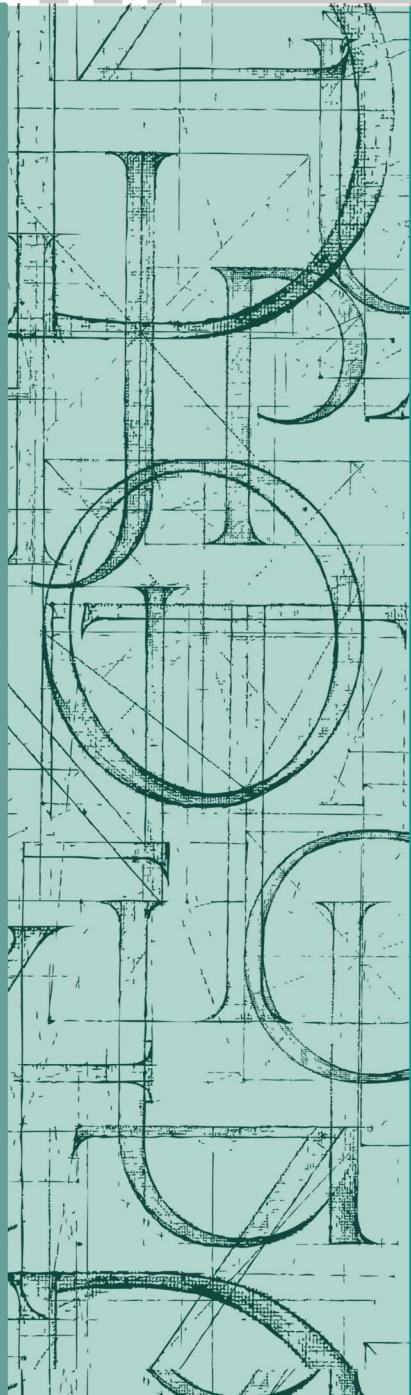
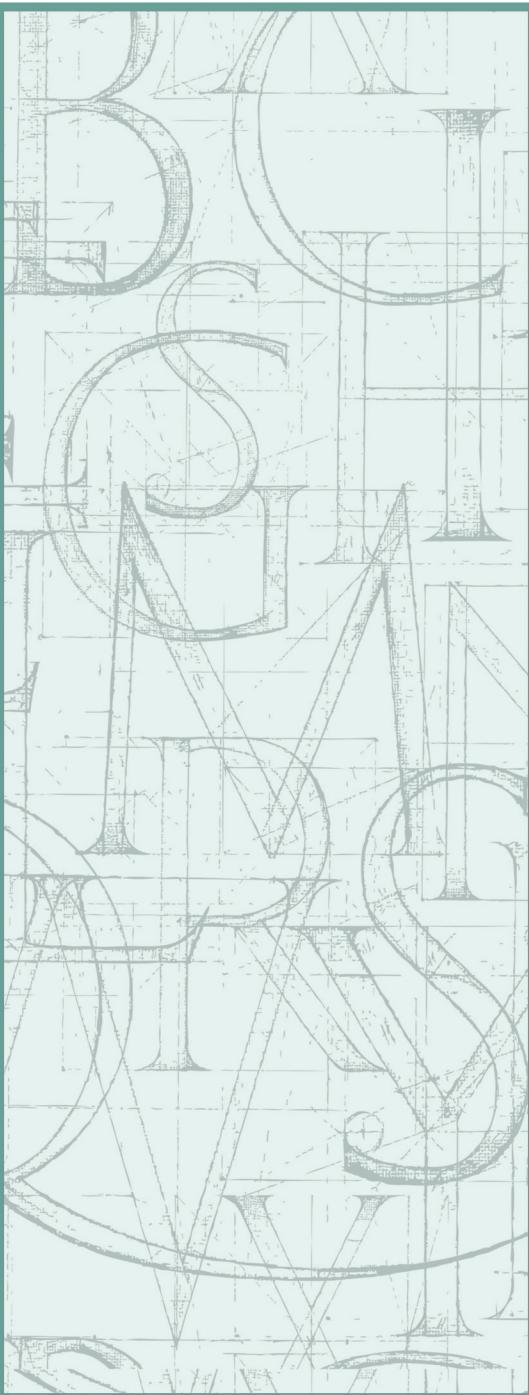
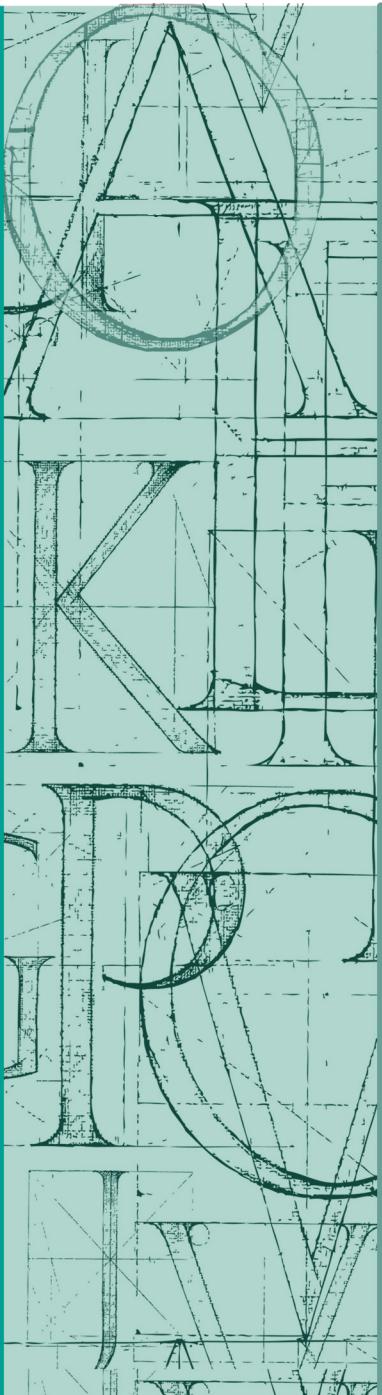


普通高中

英语·教学参考资料

选择性必修 第二册



普通高中

英语·教学参考资料

选择性必修 第二册



图书在版编目 (CIP) 数据

普通高中英语教学参考资料·选择性必修·第二册 /
邹为诚主编. —上海: 上海教育出版社, 2021.8 (2024.8 重印)
ISBN 978-7-5720-0581-7

I . ①普… II . ①邹… III . ①英语课—高中—教学参
考资料 IV . ① G633.413

中国版本图书馆 CIP 数据核字 (2021) 第 089082 号

主 编: 邹为诚

副 主 编: 张建琴

编写人员: 张建琴 桑紫林 李伟英

责任编辑: 黄 艳 庄夏影

特约编辑: 陈娇琦

封面设计: 赵志文

美术编辑: 朱博韡

普通高中 英语教学参考资料 选择性必修 第二册

上海市中小学(幼儿园)课程改革委员会组织编写

出版发行 上海教育出版社有限公司

地 址 上海市闵行区号景路 159 弄 C 座

邮 编 201101

印 刷 上海中华印刷有限公司

开 本 890 毫米 × 1240 毫米 1/16

印 张 10.75

字 数 300 千字

版 次 2021 年 8 月第 1 版

印 次 2024 年 8 月第 4 次印刷

书 号 ISBN 978-7-5720-0581-7/G·0434

电子出版物号 ISBN 978-7-900841-90-2 (音频和视频)

定 价 60.00 元(含音频和视频)

版权所有·未经许可不得采用任何方式擅自复制或使用本产品任何部分·违者必究

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

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

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

前　　言

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

一、《教学参考资料》编写原则

本套《教学参考资料》的编写贯彻以下原则:

1. 注重思想性, 落实立德树人根本任务

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

2. 注重指导性, 指导教师开展教学

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

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

(10) 帮助教师营造友好的语言学习环境。

3. 注重实践性，满足实际教学需要

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

《教学参考资料》在各单元相应部分提供了参考答案，附录包括各单元听力文本和视频文本，各单元阅读与互动 (Reading and interaction) 和文化聚焦 (Cultural focus) 语篇参考译文，教学活动任务单，以及《普通高中教科书 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

* 教材电子书可以从上海教育出版社的官方平台获取。

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

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

(续表)

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

三、《教学参考资料》的结构和教学建议

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

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

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

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

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

其转换为学生容易理解的口头语言，使师生之间的沟通保持顺畅。

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

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

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

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

微型任务 (Mini-project) 开放式任务是语言学习中点石成金的教学活动，教师可以在这种活动中鼓励学生使用自己的语言资源，提供必要的语言支持，纠正他们的语言错误，提高学生的表达流利程度，这是提高学生语言学习的思维品质的主要方法之一，教师要充分重视这一活动的作用。教师要注意让学生经常变换交流对象，注意不同的交际特点的学生之间的搭配；要注意认真倾听学生的汇报，在恰当的机会给学生提供语言反馈，并尽可能让全班同学都看到和听到教师的反馈。《教学参考资料》针对这个栏目描述了任务内容、教学目的、

预期目标、建议完成时间，并提供教学原则、教学建议和参考答案。部分单元提供任务单。

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

B. Grammar activity (建议课时：1 课时)

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

C. Listening and speaking (建议课时：1 课时)

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

D. Writing (建议课时：1 课时)

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

E. Cultural focus (建议课时：2 课时)

文化部分包括一个语篇和一个视频。语篇主要引导学生学习文化的视角，学习文章所介绍的文化知识，以阅读理解和开放式讨论两类任务为主。视频部分要求学生结合学习画面，注意到图片、动画提供的信息，学习相关词汇和语言功能，并通过合作学习完成一项小组活动。视频教学中，教师要遵循“二轻二多”和“眼睛大于耳朵”的原则。“二轻”的意思是教师

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

Self-assessment

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

四、《普通高中教科书 英语练习部分》编写说明

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

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

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

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

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

写作与视听 (Writing and viewing) 部分包含一项写作任务和一项视听写作任务。写作任

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

华东师范大学高中《英语》编写组
2020年12月

目录

Unit 1 Decisions	1
A Reading and interaction	2
B Grammar activity	15
C Listening and speaking	17
D Writing	20
E Cultural focus	22
Unit 2 Digital humans	29
A Reading and interaction	30
B Grammar activity	42
C Listening and speaking	44
D Writing	47
E Cultural focus	50
Unit 3 Creativity	58
A Reading and interaction	59
B Grammar activity	71
C Listening and speaking	73
D Writing	76
E Cultural focus	78
Unit 4 Inspiration	87
A Reading and interaction	88
B Grammar activity	99
C Listening and speaking	102
D Writing	104
E Cultural focus	106
附录 1: 各单元听力文本和视频文本	114
附录 2: 各单元语篇参考译文	124
附录 3: 教学活动任务单	135
附录 4:《普通高中教科书 英语练习部分 选择性必修 第二册》 参考答案和听力文本	141

Unit 1 Decisions

Introduction

This unit explores the decisions people make and the impact on their lives. The **Reading and interaction** section gives an account of Mark Twain's job-hunting experiences and how he decided to be a journalist in the end. The **Grammar activity** section shows how a charity organization's decision to give a family a goat changed their lives while giving students an opportunity to practise the grammar **the to-infinitive as the subject or predicative**. The **Listening and speaking** section reveals several people's biggest regrets in life and what they have learned from that experience. The **Writing** section presents a covering letter to apply for an internship position and helps students learn to write a similar letter. The reading passage in the **Cultural focus** section recounts how Rosa Parks's decision on not to give up her seat on the bus led to the abolition of segregation laws in America and the **Video** introduces several people's decision-making processes and their attitudes and beliefs.

Objectives, proposed teaching hours (PTH) and performance descriptors

Sections	Objectives	PTH	Performance descriptors [*]
A Reading and interaction	Appreciate the humour and analyse the questioning skills as described in the passage	3	2–8 能判断和识别书面语篇的意图，能推断语篇中的隐含意义。 2–11 能理解语篇中特定语言的使用意图以及语言在反映情感态度和价值观中所起的作用。
B Grammar activity	Use the to-infinitive as the subject or predicative correctly in the given context	1	2–14 能在表达过程中有目的地选择语法结构，确切表达意思。
C Listening and speaking	Talk about decisions and regrets in life using appropriate language	1	2–1 在听的过程中，能抓住熟悉话题语篇的大意，获取其中的主要信息、观点和文化背景。 2–2 理解说话者选用的词汇、语法结构和语音手段所实现的特殊表达效果。 2–4 能口头描述自己或他人的经历，表达情感态度。

(Continued on the next page)

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

Sections	Objectives	PTH	Performance descriptors
D Writing	Write a covering letter using appropriate language and format	1	2–9 能识别语篇中的内容要点和相应支撑论据。 2–13 能在书面表达中有条理地描述自己或他人的经历，阐述观点，表达情感态度。
E Cultural focus	Understand the background and results of Rosa Parks's bus ride Evaluate the important decisions that four people made	2	2–12 能根据所学概念性词语，从不同角度思考和认识周围世界；能识别语篇间接反映或隐含的社会文化现象。 2–3 能借助说话人使用的图片、表格、动画、视频片段、示意图等多模态资源，更准确地理解话语的意义。

A Reading and interaction

Objectives

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

1. retell Mark Twain's story about his search for a suitable job;
2. explain the humour in the story;
3. raise specific questions to obtain information for a brief news report.

Background

1. Mark Twain (1835—1910), whose real name was Samuel Langhorne Clemens, was an American humourist, journalist, lecturer and novelist. His most well-known works include his travel stories, *The Innocents Abroad* (1869), *Roughing It* (1872), and *Life on the Mississippi* (1883), and his adventure stories with young boys as heroes, *The Adventures of Tom Sawyer* (1876) and *The Adventures of Huckleberry Finn* (1885). Mark Twain's father died unexpectedly in 1847, when Twain was only 12 years old. After his father's death, he had to leave school and make a living to support the family. He had tried various jobs including a printer, a steamboat pilot and a miner.
2. *Roughing it*, an autobiographical novel written by Mark Twain published in 1872, was dedicated to his mining partner and good friend, Calvin. H. Higbie, who died in 1914. The novel recounts Twain's experiences in his youth travelling around the Wild West in America and trying various jobs.

Notes on the language

1. **finding one's true vocation** "Vocation" means some work that one believes is especially suitable for oneself. The title means "finding a job that is most suitable for oneself".
2. **What to do next?** The question is on Twain's mind constantly. At the beginning of the excerpt, Twain is looking back on his life of constant failures at various occupations, so he asks himself the question. Before the second paragraph, he repeats the question, which indicates his anxiety at finding a true vocation.
3. **I had gone out into the world to fend for myself.** Twain started to make a living when he was quite young. See **Background** for relevant information.
4. **... and then given it up because it was so tiresome.** The suffix *-some* means "producing; characterized by", so "tiresome" means "likely to tire someone", cf. *fearsome*, *quarrelsome*.
5. **... and amounted to less than nothing in each ...** The sentence means that he did not achieve anything in these jobs.
6. **I gave in to Higbie.** Higbie is Twain's good friend. Twain considered him "an honest man, a genial comrade, and a steadfast friend". Here "gave in to Higbie" possibly means that Higbie had suggested they try mining again and this time Twain agreed.
7. **I made the toss ... down the back of my neck.** This sentence implies that Twain may not have been physically strong enough, for he failed to land the mess further out of the shaft. Thus, mining was unsuitable for him too.
8. **Eureka /jʊ'rɪ:kə/** (exclamation, often humorous) The word is used as a cry of pleasure at one's sudden discovery of answers to a problem. It means "I've found it" in Greek.
9. **He'd write good stories about the hay wagons when there was no news.** "He'd" is "He would". The sentence means that when there were no worthy stories to report, Dan was still able to write about mundane matters to fulfil the task. "Would" suggests that this happened regularly in the past.
10. **I felt that I had found the right occupation at last.** "At last" indicates that the result is long-expected and is usually positive.
11. **rise to the challenge** This English idiom means "a person can deal with a difficult situation successfully". Idioms are composed of several words, and their meanings cannot be obtained from individual words. Other idioms used in this excerpt include *amount to less than nothing*, *get the ball rolling*, *show somebody the ropes*, *in a nutshell*, and *the bottom line*. Idioms are

found less in daily conversations, and are mostly used in fiction to add elements of liveliness and vividness in descriptions.

