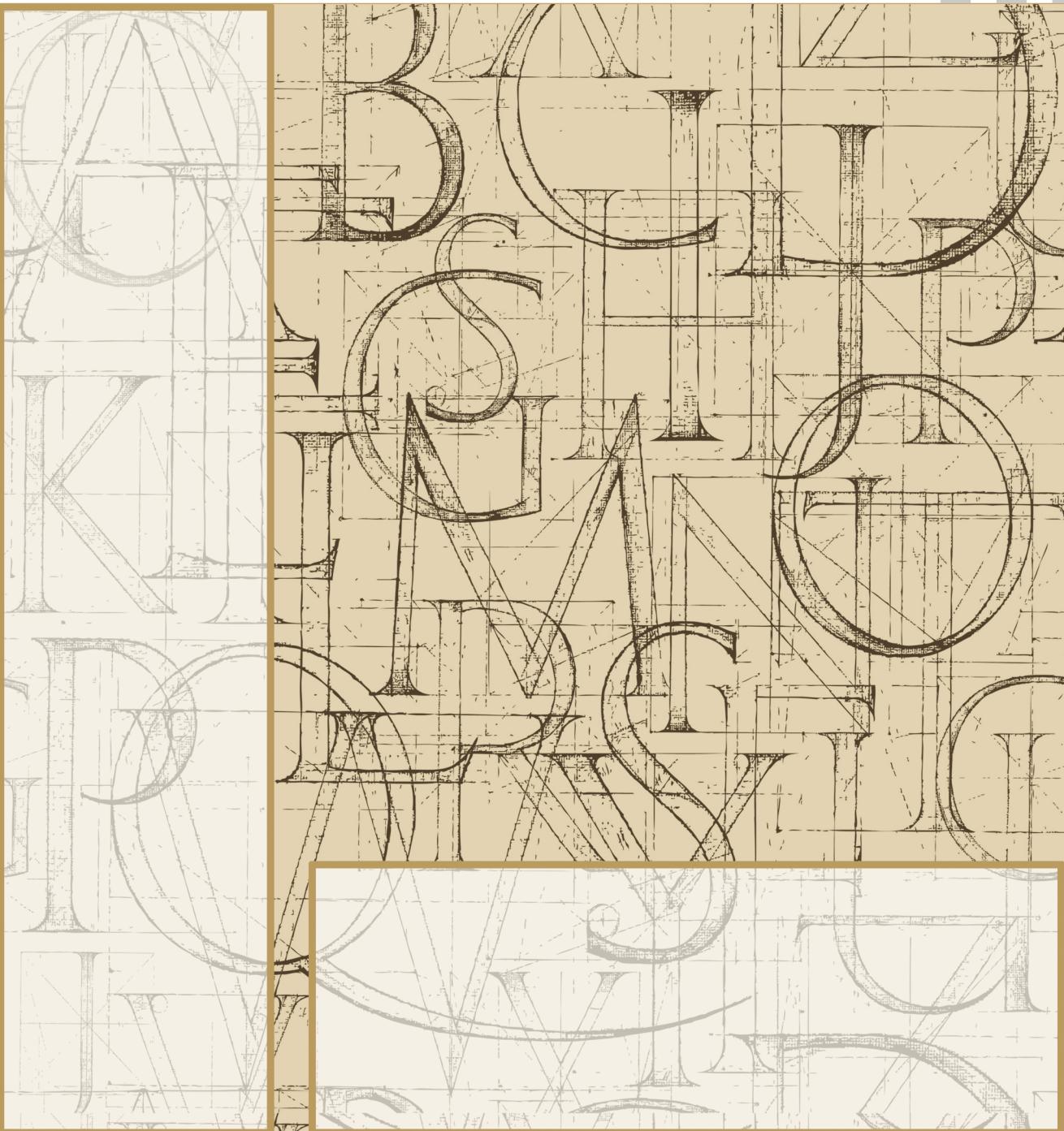


普通高中

# 英语·教学参考资料

## 选择性必修 第一册



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# 前　　言

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

## 一、《教学参考资料》编写原则

本套《教学参考资料》的编写贯彻以下原则:

### 1. 注重思想性, 落实立德树人根本任务

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

### 2. 注重指导性, 指导教师开展教学

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

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

(10) 帮助教师营造友好的语言学习环境。

### 3. 注重实践性，满足实际教学需要

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

《教学参考资料》在各单元相应部分提供了参考答案，附录包括各单元听力文本和视频文本，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《普通高中教科书 英语练习部分》参考答案和听力文本。另外，为了方便教师的课堂教学，《教学参考资料》还配有教材电子书<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

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\* 教材电子书可以从上海教育出版社的官方平台获取。

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

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

(续表)

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

### 三、《教学参考资料》的结构和教学建议

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

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

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

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

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

其转换为学生容易理解的口头语言，使师生之间的沟通保持顺畅。

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

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

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

**深度阅读 ( Deep reading )** 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，既让学生深化对文本的理解，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  
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# Unit 1 Feeling good

## Introduction

This unit introduces the theme of human relationships and happiness. The **Reading and interaction** section centres around the topic of “happiness”, discussing the essential factors that lead to happiness and the ways we keep ourselves happy. The **Grammar activity** section reports the history and scientific study of the relationship between a healthy body and a healthy mind, where **the past perfect structure** is learnt and practised. The **Listening and speaking** section examines the value of individual and team sports and students will persuade others to sign up for a sport. The **Writing** section presents two sample personal letters between two friends and shows students how to write a similar letter talking about their own experiences. The reading passage in the **Cultural focus** section introduces the factors contributing to American obesity and the **Video** presents school life in the UK.

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

Sections	Objectives	PTH	Performance descriptors*
A Reading and interaction	Identify the factors behind a happy life as reflected in the reading passage	3	2–8 能判断和识别语篇的意图，获取其中的重要信息和观点。 2–11 能在语境中理解具体词语的功能和词语的内涵。 2–4 在复杂的语境中，能口头表达情感态度，阐释和说明观点。
B Grammar activity	Use the past perfect correctly in the given context	1	2–10 能识别语篇中的时间顺序。 2–6 能在口头表达过程中有目的地选择词汇和语法结构。
C Listening and speaking	Compare sporting values of individual sports and team sports	1	2–1 能在听的过程中，能抓住熟悉话题语篇的大意，获取其中的主要信息、观点和文化背景。 2–4 在比较复杂的语境中，能阐释和说明观点。 2–5 根据交际场合的正式程度和行事程序，选择正式或非正式、直接或委婉的语言形式表达拒绝或接受。
D Writing	Write a personal letter using appropriate language and format	1	2–13 能在书面表达中根据人际关系的亲疏程度，选择恰当的语言描述自己或他人的经历，阐述观点，表达情感态度。 2–14 能根据交际媒介的特点有目的地选择词汇和语法结构，确切地表达意思，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“学业质量水平二”编写。

Sections	Objectives	PTH	Performance descriptors
E Cultural focus	Evaluate the American way of life  Understand the life of a boarding school student in the UK	2	2–12 能识别语篇间接反映或隐含的社会文化现象。 2–3 能借助说话人使用的相关的图片、动画、视频等多模态资源，更准确地理解话语的意义。

## A Reading and interaction

### Objectives

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

1. summarize the factors contributing to happiness;
2. infer the meanings of the idioms about happiness and sadness;
3. list and explain the things that would likely make a happy life.

### Background

1. The World Happiness Report is a survey of the state of global happiness. The first UN World Happiness Report was released in 2012. The results show that Denmark, Norway, Finland and the Netherlands are ranked in the top four.
2. Chocolate contains several chemicals that can make people feel good.

### Notes on the language

1. **Have you ever wondered what makes people happy? ... Is it pots of money, good health, loving relationships, owning the latest gadget or simply chocolate?** The four parallel questions used at the beginning of the passage invite readers to think about the topic of what makes us happy. The questions may help direct readers' attention towards the subject matter as quickly as possible.
2. **If you suffer real hardship, you are unlikely to be happy but once your basic needs are met, money and material things become less of a necessity.** Notice that the zero conditional is used here to indicate something that is likely to happen under certain circumstances. In the passage, it states that hardship is an important factor contributing to unhappiness, whereas

wealth and materials become less important factors to improve happiness once people's needs have been met. The "basic needs" usually refer to our needs for food and safety, i.e. the basic things that we need to survive. Theoretically, human beings have multiple needs in their lives ranging from basic needs (food / security) to the highest ones of self-actualization (such as honour, self-value). The more our needs are met, the happier we become.

- 3. become less of a necessity** The structure means the same as "become less necessary".
- 4. buy you the latest smartphone** Notice the use of "buy" with two objects ("you" and "the smartphone"). Some verbs can be used with double objects in English, such as *give, send, buy, write*, but some cannot. We have to learn them case by case.
- 5. get a kick out of owning these material objects** "To get a kick out of" means experiencing a feeling of great pleasure or excitement from doing something. The phrase implies the great degree of pleasure experienced when people get material things, and is contrasted with how short the pleasure lasts (indicated by "short-lived"). Notice the word formation in "short-lived".
- 6. but not for long** Notice "long" can also be used as a noun and usually in the negative sentence, meaning "for a long time". (*I haven't known him for long.*)
- 7. the bottom of a drawer** Notice the difference in pronunciation between British English /drɔ:(r)/ and American English /drɔ:r/.
- 8. And have you forgotten those delicious chocolates that made you feel really happy when you were eating them but ill after you'd finished them all?** This is a rhetorical question that needs no answer from readers. It invites the readers' participation on the one hand but implies an affirmative answer on the part of the writer on the other. In this way, the writer forces an interaction with the readers.
- 9. after you'd finished them all** "You'd" is a contracted form for "you had" in speaking.
- 10. have strong friendships** Notice the use of "friendship" as a countable noun to mean a relationship between friends. "Friendship" can also be used as an uncountable noun when it refers to the feeling or relationship that friends have or the state of being friends.
- 11. Feeling protected and respected and knowing you can trust in the people around you is vital.** Notice that the subject for the verb "is", includes a complex phrase "feeling protected and respected and knowing ...". You may also use the structure *It is vital to feel ... and know ...*
- 12. happiness means you have to give and take** The phrase "give and take" stresses the importance of the reciprocity in people's relationships as a key contributor to happiness. For

example, people understand, respect and help each other. Also, it implies that to only “give” or only “take” does not necessarily make people happy.

13. **a friend in need** Notice the phrase may remind the reader of the English saying: *A friend in need is a friend indeed.*
14. **Even a simple smile can work wonders.** Notice the contrast used in the sentence. The use of “even” and “simple” stress the smallness of a thing or easiness of an action, while the word “wonders” highlights the unexpected or unusual feeling of surprise / happiness caused by the “simple smile”.
15. **not all at once, of course** Notice the writer’s tone of humour in the use of the phrase here.
16. **teenagers tend to go to bed too late** Notice the writer keeps a cautious tone by using the verb “tend to go” rather than saying “teenagers usually go to bed too late”.
17. **so many suffer from a lack of sleep** Notice the difference between “suffer real hardship (line 10) and “suffer from a lack of sleep”. In the former case, “hardship” is a difficult or unpleasant situation but in the latter case, “a lack of sleep” is related to physical pain or illness.
18. **do well at school** If you do well at school, you achieve good grades in your school subjects.
19. **now that you know the theory** The theory here refers to the above mentioned ideas about what contributes to happiness. Notice the use of “now that” as a conjunction to mean “because”. It is also possible to use “now” as a conjunction. We would say, for example, *Now you know the problem, please fix it.*

## Word study

### 1. abandon v.

- (1) to leave a thing or a place, especially because it’s impossible or dangerous to stay 离弃；  
舍弃；丢弃

*As the ship hit an iceberg, the captain gave an order to abandon it.* 由于船撞上了冰山，船长下令弃船。

- (2) to leave somebody especially somebody you are responsible for, with no intention of returning 遗弃；抛弃

*It was really unbelievable that the dog was abandoned by its master.* 这只狗被它的主人抛弃了，这真令人难以置信。

2. **essential** *adj.* completely necessary; extremely important 完全必要的；极其重要的

*It is essential that you have some experience in doing such a high-skilled job.* 做这样高技能的工作，你必须要有一些经验。

*It is obvious that even in small companies, computers are an essential tool.* 很显然，即使在小公司里，计算机也是必不可少的工具。

3. **vital** *adj.* necessary or essential in order for something to succeed or exist 必不可少的；重要的

*As is known to all, reading is of vital importance in language learning.* 众所周知，阅读在语言学习中至关重要。

*It is vital to show that he is full of confidence.* 最重要的是他要表现出充满自信。

4. **crucial** *adj.* extremely important 至关重要的

*Parents play a crucial role in helping their kids form good habits.* 父母对孩子养成好习惯起着至关重要的作用。

*a crucial factor / issue / decision / moment* 关键因素 / 问题 / 决定 / 时刻

5. **anxiety** *n.* the state of feeling nervous or worried that something bad is going to happen 焦虑

*If you are worried about your study, share your anxieties with your parents or friends.* 你要是担心自己的学习，就把忧虑告诉父母或朋友。

*acute / intense / deep anxiety* 非常 / 极度 / 深深的忧虑

6. **optimistic** *adj.* expecting good things to happen or something to be successful 乐观的

*As the project is getting better, we are now taking a more optimistic view.* 随着项目进展越来越好，我们现在抱较为乐观的态度。

*She is very optimistic about the outcome of the talks.* 她对会谈的结果很乐观。

7. **release** *v.*

(1) to let a substance flow out 排放；释放

*Cancer-causing chemicals are forbidden to be released into the rivers.* 禁止致癌化学物质排放到河里。

*Running cars release large amounts of carbon dioxide into the air, polluting the environment.* 行驶中的车辆会向空气中释放大量的二氧化碳，造成环境污染。

- (2) to make something available to the public 公开；发行

*No further details about the fire were released by the police.* 警方未就此次火灾透露更多细节。

*The superstar is releasing an album of love songs.* 这位超级明星将发行一张情歌专辑。

### Pre-reading activity

(see Student's Book page 6)

### Teaching principle

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

### Teaching suggestions

- Write "Happiness" on the board. Ask Ss to talk about things that make them happy and to explain the reasons. List Ss' contributions on the board. Provide language support and error correction as needed.
- Supplement the list with items from exercise 1 if Ss have failed to mention them. Explain the items if necessary. For example, the latest gadgets may include digital watches, Bluetooth earphones.
- Ask Ss to work in pairs. Ask them to talk about their attitudes towards chocolate and to describe what chocolate means to them using a metaphor: Chocolate to me is \_\_\_\_\_.

### Answers for reference

- 1 I think friendship can make me happy because as friends, we can share our feelings and support each other.
- 2 (1) I like chocolate because it's sweet and makes me feel good. / I don't like chocolate because it's not good for my teeth and may make me fat.  
(2) I may associate it with romance. It is often used as a present on Valentine's Day. I may also associate it with sport because chocolate is a good source of energy. I may associate it with good feelings because eating chocolate satisfies my sweet tooth and makes me feel relaxed.

## Comprehension work

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

### Teaching principle

A focused study of the language features would sharpen learners' sensitivity to the central ideas in reading comprehension.

### Teaching suggestions

- Write on the board the title "Is chocolate the answer?" Elicit answers from Ss to the question:

*Why does the writer use "the answer" and not "an answer"?*

(Guide Ss to understand that "the answer" suggests that chocolate is the "only" way to create happiness. Ask them if they agree. The writer effectively causes the reader to think about whether this is the only answer or what other answers are possible.)

- Set a time limit. Ask Ss to use the skimming and scanning skills to read through the passage quickly for general ideas and detailed information, rather than read it line by line.
- Ask Ss to provide answers to the question:

*What is / are the answer(s) given by the writer in the essay?*

(Make sure Ss start their sentences with the word *Happiness*. Provide language assistance if needed. This would help Ss make sentences using their structural knowledge of language.)

Possible answers given by Ss:

- *Happiness does not mean materialism.*
- *Happiness means recognizing what one has and appreciating it.*
- *Happiness means intangible things such as relationships with family members, friends and people around us.*
- *Happiness means one's positive attitude (optimistic attitude) to life.*
- *Happiness means giving and taking.*
- *Happiness means having friends and loving family members.*
- *Happiness can be found in a simple smile.*

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\* 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。

- *Happiness means making the effort to stay healthy.*
- *Happiness means healthy habits such as playing sport or good sleeping habits.*
- *Happiness means putting theory into practice.*
- Ask Ss to study questions (1)–(6). Use **Background** and **Notes on the language** as a reference in the T-S interaction.
- After completing the six comprehension questions, present the four questions in the introductory paragraph on a slide. Ask Ss to discuss the questions. Following the discussion, ask Ss to look back at the title and encourage them to share their answers.

**NB**

As the reading passage is fairly straightforward, it is not necessary to carry out a textual analysis because it may fragment the coherence of the writer's point of view. Teachers should focus on the question raised by the title and the answers the writer proposed.

**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) Good human relationships, good health and sufficient sleep are essential for happiness.
- (2) They provide short-lived happiness.
- (3) It means that people should not only expect to get help from others but also help others to be happy.
- (4) It reduces stress and anxiety and makes you feel more positive and optimistic.
- (5) A lack of sleep will lead to tiredness, put you in a bad mood, and affect your ability to concentrate. It may also slow your growth.
- (6) Answers will vary.

**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 cloze on a slide. Ask Ss to complete the summary independently.

- Work with the class and review the summary. Check answers with the class and provide language support if necessary.
- If necessary, provide a word list before asking Ss to work on the task independently.

### Answers

(1) material (2) kick (3) short-lived (4) generosity (5) essential / vital / crucial  
 (6) protect (7) trust (8) regular (9) contributor (10) mood

### Deep reading

**1** (see Student's Book page 9)

#### Teaching principle

Understanding idioms and their culturally sensitive meanings can assist learners in using them appropriately.

#### Teaching suggestions

<b>Task</b>	Inferring the meanings of target idioms using the contextual clues
<b>Purpose</b>	Fluency training through discussion about the meanings of the idioms
<b>PLO</b>	Ss will be able to understand/explain the idioms in context.
<b>Time</b>	30 minutes

- Present the task on a slide and make sure Ss understand the instructions well.
- Ask Ss to read the passage carefully and to find the phrases in bold. Encourage them to infer the meanings of the idioms by focusing on how they are used in the passage.
- Ask Ss to explain their understanding using their own words. Provide language support if necessary.
- Finally explain to Ss that idioms often contain cultural information, so it is important for learners to understand them. However, as a foreign language learner they need to be careful when using them in intercultural communication because if used inappropriately, they may

cause cultural misunderstandings.

- Use the reference below as a guide for Ss to discuss each of the quotes.

(2) You were **over the moon** when you opened them, but not for long.

Ask Ss to read the first paragraph (after the introduction) carefully to study the context where “over the moon” is used. Encourage them to focus on the relationship between the material things and happiness. They may find that the whole paragraph deals with the idea that material things are not the main reason for happiness. Detailed contextual clues such as “... you might *get a kick out of* owning these material objects, but this *enjoyment* is usually short-lived” indicate that “material objects” may make people happy or excited (*get a kick out of*), but the happiness (*enjoyment*) won’t last long. They indicate that getting material things such as birthday presents brings people short-lived “great happiness” or “enjoyment” for the moment which is expressed by “over the moon”.

(3) Performing acts of kindness and generosity on a regular basis, for example, listening to a friend in need or carrying a neighbour’s shopping, will make you **feel on top of the world**.

Ask Ss to pay attention to the contextual clues in the sentences such as “People ... have *strong friendships* are more likely to be *happy*.” and “Even a simple smile can *work wonders* ... makes a person *feel as good as* eating 2,000 bars of chocolate.” Using the clues, Ss may make the inference that the idiom “feel on top of the world” expresses the emotion of “feeling great, happy or proud” when people help others.

(4) Poor health will certainly make you **feel down in the mouth**.

Remind Ss of the contextual clues within and outside the sentence. The phrase “poor health” in the sentence is a key clue. It connects to bad feelings such as *unhappiness, depression* and *low spirits*. Besides, the sentence “... *health* is another key contributor to *happiness*” helps the reader understand the opposite idea that “poor health causes *unhappiness / low spirits / depression / painfulness*”. Drawing upon the contextual clues, Ss may easily get the meaning of “feel down in the mouth”.

(5) So, if you’ve been **feeling blue** and worrying too much about your exams, get exercising.

Ask Ss to pay attention to the expressions “worrying too much” and “exams”. The coordinating relationship between “worrying too much” and “feeling blue” suggests that “feeling blue” must be a negative feeling. “Exams” are also likely to arouse negative feelings of “low spirits, anxiety and nervousness” in “feeling blue”.

- In case Ss are not able to communicate effectively in English, use Worksheet 1 (see page 141) to help them understand the meanings of the idioms.

### Answers to Worksheet 1

(1) suggest (2) excitement (3) experienced (4) take (5) state  
 (6) feelings (7) depressed (8) spirits

### Answers for reference

- (2) The idiom “over the moon” in this context means “extremely happy and excited”. The image of the moon hanging high in the sky might suggest a high level of excitement. It expresses the great happiness experienced by the children the moment they receive birthday presents.
- (3) The sentence is used by the writer to support the idea that “happiness means you have to give and take”. Performing acts of kindness and generosity will make us feel happy, so the phrase must be related to a happy state of mind. Therefore, we may guess “feel on top of the world” means “very happy or proud”.
- (4) The idiom “feel down in the mouth” in this context suggests some negative feelings that we have when we get ill. People will feel depressed when they are in poor health. So, it probably means “being unhappy and depressed”.
- (5) If a person is worried about the exams, he must be in low spirits. So the idiom “feeling blue” communicates unhappy feelings.

## 2 (see Student’s Book page 10)

### Teaching principle

Learners will have chances to practise higher-order thinking skills when involved in naming and ranking.

### Teaching suggestions

- Introduce the task and draw the table below on the board.

Factors that make us happy	Order of importance	Factors that make us sad	Order of importance

- Organize Ss into groups. Ask them to name the factors found in the reading passage and then rank them in the order of importance. Ask Ss to give appropriate reasons for their answers.
- Select several groups to report to the class. Provide proper feedback if necessary.

### Answers for reference

#### List of factors

Health, wealth, success, achievement, sweet food, healthy lifestyles, etc. (not ranked)

#### Possible reasons

As far as I am concerned, health is the most important factor contributing to happiness. Nothing is more important than health. If we don't have enough money, we can work to earn it. If we don't have good houses, we can build them with our own hands. However, if we don't have good health, we may struggle to do everything. That is why we need to eat a balanced diet and exercise on a regular basis. In addition to health, friends are also an important part of my life. I always feel better when I am with friends than when I am alone. They fill my life with sunshine. I always feel on top of the world when we get together.

### Mini-project

(see Student's Book page 10)

#### 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>	Preparing a presentation about “tips for a happy life”
<b>Purpose</b>	Fluency training using suggestions on how to lead a happy life
<b>PLO</b>	Ss will be able to talk about the ways to live a happy life fluently and give some suggestions.
<b>Time</b>	20 minutes

There are two options to teach this part.

#### ★ Option 1\*

- Hold a class discussion. Ask Ss to make suggestions for a happy life and to give reasons. Encourage Ss to provide their ideas in English. Provide hints, language support, explanations, etc. during the process. For example, ask Ss questions like “When did you feel happy last week? Why?” “How about your friends / parents? What made them happy?”
- Write Ss’ contributions on the board using the key phrases. For example:
  - have a good night’s sleep*
  - gather new knowledge*
  - learn new skills*
  - lend a helping hand to others*
  - get recognition from others*
  - get praise / awards* (受到表扬、表彰)
  - have more free time to do meaningful things*
  - smell the flowers* (*doing small things to enjoy life such as taking a walk, taking a photo, taking time to chat with friends and family members*)

\* ★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。

- *make new friends*
- *do more sport*
- *achieve study / work goals, etc.*
- Ask Ss to rank the suggestions in order of importance. Choose the top three and give reasons.
- Walk around the classroom and provide language support if necessary.
- Select several Ss to share their tips in class. Respond appropriately to their information and language.

### ★★ Option 2

- Put Ss into small groups (maximum 4). Ask Ss to make a list of tips within groups.
- Walk around the class, reminding Ss to speak English and to use *will* and *imperative sentences* for tips. Provide support in case Ss have difficulties.

### Focus on language

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

##### 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.

- Explain the functions of the suffixes *-ness* and *-ity*, i.e. to make nouns and imply "a state, quality and qualification" in meaning.
  - Ask Ss to give examples with the suffixes *-ness* and *-ity*. You may select more suitable examples from the list below. (Caution: don't overdo it.)
- usefulness, selfishness, carelessness, darkness, silliness, loneliness, consciousness*
- rapidity, activity, sanity, superiority, popularity, possibility, personality, usability, equality, nationality*

- Offer more examples with other suffixes such as *-ship*, *-tion* and *-ment*.
- ship*: suggesting talent, state, quality or qualification, e.g. *leadership, friendship, membership, sportsmanship*
- tion*: suggesting state or action, e.g. *action, education, organization, information, foundation*
- ment*: suggesting state or action, e.g. *movement, pavement, management, commitment*

### Answers

(1) kind / kindness	lazy / laziness	tired / tiredness
(2) necessary / necessity	generous / generosity	able / ability

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

### Teaching principle

Learners benefit if they focus on specific vocabulary for language development.

### Teaching suggestions

- Ask Ss to complete the sentences based on their understanding first.
- Check answers with the class. Explain that "to have one's head in the clouds" is an idiom in English, meaning "being impractical or unrealistic".

### Answers

(1) get a kick	(2) worked wonders	(3) tablets	(4) crucial	(5) confidence
(6) abandon	(7) depressed	(8) clouds	(9) releases	(10) vital

## B Grammar activity

### Objectives

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

1. recognize accurately the past perfect in the given context;
2. use the past perfect correctly in a semi-controlled communicative activity.

### Notes on the language

**Juvenal** /'dʒʊrvənəl/ A well-known Roman poet (born between 50 and 70 CE and died in or after 127 CE). Many of his phrases and sayings are commonly used in English, for example, "a healthy mind in a healthy body".

**1** (see Student's Book page 12)

### Teaching principles

- Grammatical awareness is important for learners to develop language control strategies.
- Grammar learning is more effective if learners become aware of distinct grammar features and use the structures for meaningful communication.

### Teaching suggestions

- Write the sample sentence on the board "I suddenly realized that I had left my mobile phone at home". Draw a timeline to show that "had left" happened before "realized".
- Ask Ss to read the passage and to try to understand the meanings of the five sentences written in the past perfect.
- Ask Ss to finish task 1 in pairs. Check answers with the class.
- Explain that the *past perfect* is a type of "non-obligatory rule" which is in contrast to an "obligatory rule" in English. If a rule is "obligatory", we must obey it while it is optional if it is non-obligatory. For example:

*He wrote the email to his friend last night.* (Because of the time expression "last night", the past tense becomes an obligatory rule in this sentence, therefore we must use "wrote" instead of *has written, writes, is writing*, etc.)

However, in this case:

*He turned on the computer before he wrote the email to his friend last night.* (Because the word “before” clearly indicates the sequence of the two actions “turning on” and “writing”, it is not obligatory to use the past perfect for “turn on”. The speaker can either say *He had turned on the computer before he wrote the email to his friend last night* or *He turned on the computer before he wrote the email to his friend last night*.)

### Answers

- a before
- b the simple past

**2** (see Student’s Book page 13)

### Teaching principle

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

### Teaching suggestions

- Ask Ss to complete the task independently. Remind them that they may add “not” for some blanks.
- Check answers by asking two Ss to read the dialogue. Take note of Ss’ mistakes without interrupting their dialogue.
- Provide error correction and explanations if necessary.
- Check answers with the class.

### Answers

- |                    |                |                      |
|--------------------|----------------|----------------------|
| (1) is taking part | (2) joined     | (3) hadn’t exercised |
| (4) announced      | (5) signed up  | (6) was              |
| (7) hadn’t paid    | (8) had learnt | (9) try              |

**3** (see Student’s Book page 13)

### 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

- Present the task on a slide. Ensure Ss understand the instructions well.
- Write the sample sentence on the board and highlight the use of *the past perfect* in it. Explain how the activities are to be conducted.
- Ask Ss to write three sentences independently. 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 film had started when Jenny arrived at the cinema.*

*The floor had been cleaned before the students came to school.*

*The email had been sent before she realized that she forgot to add the attachment.*

- Ask Ss to work in groups of three. Two students can engage in a dialogue and the other can listen to them. Ask the listener to report the most interesting parts of the dialogue.
- Invite a student to share the most creative description. Provide feedback or language support if necessary.

