the practices of the media and modern advertising. The writer is suggesting that the media and advertisers force us to accept their criteria of "beauty" (through bombardment) without appealing to our reason or logic. So we tend to take it for granted that a beautiful woman will be slim and have a fair complexion and a handsome man will be broad-shouldered and young.

7. **Some people question these shallow beauty ideals.** Notice the use of the expression *shallow* to modify the noun *ideals*. If something is an *ideal*, it is usually perfect. However, the writer criticizes the beauty ideals as shallow to demonstrate his / her negative attitude to this simplistic, biased, even misguided understanding of beauty in the media.
8. **one idea of physical beauty** Notice the use of *physical beauty* in this context. The writer narrows down his / her discussion of the concept "beauty" to our physical aspects, which implies his / her argument that beauty is natural as echoed in the rhetorical question in the last paragraph. The argument is that if you're born this way, then you're beautiful in your own way.
9. **Ideas about physical beauty change over time and different periods of history reveal different views of beauty, particularly of women.** Notice this is the topic sentence which tells the reader the main idea of this paragraph. The sentence is made up of two parallel clauses with the second clause providing the explanation for the first one. A thesis statement is the most important sentence in a paragraph. It is often characterized by the use of abstract noun phrases (e.g. *ideas about physical beauty, time, different periods of history, different views of beauty*) and further developed through elaboration, explanation, or / and exemplification in the rest of the paragraph.
10. **Venus of Hohle Fels** It is an ivory figurine carved from a mammoth tusk. Discovered in 2008 in a cave in Germany, it is dated at about 35,000—40,000 BCE. It depicts a full-figured woman's body, carved in a rudimentary, abstract style. A carved ring forms the head. It is considered to be the earliest depiction of a human in the world.
11. **Peter Paul Rubens (1577—1640)** He was a Flemish painter famous for his portraits, landscapes and historical paintings painted in an extravagant Baroque style. His depiction of fat women is well known, and the term "Rubenesque" is used to describe a full-figured woman.
12. **Elizabethan England** Notice the difference in pronunciation between Elizabeth (/ɪ'lɪzəbəθ/) and Elizabethan (/ɪ'lɪzə'bɪ:θn/). Elizabethan England refers to the reign of Elizabeth I (1558—1603). It was the period of William Shakespeare, one of England's greatest playwrights and poets. Queen Elizabeth is considered to represent the concept of ideal beauty of the time: fair hair, white skin, and red lips. The appearance of pale skin was achieved by various methods, one of which was the use of a poisonous cream made of lead (/led/) and vinegar. The cream damaged the skin, caused hair loss and, in some cases, death.

13. **achieve this look** *Look* in this context means appearance, usually used as a countable noun in the singular form. When *look* is used in the plural form of *looks*, it usually refers to one's beauty or attractive appearance, e.g. *You get your looks from your mother.* (You are good looking because of your mother.)
14. **Borneo** (/ˈbɔːniəʊ/) It is an island in south-east Asia near Indonesia, Brunei and Malaysia.
15. **Maoris** (/ˈmaʊrɪz/) This refers to the indigenous people of Polynesia who settled in New Zealand between 1250 and 1300. Tattoos are important in Maori culture. Men's tattoos cover the whole face as well as other parts of the body, but women's tattoos tend to be smaller, and on the mouth and chin only. Maori tattoos have influenced the art of tattooing all over the world.
16. **Tattoo** It is a picture or writing that is permanently marked on one's skin by using a needle and ink.
17. **have a very low opinion of tattoos** If one *has a low opinion of* something, one doesn't think much of it or doesn't consider it as good enough. The expression of the opposite meaning is *have a high opinion of* something, e.g. *Students and teachers all have a very high opinion of his work on the show.*
18. **Today, they are considered a popular form of body art among the new generation.** Notice the writer uses the passive structure to present the current opinion on tattoos in order to maintain "an objective, impersonal style" in writing. Students can find more examples of agentless passives used in this article.
19. **Myanmar** Pronounced as /'mjaenma:(r)/ in American English, also known as Burma (/bɜːmə/), it is a country in south-east Asia. The women of Myanmar have brass coils fitted around their necks, which push collar bones down, making their necks appear very long.
20. **dieting** It means "eating little or not eating for losing weight or other reasons".
21. **Does this mean that we are all beautiful in our own way?** Notice that this is a rhetorical question. The writer thinks that the answer to this question is so obvious that there is no need for him / her to express it explicitly. The writer is inviting the reader to join him / her to support his / her unsaid argument "beauty is natural." (Refer to note 8 in this section.)

Word study

1. **bombard** *v.* to attack somebody with a lot of questions, criticisms, etc. or by giving them too

much information 大量提问；大肆抨击；提供过多信息

The office was bombarded by telephone calls inquiring about enrollment. 办公室里电话响个不停，都是咨询招生问题的来电。

bombard somebody with something 向某人不停地提问或不断地灌输……

Every time he returned to the hometown, his parents and relatives would bombard him with questions about his love life and marriage plans. 每次他回乡，父母和亲戚们就会连珠炮似地向他询问有关爱情生活和婚姻计划之事。

In this health-conscious era, we are bombarded with advice on what to eat and what to avoid. 在这个健康意识很强的时代，我们不断地听到什么该吃、什么不该吃这一类的忠告。

2. **shallow** *adj.* (of a person, an idea, a comment, etc.) not showing serious thought, feelings, etc. about something 肤浅的；浅薄的

We took his shallow argument lightly and didn't bother to respond. 我们不把他的肤浅观点当作一回事，不想对其作出回应。

If he's only interested in your looks, that shows how shallow he is. 如果他只是对你的美貌感兴趣，那说明他是多么浅薄。

3. **representation** *n.* the act of presenting somebody / something in a particular way; something that shows or describes something 表现；描述；描绘；表现形式

The photo is a lifelike representation of our parent's life in the old days. 这张照片生动地反映了我们父母那个时代的生活。

4. **stunning** *adj.* extremely attractive or impressive 极有魅力的；绝妙的；给人以深刻印象的

My sister looks absolutely stunning in that dress at her wedding ceremony. 我姐姐在婚礼上穿着那件婚纱光彩照人。

Standing on top of the mountain, we are all amazed at the stunning view. 我们站在山顶，都为这叹为观止的景色所折服。

5. **commonplace** *adj.* done very often, or existing in many places, and therefore not unusual 平凡的；普通的；普遍的

Car thefts are commonplace in this part of town, which is really stressful for the police. 镇上这片盗车案屡见不鲜，着实让警察头痛。

6. identity n.

(1) who or what somebody / something is 身份；本身；本体

The identity of the victim is still unknown. 受害者的身份仍未查明。

(2) the characteristics, feelings or beliefs that distinguish people from others 特征；特有的感觉（或信仰）

School uniforms can give children a sense of continuity, security, and identity. 校服可以给孩子们稳定感、安全感，以及自我认同感。

Travelling alone for a long time in a foreign land led to his loss of identity. 独自在异国他乡旅行很久，使他产生了身份迷失感。

national / cultural / social identity 民族 / 文化 / 社会认同

Our strong sense of national identity has been shaped by our long history and splendid civilization. 我们悠久的历史和灿烂的文明使我们形成了强烈的民族认同感。

Pre-reading activity

(see Student's Book page 42)

Teaching principle

It is a good strategy for the teacher to activate learners' existing knowledge and life experience while presenting useful vocabulary before they read a challenging article.

Teaching suggestions

- Introduce exercise 1 by showing the instructions on a slide. Invite Ss to give examples and provide explanations for the “beauty practices” they know or have heard of, such as:

T: Mary, do you wear make-up?

S: No.

T: Why not?

S: Our school rules do not allow us to wear make-up.

T: Good. Then can someone tell me, “Why do people want to wear make-up?”

...

- Use the ideas below to encourage Ss to join in and talk about: Why do people want to ...?

wear make-up

wear teeth braces

go on a diet

pierce holes in their nose / lips / ears / tongue / eyebrows

have medical operations (cosmetic surgery)

wear jewellery (necklace / pendant, etc.)

take physical exercise

spray a fake tan on their skin

wear rings / earrings

...

- Provide language support through discussion with Ss or by giving them language necessary for expressing their ideas.

enhance one's confidence, feel embarrassed / awkward

put on / lose weight

respect others in the workplace / in a public area

look muscular (for male) / feminine (for female)

have a good opinion of somebody / something

good looking, beautiful, handsome

feel / look good / bad, look ugly

looks vs. look

fat / plump vs. thin, skinny / slim, slender

shallow idea, elegant / bad taste

view(s) / understanding(s) of beauty

social / cultural / historical reasons

- Introduce exercise 2 by inviting Ss to name a person who they think is attractive. Ask them to explain why they think so. Encourage them to express their views on beauty when they discuss the questions in this activity. Summarize their views on the board with some language support.

Comprehension work

1 (see Student's Book page 44)

Teaching principle

Learners can develop reading strategies through learning about the discourse structure of the academic writing.

Teaching suggestions

- Introduce the article title: "Ideal beauty". Ask Ss if they believe that there is such a concept as "ideal beauty". What is it? And then ask Ss to read the article to find out the answer. (The answer may be: The concept of ideal beauty is incorrect. / Beauty is a subjective judgment. Beauty is in the eye of the beholder.)
- When Ss have completed reading the passage, ask them to use one sentence to express the main idea of each of these paragraphs. Then conclude what the writer's argument is.

Paragraphs	Main ideas
First paragraph	
Second paragraph	
Third paragraph	
Fourth paragraph	
Fifth paragraph	
Writer's argument:	

- Use the following table to elicit the main idea of each paragraph from the Ss. (The information in brackets shows how the writer argues his / her point of view.)

Paragraphs	Main ideas (for reference)
First paragraph	<i>Our established concept of "ideal beauty" is problematic. (Raises a question about our conventional concept of beauty.)</i>
Second paragraph	<i>Ideas about physical beauty change over time. (Argues that our conventional understanding is likely to change over time.)</i>
Third paragraph	<i>Ideas about beauty vary from culture to culture. (Argues that our conventional understanding is influenced by cultural elements.)</i>
Fourth paragraph	<i>Further development of the argument that ideas about beauty vary from culture to culture. (Presents examples of different beauty practices in places such as Myanmar and Indonesia.)</i>
Fifth paragraph	<i>Conclusion: Beauty is a concept that varies with time and culture. (So we should give up our conventional concept and accept the uniqueness of our own body.)</i>
Writer's argument:	<i>We're all beautiful in our own way. (This is what the writer is trying to tell us.)</i>

- Introduce the comprehension questions and allow Ss to work individually for five minutes to answer them on their own.
- Ask Ss to report their answers through a T-S's Q & A process. Provide language support if necessary.

Answers for reference (以下答案仅供教师参考，不要求学生产出相似的语言。)

- (1) Happiness Edem wanted to put on weight.
- (2) The media promote the images of slim women with a fair complexion and handsome, broad-shouldered young men.
- (3) People in Borneo have tattoos to record important events and places in life while New Zealand's Maoris consider tattoos as a reflection of a person's position in society.
- (4) The practice of using metal rings to stretch girls' necks in Myanmar might be unacceptable to Europeans.
- (5) People of different ages and cultures change the way they look for different reasons: to help them look more beautiful, to enable them to show social position or to display group identity.
- (6) Beauty standards vary with time in different cultures and people try to make themselves beautiful in their own way.

2 (see Student's Book page 44)

Teaching principle

Learners will benefit from the opportunity to focus on familiar vocabulary used in a slightly different context.

Teaching suggestions

- Introduce exercise 2 on a slide and ask Ss to work individually on the task.
- Encourage Ss to refer to the text to check for suitable words. Ask Ss to work in pairs and to check their answers.
- Check answers with the class.

Answers

- (1) cultures (2) slim (3) attractiveness / beauty (4) power / wealth
(5) desirable / ideal (6) unacceptable / shocking (7) beautiful / elegant
(8) stretched (9) identity (10) reveal

Deep reading

1 (see Student's Book page 45)

Teaching principle

Negotiation strategies such as asking for repetition and requesting for clarification or elaboration will help learners interpret the meaning better and improve communicative competence.

Teaching suggestions

Task	Talking about the effectiveness of using specific phrases or sentences in the essay
Purpose	Fluency training: Ss recognize the effectiveness of using specific vocabulary and grammar to strengthen an argument.
PLO	Ss will be able to explain the effectiveness of using the phrases or sentences indicated below.
Time	30 minutes

There are two options to teach this part.

★ Option 1

- Introduce the task by presenting the instructions on a slide. Ensure that Ss understand them well.
- Show the four sentences one by one using table A like the one below and hold a class discussion.

Table 1A

Sentence 1	In magazines and in the media we are bombarded with images of slim women with a fair complexion and handsome, broad-shouldered young men.
Guiding question	By using the word “bombard”, what does the writer imply about the images of men and women in the media?
My understanding	

- Elicit Ss' responses to the guiding question and write them on the board. Gradually involve more and more Ss to join in the discussion and to pay attention to each other's contributions. Use table B like the one below as a reference for guiding the discussion.

Table 1B

Sentence 1	In magazines and in the media we are bombarded with images of slim women with a fair complexion and handsome, broad-shouldered young men.
Guiding question	By using the word “bombard”, what does the writer imply about the images of men and women in the media?
My understanding	The writer uses the word “bombard” to possibly imply the following: <ul style="list-style-type: none"> <i>Producing and throwing an overwhelming amount of information onto the public so that they can't escape from it</i> <i>Forcing the public to unconsciously accept the images without using logic or reasoning to think</i> <i>Imposing so much information on the public that they may feel pressured</i> <i>Strengthening the bias regarding the criteria of beauty in society</i>

- Introduce sentences 2–4 using the tables 2A–4A below, and use the tables 2B–4B as a reference for helping Ss interpret the sentences.

Table 2A

Sentence 2	It is fairly rare to see short-sighted, middle-aged models.
Guiding question	Why does the writer mention this immediately after describing the types of images we see in magazines and in the media?
My understanding	

Table 2B

Sentence 2	It is fairly rare to see short-sighted, middle-aged models.
Guiding question	Why does the writer mention this immediately after describing the types of images we see in magazines and in the media?
My understanding	<ul style="list-style-type: none"> • <i>Emphasizing the contrast with the expressions in the previous sentences such as slim women, fair complexion, handsome, broad-shouldered young men</i> • <i>Criticizing the biased, misleading concept of ideal beauty because short-sighted / middle aged people are the normal reality we see every day</i> • <i>Paving the way for his / her argument expressed in the next two sentences (shallow beauty ideals and problematic nature of the ideas of physical beauty) in this opening paragraph</i>
Extra point to mention	Explain how the opening paragraph is developed: <i>It begins with an anecdote about Happiness Edem (ll. 1–6), followed by an explanation of the significance of this anecdote (ll. 6–9), then leads into a discussion (However ...) (ll. 10–15), and finally presents his / her argument (ll. 16–18).</i> (这和中文议论文的写作技巧类似，即“起承转合”。)

Table 3A

Sentence 3	Western society used to have a very low opinion of tattoos.
Guiding questions	Why does the writer use “used to” here? What is implied?
My understanding	

Table 3B

Sentence 3	Western society used to have a very low opinion of tattoos.
Guiding questions	Why does the writer use “used to” here? What is implied?
My understanding	<p>The writer implies the following when using the expression “used to”:</p> <ul style="list-style-type: none"> • <i>Pointing out it was common practice in the past</i> • <i>Implying that this practice doesn't exist now (Tattoos are no longer despised in modern Western society.)</i>

Table 4A

Sentence 4	Does this mean that we are all beautiful in our own way?
Guiding questions	The writer uses a question to end the passage. Would the statement "I think we are all beautiful in our own way" be a better ending? Why or why not?
My understanding	

Table 4B

Sentence 4	Does this mean that we are all beautiful in our own way?
Guiding questions	The writer uses a question to end the passage. Would the statement "I think we are all beautiful in our own way" be a better ending? Why or why not?
My understanding	A rhetorical question would be better than an explicit statement because: <ul style="list-style-type: none"> • <i>It gives readers a chance to contemplate possible answers. A question also invites readers to have a conversation with the writer.</i> • <i>The use of an explicit statement forces the reader to accept or reject the stated idea without contemplating other options.</i>

★★ Option 2

- Invite Ss to listen to the pre-recorded conversations of two foreign students talking about these sentences. They should then give their own opinions and comments using Worksheet 1 (see page 151).

Answers for reference

In addition to the references given above for option 1, it is also possible for teachers to use the following answers as a reference for guiding class discussion. The answers presented here are more formal than the references listed in table B's.

- (1) The word "bombard" means "to attack by giving too much information". It suggests that
- the mass media show far too many images of slim women with a fair complexion and handsome, broad-shouldered young men;
 - the mass media mislead people into believing that only slim women with a fair

complexion and handsome, broad-shouldered young men are considered attractive;

- the writer is not satisfied with the media's practices.

