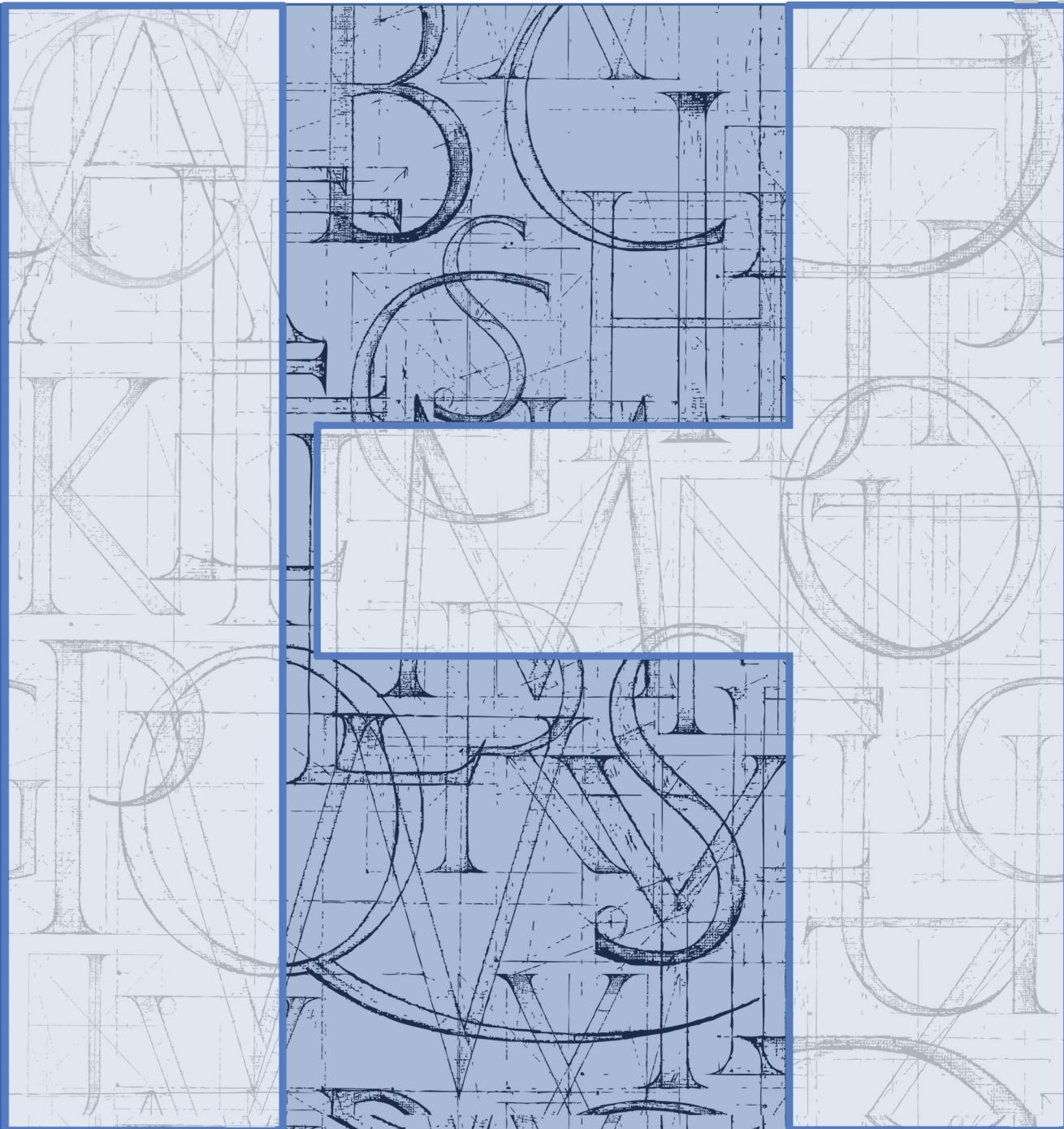


普通高中

# 英语 • 教学参考资料

## 选择性必修 第四册



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主 编：邹为诚  
副 主 编：张建琴  
编写人员：徐璐璐 王晓宁

责任编辑：吕 眯 庄夏影

特约编辑：陈娇琦

封面设计：赵志文

美术编辑：朱博韡

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# 前　　言

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

## 一、《教学参考资料》编写原则

本套《教学参考资料》的编写贯彻以下原则:

### 1. 注重思想性, 落实立德树人根本任务

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

### 2. 注重指导性, 指导教师开展教学

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

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

(10) 帮助教师营造友好的语言学习环境。

### 3. 注重实践性，满足实际教学需要

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

《教学参考资料》在各单元相应部分提供了参考答案，附录包括各单元听力文本和视频文本，各单元阅读与互动 (Reading and interaction) 和文化聚焦 (Cultural focus) 语篇参考译文 [选择性必修第三册和第四册还包括文学探索 (Exploring literature) 语篇参考译文]，教学活动任务单，以及《普通高中教科书 英语练习部分》参考答案和听力文本。另外，为了方便教师的课堂教学，《教学参考资料》还配有教材电子书<sup>\*</sup>。电子书按照学生用书原版原式呈现，可以播放语篇、听力、生词的音频和文化聚焦板块的视频，并提供《教学参考资料》中各单元的听力文本、视频文本、参考答案和学习策略 (Strategy)。为了提高学生的口语流利程度，《教学参考资料》部分单元在微型任务 (Mini-project)、语法活动 (Grammar activity)、听说 (Listening and speaking)、文化聚焦 (Cultural focus) 的视频部分等处增加了可选口语活动 (Optional speaking activity)，供教师选用。

### 4. 提供科学的评价方式，强调形成性评价，提高学习效率

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

## 二、学生用书整体结构和各部分教学原理

教学原理是学生用书各项任务和活动教学设计的基础，把握好教学原理有利于教师开展课堂创新，将教材内容转化为学生学习的具体过程。学生用书各部分内容的教学原理归纳如下：

<sup>\*</sup> 教材电子书可以从上海教育出版社的官方平台获取。

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

(续表)

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

### 三、《教学参考资料》的结构和教学建议

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

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

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

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

\*Exploring literature 板块仅在选择性必修第三册和选择性必修第四册学生用书中出现, 分别位于 Unit 1 和 Unit 3 后。

加到位的解释。

**语言注释 ( Notes on the language )** 针对语篇中学生可能存在的理解难点进行解释, 给教师的课堂交流提供有益的语言参考。由于书面语和口语之间的差异, 建议教师在教学时将其转换为学生容易理解的口头语言, 使师生之间的沟通保持顺畅。

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

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

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

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

**微型任务 ( Mini-project )** 开放式任务是语言学习中点石成金的教学活动, 教师可以在这种活动中鼓励学生使用自己的语言资源, 提供必要的语言支持, 纠正他们的语言错误, 提高学生的表达流利程度, 这是提高学生语言学习的思维品质的主要方法之一, 教师要充分重

视这一活动的作用。教师要注意让学生经常变换交流对象，注意不同的交际特点的学生之间的搭配；要注意认真倾听学生的汇报，在恰当的机会给学生提供语言反馈，并尽可能让全班同学都看到和听到教师的反馈。《教学参考资料》针对这个栏目描述了任务内容、教学目的、预期目标、建议完成时间，并提供教学原则、教学建议和参考答案。部分单元提供任务单。

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

**B. Grammar activity ( 建议课时：1 课时 )**

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

**C. Listening and speaking ( 建议课时：1 课时 )**

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

**D. Writing ( 建议课时：1 课时 )**

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

**E. Cultural focus ( 建议课时：2 课时 )**

文化部分包括一个语篇和一个视频。语篇主要引导学生学习文化的视角，学习文章所介

绍的文化知识，以阅读理解和开放式讨论两类任务为主。视频部分要求学生结合学习画面，注意到图片、动画提供的信息，学习相关词汇和语言功能，并通过合作学习完成一项小组活动。视频教学中，教师要遵循“二轻二多”和“眼睛大于耳朵”的原则。“二轻”的意思是教师的教学内容要“轻”，让学生说出看 / 听到了什么，所以教学任务基本以比较直白的信息为主；对学生的要求要“轻”，不要求学生把视频内的所有语言都听得清清楚楚，学生能够抓住任务所要求的大意即可。“二多”的含义是视频的播放频次要多，要把重点放在寻找恰当的理由让学生多次观看视频上面；每次看后要多给学生说的机会，做到“看说”结合。“眼睛大于耳朵”的含义是一旦视频播放了字幕，耳朵的训练就失效，因此，不是在特殊的情形下，尽量不使用字幕。一般情况下，教师可以先播放无声视频，要求学生根据看到的画面来猜测内容和语言，然后再多次播放完整的音视频内容，根据学生用书的内容，逐一完成教学任务。如果学生能力比较弱，教师可以聚焦于若干较短的内容上，让学生先看无声视频，猜测可能会说的内容，然后围绕学生的输出提供视频上会出现的语言，最后教师播放视频，引导学生核对他们的猜测内容。《教学参考资料》针对这个栏目提供教学原则、教学建议和参考答案。部分单元提供背景说明和语言注释。

### Self-assessment

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

### Exploring literature ( 建议课时：5 课时 )

在选择性必修第三册和选择性必修第四册学生用书的第一和第三单元后面有两个文学探索板块。文学探索板块旨在通过读写结合的方式提升学生的英语学术性语言的写作能力和口头表达能力，同时，初步训练学生对经典英语文学作品的赏析方法。教师在教学过程中既要遵循外语教学的一般规律（即重视字、词、句和篇章的教学），同时也要兼顾外语文学作品的教学规律（即重视作品分析和欣赏的教学），通过“读、思、行”实现教学目标。

“读”是指帮助学生合理地理解文学作品的基本意义，清除作品中的生词、难句等阅读障碍，因此，“读”的目标是帮助学生理解作品的表层意义。教师可视情况决定是否需要针对学生感到困难的词语和语句做专门的语言讲解，也可以视情况决定是否需要利用《教学参考资料》提供的作者介绍和作品概要开展理解上的引导。“读”的教学主要体现在下列活动中：

- Pre-reading activity ( 选择性必修第三册：Exploring literature 1 & 2；选择性必修第四册：Exploring literature 1 )
- Questions for discussion ( 选择性必修第三册：Exploring literature 1 & 2；选择性必修第四册：Exploring literature 1 & 2 )

- Role-play writing(选择性必修第三册: Exploring literature 1)
- Word study(选择性必修第三册: Exploring literature 2)
- Character study(选择性必修第四册: Exploring literature 2)

“思”的含义是指引导学生对作品内容的思考和交流，“思”的目标是帮助学生思考作品中他们感兴趣的内容，学会分析和欣赏文学作品。教师在这一过程中要保持开放的心态，耐心倾听，接受学生的不同解读和质疑，鼓励和帮助他们写作和发言，提高书面语表达的逻辑性和口语交际的有效性。“思”的教学主要体现在下列活动中：

- Imagery study(选择性必修第三册: Exploring literature 1)
- Comparative analysis(选择性必修第三册: Exploring literature 1)
- Appreciating the writing technique(选择性必修第三册: Exploring literature 2)
- Appreciating the narrative technique(选择性必修第四册: Exploring literature 1)
- Appreciating the tableau(选择性必修第四册: Exploring literature 2)

“行”的含义是鼓励学生在阅读和思考的基础上把他们的感受付诸行动，如撰写简单的评论、创造性写作、戏剧表演等。“行”的目标是鼓励学生跳出课文，把自己的生活和知识引入新的学习活动中，因此，教师需要鼓励学生创新，但是要注意调控好评价要求——在作品的内容方面要基本符合教学目标，但在语言方面要符合学生的实际能力。“行”的教学主要体现在下列活动中：

- Hands-on practice(选择性必修第三册: Exploring literature 1)
- Designing a new ending(选择性必修第三册: Exploring literature 2)
- Class play(选择性必修第四册: Exploring literature 1)
- Tracing character development(选择性必修第四册: Exploring literature 2)

《教学参考资料》为文学探索板块的教学活动提供了参考答案，建议教师合理看待这些答案，将其作为激发自己教学灵感的参考，而不是将其作为“标准答案”提供给学生。教师需要懂得文学艺术赏析是没有唯一标准答案的。

关于课时安排，首先，教师可以将文学探索板块转化为校本教学内容单独实施，以解决课时不够的问题；其次，教师可缩减教材第1—4单元的部分内容，为文学探索板块留出课时；或者还可以把文学探索板块作为学生的泛读材料，仅作为阅读材料处理，不开展文学探究的活动。教师可根据学校和学生的实际情况作合理选择与安排。

#### 四、《普通高中教科书 英语练习部分》编写说明

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

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

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

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

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

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

华东师范大学高中《英语》编写组

2021 年 12 月



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# Unit 1 The media and the message

## Introduction

This unit introduces the theme of how various media outlets influence our life and judgement. The **Reading and interaction** section presents the new trend of citizen journalism, its advantages, as well as the problems it brings about. The **Grammar activity** section shows how the media influences our judgement through a series of pictures while lending students an opportunity to practise **the modal verb for possibility**. The **Listening and speaking** section shows why people might want to seek fame and what life in the public eye is like. The **Writing** section shows an opinion essay about the importance of the news, which helps students learn to write a similar essay based on a news headline. The reading passage in the **Cultural focus** section offers cultural information about the history and development of documentaries, and the **Video** presents a story about a newly invented robot that can read human emotions and communicate with people.

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

Sections	Objectives	PTH	Performance descriptors*
A Reading and interaction	Analyse the advantages and disadvantages of social media	3	2–4 能描述自己或他人的经历, 表达情感态度, 阐释和说明观点。 2–8 能判断和识别语篇的意图, 获取其中的重要信息和观点。
B Grammar activity	Use modal verbs for possibility correctly in the given context	1	2–2 能理解说话者选用的语法结构所实现的特殊表达效果。 2–6 能在口头表达过程中有目的地选择语法结构。
C Listening and speaking	Explain the advantages and disadvantages of being famous	1	2–1 能抓住熟悉话题语篇的大意, 获取其中的主要信息、观点和文化背景。 2–7 能在表达中借助语言建构交际角色, 体现情感态度。
D Writing	Write an opinion essay about news using appropriate language and format	1	2–9 能识别语篇中的内容要点和相应支撑论据。 2–14 能在书面表达中确切表达意思, 体现意义的逻辑关联性。

(Continued on the next page)

\*Performance descriptors (能力指标) 基于教育部《普通高中英语课程标准(2017年版2020年修订)》中的“学业质量水平二”编写。

Sections	Objectives	PTH	Performance descriptors
E Cultural focus	Retell the history of documentaries  Explain the features of Pepper the Robot	2	2–10 能识别语篇中新旧信息的布局及承接关系；能识别语篇中的时间顺序。 2–12 能根据所学概念性词语，从不同角度思考和认识世界；能识别语篇间接反映或隐含的社会文化现象。 2–3 能借助说话人使用的图片、动画、视频片段等多模态资源，更准确地理解话语的意义。

## A Reading and interaction

### Objectives

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

1. explain the benefits and potential dangers of citizen journalism and the reasons for its popularity;
2. interpret the purpose of examples used in the passage;
3. express ideas about what news stories to report.

### Background

1. Citizen journalism is a phenomenon that has greatly increased with the popularity of the Internet and social media. Its basic theory is that public citizens collect, report, analyse and disseminate news and information through websites, blogs and other social media platforms. As the popularity of social media has increased, so has the influence of citizen journalism throughout the world. However, as citizen journalists are not usually trained professionals, the reliability of citizen journalism has been highly criticized.
2. The Great East Japan Earthquake occurred off the coast of Japan on 11 March 2011. Measuring a magnitude of 9.0–9.1, this undersea earthquake was the most powerful earthquake that had ever been recorded in Japan and the fourth most powerful in the world since 1900, when modern earthquake record-keeping began. Great tsunami waves caused by the quake struck several towns in mainland Japan claiming over 15,000 lives. The tsunami also caused damage to three nuclear reactors and the resulting leak affected thousands of local residents.

## Notes on the language

1. **a minor celebrity** “A minor celebrity” refers to a famous person of little significance or importance.
2. **A story about a minor celebrity was trending on social media that morning ...** Pay attention to the use of “trending” here. It is particularly used to talk about something that attracts a lot of interest and attention from the public, especially online or through social media.
3. **Eyewitness testimonies ...** It refers to the information about the event, i.e. the earthquake, recounted by the people who saw or experienced it.
4. **... flooded the web ...** “Flood” here is a verb. It is a metaphorical usage, emphasizing a great amount of information about the quake appearing online.
5. **... posted footage on their favourite social media sites.** ... uploaded video clips onto social media websites.
6. **The camera work was shaky, but the content was compelling—their world was falling apart, yet they continued to film.** The use of “camera work” particularly refers to the videos shot by the witnesses using personal cameras. Describing the camera work as “shaky” implies that it does not look professional and may be of poor quality. The word “compelling” highlights that the content of the video is powerful in a way that forces the viewer to continue watching.
7. **The landscape of reporting and deciding what is newsworthy has changed: nowadays, citizen journalists can also set the agenda.** The word “landscape” is figuratively used here, referring to the particular area of reporting. The phrase “set the agenda” means “the act of deciding what news to post online, and when, where and how to post it”. The writer implies that in the past, professional reporters decided what news to report, but now part of that decision is made by citizen journalists.
8. **... have more emotional appeal.** The writer implies that the news content reported by citizen journalists tends to connect with readers’ personal feelings and experiences rather than present a rigorous look at the facts.
9. **a broad overview** “A broad overview” here means “a thorough summary”. By using the phrase, the writer implies that citizen journalists’ reports are often superficial or biased and may be influenced by personal opinion. As a result, their news reports may not be reliable.

10. ... **explore the bigger picture.** It means one tries to find more information related to the issue, which exists in a broader context of the world.
11. **Namely,** ... It means “specifically”, normally used to introduce more detailed information about something.
12. ... **there are serious ethical problems.** Ethical problems in this context may be the problems relating to moral decisions, such as rejecting fake news even if it will attract readers, minimizing harm to private individuals and avoiding bias in report.
13. ... **citizen journalism is largely unregulated, with little or no accountability** ... Messages posted by citizen journalists are usually unchecked or not confirmed by relevant authorities, so they may not be trustworthy. Meanwhile, citizen journalists are not asked to take responsibility for the consequences their reports may bring about.
14. —**there is no one to check the facts or trace sources.** No one verifies whether the facts are correct or the sources of news are reliable.
15. **The story lacked credibility** ... The story wasn't completely based on reliable sources or verifiable facts.
16. ... **the hoax went viral and made headlines** ... The false report spread quickly and was reported by other media outlets.
17. **This call for help trended worldwide** ... “Trended” here indicates that the message gained a lot of attention on social media sites.
18. **Everyone believed Kara's story and fell for the scam** ... “Fell for the scam” here means people believed a false story.
19. **She had faked her own kidnapping** ... According to the context, Kara had pretended to be kidnapped.
20. ... **she didn't get prosecuted.** When someone “gets prosecuted”, he or she is accused of a crime and sent to trial. Here, the sentence tells us that Kara was not held accountable for creating a false report of her kidnapping.
21. ... **citizen journalism is still finding its way.** Citizen journalism is relatively new and needs time to develop in the right way.

## Word study

1. **sweep** *v.* (swept, swept) to move suddenly and / or with force over an area 猛烈吹过；席卷

*The terrible storm swept through the whole town.* 可怕的暴风雨席卷了整个小镇。

2. **zone** *n.* an area or a region with a particular feature or use (有某特色或作用的)地区，地带

*It's very dangerous to stay in the war zone.* 在交战区停留非常危险。

*The prime minister visited the earthquake zone shortly after the quake.* 地震发生后，总理/首相马上视察了震区。

3. **cite** *v.* to mention something as a reason or an example, or in order to support what you are saying 提及(原因)；举出(示例)；列举

*He cited inflation as the reason for the recent social problems.* 他提到通货膨胀是导致近期社会问题的原因。

*The teacher cited a simple example to prove his idea.* 老师举了一个简单的例子来证明他的观点。

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

*How can you prove to me that your message is reliable?* 你怎么向我证明你的信息是可靠的？

5. **examine** *v.* to consider or study an idea, a subject, etc. very carefully 审查；调查；考查；考察

*It is necessary to examine all the possible choices before making a final decision.* 在做最终的决定前，有必要调查所有的可能性。

*We'd better examine our present situation thoroughly.* 我们最好全面审视一下目前的局面。

6. **coverage** *n.* the reporting of news and sport in newspapers and on the radio and television 新闻报道

*Today's media coverage greatly influences people's way of thinking.* 当今的媒体报道极大地影响了人们的思维方式。

7. **fall for the scam** to be cheated 上当，受骗

*He is cheating you. Don't fall for the scam.* 他在骗你，不要上当。

## Pre-reading activity

### 1–2 (see Student's Book page 6)

#### Teaching principles

- Learning starts with learners' existing knowledge.
- Reading will be more effective when readers have a clear purpose.

#### Teaching suggestions

- Arrange Ss in pairs to discuss the pre-reading questions. Ask them to discuss a few news items and where they have heard them, and then report to the class. Make a list as below:

News	Sources
<i>A new film is made.</i>	<i>TV news</i>
<i>A friend has won a competition.</i>	<i>social media</i>

- Introduce the meaning of "citizen journalism".
- Ask Ss to name a few differences between the two types of journalism: professional journalism and citizen journalism.

Possible responses or results of Ss' contributions may be like this:

Professional journalism	Citizen journalism
Journalists are well-trained with credentials. They may be employed / hired / commissioned to report (with payment).	Everyone may become a journalist on social media. They report voluntarily (without pay).

- Explain to Ss that they may find out other differences from the reading passage. Ask them to go through the reading passage on their own.

#### Answers for reference

- 1 A volcano erupted on an island in the Pacific Ocean.
- 2 No, I have never heard about it. But I think it is related to news reporters.

Or

Yes, I have heard about it. I think it refers to public citizens who play an active role in the process of collecting, reporting, analysing and disseminating news and information.

**Comprehension work**

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

**Teaching principle**

Suitable reading questions will help learners grasp the factual information and the gist of the reading passage.

**Teaching suggestions**

- Continue from the pre-reading activity on page 6 (the table contrasts professional journalism and citizen journalism) and encourage Ss to contribute more information based on their reading.

Produce the following table as a result of the class discussion.

Professional journalism	Citizen journalism
Journalists are well-trained with credentials. They may be employed / hired / commissioned to report (with payment).	Everyone may become a journalist on social media. They report voluntarily (without pay).
Possible contributions based on reading: <ul style="list-style-type: none"> <li>They used to set the agenda. (They can decide what to report and how to report the news.)</li> <li>slow, but of high quality (e.g. <i>checking of facts and sources and investigation</i>)</li> <li>objective news reporting</li> </ul>	Possible contributions based on reading: <ul style="list-style-type: none"> <li>They can also set the agenda for what to report and how.</li> <li>quick, but may lack rigour (e.g. <i>without thorough fact checking, without reliable sources and with little or no investigation</i>.)</li> <li>more personal, maybe emotional</li> <li>report what professional journalists may not report</li> <li>ethical problems such as fake news</li> </ul>

- When Ss have completed the class discussion, ask them to divide the passage into several parts and summarize the main idea of each part using Worksheet 1 (see page 183).

**The structure of the passage**

Parts	Paragraphs	Main ideas / points
I	1	Introduction: the reporting of the 2011 earthquake and tsunami in Japan on social media
II	2–4	The definition of citizen journalism and its major characteristics <ul style="list-style-type: none"> <li>The rise of citizen journalism on social media (para. 2)</li> <li>The change in the content of news produced by citizen journalists (para. 3)</li> <li>Unique value of citizen journalism (para. 4)</li> </ul>

(Continued on the next page)

Parts	Paragraphs	Main ideas / points
III	5	The ethical problems of citizen journalism with two examples
IV	6	Conclusion: the outlook for citizen journalism

- Finally, have Ss answer the six questions on page 8 in the Student's Book. Help Ss solve language problems such as difficult vocabulary or sentences. You may use the **Notes on the language** on page 3 and the **Answers for reference** when providing language assistance.

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

- (1) Online posts which suddenly start coming from one particular country or region.
- (2) The speed is attributed to two reasons: one is that citizen journalists are ordinary individuals who are present at the scene of a particular event, and the other is that mobile technology enables them to film, post and share the news quickly online.
- (3) They are more personal and emotional, but they seldom cite reliable sources, nor do they typically provide background information or give a broad overview of an event. This is because they are often reported immediately, and citizen journalists don't have time to collect and examine facts or explore the bigger picture.
- (4) Benefits: The reports are made and spread quickly. They tell ordinary people's stories.  
Problems: Some reports are personal and have more emotional appeal than factual value. Some of the information reported is largely unregulated with little or no accountability. Some may cause panic or affect the lives of ordinary people.
- (5) Kara and 34,000 people who shared the message with their online friends.
- (6) According to the writer, citizen journalism is an unstoppable trend. The change is happening whether we like it or not. What we can do is to think about how we can make the best use of citizen journalism.

## 2 (see Student's Book page 8)

### Teaching principle

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

**Teaching suggestions**

- Introduce the task and ask Ss to work on their own.
- Have Ss report their work and check answers with the class.

**Answers**

(1) compelling (2) smartphones (3) quickly (4) emotional (5) background  
(6) improve (7) unregulated (8) sources (9) tricked (10) finding

**Deep reading**

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

**Teaching principle**

Language learning is optimized by integrating explicit and implicit learning through a meaningful task.

**Teaching suggestions**

- Introduce the task by presenting the instructions on a slide.
- Ask Ss to study the first example.
- Put Ss into pairs to talk about their understanding of examples 2–4.
- Invite Ss to report the results of their discussion to the class. Use the **Answers for reference** when providing feedback on the content and language.
- In case Ss are not able to communicate effectively in English, use Worksheet 2 (see page 185) to help them understand what these examples mean.

**Answers to Worksheet 2**

(1) A (2) D (3) B (4) C

### Answers for reference

Examples of citizen journalism	Benefit / Danger	My explanation
(2) A building that is burning to the ground	<input type="checkbox"/> Benefit <input checked="" type="checkbox"/> Danger	The writer worries that the online posts probably won't investigate how the fire started, who may have been affected and what might have helped or delayed the effort to put out the fire.
(3) A story about an extremely dangerous online game	<input type="checkbox"/> Benefit <input checked="" type="checkbox"/> Danger	The writer shows that citizen journalism can give rise to the spread of fake news, causing unnecessary fear among people.
(4) The false alarm of Kara's kidnapping	<input type="checkbox"/> Benefit <input checked="" type="checkbox"/> Danger	The writer intends to show one potential danger of citizen journalism in that scams and false information might be spread because posts are rarely checked and confirmed.

2 (see Student's Book page 10)

### Teaching principle

Learners need a lot of opportunities to communicate their own ideas in an open-ended activity.

### Teaching suggestions

- Introduce the task. Pair up Ss to discuss the questions.
- Invite Ss to present the results of their discussion and provide appropriate feedback on the content and language.

### Answers for reference

- (1) Yes. Sometimes my friends post news stories on their micro-blogs or other social media websites. I do get influenced by the news stories. On one hand, I can get some information very quickly in this way. On the other hand, sometimes I read totally different reports about the same event. I don't know which one to believe.

(2) In the era of social media when every person can be a “journalist” and report news, it is very important to be a responsible citizen journalist. First, whenever we want to post information on social media websites, we should double check the reliability of the information. Second, we should respect and never invade other people’s privacy. Third, we should always obey laws and regulations.

### Mini-project

(see Student’s Book page 10)

#### Teaching principle

Task-based language teaching encourages learners to use their own language repertoire to express their ideas in a cooperative task.

#### Teaching suggestions

- Introduce the task. Present the instructions on a slide.
- Put Ss into small groups (maximum 4). Ask each group to select a student to take notes.
- When Ss have completed the discussion, invite Ss to report the results of their discussions to the class.
- Provide appropriate feedback or comments.

### Focus on language

**1–2** (see Student’s Book page 11)

#### Teaching principle

Learners need explicit instruction in language forms after communicative activities.

#### Teaching suggestions

- Introduce exercises 1 and 2 and help summarize language items during the whole section.
- Ask Ss to work individually and then check their answers in pairs.

- Check answers with the class.
- Remind Ss that two words can make up a compound word such as *website* and *upload*, or a phrase such as *citizen journalist* and *online campaign*.
- Encourage Ss to list some other commonly used expressions related to news and media they have noticed in their lives such as *download*, *we-media*, *forward* (转发), *online rumours*, *podcasting* (播客) and *group messaging* (群发).

### Answers for reference

- 1 search engine, online post, web, social media site, citizen journalist / journalism, (online) commentary, upload, the Internet, online campaign, etc.
- 2 (1) report news (2) trace sources (3) lack credibility (4) fall for the scam  
(5) make headlines (6) go viral (7) set the agenda

3 (see Student's Book page 11)

### Teaching principle

Translation activities can help learners identify the differences between their native language and target language.

### Teaching suggestions

- Introduce the exercise and set Ss to work on their own.
- Encourage Ss to consult a dictionary if they are not sure about the usage of the given words.
- Invite Ss to report their translations. Use the **Answers for reference** when providing feedback on both content and language.

### Answers for reference

- (1) the most reliable person I have ever met
- (2) The media coverage of an issue
- (3) A lot of trees have been planted alongside the river

- (4) A terrible hurricane swept the town last week
- (5) He has only played some minor roles in films
- (6) All the details were / had been examined
- (7) (had) witnessed the bank robbery that had happened the day before
- (8) As long as you stay in the safe zone
- (9) Located at the heart of the country's railway network
- (10) You must cite some specific examples

## B Grammar activity

### Objectives

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

1. gain grammatical awareness of the modal verb for possibility;
2. identify different modal verbs and their functions in the passage;
3. use modal verbs for possibility correctly.

**1–2** (see Student's Book pages 12 and 13)

### Teaching principle

Explicit instruction is beneficial for learners, especially when the target grammar point is difficult for them to understand.

### Notes on the language

1. **The man is wearing jeans and a leather jacket and he's got a shaved head.** Pay attention to the cultural meanings of "jeans", "leather jacket" and "shaved head". "Jeans" in America started out as working man's pants and became a staple of the lower / middle class, and a "leather jacket" is known as informal or casual attire. A man with a "shaved head" is often considered a cultural stereotype for someone connected to a violent gang. The description of the man's appearance might create an impression for the reader that the man must be a bad guy.

2. Which modal verbs can be used to refer to both the present and the future? Pay attention to the use of “the future” in the question. It refers to the future time, but not the future tense.

### Teaching suggestions

- Write the sentence on the board: He may have been the oldest man aboard the ship. Compare it with “He was the oldest man aboard the ship.”
- Explain the differences between the two sentences.

*He was the oldest man aboard the ship.* (The speaker expresses a fact in the past.)

*He may have been the oldest man aboard the ship.* (The speaker adds his judgement of the possibility to the statement that someone was the oldest aboard the ship.)

- Ask Ss to work on exercise 1 individually, and then check answers with the class.
- Ask Ss to work on exercise 2 individually, and check answers with the class.

### Answers

1 a a) 1, 2, 5, 9, 10      b) 3, 4, 6, 7, 8

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

c We can use *may*, *might* and *could* to refer to both the present and the future.

- 2 (1) must have been travelling through the jungle when the typhoon hit  
(2) may have already found the missing lamb  
(3) must have been caused by the absence of safety procedures  
(4) can't have heard about it on the radio. He never listens to the news  
(5) can't be accurate. There isn't any proof for any of those claims

3 (see Student's Book page 13)

### Teaching principle

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

### Teaching suggestions

- Introduce the task to the class and present the instructions on a slide.
- Take Ss through the example.
- Ask Ss to create their own sentences.
- When Ss have completed their writing, ask them to leave their seats to read and listen to each other's writing. Select the most unbelievable description to report to the class.
- Invite Ss to report their findings to the class and provide corrective feedback on the use of modal verbs in their contributions.

## C Listening and speaking

### Objectives

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

1. understand the three speakers' reasons why people want to be famous;
2. talk about their own ideas about and attitudes towards becoming a celebrity.

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

### Teaching principle

Listening will be easier if learners are first given the chance to listen for general ideas before focusing on the details.

### Teaching suggestions

- Introduce the task. Ask Ss to read the four choices and make a prediction.
- Play the recording several times until Ss can find the correct answer. Check answers with the class.

## Answers

- why people want to be famous
- how to be famous
- advantages of being famous
- problems caused by being famous

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

### Teaching principle

Learners need a lot of opportunities to practise note-taking skills in listening activities.

### Teaching suggestions

- Introduce the task and ask Ss to get ready for taking notes.
- Play the recording several times and ask Ss to take notes while listening.
- Ask Ss to complete the exercise using their notes to guide them.
- Check answers with the class and play the recording again. Provide feedback on the problems that Ss might have in the activity.

## Answers for reference

Reasons	Mentioned (Yes / No)	Examples or explanations
The desire to have an interesting life	No	
The desire for approval	Yes	Fame-seekers might have a strong desire for approval because they weren't very popular at school or perhaps they didn't get any attention from their parents. In reality shows, approval helps contestants get the audience's favour.
The need to be loved	No	

(Continued on the next page)

Reasons	Mentioned (Yes / No)	Examples or explanations
Survival instinct	Yes	In earlier societies, people lived in small groups. Those who were not approved of by the group were rejected and left, without protection. So today people seek fame to feel secure.
The wish to broaden one's horizons	No	
The desire to become a leader	No	
The adrenaline rush	Yes	When they are the focus of other people, their bodies start producing adrenaline. This kind of rush can be addictive, especially to risk-takers.
The desire for fame	Yes	The desire for fame is connected with wanting success—money and influence.
The wish to live a long life	Yes	They think becoming famous is an easy way to live a long and happy life.
The wish to have a higher income	No	

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

#### Teaching principle

Learners need to develop skills to listen for specific details and summarize them in a clear and logical way.

#### Teaching suggestions

- Introduce exercise 3 and take Ss through the instructions.
- Ask Ss to read the exercise and answer the questions based on their notes.
- Ask Ss to listen and check their notes, and then write out the answers to the three misconceptions and the realities on their own.
- Ask Ss to share their work in pairs and then report to the class. Respond appropriately to their information and language.

### Answers for reference

(1) Misconception 1: Anyone can be a celebrity.

Reality: It is what TV shows make us believe, but it is not really true. In fact, only a very small number of people can be celebrities, and the cost might be great.

(2) Misconception 2: Being famous means living a long life.

Reality: Celebrities generally have shorter lives than ordinary people.

(3) Misconception 3: Being famous is often associated with living a happy life.

Reality: Celebrities usually have great pressure because they have to live up to people's ideals and the constant media attention. So they are not always happy.

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

### Teaching principle

Semi-controlled practice is necessary for improving fluency in speaking English.

### Teaching suggestions

- Lead Ss through the instructions and the language guide.
- Put Ss into small groups (maximum 4). Ask them to discuss and learn the given words and phrases suggesting different aspects of a celebrity's life. Allow them to add their own to the list.
- Encourage Ss to brainstorm as many advantages and disadvantages as possible based on the suggested points. Ask them to compare the advantages and disadvantages and decide on a position within group.
- Walk around the classroom and provide appropriate language support.
- Invite Ss to present the results of their discussion. Respond appropriately to their information and language.

## D Writing

### Objectives

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

1. analyse the sample writing in terms of content and language;
2. write an opinion essay with well-formed arguments in the correct format.

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

### Teaching principle

Learners need to practise investigating a topic fully before they engage in a writing task.

### Teaching suggestions

- Introduce the task and encourage Ss to think about the ideas and opinions presented in the headlines.
- Hold a class discussion asking Ss to interpret the four headlines from their own perspectives.

Possible interpretations of the four headlines:

Headlines	Possible interpretations
"No news is good news"	News reporters are more interested in bad news. They tend to exaggerate the situation in order to make their report sound sensational.
Teens today: the dumbest generation?	Generation Z has their own ideas about the news. They find the news of the traditional media boring because of the generation gap.
News sites bore Generation Z	Generation Z is not interested in what attracts the older generations (i.e. news sites).
No news? That's not an option!	<ul style="list-style-type: none"> <li>• News is part of our life. We can't live without knowing about the world around us.</li> <li>• Human beings are social animals. News helps us connect with and understand others.</li> </ul>

- Ask Ss to pick a headline or headlines they would like to argue for or against and think of possible reasons or arguments to support their opinions.

### Answers for reference

(1) “‘No news is good news’” and “No news? That’s not an option!”.

(2) I would argue for: “No news is good news”.

Or

I would argue for: No news? That’s not an option!

(3) Arguments to support that news is beneficial:

News can provide updated information.

News can bring people together from across the world.

News can broaden our knowledge and horizons.

...

Arguments to support that news is harmful:

Some news does not properly reflect reality and can even be misleading.

Some news is reported to influence public judgement.

Spending too much time reading news may be a waste of time and energy.

...

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

### Teaching principle

Scaffolding can be provided by studying the sample writing to allow learners to successfully write their own essays.

### Teaching suggestions

- Introduce exercises 2 and 3 together. Ask Ss to use the guiding questions when studying the sample essay. Use the **Answers for reference** as a guide to help Ss in this process.
- Ask Ss to think of their own writing topic. Have them work out their central ideas, arguments, supporting ideas and examples in a draft before planning the structure of an introduction, body paragraphs and conclusion.

- Ask Ss to write on their own. When most of them have finished, invite one or two to share their work with the class.
- Provide appropriate comments on the content, structure and language.

### Answers for reference

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

Aspects of writing	Guiding questions	My exploration
Content	What is the purpose of the essay? What is the writer's point of view?	Purpose: The essay aims to persuade people to make the most of the news and read it every day. The writer's point of view: News is important and reading the news can help people.
	How are the ideas developed in paragraphs 2 and 3?	In paragraph 2, the writer shows that reading the news educates us and makes us better citizens. In paragraph 3, the writer illustrates that news reading is good for the mind by exposing us to new words and ideas.
	How does the writer conclude the essay?	To conclude the essay, the writer makes suggestions on what people can do to benefit from reading news.
Language	What language does the writer use to express emphasis?	To express emphasis, the writer: <ul style="list-style-type: none"> <li>Uses adverbs of emphasis, e.g. <i>whatsoever</i>.</li> <li>Adds an extra clause, e.g. <i>What reading does is ...</i></li> <li>Uses inversion, e.g. <i>Not only is ... but ... also ...</i></li> </ul>
	What language does the writer use to show possibilities or express uncertainty?	Modal verbs are used to show possibility, e.g. <i>... without them we'd be cut off from reality.</i>
	What language does the writer use to make a transition between different ideas?	Connective words are used, e.g. <i>and, but, so, in addition.</i>

## E Cultural focus

### Reading passage

#### Objectives

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

1. give a brief account of the history of documentaries;
2. compare documentaries with fiction films.