## C Listening and speaking

### Objectives

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

1. explain the value of individual sports and team sports;
2. persuade a friend to join in a sport using appropriate language.

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

### Teaching principle

It is important to activate learners' prior knowledge and to present useful vocabulary for the listening activity.

### Teaching suggestions

- Ask Ss to classify the given sports into individual sports and team sports.

- Check Ss' classification. Remind them of the sports that could belong to both types, i.e. badminton, table tennis, gymnastics.
- Ask Ss to talk about the advantages and disadvantages and prepare them for the next task.

### Answers

Individual sports	Team sports
golf, badminton, table tennis, weightlifting, wrestling, gymnastics, surfing, cycling, boxing	football, basketball, baseball, badminton, table tennis, gymnastics, cycling

2 (see Student's Book page 14)

### Teaching principle

Listening is more effective and efficient if learners complete tasks with clear goals / objectives.

### Teaching suggestions

- Guide Ss through the instructions. Ask them to complete the activity independently.
- If Ss have difficulty, explain the phrases in Chinese as below.

*developing team spirit / self-reliance* 培养团队精神 / 加强自力更生

*cooperating with others* 与他人合作

*improving one's self-esteem* 提升自尊

*learning about self-sacrifice / discipline / commitment* 学会自我牺牲 / 自律 / 奉献

- Play the recording. Ask Ss to circle the key words that they hear in the Student's Book.
- Ask Ss to share their results with the class and check answers.

### Answers

Benefits of playing team sports: (1), (2), (4), (5), (7)

Benefits of playing individual sports: (3), (6)

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

**Teaching principles**

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

**Teaching suggestions**

- Guide Ss through the instructions. Ask Ss to skim through the information in the table and make predictions.
- If Ss have difficulty understanding some language points, encourage Ss to ask questions and refer to the language forms in exercise 2 to make the task easier.
- Play the recording several times until Ss feel satisfied they have all the answers. Ask Ss to take notes and to check them during the listening process.
- Ask Ss to finish the table individually. Then ask them to report the results to the class. Encourage Ss to make supplementary comments or corrections if there are any problems.

**Answers**

- |  |                                       |
|--|---------------------------------------|
| (1) football                           | (2) other areas of life               |
| (3) learn about self-sacrifice         | (4) develop relationships with people |
| (5) if there is no club near your home | (6) tennis                            |
| (7) improves self-esteem               | (8) teach people good sportsmanship   |
| (9) be lonely                          |                                       |

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

**Teaching principle**

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

**Teaching suggestions**

<b>Task</b>	Persuading a friend to join in a sport
<b>Purpose</b>	Ss can improve oral fluency through the task.
<b>PLO</b>	Ss will be able to persuade others to join in a sport by informing them of the advantages of different sports.
<b>Time</b>	15 minutes

- Present the task on a slide. Ensure Ss understand the instructions well.
- Ask Ss to work in pairs.
- Ask one student to choose an individual sport and the other a team sport. Allow them several minutes to prepare the reasons for the persuasion and refusal.
- Walk around the classroom. Provide language support if needed.
- Ask two or three pairs to do a role-play of their conversation. Respond appropriately to their information and language.

**D Writing****Objectives**

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

1. analyse the personal letter samples in terms of content and language;
2. write a personal letter about one's life using appropriate language.

**1–3** (see Student's Book pages 16 and 17)

**Teaching principle**

Explicit instruction about some typical language features is beneficial for learners when they are learning to use language in a particular genre.

**Teaching suggestions**

- Present the introduction "What's your news?" on a slide. Guide Ss through the text. Make sure

Ss understand it well.

- Present the three questions in exercise 1 on a slide. Explain the features of language use for informal personal communication. In these situations, people tend to use language in an informal way. Use the following information as a reference.

*The informal personal communication typically features the following language use:*

- *The extensive use of adverbial phrases as a clause adjunct such as "**To be honest**, I'm dying for the competition."*
- *Exaggeration in the tone of speaking such as "I'm **dying** to see my mom because she has left us for half a month."*
- *The extensive use of the words / expressions which are general in meaning such as "They **took** the news very well." instead of "They understood and responded happily to the news."*
- *The extensive use of spoken formulae to mark the start, turn or finish of one's conversation, such as "**You know what**, Mary bought a new pad." (beginning / opening gambit); "A: ... **By the way**, I heard that our English teacher was going to leave our school. B: **You're kidding?!**" (turn of the direction in the conversation); "**It's a great pleasure meeting** you all." (finish off the conversation; signalling the end of the conversation)*
- Introduce exercise 2 on a slide. Ask Ss to work in small groups to find specific cases of language features for informal personal communication. Photocopy Worksheet 2 (see page 143) for each group.

### Answers for reference

(These answers can only be used as a reference because several cases can be interpreted in different ways, such as *I'm really sorry that ...* can be either interpreted as an exaggeration, the use of general expressions or an opening gambit.)

### Language features for informal personal communication

<b>Features Language</b>	<b>Adjunct</b>	<b>Exaggeration</b>	<b>General expressions (including contracted forms)</b>	<b>Formulae</b>
Examples from Simon's letter	to be honest, obviously, surprisingly, luckily, sadly	can't believe, pretty stressed out, forget about everything, quite scary, actually really, exam fever, all we do is study, the use of exclamation marks (!)	go-going, get/getting, do something different, sporty, things, like it, all we do is study, not much else to write about, got to go, contracted forms: I'm, haven't, can't, I've, etc.	How are you? I'm sorry ..., By the way ..., please write soon, take care, the use of tag questions (aren't you?)
Examples from Li Ping's letter	obviously, to be honest, fortunately, frankly, luckily	really sorry, sounds great, for years, of course, the use of exclamation marks (!)	sounds great, get ready, my new social life, have some friends left, contracted forms: I'm, you're, I'd, I've, etc.	Thanks for your letter. I'm really sorry ..., guess what, anyway, in answer to ..., it's a shame ..., please write soon, love

- Ask Ss to think about what they want to write about.
- Ask Ss to write their own letter.
- Pick a best S's writing to share with the class. Provide suitable comments on revision.
- Ask Ss to resume writing or to revise their letter.

### Answers for reference

1 (3) Informal.

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

Aspects of writing	Guiding questions	My exploration
Content	What is the purpose of each letter?	To catch up with each other.
	How does Simon start his letter?	Simon starts with the greeting “How are you?” and some questions asking about Li Ping’s latest news.
	What does Simon tell Li Ping about his life? How does Li Ping respond?	Simon tells Li Ping that he is worried about his exam results and that he has taken up rock climbing and he likes it. Li Ping responds that she feels sorry to hear that Simon is worried about the exam results and says rock climbing sounds great.
Language	How do Simon and Li Ping address each other?	They both use “Hi” as a friendly and informal way to address each other.
	What adverbs do Simon and Li Ping use to show their attitudes or opinions?	They use adverbs such as “obviously, surprisingly, luckily, sadly, fortunately” and “frankly” to show their attitudes or opinions.
	Are the two writers friendly to each other? What words or expressions show that?	They are friendly to each other. They use informal and friendly words or expressions such as “hi, take care, write soon, love”.

## E Cultural focus

### Reading passage

#### Objectives

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

1. analyse how the American way of life can cause obesity;
2. talk about improving their own lifestyle in groups.

## Notes on the language

1. **drive-through supermarket** a type of supermarket where the customers can drive their cars through, park their cars in front of the grocery shelves and pick up items they want to buy.
2. **games console** a panel or unit accommodating a set of controls for electronic or mechanical equipment when playing games
3. **What does the future hold for America?** This is a rhetorical question. It suggests the uncertainty about the future and in the passage it implies the bad consequences caused by obesity in America in the near future.

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

## Teaching principle

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

## Teaching suggestions

- Ask Ss to discuss in pairs and to make a list of factors that cause people to become overweight.
- Ask one or two Ss to share their ideas with the class. Provide feedback if necessary.

## Answers for reference

- unhealthy eating habits (consume too many calories)
- lack of exercise
- great pressure/ depression
- genetic causes
- lead a sedentary lifestyle
- not sleeping enough
- abnormal endorphins

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

## Teaching principles

- Learners need to develop skills to read for both simple factual information and complex ideas.

- Usually it is easier for them to read for factual information first and then for analysis of more complex information.

### Teaching suggestions

- Ask Ss to read the instructions.
- Ask Ss to underline the important information in the statements and to make predictions.
- Ask Ss to skim through the passage and find the answers.
- Select several Ss to report their answers to the class. Ask Ss to provide explanations for their answers.
- Provide language support and error correction if necessary.

### Answers

- (1) F About 33% of American teenagers are overweight.
- (2) T
- (3) F The average American home has “24 electronic gadgets”, so it is not only TV but also other electronic devices that discourage American teenagers from exercising.
- (4) F Fifty percent of meals are nowadays eaten outside the home.
- (5) T

3 (see Student’s Book page 20)

### Teaching principle

Taking notes of key information and conducting a cause-effect analysis can help learners gain a better understanding of the reading passage.

### Teaching suggestions

There are two options to teach this part.

#### ★ Option 1

- Ask Ss to work independently. Read the passage and fill in the table with details.
- Invite four Ss to report their findings based on the information in the table. Ask each student to

report on one phenomenon.

### ★ ★ Option 2

- Arrange Ss into groups of four to complete a jigsaw reading activity. Assign each group a cultural phenomenon listed in the table and ask them to work on it.
- Reorganize the groups. Ensure that each group includes Ss working on all four phenomena. Ask them to exchange information with each other and complete the table.
- Walk around the class to provide language support.

### Answers for reference

Phenomenon	Detail	Contribution to obesity
Car culture	Families spend an average of two hours a day in their cars. When they reach their destination, drive-through supermarkets, restaurants and banks keep them comfortably in their seats.	The convenience and comfort of sitting in a car reduces the chances to walk and run and in this way, it contributes to obesity.
Screenagers	A typical American family has three TVs. The average teenager watches 22 hours of television every week. The average US home has 24 electronic gadgets.	Watching TV and using electronic gadgets makes kids inactive and become couch potatoes. These inactive kids are at greater risk of becoming obese adults.
Fast food	Fifty percent of meals are eaten outside the home and more than three quarters of American teenagers eat a fast food meal at least once a week.	Americans eat fast food more often as they have less time to cook. However, food with a lot of fat and sugar, tends to make people overweight.
Supersizing	Movie watchers didn't want to look greedy when they bought popcorn, but they didn't mind buying a bigger-sized bag, or a supersized bag of popcorn.	Food companies encourage Americans to consume more food by appealing to their psychology. As a result, people tend to become fat when they eat too much food.

4 (see Student's Book page 20)

### Teaching principle

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

### Teaching suggestions

- Guide Ss through the instructions. Elicit words or phrases used for describing lifestyles that need to be improved. List them on the board and supplement the list if necessary, for example:  
*couch potato*  
*eating too little, anorexia* (厌食)  
*bookworm*  
*television addiction*  
*computer games addiction*  
*staying up late*  
*having a sweet tooth*  
*staying indoors*
- Organize Ss into groups. Encourage them to speak up about their own lifestyles, to take notes of other group members' lifestyles and to give advice to group members.
- Walk around the classroom. Provide language support if necessary.

### Answers for reference

#### List of possible lifestyles that need changing:

Sleeping late; getting up late; eating too much; eating junk food; skipping meals; avoiding sports (inactive lifestyle); watching too much TV; being addicted to the Internet, computer games, etc.

#### Model for talking about reasons:

There are many reasons that cause obesity. An inactive lifestyle is the main contributing factor. As we are now living in a world of convenience, I can buy almost anything online. All I need to do is click a button and I get what I want delivered to my door. Generally, I spend more time indoors than going out for a walk. All these factors lead me to put on weight unconsciously. I want to make a change to my lifestyle. My list of do's and don'ts is: do control my diet; don't overeat; do workouts regularly; don't sit or watch TV for too long; do check my weight regularly and don't lose confidence.

## Video

### Objectives

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

1. describe the typical school life in UK boarding schools;
2. argue for / against boarding schools for children's growth.

### Background

- 1. Schools in the UK** There are two types of schools in the UK—state schools and independent schools. State schools are government-funded and free for pupils in the UK. Independent schools are also called private schools. Parents or families pay fees for their children's education. Such fee-paying schools are called *public schools* in British English. In the American educational system, public schools refer to the state schools where free education is provided. The fee-paying schools are called *private schools* in American English.
- 2. Boarding schools in the UK** There are approximately 500 boarding schools in the UK. Pupils live and study in boarding schools during the school year.

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

### 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 local schools.
- Provide language support if necessary. The expressions below can be used for reference.  
*key middle school on the municipal level, famous graduates, responsible and highly-competent teachers, a variety of extracurricular activities*

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

### Teaching principle

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

### Teaching suggestions

- Play the video with the sound off. Ask Ss to take notes of what they see on the video. Write Ss' contributions on the board. Provide language support if necessary and leave enough details for further study. Use these details to guide Ss in the next viewing.
- Play the video with sound on. Ask Ss to report what they see and hear and answer questions left from the previous round of watching.
- Ask Ss to complete exercise 2, and check answers with them.

### Answers

(1) British    (2) captain    (3) economics    (4) 14  
(5) six    (6) physics    (7) two    (8) the US / America

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

### Teaching principle

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

### Teaching suggestions

- Encourage Ss to finish the exercise independently.
- Check answers with the class and provide feedback if necessary.

### Answers

(1) performance    (2) professional    (3) politician    (4) specialty  
(5) scholarship    (6) laziness    (7) competitive    (8) fitness

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

### Teaching principle

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

**Teaching suggestions**

- Introduce the task by presenting the instructions on a slide. Ensure that Ss understand them well.
- Put Ss into groups to prepare for the debate.
- Walk around the class to provide support if needed.
- Chair the debate. Ask Ss to vote for the best speakers, the best argument, etc.

## Unit 2 Making a difference

### Introduction

This unit introduces the theme of the relationship between the natural environment and social development of humans. The **Reading and interaction** section describes how people's lives on an island are affected by global warming, inviting readers to think of our future. The **Grammar activity** section presents the flashmob phenomenon advocating environmental protection through action, where **the future continuous** is learnt and practised. The **Listening and speaking** section discusses different ways to build a better community in the city. The **Writing** section presents students with an opportunity to practise their writing skills on selecting a charity to support. The reading passage in the **Cultural focus** section tells a story about a sport event which serves as a vehicle for fundraising and charity work and the **Video** introduces a pet charity called the Blue Cross in the UK.

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

Sections	Objectives	PTH	Performance descriptors
A Reading and interaction	Describe how climate change affects the people and culture of the islands in the South Pacific	3	2–8 能判断和识别语篇的意图，获取其中的重要信息和观点。 2–8 能推断陌生语境中语篇所包含的隐含意义。 2–4 在比较陌生的语境中，能口头描述人或事物的特征，阐释和说明观点。
B Grammar activity	Use the future continuous correctly in the given context	1	2–11 能理解语篇中特定语言的使用意图。 2–6 能在口头表达中有目的地选择语法结构。
C Listening and speaking	Make suggestions on improving school services	1	2–1 在听的过程中，能抓住熟悉话题语篇的大意，获取其中的主要信息、观点和文化背景。 2–4 在比较复杂的语境中，能阐释和说明观点。 2–5 能根据交际场合的正式程度和行事程序，选择正式或非正式、直接或委婉的语言形式表达建议。
D Writing	Write an opinion essay on supporting a charity using appropriate language and convincing arguments	1	2–13 能在书面表达中有条理地阐述观点，表达情感态度。 2–14 能有目的地选择词汇和语法结构，确切表达意思，体现意义的逻辑关联性。
E Cultural focus	Interpret the social value of the Run for Charity event Appreciate the value of protecting animals	2	2–12 能识别语篇间接反映或隐含的社会文化现象。 2–3 能借助多模态媒介，理解视频所传达的有关陌生领域的事实性信息。

## A Reading and interaction

### Objectives

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

1. describe the impact of climate change on the life and the culture on the Carteret Islands;
2. analyse the use of language for describing the place, the people and the environment on the islands;
3. describe three aspects of the culture in one's own hometown.

### Background

**1. The Carteret Islands** The Carteret Islands are located in Papua New Guinea in the South Pacific. They include a scattering of islands stretching out to a total land area of 0.6 square kilometres. The low-lying islands have a maximum height of 1.2 metres above sea level.

The islanders on the Carteret Islands had lived a traditional life for hundreds of years due to their isolation from the modern world. However, with global warming and rising sea levels in recent years, the life on the islands has been seriously affected. In 2005, the islanders were relocated by the Papua New Guinean government and it was the first action of relocation of people due to climate change.

**2. Bougainville Island** Bougainville Island is the easternmost island of Papua New Guinea. It is the largest of the Solomon Islands, located near the northern end of that chain.

### Notes on the language

1. **Do you think the story is in line with your prediction?** If something is *in line with* something else, the two things are in agreement.
2. **crystal clear waters** "Waters" in plural form refers to a large area of sea, ocean, etc.
3. **but all this is about to change** When something is about to change, it will happen soon.
4. **Take a closer look at the islands and the reason becomes clear.** Notice the sentence pattern "Take a closer look ... and ..." which means "*If you take a closer look at the islands, you will find that the reason is clear.*"
5. **survive on coconut milk and fish** Notice the use of "on". It refers to a source of something such as *food, money, information, energy*. It means that the coconut milk and fish are the main

sources of food for the islanders.

6. **malnutrition** Notice the word formation *mal-* (bad or badly) + *nutrition*. (*malpractice*, *maltreatment*, etc.)

7. **islanders will relocate to places ...** If you relocate to a place, you move there.

8. **coexist** Notice the word formation *co-* (together with) + *exist*. The word “coexist” means “to exist together”.

9. “**We hope the world is listening.” It is.** Notice “It is.” is the elliptical expression for “It (the world) is listening.”

10. **He is the human face of climate change.** The human face here means to make it more personal so we don’t disregard it. (e.g. *The doctor put the human face on the disease*. “Put the human face on” here means to make something more personal so that people would understand and care about the situations. In this context, the writer may want to warn us about the consequences of our actions towards the environment and thus make us care for our planet.

11. **off the north-east coast of Papua New Guinea** “Off” means a little distance away from.

12. **Papua New Guinea** /'pæpʊə nju: 'gɪni/

13. **football fields** football ground

## Word study

1. **victim** *n.* a person who has been attacked, or killed as the result of a crime, disease, an accident, etc. 受害者；牺牲品

*The once promising young man fell victim to his own greed.* 这个曾经前途光明的年轻人因贪婪而自食其果。

*After the earthquake, not all the victims survived.* 地震过后，并非所有的受害者都幸存下来。

2. **overflow** *v.* to be so full that the contents go over the sides 漫出；溢出

*Due to the continuous rainstorms, the river overflowed the banks.* 由于连续暴雨，河水淹没了两岸。

*Her heart was overflowing with affection.* 她心里充满着爱。

3. **fellow**

(1) *adj.* used to describe somebody who is the same as you in some way, or in the same

**situation** 同伴的；同类的；同事的

**fellow members / citizens / workers** 同一组织的成员 / 同胞 / 同事

**fellow feeling** (遭遇相同而产生的)同情，同感；同病相怜

(2) **n.** a way of referring to a man or boy 男人；家伙

*He is a nice fellow and people like to make friends with him.* 他这人不错，人们喜欢和他交朋友。

4. **predict** **v.** to say that something will happen in the future 预言；预告

*Due to climate change, it is predicted that the island will be under sea level in the near future.*

据预测，这个岛屿由于气候变化将在不久的将来沉至海平面以下。

*He predicts that the trend will continue, which means you don't need to worry about it.* 他预言这一趋势将继续，也就是说你不用为此担心。

5. **shelter** **n.** the fact of having a place to live or stay, considered as a basic human need 居所；住处

*In some places, the local government provides a night shelter for the homeless.* 在一些地方，当地政府为无家可归的人提供夜间收容所。

*After the earthquake, they built a rough shelter from old pieces of wood.* 地震过后，他们用旧木条搭了一个简陋的窝棚。

6. **preserve** **v.** to keep a particular quality, feature, etc. to make sure that something is kept 保护；保存

*The organization was set up to preserve endangered birds from extinction.* 成立这个组织是为了保护濒危鸟类不致灭绝。

*Built in 1056, the wooden tower in Ying County of Shanxi Province has existed for almost 1,000 years and has been well preserved.* 建于 1056 年的山西应县木塔已存在近千年，并保存良好。

### Pre-reading activity

**1–2** (see Student's Book page 24)

### Teaching principle

Reading is more effective if learners can make predictions from pictures, titles and other clues, before they read the story.

### Teaching suggestions

- Write “Island story” on the board and present the picture on page 24 in the Student’s Book on a slide. Ask Ss to make predictions about the text.
- Invite Ss to imagine the island life. Encourage them to use descriptive language. Write Ss’ ideas on the board. Provide language support if needed.
- Ask Ss to read paragraph one and rephrase what is happening in their own words. Ask Ss to predict: Who is John Sailike? Why is he sad? What is happening to his life? What is the story probably about?

### Answers for reference

- 1 (1) I think it is about a beautiful island. A family are boarding a little boat. They may be leaving the island on a trip to visit the town.  
(2) I think life on the island must be peaceful, simple and slow. People would be enjoying a relaxing and happy life.
- 2 (1) It is possible that the story will talk about the changes in the islanders’ lives and the causes.  
(2) I guess Sailike will be the main character in the story. He seems to be leaving this island because he said that he would lose the sea and the happiness of this place. He would miss the sound of the waves at night because he wouldn’t hear it again.

### Comprehension work

1 (see Student’s Book page 26)

### Teaching principle

A proper understanding of the passage is based on the understanding of its general meaning and factual information.

### Teaching suggestions

- Guide Ss through the questions (1)–(6). Ask Ss to circle or underline the key words in the questions to help locate information in reading.

- Set a time limit. Ask Ss to use their scanning skills to read through the passage quickly to find the answers.
- Elicit Ss' responses to the comprehension questions (1)–(5) based on the information in the reading passage, while engaging Ss with language points in the process. Make sure Ss understand the general meaning of the whole passage and provide language support whenever Ss need help.
- Ask Ss to give their own ideas in discussing question (6) about global warming. Encourage them to share their views on what we can do in response to global warming.

**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) He doesn't want to leave the island.
- (2) People live in wood huts with sand floors and don't use much electricity. Men support their families by fishing and women take care of children and grow vegetables at home.
- (3) The islands are beautiful, clean, under-developed and peaceful. Life there is very simple and self-sufficient.
- (4) They may forget their traditions and lose their language, culture and identity.
- (5) People have helped relocate the islanders, preserve their ways of life and record their language and traditions for future generations.
- (6) I sympathize with him and understand his worries. Our identity and culture are closely linked to the places where we live. When we are forced to leave our hometown, it is hard to maintain traditional ways of living, and our culture may fade away. Many people around the world share his concerns. Luckily, their voice is being heard and people are thinking of ways to help preserve their cultures.

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

**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 cloze on a slide. Ask Ss to work independently first.
- Work with the class to go over the summary and check answers with Ss. Provide feedback and make explanations if necessary.

### Answers

(1) victims      (2) floods      (3) supply      (4) relocate      (5) not-so-distant  
(6) culture      (7) identity      (8) frustration      (9) preserve      (10) ancestors

### Deep reading

1 (see Student's Book page 27)

### Teaching principle

It is important for learners to engage in focused activities that develop their higher-order thinking skills and communicative competence.

### Teaching suggestions

Task	Analysing and interpreting the descriptive language in the passage
Purpose	Fluency training through the interpretation of the descriptive language
PLO	Ss will be able to explain the use of the descriptive language in visualizing the island life.
Time	30 minutes

- Ask Ss to read the sentences one by one and underline the words and phrases that describe the scenery and life on the islands, such as noun phrases modified by adjectives (e.g. *beautiful and peaceful semicircle, white sand, crystal clear waters, small boat*), noun phrases that describe people or things (e.g. *wood hut, palm trees, the sun*) , verb phrases indicating activities (e.g. *catch fish, grow vegetables, look after the children*) and verbs indicating damaging actions (e.g. *pollute, damage, destroy*).

*overflow, destroy).*

- Take sentence (1) to demonstrate—describing a situation, scenery, a place or an event according to the descriptive language. Ask Ss to talk about what the life was or is like on the islands.
- Ask Ss to discuss the rest of the questions in pairs with the support of Worksheet 1 (see page 145). Provide language support if necessary.
- Invite three to five Ss to share their understanding with the class. Provide feedback in time.

**NB**

Teachers should remind Ss to pay attention to the descriptive language in each sentence.

- (2) Each day, he goes out in a small boat to catch fish for his family, while his wife looks after the children and grows vegetables in their garden.

Highlight the noun phrases, verb phrases and prepositional phrases such as *small boat, catch fish, grow vegetables, in their garden*. These phrases highlight a very traditional way of life, including the division of labour between men and women, tools for production, and the mode of production in daily life.

- (3) The family lives in a wood hut with sand floors and they don't use much electricity, so when the sun goes down, it is usually time for bed.

In this sentence, highlight the phrases *wood hut, sand floors, don't use much electricity, the sun goes down, time for bed*. The phrases present us with the primitive living conditions and the simple lifestyles of the islanders.

- (4) Salt water from the sea is overflowing into vegetable gardens and destroying fruit trees.

Ask Ss to focus on the noun phrase and verb phrases: *salt water, overflowing into vegetable gardens, destroying fruit trees*. These phrases describe a picture: how the overflowing sea water, as a sign of global warming and deteriorating environment, damages the islanders' life and how badly they suffer from the damage.

- (5) The dying trees are home to mosquitoes that spread diseases, like malaria.

Highlight the nouns and noun phrases *dying trees, home to mosquitoes, diseases, and malaria*. These words and phrases represent key factors that threaten the islanders' lives and how bad and dirty living conditions are dangerous to human life.

- In case Ss are not able to communicate effectively in English, use Worksheet 2 (see page 147)

to help them understand the islanders' living conditions.

### Answers to Worksheet 2

- (1) visualize (2) traditional (3) life (4) catching (5) care (6) plain  
(7) damage (8) livelihood (9) survival (10) terrible (11) environment

### Answers for reference

- (2) The phrases "goes out in a small boat", "catch fish", "looks after the children" and "grows vegetables" help us visualize the life on the island. They suggest that the islanders live in a traditional society and lead a simple and peaceful life. They make a living by catching fish and growing vegetables. The men work away from home and the women take care of the home.
- (3) The phrases "wood hut with sand floors" and "don't use much electricity" suggest that life there is simple, plain and even a bit primitive. It may not be difficult for the islanders to live without electricity or running water.
- (4) The phrases "salt water", "overflowing into vegetable gardens" and "destroying fruit trees" give readers examples of the damage caused by global warming. Sea water is destroying the vegetables and fruit on the islands. This is damaging the islanders' livelihood because the vegetables and fruit are important for their survival.
- (5) The phrases "dying trees" and "mosquitoes that spread diseases" describe the poor and terrible living conditions. The sentence implies that the environment on the islands is so bad that it causes the trees to die and threatens the islanders' health.

## 2 (see Student's Book page 28)

### Teaching principle

Learners need opportunities to work on open-ended tasks where they are stimulated to develop their communicative competence.

### Teaching suggestions

- If time is limited, divide the whole class into two large groups, with Group I working on question (1) and Group II on question (2).

### Suggestions for Group I

- Ask Ss to read the last sentence of the passage carefully.
- Encourage them to describe how Sailike thinks and feels about leaving the island by searching for information from the text. Use the information in **Notes on the language** as a reference to discuss this question.

*Sailike provides the human face for this unfortunate situation. Would you like this situation to become the norm for island life?*

- Walk around the class. Provide language support in case Ss need it.
- Ask several Ss to report their ideas to the class. Give comments and provide feedback in time.

### Suggestions for Group II

- Ask Ss to work in groups. Encourage them to speak freely using their own language. Ask Ss to write down the answers and prepare a list of explanations.
- Walk around the class to provide language support if necessary.
- Select several groups to report their list of factors and explanations.
- Provide feedback in time.

