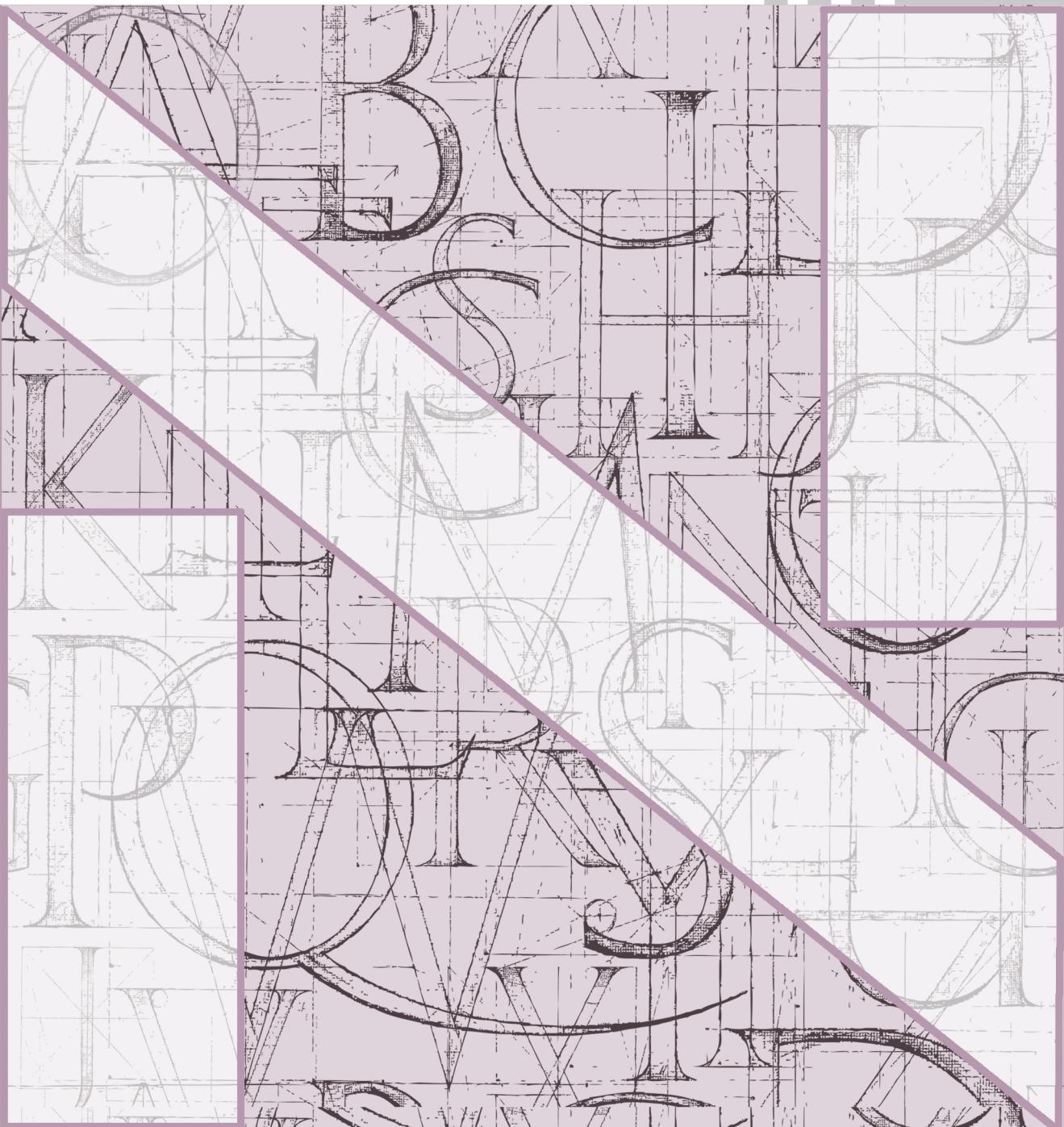


普通高中

# 英语·教学参考资料

## 必修 第二册



上海教育出版社



普通高中

# 英语·教学参考资料

必修 第二册



图书在版编目 (CIP) 数据

普通高中英语教学参考资料·必修·第二册 / 邹为诚主编；张建琴副主编. —上海：上海教育出版社，2022.8 (2024.8 重印)  
ISBN 978-7-5720-1421-5

I . ①普… II . ①邹… ②张… III . ①英语课—高中  
—教学参考资料 IV . ① G634.413

中国版本图书馆 CIP 数据核字 (2022) 第 101675 号

主 编：邹为诚

副 主 编：张建琴

编写人员：陈德江 詹 玲 董亚男

责任编辑：吕 眯

特约编辑：陈娇琦

封面设计：赵志文

美术编辑：朱博韡

**普通高中 英语教学参考资料 必修 第二册**

上海市中小学(幼儿园)课程改革委员会组织编写

---

出版发行 上海教育出版社有限公司

地 址 上海市闵行区号景路 159 弄 C 座

邮 编 201101

印 刷 上海中华印刷有限公司

开 本 890 毫米 × 1240 毫米 1/16

印 张 13

字 数 367 千字

版 次 2022 年 8 月第 1 版

印 次 2024 年 8 月第 3 次印刷

书 号 ISBN 978-7-5720-1421-5/G·1123

电子出版物号 ISBN 978-7-900841-70-4 (音频和视频)

定 价 65.00 元(含音频和视频)

---

版权所有·未经许可不得采用任何方式擅自复制或使用本产品任何部分·违者必究

如发现内容质量问题，请拨打电话 021-64319241，或发送邮件至 jcjy@seph.com.cn

如发现印、装质量问题，影响阅读，请与上海教育出版社联系。电话：021-64373213

---

**声明** 按照《中华人民共和国著作权法》第二十五条有关规定，我们已尽量寻找著作权人支付报酬。  
著作权人如有关于支付报酬事宜可及时与出版社联系。

# 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，各单元阅读与互动（Reading and interaction）和文化聚焦（Cultural focus）语篇参考译文，教学活动任务单，以及《普通高中科教书 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<sup>\*</sup>。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：

---

<sup>\*</sup> 教材电子书可以从上海教育出版社的官方平台获取。

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声音特征。
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 )** 深度阅读是高中英语教学中的新项目，是外语教学的新尝试，这对部分学校的教师和学生构成了一定的挑战。为了应对这个挑战，《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 ( Worksheet )，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 册讨论部分提供了由母语为英语的专业人员录制的音频，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和示范，并组织学生开展对子/小组活动。此外，建议教师在互动难以开展时，改用以“输入”为主的教学策略。此时可使用以阅读填词或配对为主的任务单，引导学生阅读此类任务单的文本并完成填词或配对任务，既让学生深化对课文的理解，又增加了再次学习相关表达的机会。需要说明的是，选择性必修第二册第三单元深度阅读任务是设计小测试 ( Quiz )，因此不需要填词或配对类型的任务单。《教学参考资料》针对深度阅读栏目提供了教学原则、教学建议和参考答案，必修 1—3 册和选择性必修 1—2 册还描述了任务内容 ( Task )、教学目的 ( Purpose )、预期目标 [ Prescribed Learning Outcomes ( PLO ) ] 和建议完成时间 ( Time )。《教学参考资料》附录中提供了可供复印的任务单。

**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6月

# 目录

Unit 1	No limits	1
A	Reading and interaction	2
B	Grammar activity	14
C	Listening and speaking	16
D	Writing	21
E	Cultural focus	25
Unit 2	Roads to education	32
A	Reading and interaction	33
B	Grammar activity	46
C	Listening and speaking	49
D	Writing	51
E	Cultural focus	55
Unit 3	Progress?	64
A	Reading and interaction	65
B	Grammar activity	75
C	Listening and speaking	78
D	Writing	81
E	Cultural focus	85
Unit 4	Achievements	92
A	Reading and interaction	93
B	Grammar activity	105
C	Listening and speaking	108
D	Writing	111
E	Cultural focus	115
附录 1:	各单元听力文本和视频文本	122
附录 2:	各单元语篇参考译文	141
附录 3:	教学活动任务单	149
附录 4:	《普通高中教科书 英语练习部分 必修 第二册》 参考答案和听力文本	183

# Unit 1 No limits

## Introduction

This unit introduces the theme of risk-taking and adventure. In the **Reading and interaction** section, students get to explore the reasons behind teenagers' risk-taking behaviour from a psychological and biological perspective. The **Grammar activity** section introduces the lives of a few young adventurers who have climbed Qomolangma and skied to the North and South Pole. Here, students will practise **ellipsis**. The **Listening and speaking** section explains why some people have certain fears, and students will talk about their own fears. In the **Writing** section, students will write a description of a person after reading a sample text, which describes an admirable old man. The reading passage in the **Cultural focus** section gives an account of Captain Scott's expedition to the South Pole, and this is followed by the **Video** which introduces extreme sports in Queenstown, New Zealand.

## Objectives, proposed teaching hours (PTH) and performance descriptors

Sections	Objectives	PTH	Performance descriptors*
A Reading and interaction	Explain the reasons for teenagers' tendency to take risks, and reflect on one's own behaviour	3	1–9 能抓住语篇大意，获取主要信息，对语篇的内容进行推断、分析和概括。
B Grammar activity	Use ellipsis correctly in the communicative activity	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	Talk about one's fears using appropriate language	1	1–1 能抓住所听语篇大意，获取主要事实和观点。 1–4 能简要口头描述自己或他人的经历，表达观点并举例说明。
D Writing	Describe a person you admire in a writing competition	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和语法结构。 1–13 能以书面形式简要描述他人的经历，能使用恰当的词汇和语法结构进行书面表达。 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)

\*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。

Sections	Objectives	PTH	Performance descriptors
E Cultural focus	Retell the story of Scott's Hut  Describe one extreme sport in Queenstown	2	1-1 能抓住语篇大意，获取主要事实和观点。 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. explain the reasons why teenagers like taking risks;
2. reflect on their own lives based on the scientific explanations;
3. identify the communicative strategies the writer uses to make ideas convincing;
4. describe their classmates' risk-taking behaviour based on the information from the survey.

### Background

1. Dopamine is a chemical produced by the human brain. It helps regulate emotion, motivation and the feeling of pleasure. When dopamine levels are low, people may easily feel tired or upset; when levels are high, people may feel happier. Certain things, such as exercise, can enhance the production of dopamine.
2. The parts at the back of the brain mature before the parts at the front. The frontal cortex, which controls the decision-making process, is the last part to mature.

### Notes on the language

1. **This is the “wow” factor, the feeling of pleasure we get when we take and survive a risk.** In this sentence, the part “the feeling of pleasure ...” is an appositive (同位语) for “the ‘wow’ factor”. It explains what “the ‘wow’ factor” is.
2. **survive a risk** “Survive” can mean to be alive after something, e.g. *survive an earthquake*. It is often dangerous to take a risk because people might get hurt. So “survive a risk” means “to take a risk and be successful without hurting oneself”. The thrill of taking a risk may come from this.

3. **I just felt like it.** It means "I just wanted to do it without considering the consequences." It explains why some teenagers did some dangerous things: they were not thinking about the consequences at all.
4. **show off** It means "to try to impress others by displaying one's abilities, possessions, etc." This means that teenagers want to impress others to feel good about themselves.
5. **get pushed into doing something** It means "be forced to do something". Teenagers are constantly under peer pressure. They don't want their friends to think they are cowards, so they may do something against their own wish.

## Word study

1. **blame** *v.* to think or say that somebody / something is responsible for something bad 把……归咎于；指责

*It is no use blaming him for the mistake. We should focus on how to correct it.* 因为这个错误而指责他毫无用处。我们应该集中精力来改正这个错误。

*n. responsibility for doing something badly or wrongly( 坏事或错事的 )责任；指责*

*Why do I always get the blame for her mistakes?* 为什么她犯了错被指责的总是我？

2. **theme** *n.* the subject of a talk or a piece of writing, etc. 主题

*Love is the common theme of many of Shakespeare's sonnets.* 莎士比亚许多十四行诗的主题都是爱情。

*theme music* 主题音乐

*theme park* 主题公园

3. **factor** *n.* one of several things that cause or influence something 因素；要素

*We need to take into consideration all the factors in an issue before making a decision.* 在作出决定之前，我们要考虑一件事情所有的影响因素。

*the deciding factor* 决定性因素

4. **pressure** *n.* feelings of anxiety that are caused by the need to achieve something 心理压力；紧张

*Living in a modern society, we need to learn to handle pressure.* 生活在现代社会，我们需要学会应对压力。

5. **fit in** to live, work, etc. in an easy and natural way with somebody / something ( 与…… ) 合得来

*He seemed to have fitted in with my friends already.* 他看上去已经和我的朋友们打成一片了。

6. **solution** *n.* a way of solving a problem or dealing with a difficult situation 解决办法；处理手段

*They are trying every means to find a solution to this problem.* 他们正千方百计地寻找解决这个问题的办法。

*achieve a peaceful solution* 和平解决

7. **independent** *adj.* not depending on others for help or support 独立的；自主的

*Some strategies can be used to develop independent thinking.* 我们可以采用一些策略来培养独立思考能力。

8. **reliable** *adj.* that is likely to be correct or true 真实可信的

*In making a presentation, it is important to use data from a reliable source.* 做口头陈述的时候，从可靠的渠道引用数据很重要。

### Pre-reading activity

(see Student's Book page 6)

### Teaching principles

- Reading is more effective when the learner's prior knowledge is activated.
- Reading is more effective when the learner makes predictions beforehand.

### Teaching suggestions

- Focus on the photos and ask Ss to describe what the people are doing (*surfing, skateboarding*).
- Ask Ss to discuss the statements in pairs. Have them share their opinions and reasons. Tell Ss that they can find the answers in the reading passage.
- Ask Ss to scan the title and subheadings and predict what the reading passage will be about.

### Answers for reference

- 1 I don't agree with *a*, because I notice that teenagers often take risks.

I don't agree with b. Boys are usually active and brave, and they need to build a sense of belonging, so they often take risks.

2 c

## Comprehension work

**1\*** (see Student's Book page 8)

### Teaching principle

Suitable reading questions can help learners understand basic information and overcome language difficulties in studying a passage.

### Teaching suggestions

- Elicit Ss' responses to the six questions, which are about the factual information in the reading passage.
- Provide some language support in case Ss have difficulties during the Q and A process.

**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) They feel excited and amazed.
- (2) A brain chemical called dopamine.
- (3) Teenagers take more risks than children because dopamine levels are sometimes lower in teenagers than they are in children. Their frontal cortex which is involved in controlling feelings and making good decisions has not fully developed, so they take more risks than adults.
- (4) They are probably thinking of nothing, as they "just feel like it".
- (5) They may want to show off or fit in.

\* 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。

(6) The writer has three suggestions for teenagers:

- ① Make good choices, be independent and avoid being pushed by friends into doing dangerous things.
- ② Get a dopamine fix by doing other exciting things such as sports, instead of something dangerous.
- ③ Don't worry too much: teenagers will be able to make wise decisions by the age of 17.

2 (see Student's Book page 8)

### Teaching principle

Explicit and focused vocabulary study is necessary for language development both during and after the process of reading.

### Teaching suggestions

- Present the summary passage on a slide, and go through it with Ss. Invite Ss to suggest possible words from the reading passage. Provide language support and correct their errors if necessary.
- Provide a word list to help Ss fill in the blanks in case they need scaffolding.

### Answers

(1) chemical (2) enjoyment / pleasure (3) lower (4) risks (5) dangerous / frightening (6) physical (7) developed (8) risk-takers (9) respect (10) solutions

### Deep reading

1 (see Student's Book page 9)

### Teaching principle

To teach Ss communicative strategies, teachers need to draw learners' attention to the specific task and details.

**Teaching suggestions**

<b>Task</b>	Explaining the communicative strategies used in the passage
<b>Purpose</b>	Fluency training with language engagement
<b>Prescribed Learning Outcomes (PLO)</b>	Ss will be able to explain the communicative strategies used in the four sentences.
<b>Time</b>	30 minutes

There are three options to teach this part.

**★ Option 1\***

- Select one better able student to work with the teacher and ask the rest of the class to watch, listen and take notes on Worksheet 1 (see page 149).
- Demonstrate Q and A with this student as an example using the model dialogue in the Student's Book.
- Encourage Ss to conduct Q and A in pairs.

**★★ Option 2**

- Encourage Ss to work in pairs using Worksheet 2 (see page 151) directly.
- Ask Ss to talk to three classmates. Each student should then select the most convincing response and share it with the class after the activity.

**★★★ Option 3**

- Invite Ss to listen to the pre-recorded sound clips of two foreign students' responses to these sentences. They should then give their opinions and comments on these responses, using Worksheet 3 (see page 153).
- In case Ss are not able to communicate effectively in English, use Worksheet 4 (see page 155) to help them understand how the writer makes the ideas convincing and reasonable.

---

\* ★表示较简单的任务，★★表示中等难度的任务，★★★表示较高要求的任务。

### Answers to Worksheet 4

- (1) some scientists believe (2) some (3) room (4) may (5) indicating  
(6) objectively (7) likely (8) comes (9) apply (10) question (11) dialogue  
(12) directly (13) implies

#### NB

Teachers should remind Ss to compare the effect of the words in bold, and think what happens if they are removed.

- (1) ... **some scientists** believe that dopamine levels **are** sometimes lower in teenagers than they are in children.

Ask Ss to pay attention to the phrase “some scientists” and the present tense of the verb “are”. “Scientists” are experts in the field, whose views can be considered credible. The present tense indicates that the view is true and reliable at the time of speaking. However, the word “some” before “scientists” implies that other scientists may hold different views. This reflects the actual situation of the research on dopamine levels, and makes the passage more objective.

- (2) Even teenagers who are not usually big risk-takers **may** suddenly do something dangerous because they want to show off or fit in.

Ask Ss to pay attention to the meaning of the modal verb “may”, which indicates possibility. It shows that the writer is cautious about her views. In the clause “teenagers who are not usually big risk-takers”, “not usually” is echoed in “suddenly” later in the sentence. This implies that teenagers may do dangerous things because of peer pressure, but not every teenager will do so. This description reflects the actual situation of adolescent risk-taking.

- (3) Boys are more **likely** not to wear seat belts, more **likely** to get into an argument or a fight, and more **likely** to smoke and drink.

This sentence makes it clear that boys tend to take more risks than girls, but not every boy will do so. The word “likely” is used to show that the writer is being cautious and objective. “Likely” is used here in a similar way to “may” in the previous sentence. Remind Ss to pay attention to such details.

- (4) But **is taking risks really the best way to get people to respect, notice and like you?**

Ask Ss “Does this sentence need an answer?” Remind Ss that this is a rhetorical question, which requires no answer. Its main purpose is to raise readers’ curiosity and encourage them to think about the issue themselves. The use of the second person pronoun “you” makes readers feel that the writer is talking to them and is asking them to reflect on their own opinion.

### Answers for reference

- (1) a, b Several language strategies are used in this sentence. First, the writer uses the present tense and “some scientists believe” to indicate that the information is correct enough to be true. But at the same time, the writer uses “some” before “scientists” to make it known that not all scientists believe this information is reliable. This way, the writer leaves room for reasonable doubt.
- (2) b The modal verb “may” in the sentence is used to modify the tone of the statement, indicating that it is possible for teens who are low risk-takers to suddenly change their behaviour and do something dangerous. By using “may”, the statement more objectively reflects a possible situation.
- (3) b The adjective “likely” helps the writer draw attention to the differences between boys and girls when it comes to taking risks. However, it also shows that this does not apply to all boys or girls.
- (4) c, d The writer uses a question because she wants the reader to join in a dialogue with her and to think about an answer for himself / herself. The writer uses the second-person pronoun “you” to let the reader know she is speaking directly to him / her. It implies that the reader should think about this question and judge for himself / herself.

## 2 (see Student’s Book page 10)

### Teaching principle

Learners’ abilities to engage in communication are related to their communicative mindset, which is best developed through open-ended tasks, in which learners are encouraged to say what they want to say rather than parrotting the text or the teacher’s words.

### Teaching suggestions

- Encourage Ss to use their own language repertoire to express their ideas on how to gain the respect of others while avoiding risky behaviour.
- Provide support through discussion with Ss or by giving them language necessary for answering the questions.

T: Do you think taking risks is the best way to get people to respect you?

S: No, I don't.

T: Why not?

S: ...

T: In your opinion, what are some better ways to get people to respect you?

S: ...

### Answers for reference

- (1) No, I don't. Taking unnecessary risks to impress others is unwise. It shows that one is immature. There are many other ways to gain people's respect, like helping the young, the elderly, performing well in sports, winning a match, getting an "A" in schoolwork.
- (2) I can understand their behaviour. At our age, we do have a need to do risky things. And it can gain us some respect from our peers. But we need to be careful and not hurt ourselves.

### Mini-project

(see Student's Book page 10)

### Teaching principles

- Task-based language teaching encourages learners to use their own language repertoire (rather than prescribed language) to express their own ideas in order to complete a task.
- It is also important that there are information gaps which need to be covered through

discussion between the partners.

### Teaching suggestions

<b>Task</b>	Conducting a survey about risk-taking
<b>Purpose</b>	Fluency training: Ss express their own ideas through discussion to complete a survey.
<b>PLO</b>	Ss will be able to use their own language repertoire to find information on teenage risk-taking and explain the reasons for such behaviour.
<b>Time</b>	20 minutes

- Put Ss into small groups (maximum 4) and appoint a leader for each group.
- Tell Ss what the group leaders are supposed to do (manage the turn-taking in interviews, help to take notes, encourage other members to participate).
- Walk around in the class, reminding Ss to speak English. Provide support in case Ss have difficulties.
- Other options:

#### ★ Option 1

- Hold a class discussion and provide hints, language support, explanations in Chinese, etc. during the process.

T: What is the greatest risk you have ever taken?

S: I have tried an amusement park ride. I am not sure what it is called in English. The Chinese name is “海盗船”. (Write “pirate ship” on the board and say it in response.)

T: How did you feel?

S: Scared! I didn't feel comfortable. 有点恶心想吐 (Write “I felt very bad and wanted to throw up” on the board.) And my heart was beating fast.

T: Will you do it again?

S: No! It was so frightening. I will never do it again.

...

- Provide a list of words related to extreme sports as scaffolding if needed.

diving 潜水

hang-gliding 滑翔

kiteboarding / kitesurfing 风筝冲浪

bungee jumping 蹦极

go-karting 卡丁车赛

rock climbing 攀岩

surfing 冲浪

downhill skiing 陡坡滑雪

skateboarding 滑板

## ★★ Option 2

Let Ss walk around freely in the classroom and interview at least three classmates. Remind Ss that they can ask other relevant questions to get more information.

### Focus on language

#### 1 (see Student's Book page 11)

#### Teaching principle

Learners need explicit instruction on language forms after communicative activities.

#### Teaching suggestions

**Task** Language learning of the related language issues that Ss encountered in this section

**Purpose** Ss learn suitable strategies to memorize the language forms they have learnt in the **Reading and interaction** section.

**PLO** Ss will be able to explain the meaning and usage of language forms they have learnt in the **Reading and interaction** section correctly.

**Time** 10 minutes

- Summarize language problems and highlight new language encountered in the **Reading and interaction** section. List these language points in a designated area on the board throughout the lessons of the whole section.
- Highlight the use of pronouns in the passage. These can refer to a word, a phrase or a sentence in the given context. Remind Ss that the use of pronouns makes the language more concise and coherent.

**Answers**

- (1) the feeling when you get off a roller coaster
- (2) dopamine levels
- (3) something dangerous or frightening
- (4) taking a risk
- (5) the teenage brain
- (6) the frontal cortex
- (7) teenagers who are not usually big risk-takers
- (8) boys'

**2** (see Student's Book page 11)

**Teaching principle**

Learners need to understand the differences between some words, e.g. adjectives ending in *-ed* and adjectives ending in *-ing* through explicit instruction.

**Teaching suggestion**

Adjectives ending in *-ed* describe how someone feels, while those ending in *-ing* describe what someone or something is like.

- (1) His job is boring, so he's bored.
- (2) He always talks about his apartments and his cars. He's really boring.

**Answers**

- (1) excited, amazed
- (2) frightening, surprising, exciting

**3** (see Student's Book page 11)

### Teaching principle

Learners sometimes need opportunities to focus on specific vocabulary as part of their language development.

### Teaching suggestion

The vocabulary in this part is taken from the reading passage and exercises in the **Reading and interaction** section. They are high-frequency words that are important for learners at this stage.

### Answers

- (1) blamed ... for (2) checking out (3) respect ... for (4) take the risk
- (5) making a decision (6) got into (7) to show off
- (8) will be / should be / is / was responsible for

## B Grammar activity

### Objectives

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

1. increase grammatical awareness of ellipsis;
2. distinguish between the two forms of ellipsis used in the given context;
3. use elliptical structures correctly.

1 (see Student's Book page 12)

### Teaching principle

To develop grammatical awareness, learners should analyse the internal structures of sentences.

### Teaching suggestions

- Write the following dialogue on the board:

—Who would like to go swimming with me on Sunday?

—I would like to (go swimming with you on Sunday).

- Use Chinese to explain that omitting the part in brackets does not affect understanding and

can make the conversation more concise.

- Explain the two grammatical rules and the meaning of some grammatical terms in Chinese, e.g. modal verbs (情态动词), auxiliary verbs (助动词), *to*-infinitive (不定式).
- Ask Ss to read the passage and decide which type of ellipsis the sentences belong to.
- In case Ss have mastered ellipsis, the teacher may choose to skip some of the tasks in the Student's Book.

### Answers

a 2, 3, 5   b 1, 4, 6

**2** (see Student's Book page 13)

### Teaching principle

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

### Teaching suggestions

- Ask Ss to rewrite the sentences independently using ellipsis.
- Invite Ss to say what they think the answer for each blank is. Provide language support or explanations if needed.

### Answers

- (2) Yes, I'd love to.  
 (3) ... an Australian teenager named Jade Hameister wasn't ready to.  
 (4) I'm sure she can!

**3** (see Student's Book page 13)

### Teaching principle

Learners need to practise the newly learnt grammar in a semi-open context with a communicative purpose.

### Teaching suggestions

- Write the example sentences on page 13 from the Student's Book on the board and explain how the activities are conducted.
- If Ss find the task too difficult, lead the class discussion through teacher-student interaction, and write three example sentences on the board. Then ask Ss to try to write their own. Provide feedback and language support if necessary.
- Encourage Ss to leave their seats and talk to at least three different classmates. (Try to maximize Ss' opportunities to communicate with different partners in each activity.)
- Invite a student to report his / her answers. Provide feedback or language support if necessary.

## C Listening and speaking

### Objectives

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

1. identify different types of fears and understand their causes;
2. explain some common and uncommon fears.

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

### Teaching principle

To provide scaffolding for a challenging listening task, teachers can introduce vocabulary activities beforehand.

### Teaching suggestion

Invite Ss to guess the word and give some examples of phobias, e.g. claustrophobia (fear of being in a small closed space), needle phobia (fear of injections).

### Answer

phobia

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

## Teaching principle

Listening will be easier if learners are first given the chance to listen for gist rather than focusing on details.

## Teaching suggestions

- Encourage Ss to predict the content of the introduction by skimming the five options on page 14 in the Student's Book. Teach the meanings of the two words "inherit" and "gene".
- Encourage Ss to focus on the gist of the first listening activity. There is no need to worry if they cannot remember details.

## Answers

**2** a, c, e

**3** (see Student's Book page 14)

## Teaching principle

Learners need to develop skills to listen for both gist and specific details. Usually it is easier for them to develop listening skills for gist first and then for specific details.

## Teaching suggestions

- Present the table on a slide and invite Ss to guess the answer for each blank.
- If the listening is too challenging for Ss, give them some hints about the answers, such as how people may react when they are frightened, e.g. *they find it hard to move, they open their mouths, they feel scared / frightened / terrified / get angry*.
- Help Ss identify the reasons why they find this listening activity difficult (e.g. *they are not familiar with certain words, they are unable to remember the information, they are not writing fast enough*) and suggest possible solutions.
- Remind Ss that the three speakers' talks are rather informal and contain a lot of repetition. There is no need to worry about missing certain parts.

## Answers

- (1) Fear of heights (2) boiling hot (3) can't breathe (4) Fear of spiders  
(5) sick / scared (6) scared and angry (7) it was funny (8) very frightened

**4** (see Student's Book page 15)

### Teaching principle

If the topic is interesting, learners will better engage in communicative activities.

### Teaching suggestions

- Introduce the speaking task and the phrases in the language guide, and review the different types of fears, preferably using slides.
- Put Ss into groups of four and encourage them to share ideas within the group.
- Remind Ss to give feedback and ask questions after each group member introduces his / her fear.
- Invite some Ss to present their findings to the class. Respond appropriately to their presentations in relation to content and language.

### Optional speaking activity

#### Teaching suggestions

<b>Task</b>	Fluency activity: Retelling the reasons for a certain fear
<b>Purpose</b>	Ss practise their speaking by retelling the reasons for certain fear in order to improve fluency.
<b>PLO</b>	Each student will be able to retell the reasons for a certain fear fluently.
<b>Time</b>	15 minutes

- Explain how the activity works.
- Put Ss into small groups (maximum 4) and give each group an envelope with descriptions of different fears, e.g. the fear of cats / doors / elevators / a type of colour (to increase the element

of fun, the stranger these fears are, the better).

