

普通高中

# ENGLISH

# 英语

(必修)

第一册



教学参考资料

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必修

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教学参考资料

上海外语教育出版社

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# 前 言

《高中英语（上外版）教学参考资料》（以下简称“教学参考资料”）是国家教材委员会2020年审查通过的《高中英语》（上外版）的配套教学参考用书。本套教学参考资料遵循“基于标准、理论驱动、分层拓展”的编写原则，由高校教材研究者、编写者和中学教研员、优秀教师，以及国外英语教材编写专家合力编撰，旨在提供有特色、可实践、易操作的教材配套参考资料，帮助教师落实“立德树人”根本任务，理解并落实学科核心素养和高中英语课程教学目标，实现教师专业发展。

教学参考资料总共7册，1-3册为必修课程教学参考资料，4-7册为选择性必修课程教学参考资料，每册均包括4个单元的教材配套参考资料以及附录。教学参考资料的主要内容及特点如下：

- (1) 明确教材编写的理念、体系和特点，为教师提供教材的总体介绍和各板块说明，帮助教师理解教材编写意图，从整体上把握教材体系和内容；
- (2) 介绍单元教学设计思路，为教师提供单元教学内容与目标、各板块教学内容与要求、各板块教学建议与活动步骤等完整的教学设计方案，帮助教师明确单元总目标与板块分目标的联系、教学目标与教学内容的联系、教学内容与教学策略的联系；
- (3) 解读和分析单元语篇，为教师提供语篇分析、背景介绍、难句注释、词汇分类与释义、学习策略的教学建议等多种形式的教学参考材料，帮助教师深入理解语篇，将听说读写的学习策略教学渗透到语篇教学中；
- (4) 提供各板块的备选活动、教学建议和参考答案，帮助教师根据教学需求和学生情况分层设计并选用适合的教学活动，开阔教学思路；
- (5) 提供课文的参考译文、视听脚本及教材活动的参考答案或范例，帮助教师准确理解教材内容，有效指导教学；
- (6) 设计教与学一体的教学参考资料版式，采用学生用书和教学参考资料左右对开的呈现形式，方便教师参考查阅；
- (7) 提供定制的配套教学课件，呈现与纸质教材完全同步的内容设计，提供了丰富的多模态教学资源，以方便教师选用和补充新资源。

教学参考资料以服务教师教学为根本目标，帮助教师创造性地使用教材，达成教学目标。我们期待广大教师能在教学参考资料的帮助下，更好地理解和使用教材，将教学理论和教学实践融会贯通，因材施教，更好地培养和发展学生学科核心素养，同时也不断提升自身的专业素养。



# 使 用 说 明

教学参考资料作为高中英语教师教育教学的参考书，承载着教师专业发展和学科育人的重任。根据《普通高中英语课程标准（2017年版2020年修订）》（以下简称《课标》）对高中英语教材的使用建议，编写组深入研究了外语教学发展趋势和外语教育教学理论，参考了国外教学参考资料编写的成功范例，并结合上海市英语教学实际情况，在广泛征求一线教师意见的基础上，确定了该教学参考资料的定位、编写原则与编写框架。遵循“基于标准、理论驱动、分层拓展”的编写原则，力图打造具有教学理念先进、设计特色鲜明、活动设计新颖、教学建议合理、教学策略有效的教师教学参考资料，服务教师教学。

教学参考资料编写的指导思想为：1) 以教学参考资料为载体，帮助教师在高中英语学科教育中落实“立德树人”的根本任务，培育学生的社会主义核心价值观；2) 以先进的教育理论和主流教学方法为指导，帮助教师建构科学的教学方案；3) 基于《课标》的理念、目标与课程内容要素等，以英语学科核心素养为统摄，帮助教师分解课程目标，设计单元宏观目标和各板块微观目标；4) 以科学的语言观、学习观、教学观为理念，为教师提供教学设计案例；既注重教师的教，又关注学生的学，发挥教学参考资料的促教与促学功能，实现课堂教学转型、教师专业发展和学生学科素养的培育。

教学参考资料的编制目标包括：1) 帮助教师落实“立德树人”根本任务；2) 帮助教师提升理论素养，实现专业发展；3) 帮助教师深刻理解并落实“学科核心素养”课程目标；4) 指导教师设计与完成单元教学目标。

在结构体系上，教学参考资料对应教材，包括三册必修课程教学参考资料和四册选择性必修课程教学参考资料。每册均包括4个单元，各单元从输入到输出采用循序渐进的方式，包括“理解”“发现”“表达”和“拓展”四个大类各板块的单元教学内容与目标、板块教学内容与要求、教学建议、备选活动与语篇、教材参考答案等，每册附录均提供课文参考译文和练习部分录音文本和参考答案。其中，单元教学内容与目标、板块教学内容与要求、课文语篇分析为中文，词汇注释及难句注释为中英文对照，其余皆为英文。

必修课程教学参考资料每个单元以“单元教学内容与目标”为起点，从总体上把握课程内容和单元目标，帮助教师理解教材各板块的内容与要求。以单元名人名言和导入引领教师探索主题语境，以语篇为载体提供语篇解读、语法和词汇教学等方面的策略和活动建议，运用视听语篇来引导教师展开多层次的视听教学活动，并通过综合运用板块帮助教师设计基于多模态输入、指向多技能输出的说写融合型活动。思辨训练和项目探究则是帮助教师组织综合性教学活动的板块，用于培养学生理解、分析和整合信息的能力，组织学生自主探究和合作学习。自评板块既为教师组织学生评估及反思单元学习情况提供途径，又有利于教师教学反思，提高教学成效。所有板块的教学参考资料具有进阶性和层次性，并提供了各板块的备选活动方案，供不同类型学校教师选择，体现活动设计的适切性，满足教师的教学需求。

选择性必修课程教学参考资料对应选择性必修教材，四个大类的基本结构相似，更加重视教师对学生写作能力的培养，对写作板块提供专项的教学内容与要求、教学建议及备选活动等，同时提供文学角的教学要求和教学建议，加强经典文学教学与赏析。

教学参考资料的使用建议包括：1) 整体把握教材内容，明确单元教学目标和板块教学要求；2) 参考教学建议，根据教学情况灵活处理；3) 分析备选活动，基于教学需求合理选用、整合或改编；4) 充分利用配套资源，实施真实语言材料的教学。

教学参考资料还提供了各板块说明、单元课时分配建议，供广大教师参考。

## 《高中英语》（上外版）教学参考资料板块说明

板块是单元的有机组成部分，也是教学设计的基本单位，各板块密切联系，相辅相成，互联互通。教学设计的核心是教学活动，某种程度上讲，教学活动是以板块为载体，教师有目的、有计划、有组织地引导和促进学生提高语言实践能力及发展综合素养的学习活动。因此，帮助教师理解板块的功能、定位、目标，及其相应的教学特点、方法和策略是教学活动设计的前提。我们遵循“基于标准、理论驱动、分层拓展”的编写原则，立足国情和学生终身发展，力图打造具有教学理念先进、设计特色鲜明、活动设计新颖、教学建议合理、教学策略有效等特色的教师教学参考资料，以服务教师教学和课程改革。为帮助教师准确理解每单元的教学内容、教学特点、教学目标和活动设计，特对本套教学参考资料中的各板块作出具体说明。

### 1. 单元教学内容与目标 (Content and Objectives)

单元教学内容与目标是单元教学活动设计的指南，对单元各板块的活动设计和教学建议等起统领作用。单元教学目标是指从英语学科素养和单元教学内容的角度，审视整个单元，确定单元教学宏观目标，即单元整体教学目标。再从课程六要素：主题语境、语篇类型、语言知识、文化知识、语言技能和学习策略出发，依据教材内容和学业质量标准，分解课程目标，设计相关的板块微观目标。《课标》是单元设计的坐标，把握教材体系与教学内容是单元整合设计的基点，考虑课程六要素综合设计教学目标是起点，运用 SMART 策略设计教学目标是焦点。目标应该是具体的 (specific)、可检测的 (measurable)、可达成的 (attainable)、现实的 / 相关的 (realistic/relevant)，以及在单位时间内可以完成的 (time-based)。单元教学内容与目标能帮助教师把握单元教学基本要求，形成单元教学活动的坐标。

### 2. 单元导入 (Getting Started)

该板块是单元学习的导入环节，旨在通过开放式的讨论，激活学生的语言和背景知识，创设单元主题语境，引入单元话题，构建相关的话题词汇语义网，为后续的单元活动奠定语言基础。导入可以采取问题驱动，激活语境；看图互动，激活语言；基于话题，交流互动等

方式。该板块的显著特点是：活动设计的开放性、话题交流的指向性和语言激活的情境性，注重教师的引导和学生的积极互动。该板块的宗旨是帮助教师构建单元主题语境，引导学生熟悉单元话题，激活话题词汇语义网。

### 3. 阅读 – 课文（Reading A）【理解】

课文 A 是本单元的主阅读语篇。为帮助教师掌握语篇的内容和内涵，我们将其细分为“语篇分析”“背景介绍”“教学建议”“难句注释”“词汇释义”等。“语篇分析”从语篇类型、语篇内容、语篇结构、语言特征以及语篇所表达的主题意义入手，帮助教师掌握语篇理解与生成的方法，从而指导学生掌握阅读技能，根本上解决授之以渔的问题，同时，通过对课文的深层剖析和互动，实现从浅层教学向深度教学转变，提升基于单元主题的文化意识和思辨能力。“背景介绍”涉及语篇来源和作者背景介绍；“难句注释”主要为教师解释课文中较难理解的句子；“词汇释义”是为课文中的生词与短语提供中英文解释和经典例句，供教师参考。

### 4. 阅读 – 读后感触（Personal Touch）【理解】

该板块是基于课文 A 的互动活动，旨在为学生搭建读后互动交流平台，将阅读的体验与感悟表达出来，引导学生讨论并分享读后的真实感受。阅读与表达既是语言技能，也是语言学习的方式与过程，通过读后分享互动，有助于学生内化语言，培养理解与表达技能。该板块的活动设计注重情景的真实性、内容的真实性、语言的真实性和表达方式的真实性等。此外，还关注口语表达的思维性和逻辑性，帮助教师引导与鼓励学生说真话，让活动的展开顺阅读之势而为，促进学生自然交流和表达。

### 5. 阅读 – 语篇理解（Reading Comprehension）【理解】

该板块属于课文理解的核心内容。课文是英语语言知识及其运用的范本，其语言具有示范性，所涉及的语言学习目标具有综合性，分别指向语篇理解力、表达力、词汇能力、语法能力和策略运用能力等，旨在帮助教师解构语篇，将教学策略融入语篇教学。语篇理解活动包含基于语篇、深入语篇和超越语篇三个层次。基于语篇的理解包括语篇所传递的重要线索、事实信息和语篇大意；深入语篇的理解是整合梳理语篇信息，理解语篇目的、语篇对象和作者的理念、观点、立场、结论等；超越语篇的理解是对语篇的文体特征、文化特点、思想内涵作出价值判断，发表个人的见解和观点，从而培养学生的批判性思维和创新性思维能力。

### 6. 阅读 – 词汇聚焦（Vocabulary Focus）【发现】

该板块聚焦课文的目标词汇，核心词汇是教学的重点，包括运用词汇和少量识别词汇。活动设计的理念是，将词汇教学与语篇理解相结合，通过与语篇互动，学习并运用词汇；围绕语篇话题，建构该话题特有的词汇语义网，形成以语篇为依托，以主题意义的探究为目标，融合语言、文化和思维于一体的词汇教学设计。设计路径是：在基于语篇的互动中，理解词

汇；在深入语篇和超越语篇的互动中，运用词汇。每一个互动问题或任务均围绕一个话题，在互动中建构与话题相关的词汇。这种设计的价值在于，帮助教师在语篇互动中开展词汇教学，避免那种脱离语境的，单纯的语言主题式的教学，并密切联系单元其他板块，使板块之间互联互通。

## 7. 阅读 – 语法使用（Grammar in Use）【发现】

该板块是以单元语法为中心，根据《课标》倡导的英语语法教学观，以语言运用为导向，体现“形式—意义—使用”三维动态语法规观，帮助教师理解语法设计中的认知语言学理念、情景教学理念和语篇教学理念。在具体活动的设计上，关注语法与语篇的关系，将语法教学与语篇理解相结合；关注语法与语境的关系，将语法教学与语境建立相联系；关注语法与语义的关系，实现语法规则与语义的统一。注重语法的表意功能与用法，尤其引导学生在真实的语境中运用语法，逐步培养与发展学生的语法意识，帮助教师明确学习语法是发展语言能力的基础，也是提升英语语言运用能力的重要组成部分。

## 8. 视听实践（Listening and Viewing）【理解】

视听板块的首要目标是在视听过程中，引导学生根据视听任务，关注多模态语篇协同建构意义的方式，并运用适当策略，培养学生获取和加工语篇所传递的相关信息的能力。其次，视听语篇还起到滚动并升级单元话题、丰富单元主题语境、增加内容和语言输入，以及建构话题知识的目的。为此，该板块教学活动设计应以内容为中心，依据视听任务分层设计活动，指导学生选用合适的视听策略，开展情景语境分析、言语行为分析、话轮分析等，进行基于视听语篇的基础互动和深入视听语篇的拓展互动设计，形成视听说一体化设计。

## 9. 综合运用（Moving Forward）【表达】

综合运用板块是以阅读和视听语篇中的语言输入内容为基础，以产出为导向的能力训练板块，着力培养学生的口语和书面表达能力。说与写的活动在设计上既相对独立，又密切相关，互联互通，相辅相成。板块设计是基于输出驱动教学和任务型教学的理念，从语用角度出发，关注真实语境、交际目的、交际场合、交际对象以及语言选择等，实现多模态语言输入、多技能语言输出、采用以说促写、以写助说、说写融合的教学流程，达到说写一体的效果。该板块主要帮助教师理解与掌握说与写技能教学理念、方法和策略，将说与写的活动有机融合，培养学生的说与写的表达性技能。

## 10. 拓展阅读（Reading B）【理解】

拓展阅读是对本单元课文主题语境的拓展及话题的延伸。该板块的“语篇分析”“背景介绍”“难句注释”和“词汇释义”栏目，虽然与课文 A 的栏目设置相同，但是各栏目容量相对较少。如在相同的“词汇释义”栏目中，对课文 A 解释的单词和短语不超过 20 个，而对

拓展阅读列出解释的单词和短语不多于 15 个。其次，拓展阅读与课文相比，文体不同，风格各异，因此，教学活动设计也因文而异，采取不同的策略，并从不同的角度帮助教师分析语篇内容及认识语篇文体特点。拓展阅读的目的是帮助教师开阔学生视野，提升学生的阅读和思维能力，并扩展主题语境下与该话题相关的词汇语义网。

### 11. 思辨训练（Critical Thinking）【拓展】

该板块的核心是思辨训练，兼顾思维的逻辑性和创新性，指向学生思维品质的培养与发展。思辨训练活动设计的特点是，以问题为导向，整合单元的阅读和视听语篇的相关信息，融语言、文化与思维于一体，通过梳理信息、运用思辨策略、表达个人见解或观点、提出解决问题的方法，形成思维成果。在思维训练的过程中，教师需要引导学生重组信息、阐明观点、举例说明、分析解释、得出结论等，这样既有助于培养学生的思辨能力，也能内化所学语言，实现语言产出，发展学生的语言能力。该板块的宗旨是，帮助教师掌握思辨训练要素，运用思辨标准与策略，设计出分析问题、解决问题、创造性地表达观点、情感和态度的思辨活动。

### 12. 项目探究（Further Exploration）【拓展】

项目探究板块的设计特点是，以项目为主线、教师为引导、学生为主体，设计信息收集、信息处理、方案设计、项目实施与评价的过程，突出项目探究过程的综合性、实践性和目标指向的多重性。活动内容是单元的延伸，与单元主题相关；具有可操作性，通过参观、采访、调查等实践活动，或采用上网或小组讨论形式等进行探究；培养学生自主学习、合作学习和探究学习的能力；活动设计的路径是，为教师提供较为具体的操作建议、内容要求和具体框架、要求学生以项目为载体，运用项目学习方法，整合单元学习内容，开展语言综合活动，以培养学生的探究能力。

### 13. 文化链接（Culture Link）【理解】

该板块主要对单元语篇中隐含的中外文化知识提供补充，或对文化现象作深入解读，可用作单元输入性语篇文化知识的补充或拓展。学生在阅读或审视文化现象的同时，也促进文化理解、增长文化知识、拓宽文化视野、深入理解文化价值观念，并树立正确的文化观和价值观，进而培养文化意识。利用好该板块也将增长教师的文化知识，培养教师的文化意识，有助于教师深刻理解并分析单元语篇中所隐含的文化知识、文化行为、文化习惯，以及这些文化现象所承载的文化观念和文化价值。若能将补充的文化知识与语篇中隐含的知识相融合，形成文化意识，则语言教学可达到“以文化促进语言理解与表达、以语言理解与表达促进文化传承与发展”的境界。

### 14. 自我评价（Self-assessment）

该板块是对本单元总体学习目标的分项评估，涉及语言知识、文化意识、思维品质和学

习策略等。评价方式主要是引导学生在单元学习结束后参照所列的具体条目，回顾自己在单元学习中所取得的进步并反思存在的问题，启发学生调整学习策略，提升自主学习能力。设计自我评价的关键是，突出单元整体目标和不同维度的分项目标之间的关联以及两者的主导地位，将其用于评价学生的进步与成长；突出学生的评价主体地位，发挥学生的主观能动性；注重评价的合理性和多样性，开展好过程性评价；发挥评价的促学作用，帮助教师设计活动，培养学生形成检查、反思、计划与改进的良好学习习惯，并最终提升自主学习能力。

## 单元课时分配建议

根据《普通高中课程方案》的课时要求，每单元的建议教学时间为 9 课时，包括教材和配套材料的学习时间。本套教材平均每单元教学时间为 7 课时，每课时 40 分钟；练习部分及补充教学活动时间为 2 课时，每课时 40 分钟。教材每单元的课时分配建议见下表：

单元的课时分配建议

板块名称	课时（节数）	组合方式
Getting Started	3	内容与语言融合 (语篇互动)
Reading A (课文) Personal Touch Reading Comprehension		
Vocabulary Focus		
Grammar in Use		
Listening and Viewing	1	视听融合
Moving Forward	1	说写一体
Reading B Comprehension Plus	1	阅读与思辨
Critical Thinking		
Further Exploration	1	探究与评估
Self-assessment		
补充教学活动	2	语言实践（自主选用）
练习部分		

备选教学活动难度标识：★ 较易，★★ 中等，★★★ 偏难。

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- ▶ describe experiences and feelings at the beginning of senior high school life;
- ▶ compare school life across cultures;
- ▶ identify key messages from different texts;
- ▶ skim for the main idea, show interest with proper expressions in ongoing conversations, and write a topic sentence.

# Unit 1

## School Life



When I walk along with two others, from  
at least one I will be able to learn.

— Confucius

## 单元教学内容与目标

课程要素	教学内容	教学目标
主题语境	单元主题语境为“人与自我”，主题群为“生活与学习”	<ul style="list-style-type: none"> <li>能描述高中伊始的学习经历与感受；</li> <li>能比较各种文化中的学校生活；</li> <li>能获取不同语篇的关键信息；</li> <li>能在阅读文本时获取语篇大意，在口语表达中表现出对所讨论内容的兴趣以及在写作中运用主题句。</li> </ul>
语篇类型	阅读语篇 A	<ul style="list-style-type: none"> <li>能掌握以人物经历、事物发展变化和情感为主要内容的记叙文的文体特征。</li> </ul>
	阅读语篇 B	<ul style="list-style-type: none"> <li>能掌握书信的文体特征。</li> </ul>
	听力语篇	<ul style="list-style-type: none"> <li>能理解对话语篇的情景语境，包括对话发生的地点、人物关系、参与对话者的意图。</li> </ul>
	视听语篇	<ul style="list-style-type: none"> <li>能综合视频中家庭对话的画面、背景、声音、面部表情、动作等资源传达的信息。</li> </ul>
语言知识	语音	<ul style="list-style-type: none"> <li>能借助重音、语调、节奏等的变化表达兴趣、意义、意图和态度等。</li> </ul>
	词汇	<ul style="list-style-type: none"> <li>能掌握常见的词缀变化规律，并能用于理解和表达有关话题的信息和观点。</li> </ul>
	语法	<ul style="list-style-type: none"> <li>能掌握英语中常用时态的形式、意义和用法；</li> <li>能在语篇中识别、理解和使用常用时态，尤其要掌握本单元过去将来时的形式、意义与用法；</li> <li>能根据表达的需要恰当运用时态。</li> </ul>
	语篇	<ul style="list-style-type: none"> <li>能掌握人物经历与情感类记叙文的结构特征，即语篇的必备要素（指向、发展与结局）、可选要素（点题、评价与呼应），以及表述话题的词汇语义网所体现的语言特征；</li> <li>能掌握书信语篇类型的组成部分，如“称呼”、“问候语”、“信的主题”、“信的细节”、“祝福语”和“署名”，以及与此相关的词汇语义网所体现的语言特征；</li> <li>能判断语篇中句子、句群和段落之间的语义逻辑关系；</li> <li>能理解对话语篇的情景语境、主要内容和细节。</li> </ul>
	语用	<ul style="list-style-type: none"> <li>能理解本单元语篇的语篇目的、语篇对象、作者的观点、意向与理念等；</li> <li>能运用功能语言和得体语言形式表达兴趣、态度、意图与个人观点；</li> <li>能根据交际场合和交际对象选择恰当的语言形式，用采访、书面报告、书信等形式来表达个人的经历、感想与观点。</li> </ul>

文化知识	语篇文化元素、文化链接、项目探究	<ul style="list-style-type: none"> <li>能发现并理解语篇中包含的文化现象与文化价值观念，如创新、独立、自强、自信等；</li> <li>能说出其他国家开学第一周的文化习俗、比较文化异同，形成对校园文化的多元认知，感悟语言和文化的密切关系，体验语言美；</li> <li>能利用文化链接和探究性学习，对比你所在学校与其他国内外学校的校园生活的异同。</li> </ul>
语言技能	听	<ul style="list-style-type: none"> <li>能依据听力材料中的话轮和话轮转换获取对话中提供的具体建议、事例与理由。</li> </ul>
	说	<ul style="list-style-type: none"> <li>能在听、看的基础上，表达个人感受与观点；</li> <li>能参与采访活动的互动交流；</li> <li>能在讨论中记录小组讨论结果；</li> <li>能用“表现兴趣”的功能性语言和语调表述个人学习经历与情感。</li> </ul>
	读	<ul style="list-style-type: none"> <li>能理解语篇 A 中的故事内容，包括故事的指向（时间、地点与人物）、发展、结局、评价和呼应；</li> <li>能理解信件中即将成为高中新生的女儿的困惑和妈妈给女儿的具体建议。</li> </ul>
	看	<ul style="list-style-type: none"> <li>能理解视频中多模态资源，获取女孩对初中生活的回忆、高中新生活的担忧，以及父亲的相关建议等信息。</li> </ul>
	写	<ul style="list-style-type: none"> <li>能围绕开学第一周的经历与感受写出 60—80 词的语段。</li> </ul>
学习策略	听	<ul style="list-style-type: none"> <li>能掌握听前、听中和听后不同层次活动的要领，获取对话的大意和细节。</li> </ul>
	说	<ul style="list-style-type: none"> <li>能在口头表达中运用“表现兴趣”的讨论策略；</li> <li>能根据提示整合本单元各语篇中的主要信息，并在此基础上分析和评价新生收到的各种建议。</li> </ul>
	读	<ul style="list-style-type: none"> <li>能掌握记叙文和书信的语篇结构特征：语篇必备要素和可选要素，以及各要素的出现顺序；</li> <li>能识别语篇为传递意义而选用的主要词汇和语法结构。</li> </ul>
	写	<ul style="list-style-type: none"> <li>能在书面表达中应用“主题句”的写作策略。</li> </ul>

## Getting Started

- e: Look at the pictures and talk about your expectations about senior high school life.



plenty of books  
in the library



interesting lessons



colourful school activities



delicious food

## Reading A

*At the beginning of a new term, Jim shares one of his experiences about English writing. Read the text and find out what happened to him.*

### A WRITING ASSIGNMENT

Mrs Peabody, the English teacher, gave the class a writing assignment. “Write something in some way related to summer vacation,” she said. “Be as creative as you can. But,” the teacher added, “make sure you use proper spelling and grammar.”

That night Jim sat at his desk at home and stared at a blank sheet of paper. He didn’t want to write about his summer vacation as usual. What could he write about, except a dog, a water park, and two weeks of camp? Boring ... He’d actually been happy to get back to school.

So he wrote what he wanted. Not an essay at all but a short story, science fiction. It was about a distant planet that didn’t have summer — it was spring all the time. And it didn’t have vacations either. The aliens on the planet worked 24 hours a day. They wished they had vacations.

The next morning he handed in the story, but later that night he lay awake until 3 a.m., thinking, “Why did I do that?

# Getting Started

## 教学内容与要求

- 能通过看图讨论简要分享对高中校园生活的期许；
- 能通过交流、分享激活与校园生活相关的经历；
- 能简单描述校园生活，构建有关校园生活的词汇语义网。

## 教学建议

- 1 Introduce the topic of the unit “School Life”. Have students think about or discuss the question: What do you expect from your senior high school life? Have them share their answers in class and write down the answers on the blackboard.
- 2 If students have difficulty, guide them to look at the questions and provide them with some scaffolding questions like: What books do you enjoy reading? What subjects are you interested in? What activities do you like to take part in at school? What do you prefer to have for lunch at the school canteen?

Suggested Activities 见 page T18d.

# Reading A

## 背景介绍

- 1 This passage is adapted from *The First Day of School*, a short story written by Jeffery Deaver for teachers and educators, published on his website in 2002.
- 2 A former journalist, folksinger and attorney, Jeffery Deaver is an international bestselling author. His novels have appeared on bestseller lists around the world, including *the New York Times*, *the Times of London*, *Italy's Corriere della Sera*, *the Sydney Morning Herald* and *the Los Angeles Times*. His books are sold in 150 countries and have been translated into over twenty-five languages. Fifty million of his books have been sold worldwide.

## 难句注释

1. **It was about a distant planet that didn't have summer. (lines 16–17)**

本句中 that didn't have summer 是一个以 that 引导的定语从句，修饰 a distant planet。整句意为“故事发生在一个遥远的星球上，那里没有夏天。”

## 词汇释义

### • assignment (line 2)

*n.* a task or piece of work that sb is given to do, usually as part of his/her job or studies (分派的)任务

**They have a joint assignment on this latest project.** 他们有一个关于最新项目的共同任务。

**The assessment for the course involves written assignments and practical tests.** 这门课程的评价包括各种书面作业和实践测试。

assign *v.* 分配 (任务), 指派

### • (be) related to (line 3)

相关的; 有联系的

**The school environmental problem may be related to the bad habits of some students.** 校园环境问题可能与部分学生的不良习惯有关。

**We shall discuss the problem as it is related to our specific case.** 应针对我们的具体情况来讨论该问题。

relate to 联系

relation/relationship *n.* 关系

### • creative (line 4)

*adj.* involving the use of skill and the imagination to produce sth new or a work of art 创造 (性) 的, 创作的

**He is regarded as an extremely creative artist; he writes and paints.** 他被认为是一个非常有创意的艺术家, 他既从事写作又从事绘画。

**The kids are often taken to the park to do something more fun and creative.** 孩子们经常被带去公园体验更有趣、更有创造性的活动。

create *v.* 创造

creativity *n.* 创造力

### • stare (line 8)

*v.* to look at sb/sth for a long time 盯着看; 凝视

**It's impolite to stare at others in public places.** 在公共场合盯着别人看不礼貌。

**She continued to stare out of the window, lost in thought.** 她继续凝视着窗外, 陷入沉思。

stare at sb/sth = fix one's eyes on sb/sth 凝视, 盯着看

### • blank (line 8)

*adj.* empty, with nothing written, printed or recorded on it 空白的

**We could put some pictures up on that blank wall over there.** 我们可以在那边的空墙上贴一些画。

**He tore a blank page from his notebook.** 他从笔记本上撕下一页空白纸。

go blank 变空白

remain blank 保持空白

leave sth blank 使……空着

### • sheet (line 8)

*n.* a piece of paper for writing or printing on, etc. usually in a standard size 纸张; 一张

**Can I have two more sheets of A4?** 我可以再拿两张 A4 纸吗?

**He grabbed a blank sheet of paper and began to write.** 他拿了张白纸开始写字。

a sheet of paper 一张纸

loose sheet 散页

### • essay (line 15)

*n.* a short piece of writing by a student as part of a course of study 文章, 短文

**The teacher asked us to write an essay about our hometown.** 老师让我们写一篇关于家乡的短文。

**He won the first prize in the writing competition with his essay on recycling.** 他的那篇关于回收利用的文章获得了写作比赛一等奖。

essayist *n.* 散文家

### • distant (line 16)

*adj.* far away in space or time 遥远的, 远处的

**The telescope reveals many distant stars to**

**our sight.** 望远镜让我们看到许多遥远的星球。

**The sound of the engine was growing more and more distant.** 引擎的响声越来越远。

distance *n.* 距离

in the distance 在远处

at a distance 相隔一段距离

#### • **ignore (line 24)**

v. pay no attention to 忽视，对……不予理会

**No one shall ignore the efforts we have made to solve these problems.** 没有人可以忽视我们为解决这些问题而付出的努力。

**I said hello to her, but she ignored me completely.** 我向她打招呼，但她根本不理我。

ignorant *adj.* 无知的，愚昧的

ignorance *n.* 无知，愚昧

be ignorant of 对……无知，不懂

#### • **beg (line 26)**

v. to ask sb for sth especially in an anxious way because you need it very much 恳求，哀求

**In the end, they almost begged him to take the job.** 最终他们几乎是哀求他来做这个工作。

**We went to him to beg for forgiveness.** 我们恳求他的原谅。

beg sb for sth 向某人乞求某物

beggar *n.* 乞丐

#### • **turn out (line 30)**

结果是

**The job turned out to be harder than we thought.** 这个工作比我们想像的要难。

**It turned out that our school sports meeting was a great success.** 最终，我们的校运会取得了很大的成功。

#### • **rather (line 35)**

adv. to a great extent, especially when talking about something unpleasant 相当地，在某种程度上

**Although he is now facing a rather difficult situation, he still has a positive attitude towards life.** 虽然他面临着一个相当困难的处境，但他对人生还抱着积极的态度。

**It's rather a shame that you missed the concert.** 你未能参加音乐会，有些可惜。

would rather do...than do... 宁愿……而不愿……

rather than 而不是

or rather 更准确地说

#### • **harsh (line 36)**

adj. cruel, severe and unkind 残酷的，严厉的

**The harsh truth is that luck plays a big part in who will stay on the stage and who has to leave.** 残酷的现实是，运气在很大程度上决定谁会留在舞台上和谁得离开。

**He was told not to say many harsh and unkind things about his opponents.** 他被告知不要说许多关于他对手的刻薄且不友好的话。

#### • **imaginative (line 44)**

adj. having or showing imagination 充满想像力的

**You would not believe it, but it is true that he later became an imaginative writer.** 你可能不相信，但他后来真的成为了一名极富想像力的作家。

imagine *v.* 想像

imagination *n.* 想像力

imaginary *adj.* 虚构的，想像的

imaginable *adj.* 可以想像的

imagine (sb) doing sth 想像（某人）做某事

## 教学内容与要求

- 能依据记叙文的文体特征分析语篇内容，包括时间、地点、人物、情节发展等；
- 能依据语篇必备要素的出现顺序（指向、发展与结局）概述所学的语篇内容；
- 能识别语篇为传递意义而选用的主要词汇和语法结构；
- 能判断作者的观点、意图、语篇目的和对象；
- 能发现并分享语篇中的文化现象及其所隐含的价值观念，如创新性与独立性等。

## 语篇分析

本文的语篇类型是记叙文。语篇内容围绕吉姆中学时期的一次写作作业展开。开学第一天老师让学生们写一篇作文，谈谈暑期生活。吉姆并不喜欢自己的暑假，他左思右想，在忐忑中写下了一个关于遥远星球上外星人的科幻故事。出人意料的是，他的奇思妙想居然打动了英语老师，得到了全班唯一的“A”。语篇结构是以时间为轴线，以教师布置作业、吉姆应对作业到教师反馈作业的顺序叙述。语言特征体现为使用了较多具体行为和表示心理活动的动词生动地描写了吉姆完成写作的过程和丰富的心理活动。语篇的主题意义在于激发学生的创新性与独立性，引导学生丰富学习内容，形成自强、自信的生活与学习态度。

## 难句注释

### 2. ... as imaginative as I asked you to be. (lines 43–44)

本句中 *as I asked you to be* 是一个以 *as* 引导的比较状语从句，意为“非常有创意，写出了我希望看到的作文。”

### 3. Jim Martin was the only one who got an A on the assignment. (lines 44–46)

本句中 *who got an A on the assignment* 是一个以 *who* 引导的定语从句，修饰 *the only one*。整句意为“全班只有吉姆·马丁一个人得了优。”

## Personal Touch

### 教学建议

Ask students to answer the questions immediately after they read the text for the first time. Give students some time to think.

#### Reference answers:

- The ending of the story is a surprise to me, because Jim turned out to be the only one who got an A for the assignment although he didn't write about his summer vacation as other students had done.
- The ending of the story is not a surprise to me, because as we can see from Jim's writing, he was very imaginative.

Will Mrs Peabody think I ignored the  
 25 assignment?" English was his favorite class. Maybe he would beg Mrs Peabody for a chance to write another one, the sort she wanted.

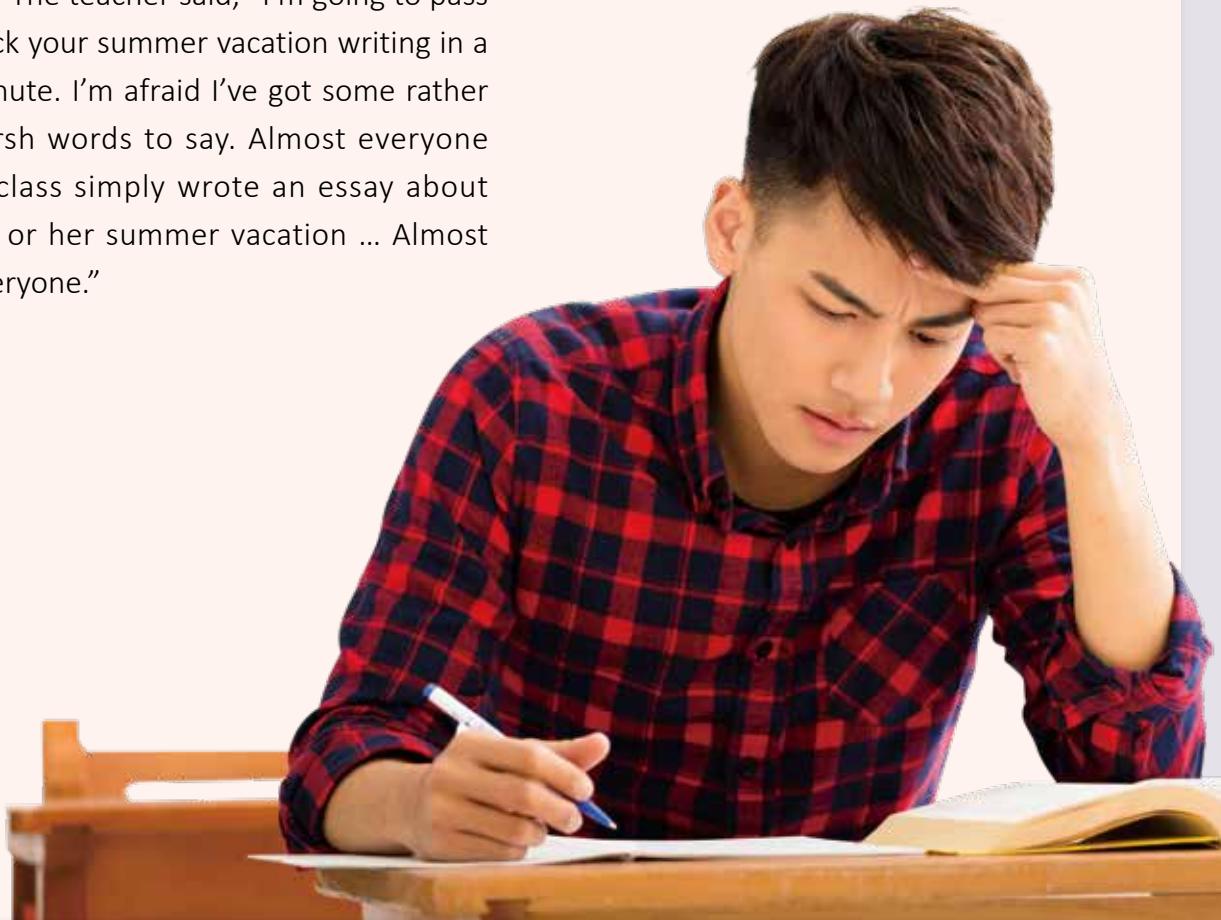
But when he got to class the  
 30 following day, it turned out that Mrs Peabody had already read and graded the essays.

The teacher said, "I'm going to pass back your summer vacation writing in a minute. I'm afraid I've got some rather harsh words to say. Almost everyone in class simply wrote an essay about his or her summer vacation ... Almost everyone."

40 "This is bad," Jim thought, "I'm getting an F, I know it."

"But," the teacher continued, "one of you had the courage to be as imaginative as I asked you to be. Jim  
 45 Martin was the only one who got an A on the assignment."

Jim couldn't believe his ears.



- Personal Touch

 Is the ending of the story a surprise to you? Why or why not?

# Digging In

## ● Comprehension

### I. Choose the correct answers.

1. Who are the main characters in the text?
  - A. Jim and the aliens.
  - B. Jim and Mrs Peabody.
  - C. Mrs Peabody and the aliens.
  - D. Jim, Mrs Peabody and the aliens.
  
2. What is the text mainly about?
  - A. Jim's summer vacation in his English writing.
  - B. A different writing assignment Jim was given.
  - C. A writing assignment Jim did based on his own imagination.
  - D. Jim's decision to write science fiction about his summer vacation.

Reading Strategy  
Skimming for the main idea

### II. Complete the table with Jim's feelings based on information from the text. An example is given.

Time	Jim's feeling(s)	Evidence from the text
after Mrs Peabody gave the class a writing assignment on summer vacation	bored, unhappy	<i>Jim stared at a blank sheet of paper because he didn't want to write about his summer vacation.</i>
after Jim handed in his writing	regretful	<i>He lay awake until 3 a.m. and regretted ignoring the assignment. He thought of begging Mrs Peabody for a chance to write another one.</i>
when Mrs Peabody started to comment on the graded essays	worried	<i>He thought that his story was bad and he would get an F.</i>
when Mrs Peabody praised Jim for his courage and imagination	surprised, pleased	<i>He couldn't believe his ears.</i>

### III. Answer the questions.

1. Why didn't Jim write an essay about his summer vacation?
2. Do you think it was fair that Mrs Peabody gave Jim an A for his assignment? Why or why not?

# Comprehension

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## 阅读策略

### Skimming for the main idea

1. Have students look at the title of a reading text because the title can often be a useful clue to the overall topic of a piece of writing, e.g. “A Writing Assignment.”
2. Guide students to read the introductory information, which might tell them where the text is from (a novel, a textbook, a magazine or newspaper), who the author is or what the text is about.
3. Ask students to focus on the nouns and verbs related to the main topic of the text, e.g. “writing assignment.”
4. Lead students to read the first and the last sentences of each paragraph. The first sentence is usually the topic sentence, and the last sentence usually acts as a transition between paragraphs and ideas.

## 教学建议

- I
1. Guide students to guess the importance of the title according to the introduction part before they begin reading. If necessary, teacher can illustrate the new words with examples.
  2. Tell students to read through the text quickly to get the main idea. If necessary, familiarize them with the reading strategy of skimming.
  3. After students have read through the text, ask them to read the two comprehension questions and choose the correct answers.
- II
1. Ask students to read Mrs Peabody’s behaviour in the left column of the table before they read the text a second time.
  2. Tell students to underline the sentences which describe Jim’s experiences and his possible feelings while they are reading.
  3. Tell students to work individually to complete the table.
  4. Ask students to compare their answers with those of their partners.
- III
1. Have students read the two questions.
  2. Give students time to plan what they want to say.
  3. Organise a group discussion. Remind students to explain their opinions.
  4. Ask groups to share their ideas in class.

## 参考答案

- III
1. Jim thought his summer vacation was boring.
  2. It was fair because Jim was the only one who tried to be imaginative as Mrs Peabody had expected. / It was unfair because Jim did not write about his summer vacation as other students did.

Suggested Activities 见 pages T18d–T18f.

# Vocabulary Focus

## 教学内容与要求

- 能在语境中学习和运用课文核心词汇；
- 能掌握“运用词汇”和“常用词组”，认知部分或全部“识别词汇”；
- 能在语境中识别与理解常用后缀的形式及意义。

## 词汇分类

识别词汇 1: assignment, alien, beg, harsh

2: stare, blank, essay, fiction, distant

运用词汇（必修）: creative, sheet, ignore, rather

常用词组: (be) related to, make sure, science fiction, turn out

## 教学建议

### I Key Vocabulary

- Guide students to pick up target words in context through textual interaction. (See suggested activities on pages T18f–T18g.)
- Ask students to go over the main idea of the text.
- Get students to read the passage and fill in the blanks.
- Guide students to retell the text in pairs.
- Invite some students to have a storytelling relay in class.

### II Word Formation: Suffixes

- (1) Have students work in groups and ask each group to find the words with suffixes in the text.  
(2) The group that has found the most words with suffixes is the winner.
- (1) Have students read the passage and catch the teaching method of Confucius: teaching different students in different ways.  
(2) Have students figure out how the underlined words are formed and give more words with these suffixes.  
Noun suffixes: -er (-or/-ar), -ion (-ation)  
Adjective suffixes: -ful, -ent (-ant), -ive (-ative), -ous  
(3) Guide students to brainstorm more examples based on the suffixes available in the bubble.

Category	Suffix	Sample words
Noun suffix	-age	luggage, shortage
	-al	arrival, approval
	-ance/ -ence	reliance, existence,
	-ment	entertainment, requirement
	-ness	nervousness, tidiness
	-ship	friendship, scholarship
	-ty(-y)	honesty, cruelty

## ● Vocabulary Focus

### I. Key Vocabulary

Fill in each blank with the appropriate form of a word from the text. The first letter is given.

As the new school year began, Jim was quite happy. But the writing assignment troubled him because the English teacher, Mrs Peabody, asked the students to write something related to summer vacation. That night he stared at a blank sheet of paper for quite a long time. He didn't think his summer vacation was fun. So, he made up a science fiction story about life on a distant planet. He also made sure that he used proper spelling and grammar as Mrs Peabody required. Next day after handing in the story, Jim stayed awake that night. He feared that he had ignored Mrs Peabody's requirements. He was worried that his writing would disappoint Mrs Peabody as most students might write essays about their summer vacation. However, it turned out that Jim was the only student who got an A. Mrs Peabody thought he had been creative. What a great surprise!

### II. Word Formation: Suffixes

1. Read the text and find at least five words with

suffixes. assignment (assign),  
teacher (teach), creative (create),  
imaginative (imagine)

2. Read the passage and identify the verb or noun form of each underlined word.

**teach v.** For Confucius, China's greatest teacher,  
**power n.** learning was a powerful joint effort between  
teacher and student. He had a lot of interesting  
**meaning n.** and meaningful discussions with his students.

**discuss v.** Once Zilu asked, "When learning something, should I put it right into practice?" The Master replied, "Your father and elder brothers are still alive; how would you dare to act immediately after learning something?" Ran You then asked the same question. The Master replied, "Yes. Upon learning something, put it right into action."

**differ v.** In fact, the two students had different characters. Ran You was shy and slow, so Confucius encouraged him to go forward; Zilu was **act v. / courage n.** active and courageous, so he kept Zilu back.



A suffix is a letter or a group of letters added at the end of a word to make a new word.

Noun suffixes: *-age, -er/-or, -ance/-ence, -ation/-ion, -ment, -ness, -ship, -ty*, etc.

Adjective suffixes: *-al, -ful, -able/-ible, -ant/-ent, -ous, -ive/-ative, -less, -ly, -y*, etc.

Adverb suffixes: *-ly, -ward(s), -wise*, etc.

Verb suffixes: *-en, -ise/-ize, -ify*, etc.



### 3. Fill in the blanks with the appropriate forms of the words in brackets.

I am now going to start my new life in a senior high school.

I remember at the beginning of my junior high school life, I wanted everyone to like me and be 1 friendly (friend) to me. I had a lot of 2 difficulty (difficult) catching up with my classmates. The following year was 3 definitely (definite) a problem year. I tried hard to build 4 friendship (friend) but didn't always succeed. Some subjects were 5 really (real) hard for me, especially physics. Every time I did experiments, I felt worried and 6 nervous (nerve). Both internal and external factors influenced my feelings.

The third year was fruitful for me. I became more 7 confident (confidence) as I made great progress in physics. I got on well with my classmates. Many of them have now become my good friends.

Nothing is ever as bad as it seemed. The most 8 valuable (value) thing I have learned is that life will go on and efforts will pay off.

## ● Grammar in Use

### Tenses (review + future in the past)

#### I. Read the passage and tell what tenses are used and why.

On the first day of September, Anne came home in high spirits. “I think I’m going to like school here,” she announced. “I don’t think much of the master, though. He’s curling his moustache all the time ...” “Anne Shirley, don’t let me hear you talking about your teacher in that way again,” said Marilla sharply. “That is something I won’t tolerate. I’m sure he can teach YOU something, and it’s your business to learn.”

### Grammar Highlights

Tense	Form	Use	Example
<b>Simple present</b>	am/is/are do	For actions that happen regularly, or for permanent situations.	<i>There <b>are</b> a lot of neatly-dressed nice girls in school.</i>
<b>Simple past</b>	was/were did	For an action that happened in a definite time in the past.	<i>Ruby <b>gave</b> me an apple and Sophia <b>lent</b> me a lovely pink pen.</i>
<b>Simple future</b>	am/is/are going to do will/shall do	For an intention or a plan, a prediction, or an action in the future.	<i>But I <b>like</b> Diana best and always <b>will</b>.</i>
<b>Present continuous</b>	am/is/are doing	For something that is happening at the moment of speaking or for a limited time in the present.	<i>I <b>am writing</b> this letter because at the moment I am too excited to fall asleep.</i>
<b>Past continuous</b>	was/were doing	For an action that was happening at a particular time in the past.	<i>I <b>was thinking of</b> my new school life at this time yesterday evening.</i>
<b>Present perfect</b>	have/has done	For an action that happened in the recent indefinite past, an action or state that began in the past and continued to the present time, or for a past event with results in the present time.	<i>It is the first time I <b>have shared</b> a dorm with three other girls.</i>

Category	Suffix	Sample words
Adjective suffix	-al	personal, emotional
	-able/-ible	considerable, changeable, horrible, terrible
	-less	hopeless, fearless
	-ly	daily, friendly
	-y	chilly, windy
Adverb suffix	-ly	successfully, skillfully
	-ward(s)	forward, backward
	-wise	clockwise, likewise
Verb suffix	-en	sharpen, broaden
	-ise/-ize	modernise/modernize, globalise/globalize
	-ify	terrify, beautify

3. (1) Ask students to read the passage and learn about the writer's experiences in high school.
- (2) Have students fill in the blanks and give explanations.
- (3) Invite students to talk about their experiences in junior high school.

## Grammar in Use

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### 教学内容与要求

- 能在语境中识别英语中常见时态的形式，理解其意义，并能恰当运用；
- 能在语篇中识别、理解和使用过去将来时的形式、意义与用法；
- 能根据表达的需要恰当运用各种时态。

### 参考答案

- 1 \* On the first day of September, Anne **came** home in high spirits. / **simple past**
- \* “I **think I’m going to like** school here,” she **announced**. / **simple present, simple future, simple past**
- \* “I **don’t think** much of the master, though.” / **simple present**
- \* “He’s **curling** his moustache all the time...” / **present continuous**
- \* “Anne Shirley, **don’t let** me hear you talking about your teacher in that way again,” **said** Marilla sharply. / **simple present, simple past**
- \* “That **is** something I won’t tolerate. I’m sure he **can teach** YOU something, and it’s your business to learn.” / **simple present, simple future, simple present, simple present, simple present**

Note: Simple past tense is usually used to describe past events or experiences; simple present tense is often used to describe facts and habits; simple future tense is used for an action that will occur in the future.

## 教学建议

I

1. Ask students to read and identify the tenses in the passage. Have them tell the function of each tense.
2. Have students summarise the tenses they have learned and check with the table on text pages 8–9.
3. Guide students to focus on “future in the past” and elicit the form and use of the tense.
4. Let students read the examples of “future in the past” in the table and make sure they understand the meaning of it.
5. Encourage students to read the text and underline sentences showing different tenses.

II

1. Guide students to read the example first and recognise the tense “future in the past.”
2. Guide students to do pair work and share their expectations about the new school life and help them learn to use the tense “future in the past.”

Reference answer:

A: Why did you choose this school?

B: I heard about the fascinating cultural festival in this school. So I hoped I could come here. How about you?

A: You know I dreamed of being a scientist, and my former teacher told me many famous scientists once studied here.

III

1. Ask students to outline the things they want to share with Jim and arrange them properly. Introduce the format of email writing. Remind students to:
  - write correct email addresses in “From” and “To” and a concise topic in “Subject” .
  - address the receiver properly at the beginning of the letter and show their regards in the closing part.
2. Have students write the email. The framework given in the textbook may serve as a reference. Ask them to use at least three different tenses in their writing.
3. Have students check their email and make sure about their spelling and grammar, especially the proper use of tenses.

Reference answer:

Hi Jim,

How's your life in the new school? I hope you have adapted well and enjoy the life there.

Up till now, I have been here for 5 days. I still remember in junior high school, I hoped that I could do more experiments. Now I'm a member of the science club. It is said that every Friday, our club will organise a certain experimental activity. I am looking forward to the exciting moment.

All the best

Yours,

Tom

Suggested Activities 见 page T18j.

Tense	Form	Use	Example
Future in the past	would/should do	For talking about hopes, expectations and intentions we had in the past.	Maybe he <b>would beg</b> Mrs Peabody for a chance to write another one, the sort she wanted.
	was/were going to do	For talking about a past intention, and it works well as an example of an excuse.	I <b>was going to send</b> you a message, but the smart phone ran out of power.

- II. Work in pairs. Talk about your expectations about senior high school life when you were a junior high school student.

#### EXAMPLE

- A: What did you expect about senior high school when you were in junior high school?
- B: I hoped that I would be able to join a school drama club and perform on the stage.



- III. Send an email to your friend Jim about your school life based on the above discussion. The following three questions can be used as your guide.

- A. What did you expect about the senior high school?
- B. Is your life now the same as you expected?
- C. What are you going to do in the days to come?

From:

To:

Subject:

Hi Jim,

How's your life in the new school? I hope you have adapted well and enjoy the life there.

Up till now, I have been here for \_\_\_\_\_ days. I still remember in junior high school, I hoped that \_\_\_\_\_. Now \_\_\_\_\_.

---

All the best

Yours,

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# Listening and Viewing

音频文本见 page T18b



## How to Have a Great First Year (School guide)

- I. Look at the pictures and say what they are about. *Answers may vary.*

1



*greeting friends/making friends*

2



*attending classes/studying in the classroom*

3



*doing sports/joining clubs*

4



*making plans according to the school timetable*

- II. Some senior students are giving suggestions to first-year students. Listen and choose the answers to the question.

Which tips are given to the first-year students?

- A. To meet new friends.
- B. To take part in social activities.
- C. To make a learning plan.
- D. To try something new.

- III. Listen again and fill in the blanks.

	Ways to follow tips	Examples/Reasons
Tip 1	To 1 <u>join clubs / get involved in activities</u> .	I first met my best friend at Year 7 camp.
Tip 2	To use a 2 <u>diary</u> . To start a regular study plan.	You are expected to be more 3 <u>independent and organised</u> .
	To set up 4 <u>a quiet place</u> at home.	You can concentrate on work.
	To 5 <u>write to-do lists</u> for homework and tick them off as you finish each task.	Know when you need to hand in your assignments and plan what you have to get done.
	To ask teachers for help with 6 <u>assignments</u> if you need it.	

- IV. How do you like the above tips? Why?

# Listening and Viewing

## 教学内容与要求

### Listening

- 能分析对话语篇的情景语境、主要内容和细节并判断对话发生的地点、人物关系以及参与对话者的意图；
- 能依据听力材料中的话轮和话轮转换获取对话中提供的具体建议、事例与理由；
- 能听出各国学校的开学活动安排及活动特点；

## 背景介绍

This audio is an excerpt from a school orientation, in which some students take turns to offer freshmen some practical tips about how to have a great first year in high school. Those tips, ranging from making new friends, joining clubs, writing a diary to setting a timetable, cover different aspects of school life.

## 教学建议

- I
1. Have students look at the pictures and say what they are about.
  2. Have students look at the title “How to Have a Great First Year” and let them brainstorm how they can have fun or enjoy their first year in high school.

- II
1. Have students listen for the first time and answer the question. Remind students to focus on the main idea of what they hear.
  2. Have students check their answers in pairs and ask some of them to give their reasons.

- III
1. Play the audio clip once more and have students fill in the blanks. Remind students to pay attention to the details and collect key information.
  2. Ask students some questions related to

the details. For example, in the audio, one of the students said, “You really don’t know what can come of them.” Ask a student, “What does she mean?”

### Reference answer:

She means that you really don’t know what the result is. In other words, school life can bring both challenges and possibilities to students.

- IV
1. Have students work in groups and decide on the group leader.
  2. Ask group leaders to interview their members about the questions and note down their answers.
  3. Invite group leaders to share their members’ opinions and reasons.