### Answers for reference

- (1) The last sentence that “he is the human face of climate change” is a metaphor. It makes Sailike’s situation easier to care about by connecting it with an actual person. The writer is saying that Sailike represents a typical person who is involved in the tragic story of climate change. His fate symbolizes the negative effects of climate change on human beings and their lives. Sailike’s encounter is a snapshot of human beings’ desperation and helplessness facing the harms caused by climate change as well as their anxiety and uncertainty about their life and the future. By providing the “human face” in the form of Sailike’s personal story, readers are drawn into the global warming crisis. The writer is drawing on readers’ emotions and sympathies so that they too may take up the global warming cause.
- (2) Due to climate change, air pollution is going from bad to worse in our city. As a metropolis, there are more and more vehicles on the road nowadays, increasing harmful emissions. This produces a hazy atmosphere which has adverse effects on the

population. It would be better if we took public transport rather than private transport to help reduce emissions. We would then be doing our part to stop pollution.

## Mini-project

(see Student's Book page 28)

### 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 partners.

### Teaching suggestions

<b>Task</b>	Introducing the culture in one's hometown
<b>Purpose</b>	Fluency training: Ss will explore different aspects of cultural features in their hometown.
<b>PLO</b>	Ss will be able to describe clearly their hometown's cultural features from three aspects.
<b>Time</b>	20 minutes

- Introduce the task by presenting the instructions on a slide. Make sure that Ss understand them well.
- Narrow down the aspects according to Ss' opinions. Ask Ss what they would say about the focused aspects. Use the following information as a reference.
  - Words for describing language: *Putonghua, dialect, local accent, or other local variety, melodious tone, colourful expression, vivid sayings.*
  - Adjectives for describing food: *delicious, spicy, sweet, salty, sour, oily, tasty, juicy, crispy, greasy*
  - Adjectives for describing festivals / celebrations: *amazing, traditional, grand, lively, boisterous,*

*cheerful, joyful, joyous*

- Divide Ss into groups based on their selected aspects. Encourage them to talk in English.
- Walk around the class. Provide language support in case Ss need it.

### Answers for reference

I live in a bustling tourist city in North China with rich historical and cultural treasures. In summer, the city is full of tourists who come here to enjoy the cool weather and the famous mountain resorts. People in my hometown are hospitable and warm-hearted. We are very proud to host visitors, and are always willing to offer travel tips. We have learnt to enjoy what our city has to offer from a young age. After dinner, we often walk along the river or enjoy traditional Chinese opera plays by local performers. When the river freezes in winter, we use it as a natural ice-skating rink and we even ride bicycles on it! We speak Putonghua. It is a pity that we don't have a distinct local dialect.

### Focus on language

#### 1–2 (see Student's Book page 29)

##### Teaching principle

Learners need explicit instruction on language forms after communicative activities.

##### Teaching suggestions

<b>Task</b>	Learning about the related language issues that Ss have 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.
<b>Time</b>	10 minutes

- Present a summary of the language issues that Ss have encountered in the study of this section. (You may present the blackboard pictures on a slide.)
- Ask Ss to explain the focused expressions, language points, etc. and provide some examples if necessary. Make sure that Ss have solved all the problems and explained them appropriately.
- Introduce exercise 1 on a slide and help Ss understand the meanings and functions of the prefixes: *semi-*, *under-*, *over-*, *re-*, *co-*, *inter-*. Use the information below as a reference.

*semi-*: half; partly (*semicolon*, *semiconductor*)

*under-*: not enough, less than what is desired or needed (*undercooked*, *underdevelopment*)

*over-*: too much (*overcooked*, *overpriced*)

*re-*: again or back (*redo*, *rewrite*, *reunite*)

*co-*: together (*coexist*, *co-author*, *co-worker*)

*inter-*: between two or more (*international*, *intercultural*)

- Ask Ss to complete exercises 1 and 2 independently.
- Check answers with the class and provide explanations if necessary.

### Answers

1 (1) semi-circle underdeveloped overflow relocate / rebuild coexist international

(2) a *re-* b *co-* c *inter-* d *under-* e *semi-* f *over-*

2 (1) come to an end (2) take shelter from (3) preserved as (4) die out  
(5) overflowing with (6) wash away (7) threatened with (8) fall victim to

## B Grammar activity

### Objectives

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

1. recognize accurately the structures of future continuous in the given context;
2. use the structures of future continuous correctly in a semi-communicative activity.

**1–2** (see Student's Book pages 30 and 31)**Teaching principle**

Grammatical awareness is important for learners to develop language control strategies.

**Teaching suggestions**

- Present the example sentence: "Li Ming will be finishing high school in June". Ask Ss to explain about the time of the action *finish* (i.e. the future time). Explain that there are many ways to express the future action and there is no future tense in modern English. List the possible ways to talk about the future, such as:

*Li Ming finishes high school in June.* (according to a prearranged schedule)

*Li Ming is to finish high school in June.* (according to a prearranged schedule)

*Li Ming is finishing high school in June.* (a pure future action)

*Li Ming will finish high school in June.* (a pure future action, or the speaker thinks that it will happen in the future)

*Li Ming is going to finish high school in June.* (a planned action, or a predicted action in the future)

*Li Ming may finish high school in June.* (The speaker guesses about an action in the future.)

*Li Ming is about to finish high school in June.* (The action will soon happen in the future.)

- Ask Ss to work on exercises 1 and 2 and complete the tasks independently.
- Check answers with the class and provide feedback if necessary.

**NB**

As the future tense doesn't exist in modern English, the answers in exercise 2 will vary according to the Ss' understanding of the intentions of the writer. Likewise, a variety of answers can be accepted in exercise 3. Teachers need to accept Ss' contributions as far as Ss can reasonably explain their answers.

**Answers**

1 a–2 b–1 c–5 d–3, 7 e–6 f–4 g–8

2 (The answers may vary according to the reader's assumptions in reading the passage. Ss may use a variety of structures for these answers. Ask Ss to explain why they chose these

forms for the blanks. It is perhaps not beneficial for Ss to insist that there is only one correct answer in this context. The following answers are only for reference.)

- |                           |  |
|---------------------------|--|
| (1) is going to take part | (2) are going to buy / will buy / will be buying |
| (3) will spend            | (4) is going to be / will be                     |
| (5) will join             | (6) might/may come                               |
| (7) will have             |  |

### 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 structures for a communicative purpose.

#### Teaching suggestions

- Write the sample sentence on the board and lecture about the use of *will be doing*. Explain how the activities will be conducted.
- Ask Ss to write three sentences first independently. For example:

*I will be reading my favourite novel on the day after the college entrance examination.*

*I will be hanging out with my good friends on the day after the college entrance examination.*

*I will be hiking in the mountains to relax on the day after the college entrance examination.*

- Encourage Ss to leave their seats and exchange information with at least three classmates. Ask them to ask questions, listen to each other's answers, and take notes of the most interesting ideas.
- Invite several students to share their findings. Provide feedback or language support if necessary.

## C Listening and speaking

#### Objectives

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

1. understand the suggestions for improving community life;
2. make suggestions for improving services in school 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 suggestions

- Present the task on a slide making sure Ss understand the instructions well.
- Ask Ss to talk about their ideas in pairs. Remind them that they can talk about extra aspects if they would like to.
- Elicit Ss' contributions, write them on the board and provide feedback on both content and language appropriately.

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

### Teaching principle

Teaching listening usually starts with allowing learners to focus on the general idea.

### Teaching suggestions

- Guide Ss through the instructions. Ask them to read the given statements carefully and make predictions about the answers.
- Play the recording several times until Ss feel satisfied. Ask Ss to confirm their predictions.
- Ask Ss to share their results and check answers. Provide language support if necessary.

### Answers

(1) F (2) F (3) F (4) F (5) T (6) F (7) T

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

### Teaching principles

- Learners need to develop skills to listen for the gist of the conversation as well as specific details.

- Focusing on details gives learners good opportunities to practise their note-taking skills.

### Teaching suggestions

- Guide Ss through the instructions. Ask Ss to skim through the information in the table and make predictions.
- Ask Ss to pay attention to the host's words. Tell Ss that the host's language contains signs indicating:
  - the change of speakers (e.g. *Who do I have on the line? Hello, Mary. How about our next caller? Who do I have on the line?*)
  - the change of information focus (e.g. *What do you think we can do that would make our city a better place to live? What is your suggestion for making our community better? So what can we do about this problem, Kevin?*)

This strategy helps Ss follow the flow of conversation and understand the details quickly.

- Play the recording several times until Ss understand the details.
- Ask Ss to finish the table individually according to their notes. Then ask them to report their answers. Provide feedback and language support when necessary.

### Answers

- |  |   |
|--|---|
| (1) build a community park                   | (2) a running track   |
| (3) people can enjoy jogging there           | (4) can sit and relax together                                |
| (5) There should be a children's playground. | (6) walk all over the grass                                   |
| (7) leave bikes on the grass                 | (8) build fences around the green spaces<br>and add footpaths |
| (9) people from walking on the grass         | (10) set up bike stands                                       |
| (11) people can park their bikes there       |   |

4 (see Student's Book page 33)

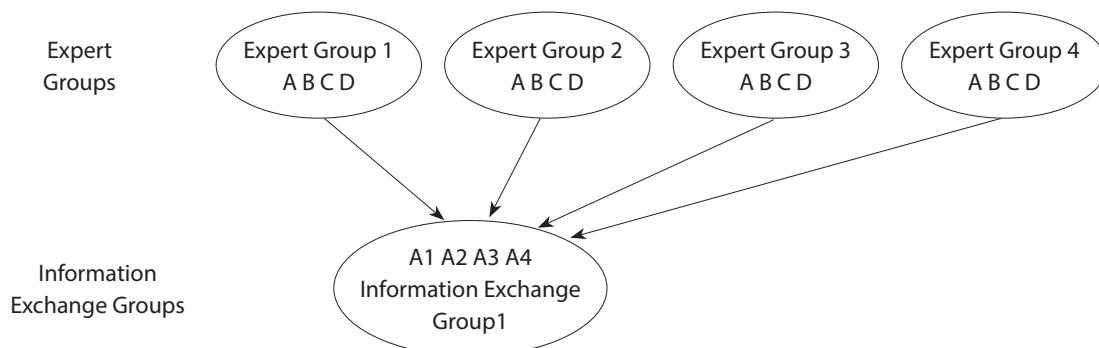
### Teaching principle

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

**Teaching suggestions**

<b>Task</b>	Making suggestions for improving school services
<b>Purpose</b>	Fluency training with discussion of the ideas to improve school services
<b>PLO</b>	Ss will be able to make at least three specific suggestions for improving school services using appropriate language.
<b>Time</b>	15 minutes

- Guide Ss through the instructions. Draw the jigsaw graphic organizer (see below) on the board and explain how the activity would be organized.



Jigsaw graphic organizer

- Organize Ss into groups of four as the Expert Groups. Assign a type of school services to each group. Ask Ss to discuss the problems of the school services and make a list of suggestions for improving them.
- Reorganize Ss from the Expert Groups into new Information Exchange Groups. Ask Ss in the new groups to share their suggestions and provide critical comments on whether these suggestions are feasible or practical.
- Walk around the class and provide language support if necessary.
- Ask several Ss to present the summary about the suggestions and the comments from other classmates.
- Respond appropriately to Ss' information and language. Use the **Language guide** on page 33 as a reference in the feedback.

## D Writing

### Objectives

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

1. analyse the sample opinion essays in terms of content and language;
2. write an opinion essay to support a charity.

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

### Teaching principle

Learners will write better if they know what to write about and the language they would use during writing.

### Teaching suggestions

- Introduce the two advertisements and the instructions for writing.
- Ask Ss to work in pairs and discuss the two questions in exercise 1.
- Hold class discussions for reasons to support either of the charities.
- Write Ss' contributions in two columns—one for each advertisement, and provide language support if necessary.

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

### Teaching principle

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

### Teaching suggestions

- Ask Ss to select a charity and argue why they would support it.
- Ask Ss to write immediately. Move around to support.
- Pick a best S's writing to share, making comments on its merits and suggest improvements.
- Ask Ss to read the sample opinion essay critically using the guiding questions on page 35.
- Ask Ss to pay attention to the topic sentences and supporting details in the sample essay and how the paragraphs are organized using the following information as a reference.

- **Introduction:** (paragraph 1) presenting the reasons for writing the essay and the writer's point of view
- **Development:** (paragraphs of 2, 3 and 4) developing the writer's point of view by giving three reasons (*My first reason for ... is ... ; Another argument for ... is ... ; My final point is ...*)
- **Conclusion:** (the last paragraph) reiterating the writer's point of view (repeating the same idea using different wording)
- Ask Ss to resume writing on their own. They can either continue their unfinished work, revise their writing, or start to rewrite it.
- Walk around the class. Provide language support in case Ss need it.

### Answers for reference

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

Aspects of writing	Guiding questions	My exploration
	What is the purpose of the essay? What is the writer's choice?	<ul style="list-style-type: none"> <li>• <b>Purpose:</b> to persuade people to support a charity.</li> <li>• <b>Choice:</b> WaterAid.</li> </ul>
Content	What are the writer's arguments and reasons for choosing this charity? What is his argument in response to the opposing view?	<p><b>Argument:</b> Students should choose to support WaterAid.</p> <p><b>Reasons:</b></p> <ul style="list-style-type: none"> <li>• Access to safe, clean water is extremely important.</li> <li>• It helps poor people drink clean water and so reduces deaths.</li> <li>• It also helps communities set up and maintain their own water and hygiene projects.</li> <li>• It really benefits the poorest people.</li> </ul> <p><b>Response to the opposing view:</b></p> <p>WaterAid is much smaller than WWF and can't make as much of a difference as WWF can. The writer argues that WaterAid gets much fewer donations as well, so it needs their support more.</p>
	How does the writer conclude the essay?	The writer concludes the essay by briefly restating his choice and the reasons for it.

(Continued on the next page)

Aspects of writing	Guiding questions	My exploration
Language	What language does the writer use to signal his opinion and arguments?	<ul style="list-style-type: none"><li>• <b>Expressions used for opinions:</b> In my opinion, ..., I am convinced that ..., I feel that ..., I believe that ...</li><li>• <b>Expressions used for arguments:</b> My first reason for ..., Another argument for ..., My final point is ...</li></ul>
	What tense and modal verbs does the writer use in his opinion and arguments?	<b>Tense:</b> simple present <b>Modal verbs:</b> should, can, might

## E Cultural focus

### Reading passage

#### Objectives

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

1. retell the story of the Run for Charity event in the passage;
2. describe qualities for great athletes.

1 (see Student's Book page 36)

#### Teaching principle

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

#### Teaching suggestions

- Ask Ss to discuss the questions in exercise 1 in groups.
- Ask one or two Ss to share their ideas and provide feedback.

#### Answers for reference

(1) The Red Cross 红十字会

China Foundation For Poverty Alleviation 中国扶贫基金会

China Children and Teenagers' Fund 中国儿童少年基金会

China Foundation for Disabled Persons 中国残疾人福利基金会  
 China Environmental Protection Foundation 中华环境保护基金会  
 Natural Resources Defense Council 自然资源保护协会  
 Wildlife Conservation Society 野生动物保护协会  
 (2) running, football (e.g. Soccer Aid), hiking

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

### Teaching principles

- Learners need to develop skills to read for both general ideas and specific information.
- Usually it is easier for Ss to read for general ideas first and then for more detailed and complex information.

### Teaching suggestions

- Ask Ss to read the title "Good runners run for good" and pay attention to the use of "good" (appearing twice) in the title. Encourage Ss to share their understanding first.
- Guide Ss through the instructions of exercise 2 and the listed meanings.
- Ask Ss to read through the passage quickly to complete the table.
- Invite Ss to report their answers and make explanations drawing on the information from the passage.
- Provide language support and feedback if needed.

### Answers

Meaning 1: a, b, c

Meaning 2: d, f, g, i

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

### Teaching principle

Learners need opportunities to practise the understanding of details during reading.

### Teaching suggestions

- Ask Ss to read the instructions and the given statements in exercise 3, underlining important information to prepare for the scanning.
- Ask Ss to read through the passage, locate related information quickly and finish the task.
- Select Ss to share their answers. Ask them to give explanations or corrections to the incorrect statements.

### Answers

- (1) F After completing a marathon, they helped raise money to help children in Gansu Province.
- (2) F They not only offered material support but also shared their enthusiasm for running and inspired the children to have dreams for the future.
- (3) T
- (4) F Only poor children in Gansu Province benefitted from the 2016 Run for Charity event.
- (5) T

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

### Teaching principle

Listing and ranking information can effectively help learners develop higher-order thinking skills in language learning.

### Teaching suggestions

- Put Ss into groups. Ask them to list as many qualities as possible to describe a great athlete. For example:

<ul style="list-style-type: none"><li><i>hard-working</i></li><li><i>responsive</i></li><li><i>cooperative</i></li></ul>	<ul style="list-style-type: none"><li><i>mastery of physical skills</i></li><li><i>excellent physical qualities</i></li><li><i>strong psychological qualities</i></li><li><i>strict self-discipline</i></li><li><i>self-control</i></li></ul>	<ul style="list-style-type: none"><li><i>sporting ethics</i></li><li><i>sportsmanship</i></li><li><i>team spirit</i></li></ul>
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- Ask Ss to rank the qualities in terms of importance and state the reasons for the ranking using

Worksheet 3 (see page 149).

- Invite the groups to present their ideas and provide comments if necessary.

### Answers for reference

Qualities	Reasons
1. excellent physical qualities	Excellent physical qualities are the basic elements to become a good athlete.
2. tenacious spirit (physical and mental stamina)	Tenacious spirit is essential for an athlete. An athlete needs tenacity and persistence to overcome the hardships during the long-term training and fierce competition.
3. a perfect mastery of physical skills	The perfect mastery of physical skills is a sign of professionalism. To become a great athlete, one needs to master physical skills, for example, to have good control over his / her muscles, measure his / her physical strength and endurance during training and competitions.
4. good psychological qualities	Good psychological qualities are critical for an athlete to win a competition.
5. self-discipline	Self-discipline is an important quality to keep an athlete committed to training and practice routines.

## Video

### Objectives

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

1. understand the role of the Blue Cross in protecting animals in the UK;
2. express their own ideas about supporting the best charity.

### Background

The Blue Cross was founded in Beaufort, England in 1897. Its function is to help sick, injured and homeless animals with the help of volunteers. In addition to sponsoring pets, the Blue Cross helps animals and their owners by way of veterinary services at their hospitals and clinics, rehoming services and pet bereavement support services.

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

**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 pets.
- Provide language support if necessary.

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

**Teaching principle**

Video viewing will be more effective if learners focus on images and sound in different teaching steps.

**Teaching suggestions**

- Play the video with the picture off. Ask Ss to listen while taking notes of whatever they can catch in the video.
- Ask Ss to report what they have noted down. Write their ideas on the board and then elaborate these expressions by asking Ss to explain, providing corrections, or leaving questions for further exploration in the next round of viewing.
- Play the video again with the picture on. Ask Ss to confirm their predictions, correct their errors or report new points.
- Repeat the above processes and encourage Ss to view the video several times and report whatever they have noticed in the video until Ss are satisfied with the viewing.
- Ask Ss to complete exercise 2 independently. Check answers with them.

**Answers for reference**

- (1) There are more than 27 million pets in the UK.
- (2) Over a quarter of pet owners get their animals from charities or rescue centres.
- (3) Some psychologists say that owning a pet is good for your health.
- (4) There are about 360,000 visually impaired people in the UK.
- (5) The emergency services often use dogs because their sense of smell is better than ours.

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

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

**Teaching suggestions**

- Encourage Ss to finish the exercise independently.
- Check answers and provide feedback.

**Answers for reference**

(1) improve (2) acquire (3) provide (4) encourage (5) register (6) lead

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

- Arrange Ss in groups. Ask each group to research one charity (not the same) online and take notes.
- Ask Ss to talk about their selected charity and to give the reasons to support it.
- Walk around the classroom. Provide language support if necessary.
- Ask some groups to present their work. Ask the class to vote for the best choice.

## Unit 3 Paying the price

### Introduction

This unit discusses commercialization and its impact on people's lives. The **Reading and interaction** section introduces a feature article about the definition and approaches of stealth marketing and people's attitudes towards it. The **Grammar activity** section talks about fair trade and its role in economic globalization while lending students an opportunity to use **the passive in the past continuous** and **the past perfect**. In the **Listening and speaking** section, students will listen to a radio programme on teenagers' purchase habits in the UK and learn to do a similar survey themselves. In the **Writing** section, students will learn from a sample letter of complaint concerning a faulty smartwatch and write a similar letter. The reading passage in the **Cultural focus** section introduces the impact of commercialization on traditional festivals like the Spring Festival, Valentine's Day and Christmas, and the **Video** talks about the use of scent in promoting sales in a supermarket.

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

Sections	Objectives	PTH	Performance descriptors
A Reading and interaction	Explain the way stealth marketing works with examples from real life	3	2-8 能判断和识别语篇的意图，获取其中的重要信息和观点。 2-10 能理解语篇成分之间的例证关系。
B Grammar activity	Use the passive in the past continuous and the past perfect correctly in the given context	1	2-11 能理解语篇中特定语言结构的使用意图以及语言特点在反映情感态度中所起的作用。
C Listening and speaking	Give a report on classmates' spending habits	1	2-1 在听的过程中，能抓住熟悉话题语篇的大意，获取其中的主要信息、观点和文化背景。 2-4 能口头描述自己和他人的消费习惯，描述消费者的不同特征。
D Writing	Write a formal letter of complaint to a store owner using appropriate language and format	1	2-13 能有条理地描述事件发生、发展的过程，阐述观点，表达情感态度。 2-14 能有目的地选择词汇和语法结构，确切表达意思，体现意义的逻辑关联性。
E Cultural focus	Evaluate the impact of commercialization on traditional festivals  Explain the use of smell in marketing	2	2-12 能识别语篇间接反映或隐含的社会文化现象。 2-3 能借助说话人使用的图片、动画等多模态资源，准确地理解话语的意义。

## A Reading and interaction

### Objectives

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

1. explain what stealth marketing is, how it works and its advantages and potential problems;
2. explain the writer's intention of using examples and quotes in the passage;
3. state their attitudes towards stealth marketing and give reasons.

### Background

Stealth marketing is a way of promoting products where the targeted customers aren't aware that they are being marketed to. The main objective is to get the right people to talk about the product or service without appearing to be company-sponsored. Stealth marketers use a variety of ways to promote their products: they may place the product in a particular place or hire actors to use the product in public while pretending to be ordinary people. Some people think that stealth marketing can be a cheap way of grabbing consumers' attention, while others think it's unethical to "trick" consumers into buying a product.

### Notes on the language

1. **Imagine this: ...** The imagined situation (often called *scenario*) described at the beginning of the passage is used to arouse the reader's interest in reading.
2. **café** /'kæfə/ a place where you can buy drinks and simple meals
3. **Nothing unusual, you might say ...** Notice here the order of the two parts. The original sentence is "You might say that nothing is unusual ..." The reversed order is used to create an informal style and also emphasize the reader's possible response.
4. **You do and, afterwards ...** "You do" means you take a photo for them with their camera.
5. **on special offer** (British English) If something is *on (special) offer*, it is available at a lower price for a limited period of time. (American English: *on sale*)
6. **Welcome to the world of stealth marketing.** Here "to" is used as a preposition. Note that it is wrong to say "welcome somebody to do something".
7. **You may say you haven't met a stealth marketer yet, but that's the point.** The sentence means that the basic feature of stealth marketing is that people do not realize they are being advertised to a product. So it is no wonder people believe they haven't met a stealth marketer

yet, for if they had, it wouldn't have been stealthy.

8. **Contrary to what you might expect** “Contrary to ...” is an adjective phrase used as a linking phrase in discourse, often suggests a turning point in the discussion. Here it means “You may say ... *but the reality is different from* what you think of: stealth marketing is everywhere in our lives.”
9. **“word of mouth” marketing** “Word of mouth” means passing information by oral communication, as opposed to writing or publishing. “Word of mouth” marketing means attempting to promote sales on people’s recommendations.
10. **... but it’s difficult to spot stealth marketing—it just tricks us.** Here the writer indicates that stealth marketing is used to make people believe that some products are worth buying without realizing that it is a way of advertising. In this sense, people are being cheated.
11. **In a recent survey of young adults, only 5% believed advertisements, compared with 52% who trusted their friends.** Here 5% and 52% are two largely different numbers. They are used to show the sharp contrast between people who will trust advertisements and those who will trust their friends.
12. **conventional advertising campaign** “Conventional advertising” is similar to “normal advertising” mentioned in the previous paragraph. Notice that in English writing, it is often recommendable to avoid using the same word again and again. Thus readers need to see the connections between words with similar meanings.
13. **Company X researches social media ...** “Research” is used as a verb here, meaning “to study”. It can also be used as an uncountable noun meaning “a careful study of a subject”.
14. **trendsetter** a person, magazine, company, etc. that sets a trend or trends, as in fashion or ideas for the public
15. **brand image** the image or impression that people have of a particular brand of product, usually created by advertising
16. **designer jeans** “Designer jeans” are symbols of fashion and status. Many expensive designer brands produce designer jeans.
17. **... what it looks like up close** Notice the word “close” is an adverb, which means “from only a short distance away”. It is also possible to say “what it looks like close up”.
18. **It doesn’t make any difference whether I’m paid or not.** Notice “difference” or “different” is used a number of times in this article, so it may be useful for learners to notice this feature

for expressing one's opinions, analysis or comments if teachers can summarize its use in these special structures: *It doesn't matter whether ... / What difference does it make? / That's very different from someone telling ... / It's hard to tell the difference between ...*

19. **We are also a 24/7 generation ...** “24/7” means twenty-four hours a day and seven days a week. If something happens 24/7, it happens all the time without ever stopping. The sentence means that we are bombarded by advertisements all the time.
20. **What difference does it make?** The sentence means that as a 24/7 generation, we see numerous ads each day. It doesn't matter if we see or hear more ads from stealth marketers.
21. **a person is being helpful** If someone *is being helpful*, the speaker suggests that it is not typical of him / her to help you. He / She is only helpful to you in this particular instance.
22. **... because they are getting paid for it.** Notice the use of the present continuous passive structure to suggest that the marketer is being paid for his / her time at work.

