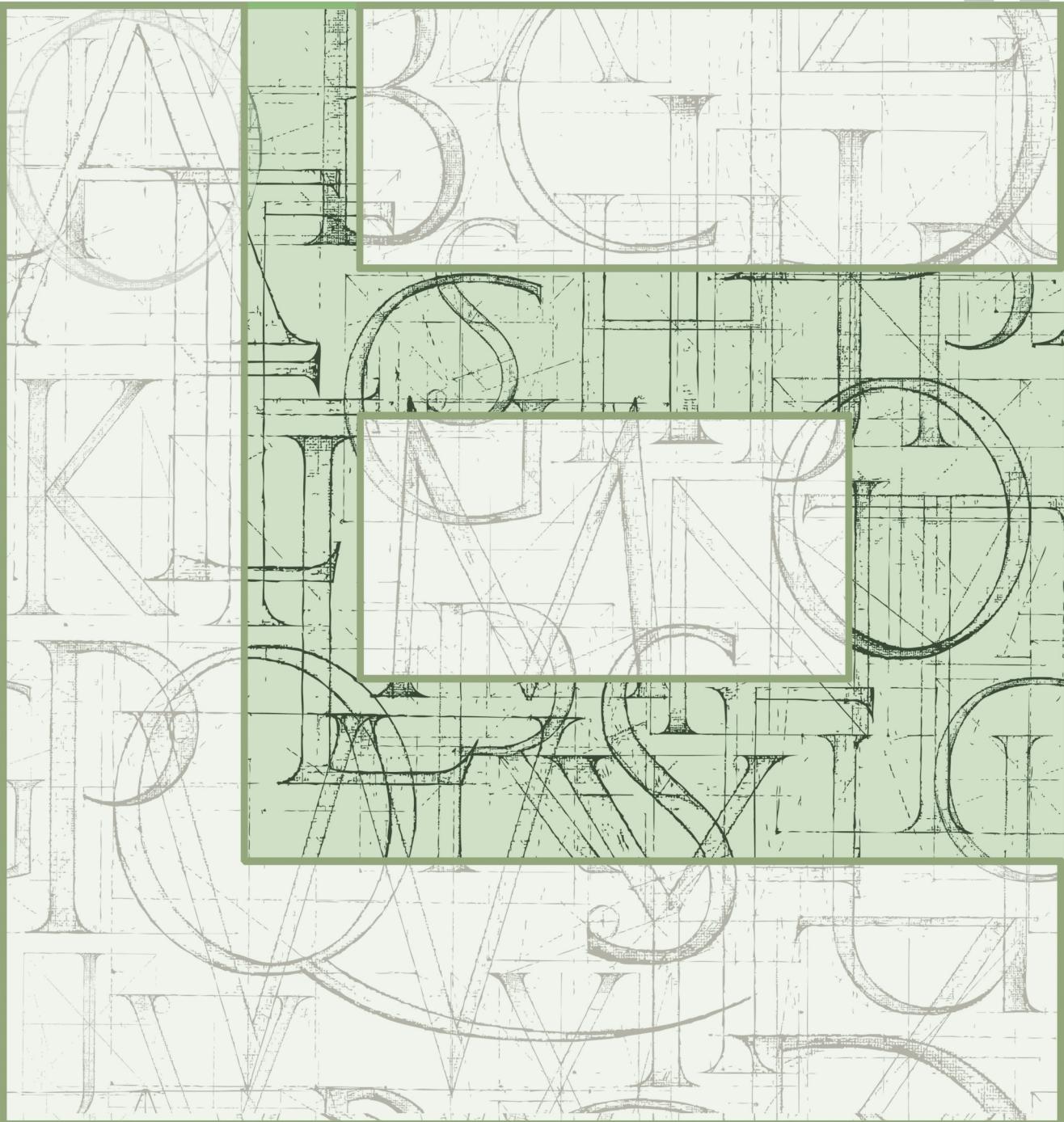


普通高中

英语·教学参考资料

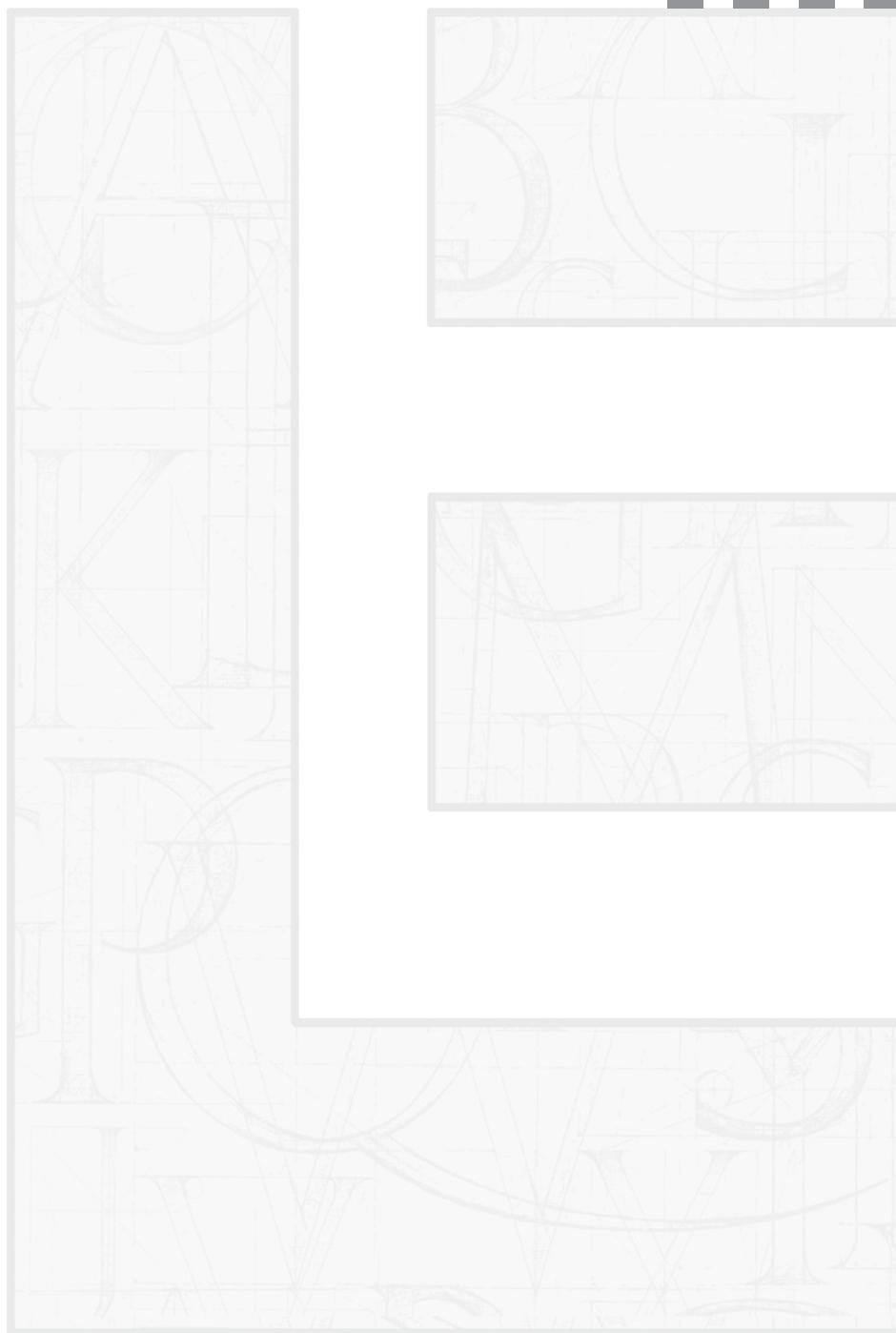
必修 第一册



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前　　言

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

一、《教学参考资料》编写原则

本套《教学参考资料》的编写贯彻以下原则:

1. 注重思想性, 落实立德树人根本任务

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

2. 注重指导性, 指导教师开展教学

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

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

3. 注重实践性，满足实际教学需要

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

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

4. 提供科学的评价方式，强调形成性评价，提高学习效率

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

二、学生用书整体结构和各部分教学原理

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

^{*} 教材电子书可以从上海教育出版社的官方平台获取。

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

(续表)

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

三、《教学参考资料》的结构和教学建议

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

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

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

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

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

其转换为学生容易理解的口头语言，使师生之间的沟通保持顺畅。

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

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

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

深度阅读 (Deep reading) 深度阅读是高中英语教学中的新项目，是外语教学的新尝试，这对部分学校的教师和学生构成了一定的挑战。为了应对这个挑战，《教学参考资料》提供了针对不同水平学生的教学建议和任务单 (Worksheet)，教师可根据学生情况选用；教师也可以自行设计类似的任务和任务单。必修 1—3 册讨论部分提供了由母语为英语的专业人员录制的音频，供学生在讨论中进行比较。在活动中，建议教师重视利用任务单和示范，并组织学生开展对子/小组活动。此外，建议教师在互动难以开展时，改用以“输入”为主的教学策略。此时可使用以阅读填词或配对为主的任务单，引导学生阅读此类任务单的文本并完成填词或配对任务，既让学生深化对文本的理解，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，在教师的帮助和指导下改进自己的学习。教师需要协助学生完成自评表，并思考反思性问题[Reflective question(s)]，反思自己在小组合作、发言、运用语言知识等方面取得的成绩和存在的问题。教师可以根据学生的自评给学生提出针对性的建议，或者针对大部分学生掌握得比较薄弱的方面进行专门的复习巩固。

四、《普通高中教科书 英语练习部分》编写说明

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

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

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

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

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

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

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Unit 1 Our world

Introduction

This unit introduces the theme of everyday life around the world. The **Reading and interaction** section presents diverse lives in different parts of the world through the Oscar-winning film *Life in a Day*, directed by Scottish film director Kevin Macdonald. The **Grammar activity** section shows the work in the UNICEF China office in Beijing while lending students an opportunity to practise **present continuous passive**. The **Listening and speaking** section examines how two Chinese volunteers in Sri Lanka and Shanghai help people. Students will then talk about their own volunteer projects. The **Writing** section explores an informal letter about a student's new life at senior high school and shows students how to write a similar letter about their own school lives. The reading passage in the **Cultural focus** section offers information about the different cultures of the world through pictures, and **Video** presents some historical facts about Irish immigrants in the USA.

Objectives, proposed teaching hours (PTH) and performance descriptors

Sections	Objectives	PTH	Performance descriptors*
A Reading and interaction	Discover the meaning of life as presented or implied in the reading passage	3	1–9 能抓住语篇大意，获取主要信息。 1–10 能基于所读内容进行推断、分析和概括。
B Grammar activity	Use the present continuous passive correctly in the communicative activity	1	1–11 能识别语篇为传递意义选用的语法结构。
C Listening and speaking	Talk about one's plan for specific activities during a volunteer project	1	1–1 能抓住所听语篇大意，获取主要事实和观点。 1–4 能简要描述经历，表达观点并举例说明。
D Writing	Describe one's life in a new senior high school in a letter as a response to a request made by <i>Teens Magazine</i>	1	1–11 能分析语篇的文体特征和衔接手段。 1–13 能以书面形式简要描述自己的经历；能使用恰当的词汇和语法结构进行书面表达。
E Cultural focus	Analyse cultural phenomena using the newly learnt method of analysis Explain the cultural significance of the Irish Potato Famine in the 19th century	2	1–12 能理解文化分析方法，简要系统地列举文化现象。 1–3 在听和观看视频的过程中，能结合画面，注意到图片、动画等传递的信息。

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

A Reading and interaction

Objectives

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

1. explain the reasons for making the film *Life in a Day* and how it was made;
2. explain the meanings of some of the scenes shot in the film;
3. show and / or tell how to make their own digital time capsule and give reasons.

Background

Kevin Macdonald is an Oscar-winning Scottish film director. He is best known for his films *One Day in September*, *The Last King of Scotland*, *Touching the Void* and *Marley*. Macdonald wanted *Life in a Day* to be a truly global film, which is not just about people who have access to cameras and the Internet, but also those in the developing world who do not. So 400 cameras were sent out to the developing world so that these countries could be represented too.

Notes on the language

1. **81,000 video clips** Video clips refer to the short videos uploaded to the video-sharing website, some of which were later made into the film.
2. **a digital time capsule for the future** A time capsule is a container full of objects which people think are typical of the time they are living in. Traditionally, people bury the container in the ground so that future generations can dig it up and learn about life at that time. *Life in a Day* is referred to as a digital time capsule, since one of its purposes is to show future generations what life was like in 2010.
3. **... see the connections between them.** “Connections” is the keyword here. It indicates that people are actually much more similar than they are different.
4. **... another loves his fridge because it doesn’t talk back!** The person in this video clip is quite humorous. He may imply that he doesn’t like his wife’s nagging or his child’s talking back at him.
5. **I am afraid of losing this place.** The speaker is worried that Antarctica may one day disappear due to global warming.

Word study

1. **typical** *adj.* having the usual qualities or features of a particular type of person or group 典型的；有代表性的

This is a typical example of argumentative writing. 这是一篇典型的议论文。

typical of somebody / something

Roast duck is typical of Beijing cookery. 烤鸭是典型的北京菜。

typical for somebody / something

The weather now is not typical for January. It's so warm. 现在的天气在一月份不常见。太暖和了。

2. **scene** *n.* a part of a film, play or book in which the action happens in one place or is of one particular type 场面；片段；镜头

The film opens with a scene in a hotel. 电影开头的一场戏发生在一个酒店里。

3. **stand** *n.* a table or a vertical structure that goods are sold from 货摊；售货亭

newspaper / fruit stand 报亭；水果摊

4. **well off** having a lot of money 富有的；富裕的

Her parents are quite well off. 她的父母很富有。

Don't envy those who are better off than us. They have their own problems. 不要羡慕那些比我们富有的人。他们有自己的问题。

5. **earn** *v.*

- (1) to get money for work that you do 挣得；赚得

James earns about £20,000 a year. 詹姆斯一年大约挣 2 万英镑。

He earned a living as an illustrator for magazines. 他靠给杂志画插画谋生。

- (2) to get something that you deserve 博得；赢得

As a principal, she earned the respect of all the teachers and students. 作为校长，她赢得了所有师生的尊敬。

6. **keen** *adj.* wanting to do something or wanting something to happen very much 渴望；热切；热衷于

She was keen to go skating. 她很想去滑雪。

Mary wasn't keen on going there by herself. 玛丽不太愿意一个人去那里。

Linda is very keen on sports. 琳达很喜欢运动。

Pre-reading activity

(see Student's Book page 6)

Teaching principles

- Learning starts with what is familiar and specific to the learners.
- Reading is more effective when it has a clear purpose.

Teaching suggestions

- Take something from your pocket, such as a bunch of keys, and say, "These are my keys. They are important in my life. Without them, I cannot enter my home or my office."
- Encourage Ss to describe the objects taken out from their pockets, and help them group words together into categories, e.g. *hygiene products* (*paper towel, disinfectant wipes*). Note: *hygiene products* showing how an abstract noun can be used to categorise concrete objects.
- Encourage Ss to summarize the first paragraph in their own words.

Answers for reference

1 This is a pack of tissues. It's connected to my health, so it is important for me. I want to stay clean and the tissues help me do so.

2 (1) The paragraph gives us a short introduction about the director Kevin Macdonald and his film *Life in a Day*. He asked people around the world to answer his three questions by recording part of their daily lives in short videos. They sent in 81,000 video clips. Out of these, Kevin and his team created the film.

(2) **A video clip:** It means a short video recording.

A digital time capsule: It means a form of electronic record for the future, like video or audio recordings, or digital photos. It includes various things from people's daily lives. When people in the future open the capsule, they will know what life was like in the past.

Comprehension work

1* (see Student's Book page 8)

Teaching principle

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

Teaching suggestions

- Elicit Ss' responses to the comprehension questions based on the factual information in the reading passage.
- Remind Ss that they can scan the text to locate certain information, e.g. a name or a number (see strategy below).
- Encourage Ss to answer the questions in their own words rather than by using the words from the text.

Strategy**Scanning for specific information**

If you need to find specific information in a text, like a name or a number, you do not need to read every word. You can quickly scan the text for keywords.

To scan a text:

- decide what information you want to find: a number, a date, a time, a name, etc.
- move your eyes quickly down the page until you find the information.
- do not read whole sentences until you have found your answer.

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

- (1) He asked people around the world to answer his three questions by recording parts of their daily lives.

* 此处编号1、2等代表学生用书内相应的练习或任务的编号, 全套书同。

- (2) Kevin's film shows everyday life around the world. He and his team spent seven weeks putting the film together. It is made up of 81,000 video clips shot by people in different countries. In the film, they show their daily lives and talk about their loves and fears.
- (3) Most people love the same things: family, sports and friends, although there are two exceptions—the love for a cat and a fridge.
- (4) Most people fear similar things: monsters, dogs, and death. However, people may also have other things they are afraid of, e.g. uncertainty of growing up or environmental problems.
- (5) The final scene of the film shows that most people want others to know that their lives are different and important, no matter what their lives are like.

2 (see Student's Book page 8)

Teaching principle

Language engagement is necessary for language development both during and after the reading process.

Teaching suggestion

Use scaffolding to assist learners, for example by providing a word list.

Answers

- (1) creating (2) digital (3) scene / video / clip (4) typical (5) clips (6) digital
- (7) connected (8) boring (9) routines (10) matters

Deep reading

1 (see Student's Book page 9)

Teaching principle

In order to develop thinking and language skills, learners need suitable challenges.

Teaching suggestions

Task	Talking about one's understanding of a few specific scenes
Purpose	Fluency training with some language engagement
Prescribed Learning Outcomes (PLO)	Ss will be able to talk fluently about their own understanding of the scenes.
Time	30 minutes

There are three options to teach this part.

★ Option 1*

- Demonstrate Q and A with a better able student once or twice, and ask the class to watch, listen and take notes on Worksheet 1 (see page 147).
- Encourage Ss to conduct Q and A in pairs.

★★ Option 2

- Encourage Ss to work in pairs using Worksheet 2 (see page 149) directly.
- Ask Ss to talk to three classmates. They should then share the most interesting responses in class.

★★★ Option 3

- Invite Ss to listen to the pre-recorded conversations of two foreign students talking about these scenes, and ask Ss to give their own opinions and comments. Ss should use Worksheet 3 (see page 151).
- In case Ss are not able to communicate effectively in English, use Worksheet 4 (see page 153) to help them understand what these scenes mean.

Answers to Worksheet 4

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

* ★表示较简单的任务，★★表示中等难度的任务，★★★表示较高要求的任务。

NB

Teachers should remind Ss that they can work out the implied meanings of these scenes by using the contextual clues given in these film scenes.

- (1) People are getting up, brushing their teeth and making breakfast.

Ss may respond like this: "The sentence describes people's daily routines." Ask: "Why did the director select this scene for the film?" Listen to Ss' opinions and respond like this: "The filmmaker may want to show that our lives are made up of these routines most of the time. And it is important that a film that explores this theme includes details of everyday routines of people's lives." If possible, expand the meaning of *routines* by inviting Ss to say which of their routines could be put into such a film. By connecting their real lives to the word *routine*, Ss will remember it and any other related language items much better than through simple rote learning.

- (2) An American girl is playing with her hula hoop.

Encourage Ss to ask questions like "Have you ever played hula hoop?" and "How did you feel when you were playing?" If needed, explain that creating one's own fun is actually very simple and easy to achieve and can be very powerful in one's life.

- (3) A child is working at a shoeshine stand in Peru. He shows his favourite thing—his notebook computer.

Encourage Ss to compare the shoeshine boy with the hula-hooping girl, and explain that they live different lives. The girl is happily playing while the boy has to work to support himself. One can find happiness in hard work even if one is poor.

- (4) One man says he loves his fridge because it doesn't talk back.

Explain that this sentence contains a touch of humour. Ask Ss to answer the question "Who might be talking back at him in his family?" Maybe his nagging wife and noisy children. So, he may humorously say that he loves his fridge.

- (5) A man in Antarctica says, "I'm afraid of losing this place."

Encourage Ss to think why the director put this scene into his film. This should lead them to discuss the environmental issues in our world.

- (6) A poor man says that he has nothing, but he feels no shame in being poor.

Ask Ss to focus on the word "but" which signals a contrast between "he has nothing" and "feels no shame". Elicit a comment from Ss on the relationship between wealth and happiness / dignity.

- (7) It's raining outside and a young woman says that she just wants people to know she's there.

Encourage Ss to imagine the emotions and feelings of the girl in that situation. Explain that our life may be full of dull and difficult moments, but that's life, and we need to face these things bravely every day.

Answers for reference

- (1) I understand that this is part of a normal day's routine for most people. I think it suggests that though it may not be interesting, it is an important part of our daily lives.
- (2) This scene shows that some people may be keen on sports or having fun. It suggests that health and happiness are important.
- (3) It suggests that doing a humble hard job like shining shoes does not mean a person cannot enjoy their favourite things in life.
- (4) My understanding is that people have different ideas when talking about what they love. You can love anything that makes you feel comfortable and happy.
- (5) I think the film-maker wants the viewers around the world to pay attention to environmental problems such as global warming, for example, the melting ice in Antarctica.
- (6) My understanding is that the value of a person is not in their wealth, but in the confidence they have and in the value of their life.
- (7) The idea in this scene is that everyday life can be tiring. The film-maker may want us to understand that we all experience burdens in life, but we still love life.

2 (see Student's Book page 10)

Teaching principle

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

Teaching suggestions

- Encourage Ss to use their own language repertoire rather than pre-determined language to express their own ideas.
- Provide language support through offering Ss optional language choices necessary for them to complete their answers.

What inspired Kevin?

What did he want to show in the film?

What do you love? Do you love your family members? Your pets?

What are you afraid of?

What do you have in your pocket or backpack? Why do you keep it with you?

Answers for reference

- (1)
 - may be inspired by the lives of millions of ordinary people around the world
 - wish to show how ordinary people understand the meaning of life
 - show the viewers that every part of life is valuable
 - it is worth telling and living
- (2)
 - love my family and my health
 - fear disease and losing my freedom or meaning in life
 - have a cell phone in my pocket
 - my connection to the world

Mini-project

(see Student's Book page 10)

Teaching principles

- Task-based language teaching encourages learners to use their own language repertoire (rather than prescribed language) to express their own ideas (meaning focused) in order to complete a task.

- It is also important that there are information gaps, which need to be covered through discussion between the partners.

Teaching suggestions

Task	Making a digital time capsule
Purpose	Fluency training: Ss express their own ideas through discussion to complete a cooperative task.
PLO	Ss will use their language repertoire to reach agreement on what objects / scenes to put in a digital time capsule and give suitable reasons to justify their choices of objects / scenes.
Time	20 minutes

- Put Ss into small groups (maximum 4). Ask them to suggest items for a digital time capsule and give reasons for their choices.
- Move around the class, remind Ss to speak English and provide support in cases where Ss have difficulties.
- Other alternative options:

★ Option 1

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

T: 小王, 你的想法是什么?

S: 我想拍一段英语课。

T: Good idea! So you'd like to film an English lesson, right? (Write *English lesson, why?* on the board)

S: I ...

T: 你可以用中文说出你的理由。

S: 我想让未来的人知道我们上课的样子。

T: What a good idea! You'd like people in the future to know what our English lesson is like, right?

(Write the sentence on the board). Now, who else would like to tell me their ideas?

...

★★ Option 2

For a large class where Ss are unable to work independently, use Worksheet 5 (see page 155) to prepare the students before the class discussion.

Focus on language

1 (see Student's Book page 11)

Teaching principle

Learners need explicit instruction on language forms after communicative activities.

Teaching suggestions

Task	Language learning of the related language issues Ss met in this section
Purpose	Ss master the language forms they have learnt in the Reading and interaction section.
PLO	Ss will be able to explain the language forms they have learnt in the Reading and interaction section correctly, and understand the usage and other related knowledge.
Time	10 minutes

- Help Ss summarize language problems or language items during the whole section (i.e. **Reading and interaction**). Write these language points in a designated area on the board throughout the lessons of the whole section.
- Highlight the new compound noun phrases for everyday objects that are made up of two common nouns, such as *student card, car keys, doorbell*, and also the adjective + preposition phrases for expressing feelings or emotions, such as *frightened of, anxious about, angry with*.
- Remind Ss of the shift of the word stress in many compound nouns to the first noun, e.g.

shopping list and **computer games**.

- Remind Ss that compound nouns are sometimes linked with a hyphen, such as *T-shirt*, sometimes not, such as *keyboard*, *laptop*, and sometimes are spelled separately such as *bus ticket*, and *credit card*.
- Encourage Ss to memorize adjective + preposition phrases as a whole unit.

Answers

- 1 time capsule; video clip; mobile phone; shoeshine stand; ID card; shopping list; bus ticket; notebook computer
- 2 proud of; keen on; worried about; afraid of; ashamed of
- 3 **NB** English has many ways for expressing similarities and differences. In the common use of the language, people often mix them together, i.e. they may express similarities and differences at the same time in the context. Use Chinese to explain this part if necessary.

(For reference)

- We all care about **the same** things. (不同点：不同的地区和人；相同点：都有自己热爱的东西，而且相似)
- On 24 July 2010, **people from Africa, Europe, America, Antarctica and Asia recorded events on their mobile phones and digital cameras and uploaded them onto the Internet**. (不同点：不同地点；相同点：都用手机和数字摄像机记录同一天的生活并上传影像)
- The film starts at midnight. ... **At the same time, in other parts of the world, people are getting up, brushing their teeth and making breakfast**. (不同点：不同的地点；相同点：在同一时间，做相似的事情)
- In the next minutes of the one-and-a-half-hour-long film, we watch everyday routines from more than 140 **different countries** and see **the connections** between them. (不同点：不同的国家；相同点：影片的主题都是日常生活，有关联)
- **One looks well off, the other is poor, but then the shoeshine boy shows us his favourite thing—his notebook computer**. (不同点：富裕的人和贫穷的人[做不同的事情]；相同点：都热爱自己的生活)

- But then one man says he loves his cat and another loves his fridge because it doesn't talk back! (不同点：喜欢不同的东西；相同点：都有自己喜欢的东西)
- Monsters, dogs and death are the things most people fear. (不同点：不同的国家和地区的人；相同点：都有害怕的东西，而且十分相似)
- Even though their lives are very different, the people in *Life in a Day* have one thing in common: ... (不同点：每个人的生活是不同的；相同点：他们都在寻找生活的意义)

2 (see Student's Book page 11)

Teaching principle

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

Teaching suggestions

- Ask Ss to work on the exercise independently. Encourage them to pay attention to the meanings of suffixes in the exercise.
- Have Ss report their work. Provide language support if necessary.

Answers

- (1) Digitally (2) poverty (3) died (4) earnings (5) type (6) response
(7) selective (8) uniquely

B Grammar activity

Objectives

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

1. recognize accurately the form of the present continuous passive in the given context;
2. use the present continuous passive correctly.

1 (see Student's Book pages 12 and 13)**Teaching principle**

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

They need to develop such strategies by explicit learning, and practise in a semi-controlled communicative activity.

Teaching suggestions

- Write the example sentence "The plan is being reviewed now" on the board.
- Preferably use Chinese to explain the grammatical term, and the meaning of the structure: be + being + past participle.
- Highlight the example sentence by comparing it to another sentence in which the present continuous and / or passive is absent. (Minimal pair comparison) Explain the differences between the two (or three) sentences, e.g. *The plan is reviewed / is being reviewed. Somebody reviews the plan. / The plan is reviewed.* or *Somebody is reviewing the plan. / The plan is being reviewed.* "Is being reviewed" indicates the action is being done at the time of speaking. "Is reviewed" emphasizes the fact itself, without specifying whether the action is ongoing at the moment. The simple present form is usually used when we talk about things that happen habitually.
- At this initial stage of learning, it is not a good strategy to overwhelm Ss with too many examples before Ss have had time to practise in exercise 3.

Answers

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

b: 1, 4, 5, 9

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

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

Teaching suggestions

- Ask Ss to work independently on the exercise.
- If Ss find the task too difficult, hold a class session by presenting the exercise on a slide and working through the passage. Invite Ss to say what they think the answer is to each blank. Provide language support or explanations if needed.

Answers

- (1) are working (2) are being set up (3) is working (4) is being used
(5) are being developed

3 (see Student's Book page 13)

Teaching principle

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

Teaching suggestions

- Choose the example sentences from the Student's Book and write them on the board. Explain how the activities are conducted.
- If Ss find the task too difficult, lead the class discussion through teacher-student interaction to produce three example sentences on the board. Below are some examples for reference.