Word study

1. **gain** *v.* to obtain or win something, especially something that you need 获得；赢得

gain something 获得……

to gain entrance / entry / access to something 得以进入

gain somebody something 使某人获得……

Her outstanding work in the field of vaccine development gained her worldwide recognition. 她在疫苗研发领域的出色工作使她全球闻名。

2. **impress** *v.* to make somebody feel admiration 使钦佩；给……留下深刻的好印象

His honesty impressed her. 他的诚实打动了她。

It impressed me that she was able to play the piano though she was deaf. 令我佩服的是她双耳失聪却会弹钢琴。

impress somebody with something 用……打动某人

He impressed her with his excellent work. 他的出色工作打动了她。

3. **worthwhile** *adj.* worth spending time, money or effort on 值得花时间(或花钱、努力等)

a worthwhile cause 高尚的事业

worthwhile for somebody to do something 值得某人做某事

High profit makes it worthwhile for manufacturers to invest in this new industry. 高利润足以使生产商投资这个新行业。

It is worthwhile to learn some computer skills. They will come in handy one day. 学习一些计算机技能是值得的。终有一天会用得上。

4. **wander** *v.* to walk slowly around a place, often without any particular purpose 漫游；闲逛；游荡

He likes to wander around every time he goes to a new place. 每到一个新的地方，他都喜欢到处闲逛。

After dinner, we wandered back towards the hotel. 晚餐结束后，我们溜达着回到酒店。

5. **column** *n.* a part of a newspaper or magazine which appears regularly (报刊的)专栏

the gossip/financial column 漫谈/财经专栏

Pre-reading activity

(see Student's Book page 6)

Teaching principle

Reading is more effective when learners are familiar with the context.

Teaching suggestions

- Put Ss into pairs. Ask Ss to rank the items by themselves first. Ss then compare their list with their partners.
- Ask Ss to explain the reasons for the top three items on their list. Write Ss' contributions on the board. Provide language support if necessary. The following phrases are for reference:

Items	Possible reasons
make a lot of money	<ul style="list-style-type: none"> to live with dignity to provide a comfortable life for family and loved ones to help those in need to have a sense of achievement
travel to different places	<ul style="list-style-type: none"> to meet different people to experience local cultures
do many different things every day	<ul style="list-style-type: none"> to improve one's ability at work to meet new challenges every day, leading an active, not a boring life
use your talent	<ul style="list-style-type: none"> to do what one likes to be good at one's job to realize one's goals in life
help other people	<ul style="list-style-type: none"> to achieve one's values and feel happy to lead a meaningful life
make your own decisions	<ul style="list-style-type: none"> to put one's creative ideas into practice to learn / use leadership skills
work with a variety of people	<ul style="list-style-type: none"> to learn from others to make friends to enjoy teamwork

(Continued on the next page)

Items	Possible reasons
have the same job for a long time	<ul style="list-style-type: none">• to lead a steady and secure life• to be free from worries about changing one's job

- Ask Ss to discuss the statements in exercise 2 in pairs. Remind them to explain their views with examples or analyses.

Answers for reference

1. Personally, being able to do many different things every day is the most important because I like excitement and challenges. If I had to repeat the same thing every day, I would become bored. To help other people ranks second on my list as it would make me feel that my work is meaningful and I could get a sense of achievement from it. I also would like to make my own decisions because if I had some bright ideas, I would like to put them into practice.
2.
 - (1) I agree. If I could do what I love, I wouldn't mind making less money because doing what I love could bring me a sense of achievement and happiness.
 - (2) I think I should listen to their advice, but I also need to consider my own interests and strengths. My parents and teachers have more life experience, so they can usually give sound advice. However, they should not make the decision for me because the person who knows me the best is myself.

Comprehension work

1* (see Student's Book page 8)

Teaching principle

Learners need to grasp the gist and build language awareness in their initial encounter with the reading passage.

* 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。

Teaching suggestions

- Elicit Ss' responses to the six questions based on the factual information found in the reading passage.
- For better able Ss, the teacher can ask follow-up questions to check their understanding. For example, for question (4), the teacher can ask, "Why did the chief editor give him such advice?" Possible answer: He is trying to suggest that it is acceptable to aim high and want to write sensational stories, but it is also important to be realistic and adopt a down-to-earth attitude at work.
- After asking the six questions, ask Ss, "Was journalism a suitable career for Twain? Why?"

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) Mark Twain had worked as a grocery clerk, a bookseller's clerk, a private secretary and a silver miner. He had also studied law an entire week. But all of these were not right for him because he did not succeed in each of these.
- (2) It offered him a job as city editor and paid him twenty-five dollars a week.
- (3) His first day as a reporter was unsuccessful. He talked to people the whole day and did not find anything worth reporting.
- (4) The chief editor suggested that he try his best to find something to write about and fill up the newspaper even if the topic might not be sensational or exciting.
- (5) It was about a wagon train from the East that had come through the dangerous Indian country.
- (6) He found out that being a reporter was the right job for him and that he was able to write good news.

2 (see Student's Book page 8)

Teaching principle

Explicit language learning is necessary for learners after they have grasped the gist.

Teaching suggestion

Present the summary on a slide, and work through it with Ss. Invite Ss to suggest possible words from the reading passage. Provide necessary language support and correct any errors.

Answers

- (1) unsuccessful (2) clerk (3) stressful (4) mining (5) editor
(6) ropes (7) worthwhile (8) challenge (9) sensational (10) businesslike

Deep reading

1 (see Student's Book page 9)

Teaching principle

It is important for learners to appreciate the stylistic features used in writing.

Teaching suggestions

Task	Explaining the reasons for humour in the quotes from the passage
Purpose	Fluency training: Ss identify where the humour lies in the passage and explain how humour is created.
Prescribed Learning Outcomes (PLO)	Ss will be able to use the contextual clues and their own sociocultural knowledge to explain the reasons for humour in the quotes.
Time	30 minutes

- Ss discuss each quote individually. Use table A for holding a class discussion. You may use table B as a reference to guide Ss' discussion. (Don't show this table directly to the class.)
- Explain how humour is used in literary works. Explain that in the story, humour is used to encourage readers to sense the conflict between the situations.

Table 2A

(2) I had been a bookseller's clerk for a while, but it was too stressful. The customers bothered me so much that I could not read with any comfort.	
Readers' expectations	A bookseller's clerk's responsibilities:
Twain's description	Twain's behaviour:
How humour is created	

Table 2B

(2) I had been a bookseller's clerk for a while, but it was too stressful. The customers bothered me so much that I could not read with any comfort.	
Readers' expectations	A bookseller's clerk's responsibilities: The clerk should help customers find books, answer their questions or sort out bookshelves.
Twain's description	Twain's behaviour: He enjoyed reading books in the store and did not help the customers.
How humour is created	Twain found the job stressful because he thought that he was bothered by the customers. This turns him immediately into a humorous character. The words "bothered" and "could not read with any comfort" together with a matter-of-fact tone help create the humour.

Table 3A

(3) I made the toss, and landed the mess just on the edge of the shaft. It all came back on my head and down the back of my neck.	
Readers' expectations	A miner's work:
Twain's description	Twain's work in the mine:
How humour is created	

Table 3B

(3) I made the toss, and landed the mess just on the edge of the shaft. It all came back on my head and down the back of my neck.	
Readers' expectations	A miner's work: A miner would be strong enough to shovel the mess accurately out of the shaft. They would not miss one single shovel in order to be efficient.

(Continued on the next page)

Twain's description	Twain's work in the mine: He was not able to shovel the mess accurately out of the shaft. The mess came back down the back of his neck. He never said a word, but climbed out and walked home.
How humour is created	Obviously, Twain did not have the strength and competence to work in the mine. He was an incompetent miner. He showed he accepted this fact by immediately leaving the job without saying a word. The straightforward description of his incompetence and how he accepted it creates the humour.

Table 4A

(4) In the past, I had amused myself with writing letters to the chief paper of the territory, the Virginia <i>Daily Territorial Enterprise</i> , and had always been surprised when they appeared in print.	
Readers' expectations	Having one's writing published in the newspaper:
Twain's description	Twain's response to the publication of his writing:
How humour is created	

Table 4B

(4) In the past, I had amused myself with writing letters to the chief paper of the territory, the Virginia <i>Daily Territorial Enterprise</i> , and had always been surprised when they appeared in print.	
Readers' expectations	Having one's writing published in the newspaper: It shows that the writer has some talent in writing.
Twain's description	Twain's response to the publication of his writing: He seemed to show that he was unaware of his talent and thought writing was something he did just for his own amusement.
How humour is created	Twain seemed to be bragging about how he wasted his talent by trying to do what he was not good at. The use of the expressions such as "amused" and "surprised" together with a mockingly innocent tone helps create the humour.

Table 5A

(5) I wandered about town questioning everybody, boring everybody, and finding out that nobody knew anything.	
Readers' expectations	A reporter's search for a news story:
Twain's description	Twain's feeling about this search:
How humour is created	

Table 5B

(5) I wandered about town questioning everybody, boring everybody, and finding out that nobody knew anything.	
Readers' expectations	A reporter's search for a news story: A new reporter works diligently to find anything that could be a news story and in the process develops a professional eye for such stories.
Twain's description	Twain's feeling about this search: He felt that people had no news to tell him at all.
How humour is created	Twain seemed to have aroused readers' sympathetic laughter for his inability to get news stories from the street. The use of the expressions such as "wandered", "questioning everybody", "boring everybody" and "nobody knew anything" together with a tone of exaggeration helps create the humour.

- In case Ss are not able to communicate effectively in English, use Worksheet (see page 135) to help them understand where the humour lies in the sentences from the passage.

Answers to Worksheet

(1) overtime (2) duty (3) expectations (4) suitable (5) description
 (6) modest (7) excitement (8) information (9) failure (10) produces

Answers for reference

In addition to the references given above, it is also possible for teachers to use the following answers as a reference for guiding class discussion. The answers presented here are more formal than the references listed above.

- (2) A job might be stressful if one must often work overtime. The reason Twain found it stressful was that the customers bothered him a lot, when in fact, it was his duty to help them. The difference between the reader's expectations and Twain's reason creates an amusing effect.
- (3) He tried to shovel the mess out of the shaft but failed. The mess fell down the back of his neck and he left immediately without saying a word. He knew at that moment that he was not suitable for that job and showed his frustration by leaving the shaft with the dirt still on his head. This description creates a humorous picture of a frustrating situation.

- (4) He said that he sometimes wrote to the newspaper to pass the time and he was surprised when his articles were published. His words appeared to be modest, but he was actually bragging. In fact, we know he had failed many times at various jobs. The way he downplays his excitement about getting his letters published is comical.
- (5) He did not know how to ask good questions. As a result, he did not get any useful information that he could turn into a news story. He blamed his failure on the people he questioned. Twain's use of the words, i.e. *everybody*, *nobody* and *anything* produces a comical effect that makes his fruitless attempts funny.

2 (see Student's Book page 10)

Teaching principle

Learners need to learn to make inferences based on the clues in the passage.

Teaching suggestions

- Encourage Ss to use their own language repertoire rather than pre-determined language to express their own ideas.
- Provide language support through discussion with Ss or by offering language necessary for Ss to complete their answers.

Answers for reference

- (1) The first time he interviewed people, he probably did not have a clear goal in mind and did not know that there could be news behind the most common things. After getting advice from the chief editor, he might have realized that a good reporter should have the ability to dig deeper and find news in seemingly ordinary life.
- (2) He might have learned that it was important to start by asking questions about trivial everyday things. From there, he might discover something worth reporting.

Mini-project

(see Student's Book page 10)

Teaching principle

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.

Teaching suggestions

Task	Doing an interview
Purpose	Fluency training: Ss can apply the questioning technique to complete the interview.
PLO	Ss can conduct an interview with suitable questions.
Time	20 minutes

- Put Ss into small groups (maximum 4) and ask them to brainstorm a topic they wish to investigate.
- Ask each group to decide on at least three specific questions to ask.
- Ask each group member to interview at least three classmates from other groups and note down their answers.
- Invite some groups to present their interview results.

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	Learning / Reviewing language forms / issues students have encountered in the study of the Reading and interaction section
Purpose	Summarizing and reviewing the language forms / issues in this section so that Ss can use the language successfully
PLO	Ss will be able to understand and remember the form, meaning and the use of the language points in the context.
Time	10 minutes

- Help summarize any language issues encountered in the **Reading and interaction** section.
Write these language points on a designated area on the board.
- Ask Ss to work on their own and then check answers with the class.

Answers

1 gain a livelihood 2 show someone the ropes 3 get the ball rolling
4 rise to the challenge 5 in a nutshell

2 (see Student's Book page 11)

Teaching principle

It is beneficial for learners to encounter newly learned vocabulary in different contexts.

Teaching suggestions

- Put Ss into pairs. Ask them to discuss the possible answers to complete the sentences.
- Ask some pairs to share answers in class.

Answers

(1) regains (2) barely (3) roughly (4) impressive (5) loosely
(6) columnist (7) amusement (8) suited (9) misfortunes (10) descendant

B Grammar activity

Objectives

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

1. recognize the *to-infinitive* as the subject or predicative in the passage;
2. use the *to-infinitive* as the subject or predicative to write sentences correctly in a new context.

Background

Heifer International is a charity organization that aims to end hunger and poverty around the world. They usually provide livestock and training to poor people so that they can learn to support themselves.

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

Teaching principle

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

Teaching suggestions

- Explain the use of *to-infinitive* as the subject and predicative with example sentences. Present the sentences on a slide.
- Ask Ss to compare the two sentences:

To drive this car is easy.

It is easy to drive this car.

Remind Ss that *to-infinitive* as the subject of a sentence is less common than using it with an anticipatory subject *it*.

- Demonstrate how to express "logical subjects" of infinitives with the prepositions "for" or "of" with different adjectives.

It is so kind of you to show us the way in person.

It is dangerous for him to swim alone in the lake.

- Ask Ss to read the passage and complete the exercise independently. Then check answers with the class.

Answers

a: 2, 5 b: 1, 3, 6 c: easy, hard; 3, 6 d: aim, goal; 4, 7

2 (see Student's Book page 13)

Teaching principle

Learners need to apply the grammar knowledge they have acquired in a new context.

Teaching suggestions

- Ask Ss to complete the task independently.
- Check answers with the class.

Answers

- (1) is my dream to be a teacher in the Confucius Institute
- (2) hard for people not to fall asleep
- (3) send rockets into space costs a lot of money
- (4) It is hard for many students to recite
- (5) His goal isn't to apply for

3 (see Student's Book page 13)

Teaching principle

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

Teaching suggestions

- Write the example sentences on the board and explain the instructions.
- You may also lead the class discussion through teacher-student interaction.
- Elicit sentences from the class and write them on the board. Provide feedback and language support if necessary.

- Ask Ss to work on their own to complete answers. The following examples are for reference:

It is easy to get a lot of information on the Internet, but it is hard to judge whether it is true or false.

To find the most suitable words in the translation of poems is often very difficult.

It is easy to blame others when something goes wrong.

- Ask Ss to leave their seats to talk to three different classmates.
- Invite some Ss to report the most convincing or interesting view given by their classmates.
- Provide feedback or language support.

C Listening and speaking

Objectives

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

- retell the three stories about having regrets;
- talk about their experiences of decision-making and having regrets.

1 (see Student's Book page 14)

Teaching principle

It is important to first get the gist of the listening comprehension activities.

Teaching suggestions

- Ask Ss to scan the three choices listed and then listen to the three speakers.
- Ask Ss what each speaker's regret is.
- Play the recording several times until Ss grasp the gist of each speaker's story.
- Use the following information for reference:

Regret about stopping training / leaving the team

Regret about giving up website development work / accepting a job offer

Regret about leaving the band / listening to parents

Answers

1 a: speaker 2 b: speaker 3 c: speaker 1

2 (see Student's Book page 14)

Teaching principle

After learners understand the gist of the listening material, it is beneficial for them to focus on details.

Teaching suggestions

- Ask Ss to first scan the seven statements.
- Ask Ss to make some predictions based on their understanding from the first listening.
- Play the recording again and ask Ss to check their predictions.
- Check answers with the class.

Answers

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

3 (see Student's Book page 14)

Teaching principle

Learners need opportunities to practise identifying functional sentences in a meaningful context.

Teaching suggestions

- Elicit sentences that express regret from Ss and comment on their answers.
- Write Ss' contributions on the board and play the recording several times.
- Discuss the structures they may have heard from the recording, using the following for reference:

Speaker 1: I wish I was there with him. If only I'd carried on training ...

Speaker 2: Sometimes I wish I could travel back in time. If only I hadn't left Susie. That could have

been me ...

Speaker 3: I wish I hadn't listened to my parents. If only I were in the band ...

- Introduce the concept of “subjunctive mood” briefly in which Ss should pay attention to certain structural features like *if only* and *I wish* in the sentences.
- Comment on the different ways that may have been contributed by Ss in the elicitation stage.
- Ask Ss to complete the exercise and check answers with them.

NB

It is possible to use both “was” and “were” in the clause after “wish” to indicate the subjunctive mood. “Were” is more common than “was”.