## Word study

### 1. genuine adj.

(1) real; exactly what it appears to be; not artificial 真的；名副其实的

*Is the painting a genuine Van Gogh?* 这幅画是梵高的真迹吗？

*He bought the fake watch at the price of a genuine one.* 他以真表的价格买了这只假货手表。

(2) sincere and honest; that can be trusted 真诚的；真心的

*She has genuine concern for others.* 她真诚关心他人。

### 2. advertise v.

(1) to tell the public about a product or a service in order to encourage people to buy or to use it 做广告；登广告

*Advertising in the local newspaper may help you attract more customers.* 在当地报纸登广告也许能帮你吸引更多顾客。

(2) to let people know that something is going to happen, or that a job is available by giving details about it in a newspaper, on a notice in a public place, on the Internet, etc. (在报纸、公共场所公告牌、互联网等上)公布，征聘

*We are currently advertising for a new secretary.* 目前我们正在公开招聘一位新的秘书。

### 3. identical adj. similar in every detail 完全同样的；相同的

*The two oil paintings are similar, although not identical.* 这两幅油画很相似，虽然不完全相同。

*Her handwriting is almost identical to mine.* 她的笔迹和我的几乎一模一样。

**4. contrary adj.**

(1) different from something; against something 与之相异的；相对立的；相反的

*Contrary to what I expected, he proved to be quite successful.* 与我预料的相反，结果证明他相当成功。

(2) completely different in nature or direction (在性质或方向上)截然不同的，完全相反的

*contrary advice / opinions / arguments* 完全相反的建议 / 观点 / 论点

*The contrary view is that day care has a positive effect on children's development.* 相反的看法是日托对儿童的成长有积极的作用。

**5. spot v. to see or notice a person or thing** 看见；看出；注意到；发现

*I finally spotted him in the crowd.* 我终于在人群中看见了他。

*I've just spotted some spelling mistakes in his paper.* 我刚才在他的论文中发现了一些拼写错误。

**6. conventional adj.**

(1) tending to follow what is done or considered acceptable by society in general; normal and ordinary, and perhaps not very interesting 依照惯例的；遵循习俗的；墨守成规的；普通平凡的

*conventional behaviour* 循规蹈矩的行为

*My grandfather is very conventional in his views.* 我祖父的观点很守旧。

(2) following what is traditional or the way something has been done for a long time 传统的；习惯的

*conventional methods / approaches* 传统方法

*You can cook the dish in a conventional oven.* 你可以用传统烤箱烹制这道菜。

**7. launch v.**

(1) to make a product available to the public for the first time (首次)上市，发行

*He held a ceremony to launch his latest novel.* 他举办了最新小说的首发式。

*The new model of the car will be launched at the end of the year.* 这款新型汽车将于年底推出。

(2) to start an activity, especially an organized one 开始从事，发起，发动(尤指有组织的活动)

*to launch an appeal / an inquiry / an investigation / a campaign* 开始上诉 / 质询 / 调查 / 发起一场运动

*to launch an attack / invasion* 发起攻击 / 发动侵略

## 8. contract

(1) *n.* an official written agreement 合同；合约；契约

*It is wise to make / sign a contract with the supplier.* 与供应商签订合同是明智的。

*Under the terms of the contract, the job should be finished this weekend.* 根据合同的条款，这项工作应于本周末完成。

(2) *v.* to make a legal agreement with somebody for them to work for you or provide you with a service 与……订立合同(或契约)

*The tennis player is contracted to play until next year.* 这位网球选手签约参加比赛到明年。

*Several young men fresh from university have been contracted to the marketing department.* 有几位大学刚毕业的年轻人与市场部签订了合同。

## 9. purchase

(1) *n.* something that you have bought 购买的东西

*If you are not satisfied with your purchase, we will refund your money.* 若您对所购之物不满意，我们将全额退款。

(2) *n.* the act or process of buying something 购买；采购

*The receipt is your proof of purchase.* 这张收据是你购货的凭证。

(3) *v.* to buy something 买；购买；采购

*The concert ticket must be purchased two weeks in advance.* 这场音乐会的门票必须提前两周购买。

### Pre-reading activity

**1–2** (see Student's Book page 42)

### Teaching principle

Learners can integrate new concepts into their existing knowledge more easily if they connect

them with old concepts.

### Teaching suggestions

- Introduce the title, and ask Ss to answer the question "Who are the influencers?" Have a brief discussion about the influencers in our lives: *media, advertisers, teachers, friends, parents, celebrity, movies, street leaflets, public signs, advertisement billboards, posters, etc.*
- Present exercise 1 on a slide and draw the table below on the board for pair work.

Influencers	Examples: products / services you bought	Rank
TV advertisement		
celebrity		
special offer		
friend's recommendation		
favourable review		
your genuine needs		

- Ask Ss to report to the class. Provide language support if necessary.
- Introduce exercise 2 by showing the definition of *stealth marketing* on a slide. Take Ss through the meaning of the phrase and make sure Ss can give a suitable example to illustrate their understanding.

### Answers for reference

- 1 A special offer might influence me to buy a product because it would only be sold at that price for a short time.
- 2 Product placement in films or TV series is a form of stealth marketing.

### Comprehension work

- 1 (see Student's Book page 44 )

### Teaching principle

Suitable reading questions can help learners understand basic information and overcome

language difficulties in studying a passage.

### Teaching suggestions

- Give Ss about five minutes to go over the passage and underline the parts they don't understand.
- Ask Ss to discuss their answers to the questions in pairs.
- Check answers with the class.
- When Ss have got through the passage, ask them to complete the table below on a slide. The discourse structure is only for reference. Ss may produce different interpretations in their own reading.

Match suitable main idea to each paragraph.

Paragraphs	Main ideas
Paragraph 1	A. Tanya as an example to show how stealth marketing works
Paragraph 2	B. Its difference from normal advertising in terms of the power of influence
Paragraph 3	C. Its advantages—cheap and effective—and how stealth marketing works
Paragraph 4	D. An ethical dilemma: people's divided opinions on stealth marketing
Paragraph 5	E. Two scenarios introducing the advertising strategy stealth marketing and our common misconception about it
Paragraph 6	F. Tanya's opinion on stealth marketing

### Answers for reference

Paragraph 1 E

Paragraph 2 B

Paragraph 3 C

Paragraph 4 A

Paragraph 5 F

Paragraph 6 D

- Guide Ss carefully through difficult language. Use **Notes on the language** as a reference and ensure Ss understand the language well.

**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) A young man is explaining to a girl the amazing features of a new computer game in a café. Fifteen minutes later, they move to another café and have an identical conversation.

A “tourist” in the street asks people to take a photo with his camera and afterwards tells people about how he bought the camera and that it’s on special offer.

- (2) Normal advertising can be recognized on billboards or in fashion magazines, while stealth marketing can hardly be spotted. Normal advertising is expensive but less effective, while stealth marketing is cheap and effective.

- (3) The most popular people or “trendsetters” are usually hired as stealth marketers because they have a lot of followers on social media and can easily influence other people’s choices and opinions.

- (4) Companies research social media, target the most popular people or “trendsetters” and sign contracts with them to talk about their products favourably. The companies give marketers free samples of cool, new products and pay them to talk about their products.

Marketers promote brands in blogs and on social media. They upload videos of themselves, which describe recent shopping trips and display their latest purchases. They show people how a product works or what it looks like up close.

- (5) She thinks it is great to get free samples of cool, new products that her friends haven’t heard about and to have insider knowledge. And she doesn’t think stealth marketing is dishonest because whether she is paid or not, she will talk about what she likes.

- (6) The psychologist thinks that stealth marketing is a kind of cheating and that people may not know who to trust or who to listen to anymore.

**2** (see Student’s Book page 44 )

**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 cloze on a slide. Ask Ss to refer to the reading passage in order to fill in the blanks.
- Invite Ss to suggest possible answers from the reading passage. Provide language support or correct their errors if necessary.

**Answers**

(1) works (2) spot (3) tricks (4) conventional (5) launching (6) hire / select  
 (7) influence (8) samples (9) dishonest (10) trust

**Deep reading**

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

**Teaching principle**

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

**Teaching suggestions**

<b>Task</b>	Explaining the effect of using examples and quotes in the passage
<b>Purpose</b>	Fluency training in using their own language to explain the examples and quotes
<b>PLO</b>	Ss will be able to use their own experience or knowledge to explain the use of examples and quotes.
<b>Time</b>	30 minutes

There are three options to teach this part.

**★ Option 1**

- In case Ss are not able to talk much about their understanding, conduct a class discussion with them. Ask the questions below to provide support. Use Table A presented on a slide as

scaffolding to elicit information from Ss. The answers in Table B are for reference.

(2) What steps does Company X take to promote its new product secretly?

Table 2A

<b>Step</b>	<b>What does the company do?</b>
1	
2	
3	
4	
Conclusion	

Table 2B

<b>Step</b>	<b>What does the company do?</b>
1	<i>Research social media</i>
2	<i>Find the most popular people or “trendsetters”</i>
3	<i>Sign contracts with them</i>
4	<i>Let them talk favourably about the product on social media</i>
Conclusion	<i>This example can clearly illustrate how stealth marketing works.</i>

(3) What kind of person is Tanya according to the descriptions?

Table 3A

<b>Descriptions of Tanya</b>	<b>Qualities of an ideal stealth marketer</b>
Beautiful, sporty, clever	
Has more than 15,000 followers on social media	
Hired by an undercover marketing agency to promote brands ...	
Conclusion	

Table 3B

<b>Descriptions of Tanya</b>	<b>Qualities of an ideal stealth marketer</b>
Beautiful, sporty, clever	<i>Good looking, active, smart</i>
Has more than 15,000 followers on social media	<i>Popular, excellent people skills</i>
Hired by an undercover marketing agency to promote brands ...	<i>Willing to be hired to work as a stealth marketer</i>
Conclusion	<i>Active, good looking, smart, good people skills (with a lot of followers), willing to be hired as a stealth marketer</i>

(4) What is Tanya's view about stealth marketing? What is her reasoning?

Table 4A

<b>Tanya's view on stealth marketing</b>	<b>Her reasoning</b>
She's not being dishonest.	

Table 4B

<b>Tanya's view on stealth marketing</b>	<b>Her reasoning</b>
She's not being dishonest.	<i>She genuinely likes the product. Though she gets paid, she is not lying when she says she likes some products.</i>

(5) What does the psychologist mean? What is the writer's attitude towards stealth marketing?

Table 5A

<b>The psychologist's view</b>	<b>The writer's attitude</b>

Table 5B

<b>The psychologist's view</b>	<b>The writer's attitude</b>
<i>Some people may abuse the trust between people. It is difficult to judge the real motive behind people's advice. It may lead to a trust crisis.</i>	<i>Neutral, as the writer doesn't commit himself to any explicit opinion on the issue.</i>

**★★ Option 2**

- Ask Ss to work in pairs and discuss their understanding.
- Ask several pairs to present in class.

**★★★ Option 3**

- Put Ss into groups of four.
- Ask each group member to interview three classmates and note down their answers with Worksheet 1 (see page 151).
- Ask Ss to share their findings within the group first and select the most convincing or interesting answer.
- Ask some Ss to present their group's findings in class.
- In case Ss are not able to communicate effectively in English, use Worksheet 2 (see page 153) to help them understand the use of examples and quotes.

**Answers to Worksheet 2**

(1) illustrate (2) conventional (3) effective (4) influential (5) persuade  
(6) attitude (7) dishonest (8) different (9) controversial (10) neutral

**Answers for reference**

- (2) The writer gives the example of company X to illustrate how stealth marketing works, to show the difference between conventional advertising campaigns and stealth marketing and to explain why stealth marketing is cheap and effective.
- (3) From the example of Tanya, we know that an ideal stealth marketer should be fashionable, popular and most importantly, influential. He or she has many followers on social media, and takes advantage of his or her influence to persuade others to buy things.
- (4) The writer quotes Tanya's words to show her positive attitude towards stealth marketing. She doesn't think stealth marketing is a dishonest strategy.
- (5) The purpose of quoting the psychologist is to show a distinctly different attitude towards stealth marketing. The writer wants to tell us that stealth marketing is a

controversial marketing technique. I think that the writer holds a neutral attitude to it.

## 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 say what they want to say rather than using prescribed language.

### Teaching suggestions

- Encourage Ss to use their own language repertoire rather than prescribed language to express their own ideas.
- Provide language support through discussion with Ss or by giving them language necessary for Ss to express their ideas.
- (Optional) Use Worksheet 3 (see page 155) to help Ss answer the second question: Do you want to be a stealth marketer like Tanya? Ask Ss to discuss the two situations and what they would do in these situations.

### Answers for reference

- (1) I think stealth marketing is a dishonest marketing strategy. It takes advantage of people's trust and tricks them. It may result in negative consequences.
- (2) To be honest, I don't want to be a stealth marketer like Tanya, despite getting free samples of new products and having insider knowledge. I don't want to be contracted to promote some cool new product and spend my time tricking others to buy it, especially those who trust me. I value my relationships with people more than my need to have some cool new product.

### 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>	Identifying instances of stealth marketing in daily life
<b>Purpose</b>	Describing how stealth marketing is operated by citing examples in everyday life
<b>PLO</b>	Ss will be able to explain what stealth marketing is by using examples.
<b>Time</b>	20 minutes

- Put Ss into small groups (maximum 4). Ask Ss to discuss the questions in their groups.
- Walk around the class, reminding Ss to speak English. Provide language support if necessary.
- Ask one representative from each group to report to the class.

### 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>	Language learning of 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.

**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 points and highlight new language encountered in the **Reading and interaction** section. List these language points in a designated area on the board for review.
- Provide some additional vocabulary related to advertising, for example, *classified ad, product placement, target market*, etc.

### Answers

- |                       |                       |                           |
|-----------------------|-----------------------|---------------------------|
| (1) luxury goods      | (2) on special offer  | (3) advertising campaigns |
| (4) fashion magazines | (5) insider knowledge | (6) marketing agency      |
| (7) free samples      | (8) brand image       |                           |

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

### Teaching principle

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

### Teaching suggestions

- Review some verbs frequently used when describing advertising, for example, *persuade, launch, research, trick, display, promote, target* and *influence*.
- Remind Ss that some “verb + noun” collocations are fixed usages. For example, *make a difference, sign a contract, make a purchase* and *launch a campaign*.

### Answers

- |                          |                         |                     |
|--------------------------|-------------------------|---------------------|
| (1) makes any difference | (2) signing a contract  | (3) make a purchase |
| (4) on the contrary      | (5) conventional wisdom | (6) on display      |
| (7) were identical to    | (8) launched a campaign |                     |

## B Grammar activity

### Objectives

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

1. recognize the passive in the past continuous and the past perfect in the passage;
2. use the passive correctly if the context is clear.

### Notes on the language

1. **Fair trade** It refers to the practice of buying goods directly from producers in developing countries at a fair price. Fair trade describes several different movements which seek to improve trade in developing countries by ensuring fair payment for farmers and producers. These movements also enable working communities in developing countries to improve their working and living conditions.

**Fairtrade** is the name used to describe the labelling system of Fairtrade Labelling Organizations International and its partner organizations around the world. Any product bearing the Fairtrade label has met the required standards to make it a fairly-traded product.

2. **Mali** It is a country in West Africa and one of the poorest in the world. It is one of the largest cotton producers in Africa.

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

### Teaching principle

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

### Teaching suggestions

- Write the following sentences on the board:

*My car was being repaired this time yesterday.*

*My car was repaired yesterday.*

Explain the differences between the two sentences in meaning and function. The function of "was being repaired" is to indicate a process and action. It is stating that the action was happening at that time (it's not clear whether the repair work is finished or not) while "was repaired" indicates a result, by stating the fact that the repairs to the car were completed and

the car is now probably ready to use.

- Show sentence 2 on a slide.

*The cottage had been used as a storehouse before the villagers turned it into a school in 1960.*

Explain the structure of the passive in the past perfect, *had been + past participle*. Explain that the action was completed before another past time or action. The example sentence means that in 1960 the cottage was turned into a school. Before that, it was used as a storehouse. You may draw a timeline to show two related actions (used as a storehouse, turned into a school in 1960) with one action (used as a storehouse) taking place before the other action in the past (turned into a school in 1960).

- Ask Ss to go over the passage in exercise 1 and finish the task on their own. Then let Ss discuss their answers in pairs.
- Explain some difficult parts if necessary.

### Answers for reference

#### NB

These grammar points from a to g are not “tenses” in technical terms. They are the different forms of the present tense and the past tense.

Grammar	Sentence	Passive verb form
a simple present	7	is spent (in the present tense)
b simple past	4, 5, 8	were paid / was established / were built (in the past tense)
c future with <i>will</i>	6	will be paid (in the present tense)
d present continuous	11	are being produced and sold (in the present tense)
e past continuous	3, 10	were being made / were being sold (in the past tense)
f present perfect	1, 2	has been grown / have been harvested (in the present tense)
g past perfect	9	had been made (in the past tense)

**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 do the exercise on their own. Remind them that some blanks have more than one possible answer. (applying the non-obligatory rules)
- Check answers with the class. Ask some Ss to explain the reasons for their answers.

**Answers**

- (1) is expected (2) has been held (3) was started  
(4) were made / had been made (5) weren't paid (6) have been introduced  
(7) are made / have been made (8) are used  
(9) are designed / are being designed (10) will be run

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

**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 the board and explain how the activities should be conducted.
- Elicit sentences from Ss. Provide feedback and language support if necessary. Here are some examples for reference.

*A difficult maths problem was being discussed in our class this time yesterday.*

*The problem had been written on the blackboard before the class began.*

*A meeting was being held in the school auditorium this time yesterday.*

*The equipment in the auditorium had been tested before the meeting started.*

- Encourage Ss to leave their seats and talk to at least three different classmates.

- Invite a student to report the most interesting answer. Provide feedback or language support if necessary.

### Optional speaking activity

#### Teaching suggestions

<b>Activity</b>	Making sentences with the passive in different forms
<b>Purpose</b>	Ss learn to use the passive in different forms correctly.
<b>PLO</b>	Ss will be able to use the passive in describing topic-related things.
<b>Time</b>	15 minutes

- Tell Ss to read the text on page 48 again. Write the following on the board:

**Verbs:** *harvest, pay, establish, build, sell, spend, make, produce, change, improve*

**Nouns:** *crops, profits, workers, fair-trade farm, farmers, living conditions, hospital, school, fair-trade products, supermarkets, multi-national companies, community*

- In groups, Ss use the verbs and nouns to write as many passive sentences about the text as they can in five minutes. They can use the words more than once.
- When they have finished, elicit sentences from each group and award one point for each correct sentence. If a sentence is incorrect, ask another group to correct it and award a point if they can do so. The group with the most points wins.

## C Listening and speaking

### Objectives

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

1. summarize the information about the teenagers' spending habits in the radio programme;
2. talk about their classmates' spending habits after doing a survey.

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

**Teaching principle**

Listening will be easier if Ss' prior knowledge is activated.

**Teaching suggestions**

- Ask Ss to read the clues in exercise 1 and guess the answer.
- Ask Ss to listen to the radio programme to check their answer.
- Ask Ss how they spend their pocket money.

**Answers**

Pocket money / Allowance.

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

**Teaching principle**

Listening will be easier if learners are able to focus their attention on specific information.

**Teaching suggestions**

- Ask Ss to go over the list of items and see if they know what they are. Explain the items that Ss are not familiar with.
- Ask Ss to listen and tick the items UK teenagers usually spend their money on.
- Check answers with the class and provide explanations if necessary.

**Answers**

<input checked="" type="checkbox"/> snacks	<input checked="" type="checkbox"/> computer games	<input checked="" type="checkbox"/> apps	<input type="checkbox"/> transportation
<input checked="" type="checkbox"/> clothes	<input checked="" type="checkbox"/> watching films	<input checked="" type="checkbox"/> going to cafés	<input type="checkbox"/> music
<input checked="" type="checkbox"/> gadgets	<input checked="" type="checkbox"/> technology	<input checked="" type="checkbox"/> phone bills	<input type="checkbox"/> trips
<input type="checkbox"/> books	<input checked="" type="checkbox"/> mobile games		

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

Learners need to develop skills to listen for both gist and specific details.

**Teaching suggestions**

- Ask the question "What information do you need to fill in the blanks?" and let Ss scan the table first. Remind Ss to pay attention to the key phrases *monthly allowance*, *source of money*, *what the money is spent on* so that they can listen with a purpose and pay attention to numbers, nouns or verbs, etc. and predict the part of speech of the words needed for the blanks (see strategy below).

**Strategy****Listening for specific information****Before listening:**

- Think about the type of information that you need. Is it a date, an amount, a measurement, a time, a place or a specific part of speech (noun / verb / adjective / adverb / preposition)?
- Try to predict the information you will need to complete the gaps/table.

**While listening:**

Listen for words or phrases that indicate that important information is coming, for example:

*Actually, ...; In fact, ...; Another important point is ...; I mean ..., ... tell us about ...; An interesting fact is ...*

- Play the recording a second time for Ss to check their answers and revise accordingly.
- Ask Ss to pay attention to the words and phrases that lead to important information. For example, *well*, *whereas* (for comparison), *for most of them*, *one interesting fact is ...* (for emphasis) and logical connectors like *but* and *also*. Remind Ss that the parts after these words carry important information.
- Ask Ss to guess the meanings of the following phrases and proverb in context.

*top priority      set aside      A penny saved is a penny earned.*

- Provide scaffolding for the next task by asking Ss a further question: What good spending habits do Nina and Julian each have?

## Answers

	Cindy's findings	Nina's answer	Julian's answer
Monthly allowance	£150	£20	£40
Sources of money	parents, other relatives and part-time jobs such as babysitting, waitressing or working in a shop	parents, gifts, money from her grandparents and her babysitting jobs	parents
What the money is spent on	<ul style="list-style-type: none"> <li>social activities such as going to cafés and the cinema, and using mobile phones</li> <li>Boys spend their money on gadgets, technology and computer games. Girls spend their money on clothes and snacks.</li> </ul>	clothes	mobile games, other apps and phone bill

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

### Teaching principle

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

### Teaching suggestions

- Introduce the speaking task and the phrases in the language guide, preferably on slides.
- Provide Ss with important aspects of a survey. For example:
  - Introduce oneself and the purpose of the survey.

*Hi, my name is ... I'm from ...*

*I am doing a survey on high school students' spending habits.*

*Can I ask you some questions?*

- Ensure participants of confidentiality.

*All the information is for research purposes only and will be kept confidential.*

- Ask for permission before asking personal questions.

*Do you mind telling me how much pocket money you get every month?*

- The questions should be arranged from easy to difficult, from general ones to more specific issues.
- Put Ss into groups of four and let them design the questions for the survey first. Remind them that the number of questions should be manageable.
- Ask every group member to interview at least three classmates to collect enough information.
- Ask each group to summarize their findings. Ask a few Ss to present their group's findings.
- Provide support if necessary. Respond appropriately to Ss' information and language.

## D Writing

### Objectives

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

1. analyse the content and the features of language in the sample letter of complaint;
2. write a letter of complaint by stating purpose, problems and desired solutions politely and clearly.

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

### Teaching principle

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

### Teaching suggestions

- Introduce the task and explain the situation on page 52. Ask Ss if they or their parents have met with similar problems. If yes, what did they do to solve them?
- Ask Ss to discuss the three questions in exercise 1 in pairs.
- Invite some Ss to share their answers in class. Provide language support if necessary. For example, *warranty, return policy, not matching the description / photo*.
- Hold a class discussion for the problems Ss raised and write them on the board.

- Encourage Ss to describe the problems and propose solutions (such as to refund, return or repair). You may use the table on the next page as a reference.

**Guide for writing about Ss' own experiences**

Present your problem	Present your solutions

- Ask Ss to start writing their letter of complaint. Walk around the classroom to provide support in both content and language.
- Remind Ss that they should pay attention to the register of their writing (see strategy below).

**Strategy**

**Deciding on register: formal and informal**

**When we write formal letters, we:**

- address the receiver as *Mr / Mrs / Ms + surname* or *Sir / Madam*.
- often use the passive form.
- often write longer, more complex sentences.
- use formal linking words, e.g. *however, furthermore, whereas*.
- use full forms, e.g. *I am writing ...*, *He has not replied ...*
- end the letter with *Yours sincerely* (if we know the receiver's name) or *Yours faithfully* (if we don't know the receiver's name) and our full name.

**When we write informal letters, we:**

- address the receiver by their first name.
- often use the active form.
- often write shorter, more simple sentences.
- use contracted forms (*I'm, He's*, etc.).
- use colloquial language.
- use informal punctuation (exclamation marks, emoticons).

7. can use idioms.
8. end the letter with informal phrases, e.g. *Speak soon* and our first name.

- Select a best S's writing before he / she finishes it and share it with the class. Offer comments and advice for improvements.
- Ask Ss to read the sample writing. Use the guiding questions to encourage Ss to read it critically.
- Ask Ss to rewrite, revise or complete their writing.

### Answers for reference

- 1 (1) I am going to complain about both the product and the service.
- (2) The expensive coat bought online has two buttons missing and is in the wrong size. Besides, the customer service is terrible because I cannot reach the company by phone.
- (3) I expect the store to give me a refund and make some improvements in its customer service.
- 2 (表格中的回答仅供参考, 如果学生英语水平不够, 可以允许学生用中文回答下列问题, 重在分析范文的过程)

Aspects of writing	Guiding questions	My exploration
Content	What's the purpose of this letter?	The purpose of the letter is to complain about a faulty item and the poor service of an online store.
	What problems does the writer have with the item?	<ul style="list-style-type: none"> <li>• The battery of the smartwatch only lasted for half an hour.</li> <li>• When it was connected to the phone, it was impossible to answer any calls or adjust the sound.</li> <li>• The wristband was far too loose and the watch kept falling off.</li> <li>• The helpline advisor was unhelpful and didn't seem to know how to operate the watch himself.</li> </ul>
	What does the writer expect the store to do about the problem?	She expects to be told how to operate the smartwatch properly or receive a full refund.

(Continued on the next page)

Aspects of writing	Guiding questions	My exploration
Language	Which sentences are written in the passive forms? Why?	The first, second and last sentences in the second paragraph are written in the passive forms. The use of the passive forms helps the reader focus on what happened to the smartwatch.
Language	What linking words does the writer use to express contrast and provide additional information?	She uses “although” and “but” to express contrast. She uses “besides”, “in addition” and “what is more” to provide additional information.
Language	What phrases does the writer use to show her dissatisfaction?	She uses “only”, “far too”, “extremely disappointed”, “extremely unhelpful” and “even” to show her dissatisfaction.
	How does the writer address the receiver and sign off the letter?	She addresses the receiver as “Dear Sir / Madam” and signs off the letter politely with “Yours faithfully”.

## E Cultural focus

### Reading passage

#### Objectives

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

1. explain how globalization and commercialization have changed the ways people celebrate the three traditional festivals;
2. express their own views regarding the changes.

1 (see Student’s Book page 54)

#### Teaching principle

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

#### Teaching suggestions

- Put Ss into groups (maximum 4). Ask Ss to discuss the questions in their groups first.
- Ask some Ss to share their answers about their favourite festivals and the reasons. Ask Ss to talk

about what they do during these festivals as well. Questions like the following can be used to stimulate Ss to think about these festivals.

*What do you usually do, say, eat, etc. during the celebration?*

*What aspects of the celebration do you particularly like?*

*What aspects of the celebration don't you like?*

### Answers for reference

We celebrate all Chinese festivals in my family. My favourite festival is the Mid-Autumn Festival. It is an important day for the Chinese because it is time for family reunion, and we eat delicious moon cakes while watching the full moon at night.

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

### Teaching principle

Learners need opportunities to practise reading strategies for understanding the gist of the passage when reading.

### Teaching suggestions

- Introduce the title "Traditions for sale" and ask Ss to answer the question: How can you sell traditions?
- Elicit Ss' responses and ask Ss to guess what the passage may be about.
- Ask Ss to read the passage for the gist of the passage.
- Encourage Ss to read through the passage quickly and confirm their predictions.
- Check answers with the class.

### Answer

c

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

**Teaching principle**

Reorganizing information from a reading passage is a good way to deepen learners' understanding.

**Teaching suggestions**

- Introduce the task and make sure Ss are clear about what they need to do.
- Ask Ss to work independently and then share their work in pairs.
- Invite Ss to report their work to the class. Provide feedback if necessary.

**Answers for reference**

Festivals	Traditions	Modern celebrations
The Spring Festival	Families bought ingredients at traditional markets and spent a week preparing the New Year's feast.	Many people do their grocery shopping in supermarkets or online. Many people have family reunion dinners at a restaurant rather than at home.
Valentine's Day	Lovers celebrated the day by sending romantic messages to each other.	Sending a card isn't enough. People buy chocolates, flowers, perfume or jewellery for their lovers. And lovers have romantic dinners for two in the restaurant.
Christmas	People decorated Christmas trees and gathered around the trees. People gave each other presents.	People start to shop weeks in advance. Christmas is a global event and Christmas products and decorations are made and sold all over the world.

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

**Teaching principle**

- Learners need opportunities to express their own ideas in an open-ended task to develop their communicative language competence.

**Teaching suggestions**

- Put Ss into groups (maximum 4). Ask Ss to discuss the questions in groups.
- Remind Ss that they need to support their views with logical reasoning or suitable examples.

- Walk around the classroom and provide language support if necessary.

## Video

### Objectives

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

1. explain how smell is used as a marketing tool to persuade customers to buy things;
2. make suggestions on using smell to create a pleasant shopping experience.

### Background

Scent marketing, also known as fragrance marketing, refers to the way that sellers attempt to promote sales by using scent to enhance the product image and customer's shopping experience.

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

### Teaching principle

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

### Teaching suggestions

- Present the two questions on a slide. Ask Ss to discuss the questions in pairs.
- For the first question, ask Ss whether they tend to purchase something because of its scent, for example, *scented eraser, toothpaste with strawberry fragrance or hand cleanser with lemon fragrance*.
- For the second question, ask Ss to discuss how the food industry, hotels, business centres and luxury stores use scent to influence consumer decisions and enhance their brand loyalty. For example, coffee houses and bakeries with aromas of coffee beans and oven-fresh bread; hotel lobbies, bookstores and business centres filled with refreshing floral fragrances.