- Ask Ss to discuss these fears and possible reasons for them. They should choose the most unusual ones to share with the class.
- Invite Ss to present their findings to the class. Remind Ss that they should use their own words to present their findings.
- Provide Ss with some language guidance for their discussion if necessary.

*Why is he afraid of ...?*

*Well, when he was little, he ...*

*I see. Poor boy. I wish ...*

*Yeah, absolutely.*

*Is this an unusual fear?*

*Well, not really. I think ...*

### Envelope 1

#### 1. A fear of the colour red

I cut my finger by accident when I was sharpening a pencil with a sharp knife. It bled and this scared me a lot. I have been afraid of the colour red since then.

#### 2. A fear of speaking in public

When I was little, I was so shy that I couldn't speak in public. One day, my teacher asked me a question. I knew the answer, but I was too nervous to say anything. Everyone in class laughed at me.

#### 3. A fear of the dark

I used to be quite naughty. One day I teased a child and made him cry. My father was very angry and sent me to a dark room to teach me a lesson. I was so frightened and that's why I am afraid of the dark.

## Envelope 2

### 1. A fear of snakes

My mother is afraid of snakes. Even when she sees snakes on TV, she feels scared and covers her face with her hands, so I am afraid of snakes too.

### 2. A fear of water

I have a fear of water because I nearly drowned when swimming in a swimming pool.

### 3. A fear of clowns

Many people think clowns are funny and enjoy watching their performances, but I don't think so. Once, a clown appeared in front of me all of a sudden and this scared me a lot.

## Envelope 3

### 1. A fear of crossing streets

Several years ago, a car hit me when I was crossing a street; my left leg was badly hurt. Now I feel nervous every time I cross a street.

### 2. A fear of bees

I was stung by a bee, so now they make me really scared.

### 3. A fear of playing on the swing

Once, in the playground, I saw a boy fall off a swing and get hurt. From then on, I've been afraid of playing on the swing.

**Envelope 4**

## 1. A fear of cockroaches ( 蟑螂 )

I have learnt from books that cockroaches spread disease and can cause serious illnesses. What's more, they look horrible. I just can't help screaming every time I see them.

## 2. A fear of riding bicycles

Many boys like cycling, but I don't. I had a very bad experience: I hit a pedestrian while riding a bicycle. Luckily, she was not injured. But I don't want to ride bicycles any more.

## 3. A fear of dancing

I have been afraid of dancing ever since I fell off the stage and hurt my ankle.

**D Writing****Objectives**

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

1. analyse the sample entry in terms of content, language and editing;
2. write about a person they admire with supporting details and appropriate language.

**1** (see Student's Book page 16)

**Teaching principle**

A good teaching strategy is to encourage learners to use experiences from their own life in their writing.

**Teaching suggestions**

- Introduce the task and explain the competition announcement from a magazine in the Student's Book. Make sure that Ss are clear about the topic and requirements of the competition.
- Encourage Ss to brainstorm what should be included in a description of a person. Provide language support and correct errors if necessary.

### Answers for reference

- (1) Inspirational people.
- (2) A person you admire, the reason why he / she is special, what he / she has achieved and his / her photo.

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

### Teaching principle

Some learners need scaffolding when preparing to write, such as a discussion of the content, language and editing of the sample entry, before they are able to write their own.

### Teaching suggestions

Teachers may combine this exercise with exercise 3. There are two options to teach this part.

#### ★★ Option 1

- Explain the task to establish a clear context.
- Introduce the sample, and ask the class to discuss the guiding questions.
- Do not explain the sample entry in detail, but remind Ss of the following important points:
  - Use adjectives and specific verbs to provide sufficient details in the description of the person.
  - Avoid using structures like “make someone do”.
  - Use data or examples to describe the person’s achievements.
- Ask Ss to begin drafting their own entry. Walk around in the class, giving advice on how to develop the content. Provide language support to Ss.
- Invite a student to show his / her writing. Provide comments and support, and then ask Ss to resume their writing.

#### ★★★ Option 2

- Explain the title in order to create a context for Ss to think about the content, organization, language and format required according to the competition announcement.
- Encourage Ss to start their draft before reading the sample writing. After about 10 minutes (when Ss have done about  $\frac{2}{3}$  of the writing), select the writing of one student for a class

demonstration. Provide comments on content, organization, language and format, and then suggest ways to improve it.

- Ask Ss to read the sample entry and compare it with their own work. Encourage them to be critical and to absorb any useful elements from the sample. Then ask them to resume writing on their own. Ss can either continue their unfinished work, revise their writing, or start again from scratch.

## NB

- Teachers may ask these questions about the content:

- (1) What is special about the person you admire?

Many Ss may decide to write about famous people. Ask, "In our lives, there are people who are not very well known, but who are also admirable: are there such people in your life?"

- (2) Why do you admire him or her? What has he or she achieved?

Encourage Ss to include details when they try to answer the two questions. Provide language support and correct errors if necessary.

- Provide some sentence stems or translate Ss' questions into English and write these on the board.

*People were so impressed by ...*

*He / She became a role model for us.*

*I admire him / her for several reasons. First for his / her iron will / strong will / perseverance, etc.*

- Remind Ss that it is necessary to start a paragraph with a topic sentence (see strategy below).

## Strategy

### Paragraphs and topic sentences

When you write, always organize your ideas into paragraphs.

- The introduction tells you what the text is going to be about.
- The middle paragraph(s) give background information and details.
- The conclusion repeats and summarizes the ideas from the introduction.

In each paragraph there is always a topic sentence which introduces the topic and often summarizes what the paragraph is about. The topic sentence is usually at the beginning of a paragraph.

## 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	Who is Grandpa Lu? What is special about him?	Grandpa Lu is the oldest person who regularly swims in winter in the writer's city.
	What is his achievement?	He swam in a local river 320 times last year.
	Why does the writer admire him?	Grandpa Lu is kind, persistent, courageous and helpful. He keeps swimming in winter even though he is very old and has achieved amazing things (e.g. <i>swimming 320 times in a year, making a lot of friends and making money for charity</i> ).
Language	What words or phrases show Grandpa Lu's achievements?	<ul style="list-style-type: none"> <li>Adjectives used to comment on Grandpa Lu's achievements: <i>amazing, incredible</i></li> <li>Numbers used to talk about the facts: <i>320 times, 82 years old</i></li> </ul>
	What words or phrases show the writer's admiration for Grandpa Lu?	<ul style="list-style-type: none"> <li>Commentary adjectives: <i>amazing, incredible</i> and <i>special</i></li> <li>Phrases: <i>focus on, never considered giving it up, made lots of swimming friends, made money for charity by swimming</i></li> </ul>
	Which connecting expressions does the writer use to link the sentences?	<i>and, after, also</i>
Editing	How is direct speech presented in this text, and what punctuation is used?	<ul style="list-style-type: none"> <li>Quotation marks are used for direct speech and the punctuation is usually inside the quotation marks, e.g. "I started to swim out of curiosity, and then I found that I just couldn't stop."</li> <li>When direct speech is part of a larger sentence, we separate it with a comma, e.g. "If the weather is not too bad, I will go swimming," said Grandpa Lu. We can state the speaker by adding "said X" after the closing quotation mark.</li> </ul>
	Why does the writer use capital letters for "Grandpa Lu"?	"Grandpa Lu" is used as his name, so it is written as a proper noun which needs to be capitalized.

## E Cultural focus

### Reading passage

#### Objectives

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

1. retell the story about Scott's Hut in the passage;
2. give opinions on preserving historic buildings.

#### Background

Robert Scott is considered a national hero by many British people. In the early 1910s, he led a team of scientists to explore Antarctica. He wanted to be the first to reach the South Pole, but his competitor, Roald Amundsen from Norway, outsmarted him. Because of extreme weather conditions, and because they had collected too many geological samples during the course of the journey, Scott and the other members of his expedition died on the way back. Even though he failed in his attempt to be the first to reach the South Pole, his expedition and the samples they collected lay the foundation for later coordinated international efforts to explore Antarctica.

#### Notes on the language

1. **never stop off to explore** It means that tourists never visit this place.

**stop off** to make a short visit somewhere during a trip in order to do something

2. ... it brings Scott's expedition to life! It shows Scott's expedition vividly as if we were there with them.

3. **motorized sleds** sleds powered by engines

4. **make their way back home** overcome all the difficulties and come home

5. **pushed himself to the limit** It means that he has tried his best.

**1** (see Student's Book page 18)

#### Teaching principle

Learners need to activate their prior knowledge in order to comprehend a passage.

#### Teaching suggestion

Encourage Ss to guess the answers to the questions based on their prior knowledge about the

South Pole. Then ask them to scan the text to check the answers.

### Answers

- (1) a (2) b (3) a (4) b (5) b

**2** (see Student's Book page 20)

### Teaching principle

Learners need opportunities to practise reading strategies for getting details as well as the gist when reading a passage.

### Teaching suggestion

Ask Ss to choose the correct answers first. They should then read the passage again to check the answers.

### Answers

- (1) c (2) b (3) c

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

### Teaching principle

If learners are able to recognize the information of a reading passage, they will be more familiar with the details of the passage.

### Teaching suggestions

- Ask Ss to complete the task independently first.
- Ask Ss to check answers in pairs.
- Ask some additional questions so that Ss can share their own views on Captain Scott's achievements.

(1) Who is the eyewitness mentioned in the title? And why is the first paragraph printed in bold letters?

- (2) Roald Amundsen's team won the race to the South Pole, but why is the passage focused on Scott's Hut?
- (3) Do you agree with the choice of the title? If not, what is your idea of a more suitable title?
- (4) What does Scott's Hut represent?
- (5) Is it important to preserve Scott's Hut? Why or why not?

### Answers for reference

#### Facts about Scott's Hut

**Age:** Over 100 years

**Location:** On Ross Island, Antarctica

**Use of the hut:** A base camp for polar exploration

**Things found in the hut:** Books, wooden skis, biscuits, penguins' eggs, a pair of Scott's boots and many other interesting things

**Reasons for preserving the hut:** Captain Robert Scott used it as a base camp in 1911. His expedition to the South Pole was an amazing achievement, which encouraged people to be hard-working, ambitious, courageous and persistent. The hut brings Scott's expedition to life. Thus, it deserves to be preserved.

#### The story related to Scott's Hut

	<b>Preparation</b>	<b>Transport vehicle</b>	<b>Weather</b>	<b>Results</b>
Roald Amundsen's expedition	prepared for many months	sleds pulled by dogs	good	Amundsen's team reached the South Pole before Scott's team.
Robert Scott's expedition	prepared for many months	motorized sleds and horses	bad weather; terrible snowstorms	Scott's team ran into terrible snowstorms, and their sleds broke down. Their horses died. Unfortunately, on their way back home, they ran out of food and got lost in snowstorms. They did not make it.

## 4 (see Student's Book page 20)

### Teaching principle

It is important for learners to express their own opinions about a reading passage.

### Teaching suggestions

- Put Ss into groups of four and ask them to discuss the questions.
- Remind Ss to consider historic buildings in their hometown and give suggestions for their preservation.
- Provide some help on language if needed.

*They remind us of the past ...*

*We can pass it on to future generations.*

*By ..., we understand more about ...*

*Without them, we can only learn ...*

*Many of these buildings provide important information about ...*

### Answer for reference

Yes, historic buildings should be preserved. They tell us the history of our country and our city, and of the people who lived here before us. For example, many old two-storeyed Shikumen residences in downtown Shanghai display a unique combination of Western and Chinese styles of architecture. These buildings give us a glimpse of Shanghai's modern history and provide us with a connection to our city's past, so they should be protected.

## Video

### Objectives

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

- understand vocabulary related to extreme sports;
- make an advertisement to promote a tourist destination for extreme sports.

## Background

1. Queenstown is a beautiful city located at Lake Wakatipu in the south of New Zealand. Surrounded by lakes and mountains, it is known for its breath-taking natural scenery and good weather. As a paradise for extreme sports, millions of tourists come here to travel and experience the thrill.
2. Built in 1880, the Kawarau Gorge Suspension Bridge is 43 metres from the river surface and is a perfect location for bungee jumping. A.J. Hackett and Henry van Asch completed the first bungee jump on the bridge in 1988. Since then, the bridge has become known all over the world and is visited by numerous people every year.

**1** (see Student's Book page 21)

### Teaching principle

It is important to activate learners' prior knowledge about the specific topic.

### Teaching suggestion

Show Ss some pictures of Queenstown and ask them to guess: What kind of tourists visit this place? What kind of sports activities is it suitable for? Why?

### Answers for reference

(1) bungee jumping, skydiving, etc.

**2** (see Student's Book page 21)

### Teaching principle

Higher-order thinking skills, such as sequencing and ranking, are conducive to deep learning.

### Teaching suggestions

- Ask Ss to read the sentences before viewing.
- (If needed) provide a list of words before viewing.

extreme sports 极限运动

paragliding 滑翔伞运动

skydiving 跳伞

bungee jump 蹦极跳

gold rush 淘金热

tramping 徒步

- For advanced Ss, ask them to order the sentences based on their impression from the first viewing. Then watch the video again and check their answers.

### Answers

a 3 b 6 c 2 d 1 e 4 f 5

**3** (see Student's Book page 21)

### Teaching principle

It is important to have learners review the phrases they have just heard in a new context.

### Teaching suggestions

- Ask Ss to choose suitable words from the two columns to form phrases.
- Ask Ss to complete the sentences with the phrases.

### Answers

(1) ski resort (2) gold rush (3) tourist industry (4) top-quality hotels  
(5) deep canyon (6) exciting challenge (7) fearless passengers (8) mountain range

**4** (see Student's Book page 21)

### Teaching principle

It is important for learners to complete open-ended tasks in which they can use their own language repertoire to express their own ideas.

### Teaching suggestions

- Prepare Ss for the task before this lesson. Encourage Ss to search for information in the library or on the Internet.
- Put Ss into groups so that they can share their information.
- Ask Ss to write a summary or quote information from their sources.
- Ask Ss to make a slogan and advertisement to present in class.
- Provide suitable feedback and language support after Ss' presentations.
- The task may be simplified into making a slogan for a resort. Some guidance on language may be provided if needed.

*Come to ...!*

*..., the perfect destination for ...*

*..., paradise for ...*

*..., the most popular ... in the world!*

*Experience the thrill of ...!*

*If you're looking for ..., you won't be disappointed!*

## Unit 2 Roads to education

### Introduction

This unit introduces the theme of education and its impact on our lives. The **Reading and interaction** section presents a teaching experiment conducted by a British teacher named Philip Beadle to teach a group of “unteachable” students. The **Grammar activity** section shows the improvements in the journey to school for the children in Pili village while leading the students to practise **the verb-ing and verb-ed forms as the attributive**. In the **Listening and speaking** section, students listen to a talk on the benefits of play and practise talking about their own understanding of these benefits, based on a survey they have conducted. The **Writing** section shows the arguments for and against school uniforms and gives students an opportunity to write about different views regarding the length of English classes. The reading passage in the **Cultural focus** section presents a poem about a teacher who inspired and influenced his students, and this is followed by the **Video** which shows student life at an American high school.

### Objectives, proposed teaching hours (PTH) and performance descriptors

Sections	Objectives	PTH	Performance descriptors
A Reading and interaction	Discover the necessity of innovation in education as presented or implied in the reading passage	3	1-4 能表达观点并举例说明。 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。
B Grammar activity	Use verb-ing and verb-ed forms as the attributive correctly in the communicative activity	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	Talk about benefits of play on physical or mental health and school performance	1	1-1 能抓住所听语篇大意，获取主要事实和观点。 1-4 能简要口头描述他人的经历，表达观点并举例说明。
D Writing	Write a for and against essay about the length of English classes using appropriate language and format	1	1-11 能识别语篇的类型和结构，能分析语篇的文体特征和衔接手段，识别语篇为传递意义而选用的主要词汇。 1-13 能以书面形式表达观点；书面表达中所用词汇和语法结构能够表达主要意思。 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	Retell the main idea of the poem and interpret the ways people influence each other's decisions  Describe student life and curriculum at an American high school	2	1-9 能抓住语篇大意，获取主要信息。 1-12 能识别语篇陈述的情感态度和价值观。 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. retell the story of how the teacher helps his students enjoy learning;
2. express their views on teaching and learning by analysing some key sentences;
3. talk about their favourite ways of learning about ancient Chinese history.

### Background

1. "An experiment in education" is the first episode of a British TV series on education. The teacher, Philip Beadle, got some "unteachable" students interested in learning with his unconventional teaching approaches. This episode reveals that teachers need to cater to students' needs and use innovative ways of teaching so as to have positive effects on their students.
2. Philip Beadle is a teacher, speaker, educational advisor and teacher trainer in the UK. He is good at motivating the so-called "difficult students" and helping them make progress in their studies. He was awarded "Schoolteacher of the Year" in the UK in 2004.

### Notes on the language

1. ... it was set on a farm. The TV programme was shot on a farm.
2. difficult students "Difficult" here means "full of problems" or "causing a lot of trouble". "Difficult students" refers to those students who do not listen to their teachers' instructions and do not concentrate on their studies.

3. **the unteachable** There are some students at school who do not behave well and do not like to study. They are usually noisy, poorly disciplined and disrespectful to teachers. They often cause trouble. Therefore, they are regarded as "impossible to teach".
4. **Some of them even said he was "all right".** These were difficult students, so they didn't usually think highly of their teachers. If they said Mr Beadle was "all right", this was indeed very high praise from the students.

### Word study

1. **convert** *v.* to change something into a different form, or to change something so that it can be used for a different purpose or in a different way 使转变；使改造  
*The hotel they stayed at was converted from a farmhouse.* 他们住的宾馆是由农舍改造而来的。  
convert ... into ...  
*They converted a stadium into a hospital.* 他们把一个露天体育场改造成了一个医院。
2. **expel** *v.* to officially make someone leave a school or an organization 把……（从学校或组织中正式）开除  
*Several students were expelled from the university for cheating in exams.* 几名学生因考试作弊被这所大学开除。
3. **previous** *adj.* [only before noun] having happened or existed before the event or object that you are talking about 先前的；以往的  
*The symptoms of this type of infection has been discussed in the previous chapter.* 这种感染的症状在前一章节讨论过了。
4. **quote** *n.* a group of words or a short piece of writing taken from a book, play, speech, etc. 引语；引文  
*It's a quote from Martin Luther King's famous speech "I Have a Dream".* 这句话引自马丁·路德·金的著名演说《我有一个梦想》。  
*v. to repeat the exact words what another person has said or written* 引用，引述  
*He quoted a line from the poem.* 他引用了这首诗里的一行。  
*A spokesman was quoted as saying that the situation is under control.* 一位发言人的话被引述，他说局势得到了控制。
5. **clap** *v.* to hit your open hands together several times to show that you approved of or have

enjoyed something 鼓掌, 拍手(表示赞许或欣赏)

*At the end of the performance, the audience all clapped their hands and cheered.* 演出结束时, 观众们全体鼓掌欢呼。

6. positive *adj.* directed at dealing with something or producing a successful result 积极的; 建设性的; 朝着成功的

*Always look at the positive side, for every cloud has a silver lining.* 常看到积极的一面, 因为凡事总有希望。

*Physical exercise has a positive effect on weight control.* 体育锻炼对控制体重有积极作用。

7. can't wait to 迫不及待地想去……

*She can't wait to go home and tell her mother the good news.* 她迫不及待地想回家告诉妈妈这个好消息。

### Pre-reading activity

(see Student's Book page 24)

### Teaching principles

- Learning happens when learners connect abstract concepts with concrete examples.
- Reading is more effective when learners make predictions beforehand.

### Teaching suggestions

- Ask Ss to look at the picture on page 24 in the Student's Book and guess what place it is and what people usually do in such a place.
- Ask Ss to observe the structure "the unteachable" (*the + adj.* referring to a certain group of people) and try to explain the term by describing Ss' behaviour and attitudes towards homework and learning in class.
- Ask Ss some additional questions, e.g. "Can the unteachable be turned into teachable students?" Ask Ss to talk about the roles teachers can play in helping their students.

### Answers for reference

2 the unteachable: a group of students whom teachers feel unable to teach because they do not want to study and do not follow the teachers' instructions

Schoolteacher of the Year: an award in honour of outstanding teachers who have made great contributions to education

### Comprehension work

1 (see Student's Book page 26)

#### Teaching principle

Suitable reading questions help learners grasp the basic information of a reading passage.

#### Teaching suggestions

- Elicit Ss' responses to the six questions on the factual information in the reading passage.
- Help Ss rephrase their responses if they are unidiomatic.
- For question 3, encourage Ss to use some adjectives to describe some key features about Mr Beadle's way of teaching, such as *unique / different / unusual / creative*.
- For questions 4 and 5, encourage Ss to discover why Mr Beadle would use such teaching approaches and the changes they bring.

### 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) The students were difficult and hard to teach. They were not well behaved and they had been expelled from schools at least once. Their previous teachers regarded them as "unteachable".
- (2) Philip Beadle is the teacher who deals with the class in a TV programme. He used to play in a rock band but gave up music to become a teacher eight years ago. He was made Schoolteacher of the Year.

- (3) He taught the students in special ways. For example, he started teaching students by playing a game, where they took turns saying something funny. He took the students outside for an English lesson and he asked them to read a quote from a Shakespeare play to some cows. He taught the students basic punctuation on a field by asking them to jump around, clap their hands and shout out the names of the punctuation marks.
- (4) Mr Beadle kept the students' attention, got everyone involved in the learning activities and was accepted by the students by the end of the first class.
- (5) The students started to enjoy learning and accepted their teacher by the end of the first lesson.
- (6) The writer believes the best thing about the TV programme is seeing the teacher have a positive effect on "unteachable" students.

## 2 (see Student's Book page 26)

### Teaching principle

Explicit vocabulary learning is necessary for language development both during and after the process of reading.

### Teaching suggestions

- Present the summary passage on a slide, and go through it with Ss. Invite Ss to suggest possible words from the reading passage. Provide language support and correct their errors if necessary.
- Provide a word list to help Ss fill in the blanks in case they need scaffolding.

### Answers

- (1) expelled (2) previous (3) farm (4) games (5) educational (6) attention  
 (7) refuse (8) amazed (9) unteachable (10) positive

## Deep reading

1 (see Student's Book pages 26 and 27)

### Teaching principle

Learners need focused practice in developing their ability to read between the lines.

### Teaching suggestions

<b>Task</b>	Talking about Ss' own understanding of a few specific quotes
<b>Purpose</b>	Fluency training with language engagement
<b>PLO</b>	Ss will be able to talk about their own understanding of the quotes.
<b>Time</b>	30 minutes

There are three options to teach this part.

#### ★ Option 1

- Select one better able student to work with the teacher and ask the rest of the class to watch, listen and take notes on Worksheet 1 (see page 157).
- Demonstrate Q and A with this student as an example using the model dialogue in the Student's Book.
- Encourage Ss to conduct Q and A in pairs.

#### ★★ Option 2

- Ask Ss to conduct role-plays (a reporter and Mr Beadle) in pairs without using the model dialogue. Provide language support if needed.

The reporter:

*Why did you decide to ...?*

*Were there any special reasons for ...?*

*How did you expect the students to respond ...?*

*Are you happy / satisfied with ...?*

Mr Beadle:

*In my opinion, the students were ...*

*It might be more effective to try ...*

*I thought they might ignore me, or ...*

*I was very impressed with ...*

- Remind the student who interviews Mr Beadle to take notes on Worksheet 2 (see page 159).
- Remind Ss to do several turns of Q and A for each quote so as to fully explore its meaning.
- Select several pairs to present in class and choose the most convincing or interesting answer.

### ★★★ Option 3

Invite Ss to listen to the pre-recorded responses of two foreign students (acting as two friends: one has seen the TV programme, the other has read an article about it) about these quotes. Then ask Ss to give their own opinions and comments. Ss should use Worksheet 3 (see page 161).

- In case Ss are not able to communicate effectively in English, use Worksheet 4 (see page 163) to help them understand teaching and learning in the programme.

### Answers to Worksheet 4

- (1) must have behaved (2) inattentive (3) a difficult time (4) what (5) Saying  
 (6) might (7) By (8) The students (9) ways (10) experienced (11) effectively  
 (12) a fun activity (13) with (14) more

### NB

Teachers should remind Ss that they can work out the implied meanings of these quotes by analysing the choice of words, using contextual clues given in the passage and paraphrasing.

- (1) ... they were “unteachable” and, judging by their behaviour in the programme last night, it isn’t hard to see why.

Encourage Ss to use their imagination to describe the students’ possible behaviour in the programme. The teacher can ask Ss some questions: “What do these students usually do in class? Do they pay attention to what the teacher is saying? Do they often take notes as you do in class? Do they listen to the teachers’ instructions or requirements?” The teacher may

also ask Ss to think about what they would do if they were the teacher in the programme.

- (2) He started by playing a game, where he and the students took turns saying something funny. This might not sound very educational, but it caught everyone's attention.

Ask Ss to pay attention to the euphemistic use of language in the sentence. The writer does not specify what the teacher and the students said in the game. Rather, he uses some general phrases "something funny" and "not sound very educational" to describe it. It is possible that it may contain some impolite language. The teacher may also help Ss see the importance of the language used when talking with people from different age groups. For example, to be accepted by young people, it might be necessary to speak their language. The teacher may give an example such as "When I am talking with my 30-year-old former students, I will talk more about children or complain about work pressure. Do you know why?" Ss may answer "to feel like part of their (age) group so as to be accepted / welcomed / get closer to them".

- (3) ... so Mr Beadle took them to a field to read to some cows. Each student read a brief quote from a Shakespeare play to them, and the students seemed to enjoy it.

Encourage Ss to observe the details in the description. The word "seemed" implies that it is the writer's own observation. This makes the statement cautious and objective. The teacher can ask some additional questions, e.g. "What made the writer think the students enjoyed the class?"

- (4) In the next scene, Mr Beadle took them to another field to teach them basic punctuation. He did this through another game where he asked the students to jump around, clap their hands and shout, "question mark!" and "semicolon!"

Encourage Ss to observe the details in the description. The writer uses specific verbs to describe the actions in the teaching process, such as "jump around", "clap their hands", and "shout". Such interesting details can make the description more concrete. The teacher may also ask Ss "Do you think it is too childish to play such games in class? Why or why not? Do you think it is a waste of time to spend so much time playing games just to learn some basic punctuation? Why or why not?" Remind Ss that learning happens in different stages. The first step is to arouse students' interest.

### Answers for reference

(1) I think the “unteachable” students must have behaved poorly. They may have been noisy, inattentive, uninterested, uncooperative or even asleep in class. They were “unteachable” because they must have given the teacher a difficult time when he tried to tell them what his new school on the farm would be like.

(2) Saying something funny is usually not allowed at school, so the students might have thought the class was different. By doing this, the teacher got the students to pay attention.

The teachers might have made fun of his own appearance, the way he himself spoke or one of the students’ terrible handwriting, etc. The students might have laughed at each other’s shortcomings or bad habits. The class was full of laughter and everyone was active, interested in listening to each other.

(3) The students enjoyed it because they liked Mr Beadle’s creative way of teaching. Mr Beadle taught the students Shakespeare in ways they had never experienced before. Therefore, they became interested and tried to do their best in the activity.

(4) The students would learn to use punctuation marks effectively because Mr Beadle turned the learning task into a fun activity in which the students were encouraged to shout and jump. This was in line with the nature of children and more importantly, made learning less difficult in a natural way.

## 2 (see Student’s Book page 28)

### Teaching principle

Learners’ abilities to engage in communication are related to their communicative mindset, which is best developed through open-ended tasks in which learners are encouraged to speak using their own words rather than parroting the text or the teacher’s words.

### Teaching suggestions

- Encourage Ss to use their own language repertoire to express their own ideas.
- Provide language support through discussion with Ss or by giving them language necessary to complete their answers.

*I prefer to ... because ...*

*less distraction*

*learn more efficiently*

*feel refreshed*

*I'd like to see ...*

*I think we should have ...*

*I hope ...*

*extracurricular activities*

*art festival*

*English speaking contest*

*basketball matches*

*Cooking Week*

*If we ..., we would have a richer and more engaging school experience.*

## Mini-project

(see Student's Book page 28)

### Teaching principles

- Task-based language teaching encourages learners to use their own language repertoire (rather than prescribed language) to express their own ideas in order to complete a task.
- It is also important that there are information gaps, which need to be covered through discussion between the partners.

**Teaching suggestions**

<b>Task</b>	Discussing favourite ways of learning about ancient Chinese history
<b>Purpose</b>	Fluency training: Ss express their own ideas.
<b>PLO</b>	Ss will be able to use their language repertoire to explain their favourite way of learning and give reasons to justify their choice.
<b>Time</b>	20 minutes

- Put Ss into small groups (maximum 4) and appoint a group leader for each group.
- Tell Ss what the group leaders are supposed to do (organize the discussion, help to take notes, make sure every student in the group contributes and presents the results). It is advisable to rotate the role of the group leader within a group throughout the term. Ask Ss to discuss within the group.
- Walk around in the class, remind Ss to speak English and provide support in case Ss have difficulties.
- Invite representatives from each group to present in class and select the most reasonable / creative presentation.
- Other options:

**★ Option 1**

Hold a class discussion and provide hints, language support, explanations in Chinese, etc. during the process.