## 参考答案

- IV I’d like to join different clubs because I can meet new friends there and broaden my horizons as well. Besides, clubs can offer me various opportunities to develop my hobbies, tap my potential and make me more resolute. I believe clubs are sure to enrich my school life.

## 教学内容与要求

### Viewing

- 能根据相关任务综合视频中父女对话的画面、背景、声音、面部表情、动作等资源传达的信息；
- 能依据任务筛选视频中多模态资源所传达的语篇信息，获取女孩对初中生活的回忆、高中新生活的担忧，以及父亲的相关建议等信息。

## 背景介绍

This video is an excerpt from an American TV series “Lizzie McGuire”, in which a conversation between the father and the daughter took place. In the video, Lizzie, the daughter, recalled her failures in extracurricular activities in junior high school. Obviously nervous, she worried that she might be a “loser” in senior high school. After her father realised this, he came to his daughter’s room to comfort her by recalling his own embarrassing experiences during his first week of high school and encouraging her to try as many new things as possible.

## 教学建议

- I 1. Have students work in pairs or in groups.  
2. Read the directions. Make further explanations of the survey to students if necessary.

### Additional questions for reference:

- (1) What was your greatest achievement in your junior high school?
- (2) Have you ever thought about any specific plan for your senior high school study?
- (3) What obstacles are you likely to meet in your senior high school?
- (4) How are you going to overcome some difficulties if you happen to encounter them?

- II 1. Introduce the topic of the video clip—Lizzie’s feelings about her senior high school life—to students.

2. Have students look at the picture and guess what the video clip is about.
3. Play the video clip for the first time and get students to check their guess.

- III 1. Play the video clip again and ask students to answer the questions. If students have some trouble, ask them to read the choices first.

2. Have students check the answer with their partners and give explanations if necessary.

- IV 1. Involve students in discussing the topic.  
2. Have students share their ideas.

## 参考答案

- IV Yes. She is quite anxious about her senior high school life because she considers herself to have been a “loser” in middle school. Her father’s remarks “If you try, even though you fail, you still benefit from what you were doing” stress the process of trying, which may help her to be better prepared mentally and emotionally for the challenges ahead in the new school.

Suggested Activities 见 page T18k.

Culture Link 板块教学建议等见 page T18a.

## A High School Starter (TV programme) 视频文本见 pages T18b–T18c

- I. Do a survey in class with the following questions. You may add more questions.

What is your biggest concern about senior high school life?			
<input type="checkbox"/> School rules	<input type="checkbox"/> School facilities	<input type="checkbox"/> School activities	<input type="checkbox"/> Others: _____
How did you feel on the first day of senior high school?			
<input type="checkbox"/> Happy	<input type="checkbox"/> Surprised	<input type="checkbox"/> Puzzled	<input type="checkbox"/> Others: _____

Answers may vary.

- II. Look at the picture on the right and guess Lizzie's feelings about her senior high school life. Watch the video and check your guess. *Lizzie looks surprised/anxious/uneasy/unhappy.*



- III. Watch the video again and choose the best answer.

1. What experiences did Lizzie's father have in his first week in senior high school?
    - A. He was punished by his teacher.
    - B. He had no locker to himself.
    - C. He made fun of Lizzie's mother.
    - D. *He was thrown into the dustbin.*
  2. Which of the following was Lizzie's experience before she entered senior high school?
    - A. Being class president.
    - B. Doing well in gymnastics.
    - C. *Protecting the environment.*
    - D. Getting praise in her first job.
  3. Lizzie's father advised that she should \_\_\_\_\_ if she meets difficulties or failures in senior high school.
    - A. *try again*
    - B. learn to grow up
    - C. turn to her friends
    - D. ask him for help
- IV. Do you think the conversation between Lizzie and her father would help her in senior high school? Why or why not?

Answers may vary.

### Culture Link

#### First Week of Senior High School

First week of high school varies greatly from culture to culture. For instance, it's a custom in South Korea and Japan to welcome new students with a school entrance ceremony, emphasising students' duties and responsibilities. Some skilled painters in Japan draw welcome pictures on the blackboard. In the US, most high schools offer a training course before school actually starts. New students learn their way around the building and meet some of their teachers and fellow students.



# Moving Forward

## Describing Your First Week

### e I. Speaking: Interviewing newcomers

- The school English newspaper *No. 1 Senior High School Weekly* is conducting an interview about students' experiences and feelings during their first week in No. 1 Senior High School.

Step  
1

Work in groups of four. Brainstorm the interview topic. The topic can be school activities, school facilities, people you meet at school or school subjects and so on. Each group chooses one topic.

Step  
2

Conduct the interview. One student is the reporter, one is the note-taker, and the other two are the interviewees. Try to show interest while listening and talking.

**EXAMPLE** Sample dialogues can be used as reference.

**Li Mei:** Hi, I'm Li Mei from *No. 1 Senior High School Weekly*. Anything exciting about your new school life?

**Zhang Yan:** The school library is great!

**Zhao Shan:** Yes. I loved the place when I visited it for the first time.

**Li Mei:** Wow! What makes it so attractive?

**Zhang Yan:** The environment is quiet and comfortable.

**Zhao Shan:** There's a large collection of magazines and books. It also has modern facilities.

**Li Mei:** Amazing! Could you tell me more about your experiences at the library?

**Zhao Shan:** Sure. It only took me five minutes to borrow *Selected Stories of O. Henry*. The computer helped me to

quickly find the book because the self-service borrowing system was very convenient.

**Zhang Yan:** The library is decorated with plants, lovely desks and chairs, so I felt totally relaxed while studying or reading there.

**Li Mei:** Yeah, a good place to go.



Step  
3

Take turns to act out the interview in class.

# Moving Forward

## 教学内容与要求

- 能运用功能语言和得体语言形式表达兴趣、态度、意图与个人观点；
- 能根据交际场合和交际对象选择恰当的语言形式进行采访、写书面报告来表达个人的经历、感想与观点；
- 能在口头表达中合理运用语言和肢体来表达兴趣；
- 能借助重音、语调、节奏等的变化表达兴趣、意义、意图和态度等；
- 能围绕开学第一周的经历与感受写 60 – 80 词的语段；
- 能在书面表达中运用“主题句”。

## 教学建议

### I. Speaking:

#### Step 1

1. Have students brainstorm the interview topics apart from the ones in the textbook.
2. Write all the topics down on the blackboard.
3. Have each group choose one topic to make sure different topics are covered.

#### Step 2

1. Guide students to read the example and notice how the interviewer starts the conversation, asks questions, how the interviewees answer the questions and how to show interest.
2. Ask each group to decide on the roles of its members and prepare for a topic.
3. Have each group organise an interview according to the example. Make sure every member of the group takes his or her responsibility.

#### Step 3

1. Invite one or two groups to perform their interview before the whole class and make comments on their performance.
2. Encourage students to adopt different ways to show interest while they are speaking.

## II. Writing

### Step 1

1. Have students read the directions and make sure that they know what they are to write about before they begin writing.
2. Have each group help its note-taker complete and sort out the interview notes.

### Step 2

1. Explain and show what a topic sentence is. Have students read the example in the textbook. Provide more examples if necessary.
2. Ask each group to select some notes closely related to the topic and try writing a topic sentence for the selected notes.
3. Ask students to delete some details not so relevant to the topic sentence and add relevant details to the topic sentence if necessary.

### Step 3

1. Have students read the sample.
2. Ask students to read the checklist before they begin to write.

#### Sample checklist

- Did I write a clear and strong topic sentence?
- Did I use proper details?
- Did I express my feelings clearly?
- Did I use proper tenses?

3. Give students enough time to combine their topic sentence and selected notes into a paragraph.
4. Ask students to do peer-checking according to the checklist.
5. Correct one group's work and make comments on it.

Suggested Activities 见 page T18l.

## Speaking Strategy

### Showing interest with proper expressions

When we are interested in what other people say, we use actions and expressions to participate actively.

Actions include smiling, nodding and the like. Expressions are as follows:

**Response:** Uh-huh./Oh, I see./Yeah, that's true./ You are right.

**Stronger response:** Really?/Hmm, that's an excellent point!/Wow! That's amazing!/That's wonderful!/\nYou must be joking!



## II. Writing: Describing the first week experiences *Sample writing can be used as reference.*

Write a paragraph in 60-80 words based on the interview conducted by the school English newspaper.

Step  
**1**

Sort out the notes you have taken in the interview.

### EXAMPLE

Zhang: The school library is great.

Zhao: I loved the place when I visited it for the first time.

Zhang: The environment is quiet and comfortable.

...

Step  
**2**

Come up with a topic sentence for your selected notes.

### EXAMPLE

Which statement might be the proper topic sentence of the interview notes?

- a. The school library is a great place to visit.
- b. Zhang Yan and Zhao Shan loved the school library for several reasons.
- c. The environment of the school library is attractive to Zhang Yan and Zhao Shan.

Step  
**3**

Combine the topic sentence and the selected notes into a paragraph. Add your paragraph to the sample paragraph below.

## Writing Strategy

### Writing a topic sentence

A topic sentence gives readers an overview of what they are about to read. It usually appears at the beginning or the end of a paragraph.

**Topic sentence**

### New Friends, New Voices

This year our school has 300 new students. They felt happy to share their experiences and feelings about their first week at school.

**Details**

Zhang Yan said the library is decorated with plants, lovely desks and chairs and she felt totally relaxed while studying or reading there. Zhao Shan remembered he was able to borrow *Selected Stories of O. Henry* within five minutes. The computer helped him quickly find the book because the self-service borrowing system was very convenient.

**Topic sentence**

\_\_\_\_\_

**Details**

\_\_\_\_\_

## Reading B

### A LETTER TO MY DAUGHTER

Dear Daughter,

I know perhaps you will be surprised to read this: I remember well what it was like to be a teenager. As I watch you prepare for your first day of senior high school, there are a few things I want you to know.

5 You may be putting yourself under pressure to make sure that everything is perfect for that first day, but I want you to know that there's no such thing as perfect. I've said it before, but it bears repeating. There is nothing perfect. There is only good enough, but what is most important is believing you're good enough — just as you are.

10 Also, remember that you're not in this boat alone. You're not the only one facing a new school, new classmates, new teachers, new expectations and new pressures. At some point, everyone else is — or was — where you are right now. I hope you find comfort in that.

15 There might be some people who will not always be so friendly to you. You will find such people not only in senior high school, but throughout your adult life. When you are reflecting on a nasty comment someone made on you or an unfriendly glance that came your way, I hope you'll remember that these behaviours always say more about the giver than the receiver and that there will never be a shortage of kind people and genuine smiles in your life.

20 As you go forward into this new chapter in your life, I hope you'll realise early that we are most often held back by the limitations we put on ourselves — by the stories we tell ourselves about who and what we are. Whenever you're tempted to say, "I can't ..." or "I'm not ..." about something you really want to achieve, I hope you'll change that story — because you can and you are.

Love,

Mum



## Reading B

### 教学内容与要求

- 能识别书信的文体特征，如“称呼”、“问候语”、“信的主题”、“信的细节”、“祝福语”和“署名”；
- 能梳理出妈妈对女儿提出的具体建议；
- 能利用本文的话题词汇语义网中的语言概述课文内容；
- 能发现并理解语篇中包含的文化元素，如自强、自信等。

### 语篇分析

本文的语篇类型为书信。语篇内容是一位母亲写给她即将进入高中学习的女儿的一封信，信中传递了母亲对女儿开启崭新的生活的期许和嘱咐。语篇结构为总分总模式，开篇交代人物及背景，预示母亲将用自己的经历对女儿进行言传身教。中间三段为并列结构，母亲提出三条叮嘱：一是肯定自我，不追求完美；二是面对困难，泰然处之；三是莫要贬损他人，与人为善。最后一段提出希望，希望女儿能超越自我，自信、自强。本文的语言特征是语篇中使用了较多的表示心理、情感和语气类的词汇和句式，阐明作者的观点，传递出作者的情感。语篇的主题意义是让新生认识到高中生活将会遇到重重困难，正确积极的态度有助于克服困难，从容应对即将开始的学校生活。

### 背景介绍

- This article is adapted from “You’d Be So Pretty If ...”, written by Dara Chadwick.
- Dara Chadwick, an author and journalist, writes frequently about social, economic and psychological issues that affect women and their self-perception. She speaks frequently about women’s issues.

### 难句注释

- When you’re reflecting on a nasty comment someone made on you or an unfriendly glance that came your way, I hope you’ll remember that these behaviours always say more about the giver than the receiver and that there will never be a shortage of kind people and genuine smiles in your life. (lines 16–19)

本句中 reflect on 的宾语是 a nasty comment 和 an unfriendly glance，这两个宾语都由定语从句修饰。reflect on 反省，a nasty comment 恶言，come one’s way 发生在某人身上。整句意为“如果别人对你恶语相向，或是朝你投来不善的目光，希望你记住，这并不代表你有什么问题，而是说明做出这些举动的人是有问题的。生活中从不缺少善良的人和真诚的微笑。”

- ... I hope you’ll realise early that we are most often held back by the limitations we put on ourselves—by the stories we tell ourselves about who and what we are. (lines 21–23)

本句中 be held back 为被动语态，by the limitations ... 和 by the stories ... 解释了原因，这两个原因各自由定语从句修饰。hold back 阻止……的发展，整句意为“我希望你能尽早明白，很多时候，我们的自我局限、自我认知恰恰限制了我们前行。”

## 词汇分类

识别词汇 1: chapter

2: glance, nasty, genuine

运用词汇（必修）：pressure, bear, expectation, shortage, reflect, comment, tempt, limitation, achieve

常用词组：hold back

## 词汇释义

### • pressure (line 5)

n. difficulties and feelings of anxiety that are caused by the need to achieve or to behave in a particular way 心理压力，紧张

**The minister was under pressure to resign.** 部长面临被迫辞职的压力。

### • bear (line 7)

v. to be suitable for sth 经得起（检验、比较、重复）

**The story is well known, and it certainly bears repeating.** 这个故事广为人知，无疑也经得起传诵。

**We believe our students' performance in English bears comparison with students' in many of UK schools.** 我们相信，我校学生的英语成绩堪与英国很多学校的学生成绩相比。

v. to be able to accept and deal with sth unpleasant 承受；忍受

**She couldn't bear the pain.** 她受不了这种痛苦。

**I can't bear having dogs in the house.** 家里有狗我受不了。

### • expectation (line 11)

n. a hope that something good will happen 希望，盼望

**It is our expectation that you will do well.** 我们期望你干得出色。

**The students had high expectations for their future.** 学生对未来抱有很高的期望。  
expect v. 期望，期待

### • reflect (line 16)

v. to think carefully and deeply about sth 认真思考；沉思

**Before I decide, I need to reflect.** 在做出决定之前，我需要认真考虑。

**On the way home he reflected that the interview had gone well.** 回家的路上，他琢磨着这次面试非常顺利。

**He had time to reflect on his successes and failures.** 他有时间反思他的成功和失败。

v. to show or be a sign of the nature of sth or of sb's attitude 显示；反映

**The drop in consumer spending reflects concern about the economy.** 消费支出的下降反映出人们对经济的担忧。

reflection n. 倒影；反映；深思

### • nasty (line 16)

adj. unkind; unpleasant 不友好的；恶意的；令人厌恶的；令人不悦的

**a nasty temper** 坏脾气

**Don't be nasty to your brother.** 别对你弟弟那么凶。

**This coffee has a nasty taste.** 这咖啡真难喝。

### • comment (line 16)

n. something that you say or write which gives an opinion on or explains sb/sth 议论；评论

**She made helpful comments on my work.** 她对我的工作提出了有益的意见。

**Have you any comments to make upon my article?** 你对我的文章有什么意见？

v. to express an opinion about sth 评论；发表意见

**He refused to comment until after the trial.** 他拒绝在审判前作任何评论。

comment on/upon sth

### • shortage (line 19)

n. a situation when there is not enough of the people or things that are needed 不足；缺少

**food/water shortage** 食物 / 用水短缺

**There's a shortage of skilled workers.** 缺乏熟练工。

- **genuine (line 19)**

*adj.* sincere and honest; that can be trusted  
真诚的；真心的；可信赖的

**genuine concern for others** 对他人真诚的关心

**She had no doubts as to whether Tom was genuine.** 她毫不怀疑汤姆的诚意。

- **limitation (line 21)**

*n.* a rule, fact or condition that limits sth 不足之处

**This technique is useful but it has its limitations.** 这种技艺实用，但也有局限性。

- **tempt (line 23)**

*v.* to attract sb or make sb want to do or have sth even if they know it is wrong 引诱；诱惑

**I was tempted by the dessert menu.** 甜食菜

单馋得我垂涎欲滴。

**temptation n.** 诱惑

- **achieve (line 24)**

*v.* to succeed in reaching a particular goal, status or standard, especially by making an effort for a long time(凭长期努力)达到(目标等)；获得成功

**She eventually achieved her goal of becoming a professor.** 她终于实现了目标，当上了教授。

**We want all our students to achieve within their chosen profession.** 我们希望所有的学生在自己选择的专业领域内都能有所成就。

*v.* to succeed in doing sth or causing sth to happen 完成

**He has achieved very much today.** 他今天做成很多事。

**achievement n.** 成就

## Comprehension Plus

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### 教学建议

- I
1. Have students work in pairs, sharing problems they have encountered and possible solutions.
  2. Have students read the title and guess what Mum writes to her daughter.
  3. Have students skim the text, figure out the daughter's possible problems by following the topic sentence of each paragraph.
  4. Guide students to follow the mother's advice, paying attention to some signal words like "I want you", "remember", "I hope".
- II
1. Have students read the text again, listing some expected qualities and providing evidence from the text. For example, being confident (believing you are good enough).
  2. Invite some students to comment on the advice and explain reasons based on their own experiences.
  3. Remind students of the letter format. If time permits, ask students to write a reply letter from the daughter's perspective.

Suggested Activities 见 page T18m.

## Critical Thinking

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### 教学内容与要求

- 能根据提示整合单元各语篇中的主要信息；
- 结合学生自身经历分析和评价单元给新生提出的种种建议。

### 教学建议

- I
1. Ask students to recall the four articles in reading, listening and viewing texts again and identify the suggestions mentioned.
  2. Encourage students to fill in the spider diagram with the suggestions they find in the articles. Set an example for the class if necessary.
- II
1. Have students think about their own school life and put forward more suggestions.

### 参考答案

#### II Other suggestions for school life:

- Tell what is important from what is urgent. Set aside some time every day and persist in doing what is important. Arrange your time wisely.
- Learn some note-taking skills and review your notes regularly.
- Learn critical thinking and keep asking questions when you listen to lectures, read books and write essays.

The suggestion about time management is practical to me because we need to balance our study and social activities at senior high school.

(Answers may vary.)

Suggested Activities 见 page T18n.

## ● Comprehension Plus

- I. Complete the table based on the letter.

Daughter's possible problems	Mother's advice
Trying to make everything perfect for the first day at school.	Believe you are good enough.
Facing a new school, new teachers and new pressure.	Remember that you're not in this boat alone.
Meeting someone unfriendly and difficult to deal with.	Tell yourself that unfriendly behaviours always say more about the giver than the receiver.
Being held back by limitations we put on ourselves	Tell yourself "you can and you are".

- II. Answer the questions.

1. What qualities does the mother wish her daughter to have?

*The mother wanted her daughter to be happy, confident, strong-willed, optimistic, etc.*

2. How might the daughter feel after reading the letter?

*She might feel more confident in herself and be ready to face challenges and difficulties bravely.*

## Critical Thinking

Identifying key messages from different texts

- I. What suggestions for senior high school students have you learned from this unit? Identify the key messages and put them in the corresponding boxes.

### Teacher's advice

Be imaginative/  
creative in writing.

### Senior's tips

Ensure a meaningful  
and colourful life, join  
clubs, use a diary and  
start a regular study  
routine, and write to-  
do lists for homework.

### Mother's advice

Believe that you are  
good enough just as  
you are and try not  
to let negative ideas  
about yourself limit  
your goals.

### Father's advice

Try as much as  
possible.

Other suggestions

Other suggestions

## Suggestions for senior high school students

- II. What other suggestions for school life have you been given before? Write them in the blanks above. How do you feel about these suggestions? What suggestions would you like to give to high school starters based on your experiences?

## Further Exploration

### Describing an ideal school life

Work in groups. Share what you know about school life and describe your ideal school life.

**Step 1** Share something interesting, meaningful or unique about your school life in the past or at present. Search for information related to school life in different countries. Put the information you have shared and collected in the table.

	School 1	School 2
Name		
Country		
School life 1: Courses		
School life 2: Activities		
...		

**Step 2** Sort out the information you have collected. Hold a discussion and select the part of school life you like. Work out an ideal school life by putting together your favourite parts.

**Step 3** Decide whether to present it as a report, a short play, a talk show or an interview. Prepare two questions for the audience to answer.

**Step 4** Take turns to give presentations and raise questions. The audience should take notes while listening and be prepared to answer the questions.



# Further Exploration

## 教学内容与要求

- 通过研究性学习，探究各国的校园生活；
- 通过比较和介绍，培养学生的跨文化意识。

## 教学建议

### Step 1

- Ask students to think about the aspects of school life they can explore. The possible answers may be as follows: courses or curriculum, activities, entrance examination, timetable, school rules, etc.
- Divide the class into groups.
- Provide some possible sources of information for students, if necessary, to help them conduct their study, such as some schools' official websites or some related theses (Chinese ones are also OK).

	Tasks	Doer(s)
Group 1 presentation	search for the information	
	give the lecture	
	make (and play) PPT	
	...	

- Ask each group to design two questions for the audience according to their study.

### Step 4

- Invite each group to present their findings in front of the whole class. In the meantime, ask the rest of the groups to take notes. A sample note follows:

		School 1	School 2
Group 1	Country		
	Aspect 1:		
	Aspect 2:		
	...		

- After each presentation, ask the audience the questions designed by each group to check whether they understand or not. Make some explanations if necessary.
- Ask students to make their own comments on what they've heard if the contents arouse their interest.

### Step 3

- Have each group decide on the form in which they present their study.
- Ask each group to fill in the following table to ensure that each group member is responsible for at least one part of the study.

Suggested Activities 见 page T18n.

# Self-assessment

## 教学内容与要求

- 通过核查和反思，确认本单元目标的达成情况；
- 通过计划和调控，提升自主学习能力。

## 教学建议

### Step 1: Check

1. Remind students to check whether they have achieved the overall learning goals about “school life” after they go over the expected outcomes of this unit.
2. Ask students to put the items in the right places and list those items they did well in and put them in the blank beneath the first question. Have them figure out the problems or difficulties and put these items in the blank beneath the second question. The problems can be related to any text, activity or strategy concerning understanding, discovering, producing or extending.

### Step 2: Reflect

1. Have students recall the activities they have performed well to give them a sense of achievement. Get them to describe the process or the result they have achieved and explain the reason for their success.
2. Guide students to think of the problems or difficulties they have encountered when doing the activity. Encourage them to analyse the possible causes of the problem.

### Step 3: Plan

Instruct students to make a plan to overcome the difficulties. Encourage students to find out an effective solution to the problem, e.g. turning to a dictionary, a reference book or online resources, asking a friend or a teacher for help, inviting a partner to practise together. Provide them with an example and give support if needed.

## 范例 (Answers may vary.)

### Which of the above have you done well? Why and how?

B. Talking about experiences and feelings in senior high school

This activity is closely related to my recent experience. Everything in the school is fresh to me, new friends, new teachers, new subjects, clubs, etc. Our group talked about teachers of different subjects. Some of our group members were so gifted in acting that they even imitated the speaking style of a humorous teacher in the interview, bringing a lot of laughter in class. We really enjoyed participating in such activities.

### Which of the above do you still find difficult? Why?

C. Describing ideal school life in a certain culture

It is the first time that we searched information about school life in another country for our group project. We felt a bit at a loss as to which website we can turn to because we have little access to the Internet in the school. Fortunately our English teacher gave a lot of guidance and help. The presentations were interesting and instructive, but it took us a lot of time to prepare for it.

### What do you plan to do if you find something difficult?

I will try to get some advice from my deskmate and spend some more time practising the item(s), etc.

## Self-assessment

Look at the expected learning outcomes of this unit and answer the questions.

- A. Figuring out feelings of senior high school starters
- B. Talking about experiences and feelings about senior high school life
- C. Describing ideal school life in a certain culture
- D. Identifying tips about school life from different sources
- E. Reading a text quickly to get the main idea
- F. Using proper expressions to show interest in a discussion
- G. Writing a topic sentence for a paragraph

**Which of the above have you done well? Why and how?**

**Which of the above do you still find difficult? Why?**

**What do you plan to do if you find something difficult?**

## Culture Link

### 教学内容与要求

- 能了解各国高中开学第一周的常见安排和活动，拓宽文化视野；
- 能作为视听或综合运用板块的补充内容，增长文化知识，促进文化理解。

### 教学建议

- As a warm-up, have students list the names of the countries mentioned in the passage in one column and the customs of the first week in high school in the other column.
- Ask students to make a match.
- Have students read the passage to check the answers.
- As a follow-up, invite students to talk about their first week in senior high school.

### 补充文化知识

#### High School & Middle School

“High school” is the general term used in American English encompassing both types of school, although they may distinguish between “junior high” and “senior high”. In the UK, schools are not split in quite the same way, i.e. Years 7-9 (pupils aged between 12 and 14 years old) and Years 10 to 11 (pupils aged between 15 and 16 years old) would normally be taught in the same secondary school. Pupils in Years 12-13 (aged between 17 and 18 years old) might be at the same school or at a separate “college” (sometimes called a sixth-form college). The term “middle school” is more likely to be used for Years 5-8, i.e. between primary and secondary.

## How to Have a Great First Year

**Student 1:** So here's (are) our top tips on how to have a great first year at high school.  
Number One: meet new friends.

**Student 2:** Making friends at high school really isn't that hard. Joining clubs is a great way of meeting people from all the different years.

**Student 3:** The most important thing is just to be yourself.

**Student 4:** Even if you are bringing your primary school friends with you, high school is a great opportunity to meet new people.

**Student 5:** I first met my best friend at Year 7 camp. You make friends easily when you get involved in activities your school offers.

**Student 6:** This leads to the next tip. Try something new! High school is full of possibilities. You really don't know what can **come of** them. In high school you are expected to be more independent and organised, so you need to use a diary. Have plenty of copies of your timetable around and **colour-code** your subjects if it helps. Most nights you will have homework so starting a regular study routine is a good idea. Set up a quiet place at home where you can work without distractions. Know when your assignments are due and plan what you have to get done. Write to-do lists for homework and assignments and tick them off as you finish each task. Ask teachers for help with assignments if you need it. So now you are sure to have a great year.

**Chorus:** Wow!

### 注释：

1. **come of** 是……的结果

**I did ask a few questions, but nothing came of it.** 我确实问了几个问题，但没有结果。

2. **colour-code** v. mark something with different colours / highlight with colours 用颜色标记

**Please colour-code important data in the document.** 请在该文件里用颜色标出重要数据。

## A High School Starter

**Dad:** Hey. Can I come in?

**Alter ego:** Dad-shield activate. Come on!

**Lizzie:** Yeah.

**Dad:** What do you got there?

**Alter ego:** This is so **way** serious, and my dad's laughing.

**Dad:** Oh, sorry, I just can't believe they're still doing stuff like this. You know, when I was a freshman you weren't allowed to go near the freshman lockers. If they caught you, they'd stuff you in a trash can. But it wasn't so bad, I mean, I met your mom during freshman week.

**Alter ego:** Hello. I thought we were talking about me here. Let's focus, people.

**Dad:** You really grew up in middle school. Look at all the things you tried. Running for class president, rhythmic gymnastics. You helped save the environment, and you got your first job.

**Lizzie:** Yeah, and, Dad, I failed at all of that **stuff**. I mean, I got fired. I hated rhythmic gymnastics. Larry Tudgeman. I didn't win the election, and I didn't save the world.

**Dad:** Yeah, but you tried. And the only time you really fail, honey, is if you don't try. I think you're **gonna** do just fine in high school. Really.

#### 注释：

##### 1. **alter ego** 某人个性的另一面

*The girl used her alter ego to express anger when talking to her father.* 那个女孩在与她父亲讲话的时候通过另一个自我表达了自己的愤怒。

##### 2. **shield** *n.* a large piece of metal used to protect oneself 盾牌 这里的 Dad-shield activate 意为开启拒绝与父亲交流模式

##### 3. **come on** 快点 come on 在不同的语境中含义不同，强调说话人的不同语气

(1) **Come on! The meeting is starting!** 快点！（催促对方）

(2) **Come on! Don't worry and you can do it on your own!** 打起精神！（鼓励对方）

(3) **Come on! You are lying again!** 得了吧！（责备对方）

(4) **A: You are the superstar in our class!**

**B: Come on! Don't flatter me.** 算了吧。（婉转阻止对方）

##### 4. **way** *adv.* very 非常

*I'm way glad to hear that Tom always gets straight A's in math.* 我很高兴听到汤姆的数学成绩一直是全 A。

##### 5. **stuff** *n.* substances, materials, or groups of objects; （非正式）东西；

*v.* to push or put something into a small space, especially in a quick careless way 塞

*Lizzie stuffed two more sweaters into her bag and then went out.* 莉齐又塞了两件毛衣到包里然后走了。

##### 6. **gonna** 该词非常口语化

**What are you gonna buy for your father's birthday?** 你打算给爸爸买什么生日礼物？

# Getting Started

## Option 1 ★★

Have students read the title and ask “What do you expect the unit to be about?” Then tell students to list some key words about their expectations in high school. Choose the most puzzling ones and have students explain them with examples.

## Option 2 ★★★

Have students compare the high school life with their middle school life and ask them to discuss what challenges they might encounter.

## Option 3 ★★★★

Have students discuss their understanding of the quote by Confucius on Unit page.

A brief introduction to Confucius:

Confucius lived in the latter part of the Spring and Autumn Period (770-479BCE) . Confucius was a philosopher, political thinker and educator of ancient China, whose influence is still felt across the world.

# Digging In

## Comprehension

### Option 1 ★★

Have students read the text and then divide the story into three parts. Tell students to pay attention to how the story plot usually unfolds and why it is divided in this way.

**Reference answers:** Part 1: paragraph 1

Part 2: paragraphs 2–4

Part 3: paragraphs 5–9

### Option 2 ★★

Ask students to read the text and have them rearrange the events in chronological order with their books closed.

Number	Event
(1) _____	Jim couldn't think of anything interesting from his own vacation to write about.
(2) _____	Instead of giving Jim a low mark, the teacher praised Jim for showing creativity in his writing assignment.
(3) _____	Before he had time to ask if he could still write an essay, he found that she had graded all the assignments.
1	Jim's English teacher, Mrs Peabody, asked the class to prepare a writing assignment in some way related to summer vacation.
(4) _____	Finally, he decided to write science fiction about the aliens on the unknown planet.
(5) _____	After he handed in his story, he spent a sleepless night regretting what he had done.

**Reference answers:** Answers may vary.

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

## Suggested Activities

### Option 3 ★★

If students have difficulty in answering Question 2 in Activity III on page 6, provide them with two opposing points of view and ask them which one they agree with. If possible, ask students to choose sides with a show of hands and organise a class debate based on students' choice.

Mrs Peabody Did the Right Thing	Mrs Peabody Did the Wrong Thing
Mrs Peabody should give Jim an A for his assignment because Jim's writing was the most interesting. Instead of writing about his boring summer vacation, he wrote science fiction.	Mrs Peabody should not have given Jim an A for his assignment. Though creative, Jim's writing seemed off-topic. No matter how interesting it was, it didn't deserve an A.

#### Mrs Peabody Did the Right Thing:

1. She valued and encouraged students' creativity in writing.
2. She didn't lose her temper when a student seemed to broadly interpret her assignment.
3. ...

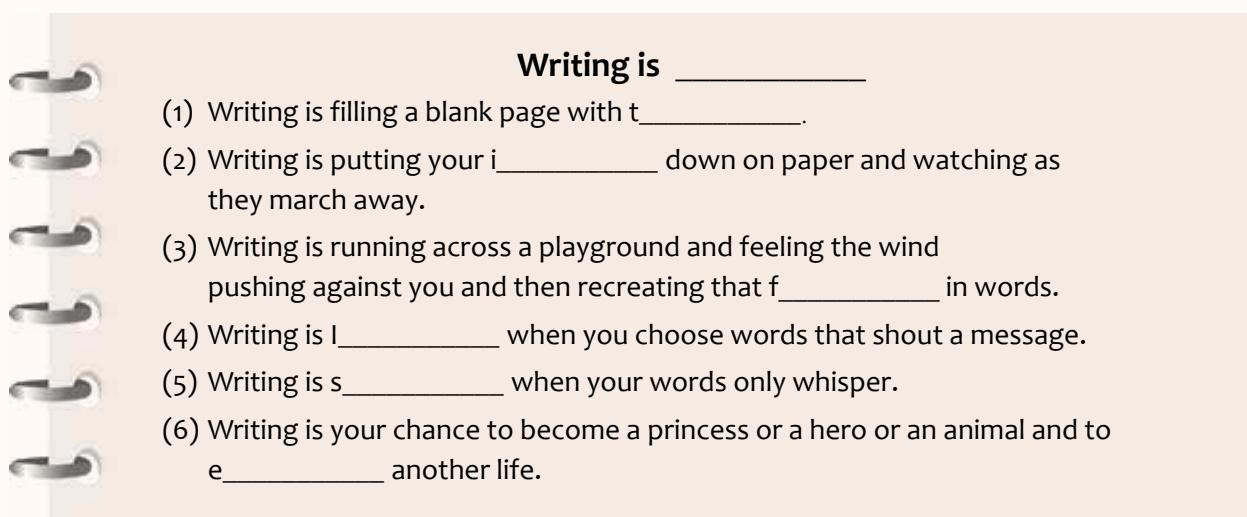
#### Mrs Peabody Did the Wrong Thing:

1. She didn't grade her students' writing assignments according to the requirements.
2. It would give students the wrong idea that in the future they could ignore the writing requirements.
3. ...

**Editor's View:** Mrs Peabody shouldn't have said harsh words about other students' assignments just because they wrote about their summer vacations. She could have acknowledged that the summer vacation was not such an interesting topic after all. It was fine that she gave Jim an "A" despite the fact that he didn't directly write about his summer vacation. However, she should have made it clearer to the students that they were not required to write an essay, and therefore it was acceptable for Jim to produce a work of imagination, including science fiction.

### Option 4 ★★

Have students think about their own writing experiences and what writing is to them. Tell them to fill in the blanks with the appropriate words. The first letters are already given.



**Writing is** \_\_\_\_\_

- (1) Writing is filling a blank page with t\_\_\_\_\_.
- (2) Writing is putting your i\_\_\_\_\_ down on paper and watching as they march away.
- (3) Writing is running across a playground and feeling the wind pushing against you and then recreating that f\_\_\_\_\_ in words.
- (4) Writing is l\_\_\_\_\_ when you choose words that shout a message.
- (5) Writing is s\_\_\_\_\_ when your words only whisper.
- (6) Writing is your chance to become a princess or a hero or an animal and to e\_\_\_\_\_ another life.

#### Reference answers:

- (1) thoughts (2) ideas (3) feeling (4) loud (5) soft (6) experience

### Option 5 ★★★

Ask students to role play in pairs. Student A is Jim and student B is Jim's father or mother. To provide scaffolding, encourage students to think of questions Jim's parents might ask him concerning the writing assignment.

Additional Questions for Reference:

- \* You were worried this morning. Did you beg Mrs Peabody for a chance to write another one?
  - \* How was your day at school?
  - \* How did Mrs Peabody comment on your assignment?
  - \* Why didn't you write anything about your summer vacation?
  - \* Didn't you enjoy the camp we had signed you up for?
  - \* Why did you write that, so interesting and imaginative?
- ...

## Vocabulary Focus

### Option 1 ★★★

Guide students to acquire words and expressions in the reading contexts through classroom interactions. Integrate target words into reading activities in different stages. Activate students' knowledge about some target words or raise their awareness of literal meanings of some words in the pre-reading stage, guide students to read between the lines in the while-reading stage and encourage students to use the newly-learned words and expressions in the post-reading stage. Interact with students in the following way.

#### Before-reading

Target words and expressions: assignment, alien, science fiction

T: Did you enjoy your summer vacation?

S: ...

T: Did you have a lot of homework to do? Which **assignment** did you like most? (write the word "assignment" on the board)

S: ...

T: Did you read any **science fiction** book like "Santi (*The Three-body Problem*)"?

S: Yes/No.

T: Do you like reading **science fictions**? Who are frequently the main characters in **science fiction**? Actually **aliens** are usually the main characters. So what are **aliens**? Can you make a guess?

S: "Waixinren".

T: Have you watched any **science fiction** movies? What are the **aliens** like in the movie?

S: They have giant heads and tiny bodies...

T: A **science fiction** writer is usually imaginative and creative, which means they are good at thinking of new and interesting ideas.

T: Are you imaginative enough to be a fiction writer?

S: ...

T: Today we will get to know an imaginative boy named Jim. Let's read the text and find out how creative and imaginative he is.

...

## Suggested Activities

### While-reading

Target words and expressions: stare at, blank, gave up, boring, ignore

T: What was Jim's assignment?

S: Jim's assignment was to write something about or related to summer vacation.

T: Was it easy for Jim to complete the assignment?

S: No, it wasn't.

T: How do you know that?

S: He sat at his desk and **stared at a blank** sheet of paper unhappily.

T: To **stare at** something is to look at something without moving one's eyes for a long time. It showed Jim had no idea what to write about. Why? What do you think of his summer vacation?

S: His summer vacation was **boring**.

T: What did he do?

S: He went to the park nearby, played with his dog and attended a two-week camp.

T: Did Jim **give up** on his assignment?

S: No, he didn't.

T: Did he do as the teacher required?

S: Well, in a way.

T: So he didn't really **ignore** the assignment.

T: What did he do?

S: He wrote a science fiction story.

T: What was it about?

S: It was about a distant planet where aliens worked 24 hours a day.

...

### After-reading

Target words and expressions: assignment, creative, stare, gave up, science fiction, ignore, requirement, imaginative

Use the target words to retell the story based on the given timeline below.

On the first day of the new term...

That night...

The next morning...

Later that night ...

The following morning...

### Option 2 ★★★

Guide students to interact with the text through dialogues at three different levels: literal comprehension, inferential comprehension and critical comprehension. Get students to learn target words and expressions in the process of textual interaction, and use them in the process of expressing different topics at different comprehension levels. Involve students in planned classroom interactions with teachers as follows:

#### 1. Literal comprehension

Topic 1: the writing assignment

(Clues: something related to summer vacation, be as creative as you can, make sure)

Target words and expressions: be related to, creative, make sure

T: What was Jim's assignment?  
S: To write something **related to** summer vacation.  
T: What was the teacher's requirement for the assignment?  
S: Be **creative** and use proper spelling and grammar.  
T: Exactly. What does "creative" mean here?  
S: ...  
T: **Creative** is an adjective which can describe the use of something in a new and imaginative way to produce interesting and unusual results...  
Now do you know what kind of assignment Jim had to hand in?  
S: To write a **creative** assignment.  
T: So **make sure** to use proper spelling and grammar. In other words, don't use wrong spelling and grammar. We often say "**make sure** that-clause" or "**make sure** to do something". For example, **make sure** that your writing is **creative**, or **make sure** to be **creative**.

Topic 2: Jim's initial reaction

...

### Summary:

T: Now we've learned the story of "the writing assignment". Please sum up the story with the help of the following topics and topic-related words and expressions in the box below:

**The writing assignment:** something in some way related to summer vacation, be as creative as you can  
**Jim's initial reaction:** stared at, boring, actually  
**Jim's decision:** science fiction, a distant planet, aliens  
**Jim's struggle:** lay awake, ignored, beg sb for, turned out  
**Jim's surprise:** pass back your writing, have got some rather harsh words, imaginative, got an A on the assignment, couldn't believe his ears

## 2. Inferential comprehension

Topic: When did a teacher say harsh words?

(Clues: rather harsh words, graded the essays)

Target words: essay, harsh, imaginative, creative

T: Did the teacher say **harsh** words when she passed back summer vacation writing?  
S: Yes.  
T: Why?  
S: Because almost everyone wrote an **essay** about his or her summer vacation.  
T: Didn't they meet the teacher's requirement?  
S: No. Actually, the teacher placed more emphasis on being **imaginative**. She asked students to be as **creative** as possible.  
T: When does a teacher say **harsh** words?  
S: Probably when a student breaks school rules or makes trouble, the teacher will say **harsh** words.  
T: Exactly. So **harsh** words are usually unkind and unpleasant. Nobody likes to hear **harsh** words.

## 3. Critical comprehension

Topic: What do you think of Jim's writing idea? Why?

## Suggested Activities

(Clues: ignored, gave up... science fiction, a distant planet, aliens, got an A, creative, courage)  
Target words and expressions: ignore, science fiction, distant, creative

From my viewpoint, Jim's decision is a good one. [point of view] Though Jim was afraid that he had **ignored** the assignment. He made up a **science fiction** story about a **distant** planet. The aliens on the planet worked without stopping every day. His idea is imaginative and **creative**. [evidence]

### Option 3 ★★★

Encourage students to learn words and expressions with different meanings, denotative meaning (DN) and connotative meaning (CN), in different scenarios. Make sure students know denotation is primarily what a word refers to and connotation is the feelings or ideas, either positive or negative, suggested by a word. Create scenarios based on the text and guide students to identify the suggested or implied meaning in addition to the literal meaning. Take the following scenario as an example.

Target expression: stare at

T: What did Jim do that night sitting at the desk?

S: He **stared at** a piece of blank paper.

T: To **stare at** something is to look at something without moving one's eyes for a long time. (DN)

T: Did you have any experience of **staring at** someone or being **stared at**?

S: ...

T: Actually once I had my hair dyed red when I was in college. All my classmates **stared at** me after I sat down. I was really embarrassed.

T: How did you feel when being **stared at**? (CN)

S: I felt uncomfortable/angry/ awkward/...(CN)

T: Well, in the text, why did the writer use "**stare at**" instead of "look at"? What kind of feeling did the word evoke?

S: He didn't know what to write.

T: Actually, we **stare at** something when we are bored or angry or surprised. In the text, the writer wanted to emphasize how bored Jim was.

T: Do you think it is appropriate for us to **stare at** others for whatever reason we may have?

S: ...

### Grammar in Use

#### Option 1 ★★★

1. Have students read Reading A again and think about how the story would continue.
2. Encourage students to write a follow-up story in at least 6 sentences in appropriate tenses.
3. Get students to exchange their stories in class and make sure they have used tenses properly.

#### Reference answer:

Jim couldn't believe his ears and was so thankful to Mrs Peabody for her great encouragement. But he had a feeling that his short story didn't deserve an A. That grade was unfair to his classmates. So he stood up and said, "Mrs Peabody, I'm so glad that you appreciated my story and understood what I wanted to express. But I really don't think I should have got an A, because I didn't exactly follow your requirements, did I? What I wrote wasn't fully based on the summer vacation, although I used that idea. I thought I would get an F. I really want to beg you to give me another chance to write an essay. Will you?"

#### Option 2 ★★★

1. Have students think about Jim's summer vacation based on the following pictures.
2. Ask students to describe Jim's summer vacation. The first sentence is given below.  
*Jim told Mrs Peabody that he was going to write an essay in place of his work of science fiction.*



#### Reference answer:

Jim told Mrs Peabody that he was going to rewrite an essay about his summer vacation. He would write about his experiences at a two-week camp. He would write about how he learned to pitch a tent on his own, the different exciting activities in the water park, and the funny experience of fishing in a small river. He thought Mrs Peabody would be satisfied with his essay this time and probably would give him another "A".

## Suggested Activities

### Listening and Viewing

#### Listening

##### Option 1 ★★

Before students listen, have them think about or discuss the following questions:

1. Can you describe some differences between junior and senior high school?
2. What would you like to do most in the first week in a new school?
3. Do you have a learning plan for high school? What is it?
4. What do you expect in your first year in high school?
5. What aspects would you like to be informed of on the first day in high school? School curriculum or school's disciplinary system? Why?

##### Option 2 ★★★

New Term Resolution

Provide students with some guidance in completing the following resolution.

     	<b>New Term Resolution</b>  I hope I can:  (1) take _____ optional courses, such as _____;  (2) join _____ clubs to develop my hobbies in _____;  (3) _____;  (4) _____
---	---

### Viewing

##### ★★★

Get students to have a group discussion on the following topics:

1. Is there a clear boundary between “a successful person” and “a loser”? Why or why not?
2. How do you understand the proverb “Failure is the mother of success”?

##### Reference answers:

1. No. The boundary between “a successful person” and “a loser” is not very clear, because one person may be successful in some aspects but not necessarily successful in other aspects. It's obvious that nobody in the world is perfect. (Answers may vary.)
2. We all know that nobody is destined to succeed and nobody is doomed to fail. From my understanding about this proverb, I can say that we do not necessarily succeed after failure, but without failure, we will hardly succeed. Of course, failure can tap our potential, thus making us more resolute. If we have the confidence in our own abilities and the awareness of our own weakness, failure will fail. So failure is not the real mother of success; it's our lack of courage that leads to further failure. (Answers may vary.)

# Moving Forward

### Option 1 ★★★

Ask students to read four quotes below by famous people about their feelings and understandings of school life. Ask students to write a short paragraph to introduce the quote they prefer and give reasons.

- Education is a progressive discovery of your own ignorance.  
— Will Durant
- Education is what survives when what has been learned has been forgotten.  
— B. F. Skinner
- It is a miracle that curiosity survives formal education.  
— Albert Einstein
- I have never been jealous. Not even when my dad finished fifth grade a year before I did.  
— Jeff Foxworthy

### Option 2 ★★★

1. Ask students to telephone their former classmates to ask about their new school life. Ask students to take notes in the given table. If students have difficulty, provide them with the reference sentences below.

Classmate's name	New school life		
	Something attractive	Something not satisfactory enough	Something special

Sentences for reference:

- This is Helen. Who is that speaking?
- I'm calling to ask you...
- Our class is trying to... and I am wondering whether you can...
- Do you like the food in your school canteen?
- How do you like your new teachers and classmates?
- How is your school environment?
- Do you live on campus?

2. Invite some students to briefly introduce their interview results. Ask students to talk about the similarities and differences between their school lives and those of their former classmates.

## Suggested Activities

### Reading B

#### Option 1 ★★

Before students read the text, elicit the meaning of “pressure” by asking about students’ worries in terms of high school life. Have students talk about their worries by using the pattern “I felt under pressure when ... / I will feel under pressure if ...”

#### Option 2 ★★

Have students skim the letter and find out the subject of the letter. Then have them divide the letter into three parts and identify the main idea and purpose of each part.

Subject: to give advice to the daughter for her high school life

Part I (Paragraph 1): to state the purpose of the letter: giving advice

Part II (Paragraphs 2 – 4): to give advice to the daughter

Part III (Paragraph 5): to wrap up the letter by stating Mother’s expectations of her daughter

#### Option 3 ★★★

Have students paraphrase the selected sentences given below in their own words.

- (1) There is only good enough, but what is most important is believing you’re good enough – just as you are.
- (2) Remember that you’re not in this boat alone.
- (3) I hope you’ll remember that these behaviours always say more about the giver than the receiver.

#### Reference answers:

- (1) Have confidence in yourself; you are already good enough.
- (2) Challenges / Pressures are common for all new high school students.
- (3) Mean behaviour reveals the weaknesses of those who are nasty, rather than the faults of their targets.

#### Option 4 ★★★

Ask students to give some suggestions to the students in the following pictures who have met with some difficulties in their school life. Remind students to use the key words given below.



**Helen**

One of her classmates is always rude to her.

**Key words:** nasty/comment/reflect



**Jason**

The new school life is overwhelming to him. He lacks confidence and always says, “I can’t...” or “I’m not...”.

**Key words:** pressure/tempt/achieve

#### Reference answers:

1. When you receive a nasty comment, be calm, pause to reflect and remember that a rude behaviour always says more about the giver than the receiver.
2. When you are under great pressure, don’t be tempted to say, “I can’t...” or “I’m not...”. Hold on to the belief that as long as you have confidence, you can achieve something.

## Critical Thinking

### Option 1 ★★

Have students write down suggestions about school life they have been given before. And then have them share in groups when and why they were given such suggestions.

### Option 2 ★★

1. Have students turn to teachers, parents or seniors after class with a list of problems about school life.
2. Ask students to collect some suggestions from those people.
3. Get students to share what they have collected with the class and invite other students to comment on the suggestions.

## Further Exploration

### Option 1 ★★

Have students conduct a survey about “My Favourite School Activity”.

1. Have students come up with some interesting school activities they have experienced, read or heard about at home or abroad. Each student decides on his or her favourite school activity.
2. Ask students to work in groups and interview each other about his or her favourite school activity. Remind students to play roles of the interviewer, the interviewee and the note-taker.

Member	Activity name	Details (school name, location, interesting points, etc.)
1		
2		
3		
4		

3. Have students present their interview results group by group. Ask other students to write down the information while they are listening.

Group	Activity name	Details
1		
2		
3		

4. Have students vote for the top three activities they like and invite some students to make comments.

### Option 2 ★★★

Have students conduct an interview on “School Life”.

1. Encourage students to explore differences in school life by interviewing students from other schools.
2. Have students conduct interviews in groups, and make a video about the interview.
3. Ask students to comment on all videos according to the following assessment form.

	Group 1	Group 2	...
Content (Clear and well-organized QA)			
Language (Proper use of grammar and vocabulary)			
Performance (Fluency, confidence and proper body language)			

# First Day of School

By Edmondo De Amicis

Monday, 17th.

TODAY is the first day of school. These three months of vacation in the country have passed like a dream. I was thinking of the country and went to school unwillingly.

All the streets were swarming with boys: the two book-shops were thronged with fathers and mothers who were purchasing bags, portfolios, and copy-books. Near the door, I felt myself touched on the shoulder: it was my master of the second class, cheerful, as usual, and with his red hair ruffled, and he said to me: "So we are separated forever, Enrico?" I knew it perfectly well, yet these words pained me. We made our way in with difficulty. Ladies, gentlemen, women of the people, workmen, officials, nuns, servants, all leading boys with one hand, and holding the promotion books in the other, filled the anteroom and the stairs, making such a buzzing, that it seemed as though one were entering a theatre.

I beheld again with pleasure that large room on the ground floor, with the doors leading to the seven classes, where I had passed nearly every day for three years. There was a throng; the teachers were going and coming. My schoolmistress of the first upper class greeted me from the door of the classroom, and said: "Enrico, you are going to the floor above this year. I shall never see you pass by anymore!" and she gazed sadly at me. The director was surrounded by women in distress because there was no room for their sons, and it struck me that his beard was a little whiter than it had been last year. I found the boys had grown taller and stouter. On the ground floor, where the divisions had already been made, there were little children of the first and lowest section, who did not want to enter the classrooms, and who resisted like donkeys: it was necessary to drag them in by force, and some escaped from the benches; others, when they saw their parents depart, began to cry, and the parents had to go back and comfort and reprimand them, and the teachers were in despair.

At ten o'clock we were all in our classes: fifty-four of us; only fifteen or sixteen of my companions of the second class, among them, Derossi, the one who always gets the first prize. The school seemed to me so small and gloomy when I thought of the woods and the mountains where I had passed the summer! I thought again, too, of my master in the second class, who was so good, and who always smiled at us, and was so small that he seemed to be one of us, and I grieved that I should no longer see him there, with his tumbled red hair. Our teacher is tall; he has no beard; his hair is gray and long; and he has a perpendicular wrinkle on his forehead: he has a big voice, and he looks at us fixedly, one after the other, as though he were reading our inmost thoughts; and he never smiles. I said to myself: "This is my first day. There are nine months more. What toil, what monthly examinations, what fatigue!"

I really needed to see my mother when I came out, and I ran to kiss her hand. She said to me: "Courage, Enrico! We will study together." And I returned home content.

Excerpted from Cuore

### Food for thought

1. What was the general scene of the first day of school like?
2. What kind of feelings did the author experience on his very first day of school?
3. How did you feel on your first day of school?

### Reference answers:

1. The school was crowded and noisy. The nearby streets were packed, and Enrico and his teacher made their way into the school with difficulty; the anteroom and the stairs were filled with parents from all walks of life and their children, making a buzzing sound as though one were entering a theatre.
2. His feelings changed as the day slowly passed by. On his way to school, he was unhappy and reluctant as it was hard for him to leave the happy memories of the summer vacation behind. When he stepped into the school and saw his master of the second class and the schoolmistress of the first upper class, he was seized with sadness, for he knew they would no longer teach him in the third class. When he was sitting in his new class, reality finally set because the vacation was over and the new school year had begun. Still basking in the recollection of his summer vacation, he felt a little frustrated and depressed. Fortunately, his emotion took a positive turn when the boy saw his mother after school. With her encouraging words, he went home, content and happy.
3. (Answers may vary.)



- ▶ describe feelings related to cross-cultural experiences;
- ▶ discover cross-cultural differences in languages;
- ▶ illustrate an idea with an example;
- ▶ listen for the main idea, attract the audience's attention while giving a presentation, and write supporting sentences.

# Unit 2

## Language and Culture



Absolutely nothing is so important for a nation's culture as its language.