The underground station is being renovated at the moment.

The plumbing system is being checked and repaired by the city.

A flower show is being organized at the local park.

- Encourage Ss to leave their seats and talk to three different classmates. Try to maximize Ss' chances of communicating with different partners in each activity.
- Invite a student to report back. Provide feedback or language support.
- Encourage creative language use in order to enhance Ss' engagement during the activity.

C Listening and speaking

Objectives

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

1. understand the narratives of the two volunteers by focusing on general ideas and specific details in turn;
2. understand the phonological features of spoken English;
3. talk about their own ideas with enough details related to their own plans for volunteering.

1 (see Student's Book page 14)

Teaching principle

Learning starts with learners' existing knowledge. It is important for them to focus on the new content that is presented in the listening activities.

Teaching suggestion

Invite Ss to list advantages / disadvantages of volunteering and engage other Ss to comment or contribute their ideas.

2 (see Student's Book page 14)

Teaching principle

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

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.
- Play the recording a few more times to help Ss focus on the main points until they identify the keywords required for the listening activity. Explain certain phonological characteristics in the connected spoken language such as *write games on a /'ɒnə/ computer*. Write these characteristics on the board.

Answer for reference

Zhang Min tells us about her volunteering experience in Sri Lanka. She has experienced some difficulties. However, she enjoys working with children. Liu Wei tells us about his volunteering experience with a programme in Shanghai called SMILE. He enjoys working on this project because he gets a chance to play fun games.

3 (see Student's Book page 14)

Teaching principle

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

Teaching suggestions

- Present the table and ask Ss to think about what language the speakers may use when talking about the name of the project, or expressing the number of people, working hours, difficulties, etc. Write some possible language structures on the board.
 - For expressing the name of the project: *I'm working with ... I'm helping with a programme called ...*
 - For expressing the number of people: *There are ... of us in the team. Our team has ... people on it.*
 - For expressing working hours: *Every day I work about ... I work from ... to ...*
 - For expressing difficulties: *One big problem is / was ...*
- Give a brief explanation focusing on the difficulties of the phonological features in the connected spoken English.
- Encourage Ss to listen a few times. Developing the listening skill requires students to listen more than once to a recording.

Answers

	Zhang Min	Liu Wei
Name of project	ECD (Early Childhood Development)	SMILE
Location	Sri Lanka	Shanghai
Number of people	six	four
Length of project	three weeks	2 years
Working hours	six hours a day	2:00 p.m. – 5:00 p.m.
Difficulties	sometimes no electricity	a lot of studying
Advantages	working with children	playing fun games
Current activity	making learning materials	working on a computer game for maths

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

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

Teaching suggestions

- Introduce the speaking task, the three advertisements, and the language guide, preferably on a slide.
- Take Ss through the language guide.
- Put Ss into pairs A and B, and ask each of them to choose an advertisement.
- Encourage Ss to practise on their own and walk around to provide support.
- Invite a pair to present their conversation to the class and respond appropriately to their presentations in relation to content and language.

Optional speaking activity

Teaching suggestions

Task	Fluency activity: Guessing one's job
Purpose	Ss practise speaking in order to improve fluency.
PLO	Each student can describe at least one person in detail so that others can guess who it is or raise questions about the description.
Time	15 minutes

- Explain how the activity is organized.
- Put Ss into small groups (maximum 4) and prepare the descriptions.
- Invite Ss to present their description for the rest of the class to guess. Allow Ss to ask questions about the description.
- Encourage Ss to be creative and be careful not to reveal too many details in the description. Unusual professions and jobs would arouse more interest in the activity, such as *I talk to people a lot. I ask them a lot of questions. Sometimes people are happy to get my calls, sometimes, not.* (Answer: HR manager)

D Writing

Objectives

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

1. analyse the sample writing in relation to content, language and editing;
2. write a letter about a student's school life in a new senior high school to *Teens Magazine* using appropriate language and format.

1 (see Student's Book page 16)

Teaching principle

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

Teaching suggestions

- Introduce the task and explain the advertisement in *Teens Magazine*. Help Ss think about what they are going to write about in the informal letter.
- Explain the concept of informal letters. Informal letters are intended to be used between people like Ss themselves. Formal letters are used for official purposes, such as applying for a job or project funding.

Answer

(1) An informal letter

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

Teaching principle

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

Teaching suggestions

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

★ Option 1

- In case Ss are not able to write using connected sentences, help Ss write simple sentences about the school buildings, lessons, school activities, teachers, and students.
- Hold a class session and invite Ss to write simple sentences on the board and provide support and correction.

★ ★ Option 2

- Explain the task and set the context clearly.
- Introduce the sample to the class. Instruct the class to discuss the guiding questions.
- Invite Ss to report the conclusions of their discussions. Avoid spending too much time discussing the sample writing. Remind Ss of the following important points:
 - Make sure each paragraph contains only one main idea, so different main ideas should be

written in different paragraphs.

- The location of the address of the writer is normally in the top right corner of the letter.
- Pay attention to the comma used after the salutation. The Chinese would use a colon instead.
- Ask Ss to draft their own letter. Walk around to provide Ss with individual support in developing the content or language.
- Invite a student to share his / her writing with the class. Provide comments and support. Ask Ss to resume their writing.

NB

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

(1) How is your senior high school different from your junior high school?

If Ss do not give enough information about the comparison, ask further questions such as "How about your classmates? How about the school facilities like the library, the stadium, the labs or the canteen?"

(2) How is your senior high school similar to your junior high school?

Ss may give short responses in Chinese / English. Provide clues such as "Maybe you can talk about the teachers, after-class activities, or the relationship between you and your classmates."

(3) What is new?

Ask more questions such as "Do you have more responsibilities in senior high?" "Are there any upcoming events in your school?" "Will you take part in them?"

- Provide language support such as translating Ss' queries into English or even writing down the sentences / useful phrases on the board.

more independent / mature

boarding school

selective / compulsory courses

more chances to express personal opinions

- Guide Ss through the format of the letter by asking questions like "Where do we write the address?" "How do we write it?" "Do we put the city first or the street number first?" Write on the

board if necessary.

★★★ Option 3

- Explain the title to create a context for Ss to think about the format and organization, and the language and content, as required according to the advertisement.
- Ask Ss to fill in the table to generate ideas for the letter.

	Junior high school	Senior high school
Similarities		
Differences		

- Encourage Ss to begin drafting their letter before they read the sample writing. After about 10 minutes (when Ss have done approximately about 2/3 of the writing) select a student's writing as an example and comment on its content, organization, language, and format.
- Ask Ss to read the sample writing, and then compare the sample with their own work and take note of any useful elements. Ask them to continue writing their own letter. Advise Ss that they can either continue their unfinished letter or revise it if they need to.

Answers for reference

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

Li Ming's letter mentions several topics such as the school, teachers, classmates, schoolwork, and school activities.

Aspects of writing	Guiding questions	My exploration
Content	What is the purpose of this letter?	To tell the magazine about the writer's life in a new school.
	What is the central idea in each paragraph?	Para 1: General self-introduction Para 2: Differences the writer finds in the new school Para 3: Similarities the writer finds in the new school Para 4: His plan for the next week Para 5: Summary and hopes for the future
	How many ideas are there in each paragraph?	One idea.
Language	How does the writer address the magazine?	<i>Dear Teens</i>
	How does the writer express similarities and differences?	Language for differences Some words such as <i>larger, more</i> Some phrases and clauses such as <i>live in the school dorm, miss my family, learning how to live away from home</i> Sentences such as <i>Many things here are different ...</i> , <i>Unlike ...</i> , <i>The biggest difference is ...</i> Language for similarities Some phrases and clauses such as <i>as friendly as, I've made some friends, play basketball after school together—just like before.</i> Sentences such as <i>Other things are the same ...</i>
	How does the writer finish and sign off the letter?	He finishes the letter with a polite expression "Yours". He puts his name under "Yours".
Editing	What is the format of each paragraph?	They use block format with no indentation at the beginning of each paragraph.
	Where does the writer put the address and date?	He puts the address and date in the upper right corner of the letter. [Additional note: The address is written from the smaller area to the greater area in sequence. The date is written in the order of <i>Date + Month + Year</i> . (British English)]
	How are punctuation marks used differently from the Chinese way in letter writing?	He uses the comma (,) after <i>Dear Teens</i> while in Chinese we would use a colon (:).

E Cultural focus

Reading passage

Objectives

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

1. understand the four elements of culture;
2. use proper language to analyse examples of culture.

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

Teaching principle

Learners need to develop analytic skills in order to develop cultural awareness.

Teaching suggestion

Put Ss into groups to study the four elements of culture. Provide language support if necessary.

2 (see Student's Book page 19)

Teaching principle

Providing cultural examples will give Ss a better understanding of the new content.

Teaching suggestions

- Help Ss review the four elements of culture. Give one example for each such as:
 - Cultural festivals / celebrations: *the Qingming Festival, Christmas celebrations*
 - Cultural objects (for the Qingming Festival): *rice wine, Chinese mugwort, etc.*
 - Cultural objects (for Christmas): *wreaths, Christmas trees, pictures or objects like reindeers, bells and gift boxes, etc.*
 - Cultural behaviours (for the Qingming Festival): *visiting tombs, putting flowers in front of the tomb, etc.*
 - Cultural behaviours (for Christmas): *saying Merry Christmas to friends or family members, putting gifts in the stockings for children, putting the gift boxes under the Christmas tree, etc.*
 - Cultural ideas (for the Qingming Festival): *Ancestors are important in one's family even though they are dead. They are important for upholding family values because traditions and beliefs are often passed down.*

- Cultural ideas (for Christmas): *Today, it has become commercialized, so for many people, Christmas means a special festival for expressing good wishes to each other, and also having fun.*
- Put Ss in pairs to write examples of cultural elements. Provide language support if necessary.
- Pair Ss into new partnerships to share their work, and then invite some pairs to report their work to the class.
- Provide proper feedback in both content and language.

Answers for reference

Cultural objects: chopsticks / white wedding dress

Cultural festivals / celebrations: the Mid-Autumn Festival / the Double Ninth Festival

Cultural behaviours: no sound when eating soup in European countries / a lot of noise when eating noodles in Japan ...

Cultural ideas: Young people live with their parents before they get married. / It is impolite to ask people about their incomes.

The most interesting example (for reference): When Japanese people eat noodles, they usually make loud noises to show their appreciation.

3 (see Student's Book pages 19 and 20)

Teaching principle

It is important for learners to have a chance to apply what they have learnt in a new context.

Teaching suggestions

- Encourage Ss to complete the task independently.
- Focus on Ss' method of analysis rather than the accuracy of the interpretation. Multiple interpretations should be encouraged.
- Ask Ss to discuss the last picture about American football. Ss may be confused at whether it can be classified as American culture or world culture. Help Ss understand that our modern media technology may homogenize cultures, for example, the fast food culture like McDonald's or Pizza Hut.

- Ask Ss to pay attention to the cultural ideas which are very easily neglected in life. People often assume mistakenly that people of different countries share similar ideas about many issues. People often stereotype other cultures, such as "All Americans are self-centered."

Answers for reference

	Descriptions	Cultures	Cultural elements
(1)	A Chinese family is eating together.	Chinese culture	cultural behaviour; cultural objects; cultural idea (sharing meals)
(2)	A woman wearing a sari is doing namaste gesture.	Indian culture	cultural objects (sari), cultural behaviour (gesture)
(3)	People bow to each other when they meet for the first time.	Japanese culture	cultural behaviour
(4)	African people are wearing their traditional dress.	African culture	cultural objects
(5)	Crowds of people are celebrating their festival.	Latin American culture	cultural behaviour; cultural festival / celebration; cultural objects (costume, decorations and dresses)
(6)	Tower Bridge is a symbol of Britain.	British culture	cultural object
(7)	People are watching an American football match.	American culture	cultural object; cultural celebration

Video

Objectives

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

- understand the reasons for the Irish immigration to the USA and related vocabulary;
- learn how to use suffixes to expand their vocabulary;
- describe a natural disaster using suitable vocabulary.

Background

1. The Irish Potato Famine occurred in Ireland between 1845 and 1849, leading about two million people to emigrate to other countries during that period.
2. St Patrick's Day is on 17 March each year. It is celebrated in Ireland and the USA where people usually wear green.

Notes on the language

Our position in America is one of shame and poverty. Irish people in America at that time were very poor and were often looked down upon by others.

1 (see Student's Book page 21)

Teaching principle

It is important to activate what learners already know about the new content.

Teaching suggestions

- Show the class the location of Ireland on a world map.
- Invite Ss to share what they know about Ireland and the Irish people.

Answer for reference

(1) Ireland is a European country close to the UK.

2 (see Student's Book page 21)

Teaching principle

When learning from watching a video, it is important to help learners predict the content through focused activities applied in different steps.

Teaching suggestions

- Pre-teach the words below in case Ss are not familiar with them.

Dublin 都柏林(爱尔兰首都)

famine 饥荒

voyage 航行

decks 甲板

ancestry 祖先

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

Answers

- (1) The monument to the Irish Potato Famine is in **Dublin**.
- (2) In the mid-nineteenth century, **60%** of Ireland's food came from potatoes.
- (3) The ships from Ireland to America first stopped in **England / Liverpool**.
- (4) Many people died from **diseases** on the ships.
- (5) More than a **third** of the immigrants to the USA between 1820 and 1860 were Irish.
- (6) **At least two** American Presidents had Irish ancestors.

3 (see Student's Book page 21)

Teaching principle

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

Teaching suggestions

- Help Ss make a distinction between the suffixes of the nouns and adjectives.
- Provide a brief lecture on vocabulary learning strategies such as using suffixes, and remembering phrases rather than single words, such as *feel ashamed*, *feel proud of* and *live in poverty*.

Answers for reference

(1) hungry (2) dangerous (3) shame (4) proud (5) comfortable (6) poverty

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 own ideas.

Teaching suggestions

- Prepare Ss for the task before this lesson. Encourage Ss to search for information in the library or on the Internet.
- Ask Ss to write a summary or to quote information from the sources.
- Put Ss into groups to share their information.
- Ask Ss to make a collage or a poster based on their research.
- Provide useful comments, feedback and language support.

Unit 2 Places

Introduction

This unit introduces the theme of places and their related cultures both in China and other countries around the world. The **Reading and interaction** section presents stories about the historic cities of Xi'an in China and Florence in Italy. Students will learn the vocabulary which is useful for describing a city, its history and current situation. The **Grammar activity** section tells a story about kindness of people while guiding students to practise **future in the past**. The **Listening and speaking** section lets students listen to the second part of the story, and practise talking about their own experience of kindness. The **Writing** section explores a blog about a trip to New Zealand. Students will then write their own blog posts. The reading passage in the **Cultural focus** section tells stories behind different place names and the **Video** introduces Nanning—a city in southern China.

Objectives, proposed teaching hours (PTH) and performance descriptors

Sections	Objectives	PTH	Performance descriptors
A Reading and interaction	Describe a city using appropriate information and language	3	1–9 能抓住语篇大意，获取主要信息。 1–10 能基于所读内容进行推断、分析和概括。
B Grammar activity	Use the future in the past correctly in the communicative activities	1	1–11 能识别语篇为传递意义选用的语法结构。
C Listening and speaking	Tell a story about acts of kindness	1	1–1 能抓住所听语篇大意，获取主要事实。 1–4 能简要描述经历，表达观点。
D Writing	Write a travel blog using appropriate language and format	1	1–11 能分析语篇的文体特征和衔接手段。 1–13 能以书面形式简要描述自己的经历；能使用恰当的词汇和语法结构进行书面表达。
E Cultural focus	Explain the cultural meanings of place names Describe the city of Nanning using appropriate language	2	1–9 能通过读，抓住语篇的大意，获取其中的主要信息。 1–12 能识别语篇直接陈述的社会文化现象。 1–3 在听和观看视频的过程中，能结合画面，注意到图片、动画等传递的信息。

A Reading and interaction

Objectives

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

1. understand the major features of the two cities (Xi'an and Florence);
2. use the vocabulary commonly used for describing the features of cities;
3. introduce a city in China to foreign friends using appropriate language.

Background

1. Xi'an is an important historic city, and is currently the capital of Shaanxi Province, in China. It is well known for its roles in the ancient Silk Road and the Belt and Road Initiative (BRI). Designated as a “Historic City” by UNESCO in 1981, Xi'an boasts many famous historic sites and museums including the world-renowned Terracotta Warrior Army Museum.
2. Florence is one of the important historic cities in Italy. Located in the middle of the country, Florence is known in European history as the origin of the Renaissance. The most famous part of the city is mainly in the centre of the town, with several old universities and many well-known museums containing famous paintings and sculptures as well as interesting architecture.
3. Xuan Zang, aka Tang Seng (唐僧) (602–664) in Chinese, is a famous monk and translator of the Buddhist scripts introduced from India.
4. The Belt and Road Initiative (BRI) is a proposal made by the Chinese government that follows in the footsteps of the Silk Road to strengthen China's links with other countries in social, cultural and economic relationships.

Notes on the language

1. **a golden age of art and poetry** The word “golden” is often used to describe something special or wonderful, e.g. a golden opportunity. The phrase “a golden age of art and poetry” means that the Tang Dynasty was a period during which art and poetry were at their best.
2. **It was here that Xuan Zang set out on his famous travels, which became the basis of *Journey to the West*.** Xuan Zang's famous travels started in Xi'an. His experience was the basis for the novel *Journey to the West*.

3. The wall, almost 14 kilometres in length, was originally built for the purpose of defence ... The wall is about 14 kilometres long. The purpose of the wall was to keep enemies out of the city.

4. Historic sites are neighbours with fancy restaurants and high-end shops. “Fancy restaurants” are ones with expensive, high-quality food. “High-end shops” refer to those stores selling expensive products, like luxurious purses and clothing. This sentence means that in Florence the old and the new exist side by side.

Word study

1. site *n.*

(1) a place where a building, town, etc. is located 地点

A site has been chosen for the new convention centre. 新会展中心的位置已经选定。

(2) a place where something has happened or that is used for something 现场；发生地；场所

Yesterday we visited Gettysburg, the site of a famous battle marking the turning point in the American Civil War. 昨天我们参观了葛底斯堡，在这里打了美国内战中非常有名的一次战役，这次战役扭转了战争的局势。

There are many camping sites along the trail. 步道旁有许多露营地。

(3) a place on the Internet where a company, organization, university, etc. puts information 网站，站点

a shopping site 一个购物网站

2. former *adj.*

(1) that used to exist 以前的

It's impossible for this place to regain its former glory. 这个地方已经很难回到从前的辉煌了。

(2) used to refer to the first of two things or people mentioned (两者中的)前者

the former (两者中的)前者

Of the two speeches, the former was more persuasive. 这两场发言中，前一场听上去更令人信服。

3. view *n.*

(1) what you can see from a place 景色，风景

We climbed to the top of the mountain to see the view of the sea. 我们爬到山顶去看海景。

- (2) used when you are talking about whether you can see something or whether something can be seen in a particular situation 视野；视线

She bought a front-row ticket to get a good view of the stage. 为了能看清舞台，她买了一张前排的票。

- (3) a personal opinion about something; an attitude towards something (个人的)看法，意见，见解；态度

Think carefully before you give your views on the issue. 在对这件事发表意见之前，一定要再三斟酌。

4. **memory** *n.*

- (1) a thought of something that you remember from the past 回忆；记忆

The dolls bring back lots of childhood memories. 这些玩偶唤起了许多童年的回忆。

- (2) your ability to remember things 记忆力；记性

He has a good memory for numbers. 他擅长记数字。

- (3) the part of a computer where information is stored; the amount of space in a computer or device for storing information 存储器；内存

a flash drive with a memory of 8 GB 有 8G 存储容量的闪存盘

5. **contribute** *v.*

- (1) to give something to help somebody 捐献；奉献

Many volunteers contributed their time to the charity project. 许多志愿者花时间为慈善项目服务。

- (2) to be one of the causes of something 是……的原因之一

Stress is a contributing factor to insomnia. 压力是引起失眠的一个因素。

6. **admire** *v.*

- (1) to respect somebody / something for some reason 钦佩

I really admire his persistence. 我非常钦佩他的坚持。

- (2) to look at something and think that it is attractive and / or impressive 欣赏

Many people stopped their cars near the lake to admire the view. 许多人在湖边停下车，欣赏风景。

7. feature *n.*

- (1) something important, interesting or typical of a place or thing 特色；特征；特点

Key features of the impressionistic painting style include bright colours and a focus on the changing qualities of light. 印象派绘画的主要特点包括明亮色调和对光影变化特点的强调。

- (2) (in newspaper, on television, etc.) a special article or programme about somebody/something (报纸、电视等的)特写，专题节目

a special feature on the hero 关于这个英雄的专题文章

Pre-reading activity

(see Student's Book page 24)

Teaching principle

Reading is more effective if the teaching can activate learner's existing knowledge and set a clear goal.

Teaching suggestions

- Ask the questions (1)–(3) to activate Ss' existing knowledge about visiting a place.
- Use the two pictures on pages 24 and 25 in the Student's Book to encourage Ss to think about the content before reading the passage.

Answers for reference

- (1) London is a must-see place. It is one of the largest cities in the world. There are many historic buildings in London, including the Sherlock Holmes Museum, which I've been longing to see.
- (2) I can see a lot of sights in London, such as the British Museum, the London Eye and the River Thames.
- (3) It was important in history. The First Industrial Revolution started in England, and London was among the most influential cities back then, pushing the advancement of industrial development.

2 The first picture is the Terracotta Army of Emperor Qin Shihuang in Xi'an. The city is the starting point of the ancient Silk Road.

The second picture is of a city in Europe, with many old buildings. Judging from its panoramic view, it is probably Florence in Italy. It is the birthplace of the Renaissance. It has played an important role in the history of art and science.

Comprehension work

1 (see Student's Book page 26)

Teaching principle

Learners need opportunities to practise reading skills by identifying key information in the reading passage.

Teaching suggestions

- Ask Ss to go through the two passages quickly, and then to work on exercise 1.
- Put Ss into pairs or groups to share their answers and get one student to report back.
- For a better able class, place Ss into groups A and B for jigsaw reading. Then pair members from Group A with those from Group B to share their information to complete the exercise.

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。)

Xi'an, China

Importance

- The starting point of the Silk Road
- The heart of China's Belt and Road Initiative

Main Features

- The two Wild Goose Pagodas
- Its ancient city walls and the remains of Daming Palace

Florence, Italy**Importance**

- The starting place of the Renaissance
- A place famous for many great artists and scientists in history
- The birthplace of many amazing ideas and discoveries

Main Features

- The art, science and history museums
- The University of Florence where many famous people studied during the Renaissance period
- Elements of both the old and the new
- Fancy restaurants and high-end shops

2 (see Student's Book page 26)

Teaching principle

Learners need to focus on important vocabulary in the passage after completing the reading comprehension activities.

Teaching suggestions

- Present the passage on a slide to attract Ss' attention.
- Encourage Ss to read through the summary before they decide on the words for the blanks.
- In case Ss find it hard to complete, provide a word list for scaffolding.

Answers

- (1) former (2) destinations (3) amazing (4) site (5) defence (6) historic
 (7) memory (8) contributed (9) fancy (10) must-see

Deep reading

1 (see Student's Book page 27)

Teaching principle

Learners learn best if they engage in particular areas of focus and have opportunities to work on language problems.

Teaching suggestions

Task	Talking about one's understanding of the quotes from the reading passage
Purpose	Learning some commonly used figurative language in English
PLO	Ss will be able to explain the figurative language in the four quotes from the reading passage.
Time	30 minutes

There are three options for teaching this task.

★ Option 1

Pre-teach the sample dialogue. Hold a class discussion incorporating the dialogue into teacher-student interaction to explain the four quotes.

★★ Option 2

Ask Ss to work in pairs and discuss the four quotes using Worksheet 1 (see page 157). If Ss have the ability to conduct an independent conversation, do not use the sample dialogue.

★★★ Option 3

- Play the recordings of two foreign students talking about the four quotes. Encourage Ss to comment using Worksheet 2 (see page 159).
- Remind Ss to pay attention to the structures and expressions used by the foreign students.
- In case Ss are not able to communicate effectively in English, use Worksheet 3 (see page 161) to help them understand the use of the expressions in bold.

Answers to Worksheet 3

- (1) the centre of something (2) concept (3) metaphorical (4) compares
 (5) the point of origin (6) link (7) Is alive with (8) reminds (9) contrast (10) class

NB

Whichever option is chosen, use the linguistic information below as a reference when providing support for Ss.

- (1) “At the heart of” is a metaphor which means “the centre of something”. As “heart” is seen as the centre of a human body, Xi’an is viewed as playing a central role in Chinese history because it was the capital city of many dynasties. The Belt and Road Initiative is created by China, so Xi’an will be viewed as the central place in the concept of China’s Belt and Road Initiative.
- (2) “Birthplace” is a metaphor, although in English it has almost lost its metaphorical meaning and is usually used as a common noun. Its meaning is based on the metaphor which compares the importance of places where something originated to the importance of the places where people are born. In doing so, it emphasizes the importance of that place as the point of origin. The word allows people to link the origin of great ideas with the city of Florence in Italy.
- (3) “Is alive with” treats Florence as a living organism like a human being or an animal. It reminds people that many of traditional cultures and historic places can still be found today in the city, and they are “living” in the people’s lives in spite of the time passing by.
- (4) “The old and the new” highlights a contrast which is very easy to understand, but very deep in meaning. Pay attention to the language here. “The + adjective” shows a class of something, e.g. *the poor* (the poor people), *the old* (the old people/things), *the new* (the new things).

Answers for reference

- (1) In my view, the expression “at the heart of” is a metaphor that shows us the important role Xi’an plays in China’s Belt and Road Initiative. The word “heart” expresses both the geographical position and the historic importance of Xi’an in the Belt and Road Initiative.

- (2) My understanding of the expression “the birthplace of” is that it is a metaphor used to suggest the place where something first appeared or started to happen. In the passage it refers to the time in Florence’s history when the Renaissance began.
- (3) In my opinion, the expression “is alive with” uses personification to show that something still exists. Here, it is used to show that Florence’s Renaissance history can still be seen and felt by visitors in the city today.
- (4) In my view, the expression “the old and the new” suggests a contrast. It points out that in today’s Florence, historic and modern aspects of the city can be found side by side.

2 (see Student’s Book page 28)

Teaching principle

Learners need opportunities to express their own ideas about reading passages using their own language repertoire.

Teaching suggestions

- Organize the discussions of the two questions in TPS (Think-Pair-Share).
- Encourage Ss to share their ideas. Provide language support when responding to Ss’ presentations.
- Take notes when Ss are making presentations and comment on the content and language afterwards. Highlight some common errors (pronunciation, choice of words, tenses, sentence structures, etc.) and show how to correct them on the board.

Answers for reference

- (1) Xi’an
- learn about the local culture
 - have a chance to see what everyday life is like there
 - have a chance to learn about the interesting history of the construction and the discovery of the Terracotta Army

- a great chance for me to know more about the Belt and Road Initiative
- Florence
 - learn about European culture
 - visit important art museums to learn about the history of the European Renaissance
 - find connections between Italy and China, such as the story of Matteo Ricci in the 16th and 17th century and his work with Xu Guangqi, the famous Chinese scholar: in collaboration with Ricci, Xu translated books about geometry into Chinese
 - try to find places where I can see works of famous artists, such as Michelangelo and his statue *David*
 - learn about the history of architecture, famous works of art, related biographies, and the development of humanism during the Italian Renaissance
 - get to know the story of Michelangelo

Mini-project

(see Student's Book page 28)

Teaching principle

This is a task-based language learning activity which encourages cooperative learning in group work.

Teaching suggestions

Task	Introducing a city
Purpose	Fluency training: Ss practise describing a city
PLO	Ss will be able to describe a city using proper vocabulary and make connected speech in a well-organized presentation.
Time	20 minutes

- Teach briefly on how to introduce a city, e.g. its history, architecture, geography, cultural features, tourist attractions, food, sports and other cultural activities.
- Put Ss into groups of four (appoint someone as the group leader to manage the group work). Appoint different Ss to lead different tasks.
- Walk around the class, encourage Ss to work together, and respond appropriately to their discussion in relation to content and language.
- Other alternative options:

★ Option 1

- Lead a class discussion encouraging Ss to say which places in their town they would like to introduce to people from other cities or countries.
- Write / Translate Ss' contributions on the board, teaching the words or the phrases that would be useful. Use the following phrases for reference.