Answers

- (1) followed my teacher's advice / left the club / stopped training ...
- (2) decided to do more athletics / kept on training ...
- (3) stayed with Susie / kept on working on the website with Susie ...
- (4) taken the job / left Susie ...
- (5) I hadn't left the band / I had stayed in the band / I hadn't listened to my parents ...
- (6) I were in the band / I had balanced my study and practice

4 (see Student's Book pages 14 and 15)

Teaching principle

Semi-controlled practice is beneficial for learners to improve their fluency of spoken English.

Teaching suggestions

- Introduce the speaking task, the roles and the language guide on a slide.
- Take Ss through the language guide, ensuring that Ss understand the example sentences.
- Have Ss carry out the task.
- Invite pairs to present in front of the class. Respond appropriately to their information and language.

D Writing

Objectives

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

1. identify the basic elements and features of language in the sample covering letter;
2. write a covering letter to apply for a position.

1 (see Student's Book page 16)

Teaching principle

It is beneficial for learners to communicate their own ideas in a clearly structured, meaningful situation.

Teaching suggestions

- Take Ss through the instructions of the task and requirements presented on a slide.
- Ask Ss to read the two advertisements and ask them to select one for their writing activity.
- Put Ss into groups (maximum 4) and discuss which content should be included in their application letter.
- Ask Ss to give their reasons for including or excluding certain content.

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

Teaching principle

A clearly structured writing model would benefit learners when they write in a specific genre.

Teaching suggestions

- Encourage Ss to do the task independently.
- Ask Ss to read the sample application letter and highlight the language or expressions they find useful for writing their own letter. Remind Ss to pay attention to the following tips to make their writing specific:
 - use facts, dates and numbers

I've got a tennis coaching qualification.

In July 2012, I received a Level 2 tennis coaching certificate.

- avoid quantifiers, like *some, a lot of, many* ...

Instead of writing "*I did some work in a shop*", provide facts such as "*I worked for Lin's Pie Shop for three months in 2011.*"

- give specific examples of how your experience and skills match the employer's requirements

Instead of writing "*I'm hard-working and reliable*", give specific details such as "*I had the opportunity to develop my customer service skills during my work with Rocket Record Company in August.*"

- Ask the class to discuss the guiding questions. Invite Ss to share the results of their discussions.
- Ask Ss to write their own letter.
- Invite some better able students to share their letters for class discussion. Provide feedback on content, structure, language and editing.

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	Why does the writer use "Re:..." at the beginning? What is the purpose of this letter?	The writer uses "Re: ..." (meaning "in / with reference to") to tell the receiver what the letter is about. The purpose of the letter is to apply for the internship position.
	What qualifications does the writer have?	The writer has <ul style="list-style-type: none"> • excellent grades in exams • a computer certificate
	What job experience does the writer have?	The writer has some experience working as <ul style="list-style-type: none"> • a library assistant • a service advisor
Language	How does the writer address the receiver?	The writer addresses the receiver very formally, using "Dear" and "Ms".

(Continued on the next page)

Aspects of writing	Guiding questions	My exploration
Language	Does the writer describe his experience and qualifications generally or specifically? Give examples.	<p>The writer describes his experience and qualifications specifically.</p> <ul style="list-style-type: none"> specific facts, dates and numbers e.g. ... and also received a computer certificate in May last year. ... for the last two years, I have held the role of library assistant ... <ul style="list-style-type: none"> specific examples e.g. ... and have gained some useful experience in sorting books. I have also developed an online catalogue ...
	What language does the writer use to connect ideas?	<p>Conjunctive adverbs: <i>also, furthermore</i> Conjunction: <i>and</i> Phrases: <i>as you will see ... in this role</i></p>

E Cultural focus

Reading passage

Objectives

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

1. retell the story of Rosa Parks's fight for freedom and social justice;
2. explain the historic significance of the fight.

Background

1. Rosa Parks is a well-known figure in the history of the Civil Rights Movement for African Americans in the US. She was sent to prison for refusing to give her seat to white people on the bus. This started serious protests all over America by African Americans. The protest ended with a victory for black people.
2. Martin Luther King was a leader of the Civil Rights Movement in the US. He called on people to use "civil disobedience" in their protests. He was assassinated in 1968.
3. **segregation** After the civil war in the US, the black slaves were set free. However, they did

not enjoy the same rights as the white population. For example, black people could not eat together with white people in the same restaurants and black children could not go to the same schools as white children.

Notes on the language

1. **... she didn't back down.** She did not give in.
2. **boycott** The word "boycott" means "to refuse to buy, use or take part in something as a way of protesting". The word comes from a person's name, Captain Charles Boycott, a land agent in Ireland. In 1880, the tenants there wanted better treatment from the landlords and land agents, so they started the movement to fight against the land agents by not working for them. This is how the word "boycott" started to be used.
3. **... so surely they would listen? They didn't ...** The black people thought that by refusing to take buses and other public transportation, the people in power would listen to their requests for equal treatment. But to their disappointment, the people in power did not.
4. **... laws discriminating against African Americans were cancelled.** The laws discriminating against African Americans were discontinued.
5. **But what would have happened if ... lasted for longer than it did.** Notice the grammatical features of hypothesizing ("what would have + verb-ed" or "if ... had (not) verb-ed") and expressing past possibility ("might (not) have + verb-ed" or "could have +verb-ed").

1 (see Student's Book page 18)

Teaching principle

Learners need to activate their knowledge schema to understand a passage well.

Teaching suggestions

- Ask Ss to discuss the statements in pairs and express how they might feel if the statements became law.
- Remind Ss to give reasons if they find the statements unreasonable. The following expressions are for reference:

It is unfair to ...

Young people also have the right to ...

To prevent addiction, it might be reasonable to limit ...

However, total banning ... is unnecessary.

2 (see Student's Book page 18)

Teaching principle

Matching headings to paragraphs will help learners develop the skills to grasp the gist of the reading comprehension.

Teaching suggestions

- Encourage Ss to do the task independently.
- Ask them to read the passage and complete the matching exercise.
- Check answers with the class and provide appropriate feedback.

Answers

a: 6 b: 1 c: 4 d: 2 e: not needed f: 5 g: 3

3 (see Student's Book page 20)

Teaching principle

Learners would be able to recall content and language successfully if they could structure the information using the appropriate language clues.

Teaching suggestions

- Ask Ss to read the text again independently.
- Ask Ss to report their understanding of the passage according to the timeline.
- Write the clues on the board such as the date, key words (such as *bus boycott, threatening acts*), related people (such as *Martin Luther King*) and important concepts (such as *non-violence vs. violence, segregation*).

Answers

- (1) 1 December 1955
- (2) The bus boycott took place in Montgomery.
- (3) Protesters were threatened and their homes were damaged. Martin Luther King told people to meet violence with non-violence.
- (4) Supreme Court ruled segregation illegal.

4 (see Student's Book page 20)

Teaching principle

Open-ended tasks are beneficial for learners to develop their communicative competence.

Teaching suggestions

- Introduce the two questions to the class and ask Ss to choose one to study.
- Ask Ss to search the Internet for the relevant information related to Rosa Parks or racial discrimination in the US today.
- Have Ss share their findings with their partners first and to work together to create a slide show.
- Encourage Ss to present their findings in English.

Answers for reference

- (1) The bus boycott started protests all over America and united black people in their fight against discrimination. Its victory contributed to ending segregation in America.
- (2) (Student's own answers)

Video

Objectives

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

1. make comments on the decisions made by the four interviewees;
2. make a presentation about a person who managed to control fate.

1 (see Student's Book page 21)

Teaching principle

Viewing is more effective when Ss' knowledge schema is activated.

Teaching suggestions

- Guide Ss through the three questions about decision-making.
- Encourage Ss to share their personal stories on the most important decision they have made in their lives so far and what helped them make that decision.

Answers for reference

- (1) I think it is not easy to make a good decision. There are often many factors to consider. To make a sound decision requires vision, experience and a deep understanding of oneself.
- (2) I usually consult my parents and teachers because they have more experience and are more knowledgeable about many issues.
- (3) The most important decision I have made so far was to come to this high school. I wished to live away from home and be independent, so I chose this school, which is far away from my home.

2 (see Student's Book page 21)

Teaching principle

It is important to practise viewing with purpose.

Teaching suggestions

- Ask Ss to read through the five questions first and to take note of the speakers' names.
- Ask Ss to watch the video and try to answer the questions.
- If Ss are not sure about the answers to some questions, let them watch the video again.

- Check answers with the class.

Answers

(1) buy a house (2) finding the money (3) Three (4) his brother and sister
(5) by trying —working hard, we shape our future

3 (see Student's Book page 21)

Teaching principle

It is important to focus on the phrases or words that have been used in the earlier meaning-focused activity.

Teaching suggestions

- Have Ss work independently to complete the task.
- Replay the video several times until Ss have heard the expressions used in the video.
- Check their answers and comment on both content and language.

Answers

(1) parental (2) wisdom (3) regretted (4) making (5) defeatist
(6) determined (7) talk

4 (see Student's Book page 21)

Teaching principle

It is important for learners to have opportunities to express their ideas in their own language.

Teaching suggestions

- Introduce the task on a slide, and make sure Ss understand the instructions well.
- Put Ss into groups and ask them to brainstorm a list of people, then select one for their group work.

- Ask Ss to use the Internet or other resources available to them to find details about their chosen person. And then ask Ss to create a slide.
- Ask groups to take turns to present their PPT slides (1 minute for the presentation).

Answer for reference

Qian Xuesen is a great scientist. Determined to serve his motherland, he went back to China despite a lot of difficulties. He devoted himself to building a strong national defence for China. He is a great man who controlled his fate.

Unit 2 Digital humans

Introduction

This unit introduces the role of social media and modern technology in people's lives.

The **Reading and interaction** section describes a day in the life of a digital human and a psychologist's comments. The **Grammar activity** section shows how people made friends with each other before the wide use of the Internet while lending students an opportunity to practise the **non-defining relative clause**. The **Listening and speaking** section presents four people's talks about their favourite gadgets and lets students guess gadgets through poems. The **Writing** section presents an essay analysing the advantages and disadvantages of constant connection for students to learn how to write a similar essay. The reading passage in the **Cultural focus** section is a poem describing the possible negative influence of digital technologies on people's lives, and the **Video** introduces how some young people designed an app to add fun to sports.

Objectives, proposed teaching hours (PTH) and performance descriptors

Sections	Objectives	PTH	Performance descriptors
A Reading and interaction	Understand the influence of social media and discuss online behaviour	3	2–8 能判断和识别书面语篇的意图，能推断语篇中的隐含意义。 2–11 能理解语篇中特定语言的使用意图以及语言在反映情感态度和价值观中所起的作用。
B Grammar activity	Use the non-defining relative clause correctly in the given context	1	2–14 能在表达过程中有目的地选择语法结构，确切表达意思。
C Listening and speaking	Describe the appearance and functions of a gadget	1	2–1 在听的过程中，能抓住熟悉话题语篇的大意，获取其中的主要信息、观点和文化背景。 2–4 在比较复杂的语境中，能描述人或事物的特征。 2–5 根据交际场合的正式程度，选择正式或非正式、直接或委婉的语言形式，达到预期交际效果。
D Writing	Write a for and against essay using appropriate language and format	1	2–9 能识别语篇中的内容要点和相应支撑论据。 2–10 能理解语篇成分之间的语义逻辑关系。 2–13 能在书面表达中有条理地描述自己或他人的经历，阐述观点，表达情感态度。

(Continued on the next page)

Sections	Objectives	PTH	Performance descriptors
E Cultural focus	Identify the speaker's attitudes in the poem Explain the process of designing an app and the benefits it brings	2	2–12 能根据所学概念性词语，从不同角度思考和认识周围世界；能识别语篇间接反映或隐含的社会文化现象。 2–3 能借助说话人使用的图片、表格、动画、视频片段、示意图等多模态资源，更准确地理解话语的意义。

A Reading and Interaction

Objectives

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

1. retell the events of a typical day in the life of a teenager on social media based on the passage;
2. explain the impacts of social media on people's lives with examples;
3. express views on appropriate online behaviour using words and phrases from the passage.

Notes on the language

1. **As part of our week on digital humans ...** This introduction indicates that the passage could be a transcription from a radio programme or an article in a school newspaper. "Our week" here means that the focus of the programme or newspaper for the week is on digital humans.
2. **I'm usually on social media first thing and today was no different.** "First thing" and "no different" are colloquial expressions and show features of informal English. Some informal expressions and structures can be found in the journal Lili wrote. They make the journal sound more casual and natural. The informality of the language is mainly embodied in the word choice and sentence structure. For example, some colloquial words were used (*awful, stress me out*, etc.) and some informal structures were adopted (e.g. *it's stressed me out*).
3. **... to catch up with the gossip.** "To catch up with the gossip" means to learn what other people are talking about on social media. It indicates that it is important for Lili to know what her friends care about so that she can have something to talk about with them.
4. **... it was just another ordinary day.** This indicates that checking updates on social media first thing in the morning has become a routine for Lili. It is nothing uncommon.
5. **It's natural for humans to share experiences and open up to people.** "Open up to

(somebody)" means to talk about one's feelings and thoughts willingly. The sentence indicates that humans have an innate need to share what they feel and think with other people.

6. ... I noticed that I'd been tagged in a picture. Tagging is a way to add a link from a photo on a social media website or app to various users' profiles.
7. It's stressed me out. "To stress (somebody) out" means to make someone feel too anxious or exhausted to be able to relax. If someone has suffered from excessive stress, it might be hard for them to relax and feel like themselves again.
8. In a recent survey, 41% of teens said ... Notice the use of past tense in this sentence because the survey had been completed by the time the article was written.
9. However, friends can compromise this image by tagging you in photos ... Friends can ruin your perfect image on social media by showing undesirable photos of you on their profile.
10. The two girls recently had a row, but they need to get over it and make up with each other. The two girls had a quarrel recently. They need to resolve their differences and be on good terms with each other again.
11. It's easy to pick on people in the digital world. "Pick on (someone)" means to find problems with someone.
12. ... you can't see people break down and weep. "Break down" means to lose control of one's emotions and start crying.
13. ... we really hit it off! The sentence means that the two liked each other and became friends very quickly.

Word study

1. **analyse** *v.* to examine the nature or structure of something, in order to explain it 分析
(analysis *n.* analytic *adj.*)

analyse data 分析数据

We need to analyse the situation carefully before we make the final decision. 在做出最终决定之前，我们要先仔细分析形势。

2. **intense** *adj.* very great, very strong 很大的；十分强烈的 (intensify *v.*)

intense heat/cold/pain 酷热 / 严寒 / 剧痛

intense pressure/desire/anger 巨大的压力 / 强烈的渴望 / 极大的愤怒

3. **profile** *n.* a description of somebody or something that gives useful information 概述；简介

a job profile 工作简介

psychological profile 心理侧写

4. **consistent** *adj.* behaving in the same way, or having the same opinions, standards, etc. 一致的；始终如一的

Being consistent matters a lot in parenting. 在教养子女的过程中，(父母)保持一致非常重要。

5. **consequently** *adv.* as a result, therefore 因此；所以

Diligent and modest employees often get more opportunities, and consequently they get promoted earlier. 勤勉谦虚的员工通常会得到更多机会，从而更早得到晋升。

6. **sympathetic** *adj.* caring or feeling sorry about someone's problems 有同情心的
(*sympathy n.* *sympathize v.*)

He did not feel sympathetic towards May because it was her own fault. 他不同情梅，因为她是咎由自取。

7. **potential** *adj.* that can develop into something or be developed in the future 潜在的；可能的

potential clients / market 潜在的客户 / 市场

potential benefits 潜在的利益

a potential leader 一位未来的领导者

Pre-reading activity

(see Student's Book page 24)

Teaching principle

Learners will understand the general meaning of a passage better if they can associate the topic with their own lives.

Teaching suggestions

- Write the phrase “social media” on the board and ask Ss to list examples of social media apps they use. (Possible answers: Wechat, Weibo and QQ)
- Ask Ss to work in pairs to list the advantages and disadvantages of sharing information on

social media using the table below.

Advantages	Disadvantages

- Let Ss discuss the second question in pairs and give their reasons. Provide language support if necessary. (e.g. *anonymity online, hard to trace who made the comment, of little consequence*)
- Ask Ss to work in pairs to discuss the meaning of the words in exercise 2. Then ask some Ss to share their understandings with the class.

Answers for reference

1 (1) Advantages

- Let your friends learn about what they are doing or did.*
- Give your feedback to others' posts immediately and easily.*
- Keep in contact with your friends.*
- Share your discoveries on trips.*
- Recommend interesting articles you have read.*
- Share the music you like.*
- Share your feelings with friends.*

Disadvantages

- People may leak their personal information.*
- Someone may see an update that people did not want them to know about.*
- People may judge the person for what he / she posts.*
- People may incidentally spread rumours.*

(2) Yes, it is easier to be mean to people in the digital world. When people make harsh comments online, they can't see directly how their words might hurt others. Consequently, they do not feel guilty for making such comments.