— Wilhelm von Humboldt

## 单元教学内容与目标

课程要素	教学内容	教学目标
主题语境	单元主题语境为“人与社会”，主题群为“跨文化沟通、包容与合作”	<ul style="list-style-type: none"> <li>能描述跨文化交际经历及情感；</li> <li>能发现语言背后的文化差异；</li> <li>能通过举例阐释跨文化交际中引发误解的因素；</li> <li>能在听力实践中掌握语篇大意，在口语表达中吸引听众注意力，并在书面表达中运用细节支撑主题句。</li> </ul>
语篇类型	阅读语篇 A	<ul style="list-style-type: none"> <li>能掌握记叙文的要素，简述故事的发展情节。</li> </ul>
	阅读语篇 B	<ul style="list-style-type: none"> <li>能依据记叙文的文体特征，获取文章大意。</li> </ul>
	听力语篇	<ul style="list-style-type: none"> <li>能依据对话语篇的情景语境，分析对话发生的地点、人物、对话者的意图。</li> </ul>
	视听说语篇	<ul style="list-style-type: none"> <li>能依据视频中的画面、背景、声音、面部表情、动作等资源传达的信息，完成交际任务。</li> </ul>
语言知识	语音	<ul style="list-style-type: none"> <li>能用重音、语调、节奏等的变化表达自己的观点并解释语言表达的意义。</li> </ul>
	词汇	<ul style="list-style-type: none"> <li>能借助常用前缀的构词规律，理解词义，表达话题相关信息。</li> </ul>
	语法	<ul style="list-style-type: none"> <li>能在语篇中识别、理解基本句型表达的意义；</li> <li>能根据表达的需要恰当运用基本句型。</li> </ul>
	语篇	<ul style="list-style-type: none"> <li>能依据描述人物经历的记叙文的语篇结构分析语篇；</li> <li>能获取、阐释和评判语篇意义。</li> </ul>
	语用	<ul style="list-style-type: none"> <li>能理解单元语篇作者的观点和意向；</li> <li>能用英语表达自己的观点和态度；</li> <li>能根据交际场合和交际对象选择恰当的语言形式在个人陈述时抓住观众注意力。</li> </ul>
文化知识	语篇文化元素、文化链接、项目探究	<ul style="list-style-type: none"> <li>能发现并理解语篇中包含的文化元素，尤其是与语言相关的文化要素；</li> <li>能区别不同文化中的英语变体，了解文化异同，尊重文化多样性，感悟语言和文化的密切关系，体验英语语言的多样化；</li> <li>能利用文化链接和探究性学习活动探索语言与文化之间的关系。</li> </ul>

语言技能	听	<ul style="list-style-type: none"> <li>能依据听力材料中的话轮和话轮转换获取对话中提供的具体建议、事例与理由。</li> </ul>
	说	<ul style="list-style-type: none"> <li>能尝试用英语表达和传播中国文化；</li> <li>能清晰地陈述自己的观点；</li> <li>能在讨论中记录小组讨论结果；</li> <li>能在口头表达时通过提问等方式吸引听众注意。</li> </ul>
	读	<ul style="list-style-type: none"> <li>能依据叙事语篇的框架结构分析故事的开端、发展、高潮和结局等；</li> <li>能获取故事中隐含的文化信息。</li> </ul>
	看	<ul style="list-style-type: none"> <li>能区别视频中多模态资源所传达的美式英语和英式英语差异。</li> </ul>
	写	<ul style="list-style-type: none"> <li>能围绕中文习语故事这一主题写出 60 – 80 词的语段。</li> </ul>
学习策略	听	<ul style="list-style-type: none"> <li>能运用听力策略掌握听力语篇大意。</li> </ul>
	说	<ul style="list-style-type: none"> <li>能在口头表达中运用策略，吸引听众注意力；</li> </ul>
	读	<ul style="list-style-type: none"> <li>能掌握记叙文的语篇成分、语篇要素及各要素的出现顺序；</li> <li>能识别叙事类语篇的特征。</li> </ul>
	写	<ul style="list-style-type: none"> <li>能在书面表达中应用细节支撑主题句这一策略。</li> </ul>

## Reading A

### Getting Started

**E**: Look at the picture and answer the questions.

Many Chinese used to greet each other by asking if they had eaten. Are there people around you still doing that? Who might misunderstand it as an invitation or something else?



*Have you had any confusing moments in another culture? Read the story and find out what might be the cause(s).*

### THE CONFUSING WAY MEXICANS TELL TIME

When I first set foot on Mexican soil, I spoke Spanish well. So when I asked a local ice-cream seller for an ice-cream, and he said “ahorita,” which directly translates to “right now,” I took him at his word, believing that its arrival was immediate.

I sat near his shop and waited. Half an hour passed and still no ice-cream arrived, so I asked again about it. “Ahorita,” he told



# Getting Started

## 教学内容与要求

- 能通过看图，讨论“吃了吗？”的含义，以及在跨文化交流中可能引发的误解；
- 能交流并分享不同文化中的打招呼方式，将语言与文化相联系；
- 能举例说明文化差异导致对于语言的误解，构建有关语言与文化的词汇语义网。

## 教学建议

- 1 Introduce the topic of the unit “Language and Culture”. Cite an example to show how people in different cultures greet each other.
- 2 Ask students to look at the picture and discuss what “Have you eaten?” means to them and how foreign friends will understand and respond to the question. Invite students to share their answers and give explanations.
- 3 Encourage students to give more examples concerning misunderstanding of a certain word or expression in cross-cultural communication.

## 参考答案

Nowadays, when Chinese people meet each other around lunch or dinner time, many will still greet each other by saying “Have you eaten?” At other times, some aged people in North China are more likely to greet each other in this way. Some foreign friends, especially newcomers, may take it as a pure question or an invitation to dinner.

(Answers may vary.)

Suggested Activities 见 page T34d .

# Reading A

## 背景介绍

1. This passage is adapted from *How to Understand the Meaning of Time in Mexico*, a story written by Susannah Rigg, published in 2017.
2. Susannah Rigg is a freelance writer based in Mexico City, whose short stories and news reports can be found on many world-famous websites. Besides, she was also a survivor of the violent earthquake that hit Mexico City on 19th Sept., 2017. After witnessing the Mexican solidarity during the disaster, she was inspired to join in the recovery efforts as a volunteer.

## 难句注释

1. When I asked a local ice-cream seller for an ice-cream, and he said “ahorita,” which directly translates to “right now,...” (lines 2–5)

本句含有2个从句，除了when引导的时间状语从句外，还有which引导的非限制性定语从句，对先行词 *ahorita* 加以补充说明。本句意为“有一次我在当地一家冰淇淋店买冰淇淋，老板冲我说‘ahorita’，直接翻译过来就是‘马上’的意思。”

2. I took him at his word, believing that its arrival was immediate. (lines 5–6)

本句中 *believing* 是分词结构做状语，表示伴随状态，该分词的逻辑主语是主句的主语“我”。本句中 *took him at his word* 中的 *took* 是理解的意思。整句意为“我信了他的话，心想很快就能吃上冰淇淋了。”

## 词汇释义

### • set foot on (line 1)

踏上

**On July 20, 1969, Neil Armstrong became the first human to set foot on the moon.** 1969年7月20日，尼尔·阿姆斯特朗成为首位踏上月球的人。

### • confusion (line 10)

*n.* a state of not being certain about what is happening, what you should do, what sth means, etc. 困惑；不确定

**There is some confusion about what the correct procedure should be.** 对于应该采取什么样的正确步骤，还是有些不明确。

**To avoid confusion, please write the children's names clearly on all their school uniforms.** 为避免搞错，请在孩子们的校服上写清楚他们的姓名。

*confusing adj.* 使人困惑的，难以理解的  
*confused adj.* 感到困惑的

in confusion 乱七八糟；处于混乱状态

### • embarrassment (line 11)

*n.* shy, awkward or guilty feelings 窘迫；难堪

**Much to her embarrassment, she realised that everybody had been listening to her singing.** 意识到大家一直在听她唱歌，她感到很不好意思。

*embarrassing adj.* 使人尴尬的  
*embarrassed adj.* 感到尴尬的

### • torn (line 12)

*adj.* to be unable to decide or choose between two people, things or feelings (在两者之间) 难以选择，左右为难

**Rob is torn between becoming a doctor and a career in athletics.** 罗布在当医生和从事体育事业之间犹豫不决。

be torn between... 在……之间难以抉择，左右为难

*tear v.* 撕裂；撕碎

### • deliver (line 15)

*v.* to take goods, letters, etc. to the person or people they have been sent to 递送；

传送

**Leaflets have been delivered to every household.** 传单已发送到每家每户。

*deliver a speech* 发表演讲

### • signal (line 18)

*v.* to make a movement or sound to give sb a message, an order 发信号；示意

**Did you signal before you turned right?** 右转弯前你打转向灯了吗？

*n.* a movement or sound that you make to give sb information, instructions, a warning, etc. 信号；暗号

**At an agreed signal they left the room.** 收到约定的信号后，他们离开了房间。

traffic signals 交通信号灯

warning signals 警告信号

detect/pick up signals 探测 / 收到信号

### • shrug (line 19)

*v.* to raise your shoulders and then drop them to show that you do not know or care about sth 耸肩（表示不知道或不在乎）

**Sam shrugged and said nothing.** 萨姆耸耸肩膀，什么也没说。

**He shrugged aside suggestions that he resign.** 对于要求他辞职的建议，他根本不予理会。

### • fault (line 21)

*n.* the responsibility for sth wrong that has happened or been done 责任，过失

**It's your own fault for being careless.** 粗心大意是你自己的过失。

**He's proud of his children and blind to their faults.** 他以孩子们为荣，对他们的缺点却视而不见。

*be one's fault* 是某人的错

find fault with sb/sth 找茬，挑刺

### • fade (line 23)

*v.* to disappear gradually 逐渐消失；逐渐消逝

**All colours have faded from the sky.** 所有颜色慢慢从天空中褪去。

### • **memory** (line 24)

*n.* a thought of sth that you remember from the past 回忆，记忆

**I have a bad memory for names.** 我不善于记名字。

**She can recite the whole poem from memory.**

她能背诵全诗。

in/within one's memory 在某人的记忆里

in memory of sb 为了纪念某人

**If you want to pass your exams, you'd better change your attitude.** 若想通过考试，你最好改变态度。

sb's attitude to/towards sth 某人对某物的态度

### • **dramatically** (line 42)

*adv.* very suddenly and to a very great degree 显著地；剧烈地

**The quality of your life will suffer dramatically if you lose your health.** 如果失去健康，你的生活质量将遭受巨大的影响。

dramatic *adj.* 急剧的；激动人心的

a dramatic increase/fall/change 暴涨 / 暴跌 / 巨变

### • **fluency** (line 28)

*n.* the quality of being able to speak or write a language, especially a foreign language, easily and well 流利，流畅

**Fluency in French is required for this job.** 这项工作要求法语熟练自如。

**The team lacked fluency during the first half.**

该队在上半场打得不够流畅。

fluent *adj.* 流利的，流畅的

### • **appointment** (line 44)

*n.* a formal arrangement to meet or visit sb at a particular time 约会；预约

**She made an appointment for her son to see the doctor.** 她为儿子约定了看医生的时间。

**Viewing is by appointment only.** 参观要预约。

make an appointment 约会，预约

### • **context** (line 31)

*n.* the words that come just before and after a word, phrase or statement and help you to understand its meaning 上下文，语境

**You should be able to guess the meaning of the word from the context.** 你应该能从上下文猜出这个词的含义。

**This quotation has been taken out of context.** 这条引语是断章取义。

in the context of 在……情况下；在……背景下

### • **panic** (line 45)

*v.* to suddenly feel frightened so that you cannot think clearly (使) 惊慌，惊慌失措

**I panicked when I saw smoke coming out of the engine.** 我看见发动机冒烟时，吓得手足无措。

panic sb into doing sth 使仓惶行事；使仓促行动

注：panic 的词形变化比较特殊，过去式、过去分词为 panicked；现在分词为 panicking

*n.* a sudden feeling of great fear that cannot be controlled and prevents you from thinking clearly 惊恐；恐慌

**There's no point getting into a panic about the situation.** 对这个形势惊惶失措是没有用的。

in panic 惊慌的

### • **reflection** (line 38)

*n.* a sign that shows the state or nature of sth 反映；显示

**Your clothes are often a reflection of your personality.** 你的穿着常常反映出你的性格。

reflect *v.* 反映；反射；沉思

reflect on 仔细考虑，思考；反省

### • **attitude** (line 41)

*n.* the way that you think and feel about sb/sth 看法；态度

## 教学内容与要求

- 能依据记叙文的文体特征分析语篇内容、人物经历、情境、情节发展等；
- 能依据语篇必备要素理解并概述故事的发展、高潮和结局等，并反思、体会文化对语言学习的重要性；
- 能比较不同语言中表述方式与民族文化的联系；
- 能理解语篇中作者的观点和意图；
- 能发现并理解语篇中包含的文化元素，尤其是与语言相关的文化元素。

## 语篇分析

本文的语篇类型是记叙文。语篇内容是关于作者第一次来到墨西哥的经历。她在购买冰淇淋时，由于对该国文化的不了解，以及对西班牙语“ahorita”在具体语境中的含义也不甚了解，导致沟通的失败。这件事引发了作者对语言与文化之间关系的思考。语篇结构是以故事的发展为轴线、以语言与文化之间的关系为线索，用作者自己的亲身经历阐述了文化对语言沟通的影响。本文的语言特征是运用了表示行为、心理和关系的词语，体现作者的期待、困惑、纠结和无奈以及若干年后的感悟；全文以第一人称描写经历和感受，给人以较强的代入感。语篇的主题意义在于引导大家思考文化和语言之间的关系，文化差异对跨文化沟通的影响。

## 难句注释

3. As I left, I signalled at my wrist and shrugged to the ice-cream seller. Obviously I couldn't wait any longer and it really wasn't my fault. (lines 18–21)

第一句用肢体语言 signal 和 shrug 表示作者的无奈。这两句意为“走的时候，我朝冰淇淋店老板指了指手腕，又耸了耸肩。显然，我等不下去了，这不能怪我。”

4. I discovered that understanding “ahorita” took not a fluency in the language, but rather a fluency in the culture. (lines 25–28)

本句中 took 是指“需要”，可以和难句注释 2 中的 took 用法作比较。句中 not ... but rather 为对比结构，在否定前者的同时强调后者。整句意为“我才开始明白，要想理解‘ahorita’的含义，光是‘西语通’还不够，得是‘墨西哥文化通’才行。”

## Personal Touch

### 教学建议

- Ask students to answer the questions after they read the text. Guide students to come up with some words or expressions with at least two different meanings in Chinese.
- Ask students to share their experiences related to a certain word or expression in pairs or in groups.

### 参考答案

Similar to “ahorita”，the Chinese expression “mashang”(马上) can mean “in a minute” or “in an hour”. Another expression “guojitian”(过几天) may refer to “in a few days”, “in a few weeks” or “never” in different contexts.

Many other words like “hao”(好), “yisi”(意思) may have different meanings in different situations.  
(Answers may vary.)

## The Confusing Way Mexicans Tell Time

10 me again. His face was a mix of confusion and maybe even embarrassment.

I was torn. Waiting longer wasn't pleasant, but I felt it was impolite to walk away, especially if the ice-cream 15 was now being delivered just for me. But finally, after waiting too long, I made a rush for the nearest bus to take me home. As I left, I signalled at my wrist and shrugged to the ice-cream seller. 20 Obviously I couldn't wait any longer and it really wasn't my fault. His face was, once again, one of total confusion.

This experience faded from my memory until years later when I came 25 back to live in Mexico. I discovered that understanding "ahorita" took not a fluency in the language, but rather a fluency in the culture. When someone from Mexico says "ahorita," it should 30 almost never be taken literally; its meaning changes greatly with context. As a linguist told me, "Ahorita could



mean tomorrow, in an hour, within five years or never." It is even used as a polite 35 way of saying "no, thanks" when refusing an offer.

Difficulty in explaining what I have come to call "Ahorita Time" is a reflection 40 of different cultural understandings of time. Since I moved to Mexico, my attitude towards time has changed dramatically. I don't worry so much about being late; I am generally still on time for appointments, but when I'm 45 not, I don't panic. Ironically, it would seem that "Ahorita Time" has actually allowed me to live far more in the "right now" than I ever did before.



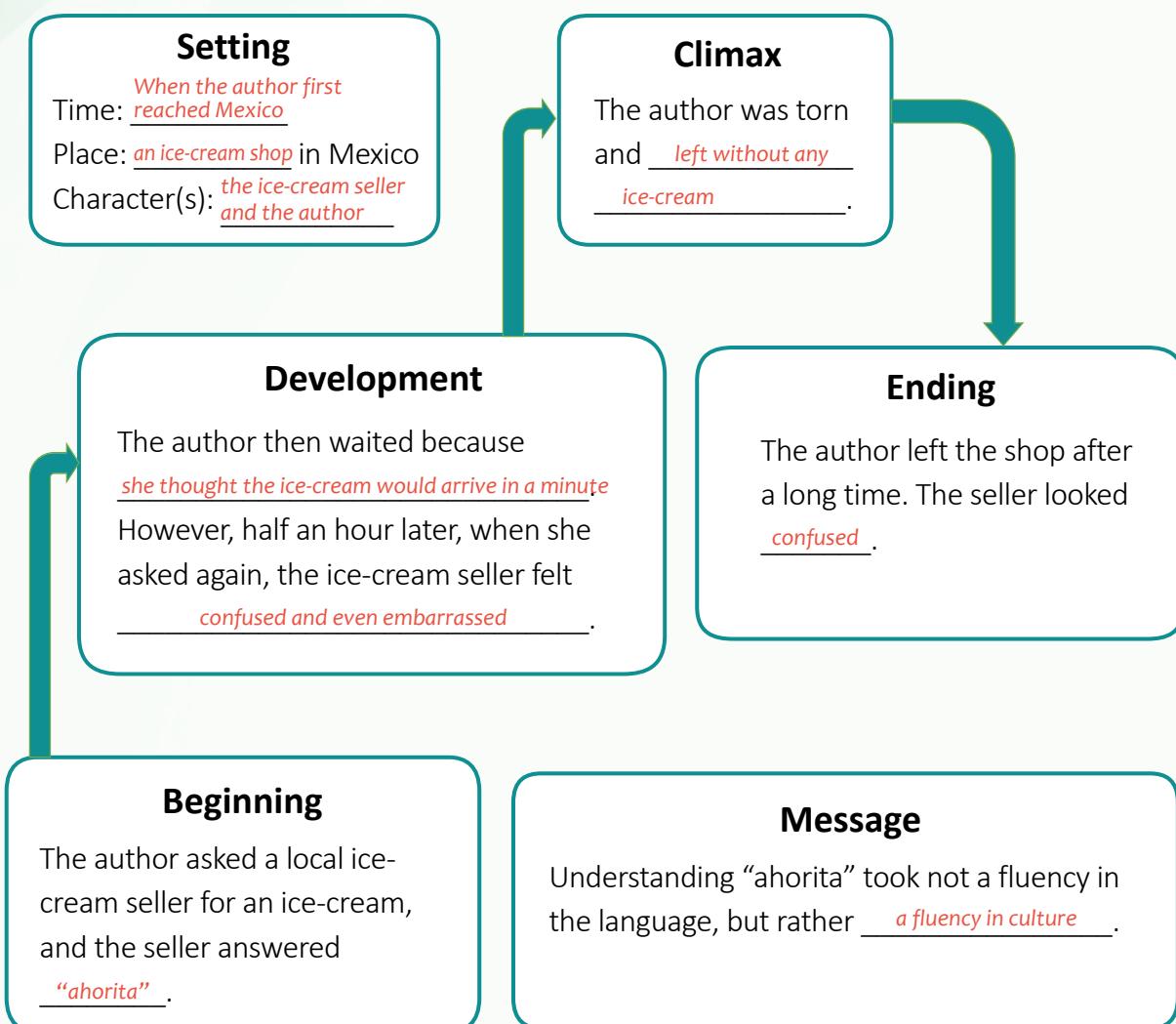
### ● Personal Touch

- What word in your mother tongue is confusing like "ahorita" in Mexico?
- Could you share any story or experience related to the word?

# Digging In

## ● Comprehension

- I. Below is an outline of the passage you have just read. Complete the diagram with information from the text.



## II. Answer the questions.

1. What did "ahorita" mean to the author? What might the ice-cream seller mean by saying "ahorita"?
2. What did the author suggest by saying "I was torn" (line 12)?
3. Why didn't the author worry so much about being late after moving to Mexico years later?
4. Do you think Spanish people would mean the same as Mexicans when they say "ahorita"? Why or why not?

# Comprehension

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## 教学建议

- I**
1. Before students begin reading, help them to review the basic elements of a story, such as when, where, who, how, what and why.
  2. Ask students to pay attention to the interactions between the author and the seller.
  3. Have students work individually to complete the diagram.
  4. Ask students to compare their answers with those of their partners.
- II**
1. Guide students to read the first paragraph and understand the author's understanding of the word "ahorita." Invite students to guess what the word means to the seller as it is not specified in the text, and make sure students make guesses based on the information between the lines.
  2. Draw students' attention to the topic sentence of the third paragraph and ask them to collect information in the paragraph to explain why the author was torn. Ask students to read through the rest of the story and ask them to check their guesses.
  3. Organise discussions in groups about the interpretation of the last sentence in the last paragraph. Ask students to share their understandings with the whole class.
  4. Encourage students to voice their opinions first, and then ask them to read through the text to find some evidence to support their opinions. Provide more information about the cultural relationship between Spain and Mexico if possible.

Suggested Activities 见 pages T34d–T34e.

## 参考答案

- II**
1. It meant "right now" to the author. By saying "ahorita," the ice-cream seller meant there was no ice-cream at the moment.
  2. The author suggested that she didn't know whether she should wait or leave. Waiting longer wasn't appealing, but she felt it was impolite to walk away, especially if the ice-cream was now being prepared for her.
  3. Mexicans have a casual attitude towards time in general, as is reflected in their understanding of the word "ahorita."
  4. It is very likely that Spanish people do not use the word to refer to "tomorrow" or "never" as some Mexicans might do. According to the Spanish-English dictionary, the word "ahorita" means "right now," "in a minute" or "just now." (Answers may vary.)

# Vocabulary Focus

## 教学内容与要求

- 能在语境中学习和运用课文核心词汇；
- 能掌握“运用词汇”和“常用词组”，认知部分或全部“识别词汇”；
- 能在语境中识别与理解常见前缀的形式及意义。

## 词汇分类

识别词汇 1: shrug, fade, linguist, ironically

2: confusion, embarrassment, fault, fluency, dramatically, appointment, panic, soil, pleasant, wrist

运用词汇（必修）: torn, deliver, signal, memory, context, reflection, attitude, immediate, obviously

常用词组: set foot on

## 教学建议

### I Key Vocabulary

- Ask students to review the text and finish Activity I on text page 23.
- Have students check their answers with those of their partners.
- Have students retell the text with the given words and expressions without looking at the paragraph.

### II Word Formation: prefixes

1.

- (1) Ask students to form a group of 4 or 6 and brainstorm words with a prefix, such as im-, in-, un-, dis-. Offer them a blank sheet of paper and ask them to write their answers on it.

Prefix	Sample words
dis-	disagree, disapprove, dishonest
eco-	ecotourism
en-	enlarge, encourage
fore-	forearm, foresee
il-	illegal, illegible
im-	impatient, impolite
in-	incorrect, inappropriate
inter-	interpersonal, international
ir-	irregular
mini-	minibus, mini-lecture
mis-	misunderstand, misfortune
multi-	multimedia
non-	nonstop, nonverbal

## ● Vocabulary Focus

### I. Key Vocabulary

Fill in the blanks with the appropriate forms of the given words and expressions to complete the passage.

**confusion****deliver****reflection****refuse an offer****context****set foot on****signal****torn**

This is a story about how a foreigner got confused about a Mexican word even though she could speak fluent Spanish. It happened when she 1 set foot on Mexican soil for the first time. She asked an ice-cream seller for an ice-cream, and he said “ahorita.” She thought it would 2 be delivered immediately because the word can be directly translated to “right now.” But she waited for half an hour and still no ice-cream came. When she asked the seller about it, he said “ahorita” again, with his face showing 3 confusion. She felt 4 torn between waiting and walking away. Finally, she had to go home, so she 5 signalled to the seller that she could not wait any longer. Years later back in Mexico, she came to realise that the meaning of “ahorita” changes according to its 6 context. It could mean “tomorrow,” “within five years,” “never,” or even “no, thanks” when one wants to 7 refuse an offer. “Ahorita Time” is a 8 reflection of different cultural understandings of time. That is, understanding “ahorita” takes not a fluency in the language, but a fluency in the culture.

### II. Word Formation: Prefixes

1. Read the sentence and rewrite it with the opposites of the underlined words without changing the meaning.

Waiting longer wasn't pleasant, but I felt it was impolite to walk away.

Waiting longer was unpleasant, but I felt it wasn't polite to walk away.



A prefix is a letter or a group of letters added to the beginning of a word to indicate or modify its meaning.

Prefix	Word	Word with a prefix
im-	polite	impolite
in-	expensive	inexpensive
un-	fortunate	unfortunate
	fold	unfold
dis-	appear	disappear
	advantage	disadvantage
mis-	understanding	misunderstanding
cross-	cultural	cross-cultural
en-	rich	enrich
pre-	view	preview
co-	operation	cooperation



2. Add a prefix in the left box to a word in the right box to make a new word. Fill in the blanks with the new words.

**Prefix:** cross- en- mis-  
inter- un- co- tele-

**Word:** cultural understanding phone  
able certainty operation national

Culture shock refers to a sense of confusion or **1 uncertainty** with feelings of anxiety when people are introduced to a foreign environment.

If you are a(n) **2** international student experiencing culture shock, here are some tips that might help:

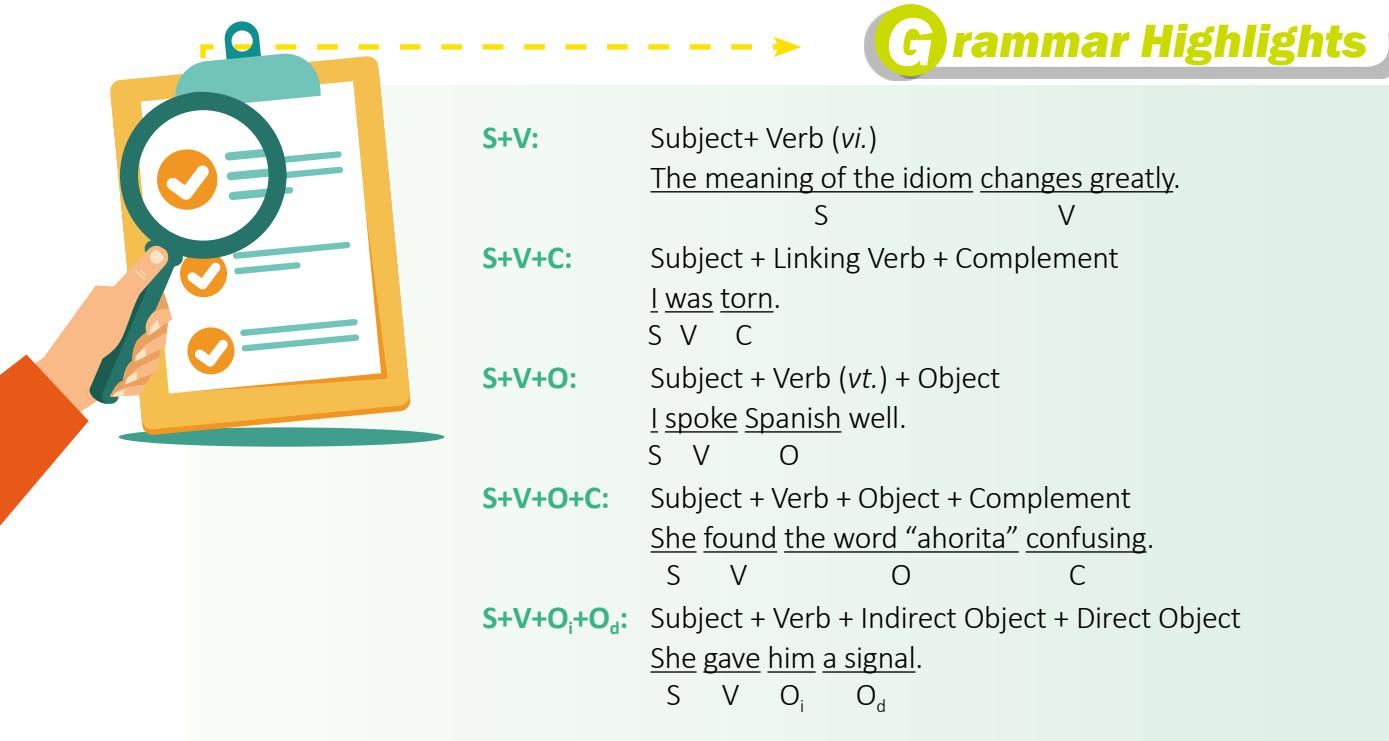
- Research the host country's culture and build up **3** cross-cultural awareness.
  - Look for activities that **4** enable you to interact with other students who share your interests.
    - Stay calm when some **5** misunderstanding occurs and reach out for help if necessary.
    - Keep in touch with your family and friends via email, video chat or **6** telephone.
    - Value **7** cooperation and prepare to work with other students.

## ● Grammar in Use

# Basic sentence patterns

- I. Read the passage and tell how many sentence patterns there are.

The origin of the English word *Hello* is the French *holà*. It roughly means “whoa there!” (ho, là). But the French people do not make *holà* a greeting word. The Italian word *Ciao* has its origin in the Venetian phrase *s-ciao vostro* or *s-ciao su*. The literal translation is “I am your slave.” In fact, the meaning is “at your service.”



Prefix	Sample words
over-	overweight, overestimate
post-	postgraduate
pre-	preview
re-	retell, regain
semi-	semifinal
sub-	subconscious
super-	superman, supermarket
tele-	telecommunication, telephone
trans-	transplant, transform
un-	unaware, unfortunate
under-	underestimate

- (2) Ask each group to share their discovery with the whole class, list the words, and share the meanings and uses of different prefixes. Remind students that some special words can be used with more than one prefix to form new words such as the words “misfortune” and “unfortunate”.
- 2.
- (1) Ask the whole class to make new words on text page 24 and write down the newly-formed words on the blackboard.
  - (2) Have students read the passage and follow the tips to cope with culture shock.
  - (3) Guide students to fill in the blanks with the new words. Encourage them to think of more words with prefixes concerning the topic of cross-cultural communication or culture shock.

Suggested Activities 见 pages T34e–T34g.

## Grammar in Use

### 教学内容与要求

- 能掌握英语基本句式的形势和用法；
- 能在语篇中识别、理解并使用基本句式；
- 能用完整、正确的句子描述跨文化交流情境。

### 参考答案

#### I 4 sentence patterns: SVC, SVO, SVOO, SVOC

SVC The origin of the English word *Hello* is the French *holà*.

SVO It roughly means “whoa there!” (*ho, là*).

SVOC But the French people do not make *holà* a greeting word.

SVO The Italian word *Ciao* finds its origin in the Venetian phrase *s-ciao vostro* or *s-ciao su*.

SVC The literal translation is “I am your slave.”

SVC In fact, the meaning is “at your service.”

## 教学建议

I

1. Ask students to read the passage about the origin of “hello” in different languages and identify the sentence patterns.
2. Have students report the sentence patterns they have discovered and summarise basic sentence patterns they have figured out. Give explanations for some difficult sentences.
3. Invite some students to explain the patterns in Grammar Highlights and make sure they understand what “S”, “V”, “C” and “O” stand for.
4. Encourage students to ask questions about the sentence patterns and give more examples from the text.

II

1. Have students read through the paragraph and follow the main idea.
2. Guide students to pay attention to the variety of the sentence patterns.
3. Ask students to identify the sentence pattern of each underlined sentence in the paragraph individually.
4. Invite students to report their answers to the class and explain why.
5. Calculate the number of sentence patterns and point out the significance of having a variety of patterns in writing.

III

1. Guide students to study the pictures by discussing the following questions:
  - What is the possible relationship between the man and the woman?
  - Where are they?
  - What are they doing?
  - What is the man drawing?
  - What is the waiter holding?
  - ...
2. Have students read the first part of the story.
3. Ask students to work in pairs and complete the story by using the clue words below the pictures.
4. Guide students to share the story in pairs.
5. Ask students to take notes of their partner’s story and identify the sentence pattern of each sentence. Then ask them to count the number of the sentence patterns.
6. Meanwhile, ask some students to write on the board the sentence(s) and then invite other students to comment and give suggestions.

## 参考答案

III

A couple were travelling in Spain. (SV) One day they went into a small restaurant for lunch. (SVA) They did not speak the local language and the waiter did not speak their language. (SVO) They wanted their waiter to understand that they had asked for some milk and bread. (SVOC) At first they said the word “milk” many times. (SVO) But the waiter looked confused. (SVC) At last the waiter gave them a piece of paper and a pencil. (SVO<sub>i</sub>O<sub>d</sub>) The man began to draw a cow. (SVO) As soon as he finished his drawing, the waiter took a look at it and ran out of the restaurant. (SVA) “So you see,” said the man, “How clever I am!” After some time, the waiter came back. (SV) The waiter brought no bread or milk back with him (SVO). Instead, he put bullfight tickets in front of the couple. (SVOA)

Note: Another two sentence patterns, SVA and SVOA, are not discussed in this unit.

A=adverbial

Suggested Activities 见 pages T34g–T34h.

II. Identify the sentence pattern of each sentence in the paragraph. An example is given.

Today my friend told me a funny story. One day, an American was meeting

① (S + V + O<sub>i</sub> + O<sub>d</sub>)

② ( S + V + O )

a Chinese man. As the visitor saw the host's wife, he said, “Your wife is very beautiful.”

③ ( S + V + O )

④ ( S + V + C )

The host smiled and said, “Where? Where?” This surprised the American very much,

⑤ ( S + V )

⑥ ( S + V + O )

but still he answered, “Eyes, hair, nose.” Of course the host found the answer

⑦ ( S + V + O + C )

a bit puzzling. We know that cultural differences in languages caused the confusion.

⑧ ( S + V + O )

“Where? Where?” in Chinese is a kind of humble expression, but the American

⑨ ( S + V + C )

understood it as “Which parts of the body?”

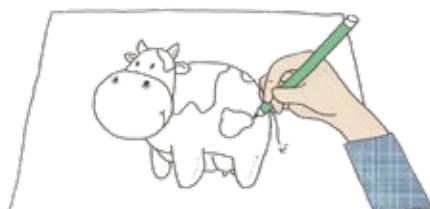
III. Complete the story according to the pictures and the clue words. Try to use as many different sentence patterns as possible.



1 (restaurant)



2 (milk)



3 (cow)



4 (bullfight)

A couple were travelling in Spain. One day they went into a small restaurant for lunch. They did not speak the local language and the waiter did not speak their language ...

# Listening and Viewing

音频文本见 page T34b



## Cultural Differences in Body Language (Radio programme)

- I. If you were a traveller in Spain, how would you use your body language to ask the waiter for milk? *I would use gestures, facial expressions or draw a picture of drinking.*  
*(Answers may vary.)*

### Listening Strategy Listening for the main idea

- II. Listen and choose the main idea of the programme.

- A. Gestures differ from country to country in expressing similar ideas.
- B. Similar gestures may have different meanings in different countries.
- C. People often use their hands or heads to express their feelings.
- D. People in different countries use different gestures to show disagreement.

- III. Fill in each blank with no more than two words. Then listen again and check.

Using gestures to express what you are feeling is common in some countries but not in others. Shaking heads mostly means ‘no,’ but in some countries it can mean the **1** opposite. For example, in

Greece, shaking heads means **2** “no”; in Bulgaria, it means **3** “yes”; and in India, it means lots of **4** different things. Besides, in some areas of southeastern Europe, **5** nodding means ‘no.’

- IV. Some gestures may convey different messages in different cultures. Give an example. *(Answers may vary.)*



# Listening and Viewing

## 教学内容与要求

### Listening

- 能分析对话语篇的情景语境、对话发生的地点、人物关系、参与对话者的意图；
- 能依据听力材料中的话轮和话轮转换获取对话中提供的具体建议、事例与理由；
- 了解不同文化体态语在表达与理解上的差异，了解文化异同，尊重文化多样性。

## 听力策略

### Listening for the main idea

- Have students read the title of the listening materials. Titles can often be a useful clue as to the main idea, e.g. "Cultural differences in body language".
- Guide students to focus on word chains, sequences of similar or related words repeated throughout the listening materials, which is very useful while they're trying to listen for the main idea, e.g. "I don't care" & "I don't mind".
- Get students to pay attention to the beginning and the ending of the listening materials. In the beginning, the speakers usually tell you what they want to talk about and why, and they repeat the main idea in the end.

## 背景介绍

This audio is an excerpt from a radio mini-lecture programme, in which the cultural differences in body language have been discussed. The programme takes the form of a quiz which is mainly about the meanings of nodding and shaking one's head in different cultures.

## 教学建议

- |          |  |           |   |            |   |           |  |
|----------|--|-----------|---|------------|---|-----------|--|
| <b>I</b> | <ol style="list-style-type: none"><li>Get students to recall and talk about the story in Activity III on text page 25.</li><li>Ask students to brainstorm the possible ways to use the body language if they would like to order milk.</li></ol> | <b>II</b> | <ol style="list-style-type: none"><li>Ask students to read the statements in Activity II and predict what they will hear.</li><li>Have students listen to the audio for the first time and check whether their prediction is correct or not. Remind students to give their reasons.</li></ol> | <b>III</b> | <ol style="list-style-type: none"><li>Play the audio once more and have students fill in the blanks. Remind students to pay attention to details and note down key information.</li></ol> | <b>IV</b> | <ol style="list-style-type: none"><li>Get students to work in groups of four, look at the pictures and talk about the cultural differences.</li><li>Ask them to give more examples about cultural differences in body language.</li><li>Select a group leader and let him/her note down what group members talk about.</li><li>Invite group leaders to share their members' opinions and examples.</li></ol> |
|----------|--|-----------|---|------------|---|-----------|--|

Suggested Activities 见 page T34i.

## 教学内容与要求

### Viewing

- 能理解视频中的画面、背景、声音、人物面部表情和动作等资源传达的信息；
- 能理解视频中多模态资源所传达的关于英式英语和美式英语在“I don’t care”和“I don’t mind”具体使用上的文化差异。

## 背景介绍

This video is a short language teaching mini-lecture, in which a conversation between a couple takes place. In the video, Jay and Vicki are talking about the difference between American English and British English concerning the usage of “I don’t care” and “I don’t mind”. The expressions “I’m happy with either possibility”, “I don’t care” in British English would be more likely to be understood as “I’m not interested”, while “I don’t mind” makes no sense in American English.

## 教学建议

- I
  1. Ask students to read the title “I don’t care” vs. “I don’t mind”. Encourage them to discuss the questions:
    - How do you understand the two expressions?
    - Could you give some examples in which you use “I don’t care” or “I don’t mind”?
  2. Have students complete the dialogue in Activity I.
- II
  1. Play part I of the video clip in silent mode and have students choose the best answer. Ask them to give reasons.
  2. Have students watch Part I and check whether their answer is correct.
- III
  1. Have students watch Part II to find out other differences between the two varieties of English. And ask them to take notes while they are watching.
  2. Ask students to complete the diagram and check in pairs.
- IV
  1. Encourage students to find other differences from their notes. Encourage them to share in pairs.
  2. Involve students in giving more examples to show differences between American and British English.

Suggested Activities 见 pages T34i–T34k.

## 参考答案

- IV
1. British people say “cinema” while Americans say “movie.”
  2. Differences may lie in spelling, grammar, pronunciation, e.g. favor and favour, flat and apartment.

## “I Don’t Care” vs. “I Don’t Mind” (Mini-lecture) 视频文本见 pages T34b–T34c

I. Before watching, complete the dialogues with “I don’t care” or “I don’t mind”.

- Do you mind giving a free ride to a stranger?

— I don’t care.

- Would you like to have tea or coffee?

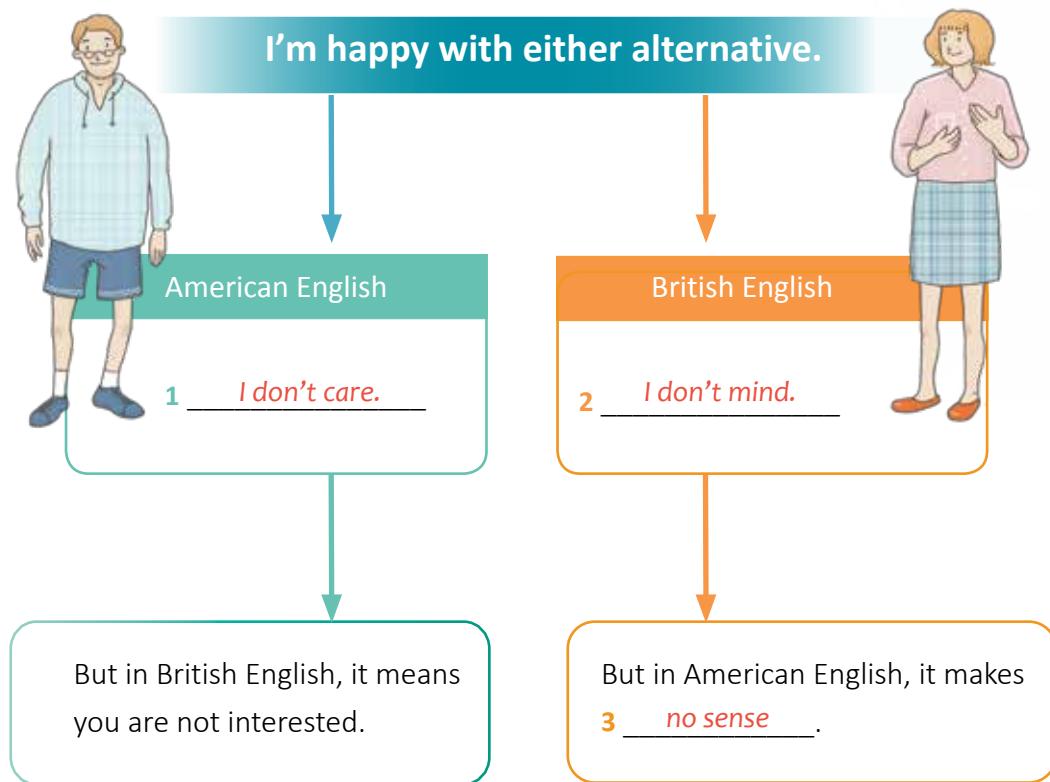
— I don’t mind.

II. Watch Part I of the video and choose the best answer.

The video is about the difference C.

- A. between tea and coffee
- B. in making decisions in the US and the UK
- C. between American and British English
- D. in showing disagreement in the US and the UK

III. Watch Part II of the video and complete the diagram.



IV. Answer the questions.

- What other differences between American and British English are mentioned in the video?
- Can you give more examples to show differences between American and British English?

# Moving Forward

## Introducing a Chinese Word



### I. Writing: Writing about a Chinese word

Suppose some students from your sister school abroad are visiting your school. You are asked to give a talk about “Chinese words and their stories.”

#### Step 1

Work in groups. Brainstorm about words in Chinese and their different usages in different contexts. The words can be confusing, interesting or funny, such as “ahorita” in Mexican Spanish or “chi” in Chinese.

#### Step 2

Choose one word and list its different usages or stories. Find out the peculiar cultural message behind the word.

#### Step 3

Write a topic sentence based on the information. Find relevant details and put them in the supporting sentences.

#### Writing Strategy

##### Writing supporting sentences

All the supporting sentences should be related to the topic sentence. Good supporting sentences have different goals. Writers use them to explain, describe, give reasons, give facts, give examples or define.

Tick (✓) the sentences that are related to the given topic sentence.

#### Topic sentence:

A simple Chinese word “chi” (to eat) has a lot of extended meanings.

#### Supporting sentences:

- As the saying goes, “People can’t do without food.”
- Chinese people’s love or concern for food has lent many colourful expressions to their mother tongue.
- The word sometimes goes beyond its literal meaning. For example, “chi moshui” means “to receive education” instead of “to eat ink,” and “chi cu” means “to be jealous” rather than “to eat vinegar.”
- It can be referred to as “to depend on.” For instance, “chi laobao” means “to live on labour security funds” and “kaoshan chishan” means “those living in a mountainous area depend on the mountains for a living.”

#### Step 4

Put all the sentences into a paragraph.

# Moving Forward

## 教学内容与要求

- 能围绕中文文字的趣意写 60—80 词的语段；
- 能在书面表达中运用具体的、生动的例子支撑主题句；
- 能运用功能语言和得体语言形式在演讲或展示一开始就吸引观众注意力；
- 能借助重音、语调、节奏等的变化清晰呈现中文文字的趣意；
- 能根据交际场合和交际对象选择恰当的语言形式进行观点陈述，突出重点。

## 教学建议

### I. Writing:

#### Step 1

- Guide students to read the directions and make sure that they know what they are to write.
- Elicit some Chinese words and their different usages in different contexts related to courtesy, numbers, five senses, etc. Write them on the board for reference.
  - Courtesy:    **li mao:** good manners                      **Numbers:**    **shi quan** **shi mei:** perfect  
                **li wu:** gift or present                              **shi zu:** very much  
                **jing li:** show respect for  
                **pin li:** betrothal gift
  - Five senses:    **xin wen:** news    **wen ming:** famous    **ting wen:** hear

#### Step 2

Divide the class into groups. Ask each group to choose one word, list its different usages or stories and find out the cultural message behind the word. The word may be selected from those in the textbook or those on the board.

#### Step 3

- Have students read the topic sentence given on text page 28. Ask them to think about the following questions:  
What is a topic sentence? (Refer to text page 13)  
What is the key word in the topic sentence? (Extended meanings.)  
How to support this topic sentence? (Give some details, examples or facts about “chi”.)
- Ask students to read the four sentences and figure out their relationship with the topic sentence: Is it general-specific or cause-effect? Can each of the sentences well support the topic sentence?
- Ask students to develop their own topic sentences based on the information they have gathered. Remind them to delete the irrelevant details according to the example.
- Ask students to search the Internet for more information to support their topic sentences. (This can be done after class.)

#### Step 4

- Give students enough time to combine their topic sentence and selected details into a paragraph in 60–80 words.
- Ask students to improve their writing according to the checklist and polish it accordingly.
- Have students do peer review according to the checklist.

## **II. Speaking:**

### **Step 1**

1. Guide students to think about ways to attract the audience's attention when they start a presentation. Direct students to read the tips in the "Speaking Strategy" part.
2. Encourage students to suggest other ways of starting a presentation, e.g. by using unexpected facts or famous sayings.

### **Step 2**

1. Lead students to plan their drafts and ideas according to the speaking outlines in the given example.
2. Allow students time to practice in groups so that they can be more confident.
3. Monitor group work, walking around and offering help or encouragement if necessary .

### **Step 3**

1. Ask presenters from each group to present in turn. Remind listeners to takes notes while they are listening.
2. Encourage students to ask questions or exchange ideas at the end of each presentation.
3. Give feedback on students' performance, including both favourable comments and error correction.

Suggested Activities 见 page T34k.

## II. Speaking: Giving a talk on a Chinese word

- Step 1** Work in groups. Find a way to attract the audience's attention with the help of the speaking strategy.
- Step 2** Put what you have written in a speaking outline. Practise the group presentation with other members. Prepare some questions for listeners to answer after the presentation.

### Introduction

Greeting

Asking a question

e.g. *Do you know how to say “eat” in Chinese?*

### Body

Topic sentence

e.g. *A simple word “chi” has a lot of extended meanings.*

Supporting sentences

e.g. *meaning 1*

*meaning 2*

### Conclusion

- Step 3** Give your presentation in class. Ask some questions after the presentation.

### Speaking Strategy

#### Attracting the audience's attention

A good speaker begins a presentation with a quick and friendly greeting. This makes the audience feel welcome.

A speaker can also attract the audience's attention by asking a question.

- *How many of you have ever studied Chinese?*
- *Have you got a Chinese expression similar to “ahorita”?*



## Reading B

# MY EXPERIENCE WITH AMERICAN ENGLISH

When I was ten years old, I went to the US to visit some family friends. We travelled all the way from California to Las Vegas. I noticed something funny about the 5 way everyone spoke English. I was thinking, “This is the way they speak in films!”

At the beginning of the holiday, one of my friends asked me if I wanted to order “French fries.” I couldn’t imagine what 10 French fries were. What was fried and French?! Snails? Cheese? She was amazed that I had never tried them and she ordered a portion for us to share. When the waiter brought us some chips, I asked her where 15 the French fries were. She pointed to the plate of chips! Later that week she said she was going to buy some “chips” from the supermarket. She came out with a packet of crisps!

20 During that holiday we were also offered “biscuits and gravy” with our lunch. This was a very strange idea to me, because in England biscuits are sweet. Gravy is a salty, meat-based sauce. I later realised that 25 “biscuits” in America are savoury snacks. What we call “biscuits,” they call “cookies.”

I was also embarrassed when a stranger told me she liked my “pants.” I remember thinking, “How can she see my 30 underwear!?” My mum then told me that they call “pants” what we call “trousers,” the outer clothing that you wear on your legs!

I was disgusted when I saw an 35 “eggplant” pizza on the menu in a restaurant. Eggs do not grow on plants, I thought. What on earth could an “eggplant” be? Something eggy and leafy? My dad ordered this pizza and it was covered 40 in aubergines. I asked him where the “eggplant” was. He laughed and pointed to the aubergines. He told me, “They call this ‘eggplant’ in America!”

Although the same “language” may 45 be spoken in different countries, there are likely to be many differences, not just in vocabulary but also in spelling, grammar and pronunciation! I think part of the excitement of learning a language 50 is discovering the differences in how it is spoken in different places.

## Culture Link

### Varieties of English

There are many varieties of English throughout the world, such as British English, American English, Australian English, Indian English, Canadian English, Malaysian English and Singapore English. Take Singlish (Singapore English) as an example. *The New York Times* calls Singlish a “patchwork” because Singapore’s population consists of migrants from a variety of countries, including China, India and Malaysia, all of whom have made their own special contributions to the country’s unique version of English. In Singlish you can easily recognise influences from Chinese like “mee siam” (rice noodle) in terms of the accent.

## Reading B

### 教学内容与要求

- 能分析记叙文的基本框架和语篇组织模式；
- 能理解美式英语和英式英语的具体差异；
- 能掌握描述个人体验的词汇语义网所体现的语言特征；
- 能发现并理解语篇中包含的文化元素，如在不同文化中同样的语言可以表达不同意义等。

### 语篇分析

本文的语篇类型为记叙文。语篇内容是身为英国人的作者在10岁时美国之行过程中体验了美式英语和英式英语的不同。语篇结构是总一分一总模式，开篇交代人物及背景，中间四段为并列结构，分别描述了在美国度假期间四个不同场合的跨文化交际经历，最后一段提出自己的感悟。语言特征是围绕英式英语和美式英语的差异，运用感知类动词和连系动词的过去式来描述作者对美式英语的体验和情感态度。语篇的主题意义在于帮助学生深入理解语言和文化之间的关系，掌握英式英语和美式英语在词汇用法上的差异，提高跨文化交流的能力。

### 背景介绍

- This article is adapted from *Something French and fried ... my experience of American English* written by ChloeBlogger.
- ChloeBlogger is a group of bloggers selected from the British Council's language assistants, who share their experiences of learning languages and living abroad.

### 难句注释

#### 1. I noticed something funny about the way everyone spoke English. (lines 4–5)

本句中 everyone spoke English 是定语从句修饰 the way，表示“大家讲英语的方式”。the way 作为先行词，后面可以直接连接定语从句，也可以用关系词 that/in which 来连接。整句意为“（一路上，）我注意到美国人说英语很有意思。”

#### 2. She was amazed that I had never tried them and she ordered a portion for us to share. (lines 11–13)

本句中 be amazed that 引导名词性从句，解释为“因某事感到吃惊”。a portion 意为“一份”。整句意为“听到我说从来没有吃过时，她一脸惊讶。于是，她点了一份，让我们尝尝。”

#### 3. What we call “biscuits”, they call “cookies.” (line 26)

本句中主语是 they，谓语是 call, cookies 和 what we call “biscuits” 构成双宾语，所以本句是宾语前置句型。正常语序为：They call what we call “biscuits” “cookies.” 整句意为“我们英国人说的‘饼干’，他们叫‘曲奇’。”

#### 4. My mum then told me that they call “pants” what we call “trousers,” the outer clothing that you wear on your legs! (lines 30–33)

本句中 the outer clothing 是同位语，解释说明前句中的名词性成分 what we call “trousers”。关系代词 that 引导的句子 you wear on your legs 是定语从句，修饰 the outer clothing。整句意为“后来妈妈告诉我，他们说的‘短裤’其实就是我们穿在外面的‘裤子’。”

#### 5. What on earth could an “eggplant” be? (lines 37–38)

本句中 on earth 是副词，解释为“究竟，到底”。can/could 在疑问句中可以表示推测，译为“可能”。整句意为“这个‘植物蛋’到底是什么东西？”

## 词汇分类

识别词汇 1: packet, disgust, snail, portion, chip, crisp, gravy, sauce, savoury, pants, underwear, eggplant, pizza, aubergine

2: cheese, portion, salty, embarrassed, vocabulary, fry

运用词汇（必修）：amazed, based, snack, likely, plate, packet

常用词组：all the way, on earth, point to

## 词汇释义

### • cheese (line 11)

n. a type of food made from milk that can be either soft or hard and is usually white or yellow in colour 奶酪

a cheese sandwich/salad 芝士三明治 / 芝士色拉

**She had no appetite and merely toyed with the bread and cheese.** 她没有胃口，只是拨弄着面包和奶酪。

### • amazed (line 11)

adj. very surprised 非常惊讶的

**I was amazed at her rich knowledge of French literature.** 她丰富的法国文学知识让我非常惊奇。

amaze vt. 使吃惊，使感到惊讶

amazement n. 惊讶，惊愕

amazing adj. 令人吃惊的

### • portion (line 13)

n. [C] an amount of food that is large enough for one person (食物的) 一份

**a generous portion of roast duck** 一大份烤鸭

**She cut the pie into six portions.** 她把馅饼切成六份。

**Do you serve children's portions?** 你们供应儿童量的餐食吗？

### • point to (line 15, line 41)

指出某人（某物）或其位置或方向

**He pointed to a tower on the distant horizon.**

他指向远处地平线上的一座塔。

**A compass needle points (to the) north.** 罗盘的指针永远指向北方。

### • salty (line 24)

adj. containing or tasting of salt 含盐的；咸的

salty foods 咸的食物

a slightly salty taste 一种略咸的味道

### • meat-based (line 24)

adj. containing meat as an important part or feature 以肉为主的

**Some people prefer a vegetarian diet, while others prefer a meat-based diet.** 有些人喜欢素食，而另一些人喜欢吃肉。

### • snack (line 25)

n. a small meal or amount of food, usually eaten in a hurry 点心，快餐

**I only have time for a snack at lunchtime.** 午饭的时间我只够吃点心。

v. to eat snacks between or instead of main meals 吃点心或快餐

**It's healthier to snack on fruit rather than chocolate.** 作为点心，吃水果比吃巧克力有益健康。

### • embarrassed (line 27)

adj. (of a person or their behavior) shy,

awkward or ashamed, especially in a social situation. (人或行为) (尤指社交场合) 窘迫的, 尴尬的

**I was embarrassed by his comments about my clothes.** 他对于我衣服的评论让我很尴尬。

embarrass *vt.* 使窘迫, 使尴尬

embarrassment *n.* 尴尬, 难堪

- **disgusted (line 34)**

*adj.* feeling or showing disgust 厌恶的; 憎恶的; 反感的

**We were absolutely disgusted at the size of the bill.** 我们看到帐单上的数额, 极为气愤。

- **likely (line 46)**

*adj.* probably or expected 可能的; 预料的

**She's very likely to ring me tonight. / It's very likely that she'll ring me tonight.** 很可能今晚她会给我打电话。

likelihood *n.* 可能性, 可能

be likely to do 很有可能做某事

## Comprehension Plus

### 教学建议

- I 1. Before students read the text, share a joke with them to elicit the topic. Here is one example. Have them answer the two questions to see if they can get the point.