T: Xiao Wang, which method do you prefer for learning about the history of ancient China?

S: 我想上网搜索信息。

T: Good! So you like to search online, right? Why? (Writes “online search or search online, why?” on the board.)

S: I ...

T: Tell me in Chinese.

S: 我可以找到感兴趣的方面, 了解更多的信息……

T: Good idea! (Writes “explore what I am interested in” on the board.) Now, Xiao Li (ask another

student), how about you?

...

### ★★ Option 2

- For a large class, where Ss are unable to work independently, use Worksheet 5 (see page 165) to prepare them for the class discussion.
- Ask Ss to brainstorm and list the benefits of different ways of learning.
- Write useful expressions on the board as scaffolding, e.g.

*a reliable source*

*abundant information*

*see with my own eyes*

*enable us to do ...*

*help us do ...*

*save us from (doing) ...*

*promote / strengthen / improve / increase / broaden / widen / activate ...*

*reduce / lessen / ease / ...*

*make the learning process lively and interesting*

*I think the best way is to ...*

*I have ... reasons to support my opinion. First, studying the history of ancient China in this way helps me ... and saves me from ...*

*Besides, studying in this way makes learning ..., so I can ...*

*Last but not least, this way of learning can ... so that I ...*

- Invite some Ss to summarize their discussion, using the expressions on the board.

### Focus on language

1 (see Student's Book page 29)

### Teaching principle

Learners need explicit instruction on language forms after communicative activities.

### Teaching suggestions

<b>Task</b>	Explicit language learning of the related language issues Ss encountered in this section
<b>Purpose</b>	Ss learn strategies to memorize the language forms they have learnt in the <b>Reading and interaction</b> section.
<b>PLO</b>	Ss will be able to explain the language forms they have learnt in the <b>Reading and interaction</b> section correctly.
<b>Time</b>	10 minutes

- Help Ss summarize language problems and highlight new language encountered in the **Reading and interaction** section . Write these language points in a designated area on the board throughout the lessons of the whole section.
- Highlight the new phrasal verbs formed by “verb + prep.” and “be + past participle + prep.”
- Remind Ss of the different meanings of phrases formed by the same verb and different prepositions, e.g. *be converted into* (改造成), *be converted from* (由……改造).
- Ask Ss to give more examples of such phrasal verbs, e.g. *worry about*, *cope with*, *have influence on*, *be liberated from*, *be imposed on*, *be fed up with*, *be adapted from*.
- (Optional) Have Ss compete with each other by saying as many phrasal verbs as possible.
  - Put Ss into six groups. Write about 20 verbs on the board.
  - Ask each group to send one representative to compete with contestants from the other groups.
  - Have each contestant say one phrasal verb based on the verbs on the board.
  - If one contestant fails to think of any phrasal verbs, that group is eliminated.
  - The last group left is the winner.

### Answers

(1) into—e (2) from—b (3) with—f (4) at—c (5) on—a (6) by—d

**2** (see Student's Book page 29)

### Teaching principle

Learners sometimes need to focus on specific vocabulary in language development.

### Teaching suggestions

- The vocabulary in this part is taken from the passage and exercises in the **Reading and interaction** section. They are high-frequency words that are important for learners at this stage.
- Ask Ss to complete the passage based on their understanding first.
- Ask Ss to scan the passage to check their answers.

### Answers

(1) are eager to (2) can't wait (3) In brief (4) have a positive effect on  
(5) deal with (6) catch their attention (7) Judging by (8) am amazed by

## B Grammar activity

### Objectives

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

1. increase grammatical awareness of the verb-*ing* and verb-*ed* forms as the attributive;
2. recognize accurately the verb-*ing* and verb-*ed* forms as the attributive in the given context;
3. use the verb-*ing* and verb-*ed* forms correctly in a semi-communicative activity.

**1** (see Student's Book page 30)

**Teaching principle**

Grammatical awareness is important for learners to develop language control strategies. To develop grammatical awareness, learners should analyse the internal structures of sentences.

**Teaching suggestions**

- Remind Ss of the active or passive relationship between the verb-ed or verb-ing forms and the noun phrases they modify.
- If Ss have some knowledge about relative clauses, these different structures can be compared to help Ss understand what they mean and what they are used for.

“The children living in Pili village” means “the children who live in Pili village”.

“A village cut off from the world” means “a village that is cut off from the world”.

“A new road connecting Pili with Taxkorgan” means “a new road which connects Pili with Taxkorgan”.

“A newly built road” means “a road that was built not long ago”.

**Answers**

a 4   b 5   c 1,3   d 2

**2** (see Student’s Book page 31)**Teaching principle**

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

**Teaching suggestions**

- Ask Ss to complete the task independently.
- Check answers in class. In case there are incorrect answers, give some clues for Ss to correct the answers themselves.
- Ss may first discuss their answers in pairs. Then explain the most challenging items to Ss.

## Answers

- (1) making (2) located (3) taught (4) studying (5) living  
(6) working (teaching is also possible) (7) teaching (8) donated

3 (see Student's Book page 31)

### Teaching principle

Learners need to practise grammar in a semi-open context in which they use the newly learnt structure for a communicative purpose.

### Teaching suggestions

- Write the sentences and phrases on page 31 from the Student's Book on the board and explain how the activities will be conducted.
- If Ss find the task too difficult, lead the class discussion through teacher-student interaction to produce three example sentences on the board. Provide feedback and language support if necessary. Here are some examples for reference.

*The books standing on the bookshelves are like a box of treasures waiting to be explored.*

*The glowing smile on her face told me that she passed the test with flying colours.*

*The broken chalk lay on the ground, feeling sorry for its wasted life.*

- Encourage Ss to leave their seats and talk to three different classmates. (Try to maximize Ss' opportunities to communicate with different partners in each activity.)
- Invite a student to share the most creative description. Provide feedback or language support if necessary.
- Encourage creativity in order to enhance Ss' engagement in the language practice.
- (Optional) Change the task requirement by asking Ss to describe their classmates using verb-ing and verb-ed forms as the attributive, and then let other Ss guess who the student is.

## C Listening and speaking

### Objectives

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

1. understand the talk about the various benefits of play;
2. report the survey results on benefits of play using appropriate language.

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

### Teaching principle

It is important to activate learners' prior knowledge and get their vocabulary prepared for the ensuing listening activity.

### Teaching suggestion

Invite Ss to guess what the talk is about and provide reasons. After listening to the talk, ask them to check their answers and say whether they agree or not.

### Answers

playing outside with friends / free outdoor play

**2** (see Student's Book page 32)

### Teaching principle

Higher-order thinking skills, such as decision-making, will prepare learners better for a challenging task in listening activities.

### Teaching suggestions

- Ask Ss to guess the possible answer for the four types of games. Explain "playing 'tag'" and "doing 'dares'" if Ss don't know what they are.
- Remind Ss to focus on the signal words, such as "children" and "teenagers" in listening so as to catch information related to these two groups of people.

## Answers

- (1) b (2) a (3) b (4) b

3 (see Student's Book page 32)

## Teaching principle

Learners need to develop skills to listen for both gist and specific details. Usually it is easier for them to develop listening skills for gist first and then for specific details.

## Teaching suggestions

- Ask Ss to skim the title of the table and the four statements, in order to identify what information they should be listening for.
- Give a mini-lecture on note-taking (see strategy below). For example, it is not always necessary to write down the exact words. Sometimes it is necessary to summarize the content. The words filled in the blanks should conform to the sentence context both grammatically and semantically.

## Strategy

### Taking notes

When you listen to a talk or presentation, it is useful to take notes. Notes should:

- summarize and order the main idea. What key point does the speaker make?
- be concise. There won't be time to write complete sentences. So use abbreviations and symbols (=, > , < , +, → , etc.)

- For more advanced Ss, ask them to listen to the talk directly, without looking at the table. Then ask them to orally summarize what the speaker has talked about, e.g. introducing the topic, the differences between children and teenagers in play and the benefits of play.
- Remind Ss to distinguish words with similar pronunciations by way of stress, for example, "fourteen" and "forty" are stressed differently.

**Answers**

- (1) brains growing / bigger brains (2) better problem-solving skills  
 (3) have breaks every 40 or 50 minutes (4) get on with people  
 (5) communication (6) imagination

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

**Teaching principle**

Learners need opportunities for semi-controlled practice in order to improve fluency in spoken English.

**Teaching suggestions**

- Introduce the speaking task, the table and the language guide, preferably by using slides.
- If Ss find the task too difficult, invite a better able student to do the role-play interview first. Play the role of the interviewee and ask the student to play the role of the interviewer. Then switch roles with another student.
- Remind Ss to start the interview with a self-introduction and greeting and end it with thanks.
- Remind Ss to include keywords in their notes for use in their report after the interview.
- Invite some Ss to present the result(s) and respond appropriately to their output in relation to content and language.

**D Writing****Objectives**

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

1. analyse the sample writing in terms of arguments, supporting evidence, language and editing;
2. write a for and against essay about the length of English classes using an appropriate structure.

## 1 (see Student's Book page 34)

### Teaching principle

Teachers can help learners write an argumentative article successfully by choosing an appropriate topic and helping learners express their views logically and effectively.

### Teaching suggestions

- Take Ss through the instructions of the task.
- Divide Ss into opposing sides, "for longer English classes" and "for shorter English classes". Put Ss on each side into smaller groups (maximum 4) to discuss the reasons listed in the Student's Book.
- Ask Ss to brainstorm possible arguments for their side.

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

### Teaching principle

Some learners may need scaffolding for the aspects of the sample writing related to content, language and editing before they are able to write successfully on their own.

### Teaching suggestions

Teachers may combine this exercise with exercise 3. There are two options to teach this part.

#### ★★ Option 1

- Explain the task and set the context clearly.
- Introduce the sample to the class and instruct the class to discuss the guiding questions.
- Do not lecture at great length about the sample writing. But remind Ss of the following important point:

A for and against essay requires the writer to present both sides in a balanced way. In the concluding paragraph the writer can say why he / she finds one side more convincing than the other.

- Ask Ss to draft their own essay. Walk around to provide Ss with individual support in developing the content or language support.
- Invite a student to share his / her writing with the class. Provide comments and support. Ask Ss to resume their writing.

**★★★ Option 2**

- Explain the title to create a context for Ss to think about the format and organization, language and the content of a for and against essay.
- Introduce the discourse features of a for and against essay. The writer needs to present both sides in a balanced way. In the conclusion paragraph, he / she can say why he / she finds one side more convincing than the other.
- Encourage Ss to begin drafting before they read the sample writing. After about 10 minutes (when Ss have done approximately about  $\frac{2}{3}$  of the writing), select a student's writing as an example and comment on its content, organization, language and format, and then suggest ways to improve it.
- Ask Ss to read the sample writing. Ss should then compare the sample with their own work, and take note of any useful elements. Ask them to continue writing on their own. Ss can either continue their unfinished work, revise their writing, or start again from scratch.

**NB**

1. Teachers may ask these questions about the content to help Ss work out an outline first:

- (1) Do you think 45 minutes is enough for your teacher to complete his / her lesson? Why or why not?

Ask Ss to express their view first, then support their view with reasons or supporting details.

Remind Ss to consider the opposite view as well.

- (2) What do you think are the advantages / disadvantages of having a 45- or 90-minute English class for teachers and students respectively?

Encourage Ss to list advantages and disadvantages of having a 45- or 90-minute English class. For example:

<b>For a 90-minute English class</b>	<b>Against a 90-minute English class</b>
Students have ample time to interact.	It can be tiring.
Teachers have more time to explain.	Students may get distracted.
If not, certain tasks may be interrupted; teachers may take up break time.	

2. Provide some sentence stems or translate Ss' questions into English and write them on the board. For example, to express different views: *Opinions vary ... Some believe that ..., while others argue that ...* In case Ss don't know some expressions in English, the teacher can give

them some clues to find ways to express it. For example, if Ss don't know how to say "拖堂", the teacher can ask: "Does your teacher always finish on time? / Do your English classes often run late? / Does your teacher still keep you in class even though the lesson should be over?"

- Remind Ss about the structure of the essay by asking questions. For example, "How many paragraphs are you going to write? What is the main idea for each paragraph? Do you justify your opinion with supporting details? What is your conclusion?"

### 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 purpose of the introductory paragraph?	The introductory paragraph shows us that there are varied opinions towards school uniforms.
	How many arguments for and against school uniforms does the writer mention? What are they?	There is one argument against school uniforms: they are boring and students can't express themselves. There are three arguments for school uniforms: they save money; they reduce peer pressure on students; they express a group identity and a sense of belonging.
	What is the writer's conclusion in the last paragraph?	School uniforms are a good idea.
Language	What language does the writer use to signal the central ideas of the "for" and "against" paragraphs?	Language used for the "against" paragraph: <i>A survey shows ... Many of them think ... because ..., which means ...</i> Language used for the "for" paragraph: <i>Still, others argue that ... because ... Besides, ... Most importantly, ...</i>
	What language does the writer use to compare ideas?	<i>still, while</i>
Language	What phrases does the writer use to summarize his / her point of view in the last paragraph?	<i>To sum up, ...</i> <i>Therefore, I believe ...</i>

(Continued on the next page)

Aspects of writing	Guiding questions	My exploration
Editing	How are colons used in the essay?	A colon is used to indicate that the following text will provide some further explanation of the argument for school uniforms.

## E Cultural focus

### Reading passage

#### Objectives

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

1. interpret the message of the poem;
2. relate the message of the poem to their own life.

#### Background

Brian Patten (1946–), British poet, writer. He became famous in the 1960s with his lyrical poems on the relationships between people. His most well-known works include: *Little Johnny's Confession*, *The Irrelevant Song*, *Emma's Doll*, etc.

#### Notes on the language

1. The poem is about the influence of the speaker's geography teacher. His life goal was to travel around the world. However, he could not achieve this. The speaker doesn't tell us why the teacher was unable to travel, but most probably it was because he died of an illness.
2. The title of the poem, "The Geography Lesson", has a symbolic meaning. Literally, the teacher teaches Geography. Symbolically, the teacher taught his students to follow their dreams.
3. **stanza** It means a paragraph in poems. There are altogether six stanzas in this poem. Stanza 1 describes the teacher's dream. Stanzas 2–4 describe what the teacher's real life was like. Stanzas 5–6 are about the lesson the speaker learnt from his teacher.
4. Places on the maps are *sweet-smelling, green, orange* and *glass-clear*, which contrast with the teacher's *narrow, grey, dull* and *cold* home.

5. **the school's tight hold** It means the busy work and rigid system of the school.
6. A rhyme is a repetition of similar sounds (usually, the exact same sound) in the final stressed syllables (and any following syllables) of two or more words. Most often, this kind of "perfect" rhymes are consciously used with a dramatic effect at the end of lines of poems and songs. In the poem, there are many rhyming words, e.g. sea, be; see, tree; visit, left; cold, hold; returned, burned; away, day; blue, knew.

**1** (see Student's Book page 36)

### Teaching principle

Learners need to activate their prior knowledge in order to understand a poem well.

### Teaching suggestions

- Introduce the poem and ask Ss to suggest how young people might be influenced when setting their life goals. Elicit stories from Ss.
- Put Ss into groups (maximum 4). Ask Ss to discuss the significance of setting life goals.
- Invite some Ss to share their views with the class.

### Answer for reference

In Shanghai, many people have a chance to travel abroad before they turn 21, and some even go to study overseas. It is also common to start college and learn how to drive before that age.

Young people are usually influenced by their parents and teachers. From childhood to early adulthood, parents are mostly the ones who teach them important life lessons and set examples for them.

When children go to school, they not only acquire knowledge and skills from their teachers; good teachers also help their students build confidence and develop social skills, such as how to be kind to others.

**2** (see Student's Book page 36)

## Teaching principle

Learners need to understand the main message of a text by associating details in reading comprehension.

## Teaching suggestions

- Ask Ss to read the poem aloud. Remind Ss to pay attention to the rhythm (the beat with the stressed and unstressed syllables), assonance (repetition of vowel sounds), alliteration (repetition of the initial sound of the words) and rhyming (repetition of final consonant or vowel sounds) when reading the poem, e.g. *our teacher told, house he lived, sweet-smelling, lands he longed, where it was* (alliteration), *sea, be; see, tree; cold, hold* (both assonance and rhyming), etc.
- Encourage Ss to use their imagination when studying the imagery (sound, colour, motion, physical sensations, etc.), e.g. expressions for sound associations: *sail across a warm blue sea*; expressions for colours: *a warm blue sea, narrow and grey house, green leaves*, etc.; expressions for motion: *long to be, sail across a warm blue sea, sweet-smelling jasmine growing on the walls, green leaves burning on an orange tree*, etc.; expressions for physical sensations: *a warm blue sea, see in one's mind's eye*.
- Ask Ss to discuss the gap between ideal situations and reality.
- Ask Ss to work independently to complete the table.
- Ask Ss to retell the poem in a coherent narrative. Use props such as photos for scaffolding.

## Answers for reference

Stanzas	Main idea	Details
Stanzas 1–3	The teacher's dream	<ul style="list-style-type: none"> <li>to sail across a warm blue sea</li> <li>to travel to places known from maps / the lands never dull or cold</li> <li>to get to a place where sweet-smelling jasmine grows on the walls and green leaves burn on an orange tree</li> </ul>
Stanzas 2–4	The teacher's real life	<ul style="list-style-type: none"> <li>lived in a narrow and grey house</li> <li>imagined the land of his dreams in his mind</li> <li>failed to get rid of the school's tight hold / did not have the freedom to travel / was caught up in the busy school life / never went travelling</li> <li>spoke about the lands he longed to visit / told students of his dream</li> <li>took ill</li> </ul>
Stanzas 5–6	The teacher's influence on me	<ul style="list-style-type: none"> <li>learning to love the beautiful world</li> <li>travelling to the places I long to go</li> </ul>

### 3 (see Student's Book page 38)

#### Teaching principle

It is important for learners to try to identify the theme and emotions implied in poetry.

#### Teaching suggestions

- Ask Ss to complete the task independently first. Then discuss the answers in class.
- For the first question, ask some additional questions: "Why did the teacher just talk about his dream instead of trying to pursue it? How did he feel when he had to come to terms with life? Did he talk about his dream as a way of making up for the regrets he had? Did he expect to influence his students by talking about his life experiences?" Remind Ss that life sometimes can be cruel. Not all people are daring enough to challenge themselves, or a person may not be lucky enough to have suitable conditions to pursue their dreams. But as a teacher, his story had a great impact on his students. Ask Ss to imagine what has become of the teacher and the speaker in the poem.
- For the second question, remind Ss to distinguish between the different meanings of the word "lesson".
- For the third question, ask Ss to think about why the speaker in the poem harbours mixed feelings towards his teacher. By analysing the keywords "sorry" and "thankful", Ss may explain that "The reason why he feels sorry for / thankful to his teacher is that ...."

#### Answers

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

### 4 (see Student's Book page 38)

#### Teaching principle

It is important for learners to have a chance to talk about their own experience(s) after the reading.

#### Teaching suggestions

- Put Ss into pairs and ask them to do Q and A.
- Invite some Ss to share their partner's experience(s) with the class.

- Provide some help on language if needed.

*Influenced by ..., I decide to be a(n) / decide to do ...*

*He / She is a(n) ...*

*He / She devoted all his / her life to ...*

*He / She is so great that ...*

*His / Her greatness lies in that ...*

*Although he / she is not so great as ..., he / she ... in his / her life.*

*Because of his / her work / contributions / achievements, ...*

*Many people think highly of him / her. He / She is regarded as ...*

*I hope that in the future I can ...*

### Answers for reference

- (1) My mother inspired me to make an important decision about my future: I have decided to apply for a teacher-training college when I finish high school.
- (2) My mother has been a teacher for nearly 30 years, and she has influenced me a lot. She is devoted to her work, and she is always looking for new ways of teaching her students that best suit their needs. My mother is also very creative and caring. She knows how to cheer her students up when they are feeling down. Her enthusiasm and genuine love for her students have earned her the respect of both her colleagues and students. Through her tireless work, she showed me how important and rewarding the work of an educator is. That is why I have decided to become a teacher. Hopefully, I will enrol in a teacher-training programme directly after high school.

## Video

### Objectives

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

1. describe student life and the curriculum at an American high school;
2. express opinions on a controversial topic and give reasons.

## Background

American high schools usually have four grades (9th, 10th, 11th and 12th grade), which are similar to China's 9th grade in middle school and the 1st, 2nd and 3rd grades in high school. The curriculum in American high schools consists of compulsory courses and elective ones. Compulsory courses usually include English, Maths, Science and Social Science. Each course comes in several difficulty levels. American high schools often provide a wide range of elective courses to cater to Ss' interests or career needs, covering areas such as economics, law, architecture, foreign languages and art.

## Notes on the language

1. **diploma** a document showing that a student has successfully completed their high school or university education, e.g. *high school / college diploma*
2. **registration period** a period of time for students to register before attending a class
3. **core course** a course that all students are required to take
4. **elective subject** a subject that students choose to take according to their own interest or need
5. **league** a group of sports teams or players who all play games against each other to see who is best, e.g. *He makes his football league debut tomorrow.*
6. **the student council** a group of students who are chosen to represent the interests of all students in a school

**1** (see Student's Book page 39)

## Teaching principle

Viewing is more effective when learners' prior knowledge is activated.

## Teaching suggestions

- Take Ss through the three questions about their school life.
- Encourage Ss to talk about various aspects of their school life, and help Ss use some expressions for talking about school life, such as *curriculum / curricula, compulsory courses, optional / elective courses, school facilities like gym, sports field, labs, school activities or clubs, such as extracurricular activities, after class games.*

**2** (see Student's Book page 39)**Teaching principle**

Viewing is more effective if teachers help learners focus on specific details.

**Teaching suggestions**

- Play the video with the sound off, and let Ss try to remember as much as they can what they see. Encourage them to take notes while watching.
- Ask Ss to report what they can see in their own language. Teach / Help Ss express themselves with suitable language. Write the keywords / phrases on the board and correct the errors in their reporting.
- Play the video with the sound on and ask them to check if their earlier description was accurate. Correct their content or language errors.
- Ask Ss to read exercise 2 and see how many details they can provide.
- Play the video again a few times until all Ss are sure about the answers to this exercise.

**Answers**

- (1) Hawthorne High School is for students aged 14 to 18.
- (2) The school has around 700 students.
- (3) School starts at eight o'clock.
- (4) Each lesson at Hawthorne High School is 45 minutes long.
- (5) Lunchtime is after the fourth lesson.
- (6) The school team is called Hawthorne High Bears.

**3** (see Student's Book page 39)**Teaching principle**

It is important to focus on language forms, such as phrases or words they have used in earlier meaning-focused activities.

### Teaching suggestions

- Have Ss work independently to complete the task.
- Replay the video a few times until Ss have heard the expressions used in the video. They should shout “stop” to interrupt the video when they have identified a target expression.
- Provide some language support or explanations if necessary.

### Answers

(1) core course (2) elective subjects (3) local league (4) packed lunch  
(5) student council

## 4 (see Student’s Book page 39)

### Teaching principle

It is important for learners to have an open-ended task in which they may use their own language repertoire to express their own ideas.

### Teaching suggestions

- Give a mini-lecture on the basic principles for debate.
  - The topic should be controversial.
  - Insults or personal attacks will not be accepted.
  - Support your argument with concrete and valid evidence.
  - Limit your argument to three points / ideas / facts or less.
  - Focus on the opposing side’s position and prepare to refute their arguments.
  - Learn about logical fallacies beforehand to detect problems in the opposing side’s argument.

Common types of logical fallacies:

#### Hasty generalization

“Hasty generalization” means reaching a conclusion without sufficient evidence. For example,  
*The first class is boring. I can’t learn anything from this course.*

### Begging the question

"Begging the question" means attempting to use a conclusion to support a claim. For example, *Exercise is important because we need to do it.*

### Slippery slope

"Slippery slope" means claiming that one action, once taken, will set off a chain of events which will ultimately lead to serious consequences. For example, *If you don't eat vegetables, you will get sick. If you get sick, you will end up in hospital.*

- Introduce the topic for the debate on the board or on a slide.
- Put Ss into two sides, for or against the topic. (Ask Ss to voluntarily choose sides.)
- Put each side into several smaller groups and appoint a group leader for managing the group work.
- Ask Ss to brainstorm reasons for or against the statement.
- Organize the debate by having Ss take turns to express their argument. Act as a moderator to manage the discussion (such as managing the sequence of presentation, length of speaking), but remain neutral. Finally, tell Ss there may not be right or wrong answer to this question. Each of them should think of an answer which they feel expresses their ideas.

## Unit 3 Progress?

### Introduction

This unit introduces the theme of the progress of humanity and society. The **Reading and interaction** section discusses the impact globalization has on every aspect of our lives, including travel, everyday life, communication, language, etc. The **Grammar activity** section offers some suggestions for young people who dream about starting their own business, where the grammatical point of **the verb-ing form as the adverbial** is learnt and practised. The **Listening and speaking** section tells the story of Zebi and Maka's business of selling "dreamcatchers", and explores how they design, make and sell their products. Students will then talk about their ideas for a business project. The **Writing** section presents both formal and informal emails for enquiring about a summer course, and students will write a similar email in a formal style. The reading passage in the **Cultural focus** section introduces the history of the English language, and this is followed by the **Video** that discusses the use of English in South Africa and Wales.

### Objectives, proposed teaching hours (PTH) and performance descriptors

Sections	Objectives	PTH	Performance descriptors
A Reading and interaction	Explain the influence of globalization on people's lives	3	1-9 能抓住语篇大意，获取主要信息和观点。 1-10 能基于所读内容进行推断、比较、分析和概括。
B Grammar activity	Use the verb-ing form as the adverbial correctly in the communicative activity	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 personal ideas about a business project	1	1-1 能抓住所听语篇大意，获取主要事实细节。 1-4 能简要地口头表达观点并举例说明。
D Writing	Write a formal email of enquiry about an English course	1	1-11 能分析语篇的文体特征和篇章结构，能识别语篇为传递意义而选用的主要词汇。 1-13 能以书面形式撰写正式邮件；能使用恰当的词汇和语法结构进行书面表达。
E Cultural focus	Retell the history of the English language  Explain the use of English in South Africa and Wales	2	1-9 能抓住语篇大意，获取主要信息。 1-12 能识别语篇陈述的对语言文化的态度与价值观。 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. explain how globalization influences and changes our world;
2. analyse how the writer supports his / her arguments in the text;
3. describe the influence globalization has on our lives.

### Background

The world population is the total number of people in the world at a given moment. It reached 7.5 billion at the end of 2019. Although the world population keeps growing, globalization makes the world smaller and brings people closer. Globalization has had a huge impact on the diversity of cultures, with languages being the most affected.

### Notes on the language

1. ... about 6% of all the humans that have ever lived are alive right now. Depending upon population estimates at different points in history, slightly over 115 billion in total have ever lived. About 7 billion people are alive today, which makes up about 6% of the total.
2. ... so the language is threatened with extinction. Local languages such as Baras may die out when the speakers of the older generation have passed away.
3. Perhaps the planet would be more peaceful if this happened ... "This" refers to the hypothesis raised by the writer in the previous two questions—Will everyone speak the same language, and will there be only one culture in this world in the future?

### Word study

1. **population** *n.* all the people who live in a particular area, city or country; the total number of people who live there (地区, 国家的) 人口, 人口数量

*If the world population continues to increase at the current rate, we may destroy the other species.*  
如果世界人口以当前的速度持续增长，我们或将会毁灭其他物种。

*The urban population of the world reached 4.2 billion in 2018.* 2018 年, 世界城市人口达 42 亿。

2. **alarming** *adj.* causing worry and fear 使人惊恐的; 令人惊慌的

*In recent years, our planet's surface temperature has been rising at an alarming rate.* 近年来，我们星球的表面温度正以惊人的速度升高。

*an alarming increase in obesity* 肥胖症病例惊人的增加

**3. rate** *n.* a measurement of the speed 速度；进度

*The number of endangered languages is increasing at an alarming rate.* 濒危语言的数量正在以惊人的速度增长。

a measurement of the number of times something happens or exists during a particular period 比率；率

*The number is growing at an average rate of 5% a year.* 这个数字在以平均每年 5% 的比率增长。

*a high / low rate of unemployment* 高 / 低失业率

*birth / death rate* 出生率 / 死亡率

**4. chain** *n.* a series of connected things or people 一系列，一连串(人或事)

*a chain of events* 一连串的事件

*He believes that life is made up of a chain of events.* 他认为生命就是由一连串的事件组成。

*food chain* 食物链

**5. unfamiliar** *adj.* strange 陌生的；不熟悉的

*In case you're unfamiliar with the topic, there is a series of free online lectures.* 假如你不熟悉这个话题，网上有一系列的免费讲座。

*It is not easy to understand a research topic which is unfamiliar to you.* 你不熟悉的研究课题是不容易理解的。

**6. extent** *n.* how large, important, serious, etc. something is 程度；限度

*I hope the measures we've taken can benefit the community to some extent.* 我希望我们采取的措施能在一定程度上对社区有好处。

**7. extinction** *n.* a situation where a plant, an animal, a way of life, etc. no longer exists 灭绝，绝种

*in danger of extinction* 面临消亡的危险

*Minority languages that are threatened with extinction deserve more attention.* 濒临灭绝的小语种值得更多的关注。

*Each country is aware that if forests are facing extinction, it is mostly a man-made problem.* 每个国家都知道，如果森林面临灭绝，主要是人为的。

### 8. admit v. to agree, often unwillingly, that something is true (常指勉强) 承认

*Be brave to admit your mistakes.* 要敢于认错。

*She admitted making the wrong decision.* 她承认做了一个错误的决定。

### Pre-reading activity

(see Student's Book page 42)

### Teaching principles

- Learning starts with learners' prior knowledge and the things they are familiar with.
- Reading is more effective when it has a clear purpose.