2

"Log in" means to gain access to social media websites or apps via a username and a password.

A "status update" means to add new pictures or descriptions about one's thoughts and activities on social media.

A "post" can be a comment, an article, a photo or a video one adds on a blog or social media. "Post" can also be used as a verb, meaning "to put information or pictures on a website".

"Likes" are the favourable ratings people make in response to others' posts.

"Comments" are the feedback people give in response to others' posts.

"Tagged" refers to the situation when a link is added to someone's profile from a photo on a social media website.

"Friend requests" means someone wishes to become your virtual friend and asks you to accept them online.

Comprehension work

1 (see Student's Book page 26)

Teaching principle

Learners need to learn to connect details in the passage to understand its meaning correctly.

Teaching suggestions

- Have Ss provide answers to the questions.
- Have Ss work in pairs to check answers with each other, and then ask them to report their answers.
- Encourage Ss to answer the questions in their own words instead of those from the passage.

- When Ss have completed the comprehension questions, ask Ss to think of these questions:
What lessons have you learned from Mia's comments? Are they helpful? Why?
- Present the table for group discussion on a slide. Each group focuses on one entry of Lili's diary.

Groups and entries	Comments	Lessons we have learned
Group 1 (7:30 a.m.)	Comment (LL. 15–19)	
Group 2 (8:45 a.m.)	Comment (LL. 27–31)	
Group 3 (12:30 p.m.)	Comment (LL. 36–39)	
Group 4 (5:30 p.m.)	Comment (LL. 43–49)	
Group 5 (11:00 p.m.)	Comment (LL. 55–59)	

- Invite Ss to present the results of their discussion. Highlight the main ideas and the language used to ensure Ss understand her advice.
- Use the information below as a reference when providing support for Ss.
 - For comment 1 (LL. 15–19)

Mia effectively creates common ground with readers by showing her understanding about the use of social media. The sentence structure “It is + adjective (for somebody) to do / that clause” is especially useful for this purpose. People have two needs for using social media: “share experiences” and “open up to new people”.

- For comment 2 (LL. 27–31)

Mia points out that Lili (and other readers perhaps) constantly live under great pressure to “look good”. She seems to suggest that such pressure is completely self-inflicted because “you can't stop your friends sharing information about you.” The use of the word “always” suggests a negative connotation about young people's obsessions with their looks. Other words, such as “compromise” and “saying where you've been or what you've said”, can suggest that your friends may be completely unaware of your feelings and they may unwittingly hurt your pride.

- For comment 3 (LL. 36–39)

Mia teaches readers how to respond to cyberbullying on social media. They should be aware of inadvertently hurting others through cyberbullying. She effectively shows her evaluation of the behaviour with the structure (*It is adj. + to pick on ...*). The use of expressions like *cyberbullies, ugly, nasty, a wide audience, break down, weeps, less sympathetic, less likely to stick up for them* helps strengthen her warning of the serious consequences of inappropriate

behaviour on social media.

■ For comment 4 (LL. 43–49)

Mia seems to warn readers of the potential dangers of sharing personal details online and the importance of protecting our privacy on the Internet. The sentence which begins with “The problem is that ...” is highly effective in explaining the reasons.

■ For comment 5 (LL. 55–59)

Mia seems to teach readers how to be more mature and sophisticated. She wants people to think of the potential problems of talking to strangers on social media. The use of the structure (*It is good to talk, but* clause) effectively expresses her main argument. The use of expressions such as *extremely careful, only a fraction of, a question of trust, people behind the machine* helps enhance the effectiveness of her teaching.

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) To Lili, checking her friends’ online status as well as the likes and comments to her own status at the beginning of a day has become part of her daily routine.
- (2) It is human nature to want to communicate with each other, as humans are social animals.
- (3) People are under constant pressure to look good on social media.
- (4) In the online world, the consequences of one’s unkind words are often not known. Therefore, there is less hesitation to post terrible things about others.
- (5) They are concerned because the information stays online forever and might influence how people perceive them.
- (6) We should ask ourselves who this person is and whether we really want him / her to read our posts.

2 (see Student’s Book page 26)

Teaching principle

It is necessary for learners to encounter new vocabulary items in different contexts in order to remember them.

Teaching suggestions

- Present the summary on a slide and have Ss read through it on their own.
- Encourage Ss to use the reading passage as an aid to find the answers to the blanks. Then have them work in pairs to check answers with each other.
- Ask Ss to report the answers and provide explanations for their choice of words / expressions.

Answers

(1) digital (2) posts / status (3) update (4) deleted (5) profile
 (6) requests (7) analysed (8) community (9) concerned (10) peers

Deep reading

1 (see Student's Book page 27)

Teaching principle

It is beneficial to learners' language development if they can link what they have learned to their own lives.

Teaching suggestions

Task	Giving opinions on the quotes from the passage by using real life experiences
Purpose	Fluency training: Ss can develop the ability to talk about their own understanding of the quotes.
PLO	Ss can explain their understanding of the five quotes clearly and fluently.
Time	30 minutes

- Put Ss into groups (maximum 4). Ask each member of the group to interview at least three classmates from other groups.
- Walk around the class to provide language support if necessary. The following phrases and

structures are for reference:

- *pictures of family gatherings / fancy dinners / movie nights / hanging out with friends / travel*
 - *spread rumours / lies*
 - *give harsh comments*
 - *put contacts into separate categories*
 - *show certain updates only to certain contacts*
 - *do not want to worry parents / loved ones*
 - *leak social media account*
 - *identity theft*
 - *fall victim to scams*
 - *get unwanted calls*
- Have Ss report their interview results in their groups. Have the group leader note down the most typical or the most interesting answers to the questions.
 - Invite several group leaders to share their group's findings in class.
 - In case Ss are not able to communicate effectively in English, use Worksheet (see page 137) to help them understand the points of view in the passage.

Answers to Worksheet

- (1) selfie (2) post (3) hurt (4) rumours (5) comments
(6) including (7) myself (8) studies (9) harm (10) personal

Answers for reference

- (2) We use selfie apps and photo editing tools to make ourselves look better. We share pictures of our pets, our friends and the meals we eat on social media. We also post our travel pictures to show that we are having a good time.
- (3) People might get hurt online if others spread rumours about them or leave unkind comments on their posts.

- (4) I share a lot of information online, including my thoughts and feelings at the moment, the books I have read, the movies I have watched and photos of myself and my friends. The information I share with various people is different. I share my true thoughts with my close friends. I may not always do that with my teachers or parents. I will share news about my studies or school activities with them.
- (5) Criminals may use our personal information to do harm. Hackers can hack into our accounts and steal our personal information.

2 (see Student's Book page 28)

Teaching principle

It is motivating and beneficial for learners to talk about their own lives in response to the content of the passage.

Teaching suggestions

- Remind Ss that they need to focus on writing about the differences between their day on social media and Lili's day.
- Ask them to begin the paragraph with an introductory sentence and to end it with a concluding remark.
- For the body part, ask them to use connecting phrases to highlight the different parts and to give sufficient details about the differences they find.

Answer for reference

I found several differences between Lili's day and mine. First, I do not access social media so often as Lili. I am very busy with my studies, so during the weekdays, I do not use my smartphone very often. I only check my QQ in the evenings. At weekends, I sometimes talk to my friends using social media apps. Second, I use my social media apps for study purposes too. Sometimes I will ask my classmates for some help with my schoolwork and I also need to download some reference materials from the class group. To sum up, I use social media apps less frequently than Lili, but possibly for a wider variety of applications.

Mini-project

(see Student's Book page 28)

Teaching principle

Task-based language teaching is an effective way to develop learners' communicative competence.

Teaching suggestions

Task	Making rules for behaviour on social media
Purpose	Fluency training: Ss can learn to make rules for behaviour on social media.
PLO	Ss can express their ideas and reach agreement within the group.
Time	20 minutes

- Introduce the task instructions to the class on a slide, and make sure students understand the requirements.
- Put Ss into small groups (maximum 4).
- Ask Ss to give their opinions in groups regarding the dos and don'ts on social media.
- Walk around the class to give necessary language support.
- Ask each group to write their dos and don'ts on a flip chart for display. Invite Ss to walk around the class and evaluate which group has produced the most reasonable / interesting poster.
- You may need the following statements as a reference to help Ss in discussion.

Dos

Get others' permission before putting their pictures online.

Respect people's privacy online.

Be careful about posting our own information online.

Check the credibility of information before posting.

Don'ts

Don't spread rumours online.

Don't post nasty comments online.

Don't accept friend requests if you are not sure of their reliability.

Focus on language

1–2 (see Student's Book page 29)

Teaching principle

It is beneficial for learners if they focus on language forms after the communicative activities.

Teaching suggestions

Task	Learning / Reviewing language forms / issues students have encountered in the study of the Reading and interaction section
Purpose	Summarizing and reviewing the language forms / issues in this section so that Ss can use the language better
PLO	Ss will be able to understand and remember the form, meaning and the use of the language points in the relevant context.
Time	10 minutes

- Display the summary of language issues (such as pictures of board writing in the previous lessons or teacher's teaching notes) on the slide.
- Check that students can read them and explain their meanings.
- Work through exercises 1 and 2 with the Ss and help them check their answers.
- Explain to Ss the difference between "result" and "consequence". "Result" is neutral while "consequence" often indicates a negative meaning.

Answers

- 1 (1) catch up with; open up; get over; pick on; break down; stick up for; hit it off; run into
(2) comment (v. line 19, n. line 11, 33, 35, 37, 39); update (n. line 10, v. line 51); post (v. line 8, n. line 41)
- 2 (1) potentially (2) intensely (3) consequences (4) sympathetic (5) pray
(6) analyse (7) profile (8) weep

B Grammar activity

Objectives

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

1. recognize non-defining relative clauses in the passage;
2. use the correct relative pronouns to form non-defining relative clauses in the given context.

1 (see Student's Book pages 30 and 31)

Teaching principle

It is beneficial for learners to understand the features of a grammatical structure through minimal pairs.

Teaching suggestions

- Introduce the example sentence "That's Peter, who lives next door." on the board. Remind Ss to use a falling tone on "Peter" and put a pause between "Peter" and "who" when reading it aloud.
- Ask Ss about the function of the clause, "who lives next door". Is it essential information telling us who Peter is or is it just an afterthought? Tell Ss that this is called a non-defining relative clause because it does not help define the noun in the main clause. It offers information that is not essential to understand who / what is being referred to. A non-defining relative clause usually has a falling tone before the pause in speaking and a comma in writing.
- Present another sentence on the board: "That's the book that I borrowed from Lin." Ask Ss whether we would know which book the speaker is talking about if we removed the clause "that

I borrowed from Lin". There could be many books on the desk and only by adding the clause can we know which book the speaker is talking about. In this case, this clause is defining what is being referred to.

- Ask Ss to complete the exercise individually and then check answers with the class.

Answers

a: 5, 7 b: 4 c: 9 d: 1 e: 2 f: 6 g: 3, 8

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 work independently on the exercise.
- Present the exercise on a slide for a class discussion.
- Check answers with the class.

Answers

(1) when (2) of whom (3) in which (4) who

3 (see Student's Book page 31)

Teaching principle

Learners need to practise using the newly learnt grammar in a semi-controlled communicative activity.

Teaching suggestions

- Present the example sentence "Daming, who is very strong, likes playing basketball. / Daming, who likes playing basketball, is very strong." on the board.
- Let Ss compare the order in which the information is presented in the two sentences. In the

first example, the speaker wishes to emphasize the fact that Daming likes playing basketball while in the second example, the emphasis is on the fact that Daming is very strong.

- Invite Ss to make similar sentences. Remind them to pay attention to the information they wish to emphasize. The following statements are for reference:

The books in our class reading corner, some of which are dog-eared, were donated by parents.

The lockers in the back of the classroom, which were installed last term, are big enough for us to hold our things.

Ms Zhou, who is in her fifties, looks very young and fashionable.

C Listening and speaking

Objectives

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

1. understand the four speakers' descriptions of their favourite gadgets;
2. describe a gadget in a short poem.

1 (see Student's Book page 32)

Teaching principle

It is easier for learners to grasp the gist of the listening comprehension activities if they have a clear focus.

Teaching suggestions

- Introduce the pictures in exercise 1 about the different gadgets on a slide. The purpose is to prepare Ss for the listening activity.
- Pre-teach the word "gadget" by explaining that the five pictures in their Student's Book are examples of a "gadget".
- Play the four audio clips and let Ss guess which gadget is being described.

Answers

Speaker 1: B

Speaker 2: D

Speaker 3: A

Speaker 4: C

Not mentioned: E

2 (see Student's Book page 32)

Teaching principle

Listening with attention focused on specific details can enhance the effectiveness of listening.

Teaching suggestions

- Ask Ss to go through the questions first and underline the key words in each question (*driving, broke, size, not new, coursework, make calls, accessories, cost*).
- Ask Ss to take notes while listening to the recording.
- Check answers with the class.

Answers

(1) Speaker 2 (2) Speaker 1 (3) Speakers 2, 4 (4) Speaker 4

(5) Speaker 3 (6) Speakers 1, 3 (7) Speakers 2, 4 (8) Speaker 1

3 (see Student's Book page 32)

Teaching principle

It is beneficial for learners to summarize the main points of the listening material.

Teaching suggestions

- Ask Ss to fill in the blanks first based on their memory or notes.

- Let Ss listen to the talks again if they are not sure about some answers.
- Check answers with the class and explain the difficult parts. For instance, for speaker 3's view on the gadget, it is important to guide Ss to note down all the different things the speaker can do with it. This will help them draw the conclusion that the gadget is useful because it has many functions.
- Ask some additional questions based on Ss' answers. Examples:

According to speaker 2, when is the gadget most useful?

Why does speaker 4 keep using this gadget though it has some problems?

Answers

Speaker 1: calculate, check the time, take photos, surf the Internet, check emails and texts, and make calls

Speaker 2: it is tiny, but it can store a lot of songs and it is easy to connect to the gadget in a car. It makes a difference during a traffic jam.

Speaker 3: it is very fast and is multi-functional. (She can use some software on it to do her design course work. She can also email friends, download music and films and even watch TV on it. It can store a lot of files and photos. She can use it to make calls.)

Speaker 4: It is big and heavy. It is not very reliable. The battery runs out very quickly. It has a lot of complicated settings to choose from.

4 (see Student's Book pages 32 and 33)

Teaching principle

Creative tasks engage and motivate learners in communicative activities.

Teaching suggestions

- Introduce the instructions on a slide. Go through the poem on page 33 in the Student's Book with the students.
- Ask Ss to comment on the poem. For example, a poem needs to present imagery that appeals

to the senses: sight, sound, touch, smell and taste, such as colour, movement and texture.

- Explain that this poem lacks auditory imagery (听觉意象). Auditory imagery describes sounds we can hear, for instance through words that phonetically imitate sounds. For example, "click, click, beauty and happiness captured". Ask Ss to improve the poem by adding some expressions to create auditory imagery. (Accept any of the Ss' attempts.)
- Ask Ss to write a similar poem. Remind them to include sensory expressions in their work. Before the group work, refer them to the sentences in **Language guide** on page 33 in the Student's Book.
- Ask Ss to read their poems within the group and to guess the gadgets in their group members' poems. Finally select the best one to present to the class.

D Writing

Objectives

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

1. identify the basic elements and features of language in the sample essay;
2. write a for and against essay presenting viewpoints clearly and logically in a well-organized structure.

1 (see Student's Book page 34)

Teaching principle

Learners need knowledge about a specific text structure in order to learn how to write.

Teaching suggestions

- Present the introduction and exercise 1.
- Ask Ss to discuss the two questions in pairs and list the possible advantages and disadvantages of modern technology.

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

Teaching principle

A good piece of writing needs to be logically developed.

Teaching suggestions

- Present the sample article and the guiding questions on a slide. Take Ss through the article quickly and make sure Ss understand it by asking some comprehension questions.
- Put Ss into small groups to find answers to the questions in the table.
- Ask Ss to draft their own essay based on the study of the sample.
- Remind Ss to present both sides clearly and objectively. Ask them to use connective phrases to show the logical relationship between different parts. The following expressions are for reference:

Logical relationship	Words or phrases
cause and effect	as a result / therefore / thus / consequently / ...
example	for example / for instance / ...
introducing an additional idea	in addition / moreover / what's more / also / ...
concession	though / although / however / whereas / ...
proposing opposite ideas	in contrast / on the contrary / ...
raising a point strategically	It is true ... but ...
...	...