**Joke:** The following is a dialogue between an American and a British person. It is about the word “clerk”.

American: What's your job?

British: I'm a clerk.

American: Clock? Your job is to tick all day long?

**Questions:** 1) What is the British person's job?

2) Why does the American think that the British person's job is a clock?

2. Ask students to read the title, guess where the author most probably comes from and share their reasons.  
3. Guide students to read the text and find out evidence to check whether their guess is correct or not.

- II 1. Ask students to read the text and locate some signal words indicating chronological order of the story.

2. Draw students' attention to what happened to the author, how the author felt and why that happened by completing Activity II.  
3. Ask students to compare their answers with those of their partners.  
4. Encourage students to share their own stories of a similar type or make up a new story.

Suggested Activities 见 page T34l.

## Critical Thinking

### 教学内容与要求

- 能整合本单元各语篇的主要信息，思考影响跨文化交际的因素，并能用例子加以说明；
- 能结合自身经历或所见所闻分享在跨文化交际中了解文化差异的重要性；
- 能理解、感悟跨文化交流的意义。

### 教学建议

- I 1. Ask students to recall the four articles in reading, listening and viewing texts and identify the cross-cultural misunderstandings mentioned in them.  
2. Encourage students to discuss and fill in the bubbles with what they find in the texts and let them cite relevant examples.
- II Have students think about their own life experiences or other peoples' to prove learning cultural differences contributes to better understanding or communication. Give students a model if needed.

Suggested Activities 见 page T34l.

## ● Comprehension Plus

### I. Answer the questions.

Where does the author most probably come from? Why?

*She most probably comes from the UK. From the first paragraph, we can know that the author was a visitor to the US at that time.*

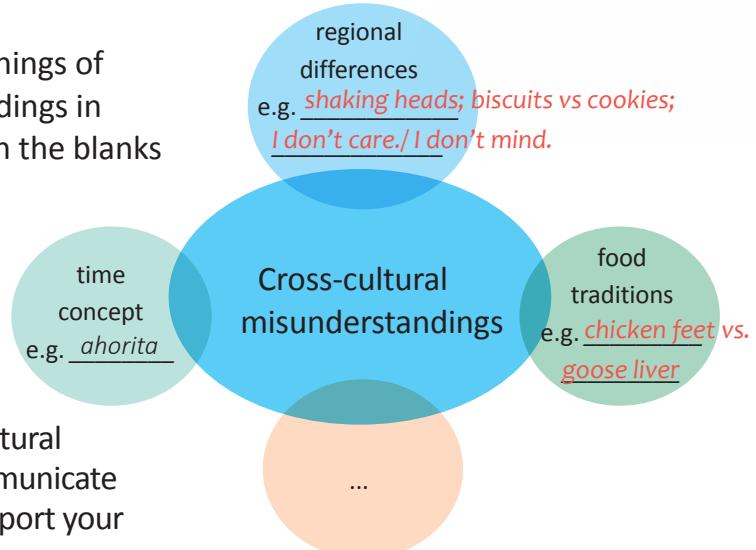
### II. Fill in the blanks with information from the text.

At the beginning of the holiday,	her friend ordered French fries for her. she felt curious.	American English	British English
		<u>French fries</u>	<u>Chips</u>
Later that week,	her friend she felt	bought some “chips” from the supermarket. surprised.	<u>chips</u> <u>crisps</u>
		offered “biscuits and gravy” at lunch. it strange.	(1) <u>biscuits</u> (1) <u>snacks</u> (2) <u>cookies</u> (2) <u>biscuits</u>
When she met a stranger,	they were she felt	a stranger said she liked the author’s “pants.” embarrassed.	<u>pants</u> <u>trousers</u>
		she saw she felt	<u>eggplant</u> <u>aubergines</u>
When she was in a restaurant,	she saw she felt	an “eggplant” pizza on the menu. disgusted.	

## Critical Thinking

### Illustrating an idea with an example

#### I. Cultural factors may influence meanings of languages and cause misunderstandings in cross-cultural communication. Fill in the blanks with information from the unit.



#### II. Do you agree that learning about cultural differences can help you better communicate with others? Give an example to support your opinion.

*Yes. For example, knowing different meanings of the gesture “thumbs up” can help us hitch a ride or make a compliment in different countries. Knowing the different meanings of the English word “restroom” and the Chinese word “fangbian” may also help to avoid misunderstandings or embarrassment in some cases.*

*(Answers may vary.)*

## Further Exploration

### Comparing different cultural messages behind English and Chinese words

**Step 1** Work in groups. Each group searches for a certain type of words in both languages, such as words for numbers, colours, animals, plants or foods.

**Step 2** Find out the different cultural messages of these words in each language. Take their respective cultural traditions into consideration as cultural messages may have changed over time. Sort out the collected information and put it in the table. An example is given.

**Group 1: Comparing Colour Words in Traditional Cultures**

Word	English		Chinese	
	Cultural message	Example	Cultural message	Example
white	purity	wedding dress (bride)	death	funeral
black				
red				
...				

**Step 3** Practise your presentation within groups.

**Step 4** Give your presentation to the class. Other groups listen carefully, raising questions or making comments afterwards.



## Further Exploration

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### 教学内容与要求

- 能采用小组合作的方式查阅资料，对比分析中文和英文词语背后的文化知识；
- 能整合信息，口头汇报学习成果，揭示语言背后的文化知识。

### 教学建议

- Divide the class into groups and assign each group a certain type of words, for example, colours, numbers, animals, plants or food, etc. Explain to students that each group needs to study and find the similarities or differences between certain words by searching the Internet. Remind students that each of them should be involved in the group work and they should finish their research in 2-3 days.
- Have each group sort out their information according to the given example and prepare for the presentation.
- Invite each group to present the group findings in front of the whole class and describe the most impressive word(s) in detail. Remind speakers to attract their audience's attention at the beginning of their presentation and use proper body languages.
- Ask the listeners to take notes when they are listening. Encourage them to raise questions after the presentation.

Suggested Activities 见 page T34m.

# Self-assessment

## 教学内容与要求

- 通过核查和反思，确认单元目标的达成情况；
- 通过计划和调控，提升自主学习能力。

## 教学建议

### Step 1: Check

1. Have students read the expected learning outcomes of this unit item by item. Ask them whether they have achieved the overall learning goals about “language and culture”. Invite some students to share their learning experiences about how they fulfilled each goal.
2. Give students enough time to think about the following three questions and put each item in the blanks beneath the corresponding question. Remind students that the problems can be related to any text, activity or strategy regarding understanding, discovering, producing or extending.

### Step 2: Reflect

1. Conduct a survey to see in which item or items most students have done well and in which most of them have difficulty.
2. Have students share their successful experience, explaining the reasons for their success. Remind the students that the contributors might be their teachers, classmates, parents, the Internet, or even themselves.
3. Guide the whole class to analyse possible causes of the problems or difficulties and give some instructive suggestions.

### Step 3: Plan

1. Encourage students to find out an effective solution to their own problem. For example, students can put the following lines in the blank: The next time I communicate with local people in a foreign country, I will summon up courage to confirm my understanding if I feel confused about the meaning of a certain expression. Besides, I will try my best to make myself understood by explaining my culture to them.
2. Provide students with some learning resources, such as some documentaries or TV series related to the topic.

## 范例 (Answers may vary.)

### Which of the above have you done well? Why and how?

B. Introducing a Chinese word or expression with different meanings in different contexts  
The word “ahorita” in Reading A reminds me of a Chinese expression “ma shang,” which usually means “immediately.” However, like “ahorita,” the meanings of the expression vary in different contexts. Actually, besides the example “chi” given in the textbook, our group found several other interesting Chinese words and exchanged ideas on the cultural messages behind the words. This activity has made me further understand the influence of culture on language. More importantly, all of us found our own language extremely charming.

### Which of the above do you still find difficult? Why?

C. Exploring different cultural messages behind English and Chinese words  
I learnt how to search information on the Internet in the previous unit. I had thought I could manage it by myself this time. However, I was confused, presented with the great quantity of information online. Finally, thanks to my English teacher, I found some papers related to the topic on a very professional website. I was inspired.

### What do you plan to do if you find something difficult?

I'm quite interested in the differences between American and British English. I plan to browse through the website my English teacher recommended to learn more about these two varieties of English. I hope I can find out the cultural influences behind the differences.

## Self-assessment

Look at the expected learning outcomes of this unit and answer the questions.

- A. Understanding one's feelings when he or she is experiencing a different culture
- B. Introducing a Chinese word or expression with different meanings in different contexts
- C. Exploring different cultural messages behind English and Chinese words
- D. Illustrating factors leading to cross-cultural misunderstandings with examples
- E. Listening for the main idea about cross-cultural communication
- F. Writing supporting sentences for a paragraph
- G. Attracting the audience's attention at the beginning of a presentation

**Which of the above have you done well? Why and how?**

**Which of the above do you still find difficult? Why?**

**What do you plan to do if you find something difficult?**

## Culture Link

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### 教学内容与要求

- 能联系视频或课文 B 篇，介绍不同文化中的英语变体；
- 能加强对英语词汇的文化理解，拓宽文化视野。

### 教学建议

- Ask students to quickly read the whole passage and then list the varieties of English with their books shut.
- Encourage students to talk about the characteristics of Singlish. Help students follow the meanings of the new words in the passage, or have students look them up in their dictionaries.
- As a follow-up, invite students to talk about characteristics of Chinese English and give some examples.

Suggested Activities 见 page T34m.

## Cultural Differences in Body Language

- Tim:** Using gestures – or movements you make with your hands or your head to express what you are thinking or feeling – is common in some countries but not in others. Then there are some movements – like shaking your head – which mostly means ‘no’ but in some countries can mean the opposite.
- Neil:** That’s right. In which country does shaking your head mean ‘yes’, Tim? Is it Greece, Japan or Bulgaria?
- Tim:** No idea – I’ll guess Greece. I do know that in India people shake their heads to mean lots of different things.
- Neil:** And that’s the wrong answer, I’m afraid. The right answer is Bulgaria. In some Southeastern European areas such as **Bulgaria** and southern **Albania**, shaking your head is used to **indicate** “yes”. In those regions, nodding in fact means “no” as well.

注释：

1. **Bulgaria** /bʌl'geəriə/ 保加利亚（欧洲东南部国家）
2. **Albania** /æl'bæniə/ 阿尔巴尼亚（欧洲巴尔干半岛西南部国家）
3. **indicate** v. to show that sth is true or exists 表明

*A red sky at night often indicates fine weather the next day.* 晚上天边红预示明朝天气好。

## “I Don’t Care”& “I Don’t Mind”

- Hostess:** Would you like tea, or coffee?
- Vicki:** I don’t mind.
- Jay:** I don’t care.
- Vicki:** This video’s about a **curious** difference between British and American English.
- Jay:** I’m American.
- Vicki:** Yes, Jay’s American and I’m British.
- Jay:** And this video’s about a family **argument**.
- Vicki:** Yes. It’s about the way Jay uses the phrase “I don’t care.”
- Jay:** No, it’s about how you use the phrase “I don’t mind.”
- Vicki:** Do you want to tell them or shall I?
- Jay:** I don’t care.
- Vicki:** Then let me begin.
- Jay:** When you offer us two alternatives, two possibilities, British and American people respond in different ways.
- Hostess:** Would you like tea, or coffee?
- Vicki:** I don’t mind.
- Jay:** I don’t care.
- Vicki:** We both mean we’re happy with either alternative, but our responses are different. So same intentions but different responses — that can lead to misunderstandings.
- Vicki:** Let’s go to the cinema tonight.
- Jay:** You mean the movies.

Vicki: There's that comedy with **Sandra Bullock**, and that one with **Robert De Niro**. Which do you **fancy**?

Jay: I don't care.

Vicki: You don't want to go then?

Jay: No, I don't care.

Vicki: All right then. We won't go.

Jay: What did I do?

Jay: In American "I don't care" means "I'm happy with either possibility." You can decide because I like both alternatives.

Vicki: If we say "I don't care" in British English, it probably means "we're apathetic" – we're not interested. "I don't care" sounds negative.

Vicki: So what would you like for dinner? **Spaghetti** or an **omelette**?

Jay: Oh, I don't care.

Vicki: "I don't care" is often rude in British English. We'd say "I don't mind."

Jay: What do you want for dinner? Spaghetti or an omelette?

Vicki: I don't mind.

Jay: What?

Jay: "I don't mind" **makes no sense** in American English. It's the answer to the question "Do you mind?" like "Do you mind if I have the last cookie?" You can answer "No, I don't mind" or "Actually, I want it." But if I ask "Do you want this or that?" and you answer "I don't mind", you're answering a question I didn't ask, and it drives me crazy.

#### 注释:

1. **curious** *adj.* strange and unusual 奇特的，不寻常的  
*It was a curious feeling, as though we were floating on air.* 这是很奇特的感觉，似乎我们漂浮在空中。
2. **argument** *n.* a conversation or discussion in which two or more people disagree, often angrily 争论  
*We had an argument with the waiter about the bill.* 我们和服务生因为账单产生了争执。
3. **fancy** *v.* to want or want to do sth 想要；想做  
*Do you fancy going out this evening?* 你晚上想出去吗？
4. **spaghetti** *n.* pasta in the form of long strings 意大利面
5. **omelette** *n.* a hot dish of eggs mixed together and fried, often with cheese, meat, vegetables, etc. added 摊鸡蛋，煎鸡蛋
6. **make no sense** 没意义  
*No matter how you read it, this sentence made no sense.* 这句话不管怎么读，都读不通。
7. **Sandra Bullock** /'sa:ndrə 'bulək/ 桑德拉·布洛克（美国女影星）
8. **Robert De Niro** /'rɒbət di: 'nɪərəʊ/ 罗伯特·德尼罗（美国男影星）

# Getting Started

### Option 1 ★★

Have students discuss other specific expressions in Chinese which have different meanings to foreigners. Have them brainstorm some examples.

#### Reference answer:

“nalinali” (“哪里哪里”). Suppose a Chinese girl gets some compliments or praise, such as “You look so beautiful today.” or “You did a good job.”, and she answers “Where? where?”, which is literally translated from ‘哪里哪里’ in Chinese, westerners may feel puzzled. Instead, the appropriate answer from a western perspective would be “thank you,” or “that’s kind of you.” It is acceptable in China to respond to a compliment with “nalinalin”, as this is an expression of modesty.

### Option 2 ★★★

Have students discuss their understanding of the quote by Wilhelm von Humboldt on the text page 19. Think about questions like: What is the relationship between language and culture? To what extent do you think that language can reflect a country’s culture?

#### Reference answer:

Culture may influence language and language can reflect culture. For example, English has a lot of words for rain, like downpour, drizzle, sleet, and shower, as well as verbs to describe what rain does, such as(again) drizzle, pour, and teem; Inuit have various words for snow.

A brief introduction to Wilhelm von Humboldt:

Wilhelm von Humboldt (1767–1835) was a German philosopher, scholar of language, diplomat, and educational reformer.

# Digging In

## Comprehension

### Option 1 ★★

Ask students to close the book, decide whether the statements are T or F, then correct the false ones.

- ( ) 1. The author didn’t speak Spanish well so that she couldn’t understand the ice-cream seller.
- ( ) 2. The ice-cream seller felt both confused and embarrassed.
- ( ) 3. Before the author left, she expressed her feelings in words to the seller.
- ( ) 4. The meaning of “ahorita” depends on the person who says it.
- ( ) 5. Now the author still keeps her habit of being on time and blames herself for being late.
- ( ) 6. Ahorita Time allows the author to live freely and live in the moment.

#### Reference answers:

1. F → The author spoke Spanish well but she had difficulty understanding the ice-cream seller because of the cultural difference she wasn’t aware of at that moment.
2. T
3. F → She said nothing to the seller but expressed her feelings in body language.
4. T
5. F → Though she is still punctual now, she won’t panic and blame herself for being late.
6. T

### Option 2 ★★

Have students read the text again and ask them to divide the story into four parts. Remind students of how the story usually develops.

## Suggested Activities

### Reference answer:

Setting: paragraph 1

Development: paragraph 2

Climax: paragraph 3

Conclusion: paragraphs 4– 5

### Option 3 ★★★

Ask students to retell what happened that day from the ice-cream seller's view. Encourage them to add more details. To provide scaffolding, encourage students to think of questions like:

- \* Who came to the ice-cream shop that day? Was there anything special about her, such as appearance, accents, etc.?
- \* What did she want?
- \* After you said “ahorita”, what did she do? How did you feel?
- \* What happened later? How did you feel?

### Option 4 ★★★

Ask students to make a dialogue based on the following situation. Provide students with some reference questions to provide scaffolding.

#### Situation:

One day, after the author has lived in Mexico for 3 years, she comes across the ice-cream seller in the park. He is selling the ice-cream from a mobile van. They begin to talk.

Questions for reference:

From the perspective of the ice-cream seller:

1. How have you been these years?
2. How do you like life here?
3. Have you met with anything confusing since you moved here?

...

From the perspective of the author:

1. Did you feel confused when I left in a hurry?
2. Have you often come across foreigners like me over the past years?

...

## Vocabulary Focus

### I. Key Vocabulary

#### ★★★

Guide students to interact with the text through dialogues at three different levels: literal comprehension, inferential comprehension and critical comprehension. Get students to learn target words and expressions in the process of textual interaction, and use them in the process of expressing different topics at different comprehension levels. Involve students in planned classroom interactions with teachers as follows.

### 1. Literal comprehension

Topic 1: When and where was the story set?

(Clues: set foot on Mexico, Spanish)

Target words and expressions: set foot on, Mexico, Spanish, take him at his word

T: When did the story happen?

S: When the author first **set foot on Mexico soil**.

T: What language do people in **Mexico** speak?

S: **Spanish**.

T: When she arrived in **Mexico** for the first time, or first **set foot on Mexico soil**, did the author speak any **Spanish**?

S: Yes, she did. She spoke **Spanish** very well.

T: What did the seller say when the author asked for an ice-cream?

S: Ahorita.

T: What did the author think when she heard that?

S: She believed the ice-cream would arrive very soon.

T: Why did the author believe that the ice-cream would arrive right now?

S: Because she **took the seller at his word** and she thought “ahorita” means “immediately.”

Topic 2: How did the story develop slowly to reach the climax?

(Clues: impolite, walk away, signalled at her wrist and shrugged)

Target words and expressions: walk away, signal at her wrist, shrug

T: The author waited for a long time. Why didn't she walk away?

S: She felt it was impolite to **walk away**.

T: Finally the author decided to leave. What did she do as she left?

S: She **signalled at her wrist and shrugged**.

T: What did she mean by **signalling at her wrist and shrugging**?

S: She meant that she couldn't wait any longer.

Topic 3: How was the story concluded?

(Clues: faded from memory, be taken literally, take the word literally)

Target expressions: take the seller at his word, take the word literally

T: Did the author remember this experience?

S: No. (This experience faded from her memory until years later.)

T: What did the author figure out about the word “ahorita”?

S: The word should not **be taken literally** only; its meaning changes greatly with context.

T: What do you think caused the misunderstanding years ago?

S: The author's **taking the seller's word literally**.

T: Right. It seems the misunderstanding was caused because the author **took the seller at his word**, that is, she **took the word literally**.

## Suggested Activities

### 2. Inferential comprehension

Topic: How did the feeling of the author and the ice-cream seller change as the story played out?

Target words: sure, worried, confused, embarrassed, torn

T: How did the author feel when she asked for an ice-cream and heard “ahorita”?

S: She felt the ice-cream would arrive immediately.

T: Yes, she felt **sure** of its arrival. But how did she feel when she had waited for half an hour?

S: Maybe she felt a little **worried** and **confused**.

T: So what did she do?

S: She asked again.

T: How did the seller feel when the author asked for the ice-cream again?

S: His face was a mix of confusion and maybe even embarrassment.

T: Right. The seller seemed to be **confused** and **embarrassed**.

T: How did the author feel when she couldn't decide whether to stay longer or leave?

S: She was **torn**.

...

Follow-up activity: Describing feelings

T: Some adjectives can be used to help describe feelings. Work in pairs. Take turns to ask about feelings. Here are some questions for reference:

- How did you feel when/the first time/the last time/before/after...?
- When did you feel amused/miserable/confused ...?  
What happened to you?



### 3. Critical comprehension

Topic: What message is the author trying to convey through the story?/ What is the purpose of the article?

(Clues: a fluency in the language, a fluency in the culture, never be taken literally)

Target words and expressions: fluency, be taken literally, change with context

#### Reference answer:

Misunderstandings in cross-cultural communication very often lie in the different interpretation of the same word or expression in different cultures. The meaning of a specific word or expression often **changes with context**, or the situation in which you use it. We should not always take a word or phrase literally. In a sense, successful cross-cultural communication depends more on a **fluency** in the culture than a fluency in the language.

### Grammar in Use

#### Option 1 ★★

1. Have students write a follow-up story about what may happen next in Activity 3.
2. Get students to identify the sentence patterns of the sentences in the new story.

#### Reference answers:

- The couple were at first surprised to see the tickets. (SVC) Then the woman took out her smartphone and found a picture of milk and bread on the Internet. (SVO) She showed the waiter the picture (SVO<sub>O<sub>d</sub></sub>) and very soon they got the food.(SVO)
- The couple decided to watch the bullfight. (SVO) After all they had planned to do so.(SVO) Of course they didn't expect that they would get the tickets in this way. (SVO)

#### Option 2 ★★★

1. Ask students to look at the following pictures and prepare a short story in at least 5 sentences. Provide some key words if necessary.
2. Get students to begin their story with the sentences given:

Lihua from Shanghai, China, is studying in Chicago, the US. She has found some differences between American and Chinese cultures.



Americans: interrupt  
Chinese: think carefully



Americans: go Dutch  
Chinese: rush to pay

#### Reference answer:

Lihua from Shanghai, China, is studying in Chicago, the US. She has found some differences between Chinese and American cultures. In class, American students tend to interrupt teachers whenever they feel like voicing their opinions, while Chinese students prefer to think carefully and ask questions afterwards. When dining out, Lihua finds Americans going Dutch while Chinese people usually rush to pay the bill to show generosity.

## Suggested Activities

### Listening and Viewing

#### Listening

##### Option 1 ★★

Before students listen, ask them to look at the title “Cultural Differences in Body Language”. Let them give some examples of body language by acting it out or explaining it in words.

##### Option 2 ★★★

Have students listen and answer the following questions.

1. What does the speaker mainly talk about?
2. When does a person experience culture shock?
3. What are some of the symptoms of culture shock?

#### Reference answers:

1. Culture shock.
2. When a person moves to a completely new environment.
3. A person who experiences culture shock may suffer from headaches, stomachache, loneliness, hopelessness, or homesickness and lowered work performance.

#### Script:

Culture Shock is a term used to describe the anxiety produced when a person moves to a completely new environment. This term expresses the lack of direction, the feeling of not knowing what to do or how to do things in a new environment, and not knowing what is appropriate or inappropriate. The feeling of culture shock can usually set in after the first few weeks of arriving in a new country. It is a normal part of adjusting to new foods, customs, language, people and activities. A person who experiences culture shock may suffer from headaches, stomachache, loneliness, hopelessness, or homesickness and lowered work performance.

### Viewing

##### Option 1 ★★

Before students watch the video, remind them to pay attention to the choices in Activity 2 and the pictures and blanks in Activity 3. Have them predict what may happen in the video.

##### Option 2 ★★★

To enable students to know more about the differences between American English and British English, provide them with the following tables and ask them to fill in the blanks. Encourage students to discuss. Give some guidance if necessary.

## Suggested Activities

### Spelling:

<b>British English</b>	<b>American English</b>
cheque	check
	story
labour	
	traveler
programme	
	woolen
judgement	
	inquiry
tyre	
	license
refrigerator	

### Key:

<b>British English</b>	<b>American English</b>
cheque	check
storey	story
labour	labor
traveller	traveler
programme	program
woollen	woolen
judgement	judgment
enquiry	inquiry
tyre	tire
licence	license
refrigerator	fridge

### Transport:

<b>British English</b>	<b>American English</b>
taxi	cab
	auto
coach	
lorry	
underground/tube	
	underpass
petrol	
pavement	

### Key:

<b>British English</b>	<b>American English</b>
taxi	cab
motor	auto
coach	bus
lorry	truck
underground/tube	subway
subway	underpass
petrol	gas/gasoline
pavement	sidewalk

### Food:

<b>British English</b>	<b>American English</b>
sweets	
tin	
	liquor
chips	

### Key:

<b>British English</b>	<b>American English</b>
sweets	candy
tin	can
spirits	liquor
chips	french fries

### Entertainment:

<b>British English</b>	<b>American English</b>
film	
holiday	
	movie/ theater
	trip

### Key:

<b>British English</b>	<b>American English</b>
film	movie
holiday	vacation
cinema	movie/ theater
journey	trip

## Suggested Activities

### Jobs:

British English	American English
manager	
chairman	
lecturer	
	druggist
fireman	
	salesperson

### Key:

British English	American English
manager	director
chairman	president
lecturer	instructor
chemist	druggist
fireman	firefighter
shop assistant	salesperson

## Moving Forward

### Option 1 ★★

Ask students to make a dialogue in pairs, one of whom acts as a student from the sister school in Britain and wants to know something about customs in China. Encourage them to talk about what customs a foreign visitor to China should know about. The dialogue below is given as an example.

A: If I am invited to a local family, should I take a gift?

B: You may take some fruit or some small items from your hometown as a gift. Just make sure that you do not take a clock...

### Option 2 ★★★

Guide students to work in groups and introduce some Chinese phrases with various meanings to a foreign student.

1. Encourage students to brainstorm in groups some Chinese phrases with different meanings in different situations. For example, “zhiliang” (质量) may mean “mass” in physics or “quality” of a certain product./ “fangbian” (方便) may mean “convenience” or “do sb a favour”.
2. Have each group present the examples and possible misunderstandings the phrases may cause. Remind them to raise questions at the beginning of the presentation to attract the audience’s attention.

### Reference answer:

Good morning! Do you know what “dongxi” (东西) means in Chinese? Literally, the phrase stands for two directions, east and west.

In addition to its literal meaning, “dongxi” can also mean “thing” in Chinese. People could refer to anything without a specific name as “dongxi”. For example, we could say “Could you please pass me ‘dongxi’ over there?”

Interestingly, “dongxi” can also be used to express human feelings. For instance, “Where is the xiao dongxi? He is playing hide-and-seek with other little kids.” Here “dongxi” is used to describe a cute little boy. It can also mean something cute, especially in small size, like a kitty.

## Reading B

### Option 1 ★★

Have students change the title after skimming the passage by adding an adjective — “My \_\_\_\_\_ experience with American English”. Encourage them to share their ideas and state their reasons.

#### Reference answer:

My funny, interesting, surprising, special... experience with American English.

Students can either: use the adjectives in or derived from the story such as funny, amazing, embarrassing, exciting, or they can summarise the author’s feelings based on her experience with American English.

### Option 2 ★★

Have students read a text message and determine whether it is written by an American or a British person. Encourage them to underline some key words, which may help them draw a conclusion.

Hi Mum,

Everything is going well here. I have moved to a new flat. It's on the first floor, so I usually climb the ladders instead of taking the lift. I like this university. There are many events designed and led by undergraduates from a range of academic disciplines. Yesterday there was a tour organised by Jen Thum in the Division of Academic and Public Programmes. I took part in the event, and learned much from this gallery talk. Talk to you later.

#### Reference answer:

It is written by a British person. (flat, lift, first floor; organise, programme...)

## Critical Thinking

### ★★★

1. Ask students to write a paragraph about some confusion caused by different understandings of verbal or body language that they experienced while travelling either in their own country or abroad.
2. Have them share the experiences in groups and choose the most interesting story to act out.
3. Have them reflect on the stories and work in pairs to compare differences in verbal and physical communication and, if possible, reflect on the reasons behind these differences.

## Suggested Activities

### Further Exploration



1. Ask students to study similes (明喻) in both English and Chinese. Have students find out similarities or differences in word choices. For example: eat like a wolf, as light as feather, as hard as iron,etc.
2. Have students work in groups and share similes with each other. Ask them to take notes while they are listening.

Number	English	Chinese
1	eat like a wolf	狼吞虎咽
2	as light as feather	轻如鸿毛
3		
4		
...		

3. Encourage group leaders to present the similes. Invite other groups to make comments based on the following assessment form.

Item	Very Good	Satisfactory	Needs Improvement
Content			
Organisation			
Use of new words and phrases			
Variety of sentence patterns			
Ways to attract attention			

### Culture Link



Ask students to choose two varieties of English mentioned in the passage, list their respective characteristics and find out their differences. Tell them to finish their work within one week. Have students share their findings in class later.

## Varieties of English

By Bill Bryson

Why do we have all these regional variations? Why do people in Boston and New York call white coffee “regular” when everywhere else regular coffee is black? Why do so many people in New York say “doo-awg” for dog and “thoid” for third? There is certainly no shortage of theories. Robert Hendrickson in *American Talk* cites the interesting theory that the New York accent may come from Gaelic. He points out that oi appears in many Gaelic words, such as *taoiseach* (the Irish term for prime minister). However, this theory may need further work. First, oi is not pronounced “oi” in Gaelic; *Taoiseach* is pronounced “tea-sack”. Second, there is no tradition of converting “ir” sounds to “oi” ones in Ireland. And third, most of the Irish immigrants to New York didn’t speak Gaelic anyway.

But there are other factors at work such as history and geography. That explains at least partly why the English of the Eastern seaboard tends to have so much in common with British English, e.g. the tendency to put a “yew” sound into words like *stew* and *Tuesday*. There are also similarities of vocabulary. *Queer* is still widely used in the South in the sense of strange or odd. Sidewalks in some areas are called pavements, as they are in Britain. All of these are a result of the closer links between such East Coast cities as Boston and Charleston and Britain.

Related to all these factors is probably the most important factor of all, social bonding, as revealed in a study by William Labov. Labov studied the sound of r’s in words like *more*, *store*, and *car*: As recently as the 1930s such r’s were never voiced by native New Yorkers, but over the years they have come increasingly to be spoken—but only sometimes. Whether or not people voiced the r in a given instance was thought to be largely random. But Labov found that the higher one’s social standing, the more often the r’s were flickered. More than that, Labov found, most people used or disregarded r’s as social circumstances demanded. He found that sales assistants tended to use many more r’s when addressed by middle-class people than when speaking to lower-class customers. In short, there was very little randomness involved.

Even more interestingly, Labov found that certain vowel sounds were more specific to one ethnic group or another. For instance, the tendency to turn *bag* into something more like “be-agg” was more frequent among second-generation Italians, while the tendency among lower-class Jewish speakers was to drawl certain “o” sounds, turning *dog* into “doo-awg,” *coffee* into “coo-awfee.” The suggestion is that this is a kind of hypercorrection. The speakers are unconsciously trying to distance themselves from their parents’ foreign accents.

Excerpted from *The Mother Tongue*

### Food for thought

1. What factors may lead to the varieties of English according to the text?
2. What other factors do you think might contribute to the varieties of English?
3. Do you think regional variations of a language are a blessing or a curse? Why?

### Reference answers:

1. Social bonding supported by Labov’s study, history and geography as well as some theories related to the origin of a certain accent.

## **Additional Reading**

2. Factors such as population mobility and the Internet may contribute to the varieties of English. For example, the word “tofu” originated from Chinese; “wonton” or “jiaozi” was known as “dumplings” in the western countries. The word “friend” is used as a verb in social media, meaning “to become a friend of others.” (Answers may vary.)
3. In my opinion, regional variations of a language are a blessing because such differences reflect traditions in different places like *waipo* and *laolao* (terms for grandma in South China and North China respectively), which is also a symbol of language diversity.

From my perspective, sometimes regional variations may cause misunderstandings in cross-cultural communication. A case in point is the British girl’s experience in the US in Reading B. (Answers may vary.)

# Unit 3

## Travel

- ▶ describe travel experiences and discuss the importance of travel;
- ▶ raise inter-cultural awareness by comparing travel experiences;
- ▶ organise ideas using a mind map;
- ▶ scan for particular information, join in a discussion, and write a concluding sentence.



Travel makes one modest. You see what a tiny place you occupy in the world.

— Gustave Flaubert

## 单元教学内容与目标

课程要素	教学内容	教学目标
主题语境	单元主题语境为“人与自我”，主题群为“生活与学习”	<ul style="list-style-type: none"> <li>能描述旅行经历与感受；</li> <li>能比较各种文化中对于旅行的态度；</li> <li>能用思维图归纳单元内不同语篇的关键信息；</li> <li>能学会用扫读获取所需要的信息，能自然地参与讨论，以及在写作中使用总结句。</li> </ul>
语篇类型	阅读语篇 A	<ul style="list-style-type: none"> <li>能掌握游记的文体特征和语篇要素，包括旅游景点介绍、旅途见闻和人物感受等。</li> </ul>
	阅读语篇 B	<ul style="list-style-type: none"> <li>能掌握报刊专栏书信的文体特征。</li> </ul>
	听力语篇	<ul style="list-style-type: none"> <li>能判断对话语篇的情景语境，包括对话发生的情境和地点、人物关系、参与对话者的意图。</li> </ul>
	视听说语篇	<ul style="list-style-type: none"> <li>能获取视频中的画面、背景、声音、人物表情、动作等资源传达的信息。</li> </ul>
语言知识	语音	<ul style="list-style-type: none"> <li>能借助重音、语调、节奏等的变化表达兴趣、意义、意图和态度等。</li> </ul>
	词汇	<ul style="list-style-type: none"> <li>能掌握合成词的构词规律，并能用于理解和表达有关话题的信息和观点。</li> </ul>
	语法	<ul style="list-style-type: none"> <li>能区分英语状语从句的类别并识别形式；</li> <li>能在语篇中识别、理解和使用状语从句；</li> <li>能根据表达的需要恰当使用状语从句。</li> </ul>
	语篇	<ul style="list-style-type: none"> <li>能归纳出游记类语篇的结构特征，以及表述话题的词汇语义网所体现的语言特征；</li> <li>能归纳出专栏文章的语篇组成，以及与此相关的词汇语义网所体现的语言特征。</li> </ul>
	语用	<ul style="list-style-type: none"> <li>能理解单元语篇的语篇目的、语篇对象、作者的观点、意向与理念等；</li> <li>能运用功能语言和得体语言形式表达兴趣、态度、意图与个人观点；</li> <li>能根据交际场合和交际对象选择恰当的语言形式，用对话、游记、专栏书信等形式来表达个人的经历、感想与观点。</li> </ul>

文化知识	语篇文化元素、文化链接、项目探究	<ul style="list-style-type: none"> <li>能发现并理解语篇中包含的文化元素，如文明古迹、艺术作品、旅行的意义等；</li> <li>能初步了解世界各地的名胜古迹，尊重文化多样性，并与国内有历史沉淀的城市作比较，寻找文化异同；</li> <li>能利用本单元提供的文化链接和探究性学习制定旅行计划。</li> </ul>
语言技能	听	<ul style="list-style-type: none"> <li>能依据听力材料中的话轮和话轮转换获取对话中提供的具体建议、事例与理由。</li> </ul>
	说	<ul style="list-style-type: none"> <li>能在听、看的基础上，表达个人感受与观点；</li> <li>能自然地加入讨论；</li> <li>能在讨论中记录小组讨论结果；</li> <li>能礼貌地参与讨论。</li> </ul>
	读	<ul style="list-style-type: none"> <li>能获取游记内容，包括旅游地点、旅途见闻和作者感受等；</li> <li>能从专栏信件中获取关于坚持梦想的语篇要义。</li> </ul>
	看	<ul style="list-style-type: none"> <li>能获取视频中多模态资源所传达的信念——通过旅行来丰富人生。</li> </ul>
	写	<ul style="list-style-type: none"> <li>能围绕个人的旅行经历写出 60—80 词的语段。</li> </ul>
学习策略	听	<ul style="list-style-type: none"> <li>能依据听力任务筛选信息。</li> </ul>
	说	<ul style="list-style-type: none"> <li>能根据提示找出单元各语篇中的特定信息，并为他人提供旅行建议；</li> <li>能在口头表达中运用讨论策略，礼貌地参与讨论。</li> </ul>
	读	<ul style="list-style-type: none"> <li>能掌握游记和专栏书信的语篇结构特征和语篇要素；</li> <li>能识别语篇为传递意义而选用的主要词汇和语法结构。</li> </ul>
	写	<ul style="list-style-type: none"> <li>能在书面表达中采用“总结句”的写作策略。</li> </ul>

## Getting Started

e Look at the pictures. Discuss the questions in pairs.

If you have an opportunity to travel to any of the following places, where would you like to go? Why?



Beijing, China



Cairo, Egypt



Paris, France



Maldives

## Reading A

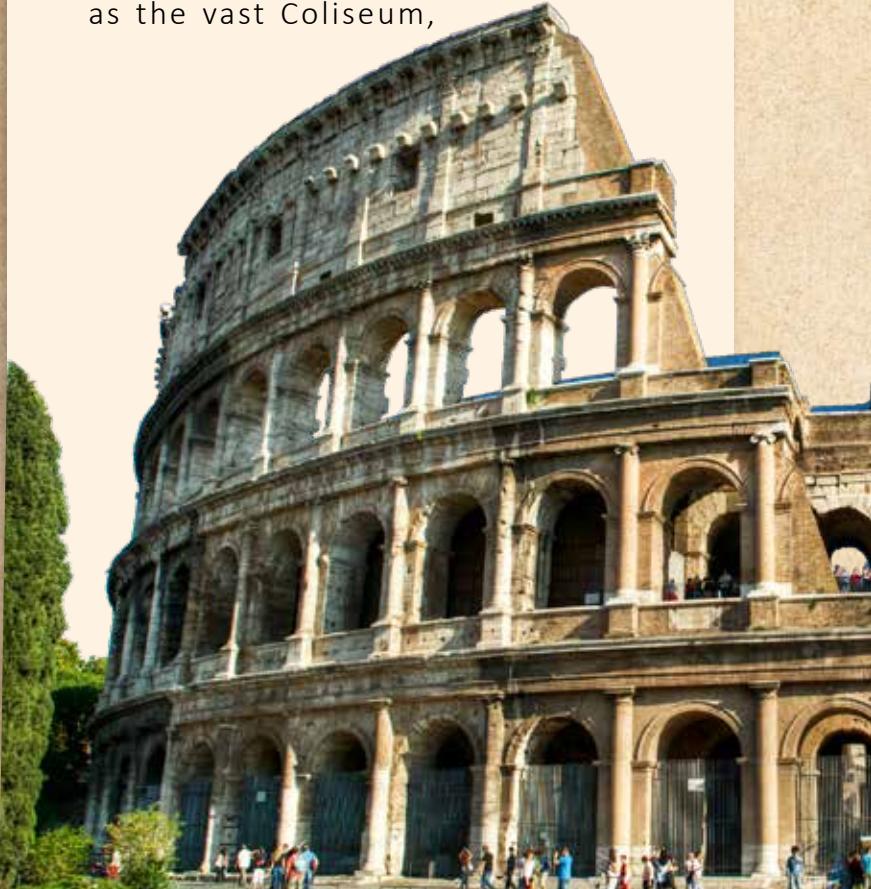
Eleanor went to Rome last week. What did she do there? Did she enjoy her visit? Read the text and learn about her travel experiences in Rome.



### A ROMAN HOLIDAY

Last week I visited Rome for the first time. I spent three busy days in the Italian capital, seeing lots of tourist attractions and walking down streets lit with Christmas decorations. Here are the things that I loved about the city.

Rome is one of the most ancient cities in the world and is full of wonderful relics from its distant past. These include the Roman Forum, which was once the centre of public and political life in Ancient Rome, as well as the vast Coliseum,



# Getting Started

## 教学内容与要求

- 能看图并描述不同旅游景点的特色；
- 能基于自身经历表达对不同旅游景点的喜爱；
- 能通过旅游话题的讨论，构建该话题的词汇语义网。

## 教学建议

1 Ask students to look at text page 35 and prepare students for this unit by asking warm-up questions.

- Can you guess where the girl is travelling?
- What is she probably carrying in her backpack?

2 Ask students to share their travel experiences with or without the help of pictures in the left column of text page 36. Give an example by sharing one of your travel experiences if students have difficulty.

3 Ask questions to help students recall their travel experiences.

- What kind of places of interest have you been to?
- Did you go there on your own? / With whom did you go?
- When did you go there?
- What did you see there?
- Why do you think the trip is unforgettable?

Suggested Activities 见 page T50d.

## 参考答案

Given the chance, I'd like to go to Cairo, Egypt. Ever since I learned about the great pyramids when I was little, I have been keen on various stories about it and longed to visit the great wonder. (Answers may vary.)

# Reading A

## 背景介绍

This article is from the website named “Learn English Teens of the British Council”. It was written by a young blogger who frequently shares her experiences of learning languages and living abroad.

## 难句注释

1. I spent three busy days in the Italian capital, seeing lots of tourist attractions and walking down streets lit with Christmas decorations. (lines 2–5)

本句中 seeing lots of... 及 walking down streets... 是现在分词作状语表示伴随；lit with Christmas decorations 是过去分词作后置定语修饰 streets, lit 是动词 light 的过去分词。整句意为“我在那儿（意大利首都）待了三天，去了不少旅游景点，穿行在充满圣诞氛围的大街小巷。”

## 景点小百科

1.



The Roman Forum was designed by the architect Vitruvius with proportions 3:2 (length to width). For centuries, it was the site of the city's most important public buildings, such as the Arch of Septimius Severus, built in 203, and the Roman Forum Rostra or platforms for public speeches.

2.  The Colosseum, originally known as the Flavian Amphitheatre, was started in 72 by Emperor Vespasian. It was completed by his son, Titus, in 80, with later improvements by Domitian. The Colosseum is located just east of the Roman Forum and was built to a practical design, with its 80 arched entrances allowing easy access to 55,000 spectators, who were seated according to rank. The Colosseum is huge, an ellipse 188m long and 156m wide. Originally 240 masts were attached to stone corbels on the 4th level.
3.  Vatican City, officially Vatican City State, is an independent city-state within Rome, Italy. It was founded following the signing of the Lateran Pacts between the Holy See and Italy on 11th February, 1929.
4.  The Sistine Chapel is a large chapel in Vatican City. It is renowned for its Renaissance art, especially the ceiling painted by Michelangelo, and attracts more than 5 million visitors each year.

## 词汇释义

### • attraction (line 3)

*n.* an interesting or enjoyable place to go or thing to do 向往的地方；有吸引力的事

**The beautiful beaches are the island's main attraction.** 美丽的海滩是这个岛最吸引人的地方。

attract *v.* 吸引

attractive *adj.* 有吸引力的

### • decoration (line 5)

*n.* a thing that makes sth look more attractive on special occasions 装饰品

**The decoration of the house is a combination of Chinese and foreign styles.** 房子的装饰是中式和西式风格相结合的。

decorate *v.* 装饰

### • relic (line 8)

*n.* an object, a tradition, a system, etc. that has survived from the past 遗物；遗迹；遗风；遗俗

**Everything in the house seemed old and untouched, like relics of an ancient time.** 屋里的一切似乎都很古老，没有人动过，就像是古时的遗迹。

ancient relics 古代遗迹

a relic of the past 过去的遗俗

### • vast (line 12)

*adj.* extremely large in area, size, amount, etc. 大量的；辽阔的；巨大的

**The vast majority of the attentive audience applauded these opinions.** 大多数聚精会神听讲的观众都对这些观点表示赞赏。

**The vast plains stretch for hundreds of miles.** 辽阔的平原绵亘数百英里。

### • ruin (line 15)

*n.* the parts of a building that remain after it has been destroyed or severely damaged 残垣断壁；废墟（又作 ruins）

**We visited the ruins of ancient Greece.** 我们参观了古希腊的遗迹。

### • temple (line 16)

*n.* a building used for worship 庙宇，寺院，神殿

**They lighted the temple with many candles.** 他们用许多蜡烛照亮这个寺庙。

### • fascinating (line 16)

*adj.* extremely interesting and attractive 极有吸引力的；迷人的

**The songs in the movie “The Sound of Music” sound fascinating.** 电影“音乐之声”的歌曲听起来极具吸引力。

fascinate *v.* 深深吸引；迷住  
fascination *n.* 着迷；迷恋

• **masterpiece (line 18)**

*n.* a work of art such as a painting, film, book, etc. that is an excellent, or the best, example of the artist's work 代表作；杰作；名著

**The museum has housed several of his masterpieces.** 博物馆收藏了他的几件杰作。  
a masterpiece by Picasso 毕加索的一幅杰作  
a masterpiece of classical architecture 古典建筑的一大杰作

• **sculpture (line 22)**

*n.* a work of art that is a solid figure or object made by carving or shaping wood, stone, clay, metal, etc. 雕像；雕塑品；雕刻品

**Don't touch any of the sculptures at the museum.** 不要触摸博物馆里的任何雕像。

• **ceiling (line 24)**

*n.* the top inside surface of a room 天花板；顶棚

**The study was lined from floor to ceiling on every wall with bookcases.** 书房的四面墙都摆满了书架，从地板一直到天花板。

• **breathtaking (line 26)**

*adj.* very exciting or impressive (usually in a pleasant way) 激动人心的；令人赞叹的

**The view from my bedroom window was absolutely breathtaking.** 从我卧室的窗户看出去，景色美得令人叹为观止。

• **tear (line 27)**

*v.* to pull yourself/sb away by force from sb/sth that is holding you or them 拽开；夺去；揪走 (tear-tore-torn)

**He was enjoying the fun and couldn't tear himself away.** 他正在兴头上，舍不得离开。

• **quality (line 31)**

*n.* the standard of sth when it is compared to other things like it; how good or bad sth is 质量；品质，特征

**The recent hot, humid weather is affecting**

**air quality.** 最近炎热潮湿的天气正影响着空气质量。

**One quality of pinewood is that it can be sawn easily.** 松木的一个特点是容易锯开。  
be of poor/good/high quality 质量差 / 好 / 高

• **region (line 33)**

*n.* a large area of land, usually without exact limits or borders (通常界限不明的) 地区，区域，地方

**Flooding is likely in some coastal regions of the Northeast during the week.** 本周东北部一些沿海地区可能会出现水患。  
a tropical region 热带地区

• **luxury (line 37)**

*n.* a thing that is expensive and enjoyable but not essential 奢侈品

**He saved some money for luxuries such as fine paintings.** 他积攒了一些钱，为的是想买几幅精品油画之类的奢侈品。

• **range (line 39)**

*n.* the limits between which sth varies (变动或浮动的) 范围，界限，区间

**Most of high school students are in the 16--18 age range.** 大多数高中生都是在 16 至 18 岁的年龄段。

**Over the long range, the most important step will be a general tax reform.** 从长远看，最重要的步骤是全面实行税制改革。

• **opportunity (line 40)**

*n.* a time when a particular situation makes it possible to do or achieve sth 机会；时机

**It was a rare opportunity to see how ordinary people lived their life.** 这是看到普通人生活状况的难得机会。

take/seize/use an opportunity (to do) 把握机会

• **sparkly (line 43)**

*adj.* shining and flashing with light 闪烁的；闪耀的

**They found a way to make diamonds more sparkly.** 他们找到一种方法，可以让钻石更闪亮。

## 教学内容与要求

- 能掌握游记类语篇的文体特征和要素，包括旅游景点、旅途见闻和人物感受等；
- 能理解游记类语篇的语篇目的、语篇对象、作者的观点、意向与理念等；
- 能发现并理解语篇中包含的文化元素，如名胜古迹、异域文化、艺术作品等；
- 能识别语篇为传递意义而选用的主要词汇和语法结构。

## 语篇分析

本文的语篇类型是游记。语篇内容为埃莉诺去罗马度假的所见所闻以及旅行途中的感受。语篇结构为总一分模式，文章第一段叙述了旅行的时间、地点，指出罗马之行最爱的一些内容；中间三段一一描述罗马的古迹、如画般的风情和建筑、食物以及购物场所；文末表达了作者热爱旅游以及对未来旅行生活的向往。语言特征是用表示关系的连系动词介绍罗马这个城市的特色，并以一般现在时呈现其语言形式；用了大量行为动词描述了作者的游历过程，用表示心理活动的动词表达作者的感受，这些动词均以一般过去时呈现，体现了游记的语言特征。语篇主题意义在于从旅行中感悟人生，感受美好的生活，培养学生在旅行中发现美和传播美的意识。

## 难句注释

2. These include the Roman Forum, which was once the centre of public and political life in Ancient Rome, as well as the vast Coliseum, the largest outdoor theatre ever built and one of the greatest wonders in the world. (lines 9–15)

本句中 the Roman Forum 和 the vast Coliseum 是 include 的宾语，两者用连词 as well as 连接，表示并列关系。which was once the centre of public and political life in Ancient Rome 是一个由 which 引导的定语从句修饰 the Roman Forum。the largest outdoor theatre ever built and one of the greatest wonders in the world 是 the vast Coliseum 的同位语。built 是过去分词作定语修饰 outdoor theatre。整句意为“其中，古罗马广场曾是罗马的城市与政治中心，古罗马圆形剧场则是当今最大的室外剧场，名列世界七大奇迹之一。”

3. The best part of the visit was, without doubt, the Sistine Chapel ceiling, painted in the early 16th century by the great Michelangelo. (lines 23–26)

本句中 without doubt 是插入语，意思是“毫无疑问地”。整句意为“整个游览中最令人难忘的无疑是西斯廷大教堂的穹顶，它是艺术巨匠米开朗基罗在 16 世纪初期创作的。”

## Personal Touch

### 教学建议

- Ask students the questions immediately after they read the text. Have them list some historic places.
- Invite some students to describe the places they have been to or will visit.
- Ask other students to write down the information about different places while they are listening.

Characteristic	Rome	Place 1	Place 2	Place 3	...
History					
Building(s)/ relics					
Food					
...					

### 参考答案

I've been to some historic cities like Beijing, Nanjing. As the capital of ancient China for several dynasties, Nanjing witnessed both glorious and tough times, evident today in its city walls, various memorials, museums and cultural sites like the Confucius Temple (Fuzimiao). (Answers may vary.)

## A Roman Holiday

the largest outdoor theatre ever built and one of the greatest wonders in  
15 the world. The ruins of buildings and temples are fascinating: you can't quite believe how old they are.

I studied the masterpieces of the Renaissance<sup>1</sup> period at school and was  
20 excited to see them in real life. When I walked around the museum in Vatican City, I saw plenty of famous sculptures. The best part of the visit was, without doubt, the Sistine Chapel ceiling, painted  
25 in the early 16th century by the great Michelangelo. It was so breathtaking that I couldn't tear my eyes away from it.

In Rome, there is a large offering  
30 of food for tourists, but some of it isn't very good in quality. I made an effort

to find some restaurants to taste the popular meals of the region, like pasta with tomatoes, onions and bacon. I also  
35 loved eating ice cream and drinking hot chocolate under the Christmas lights.

Rome has not only lots of luxury stores, but also plenty of shops that are in my price range. It was a perfect  
40 opportunity to buy presents for my family and friends. There was also a Christmas market, where I bought a sparkly decoration for the tree.

I love visiting new places, especially  
45 capital cities. I have been very lucky this year because I also visited Amsterdam in the summer. Hopefully I'll travel even more in the future.

### Note

1. The Renaissance started from the 14th century and lasted until the late 16th century. It is considered to be the bridge between the Middle Ages and the modern era.

#### • Personal Touch



Have you ever visited a historic place like Rome? Did you like it?  
Why or why not?