### Teaching suggestions

- Ask Ss to talk about the similarities and differences in the buildings, climate, languages, music and food in different countries they know.
- Ask questions to stimulate Ss' interest, such as "Have you ever been to a foreign restaurant or an international fast food chain? Have you ever tried Italian food, Russian food or Japanese food? Which one(s) do you like best?"
- Encourage Ss to guess how much the world population grows each year, and ask them to fill in the table by scanning the passage.

### Answers for reference

- 1 In big cities in China, the most common type of architecture is giant tower blocks, such as office buildings and apartment buildings. However, in New Zealand, you don't see a lot of tall buildings, and many people live in one-family houses. The reason is that the country has a small population, so New Zealanders have lots of space. In contrast, China has a very big population, so high-rises are naturally the best solution. High-rises have some advantages: they use the limited space effectively and they allow people to

live closer to the city centre.

In terms of language, the two countries are similar to some extent. In both countries, there is one dominant language. In China, people mainly speak Putonghua, which is the official language of the country, while in New Zealand, the main language is English.

However, there are also some differences. There are many dialects in China, which are widely spoken in different regions. In New Zealand, English is only one of the official languages. Maori, which is the language of its indigenous people, is also an official language. Unfortunately, it is threatened with extinction.

2

World population growth	
Year	Number
8000 BCE	5 million
1805 CE	1 billion
1927	2 billion
1987	5 billion
1999	6 billion
2011	7 billion
2100	10 billion

### Comprehension work

1 (see Student's Book page 44)

#### Teaching principle

A proper understanding of a passage is based on the understanding of its factual information and gist.

#### Teaching suggestions

- Elicit Ss' responses to six questions in the Student's Book, which are about the factual information in the reading passage.

- Encourage Ss to answer the questions in their own words rather than by quoting the passage sentence by sentence.
- Extend the topic when necessary and write some useful words on the board. For example, when talking about the increase of the world population in question 1, the possible impact may be discussed to elicit related vocabulary such as *multiplied, resource crisis, oil shortage, rate of unemployment*.
- Guide Ss to support their answers with the information from the passage. For example, when discussing question 3 (Why does the writer say “the planet seems to be getting significantly smaller”?), suggest that information may be found when looking at the supporting details in the same paragraph, such as the contrast between travel in the past and now, different impressions of foreign countries.

**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) It increased by about 2 billion.
- (2) The population started growing quickly because human beings invented agriculture at that time, which made it easier to feed more people and enabled human beings to settle down and have bigger families.
- (3) The planet seems to be getting smaller in two ways. First, it is easier to travel to other countries. Second, the differences between people are not that big any more. For example, some cultures are becoming more similar and people use similar products in different places.
- (4) The writer probably speaks three languages: Baras, Indonesian and English.
- (5) The writer points out one reason for the disappearance of Baras: many young people are moving from villages to cities and have fewer chances to speak their local languages in the cities. Using the example, the writer implies that languages are disappearing because globalization causes people to migrate and the migrants usually learn the common language for effective communication. They then may give up using their own languages.
- (6) No, the writer wouldn't prefer that. The writer thinks the idea is disappointing because there will no longer be any of the wonderful differences between different cultures.

## 2 (see Student's Book page 44)

### Teaching principle

Explicit vocabulary learning is necessary for language development both during and after the process of reading.

### Teaching suggestions

- Present the summary passage on a slide. Ask Ss to work independently first.
- Go through the summary with the class. Check answers with Ss and provide language support if necessary.
- Provide a word list to help Ss fill in the blanks in case they need scaffolding.

### Answers

(1) population (2) alarming / surprising (3) growth (4) Travelling (5) continents  
(6) global (7) decreasing (8) threatened (9) halve (10) celebrate

## Deep reading

### 1 (see Student's Book page 45)

### Teaching principle

To develop better communicative strategies, such as making an argument, teachers need to draw learners' attention to specific details in a particular reading context.

### Teaching suggestions

Task	Explaining the writer's intentions of using different writing strategies
Purpose	Fluency training with language engagement
PLO	Ss will be able to make suitable comments on the four sentences and explain the writer's intentions.
Time	30 minutes

There are three options to teach this part.

### ★ Option 1

- Demonstrate Q and A with one better able student using the model dialogue in the Student's Book. Ask the rest of the class to watch, listen and take notes on Worksheet 1 (see page 167).
- Encourage Ss to conduct Q and A in pairs with their worksheets. Walk around the classroom to provide language support and correct their errors if necessary.
- To make the task easier, ask each group to complete one or two sentences only. Spend more time helping Ss overcome their difficulties.

### ★★ Option 2

- Encourage Ss to work in pairs using Worksheet 2 (see page 169) directly.
- Ask Ss to talk to three classmates. Each student should then select the most convincing response and share it with the class after the activity.

### ★★★ Option 3

Invite Ss to listen to the pre-recorded sound clips of two foreign students' responses to these sentences. They should then give their opinions and comments on these responses using Worksheet 3 (see page 171).

- In case Ss are not able to communicate effectively in English, use Worksheet 4 (see page 173) to help them understand how the writer makes his argument.

### Answers to Worksheet 4

- (1) population (2) contrast (3) result (4) advances (5) dying (6) regularly  
 (7) disappearing (8) call

### NB

Teachers should remind Ss to speak their mind while providing ideas as below:

- (1) An imagined scenario can make the writer's reasoning more acceptable to the readers.
- (2) A contrast between how people travelled in the past and how they travel now will make the idea easier to understand.

- (3) The writer is certain that the reader can understand the inevitable end of the local language, even though he / she did not say it explicitly. The message inferred by the reader is more powerful than if it is spelled out by the writer.
- (4) The questions asked by the writer suggest that many people may think this way. These two questions give him / her a chance to argue effectively that diversity is equally important in this world.

### Answers for reference

- (1) The writer mentions the imagined situation to make it easier for the readers to understand how big the population is.
- (2) The writer uses contrast here to show that the planet seems to be getting smaller as a result of the development of faster / quicker transportation. It also shows how advances in technology have made travel more convenient.
- (3) The writer implies that Baras is dying because fewer young people are speaking it at present and it is only the older generations who are regularly speaking the language in his small village. This is an example to show how globalization can cause problems for local languages.
- (4) The questions show that the writer is worried about languages dying and cultural differences disappearing. The writer asks these questions to call readers' attention to these problems.

2 (see Student's Book page 46)

### Teaching principle

Learners' abilities to engage in communication are related to their communicative mindset, which is best developed through open-ended tasks, in which learners are encouraged to use their own words, rather than parroting the text or the teacher's words.

### Teaching suggestions

- Encourage Ss to use their own language repertoire to express their own ideas.
- Provide language support through discussion with Ss or by giving them language necessary for answering the questions.

**Why globalization is unavoidable:***economic cooperation**use of the Internet and social media**travelling***Major challenges:***cultural homogenization (文化的趋同性)**the disappearance of local cultures and languages***Mini-project**

(see Student's Book page 46)

**Teaching principles**

- Task-based language teaching encourages learners to use their own language repertoire to express their own ideas in order to complete a task.
- It is also important that there are information gaps, which need to be covered through discussion between the partners.

**Teaching suggestions**

<b>Task</b>	Talking about the influence of globalization on people's lives
<b>Purpose</b>	Fluency training: Ss talk about specific aspects of life influenced by globalization.
<b>PLO</b>	Ss will be able to give effective examples to support their ideas.
<b>Time</b>	20 minutes

- Put Ss into small groups (with four to five Ss in each). Ask Ss to discuss the topic within the group.
- Move around the class. Provide support whenever Ss encounter difficulties.
- Other options:

★ Option 1

- Organize Ss into six groups (the same number as the topics listed in the task). Assign different roles to Ss, such as interviewer, presenter, note-taker and interviewees.
- Put the topics into six envelopes in advance and ask each group to choose an envelope to find their own topic.
- Ask Ss to do the interview. Encourage the interviewees to talk about the effects of globalization from different perspectives, such as from the positions of businessmen, farmers, or tour guides.
- Tell the students to report to the class and exchange ideas among groups.

★★ Option 2

Organize a debate about some statements, such as:

- (1) Technology helps realize people's dreams of a better life.
- (2) Celebrating traditional festivals has aroused our interest in exploring our own culture.
- (3) Cultural globalization can prevent misunderstanding and conflict in some way.

**Focus on language**

**1** (see Student's Book page 47)

**Teaching principle**

Learners need explicit instruction on language forms after communicative activities.

**Teaching suggestions**

<b>Task</b>	Explicit language learning focusing on the related language issues that Ss encountered in this section
<b>Purpose</b>	Ss learn suitable strategies to memorize the language forms they have learnt in the <b>Reading and interaction</b> section.
<b>PLO</b>	Ss will be able to explain the meaning and usage of language forms they have learnt in the <b>Reading and interaction</b> section correctly.
<b>Time</b>	10 minutes

- Summarize language problems and highlight new language encountered in the **Reading and interaction** section. List these language points in a designated area on the board throughout the lessons of the whole section.
- Highlight the words that are used to talk about statistics and ask Ss to guess their meanings by examining their roots, prefixes, etc.

### Answers

(1) halve (2) double (3) decrease (4) multiply (5) increase

**2** (see Student's Book page 47)

### Teaching principle

Vocabulary-focused exercises reinforce learners' memorization of new words.

### Teaching suggestions

- The vocabulary in this part is taken from the passage and exercises in the **Reading and interaction** section.
- Ask Ss to work independently to complete the passage. Provide explanations if needed.

### Answers

(1) rate (2) extent (3) divided (4) increased (5) doubled (6) decreased  
 (7) halved (8) extinction

## B Grammar activity

### Objectives

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

- increase grammatical awareness of the verb-*ing* form as the adverbial;
- recognize the structures and functions of the verb-*ing* form as the adverbial in the given context;

3. use the verb-*ing* form as the adverbial correctly in a semi-open communicative activity.

### Notes on the language

**Silicon Valley** It is an area south-east of San Francisco, USA. It's where many technology companies started and are headquartered. It is famous for computer-related products and services. Its name comes from silicon, the material used to make transistors.

**1** (see Student's Book page 48)

### Teaching principle

Grammatical awareness is important for learners to develop language control strategies. They need to develop such strategies by explicit learning and the analysis of sentence structures.

### Teaching suggestions

- Write the example sentence on the board: "The girl sat on the beach, watching the sunset." Direct Ss' attention to "watching the sunset" as an adverbial in the sentence.
- Preferably use Chinese to explain the grammatical term "the verb-*ing* form as the adverbial". Emphasize that the semantic subject of verb-*ing* is the same as the syntactic subject ("the girl" in this particular case).
- Highlight the example sentence by comparing it to another sentence "Having watched the sunset, the girl went home." Help Ss figure out the difference between "verb-*ing*" and "having verb-ed".

### Answers

**a** not; 1, 2, 3   **b** 4

**2** (see Student's Book page 49)

### Teaching principle

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

### Teaching suggestions

- Ask Ss to complete the passage independently using verb-*ing* forms as the adverbial.

- If necessary, project the task on a slide and work through the passage together. Invite Ss to say what they think the answer for each blank should be. Provide language support and explanations if needed.

### Answers

(1) Having been (2) Having started off (3) Being (4) Wanting  
 (5) Having graduated (6) Not wanting (7) Having tested

**3** (see Student's Book page 49)

### Teaching principle

Learners need to practise grammar in a semi-open context in which they use the newly learnt structure for a communicative purpose.

### Teaching suggestions

- Write the example sentences from the Student's Book on the board and explain how the activities are conducted.
- Ask two Ss to make a dialogue, describing a thing or a person. Encourage them to give a creative description. Here are some examples for reference.

*Listening to music with his headphones, Nick was startled by a gentle pat on his back.*

*Mr. Li finished the class without giving us an assignment, leaving us all surprised.*

*Pointing to the ceiling, the girl shouted, "Spider!"*

- Encourage Ss to leave their seats to ask three different students about the things or people they have described. (Try to maximize Ss' opportunities to communicate with different students in each activity.)
- After Ss have shared their findings within the groups, invite a student to report to the class. Provide feedback and language support when necessary.

## C Listening and speaking

### Objectives

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

1. understand the interview where the two girls talk about their products;
2. describe a self-designed product using appropriate language.

**1** (see Student's Book page 50)

### Teaching principle

Listening will be easier if learners are first given necessary background information and clues to guess.

### Teaching suggestion

Ask Ss to predict what product will be described by skimming the four options in the Student's Book before listening to the recording.

### Answer

a dreamcatcher

**2** (see Student's Book page 50)

### Teaching principle

Listening is more effective when there is a clear purpose and when learners are prepared for the content of listening materials.

### Teaching suggestions

- Pre-teach the new words in this activity. With difficult words, use pictures or explain them in Chinese.
- Encourage Ss to talk about the things that might be used for making dreamcatchers before listening to the recording again.
- With better able Ss, ask them to finish exercises 1 and 2 at one time.

**Answers**

wood, string, ribbons, feathers

**3** (see Student's Book page 50)

**Teaching principle**

Learners need to develop skills to listen for both gist and specific details. They also need to practise note-taking skills in listening activities.

**Teaching suggestions**

- Present the table in the Student's Book. Invite Ss to guess the possible answers for each blank. Write the keywords used by Ss on the board and discuss the gist of the listening material.
- Play the recording several times and ask Ss to write down keywords and phrases. Then have them guess the relationship between the gist and the related details.
- Have Ss complete the table independently and check their answers. Remind Ss that they don't need to write down complete sentences.
- Give a brief explanation, focusing on the challenges of understanding connected speech in English.

**Answers for reference**

(The phrases in bold are the ones Ss need to note down.)

<b>Function</b> <i>What is it used for?</i>	The dreamcatcher is used to <b>catch good dreams in a net</b> and send them down to the person sleeping below. The <b>bad dreams and the nightmares will pass through the net</b> and not worry the person.
<b>Production process</b> <i>What are the steps to make it?</i>	First, <b>make a circle with the wood</b> . Next, <b>make a net with the string</b> . Then, <b>tie on ribbons and feathers</b> .
<b>Place</b> <i>Where do they make this product? What are the rules for using this place?</i>	They make them <b>in the kitchen</b> at home. They <b>mustn't use it between six and eight in the evening</b> , and they have to <b>leave the kitchen tidy</b> when they've finished.
<b>Sales</b> <i>How do they sell the product?</i>	<b>At the market</b> in town or on their <b>own website</b> .

## 4 (see Student's Book page 51)

### Teaching principle

Learners need opportunities for semi-controlled practice in order to improve fluency in spoken English.

### Teaching suggestions

- Introduce the speaking task and go through the language guide, making sure Ss understand the example sentences.
- Organize Ss into groups brainstorming an innovative / outlandish / bizarre project, such as "Robot test-takers", "Glasses for spotting viruses in the air".
- Ask Ss to report their discussion to the class. Respond appropriately to their output in relation to content and language.

### Optional speaking activity

#### Teaching suggestions

Task	Guessing an object based on a vague description
Purpose	Ss improve fluency in speaking through a description activity.
PLO	Ss will be able to describe an object clearly and ask questions fluently.
Time	15 minutes

- Put Ss into small groups (maximum 4) and prepare the descriptions. Remind Ss to start with the most general features; they should save the most unique feature for last.
- Invite Ss to present their description for the rest of the class to guess. Allow Ss to ask questions about the descriptions at any time.
- Encourage Ss to be creative and ambiguous, e.g. "a thing that keeps you young forever". (Possible answer: a photo from your youth)

## D Writing

### Objectives

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

1. analyse the two sample emails in terms of content, language and editing;
2. write a formal email to make enquiries about an English course.

**1** (see Student's Book page 52)

### Teaching principle

Writing imaginatively is a very challenging task. Teachers can provide scaffolding by suggesting possible ideas for writing.

### Teaching suggestions

- Introduce the task and explain the advertisement.
- Put Ss into groups. Encourage them to talk about the topics they want to enquire about, and give reasons for choosing these topics. Ask each group member to decide on three aspects to enquire about.
- Walk around the class and provide support whenever Ss need help.

**2** (see Student's Book pages 52 and 53)

### Teaching principle

Some learners may need scaffolding, such as a discussion of the content, language and editing of the sample emails, before they are able to write successfully on their own.

### Teaching suggestions

Teachers may combine this exercise with exercise 3. There are two options for teachers to choose from.

#### ★★ Option 1

- If the Ss' motivation to write is weak, explain the task and set the context clearly.
- Introduce the two sample emails to the class. Then organize Ss into groups, ask them to discuss the differences between the formal and the informal emails using the guiding questions.
- Invite Ss to report the conclusions of their discussions. Avoid spending too much time

discussing the sample emails. Try to elicit Ss' own ideas about the features of the two types of emails.

- Ask Ss to draft their own email. Walk around in the class, giving advice on how to develop the content. Provide language support to Ss.
- Invite a student to show his / her writing and make comments on its content, organization, language and format. Take out the informal sentences from his / her writing and ask Ss to discuss and change them into formal ones. After the discussion, ask Ss to resume their writing.

### ★★★ Option 2

- Explain the title, creating a context for Ss to think about the content, organization, language and format required according to the advertisement.
- Encourage Ss to begin drafting before reading the sample writing. After about 10 minutes (when Ss have done about  $\frac{2}{3}$  of the writing), select the writing of one student as an example. Comment on its content, organization, language and format.
- Ask Ss to read the sample emails. Ss should then compare them with their own work. Encourage them to be critical and absorb any useful elements from the samples. Then ask them to resume writing on their own. Ss can either continue their unfinished work, revise their writing, or start again from scratch.

### NB

1. Provide support in relation to the content in case Ss need more scaffolding.
  - (1) Encourage Ss to make different enquiries based on their own considerations, such as class hours, assessment, location of the school, accommodation, food, transport.
  - (2) Ask Ss to make an outline and remind them to list the reasons for each enquiry.
2. Provide language support whenever Ss need help. You may:
  - (1) translate Ss' questions into English and write down the sentences and useful phrases on the board;
  - (2) provide Ss with some phrases they may need, such as *weekly cultural events, work out in the gym, improve English comprehension skills*;
  - (3) provide formal expressions to replace informal ones, e.g. *I was wondering if I could ...? Could you please ...?*

- (4) remind Ss to pay attention to the features of formal and informal emails during the writing process (see strategy below).

## Strategy

**Before you start writing, think about the emails: is it formal or informal?**

Some words and phrases are formal. Use these for formal pieces of writing, e.g. job applications, emails and letters to people that you do not know.

Other words and phrases are informal. Use these for informal pieces of writing, e.g. blog posts, diaries, emails and letters to people that you know.

Formal	Informal
Formal letter openers and closers, e.g. <i>Dear Mr Tanner, Yours sincerely / faithfully</i>	Informal letter openers and closers, e.g. <i>Dear Charlie, Love from</i>
Longer phrases and polite requests, e.g. <i>Please could you send me a brochure?</i>	Imperatives, e.g. <i>Send me a brochure.</i>
Full forms, e.g. <i>I am, there is</i>	Contractions, e.g. <i>I'm, there's</i>
Neutral or formal words, e.g. <i>children, wonderful</i>	Informal or slang words, e.g. <i>kids, cool</i>
Full words, e.g. <i>television, examination, advertisement</i>	Abbreviated words, e.g. <i>TV, exam, advert</i>
Longer linking words, e.g. <i>however, on the one hand, in addition</i>	Shorter linking words, e.g. <i>but, and</i> (NB We can use these in formal writing too.)

## 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 purpose of each email?	To make enquiries on summer courses.

(Continued on the next page)

Aspects of writing	Guiding questions	My exploration
Content	What are the enquiries in each email about?	The enquiries in email A: Enquiries for room and board, a cost adjustment on the course price.  The enquiries in email B: Enquiries for a cost adjustment on the room, course content and fun activities.
	What are the reasons for the enquiries?	Email A: He wants to stay with an English family to practise his English. He is not used to milk. He is not able to attend the four-week courses.  Email B: She can stay at her friend's house instead of staying in the college. She wants more help with her writing skills. She wants to know more about the evening and weekend activities and trips, if there are any.
Language	Which email is formal and which informal?	Email B is formal and email A is informal.
	What language is used to make one email more formal than the other?	In email B, there are formal letter openers and closers: <i>Dear Sir or Madam, Yours faithfully</i> Full forms and full words, e.g. <i>I am, I did not, examination, I would like, advertisement, I would be</i> . Linking words, e.g. <i>therefore, as a result</i> In email A, there are informal letter openers and closers: <i>Hi there, Love</i> Imperatives: <i>please tell me more about, please write soon</i> Contractions: e.g. <i>you'll, what's, I'm, I mustn't, I can't</i> . Informal or slang words: <i>advert, cool</i>
	How do the two writers show politeness in their own way?	Email A: <i>Please tell me more about ...</i> <i>It would be cool to ..., If I did ... would it be cheaper?</i> Email B: <i>Please could you give me ...? I would be very grateful if you could ...</i> <i>I look forward to hearing from you.</i>
Editing	Why do the emails need a subject heading? Where did the writers put it?	To give the recipient a clear idea of the email's content. The subject heading is below the recipient.

## E Cultural focus

### Reading passage

#### Objectives

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

1. retell the history of the English language;
2. make suggestions on how to protect dying dialects.

#### Notes on the language

1. ... the spread of English continued ... Over 80% of international organizations use English as their official language. Lots of technological terms that come from English are used all over the world, and this also contributes to its spread. Meanwhile, more and more languages are disappearing.
2. ... English as a global language is here to stay. English is becoming accepted and used by most people.

1 (see Student's Book page 54)

#### Teaching principle

Learners need opportunities to practise how to grasp the key message in a paragraph.

#### Teaching suggestions

- Ask Ss to read the first few sentences in each paragraph to predict its central idea.
- Explain that the central idea of a paragraph can usually be found in its topic sentence (often the first sentence of a paragraph). It is thus very helpful for Ss to first identify the topic sentence of each paragraph when reading a passage.

#### Answers

- (1) c (2) e (3) d (4) b (5) a

**2** (see Student's Book page 54)

**Teaching principle**

Learners need to practise identifying key information after reading a passage.

**Teaching suggestions**

- Introduce the timeline on a slide and ask Ss to work in groups.
- Ask Ss to read the passage to pick out the key information and discuss their work.
- Share results in class and conduct Q and A between the teacher and Ss.

**Answers for reference**

11th century

The Normans from northern France took control of England and about 10,000 French words became part of the English language.

17th century and later

The British went to live in North America, Australia, New Zealand and South Africa. The British also controlled parts of Asia, the Caribbean and Africa, and people there had to learn English.

20th century

The spread of English continued because people from all over the world wanted to exchange ideas with each other in a wide range of areas such as trade, education and science.

21st century

English as a global language is here to stay.

**3** (see Student's Book page 56)

**Teaching principle**

Learners need to practise making inferences from the given information in order to develop higher-order thinking skills in reading comprehension.

**Teaching suggestions**

- Encourage Ss to complete the task independently. Then ask them to check their answers in pairs.
- Check answers with the class and provide language support if necessary.

**Answers**

(1) c (2) d (3) a

**4** (see Student's Book page 56)**Teaching principle**

Learners need opportunities to communicate their own ideas on the topic using their own language repertoire.

**Teaching suggestions**

- Introduce the task "protecting dying dialects" and elicit "the dialects that are dying out" from Ss.
- Organize Ss in groups. Ask them to focus on one dialect and make proposals for protecting it, e.g. having school time dedicated to using the local dialect, such as in extracurricular activities, encouraging students to watch educational TV programmes in dialect, raising people's awareness of protecting the dialect through lectures, and other kinds of activities.
- At a suitable point of the activity, introduce alternative views on the protection of the endangered dialects / languages.
  - From the perspective of linguists: "It's natural for some dialects to die. Protection does not save a dialect effectively; it only prolongs its dying process."
  - From the perspective of government policy making: "It is very expensive for society to keep a multilingual policy. For example, a large number of simultaneous translators are required when European Union leaders meet. Think of the frighteningly high fees paid for translation, just for somebody to say something again in different words."
  - From the perspective of school curriculum design: "Time spent learning a less useful language can be used for more creative and meaningful activities."

- From the perspective of students: "Some students may think it is unfair that parents or schools force them to learn a dying dialect / language which is useless to them."
- To wrap up the activity, ask Ss to summarize the results of their discussion from different perspectives.

### Answer for reference

Some Chinese dialects risk dying out in the future. For example, Shanghainese, which is the local dialect in Shanghai, is now spoken by fewer and fewer people. Since Shanghai is one of the most important cities in China, lots of people from all over the country move there each year. The newcomers usually speak Putonghua in workplaces and schools, and their children, although born in Shanghai, do not have many opportunities to communicate with older locals in Shanghainese. As a result, many young people do not learn how to speak the dialect. Instead, they use Putonghua in daily communication. This development has caused some concern among scholars. They argue that if nothing is done to protect it, Shanghainese will disappear in less than 100 years. Fortunately, many people are trying to slow down this process. Efforts are being made to help people learn Shanghainese. For instance, there are now special dialect courses in some schools. On most of the city's public buses, the names of the stops are announced in Shanghainese along with Putonghua and English.

## Video

### Objectives

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

1. explain the use of English in South Africa and Wales;
2. express ideas about the use of Putonghua and dialects in China.

### Background

1. World English has become a new concept, referring to modern English used internationally in the context of globalization. It has developed by breaking the boundaries of the region-based traditional English varieties (such as British English, American English, Australian English, Indian English) and has become a globalized language (technically called "lingua franca").

It plays an important role in promoting international and regional communication and cooperation, and speeds up the process of globalization.

2. In South Africa, English is not used by a large population, but it has a dominant position over other languages. This is because English native speakers hold leading positions in the fields of politics, economy, education, etc. there. The English spoken there has become a uniquely South African English because of the influence it has received from other languages.
3. The United Kingdom of Great Britain and Northern Ireland (the UK) consists of England, Scotland, Wales and Northern Ireland. Wales, with its capital in Cardiff, is famous for its natural landscapes, its local customs and culture. It has a variety of geographical landscapes and also hundreds of castles, including those listed as world cultural heritage sites, such as Caernarvon and Conwy.

## 1 (see Student's Book page 57)

### Teaching principle

Learning starts with learners' prior knowledge and the things they are familiar with.

### Teaching suggestions

- Encourage Ss to share their ideas and feelings about learning a foreign language based on their own experiences.
- Arrange a class poll of the willingness of learning another language and ask Ss to give their reasons.

## 2 (see Student's Book page 57)

### Teaching principle

In video viewing, it is important to engage learners in meaning-focused activities before setting a focus on language.

### Teaching suggestions

- Before playing the video, conduct a discussion among Ss to predict how English is used in Wales, so that Ss can watch it with a purpose.
- Pre-teach the vocabulary below, in case Ss do not have enough vocabulary to understand the video.

multilingual 使用多种语言的

official language 官方语言 (Explain the concept of “official language” in order for Ss to understand the video. Explain that “For us Chinese, Putonghua is our official language, but the local dialect is not.”)

Wales 威尔士

Welsh 威尔士语

- Invite Ss to talk about what they think they will see, based on the given word list. Refrain from making judgements on Ss’ guesses.
- Play the video with the sound off, and then ask Ss to guess what they have seen. They should try to express their ideas in English. Give them language support by writing the words on the board whenever Ss have difficulties expressing themselves.
- Ask Ss to read through exercise 2, and then help them understand every sentence.
- Play the video with the sound on several times until Ss have found all the answers.

### Answers

(1) SA (2) SA (3) W (4) W (5) W (6) SA (7) SA

**3** (see Student’s Book page 57)

### Teaching principle

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

### Teaching suggestion

Encourage Ss to finish the exercise independently first. Check their answers by replaying the video.

### Answers

(1) Afrikaans (2) capital (3) foreign (4) first (5) multilingual (6) official

**4** (see Student's Book page 57)**Teaching principle**

It's important for learners to complete open-ended tasks in which they may use their own language repertoire to express their own ideas.

**Teaching suggestions**

- Prepare Ss for the task before this lesson. Encourage Ss to search for information about the use of Putonghua and local dialects in the library or on the Internet.
- Ask Ss to write a summary or quote information from the sources.
- Put Ss into two debate teams, which either support or oppose the statement in the Student's Book. Ask Ss to list as many ideas as possible.
- Conduct the debate between the teams. Control the time and the sequence of speakers.  
Finally, summarize the debate.