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

#### Teaching principle

Learners need to activate their existing knowledge when they read about an unfamiliar topic.

#### Teaching suggestions

- Put Ss into pairs. Ask them to discuss the two questions.
- Elicit Ss' opinions about documentaries. Write Ss' contributions on the board and make appropriate requests for clarification in both content and language.

#### Answers for reference

(1) A good documentary should always present reality objectively. / A good documentary should be interesting and arouse audiences' awareness of what happens around them. / A good documentary should be informative and enable audiences to learn new things.

(2) Similarities: Both documentaries and fiction films retell stories and describe events.  
They both provide a lot of content.

Differences: The clearest distinction between the two is their relationship with reality.  
A fiction film presents a story that is not based on reality; a documentary, however, educates us about something factual, which shows us the real world.

**2** (see Student's Book pages 18–20)

#### Teaching principle

Learners need opportunities to practise working out the structure of a long passage.

**Teaching suggestions**

- Introduce the task and ask Ss to work on the exercise on their own.
- Ask Ss to check their answers in pairs. Then check answers with the class.
- Explain some of the language points. Refer to the **Notes on the language**.

**Notes on the language**

- Lumière Brothers** French inventors (Auguste Lumière 1862–1954; Louis Lumière 1864–1948), known for the invention of the motion-picture camera and projector (投影机).
- Flaherty** /'fla:ħəti/ Robert Flaherty, American explorer and filmmaker, 1884–1951, known as the father of the documentary film. He spent 16 months living with the Eskimos (today they are called Inuit) and filming their way of life. The film *Nanook of the North* (1922) established him as a forerunner of documentary film making.
- fly-on-the-wall** This refers to a style of documentary-making used in film and television production. The name is from the idea that events are observed without the observer being noticed.
- hard-hitting stories** Hard-hitting stories refer to documentaries that effectively and plainly reflect life as it is, often revealing difficult realities that an audience might find unpleasant.

**Answers**

1 B 2 A 3 C 4 D

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

**Teaching principle**

Extensive study of the details will help learners understand the passage better.

**Teaching suggestions**

- Introduce the task and ask Ss to work alone on the exercise.
- Invite Ss to report their answers to the class.
- Provide proper feedback on both content and language.

### Answers for reference

- (1) F Documentaries, as we know them today, first appeared in 1922 / in the 1920s / in the early 20th century.
- (2) T
- (3) F The direct cinema movement was a protest against staged reality and re-created scenes.
- (4) T
- (5) F Documentaries and Hollywood movies are becoming more similar to each other.

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

### Teaching principle

It is important for learners to express their own ideas about what they are reading.

### Teaching suggestions

- Introduce the task and ask Ss to work in pairs to discuss the two questions.
- Invite Ss to report their ideas to the class based on their discussion.
- Provide appropriate comments on the content and language.

### Answers for reference

- (1) Not really. Documentaries have experienced many changes. Today's documentaries are very different from the early ones. There are various types of documentaries with different purposes. Some reflect reality accurately, whereas others try to create fictional realities for people to believe.
- (2) I agree. Many documentaries are to tell stories about reality and they employ various methods and techniques to achieve their goals. However, some of the story-telling shows real life accurately, while others may become "adapted realities", which no longer completely reflect reality.

## Video

### Objectives

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

1. explain the strengths and weaknesses of the robot;
2. express attitudes towards robots' roles in the future.

### Background

Pepper is the name of the world's first social humanoid robot. It can recognize faces and read basic emotions. Equipped with a touch screen, it is able to interact with people. Pepper has been widely used by businesses, schools and hospitals to welcome, inform and guide visitors.

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

#### Teaching principle

It is important to activate what learners have already known about robots.

#### Teaching suggestions

- Encourage Ss to discuss the questions in pairs or in small groups.
- Invite Ss to share their opinions about robots. Encourage Ss to present their unique ideas.

#### Answers for reference

(1) Strengths: Compared with human beings, robots do not feel tired, so they can replace humans in doing tiring and tedious jobs. They are programmed, so they can perform tasks that require high accuracy.

Weaknesses: Robots are programmed, so they can only do specific jobs. They are called artificial intelligence, but some are unable to deal with unexpected problems. Furthermore, they are only machines; at the current stage, they still cannot think on their own and make their own judgements and decisions by themselves.

(2) If I were to design a robot, I would have it do all kinds of housework. I would also like it if the robot could go out and do shopping for me. It would be great if it could communicate with human beings and attend to their needs efficiently. I also hope that my robot could help me with my studies.

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

**Teaching principle**

Learners need opportunities to understand information through context while watching a video.

**Teaching suggestions**

- Lead Ss through the instructions and the questions. Ask them to circle key words in the questions to frame the following task.
- Ask Ss to work in pairs and play the video with the sound off. Encourage them to write down as much information as possible based on the pictures. Ask Ss to report what they get from viewing, and respond appropriately to Ss' contributions through the discussion.
- Invite Ss to watch the video again with the sound on, check their notes, write down the new information based on what they have heard and update their answers to the questions.
- Invite one or two Ss to report their answers to the class and make explanations when necessary by offering clues from the video. Respond appropriately to their information and language.

**Answers**

- (1) It can sense human emotion.
- (2) It is designed to learn from experience and develop a personality over time.
- (3) Because he loved robots since he was a little child.
- (4) It is not good at doing chores.
- (5) It can perform a customer-facing role, or be part of a household.
- (6) It doesn't look much like a human.

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

**Teaching principle**

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

**Teaching suggestions**

- Ask Ss to work independently.
- Check answers with the class.

**Answers**

(1) encounter (2) intrigued (3) enable (4) chores (5) household (6) adapt  
 (7) currently

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

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

**Teaching suggestions**

- Introduce the task. Ask Ss to form two debating groups (A and B).
- Ask each group to pick a side and to choose five best arguments.

Possible arguments for Group A:

Robots are more efficient than human beings in doing many things.

Robots are machines, so can be more accurate than human beings in doing some jobs.

Robots can replace human beings in performing dangerous and repetitive tasks.

Robots never feel tired and need not have rests or holidays.

...

Possible arguments for Groups B:

Robots still need to be controlled by human beings.

Maybe some jobs can be done by robots, but there will be new jobs, such as jobs to make robots even better.

Robots are not creative, so there are many things that they cannot do.

...

- Chair the debate between the two sides (Group A and Group B).
- When the debate is finished, organize a vote to decide the winner. You may also organize a vote for the best speaker on each side.

# Exploring literature 1:“How We Kept Mother’s Day”

## Introduction

**Exploring literature 1** introduces a short story “How We Kept Mother’s Day” written by the Canadian humourist Stephen Leacock. The story is set in the early 20th century in North America. At that time, Mother’s Day was a new concept for public celebrations. Through reading the comic sketch of the celebration, students will be able to enjoy the light humour of the funny plot. They will discover how narrative techniques affect their appreciation of the interesting characters and the gentle satire. Finally, students will have a chance to convert the story into a play for a class performance.

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

Sections	Objectives	PTH	Performance descriptors*
Pre-reading activity Reading	Understand the setting, characters and the plot of the story	1	3–5 能够理解小说的基本情景、作者背景 / 故事的情节和主要人物。
Questions for discussion	Talk about one’s understanding of the details in the story and the characteristics of language	1	3–7 能够理解故事的细节，能够理解故事的语言特点，并发表评价意见。
Appreciating the narrative technique	Understand the narrative technique for comic effect: the first-person perspective  Identify the gentle satire in the narrative through collaborative work	1	3–11 能够识别小说为了追求诙谐效果所采用的叙述手段，并能够通过同伴合作解释出故事中善意的讽刺。
Class play: Script writing	Write a class play script based on the story	1	3–11/3–12 能够使用有效的语用手段将书面语改变为口头语，成为情节连贯的剧本。
Class play: Performance	Perform the play through collaborative work	1	3–13/3–14 能够合理地将剧本转化为口头语言并表演出来，口语语篇符合表演的剧情需要。

\*Performance descriptors (能力指标) 基于教育部《普通高中英语课程标准(2017年版2020年修订)》中的“学业质量水平三”编写。

## Objectives

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

1. understand the story including the setting, characters and the plot;
2. respond to anything that stands out in the story;
3. understand the narrative technique—the first-person perspective and identify the writer's gentle satire;
4. write the play script based on the story;
5. perform the play through collaborative work.

## About the writer

Stephen Butler Leacock was born on 30 December 1869 in England. At the age of six, he immigrated to Canada with his family. The Leacock family lived on a big farm in Ontario and his mother tried to secure a good education for her 11 children, of whom the writer was the third child. Supported partially by scholarship and partially through work he was able to get educated at the University of Toronto with a degree in Modern Classical Languages and Literature. Later his interest changed to economics and political science, so he went to study for a PhD at the University of Chicago in the USA. After taking his PhD, he was appointed to the faculty of the Department of Economics and Political Science at McGill University in Montreal, Canada and became a full professor and the head of the department five years later.

Besides teaching, he wrote short stories and essays for magazines and newspapers. He was one of the founding writers of Canadian literature and was considered the most popular humourist in the English-speaking world, after Mark Twain, from 1915 to 1925. In 1944, he died of throat cancer in Canada at the age of 75.

## About the story

The story was first published in 1926 when the social environment was undergoing tremendous change in North America. Due to the industrialization and the economic boom from the late 19th century to the end of the 1920s, lives in Canada and the USA greatly modernized with the rise of the middle class. They were better off financially and could enjoy outings, private cars and many other luxurious things in life. The changes were not only materialistic, but also about the spirit. Middle-class families enjoyed more holidays, and the idea of celebrating Mother's Day

was quickly accepted. The celebration activities, though seemingly old-fashioned today, were something new for the characters in this story, who behaved foolishly as they adopted the new lifestyle.

### **The summary of the story**

The story is about how a family celebrates Mother’s Day for the first time. When the family hear of the concept of Mother’s Day, they embrace it warmly. The father, two daughters and two sons are actively involved in doing many things in the name of celebration. What they say is full of love for the mother, yet underneath their amiable compassion for the mother is a gentle irony of human weakness.

### **Notes on the language**

1. ... such an idea takes hold. The idea is well received.
2. **Mother / Father** Notice the capital letters for “Mother” / “Father”. The two terms are treated as proper nouns, and therefore there is no article or pronoun for them.
3. **Xmas** (*short form*) Christmas
4. **make mottoes** (an old-fashioned way of celebration) Mottoes are decorations people used in celebration.
5. ... trimmed both the hats ... (Mother) decorated the hats.
6. ... as a souvenir of the day to remember Mother by. to remember Mother by this souvenir
7. ... it was awfully becoming to her. It suited her extremely well.
8. ... it would be just grand for her ... (*colloquial*) grand = good
9. ... we might just as well use it for a drive ... If one says “might just as well”, one means that it is good although it isn’t expected in the first place.
10. ... made the idea of fishing all the more appropriate ... “All the + comparative adjective” is used for emphasis; “made the idea ... all the more appropriate” means “made the idea even more appropriate”.
11. ... in fact, he said it was practically for her, only Mother said ... “Only” as a conjunction can suggest that something undesirable or unexpected happens. In this case, Father tried to imply that it was unfortunate that Mother would rather watch him fish than try to fish

herself. Notice the word “only” is used again in the same way in line 54: “only it seemed such a pity”, which reflects a female’s psychology of a pity of “all dressed up, but nowhere to go”. In line 81, “only” is used to indicate something undesirable: “Only first she had to ...”, which indicates that it was typical of Father to get dirty during his fishing trips and that Mother always needed to ensure that she cleaned up for him. In line 90, the narrator uses the word “only” again to indicate an unexpected development that Mother would do the washing by herself. Notice the tone of a genuine naivety in all these cases in the narrative.

12. **... he was sure that he could put in the time working in the garden ...** If one “puts in the time working” on something, it means one spends time working on it.
13. **stand in our way** to prevent us from enjoying ourselves
14. **Will and I would have dropped out, ...** Will and I could have stayed at home.
15. **Mother doesn’t care for fishing ...** Mother doesn’t like fishing.
16. **... he had fallen in with this idea of a fishing trip ...** He had started to entertain, like or accept the idea of a fishing trip.
17. **... he could still stand the racket ...** He could stand the noise.
18. **... shelter Mother from it.** protect Mother from being affected by the noise
19. **Father caught such big specimens ...** Notice that the writer used the formal scientific word “specimens” instead of “fish” for comic effect.
20. **... the two girls met quite a lot of people ...** The family outing is also viewed as an opportunity for girls to socialize.
21. **Mother had to get up and down a good bit ...** (*colloquial*) a good bit=a great deal
22. **... he wanted her to spare herself ...** Father wanted her to save her energy.
23. **to humour her** to please or satisfy her by letting her do what she wants to do (do the washing in this case)

### Pre-reading activity

(see Student’s Book page 23)

### **Teaching principle**

Learning begins with learner’s existing knowledge.

### **Teaching suggestions**

- Introduce the title of the unit: How We Kept Mother’s day. Present the two pre-reading questions on a slide, and ask Ss to think, share and then report their ideas.
- Elicit Ss’ responses and organize them into the three categories as below on the board. Ss may respond like this:

Things to say	Things to do	Reasons
e.g. <i>Happy Mother’s Day</i>	e.g. <i>Buy mother flowers.</i>	e.g. <i>My mother has done so much for me and my father. She has made great sacrifices for our family.</i>

- Introduce Ss to the title and the writer of the story. Refer to **About the writer** on page 29.
- Ask Ss to read the story individually and write annotations in the book margins.
- Put Ss into small groups for sharing their notes and create a group question list.
- Invite Ss to present their questions, and help Ss reorganize them into a class list.
- Invite each group to discuss the class questions, and then report their answers.
- Provide feedback on the content and language.

### **Questions for discussion**

(see Student’s Book page 26)

### **Teaching principle**

Learners need opportunities to do careful and critical reading when they read literary works.

### **Teaching suggestions**

- Introduce the eight questions by showing them on a slide. Ask Ss to read the story carefully to find the answers.
- Hold a class discussion and help Ss understand the story. You may use the **Notes on the language** on page 30 and **Answers for reference** as a guide.

### Answers for reference

- 1 The idea of celebrating Mother's Day would help family members, like the husband and children, to remember how much Mother had done for them, and how many sacrifices she had made for their sake.
- 2 The idea was warmly received by the family. The father decided to take a day off from his work and the four children all decided to take a day off from school. They also planned to decorate the home like they did for Christmas day before, and let Mother do the decorations because she always did it at Christmas.
- 3 Each of them, except for Mother, bought what they liked. The father bought four-in-hand silk ties for himself and the two boys as a souvenir to remember Mother by. The two girls bought new hats for themselves and Mother helped trim them. However, Mother did not get a new hat, because she seemed to prefer her old one.
- 4 According to the narrator, Father said that it was better to have a definite aim for the trip because it would heighten the enjoyment. He happened to have bought fishing gear just the day before, and he said that he would let Mother have the chance to use the new rod, only to find out that she preferred to watch him fish.
- 5 It was found that the car was too small because they did not expect the fishing gear and the lunch box to take up so much space in the car. So, it became obvious that they could not all go on the journey.
- 6 Finally, Mother didn't go on the trip. This seemed to be the only choice for her because Father, the two daughters and the two boys all had strong reasons to go. Father would make trouble if he stayed home. The two daughters would be greatly disappointed with the new hats, and the two boys were not helpful at home.
- 7 He felt comfortable and satisfied with the decision because he said that he did not want Mother to venture out into the cold and if she stayed at home, she could have a good restful day.
- 8 Mother first got the dinner ready for the family, and then she helped Father clean up because he always got so messed up with fishing and finally, she busied herself with helping the two girls get ready for dinner. At the dinner table, Mother got up and down often to serve the meal to everyone. When the dinner was over, the family members

tried to help wash the dishes, but they had to let Mother do it because she would rather do it herself, and they wanted to humour her.

- When the class have completed the discussion, ask the class the questions below to help Ss understand the features of colloquial language, typical of a teenager in English.

*Have you noticed any language features in the narrative? What are they? Why does Leacock use this kind of language?*

- Explain briefly the use of some “high-frequency verbs” commonly used to feature teenagers’ colloquial language, such as *make*, *do*, *take*, *get* and *have*. For example:

**(1) make**

*Mother has made great efforts / sacrifices for the sake of the family.*

*We decided to make it a great day.*

**(2) do**

*Mother has done so much for us.*

*She always does it.*

**(3) take**

*The idea takes hold in our family.*

*Father takes a holiday from his work.*

**(4) get**

*We get Mother to do the mottoes.*

*The girls get new hats.*

**(5) have**

*The family decided to have a celebration.*

*Mother would have a beautiful rest.*

- Put Ss into groups and present the list as shown below on a slide. Ask each group to find more examples of collocations and usages. Then invite one group to present their list and other groups to supplement or revise the list. Make sure that Ss can translate the examples into

Chinese.

**Typical verb phrases:**

- (1) **take hold**
- (2) **decide to do something**
- (3) **have a celebration**
- (4) **keep one maid**
- (5) **do so much**
- (6) **make efforts / sacrifices**
- (7) **get mother to do**
- (8) **be going to**
- (9) **(it) turned out that**
- (10) **look fine**
- (11) **stay home**
- (12) **give Mother a little quiet**
- (13) **feel sure that**
- (14) **get ready**
- (15) **(not to) mind him**
- (16) **go right ahead**
- (17) **put in the time working**
- (18) **he / she (someone) **said** (that) ...**

- When the class have completed the translation of colloquial expressions, ask Ss to consider the questions below. These questions aim to help Ss understand the features of language used for creating the comic effect of the story.

*What are the funny parts in the story? What language features can you find? Why does Leacock use these language features?*

- First ask Ss to identify the details which have comic effect and have them share their findings in the group. Then ask Ss to explain why they think they are funny and what language

## Exploring literature 1: “How We Kept Mother’s Day”

features create this comic effect. Be flexible and open-minded with Ss’ contributions. The following is only for example, as a way to stimulate Ss into creative thinking and meaningful communication. It would be too much to ask Ss to give answers exactly as below.

No.	Examples	Possible explanations
1	<b>Doing decorations</b> (paragraph 4) We got Mother to make mottoes and arrange the decorations, because she always does it at Xmas.	It sounds funny here that Mother is made to do the mottoes and all the decorations in the celebration of her own “holiday” because she always does it at Christmas. The subordinate clause (i.e. because ... at Xmas) has an authoritative tone as if it is the most reasonable arrangement. Leacock seems to show the self-contradictory follies and silly nonsense in the family.
2	<b>Buying gifts</b> Everyone except Mother gets a gift in the name of celebrating “Mother’s Day”.	It is a comic situation here that the family members all try to buy gifts for themselves. However, Mother prefers her old hat. We don’t know why. The possible reason may be to save money as we can see the family is not particularly wealthy. They can only “keep one maid”. The writer uses the language such as “but it turned out that she seemed to really like ... both the girls said that it was awfully becoming to her” to create comic effect. It sounds like everyone in the family, including (excluding in fact) Mother, has acquired what they want for the celebration of a big day (instead of Mother’s Day).
3	<b>Turning the country drive to a fishing trip</b> It is decided to take Mother for a country drive as a way of celebration. But the plan soon turns into a fishing trip.	Father seems to have masterminded this plan of turning the country drive into a fishing trip in the name of enhancing the enjoyment for the family. As he said, driving without any objective would be an aimless activity. “If you are going to fish, there is a definite purpose in front of you to heighten the enjoyment.” Furthermore, “it turned out that Father had just got a new rod the day before, which made the idea of fishing all the more appropriate, and he said that Mother could use it if she wanted to; in fact, he said it was practically for her, only Mother said she would much rather watch him fish and not try to fish herself”. We know that he has planned this kind of fishing trip for a while as he has already bought the fishing rod. He also claims that the fishing rod is bought for Mother, “if she wanted to (use it)”. However, Mother probably knows Father too well to use the new fishing rod, so it sounds natural that “she would much rather watch him fish and not try to fish herself”. The use of the language like “it occurred to Father ...”, “we might just as well use it (the car) for a drive up into the hills”, and “it turned out that Father had just got a new rod” points to Father’s selfishness in a humorous way.

(Continued on the next page)

No.	Examples	Possible explanations
4	<b>A hard decision (to leave Mother at home)</b>	This is the most dramatic and funniest moment in the story. When the car is found too small and one person has to stay home, this incident becomes a mirror to show everyone's inner thoughts. Father gives all the possible reasons (although far-fetched) to stay home, but his reasons are rejected because he would make trouble at home. The two girls also express their willingness to stay home, "only to find" there is an irresistible reason for them to go (they are all dressed up and must go somewhere). The two boys are too young to be of any help if they stay home. So, it is a "reasonable" conclusion to allow (or maybe persuade) Mother not to go on the trip, stay home and prepare a big dinner in the name of "having a beautiful rest". Leacock displays comically the selfish nature of Father, the daughters and the two sons. His language is kindly ironical, but interesting and to the point. There are good reasons for Father and children to stay home but they always find their own reasons to do things otherwise. When it comes to Mother, the writer suddenly uses the structure: "In the end it was decided that ..." We do not know how Mother sees the problem. But the passive structure suggests the importance of the decision rather than the agent of the decision. The use of the passive structure seems like a verdict at court that Mother has only played a passive role in the deliberation of the decision.

- Ss may find some other details like this:

**For Father:**

... he said that we were not to let the fact of his not having had a real holiday for three years stand in our way ... in fact he said he'd been a fool to think there'd be any holiday for him. ... (but we know that) it would never do to let Father stay home, ... he would make trouble.

**For the daughters:**

(Anne and Mary) would gladly have stayed and helped the maid get dinner, only it seemed such a pity to, on a lovely day like this, having their new hats.

**For the two boys:**

Will and I would have dropped out, but unfortunately we wouldn't have been any use in getting the dinner.

**For Mother:**

So in the end it was decided that Mother would stay home and just have a lovely restful day around the house, and get the dinner.

- Ask Ss to work in groups for the discussion. When they have finished, invite a group to report and other groups to comment or raise questions. Allow Ss to find other details for study. For example, they may comment on Father’s words for leaving Mother behind or Mother’s work to serve the family dinner.
- Comment on Ss’ presentations mainly in terms of content.

**Appreciating the narrative technique**

**1–2** (see Student’s Book pages 26 and 27)

**Teaching principle**

Literary study involves higher-order thinking skills which are beneficial to learners’ development of communicative competence.

**Teaching suggestions**

- Take Ss through the short explanation of the first-person perspective so that they understand the idea.
- Introduce exercise 1 and elicit Ss’ responses to the questions. Following their responses, introduce the work by taking them through the instructions.
- Present the example sentences. Give explanations so that Ss understand the requirements of their work.
- Invite the class to suggest other ideas that Father had, that he perhaps did not express. Work cooperatively with Ss on this task. You may work with the class like this:

T: Can anyone suggest any more ideas Father might have had here?

S1: What about when Father said: “not to mind him”?

T: Excellent. What may be Father’s true idea?

S1: He said he could just as well stay at home. He wants to go out very much but he doesn’t

want to seem selfish.

T: You're right. So how can we organize your ideas into a short paragraph? Let's work together. I will start the first sentence, and can you finish the rest? (Writing on the board)

T: (While writing) When the car arrived in the morning, it was found that it was too small to take all the family. Now, S1, can you continue?

...

- Encourage S1 to talk about his / her ideas while writing them on the board. Make sure to correct his / her language errors in the process.
- Set Ss to work individually. Allow them about 15 minutes to complete the task.
- Ss may pick some details and explain them like this as shown in the table. Ask Ss to work in pairs to improve each other's writing.
- Invite several students to write on the board and provide feedback on their writing.

No.	Possible details	Possible explanations
1	We got Mother to make mottoes and arrange the decorations, because she always does it at Xmas.	In preparing the mottoes for the celebration, Father and the children may think that it is Mother's responsibility to do the mottoes because this is usually her work for Christmas celebrations. However, Mother may recognize that the celebration is an extra burden in addition to her almost round-clock household work. However, she has to take it because of her sense of responsibility for the family.
2	(Mother) seemed to really like her old grey bonnet better than a new one, and both the girls said that it was awfully becoming to her.	When Mother said that she preferred her old grey bonnet, the two girls were puzzled at Mother's decision and took it for granted that she really liked her old hat, so they tried to show their appreciation for Mother's taste. In reality, Mother may have been more concerned about money. She may think that her family is not very wealthy, and she should not spend money on things that are not necessary.
3	It just occurred to Father that they might just as well use a car for a fishing trip. (Father said) if you are going to fish, there is a definite purpose in front of you to heighten the enjoyment. (Mother said) she would much rather watch him fish and not try to fish herself.	Father persuades the family to turn the country drive to a fishing trip. But the reader can see that it is Father who really wants to go fishing. In spite of his suggestion that Mother could use the fishing rod, Mother knows her husband too well. And she wouldn't take the fun away from him. So she said that she would rather watch him fish.

(Continued on the next page)

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No.	Possible details	Possible explanations
4	(Father said) not to mind him ... he'd been a fool to think there'd be any holiday for him ... The two girls, Anne and Mary, would gladly have stayed ... only it seemed such a pity ... Mother had only to say the word ... Will and I would have dropped out, but unfortunately we wouldn't have been any use in getting the dinner.	The other family members all offer to drop out, yet they are less sincere than they should be in this difficult situation. In fact, each of them thinks that they should go on the outing. The narrator doesn't tell the reader what Mother's opinion is like in this case. However, it is reasonable for the reader to guess that Mother would love to go because the outing is supposed to be in her honour. The writer seems to say exactly something opposite to what he has said when reporting Father's and the children's words. The family discussions are so pointed that Mother feels pressured into staying home and getting the dinner ready.
5	So in the end it was decided that Mother would stay home ... Father was rather afraid that Mother might take cold if she came. ... he would never forgive himself if he dragged Mother round the country and let her take a severe cold at a time when she might be having a beautiful rest ... He said that young people seldom realize how much quiet means to people who are getting old. ... he could still stand the racket, but he was glad to shelter Mother from it.	The narrator reports Father's explanations to the children as if he is trying to defend their decision for not taking Mother on trip. Yet these explanations are a bit satirical and self-contradictory. The narrator doesn't tell the reader how the children respond to what Father says. This seems to be irrelevant now because they are too excited to think of the purpose of the outing.
6	But at last everything was ready, and we sat down to the grandest kind of dinner ... at the end Father noticed it and said she simply mustn't do it, that he wanted her to spare herself, and he got up and fetched the walnuts over from the sideboard himself.	Again, the narrator describes that Mother is the busiest person at the dinner. She must get up and down a good bit during the meal, fetching things back and forward. According to the narrator, Father is so thoughtful trying to spare Mother from being so busy and he even offers to get up and fetch the walnuts over from the sideboard himself. The reader immediately sees the point in the irony. Mother is the busiest person in helping her family members enjoy the celebration of Mother's Day.
7	The dinner lasted a long while, ... only Mother said that she would much rather do it, ... we wanted just for once to humour her.	After the dinner, the children offer to help Mother clear the things and wash the dishes, but Mother insists on doing it herself. As told by the narrator, the children let Mother do the work because they want to humour her just for once. But the reader may find different interpretations. Mother may think that she would work more efficiently without the children's help.

- Set exercise 2 as homework for individual writing (in about 200 words).

## Class play

(see Student's Book page 27)

### Teaching principle

Literature study involves reading, thinking and writing.

### Teaching suggestions

- Introduce the task to the class and present the instructions on a slide. Explain how to write a play script based on the story.
- Use the following information to explain how to write a play script.
- The play script includes at least the following information:
  - (1) **Roles in the drama:** In this story they involve Father, Mother, Anne, Mary, Will, the driver and the narrator. There are other roles for the writing and performance, such as playwright, director and stage props maker.
  - (2) **Setting:** The information about where and when the story takes place
  - (3) **Dialogue:** What the characters speak in the play
  - (4) **Stage directions:** Instructions on how the characters should act in the performance

Stage directions usually use the simple present tense or verb-*ing* / verb-ed structures.

### Example

#### How We Kept Mother's Day

Act I (paragraphs 2–6)

Characters: Father, Mother, Anne, Mary, Will, Tom

Place: Home

Time: Around the time of supper

(Mother is placing teacups on the table. Anne and Mary are knitting something. Will and Tom are playing a board game.)

**Father:** (Walking into the living room) Hi everyone. I have some news for you. Have you heard of Mother’s Day?

**Anne, Mary, Will and Tom:** Yes.

**Mother:** (A little surprised) What’s up, Darling? Tea is almost ready.

**Father:** (Taking off his coat and hanging it on the shelf next to the window) I am thinking of having a celebration. My office people were talking about the celebration. (Turning towards the children) Children, what do you think? Mother has done so much for us. Think of the sacrifices she has made for us. Isn’t it fitting for us to give mother a celebration?

**Children:** (Jumping up) Great idea! Dad!

...

- Use the example above to illustrate the features of language and the format of the play script.
- Put Ss into groups for Acts 1, 2 and 3. Allow each group to appoint a playwright, a director and a stage props maker.
- Allow Ss enough time to work collaboratively on their scripts.
- Ask Ss to give feedback to other groups to help them improve their writing.
- Ask Ss to practise the performance after class.
- In the next class, organize the groups to present their plays one by one. Take notes of Ss’ merits and problems in their use of English.
- After all the groups have finished their plays, ask the class to vote for the prizewinners.
  - The best actor and actress
  - The best English language speaker
  - The best director
  - The best stage props maker
- Present the prizes to the winners. Ask Ss to reflect on what they have learned through the

drama activity.

- Give a comment on the drama activity. Praise Ss for their merits and efforts while pointing out the language problems, especially in their pronunciations.

## Unit 2 Live longer, live better?

### Introduction

This unit introduces the theme of the choice between living longer or living better. The **Reading and interaction** section probes into the advantages and disadvantages of immortality as reflected in the context. The **Grammar activity** section tells the story of the luckiest man in the world and his amazing experiences while lending students an opportunity to practise **the unreal conditional**. The **Listening and speaking** section shows different opinions about elderly care in different societies. The **Writing** section shows a persuasive essay about why elderly people have a better quality of life than younger people and helps students learn to write a similar persuasive essay about ageing. The reading passage in the **Cultural focus** section presents a poem about making difficult choices at a crossroads in life, and the **Video** describes the development of surgery in the past 200 years.

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

Sections	Objectives	PTH	Performance descriptors
A Reading and interaction	Explain the advantages and disadvantages of immortality as reflected in the passage	3	2–4 能描述自己或他人的经历，表达情感态度，阐释和说明观点。 2–9 能识别语篇中的内容要点和相应支撑论据。
B Grammar activity	Use unreal conditionals correctly in the given context	1	2–2 能理解说话者选用的语法结构所实现的特殊表达效果。 2–6 能在口头表达过程中有目的地选择语法结构。
C Listening and speaking	Express personal opinions about different forms of elderly care	1	2–1 能抓住熟悉话题语篇的大意，获取其中的主要信息、观点和文化背景。 2–7 能在表达中借助语言建构交际角色，体现情感态度。
D Writing	Write a persuasive essay using appropriate language and format	1	2–9 能识别语篇中的内容要点和相应支撑论据。 2–14 能在书面表达中确切表达意思，体现意义的逻辑关联性。

(Continued on the next page)

Sections	Objectives	PTH	Performance descriptors
E Cultural focus	Appreciate a poem about choices in life  Describe the development of surgery in the past 200 years	2	2–10 能识别语篇中新旧信息的布局及承接关系；能识别语篇中的时间顺序、空间顺序。 2–12 能从不同角度思考和认识世界；能识别语篇间接反映或隐含的社会文化现象。 2–3 能借助说话人使用的图片、动画、视频片段等多模态资源，更准确地理解话语的意义。

## A Reading and interaction

### Objectives

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

1. retell the story about immortality in the passage;
2. interpret the advantages and disadvantages of immortality mentioned in the passage;
3. give their opinions on whether they would like to be young again when they get old.

### Background

1. The project “Immortality 2045”, also called the “2045 Initiative”, is a project which was founded by Dmitry Itskov, a Russian entrepreneur, in 2011. Its aim is to extend the human lifespan by creating cyborgs (半机器人) with human brains, artificial organs and machinery. The main goal of the “2045 Initiative” is to develop technologies that are able to transfer a human’s personality to a robotic carrier so that life can be extended and even immortality can be realized.
2. Max Karl Ernst Ludwig Planck (1858–1947) was a German theoretical physicist. He won the Nobel Prize in Physics in 1918 for the discovery of energy quanta. He was also regarded as one of the founders of quantum mechanics (量子力学).

### Notes on the language

1. ... offering them a new lease of life “A new lease of life” is an idiom that suggests someone has or is given a renewed enthusiasm for life. Here in the sentence, it means the letter sent by Dmitry Itskov offered the billionaires a chance to live a longer and better life.

2. **shelf life** “Shelf life” is metaphorically used here to mean “people’s lifespan”. It usually refers to the length of time that a commodity can be stored before becoming unfit for use, consumption or sale.
3. ... **put off the inevitable.** In this context, “the inevitable” is a euphemism for death.
4. ... **how could the state afford “life sentences”?** “The state” refers to the government. “Life sentences” refers to a period of imprisonment equal to someone’s life.
5. **Chances are that ...** It is likely (that) ...
6. **breathe life into new concepts** “Breathe life into something” is an idiom, which means “introducing new ideas to something so as to improve the quality of it”.
7. **in a brave new “immortal” world** Note the use of the idiom “a brave new world” here. It refers to a situation or society that changes for the better while sometimes introduces a new set of problems. We can trace this phrase back to Aldous Huxley’s (1894–1963) famous novel *Brave New World* (1932). The writer seems to suggest that the idea of immortality may be another version of “a brave new world”.
8. ... **older people could continue to fend off innovation in favour of the status quo.** This can be one of the possible problems in an “immortal” world. Older people could reject new things so as to maintain their old ways of life against social progress.
9. **“A new scientific truth does not succeed by convincing its opponents and making them see the light,” ...** The idiom “see the light” means “finally understanding or accepting something, especially something obvious”.
10. **the prime of life** If one is in the prime of his / her life, it means that one is in his / her most successful time, or the period when one has the most energy, vitality and potential.
11. ... **dedicate themselves to doing good.** fully devote their time and energy to doing good things for society
12. **wear off** If something wears off, it stops or disappears gradually. In the context of the passage, “wear off” suggests the positives of the immortality project will grow old and less appealing.
13. ... **once we have passed all the milestones in life and crossed everything off our bucket lists ...** A milestone in life refers to a very important event or point in one’s life, such as finishing high school, completing college education, getting married, making great achievements in one’s career and winning the highest prize or award. “Bucket list” (*informal*)

means "a list of things that we wish to do before we die". (The expression comes from "kick the bucket", which is an informal way of saying someone dies.)

## Word study

1. **corporation** *n.* a large business company (大)公司

*He works in a large international trade corporation.* 他在一家大型国际贸易公司工作。

2. **frontier** *n.*

- (1) the limit of something, especially the limit of what is known about a particular subject or activity (学科或活动的)尖端, 边缘

*This research is the newest frontier in this field.* 这项研究处于该领域的最前沿。

- (2) a line that separates two countries, etc.; the land near this line 国界; 边界; 边境

*People are not allowed to cross the frontier between the two countries without permission.* 未经许可, 不得跨越两国的边界。

3. **a new lease of life** the chance to live or last longer, or with a better quality of life 延年益寿;  
生活质量更好

*Mr Smith has enjoyed a new lease of life since his retirement.* 自从退休后, 史密斯先生开始享受美好的新生活。

4. **fundamentally** *adv.* in every way that is important; completely 根本上; 完全地

*The great invention fundamentally changed the course of history.* 这项伟大的发明从根本上改变了历史的进程。

5. **shelf life** the length of time that food, etc. can be kept before it is too old to be sold (食品等的)货架期, 保存期

*Fresh vegetables have a shorter shelf life than those that are pickled.* 新鲜的蔬菜比腌过的保质期短。

6. **mere** *adj.* used when you want to say how small or unimportant something / somebody is 仅仅的; 只不过

*The mere mention of his nickname made him very angry.* 只是提了一下他的外号, 他就非常生气。

7. **purely** *adv.* only; completely 仅仅; 完全

*The scientist discovered this small planet purely by accident.* 这位科学家纯粹是偶然发现了这颗小行星。

**8. pose** *v.* to create a threat or problem 造成(威胁、问题等);引起;产生

*Don't worry. He poses no threat to you.* 别担心,他对你不构成威胁。

**9. severe** *adj.* extremely bad or serious 极为恶劣的;十分严重的

*The earthquake caused severe damage to this area.* 地震对这个地区造成了严重的破坏。

**10. gender discrimination** the practice of treating somebody or a particular group less fairly than others because of their gender 性别歧视

*She is devoted to fighting gender discrimination and realizing women's liberation.* 她致力于反对性别歧视,实现女性解放。

**11. opponent** *n.* a person who is against something or somebody 反对者

*The opponents of racial discrimination gathered outside the White House to protest.* 种族歧视的反对者们在白宫外聚集抗议。

**12. client** *n.* a person who uses the services or advice of a professional person or organization 委托人;当事人;客户

*The lawyer withdrew the appeal on behalf of his client.* 律师代表他的委托人撤销了起诉。

### Pre-reading activity

**1–2** (see Student's Book page 32)

### Teaching principle

Learning is more effective when it builds on learners' existing knowledge and their personal experiences.

### Teaching suggestions

- Introduce the two questions. Organize Ss to work in pairs or groups.
- Ask Ss to discuss the questions and share their views with peers. Avoid making judgement on Ss' opinions.
- Introduce the reading task by first presenting the title of the passage.

- Ask Ss questions: *What does “here” in the title mean? What would the article be about?* Note that in the context of the passage, “here” is referring not specifically to a physical location but to a place in time, i.e. the present.

### Answers for reference

- I’d like to write a best-selling novel, learn to fly a helicopter, see the Northern Lights, climb onto the top of Mount Qomolangma, travel to one hundred countries ...  
(The things may include skills one could learn, people one could meet, sporting achievements, etc.)
- My objectives would never be the same again because if I could live forever, I would have a lot of time and many opportunities to achieve these objectives. I would first achieve these goals and then set some more important and difficult objectives.