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

### Teaching principle

Learners need to learn to grasp the basic information of a video through viewing and listening.

### Teaching suggestions

- Play the video with sound off.

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

### Answers for reference

- (1) There are five scent air machines at this Brooklyn supermarket.
- (2) These machines pipe out different smells, including that of grapefruit in the produce section, chocolate in the candy aisle, and so on.
- (3) The purpose of installing these machines is to make customers buy more things.
- (4) Firstly, sales in the produce department have increased by at least 7% since the machines were installed; secondly, these machines don't cost much per month.
- (5) Smell accounts for 75% of what we taste, and scents can attract customers to purchase food.

**3** (see Student's Book page 57)

### Teaching principle

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

### Teaching suggestions

- Introduce the task and ask Ss to work on the exercise individually.
- Check answers with the class and provide feedback if needed.

**Answers**

- (1) estimated (2) scent (3) unconscious (4) work (5) overwhelmed  
(6) pumped

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

**Teaching principle**

It is important for learners to do 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 on the Internet.
- Provide more locations for Ss to choose from, for example, *hotels, auto dealers, cinemas, banks, railway stations, bus stations, coffee houses, office buildings, airports*.
- Put Ss into groups so that they can share their information.
- Ask each group to select the most interesting findings and present them in class.
- Provide suitable feedback and language support after Ss' presentations.

## Unit 4 The senses

### Introduction

This unit introduces how senses work and their roles in our lives. The **Reading and interaction** section explores how taste differs between different groups of people and how our senses work together to perceive taste. The **Grammar activity** section shows how dogs use their incredible sense of smell to help rescue people while giving students an opportunity to practise the **predicative clause**. The **Listening and speaking** section shows what people with sight and hearing impairments need and how we might be able to help them. The **Writing** section presents a survey report on noise at school and helps students learn to write a similar report on their taste preferences of food served in the school canteen. The reading passage in the **Cultural focus** section recounts two Americans' encounter with wild animals in the mountains and the **Video** introduces the special features of the spider's web and what mankind has learnt from it.

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

Sections	Objectives	PTH	Performance descriptors
A Reading and interaction	Explain an experiment with clear steps and sufficient details as described in the passage	3	2–8 能获取语篇中的重要信息和其拓展、支持细节。 2–10 能识别和解释语篇中的诸多细节。
B Grammar activity	Use the predicative clause correctly in the given context	1	2–11 能理解语篇中特定语言的使用意图以及语言在反映情感态度中所起的作用。
C Listening and speaking	Make a proposal about helping people with sight and hearing impairments	1	2–1 在听的过程中，能抓住熟悉话题语篇的大意，获取其中的主要信息、观点和文化背景。 2–4 在比较正式的语境中，能阐释和说明观点。
D Writing	Write a survey report using appropriate language and format	1	2–13 能在书面表达中有条理地陈述事实并据此表达观点。 2–14 能适应语境的需要有目的地选择词汇和语法结构。
E Cultural focus	Retell a story of two Americans who go on a hiking adventure  Describe the special features of the spider's web	2	2–12 能识别语篇中间接反映或隐含的社会文化现象。 2–3 能在视频等多模态的语言活动中，理解和描述出主要的事实和信息。

## A Reading and interaction

### Objectives

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

1. explain how taste differs between adults and young people, boys and girls;
2. explain how our senses work together to perceive taste;
3. describe their experiment design in a group.

### Background

This is an expository essay, using many ways to explain how the eyes, the nose and the mouth work together to perceive taste. It includes contrasting (the difference between taste perception by adults and children, boys and girls), comparing (the similarity between modern people and our ancestors in taste preferences) and defining (taste buds are the small points on your tongue that detect the taste of food).

### Notes on the language

1. **They are often green ... What are they? Vegetables.** The writer starts the essay with a riddle to arouse the reader's interest. Popular science articles often adopt an easy, light and humorous tone so that readers will not feel intimidated by the content.
2. **crunchy** When you bite or crush some crunchy food, it feels firm and crispy and makes a sharp sound, e.g. *a delicious crunchy salad*. Some other adjectives for describing food: *chewy* (有嚼劲的), *creamy* (光滑细腻的), *greasy* (油腻的), *juicy* (多汁的), *mushy* (糊状的), *rubbery* (有弹性的), *tender* (嫩的), *tough* (嚼不烂的; 老的)。
3. **... they're highly beneficial to your health** "Highly beneficial" means they can do a lot of good to your health as they usually contain lots of vitamins and fibre.
4. **taste buds** Taste buds are mostly located on the tongue. They contain taste receptor cells (味觉受体细胞), which can react chemically with substances in the mouth and lead to the perception of taste.
5. **the small points on your tongue that detect the taste of food** This part explains the previous term, taste buds, acting as its appositive (同位语) in the sentence.
6. **Our taste buds develop as we get older ... as=when** in this context

**7. until then young people's mouths prefer sweet food** Notice the meaning of "until then".

It means that something will remain the same but is due to change when a point in time is reached. In this context, it means that young people usually prefer sweet food before their taste buds have fully developed.

**8. ... it's not just young people that like sweet-tasting food.** This sentence uses the emphatic structure "It is ... that ...". Here it emphasizes the fact that people of other age groups also like sweet-tasting food.

**9. a good source of energy** The main sources of energy for the human body are carbohydrates (碳水化合物), fats(脂肪) and protein (蛋白质).

**10. umami** Traditionally people believed that there were four basic tastes in food: sweet, salty, bitter and sour. Scientists have confirmed that umami (鲜) is also a basic taste. It comes from amino acids (氨基酸) and nucleotides (核苷酸) in food. In contrast, spicy is not a flavour. It is just a sense of burning brought by capsaicin (辣椒素).

**11. teens** the years of a person's life when they are between 13 and 19 years old

**12. we start to prefer sour things to sweet things** Notice the collocation of *prefer A to B* in this sentence.

**13. For everyone, though, food has to be wet for it to be tasty.** The sentence means that we can only perceive the taste of food when it is wet. When we eat food, the saliva in our mouth will make it wet and then transport its taste to our taste buds.

**14. ... the saliva transports its taste to our taste buds.** Notice the use of the verb "transport". In this context, it suggests that our saliva can assist in sensitively transmitting the sensations of taste to our taste buds.

**15. Fortunately, our mouths produce enough saliva every year to fill a bath, so it's unlikely this will ever happen!** "This" in the sentence refers to what is mentioned in the previous sentence, i.e. we can't perceive the taste of some food without saliva. As our mouths can produce a large amount of saliva under normal circumstances, the situation when there is no saliva in our mouths is unlikely to occur. Notice the collocation of *enough ... to do ...* in this sentence.

**16. We don't just taste with our mouths, we also use our noses!** We can use the structure "not just ..., (but) also ..." to show a contrast. It is similar to "not only ..., (but) also" and shows that there is more than just the first thing mentioned. The "not just" clause is normally separated from the "(but) also" clause with a comma.

17. ... doesn't taste as good This part means "doesn't taste as good as we expect".
18. the texture of food "Texture" refers to the way food or drink tastes or feels in one's mouth. For example, the texture of some food can be rough, smooth, light, heavy, slippery, creamy, sticky or thick.
19. ... they might tell you to hold your nose and dry your tongue ... Based on the explanations in the passage, if you hold your nose and dry your tongue, then it's highly possible that you won't detect the taste of the food in your mouth. Therefore, the bitter taste of some vegetables won't be a problem any more.
20. serving you a big plate of vegetables "Serve" here means to give somebody food or drink. Notice that a verb like *give* can take two objects.
21. So, if you really don't have ... before serving you a big plate of vegetables! Notice the humorous tone of the writer in this paragraph. The message is that if you (young readers) don't like the vegetables, it is because of your underdeveloped taste buds. However, your parents can use the effective methods introduced in the article to get you to eat more vegetables.

### Word study

1. **detect** v. to discover or notice something, especially something that is not easy to see, hear, etc. 发现；查明

*Some blood tests can detect early signs of cancer.* 一些血液检查能够发现癌症的早期症状。

*The house is equipped with a security system that can detect forced entry and set off the alarm.* 这所房子配备了安全系统，可以检测到入侵并启动警报。

2. **distinguish** v. to recognize or understand the difference between two or more things or people 区分；辨别

*distinguish between A and B*

*Babies are not able to distinguish between right and wrong. They just follow their instinct.* 婴儿没有辨别是非的能力。他们只遵从本能。

*distinguish A from B*

*They are identical twins. It is hard to distinguish the elder sister from the younger one.* 她们是同卵双胞胎，很难把姐姐和妹妹区分开来。

3. **sensitive** *adj.* reacting quickly or more than usual to something 敏感的

*be sensitive to the change of temperature* 对温度的变化感觉敏锐

4. **perceive** *v.* to notice or become aware of something 注意到；察觉到

*I perceived a change in her attitude.* 我注意到她态度有些改变。

*She perceived that something was wrong.* 她意识到出问题了。

**perception** *n.* 知觉；感知

**perceptive** *adj.* 理解力强的；有洞察力的

**perceptible** *adj.* 可察觉到的；看得出的

5. **appetite** *n.* physical desire for food 食欲；胃口

*The workout gave her a good appetite.* 健身使她胃口大开。

*You'll spoil your appetite if you eat too many sweets.* 吃太多糖会让你没了胃口。

## 6. claim

(1) *v.* say something is true although it has not been proved and other people may not believe it 宣称；声称

*He claims (that) he was discriminated against in the job interview.* 他声称在应聘面试中受到了歧视。

*I don't claim to know everything.* 我不敢自称无所不知。

(2) *n.* a statement that something is true although it has not been proved and other people may not agree with or believe it 声明；宣称

*The movie star denied the magazine's claim that he had undergone plastic surgery.* 有杂志声称那位电影明星整过容，他否认了。

## Pre-reading activity

**1–2** (see Student's Book page 60)

## 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**

- Introduce exercise 1. Show the picture on a slide.
- Ask Ss to discuss the three questions in pairs. Invite several Ss to share their views about question 3 and give their reasons. Comment on Ss' answers and give feedback.
- Ask Ss to discuss the statements in exercise 2 in pairs and tell whether they are true or false.
- Invite some Ss to share their answers and give reasons. Tell Ss they will know which statements are true after they read the passage.
- (Optional) Play a small game: invite some Ss to come to the front of the class and then blindfold their eyes. They should then use one of their senses to guess what object they are presented with: for example, they can touch (an apple, an orange, a tennis ball), smell (coffee, fruit juice), or listen to (paper being crumpled, a book falling on the ground, tapping on a glass). Remove the blindfold and ask Ss to describe their guessing process.

**Answers for reference**

- 1 (1) listening to music, smelling a flower, eating a piece of cake  
 (2) hearing, smelling, tasting  
 (3) I think all of them are very important. We can't live without any of them.
- 2 T: (3) (4) (6)

**Comprehension work**

- 1** (see Student's Book page 62)

**Teaching principle**

Suitable comprehension questions can help learners grasp the basic information and overcome language difficulties in studying a passage.

**Teaching suggestions**

There are two options to teach this part.

★ Option 1

- Elicit Ss' responses to the six questions on the factual information in the reading passage.
- For question (6), remind Ss to focus on the word "question" and connect the title with the main idea of the text, to understand its meaning.

★★ Option 2

- Introduce the activity "Question master" in three stages: individual work, group work and class work.

**Stage one: individual work**

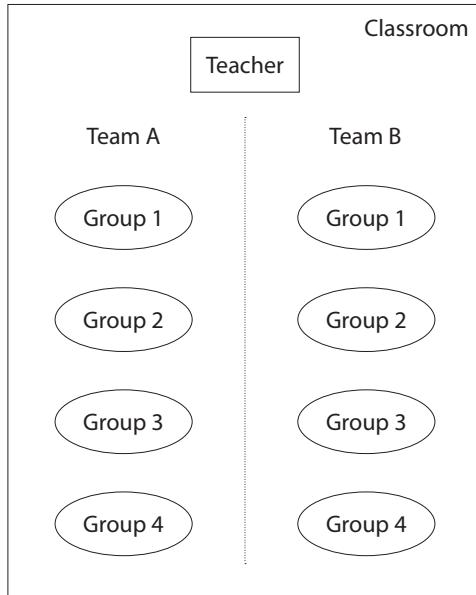
- Ask each Ss to read the passage carefully and pick out 10 sentences that he / she thinks the most meaningful, interesting or inspiring.
- Ask Ss to write these sentences on Worksheet 1 (see page 157) and then demonstrate on the board how to turn them into wh-questions, for example, *What do the food experts insist on when it comes to vegetables?* (from *They're often green, they can be crunchy, soft, cooked or raw and food experts insist they're highly beneficial to your health.*)
- Move around the class, providing assistance to make sure all Ss are able to complete the worksheet.

**Stage two: group work**

- Put Ss into groups of 4 or 5 Ss each.
- Ask Ss to share each other's selections and questions.
- Work together to decide on a list of questions from the group and write them on Worksheet 2 (see page 159).
- Move around the class providing necessary assistance to some groups. Make sure each group reaches agreement on their list.

**Stage three: class work**

- Put the groups into two teams (Team A and B) as shown in the graph on the next page.



- Announce that the class is going to have a competition called "Challenging" according to the rules below.
- Present the rules on a slide and make sure Ss understand them well.

Rules of the game:

- The teacher selects a student from Team A or B to read a question to the other team.
- The S who reads the question nominates a student from the other team to answer.
- The selected student gains 3 points if his / her answer is correct and 2 points if he / she is helped by other fellow team members and 0 points if the answer is incorrect or no one helps him / her.
- Two teams take turns challenging each other. The teacher keeps the score on the board using the score table below.

**Score table**

	<b>Team A</b>	<b>Team B</b>
1		
2		
3		
4		
5		

(Continued on the next page)

	Team A	Team B
6		
7		
8		
9		
10		
Total scores		

**NB**

Assist students by rephrasing questions if they are incorrect or speak too softly. Do the same with the answers.

- Announce the winning team and provide comments on language 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) Their taste buds aren't ready for the bitter taste of some vegetables.
- (2) In ancient times, our prehistoric ancestors ate a lot of sweet fruit because it was widely available and easy to notice on trees. It was also a good source of energy. That's why we love to eat sweet things.
- (3) When cooked food gets cold, the cooking smells of the food disappear and so does some of the taste.
- (4) When food is cooked, it produces aromas that make us hungry. When we put food in our mouths, our taste buds and noses work together to decide what flavour the food has.
- (5) Saliva transports the taste of food to our taste buds.
- (6) The title means that contrary to common beliefs, taste perception does not simply concern the tongue. Other sense organs like the nose and the eyes also play an important role in this process. This implies that peoples' perception of taste is an individual experience.

**2** (see Student's Book page 62)**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 cloze on a slide and work through it with Ss. Invite Ss to suggest the possible words from the reading passage.
- Provide language support or correct their errors if necessary.

**Answers**

- (1) tongues (2) bitter (3) flavour / taste (4) sensitive  
 (5) differentiate / distinguish / detect (6) perception (7) pinched  
 (8) texture (9) creamy (10) unpleasant

**Deep reading****1** (see Student's Book page 63)**Teaching principle**

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

**Teaching suggestions**

<b>Task</b>	Explaining certain phenomena in life using ideas from the passage
<b>Purpose</b>	Fluency training in explaining these phenomena
<b>PLO</b>	Ss will be able to give examples or explain reasons behind these phenomena.
<b>Time</b>	30 minutes

- Ask Ss to conduct role-plays (a student and a biology teacher) in pairs and take notes with Worksheet 3 (see page 161).
- Remind Ss to take several turns to conduct Q and A about one statement so as to fully develop the topic under discussion.
- Select several pairs to present in class and vote for the most convincing or interesting answer.

**NB**

Remind Ss that they may explain the phenomenon by associating it with the theories introduced in the passage or with their life experience. For example:

- (2) Most people feel happy when eating dessert.

Ask Ss to think about their own preferences towards dessert. The teacher can ask them some questions like “Do you know what it means when we say someone has a sweet tooth? Do you like eating cake and ice cream? Why do you think that most people like eating sweet-tasting food?”

- (3) People naturally dislike bitter flavour.

Ask Ss to compare this statement with the previous one and compare the differences between sweet-tasting food and bitter substances. Remind Ss that it is not the taste that people dislike. Rather, it was the consequence of eating bitter things that made our ancestors afraid of them.

- (4) Cooked food often tastes better than raw food.

This is easy for Ss to relate to in their daily life. Ask Ss to compare a dish of cooked vegetables and a bowl of salad. Ask them to think about the difference between the two. What happened to the vegetables when they were cooked? They were heated and they produced aromas, which made them tastier than raw food.

- (5) Some people can't stand the thought of eating snails.

Ask Ss if they know anyone who likes eating snails and whether they themselves would like to try them. If not, give reasons. Ss can then realize that it may be the shape of snails that makes them feel disgust about eating them.

- (6) Beautifully-displayed dishes often look very appealing.

Show Ss some pictures of French cuisine and Chinese cuisine. Compare them to some other dishes which do not look beautiful. Ask Ss if beautifully displayed dishes may look more

pleasant and are thus more appealing to both our eye and palate.

- In case Ss are not able to communicate effectively in English, use Worksheet 4 (see page 163) to help them understand the reasons for people's taste preferences and reactions.

### Answers to Worksheet 4

(1) associate (2) ancestors (3) available (4) sweet-tasting (5) poisonous  
(6) discomfort (7) perception (8) aromas (9) texture (10) unpleasant  
(10) displayed (12) sends

### Answers for reference

- (2) Humans began to associate a sweet taste with health and nutrition long ago. Our prehistoric ancestors ate a lot of sweet, ripe fruit because it was widely available and easy to notice on trees and it was a good source of energy. They realized that eating sweet-tasting food would make them feel comfortable and strong. That's why most people feel happy when eating dessert.
- (3) Things with a bitter taste were often poisonous. So humans tend to associate a bitter taste with discomfort. That's why we naturally dislike such tastes.
- (4) This shows the importance of smell in the perception of taste. When food is cooked, it produces pleasant aromas and people find the food tastier. Raw food doesn't give the same kind of aroma.
- (5) The texture of food will influence people's perception of its taste. Snails look ugly and unpleasant to some people, so they refuse to eat them.
- (6) The look or feel of something also helps people perceive taste. Beautifully displayed dishes look more pleasant. When our brain reacts to beautiful things, it sends a message to our tongue telling it to like that food. That is why we may have a stronger desire to taste beautifully displayed dishes.

## 2 (see Student's Book page 63)

### 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 parroting the text or the teacher's words.

### Teaching suggestions

- Introduce the task and divide the class into two teams to discuss two questions respectively.
- Encourage Ss to use their own language repertoire rather than reading from the passage.
- Invite representatives from each team to present their ideas to the class.
- Provide language support if necessary.

### Answers for reference

- (1) The eyes see the texture of food and decide whether it is appetizing or not. The brain then tells the mouth to produce saliva. The saliva in the mouth helps to transport the taste of food to the taste buds. The nose smells the food and sends signals to the brain. The taste buds and the nose work together to perceive taste.
- (2) This saying shows the role of the eyes in perceiving taste. When people see the plums, they will recall their sour taste. Then the brain will stimulate the flow of saliva in the mouth. When that happens, people will not feel as thirsty.

### 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>	Designing experiments and procedures to test claims
<b>Purpose</b>	Fluency training: Ss will practise talking about their experiments to design a test.
<b>PLO</b>	Ss will be able to describe and explain their experiments clearly.
<b>Time</b>	20 minutes

- Present the task on a slide and make sure Ss understand the instructions well.
- Put Ss into several groups for one of the two claims (claims 2 and 3).
- Move around the class, providing necessary support regarding ideas and language.

**Answers for reference**

Claim	Experiment and the reasons
Girls and boys perceive taste differently.	<b>Experiment:</b> Ask a group of girls and boys to taste the flavour of several drinks with different concentration levels of sugar. Girls will probably be able to distinguish the sweet flavour faster than boys even when the concentration of sugar in the drinks is very low. <b>Reason:</b> Girls have more sensitive taste buds and can taste flavours more easily, like sweet and sour.
The texture of food on our tongue is important in our perception of its taste.	<b>Experiment:</b> Ask people to eat an apple. The first time they eat slices of an apple. The second time they eat the mashed pulp of the same apple. Ask them to rate the taste and compare the results. <b>Reason:</b> The texture of food on our tongue is important in our perception of its taste, so people will give different ratings for the two options.

**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>	Language learning of the related language issues Ss encountered in this section
<b>Purpose</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>PLO</b>	Ss will be able to describe and explain their experiments clearly.
<b>Time</b>	10 minutes

- Summarize language problems and highlight new language items encountered in the **Reading and interaction** section. List these language points in a designated area on the board. Make sure Ss are able to explain them with proper examples.
- Introduce exercise 1.
- Ask Ss to complete it individually.
- Check answers with the class.

### Answers

highly beneficial, entirely convinced, exceptionally careful, fairly tasteless, somewhat difficult, extremely unpleasant, universally accepted

## 2 (see Student's Book page 65)

### Teaching principle

It is beneficial for learners to learn more famous sayings which represent typical use of language by the native speakers.

### Teaching suggestions

- Introduce the task to Ss and ask them to work in pairs.
- Invite Ss to report their translations and ask other Ss to comment.
- Provide feedback if necessary. Use the following table to explain the tricky parts in these clever sayings.

No.	Sayings	Explanation
(1)	It is impossible to make people understand their ignorance, for it requires knowledge to perceive it and therefore he that can perceive it has it not.	The tricky part is the use of <i>it</i> in this saying. <ul style="list-style-type: none"> <li>• <i>It</i> is impossible ... (<i>It</i> is called anticipatory subject of the sentence)</li> <li>• <i>it</i> requires knowledge ... (<i>it</i> is also an anticipatory subject)</li> <li>• perceive <i>it</i> and ... (<i>it</i> refers to ignorance)</li> <li>• ... he that can perceive <i>it</i> ... (<i>it</i> refers to ignorance)</li> <li>• ... has <i>it</i> not (<i>it</i> refers to ignorance)</li> </ul>
(2)	Perhaps, after all, America never has been discovered. I myself would say that it had only been detected.	The key to understanding this saying is to understand the difference between <i>discover</i> and <i>detect</i> . <ul style="list-style-type: none"> <li>• <i>Discover</i> suggests that the discoverer made great efforts to find something that is hard to be seen.</li> <li>• <i>Detect</i> suggests that something is there to be found, perhaps by chance.</li> </ul>
(3)	It is better to declare oneself wrong than to insist on being right, especially when one is right.	The key to understanding this saying is the use of <i>better ... than ... being right, especially when one is right</i> . It suggests that it is perhaps futile to argue with a person who is utterly wrong, but unable to recognise his mistake. It may also suggest that you should be modest even if you feel that you're right.
(4)	Take a music bath once or twice a week for a few seasons, and you will find that it is to the soul what the water bath is to the body.	The key to understanding the saying is to understand the structure <i>it is to A what B is to C</i> for making an analogy.
(5)	Concentration comes out of a combination of confidence and hunger.	The key to understanding this saying is the use of the word <i>concentration</i> which has a number of meanings in English. But in this context, it means <i>focus on a problem or an issue in learning</i> . Another key word is <i>hunger</i> which means one's strong desire for something.
(6)	A successful individual aims somewhat higher than his last achievement. In this way he slowly raises his performance level.	The key to understanding this saying is that <i>a successful individual aims somewhat higher than his last achievement</i> . It suggests that one should never stop at what one has already achieved. Success is always "over the hill".
(7)	An onion can make people cry, but there has never been a vegetable that can make them laugh.	The key to understanding this saying is the clever pairing of beliefs: <i>onions make people cry</i> vs <i>what things make people laugh</i> .

### Answers for reference

- (1) d 你不可能让一个人认识到他的无知，因为他必须拥有知识才能意识到这一点，而一旦意识到这一点，他就不再是无知的了。
- (2) f 很可能，美洲从未真正被发现。我认为我们只是寻到它而已。
- (3) a 宁愿宣称自己错了也不要坚持自己没错，尤其是当自己实际上是对的时候。
- (4) b 每周有那么一两次沐浴在音乐中，那么过了几个音乐季后，你会发现音乐就像水洗涤身体一样可以净化你的心灵。
- (5) g 自信和渴望能让人全神贯注。
- (6) e 成功人士通常会把自己的下一个目标定得比前一个成就略高一些，这样他就可以慢慢地提高自己的表现水平。
- (7) c 洋葱会让人掉眼泪，但是没有哪一种蔬菜能让人发笑。

## B Grammar activity

### Objectives

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

- recognize the predicative clause in the passage;
- use the predicative clause correctly in context.

1 (see Student's Book page 66)

### 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

- Write the example sentence “The strange thing is why none of them had discovered such an obvious mistake in the plan.” on the board. Underline “why none of them had discovered such an obvious mistake in the plan” and explain that this part is a predicative clause. It acts as a subject complement and is used after the linking verb “is”.

- Compare the example sentence with these sentences.

*Why hadn't any of them discovered such an obvious mistake in the plan? It is a strange thing.*

These sentences first point out the issue and then adds a comment while the example sentence starts with "the strange thing" and draws readers' attention to what the thing is.

- Remind Ss that predicative clauses can be introduced by linking words like *that* and other *wh-* words.

### Answers

a 2, 3, 4, 6, 7   b 5   c 1

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

### Teaching principle

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

### Teaching suggestions

- Ss complete the task independently.
- Check answers with the class. In case of incorrect answers, give some clues for Ss to correct the answers themselves.
- Remind Ss that when combining the two sentences in 2, 3, 4 and 6, "a" in the original sentences needs to be changed into "the" to show the definite reference.

### Answers

- (1) The truth is that today has been the worst day of Charles's life.
- (2) The surprising fact is that Charles was buried beneath the snow for an hour.
- (3) The real problem is that there are only three dogs trained for this rescue work.
- (4) The question is what started the avalanche in the first place.
- (5) His suggestion is that the dogs and their trainer should receive an award for rescuing him.

- (6) The question is whether they can find him in time.
- (7) The point is that he was extremely unlucky.
- (8) The good news is that he is expected to make a full recovery.

**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

- Demonstrate the example phrases on the board and explain how the activities are conducted. Use the following examples as a reference if necessary.

*My biggest concern is that we may run out of natural resources like fossil fuels in the near future.*

*My opinion is that we need to use more clean energy for our daily needs.*

*Some people believe that paper books will disappear one day, but the fact is that many people still prefer the feeling of holding a paper book.*

- Encourage Ss to make their own sentences.
- Ask Ss to leave their seats to talk to three classmates.
- Invite a S to report the most important issue or a controversial view. Provide feedback or language support if needed.

## C Listening and speaking

### Objectives

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

1. summarize the stories told by the two speakers in the radio interview;
2. make suggestions on how to make life easier for people with sight and hearing impairments.

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

### Teaching principle

It is important to activate learners' existing knowledge and prepare them in content for the ensuing listening activity.

### Teaching suggestions

- Let Ss discuss in groups and list possible difficulties for people with sight and hearing impairments. Provide language support such as vocabulary or sentence structures if Ss need them.
- Encourage Ss to share their views in class.

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

### Teaching principle

Learners need to learn to distinguish key information from supporting details.

### Teaching suggestions

- Ask Ss to guess whether blind people can see anything and whether deaf people can hear anything.
- Play the first part of the interview and ask Ss to take notes.
- Remind Ss that they can write down key words and phrases instead of complete sentences, for example, *light, distinguish shapes, black, white, low sounds*.
- Ask some Ss to share their answers and provide feedback.
- Remind Ss that they should use *most blind people* and *most deaf people* in order to be exact.

### Answers for reference

- (1) Most blind people can see bits of light and can distinguish shapes.
- (2) Most deaf people can hear something depending on the situation.

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

### Teaching principle

Learners need to develop note-taking skills in order to grasp details in listening activities.

### Teaching suggestions

- Ask Ss to look through the table and predict what would be said for those blanks.
- Play the recording and ask Ss to take notes while listening.
- Play the recording several times until Ss feel confident about understanding the details.
- Ask Ss to complete the table according to their notes.
- Check answers with the class and provide feedback if necessary.