Places	Sentence structures	Expressions
My hometown Beijing Hangzhou ...	Let me introduce ...; ... is ...; We can see ... there; It was the place where ...; There are ...; Also, ...; What's more ...	Constructions: tunnels, buildings, high rises, skyscrapers, gallery, museums, stadium, bridges, elevated roads, ... Culture: leisurely, historic; fast-paced life, slow-paced life, civilization ... Landscape: magnificent; resort, historic site, ...

★★ Option 2

- Hold a class discussion on the city which Ss want to introduce.
- Draw a table as the one below, on the board. Ask Ss to say any words they can think of relating to this city.

Places	Expressions	Sentence structures
Beijing	Places: the Palace Museum, the Summer Palace, the Bird's Nest, Tian'anmen Square Food: Beijing Roast Duck, the hotpot Entertainment: cross talk show, Beijing opera, ...	Let me introduce ...; ... is ...; We can see ... there; It was the place where ...; There are ...; Also, ...; What's more ...

- Teach the sentence structures in the right column and encourage Ss to use these structures when doing pair work.

Focus on language

1 (see Student's Book page 29)

Teaching principle

Many learners need to focus on language forms after communicative activities.

Teaching suggestions

Task	Language focus work
Purpose	Ss focus on the language points they have learnt in the Reading and interaction section.
PLO	Ss will be able to find the required language items from the Reading and interaction section.
Time	10 minutes

- Summarize all the language issues that Ss encountered during this section and highlight them by writing on the board or presenting them on slides. Check if Ss can explain them correctly.
- Ask Ss to read exercise 1, and work in pairs to find the required items from the whole section.
- Explain the meaning of “one of + a plural noun” and remind Ss of the capitalization of proper nouns in English. Pay attention to the use or absence of the definite article before a proper noun (phrase), e.g. *the Tang Dynasty* and *the United Kingdom*, but *Xi'an* or *Florence*. Remind Ss that indefinite articles (i.e. “a / an”) should not be used in front of a proper noun (phrase).

Answers

- (1) one of the most amazing historic sites; one of China's great former capitals; one of the few cities in the world; one of the famous historic cities in Italy
- (2) (For reference)
- 1) people: Emperor Qin Shihuang; Xuan Zang; Michelangelo; Leonardo da Vinci; Galileo;
- 2) places: China; Xi'an; Chang'an; the Terracotta Army; the Wild Goose Pagodas;

the Daming Palace; Florence; Italy; Europe; the University of Florence

- 3) other things: the Tang Dynasty; the Silk Road; *Journey to the West*; China's Belt and Road Initiative; the Renaissance; *David*

2 (see Student's Book page 29)

Teaching principle

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

Teaching suggestions

- Ask Ss to complete the exercise independently.
- Have Ss share their answers. Provide explanations in case Ss encounter difficulties.
- Ask Ss to summarize the main idea of the passage in their own words. If needed, ask some questions to provide scaffolding, e.g. How was the Terracotta Army discovered? What were Leonardo da Vinci's contributions to art, science and engineering?

Answers

- (1) history (2) amazing (3) experience (4) originally (5) remains
(6) contributed (7) basis (8) defence (9) admired (10) connected

B Grammar activity

Objectives

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

- increase grammatical awareness of the future in the past;
- identify accurately the use of the future in the past in the two passages;
- use the future in the past correctly in the semi-communicative context.

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

Learners need to focus on key features and grammatical points, and they also need to compare minimal pairs when studying grammar.

Teaching suggestions

- Write the example sentence “The boy thought that he would never see the girl again” on the board.
- Use minimal pairs when teaching to focus on the meaning of the future in the past, e.g. use the sentence “He thinks that he will never see the girl again.”
- Ask Ss to read the passage in exercise 1.
- Ask Ss to report their work and check if Ss can identify the future in the past in the passage.
- Teach briefly the other forms of the future in the past, using the grammar reference material on page 88 in the Student's Book.

Answers

- (1) would + verb, was about to + verb, was going to + verb
 (2) was about to + verb

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

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

Teaching suggestions

- Ask Ss to complete exercise 2 independently.
- Present the exercise on slides and go through the passage with Ss. Invite Ss to contribute. Provide language support / explanations if necessary.
- Suggest other forms that are also possible answers for the blanks. Present another slide or write the alternative answers on the board.

Answers

- (1) woke up (2) was about to stop / stopped (3) was going to meet / would meet
(4) was getting up / got up (5) wouldn't / didn't get off (6) Didn't ... go
(7) left (8) got off (9) was driving / drove (10) would remember

- Explain that there are many ways to express the future. The concept of future is not a grammatical concept like the present or past tense which has a corresponding grammatical form (e.g. third person subject and verb agreement, and the verb + -(e)d for the past time).

3 (see Student's Book page 31)

Teaching principle

Learners learn best if they have multiple chances to practise their grammar in a communicative context.

Teaching suggestions

- Ask Ss to recall their childhood dreams for the future, and help Ss write the sentences on the board.
- Highlight the part of the sentences that expresses the concept of the future in the past.
- Have Ss work on their own and write creatively about three or more of their childhood dreams.
- Encourage Ss to move around to ask and answer questions about their childhood dreams.
- Invite Ss to report, and select the most interesting sentence in the class.
- Provide language support or explanations if necessary.

C Listening and speaking

Objectives

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

- understand and retell the story about kindness of people;
- describe their own experiences of kindness of other people.

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

Learners need background knowledge in order to understand a story which happened in an unfamiliar place.

Teaching suggestions

- Ask Ss to study the instructions, and then to look at the map in the Student's Book.
- Remind Ss that Gina set off from Location A.
- Have Ss guess what each city is called.
- Provide the answers.

Answers

A: Ottawa B: Toronto C: Hamilton

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

Learners learn best if they know what to focus on in a listening activity.

Teaching suggestions

- Ask Ss to read sentences a–g. Provide language support so that Ss can understand them properly.
- Play the recording multiple times until all Ss can work out the answers. Provide explanations whenever Ss are unsure about the exact words or phrases. For example, *mobile*, *café*, *a nice way of saying*, *journey into the future*, *old and grey*.

Answers

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

3 (see Student's Book page 32)

Teaching principle

Learners need opportunities to practise identifying details of the information after they can understand the global meaning.

Teaching suggestions

- Give a mini-lecture on how to take notes when listening to a story. Pay attention to the content words, such as nouns, adjectives, or verbs; use abbreviations such as lines, arrows, or other useful symbols to show relationships between characters and the development of the plot.
- Ask Ss to link what they have learnt in the previous exercises (exercises in **Grammar activity** and exercise 2 in **Listening and speaking**), recall the beginning, the development, and the end. Predict the possible details of the story.
- Play the recording several times until Ss have worked out all the details.
- Let Ss complete the table.

Answers for reference

- (2) Peter lent Gina his mobile phone
- (3) Gina's destination is Toronto, but Peter's is Hamilton. However, they both got on the bus at Ottawa. (Toronto and Hamilton are quite close: the two are both on the west side of the Lake Ontario in Canada. That's why Peter found out that Gina's aunt lived quite close to Peter's parents' house.)
- (4) Gina's aunt lived in a house not far from Peter's parents' house
- (5) They both liked the same basketball team
- (6) Gina got tickets for a match and was going to invite Peter to come
- (7) A house in Hamilton
- (8) A cozy family environment with Gina telling her grandson how she met her husband, Peter

4 (see Student's Book page 33)

Teaching principle

Learners need practice to improve fluency of speaking.

Teaching suggestions

- Take Ss through the directions of the task and the language guide. Provide necessary explanations about some sentence structures and their functions in storytelling.
- Put Ss into small groups. Appoint a group leader to manage the group discussion.
- Ask each group to select the most touching or interesting story to present to the class.
- Invite Ss to comment. Provide support in the presentation.

D Writing

Objectives

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

1. analyse the sample writing in terms of content, language and editing;
2. write a short blog about a trip in the appropriate language and format.

1 (see Student's Book page 34)

Teaching principle

Learners need help in organizing their ideas, and they also need support with basic vocabulary and sentences for the writing task.

Teaching suggestions

- Present the three questions on the board and invite Ss to share their travel experiences.
- Use TPS (Think-Pair-Share) strategy if Ss find it hard to tell their stories.

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

Teaching principle

Some learners may need to read the sample writing before they know how to begin writing their own.

Teaching suggestions

There are three options for teaching this part.

★ Option 1

- Hold a class session to practise writing.
- Suggest a new topic for writing about a place that is familiar to all.
- Ask Ss to contribute what they know about the place. Write Ss' contributions on the board, adding new words or expressions. Correct Ss' vocabulary and grammar errors.
- Ask Ss to write a few simple sentences about the place using the words, phrases, or sentences they have contributed.

★★ Option 2

- Ask Ss to read the sample blog and the guiding questions individually.
- Pair Ss to share their table on page 35 in the Student's Book.
- Invite Ss to report their conclusions. Provide proper guidance in response.
- Ask Ss to write independently. Walk around the class to supervise the individuals.
- Select one student's work to comment on and give further guidance on how to improve the writing.
- Ask Ss to continue their writing or to write the second draft.

★★★ Option 3

- Prepare Ss for the writing task.
- Ask Ss to discuss the questions in pairs and complete the table below.

Location	How did you go there?	What did you see?	What did you do?

- Ask Ss to write independently.
- Walk around the class and supervise Ss individually.
- Select one S's writing for comment and give further guidance.
- Ask the class to continue writing or to write the second draft.

Answers for reference

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

Aspects of writing	Guiding questions	My exploration
Content	When and where did the writer take this trip?	She went to Queenstown in New Zealand last week.
	What did the writer see there?	She saw adventure sports and friendly people.
	What did the writer do there?	She tried snowboarding and went to a music festival, visited some lively markets and ate at some popular restaurants.
Language	What language does the writer use to describe what she saw there and how she felt?	She uses a few adjectives: peaceful, long, tiring, helpful, beautiful, cold, sunny, bright, busy, friendly, lively, popular, fantastic, energetic.
	What tense does the writer use to describe her experience?	She uses the past tense.
Editing	Where does the writer put the date?	At the top left corner.

E Cultural focus

Reading passage

Objectives

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

- understand the meanings of place names introduced in the passage;
- explain the meanings of place names they are familiar with.

Background

1. Australia is on an ancient continent where the first settlers are called **aborigines**. The Europeans did not come to this land until the 17th century.
2. Captain James Cook was a famous English explorer and navigator. He went on three explorations to the Pacific Ocean and was one of the first Europeans who landed on Australia and Hawaii.

1 (see Student's Book page 36)

Teaching principle

Learners need opportunities to develop their understanding of the key questions, beyond the superficial, anecdotal details.

Teaching suggestions

- Write Shakespeare's quote on the board for discussion. What does he mean? Explain the meanings of the words "arbitrary", "arbitrariness", "motivation" for naming. Naming sometimes is motivated by a good reason, but sometimes is totally arbitrary.
- Ask Ss to discuss Plato's quote in pair work. Invite Ss to share their understanding with the class. There is no "right" or "wrong" answer in their interpretation. However, there can be more or less convincing interpretations. Multiple interpretations should be considered. A more convincing theory may provide such an interpretation: Human language originates from the need to name the things in the world, not only for objects, behaviours and things that we can see, but also for abstract concepts that we cannot see with our naked eye, such as ideas, gravity, forces or dreams.
- Ask Ss to share the meanings of their names and infer what dreams or hopes their parents may hold for them.

Answer for reference

This sentence tells us that when we name somebody or something, we usually attach specific meaning to this name. It could for instance indicate our wishes, our standpoint or our understanding of the world. Take my name as an example: my parents gave me the name "Kang" because they wanted me to be healthy and strong.

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

Learners need chances to apply their newly acquired knowledge in a new activity.

Teaching suggestions

- Ask Ss to read the first and last paragraphs (lines 1–9, lines 33–36).
- Present Worksheets 4 and 5 (see pages 163 and 165).
- Prepare Ss for jigsaw reading. Ask student A to read paragraph 2 (lines 10–22) and student B to read paragraph 3 (lines 23–32).
- Ask A and B to ask questions about the meanings of the place names they do not know so that they can both complete the table on page 36 in the Student's Book.
- Select Ss to report the answers. Provide language support if necessary.

Answers for reference

Names of places	Meanings / Origins
Murwillumbah	good campsite
Nambucca	entrance to the sea
Bondi Beach	from the word “Boondi”, the sound of water falling over rocks
Uluru	big rock
Bougainville	a French place name
Arnhem Land	a Dutch place name
Melbourne	the name of a British Prime Minister
Waterloo	a famous battle between England and France

3 (see Student's Book page 38)**Teaching principle**

Learners need to practise higher-order thinking skills such as making inferences in a reading comprehension.

Teaching suggestions

- Ask Ss to read the whole passage independently.
- Select Ss to report the results and provide language support if necessary.
- Ask Ss to say whether they agree with Shakespeare's and Plato's views on the names and explain their reasons.

Answers

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

4 (see Student's Book page 38)

Teaching principle

Learners need to link what they have learnt to their own lives.

Teaching suggestions

- Ask Ss to think about the question and then talk to other students in pairs.
- Provide some phrases on the board for reference.

It's named after ...

The name comes from a legend.

So people renamed the place ... to remember ...

The name tells us many things about this place.

- Select Ss to report their answers. Provide comments.

Answer for reference

Heilongjiang: The name of the river comes from a legend about a black dragon which protected the local people. The river was named "Heilongjiang" because of this local legend.

Video

Objectives

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

1. describe geographical characteristics of Nanning;
2. understand some of the vocabulary relating to natural resources and geographical features.

Background

Nanning is the capital of Guangxi Zhuang Autonomous Region in the south of China. Located in a subtropical area, it is famous for beautiful sceneries created by the Karst geographical formations.

Notes on the language

1. **Giant sinkholes ... plunge in as much as 600 metres down into the earth.** Giant sinkholes ... are as much as 600 metres deep in the earth.
2. **Here, we find virgin forest filled with exotic flora and fauna ...** Here, we find unexplored forest filled with unusual and interesting animals and plants.

1 (see Student's Book page 39)

Teaching principle

A warm-up activity will activate what learners already know about a specific topic.

Teaching suggestions

- Elicit from Ss what they think about the southern cities in China, such as Guangzhou, Shenzhen, or Zhuhai. Remind them of the other two famous big cities: Nanning and Kunming.
- Ask Ss to speak about what they know of Nanning. At the same time, introduce some vocabulary that is useful for Ss to use when reporting their findings, e.g. karst landscape, geographic features like caves, holes, underground waterways, rice paddies, the Lijiang River and cormorant fishing.

2 (see Student's Book page 39)

Teaching principle

It is a good teaching strategy to focus the learners' attention on carefully selected parts of a video.

Teaching suggestions

- Play the video several times with the sound off. Ask Ss to report what they can remember from the viewing. Provide language support if necessary. Write the important language points that Ss contribute on the board. Correct errors if necessary.
- Ask Ss to read exercise 2 and make a guess.
- Play the video with the sound on several times until Ss get the correct answers.

Answers

- (1) Nanning has played host to the annual China-ASEAN Expo **since 2004**.
- (2) Nanning is regarded as **one of the greenest cities** in China.
- (3) The villages are reinventing themselves as hotbeds of **rural tourism**.
- (4) Efforts are being made to explore **these giant cavities**.
- (5) **Because of** their enormous scale and the difficulty of access, many of the vast underground networks **remain unmapped**.

3 (see Student's Book page 39)

Teaching principle

Learners need chances to focus on language after meaning-focused activities.

Teaching suggestions

- Ask Ss to read the given words.
- Play the video and have Ss shout "stop" when they hear the word in the video. Give an explanation about how the word is used in the sentence.
- Ask Ss to complete the exercise independently.

Answers

- (1) explore (2) lie (3) host (4) celebrate (5) remain (6) contains

4 (see Student's Book page 39)

Teaching principle

Learners can express their own opinions through agreement or disagreement.

Teaching suggestions

- Introduce the task and ask Ss if Nanning is suitable for the next World Expo.
- Put Ss into groups to give reasons for or against the proposal by using Worksheet 6 (see page 167). Appoint a group leader to manage the group work.
- Play the video for Ss again if they need information to prepare for their discussion.
- Select groups to present their opinions.

Unit 3 Choices

Introduction

This unit covers the theme of food we eat and its potential impact on the environment. In the **Reading and interaction** section, the article explores why some food is described by the writer as the good, the bad, and the really ugly. The **Grammar activity** section presents a teenager's food diary while giving the students a chance to learn and practise **relative clauses**. The **Listening and Speaking** section presents a radio programme on the use of the vending machines that people often buy food and beverages from. Students will then talk about their own experiences of using vending machines. The **Writing** section offers an opportunity for students to practise writing short messages for a number of social functions in their everyday lives. The reading passage in the **Cultural focus** section looks at the pros and cons of online food ordering and delivery services. Finally, the **Video** gives us a glimpse into the variety of food choices on the Cowley Road in Oxford.

Objectives, proposed teaching hours (PTH) and performance descriptors

Sections	Objectives	PTH	Performance descriptors
A Reading and interaction	Explain the environmental impact of food choices on transport, packaging and production	3	1–9 能抓住语篇大意，获取主要信息和观点。 1–10 能基于所读内容进行推断、比较、分析和概括。
B Grammar activity	Use the structure of relative clauses with suitable relative pronouns in the communicative activity	1	1–11 能识别语篇为传递意义选用的语法结构。
C Listening and speaking	Describe personal experiences of using a vending machine	1	1–1 能抓住所听语篇大意，获取主要事实和观点。 1–4 能简要地口头描述自己或他人的经历，表达观点。
D Writing	Write a short message using appropriate language and format	1	1–11 能识别语篇的类型，辨识语篇的文体特征。 1–13 能使用恰当的词汇和语法结构表达主要意思。

(Continued on the next page)

Sections	Objectives	PTH	Performance descriptors
E Cultural focus	Explain the pros and cons of online food delivery services Understand the variety of domestic and international food in the UK	2	1–12 能识别语篇陈述中的情感态度、价值观和社会文化现象。 1–3 在听和观看视频的过程中，能结合画面，注意到图片、动画等传递的信息。

A Reading and interaction

Objectives

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

1. explain the impact of our food choices on the environment;
2. recognize the writer's intention in the article;
3. give examples of the carbon footprint of different food choices in their own lives.

Notes on the language

1. **food for thought** The phrase “food for thought” is a pun, or a play on words, here. The idiom “food for thought” means “an idea that makes you think seriously and carefully”: *The lesson was interesting. It gave me food for thought.* Here it means that we should think seriously about what our food does to the environment.
2. **The good, the bad and the really ugly** The title of the passage is a reference to the famous Italian western film *The Good, the Bad and the Ugly*. The film was made in 1966. It was directed by Sergio Leone and starred Clint Eastwood. The word “ugly” has two meanings in English. Its more common meaning is “unpleasant to look at”, but it also means “unpleasant or dangerous”. When the beef burgers in the passage are described as ugly, reference is being made to the size of their carbon footprint, not to their appearance.
3. **food miles** “Food miles” means the distance travelled by food from the time of its production until it reaches the consumer. The means of transport—as well as the distance—is an important consideration. A long journey by boat, for example, has less environmental impact than a shorter one by road. This is part of the reason why good farmers’ markets have a policy of selling food from within a defined local area.
4. **... cows create the same amount of greenhouse gases as 20 million cars!** Here, “greenhouse

gases" mainly refer to methane. Cows produce large amounts of methane gas when they digest food. An average cow is said to produce between 100 and 500 litres of methane a day. Methane gas has a much greater effect on global warming than carbon dioxide.

Word study

1. **label** *n.* a piece of paper, etc. that is attached to something and that gives information about it 标签；签条；标记

Brief instructions for use are provided on the label. 标签上有简短的使用说明。

price / address labels 价格标签 / 地址签条

2. **refrigerate** *v.* to make food, etc. cold in order to keep it fresh or preserve it 使冷却；使变冷；冷藏

If you refrigerate bananas, the peel will gradually turn black; however, the fruit will still be good to eat. 如果冷藏香蕉，果皮会变黑，但是果实依然完好可食用。

3. **packaging** *n.*

- (1) materials used to wrap or protect goods that are sold in shops / stores 包装材料；外包装

Not only does unnecessary packaging waste resources but it also increases the amount of rubbish that we produce. 不必要的包装不仅浪费资源，而且会增加垃圾的产生。

- (2) the process of wrapping goods 包装工作；包装

His company provides customers with a highly efficient and environmentally friendly packaging service. 他的公司为顾客提供高效环保的包装服务。

4. **dump**

- (1) *n.* a place where waste or rubbish / garbage is taken and left 垃圾场；废物堆

a rubbish dump 垃圾场

a nuclear waste dump 核废料堆

- (2) *v.* to get rid of something you do not want, especially in a place which is not suitable (尤指在不合适的地方) 丢弃，扔掉，倾倒

That chemical plant used to dump toxic waste into the sea. 那家化工厂过去一直把有毒废料倾倒入海。

5. facility n.

(1) facilities (*pl.*) buildings, services, equipment, etc. that are provided for a particular purpose 设施；设备

sports / leisure facilities 体育 / 休闲设施

shopping / banking facilities 商店 / 银行设施

cooking facilities 炊事设备

The gym has special facilities for senior citizens. 这家健身房有专门供老年人使用的设施。

(2) [C] a place, usually including buildings, used for a particular purpose or activity (供特定用途的) 场所

the world's largest nuclear waste facility 世界最大的核废料处理场

a new health care facility 一家新的医疗保健中心

6. container n. a box, bottle, etc. in which something can be stored or transported 容器

Food won't last long unless it is kept in an airtight container. 食物除非放在密封的容器里，否则保存不了多久。

7. greenhouse n. a building with glass sides and a glass roof for growing plants 温室；暖房

the greenhouse effect 温室效应

greenhouse gas 温室气体 (尤指二氧化碳)

8. amount n. ~ (of something) (used especially with uncountable nouns 尤与不可数名词连用)

a quantity of something 数量；数额

an amount of time / money / information 一段时间 / 一笔钱 / 一些信息

She has received an enormous amount of help from her colleagues. 她得到了同事们的大力帮助。

Pre-reading activity

(see Student's Book page 42)

Teaching principle

A well-planned warm-up activity provides clues to particular vocabulary that learners will encounter in a reading passage.

Teaching suggestions

- List the four words in question 1 on the board and explain their meanings briefly if Ss do not know them. Ask Ss how these four factors would influence their purchase of food. Leave a blank line for Ss' additional consideration and require them to elaborate. Provide language support or translation of the important terms used by Ss in their contributions.
- Introduce the concept of carbon footprint on a slide. Ask Ss to read and explain how they understand the term or give examples to illustrate their understandings.
- Ask Ss to predict what the reading passage will be about by looking at the picture, the title and the subheadings (see strategy below).

Strategy

Predicting content

Before you read a text, try to predict its content and purpose. Look at:

- the layout. This can tell you where the text is from and who it is for.
- the title and subheadings. These give content clues.
- the pictures. Think about what's happening in them and what you can see.

Answers for reference

1 When I choose food, I take health into consideration. I buy low-fat and low-sugar food to reduce my calorie intake and maintain good health.

I pay more attention to taste. I prefer plain home-cooked food.

When I make food choices, I think convenience is most important. That's why I like eating out. You don't have to worry about cooking and washing dishes. All you need to do is relax and enjoy the food you order.

I am not particular about food. I like eating all kinds of food.

2 A big / large carbon footprint is bad for the environment because "carbon footprint" refers to the amount of carbon dioxide produced by people or companies. The bigger the carbon footprint is, the worse its impact will be on the environment.

Comprehension work

1 (see Student's Book page 44)

Teaching principle

Post-reading questions can effectively help learners grasp the general meaning of a passage and solve the potential language problems in reading comprehension.

Teaching suggestions

- Explain the structure of the passage: a general discussion in the first paragraph and then each subtopic is dealt with under separate headings "Food miles", "Packaging" and "Production".
- Ask the six questions one by one to check if Ss can get a general understanding and identify specific factual information from the passage.
- Ask Ss to identify the information quickly by scanning for keywords when answering the questions.
- Help Ss use the contextual clues when answering questions. For example, in Ss' replies to question 3, it is very likely that they would read the sentences from the passage verbatim "... because the seafood on it comes all the way from Thailand". Ask the question "Why would this create pollution and increase global warming?" to encourage Ss to use the contextual information in the reading (the clues can be found in "refrigerate" and "transport").

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

- (1) She wants to find out if the food in her fridge is good for the environment.
- (2) We can learn how long we can keep our food, how healthy it is and where it comes from.
- (3) She feels bad because the seafood on the pizza comes from Thailand. The refrigeration and the transport of the seafood create pollution and cause global warming.
- (4) According to the writer, bananas are better than grapes because they are transported from Brazil by boat so their carbon footprint is small and they are not packaged in plastic. However, grapes are packaged in a plastic container and are transported from Spain, which causes a big carbon footprint. Worse still, some grapes are grown in the greenhouses and are less energy-efficient.

- (5) According to the writer, burgers are “the really ugly”, because they have the biggest carbon footprint. They come from cows, which create a great amount of greenhouse gases.
- (6) The writer will take the environmental impact of food miles, packaging and production into consideration when making food choices. She might also consider growing her own food because it is more eco-friendly.

2 (see Student’s Book page 44)

Teaching principle

It is necessary for learners to focus on the key vocabulary after reading a passage.

Teaching suggestions

- Ask Ss to first work individually on the task.
- Present the task on a slide, go through the exercise with Ss, and provide some explanations if needed.

Answers to Worksheet 4

- (1) packaging (2) footprints (3) labels (4) pollution (5) recycled (6) dump
(7) sunlight / environment (8) energy-efficient (9) greenhouse (10) protect

Deep reading

1 (see Student’s Book page 45)

Teaching principle

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

Teaching suggestions

Task	Discussing the writing techniques used in the essay
Purpose	Fluency training: Ss recognize the writer's intention in her techniques of argument.
PLO	Ss will be able to understand the roles of facts, comparison and specific figures used by the writer in her argument and learn how to use these techniques in their own argumentative writing.
Time	30 minutes

There are three options to teach this part.

★ Option 1

- Demonstrate Q and A with a better able student using the model dialogue. Ask the rest of the class to watch, listen and take notes using Worksheet 1 (see page 169).
- Ask the class to make their own conversation in pairs by following the demonstration.

★★ Option 2

- Encourage Ss to conduct Q and A in pairs using Worksheet 2 (see page 171). (There is no need to use the model dialogue in this case.)
- Have Ss work through the four quotes. Provide support individually.
- Select pairs to demonstrate their dialogues. Provide appropriate language support if necessary.

★★★ Option 3

Play the recorded responses of two foreign students, and ask Ss to take notes using Worksheet 3 (see page 173). Then invite Ss to comment and give their own opinions.

- In case Ss are not able to communicate effectively in English, use Worksheet 4 (see page 175) to help them understand the use of these facts and figures.

Answers to Worksheet 4

- (1) packaging (2) landfills (3) unwrapped (4) recyclable (5) food production
- (6) in natural sunlight (7) carbon emissions (8) make a difference

NB

Whichever option is used, explain that the argument is built by means of illustration, statistics, comparison and contrast of the three aspects of “food miles, packaging and production”.

- (1) In the first quote, “we throw away more than 30% of it”, the writer uses the statistic as a supporting fact.
- (2) The use of “but” in the second quote highlights a contrast between bananas and grapes in relation to the environmental problems being discussed. The writer seems to imply that we should buy food like bananas rather than grapes, unless they are produced locally without packaging.
- (3) The same strategy of comparison and contrast is used with “in natural sunlight” and “in heated greenhouses”. This shows the reader that there are different ways to produce the same food, so we need to think twice about our food choices.
- (4) The fact, “20 million cars” provides support for the writer’s criticism of the cattle farming industry (especially in the US), as one of the culprits for damaging our environment. Ask Ss to pay attention to the use of punctuation, such as the exclamation mark used for this sentence (it expresses a strong feeling about the idea). Tell Ss to use this with care, since inappropriate use may confuse the reader.

Answers for reference

- (1) By giving these facts and figures, the writer wants to show us that we throw away more packaging than we realize. The packaging that we do not recycle may be dumped in landfills, in the streets or end up in the oceans. It causes great damage to the environment. The writer wants to advise us to recycle or buy food with less packaging whenever possible.

- (2) The writer is comparing how bananas and grapes are packaged. She probably wants to remind us to choose unwrapped food to reduce carbon footprint / prevent pollution.
- (3) By comparing different ways of growing grapes, the writer wants to tell us that food grown in heated greenhouses is less energy-efficient. She wants to suggest that we buy more food grown in natural sunlight.
- (4) By giving this figure, the writer shows us that raising cows for beef production is a big source of carbon emission. She thinks we should eat less beef.