(2) The writer mentions this immediately after describing the types of images we see in magazines and in the media to draw readers' attention to the big contrast between people not considered beautiful by society and the media's ideas of what beautiful people should be like. The adjectives "short-sighted" and "middle-aged" appear negative because they are not thought to be the ideal images for models.

(3) By using "used to", the writer tells us that

- people thought negatively of tattoos in the past;
- people do not think negatively of tattoos nowadays;
- some people might have accepted them as a normal beauty practice;
- people's understanding of beauty varies with time.

(4) The question has a similar function to a statement, but it is more powerful. It helps the writer invite the readers

- to answer the question based on their own understanding;
- to interact with him / her about the topic in the reading;
- to think deeply about what beauty really means.

2 (see Student's Book page 46)

Teaching principle

An open-ended task is an ideal situation in which the learner-centred environment can be created.

Teaching suggestions

- Introduce the topic by presenting the instructions on a slide. Ensure that Ss understand them well.
- Give an example to illustrate how each factor can influence our views on the ideas of beauty. Invite Ss to contribute their ideas on the other factors. Use the information below as a reference.

- Age:

People tend to think that young people are better looking than old people. People may become obsessed with keeping their youthful looks and may focus on trying to look young.

- Gender:

Gender is an important factor for understanding beauty. Males are expected to look muscular like sportsmen, and females must appear to be feminine, delicate, and slender.

- Social trends:

Social trends also influence how we understand the idea of beauty. Years ago male models in the media looked rugged, strong and muscular but in recent years, male models in the media look gender-neutral or even feminine.

- Occupation:

In some occupations, such as those of doctors or nurses, workers are required to wear protective clothing. Some people think that they look perfectly attractive in their protective white gowns and face masks, even though they can't show their faces or hairstyles.

- Social class:

In old movies, we often see a street beggar with unkempt hair, but it's common to see a professional who has stylish hair.

- Social environment:

Social environments affect people's ideas of beauty and influence how they dress and behave. For instance, we tend to dress formally when attending a wedding. In contrast, we may wear casual clothes when we meet colleagues in the office.

Mini-project

(see Student's Book page 46)

Teaching principle

Task-based language teaching can greatly enhance learners' communicative competence.

Teaching suggestions

Task	Selecting a campus ambassador
Purpose	Fluency training: Ss express their views in their own words.
PLO	Ss will be able to name a candidate and give good reasons.
Time	20 minutes

- Put Ss in groups. Use Worksheet 2 (see page 153) to assist the discussion.
- Ask each group to present their criteria. Write their responses on the board and provide appropriate feedback.
- Put the list of nominees on the board and ask the class to vote.
- Ask each group to comment on the result of the voting.

Focus on language

1–2 (see Student's Book page 47)

Teaching principle

Appropriate reviewing of language points will help learners memorize the words, phrases and sentences better after they have encountered them in the communicative activities.

Teaching suggestions

Task	Reviewing language points that learners encountered in the Reading and interaction section
Purpose	Helping Ss remember or solve the language issues they encountered in the Reading and interaction section
PLO	Ss will be able to explain the language issues as summarized by the teacher.
Time	15 minutes

- Introduce the reviewing purpose and present the list of language issues, new words, expressions, etc. that Ss encountered on the board / on a slide.
- Check if Ss can explain the language points and give suitable examples. Ask Ss to discuss how the language is used and to use a dictionary for help.
- Introduce exercise 1 about compound adjectives. Ask Ss to work individually to find them in the reading passage. Use the following information as a reference:
 - Compound adjective = adjective + noun-ed (e.g. *broad-shouldered*)
 - Sometimes, the last letter should be doubled in spelling in a compound adjective. (e.g. *long-legged, sun-tanned*)
 - Other examples:
pale-skinned, slim-legged, curly-haired, middle-aged, short-sighted
- Ask Ss to complete exercise 2 individually, and then check their answers.

Answers

- 1 middle-aged; short-sighted; dark-haired; pale-skinned
 2 (1) middle-aged (2) stunning (3) overweight (4) broad-shouldered
 (5) pale-skinned (6) dressed (7) short-sighted (8) fashionable

B Grammar activity

Objectives

By the end of the lesson, Ss will be able to:

1. identify the *to-infinitive* for modification;
2. use the *to-infinitive* for modifying a noun phrase in the given context.

1 (see Student's Book pages 48 and 49)

Teaching principle

Structural analysis is beneficial to learners at the initial stage of studying a new grammatical point.

Teaching suggestions

- Introduce the example sentence “I have several reports to write this month.” on the board and invite the class to explain the relationship between “reports” and “to write”.
- Explain that the “*to-infinitive*” is a widely used grammatical structure and one of its functions is to modify a noun phrase.
- Ask Ss to read the passage in exercise 1 and complete the task individually.
- Check answers and provide necessary feedback.

Answers

a subjects / objects b after c have not

2 (see Student’s Book page 49)

Teaching principle

Learners need to practise a newly learnt grammar point in a slightly different context.

Teaching suggestions

- Ask Ss to work on exercise 2 individually. Provide explanations if necessary.
- Remind Ss that the *to-infinitive* modifying a noun phrase usually suggests that the action is not yet completed. For example, *lots of homework to do* (not done yet), *an animal to kill* (not killed yet).

Answers

(1) to hide (2) to kill (3) caught (4) to kill (5) approaching

3 (see Student’s Book page 49)

Teaching principle

Using the newly learnt grammatical knowledge in a meaningful communicative context is an important aspect of language learning.

Teaching suggestions

- Present the instructions and example sentence on a slide. Ensure Ss understand them well.
- Ask Ss to work on their own to make three descriptions with the *to-infinitive*. The following examples are for reference.

I have some interviews to conduct / do. There is research to finish.

I will find a fitness club to join because I want to lose weight.

I will collect some jazz music to listen to because I want to sing in a music bar at night.

- Ask Ss to leave their seats to talk to at least three classmates and exchange information.
- Invite Ss to report the most interesting or unusual descriptions they heard during the activity.

C Listening and speaking

Objectives

By the end of the lesson, Ss will be able to:

1. understand the characteristics of a streetwise person in behaviour and psychology;
2. explain the keyword *streetwise* in this context;
3. make suggestions on being streetwise.

1 (see Student's Book page 50)

Teaching principle

The teacher can use step-by-step scaffolding to make the listening objective manageable when teaching technical or special materials.

Teaching suggestions

- Introduce the task by presenting the instructions on a slide. Highlight the following expressions:

anthropologist: an expert in the study of human beings

survival skills: skills for modern people to survive in a modern city

urban jungle: a metaphor which means that the modern city life is like living in a jungle where Darwinism prevails (The fittest survive.)

commuters: people who travel to work in the city

aggressive: If a person is aggressive, he / she is either very angry and thus behaves in a threatening way or very determined to succeed or get what he / she wants. Ask Ss to say which meaning is more likely to be used in this context. (Answer: the second meaning)

streetwise: able to deal with dangerous situations or other people in the city environment

defensive: behaving in a way as if someone is criticizing you even though they are not

- Play the recording several times until Ss work out the answers.
- Explain that *-wise* is a suffix used in English to refer to something or a situation, such as:

price-wise: speaking about price (e.g. *Price-wise, we think it's a good deal.*)

time-wise: speaking about time (e.g. *Time-wise, we are not too late.*)

clockwise (counterclockwise): moving in the direction that clock hands move (or the opposite direction)

Answer

c

2 (see Student's Book page 50)

Teaching principle

Listening for details requires focusing on specific points and using good listening skills that are acquired through practice.

Teaching suggestions

- Ask Ss to read exercise 2 quickly.
- Play the recording several times. Remind Ss to notice the speaker's final comment about the boy: "... he's streetwise, but he needs to be careful about his appearance. Don't look too different from the crowd ..." This comment tells us that a streetwise person should not be easy to notice in a crowd.
- Attend to any problems Ss raise about difficulties during the listening part (such as the characteristics of spoken language in continuous speech).

- Play the recording again for Ss to check their answers.

Answer

c e

3 (see Student's Book page 50)

Teaching principle

Learners need to practise their note-taking skills in listening for details.

Teaching suggestions

- Introduce exercise 3 and ask Ss to take notes while listening.
- Play the recording twice, and then allow Ss some time to check their notes for the answers.
- Ask Ss to report their answers to the class. Provide feedback if necessary.

Answers

(1) tall and broad-shouldered (2) confident (3) like a natural leader (4) look around
 (5) blonde-haired with glasses (6) lower her head (7) recognize danger
 (8) make too much eye contact (9) being a target for a thief

4 (see Student's Book page 51)

Teaching principle

Learners need a lot of opportunities to practise their language skills in open-ended activities where they can have control over what they want to express with their own language repertoire.

Teaching suggestions

- Introduce the task instructions to the class on a slide. Ensure that Ss understand the steps very well.
- Present the slide and explain how Ss must carry out the activity in groups: First, each student describes their own behaviour on the street to the group. Second, each student takes notes of

each group member's description and then writes their opinion about each student and some suggestions. Finally, Ss exchange their opinions and suggestions.

- Refer Ss to the language guide if they need language support.
- Ask Ss to be open-minded about others' opinions and suggestions and to listen to each other.
- Invite groups to present their findings. Respond appropriately to their information and language.

D Writing

Objectives

By the end of the lesson, Ss will be able to:

1. analyse the writing sample in terms of content, language and editing;
2. write a letter giving advice to the Teen Tired of Teasing using appropriate language and format.

1–3 (see Student's Book pages 52 and 53)

Teaching principle

Learners will learn much better if they can be guided to use their own experience and ideas for writing.

Teaching suggestions

- Introduce the letter on a slide.
- Take Ss through the letter. Explain the language below to assist with comprehension.

embarrassing problem

look really weird

tease somebody

look in the mirror

selected answers

- Ask Ss to work in pairs and to brainstorm some advice for the writer of the letter.
- Invite Ss to share their ideas with the class.

- Write Ss' contributions on the board. Provide explanations / corrections / suggestions if necessary.
- Ask Ss to read exercise 1(2) and to select some topics for planning their letter writing, especially specific ways of giving practical advice.
- Ask Ss to draft their letter alone.
- Select a draft from a good student. Share it with the class and make comments and suggestions for revision.
- Ask Ss to read the sample and the guiding questions.
- Ask Ss to use the sample as a reference and to absorb useful elements (such as organization, words, phrases, punctuation marks) from the sample.
- Ask Ss to resume writing to complete or improve their letter.
- Use the table below to tell Ss that they may select a well-known quote as a compliment for the Teen Tired of Teasing.

1	Appearance is apparent, but an interesting soul is eternal.
2	People are not lovely because they are beautiful, but rather they are beautiful because they are lovely.
3	What is most impressive is a person's temperament and character.
4	Focusing on appearance will make you lose your direction in life.
5	Beauty is only skin-deep.

Answers for reference

2 (表格中的回答仅供参考, 如果学生英语水平不够, 可以允许学生用中文回答下列问题, 重在分析范文的过程。)

Aspects of writing	Guiding questions	My exploration
Content	Who is the writer? What is the purpose of the reply?	Derek, who, when young, had a similar experience to that of the 16-year-old boy. The reply is to give the teen some advice.

(Continued on the next page)

Aspects of writing	Guiding questions	My exploration
Content	What advice does the writer give the teen?	The writer gives the teen two pieces of advice: first, don't focus on the things we don't like because appearance isn't everything; second, we can choose how to think about ourselves and learn to accept ourselves as we are.
	Why does the writer provide a personal example?	The writer provides a personal example to show his understanding and sympathy.
Language	How does the writer begin and end the passage?	The writer begins the passage by saying "don't worry" to show understanding and ends the passage by saying "if you ..., you will hopefully ..." to express encouragement.
	Which personal pronouns does the writer use in the passage? Why?	The writer uses "the first person pronoun" like "I, we", in an attempt to get closer to the boy as well as to make his advice acceptable.
Editing	What punctuation mark does the writer use for emphasis and / or strong emotion?	Exclamation marks (e.g. ... looked perfectly normal!).
	How does the writer use quotation marks?	The writer uses quotation marks to indicate what the teenager should think or say to himself.

E Cultural focus

Reading passage

Objectives

By the end of the lesson, Ss will be able to:

1. understand the passage about Miao clothing and jewellery;
2. analyse the cultural information of the Miao's culture as presented in the reading passage.

Notes on the language

1. **jewellery** Notice the pronunciation /'dʒu:əlri/.
2. **embroidery** Notice the pronunciation /ɪm'broidəri/.
3. **qipao** It is a typical traditional feminine dress in China. (旗袍)

4. **Zhongshan suit** It refers to a style of male attire originally named after Sun Yat-sen, and later, it is also called as the Mao suit after Mao Zedong. (中山装)
5. **the Tibetan costume** It refers to traditional clothing for the Tibetan people. It varies from one district to another. Traditionally, Tibetan clothing consists of a robe and shirt. (藏袍)
6. **hanfu** It refers to the traditional wear for the Han about thousands of years ago. (汉服)
7. **the Mongolian costume** It refers to traditional clothing commonly worn among the Mongols. (蒙古袍)

1–2 (see Student's Book page 54)

Teaching principle

It is important to activate learners' existing knowledge.

Teaching suggestions

- Introduce the topic about clothing and show pictures of the traditional clothes on PPT slides: *qipao, Zhongshan suit, the Tibetan costume, hanfu, the Mongolian costume and the Miao's costume and jewellery.*
- Ask Ss to name these styles and say what they know about them. (Refer to **Notes on the language** in this section.)
- Ask Ss to explain ways to analyse culture: cultural object, cultural celebration / festival, cultural behaviour, and cultural concept.
- Introduce the table in exercise 2 and ask Ss to complete the task individually.
- Ask Ss to work in pairs to check their answers. Then check Ss' answers.

Answers for reference

2

The costume culture of the Miao people	
Cultural aspect	Detail
Influence	<i>recognized internationally</i>
Region	<i>e.g. south-east Guizhou west Hunan north-east Guizhou</i>

(Continued on the next page)

The costume culture of the Miao people	
Cultural aspect	Detail
Object	<p>e.g. <i>silver articles</i></p> <ul style="list-style-type: none"> • silk embroidery • skirts decorated with colourful patterns • trousers and jackets decorated with embroidery • short jackets with full- or half-length skirts • hand-made jewellery decorated with animals and unusual patterns • silver long-life lock necklaces
Behaviour	<ul style="list-style-type: none"> • wear colourful and unique clothing • wear various kinds of silver articles during festivals and special occasions • wear skirts with colourful patterns • make silver articles by hand and decorate them with animals and unusual patterns • wear a silver long-life lock necklace from a young age • record history and life values through music, silver articles, jewellery and embroidery
Idea	<p>e.g. <i>Silver is a symbol of wealth and social position.</i></p> <ul style="list-style-type: none"> • The silver jewellery can protect against bad luck and bring good luck. • The silver locks will ensure a safe and sound life for the girls. • The silver articles, music and silk embroidery are central to Miao culture.

3 (see Student's Book page 56)

Teaching principle

Learners need to practise reading for details after they have acquired the general meaning in the reading comprehension.

Teaching suggestions

- Introduce the exercise and ask Ss to work individually.
- Ask Ss to work in pairs to check their answers.
- Check Ss' answers and make sure Ss can identify the false statements and also explain why these are false.

Answers for reference

- (1) F Miao people wear silver articles at weddings and on other special occasions.
- (2) F Miao women typically do not wear dresses. Instead, they wear trousers and jackets or skirts that are decorated with embroidery and colours from nature.
- (3) F Miao girls like to wear longevity lock necklaces because they think it will ensure a safe and sound life.
- (4) F Miao clothing varies across different regions, so it is unique and colourful.
- (5) T
- (6) T
- (7) T

4 (see Student's Book page 56)

Teaching principle

Open-ended activities will allow learners to practise controlling the use of language for expressing their own ideas.

Teaching suggestions

- Introduce the activity on a slide. Ensure Ss understand the two topics well.
- Ask Ss to work in pairs and to choose topic (1) and (2) between themselves.
- Walk around the class to provide support if necessary.
- Invite pairs to present their conversations and provide support if necessary.

Answers for reference

- (1) As far as I am concerned, the Miao's costume is beautiful in its own way. It makes the Miao people look different from those elsewhere. Its style is unique but it may not be widely accepted because it is not practical to wear every day. It is not easy to wash, iron or store away. However, the Miao's costume is mostly hand-made, so it is environmentally friendly.

(2) Hanfu is now popular among some of the younger generation. You can see young people walking on the street, wearing hanfu. The emergence of hanfu can be seen as a revival of Chinese clothing in the field of fashion and an expression of love for Chinese culture. Hanfu is seen to be “loose”, “comfortable”, “elegant” and “unrestrained”, which reflects a longing for natural beauty, freedom and a noble temperament.