## Unit 4 Achievements

### Introduction

This unit explores the theme of achievements in different fields. The **Reading and interaction** section presents an excerpt describing the fierce fight between a shark and an old man from *The Old Man and the Sea* by Ernest Hemingway. The **Grammar activity** section introduces the life stories of two famous Chinese people, Yuan Longping and Fan Jinshi, where the grammatical point of **the to-infinitive as the adverbial** is learnt and practised. In the **Listening and speaking** section, four speakers share what in their eyes is the greatest achievement, and students will describe successful people in different fields. In the **Writing** section, students will write an opinion essay on PE classes after reading a sample text, which discusses the meaning of competition. The reading passage in the **Cultural focus** section presents the stories of three people who started out as failures but later became successful, and the **Video** demonstrates how three teenagers pursue their dreams in the field of table tennis.

### Objectives, proposed teaching hours (PTH) and performance descriptors

Sections	Objectives	PTH	Performance descriptors
A Reading and interaction	Describe how to deal with challenges in life as reflected 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理解、分析和概括。
B Grammar activity	Use the <i>to-infinitive as the adverbial</i> correctly in the communicative activity	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	Talk about successful people in different fields	1	1-1 能抓住所听语篇大意，获取主要事实和观点。 1-4 能简要表达观点并举例说明。
D Writing	Write an opinion essay on PE classes	1	1-11 能分析语篇的文体特征和语言特点。 1-13 能以书面形式简要表达个人观点并举例说明；能使用恰当的词汇和语法结构进行书面表达。
E Cultural focus	Explain the meaning of success  Retell the stories of three table tennis players pursuing their dreams	2	1-12 能识别语篇中的社会现象和人们的价值观。 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. describe the fight between the old man and the shark;
2. talk about the implied meanings of four quotes from the passage;
3. describe challenges in daily life.

### Background

Ernest Hemingway (1899–1961) was one of the most influential American writers in the 20th century. He was a novelist and short-story writer. He was noted both for the intense masculinity of his writing and for his adventurous and widely publicized life. His succinct and lucid prose style exerted a powerful influence on American and British fiction in the 20th century.

Hemingway's representative works include *The Sun Also Rises* (1926), *A Farewell to Arms* (1929), *For Whom the Bell Tolls* (1940), *The Old Man and the Sea* (1952), etc.

Hemingway won the Pulitzer Prize (1953) and the Nobel Prize in Literature (1954) for his novel *The Old Man and the Sea*.

### Notes on the language

1. **Can the old man survive a shark attack?** “To survive a shark attack” means “to continue to live after being attacked by a shark”. The question indicates that sharks can kill people.
2. **fight off the bloodthirsty shark** The word “bloodthirsty” shows that the old man is facing a very violent and dangerous enemy.
3. **... maybe I can get him.** The old man thinks that there might be a chance for him to seize the right moment and kill the shark, although his boat will inevitably get hit by it.
4. **... when he threw the fishing spear into the shark’s head at a place where the line between his eyes crossed with the line that ran straight back from his nose.** When the old man aimed his spear, he imagined two lines crossing between the shark’s eyes. This description suggests that the old man aimed well and hit the shark with precision.

## Word study

1. **gain** *n.* an advantage or improvement 好处；利益；改进

*No pain, no gain.* 不劳则无获。

an increase in the amount or level of something 增加

*A lack of sleep may lead to weight gain in the long run.* 从长远来看，缺乏睡眠可能导致体重增加。

2. **attract** *v.* to interest you and make you want it 吸引；使喜爱

*Attracted by the beautiful campus, Lisa is determined to apply for the college.* 被美丽的校园吸引，丽萨下定决心申请这所大学。

3. **target** *n.* a result that you try to achieve 目标；指标

*When starting high school, we should set a reasonable self-study target, such as reading at least one book every month.* 进入高中后，我们应该为自己设定一个合理的自主学习目标，比如每个月至少读一本书。

*Our target is to reduce the amount of CO<sub>2</sub> we produce by 20%.* 我们的目标是让二氧化碳排放量降低百分之二十。

4. **approach** *v.* to come near to somebody / something in distance or time( 在距离或时间上 ) 靠近，接近

*As summer is approaching, we will start preparing for the final exams.* 随着夏季来临，我们要开始准备期末考试了。

5. **attack** *n.* an act of using violence to try to hurt or kill somebody 袭击；攻击

*When a bear is under attack, it will fight back fiercely.* 当熊遭到攻击，它会猛烈反击。

*v.* to use violence to try to hurt or kill somebody 袭击；攻击

*The young man was attacked by a wild dog, but luckily, he was not badly hurt.* 这个年轻人被野狗袭击了，但幸运的是没受重伤。

6. **wrap** *v.* to put something firmly around something / somebody 用……缠绕( 或围紧 )

*A scarf was wrapped around his nose and mouth.* 一条围巾裹住了他的鼻子和嘴巴。

*to cover something completely in paper or other material 包，裹( 礼物等 )*

*Wrapping the Christmas presents is my favourite task.* 包装圣诞礼物是我最喜爱的事情。

## 7. defeat *n.* failure to win or to be successful 失败

*Defeat doesn't finish a man, quitting does. A man is not finished when he's defeated. He's finished when he quits.* 失败不会击垮一个人，但放弃可以。一个人不会因为失败而被击垮，但放弃可以令他一蹶不振。

v. to win against somebody in a war, competition, sports game, etc. 击败，战胜

*He hopes to defeat his opponents in the next match.* 他希望在下一次比赛中打败他的对手。

## 8. destroy *v.* to damage something so badly that it no longer exists, or works, etc. 摧毁

*The building was completely destroyed by fire.* 这栋建筑物被大火彻底焚毁了。

*Pay attention on the road. Careless driving can easily destroy someone's life!* 上路要留神。开车不小心会出人命的！

### Pre-reading activity

#### 1 (see Student's Book page 60)

#### Teaching principle

Learning starts with learners' prior knowledge and the things they are familiar with.

#### Teaching suggestions

- Present the five quotes in the Student's Book on a slide, and work with Ss on their meanings. Invite Ss to read them, and pick one which most appeals to them.
- Elicit Ss' responses to the quotes. Provide language support if necessary.
- If necessary, support Ss with questions. For example, for quote 2, ask Ss "Do you often set your own goals and achieve them? Do you usually accept others' opinions?" For quote 4, ask them "Do you mind if someone criticizes you or makes negative comments on you?" This helps elicit better responses from Ss.

#### 2 (see Student's Book page 60)

#### Teaching principle

It is important to activate what learners already know before they begin studying a reading passage.

### Teaching suggestions

- Ask Ss the questions in the Student's Book, eliciting language for talking about Hemingway and his works.
- Respond to Ss' contributions, and provide language support if necessary.
- In case Ss are not familiar with Hemingway's works, encourage them to read the introduction to find out.
- Explain the possible difficulties of the language. Explain the following language points:
  - **At this point in the story** What Ss are going to read is only the middle part of the story (this is why the text is called "an excerpt").
  - **This passage begins at the moment when ...** "This passage" directs readers' attention to the excerpt that follows this introductory paragraph. It serves as a transition from the background information to the actual story in the reading passage.
  - The present tense is used in this introduction because we start reading in the middle of a story. From the reader's perspective, these events are happening, or have just happened. (Cf. In the excerpt, the past tense is used because Hemingway is telling a story that has already happened.)

### Answers for reference

- 1 My favourite quote is "Success is being able to live your life in your own way." To live in one's own way, we need to challenge many commonly held beliefs about success. For example, many people think success means doing certain types of jobs, like being a government official, a doctor or a lawyer. Many also believe that fame and wealth equals success. If that was true, it would mean that we should all aim to become celebrities or top business leaders.  
To me, everyone's life is unique, so we should not try to do the same as the rich and the famous, or aim for certain careers because other people think they are worthy of respect. For me, the most important thing is to live a life that best suits me, instead of copying the success of others.

- 2 Yes. Ernest Hemingway was a renowned American novelist. His well-known works include *A Farewell to Arms*, *The Sun Also Rises*, and his most famous novel, *The Old Man and the Sea*. I know that the story is about how an old fisherman struggles against a fierce shark out on the sea, and how he learns what people can do in the face of adversity.

## Comprehension work

- 1 (see Student's Book page 62)

### Teaching principle

To help learners understand literary imagery, teachers need to direct learners' attention to the descriptive language in the passage.

### Teaching suggestions

- Ask Ss to skim the story first and report the gist. Provide language support if necessary.
- Introduce Hemingway's writing styles: succinct, lucid, and compelling. Guide Ss to notice the simple language with rich meanings and life-like images.
  - **Succinct:** the use of language is to the point, e.g. *I can't keep him from hitting me, he thought, but maybe I can get him.* This simple sentence shows "the conflict" immediately, so readers begin to anticipate the struggle between the shark and the old man.
  - **Lucid:** the use of simple words that provide clear descriptions and meanings, e.g. *keep him from hitting me, get him.* These are very simple words, but they unambiguously describe the conflict from the very beginning.
  - **Compelling:** the description encourages the reader to read further, e.g. a quick pace of narrative, one action after another. The beginning of the second paragraph of the excerpt is about the approaching menace of the old man's "enemy". The series of sentences continuously use action verbs, such as *closed fast, hit the fish, saw his mouth open, drove forward, hear the noise, ripping, threw the fishing spear, crossed with the line, ran straight*. And readers may feel the force of the action when reading this quick-paced description.
- Encourage Ss to imagine the fighting scenes (e.g. the action, sound and colour) in the story and

describe them with simple language.

- Put Ss into groups to discuss the linguistic techniques for creating vivid descriptions of colours, actions and sounds. Ask them to study the paragraph carefully, and prepare a presentation afterwards.
- Provide some onomatopoeic words to support Ss' descriptions such as *crack* (断裂发出的噼啪声), *splash* (泼水的哗啦声), *swash* (水浪的哗啦声), *squeak* (吱吱声).
- Walk around to 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) Action: The shark closed fast on the boat, drove forward in the meat just above the fish's tail and ripped off its skin and flesh.

Colour: (perhaps) red blood, white teeth

Sound: the noise of skin and flesh ripping off the big fish

(2) Action: The old man threw the fishing spear into the shark's head and hit the shark in the brain with all his strength, determination and hatred.

Colour: the shark's blue head, white teeth and the old man's bloody hands

Sound: (perhaps) sea waves, the shout of the old man in hatred

The old man's thoughts and feelings: determination and hatred, (perhaps) felt very tired and hopeless, but unwilling to give up

(3) Action: The shark turned over two times and wrapped himself in the rope. At his last breath, he moved his tail, opened and closed his mouth, and swam over the water as fast as a speedboat. (The rope broke.) With three quarters of his body clear above the water, the shark lay quietly for a little while on the surface and went down very slowly.

Colour: white water

Sound: the sound of the shark's tail beating the water and the rope breaking, and also (perhaps) the old man breathing heavily

(4) The old man felt very sad because his fish was attacked by the shark. When he saw his fish bleeding again, he was afraid more sharks would come.

- (5) The old man felt very tired after defeating the shark. He was also worried because his experience told him that more sharks, attracted by the blood of the big fish, would be coming. He wished it had been a dream because he expected more fighting with other sharks and his possible fate—death.
- (6) It shows the old man has a strong will and courage in the face of difficulties. He believes that a man's body can be destroyed, but his spirit will not be destroyed.

**2** (see Student's Book page 62)

### Teaching principle

Explicit vocabulary learning is necessary for language development both during and after the process of reading.

### Teaching suggestions

- Present the summary passage using a slide. Ask Ss to work independently first.
- Go through the summary with the class. Check Ss' answers and provide language support if necessary.
- Provide a word list to help Ss fill in the blanks in case they need scaffolding.

### Answers

- (1) defeated (2) nothing (3) Attracted (4) attack / hit (5) drove / threw  
 (6) wrapping (7) quarters (8) fight (9) bleeding (10) destroyed

### Deep reading

**1** (see Student's Book page 63)

### Teaching principle

Learners need to be properly challenged to read between the lines when studying literature.

### Teaching suggestions

<b>Task</b>	Exploring the implied meanings of the sample sentences
<b>Purpose</b>	Fluency training with language engagement
<b>PLO</b>	Ss will be able to appropriately express their ideas about the meanings of the four sentences.
<b>Time</b>	30 minutes

There are three options to teach this part.

#### ★ Option 1

- Demonstrate Q and A with one better able student using the model dialogue in the Student's Book. Ask the rest of the class to watch, listen and take notes on Worksheet 1 (see page 175).
- Encourage Ss to conduct Q and A in pairs. Walk around to provide language support and correct their errors if necessary.
- To make the task easier, ask each group to complete one or two sentences only. Spend more time in helping Ss overcome their difficulties.

#### ★★ Option 2

- Skip the model dialogue and ask Ss to begin working on the sentences.
- Write the sentences on small pieces of paper before class, with one sentence per piece of paper.
- Organize Ss to work in groups of four. Give each group member a piece of paper with different sentences and ask them to draft their initial response to the sentence they have received. Group members should then take turns to talk, and comment on each other's interpretation. Multiple interpretations should be welcomed.
- Ask each group to choose the most impressive interpretation and report to the class. Provide feedback when necessary.

#### ★★★ Option 3

Invite Ss to listen to the pre-recorded sound clips of two foreign students' responses to these sentences. They should then give their opinions and comments on these responses using

Worksheet 2 (see page 177).

- In case Ss are not able to communicate effectively in English, use Worksheet 3 (see page 179) to help them understand the meanings of the simple language.

### Answers to Worksheet 3

(1) willing (2) powerful (3) suggests (4) destroy (5) defeat (6) determination  
 (7) humanity (8) narrow (9) sure (10) survive

#### NB

Teachers should remind Ss to share their understanding of the sentences while providing reference ideas as suggested below:

- (1) "Would" implies a strong willingness to do something.
- (2) Sharks track their prey / food easily through the smell of blood.
- (3) man / a man / the man: The word "man" without an article (a / an / the) means "humanity" while a / the man refers to a specific human being.

The sentence "man is not made for defeat" is short but powerful. It depicts the old man's thoughts at that moment, showing his determination to fight to the end.

- (4) The sentences "Perhaps not, he thought. Perhaps I was only better armed." suggest that the old man was not quite sure if he was really stronger than the shark. He knew his success was only temporary. The really meaningful fight would be in the future when he would have to fight the battle bare-handed against other sharks on his journey home. The short description successfully makes the reader apprehensive about the fate of the old man.

### Answers for reference

- (1) "It" refers to the shark's death. The word "would" here is used to express a strong desire: the shark was not willing to give in to death. It struggled hard before it finally died. This sentence also tells us that it was not easy for the old man to kill the shark because it was such a powerful animal.

(2) In my view, the relationship between these sentences is that the blood from the wounds of the fish would attract more sharks. This suggests that he knew there would be more attacks and fights on his journey home.

(3) The old man was brave and determined in the face of danger. He knew the shark could destroy his body, but it would not defeat his spirit.

The writer shows a positive attitude towards life and a strong determination to overcome difficulties, which can be found in humanity in general.

(4) In my view, the sentence implies the old man felt he had a narrow escape. He was not sure whether he could survive any other upcoming danger.

I don't agree. I think he won because he had a strong will and was determined not to be defeated.

## 2 (see Student's Book page 64)

### Teaching principle

Tasks that require creativity can effectively motivate learners and engage them in language use.

### Teaching suggestions

- Put Ss into groups to brainstorm a new ending for the story.
- Provide language support through discussion with Ss or by giving them language necessary for completing the task.

*The boat was surrounded by ...*

*Out of the darkness something ...*

*He heard ...*

*He had hoped to ..., but ...*

*The sun rose. The sea was calm. All he could see was ...*

- Ask some Ss to present their new endings in class.

**Mini-project**

(see Student's Book page 64)

**Teaching principles**

- Task-based language teaching encourages learners to use their own language repertoire to express their own ideas in order to complete a task.
- It is also important that there are information gaps, which need to be covered through discussion between the partners.

**Teaching suggestions**

<b>Task</b>	Talking about challenges in life
<b>Purpose</b>	Fluency training: Ss talk about challenges or difficulties in daily life.
<b>PLO</b>	Ss will be able to describe how they handled a challenging or difficult situation in their lives.
<b>Time</b>	20 minutes

There are two options to teach this part.

**★ Option 1**

Provide Ss with lists of subtopics as support using Worksheet 4 (see page 181).

**★★ Option 2**

- Ask Ss to work in pairs. Encourage them to take turns to conduct Q and A about their stories.
- To increase opportunities for communication and improve fluency, ask one student from each pair to move to a different one, and then conduct Q and A again. Repeat this procedure three times.
- Invite one or two Ss to share their experiences with the class.

**Focus on language**

**1** (see Student's Book page 65)

### Teaching principle

Learners need explicit instruction on language forms after communicative activities.

### Teaching suggestions

<b>Task</b>	Reviewing the related language issues that Ss encountered in this section
<b>Purpose</b>	Ss learn suitable strategies to memorize the language forms they have learnt in the <b>Reading and interaction</b> section.
<b>PLO</b>	Ss will be able to explain the meaning and usage of language forms they have learnt in the <b>Reading and interaction</b> section correctly.
<b>Time</b>	10 minutes

- Summarize language problems and highlight new language encountered in the **Reading and interaction** section. List these language points in a designated area on the board throughout the lessons of the whole section.
- Highlight the words with the same root and help Ss increase awareness of developing vocabulary based on root words.

### Answers

(1) hope (2) strength (3) able (4) bloody (5) armed (6) hatred (7) intelligent  
(8) determination

2 (see Student's Book page 65)

### Teaching principle

Vocabulary-focused exercises reinforce learners' memorization of new words.

### Teaching suggestions

- Vocabulary in this part is taken from the passage and exercises in the **Reading and interaction** section.
- Encourage Ss to use the dictionary to study how the words can be used as different parts of

speech.

- For gap 5, remind Ss that “If you can’t beat them, join them” is a set expression. For gap 7, remind Ss that even though *beat* and *defeat* have similar meanings, there are differences in terms of register: *defeat* is more formal, while *beat* is informal. Thus, defeated is a more suitable answer to gap 7.

### Answers for reference

gain	<i>n.</i> 获得	<i>v.</i> 获得
target	<i>n.</i> 目标	<i>v.</i> 把……作为攻击的目标
approach	<i>n.</i> 方法, 途径	<i>v.</i> 接近, 临近
attack	<i>n.</i> 攻击	<i>v.</i> 攻击
defeat	<i>n.</i> 击败; 失败	<i>v.</i> 打败
struggle	<i>n.</i> 斗争	<i>v.</i> 奋斗; 努力
wound	<i>n.</i> 伤口	<i>v.</i> 使(身体)受伤
beat	<i>n.</i> 心脏跳动; 节奏	<i>v.</i> (比赛)赢, 打败
bite	<i>n.</i> 咬; (咬下)一口	<i>v.</i> 咬; 叼

(1) target (2) approach (3) a struggle (4) attack (5) beat (6) wounds

(7) defeated (8) bite

## B Grammar activity

### Objectives

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

- increase grammatical awareness of the *to-infinitive* as the adverbial;
- recognize the structures and functions of the *to-infinitive* as the adverbial in the given context;
- use the *to-infinitive* as the adverbial correctly in a semi-open communicative activity.

1 (see Student’s Book page 66)

### Teaching principle

Grammatical awareness is important for learners to develop language control strategies. They need to develop such strategies by explicit analysis of sentence structures at the initial stage of learning.

### Teaching suggestions

- Write the sentences on the board: “He ran to catch the train” (“to-infinitive” as purpose) and “He arrived at the airport in a hurry, only to find that the flight was cancelled” (“only + to-infinitive” as result). Invite Ss to talk about the difference between the two “to-infinitive” structures.
- Preferably use Chinese to explain the grammatical term “the to-infinitive as the adverbial”, and its functions after Ss have finished exercise 1. Highlight the negative result implied in the structure of “only + to-infinitive”.

### Answers

a 2, 3, 7   b 1, 4, 5, 6   c only

## 2 (see Student’s Book page 67)

### Teaching principle

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

### Teaching suggestions

- Ask Ss to rewrite the sentences independently using to-infinitives.
- If necessary, project the task on a slide and work through the passage. Invite Ss to say what they think the answer to each blank is. Provide language support or explanations if needed.

### Answers for reference

- (1) In 1962, an Archaeology student named Fan Jinshi travelled the 2,400 km from Beijing to Dunhuang to do her internship.
- (2) Fan arrived at the institute only to discover that there was no electricity or running water.

- (3) With 46,000 square metres of wall paintings, there was enough art in the caves to keep archaeologists like her busy for years to come.
- (4) For over half a century, Fan studied the site, researched its history and worked tirelessly to protect it.
- (5) She has also cooperated with international experts to encourage further archaeological research.
- (6) The Mogao caves are too far away from large cities to be convenient for many tourists to visit.

### 3 (see Student's Book page 67)

#### Teaching principle

Learners need to practise grammar in a semi-open context in which they use the newly learnt structure for a communicative purpose.

#### Teaching suggestions

- Write the example sentences from the Student's Book on the board and explain how the activities are conducted.
- Put Ss into groups. Ask each group to brainstorm three sentences about their classmates. They must use the *to-infinitive* form. Encourage them to be creative. Here are some examples for reference.

*Mingming brought his saxophone to school to play in the school band.*

*Lili went to the dining room only to find that there was no food left.*

*Nick underlined the key sentences in the text in order to review them later.*

- Ask Ss to move around in the class to find out if their guesses are correct.
- Invite Ss to present their findings. Provide language support or correct errors if necessary.

## C Listening and speaking

### Objectives

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

1. understand the four greatest achievements discussed in a radio programme;
2. describe the achievements of successful people in different fields.

**1** (see Student's Book page 68)

### Teaching principle

Listening will be easier if learners can make good predictions using their prior knowledge and are prepared with suitable vocabulary.

### Teaching suggestions

- Arrange Ss in groups to study the listed items. Ask them to talk about the greatest achievements they can think of.
- Play the recording and ask Ss to check their ideas.
- Check Ss' answers and provide support when necessary.

### Answers

the moon landing, writing, medicine, pizza

**2** (see Student's Book page 68)

### Teaching principle

Learners should develop a strategy for accurately identifying specific details in a listening activity that is rich in information.

### Teaching suggestions

- Ask Ss to get ready to take notes.
- Play the recording three times. Ask Ss to only listen the first time, and then take notes the second time, and to check their notes during the third listening.
- Ask Ss to complete the exercise based on their notes.

- Play the recording again until all Ss have found the correct answers. Provide language support or explanations if necessary.
- For more advanced Ss, ask them to finish exercises 1 and 2 at the same time.

### Answers

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

**3** (see Student's Book page 68)

### Teaching principle

Learners will be more likely to be successful in identifying details if they have basic note-taking skills.

### Teaching suggestions

- Ask Ss to listen again and take notes. Ask them to use some special characters or abbreviations during the process. Remind them that it is not necessary to write complete sentences.
- Encourage Ss to fill in the table based on the notes.
- Play the recording once again for Ss to check their answers.
- If necessary, allow Ss to read the table first, and try to make predictions based on the information in exercises 1 and 2.
- Ask Ss to point out the parts that they find difficult to understand in the recording. Provide explanations on the board about the phonological features of connected speech.

### Answers for reference

(The words and phrases in bold are the ones Ss need to note down.)

Speaker	Achievements mentioned	Comments
Speaker A	(1) <u>The moon landing</u>	To achieve this, people had to: <b>(2) get a heavy spaceship out of the Earth's atmosphere;</b> <b>(3) support human life in space</b> , where there's <b>no air to breathe</b> ;

(Continued on the next page)

Speaker	Achievements mentioned	Comments
		<p>(4) <u>land safely on the moon;</u>  (5) <u>get the astronauts home again safely.</u>  The success proves that (6) <u>humans can rise to a challenge, any challenge / travelling 384,000 km through space to walk on the moon is possible</u> if we put our minds to it.</p>
Speaker B	(7) <u>Writing</u>	With this achievement, we are able to: (8) <u>tell other people about the things that we've discovered / pass down knowledge to future generations;</u> (9) <u>learn from the great minds of the past;</u> (10) <u>take advantage of others' ideas to develop technology.</u>
Speaker C	(11) <u>Medicine</u>	Without this achievement, most of the people would probably (12) <u>be dead from some terrible disease.</u>
Speaker D	(13) <u>Pizza</u>	To invent it, people should: (14) <u>learn about fire;</u> (15) <u>start farming and growing wheat;</u> (16) <u>get milk out of a cow and make cheese with it.</u>

#### 4 (see Student's Book page 69)

##### Teaching principle

Learners need opportunities for semi-controlled practice in order to improve fluency in spoken English.

##### Teaching suggestions

- Introduce the speaking task and go through the language guide, ensuring that Ss understand the example sentences and phrases in the language guide.
- Arrange Ss into groups. Ask them to decide on a successful person and prepare a list of clues about him / her within the group. Remind them to carefully order the clues and not to provide too much detailed information.
- Respond appropriately to their output in relation to content and language.

- Conduct Q and A in class. Ask one student in each group to present their clues and to answer questions from other groups. Encourage the rest of the Ss to ask as many questions as possible until they get the answer.
- Announce that the group that has made the most correct guesses is the winner.

### **Optional speaking activity**

#### **Teaching suggestions**

<b>Task</b>	Guessing a successful person based on a brief description
<b>Purpose</b>	Ss improve fluency in speaking through a description activity.
<b>PLO</b>	Ss will be able to describe a successful person and his / her achievements clearly and ask questions fluently.
<b>Time</b>	15 minutes

- Prepare a list of some successful people with brief descriptions.
- Read the descriptions to the class and ask Ss to guess who the person is.
- Encourage Ss to retell the facts about these successful people and comment on them.
- Give surprise awards to the Ss who have made the most correct guesses or who have provided the best descriptions of the successful people.

## **D Writing**

### **Objectives**

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

- analyse the sample writing in terms of content, language and editing;
- write an opinion essay on the topic of “having one more PE class every day” for the school newspaper using appropriate language.

**1** (see Student’s Book page 70)

### **Teaching principle**

Teachers need to help learners clarify their point of view and arrange the supporting details

when they learn to write an opinion essay.

### Teaching suggestions

- Introduce the task and explain the setting.
- Organize Ss into groups. Ask them to brainstorm a list of ideas. Encourage them to choose the three most relevant and interesting arguments. They should then give examples to support their arguments.
- Walk around and provide support in case Ss need help.

**2** (see Student's Book pages 70 and 71)

### Teaching principle

Some learners may need scaffolding, such as a discussion of the content, language and editing of the sample writing, before they are able to write successfully on their own.

### Teaching suggestions

Teachers may combine this exercise with exercise 3. There are two options to teach this part.

#### ★★ Option 1

- If Ss are not confident in writing, first explain the task to set the context.
- Introduce the sample to the class. Ask Ss to discuss the guiding questions.
- Invite Ss to report the conclusions of their discussions. Avoid lecturing at great length on the sample. But remind Ss of the following points:
  - Introduce the argument clearly in the opening paragraph unless the opening paragraph focuses on background information.
  - Support each argument with strong supporting details.
  - Restate the arguments in the conclusion.
- Ask Ss to draft their own essay. Walk around and help Ss as they develop their content, and provide language support.
- Invite a student to share his / her writing and provide feedback and support, and then ask Ss to resume their writing.

**★★★ Option 2**

- Explain the task, creating a context for Ss to think about the content, organization, language and format for writing.
- Encourage Ss to begin drafting before reading the sample writing. After about 10 minutes (when Ss have done about  $\frac{2}{3}$  of the writing), select the writing of one student as an example. Comment on its content, organization, language and format.
- Ask Ss to read the sample writing and to compare it with their own work. Encourage them to be critical, and absorb any useful elements from the sample. Then ask them to resume writing on their own. They can either continue their unfinished work, revise their writing, or start from scratch.

**NB**

1. Ask these questions about the content in case Ss require more scaffolding.

(1) What benefits can PE classes bring?

Ss may give brief information about the benefits of PE classes. Ask more questions to help them think about the question from different perspectives, such as "What are the benefits for our physical and mental health?" "How does it help us learn?" and "How does it help us develop a healthy personality?"

(2) What would be the counterarguments?

Ss may neglect to think of the opposing ideas. Guide them to think differently by asking: "Are there any disadvantages if one more PE class is added? What will they be?"

2. Provide language support. Translate Ss' questions into English and write sentences or useful phrases on the board.

*reduce the risk of obesity*

*release pressure and anxiety*

*improve our mental health*

*increase blood flow*

*freshen up our mind*

*study more efficiently*

*develop self-discipline*

*develop a healthy personality*

### 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。)

Conclusion C best summarizes the writer's argument. Although the writer explains in the fourth paragraph that it is necessary to praise winners, especially those who have put in years of hard work, she still stresses that participation is more important than winning itself.