# Digging In

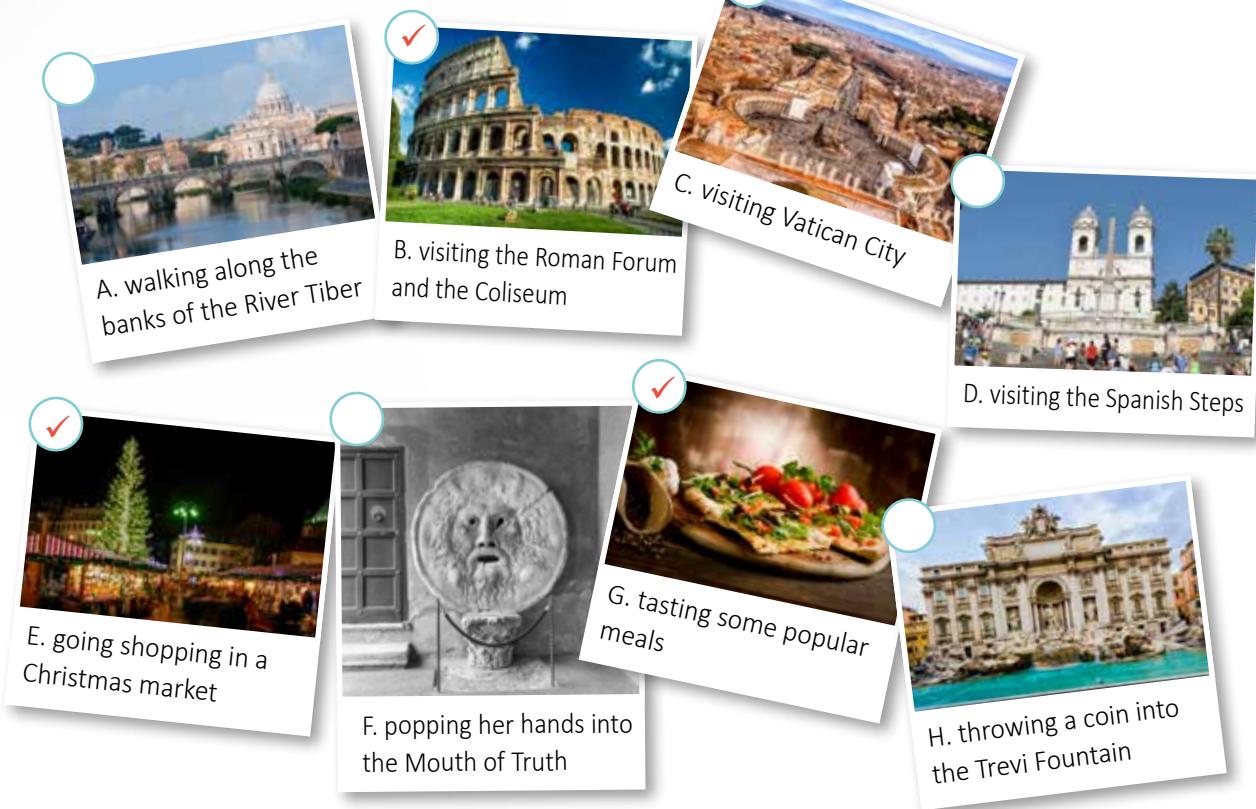
## ● Comprehension

- I. List the things Eleanor loved about Rome.



- II. Read the text again and tick (✓) the things Eleanor did in Rome. Explain why she liked them.

### Reading Strategy Scanning for particular information



- III. Answer the questions. (Answers may vary.)

1. Why does Eleanor love visiting capital cities?

*She enjoys history, tourist attractions, food, shopping, etc. of capital cities.*

2. Where do you think Eleanor would go next? Why?

*A capital city like Rome and Amsterdam. She prefers to “visiting new places, especially capital cities.” (lines 44–45)*

# Comprehension

## 阅读策略

### Scanning for particular information

1. Have students realise that scanning is a skill to quickly look through reading materials and locate a particular piece of information, for example, a fact, a name, a date or a number.
2. Guide students to practise scanning according to the following steps:
  - \* know the purpose: Keep in mind what to look for.
  - \* anticipate clue words: They can more quickly locate information.
  - \* use a systematic pattern: Follow the straight-down pattern. That is, move your eyes quickly searching for clue words and phrases which indicate that they may be close to the information you need.
  - \* confirm the answer: Read the sentence you have located carefully to confirm it is what you need.

## 教学建议

- I
1. Ask students to look at the title first before they begin reading and then read the introductory part. Ask them to predict the things Eleanor might love about Rome as a tourist.
  2. Get students to read through the text quickly and note its organisation. Remind them to pay attention to the first sentence of each paragraph.
    - paragraph 1: an introduction to Eleanor's visit to Rome
    - paragraphs 2-5: the four aspects of Eleanor's loving about the city
    - paragraph 6: Eleanor's future travel plan
  3. After students read through the text, ask them to finish the table with regard to wonderful relics, the masterpieces in Vatican City, the food and shopping in Activity 1, and have them compare their prediction with the description in the text.
- II
1. Before students read the text a second time, ask them to read the eight items in Activity 2 and try to find which ones are included in Eleanor's visit.
  2. Introduce the other tourist attractions in the pictures if time permits.
  3. Ask students to deduce what kind of person Eleanor might be. The following clues can be given to students.

• her age	• her educational background
• her interests or hobbies	• her travel budget
- III
1. Organise a group discussion about the two questions. Remind students that they should voice their opinions and give explanations. Ask groups to share ideas with other students in class.
  2. Alternatively, elaborate on the questions and help students to check their answers with the following questions:
    - 1) Why does Eleanor love visiting capital cities?  
(What are the characteristics of capital cities?—large population, convenient transportation, the centre of culture and politics, etc.)
    - 2) Where do you think Eleanor would go next? Why?  
(Based on what we have found out about Eleanor in Activity 2, recommend a place suitable for her age, background, budget and preference.)

# Vocabulary Focus

## 教学内容与要求

- 能在语境中学习和运用课文核心词汇；
- 能掌握“运用词汇”和“常用词组”，认知部分或全部“识别词汇”；
- 能将复合词的转换规律用于理解跟表达与旅游主题相关的内容。

## 词汇分类

识别词汇 1: relic, fascinating, masterpiece, breathtaking, pasta, sparkly

2: vast, ruin, temple, sculpture, ceiling, onion, bacon, luxury

运用词汇（必修）: attraction, decoration, tear, quality, region, range, opportunity

常用词组: tourist attraction, tear... away (from), make an effort

## 教学建议

### I Key Vocabulary

- Guide students to pick up target words and expressions in context through textual interaction. (see Suggested Activities on pages T50e–T50h)
- Ask students to go over the main idea of the text and add more details to the travel plan.
- Guide students to retell the text in pairs and help them if necessary.
- Invite some students to retell the text in turns in class.

### II Word Formation: Compounding

1.

(1) Ask students to read the sentences and figure out how the underlined words are formed.

(2) Elicit more words from students and guide them to group the compound words. For example,  
compound nouns: newspaper, hotline, handwriting, warm-up, overcoat, flashback  
compound adjectives: warm-hearted, easy-going, hard-working, record-breaking, man-made,  
well-known, duty-free

compound verbs: bottle feed, mass produce

(3) Give students more information about compound words: Compound words are written sometimes as one word (sunglasses), two hyphenated words (life-threatening), or two separate words (football stadium).

## 参考答案

I On the first day, she visited the Roman Forum. She also went to the Coliseum, one of the greatest wonders in the world. On the second day, Eleanor had the opportunity to see the masterpieces of the Renaissance. The Sistine Chapel ceiling was so breathtaking that she couldn't tear her eyes away from it. She made an effort to find some restaurants and tasted some local foods, though some was not of good quality. On the third day, Eleanor found there were also plenty of shops in her price range and a Christmas market in the city. She bought some presents for her family and friends. (Answers may vary.)

## ● Vocabulary Focus

### I. Key Vocabulary

Describe Eleanor's experiences according to the travel plan, using the words and expressions given below. The beginning sentences are given.

Eleanor's travel plan	
Time	Activities
Day 1	Visit the Coliseum ...
Day 2	See the masterpieces of the Renaissance ...
Day 3	Go to some restaurants ... Buy presents ...

**tourist attraction**  
**breathtaking**

**decoration**  
**tear away**

**wonder**  
**make an effort**

**opportunity**  
**quality**

Eleanor visited Rome last week. She visited many **tourist attractions** and walked down streets lit with **decorations**. She stayed in Rome for three days. On the first day, ...

### II. Word Formation: Compounding

1. Read the sentences below and see how the underlined words are formed.

**master+piece** (1) I studied the masterpieces of the Renaissance period at school and was excited to see them in real life.

**breath+taking** (2) It was so breathtaking that I couldn't tear my eyes away from it.



Compound words are formed by putting two or more words together. The new word can be a noun, such as *masterpiece*, an adjective, such as *breathtaking*, or a verb like *spoonfeed*.



2. Make compound words by matching a word from Box A with one from Box B. Then complete the sentences with the appropriate compound words.

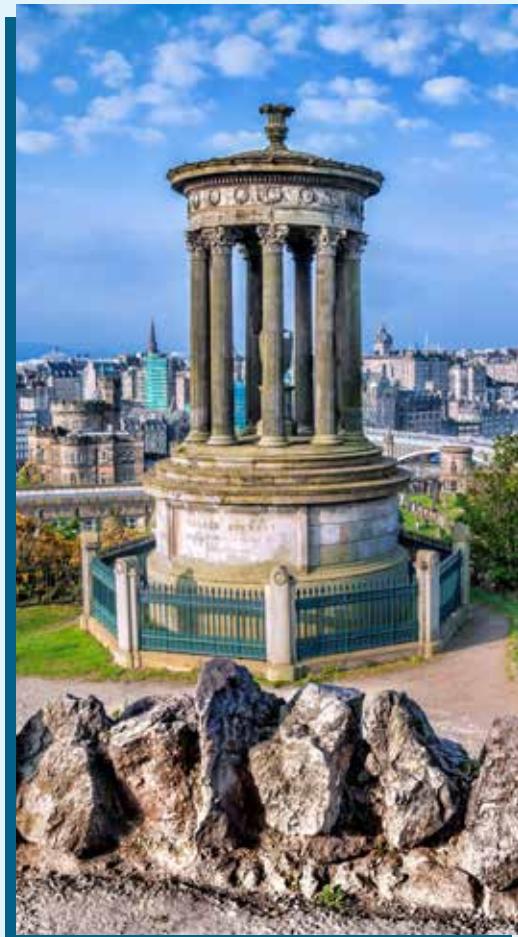
A

heart      back      over  
country    land    well

B

come      side      ground  
break     mark    known

- (1) Travel can be a scary thing, but most of the things we may fear about travel can easily be overcome.
- (2) I've been looking to change the background images on my computer. That's why I was happy to find a wonderful photo taken in New Zealand last summer.
- (3) We know that heartbreak brings great sadness and emotional suffering but travel is a good way to help us forget.
- (4) If you walk in the countryside of Britain, you'll spot piles of stones along the road from time to time.
- (5) Famous landmarks in Shanghai include the Bund, the Oriental Pearl TV Tower and the Huangpu River.
- (6) Edinburgh is famous as the home of many well-known writers such as Robert Louis Stevenson, Arthur Ignatius Conan Doyle and Joanne Kathleen Rowling.



## ● Grammar in Use

### Adverbial clauses (review)

I. Read the paragraph and underline the adverbial clauses. Tell which type each adverbial clause belongs to.

On a winter afternoon, we walked along the Huangpu River though a cold wind concession was blowing. Clouds moved across the sky and at times hid the tip of the Oriental Pearl time Tower. We talked as we walked. We tried to let go of our thoughts about study yet they kept creeping into our conversations. We walked for about an hour before we headed time back to school.

2.

- (1) Ask students to make compound words and summarise different ways to form compound words.
- (2) Have students fill in the blanks and check their understanding of each sentence.
- (3) Encourage students to list tourist attractions in Shanghai, Edinburgh, New Zealand or other places and talk about their feelings about travel by using compound words.

Suggested Activities 见 pages T50e–T50h.

## Grammar in Use

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### 教学内容与要求

- 能了解语篇中状语从句的形式、用法和意义；
- 能在语篇中识别状语从句，并理解其表达的意义；
- 能根据表达的需要恰当运用状语从句。

### 教学建议

I

1. Ask students to read the passage on text page 40, underline the adverbial clauses and identify the type of the adverbial clauses.
2. Encourage students to find adverbial clauses from texts in Unit 1, Unit 2 or Unit 3 and share them with those of their partners.
3. Guide students to go over different types of adverbial clauses in Grammar Highlights.
4. Have students read the examples in the table and understand the functions of adverbial clauses.

II

1. Ask students to read and get the main idea of the passage.
2. Have students figure out the relationship between the clauses before and after the blanks and then fill in the blanks with appropriate conjunctions.
3. Invite students to identify the types of adverbial clauses: time (as/when), reason (because/as), purpose (so that).

III

1. Before students describe their travel experiences, ask them to read through the questions and decide what type of adverbial clauses can be used to answer each of the questions.
2. Share with students a travel experience (see below). If necessary, show the sample on PPT to call students' attention to the conjunctions in bold letters.

**Sample:**

The farthest place in China I have ever been to is the city of Kunming in Yunnan province. It has been almost four years **since** I went there, yet I still remember it **as if** it just happened yesterday. I travelled with some of my classmates and our parents to celebrate our graduation from primary school. My friends and I were **so** excited **that** we chatted and laughed during the trip. **Although** now I do not see those friends quite so often, every time we have the chance to meet, we never fail to talk about the thrill of that trip.

Suggested Activities 见 page T50h.



## Grammar Highlights

An adverbial clause is a clause used as an adverb within a sentence to indicate time, condition, result, reason, purpose or concession.

Type of adverbial clauses	Meaning	Example	Conjunction
Time	To show when something happens	<i>She has stayed in the hotel since she arrived in Rome.</i>	before, after, as, as soon as, while, when, since, until
Condition	To express a condition, real or imagined	<i>We will not postpone the sports meeting unless it rains.</i>	if, unless, as long as
Result	To indicate the result(s) of an act or event	<i>The book was so interesting that I couldn't tear my eyes away from it.</i>	so ... that, such ... that
Reason	To give a reason	<i>Since she is a tourist, she would like to have a guide.</i>	because, since, as, now that
Concession	To show contrast between two statements	<i>He is used to the package tour even though he dislikes the tight schedule.</i>	although, though, even though
Purpose	To express an aim or goal of an act	<i>She has downloaded a travel planning app so that she can make an agenda for the summer vacation.</i>	so that, in order that

### II. Read the passage and complete the sentences with appropriate conjunctions.

We passed by sculptures and art works along the road 1 as/when we counted our steps and watched the time. In the distance, sea lions on the docks were begging for fish. But we could not get closer to them 2 because/as we didn't have enough time, which was a pity. We decided to take another walk the next day 3 so that we could appreciate more works of art.

### III. Describe one of your travel experiences with the help of the following questions.

Use different types of adverbial clauses. You may add details if needed. *Answers may vary.*

1. What place comes to your mind?
2. When did you go there?
3. Why did you go there?
4. How did you like the trip?

# Listening and Viewing

音频文本见 page T50b



## Travel Dialogues (Conversation)

- I. Look at the pictures. Discuss what we usually do before and while travelling.

Answers may vary.



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

- II. Listen to three conversations. Match them to the corresponding situations.

A. Conversation 1

1. Buying souvenirs

2. Booking airline tickets

B. Conversation 2

3. Making vacation plans

4. Checking in at a hotel

C. Conversation 3

5. Enquiring about luggage regulations

- III. Listen to the three conversations again and fill in the blanks with no more than three words.

**Situation 1** Tina is planning to go on 1 vacation but she has not decided where she is going. She would like to go somewhere with a nice 2 climate. The whole travel cost is 3 3,000 pounds.

**Situation 2** Tina is 4 getting packed for her holiday now. She needs some information about the luggage regulations. The 5 airline allows only one carry-on item for free and charges a fee for 6 extra bags. Therefore, she shouldn't take anything that she doesn't really need.

**Situation 3** Tina is at the souvenir stand looking for some gifts for 7 her cousins. Her friend thinks things are a bit 8 expensive here and suggests that they walk to other places to see what the prices are like there.

- IV. Discuss and make a list of things we need to prepare before travel.

Answers may vary.

# Listening and Viewing

## 教学内容与要求

### Listening

- 能理解对话语篇的情景语境、主要内容和细节，并判断对话发生的地点、人物关系、参与对话者的意图；
- 能关注听力材料中的话轮和话轮转换并获取对话中提供的具体建议、事例与理由；
- 了解旅行途中可能遇到的各类场景，学习交际用语。

## 背景介绍

The audio consists of three dialogues happening in three different travel situations. Tina talks with different people either on the telephone or face to face before or while travelling.

## 教学建议

- I 1. Have students look at the pictures first and describe what each picture is about. Remind them to pay attention to details and introduce some key words at this stage, e.g. travel agency, luggage, souvenir, etc.
- II 1. Have students take a quick look at the key words before they listen.  
2. Play the audio and remind students to listen and figure out the purpose of each conversation.  
3. Guide students to identify the relationship between speakers in each conversation.
- III 1. Have students predict the possible words in the blanks. ( a place, a number, etc.)  
2. Play the audio again and have students fill in the blanks. Remind students to pay attention to details and collect key information.
- IV 1. Have students think about different travel situations and list corresponding key words and structures.  
2. Ask students to work in pairs, decide on a situation and make a dialogue based on the three conversations they have learned.

Suggested Activities 见 page T50i.

## 教学内容与要求

### Viewing

- 能理解视频中的画面、背景、声音、面部表情、动作等传达的信息；
- 能理解视频传达的旅行的意义，引发思考。

## 背景介绍

The video is a collection of film footages with a speaker talking about the meaning of travel.

## 教学建议

### I Have students work in pairs and ask each other their attitudes towards travelling.

Answers may include the aspects such as travel experiences, travel preferences, gains from travelling, etc.

### II Have students watch the video in silent mode and then answer the questions. Remind them to pay attention to the background, the facial expressions, body language and gestures. Make sure students give explanations.

### III

- Ask students to read through the paragraph and play the video for a second time.
- Have them fill in the blanks based on the video they have watched and check for students' spelling mistakes.
- If students have difficulty in catching details, play the video for a third time.
- Have students discuss what travel means according to their own experiences. Ask them to give examples.

### IV

- Have students discuss about the meaning of travel in pairs or in groups.
- Invite some students to share their discussion results with the class. Encourage others to take notes in the form of mapping while they are listening.
- Encourage students to do additional reading “What’s the Point of Travelling” ( see pages T50l–T50m) after class.

Suggested Activities 见 page T50j.



## A Smart Man's Words (Vodcast)

视频文本见 page T50c

- I. Work in pairs and ask each other the questions in the boxes. You may ask other questions about travelling. *Answers may vary.*

**Student A**

- 1 Do you like travelling? Why or why not?
- 2 What is the best place you have visited? Why?
- 3 \_\_\_\_\_?

**Student B**

- 1 Which do you prefer to visit, natural or man-made wonders? Why?
- 2 Could you describe your experience of visiting one of your favorite natural or man-made wonders?
- 3 \_\_\_\_\_?

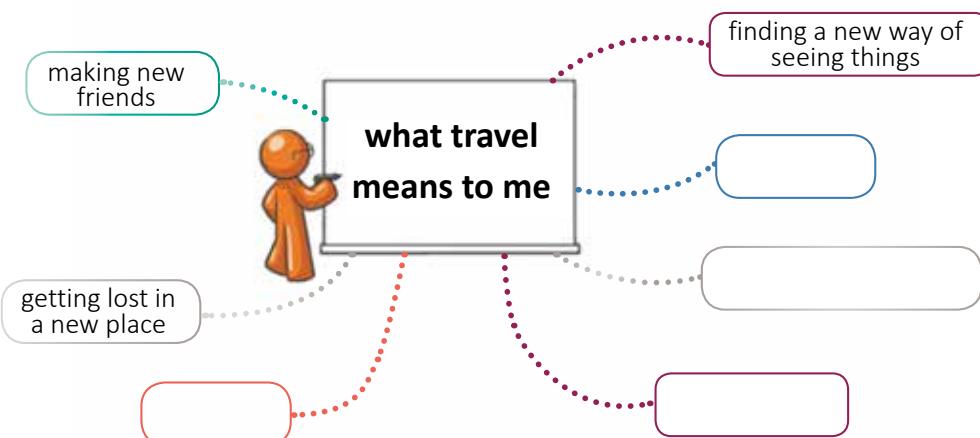
- II. Watch the video clip in silent mode and answer the questions. *Answers may vary.*

1. Where did the girl go?
2. Did she enjoy travelling? Why do you think so?

- III. Watch again and complete the passage.

A smart man once told me that you should experience life to the fullest when you are young, so you have 1 stories to tell when you are old. Is there a better way to create 2 memories than by travelling, or by seeing the 3 incredible beauty this world has to offer, or by witnessing what human beings have been able to 4 build over the centuries? Never was I able to see life's beauty as clearly as when I travelled. Being away from home just 5 opens your eyes. It also opens your heart, and makes you 6 realise how blessed, how endlessly blessed you are for being born into this life.

- IV. Complete the mind map based on what you have watched. *Answers may vary.*



# Moving Forward

## Describing a Travel Destination

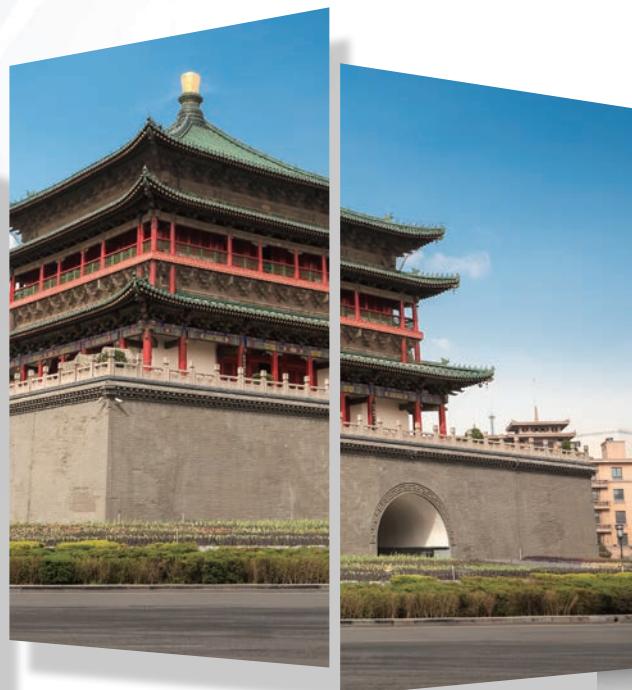


### I. Speaking: Choosing a city to visit

Emily, a German student, has an opportunity to visit Xi'an, Hangzhou, Beijing, Nanjing or Shanghai this winter. She needs some advice from her friends on which city to choose.

Step  
**1**

Work in groups of four. Each group chooses one city out of the five above and makes a list of tourist attractions, foods or other interesting things to do in the city. Xi'an is given as an example.



### **Xi'an**

- *Qinshihuang Mausoleum and Terracotta Warriors*
- *Dayan (Giant Wild Goose) Pagoda*
- *Bell Tower and Drum Tower*
- *Huaqing Hot Springs*
- *Yang Rou Pao Mo (pita bread soaked in lamb soup)*

Step  
**2**

Hold a discussion about the city. One of the members asks for advice, and the other members try to give advice. Use adverbial clauses if possible. An example is given on page 45.

Step  
**3**

Take turns to do role plays in class. Other groups listen and note down the cities and their attractions.

# Moving Forward

## 教学内容与要求

- 能运用功能语言和得体语言形式自然地加入讨论；
- 能根据交际场合和交际对象选择恰当的语言进行采访或采用书面报告等形式表达个人的经历、感想与观点；
- 能借助重音、语调、节奏等的变化表达兴趣、意义、意图和态度等；
- 能围绕个人的旅行经历写出 60—80 字的语段；
- 能在书面表达中运用“总结句”。

## 教学建议

### I. Speaking:

#### Step 1

1. Ask students to form groups of four. Each group chooses a city and decides on what they are going to talk about.
2. Ask each group to brainstorm and list some attractions and interesting things in the city according to the given example.

#### Step 2

1. Have students read the example given on text page 45, and ask the group to choose one member to play the role of Emily, who will ask/asks the other members for advice.
2. Encourage the other members to enter the discussion in a natural way, using the given structures for reference.

#### **Interrupting to join in the conversation**

Could I jump in?

Could I add something?

Would you mind if I joined in the conversation?

Sorry to butt in, but I think/feel ...

If I may, I think/feel ...

#### **Interrupting someone who has interrupted you**

Please let me finish.

Let me complete my thought.

Would you please let me finish?

Can I continue, please?

#### **Continuing after an interruption**

As I was saying, I think/feel ...

To get back to what I was saying, I think/feel ...

I'd like to return to my argument.

Continuing where I left off...

#### Step 3

While one group is giving their performance, ask other groups to take notes and make a summary of that group's advice.

## II. Writing:

### Step 1

1. Before students begin writing, guide them to read the directions and make sure they know what they are to write about.
2. Ask students to list their notes about the city they would like to recommend to Emily and sum up what they have discussed.
3. Explain and show what a concluding sentence is. Ask students to read the explanation and the example in the textbook.
4. Ask students to review and underline the topic sentence and supporting sentences in the example.

### Step 2

Ask students to write a paragraph based on the notes. Remind students to write a topic sentence and a concluding sentence based on their notes. Ask them to use at least one adverbial clause.

### Step 3

1. Ask students to do self-checking or peer-checking with the checklist.

#### Sample checklist

- Did I write a clear topic sentence?
- Did I write a clear and forceful concluding sentence?
- Did I use an adverbial clause?
- Did I express my feelings clearly?
- Did I use proper pronouns?

2. Choose one group's work and present it in class. Guide students to make comments according to the sample checklist and give suggestions about the concluding sentence.

#### Reference writing:

We strongly recommend Wuzhen, an amazing historical water town in South China. (**topic sentence**)

Most of us have been there because it is close to Shanghai. It boasts more than six thousand years of history and typical Hui-style architecture. While you are there, you will truly experience the beauty of the ancient houses there, as if you were appreciating a traditional Chinese ink painting. Besides, when walking along the ancient street, you will see several museums housing dozens of ancient objects. You can learn about the interesting lifestyle of local people there.

Wuzhen is definitely worth your visit. (**concluding sentence**)

Suggested Activities 见 page T50j.

## EXAMPLE

Surely Xi'an. I still remember the breathtaking Terracotta Warriors though I went there over ten years ago. You can also visit Bell Tower and Drum Tower, two other must-sees for visitors. Besides, local food like Yang Rou Pao Mo is delicious ... You can't imagine how nice the city is unless you are there.

I'd recommend Xi'an too. I just want to add ...

James, you know I've got an opportunity to visit a Chinese city this winter. Which city do you think is the best choice?

### Speaking Strategy

#### Joining in a discussion

The ability to join in a conversation naturally is a key social skill.

Below are some useful expressions:

- Can I add something to that?
- Can I say something here?
- You guys look like you're talking about something exciting — do you mind if I join you?



## II. Writing: Describing a travel destination

Emily needs more information about a city. Write about the city in 60-80 words based on your travel experiences and your group discussion results.

**Step 1** Work in groups. Sort out your notes about the city.

**Step 2** Write a paragraph based on the notes.

**Step 3** Make sure the paragraph has a concluding sentence.

### Writing Strategy

#### Writing a concluding sentence

The concluding sentence is the last sentence of a paragraph. It indicates that you are bringing an end to your talk or writing. A concluding sentence often has one of these three important purposes: to restate the main idea, to offer a suggestion and to make a prediction.

Read the paragraph. Choose a proper statement as the concluding sentence of the paragraph and give your reason.

We strongly recommend Xi'an, an amazing historic city in Northwest China. Xi'an enjoys a long history as it was the starting point of the Silk Road and the capital city of 13 dynasties in ancient China. James visited the city when he was very young. But he can still remember the breathtaking Terracotta Warriors, which was built in the Qin Dynasty. Besides, Xi'an is also famous for its delicious local food like Yang Rou Pao Mo.

- a. It is easy to understand why so many tourists visit Xi'an every year.
- b. You can't know how nice the city is until you are there.
- c. The biggest Bell Tower and Drum Tower built in the Ming Dynasty are another two must-sees for visitors.

## Reading B

# TRAVEL YOUNG, TRAVEL FAR

Dear Young Dreamer,

You wrote to me about your problem. You dream of travelling, and you wonder how, as a teenager, you can make it happen.

I understand that you are not very happy about taking the subjects that don't interest you. You don't think you will ever need much of what you are studying right now. While some of your lessons may not seem directly relevant to your needs at the moment, you are learning valuable study skills. You do need these skills to analyse the world around you, to process information, and above all, to think for yourself. These exact skills will help you overcome obstacles that stand between you and your travel dreams.

I say dream big but stay practical. However, it's the practical part that most people miss. Even the most pleasant life has its obstacles, but a setback won't prevent you from reaching your dreams if you stay rooted in the practical, in the action you can take to bring yourself closer to your dreams. Work hard, chart a course ahead and then actually stick to it. Travel was a goal that I believed would finally signal that I had made it through to the other side of my troubled background. I made it there. You can, too.

As a teen, you have some limitations when making your travel plans. Your

parents have a say in where and how you travel. The amount of money they can spend on your travel is also a factor. Cost will determine your experience — whether you visit Europe, participate in a student exchange programme, or stay and work to help with family finances.

Given the limitations that have shaped your life until now, I hope you will maintain your travel dreams. A plan for travel acts like a silent ship running alongside your life as you take your first solo steps into the world. It is there waiting for you, always inviting you to step on board.

Sincerely yours,  
Shannon

## Culture Link

### Xu Xiake and His Travels

Xu Xiake (1587–1641) was an outstanding explorer and travelogue writer in the Ming Dynasty. For over 30 years, Xu visited a wide range of mountains, valleys, rivers and caves in China in spite of difficulties and dangers. His travel experiences were vividly recorded in *The Travels of Xu Xiake*, which was recognised as an extensive collection of field study reports in Chinese geography, geology and botany.



## Reading B

### 教学内容与要求

- 能识别专栏书信的文体特征，如“称呼”“问候语”“信的主题”“信的细节”“祝福语”和“署名”；
- 能理解作者对年轻人给予的期许；
- 能掌握与“期许、追逐梦想”有关的词汇语义网所体现的语言特征；
- 能发现并理解语篇中包含的文化元素，如信念、追逐梦想等。

### 语篇分析

本文的语篇类型为书信。语篇内容为网站专栏作家对读者，一位年轻的追梦人来信的回复。该信体现了作家对年轻人的殷殷期望。本文的语篇结构是“问题—解决”模式。开篇第一段从读者的学习困惑和旅行梦想入手，中间四段作者分析读书的作用，引导年轻人立足现实，脚踏实地地去实现自己的梦想。最后鼓励年轻人踏上旅行的追梦之路。本篇的语言特征是以第一和第二人称叙述，使用一般现在时和一般将来时，引导年轻的追梦人认识到学校教育的重要性，理智地追逐自己的旅行梦。语篇的主题意义是让学生意识到现实和梦想的差距，引导学生采取积极乐观的生活态度，珍惜所有，脚踏实地地追逐梦想，用旅行点亮人生。

### 背景介绍

- The article is adapted from “A Little Letter... To All the Young Dreamers: Travel Young, Travel Far”, an article motivating and encouraging travellers through stories, solid advice, and photography on how to travel the world.
- Shannon O’Donnell is a former actress, current speaker, writer, traveller, and storyteller. She left her home to travel alone around the world. Years later, she is still on the journey—travelling slowly, and sharing stories and advice from life on the road.

### 难句注释

- You do need these skills to analyse the world around you, to process information, and above all, to think for yourself. (lines 13–16)

本句中 to analyse, to process, to think 为三个不定式短语构成的并列结构，做目的状语。整句意为“你需要这些技能来帮助你分析周围的世界、处理各种信息，最重要的是，来帮助你独立思考。”

- Even the most pleasant life has its obstacles, but a setback won’t prevent you from reaching your dreams if you stay rooted in the practical, in the action you can take to bring yourself closer to your dreams. (lines 21–26)

本句中 in the practical 和 in the action 为并列的状语，“you can take to bring yourself closer to your dreams”是定语从句修饰 action。整句意为“即便最美好的生活也会有障碍，但只要你踏踏实实，尽自己所能一步步地向梦想靠近，便会越挫越勇，离梦想越来越近。”

- Given the limitations that have shaped your life until now, I hope you will maintain your travel dreams. (lines 41–43)

本句中 given 为介词，意为“考虑到；鉴于”。整句意为“即便有诸多束缚限制着你的人生，但我仍希望你能坚持自己的旅行梦。”

Culture Link 板块教学建议等见 page T50a.

## 词汇分类

识别词汇 1: obstacle, setback, flaming, solo

2: relevant, analyse, overcome, practical, rooted, chart, participate, finance, beauty

运用词汇（必修）：teenager, prevent, ahead, goal, signal, amount, factor, determine, exchange, beyond, maintain

常用词组：be relevant to, be rooted in, participate in, on board

## 词汇释义

### • **relevant (line 11)**

*adj.* closely connected with the subject you are discussing or the situation you are thinking about 紧密相关的；切题的

**What you say is relevant to the subject.** 你所说的内容很切题。

largely/totally/completely relevant 完全相关

irrelevant *adj.* 不相关的

### • **analyse (line 13)**

*v.* to examine the nature or structure of sth, especially by separating it into its parts, in order to understand or explain it 分析

**We need to analyse what went wrong.** 我们需要分析出差错的原因。

analysis *n.* 分析

### • **obstacle (line 20)**

*n.* a situation, an event, etc. that makes it difficult for you to do or achieve sth 障碍；阻碍；绊脚石

**He overcame the obstacle of blindness and became a musician.** 他克服了失明的障碍并成为音乐家。

come across/encounter an obstacle 遇到障碍

remove an obstacle 排除障碍

### • **practical (line 20)**

*adj.* of an idea, a method or a course of actions right or sensible; likely to be successful 切实可行的

**It wouldn't be practical for us to go all that way just for the weekend.** 我们跑那么远只为了去度个周末，这样的做法很不切实际。

*adj.* connected with real situations rather than with ideas or theories 实际的；真实的；客观存在的

**Earning a living is a practical matter.** 谋生是个实际的问题。

### • **prevent (line 23)**

*v.* to stop sb from doing sth; to stop sth from happening 阻止；阻碍；阻挠

**Nothing would prevent him from speaking out against injustice.** 什么都不能阻止他鸣不平。

prevent sb/sth (from) doing sth

### • **rooted (line 23)**

*adj.* fixed in one place; not moving or changing 固定在某地的；稳固的；根深蒂固的

**She was rooted to her chair.** 她坐在椅子上一动不动。

- **determine (line 37)**

v. to make sth happen in a particular way or be of a particular type 决定；支配

**Age and experience will determine our choice of candidate.** 年龄和经验决定我们对于候选人的选择。

v. to find out the facts about sth 查明；测定；确定

**The police wanted to determine all the facts.**

警察想要查清全部事实。

- **maintain (line 44)**

v. to make sth continue at the same level, standard, etc. 维持；保持

**The hotel prides itself on maintaining high standards.** 这家酒店以保持高标准而自豪。

## Comprehension Plus

### 教学建议

- I
1. Have students read the letter quickly to get the main idea. Remind them to focus on the topic sentences.
  2. Ask students to discuss about the young dream's problems and Shannon's suggestions in pairs and complete the table.
  3. Explain some words and expressions related to the young dreamer's problems and Shannon's suggestions.
- II
1. Have students read two questions.
  2. Give students time to decide what they want to say.
  3. Organise a group discussion. Remind students that they should voice their opinions and give explanations.
  4. Ask groups to share ideas with other students in class.

### 参考答案

- II
1. Yes. Shannon started with showing her understanding of the young dreamer's lack of interest in his/her study and pointing out the relationship between study and travel. And then she pointed out how to realise the dream of travel step by step as a teenager.
  2. Yes. I enjoy travelling during summer holidays, which may leave less time for my assignments. So last year I promised my parents that I would finish my homework before we started out.

Suggested Activities 见 page T50j.

## Critical Thinking

### 教学内容与要求

- 能根据提示整合单元各语篇中的相关信息；
- 能分析并提出解决旅行问题的方法。

### 教学建议

1. Ask students to recall the four articles in reading, listening and viewing texts again and think about the questions like these:
  - (Reading A) Eleanor had a good time travelling in Rome. Do you think she made a plan before travelling? Why or why not?
  - (Reading B) What can we compare a travel plan to?
2. Make sure that students work in groups and summarise factors to be considered for a good travel plan.

### 参考答案

- II Personally, I think as a high school student, the budget may be the biggest concern in making a travel plan. In countries like Japan and the U.S., many high school students do part-time jobs to earn pocket money so that they are able to be financially independent from their parents to some extent. However, we students in China usually put much time studying rather than doing some part-time jobs. Moreover, our parents' opinions may also influence our choice of travel destinations.

As for the solutions, we can prove to be mature enough to let parents believe that we can make our own decisions. (Answers may vary.)

Suggested Activities 见 page T50k.

## ● Comprehension Plus

I. Complete the table with information from the text.

Young dreamer's problems	Shannon's suggestions
<ul style="list-style-type: none"> <li>He/She dreams of travelling but does not know how to make it happen.</li> <li><i>He/She doesn't enjoy school life. He/She is not interested in the subjects he/she has to take.</i></li> <li><i>He/She has some limitations when he/she makes travel plans.</i></li> </ul>	<ul style="list-style-type: none"> <li>He/She should dream big but stay practical (take action to get closer to your dreams).</li> <li><i>The study skills will help him/her overcome difficulties in life.</i></li> <li><i>He/She should consult parents and decide where and how he/she travels.</i></li> </ul>

II. Answer the questions.

- Do you think Shannon's suggestions can help the young dreamer solve problems? Why or why not?
- Have you met with similar problems? How did you solve them?

## Critical Thinking

### Analysing with a mind map

I. Work in groups. List factors that should be considered for a travel plan based on information in this unit. You can use a mind map to organise the ideas.

(Answers may vary.)



II. Analyse these factors and consider which factor(s) may be a problem for you. How would you solve the problem?

# Further Exploration

## Proposing a travel plan for a friend

Your friend Chris, a Canadian, is planning a trip to China in December. Recommend a city and make a three-day travel plan for him.

- Step 1** Work in groups. Each group chooses a city. List its tourist attractions, typical foods or shopping places in downtown and suburban areas.
- Step 2** Make a travel plan for Chris.

### A Three-Day Trip

Time	Place	Arrangement
Day 1	Arrive at _____ airport Register at the _____ hotel Visit _____	Tourist attractions:
Day 2	Visit _____ Have dinner in _____	Foods:
Day 3	Visit _____ Check out of the hotel Depart from the airport	Shopping: Other:

- Step 3** Write an email to Chris about the travel plan you have made for him.

Hi Chris,

Nice to hear from you. As you prefer a city with a history (beautiful scenery ...), I strongly recommend ...

Yours,

XXX



# Further Exploration

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## 教学内容与要求

- 能通过探究性学习尝试为海外华人朋友制定在中国的旅行计划；
- 能合理归纳信息并组织小组活动。

## 教学建议

### Step 1

1. Help students collect background information about Chris first. (job, personality, budget, time available, etc.)
2. Ask students to work in groups and encourage each group to decide on a city to travel.

### Step 2

1. Ask students to assume different responsibilities among the group when they are making a three-day trip plan. For example, student A is responsible for Day 1's schedule and student B for Day 2's, etc.
2. Remind students that their arrangements should be suitable for Chris.

### Step 3

1. Have each group write an email to Chris according to the travel plan they have made.
2. Remind them of the letter format. The example in the textbook is for reference.

Suggested Activities 见 page T50k.

# Self-assessment

## 教学内容与要求

- 通过核查和反思，确认本单元目标的达成情况；
- 通过计划和调控，提升自主学习能力，提高学习效果。

## 教学建议

### Step 1: Check

1. Remind students to check whether they have achieved the overall learning goals about “travel” by going over the expected outcomes of this unit.
2. Ask students to put the items in the right places. Ask students to list the items they have done well and put them in the blank beneath the first question.
3. Have them figure out the problems or difficulties they have met with and put these items in the blank beneath the second question. The problems can be related to any text, activity or strategy concerning understanding, discovering, producing or extending.

### Step 2: Reflect

1. Have students recall the activities that they have performed well to give them a sense of achievement. Get them to describe the process or the result they have achieved and explain the reason for their success.
2. Guide students to think about the problems or difficulties they have encountered when doing the activity. Encourage them to analyse the possible causes of the problem.

### Step 3: Plan

Lead students to make a plan to overcome the difficulties. Encourage students to find out an effective solution to the problem, e.g. turning to a dictionary, a reference book or online resources, asking a friend or a teacher for help, inviting a partner to practice together. Provide them with an example and give support if needed.

## 范例 (Answers may vary.)

### Which of the above have you done well? Why and how?

B. Identifying and reflecting on the meaning of travel

This activity prompts me to reflect on my past travel experiences. Through classroom discussion, I find that different travel experiences bring different meanings and even the same travel experience means different things to different people. A study tour may help us gain knowledge while a family trip may strengthen the bond between family members. For parents, a trip may be an escape from the daily routine, but for us, the same trip may serve as a test of our problem-solving skills. So I enjoy such a classroom activity, sharing my ideas and feelings with others. It has enriched my mind and helped me see things from different perspectives.

### Which of the above do you still find difficult? Why?

C. Talking about travel experiences and travel destinations

Although I have been to a lot of places, it is difficult to summarise the trip in a few sentences. There are lots of tourist attractions that are peculiar to a certain culture and I was not sure how to describe them in English. Completing this activity required me to search for plenty of information on the Internet. Fortunately, my teacher recommended some good websites to me and provided many useful words and expressions to help us prepare for the activity.

### What do you plan to do if you find something difficult?

I plan to search for possible answers on the Internet first and consult my teacher to see whether the answers on the Internet are acceptable or not. Also, sometimes I will ask some of my classmates for help.

## Self-assessment

Look at the expected learning outcomes of this unit and answer the questions.

- A. Understanding conversations and experiences about travel
- B. Identifying and reflecting on the meaning of travel
- C. Talking about travel experiences and travel destinations
- D. Comparing different cities and making a travel plan for a friend
- E. Organising ideas about travel using a mind map
- F. Locating specific information in a text
- G. Joining in a discussion politely and naturally
- H. Writing a concluding sentence for a paragraph

**Which of the above have you done well? Why and how?**

**Which of the above do you still find difficult? Why?**

**What do you plan to do if you find something difficult?**

## Culture Link

### 教学内容与要求

- 能依据徐霞客这一中国古代名人的旅行经历，分享个人对此的深切感受；
- 能联系视频或阅读 B 篇归纳旅行的益处，提高对旅游的认识。

### 教学建议

Ask students to collect more information about Xu Xiake and his travels, and then share their findings with the classmates by making presentations.

### 补充文化知识

Xu Xiake, also named Xu Hongzu (徐弘祖), with courtesy name Zhenzhi (振之), was a Chinese travel writer and geographer of the Ming dynasty, known best for his famous geographical treatise (论述), and noted for his bravery and humility. He travelled throughout China for more than 30 years, documenting his travels extensively. The records of his travels were compiled after his death in *The Travel Diaries Xu Xiake*, and his work was translated by Ding Wenjiang. Xu's writing falls under the old Chinese literary category of 'travel record literature' ('youji wenzue'), which used narrative and prose styles of writing to portray one's travel experiences.

Suggested Activities 见 page T50k.

### Conversation 1

A: I was wondering if you would be able to help me with my vacation travel plan.  
B: My pleasure. Have you decided where to go?  
A: No, not yet.  
B: Which one do you prefer, a warm climate or a cool one?  
A: Somewhere not too warm or too cool.  
B: How much would you like to spend?  
A: About three thousand pounds total.  
B: Well, once you've decided on a destination, I'd be happy to help you make a travel plan.

### Conversation 2

A: Could you tell me your luggage regulations? I am getting packed for my vacation.  
B: Our airline charges a fee for extra bags or overweight but allows you a carry-on piece.  
A: How many **carry-on items** are allowed?  
B: You may bring one carry-on bag and a handbag as well.  
A: Any other advice you could give me about what to pack?  
B: Don't bring too many things. Remember to leave space for what you might buy along the way!

### Conversation 3

A: Wait a moment. I'd like to take a look at the **souvenirs** at this stand.  
B: Do you like collecting souvenirs?  
A: No. In fact, my cousins love to get little jewellery boxes like those on the top shelf.  
B: Everything's really expensive here.  
A: Shall we shop around? Souvenirs vary a lot in price.  
B: Of course. Let's walk a few more blocks away from the beach and see what the prices are like there.

#### 注释:

1. **carry-on item** 可随身携带的行李  
check-in item 托运行李
2. **souvenir** *n.* an object that you buy or keep to remind yourself of a special occasion or a place you have visited 纪念品  
*I bought a model of the Eiffel Tower as a souvenir of Paris.* 我买了一个埃菲尔铁塔模型，作为巴黎之行的纪念品。

## A Smart Man's Words

A smart man once told me that you should experience life to the fullest when you are young, so you have stories to tell when you are old. Is there a better way to create memories than by travelling, or by seeing the **incredible** beauty this world has to offer, or by witnessing what human beings have been able to build in centuries? Never was I able to see life's beauty as clearly as when I travelled. Being away from home just opens your eyes. It really opens your heart and makes you realise how **blessed**, how **endlessly** blessed you are for being born into this life.

注释：

1. **incredible** *adj.* (informal) extremely good or large 极好的；极大的  
*The view is just incredible.* 景色太美了！
2. **blessed** *adj.* to describe something that you think is wonderful and that you are thankful for or relieved about 令人愉快的；幸运的  
a moment of blessed calm 片刻愉快的宁静
3. **endlessly** *adv.* in a way that is endless or never finishing 无限地

## Getting Started

### Option 1 ★★

Have students work in pairs to discuss their understanding of the quote by Gustave Flaubert on text page 35.

A brief introduction to Gustave Flaubert:

Gustave Flaubert was born on December 12, 1821 in Rouen, France, and died on May 8, 1880. Flaubert was one of the most important European writers of the nineteenth century, and with him the French novel reached a high level of development. He was best known for his masterpiece, *Madame Bovary* (1857), a realistic portrayal of bourgeois life. Flaubert combined a feeling for the ideals of the Romantic era with the objective outlook and scientific principles of Realism to create a novel which has stood as a monument and example to writers ever since.

### Option 2 ★★★

Organise a group discussion on the following quotes. Ask students to express how they understand these quotes.

- Travel is a new experience that can transport you out of your everyday routine to create memories with the ones you love.
- We are all travellers in the wilderness of this world, and the best we can find in our travels is an honest friend.
- If you wish to travel far and fast, travel light. Take off all your envies, jealousies, unforgiveness, selfishness and fears.
- I travel light. I think the most important thing is to be in a good mood and enjoy life, wherever you are.
- I always encourage people to get out there, travel the world, see new things, experience new people, experience new food, experience new culture. What happens is that it helps you to grow and be your best self.

## Digging In Comprehension

### Option 1 ★

If students have difficulty answering the questions in Activity I, elicit the answers by asking them the following questions:

1. In which season did Eleanor visit Rome? How do you know?
2. What are some of the wonderful relics in Rome?
3. What did she think of the Sistine Chapel ceiling?
4. What food did Eleanor taste?
5. Where did she buy presents for her family and friends?

#### Reference answers:

1. She visited Rome in winter because there were Christmas decorations down the streets.
2. They include the Roman Forum and the vast Coliseum.
3. It was breathtaking.
4. She had pasta, ice-cream and hot chocolate.
5. She bought her family and friends presents from shops within her price range.

## Suggested Activities

### Option 2 ★★

Suppose Eleanor made a travel plan before her three-day visit to Rome. Ask students to complete the following table with the information from the text.

Day 1	<ul style="list-style-type: none"><li>• Arrive at the airport</li><li>• Check in at the hotel</li><li>• Visit famous monuments: (1) _____ (2) _____</li></ul>
Day 2	<ul style="list-style-type: none"><li>• Visit Vatican City: walk around (3) _____, see many famous (4) _____, and appreciate (5) _____</li><li>• Have dinner in an authentic Italian (6) _____</li></ul>
Day 3	<ul style="list-style-type: none"><li>• Buy (7) _____ for family and friends</li><li>• Check out at the hotel</li><li>• Depart from the airport</li></ul>

#### Reference answers:

- (1) the Roman Forum (2) the vast Coliseum (3) the museum  
(4) sculptures (5) the Sistine Chapel ceiling (6) restaurant (7) presents

### Option 3 ★★★

Ask students to retell Eleanor's three-day visit to Rome in the third person with or without the help of pictures in Activity II on text page 38.

### Option 4 ★★★

Ask students to work in pairs. One member plays the role of a tour guide in Rome. The other acts as a foreign tourist like Eleanor. The guide introduces cultural relics, masterpieces, shopping centres, etc. at each tourist attraction with the help of a city map, pictures or PPT. While listening, the tourist may ask some questions about the tourist attraction.

## Vocabulary Focus

### Option 1 ★★★

Guide students to acquire words and expressions in the reading contexts through classroom interactions. Integrate target words into reading activities in different stages. Activate students' knowledge about some target words or raise their awareness of literal meanings of some words in the pre-reading stage, guide students to read between the lines in the while-reading stage and encourage students to use the newly-learned words and expressions in the post-reading stage. Interact with students in the following way.

#### Before-reading

Target words and expressions: tourist attractions, wonder

T: Have you travelled in the past year?

S: Yes. I have travelled to Xi'an.

T: What **tourist attractions** did you visit in Xi'an?

S: I went to "Binmayong" (兵马俑).

T: That is the Terracotta Warriors, one of the great **wonders** of China. Today we are going to read a

travel experience of Eleanor in Rome where she saw some great **wonders**.

### While-reading

Target words: ruins, relics, ceiling

T: Did Eleanor go to see the Roman Forum and the Coliseum?

S: Yes, she did.

T: I will show you some pictures of the two places. Do you think the Coliseum is still in use?

S: No, I think it is broken now.

T: You mean the Coliseum and the Forum are damaged, right? There is a word in the text that means damaged buildings. What is it?

S: **Ruins**.

...

### After-reading

Target words: relic, ruin, sculpture, ceiling, temple, outdoor, theatre, political, breathtaking, fascinating, masterpieces, Renaissance, Michelangelo

Use the target words to retell Eleanor's travel experience.

(Answers may vary.)

### Option 2 ★★★

Guide students to interact with the text through dialogues at three different levels: literal comprehension, inferential comprehension and critical comprehension. Use discussion topics like "What tourist attractions did Eleanor visit in Rome?" and "What food did Eleanor have and what things did she buy in Rome?" at the literal level. Use discussion topics like "Did Eleanor enjoy her 3-day visit? How can you tell?", "What kind of person do you think Eleanor is?" at the inferential level. Encourage students to reflect upon topics like "Do you think A Roman Holiday is a good title? Why or why not?" at the critical level. Get students to learn target words and expressions in the process of textual interaction, and use them in the process of expressing different topics at different comprehension levels. Involve students in planned classroom interactions with teachers as follows.

#### 1. Literal comprehension

Topic 1: the tourist attractions in Rome

(Clues: something related to the historical attractions)

Target words: relic, ruin, sculpture, ceiling, temple, outdoor, theatre, political, breathtaking, fascinating, masterpieces, Renaissance, Michelangelo

T: What tourist attractions did Eleanor go to during the 3-day holiday?

S: She went to the Roman Forum, the Coliseum, and Vatican City.

T: Are the Roman Forum and the Coliseum still in use?

S: No, they are not.

T: So which word does Eleanor use to describe an ancient place that is no longer in use?

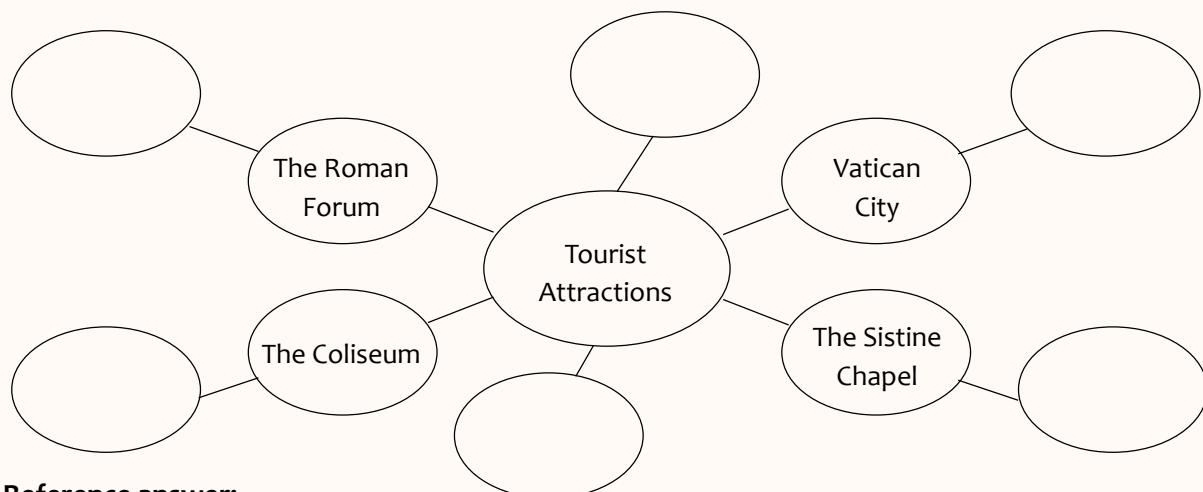
S: The ruins?

T: Yes, **ruins** mean things that are damaged. Could you find another word that describes an ancient place?

S: The wonderful **relics**.

T: Now I want everybody to find more words and expressions describing the tourist attractions during Eleanor's visit and complete this word web....

## Suggested Activities



### Reference answer:

The Roman **Forum**: the center of public and **political** life

The Coliseum: vast, the largest **outdoor theatre**, one of the greatest wonders in the world,  
the ruins of buildings and **temples** are **fascinating**...

Vatican City: famous **sculptures**, **masterpieces** of the **Renaissance** period

The Sistine Chapel: **ceiling**, **breathtaking**, **Michelangelo**

Topic 2: Eleanor's dining and shopping experience

Target words and expressions: **sparkly**, decoration, pasta, bacon, onion, region, luxury, a large offering, good in quality, make an effort, in sb's price range

T: What special food did Eleanor find in Rome?

S: **Pasta** with tomatoes, **onions**, and **bacon**, ice cream and hot chocolate.

T: Great! Now please work in pairs and underline phrases that you find useful to describe dining and shopping experiences from paragraphs 4-5.

S: (work in pairs)

T: What phrases have you found related to dining experience?

S: A **large offering** of food, **good in quality**, **made an effort** to find some restaurants, taste the popular meals of the **region**, love eating ice cream....

T: What about shopping?