Video

Objectives

By the end of the lesson, Ss will be able to:

1. understand the narrative about the famous fashion boutique in London;
2. use proper vocabulary to describe some facts about this shop;
3. express their own ideas about a fashion outfit.

Background

1. Spitalfields (/ˈspɪtəlˌfiːldz/) is one of the high streets in London famous for antique shops.
2. Junky Styling is one of the famous fashion boutiques in London that specialize in recycling old clothes into fashionable outfits. The two fashion designers, Annika Sanders and Kerry Seager, became famous for running this shop.

Notes on the language

1. **boutique clothes shops** They refer to small stores that sell fashionable clothes. (精品服装店)
2. **British fashion scene thrives alongside the international communities.** As international communities develop at the Spitalfields area of east London, so does fashion.
3. **vintage** If something is called *vintage*, it is old and of high quality.
4. **“made to order” service** This refers to a service where clothes are made for a particular individual. It is highly customized.

1 (see Student's Book page 57)

Teaching principle

Learning begins with learners' existing knowledge and life experience.

Teaching suggestion

Warm up by asking Ss to discuss the two questions.

2 (see Student's Book page 57)

Teaching principle

Learning from a video usually requires repetition of viewing and speaking activities.

Teaching suggestions

- Play the video with the sound off.
- Ask Ss to watch and try to remember the details they see on the video.
- Ask Ss to report and explain what they see. Write their contributions on the board. Guide Ss to provide appropriate explanations and correct any errors. Leave some problems for the next round of viewing.
- Play the video with the sound on and ask Ss to check if they can answer the questions left from the first round of viewing.
- Ask Ss to answer the questions and to report their new discoveries. Guide Ss to produce new explanations and corrections or extensions to previous answers.
- Repeat the above procedures two or three times until Ss feel that they know the narrative fairly well.
- Ask Ss to do exercise 2 alone and get them to check their answers by playing the video again.

Answers for reference

- (1) The textile industry has been important in Spitalfields since the 17th century.
- (2) Junky Styling was started by two friends.
- (3) Now, Junky Styling is one of the most popular clothes shops in London.

- (4) In the video, the designers at Junky Styling are making a new pair of trousers.
- (5) Junky Styling creates (customized) unique / ethically produced items of clothing.
- (6) Junky Styling's success shows that recycling clothes is good for the environment.

3 (see Student's Book page 57)

Teaching principle

Learners will benefit from activities that focus on language after communicative activities.

Teaching suggestions

- Introduce the exercise and ask Ss to work alone.
- Check their answers.

Answers

- (1) browse (2) weave (3) thrive (4) guarantee (5) avoid (6) damage

4 (see Student's Book page 57)

Teaching principle

In video learning activities learners need opportunities to make connections between what they learn and what they know in their lives.

Teaching suggestions

- Introduce the task on a slide. Ensure Ss understand the instructions well.
- Ask each group to brainstorm fashion ideas for an outfit. Encourage creative ideas or even bizarre ones.
- Walk around the class to provide support if necessary.
- Ask groups to present their ideas.
- Ask each group to vote for the best / most creative ideas.
- Make comments on the presentations.

Unit 4 Travellers' tales

Introduction

This unit introduces the theme of travel and tourism in which we find new understandings of human relationships with the environment, social development and history. The **Reading and interaction** section is about a young couple who successfully turned travel into an environmental protection project. The **Grammar activity** section tells a story of a mother and son who ventured into trans-Atlantic yacht racing. In this context students get to learn **the verb-ing and verb-ed forms as the adverbial**. The **Listening and speaking** section first introduces a radio programme about types of travellers and then a speaking activity encourages students to talk about their own travel ideas. The **Writing** section presents a task to write travellers' tales. The **Cultural focus** section presents a short history of American Route 66 in both the reading passage and the **Video**.

Objectives, proposed teaching hours (PTH) and performance descriptors

Sections	Objectives	PTH	Performance descriptors
A Reading and interaction	Describe a responsible tourism package	3	1-9 能抓住语篇大意，获取主要信息、观点和文化背景。 1-10 能基于所读内容进行推断、分析和概括。
B Grammar activity	Use clauses with verb- <i>ing</i> and verb- <i>ed</i> forms correctly in the given context	1	1-11 能识别语篇为传递意义而选用的语法结构。
C Listening and speaking	Explain a travel plan to convince your friend	1	1-1 能抓住所听语篇大意，获取主要事实和观点。 1-4 能简要地表达观点并举例说明。
D Writing	Write a travel tale using appropriate language and format	1	1-11 能分析语篇的文体特征和衔接手段。 1-13 能以书面形式简要描述自己的经历；能使用恰当的词汇和语法结构进行书面表达。
E Cultural focus	Explain the historical significance of Route 66 in the USA Describe some important features of Chicago and LA, and their connection to Route 66	2	1-12 能识别语篇陈述的社会文化现象。 1-3 在听和观看视频的过程中，能注意到图片、动画等传递的信息。

A Reading and interaction

Objectives

By the end of the lessons, Ss will be able to:

1. retell the story of Amy and Neal's responsible tourism project;
2. explain the specific features of language use in the story;
3. present their own plan for responsible tourism.

Background

Responsible tourism is the concept of visiting somewhere as a tourist and trying to make a positive impact on the environment, society and economy. Tourism can involve primary transportation to the general location, local transportation, accommodation, entertainment, recreation, nourishment and shopping. It can be related to travel for leisure, business and what is called VFR (visiting friends and relatives). There is now broad consensus that tourism development should be responsible and sustainable; however, the question of how to achieve this remains an object of debate.

Notes on the language

1. **find out about local communities** If you *find out* about something, you discover some information about it or discover it by chance.
2. **She doesn't look like she could change the lives of thousands of people but, clearly, she has.** Notice how the writer describes Amy's appearance. If people say somebody *looks like* something, they try to describe his / her appearance. In this sentence, Amy (small, blue-eyed and blonde, with a friendly smile) doesn't look like a person, in appearance, who can change the lives of thousands of people. However, in reality, she has changed them.
3. **It all started when ...** Notice how the story begins. The expression *It all started when ...* is called "an opening gambit" (opening words / expressions) that is used to introduce a story.
4. **took a gap year** Notice that *gap year* is a culture-loaded expression which typically reflects Western culture. So, there is no Chinese equivalent in translation. If someone *takes a gap year*, they spend a year travelling, working, etc. in order to gain experience or make money before they continue to study. It usually refers to the year between high school and university.
5. **spent eight months volunteering** Notice the collocation *spend (some time) doing* something.

6. **Kenya** Notice the gap in the pronunciation ['kɛn jə].
7. **On her return to England** This is a more formal way than saying "Immediately after her return to England". It is also possible to say *upon one's return / arrival, etc.*
8. **"the road less travelled"** This is a line quoted from the well-known poem "The Road Not Taken" by the American poet Robert Frost. (This poem will be studied in **Cultural focus** in Unit 2 in Student's Book 4 Compulsory Elective level.) If someone decides to *take the road less travelled*, he / she decides to do something that is not very common or acceptable according to traditional ways of thinking.
9. **Once there, the couple got off the beaten track ...** *Once there* means "immediately at the moment the couple arrived there". Notice the new metaphor *off the beaten track* is connected to the previous quote *the road less travelled*.
10. **headed for Quirimbas National Park** If someone *heads for* a place, he / she goes to that specific place or in that direction.
11. **... people in the village had a life expectancy of 38 years.** People there lived / survived to an average age of 38 years.
12. **beach resort** It is a place on the beach (such as a big hotel complex) where people go for vacations or holidays.
13. **The couple set to work on a beach lodge ...** If someone *sets to work*, he / she begins to work. This is a more formal way than saying "The couple began to work ..." In this context, the *lodge* is a hotel on the seaside where the couple built several huts on the beach with the local materials.
14. **package holiday** A package holiday usually includes many services for the tour, e.g. *pick-ups, drop-offs, tour guide, meals, local transportation, tickets, insurance*. The idea of a package holiday is often associated with mass tourism, low price, and (as a result) negative influence on the environment.
15. **airport pick-ups and drop-offs** They refer to airport services where coaches or buses pick up guests, take them to their hotels and then leave.
16. **tourist traps** They refer to places or services that attract many tourists and charge them high prices.
17. **take time out** The phrase means "take time away from study or work".
18. **soak up the sun** The phrase means "enjoy the sun (on the beach)" in this context.

19. **go scuba-diving** This refers to swimming underwater using special breathing equipment.
(戴水肺潜水)
20. **the highlight** It means "the best part of something".
21. **blow them away** If you *blow someone away*, you impress them in a very strong way.
22. **150 secondary school scholarships** Notice that *scholarships* here is used as a countable noun. It means "a certain amount of money offered to a student to assist his / her education in the secondary school".

Word study

1. **escape** v.

(1) to get away from an unpleasant or dangerous situation 逃脱；摆脱

She was lucky to escape being punished. 她幸运地逃脱了惩罚。

(2) to get away from a place where you have been kept as a prisoner or not allowed to leave 逃跑；逃走

For the past several years, he has been trying to escape from prison. 过去很多年他都在试图越狱。

2. **soak up** take in or absorb 吸收；吸掉

I was lying on my stomach soaking up the sun when he came to visit me. 他来看我时，我正趴在那里晒太阳。

3. **highlight** n. the best, most interesting or most exciting part of something 最好(或最精彩、最激动人心)的部分

One of the highlights of the film was when the child found his mother in the jungle. 这部电影最精彩的部分之一就是那孩子在丛林中找到妈妈的那一刻。

v. to emphasize something, especially so that people give it more attention 突出；强调

The report highlights the major problems people are facing today. 报告特别强调了当今人们所面临的主要问题。

4. **specific** adj. detailed and exact 明确的；具体的

A teacher has to give specific instructions when he assigns tasks to students. 老师给学生布置任务的时候一定要给出明确的指令。

"I'd like to work on this project. Can you be more specific?" “我想参与这个项目。你能不能说得具体些？”

Pre-reading activity

(see Student's Book page 60)

Teaching principle

It is important to activate learners' existing knowledge and life experience before they study the reading passage.

Teaching suggestions

- Present exercise 1 on a slide and take Ss through the instructions. Ensure they understand them well.
- When Ss give their choices from the list, elicit their ideas by asking them to give examples. Use the list of the information below as a reference for engaging Ss in the T-S interaction.

Activities	Examples
find out about local communities	I visited local families living in tents when I travelled in Inner Mongolia. I learnt a lot about their lifestyles.
learn a new language	I tried to understand how locals talk to each other when I travelled in Japan. I noticed one of their greetings "Ohio Gozayimas!" sounds like English. I don't understand its exact meaning though.
make new friends	I made an Italian friend when I travelled on the European train Euro Star. We emailed each other several times afterwards.
eat local food	Every time I visit a new city, I always consult the locals for some information about their famous food. For example, when I was in Hainan, I found an interesting local seafood restaurant downtown.
use public transport	Sometimes I would take public transport to understand more about a local place when I travelled to a new place. For instance, in Beijing I always prefer to take the subways.
buy local handicrafts	My mother likes to visit the gift shops whenever she visits a place. She often buys local handicrafts from the tourist destinations. So, our house is full of these handicrafts.
help with environmental projects	People would often throw garbage around tourist destinations. Now I see there is a big change. I seldom see garbage around anymore.

(Continued on the next page)

Activities	Examples
relax by the pool	If my family take a vacation in a big hotel on the beach, we will spend some time relaxing by the pool.
get a good suntan	My parents want us to get a suntan because they say it is healthy, but we don't care too much about it.
read safety guidelines	My father takes great care about safety when we live in a hotel. The first thing he does is find out the location of the fire exit for our room and then reads the safety guidelines very carefully.

- Present exercise 2 on a slide. Ensure Ss understand the meaning of responsible tourism well.
- Highlight these three points:
 - no harm to the cultural or natural environment
 - help improve the life of local people
 - help protect the local environment
- Ask Ss to work in pairs to brainstorm examples of responsible and irresponsible tourism such as, "Don't throw rubbish on the ground when you go sightseeing".

Comprehension work

1 (see Student's Book page 62)

Teaching principle

Teacher-learner interaction helps to guide learners through the reading passage and facilitates comprehension.

Teaching suggestions

- Write the title "A road less travelled" on the board, and hold a class discussion with the questions:

What does it mean?

Is it a metaphor?

- Explain briefly a metaphor "A is B" in which A and B share some similarities among their differences.

- Ask Ss to express their own ideas about “a road less travelled” by asking the question “Have you done anything that is a case of ‘taking the less travelled road?’”
- Give Ss five minutes to go through the story and then help them analyse the structure of this feature article:

Paragraph 1: Introduction (Who's Amy? What has she done?)

Paragraphs 2–5: Amy and her boyfriend's work on the project and their achievements

Paragraph 2: The beginning of the couple's project

Paragraph 3: The emergence of their ideas / plan for responsible tourism

Paragraph 4: The implementation of their ideas, using the local resources (tourism) as a vehicle for making changes

Paragraph 5: Positive responses from the tourists

Paragraph 6: Conclusion

- Ask Ss to study the six comprehension questions in the Student's Book and elicit their responses. Explain key language points using **Notes on the language** during the Q & A process.
- Encourage Ss to retell Amy's story (Paragraphs 2–5) according to the structure analysis (written on the board) using the TPS (Think–Pair–Share) method.

Answers for reference (以下答案仅供教师参考，不要求学生产出相似的语言。)

- (1) She volunteered in a very poor rural school in Kenya, where she saw poverty for the first time.
- (2) It had great attraction as a travel destination and the local people badly needed help.
- (3) It was their common sense, enthusiasm and determination that helped.
- (4) It created employment for the local people. For example, villagers were employed to build the beach lodge and got paid. The profits gained were used to create clean water points, fund health care projects, build two primary schools and support environmental protection projects. This helped people improve their lives.
- (5) They can take a boat or go on a three-hour car journey along bad roads once they arrive at the nearest city about 260 kilometres away.

- (6) They can see beautiful views. They can enjoy the sun, see the sights, get to know people in the village, take part in festivals and learn about NEMA's work.

2 (see Student's Book page 62)

Teaching principle

Learners need opportunities to focus on language forms after they have finished reading comprehension activities.

Teaching suggestions

- Introduce the summary cloze on a slide.
- Ask Ss to work individually.
- Ask Ss to check their answers with each other. Then check the answers with the whole class.

Answers

- (1) vehicle (2) volunteering / volunteer (3) inspired (4) track (5) charitable
(6) materials (7) conservation (8) improve (9) escape (10) soak

Deep reading

1 (see Student's Book page 63)

Teaching principle

Learners would achieve maximum comprehension if they are aware of specific language strategies used in the passage.

Teaching suggestions

Task	Talking about the use of some specific expressions in the reading passage
Purpose	Fluency training: Ss practise talking about their own understanding of these expressions.
PLO	Ss will be able to explain the use of these specific expressions in enhancing communicative effects.
Time	30 minutes

There are two options to teach this part.

★ Option 1

- Write the term “communicative strategies” on the board and explain its meanings:

Communicative strategies usually refer to the specific ways or methods we use language in communication in order to overcome a communicative problem, enhance our communicative efficiency, or create a special communicative purpose.

- Introduce **strategy a** with the example of “the gap year”. The use of “the gap year” enables the reader to be aware of its British or American cultural meaning in this story. To understand Amy's story, readers need to be aware of the cultural background in which the story takes place. (i.e. Amy has just finished her university education and decides to take a year travelling and volunteering in Africa. After the year she will return to her normal life, such as going back to school to continue her education or to find work.)
- Introduce the term “culture-loaded expression” using the following information as a reference: Culture-loaded expressions are also called “culturally loaded terms / expressions / words, etc.” It entails the use of certain words, expressions or body language that are related to a specific culture. Culturally loaded expressions are usually very difficult to translate from one language to another. Knowledge of culture-loaded expressions can sharpen learners' cultural awareness in intercultural communication and develop their sensitivity to and respect for different cultures.
- Briefly introduce some culture-loaded expressions in English such as colour terms, number terms and other idioms which learners of English often meet.

- Colour terms such as *red, white* (e.g. *flowers or wedding gowns in Chinese culture / Western culture*) can mean different things for people in China / English-speaking countries.
 - Number terms such as *2, 6* (even numbers) are considered as lucky signs in China while *3, 7, etc.* (odd numbers) are more likely to be considered as lucky numbers by the English-speaking people.
 - Some animal terms such as *dog, monkey* have different cultural meanings in different countries.
 - Some idiomatic expressions such as *many happy returns* (生日快乐, 长命百岁) or *live as long as the south mountain* (寿比南山) are likely to confuse speakers of Chinese / English because of their different cultural associations.
- Present other communicative strategies one by one on a slide. Guide Ss to explain how these strategies enhance communicative effects. First, present **strategy b** (Using someone's words to create a link).