2 (see Student's Book page 46)

Teaching principle

Practice in making inferences and real-life connections are beneficial to learners in developing their higher-order thinking skills in language learning.

Teaching suggestions

- Ask Ss to work in pairs discussing the two questions.
- Write the expressions on the board and move around to provide individual language support in the discussions.

The writer may want to persuade us to ...

The writer hopes to make us aware of ...

I think it's necessary for us to ...

The best way to reduce ... is to ...

Answers for reference

- (1) She wants to persuade us to make the right food choices to reduce the environmental impact of our eating habits.
- (2) I think it necessary for all of us to care about our carbon footprint. We can reduce the environmental impact of our food if we change our eating habits. Many small changes that we make can make a huge difference to the environment.

Mini-project

(see Student's Book page 46)

Teaching principle

Task-based language learning encourages learners to use their own language repertoire to solve problems through discussion with their peers.

Teaching suggestions

Task	Investigating the food miles of the items in their fridge and sharing the findings with their classmates
Purpose	Ss research the categories of food in their fridge and think about ways to reduce the food's carbon footprint in the future.
PLO	Ss will be able to classify the food into correct categories, evaluate their impact on the environment, and think about ways to improve their food choices in the future; Ss will be able to understand what findings their group members made in their investigations and their plans for the future.
Time	20 minutes

- Prepare Ss for this mini-project the day before the lesson and ask them to bring a picture of the food in their fridge to the lesson. (The teacher needs to bring several pictures in case some Ss forget to bring their own.)
- Ask Ss to work in small groups (maximum 4). Each group should appoint a group leader to manage the group work.
- Move around to listen and provide language support individually.
- Select some Ss to present. Invite other Ss to comment on the presentations.
- If Ss find the task too difficult, use Worksheet 5 (see page 177) for group work scaffolding.

Focus on language

1 (see Student's Book page 47)

Teaching principle

Learners need explicit instruction on language forms after communicative activities.

Teaching suggestions

Task	Explicit learning of language forms
Purpose	Ss focus on language issues that they encounter during the study of the section.
PLO	Ss will be able to explain the language items they have learnt in this section including the compound nouns and adjectives of word formation.
Time	10 minutes

- Summarize all the language issues that Ss encountered during this section and highlight them by writing them on the board or presenting them on slides. Check if Ss can explain them correctly.
- Explain that compound nouns can be either written separately (e.g. *global warming, shopping list*) or as one word (e.g. *paperwork, greenhouse*), or be hyphenated (e.g. *by-product, take-away*). If Ss are not sure of the spelling, they may consult a dictionary.

Answers

- (1) rubbish dump (2) eco-friendly (3) food miles (4) greenhouse gases
 (5) recycling facility

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

Learners need explicit instruction to consolidate their vocabulary knowledge.

Teaching suggestions

- Ask Ss to complete exercise 2 independently with the help of a dictionary.
- Select different Ss to report their work and provide language support if necessary.

Answers

- (1) determine (2) impact (3) convenience (4) packaging (5) containers
(6) dump (7) recycled / recyclable (8) stress (9) global (10) efficient

B Grammar activity

Objectives

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

1. increase grammatical awareness of the defining relative clauses and the role of the relative pronouns *who*, *whom*, *which*, *that* and *whose*;
2. identify correctly the roles of the relative pronouns in the given context;
3. form correctly the relative clauses in the communicative activities.

Notes on the language

Relative pronouns Relative pronouns can be a difficult area for students. The following are some common errors.

- (1) Students use the wrong relative pronoun, e.g. *which* instead of *who*.

We all like speakers which are humorous. (×)

We all like speakers who are humorous. (✓)

- (2) Students forget to omit the pronoun:

She is the girl who she won the cooking competition.

This is the cake that I made it yesterday.

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

Teaching principle

Learners need to focus on the internal structure of the example sentence at the initial stage of studying a new grammatical point.

Teaching suggestions

- Write the example sentence “The boy liked **the breakfast that his mother prepared for him**” on the board. Underline the two parts “The boy liked the breakfast” and “that his mother prepared for him”.
- Ask Ss to explain what “that” in the second clause refers to. (Answer: the breakfast.)
- Ask Ss to identify if there is any difference between a sentence with a relative clause and two separate sentences, such as “The boy liked the breakfast. His mother prepared it for him.” (Possible answer: The purpose of this defining relative clause is to show a connection between the two clauses, in that it gives important information (not background information) about the breakfast that the boy likes, e.g. “the breakfast that his mother makes”, and not “the breakfast that somebody else makes”. Otherwise, we would just say, the boy likes his breakfast, no matter who makes it. In contrast, the two separate sentences are two pieces of information, with no meaningful connection.) Ss may need considerable exposure to this kind of structure in meaningful contexts in order to notice the difference.
- Illustrate on the board how the two clauses can be joined with or without a relative pronoun.
- Apply a similar method to teach the use of other relative pronouns such as *who*, *whom*, *which* and *whose*. For more example sentences, refer to the Grammar reference on pages 89 and 90 in the Student’s Book.
- Ask Ss to complete the table independently on page 49 in the Student’s Book.

Answers

Grammar rules	Sentence(s) in the passage	The noun phrase referred to by the relative pronoun
a who or whom to refer to people	1	a student
b which to refer to things	2, 4	details of her meals; the yoghurt
c that to refer to people or things	5, 6	a snack; the family dinner
d whose to express a possessive meaning	3	most teenagers

2 (see Student's Book page 49)

Teaching principle

Learners need to understand how the new knowledge can be used in a new meaningful context.

Teaching suggestions

- Ask Ss to complete exercise 2 and share their work in pairs.
- Move around and provide support individually.
- Select Ss to report their work. Provide language support if needed.

Answers

- (1) that (2) who / that (3) which / that (4) who / that (5) which / that
(6) which / that (7) who / that (8) whose

3 (see Student's Book page 49)

Teaching principle

Learners need a chance to use their newly learnt grammatical knowledge in a meaningful communicative context.

Teaching suggestions

- Write the four incomplete sentences on the board and encourage Ss to complete them. (It is also a good idea to change these sentences with more interesting or even strange ideas, e.g. *The longest laugh that I ever remember is ... / The most terrible dream ... / The strangest food ... / The most outlandish dress ... / The weirdest person ... / The funniest joke ... / The most touching story ... / The most inspiring book/film ... / The stupidest thing that I ever said / did ... / The most embarrassing time / event ...*)
- Ask Ss to write their sentences using relative clauses with a suitable relative pronoun (or without it).
- Ask Ss to leave their seats and move around to exchange information with at least three other students while taking notes.
- Select or encourage Ss to report the most impressive sentences they heard during the activity.

Correct the errors after their presentations.

- There are additional activities to use.

Optional speaking activity 1

Teaching suggestions

Activity	I say you guess
Purpose	Ss practise using defining relative clauses to describe one person / object.
PLO	Ss will be able to describe at least one person / object with defining relative clauses successfully in the guessing game.
Time	15 minutes

- Collect about 20 words that Ss have recently learnt during the lessons, e.g. *greenhouse, fridge, juice, food diary, global warming, recycling, Michelangelo, Leonardo da Vinci, Renaissance and aborigines*, and write each one on a card. Prepare enough cards so that each student in the class can have a card.
- Put Ss into groups (maximum 4) and appoint a leader to manage the group work.
- Demonstrate how to use the card to make a sentence. For example, if a student takes a card from his group leader, and it turns out to be the word “aborigines”, he / she needs to describe it with a defining relative clause, using a sentence pattern written on the board by the teacher. In this case, he may pick a sentence pattern such as “They are the people / It’s a person who ...” and he / she then has to say something like this: “They are the people who were the earliest settlers on the Australian continent.” Upon his / her production, other members should guess the answer. The group leader keeps a tally of the game score.
- Before Ss start the game, write these sentence stems on the board and explain how they can be used in their games.

It’s a person ...

It’s something ...

They are the people ...

It’s a place ...

It's the time ...

- Once Ss learn how to play the game, encourage Ss to make their own cards to add more fun to the game.

Optional speaking activity 2

Teaching suggestions

Activity	Talking about one's hobby
Purpose	Ss practise making defining relative clauses to describe one person / object.
PLO	Ss will be able to describe people / objects with defining relative clauses.
Time	15 minutes

- Write these sentences on the board:

I like the food _____

I don't like the food _____

I like the books _____

I don't like the books _____

I like the people _____

I don't like the people _____

- Ask Ss to complete each of these sentences with a defining relative clause.

- Select Ss to share their sentences and invite other Ss to comment.

C Listening and speaking

Objectives

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

- understand the stories of the four speakers about their experiences of using vending machines;
- describe personal experiences of using vending machines and express personal opinions about having them in public locations.

Notes on the language

... right? It is very common in modern English, particularly amongst young people, to end a sentence with *right?* when eliciting confirmation about something we already know or are almost sure about. This has the same function as a question tag, e.g. *They've got crisps, right?* is the same as *They've got crisps, haven't they?* It used to be considered an "Americanism", but has now become a common feature of British English.

1 (see Student's Book page 50)

Teaching principle

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

Teaching suggestions

- Present the four descriptions on a slide and help Ss understand them. Explain terms such as *Ancient Egyptians*, *the first century CE*, *holy water* in Chinese. Pay attention to the pronunciation of "Egyptian" /i'dʒɪpʃn/, which is different from "Egypt" /'i:dʒɪpt/. Note: CE /si:'i:/ is the same as AD (公元纪年).
- Ask Ss to guess the word. In case Ss cannot work out the correct answer, elaborate on the description, e.g. "It is a machine that can sell things, and it is available 24 / 7 for people to use."

Answer

A vending machine

2 (see Student's Book page 50)

Teaching principle

Proper scaffolding in terms of vocabulary can help learners overcome the difficulties of dealing with challenging materials.

Teaching suggestions

- Play the recording several times until Ss find all the answers on the list.
- Explain some difficult phonological features of connected speech in English. Introduce the

strategies for listening for keywords and phrases (see strategy below).

Strategy

Listening for keywords and phrases

When you listen to people speaking in English, remember to listen for keywords and phrases. Keywords are often nouns and verbs. These words express the main meanings in a sentence and are usually stressed in spoken English. Contrast these with the grammar words, e.g. articles, auxiliary verbs, pronouns and prepositions, which do not express the main meaning.

Answers

bubblegum; stamps; fizzy drinks; T-shirts; sports shoes; cameras; postcards; seafood; books; chocolate; umbrellas

3 (see Student's Book page 50)

Teaching principle

Learners need training to recognize details in listening when they have become familiar with the context.

Teaching suggestions

- Ask Ss to read the table.
- Mention briefly how to listen and identify information given by the four speakers. The host may use the caller's name to introduce them, e.g. *Our first caller is Jack on line 1. / What does Guy on line 2 think? / On line 3, we have Sally. Hi, Sally.* The programme host usually uses the personal names two or three times in the process to remind the listener of who is speaking.
- Ask Ss to take notes and pay attention especially to the content words such as verbs, nouns and adjectives, when listening for details. Ss can use symbols to help identify details that they recognize while they are listening, for example, the location of the vending machine and information about how to use the vending machine.

- Ask Ss to pay attention to the changes in the tones of the speakers' voices because they reflect their attitudes towards the topic. (Be aware of their moods and emotions, such as *happy, sad, worried, surprised, indifferent, emotional* and *excited*.)
- Play the recording several times until Ss find all the details for the task. Invite Ss to reflect on the process of listening for details. Which is the most difficult part? Why? How would you solve these problems in the future?

Answers

	Jack	Guy	Sally	Daniel
Things they can buy	A quick snack: fizzy drinks, crisps and chocolate.	Healthy food like apples.	T-shirts, sports shoes, an umbrella, pizza and live animals like seafood.	Food and drinks, a camera.
Location of the vending machine	At the subway station or in the shopping mall.	In the school.	In Japan.	At the airport.
Comments from the host	Bad eating habits are likely to be encouraged.	It is interesting that apples are sold in vending machines. But it is a shame that most students prefer chocolate or crisps.	It is impressive.	Really?

4 (see Student's Book page 51)

Teaching principle

It is important that learners have a lot of opportunities to work on open-ended tasks and make connections to their own lives.

Teaching suggestions

- Pre-teach some techniques and etiquette to conduct short interviews on school campus: How to begin? How to help the interviewee feel comfortable? How to be polite? How to wrap up the interview? Present these useful expressions on the board:
 - How to begin: *Excuse me, I'm a reporter for the student newspaper. Can I please ask you a few questions?*

- How to help the interviewee feel comfortable: *It won't take long. I have just two simple questions.*
- How to be polite: *Do you mind if I ask you about your personal habits?*
- How to wrap up the interview: *Thank you very much for your time and answers. It was a pleasure talking to you. Goodbye!*
- Go through the instructions and the language guide with Ss. Make sure all the students know how to use the language guide and understand what they are going to do.
- Select groups to present their interviews and comment on both content and language afterwards.

D Writing

Objectives

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

1. analyse the sample writing in relation to content, language and editing;
2. write a short message using appropriate language, abbreviations and format.

Notes on the language

Abbreviations A few abbreviations are only used in writing: *tel*, *esp.*, *St* and *etc.* If you read them aloud, you would say *telephone*, *especially*, *street* and *et cetera*. Others, such as *e.g.*, *RSVP*, *asap*, *PS* and *NB* can be spoken as well as written.

Several abbreviations come from other languages:

- **etc.** stands for the Latin *et cetera*, which means "and the others".
- **e.g.** stands for the Latin *exempli gratia*, which means "examples given".
- **NB** stands for the Latin *nota bene*, which means "note well".
- **PS** comes from the Latin *post scriptum*, which means "something written later".
- **RSVP** stands for the French *répondez s'il vous plaît*, which means "please reply".

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

Learners will write better if they have something meaningful to say and know how to say it.

Teaching suggestion

Ask Ss to study exercise 1. Provide suitable explanations of details in language and format.

Explain that writing short messages is different from writing a letter or an article. Short messages are used for simple tasks or when there is a time constraint. Short messages include only relevant information.

Answers for reference

- (1) I choose task 1. I'm writing to invite and explain. / I choose task 2. I'm writing to make an apology and give thanks.
- (2) In task 1, the readers are my new friends. / In task 2, the readers are my host family.

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

Some learners may need to study the sample writing in detail before they know how to write on their own.

Teaching suggestions

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

★★ Option 1*

- Hold a brief class discussion to decide on what they will write about.
- Ask Ss to study the corresponding short message using the guiding questions.
- Ask Ss to share their findings in pairs, providing support individually.
- Make students aware of the conventions of short message writing.
 - Address the reader and sign off using the first name such as *Tina, Lili, Fang, Dan*.

* 此处任务设计与第一单元写作任务的第二种方案难度类似，故标★★。

- The use of abbreviations such as *RSVP*, *NB*, e.g., *esp.*
- The use of emoticons such as (^_^).
- The use of informal forms of address such as *mum*, *dad*.
- The use of simple phrases such as *working late* instead of *I am working late*.
- Ask Ss to write their own message, moving around to provide support individually.
- In case Ss do not know what to write about, provide the following clues.
 - Your friend offered to feed your cat while you are on holiday. Thank him / her and leave a note with instructions.
 - Tell him / her where the food is.
 - Remind him / her when you are coming back.
 - Ask him / her to call if there are any problems.
 - You heard that one of your school friends needs to borrow a tennis racket. Leave a note on his / her desk.
 - Offer to lend him / her your tennis racket.
 - Tell him / her when to come and collect it.
 - Remind him / her that you need it back before Saturday because you are going to play tennis.
- Encourage Ss to present their writing, and demonstrate how to improve it.
- Encourage Ss to revise their writing.

★★★ Option 2

- Ask Ss to begin their writing task immediately.
- Select a student's work to comment on and go through the sample messages so that other students can compare.
- Ask Ss to revise their writing or start again from scratch.

Answers for reference

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

Aspects of writing	Guiding questions	My exploration
Content	Who is each short message for? Is it for a friend, a classmate, a family member, etc.?	A is for Tina, the daughter of the writer (i.e. "Mum"). B is for Fang, a friend of Lili's. C is for Dan, a friend of Fang's.
	What is the main purpose of each short message?	A is to remind Tina to take her lunch box, suggest what to eat for dinner and remind her to go to bed early. B is to thank Fang. C is to invite Dan to a party and let him know the time and location.
Language	To save space and time, what is usually left out in sentences?	Pronouns, articles and some subjects are usually left out in sentences.
	What short forms are used in these messages? What do they mean?	1) e.g.: for example 2) NB: this is very important 3) esp.: especially 4) Sat.: Saturday 5) No.: Number 6) Rd: Road 7) etc.: and so on 8) RSVP: please reply
Editing	What is put at the top of these messages? Is there a punctuation mark after it?	The name of the receiver is put at the top of the short messages. There is no punctuation mark after it.
	How are the short forms of words capitalized?	RSVP and NB are written in capital letters. etc., e.g., and esp. are written in lower case. Sat., No., and Rd are capitalized.
	Which short forms must be written with full stops?	No., e.g., esp., etc. and Sat. must be written with full stops.

E Cultural focus

Reading passage

Objectives

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

1. understand the pros and cons of online food ordering and delivery services;
2. express their views on this kind of service using appropriate language.

Notes on the language

1. **courier** a person or company whose job is to take packages or important papers somewhere
2. **get hold of** to get possession of something; to succeed in getting something
3. **pay regard to** pay attention to or give thought and care for somebody / something

1 (see Student's Book page 54)

Teaching principle

Learning starts with the learner's existing knowledge and personal experience.

Teaching suggestions

- Ask Ss to work in pairs on the two questions. Encourage Ss to share their views with the class.
- Use the reference materials below to participate in the Ss' discussion or share your ideas with Ss.
- Ask Ss to predict what the passage will say about these services.

Answers for reference

- (1) I use online food delivery services on a regular basis.
- (2) Such services bring a lot of convenience to our lives. A few taps on our smartphones or tablets and we can have meals delivered to home in no time. However, it can't be guaranteed that all the restaurants are qualified and that all the ingredients they use are safe. I think we shouldn't depend on online food delivery services too much.

2 (see Student's Book page 56)

Teaching principle

Learners need to develop their awareness of strategies for grasping key information in reading an argumentative article.

Teaching suggestions

- Teach Ss that many well-written argumentative articles are organized using topic sentences and supporting details. A topic sentence shows the main point of a paragraph while the supporting details are those sentences that the writer uses to support or provide more discussion about the main point.
- Ask Ss to read the passage and work in small groups to locate topic sentences from paragraphs and their supporting details. Complete the table in group work.
- Ask some groups to present their work and to give reasons for their choices.

Answers

Paragraph	Topic sentence	Supporting details
1	Few people knew about online food delivery apps ten years ago, but today, many would find it hard to live without them.	<ul style="list-style-type: none"> • Over 400 million people use such apps. • They have changed the way we eat. • They are also having a huge impact on our society.
2	These services have no doubt brought us many benefits.	<ul style="list-style-type: none"> • They provide jobs for millions of people and help restaurants find more customers. • They benefit consumers because they not only save time but also provide a wide variety of restaurants for customers to choose from. • Retired people / Seniors can get hold of meals and groceries more easily.
3	However, we must not forget the drawbacks of online food delivery services.	<ul style="list-style-type: none"> • They make it easier to order unhealthy food. • Food safety can't be guaranteed. • Terrible traffic accidents are caused because couriers pay little attention to traffic rules. • They create unbelievable amounts of packaging waste and have a negative impact on the environment.
4	There are many advantages of these services, but we need to make sure that we make the right choices in the long run.	<ul style="list-style-type: none"> • We should limit waste, especially when it comes to packaging. • We should think about what we eat and the impact on our health.

3 (see Student's Book page 56)

Teaching principle

Learners also need to practise how to grasp details from a reading passage.

Teaching suggestions

- Ask Ss to work individually and judge whether the sentences are true or false.
- Ask Ss to share their work with each other before reporting their answers to the class. Provide language support if necessary. Ask Ss to give reasons for the incorrect answers.

Answers

- (1) F Online food delivery apps are convenient to use, and they are useful for retired people as well.
- (2) T
- (3) F This is one of the disadvantages of online food delivery services.
- (4) F The writer thinks that it's better to cook at home.

4 (see Student's Book page 56)

Teaching principle

Learners need opportunities to control what they want to say in open-ended tasks.

Teaching suggestions

- Take Ss through the two questions. Ask Ss to discuss them in small groups.
- Invite Ss to give their opinions and arguments. In case Ss have difficulties expressing themselves, use the sentence stems for scaffolding.

I'd prefer to ...

Home-cooked meals ... for me.

In spite of the problems ...

We may improve the situations by ...

As a consumer, we need to ...

Answers for reference

- (1) I prefer eating home-cooked meals to ordering in. As for me, home-cooked meals are always healthier and tastier. Although ordering in is quick and easy, all the convenience comes at a price—not only to our health, but also to the environment.
- (2) As consumers, we should consider changing our eating habits. For example, we should try to order meals online less often, and if it is really necessary to order in, we should say no to disposable straws, chopsticks, and unnecessary plastic containers.

Video

Objectives

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

1. understand the wide variety of international food on the Cowley Road in Oxford;
2. understand some food-related vocabulary used in the video;
3. describe their own experiences of eating international food.

Background

- 1 The Cowley Road in Oxford is well known for both domestic and international foods, and visitors come to enjoy the diverse environment and experience cultures from all over the world.
- 2 **Bangladesh** The People's Republic of Bangladesh in South Eastern Asia between India and Myanmar /'mjaenma:/.

Notes on the language

1. **Cornish pasty** a piece of pastry baked with a mixture of meat and vegetables inside it, usually for one person to eat
2. **Jamaican jerk chicken** a Caribbean dish featuring chicken marinated in the famous jerk sauce of Jamaica; "Jerk" is derived from "jerky", a type of preserved meat.
3. **jacket potato** a large potato that has been baked with its skin on
4. **chilli con carne** a dish made from minced meat, vegetables and powdered or fresh chillies

5. tandoor a clay oven used in northern India and Pakistan

1 (see Student's Book page 57)

Teaching principle

Eliciting key vocabulary and information will help create a learner-centred environment.

Teaching suggestions

- Present the three questions on a slide for Ss to discuss.
- Elicit language about food or cooking from Ss after the discussion. Provide support or correct their errors, such as Sichuan / Shanghai / Guangdong cuisines, various food names from both Chinese and international cooking, famous restaurant names, or the names of dishes.

2 (see Student's Book page 57)

Teaching principle

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

Teaching suggestions

- Play the video with the sound off and have Ss recall what they can remember from the silent video footage.
- Encourage Ss to say what they have seen and write some keywords on the board. Provide language support and correct their errors.
- Ask Ss to read exercise 2 and try to predict the answers.
- Play the video with the sound on several times for Ss to take notes. Provide language support whenever Ss experience difficulties.
- Ask Ss to complete the exercise based on their notes. Provide language support if necessary.
- Play the video again with the sound on and let Ss check their answers. Write these terms on the board and make sure that all Ss can read them and give the Chinese equivalents.

Jamaican jerk chicken 牙买加辣味烤鸡

jacket potato(带皮)烤土豆

chilli con carne(墨西哥)辣肉酱

Bangladeshi food 孟加拉菜

naan bread 烤饼；印度薄饼；馕

Cornish pasty 康沃尔肉馅饼

tandoor 炭火泥炉

peas 青豆

Answers

- (1) fish and chips (2) potatoes, vegetables, meat (3) markets, festivals
- (4) food shops (5) Pakistan, Bangladesh (6) fresh vegetables
- (7) curry, rice, bread, oven

3 (see Student's Book page 57)

Teaching principle

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

Teaching suggestions

- Ask Ss to read the word list first and encourage them to say which words they recognize, and which they are unfamiliar with.
- Play the video with the sound on and let Ss shout "stop" when they hear a target word they do not know. Then help Ss guess the meaning until Ss know all the words in the list.
- Ask Ss to link the words with their definitions individually and help them check the answers.

Answers

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

4 (see Student's Book page 57)

Teaching principle

It is important for learners to have opportunities to talk about open-ended topics after some

small-scale inquiries.

Teaching suggestions

- Present the task on a slide, go through the instructions and questions with the class.
- Explain the terms *starter*, *main course*, and *dessert* (开胃菜, 主食, 甜食).
- Ask Ss to write down a few international dishes they know, compare them with their partners, and then decide on one of the dishes for their cooperative study.
- Ask Ss to imagine how the dishes are made or check online to confirm their predictions. They should then prepare a brief oral presentation.
- Invite Ss to give their presentations. Provide comments if needed.
- If Ss find the task too difficult, provide scaffolding for their presentations by teaching these structures.

The dish is called ...

Its ingredients are ...

I first ate this in ...

I don't know how to cook it, but I can imagine ...

It may be cooked / served with ...

I like it because it contains tasty sauces / seasoning, etc.

Unit 4 My space

Introduction

This unit explores the theme of housing and living space, and how it affects the quality of our lives. The **Reading and interaction** section tells the story of a social experiment in which a twenty-first century family in London “travelled back in time to the 1940s”. In the **Grammar activity** section, two Chinese teenagers share what they think of the rooms in their houses, and students will study **relative clauses**. The **Listening and speaking** section presents a radio programme where an expert gives her views on sharing space and responsibilities within a household. Students will then talk about their house rules. The **Writing** section contains a magazine article where a teenager describes her bedroom, and shows students how to write a description of their own room. The reading passage in the **Cultural focus** section presents a brochure about a historic house—Highclere Castle in the UK. Finally, the **Video** explores how the pastimes in a British family have changed over four decades.

Objectives, proposed teaching hours (PTH) and performance descriptors

Sections	Objectives	PTH	Performance descriptors
A Reading and interaction	Explain the differences in life between past and present as described in the reading passage	3	1–9 能抓住语篇大意，获取主要信息。 1–10 能基于所读内容进行推断、比较、分析和概括。
B Grammar activity	Use the structure of the relative clause with <i>when</i> , <i>where</i> and <i>why</i> correctly in the communicative activity	1	1–11 能识别语篇为传递意义选用的语法结构。
C Listening and speaking	Make a list of house rules and provide reasons for these rules	1	1–1 能抓住所听语篇大意，获取主要事实和观点。 1–6 能选择恰当的词汇和语法结构进行书面表达。
D Writing	Write a description of a room using appropriate language and format	1	1–11 能分析语篇的文体特征和衔接手段。 1–13 能使用恰当的词汇和语法结构进行书面表达。
E Cultural focus	Understand the historic value of Highclere Castle Explain the changes of pastimes in the UK	2	1–12 能识别语篇陈述的社会文化现象。 1–3 在听和观看视频的过程中，能结合画面，注意到图片、动画等传递的信息。

A Reading and interaction

Objectives

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

1. retell the story reported in the passage about a social experiment called “The 1940s House”;
2. describe the differences between lifestyles in the past and today;
3. explain reasons for bringing a modern device into an imagined social experiment.

Background

1. *The 1940s House* is a 2001 British reality show which tells a story of a family who volunteered to stay in a house in London where they lived under simulated 1940s war conditions.
2. **Wartime in England** When England was at war in the 1940s, it came under frequent air attacks from the German air force. These attacks were known as *the Blitz* and they were particularly frequent between September 1940 and May 1941. Many children who lived in big cities were sent to live with relatives in the countryside, where it was safer. The people who remained in the cities built bomb shelters in their gardens, if they had one. In London, people used to take shelter from the bombs in the deep underground stations.
3. During the 1940s there was **food rationing** in Britain. There were fewer imports (such as coffee and tea) during the war, so in order to make supplies last longer, and to make sure everybody got their fair share, people had to consume less. Everybody had a ration book, which showed how much food a person was entitled to. When a person went to the shop to buy coffee, for example, the shopkeeper stamped the ration book with the date to show that the person had had their fair share. Food rationing continued in Britain until 1954—nine years after the end of the war.

Notes on the language

1. **But then I'd stop and say, 'Hang on. In the 1940s, women didn't say they couldn't do it ...'**

“Hang on” is a colloquial expression which means “wait a minute (perhaps something is wrong here)”. The phrase suggests that Lyn Hymers suddenly realized she was wrong in saying “I can’t do this”.

2. **have a place to take cover** find a safe place

3. **We had to boil the clothes and ...** For lack of soaps, detergents and washing machines,

people in the past had no choice but to boil clothes to sterilize them. The phrase “boil the clothes”, which is unbelievable to people nowadays, indicates that domestic chores like washing clothes were time-consuming and laborious in the 1940s.