- Invite one of the better able Ss to share his / her writing and provide feedback.
- Remind Ss of the following points for writing a for and against essay.
 - Make your writing neutral.
 - Avoid using phrases like *I believe* or *I think* until the conclusion.
 - Use impersonal language to express different opinions. Examples:
 - (1) introductory "It" (such as *It is adj. + to do / that clause*)
 - (2) the passive
 - (3) other structures such as *Some people claim / believe / say ... / Other people (would) argue ...*
- Ask Ss to revise their own writing.

Answers for reference

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

Aspects of writing	Guiding questions	My exploration
Content	What is the main idea introduced by the writer in the first paragraph?	The writer • talks about different views regarding constant connection • presents the topic of the essay
Content	What advantages does the writer talk about?	Advantages: • easy access to information • convenience brought by online shopping • getting help in an emergency • catching up with friends more easily
	What disadvantages does the writer talk about?	Disadvantages: • misleading or inaccurate online information • negative impact on shops on the high street • cyberbullying • stress for giving instant responses
	What is the writer's conclusion?	Although there are many advantages of constant connection, it is necessary to switch off our phones sometimes and communicate with real people.
Language	What language does the writer use to make the writing more objective?	• It is often said that ... • It could be claimed that ... • It may also be argued that ... • It seems evident that ... • ... others would argue that ...
	What language does the writer use to present different viewpoints?	• conjunctive adverbs e.g. <i>firstly, secondly, thirdly, furthermore</i> • expressions e.g. <i>One advantage is that ...</i> <i>Another point is that ...</i> <i>It may also be argued that ...</i>
	What language does the writer use to state the opposite viewpoint while presenting the argument?	• although people can ..., some claim that ... • although there are people who feel safer ..., others would argue that ... • It is true that ..., but it can be ... • although there are many advantages..., we should also ...

E Cultural focus

Reading passage

Objectives

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

1. identify the technologies mentioned in the poem;
2. understand the effects of the poetic devices used in the poem.

Notes on the language

it was difficult to connect when friends formed cliques; now it's even more difficult to connect; now that clicks form friends “Cliques” and “clicks” rhyme so they sound harmonious. At the same time, they form a contrast in meaning to show that in the past friends connected by getting together in groups but now clicks on the screen connect friends.

1 (see Student's Book page 36)

Teaching principle

More opportunities for communication can be created if learners are given chances to use their higher-order thinking skills in discussion.

Teaching suggestions

- Put Ss into pairs and ask them to discuss the two questions.
- Move around the class and provide necessary content and language support. The following are for reference:

How is your life today different from what it was ten years ago? What are the differences?

Our city is called the smart city. In which ways is it smart?

What do you think of the characteristics of our generation in terms of interpersonal relationships?

How does our education, transportation or shopping, etc. affect our relationships with each other?

Answers for reference

- (1) Yes, I agree. Many things in our lives are carried out via the Internet. For example, we buy all kinds of things online, we take online courses, and we watch movies online. Almost every part of our life is digitalized.
- (2) Our lives are easier and living is more convenient than that of previous generations. But it does not necessarily bring more happiness. Every generation has its own problems and technology has presented some problems for us too because it is not a healthy replacement for face-to-face relationships.

2 (see Student's Book page 36)

Teaching principle

Learners need to learn to make connections between images in the poem and the meaning they represent.

Teaching suggestions

- Ask Ss to read the poem aloud and feel the effects of rhythm, repetition and rhyming.
- Ask Ss to complete the table individually. Then have them discuss the results in groups.
- Check answers with the class. Ss are encouraged to express their own views regarding the effects of modern technology on people's lives. Multiple interpretations are welcome.

Answers for reference

Modern technologies / gadgets	Lines in the poem	Effects
apps	no friends, there's an app for that (line 7) no life, there's an app for that (line 8) you're a complete loser, there's an app for that (line 9)	We use different apps to meet our needs in life. We have apps for shopping, weather forecasts, travel, health, etc. It seems that apps can solve all our problems, but actually they cannot.

(Continued on the next page)

Modern technologies / gadgets	Lines in the poem	Effects
social media	now that clicks form friends (line 17)	Social media enables us to see our friends' status updates easily, but we may see our friends less in real life.
voice-to-text technology	and voices are only read (line 25)	With voice-to-text technology, we do not need to type in the words and we can talk to the app which turns our sounds into texts or short messages. With this technology, we might not hear the voices of our loved ones as often as before.

3 (see Student's Book page 38)

Teaching principle

It is beneficial for learners to appreciate the use of poetic devices in poems.

Teaching suggestions

- Give a mini-lecture on the poetic devices used in the poem. Draw Ss' attention to the definition of rhyming, "repetition of similar sounds in the final stressed syllable of two or more words". If only the final consonant is repeated, then it cannot be considered as an example of rhyming.
- Ask Ss to work in pairs and complete the table. Remind them to read the lines aloud to feel the effects.

Answers

Examples	Poetic devices	Effects
(1)	c	B
(2)	a and b Repetition of vowels: compatible, and, tablet, app, that Repetition of consonants: compatible, complete	A

(Continued on the next page)

Examples	Poetic devices	Effects
(3)	a, c and d Repetition of vowels: I text, I post, ... eye contact Repetition of words, phrases, or sentence patterns: I text, I post, I like, I chat, I can do ... Rhyming: chat, contact (c in contact is pronounced /k/, and almost inaudible in a continuous speech flow.)	A
(4)	a and d Repetition of vowels: speaking, bleeping, feel, fleeting Rhyming: bleeping, fleeting	A, C

4 (see Student's Book page 38)

Teaching principle

It is beneficial for learners to use higher-order thinking skills when reading the poem.

Teaching suggestions

- Ask Ss to work in groups and discuss the questions.
- Remind Ss to use specific lines from the poem to support their views.

Answer for reference

The poet's attitude towards modern technology and humanity is mostly negative. In his poem, he talks about several negative ways in which modern technology has affected mankind. He notices that in today's world, there seems to be an app for everything (e.g. *no friends, there's an app for that / no life, there's an app for that / you're a complete loser, there's an app for that*). Technology seems to have a fix for every problem we have. That, of course, is not true. Many people are using technology to escape from reality by living in the virtual world. He also comments on the nature of friendship today (e.g. *It was difficult to connect when friends formed cliques / now it's even more difficult to connect / now that clicks form friends*). Nowadays, it is becoming more common to form friendships on social media and to pay attention to the number of "likes" received from them. This has resulted in a decline in hanging out with each other and talking face to face. The poet also points out that some

people may have a lot of friends on social media, but they actually do not have many in real life. This may lead us to question the nature of online friendship and what exactly true friendship is. What is more, by relying on modern technology for everything, humans seem to be losing contact with nature and the ability to feel the beauty and love around us (e.g. *can't hear the sound of mother nature speaking over all this bleeping / and our ability to feel along with it is fleeting*). However, at the end of the poem, the poet expresses an optimistic outcome for modern technology and humanity — to become human again — which gives the reader some hope for the future.

Video

Objectives

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

1. understand the factors involved in designing an app;
2. explain the designing process and the benefits it might bring.

1 (see Student's Book page 39)

Teaching principle

Viewing is more effective when Ss are familiar with the relevant context.

Teaching suggestions

- Divide Ss into groups and ask them to discuss the three questions first.
- Remind Ss of the different focal points between question (2) and (3). Question (2) is focused on the functions of the apps while question (3) is about the convenience they bring to the user.
- Invite Ss from different groups to present the results of their group's discussion.

Answer for reference

- (1) I use Wechat very often.
- (2) I use it to find out what my friends are doing and to check the interesting posts they share, though I don't see them every day.
- (3) It helps me to stay connected with my friends so that I feel they are with me even if they are physically far away.

2 (see Student's Book page 39)

Teaching principle

Viewing is easier if it is done with a clear objective.

Teaching suggestions

- Ask Ss to scan the questions in exercise 2 first.
- Play the video with the sound off and let Ss take notes of what they see.
- Write key words / phrases on the board as Ss may have difficulty noting down some words and phrases, e.g., *the vertical distance / altitude / slope / elapsed time / steep*.
- Encourage Ss to guess the spelling of unfamiliar words based on their pronunciation.
- Ask Ss to report what they saw on the video using their own words. Provide language support to help Ss express themselves with suitable language. Correct any errors in their reporting.
- Play the video with the sound on. Ask Ss to answer the questions.
- If Ss were unable to answer all the questions, play the video again and ask Ss to answer any remaining questions.
- Check answers with the class.
- Explore possible reasons for incorrect answers: difficulties in sound decoding, lack of vocabulary or lack of background knowledge.

Answers

- (1) They like doing sports, especially skiing.
- (2) City boys enjoyed using apps to measure and compare information when they ran and cycled around London.
- (3) The first step was to work out what data skiers wanted when skiing and snowboarding.
- (4) No, they do not. It is free to use.
- (5) They can use it to improve their skiing experience and compete against friends.

3 (see Student's Book page 39)

Teaching principle

It is important to focus on the phrases or words used in the earlier meaning-focused activity.

Teaching suggestions

- Have Ss work independently to complete the task.
- Provide some language support or explanations if necessary.

Answers

- (1) basics (2) measure (3) data (4) maximum (5) code (6) resorts

4 (see Student's Book page 39)

Teaching principle

It is important for Ss to learn to gather and organize information on topics of interest.

Teaching suggestions

- Put Ss into groups and ask them to first brainstorm an app that solves a particular problem in life or study.
- Ask them to make a list of functions the app needs to fulfil and explain why.
- Ask each group to select a leader to present in class. Before the presentation, the leader can

rehearse in the group and the group members can give suggestions for improvement.

- Remind Ss that their presentation should cover the following points: the problem they aim to solve, the functions of the app and the convenience it can bring.
- Ask the class to elect the most useful or creative app after all group leaders have presented.

Unit 3 Creativity

Introduction

This unit introduces the theme of creativity as is manifested in art, school life and people's daily lives. The **Reading and interaction** section tells the life stories of Picasso and Mozart, two outstanding artists known for their creativity and innovation. The **Grammar activity** section describes two young men's efforts to inspire people by dancing around the world and engages students in recognizing and using **the verb-ing form as the subject, object or predicative**. The **Listening and speaking** section unveils the inherent relationship between doodles and personality followed by a speaking activity about introducing art lessons to the school curriculum. The **Writing** section presents a review of an English drama festival as a sample for students to learn how to write a review of a school event. The reading passage in the **Cultural focus** section outlines the development of Kun opera and its modernization, and the **Video** introduces three inventions that have benefitted the local people in different ways.

Objectives, proposed teaching hours (PTH) and performance descriptors

Sections	Objectives	PTH	Performance descriptors
A Reading and interaction	Explore the stories of two artists and design a quiz about their lives	3	2–9 能识别语篇中的内容要点和相应支撑论据。 2–14 能确切表达意思，体现意义的逻辑关联性。
B Grammar activity	Use the verb-ing form as the subject, object or predicative correctly in the given context	1	2–2 理解语篇选用的语法结构所实现的特殊表达效果。 2–6 能在口头表达过程中有目的地选择语法结构。
C Listening and speaking	Explain the pros and cons of art classes in the school curriculum	1	2–1 在听的过程中，能获取语篇主要信息和观点。 2–7 能在表达中借助语言建构交际角色。
D Writing	Review a school event using appropriate language and format	1	2–9 能识别语篇中的内容要点。 2–10 能理解语篇成分之间的语义逻辑关系。 2–13 能在书面表达中有条理地阐述观点。
E Cultural focus	Evaluate the value of Kun opera by studying its historical development Evaluate the value of creativity and the role it plays in our lives	2	2–10 能识别语篇中的时间顺序、空间顺序、过程顺序等。 2–3 能借助图片、视频片段等多模态资源，更准确地理解话语的意义。

A Reading and interaction

Objectives

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

1. describe the life experiences and achievements of Picasso and Mozart;
2. explain the contributing factors to success other than talent.

Background

1. Pablo Picasso was a Spanish painter and sculptor famous for his creativity and talent for art. He is considered one of the greatest artists of the 20th century and a co-founder of the art movement, Cubism. He was a highly productive painter, creating more than 30, 000 artworks in his life.
2. Wolfgang Amadeus Mozart was an Austrian composer of classical music. He was born into a musical family and was highly productive, creating more than 600 compositions including works that are widely considered as opera and symphony masterpieces.

Notes on the language

1. **Picasso was alive and well ...** Picasso was brought to life again. "Alive and well" is an idiom, meaning "still existing or active" especially after having been in danger.
2. **to everyone's relief** It means "which relieved everyone's worry / anxiety" in this sentence. "To one's + noun" is an open-ended expression and is always used to describe one's emotional state. Nouns normally used in the phrase include *surprise, delight, disappointment, horror* and *regret*.
3. **His work showed a brilliance and maturity that was years ahead of his classmates ...** Both "brilliance" and "maturity" are abstract nouns and are always used as uncountable nouns. But in this sentence, they are used with the indefinite article "a" followed by a relative clause to define the type of brilliance and maturity that his work showed.
4. **He was sick and tired of school ...** "Sick and tired" is an idiom meaning "utterly weary or fed up". This sentence means that Picasso was very bored with school.
5. **I could have stayed there forever ...** The structure "could + have done" suggests a possibility in the past, which shows that young Picasso was glad to have been left alone painting on his own in the small room.

6. ... where he met a painter and sculptor called Georges Braque. “Painter” and “sculptor” share an indefinite article. It indicates that Georges Braque was both a painter and a sculptor.
7. ... but others applauded his genius. But others recognized his exceptional talent for painting. “Genius” is an uncountable noun in this context, meaning “extraordinary or exceptional intelligence, skill or artistic ability”. One can also be called “a genius” which means that one is a very smart and talented person.
8. not with some practice In the context, it means that it would not be difficult to play if people practised a little.
9. Unfortunately, the children often fell ill. It is unfortunate that the children were often ill. “Fall” is used to show that someone or something passes into another state. Examples of use: “to fall ill” means “to fall into the state of being ill”; “to fall asleep” means “to begin sleeping”; “to fall into despair” means “to become desperate and helpless”.
10. originality Notice the difference in the stress in four related words: originality /ə,ridʒə'næləti/, origin /'ɔrɪdʒɪn/, original /ə'ridʒənl/ and originate /ə'ridʒɪneɪt/.
11. ... his life had many ups and downs. “Ups and downs” refers to a mixture of good and bad things in life or in a particular situation or relationship. Paired expressions can be found in many common phrases in English, especially in writing, such as *mom and dad, night and day, bits and pieces, health and safety, men and women, trial and error* (paired nouns); *sound and safe, black and white, rich and poor, nice and warm, cold and wet, sick and tired* (paired adjectives); *go and get, wait and see, pick and choose* (paired verbs); *now and then, in and out, far and wide* (paired adverbs). Occasionally, the linking word can be replaced by “or” or “but”, such as *mom or dad, tea or coffee, last but not least*.
12. He loved the high life ... This sentence means that Mozart preferred to live a luxurious life. “The high life” refers to a way of living that seeks pleasure from going to parties or spending money on fancy food, clothes, etc.

Word study

1. **maturity** *n.* the quality of thinking and behaving in a sensible, adult manner (思想行为、作品等) 成熟

Even though he is fifteen, this young freshman shows maturity beyond his years. 这位新生虽然只有 15 岁，但是表现出了超越年龄的老成。

2. **found** *v.* to start an organization or an institution, especially by providing money 创建；创办

to found an organization / a company 创办组织 / 公司

Both his parents are graduates of a private college which was founded in the late 19th century. 他的父母都毕业于一所创立于 19 世纪后期的私立大学。

3. **controversial** *adj.* causing a lot of angry public discussion and disagreement 引起争论的；有争议的

a highly controversial topic 颇有争议的话题

The plan to reform the school curriculum, though proposed three years ago, remains controversial among the school administrators and teachers. 改革学校课程的计划虽然在三年前就已提出，但是在学校领导层和教师中仍然存在争议。

4. **applaud** *v.*

(1) to express praise for somebody / something because you approve of them or it 称赞；赞许；赞赏

Our head teacher's efforts to help those students in need are to be applauded. 我们校长为帮助那些需要帮助的学生所作的努力值得赞许。

(2) to show your approval of somebody / something by clapping your hands 鼓掌

The audience all stood up to applaud the professor for his wonderful speech. 所有观众都起立为教授的精彩演讲鼓掌。

5. **devotion** *n.*

(1) the action of spending a lot of time or energy on something 奉献；忠诚；专心；热心

Dr Zhong Nanshan was awarded the Medal of the Republic for his lifelong devotion to the prevention and treatment of respiratory diseases. 钟南山医生一生致力于呼吸道疾病的预防和治疗，为此被授予“共和国勋章”。

Devotion is essential to your success, no matter what profession you choose. 无论你选择什么职业，要成功就必须专心致志。

(2) great love, care and support for somebody / something 挚爱；关爱；关照

All the people present were deeply touched by the middle-aged woman's devotion to her handicapped stepson. 在场的所有人都被这位中年妇女对其残疾继子的关爱深深打动。

6. **tailor** *n.* a person whose job is to make men's clothes, especially somebody who makes suits,

etc. for individual customers 裁缝

The young man visited a tailor and ordered a nice suit for himself. 这个年轻人找裁缝为自己量身定做了一套上好的西装。

v. to make or adapt something for a particular purpose, a particular person, etc. 专门制作；订做

All the reading materials are specially tailored to appeal to children aged between 4 and 8. 为了吸引四至八岁的儿童，所有阅读材料都是专门定制的。

The school tailored dormitory decorations and facilities to the needs of some international students. 为了满足一些国际学生的需求，校方专门定制了宿舍的装饰和设施。

7. **finance** n. money available to a person, an organization or a country; the way this money is managed (个人、组织、国家的)财力，财源，财务管理

government/public/personal finances 政府/公共/个人财力

His personal finances were in deep trouble because of his luxurious life. 由于生活奢靡，他的个人财力深陷困境。

Pre-reading activity

(see Student's Book page 42)

Teaching principle

Reading is more effective when learners can set up an achievable goal.