Quotation: *Using someone else's words in order to create a link in the writing, either to extend an idea or help readers relate ideas so that it is easier for them to get the writer's point.*

Ask Ss to read the five sentences and pick one that is using a quotation and explain why the use of this quote can help readers get the writer's point easily. (Cue them to think about the title. Robert Frost's poem is very well known in the English-speaking countries. The quote suggests that Amy and Neal decided to do something that was unusual by taking "the less travelled road". It may involve great risks on a less travelled road as expressed in the original poem.)

- Present **strategy c** (Using a metaphor to compare two ideas).

Metaphor: *Using a metaphor can help readers understand a new concept by comparing the points of similarity between two ideas or things.*

Ask Ss to go through sentences and name the one that shows this strategy. Explain the meaning of the metaphor with an example. For instance, "*Children are the flowers for our country.*" Children and flowers are totally different, but they share things in common in this context. They are both very beautiful and represent the best thing in our country. In this context, four cases of metaphor can be found: (1) the **vehicle** for change; (2) tourist **traps**; (3) the less travelled **road**; (4) beaten **track**.

- Present **strategy d** (Continuing a metaphor, based on the previous one).

Extended metaphor: Continuing a metaphor, based on the previous one. In this context the metaphor is used for the first time in the title ("A road less travelled"), and in the text on lines 14–15 (take "the road less travelled"). (Notice the writer first used "a road" because it's the first time he mentioned this. And then he used "the road" because this is the second time he mentioned "road".)

Ask Ss to identify the extended metaphor in the exercise and ask if they find the idea of "beaten track" difficult or easier to understand. Why? An extended metaphor would help readers establish the link easily between what they have already encountered in the ongoing discussion in the text. ("beaten track" vs. "travelled road")

- Present **strategy e** (Putting two opposite ideas together in order to make a point).

Contrast: Putting two opposite ideas together in order to make a point.

Ask Ss to explain what the two different ideas are in the sentence (2). Ask Ss what "great attraction" means for the local people (great potential for developing their economy and improving their lives). Ask Ss what "badly needed help" means to the readers. (People are poor.) Ask Ss what conclusion they would come to then. (Readers would expect that someone would provide help to the local people.)

Note: This strategy is also used in the two contrastive ideas: "the less travelled road" and "the beaten track". Encourage Ss to share their understanding of this point.

- Present **strategy f** (Using certain words or expressions to soften the negative meaning).

Euphemism: Certain words or expressions can help soften negative meaning. When people don't want to use certain words / expressions (usually with a negative meaning), they will use certain words that they believe can soften the negative meaning. For example, in English, people use "pass away" for "die", "made redundant" for "losing one's work", "business restructuring" for "bankrupted".

Ask Ss to find out the expressions in the sentences and explain how and why they soften the negative meanings. In this context, the expressions can be found in such cases as "overpriced" gift shops for "ripping off price" in the gift shops and "tourist traps" for "cheating" in the tourist industry.

★★ Option 2

- Invite Ss to listen to the pre-recorded conversations of two foreign students talking about these sentences. They should then give their opinions and comments using Worksheet 1 (see page 155).

Answers for reference

(1) Strategy: b

My reason: This expression is to show an intertextual connection that links the discussion to Robert Frost's poem "The Road Not Taken", in which there are lines saying "I took the one less travelled by // and that made all the difference." This may imply that Amy and Neal's decision to take a road less travelled has paid off in a meaningful way.

(2) Strategy: e

My reason: The writer contrasts two expressions "great attraction" and "badly needed help" to highlight his / her discussion of "two qualities" of Mozambique. Another case can be found in the use of "the road less travelled" and "got off the beaten track" in two different sentences (1 and 3).

(3) Strategy: d

My reason: The phrase "got off the beaten track" is a new metaphor based on the previous one "the road less travelled". It helps improve coherence and makes the writing easier to understand.

(4) Strategy: c

My reason: The word "vehicle" in the phrase is used metaphorically to compare a tool which can be used to move towards making a change. Here, it means a method by which the world can change from the traditional concept of tourism to a new one. Other examples are "the road less travelled", "got off the beaten track" and "the tourist trap".

(5) Strategy: f / c

My reason: The word "no" here is used to soften the negative meaning that the gift shops in tourist attractions are usually dishonest by charging high prices for cheap goods. The word "traps" is used metaphorically to mean any clever plan that makes tourists do something they do not intend to do or things that simply are based on cheating the customers (e.g. zero-payment / free package tour).

2 (see Student's Book page 64)**Teaching principle**

Open-ended activities would give learners opportunities to control their own ideas and use their own language in practice.

Teaching suggestions

- Introduce the task to the class.
- Ask Ss to work in pairs and discuss the two questions.
- Walk around the class to provide language support and help Ss develop their ideas.
- Invite Ss to present their ideas to the class. Provide necessary feedback.

Answers for reference

- (1) I think our Chinese culture values a frugal lifestyle. Thus, when we travel, we should think of what we can do to help on our trip. For example, we can try to save water and other natural resources, consume local products and use local public transportation. We can also help the local people set up organizations that help to sell local products in a more effective and efficient way.
- (2) I once travelled with my parents to a town nearby. I never realized that we lived such different lifestyles. In that town people planted many vegetables and fruits but they couldn't sell their products because of the lack of transportation. Later on, my parents asked our friends to visit the town more often and buy the local produce. To some extent, I think we helped a little bit.

Mini-project

(see Student's Book page 64)

Teaching principle

Task-based language teaching can develop learners' communicative competence by raising their overall language accuracy, fluency and complexity.

Teaching suggestions

Task	Planning a responsible tourism package
Purpose	Ss will improve their overall communicative competence through talking about their responsible tourism plans.
PLO	Ss will be able to name specific things, describe specific actions / ideas and give specific reasons for their plans.
Time	20 minutes

- Introduce the task by showing the instructions on a slide. Ensure Ss understand them well.
- Put Ss into groups. Walk around the class to provide support for both content and language.
- Select a few groups to report to the class. Respond appropriately to their information and language.

Focus on language

1–2 (see Student's Book page 65)

Teaching principle

It is beneficial for learners if they are guided to review their language issues after the communicative activities.

Teaching suggestions

Task	Reviewing the language issues that Ss encountered in the Reading and interaction section
Purpose	Providing Ss an opportunity to remember words / expressions / sentences
PLO	Ss will be able to explain the language issues with suitable examples to illustrate their understanding.
Time	10 minutes

- Introduce the list of language issues Ss encountered in the **Reading and interaction** section.
- Invite Ss to explain them one by one with suitable examples.
- Provide feedback or remedial teaching if necessary.
- Introduce exercises 1 and 2 separately. Ask Ss to work individually on exercise 1 first.
- Check Ss' answers and provide necessary feedback.
- Introduce exercise 2. Ask Ss to complete it on their own.
- Check answers with Ss and provide necessary feedback.

Answers

- 1 (1) beach resort; beach lodge; tourist trap; beach hut; package holiday; airport pick-ups and drop-offs; car journey; village lodge; sea views; gift shops; tour guide; tourism projects
 (2) head for; set up; learn about; blow away; look like; get to; go on; take (time) out; soak up; go (scuba-)diving; take part in; stay with; work for
- 2 (1) destination (2) appeals to (3) head for (4) escape (5) soaking up
 (6) volunteers (7) create (8) transport (9) highlight (10) set up

B Grammar activity

By the end of the lesson, Ss will be able to:

1. distinguish the verb-ed / verb-ing forms as adverbials;
2. use verb-ed / verb-ing forms as adverbials correctly in the given context.

Notes on the language

1. **Tenerife** (/tenə'rɪf/) It is the largest island of the Canary Islands (Spanish territory) off the northwest coast of Africa.
2. **Barbados** (/ba:'beɪdəʊz/) It is an island country in the West Indies in the Caribbean region of North America.

1–2 (see Student's Book pages 66 and 67)

Teaching principles

- Learners can focus on the key features of a grammatical structure using minimal pairs.
- Learners also need opportunities to practise the newly learnt grammar in a slightly different context.

Teaching suggestions

- Introduce the example sentence “Encouraged by his mother, Daniel declared that he would enter the competition.”
- Ask Ss to discuss the question “Who encouraged whom, the mother or Daniel?” (Answer: The mother encouraged Daniel. / Daniel was encouraged by his mother.)
- Ask Ss to discuss the question “What is the relationship between ‘encouraged’ and ‘declared’?” (Answer: The non-finite clause “encouraged by his mother” provides a reason for the action “(Daniel) declared that ...”. The time reference is the past.)
- Compare the two sentences and ask Ss to explain why the second sentence is wrong.

Barking loudly,	the dog frightened the children. (✓)
Barking loudly,	the children were frightened. (✗)

- Present the pairs of sentences below for Ss to judge if they are correct and explain the reasons for the incorrect ones.

Looking outside, she found two police cars on the street.

Looking outside, two police cars were found on the street.

Asked by her teacher to help, the girl felt a great honour.

Asked by her teacher to help, the project was quickly completed.

- Ask Ss to complete exercises 1–2 independently.
- Check Ss' answers and provide feedback if necessary.

Answers

1 a 2 b 3, 4 c 1

2 (1) Having gone (2) Being (3) Knowing (4) Realizing (5) Amazed (6) Arriving

3 (see Student's Book page 67)

Teaching principle

Learners need opportunities to use the newly learnt grammar for expressing their own ideas.

Teaching suggestions

- Introduce the task on a slide. Ensure Ss understand the purpose of the task and how to carry out the activity.
- Introduce the example sentence "Being late for class, Li Ming felt a bit ashamed." Ask Ss to take note of the use of verb-*ing* / verb-*ed* forms as adverbials.
- Ask Ss to work on their own and to create their own sentences.
- Walk around the class to provide support if necessary.
- Ask Ss to move around the class and to share their sentences with at least three classmates.
- Invite Ss to report to the class. Provide comments if necessary.

C Listening and speaking

Objectives

By the end of the lesson, Ss will be able to:

1. identify different types of travellers;
2. propose a travel plan to persuade their classmates in the group activities.

1 (see Student's Book page 68)

Teaching principle

It is important for learners to focus on the language of unfamiliar concepts or ideas in a listening activity.

Teaching suggestions

- Introduce the instructions (without showing the seven types of travellers).

- Ask Ss to brainstorm some types of travellers in their own language. Write them down.
- Play the recording several times and help Ss identify the signpost language as below:

Luca, what type of traveller are you?

Well, I also like to escape, but ...

Not really ... I'm more of ...

... our next caller is Katrina, who describes herself as ... What's that exactly?

... our final caller is someone who rarely stays at home. Jed is ... on holiday for three years.

Perhaps, but ...

- Show the seven types of travellers (a–g) on a slide and ask Ss if they have recognized these types in the radio programme.
- Ask Ss to listen again to confirm their guesses.
- Assist Ss in explaining their answers one by one using their own words.

Answers

a, c, d, f

2 (see Student's Book page 68)

Teaching principle

Learners need multiple opportunities to focus on the language of unfamiliar concepts or ideas.

Teaching suggestions

- Introduce the instructions (without showing the five sentences). Ask Ss to focus on the vocabulary used to talk about the different types of travellers.
- Play the recording several times until Ss feel confident about the types and their meanings.
- Present the five types one by one and ask Ss to explain their meanings in their own words. Provide feedback if necessary.
- Ask Ss to complete the blanks. Check Ss' answers.

Answers

- (1) Holidaymakers (2) Staycationers (3) Adventure tourists (4) Armchair travellers
 (5) Globetrotting backpackers

3 (see Student's Book page 68)

Teaching principle

After understanding the main ideas in a listening activity, learners would find it easier to listen for specific information.

Teaching suggestions

- Introduce the task instructions, and ask Ss to read the table.
- Ask Ss to take notes while listening.
- Play the recording several times until Ss have all the details for the table in their notes.
- Check Ss' answers. Provide feedback if necessary.

Answers for reference

Name	Type	Reasons
Luca	(1) Armchair travellers	(2) takes a lot of time and effort
Noah	(3) Adventure tourists	(4) wants to experience a place (5) doing exciting activities / experiencing stories of adventure
Katrina	(6) Staycationers	(7) that there are as many interesting places at home as abroad (8) it is more environmentally friendly to travel in one's own country / travelling abroad is much more harmful to the environment
Jed	(9) Globetrotting backpackers	(10) learn about a place slowly (11) engage with the local culture and communicate with the local people

4 (see Student's Book page 69)

Teaching principle

Learners need opportunities to practise talking in an open-ended task under their own control.

Teaching suggestions

- Introduce the task instructions on a slide.
- Show the language guide and highlight the use of language for polite refusal such as:

I'm happy to imagine that, but ...

I know ... but I'd like to ...

...

- Ask Ss to work in pairs for the speaking task.
- Walk around the class to provide support.
- Invite Ss to present their conversations to the class. Respond appropriately to their information and language.

D Writing

By the end of the lesson, Ss will be able to:

1. identify the characteristics of language use for describing a tale in travel in the writing samples;
2. write a tale about Ss' own (travel) experiences.

1–3 (see Student's Book pages 70 and 71)

Teaching principle

Knowledge of a particular genre can help learners identify genre-appropriate features relating to language use.

Teaching suggestions

- Present the advertisement on a slide to set the context for the writing activity.

- Ask Ss to take a minute and try to think of any interesting tales or stories related to their travel experiences.
- Ask Ss to share their tales with a partner. Encourage some Ss to present their tales to the class.
- Write the key points or critical parts of the students' contributions on the board (to help the class learn important expressions).
- Hold a class discussion for Ss to comment on whether their tales have an interesting beginning, middle (development) or ending. Use the following guide as a reference.

Student's possible contributions	Possible problems and suggestions for improvement
The beginning	<p><i>Last week my family went to Nanjing.</i></p> <p>It is usually not a good idea to start a tale with time expressions such as "Last week". To improve it, we may start the tale with expressions about the place, the weather, or a conversation such as:</p> <ul style="list-style-type: none"> <i>Nanjing in May is already very hot. The sun shone on us ruthlessly as we climbed the mountain.</i> <i>"How much?" I pointed to the bottle, asking the man behind the counter. "Two thousand yuan, but you may get a discount if you're serious," said the middle-aged man, delighted at my query.</i> <i>Nanjing is a famous historic city in China rich in historical relics. My first destination was the City Wall Park where I expected to experience the lives of the ancient people.</i> <i>It all started when my family decided to visit Nanjing after I graduated from the middle school.</i>
The middle	<p><i>We visited many interesting places, such as the museums and beautiful parks. We visited a museum near downtown and then did some shopping at the gift shops.</i></p> <p>In the middle of the story, it is not a good idea to narrate activities without a focus. The writer needs to focus on one event, providing specific details, using different connection expressions to make the story coherent.</p>
The end	<p><i>So that's my story. That's it.</i></p> <p>The end of the story in the left column is rather weak. A creative ending usually can arouse the reader's new interest in thinking or new expectations. For example,</p> <ul style="list-style-type: none"> <i>"Let's walk there," I said. (It may imply that "walking there" is an arduous journey under the blazing sun.)</i> <i>I knew that there would be a new pen holder on my desk. (It may imply that he bought a fake antique at a high price.)</i> <i>The sign says, "Closed for maintenance". (It may imply that his trip was disappointing in spite of the difficult search in the park.)</i>

- Ask Ss to write on their own. Walk around the class and provide support for both content and language.
- Select the writing from the best student and comment on its features (merits / suggestions for improvement).
- Ask Ss to read the two samples and the guiding questions. Elicit Ss' opinions on them. (Both of them are good pieces of writing. They are vivid and specific in details about what happened on the journey. They demonstrate a good beginning, coherent development and a strong ending.)
- Ask Ss to resume completing or revising their own writing.