- 4. Today, Lyn is back in her modern, open-plan home, ...** The word “open-plan” shows that Lyn’s modern house is large and has plenty of space to move around in, which is in sharp contrast to the 1940s house.

Word study

- 1. hang on** (informal) wait a minute (showing that you have just noticed that something is wrong or interesting) 等等（好像有什么不对或者新的情况出现）

Hang on! There seems to be a flaw in our plan. 等等！我们的计划好像有点问题。

- 2. capable** *adj.* having the ability or qualities necessary for doing something 有能力

We firmly believe that he is capable of getting himself out of any difficulties. 我们坚信他有能力从任何困境中走出来。

- 3. survive** *v.* to continue to live or exist 生存；存活；继续存在

She was the only passenger who survived the shipwreck. 她是沉船事故中唯一幸存的乘客。

Luckily, everyone in the building survived the earthquake. 庆幸的是，这幢楼里所有人在地震中都幸存下来。

- 4. goods** *n. (pl.)* things that are produced to be sold 商品；货品

cheap/expensive goods 便宜的 / 昂贵的商品

leather/cotton/paper goods 皮革 / 棉织 / 纸质商品

- 5. domestic** *adj.*

- (1) used in the home; connected with the home or family 家用的；家庭的；家务的

domestic appliances 家用器具

domestic violence 家庭暴力

- (2) inside a particular country; not foreign or international 本国的；国内的

domestic market 国内市场

domestic flights 国内航班

Most domestic and foreign companies prefer experienced employees.

大多数国内与海外公司更喜欢有经验的员工。

6. **chore** *n.*

(1) a task that you do regularly 日常事务；例行工作

do the household chores 千家务杂活

(2) an unpleasant or boring task 令人厌烦的任务；乏味无聊的工作

Cooking three meals a day is a real chore for me. 对我来说，一天烧三顿饭真是件苦差事。

7. **open-plan** *adj.* an open-plan building or area does not have inside walls dividing it up into rooms 开放式的；敞开式的；未间隔的

an open-plan office 敞开式的办公室

Pre-reading activity

(see Student's Book page 60)

Teaching principle

Effective reading is based on a successful warm-up, linked to either vocabulary or content knowledge.

Teaching suggestions

- Present the kitchen photo on a slide and direct Ss' attention to the utensils. Elicit vocabulary from Ss and teach them any vocabulary items that they do not know.

Other kitchen items: *pots and pans, ladles, mugs, racks*.

- Ask Ss to say how the kitchen at their house differs from one owned by an average UK family. Provide language support if needed.

blender 食物搅拌器

toaster 吐司炉

coffee maker 煮咖啡机

peeler 削皮器

chopping board 砧板

bottle opener 开瓶器

bread knife 面包刀

dishwasher 洗碗机

grill 烤架

gas ring 煤气灶火圈

Answers for reference

1 I think the average family in the 1940s might have had a radio and an oven. Life must have been very difficult for people in the 1940s because they didn't have modern devices such as washing machines or microwaves.

2 Maybe the computer is the most important, followed by the fridge, washing machine and central heating. Without the computer, we would not have the convenience of staying connected to the world. The next important thing is the fridge. It keeps food cold and saves us from having to buy fresh food every day. The other devices all help to make our lives easier and without them, I think our lives would be less comfortable.

Comprehension work

1 (see Student's Book page 62)

Teaching principle

Suitable reading questions are beneficial to learners and help them grasp the gist and detailed information in a reading comprehension activity.

Teaching suggestions

- Ask Ss to go over the passage. Then conduct Q and A using the six questions on page 62 in the Student's Book.

- Provide language support if Ss have problems understanding the passage, e.g. one of the characteristics of this passage is the use of adverbs for rhetorical effect. Use the adverb table for additional explanations (see page 97).

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

- (1) They wanted to see if a modern-day family would be capable of surviving in the 1940s.
- (2) It was a three-bedroomed house in south London. There were no labour-saving devices, no central heating or fridge in the house.
- (3) It was wartime, so safety was the most important thing for a 1940s family. Before they considered food and warmth, they had to quickly dig a hole in the garden to protect themselves.
- (4) Because of the rationing of goods during World War II, the family didn't have enough food to eat.
- (5) Men went out to work, while women spent most of their time doing domestic chores, such as preparing meals, doing the dishes and cleaning the floor.
- (6) Lyn misses the 1940s house because she could do a lot of things together with her family. They shared the hard work and played board games together; they read books or talked to each other a lot; they laughed and cried together.

2 (see Student's Book page 62)

Teaching principle

Learners need opportunities to focus on language forms after completing a reading comprehension activity.

Teaching suggestions

- Present the summary cloze on a slide.
- Ask Ss to read through and guess the possible answers for each blank. If there are blanks that Ss cannot find words for, ask them to find the answers in the reading passage independently.
- Ask Ss to report their answers to the class. Provide language support if necessary.

Answers

- (1) survive / live (2) three-bedroomed (3) labour-saving (4) chores (5) safety
 (6) real (7) hole (8) hunger (9) helpfully (10) necessarily

Deep reading

1 (see Student's Book page 63)

Teaching principle

It is important for learners to have opportunities to read a passage in different ways in a semi-open task.

Teaching suggestions

Task	Comparing life today with life in the 1940s in terms of housing, personal safety, daily routine and family life
Purpose	Fluency training: Ss have their understanding of the life in different times from different perspectives.
PLO	Ss will be able to express fluently the ideas in the passage and make connections to life today.
Time	30 minutes

There are three options to teach this part.

★ Option 1

- Ask a better able student to participate in a dialogue, modelling the sample dialogue on page 63 in the Student's Book. Ask the rest of the class to watch, listen and take notes using Worksheet 1 (see page 179).
- Ask Ss to work individually on the table first, and then work in pairs, using Worksheet 1 to practise the conversation. Walk around in the class and provide language support if necessary.

- Ask Ss to complete the table individually. Again, provide language support if necessary.

★★ Option 2

- Ask Ss to work in groups of four, using Worksheet 2 (see page 181) to do a role-play. One student in each group should play the role of a journalist; the other three Ss should take turns playing the role of Lyn. Let the journalist take notes and compare the answers from the three Lyns. He or she should then select the best one.
- Invite Ss who played journalists to report the best replies to their questions. Provide language support if necessary.

Journalist:

What is the most unforgettable part ...?

Do you miss ...?

Would you choose to do it again ...?

Lyn:

I would never forget ...

I truly enjoyed ...

I wouldn't hesitate to ...

★★★ Option 3

- Play the recording of two foreign students for the class. Ask Ss to listen and comment using Worksheet 3 (see page 183).
- Invite Ss to report their comments. Provide language support and correct errors if necessary.
- In case Ss are not able to communicate effectively in English, use Worksheet 4 (see page 185) to help them understand life in different times.

Answers to Worksheet 4

- (1) three-bedroomed (2) coal fire (3) open-plan (4) dropped bombs
(5) take cover (6) domestic chores (7) terribly difficult (8) microwave (9) helpfully
(10) electronic devices

NB

Whichever option is used, try to encourage Ss to talk using a lot of details. The following points may be used for reference.

- (1) Housing: Modern housing offers not only large open spaces for the family, but also plenty of personal space with lots of privacy, such as bedrooms or studies.
- (2) Personal safety: Although we do not live in wartime conditions, there are other types of personal safety issues, such as the danger of losing privacy because of online identity theft.
- (3) Daily routine: Chores and daily routines were tiring in the past. However, family members were living much closer to one another, which meant they helped each other. The comforts of modern life may make relationships with family members less close than in the past.
- (4) The use of adverbs: Teach Ss that adverbs play an important role in providing extra meaning: they may modify sentences, verbs and adjectives, in order to make descriptions or narratives richer. For example:

Unfortunately, when they opened the door, all 21st century labour-saving devices immediately disappeared.

The sentence would be less descriptive and informative if we remove these two adverbs from the sentence: *unfortunately* provides extra information about the whole sentence, and *immediately* about the verb *disappeared*. Ask Ss to choose examples from the passage and explain how adverbs make the descriptions or narratives more vivid.

Examples for reference:

Examples	Roles of adverbs
<i>luckily</i> (line 18)	Adds to the writer's comment on the sentence
<i>quickly</i> dig (line 20)	Enhances the urgency of <i>dig</i>
<i>regularly</i> dropping (line 21)	Adds information about the frequency of <i>dropping bombs</i>
<i>really</i> boring (line 26)	Intensifies the degree of <i>boring</i>
were <i>often</i> hungry (line 26)	Adds extra information about the frequency of being <i>hungry</i>
<i>especially</i> the children (line 26)	Supplies extra information about the food shortages
did <i>easily</i> before (line 31)	Describes how Lyn did things before
<i>terribly</i> difficult (line 32)	Intensifies the degree of being <i>difficult</i>

(Continued on the next page)

Examples	Roles of adverbs
but <i>surprisingly</i> (line 34)	Adds extra information about how Lyn misses the 1940s
<i>helpfully</i> shared (line 35)	Adds extra meaning to <i>shared</i> and Lyn's feelings
not <i>necessarily</i> mean (line 37)	Modifies the meaning of <i>mean a better life</i>
would <i>happily</i> go back there (line 38)	Adds extra information about <i>go back there</i>

Answers for reference

Lyn's time-travel experiment		
	In the 1940s	In modern times
Housing	Lyn lived in a three-bedroomed house in south London with her family. It was poorly equipped. There were no labour-saving devices, no central heating or fridge, except for a coal fire.	She lives in a modern, open-plan house. The house probably has rooms with different functions, such as a living room, a kitchen, a dining room, a bathroom and bedrooms. There may also be central heating in the modern house and many labour-saving devices, such as a washing machine and a microwave.
Personal safety	Personal safety was a great problem in the 1940s because of wartime dangers. Lyn's family had to dig a hole in their garden and stay there to protect themselves.	Her life is probably peaceful. Since the war ended a long time ago, I think she won't need to worry about safety.
Daily routine	Lyn and her daughter spent most of their time preparing meals, doing the dishes and cleaning the floor. It was terribly difficult for them to do these chores.	She can finish the housework easily because labour-saving devices are widely used in modern times.
Family life	Despite the difficult living conditions, the family grew closer. They shared the hard work and spent more time together. They were more emotionally connected with each other.	It is likely that Lyn doesn't get to see her family that much because everyone has a busy life.

2 (see Student's Book page 64)

Teaching principle

Learners need opportunities to make connections to their own lives while learning.

Teaching suggestions

- Pair Ss to discuss the questions on page 64 in the Student's Book.
- Encourage Ss to make connections to their own life experience. Provide language support if necessary.
- To make the discussion more lively, the teacher can add these questions:

What would you miss if you lived in this 1940s house?

What would people staying in the 1940s house miss most?

Do you know anybody who lived in the 1940s? Did they ever tell you about what life was like back then?

Answers for reference

- (1) I think life in the 1940s was simpler than life today. People could spend more time with family and friends. There were not so many distractions like television or the Internet.
- (2) I don't think an easier and more comfortable life means a better life. As we are social beings, the quality of our lives depends on our interpersonal relationships. No matter how comfortable our life is, if we don't build a harmonious relationship with the people around us, it will not be the life we want.

Mini-project

(see Student's Book page 64)

Teaching principle

Task-based language teaching encourages learners to use their own language repertoire to reach their communicative goals in a meaning-focused task. They need to deal with information gaps through discussion.

Teaching suggestions

Task	Explaining the reasons for bringing a device into an imagined experiment
Purpose	Fluency training: Ss practise expressing their ideas in an imagined scenario.
PLO	Ss will be able to name the device and give reasons clearly.
Time	20 minutes

- Speaking about an imagined situation is more challenging than speaking about one's own experience. Be tolerant of Ss' language errors and mistakes in their production.
- Move around among the groups, and prompt Ss to develop their conversation, using language such as *How about asking ...?; Would it be better if ...? / What about ... instead?*
- To add an element of fun to the activity, ask Ss to give unusual reasons that are clearly not realistic, such as *I would take a mobile phone because I might make a fire with its battery.*
- Other alternative options:

★ Option 1

- Hold a class discussion and ask Ss to talk about the different items they would take. Remind Ss to give reasons for their choices.
- Elicit words for the devices from Ss and write them on the board one by one until the list is long enough for the class discussion.
- Ask Ss to give reasons, but first tell them that they should think of unusual reasons that are clearly not realistic, e.g. *using a mobile phone battery for making a fire.*
- Continue encouraging Ss to speak. Respond appropriately to their reasons in relation to content and language. Correct their errors and write these on the board.
- Teach the expressions written on the board to the whole class.

★★ Option 2

- For an extremely large class, use Worksheet 5 (see page 187) to organize activities. Walk around to provide language support and correct their errors.
- Invite Ss to present their ideas from their worksheets. Respond appropriately to their ideas in relation to content and language.

Focus on language

1 (see Student's Book page 65)

Teaching principle

Learners need opportunities to focus on language forms after communicative activities.

Teaching suggestions

Task	Focusing on language forms
Purpose	Ss summarize the language forms they have learnt in this section.
PLO	Ss will be able to develop strategies to remember the language forms they have learnt in this section.
Time	10 minutes

- First help Ss review all the language issues they have encountered in this section. List them on the board. Check that all Ss understand them and are able to explain their use (e.g. the 12 adverbs in the text).
- Put a list of hyphenated vocabulary on the board, such as *old-fashioned*, *air-raid*, *peace-loving*, *bad-smelling*, and explain how the new adjectives can be formed by linking the two words with a hyphen.
- Ask Ss to locate these hyphenated expressions in the text and make sure they can read and explain them, e.g. *work eighteen-hour days*, *50-year-old Lyn Hymers*, *a modern-day family*, *labour-saving devices*.
- Encourage Ss to complete exercise 1 on their own.

Answers

- (1) all *labour-saving* devices; a *full-time* job; *open-plan* home
- (2) were *regularly* dropping bombs; things that Lyn did *easily* before; *helpfully* shared the hard work; would *happily* go back there
- (3) *terribly* difficult

(4) There was no central heating or fridge in the house, but *luckily* they had a coal fire to keep them warm. / Today, Lyn is back in her modern, open-plan home, but *surprisingly*, she misses the 1940s house.

2 (see Student's Book page 65)

Teaching principle

Learners need opportunities to learn words in groups in order to develop their ability to use new vocabulary.

Teaching suggestions

- Ask Ss to work individually on the task. Encourage them to use a dictionary if necessary.
- Provide language support if necessary.

Answers

- (1) not necessarily (2) are capable of (3) aim at (4) made his blood boil
(5) The survival of the fittest (6) a narrow view (7) argue for or against
(8) suffering from

B Grammar activity

Objectives

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

- increase grammatical awareness of the relative clause with *when*, *where* and *why*;
- identify relative clauses with *when*, *where* and *why* as linking words;
- form relative clauses correctly in a semi-open communicative activity.

1 (see Student's Book pages 66 and 67)**Teaching principle**

Learners need opportunities to focus on the grammatical structure at the initial stage of studying a new grammar point.

Teaching suggestions

- Write the example sentence “This is **the room where I did my experiment**” on the board or on a slide.
- Explain how the example sentence is formed with the parts below and provide explanations in Chinese if necessary.

A: *This is the room + where + I did my experiment.*

Compare it with example B.

B: *This is the room. I did my experiment. (the place adverbial is missing)*

Example B lacks a clear focus: the two ideas are separated and the listener cannot see the connection between them.

In example A, the speaker expresses the connection between the two ideas. The listener will understand that the speaker did the experiment in that room.

If possible, provide further example pairs.

A: *I can take you to the shop where I bought my books.*

B: *I can take you to the shop. I bought the books. (the place adverbial is missing)*

A: *I still remember the day when I first came to this school.*

B: *I still remember the day. I first came to this school. (the time adverbial is missing)*

A: *There are many reasons why we need to select suitable books.*

B: *There are many reasons. We need to select suitable books. (the reason adverbial is missing)*

- Check that all Ss can understand these examples and are able to explain them in their own words. Note: They may use Chinese if they are not sure how to say it in English.
- Ask Ss to work on exercise 1 and complete the form. Walk around the class and provide support or explanations if necessary.
- Ask Ss to share their work in pairs and report their answers to the class afterwards.

Answers

Grammar rules	Sentence(s) in the passage
a We use <u>when</u> after the noun phrase of time.	4
b We use <u>where</u> after the noun phrase of place.	1
c We use <u>why</u> after <i>reason</i> .	2, 3

2 (see Student's Book page 67)

Teaching principle

Learners need opportunities to apply the newly learnt grammatical knowledge in a new context.

Teaching suggestions

- Ask Ss to work independently on exercise 2. Walk around the class and provide explanations of difficult language points in case Ss have problems understanding the passage. It is always advisable that Ss try on their own first, before the teacher intervenes. Do not lecture at great length about the passage.
- Ask Ss to check answers with each other. Invite Ss to report to the class afterwards. Provide explanations and support if needed.

Answers

(1) when (2) why (3) when (4) when (5) why (6) where (7) where

3 (see Student's Book page 67)

Teaching principle

Learners need opportunities to use their newly learnt grammatical knowledge in a semi-controlled communicative activity.

Teaching suggestions

- Write the sentences (1)–(4) on the board. Hold a class discussion to complete them. Provide language support and correct their errors if necessary.

- Ask Ss to work individually, creating their own sentences using relative clauses with *when*, *where* and *why*. Encourage Ss to be creative, as in the examples provided. Explain the phrase "almost bring down the house" is an exaggeration for "laughing in a roaring way".

Other English conventional exaggerations: *raining cats and dogs* (raining heavily), *scream one's lungs out* (speaking in a hysterically loud voice), *sick as a dog* (very ill).

- Encourage Ss to leave their seats and talk to at least three classmates. They should select the most creative, funny and interesting sentences to report to the class. Provide comments or language support if necessary.

C Listening and speaking

Objectives

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

- understand the radio interview between the host and the psychologist through several rounds of focused listening;
- describe household rules they would like to make and give reasons for their choices.

1 (see Student's Book page 68)

Teaching principle

Teachers can provide scaffolding for a listening task through a meaningful vocabulary activity.

Teaching suggestions

- Ask Ss to work on exercise 1 individually and then report their results to the class.
- Elicit the expression "household chores" from the class.
- Encourage Ss to say what household chores they and their parents do at home. Provide language support if necessary, e.g. *do the laundry, do the cleaning, do the ironing, make dinner, vacuum the rooms, sweep / mop the floors, dust the furniture, take out the rubbish, clean the bathroom, hang the clothes out to dry, tidy up the room / closet / shelf / wardrobe, make repairs and walk the dog.*

Answers

(1) c (2) b (3) f (4) e (5) a (6) d; household chores

2 (see Student's Book page 68)

Teaching principle

Learners need focused training in order to learn to identify details, such as numbers.

Teaching suggestions

- Ask Ss to read the fact file in exercise 2.
- Play the recording several times until Ss have all identified the numbers. Ask them to report their answers to the class. Provide feedback or explanations if necessary.

Answers

(1) prepare meals (2) do the ironing (3) load a washing machine
(4) clean the bathroom (5) make their bed

3 (see Student's Book page 68)

Teaching principle

Learners need opportunities to develop higher-order thinking skills by identifying the speakers' points of view in a listening task.

Teaching suggestions

- Ask Ss to study the table first and predict what the speaker would say about these points, what language the speaker may use, etc.
- If Ss cannot find specific information, give them some hints, such as *Some people point out ...* (excuses); *It's a good way to ...* (advantage); and *The best way to ...* (ways to get children to do chores).
- Play the recording several times until Ss finish the task. Provide language support and explanations if Ss encounter problems during the listening activity, such as the phonological features of connected speech in English.

Answers for reference

Excuses for not doing chores	<ul style="list-style-type: none"> Having no time to do household chores because of too much homework Not having much energy because their bodies and brains are developing very quickly
Advantages of doing chores	<ul style="list-style-type: none"> Helping develop children's basic survival skills Reminding the children that they are part of the family Letting children know they are trusted and increasing their confidence
Ways to get children to do chores	<ul style="list-style-type: none"> Making some house rules Showing children the long-term benefits of doing chores

4 (see Student's Book page 69)

Teaching principle

Learners need opportunities to link what they are learning to their own lives.

Teaching suggestions

- Go through the task and the language guide with Ss. Show Ss how to distinguish between the language for expressing rules (mostly imperative sentences beginning with a verb) and the language for explaining the reasons for making these rules (mostly conversational language as shown in the bubble).
- Ask Ss to work in groups to share the rules they make. Remind Ss to explain why they want to make these rules, and identify which rules are shared by all the group members, and which rules are unique.
- Invite groups to report the results of the discussion. Respond appropriately to their reports in relation to content and language.

D Writing

Objectives

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

1. analyse the sample description in terms of content, language and editing;
2. describe a room of their choice (such as their own bedroom) using appropriate language.

1 (see Student's Book page 70)

Teaching principle

Writing will be more effective if the teacher can provide some useful vocabulary before learners start to write.

Teaching suggestions

- Go through the writing task and ask the students to brainstorm useful vocabulary, such as items they have in their rooms.
Objects in the pictures: *books, shelf, teddy bear, beanbag, electric guitar, wardrobe*.
- Write the words that Ss mention on the board and provide some translations if necessary, e.g. *bedside table* (床头柜), *pillow* (枕头), *chest of drawers* (五斗橱), *full-length mirror* (全身镜) and *dressing table* (梳妆台).
- Ask Ss to think of how to respond to the advertisement, and what they should include in their text. Tell them that they can use the three questions as a reference when planning.

Answer for reference

In my room, there is a bed in the centre, a big desk and a chair near the window, two bookshelves and a wardrobe on the left corner. There are some posters and a family photo on the wall. My favourite thing is a laptop, a present for my 16th birthday. The things in my room are well arranged.

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

Teaching principle

Learners need suitable challenges in language learning, such as being asked to write without specific guidance.

Teaching suggestions

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

★★ Option 1

- Introduce the sample description and the guiding questions.
- Ask Ss to study the sample description and the guiding questions before filling in the table.
- Encourage Ss to report their answers to the class. Provide support and explanations if necessary. Remind Ss to pay attention to the writing strategies used, such as:
 - the opening sentence (see strategy below), which provides an overall impression of the room, and whether it is messy, tidy, clean, modern, traditional;
 - how to use specific details to expand the paragraph, such as the description of the objects, their locations and the relationship between them;
 - how the writer shares her feelings at the end of the article.
- Ask Ss to write independently. Walk around the class and provide specific scaffolding in terms of both content and language if necessary.

Strategy**Writing opening sentences**

When you write a description, try to get the reader interested. Start your writing in a way that makes the reader want to find out more.

Start with:

- 1 a quote or an opinion, then agree or disagree with it.
- 2 an interesting or mysterious object, then describe other things in your room.
- 3 a view from outside (for example, a view from the window), then go inside.
- 4 a dramatic event. Use the past tense for this, but remember to use the present tense when you start describing your room.

Don't start with:

- 5 a straight description, like *There is a ... in my room.*

★★★ Option 2

- Ask Ss to bring a picture of their room and describe it to their partner. They can describe its layout, their favourite toy or corner of the room and their feelings towards it.

- Ask Ss to begin writing without reading the sample description.
- Choose one student's writing and provide comments, pointing out the strong points. Ask Ss to think about how they can improve their drafts.
- Ask Ss to read the sample description. Prompt them to think of different ways to attract the readers' attention at the beginning, how they should describe the location of objects in the room, how to organize the paragraphs, etc.
- Ask Ss to resume their writing or start again from scratch.

Answers for reference

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

Aspects of writing	Guiding questions	My exploration
Content	What is the writer's purpose of writing the article?	She is writing to introduce her room to others. She hopes that her article will be published in a student magazine.
	What things in her room does the writer describe?	She describes her bed, a poster on the wall, a bookcase, her Bluetooth speaker, her desk and a sofa.
	How does the writer start her description? What technique does the writer use to grab readers' attention?	She starts her description with a quote from a friend. The writer tells us the most obvious feature of her room through the quote. And I think she is probably trying to grab readers' attention by using the words <i>unbelievably small</i> .
Language	What adjectives / adverbs does the writer use to make her description interesting?	She uses <i>rather small</i> to describe her bed, <i>really big</i> to describe the poster, <i>old</i> to describe her bookcase, <i>small, red, the messiest</i> to describe her desk and <i>small, extremely comfortable</i> to describe her sofa. She uses <i>relaxing, slightly messy</i> and <i>quite original</i> to describe her room in general.
	What prepositional phrases does the writer use to describe the locations of the objects?	She uses <i>on the wall</i> to describe the location of the poster, <i>right next to my bed</i> to describe the bookcase, <i>on top of the bookcase</i> to describe the family photos and a Bluetooth speaker, <i>opposite the bookcase</i> to describe her desk and <i>at the side of my desk</i> to describe her sofa.

(Continued on the next page)

Aspects of writing	Guiding questions	My exploration
	Where are the prepositional phrases put in sentences?	The prepositional phrase <i>on the wall</i> is put at the end of the sentence. The others are put at the beginning of the sentences.
Editing	Which words are capitalized?	Proper nouns such as <i>Yao Ming</i> and <i>Bluetooth</i> are capitalized.
	Where does the writer use a colon (:)? What is the purpose of using it?	She uses colons (:) in the sentences <i>She's right: it's tiny and a bit dark, but it's also very special</i> and <i>The three expressions that best describe my room are: relaxing, slightly messy and quite original.</i> She uses colons to introduce a list or to add extra information and details to a sentence.

E Cultural focus

Reading passage

Objectives

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

1. understand the value of historic buildings such as Highclere Castle;
2. introduce briefly local historic buildings in their own words.

Background

1. **Historic homes** Highclere Castle is one of the many historic houses all over the British Isles. The owners were usually members of the British aristocracy. In the past, these houses were very important to the social and economic life of an area. The houses had a lot of land attached to them and the owners had tenants who lived on this land, for which they charged rent. Some famous people have been born in houses like this. Winston Churchill, one of Great Britain's most famous prime ministers, was born in Blenheim Palace, Britain's largest private home.
2. *Downton Abbey* is a famous 2010 British TV series, which tells the story of the British aristocratic Crawley family and their servants in the early 20th century.

Notes on the language

1. **the Houses of Parliament** “The Houses of Parliament” here refers to the buildings where the UK parliament meets.
2. **the tomb of an ancient pharaoh** The word “pharaoh” here refers to Tutankhamun, one of the most well-known rulers of ancient Egypt. In 1922, the fifth Earl of Carnarvon and the archaeologist Howard Carter opened the tomb of Tutankhamun in the Valley of the Kings. A few weeks later, Lord Carnarvon died from a mosquito bite. Many people thought that the Pharaoh’s curse brought about his death.
3. **... and make up your own mind!** Here, “make up your own mind” means “decide whether you believe the story or not”.

1 (see Student’s Book page 72)

Teaching principle

Learners need opportunities to practise making predictions about the genre of the text, based both on linguistic and non-linguistic features, such as pictures, the layout, the title and the subheadings.

Teaching suggestions

- Present the text on slides and ask Ss to guess what the document could be used for (e.g. a newspaper article, a tourist brochure, a book chapter, or a school post). Invite Ss to share their predictions and give reasons for them (e.g. “I think it’s taken from a tourist brochure. The clues include: the layout of the text, the price notice, the picture of the facade of the castle, the short texts and the eye-catching title.”).
- Ask Ss to complete exercise 1 individually, and then check their answers. Provide suitable explanations if necessary.

Answers

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

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

It will be beneficial for learners to focus on specific language forms, such as vocabulary, after successfully understanding the message of a text.

Teaching suggestions

- Ask Ss to read through the word list on the left in exercise 2. Cross out the words they know and focus on the unknown or unfamiliar ones.
- Ask Ss to read through the text and try to guess the meanings of new words from context.
- Check Ss' answers, and then ask them to match the words to their definitions.

Answers

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

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

Language learning is more effective if learners can focus their attention on the links between general details and the categories they belong to.

Teaching suggestions

- Go through the task and help Ss understand the significance of the standards listed in the first column of the table (time-honoured, unique style, historical importance, attractiveness today).
- Ask the Ss to study the text and complete the table in pairs. Provide support and language explanations if necessary.
- Select Ss to report their answers to the class. Provide comments if necessary.