S: **Luxury** stores, shops that are **in my price range**, a perfect opportunity to buy presents for my family and friends, a **sparkly decoration**.

T: Now that we have reviewed the Eleanor's visit to the famous tourist attractions and her dining and shopping experience. Could you retell her three-day experience using these new words and phrases?

## 2. Inferential Comprehension

Topic: Did Eleanor enjoy her visit?

Target words and expressions: **fascinating**, **breathtaking**, couldn't tear my eyes away from..., I loved most about the city...

T: Did Eleanor enjoy her 3-day visit?

S: Yes, I think so.

T: How can you tell? Could you find some words and expressions from the text to support your judgment?

(Students work in pairs.)

S: In the text, Eleanor says "Here are the things **I love most about the city**", "the ruins of

buildings and temples are **fascinating**”, “it was so **breathtaking** that I couldn’t **tear** my eyes **away** from it”, “I love visiting new places, especially capital cities”, ...

### 3. Critical Comprehension

Topic: Do you think “A Roman Holiday” is a good title?

Target words and expressions: love doing, be lit with, was excited to see...

S: I think “A Roman Holiday” is a good title because people tend to associate it with the classic movie “Roman Holiday”. We can see from the text that the writer **loves visiting** new places. She saw famous sculptures that she had learned in school, and the streets **were lit with** Christmas decorations and she was eating ice cream under Christmas lights, which forms a very pleasant holiday scene.

## Grammar in Use

### Option 1 ★

Ask students to give travel tips by combining the two sentences into one using appropriate conjunctions to make adverbial clauses.

1. You must have a driver's license. You want to drive a car to travel around in America.
2. You ought to pack a first-aid kit. Medical treatment can be given in an emergency.
3. You can buy a round-trip ticket. It's cheaper.
4. The local specialties or local products are attractive. You should avoid the stalls on the street.
5. You had better check the weather forecast. You start packing your suitcase.

#### Reference answers:

1. You must have a driver's license if you want to travel around in a car in America.
2. You ought to pack a first-aid kit so that medical treatment can be given in an emergency.
3. You can buy a round-trip ticket because/as it's cheaper.
4. Although the local specialties or local products are attractive, you should avoid the stalls on the street.
5. You had better check the weather forecast before you start packing your suitcase.

### Option 2 ★★

Have students underline the conjunctions in the following proverbs and then translate them into Chinese.

1. Strike while the iron is hot.
2. All things are difficult before they are easy.
3. A friend is never known till a man has need.
4. As every thread of gold is valuable, so is every moment of time.
5. If the eyes do not admire, the heart will not desire.

#### Reference answers:

1. Strike while the iron is hot. 趁热打铁。
2. All things are difficult before they are easy. 万事开头难。
3. A friend is never known till a man has need. 需要之时方知友。
4. As every thread of gold is valuable, so is every moment of time. 一寸光阴一寸金。
5. If the eyes do not admire, the heart will not desire. 眼不馋，心不贪。

## Suggested Activities

### Listening and Viewing

#### Listening



Ask students to work in pairs. One student (A) is Jack and the other (B) is working for Air China. Have students make a dialogue with the help of the useful expressions and the situation in Chinese given below.

**Situation:** 杰克想订一张从北京飞往多伦多的经济舱往返机票。他想 5 月 3 号离开，23 号返程。他想知道中国航空 (Air China) 是否有直飞航班。接着他又询问了直飞的票价以及免费行李托运的事情。然后再问了办理登机的时间和登机口。最后，杰克问了何时确认 (confirm) 预定的机票。

Ticket Information	
<b>Price</b>	¥ 4500 (luggage included)
<b>Check-in time</b>	15:00 p.m.
<b>Boarding terminal</b>	Terminal 2
<b>When to confirm</b>	pick up the ticket at the nearby office as soon as possible

Useful Expressions	
<b>Informal</b>	I just need to know... Do you know... Can you tell me... Do you happen to know if...
<b>Formal</b>	Would it be possible to ...? I was wondering if you would/could... I wonder if you could tell me...

#### Reference answer:

- A: I'd like to book a round-trip from Beijing to Toronto. I'm planning to leave on 3 May and return on 23 May. I wonder if non-stop flights are available with Air China.
- B: Yes, there is a direct flight with Air China.
- A: Can you tell me the price of the flight?
- B: Let me see. That would be ¥4500.
- A: OK. By the way, how many pieces of check-in luggage can I take?
- B: Two. 20kg each for Economy Class.
- A: Thank you. Do you happen to know the check-in time and the boarding terminal?
- B: Yes. You may check in at about 15:00 at terminal 2.
- A: When should I confirm the booking?
- B: Please pick up the ticket at the nearby office as soon as possible.
- A: Thank you.
- B: You are welcome.

### Viewing



Ask students to have a role-play in a TV interview.

Student A: You are a celebrity (choose a person you admire, respect or like) being interviewed on TV about how you usually spend your holidays.

Student B: You are the interviewer. You are going to interview the celebrity on how he/she spends his/her holidays.

Interview questions may include:

- What are your favourite destinations?
- What do you enjoy most when on holiday?
- What problems have you encountered when travelling?
- What does a holiday mean to you?

### Moving Forward



Have students write an introductory paragraph about the city they live in. Remind students that the purpose of their writing is to inform exchange students about the city, and should include information about landmarks, historic places, special foods, shopping centres.

### Reading B

#### Option 1 ★★

Before students read the text, ask them to make a bucket list. Explain to them that a bucket list, also called a life list, is a list of things you want to experience or accomplish before you die. Ask students to list 10 things they wish to do at some point. “Travel” will definitely be on the list. This way, elicit the topic “travel”.

#### Option 2 ★★

Ask students more questions to check students’ understanding and relate the information they have found in the text to their life.

Questions intended to encourage critical thinking:

- Do you have the same problems as the dreamer mentioned in the passage?
- How do you deal with them?
- If there are obstacles that prevent you from realising your dreams, what will you do?

#### Option 3 ★★★

Ask students to discuss and give a report on the following topic:

Suppose you are the young dreamer who wrote to Shannon asking for advice. Are you satisfied with her suggestions?

Ask students to make a presentation in front of the class. The presentation should contain the following elements:

- (1) The problems in your letter to Shannon.
- (2) Shannon’s suggestions in response to your problems in the letter.

## Suggested Activities

- (3) The suggestions that you find useful in solving your problems.
- (4) The problems you still have and your expectations for further suggestions.

## Critical Thinking



Ask students to suggest possible solutions to a problem in one of the following scenarios:

1. You want to travel with your friends in summer holidays, but your parents do not agree.
2. You are travelling in London with your friend. You have already booked a hotel in Glasgow. But because of the traffic jam, you will be late for your flight to Glasgow and the earliest flight available is tomorrow morning.

## Further Exploration



Ask students to work in pairs and discuss the following question:

If Chris invites you to be his tour guide, what preparations do you need to make?

Remind students of the following points:

- get to know Chris's preferences, time, budget
- make plans in advance and ask Chris for feedback
- collect information about hotels, tickets, transportation if possible

## Culture Link



1. Ask students to form groups and interview their Chinese or history teachers about the book *The Travels of Xu Xiake*.
2. Have students translate the teachers' words into English and conduct the interview in English in pairs.

# On Going a Journey<sup>1</sup>

By William Hazlitt

One of the most pleasant things in the world is going a journey: but I like to go by myself. I can enjoy society in a room; but out of doors, nature is company enough for me. I am then never less alone than when alone. “The fields his study, nature was his book.”

I cannot see the wit of walking and talking at the same time. When I am in the country I wish to relax like the country. I am not for criticizing plants and black cattle. I go out of town in order to forget the town and all that is in it. There are those who for this purpose go to watering places, and carry the city with them.

I like more space and fewer obstacles. I like solitude, when I give myself up to it, for the sake of solitude; nor do I ask for “a friend in my retreat, whom I may whisper solitude is sweet.” The soul of journey is liberty, perfect liberty, to think, feel, do, just as one pleases.

We go a journey chiefly to be free of all obstacles and all inconveniences; to leave ourselves behind, much more to get rid of others. It is because I want a little breathing space to reflect on indifferent matters.

I absent myself from the town for a while, without feeling at a loss the moment I am left by myself. Instead of a friend in a post chaise or in a carriage, to exchange good things with, and vary the same stale topics over again, for once let me have a time free from manners.

Give me the clear blue sky over my head, and the green grass beneath my feet, a winding road before me, and the three hours’ march to dinner — and then to thinking! It is hard if I cannot start some game on these lone heaths.

I laugh, I run, I leap, I sing for joy! From the point of that distant rolling cloud I plunge into my past being, and enjoy myself there as the sun-burnt Indian plunges headlong into the wave that carries him to his native shore. Then long-forgotten things like “sunken wrack and sumless treasures”, burst upon my eager sight, and I begin to feel, think, and be myself again. Instead of an awkward silence, broken by attempts at wit or dull commonplaces, mine is that undisturbed silence of the heart which alone is perfect eloquence.

Excerpted and adapted from the essay “Going a Journey”

## Food for thought

1. Does the author prefer to travel by himself or with company? Why?
2. For the author, what are the main purposes of going on a journey?
3. What does “going on a journey” mean to you?

## Reference answers:

1. He prefers to travel on his own. For him, nature is company enough. Solitude means that he can think, feel, and do just as he pleases. Yet the author makes it clear that he likes to travel alone more because it allows him to escape himself than to get away from friends. He can also enjoy a bit of time free from having to follow all the rules of social life.
2. The author goes on a journey to seek solitude, to forget worldly matters, to enjoy the simple joy to be found in nature and to find peace of mind.
3. For me, going a journey means taking some time to go to a new place, getting to know more people beyond my usual social circles and exploring the unknown. (Answers may vary.)

<sup>1</sup> The text was written in the 19th century. Now “going on a journey” is more frequently used.



- ▶ describe customs and traditions around the world;
- ▶ develop an awareness of underlying cultural values in various customs and traditions;
- ▶ find common ground with a diagram;
- ▶ listen for key words, achieve paragraph unity, and give an introduction to a presentation.

# Unit 4

## Customs and Traditions



It takes an endless amount of history to make even a little tradition.

— Henry James

## 单元教学内容与目标

课程要素	教学内容	教学目标
主题语境	单元主题语境为“人与社会”，主题群为“传统节日与习俗”	<ul style="list-style-type: none"> <li>能描述世界各地的主要传统节日和习俗；</li> <li>能认识到各种传统节日和习俗传达的文化含义；</li> <li>能总结和对比不同传统节日的文化差异；</li> <li>能在听的过程中获取关键信息；能写出上下衔接的段落；能通过有效的方式引入演讲主题。</li> </ul>
语篇类型	阅读语篇 A	<ul style="list-style-type: none"> <li>能掌握该报纸文章的文体特征，包括总述、分述和结论。</li> </ul>
	阅读语篇 B	<ul style="list-style-type: none"> <li>能分析出该说明文的语篇成分。</li> </ul>
	听力语篇	<ul style="list-style-type: none"> <li>能依据新闻语篇的特点，获取其情景语境中的相关信息。</li> </ul>
	视听说语篇	<ul style="list-style-type: none"> <li>能综合视频中介绍生日庆祝的画面、背景、声音等资源传达的信息。</li> </ul>
语言知识	语音	<ul style="list-style-type: none"> <li>能借助重音、语调、节奏等的变化表达兴趣、意义、意图和态度等，特别注意进行事物对比时的语调变化。</li> </ul>
	词汇	<ul style="list-style-type: none"> <li>能依据名词变动词、动词变名词、形容词和介词变动词的词性转换规律，判断词义并表达有关话题的信息和观点。</li> </ul>
	语法	<ul style="list-style-type: none"> <li>能在语篇中识别、理解和使用现在进行时和现在完成时的被动语态；</li> <li>能根据表达的需要恰当运用被动语态。</li> </ul>
	语篇	<ul style="list-style-type: none"> <li>能厘清单元说明文的语篇成分、语言特征；</li> <li>能分析说明文的语篇结构特征，如条理清晰、语言确切生动并注意平行段落的运用。</li> </ul>
	语用	<ul style="list-style-type: none"> <li>能理解语篇目的、语篇对象、语篇特征和语篇各部分之间的逻辑关系等；</li> <li>能运用功能语言和得体语言形式表达态度、意图与个人观点；</li> <li>能根据交际场合和交际对象选择恰当的语言形式介绍中国的成人礼。</li> </ul>

文化知识	语篇文化元素、文化链接、项目探究	<ul style="list-style-type: none"> <li>• 能发现并理解语篇中包含的文化元素，如一些国家的节日庆祝方式、成人礼的庆祝活动；</li> <li>• 能通过展现成人礼的庆祝方式与活动加深文化理解；</li> <li>• 能根据提示整合各语篇的主要信息，并在此基础上总结和比较不同国家在文化传统和习俗方面的异同；</li> <li>• 能通过文化链接理解其他国家特定的庆祝方式，如墨西哥的皮纳塔游戏；</li> <li>• 能通过探究性学习探究各国在问候、拜访、饮食与着装等方面的特点和文化差异。</li> </ul>
语言技能	听	<ul style="list-style-type: none"> <li>• 能分析新闻报道的情景语境，包括新闻的地点、时间、主要事件脉络等。</li> </ul>
	说	<ul style="list-style-type: none"> <li>• 能在展示或演讲时运用有效的开场方式吸引听众的注意力，包括引用名言、讲故事或笑话、邀请听众参与互动等。</li> </ul>
	读	<ul style="list-style-type: none"> <li>• 能分析语篇 A 中的成人礼活动及一些国家对成年的看法和期待；</li> <li>• 能表达美国高中返校活动的内容及其意义。</li> </ul>
	看	<ul style="list-style-type: none"> <li>• 能分析视频中的画面、背景、声音等资源传达的信息，并将信息进行整合；</li> <li>• 能归纳不同国家庆祝生日的方式及其差异。</li> </ul>
	写	<ul style="list-style-type: none"> <li>• 能运用“主题句—支撑性细节—总结句”的结构理清逻辑关系；</li> <li>• 能运用段落信息凸显文章主题。</li> </ul>
学习策略	听	<ul style="list-style-type: none"> <li>• 能依据听力材料中对庆祝活动的具体描述获取关键信息，并获取韩国人关于成人礼的观点。</li> </ul>
	说	<ul style="list-style-type: none"> <li>• 能在正式演讲时采用适当的方法吸引听众的注意；</li> <li>• 能够整体规划演讲的内容，在整合文本信息的基础上详细介绍中国的成人礼。</li> </ul>
	读	<ul style="list-style-type: none"> <li>• 能判断报纸文章和说明文的语篇结构特征：语篇必备要素和可选要素，以及各要素出现的顺序；</li> <li>• 能识别语篇为传递意义而选用的主要词汇和语法结构。</li> </ul>
	写	<ul style="list-style-type: none"> <li>• 能在书面表达中注意段落的统一性，采用“主题句—支撑性细节—总结句”的方式合理组织信息。</li> </ul>

## Reading A

### Getting Started

- E**: Look at the pictures and find out how people celebrate New Year in different places. Which celebration is the most interesting to you? Are you familiar with other New Year traditions?



1. Chinese New Year usually closes off with the Lantern Festival.



2. Burmans splash water to start the New Year with a purified soul.



3. In the hope of having a travel-filled year, Colombians carry a suitcase around on 31 December.

*Why are there coming-of-age ceremonies in different cultures? How are they celebrated? Read the text and learn about coming-of-age ceremonies.*

### GROWING WORLDWIDE

Entering adulthood is an important step in everyone's life. It means that a young person must soon leave childishness behind and start to shoulder grown-up responsibilities.

In Germany, there's a ceremony called "Jugendfeier," or "youth celebration," a coming-of-age ceremony for 14-year-olds. They go to school to prepare for the occasion, studying topics thought to be important for young citizens of the future. The things these young people learn about include multiculturalism and general responsibilities in society.

"Jugendfeier" began in the 19th century, when awareness of civic practices was on the rise. At the ceremony, a teacher makes a speech about values, such as having respect for other people and having a sense of duty.

The idea is that the young people taking part in the ceremony will take on these values for themselves. Perhaps it's fair to say that "Jugendfeier" is treated differently from other coming-of-age events in the world — it's more serious than it is fun.

In Latin America, there is a coming-of-age tradition called "quinceanera." It is a celebration for girls on their 15th birthday, marking a girl's entry into womanhood. In the past, "quinceanera" was connected with

# Getting Started

## 教学内容与要求

- 能通过看图讨论不同国家的新年庆祝习俗；
- 能联系自身经历讨论各地的新年习俗；
- 能使用和风俗习惯相关的词汇，构建相应的词汇语义网。

## 教学建议

1 Introduce the topic of the unit “Customs and Traditions”. Explain the task on page 52 to students. Allow students some time to look at the pictures and the descriptions below. Have students work in pairs and share their ideas with their partners. Have some students share their partners’ answers with the class. If possible, write down the New Year celebration activities across different cultures on the blackboard.

2 If students have difficulty in understanding some of the expressions, ask them to underline the new words or phrases first. Explain the expressions with the help of the pictures or examples.

Suggested Activities 见 page T66d.

## Reading A

### 背景介绍

This passage is adapted from *Growing worldwide*, an article published in the newspaper. It was written by Paul Brennan for student readers.

### 难句注释

1. **It means that a young person must leave childishness behind and start to shoulder grown-up responsibilities. (lines 2–5)**

本句采用了隐喻的修辞手法, leave behind 指的是“留下; 将……抛之脑后”, childishness 指的是“童稚、孩子气”, 表面意义是“将孩子气抛之脑后”, 其实意味着“年轻人必须改变孩子气的行为”。整句意为“成年, 意味着一个人必须褪去稚嫩, 开始肩负起成年人的责任。”

2. **They go to school to prepare for the occasion, studying topics thought to be important for young citizens of the future. (lines 9–11)**

本句中 studying 为分词作状语表示伴随, 其逻辑主语为 they。thought 为过去分词作后置定语, 修饰 topics。整句意为“青少年要去学校进行一番准备, 学习未来青年公民应具备的重要知识与技能。”

3. **“Jugendfeier” began in the 19th century, when awareness of civic practices was on the rise. (lines 15–17)**

本句中 when 引导的定语从句修饰 the 19th century, on the rise 的意思是“上升、高涨”, 整句意为“青年礼起源于公民参与意识觉醒的 19 世纪。”

4. **The idea is that the young people taking part in the ceremony will take on these values for themselves. (lines 20–22)**

本句中含有由 that 引导的名词性从句——表语从句, 补充说明 idea 的内容, 而 taking part in the ceremony 是现在分词作后置定语, 修饰 young people。整句意为“目的是为了让参加青年礼的青少年能够主动地践行这些价值观。”

## 词汇释义

### • adulthood (line 1)

*n.* the state of being an adult 成年

**Friendship developed in one's adulthood tends to last forever.** 成年时代形成的友谊往往会长久。

a child reaching adulthood 已成年的孩子

*v.* to have a very good opinion of sb/sth; to admire sb/sth 尊敬，敬佩

**I want him to respect me as a career woman.** 我希望他把我作为一名职业女性来尊重。

### • leave ... behind (lines 3-4)

脱离，离开

**I don't want to leave anything behind.** 我不想留下任何东西。

### • duty (line 19)

*n.* sth that you feel you have to do because it is your moral or legal responsibility 责任；义务；本分

**Local authorities have a duty to keep the streets clean.** 地方政府有责任保持街道整洁。

be on/off duty 值班；值勤/下班；不值勤

### • occasion (line 10)

*n.* a special event, ceremony or celebration 特别的事情（或仪式、庆典）

**Taking her with me on official occasions has been a challenge because she talks too much sometimes.** 她话太多了，在正式场合带上她对我而言是一种挑战。

mark the occasion 纪念这一时刻

### • take on (line 21)

接受，承担

**No other organisation was able or willing to take on the job.** 没有任何组织能够或愿意承担这项工作。

### • responsibility (line 14)

*n.* a duty to help or take care of sb because of your job, position, etc. 职责；义务

**It is your responsibility to inform us of any changes in the plan.** 如计划有任何变动，你有责任通知我们。

responsible *adj.* 负有责任的

assume/take on responsibilities 承担责任  
take responsibility for... 为……承担责任

### • individual (line 42)

*adj.* connected with one person; designed for one person 单独的；供一人用的

**Children tend to get more individual attention in small classes.** 小班上课的孩子能得到较多个别关注。

individuality *n.* 个性

### • respect (line 18)

*n.* polite behaviour towards or care for sb/sth that you think is important 尊重；重视

**I have the greatest respect for Jane's work.**

我非常钦佩简的工作成绩。

have respect for sb 尊敬某人

win/earn/gain respect 赢得/获得尊敬

### • perform (line 48)

*v.* to do sth, such as a piece of work, task or duty 做；履行；执行

**The surgeon performed an emergency operation last night.** 这位外科医生昨晚做了一个急诊手术。

perform a study/experiment/analysis 做研究/试验/分析

perform a task/job/duty 执行任务/履行职责

performance *n.* 履行；表现

• **represent (line 51)**

v. to be a symbol of sth 作为……的象征；  
代表

**Beijing represents what's unique and great about Chinese culture.** 北京体现出中国文化的独特和伟大之处。

representation *n.* 表现；代表

• **vary (line 66)**

v. to change or be different according to the situation (根据情况) 变化，改变

**Test scores vary from class to class.** 测验成绩各班不同。

various *adj.* 各种各样的

variety *n.* 多样化

• **specific (line 68)**

*adj. (formal)* existing only in one place or limited to one thing 特有的；独特的

**These games are designed for specific age groups, which have won much popularity among young children.** 这些游戏是为特定年龄段设计的，赢得了小朋友的喜欢。

• **symbolise (line 69)**

v. to be a symbol of sth 象征；是……的象征；代表

**The use of light and dark symbolises good and evil.** 用光明与黑暗来象征善与恶。

symbol *n.* 象征；符号；标志

## 教学内容与要求

- 能判断报纸文章的文体特征：语言简练、表意清楚、视角客观等；
- 能理解说明文的语言和逻辑特征：条理清晰、语言确切生动、平行段落的运用；
- 能理解语篇的语篇目的、语篇对象、主题特征和各部分之间的逻辑关系等；
- 能理解课文中的成人礼活动及各国对成年这一事件的看法和期待；
- 能发现并理解课文中包含的文化元素，如各国成人礼的庆祝方式；
- 能通过各国成人礼的庆祝方式的介绍，展现不同文化对成长的理解，了解文化异同，尊重文化多样性，感悟语言和文化的密切关系。

## 语篇分析

本文的语篇类型为报刊类说明文。语篇内容为德国、拉丁美洲和印度的成人礼的传统和庆祝活动介绍，反映了不同民族对儿童迈入成年的这一转变所独有的看法和期待。成年标志着人生新阶段的开始，也意味着要承担社会责任和义务，在不同文化中成年的意义不尽相同。语篇结构为总分总模式，第一段引出成年的意义，第二段到第七段举例介绍三种文化的成人礼习俗和意义，最后一段以成人礼在不同文化的异同收尾。语言特征是以连系动词和相关成人礼活动的行为动词建构了“世界各地的成人礼”为话题的词汇语义网，并以被动语态和现在时态的语言形式呈现，体现了说明文的语言特点。主题意义在于引发读者思考：成人礼对于即将成年的青年人有什么意义？不同文化对成年人有什么样的期待？通过对不同文化成人礼活动的对比引发读者对文化差异的思考，加深对不同文化的理解。

## 难句注释

5. *He is given three strands of the sacred thread which represent three promises he makes: to respect knowledge, to respect his parents and to respect society. (lines 49–53)*

本句中 which 引导的定语从句修饰和说明 three strands of the sacred thread。整句意为“男孩会收到三股圣线，代表着他许下的三个承诺：尊重知识、尊敬父母、遵守社会公约。”

## Personal Touch

### 教学建议

1. Ask students to answer the questions immediately after they read the text for the first time.
2. After students have learned the three coming-of-age ceremonies in the text, ask them to read the questions and share the information with their partners.
3. If students have difficulty, ask them to do some research after class to find out the relevant information about what the coming-of-age ceremonies are like in local areas or in other places of China.
4. If time is limited, this activity can be integrated into the writing task as a warm-up.

marriage. Girls were taught cooking, sewing, and other general household skills before the special day to get prepared for their upcoming marriage.

<sup>35</sup> Traditional ceremonies began when the teenager arrived, with her father. He would dance with her, and then “give her away” to dance with other males from among their family and circle of friends.

<sup>40</sup>

Today, the ceremony has become more like an individual celebration of the young person’s coming-of-age — similar to how one’s 18th birthday is

<sup>45</sup> considered an important day in other cultures.

In some Indian families, the sacred thread ceremony is performed when a boy is grown-up. He is given three

<sup>50</sup> strands of the sacred thread which represent three promises he makes: to respect knowledge, to respect his parents and to respect society.

<sup>55</sup> It is said that the sacred thread ceremony marks

a new life. The child, traditionally, leaves his family to go and live with the Guru (teacher). At this point the boy becomes “twice-born.” In Indian traditions, a human being has at least two births — the first one is his physical birth and the second one his intellectual birth through a teacher’s care. At this ceremony, a Guru accepts a child and draws him towards knowledge.

Coming-of-age traditions vary significantly from culture to culture. Nearly every society has specific rituals, ceremonies, and traditions to symbolise or celebrate one’s transition from childhood to adulthood.



- Personal Touch

- Do you know any coming-of-age ceremony in your local area or in other places of China? What are the activities at this ceremony?

# Digging In

## ● Comprehension

### I. Answer the questions.

1. How many coming-of-age ceremonies are described in the text?
2. What do young people need to do to prepare for the “youth celebration” in Germany?
3. How has “quinceanera” changed over time in Latin America? Why?
4. What do the three strands of the sacred thread symbolise in India?
5. What are the two births that a human being experiences in Indian traditions?

### II. Tick (✓) the expectations related to coming-of-age ceremonies in different cultures. Support your choices with the sentence(s) from the text. An example is given.

Expectations	Germany	Latin America	India	Evidence from the text
1. having respect for other people	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Germany:</b> “having respect for other people” (lines 18-19) <b>India:</b> “to respect knowledge, to respect his parents and to respect society” (lines 51-53)
2. developing a sense of responsibility	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<i>It means that a young person must soon leave childishness behind and start to shoulder grown-up responsibilities. (lines 2-5)</i> <b>Germany:</b> The things young people learn about including multiculturalism and general responsibilities in society. (lines 12-14) <i>At the ceremony, a teacher makes a speech about values, such as having respect for other people and having a sense of duty. (lines 17-19)</i>
3. acquiring a multicultural perspective	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Germany:</b> The things young people learn about including multiculturalism and general responsibilities in society. (lines 12-14)
4. being ready for household tasks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>Latin America:</b> Girls were taught cooking, sewing, and other general household skills before the special day to get prepared for their upcoming marriage. (lines 32-34)
5. showing great respect for knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>India:</b> He is given three strands of the sacred thread which represent three promises he makes: to respect knowledge, to respect his parents and to respect society. (lines 49-53)

### III. Look at the apps and choose the ones that might appeal to the young people who are entering adulthood from Germany, Latin America or India. Note that one app might appeal to young people from different cultures.



**From:** Latin America  
**Reason:** “girls were taught cooking, sewing, and other general household skills ...”



**From:** Germany  
**Reason:** Young people learn multiculturalism and general responsibilities in society.



**From:** India / Germany  
**Reason:** “They have great respect for knowledge and society. / Young people learn general responsibilities in society.”



**From:** Latin America  
**Reason:** They attach more importance to family duties.

*(Answers may vary.)*

# Comprehension

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## 教学建议

- I**
1. Before students begin reading, ask them to look at the title and think about the questions: What does growing up mean to you? Do you think there should be some kind of ceremony to mark the occasion?
  2. Ask students to read the introductory part and explain the meaning of coming of age to them or have students define its meaning. (Coming of age is a young person's transition from being a child to becoming an adult.)
  3. Have students read the text and find out how many coming-of-age ceremonies are introduced in the text and what they are.
  4. Have students read the introductions to each ceremony respectively and then answer the corresponding questions.
- II**
1. Before the activity, ask students to read the instructions and the given example carefully. If necessary, explain what the word “expectation” means.
  2. Tell students to underline sentences which reflect the expectations for coming of age in a particular culture.
  3. Ask students to read the text and complete the activity on their own.
  4. Have students share their answers with the class.
  5. Ask students to rank the expectations in terms of importance and explain their decisions.
- III**
1. Have students read the instructions and the given example. If students have difficulty, help them by explaining the function of the given Apps with questions like: What kind of information do you think people can find on the iCookbook App or Smart Home App?
  2. Have students work individually and allow them time to figure out reasons based on the text.
  3. Encourage students to present their answers and explanations in front of the whole class.

Suggested Activities 见 pages T66d–T66e.

## 参考答案

- I**
1. Three coming-of-age ceremonies are described in the text.
  2. They go to school to prepare for the occasion, studying topics thought to be important for young citizens of the future.
  3. In the past, it aimed to help girls get prepared for their upcoming marriage; now it has become more like an individual celebration of the young person's coming of age.
  4. The three strands of the sacred thread represent three promises the young boy makes: to respect knowledge, to respect his parents and to respect society.
  5. The first birth is one's physical birth and the second one is his intellectual birth through a teacher's care.

## Vocabulary Focus

### 教学内容与要求

- 能基于语篇，学习和运用课文核心词汇；
- 能掌握名词变动词、动词变名词、形容词变动词和名词的词性转换规律，并用于理解、表达与风俗习惯相关的内容。

### 词汇分类

识别词汇 1: *childishness, ceremony, multiculturalism, civic, upcoming, sacred, thread, strand, intellectual, ritual, transition*

2: *citizen, responsibility, entry, household, vary, symbolise*

运用词汇（必修）：*adulthood, occasion, respect, duty, male, individual, perform, represent, specific, event, tradition, significantly*

常用词组：*take on, leave... behind, on the rise, a sense of, give... away*

### 教学建议

#### I Key Vocabulary

- Ask students to go over the given words in the word bank , read the passage and fill in the blanks.
- Guide students to retell the text in pairs by using the key words.
- Invite students to retell the text in turns in class.

#### II Word Formation: Conversion

1.

- (1) Ask students to read the sentences and figure out what conversion means.
- (2) Elicit more examples and guide students to group them. Examples are given in the table below.

Types of conversion	Sample words
<b>noun to verb</b>	comfort, comment, glance, fault, ruin, range, factor, stage, finance, exchange, respect, thread, strand, parade, band
<b>verb to noun</b>	signal, soil, shrug, panic, disgust, tear, chart, graduate, rent, march
<b>adjective to verb</b>	blank
<b>adverb to verb</b>	forward

## ● Vocabulary Focus

### I. Key Vocabulary

Fill in the blanks with the appropriate forms of the given words to complete the passage.

The experience of “coming-of-age,” the transition from childhood to **1 adulthood**, is a significant stepping stone in the lives of most people.

In Germany, the coming-of-age ceremony is called “Jugendfeier,” which means **2 youth** celebration. It is an important **3 occasion** for 14-year-olds to think about various topics related to their future as citizens. At the ceremony, teachers deliver speeches about certain values such as having a sense of **4 duty**. This makes the ceremony more serious.

In Latin America, “quinceanera” is a celebration for girls transitioning into woman-hood. In the past, girls were taught household skills in order to be prepared for **5 marriage**. Now the ceremony is **6 performed** as an individual event like one’s birthday.

At an Indian coming-of-age ceremony, a boy is given three strands of the sacred thread, which **7 represent** three promises.

The start of adulthood is celebrated in different cultures with their own **8 specific** rituals, ceremonies, and traditions.

**duty**

**adulthood**

**marriage**

**occasion**

**perform**

**represent**

**specific**

**youth**

### II. Word Formation: Conversion

1. Read the two sentences and pay attention to the underlined words. Do they belong to the same word class? **No.**

(1) “Jugendfeier” began in the 19th century, when awareness of civic practices was on the rise.

(1) **noun** (2) Their voices rose when they talked about the coming homecoming celebration.



Conversion is a word formation process whereby a word of one class is shifted into a word of another class without adding an affix. Here are some of the major types.

- (1) Noun to verb conversion (e.g. *view, voice, target, stage, mail, flash*)  
*The foreign student **values** his exchange experience in the Chinese high school.*
- (2) Verb to noun conversion (e.g. *desire, compare, match, like, decline, protest*)  
*On the **cover** page is the New Year celebration in the China town.*
- (3) Adjective to verb conversion (e.g. *pale, sour, calm, slow, narrow, yellow*)  
*The host **cleared** his throat before giving a speech at the ceremony.*
- (4) Adjective to noun conversion (e.g. *chief, Chinese, professional, chemical*)  
*A **native** of Britain tends to talk about the weather in English.*



2. Fill in the blanks in Column B by converting a word in Column A. Change forms where necessary.

A	B
(1) The photographs of the coming-of-age ceremony from 20 years ago have become yellow with age.	I can still recognise my mother although the photographs <u>have yellowed</u> with age.
(2) At "Jugendfeier" yesterday, Mr Kaufmann expressed the hope that young students would take more responsibilities from then on.	Young students started to shoulder their responsibilities as Mr Kaufmann <u>hoped</u> .
(3) The students are asked to match the traditions with the festivals.	Some of the traditions are not the right <u>match</u> for the festivals.

3. Study the underlined converted words in the passage. Try to explain the original sentence or make another sentence with another form of the word. An example is given.

In ancient China, when a girl was aged 15, a hair-pinning ceremony (*Ji Li*) would be held to mark the occasion on the third day of the third month according to the Chinese lunar calendar. Girls would wash and comb their hair and a ceremony master would put a pin in it.

The coming-of-age ceremony for boys used to take place when they were 20. Respected seniors were invited to perform the capping ceremony (*Guan Li*) for the boys.

Becoming an adult is an important stage in one's life. It means that you need to shoulder grown-up responsibilities while also enjoying a bigger say in your own affairs.

mark v./n.  
comb v./n.

cap v./n.  
shoulder v./n.  
say n. /v.

### EXAMPLE

age

- v. In ancient China, when a girl was **aged** 15, a hair-pinning ceremony would be held ...
- n. In ancient China, at the **age** of 15, a girl would attend a hair-pinning ceremony which was held ...
- n. Inuit boys go out to the wilderness with their fathers between the **ages** of 11 and 12 to test their hunting skills.

### ● Grammar in Use

#### Passives (review + present continuous passive and present perfect passive)

- I. Read the sentences. Underline the passive verbs and discuss why the passive voice is used.

1. In some Indian families, the sacred thread ceremony is performed when a boy is grown-up.
2. It is said that the sacred thread ceremony marks a new life.

### Grammar Highlights

We use the passive voice to focus on the person or thing affected by an action. Sometimes, we use the passive voice because we do not know or do not want to mention the one who performs the action.



2.

- (1) Ask students to fill in the blanks and tell how each word is converted.
- (2) Encourage students to make more sentences with conversion in pairs.
- (3) Invite some students to present their pair work in class.

3.

- (1) Have students read the passage and follow the main idea.
- (2) Invite some students to explain the sentences with underlined words as required.
- (3) Ask students to make more sentences by using the underlined words.

Suggested Activities 见 pages T66f–66g.

## Grammar in Use

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### 教学内容与要求

- 能在语篇中识别、理解和运用现在进行时和现在完成时的被动语态；
- 能在语境中根据表达的需要恰当运用被动语态。

### 教学建议

I

1. Ask students to read the two sentences and think about why passive voice is used here.
2. Have students match the sentences with the rules in Grammar Highlights. If possible, illustrate the rules with more examples from the text.
  - ① Jugendfeier is treated differently from other coming-of-age events in the world.
  - ② In Latin America, the coming-of-age tradition is called quinceanera.
  - ③ In the past, girls were taught general skills like cooking and sewing before the special day of quinceanera.
  - ④ The boy is expected to live with the Guru and mature intellectually through study.
  - ...
3. Alternatively, ask students to introduce some facts about each coming-of-age ceremony by using passive voice.

### 参考答案

I

- \* The passive voice is used because the author wants to emphasise the ceremony.
- \* The passive voice is used because we do not know who says it.

## 教学建议

II

1. Have students recall the basic structure of the passive voice in different tenses.
2. Allow students enough time to do the exercises on their own and then check their answers. If possible, ask students to explain why passive voice is used here.
3. Ask students to design questions about traditions of baby birth based on the completed exercises. Remind them to use passive voice. If necessary, give an example:
  - What is done to celebrate the occasion in China when a baby turns one year old?

### Reference questions:

- \* What is given to mothers-to-be in Finland?
- \* Why are the mothers given a box by the Finnish government?
- \* When was the box tradition first started in Finland?
- \* In Brazil, what will be given to the visitors when they visit the mother and the new born?
- \* How are the gifts usually chosen in Brazil?
- \* In Jamaica, what was given to the mother before the birth of a baby girl? Suppose the girl was born yesterday, what has been buried?

Suggested Activities 见 pages T66h–T66i.

### Basic structure of the passive

subject + auxiliary verb (*be*) + main verb (-ed form)

*National flags are often designed with many kinds of shapes on them, such as the sun, stars, the moon, animals and bars.*

### Present continuous passive

subject + *am/is/are being* + main verb (-ed form)

*When the national flag is being raised, students should stand at attention and salute according to the constitution.*

### Present perfect passive

subject + *has/have been* + main verb (-ed form)

*Laws have been made to govern the use of the national flag.*

- II. Read the birth traditions in different countries. Fill in the blanks with the appropriate forms of the verbs in brackets.

1. When a baby turns one month old in China, a Full Moon ceremony **1** *is held* (hold) to celebrate the first full month of life.
2. In Finland, babies come with a box! For the past 75 years, Finland's mothers-to-be **2** *have been given* (give) a box by the government. It's a starter kit of nappies, clothes, sheets and toys.
3. In a hospital in Brazil, different kinds of gifts **3** *are being chosen* (choose) by a soon-to-be mother as she asks her husband for advice. The gifts **4** *will be given/are given* (give) to each person who comes to the hospital when the baby is born.
4. In Jamaica, a mother who gave birth to a baby girl yesterday is now busy in the garden. The afterbirth and the cord **5** *have* already *been buried* (bury) by her in person in a specially chosen location and a tree **6** *is* now *being planted* (plant) on that spot. The tree **7** *was/had been provided* (provide) by her parents before the birth of the baby. This tradition comes from a Jamaican expression that says, "Home is where your navel string is buried."



# Listening and Viewing

音频文本见 page T66b



## Coming-of-Age Day (Radio programme)

I. Answer the questions before listening to the radio programme. *Answers may vary.*

1. In your opinion, at what age does one enter adulthood?
2. What does “becoming an adult” mean to you?

II. Listen and tick (✓) the celebrations of Coming-of-Age Day in South Korea.

- |   |   |
|---|---|
| <input type="checkbox"/> A haircut                            | <input checked="" type="checkbox"/> Traditional clothes |
| <input checked="" type="checkbox"/> A bow to parents          | <input type="checkbox"/> Traditional food               |
| <input checked="" type="checkbox"/> A speech of encouragement |   |

III. Listen again and complete the passage. One word for each blank.

### Listening Strategy

#### Listening for key words

The third Monday of May is the day to celebrate the occasion for those who turn 1 19 years old that year. More than 2 65,000 young people are to come of age this year. This means they will be able to enjoy the rights that come with adulthood, such as being able to 3 vote and drive. It also reminds them to take on real 4 responsibilities as adults.

Young participants dressed up in traditional South Korean clothes attended the Coming-of-Age Day 5 ceremony in Seoul. The event ended with the young adults offering a graceful bow to their parents so as to 6 express their gratitude. The gesture also symbolised the beginnings of their journeys in the real world 7 ahead of them.

IV. List some elements or activities that are necessary to describe a coming-of-age ceremony. *Answers may vary.*

### Culture Link

#### Coming-of-Age Tradition in Vanuatu

In Vanuatu, a small island nation in the middle of the South Pacific, young boys come of age by jumping off a 98-foot-tall tower with a bungee-like vine tied to their ankles, just barely preventing them from hitting the ground. Boys there begin jumping at around 7 or 8. In their first dives their mother will hold an item representing their childhood, and after the jump the item will be thrown away, representing the end of childhood. As boys grow older they will jump from taller towers, showing their manliness.

# Listening and Viewing

## 教学内容与要求

### Listening

- 能理解对话语篇的情景语境、主要内容和细节；
- 能依据听力材料中对庆祝活动的具体描述获取关键信息，并从广播节目中获取韩国人对成人礼的观点；
- 能理解新闻报道的情景语境，包括报道的地点、时间、主要事件脉络等；
- 能发现并理解语篇中包含的文化元素。

## 听力策略

### Listening for key words

- Have students read the titles of the listening and viewing section to find key words. For instance, in the listening section, the title “Coming-of-Age Day” can help a lot in predicting the topic. Raise students’ awareness that understanding the topic will guide them to follow the main idea.
- While students are listening, remind them to pay special attention to the repeated words like “celebrate”, “coming-of-age” and the words related to the topic of the text, such as “adulthood”, “grow up”, “responsibilities”, which are most probably the key words. Also have students notice the words following a long pause, which are usually the topic sentence of a paragraph.
- Ask students to pay attention to the phrases that may signal the ending or transition of ideas.

## 背景介绍

This audio is a news report about South Korea’s 44th national ‘Coming-of-Age Day’ on the third Monday of May by Arirang TV (a global, English-language television network based in Seoul, South Korea).

## 教学建议

- |   |   |
|---|---|
| <p><b>I</b></p> <ol style="list-style-type: none"><li>Ask students to read the two questions and make sure they have got enough time to think and give their answers.</li><li>Encourage students to voice their ideas freely and write down key words of their answers on the blackboard.</li><li>Give some feedback and summarise students’ expectations about coming of age.</li></ol>  | <p>occasion?</p> <p>* Are there <u>tea and refreshments</u> served during the ceremony?</p> <p>* Is the ceremony usually <u>wrapped up</u> with a party?</p> <p><b>III</b></p> <ol style="list-style-type: none"><li>Tell students to listen to the radio programme for the first time and do Activity II.</li></ol>  |
| <p><b>II</b></p> <ol style="list-style-type: none"><li>Ask students to look at the choices in Activity II and predict what elements might be covered in the radio programme.</li><li>Alternatively, have students think about the following questions and guess the meaning of the underlined words. If possible, help students understand the meaning of the underlined words with pictures.<br/>* Do the young people usually <u>dress up</u> for the coming-of-age ceremony?<br/>* Is there a <u>signature haircut</u> for the</li></ol> | <p><b>IV</b></p> <ol style="list-style-type: none"><li>Play the audio again and have students finish Activity III. Check the answers.</li><li>Ask students to ask each other questions based on the information from the completed passage.</li><li>Have students work with partners and exchange their ideas about the elements or activities in Activity IV.</li><li>Ask some students to tell the class their answers.</li></ol> |

Suggested Activities 见 page T66i.

Culture Link 板块教学建议等见 page T66a.

## 教学内容与要求

### Viewing

- 能理解视频中庆祝生日的画面、背景、声音等资源传达的信息，并将这些信息进行整合；
- 能理解不同国家庆祝生日的方式及其差异。

## 背景介绍

This video is a clip from the vodcast, “28 Birthday Traditions from Around the World”, originally made to celebrate the first birthday of an online magazine, which presents facts, puzzles, and trivia with a humorous tone. In this clip, John Green introduces some fascinating age-specific birthday traditions in different cultures.

## 教学建议

- I
  1. Ask students to share what they know about age-specific traditions and how different countries celebrate birthdays.
  2. Play the video in silent mode and ask students to finish Activity I. Check the answers.
- II
  1. Tell students to read the table and guess what these blanks are probably about. If possible, explain some culture-specific words like Judaism, bat mitzvah, bar mitzvah.
  2. Play the video again and ask students to fill in the blanks with the information they have picked up during viewing.
  3. Ask students to work in pairs and do “ask-and-answer” activity based on the information. Give a sample like this:  
Student A: What kind of birthday gift does the person in South Africa get when he or she turns 21?  
Student B: He/She will get a key from his/her parents that symbolises responsibility and the future.
  4. Encourage students to connect the rituals of celebrating birthdays to their own life.
- III
  1. Have students work with their partners and exchange their ideas with each other.
  2. Invite some students to share their ideas with the rest of the class.

Suggested Activities 见 page T66j.

## Birthday Traditions (Vodcast) 视频文本见 pages T66b–T66c

- I. Watch the video in silent mode and count how many birthday traditions have been mentioned.

*Answers may vary.*

- II. Watch again and complete the table with the information about birthday traditions.

People	Age	Celebration	Meaning
Germans	(1) <u>25</u>	A man's friends will hang a "sockencranz," or sock wreath, outside of his house.	(2) <u>The "old socks"</u> are a symbol of his old age.
Jews	12 / 13	Girls have a bat mitzvah and boys have a bar mitzvah.	The ceremonies mean (3) <u>a move into adulthood</u> .
South Africans	(4) <u>21</u>	Parents give their child a (5) <u>key</u> .	It stands for responsibility and the future.
Chinese	1	The baby is placed in front of books, flowers, stationery, coins, toys, etc. and asked to get something.	The items the baby reaches for indicate its (6) <u>future interests</u> .



- III. Answer the questions. *Answers may vary.*

1. Which of the above celebrations is(are) shared by your family or friends on their birthdays?
2. What other birthday traditions have you experienced or heard about?

## Moving Forward

### Introducing a Coming-of-Age Ceremony in China



- I. **Writing:** Writing an introduction to a coming-of-age ceremony in China

A school in China is holding a coming-of-age ceremony when students from a US high school come to pay a visit. Chinese participants are asked to write an introduction to a certain Chinese coming-of-age ceremony to explain its history and celebrations to the American students.

#### Step 1

Work in groups. Each group collects information about a coming-of-age ceremony in a certain place or of a certain ethnic group such as the Miao or the Yi people. The information can include time, celebration, meaning, etc.

#### Step 2

Sort out the collected information and put the sentences in the right order.

#### Step 3

Write a paragraph in 60–80 words with a topic sentence, supporting sentences and a concluding sentence to achieve paragraph unity.



#### Writing Strategy

##### Achieving paragraph unity

Paragraph unity is the quality of sticking to one idea from start to finish, with every **supporting** sentence contributing to the **topic** sentence of that paragraph and the **concluding** sentence echoing the topic sentence.

# Moving Forward

## 教学内容与要求

- 能借助重音、语调、节奏等的变化表达兴趣、意义、意图和态度等，特别注意进行事物对比时的语调变化；
- 能运用功能语言和得体语言形式表达态度、意图与个人观点；
- 能根据交际场合和交际对象选择恰当的语言形式进行演讲，并用介绍性说明文等形式介绍中国的成人礼；
- 能了解正式演讲中开场白的几大主要功能，运用有效的开场方式吸引听众的注意力，包括引用名言、讲故事或笑话、邀请听众参与互动等；
- 能运用“主题句—支撑句—总结句”的结构理清逻辑关系；
- 能运用段落信息凸显文章主题。

## 教学建议

### I. Writing:

#### Step 1

- Ask students to read the instructions on page 60 and explain the writing task to them.
- Divide students into groups and have them decide what they would like to write about.
- Remind them that each member should take responsibility for one thing.

Student A: search for the history/origin

Student B: search for the celebration/events

Student C: search for the meaning/significance

#### Step 2

- Have students in each group pool the research results.
- Tell students to organise the collected information by putting them in the right order.

#### Step 3

- Ask students to recall the basic structure of a paragraph and the functions of the topic sentence, the supporting sentences and the concluding sentence as a quick review of what has been learned in the previous units.
- Ask students to read the sample paragraph on page 61 and ask the following questions.
  - \* What are the key words in the topic sentence?
  - \* How is the topic developed? Is it developed through reasoning, with examples or with more facts?
  - \* In what way is the concluding sentence written?
  - \* Is paragraph unity achieved?

#### Reference answers:

- \* Coming-of-age ceremonies, rituals, transitions from childhood to adulthood.
  - \* It is developed with examples including how Inuit boys and Senufo girls celebrate their coming of age and with the fact of changing rituals.
  - \* It restates the topic sentence in different words.
  - \* Yes. Because every sentence contributes to the central idea in the topic sentence.
- Tell students to write a paragraph and remind them to stay focused and achieve paragraph unity.

### **Reference writing:**

In China different ethnic groups celebrate the coming of age with various traditions. The Pumi children in Yunnan Province become adults when they are 13. At the ceremony, young people first step on a piece of fat with their right feet and then step on a bag of rice with the left feet. They then kneel and bow to the cooking stove, the oldest members in the family and elder brothers. For the Dong people, coming-of-age ceremonies are usually held when boys turn 5, 10 and 15. Boys roll in the mud. When it comes to the Yi people, ceremonies are organised for girls aged between 15 and 17. The girls take off their skirts and start wearing adult skirts. Despite the different coming-of-age traditions, entering adulthood is important across all ethnic groups.

## **II. Speaking:**

### **Step 1**

1. Ask students to bring back their writing assignments and share their writing with the rest of the group.
2. Ask students to piece together all the information they have collected, decide on what they want to include in the presentation and then work out the outline together.

### **Step 2**

1. Ask each group to write down the key words and summarise the main points in each part of the presentation.
2. Tell students that the key words should be those which can remind them of what they are going to talk about.

### **Step 3**

1. Guide students to learn about the speaking strategies on page 61. Explain the tips with examples if possible. Ask students to come up with an introduction for their presentation based on the tips given.

#### **Reference version:**

Have you ever been to the dwelling places of some ethnic groups in China's Yunnan province? Do you know how people there celebrate coming of age? Today our group is going to talk about the traditions of coming of age among some minorities in China.

2. Ask students the following questions:
  - \* Do you know how to give a memorable presentation?
  - \* Could you give more tips based on your own experience?
3. Ask students to work on their presentation in groups. Tell students that all group members must take part in the presentation.
4. Monitor the group preparation for the task and provide help if needed.

### **Step 4**

1. Invite each group to make a presentation about a coming-of-age ceremony in China.
2. Ask other groups to take notes while the presentation is being given. At the end of each presentation, arrange a question-answer (QA) session. The speakers ask prepared questions to make sure they are understood while the listeners raise questions to seek clarification and more relevant information about the topic.
3. Encourage students to comment on peer performance and guide them to reflect on the keys to an effective presentation.

Suggested Activities 见 pages T66j–T66k.

## A TOPIC SENTENCE

## SUPPORTING SENTENCES

## A CONCLUDING SENTENCE

Coming-of-age ceremonies are rituals held all over the world to celebrate a young person's transition from childhood to adulthood. For example, Inuit boys go out to the wilderness with their fathers to test their hunting skills; Senufo girls receive training in a ceremonial dance called the Ngoron to prepare for their entry into womanhood. The age varies from culture to culture. The rituals are also diverse and likely to change as time goes by. But one thing that all coming-of-age ceremonies have in common is that they prepare a young person to take on rights and responsibilities as an adult.

- e II. **Speaking:** Making a presentation about coming-of-age ceremonies in China  
Give a presentation on the Chinese coming-of-age ceremony based on the written paragraph.

- Step 1** Work out a draft or an outline of the presentation based on the passage from the writing activity.
- Step 2** Make a list of key words and summarise the main points in different parts of the presentation.
- Step 3** Use the speaking strategy to make your introduction interesting.
- Step 4** Take turns to give your presentations in class.

### Speaking Strategy

#### Introducing a presentation

A good introduction in a formal presentation is meant to achieve three goals:

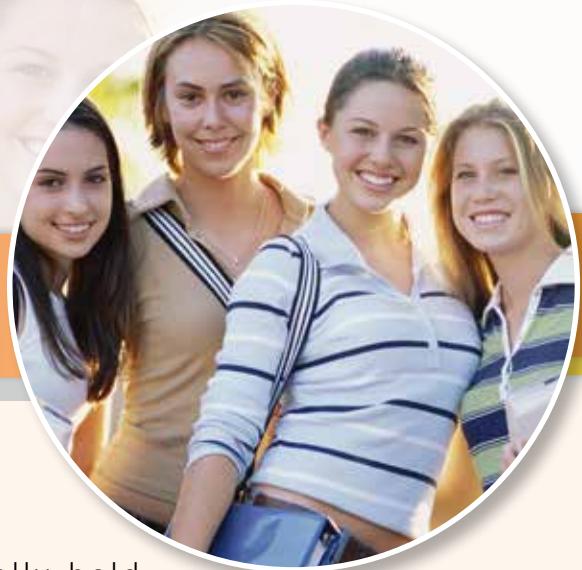
- to catch the audience's attention;
- to identify the topic and the purpose or core message of the presentation;
- to provide a brief overview of what you will cover in the presentation.

Here are some useful opening techniques to catch the audience's attention:

- quoting someone else, e.g. "Tradition is a guide and not a jailer." by W. Somerset Maugham;
- asking a question, e.g. "Have you ever smashed a cake on a birthday? Do you know where the tradition is from?";
- telling a joke or sharing a story, e.g. "One of the most famous April Fools' pranks occurred in 1957, when BBC news programme *Panorama* reported on Switzerland's spaghetti harvest.>";
- making a bold statement, e.g. "In fifty years, there will be no schools."

## Reading B

# HOMECOMING



Homecoming refers to a tradition at many universities, colleges, and high schools in the United States. It is a time to celebrate the school you are attending. And after you have graduated, it is a time to go back to your town and the campus, see old friends, and reminisce about your school days.

There are many activities that centre around homecoming, and they vary from school to school. The celebrations generally start at the school with current students on Monday and last all the way through the weekend when the alumni show up.

Many schools start their homecoming celebrations with Spirit Week. Starting on Monday, each day of the week is themed, and students are encouraged to participate. For example, Monday could be “crazy hair day,” Tuesday could be “rent a senior day,” Wednesday could be “wear your pajamas to school day.” Some schools have competitions among the classes to see who has the most school spirit.

Some schools hold elections for Homecoming King and Queen with an accompanying Homecoming Court of Princes and Princesses. Homecoming Court elections are different from school to

30 school, but are generally held like this: the king and queen are selected from among the upper-level students while 35 the court are first-year students. Since homecoming is all about school spirit, the students elected to the court are usually quite involved in school activities.