Answers for reference

2 (表格中的回答仅供参考, 如果学生英语水平不够, 可以允许学生用中文回答下列问题, 重在分析范文的过程。)

Aspects of writing	Guiding questions	My Exploration	
		(A)	(B)
Content	Does each story illustrate the elements of a story (who / what / where / when / why)?	Yes.	Yes.
	What is the major experience described in each story?	It's about the experience of a car breaking down when the writer and his friend were in the Australian Outback.	It's about the writer's experience along Route 66, where they stopped at a motel on a rainy day.
Language	Is there a quote from a character in the story that introduces a main event? If yes, what is it?	Yes. For example, • "I don't know, OK? Let's just hope someone comes along." • "We could walk there ... "	Yes. For example, • "We are out of pancakes and fries," • "but I can do y'all a hamburger." • "Time to move on,"

(Continued on the next page)

Aspects of writing	Guiding questions	My Exploration	
		(A)	(B)
Language	Is there a description of the weather, the time of day, and how the main character is feeling? If yes, what is it?	<p>Yes.</p> <ul style="list-style-type: none"> Description of the weather: "It's hot out here ..." Descriptions of the main characters' feelings: "afraid", "calmly" and "angrily". 	<p>Yes.</p> <ul style="list-style-type: none"> Description of the weather: It was raining. Description of the time of day: The sentence "As they saw the neon lights ahead" suggests it must have been in the evening or at night. Description of feelings: <ol style="list-style-type: none"> the adjective, e.g. "tired" the sentence "Suddenly, the lights went out" suggests they were somehow frightened.
	What words or phrases does the writer use to develop the story?	No clear indication of the development of the story.	The writer uses adverbials to develop the story, such as "after a while" and "suddenly".
Editing	Which words are capitalized?	Proper nouns used as the name of places and people are capitalized, such as "the Australian Outback" and "Jez".	There is one proper noun capitalized in this story, "Route 66".
	When are quotation marks used with other punctuation marks?	When they are used to quote the direct speech said by someone or their thoughts (e.g. "Just wait," I replied calmly and "We could walk there ..." I thought.) (Notice the comma is used within the quotation marks if the sentence is not finished.)	When they are used to quote the direct speech said by someone or their thoughts. (e.g. "Time to move on," I thought ...)

E Cultural focus

Reading passage

Objectives

By the end of the lesson, Ss will be able to:

1. understand the historical significance of Route 66 in American culture;
2. retell the history of Route 66 based on the cues given by the teacher or classmates.

Background

1. The Great Depression was a global economic depression. It began in the United States in 1929, when the stock market crashed, and lasted throughout the 1930s, causing high unemployment in many countries.
2. The Grand Canyon is a deep canyon in Arizona. It was formed by the Colorado River and its tributaries carving their way through rock. It is 446 kilometres long, 29 kilometres wide and reaches a depth of 1,800 metres.
3. The Smithsonian Museum (/smɪθ,səʊniən mju'zi:əm/) is a group of famous museums and scientific institutes located in Washington D.C. in the USA.

Notes on the language

1. **the West** This refers to the specific area in the west of the United States in this context. It is often related to the Wild West, cowboys, and Native Americans.
2. **Midwest America** This refers to a collection of states that are just east of the centre in the USA such as Ohio, Illinois.
3. **didn't use to** Notice the use of *used to* with *didn't* or *did*. Other examples, *Did you use to work there? What did you use to drink?*
4. **LA** It is an informal expression for *Los Angeles*, which is the second largest city in the USA.
5. **produce** Notice the position of the stress in the pronunciation /'prɒdju:s/. It is an uncountable noun. It refers to food or other things that have been grown on the farm for sale.
6. **service stations** *Garages* in British English, they refer to places where people can add petrol or oil to their vehicles or buy food, drinks and other products.
7. **die out** If something *dies out*, it means it is disappearing gradually.

8. all-American restaurant It refers to a restaurant that is thought to represent all important features of American food, beverages or services. (地道的美国式饭店)

9. get your kicks If you *get kicks out of* something, you get great pleasure from it.

1 (see Student's Book page 72)

Teaching principle

It is a good teaching strategy to activate learners' existing knowledge before they start to learn something new.

Teaching suggestions

- Ask Ss if they know any famous travelling routes in the world that have a historic meaning.
- Invite Ss to name the routes and briefly mention their historical significance, such as *The Grand Canal, The Silk Road, Shanghai-Nanjing Railway*.
- Ask Ss if they know any famous routes in the USA. Bring out a picture of the map for Route 66. The map can be found on the Internet. (Make sure the map is accurate and clearly shows the start and finishing points.)

2 (see Student's Book page 72)

Teaching principle

Reading is more effective if learners have specific goals.

Teaching suggestions

- Ask Ss to read exercise 2 and then to find the answers in the passage.
- Check Ss' answers. Explain some of the cultural background and language issues. Refer to **Background and Notes on the language**.

Answers for reference

(1) F Route 66 connects Midwest America with the West Coast.

(2) T

(3) T

(4) F In the 1930s, people from the Midwest headed for California for agricultural jobs, but Route 66 led them to poor towns outside towns and cities.

(5) F The road had a brand new image—one of freedom and fun from the 1940s.

(6) T

3 (see Student's Book page 74)

Teaching principle

After the reading comprehension, it is a good strategy to give learners a chance to summarize what they have read.

Teaching suggestions

- Introduce the task. Ensure Ss understand the instructions well.
- Ask Ss to work on their own and then to report their answers to the class.
- Present the table with the key phrases for each period of history. Ask Ss to practise retelling the story of Route 66.

Time	Role of Route 66
1920s	<i>opened; Towns developed along ...; farmers could sell ...</i>
1930s	memory of pain and difficulties; the Great Depression
1940s–1950s	fun and freedom; drive along; visit attractions; booming with
1956–present day	national highway; amazing travel destination; in good condition

Answers for reference

Time	Role of Route 66
1920s	<i>The new road opened up the American West. Towns developed along the road, and farmers could sell their produce in big cities.</i>
1930s	The road became the memory of pain and difficulties during the time of the Great Depression.
1940s–1950s	The road took on a new image of fun and freedom because many people would drive along the road and visit attractions along the way. The road was booming with different kinds of businesses.
1956–present day	Although a newer, bigger national highway was built, the road is still an amazing travel destination, and it is kept in good condition now.

4 (see Student's Book page 74)**Teaching principle**

It's important for learners to establish links between what they read and their existing knowledge in language learning.

Teaching suggestions

- Place Ss in groups. Introduce the two questions and ask Ss to choose one topic for their discussion.
- Walk around the class and provide support if necessary.
- Invite some groups to present their work.
- Provide appropriate feedback.

Video**Objectives**

By the end of the lesson, Ss will be able to:

1. understand the narratives of Route 66 given in the video;
2. use the vocabulary from the video to complete the exercise;
3. describe at least two features connected to the history and culture of the route.

Background

Willis Tower, formerly known as Sears Tower, is a tourist attraction in Chicago because it used to be one of the tallest buildings in the world. It has 110 floors and a height of 442 metres.

1–2 (see Student's Book page 75)**Teaching principle**

Learning tasks in viewing the video should be less challenging and generative.

Teaching suggestions

- Introduce the topic very briefly because Ss have already read the article "The history of Route 66".
- Play the video with the sound off. Ask Ss to take notes of what they see.

- Ask Ss to report at least five things they notice on the screen.
- Respond accordingly and write Ss' contributions on the board. Provide necessary feedback.
- Play the video again with the sound on and ask Ss to compare the differences between what they described and what they saw and heard in the video.
- Play the video several times ensuring that Ss contribute new information and correct previous incorrect information. Use the new information for the next viewing opportunity.
- When Ss are confident that they have all the relevant information, ask them to work on exercise 2 independently.
- Check Ss' answers and provide feedback if necessary.

Answers for reference

2 (1) C (2) LA (3) LA (4) C (5) LA (6) C (7) C (8) LA

3 (see Student's Book page 75)

Teaching principle

A post-viewing vocabulary focus activity is beneficial to learners.

Teaching suggestions

- Introduce the task and ask Ss to complete the exercise independently.
- Check Ss' answers and provide feedback if necessary.

Answers

(1) soak up the sun (2) chase his dream (3) hold true (4) invest in research
(5) secure a sustainable future (6) change dramatically

4 (see Student's Book page 75)

Teaching principle

Learners need opportunities to speak about a topic freely, using their own language repertoire.

Teaching suggestions

- Introduce the task and present the instructions on a slide. Ensure that Ss understand them well.
- Divide Ss into two sides: "for" and "against". Walk around the class to provide support if necessary.
- Chair the debate according to the procedures described in the instructions.
- Announce the results of the voting. Ask Ss to name the best speakers in this activity.

附录 1：各单元听力文本和视频文本

Unit 1 The media

Deep reading audio scripts

Dialogue 1

- A: In the interview, you mentioned that you believe “writing a news article is not like writing a book”. What do you think the difference is?
- B: Well, in the interview I actually discussed what journalists need to do ... They need to write in a clear way, using as few words as possible so that the reader can quickly get a concise amount of information. However, when you’re writing a book, you don’t have such strict word limits—you can really expand on your ideas, and you can express deeper thoughts in your writing. In other words, you’re not as limited in what you can write. In short, I think writing a book is different in terms of length and what you can express.
- A: I see ... So in your opinion, which do you think is harder?
- B: Well, I think they are both challenging in different ways: with journalism, you have to include as much information as you can in as few words as possible, and also you have to stick to strict deadlines, because if you miss your deadline, your article cannot be published. However, when you write a book, you have more time to explore the ideas you want to explore—you can be creative, and you can really dive into a topic, but you still need to deal with deadlines. Also, when writing a book, it’s easy to write a lot without actually saying anything ... This can be a problem for many writers!

Dialogue 2

- A: In the interview, you mentioned that you always come across things that are worth reporting—why do you think that is?
- B: Well, as a journalist, I really like to know what’s going on around me. I think it’s very important that you—as I said in the interview—keep your eyes and ears open at all times, so that you can pick up on small things that might be happening ... Things that many people do not even consider to be a news story. For example, you can look into what most people consider the most boring or mundane events, and find some real hidden gems there.

- A: OK, what kinds of events do you think are worth reporting? Can you give me some examples?
- B: Well, I'm very interested in politics. In the UK, what a lot of journalists—including myself—do, is follow some famous politicians around, and try to understand what they are planning, and what they are doing. For instance, we might look at who they're meeting. It's quite interesting to see the dynamic of politics, and how this changes over time.
- A: So, what advice would you give to new journalists that are looking for stories to report?
- B: I would say that new journalists have to keep an open mind. A story can come from anywhere, and you really have to go with whatever comes at you. It's important to keep your eyes and your ears open, and also, to get to know the people that you are reporting on.

Dialogue 3

- A: So, when you write articles ... When you collect information and get it written down, how do you as a journalist make sure that what you're writing is true?
- B: I personally will never post a story until it is ready to publish. I will never leave out any important facts, and I will make sure that I have thoroughly fact-checked every single piece of information in the article. I do not want to report false, or fake news—I really want to give my readers an honest interpretation of the events happening around them, so I always make sure that I am not including anything that I am not 100% certain of.
- A: But incorrect news stories sometimes do get published, so how can we, as readers, know for sure that the information in the media is reliable?
- B: Well, I try my best to give my readers the most accurate news stories. However, I know that some newspapers don't, so you should never just read one side of a story. You can read my article, and then someone else's, so that you can form your own opinion. We report our version of events, but that does not mean that it is the only way to look at a news story. You should make an effort to check whether news stories are really true—that way, you can also get a deeper understanding of what really happened.

Dialogue 4

- A: When I asked you, "Should news stories appeal to the readers' emotions?" you replied, "I think you could say that." Why did you respond in such a way?
- B: Well, personally, I believe that all newspapers should try to be as objective as they can, without taking other things into consideration, but I think it's hard to do that. Newspapers

are businesses, and they need to appeal to their readers. That means appealing to the readers' interests, hobbies, likes, and definitely their emotions. They need to focus on what the readers want to read, so emotions do play a big part.

- A: Do you think that there are any disadvantages in doing this, though?
- B: Definitely! Some newspapers can take it too far: they overexaggerate or focus on some part of a story which isn't actually important and blow it out of proportion. Not only does this harm the people involved, it also harms the newspaper's reputation.

Dialogue 5

- A: You said that journalists always work under time pressure, so for you, what kinds of things cause this kind of pressure?
- B: For me, the biggest challenge is deadlines, because they can appear out of nowhere! You suddenly find a really interesting story that has just blown up, and you need to report it very quickly. Perhaps your submission deadline is tomorrow: you have to collect the information and verify all the facts, and you then have to write the article and send it off to the editors ... This can all happen within a few hours. In other words, you're suddenly under a lot of pressure, because you've got to report the story while it's still fresh, before someone else reports it. Time pressure is definitely a big part of reporting news stories.
- A: I see ... So, what can you do to deal with this pressure?
- B: Well, I'm very organized myself—I'm never late for a meeting or interview, and I always turn in my reports on time—or even early!—just to make sure that the editors have enough time to go through them. My life is generally very organized: I set out a daily routine and I make sure that I allocate enough time to those tasks. To be honest, it can be a very stressful experience.

Dialogue 6

- A: In the interview, you mentioned that you believe that your work has purpose. What do you think that purpose is?
- B: As journalists, I think that we should help people to find out more about the world around them and their place in it. It's really important for people to understand how the world works and what they can do to change it. In short, the purpose of our work is to provide people with the information they need.
- A: OK, so what advice would you give students who are struggling to discover what they want

to do?

B: I would suggest that they get as much experience as possible of different aspects of life. The only way to find out what you really like is by finding out what you don't like. So, try things that are different from what you've done before—maybe you'll find something that you enjoy so much that you can turn it into a career. However, what young people need to understand is that you don't need to choose one career for the rest of your life. You can change careers and find a new purpose in life—your first choice is not the “be all and end all”. Students shouldn't worry about what they're going to be doing in the next fifty years—they should simply focus on the next five years.

Listening audio scripts

(part I)

Dominic: Hello and welcome to *Dominic's Download*, the programme that brings you all the latest news and views from the world of entertainment. In today's programme, we interview Gareth Edwards, one of today's most successful young anime directors, and we'll speak with an artist who has worked on a brilliant new animated movie created in traditional watercolour style. We'll find out about how miniature figures and dolls are used in stop-motion films, and we will also discuss some of the exciting new summer movies made using 3D-computer animation. But first, we've got Molly here to tell us about an amazing award-winning short animated movie from China.

(part II)

Molly: Hi, Dominic. Well, the big news is that audiences will have the chance to see *Tadpoles Searching for Mama* in theatres. Have you heard about this short animated film made in the 1960s in China?

Dominic: No ... but I bet you can tell us something about it.

Molly: Yes, I can. The film was made following the ink-wash style of Qi Baishi, who is quite famous for this style of painting. So, you can imagine that the film doesn't look like your regular animation. In fact, I'd say it looks more like museum art that has come to life on the big screen! Don't be fooled by the simple story, though. It's a beautiful film.

Dominic: It sounds very interesting. How can we see it?

Molly: It is included in a collection of award-winning short animations that will be screened

in movie theatres next month. And there's more ...

Dominic: I understand that *Tadpoles Searching for Mama* isn't the only ink-wash animation we can see in the collection.

Molly: That's right, Dominic. Remember that I mentioned *Tadpoles* was created more than 50 years ago. Over the years that followed, other animated films were made in ink-wash style, but after the 1980s, interest in this particular style seemed to fade. Well, there is a new animator working in the ink-wash technique today, and she's hoping to bring this beautiful style of animation back to life. Her name is Huang Ying, and her latest work called *The Plume* is also in the collection that will be screening in theatres. Now the interesting thing about *The Plume* is that it is done in the ink-wash style, but made with the help of computers. Huang used 3D animation and other technology to make this new ink-wash film, and it has allowed her to do some wonderful things. Those who are familiar with animation techniques may notice in the film that, thanks to computers, not only can Huang use lateral shots, she is able to rotate her shots, creating more vivid moving pictures in her film. With 3D technology, she was also able to create her film in less time with the help of fewer artists. Those were two problems with making ink-wash animation: it took a long time and it cost a lot of money. Huang's 3D ink-wash animation was made faster and cheaper, and it still looks great! But, keep in mind that when I say "cheaper", that doesn't mean that this kind of film is cheap to make. I've heard it is estimated that a 10-minute ink-wash animated shot using 3D technology costs more than 1 million yuan. Now I'm going to ...

Video scripts

Pinewood Studios

This is Pinewood Studios, just outside London in England. You might not recognize it, but some of the most famous film-makers in the world have made films here. And it's easy to see why.

At Pinewood Studios, film-makers can film scenes for all types of locations, from old English mansions to underwater scenes.

A lot of directors said they used studios because it's easier than filming outside. This director said he filmed in studios because he could control the light.

He said it was easier for the whole team because filming a scene could take a very long time. The light would change all the time if they filmed outside. But inside the studio it was always the same, and this made the film cheaper and quicker to make.

The director on this film told her crew she wanted to set a scene on a boat in the middle of an ocean. Fortunately, she didn't need to leave the studio to do this, because at Pinewood you can film in this pool. It's sixty metres long and nearly seventy metres wide.

There's a huge blue screen behind the pool. And there are fans which make the water move. After shooting, the special-effects team told the director they would be able to replace the blue screen with computer-generated images, so the audience wouldn't be able to see that the actors hadn't left the studio!

There's also an underwater stage at Pinewood Studios. This was the first permanent underwater stage in Europe. It's six metres deep and contains over a million litres of water.

This actress told us that the water was very warm and clean, so she could stay underwater for a very long time.