Aspects of writing	Guiding questions	My exploration
Content	How does the writer introduce the topic in the opening paragraph?	The writer introduces the topic by presenting two different opinions about whether winning a competition is more important than taking part in one.
	What are the arguments? What examples does the writer use to support her opinion?	The writer argues that taking part and doing one's best are more important than winning a competition. She uses the example of rankings in races to explain why doing one's best is important. She also uses the example of a marathon race to show that people enter competitions for different reasons.
Language	What language structures does the writer use to introduce the topic at the beginning of the essay?	Structures for contrasting: <i>Some people think ... Others believe ...</i> A question to introduce the topic: <i>Which is more important, winning or taking part?</i>
	What phrases does the writer use to introduce examples?	<i>for instance, for example, such as</i>
	What phrases can be used to signal a conclusion?	<i>to conclude, in summary, to sum up</i>
Editing	Where does the writer put her name?	Under the title.

(Continued on the next page)

Aspects of writing	Guiding questions	My exploration
Editing	How does the writer use punctuation marks to show possessives?	The apostrophe with "s" ('s) is placed immediately after a noun or pronoun that does not end with "s", e.g. <i>everyone's</i> , <i>the winner's</i> and <i>everyone else's</i> . However, an apostrophe (') without "s" is used after the nouns that end with "s", e.g. <i>professional athletes'</i> .

## E Cultural focus

### Reading passage

#### Objectives

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

1. retell at least two stories about people who have achieved success but started out as failures;
2. explain the factors for achieving success.

#### Background

1. **Albert Einstein** (1879–1955) was a German mathematician and physicist. He developed the general theory of relativity. In 1921, he won the Nobel Prize in Physics for his explanation of the photoelectric effect. He is considered one of the most influential scientists of the 20th century.
2. **Vincent van Gogh** (1853–1890) was a Dutch Post-Impressionist artist. He is considered one of the greatest and most influential artists of the 20th century. He produced a large number of works, including landscapes, still lifes, portraits and self-portraits, during his decade-long career. His paintings have a uniquely recognizable style.

#### Notes on the language

1. ... **he was expelled from school.** Einstein was officially made to leave the school because his teachers said he had learning difficulties.
2. ... **Hua continued to study on his own ...** Hua studied alone and developed his talents.
3. **the Dutch painter Vincent van Gogh** People can use "the" in this position to show that the

person they are talking about is considered important or well known. However, people would use “a / an + noun + called / named” if the person in question is not especially well known, such as “Our teacher mentioned a French writer named Pierre Dumas at the beginning of the class.” This person called “Pierre Dumas” is not assumed to be a great or well-known writer in this context.

**1** (see Student’s Book page 72)

**Teaching principle**

Learning starts with learners’ prior knowledge and the things they are familiar with.

**Teaching suggestions**

- Ask Ss to discuss the questions in pairs.
- Walk around to provide support when necessary.
- Ask one or two Ss to share their ideas and provide feedback.

**Answers for reference**

- (1) The first name that comes to mind is Dr Zhong Nanshan. As a doctor and scholar, he contributed a lot to the fight against SARS and COVID-19.
- (2) No. “Surprising” is not the word to define their achievements. All achievements require great efforts and commitment, and Dr Zhong Nanshan is a good example. He spent years in the laboratory conducting experiments, and he quickly rose to the challenge when our country was in crisis. During the coronavirus outbreak, he led a team to Wuhan to help combat the epidemic.

**2** (see Student’s Book page 72)

**Teaching principle**

Taking notes of key information helps learners gain a clear understanding of the stories.

**Teaching suggestions**

There are two options to teach this part.

**★ Option 1**

- Ask Ss to work independently. Read the text and fill in the table with details.
- Invite three Ss to retell the three stories based on the information in the table. Make comments and provide feedback when necessary.

**★★ Option 2**

- Arrange Ss into groups of three to do jigsaw reading. Assign each group a story and ask them to work on it.
- Exchange members between groups. Make sure the members in each new group have read different stories. Ask them to exchange information with each other and complete the table.
- Walk around to provide language support in case Ss need help.
- Invite Ss to present the three stories in their own words, based on the information in the table. Make comments and offer feedback.

**NB**

You may use simple present when you give comments about a person who has died, e.g. *Albert Einstein is perhaps one of the most intelligent men that have ever lived. One of the unluckiest artists in the world is the Dutch painter Vincent van Gogh.*

**Answers for reference****A false start**

Vincent van Gogh:  
Only one person bought a painting from him during his life. He was paid very little money for it.

**A successful end**

He completed over 800 pictures before he died. Today his paintings are in the most famous museums and sell for a huge amount of money.

Hua Luogeng:  
His family didn't have much money, so he couldn't afford to complete his education. His left leg became permanently paralysed.

He managed to win a national abacus competition.  
He was invited to work at Tsinghua University.  
He was one of the greatest mathematicians in China.

**3** (see Student's Book page 74)

**Teaching principle**

Learners need comprehension-based exercises to support their development of reading skill.

**Teaching suggestions**

- Ask Ss to complete the exercise independently or cooperatively.
- Check Ss' answers and provide language explanations if necessary.

**Answers**

(1) d (2) a (3) a

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

**Teaching principle**

Open-ended activities facilitate language learning by providing Ss opportunities to express ideas using their own language repertoire.

**Teaching suggestions**

- Organize Ss in groups. Encourage them to define success based on the stories and brainstorm six to eight factors needed to achieve it. Elicit words / phrases which may suggest success for some people, e.g. *reputation / fame, money, love, self-realization, having a meaningful life, doing things that one enjoys*. Write a list on the board that is long enough for discussion.
- Elicit ideas from Ss for achieving success, e.g. *IQ, hard work, perseverance, persistence, family support, cooperation, communicative skills*.
- Ask Ss to choose one concept of "success", and then rank the factors according to their importance (from the most to the least important).
- Have Ss work together to make an oral presentation (two parts: first, defining what success is; second, what the factors for success are).
- Invite the groups to do their presentation, and provide comments if necessary.

### **Answer for reference**

In these stories, failures seem to be a necessary step on the way to success. Albert Einstein, Vincent van Gogh and Hua Luogeng were all successful in their own fields, but none of them had a smooth start. They had to show determination in the face of challenges.

One lesson from these stories is that success does not come easily; it requires hard work and perseverance. You must be willing to go through hardships and take on challenges in order to be successful. Another lesson is that you do not necessarily have to work alone in order to attain success. Friends, colleagues and a supportive family can always help us along the way.

## **Video**

### **Objectives**

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

1. retell the three teenagers' stories about pursuing their dreams;
2. describe a personal experience of being successful.

**1** (see Student's Book page 75)

### **Teaching principle**

Learning starts with learners' prior knowledge and the things they are familiar with.

### **Teaching suggestions**

- Ask Ss to work in pairs. Encourage Ss to share their ideas about playing table tennis.
- Provide language support if necessary.

**2** (see Student's Book page 75)

### **Teaching principle**

Teachers can provide scaffolding for the viewing activity by separating viewing and listening into independent tasks.

### Teaching suggestions

- Pre-teach the vocabulary below in case Ss do not have enough vocabulary to understand the video.

**trophy** 奖杯

**table tennis tournaments** 乒乓球锦标赛

**sacrifice** 牺牲; 舍弃

**dedication** 奉献

**mental toughness** 坚韧

- Invite Ss to talk about what they will see based on the given word list. Refrain from making judgements on Ss' guesses.
- Play the video with the picture off. Cover the screen with an old newspaper (or similar) and play the video. Then ask Ss to imagine and describe the video based on what they have heard. Give them language support by writing the words on the board whenever Ss have difficulties expressing themselves.
- Ask Ss to read through exercise 2 and help them understand every sentence.
- Play the video with the picture on several times, until Ss correct the false information in the given sentences. Provide language support if necessary.

### Answers

- (1) It is really fun to watch Michael play table tennis because he has got a very unique style / because of his very unique style.
- (2) Ariel's father has quit his job to coach Ariel full-time.
- (3) Lily's friends thought it was unusual for Lily to play table tennis.
- (4) Even though she is often away from school, Lily still gets better grades than her friend Emily.
- (5) Michael doesn't only practise table tennis in his home country; he even travels to China to practise.
- (6) Even though Michael is one of the best players in the United States, he is average compared to the top Chinese players.

**3** (see Student's Book page 75)**Teaching principle**

It's beneficial for learners to focus on language forms after a meaning-focused activity.

**Teaching suggestion**

Encourage Ss to finish the exercise independently first and check their answers by replaying the video.

**Answers**

- (1) practise (2) coaches (3) Compared (4) giving up (5) keep improving  
(6) impressed / has impressed / impresses

**4** (see Student's Book page 75)**Teaching principle**

It is important for learners to complete open-ended tasks in which they may use their own language repertoire to express their own ideas.

**Teaching suggestions**

- Encourage Ss to prepare the role-play using their own language rather than the language from the video.
- Walk around to provide support in case Ss need help during the discussion.
- Provide timely feedback after they have finished the role-play. Make comments on important language forms by writing them on the board.

## 附录 1：各单元听力文本和视频文本

### Unit 1 No limits

#### Deep reading audio scripts

##### Dialogue 1

- A: Could you help me? I'm really struggling with this sentence, and I don't know what strategy is used. The sentence is, "Some scientists believe that dopamine levels are sometimes lower in teenagers than they are in children."
- B: Well, it seems the writer used two strategies here. The first one is strategy *a*, as it says, "scientists believe". This suggests that the information comes from a good source, and that scientists have researched this topic and found evidence for the claim. Also, "believe" and "are" are both in present tense, which again indicates reliability. If it said "believed", this would have meant that scientists used to believe something, but don't believe it any more. So, using the present tense suggests that there is more truth to it.
- A: Oh OK, but why did the writer use the word "some"? What effect does that have?
- B: Well, this is a good example of strategy *b*: the writer wanted to state the facts in a careful way. The human brain is very complicated, and there is still a lot we don't know about it. In this article, the writer wanted to show that there are some scientists who think dopamine levels are generally lower in teenagers, but not all scientists agree. This topic is still being discussed in the scientific community, and that's why the writer chose to express this in such a careful way.
- A: So, why did the writer include this in the article?
- B: Well, the article is about why some teenagers may take more risks, and the author discusses the factors that may contribute to this. This part of the article describes the role that dopamine might play in teenage risk-taking. This is just one of the factors that affects teenage behaviour, but it may be an important one.
- A: Okay, thank you very much.

##### Dialogue 2

- A: I'm having a bit of a problem with this sentence: "Even teenagers who are not usually big

risk-takers may suddenly do something dangerous because they want to show off or fit in."

What strategy is used here?

B: Well, this is a good example of strategy *b*, as certain words can suggest that there is some level of truth to it—that it may be true to some extent. For example, the word "may" suggests that there is a possibility that those teenagers will take risks, but it's not certain that it will happen. In other words, "may" is more accurate than "will", and that's why the writer used it.

A: Okay, so what kinds of situations would make such teenagers take more risks?

B: Well, there are a lot of factors that can cause this, such as peer pressure and social pressure. A lot of teenagers feel they need to win the approval of others in order to fit in and make friends, so that might be a reason for taking risks.

A: Okay, thank you.

### Dialogue 3

A: I'm struggling with this sentence: "Boys are more likely not to wear seat belts, more likely to get into an argument or a fight, and more likely to smoke and drink." Why did the writer repeat "likely" three times here?

B: Well, the word "likely" here means that there's potential for it, but it's not 100% certain. The writer is suggesting that it might be easier to convince boys to do these things, that there might be a higher chance of it happening ... It still doesn't mean that boys are definitely going to do that, though.

A: OK, that makes sense. So what strategy is used?

B: Well, this is a good example of strategy *b*, as the word "likely" suggests that this is true to a certain extent. It's not true in all cases, but boys are generally more likely to take risks.

A: OK, but then, why did the writer focus on boys?

B: Well, this section is mainly focusing on boys, but earlier, if you look at the article, it mentions statistics about boys taking more risks. Perhaps it's because they don't want to look bad in front of their friends. Although the writer mentioned that "girls dislike this too", I guess what the writer wanted to point out is that girls might also do the same things, but boys are "more likely" to do so. Maybe this is because boys feel stronger social pressure than girls do, but I'm not quite sure.

A: Okay, thank you.

## Dialogue 4

A: I'm really struggling with the last part of the paragraph: "But is taking risks really the best way to get people to respect, notice and like you?" Why did the writer use a question here?

B: Well, if you notice, the writer didn't actually answer the question in the last paragraph. Instead, the writer left it open so that the reader could think about the answer for themselves. As the writer addressed the reader directly with "you", this is a good use of strategy c. The writer also wanted the reader to think about the question and judge for themselves, which means this is an example of strategy d as well. To put it in another way, if the writer had answered the question herself, there would be less room for you to form your own opinion about the topic.

A: OK, so the writer wants me to assess whether the risks that I take are actually worth it, and also wants me to understand why I might do that. What's your opinion on this?

B: Well, when you read the article, you'll see that it discusses many different factors as to why teenagers might take more risks than children, such as lower dopamine levels and the effects of peer pressure and social pressure. You can see why teenagers might be more inclined to do such things; however, there are other ways to get noticed, respected and liked by others. It doesn't have to be through taking risks. Many risks aren't worth taking, since things could end badly.

A: OK, that's really interesting. Thank you very much!

## Listening audio scripts

### Introduction

Presenter: What are phobias? Well, the dictionary says that a phobia is a very strong fear of something, often something that is not dangerous at all. About one in four people has a phobia and psychologists are trying to understand why. Maybe it's because our parents have the same fear, so we learn the phobia from them. Or perhaps it's because of a bad experience as a child ... There is also research that says we might inherit our phobias, so they are in our genes. Today on *Science in Mind*, we are out on the streets, talking to people with phobias and trying to find out why they are afraid. Before we start with ...

## Conversation

Presenter: Speaker A

Speaker A: Do I have any phobias? Well, I've never liked tall buildings. I can't look down and I feel dizzy and hot, boiling hot ... and I can't breathe. I know I'm not in danger, but I always have this physical reaction and I can't control it. You see, I fell down the stairs when I was a child. I remember that my parents were really worried. I think that's when it started.

Presenter: Speaker B

Speaker B: They've always made me feel sick. I mean, they are so ugly ... I feel a bit silly, although I read that 10% of people have uncommon phobias, so I'm not alone. Anyway, one winter, it was very cold—but a window was open in the kitchen and a huge spider came in. It was really big and my mum was really scared and so was I! My little brother thought it was funny and he picked it up and played with it, but my mum didn't think so. She was angry, so my brother put it outside.

Presenter: Speaker C

Speaker C: Our flat is on the sixth floor, but I've always used the stairs, even when I'm tired. There is a lift, but it's tiny ... It's very, very small. I used it once and it wasn't a good experience. When the doors closed, I felt very frightened ... Yeah, it was a bad experience, terrible really. I went to see a doctor about it and she told me to use the lift every day, so it became a habit. She called it "exposure therapy", but it didn't work. It actually made my phobia worse.

## Video scripts

### Extreme sports in Queenstown

The extreme sports capital of the world is Queenstown in New Zealand.

It's the ultimate destination for tourists who come looking for dangerous, but exciting challenges, such as paragliding, skydiving, and the world-famous bungee jump.

Queenstown is a small town situated in the beautiful south-western corner of New Zealand's South Island.

This natural beauty is why Queenstown is now the adventure capital of the world.

Queenstown lies on the edges of the beautiful Lake Wakatipu with views of stunning mountains in the Remarkables range.

In the nineteenth century, a lot of people came here because they were looking for a new life. Some of these new settlers found gold while they were farming, and suddenly the town was at the centre of a gold rush.

The gold eventually ran out, but people continued to come to the area. A lot of these visitors found new tracks and paths when they were exploring and the area became famous for “tramping”.

In the 1950s, the first winter ski resorts opened and Queenstown became a year-round tourist destination.

The Shotover River that runs into Lake Wakatipu provided the first opportunity for an adventure attraction. Nearly twenty years before the first bungee jump in 1970, the Shotover Jet was taking visitors on the heart-stopping ride through the deep canyons near Queenstown. Over two million fearless passengers have already experienced the ride of their lives here.

Queenstown is also famous for its bungee jump off the Kawarau Bridge. The first bungee jump here was in 1988 and the bridge is still one of the most popular bungee jumps in the world, attracting over 300,000 jumpers a year.

People usually jump on their own, but sometimes they jump together. As these girls were jumping, their friends took lots of photos.

Queenstown still retains its links with the past. There are peaceful steamboat trips across the lake, and the historic Milford and Routeburn walking tracks attract thousands of visitors every year. But, the town continues to grow and develop its tourist industry.

With a growing number of top-quality hotels and restaurants, and new and modern experiences on offer, it's a town that's got something for everyone, whether you are planning to jump out of a plane or simply relax and enjoy the fantastic views.

## Unit 2 Roads to education

### Deep reading audio scripts

#### Dialogue 1

A: The kids in the article seemed a bit difficult ... Were they really that bad?

- B: Yeah! Initially, when we saw these kids, they were ... awful. They weren't well behaved at all! They were running around, and no one could control them.
- A: The writer used the word "unteachable". Do you think that's really a thing?
- B: Well, considering what I saw last night ... Judging from the children's initial behaviour, I would say yes—they just seemed completely out of control. So, I can understand why some teachers call them "unteachable".
- A: That might be true, but do you honestly think there's such a thing as an "unteachable" child?
- B: Well, if you asked me at the beginning of the TV programme, when first I saw these kids, I would've said yes! But actually, they had this amazing teacher on the show, and he put them in a new learning environment. By the end of the programme, some of the children were actually paying attention. Maybe they weren't paying attention all the time, but they behaved a lot better than usual. I guess this proves that some children need a different learning environment.

## Dialogue 2

- A: The writer described a game that the teacher played with the students at the beginning of one of his classes. But, if they were completely "unteachable", how did he manage to get their attention?
- B: Well, I think what this programme shows us is that students who do not enjoy the typical learning environment might do better somewhere else. Perhaps this game wasn't very educational: they just took turns saying something funny ... But it really worked! All the kids were enjoying it, they were having fun, and they were laughing—in other words, it really seemed to create a more positive atmosphere in the class.
- A: But why would he do this at the beginning of the class, instead of at the end, as a sort of reward for doing well?
- B: Well, it seemed that he wanted to get everyone's attention very quickly, and it certainly worked. I guess the teacher wanted to show who was in charge, and he also wanted to make sure that the students felt comfortable as a class, experiencing the same things together. I guess you might just feel completely alone in a "normal" classroom, when you go in and sit down quietly, so this was a good way to kickstart the class.

### Dialogue 3

A: I read that he took the students to a field and made them read some Shakespeare quotes to the cows. Surely he didn't really do that?

B: Yes, he did—and there were loads of cows as well! The kids really seemed to enjoy it: they were laughing, and they were throwing themselves into the activity. It was quite effective, actually.

A: But why did they enjoy something like that?

B: Well, I guess it's because it was something completely ridiculous. The whole idea of this programme is that it takes them out of their "normal" learning environment. They just seemed to enjoy it and have so much fun that they probably didn't realize that they were learning.

A: But were they really learning?

B: Well, some people may say that it wasn't educational. However, the teacher was definitely encouraging them to speak and express themselves. So, not only are they studying Shakespeare without even realizing it, they are also building their confidence in their own learning ability, which in turn creates a stronger motivation to learn. I don't think these kids are actually what you would call "unteachable".

A: That makes sense!

### Dialogue 4

A: I also read about another strange teaching method he used when he taught them basic punctuation ...

B: Yes! As you say, it was quite strange. It looked very fun, though! All the kids really enjoyed it. He asked the students to jump around, clap their hands and shout, "question mark!" or "semicolon!" They all got involved and everyone participated, so yeah, I think it was quite an effective lesson.

A: But do you think they learnt anything from that?

B: Uh-huh ... Well, I think they did! When you have a positive and enjoyable experience, you're more likely to remember it than if you just sat in a classroom for an hour. So, they may not know they're learning, but actually, they will probably remember most of the things they were taught that day.

A: What if more teachers watched the show? Do you think that they'd be inspired to find new,

different ways of teaching and using methods that are less common?

B: Well, I hope so! Because it seems like it's a lot more fun to teach in this way—even Mr Beadle was having fun! I think that it encourages teachers to think outside the box, and find ways of making the learning environment as fun as possible. I think people would learn a lot more if their teachers created such an environment.

## Listening audio scripts

I sometimes ask my class: What are you going to do after school? Are you going to do your homework? Or are you going to play outside? In a recent survey, kids said playing outside with friends was their favourite activity. Eighty-six per cent preferred it to playing a computer game, and 89% preferred it to watching television. Free outdoor play is one of the best things in life, but sometimes we forget this simple fact.

People often think play is only for young children, but actually this isn't true. A recent study of 14-year-olds showed that teenagers also enjoy play, although their games are more risky and competitive. Children may be happy running around and playing "tag", but teenagers might prefer "dares", or asking each other to do challenging things.

So play is fun. How else can it help us? Let's look at some science. Scientific research has proved that when people play, their brains grow. In 1964 scientists carried out an experiment on mice. Some mice lived in cages with no toys, but the other mice had toys to play with. Researchers discovered that the mice with toys had bigger brains and better problem-solving skills.

Scientific studies also show that play helps you concentrate and remember information. If schools have regular break times, students get better grades. To prove my point, many Chinese and Japanese schools have breaks every 40 or 50 minutes, and their students are some of the best in the world!

Play is also important for social skills—it helps you get on with people. This might sound obvious, like "if you add one and one, you get two", but sometimes we forget about this. Play helps us learn to communicate and work with others. If you have good language skills, you make more friends. You're happier too, and when people are happy, they do better in life.

To sum up, play helps us develop social skills, solve problems and learn about the world. It's also about using our imagination. Albert Einstein once said, "Imagination is more important than knowledge." He also thought that you're never too old to learn. In other words, adults can benefit from play too. So, let's have a go ... Here, catch this ball!

## Video scripts

### An American high school

This is Hawthorne High School in New Jersey. The school is about 40 km from New York City, on the east coast of the USA.

The school is for students from ninth to twelfth grade. Students start Hawthorne when they're fourteen and leave when they're eighteen. At the end of twelfth grade, most students will graduate with a high-school diploma and many will go on to college.

There are about fifty-six million school students in the USA. Some schools have over 2,000 students and according to statistics, class sizes in the USA are going to get bigger. Hawthorne High is an average-size state school with around 700 students.

At 8 a.m. the bell rings for the start of the first class.

At Hawthorne, there are eight forty-five-minute lessons, or periods as they're called in the USA, every day. There are also extra periods on Saturday mornings for students that are going to take SATS. Students take SATS at the end of high school. If they pass them, they will probably go to university.

Between first and second period, the students have a five-minute registration period known as "homeroom".

High school students have to study a core course of subjects, including science, mathematics, known as "math" in the USA, English, social science, and some physical education known as "phys. ed."

Students also choose elective subjects. They choose these subjects depending on what job they're going to do when they leave school, what subjects they enjoy and what subjects they're good at.

For example, if you want to be an artist, you might choose art. And if you play an instrument well, you'll probably choose music.

After fourth period, it's lunchtime. Most students buy food in the cafeteria, but others bring in a packed lunch. If the weather is good, students sit outside to eat. Lunchtime is normally a relaxing time for students.

Creating a strong sense of community is very important in education in the USA. The school team, Hawthorne High Bears, are very popular. This year they're going to compete in the local league and if they don't win, everyone will be disappointed!

This is the student council. They are going to organize projects in the school over the next year. They're all excited because they predict they'll raise a lot of money this year. They're going to give the money to charities and use it to pay for school events, like the prom.

## Unit 3 Progress?

### Deep reading audio scripts

#### Dialogue 1

- A: Could you help me? I just read in this article, that "If you said hello to a different person every second, it would take you 222 years to greet everyone on the planet." How is this relevant to the article?
- B: Well, in the first few paragraphs, the writer discusses the growth of the global population and explores the problems that have been caused by this. One thing that's really difficult to understand is how large these numbers are. So, this example here shows us how big the global population actually is.
- A: But why didn't the writer just provide an example from the real world?
- B: Well, what the article says is true: "A number as big as seven billion is hard to imagine." If you try to think of seven billion things, you can't imagine it. Whereas, everyone has experienced a year, so everyone can understand how long that is. Therefore, 222 years is a length of time that we can visualize more easily. To put it in another way, seven billion is a number that doesn't mean anything to us, whereas "222 years" is something that we can relate to.
- A: Okay, thank you!
- B: No worries!

#### Dialogue 2

- A: In the article, it says, "In the past, travellers from Europe to Indonesia spent months at sea. Now you just have to sit on a plane for a few hours." I don't understand why the writer included this comparison.
- B: Well, the writer included this comparison to emphasize that the world is getting smaller, so to speak. It's to show that it's becoming easier to travel and communicate across the globe, and we are becoming more and more connected with people around the world. And it's also

to show that these advancements have been made in the last hundred years. A couple of centuries ago, it took months, or maybe even years, to travel somewhere, whereas now, we only need to sit on a plane for a few hours.

- A: So how does this relate to the topic of “going global”?
- B: This refers to the process of globalization: the countries around the world are coming closer to one another, and we are all becoming one big global community. And so, because we are becoming more connected through these technological advancements, we are becoming more similar to one another. People in Europe, Asia and America actually all have similar lifestyles nowadays. All this is making us realize that we’re actually not that different, so it is very relevant to the topic of “going global”.

A: I see, thank you!

B: No worries!

### Dialogue 3

- A: Towards the end of the article, a language called Baras is mentioned. Am I right in thinking that the writer is suggesting that it is threatened?
- B: Yes. That’s a really good analysis! The writer is suggesting the danger the Baras language faces. In fact, it’s not only the Baras language, it’s a problem for local languages all over the world. There are many unique, small languages that risk becoming extinct in the years to come, as the world population becomes more connected. So, the writer is really emphasizing that we could lose something which is unique to that particular culture.
- A: But why’s it under threat? Why don’t they just continue teaching it to the younger generation?
- B: So, as the writer says in the article, “Today, like most of the youth from my village, I live in the capital, Jakarta, and speak Indonesian there. The only regular Baras speakers at present are the older people ...” Once that generation disappears, the language could become extinct. And you can’t just teach it to the younger generation, because they’re not living in that area any more. The problem is that younger people who would carry on speaking this language are actually moving away, so they have to speak a different language. You see the problem here: the older people actually don’t have anyone to teach.
- A: Okay, thank you!
- B: No worries.

## Dialogue 4

- A: Towards the end of the article, the writer asks a few questions. What's the point of that?
- B: Well, the writer does this to make the readers think about the questions themselves. These are rhetorical questions: there's no actual answer that can be given straight away. What it's doing is encouraging the readers to consider the importance of cultural differences and embrace them, since they make us who we are.
- A: But why is diversity so important? Surely it would be much easier for everybody to just be able to communicate with everyone.
- B: Well, of course that would be much easier, definitely—it would be much, much easier! However, it would also be boring. There would be so little difference between the regions of the world. If we all had the same culture and the same language, then there wouldn't be any reason to go travelling around the world, and we would really lose our sense of adventure. And without cultural differences, we would be too similar ... I don't know about you, but I don't want to be the same as anyone else. And so, it's really important that we keep the diversity that we have, because it's what makes us human.
- A: What do you think people could do to preserve their own cultural diversity?
- B: It's important to celebrate where you come from, and to celebrate who you are and what made you that person. It doesn't matter if you experience other cultures—it's important to celebrate other people's cultures as well. But the writer wants to highlight that it's crucial to remember who we are and where we come from.
- A: I see. Thank you!
- B: No worries.

## Listening audio scripts

Presenter: So, Maka, tell us about your business.

Maka: We make and sell dreamcatchers.

Presenter: Dreamcatchers? What are they?

Maka: Well, Zebi and I are Native Americans, and our people, the Sioux, like to put a dreamcatcher above their bed at night so they don't have to worry about bad dreams. The dreamcatcher catches the good dreams in its net and sends them

down to the person sleeping below. The bad dreams, the nightmares, pass through the net and don't worry the person who's sleeping.

**Presenter:** And how do you make them, Zebi?

**Zebi:** You have to have wood, string, ribbons and feathers. First, you make a circle with the wood. Then you make a net with the string and tie on ribbons and feathers. Each dreamcatcher takes about an hour to make.

**Presenter:** Sounds easy. Where do you make them?

**Zebi:** In the kitchen at home.

**Presenter:** And your parents don't mind?

**Zebi:** Well, we have some rules. We mustn't use the kitchen between six and eight in the evening, because that's when our parents are cooking supper. Oh, and we also have to leave the kitchen tidy when we've finished.

**Presenter:** And how do you sell your dreamcatchers?

**Maka:** We sometimes sell them at the market in town. We have to get up really early for that, but it's fun and lots of people buy them, especially tourists. But we don't have to go to the market to sell them because we have our own website too.

**Presenter:** Maka, Zebi, thanks for talking to us, and good luck with your business in the future and I hope that you'll ...

## Video scripts

### World English

About 1.8 billion people around the world speak English.

But only around 400 million people speak it as a first language. A lot of people learn English as a foreign language in school. English is an official language in many multilingual countries, like South Africa and India, but it isn't the first language of most of the population.

For example, English is just one of South Africa's eleven official languages and it is the first language of only eight per cent of the population.

But most English-speakers in South Africa don't have to learn other South African languages, like Zulu, Xhosa or Afrikaans, because most people speak English as a second, third or fourth

language.