Some towns stage a homecoming 40 parade with the school’s marching band, sports teams, and classic cars. It is a time for the whole town to get together, socialise, cheer on the football team and celebrate their town and high school.

45 A homecoming dance is just for the students of the school, and it usually takes place on the Friday or Saturday night after Spirit Week. It is usually open to every student no matter what grade they are in. 50 Some schools keep it casual, while others make it a semi-formal affair. There is always a DJ or a band, but the place is up to the school—sometimes it is in the gymnasium or cafeteria, and other times it is at an 55 outside place. Either way, a homecoming dance is a time for the entire school to come together and party.

## Reading B

### 教学内容与要求

- 能初步了解说明文语篇的必备要素和可选要素，以及各要素出现的顺序；
- 能理解美国高中返校活动的内容及其意义；
- 能识别语篇为传递意义而选用的主要词汇和语法结构。

### 语篇分析

本文的语篇类型为说明文。语篇内容有关美国高中毕业生的返校节，介绍了返校节的庆祝方式和意义。语篇结构为总分结构，文章开篇给出了返校活动的定义，并交代了其举办的意义。由于不同学校的庆祝传统各异，文章主体的几段采用平行的结构分别对不同类型的庆祝活动进行了描写。其中第二段起到了承上启下的作用，统领后面各段。第三段至第六段则每段描写一类庆祝活动。语言特征是以“返校节”为话题，用连系动词介绍该节日活动与学生的关系及其社会属性，用行为动词阐述返校节的具体活动，以一般现在时为主说明当前该节日活动开展的现状，突显了说明文的语言特征。语篇的主题意义是帮助学生了解美国高中生毕业后的返校活动，增强对国外校园文化的理解，开拓文化视野，也促进他们思考和欣赏本校本国的特色校园文化。

### 背景介绍

1. This article is adapted from *Homecoming: Nostalgia at Your Alma Mater*, written by Cassandra Morris.
2. Cassandra Morris writes about prom (a formal dance generally held near the end of the last two years of high school) and has appeared on ABC's *World News Now* and *Entertainment Tonight* talking about the latest formal trends. She was also a member of David's Bridal Style Council, penning blogs and making appearances to promote their prom and homecoming lines.

### 难句注释

1. Starting on Monday, each day of the week is themed, and students are encouraged to participate. (lines 16–18)

本句中 starting 为分词作状语，补充说明 Spirit Week 始于周一。整句意为：“从周一开始，每天都会有一个特别的主题，每个学生都可以参加。”

2. There is always a DJ or a band, but the place is up to the school – sometimes it is in the gymnasium or cafeteria, and other times it is at an outside place. Either way, a homecoming dance is a time for the entire school to come together and party. (lines 51–57)

本句中 up to 意思是“取决于”，either way 指的是“两个方式中的任何一个”。整句意为：“舞会上总会有 DJ 或乐队表演，不过场地由学校自行安排，有时在体育馆或校园餐厅，有时也会去校外的场地。无论场地在校内还是校外，在返校节舞会上，全校师生欢聚一堂，尽情享受快乐时光。”

## 词汇分类

识别词汇 1: alumni, pajama, prince, princess, parade, casual

2: rent, election, accompany, elect, involve, classic, socialise, cafeteria

运用词汇（必修）：refer, graduate, campus, current, themed, senior, court, stage, select, march, band, formal, affair, gymnasium, entire

常用词组：centre around, show up, (be) involved in

## 词汇释义

### • refer (line 1)

v. to describe or be connected to sb/sth 描述, 与……相关

**The figures refer to our sales in Europe.** 这些数据是我们在欧洲的销售额。

reference n. 参考, 参照

的追捧。

theme n. 主题

### • campus (line 6)

n. the buildings of a university or college and the land around them (大学或学院的) 校园, 校区

**Most first-year students live on campus.** 大部分一年级学生都住在校园里。

live on/off campus 住在校园内 / 外

theme n. 主题

### • rent (line 20)

v. to pay money to sb so that you can use sth for a short period of time (短期) 租用, 租借

**Will you rent a car while you're in Spain?** 你在西班牙期间会租车吗?

### • current (line 12)

adj. happening now; of the present time 当前的; 现在的

**The current celebration of homecoming has changed compared with decades ago.** 与几十年前相比, 如今的返校日庆祝活动的变化很大。

### • senior (line 20)

n. an older child in a school 高年级学生

**Jen will be a senior this year.** 珍今年将是毕业班学生了。

adj. having a higher position, level, or rank (地位、水平或级别) 较高的, 高级的

**He is also a diplomat, but senior to me.** 他也是一名外交官, 但级别比我高。

### • show up (line 14)

出现; 显露

**I didn't expect him to show up at my birthday party.** 我没料到他会出现在我的生日会上。

### • election (line 25)

n. the process of choosing a person or group of people for a position 选举, 推选 (尤指从政)

**During his election campaign he promised to put the economy back on its feet.** 在竞选活动期间他承诺要重振经济。

### • themed (line 17)

adj. designed to reflect a particular subject or period of history 特定主题的

**Themed restaurants such as the Rainforest Café are popular with young people.** 诸如“雨林咖啡厅”之类主题餐馆很受年轻人

### • accompany (line 27)

v. to happen or appear with sth else 伴随; 与……同时发生

**Children under 12 must be accompanied by an adult when they attend the concert.** 12 岁以下的儿童听音乐会必须有成人陪同。

**The disease is accompanied by sneezing and fever.** 这种病伴有打喷嚏和发烧症状。

- **select (line 33)**

v. to choose sb/sth from a group of people or things, usually according to a system 选拔, 挑选

**All our hotels have been carefully selected for the excellent value they provide.** 我们住的旅馆都是精心挑选的, 非常合算。

- **involve (line 38)**

v. to make sb take part in sth (使) 参加, 加入

**Nasser and I do everything together as he involves me in everything.** 我和纳赛尔总是一起做事, 因为他让我参与每一件事。  
involvement n. 参与

- **stage (line 39)**

v. to organise and present a play or an event for people to see 上演

**Maya Angelou first staged the play “And I Still Rise” in the late 1970s.** 玛雅·安吉罗在 20 世纪 70 年代末首次将戏剧《我仍将奋起》搬上舞台。

stage a strike/demonstration 组织罢工 / 示威  
stage a modern art exhibition 组织策划了一场现代艺术展

- **march (line 40)**

v. to walk with stiff regular steps like a soldier 齐步走; 行进

**We marched 50 km across the foothills.** 我们穿过山麓丘陵行进了 50 公里。

- **classic (line 41)**

adj. elegant, but simple and traditional in style or design; not affected by changes in fashion (风格或设计) 典雅的, 吉朴的  
classic design 古朴典雅的设计

- **formal (line 51)**

adj. (of a style of dress, speech, writing, behaviour, etc.) very correct and suitable for official or important occasions 正式的; 庄重的

**‘Yours sincerely’ is a formal way of ending a letter.** “谨上”是一个正式的书信结尾。

- **entire (line 56)**

adj. including everything, everyone or every part 全部的; 完全的

**He spent his entire life in China as a doctor.** 他在中国当了一辈子医生。

## Comprehension Plus

### 教学建议

- I
  1. Before students read the text, ask them to read the two questions quickly. Remind them to read the topic sentence of each paragraph and underline the part in the text which can help answer the questions as they read.
  2. If time permits, ask students to talk about their general impressions of the homecoming activity.
- II
  1. Ask students to read the text again and learn about the main activities during homecoming.
  2. Have students locate the information and fill in the blanks accordingly. Check the answers to make sure they get the right information.
  3. Ask students to introduce each of the four activities with the help of some key words like celebration, Spirit Week, election, parade, dance.

Suggested Activities 见 pages T66k–T66m.

### 参考答案

- I
  1. Homecoming refers to a tradition of celebrating the school that one is attending as well as the return to that school from which one graduated.
  2. Many schools start their homecoming celebrations with Spirit Week. Starting on Monday, each day of the week is themed, and students are encouraged to participate.

## Critical Thinking

### 教学内容与要求

- 能根据提示整合本单元各语篇中各种传统习俗的信息；
- 能总结和比较不同国家在文化传统和习俗方面的异同。

### 教学建议

1. Assign students the activity of doing some research on coming of age, homecoming traditions or birthday celebration. Ask them to summarise the points by following the diagram on page 63. Have students complete the diagram individually.
2. Have students share their findings in class.

Suggested Activities 见 page T66n.

## ● Comprehension Plus

### I. Answer the questions.

1. What is homecoming?
2. What do homecoming celebrations usually start with?

### II. Fill in the blanks with the activities that centre around homecoming.

(1) Spirit Week

Tradition: Each day of the week has a theme, e.g., "crazy hair day," "rent a senior day."

(2) Elections for Homecoming King and Queen and Homecoming Court of Princes and Princesses

Tradition: The king and queen are upper-level students; the court are first-year students.

Homecoming parade  
Tradition: The whole town celebrates it with  
(3) the school's marching band, sports teams, and classic cars.

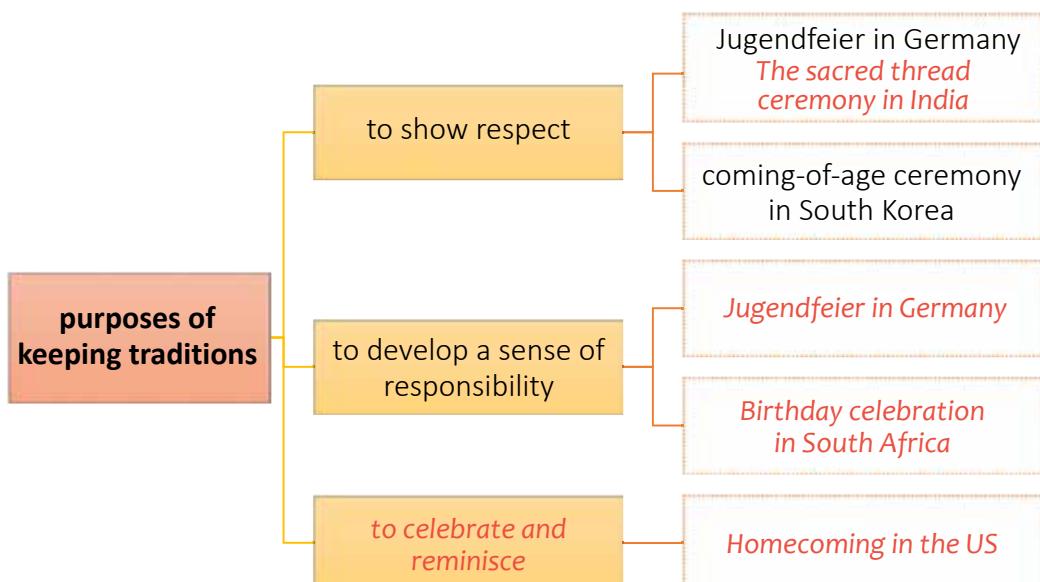
(4) A homecoming dance  
Tradition: There is a DJ or a band at the party, open to every student on Friday or Saturday night.

## Homecoming Activities

## Critical Thinking

### Finding common ground with a diagram

### I. Summarise the traditions of the coming-of-age ceremonies, birthday and homecoming celebrations mentioned in this unit in the diagram. An example is given.



### II. Look at the diagram you have completed. Explain the shared values between traditions in different cultures. *Answers may vary.*

## Further Exploration

### Preparing a poster about customs around the world

Work in groups. Make a poster about customs in different cultures.

**Step 1** Choose one type of the customs and three countries from the table. You can add more customs or countries to the table.

**Customs in Different Cultures**

CUSTOMS	COUNTRIES			
Greeting	China	Greece	Brazil	
Visiting	Japan	Egypt	South Africa	
Dining	France	Spain	Indonesia	
Dressing	Mexico	the US	the UK	

**Step 2** Search for information about the chosen custom in these three countries and put it in your poster. An example is given.

**Step 3** Present the poster in class.



# Further Exploration

## 教学内容与要求

- 能通过研究性学习探究各国在问候、拜访、饮食与着装方面的特点和文化差异；
- 能培养跨文化交流能力和合作学习能力。

## 教学建议

### Step 1

1. Divide the class into groups of 4 and assign each group a different research topic out of the four customs on page 64. Explain the activities to students and allow them several days to do the research and put together information for a poster.
2. Ask students to read the customs of greeting/dining/visiting/dressing in different countries and pay attention to the phrases expressing expectations concerning customs.
  - 1) In Canada you **are not supposed to** arrive early if you are invited to someone's home.
  - 2) In Muslim countries, **it is not acceptable to** eat with your left hand.
  - 3) In the UK, **it is the custom to** make a call before you go to a friend's home and express thanks after you've been to a friend's home for dinner.
  - 4) In the US, you **aren't expected to** leave a tip if the service in the restaurant is bad.
  - 5) In Samoa, you **are not supposed to** eat when you are walking in public.
  - 6) In Canada and the US, you **are supposed to** make a call before you show up at someone's home.

### Step 2

Remind students to work together on the poster.

### Step 3

1. Invite each group to present the group findings in front of the whole class and remind them to refer to the useful expressions when talking about expectations in different countries.
2. Display each group's poster on the display board after class.

Suggested Activities 见 pgae T66n.

# Self-assessment

## 教学内容与要求

- 通过核查和反思，确认本单元目标的达成情况；
- 通过计划和调控，提升自主学习能力。

## 教学建议

### Step 1: Review past performance

Ask students to think about their performance after learning the whole unit. Remind them that they can divide their learning outcomes based on three questions provided below. Allow them ample time to reflect and complete the self-assessment form.

### Step 2: Analyse learning evidence

Ask students to recall specific learning activities they are engaged in, knowledge and skills they have mastered as well as inspirations and benefits they have gained. Guide them to describe the aspects where they encounter difficulty, be it grammar/vocabulary knowledge, the fulfillment of a certain activity or the use of a strategy. Encourage them to identify the strength and the possible causes of difficulty.

### Step 3: Set future goals

Encourage students to set specific goals for future endeavors based on the self-assessment result. Remind them that the goal should be specific, clear and feasible. Have them make an action plan, monitor their own progress, and implement it. If possible, get them to make a learning portfolio to track their learning process.

## 范例 (Answers may vary.)

### Which of the above have you done well? Why and how?

E. Listening for key words in a report

Before listening, the teacher reminded us of what strategy we were supposed to use. Therefore, we were clear about what information to capture. While listening, I told myself to focus on the words closely related to the topic and not to be discouraged if I missed one or two words. Anyway, I have more confidence in listening than before.

### Which of the above do you still find difficult? Why?

B. Describing coming-of-age customs in a certain place in China

There are two reasons. First, the activity involved a huge amount of research work online. Although the relevant information was not difficult to find, most of it was in Chinese. In my attempt to describe it in English, I simply couldn't find or wasn't sure about the appropriate English version for certain objects, action or behaviours. Besides, I was not confident of speaking in front of others, mainly because I was afraid that I might stammer or my brain would go blank on the stage.

### What do you plan to do if you find something difficult?

I will try to overcome my stage fright through practice. I will set the goal of being a more active participant in class activities. I will mark down the times I voice my opinion in class within a month to keep track of my progress.



## Self-assessment

Look at the expected learning outcomes of this unit and answer the questions.

- A. Following coming-of-age customs, birthday traditions and homecoming traditions
- B. Describing coming-of-age customs in a certain place in China
- C. Making and presenting a poster about customs around the world
- D. Figuring out similarities between traditions in different countries
- E. Listening for key words in a report
- F. Writing a unified paragraph on a coming-of-age ceremony in China
- G. Using proper strategies to begin a presentation

**Which of the above have you done well? Why and how?**

**Which of the above do you still find difficult? Why?**

**What do you plan to do if you find something difficult?**

## Culture Link

### 教学内容与要求

- 能总结更多有关成人礼的风俗；
- 能联系阅读和听力语篇，进行文化对比，拓宽文化视野。

### 教学建议

- If time is limited, ask students to read the paragraph about “Coming-of-Age Traditions in Vanuatu” after class. Encourage them to find more information about it.
- If time permits, show students pictures and visual aids to help them understand the coming-of-age traditions in Vanuatu.
- Have students find out and introduce other fun things young people do to mark their entry into adulthood in other cultures.

### 补充文化知识

#### Where Does Lunar New Year come from?

Lunar calendars, consisting of 12 months, each month corresponding roughly to one cycle of the moon, have been used by several peoples throughout history, including many Asian cultures as well as Muslims and Jews.

Because 12 lunar cycles do not fill a whole year, it is necessary to occasionally add an extra month. The Chinese calendar had adopted this custom by 1600 BCE, and the Jewish calendar followed suit by the eighth century, creating what are known as lunisolar calendars. This avoids “seasonal creep,” keeping holidays in the same season, even if they may fall slightly later or earlier compared to a solar calendar. The Chinese calendar spread to Korea and then to Japan by the sixth century, and was eventually adopted elsewhere in Asia.

The Islamic liturgical calendar is strictly lunar, meaning that *Al-Hijra*, the Islamic New Year, can fall in different seasons across the years. *Al-Hijra* commemorates Muhammad’s journey from Mecca to Medina, but the date is not marked by large public celebrations.

Usually falling in September or October, *Rosh Hashanah* is the start of the year in the lunisolar Hebrew calendar. It means “the head of the year,” and is observed with traditional meals, prayers, and the blowing of a ram’s horn known as the shofar.

## Coming-of-Age Day

When do you really become an adult? When can you legally drive? When do you first move away from home? When do you finally find your **signature** hair cut? Well, it's different for everyone, but cultures around the world signify official adulthood through symbolic coming-of-age ceremonies.

In Korea, the third Monday of May is the day to celebrate those who turn 19 years old, known as 'Coming-of-Age' day. Over 65,000 young people who were born in the year 1997, are to come of age this year. It is a meaningful day that celebrates the privileges that come with adulthood, such as being able to vote and drive. It also serves as a reminder to young adults that being a grown up comes with real responsibilities. On Monday, at the Namsan Hanok Village in Seoul, around 100 local residents who are turning 19 this year, were invited to a traditional Coming-of-Age Day ceremony. As part of the customs, the young participants got to **dress up** in traditional clothes from the Goryeo Dynasty. Young men wore long, elegant robes and hats, while the young women glowed, each wearing a bridal crown on their head. And a speech of encouragement was given while they enjoyed tea and **refreshments**.

The event **wrapped up** with the young adults offering a graceful bow to their parents as an expression of gratitude for the unconditional nurturing and valuable life lessons they received. It was also a fitting gesture that symbolised the humble beginning of their journey in the real world ahead of them.

### 注释:

1. **signature** *n.* something that serves to identify or distinguish a person, group, etc. 鲜明特色, 识别标志  
*a signature hair cut* 标志性发型
2. **dress up** 盛装打扮  
*The children dress up on Halloween.* 孩子们在万圣节那天盛装打扮。
3. **refreshment** *n.* drinks and small amounts of food that are provided, for example, during a meeting or a trip 茶点  
*Lunch and refreshments will be provided.* 会提供午餐和茶点。
4. **wrap up** 圆满完成  
*wrap up a business deal* 圆满达成协议

## Birthday Traditions

Let's finish up with some more age-specific traditions.

Back to Germany... On 18th birthdays, the flour is replaced with eggs. And if a man reaches his 25th birthday before he marries, his friends will hang a "sockencranz," or sock wreath, outside of his house. The "old socks" are a symbol of his old age.

On that note, some cultures have different traditions for when people turn a certain age. Like, you probably already know that girls who practice Judaism have **bat mitzvah** when they turn 12 and boys have a **bar mitzvah** when they turn 13. Those ceremonies represent a move into adulthood.

In South Africa, when a person turns 21, their parents present them with a key that

symbolises responsibility and the future.

In the Netherlands, they celebrate “crown years,” which are the ages 5, 10, 15, 20, and 21. On those birthdays, you get bigger presents.

The 1st, 5th, 10th, and 15th birthdays are the most important in Nigeria. Up to 100 people might show up to those celebrations, which usually involve a feast.

And now I return to my salon to tell you that the Chinese also have a special first birthday tradition. The baby is placed in front of a bunch of objects, like books, flowers, stationery, coins, and toys. Parents believe that the items the baby reaches for are indications of future interests.

#### 注 释 :

1. **bat mitzvah** a religious ceremony held when a Jewish girl reaches the age of 12 and is considered an adult in her religion 受诫礼（为年满 12 岁的犹太女孩举行的成人仪式）
2. **bar mitzvah** a religious ceremony held when a Jewish boy reaches the age of 13 and is considered an adult in his religion 受诫礼（为年满 13 岁的犹太男孩举行的成人仪式）

## Getting Started

### Option 1 ★★

Ask students how they usually celebrate the Lunar New Year. Provide them with some scaffolding questions like: Do you decorate your homes or the streets? Do you give or get gifts? Do you clean your homes and buy new clothes for the New Year?

### Option 2 ★★★

Have students think about the significance of New Year celebration with questions like: Why is the New Year so important to every culture? What does it mean to people? What does the New Year mean to you?

## Digging In

### Comprehension

#### Option 1 ★★

Have students read some facts about coming of age in different countries and ask them which one they find most interesting and why.

Some facts for references:

1. In some Latin American countries, there is no formal coming-of-age ceremony for boys.
2. In Vietnam, the coming of age is 18 for girls and 20 for boys.
3. In Nias Island, Indonesia, a young man must jump up over a stone, normally about 1 or 2 meters high, as a part of the coming-of-age ceremony.
4. In Japan, municipal governments host special coming-of-age ceremonies for the 20-year-olds, since an adult is legally defined as 20 or over.
5. In China, the coming-of-age ceremony is held to mark the passage into adulthood when boys and girls turn 18.

#### Option 2 ★★

Ask students to match the traditions on the left with the ceremonies on the right.

<ol style="list-style-type: none"><li>1. Gaining a second life with the help of a guru</li><li>2. Attending lessons to learn about important topics</li><li>3. Receiving three strands of thread</li><li>4. Learning some household skills</li><li>5. Listening to a speech about core social values</li><li>6. Dancing the first dance with the father</li></ol>	<ol style="list-style-type: none"><li>a. Jugendfeier (youth celebration)</li><li>b. Quinceanera</li><li>c. The sacred thread ceremony</li></ol>
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**Reference answers:**

a—2, 5; b—4, 6; c—1, 3.

#### Option 3 ★★

1. Divide the class into three groups and have each group introduce one coming-of-age ceremony to the rest of the class. You may begin your introduction like this: I would like to introduce a coming-of-age ceremony, which is called... If necessary, write down some cue questions on the board for their reference:

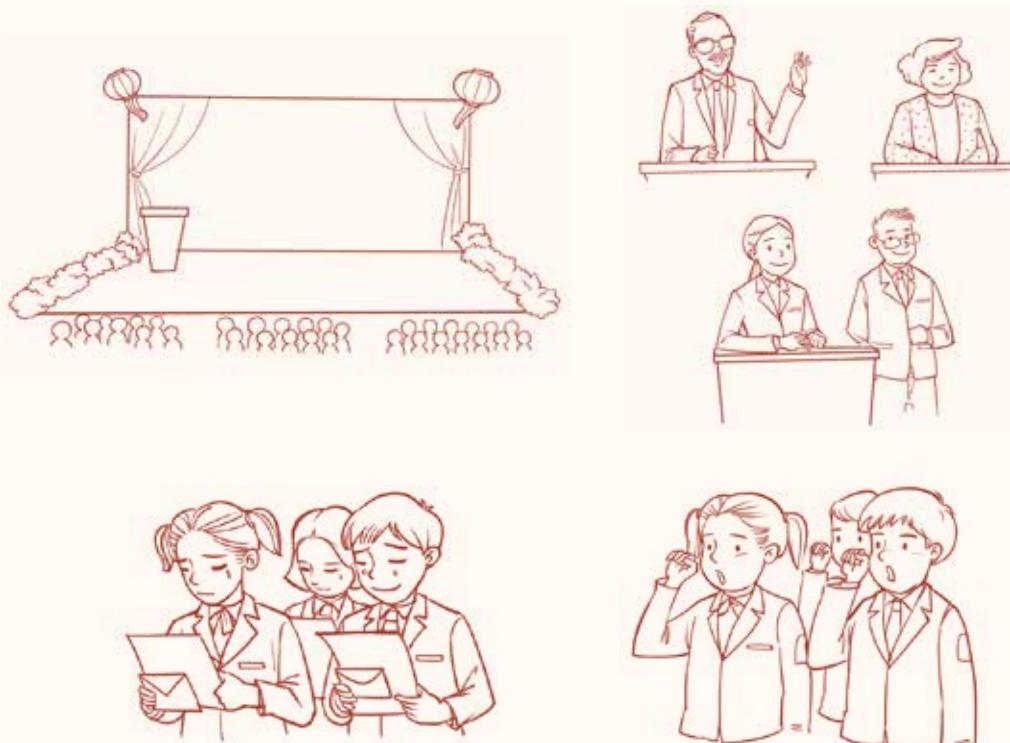
## Suggested Activities

What is the name of the coming-of-age ceremony?  
Where is the ceremony usually held?  
When was the ceremony probably originated? (optional)  
For whom is the ceremony held?  
What are the young people expected to do before/during/after the ceremony?  
What is the special meaning of the ceremony?

- Encourage students to ask questions after each group has made their presentation.

### Option 4 ★★★

Ask students to talk about the following pictures about a modern coming-of-age ceremony. If students have difficulty, provide scaffolding questions: What is the purpose of the ceremony? Who are present at the ceremony? Who gives a speech at the ceremony? What do people do at the ceremony?



### Reference answer:

When students turn 18, they attend the coming-of-age ceremony, which is usually held in the school hall. It is an important occasion/moment in their life, symbolising a passage into adulthood. Not only the teaching staff, but the parents are present as well to witness the important occasion. The ceremony follows certain procedures/steps. In most cases, the headmaster declares the ceremony open and extends welcome, followed by a speech from the representative of the parents. The students then read letters written by their parents, which is a touching moment. After that, students take solemn oath, expressing resolution and determination as an adult. For students, the ceremony serves as a reminder of what it means to be an adult.

### Option 5 ★★★

Ask students to think about what it means to be an adult. Encourage students to come up with different answers and write them down on the blackboard. If necessary, provide students with an example: Being an adult means keeping your own living space clean and tidy.

### Reference answers

- \* Being an adult means learning to depend less on my parents.
  - \* Being an adult means making decisions on my own and being ready to face possible challenges.
  - \* Being an adult means being treated as an independent individual.
  - \* Being an adult means taking responsibility for my own action.
  - \* Being an adult means being willing to receive negative feedback to help me reflect.
  - \* Being an adult means the ability to put myself in other people's shoes and consider others' points of view and emotions.
- ...

## Vocabulary Focus



Guide students to grasp the new words and expressions while interacting with the text through dialogues. Lead students to comprehend the text at three levels including literal, inferential and critical comprehensions. Decide on text-related interaction topics and engage students in the conversations as are shown in the following examples. Use carefully designed questions to elicit new words and their meanings at the literal comprehension level, and guide students to infer the hidden meanings of certain words at the inferential or critical comprehension level. Make sure students use the target words and expressions in the process of expressing different topics at different comprehension levels.

### 1. Literal comprehension

**Topic :** What is a coming-of-age ceremony?

**Target words and expressions:** perform, ritual, coming-of-age ceremony, adulthood, shoulder responsibilities

T: Ceremony is a kind of public or religious occasion. Usually a series of formal or traditional **rituals** are **performed** at the ceremony. What kind of ceremonies have you been to?

S: Wedding ceremony/graduation ceremony/opening ceremony...

T: Can you guess what a **coming-of-age ceremony** is then?

S: Yes, it is "...".

T: Good. It is a ceremony which marks a person entering **adulthood**. By the way, have you been to any coming-of-age ceremony?

S: Yes, we have./No, we haven't.

T: At what age do you think you should be considered an adult? Or should we say at what age you are supposed to enter **adulthood**.

S: We are supposed to enter **adulthood** when we ...

T: In the text, three coming-of-age ceremonies are introduced. What are they?

S: The three ceremonies are "Jugendfeier" in Germany, "quinceanera" in Latin America and "the sacred thread ceremony" in India.

T: Despite the difference, all coming-of-age ceremonies send a similar message to the young people. What is the message? (You can find the answer in the first paragraph.)

S: It's time to leave childishness behind. It's time to shoulder grown-up responsibilities. ...

T: Well done. Here **shouldering responsibilities** means taking on the duties that come with being

## Suggested Activities

an adult. Think about what responsibility you will assume as an adult and then talk about it by using the given structure “I will be responsible for ... when I am an adult.”

S: I will be responsible for my actions when I am an adult.

T: Good. Today we are going to learn what it means to be an adult across different cultures.

### 2. Inferential comprehension

**Topic :** How has the coming-of-age tradition changed in Latin America?

**Target words and expressions:** mark, be connected with, household skills, individual celebration

T: What is the significance of “quinceanera”?

S: It **marks** a girl’s entry into womanhood.

T: In the past, what did it have to do with?

S: It had to do with marriage.

T: In the text, “be connected with” is used to mean “be related to”. It **was connected with** marriage. In preparation for the marriage, what were girls expected to learn?

S: They were expected to learn cooking and sewing.

T: Cooking and sewing are called **household skills**. They enable women to maintain the household. So can you guess what “household skills” mean.

S: They mean ...

T: But things have changed. Nowadays, what is “quinceanera” compared to?

S: It is an **individual celebration**, similar to 18th birthday celebration in other cultures.

T: What do the changes reflect in terms of attitude towards women’s role in society?

S: ...

...

### 3. Critical comprehension

**Topic 1:** Do you think it is necessary to celebrate coming-of-age?

**Target words:** celebrate, milestone, symbolise, symbol

T: Do you think it is necessary to **celebrate** coming-of-age? Why or why not?

S1: It is necessary, for it is a **milestone**, marking an important step in our life.

S2: I think it is necessary, for it is a **symbol** that I am a grown-up.

S3: It **symbolises** that we have entered adulthood.

S4: It sends a message that we have to shoulder more responsibilities and behave like an adult.

T: Is there anybody who thinks the coming-of-age ceremony unnecessary?

S1: I don’t think any ceremony can help remind us what it means to be an adult.

S2: I think the ceremony is a waste of time and resources.

**Topic 2:** What is behind the changes of coming-of-age ceremonies in some cultures?

T: In the text, both “Jugendfeier” in Germany, “quinceanera” in Latin America have changed a lot over time. Why is that?

S1: They reflect the different interpretations of the meaning of life as well as world outlooks of different times.

S2: All things change with time, so does the coming-of-age ceremony.

## Grammar in Use

### Option 1 ★★

1. Divide the class into groups of 4 and give each group a different sheet of paper with instructions on it.
2. Explain the activity to students and require that each student answer one question on the given sheet. Give a sample answer as follows:  
Question: Name two decorations that can \_\_\_\_\_ (see) during the Chinese New Year.  
Answers: Red Lanterns can be seen/are hung during the Chinese New Year.  
Red couplets can also be seen on the doors during the Chinese New Year.
3. Organise a class feedback session, go through the questions and write down some answers on the blackboard. Remind students to pay attention to the form, meaning and function of passive voice with the help of the sentences.
4. Alternatively, ask students to design questions on their own.

### Student Worksheet

Group 1	Group 2
<ol style="list-style-type: none"> <li>1. Name two novels that _____ (make) into films.</li> <li>2. Name two sports that cannot _____ (do) alone.</li> <li>3. Name two movies that _____ (show) in the cinema now.</li> <li>4. Name two things that _____ (invent) in the past 20 years.</li> </ol>	<ol style="list-style-type: none"> <li>1. Name two buildings that _____ (build) more than 100 years ago.</li> <li>2. Name two movies that _____ (show) in the cinema this year.</li> <li>3. Name two things that _____ (make) of wood.</li> <li>4. Name two languages that _____ (speak) in Europe.</li> </ol>
Group 3	Group 4
<ol style="list-style-type: none"> <li>1. Name two local dishes that _____ (eat) in Shanghai.</li> <li>2. Name two part-time jobs that _____ (do) so far.</li> <li>3. Name two coming-of-age ceremonies that _____ (hold) in other countries.</li> <li>4. Name two traditions that _____ (celebrate) only in your country.</li> </ol>	<ol style="list-style-type: none"> <li>1. Name two animals that _____ (connect) with China.</li> <li>2. Name two sports that must _____ (play) in teams.</li> <li>3. Name two popular TV shows _____ (love) by teenagers in your country these days.</li> <li>4. Name two interesting writing assignments that _____ (complete) last year.</li> </ol>

### Option 2 ★★★

1. Give the reading materials to students, which are lists of true statements (Team A+ Team B) about Christmas and how Christmas is celebrated around the world. Ask them to memorise as much information as possible and then take back the reading materials.
2. Divide students into 2 teams and give each team half of the statements they have just read. Ask each team to try to make their statements false by changing one piece of information in each sentence.
3. Organise a competition where each team takes turns to read their false statements to the opposing team. The opposing team has to guess which part of the sentences is wrong. For each correct guess, the team wins a point. The team with the most points at the end of the game is the winner.

## Suggested Activities

### Student Worksheet

#### Team A

1. In Italy, Christmas presents are brought by an old lady called Befana instead of Santa.
2. Decorated fir trees were first used as Christmas trees in Germany in the 16th century. They were covered with apples, roses, Candy and colored paper.
3. The first electrically lighted Christmas tree was made by Edison in the 1880s.
4. At three o'clock on Christmas Day, a speech is given by the Queen of England. Many English families watch it on TV.
5. 60 million Christmas trees are grown in Europe each year.

#### Team B

1. The first time Santa was drawn in a red and white suit was in a Coca Cola advertisement.
2. The story of Rudolph the Red-nosed Reindeer was written in 1939 as a free gift for customers of an American department store.
3. In Spain, Christmas presents are brought by the Three Kings rather than by Father Christmas.
4. In the Netherlands, wooden shoes are left out by children for Santa to put presents in.
5. A British Christmas cake is a heavy fruit cake. The cake is covered with sugar icing.

(Answers may vary.)

## Listening and Viewing

### Listening

#### Option ★★

Ask students to fill in the blanks after they listen to the audio for a second time. Check the answers. Then have students go over the information and try to introduce the coming-of-age ceremony in South Korea based on the information.

Coming-of-Age Day	
Date	(1) _____
Participants	(2) Young people who _____, their parents and teachers;
Clothes	(3) _____ in traditional clothes from the Goryeo Dynasty (4) Long, elegant _____ for young men; bridal crowns for young women
Activities	(5) _____ is given; (6) _____ are enjoyed; (7) _____ is offered to parents.
Meanings	(8) signify official _____ (9) have the right to _____

### Reference answers:

- |                              |                         |
|------------------------------|-------------------------|
| 1. The third Monday of May   | 2. turn 19              |
| 3. dress up                  | 4. robes and hats       |
| 5. a speech of encouragement | 6. tea and refreshments |
| 7. a graceful bow            | 8. adulthood            |
| 9. vote and drive            |                         |

## Viewing

### Option 1 ★★

Ask students some questions and have them work in groups and discuss. Then organise a feedback session where some students report back the discussion result.

Questions for discussion:

- (1) Which way of celebration do you find most interesting? Why?
- (2) Which way of celebration do you find least interesting? Why?

### Option 2 ★★

1. Ask students to find out how birthdays are celebrated in countries other than those in the video clip. Ask them to write down the information on a small card as follows.
  - \* In Denmark, a flag is flown outside a window to show that someone who lives in that house is having a birthday.
  - \* In India, children wear coloured clothes to school on their birthday and give out chocolates to everyone in the class.
2. Make a display board and post students' cards on it. Encourage students to read the cards during breaks.

## Moving Forward

### Option 1 ★★

Ask students to read the following paragraphs and tell whether paragraph unity is achieved or not. If not, how can the paragraph be revised to achieve unity? (This activity can be used to teach about paragraph unity)

China is moving to standardise the coming-of-age ceremony for high school students. The purpose is to promote core socialist values and a sense of responsibility. The Central Committee of the Communist Youth League (CYL) issued guidelines about the ceremony. According to the guideline, the ceremony should be held on 4th Dec, China's Constitution Day. The date, however, could also be set on 4th May, China's Youth Day or be determined according to local conditions.

**Should coming of age day be made a public holiday? People's attitudes towards the day have changed over time.** The coming-of-age ceremony is held to mark the passage into adulthood when students turn 18. **Many schools' international department hold a coming-of-age ceremony and graduation event for students who are going to study overseas.** The CYL hoped that by detailing guidelines for ceremony procedures, location, oath and logo, this special occasion could become an important opportunity to educate the students about morality, traditional cultures and foster a strong sense of citizenship, respect for laws and the Constitution, as well as encourage responsibility and a sense of gratitude amongst young people.

## Suggested Activities

### Reference answer:

Paragraph unity can be achieved by deleting irrelevant information (the sentences in bold italic).

### Option 2 ★★

Have students move around in the classroom and ask five classmates the question: What would you like to say to your parents, your friends and your teacher at the coming-of-age ceremony?

Have students complete the survey and pick out most frequently mentioned words and expressions at the ceremony.

	Name	To parents	To teachers	To friends
1.				
2.				
3.				
4.				
5.				

## Reading B

### Option 1 ★

Ask students what they know about HOMECOMING and what else they want to know about HOMECOMING to activate their prior knowledge and interest.

The following questions are for teachers' reference:

1. In the US, former students and teachers come back to the school to enjoy the old memories of their time there once a year. A special celebration is held to mark the occasion. Do you know what the event/tradition is called?
2. What do you know about the Homecoming traditions? Can you share it with us?
3. What else do you want to know about the Homecoming traditions?

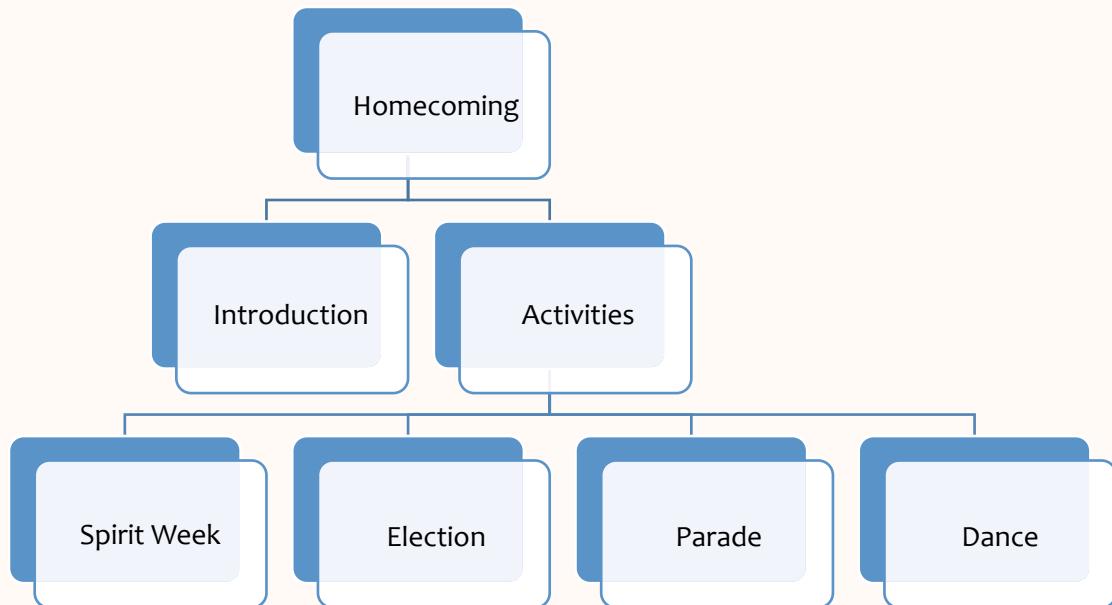
Note: Summarise students' answers and categorise them with the help of the table below. The last column should be completed after students read the text.

What I know	What I would like to know	What I have learned
It is an annual event. There is homecoming queen and king. ...	When and where was it first started? How long does the celebration last? ...	

### Option 2 ★

Ask students to draw a diagram to indicate how the text is organised and reflect on the structure. The following questions are for teachers' reference:

1. Do you think the text is complete in terms of its structure?
2. If you were to revise it, what would you do?



### Reference answer:

I think the text lacks a proper ending....

### Option 3 ★★

Ask students to read the second part (paragraphs 3-7) and decide whether the following statements are true (T) or false (F). Have students correct the false statements.

Statement	T	F
1. Spirit Week usually marks the beginning of homecoming celebrations.		
2. All the current students must take part in the themed events during Spirit Week.		
3. Homecoming kings and queens are appointed by the school.		
4. Homecoming Court is made up of students who are actively involved in school clubs and social activities.		
5. Not only the students, but local people watch the homecoming parade, which includes entertaining music and themed floats (花车) .		
6. The homecoming dance is open only to the senior students and takes place on the playground.		

## Suggested Activities

### Reference answers:

1. T
2. F (Students are encouraged to participate in the themed events during the week.)
3. F (Homecoming kings and queens are elected in the homecoming court.)
4. T
5. T
6. F (The homecoming dance is open to every student and the place is up to the school.)

### Option 4 ★★

1. Ask students to recall what they have learned about homecoming traditions in the US, including what homecoming is and what activities there are.
2. Tell students to introduce one homecoming activity in detail by researching after class and adding more information to it.
3. Have students prepare a presentation and use pictures and other visual aids to help give the information. Encourage students to be creative.

### Option 5 ★★★

1. Describe the following situation to the students. “Suppose your former school is planning to hold a homecoming celebration and you are on the organising committee.”
2. Ask students to discuss with the group members how they will celebrate the special day and decide on three events. Then ask students to fill in the table below.

	Event	Reason
1		
2		
3		

Note: After the group discussion, each group presents their decisions and gives reasons. Each group must be prepared to answer questions from other groups. At the end of the presentation session, ask students to take a vote on the three best events.

## Critical Thinking



- Ask students to collect data from family members or friends and complete the table. Conduct the survey about how people celebrated the Spring Festival in the 1960s and how people celebrate the festival nowadays.
- Tell students to summarise the changes that have taken place based on the comparison.
- Have students analyse the factors that might contribute to the changes in terms of the way people celebrate the Spring Festival.

Spring Festival Traditions	In the 1960s	At present
cleaning the house before the lunar New Year		
pasting new year couplets, paper cuts to decorate the house		
staying up all night on the Chinese New Year Eve		
watching the Spring Festival Gala on CCTV		
setting off fireworks and firecrackers		
visiting relatives		
exchanging New Year greetings		
giving red packets to children		
preparing good-luck dishes for the reunion dinner		
...		

## Further Exploration



Ask students to make a list of “dos and don’ts” about the local customs for first-time foreign visitors. Provide students with the following points for reference. After students have compiled the list, have them compare their results with those of other students in the class.

### Points for reference:

- |                            |                    |
|----------------------------|--------------------|
| eating out                 | shopping           |
| giving and receiving gifts | meeting people     |
| travelling by subway/bus   | taking photographs |

# How is New Year's Day Celebrated Around the World?

Celebrating New Year's Day is one of the oldest and most exciting customs around the world.

Ringing church bells, blowing horns and ear-piercing shrieks echo throughout the world on this festive day. Whether visiting relatives or watching New Year's Day parades at home on the TV, welcoming the New Year is always a time of entertainment, celebration and resolution.

Since this festival marks the beginning of the year, New Year's Day is thought of as a perfect time for a "clean start" or New Year's resolutions. People worldwide resolve to act better in the year just beginning than in the year just ended.

No day has ever been observed on so many different dates or in so many different ways. All over the world, countries have their own special beliefs about what the New Year means to them.

While many people in the United States observe New Year's Day on January 1st by throwing parties late into the night on the eve of December 31st, people in China celebrate this holiday for several days between January 17th and February 19th, at the time of the new moon. Lanterns illuminate the streets as the Chinese use thousands of lanterns "to light the way" for the New Year. The Chinese traditionally believed that evil spirits roam the earth at the New Year, so they let off firecrackers to scare off the spirits and seal their windows and doors with paper to keep the evil demons out.

In Scotland, the New Year is called Hogmanay. In the villages of Scotland, barrels of tar are set afire and then rolled down the streets. This ritual symbolises that the old year is burned up and the new one is allowed to enter.

New Year's Day is also the Festival of Saint Basil in Greece. Children leave their shoes by the fireside on New Year's Day with the hope that Saint Basil, who was famous for his kindness, will come and fill their shoes with gifts.

The Jewish New Year is called Rosh Hashanah. It is a holy time when Jews recall the things they have done wrong in the past, and then promise to do better in the future. Special services are held in the synagogues, children are given new clothes and New Year loaves are baked to remind people of harvest time.

Iran's New Year's Day, which is in March, celebrates not only the beginning of the New Year according to the solar calendar, but also bahar, "the beginning of spring."

On New Year's Day in Japan, everyone gets dressed in their new clothes and homes are decorated with pine branches and bamboo—symbols of long life.

In European countries such as Italy, Portugal and the Netherlands, families start the New Year by first attending church services. Afterwards, they visit friends and relatives. In Italy, boys and girls receive gifts of money on New Year's Day.

### Food for thought

1. Why has New Year's Day become a special occasion for people all over the world?
2. What do you think is the most impressive way to observe New Year's Day? Why?
3. What are the shared features of the New Year celebrations all over the world? And what beliefs do they reveal from your perspective?

**Reference answers:**

1. Because it is one of the most ancient and exciting customs/cultural practices across the globe filled with entertainment and recreation, celebration and resolution, tradition and expectation.
2. As far as I am concerned, the most impressive celebration of New Year's Day is the one observed in China. We Chinese celebrate the holiday in a more extensive way with a more culture-specific manner because the Chinese New Year celebration lasts longer and seems to be more heartwarming. Besides, the celebration involves lots of traditional rituals and conventional practices, — firecrackers being setting off and red-lanterns hanging high, which adds to the joy and festive atmosphere. (Answers may vary.)
3. From my perspective, the New Year celebrations across the globe have a lot in common. To name a few of their shared traits: the setting off of firecrackers, having get-togethers, visiting relatives, merry making, gift giving and receiving, making New Year's resolutions. These traditions usually mark the ending of the past and the beginning of a new year, and show people's expectations for a happy and long life, etc. (Answers may vary.)



## 附录一

### 课文参考译文

#### Unit 1

## 不一样的作文

英语老师皮博迪太太给班里同学布置了一篇作文。“请大家写一篇关于暑假的作文，”她说道。“尽可能发挥你们的想象力。不过……”她又补充道，“一定要确保拼写正确，语法规范。”

那天晚上，吉姆坐在家里的书桌前，盯着眼前的白纸发愣。他不想像往常一样写自己的暑假生活，有什么好写的呢？无非就是一只狗、水上乐园、还有为期两周的野营，实在无聊至极。说实话，他还盼望着开学哩。

于是他写了自己想写的。他没有写随笔，而是写了一篇科幻小故事。故事发生在一个遥远的星球上，那里没有夏天——一年四季都是春天。那里也没有假期，生活在那个星球上的外星人一天要工作 24 小时。他们多么希望能放假啊。

第二天早上，吉姆把自己写的故事交了上去。可是那晚，他怎么也睡不着，直到凌晨三点才入眠。“我为什么要这么做？皮博迪太太会不会觉得我无视作业要求呢？”这些想法萦绕在他脑海里。他最喜欢的就是英语课了，也许他应该向皮博迪太太求个情，请她让自己再重写一次，写一篇符合老师要求的作文。

可是第二天他进教室后却发现皮博迪太太已经批阅了大家的作文。

皮博迪太太对全班说道：“一会儿我就会把大家的作文发下来。不过在那之前，我要严肃地说两句。这次几乎全班同学都只写了自己的暑假生活……我说的是几乎。”

“完蛋了，”吉姆的心都凉透了，“我这次要不及格了，我就知道。”

“但是，”皮博迪太太接着说，“有一位同学很有勇气，也非常有创意，写出了我希望看到的作文。这一次全班只有吉姆·马丁一个人得了优。”

吉姆简直不敢相信自己的耳朵。

## 给女儿的一封信

亲爱的女儿：

也许你读到这封信会有些惊讶，但妈妈依然清晰地记得自己像你这么大的时候经历过什么。看着你为高中开学第一天在进行准备，我有一些话想跟你说。

你或许给自己施加了太大的压力，希望开学第一天的一切都是完美的，但我希望你能明白，世界上没有所谓的完美。妈妈以前和你说过这个道理，但还是要再多唠叨两句，因为这确实很重要。没有什么事情是完美的，只有尽力为之，最重要的是，你要相信自己已经很棒了——事实也确实如此。

记住，你不是一个人在孤军奋战。并不只有你一个人在面对新学校，结识新同学、新老师，应对新的期望与压力。其他人一生中某些时候都正在经历，或者说曾经历过，你目前所经历的这一切。明白了这些，希望你能够寻得些许慰藉。

总有一些人不会对你那么友好。你会发现，不仅在高中如此，踏上社会以后还会遇到这样的人。如果别人对你恶语相向，或是向你投来不善的目光，希望你记住，这并不代表你有什么问题，而是说明做出这些举动的人是有问题的。生活中从不缺少善良的人和真诚的微笑。

在你即将开启人生新篇章的时刻，妈妈希望你能尽早明白，很多时候，我们的自我局限、自我认知恰恰限制了我们前行。当你真的很想实现某个目标，却忍不住想说“我不行……”或“我做不到……”时，我希望你别急着否定自己——因为你行，因为你能够做到。

永远爱你的，  
妈妈

## Unit 2

### 墨西哥人的时间观念真令人费解

我第一次去墨西哥时，西班牙语说得还不错。有一次我在当地一家冰淇淋店买冰淇淋，老板冲我说“ahorita”，直接翻译过来就是“马上”的意思。我信了他的话，心想很快就能吃上冰淇淋了。

我在冰淇淋店附近坐着等着。可是半个小时过去了，冰淇淋还没有做出来，于是我又问了一遍。他的回答仍是“ahorita”。老板一脸疑惑，好像还有些窘迫。

我有些犹豫不决。等了这么久，实在不好受，但直接就走了又有些失礼，尤其是万一我点的冰淇淋马上就做好了，那就更不好意思了。然而时间又过去了很久，最后我实在等不住了，急匆匆地冲上了最近的一辆公交车，赶紧回家。走的时候，我朝冰淇淋店老板指了指手腕，又耸了耸肩。显然我等不下去了，这不能怪我。老板仍是一头雾水的模样。

后来我渐渐地把这件事抛在了脑后。直到几年后我又回到墨西哥，并在那里住下，我才开始明白，要想理解“ahorita”的含义，光是“西语通”还不够，还得“墨西哥文化通”才行。墨西哥人口中的“ahorita”，几乎没有一次指的是字面含义；这个词的意思在不同的语境里差别很大。就像一位语言学家告诉我的那样，“ahorita”可以指明天、一小时内、五年内，或压根不会发生。”甚至墨西哥人在婉言谢绝他人提议时也会用这个词，意思就相当于“不了，谢谢”。

我把这称为“ahorita 时间”，这种现象很难用三言两语解释清楚，这也反映出了不同文化对时间观念的解读有所不同。自从移居墨西哥后，我对于时间的态度也发生了巨大的变化。我不再那么担心迟到；当然了，大部分情况下我会按时赴约，但如果偶尔迟到了，我也不会太过慌张。不过讽刺的是，“ahorita 时间”似乎让我比以前更懂得活在当下了。

## 美式英语亲历

十岁那年，我前往美国看望一些家族好友。我们从加利福尼亚州出发，一路游玩至拉斯韦加斯。一路上，我注意到美国人说英语很有意思。当时我就在想：“他们说的英语和电影里的一样！”

假期前两天，有一次，朋友问我是否想来点“法式炸货”，我当时根本就不知道什么是法式炸货。炸什么？还是法式的？是蜗牛？还是奶酪？听到我说从来没有吃过时，她一脸惊讶。于是，她点了一份，让我们尝尝。服务员端上来一盘炸薯条，我问朋友，法式炸货在哪儿呢？她指了指眼前的那盘炸薯条！后来没过几天，她说她要去超市买点“薯条”，可她从超市出来时，手里却拿着一袋薯片！

度假期间，我们午餐会吃“饼干配肉酱”。这道菜的名字让我觉得很奇怪，因为在英国，饼干是甜的，而肉酱却是咸的。后来我才知道，美国人说的“饼干”其实是咸味点心。我们英国人说的“饼干”，他们叫“曲奇”。

有一次，一个陌生人和我说她很喜欢我的“短裤”，我觉得太尴尬了。我只记得我当时在想：“她怎么看得到我的内裤！？”后来妈妈告诉我，他们说的“短裤”其实就是我们穿在外面的“裤子”。

还有一次，我看到餐厅菜单上写着“植物蛋”披萨，当时就觉得反胃。我心想，鸡蛋根本不长在植物上，这个“植物蛋”到底是什么东西？难道长得像蛋又有叶子？爸爸点了这个披萨，结果披萨送上来时我看到上面铺满了茄子。我问爸爸“植物蛋”在哪里，他笑着指了指披萨上的茄子，说道：“在美国，人们把这个叫作‘植物蛋’！”

尽管不同国家可能说着同一种“语言”，但其中可能存在很多差异，这不仅体现在词汇上，而且拼写、语法和发音也不尽相同！我觉得学习语言的乐趣之一就是发现语言的用法在不同地方的差异。

## Unit 3

### 罗马假日

上周我去了罗马，那是我第一次去意大利的首都。我在那儿待了三天，去了不少旅游景点，穿行在充满圣诞氛围的大街小巷。这是我喜欢这座城市的几个理由。

罗马是世界上最古老的城市之一，留存了许多历史悠久的文化遗迹。其中，古罗马广场曾是罗马的城市与政治中心，古罗马圆形剧场则是当今最大的室外剧场，名列世界七大奇迹之一。那些建筑与庙宇的遗址旧墟令人叹为观止：难以相信他们经历了那么多岁月。

我以前在学校里学过文艺复兴时期的伟大艺术作品，这次能亲眼目睹，实在是激动。当我参观梵蒂冈城的博物馆时，看到了许多著名的雕塑。整个游览中最令人难忘的无疑是西斯廷大教堂的穹顶，它是艺术巨匠米开朗琪罗在 16 世纪初期创作的。这幅杰作美得夺人心魄，让我移不开眼。

在罗马，游客还能尝到各种各样的食物，不过其中有些品质却令人难以恭维。我费了一番功夫，找到几家不错的餐厅，尝到了一些当地特色美食，比如番茄培根意面。我也很喜欢在圣诞节彩灯之下，吃着冰淇淋，再喝上一杯暖暖的巧克力。罗马不仅有很多奢侈品店，也有不少价格在我接受范围之内的商店。这是为亲朋好友挑选礼物的最佳时机。我还去逛了圣诞集市，淘到了不少绚丽闪亮的圣诞树装饰品。我喜欢去陌生的地方旅行，尤其喜欢去各国首都。今年夏天我还去了荷兰首都阿姆斯特丹，我感到非常幸运。希望以后我能游览更多的地方。

## 趁着年轻，扬帆远航

年轻的追梦人，

在信中你向我倾诉了烦恼。你梦想着去旅行，却不知作为一个青少年，如何才能实现梦想。

你说不大开心，不知道为什么要学那些自己不感兴趣的学科，我能理解你的感受。你觉得今后可能永远也用不到今时今日所学的知识。可是，虽然大部分现在所学的知识看似与你不直接相关，但你在学的是一种宝贵的学习技能。你需要这些技能来帮助你分析周围的世界、处理各种信息，最重要的是，来帮助你独立思考。正是这些技能会帮助你克服重重阻碍，最终实现自己的旅行梦。

我想说，梦想可以很美好，但要脚踏实地付诸行动。问题是，很多人难以做到踏实肯干。即便最美好的生活中也会有障碍，但只要你踏踏实实，尽自己所能一步步地向梦想靠近，便会越挫越勇，离梦想越来越近。好好努力，制定一条路线，然后坚持下去。旅行曾是我的目标，我相信最终实现这个目标将标志着我已成功渡过重重难关，到达彼岸。我做到了，你也可以。

你还是个十几岁的孩子，在制定旅行计划时难免会面临种种限制。你去哪里旅行，选择何种出行方式，你的父母都有发言权。此外，父母能够为你的旅行负担多少费用也是一个因素。费用开销决定了你的旅行体验——决定着你是游历欧洲、参加交换生项目，还是待在家里，打工以补贴家用。

即便有诸多束缚限制着你的人生，但我仍希望你能坚持自己的旅行梦。当你迈出独自面对世界的第一步时，你的旅行计划就像一艘船，一直在你身边默默地航行，等待着你，期盼着你登船远航。

致以诚挚的问候  
香农

## Unit 4

### 世界各地的成人礼

迈入成年是人生中重要的一步。成年，意味着一个人必须褪去稚嫩，开始肩负起成年人的责任。

在德国，有一个叫“Jugendfeier”的仪式，或者叫“青年礼”，是专门为14岁青少年准备的成年礼。青少年要去学校进行一番准备，学习未来青年公民应具备的重要知识与技能。学习的内容包括多元文化和社会的普遍责任。

青年礼起源于公民参与意识觉醒的19世纪。在仪式上，会有一位教师发表演讲，演讲主要围绕价值观，比如尊重他人和公民责任感。目的是为了让参加青年礼的青少年能够主动地践行这些价值观。也许更准确地说，青年礼与世界上其他成年礼的不同之处在于，其教育意义大于娱乐意义。

拉丁美洲的成年礼叫“quinceanera”（成人礼）。女孩15岁生日时会参加这个仪式，标志着她们正式成长为女人。过去，成人礼常常和婚姻联系在一起。在这个特殊的日子到来之前，女孩们要学习下厨、缝纫和其他家务，为将来结婚做好准备。按照传统，女孩和父亲一起入场后，仪式才算开始。女孩的父亲会先和女孩跳舞，然后再把她“让”给男性家人和朋友，让他们继续跳舞。

如今，这个仪式更像是每个年轻姑娘都会参加的庆祝仪式，备受人们重视，就像在其他文化里重视十八岁生日一样。

在一些印度家庭，男孩成年时，家人会为他举办佩戴圣线的仪式。男孩会收到三股圣线，代表着他许下的三个承诺：尊重知识、尊敬父母、遵守社会公约。

据说，佩戴圣线仪式象征着新生活的开始。依照传统，男孩子们会在仪式之后离家，和古鲁（导师）一起生活。这时男孩就迎来了“第二次生命”。在印度的传统中，人至少会有两次生命，第一次是母亲给予的生命，第二次是导师的教导给予的精神上的重生。在仪式上，导师会收下男孩子作为弟子，并带领他走向知识殿堂。

不同文化的成年礼千差万别，几乎每个社会都有各自独特的仪式、典礼和传统，以此象征或庆祝由童年走向成年时代。

## 返校节

返校节是美国许多大学、学院和高中的传统节日。节日期间，全校师生一同欢庆，已经毕业的校友也会回到镇子上，回到母校，和老朋友见面，追忆校园时光。

返校节会举行许多庆祝活动，每个学校的活动都不尽相同。在校生通常从周一就开始节日庆典了，持续一周，到了周末，校友们也会返回母校，加入学生们的欢庆。

许多学校的返校节以“精神周”主题活动为序幕展开。从周一开始，每天都会有一个特别的主题，每个学生都可以参加。比如，周一可以是“疯狂发型日”，周二可以是“学姐学长组队日”，周三可以是“穿睡衣上学日”。有些学校还会举行比赛，评选出最富学校精神风采的班级。

有的学校会选举出返校节的国王、皇后以及包含王子和公主在内的“王室人员”。返校节的评选活动也是因校而异，但通常情况下，国王和皇后都是从高年级学生中选出，而评议会则从新生中产生。返校节庆祝的是学校精神文化，因此入选评议会的学生平时大多都积极参加学校各项活动。

有的小镇还会举办返校节庆祝游行，学校的游行乐队、运动队和老爷车都会加入游行。全镇的人聚在一起，相互交际，为橄榄球比赛呐喊喝彩，为小镇和学校共庆节日。

精神周活动结束后，返校节舞会通常在当周的周五或周六晚举行，只有学校的学生可以参加，不限年级。有的学校舞会比较休闲随意，而有的学校舞会则是半正式的盛事。舞会上总会有DJ或乐队表演，不过场地由学校自行安排，有时在体育馆或校园餐厅，有时也会去校外的场地。无论场地在校内还是校外，在返校节舞会上，全校师生欢聚一堂，尽情享受快乐时光。

## 附录二

练习部分录音文本和参考答案

### Unit 1 School Life

#### Grammar in Use

##### • Task 1

(Answer for reference)

At the end of a class, the teacher assigns some maths exercises to check whether the students have understood what she has taught. Some students are confidently writing down their answers, but one long-haired girl gets stuck with one problem. The teacher instantly notices her struggle and goes up to her. The teacher affectionately pats her on the shoulder and explains the theory again. The teacher's gentle and sweet voice greatly eases the girl's stress.