Most actors and crew said they preferred working in these conditions because it saved time and money, and was more comfortable. They've filmed some very famous underwater scenes here, like the scene in the Bond film *Casino Royale*.

There are over forty stages at Pinewood. There are several television studios, too. And the "007 Stage" is the biggest and most famous film stage in Europe.

This is where they filmed most of the musical comedy *Mamma Mia!*

Mamma Mia! is one of the most successful British blockbusters ever. In 2008, most movie magazines reported that the film had made over \$600 million and was the fifth most successful film of the year.

The film's setting is a small fishing village on a Greek island. But this village wasn't really in Greece. It was here, in the 007 studio. The film crew all agreed it was easy to build a replica Greek village here because the stage is so enormous.

Film-makers have made films at Pinewood for over seventy years. During this time, the studio has constantly changed to keep up with new technology, so it will always be the home of British cinema.

Unit 2 The things around us

Deep reading audio scripts

Dialogue 1

- A: I've been reading the article, but I don't understand how the T-shirt started its life in a cotton field ...
- B: Most of our clothes are made out of cotton. This is a plant that is grown in hot countries, such as Uzbekistan. When it says that the T-shirt started its journey in a cotton field, it means that it was made from cotton grown there.
- A: Oh, I see. How is cotton grown?
- B: Well, it's complicated to grow cotton. It has to be grown on a big farm, and it has to be watered every day. Sadly, a lot of harmful chemicals are used in the process: the growers need to kill insects so they can get the most yield from their crop and maximize their profits.
- A: So, who's involved in this process, and what kind of life do they have?
- B: The people working on the farm are quite poor, because they are paid very, very little. In this example, there's a young lady called Feruza ... She, like many other farmers, works very long shifts: 10 to 12 hours every day. And not only that, they're also working in temperatures over 30 degrees, which is incredibly hot. So if you combine long hours, little pay and very hot temperatures, and then add in the harmful chemicals, it's not actually a very great life to lead. But sadly, in these situations, it may be the only option they have.

Dialogue 2

- A: After all the cotton has been farmed and collected, where does it go?
- B: Well, cotton is one of those goods that often have to travel quite far before it can be made into something useful. And, in this example, it's transported to Mumbai, which is a port city in India.
- A: OK, so how does the cotton actually get made into a T-shirt?
- B: Before the cotton is sent to the clothing factory, it goes through a long process, where it has to be spun, woven, treated, and then dyed in certain colours. Once it gets to the clothing factory, it's sewn into shape; logos are then printed on the cloth, and we finally get to see the end product—a T-shirt.
- A: So they must be doing this in a pretty large factory with lots of machinery, right?

- B: Actually, no. Sadly, many of these factories are tiny. This one only has a small workforce: there are 25 people—20 of them are adults, and five of them are children.
- A: Wait, they let children work there as well?
- B: Yes. Sadly, in countries in this part of the world, children often have to work in order to support their family and help their parents. This means they're not going to school, which is obviously a big problem. But, the conditions in these places are also a big problem—there's no air conditioning, and it's not very safe. They also work very long hours, and on top of all that, they're getting paid very little money—you start wondering if it's really worth it.

Dialogue 3

- A: Once these T-shirts have been made, are they sold locally?
- B: Actually no, it's the complete opposite! The clothes are often transported to Western countries to be sold. In this example, the T-shirt has actually been transported to the UK.
- A: So which kinds of shops are they usually sold in, then?
- B: Well, they're often sold in what we call discount shops, where the price of clothing and other goods is much lower than in other shops. This is because the goods are made in the cheapest possible way. Shops like this attract young people—this way, they can afford to keep up with the latest fashion. However, the problem is that fashion changes all the time, so young people sometimes throw away their clothes after only a few months.
- A: But why would they throw a perfectly good T-shirt away?
- B: Actually, they're not really thrown away. More often than not, they're donated to charity shops which, in turn, sell them on. Since these clothes do not cost very much, the owners feel that they can just give them away and buy something new. And business owners definitely exploit this, for instance by bringing out new collections of clothes, because they want to encourage people to buy more and more clothes to keep up with the latest fashion.
- A: I see, thank you.

Dialogue 4

- A: So once the T-shirts are in the charity shop, where do they go after that?
- B: Charity shops sell second-hand clothes at a low price. The clothes that they can't sell are passed on to export companies, which take them out of the UK. They might even export them to countries in Africa. So, in the example given in this passage, an export company shipped the T-shirt to Nigeria.

- A: But why would the export company send clothes all the way to Nigeria?
- B: Well, it's about profit, really. As stated in the passage, a charity shop would charge 25p for the T-shirt, but a shop in Nigeria might charge \$3. Therefore, they can afford to ship it overseas and still sell it at a profit.
- A: So why would people in Nigeria want to wear used T-shirts?
- B: Well, actually, as it says at the beginning of the passage, "when they put them on, you can't tell the difference between the rich and the poor ..." This suggests that the people in Nigeria aren't that different from people in other countries: they want to wear clothes that make them feel good about themselves and they want everyone to look at them and think "Wow, they've got some money, they can afford this T-shirt. But actually, as stated in the passage, it is still too expensive for some people—for instance the man who can't even afford a \$3 T-shirt, because he only has \$1.50.

Listening audio scripts

Presenter: Today, at *21st Century Global Issues*, we have speaker Andrew Tennant. He's here to talk about your phones... so if you could please switch them off ... Thanks.

Andrew: Hello, it's good to be here today ... Well, we all know that mobile phones don't just fall out of the sky ready-made. The box may say "Made in China", but that's only half of the story. Our phones are made in many different places, from many different materials, but one of the most important materials is a metal called columbite-tantalite, or "coltan". Why is coltan important? Well, it's used to store energy in mobile phones. It's also used in laptop computers, televisions and other electronic devices. So where is it from? Well, that's the problem. Unfortunately, 80% of the world's coltan comes from Africa, from forests in the Democratic Republic of Congo. It's unfortunate because coltan creates big problems for the people and the wildlife there. Trees have been cut down and huge mines have been opened in the middle of the rainforest. The people who work in these mines work long hours in dangerous conditions, they are poorly paid, and some of them are children. The forest is also home to gorillas. In the last five years, large parts of the rainforest have been destroyed because of mining, so the gorilla's habitat, or living space, has been reduced. As a result, the number of gorillas has dropped by 90%, and there are only 3,000 animals left. If mining continues in the Congo, they won't survive. The mines

create other problems, too. Money from coltan pays for war in the Congo. This is why phones which use coltan from the Congo are known as “blood phones”. So, what can we do about it? Do we throw away our mobiles? How can we protect the rainforest, save the gorillas and improve conditions for people in the mines? At the moment, many companies don't know where their coltan comes from, so we can send these companies emails and text messages and ask them to ban coltan from the Congo and buy certified coltan from places like Australia. We can also sign online petitions to protest against the mining, post comments on the Internet and support charities like RAISE Hope for Congo. Another way to help is to buy a second-hand phone instead of a new one. This doesn't use up so much coltan, so your phone won't damage the environment as much. But if you do buy a new phone, make sure you recycle your old one, because that helps conserve coltan, too. Blood phone or good phone? It's your call.

Video scripts

How a paper mill works

Maybe it's surprising that in our modern world of mobile phones and computer screens, more and more paper is being used every year. We still need paper for our newspapers, books, and the paper we write on, as well as all the packaging for the food we eat and the things we buy in shops. Around the world, more than one million tons of paper is used every day. And, every year, 400 million tons of paper is produced.

Paper has been used in China for nearly 2,000 years. But it didn't come to Europe until about 1150. Making paper isn't hard. In fact, you can make your own paper. It can be made from many different things including fabric and flowers. Some people still make paper by hand.

But most paper is made in factories called mills using wood from trees. The wood is cut up and mixed with water and chemicals to make “pulp”. This pulp is dried and sold to other mills to make paper.

This is the Lake District in the north of England. It's a national park with many beautiful lakes and forests. Paper has been made here since the mid-1700s. The mill was built here because there were a lot of trees and water in this area.

The company buys pulp and turns it into high-quality paper. Firstly, they add water to the pulp. The pulp is beaten and churned in huge containers until it turns into a smooth milky liquid. “Fillers”

and “sizing agents” are added to the pulp. These give the finished paper its colour, strength and consistency. Then the water is squeezed out of the pulp by huge rollers.

The paper is stretched and heated to remove all the water and stiffen the sheet. The paper is dried. This removes all traces of moisture. Finally, it’s cut into different sizes. The paper is then ready to be packaged and shipped to its final destination.

Paper is essential to modern living, but a lot of trees have to be cut down to make paper. It is estimated that 24 trees are cut down to make a ton of printing and writing paper. The process also needs a huge amount of water and uses some dangerous chemicals. Obviously, this is potentially very damaging for the environment. Recycled paper can be turned into pulp. This means that more paper can be made without destroying any more trees. Good news for the environment, and for us. So next time you go to print out an email or a photo, take a moment to think whether it’s really necessary. Even a small change can make a big difference.

Unit 3 The way we are

Deep reading audio scripts

Dialogue 1

A: Could you explain to me what the word “bombarded” means?

B: Well, “bombarded” is actually a great word. It means that something is coming at you from all angles, so when you’re “bombarded”, you’re feeling overwhelmed—you get a feeling that you cannot escape from these things.

A: So why does the writer use this word?

B: So, in this case, the writer wants to stress that you can’t escape these images. The writer is clearly not happy with this situation: he or she thinks that we’re being “taught” to believe that these body ideals are what we should aim for, even if they’re not actually right for us.

A: And do you think that’s really the case in real life?

B: Yes, definitely. Everywhere we look, we’re—as the writer says—“bombarded” by these images ... Just think of all the actors, pop stars, models that we see in magazines, on TV and in films. We cannot escape from these ideals of beauty that we are supposed to live up to, even though they might not be right for any one of us.

Dialogue 2

- A: In the article, it says, "It is fairly rare to see short-sighted, middle-aged models." Why did the writer pick out these two descriptions?
- B: Well, the writer did it to emphasize the kind of models that we don't usually see on a daily basis. We do see the tall, beautiful people in advertising, and this ideal of beauty isn't actually that realistic, because these models aren't what an average person looks like. Normal people need glasses, and they also grow old—they're very different from these beautiful, unrealistic expectations that exist in our culture.
- A: But then, why did the writer ask a question like that?
- B: Well, the writer's aim is to show us that these expectations are actually unrealistic. Being short-sighted and middle-aged is normal, and the writer decided to use such a contrast to emphasize this.
- A: So why don't we just see more normal-looking models, then?
- B: Well, I think it's because we all want to look like the models that we see on a daily basis, and we want to feel as attractive as they look.

Dialogue 3

- A: It says here that "Western society used to have a very low opinion of tattoos." Does this suggest that this is in the past?
- B: Yes, "used to" definitely suggests that it was true in the past, but not now. In this sentence, the writer is suggesting that tattoos were seen as unacceptable in Western society: they were considered unattractive, and something that was generally undesirable on a person.
- A: So, the writer's suggesting that this is no longer the case?
- B: Well, actually, no. As the writer then goes on to say, "today they are considered a popular form of body art among the new generation": what it means is that the younger people think that tattoos look beautiful and interesting, whereas the older generation still think that tattoos are unacceptable.
- A: So, is the writer suggesting that our ideals of beauty are changing?
- B: Yes, definitely. The writer definitely thinks that these ideals may change over time. The example with tattoos illustrates this point: the older generation in the UK and other Western countries believe that tattoos are bad, but many in the younger generation think they're beautiful. The writer is suggesting that these ideals are ever-changing, and also different

from place to place: things that are considered beautiful in one country, may be seen as unattractive in another.

Dialogue 4

- A: Why did the writer ask the question, "Does this mean that we are all beautiful in our own way?" Isn't it better to express a particular opinion than to ask a question?
- B: Well, here, the writer is trying to engage the readers and make them think for themselves. When writers simply express their opinions, the readers may quickly agree or disagree, without thinking too much about it. In this case, the writer's aim is to help the readers form their own judgment, and actually answer the questions themselves, rather than just be given an answer. So, it's encouraging the readers to come to their own conclusion.
- A: So why is this an important question to ask, then?
- B: I think that this question helps the readers understand that different parts of the world have different concepts of beauty. I think it's really important that this question is asked, because we really need to consider it ourselves.
- A: So, what do you think?
- B: Well, I certainly think we are all beautiful in our own way, because—as shown in the rest of the article—beauty is an ever-changing concept, so how could we define that as just one single thing?

Listening audio scripts

Radio host: Welcome back. Today on the *Human Animal* we're asking: How streetwise are you? When you're out on the streets, the way you look, the way you walk, and the way you react to people can help you to "survive" the urban jungle. Today, we are with anthropologist Dr Diane Walker, in a crowded London street, watching the early morning commuters and shoppers. Are there any natural "survivors" out here today, Dr Walker?

Dr Walker: Well, the streets are very crowded, but I immediately noticed the boy over there. He's quite tall and broad-shouldered and he's wearing an orange T-shirt and jeans. He looks fairly confident and, while he's walking, he's looking around him and he's not afraid of making eye contact with people. In fact, people are walking around him. He's very aware of his environment and he looks like a natural leader, although

he's perhaps a bit aggressive.

Radio host: That's fascinating. Mmm ... what about the girl behind him—the blonde-haired one with glasses?

Dr Walker: Ah yes. I'd say she's the exact opposite. She's wearing dark clothes and her body language is totally different from the boy's. She's walking quite quickly with her head down and talking on her mobile phone. She looks self-conscious—I think she wants to look like the people around her, be part of the crowd, blend in. She's also holding her handbag very tightly, which tells me she's probably nervous. Perhaps she's lost her way, or maybe she's late for college.

Radio host: Hmm ... Would you say she's streetwise?

Dr Walker: Not really. Streetwise people look around more—they're usually more aware of what's going on, so if there is danger, they often recognize it and protect themselves. The girl also needs to be careful not to talk on her phone while she's walking. It makes her an easy target for a thief.

Radio host: What about the boy?

Dr Walker: Yes, he's streetwise, but he needs to be careful about his appearance. Don't look too different from the crowd and if you're always making eye contact, you could get into trouble. It can look aggressive.

Radio host: Thanks, Dr Walker, that's interesting. Now let's look at some other people ...

Video scripts

Junkey styling

It's Saturday afternoon in the Spitalfields area of east London and everywhere is busy.

Spitalfields is famous for its Bangladeshi community, so a lot of these people are shopping in specialist Asian food stores, browsing market stalls for exotic fruit, or eating a curry in one of Brick Lane's famous curry houses.

A lot of people also come to Spitalfields for its fashionable boutique clothes shops.

The textile industry has been important in this area since the seventeenth century. Originally, silk was woven by the immigrant French weavers who lived in the area. The silk trade made Spitalfields a wealthy district in the 1700s, before its decline in the nineteenth century.

Although textiles are no longer produced in this area, fashion is still very important and the British fashion scene thrives alongside the international communities. This is Junky Styling. Inside this stylish boutique, fashion-conscious shoppers can buy a variety of unique items of vintage clothing. From jumpers to jackets, dresses to accessories—these items have one thing in common: they've all been made from recycled clothes.

The Junky Styling business was started by two friends, Annika Sanders and Kerry Seager, in 1997. The business was originally started to make clothes for their friends, and sell a few items at a small market stall. But now, they own their own shop, employ a small design team, and sell their clothes around the world. In fact, Junky Styling is quickly becoming one of the most popular vintage clothes shops in London.

Although the business has grown, the process of creating their clothes has stayed essentially the same. Behind the Junky Styling shop off Brick Lane, there's a studio where the design team work. Today they are sorting through the used clothing bought from a variety of traders. They always clean, check, and sort the clothes to guarantee the quality of material used, because the clothes need to be in very good condition. Junky Styling always avoids selling clothes that are in any way damaged.

Once the designers have got the material they need, they start creating a new item of clothing. Right now they're making a pair of second-hand trousers from old shirts and blazers. The designers always try to make chic, fashionable clothing using their own creative designs.

Junky Styling also offers a "made to order" service. Customers can bring in their own clothes and ask the designers to make a new item for them. Customers really enjoy watching their old, tatty clothes being transformed into something new and stylish. This could be anything—a dress, a bag, a pair of jeans—but in an era when most things are mass produced, people love to know that they own something unique.

As well as this, all the clothes sold in Junky Styling's store have been ethically produced. And, while around one million tons of clothing is thrown away every year in the UK alone, the success of Junky Styling shows that recycling clothes is not only good for the environment, but can be good business, too.