### Comprehension work

#### 1 (see Student’s Book page 34)

#### Teaching principle

Suitable reading questions will help learners grasp the factual information and the gist of the reading passage.

#### Teaching suggestions

- To continue with the pre-reading activity, ask Ss to predict what they would read about in the passage.
- When Ss have finished reading, ask the questions:

*What is the writer’s argument? Is he in favour of immortality or against it? What evidence do you have to support your opinion?*

- Elicit Ss’ answers to these questions. Encourage them to cite evidence they can find from the passage, such as paragraphs 4–6 where the writer argues against the idea of immortality, and the concluding paragraph where the writer argues that a short and limited life would enable us to live a more meaningful and valuable life.

- When Ss have answered the above questions, make sure that they understand both the discourse structure and the details of the reading passage including vocabulary and difficult sentences.
- Have Ss work in pairs. Ask them to divide the passage into several parts and summarize the main idea of each part using Worksheet 1 (see page 187).

Parts	Paragraphs	Main ideas / points
I	1	Introduction: an imagination of immortality in the life of Tyler Jamieson
II	2–3	Doubt about the promising future of immortality related to the business and research plans <ul style="list-style-type: none"> <li>Dmitry Itskov's business plan for the immortality project (para. 2)</li> <li>Living longer is good, but what are its consequences? (para. 3)</li> </ul>
III	4–6	The reasons why the idea of immortality is wrong <ul style="list-style-type: none"> <li>Problems with resources, crimes, the length of our working life and the younger generations (para. 4)</li> <li>Problems with social development and progress (para. 5)</li> <li>Incorrect understanding of immortality held by the supporters (para. 6)</li> </ul>
IV	7	Conclusion: Limited life can be more valuable for us.

- Instruct Ss to read the questions on page 34 in the Student's Book and ask Ss to answer them. You may use the **Notes on the language** on page 45 and the **Answers for reference** as a guide.

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

- (1) Iskov proposes to achieve this by founding an immortality project aimed at transplanting a human mind into a robot body.
- (2) Although he was tired, he didn't want to die.
- (3) It is because a few years in prison would no longer put criminals off and it would be a burden for the state to give a "life sentence".
- (4) Because the older generations would be more experienced and could hold down jobs for many years, there would be fewer career opportunities for younger, less experienced generations.
- (5) The writer means that when the older generations, who are unwilling to accept new ideas, pass away, younger generations are able to introduce new ideas and help society continue to advance.

(6) a) Arguments for immortality: If there is the possibility of indefinite life, it shouldn't be condemned; immortality is the next logical step; people could explore the world further and the human race would evolve.

b) Arguments against immortality: The problems immortality creates (e.g. *issues related to crime, economic depression and how society develops*) cannot be easily shrugged off; accepting that life is limited gives it more value and importance.

Second part of the question: (Students' answers may vary.)

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

### Teaching principle

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

### Teaching suggestions

- Ask Ss to finish the exercise independently first.
- Invite Ss to report their answers. Offer feedback and make explanation on the wrong answers.

### Answers

(1) entrepreneur (2) transplant (3) consequences (4) limited (5) career

(6) resistance (7) concepts / ideas (8) favour (9) shrug (10) accepting

## Deep reading

## 1 (see Student's Book page 35)

### Teaching principle

Learners need focused practice to develop specific ways of constructing arguments.

**Teaching suggestions**

- Introduce the task and the instructions.
- Ask Ss to discuss their work in pairs.
- Invite Ss to present their opinions to the class and other students to make comments.
- Guide the discussion by raising questions for the class to talk about. You may present these points for class discussion on a slide.

(1) Pros: People could explore endless possibilities.

*What are they? Can you come up with a list of them?*

(2) Pros: People could witness how the human race evolves.

*In what direction might the human race evolve? Do you have some possible guesses?*

(3) Pros: People could dedicate themselves to doing good.

*How could they do it? Give a few examples.*

(4) Cons: Overpopulation would put pressure on our already limited global resources.

*What kinds of resources would run out? Create a list of them.*

(5) Cons: Crime rates would rise.

*What would be the consequences? Describe a few scenarios.*

(6) Cons: People could get depressed because they would spend thousands of years in the same job.

*How would they treat the depression then?*

(7) Cons: There would be fewer career opportunities for younger generations.

*What would be the few opportunities left for the younger generations? What would be the consequences of younger generations being left jobless?*

(8) Cons: Society would be more resistant to progress and would become less dynamic.

*Imagine what education would be like.*

(9) Cons: There would be racial segregation and gender prejudice.

*What kinds of racial and gender problems might still exist?*

(10) Cons: The novelty of life would wear off and we would get very bored.

Name a few things that may be a cure for the boredom.

(11) Cons: We would no longer value the time that we have.

*Imagine a few scenarios without the concept of time. How would people remember an event or a work schedule without the reference to time?*

- Provide some language support if necessary during the discussion.
- In case Ss are not able to communicate effectively in English, use Worksheet 2 (see page 189) to help them understand the main message of the passage and express their opinions.

### Answers to Worksheet 2

(1) possibilities (2) discoveries (3) evolves (4) dedicate (5) crimes (6) rise  
(7) limited (8) depressed (9) forever (10) resistant (11) racial (12) inequality  
(13) novelty (14) experiencing (15) value

### Answers for reference

Pros of immortality	My opinions
People could witness how the human race evolves.	Agree. People would have the chance to learn and experience more things. This would benefit all of humanity, and would allow human civilization to develop further. People would live long enough to experience this development themselves.
People could dedicate themselves to doing good.	Disagree. Living longer doesn't necessarily mean that people would do good. Some people may continue to commit crimes even though they have been repeatedly punished by law.

Cons of immortality	My opinions
Crime rates would rise.	Agree. There would be more and more people, but the earth's resources would still be limited. This imbalance would lead to many social problems, including increasing crime rates.
People could get depressed because they would spend thousands of years in the same job.	Disagree. People would have more opportunities to change jobs. If they got tired of one job, they could just try another.

(Continued on the next page)

Cons of immortality	My opinions
There would be fewer career opportunities for younger generations.	Agree. Older people might stay in their jobs forever, leaving no vacancies for younger generations. Thus, it would be more difficult for young people to advance in their careers.
Society would be more resistant to progress and would become less dynamic.	Disagree. Immortality would allow people to learn more and make more contributions to society, which would lead to even faster social progress.
There would be racial segregation and gender prejudice.	Agree. Since there will not be any change of generations, it may be very difficult to change certain long-held beliefs in society. Because of this, many kinds of social inequalities would be hard to remove.
The novelty of life would wear off and we would get very bored.	Agree. After experiencing all the possibilities in life, people might get extremely bored, and their lives would no longer be interesting or exciting.
We would no longer value the time that we have.	Agree. Time is only precious when it is limited. If people had an unlimited amount of time to waste, they would not cherish it any more.

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

### Teaching principle

Learners need a lot of opportunities to practise in an open-ended task in order to develop their communicative competence.

### Teaching suggestions

- Introduce the task and ask Ss to work in pairs.
- Invite Ss to express their ideas and provide appropriate feedback on the content and language.

### Answers for reference

- (1) The writer argues against immortality. Even though there are some benefits of living forever, the cons it may bring about far outnumber the pros. Only if we realize the preciousness of our limited life, can we really value and make good use of it.
- (2) The wise man tries to tell us: first, even though it might be bad that we cannot live forever, we can still decide how to make best use of our limited lifespan. In order to make good decisions in life, I should first think very clearly about what I want to

achieve; second, I should evaluate myself, identifying my strengths and weaknesses; third, I should work out reasonable plans in order to realize my goals; last but not least, I should be persistent and never give up.

### Mini-project

(see Student's Book page 36)

#### Teaching principle

Task-based language teaching encourages learners to use their own language repertoire to express their own ideas in order to complete a task.

#### Teaching suggestions

- Put Ss into small groups (maximum 4) and have them talk about the task.
- Encourage Ss to share their ideas or stories within the group, and then select the most interesting one to report to the class.
- Respond appropriately to their information and language.

### Focus on language

**1–3** (see Student's Book page 37)

#### Teaching principle

Learners need to focus on specific phrases and develop awareness of new vocabulary and grammatical structures.

#### Teaching suggestions

- Introduce exercise 1 and ask Ss to work alone.
- Check answers with the class and ask Ss to translate them into Chinese.

**Answers**

1 (1) wear off (2) set off (3) shrug off (4) put off (5) fend off (6) cross off

- When Ss have finished exercise 1, introduce exercise 2.
- Ask Ss to work alone.
- Check answers with the class and ask Ss to translate the phrases into Chinese.

**Answers**

2 (1) a milestone in life  
 (2) a matter of life and death  
 (3) shelf life  
 (4) the prime of life  
 (5) breathe life into  
 (6) a new lease of life

- Introduce exercise 3. Ask Ss to work alone.
- Invite Ss to report their answers to the class and translate the quotations into Chinese.
- Ask Ss to share their opinions on these quotations and talk about what kind of wisdom they can acquire from them.

**Answers for reference**

3 (1) Where there is an open mind, there will always be a frontier. 哪里有开放的思路，哪里就会有新的领域。  
 (2) Eternity is a mere moment, just long enough for a joke. 永恒只是一个瞬间，只够开个玩笑。

- (3) The more severe the pain or illness, the more severe will be the necessary changes, which may involve breaking bad habits, or acquiring some new and better ones.  
疼痛或疾病越严重，就越需要改变，比如改掉某些不良的习惯，或者养成一些好的新习惯。
- (4) It's not necessarily about what career you pick; it's about how you do what you do.  
关键不是你选择了什么职业，而是你怎么去干这个工作。
- (5) Courage is resistance to fear, mastery of fear—not absence of fear. 勇敢是抵抗恐惧，控制恐惧，而不是没有恐惧。
- (6) The two basic items necessary to sustain life are sunshine and coconut milk. 维持生命所必需的两种基本物质是阳光和椰奶。
- (7) Don't take the wrong side of an argument just because your opponent has taken the right side. 不要仅仅因为你的对手站在了正确的一边就选择错误的一边。
- (8) My main reason for adopting literature as a profession was that, as the author is never seen by his clients, he need not dress respectably. 我之所以选择文学作为职业，主要是因为作者从来不见他的客户，他不必穿着体面。

## B Grammar activity

### Objectives

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

1. recognize different forms of the unreal conditional in the given context;
2. use the unreal conditional correctly in the activity.

1 (see Student's Book pages 38 and 39)

### Teaching principle

Explicit instruction is beneficial for learners to raise their grammatical awareness.

### Teaching suggestions

- Introduce the task, and help Ss analyse the following four example sentences.

- (1) If we **don't hurry**, we'll miss the train.
- (2) If I **won** £1,000,000, I **would resign** from my present job.
- (3) If his friend **had told** him the truth, his holiday **would not have been ruined**.
- (4) If you **knew** me better, you **wouldn't have said** that.

- Ask Ss these questions:

*Which sentence is about the present, real situation?*

*Which sentence is about the present, unreal situation?*

*Which sentence is about the past unreal situation?*

- Direct Ss' attention to the tense in sentence 1 and help them understand that sentence 1 expresses possible future results of real conditions / situations. The verb in the *if*-clause is in the present simple.
- Direct Ss' attention to the tense in the *if*-clause of sentence 2. It is about an unreal present condition, so we use the simple past tense.
- Explain that sentence 3 talks about an unreal past situation, in which we use the past perfect tense (*had told*) in the *if*-clause, and *would have + past participle* (*would not have been ruined*) in the main clause.
- Explain that sentence 4 talks about a present condition with a past result, in which we use the simple past tense (*knew*) in the *if*-clause, and *would have + past participle* (*wouldn't have said*) in the main clause.
- Introduce the mixed conditionals with the following two examples:

(1) If you **knew** me better, you **wouldn't have said** that.

(2) If the thief **hadn't sneezed** when the security guards walked past, he **would still be** a free man now.

- Introduce the concept of the mixed conditional by presenting the table for analysis on the board.

	Conditional clause	Main clause
About the present situation		
About the past situation		

To analyse sentence 1, fill out the form step by step like this:

If you knew me better, you wouldn't have said that.

	<b>Conditional clause</b>	<b>Main clause</b>
About the present situation		
About the past situation		

So you will have this table as a result for the final illustration.

	<b>Conditional clause</b>	<b>Main clause</b>
About the present situation	If you knew me better,	
About the past situation		you wouldn't have said that.

Analyse sentence 2 in the same way, and you will have this result:

	<b>Conditional clause</b>	<b>Main clause</b>
About the present situation		he would still be a free man now.
About the past situation	If the thief hadn't sneezed when the security guards walked past,	

- Ask Ss to work on exercise 1 independently. Check answers with the class.

## Answers

<b>Grammar</b>	<b>Structures</b>	<b>Sentences in the passage</b>
a Second conditional	<i>If ... past simple ..., ... could / would / might + infinitive ...</i>	1
b Third conditional	<i>If ... past perfect ..., ... could / would / might + have + past participle...</i>	2
c Mixed conditional (past condition, present result)	<i>If ... past perfect ..., ... could / would / might + infinitive ...</i>	3
d Mixed conditional (present condition, past result)	<i>If ... past simple ..., ... could / would / might + have + past participle ...</i>	4

2 (see Student's Book page 39)

**Teaching principle**

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

**Teaching suggestions**

- Ask Ss to work independently on exercise 2.
- Check answers with the class and provide appropriate explanations if Ss have problems.

**Answers**

(1) would it really make (2) went (3) had known (4) hadn't been (5) wouldn't be  
 (6) would / might be

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

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

**Teaching suggestions**

- Lead the class through the instructions. Explain how the activities are conducted.
- Write the sample paragraph on the board. Tell Ss that all the sentences are organized logically as a complete story. The following sentences are for reference.

*I made a big mistake. I should have taken my mother's advice. If I had taken my mother's advice, I wouldn't have made this mistake.*

- Ask Ss to work individually and write down their own story.
- Encourage Ss to leave their seats and talk to three classmates. Ask them to note down what they have heard from others.
- Invite some Ss to report the biggest regret they have heard. Provide appropriate feedback on the content and language.

## C Listening and speaking

### Objectives

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

1. understand different attitudes towards old people in different societies;
2. express their opinions about how the elderly should be treated.

**1** (see Student's Book page 40)

### Teaching principle

Pre-teaching abstract vocabulary communicatively is an effective way to scaffold a challenging listening task.

### Teaching suggestions

- Introduce the task.
- Hold a class discussion about the words and phrases in the list. Help Ss discuss these terms by explaining or giving examples. Avoid giving direct translation into Chinese.
  - **physical fitness:** having a healthy body
  - **mental deterioration:** the gradual loss of control of mental abilities, e.g. *memory, the ability to communicate and the ability to solve simple problems.*
  - **dependence:** needing the support of other people
  - **independence:** doing things freely without the support or help of others
  - **depression:** a medical condition that can lead to feelings of sadness and hopelessness
  - **loneliness:** feeling sad or unhappy caused by a real or perceived lack of human interaction or meaningful connection
  - **job opportunities:** chances or possibilities to get a job
  - **poor diet:** eating badly
  - **community projects:** community-based programmes that provide help and services to people living in the area
  - **social harmony:** living peacefully in a society
  - **tension between generations:** problematic situations or conflict between different age groups

groups

- Play the recording several times and ask Ss to pay attention to the topic and the context.
- Ask Ss to report their answers. Check answers with the class.

### Answers

- |  |  |  |
|--|--|--|
| <input checked="" type="checkbox"/> physical fitness | <input type="checkbox"/> mental deterioration  | <input checked="" type="checkbox"/> dependence vs independence |
| <input type="checkbox"/> depression                  | <input checked="" type="checkbox"/> loneliness | <input type="checkbox"/> job opportunities                     |
| <input type="checkbox"/> poor diet                   | <input type="checkbox"/> community projects    | <input type="checkbox"/> social harmony                        |
| <input type="checkbox"/> tension between generations |  |  |

**2** (see Student's Book page 40)

### Teaching principle

Learners need a lot of opportunities to practise note-taking skills in listening activities.

### Teaching suggestions

- Introduce the exercise and ask Ss to take notes while listening.
- Play the recording several times until Ss have taken and checked their notes.
- Ask Ss to complete the exercise using their notes. Check answers with the class.

### Answers

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

**3** (see Student's Book page 40)

### Teaching principle

Learners need to develop skills to listen for specific details and summarize them in a clear and logical way.

### Teaching suggestions

- Introduce exercise 3.
- Ask Ss to listen for phrases that mark a change in topic such as “Western countries”, “in China”, “in Asian cultures”, “in tribal societies” and “in modern societies”. Tell Ss to pay attention to the words like “secondly”, “another problem” and “there’s also ...” to locate the different ideas.
- Play the recording a few more times if necessary until Ss have taken enough notes.
- Ask Ss to complete the table based on their notes.
- Invite some Ss to share their work and others to comment.

### Answers for reference

Attitude in the West	Attitude in the East	Attitude in tribal societies
People don't value the old much. Young people usually don't have close relationships with the older generation. They often send the old to nursing homes.	They are regarded as wise people. They are valued, looked after, respected and surrounded by families and friends.	They are respected and regarded as valuable.
<b>Suggested attitude in modern societies:</b> People should create opportunities for old people to contribute more to society instead of regarding them as old and useless.		

## 4 (see Student's Book page 41)

### Teaching principle

Semi-controlled practice is necessary for improving fluency in speaking English.

### Teaching suggestions

- Introduce the task and take Ss through the instructions.
- Organize Ss into two groups. Assign them as A and B for the debate.
- Ask each group to discuss and write down at least three arguments.
- Encourage Ss to refer to the language guide for help. Walk around the class and provide language support when needed.

- Chair the debate by picking Ss from Group A and B respectively for each round of the debate.
- When the debate is over, ask Ss to vote for the winner and the best speaker in each group.

## D Writing

### Objectives

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

1. analyse the content and the features of the language in the sample essay;
2. write a persuasive essay with well-formed arguments in the correct format.

**1** (see Student's Book page 42)

### Teaching principle

Teachers need to help learners clarify their points of view before they engage in the writing task.

### Teaching suggestions

- Introduce the task to Ss. Encourage Ss to talk about their understandings of the two lines: The evening glow is immeasurably magnificent, albeit dusk is drawing in. Ask Ss to translate them into Chinese.
- Explain the meaning of the two lines: The sunset is beautiful and magnificent, but it is a pity that all the glory will soon vanish. The poet laments the transient beauty of old age.
- Introduce the poem which the two lines are quoted from. Encourage students to explain the meaning of the poem with the Chinese version given.

《乐游原》

唐·李商隐

向晚意不适，驱车登古原。

夕阳无限好，只是近黄昏。

- Encourage Ss to work in pairs to brainstorm the advantages and disadvantages of being old.
- Invite Ss to present their ideas. Respond appropriately to their information and language.
- Ask Ss to consider their ideas and predict what will be talked about in the sample essay.

### Answers for reference

- (1) Advantages of being old: having more free time; not having to work every day; having a better understanding of life, etc.
- (2) Disadvantages of being old: having more health problems; finding it difficult to keep up with the fast pace of the modern world; feeling that they are no longer useful, etc.

## 2–3 (see Student's Book pages 42 and 43)

### Teaching principle

Some learners may need scaffolding to assist them in organizing their ideas and finding suitable expressions for writing.

### Teaching suggestions

- Introduce the sample essay. Use the guiding questions on page 43 in the Student's Book to help Ss study how to write an opinion essay.
- Instruct the class to discuss and answer the guiding questions.
- Invite Ss to report their ideas to the class. Avoid spending too much time discussing the sample essay. Instead, remind Ss of the following important points:
  - The purpose of the essay is to persuade the readers to accept its central idea.
  - Arguments are presented clearly and logically to support the central idea.
  - The central idea is usually reiterated and summarized in the final paragraph.
  - The use of connectives and conjunctions can make the organization clearer and more logical.
- Ask Ss to draft their own essay. Walk around to provide them with individual support in developing the content or language of their essays.
- Invite a student to share his or her writing with the class. Provide comments and support. Ask Ss to resume their writing.

### Notes on the language

**They know where they've come from, they know where they're going and they've got nothing to prove.** Pay attention to the cultural information here. In the Western world, it is a

common belief that the young are judged by their promise (of the future) while people over 40 are judged by their performance. However, old people don't need to prove themselves anymore. In other words, they can live a relaxed life.

### Answers for reference

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

Aspects of writing	Guiding questions	My exploration
Content	What is the purpose of this essay? What is the writer's central idea?	Purpose: to persuade the readers to accept that old people have a better quality of life than young people. Central idea: Old people have a better quality of life than young people.
	How does the writer develop the idea?	<ul style="list-style-type: none"> <li>• Introduce the topic</li> <li>• Put forward three arguments and one example to support the central idea</li> <li>• Clearly state the main point "older people definitely have a better quality of life than younger people" in the last paragraph</li> </ul>
	What is the writer's conclusion?	Conclusion: Older people definitely have a better quality of life than younger people.
Language	What language does the writer use to compare the quality of life of the older and younger generations?	The writer uses comparatives to describe the quality of life of the older and the younger generations. e.g. Older people can have a <i>better</i> quality of life than younger people. <i>... the older</i> people become, <i>the happier</i> they get. They are <i>older</i> and <i>wiser</i> and have <i>more</i> self-knowledge and life experience than younger people. <i>... as people get older</i> , they have <i>more and more</i> time ...

(Continued on the next page)

Aspects of writing	Guiding questions	My exploration
Language	What language does the writer use to organize the key points?	<ul style="list-style-type: none"> <li>The writer uses connective words like <i>firstly</i>, <i>secondly</i> when giving separate reasons to support his / her idea.</li> <li>In paragraph 4, the writer uses the sentence structure "... it's also true that ... However, ..." to acknowledge the truth of the opposite view, and then give his / her own argument.</li> </ul>
	What words and phrases does the writer use to conclude the essay?	The writer concludes the essay with "All things considered, in my opinion, ...."

## E Cultural focus

### Reading passage

#### Objectives

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

1. understand the message about making life choices reflected in the poem;
2. retell the life experiences of Robert Frost and how they relate to the poem.

#### Notes on the language

1. **"The Road Not Taken"** There are different interpretations when it comes to the central idea of this poem. Some people believe that it emphasizes the importance of choosing one's own path in life, even if it is less popular. They see it as a poem about the importance of individualism. However, others believe that the poem refers to people who regret the choices they have made in their lives.
2. **how way leads on to way** The poet is trying to show how one road can lead to another, and then another, until one ends up very far from where one started.
3. **hence** as a consequence; for this reason
4. **By the end of his life he was a living legend, but in the beginning, it was a very different story.** The writer means that though the poet was very successful at an old age, he was not

so fortunate in his life and career when he was young.

5. **But one term into his course, he dropped out ...** He left Dartmouth College after only finishing the first term's study.
6. **... quite the opposite was true.** It was not really what it seemed to be. The writer means that though Frost wanted to continue his study at Harvard University, he had to drop out because of other reasons.

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

### Teaching principle

Learners' own experiences can provide a useful context when they deal with a new topic.

### Teaching suggestions

- Ask Ss to discuss the questions in pairs.
- Invite Ss to present their ideas. Encourage different opinions.
- Respond appropriately to their information and language.

### Answers for reference

- (1) Yes, I have been faced with many difficult choices. For example, when I was in my elementary school, I had to choose between practising *wei qi* or attending the basketball team, because I didn't have enough time for both. Finally I decided to take up basketball and give up *wei qi*.
- (2) I think I am a risk-taker and I like challenges. I want to make my life more exciting and meaningful.

Or

I am not a risk-taker and I hate adventures and challenges. A peaceful life is what I want, and I don't want to make it too exciting or dramatic.

## 2–3 (see Student's Book pages 44–46)

### Teaching principle

Learners can develop cultural awareness if they have the chance to read and appreciate the

influential work in western poetry.

### Teaching suggestions

- Introduce the poem first. Ask Ss to go through it by themselves.
- Elicit their initial responses to the following questions:

*When and where does the story take place?*

*What is the story that the speaker tells the reader?*

*What is the rhyme scheme of this poem?*

The answer is: The story takes place in autumn (yellow leaves of the wood), in a wood where the speaker comes to a fork in the road. He has to make a choice between the two roads. His decision is impactful on his life. The rhyme scheme is ABAAB.

- Ask Ss to read the article on page 45 in the Student's Book, and ask them the question: *How do you interpret the poem in relation to the poet's life?*

The possible responses from Ss may be:

*Frost's biography embodies many choices that may have had great impact on his life. For example:*

*his decision to marry Elinor White*

*his decision to study at Dartmouth College and drop out later on*

*his decision to go home to work as a reporter and a teacher*

*his decision to study at Harvard University and later drop out again*

*his decision to move to a farm and raise chickens*

*his devotion to poetry*

*his decision to take up teaching again*

*his decision to move to England and publish his poetry there*

- When this task is finished, introduce exercises 2 and 3. Ask Ss to complete them independently.
- Check answers with the class.

**Answers**

2 a 2 b 1 c 4 d 3

3 h → b → c → d → a → f → g → e

**4** (see Student's Book page 46)

**Teaching principle**

Creative writing would enable learners to improve their communicative competence.

**Teaching suggestions**

- Introduce the task and ask Ss to work on the questions in groups.
- Ask some groups to share their writing with the class. Provide feedback appropriately.

**Answers for reference**

- (1) It is autumn, because yellow is usually the colour of autumn. This suggests that the writer is in the “autumn” of his life—late middle age. This might make his choice more difficult because he has less time to go back if he has chosen the wrong path.
- (2) That morning, I went for a walk in the forest. After a while, the road split into two. Both roads were covered with leaves, and few people had walked on either side. I chose the second road, because it seemed that more people had taken it, and it might be safer. Many years later, when looking back on my life, I suddenly realized something: when I was young, I chose the road that many others had taken, and I was not brave enough to make a change.

## Video

### Objectives

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

1. understand the differences between operating theatres in the past and now;
2. describe some important advances in surgery and changes in people's attitudes towards patients based on the video.

### Background

1. St Thomas' Hospital is one of the most important hospitals in London, England. The hospital has been famous for providing free medical treatments and doing charitable work.
2. The Old Operating Theatre Museum and Herb Garret is a museum of surgical history and one of the oldest operating theatres that still exist. It is located at 9a St Thomas Street, on the original site of St Thomas' Hospital. The operating theatre came into use in 1822 and was closed in 1862.

### Notes on the language

**operating theatre** An operating theatre [also called an operating room (OR), operating suite, or operation suite] is a special room in a hospital where surgical operations are performed.

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

### Teaching principle

It is important to activate what learners already know about the topic before they watch the video.

### Teaching suggestions

- Introduce the topic and present the questions for the class to discuss.
- Elicit what Ss know about hospitals and pre-teach "operating theatre", "operating / operation room" as a new concept.
- Ask Ss to predict the answer to the question: *Why is the surgical room called "operating theatre"?*

**Answers for reference**

- (1) In my local area, the nearest hospital is a community hospital. It is not very big, but very convenient. It mainly serves people who live nearby.
- (2) Since it is only a community hospital, operations are usually not performed there, except some very small ones. If patients need to be operated on, they would have to go to bigger hospitals which are far away.
- (3) Ruijin Hospital is the most famous hospital in my city. Established in 1907, it was originally called Guangci Hospital. It is a general hospital as well as the largest clinical teaching base of the Shanghai Jiao Tong University School of Medicine.

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

**Teaching principle**

It is important to practise viewing with purpose and extracting meaning through visual cues as well as language.

**Teaching suggestions**

- Lead Ss through the instructions and the questions.
- Play the video with the sound off. Ask Ss to write down key information with regards to the five Ws (who, where, when, what, why).
- Elicit Ss' reports about what they have seen in the video. Elaborate, clarify and correct what Ss report.
- Play the video again with the sound on. Tell Ss to check their notes and correct mistakes.
- Play the video several times until Ss have solved their problems and doubts.
- Ask Ss to complete the exercise. Check answers with the class.

**Answers**

- (1) It served the district for almost 700 years.
- (2) It was in the attic of a church.

- (3) It was opened over fifty years ago.
- (4) Medical students used to watch them.
- (5) They used to have them at home.
- (6) It used to take less than a minute.
- (7) They used to wear the same coats covered with blood from previous operations.
- (8) The bones and organs were kept for further study.

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

#### Teaching principle

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

#### Teaching suggestions

- Ask Ss to complete the exercise independently.
- Invite Ss to report their answers to the class.
- Provide appropriate feedback.

#### Answers

- (1) primitive (2) cramped (3) unhygienic (4) old-fashioned (5) fixed
- (6) awake (7) dangerous

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

#### Teaching principle

It is important for learners to have an open-ended task to consolidate their learning using existing and new language to express their ideas.

#### Teaching suggestions

- Bring some flipcharts and colour markers to the class.

- Introduce the task and put Ss into small groups.
- Provide a list of useful websites to students before class and ask them to research necessary information about the newest medical advances.
- Ask each group to discuss how to write titles, captions, summaries and sources:
  - (1) The title should be simple, clear and eye-catching. Capitalize the first letter of the content words in the title.
  - (2) The captions for pictures and photos should be brief and meaningful.
  - (3) The summary should be short and concise, including all the important ideas, such as the development of the technology, the issue it has solved and the advantages it has brought.
  - (4) If a table or figure is used in the poster, its source should be clearly presented.
- Ask each group to display their poster on the class wall. Invite Ss to read and comment on each other's work.

# Unit 3 Food and ethics

## Introduction

This unit introduces the theme of food and ethics. The **Reading and interaction** section explains the reasons for shark hunting and the importance of shark protection. The **Grammar activity** section introduces deep sea mining while giving students an opportunity to practise **the passive in different forms**. The **Listening and speaking** section proposes some solutions to food shortages. Students will then talk about their choice of solution. The **Writing** section presents a for and against essay about the impact of globalization on food and diet and helps students learn to write a similar essay about whether people should switch to a vegetarian diet. The reading passage in the **Cultural focus** section tells the story of the traditional Chinese food *qingtuan*, and the **Video** describes the origin of spicy chilli and the features of Sichuan food.

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

Sections	Objectives	PTH	Performance descriptors
A Reading and interaction	Give explanations of ethical food choices as reflected in the passage	3	2–8 能判断和识别语篇的意图，获取其中的重要信息和观点；能识别语篇中的主要事实与观点之间的逻辑关系。 2–11 能在语境中理解具体词语的功能、词语的内涵和外延以及使用者的意图和态度；能理解语篇中特定语言的使用意图以及语言在反映情感态度和价值观中所起的作用。
B Grammar activity	Use the passive in different forms correctly in the given context	1	2–2 能理解说话者选用的语法结构所实现的特殊表达效果。 2–6 能在口头表达过程中有目的地选择语法结构。
C Listening and speaking	Evaluate the best solution to food shortages	1	2–1 能抓住语篇的大意，获取其中的主要信息、观点和文化背景。 2–7 能在表达中借助语言建构交际角色，体现情感态度。
D Writing	Write a for and against essay using appropriate language and format	1	2–10 能识别语篇中新旧信息的布局及承接关系；能理解语篇成分之间的语义逻辑关系，如：因果关系。 2–13 能在书面表达中有条理地阐述观点，表达情感态度。

(Continued on the next page)

Sections	Objectives	PTH	Performance descriptors
E Cultural focus	Retell the story of the traditional Chinese food <i>qingtuan</i>  Describe the origin of spicy chilli and the features of Sichuan food	2	2–12 能识别语篇间接反映或隐含的社会文化现象。 2–3 能借助说话人使用的视频片段更准确地理解话语的意义。

## A Reading and interaction

### Objectives

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

1. explain why sharks are hunted and should be protected;
2. infer the writer's intention by analysing specific word choices;
3. explain different ethical food choices by giving appropriate reasons.

### Background

Shark finning is a controversial practice, partly because of the prolonged and painful death which results from it and partly because it is believed to contribute to the worldwide decrease in the shark population. Shark finning involves removing the fins from the shark and then returning the carcass to the ocean. This frees up space on the boat for more fins, the most profitable part of the shark. Approximately 70 million sharks are killed annually as a result of shark finning. Shark finning is illegal in many countries around the world.

### Notes on the language

1. **the Strait of Hormuz near Oman** It is a narrow waterway, about 55 to 95 kilometres wide, between Iran and Oman.
2. **bright red** The phrase describes the colour of the sea in the morning. The colour of the sea is abnormal, which contextualizes the bloody scenes of shark-butchered.
3. **a bloodied body** It refers to a shark's body that is covered or stained with blood. It suggests that the shark has been cut and seriously hurt. Notice the difference between "bloody" and "bloodied".
4. ... it's Aamir's first catch of the day. In this sentence "catch" is a noun, meaning "the amount

of something caught".

5. **Its death will be long and agonizing.** The word "agonizing" suggests the shark will be suffering from great pain caused by the cutting off of its fin and other fish eating it while it is dying.
6. **... but sharks don't have the same appeal as dolphins.** Sharks are not as attractive as dolphins to people, so human beings don't like them.
7. **marine ecosystems** Marine ecosystems are vast communities of both living and nonliving things. They are the largest types of ecosystems on the planet. Marine waters cover more than 70% of the surface of the earth and account for approximately 90% of habitable space on earth.
8. **high-end restaurants** restaurants that are expensive and of high quality
9. **contains high levels of poisonous metals** Sharks have a great amount of concentrated mercury, posing serious health risks for consumers.
10. **The increased demand put 181 different shark species on the "threatened with extinction" list.** As the demand for shark fin has increased in the market, more sharks have been killed for their fins and 181 different shark species are now listed as at risk of extinction.
11. **The governments and environmental agencies stepped in.** If you "step in", you get involved in a difficult situation because you think you can or should help with it.
12. **On Sharks and Humanity** “鲨鱼与人类” This is an exhibition aiming to raise the public's awareness of marine conservation, with particular focus on the protection of sharks.
13. **the National Museum of China** 中国国家博物馆 Located in Beijing, it is one of the largest museums in the world with a mission to educate its visitors about the art and history of China.
14. **The public has taken notice ...** The public has paid attention to the issue, got to understand something about it and is beginning to act on their knowledge.
15. **Yao Ming 姚明** (born September 12, 1980) A retired Chinese professional basketball player. Yao became a WildAid (野生救援组织) ambassador in 2006. Since then he has appeared in ads, billboards and TV public service announcements calling for an end to the illegal wildlife trade and the conservation of sharks, elephants and rhinos.
16. **People who once thought nothing of eating a bowl of shark fin soup ...** If you "think

nothing of something", you consider an activity to be normal and not particularly unusual or difficult.

- 17. ... there is cause for optimism** It is reasonable to be optimistic about the sharks' fate in the future due to the efforts that have been made.

### Word study

- 1. agonizing** *adj.* causing great pain, anxiety or difficulty 使人十分痛苦的；令人焦虑不安的

*It was the most agonizing moment in her life.* 这是她一生中最痛苦的时刻。

*I am suffering an agonizing pain in my back.* 我的背疼得很厉害。

- 2. distressing** *adj.* making you feel extremely upset, especially because of somebody's suffering 使人痛苦的；令人苦恼的

*It is distressing to see water being wasted like this.* 这样浪费水令人痛心。

*Bullying can indeed be distressing for those at the receiving end.* 那些受到欺凌的人会真实地感到痛苦。

- 3. wipe out** to destroy or remove somebody / something completely 彻底消灭；全部摧毁

*The body's immune response failed to wipe out all the infected cells.* 身体的免疫反应未能清除所有的感染细胞。

*The enemy troops were wiped out in the battle.* 战斗中，敌军被彻底歼灭。

- 4. critical** *adj.* extremely important because a future situation will be affected by it 极重要的；关键的；至关紧要的

*Experience is of critical importance for this job.* 对于这项工作而言，经验至关重要。

*The leader's decision is critical to the development of our company.* 领导的决定对我们公司的发展至关重要。

- 5. collapse** *n.* a sudden failure of something, such as an institution, a business or a course of action (机构、生意或行动的)突然失败，倒闭，崩溃

*The collapse of the stock market caused serious loss to thousands of people.* 股票市场的崩溃导致成千上万的人遭受了严重损失。

v.

- (1) to fall down or fall in suddenly, often after breaking apart (突然)倒塌，坍塌

*The log cabin in the woods collapsed under the weight of snow.* 树林里的小木屋在雪的重压下坍塌下来。

- (2) to fail suddenly or completely 突然失败；崩溃；瓦解

*His company collapsed during the economic crisis.* 他的公司在经济危机期间垮掉了。

- (3) to fall down (and usually become unconscious), especially because you are very ill / sick (尤指因病重而)倒下，昏倒，晕倒

*The old woman collapsed in the street and was sent to hospital.* 老妇人昏倒在大街上，被送进了医院。

## 6. association n.

- (1) an idea or a memory that is suggested by somebody / something; a mental connection between ideas 联想；联系

*The dog soon made the association between the sound of bell and food.* 这只狗很快就把铃声与食物联系起来。

- (2) a connection or relationship between people or organizations 联合；合伙；关联；交往

*Our department has maintained a close association with a university in Britain.* 我们系和英国一所大学一直保持密切联系。

## 7. prohibit v. to stop something from being done or used especially by law (尤指以法令) 禁止

*a law that prohibits smoking in public places* 禁止在公共场合吸烟的法律

*The students are prohibited from talking loudly in the library.* 学生们被禁止在图书馆大声讲话。

## 8. step in to help somebody who is in a disagreement with someone / something else or in a difficult situation 介入；干涉

*When no one could agree on the best course of action, the manager stepped in and made the decision for them.* 大家无法就最佳处理方式达成一致，这时经理介入，作了决定。

## 9. monitor v. to watch and check something over a period of time in order to see how it develops, so that you can make any necessary changes 监视；检查；跟踪调查

*The UN is closely monitoring the situation in this country.* 联合国正密切关注着这个国家的局势。

**Pre-reading activity**

**1–2** (see Student's Book page 50)

**Teaching principle**

Contextualizing the topic in a fun and familiar way can lead to effective learning.

**Teaching suggestions**

- Introduce the pre-reading activity by presenting the title on the board, asking:

*What does "it" refer to in the title?*

The answer is: the shark fin. Remind Ss that the picture above the title can give them a hint.

- Ask Ss to work in pairs on exercises 1 and 2.
- Invite Ss to present their opinions.
- Write the two questions below on the board. Ask Ss to answer them before reading the passage.