Teaching suggestions

In this section, there are two options to teach this text.

Option 1 (KWL method)

- Introduce Picasso and Mozart by showing their pictures on a slide and ask Ss how much they know about the two men.
- Present the KWL table on the board. (Do not use PPT slides unless you can type in Ss' contributions directly onto the PPT during the lesson.)
- Give Ss about two minutes to prepare by using the TPS (Think–Pair–Share) strategy.

- Elicit Ss' contributions and write them on the board in the K column using bullet points. During the process, rephrase their language if necessary and explain new language that may be needed.
- Repeat the process of elicitation for the W column and explain new language as done in the previous step. Pay attention to the Ss' ability to formulate questions correctly. Make sure the questions for the W column have a clear focus and are well formed. For example, "I'd like to know about Picasso's family life." or "What kind of family did he have?".

NB: Categorical questions are better than questions about specific details. For example, "What was his education like?" (a categorical question), "Which school did he go to?" (a non-categorical question about a specific detail). Encourage Ss to ask categorical questions.

- Ask Ss to read the article quickly to find answers to the questions raised in the W column. Give them about 10 minutes to go through the two stories.
- Ask Ss if they have found the answers to the questions raised in the W column. Then ask Ss to skim the two parts again for any other interesting information.
- Elicit their contributions and write them on the board in the L column using bullet points. In the process, rephrase Ss' language and explain new language that may be needed. Engage Ss in noticing the language points. (Refer to **Notes on the language** in this section.)

Option 2 (Jigsaw reading)

- Present the pictures of Picasso and Mozart on a slide and tell Ss that they are going to read about the two artists.
- Pair Ss up and allocate each one with a different part of the passage. Give Ss 10 minutes to read the part allocated to them. Ask them to take notes of what they read. They may consult a dictionary or the teacher for any language issues.
- When Ss have completed their reading and note-taking, ask them to share information about the two artists in pairs. They may refer to their own notes as they talk, until they are able to retell the story of the two artists in their own words.
- Invite a few pairs of Ss to present to the class. Listen and rephrase the language during the process.
- Take note of serious language problems and provide necessary correction on pronunciation and incorrect language.

Answers for reference

Artists	K(What I know)	W(What I want to know)	L(What I have learned)
Picasso	(Students' own answers)	(Students' own answers)	<ul style="list-style-type: none">• Picasso's father was an art professor.• When he was young, he was tired of school.• Picasso used triangles and squares in his paintings....
Mozart	(Students' own answers)	(Students' own answers)	<ul style="list-style-type: none">• The Mozart family were very talented.• Mozart lived a luxurious life.• He died at the age of 35....

Comprehension work

1 (see Student's Book page 44)

Teaching principle

Understanding factual information can assist learners in understanding the passage.

Teaching suggestions

- Elicit Ss' responses to the comprehension questions based on the factual information in the reading passage.
- Remind Ss that they can skim the text to locate information to answer the questions.
- Provide language scaffolding to assist Ss with problems they may encounter. Questions 4 and 5 require Ss to produce extended output in the answers which may be challenging for some Ss.

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 was thought to be born dead, but he came to life after the doctor blew some smoke into his face.
- (2) No. He was sick and tired of school.

- (3) It was considered a controversial style because it was too abstract. So, his style was recognized by some and rejected by others.
- (4) It was discovered by his father who realized that his four-year-old son's writing turned out to be a sonata for the piano. From then on, Mozart kept practising and completed his first symphony at the age of nine.
- (5) Travelling broadened his horizons and enriched his knowledge about local languages and cultures, and more importantly, different music forms. Though he often fell ill on the journeys, he managed to learn fifteen languages.
- (6) He spent more than he earned because he loved the high life and spent a lot of money on fancy clothes and servants.

2 (see Student's Book page 45)

Teaching principle

It is beneficial for learners if they can focus on the details of the words or expressions after the reading comprehension.

Teaching suggestions

- Present the summary on a slide and have Ss read through it on their own.
- Encourage Ss to use the reading passage as an aid to find the answers to the blanks. Then have them work in pairs to check answers with each other.
- Ask Ss to report the answers and provide explanations for their choice of words / expressions.

Answers

- (1) talent (2) maturity (3) experimented (4) applause / recognition
- (5) genius / talent (6) composed / wrote (7) wide (8) original / creative
- (9) devoted (10) financial / money

Deep reading

1 (see Student's Book page 45)

Teaching principle

It is more likely for learners to remember words, phrases or even sentences after using them in an engaging activity.

Teaching suggestions

Task	Designing a quiz about the passage
Purpose	Fluency training with language engagement
PLO	Ss will be able to design eight questions based on the passage and use them to interview other Ss.
Time	30 minutes

- Introduce the task instructions to the class, making sure Ss understand them well.
- Introduce the concept of a “written quiz”, which is a list of questions to test someone’s knowledge on a specific subject.
- Present an example of a written quiz on the board:

Question: What was Picasso’s first word?

Answer: A. candy B. mom C. pencil D. art

Scoring: Each correct answer is awarded one point and an incorrect answer is awarded zero.

- Invite a student to give the answer. Provide feedback on whether the answer is correct or not.
- Tell Ss that they may also use this opportunity to explain the correct answers to each other or give reasons to explain why some answers are incorrect.
- When Ss have finished writing their quiz, encourage them to leave their seats and use these questions to interview each other.
- Alternatively, organize a class competition by dividing the class into teams A and B. Select a student from each team to challenge Ss from the other team in turns, until they run out of questions. Keep their scores on the board to determine which team will be the winner in the end.

Answers for reference

Questions	A	B	C	D
(1) What was Picasso's first word?	pencil	candy	mom	art
(2) What was Picasso's father's occupation?	a professor	a pianist	a policeman	a doctor
(3) Where did Picasso meet Georges Braque?	in Barcelona	in Madrid	in Paris	in London
(4) What was not a feature of cubism as a style of painting?	using squares	using circles	using triangles	showing the front and side view of people
(5) At what age did Mozart write his first symphony?	four	five	nine	thirteen
(6) Which country was Mozart from?	Germany	France	Austria	Australia
(7) Which statement is not true?	Mozart was a productive musician.	Mozart's music was original.	Mozart worked hard.	Mozart lived a peaceful life.
(8) Why was Mozart often anxious about his finances?	He was often sick.	He loved the high life.	He felt insecure without enough money.	He was the breadwinner of the family.

2 (see Student's Book page 46)

Teaching principle

Open-ended tasks can develop learners' communicative competence.

Teaching suggestions

- Encourage Ss to use their own language resources and personal experiences to express their ideas.
- Provide language support to facilitate Ss' production in case Ss have difficulties in expressing their ideas.

Answers for reference

- (1) Students like the young Picasso and Mozart are usually the center of attention at school. They might be admired, respected and even envied by their classmates and teachers alike. However, they were also easy targets of criticism because more often than not, their behaviours at school did not conform to the norms.
- (2) With regard to the advantages, a child genius would be able to learn quickly and thus easily win respect and admiration from others. They usually achieve a lot with little to no effort. However, excessive attention from others could be a disadvantage because it may be distracting and even disturbing to a child genius. Additionally, a child genius might become bored easily.

Mini-project

(see Student's Book page 46)

Teaching principles

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

Teaching suggestions

Task	Discussing contributing factors to success other than talent
Purpose	Fluency training: Ss express their own ideas on the contributing factors to success besides talent through discussion to complete a cooperative task.
PLO	Each student will be able to share at least one factor and enough reasons for his / her argument.
Time	20 minutes

- Present the task instructions on a slide, making sure Ss understand them well.
- Go through the list of factors with Ss.
- Put Ss into small groups for discussion. Set a time limit of about 10 minutes.
- Move around the class. Remind Ss to speak English and provide support in case Ss have difficulties expressing themselves.
- When the time is up, invite group representatives to report and invite other groups to comment on their opinions.

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	Learning / Reviewing language forms / issues students have encountered in the study of the Reading and interaction section
Purpose	Summarizing and reviewing the language forms / issues in this section so that Ss can use the language better
PLO	Ss will be able to understand and remember the form, meaning and the use of the language points in the relevant context.
Time	10 minutes

- Help Ss summarize language problems or language items encountered in the whole **Reading and interaction** section.
- Highlight the use of abstract nouns to refer to properties with some examples such as *maturity* and *beauty*, and some phrases which are formed by using "and" to link two words of similar or opposite meanings such as *rise and fall*.

- Remind Ss that some abstract nouns can be used to refer to a specific person or object, e.g. *genius*, and can be used with an indefinite article “a” or “an”, e.g. *a brilliance and maturity*.
- Remind Ss that some paired phrases like *rise and fall* have a fixed word order. Refer to point 11 in **Notes on the language** on page 60 for more examples. Remind Ss that paired phrases are more likely to be used in academic writing, rather than in everyday conversation.

Answers

- (1) style; success; genius; beauty; originality; devotion; vision
(2) alive and well; sick and tired; trial and error; pick and choose; bits and pieces;
far and wide

2 (see Student’s Book page 47)

Teaching principle

Learners 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 answers. Provide necessary language support.

Answers

- (1) composition (2) foundation (3) substantially (4) criticized
(5) mature (6) sculpture (7) splendidly (8) financial

B Grammar activity

Objectives

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

1. increase grammatical awareness of the verb-*ing* form as the subject, object, or predicative;
2. use the verb-*ing* form as the subject, object, or predicative correctly in the group work.

Notes on the language

So his new videos, made in 2008 and 2012, have a sense of joy and community. To have a sense of community means that Matt's videos included a group of people instead of an individual. In this way, he could convey a sense of being together with his audience.

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

Teaching principle

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

Teaching suggestions

- Write three example sentences on the board:

Collecting stamps is my hobby.

My hobby is collecting stamps.

I enjoy collecting stamps.

- Ask Ss about the grammatical function of "collecting stamps" in each sentence. Allow Ss to answer in Chinese.
- Ask Ss to work in pairs to give more examples of their own.
- Encourage Ss to do exercise 1 on their own.

Answers

a 4, 5 b 2, 6 c 1, 3

2 (see Student's Book page 49)

Teaching principle

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

Teaching suggestions

- Ask Ss to work independently on the task.
- Let Ss check answers with each other first. Provide explanations for any debatable answers.

Answers

- (1) Learning a new language is
- (2) Smoking is not allowed anywhere in this building
- (3) I enjoy playing football
- (4) Carlos isn't very patient. He dislikes waiting for people
- (5) favourite sport is skiing, but I don't have many opportunities to do it
- (6) Running a business can be very difficult

3 (see Student's Book page 49)

Teaching principle

Learners need to practise grammar in a semi-controlled activity in which they use the newly learnt grammar in a meaningful context.

Teaching suggestions

- Explain how the activities are conducted by giving your own examples and writing them on the board. For example, you can write three example sentences on the board:

I love jogging in the park in the early morning.

I hate seeing spelling mistakes in your writing.

I don't mind answering your questions, whatever they may be.

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

- Encourage creative language use in order to enhance Ss' engagement during the activity.
- Invite several students to report and the other Ss to select the most interesting answer. Provide feedback or language support.

C Listening and speaking

Objectives

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

1. understand the talk about doodles;
2. express their own ideas about the introduction of art courses to the school curriculum.

1 (see Student's Book page 50)

Teaching principle

Listening will be easier if learners have an opportunity to listen for general meaning first.

Teaching suggestions

- Ask Ss to read the two general questions before listening for the first time.
- Draw a doodle of any shape on the board and ask Ss, "What is this? Is it possible to know my personality from this?"
- Give Ss a list of occupations to choose from, e.g. painter, psychologist, dentist, artist. Ask them to relate these jobs with what they have heard. Examples of questions are: Who might use doodles in their job? How would they use them? Why do you think they would use them?
- Play the recording a few more times to help Ss focus on the main points until they identify the key words required for the listening activity.

Answers for reference

- (1) The talk is about the relationship between doodles and people's personalities. People with different personalities might draw doodles of different shapes and content.
- (2) The speaker is probably a psychologist. She might have done some research on the relationship between doodles and people's personalities.

2 (see Student's Book page 50)

Teaching principle

Appropriate scaffolding is beneficial for learners when they are focusing on specific details in a listening activity.

Teaching suggestions

- Take Ss through the five personality descriptions (a–e) in the task, making sure Ss understand them well.
- Encourage Ss to describe the doodles from 1 to 5. When they have difficulties in making proper descriptions, ask them to listen carefully to how they are described in the recording.
- Play the recording once or twice for Ss to take notes.
- Ask Ss to complete the task based on their notes.
- Play the recording a few more times if necessary. Then check answers with the class.

Answers

a 5 b 4 c 3 d 1 e 2

3 (see Student's Book page 50)

Teaching principle

Listening for details is an essential listening skill which can be developed with repeated and focused listening practice.

Teaching suggestions

- Ask Ss to quickly scan the statements in the exercise before they listen to the recording.
- Encourage Ss to listen a few times.
- Ask some Ss to give answers and provide feedback.

Answers for reference

- (1) F Art therapists work with people of all sorts: the elderly, children, people in prisons, and patients in hospitals.
- (2) F It is important to look at the interesting little details in a doodle, not just at the main picture.
- (3) T
- (4) F Drawing is a good way of using the right side of the brain.
- (5) F Frank does not think the point of art therapy is to help people improve their drawing technique.
- (6) F Art therapists learn about what people are thinking and feeling by looking at the things they draw.

4 (see Student's Book page 51)

Teaching principle

A structured interview would give learners a chance to communicate their own ideas, which is beneficial to their language development.

Teaching suggestions

- Introduce the speaking task and the language guide, preferably on a slide.
- Elicit Ss' understanding of what art lessons could be. Write their contributions on the board to make a list of possible "curriculum content" concepts to be discussed in relation to art lessons.

Examples:

Oil painting Watercolour painting Chinese painting Chinese calligraphy

Sculpture Clay figure making Woodcarving

Graphic design (艺术平面设计, 如图书装帧等) Interior / Exterior decoration

Singing: Chinese folk singing, popular songs, choir, opera, a cappella (无伴奏清唱), arias from traditional operas (戏曲唱腔), etc.

Instruments: piano, violin, pipa, erhu, flute, saxophone, etc.

Drama Street dancing Acrobatics Crosstalk Comedy show

...

- Ask Ss to relate the interview questions with the specific content listed above. They should try to elicit specific attitudes or suggestions from the interviewees.
- After the interviews, invite one or two groups to present their findings and provide language support and feedback if necessary.

D Writing

Objectives

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

- analyse the sample writing in relation to content and language;
- write a review of a school event with sufficient details using appropriate language.

1 (see Student's Book page 52)

Teaching principle

Learners need to be supported to develop their own content for the writing.

Teaching suggestions

- Elicit useful language from Ss such as a list of regular school events / activities: sports events, singing contests, basketball matches, drama contests, etc. and write them on the board.
- Explain what a review essay is and help Ss think about the basic information that should be included.

2–3 (see Student's Book pages 52 and 53)

Teaching principle

Suitable content and language scaffolding will be beneficial to learners in learning to write.

Teaching suggestions

- Explain the writing task and create a context for Ss to think about the content, organization and language.

- Ask Ss what school event most interests them. Write Ss' contributions on the board.
- Ask further questions to elicit reasons including descriptions, explanations and comments. Write Ss' contributions on the board and rephrase their language when necessary.

Examples:

When did this event take place?

Who were the participants?

What happened at the event?

What was the most exciting part of this event?

What else is worth mentioning?

Are you going to comment on the event favourably or unfavourably? Why?

Did other people see the event in the same light as you? Why?