Answers for reference

Standards	Information from the passage
(1) The house is time-honoured.	It was built in 1842 by Sir Charles Barry, who also built the Houses of Parliament in London.
(2) The house is built in a unique style.	It is one of the biggest houses in England. From the outside, the castle looks like the Houses of Parliament in London.
(3) The house is historically important.	In 1922, Lord Carnarvon opened the tomb of an ancient pharaoh in Egypt. Today you can find out more about his discovery in the castle's Egyptian room.
(4) The house is attractive to people nowadays.	Currently, it is one of the most well-known homes in Britain. It is also the star of a British TV show called <i>Downton Abbey</i> . Fans love coming to Highclere and many hope to see their favourite actors.

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

It is beneficial for learners to work on open-ended tasks using their newly learnt method of analysis.

Teaching suggestions

- Encourage Ss to say what the four standards for historic houses are. Then write them on the board (time-honoured, unique style, historical importance and attractiveness today).
- Put Ss into groups and encourage them to search for useful information about the topic on the Internet. Ask Ss to write down descriptions and explanations of each of the four standards. Walk around the class and provide scaffolding or language support if necessary.
- Select Ss to report their ideas, and then give comments on their work, or ask Ss to do this as a homework project where they create a poster and bring it to the next lesson (they can display their posters on the classroom walls).

Answer for reference**Shanghai Concert Hall**

Built in 1930, the Shanghai Concert Hall was the first concert hall in China, and the building is one of Shanghai's cultural landmarks. Designed by the Chinese architects Zhao Shen and Fan Wenzhao, it features 16 classic Corinthian columns and a huge dome painted in gold and blue. The concert hall is a masterpiece in a grand and majestic style.

It was initially constructed as a cinema and was converted into a concert hall in 1959. Several world-renowned musicians, including the cellist Yo-Yo Ma and the violinist Isaac Stern, have played there. Music lovers see it as the home of classical music in Shanghai.

Video**Objectives**

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

1. understand the changes in the pastimes of British families from the 1950s to the 1980s;
2. describe popular pastimes during a particular time.

Notes on the language

1. **breakdancing** a style of dancing with acrobatic movements, often performed in the street
2. **karaoke** (from Japanese) a type of entertainment in which a machine plays only the music of popular songs so that people can sing the words themselves

1 (see Student's Book page 75)

Teaching principle

Learning starts with the learners' existing knowledge.

Teaching suggestion

Ask Ss to answer the two questions in exercise 1. Write Ss' ideas on the board. Provide translations if necessary.

2 (see Student's Book page 75)

Teaching principle

Video viewing is more effective if the learners can focus on a specific part.

Teaching suggestions

- Play the video with the sound off several times, and then ask Ss to name the pastimes they noticed. Write the activities they mentioned on the board. Translate or correct errors if necessary. It is highly likely that Ss will need help with these terms:

jigsaw puzzle 拼图

swing ball 摆摆球

darts 掷镖游戏

arcade game (在游戏厅玩的) 电子游戏

breakdancing 霹雳舞

computer game 电脑游戏

karaoke 卡拉OK

social media 社交媒体

sewing /'səʊɪŋ/ 缝纫

fairground / fun park 游乐场

keyboard 电子键盘乐器

camping 露营

- Play the video again with the sound on. Allow Ss to watch it several times until they are completely certain what the video is about. Ask them to look at exercise 2 and answer the questions individually (with or without notes).
- Play the video again, so that Ss can check their answers. Stop it whenever Ss feel uncertain about the answers. Provide some explanations or language support if necessary.

Answers

- (1) When they go back in time, their house, their clothes and hairstyles, their food and their technology change completely.
- (2) The biggest change for both Seth and Daisy is how to spend their free time.
- (3) In their spare time during the 1950s, Seth does jigsaw puzzles and Daisy sews.
- (4) They entertain themselves by watching TV, or making trips to fairgrounds on weekends in the 1960s.
- (5) The thing that they enjoy most about the 1970s is spending more time together as a family, such as going camping and playing games like darts.
- (6) People have more things to do in their spare time in the 1980s, from arcade games to breakdancing, and home computers to karaoke.
- (7) According to Daisy, the best time period for her family was the 1970s, because they spent more time together as a family.

3 (see Student's Book page 75)

Teaching principle

It is beneficial for learners to focus on vocabulary work after they have finished meaning-focused activities.

Teaching suggestions

- Ask Ss to complete exercise 3 individually.
- Check Ss' answers. Provide language explanations if necessary.

Answers

- (1) entertain (2) dread (3) mobile (4) pastimes (5) present

4 (see Student's Book page 75)

Teaching principle

Learners need opportunities to develop their communicative strategies through doing open-ended tasks.

Teaching suggestions

- Go through the instructions for exercise 4. Ask the students to work in groups. Help Ss set their group goals: Ss should choose a period, decide on how many people they should survey, how many questions they should ask, and how many slides they need for the presentation.
- Provide assessment criteria for the group work: for example, a list of questions (minimum 3) to be written before the survey; a list of interviewees (minimum 3 people); fair division of labour within the group.
- In the next lesson, invite the group to present their survey on slides. Invite comments from the class.

附录 1：各单元听力文本和视频文本

Unit 1 Our world

Deep reading audio scripts

Dialogue 1

Journalist: Why do you place such emphasis on people's morning routines, such as when you show them brushing their teeth and making their breakfast?

Director: I wanted to highlight the similarities in the diverse world that we have. No matter where you come from, people wake up, brush their teeth and eat their breakfast. It seems that is happening all over the world: when the sun goes round, we all do the same simple morning routine.

Journalist: And how did you shoot these scenes?

Director: We asked people just to film their daily routines. They uploaded their clips to the Internet, and then we collected the most appropriate ones.

Journalist: Did you have to edit some of these routines?

Director: We tried our best not to edit these routines because this film is supposed to be a representation of people. It's supposed to be a representation of daily lives: if we edited it, it wouldn't be that representation. Of course, we got them to fit perfectly into each other, but they are as true to the original content as they could be.

Journalist: Thank you.

Dialogue 2

Journalist: What is the significance of the American girl playing with the hula hoop?

Director: In this scene, the American girl who is playing with her hula hoop is a representation of how we believe children should be living. She looks happy; she looks carefree. She seems to be doing what she wants to do, and we know that many children across the world don't get to do this. By showing people the joy that she is having, we hope that children all over the world can one day lead this kind of life.

Journalist: Is hula-hooping a common activity among children?

Director: Well, when I was growing up, certainly. I had a hula hoop, and my friends had hula hoops. I couldn't play with it because I wasn't good enough, but I still enjoyed doing it. It is actually a fun activity that requires some practice, so that's why we included it, I suppose.

Journalist: So for you, this activity brings people joy, and you wish to convey this with the American girl.

Director: Yes, we thought it was important because everyone deserves happiness. As you can see in this scene, she is the epitome of happiness and the hula-hooping is good fun. Most people have tried it, and after watching this scene, those who haven't will probably want to try it. So yeah, we included the scene to show joy, to show everyday happiness.

Journalist: Thank you for this interview.

Director: You're welcome.

Dialogue 3

Journalist: What is the significance of the Peruvian boy?

Director: The Peruvian boy represents the benefits that can come from working. He's clearly very proud of what he has earned, and he is very proud that he has done it himself—he has not asked his parents to buy it for him. The message we want to give children across the globe is that not everything will be automatically handed to you. You actually have to work towards things. It doesn't matter what job you do: you may be setting up a lemonade stand, you may be shining shoes ... If you are earning your own money, you'll be able to buy what you like. It gives children a goal to work towards, and I think it is quite an important message to send.

Journalist: So you believe that the responsibility of a job would help children mature.

Director: Yes, I do believe that responsibility ... We saw quite an amazing example of how it helps a child mature into a young man or a woman. I think it's important that children are given some sort of responsibility. It doesn't necessarily have to be through a job, as we saw in this case, but responsibilities are always going to be there when you are an adult, so it is important to learn how to deal with this when you are growing up.

Journalist: Do you believe that this case is typical for children around the world?

Director: Not typical, I would say. But I think that whatever society you look at, whether you are in the UK, or in Peru, you'll find some children working. They may be working in a shop, or they may be shining shoes. It seems like this work is very much what they want to do. Of course, they don't have the skills yet, so they can't be doing the highly skilled work that adults do. However, they are able to set up lemonade stands, and they are able to think on their feet. This allows them to develop not only mentally but also socially and we think that is very important.

Journalist: Thank you for this interview!

Director: You're welcome!

Dialogue 4

Journalist: Could you tell us about the scene where the man says he likes his fridge because it doesn't talk back?

Director: Well, we had originally talked about love and we talked about how we all share very similar loves: family, friends, the things that make us a community ... But when you find out more about a person, you realize that they love different things: Just like in the film, one man said he loves his cat, and another said he loves his fridge because it doesn't talk back. We thought this was quite funny. We put it in because it added an element of humour to the film, but also to show that there are differences between humans, even though we are collectively quite similar on a basic level.

Journalist: I see, so the scene is not only humorous, but it also explains the differences among us?

Director: Yes, completely. And the number one reason we did include this clip was because it was funny. It added a different dimension to the film. One thing that is quite important to us is to show different aspects of human society, and humour is quite a big part of it. We all like to laugh, and we all like to make jokes. It is intrinsic to humans.

Journalist: Do you believe that man was serious?

Director: Well, I feel sorry for whoever he is living with, but at the end of the day, it shows that there are differences between us ... And if he was serious, maybe he prefers to be on his own. It doesn't mean he doesn't want human contact. Maybe it means that he wants less of it, which we have to accept, but I have a feeling that he wasn't

that serious!

Journalist: Thank you for this interview!

Director: You're welcome!

Dialogue 5

Journalist: Could you explain more about the man who is in Antarctica and says that he is afraid of losing this place?

Director: Well, in the scenes that lead up to it and surround this little bit, we are focusing on what people fear. Everyone fears something: perhaps you are scared of spiders, or perhaps you are scared of monsters. But one thing that we wanted to highlight was climate change—something that more and more people are getting scared of. Antarctica is one of the most stunningly beautiful places, but it is disappearing. And so we wanted to highlight the fact that people are afraid of that, because it links the current state of the world to climate change.

Journalist: And why do you think that everyone should be afraid of climate change?

Director: Well, because it affects everyone. No matter where you are in the world, you will be feeling the effects. My home could be submerged by the sea because of rising sea levels. It is important that everyone take note of climate change. It's extremely important that the younger generation are aware of this. So by including this scene in the film, we show what we could be missing out on and what future generations could be missing out on.

Journalist: So, do you think that the man who is in Antarctica is afraid because he believes that people in the future won't be able to see this scenery again?

Director: 100%. As you can see, climate change is not stopping. It's actually getting worse. That place may be there for us to see, but it won't be there for our grandkids or our great-grandkids to see. We've got to focus on dealing with climate change.

Journalist: Thank you for this interview!

Director: No problem!

Dialogue 6

Journalist: Why did you choose to include the scene where the poor man says he isn't ashamed of having nothing? What's the importance of this scene?

- Director:** In this scene we are asking people to dip into their pockets and see what they have. So right now, I have my phone, and if you were to ask me “is this thing important to me”, I would say “definitely”—if you tried to take it away, I would be very upset! However, what we try to highlight in this scene is that the man who has nothing seems to be the happiest. He doesn’t take anything out of his pocket, but he is not ashamed of that. He is very happy with his life. Maybe it just shows us that we human beings focus too much on material objects rather than what we are actually living for.
- Journalist:** How do you think this poor man achieves it without these material goods?
- Director:** Well, when you can’t afford the material goods that we have ... Take my smartphone as an example: it is a very expensive object; not everyone is able to afford such a thing. When you can’t afford it, there is no other option—you just can’t have it. So, for him it’s almost like it’s a basic form of happiness. If you know that you are not going to reach these certain levels of income, then you can relax—there is no pressure on you to afford such a thing, there is no reason for you to afford it. He seems to be very content with who he is, and maybe we should all take a leaf out of his book.
- Journalist:** I agree, but realistically, how can we achieve this in such a materialistic world?
- Director:** Well, that’s a very difficult question. If you want the hard truth, people have to dissociate themselves from their material things. So, for example, my phone, I’ll be very upset if I lost it. I could probably go and buy another one. Whereas if I had a relationship with a family member that broke down, I couldn’t just replace it with money or replace it with something else. I think we need to focus on the things that are irreplaceable in our lives, like family, friends, the world around us, relationships—everything that makes us human—instead of the unnecessary things on the side.
- Journalist:** Thank you for this interview!
- Director:** My pleasure!

Dialogue 7

- Journalist:** Could you explain more about the scene where it is raining outside and the young woman just wants to tell the world that she’s there?
- Director:** Well, this scene at the end is quite a melancholy scene actually. The woman that is

portrayed in this scene is unhappy. In her clip from that day, she just wants people to know that she is there: she wants to be unique, she wants to be different.

What we are trying to show by this is that even though you may be feeling down, it's quite important that you remember that you are not alone. There are lots of people who are feeling like this, and there are also lots of people who have gone through these feelings. Everyone is unique and everyone is worth filming. So that's why we included this scene.

Journalist: How do you think people can get out of this melancholy mood?

Director: You've got to talk, I'm afraid. You've got to let out the emotions, let out these feelings within. Mental health problems are a serious issue: it's affected a lot of people. If you do think that you haven't met anyone that has been affected by mental health issues, you are wrong. Everyone has problems, and it's becoming more apparent in the current world. We think it's really important to show that people can overcome those issues.

Journalist: Is it important that our lives must always be exciting and always memorable?

Director: The short answer is, no. My average day is very average. What I have found from my experience is that if you go searching for something that is exciting and interesting, you will never find it. Exciting and interesting things happen daily, but it may not happen daily to you. It may be a weekly thing, or it may be a monthly thing, but things will happen. You may not even notice some things that are exciting and interesting, but to other people, they are fascinating. So, it is important not to chase it. Just relax and let life go as it's supposed to.

Journalist: Thank you for this interview!

Director: You're welcome!

Listening audio scripts

Zhang Min: My name is Zhang Min. I am an intern with UNICEF. These days, I am working in Sri Lanka with the ECD team. That stands for Early Childhood Development team. There are six of us on the team in the town where I am working. I came to Sri Lanka three weeks ago. So right now, I am learning about the ECD programmes here. I work in the office part of the day, and then I work at a school. Every day I work about six hours with my team or with children. One big problem here is the

electricity. Sometimes it works, and sometimes it doesn't. We never know when we will have electricity in our school. So that's hard. But I love working with the children. They are so happy and excited to learn! Currently, our team is making special learning materials. UNICEF plans to make materials for schools all across Sri Lanka. It's a lot of work. But I love it!

Liu Wei: My name is Liu Wei. I'm an intern with UNICEF. I work in Shanghai with the Education Section of UNICEF. I'm helping with a programme called SMILE. SMILE stands for Skills, Motivation and Imagination for Learning Excellence. What is the SMILE programme? We are thinking of new ways to train teachers and make kids excited about learning. There are lots of people working on the programme. Our team in Shanghai has four people on it. This is my second year with the programme. Usually, I only work from 2:00 to 5:00 in the afternoon. The work is not difficult, but I have to study a lot. I am always reading about education, teachers, and children. I use the things I learn from reading to make training programs. I also use it to make games for kids to play in school. That is probably the biggest advantage of this job. I get to play fun games! In fact, right now I'm working on a computer game for maths. So I'm reading about how to write games on a computer. As I mentioned, there is a lot to learn for this job.

Video scripts

From Ireland to the USA

This is a monument in Dublin city centre to the many people who died in the Irish Potato Famine in the nineteenth century.

In 1845, and the years that followed, the potato harvest failed. At the time, potatoes provided sixty per cent of the nation's food supply. About one million people died from hunger and disease, and many more people had to leave the country and emigrate.

In total, about two million Irish people emigrated in the years from 1845 to 1855. Many people left Ireland via Liverpool, in England, for the east coast of North America, where they hoped to find a better life.

The voyage across the Atlantic was often dangerous in itself. The ships were not comfortable or large, so families lived on cramped decks and many people died from diseases on the journey.

The ships landed either in Canada or in the American ports of Boston and New York.

For people who survived the journey, life in America was not much better. The new immigrants were not welcome. "Our position in America is one of shame and poverty," wrote one immigrant.

And there were many of them. Between 1820 and 1860, over a third of all immigrants into the United States came from Ireland.

But attitudes to the Irish slowly changed and today, Irish Americans are very proud of their ancestry; they can claim at least two presidents as their own—President John F. Kennedy and President Ronald Reagan.

These people are all enjoying St Patrick's Day in Boston, President Kennedy's hometown. They're watching marching bands, wearing green clothes and having a great time.

Americans celebrate St Patrick's Day every year and it's one of the best days to visit cities like Boston and New York. Today, everyone is enjoying being a little bit Irish!

Unit 2 Places

Deep reading audio scripts

Dialogue 1

A: I don't quite understand this expression.

B: Oh, which one's that?

A: It says, "Today Xi'an is a modern city at the heart of China's Belt and Road Initiative." What does that mean?

B: "At the heart of" means that it's in the centre, that everything is focused around it. Think about where your heart is in your body ... It's the main thing there. So, when Xi'an is at the heart of China's Belt and Road Initiative, it means that it's the centre of it, and that it plays a very important role.

A: Oh, I see. Why is this applicable to Xi'an?

B: Well, Xi'an has been China's historic link to the West ... and the Belt and Road Initiative is similar to the Silk Road. It seems quite fitting that China uses Xi'an as a hub of trade with other countries, because that's what it has always been, even back in the Tang Dynasty when it was called Chang'an.

A: OK, thank you!

B: No worries.

Dialogue 2

A: Hi, I am struggling with this expression ... Could you please help me?

B: Sure, which one?

A: It's where the passage reads, "Florence, one of the famous historic cities in Italy, is the birthplace of many amazing ideas and discoveries." I'm particularly struggling with "the birthplace of". What does that mean?

B: Well, "birthplace" is another way of saying the place where something originated or came from. According to this passage, there were many amazing ideas and discoveries in Florence.

A: Oh, I see. So what type of things happened in Florence at that time?

B: Well, the period from, say, the late 13th century onward was known as the Renaissance. It was a time when art, culture and science were being reborn.

A: Thank you.

B: You're welcome.

Dialogue 3

A: Could you explain this expression?

B: Sure, which one?

A: It says, "Florence's history is alive with the memory of a time where art, culture and science were being reborn". What does this mean?

B: So, when someone says, "history is alive", it means that it's not just there in a book, or as a painting or statue—things that you can see, but don't really feel. In a city like Florence, where the culture and history is so rich and around you, it feels like you are living within that period. So when they say it is alive, they mean that when you go to Florence, you feel like you are living through the historical moments that the city has been through.

A: Why in particular are they using the phrase "is alive with"?

B: Well, the writer really wanted to emphasize that the history of the city isn't dead. It's not there just to be seen or studied, it's there to be enjoyed, to be lived in—it's there to be celebrated. History is alive all around the world, but in places like Florence, you really get to

feel the deep sense of history that the place has.

B: Thanks for the help!

A: No worries.

Dialogue 4

A: Sorry, could you tell me what this phrase means?

B: Sure, which one?

A: It's the beginning of the last paragraph, which reads, "In Florence today you can experience the old and the new." What does "the old and the new" mean?

B: Well, "the old and the new" refers to old traditions and modern culture. So, in this passage about Florence, it says that you can see historical sights and culture, and you can also see modern architecture and restaurants.

A: That phrase is a bit confusing. How can you have both the old and the new side by side? It seems contradictory.

B: Well, they preserve their historic sites, but not everything could be preserved. That's why you'll see that there are historic sites but also modern buildings.

A: I see, so is it just in Florence that you can see the old and the new? Where else would you be able to see this?

B: Well, in Shanghai, you can walk along the Bund and look at the famous old buildings, and on the other side of the Huangpu River, you can see some of the tallest skyscrapers in the world.

A: Thank you, that explanation was really helpful!

B: You're welcome.

Listening audio scripts

"You forgot it," he explained.

"Oh thanks," said Gina, surprised and a bit embarrassed. "You see my mobile isn't working and ..."

"Here, use mine," said the boy. Gina smiled. The boy was smiling back at her.

"Are you from Toronto?" asked Gina.

"Yes, I am," said the boy.

"I'm from Ottawa," she replied. "My name's Gina."

"Er ... I'm Peter. Nice to meet you ... Brrr, it's cold out here. Let's go to the café. You can make your call there."

As Gina and Peter walked to the station café, they talked about Toronto. Peter found out that Gina's aunt lived in a house not far from his parents' house, and that they both liked the same basketball team. Gina had tickets for a match and she was going to invite Peter to come. She thought it would be a nice way of saying "thank you". An hour later, when her aunt came to collect her, Gina and Peter were friends.

What happened next? Well, it's a very beautiful story, but we have to journey into the future to find out. Imagine a house in Hamilton. It's summertime and the flowers are out in the big garden in front of the house. An old lady is sitting in the garden. It's Gina, but she's old and grey now, and she's holding a photo in her hand. There's a small boy standing next to her and she's talking to him. He's looking at the photo and he's listening to her story. She's telling him how she first met his grandfather, how they married and came to live in Hamilton—a place that she first hated, but which she grew to love.

Video scripts

Nanning: a city in southern China

Nanning, capital of Guangxi Zhuang Autonomous Region, lies at a major intersection of the Pearl River system. Historically, the city has been a key centre of trade in southern China, and since 2004, it has played host to the annual China-ASEAN Expo.

Nanning is also celebrated as one of the greenest cities in China. Thanks to its wet subtropical climate, lush greenery carpets much of this part of China, while thousands of years of limestone erosion have helped to create this dramatic karst landscape. Nestled within these mountains are villages that were once among the poorest in the country. These days they are busy reinventing themselves as hotbeds of rural tourism and adventure sports, like rock climbing.

Further to the west, in Leye County, the Pearl River's tributaries have created an even more remarkable sight. Giant sinkholes that are some of the biggest and deepest on the planet, plunge in as much as 600 metres down into the earth. Most were formed by underground rivers and streams, eating away at the limestone bedrock, until the ground above collapsed. Some contain entire underground river and cave systems, extending across several dozen kilometres. Here, we

find virgin forest filled with exotic flora and fauna, where few, if any, humans have ever set foot before.

Efforts are being made to explore these giant cavities, but because of their enormous scale and the difficulty of access, many of the vast underground networks remain unmapped. Perhaps there really may be other worlds down there, right beneath our feet.

Unit 3 Choices

Deep reading audio scripts

Dialogue 1

A: I found this passage really, really interesting. This topic is quite close to my heart, but I just want to ask you: what does the writer want to tell us about recycling?

B: Well, she says that in the UK we don't recycle all our packaging. We throw away more than 30% of it.

A: Oh, why does this happen?

B: Well, people in the UK do recycle plastic, paper and packaging, but a lot of recyclable materials still end up in the bin for non-recyclable waste.

A: OK, so why does the writer feel the need to highlight these issues?

B: I guess the writer wants to say that even though we recycle, there is still a lot of packaging that isn't being recycled and this is really damaging the environment.

A: Well, I don't feel particularly good about this. I would love to help. What can ordinary people do to help?

B: As the writer mentions, we could read the label, look at the packaging and buy less meat.

Dialogue 2

A: The writer mentions that some types of food, like bananas, don't need packaging, but some food, such as grapes, needs protection. What does she mean when she says this, and what does it tell us about packaging?

B: Well, food that's being transported across the country often need to be chilled. Many fruits and berries are soft, and this means they need to be packaged so they don't get damaged

along the way.

- A: If this packaging is necessary, what can we do in the future to ensure that it is eco-friendly?
- B: Well, we can improve the packaging materials. Instead of using plastic, we should spend more money on research to find materials that are more eco-friendly. This will reduce waste and the amount of plastic used in packaging.
- A: OK, so when I go shopping, what can I do to help reduce this problem?
- B: Well, the farmer's market is a great place to buy local food, such as fruit and vegetables, because they don't package their products in plastic. They give you paper bags, which are recyclable. You can also bring your own reusable bags.
- A: Oh I see, thank you!
- B: You're welcome!

Dialogue 3

- A: I find it quite interesting that the writer mentions grapes as an example when talking about food production. Why do you think she does this?
- B: As the writer says, "So my grapes are from Spain, but at least they grew in natural sunlight." That's important because grapes require a certain environment to grow. They need a warm environment, and they need sunlight to produce the biggest yield, which is of course what we want.
- And sadly, as many people know, the weather in the UK isn't very good, so we can't achieve this without a man-made environment. According to the writer, "In the UK, people grow grapes in heated greenhouses, which means our grapes are less energy-efficient." What she's saying is that even though importing grapes from Spain isn't ideal, it is perhaps the most eco-friendly solution. It's also cheaper than growing grapes in the UK.

A: I see. Thank you.

B: You're welcome.

Dialogue 4

- A: I also think it's interesting that the writer mentions cows. They aren't that bad for the environment, are they?
- B: Oh, actually it is funny you say that. Cow farming is quite possibly the worst form of farming for the environment. When they are being farmed for milk or for their meat, they produce a

lot of methane. And when you concentrate thousands of cows in one area, there is a huge amount of pollution. This is a serious issue that we are only just starting to understand.

A: Does that mean I have to give up eating beef?

B: Well, in an ideal world, yes. But we can't force people to stop eating one of their favourite foods. So, what I would advise is to buy less beef. Instead of having beef every week, have it once a month. If we reduce the amount of beef we eat, it will help a lot. We can also find other ways to combat climate change, but if we don't address this problem at all, well then we don't know what could happen.

A: You have a point there.

Listening audio scripts

Presenter: Today's gadget show is about something everyone uses at one time or another. The very first one appeared in Egypt, in the first century CE. It sold holy water in Egyptian temples. Hundreds of years later, in the 19th century, people started to use them a lot. These new machines sold postcards and books, bubblegum and stamps. Today you can see them everywhere—at bus stations, in schools, shopping centres and sports clubs. What are they? They're ... vending machines!

My question to listeners today is: what do you use them for? Our first caller is Jack on line 1.

Jack: Well, I use vending machines for a quick snack. When I'm outside, at the subway station or in the shopping mall, and feeling hungry, I can always get some food and drinks, like fizzy drinks, crisps and chocolate ...

Presenter: You mean junk food, right?

Jack: That's right, I suppose.

Presenter: So, perhaps vending machines encourage bad eating habits? What does Guy on line 2 think?

Guy: It depends. I always buy healthy food from vending machines. In our school, we have a vending machine that sells apples.

Presenter: That's interesting. Do many students use it?

Guy: No, not many. Most of them prefer chocolate or crisps.

Presenter: That's a shame. What other things do people buy from vending machines? On line 3, we have Sally. Hi, Sally.

Sally: Hi, well, there is nothing you can't buy from vending machines. When I was on holiday in Japan last summer, I bought T-shirts, sports shoes, and even an umbrella from them. Some machines refrigerate food too, so I bought things like pizza, even live animals, like seafood.

Presenter: Seafood? You're joking!

Sally: No, I'm not. You can find everything in Japanese vending machines. Japan has the most vending machines per person in the world—there is one machine for every twenty-three people.

Presenter: Wow! That's impressive. Our final call today is from Daniel.

Daniel: I usually use them for food and drinks, but last month, I bought a camera from a vending machine.

Presenter: Really? Where were you?

Daniel: At the airport—I was going on holiday, but I forgot my camera. It was great to find one in a vending machine. There were a few smartwatches in the machine too, but I didn't have enough money ...

Video scripts

Food in the UK

When people think about British food, they often think about traditional food, like fish and chips or more unusual takeaway food, like Cornish pasties.

Cornish pasties come from Cornwall in the south-west of England. The pastry is usually made with some potatoes, vegetables and meat, baked inside pastry.

But international food is popular in Britain, too. There are a lot of restaurants, markets and festivals where you can try delicious food from almost anywhere. How about trying some Jamaican jerk chicken with some rice and peas?

So, what food do you love or hate?

Jan: I like French food. I also like Thai food.

John: I like Chinese food, and I think you like Chinese food, too?

Anna: Yeah, I like Chinese food.

Kamal: My favourite food is Indian.

Emily: I really don't like peas.

Hannah: I like Japanese food.

Farah: Er, I like Italian food like er, pizzas and pastas.

Olaoluwa: My favourite food is jacket potato with chilli con carne.

Jamie: I don't like cereal.

This is the Cowley Road in Oxford. Cowley Road is a very busy street where there are lots of cars and buses.

But if you'd like to try some new and exciting international food, it's a great place to go.

On this one street, you can find food from almost anywhere in the world: from China, the Middle East, Italy, Poland, Greece, Jamaica or Russia! And there are also food shops where you can buy the ingredients to cook recipes from around the world at home. There's something for everyone here.