If they didn't speak English, it would be very difficult to find a job, because English is the main language of business, politics and the media.

And all students in South Africa have to learn English at school.

In Wales, people speak English and Welsh.

Nineteen per cent of people who live in Wales speak Welsh. All signs are in Welsh and English, and every child under the age of sixteen has to study Welsh in school.

Most students have about one Welsh class every day. If they didn't study Welsh at school, they'd probably never speak the language.

But some students speak Welsh most of the time. They attend schools like Glantaf School in Cardiff, the capital of Wales.

Glantaf School is a Welsh middle school and all teaching is in Welsh here.

There are 1,250 students here and they must study all of their subjects, except English and French, in Welsh.

They mustn't speak English in class, but they don't have to speak Welsh all of the time.

These students can all speak Welsh, but they usually speak English together.

If you lived in Wales, would you speak English or Welsh ... or both?

## Unit 4 Achievements

### Deep reading audio scripts

#### Dialogue 1

A: I have a question about this sentence: "The old man knew that he was dead but the shark would not accept it." I'm a bit confused as to what Hemingway is referring to when he says "it".

B: My interpretation is that Hemingway is referring to death here. The shark is about to die, since the old man has just hit it in the head with his spear to stop the shark from stealing his fish.

A: But it says, "the shark would not accept it". What does "would" mean here?

- B: I believe that Hemingway wants to illustrate that the shark is still determined to fight. It is actually dying, but it is not willing to die. The shark is going to fight until its last breath to stay alive. The phrase “would not accept it” describes this determination.
- A: So, what’s Hemingway implying with this sentence?
- B: Hemingway is really trying to get the reader to understand the difficult situation the old man is in. It’s not simply just pushing the shark away, it’s a very hard struggle. Hemingway wants the reader to sympathize with the old man and fully understand what he is going through.
- A: Okay, thank you.
- B: No worries.

## Dialogue 2

- A: I’m a little bit confused. It says, “my fish bleeds again and there will be others”. What is the link between the bleeding fish and the “others”?
- B: So, Hemingway wants the reader to understand what attracted the shark in the first place: it actually came to the boat because he could smell that the fish was bleeding. And now, the fish is bleeding even more heavily, so there’s a higher chance that there will be more sharks coming. When Hemingway says “my fish bleeds again and there will be others”, he stresses that the danger isn’t over.
- A: But why is the old man so worried?
- B: Well, the old man managed to defend himself against the shark, but he lost his spear in the fight. Next time, there could be more than one shark—Hemingway uses the plural form “others”—so it could be even more dangerous. Also, the first shark ripped off a large chunk of the fish: it says, “He took about forty pounds”. This is a big problem, because the old man needs to sell the fish to make a living. Hemingway also writes that, “when the shark hit the fish, it was as though he himself were hit”. This shows how valuable and important the fish is to the old man.
- A: So why is this not explained more clearly in the story?
- B: Well, Hemingway’s writing style allows the readers to use their imagination and makes them think about what Hemingway wants to portray. A short, quick sentence like, “my fish bleeds again and there will be others” is an effective way of showing how dangerous this situation is. When it just cuts off at “others”, you really think, “this man is in danger, and his struggles aren’t over”.

A: I see, thank you.

B: No worries.

### Dialogue 3

A: When Hemingway writes, "But man is not made for defeat", does he want to show the determination of the old man, and also the determination of human beings in general?

B: Well done! That's exactly right! Hemingway really wants to show the reader that we will not wilt in the face of pressure, we will not crumble. Our belief in ourselves is strong, and we're very stubborn. By using the phrase "man is not made for defeat", he tells us that human beings will persevere, no matter what.

A: But I don't understand why he wrote, "but man is not made for defeat" and not "but a man is not made for defeat".

B: Well, when Hemingway says "man", he's not referring to any individual human being. Instead, he's referring to humanity as a whole, and so, he implies that human beings always persevere, even though we may struggle for countless years, or countless lifetimes. People will always try to find a way to overcome the problems they are faced with.

A: But then, in the next sentence, Hemingway writes, "A man can be destroyed, but not defeated." Why did he use "a man" and not just "man"?

B: Well, because then, Hemingway is talking about the man in the story—he's actually talking about one individual. When he says "a man can be destroyed", he means that his body may fail him; however, "but not defeated" means that he will constantly strive for success. In this story, it means getting back alive with the fish—with as much of the fish as he can manage. In a deeper sense, you cannot be defeated in your will and determination.

A: Okay, I understand now. Thank you!

B: No worries.

### Dialogue 4

A: In this section, Hemingway writes, "But I was more intelligent than he was. Perhaps not, he thought. Perhaps I was only better armed." To me, that sounds like he's contradicting himself ...

B: Yes, exactly. The thing I'd like to highlight here is "perhaps not". It is a complete contradiction. In the first sentence, it sounds as if he had the upper hand, but then he doubts himself: "Oh, maybe not. Maybe I only won because I had the spear."

- A: But when he says, "Perhaps not, he thought. Perhaps I was only better armed", it sounds to me like the old man is losing hope.
- B: Well, it really does seem that way. I think what we need to keep in mind here is the fact that he was better armed, but now he has lost his spear. The old man thinks that he only managed to win because of the spear—it allowed him to attack the shark without getting in the water. Now he doesn't have that, so he's beginning to lose hope. And now—this is quite a good bit of writing from Hemingway—the reader is left with a cliffhanger: just like the old man, we're unsure of what is going to happen. We don't know how this story will end, and this creates a feeling of suspense, which gets the reader involved in the storytelling.
- A: Okay, I see. Thank you.
- B: No worries.

## Listening audio scripts

**Presenter:** In last week's programme, we saw how far humans have come since they lived in caves and hunted for their food. Today we're asking: what is the single greatest achievement in human history? Here are some of the answers.

**Speaker A:** Our greatest achievement, for me, was the moon landing in 1969. It proves that humans can rise to a challenge, any challenge. Even travelling 384,000 km through space to walk on the moon is possible if we put our minds to it. There were so many problems to solve: getting a heavy spaceship out of the Earth's atmosphere; supporting human life in space, where there's no air to breathe; landing safely on the moon ... and most difficult of all, getting the astronauts home again safely. But there was a huge team of brilliant people, and together they found a way to achieve their goal. It was just fantastic.

**Speaker B:** In my opinion, it has to be writing. The reason is, with writing we have the ability to tell other people about the things that we've discovered—even people who we've never met. Books, and now the writing on the Internet, allow us to learn from the great minds of the past. Take the ancient Greek Archimedes for example—no one was very interested in his mathematical work in his own lifetime, but because he could write, mathematicians hundreds of years later could take advantage of his ideas. Basically, if we didn't have writing, we wouldn't have any of the clever technology that exists today.

**Speaker C:** Medicine, in my view, is our greatest achievement. I say that because, well, I mean, without medicine most of the people you know would probably be dead from some terrible disease. Did you know, in 19th century England, 50% of all babies died before they were one year old? You might say computers are more important and have changed the world more than medicine, but people can't invent new technology if they're already dead!

**Speaker D:** Our greatest achievement? That's easy. It's pizza. Don't laugh. I'm serious. Think about it. Humans had to make a lot of progress before they could cook a pizza. You know ... they had to learn about fire. They had to start farming and growing wheat. They had to learn how to get milk out of a cow and make cheese with it. And after that, after they'd found a way to do all those things, they had to invent the perfect meal. And believe me, pizza is the perfect meal, at least for me.

## Video scripts

### Top spin

**Narrator:** Ariel ...

**Ariel:** It's my first national title ... and it's my biggest trophy too.

**Narrator:** Michael ...

**Franck Raharinosa:** Michael has got a very unique style. And he attacks everything—I mean he's really fun to watch.

**Narrator:** and Lily ...

**Lily:** I can't imagine, like, not playing table tennis.

**Narrator:** ... are all teenage table tennis champions. They represent the US in international table tennis tournaments. To be this good, this young, takes sacrifice from all the family. Ariel's dad has quit his job to coach Ariel full-time.

**Ariel:** My dad's given up his job. I know that he can do so much right now but he's here with me. Now it's not just me but it's my entire family sacrificing for me.

**Narrator:** To be a champion in an individual sport like table tennis can be lonely.

- Ariel:** I sometimes wish table tennis was like a team sport. You know, you see on TV all the people on a team and you see when they win together, they're happy together and they lose they're sad together. And that's when I realize that table tennis is a lonely sport sometimes.
- Narrator:** For Lily, it's important to play table tennis and spend time with her friends. Her friends think it's an unusual sport, but they are impressed by her dedication to it.
- Emily:** Oh, I first met her in 6th grade. They were like, "Oh yeah, this is Lily and she plays table tennis." And I was like, "OK, that's kind of unusual!"
- Narrator:** Lily also wants to do really well at school.
- Emily:** She's always gone, and missing school and at practice, like seven days a week, and she's still in harder classes than me and gets better grades than me so I'm just like, "I don't know how you do it."
- Narrator:** Michael is so dedicated to table tennis that he doesn't go to school—he studies from home, which gives him more time to train. Sometimes, Michael even travels to China to practise. The coaches there encourage their students to train for 12 hours a day. Even though Michael is one of the best players in the United States, he is average compared to the top Chinese players. Michael, Ariel, and Lily have made it to the top of their sport in the US through a combination of talent, sacrifice, mental toughness and supportive parents. If they keep improving, they may even be able to win a medal at the Olympic Games—something that might inspire more young people in the US to play table tennis.

## 附录 2：各单元语篇参考译文

### Unit 1 No limits

#### Reading and interaction

##### 要怪，就怪你的大脑

有这样一个事实：许多青少年比儿童和成人更容易去冒险。这是为什么呢？看看最新的研究成果，想想你能做些什么。

###### “哇”因素

你坐过过山车吗？你下来时感觉如何？你觉得激动、震撼吗？这就是“哇”因素：一种我们冒险后获得的快感。科学家了解到，人的大脑里有一种叫多巴胺的化学物质，它能引起这种快感。多巴胺和你有什么关系呢？有些科学家认为青少年的多巴胺水平有时候比儿童的低，这意味着一些青少年可能需要通过更多的冒险才能获得同样的快感。

###### “我就想这么做”

你曾经不计后果做过危险或可怕的事情吗？当一位成年人问一位少年：“当你这么做时，你在想什么？”一个常见的回答是：“我就想这么做。”其实这个问题没有问到点子上，因为这位少年可能当时压根就没有动脑子！这位少年并不打算去冒险，只是“顺其自然”而已。几年前，科学家有了一个惊人的发现：青少年的大脑发育要经历许多生理变化，大脑的某些部位比其他部位要发育得晚。最晚发育成熟的部位是额叶皮层。这个脑区可以让我们做一些诸如控制情绪和正确决策的事情。

###### 来自朋友的压力

你曾经通过冒险来让你的朋友对你刮目相看么？其实，即便平时不太喜欢冒险的青少年也有可能突然做出一些危险的事情来，因为他们想炫耀或显得合群。如果你看一看统计数据，就会发现男孩通常比女孩更有可能去冒险，这也许是因为他们不想在朋友面前丢面子——不过女孩也同样不喜欢丢面子。男孩比女孩更有可能不系安全带、更有可能争吵或打架、更有可能抽烟喝酒。但是，冒险真的是赢得他人尊重、引起他人注意和讨别人喜欢的最好方式吗？

###### 你能做的事

目前还没有简单的解决办法，但你需要做出正确的选择并保持独立，千万不要被朋友所裹胁。你可以通过许多其他令人兴奋的方式来增加你的多巴胺。过山车、滑板和冲浪都会带

给你同样的快感。此外，如果你现在已经 17 岁左右了，你就不必再担心了，因为你的大脑已经发育成熟，你可以更容易地做出明智的决定。你能够到如今的水平，这已经是个了不起的成就了——你很棒！

## Cultural focus

### 目击者的故事：斯科特小屋

布里特·哈丁是一位科学家，她在南极洲已经待了五个星期。她如今正在一个叫斯科特小屋的木屋里工作，从事木屋的保护工作。1911 年，英国探险家罗伯特·斯科特队长将此作为南极探险的基地。

“南极地区是世界上最干燥、最寒冷和风最大的大陆。这儿一年中有六个月见不到太阳，除了企鹅，这里的动物不多。这里没有像因纽特人那样的土著居民，也没有游客来此逗留探索。这很容易理解，这里不是最好的生活和工作之地。自周一以来，气温一直在 -73℃。此刻，寒冷彻骨！”

我每天都去罗斯岛和其他科学家一起在斯科特小屋里工作。小屋里面有书籍、木雪橇、饼干、企鹅蛋和许多其他有趣的东西。这些东西静静地躺在这里已经有一百年了，它们完全冻住了。这就是为什么我们要拯救这个小屋——它复现了当年斯科特的探险场景！

南极角逐是一个非常著名的故事。斯科特队长和一位名叫罗尔德·阿曼德森的挪威探险家都想第一个到达南极。他们都准备了好几个月，但他们选择到达终点的策略却大相径庭：阿曼德森用狗拉雪橇，而斯科特用机动雪橇和马。阿曼德森探险期间的天气很好，但斯科特却遭遇了恶劣的天气。1911 年 11 月 1 日，斯科特的科考队从小屋出发，路上遭遇了可怕的暴风雪，雪橇坏了。几周后，马也死了，队伍中大部分人只能折返。最后，只剩五个人继续向南极行进，他们是：斯科特、奥茨、埃文斯、鲍尔斯和威尔逊。

1912 年 1 月 17 日，斯科特的科考队到达南极时，看到了插在那里的挪威国旗——阿曼德森的队伍已捷足先登，并且正急忙赶回去向世人宣告他们第一个到达了南极。斯科特的探险队疲惫不堪，垂头丧气地踏上了归途。由于在暴风雪中迷路，粮食断绝，他们最终没有能够活下来。

在斯科特的小屋里，有一双探险家斯科特穿过的旧靴子。这双靴子他穿了好几年，靴子虽然又脏又破，却蕴含着特殊的含义。它向我们讲述了斯科特的故事：他勤勉刻苦、雄心勃勃、百折不挠，勇于挑战自我。虽然他在南极探险中没有抢得第一，但斯科特从未放弃，这是一项了不起的壮举。”

## Unit 2 Roads to education

### Reading and interaction

#### 一个教育实验

昨天晚上最好看的电视节目是一部关于教育的全新电视系列片的第一集，这个电视系列片是在一个农场拍摄的，但这个农场不是用来饲养动物的，而是用来教育孩子的。农场被改建成一所学校，一群“困难”学生在那里学习。学生待在那里的两周内，有一位老师试图给他们上课。

这个班上共有 16 名学生，男女都有，年龄为 13 岁和 14 岁，他们都至少被学校开除过一次。他们之前的老师说他们是“不可教的”；根据他们在昨晚节目中的表现，不难看出原因。和这个班打交道的老师是 40 岁的菲利普·比德尔。在从事教育工作之前，比德尔先生是摇滚乐队里的一名乐手。八年前，他放弃音乐，成为了一名教师。在他工作的第一所学校，他帮助他的学生们取得了该校历史上最好的英语成绩。他由此被评为年度最佳教师。

在昨晚的节目中，我们看到了学生和比德尔先生上的第一节课。一开始，比德尔先生和学生玩起了游戏。游戏中，他和学生们轮流说一些好笑的话。这个游戏听起来可能没什么教育意义，但吸引了所有学生的注意力。之后，比德尔先生带着他的班级到室外去上英语课。在之前的学校里，大多数学生拒绝在他们的同学面前朗读，所以比德尔先生带他们到地里给几头牛朗读。每个学生都对着牛读了莎士比亚戏剧中的一段话，他们似乎很喜欢这个活动。在下一个场景中，比德尔先生把他们带到另一块地里，通过另一个游戏教他们基本的标点符号。他让学生们跳来跳去，拍着手并大声叫喊，“问号！”“分号！”似乎每个学生都喜欢这种奇特的学习方式。到这一集结尾时，学生们确实开始接受他们的新老师。有些人甚至说他“还不错”。

我真的很喜欢这个节目，因为老师对学生产生了如此积极的影响。如果你也和我一样对这个教育实验着迷，你会想要看完整部电视系列片。就我个人而言，我迫不及待地想看看接下来会发生什么！

## Cultural focus

### 地理课

布赖恩·帕顿(1946—)

1

老师告诉我们，有一天他会远航  
横渡温暖的蓝色海洋  
去往他从地图上知道的地方，  
那是他一生的渴望和向往。

2

他住的房子狭窄阴暗  
但他一直充满想象  
想象着满墙的芬芳茉莉，  
还有橘子树上的葱郁绿叶。

3

他说，他想去的地方，  
绝不会阴冷无趣。  
但我不知他为何从未远航，  
从未挣脱学校的羁绊。

4

最后一个学期当中  
他病了，再也没有回来。  
他从未到达地图上标注的那个地方，  
那里长满绿叶葱葱的橘子树。

5

新绘制的地图挂到教室的墙上；  
他的名字和身影渐渐被淡忘。  
但他不知道他教给我们的一课  
一直萦绕在我的心里。

6

我来到绿叶灼灼的地方，  
来到了海水清澈湛蓝的地方，  
来到老师让我心驰神往的地方——  
尽管他并不知道。

## Unit 3 Progress?

### Reading and interaction

#### 走向全球

我出生那天，世界人口达到了 50 亿。那是在 1987 年的印度尼西亚，我父母很惊讶地球上这么多人。然而，自那以后，人口继续以惊人的速度增长。2011 年 10 月，第 70 亿个婴儿出生，专家预测到本世纪末世界人口将达到 100 亿。

很难想象 70 亿这么大的数字。如果你每秒对不同的人说“你好”，你要花 222 年才能和地球上所有人都打一遍招呼。如果 70 亿人手拉手形成一条人链，这条链子可以往返月球 9 次。

人口的增长是惊人的。两百多万年以来，人类四处迁徙，寻找植物作为食物，猎杀动物作为肉食。就在一万年前，农业出现了。当时，世界上只有大约 500 万人口，但这个数字很快翻了一番。1805 年，人口达到了 10 亿，从那以后又增长了“7 倍”。专家们认为，现在生活在地球上的人数大约占所有在地球上生活过的总人数的 6%。

人类人口从未如此之多，但在某些方面，地球似乎正变得越来越小。过去，人们从欧洲到印度尼西亚要在海上航行数月，现在只需要坐几个小时飞机就能到了。一百年前，当你到另一个国家时，你看到的是不熟悉的服饰式样和建筑风格，发现的是一种完全不同的文化。而今天，许多地方的服饰和新建筑非常相似，人们喜欢同样的体育运动、音乐、电影和电视节目。我们从大型跨国公司购买同样的产品——智能手机、汉堡和 T 恤衫。我们虽然生活在不同的大陆，但在很大程度上正过着同样的生活。

甚至我们使用的语言也变得越来越全球化。目前在使用的语言大约有七千种，但该数量正在迅速减少。我成长于一个小村庄，那里的人们都讲当地的一种方言巴拉斯语。然而现在，我和村子里的大多数年轻人一样，住在首都雅加达，讲印尼语，只有住在乡下的老年人还在讲当地方言。因此，巴拉斯语正在面临消亡的威胁，世界各地许多语言也是如此。专家认为，到本世纪末，现存语言的数量将减半至仅剩 3 500 种。

人类将何去何从？将来会不会有那么一天，地球上数十亿人都只说一种语言，没有文化差异，所有人都活成了一个样？如果这真的发生了，或许地球会更加和平。但我必须承认，在某种程度上，这个想法是相当令人失望的。我宁愿相信，随着人口的增长，我们要颂扬的不是人类的相似性，而是那种奇妙的差异性。

## Cultural focus

### 关于英语你需要知道的一切

如果你在世界各地旅行，除了母语之外，只有时间学习一种语言，你会选择哪一种语言？当然是英语啦！

如果你只想和说母语的人交流，那汉语肯定是一个更好的选择。超过 12 亿人以汉语为第一语言，而说英语的人不到 4 亿。然而，如果你不在中国，英语会很有帮助。你通常可以在世界各地的主要旅游景点和机场找到英文翻译。如果你需要上网查资料，英语也很有用，因为大约有 56% 的网页都是英文的。更重要的是，有超过 50 个国家的官方语言是英语，这些国家的面积加起来占了地球上陆地面积的 28% 以上。

约 15 亿人说英语，约占世界人口总数的 20%。这包括以英语为母语的人，那些生活在以英语为官方语言的国家、讲流利英语的人，例如印度、尼日利亚和新加坡，以及那些在学校里将英语作为外语学习的人。

公元五世纪时，一些人从德国和丹麦成批地来到英国，现在我们称他们为盎格鲁-撒克逊人，由此，英语从他们所说的不同类型的日耳曼语发展起来。后来到了 11 世纪，来自法国北部的诺曼人控制了英格兰，大约 1 万个法语词汇也就成为了英语语言的一部分。英语还从拉丁语中吸收了大量词汇，部分词汇借鉴了古希腊语和其他一些语言。

17 世纪时，很多英国人去北美洲定居，随后去到澳大利亚、新西兰和南非，英语随之逐步传遍世界。英国人还掌控了亚洲、加勒比海和非洲的部分地区，迫使那里的人也学习英语。到了 20 世纪，世界各地的人们希望能在贸易、教育和科学等广泛的领域相互交流思想，英语因此继续得到普及。

如今，世界上越来越多的学校将英语作为主要语言课程，因为人们相信流利的英语对他们至关重要。它有助于人们和不同国家的人交往、做朋友，能带来更多的学习机会，帮助人们进一步提升技能。至少在本世纪，英语作为一种全球性语言将会继续存在。

## Unit 4 Achievements

### Reading and interaction

#### 老人与海

《老人与海》是海明威最著名的作品之一。它讲述了一位名叫圣地亚哥的老人出海捕鱼

的故事。故事发生的这一时刻，是老人经历了 84 天的一无所获后，终于抓到了一条大鱼的时候。由于这条鱼太大了，小船装不下，老人就把它绑在船边。然而，因为大鱼伤口上的血可能会吸引鲨鱼，所以他知道在回家的路上将面临许多危险。这条鱼很可能会成为鲨鱼攻击的目标。

这篇文章开始于一条大鲨鱼接近大鱼的时刻。老人能在鲨鱼的袭击中幸存下来吗？他能不能击退嗜血的鲨鱼？读课文并找出答案吧。

老人注视着鲨鱼逼近，抽空朝大鱼望了一眼。他想，我没办法阻止鲨鱼的攻击，但也许我可以制服它。

鲨鱼迅速靠近船尾，在袭击大鱼的时候，老人见它张开大嘴，眼睛怪怪的，尖利的牙齿咔嚓一声插进鱼尾上方的鱼肉。他可以听见鲨鱼撕开大鱼皮肉的声音。他把鱼叉猛地往下刺向鲨鱼头部，插进两眼之间那条线与从鼻子笔直通到脑后的那条线的交叉点上。其实那些线是不存在的。有的只是厚重尖利的蓝色脑袋，巨大的眼睛和能吞噬一切的嘴巴。不过那是鱼脑所在，老人刺中了这个地方。老人用他湿漉漉、血淋淋的双手使出全身力气，把鱼叉结结实实地刺了进去。刺的时候，他不抱任何希望，却带着决心和十足的恨意。

鲨鱼翻过身来，老人看见它的眼睛已经没有了生气，随后它又翻了个身，裹了两圈绳索。老人知道鲨鱼已经死了，但它不愿接受死亡。接着，鲨鱼肚皮朝天，甩动着尾巴，嘴巴开开合合，像一艘快艇似的破浪前进。尾巴击水的地方泛起了白色的浪花，绳索崩断了，鲨鱼四分之三的身体露出了水面。鲨鱼在那静静地躺了一会儿，老人注视着它，随后它慢慢地沉了下去。“它撕掉了近四十磅肉，”老人大声说。还带走了我的鱼叉和全部绳索，老人想，现在我的大鱼又在淌血了，还会有其他鲨鱼来袭。他不想再看大鱼了，因为它已经被咬得不成样子了。鱼受到袭击时，仿佛他自己受到了袭击。不过，我杀死了咬我大鱼的鲨鱼，他想。它是他这辈子见过的最大的鲨鱼。他也算是见过大鲨鱼的人了。好景不长，他想，我现在真希望这只是一个梦，希望我根本没有钓到过这条鱼。

“但人并不是为失败而生的，”他说。“一个人可以被毁灭，但是永远不能被打败。”不过我很难过，我杀了这条鱼，他想。现在困难的时刻即将来临，而我连把鱼叉都没有。鲨鱼残忍、能干、强壮而聪明。但我比它更聪明，又或许不是这样，也许我只是比它多了武器吧。

## Cultural focus

### 一个错误的开始

许多成功人士都是从失败起步的。下面列举了其中最著名的三位。

### 充满好奇心的大器晚成者

阿尔伯特·爱因斯坦也许是有史以来最聪明的人之一。然而，过去人们可不这么想。爱因斯坦直到四岁才开口说话，七岁才开始识字。他的老师说他有学习障碍，最终他被学校开除了。但是后来，爱因斯坦成了 20 世纪最重要的物理学家之一，并于 1921 年获得了诺贝尔奖。

### 他没有等到成功

荷兰画家文森特·梵高是世界上最不走运的艺术家之一。在他的一生中，只有一个人从他那里买了一幅画，而且那个人还是他的朋友，买下那幅画没花多少钱。然而，梵高一直坚持继续他的工作，在世期间创作了八百多幅画。如今，你可以在世界最著名的艺术博物馆里看到梵高的美丽画作，且这些画作的售价相当高昂。

### 努力很重要

华罗庚（1910–1985）是中国最伟大的数学家之一，但他的起步同样不易：他的家庭不太富裕，所以他没钱完成学业。然而，华罗庚在上学时得到了一位敬业的老师的帮助。他热爱数学，学习非常刻苦，最终在全国珠算竞赛中获胜。

随后发生了一件可怕的事情：由于一场严重的疾病，他的左腿永久瘫痪了。尽管遭遇了严重的挫折，华罗庚依然坚持自学，不断发展自己的才能。由于他在一篇重要的数学论文中发现了一个错误，他收到了清华大学的任职邀请，后来发生的事情就众所周知了。

## 附录 3：教学活动任务单

### Unit 1 No limits

#### Reading and interaction

##### Worksheet 1

Watch, listen and take notes of the dialogue between the teacher and student X. Try to remember their dialogue and write it down.

##### Sentence 1 (Example)

Teacher: What strategy is used in sentence 1?

Student: \_\_\_\_\_  
\_\_\_\_\_

Teacher: \_\_\_\_\_  
\_\_\_\_\_

Student: \_\_\_\_\_  
\_\_\_\_\_





## Worksheet 2

Move around the class and ask at least three classmates for explanations. Select the most reasonable explanation and report it to the class.

Deep reading	<i>What strategy / strategies does this sentence use?</i>
--------------	---

Sentences	Student 1	Student 2	Student 3
1			
2			
3			
4			





## Worksheet 3

Listen to a dialogue between two foreign students. Do you agree with their ideas? Why or why not? What have you learnt from their conversation?

Sentences	Do you agree?	Why or why not?
1		
2		
3		
4		





## Worksheet 4

Select the words and phrase below to complete the interpretations of the sentences in the Deep reading task on page 9 in your textbook.

directly some scientists believe dialogue implies some room  
likely may objectively apply comes question indicating

Sentences in the passage	My understanding
1 ... <b>some scientists</b> believe that dopamine levels <b>are</b> sometimes lower in teenagers than they are in children.	Several language strategies are used in this sentence. First, the writer uses the present tense and "(1) _____" to indicate that the information is correct enough to be true. But at the same time, the writer uses "(2) _____" before "scientists" to make it known that not all scientists believe this information is reliable. This way, the writer leaves (3) _____ for reasonable doubt.
2 Even teenagers who are not usually big risk-takers <b>may</b> suddenly do something dangerous because they want to show off or fit in.	The modal verb "(4) _____" in the sentence is used to modify the tone of the statement, (5) _____ that it is possible for teens who are low risk-takers to suddenly change their behaviour and do something dangerous. By using "may", the statement more (6) _____ reflects a possible situation.
3 Boys are more <b>likely</b> not to wear seat belts, more <b>likely</b> to get into an argument or a fight, and more <b>likely</b> to smoke and drink.	The adjective "(7) _____" helps the writer draw attention to the differences between boys and girls when it (8) _____ to taking risks. However, it also shows that this does not (9) _____ to all boys or girls.
4 <b>But is taking risks really the best way to get people to respect, notice and like you?</b>	The writer uses a(n) (10) _____ because she wants the reader to join in a(n) (11) _____ with her and to think about an answer for himself / herself. The writer uses the second-person pronoun "you" to let the reader know she is speaking (12) _____ to him / her. It (13) _____ that the reader should think about this question and judge for himself / herself.





## Unit 2 Roads to education

### Reading and interaction

#### Worksheet 1

Watch, listen and take notes of the dialogue between the teacher and student X. Try to remember their dialogue and write it down.

Sentence 1 (Example)

Teacher: \_\_\_\_\_, how did the children behave and why were they “unteachable”?