*Why should we stop shark hunting? What can we do to help protect sharks?*

- Ask Ss to read the passage and then ask them to answer these two questions.

**Answers for reference**

- 1 This is a photo about shark hunting. In the photo, a shark has been killed. People kill sharks for their fins because shark fins are profitable business. I feel uncomfortable looking at the photo and I think this brutal practice should be banned.
- 2 I would eat beef and chicken, but I would not eat horse meat. Horses and human beings have had close relationships for thousands of years. They are an important means of transportation, and people also use them for leisure and sport. Besides, they are man's loyal friends and good companions.

## Comprehension work

1 (see Student's Book page 52)

### Teaching principle

Suitable reading questions will help learners grasp the factual information and the gist of the reading passage.

### Teaching suggestions

- Ask Ss to answer the questions below:

*What does the writer try to tell the readers?*

*How does the writer do it: making an argument or explaining an issue?*

- Use the following information as a reference to guide Ss to answer these two questions.

### About the writing of this article

This article is primarily a piece of exposition in which the writer provides a narration and explanation based on the facts. Its purpose is to educate its readers about the world around them.

- Ask Ss to work independently to divide the passage into several parts, and then summarize the main idea of each part using Worksheet 1 (see page 191).
- Invite Ss to display their work and explain their reasons. Their performance will reflect how they understand the article and how well they can assimilate the language in their writing.
- Use the answers below as a guide when responding to Ss' writing.

Parts	Paragraphs	Main ideas / points
I	1–2	Shark hunting and its impact on shark populations
II	3–4	Shark's role in marine ecosystems and the reasons for shark-killing
III	5–6	Actions taken by organizations and individuals to protect sharks

- Provide feedback on their understanding and language.
- When Ss have finished summary writing, ask them to answer the questions on page 52 in the Student's Book.
- Use the answers below as a reference in the feedback.

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

- (1) Aamir supports his family by hunting sharks and selling shark fins.
- (2) The shark will still be alive but lose its ability to swim in the sea, so it will slowly sink to the bottom of the sea, be eaten alive by smaller fish and die in great pain.
- (3) According to the writer, sharks don't have the same appeal as dolphins. They are man-eating "monsters" and human beings don't feel much pity for them.
- (4) If sharks disappear, marine ecosystems will become unbalanced and unhealthy.  
( Being one of the dangerous predators at the top of the marine food chain, sharks play an important role in balancing marine ecosystems by eating smaller predators which feed on small fish and shellfish. The decline in shark populations would give rise to more smaller predators, and in turn, this would cause a decline in the number of small fish and shellfish that keep the ocean clean. Eventually there will be more pollution in the ocean, and marine ecosystems will be damaged.)
- (5) They passed new laws and conducted awareness campaigns to educate the consumers to stop eating shark fin soup.
- (6) People who used to consume shark fin soup began to refuse it. Restaurants and transport enterprises gradually avoided the shark-fin-related business. The shark fin market is shrinking.

**2** (see Student's Book page 52)**Teaching principle**

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

**Teaching suggestions**

- Present the summary cloze on a slide and have Ss read through it on their own.
- Ask Ss to report their answers to the class and provide explanations for the choice of words or expressions for the blanks.

## Answers

- (1) extinction (2) decline (3) injured (4) business (5) predators (6) collapse  
(7) awareness (8) removed (9) transporting (10) disappear

## Deep reading

1 (see Student's Book page 53)

### Teaching principle

Language analysis and the understanding of synonyms help learners infer opinion and attitude in the passage.

### Teaching suggestions

- Introduce the task, ask Ss to read the instructions and example 1 carefully.
- Arrange Ss in pairs and ask them to work out the meaning of the words in bold in the remaining quotes.
- When Ss have finished their work, hold a class discussion.
- Use the explanations below and the **Answers for reference** on pages 85 and 86 as a guide for the discussion.

Teachers can explain the synonyms' gradation of intensity or subtle differences as suggested below.

- (2) The word "awe-inspiring" means "causing feelings of respect mixed with fear and wonder" while "impressive" means "causing admiration".
- (3) The word "distressing" means "making you feel extremely upset, especially because of one's suffering"; it has a meaning not implied by the word "upset" and is more intense.
- (4) "Wipe out" means "to destroy completely", so it is stronger than "kill" in expressing the sense of destruction.
- (5) The word "critical" means "extremely important because a future situation will be affected by it", which is not implied by the word "important" and is more intense.

- (6) The word “countless” means “too many to be counted or mentioned”; it is more intense than the word “numerous” which means “existing in large numbers”.
- (7) The word “monstrous” means “extremely bad, improper, immoral or shocking”. The meaning cannot be expressed by the word “terrible” which means “awful or horrible”.
- (8) The word “cold-blooded” means “showing no feelings or pity” while “cruel” means “causing pain or suffering”.
- Explain that this type of article has been written specifically to provoke an emotional response. The writer is strongly opposed to shark finning, so he / she uses intense adjectives to persuade the readers.
  - Explain to Ss that it may not be appropriate to use such adjectives in an article which is intended to be neutral, or in a scientific or academic report.
  - Many adjectives have synonyms that express greater intensity. Advise Ss to keep a record of such adjectives and consider how intense a synonym is. Here are a few examples of synonyms:  
*unkind, heartless, cruel, brutal*  
*surprising, amazing, astonishing*  
*interesting, intriguing, fascinating, gripping, compelling*
  - In case Ss are not able to communicate effectively in English, use Worksheet 2 (see page 193) to help them understand the reasons for the writer’s choice of the words.

### Answers to Worksheet 2

(2) B (3) F (4) C (5) A (6) D (7) G (8) E

### Answers for reference

(2)

- The word “awe-inspiring” reveals that sharks cause strong feelings in people and shows that people both fear and respect them. This is not implied in “impressive”.
- The use of “awe-inspiring” effectively gives a powerful impression of sharks and the strong feelings people have for them.

- It is in sharp contrast to the phrase “being hunted to extinction” in the same sentence.
- It may arouse readers’ sympathy.

(3)

- The extremely unpleasant feelings implied by “distressing” are intense and stronger than what is expressed by “upsetting”.
- It highlights that the writer is deeply worried about the threats to different shark species.

(4)

- Compared with “killed”, the phrase “wiped out” highlights the absolute nature of the destruction.
- It suggests that sharks are threatened with extinction, which would in turn harm marine ecosystems.

(5)

- The word “critical” means “extremely important”, referring to a higher degree of importance than “important” does.
- It seems that the writer wants to emphasize the unique role sharks play in marine ecosystems.

(6) Compared with “numerous”, the word “countless” stresses the magnitude of the environmental disaster that would occur if sharks became extinct.

(7)

- “Monstrous harm” is extremely harmful.
- The writer wants to imply that the harm that humans have caused is beyond imagination, which can’t be expressed by the word “terrible”.

(8) I think the writer chose the word “cold-blooded” over “cruel” to demonstrate his / her disapproval of the shark fin trade by implying that the people involved in it lack pity and mercy.

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

### Teaching principle

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

### Teaching suggestions

- Put Ss into pairs to discuss the two questions.
- Ask some questions to further guide Ss' discussion. For example:

*Do you know any shark protection organizations?*

*Have you heard of any campaigns to protect sharks?*

*Have you seen any public awareness advertisements about shark protection?*

*What is your understanding of food ethics?*

*What food do you think we should avoid eating? Why?*

- When the discussion is finished, invite some Ss to report their ideas to the class and invite others to comment.

### Answers for reference

- (1) Make public awareness advertisements to call on people not to consume or serve any products containing shark fin; educate people on the medical harm from the consumption of high levels of toxic mercury reportedly found in shark fins; set up funds for shark protection; designate more shark sanctuaries to ban shark fishing.
- (2) Food ethics refers to the moral consequences of food choices. When we make food choices, our common concerns are damage to the environment, exploitative labour practices, food shortages for others and inhumane treatment of food animals. For example, I won't eat foie gras (鵝肝醬) due to the force-feeding procedure and the possible health consequences of an enlarged liver that could be faced by the goose.

### Mini-project

(see Student's Book page 54)

### Teaching principle

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

### Teaching suggestions

- Introduce the task through a slide. Ask Ss to study the instructions first.
- Ask Ss to make a list of interview questions on their own, such as: *Do you eat frogs? Why or why not? What does your choice mean in terms of our environment?*
- Ask Ss to leave their seats and interview at least three classmates. Remind them to take notes.
- Invite some Ss to report the results of their interviews to the class and invite comments from others.
- Provide feedback on both content and language.

### Focus on language

#### 1–2 (see Student's Book page 55)

### Teaching principle

Explicit instruction in language forms and some translation practices are beneficial for learners after communicative activities.

### Teaching suggestions

- Introduce the task. Help Ss summarize language problems or language items encountered in the **Reading and interaction** section and display the summary on a slide.
- Check that Ss can read and explain their meanings correctly.
- Draw Ss' attention to the "noun + preposition" phrases, such as *pity for*.
- Draw Ss' attention to nouns formed by adding the suffix *-ion* to an adjective or a verb, such as *extinction*. Encourage Ss to give more examples, such as *calculation, formulation, attraction, action, connection* and *invention*.

**Answers for reference**

- (1) a significant rise in, an imbalance in, the balance of, the main ingredient in, the association with, thanks to, the impact of cold-blooded shark fin trade on, a fraction of, etc.
- (2) population, pollution, association, exhibition

- When exercise 1 is finished, ask Ss to work on exercise 2 independently.
- Ask Ss to share their work in pairs.
- Check answers with the class. Provide explanations or corrections on Ss' work.

**Answers for reference**

- (1) pass through the strait connecting the Indian Ocean and the Pacific Ocean
- (2) There are no reliable statistics for the number of sharks killed
- (3) may lead to the collapse of the local ecosystem
- (4) health, education and recreation has continued to increase
- (5) This rare bird has become an endangered species
- (6) have taken measures to prohibit or limit the setting off of fireworks
- (7) public sympathy for the victims of the earthquake
- (8) an instrument to monitor the patient's heartbeat
- (9) the entire population of this small town was wiped out by a terrible disease
- (10) it is too cruel to confine an animal in a cage

## B Grammar activity

### Objectives

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

1. recognize the passive in different forms in the given context;
2. use the passive in different forms correctly in the activity.

**1–2** (see Student's Book pages 56 and 57)

### Teaching principle

Explicit review and practice is necessary for learners to raise grammatical awareness and develop learning strategies.

### Teaching suggestions

- Introduce the topic: Reviewing the passive. Ask Ss the question: *Can you give me a sentence in the passive structure?*
- Elicit at least three versions of the passive from Ss. For example:
  - simple present passive → *The classroom is cleaned every day by students.*
  - simple past passive → *The window was broken last night by the wind.*
  - present perfect passive → *Enough money has been saved for a new laptop.*
- Ask Ss to read exercise 1 individually and complete the exercise on their own.
- Check answers with the class. Provide appropriate explanation for different passive structures if Ss make mistakes.
- Move to exercise 2 and ask Ss to complete it on their own.
- Check answers with the class and provide explanation if Ss have problems.

### Answers

- 1 Were you watching TV last night, playing a computer game, or texting on your phone? You probably answered “yes” to one of these, because they’re all ways to relax. But let’s stop and reflect for a minute: where do these products come from and **‘how are they made?’** What effect might they be having on our planet?

Flat-screen TVs are something most of us have in our homes.<sup>2</sup> In 2015, almost 250 million of these products were sold all over the world. Like most electronic equipment, these TVs need rare minerals, or special metals, which are difficult to find. The problem is that<sup>3</sup> rare minerals from traditional mines are being used up fast, and these shortages have led companies to look for alternatives. One such alternative lies at the bottom of the sea.

The deep-sea floor has a lot of “wet wealth”, but<sup>4</sup> it has never been mined before.<sup>5</sup> The possibility had been investigated by companies in the 1990s, but the cost of mining 1,000 metres under the sea was too high.

However, today, thanks to the increasing demand for electronic goods,<sup>6</sup> big profits can be made from deep-sea mining.<sup>7</sup> New ways have been developed to extract rare metals, and<sup>8</sup> more effective machines will be used to get them. These minerals normally fetch high prices in global markets, and companies expect billions to be made from this expansion of mining operations. However, the impact of this mining on the marine environment is unknown. The problem is that biologists know little about the deep sea and its unique ecosystems.

a 1 b 3 c 2 d 4,7 e 5 f 8 g 6

2

- (1) be traced back (2) have been destroyed (3) are being cut down
- (4) has been caused (5) is destroyed (6) being caught (7) are being used
- (8) were compared (9) had been cleared away / has been cleared away / was cleared away (10) were prosecuted / are being prosecuted
- (11) to be protected (12) will be certified

3 (see Student’s Book page 57)

### Teaching principle

Learners need to practise grammar in a semi-controlled context in which they use the target grammatical structure for a communicative purpose.

### Teaching suggestions

- Introduce the task and ask Ss to go through the seven example sentences of passive structures. Ask Ss to highlight the passive structures in these examples.
- Ask Ss to work on their own to write sentences with at least three passive structures. The following examples are for reference:

*The window was repaired last week.*

*The classroom is being decorated for the cultural festival.*

*Five seats for the new students will be added at the back of the classroom.*

- Ask Ss to leave their seats and talk to at least three classmates and exchange information.
- Invite Ss to report the most interesting or unusual sentences they have heard during the activity to the rest of the class.
- Provide feedback on both content and language.

## C Listening and speaking

### Objectives

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

1. summarize the speaker's proposed solutions to food shortages in the talk;
2. justify the best solution to food shortages in group discussion.

1 (see Student's Book page 58)

### Teaching principle

Learners need to practise making predictions in listening activities.

### Teaching suggestions

- Ask Ss to take notes while listening to the opening of the talk.
- Ask Ss to discuss the question in pairs and then report their answers to the class.
- Accept any results Ss report at this stage.

**Answer for reference**

The talk is going to be about global food shortages and how we can make more food without using up resources or causing more environmental problems.

**2–3** (see Student's Book page 58)**Teaching principle**

Learners need a lot of practice for note-taking while listening.

**Teaching suggestions**

- Ask Ss to read the five statements and pre-teach some expressions such as *micro-livestock, grasshoppers, beetles, cultured meat, GM crops*.
- Ask Ss to predict the answer to the question: *How would these expressions relate to food shortages?*
- Invite Ss to express their views and understanding of these expressions. Accept any appropriate contributions.
- Ask Ss to take notes while listening.
- Allow Ss to listen several times to complete their notes and compare their work in pairs.
- Invite Ss to report their answers to the class. Check answers with the class.

**Answers**

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

- Ask Ss to use their notes to complete exercise 3. You may play the recording again for Ss to catch some details if necessary.
- Check answers with the class.

### Answers for reference

- (1) insect farms
- (2) Many people are squeamish and the idea of eating insects makes them feel sick.
- (3) uses less energy, water and land than animal farming; could save many forests
- (4) looks like pink slime; tastes bland; is expensive
- (5) rice that produces more grain and can survive hostile environments, insects and disease
- (6) We still need land to grow it.

## 4 (see Student's Book page 59)

### Teaching principle

Learners need a lot of opportunities to practise their spoken English in a semi-controlled communicative activity.

### Teaching suggestions

- Introduce the speaking task and the five factors using a slide.
- Take Ss through the language guide, ensuring Ss understand the expressions.
- Put Ss into groups. Ask them to discuss the three solutions, decide on the best one and give reasons to justify their choice. Walk around to provide support in relation to the content and language.
- Invite Ss to report their decisions to the class.

## D Writing

### Objectives

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

1. understand the content and the features of language in the sample essay;
2. write a for and against essay on whether people should switch to a vegetarian diet.

1 (see Student's Book page 60)

### Teaching principle

Learning to plan an essay will help students in the writing process.

### Teaching suggestions

- Introduce the task and ask Ss to decide which side they take.
- Explain that in a “for and against essay”, the writer proposes arguments both for and against a topic / an event / a situation, etc., but he / she also holds a personal stance.
- Organize Ss into groups. Ask them to discuss the two questions and brainstorm a list of advantages and disadvantages.
- Invite Ss to report their results to the class.
- Write Ss’ contributions on the board in two lists (advantages vs disadvantages) as below. Provide feedback on both content and language.

### Planning table

	<b>Eating more vegetables</b>	<b>Giving up meat</b>
<b>Advantages</b>		
<b>Disadvantages</b>		

- Provide language support. Translate Ss’ answers into English if needed and write sentences or useful phrases in the table. The following examples are for reference:

<b>Advantages</b>	<b>Disadvantages</b>
<ul style="list-style-type: none"> <li>• <i>reduce the risk of cancer, heart disease, diabetes and obesity</i></li> <li>• <i>improve our mental health</i></li> <li>• <i>develop self-discipline</i></li> <li>• <i>benefit the economy</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>develop health problems</i></li> <li>• <i>cause imbalanced nutrition</i></li> <li>• <i>lack of taste / enjoyment of food</i></li> <li>• <i>develop iron-deficiency anemia</i></li> </ul>

### Answers for reference

- (1) The advantages of eating more vegetables include reduced risk of cancer, heart disease, diabetes, obesity and other health problems. Disadvantages include imbalanced nutrition, contamination risk, pesticide residues and lack of taste.
- (2) The advantages of giving up meat include weight control, disease prevention, economic benefits and ecological benefits. The disadvantages include the possible development of iron-deficiency anemia and incomplete protein.

**2–3** (see Student's Book pages 60 and 61)

### Teaching principle

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

### Teaching suggestions

- Ask Ss to study the sample writing and guiding questions. Ask them to pay attention to the content, structure and language. Encourage them to assimilate useful elements for their own writing.
- Ask Ss to write their essays on their own.
- When Ss have completed their writing, invite some Ss to share their work with the class. Respond appropriately to their information and language.

### Answers for reference

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

Aspects of writing	Guiding questions	My exploration
Content	What is the writer's argument about globalization?	<ul style="list-style-type: none"><li>• Positive impact on our diet</li><li>• Problems to the environment and health</li></ul>

(Continued on the next page)

Aspects of writing	Guiding questions	My exploration
Content	What advantages and disadvantages of globalization with regard to food and diet does the writer list?	<p>Advantages:</p> <ul style="list-style-type: none"> <li>The variety in supermarkets offers people more shopping choices.</li> <li>The variety of restaurants enables people to eat quality foods from all around the world and promotes tolerance and understanding.</li> </ul> <p>Disadvantages:</p> <ul style="list-style-type: none"> <li>The increase in the carbon footprint of our food is harmful to the environment.</li> <li>The spread of cheap junk food leads to a rise in poor eating habits and obesity.</li> </ul>
	What is the writer's conclusion?	The negatives of globalization outweigh the positives.
Language	How does the writer introduce the topic?	By contrasting two different ideas using the sentence structure: "It is often said that ...", "However, ...".
	What nouns are used to express abstract things? Give some examples.	globalization, impact, variety, access, advance, increase, tolerance, diversity, spread, obesity, dominance, etc.
	What language is used to express cause and effect?	resulted in, due to, consequently, on account of, led to, because of

## E Cultural focus

### Reading passage

#### Objectives

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

1. talk about the traditional Chinese food *qingtuan* and its origin, features and symbolic meanings;
2. introduce another traditional Chinese food.

#### Notes on the language

1. **hustle and bustle** a large amount of activity and work, usually in a noisy atmosphere

2. **fare** *n.* (*old-fashioned or formal*) food that is offered as a meal
3. ***Qingtuan* has become a social media hit across China.** *Qingtuan* has become a very popular food on social media in China.
4. **foodie** *n.* (*informal*) a person who is very interested in cooking and eating different kinds of food
5. **virtuous official** a person who worked for the government in ancient China and who had high morals
6. **these little marvels** small but wonderful things (referring to *qingtuan* here)
7. **preserved vegetables** vegetables that are pickled and last much longer than fresh vegetables

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

### Teaching principle

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

### Teaching suggestions

- Put Ss into groups and discuss the questions.
- Invite Ss to share their ideas and provide feedback. Accept any contributions from the discussion.

### Answers for reference

Yes, I am. I have *qingtuan* every year at the Qingming Festival. I like its sweet taste. I know it's connected with the legend of Jie Zitui. / I've never tasted *qingtuan* but I would like to try it someday.

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

### Teaching principle

Reading is more effective if learners have specific goals.

**Teaching suggestions**

- Ask Ss to read exercise 2 and then to find the answers in the passage.
- Check answers with the class and provide appropriate feedback on the content and language.

**Answers for reference**

- (1) F The long queue in front of the bakery reminded the writer of the famous Chinese food called *qingtuan*.
- (2) T
- (3) T
- (4) F The technique for making *qingtuan* has more or less remained the same over the years.
- (5) F The writer only mentions that some people are very interested in non-traditional *qingtuan*. He does not make a comparison.

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

Learners need to practise identifying key information in a reading comprehension activity.

**Teaching suggestions**

- Introduce the table on a slide and ask Ss to work in groups.
- Ask Ss to read the passage, pick out the key information and discuss their ideas in groups.
- Ask Ss to share results with the class and conduct a class discussion.
- Invite one or two Ss to retell the story of *qingtuan* based on the information in the table.

## Answers for reference

<i>Qingtuan for the Qingming Festival</i>	
When to eat it	<ul style="list-style-type: none"><li>• During the Qingming Festival</li><li>• During ancestral rituals held by families in the Changjiang River region</li></ul>
How to make it	<ul style="list-style-type: none"><li>• Make a sticky skin of the rice balls out of glutinous rice flour</li><li>• Colour the rice balls green with mugwort</li><li>• Fill each rice ball with a variety of fillings such as sweet green bean or red bean paste, sesame and preserved vegetables with bacon.</li></ul>
Its origin	<ul style="list-style-type: none"><li>• Beginning during the Zhou Dynasty over 2,000 years ago</li><li>• Related to the Hanshi Festival or Cold Food Day</li><li>• Honouring the memory of Jie Zitui, a virtuous official</li></ul>

4 (see Student's Book page 64)

### Teaching principle

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

### Teaching suggestions

- Put Ss into groups. Ask them to select one traditional Chinese food from the list or think of a food by themselves.
- Encourage Ss to search for information about their chosen food in the library or on the Internet before class.
- Ask each group to prepare an oral presentation to introduce the food they have chosen, preferably using slides.
- Invite the groups to do their presentation. Provide appropriate feedback on the content and language.

## Answer for reference

### Zongzi for the Dragon Boat Festival

*Zongzi* is a sticky rice dumpling, which can have various fillings and be wrapped in reeds or other plant leaves and tied with coloured thread. It is a traditional food for celebrating the Dragon Boat Festival (Duanwu Festival). The Dragon Boat Festival commemorates the death of the famous poet Qu Yuan (c. 340–278 BCE) of the ancient state of Chu during the Warring States Period. When Qu Yuan heard the news that Qin troops had finally conquered Chu's capital, he committed suicide by drowning himself in the Miluo River. After his death, local people, who admired him, sailed their boats on the river to look for his body. People also threw balls of sticky rice into the river to divert the fish from eating his body. This is said to be the origin of *zongzi*. It is said that *zongzi* has a history of more than 2,000 years. The main ingredient is still sticky rice but now the fillings are more diversified, including bean paste, fresh meat, ham and egg yolk. Nowadays, we can go to shops to buy *zongzi*, but some people still choose to make it at home.

## Video

### Objectives

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

1. explain the origin of spicy chilli and its cultural significance in Sichuan cuisine;
2. introduce a classic dish of local cuisine.

### Notes on the language

1. **chilli** 辣椒 ( 辣椒粉亦称 chilli 或 chilli powder )
2. **pickled chilli** 泡椒
3. **Sichuan pepper** 四川花椒

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

### Teaching principle

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

### Teaching suggestions

- Pre-teach the new words in the questions:

**cuisine:** a style of cooking 烹饪(方法)

**seasoning:** a substance used to add flavour to food, especially salt and pepper 调味品；作料

- Encourage Ss to share their ideas about Sichuan and Sichuan cuisine based on their own experiences.
- Provide appropriate feedback on both content and language.

### Answers for reference

- (1) The giant panda, Sichuan cuisine, Sichuan pepper, hotpot, etc.
- (2) Sichuan hotpot, twice-cooked pork, Mapo tofu, Kung Pao chicken, etc.
- (3) The most common seasonings in Sichuan cuisine include the Sichuan pepper, spicy chilli, black pepper, garlic, fresh ginger, spicy broad bean sauce, etc.

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

### Teaching principle

It is important to practise viewing with purpose.

### Teaching suggestions

- Put Ss into pairs and ask them to discuss the given sentences based on their existing knowledge.
- Ask Ss to listen with the picture off. Encourage them to write down as much information as possible and try to complete the exercise based on what they have heard. Repeat the step as needed for Ss to have a better understanding of the content.
- Ask Ss to check and share their information with their partners.
- Ask Ss to watch the video, check their notes, update their answers and write down new information based on what they have watched.
- Ask some Ss to share their answers and give explanations.

- Give comments and provide appropriate feedback on the content and language.
- Allow Ss to watch the video again if needed.

### Answers for reference

- (1) In winter, the chillies aren't as attractive as they are in other seasons.
- (2) Chillies were brought from the Americas to Europe in the 15th century. A hundred years later, they were introduced into China.
- (3) Strictly speaking, spiciness is a sensory reaction rather than a flavour.
- (4) Chillies are either used as a main ingredient, a secondary ingredient, or a seasoning in Sichuan cuisine.
- (5) According to the speaker, Sichuan people live a more leisurely life than people in the rest of China.
- (6) Su Qiong delayed the planting and harvesting of her chillies to get a higher price in winter.
- (7) Spicy broad bean sauce is a hot and strong seasoning in Sichuan cuisine.

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

### Teaching principle

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

### Teaching suggestions

- Encourage Ss to finish the exercise independently first.
- Ask Ss to report their answers and make explanations.
- Make comments on their answers and respond appropriately to their information and language.

### Answers

- (1) Strictly (2) naturally (3) admiration (4) distinguished (5) softer (6) contrast

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

**Teaching principle**

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

**Teaching suggestions**

- Prepare Ss for the task before this lesson. Encourage Ss to search for information about local cuisine in the library or on the Internet.
- Ask Ss to write a summary or quote information from the sources.
- Put Ss into groups to share their information.
- Ask Ss to make a presentation to introduce a classic dish based on their research, preferably using slides.
- Provide useful comments, feedback and language support.

## Exploring literature 2: An excerpt from “The Garden Party”

### Introduction

Exploring literature 2 introduces an excerpt of the famous short story “The Garden Party” written by Katherine Mansfield. The story depicts a young girl’s struggles in understanding life. Through reading this story, students will have a chance to see the class divide between the rich and poor in the early 20th-century New Zealand through the eyes of the main character. The exercises for literary study help students interpret the story by rewriting it into a tableau script and then perform it. The final exercise will lead the students to explore the psychological changes in the main character.

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

Sections	Objectives	PTH	Performance descriptors*
Reading activity	Understand the setting, characters and the plot of the story	1	3–5 能够理解小说的基本情景、作者背景，故事的场景和主要人物。
Character study Questions for discussion	Talk about one’s understanding of the characters in the story and the characteristics of language	1	3–7 能够理解故事人物，能够理解故事的语言特点，并发表评价意见。
Appreciating the tableau: Writing	Write an appropriate script for the tableau	1	3–9 能够将小说节选改编为群像表演剧本。
Appreciating the tableau: Performing	Perform the tableau in class	1	3–13 能够使用有效的表演手法将群像表演剧本合理地表演出来。
Tracing character development	Analyse the psychological changes in the main character	1	3–9 能够评价故事描写中所反映的主人公的心理变化，推测其思想和认识的变化。

\*Performance descriptors (能力指标)基于教育部《普通高中英语课程标准(2017年版2020年修订)》中的“学业质量水平三”编写。

## Objectives

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

1. understand the story including the setting, characters and the plot;
2. respond appropriately to anything that stands out in the story;
3. write an appropriate script for the tableau;
4. perform the tableau cooperatively;
5. analyse the psychological changes in the main character.

## About the writer

Katherine Mansfield was born on 14 October 1888 into a wealthy family in New Zealand. She developed an interest in writing when she was young and often wrote articles for school magazines. In 1903 she went to study at Queen's College in England. After graduation in 1906 she came back to New Zealand and lived with her parents. However, her heart was with literature, so in 1908 she went to England again, determined to establish herself in literary art. Since then, she never returned to her native country. In England she wrote diligently, mostly short stories and also worked as an editor for a literary magazine. In 1917 she was diagnosed as having tuberculosis. Faced with the threat of imminent death, she began to reflect on her childhood life in New Zealand, and these remembrances became important sources for her writing. Most of her best works, including the story "The Garden Party", were created during the five years before her early death in 1923.

## About the story

The story was one of Mansfield's best works written in 1921 and published in 1922. The story is in fact based on the writer's own childhood experience. Her father was a successful businessman. Therefore the lavish party described in the story was out of her true-life experience. Mansfield was also affected by the death of her brother, the only son in the family, who was killed during a military training exercise by a defective hand grenade in the First World War. In some way we may find such influence in the main character's coming to terms with death in the story.

## The summary of the story

The story is about a wealthy family called the Sheridans who throw a lavish party one day. The first part of the story describes all the details for the preparations. A music band is hired, a huge

tent is put out, a lot of flowers and food are ordered and delivered. Invitations have been sent to guests and friends. The children, including the main character Laura, the mother and the servants are busily involved in all sorts of preparation. In the second part of the story, which is the excerpt of the text, Laura happens to hear of an accidental death of a carter called Scott in the neighbourhood. Out of empathy, she immediately wants to call off the party. Both her mother Mrs Sheridan and sister Jose reject her request. Finally, the party turns out to be a great success, so Laura forgets the death of the carter for a while. However, her father, Mr Sheridan, brings up the topic again. Mrs Sheridan then decides to show her sympathy and packs a basketful of leftover food. Laura is sent to bring it to Scott’s family. In his house, Laura meets Scott’s wife Em, her sister and sees Scott’s dead body. She is surprised to feel that the dead body looks beautiful and happy as if he has fallen asleep. Out of these experiences something dawns on her about the meaning of life. But she is not able to express it clearly when she finally tries to confirm it with her brother Laurie on her way home.

### **Notes on the language**

**NB:** To help you locate the position of the notes in this long passage, line numbers are supplied in brackets.

1. (L9) **“Know those little cottages just down here, Miss? ... Well, there’s a young man living there ... Killed.”** Notice the delivery man tries to dramatize the effect of storytelling. He first asks a question directed at Laura, and then uses third-person narration “there’s a young man living there” in a detached tone as if he is reporting a news story.
2. (L22) **Don’t be so extravagant.** If someone is extravagant, they are doing things that are considered inappropriate and often extreme. In this context, Jose is criticizing Laura for being absurd and calling off the party.
3. (L24) **at the very bottom of the hill that led up to the house** It refers to the Sheridans’ house.
4. (L31) **“You won’t bring a drunken workman back to life by being sentimental,” she said softly.** If someone is being “sentimental”, one resorts to emotions, especially in an excessive way, rather than reasoning logically. Notice Jose’s tone and the groundless assumption, which reflects her prejudice against the poor people. She falsely accused Scott of getting drunk which caused the accident.
5. (L33) **Laura turned ferociously on Jose.** Laura became furious, in a fierce and violent way,

about her sister's groundless accusation of Scott.

6. (L35) "**Do, dear,**" cooed Jose. Jose seems to realize that she has offended her sister by her frivolous accusation. So she is trying to pacify Laura by speaking in a soft and loving tone.
7. (L37) **What's given you such a colour?** Evidently it means "What's caused your anger?" in this context.
8. (L58) **You're being very absurd, Laura ...** "Being" suggests a temporary situation for being absurd.
9. (L62) **Never had she imagined she could look like that.** Notice the inverted sentence order to emphasize a sudden discovery by placing the word "never" at the beginning of the sentence. As a result, it causes the inversion between the subject "she" and the auxiliary word "had".
10. (L65) **But it all seemed unclear, unreal, like a picture in the newspaper.** Notice the word "picture" is used in several situations (also in L54) in this excerpt. It has a symbolic function to help the writer establish a sense of beauty about Laura. Pictures can be clear like well-focused ones, or unclear like the blurred ones in one's hazy impressions. The repeated use of this word seems to suggest the beauty of Laura both in her physical change and her awakening consciousness of independent thinking. The words "unclear", "unreal" also suggest that deep in Laura's heart, she is still bound by the limits of her rich class family. The poor people and their situations on the other side of the class divide (*across the wide road*) are a bit far and hazy in her mind. That's why she decides, "I'll remember it again after the party's over ... And somehow that seemed quite the best plan."
11. (L72) **They were like bright birds that ... to press cheeks, smile into eyes.** Notice the scarcity of the description of the party. The description focuses on the superficial activities of so called "happiness" among the guests without imitating spiritual communication which characterizes real friendship. The writer seems to satirize the shallowness of this rich circle whose wealth and happiness are largely established on social injustice. On the one hand, the rich class is enjoying themselves in their meaningless self-indulgence of pleasure, and on the other hand, the working-class people suffer poverty (in their shabby cottages, in the dark, squalor quarters of living) and death under poor working conditions.
12. (L81) **And the perfect afternoon ... slowly its petals closed.** Notice the metaphorical use of language to describe the close of the party: "slowly ripened", "slowly faded", and "slowly its petals closed". The language is highly suggestive of the end of life, or the change of a life into

another form.

13. (L85) **I wrote the flag.** The little flag is used to show the name of the food, usually placed on the sandwiches. In the first part of the story, the writer mentioned that Laura was involved in writing the flags for the sandwiches.
14. (L93) **Really it was very tactless of father ...** From Mrs Sheridan’s point of view, father should have not raised this topic at this moment.
15. (L98) **“But, mother, do you really think it’s a good idea?” said Laura.** Notice the difference between Laura and Mrs Sheridan in their attitude towards the poor family. Laura does not like her mother’s condescending attitude in the form of sympathy.
16. (L99) **To take scraps from the party.** “Scraps” means “the leftover food (from the party)”.
17. (L106) **... and she couldn’t realize it.** “It” refers to the death of the carter. Notice that Laura here shows her nature as a child. The party has filled up her heart.
18. (L106) **And it seemed to her that kisses, voices, tinkling spoons, laughter, ... she had no room for anything else. How strange!** This description suggests that Laura is still bounded by the limits of the class to which her family belongs. Her empathy for the poor is experiencing ups and downs.
19. (L111) **She wished now she had put on a coat ... Should she go back now?** Notice the change in Laura’s mind from being an observer (of others) to someone who is apprehensive of being observed by others. She seems to develop a sense of guilt for being a member of the rich. “... if only it was another hat!” If people say “if only ...”, they try to say that they regret for not having done something. For example, *If only I had listened to my mom to bring the umbrella to school today. I would not have got wet in the middle of the downpour in the afternoon.*
20. (L122) **“Step this way, please, Miss,” the little woman said in an unpleasant voice.** Notice the word “unpleasant”, which suggests a great class divide here between the rich and the poor.
21. (L143) **This is just as it should be. I am content.** “This” refers to the situation of the dead body as if it is showing its thinking (*I am content*) to Laura. These words seem to suggest that deep in Laura’s mind death is probably not a bad thing compared to the suffering in life. Considering the story was published in 1922, one year before Mansfield’s death, this sentence seems to reflect the writer’s own understanding of life and death.

22. (L144) **But all the same you had to cry, ...** “All the same” means “nevertheless”, in spite of what has been said or thought about before.
23. (L157) **No matter. He quite understood. “Isn’t it, darling?” said Laurie.** Notice the irony here. Laurie claims that he understands what Laura is trying to say. However, the writer purposefully uses a vague question tag “isn’t it” in response, which suggests that he doesn’t understand his sister at all.

### Reading activity

(see Student’s Book pages 67–71)

#### Teaching principle

Learners should learn to read literary works actively and critically.

#### Teaching suggestions

- Present the title, the writer and the picture on a slide. Introduce the writer and tell Ss that they are going to read an excerpt of Mansfield’s story “The Garden Party”.
- Ask Ss the questions:

*What comes to your mind when you see the title?*

*What is your idea of a garden party?*

*What kind of atmosphere would it be like?*

*What kind of people would go to such a party?*

*How about their social class?*

- Elicit Ss’ responses to these questions, then present the introduction and ask them the questions: *Would the family call off the party? Why?*
- Set Ss to read the story individually, and ask them to write annotations in the margins.
- When Ss have finished their reading and annotation writing, ask them to work in pairs to write out questions.
- Elicit questions from the class and invite Ss to answer them in their own words.
- Put Ss into groups to work out a plot summary. You may use **The summary of the story** on

## **Exploring literature 2: An excerpt from “The Garden Party”**

pages 106 and 107 as a reference.

- When Ss have finished the summary, briefly explain the free indirect style of reporting for describing psychological activities in this story.

Free indirect style differs from direct / indirect style of reporting in that it combines both features as shown in the examples below:

**Direct style of reporting:** “Know them? Of course I know them!” replied Laura.

**Indirect style of reporting:** Laura replied that she knew them. She emphasized again that she knew them well.

**Free indirect style:** Knew them? Of course she knew them. (L9)

The free indirect style of reporting is usually used in fiction to present a character’s psychological activities, especially the description of psychological conflicts and inner thoughts, which is one of the main characteristics of fiction in modernism. Katherine Mansfield is one of the pioneers in this literary genre.

- Use the table below to help Ss make a distinction between a narrator’s and character’s perspectives. The free indirect style is usually used to report the thoughts or ideas from the character’s perspective.
- Present the table on a slide for the class. Use the questions below to inspire the class to explore the inner thoughts of the characters.

*Whose perspective is each of these quotes written from?*

*What does each quote tell you about the inner thoughts of the characters?*

<b>Lines</b>	<b>Quotes</b>	<b>Possible explanations</b>
9	Know them? Of course she knew them.	
20	Why did Jose pretend?	
24–26	That really was extravagant, for the little cottages were in a lane to themselves at the very bottom of the hill that led up to the house. A wide road ran between. True, they were far too near.	
63–64	Am I just being extravagant? Perhaps it was extravagant.	
67	And somehow that seemed quite the best plan.	

You may use this table as answers for reference.