- Provide some language support such as vocabulary or concepts to assist Ss in expressing their ideas clearly. For example, a school art festival may call for words and expressions such as *oil painting, paper cutting, handmade pottery, Chinese calligraphy, landscape painting, dancing*.
- Help Ss organize their ideas into introduction (the first paragraph), development (the second to the last but one paragraph) and conclusion (the last paragraph).
- Ask Ss to write on their own.
- When Ss have finished their writing, invite a student to share his / her writing with the class. Provide necessary feedback.
- Ask Ss to read the sample writing to see if they can absorb any useful elements from it in terms of organization and specific language in their own composition.
- Ask Ss to revise their writing and hand in a clean copy as the final product.

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 background details are provided in the review, e.g. type of event, time and place?	At the beginning of the review, the writer provides detailed information about the event, including its name, date and location, participants and organizer.
	What information is provided about the participants and their performances?	The information includes the participants' schools, their plays, their performances in the two categories, a personal comment on their performances and how the performances were staged.
	What information is provided about the quality of the event?	The writer provides a full range of details, including the audience's responses, descriptions of the outstanding teams, the qualifications of the judges, the rankings of the teams and special awards.
	What information is included at the end of the review?	The writer ends the review with a short summary of the event and a positive comment on its success.
Language	What tenses does the writer use in the review?	The writer uses the simple past consistently in the review.
	What evaluative adjectives are used in the review, and for what purposes?	The writer uses a range of adjectives to describe the quality of the performances and the audience's responses. These adjectives include "remarkable, wonderful, amusing, funny, creative and interesting."

E Cultural focus

Reading passage

Objectives

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

1. understand the different stages of the development of Kun opera;
2. express personal ideas about the importance of Kun opera in modern society.

Notes on the language

1. The composer hit on the idea of bringing back *The Peony Pavilion* while sitting in a garden outside of Shanghai one evening ... "To hit on" here means "to think of". This sentence means that the composer thought of bringing back *The Peony Pavilion* while sitting in a

garden outside of Shanghai one evening.

2. It played to sold-out crowds every weekend for two years. This sentence means that the performance was so popular that the tickets were sold out.

3. And who could miss the striking similarities in the love stories of *The Peony Pavilion* and *Romeo and Juliet*? This is a rhetorical question, meaning the opposite of the literal interpretation. So, this sentence means that no one could miss the striking similarities in the love stories of *The Peony Pavilion* and *Romeo and Juliet*.

1 (see Student's Book page 54)

Teaching principle

Developing learners' cultural awareness usually starts with activating their existing knowledge in relation to the topic.

Teaching suggestions

- Encourage Ss to collaborate in groups and use certain strategies (e.g. consulting a dictionary) to answer the questions.
- Provide language support if necessary. In case Ss are unable to express their ideas in English, allow them to use Chinese.

Answers for reference

- (1) There are several traditional operas in China. For example, there is Beijing opera, Kun opera and Huangmei opera. Most of the operas display clear regional characteristics. Some of them sound sweet and pleasant, but I often do not understand the lyrics / words.
- (2) To my knowledge, Kun opera has a long history and used to be popular in the areas of Jiangsu and Zhejiang Provinces. It is usually performed in the dialect of Wu which is hard to understand for those who do not speak it.

2 (see Student's Book page 54)

Teaching principle

Reading will be more effective if learners have set clear goals.

Teaching suggestions

- Present the title on the board and highlight the word “return”. Ask Ss to discuss what this word suggests about Kun opera and what their final conclusion about it is.
- Elicit contributions from Ss and arrange them into a timeline on the board without specific details.

Examples:

- Its origin as a folk performing art
 - Its growth as a theatre performance art
 - The most glorious years in its development
 - Its decline
 - Its return today
- Ask Ss to read the text quickly to get information about these stages of development and report their findings to the class.
 - Write Ss’ contributions along the timeline.
 - Ask Ss to read the passage again and complete exercise 2.
 - Check answers and provide feedback.

Answers for reference

- (1) F The idea that Tan Dun had was to stage Kun opera in a garden.
- (2) F The opera mentioned the most often in the passage is *The Peony Pavilion*.
- (3) T
- (4) F One thing audiences will appreciate when they watch traditional Kun opera is the way the actors move their bodies.
- (5) T

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

It is beneficial for learners when they can focus on details in the reading comprehension activity.

Teaching suggestions

- Introduce the task instructions and the table.
- Ask Ss to work independently on the task.
- Invite Ss to report their answers and provide necessary feedback.

Answers for reference

Time / Stage	Activities / Events
In the 1500s	Wei Liangfu created Kun opera as a new form of music for theatres. <i>The Peony Pavilion</i> was written.
Before the 1800s	Kun opera spread across China and was the most popular form of opera among well-educated Chinese audiences.
In the 1800s	Beijing opera slowly replaced Kun opera as the favoured form of opera.
In 2001	UNESCO listed Kun opera among the Masterpieces of the Oral and Intangible Heritage of Humanity.
In 2010	Tan Dun created new music and a new setting for <i>The Peony Pavilion</i> , breathing fresh life into Kun opera.
In 2016	<i>The Peony Pavilion—The Young Lovers' Edition</i> was staged in Britain as part of the China-United Kingdom Year of Cultural Exchange.

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

Learners need opportunities to express their own ideas on the topic in an open-ended task.

Teaching suggestions

- Encourage Ss to work in groups.
- Ask Ss to share their ideas on the two questions.
- Invite Ss to report the results of their discussion and comment on others' views.

Answers for reference

- (1) The title implies that Kun opera used to be popular and is now underway to regaining its popularity. I think it is probably hard for young people to develop an interest in Kun opera because young people are usually fascinated by modern exciting art forms like rock music. Besides, to appreciate Kun opera, one needs to be familiar with the Wu dialect, which may be challenging for young audiences.
- (2) I would add some elements of modern music to Kun opera. Besides, it might also work well to introduce Kun opera to young people by giving lectures or offering an elective course.

Video

Objectives

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

1. understand the value of inventions;
2. describe the three inventions in the video;
3. use the words and expressions related to inventions.

Background

Ghana is an underdeveloped country in western Africa.

Notes on the language

1. **cylinder** It refers to a solid or hollow figure with round ends and long straight sides or an object shaped like a cylinder, especially one used as a container.
2. **tsunami** It refers to an extremely large wave in the sea caused, for example, by an earthquake.
3. **Mother Nature** It refers to the natural world, when you consider it as a force that affects the world and humans.

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

It is important to activate learners' existing knowledge when preparing them for viewing.

Teaching suggestions

- Introduce the questions on a slide and elicit Ss' responses.
- Write Ss' contributions on the board and highlight the term "inventors".
- Tell Ss that they are going to watch a video about some inventors.

Answers for reference

- (1) No invention is greater than the Internet, which has considerably shortened the distance between people and made life more convenient. It has enabled us to do what was once considered impossible, e.g. online shopping and video calling.
- (2) Frankly speaking, no invention is so important that I cannot live without it. But the absence of some inventions might make my life inconvenient. For example, my life would be quite difficult without modern transportation or computers.
- (3) I have got a mobile phone. It has been a great help to me. I use it to shop, to learn English and to decide which transportation to use.

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

Viewing will be more effective if learners can focus their attention on the key parts presented in the materials.

Teaching suggestions

- With the sound and picture on, play the beginning of the video (0–00:49) until the voice-over finishes at "... really can't live without".
- Stop the video at 00:49, and ask Ss to guess which inventions are essential for our lives. (We cannot live without them.) Play the introduction several times until Ss understand this part well.

- Ask Ss to name the essential things required for living, such as air, water.
- Ask Ss to think what these inventions could be.
- Start to play the video from 00:49 with the sound off until 01:58.
- Ask Ss to say what this invention is for.
- Take Ss' contributions and rephrase their language or correct and write the correct forms and content on the board. Explain new words or phrases at this stage when they are needed to describe the objects students described, such as *cylinder, holes on the cylinder, evaporate*.
- Play this part again with the sound on for Ss to check their understanding.
- Ask Ss to guess what the next invention is related to.
- Play the video with the picture off from 01:58 and stop at 03:57.
- Ask Ss to report what they have heard. Play it several times until Ss are able to report what they have heard.
- Rephrase Ss' language while they are reporting, or correct and write Ss' contributions on the board. Explain some new language at this point, such as *have one's eyes checked regularly, eye-care professional, lenses, nice clear vision, thread a needle, tailor, sewing machine*.
- Play this part (01:58–03:57) again with the picture and sound on. Ask Ss to check their understanding.
- Now play the video until 04:01 and ask Ss to guess what the last invention is related to.
- Provide the answer: the last invention is related to fresh water.
- Play the video twice from 04:01 to the end.
- Ask Ss to report what they have heard or seen in the video.
- Rephrase Ss' language while they are reporting, or correct and write Ss' contributions on the board. Explain some new language in this process such as *access to clean water, take the salt out of it, transport, dump, filter, tsunami*.
- Play the video from the beginning to the end once more.
- Ask Ss to work on exercise 2 individually.
- Invite Ss to answer and provide feedback if necessary.

Answers

- (1) Almost six billion. (2) Her grandad / grandfather. (3) To keep food or medicine.
 (4) About sixty per cent. (5) Physics. (6) He is a tailor.
 (7) The Asian tsunami in 2004. (8) Salt.

3 (see Student's Book page 57)

Teaching principle

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

Teaching suggestions

- Set the class to work on exercise 3 individually.
- Invite Ss to report and provide explanations or feedback if necessary.

Answers

- (2) sewing machine (3) water bottle (4) eye-care professional
 (5) modern convenience (6) Mother Nature

4 (see Student's Book page 57)

Teaching principle

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

Teaching suggestions

- Introduce the task on a slide, making sure Ss understand it well.
- Put Ss into groups to share their information.
- Remind Ss that their poster may include the following information:
 - Biographical information about the inventor

- Basic information of the invention
- Contributions of the invention and comments on it

Preferably, there should be photos or pictures featuring both the inventor and the invention(s).

- Collect each group's poster and post them on the wall of the classroom.
- Encourage Ss to read them all and vote for the most interesting one.

Unit 4 Inspiration

Introduction

This unit introduces the theme of inspiration from different perspectives including a positive attitude towards life, public interest, heroism, great leadership and personal choice. The **Reading and interaction** section is adapted from "The Last Leaf", one of O. Henry's classic short stories, illustrating how an old artist was inspired to save the life of a young artist at the expense of his own. The **Grammar activity** section describes two boys' efforts to establish organizations for children in need of help while engaging students in recognizing and using **the present perfect continuous**. The **Listening and speaking** section tells about a heroic act and analyses heroism while providing an opportunity for a guessing game "Who is the hero?". The **Writing** section presents the story of an outstanding teenager as a response to a pessimistic view on the lack of teen role models and helps students learn to write a response essay. The reading passage in the **Cultural focus** section describes the story of Nelson Mandela's pursuit of equality for black people, and the **Video** shares with us how a sixteen-year-old British boy revitalizes the business on his family farm.

Objectives, proposed teaching hours (PTH) and performance descriptors

Sections	Objectives	PTH	Performance descriptors
A Reading and interaction	Explore the characters of a short story	3	2–9 能识别语篇中的内容要点和相应支撑论据。 2–13 能描述人物的特征，说明概念。
B Grammar activity	Use the present perfect continuous correctly in the given context	1	2–2 理解语篇选用的语法结构所实现的特殊表达效果。 2–6 能在口头表达过程中有目的地选择语法结构。
C Listening and speaking	Describe heroes in terms of their qualities, achievements and influence on society	1	2–1 在听的过程中，能获取语篇主要信息和观点。 2–4 在比较复杂的语境中，能口头描述人物的特征，阐释和说明观点。
D Writing	Write a response essay to a newspaper article using appropriate language and format	1	2–8 能识别语篇中的主要事实与观点之间的逻辑关系。 2–13 能在书面表达中有条理地阐述观点。

(Continued on the next page)

Sections	Objectives	PTH	Performance descriptors
E Cultural focus	Evaluate the qualities of a historic leader Describe the life of a 16-year-old boy who starts his own business	2	2–8 能理解语篇反映的文化背景。 2–3 能借助图片、视频片段等多模态资源，更准确地理解话语的意义。

A Reading and interaction

Objectives

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

- comment on the characters of a short story by analysing the characters' speech and actions;
- appreciate the components of the surprise ending in O. Henry's short stories.

Background

O. Henry (1862–1910) was an American short story writer whose real name was William Sydney Porter. His short stories are known for clever wit, play on words and unexpected endings. His best short stories include "The Gift of the Magi", "After Twenty Years" and "The Cop and the Anthem".

Notes on the language

- But unless she changes her mind, chances are 50 / 50 whether she will pull through or not.** “Chances are 50 / 50” means an equal chance of survival or death. The sentence means that unless she changes her mind, her recovery chances will not improve.
- pull through** The phrase means “to survive a serious illness”.
- He was past 60 and was a failure in art.** This sentence means that he was past sixty and achieved nothing in art. “Failure” is used as a countable noun, meaning someone who has not succeeded in a particular activity.
- He had been always about to paint a masterpiece, but had never yet begun it.** “Be about to do something” is a common structure to describe one’s intention to do a future activity. In this sentence, it means that he had always planned to paint a masterpiece, but had never yet begun it.
- After the heavy rain and strong wind, there yet stood out against the brick wall one firm**

ivy leaf. Notice the use of “yet” (which means “until now, so far”) to signal a surprise in the narrative.

6. **And then she called to Sue ...** Notice the difference between “call somebody” and “call to somebody”. The former means “to give somebody a call on the phone” while the latter means “to shout or say something loudly to attract somebody’s attention”.
7. **It is a sin to want to die.** “A sin” is an action that is considered to be wrong.
8. **some kind of an artist** Notice the ironic tone in the use of “some kind of” which means that Behrman was not an artist at all in the doctor’s opinion.

Word study

1. firm adj.

- (1) strongly fixed in place 牢固的；稳固的

With firm foundations, the skyscraper can stand still even in very stormy days. 有了牢固的地基，这座摩天大楼即使在狂风暴雨的天气中也能岿然不动。

- (2) not likely to change 坚定的；确定的；坚决的

The founders of the new republic all hold a firm belief in democracy and liberty. 这个新建的共和国的创立者们都对民主与自由持有坚定信念。

2. nonsense n. ideas, statements or beliefs that you think are ridiculous or not true 谬论；胡扯；胡言乱语

Stop talking nonsense! You should focus on what you are supposed to do. 不要胡说八道了！你应该专注于你该做的事。

3. peer v. to look closely or carefully at something, especially when you cannot see it clearly 仔细看；端详

We peered into the dimly lit room and saw a broad-shouldered man saying something to my dad in a low voice. 我们朝那间灯光昏暗的房间仔细瞧了瞧，看见一个宽肩男子在低声和我爸爸说着什么。

4. cling to to hold on tightly to somebody / something 抓紧；紧握；紧抱

survivors clinging to a raft 紧紧抓住救生筏的幸存者

Before he was rescued by the local people, he clung to a protruding rock in the flood. 在被当地人解救之前，他紧紧地抓住洪水中一处凸出的岩石。

Pre-reading activity

1 (see Student's Book page 60)

Teaching principle

Reading is more effective when learners are presented with knowledge of the topic.

Teaching suggestions

- Introduce the topic to Ss by asking, "What is your understanding of a 'good deed'?"
- Ask Ss to work in pairs and to describe one good deed done by themselves or someone else. Ss must give detailed information. They can use the question words (when, where, what, how and why) to help them with their answers.
- Ask Ss to read the quotes and interpret them in their own way.
- Give Ss necessary information about the authors of the quotes. For example, Charlotte Whitton was a noted Canadian feminist and mayor of Ottawa; William Shakespeare was a famous British playwright; Alexandre Dumas was a famous French novelist.

Answers for reference

- (1) I like the first quote best because it describes the situation where somebody who often makes big promises, "big words", seldom follows through with the expected actions, the "good deeds". In other words, their "big words" are empty and used to appear good to others. In order to be considered trustworthy or reliable, one's words should always match one's actions.
- (2) I like the second quote, which compares a good deed to a little candle that sheds its light in the dark. This comparison clearly shows the importance of good deeds and their influence on other people. In fact, a good deed can have a far-reaching impact on individuals and society.
- (3) I like the third quote because it highlights a point about acts of kindness or generosity that is often overlooked. It emphasises that such acts are seldom done in vain. A good deed will have a positive impact on those around us, even though some people might not understand or accept it at first.

2 (see Student's Book page 60)**Teaching principle**

A deeper understanding of the topic facilitates in-depth reading.

Teaching suggestions

- Put Ss into groups.
- Ask Ss to give no less than two reasons for the statement.
- Encourage Ss to be open-minded and if necessary, use Chinese to answer the question.
- Respond appropriately to their answers in relation to content and language.