### Answers

- (1) feel uncomfortable (2) forget to look at her when they speak  
(3) lip-read (4) forgot to read out the words on the slides  
(5) People often want to help him (6) She uses them more effectively.  
(7) he has more sensitive hearing (8) Going to concerts.  
(9) Enjoying the sunset on the beach.

## 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, the roles and the language guide on a slide.
- Take Ss through the language guide, making sure that Ss understand the example sentences.
- Ask Ss to do the role-play in pairs. Remind them that they can add some conversational fillers, like *well, as you know, I think, to be honest*, and use phrasal verbs like *figure out, get around doing, be faced with*, to make the interview sound more informal and more realistic.
- Invite some pairs to do their role-play in class. Provide feedback on ideas, language and delivery.

## D Writing

### Objectives

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

1. analyse the content and the features of language in the sample report;
2. write a survey report on students' taste preferences logically with a clear structure.

**1** (see Student's Book page 70)

### Teaching principle

Learners need to prepare their minds before they engage in a writing task.

### Teaching suggestions

- Take Ss through the instructions of the course project and requirement.
- Put Ss into groups (maximum 4) and discuss which factors should be included in the report.
- Ask Ss to give their reasons for including or excluding certain factors.

**2–3** (see Student's Book pages 70 and 71)

### Teaching principle

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

### Teaching suggestions

- Explain the task and set the context clearly.
- Introduce the sample to the class and instruct the class to discuss the guiding questions.
- Ask these questions about the content, the organization and the language that can be used in Ss' writing.

**Introduction:** *The purpose of this report is ...; The survey ... 60 students in ...* (The purpose of this report + background of the survey as to how many people were surveyed, etc.)

**Development:** *The first question concerns ...; Moving on to the second question ...; With regard to music ...; Regarding noise ...*

**Conclusion:** *In conclusion, it appears ...*

- Remind Ss that they can use some phrases to make their report flow smoothly (see strategy below).

### Strategy

#### Making your writing flow

When you write a report, use phrases to make your report flow smoothly and to make it easier for the reader to follow your points. The most common phrases used in reports are:

- *As far as ... is concerned, ...*
- *As for ...*
- *Regarding ...*
- *Moving on to ...*

- Ask Ss to draft their own essay. Walk around to provide Ss with individual support.
- Pick a best S's work to share with the class. Provide comments and support. Ask Ss to resume their writing.

### Answers for reference

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

Aspects of writing	Guiding questions	My exploration
	What is the purpose of this report? What background information is provided?	It aims to report the survey findings on noise at school. Background information included: <ul style="list-style-type: none"><li>• reason of the survey (some complaints from students)</li><li>• number of participants (60 students in Senior High Grade 1 and Grade 2)</li></ul>
Content	What is the central idea of each paragraph?	Para. 1: the purpose of the survey and background information Paras. 2 to 5: results regarding the aspects below <ul style="list-style-type: none"><li>• the bell sound</li><li>• the noise in the canteen</li><li>• music or silence in the library</li></ul>

(Continued on the next page)

Aspects of writing	Guiding questions	My exploration
Content		<ul style="list-style-type: none"> <li>noise in and out of the classroom</li> </ul> <p>Para. 6: findings and suggestions</p>
	What are the writer's findings and suggestions?	<p><b>Findings:</b></p> <ul style="list-style-type: none"> <li>There are some noise problems at school.</li> <li>Most students complain about school bells.</li> <li>Students' attitude towards background music in the library is unclear.</li> </ul> <p><b>Suggestions:</b></p> <ul style="list-style-type: none"> <li>The school may change the sound of the school bell.</li> <li>The school may try music in the library for one month.</li> </ul>
Language	What sentence patterns does the writer use to state the purpose and provide the basic information about the survey in the first paragraph?	<p><b>To state the purpose:</b> <i>The purpose of ... is to ...</i></p> <p><b>To provide information:</b> <i>The survey was conducted among ...</i> (passive structure)</p>
	What phrases does the writer use to introduce different points so as to maintain a smooth flow of writing?	<i>Moving on to...</i> <i>With regard to...</i> <i>Regarding...</i> <i>Turning to...</i> <i>In conclusion...</i> <i>Additionally...</i>
	How does the writer express quantities, such as fractions, percentages or approximations?	Simple fraction: <i>half (1/2); a third (1/3); three quarters (3/4)</i> Percentage: <i>20%</i> Approximations: <i>well over three quarters...; just under 20% of...</i>

## E Cultural focus

### Reading passage

#### Objectives

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

1. retell the key details of the story;
2. describe their own possible reactions in similar conditions.

## Background

1. Bill Bryson (born in 1951) is a prize-winning author. He has written humorous books on travel, science and the English language. Born in the USA, he has spent most of his adult life in the UK. Despite receiving worldwide acclaim for his travel literature, Bryson does not view himself as an expert traveller or explorer and details this sense of inadequacy with self-deprecating humour.
2. The Appalachian Trail is a 3,500-kilometre hiking trail following the Appalachian Mountains in the eastern United States. The mountain range itself extends from Georgia in the south of the country across the border to Canada. The trail, however, goes from Georgia to Maine in the north-eastern United States.
3. **Outdoor camping and hiking** There are many national parks in the US with trails for people to go hiking, cycling and jogging. Many American people like to go camping in the parks to stay close to nature.

1 (see Student's Book page 72)

## Teaching principle

Learners need to activate their prior knowledge to understand the passage well.

## Teaching suggestions

- Put Ss into groups (maximum 4). Ask them to discuss their experiences of camping.
- If they do not have the experiences, ask them to talk about what they know about camping from books or movies.
- Ask Ss to list the joys and potential problems in camping and share their contributions in class.

## Answers for reference

No, I haven't camped outdoors before but I have seen people do that in movies. They will go to the woods, set up a tent, start a barbecue and watch the stars at night. I think that must be a wonderful experience.

**2** (see Student's Book page 72)**Teaching principle**

Learners need opportunities to practise perceiving characters' subtle emotional changes through dialogues and descriptions in a story.

**Teaching suggestions**

- Ask Ss to read the passage quickly, decide whether the statements are true or false and correct the false ones.
- Ask some Ss to share their answers.

**Answers for reference**

- (1) T
- (2) F Everything sounded big because it was very quiet in the woods.
- (3) T
- (4) F Bill was frightened and moving the tent closer to Katz's made him feel safer.
- (5) T
- (6) T

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

Learners need to practise making inferences based on the details in a passage.

**Teaching suggestions**

- Put Ss into groups (maximum 4). Ask them to complete the task together. Then discuss answers in class.
- Ask Ss to pay attention to the use of specific verbs / phrasal verbs like *bushes being disturbed*, *whisper*, *move on my knees*, *stared back at me*, *order*, and to appreciate the humour in some sentences. For example:
  - "Got anything sharp?"

*He thought for a moment. "Nail clippers."*

Nail clippers obviously are not useful against a wild animal. Katz is making a joke, ignoring Bill's real intention and taking the question for its literal meaning.

- “*Oh, you! Go away!*” Katz shouted in merciless imitation.

Katz obviously thought that Bill made too much fuss about this. He didn't think the animal was a real threat. So when Bill asked him to shout at the animal, he imitated Bill's tone to mock at him.

- For the third question, provide necessary language support if Ss are not sure about the English words for describing personalities, for example, *composed*, *timid* and *sensitive*.

### Answers for reference

	<b>Bill</b>	<b>Stephen</b>
What did he do?	<ul style="list-style-type: none"> <li>• sat up and reached quickly for his knife</li> <li>• moved on his knees to the foot of the tent and looked out</li> <li>• Carefully, very carefully, he climbed from the tent and put on the torch.</li> <li>• He nervously threw a stick at the animal.</li> <li>• He pulled his tent right over to Stephen's.</li> <li>• He threw the torch aside and put his miner's lamp on his head.</li> <li>• He sat for ages on his knees, facing the front of the tent, listening keenly, holding his walking stick, ready to beat back an attack ...</li> </ul>	<ul style="list-style-type: none"> <li>• shouted in merciless imitation</li> <li>• He could (go back to sleep) and he did, with amazing rapidity.</li> </ul>
What did he say?	<ul style="list-style-type: none"> <li>• “Stephen, you awake?” he whispered.</li> <li>• “Stephen,” he whispered at Stephen's tent, “did you pack a knife?”</li> <li>• He tried to (shout): “Hey! You there!”</li> <li>• “How can you be so calm?”</li> <li>• “What are you talking about? You can't go to sleep.”</li> <li>• “Stephen, you can't go to sleep,” he ordered.</li> </ul>	<ul style="list-style-type: none"> <li>• “How should I know?”</li> <li>• “Everything sounds big in the woods.”</li> <li>• “Nail clippers”</li> <li>• “Probably a deer. They're not that shy. Try shouting at it.”</li> <li>• “Oh, you! Go away!”</li> <li>• “What are you doing, Bryson? Just leave it alone and it will go away.”</li> <li>• “What do you want me to do? You're crazy enough for both of us. I'm going back to sleep,” he announced.</li> <li>• “Sure I can. I've done it lots of times.”</li> </ul>
Personalities	nervous, sensitive, timid, easily frightened	brave, composed, calm, humorous

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

Writing an alternative ending of a story is one of the effective ways for learners to develop creative writing skills.

**Teaching suggestions**

- Introduce the task and ask Ss to brainstorm a new ending.
- Encourage them to share their creative ideas first orally in pairs.
- Ask them to write their own ending.

**Optional speaking activity****Teaching suggestions**

<b>Task</b>	Adapting the story and acting it out
<b>Purpose</b>	Fluency training: Ss learn to communicate effectively through script writing and acting.
<b>PLO</b>	Students can use suitable language, tones and body language to show characters' personalities.
<b>Time</b>	40 minutes

- Put Ss into groups of 5. Let Ss decide which role each of them wishes to take: director, scriptwriter, actors (Bill, Stephen), voice-over.
- Give a mini-lecture on how to adapt a story into a class play:
  - First, decide on the number of scenes and acts.
  - Decide on the division of work in the group.
  - Write a play script within the group and get the teacher's approval before rehearsing.
  - Practise acting.
- Have Ss act out the play group by group.
- Have the class vote for the best actor, director, scriptwriter and voice-over.

## Video

### Objectives

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

1. describe in simple words the special features of the spider's web;
2. introduce an animal with special features and what humans have learnt from it.

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

### Teaching principle

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

### Teaching suggestions

- Ask Ss to share their knowledge of spiders and their webs.
- Ask Ss to discuss the two questions in pairs. Then add a question: Why can't a fly break away once it flies into a spider's web?
- If Ss are not sure, do not share the answer right away. Tell Ss that they will find it out after watching the video.

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

### Teaching principle

Viewing is more effective if teachers provide scaffolding during the task.

### Teaching suggestions

- Play the video with the sound off and ask Ss to try to remember what they see as much as they can. Encourage them to take notes.
- Ask Ss to report what they see in their own language. Teach/help Ss to express themselves clearly in their own language, write the key words/phrases on the board, and correct their errors in their reporting. The following words/phrases may be mentioned:

*suspension bridge thread silk fly sticky*

- Play the video with the sound on and ask them to check if their description was correct and correct their errors in content or language.
- Ask Ss to read exercise 2 and answer the questions independently.

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

### Answers

- (1) It is 2,200 metres long.
- (2) Both are engineering masterpieces and are made from strong materials.
- (3) They have existed on earth for over 100 million years.
- (4) A spider can produce over 700 metres of silk in one continuous thread.
- (5) We have learnt how to design completely new man-made structures.

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

### Teaching principle

It is important to focus on the language forms such as phrases or words after viewing.

### Teaching suggestions

- Have students work independently to complete the exercise.
- Check answers with the class and provide feedback if necessary.

### Answers

- (1) miracle
- (2) sticky
- (3) secret
- (4) junctions
- (5) curled
- (6) stretch

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

### Teaching principle

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

### Teaching suggestions

- Put Ss into groups (maximum 4). Ask Ss to brainstorm a list of animals with special features.
- Ask Ss to discuss the list and decide on one animal to explore further.

- Ss search for information on the Internet (websites provided by the teacher).
- Invite the groups to take turns reporting their findings.
- Provide feedback if necessary.

# 附录 1：各单元听力文本和视频文本

## Unit 1 Feeling good

### Listening audio scripts

**Interviewer:** Today we've asked two young sportspeople to tell us about the values of team and individual sports. First, let's hear from Georgina.

**Georgina:** Well, I've played team sports—mainly football—since I was nine. I believe there are more advantages of team sports compared to individual sports. When you play regularly in a team, you have to cooperate with other people all the time: that helps you to develop team spirit. This can help you in other areas of your life, like working together on school projects, or when you're older in work situations. Another advantage is that you learn about self-sacrifice. The team is more important than the individual. I'm a striker, so when I score a goal everyone congratulates me, but I know that my goal is the result of the whole team working together to create the opportunity for me. If you play competitive team sport, you also learn discipline and commitment. One of the greatest benefits of being part of a team is the relationships you develop with the people around you. The only real problem is that you need to belong to a club to play in a team. If there isn't a club near your home, then it could be difficult.

**Interviewer:** Thanks, Georgina. Now let's hear from Carl.

**Carl:** I've been playing tennis since I was eight. I'm hoping to become a professional player. Individual sports like tennis or golf help you to develop positive values which are useful in all areas of life. I think the main advantage compared to team sports is that you develop self-reliance. You can only depend on your personal ability and skills to overcome difficulties and improve your performance. If you perform badly, you can only blame yourself. On the other hand, when you win, you feel on top of the world. It really improves your self-esteem as all the credit is yours.

One of the disadvantages of individual sports is that they don't always teach people good sportsmanship. You need to be single-minded, and some people become too focused on winning, so they behave badly as a result. There are many

famous tennis players who get extremely angry when they lose. For this reason, it's important to learn how to deal with pressure in a good way. Another downside is that it can be lonely sometimes. It's hard to make friends with other players during tournaments.

## Video scripts

### Live well, play well

Millfield School is an independent boarding school in Somerset, south-west England. The school has always had a good academic reputation, but it's also famous for its performance in sports and the arts. It has produced lots of famous professional sports stars, as well as well-known actors, writers and politicians. Today, the school continues this tradition by helping to create the stars of the future.

"Hi I'm Tim McClarty and I'm ... I was born in France. I am a British citizen. I come from Oxford. I'm currently in my last year at Millfield School where I am the captain of tennis. And I look to apply to an American university to study economics as a major."

Tim is a typical Millfield student. His speciality is tennis, so his days are divided between the classroom and the tennis court. He has studied at Millfield since he was 14, when he won a special tennis scholarship to the school. Tim was over the moon when he received the scholarship, but it wasn't a surprise. He's always been excellent at tennis.

"I've been playing tennis for ten years. I started playing tennis when I was six years old. I realized I was good at tennis when I beat my father when I was eight years old."

Tim's days are extremely busy, and laziness is never an option! He has a strict timetable, and when he's not in class or studying, he's on the tennis court. But has he found it difficult to combine his school work with his tennis?

"I find it easy to mix school and tennis because I do my school work in the morning and then my tennis in the afternoon."

Today is a typical school day for Tim. He has already had a double physics class and has done some study for his exams. He's just had lunch, too.

"I had some lamb curry and a bit of salad. A bit of chocolate pudding as well. And yeah, that was it. It was good."

Diet is very important for Tim, because playing tennis burns a lot of fat and uses a lot of energy.

The American Dietetic Association estimates that competitive tennis players burn between 768 and 1,728 calories per two-hour singles session. This means that it's important for tennis players like Tim to eat a lot of carbohydrates, protein and, of course, plenty of fruit and vegetables. A lot of students at Millfield play sports, so the school takes diet very seriously and always serves healthy food like rice, pasta and salad.

Tim also needs to make sure he gets enough exercise. At the moment Tim is training with the school tennis team. He practises for at least two hours every afternoon. He hasn't had a match for a few weeks, so it's very important that he trains regularly in order to keep fit. Luckily Millfield is incredibly well-equipped. Along with its three indoor courts, three grass courts and seven all-weather courts, the school also has a 50-metre swimming pool, a large fitness suite and facilities for all kinds of other sports. It's a great place to keep active.

For two years Tim has trained hard and worked hard, and now he is at the end of his time at Millfield School. Next year he hopes to continue both his education and his playing career in the United States and from there, well, anything is possible!

## Unit 2 Making a difference

### Listening audio scripts

**Host:** Let's go back to the phone lines here on *City Beat*, the show where you call in and tell us how to make our community better. Who do I have on the line?

**Mary:** My name is Mary Blake.

**Host:** Hello, Mary. Thanks for calling in today. Can you tell our listeners a little about yourself?

**Mary:** I'm a student in my second year at university. I grew up in this city, and I've lived here my whole life.

**Host:** Wonderful! So, tell us, Mary, what do you think we can do that would make our city a better place to live?

**Mary:** I think the city needs to build a community park by the river. There isn't any good place in the city centre where families can go and have a picnic. And I'm sure other people would benefit from a park as well.

**Host:** What do you imagine this park would look like, Mary?

**Mary:** There needs to be a running track. Just about everyone I know enjoys jogging. And

there should be pavilions where people can sit and relax together. Oh, and a children's playground, of course.

**Host:** Brilliant! That's a great idea. How about our next caller? Who do I have on the line?

**Kevin:** Kevin. My name is Kevin Hines.

**Host:** Hi, Kevin. What is your suggestion for making our community better?

**Kevin:** I think we need to take better care of our green spaces. People are just walking all over the grass, and there are bikes everywhere. People just leave them there! It's terrible.

**Host:** So what can we do about this problem, Kevin?

**Kevin:** The city should build fences around the green spaces and add footpaths so people don't walk on the grass. And the city should also set up bike stands. Then people can park their bikes there, instead of leaving them on the grass.

**Host:** Those are some very interesting ideas ...

## Video scripts

### The Blue Cross

There has always been a strong bond between humans and animals. Today, there are over 27 million pets in the UK, which means that over 40% of British homes have got a pet.

In a recent survey, over a quarter of pet owners said that they had bought or acquired their pet from an animal welfare charity or rescue centre. The Blue Cross is one of these pet charities. It started in 1897 and looked after working horses in London.

Today, the charity looks after cats, dogs, and other pets which need help. The charity also provides education about pet care and animal welfare. Leaflets like these tell pet owners how to look after their animals properly. They are specially designed for specific animals and provide advice on how to deal with certain situations. If an owner admitted they couldn't look after their pet, the Blue Cross would find a new home for it. But pet ownership isn't all one way. In an article published by the *British Journal of Health Psychology*, a leading psychologist claimed that owning a pet was extremely good for your health. She said that people who owned pets were less stressed, had fewer medical problems and found it easier to make friends. She also added that owning a cat or a dog could lower your blood pressure and cholesterol levels by encouraging you to get outside more.

Animals can also help us in more practical ways. Around 360,000 people in the UK are registered as blind or partially sighted. Guide dogs are trained to help visually impaired people deal with everyday challenges, like going to the shops or crossing the road. Tony Murray is a guide dog trainer. He explained how guide dogs helped visually impaired people lead full and healthy lives.

“They can give them independence and the confidence to go out on their own, whereas before they might have been stuck in the house.”

Guide dogs are just one example of how animals can help people. Emergency services, like the police or search and rescue teams, often use animals, too, mainly because their sense of smell is much stronger than ours.

It is almost universally accepted that animals are good for us, so it's very important that we look after them. When asked whether pets improve people's lives, most pet owners said yes. So it's important we look after our animals, because, in lots of different ways, our animals look after us, too.

## Unit 3 Paying the price

### Listening audio scripts

**Presenter:** In the studio today, we have market research expert Cindy Lawson. Cindy, you've recently conducted a survey of teenage spending in the UK. What have you discovered?

**Cindy:** Hello, Andy. Well, some of the teenagers we spoke to have £150 per month for pocket money.

**Presenter:** £150 per month! Is that all from their parents?

**Cindy:** No. They don't get all of it from parents; they are given pocket money by other relatives too. And older teenagers get part-time jobs, such as babysitting, waitressing or working in a shop to earn more money.

**Presenter:** OK, so how do these young people spend their money?

**Cindy:** Well, for most of them, the top priority is social activity. This includes going to cafés and the cinema, and using mobile phones. One interesting fact is that there's a clear difference between how boys and girls spend their money. Gadgets, technology, and computer games are usually bought by boys, whereas girls tend to spend more

money on clothes and snacks.

**Presenter:** Fascinating! Now I want to turn to Nina and Julian. Nina is a 16-year-old student at Cambridge Park High School. Nina, do Cindy's statistics sound right to you?

**Nina:** Yes, I suppose so. I spend a lot of money on clothes. But I only get £5 a week for pocket money; the rest comes from gifts, money my grandparents give me and my babysitting jobs.

**Presenter:** Do you have the habit of setting aside some money every month?

**Nina:** Yes. So far I have saved £30. I want to buy a pair of jeans with my savings.

**Presenter:** That's a good habit. A penny saved is a penny earned. Now, Julian, you're a bit older than Nina.

**Julian:** Yeah, I'm 17.

**Presenter:** How much is your monthly allowance?

**Julian:** About £40. When I get the money from my parents, I often make a budget first and decide what I want to spend it on.

**Presenter:** Do you spend most of your money on gadgets and computer games?

**Julian:** Well, I spend some money on mobile games and other apps. I also pay my phone bill myself.

**Presenter:** What about clothes?

**Julian:** No, I don't spend a lot of money on clothes. I ...

## Video scripts

### Does smell sell?

**Interviewer:** What does it smell like in the produce section here?

**Man 1:** Hmm ... Kind of fruity.

**Girl:** Yeah.

**Narrator:** The aromas in the aisles at this Brooklyn supermarket are intense, but the smells aren't just coming from the products on the shelves.

**Interviewer:** So, do you think the smell in here is coming from these grapefruits?

**Man 1:** That's an interesting question. I know with modern technology it could come from a lot of sources.

**Narrator:** This savvy shopper just might be on to something.

**Interviewer:** See that little black machine behind you?

**Man 1:** Wow. What is that thing?

**Interviewer (overlapping):** Do you have any idea what that is?

**Man 1:** It's blowing a breeze so ... it's ... it's kind of funky. Don't tell me it's a grapefruit scent a ... airer, what do they call the ... aerator?

**Narrator:** Actually, they're called scent air machines, and this supermarket has five of them, each piping out a different smell, including grapefruit in the produce section ...

**Man 1:** I think it's a grapefruit, isn't it? Or is it not a grapefruit?

**Girl:** Yeah, it is.

**Narrator:** ... chocolate in the candy aisle ...

**Woman 1:** It, uh, improves our mood you know.

**Interviewer:** It makes you happy?

**Woman 1:** Yeah.

**Woman 2:** Yes.

**Narrator:** ... and rosemary focaccia by the bakery.

**Man 2:** It's a smell like at home.

**Narrator:** What looks like part of a typical ventilation system is part of a marketing campaign that targets a shopper's sense of smell.

**Merchandise coordinator:** The machine is really small so it's good for us. No ... nobody can see that.

**Narrator:** The store's merchandise coordinator says she installed the machines two months ago, after hearing about them overseas.

**Merchandise coordinator:** I think because of these machines, it makes customer more, like, hungrier.

**Narrator:** The goal is simple: make customers hungry and, in turn, open up their wallets.

**Interviewer:** Does the smell make you hungry?

**Man 2:** Yeah.

**Woman 3:** Yeah!

**Narrator:** In fact, sales in the produce department have gone up at least 7%, and with each machine costing 99 dollars a month, this market thinks it's made a good investment.

**Interviewer:** And so far so good.

**Merchandise coordinator:** Yes, so far so good, everybody's enjoying it, everybody loves it.

**Narrator:** In the US, consumers spend an estimated 500 billion dollars a year on food, and with smell accounting for 75% of what we taste, there's no denying a psychological effect.

**Expert:** The sense of smell is so primal, it goes into an odour part of the brain before it can all register, and it's unconscious, wonderful thing that happens to you, so that sense of smell actually translates later into: "Oh! I wasn't even hungry but now I want popcorn!"

**Narrator:** But it isn't the smell of fresh popcorn that's overwhelming these shoppers.

**Interviewer:** Where we're standing, what are you smelling?

**Woman 4:** Uhm ... I smell some s ... I guess smoked meat.

**Interviewer:** What if I told you that smell was actually being pumped out of that little black machine over there?

**Woman 4:** That would be great! I understand ... it ... it's working!

**Interviewer:** It's working?

**Woman 4:** Yeah.

**Interviewer:** Yeah.

**Woman 4:** It's working.

**Narrator:** So it seems in this store the machines are bringing in dollars and making scents.

**Interviewer:** Are you gonna buy a grapefruit today?

**Man 1:** Um ... I know they're good for me. We didn't come for grapefruits but, uh, it's a ...

**Interviewer:** Possibility?

Man 1: Yeah.  
Girl: Yeah.  
Man 1: It's ... it's a good fruit.

Interviewer (overlapping): You can have this one.

Man 1: Oh, thank you!

## Unit 4 The senses

### Listening audio scripts

#### (Part I)

Presenter: We're talking today to two teenagers, Emily and Nick. Emily has a hearing impairment and Nick is visually impaired. First of all, could you tell our listeners what blind people actually see and what deaf people hear?

Nick: Well, people think that we see total darkness, but in fact, most blind people like me can see bits of light and can distinguish shapes. But very few can see colours.

Emily: Yes, most deaf people can hear something, depending on the situation. I can hear low sounds, but I can't hear high sounds, and many other sounds are unclear.

#### (Part II)

Presenter: How do people in general react to your impairment?

Emily: People don't usually realize that I'm deaf at first, but when they find out, they sometimes feel uncomfortable talking to me. Besides, there are some basic things that people forget, even friends. When they speak, I have to see their faces so that I can lip-read, but they often forget to look at me. Even teachers in class turn towards the board and carry on speaking. I always have to ask them to turn around!

Nick: I agree. Sometimes my teachers do presentations in class and forget to read out the words on the slides. Another thing that bothers me is that people often want to help me. I know they are just trying to be nice, but I don't need their help or protection. When I want help, I just ask for it.

Presenter: Is it true that your other senses are better than most people's?

- Emily: No, I don't think so. I think in my case, I just use them more effectively. For example, I use my eyes a lot to detect what's going on.
- Nick: Personally I think blind people have more sensitive hearing. That's why we find it easier to learn foreign languages, sing in tune and play instruments. Music is something I really enjoy.
- Emily: It might come as a surprise, but I like going to concerts too. Deaf people can hear—or at least feel—the beat of the music. Watching musicians perform is very entertaining.
- Nick: I've had similar experiences. Once, when I was on the beach, a sighted friend said, "It's a pity you can't enjoy this sunset. It's so beautiful." I explained that I could enjoy it—I could hear the waves, and I could sense the calmness and the light disappearing.

## Video scripts

### Spider science

At 2,200 metres, the Humber Bridge is one of the longest suspension bridges in the world. It's an engineering masterpiece. But up here, hidden among the concrete and the metal is an engineering miracle: the spider's web. Unchanged in over 100 million years, it's one of nature's most successful designs. Researchers the world over are trying to discover its microscopic secrets. To study spiders, first you have to catch one ... We now have our spider. Let's take a closer look at the thread. This spider can produce over 700 metres of silk in one continuous thread. Each spider can produce several different types of silk: from sticky sheets, to an incredibly strong single thread. If this thread were as thick as a pencil, it could pull an ocean liner. The secret of the web lies in the water droplets at every junction—inside each droplet, strands of web are tightly curled. Scientists believe that when a fly hits the web, these strands unravel, allowing the web to stretch without breaking. We've already learned from some of the spider's tricks: now we are using the microscopic secrets of the natural world to design completely new man-made structures.