There are also a lot of Indian restaurants on the Cowley Road. Although they are called Indian restaurants, they often serve food from India, Pakistan and Bangladesh. They all serve curry, which is one of the most popular dishes in the UK.

This restaurant is one of the curry houses on the Cowley Road. The kitchen is small and busy. It's nearly lunchtime. The three chefs, who are preparing many different dishes for the lunchtime menu, cook traditional Bangladeshi and Indian food.

There are fresh vegetables and spices in all the dishes. There's a lot of chicken and fish in Bangladeshi food. There's some lamb, too, but there isn't any pork.

They also make naan bread, which they cook in a special oven called a tandoor. People usually have some naan bread and rice with their curry.

There's a lot of food, which all looks amazing! Everyone loves a curry!

Unit 4 My space

Deep reading audio scripts

Dialogue 1

A: I was reading this article about a TV programme called *The 1940s House*.

B: Oh yeah, I watched that last night.

A: I heard that houses back then were really different from the ones we have now, is that true?

B: Yeah, you could say that. The house in the show was very different. I mean, it looked normal from the outside. It was a traditional three-bedroomed house, but as soon as they walked inside, the differences were quite clear. It looked almost empty compared to what we are used to now. They only had an oven and a coal fire, that's about it.

A: That's crazy. You mean they didn't have central heating, a fridge or even a washing machine? How did they stay warm? And how did they keep their food fresh or do their laundry? How did they survive?

B: Well, it was definitely a shock for them at the beginning, but they got on with it. This really brought them closer as a family, and they worked well together. This experience showed us how lucky we all are to have all of these time-saving devices at our fingertips. It definitely made me realize that only a few years ago, we didn't even have these things. Watching the show made me feel very fortunate.

Dialogue 2

A: I read in the article that they recreated the World War II environment. It must have been really tough.

B: Yes, it was actually a very realistic re-creation and you can definitely tell that the family were quite terrified. The people who made the show did a very good job of recreating the wartime atmosphere. On the first day, the family had to go and dig a bomb shelter in their back garden.

A: In such a chaotic environment, how were the family reacting?

B: At first, it was really difficult, but they learnt how to work together and make sure that everyone was OK. They were able to deal with the situation and get through that terrifying atmosphere.

A: It's lucky that we face less danger nowadays.

B: Well, I guess there is no immediate danger that a bomb might blow up. But you can say that in the 21st century, we have our own worries. We've moved on from the threat of war, but there are still other dangers.

Dialogue 3

A: They didn't have the labour-saving devices we have today. That must have been really difficult.

B: Yes, you can say that again. Firstly, Lyn's husband, Michael, was away during the day because he had to work. Lyn and her daughter had to do a lot of chores. Instead of just turning on a washing machine, they had to boil clothes to wash them. They had to work really long shifts.

A: I definitely feel lucky that we only need to put the laundry in the washing machine.

B: Me too. I mean, we don't even have to boil clothes. It's also very easy to clean the house, since we can just get the vacuum cleaner. If we get cold, we can just turn on the central heating—we don't have to light a fire and wait for half an hour. It is quick and easy.

A: So you think our daily routine nowadays is better.

B: Oh, so much better. I think that they spent so much time doing chores that only take us three hours a week, or that we can do by simply pressing a button. For instance, we don't have to wash our clothes by hand, so we can actually do stuff that we are interested in instead. This means we probably have a better quality of life. So yes, I definitely agree: our daily routine is much better nowadays.

Dialogue 4

A: The article said life wasn't easy, but exactly what made it so difficult?

B: Well, as a family they had to work really long hours. Chores that are nowadays quick to do took forever. So definitely, the long days affected them.

A: It sounds quite difficult. Would you say that they got closer because of this?

B: Definitely. I think they spent more time together. In the evenings, there wasn't really much to do, so they played board games and read books together. They would also just chat about life, and they certainly got to experience more as a family. And when there were difficulties, they really worked together as a team, so that definitely brought them closer together.

A: But if they hadn't done this experiment, do you think they would have been as close?

B: Well, personally, I don't think they would have been. They spent so much time together during this experiment, whereas nowadays, people are so busy with their own lives: the adults have their own jobs and their own careers to look after. There's also technology that gets in the way. The kids may be on their phones more, so they probably would have spent less time together as a family. I think that's the problem with life nowadays—we are so focused on what we're doing that sometimes we forget about our family.

Listening audio scripts

(Part I)

Presenter: ... and so please welcome child psychologist Marlene Knight, author of the book called *Whose house is it anyway?* She is going to talk about sharing space and responsibilities with our children.

Marlene: Thank you very much ... OK, so I'm going to start with household chores. In some homes, parents and their children often argue about chores and who should do them. Let's look at some strange but true facts ... A recent survey of 11- to 16-year-olds found that 35% never prepare meals, 63% don't do the ironing and 75% never load a washing machine or clean the bathroom. Many children ... girls and boys ... don't even make their bed before they go to school. What does this mean? Are kids lazy or just too busy? Should parents ask them to do more?

(Part II)

Marlene: Some people point out that today's kids have more homework and have less time to do jobs around the house. Teenagers in particular won't have much energy since their bodies and brains are developing very quickly, and that can be tiring ...

Kids also say, "It's not my house. Why should I clean it?" Well, they use it, and if they don't learn how to do basic chores like cooking and cleaning, how can they look after themselves when they leave home? Helping with chores is training in basic survival skills. It's also a good way to remind children that they are part of something bigger than themselves—the family. And, by giving them some responsibility, you're also telling them that you trust them, and that increases their confidence. But it's tricky to get children to do chores. ... And most kids only like to do things that help them or give them something back immediately. The best way to deal with this is to

make some house rules, and also point out some of the long-term benefits: studies show that children and teenagers who help around the house are happier and have better family values. When they take out the rubbish, lay the table or clean the floor, they are actually learning how to become more helpful members of society.

So, my message today is this: don't teach your children to be lazy. Start good habits early, and help them become good and responsible citizens in the future.

Video scripts

Pastimes in the past

The Ashby-Hawkins family are spending the next four weeks going back in time—to the 1950s, 1960s, 1970s and 1980s. They are changing everything in their lives: from their house to their clothes and hairstyles; and their food to their technology. For Daisy and Seth, the biggest change will be how they spend their free time. They both go on social media a lot, and they can't imagine life without the Internet.

Seth: I don't really remember life before Internet* because I'm only twelve.

Daisy: The whole "not being able to message my friends"—I'm dreading that. No Wi-Fi—really, really dreading that.

So, the family's first week in the past—in the 1950s—is going to be difficult! The family are having fun in their living room—1950s style! Daisy is sewing, while Seth is doing a jigsaw puzzle.

Seth: I'd normally be on, like, my phone or watching TV. I haven't really made a lot of jigsaws since I really turned ten.

Daisy: The only thing that you have to entertain yourself is a piece of cardboard with a bit of a picture on it.

Life in the 1960s is a bit more fun and free, with TVs arriving in most houses ... trips to the fairgrounds on weekends ... and phone boxes in the streets. Unlike today, telephone communication was not very mobile in the 1960s! The '70s brings more activities for Daisy and Seth to do—with swing ball, keyboards, and even the first computer games! But surprisingly, the thing they enjoy most about the '70s is spending more time as a family: going camping and playing games like darts.

Seth: It seems that it's just a lot more family time now that's being spent in the '70s. So, it just seemed a lot ... nicer now. I don't know why, it just felt a lot nicer.

* 此处为口语中的非正式表达方式，正确的表达方式为 the Internet。

The 1980s brought even more fun things to do—from arcade games to breakdancing, and home computers to karaoke. But Daisy prefers the 1970s to the 1980s.

Daisy: The best decade for our family time was the '70s. It was just entertaining. And you forget how funny your family are when you're upstairs all the time, so it's really nice to spend time with them and I think it really made us so much stronger.

The Ashby-Hawkins house has returned to the present and they're using their modern technology again. But they are going to keep doing one fun thing from the past: they are going to spend more time together as a family.

附录 2：各单元语篇参考译文

Unit 1 Our world

Reading and interaction

浮生一日

你爱什么？你怕什么？你的口袋里有什么？这些问题来自于电影《浮生一日》。导演凯文·麦克唐纳邀请世界各地的人来回答这些问题，并发送回一段反映他们日常生活的视频。他想创作一部记录世界全景的电影，作为数字时间胶囊留给未来的人们。2010年7月24日，来自非洲、欧洲、美洲、南极洲和亚洲的人们用他们的手机和数码相机记录了他们当天的生活，并上传到互联网上。一共收到了81000条视频。麦克唐纳和一组研究者花了七周时间把这些视频制作成了电影。

电影以一个午夜开场。月亮高悬夜空，象群在非洲的一条河流中洗澡，一名婴儿在酣睡。与此同时，在世界的其他地方，人们正在起床、刷牙、做早餐。在接下来的几分钟内，这部时长一个半小时的电影为我们展现了来自140多个国家的人们的日常生活，以及它们之间的联系。在一个片段里，一个美国女孩正玩着呼啦圈。在另一个片段中，一个孩子正在秘鲁一个擦鞋摊干活。一边看起来家境富裕，另一边很贫寒，但接着擦鞋男孩给我们展示了他最喜欢的东西——他的笔记本电脑。他很自豪自己能够赚钱买下它。

“我们所在意的东西是一样的。”导演说。从某种程度上来说，他的话没错。家人和朋友是大多数人所喜爱的，他们中的一些人也热爱运动，比如足球。但是有一名男士说他爱他的猫，还有一位爱他的冰箱，原因是冰箱不会顶嘴！

怪物，狗和死亡是大多数人所害怕的。有一个小女孩害怕长大，一位来自南极洲的男士说：“我害怕失去这片家园。”但当被问及“你的口袋里有什么？”时，人们的回答出人意料。他们的口袋里没有放身份证件，购物清单或者公交车票。相反，有个人兜里揣着纸巾，还有一个人掏出了纽扣。一个贫穷的男子说自己的口袋里什么都没有。他并不因贫困而感到羞耻——他感到活着就已经很幸福了。

电影的结尾，一个年轻女子在午夜前独自坐在车里。外面下着雨，她在手机上录着视频。“我只想让人们知道我在这里。”她说道。换句话说，她想让世界知道她的生活是有价值的。即使人们的生活各有不同，但《浮生一日》中的人们有一个共同点：无论生活是何模样，他们每个人都能找到人生的意义和幸福。

Cultural focus**如何学习文化**

文化指特定群体的生活方式。我们可以从四个文化元素的角度来研究文化——文化物品、文化节日或庆典、文化行为，以及文化观念。

文化物品通常是指与特定文化紧密联系的事物。中国结、灯笼，以及龙舟是中国文化的典型例子。

文化节日或庆典通常指用来庆祝某个特定民族或地区的传统的活动。一些有关中国的例子包括春节、国庆节（10月1日），以及中秋节。

文化行为通常指做一件特定事情的方式，这种方式是某个群体或社区成员通用的。例如，你向新朋友介绍自己的方式，吃饭的方式，甚至是你在公共场合说话的方式。

文化观念是指对世界的理解，它能够典型地反映出在特定文化下的思考方式。例如，世界上每一种文化几乎都有关于财富、家庭，以及对待长辈态度的观念。但是，不同文化背景下的人会从不同的视角看待这些事情。例如，和其他一些国家相比，中国人把对长辈的尊敬看得更重要。

Unit 2 Places**Reading and interaction****历史复活的地方****中国，西安**

西安无疑是中国最受欢迎的旅游目的地之一。每年，有大量游客参观离市中心大约42公里的秦始皇兵马俑——最令人惊叹的世界历史遗迹之一。

作为中国伟大的历史古都之一，西安在唐朝——那个诗歌和艺术的黄金时代——成为了世界上最大的城市。西安当时叫长安，是连接中国和世界的丝绸之路的起点。玄奘法师也是从这里开始了他著名的旅行，这次旅行后来成了小说《西游记》的素材。唐代留下的历史遗迹有大小雁塔和大明宫遗址，而大明宫是大唐皇宫的正宫。

如今，西安是一座现代化城市，处于中国“一带一路”倡议的核心位置，不过它悠久历史的痕迹依然随处可见：它是世界上为数不多依旧保有城墙的城市之一。这座大约14公里长的城墙，原本为防御外敌而建，现在成了领略这座城市风貌的大好去处：从城墙上你能将西安

的美景尽收眼底。

意大利，佛罗伦萨

佛罗伦萨是意大利著名的历史古城之一，也是很多新奇想法和惊人发现的诞生地！

佛罗伦萨的历史，因人们对艺术、文化和科学“重生”年代的记忆跃然纸上。13世纪末，文艺复兴从这里兴起并传播到欧洲其他地方。那时，一批像米开朗基罗、列奥纳多·达·芬奇和伽利略那样的人在佛罗伦萨生活、工作和学习。在此期间，他们和另一些才智超群的人一起，为后世留下了珍贵的艺术作品，也取得了一些重大的科学发现。

佛罗伦萨充满了各种艺术、科学和历史博物馆和各类古代建筑，以及历史悠久的大学。你可以参观其中的很多地方，去体验、欣赏文艺复兴时期的惊人成果和奇异发现。米开朗基罗在1501—1504年期间完成的著名雕塑《大卫》便是一例，而佛罗伦萨大学又是另一处必看景点。这所大学建于1321年，包括列奥纳多·达·芬奇在内的很多著名人物在文艺复兴时期就读于此。

今天在佛罗伦萨，你可以同时领略古老和现代。历史遗迹紧邻高档饭店和高端商店。当你品尝当地美食的同时，可以顺便想想接下来参观哪些有趣的地方。

Cultural focus

名字里有什么？

去年，我在澳大利亚各地旅游时，经常碰到一些奇怪的地名，比如默威伦巴(Murwillumbah)和沃特卢(Waterloo)。我也常常自问：“这些名字是从哪儿来的，我们又能从中了解些什么呢？”当地人有时知道答案，有时不知道，所以我决定更仔细地研究这些地名，并从中发现了一些有趣的细节。

“我们这是在哪儿？”这是刚到一个新地方时我们常问的问题。但想一想，我们能用什么方法告诉别人我们在哪儿呢？很多地名会描述自然特征，本身有一定的提示作用，如“大山”“干旱沙漠”或“大树”。数千年前，最早的澳大利亚人——土著人——就是用这个办法起地名的。今天，在澳大利亚，有数千个由土著人命名的地方，一些城镇如默威伦巴(Murwillumbah)(好营地)、南巴卡(Nambucca)(入海口)、邦迪海滩(Bondi Beach)(由“Boondi”一词而来，指水从岩石倾泻而下的声音)，以及乌卢鲁巨石(Uluru)(大石头)等，都是用这种方法命名的。

欧洲人有不同的想法，他们1606年初次来到澳大利亚时，想让这片陌生土地有家的感觉。他们用了什么办法呢？好吧，他们借用母国的地名给土地命名——来显示这块地方是属于他们的。这样，法国和荷兰的地名，如布干维尔岛(Bougainville)和阿纳姆地(Arnhem Land)，

就开始出现在澳大利亚的海岸沿线。1770年，英国探险家詹姆斯·库克船长来到植物学湾(Botany Bay)。不久，那里就有了墨尔本(Melbourne)——一个以英国首相名字命名的小镇，以及沃特卢(Waterloo)——一个来自于英法之间一场著名战役的名字。

澳大利亚总计有超过25万个地名，包括河流、山脉、沙漠、城镇、城市等。这些地名有的可以告诉我们会发现什么，有的告诉我们一段历史，有的让我们警惕危险，有的表示欢迎。下次你到新地方旅行时，想一想它的名字。看看它能告诉你什么？

Unit 3 Choices

Reading and interaction

好的，坏的和真正丑陋的

简·布朗

今天，我的冰箱里有一些葡萄，几根香蕉和一些果汁——这些东西不贵，而且对我有好处。还有比萨饼和一些汉堡包——它们对我的身体就不太好。我知道这些食物对我健康的影响，但对我周围的世界有什么影响呢？是时候查看一下我的碳足迹，思考一下好的、坏的和真正丑陋的食物的区别了。

食物里程

我的第一站是标签。标签为我们提供了大量信息：我们可以将食物保存多长时间，食物的健康程度和它的来源。几百年前，我们吃的大部分食物来自步行可达的地方，但今天，食物会历经数千英里的旅行。我们将其冷藏，然后用飞机和轮船运送到世界各地，这造成了污染并导致全球变暖。我看了看比萨饼，顿时感觉很不舒服——不是因为它不健康，而是因为它上面的海鲜是从泰国远道而来的。我知道英国也出产海鲜，但本地的海鲜更贵。我拿出一根香蕉——它来自巴西，但不算太糟，因为它是轮船运来的，所以这种健康食物的碳足迹很小。

包装

下一站是包装。在英国，我们不会回收所有的包装；30%以上的包装是被扔掉的。这些垃圾进入垃圾场，而不是废品回收站。幸运的是，香蕉这样的食物不需要包装，但是葡萄等食物需要包装的保护。我看了看冰箱里的葡萄——它们装在塑料容器里，来自西班牙。

生产

虽然我的葡萄来自西班牙，但它们至少是在自然阳光下生长的。在英国，人们在加热的温室里种植葡萄，这意味着我们的葡萄不太节能。如果比萨饼和葡萄是“坏的”，那么我的冰箱里还有一种食物是“真的很丑陋”。那就是汉堡包。因为里面的肉饼来自肉牛，碳足迹最大。在美国，肉牛产生的温室气体相当于 2000 万辆汽车！

我关上冰箱门，为下次去超市列了一张清单：1) 阅读标签；2) 看看包装；3) 少买些肉。或许我还可以自己种点蔬菜。这样做很环保。我能省点钱，而且也不会因为吃汉堡包而感到内疚！

Cultural focus

新吃法：在线点单，送餐上门

十年前，很少有人知道在线送餐应用程序，但今天，很多人会发现没有它们就无法生活。仅在中国，就有超过四亿人使用此类应用程序。不管怎么说，在线送餐服务不仅改变了我们的饮食方式，而且还对我们的社会产生了巨大的影响。

毫无疑问，这些服务给我们带来了很多好处。它们为很多人提供了就业机会，并帮助餐馆招揽了更多顾客。由于使用方便，这些应用程序也惠及消费者：无论天气多么恶劣或日程多么繁忙，如今我们都可以在一天中的任何时间选择送餐上门。这对长时间工作的人尤其重要，因为他们可能没有时间做饭。这些应用程序不仅可以节省时间，还为我们提供了各种各样可供选择的餐厅。事实证明，它们对退休的人也很有用：住所远离餐厅和超市的老年人现在可以更容易地买到食物和杂货。

但是，我们也不能忘记在线送餐服务的弊端。一方面，它们使人们更容易点高糖、高脂、高盐的不健康食物。另一方面就是食品安全问题：食品的实际来源很难确定，也无法知道店主是否具有合法经营餐馆的许可。由于需要尽快送达订单，一些送餐骑手无视交通规则。近年来，已经因此发生了多起可怕的交通事故。此外，该行业正在产生数量惊人的包装垃圾：每年由于在线送餐服务而丢弃的食品包装超过 100 万吨。专家认为，这一数字未来还会继续增长，这将对环境产生负面影响。

尽管这些服务有很多优点，但我们需要确保，从长远来看我们做出了正确的选择。我们应该尽最大努力减少浪费，尤其是在包装方面。我们还需要考虑所选择的食物，以及它们对健康的影响。下次想点外卖的时候，你应该问问自己是否真的需要。大多数情况下，步行去超市购买所需的食材，然后自己下厨不失为更好的选择。

Unit 4 My space

Reading and interaction

四十年代的家庭生活

“好多次我都在想：‘我做不到。我是二十一世纪的女性，做不了每天工作十八个小时的活儿。’但我又会停下对自己说：‘不对，二十世纪四十年代的女性不会说她们做不到，她们只会咬紧牙关干下去。’”五十岁的林恩·海默斯说道。她参加了一项名为“四十年代的家庭生活”的实验，目的是看看一个现代家庭能否在二十世纪四十年代的环境中生存下来。

三月份的时候，林恩、她的丈夫迈克尔、她的女儿和两个外孙来到伦敦南部的一栋三居室住宅。不幸的是，当他们打开门，他们发现二十一世纪所有节省劳力的设备都消失了。房子里没有中央供暖和冰箱，但幸运的是，他们还有煤火用来取暖。

可是，和安全相比，食物和取暖就没那么重要了——他们的当务之急是迅速在花园里挖一个防空洞。他们需要一个藏身之所：1939年，第二次世界大战爆发，德国飞机经常在伦敦上空投掷炸弹。虽然这场战争对于海默斯一家来说并不是真的，但他们还是在洞里待了很长时间，希望这项实验看起来尽可能真实。

战争对他们而言不是真的，但日常生活的艰难却是真实的。二十世纪四十年代，食品、汽油等商品实行定量配给政策。没有多少肉和牛奶，也没有多少鸡蛋，食物真的很单调。因此，一家人经常忍饥挨饿，尤其是孩子们。实验前孩子们经常吃零食，但现在他们吃干三明治当作午饭。

家务活也是一项挑战。二十世纪四十年代的家务活十分繁重，相当于一份全职工作。迈克尔外出工作时，林恩和她女儿的大部分时间都在做饭、洗碗和打扫房间。过去，林恩很容易完成的事情现在变得异常困难。她最想念她的洗衣机了。“我们得用沸水烫洗衣服；天气不好的时候衣服根本干不了。”林恩说。

现在，林恩又回到了她的现代开放式住宅，但令人惊讶的是，她怀念二十世纪四十年代的房子。她觉得她和家人变得更亲密了，因为他们帮忙分担了辛苦的工作。晚上，他们和孩子们一起玩桌游，看书或者只是聊聊天。二十世纪四十年代的生活并不轻松，但更轻松舒适的生活未必意味着更好的生活。“我很乐意回到那里。”她说。“我喜欢那栋房子，在那里我们一家人同甘共苦。”

Cultural focus

一座有历史的房子

大城堡

想象一下，您住在一座巨大的房子里，大到您都不知道它有多少个房间！海克利尔城堡的主人卡那封夫人就不确定她的城堡共有多少房间，但她知道海克利尔城堡是英国最大的宅邸之一。从外面看，这座城堡就像伦敦的议会大厦。事实上，这两个地方都是由查尔斯·巴里爵士建造的。当巴里在 1842 年完成海克利尔城堡的建造时，城堡有 50 多个房间，其中包括一个天花板高达 15 米的房间！但这个房间只在特殊场合使用。如今，海克利尔城堡是英国最昂贵的宅邸之一，价值超过 1.5 亿英镑。

来自古埃及的宝藏

想了解古埃及吗？来参观海克利尔城堡吧，了解它与埃及的不解之缘。1922 年，卡那封勋爵在埃及开启了一位古代法老的陵墓。然而，短短几周后，卡那封勋爵突然去世。许多人认为法老愤怒的灵魂导致了他的死亡。如今，您可以在城堡的埃及展室了解有关他的发现的更多信息，并做出自己的判断。

走上荧屏

如今，海克利尔城堡是英国最著名的住宅之一，但这不是因为它有趣的历史或它的埃及宝藏，而是因为它是英国电视剧《唐顿庄园》的“明星”。该剧讲述了二十世纪一零年代一个上流社会家庭的生活，大部分故事发生在海克利尔城堡内。每周有超过一千万的观众收看这部电视剧。剧迷们喜欢来到海克利尔城堡，很多人希望能看到他们最喜欢的演员！

参观信息

开放时间：5 月至 9 月，每周 7 天，上午 10: 30 至下午 6: 00

门票：9.50 英镑（儿童），16.50 英镑（成人）

附录 3：教学活动任务单

Unit 1 Our world

Reading and interaction

Worksheet 1

Watch, listen and take notes of the dialogue between the teacher and student X. Try to remember their dialogue and write it down.

Deep reading

Why does the film-maker want to shoot this scene?

Scene 1 (Example)

Teacher: _____, why does the film-maker want to shoot this scene?

Student: _____

Teacher: _____

Student: _____



Worksheet 2

Move around the class, asking at least three classmates for explanations. Select the most reasonable or interesting explanation and report it to the class.

Deep reading	<i>Why does the film-maker want to shoot this scene?</i>
--------------	--

Scenes	Student 1	Student 2	Student 3
1			
2			
3			
4			
5			
6			
7			



Worksheet 3

Listen to a dialogue between two foreign students. Take notes and then compare these with your own answers. Discuss whose answer sounds more convincing and what you have learnt from their conversation.

Scenes	Answers
1	
2	
3	
4	
5	
6	
7	



Worksheet 4

Match the explanations below to the scenes (1)—(7) on page 9 in your textbook.

- A. I think the film-maker wants the viewers around the world to pay attention to environmental problems such as global warming, for example, the melting ice in Antarctica.
- B. The idea in this scene is that everyday life can be tiring. The film-maker may want us to understand that we all experience burdens in life, but we still love life.
- C. My understanding is that the value of a person is not in their wealth, but in the confidence they have and in the value of their life.
- D. It suggests that doing a humble hard job like shining shoes does not mean a person cannot enjoy their favourite things in life.
- E. This scene shows that some people may be keen on sports or having fun. It suggests that health and happiness are important.
- F. My understanding is that people have different ideas when talking about what they love. You can love anything that makes you feel comfortable and happy.
- G. I understand that this is part of a normal day's routine for most people. I think it suggests that though it may not be interesting, it is an important part of our daily lives.



Worksheet 5

Making a digital time capsule

1. First ask your group members if they would like to choose the same details as Kevin in the passage. Why or why not?

Kevin's selections

- The midnight moon
- A group of animals
- A sleeping baby
- One's morning routines
- Showing one's skills in playing hula hoop
- A boy who is proud of his notebook computer
- One's worries about growing up, or environmental issues
- Some insignificant objects in one's pocket
- Someone's views of wealth and poverty
- Someone's views of everyday life and work

2. Now ask those who disagree to suggest another object / scene for the digital time capsule and give reasons.

3. Comment on their ideas by answering these questions: Whose idea is the most interesting?
Why?



Unit 2 Places

Reading and interaction

Worksheet 1

Read the expressions below and discuss with your partner about your understanding. Then write down your conversation.

Expressions	Our conversation
at the heart of	A1: B1: A2: B2:
the birthplace of	A1: B1: A2: B2:
is alive with	A1: B1: A2: B2:
the old and the new	A1: B1: A2: B2:



Worksheet 2

Listen to a dialogue between two foreign students. Do you agree with their ideas? Why or why not?
What have you learnt from their conversation?

Sentences	Do you agree?	Why or why not?
1		
2		
3		
4		



Worksheet 3

Select the words and phrases below to complete the interpretations of the sentences in the Deep reading task on page 27 in your textbook.

class compares concept contrast is alive with link metaphorical
reminds the point of origin the centre of something

Sentences in the passage	My understanding
1 Today, Xi'an is a modern city, at the heart of China's Belt and Road Initiative.	<p>"At the heart of" is a metaphor which means "(1) _____". As "heart" is seen as the centre of a human body, Xi'an is viewed as playing a central role in Chinese history because it was the capital city of many dynasties. The Belt and Road Initiative is created by China, so Xi'an will be viewed as the central place in the (2) _____ of China's Belt and Road Initiative.</p>
2 Florence, one of the famous historic cities in Italy, is the birthplace of many amazing ideas and discoveries!	<p>"Birthplace" is a metaphor, although in English it has almost lost its (3) _____ meaning and is usually used as a common noun. Its meaning is based on the metaphor which (4) _____ the importance of places where something originated to the importance of the places where people are born. In doing so, it emphasizes the importance of that place as (5) _____. The word allows people to (6) _____ the origin of great ideas with the city of Florence in Italy.</p>
3 Florence's history is alive with the memory of a time when art, culture and science were being "reborn".	<p>(7) _____ treats Florence as a living organism like a human being or an animal. It (8) _____ people that many of traditional cultures and historic places can still be found today in the city, and they are "living" in the people's lives in spite of the time passing by.</p>
4 In Florence today you can experience the old and the new .	<p>"The old and the new" highlights a (9) _____ which is very easy to understand, but very deep in meaning. Pay attention to the language here. "The + adjective" shows a (10) _____ of something, e.g. <i>the poor</i> (the poor people), <i>the old</i> (the old people/things), <i>the new</i> (the new things).</p>



Cultural focus**Worksheet 4**

Read paragraph 2 (lines 10–22) and complete the table below.

Name of places	Meanings / Origins
Murwillumbah	
Nambucca	
Bondi Beach	
Uluru	



Worksheet 5

Read paragraph 3 (lines 23–32) and complete the table below.