##### • Task 2

- (1) worked      (2) am taking      (3) got      (4) have ever had      (5) was teaching  
(6) helped      (7) volunteer      (8) will be      (9) understood      (10) would add

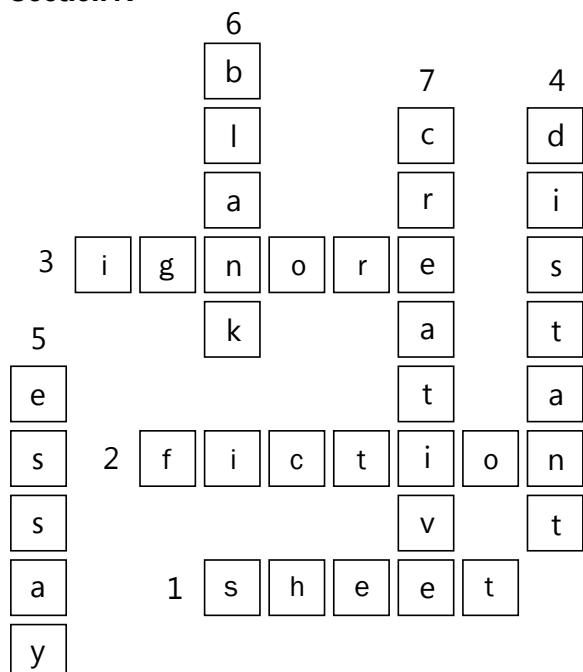
##### • Task 3

(Answer for reference)

My favourite teacher is Mr Liu, who taught me maths when I was in Junior Two. He is a great maths teacher as well as my mentor. He often tells us that honesty is the best way to strengthen a relationship. Sometimes I fail to hand in my maths homework on time, but he won't blame me when I tell him the true reason for the late submission. He also asks us to think for others and offer help to others when necessary. That is why he is my favorite teacher.

#### Vocabulary Focus

##### Section A



## **Section B**

1. blank      2. creative      3. essays      4. distant      5. ignores

## **Section C**

- **Task 1**

(Answer for reference)

I often communicate with my parents. They sometimes tell me something related to their past. What seems most impressive to me is that my parents once said, "If you don't try, you will never win." My dad and mum are good examples for me, so what they tried and how they overcome the difficulties are most unforgettable.

- **Task 2**

- |                             |                |               |             |
|-----------------------------|----------------|---------------|-------------|
| (1) communication           | (2) assignment | (3) shortage  | (4) totally |
| (5) regretful               | (6) traveller  | (7) different | (8) broaden |
| (9) adventurous / adventure |                | (10) anxiety  |             |

## **Listening**

### **Section A**

**Script** 

Listen to the conversations and choose the best answer to each of the questions. The conversations and the questions will be read only once.

1. M: I twisted my ankle in P.E. class yesterday, and it hurts when I try to walk. Is it serious?  
W: Well, I ought to have it X-rayed first.  
Q: What is the most probable relationship between the two speakers?
2. M: What a physics class! What do you think?  
W: I was totally lost. I couldn't follow a single word the teacher said. It all sounds Greek to me.  
Q: What does the woman mean?
3. W: May I borrow your geography notes?  
M: Not a problem, if you can read my handwriting.  
Q: What can we learn about the man?
4. W: Have you read the book the teacher recommended? The ending of the story is unexpected.  
M: Yeah! It is a masterpiece of O. Henry, a very good example of his writing style in general.  
Q: What are the two speakers doing?
5. M: I'm trying to sell some of my used textbooks online.  
W: Yeah! You and hundreds of other people.  
Q: What does the woman most probably imply?

### **Key to Section A**

1. B      2. C      3. C      4. C      5. A

## **Section B**

**Script** 

Listen to five students talking about the traditions of the first school day in their own countries twice. Complete their words according to what you hear.

**Nathania** (man, Indonesia): My name is Nathania. I'm from Indonesia. The school year starts mid-

July and ends mid-June in Indonesia. We have a tradition that is like a student orientation. All the new students will be divided into groups with two or three seniors in each group. They are assigned to help new students to do things related to school. They also help new students to make friends.

**Ani** (woman, Bulgaria): Hi, I'm Ani, from Bulgaria. It's really a great tradition in Bulgaria. The whole town turns out for the first day of school to celebrate the beginning of the new school year. Children bring the teachers flowers and there is a long programme, including singing, speeches, poetry readings and dancing.

**Nawaf** (man, Saudi Arabia): My name is Nawaf. In Saudi Arabia, the school starts at the end of August and ends at the end of April. When you go to school for the first time you take part in a big event that lasts for three days. During those days you are developing new friendships and get to know the other students. Teachers bring flowers and food for students.

**Ayse** (woman, Turkey): My name is Ayse. I'm from Turkey. The school year starts on a Monday in mid-September in Turkey. New uniforms are worn on the first day of the school. Students bring flowers to the teachers. The first day is actually about catching up after the summer break. Lessons don't start yet.

**Takeshi** (Japan): My name is Takeshi. In Japan the school year is usually April through March. On the first day of school, you usually start with introducing yourself to your new classmates and then have a meeting with all the teachers in the hall.

### **Key to Section B**

- |   |                      |                  |                      |
|---|----------------------|------------------|----------------------|
| (1) related to school                                 | (2) make friends     | (3) celebrate    | (4) a long programme |
| (5) take part in                                      | (6) flowers and food | (7) New uniforms | (8) catching up      |
| (9) introduce themselves to the new classmates        |                      |                  |                      |
| (10) have a meeting with all the teachers in the hall |                      |                  |                      |

## **Reading and Viewing**

### **Section A**

- Task 1**

It's a webpage of International Education Management. I expect to read the stories or information of some international students.

- Task 2**

1. C      2. B

- Task 3**

(Answer for reference)

1. I am not that good at mathematics, so I prefer to join a fiction-reading club.
2. My home is too far away from the school, so I would like to join a club whose members can exchange ideas online.
3. I don't think I am confident enough now, so a club that can help me to be a more confident person is my first choice.

### **Section B**

- Task 1**

- (1) C      (2) D      (3) F      (4) B      (5) E

- **Task 2**

- (1) negative feelings
- (2) YOU
- (3) start conversations with people
- (4) contribute to your growth as a person / have something for you to learn / be your potential friend who will add value to your life
- (5) meet someone who always puts you down / meet someone who makes you feel bad about yourself / meet someone who makes you feel worthless
- (6) regret what they did
- (7) studying and doing sports
- (8) keeping fit
- (9) ask your teachers
- (10) kind and friendly

## **Speaking**

### **Section A**

*(Omitted)*

### **Section B**

#### **Script**



Make quick responses to the sentences you have heard.

1. It's good to get back to school! Summer vacation is unforgettable, though.
2. Look! I got a straight A on my assignment.
3. Remember to hand in your essay next Monday.

*(Answer for reference)*

1. You are right! / I can't agree with you more. / Yeah, that's true.
2. That's wonderful! / Wow! It's amazing! / Really? Good on you!
3. Sure, I will. / Oh, I see. I will hand in my essay before the deadline. / Really? Will Wednesday be all right?

### **Section C**

#### **Script**



Listen to a short passage twice about shared study spaces and answer the questions.

Several shared study spaces aimed at students have emerged recently. Open 8 a.m. to 12 p.m., those shared study spaces are often close to a number of universities. With rows of tables and chairs inside, each shared study space is equipped with desk lamps, lockers, and free WiFi. Besides, tea and snacks are served at front desk and books can also be borrowed from the facilities. Seventy percent of the seats in the study rooms are regularly booked each morning. When final exams draw near, they are expected to fill with students. Some students on a review website said it is efficient and cost-effective to study in shared study rooms. Others said the rooms are quiet and comfortable, an ideal place to prepare for exams, especially when it is hard to find seats in university libraries in the exam season. One first-grade middle school student said in a shared study room, he's encouraged

to keep going when he sees others around him working hard. Just as the sign in the doorway of one shared study space reads, “Farewell to noise and experience a five-star study environment.”

Question 1: Why are shared study spaces well-received? List at least two reasons.

Question 2: What do you think of shared study spaces?

(Answer for reference)

1. It is efficient and cost-effective to study there. The environment is quiet and comfortable. It is an ideal place to prepare for exams. One may be encouraged to study there. It is well-equipped.
2. In my opinion, shared study spaces provide a good environment for study and work. Back at home, where no one else studies or works with me in the same space, I might be a bit lazy. In such an environment, I can enhance my efficiency and productivity. In a word, it is a rather new thing for me to try.

## **Writing**

### **Section A**

1. ignore (their) children's little progress
2. stared/is staring/was staring at the questions
3. she has learned how to control her emotions under pressure
4. When/After you finish learning a unit, you should reflect on yourself.
5. In (the) face of / Facing the shortage of funds and hands, / Facing the lack of funds and hands, the volunteers are trying / working hard to make sure the only primary school here opens on time.

### **Section B**

(Answer for reference)

- (1) (Thank you for) setting my standards high.
- (2) Thank you for teaching me I am worth something.
- (3) Thank you for being a great role model.

## **Extended Reading**

### *Pre-reading questions*

(Answer for reference)

I think Chinese is a very difficult language because I found it hard to write Chinese characters when I was a primary school pupil.

### *Food for thought*

(Answer for reference)

1. He used different gestures standing for different tones to make the Chinese learning easier.
2. The Confucius Institute has helped to promote Chinese teaching in CPS.

### *Challenge*

(Answer for reference)

1. Some foreign speakers come from countries speaking non-tonal languages.
2. The four tones in Chinese are not marked when writing with Chinese characters.
3. Different tones of the same sound can have significantly different meanings and there are no fixed rules.

## Unit 2 Language and Culture

### Grammar in Use

- |                                |                                  |                         |
|--------------------------------|----------------------------------|-------------------------|
| 1. others, others              | 2. <u>practicing</u> , practiced | 3. <u>about</u> , about |
| 4. do ^, so/it                 | 5. means ^ opposite, the         | 6. <u>what</u> , how    |
| 7. <u>express</u> , expressing | 8. important ^ pay, to           |                         |

### Vocabulary Focus

#### Section A

- |      |      |      |      |      |
|------|------|------|------|------|
| 1. d | 2. a | 3. e | 4. b | 5. c |
|------|------|------|------|------|

#### Section B

- |             |               |           |              |                |
|-------------|---------------|-----------|--------------|----------------|
| 1. contexts | 2. reflection | 3. faults | 4. signalled | 5. appointment |
|-------------|---------------|-----------|--------------|----------------|

#### Section C

- Task 1

(Answer for reference)

When I say *dui* in daily communication, it can mean “I agree” or “I know it”. Yet sometimes *dui* may just mean I am attentively listening to others with almost no literal meaning intended.

- Task 2

- |               |             |              |            |         |
|---------------|-------------|--------------|------------|---------|
| 1. confusion  | 2. response | 3. agreement | 4. fluency | 5. torn |
| 6. ironically | 7. obvious  | 8. caused    | 9. likely  |         |

- Task 3

(Answer for reference)

I have more advice for Jason. For example, if he hears others say *chi le ma* (have you eaten) in Chinese, it might be just understood as a casual greeting rather than a question in its literal meaning. Another example is *na li na li*. After being complimented by others, Chinese tend to be modest and might say *na li na li*, but that should not be literally understood as “where, where”. Instead, it is just a sign of modesty.

(Students are encouraged to provide their own advice for Jason.)

### Listening

#### Section A

**Script** 

Listen to the conversations and choose the best answer to each of the questions. The conversations and the questions will be read only once.

1. M: I'll work in Mexico for only two years. Is it necessary for me to learn Spanish?  
W: Of course. It will improve your understanding of the culture there.  
Q: According to the woman, how can learning Spanish help the man?
2. M: It's a pity that some languages don't have a written form. They didn't leave any books, stones, bamboos, or cloth with words on them.  
W: I agree. So their traditional stories and cultures can be easily forgotten and lost.  
Q: What does the woman think of the written form of languages?

3. M: Hi, Sarah, I made a speech yesterday. Did you watch it? Do you like it?  
W: Yes, it was great! Your speech was well-written, yet usually body language can help to express more.  
Q: What does the woman mean?
4. M: I hear you'll go to study in America. You must be well-prepared for it.  
W: Not really. Actually, I've spent much time listening to American news on radio to get familiar with the pronunciation of American English, so that I can follow the teacher better in class.  
Q: What troubles the woman?
5. M: Do you know English is the most widely spoken language?  
W: Yes. But Chinese has been so widespread now too. And experts suggest the Chinese language snowball is rolling down a hill and is getting bigger.  
Q: What does the woman imply?

#### Key to Section A

1. A                  2. C                  3. B                  4. C                  5. A

#### Section B

##### Script

###### • Task 1

Listen to the longer conversation about the languages in the world and choose the best answer to each question. Answer the last question in your own words. The conversation will be read twice, but the questions will be spoken only once.

W: Hi, Jason! Welcome you again to our Modern Language Programme!

M: Thank you, Alice. Today I want to share a report with you. It's from the Endangered Language Project lately, which says that over 50% of the languages we speak now will disappear in the next 80 years.

W: Really? That's unbelievable.

M: I feel the same way.

W: Do you know how many languages there are in the world now?

M: There are over 2,500 peoples in the world, and the living languages are around 7,000. But the report shows that many of them are spoken by fewer and fewer people. For example, Asia has the largest number of languages in the world, reaching about 2,200, but they are disappearing quickly. Recently, the last speaker of language Bo died at the age of 85.

W: What a pity! Does it mean the language also disappeared with her? Can you tell me more?

M: Of course. The woman, called Sheila, lived in the Indian Andaman islands. She learned to communicate in Hindi, which is one of the official languages of India.

W: Why did she learn to speak Hindi? It was not her native language.

M: Because no one else in the world could speak her native language, Bo. The language was one of the world's most ancient languages. So she had no choice but to learn Hindi.

W: Um...I see. And I think what disappeared is not only the language and its speaker, but also an

important part of Indian culture and language tradition.

M: You are absolutely right! The disappearance of different languages means the disappearance of their cultures.

W: Is there a website for people to learn something about the disappearing languages?

M: Yes. The report really introduced one. Please look at the bottom of the screen.

W: Thank you, Jason. I think more people will show their concern about the problem. Thanks for your time and important information.

M: It's my pleasure.

#### Questions:

1. According to language experts, how many languages will disappear in 80 years?
2. Why didn't Sheila communicate with others in the Bo language?
3. What has the world lost with Sheila's death?

#### Key to Section B

- Task 1

1. D            2. B            3. B

- Task 2

1. Visiting a website.

## Reading and Viewing

- Task 1

1. B            2. C            3. C

- Task 2

1. It mainly talks about the link between words and culture.
2. China boasts a diversified culture of food. The English word *dumpling* can have different referents in various parts in China. It could be *jiao zi*, *hun tun* or sometimes even *xiao long bao* in Chinese. Likewise, the English words *uncle* and *aunt* can have different referents in various regions of China.

- Task 3

- |  |               |                               |                |                 |
|--|---------------|-------------------------------|----------------|-----------------|
| (1) specific                               | (2) general   | (3) rice/family relationships | (4) rain       |                 |
| (5) examples                               | (6) amazingly | (7) snow                      | (8) camel      |                 |
| (9) meet their needs / satisfy their needs |               |                               | (10) passes on | (11) connection |

## Speaking

### Section A

(Omitted)

### Section B

(Answer for reference)

Questions 1-2:

- \* Do you often practice oral English at the English Corner?
- \* Could you share with me your way of learning English?

- \* What's your secret/way of learning English well?
- \* How long does it take you to practice English every day?
- \* What websites do you usually visit to learn the latest English expressions?

Questions 3-4:

- \* Is there any special body language in Mexico?
- \* Do people there shake hands or kiss when they meet for the first time?
- \* What language do people speak in Mexico?
- \* How do people greet each other when they meet?
- \* What topics are considered improper in Mexico?

## **Section C**

(Answer for reference)

One day, Jason visited his Chinese friend, Mr Zhang, with some gifts. His Chinese friend warmly welcomed him and took the gifts. Jason thought that his Chinese friend would like his gifts very much. But surprisingly, Mr Zhang said, "There's no need to bring gifts. You must have spent much money. I told you not to do so." Jason felt confused and wondered whether he liked the gifts or not. Therefore, not knowing others' culture may cause misunderstanding.

## **Writing**

### **Section A**

1. have different meanings in different cultural contexts
2. This book is based on the writer's personal experience
3. Jack signalled to the waiter/waitress to bring the menu.
4. The way Mexicans tell time is likely to confuse some foreigners.
5. When the president once again set foot on Chinese soil / the land of China, he said, "I have been to China many times and each visit has left me with a pleasant memory."

### **Section B**

(Answer for reference)

The Chinese idiom "painting a snake with feet" is widely known and is usually cited to remind people not to add unnecessary or improper details to their work. The following story is the origin of the idiom. After a celebration, a pot of wine was to be shared. It was not enough for everyone, but too much for one. Therefore, people came up with a solution: everyone drew snakes on the ground, and only the one who first finished drawing could win the pot of wine. When one painter finished and was about to drink, he added feet to the snake. At that moment, another person also finished drawing, and quickly snatched the wine from his hand. He said, "The snake has no feet. Why did you add feet to it?" After that, he drank the wine.

## **Extended Reading**

*Pre-reading questions*

(Answer for reference)

1. I like to use emojis when sending messages to others because they can help to convey my

meaning in a way not completely accomplished by words.

2. My favourite emoji is ☺ because I love to wear a smile every day. In addition, that emoji may also soften my tone if others find my words a bit harsh.

#### *Food for thought*

1. It implies that though emojis can make cross-cultural communication easier, there is still a possibility of causing misunderstanding due to unfamiliarity with each other's body language.
2. Written language is, in fact, more powerful than emoji. If you have a good command of language, you can express complex and subtle meanings, and create a new world to readers, which, in contrast, cannot be achieved by emojis. / Because emojis are just simple signs and their meanings have been defined, creation of complex meaning is almost impossible.

#### *Challenge*

1. (Answers may vary.)
2. (Answer for reference)

#### *Version 1*

I like using emojis especially when I want to make the recipient feel my happiness, sadness, thankfulness or excitement. Just imagine and compare the effects of using a sad face and directly saying "I'm sad or unhappy". As emojis resemble our facial expressions, they allow us to express ourselves in a more relaxed and humourous way. When I find words fail to express what I mean, using emojis is just one of my alternative ways.

#### *Version 2*

Though it is undeniable that the writer's analysis and worry are reasonable, emojis in my view cannot convey complex meanings and politeness, precisely because of their simplicity. In particular, in some situations, using emojis might be deemed impolite. For example, in business communication, using an emoji instead of texting an affirmative "yes" could prove annoying. An overuse of this method might even be offensive.

## Unit 3 Travel

**Grammar in Use**

- Task 1



- Task 2

1. I think the second tip is the most useful for me. I am a person who is reluctant to make lots of changes. While travelling, I will be more flexible and try local foods instead of sticking to my regular favourites.
  2. Yes, I have some tips:
    - Be careful about eating local snacks at street stands as they might not be clean enough.
    - After eating local foods (in Europe) for several days, you may also do some grocery shopping at Asian supermarkets to prepare for a home-made meal.
    - Alternatively, you may visit a Chinese restaurant to try its specialties. Chinese food made in foreign countries can also be appealing and exotic.

## **Vocabulary Focus**

## Section A

- (1) greenhouse                    (2) flashlight                    (3) masterpiece                    (4) setback  
(5) breathtaking                    (6) headache

## **Section B**

- Task 1

(Answer for reference)

1. I think the scenery/place showed in the picture can be more commonly found in southern China.
  2. Yes. I've been to such a place. What impresses me most is that there I can enjoy some quiet, away from the hustle and bustle of city life. In the morning, I can feel a gentle breeze while walking beside a small river. The birds' chirping seems to welcome the arrival of a new day. In such an environment, I can be completely stress-free.

- Task 2



- Task 3

(Answer for reference)

Coloured lights from various shops were reflected in the canals. Gentle breeze seemed to know that I was leaving the next day. How I enjoyed spending some time there! In the middle of such a busy place like Shanghai, Zhouzhuang gave me a breath of fresh air and a touch of quiet.

## Listening

### Section A

#### Script

Listen to the conversations and choose the best answer to each of the questions. The conversations and the questions will be read only once.

1. M: When does the next train leave for Shanghai?  
W: The train leaves every thirty minutes, and the last train left ten minutes ago so you won't have to wait for long.  
Q: How long will the man wait for the next train?
2. W: I am going to travel to Guilin. It is said to be a nice scenic spot and its scenery tops all.  
M: Oh, my sister teaches English there. She can be a good guide.  
Q: What does the man mean?
3. W: I'd like to have a direct flight to Chicago on 20th June, please.  
M: Sorry, all the tickets for direct flight are sold out. Is it possible that you transfer at San Francisco, or would you try some other airlines?  
Q: Why can't the woman have the flight she wants?
4. M: Finally, we are back home. The heat in Washington was simply unbearable. I wish we had been to the beach instead.  
W: Are you kidding? With the museums and restaurants, the temperature became nothing to me. Not to mention all the wonderful shops.  
Q: What are speakers talking about?
5. M: Are you planning to take a credit card on your vacation?  
W: Yeah. They sure beat carrying around a wallet full of big bills.  
Q: What does the woman mean?

#### Key to Section A

1. B            2. C            3. B            4. B            5. C

### Section B

#### Script

Listen to a telephone conversation and fill in the blanks with the information you have heard. The conversation will be read twice.

- W: (Phone ringing...) Hello, this is the Ocean Travel Agency. What can I do for you?  
M: Hello, I saw your leaflets and I would like to consult with you about the trip to the hot spring resort.  
W: OK, what would you like to know?  
M: First I want to find out how much the journey will cost.  
W: Er... there are three different types of tickets, they are for adults, children, and families. The cost for an adult is \$150, but for a child it only costs \$80. And if you want to go with your kid, you could buy the family ticket which only costs you \$200.  
M: Eh... that's not expensive. I'll go with my son. Well, what can we do in the hot spring resort?  
W: Well, the trip will last two days. During this period you have free access to 56 hot springs with

different styles. There is a pond used especially for fishing. You can go fishing with your son. I'm sure it will be very interesting. In addition, the fitness centre is open 24 hours a day. You can go whenever you like.

M: Sounds great, I am looking forward to it. Er... will the meals be included?

W: No, you have to pay for your own meals. The resort will provide some international food. You can enjoy the delicious Chinese food, Thai food, French food, etc.

M: Ah, Chinese food, I like it and I cannot wait now. When is the earliest trip?

W: Please wait a moment, I will check it for you. OK, the latest tour is to start at 7 a.m. on the 11th.

M: It's the day after tomorrow. That's great. I would like to book the trip.

W: Wait a second. I am sorry, that trip has been fully booked. Will the 12th be OK?

M: 12th? Eh... let me see. Yes, it is fine.

W: OK.

### Key to Section B

- (1) \$200                  (2) fishing                  (3) fitness centre                  (4) all over the world                  (5) (the) 12th

## Reading and Viewing

### Section A

- Task 1

In the picture, there are palm trees along the beach, which are shaking with the breeze. The tides are flowing and twinkling in the sunlight. In the distance a few cottages are lined up as if they are welcoming beach visitors.

In my hometown Shanghai, there are few places like that. Perhaps we can find some beaches in Jinshan and Fengxian Districts.

(Answers may vary.)

- Task 2

- (1) destinations                  (2) advance                  (3) weather                  (4) climate  
(5) accommodation(s)                  (6) while                  (7) Avoid                  (8) checked  
(9) lying                  (10) activities

### Section B

- Task 1

1. A                  2. B                  3. C

- Task 2

- (1) 58 (million)                  (2) 48 million  
(3) Complete coral reef structures                  (4) 20,000  
(5) The current Great Barrier Reef structure

- Task 3

(Answer for reference)

The future status of the Great Barrier Reef will be downgraded to very poor due to climate change and rising sea temperatures. Tourists can no longer enjoy the breathtaking scenery there.

OR: After the government limits travel near the Great Barrier Reef, part of this beautiful scenery will be maintained. Travellers have the option of enjoying it online.

## **Speaking**

### **Section A**

(Omitted)

### **Section B**

(Answer for reference)

Questions 1-2:

- \* Will you go there with your friends or family?
- \* How long are you going to stay in Paris?
- \* In which hotel are you going to stay in Paris?
- \* What tourist attractions will you visit there?

Questions 3-4:

- \* What can I do for you?
- \* Where do you want to go?
- \* What is your destination?
- \* Do you have a public transportation card or do you have to buy a ticket?
- \* Do you have someone to meet you at the destination?

### **Section C**

(Answer for reference)

Comment 1: With China opening ever wider to the world, interactions between Chinese citizens and foreign visitors will be increasingly frequent, and this demands that we raise the standards of our own behaviour. Chinese residents and foreign tourists need to learn each other's good points.

Comment 2: Recently, some photos showing English names carved on the Great Wall aroused public attention. Some people think it was done by English-speaking people. No matter what nationality the carvers were, such behaviour should be criticized. With the increased interaction between China and other countries, people of all origins should learn from each other's positive sides and behave in a civilized way.

## **Writing**

### **Section A**

1. I cannot tear myself away from it
2. he was determined to participate in the international cultural exchange (activity)
3. I made every effort to find the theatre with the longest history in Europe.
4. In our life, we may face a wide range of choices, and the key point is to learn how to choose.
5. There is no doubt that students should have their own say in deciding their universities and majors.

## **Section B**

(Answer for reference)

Dear visitors,

The Great Wall is the marvelous miracle created by our industrious ancestors and it witnesses the great history of China. However, pitifully, there are some uncivilised phenomena recently, like carving names or graffiti on the Great Wall. Protecting the Great Wall is the shared responsibility of Chinese citizens and visitors from all over the world.

So I advocate that visitors to the Great Wall should be prohibited from carving anything on it. Moreover, the government should make laws and enforce regulations to punish people for such improper conduct. Besides, some experts can be called in to restore the Great Wall. Finally, advertisements can be made to raise public awareness of the importance of preserving historical sites.

Let's pass on our cultural heritage as well as our spirit of patriotism.

A Chinese student

## **Extended Reading**

*Pre-reading questions*

(Answer for reference)

1. A girl is holding up her camera to shoot a picture on a cloudy day. Judging from the picture, she might be interested in taking a photo of natural scenery such as mountain ranges and vast forests.
2. I prefer to travel with my friends. Taking a journey alone seems a bit boring. In addition, having friends around can make my happy memories of travelling more impressive and unforgettable.

*Food for thought*

(Answer for reference)

1. Travel is like a condensed crash course that covers subjects as history, geography, and sociology, allowing people to discover how the rest of the world lives. Every destination has something unique to teach visitors. Immersing oneself in a completely different world is the best learning experience.
2. Travel can give you the opportunity to reflect on your life because you have time and space to let your mind wander. Travelling brings a new set of issues and opportunities. The way you handle these challenges gives you insight into who you are.

*Challenge*

1. (Answer for reference)

- Some people may want to have adventures that they keep to themselves, thus leading to misunderstanding among travel mates.
  - Different (eating) habits or lifestyles will damage the relationship between you and your travel partners.
  - Unwillingness to accept your travel partners' shortcomings will sooner or later drive you mad.
2. (Omitted)

## Unit 4 Customs and Traditions

## **Grammar in Use**

- Task 1

(Omitted)

- Task 2

- |                                      |                  |                     |                          |
|--------------------------------------|------------------|---------------------|--------------------------|
| 1. provides                          | 2. is celebrated | 3. is believed      | 4. will be hung/are hung |
| 5. are being shared/are shared       | 6. is known      | 7. has been carried |                          |
| 8. have followed/have been following | 9. still means   |                     |                          |

Additional materials for reference:

Coco is a 2017 American 3D computer-animated film released by Walt Disney Pictures. Based on an original idea by Lee Unkrich, it is directed by him and co-directed by Adrian Molina. The story follows a 12-year-old boy named Miguel who is accidentally transported to the Land of the Dead, where he seeks the help of his deceased musician great-great-grandfather to return him to his family among the living and to reverse his family's ban on music. The concept for Coco is inspired by the Mexican holiday Day of the Dead. It is the first film with a nine-figure budget to feature an all-Latino principal cast, with a cost of \$175 million.

## **Vocabulary Focus**

## **Section A**



## **Section B**

- Task 1

(Answer for reference)

1. In my geography class, I have learned that the winter solstice is also known as midwinter, which occurs when one of the Earth's poles has its maximum tilt away from the Sun. It happens twice yearly, once in each hemisphere (Northern and Southern). For that hemisphere, the winter solstice is the day with the shortest period of daylight and longest night of the year, when the Sun is at its lowest daily maximum elevation in the sky. At the pole, there is continuous darkness or twilight around the winter solstice. Its opposite is the summer solstice.
  2. In China, a traditional saying has it that "Winter solstice is more important than New Year," and it has long been the time when farmers and fishermen prepare for colder months ahead. As for the summer solstice, people enjoy the longest day of the year. There is a saying in Shandong Province which goes, "Eat dumplings on the winter solstice and eat noodles on the summer solstice."

- Task 2

- |              |               |               |              |             |
|--------------|---------------|---------------|--------------|-------------|
| 1. respect   | 2. vary       | 3. represent  | 4. celebrate | 5. occasion |
| 6. connected | 7. symbolises | 8. throughout | 9. specific  | 10. theme   |

- Task 3**

(Answer for reference)

Country/Region	The Summer Solstice	The Winter Solstice
Scandinavian countries	<p>Swedish people have these midsummer celebrations, called <i>Midsommarstång</i> festivities. They are some of the most important events in this Scandinavian country's calendar, which unite Swedes of all ages.</p> <p>Traditional foods include herring, salmon, and potatoes and folk dances take center stage. It's even said that if unmarried girls place seven flowers under their pillow on the Summer Solstice, they'll dream of their future husband.</p>	<p>In Scandinavia, St. Lucia Day on December 13 (the solstice by the old calendar) marks the start of the Christmas season with a procession of young women in white robes and wreaths of candles on their heads, lighting the way through the darkness of winter. Honouring St. Lucy, this festival incorporated winter solstice celebrations marked by bonfires.</p>
The UK	<p>One of the largest solstice celebrations in the world takes place at Stonehenge in England, where thousands gather to bring in the summer season. For many the event is an excuse to party in the lead up to the Glastonbury Festival.</p>	<p>Archaeological research suggests winter solstice festivals happened at Stonehenge, and modern revelers have taken up the tradition, gathering at dawn the day after the longest night to witness the magical occurrence of the sun rising through the stones. Visitors can even walk right up to the stones, an area usually roped off, for this peaceful and sacred celebration.</p>
Japan	<p>The summer solstice is not an official national holiday, but chances are you can find a celebration to attend. The summer solstice recognizes the longest day of the year – a tradition honoured in Japan.</p>	<p>The winter solstice in Japan, called <i>Toji</i>, has a few interesting customs associated with it. Traditionally, a winter squash called <i>kabocha</i> was eaten, one of only a few crops that would have been available. A hot bath with <i>yuzu</i> fruits is believed to refresh body and spirit, ward off illness, as well as soothe dry winter skin. Apparently, rodents called capybaras love <i>yuzu</i> baths as well—it's become popular for Japanese zoos to throw the fruit into the warm waters the animals soak in on the winter solstice.</p>
Ireland	<p>Like the British, the Irish are fond of Shakespeare's works, especially <i>A Midsummer Night's Dream</i>. There are some pretty typical summer solstice celebrations. Nowadays, certain areas are reviving some processions and plays, while bonfires are still typical in Cornwall and Ireland.</p>	<p>In Ireland, a 5,200-year-old passage tomb and ancient temple are aligned to the winter solstice—a small opening above the entrance fills with light on several sunrises surrounding the solstice, gradually extending throughout the chamber to illuminate it. Although the exact reason why the tomb was created this way isn't known, it's speculated to mark the beginning of a new year and the triumph of light over darkness. Today, visitors can apply for a lottery drawing to be inside the temple at the moment of the sunrise; others will gather outside the monument.</p>

## Listening

### Section A

#### Script

Listen to the conversations and choose the best answer to each of the questions. The conversations and the questions will be read only once.

1. W: Here's your boarding pass, sir. Please be at Gate 10 by 12:30.

M: Thank you.

Q: Where does the conversation most probably take place?

2. W: How much does the guidebook cost?

M: Well, it used to be 5 yuan. I'll give you a 10% discount since you've taken two.

Q: How much will the woman pay altogether?

3. M: I'm trying to persuade Henry out of studying medicine.

W: Come on. You know our son when he has his heart set on something.

Q: What does the woman mean?

4. W: Did you hear what the lecturer just said about the local customs?

M: I sure did. But I think he twisted them.

Q: What does the man say about the lecturer?

5. W: Hey, your article in the school newspaper about why we should inherit the traditional folk culture really convinced me.

M: Thanks, but unfortunately, we are definitely in the minority.

Q: What does the man mean?

#### Key to Section A

1. B

2. C

3. C

4. A

5. B

### Section B

#### Script

Listen to a student's speech and fill in each blank with one word you have just heard. For the last blank, summarise the idea in your own words. The passage will be read twice.

Ladies and Gentlemen,

You always hear that holidays bring people together, but seeing it happen in real life is pretty special.

I have learned that if you have attended the Yale College Freshmen Holiday Dinner, you may have fond memories.

This special dinner has become part of the Yale College tradition. It allows the students to join together for a formal holiday meal and a break from their studies. Such an event has been around for decades. Each year the dinner involves long preparations for an extra-special menu for the dining staff.

I couldn't get much more information other than to dress up for the occasion. When I showed up in the dining hall with the rest of the freshmen class, I realised that the dinner was the first time our entire class had been together in one place since our first day on campus.

Everyone stood up as a parade of staff came marching through the door, holding up huge plates of food. After that, we heard a few short speeches from the most dedicated Yalies, who had served on the dining staff for over 30 years.

It's easy to associate Yale with classes, professors, and grades, but hearing from people who have spent a lifetime at Yale supporting students in different ways is really heartwarming. It reminds me that so much of the work that makes Yale an amazing place happens outside of the classroom, but is still so important to Yale's success and the success of the students.

#### **Key to Section B**

1. memories      2. tradition      3. formal      4. event      5. involves  
6. occasion      7. entire      8. on campus      9. marching

10. Keywords to be included: amazing, outside the classroom, important, Yale's success, the success of the students.

(Script: It reminds me that so much of the work that makes Yale an amazing place happens outside of the classroom, but is still so important to Yale's success and the success of the students.)

(Answers may vary.)

### **Reading and Viewing**

#### **Section A**

1. B      2. C      3. C

#### **Section B**

- Task 1**

- (1) B      (2) A      (3) D      (4) C

- Task 2**

<b>Country/Region</b>	<b>Wedding tradition</b>	<b>Meaning</b>
South Korea	D	II
Scotland	C	IV
India	A	V
Kenya	E	I
Mauritania	B	III

- **Task 3**

<b>Chinese wedding tradition</b>	<b>Procedure and meaning</b>
Collecting the bride	Before the wedding ceremony, the groom leads a procession to his future bride's home. It begins with firecrackers, drums and gongs used to signal the start of the journey.
Beginning the games	When the groom arrives at his future bride's house, he has to haggle with the bride's friends, who would be the bridesmaids in Western weddings. They will set out tasks for him to perform and then expect him to hand over red packets of money in order for them to surrender their friend.
Holding the tea ceremony	This can be held immediately after the ceremony or can even be the next day. The tea ceremony sees the newlyweds serve tea containing either two lotus seeds or two red dates to the groom's family. The family are served in order, starting with the groom's parents before progressing from oldest to youngest. After each family member takes a sip of their tea, they offer the couple a red envelope with money or jewellery inside.
.....	.....

## **Speaking**

### **Section A**

(Omitted)

### **Section B**

(Answer for reference)

Questions 1-2:

- \* What is the most important local festival?
- \* How do people in Singapore celebrate their New Year?
- \* What do people in Singapore do at the coming-of-age ceremony?
- \* Are there any customs similar to our Chinese ones?
- \* Are there any interesting traditions in Singapore?

Questions 3-4:

- \* How large is the poster? / What's the size of the poster?
- \* When is the deadline for the poster? / When should I hand in the poster?
- \* What is the theme of the poster?
- \* Is the e-version OK or do I have to print it out?
- \* Are there any specific requirements on the style of the poster?

### **Section C**

(Answer for reference)

Zhang Hua is visiting his grandpa with his father. In China, the Double Ninth Festival is called the "Chongyang Festival". The day falls on the ninth day of the ninth lunar month. His grandpa tells

him about the customs of the festival, like mountain climbing and having special cakes with flags on them. His father adds that nowadays the day is also considered the Seniors' Day. People will visit the elders to show respect for them.

## Writing

### Section A

1. was mostly performed in the open air
2. almost all the family members are involved in (thorough) cleaning
3. The Chinese knot symbolises happiness, safety and luck.
4. After the coming-of-age ceremony, he had a stronger sense of social responsibility.
5. Although the customs and traditions of the celebration of the Chinese New Year vary from region to region, usually every Chinese family gathers for the reunion dinner on New Year's Eve.

### Section B

(Answer for reference)

Home is the main focus of the Spring Festival celebration. All Chinese people manage to make their way home at the latest by New Year's Eve, for a reunion dinner with the whole family. The essential course on all Chinese menus for a reunion dinner will be a steamed or braised whole fish, representing a surplus every year. Dumplings are indispensable for northerners, while rice cakes for southerners. The night is spent enjoying the CCTV New Year's Gala, with cheerful family talk and laughter.

## Extended Reading

*Pre-reading question*

(Answer for reference)

In the picture, the event participants are throwing oranges to each other.

*Food for thought*

(Answer for reference)

1. Between the 12th and 13th centuries, because Ivrea's lord bullied her, the daughter of a miller chopped off his head and set the town free on the eve of her wedding. Today, people throw oranges, representing the lord's head, and a woman dressed in white and a dark-red headdress, representing the daughter, throws yellow flowers and candies to her admirers. Some armed occupants of horse-drawn carts represent the emperor's men and are attacked.
2. Now, people throw beans or apples. The celebration is well organised, containing competitive elements, like teams, spectators, rules, awards and has become a serious business and a highlight of the year.

## **Challenge**

(Answer for reference)

	<b>Origin and history</b>	<b>Implication</b>
The Battle of Oranges	The battle honours the city's protest against the city's ruler, who attempted to rape a young girl on the evening of her wedding. But the ruler's plan was not successful. Each year, a young girl is chosen to play the part of Violetta, the young woman.	It is the largest food fight in Italy and surrounding countries.
The La Tomatina Festival	It began on the last Wednesday of August in 1945 when some young people were in the town square to attend the Giants and Big-Heads figures parade. The young boys decided to take part in a parade with musicians, Giants and Big-Heads figures. People's overexcitement caused one participant's Big-head to fall off. The participant was very angry and began hitting everything in his path. There was a vegetable stall nearby and people started to throw tomatoes at each other until the local forces ended that fruit battle.	La Tomatina Buñol has inspired similar celebrations in other parts of the world and brought about its theme-based artistic works in popular culture.

## Revision

### Listening

#### Section A

##### Script

Listen to the conversations and choose the best answer to each of the questions. The conversations and the questions will be read only once.

1. W: Luke, I don't quite get this. Can you explain?

M: Yes, look, just move that number over to this side and then the two sides come out equally.

Q: Which subject are the speakers most probably talking about?

2. M: Look at how much revision I have to do for the exams next week! It's impossible.

W: It's not impossible. You need to think about how to spend the week wisely and efficiently.

That's all.

Q: What does the woman mean?

3. W: Ever since your parents moved to New York, you are always driving there. How many trips a week do you make anyway?

M: I have lost count. But I can do it with my eyes closed.

Q: What does the man mean?

4. M: When the Spanish word "ambulancia" first appeared, it referred to the tents where doctors treated soldiers wounded in the campaign to drive out the enemies from Spain.

W: But the first organised ambulance in the 11th century carried the wounded for further treatment to nearby tents.

Q: What did the word "ambulancia" refer to when it first appeared?

5. W: Great necklace, Simon.

M: This? I got it when I was a young man, still living in Zambia. It's made of elephant hair, which is said to hand over gifts of responsibility, hard work and success. When my uncle gave me this necklace, he was telling me he thought I had the capacity to be a leader.

Q: Why did Simon's uncle give him the necklace?

#### Key to Section A

1. B

2. C

3. B

4. C

5. A

### Section B

##### Script

Listen to a passage and choose the best answer to each question. The passage will be read twice, but the questions will be spoken only once.

Studying abroad is an opportunity for personal growth and other beneficial experiences such as seeing the world, taking in new cultures, and having wider career opportunities. However, this opportunity does not come without any challenges.

Firstly, having to live away from home means leaving behind all things you are accustomed to and comfortable with – your family, your friends, your bedroom, your mum's cooking. Almost everything

will be new to you, which may or may not be pleasant. One can overcome homesickness by simply being more open to new things and making an effort to make friends. While one cannot easily brush off the feeling of homesickness, you can get used to it and adapt to your new environment.

Secondly, having to live away from home means that you will be placed in an environment where everyone is practically a stranger and, sometimes, this is going to make you feel like an outsider. It can be very scary to a few. Just like how you can overcome homesickness, the feeling of being an outsider can be remedied by getting to know the people around you, and not feeling scared of being rejected.

Thirdly, having to live away from home means as well that you are going to be exposed to new cultures – not just of the new place but of the new people surrounding you. It might be necessary to familiarise yourself with local languages or cultures. Knowing the basics about the place will direct how you will live your new life. Besides, it is also part of the new learning experience. So be open to it and enjoy the ride.

Studying abroad challenges almost every student who is provided with this opportunity. These challenges, however, have remedies and may be overcome as soon as possible.

#### **Questions:**

6. What challenges of studying abroad are mentioned?
7. What suggestion is proposed for students studying abroad?
8. What does the speaker think of the challenges of studying abroad?

#### **Key to Section B**

6. C                  7. A                  8. C

#### **Section C**

**Script**   
Listen to a longer conversation and choose the best answer to each question. The conversation will be read twice, but the questions will be spoken only once.

W: Ah, David, nice to meet you in our *Everyday English Programme*. Can you tell me what other languages do you speak besides English?

M: Yes, a little bit of Spanish, some Japanese and Chinese.

W: So cool! Then what tips can you give for learning to speak another language?

M: Well, practice, practice, practice. And don't be afraid of making mistakes. My aim this year is to master the Spanish language.

W: Fantastic!

M: Yes, we all know learning another language is a good thing. It brings us many benefits.

W: Right. When we're travelling, we can understand what signs and notices say. So we don't get lost. Besides, knowledge of another language can raise your brainpower. Moreover, speaking two languages can help slow down the brain's decline with age.

M: All good reasons.

W: But David, learning another language is hard. It would take me years and years to become fluent

in, say Chinese. By fluent, I mean speak very well, without difficulty.

M: Well, this depends on your mother tongue. If the second language belongs to another family of languages, it will be hard to learn.

W: I see. For example, English and Chinese don't belong to the same family of languages.

M: Right. So, the closer the second language is to the learner's native tongue and culture in vocabulary, sounds or sentence structure, the easier it will be to learn the language. But whatever the language, you know, there are thousands and thousands of words to learn.

W: Maybe not, David. A linguist explained that you don't need to do that. A study showed that after nine years of study, about half of the students had still failed to learn the most frequent 1,000 words; instead, they knew lower frequency words. But they hadn't mastered those most important words.

M: So Alice, that study showed students knew lower frequency words but weren't learning enough higher frequency words.

W: Right. Knowing these things is the basics from which your language learning will develop.

M: Simple.

W: Thanks a lot for sharing your views on language learning with us.

M: You are welcome.

#### Questions:

9. What tip does David give in learning to speak another language?
10. Which benefit of learning another language is mentioned in the dialogue?
11. What determines a learner's fluency in a second language?
12. From the study, what kind of words should be mastered?

#### Key to Section C

9. B                  10. C                  11. B                  12. A

#### Grammar

- |                          |                         |                             |
|--------------------------|-------------------------|-----------------------------|
| 1. because/as            | 2. would struggle       | 3. realised                 |
| 4. Each time/Every time  | 5. am accustomed        | 6. was travelling/travelled |
| 7. Though/Although/While | 8. will never be robbed |                             |

#### Vocabulary

- |               |                |              |
|---------------|----------------|--------------|
| 1. unique     | 2. involvement | 3. exchanges |
| 4. symbolises | 5. remain      | 6. flooding  |
| 7. festivals  | 8. performed   | 9. various   |
| 10. respect   |                |              |

#### Reading

##### Section A

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. C | 2. B | 3. A | 4. D | 5. C  |
| 6. D | 7. C | 8. A | 9. C | 10. A |

**Section B**

11. C      12. A      13. C      14. B

**Section C**

15. Shakespeare was born on that day.
16. The lower classes continued to use English while the upper classes spoke French.
17. Writers from different places that were attacked and those writing about justice and freedom in English.
18. It is changed and developed naturally in language use by every speaker worldwide.

**Writing****Section A**

1. In order to realise our dreams, we need to maintain enthusiasm all the time.
2. In the past ten years, our lifestyle has changed dramatically.
3. Mr Wang assigned the students to write poems, and it turned out that they are highly imaginative.
4. When your personal goals are closely related to the country's development, your efforts will be more meaningful.

**Section B***(Answer for reference)*

Admittedly, learning English takes diligence and sustained effort. There are some effective strategies that can make the task easier.

Speak English on as many occasions as possible. Obviously, time to speak English in class is limited. You should seize every opportunity to practice speaking English like chatting with your deskmate, finding a foreign schoolmate on campus, or participating in some English activities. Never be shy on your way to achieving fluency in oral English.

Read widely and write regularly. Any material that interests you is of help. A page a day is a good way to start and there is no need to look up every new word you come across in reading. Guess the meaning in the context and pay attention to the idiomatic usage. Write now and then, more or less, about things you read. Keep a diary or find a pen pal to share your daily life experiences.

Nevertheless, the most effective way is one that best suits every individual. By applying proper strategies to the full, the efforts that you make will surely pay off.

**Speaking****Section A***(Omitted)***Section B***(Answer for reference)*

1. What tourist attractions do you plan to visit? Are you interested in Shanghai local snacks?
2. What did the teacher say to you? Is there anything I can do for you?

## **Section C**

### **Script**

Make quick responses to the sentences you have heard.

1. How's everything with your new school life?
2. I find it really hard to tell the difference between American English and British English.
3. Why not buy some souvenirs while travelling?

(Answer for reference)

1. Everything is perfect. / Not so good. I feel a bit pressured. / Nothing special.
2. Don't worry. I know a very good radio programme which may help. / Yes, especially for an English beginner. / Really? But I think there are apparent differences in pronunciation.
3. That's a good idea! / I don't think my friends will like them. / I'd like to buy something more practical.

## **Section D**

(Answer for reference)

Some students are waiting for a lift in the lobby of a hotel. After a day's group travel, some of them talk excitedly in a loud voice without realising that other guests are being disturbed by them. The guests are having coffee, hoping for a quiet environment. Looking at the noisy students, they could feel nothing but helplessness. At that moment, a little boy in the group realises this and reminds his friends to keep their voices down and not to disturb others. Suddenly, the lobby becomes quiet and the other students are aware of their improper manners in public places. Then, the guests give their thumbs up to praise them. There's no doubt that next time the students will pay attention to their manners in public no matter where they are.







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