Lines	Quotes	Possible explanations
9	Know them? Of course she knew them.	Laura's perspective. It reflects Laura's quick thought about the question addressed to her by the delivery man.
20	Why did Jose pretend?	Laura's perspective. It reflects Laura's inner frustration and the conflict with her sister Jose.
24–26	That really was extravagant, for the little cottages were in a lane to themselves at the very bottom of the hill that led up to the house. A wide road ran between. True, they were far too near.	Laura's perspective. It reflects she can understand that to call off the party would involve a lot of waste. But it is more important to hold empathy for the misery of other people.
63–64	Am I just being extravagant? Perhaps it was extravagant.	Laura's perspective. The change of tenses and pronouns all help readers to understand that Laura seriously questions herself about her idea to call off the party.
67	And somehow that seemed quite the best plan.	Laura's perspective. The use of the pronoun "that" suggests that the reference is made from Laura's point of view. It refers to her previous "decision" which is reported in the indirect style (she decided). She hopes to find answers to her puzzle about the poor family after the party.

- When the examples in the table have been discussed, ask Ss to find more and explain their examples in their own words.

#### Other possible examples that Ss may find:

Lines	Quotes	Possible explanations
93	Really, it was very tactless of father ...	Mrs Sheridan's perspective. It shows she was unhappy that Mr Sheridan should have raised this unpleasant topic at this moment.
99–100	Again, how strange, she seemed to be different from them all. To take scraps from the party. Would the poor woman really like that?	Laura's perspective. She was strongly aware of the divide between herself and the rest of the family. She was the only person in this rich family to think of the feelings of the poor (empathy) while other people feel sorry (sympathy) for the poor family.
105	How quiet it seemed after the afternoon.	Laura's perspective. It shows that she is still immersed in the happy mood of the party.

(Continued on the next page)

## Exploring literature 2: An excerpt from “The Garden Party”

Lines	Quotes	Possible explanations
108	How strange!	Laura's perspective. She finds it takes her some effort to bring back the memory of the death of the carter because her mind is still full of the scenes of the party.
111–113	How her dress shone! And the big hat with the velvet ribbon—if only it was another hat! Were the people looking at her? They must be. It was a mistake to have come. Should she go back even now?	Laura's perspective. She experiences a great sense of guilt for her rich family background. She feels that her attire is completely out of place in this area. She senses that she is being watched, and maybe judged as well.
114	No, too late. This was the house. It must be.	Laura's perspective, especially the use of the pronoun "this". She notices that it would be too late to go back.
139–143	There lay a young man, fast asleep—sleeping so soundly, so deeply. Never wake him up again. He was lost in his dream. What did garden parties and baskets and lace dresses mean to him? He was far away from all those things. He was wonderful, beautiful. While they were laughing and while the band was playing, this marvel had come to the lane. Happy ... happy ... All is well, said that sleeping face. This is just as it should be. I am content.	Laura's perspective. This is a long monologue of Laura's own thoughts at the time of watching the dead body. She is awakened to the lessons of life about death. She thinks that death is a kind of sleep, sleep in one's dream. He will not feel that the food, the party, the beautiful dress, and the band are meaningful. He seems perfectly at peace and is finally content with his situation. Laura thinks that the death is actually not so dreadful as she thought before.
144	But all the same you had to cry, and she couldn't go out of the room without saying something.	Laura's perspective. It seems that she is growing more mature to cope with the situation. The use of the pronoun "you" directly tells us that this is Laura's inner conversation with a new "you". So she tells herself to think about something to say as condolences to the poor family.
157–158	No matter. He quite understood.	Laurie's perspective. Laurie thinks that he understands what Laura is trying to say to him. So he tries to show that he actually has got her message. (Actually, he hasn't.)

- When the class have finished the discussion on the free indirect style, help Ss review the important vocabulary they may have noticed in their critical reading and annotation writing.

### Possible vocabulary focus

Ask Ss to explain these words / expressions in their own words. The explanations provided are for your reference and restricted to the context of the story.

- (1) **throw a party:** hold a party
- (2) **put the party on hold:** suspend the party or call off the party
- (3) **catch hold of (her sister's sleeve):** get (Jose's sleeve)
- (4) **cry in astonishment:** cry in great surprise
- (5) **Don't be so absurd:** used to criticize somebody for his / her unreasonable ideas or behaviour
- (6) **at the very bottom of the hill:** exactly located at the foot of the hill
- (7) **every bit as sorry about it as (you):** (I feel) sorry about it just like (you)
- (8) **bring ... back to life:** save somebody from dying
- (9) **ferociously:** angry in a violent way
- (10) **what a fright you gave me:** you really frightened me
- (11) **sigh with relief:** make a relieving sound when breathing out
- (12) **the dreadful story:** the fearful story
- (13) **take ... seriously:** consider someone's opinion / views seriously
- (14) **common sense:** reasonable judgement
- (15) **by accident:** (something happens) by chance, not planned or pre-arranged
- (16) **heartless:** cruel, cold-blooded
- (17) **spoil (one's) enjoyment:** cause people to feel unhappy about an activity (such as a party)
- (18) **by chance:** by accident
- (19) **charming girl:** pretty and attractive girl
- (20) **ripen, fade, close:** words for metaphorically describing a joyful activity gradually coming to a close
- (21) **ruin the party:** spoil people's enjoyment of the party and make the party unsuccessful
- (22) **tease somebody about:** say something as a joke about somebody so that he / she is embarrassed about it
- (23) **an awkward silence fell:** people suddenly didn't know what to say in this embarrassing situation

- (24) **scraps from the party:** leftover food from the party
- (25) **somebody has no room for:** somebody is occupied with some ideas so that he / she doesn't think of anything else
- (26) **if only (it was another hat):** showing regret for not having another hat
- (27) **swollen (eyes, lips, etc.):** a sickening appearance from crying too much
- (28) **fast asleep:** sleeping soundly or deeply
- (29) **all the same:** nevertheless, in spite of (her feelings against crying genuinely)
- (30) **find one's way out of:** leave quickly

## **Character study**

(see Student’s Book page 71)

### **Teaching principle**

Active reading requires readers to read slowly and repeatedly while thinking.

### **Teaching suggestions**

- Introduce the task to Ss and put Ss into pairs.
- Ask the pairs to work together on the table.
- When Ss have finished, invite them to report based on the table. Provide feedback on the language.

### **Answers for reference**

<b>Characters</b>	<b>Their roles</b>	<b>Facts about them (Ss may extend the list.)</b>
Laura	<i>The daughter of the Sheridans</i>	<ul style="list-style-type: none"><li>• She tried to stop the party but failed.</li><li>• She took the food to Mrs Scott’s house.</li><li>• ...</li></ul>

(Continued on the next page)

Characters	Their roles	Facts about them (Ss may extend the list.)
Mrs Sheridan	Laura's mother	<ul style="list-style-type: none"> <li>• She tried a new hat on herself first, and then on Laura.</li> <li>• She was greatly relieved when she learned that the death did not happen at her party.</li> <li>• ...</li> </ul>
Mr Sheridan	Laura's father	<ul style="list-style-type: none"> <li>• Laura asked him for permission to give the band some drink.</li> <li>• He brought up the topic of the carter's death when the family convened after the party.</li> <li>• ...</li> </ul>
Jose	Laura's sister	<ul style="list-style-type: none"> <li>• She argued that Laura was being extravagant.</li> <li>• She was seriously annoyed by Laura's attitude.</li> <li>• ...</li> </ul>
Laurie	Laura's brother	<ul style="list-style-type: none"> <li>• He met Laura at the corner of the lane when Laura was on her way back.</li> <li>• He thought that he understood what Laura wanted to say, but in fact he did not.</li> <li>• ...</li> </ul>
Cook	A servant	<ul style="list-style-type: none"> <li>• She was the first person to break the news of the carter's death to Laura.</li> <li>• The delivery man told her that the dead carter left a wife and five children.</li> <li>• ...</li> </ul>
Mrs Scott	The carter's wife, called Em	<ul style="list-style-type: none"> <li>• She was sitting near the fire crying when Laura met her in the room.</li> <li>• She was so overwhelmed by the death of her husband that she did not talk to Laura.</li> <li>• ...</li> </ul>
Em's sister	Mrs Scott's sister	<ul style="list-style-type: none"> <li>• She took Laura into Scott's house.</li> <li>• She introduced Laura to her sister Em.</li> <li>• ...</li> </ul>

### Questions for discussion

1–3 (see Student's Book page 72)

### Teaching principle

It is beneficial for learners to make their responses to the story after reading.

### Teaching suggestions

- Introduce the reader’s response concept to Ss.

Reader’s response is a way to appreciate literary works through repeated reading, asking and answering critical questions, discussion and making links to their own lives.

- Introduce the questions on a slide. Ask Ss to read them carefully.
- Ask Ss to read the story again with these questions in mind. When Ss have finished reading again, ask them to prepare their own answers by writing notes on the book.
- Ask Ss to share their notes in pairs.
- Invite some Ss to report and provide comments on Ss’ presentation.
- Concerning question 3, organize Ss to write a list of their speculations by completing the sentence for Laura. You may work like this:

Isn’t life \_\_\_\_\_?

For example:

*short and simple*

*extremely hard to predict*

*unpredictable in its course*

*something that if lost once, is lost forever*

(Invite Ss to contribute)

- Invite Ss to explain why they think so and to guess which one could be what Laura wanted to say in the story.

### Answers for reference

- 1 Both Jose and Mrs Sheridan rejected Laura’s idea on the grounds that the party was the priority. In their opinion, people’s enjoyment should not be spoiled by others just because there was an accident and somebody was killed. Besides, all the preparations for the party had already been made; all the guests were invited, the band was ready, the food was prepared, and the party was ready to begin, so it was unbearable for them to give it up. In addition, this also suggests the class divide between rich and poor. The rich show little sympathy for the plight of the poor, even though they are neighbours.

2 For Mrs Sheridan the tragedy was nothing but other's business based on her concept of class distinction. She "sighed with relief" when she confirmed that the death was not related to her family or her party. "Her brilliant ideas" of sending food to the family was not out of the understanding of the devastation suffered by the poor, but out of a condescending "sympathy". However, Laura was different in that she tried to feel the pain suffered by the poor family. She was concerned with "what a band would sound like to that poor woman" and the feelings of the poor woman when she saw the "scraps from the party". These thoughts reflect Laura's emerging empathy, consciousness of class equality and spirit of humanity. She did not put herself in a superior position over the poor woman like her mother had done.

(Encourage Ss to express their opinions on Mrs Sheridan and Laura and ask them to give details to support them.)

## Appreciating the tableau

(see Student's Book page 72)

### Teaching principle

Learners benefit from a well-designed reading-writing link activity in studying literature.

### Teaching suggestions

- Introduce the task and the concept of the tableau. Show the explanation and the instructions on a slide.
- Divide the class into five task groups and let them decide on the scenes for each group according to the story.
- Ask each group to work cooperatively to write the script for the tableau. The script should assign each group member a role in the scene (including a voiceover), and describe how they should present their postures on the stage.
- Show this table on a slide when Ss have formed the groups.

## Exploring literature 2: An excerpt from “The Garden Party”

<b>Scenes</b>	<b>Characters</b>	<b>Script for the voiceover, roles</b>
1	<ul style="list-style-type: none"> <li>• Laura</li> <li>• Cook</li> <li>• Delivery man</li> </ul>	<p>Example:</p> <p>Laura is about to return to the garden when she feels something has happened because the delivery man is excitedly saying something. She walks over and asks, “What’s the matter? What’s happened?” (This is the beginning of the script for group 1.)</p> <p>S1: Laura  S2: Cook  S3: Delivery man  S4: Voiceover (who will read the script to the audience)</p>
2	<ul style="list-style-type: none"> <li>• 3 guests or more</li> <li>• Laura</li> <li>• Mr Sheridan</li> <li>• Mrs Sheridan</li> <li>• Band</li> </ul>	
3	<ul style="list-style-type: none"> <li>• Laura</li> <li>• Mr Sheridan</li> <li>• Mrs Sheridan</li> <li>• Jose</li> <li>• Laurie</li> <li>• Cook</li> </ul>	
4	<ul style="list-style-type: none"> <li>• Laura</li> <li>• A group of people outside the house</li> <li>• A woman standing by the door</li> <li>• Em’s sister</li> <li>• Em</li> </ul>	
5	<ul style="list-style-type: none"> <li>• Laura</li> <li>• Em’s sister</li> <li>• Scott’s dead body</li> </ul>	

- When the class show is finished, invite Ss to comment on the performance and the writing.
- Suggest a voting to choose the best actor / director / voiceover / script.

**Scripts for reference**

<b>Scenes</b>	<b>Scripts</b>
1	<p>Laura is about to return to the garden when she feels something has happened because the delivery man is excitedly saying something. She walks over and asks, "What's the matter? What's happened?" "There's been a horrible accident," said the cook. "A man killed." "A man killed! Where? How? When?" asks Laura. The delivery man turns over to Laura, "Know those little cottages just down here, Miss?" Know them? Of course, she knows them. "Well, there's a young man living there, name of Scott, a carter. His horse jumped up at the sound of an engine, corner of Hawke Street this morning, and he was thrown down on the back of his head. Killed." "Dead!" utters Laura, staring at the delivery man. "Dead when they picked him up," he says. "They were taking the body home as I came up here." And he turns to the cook, "He's left a wife and five little ones."</p>
2	<p>Soon after the lunch people begin coming in streams. The band is playing now. The hired waiters run from the house to the marquee. Wherever you look, there are couples strolling, bending down to smell flowers, greeting, moving on over the lawn. They are like bright birds that have landed in the Sheridans' garden for this one afternoon, on their way to—where? And what happiness it is to be with people who are all happy, to press hands, to press cheeks, smile into eyes. Today Laura looks so pretty. Guests compliment her looks wholeheartedly. "Darling Laura, how well you look!" Another gentleman smiles at her, "How that hat suits you, child!" A beautiful lady walks up and gives her a big hug, "Laura, you look quite Spanish. I've never seen you look so striking." And Laura, glowing, answers softly, "Have you had tea? Won't you have an ice-cream? The passion-fruit ices are rather special." When she sees her father come over, she runs up and begs him, "Daddy darling, can't the band have something to drink?"</p>
3	<p>Now the party is over and the guests have left. Laura takes one sandwich to her father. She says, "Have a sandwich, daddy dear. I wrote the flag." Mr Sheridan is happy. "Thanks!" He takes the food and in a few quick bites, eats it immediately. He seems hungry and a bit tired. As if he remembers something, he asks Mrs Sheridan, "I suppose you didn't hear of a beastly accident that happened today?" "My dear," says Mrs Sheridan, holding up her hand. "We did. It nearly ruined the party. Laura insisted we should put it off." Hearing this Laura is rather embarrassed. She quickly says, "Oh, mother!" Obviously, she doesn't want to be teased about it. Mr Sheridan continues, "It was a horrible business all the same. The man was married too. Lived just below us in the lane, and leaves a wife and half a dozen children, so they say." An awkward silence falls. Mrs Sheridan plays the cup in her hand. She does not like this topic to be raised again. Suddenly she has an idea. She has noticed the food on the table. Yes, why not use it to show some sympathy for the poor family? She calls out, "I know. Let's fill up a basket. Let's send that poor woman some of this perfectly good food. Laura! Get me the big basket from the cupboard." Laura replies, confused, "But, mother, do you really think it's a good idea?" She realizes how strange she is in this family, different from them all. Take scraps from the party. Would the poor woman really like that? she thinks. Mrs Sheridan, as if reading Laura's mind, replies sharply, "Of course! What's the matter with you today? An hour or two ago you were insisting on us being sympathetic." Laura finds it so hard to explain. She runs to fetch the basket.</p>

(Continued on the next page)

## Exploring literature 2: An excerpt from “The Garden Party”

Scenes	Scripts
4	Laura has now crossed the wide road and turns on the small lane. It is smoky and dark. She bends her head and hurries on. She realizes her dress doesn't fit in. She thinks it's her hat, or her dress. They look so bright in this place. It's a mistake to have come. She should return. Oh, no it's too late. She feels extremely uncomfortable and even a sense of guilt. These people are poor, living in this dirty place. As she approaches the house, she notes a dark group of people are watching her. They look like as if they have known that she will come. They part to let her pass. Yes, it must be this house. Laura guesses. She asks a woman by the door, "Is this Mrs Scott's house?" The woman replies, "It is, my lass." The door opens. And a small woman shows up from the dark. She says, "Walk in, please, Miss." Laura follows her into a small poor kitchen and sees a woman sitting near the fire. She is Mrs Scott called Em. The little woman is her sister. When her sister introduces Laura, Mrs Scott turns around. She looks awful with the puffed face, swollen eyes and lips. She must have been crying for a long time. Laura begs not to disturb her and hopes to run away from this place quickly.
5	Now Laura hopes to get out and get away. She gets back in the passage. The door is open, so she walks straight through the bedroom, where the dead man is lying. Seeing this, Em's sister asks, "You'd like to look at him, wouldn't you?" She brushes past Laura and walks over to the bed. "Don't be afraid, my lass." She pulls down the sheet. "He looks a picture. There's nothing to show. Come along, my dear." Laura comes near the dead body. Now she sees clearly the face of the young carter. She is amazed to find his face is not in pain but shows a serene picture of a young man. She thinks he is sleeping so soundly, so deeply. Now she should be soft or gentle, not to wake him up again. He is lost in his dream. Many thoughts cross through her mind. What do garden parties and baskets and lace dresses mean to him? He is far away from all those things. He is wonderful, beautiful. While they were laughing and while the band was playing, this marvel had come to this lane. Happy ... happy ... All is well, as if the man says, this is just as it should be. I am content. Laura tries to think how to show sadness. She has to cry, as she thinks. Thinking of this she becomes a bit out of control giving a loud childish sob. Unexpectedly she utters, "Forgive my hat." With this she quickly finds her way out of the door.

### Tracing character development

**1–2** (see Student's Book page 72)

#### Teaching principle

Reading-thinking-writing integration is beneficial for learners to facilitate their maturing process and the development of language competence.

#### Teaching suggestions

- Introduce the concept of character development.

Character development means how characters change their ideas or character in the story. It is one of the main elements in literary works. A mature reader can trace the changes in the characters and critique the quality of the work by judging whether the changes are reasonable or not. One common method of judgement is to ask questions such as: *Are these changes natural? Can I find such characters and their changes in everyday life?* A good writer will give the reader an affirmative answer to these questions. The answers may not be found in one person, but in many people in our lives.

- Ask Ss to read the story again in groups and follow the steps:
  - (1) Read the five scenes as described in **Appreciating the tableau** closely and describe Laura and other related situations, dialogues, actions, etc. to show her understanding of death.
  - (2) Give comments on these descriptions in relation to other scenes.
  - (3) Compare the similarities and differences among the five scenes.
- Present Worksheet on page 195 on a slide or you may make a worksheet for each group.
- When group work is finished, ask a group to present their work and then invite others to comment. Use the **Analysis for reference** in your feedback on Ss' presentations.
- Ask Ss to work on exercise 2 in groups. Use the two questions on page 122 to guide the discussion.
- Invite the groups to present their views in turn and give comments on the content.

### Analysis for reference

Scenes	Changes	Comments
1	Laura's initial reaction is shock, finding it hard to accept when realizing death is so close to her life. In Lines 8 and 11, she was surprised to hear the delivery man's story: "A man killed! Where? How? When?", "Dead!" Laura stared at the delivery man.	As a girl at coming-of-age, death is a topic far from her thoughts. So, it is natural for her to react like that, especially when someone so near died at a time when her family is in the thick of celebration.

(Continued on the next page)

## Exploring literature 2: An excerpt from “The Garden Party”

<b>Scenes</b>	<b>Changes</b>	<b>Comments</b>
2	<p>Laura begins to realize the pain of the dead man's family. So she wants to stop the party, but she is rejected by both her sister and mother. In line 20, she accuses Jose of pretending, and in line 27, she wants Jose to think of the feelings of the poor when they hear the band. In line 33, Jose's groundless comment infuriates her. In line 48, she finds it hard to understand her mother's logic, but she does not know how to argue, so she has to say "yes" to her mother's judgement although she feels "it is all wrong". So she has to put her idea aside for the time being.</p>	<p>Considering Laura is a teenage girl, it is natural to see her predicament and inability to convince her family members. It is logically easy for her family to argue from their perspective. They have prepared the party for a long time with so much money and energy put in. The party involves so many people in their circle that the cancellation is out of the question for them. Laura is in the middle of the class divide between the poor and the rich. She tries to understand the death from the poor family's perspective from time to time. This causes the conflict between the two sides. But Laura is not able to understand it so deeply.</p> <p>Laura is also young, kind-hearted but naive. Her heart is pure and has not been tainted by worldliness like her mother. She is not able to distinguish "compassion" (showing the desire to help), "sympathy" (feeling sorry for the people in trouble) and "empathy" (feeling and sharing the pain of the people in trouble) in the issue of death at this stage. The rich class, represented by the other family members are able to show "sympathy" and "compassion" for the poor family, but they lack the "empathy" that Laura has. Laura, as a teenager, is not able to see the difference between herself and the other family members.</p>
3	<p>The party is a great success as the description shows. Laura seems to attract a lot of attention and compliments from the guests. She seems to have come to terms with her internal conflict for a while. In lines 75–77, guests praised her beautiful looks. In lines 78–80, Laura is described as actively enjoying the party, caring about others such as asking for permission to give drinks to the band (lines 79–80).</p>	<p>As a young, pretty girl, coming-of-age, Laura finds it so joyful when people pay attention to her, especially when they praise her looks. She is temporarily not bothered so much by the accidental death of the carter. It is natural for Laura to behave like this. She is born into a rich family, and her "empathy" for the poor is rare for someone in her position in rich society because they usually are snobbish. As a rare quality in her, she needs time and experience to nurture it in her maturing process.</p>

(Continued on the next page)

Scenes	Changes	Comments
4	<p>No matter how fearful death is in Laura's concept, she has to face it. Her heart is full of fearful apprehension, and even has a sense of guilt for dressing in a shiny way. When she is introduced to Em, Scott's wife, she tries to condole the two women. She doesn't want to add extra burden on them by following the social etiquette (e.g. greeting a guest, showing politeness to a new person and expressing gratitude for kindness.). In line 127, she says "Oh, but of course! Please don't disturb her. I—I only want to leave—"The description of Em's appearance (lines 128-129) shows that Em looks ugly with a puffed face, swollen eyes and lips. To Laura, this ugliness is in sharp contrast to her beauty praised by the guests in the party.</p>	<p>When the party is over, Laura begins to think of the death suffered by the poor family. She tries to feel the pain suffered by the poor. So she dislikes her hat, her dress (which may symbolize her class in which she is born) and even develops a sense of guilt. For a while she tries to escape although she gives it up later. This reflects her fear and rejection in her concept of "death". It is something of the root of pain in life, especially for the people who are related or close. To her, death is painful, ugly, and people should stay away from it.</p>
5	<p>The long description in lines 139-143 presents Laura's internal thoughts in her new understanding of death. The dead carter looks peaceful, like a person who is sound asleep, lost in dreams. He is no longer an "ugly" dead man, but a marvel, someone removed from the worldly, superficial joys or pleasures like a party, or good food or pretty dresses. The superficial and trivial is shallow, worthless and nothing to this man in sleep. He seems to enjoy this state of "life". So she would not like anyone to disturb him or wake him up. Suddenly it dawns on her that death is not so fearful or ugly. It is something completely new but she is not able to explain it in exact words.</p>	<p>This part shows that Laura is getting more mature regarding the concept of death. Death is no longer a fearful or ugly concept, remote in life. It is a fact of life, and even part of our everyday lives. The question is how we understand its meaning and how we treat it. Laura seems to find out something. In addition to her "empathy" she seems to have acquired other understandings. She needs to show proper "compassion" and "sympathy" as she unknowingly utters "Forgive my hat" when she wants to say something in a loud childish sob. Therefore, her cry is not genuine like Scott's wife Em because it is not spontaneous out of her pain, but out of the rationality to show "compassion" and "sympathy".</p>

(Answers to exercise 2 on page 72 in the Student's Book must be based on Ss' own understanding. Some of them may have experienced similar changes like Laura in this story, so they will be a good resource if they would like to share their stories in the class.)

# Unit 4 Technology

## Introduction

This unit introduces the theme of technology. The **Reading and interaction** section narrates the life of a futurist family who has witnessed many failures and successes in the developing tech industry over the years. The **Grammar activity** section presents an interview about the documentary *Bright Minds, Bright Future* while giving students an opportunity to practise **the appositive clause**. The **Listening and speaking** section gives a presentation about the reasons for banning Internet cookies. Students will then talk about a technology that they think should be universally adopted or banned. The **Writing** section shows a report about the use of information and communication technology in school and helps students learn report writing on the same topic. The reading passage in the **Cultural focus** section tells the story of China's lunar exploration programme, and the **Video** explains how robot cars work and what concerns people have about new technologies.

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

Sections	Objectives	PTH	Performance descriptors
A Reading and interaction	Describe a future life with technology as reflected in the passage	3	2–8 能判断和识别语篇的意图，获取其中的重要信息和观点；能识别语篇中的主要事实和与观点之间的逻辑关系。 2–11 能在语境中理解具体词语的功能、词语的内涵和外延以及使用者的意图和态度；能理解语篇中特定语言的使用意图以及语言在反映情感态度和价值观中所起的作用。
B Grammar activity	Use the appositive clause correctly in the given context	1	2–2 能理解说话者选用的语法结构所实现的特殊表达效果。 2–6 能在口头表达过程中有目的地选择语法结构。
C Listening and speaking	Give a presentation about adopting or banning a technology	1	2–1 能抓住语篇的大意，获取其中的主要信息、观点和文化背景。 2–7 能在表达中借助语言建构交际角色，体现情感态度。
D Writing	Write a report using appropriate language and format	1	2–9 能识别语篇中的内容要点和相应支撑论据。 2–13 能在书面表达中有条理地阐述观点，表达情感态度。

(Continued on the next page)

Sections	Objectives	PTH	Performance descriptors
E Cultural focus	Retell the story of China's lunar exploration programme  Understand how robot cars work and the concerns people have about new technologies	2	2-12 能识别语篇间接反映或隐含的社会文化现象。 2-3 能借助说话人使用的视频片段更准确地理解话语的意义。

## A Reading and interaction

### Objectives

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

1. distinguish between the writer's and the writer's mother's attitudes towards technology;
2. interpret the implied meaning of some words or phrases based on context;
3. describe their vision of new technologies in 2035 in the group project.

### Background

1. The field of emerging technologies (新兴技术) has become increasingly relevant as technological innovation continues to have a huge impact on our lives. There are many websites, businesses and magazines dedicated to predicting the "next big thing", but the following emerging technologies seem to be acknowledged as the most exciting or "disruptive". (Disruptive technologies are those which are most likely to alter the business or social landscape in a significant way.)
  - advanced robotics: robots or robotic machines that might be able to perform complex surgical procedures, power prosthetic limbs and provide moveable "exoskeletons" for people with mobility issues
  - genomics: gene technology which could be used to develop cures for cancer and other diseases, create hardier crops or produce fuel from different organisms
  - energy storage devices: advanced batteries which can store energy, making electric vehicles more practical and bring electricity to many off-grid devices around the world
2. The author Veronique Greenwood is an American science writer and essayist. She holds a degree in molecular, cellular and developmental biology from Yale. Her work has appeared in

publications such as *National Geographic*, *Discover Magazine* and *Scientific American*, among others.

### Notes on the language

1. **have legs** If something "has legs", it can continue to exist and be successful. It also refers to something having the potential to grow.  
*The business has legs.* 生意很成功。
2. **In my defence, the first landmark smartphone was still six months away.** My reason or justification to argue against my mother's prediction and for my idea (i.e. "That sounds really stupid" in line 10) was that the smartphones, which were key to realizing the mobile social networking we now know, had not been produced yet and the first one was to be released six months later.
3. **And though I was one of the first few million users of a popular social networking site, the "Like" button wouldn't come along for years.** Even though I was quite advanced concerning my use of social networking, functions such as the "Like" button were not introduced until quite a few years later.
4. **The future arrived much earlier in our house than anywhere else because my mother is an emerging technologies consultant.** My family had faster access to the ideas about new technologies than others because my mother's job was directly related to emerging technologies and advising others in the field.
5. **... her unusual ability to see beyond the primitive early versions of new tech to the faint outlines of another reality, just over the horizon.** My mother had the uncommon ability to predict the future of a new technology. She could tell if something had a future at its early stage.
6. **She takes these newborn ideas in her arms and runs as fast as she can into the unknown.** She welcomes and accepts the new ideas and predicts what will happen in the future with them. "The unknown" here refers to the future world.
7. **... video conferencing was my mother's thing.** (*informal*) Video conferencing was something my mother was interested in.  
**It is one's thing:** It is something one likes or likes to do. For example, *I don't want to go to the ball tonight. Dancing's not really my thing.* 今晚我不想去舞会。我真不喜欢跳舞。

8. **a slender stream of** a very small number of
9. ... see the day after tomorrow coming. It is a metaphor referring to seeing the future today.
10. "Remember when we could only hear each other?" It suggests my mother's accurate prediction about the future of communication technology, especially the video phone technology. The slogan is intended to remind the people of the future that before video phone technology was available we could only hear each other on the phone. This is significant because the writer's mother used that slogan before video chat apps became popular.
11. **an unopened box of them surfaced in her office** An unopened box of pens was found in her office.  
**surface:** v. to suddenly appear or become obvious after having been hidden for a while
12. **It would be another several years before the first popular video chat app brought the rest of the world up to speed with her pens.** Several years after my mother made the predictions about the future development of the video phone, the real practical use of such technology began to become popular with video chat apps as predicted by the slogan on the pens.  
**to bring something up to speed with:** to let something have the latest information, knowledge or newest development
13. ... the days of dedicated hardware were through. The hardware specifically designed for video conferencing became obsolete. If something is "through", it is finished, or done.
14. I had not fully grasped it until that point, but her interest was in premature things—full of potential, unready to take their place in the world, in need of her talents. Only when the video revolution was completed (i.e. at that point) did I fully understand what interested my mother: her talents were in discovering promising, early ideas rather than fully developed products.
15. AR (Augmented Reality) AR is a technology that produces a computer-generated image.
16. ... were even on the horizon ... If something is "on the horizon", it is likely to happen soon.
17. AR is going through an awkward adolescent phase. The technology of AR is experiencing a difficult, early stage of development.
18. ... like the billboard that went up in Stockholm a couple of years ago ... A billboard

is a large board on the outside of a building or at the side of the road that displays advertisements. The writer means AR technologies can be used in this application just as the one used in Stockholm several years ago.

19. ... let passers-by win a prize by playing ping-pong with their smartphones. Here it refers to an advertising campaign for a product, in which passers-by were allowed to play an interactive video game of ping-pong on a digital billboard using their smartphone as a controller and the winner got a prize.
20. We're not there yet. We haven't reached that stage where the AR can be widely used on smartphones.
21. the hallmarks of a standard techie the distinguishing features of someone who knows a lot about technology
22. I am from a bubble in time, a place where these things have always existed. "A bubble in time" refers to a fortunate situation that is isolated from reality and unconstrained by time. Here the writer means that thanks to her mother's work, she has an earlier access to various emerging technologies, which allows her to more accurately predict whether those technologies will succeed or fail in the future.

### Word study

1. **outline** *n.* the line that goes around the edge of something, showing its main shape but not the details 轮廓线；略图  
*Ask the children to draw an outline first with a pencil.* 让孩子们先用铅笔画个轮廓。  
*He could only see the hazy outline of the house in the storm.* 暴雨中，他只能看见房子的模糊轮廓。
2. **intervening** *adj.* coming or existing between two events, dates, objects, etc. 发生于其间的；介于中间的  
*Much had changed in the intervening years.* 这些年间发生了很多变化。
3. **premature** *adj.* happening before the normal or expected time 未成熟的；过早的；提前的  
*her premature death at the age of 22* 她 22 岁时早逝  
*Our optimism was premature.* 我们高兴得太早了。
4. **virtual** *adj.*

- (1) made to appear to exist by the use of computer software, for example on the Internet (通过计算机软件, 如在互联网上) 模拟的, 虚拟的

*In virtual hospitals, doctors can provide remote care to patients via AI devices.* 在虚拟医院, 医生可以通过人工智能设备为病人提供远程服务。

- (2) almost or very nearly the thing described, so that any slight difference is not important 几乎……的; 事实上的

*I don't want to lend my money to a virtual stranger.* 我不想把钱借给一个几乎素不相识的人。

5. **infer** *v.* to reach an opinion or decide that something is true on the basis of information that is available 推断; 推论; 推理

*I infer from her expression that she is not very happy.* 我从她的表情推断她不太高兴。

*The meaning of the word can be inferred from the context.* 这个单词的含义可以从上下文中推断。

### Pre-reading activity

## 1–2 (see Student's Book page 74)

### Teaching principle

Activating prior knowledge can be beneficial to the learning process.

### Teaching suggestions

- Introduce exercises 1 and 2.
- Elicit contributions from Ss by asking them the questions:

*What kind of technologies do you use in your everyday life?*

*Which one do you find most difficult to live without?*

- Provide feedback on the content and language. Accept all answers. Ask Ss to think:

*Is there a technology that looks good at first but turns out to be useless or insignificant?*

*For example, what do you think of the following invention that was patented in history?*

*Extendable arms: a device that can be used to fetch objects from high shelves, patented by Benjamin Franklin, but proved to be of not much use*

- Respond to Ss that there are countless examples of such technologies. In China, we used to have VCDs, but they soon died out and were replaced by DVDs and now DVDs are rarely used. Introduce the term “Emerging technology consultancy”: a service that helps us to make better predictions about an emerging technology so as to avoid making wrong investments into new technologies.
- Tell the class that they are going to read a story told by a girl from an emerging technology savvy family. Ask them to think of the questions when reading the passage: *What does the story tell you? What points are made in the story?*

### Answers for reference

- 1 The technologies that I currently use include instant messaging, streaming media, facial recognition, etc. For example, people use facial recognition to log onto their online payment app to pay for items they want to purchase.
- 2 The one that matters most for me is the shared bicycle. It is an emerging business that is made possible by the development of the Internet and positioning technologies such as BDS services. I can easily locate a shared bicycle, unlock it and pay for the rental service on my phone with an app. It is the cheapest and the most efficient way for me to travel a short distance. It is also healthy and eco-friendly. Now I use the shared bicycle every day. I can't imagine my life without it.

### Comprehension work

1 (see Student's Book page 76)

#### Teaching principle

Learners benefit from meaningful negotiation in interaction to solve comprehension barriers.

#### Teaching suggestions

- Ask Ss to go through the story quickly, and return to the two questions:

*What does the story tell you? What points are made in the story?*

- Explain to Ss why certain parts are difficult to understand by using the following information about the writing styles of the story.

### About the writing styles of this story

This story retells an informal account of the life of an emerging technology consultant's family. The narrator seems to be a young girl whose language is characterized by the use of many informal expressions, metaphors, loose connections between sentences, lack of signposts in the narration and a high degree of ambiguities. This kind of writing is usually seen in the media for an audience with a lot of shared knowledge and similar cultural background. So, naturally it poses considerable challenges for those reading in their second language, especially in their foreign language. (However, these features can become meaningful learning resources in the hands of creative teachers who are able to engage in meaningful negotiation with learners.)

- Ask Ss to find out the most important sentence(s) in the story that tell(s) them the central theme of the article. (Suggested answer: ... so many things fail, and so many unlikely things succeed.) The central theme is that the emerging technologies are risky, and full of unpredictability.
- Ask Ss to find out the supporting details for this central theme by working in small groups or pairs. For example:

**Anecdote 1:** The mobile social networking technology (Its development proved that the girl's prediction was wrong.)

**Anecdote 2:** The video phone hardware technologies that were replaced by software apps (This shows how technology can become unnecessary as new products are developed.)

**Anecdote 3:** AR technology (This is an example of a new technology with limited success, but its future is still pending, and thus difficult to predict.)

- Introduce the questions on page 76 in the Student's Book. Ask Ss to answer them one by one. Use the **Answers for reference** as a guide to help Ss understand the difficult parts in the passage.

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

- (1) Mobile social networking. The writer's mother said that people would join a social network on the phone, express opinions about things and send something to friends online to see if they liked it.
- (2) She thought it "stupid", that is, impossible. The first landmark smartphone was to be released six months later, and it even took years to have the "Like" button on social networking sites.
- (3) She worked remotely with companies in Hong Kong, New York and other cities which wanted to develop software and hardware for video conferencing. The technology was still developing, and video conferencing didn't work smoothly then because the Internet was slower and hardware was large and expensive.
- (4) "Remember when we could only hear each other?" She laughed so much when she was reminded of her prediction about the future direction of technology as expressed by the slogan.
- (5) By the time her sister went to college, the first video chat app had been successfully launched in the market and become useful and popular within 12 months. In that time, hardware used for video conferencing became obsolete.
- (6) Her interest was in premature things—full of potential, unready to take their place in the world. She was an emerging technologies consultant.

**2** (see Student's Book page 76)**Teaching principle**

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

**Teaching suggestions**

- Present the summary cloze on a slide and have Ss read through it individually.
- Check answers with the class.

## Answers

- (1) emerging (2) consultant (3) stupid (4) legs (5) conferencing  
(6) adopters (7) slight (8) optimistic (9) slogan (10) premature

## Deep reading

1 (see Student's Book page 77)

### Teaching principle

Language learning is optimized by integrating explicit and implicit learning through a meaningful task.

### Teaching suggestions

- Introduce the task and make sure Ss understand the instructions.
- Demonstrate the first sentence on a slide by highlighting two expressions in this quote: "turned out" and "have legs". Ask Ss the question: *What is your reaction to these two expressions when you read them for the first time?* Try to recall your first reaction and then write down your thoughts.
- Ask Ss to first work independently on the rest quotes, and then share understanding with their partners.
- Invite Ss to report their work and use the **Notes on the figurative use of language** below and **Answers for reference** on page 135 as a guide for T-S negotiations.

### Notes on the figurative use of language

You may provide language support by explaining the figurative use of language in bold as suggested below:

- (1) **faint outlines**: hazy, uncertain future
- (2) **over the horizon**: likely to happen soon / out of reach at the moment
- (3) **slender stream of early adopters**: a small number of users at the beginning stages of a product's development

(4) “Remember when we could only hear each other?”... laughed and laughed: subtle humour to suggest that the mother has an eye for the potentials of video conferencing technology

(5) hallmarks of a standard techie: distinguishing features of someone savvy in technology

- In case Ss are not able to communicate effectively in English, use Worksheet (see page 197) to help them understand the implied meanings of the sentences.