Unit 4 Travellers' tales

Deep reading audio scripts

Dialogue 1

- A: When the writer introduced the phrase “the road less travelled”, what strategy did he or she use?
- B: Since it creates a link to someone else’s words, the phrase “the road less travelled” is an example of strategy b. It actually comes from a Robert Frost poem entitled “The Road Not Taken”, and this poem is about a traveller who is faced with a choice between two paths: one that many people have clearly walked down, and another that only a few people have taken. The paths in the poem represent the choices we have in life.
- A: But then, how does that link to the story of Amy?
- B: Well, Amy also had a choice. As it says in the passage, “on her return to England, 22-year-old Amy and her boyfriend decided to take ‘the road less travelled’”, which means that she was faced with the choice of either continuing her life in England, or taking a completely different route. She chose to start a new life in Mozambique, which is definitely not something that most recent graduates would do. It’s a very exciting choice, but it’s also very risky.
- A: So, what’s the effect of using this link?
- B: The purpose of this writing technique is to make the reader understand the importance of Amy’s decision. She chose to go somewhere far away and do something that’s completely unknown, something that hasn’t been done before. The writer really wanted the reader to understand that it wasn’t an easy decision to make—it was a very difficult one, but one that clearly “made all the difference”, as in the poem. In short, the writer really wanted to emphasize her decision-making at this crucial moment.

Dialogue 2

- A: In this part of the article, the writer describes Mozambique as having “great attraction as a travel destination and local people who badly needed help”. Which strategy is used here?
- B: Since two opposite ideas are put together in order to make a point, this is an example of strategy e. On the one hand, “great attraction” indicates that the place is amazingly beautiful and could attract lots of visitors; on the other hand, “people who badly needed help” indicates that life is very difficult for the people there, who are probably very poor. I think

that the writer wanted to emphasize this clear contrast.

A: But how can the people living there be poor if they live in such a great tourist destination?

B: Well, a great travel destination doesn't necessarily mean that the people living in the surrounding area are rich. It could be an undeveloped destination, "a hidden gem" if you like—and this place could be undiscovered because the local area lacks infrastructure. Generally, tourists go for ease and comfort when choosing a holiday, so if a destination is difficult to get to, fewer tourists will visit it.

A: So then, why did Mozambique appeal to Amy and Neal?

B: Well, they were clearly not looking for ease and comfort—they were looking for new challenges, and they saw the raw potential that this area had, and the beauty that could be shown to the world ... But because of the lack of infrastructure, tourists hadn't discovered it, so Amy and Neal wanted to help develop its full potential and help the local people build the infrastructure they needed.

Dialogue 3

A: Here, the writer introduced the phrase "got off the beaten track". Which strategy is this?

B: Here, the writer used strategy d, continuing a metaphor that was used earlier. In this case, it was the phrase "the road less travelled", and actually, they are the same metaphor—"the road less travelled" and "got off the beaten track" both mean "places that not many people have visited". A "beaten track" is a path that loads of people have walked on, so it's very clear and obvious that it's a path. When you "go off the beaten track", you are venturing into unknown territory, so it's a bit of a risk.

A: Then why did the writer use this strategy here?

B: Well, it really emphasizes that Amy and Neal weren't there on holiday. They were definitely not going to the places in Mozambique that had already become popular tourist destinations with lots of visitors. Instead, they wanted to go somewhere where they could help the local people, and at the same time bring out a hidden gem for travellers. And I think it's important that the writer used this strategy, because it really emphasizes that these two people weren't actually there for a holiday; instead, they were there to help people.

Dialogue 4

A: In the article, the writer quoted Amy as saying, "we wanted to show the world the power of tourism, that it could be a vehicle for change" ... But I don't understand which strategy was

used here.

- B: Here, the writer used strategy c: using a metaphor to compare two ideas. In this case, the metaphor is “a vehicle for change” ... We use vehicles to get somewhere—to reach a destination. Amy and Neal’s goal (or destination) was to help the people in the area, and they decided to use tourism to drive that change forward, so that’s why this metaphor was used.
- A: Then what’s the effect of using this metaphor?
- B: Everyone understands what a vehicle is, so it’s very relatable to the reader—we all use vehicles in our daily lives to get somewhere. This metaphor also helps us create images in our mind; in other words, it’s easy to understand what “vehicle for change” means in this context.
- A: Then how could tourism be a vehicle for change?
- B: Well, to begin with, tourism brings in more money to the area, and therefore there’s more money going towards local businesses and local people. On top of that, Amy and Neal set up a charity called NEMA, which has actually helped develop the local community by providing new schools, school meals, mosquito nets and clean water to the people who live there.

Dialogue 5

- A: In the article, it says that “there are no overpriced gift shops and other tourist traps” at the village lodge. I don’t understand which strategy is used here.
- B: Well, actually, there are two strategies used in that sentence. First, we have strategy f, because they use certain words or expressions to soften the negative meaning. The word that they’ve used here is “overpriced”. So, “overpriced” means that the shopkeeper in the gift shop is charging way too much ... This in turn implies that the shopkeeper could be completely dishonest; however, the writer doesn’t explicitly say so, so the use of “overpriced” is softening the negative impact. And then, the other strategy is c, when the writer used “other tourist traps”. This is a metaphor—the expression “tourist traps” refers to places that tourists are drawn to because they look appealing, but they then find out that these places are very expensive, and probably not worth the money. It’s where the shopkeepers are really taking advantage of the fact that tourists don’t know the area.
- A: Does that mean that here the writer is describing Amy and Neal’s lodge in a positive way?
- B: Yes, exactly—because often, when you go somewhere that’s really popular, where there are lots of tourists, you’ll have lots of overpriced gift shops and loads and loads of tourist traps.

These are very much the negative aspects of tourism, so travel destinations that don't have these annoying things will become much more appealing to new tourists. So actually, in the long run, this could help the area grow.

Listening audio scripts

Interviewer: Hello and welcome to the *Travel Show*. Today we're talking about travellers. Call in on 0856 5437 and tell us how and why you travel ... and on line 1, we have Luca. Luca, what type of traveller are you?

Luca: Actually, I'm a bit of an armchair traveller. I like to stay at home and explore the world from the comfort of my sofa—I watch TV documentaries or go on the Internet. It's a bit of escapism from everyday life.

Interviewer: But don't you want to visit these places and experience the local food and culture for yourself?

Luca: No, I'm happy to imagine all that ... travelling takes a lot of time and effort.

Interviewer: Thank you, Luca. On line 3, we have Noah, who has just got back from Morocco. Noah, do you agree with Luca?

Noah: Well, I also like to escape, but I need to experience a place. Last summer, I went on a trek through the Alps—it was a fantastic holiday, but not typical. I also went on a ten-day voyage around Antarctica, whale-watching. To be honest, I get bored sitting on a beach, reading a book. I want to bring back tales of adventure, not just a suntan.

Interviewer: So you're a bit of an explorer.

Noah: Not really ... I've never been on a polar expedition! I'm more of an adventure tourist ... I like to do exciting activities in different countries.

Interviewer: OK, our next caller is Katrina, who describes herself as a staycationer. What's that exactly?

Katrina: It's someone who goes on holiday in their home country. It's often to save money, but I do it because there are a lot of places here which are just as interesting as places abroad. I also prefer short three-day trips or weekends away to long holidays.

Interviewer: So you've never been abroad?

- Katrina:** No, I haven't. And long plane journeys aren't good for the environment. A flight to Thailand would produce a lot of CO₂—the same amount that my car produces in one year!
- Interviewer:** That's a worrying thought ... but our final caller is someone who rarely stays at home. Jed is a globetrotting backpacker, and he's been on holiday for three years.
- Jed:** I'm travelling rather than "being on holiday", and I think of myself as a traveller rather than a tourist ...
- Interviewer:** Is there a difference?
- Jed:** I think there is—you see, travellers like to get off the beaten track, learn about a new place slowly. They do research before they arrive, engage with the local culture, ask a lot of questions and form their own opinions.
- Interviewer:** Don't tourists do this as well?
- Jed:** Perhaps, but most tourists are on a package holiday—they're holidaymakers in a rush. They go on coach tours which stop off at popular tourist attractions or on planned excursions to crowded museums—they take a few photos, buy some souvenirs, then get back on the coach. Some hide behind their cameras, take pictures of local people and treat them like sightseeing objects. A traveller would take a phrase book and start a conversation instead.
- Interviewer:** Thanks, Jed, that's interesting. Well, what type of traveller are you ... and is there really a difference between a traveller and a tourist? Tune in next week and find out ...

Video scripts

Chicago to LA

Route 66 is one of the most famous roads in the world. It's known as "The Mother Road" and it has connected the USA's east and west coasts for almost ninety years.

Route 66 starts here in Chicago, America's third largest city.

Many American people call Chicago "The Second City" because it used to be the second biggest city in the United States. This all changed in the 1980s when LA, whose population had reached three million, overtook it. But for over a hundred years, Chicago was constantly growing, and by

the mid-twentieth century, it had become one of the most famous cities in the world, known for its food, its sport and its skyscrapers.

Around thirty million tourists visit Chicago every year. Some visit the city's famous parks and monuments while others take a hike around Lake Michigan, one of the five Great Lakes. But the most popular tourist attraction in Chicago is The Willis Tower. The Willis Tower used to be called the Sears Tower. It was the tallest building in the world when it first opened in 1969. It had originally been built for office space, but quickly became more famous as a tourist destination.

Chicago's a great place to visit, but nobody comes here for the weather! After all, Chicago's other famous nickname is "The Windy City". Locals say that it is windier and wetter here than anywhere else in America, and while this isn't scientifically proven, it does seem to rain a lot! However, scientists predict that Chicago will have a very different climate in the future. They say that it won't be as cold and as windy as it is now, but will be warmer and wetter.

This will mean many changes, but Chicago is further ahead than most other cities in its preparations for climate change. The city is constructing new environmentally-friendly buildings, planning more parks and green areas and placing big hedges alongside the city's pathways.

Chicago is also investing in new roads and car parks for electric cars.

For now though, any travellers hoping to soak up the sun need to follow Route 66 and head west to Los Angeles.

When Route 66 first opened, it was used by poor people who were looking for agricultural work. But by the 1950s, the road had become a symbol of freedom, and its ultimate destination, LA, was a great place for young people to chase their dreams and have fun.

This image of LA as a youthful, vibrant city still holds true today. It's the second biggest city in the USA and has got a population of over four million people. In many ways it is still "The City of Dreams", too. It is home to Hollywood's famous movie studios and most American TV shows are made here.

LA has become an affluent and sought-after destination with many exclusive shopping areas, such as Rodeo Drive. But there are downsides to LA's popularity. The city is now horribly congested. Indeed, rush hours can sometimes last up to five hours, and with the huge freeway intersections that have seven or eight lanes of traffic, the roads in LA have changed dramatically since the era of Route 66.

附录 2: 教学活动任务单

Unit 1 The media

Reading and interaction

Worksheet 1

Listen to a dialogue between two foreign students. Take notes and then compare their ideas with your own answers. Discuss whose answer sounds more convincing and what you have learnt from their conversation.

Quotes	Answers
1	
2	
3	
4	
5	
6	



Writing

Worksheet 2

Read the sample review and answer the questions.

Questions	Answers
1. How does the writer present the film plot?	
2. How does the writer introduce the information about the filmmaking (such as names of the characters, actors and directors)?	
3. How does the writer show his opinion about this film (positive / negative / ambivalent)?	
4. How does the writer organize the answers above into a coherent structure?	
5. What words / expressions / sentence structures does the writer use when he introduces the plot, characters, actors, dialogues, scenes and opinions?	
6. What tense does he use when he talks about the story in the film?	
7. What editing skills / knowledge is involved in writing the review (the use of italics, hyphenation, capitalization, etc.)?	



Unit 2 The things around us

Reading and interaction

Worksheet 1

Listen to a dialogue between two foreign students. Take notes and then compare their ideas with your own answers. Discuss whose answer sounds more convincing and what you have learnt from their conversation.

Sentences	Answers
1	
2	
3	
4	



Unit 3 The way we are

Reading and interaction

Worksheet 1

Listen to a dialogue between two foreign students. Take notes and then compare their ideas with your own answers. Discuss whose answer sounds more convincing and what you have learnt from their conversation.

Sentences	Answers
1	
2	
3	
4	



Worksheet 2

Criteria for a campus ambassador

Discuss in your group the necessary qualities that can be used for selection.

Character	
Appearance	
Other features (such as special skills or talents)	

According to these criteria, we will name _____ as a candidate for the campus ambassador.



Unit 4 Travellers' tales

Reading and interaction

Worksheet 1

Listen to a dialogue between two foreign students. Take notes and then compare their ideas with your own answers. Discuss whose answer sounds more convincing and what you have learnt from their conversation.

Sentences	Answers
1	
2	
3	
4	
5	



附录 3:《普通高中教科书 英语练习部分 必修 第三册》 参考答案和听力文本

Unit 1 The media

A Vocabulary

- 1 (1) reviews (2) on your mind (3) advertising (4) at their best (5) article (6) stars
(7) fiction
- 2 (1) publish (2) gathering (3) confirmed (4) reported (5) broadcast
(6) investigate
- 3 (1) published (2) journalists (3) editor (4) articles (5) front page (6) interview
(7) international (8) finance (9) guide
- 4 (1) appealing to (2) come across (3) care about (4) keep up with (5) be turned in
(6) under time pressure (7) keep my eyes and ears open (8) get to
- 5 (1) I think the best way to ensure efficiency at work is to focus on the task at hand.
(2) This animated film talks about the great adventures of a robot, and it contains some funny lines.
(3) "I won't get in the way. Please let me play with you," the little girl begged her big brother.
(4) The gallery has a collection of oil paintings by some outstanding artists of the 1980s and 90s, and it is very popular with young people.
(5) The nurses will check (up) on the patient(s) every two hours during the night.
(6) These beautifully illustrated books are very appealing to mothers with small children.
(7) A good newspaper article should present the facts to the readers in an objective way.
(8) Studying overseas not only gives us a chance to experience life abroad, but also opens our eyes to other cultures.
- 6 (Answer for reference)
- The school sports meeting held last Friday was great fun and full of excitement, which left us with many good memories. Students assembled at the gym to watch the table tennis match between the principal and a Senior 3 student named Alex. The match lasted 45 minutes before the final game started. The audience were drawn closer to the table by the small ball spinning back and forth across the table. Then came the tiebreaker. The small plastic ping-pong ball bounced off the tip of Alex's bat, went over the net and landed on the corner of the principal's table in such an unexpected way that he was not able to reach it, though he attempted to return the ball. Alex scored one more point and he won the game!

B Grammar

- 1 (1) ringing (2) understood (3) chasing (4) seated (5) approaching
(6) being punished (7) do / doing (8) lost (9) exercising (10) spoken
- 2 (1) have / get his hair cut (2) having / getting the packages posted
(3) had / got his eyesight checked (4) have / get the website tested
(5) have / get it restored (6) have / get the lawn mowed; the windows cleaned
(7) had / got it proofread (8) have / get it mended
- 3 (1) pouring (2) blowing (3) roaring (4) striking (5) walking (6) cleaning
(7) clearing (8) repaired

C Listening and speaking

Audio scripts:

Dialogue 1

Oliver: Here's your ticket!

Carrie: Thank you—I can't wait to see this film. I love sci-fi. Here, I've bought some popcorn for you.

Oliver: Thank you! I love science fiction films too, and this one got some really good reviews.
By the way, have you heard about Lucy?

Carrie: No. What happened?

Oliver: She had her bag stolen on the subway yesterday.

Carrie: Oh, no! Poor Lucy! Was there anything valuable in it?

Oliver: Mostly books, her lunch and homework, but she also had her keys in there.

Carrie: That's terrible!

Oliver: Luckily, she had locked her ID card in her desk drawer at school last week.

Dialogue 2

James: Hey, Lili. There's some exciting news. You won't believe this. I was just talking to Mr Young, our new literature teacher, and he said that they're going to film some scenes for a new film in our school. It's called *A Butterfly on the Window*.

Lili: Really? What's it about? Is it a romantic comedy? Or a documentary?

James: I think it's a historical drama, set in old Shanghai.

Lili: Cool. I'm really excited. That's fantastic news. Maybe we'll be in the actual film.

- 1 (1) animated films (2) musicals (3) historical dramas (4) documentary film
(5) Science-fiction films (6) horror films

- 2 (1) B (2) C

- 3 (1) this one got some really good reviews
(2) She had her bag stolen on the subway yesterday
(3) she had locked her ID card in her desk drawer at school last week
(4) There's some exciting news
(5) our new literature teacher
(6) it's a historical drama, set in old Shanghai
- 4 Answers will vary.

D Reading

- 1 (1) E (2) B (3) A (4) C (5) D
2 (1) D (2) A (3) C (4) D (5) B (6) B
3 (1) A (2) B (3) B (4) A (5) B
4 (1) view (2) adopt (3) kind (4) issue (5) view (6) right (7) issue (8) right
(9) adopted (10) kind

E Writing and viewing

1 Answers will vary.

2 (Answer for reference)

There are different reasons for the popularity of Pinewood Studios among film-makers.