## 附录 2：各单元语篇参考译文

### Unit 1 Feeling good

#### Reading and interaction

##### 巧克力是唯一的答案吗？

你有没有想过是什么让人们感到开心？为什么有些人兴高采烈，而有些人却总是郁郁寡欢？秘诀是什么？是财富、是健康、是亲密的人际关系，是拥有最新潮的装备，还是有巧克力就够了？

最新的《世界幸福报告》<sup>\*</sup>中指出，成功并不是幸福的主要原因。如果你正遭受着强烈的痛苦，你就不太可能感到幸福，然而一旦你的基本需求得到了满足，金钱以及物质的东西就不那么重要了。幸福更多地取决于对你所拥有之物的认可和欣赏，而不是得到更多。是的，你可以用钱买到最新款的智能手机、平板电脑或时尚单品，而你也可能会因为拥有这些物质的东西而欣喜若狂，但这种喜悦往往转瞬即逝。还记得你小时候生日时得到的那些礼物吗？打开包装之时你一定欢呼雀跃，但不会持续很久。一个月后，它们就被遗弃在抽屉底层了。而且你是否已经忘记了那些吃的时候十分享受，但全部吃完后却令人难受的美味巧克力了呢？

看来，深入、持久的幸福来自无形的东西，而不是像巧克力或智能手机那一类物品。一个很重要的因素是人际关系。有家人的支持和牢固的友谊的人更可能感到幸福。感到自己被保护、被尊重，知道你自己可以相信周围的人是非常关键的。但幸福也意味着“礼尚往来”。经常做一些善意慷慨的行为，例如，倾听需要帮助的朋友的诉说，或帮邻居搬东西会让你喜笑颜开。就算是一个简单的微笑也能创造奇迹。事实上，有人说一个微笑能让人感觉像吃了2000块巧克力一样棒（当然，并不是一次吃完！）。

健康是幸福的另一个关键因素，这并不奇怪。身体不舒服肯定会让你垂头丧气。但是有健康的身体并保持健康需要一些努力。健康的饮食是至关重要的，有规律的锻炼亦是如此。懒惰不可能让你快乐。每天锻炼20到30分钟有助于减缓压力及焦虑，并可以让你感到更加积极乐观，因为这会释放内啡肽（一种让人感觉良好的化学物质）。因此，如果你感到一段时间以来一直心烦意乱，过于担忧你的考试，去做运动吧。你会发现你的睡眠质量得到了改善。

说到睡眠，你是否经常痛苦地醒来？如果是这样，那可能是因为你还没有睡够。青少年往往晚睡却又不得不早起，所以很多人都缺觉。疲劳肯定会影响你的幸福水平，让你心情不

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<sup>\*</sup> 又译作《全球幸福指数报告》，由联合国发布。

好。它还会让你无法集中注意力，亦会减缓你的成长。所以，如果你想要快乐并且在学校表现出色，尽量每晚至少睡八个小时。既然现在你知道了理论知识，是时候付诸实践了。各位，笑一笑吧！

## Cultural focus

### 肥胖的美国人

美国人正变得愈加肥胖。回到 20 世纪 70 年代，仅有 10% 的青少年超重，而如今，三分之一的青少年（2500 多万人）超重或肥胖。让我们看看原因是什么。

#### 汽车文化

20 世纪 40 年代，美国城市人口迅猛增长，于是许多家庭开始搬去郊区居住。如今，美国一半以上的青少年住在郊区。在郊区，房子更大，花园更大，青少年们的体型也更大。原因显而易见——他们去哪儿都坐车。郊区距离购物中心、学校，以及朋友家都很远。这些地方通常没有人行道，这就使得步行或骑车比开车多出了 23 倍的危险。结果，每家每天平均花两小时在车上。此外，当人们到达目的地后，汽车超市、餐厅核银行都让他们继续舒服地坐在车上。

#### “屏幕青少年”

一个典型的美国家庭有 3 台电视，普通青少年，也就是我们所说的“屏幕青少年”，平均每周看电视 22 小时。到高中毕业时，大部分青少年花在看电视上的时间都比待在教室里的时间多。但让这些孩子们不活跃、不爱运动的因素并不只有电视。在美国，平均每个家庭都有 24 个电子产品，包括智能手机、电脑和游戏机。因此仅有 12.2% 的美国青少年每周进行锻炼，这也就不足为奇了。

#### 快餐

快餐业是美国一系列传奇的成功故事之一，美国人享用汉堡已有几十年的历史。第一家汉堡小店在 1921 年开业，然而直到 20 世纪 50 年代快餐才大获成功。那时女性开始外出工作，人们很忙，而快餐店能让家庭花很少的钱就快速填饱肚子。如今，美国人一半的日餐是在外面吃的，超过四分之三的青少年每周至少吃一顿快餐。人们多年前就了解了快餐存在的问题，但他们还是继续吃。原因何在？可能是其中的盐、脂肪和糖让它们确实美味吧。

#### 超大份

20 世纪 60 年代的芝加哥影院里，超大份爆米花首次被售卖。经理想让人们在他这里花更多钱，但他注意到，为了不要看起来太贪吃，顾客们仅仅购买一包爆米花。然而，他们并不介意买一包超大份的。于是超大份包装的主意诞生了。20 世纪 70 年代，快餐店采用了相同的方法，推出了超大份的薯条和苏打汽水。令人惊讶的是，如今的“小份”薯条和 1970 年的

大份是一样的规格。类似地，1955 年的最大杯苏打汽水比如今的儿童份汽水还小许多。过去 30 年间，青少年的平均卡路里摄入量增加了 25%，已达到每日 2700 千卡。令人担忧的是，这比他们一天所需要的卡路里多出 700 千卡。

所以，美国人的未来会是怎样的呢？医生们担忧类似心脏病和癌症等疾病可能会蔓延开来。很多人认为，这可能是第一代没法比自己的父母活得长的孩子们。但护理肥胖儿童的健康中心正在开始采取措施并初显成效。健康中心里都是像 12 岁的肯奇塔一样的孩子。肯奇塔今天很累，因为她锻炼了一整天。“这是项苦差事，但我感觉很不错。”她说。这周她锻炼过几次了？“三次。”她回答，“而且我也戒掉了快餐。”“这些孩子想要长寿，他们想做很多事。”健康中心的一位医生解释道，“显然，除非他们改变自己的生活习惯，否则他们是做不到的。”

## Unit 2 Making a difference

### Reading and interaction

#### 小岛故事

“当我还只是个小孩的时候，我特别喜欢带着鱼叉去海里捕鱼，”约翰·萨雷克沮丧地诉说着，“有朝一日我要离开我的岛屿，我会失去我的大海和我在岛上的快乐时光。我会想念夜里海浪的声音……我再也听不到了。”

约翰是卡特里特群岛上的一个渔夫。卡特里特群岛位于南太平洋，这个美丽且祥和的半圆形小岛上有白色沙滩，棕榈树和清澈的水流。每天，他乘着小船出海打鱼，养家糊口，而他的妻子则照顾孩子，在菜园里种植蔬菜。一家人住在沙地上的小木屋里，并不怎么用电。所以太阳落下去时，通常就是睡觉的时间了。这平静而低度开发的地方人口很少，只有一条与外界交流的通道——一艘从 86 公里以外的布干维尔岛运送日常生活用品的船。但这样的生活很快就要改变了。因为约翰和其余 3000 人，不得不离开他们的小岛。问题是，为什么呢？

仔细观察这个岛屿，原因便很明了。卡特里特群岛是气候变暖的受害者。高涨的海潮总是涌入村庄，冲走人们的家园。海里的咸水倒灌菜地，毁坏果树，污染了淡水供应。岛上的居民们艰难地靠椰汁和鱼度日，孩子们营养不良。而死去的树木又是蚊子的家园，它们会散播疟疾一类的疾病。约翰和其他岛民正面临着巨大的挑战，他们也知道自己在岛上的生活已经走到了尽头。

专家们预测卡特里特群岛将在不远的将来沉入海中。在这之前，卡特里特岛上的居民们会搬到新的地方去，如布干维尔岛，开始新生活，他们会有食物和住所，但他们的文化会怎么样呢？这些岛民有与各种日常生活相关的歌谣，还有他们的传统和节庆活动，这些都和海洋

有关。他们还有自己的语言——哈里亚语。如果他们与其他文化的人生活在一起，他们自己的语言可能会消亡。

“我们正在失去我们的家园，我们的身份，我们整个人生。”一位岛民如此说道，“我们希望世界能倾听我们的遭际。”世界确在倾听。近几年，国际新闻报道，网络视频和《太阳升起》这部奥斯卡提名纪录片都在讲述卡特里特群岛上发生的故事。人们纷纷伸出援手，岛民们也因此把他们的愤怒与沮丧转化为行动。人们也开始想办法为后代保存岛民的生活方式，记录他们的语言和传统。

回到岛上，约翰·萨雷克正在最后一次踏上他的船。他在与他的家和祖辈告别。他不知道未来会带来什么；他不知道他们的文化是否会传承下去。他是气候变化的真实写照。

## Cultural focus

### 善行者，行善事

每年十月，数千名跑步选手聚集在北京参加一年一度的马拉松比赛。2016年，其中一名选手是藤立君。她不仅参加了马拉松比赛，还自愿将自己的时间和精力投入到马拉松“为慈善而跑”的倡议中。志愿者们不仅完成了马拉松，还帮助一项伟大的事业募款！藤尤其想做些事帮助甘肃省的贫困儿童。她用从赞助商那里筹来的钱帮助那些家里买不起冬衣的孩子购买了保暖夹克。

她的贡献并没有在她冲过终点线的那一刻结束——她有机会和其他运动员一起前往甘肃，亲自送夹克。他们还有机会分享对跑步的热情。他们的到来有望改善孩子们的生活，并激发他们对未来的梦想与期待。对跑步选手而言，最值得的瞬间是看到孩子们穿上新夹克后眼里流露出的喜悦。

在2016年度“为慈善而跑”的活动中，2000名跑步选手捐赠了总计87000元以助力此项事业。这些钱用来购置了夹克和文具，送给甘肃省4个县15所学校的590个孩子。

然而，“为慈善而跑”的目标远不止停留在解决贫困儿童的物质需求上，还要通过向他们展示未来的各种可能性来彻底改变他们的生活。选手们给孩子们播放了一段有关北京马拉松的短视频，并分享了比赛的经历。有些孩子通过比较其步行上学的距离来想象马拉松赛跑的距离。张欣，一个四年级学生，和妹妹一起每天走约8公里的路上学，这虽然没有马拉松的距离长，但对于孩子步行来说是非常艰辛的。

选手们不仅和甘肃的孩子们交流，还组织了一场和孩子们共同参与的接力赛。在比赛前，运动员们带领孩子们做伸展运动，比赛结束后，获胜者被授予北京马拉松比赛奖牌。所有参与“为慈善而跑”的人都希望孩子们能像马拉松选手那样用奋斗精神迎接生活中的挑战。

## Unit 3 Paying the price

### Reading and interaction

#### 影响者

想象一下：你在咖啡馆里听到一个年轻人谈论一款新的电脑游戏。他正在向一个女孩解释它的神奇之处，然后女孩问在哪里可以买到它。你可能会说，这没什么不同寻常的，直到 15 分钟后，他们换了一家咖啡馆，进行了同样的对话。在回家的路上，街上的“游客”让你帮他们拍照。你拍好照，然后他们告诉你他们最近是如何购得这款相机，以及它是如何特别优惠的。欢迎来到隐形营销的世界。你可能会说你还没有遇到过隐形营销者，但这就是重点。与你可能认为的相反，这种做法已经非常普遍了。

隐形营销或“口碑营销”与普通广告不同。我们可以识别广告牌或时尚杂志上的广告，但很难察觉隐形营销——它就这样欺骗了我们。研究表明，人们更有可能信任街上碰到的陌生人，他们认为这个人提供免费建议，而不是广告。事实上，最近一项针对年轻人的调查发现：只有 5% 的人相信广告，而 52% 的人相信他们的朋友。

全球每年有超过 5000 亿美元花在广告上，但与传统的广告宣传相比，隐形营销既便宜又有效。那么它是如何运作的呢？好吧，让我们看看 X 公司的例子。X 公司想要推出一款针对 20—25 岁人群的新产品。他们想让产品看上去“炫酷”且有趣，所以他们决定付钱让年轻人来谈论它。这些年轻的营销者经过精心挑选——X 公司会研究社交媒体，找到网红或“潮流引领者”。这些人和公司签订合同，同意推广公司的产品，例如在社交媒体上大加赞扬其产品。20 岁的塔尼娅·福勒姆就是其中之一。

塔尼娅·福勒姆漂亮、热爱运动、聪明。她热衷于时尚，喜欢购物，听最新的流行音乐。她在社交媒体上拥有 15000 多名粉丝，并经常影响他们的选择和观点。她受雇于一家秘密营销机构，在博客和社交媒体上推广品牌。“时尚或具有强大品牌形象的产品很容易销售。”塔尼娅解释道，“我通常可以让人们购买从化妆品到奢侈品的所有产品，比如名牌牛仔裤。”其他年轻的营销者上传自己的视频，描述最近的购物之行并展示他们最近购买的商品。他们近距离向人们展示产品如何使用或外观。

“能免费获得我的朋友们从没听过的很酷的新样品真是太棒了。”塔尼娅补充道，“这让我觉得自己很重要，因为我有内幕消息。”但是她的朋友们对她是无偿推广吗？“不，他们不知道。”她坦言，“但我不认为这是不诚实的。如果我发现我喜欢的东西，我就会谈论它。和我拿不拿钱没关系。”

也许塔尼娅是对的。不管怎么说，很多人都会谈论他们正在读的新书，发现的新地方或者刚买的一个很酷的小玩意儿。另外，我们是 24/7（每天 24 小时，每周 7 天）在线一代，每

天看到 3000 多条广告，所以这和隐形营销有什么区别呢？然而，其他一些人则表示了担心。“你以为一个人是在提供有用的信息，”一位心理学家说，“但他们是拿了报酬所以才这么说的，性质完全不同。你不知道该相信谁，也不知道该听谁的。”有时很难区分免费的建议和付费广告。我们已经见过隐形营销人员，他们就和我们一样。

## Cultural focus

### “待售”的传统

在利润的驱动下，大企业利用节日进行营销。节日不仅是文化的象征，也成了商业活动。如今，人们借节日之名花钱，但我们的传统节日不应该是与家人和所爱的人共度的吗？

#### 春节

现在是二月初，张晓正在为春节收拾行李。她不是唯一的一个；另外有 4 亿中国人将在为期一周的假期中出行。春节是中国最重要的节假日，其历史可以追溯到几千年前。现在，从纽约到伦敦，从悉尼到温哥华，世界各地都在庆祝这个节日。

“春节”一词让人想到其乐融融的一大家人围坐在餐桌旁，为新年干杯。过去，家家户户在传统市场购买食材，并花上一周的时间准备年夜饭。如今，我们经常看到人们在超市或网上置办年货，在饭店而不是在家里吃年夜饭也很平常。一些人担心古老的烹饪传统行将失传，但另一些人欢迎这种改变，因为他们现在有更多的时间放松和共同享受假日。

#### 情人节

30 岁的詹姆斯一直在巴黎购物。他剪了头发，买了一张心形的卡片，还为女友准备了一些巧克力。今天是 2 月 14 日，情人节——全世界庆祝浪漫和爱情的日子。最初，情侣们互赠写有浪漫信息的贺卡来庆祝这一天，但如今，仅仅送一张卡片是不够的。在 2 月 14 日的前几周，商家们就开始为鲜花、香水、珠宝和两个人的浪漫晚餐做广告了，并且生产了大量的礼物。詹姆斯可能只花了 12 欧元买巧克力，但全世界的消费者每年要花费 1100 万欧元！

#### 圣诞节

12 月 1 日，在伦敦特拉法尔加广场，一棵大树上的数百盏灯被点亮。在世界各地的商业街上和家里，数十亿棵其他树上的灯也被人们点亮。

圣诞节要到 12 月 25 日才开始，但近年来，顾客们提前好几周就开始购物了。由于这一趋势，英国人提前 11 周左右就开始考虑圣诞礼物了！装饰好的圣诞树经常会出现在广告中，这是因为圣诞树在传统的圣诞节庆祝活动中扮演着重要的角色：它是家庭成员聚会的地方，也是摆放包装精美的礼物的地方。今天，大企业已经把圣诞节变成了全球盛会，圣诞产品和装饰品在世界各地制造和销售。有些人认为圣诞节变得太商业化了，过于关注购物和广告。然而，人们喜欢互相赠送礼物，不管他们的文化或传统是什么。

## Unit 4 The senses

### Reading and interaction

#### 关于味道

通常它们是绿色的，吃起来或松脆，或绵软，生食熟食均可，而且食物专家们总说它们有益健康。它们到底是什么呢？蔬菜。如果你对这种说法尚存疑虑，也无需担心，这是有充足的理由的：科学家发现，年轻人的味蕾，也就是舌头上能感知味道的细小点状物，还不能接受部分蔬菜的苦涩味道。我们的味蕾随着年龄的增长而逐渐发育成熟，这意味着我们可能会逐渐喜欢上卷心菜或洋葱，但在那之前，年轻人的嘴巴更喜欢甜食。事实上，不仅年轻人喜欢吃甜的食物，我们大多数人都喜欢，这和人类史前的先祖一样。他们会吃许多成熟的甜果子，因为这些果子随处可见，长在树上易被发现，也是很好的能量来源。他们还意识到要格外小心那些发苦的植物，因为它们通常是有毒的。

那么，除了苦和甜，我们还能尝出什么味道呢？了解后你可能会感到惊讶：我们的味蕾只能再辨别三种味道：咸味、酸味和鲜味。在我们十几岁的时候，我们开始喜欢吃酸的食物胜过甜的食物。然而，最近的研究表明，女孩和男孩感受味道的方式存在差异。女孩的味蕾更敏感，更易区分味道，特别是甜和酸，而男孩偏好更加浓郁和强烈的味道。

但是，对每个人来说，食物必须湿润才会好吃。闻到食物时，我们的嘴巴会分泌唾液，吃的时候，唾液就会把食物的味道传递给味蕾。没有唾液，一些食物就会味同嚼蜡。如果你把舌头擦干，在上面放一些吃的，你会发现它寡淡无味。幸运的是，我们的嘴巴每年能产生足以填满一个浴缸的唾液，所以这种情况不可能发生！

我们不仅用嘴品尝味道，我们也会用到鼻子！我们的鼻子可以闻出 10000 种不同的气味，当食物煮熟时，它会产生让人感到饥饿的香味。当我们把食物放进嘴里时，我们的味蕾和鼻子会共同决定食物的味道。你有没有注意到，煮熟的食物凉了就不好吃了？当烹饪的香气消失时，食物的一些味道也消失了。你可以做一个简单的实验来验证这一点。闭上眼睛，用手指捏住鼻子。让别人把一小块食物放进你嘴里，然后试着分辨它是什么。在没有任何气味辅助的情况下，这对你来说会有点困难！

最后，放在舌头上的食物的质地对我们感知食物的味道也很重要。有些人认为浓稠或柔滑的食物非常难吃，无论它的味道如何。这是因为我们的大脑感知到某样东西的外观或触感后，会向我们的舌头发送信息，告诉它不要喜欢那种食物。

所以，如果你真的对盘子里的蔬菜没有任何胃口，那你现在可以说这是有普遍接受的科学道理的。但是，可别把在这篇文章中读到的东西全部告诉你的父母，因为他们可能会让你捏住鼻子，擦干舌头，然后给你上一大盘的蔬菜！

## Cultural focus

### 林中漫步

比尔·布赖森是美国著名作家。他的一些书介绍了英国、美国和澳大利亚的生活。本篇节选自《林中漫步》，讲述了比尔和他的朋友斯蒂芬·卡茨沿着阿巴拉契亚山道徒步旅行的冒险经历。该山道沿着美国东海岸延伸，全长 3540 公里，沿途可以欣赏到美国一些最美丽的景色。

他们在旅途中经历了许多事情，包括遭遇野生动物和有毒植物。本节选中，比尔描述了一天夜晚他听到帐篷外奇怪的声音后发生的故事。

这真是适合睡觉的好天气，足够凉爽，可以睡进睡袋里，但是又足够暖和，只需穿内衣睡觉就行。我满心盼望着好好休息一整夜。在夜里的某个时刻，正当我沉浸在睡梦中时，忽然附近传来声响，一下子把我惊醒了。一般情况下，我睡得很沉，轰隆隆的雷声，卡茨的呼噜声，都不会打搅我，所以有声音大到把我吵醒，这很不寻常。声响来自灌木丛，有树枝断裂声，有笨重物体穿过低矮枝叶发出的声响，接着传来巨大的声响，令人毛骨悚然。

熊！

我坐起来，迅速伸手去拿我的刀，然后想起来我把它落在背包里了，就在帐篷外面。

又传来一阵嘈杂声，这次离我更近了。“斯蒂芬，你醒着吗？”我小声问到。

“嗯，”他回答道。

“是什么东西？”

“我怎么知道？”

“听起来是个大家伙。”

“在林子里听什么都觉得大。”

这倒是没错。

我匍匐到帐篷边上，往外看去，外面一片漆黑。

我小心翼翼地爬出帐篷，打开手电。在离我大约 15 或 20 英尺的地方，有什么东西抬起头在看着我。我根本看不清它的形状或大小——只能看到两只闪闪发光的眼睛。它一声不吭，直直地盯着我。

“斯蒂芬，”我朝着他的帐篷低声说，“你带刀了吗？”

“没有。”

“有什么锋利的东西吗？”

他想了一会说：“指甲刀。”

我紧张地朝那只动物扔了一根棍子，它还是没动。如果是鹿的话就会逃走。这家伙却还盯着我。

我把这情况告诉了卡茨。

“可能就是鹿。它们也不是那么怕人。试试朝它大叫几声。”

我试着大叫：“嘿！你！”

那家伙还呆在那儿一动不动。

“你来喊，”我催卡茨。

“嘿！你！走开！”卡茨毫无感情地模仿我喊道。

我把我的帐篷拉到他的帐篷旁边。我不知道这究竟有什么用，但我感觉稍微放松了一些。总之，就算我想离开帐篷也没门了。

我盯着外面看了半天，只看到不远处那两只动画里才有的大眼睛盯着这边，此外便什么也看不到了。

“你在干嘛，布赖森？别管它，它自己会走的。”

“你怎么能这么镇定？”

“你想让我做什么？你一个人已经够疯狂的了，我要继续睡觉了，”卡茨宣布。

“你在说什么？你不能睡觉。”

“我当然可以。这种事我干过很多次了。”帐篷里传来了他翻身的声音，还有其他一些悉悉索索的声音

“斯蒂芬，你不能睡，”我命令道。但他能睡也睡着了，速度惊人。

那只野兽——现在是一群了——又开始喝起水来，发出巨大的响声。我找不到任何备用电池，于是我把手电筒扔到一边，把我的矿工灯戴到头上，确保它能用之后再把它关掉。然后我跪坐在那里，坐了很长时间，眼睛盯着帐篷的前方，仔细听着外面的动静，手里拿着拐杖随时准备反击，打开的弹簧刀放在手边作为最后一道防线。那些熊——或者说动物，不管是什——又喝了大约 20 多分钟水后悄悄离开了。这让我如释重负——但我根据在书上读过的，知道他们很可能还会再回来。我一直听啊听，但森林恢复了之前的寂静，再无异样。



## 附录 3：教学活动任务单

### Unit 1 Feeling good

#### Reading and interaction

##### Worksheet 1

Select the words below to complete the interpretations of the idioms in the **Deep reading** task on page 9 in your textbook. There is one that do you not need.

depressed suggest feelings take belongings  
excitement spirits state experienced

Sentences with idioms	My understanding
<b>1</b> You were <b>over the moon</b> when you opened them, but not for long.	The idiom “over the moon” in this context means “extremely happy and excited”. The image of the moon hanging high in the sky might (1) _____ a high level of (2) _____. It expresses the great happiness (3) _____ by children the moment they receive birthday presents.
<b>2</b> Performing acts of kindness and generosity on a regular basis, for example, listening to a friend in need or carrying a neighbour’s shopping, will make you <b>feel on top of the world</b> .	The sentence is used by the writer to support the idea that “happiness means you have to give and (4) _____. Performing acts of kindness and generosity will make us feel happy, so the phrase must be related to a happy (5) _____ of mind. Therefore, we may guess “feel on top of the world” means “very happy or proud”.
<b>3</b> Poor health will certainly make you <b>feel down in the mouth</b> .	The idiom “feel down in the mouth” in this context suggests some negative (6) _____ that we have when we get ill. People will feel (7) _____ when they are in poor health. So, it probably means “being unhappy and depressed”.
<b>4</b> So, if you’ve been <b>feeling blue</b> and worrying too much about your exams, get exercising.	If a person is worried about the exams, he must be in low (8) _____. So the idiom “feeling blue” communicates unhappy feelings.





**Writing****Worksheet 2**

Read the two letters and find specific cases of language features for informal personal communication. Then complete the table.

Language features for informal personal communication

<b>Language</b> <b>Features</b>	<b>Adjunct</b>	<b>Exaggeration</b>	<b>General expressions (including contracted forms)</b>	<b>Formulae</b>
Examples from Simon's letter				
Examples from Li Ping's letter				





## Unit 2 Making a difference

### Reading and interaction

#### Worksheet 1

According to the description of the islanders' daily life, put a tick in the right place.

<b>work</b>	catch fish in a small boat grow vegetables in their garden	<input type="checkbox"/> modern <input type="checkbox"/> traditional
<b>housing</b>	wood hut sand floors sleep after sunset almost no electricity	<input type="checkbox"/> luxurious <input type="checkbox"/> simple
<b>food</b>	vegetables damaged in the garden fruit trees destroyed by salt water	<input type="checkbox"/> sufficient <input type="checkbox"/> insufficient
<b>environment</b>	dying trees mosquitos spreading diseases	<input type="checkbox"/> healthy <input type="checkbox"/> unhealthy





## Worksheet 2

Select the words below to complete the interpretations of the sentences in the **Deep reading** task on page 27 in your textbook. There is one that you do not need.

environment terrible life visualize survival damage  
threatening plain catching traditional livelihood care

Sentences in the passage	My understanding
<p><b>1</b> Each day, he goes out in a small boat to catch fish for his family, while his wife looks after the children and grows vegetables in their garden.</p>	<p>The phrases “goes out in a small boat”, “catch fish”, “looks after the children” and “grows vegetables” help us (1) _____ the life on the island. They suggest that the islanders live in a (2) _____ society and lead a simple and peaceful (3) _____. They make a living by (4) _____ fish and growing vegetables. The men work away from home and the women take (5) _____ of the home.</p>
<p><b>2</b> The family lives in a wood hut with sand floors and they don’t use much electricity, so when the sun goes down, it is usually time for bed.</p>	<p>The phrases “wood hut with sand floors” and “don’t use much electricity” suggest that life there is simple, (6) _____ and even a bit primitive. It may not be difficult for the islanders to live without electricity or running water.</p>
<p><b>3</b> Salt water from the sea is overflowing into vegetable gardens and destroying fruit trees.</p>	<p>The phrases “salt water”, “overflowing into vegetable gardens” and “destroying fruit trees” give readers examples of the (7) _____ caused by global warming. Sea water is destroying the vegetables and fruit on the islands. This is damaging the islanders’ (8) _____ because the vegetables and fruit are important for their (9) _____.</p>
<p><b>4</b> The dying trees are home to mosquitoes that spread diseases, like malaria.</p>	<p>The phrases “dying trees” and “mosquitoes that spread diseases” describe the poor and (10) _____ living conditions. The sentence implies that the (11) _____ on the islands is so bad that it causes the trees to die and threatens the islanders’ health.</p>





**Cultural focus****Worksheet 3**

Rank the qualities in terms of importance and give reasons.

Qualities	Reasons
1	
2	
3	
4	
5	





## Unit 3 Paying the price

### Reading and interaction

#### Worksheet 1

Interview three classmates and note down their answers.