### Answers to Worksheet

(2) C (3) B (4) D (5) A

### Answers for reference

(2) This sentence suggests that the writer’s mother is very sensitive to the emerging technologies (*faint outlines, over the horizon*), even though they are still premature.

(3) It suggests that the writer’s mother studied the market for video conferencing at a very early stage. At that time, there were only a very small number of people using the technology (*slender stream of early adopters*).

(4) The writer’s mother predicted that the time when we only heard each other would end soon. The slogan predicted the coming of video conferencing technology. Years later, she was really happy to see her prediction came true.

(5) The writer implies that she isn’t a typical addict for technologies, though she knows a lot about them.

## 2 (see Student’s Book page 78)

### Teaching principle

Open-ended tasks can give learners an opportunity to stimulate their language development.

### Teaching suggestions

- Put Ss in pairs to discuss the questions.
- Ask Ss to present the results of their discussion to the class. Provide feedback on both content

and language. You may use the following information as a guide to help T-S negotiations.

The “next big thing” can be: advanced robotics, energy storage devices, flying cars, virus-detective devices, AI scientists, heart-monitoring T-shirts, clean energy, etc.

### Answers for reference

(1) Based on the passage, “the next big thing” in the title refers to emerging technologies.

I think one of the “the next big things” is flying cars. A flying car is a vehicle that both operates as a car and an airplane. With flying cars, roadways would become less congested and city-dwellers could travel quickly and comfortably either on the road or in the sky.

(2) My mother doesn’t like new technologies much because they are a big change from how life used to be and she usually has a hard time learning how to use them, whereas my father is a technology addict.

### Mini-project

(see Student’s Book page 78)

#### Teaching principle

Task-based language teaching can enhance learners’ communicative competence through cooperative work.

#### Teaching suggestions

- Introduce the task on a slide by showing the instructions.
- Hold a class discussion, and provide hints, language support, etc.

Example: *Food*

Asking for opinions:

*Which aspect would you like to talk about?*

*What do you think the food will be like in 2035?*

*Could you please describe the food in 2035 as you imagine it?*

- Put Ss into small groups of four. Ask each group to select one aspect for their discussion.
- Invite Ss to report their ideas to the class and respond appropriately to their information and language.

## Focus on language

**1** (see Student's Book page 79)

### Teaching principle

Learners need explicit instruction in language forms after communicative activities.

### Teaching suggestions

- Ask Ss to find all the nouns related to technology in the passage. Write them on the board.
- Make sure Ss understand all these nouns. Explain in Chinese if necessary.

### Answers for reference

mobile social networking, social network, phone, smartphone, social networking site, video conferencing, software, webcam, hardware, the Internet, video chat app, video phone, handset, screen, AR glasses, headset, smart glasses, cell phone

**2** (see Student's Book page 79)

### Teaching principle

Suitable exercises in translation can raise learners' awareness of the linguistic contrast between their native language and target language.

### Teaching suggestions

- Introduce the task and ask Ss to work on the translation alone.
- Ask Ss to share their work in pairs.
- Hold a class discussion, inviting Ss to share their translations with the class and provide comments.
- Use the **Answers for reference** as a guide and allow for multiple versions of translation.

### Answers for reference

- (1) The high-tech company hired a legal consultant to solve the patent issues of the new product.
- (2) You only need to sketch a rough outline of the map of Asia, and I will fill in the details.
- (3) I can barely recognize this place. Too much has changed in the intervening years.
- (4) The famous footballer's professional career was brought to a premature end by his leg injuries.
- (5) The launch of Chang'e-4 marks the beginning of a new phase for the Chinese space programme.
- (6) On the university website you can take a virtual tour of the campus.
- (7) I infer from his refusal to see me that he has not yet made a decision.
- (8) The crew made an emergency landing before the plane ran out of fuel.
- (9) There are several different domains of computer science, each requiring its own technical expertise.
- (10) The high-speed train has become the most popular mode of transport for long-distance trips.

## B Grammar activity

### Objectives

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

1. recognize the appositive clause in the given context;
2. use the appositive clause correctly in the activity.

1 (see Student's Book pages 80 and 81)

### Teaching principle

Structural analysis is beneficial for learners at the initial stage of studying a new grammatical concept.

**Teaching suggestions**

- Write the example sentence on the board: The news that the thief had been caught came as a relief.
- Preferably use Chinese to explain the grammatical term, its function and the linking word such as *that* or a *wh*-word.
- Highlight the example sentence by comparing it with a relative clause, e.g. *The news that was released by the police came as a relief.* (minimal pair comparison) Explain the differences between the two sentences: An appositive clause functions as a noun, providing additional information about another noun. The linking word *that* cannot be omitted. A relative clause functions as an adjective, giving additional information about someone or something it modifies. The relative pronoun *that* is both a linking word and a part in the clause. It can be omitted in some cases, for example, when used as an object of a clause.
- Ask Ss to read the passage and finish exercise 1.
- Check answers with the class. Provide appropriate feedback on the content and language.

**Answers**

problem, opinion, fact, hope, *that*

**2** (see Student's Book page 81)**Teaching principle**

Learners need to practise the newly learnt grammar in different contexts.

**Teaching suggestions**

- Ask Ss to work independently on the task.
- Present the exercise on a slide for class review.
- Check answers with the class.

**Answers**

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

**3** (see Student's Book page 81)

### **Teaching principle**

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

### **Teaching suggestions**

- Choose the example sentences from page 81 in the Student's Book and write them on the board. Explain how the activities are conducted.
- Ask Ss to work on their own to complete the sentences.
- Encourage Ss to leave their seats to talk to at least three classmates and exchange information.
- Invite Ss to report back to the class about the most interesting or unusual sentences they heard during the activity.
- Organize the class to share their ideas and sentences and provide appropriate feedback on the content and language.

## **C Listening and speaking**

### **Objectives**

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

1. summarize the reasons the speaker gives for banning the use of Internet cookies to collect data;
2. give a presentation about adopting or banning a technology and provide convincing arguments in a group.

**1** (see Student's Book page 82)

### **Teaching principle**

Listening for the gist first and then focusing on specific details can help learners understand a listening passage better.

**Teaching suggestions**

- Encourage Ss to focus on the general meaning when listening to the recording for the first time. They do not need to worry if they cannot remember specific details.
- Ask Ss to talk about the general idea in their own words. Accept all appropriate answers.

**Answer for reference**

The use of cookies to collect marketing data should be banned for various reasons.

**2** (see Student's Book page 82)**Teaching principle**

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

**Teaching suggestions**

- Encourage Ss to read the statements and make a prediction based on their existing knowledge before listening.
- Play the recording twice and ask Ss to complete the exercise.
- Check answers with the class and provide appropriate feedback on the content and language.

**Answers**

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

**3** (see Student's Book page 82)**Teaching principle**

Taking notes is a useful listening strategy and it needs to be practised.

**Teaching suggestions**

- Lead the class through the instructions. Guide them to discuss the items in the table (i.e. definition, function and problems) based on what they have heard in exercises 1 and 2.

Encourage them to talk as much as possible so as to provide scaffolding for the upcoming listening activity.

- Play the recording. Ask Ss to listen again, take notes and use the notes to fill in the table.
- Ask Ss to report their answers to the class. Provide appropriate feedback on the content and language.

### Answers for reference

- (1) A small piece of information that is sent to your web browser when you access a particular website.
- (2) make the Internet faster and more convenient
- (3) Extremely annoying to get a constant stream of adverts
- (4) Causing security problems
- (5) Price sometimes goes up at the point you want to buy things online.

## 4 (see Student's Book page 83)

### Teaching principle

Learners need opportunities to practise speaking in a semi-controlled communicative activity.

### Teaching suggestions

- Introduce the speaking task and the technologies in the list, preferably using a slide.
- Take Ss through the language guide, ensuring Ss understand the expressions.
- Put Ss into groups, ask them to choose a technology and brainstorm its advantages and disadvantages. Walk around to provide support in relation to the content and language.
- Encourage Ss to decide on their argument, work out reasons to support their argument and prepare a presentation to share with the class.
- Invite Ss to give their presentations to the class. Provide appropriate feedback on the content and language.

## D Writing

### Objectives

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

1. understand the necessary elements and the features of language in the sample research report;
2. write a report about ICT use in their school.

**1** (see Student's Book page 84)

### Teaching principle

Learners need some basic knowledge about research before they engage in the writing task.

### Teaching suggestions

- Introduce the task and ways of conducting research. Explain that "research" is an uncountable noun, and there are a number of synonyms which are countable.
  - **research:** uncountable noun, e.g. *to carry out research into something*
  - **study:** countable noun, e.g. *to do several studies about ICT use in our school*
  - **enquiry:** countable noun, e.g. *to make a few enquiries into the accident*
  - **investigation:** countable noun, e.g. *to conduct several important investigations into the subject*
- Explain the concept of research.

Research basically means looking for facts and opinions related to a specific subject. Methods for conducting research may include (but are not limited to):

- (1) Interviews (It's important to find the right person to interview.)
  - (2) Focus group discussion (It's important that these groups be well selected.)
  - (3) Surveys (It's important that the questions in the survey be well designed.)
  - (4) School documents (It's important that enough school documents be collected for analysis.)
  - (5) Daily observation journals (It's important to keep good records of observation for analysis so that the research is reliable and accurate.)
- Explain the concept of research report writing.

A research report should at least provide the following information:

- (1) Research background (Where, when and why is the research conducted?)
- (2) Research question(s) (What questions are asked?)
- (3) Research method(s) (How is the research carried out?)
- (4) Research results or findings (What results / findings can be obtained from the research?)

**2–3** (see Student's Book pages 84 and 85)

### Teaching principle

A clearly structured sample writing would benefit learners when they write in a specific genre.

### Teaching suggestions

- Encourage Ss to read the sample writing independently. Ask them to use the guiding questions to incorporate the useful elements in their own writing.
- Put Ss in groups and ask them to brainstorm the following issues through group discussion:
  - research question(s)
  - research method(s)
- Ask Ss to divide the work within the group and carry out the research. This work may extend beyond the class hour so you may set the rest of the work as a school project for Ss to do after class.
- In the next lesson, invite each group to report their findings. Encourage Ss to critique each group's work.
- Ask Ss to write an individual research report.

### Answers for reference

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

<b>Aspects of writing</b>	<b>Guiding questions</b>	<b>My exploration</b>
Content	What is the purpose of the report?	<ul style="list-style-type: none"> <li>To examine the current usage of tablet computers in the writer's school</li> <li>To assess their benefits and drawbacks as a learning tool</li> <li>To make conclusions and recommendations</li> </ul>
	What are the research findings?	<ul style="list-style-type: none"> <li>There is limited access to tablet computers.</li> <li>Students are better motivated to work when using tablets.</li> <li>The cost of the tablets is high.</li> <li>The tablets are easily broken.</li> <li>The Wi-Fi network is not good enough.</li> </ul>
	How are the writer's findings supported by evidence?	<ul style="list-style-type: none"> <li>Using numbers from the records of tablet computer use</li> <li>Using the data from a student survey</li> <li>Using the interviews with teachers and ICT manager</li> </ul>
	What is the conclusion?	<ul style="list-style-type: none"> <li>Students and teachers show positive attitudes to the use of tablets.</li> <li>The use of tablets should be encouraged in all subject areas.</li> <li>Money should be invested in more tablets.</li> <li>Wi-Fi should be upgraded.</li> <li>Measures to reduce damage to tablets should be taken.</li> </ul>
Language	What language does the writer use to make the report sound reliable?	<ul style="list-style-type: none"> <li>factual description (e.g. <i>Records show that ...</i>)</li> <li>numbers (e.g. <i>5.6 hours, 108, 81, 52, 79% and nine out of ten</i>)</li> <li>indirect quotes (e.g. <i>According to the school's ICT Manager, ...</i>)</li> <li>reported speech (e.g. <i>Seventy-nine per cent of student respondents said that ...</i>)</li> </ul>
	Which phrases are used to refer to specific sources?	According to ... there are ... Records show that ...
	Which words are used to provide evidence? Find some examples.	testify, demonstrate, show, prove, suggest

## E Cultural focus

### Reading passage

#### Objectives

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

1. retell the story of China's lunar missions and achievements;
2. gain new knowledge about space in the library or on the Internet.

#### Notes on the language

1. **the far side of the moon** It means the side of the moon that always faces away from the Earth, or "the side that we never see". It is sometimes called "the dark side of the moon".
2. **relay satellite** A type of satellite used as a component of a communication system to relay data between the space and the Earth.
3. **the asteroid belt** Asteroids are solid, irregularly shaped rocks, of many sizes but much smaller than planets. Most of the asteroids in the Solar System are found orbiting the Sun between the orbits of Mars and Jupiter. This region is called the "asteroid belt".

1 (see Student's Book page 86)

#### Teaching principle

Learners need to activate their existing knowledge to understand a new topic well.

#### Teaching suggestions

- Put Ss into groups to discuss the questions.
- Invite Ss to share their ideas and provide feedback.

#### Answers for reference

- (1) I know the Chang'e Programme is our lunar exploration programme and Ye Peijian is the chief designer.
- (2) I know the Shenzhou Programme, our manned spaceflight initiative. The programme put the first Chinese, Yang Liwei, into orbit on 15 October 2003. In 2021, Shenzhou-13

was launched. The three astronauts spent six months in space. At the time, this was the longest manned space mission ever undertaken by our country.

## 2 (see Student's Book page 86)

### Teaching principle

Reading is more effective if learners have specific goals.

### Teaching suggestions

- Ask Ss to read the passage and complete exercise 2 on their own.
- Check answers with the class.

### Answers

- (1) T  
(2) F (Chang'e-1 → Chang'e-2)  
(3) F (couldn't persuade → persuaded)  
(4) T  
(5) F (Mars → the moon)

## 3 (see Student's Book page 88)

### Teaching principle

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

### Teaching suggestions

- Introduce the table on a slide and ask Ss to work in groups.
- Ask Ss to fill out the table with the key information in the passage.
- Check answers with the class and provide appropriate feedback on the content and language.

**Answers**

Year	Name	Accomplishments
2007	<u>Chang'e-1</u>	<ul style="list-style-type: none"> <li>first Chinese lunar orbit</li> <li><u>3-D mapping of the moon</u></li> </ul>
2010	<u>Chang'e-2</u>	<ul style="list-style-type: none"> <li><u>low lunar orbit</u></li> <li>test of <u>communications equipment</u></li> </ul>
2013	<u>Chang'e-3</u>	<ul style="list-style-type: none"> <li>first <u>Chinese lunar lander</u></li> <li><u>Yutu-1 (lunar rover)</u></li> </ul>
2019	<u>Chang'e-4</u>	<ul style="list-style-type: none"> <li>first ever landing <u>on the far side of the moon</u></li> <li><u>Yutu-2 (lunar rover)</u></li> <li>used the <u>relay satellite Queqiao</u></li> </ul>
2020	<u>Chang'e-5</u>	<ul style="list-style-type: none"> <li>first lunar sample-return mission</li> <li>bring back <u>about 1.7 kg of samples</u> to the Earth</li> </ul>

**4** (see Student's Book page 88)

**Teaching principle**

Learners need open-ended activities to practise using their own language repertoire through meaningful communication.

**Teaching suggestions**

- Put Ss into pairs. Ask each pair to choose one of the questions for discussion.
- Invite pairs to share their ideas with the class. Encourage Ss to make comments.

**Answers for reference**

- (1) Yes, I would like to go to the moon if possible. Ever since my childhood, I have heard so many legends about the moon, such as Chang'e and Yutu. I think flying through the vast reaches of space and then actually setting foot on moon soil would be the ultimate adventure. I'm eager to see the new world with my own eyes.
- (2) We can experiment to see whether plants can grow on the moon. Plants on the moon can provide both food and oxygen to the crew, recycle water and waste, and cleanse the air. It is a crucial step towards long-term human missions beyond Earth.

## Video

### Objectives

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

1. understand how robot cars work and people's concerns about new technologies;
2. express their opinions about technology.

### Background

Robotcar.org.uk is a collaboration between the Mobile Robotics Group of Oxford University and the Japanese car manufacturer Nissan. The team is based in the Information Engineering Building at the Department of Engineering Science at the university, but it has a field lab at Begbroke Science Park.

RobotCar is one of the two modified Nissan LEAFs provided by Nissan for the project. Lasers and cameras have been mounted around the vehicle and a computer has been installed in the boot. Before the car can operate, it must learn what its environment looks like. It only offers the driver autonomy if the 3-D impression it forms as it moves matches with the one in its memory. The driver has access to an iPad which quickly guides him or her through the necessary checks to permit autonomy. At any time, the driver can take back control of the car by touching the brake. RobotCar constantly monitors the road ahead for obstacles and comes to a controlled stop if one is detected. The vehicle is all electric, which means no carbon emissions and very high efficiency.

### Notes on the language

**Asimov's science fiction stories** Isaac Asimov (2 January 1920–6 April 1992) was an American writer and professor of biochemistry at Boston University. He was known for his works of science fiction and popular science. The Robot series is one of his major series.

**1** (see Student's Book page 89)

### Teaching principle

Viewing is more effective when learners have some background knowledge about the topic.

### Teaching suggestions

- Ask Ss to work in pairs and share their ideas about traffic jams and driving.
- Invite Ss to report, accepting all their answers.

### Answers for reference

- (1) I live in a big city where I experience traffic jams frequently especially during rush hours.
- (2) I don't want to learn to drive because I am physically clumsy and I have no interest in cars.

**2** (see Student's Book page 89)

### Teaching principle

It is important to practise viewing with purpose.

### Teaching suggestions

- Introduce the video and play it with the picture off until 02:32.
- Ask Ss to report what they have heard, and provide appropriate feedback on the content and language.
- Play this part several times with the picture on until Ss are familiar with the content of this section.
- Present the following questions and ask Ss to think: *How would people answer them? And how would you answer them?*

*Can you think of any current situations where machines are in control?*

*What problems and benefits do you foresee with giving control to machines?*

*Would you be comfortable being driven by an autonomous car? Why or why not?*

- Ask Ss to watch the video from 2:32–05:36 to find the answers to the first question: *How would people answer them?* Write Ss' contributions on the board.
- Ask Ss to discuss: *How are other people's answers different from yours?* Accept any of the Ss' answers.
- Ask Ss to watch the last part of the video with the sound off from 05:36–end.
- Invite Ss to report what they have seen in their own language. Provide appropriate feedback on the content and language.

- Play this part several times with the sound on. Let Ss check for their answers.
- Ask Ss to complete exercise 2 independently.
- Check answers with the class. Provide appropriate feedback.

### Answers

- (1) There were 28.7 million cars.
- (2) They work at Oxford University.
- (3) He wrote science fiction.
- (4) It uses experience-based navigation.
- (5) She says that her life is controlled by her mobile phone.
- (6) She says that there will be more people out of work.
- (7) Most of the time it's on autopilot.

3 (see Student's Book page 89)

### Teaching principle

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

### Teaching suggestions

- Ask Ss to finish the exercise independently first.
- Check answers with the class.

### Answers

- (1) solution
- (2) confidence
- (3) navigation
- (4) popularity
- (5) technological
- (6) affordability
- (7) precision
- (8) operation

**4** (see Student's Book page 89)

**Teaching principle**

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

**Teaching suggestions**

- Introduce the task and take Ss through the instructions.
- Put Ss into paired groups (A and B) and ask them to choose a side of the motion.
- Ask each group to prepare the debate by brainstorming as many arguments as possible, and then ask them to select the best five for the debate.
- Start the debate one by one between the paired groups. Ask the class to vote for the winner after each pair has completed their debate.

# 附录 1：各单元听力文本和视频文本

## Unit 1 The media and the message

### Listening audio scripts

**Presenter:** In a recent survey, 40 per cent of teenagers admitted they daydreamed about being famous. To help us explain this phenomenon, we're joined by psychologist Dr David Sharp, anthropologist Tom Baker and TV producer Ginny Jacobs.

**David:** Well, this need for recognition is something we all have, but fame-seekers have stronger needs than others. Maybe they weren't very popular at school, or perhaps they didn't get any attention from their parents.

**Tom:** Yes, this need for approval is part of our survival instinct. It goes back to the earliest societies, where people lived in small groups. Those who were not approved of by the group were all alone, without protection. In other words, people seek fame in order to feel secure.

**Ginny:** This actually happens in reality shows all the time—contestants are desperate for approval. They'll do anything for it, even pretend to be someone they're not to please their fans and "survive" on the show. If they fall out of favour, it's over.

**David:** There's also a physical explanation for why some of us desire fame so much. For example, when you have to give a talk in front of a large audience, your body starts producing adrenaline. This is how celebrities feel when they are the focus of everyone's attention, and this adrenaline rush can be addictive, especially to risk-takers. As many famous people are natural risk-takers, they love these kinds of situations!

**Ginny:** Although for those of us who are not natural risk-takers, perhaps this desire for fame is mostly to do with wanting success—you know, money and influence.

**David:** That's very true, and these TV shows make people believe that anyone can be a celebrity.

**Tom:** Yes, people think that becoming famous is an easy way to live a long and happy life, although statistics tell a different story. In fact, celebrities generally have shorter lives than ordinary people.

- David:** Yes, they forget about the costs—the pressure to live up to people's ideals and the constant media attention: you might be surrounded by people, yet you could feel totally isolated. Your fans may expect you to do the impossible, and you may feel stressed because you don't want to disappoint people.
- Ginny:** However, many still choose to walk down this path, with the hope that their achievements will be remembered forever. Fame, I think, helps us become immortal in some way.

## Video scripts

### Pepper the Robot

- Narrator:** TV presenter Ben Miller is on his way to his first encounter with Pepper, a very special robot and the first of its kind.
- Ben:** This is an android that can sense human emotion. How are you?
- Pepper:** I'm super good, thanks! And you?
- Ben:** I'm really happy to talk to you. Can you see how happy I am?
- Pepper:** I'm looking at you.
- Narrator:** This allows Pepper to be a source of companionship and emotional support for humans.
- Ben:** I don't feel so happy anymore.
- Pepper:** Hmm.
- Ben:** Now I'm angry.
- Pepper:** Ohh.
- Narrator:** Pepper is designed to learn from experience and will develop a personality over time.
- Ben:** I'm intrigued to find out more about my little mechanical friend from the Chief Scientific Officer, Rodolphe Gelin. No, actually that's another robot. Here's Rodolphe. I'm really inspired by this place. I mean, I've never seen anywhere quite like it. Whose idea was Pepper?
- Rodolphe:** This is the idea of Bruno Maisonnier. Bruno Maisonnier was a, is an engineer who

used to work in a bank. But, during the night, he was working on robots, because since he was a little kid he really loved robots.

**Ben:** Can we talk about the software?

**Rodolphe:** He uses sensors, vision sensor mainly, to detect, on your face, if you're smiling, if you're, you know, if you're sad ...

**Ben:** Twenty electric motors, an INTEL-ATOM-based computer, two cameras and the 3-D sensor. They all work together to create one of the world's most advanced robotic artificial intelligences. I can't wait to see what Pepper's capable of.

**Narrator:** Pepper's not intended to tackle the chores, but is designed as an emotional companion. As Pepper learns more about us, it adapts its behaviour, enabling us to share engaging and stimulating conversations.

**Pepper:** Hi.

**Ben:** I would like to play a game.

**Pepper:** I love to play. We can play a guessing game. Is it a girl?

**Ben:** No.

**Pepper:** Does your character live in America?

**Ben:** No.

**Pepper:** Hmm. Is your character linked with sports?

**Ben:** No.

**Pepper:** Hmm. Is your character a singer?

**Ben:** Yes.

**Pepper:** Alright. Hmm ... Is your character currently more than 40 years old?

**Ben:** Yes.

**Pepper:** I'm confident. Is your character Canadian?

**Ben:** Yes.

**Pepper:** Mmm, alright. It's Michael Bublé.

**Ben:** Yes!

**Narrator:** But Pepper can do more than just play games. Whether performing a customer-facing role, or as part of a household, Pepper is always there to engage with people

and make them feel good.

**Ben:** For the first time, I feel like I've met a robot that, uh, lives up to the dream of what a robot might be.

**Narrator:** It's true that unlike some other robots, Pepper doesn't look much like a human, which studies show encourages trust. But what Pepper the robot lacks in looks, it makes up for in personality.

## Unit 2 Live longer, live better?

### Listening audio scripts

**Presenter:** Societies around the world are getting older, but attitudes towards older people differ from country to country. Some societies think of them as over the hill and irrelevant, while in others, they are seen as old and wise. In the studio today we have community worker Yolanda Sparks and social anthropologist Ralph Sanchez. So, Ralph ... What are the key differences?

**Ralph:** Western societies tend to have a very strong culture of youth. Although some people complain about adolescent kids and their childish behaviour, young people in general are perceived as more innovative and dynamic, bringing fresh and unique ideas to society.

**Yolanda:** But they're also perceived as inexperienced or even foolish.

**Ralph:** Still, we tend to value youth over everything else, as young people represent the future. Secondly, it's important to be self-reliant and able to do things for oneself in the West. When people get old and become more dependent on others, they become less valuable to society.

**Yolanda:** That's right. Another problem is that young people in Western countries usually don't have close relationships with the older generation. The old often end up in nursing homes where they become cut off from their families and friends they grew up with.

**Presenter:** But not every society has this attitude?

**Ralph:** No, other societies usually value older people. In China, young people continue to look after the elderly at home or in their community where they are surrounded by

families and friends. Generally, in Asian cultures, being mature is more valuable than being youthful because you have more life experience. There's also a strong tradition of showing older people respect; it's part of how children are brought up.

**Presenter:** So it's a question of tradition.

**Ralph:** Yes—it's a question of value too. In tribal societies, older members of the tribe are supportive to their families, helping with the children and collecting food. People also turn to respected tribal elders for their knowledge. There's no written record of history, so older people are valuable sources of information.

**Presenter:** So how should we treat our old people in modern societies?

**Yolanda:** I think we need to create opportunities for old people to contribute more to society, instead of regarding them as old and useless. We shouldn't think of old people as set in their ways and stuck in the past. Old age isn't an illness, and old people still have a lot to give.

## Video scripts

### Surgery: old and new

This area in Southwark, London, used to be the site of one of London's oldest hospitals—St Thomas'. St Thomas' was here for almost 700 years and had one of the country's first ever operating theatres.

Have you ever had an operation? If you have, it was probably in an operating theatre like this. These modern theatres are clean, spacious and bright. As you can see, they are full of high-tech equipment and they are designed to make surgery as clean and as safe as possible. They usually have an adjustable metal operating table in the centre of the room. Above the table there are several large, fluorescent lights, which allow surgeons to see everything. At the head of the table, there's an anaesthetic machine, and around the room there are various monitors measuring heart rate, blood pressure and blood oxygen levels.

But what about old operating theatres, what were they like? Well, there's more to this old church than meets the eye as St Thomas' old operating theatre used to be in its attic.

The hospital was moved from here in the 1860s. But when a historian decided to investigate the church's old attic, he found a large abandoned room containing some old-fashioned surgical equipment. Today this room is part of the Old Operating Theatre Museum. The museum has been

teaching visitors about the history of surgery for over fifty years.

The first question many people ask when they come here is “why is it called an operating theatre?” Well, the answer is simple: as you can see, medical students used to stand here and watch the surgery. Like an audience watching a play in a theatre. During operations, the room was always cramped and crowded. And the bigger and bloodier the operation—the bigger the audience.

Imagine how frightening it must have been for the poor patients. And they were usually quite poor. The rich had their operations at home, but the poor would tolerate the audience in order to receive surgery they would never be able to afford otherwise.

The patient would lie on this uncomfortable wooden bench while the surgeon worked. There was no anaesthetic, so patients were awake throughout the procedure—unless, of course, they fainted. The surgeons were quick: they could amputate a leg in less than a minute. But they had very little understanding of hygiene. There were no antiseptics. And surgeons always wore the same coats, which were usually covered with blood from previous operations.

They often used dirty instruments, which were kept on this old wooden table. And they rarely washed their hands.

Below the operating table, there was a wooden box, filled with sawdust or wood shavings. This collected the blood from each operation. But often there was too much blood, so in the end, they built a false floor; the blood could be washed away and collected in the space between the new floor and the original floor.

In such unhygienic conditions, it isn’t surprising that patients often died during surgery. After the patient’s death, their bones and organs were kept for further study.

All of these practices seem primitive to us, but without these techniques we might never have developed the cleaner, safer procedures we have today. That’s something we can all be grateful for.

## Unit 3 Food and ethics

### Listening audio scripts

The subject of today’s talk is food ... or lack of it, and how we can make more of it without using up resources or causing more environmental problems. It’s time to face up to the facts and look

for new sources of food. Luckily, there are a few ideas on the table that I'm going to examine ...

One solution, which is not new, but still very popular, is the development of "micro-livestock", or what we would call insect farms. At least 1,400 species of insects, such as grasshoppers, spiders and beetles, are already eaten in some areas. This micro-livestock is easy to farm, rich in protein and takes up a fraction of the space of livestock such as cows and sheep. The problem is that many people are squeamish and the idea of eating insects makes them feel sick, so researchers are looking at ways to extract the protein and add it to other foods. That said, in a few years' time we may just have to put on a brave face and eat them anyway!

Another quite exciting solution is "cultured meat"—let me explain what I mean ... Cultured meat is meat grown in a laboratory from stem cells taken from an animal. This artificial product uses less energy, water, and land than animal farming, which currently takes up 30 per cent of the Earth's land mass. If it were sold commercially, it could save many forests, and on the face of it, looks like a great alternative to real meat. The only problem is that it looks a little like pink slime and it tastes of nothing. This bland taste is because there isn't any blood or fat. It's also pretty pricey. At the moment, cultured meat costs a small fortune to make—pink slime is more expensive than caviar!

A third possibility is "green super rice"—in other words, rice that produces more grain and can survive hostile environments, insects and disease. Chinese plant breeder Li Zhikang has dedicated the last 12 years of his life to developing this new rice, and instead of using GM technology, or genetically modified crops, he's worked with researchers and farmers in 16 countries, combining 250 varieties of rice. As the main ingredient in many meals, green super rice could help feed an extra 100 million people, and in the face of a growing global population, could make a real difference to our planet. Apparently, the rice tastes good ... but we still need land to grow it.

## Video scripts

### Spicy chilli and Sichuan food

Last night's rain has made the mountain road slippery for Su Qiong and her husband. They hurry to get their chillies to market before the sun comes up. In winter, the chillies aren't as attractive as they were in other seasons, but that does not affect people's enthusiasm for them. Su Qiong is a vegetable farmer and the head of her family. Many Sichuan women like Su Qiong are cheerful yet tough and decisive. Chinese people call such women "bold and spicy". Christopher Columbus

brought chillies to Europe from the Americas in the 15th century. A hundred years later, they were introduced into China. The Sichuan Basin has a wet climate with heavy rainfall—great weather for eating spicy food!

Strictly speaking, spiciness is a sensory reaction rather than a flavour. The spicy or hot taste comes from the stimulation of the part of the tongue that senses pain and temperature. The most common hot spices in Chinese cuisine come from chillies from South America, ginger from South-east Asia and Sichuan peppers from China.

The main chemical responsible for spiciness is capsaicin. Peppers and ginger bind with pain receptors in the mouth, creating a reaction in the brain similar to being burned. This feeling stimulates the appetite.

Chillies are responsible for the character of Sichuan cuisine, whether used as a main ingredient, a secondary ingredient, or a seasoning.

The people in the Sichuan Basin live a more leisurely life than people in the rest of China, and the unique flavour of their food comes from their understanding of chilli peppers. In late autumn and early winter, people in Sichuan let their chillies dry naturally. But Su Qiong's chillies still look fresh and shiny. Su Qiong delayed the planting and harvesting of her chillies so she could get a higher price in winter. This idea earned her her husband's admiration. Her fresh chillies also attract regular customers.

Liu Junjie, who is now 64 years old, is a distinguished Sichuan chef. Two years ago, he returned to his hometown after a long career as a chef in America. Mr Liu carefully pickles chillies in a large crock. He changes the water on the top of the crock every other day to control microbe growth. Pickled chillies are a classic Sichuan creation. A chemical reaction takes place in the crock that makes them softer and less strong.

The invention of pickled chillies led to Sichuan's famous fish-flavoured dishes. Fish-flavoured shredded pork is a classic Sichuan dish.

Liu Junjie believes that seasoning with pickled chillies requires skill. When he was away, cooking with them was a constant reminder of home.

Another food featuring chilli peppers that makes people from Sichuan feel nostalgic for home is spicy broad bean sauce.

Mrs Chen adds some processed broad beans to chopped fresh red chilli peppers. She wants to take advantage of the good weather to dry the chillies in the open air.

Every year, Mrs Chen gives a jar of the sauce to each of her children.

The chillies and beans slowly ferment in the crock. The delicious spicy sauce is almost ready. Sichuan spicy sauce is hot and strong. It's an important seasoning in Sichuan cuisine that gives colour and aroma to the food. The sharp contrast between the mild taste of the tofu and the heavy flavour of the hot sauce mobilizes all the senses. The smooth texture and burning feeling on the tongue and throat have helped to make this particular dish, spicy tofu, popular across China and the world.

## Unit 4 Technology

### Listening audio scripts

In today's presentation, I'm going to talk about Internet cookies. The aim of my presentation is to persuade you that the use of these to collect marketing data should be banned.

Let me start by telling you what cookies are. For those of you who don't already know, a cookie is a small piece of information that is sent to your web browser when you access a particular website. When a cookie arrives, your browser saves this information to your hard drive; when you return to that site, some of the stored information is sent back to the web server. Cookies help to make the Internet faster and more convenient, but there are problems associated with them.

Cookies allow companies to analyse your online behaviour and then personalize their marketing to you. When you move from one website to another, you are followed around by advertisements for products you have already looked at online and decided not to buy. I'm sure we can all agree that when we've decided not to buy something, it's extremely annoying to get a constant stream of advertisements about it.

I've just told you about the annoyance that cookies can cause. Now I'm going to move onto the issue of security. Some companies build up a large amount of data about you. They do this so they can sell it to other companies and make money, but what if they are hacked and criminals get hold of the information? This could lead to all sorts of problems with identity theft. It's just not safe to allow them to collect all this data.

I've got one final point to make, and it regards the pricing of things that you buy online. It is thought that companies sometimes put the price of certain things up at the point where they think you're going to make your purchase. Plane tickets, for example. You search for flights, you compare your different options, and then you try to buy a ticket and the price has gone up. If you check the prices on a different computer, a computer that hasn't already done those earlier

searches, you might get the original price. When companies use cookies in this way, you can never be sure that you're paying a fair price.

To sum up, the use of cookies to collect marketing data causes annoying advertisements that follow you around the Internet, it threatens your security, and it means you may have to pay unfair prices. I hope my arguments have convinced you that this use of cookies should be banned.

## Video scripts

### Robot cars

By the end of 2012, there were 240 million cars on the road in the US and 28.7 million in the UK. The rise in popularity and affordability of the automobile has been sure and steady and looks set to continue. But more cars equal more traffic jams—and more road accidents.

Scientists at Oxford University think they have the solution to these problems: the UK's first autonomous car.

They have specially adapted an electric car with the complex technology that enables the car to drive itself.

**The result:** RobotCar! A huge amount of manpower and engineering expertise has been brought together to achieve this technological leap—something that has previously only existed in Asimov's science fiction stories.

The car has been fitted with lasers that "see" the road ahead, identifying buildings, kerbs and other vehicles.

Using experience-based navigation (this means that the car observes as you drive), the car "learns" how to navigate and drive regularly travelled routes.

The car is then able to reproduce the routes in its memory with astounding precision.

At the moment, the driver is still ultimately responsible for the overall operation of the car. So it is not fully autonomous. But the idea is that, in the future, when the driver comes to a section of their everyday commute that the car knows, or feels confident about, the driver is given a choice as to whether he or she will press a button to enable the car to take control. The car gauges confidence levels based on prior knowledge; when it is able to locate itself within its surroundings, i.e. recognize where it is, autonomy can be assumed.

The car also observes current events, such as pedestrians crossing the road, in order to avoid collisions.

**Can you think of any current situations where machines are in control?**

**Caroline:** I think my mobile phone is in control of my life quite a lot, erm, and unfortunately I let it! I don't like the fact that today technology has such an impact on the way we live, because if I leave my phone at home, I panic for the rest of the day and I feel really disconnected.

**Matt:** I can't really think of too many situations where machines are in control apart from the Internet. I think that right now the Internet is so integral and fundamental to our lives that it's almost in control of things, and if the Internet were to stop for some strange reason, because of a magnetic force field from outer space or something like that, that would be very problematic.

**John:** Not, not many, not yet, but I think in the future, that, that might change. At the moment, the obvious ones would be on a plane where you've got the autopilot, and even, I think even a lot of trains are kind of run on kind of like an autopilot as well. But no, I don't think we're there yet; I think it's still very much human-controlled.

**What problems and benefits do you foresee with giving control to machines?**

**Aileen:** It would put a lot of people out of work 'cause machines would be able to do a job that a person could do.

**Jo:** I think there're certain situations where a machine might not necessarily make the best judgements, erm, so it is better to have a person who maybe doesn't make the decision on their own but, erm, is there to check what the machine is doing.

**John:** The more work we give to robots, the more work we're taking away from us, so where does the money come, er, come from to put food on the table and, and so on. Erm, I mean, the other dangers would be giving up responsibility.

**Would you be comfortable being driven by an autonomous vehicle?**

**Caroline:** Absolutely not. Erm, I don't like driving automatic cars because I feel like I'm losing control of the vehicle, so the idea of someone else—well, nothing else—driving a car is terrifying.

**Aileen:** No, because I'd like to be in control of the machine, or the car.

**Jo:** I think it would depend on the vehicle, because actually if you go into London now, there are already some trains that don't have a driver, and it's never worried me. Erm,

but I would be concerned about going in a car without a driver.

**Matt:** Yes, I would be comfortable being driven by an autonomous vehicle. Erm, I feel like that every time I get on a train—I don't know who's driving it. Is it, maybe it's just happening automatically by a computer program.

Computers already control a lot of things. Did you know that even though there are usually two pilots in the cockpit of a plane, for the majority of the time it's on autopilot—the plane is flying itself. Some cars are even able to park themselves.

In the future, these clever autonomous vehicles will not only allow you to free up part of your journey, they'll make it a lot safer, too. In just a few years' time, you could be sitting in a traffic jam reading the online news, or painting your nails!

But are you ready to put your trust in your car?