To begin with, it provides them with a variety of indoor locations as well as stages and TV studios. These choices can help them control lighting effects, save time and money, and create incredibly realistic film scenes. Besides, there is even a huge pool with fans that make the water move, so a scene on a boat in the middle of an ocean can be filmed easily. Most impressively, Pinewood even offers the first permanent underwater stage in Europe, which is particularly popular with actors because of its warm and clean water. Its comfortable conditions make it one of the most preferred places for actors to work in.

Unit 2 The things around us

A Vocabulary

- 1 (1) Hello. I'd like to look around your shop.
(2) The white T-shirt with the slogan—can I pick it up?

- (3) Well, it's nice. Can I go into the changing room and try it on?
- (4) It's a great T-shirt, but it doesn't fit. I'll just take it off.
- (5) Right. I'll hang it up.
- (6) Unfortunately, someone bought the last T-shirt in your size yesterday, so they've sold out.

2 Made from plants: linen, cotton, denim

Made from animals: wool, leather, fur

Man-made: nylon

3 (1) leather (2) took off (3) fur (4) looking around (5) trying ... on (6) sold out
(7) denim

4 (1) pick up (2) try ... on (3) price tag (4) second-hand shops (5) hang up
(6) sold out (7) export company (8) Discount shops

5 (1) We were flooded with offers of help after the typhoon.

(2) Even though the air conditioner is on, I am still sweating. / Even though the air conditioner was on, I was still sweating.

(3) If you need any more information, don't hesitate to contact me.

(4) She sold the company and bought a farm with the profits.

(5) In my opinion, he is one of the greatest living composers, and he has written many well-known works.

(6) The majority of students find it necessary to ban mobile phones in class.

(7) A large amount of psychological research suggests that humour puts people in a good mood and helps them deal with awkward situations.

(8) According to many experts, the BeiDou system will have many practical applications in a wide range of fields, such as agriculture and transport.

6 (Answer for reference)

My life journey starts in a cotton field in Uzbekistan, where cotton is one of the economic resources. The cotton is watered every day and protected by pesticides, which harm the young women who work in the cotton fields for over ten hours a day. The cotton is picked and flown to a small factory in Mumbai, where adults and kids are employed to make T-shirts like me from the cotton. Newly-manufactured T-shirts are bought by young people in discount shops in the UK, who quickly throw us away once we are old-fashioned, sending us to charity shops where we are then sold to export companies. Finally, I arrive in the Yaba market in Nigeria, ready for sale again.

B Grammar

1 (1) are used (2) was invented (3) was built (4) wasn't invented

- (5) were manufactured (6) was designed (7) were developed (8) is known
2 (1) have / has owned (2) has manufactured (3) have been sold
(4) have been made (5) haven't been called (6) has produced
(7) has been closed (8) has started
3 (1) conserve (2) were reduced (3) support (4) use up (5) survive
(6) have been cut down (7) was destroyed (8) ban
4 (1) is used (2) is made / is manufactured (3) cleaned (4) was invented
(5) has been manufactured (6) is added (7) makes (8) are cleaned
5 (1) are hunted (2) was started / started (3) will be tagged (4) will follow
(5) sign (6) post

C Listening and speaking

Audio scripts:

- Evie: Have you seen the poster on the school noticeboard?
- Jack: Which one? The one about training your dog?
- Evie: No, not that one. The one next to it. I think we should both go and help out in the park. People leave a lot of rubbish there, and some of the trees need cutting down because they're dangerous when it's windy. And people walk their dogs in the park all the time and the dogs leave a mess. So, what do you think? Will you come and help?
- Jack: Well, I usually play football at the sports centre on Saturday morning. I don't want to miss that.
- Evie: Oh, come on, Jack. I think you'll enjoy it.
- Jack: I'm not sure about that. I prefer football to cleaning parks.
- Evie: But it's only one morning. You'll be glad you did it.
- Jack: I don't think so.
- Evie: Look, you use the park a lot, don't you? And so do I. We really should help to clean it. It will make a difference.
- Jack: Perhaps you're right.
- Evie: And if we don't help, who will? We're responsible for our park, aren't we?
- Jack: I suppose so. OK, I'll come ... but I'm only staying for an hour.
- Evie: Great! I'll see you at the park at 9:55. You won't be disappointed.
- Jack: Hmm ...
- 1 (Answer for reference) They are talking about one of the posters on the school noticeboard.
2 B
3 (1) C (2) B (3) A (4) C (5) A

4 Answers will vary.

D Reading

- 1 (1) B (2) C (3) D
- 2 (1) E (2) B (3) A (4) C (5) F
- 3 (1) B; A (2) B; A (3) A; B (4) A; B (5) B; A
- 4 (1) handing out (2) Fashion-conscious; fashionable (3) reach out
(4) domesticated (5) fur trade (6) wild (7) took up (8) gave up

E Writing and viewing

1 Answers will vary.

2 (Answer for reference)

Most paper is made in mills using wood from trees. The wood is cut up and mixed with water and chemicals to make pulp. When the pulp is dried, it is sold to other mills to make paper. The companies which buy pulp turn it into high-quality paper by completing the following steps.

First, water is added to the dried pulp. The pulp is beaten and churned in huge containers until it turns into a smooth milky liquid. Then, “fillers” and “sizing agents” are added to the pulp, which give the finished paper its colour, strength and consistency. Next, water is squeezed out of the pulp by huge rollers. The next step is to stretch and heat the paper, which removes all the water and stiffens the sheet. After that, all traces of moisture are removed as the paper is dried. Finally, the newly made paper is cut into different sizes and is ready to be packaged and shipped to its destination.

Unit 3 The way we are

A Vocabulary

- 1 (1) unattractive (2) elegant (3) handsome (4) overweight
(5) slender (6) stunning
- 2 blue-eyed, pale-skinned, blonde-haired, middle-aged, short-sighted, suntanned, broad-shouldered
(1) suntanned (2) blonde-haired, blue-eyed (3) short-sighted (4) middle-aged
(5) pale-skinned (6) broad-shouldered

- 3 (1) bombarded (2) fattening (3) sharpen (4) displayed (5) routinely
(6) unacceptable (7) desire (8) representing (9) identity
- 4 (1) commonplace (2) conscious (3) unacceptable (4) campaigns (5) attach
(6) streetwise (7) elegant (8) ambassador
- 5 (1) He used to weigh 120 kilos, but as a result of exercise and dieting, he now weighs only 80 kilos.
(2) The kind of physical appearance that is considered desirable may vary from culture to culture.
(3) These invaluable exhibits used to belong to personal collections, but they were later donated to the museum.
(4) What was once considered unacceptable behaviour in some cultures is now commonplace.
(5) It appears that Li Ming is very popular with everyone, and he is likely to become the campus ambassador.
(6) Whether it is improving their inner qualities or working out actively, people are making themselves beautiful in their own way.
(7) The student was not conscious that he was targeted by a thief.
(8) There are various factors that / which influence people's views on beauty.

6 (Answer for reference)

To better understand the role clothing plays in people's lives, I conducted a survey of my friends and family. I asked them about their views on fashion and their choice of clothes. The survey shows that my peers regard fashion as a way to express their personality, while my family and relatives associate it with comfort and naturalness. Therefore, their choices of clothes vary considerably. My friends just consider the style and colours, while my elders are concerned about the price and fabric type. Interestingly, the choices in each age group do not appear to be influenced by gender. In summary, the different views on fashion are a natural expression of people's experiences and expectations of the world, and should therefore come as no surprise.

B Grammar

- 1 (1) to be displayed (2) to be used (3) published (4) being built
(5) awarded (6) to collect (7) delivering the speech
- 2 (1) to buy (2) wishing (3) to be sent / sent (4) to be held (5) to depend
(6) elected (7) to base
- 3 (1) to realize (2) to pay (3) to spare (4) displayed (5) set (6) to shoulder

- (7) caged (8) given (9) to conduct
4 (1) to fit (2) to perfect (3) known (4) to target (5) titled (6) lacking

C Listening and speaking

Audio scripts:

Head teacher: I'm the new head teacher of Broadside secondary school. I know I don't look like a typical head teacher. I never wear a suit and tie. I like to wear casual clothes because I think it creates a better impression with the students. They feel they can talk to me. My hairstyle surprises them, too. They don't expect a head teacher to have long hair and a beard. People's first impression of me can be deceptive, though. I seem very relaxed and easy-going, but in fact I'm very strict. I expect students to make an effort and work hard and I don't tolerate lazy students. I think they will be surprised when they get to know me better.

PE teacher: I'm the new PE teacher at Broadside secondary school. I was a professional athlete when I was younger. I ran the 100 and 200 metres. As you can see, I'm very strong and fit. When students first meet me, I like to create a strong impression and make them think that I'm very tough and determined to make them work hard in my classes. But when they get to know me better, they see that I'm really quite easy-going. I think it's important that they enjoy my classes, so that in the future, after they leave school, they'll continue doing sport and physical exercise.

- 1 (1) long, beard (2) casual (3) relaxed; easy-going (4) strict (5) fit
(6) tough; determined (7) easy-going
- 2 (1) F The head teacher does not look like a typical head teacher.
(2) T
(3) T
(4) T
(5) F The PE teacher used to be a professional athlete running the 100 and 200 meters.
(6) T
- 3 Answers will vary.

D Reading

- 1 (1) The face in A looks more natural and attractive.
(2) Answers will vary.

(3) They show symmetry.

2 (1) B (2) C (3) D (4) B (5) A

3 (1) asymmetrical (2) manipulate (3) numerous (4) uneasy (5) develop
(6) symmetrical (7) pleasing (8) ideal (9) genes

4 (1) height (2) width (3) length (4) symmetry (5) attractiveness (6) power

5 (1) long (2) lengths (3) height (4) symmetry (5) power (6) attractiveness

E Writing and viewing

1 Answers will vary.

2 (Answer for reference)

As a clothes shop, Junky Styling cannot be more different from others in terms of the raw materials used, the process of clothes-making, and the services provided. To begin with, all the clothes available at Junky Styling are made from old clothes instead of new cloth. Such friendliness to the environment combined with their stylish designs have made the clothes popular and the business successful. Besides, all the second-hand materials are carefully treated to guarantee that they are in good condition before they are redesigned into various stylish clothes. In addition, a special “made to order” service is offered to make sure that the clothes are made according to the broad tastes and measurements of customers while also sparing customers from keeping so many old clothes in their wardrobes.

The success of Junky Styling clearly shows that recycling and reuse can work effectively in the fashion industry and offers an example for other industries to follow. To my understanding, it is more a matter of awareness than of choice. As long as people are more aware of the benefits of recycling, they will translate their awareness into action.

Unit 4 Travellers' tales

A Vocabulary

1 (1) destinations (2) Park (3) transport (4) Package (5) guide (6) resorts
(7) trap

2 (1) Get off the beaten track (2) See the sights (3) Soak up the sun (4) take time out
(5) Take part in ... guided tours (6) get to know people (7) escape the crowds

3 (1) D (2) B (3) F (4) H (5) A (6) E (7) C (8) G

4 (1) trek (2) a voyage (3) expeditions (4) trip (5) flight (6) pier (7) buffet car

(8) stand (9) overhead lockers (10) cruise

5 (1) beach resort (2) public transport (3) package holiday (4) tour guide

(5) tourist destinations (6) national parks

6 (1) This tourist destination has a wide variety of activities to offer, so it appeals to many different kinds of travellers.

(2) It's common sense to lock the door when you leave the house.

(3) The hospital is committed to providing the best possible medical care.

(4) A positive attitude towards life is closely related to mental and physical health.

(5) For these blind children, music is an important vehicle for expressing themselves.

(6) The two countries have always maintained close relations.

(7) As they boarded the plane for Hainan, they were glad to escape the cold winter weather.

(8) By adopting these suggestions, you can set up a practical budget for your family.

7 (Answer for reference)

Dear students,

Hello, I'm Amy, and this is my boyfriend Neal. We are glad to be here to talk about our project in Mozambique.

When I graduated from university, I decided to do a volunteering project in Kenya for my gap year, which left me fascinated by life in Africa. After the project ended, I wanted to return to Africa, so I asked my boyfriend Neal to travel to Mozambique with me. We drove through this beautiful country, but it didn't take us long to realize that the living conditions there were far from satisfactory and that we might be able to do something special for the community.

First, we talked with the villagers about our intention to help them. To our joy, they were eager for help from outsiders. So we went from being passive tourists to being a part of the community: we helped create a small beach resort close to the village and we hired local people to construct the huts. Once the resort was finally ready, we went one step further and set up a foundation to improve the health and education of the people there. At the start of our project, we had never dreamt that we would affect so many lives.

So, to end off, our advice to you all is that although you may not realize it yet, you can also make a big difference to the lives of the people around you. We certainly did!

B Grammar

1 (1) C (2) B (3) C (4) C (5) C (6) B (7) B

2 (1) destroyed (2) Lost (3) Having earned (4) caught (5) Written (6) Paying

(7) considered (8) Judging

- 3 (1) seen (2) Known (3) selling (4) causing (5) speaking (6) pulling (7) Puzzled
(8) Having explained (9) annoyed (10) telling

C Listening and speaking

Audio scripts:

- Tim: Dad wants to know if we've agreed on which theme park we want to go to next weekend. I said I wanted to go to Alton Towers again. It's still definitely got the best rides. What do you think?
- Kelly: I think we should try somewhere different. Why don't we go to Thorpe Park? I checked out their website and they've got a new ride called Swarm. You ride on wings on each side of the track, and drop head first from forty metres.
- Tim: That sounds brilliant! But I'm not so sure about Thorpe Park. Someone at school told me that a lot of it was for little kids.
- Kelly: Well, so is Alton Towers, but you don't have to go to the kids' area! And you said you loved Old MacDonald's Children's Farm, the first time we went ...
- Tim: I did not! And that was years ago.
- Kelly: I'm just saying. Anyway, Thorpe Park is not for children. It has a ride based on those famous horror movies.
- Tim: Well, don't pretend you've seen horror movies. Only grown-ups can watch them.
- Kelly: No, I haven't seen them, but you don't have to be eighteen to go on the ride. It looks brilliant—it's one of those that turns you completely upside down a few times, and some of the comments on the website said it was really scary because you kept feeling like you were going to fall off. It goes at over eighty kilometres an hour, too. Let's say we want to go there. Come on, you won't be sorry. And anyway, you've got nothing to lose—we can always go to Alton Towers another time because it only takes an hour in the car!
- Tim: OK, you've convinced me. I'll agree if you promise not to take any embarrassing photos of me screaming this time!
- Kelly: Agreed. I'm worried you might get one of me if we go on Swarm and that horror movie ride!

- 1 (1) Kelly and Tim are brother and sister.
(2) They are both under eighteen.
(3) They are discussing which theme park to go to next weekend.
- 2 (1) T (2) T (3) K (4) T (5) K (6) K
- 3 (1) T

- (2) F Swarm is a ride where tourists fall head first from a height of forty metres.
(3) F Alton Towers has rides for little kids.
(4) T
(5) F One does not have to be eighteen to go on the horror movie ride in Thorpe Park.
(6) T
(7) F Kelly and Tim finally decided to go to Thorpe Park.
- 4 Answers will vary.

D Reading

- 1 (2) A, C (3) B, D (4) A, D (5) A, D (6) B, C (7) A, C (8) A, D (9) B, D
2 (1) The Winter Park opens after sunset.
(2) It is easier to cycle along the side of rivers because the roads are usually pretty flat.
(3) The Riverside Ride doesn't have much environmental impact because you travel by bike / you don't use cars or motorized vehicles.
(4) Angkor Wat was built quickly because it was built by thousands of unpaid slave workers.
(5) It is a good idea to get to Angkor Wat early to escape the crowds.
(6) In the evenings, people on the Grand Canyon holiday eat, play games and look up at the stars.
3 (1) rafts (2) slave (3) twinkling (4) pace (5) chilly (6) roots (7) soppy

E Writing and viewing

- 1 Answers will vary.
2 (Answer for reference)

I am quite impressed with Chicago's preparations for climate change and Los Angeles's image as the "The City of Dreams".

Nicknamed "The Windy City", Chicago is known as the windiest and wettest city in America. It is known for having "bad" weather. Chicago impresses me because of the plans it has to protect the environment by constructing environmentally-friendly buildings and introducing electric cars. Hopefully, this will have a positive impact on the environment.

The city of Los Angeles is considered to be youthful and vibrant. It was a great place for young people to chase their dreams and have fun, and today, LA impresses me with its grandeur and prosperity, which attracts a lot of future Hollywood stars and successful business people. It has become a sought-after destination for people from around the world.

后记

本教学参考资料是为高中《英语》(上教版)学生用书编写的配套教学参考资料，经上海市中小学教材审查委员会审查通过，准予使用。

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