Examples / Quotes	Student 1	Student 2	Student 3
(1)			
(2)			
(3)			
(4)			
(5)			





## Worksheet 2

Select the words below to complete the interpretations of the quotations and the questions in the **Deep reading** task on page 45 in your textbook. There is one that you do not need.

attitude controversial illustrate persuade neutral prove  
different influential dishonest conventional effective

Quotations and questions	My understanding
<p><b>1</b> Well, let's look at company X. Company X wants to launch a new product for 20–25-year olds. They need their product to look "cool" and ...</p> <p><b>Guiding question:</b> Why does the writer give the example of company X?</p>	<p>The writer gives the example of company X to (1) _____ how stealth marketing works, to show the difference between (2) _____ advertising campaigns and stealth marketing and to explain why stealth marketing is cheap and (3) _____.</p>
<p><b>2</b> Tanya Fulham is beautiful, sporty and clever ... She has more than 15,000 followers on social media ... She's been hired by an undercover marketing agency to promote brands in blogs and on social media ...</p> <p><b>Guiding question:</b> From the example of Tanya, what qualities should an ideal stealth marketer have?</p>	<p>From the example of Tanya, we know that an ideal stealth marketer should be fashionable, popular and most importantly, (4) _____. He or she has many followers on social media, and takes advantage of his or her influence to (5) _____ others to buy things.</p>
<p><b>3</b> "It's great to get free samples ...," adds Tanya. ... "But I don't think it's dishonest ... It doesn't make any difference whether I'm paid or not."</p> <p><b>Guiding question:</b> Why does the writer quote Tanya's words?</p>	<p>The writer quotes Tanya's words to show her positive (6) _____ towards stealth marketing. She doesn't think stealth marketing is a(n) (7) _____ strategy.</p>
<p><b>4</b> "You think a person is being helpful," says a psychologist, "but that's very different from someone telling us something because they are getting paid for it. You don't know who to trust or who to listen to anymore."</p> <p><b>Guiding question:</b> What is the purpose of quoting the psychologist? What is the writer's attitude towards stealth marketing?</p>	<p>The purpose of quoting the psychologist is to show a distinctly (8) _____ attitude towards stealth marketing. The writer wants to tell us that stealth marketing is a (9) _____ marketing technique. I think that the writer holds a(n) (10) _____ attitude to it.</p>





### Worksheet 3

Work in pairs. Imagine the following situations and discuss what you will do. Explain your reasons.

**Situation 1:** You bought an online course that your friend recommended to you, but you later found out that your friend wasn't giving free advice: she got paid to recommend the course to you.

**Situation 2:** Your friend tries to convince you to join a stealth marketing campaign. She tells you about the benefits: you will receive rewards if you recommend the product to people you know.





## Unit 4 The senses

### Reading and interaction

Worksheet 1 (for individual work)

Write the sentences on the worksheet and turn them into *wh*-questions. The first sentence has been done as an example.

No.	Selected sentences	Questions
1	They're often green, they can be crunchy, soft, cooked or raw and food experts insist they're highly beneficial to your health.	<i>What do the food experts insist on when it comes to (the green, crunchy, soft, cooked or raw) vegetables?</i>
2		
3		
4		
5		
6		
7		
8		
9		
10		





## Worksheet 2 (for group work)

Write the questions on the worksheet.

No.	Questions agreed on in our group
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	





Worksheet 3

Role-play

One of you is a student and the other is a biology teacher. The teacher shall help the student understand the reasons for the phenomena listed.

Questions (student)	Answers (teacher)
2	
3	
4	
5	
6	





## Worksheet 4

Select the words below to complete the reasons for the statements in the **Deep reading** task on page 63 in your textbook. There is one that you do not need.

sweet-tasting discomfort ancestors displayed perception aromas  
poisonous presents available texture sends unpleasant associate

Statements	Reasons
1 Most people feel happy when eating dessert.	Humans began to (1) _____ a sweet taste with health and nutrition long ago. Our prehistoric (2) _____ ate a lot of sweet, ripe fruit because it was widely (3) _____ and easy to notice on trees and it was a good source of energy. They realized that eating (4) _____ food would make them feel comfortable and strong. That's why most people feel happy when eating dessert.
2 People naturally dislike bitter flavour.	Things with a bitter taste were often (5) _____. So humans tend to associate a bitter taste with (6) _____. That's why we naturally dislike such tastes.
3 Cooked food often tastes better than raw food.	This shows the importance of smell in the (7) _____ of taste. When food is cooked, it produces pleasant (8) _____ and people find the food tastier. Raw food doesn't give the same kind of aroma.
4 Some people can't stand the thought of eating snails.	The (9) _____ of food will influence people's perception of its taste. Snails look ugly and (10) _____ to some people, so they refuse to eat them.
5 People like beautifully displayed dishes because these dishes often look very appealing.	The look or feel of something also helps people perceive taste. Beautifully (11) _____ dishes look more pleasant. When our brain reacts to beautiful things, it (12) _____ a message to our tongue telling it to like that food. That is why we may have a stronger desire to taste beautifully displayed dishes.





## 附录 4:《普通高中教科书 英语练习部分 选择性必修 第一册》参考答案和听力文本

### Unit 1 Feeling good

#### A Vocabulary

- 1 (1) down in the dumps (S)  
(2) over the moon (H)  
(3) feeling blue (S)  
(4) on cloud nine (H)  
(5) on top of the world (H)  
(6) down in the mouth (S)
- 2 (1) tiredness (2) ability (3) generosity (4) laziness (5) happiness  
(6) kindness (7) prosperity (8) necessity
- 3 (1) effects (2) cross (3) devastated (4) ability (5) happiness  
(6) necessity (7) kind (8) astonished (9) depression
- 4 (1) E (2) G (3) A (4) H (5) C (6) F (7) B (8) D
- 5 (1) I am wondering what it is that makes the young man remain optimistic in such a difficult situation.  
(2) Working year after year in mountainous areas where working conditions are tough, he has suffered from serious heart disease.  
(3) We depend on technology in many areas of daily life, such as transport and communication.  
(4) Since it's such a short ride, I would rather ride a bike than drive a car.  
(5) Because of the sudden heavy rain, the football match had to be abandoned after just 15 minutes.  
(6) What is crucial to one's success is not outstanding intelligence, but constant effort and firm belief.  
(7) As I am busy with my school work, I am in no mood to watch the cartoon.  
(8) Although his parents do not think his business plan will be successful, he is quite optimistic about it.
- 6 (Answer for reference)  
The author of this article indicates that the main factors essential to one's happiness are human relationships, physical health and sufficient sleep, rather than tangible objects such as the latest fashionable items, which only offer momentary joy.

As a high school student, I believe that one other key factor essential to one's happiness is self-confidence. Self-confidence helps us get through even the most challenging parts of our high school voyage. It instils in us a sense of belief in our capabilities: when we have confidence in ourselves, we feel more positive and our performance in our studies improves. Furthermore, students who feel self-confident are more likely to successfully achieve their goals in other areas of their lives too.

## B Grammar

- 1 (2) × By last year, he had released three albums.  
(3) × Dylan and Lexie had known each other for a long time before they got married in 1998.  
(4) × By the end of 2019, three bridges had been built over the river.  
(5) ✓  
(6) × I had no sooner arrived home than it began to rain.
- 2 (1) had waited, turned up (2) died, had served (3) wrote, had not been sent  
(4) left, had learnt, decided (5) saw, had occupied
- 3 (1) had told (2) had decided (3) didn't begin (4) was (5) was doing  
(6) ran (7) had happened (8) had baked (9) had made

## C Listening and speaking

### Audio scripts:

Sports injuries are as unpredictable as sports are. They may happen to anyone from weekend joggers to professional athletes, and may happen during all kinds of exercise and sports. People are most at risk of sports injuries if they haven't been doing regular physical activity, or if they don't warm up properly before exercising.

Sports injuries vary in terms of degree and type. Some are acute injuries: this means that the symptoms quickly appear, and they are normally quite noticeable. Others are chronic: this means that the injuries last a long time, and the symptoms may also take a long time to develop. Chronic injuries may not be noticed immediately, and may get worse over time.

The most common types of sports injuries include sprains, knee injuries and broken bones. Joints are the most likely part of the body to be hurt, but injuries to the head, the wrists, the thighs and the ankles are also common.

If you're suddenly injured while playing sports, don't panic. There are a few simple methods that will be helpful. For example, put some ice on the parts where you feel pain: evidence shows

that ice can help control swelling and reduce pain. It's also important to rest after you've injured yourself. If the symptoms do not improve, you should go to see a doctor.

As sports injuries may have a serious impact on your life, being aware of the risk factors goes a long way in preventing them. Strengthening your muscles, getting proper rest and working out at a suitable pace are essential to preventing sports injuries. It is also important to pay attention to proper technique and to use proper equipment: that way, you can avoid getting injured while doing sports.

- 1 The speaker is talking about the causes, symptoms, treatment and prevention of sports injuries.
- 2 (1) When they haven't been doing regular physical activity or don't warm up properly before exercising.  
(2) They may take long time to develop, and may get worse over time.  
(3) It can help control swelling and reduce pain.  
(4) Strengthening muscles, getting proper rest and working out at a suitable pace.
- 3 (1) F Sports injuries are unpredictable.  
(2) F Injuries occur to professional athletes and weekend joggers alike.  
(3) F Joints are the most vulnerable part of the body to sports injuries.  
(4) T  
(5) T
- 4 Answers will vary.

## D Reading

- 1 (1) E (2) D (3) F (4) A (5) B
- 2 (2) D (3) E (4) C (5) B
- 3 (1) F They could get medical information from medical encyclopaedias and magazines.  
(2) T  
(3) T  
(4) F They avoid going because they're embarrassed about telling someone about their physical "secrets".  
(5) F The Internet chooses search results depending on how many web pages are linked to a topic.  
(6) T  
(7) T
- 4 (1) common (2) weary (3) infection (4) stiff (5) linked

- (6) printouts (7) sensible (8) self-diagnosis

## E Writing and viewing

1 Answers will vary.

2 (Answer for reference)

Tim is the tennis captain at Millfield school, which is well known for producing famous professionals such as sports stars, actors, writers and politicians. He was born to be a tennis player, beating his father at the age of 8, just two years after he first started playing it. To tap fully into his potential, Tim trained hard and at the age of 14, he won a special tennis scholarship to Millfield. However, once he started at the school, Tim realized that he must somehow keep a balance between schoolwork and tennis training. He managed to set a strict timetable for himself and arranged his other activities accordingly. In this way, he found it easy to mix school and tennis. His typical day includes having classes and doing schoolwork in the morning while the afternoon is devoted to tennis—regular practice is necessary for a tennis player. In order to have enough energy for playing tennis, Tim has adopted a strict diet of carbohydrates, protein, and fruit and vegetables. Meanwhile, to stay fit, he also needs to do exercise every day at various sports facilities provided by the school. Now he is about to graduate and he hopes to continue his education and tennis career at an American university.

## Unit 2 Making a difference

### A Vocabulary

- 1 (1) over (2) re (3) co (4) inter (5) over (6) semi  
2 (1) underpaid (2) rewritten (3) overrated (4) interaction (5) overeducated  
3 (1) floods (2) relocate (3) droughts (4) famine (5) climate change  
    (6) urbanization (7) survive (8) ecosystem (9) rainstorm (10) epidemic disease  
4 (1) wash away (2) pollute (3) spread (4) relocate  
    (5) destroy (6) die out (7) preserve (8) survive  
5 (1) Everyone in this area became the victims of this great natural disaster.  
    (2) It is amazing that practically every film he made was nominated for an Oscar.  
    (3) The sudden forest fire seriously threatened the lives and property of the local residents.  
    (4) Every job has its frustrations, so you have to face these challenges bravely.

- (5) Many important features of the original novel were preserved in this film.
- (6) Though many successful people suffer serious hardship, they will not easily give up.
- (7) His new job involves collecting and analysing data for the company.
- (8) The government should take active measures to save endangered languages before they die out.

**6** (Answer for reference)

**Interviewer:** How would you describe the Carteret Islands?

**John:** Beautiful and peaceful; a semicircle of sparkling white sand, surrounded by tall palm trees and crystal clear waters.

**Interviewer:** What's life like there?

**John:** It's simple. I live with my family in a wood hut. We don't use much electricity, so sunset is usually bedtime. My wife looks after our children and grows vegetables in the garden while I go out every day to catch fish.

**Interviewer:** Why are you leaving?

**John:** Global warming is threatening our way of life. Sea levels are rising, turning our island from a paradise into an unhealthy place. With floods destroying our homes and sea water threatening our food and water supply, we have no option but to leave.

**Interviewer:** Thank you for sharing your story.

**John:** You're welcome.

## B Grammar

- 1 (1) will be working (2) will be playing (3) skips (4) will be feeling  
(5) will we be meeting (6) will pick (7) will have (8) goes  
(9) will be doing (10) will be eating
- 2 (1) are getting (2) are going to start (3) is going to be (4) won't use  
(5) will be (6) are meeting (7) is going to be / will be (8) will be able to
- 3 (1) 4, 8 (2) 5 (3) 2, 3 (4) 1, 6 (5) 7
- 4 (1) Are, coming (2) will, be playing (3) are going to take (4) will understand  
(5) will explain (6) is going to close (7) will realize

## C Listening and speaking

### Audio scripts:

Diane: You're still on the computer! Are you working on your new website?

- Jerry: No, I'm trying to download a song. It's really annoying that so many of the file-sharing sites are being closed down!
- Diane: If you ask me, it's a good thing. It's wrong to download stuff without paying for it.
- Jerry: Oh, come on. What was your view on copying MP3s for a friend, then? I know you used to do that.
- Diane: Well, to tell you the truth, that was probably the wrong thing to do, too. But at least I didn't copy that many. Those file-sharing sites are offering hundreds of thousands of illegal copies of things.
- Jerry: It's not the file-sharing sites' problem in my opinion. They don't know what files people are sharing on their sites. They're just offering a service.
- Diane: Hmm. I'm not so sure about that! They're making money out of people sharing files on their sites. And it's pretty obvious what most of the files being downloaded are. Maybe they just don't want to know.
- Jerry: Well, as far as I'm concerned, it doesn't do any harm. Someone has to buy copies in the first place, and you're not stealing something when you make a copy of it.
- Diane: Of course you are! It's not called digital piracy for nothing! You're stealing the profit that someone would make by selling another copy legally.
- Jerry: But it's not as if film and music companies don't make enough profit. Look at what they pay the actors and musicians! It's ridiculous!
- Diane: I agree with you about that, but there are lots of people working in those industries who don't get paid much. They'll be out of a job if nobody pays for what they're making.
- Jerry: Hmm, I see what you're saying, but I really don't think it's a problem.
- Diane: Well, it could be a problem when people stop making so many films or computer games, or stop signing new bands. I read that the countries with the most illegal music downloads now have the fewest new artists appearing on the music scene. Anyway, how is your new website going?
- Jerry: Oh, it's beginning to look really good. I paid someone to redesign the home page. Look! What do you reckon?
- Diane: I think it's fantastic. And I'm just wondering, how about I upload that design and offer it for free to anyone who wants to copy it?
- Jerry: OK, OK! I take your point!
- 1 It is about digital piracy.  
2 (1) He is trying to download a song.  
    (2) She thinks it is a good thing.  
    (3) They just offer a service to their users.

- (4) It is ridiculously high.  
(5) Many people would be out of a job.  
(6) Probably not.
- 3 (1) Maybe, S (2) it could be a problem, S (3) the most illegal music downloads, F  
(4) I think, O (5) don't get paid much, F (6) I really don't think, O
- 4 A. 2, 9 B. 1, 3, 4, 6 C. 5, 7, 8, 10
- 5 Answers will vary.

## D Reading

- 1 A. O B. O C. O D. F E. S  
(1) D (2) E (3) A (4) C (5) B
- 2 (1) C (2) D (3) A (4) C (5) B
- 3 (1) resources (2) taboo (3) rate, doubled (4) extreme weather events  
(5) overconsumption (6) the lion's share

## E Writing and viewing

- 1 Answers will vary.  
2 (Answer for reference)

The video about the Blue Cross pet charity in the UK impressed me with three details. The first is the commitment it makes to provide help to pets as well as their owners. The high percentage of pet owners who acquire their pets from animal welfare charities or rescue centres shows that because of this service, they are a popular option for new pet owners. Most owners in Shanghai, as far as I know, purchase their pets from pet shops and often do not receive after-sales support. The second point is about the benefits of pet ownership. I felt excited to hear this because I didn't know that looking after a pet makes us less stressed, healthier and even more sociable. As a pet lover, I believe the benefits of pet ownership outweigh the problems. Finally, the third detail that impressed me about this video is how pets assist people in practical ways. That animals can be trained to guide those with disabilities, as well as to rescue those in emergency situations, is really amazing. It is clear that animals add value to our lives in many different ways.

## Unit 3 Paying the price

### A Vocabulary

- 1 (1) launched (2) tricked (3) targeted (4) promote (5) displayed (6) researched
- 2 (1) special offer (2) fashion magazines (3) marketing campaign  
(4) brand image (5) free samples (6) insider knowledge
- 3 (1) Classified ads (2) persuade (3) displayed (4) marketing campaign  
(5) luxury goods (6) flyers (7) brand image (8) slogan (9) billboards  
(10) jingles
- 4 (1) Your shop offers a 10% discount for regular customers. However, the clerk at the checkout refused to give me any discount.  
(2) The trousers you sent me are not the size I ordered. Besides this, they are the wrong colour.  
(3) Although the player was charged for eight hours, as recommended in the instructions, the battery only lasted for half an hour.  
(4) The food in your restaurant was rather tasteless. To make matters worse, it was cold.  
(5) This is an international bestseller popular with young readers. However, print copies are not yet available in the bookstores in Shanghai.  
(6) When you shop online, you can't touch the products. What's more, you can't try anything on.
- 5 (1) Purchasing these luxury goods is a complete waste of money.  
(2) Last week, he tricked me into lending him a large amount of money.  
(3) When several students handed in almost identical exam essays, the teacher immediately knew they had cheated.  
(4) Can you spot the slight differences between these two oil paintings?  
(5) The magazine, which mainly targets teenagers, has been well received by the critics.  
(6) Many impressive Chinese paintings are being displayed at the National Art Museum of China.  
(7) If you can't get a refund, why not complain to the sales manager in person?  
(8) To promote energy-efficient cars, this start-up will launch a nationwide marketing campaign.
- 6 (Answer for reference)
- We are surrounded by all kinds of advertisements—classified ads in the newspapers, video ads on the Internet, billboards on the streets, jingles on radio and commercials on TV. It's no exaggeration to say that we live in a world of ads.

Online advertisements are one of the most common types of advertising. Each time people use the Internet, dozens of ads will appear while a page is loading, blocking the view of the website and demanding the users' attention. They can sometimes be very annoying, but I have to admit that the campaigns are often very impressive: there is no way to avoid them!

Another successful form of advertising can be found in elevators. Nowadays, elevators in most apartment complexes or office buildings are equipped with screens displaying high-resolution ads. To avoid eye contact with strangers, elevator riders have no choice but to focus their eyes on these screens. I have to say that elevator advertising is quite a clever way to grab people's attention.

## B Grammar

- 1 (1) B (2) C (3) B (4) C (5) A (6) B
- 2 (1) Most of Europe's apples are grown on Polish farms nowadays.  
(2) Fair trade isn't being promoted enough around the world.  
(3) Over twenty James Bond films have been made since 1962.  
(4) *Frankenstein* was written by a nineteen-year-old girl called Mary Shelley.  
(5) Refunds will only be given with a receipt.  
(6) Small children were still being used to clean chimneys in the 1860s.  
(7) The farmers weren't being paid a decent wage by the big companies.
- 3 (1) are being manufactured (2) are purchased  
(3) won't be forgotten (4) were produced (5) were seen  
(6) were bought (7) are worn (8) hasn't been photographed
- 4 (1) being used (2) worked (3) was used (4) were employed  
(5) were paid (6) lasted (7) were not permitted (8) brought  
(9) had been transformed (10) were seen (11) are found (12) will be abolished

## C Listening and speaking

### Audio scripts:

Helen: There's quite a wide range of bikes to choose from these days, but I've never seen any quite as different as these two! Bike A looks fairly normal, whereas the other bike is quite unusual. Although I said that the first bike is more normal, it's not the kind of bike I would choose—it's a racing bike, with drop handlebars, and I don't like those. On the other hand, I think a lot of my friends would like it, because some of them are serious cyclists. I don't think many of my friends would choose bike B, because it's one

of those folding bikes that people use when they go to work by train, so it's no good for long distances. Nevertheless, it's the one I prefer from these two. I've never seen a bike like this before! It's got a very modern design, and it looks like a briefcase when it's completely folded. It looks really cool, and I could use it for the short journey to school and then put it in my locker when I get there! People would certainly talk about it!

**Edward:** Bike B looks brilliant. The design is really interesting. It looks very futuristic. However, I'd never choose it because it's not really a bike, more of a gadget, and I think it's a bit ugly—it looks a bit like those exercise bikes you see in a gym. In contrast, bike A looks a bit boring, but that's definitely the bike I would go for. Although I think it must be heavier than the portable bike, it looks quite light, and I bet it goes really fast because it's a proper racing bike. Nevertheless, it would be fine for everyday use. I also like the bright colour of bike A, whereas the grey colour of bike B is a bit dull.

- 1 Helen: B Edward: A
- 2 (1) F Some of them are serious cyclists.  
(2) T  
(3) T  
(4) F He thinks bike A looks a bit boring.  
(5) T
- 3 Answers will vary.

## D Reading

- 1 (1) B (2) E (3) A (4) C
- 2 (1) Because English is seen as the language of international communication and shows that you are part of the modern global community.  
(2) Because their product names or slogans may mean something different in other languages.  
(3) No. Because they changed the name before launching it in Germany.  
(4) Because "body bag" is used in English to refer to a bag that is used for taking away dead bodies.  
(5) Languages which are very different from English.  
(6) That their slogans can't be translated perfectly.  
(7) When a campaign has been very successful in a market.
- 3 (1) abroad (2) in a rush (3) executive (4) embarrassing  
(5) costly (6) concept (7) lick

## E Writing and viewing

1 Answers will vary.

2 (Answer for reference)

The other day, I went to a new supermarket in Brooklyn with my father. We went to the produce section first. This was the place we liked most because there were many kinds of fresh fruits and vegetables, and more importantly, there was a smell of grapefruit in the air.

To our surprise, the smell did not come from the fruits on the shelves but was piped out from a special machine. The supermarket installed five scent air machines last year, hoping to create a pleasant shopping experience and thus promoting sales. This method worked really well because many customers were attracted by these nice scents. I think we will come to this supermarket more often.

## Unit 4 The senses

### A Vocabulary

1 (1) C (2) A (3) C (4) C (5) B (6) A (7) B (8) A

2 (1) careful (2) beneficial (3) available (4) difficult  
(5) tasteless (6) accepted (7) unpleasant (8) convinced

3 (1) widely available (2) consider (3) notice (4) realize  
(5) oily (6) highly beneficial (7) creamy (8) smooth  
(9) exceptionally careful (10) thick (11) runny

4 (2) Well over three-quarters

(3) Just over two-thirds / Around two-thirds

(4) Nearly all

(5) Just under a quarter / Around a quarter

(6) Just under half / Around half

5 (1) He insisted that he had not received the notice.

(2) The alarm can detect gas leaks.

(3) It is somewhat difficult to understand the word without some knowledge of the local culture.

(4) Unlike 20 years ago, various types of processed foods are now more widely available in supermarkets.

- (5) Research shows that eating fruit and vegetables on a daily basis is highly beneficial to health.
- (6) Although she claimed that she had been there, few people believed her. / Although she claimed to have been there, few people believed her.
- (7) Speakers of some Chinese dialects find it hard to distinguish between “f” and “h”, since their native dialects do not make a difference between these two sounds.
- (8) Although he kept saying that he would welcome all opinions, the young professor was in fact quite sensitive to criticism from others.

**6** (Answers for reference)

**Claim 2**

The research question is, “Do girls and boys perceive taste differently?” In order to investigate whether there are significant differences in the perception of taste between the genders, 30 boys and girls of the same age will be tested. Each of them will be asked to taste several drinks with different amounts of sugar, and they will rate the level of sweetness on a 5-point scale. The time it takes them to respond will also be recorded. The ratings and response time of boys and girls will be compared. As girls have more sensitive taste buds and can identify flavours more easily, it is possible that they will be able to notice the sweet flavour faster than boys, even when the amount of sugar in the drink is very low.

**Claim 3**

The research question is, “Does the texture of food on our tongue influence our perception of taste?” In the experiment, a total of 30 participants of different ages and genders will be invited to taste two sets of food with different textures.

The first set of food consists of apple slices, while the second set consists of apple pulp. (The sets could also include potatoes, pears, corn or even beef.) Half of the participants will receive the slices first; the other half will receive the pulp first.

They will then evaluate how it tasted on a 5-point scale. If the texture of food on our tongue is important for our perception of its taste, then the slices and the pulp will receive different scores.

## B Grammar

- 1 (1) problem (2) fear (3) good news (4) fact (5) point
- 2 (1) whether (2) as if (3) that (4) because (5) why (6) when
- 3 (1) The miracle is that all 12 boys and their coach were rescued successfully.  
(2) The fact was that none of them had any diving experience.

- (3) The bad news was that they had to swim under water for some time to get out of the cave.
- (4) The problem was that some of the boys couldn't swim.
- (5) The fear was that they might run out of oxygen.
- 4 (1) Lili's belief is that reading is a good way to broaden our horizons.
- (2) The fact is that few students have time to read books they like.
- (3) Lili's fear is that students will become more and more test-oriented.
- (4) Lili's concern is that students won't be able to learn from great books.
- (5) Lili's suggestion is that students should be encouraged to read books in their free time.

## C Listening and speaking

### Audio scripts:

**Interviewer:** Today in our studio we have a very special guest, Sophie Wilson. Sophie plays the piano, which is remarkable indeed because she is deaf. We also have a sign language interpreter here to help us communicate with Sophie. Hello, Sophie, welcome to our programme. Can you tell us a bit about how you started playing the piano?

**Sophie:** Hello and thank you for having me on your show. Yes, I can. Music has always been a part of my life: my parents both play musical instruments, so as a young child, I would often sit very close to the instruments and touch them. I then started taking piano lessons at the age of five. I am 16 years old this year, so I have played the piano for almost 11 years. I am also a member of the Deaf Youth Orchestra.

**Interviewer:** Amazing! You have accomplished a lot, especially at such a young age. Many listeners may be interested in how a deaf musician can play a musical instrument, such as the piano. Can you explain how you know which notes to play?

**Sophie:** Yes. You see, I am almost completely deaf, but I was attracted to the vibrations emitted by the instruments. Even as a child, I realized that I could actually feel those vibrations in my arms—I could even sense the differences between each note. In that way, I can "hear" the melodies.

**Interviewer:** Wonderful! So why did you decide to join the orchestra?

**Sophie:** I decided to join the orchestra to both challenge myself and develop my skills, and also to meet others like me. The orchestra helps empower deaf teenagers and allows us to express ourselves through music. We learn together and play our music together. At the same time, we have a lot of fun, especially on our concert tours.

**Interviewer:** I can believe that. Something that I think our listeners are wondering about ...  
How does the conductor communicate with you?

**Sophie:** Through sign language. I have to say that during our practice sessions it sometimes takes many repetitions before we get it right, but in the end, we figure it out and the final result is always great.

**Interviewer:** Wonderful. So the tour starts off in Liverpool, right? After that, which other places will you be visiting?

**Sophie:** That's right! After Liverpool, we go to Manchester, London and finally Edinburgh.

**Interviewer:** Great! I am sure every audience will be so impressed with your performance.

**1** Sophie is almost completely deaf but she can play the piano.

**2** (1) Wilson (2) 16 (3) 11 years (4) Deaf Youth

**3** (1) F A sign language interpreter helps them communicate with each other.

(2) T

(3) F She can feel those vibrations in her arms.

(4) F This is only one of the reasons. She also wanted to challenge herself and develop her skills.

(5) T

**4** Answers will vary.

## D Reading

**1** (1) D (2) F (3) E (4) B (5) A (6) C

**2** (1) Out of curiosity.

(2) It could have been a good guess.

(3) Yes.

(4) Because Dave had revealed that she had spent €300 on clothes the previous month—information she probably hadn't shared with anyone else.

(5) Because it gave the researchers time to log into their social networking sites and email accounts.

(6) To show people the dangers of putting their information online.

**3** (1) A (2) B (3) A (4) A (5) B

(6) B (7) B (8) A (9) A (10) B

## E Writing and viewing

1 Answers will vary.

2 (Answer for reference)

The spider's web is an engineering miracle which has long fascinated scientists as well as ordinary people. The most interesting feature is its length: some spiders can produce silk strings as long as 700 metres in one single thread. More amazingly, they can produce different types of thread to serve different purposes. Some types are sticky and are used to catch insects. Other types are extremely strong and, if these strings were thick enough, they could even pull an ocean liner. The secret of the spider's web lies in the water droplets at the junctions. Inside these droplets are curled threads which will unravel when the web gets hit by an insect, so the threads will stretch without breaking. The spider is indeed a clever engineer!



## 后记

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