## 附录 2：各单元语篇参考译文

### Unit 1 The media and the message

#### Reading and interaction

##### 新闻时刻

2011年3月11日，星期五，和其他日子一样，网络也迎来了新的一天。上午，社交媒体上传播着关于一位小有名气的明星的故事，以及某热门搜索引擎的商业新闻。突然，在下午2点46分，数千条在线帖子从东京发布出来。社交媒体用户率先爆料，那里发生了一个重大事件：一场大地震袭击了日本，继而引发了巨大的海啸。来自地震灾区目击者的证言大量涌入网络，随后，当海啸席卷海岸线时，人们爬上桥梁和楼房，在他们最喜欢的社交媒体网站上发布视频。他们拍摄的画面有抖动，但内容却令人震撼——眼前的世界正在崩塌，而他们依然在拍摄。

在过去几年中，类似2011年日本地震区这样的重大新闻，主要由普通人播报。正是手持智能手机的公民记者将这些故事传遍了世界各地。移动技术使事件目击者能够比专业记者更快地发布视频、照片和评论。报道和决定新闻价值的形势已经改变：如今，公民记者也有了话语权。

新闻的内容也发生了变化，因为公民记者所讲的故事往往更加个人化，更具情绪感召力。与专业记者在发布任何新闻之前调查事实和信息来源不同，公民作者的博文和在线评论很少引用可靠的来源，通常也不提供背景信息或广泛的概述。人们没有时间收集、调查真相，或探索前因后果。上传到互联网上的视频可能会显示一座建筑物正在燃烧，但可能不会调查火灾是如何发生的、什么人会受到影响，以及可能是什么因素帮助或推迟了灭火工作。

但在其他方面，公民新闻秉持了新闻的目的，即报道对他人重要的新闻。现在普通人更容易针对他们的社区和社会说点什么，写点什么。也就是说，公民新闻促进了信息共享，这将有利于个人改善他们的生活。据说这种新闻报道来源的转变有益于过去不为人知的社区或团体。通过互联网，这些公民播报可以在全球传播。得益于公民新闻，许多普通人现在能够参与讲述重要的故事，包括他们自己的故事。

然而，公民新闻也存在严重的道德问题。与传统新闻不同，公民新闻在很大程度上是不受监管的，很少或根本无人问责，没有人去调查事实或追查来源。这些未经证实的故事可能会引起恐慌或影响普通人的生活。几年前，互联网上开始传播关于一款极其危险的网络游戏的故事，这款游戏声称在全世界青少年中广受欢迎。这个故事缺乏可信度，而且几乎没有事实支持：实际上，这个游戏根本不存在。然而，这场骗局迅速传播并成为一些国家主要报纸

的头条新闻。这在全世界的家长中造成了不必要的恐惧，并迫使警察部门动用其有限的资源调查这些虚假说法。由于帖子很少被核查和确认，公民记者很容易上当受骗。这样就存在公民记者向广大受众传播虚假信息的风险，因为受众想当然地相信新闻报道是真实的。2012年，一名来自新泽西州的十六岁女孩在网上发布消息，称有人在她家。不久之后，她神秘地失踪了，同一社交网络的许多用户认为她已经被绑架，并发起了名为“帮助寻找卡拉”的在线活动。这个求助传遍全球，网络上有3.4万人与朋友分享了这条信息。每个人都相信卡拉讲的故事，并陷入了骗局，直到警察发现她沿着一条公路在行走。原来她假装自己被绑架，然后离家出走。对卡拉来说，幸运的是她没有被起诉。

这类事件表明，公民新闻仍在摸索中发展。今天有数百万人携带智能手机，我们可能会看到更多不同年龄的人讲述自己的故事，分享影响他们生活的事件，并且在世界各地产生影响和改变。一位媒体专家说：“我们面临的选择，并非这是否是我们想要运营的媒体环境。这就是我们现有的环境。现在我们每个人都面临的问题是，‘如何才能最好地利用这种传播媒介?’”

## Cultural focus

### 眼见为实

一列蒸汽火车缓缓驶入车站，一艘船停靠在港口，一大群工人在辛苦工作了一天后冲出工厂大门。这些都是一百多年前卢米埃尔兄弟制作的第一批动态影像的题材。这些被称为“现实”的黑白短片拍摄地点单一，没有故事情节。它们只是展示了日常生活中的简单场景。(而)对从未见过移动图像的人来说，这些场景产生了巨大的影响。据说，当一列荧幕上的火车向观众疾驰而来时，有人甚至跑出了剧院。人们从未见过如此逼真的画面；对于第一批观众来说，“眼见为实”。

直到1922年，我们今天所知道的纪录片才开始出现。一位名叫罗伯特·弗拉哈迪的美国导演制作了一部长篇纪录片《北方的纳努克》。这部影片向观众介绍了阿拉斯加西北部因纽特人的生活，帮助他们拓宽了对世界的了解。正是这种教育和向人们展示“真相”的愿望激励了早期的电影制作人，但他们的纪录片到底有多真实呢？

弗拉哈迪的纪录片由当地人演绎，看起来自然而即兴，但这部电影在很大程度上是对因纽特人生活方式的浪漫诠释，使用了许多舞台场景。这些早期的纪录片更像是对现实的一种解读——它们展示的是电影制作人对生活的看法，而不是真实的生活。

十年后，英国导演约翰·格里尔森开始以类似的风格制作纪录片，这一塑造“现实”的传统得以延续。《夜邮》一开始是一部关于从伦敦到爱丁堡的邮车的新闻电影，但随着影片的进展，它注重于动作、光线、节奏和声效，变得更富有诗意，却更不现实。

有趣的是，这种“改编现实”也被用于新闻节目中。二十世纪早期的许多战争影像都是

摆拍的，摄影师们在战争结束后到达现场，拍摄士兵表演的画面。

在二十世纪五十和六十年代，兴起了一场反对摆拍现实和重建场景的抗议运动，这一运动被称为“直接电影”。直接电影起源于美国，给人的印象是屏幕上的事件录制是自然而然的，以与现实生活完全一致的方式呈现给观众。

渐渐地，这种直接电影风格开始影响其他类型的电影，一些虚构影片变得更加“现实”。二十世纪六十年代，英国社会主义者，电影制作人肯·洛奇采用了“墙上飞蝇式（写实式）”的风格，使他的“戏剧纪录片”电影尽可能看起来没有剧本、显得自然。这些犀利的故事通常涉及现实生活中的问题，旨在影响人们的观点。

当虚构电影采用直接电影技术时，纪录片制作人则在寻找捕捉现实的新方法。在《失衡生活》中，高弗雷·雷吉奥和罗恩·福瑞克探索了自然世界的戏剧性，以及人类对自然世界的影响。这个故事完全不通过言语来讲述。相反，一个强有力的乐章将海洋和沙漠的场景与高楼大厦和交通堵塞的画面连接起来。《失衡生活》以一种非常特殊的方式展示了这个世界，既真实又虚幻。

从那以后，许多成功的纪录片都使用了类似令人震撼的音效和图像，并将其与有感染力的故事叙述和戏剧性事件的再现相结合。事实上，当代纪录片在许多方面与主流好莱坞作品已经无法区分。

尽管纪录片和好莱坞电影越来越相似，但有一件事是肯定的：无论发生什么，纪录片制作人都将继续寻找探索现实的创新方法。

## Exploring literature 1

### 我们家怎么庆祝母亲节 ——家庭成员口述

斯蒂芬·巴特勒·利科克

在最近冒出来的各种新点子里，我最赞成的是每年庆祝一次“母亲节”。今年的母亲节——5月11日在美国变得越来越受欢迎，我一点都不奇怪，而且我相信这个风俗也会很快传到英国去。

在一个像我家这样的大家庭里，庆祝母亲节的想法尤其得到广泛拥护。我们决定要搞一次特别的庆祝。这个节日能提醒我们多年来妈妈为我们这个家所做的贡献，让我们铭记她为我们所付出和牺牲的一切，大家都觉得过母亲节这个主意非常好。

于是，我们决定要把这一天作为一个大日子来庆贺，全家都要专门空出一天来过这个节，所有家庭成员都要尽心竭力让妈妈开心。为了那天能帮上忙，爸爸决定请假一天不上班；上

大学的姐姐安妮和我、上中学的妹妹玛丽和弟弟威尔，那天都翘课不去上学。

既然要把母亲节当成像圣诞节那样的重大节日来庆祝，我们就得把家里装饰一下。我们决定用鲜花装点屋子，在壁炉上挂些祝福语，总之要营造氛围。做祝福语牌子、挂饰品这些事都由妈妈来做，因为过圣诞节时装饰的事都是她一手操办的。

两个女孩子觉得这样隆重的场合，大家都应该好好打扮一番，所以她俩都买了新帽子。妈妈替她们把帽子都镶了边，她们戴上后很好看。爸爸给他自己和我们两个男孩买了丝绸领带作为母亲节的纪念品，让我们能好好想着妈妈。我们本来要给妈妈也买顶新帽子，但她好像确实非常喜欢她那顶灰色的旧帽子，不太想换新的，而且两个女孩子都说那顶旧帽子特别适合妈妈。

本来呢，我们安排母亲节那天早餐之后就给妈妈一个惊喜：我们要租辆车带她去乡野里好好逛逛。妈妈平时很难有这样的享受，因为我们家只雇得起一个女佣，所以妈妈几乎总是在家里忙碌着。现在乡村正是风景宜人的时候，如果她能乘车外出走得远远的，度过一个美好的上午，肯定很棒。

不过那天早上，我们临时把计划修改了一点点。因为爸爸突然想到，与其带妈妈坐车兜风，不如干脆带她去钓鱼。爸爸说，反正车已经租好付了钱，我们不如物尽其用，干脆开上山，去有溪流的地方。爸爸有他的道理：如果开着车四处闲逛，会显得有些漫无目的；但如果你是去钓鱼，那么你就清楚自己出行的目标，这会大大增加你出行的乐趣。

我们大家都觉得有个明确的外出目的会对妈妈更好，毕竟，爸爸在母亲节前一天刚巧买了根新钓竿，那么去钓鱼这主意就再合适不过了。爸爸表示，妈妈愿意的话可以用新钓竿，他还说实际上这钓竿就是为妈妈准备的，只不过妈妈却说与其费劲自己钓鱼，她宁愿在一旁看爸爸钓。

好了，出行的一切都安排妥当了。我们还让妈妈准备了一些三明治之类的简易午餐，以防我们在外面饿了，不过我们中午肯定是要回来吃大餐的，就像过圣诞节或者元旦时那样。妈妈用篮子把所有吃的都给我们装好，等着放上车。

可是，当车开到门口时，我们才发现车里的空间看起来没有我们预计的大，因为我们之前没有算上爸爸钓鱼的工具箱、鱼竿，还有午餐盒。很明显，车子不可能装下我们所有人。

爸爸说不用管他，他就留在家里好了，他可以在花园里找点事做来打发时间。有很多脏活累活可以干，比如说挖一条排污通道，这还可以省下雇人来做的钱，所以他说他就留家里了。他让我们千万不要介意他三年都没有真正休过一天假，要我们赶紧出发，开开心心地度过愉快的一天，不要记挂他。他说他可以坚持干一整天的活，本来他就不该奢望能有一天假日的。

然而我们都觉得把爸爸留在家里肯定是不行的，他在家的话肯定会惹麻烦。两个女孩子安妮和玛丽倒是很愿意留下来帮女佣做饭，只是可惜了这样的好天气和她们的新帽子。但她俩都说只要妈妈一句话，她们很乐意留在家里帮忙。威尔和我也可以不去，但不幸的是做饭的事我俩是一点都帮不上忙。

所以最后的结果是让妈妈留下，在家好好休息一天，同时准备正餐。其实吧，妈妈本来也不太喜欢钓鱼，而且虽然那天天气很好，阳光灿烂，但户外还是有点凉飕飕的，爸爸都担心如果妈妈出门的话会着凉。

他说妈妈原本可以好好休息，要是他硬要拉着妈妈出门去乡下转悠，让妈妈因此患上重感冒的话，他永远也不能原谅自己。他说妈妈为我们做了这么多，我们有义务尽量让她多休息，享受安宁，这也是之前他为何想到钓鱼之旅，就是为了让妈妈清静一会儿。他说年轻人很少能意识到清静对上了年纪的人有多重要，至于他自己，他倒是能受得了喧闹，但他很高兴能让妈妈免受吵扰。

于是我们向妈妈欢呼三声后就出发了。妈妈站在游廊上目送我们一直到看不见为止。爸爸每隔一会儿就跟她使劲地挥手，直到他伸出去的手碰到了车尾，然后他说他觉得妈妈应该看不到我们了。

哎，你想象不到我们在山里度过的那天有多美妙！爸爸钓到了好些大家伙，他很肯定如果妈妈来的话，肯定是没办法把这么大的鱼弄上岸的。我和威尔也钓鱼了，就是没有爸爸钓到的多。两个女孩子一路上遇到好些认识的人，她们在溪边碰到了几个年轻的男性朋友，还聊了聊。大家都很开心。

我们回去的时候迟了许多，快晚上七点了，但妈妈已经预料到我们会晚，她把开饭的时间推迟了，所以我们到家就有热腾腾的饭菜等着我们。不过妈妈先得把毛巾和肥皂给爸爸准备好，还有干净的换洗衣服，因为他每次钓鱼总是搞得浑身一团脏。这就让妈妈忙了好一阵，接着她又去帮女孩子们梳洗打扮。

终于万事齐备，我们坐下来享受最豪华的盛宴——烤火鸡和其他各种美味佳肴，像圣诞大餐一样。用餐过程中，妈妈不得不时不时地站起来又坐下去，帮忙上菜、递盘子啥的，终于爸爸注意到了，他要妈妈停下来，希望妈妈不要再劳累，然后他站起来，自己去餐具柜拿了核桃。

这顿大餐吃了很久，大家都开心极了。吃完我们都想帮忙收拾、洗碗，只是妈妈说她真的非常情愿自己清理，因此我们就都交给她了，因为我们想至少有一次要顺着她的心意。

收拾好一切已经挺晚的了，大家上床之前都吻了吻妈妈。妈妈说这是她一生中最美好的一天，我觉得她说这话的时候眼里有泪光。于是大家都觉得今天所做的一切是值得的。

（廖炜春 译）

## Unit 2 Live longer, live better?

### Reading and interaction

#### 从现在到永恒

泰勒·贾米森有着严格的日常作息。他每天早上 6 点慢跑，看报纸，然后开始一天长达十八小时的工作。泰勒是一家大公司的首席执行官，工作环境充满了压力。尽管如此，已将近 100 岁高龄的他却没有严重的健康问题。事实上，泰勒预计还能再活几个世纪。他本来的躯体几年前已经“死亡”，但他的大脑仍在机器人中活着。

这听起来像是科幻电影剧本中的某个构思，但实际上它来自科学知识最前沿的一个严肃的商业提案。几年前，一位名叫德米特里·伊茨科夫的媒体企业家致信亿万富翁，向他们提供一个延年益寿的机会。伊茨科夫率领着一个有三十名科学家的团队，在从事一项永生项目，其目标是在不久的将来将人类的思想移植到机器人的身体中。他在信中声称：“我们的研究有可能使你们以及地球上的大多数人免于疾病、衰老甚至死亡。”

这样的研究或许会从根本上改变我们的生活。大多数人的寿命只有八十五到八十九年，所以我们想推迟大限来临之日就不足为奇了。即便是世界上最长寿的人之一，116 岁的木村次郎右卫门也坚持说，尽管他很累，但他不想死。不过，永恒的生命是否像听起来那样吸引人呢？永生的结果是什么？

从纯粹现实的角度来看，永生会带来不少问题。最明显的是人口过剩的情况加剧，给我们这个星球已经有限的资源带来更大的压力。永生还将在社会上造成一些几乎无法想象的问题。犯罪率会上升，因为被判几年监禁将不再拦阻罪犯，而国家又怎能负担得起“无期徒刑”？另一个大的变化是我们的工作年限。人们可能数千年做着同一份工作，从而导致严重的抑郁。缺乏经验的年轻人的就业机会也会减少。

永生也会影响社会的发展和进步。随着人口老龄化，进步的阻力会越来越大，社会的活力也会越来越弱。想象一下，如果十八世纪的人今天都还活着会怎样？可能种族隔离仍然存在，性别歧视依旧普遍，妇女将没有任何权利。只有老一辈死去，年轻一代才能为新观念注入活力，从而推动社会进步；在一个美丽的新“永生”世界中，老一辈人会为了维持现状而继续抵制创新。量子力学之父、获得诺贝尔奖的物理学家马克斯·普朗克说过：“一个新的科学真理，不是通过说服其反对者让他们理解它而胜出，而是等到反对它的一代人逝去，熟悉它的新一代人成长起来，它便赢了。”

然而，那些支持永生项目的人认为，当存在无限期生命的可能性时，依然将人推向死亡是不道德的。他们认为，既然现代医学治疗疾病，使人们尽可能长时间保持健壮，那么永生不正是必然的下一步？人们可以探索无限的可能性，见证人类如何进化，并致力于各类善举。永生

的支持者认为，生活的新鲜感并不会在某天消失。他们也不认同这样的观点：一旦我们经历过生命中所有的重要阶段，完成了全部遗愿清单，就会不得不接受可怕的命运——永恒的无聊。

如今，不仅是德米特里·伊茨科夫承诺将永生送给他的客户，科学研究也在揭示大自然长寿的秘密。永生的确是一个生死攸关的问题，它所产生的问题也不容忽视。最终，通过接受生命是有限的、我们无法无限维持生命的事实，我们能够更加珍视所拥有的时间，并认真思考我们应该如何利用它、我们希望实现什么，因为也许我们不会有第二次机会了。正如一位智者所言：“虽然光阴似箭，但生命掌握在你手中。”

## Cultural focus

### 未选择的路

罗伯特·弗罗斯特

两条路在布满黄叶的林中绵延；  
可惜的是，我无法将其都走遍。  
身为旅者，我驻足良久；  
朝着一条，极目远看，  
只见它在林间灌木下蜿蜒。

然而我选择了另一条路，  
理由合情合理：这条路更有吸引力。  
因为它芳草萋萋，等待路人的足迹；  
虽然人们在两条路上的踩踏，  
也相差无几。

那天清晨，这两条路都安静地躺在脚下，  
同样落叶覆盖，没有足印；  
啊！我将第一条路留待他日。  
虽然我知道长路无尽，  
怀疑自己不会再返回这片树林。

多年以后在某地，  
我也许叙述此事，一声叹息：  
林间两条岔路，而我——

我选择的那条人迹较稀，  
而这，带来了日后的差异。

罗伯特·弗罗斯特是美国最受欢迎的诗人之一，在英语文学中占有独特的地位。他在晚年成为一个传奇人物，但其早年经历却是一个完全不同的故事。弗罗斯特出生于1874年，在旧金山度过了人生的前十一年。不幸的是，几年后弗罗斯特的父亲去世了，所以全家搬到马萨诸塞州投奔亲戚。他就是在那遇到了一生的挚爱——埃莉诺·怀特。

罗伯特和埃莉诺订婚后，前往达特茅斯学院学习。但一个学期后，他就辍学回家，在当地一家报纸当记者，并在一所高中任教。不久，罗伯特和埃莉诺结婚，并生下了儿子埃利奥特。同年，他又成功到哈佛大学求学。但不幸的是，两年后他又辍学了。看起来他似乎不想继续读书，但事实恰恰相反。罗伯特必须养活他的妻子和家人。所以，他们搬到了新罕布什尔州的一个农场，靠养鸡谋生。也许他本想能有更多时间写诗，但农场的生活很艰苦。尽管如此，他还是设法在早晨工作前写点东西。在此期间，他完成了一些最终使他成名的诗作。

罗伯特不擅长农作，所以九年后他又回到学校，在一所学院教英语。五年后，自觉一事无成而深感沮丧的罗伯特举家迁往英国。在那里，他为自己的作品找到了一家出版商，并很快在英国和美国的诗坛上大受欢迎。

1915年，他回到美国，并在那里写了《未选择的路》这首诗。当时他四十二岁，这首诗的主题是迟疑不决，也许这正反映了诗人自己的遗憾。假如他早点搬到英国，也许他早已成名？假设他取得了学位，或许成功会更容易些？今天，罗伯特·弗罗斯特的诗作被全世界的诗歌爱好者诵读和喜爱。

## Unit 3 Food and ethics

### Reading and interaction

你会吃它吗？

凌晨五点，阿曼附近霍尔木兹海峡的水一片鲜红。阿米尔·穆罕默德刚把一具血淋淋的躯体从他的小渔船一侧扔出去。这是一条鲨鱼，也是阿米尔当天捕获的首个猎物。鲨鱼还活着，不过已经受了重伤，因为它的鱼鳍已被割下。阿米尔一边把鱼鳍扔进空空的渔船，一边担心如何养家糊口——鲨鱼的数量在下降，而他现在找到的鱼也比以前要小。与此同时，那条鲨鱼仍在船下挣扎，无法游动。当它慢慢沉向海底时，较小的鱼类开始将它活活吞食。它的死亡过程将会漫长而痛苦。

在世界各地的海洋中，这些令人生畏的动物正被猎杀至灭绝。平均每秒有三条鲨鱼被屠戮，即平均每年有七千多万条鲨鱼被杀害。大多数鲨鱼种群的数量在过去几年中下降了百分之九十也就不足为奇了。这些统计数据令人痛心，但鲨鱼不像海豚那样惹人喜爱，所以我们对它们没有太多同情。毕竟这些吃人的“怪物”每年要杀死大约十个人，那么我们为什么要关心它们是否正在被捕杀呢？没有它们，我们岂非更好？

四亿年来，鲨鱼在维持平衡、健康的海洋生态系统方面一直发挥着关键作用。鲨鱼是顶级捕食者，也是我们海洋的守护者。根据目前的证据，海洋生物学家预测，失去这位守护者可能会引起像魟这类小型捕食者数量的显著增加。这将造成鱼类的减少，也会导致保持海洋清洁的贝类数量下降。食物链的不平衡可能最终导致水下生态系统的崩溃——鱼类数量缩减，污染加剧。所有依赖海洋的事物和人，不管是为了谋生，还是仅为消遣，都将遭殃。这将成为给所有人带来无穷后患的环境灾难。

那么像阿米尔·穆罕默德这样的人为什么要捕杀鲨鱼呢？原因很简单：鱼翅是桩大买卖。鱼翅是鱼翅汤的主要原料，而鱼翅汤被认为是美味佳肴：在高档餐厅，一碗鱼翅汤的价格可高达 100 美元。鱼翅没有味道，所以顾客居然愿意为之如此破费，实在令人惊讶，尤其是鱼翅中还含有大量有毒金属。然而，吃鱼翅有着久远的历史。这种食物在公元 960 年首次出现在有钱人的餐桌上。鱼翅与财富的联系延续了几个世纪，直到二十世纪八十年代，由于生活水平的普遍提高，普通人也开始购买鱼翅。对鱼翅需求的增长使 181 种鲨鱼被列入了“濒临灭绝”的名单。

有一段时间，鲨鱼似乎将面临灭绝的命运。随后，政府和环保机构介入了。禁止鱼翅交易新的法律法规获得通过，各种宣传活动也向世界展示了鱼翅交易给鲨鱼及海洋造成巨大危害。其中一项活动是 2015 年在中国国家博物馆举办的“鲨鱼与人类”艺术展。展出的艺术品聚焦于鲨鱼在海洋生态系统中发挥的关键作用。在另一项活动中，前篮球明星姚明作为发言人阐述了残忍的鱼翅交易对鲨鱼种群的影响。

公众已经注意到了这个问题，许多人对此表示关注。那些曾经认为吃一碗鱼翅汤没什么大不了的人表示，现在他们不再吃这种佳肴了。大型连锁酒店已将鱼翅汤从菜单中删除，曾经运输鱼翅的航空公司已同意取消与鱼翅买卖双方的业务。因此，现在的鱼翅交易量只相当于过去的一个零头，销售额下降了百分之五十至百分之七十。全球鲨鱼种群正被密切地监测，我们有理由对此感到乐观。希望在不久的将来，消失的将是鱼翅交易，而不是鲨鱼本身。

## Cultural focus

### 清明时节吃青团

布赖恩·怀特

这是上海一个潮湿而凉爽的夜晚。我站在人行道上，看着小汽车和公交车排成长龙，川流而过。辛苦工作一天后，各处的人们都要回家了。在喧嚣嘈杂中，我看到一条长长的队伍在杏花楼外缓缓向前移动着。杏花楼是一家有着一百多年历史的点心店。这些人在等着买一种叫青团的食品。青团是一种绿色的糯米团，里面的馅儿有甜的也有咸的。

我很快发现人们为什么要排队买青团：这些粘乎乎的绿色美食既好看又可口。它不是日常饭食，但我得尝一尝。青团已经在中国各地的社交媒体上成为网红，年轻的美食家用故事和图片分享自己有多爱吃青团，因此他们的朋友和熟人都想尝尝。“我看到朋友在社交媒体上发了一些青团的图片，看上去很好吃。我已经尝过了，我想说等这么长时间绝对值得。”一个二十七岁的小伙子一边发帖，一边排队要再买些青团。

有趣的是，青团并不是一件新发明，它已经存在了几千年！传说，吃青团的传统可以追溯到两千多年前的周朝。据说吃青团是寒食节的一部分，人们在清明节前一两天过寒食节。寒食节当天，家家户户不生火，也不做饭，而青团往往是人们为这天准备的食物之一。这种不使用火的习俗是为了纪念介子推。介子推是一位品德高尚的官员，他不幸死于一场大火。如今，青团是人们在清明节期间享用的一种传统食品，长江流域的家庭在祭祖时也会奉上青团。由于艾蒿只在春天生长，所以每年只能在这个时节制作新鲜的青团。

多年来，制作这些神奇的小团子的工艺似乎没有发生多大变化。现在的制作过程与过去非常相似。人们用艾蒿染绿糯米粉，做成团子的粘皮。传统习惯一般用甜的绿豆沙或红豆沙做馅儿。杏花楼决定更改配方，为老点心引入新风味。他们在店铺的菜单中加入了咸蛋黄馅和猪肉馅的青团。据悉，在一些杏花楼专营店，人们曾排队长达六个小时，就为了买这样一盒非传统意义上的青团。

对于那些不想等候的人，他们可以选择自己在家做青团，比如六十五岁的王奶奶。“小时候，妈妈教我怎么做青团，现在我想让我女儿学着做。我们的朋友和邻居都会为清明节做青团。”她说，“比起新口味，我个人更喜欢传统口味。我喜欢用红豆、芝麻或者咸菜猪肉做馅儿的青团，尝起来跟我小时候吃过的一样。”周阿姨在苏州做青团已经有二十多年了，她也喜欢传统的青团。“往传统点心里放新馅料可以让它们更吸引年轻人，但是将传统本来的样子传承下去依然很重要。”

## Exploring literature 2

### 《园会》节选

凯瑟琳·曼斯菲尔德

劳拉姓谢里登，是一个富家女孩子。一天，谢里登一家打算在花园办个聚会。他们邀请朋友、打点装饰、雇请乐队、订购鲜花美食，但突然间劳拉和姐姐乔斯获悉街坊邻居有个男人死于意外事故。接下来她们会怎么做？她们会暂停聚会吗？请阅读这个故事，找出答案。

“怎么了？发生了什么事？”

“出了场吓死人的事故。”厨子说，“有人死了。”

“死人了！在哪儿？怎么回事？什么时候？”

“知道下面那些小房子吧，小姐？”那些小房子？她当然知道。“唉！那里住着一个年轻人，叫斯各特，是个马车夫。今早在霍克街拐角，他的马让发动机声惊着了，他被甩了下来，后脑勺着地，当场死了。”

“死了！”劳拉怔怔地看着送货人。

“去扶他的时候就死了。”他说，“我来这儿的时候，他们正把尸体往家里送呢。”他接着对厨子道：“身后留下老婆和五个小孩子。”

“乔斯，过来。”劳拉抓住她姐姐的袖子，拉着她穿过厨房来到绿门另一侧。然后她停下来靠在门上。

“乔斯！”她开口道，带着恐惧，“我们是不是该停下手头所有的事情？”

“所有的事情都停下来，劳拉！”乔斯震惊地叫道，“你什么意思？”

“当然是中止园会。”乔斯为何装糊涂？

但乔斯更吃惊了。“中止园会？亲爱的劳拉，别那么傻。这绝对不行。没人要我们这样做。别七想八想的。”

“可是前门外刚死了人，我们不该这样开园会。”

这真有点儿想多了，因为在她们看来，小房子坐落在一条小路上，在紧挨着大房子的山脚下。一条大道把两者隔开。不过它们确实靠得很近。

“想想那个可怜的女人听到乐队演奏是什么滋味。”劳拉说道。

“哦，劳拉！”乔斯真有点儿恼了，“如果每次有人出事，你都要中止乐队演奏，你会过得很难受的。我和你一样对此很不忍心。我也很同情他们。”乔斯眼神严肃起来，盯着妹妹，就像童年她俩一起打架时一样。“你不可能靠多愁善感就让一个醉醺醺的工人活过来的。”她轻声地说。

“醉醺醺！谁说他喝醉了？”劳拉厉声质问乔斯。她用她们从前碰到这类情况时的口吻警告道：“我马上去告诉妈妈。”

“去呀，亲爱的。”乔斯低声说道。

“妈妈，我能进您房间吗？”劳拉转动着那个大玻璃门钮。

“当然可以了，孩子。哦，怎么了？你脸色为何这么难看？”谢里登太太从梳妆台前转过身。她在试一顶新帽子。

“妈妈，有人死了。”劳拉开口道。“不是在花园吧？”母亲打断她的话。

“不是，不是！”

“噢，你吓我一大跳！”谢里登太太舒了口气，摘下那顶大帽子，放在膝盖上。

“可是你听我说，妈妈。”劳拉说道。她抽抽噎噎地讲述了那个可怕的故事。“我们自然不能开园会了，对吧？”她恳求道，“乐队和所有客人马上要来了。他们会听到我们的，妈妈，他们差不多就在隔壁！”

让劳拉惊讶的是，她母亲表现得和乔斯一样：她没有把劳拉的话当回事。

“但是，我亲爱的孩子，用你的常识想想。我们只不过凑巧听说了这件事。假如有人在那儿正常死亡，我们还是会举行聚会的，对吧？”对此，劳拉不得不回答“对的”，但她觉得这又完全不对。她在母亲的沙发上坐下，手掐着坐垫的边缘。

“妈妈，我们这么无情是不是太过分了？”她问道。

“亲爱的！”谢里登太太起身拿着帽子走过来。劳拉还没来得及阻止，母亲已经“噗”地给她戴上了。“乖女儿！”母亲道，“帽子给你了。这就是为你量身定制的。我戴着太年轻了。我从没见过你这么好看。瞧瞧你自己吧！”她举起手镜。

“可是，妈妈。”劳拉又开口道。她不愿看自己；她扭过身去。

这次谢里登太太失去了耐心，就像先前乔斯一样。

“你太可笑了，劳拉。”她冷冷地说道，“那种人没要我们做出牺牲。现在你这样做坏了大家的兴致，这可真不让人喜欢。”

“我不懂。”劳拉说道。她快速走出房间，进入自己卧室。巧的是，一进屋她就看到镜中美丽的女孩，她的黑帽子上缀着雏菊和一条长长的黑丝绒飘带。她从没想过自己会这么好看。母亲对不对？她思忖着。此刻她希望母亲是对的。我是不是想得太多了？也许就是想多了。有那么一刻，那个可怜的女人、那些小孩子和那具搬回家的尸体在她头脑中再一次一闪而过。但一切都变得模糊、不真实，像报纸上的图片。园会结束后我再去想这件事吧，劳拉下定决心。不管怎么着，这看起来是最好的方案。

午饭一点半结束。到两点半的时候，园会的一切都已准备就绪。乐队已经到了，在网球场一角搭好了台子。

不久，客人们接踵而至。乐队开始演奏，雇来的侍者在大房子和凉棚之间穿梭。抬眼望去，客人一对一对地散步、弯腰闻花、打招呼、在草地上走来走去。这个下午，他们像明媚的鸟儿在飞行途中暂时栖息在谢里登家的花园，它们要飞往何方？啊，大家都高兴地握手、贴脸颊、相视微笑，和这些人在一起是多么快乐呀！

“亲爱的劳拉，你真好看啊！”

“这帽子太适合你了，孩子！”

“劳拉，你看起来很有西班牙的味道。我从未见过你这么漂亮。”

劳拉神采飞扬，柔声应道：“您用过茶了么？要不要来个冰淇淋？百香果味很特别呢。”她跑向父亲，恳求道：“好爸爸，让乐队喝点东西好吗？”

这个完美的下午如花朵般渐渐盛放，又一点点凋残，花瓣儿慢慢闭拢。

劳拉帮助母亲送别客人。她们一起站在游廊，直到园会完全收尾。“结束了，结束了，感谢老天。”谢里登太太吩咐道，“把剩下的收拾收拾，劳拉。我们去喝点新煮的咖啡吧。我累坏了。”

“吃个三明治，好爸爸。签子上的小旗子是我写的。”

“谢谢。”谢里登先生一口就吃掉了整个三明治。

“我猜你们没听说今天发生了一件可怕的故事？”他说道。

“亲爱的，”谢里登太太举起手说道，“我们听说了。今天的园会差点让它给毁了。劳拉硬要我们把园会推迟呢。”

“哎呀，妈妈！”劳拉不想别人拿这件事取笑她。

“不管怎样，这还是挺可怕的。”谢里登先生说道，“听人说那个男的也结婚了，就住在我们下面的小路上，身后留下妻子和五六个小孩。”

一阵尴尬的沉默。谢里登太太把玩着茶杯。真的，父亲的话有点突兀了……

谢里登太太突然抬起头。桌子上满是那些三明治和蛋糕，没吃掉，都要浪费了。她突然有了一个很棒的主意。“我知道了，”她说道，“我们把这些美味的食物装上一篮子，送一些给那个可怜的女人。劳拉！”她跳起身，“把橱柜里的大篮子拿给我。”

“可是，妈妈，您真觉得这是个好主意？”劳拉问道。

又来了。太怪异了，她好像和大伙儿都不一样。把园会上吃剩的东西送过去，那个可怜的女人真会喜欢吗？

“当然喜欢了！你今天怎么回事？一两个钟头之前，你还非要我们表现出同情心。”唉，算了！劳拉跑去取篮子。它被母亲装得满满的，堆得高高的。

“你自己拿去吧，亲爱的。”她说道，“你自己过去吧。”

劳拉把花园门在身后关上的时候，天色渐渐昏暗。

那样的下午结束之后，一切都好像特别安静。她要到山下，那里躺着一个死了的男人。她觉得没什么特别的感觉。为何没有？她停顿了一会儿。她似乎觉得那些亲吻、说话声、叮叮当当的汤匙、笑声和踩踏后的青草香还在她体内。她没有空间去容纳任何别的东西。太怪异了！她仰头看看灰白的天空，脑子里全都是：“嗯，这是最成功的园会。”

此刻，她已穿过大路来到小路口，前方烟蒙蒙黑乎乎的。

劳拉低头快速前行。眼下她后悔没穿上一件外套。她的连衣裙太扎眼了！大帽子上缀着

丝绒飘带——要是换顶帽子就好了！大家正在盯着她吧？一定是的。来到这儿是个错误。即使到了这个节骨眼，她是否还是应该回去。

不行，太晚了。这就是那栋房子。一定是的。黑压压的一群人站在外面。

随着劳拉走近，说话声停了。人群给她让出一条道来。似乎大伙儿期待着她的到来，就像他们已知道她会来这儿。

劳拉非常紧张。她把丝绒飘带拨到肩后，对一位站在一旁的女子问道：“这是斯各特太太家吗？”那名女子怪怪地笑了笑，答道：“是的，姑娘。”接着，门开了，黑暗里出来一个一身黑的小个子女人。

劳拉问道：“您是斯各特太太吗？”让她惊恐的是这个女人答道：“请进，小姐。”然后门在她身后被关上了。

“请这边走，小姐。”小个儿女人声音不太好听，劳拉跟随其后。

她来到了一间简陋低矮的小厨房，一盏油灯烟雾缭绕。一个女人坐在火炉前面。

“艾米。”领她进来的小个儿女人说道，“艾米！是位年轻女士。”她转向劳拉介绍道：“我是她妹妹，小姐。请您见谅，好吗？”

“哦，当然，当然！”劳拉回答道，“请您，请您别打扰她。我——我这就走——”

但是此时火炉旁的女人转过身。她的脸肿胀、通红，眼睛嘴唇哭肿了，形容憔悴。她好像不明白为何劳拉在这里。这张可怜的脸又开始哭泣起来。

“好吧，亲爱的。”那个小个女人说道，“我来谢谢这位年轻女士。”

她又开口道：“你会体谅她的，小姐，我确信。”她的脸也是肿胀的，试图挤出笑容。

劳拉只是想出去，想离开。她退回到走廊。门开了。她径直穿行来到卧室，那里躺着死去的男子。

“你想看看他，对吧？”艾米的妹妹说道，她从劳拉旁擦身而过，走到床边。“别怕，姑娘。”——她把被单拉下——“他瞧上去像幅画。一点看不出已经死了。过来，亲爱的。”

劳拉走上前。

一个年轻人躺在那儿，酣睡着——睡得那么香甜，那么深沉。别再把他唤醒。他沉浸在睡梦中。园会、篮子和蕾丝连衣裙对他有什么意义？他离所有那些东西都很遥远。他既迷人，又美丽。当大家欢笑，乐队演奏时，这个奇迹降临在这条小路上。快乐……快乐……一切都好，那张熟睡的脸说道。这就是该有的样子。我知足了。

但是不管怎样，你得哭泣。她不能一言不发就离开这间屋子。劳拉发出小孩子一样的大声啜泣。

“原谅我的帽子。”她说。这次她没再等艾米的妹妹。她自己走出门外，穿过那些黑压压的人群，沿着小路往回走。

在路的拐角，她遇到劳里。

他从暗处走出来：“是你吗，劳拉？”

“是的。”

“妈妈着急了。顺利吗？”

“嗯，很顺利，哎呀，劳里！”她抓住他的胳膊，紧紧地贴着他。

“我说，你没哭，对吧？”他哥哥问道。

她摇摇头。她在哭。

劳里用胳膊搂着她的肩。“别哭。”他的声音温暖宠溺，“很可怕吧？”