Name of places	Meanings / Origins
Bougainville	
Arnhem Land	
Melbourne	
Waterloo	

Video

Worksheet 6

Discuss the strengths and weaknesses of each candidate city and choose the best one.

Candidate cities	Strengths	Weaknesses
	• • •	• • •



Unit 3 Choices

Reading and interaction

Worksheet 1

Watch, listen and take notes of the dialogue between the teacher and student X. Try to remember their dialogue and write it down.

Deep reading

1. *What does the writer tell us about food transport / packaging / production?*
2. *Why does the writer mention these things?*

Sentence 1 (Example)

Teacher: _____, what does the writer tell us about food transport?

Student: _____

Teacher: _____

Student: _____



Worksheet 2

Move around the class, asking at least three classmates for explanations. Select the most reasonable or interesting explanation and report it to the class.

Deep reading	<ol style="list-style-type: none"><i>What does the writer tell us about food transport /packaging / production?</i><i>Why does the writer mention these things?</i>
--------------	--

Sentences	Student 1	Student 2	Student 3
1			
2			
3			
4			



Worksheet 3

Listen to a dialogue between two foreign students. Take notes and then compare these with your own answers. Discuss whose answer sounds more convincing and what you have learnt from their conversation.

Sentences	Answers
1	
2	
3	
4	



Worksheet 4

Select the words and phrases below to complete the interpretations of the sentences in the Deep reading task on page 45 in your textbook.

food production carbon emissions landfills make a difference
in natural sunlight packaging unwrapped recyclable

Sentences in the passage	My understanding
1 In the UK, we don't recycle all our packaging; we throw away more than 30% of it.	The writer uses the percentage "30%" as a supporting detail. By giving this figure, the writer wants to show us that even if we recycle, there is still a lot of (1) _____ that isn't being recycled and this is really damaging the environment. I think the writer wants to remind us to reduce the amount of rubbish that ends up in (2) _____ and recycle more.
2 Luckily, we don't need to package food like bananas, but food like grapes needs protection.	The use of "but" highlights the contrast between bananas and grapes. By making this comparison, the writer seems to suggest that we should choose (3) _____ food, such as bananas, or food packaged in (4) _____ materials, such as paper bags instead of plastics, to reduce our carbon footprint.
3 So my grapes are from Spain, but at least they grew in natural sunlight. In the UK, people grow grapes in heated greenhouses, which means our grapes are less energy-efficient.	The writer mentions grapes as an example when talking about (5) _____. As the writer says, the grapes in her fridge "are from Spain, but at least they grew in natural sunlight". However, "in the UK, grapes are grown in heated greenhouses, which means they are less energy-efficient". By comparing different ways of growing grapes, the writer wants to persuade us to buy more food grown (6) _____.
4 In the USA, cows create the same amount of greenhouse gases as 20 million cars!	The figure "20 million" is intended to provide support for the writer's criticism of the cattle farming industry. The writer wants to emphasize that raising cows for beef production is a major source of (7) _____ because cows produce a lot of methane. She thinks that it will (8) _____ if we reduce the amount of beef we eat.



Worksheet 5

Checking food in my fridge

1. List the food in the table below.

Vegetables	
Fruit	
Meat	
Dairy products	
Seafood	
Others	

2. Put them into three groups and give your reasons.

	Food	Reasons
The good		
The bad		
The ugly		

3. Suggest some changes you can make.



Unit 4 My space

Reading and interaction

Worksheet 1

Watch, listen and take notes of the dialogue between the teacher and student X. Try to remember their dialogue and write it down.

Deep reading	<i>What were people's eating habits like in the UK during the 1940s?</i>
--------------	--

Aspect 1 (Example)

Teacher: _____, what were people's eating habits like in the UK during the 1940s?

Student: _____

Teacher: _____

Student: _____



Worksheet 2

Move around the class, asking at least three classmates for explanations. Select the most reasonable or interesting explanation and report it to the class.

Deep reading	<i>Did you have enough to eat during the 1940s? How were people's eating habits different from now?</i>
--------------	---

	Student 1	Student 2	Student 3
Housing			
Personal safety			
Daily routine			
Family life			



Worksheet 3

Listen to a dialogue between two foreign students. Take notes and then compare these with your own answers. Discuss whose answer sounds more reasonable and what you have learnt from their conversation.

Lyn's time-travel experiment		
	In the 1940s	In modern times
Housing		
Personal safety		
Daily routine		
Family life		



Worksheet 4

Select the words and phrases below to complete the responses to the Deep reading task on page 63 in your textbook.

open-plan domestic chores helpfully dropped bombs microwave
take cover electronic devices three-bedroomed coal fire terribly difficult

Lyn's time-travel experiment		
	In the 1940s	In modern times
Housing	<p>In the 1940s experiment, Lyn and her family lived in a(n) (1) _____ house in south London. There was no central heating, fridge or even washing machine in the house. All they had was an oven and a(n) (2) _____ to keep warm.</p>	<p>In modern times, Lyn lives in a modern, (3) _____ house, with various 21st century laboursaving devices, such as a clothes dryer, a dishwasher and a microwave oven.</p>
Personal safety	<p>In the 1940s, personal safety was a priority because German planes regularly (4) _____ over London. Lyn's family had to (5) _____ in a hole in their garden most of the time.</p>	<p>Lyn's life in modern times is peaceful, without any immediate threat of war. There is no need for her to worry about air raids.</p>
Daily routine	<p>In the 1940s experiment, Lyn and her daughter were burdened by (6) _____ every day, such as preparing meals, doing the dishes and cleaning the floor. These seemingly simple chores were (7) _____.</p>	<p>In modern times, Lyn can finish these chores with great ease. For instance, she can vacuum carpets with the vacuum cleaner and heat food in the (8) _____.</p>
Family life	<p>Despite the difficult living conditions in the 1940s, the family grew closer because they (9) _____ shared the hard work and spent more time together.</p>	<p>In modern times, the adults are busy with their jobs and the kids may spend a lot of time with their peers or on (10) _____. They go about their own business and spend less time together as a family.</p>



Worksheet 5

Travelling back in time

1. First list the difficulties Lyn had when she travelled back in time to the 1940s.

2. Suggest one modern device that could help her and give reasons.



附录 4:《普通高中教科书 英语练习部分 必修 第一册》参考答案和听力文本

Unit 1 Our world

A Vocabulary

- 1 (1) birthday cards (2) ID cards (3) shopping list (4) parking ticket
(5) credit cards (6) shopping centre
- 2 (1) of (2) from (3) on (4) about (5) of (6) of (7) in (8) about
- 3 (1) anxious (2) laptop (3) ID card (4) mobile phone (5) tired
(6) computer game (7) home (8) out (9) car keys (10) proud
- 4 (1) nothing in common (2) Unlike (3) similar to (4) contrast (5) Neither
(6) a lot in common
- 5 (1) It is typical of my deskmate
(2) earn enough money to raise his family
(3) who can inspire the team
(4) your package couldn't be delivered today
(5) Many young Canadians are keen on winter sports.
(6) There were eight of us in all for dinner yesterday evening.
(7) On behalf of the whole class, I would like to express our gratitude to you.
(8) Besides two lectures, a visit to a local kindergarten is also on the professor's schedule.
- 6 (Answer for reference)
- I: What did you create the film for?
- K: Well, it's a long story. I am interested in creating a picture of the world, a digital time capsule for the future. So the best and also easiest way is to invite contributions from people all over the world.
- I: An amazing idea indeed. Then how did you collect video clips?
- K: Well, I just posted a request online, asking people to upload short clips about things they love and fear, as well as what they have in their pockets. To my surprise, I got over 81,000 clips in all.
- I: Wow, that is a large number, isn't it? Then how did you process the large collection of video clips?
- K: Yes, it is. Basically, I selected some clips and arranged them in sequence. In this way, I could show the audience their life on a specific day.

I: Hmm, that is very creative. Did you get answers to your questions?

K: Yeah, and the answers are interesting.

B Grammar

- 1 (1) are being threatened by global climate change, especially those in Antarctica
(2) are always welcomed by the manager
(3) are being made in the kitchen
(4) are handing out the questionnaires to the audience
(5) is now being developed by the local school to improve the quality of teaching
(6) are questioning us and searching our car at the same time
(7) is being built near the park
(8) is visited by millions of people every year
(9) is not being painted properly by him
(10) Are; investigating the incident
- 2 (1) is being painted (2) is changing; is being constructed
(3) Is; being used; is playing (4) is played (5) is getting
(6) are; called (7) is being fried (8) is being baked
(9) Are; allowed (10) are being fed
- 3 (1) My bicycle is being repaired. (2) A new hospital is being built.
(3) The school gym is being cleaned. (4) The grass is being cut.
(5) The floor is being mopped. (6) The brick house is being pulled down.
(7) The gifts for the children are being packed. (8) An important issue is being discussed.
- 4 (1) is made (2) is being added (3) is mixed (4) is being pressed
(5) is being pulled (6) heated (7) is cutting (8) is being shipped

C Listening and speaking

Audio scripts:

Lily is a reporter from a high school magazine. She is interviewing Li Nan, a volunteer at an animal centre.

Lily: Hi, Li Nan. Where do you work?

Li Nan: I am now working as a volunteer at a giant panda reserve in Sichuan Province.

Lily: It sounds interesting. What do you do there?

Li Nan: I work at the food unit together with a dozen other volunteers. We prepare food for pandas of different ages.

Lily: Do pandas eat a lot? Can you tell us more about their eating habits?

Li Nan: Sure. For young pandas, their meals include milk, bamboo shoots, apples and carrots. For adult pandas, their favourite food is always bamboo. They really eat a lot. An adult panda may spend 15 hours a day eating as much as 30 kilos of food.

Lily: Wow! That's surprising. I didn't know that! Do you like working there as a volunteer?

Li Nan: Yes, very much. You know I love giant pandas. And the job gives me a rare opportunity to be close to them and to learn more about them. It is always amusing to see them gather around me looking for food. They are really cute, aren't they?

Lily: Certainly. I love pandas too. Do you work every day?

Li Nan: Not really. I usually work from 6:00 a.m. to 1:00 p.m. every other day.

Lily: I see. Are there some challenges with the work?

Li Nan: Yes, there are, especially when I first came here. This place is far away from the nearest town, so life here isn't always easy. Another challenge is that I have to spend a lot of time learning about the pandas' living habits. I record, on a daily basis, their weight, mealtimes, sleeping time, play time, etc. It is tiring but rewarding.

Lily: Sure. You are now an expert on giant pandas. How long are you going to work there?

Li Nan: To be frank, I'm not sure. Maybe two months, till the end of the summer break.

1 The interview is about Li Nan's experience as a volunteer.

2 (1) At a giant panda reserve.

(2) He prepares food for giant pandas.

(3) Yes, he likes it very much because he loves pandas and can learn a lot about them.

(4) The workplace is far away from town and he has to keep learning about pandas.

3 (1) F. Li Nan works at the food unit of the reserve with a dozen other people.

(2) F. Young pandas eat different things, while adult pandas only eat bamboo.

(3) F. An adult panda may eat as much as 30 kilos of food a day.

(4) F. Li Nan works 7 hours every other day.

(5) F. One of the challenges of this job is that the workplace is far away.

4 Answers will vary.

D Reading

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

2 (1) Because she heard that it was good.

(2) No. She went there with her partner.

(3) Because she wanted to see how good the chef was.

(4) She ordered a tomato salad and a piece of grilled fish.

(5) She left 10% of the bill in tips.

(6) Yes, she will.

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

4 (1) set off (2) give it a try (3) decided on (4) find out

(5) with pleasure (6) range(d) from

E Writing and viewing

1 Answers will vary.

2 (Answer for reference)

Two things in the video made a deep impression on me. To begin with, the potato failure could bring about such disastrous consequences that one million people died of hunger and disease, and another two million moved out of the country. Living in modern times, I can hardly imagine the hardships experienced by the Irish at that time. So there is every reason for us not to waste food. Secondly, despite the difficulties they faced and even the prejudice society held against them, the Irish immigrants finally settled and succeeded in the new land called America. They even keep their traditional festival in the new land.

Unit 2 Places

A Vocabulary

1 (1) best (2) popular (3) longest (4) earliest (5) kindest (6) regular
(7) few (8) tidiest

2 (1) a. (university) b. library c. cinema
(2) a. skatepark b. sports centre c. football stadium
(3) a. railway station b. taxi rank c. art gallery
(4) a. factory b. bus station c. hospital
(5) a. market b. concert hall c. theatre

3 (1) old (2) Sea (3) mountains (4) library (5) theatre (6) market
(7) deserted / empty (8) popular / famous

4 (1) B (2) A (3) B (4) A (5) B (6) C (7) A (8) B (9) C

5 (1) a popular tourist destination
(2) where the new school site will be
(3) my mother doesn't allow me to connect to the Internet

- (4) set out on a journey on my own to develop my ability to live independently
- (5) When they saw the remains of the historic site, the tourists felt amazed.
- (6) At this historic moment, let us thank the volunteers for their hard work.
- (7) By sorting our rubbish, we can all contribute to protecting the environment.
- (8) His efforts and talents are greatly admired.

6 (Answer for reference)

Illustrated in the picture is the Drum Tower, which serves as a symbol of Xi'an. Towering above the city centre, it provides a fantastic view of this city. The name of this tourist attraction stems from a huge ancient drum in the building. In ancient times, people used to strike the drum at sunset to indicate the end of the day. I chose this picture for its historical significance: this architecture not only stands for the prosperity of ancient dynasties, but also serves as a bond linking China and foreign countries. More specifically, the Drum Tower has become a famous venue for holding international activities, facilitating the exchange between China and the rest of the world.

B Grammar

- 1 (1) C (2) B (3) C (4) A (5) C (6) B (7) A (8) B
- 2 (1) would join (2) would become / had become (3) would visit (4) would do
(5) would be released (6) would be / was
- 3 (1) was sailing (2) opened (3) read (4) reached (5) made (6) was travelling
(7) gave (8) got (9) found (10) called (11) were repairing (12) named
- 4 (1) saw (2) were standing (3) was; to pay (4) were chatting (5) was playing
(6) threw (7) were leaving / were about to leave (8) was (9) would set off
(10) would come (11) was going to cause / would cause (12) would call (13) went

C Listening and speaking

Audio scripts:

- Dan: Right. Where are we, Kim?
- Kim: I don't know, Dan. You have the map.
- Dan: OK. OK. Let's see. We're here at the Metro Center. Now, where do we want to go?
- Kim: The White House, of course. Look. Ask this woman.
- Dan: Excuse me. Are you from Washington?
- Woman: Yes, I am.
- Dan: Great! Can you help us? We're looking for the White House. Could you tell us how to

get there?

Woman: Oh, sure. Er ... It's near here. Go down this road towards Pennsylvania Avenue. When you reach Pennsylvania Avenue, turn right and walk along the road to the White House.

Dan: Sorry, I didn't catch that. Did you say turn left or right?

Woman: Turn right into Pennsylvania Avenue. You'll see the White House on the right. You can't miss it!

Dan: OK. Well, thank you very much.

Kim: Thanks! And are there any other interesting places near here?

Woman: Well, there is Ford's Theatre, which is the ...

1 (1) F (2) T (3) F

2 (1) Are you from Washington

(2) Could you tell us how to get there

(3) It's near here

(4) Go down this road

(5) Sorry, I didn't catch that

(6) Turn right into Pennsylvania Avenue

(7) You can't miss it

3 Answers will vary.

D Reading

1 (1) B (2) E (3) D (4) F

2 (1) C (2) A (3) D (4) A (5) B (6) B

3 (1) a. thick b. deep c. steep

(2) a. designed b. constructed

(3) a. wooden b. well-built

(4) a. settlers b. residents

E Writing and viewing

1 Answers will vary.

2 (Answer for reference)

After watching the video, I not only have a better understanding of Nanning but also a strong desire to explore the area sometime in the future. Before I started watching the video, I did not know much about Nanning, except that it was a city in Southern China, but I was

impressed by its greenery and unusual landscape. Thanks to its warm weather, the city is covered in green, and there is a great variety of plants there. It must be refreshing to take a leisurely walk along the streets of Nanning. Besides the lush vegetation in the area, it is also home to many unique sights, such as the dramatic karst formations and mysterious sinkholes. This video was really an eye-opener, and I cannot wait to see such wonders with my own eyes.

Unit 3 Choices

A Vocabulary

- 1 (1) recycling centre (2) global warming (3) energy-efficient (4) food miles
(5) eco-friendly (6) greenhouse gases (7) rubbish dumps
- 2 (1) F (2) A (3) H (4) D (5) B (6) E (7) C (8) G
The life cycle of tomato ketchup: (6) (1) (2) (7) (8) (4) (5) (3)
- 3 (1) vitamin (2) fats (3) carbohydrates (4) calories (5) grows
(6) produces (7) transport (8) refrigerate (9) recycle (10) eco-friendly
- 4 (1) e.g. (2) RSVP (3) asap (4) etc. (5) PS (6) tel. (7) St (8) esp. (9) NB
- 5 (1) can be recycled
(2) have been packaged for sale
(3) The impact of greenhouse gases
(4) have been developing energy-efficient products
(5) This documentary reminds everyone that global warming is getting worse.
(6) It took him twenty years to establish himself as an excellent cook.
(7) It is generally assumed that (keeping) a balanced diet is particularly important for the health of teenagers / adolescents.
(8) Despite the fact that imported vegetables offer consumers more choices, their carbon footprint is too big / large.
- 6 (Answer for reference)
Of all the snacks, I like crisps best. The life cycle of crisps begins with potatoes, grown by farmers in fields or in greenhouses. The ripe potatoes are then transported to the factories that make crisps, where they are washed, peeled, chopped and fried by machines. After that, the crisps are put in plastic packages and labeled with the date and the ingredients. Afterwards, vehicles like planes or ships transport them to supermarkets all over the world. People buy crisps, eat them and throw away the packaging. I think the carbon footprint of

crisps is big because the transportation of the food will lead to carbon emissions and the plastic packaging can't be recycled easily.

B Grammar

- 1 (1) whose (2) that (3) which (4) who (5) whose (6) that
- 2 (1) who / that (2) whose (3) who / that (4) that (5) that / which
(6) that / which (7) which
- 3 (1) The mushrooms (that / which) we bought yesterday weren't fresh.
(2) What's the name of the female novelist who / that wrote *Pride and Prejudice*?
(3) I can't find the key that / which opens the front door.
(4) The man whose door we first knocked on wasn't very helpful.
(5) I'd like to speak to the chef who / that cooked this meal.
(6) The cookery book (that / which) you gave me last week is very good.
- 4 (1) whose (2) that / which (3) that / which (4) who / that (5) which
(6) who / that (7) who / that

C Listening and speaking

Audio scripts:

Presenter: Today on *Choices* we have nutritionist Lara Young talking about teenagers in the UK and their diets. So, Lara, what is the typical teenage diet like?

Lara: Well, it's pretty bad. British teenagers don't really take care of their bodies and they don't eat well. People say, "Teenagers are afraid of nothing except a healthy meal." So they usually eat a lot of junk food, and that means a lot of sugar and fat in their diet. They often miss out on meals. Some never eat lunch, for example, so they only have two meals per day instead of three.

Presenter: What's the reason for this?

Lara: Well, a lot of people think it's because teenagers are lazy, but actually most young people have a very busy lifestyle. They go out with their friends once or twice a week, they take part in after-school clubs and they have a lot of homework. Parents are busy, too, so it's quicker to have a few fast food snacks. People don't often cook family meals. Teenagers eat with their families perhaps once a week. They prefer to eat in front of the TV.

Presenter: They can have an apple or a carrot in front of the TV. Do they eat plenty of fruit and vegetables?

- Lara: They eat a little fruit every week, and they don't eat lots of vegetables.
- Presenter: And how important is having a family meal?
- Lara: Studies show that families who cook a meal and eat together have a better diet, children do better at school, and everyone is happier.
- Presenter: So what can teenagers do about it?
- Lara: If you don't have much time, try to have a healthy snack. Make a quick salad, don't eat chocolate, sweets or burgers. Drink water or a little juice, don't have a fizzy drink. Have a meal with your family twice a week and try to eat some fruit and a few vegetables every day. Don't miss meals, either. You need to remember: it's your life and it's your body. Try to make the right choice.
- 1 (1) Yes (2) Yes (3) No (4) No (5) No
- 2 (1) They eat a lot of junk food.
(2) Some teenagers have two meals every day.
(3) It is because young people and their parents have busy lifestyles.
(4) Perhaps once a week.
(5) Families who cook and eat together have better diets, their children do better at school and everyone is happier.
(6) Having a healthy snack, making a quick salad and drinking water or a little juice.
- 3 Answers will vary.

D Reading

- 1 (1) E (2) C (3) A (4) F
- 2 (1) two and a half
(2) toothpaste tubes
(3) only lasts for about two years
(4) NASA's Advanced Food Technology Project
(5) all of the nutrients needed
(6) soup and tomato salad
(7) comfort food
(8) do some valuable research
- 3 (1) ingredient (2) Plants (3) Spinach (4) liquid (5) Researchers (6) Recipes
(7) laboratory (8) planet
- 4 (1) laboratory (2) plants (3) Spinach (4) ingredient (5) planet (6) recipes
(7) liquids (8) researchers

E Writing and viewing

1 Answers will vary.

2 (Answer for reference)

Cornish pasty is a traditional British delicacy. It is named after its origin in Cornwall, England.

Cornish pasty is made of a piecrust, which is folded over and pinched together to form a semicircular or half-moon shape.

The food is said to have first appeared as a meal for miners, since the piecrust, which was thick and hard, could keep the fillings warm for a long time. So popular is Cornish pasty that it can be found with a variety of fillings in nearly every restaurant and snack stand in Britain. There are even dessert versions that might have fruit in them. The true Cornish pasty, though, is filled with chopped meat, onions and sliced potatoes, with a little pepper for seasoning.

Unit 4 My space

A Vocabulary

1 full-time modern-day open-plan old-fashioned post-war two-bedroomed labour-saving second-hand

(1) two-bedroomed (2) Modern-day (3) full-time (4) old-fashioned
(5) second-hand (6) post-war (7) open-plan (8) labour-saving

2 (1) quickly (2) Unfortunately (3) necessarily (4) Luckily (5) helpfully
(6) Surprisingly

3 (1) cottages (2) joined (3) two-storey (4) modern-day (5) central
(6) labour-saving (7) Unsurprisingly (8) easy (9) Personally (10) twenty-first

4 a. roof b. chimney c. skylight d. garage e. balcony f. attic g. upstairs
h. stairs i. downstairs j. front door k. step l. cellar

(1) garage (2) balcony (3) step (4) chimney (5) front door (6) Downstairs
(7) attic (8) roof (9) skylight (10) stairs (11) cellar (12) Upstairs

5 (1) is perfectly capable of looking after herself
(2) nobody survived the air crash
(3) suffered huge losses in the financial crisis
(4) are not necessarily comfortable to live in
(5) To his credit, he returned the money that he had found to its owner.
(6) There is a bank opposite the supermarket.

(7) What matters is not winning, but taking part.

(8) It's not appropriate to wear jeans on formal occasions such as weddings.

6 (Answer for reference)

As I am walking in the front door of the 1940s house, I can feel darkness and humidity inside. I see a coal fire in the living room, which adds a cozy and homely atmosphere to the house. There is a sofa, a bookshelf filled with books, some chairs and a long wooden table. Anyway, the room is not very big but impressively tidy. I turn left into the kitchen. Surprisingly, there is no fridge, microwave or dishwasher in it. What I can find is an oven and a cupboard. Much to my disappointment, there is nothing in the cupboard but some dry sandwiches.

B Grammar

- 1 (1) which / that (2) why (3) where (4) when (5) which (6) where (7) where
(8) when (9) when (10) which
- 2 (1) where most American films are made
(2) when the Spring Festival begins
(3) when the Communist Party of China was founded
(4) which / that sells drinks, snacks, etc.
(5) where it is too cold to grow rice
(6) where William Shakespeare was born and buried
(7) why the car broke down
(8) where I can get some petrol
(9) who / that wrote the *Harry Potter* books
(10) which / that helps children around the world
- 3 (1) I'd like a room whose window looks out over the sea.
(2) The car whose brakes failed ran into a lamp post.
(3) The USA was the place where credit cards were first used.
(4) An attic is a room or space which / that is often used for storing things.
(5) We visited a village in the countryside where there is a famous waterfall.
(6) A black hole is a region of space from which nothing can escape.
(7) After living in Paris for 50 years, he returned to the small town where he grew up.
(8) This may lead to a dangerous situation where the driver is likely to lose control of the vehicle.
- 4 (1) who (2) that / which (3) that / which (4) when (5) who (6) which
(7) where

C Listening and speaking

Audio scripts:

Dialogue 1

Patrick: Wow. That smells great, Aunt Julia. What are you cooking?

Aunt Julia: Pasta. I hope you like it.

Patrick: I love it.

Aunt Julia: It'll be ready in five minutes. Could you go and lay the table in the dining room for me, please?

Patrick: Sure. Can I use the bathroom, please? My hands are dirty.

Aunt Julia: Of course you can. Use the downstairs bathroom. It's just over there.

Dialogue 2

Patrick: Thanks for dinner, Aunt Julia. That was tasty.

Aunt Julia: That's OK. Would you like some more?

Patrick: No, thanks. I'm not hungry. Is it OK if I make a phone call? I forgot to charge my phone this morning. Could I use yours?

Aunt Julia: Sure, no problem. I'll just clear the table. The phone is in the living room.

Patrick: Thanks, Aunt Julia.

Dialogue 3

Aunt Julia: Well, you look comfortable on that sofa.

Patrick: Yes, it's really nice here. Aunt Julia ... Do you mind if I switch on the TV? There's a really good film on and I'd like to see it.

Aunt Julia: Well, it depends. What time does it finish?

Patrick: Oh, er, it isn't a very long film, and it's Saturday tomorrow, so ...

Dialogue 4

Aunt Julia: Right, well, this is your room for the night. I've washed and ironed the sheets, so I think you'll be OK here.

Patrick: Yes, it's great. Is it all right if I read a book? I usually read before I go to sleep.

Aunt Julia: Go ahead. See you in the morning.

Patrick: Good night. And thanks for everything, Aunt Julia.

1 Dialogue 1: kitchen (C)

Dialogue 2: dining room (A)

Dialogue 3: living room (D)

Dialogue 4: guest bedroom (B)

- 2 (1) She is cooking pasta.
(2) Patrick lays the table.
(3) He uses the downstairs bathroom.
(4) He uses the living room.
(5) He wants to watch a film.
(6) He usually reads a book.
- 3 Answers will vary.

D Reading

- 1 (1) C (2) F (3) B (4) G (5) D
- 2 (1) T
(2) F. They usually lived in wooden houses.
(3) T
(4) NG
(5) T
(6) F. Rich people live in one-storey homes.
(7) NG
(8) F. They didn't have much furniture.
- 3 (1) generations (2) thieves (3) servant (4) guards (5) burglar (6) slaves

E Writing and viewing

- 1 Answers will vary.
2 (Answer for reference)

Watching the video “Pastimes in the past” again, I notice two details I might otherwise have missed. Firstly, I am impressed by the harmonious atmosphere in the family. They spend most of their time together, doing things that may seem childish, playing games like darts and laughing heartily. These scenes remind me to spend more time with my family and cherish my family members. Secondly, it is interesting to find Daisy and Seth's change in the way they spend their spare time. At first, they go on social media a lot and dread the life without the Internet, but at the end of the experiment, they find that there is much more happiness in the world without the Internet.

后记

本教学参考资料是为高中《英语》(上教版)学生用书编写的配套教学参考资料，经上海市中小学教材审查委员会审查通过，准予使用。

本次教学参考资料编写使用了牛津大学出版社语料库中的部分优秀素材，在编写过程中牛津大学出版社的外籍专家帮助修改语篇、润色语言，在此表示衷心感谢。

编写过程中，上海市中小学(幼儿园)课程改革委员会专家工作委员会，上海市教育委员会教学研究室，上海市课程方案教育教学研究基地、上海市心理教育教学研究基地、上海市基础教育教材建设研究基地、上海市英语教育教学研究基地(上海高校“立德树人”人文社会科学重点研究基地)及基地所在单位上海外国语大学，编写组所在单位华东师范大学等单位给予了大力支持。此外，全市数十位高中英语教师、教研员和专家给我们提供了良好的教学试验机会和有价值的意见。在此表示衷心的感谢！

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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！

中国国际电视总公司（Unit 2视频 Nanning: a city in southern China）；

ITNEdu（Unit 4视频 Pastimes in the past）。

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