Student: \_\_\_\_\_  
\_\_\_\_\_

Teacher: \_\_\_\_\_  
\_\_\_\_\_

Student: \_\_\_\_\_  
\_\_\_\_\_





## Worksheet 2

**Role-play**

One of you is Mr Beadle and the other is a reporter from a newspaper. "Mr Beadle" should answer the reporter's questions on his teaching methods.

No.	Questions (reporter)	Answers (Mr Beadle)
1		
2		
3		
4		





## Worksheet 3

Listen to a dialogue between two foreign students. Do you agree with their ideas? Why or why not? What have you learnt from their conversation?

Sentences	Do you agree?	Why or why not?
1		
2		
3		
4		





## Worksheet 4

Select the words and phrases below to complete the responses to the questions of the **Deep reading** task on page 27 in your textbook.

more a difficult time what must have behaved Saying The students might with By inattentive ways experienced effectively a fun activity

Sentences in the passage	My understanding
<p>1 ... they were “unteachable” and, judging by their behaviour on the programme last night, it isn’t hard to see why.  <b>Guiding question:</b> How did the children behave and why were they “unteachable”?</p>	<p>I think the “unteachable” students (1) _____ poorly. They may have been noisy, (2) _____, uninterested, uncooperative or even asleep in class. They were “unteachable” because they must have given the teacher (3) _____ when he tried to tell them (4) _____ his new school on the farm would be like.</p>
<p>2 He started by playing a game, where he and the students took turns saying something funny. This might not sound very educational, but it caught everyone’s attention.  <b>Guiding questions:</b> Why did saying “something funny” get the attention of all the students? What might have happened in the class?</p>	<p>(5) _____ something funny is usually not allowed at school, so the students (6) _____ have thought the class was different. (7) _____ doing this, the teacher got the students to pay attention.</p>
<p>3 ... so Mr Beadle took them to a field to read to some cows. Each student read a brief quote from a Shakespeare play to them, and the students seemed to enjoy it.  <b>Guiding question:</b> Why did the students seem to enjoy it?</p>	<p>(8) _____ enjoyed it because they liked Mr Beadle’s creative way of teaching. Mr Beadle taught the students Shakespeare in (9) _____ they had never (10) _____ before. Therefore, they became interested and tried to do their best in the activity.</p>
<p>4 In the next scene, Mr Beadle took them to another field to teach them basic punctuation. He did this through another game where he asked the students to jump around, clap their hands and shout, “question mark!” and “semicolon!”  <b>Guiding questions:</b> Would the students learn the punctuation marks such as question marks and semicolons effectively in this way? Why?</p>	<p>The students would learn to use punctuation marks (11) _____ because Mr Beadle turned the learning task into (12) _____ in which the students were encouraged to shout and jump. This was in line (13) _____ the nature of children and (14) _____ importantly, made learning less difficult in a natural way.</p>





## Worksheet 5

List the advantages and disadvantages of watching historical documentaries.

<b>Watching historical documentaries</b>	
<b>Advantages</b>	<b>Disadvantages</b>
Interesting, detailed explanation	Takes a lot of time





## Unit 3 Progress?

### Reading and interaction

#### Worksheet 1

Watch, listen and take notes of the dialogue between the teacher and student X. Try to remember their dialogue and write it down.

Deep reading	<i>How does the writer make his argument?</i>
--------------	---

Sentence 1 (Example)

Teacher: \_\_\_\_\_, why does the writer mention the imagined situation?

Student: \_\_\_\_\_

\_\_\_\_\_

Teacher: \_\_\_\_\_

\_\_\_\_\_

Student: \_\_\_\_\_

\_\_\_\_\_





## Worksheet 2

Move around the class and ask at least three classmates for explanations. Select the most reasonable explanation and report it to the class.

Deep reading	<i>How does the writer make his argument?</i>
--------------	---

Sentences	Student 1	Student 2	Student 3
1			
2			
3			
4			





## Worksheet 3

Listen to a dialogue between two foreign students. Do you agree with their ideas? Why or why not? What have you learnt from their conversation?

Sentences	Do you agree?	Why or why not?
1		
2		
3		
4		





## Worksheet 4

Select the words below to complete the responses to the questions of the Deep reading task on page 45 in your textbook . There is one that you do not need.

regularly	dying	population	result	contrast	how	call	advances	disappearing
-----------	-------	------------	--------	----------	-----	------	----------	--------------

Sentences in the passage	My explanations
<p><b>1 If you said "hello" to a different person every second, it would take you 222 years to greet everyone on the planet.</b>  <b>Guiding question:</b> Why does the writer mention the imagined situation?</p>	<p>The writer mentions the imagined situation to make it easier for the readers to understand how big the (1) _____ is.</p>
<p><b>2 In the past, travellers from Europe to Indonesia spent months at sea. Now you just have to sit on a plane for a few hours.</b>  <b>Guiding question:</b> What is the writer's purpose of contrasting travel in the past with that in modern times?</p>	<p>The writer uses (2) _____ here to show that the planet seems to be getting smaller as a(n) (3) _____ of the development of faster / quicker transportation. It also shows how (4) _____ in technology have made travel more convenient.</p>
<p><b>3 I grew up in a small village where everyone spoke Baras, one of Indonesia's local languages. ... The only regular Baras speakers at present are the older people who have stayed in the country, ...</b>  <b>Guiding question:</b> What does the writer imply about the Baras language?</p>	<p>The writer implies that Baras is (5) _____ because fewer young people are speaking it at present, and it is the older generations who are (6) _____ speaking the language in his small village. This is an example to show how globalization can cause problems for local languages.</p>
<p><b>4 Where will it stop? Will there be a time in the future when Earth's billions all speak just one language, and there are no cultural differences to divide us?</b>  <b>Guiding question:</b> What is the writer's purpose for raising these questions?</p>	<p>The questions show that the writer is worried about languages dying and cultural differences (7) _____. The writer asks these questions to (8) _____ readers' attention to these problems.</p>





## Unit 4 Achievements

### Reading and interaction

#### Worksheet 1

Watch, listen and take notes of the dialogue between the teacher and student X. Try to remember their dialogue and write it down.

Sentence 1 (Example)

Teacher: \_\_\_\_\_, what does "it" refer to? Why does Hemingway use "would" when he talks about the shark?

Student: \_\_\_\_\_  
\_\_\_\_\_

Teacher: \_\_\_\_\_  
\_\_\_\_\_

Student: \_\_\_\_\_  
\_\_\_\_\_





## Worksheet 2

Listen to a dialogue between two foreign students. Do you agree with their ideas? Why or why not? What have you learnt from their conversation?

Sentences	Do you agree?	Why or why not?
1		
2		
3		
4		





## Worksheet 3

Select the words below to complete the responses to the questions of the Deep reading task on page 63 in your textbook. There is one that you do not need.

relationship	willing	sure	survive	defeat	destroy
suggests	powerful	humanity	determination	narrow	

Sentences in the passage	My interpretations
<p>1 The old man knew that he was dead but the shark would not accept it.  <b>Guiding questions:</b> What does “it” refer to? Why does Hemingway use “would” when he talks about the shark?</p>	<p>It “refers” to the shark’s death. The word “would” here is used to express a strong desire: the shark was not (1) _____ to give in to death. It struggled hard before it finally died. This sentence also tells us that it was not easy for the old man to kill the shark because it was such a (2) _____ animal.</p>
<p>2 ... my fish bleeds again and there will be others.  <b>Guiding question:</b> What is the relationship between “my fish bleeds again” and “there will be others”?</p>	<p>In my view, the relationship between these sentences is that the blood from the wounds of the fish would attract more sharks. This (3) _____ that he knew there would be more attacks and fights on his journey home.</p>
<p>3 But man is not made for defeat.  <b>Guiding questions:</b> What does it say about the old man’s attitude towards life? What does it say about humanity in general?</p>	<p>The old man was brave and determined in the face of danger. He knew the shark could (4) _____ his body, but it would not (5) _____ his spirit. The writer shows a positive attitude towards life and a strong (6) _____ to overcome difficulties, which can be found in (7) _____ in general.</p>
<p>4 But I was more intelligent than he was. Perhaps not, he thought. Perhaps I was only better armed.  <b>Guiding questions:</b> What did the old man mean by “perhaps not”? Do you agree that he won only because he was better armed?</p>	<p>In my view, the sentence implies the old man felt he had a (8) _____ escape. He was not (9) _____ whether he could (10) _____ any other upcoming danger. I don’t agree. I think he won because he had a strong will and was determined not to be defeated.</p>





## Mini-project

### Worksheet 4

1. Choose one problem you once experienced and share with your group members. The following ones might help you.
  - Feeling shy to speak in class
  - Making a speech in English
  - Working on a difficult maths problem
  - Working on a team project
  - Running for class monitor
  - Doing volunteer work
  - Cooking at home
  - Getting lost in the city centre
2. Share your experience and explore the following aspects.
  - What problem did you experience?
  - What did you feel at that time?
  - Did anyone help you?
  - What did you do to solve the problem?
  - How did you feel afterwards?
3. Vote for the one you like best, and give comments.
4. Share with the class.





## 附录 4:《普通高中教科书 英语练习部分 必修 第二册》参考答案和听力文本

### Unit 1 No limits

#### A Vocabulary

- 1 (1) amazing (2) limit (3) respect (4) make (5) independent (6) survived  
(7) frightening (8) common
- 2 (1) came across (2) stopped off (3) broke down  
(4) will set out / are going to set out (5) turned back  
(6) took over (7) Eat up (8) fit in
- 3 (1) brave (2) realize (3) successful (4) understanding (5) record  
(6) walks (7) experiments (8) won (9) trained (10) model
- 4 (1) decided (2) impression (3) encouragement (4) planning (5) argument  
(6) developed (7) solution (8) enjoyed
- 5 (1) Doing physical exercise can relieve mental pressure.  
(2) He never thought about the consequences of his actions.  
(3) Some teenagers take risks to get / draw other people's attention and earn respect.  
(4) We must learn to think independently, or we'll get pushed into doing things.  
(5) Do you know why teenagers are more likely to get into arguments than adults?  
(6) A brave young person risked his / her life to save the drowning child.  
(7) Although they failed, they never gave up, and their hard work and determination have really inspired us.
- 6 (Answer for reference)
- It seems that teenagers are more likely to take risks than people of other ages. When they take and survive a risk, they can get the "wow" factor and a feeling of pleasure. Scientists have done some research and the results show that teenagers' risk behaviour can be attributed to the lower level of dopamine, the later development of the frontal cortex and peer pressure. To avoid doing dangerous things like driving without wearing seat belts, getting into arguments, drinking and smoking, they can get their dopamine fix in other ways, such as doing sport and communicating with their friends or parents.

## B Grammar

- 1 (1) ... he promised to (come to my birthday party)  
(2) ... she decided not to (take part in the expedition to climb Mount Rainier)  
(3) ... I'd love to (have a swim in the sea)  
(4) ... but she won't (major in Law)  
(5) ... as much as he should (think of you)  
(6) ... I'm sure he will (travel to Europe on his own this summer)
- 2 (1) she will (2) Do you (3) I will (4) she is (5) she does (6) she won't

## C Listening and speaking

### Audio scripts:

**Josh:** Hey, Hannah, how was your vacation?

**Hannah:** Quite good. I had a wonderful time.

**Josh:** Where did you go?

**Hannah:** I went to Paris, London and Dublin.

**Josh:** Did you visit the Louvre and the Eiffel Tower in France?

**Hannah:** Yes, both were fantastic. Paris is such a beautiful city.

**Josh:** How about London?

**Hannah:** There's so much to see in London. We didn't have enough time to visit all the famous tourist attractions. We saw Tower Bridge, the London Eye and Buckingham Palace. Anyway, the British Museum is my favourite.

**Josh:** What did you see in the museum?

**Hannah:** There are millions of exhibits there, but the Chinese collections impressed me a lot.

**Josh:** That sounds great—China has such a long history, and its civilization is amazing. Your trip seems really cool. I hope I will someday have a chance to visit the museum. So your last stop was Dublin, right? Could you show me some photos from there?

**Hannah:** Sure. Here they are.

**Josh:** Look at this one. It's nice. Is it in Dublin?

**Hannah:** Yes. It's a photo of a St Patrick's Day concert.

**Josh:** St Patrick's Day?

**Hannah:** Yeah, it's a big celebration in Ireland on 17 March. There's usually a huge parade in the streets.

**Josh:** I've never celebrated St Patrick's Day, but it looks fun. Is that you in the middle of the picture?

**Hannah:** Yes, it is. That's my cousin on the left. My friends Liz and Dora are just behind us.

**Josh:** There are lots of people there. What are they waving?

**Hannah:** Oh, these are shamrocks. It's the symbol of Ireland.

**Josh:** That's interesting. Well, I bet you all had a good time.

**Hannah:** Yes, we did. It was amazing!

**1** (1) T (2) F (3) F (4) T

**2** (1) It's such a beautiful city.

(2) The British Museum.

(3) China has such a long history and its civilization is amazing.

(4) They hold concerts, and there's a big parade in the streets where people wave shamrocks.

**3** (1) the British Museum (2) on the left (3) behind them (4) fantastic (5) photo

(6) 17 March (7) happy / pleased / delighted (8) waving (9) had a good time

**4** (Answers will vary.)

## D Reading

**1** (1) Sir Ranulph was born into a wealthy, aristocratic family.

(2) He stayed in the army for almost eight years.

(3) They completed the trip by using only surface transport.

(4) He climbed Mount Qomolangma when he was 65.

(5) He lost parts of his fingers to frostbite.

(6) He finished seven marathons within a week.

**2** (1) C (2) F (3) D (4) G (5) A (6) E (7) B

**3** (1) Queen Elizabeth II

(2) became a soldier in the British Army

(3) the late 1960s

(4) few

(5) it was the first time a man or woman went across the continent by walking and skiing  
only

(6) heights

(7) his sledge and all his equipment fell through a hole in the ice and he had to pull  
everything out with his hands

(8) South America

## E Writing and viewing

1 (Answers will vary.)

2 (Answer for reference)

The video impressed me with Queenstown's history and its popularity with bungee jumpers. The history of Queenstown is fairly short. The settlement was established in the 19th century, and grew quickly during the gold rush. In recent years, the town has become a centre of tourism and is gaining popularity for extreme sports, especially bungee jumping. Brave tourists, men and women alike, usually jump off the Kawarau Bridge, which is a favourite spot. Every year, the town attracts over 300,000 jumpers from all over the world. It must be exciting and I look forward to trying it sometime in the future.

## Unit 2 Roads to education

### A Vocabulary

1 (1) in (2) of (3) from (4) about (5) with (6) for (7) on

2 (1) cheering for (2) called on (3) are crazy about (4) has given away / gave away  
(5) drop off (6) pay for

3 (1) anxious (2) failure (3) seems (4) hardly (5) look (6) to deal  
(7) understanding (8) encouraged (9) introduced (10) draw

4 (1) il, uneducated (2) in, wrong (3) im, damaged  
(4) im, rude (5) un, messy

5 (1) unusual (2) unsafe (3) irrational (4) impossible (5) unhappy  
(6) immature (7) irresponsible (8) immeasurable

6 (1) Judging from the students' performance in class, this English class was a great success.  
(2) The British teachers are amazed at the way the Chinese teachers teach Maths.  
(3) I can't wait to meet the Schoolteacher of the Year.  
(4) Like the other students, he seemed / seems to enjoy this special way of learning grammar.

(5) The converted gym can be used to hold / for holding all kinds of competitions.  
(6) Although they were considered "unteachable", the teacher didn't give up on them.  
(7) He longed to become the best performer in the talent show.

7 (Answer for reference)

The teacher I love the most is my chemistry teacher.

He graduated from Fudan University with a master's degree. He is in his thirties. He is tall and athletic with strong muscles. He is imposing with thick eyebrows, wide eyes and a straight nose. He is keen on fitness, tennis and karate, which makes him fit and energetic.

As a science teacher, he is organized and quick-minded. He is not only mild but also very patient with us. His class is always lively and interesting because he helps us by applying what we have learnt in class to real life.

We love the teacher. In our eyes, he is vigorous, cultured and knowledgeable.

## B Grammar

- 1 (2) The Great Wall, dating back to the Warring States Period, is a symbol of Chinese civilization.  
(3) The textbook, written nearly 20 years ago, needs rewriting.  
(4) The school rules, created ten years ago, ensure that the students are well-disciplined and good-mannered.  
(5) The scientists still haven't decided on a name for the planet discovered last week.  
(6) His excellent workmanship, developed over the past 20 years, helped him to stand out in the professional competition.
- 2 (1) known (2) studying (3) travelling (4) describing (5) established  
(6) spoiled / spoilt (7) considered (8) paid
- 3 (1) seen (2) crossing (3) wandering (4) to avoid (5) has been banned  
(6) estimated (7) endangered (8) resulting

## C Listening and speaking

### Audio scripts:

Tom: Hi, Rachel. What are you looking at?

Rachel: The sports clubs on the noticeboard. I really want to do more sport.

Tom: Me too. What's on?

Rachel: Well, there's basketball on Wednesdays and football night on Thursdays. How about joining the football club?

Tom: I don't know if I can. I have a part-time job on Thursday evenings.

Rachel: OK, well, I am going to try judo on Saturdays. You get very fit if you do judo. Why don't you come with me?

Tom: All right then. I usually help my parents with the household chores on Saturday mornings, but I am sure it'll be OK if I do the chores in the afternoon.

- Rachel: My dad's going to drive me to the judo classes. We'll give you a lift if you like.
- Tom: A lift? That'd be great, but are you sure?
- Rachel: Of course. Your house is on the way to school. It won't be a problem. But you'll have to buy the right clothes before Saturday. You'll need a judo shirt and a belt.
- Tom: Oh, right. Is it expensive?
- Rachel: I don't know. Actually, my older brother has judo clothes. He's your size. I'm sure he'll lend them to you. Do you want me to ask him?
- Tom: Yeah. That's really kind.
- Rachel: OK. I'll ask him this evening. It won't be a problem. He never does judo any more.
- Tom: Great! Right. I have to go into class now. I'll call you later.
- Rachel: Bye, Tom.
- 1 C  
2 (1) B (2) A (3) A (4) B (5) B  
3 (1) C (2) D (3) E (4) A  
4 (Answers will vary.)

## D Reading

- 1 (1) E (2) C (3) A (4) B (5) F  
2 (1) C (2) B (3) D (4) D (5) C (6) C  
3 B

## E Writing and viewing

- 1 (Answers will vary.)  
2 (Answer for reference)

After watching the video, I find many similarities between us and our American counterparts. Both of us have core subjects like maths, language, and science, as well as elective courses. Besides, we have student unions, similar to student councils in American high schools, which arrange various activities for students. Moreover, we can either have lunch at school canteens or bring our packed lunch.

There are also differences. While we have to take the Gaokao, which is the test on which college admission is based, our American counterparts take SATs. Another difference is that American schools may offer additional weekend classes for students who are preparing for the SATs; this is something that Chinese state schools do not generally offer.

## Unit 3 Progress?

### A Vocabulary

- 1 (1) C (2) A (3) C (4) B
- 2 (1) A (2) A (3) B (4) B (5) B (6) A (7) B
- 3 (1) country (2) second (3) present (4) end (5) way
- 4 (1) Population (2) Area (3) Currency (4) Time zones (5) History (6) Geography  
(7) Climate (8) Culture (9) Ethnic groups
- 5 (1) Most teenagers find it very difficult to run at an average rate of one kilometre every four minutes due to / for lack of exercise.  
(2) Many languages are disappearing at an alarming rate because of globalization.  
(3) Effective measures must be taken to prevent the local culture from disappearing.  
(4) Please contact us for details of language courses by email if necessary.  
(5) In the process of discussing the advantages of globalization, students share thoughts and exchange ideas.  
(6) Our school offers a wide range of activities for students to develop different skills.  
(7) Generally speaking, with a balanced diet and regular exercise, you can reduce your weight significantly.  
(8) Many parents are concerned whether their children can concentrate during online lessons.
- 6 (Answer for reference)

The chart illustrates how the global population grew from 1805 to 2020 and presents a forecast for population growth to 2100.

In general, the world population has exploded in the past 200 years and will probably continue to rise in the years ahead.

The numbers grew from 1 billion to 2 billion between 1805 and 1927, which took over 100 years; while in only 60 years, it reached 5 billion in 1987. From that year onward it went up steadily to 7.7 billion in 2020. However, a slowdown is projected for the next 80 years, as the number is estimated to be around 10 billion in 2100.

### B Grammar

- 1 (1) Having finished (2) Running (3) understanding (4) Having decided  
(5) Being (6) wanting
- 2 (1) Working (2) Looking fashionable and confident (3) coming into the shop

- (4) Having solved (5) Not wanting to lose
- 3 (1) Working in an art studio, Walter created ads for newspapers and magazines.
- (2) Not wanting to work for Universal Pictures because of a pay cut, Walter quit and then created Mickey Mouse afterwards.
- (3) Having been successful in animation, Walter was determined to create the biggest theme park.
- (4) Growing up in extremely difficult conditions, Carnegie spent his childhood working in factories.
- (5) Being a firm believer in charity, he donated nearly 90% of his personal fortune to non-profit organizations such as universities and scientific foundations.

## C Listening and speaking

### Audio scripts:

James: Hi, Hugo. What's wrong?

Hugo: I've lost my phone. I'm so annoyed about it. But my parents have lent me some money to buy a new one. Which phone do you think I should buy?

James: Er ... well ... Maybe it's a good idea to look online. Hang on. I'll just open a review page ... I can do it on my smartphone. Look. OK, here's one.

Hugo: I wish I could buy a phone like yours, but my parents didn't give me that much. And I've already looked online, actually. I quite like the Lunar Star Mini and the DFG Switch X. Should I buy the Lunar Star Mini? It's more expensive, but I think it looks good.

James: If I were you, I'd compare the specifications. You know, information about the phones. Look, it says that the Mini has got more memory, but the DFG has got a better camera. Do you often take photos?

Hugo: Well, yes.

James: Then you ought to get a phone with a good camera.

Hugo: OK. That's not a bad idea. Right, I think I'll buy that one. Thanks for the advice.

1 (1) think (2) your (3) ought (4) idea (5) you (6) should (7) bad (8) It's

2 Differences between the two products: colour, cost, quality of camera, size of touch screen, storage space of memory card

James suggests buying the DFG Switch X and Hugo decides to buy it.

3

A.

Which phone do you think I should buy?

Should I buy the Lunar Star Mini?

B.

Maybe it's a good idea to look online.

If I were you, I'd compare the specifications.

Then you ought to get a phone with a good camera.

C.

That's not a bad idea.

4 (Answers will vary.)

## D Reading

1 (1) C (2) D (3) A (4) E (5) B

2 (1) F We lose a language every two weeks.

(2) NG

(3) T

(4) T

(5) T

(6) NG

(7) F According to the author, modern technology can help protect languages in the future.

3 (1) die out, vanish (2) native (3) lose (4) miss (5) endangered

(6) rescue, save (7) extinct

4 (1) died out (2) rescued (3) endangered (4) saved (5) extinct (6) lost

## E Writing and viewing

1 (Answers will vary.)

2 (Answer for reference)

English is used in different areas across the globe. For example, at the China International Import Expo, volunteers provide interpretation services in English to help people from different countries. English also serves as a useful communicative tool to facilitate international trade, freeing people from the restriction of language.

Considering educational institutions, most courses are delivered in English across European universities regardless of students' nationalities. In addition, international students in Europe always find it much more convenient to communicate in English. In immigrant countries like Singapore, or popular tourist destinations like Thailand, English is universally used as a tool of communication. English truly deserves the title "World English".

## Unit 4 Achievements

### A Vocabulary

- 1 (1) in, in (2) of, for (3) for, for (4) on (5) on (6) from (7) of
- 2 (1) dreamed / dreamt (2) prepared (3) competed (4) succeeded (5) fought  
(6) praises
- 3 A. cruel B. intelligence C. defeat D. determination E. strength F. hatred
- 4 (1) armed (2) hopeful (3) intelligence (4) ability (5) strength (6) successful  
(7) cruel
- 5 (1) As the festival was approaching, many shops were crowded with people.  
(2) Her presentation at yesterday's opening ceremony attracted a large audience.  
(3) He has maintained a close relationship with us for all these years.  
(4) Success is made up of hard work, perseverance and even failure(s).  
(5) His dream of becoming a pilot finally came true.  
(6) In recent years they have made great achievements in scientific research.  
(7) It was reported that this football match lasted for two and a half hours.  
(8) He has been praised for regularly helping old people in the community.
- 6 (Answer for reference)

Q1: Hello, Mr Santiago! That's the biggest ... fish skeleton I've ever seen! What happened to it?

A1: Well, I did catch a huge fish, but a shark attacked us. I guess I was just not that lucky to, you know, protect my fish. But, without doubt, I defeated the shark!

Q2: Sorry to hear that! But you are such a brave man! What was the battle like?

A2: I must say, it was ... thrilling, and I was prepared to die. There was no hope but only ... determination and hatred.

Q3: I believe that's the power of man. Men are not made to be defeated, right?

A3: Yeah, I guess. But maybe, we are just better armed.

### B Grammar

- 1 (1) C (2) I (3) A (4) B (5) F (6) E (7) D (8) G (9) H (10) J
- 2 (1) He got to the station only to find that the train had left.  
(2) In 1935 he left home never to return.  
(3) When Paul finally found his bag, he was shocked to discover that his computer was gone.  
(4) Liam reached the finish line only to find that he had been banned from further races.

- (5) The Italian football team played so well as to defeat the Brazilians.  
(6) The retired doctor started running a course to help new mothers look after their babies.  
(7) We are organizing a big surprise party to celebrate his 40th birthday.  
(8) I called my uncle to find out what time he would arrive.
- 3 (1) To pretend to be a valet.  
(2) To ask him to park his car.  
(3) To set off the alarm.  
(4) To check what had happened.  
(5) To look for a videotape.  
(6) To complete an important mission and get rewarded.

## C Listening and speaking

### Audio scripts:

- Jack: Did you read about the Austrian man who broke the world skydiving record?
- Daisy: Yes, I did. I think his name is Felix Baumgartner. It's an amazing achievement, isn't it?
- Jack: In my view, one of the greatest achievements, ever.
- Daisy: Well, yes, but for me, it wasn't as great as Natalia Molchanova's freediving achievements: she went down to a depth of 101 metres. That's unbelievable.
- Jack: OK. True. But why do you think her world record is greater than Felix's?
- Daisy: Basically, it seems to me that you have to train very hard to do freediving. You have to be very fit and strong. OK, so skydivers have to train a lot, too, but they don't have to be as strong as freedivers.
- Jack: But you have to be very brave. It's a really dangerous thing to do.
- Daisy: I agree. But you can't deny that freediving is really dangerous, too. They're both really, really dangerous. However, swimming down to the bottom of the sea and then back to the surface is more challenging than just sitting in a helium balloon!
- Jack: Hmm ... OK. Right, in the end, I think I probably agree with you.

- 1 A  
2 C and E  
3 (1) D (2) J (3) D (4) NU (5) D (6) D (7) D (8) J  
4 (Answers will vary.)

## D Reading

- 1 (1) F (2) C (3) A (4) G (5) B

- 2 (1) Jana (2) Julie (3) Juha (4) Julie (5) Juha (6) Jana  
3 (1) leader (2) champion (3) fans (4) coach (5) spectators (6) teammates  
(7) rival

## E Writing and viewing

1 (Answers will vary.)

2 (Answer for reference)

Lily is the one who impressed me the most. To begin with, she treats table tennis as an inseparable part of her life, and she's so dedicated to it that even her friends are impressed by her passion.

What's more, she manages to strike a balance between studying at school and training, which can be really challenging. She has already gained great achievements in table tennis, which makes her one of the top players in the US, and at the same time, she excels at school work. She is truly a role model for me to learn from.

## 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。

本次教学参考资料编写使用了牛津大学出版社语料库中的部分优秀素材，在编写过程中牛津大学出版社的外籍专家帮助修改语篇、润色语言，在此表示衷心感谢。

编写过程中，上海市中小学(幼儿园)课程改革委员会专家工作委员会，上海市教育委员会教学研究室，上海市课程方案教育教学研究基地、上海市心理教育教学研究基地、上海市基础教育教材建设研究基地、上海市英语教育教学研究基地(上海高校“立德树人”人文社会科学重点研究基地)及基地所在单位上海外国语大学，编写组所在单位华东师范大学等单位给予了大力支持。此外，全市数十位高中英语教师、教研员和专家给我们提供了良好的教学试验机会和有价值的意见。在此表示衷心的感谢！

华东师范大学高中《英语》编写组

上海教育出版社

2020年7月

# 致 谢

本书含有改编自牛津大学出版社2013年出版的*Insight: Pre-Intermediate Teacher's Book*的内容，在此谨向原作者 Caoline Krantz、Rónán McGuinness 表示真挚的感谢！

另外，向为本书提供视频的单位致谢！

ITNEdu ( Unit 4 视频 Top spin )。

经上海市中小学教材审查委员会  
审查准予使用 准用号 II-GJ-2022012



绿色印刷产品

ISBN 978-7-5720-1421-5

A standard linear barcode representing the ISBN number.

9 787572 014215

定价：65.00元  
(含音频和视频)