“不。”劳拉抽噎着，“真是不可思议。可是劳里——”她顿住了，看着她哥哥。“人生是不是，”她迟疑地说，“人生是不是——”但人生到底是什么，她说不清。没关系。他懂。

“难道不是吗，亲爱的？”劳里回应道。

(王改娣译)

## Unit 4 Technology

### Reading and interaction

#### 下一个大事件

2007年的时候，我母亲最喜欢的新词是“移动社交网络”。她告诉我，在亚洲和非洲这是件大事。

“这到底算是什么呢？”我问。

她说，你在手机上加入一个社交网络，然后就能发表对事物的看法。你可以给朋友发些东西，他们会在手机上说喜欢或不喜欢。

“听起来真傻。”我说。

但是，我想我无需强调，事实证明这个想法很成功。容我自我辩解一下，当时距离第一部具有里程碑意义的智能手机问世还有六个月。而且，虽然我是一家流行社交网站的首批几百万个用户之一，但“点赞”按钮直到多年之后才出现。

在我家，未来来得比其他任何地方都早得多，因为我母亲是一名新兴技术顾问。她以自己独特的能力为生，她能透过新科技的早期版本，看到初露端倪的另一个现实的模糊轮廓。她怀抱着这些新想法，以最快的速度奔向未知世界。

二十世纪九十年代中期，视频会议是我母亲的最爱。我在一所满是网络摄像头的房子长大，这些摄像头显示着来自香港、纽约和其他城市的陌生人的图像，每当我放学回家都不得不向他们挥手致意。

那时我母亲和几家公司合作，这些公司想开发视频会议的软硬件。她撰写了市场调查报

告，当时的情况是早期的使用者寥寥无几。互联网连接很弱，硬件则太大、太重又太昂贵，市场发展缓慢。新兴科创企业一开始往往获得大量媒体关注，然而几个月后就倒闭了。

但我母亲是一位未来主义者，属于那群不同寻常的乐观主义者，他们相信自己能看到未来的来临。二十世纪九十年代，她订购了一些钢笔，上面印有她咨询公司的名称，还有一条广告语：“还记得我们只能听到彼此声音的时候吗？”多年以后，当一盒未开封的钢笔重新出现在她办公室时，她笑个不停。又过了几年，第一款流行视频聊天应用程序的出现才让世人跟上了她钢笔上那句广告语的步伐。

2004年，我进入大学，带了一部视频电话。那是一大块银色的塑料，上面用电话线连着一个听筒，还有一个四英寸大的屏幕，我差不多每周都能在上面看到我的家人。第二年，我妹妹去上大学时就不带视频电话了。在那十二个月间，那款决定性的视频聊天程序发布了，专用硬件的时代结束了。

奇怪的是，在视频革命到来之后，我母亲似乎对此不再感兴趣。直到那时我才完全明白，她的兴趣在于那些尚未成熟的东西——充满潜力、还未能在世界上占据一席之地、还要靠她的才能来发展。与几乎所有技术消费者不同，对她和另外一些像她这样的人来说，最终产品只是证明他们直觉正确的一个标志，无法引起他们多大的兴趣。

这些日子，我父母的公寓里随处可见的设备是增强现实眼镜和耳机。我母亲的最新项目包括将一座城市的公开数据转化为一个应用程序，让人们可以看到地铁系统或下水道系统投影到眼前的现实上。在智能眼镜出现之前的几年里，我母亲曾让我试用了一副眼镜，这副眼镜能给我带来一种神奇的影院体验。但是，尽管增强现实技术已经取得了一些行业上的成功——主要是以游戏的形式——它仍在经历一个尴尬的青春期。它有助于广告宣传活动，比如几年前在斯德哥尔摩竖起的广告牌，让路人用智能手机打乒乓球来赢得奖品。但是会不会像我母亲所想的那样，在真实世界之下将有一个秘密的虚拟世界，可以让你通过手机，或如她希望的，很快就能通过眼镜看到呢？几个月前，我参加了一款带有增强现实功能的手机的发布会，但演示的动画制作很糟糕。我们尚未实现那一步。

有时候，我想我可以使用这则广告语向人们推销我的服务：“我来自未来。”我并不具备一个标准科技迷的所有特征：我的手机安静地开着，没有连接互联网；我加入的社交网络屈指可数，但我来自一个时间气泡，一个这些东西一直都存在的地方。我可以告诉你用户将来想要什么，因为在我短暂的人生历程中，我看到太多事件失败了，也看到太多不可能的事件成功了。

## Cultural focus

### 中国探月工程

2019年1月3日，中国成为世界上第一个实现无人飞船——嫦娥四号——登陆月球背面

的国家。这是中国航天计划发展史上的一个重大里程碑，也是中国宇宙探索的重要一步。

嫦娥是传说中飞上月亮的仙女，中国的探月工程以她命名并不令人意外。在短短十多年来，中国已经完成了数次嫦娥探月任务，而未来还会有更多的任务等待完成。这一切背后的决策者是被称为“嫦娥之父”的叶培建。他是中国探月工程的总设计师，为了实现这些探月任务，他一直不辞劳苦地工作着。

第一次探月任务始于 2007 年 10 月 24 日。经过 12 天的飞行，嫦娥一号成功进入月球轨道。之后它开始在距月球表面 200 千米的高度绕月飞行，并绘制了月球表面的三维地图。随后，第二个月球轨道飞行器在 2010 年发射。嫦娥二号携带了更先进的设备，其绕月轨道的最低点距离月球表面只有 15 千米。当嫦娥二号飞抵距离地球 150 万千米处的深空时，这次任务以激动人心的方式结束了。

这一结束方式并非偶然：这是实验的一部分，这项实验对中国航天探索计划的发展至关重要。在距离地球如此遥远的地方，飞船能够测试其深空通信系统，这为下一个必然步骤——登月奠定了基础。2013 年 12 月 14 日，嫦娥三号在月球表面安全着陆，并派出“玉兔号”月球车拍摄了四周令人惊叹的照片。

叶培建希望下一个任务目标更加远大：既然已经在月球正面放置了一个着陆器，为什么不把目标瞄准月球背面呢？然而，让飞船在月球背面着陆会带来特别的困难，工程师们对此展开了激烈的争论。最大的挑战是如何保持着陆器和地球之间的联系，因为所有无线电波都将被月球阻隔，从而阻断任何直接通信。

最后，叶培建的想法赢得了胜利，工程团队开始寻找解决方案。2018 年 5 月，名为“鹊桥”的中继卫星发射。7 个月后，第四次探月任务开始。由于有中继卫星连接，嫦娥四号能够将其安全着陆的图像发回地球。嫦娥四号飞船登月时携带了一些小生物，如棉籽和蝇卵，以及中国第二辆月球车“玉兔二号”。

这一系列突破性的成就广受瞩目：2019 年，叶培建被授予“人民科学家”的国家荣誉称号，以表彰他对中国航天计划的贡献。不过，他并没有满足于自己的荣誉，他接下来的计划已经启动了。2020 年 11 月 24 日，中国发射了嫦娥五号，这是中国首个月球采样返回任务。飞船在月球着陆并成功取回约 1.7 千克月球样本。新的嫦娥任务已在进行中，这将为中国探月工程的下一阶段——载人登月做好准备。

未来几十年很可能见证更多航天探索方面的成就。从长远来看，嫦娥工程将为火星和小行星带的载人探索奠定基础。叶培建相信，中国已经为下一阶段获取了足够的经验。一场新的探险将在未来几十年展开，我们正在见证它的开端。中国宇航员有一天会成为第一个登上火星的人吗？



## 附录 3：教学活动任务单

### Unit 1 The media and the message

#### Reading and interaction

##### Worksheet 1

Divide the passage into several parts and summarize each part. Then complete the table.

Parts	Paragraphs	Main ideas / points



## Worksheet 2

Match the explanations below to the examples of citizen journalism on page 9 in your textbook.

A. The writer intends to show the benefit of breaking news stories being shared quickly with videos, photos and commentaries, which is much faster than traditional journalism.	B. The writer shows that citizen journalism can give rise to the spread of fake news, causing unnecessary fear among people.
C. The writer intends to show one potential danger of citizen journalism in that scams and false information might be spread because posts are rarely checked and confirmed.	D. The writer worries that the online posts probably won't investigate how the fire started, who may have been affected and what might have helped or delayed the effort to put out the fire.





## Unit 2 Live longer, live better?

### Reading and interaction

#### Worksheet 1

Divide the passage into several parts and summarize each part. Then complete the table.

Parts	Paragraphs	Main ideas / points





## Worksheet 2

Select the words below to complete the responses to the **Deep reading** task on page 35 in your textbook.

evolves rise inequalities possibilities depressed dedicate forever racial  
novelty discoveries experiencing limited resistant crimes value

Pros of immortality	My opinions
People could explore endless (1) _____.	Agree. People would have more opportunities to do meaningful things in life. For example, they would have time to come up with new inventions or make new (2) _____.
People could witness how the human race (3) _____.	Agree. People would have the chance to learn and experience more things. This would benefit all of humanity, and would allow human civilization to develop further. People would live long enough to experience this development themselves.
People could (4) _____ themselves to doing good.	Disagree. Living longer doesn't necessarily mean that people would do good. Some people may continue to commit (5) _____ even though they have been repeatedly punished by law.
Cons of immortality	My opinions
Crime rates would (6) _____.	Agree. There would be more and more people, but the earth's resources would still be (7) _____. This imbalance would lead to many social problems, including increasing crime rates.
People could get (8) _____ because they would spend thousands of years in the same job.	Disagree. People would have more opportunities to change jobs. If they got tired of one job, they could just try another.
There would be fewer career opportunities for younger generations.	Agree. Older people might stay in their jobs (9) _____, leaving no vacancies for younger generations. Thus, it would be more difficult for young people to advance in their careers.
Society would be more (10) _____ to progress, and would become less dynamic.	Disagree. Immortality would allow people to learn more and make more contributions to society, which would lead to even faster social progress.
There would be (11) _____ segregation and gender prejudice.	Agree. Since there will not be any change of generations, it may be very difficult to change certain long-held beliefs in society. Because of this, many kinds of social (12) _____ would be hard to remove.
The (13) _____ of life would wear off and we would get very bored.	Agree. After (14) _____ all the possibilities in life, people might get extremely bored, and their lives would no longer be interesting or exciting.
We would no longer (15) _____ the time that we have.	Agree. Time is only precious when it is limited. If people had an unlimited amount of time to waste, they would not cherish it any more.





## Unit 3 Food and ethics

### Reading and interaction

#### Worksheet 1

Divide the passage into several parts and summarize each part. Then complete the table.

Parts	Paragraphs	Main ideas / points



## Worksheet 2

Match the explanations below to sentences (2)–(8) on page 53 in your textbook.

- A. The word means “extremely important”. It seems that the writer wants to emphasize the unique role sharks play in marine ecosystems.
- B. It reveals that sharks cause strong feelings in people, and shows that people both fear and respect them. This is in sharp contrast to the phrase “being hunted to extinction” in the same sentence, which may arouse readers’ sympathy.
- C. It highlights the absolute nature of the destruction. It also suggests that sharks are threatened with extinction, which would in turn harm marine ecosystems.
- D. The word stresses the magnitude of the environmental disaster that would occur if sharks became extinct.
- E. The writer chose this word to demonstrate his / her disapproval of the shark fin trade by implying that the people involved in it lack pity and mercy.
- F. The unpleasant feelings implied by this word are quite intense. This word links back to the cold facts (e.g. *three sharks are butchered every second, or over 70 million a year, and there has been a 90% decline in most shark populations*). It highlights that the writer is deeply worried about the threats to different shark species.
- G. It means “extremely harmful”. The writer wants to imply that the harm that humans have caused is beyond imagination.





## Exploring literature 2: An excerpt from “The Garden Party”

### Worksheet

Work in small groups. Read the instructions of exercise 1 under **Tracing character development** on page 72 in your textbook. Work with your group members to:

- (1) find out details in Laura’s changes of her attitude / ideas about death in the five scenes as described in **Appreciating the tableau**;
- (2) write your comments on these changes.

### Analysis table

Scenes	Changes	Comments
1		
2		
3		
4		
5		





## Unit 4 Technology

### Reading and interaction

#### Worksheet

Match the explanations with sentences (2)–(5) on page 77 in your textbook.

A. The writer implies that she isn't a typical addict for technologies, though she knows a lot about them.	B. It suggests that the writer's mother studied the market for video conferencing at a very early stage. At that time, there were only a very small number of people using the technology.
C. This sentence suggests that the writer's mother is very sensitive to the emerging technologies, even though they are still premature.	D. The writer's mother predicted that the time when we only heard each other would end soon. The slogan predicted the coming of video conferencing technology. Years later, she was really happy to see her prediction came true.





## 附录 4:《普通高中教科书 英语练习部分 选择性必修 第四册》参考答案和听力文本

### Unit 1 The media and the message

#### A Vocabulary

- 1 (1) search engine (2) online campaign (3) citizen journalists (4) upload  
(5) expectations (6) social media site
- 2 (1) lacked credibility (2) went viral (3) fall for the scam (4) set the agenda  
(5) trace sources (6) make headlines (7) report news
- 3 (1) B (2) A (3) A (4) B (5) A (6) B
- 4 (1) social media website (2) shared (3) posted (4) online (5) scam  
(6) everywhere (7) expose (8) credibility (9) Internet (10) reliable
- 5 (Answers for reference)
  - (1) The news that the Chinese women volleyball team had won the championship swept through China overnight, and every Chinese was greatly inspired by this hard-won victory.
  - (2) What you told us is very different from what other people said. How can you prove to us that your information is reliable?
  - (3) We still cannot decide what led to this result. We must examine the evidence thoroughly before drawing a final conclusion.
  - (4) Though this incident happened last year, there has been a lot of media coverage about it recently. As a result, many people are now talking about it.
  - (5) There were many shops and restaurants alongside the river. As I explored the neighbouring area, I found an interesting bookstore.
  - (6) We have known each other for ten years, and I've always believed in you and see you as my best friend. How can you cheat me like this?
  - (7) I'm preparing for tomorrow's mid-term exam, but it's so noisy that I cannot concentrate. Can you lower the volume of the TV?
  - (8) Even in today's society, some people still encounter prejudice in their daily life, study and work.
- 6 (Answer for reference)

With the rise of social media, citizen journalism has become a force to be reckoned with. People can use their smartphones to take pictures, record videos or simply write a short

article on the go, and the content they create can be uploaded and shared with people all over the world in an instant. This technology has of course brought us a lot of benefits, but we also need to consider the potential dangers. For example, some people use it to spread rumours or fake news, while others unknowingly share incorrect information. It is crucial that we use this technology responsibly. First, citizen journalists should double-check the facts before sharing content publicly. Second, we should always respect other people's privacy, and citizen journalists cannot hurt innocent people with the things that they write. Last but not least, we should not blindly believe reports on the Internet, and we need to check facts before we repost something. In one word, if we all use technology responsibly, everyone will benefit from it.

## B Grammar

- 1 (1) must (2) might (3) must (4) can't (5) could (6) has to
- 2 (1) B (2) A (3) A (4) A (5) A (6) B
- 3 (1) must be true (2) can't be dying (3) might not have arrested  
(4) must have made (5) might rain (6) can't have started (7) might have been trying
- 4 (1) may not know (2) must have seen (3) might stay (4) must have been attacked  
(5) might jump (6) can't worry

## C Listening and speaking

### Audio scripts:

- Narrator:** Claire, Tom and Michael run a website called Weird Photos. Every day, they choose funny, strange or fascinating photos from around the world and post them on their website. Now they are talking about which photo to choose.
- Claire:** OK. Well, as we're in the middle of winter, I think we should have a photo with a winter theme, so here are two we could use. What do you think, Tom? Which one should we choose?
- Tom:** That one, definitely. It's funny and unusual. It looks as if it's a real "snow" person having a rest after a walk in the park. I feel as though I want to know the story behind the snow sculpture. Oh, and I love the hat and scarf.
- Claire:** In other words, you think the snowman is more impressive than the Star Wars snow sculpture?
- Tom:** Well, I didn't mean that exactly. I suppose I'm just saying that the picture of the snowman in the park works for me because it tells more of a story.

- Claire: Mmm. I think the same. It made me wonder who the snowman represents. He must represent somebody. He might remind people of an old man who used to go to the park many years ago. Who knows? Anyway, let's go with it.
- Michael: Hang on a minute, are you saying that the other picture isn't worth considering? Personally, I think the Star Wars snow sculpture is brilliant. You can see snowmen like that in public parks, all over the world, every winter. And I think the other photo is much more unusual. It relates to a news story, too, and aren't we trying to use photos that are in the news?
- Claire: True. It does relate to a news story, but it's old news. It was built for a snow festival in Japan, but that was a while ago. It'll look as if we're behind the times. And we have to choose one. Which one is it going to be, then?
- Tom: Well, you know my opinion. However, we could include both on the website, couldn't we?
- Claire: No, there isn't room on the page. We have to choose.
- Michael: Well, OK. I know I'm in the minority. Let's choose the first one.
- Claire: Great. So, do we all agree we will upload this one?
- Tom / Michael: Sure.
- 1 (1) Tom: A Claire: A Michael: B (2) A  
2 (1) F Claire, Tom and Michael run a website.  
(2) F Tom doesn't mean that the snowman is more impressive than the Star Wars snow sculpture. He just thinks it tells more of a story.  
(3) T  
(4) F The photo of the Star Wars snow sculpture is related to a snow festival in Japan.  
(5) T  
3 (1) funny and unusual (2) real (3) hat and scarf (4) represents (5) old (6) brilliant  
(7) unusual (8) news story  
4 Answers will vary.

## D Reading

- 1 (1) C (2) E (3) A (4) F (5) B (6) D  
2 (1) C (2) D (3) B (4) B (5) A  
3 (1) witness (2) haunted (3) driven (4) deprived (5) revealed (6) occasions  
(7) prolific (8) hardship(s)  
4 (1) prolific (2) witness (3) deprived (4) hardship(s) (5) occasions (6) driven  
(7) reveal (8) haunted

## E Writing and viewing

1 Answers will vary.

2 (Answer for reference)

What strikes me most about Pepper the Robot is not the technology itself, but what the technology can do for us. Unlike other robots I have seen, Pepper does not look like a human, and is not designed to tackle any everyday chores. Instead, Pepper is intended to be a human companion. According to the video, Pepper can sense human emotion to some degree, and is designed to learn from experience; in fact, it will even develop a personality over time. As Pepper learns more about us, it will adapt its behaviour, enabling us to have engaging and stimulating conversations with it.

Robots like Pepper can be a source of companionship and emotional support for humans in some cases. However, this also poses an important question: will human companionship still be important in the future? If robot companions one day become indistinguishable from humans, would it be a blessing or curse for humanity?

## Unit 2 Live longer, live better?

### A Vocabulary

1 (1) wear (2) cross (3) set (4) put (5) shrug (6) fend

2 (1) a matter of life and death (2) a new lease of life (3) breathe (new) life into  
(4) shelf life (5) prime of (her) life (6) milestone in (his) life

3 (1) gave away (2) Gender discrimination (3) the elderly (4) a new lease of life  
(5) bucket list

4 (1) escapes (2) fight (3) forever (4) immortal (5) meaningful (6) milestones  
(7) aged (8) cut (9) youth (10) worth

5 (1) He worked at a multinational corporation for three years after graduating from university.  
Then he decided to go abroad for further study.

(2) The economic reforms in our country started in the late 1970s. A series of measures taken over the past 40 years have fundamentally changed people's lives and raised their living standards.

(3) The illness had made it very difficult for the old man to move, but the new medical treatment gave him a new lease of life.

(4) He is definitely a maths genius. He was able to work out this difficult problem in mere seconds.

- (5) Because this big chemical plant produces pollution that poses a serious threat to the local ecosystem, it has been closed.
- (6) Surprisingly, his suggestion met no resistance from the other members of the team at all.
- (7) The passenger ship hit rocks and began to sink. Luckily, all of the passengers managed to escape.
- (8) This novelist not only occupies an important place in American literature, he / she is also an inspiring public speaker.

6 (Answer for reference)

**Interviewer:** Mr Itskov, it's a huge honour to talk to you about your immortality project. The project sounds great in theory, but what benefits could it actually bring us?

**Itskov:** Well, that's a good question. Let me make it clear. If people live longer, they will be able to learn more, experience more and achieve more; in short, humanity would make much more progress.

**Interviewer:** It sounds great. But if people could live forever, wouldn't there be fewer career opportunities for younger people?

**Itskov:** It's true that it might be challenging at first, but people would also have more time to develop new skills, and this will provide them with lots of interesting opportunities.

**Interviewer:** Maybe that's true, but don't you think people might get bored if they were immortal?

**Itskov:** Not at all! There are endless possibilities to explore new things and experience the amazing future of humanity. Also, if we have unlimited time, we can dedicate ourselves to making the world a better place. Wouldn't that be wonderful?

**Interviewer:** Thank you for the interview—I admire your impressive optimism!

## B Grammar

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

2 (1) hadn't bought, wouldn't have won (2) would get, had

(3) wouldn't have felt, hadn't finished (4) would have been, hadn't been wearing

(5) would stay, were not (6) would have lost, hadn't saved

(7) were not, would help (8) would have smashed, hadn't landed

3 (1) had got paid last week, I could pay the bill

(2) hadn't invited her, Sally wouldn't be here

(3) were not a great tennis player, she wouldn't have won the tournament last week

(4) wouldn't be late if the train hadn't left earlier than expected

- (5) had enough time, we would go on holiday abroad this year  
(6) hadn't won the first prize in the maths competition, he wouldn't be so happy  
4 (1) had listened (2) had acted (3) would you be (4) had done  
(5) would have fulfilled (6) would have (7) had done (8) wouldn't have learnt / learned (9) wouldn't be

## C Listening and speaking

### Audio scripts:

**Jenny:** Many believe that young people today are more selfish, and I totally support that idea. Kids are very self-centred and don't pay that much attention to others. The most obvious reason for this is that they spend so much time online that they show no interest in what's happening in their own family. Every young person I know has a computer and a mobile phone, and spends a lot of time using them. As a result, they are independent and self-reliant, but they don't spend as much time with their parents and grandparents as they once did. Families don't talk to each other or do things together very much anymore. What if mobile phones and social networking sites were banned at home on weekday evenings? I think that would force families to talk to each other more, and young people would take more of an interest in the lives of their families.

**Simon:** I agree. I think the lives of teenagers today are very different from those of our parents when they were young. In the past, teenagers were expected to do housework and help out at home more. But today, kids are allowed to make their own decisions and, too often, they decide to do what they enjoy and to avoid chores. The main benefit that this has is that teenagers aren't as dependent on their parents as they once were, and they can show more initiative. My main worry is that young people grow up only thinking about themselves.

**David:** What bothers me is not young people, but society itself. In the media and advertising, we are encouraged to look good, to be assertive, and to fight to get the best job or the best lifestyle. It's hardly surprising that kids these days are more obsessed with themselves than their parents ever were. Even if we wanted to be selfless, it would be difficult, because our society values ambition and personal achievement more than helping others.

- 1 (1) All of the three speakers.  
(2) Jenny: Teenagers are distracted by modern technology.  
Simon: Teenagers are given more freedom, so they decide not to help others.

David: Teenagers are influenced by the media.

- 2 (1) S (2) S (3) D (4) J (5) J (6) D
- 3 (1) support (2) obvious reason (3) main benefit (4) main worry (5) bothers me  
(6) Even if
- 4 Answers will vary.

## D Reading

- 1 (1) D (2) A (3) G (4) C (5) F
- 2 (1) T (2) T (3) F (4) T (5) T (6) F (7) T
- 3 (1) attribute (2) hunch (3) pattern (4) hand (5) fluke (6) lot (7) mindset
- 4 (1) attributes (2) mindset (3) hunch (4) lot (5) hand (6) fluke

## E Writing and viewing

- 1 Answers will vary.

- 2 (Answer for reference)

The video contains quite a lot of interesting information about surgery two centuries ago. What surprised me most was how much things have improved over the years. In the past, surgical practices were rather primitive. In fact, conditions in the operating theatre were shocking by today's standards: there was no anaesthetics or antiseptics, and surgeons had very little understanding of hygiene. The instruments were simple and dirty. As a result, it was common that patients died during operations.

However, it is marvellous to see how much medical sciences have progressed since then. Today's operating theatres are clean, spacious and bright. In addition to the highly advanced surgical equipment, there are various monitors measuring heart rate, blood pressure and blood oxygen levels, and this means surgical operations can be as clean, comfortable and safe as possible.

Not only does this video illustrate the rapid development of medical technology, it also shows us how lucky we are to have access to modern healthcare.

## Unit 3 Food and ethics

### A Vocabulary

- 1 (1) of (2) for (3) on (4) in (5) of (6) for (7) for (8) with
- 2 (1) extinction (2) predictions (3) populated (4) polluted (5) associations  
(6) exhibiting
- 3 (1) investigation (2) recreation (3) destruction (4) protection (5) promotion  
(6) reflections
- 4 (1) distressing (2) countless (3) cold-blooded (4) prohibited (5) agonizing  
(6) critical
- 5 (1) How could one asteroid wipe out all the dinosaurs, which had ruled the Earth for 160 million years?
- (2) There are many factors that affect marine ecosystems, but global warming has now become a major threat to marine organisms.
- (3) More than 20 people have been confirmed dead and about 100 people are still missing after the bridge collapsed.
- (4) The local government has planned to build a new sports centre where people of all ages can do a wide variety of sports.
- (5) Because of overfishing, habitat destruction and species invasion, biological diversity in the oceans is dramatically declining.
- (6) New laws have been introduced to prohibit drivers from using their cell phones while driving.
- (7) Even though I often behaved very badly when I was a child, my parents showed great tolerance towards me.
- (8) For the sake of clarity, I suggest that you write short sentences and avoid unnecessary modifiers.
- 6 (Answer for reference)
- I am a shark. I know that you humans think that you own the Earth, but the fact is that we have been on this planet much longer than you. We have lived in the oceans for 400 million years, and as top predators and the caretakers of the oceans, we play a critical role in maintaining balanced and healthy marine ecosystems.
- However, humans are afraid of us, even though there are other animals that are much more dangerous to people. Every year, millions of us are killed because people don't like us, and more importantly, because they want to use our fins to make a kind of pricey soup. Some fishermen even cut off our fins and throw us back into the sea, leaving us to a long and

agonizing death.

I am worried that our shark species will one day become extinct because of man's / humans' greed and cruelty. However, the good news is that some people have realized that this is a problem and have taken action to protect us. I hope that sharks will continue living in the oceans in the future.

## B Grammar

- 1 (1) are caught (2) were designed (3) are being built (4) will be processed  
(5) have been killed (6) had been reduced (7) were being pushed (8) have been lost
- 2 (1) could be protected  
(2) must be stopped  
(3) might be improved  
(4) should be banned  
(5) has to be taken  
(6) have to be caught and imprisoned
- 3 (1) to be (2) being (3) be (4) to be (5) be (6) being
- 3 (1) to be served (2) being given (3) depended on (4) to be held back  
(5) be forgotten (6) are cared for / are being cared for
- 4 (1) are being devastated / are devastated (2) are cut down (3) are thrown away  
(4) is ... being done (5) will stop / will be stopped (6) solving (7) introduce  
(8) be changed

## C Listening and speaking

### Audio scripts:

**Tom:** Well, it's not the sort of place I like, but they seem to be having a good time.

**Susie:** Who?

**Tom:** All these guys in this photo, sitting in a row, selecting bits of food as they slowly move past them on plates and in bowls on a conveyor belt. Can you see it under all those wooden dishes? I wonder if they know each other.

**Susie:** It's clear from the photo. They're all smiling and laughing with each other. Let's face it, you only do that if you're all friends and get on really well.

**Tom:** Well-spotted. I didn't really notice that. But I wonder what the special event is. What I mean is, why are they all here eating together? It looks as though it might be someone's birthday or something.

Susie: Mmm ... It's hard to say. They're all wearing smart clothes, no one's wearing party hats and there's no cake, but perhaps they're going to have cake later.

Tom: Maybe.

Susie: Judging by the amount of food that's still going round, I reckon the night is young, and they've only just started their meal. That or they're really greedy.

Tom: That's an interesting point. It probably is quite early, and I think it's safe to say no one there is going to go hungry. As I said, it's not my sort of place, and I've never had a meal like this one, but I think the idea is that you pick and choose things you want to eat from the conveyor belt. I don't think you're supposed to eat everything!

Susie: Oh, right. I thought you did.

Tom: Really?

Susie: Well, yes. To me, it looks that way. The food goes round and round until it's all been eaten. I've never done it, but that's what I thought you did.

Tom: That's crazy. They'd be eating all night!

Susie: Oh, OK. But that's what I thought.

Tom: Well, I'm pretty sure you're wrong. It'd cost too much for a start. They're not at home, so everything they choose will have to be paid for. And I don't think places like that are cheap.

Susie: It doesn't look like an expensive place.

Tom: You'd be surprised. I know it doesn't look like there's much on each plate, but it isn't easy to prepare that sort of food, so it tends to be pricey.

Susie: Oh, OK, if you say so ... (pause) Actually, now we've talked about it, I'd quite like to give that sort of food a try.

Tom: It's definitely not for me.

Susie: How do you know if you haven't tried it?

Tom: Well, I just don't like trying new food, that's all.

Susie: Supposing that I were to pay, would you come with me and give it a go?

Tom: In that case, sure, I'd come with you, but I still don't think I'd like it.

1 C

2 (1) F Tom doesn't think he will like eating in that sort of place.

(2) T

(3) T

(4) F Both Tom and Susie agree that the photo was taken at the start of the meal.

(5) F Tom has never eaten similar food.

(6) F Susie doesn't think that the place in the photo looks like an expensive place to eat.

- 3 (1) wonder (2) spotted, notice (3) mean (4) as though (5) hard (6) Judging  
(7) point (8) look like  
A 1, 4, 5, 6, 8  
B 2, 7  
C 3
- 4 Answers will vary.

## D Reading

- 1 Fish fried in batter originated in Portugal. Chips originated in either France or Belgium.
- 2 (1) C (2) E (3) D (4) A (5) B (6) F
- 3 A takeaways, snack, banquets  
B order  
C portion, ration  
D dish, fare
- 4 (1) ration (2) portions (3) fare (4) snacks (5) order / dish (6) takeaways  
(7) banquet

## E Writing and viewing

- 1 Answers will vary.

- 2 (Answer for reference)

Sichuan cuisine is one of the best-known styles of Asian cooking, and it offers a wide array of flavourful dishes. My personal favourite is spicy tofu, which is also one of the most famous. Sichuan spicy broad-bean sauce is a key ingredient in this dish. The sauce is an important seasoning in Sichuan cuisine since it gives both colour and aroma to the food. Its spicy and deep flavour comes from the long fermentation period: the sauce is made by fermenting broad beans and fresh red chilli peppers in a crock over the course of many months. This sauce is perfect for making Sichuan spicy tofu, since the sharp contrast between the mild taste of the tofu and the heavy flavour of the sauce mobilizes all the senses. Given its amazing combination of smooth silky texture with a burning sensation that spreads across your tongue and throat, it is not surprising that this dish has become popular across China and the world.

## Unit 4 Technology

### A Vocabulary

1 (1) B (2) A (3) A (4) A (5) B

2 (1) B (2) A (3) D (4) E (5) C, F

3 (1) examined (2) suggest (3) demonstrate / prove (4) testified  
(5) demonstrate / suggest / prove (6) assess

4 (1) tech start-ups (2) emerging technologies (3) early adopters (4) handsets  
(5) cord (6) headset (7) buttons (8) screen

5 (1) The project required a lot of investment in its early stages, but in the long run, it turned out to be very profitable.

(2) She was confident that her plan had legs, so she pressed her boss for a meeting to discuss its feasibility.

(3) Since you have been absent from school for two months, it will take a lot of time and effort to get yourself up to speed with the other students in your class.

(4) A major scientific breakthrough may be just over the horizon and this will change the way we make computer chips.

(5) If you listen closely to the speaker, you may infer the implied meaning from his / her tone.

(6) The trial results clearly demonstrate how the new system could improve the efficiency of the employees in their day-to-day work.

(7) After she had done some market research, she proceeded to develop a novel and creative proposal for how our product design could be improved to meet the needs of the clients.

(8) The results of the study may pave the way for innovative treatments of brain injuries in humans.

6 (Answer for reference)

My prediction is that vertical farming will be the next big thing. As the world population increases, the demand for food will increase as well. However, while the population grows, the amount of land will remain more or less the same, so the actual amount of space available for farming and cities will become more and more limited. There are different solutions to this problem, but vertical farming seems to be the most promising way of increasing food production. By growing crops in high-rise buildings in cities, the available land can be used more efficiently. In addition, as the food is produced closer to consumers, the amount of fuel needed for transport will be greatly reduced, which will mean a smaller

carbon footprint overall. Since vertical farms provide more controlled conditions, it will also be easier to protect crops from pests and bad weather. Finally, it offers the possibility of rewilding old farmland and creating wildlife reserves, which could in turn be hugely beneficial for species that are currently threatened with extinction.

## B Grammar

- 1 (1) the fact (2) a strong belief (3) the full knowledge (4) confidence  
(5) clear evidence (6) groundbreaking idea
- 2 (1) She made the suggestion that Kelvin should study in America.  
(2) The young inventor made the promise that he would develop a new way of producing batteries.  
(3) After attending the conference, I had a feeling that something big was about to happen in the field of telecommunication.  
(4) Kelvin's story is proof that a student with a keen interest in a subject and a strong motivation to learn can achieve great things.  
(5) The Ancient Greeks had made the discovery that the Earth was a sphere rather than a flat disc.  
(6) The mayor made the announcement that the city would support renewable energy projects.
- 3 (1) that, A (2) that / which, R (3) that / which, R (4) that, A (5) that / which, R  
(6) that, A
- 4 (1) a deeply rooted belief (2) based on the fact (3) laughed at the idea  
(4) made the questionable claim (5) challenge the assumption  
(6) based on the observation (7) presented evidence (8) in the hope

## C Listening and speaking

### Audio scripts:

In today's presentation, I'm going to talk about why I believe the Internet is the invention that has had the greatest effect on society. Of course there have been many other extremely important inventions, but the aim of my presentation is to explain why the Internet is, nonetheless, something that is responsible for changing every aspect of our lives.

First, I'm going to talk about how the Internet has changed our day-to-day lives. Then I'll move on to look at how it is changing society, followed by a look at the impact on the world as a whole. There'll be some time for questions and answers once I've finished, so please hold

any queries that you have until the end.

So let me start by looking at some of the daily tasks that have been revolutionized by the Internet. Many people now use the Internet as the main way to do their shopping. In addition, we often don't need to leave our homes to do many other daily activities, such as studying or working, as more and more people choose to study online or work from home, connected to the office by their computers. And, of course, the Internet has also revolutionized our social lives, with people chatting and socializing online, too.

I've just told you about the impact of the Internet on our day-to-day lives. Now I'm going to move on to talk about the effect of the Internet on society. The changes in our behaviour, which I've just described, clearly have knock-on effects on society as a whole. The rise of online shopping is having a dramatic effect on our high streets, where many businesses are starting to close. The Internet also has an impact on those who provide expertise, such as doctors or lawyers, as more and more information can be freely found online. This may also start to affect teachers, as online study becomes more popular. In fact, education is certainly an area where the Internet is causing massive changes, and that's what I'm going to talk about now. As well as changing how education is provided, by moving it from real classrooms to virtual ones, the Internet is also radically changing our whole view of education. Education has traditionally been about the transfer of information from someone knowledgeable to someone seeking knowledge. The student would need to retain the information and perhaps, at some point, pass it on. However, with so much information now available at the click of a mouse, do we actually need to retain all this knowledge any more? Just think about what that might mean for education as a whole. I think we can be certain that huge changes are coming.

The ability to share information across the world has had a major impact on the world, not just individual societies. Internet access is now widespread across the world, even in poorer countries.

To sum up, the Internet is changing almost every aspect of our lives, worldwide. So, I hope my arguments have convinced you that the Internet has had and will have a greater impact than any other invention in history. Please feel free to ask any questions and I'll do my best to answer them.

1 (1) 2, 1, 4, 3 (2) A

2 (1) D (2) B (3) D (4) B

3 A 3, 6, 9 B 1, 10 C 4, 5, 7, 8 D 2, 11

Sentences heard: 1, 2, 5, 6, 8, 9, 10, 11

4 Answers will vary.

## D Reading

1 (1) C (2) B (3) A (4) D (5) C

2 A 1,2 B 7,8 C 3,6

3 (1) highly (2) justly (3) close (4) lately (5) hard

4 (1) hardly (2) close (3) hard (4) late (5) closely (6) just (7) justly (8) highly

## E Writing and viewing

1 Answers will vary.

2 (Answer for reference)

In order to solve problems such as traffic jams and road accidents, scientists at Oxford University built the first autonomous car in the UK—RobotCar.

The various instruments and computer hardware inside the car enable it to drive by itself. For example, it is installed with lasers that “see” the road ahead and identify buildings, kerbs and other vehicles. Thanks to experience-based navigation, the car is able to “learn” how to navigate and drive along routes that it has previously taken. The car is then able to create precise computer models of the routes.

Since a driver still needs to be responsible for the overall operation of the car, RobotCar is not considered a fully autonomous vehicle. But in the future, drivers may be given the choice as to whether he or she will let the car drive by itself. After watching the video, I asked myself, “Will we still need to take driving lessons in the future?”



## 后记

本教学参考资料是为高中《英语》(上教版)学生用书编写的配套教学参考资料，经上海市中小学教材审查委员会审查通过，准予使用。

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编写过程中，上海市中小学(幼儿园)课程改革委员会专家工作委员会，上海市教育委员会教学研究室，上海市课程方案教育教学研究基地、上海市心理教育教学研究基地、上海市基础教育教材建设研究基地、上海市英语教育教学研究基地(上海高校“立德树人”人文社会科学重点研究基地)及基地所在单位上海外国语大学，编写组所在单位华东师范大学等单位给予了大力支持。此外，全市数十位高中英语教师、教研员和专家给我们提供了良好的教学试验机会和有价值的意见。在此表示衷心的感谢！

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# 致 谢

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另外，向为本书提供视频的单位致谢！

ITNEdu ( Unit 1 视频 Pepper the Robot ) ;

中国国际电视总公司 ( Unit 3 视频 Spicy chilli and Sichuan food ) 。

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