Answers for reference

Good deeds usually benefit others' well-being. Those who do good deeds often think more about others than themselves. They are generally motivated by a deep concern about the interests of others and may even help others at some personal cost.

People who do good deeds are found all around us. For example, it is now a widely accepted code of conduct to give seats to those in need on buses, subways, and other means of transportation. And it is no longer news that strangers come to help a lost child, a drowning man, or a student in need of financial help. Such examples are endless.

Comprehension work**1** (see Student's Book page 62)**Teaching principle**

A proper understanding of the passage is based on understanding the factual information as well as the gist of the passage.

Teaching suggestions

- Elicit Ss' responses to the comprehension questions based on the factual information in the reading passage.

- Remind Ss that they can skim the text to locate information to answer the questions.
- Encourage Ss to answer the questions in their own words rather than by quoting directly from the text.
- Provide scaffolding to support Ss when they encounter possible language challenges.

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) Johnsy and Sue are young artists. Old Behrman is an old painter who lives on the ground floor of the same building as Johnsy and Sue.
- (2) Johnsy was struck down by pneumonia and became very pessimistic about her chances of surviving the illness.
- (3) The doctor told Sue that Johnsy was in a critical condition and would not recover unless Johnsy herself changed her mind.
- (4) He was angry and showed “contempt” for Johnsy’s attitude towards life.
- (5) The first time she saw the last leaf, Johnsy was ready to die with it. However, she changed her mind when she saw it was still there the next day.
- (6) Old Behrman did the good deed. In order to save Johnsy, he painted a leaf on the wall during a rainy and freezing night. He did so at the cost of his own life.

2 (see Student’s Book page 62)

Teaching principle

Explicit vocabulary learning is necessary for language development during and after reading the passage.

Teaching suggestions

- Ask Ss to work independently on exercise 2.
- Check answers with the class.

Answers

(1) studio (2) failure (3) masterpiece (4) struck (5) pull
 (6) fancy (7) unhappy (8) fearfully (9) clung (10) wrong

Deep reading

1 (see Student's Book page 63)

Teaching principle

Conducting a literary analysis can promote Ss' understanding of the passage and their language development.

Teaching suggestions

Task	Discussing the surprise ending of the short story
Purpose	Fluency training with language engagement
PLO	Ss will be able to identify language clues for foreshadowing in fiction.
Time	30 minutes

- Introduce the task and explain the instructions to the class. Make sure Ss understand them well.
- Introduce the first clue example.
- Ask the class to work on their own for about 10 minutes.
- Elicit Ss' contributions and ask them to explain their reasons. Write Ss' contributions on the board for further discussion.
- Encourage different opinions. Remind Ss to be open-minded because there are many possibilities.
- Ask Ss to evaluate if these clues are effective. A surprise ending is an unexpected conclusion to a story. For a surprise ending to be convincing, it needs to be foreshadowed in the plot; in

other words, the writer needs to include clues to what is going to happen, without giving the ending away. With the clues in place, it will be clear that the unexpected resolution of the plot isn't just a matter of chance or happenstance.

- In case Ss are not able to communicate effectively in English, use Worksheet (see page 139) to help them understand how the clues in the passage lead to the surprising ending.

Answers to Worksheet

(1) pessimism (2) wonder (3) paves the way (4) centre on (5) arouses
(6) details (7) cross their minds (8) motivated (9) hint (10) revealing

Answers for reference

Clues	My interpretation
(1) (Lines 18–19) When the last one falls, I must go too.	Johnsy's words show her pessimism about life and immediately capture readers' attention. They might wonder whether this poor young artist believes this "silly" idea. In doing so, the writer creates suspense and thus paves the way for the "surprise" (her recovery) in the ending.
(2) (Lines 28–31) He was past 60 and was a failure in art. He had been always about to paint a masterpiece, but had never yet begun it. (Lines 41–44) "Someday I will paint a masterpiece, and you shall both leave this awful house with the money I give you!"	The writer's brief descriptions of Old Behrman and Behrman's own words serve as clues. They both centre on "masterpiece", a key word which easily arouses readers' interest. Thus, the readers begin to focus on whether Behrman will be able to complete a masterpiece. These clues prepare the readers for the completion of Behrman's masterpiece, though in an unexpected way, at the end of the story.
(3) (Lines 57–62) After the heavy rain and strong wind, there yet stood out against the brick wall one firm ivy leaf ... Still dark green near its stem, it hung bravely from a branch some 20 feet above the ground.	These two sentences provide details about the last leaf. The more detailed the description is, the more curious the readers will be. A question might cross their minds: "How is it possible?" They are strongly motivated to keep reading in order to solve the puzzle.

(Continued on the next page)

Clues	My interpretation
(4) (Lines 72–73) "Something has made that last leaf stay there to show me how bad I was."	Johnsy's words serve as a hint of what Behrman did. "Something" is powerful enough to make the leaf stay and the readers want to find out what it is.
(5) (Lines 90–97) "His shoes and clothing were wet through and icy cold. They couldn't imagine where he had been. And then they found a lantern and a ladder, and some brushes, and green and yellow paint—look out of the window, dear, at the last surviving ivy leaf on the wall."	Sue's words finally provide a clue for the readers, revealing in a surprising way what probably happened to Old Behrman.

2 (see Student's Book page 64)

Teaching principle

Engagement in open-ended tasks can develop Ss' communicative mindset and lead to communicative competence.

Teaching suggestions

- Encourage Ss to use their own language repertoire to express and exchange their ideas in groups.
- For question 2, encourage Ss to be honest and boldly express and justify their viewpoint. Make positive comments on Ss' answers.

Answers for reference

- (1) The well-known proverb, "A sound mind in a sound body", demonstrates the close links between physical and mental health and the ability to enjoy life. A physically ill person may be affected mentally by his or her illness and become low in spirits. This could lead to a lack of interest in life and the people around them. However, this state can be reversed if their family and friends continue to offer them unconditional support and focus on cheering them up. Having a constant reminder of the good people in their lives, they will hopefully pull through and recover physically and mentally.

(2) Version 1: Yes, I would because my actions would not only save a life, but also bring hope and inspiration back into the life of such a young artist like Johnsy who may have a promising future. Even though it might take a long time and cost me my life, I believe it would be worthwhile.

Version 2: I probably would not do the same as Behrman. Though I might not be able to come up with the ingenious idea of painting a leaf, I could certainly help Johnsy in my own way. For example, I could cheer her up by sharing inspiring stories about life from literary works or real-life situations. I could also show her every day how much I care about her and remind her that Sue and the doctor do so too. These could possibly divert her attention from the last leaf and help her regain her confidence and will to live.

Mini-project

(see Student's Book page 64)

Teaching principle

Task-based language teaching is an effective way to enhance learners' communicative competence.

Teaching suggestions

Task	Character analysis in short stories
Purpose	Fluency training: Ss characterize a person with sound reasons.
PLO	Ss will be able to use at least two adjectives for describing one's personality and justify their ideas.
Time	20 minutes

- Introduce the task instructions on a slide, making sure Ss understand them well.
- Put Ss into small groups. Ask the groups to work on their project.
- Invite groups to make presentations and invite others to make comments on the logic of their

analyses.

- Ask Ss to evaluate the writer's skills at characterization. (Successful writers create characters which often mirror characteristics that can be found in readers' lives.) Ask Ss to discuss if the characteristics found in Behrman can also be found in their lives. Ask them to give specific examples.

Focus on language

1 (see Student's Book page 65)

Teaching principle

Learners need practice to link language forms with their communicative meanings and functions in a learner-centred environment.

Teaching suggestions

- Introduce exercise 1 on a slide and explain the role of an adverb: for adding extra meaning to the verb, adjective or sentence it modifies. Use the following sentence from Book 1 Unit 4 as an example:

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

"Unfortunately" adds information about the writer's attitude and is used to suggest that the writer thinks it is a pity that the house is so bare because it is lacking in modern amenities.

"Immediately" adds a dramatic effect that the writer wishes readers to experience when they read about the lack of amenities in the house.

Adverbs are often used by the writer to add extra information, dramatic effects or other additional meanings to the verb, adjective or sentence they modify in order to enhance communicative effectiveness in speaking or writing.

- Ask Ss to work on the exercise on their own and report on the use of adverbs in this story and how they affect the story.

Answers

She lay, *hardly* moving, on her bed looking through the window ... (line 4)

... told Sue something *privately* (line 8)

... peered out the window *fearfully* ... (line 48)

... it hung *bravely* (line 61)

... said Johnsy *calmly* (line 63)

Sue *eagerly* did ... (line 75)

He *hopefully* noted ... (line 77)

2 (see Student's Book page 65)

Teaching principle

Some translation work is beneficial for learners to understand cross-linguistic differences.

Teaching suggestions

- Ask Ss to work on the exercise independently.
- Have Ss report their work. Provide necessary language support.
- Discuss different versions of translation that Ss may have produced. Accept all reasonable explanations for different translations.

Answers for reference

- (1) As an amateur violinist in the band
- (2) It is a good thing to be ambitious
- (3) leave the other side blank
- (4) you are far too pessimistic about your chances of winning
- (5) I have a firm belief that any man's finest hour
- (6) strong winds accompanied by heavy rain

- (7) be humble enough to learn from our mistakes
 (8) Men are not prisoners of fate
 (9) eagerly opened the door to greet her friends who attended her birthday party
 (10) could do nothing but cling to a tree

B Grammar activity

Objectives

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

1. increase grammatical awareness of the present perfect continuous;
2. recognize accurately the present perfect continuous and its function;
3. use the present perfect continuous correctly in the group work;
4. review different verb structures.

1 (see Student's Book page 66)

Teaching principle

It is beneficial for learners to understand the features of a grammatical structure through minimal pairs.

Teaching suggestions

- Ask Ss the question: "How long have you been learning English?"
- Write down their answers (e.g. "I have been learning English for 10 years.") on the board, together with, "I have learned English for 10 years" and "I am learning English". Ask Ss to explain the differences between the sentences.
- Use Chinese to briefly explain the use of the present perfect continuous, present perfect and present continuous.
- Ask Ss to work in pairs to provide more examples of their own. Encourage them to create sentences with interesting or unusual content.

- Ask Ss to do exercise 1 in pairs and check answers. Use the following table to help Ss understand the system of English tenses and aspects.

Tense \ Aspect	Simple	Continuous	Perfect
Present tense	Active 11	15	13, 14
	Passive		
Past tense	Active 2, 4, 6, 7, 8, 9, 10	1	3, 5
	Passive		

NB

- Aspect is a grammatical concept of the state of the action of the verb, which indicates whether the action is in a simple state, being carried out or has already been done.
- A verb can have more than one state in its structure but can only have one tense. For example, the present perfect continuous is formed by two aspects (perfect + continuous) in the present tense.

Answers

(1) Simple past: 2, 4, 6, 7, 8, 9, 10

Simple present: 11

Present continuous: 15

Present perfect: 13, 14

Past perfect: 3, 5

Past continuous: 1

(2) describe an action or a state that started in the past and continues in the present

2 (see Student's Book page 67)

Teaching principle

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

Teaching suggestions

- Ask Ss to work independently on the task.
- Check answers and provide necessary explanations in case Ss feel confused about the different tenses and aspects of these structures.

Answers

(1) is smiling (2) has just won (3) wasn't always / hasn't always been (4) forced
 (5) ran away (6) was looking for (7) fell (8) took (9) looked after
 (10) had never known (11) founded (12) have been visiting (13) have given out
 (14) has become

3 (see Student's Book page 67)**Teaching principle**

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

Teaching suggestions

- Explain how the activities are conducted by giving the two examples and writing them on the board.
- Lead the class discussion through teacher-student interaction to produce three example sentences on the board. The following examples are for reference.

One of my uncles has been wearing a moustache for ten years.

I have been practising cello for as long as I can remember.

My mum has been trying to lose weight for up to 5 years.

- Put Ss into groups (with four to five Ss in each) to make their own sentences and complete the sharing activity.
- Invite Ss to report their findings. Provide feedback if necessary.

C Listening and speaking

Objectives

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

1. understand and summarize people's different reactions in life-threatening situations and the reasons;
2. express their own ideas with enough details about the necessary qualities of a hero.

1 (see Student's Book page 68)

Teaching principle

Listening will be easier if learners have an opportunity to listen for general meaning first.

Teaching suggestions

- Introduce the topic to Ss by giving some warm-up questions such as "What do you think people will do when they are in danger? What would you do if you were involved in a dangerous situation? Do you think that heroes are always clear about what they do?"
- Ask Ss to pay attention to some key words and expressions in the recording, e.g. *react, robbery, why, hero, threatened*.

Answer for reference

The speakers are talking about people's reactions in dangerous situations and the reasons for the different reactions.

2 (see Student's Book page 68)

Teaching principle

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

Teaching suggestions

- Remind Ss to pay attention to such structures as "Why didn't ..." and "Why do ..." to help them capture the key information.
- Ask them to take notes while listening.

- Encourage Ss to listen a few times.
- Briefly explain some difficult language points identified by the Ss.

Answers for reference

Why do people help?	Why do people stand back and do nothing?
<ul style="list-style-type: none"> • They themselves are threatened directly. • They have a lot of self-assurance / self-belief and confidence and feel they are in control of their situation and can change things. • They don't easily get stressed. • They are less likely to become "frozen" with fear. 	<ul style="list-style-type: none"> • Their brains might refuse to acknowledge the threat. • They may get stressed easily.

3 (see Student's Book page 68)

Teaching principle

Listening for detail is an essential listening skill which can be developed with repeated and focused listening practice.

Teaching suggestions

- Ask Ss to quickly browse the statements in the exercise before they listen to the recording.
- Encourage Ss to listen a few times and take notes.
- Ask some Ss to give answers and provide feedback.

Answers for reference

(1) T

(2) F During the bank robbery, people were not panicked when they saw the gun.
Instead, they simply carried on with their business.

(3) F Our first reaction to danger may be to refuse to acknowledge the threat.

(4) F Stress makes it difficult for our brains to process information and make decisions.

(5) T

(6) T

(7) F Heroes don't easily get stressed.

(8) T

(9) F Heroic acts are not rare. We can find examples of heroism everywhere we look, not just in life-threatening situations.

4 (see Student's Book page 69)

Teaching principle

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

Teaching suggestions

- Introduce the speaking task and the language guide, preferably on a slide.
- Take Ss through the language guide, ensuring Ss understand the expressions.
- Put Ss into groups to work on the task.
- Invite groups to present their stories for the class to guess.
- Respond appropriately to their information and language.

D Writing

Objectives

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

1. analyse the sample writing in relation to content and language;
2. write a response essay with sufficient details using appropriate language.

1 (see Student's Book page 70)

Teaching principle

Learners need to have suitable content to write about before they engage in the writing task.

Teaching suggestions

- Introduce the task and explain what a response essay is. Briefly explain the purpose of a

response essay, and ask Ss to think about the basic information that should be included.

- Ask Ss to discuss the three questions in pairs.

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

Teaching principle

Explicit instruction on structure and relevant language features is beneficial for learners when they learn to write a specific genre.

Teaching suggestions

- Ask Ss to read the sample and discuss the guiding questions.
- Direct Ss' attention to the language features in the first paragraph: the use of the past tense for presenting the background of this essay, and the present tense to show one's central idea.
- In the process of discussing the sample, direct Ss' attention to the use of the past tense when the writer describes a specific event.
- Ask Ss to draft their own essay. Walk around the class to provide Ss with individual support in developing the content or language.
- Invite a student to share his / her writing with the class. Provide feedback and language support. Then ask Ss to resume their writing.

Answers for reference

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

Aspects of writing	Guiding questions	My exploration
Content	What is the writer's central argument?	In the beginning paragraph, the writer makes it clear that Li Yifan is a counter example of the claim that there are few teen role models.
	Why does the writer think that Li Yifan is a teenage role model? Find details and examples in the essay.	The writer explains the reasons by following two lines of arguments: Li Yifan's interest in nature and his whole-hearted pursuit of this interest. The writer provides details about his words, actions and achievements.

(Continued on the next page)

Aspects of writing	Guiding questions	My exploration
Content	How does the writer end the essay?	The writer ends the essay with a summary of Li Yifan's outstanding qualities and once again justifies why he is a role model for teenagers.
Language	What tenses does the writer use to describe Li Yifan? Why?	In general, the writer uses the simple present and the simple past for different purposes: the former is used to make claims about Li Yifan and the latter to support the claim with descriptions of Li Yifan's words and actions in the past.
	Why does the writer quote Li Yifan's words?	Direct quotations make a writer's point of view more convincing. In this case, the writer uses the quote to emphasize Li Yifan's passion for nature and his effort to study it.

E Cultural focus

Reading passage

Objectives

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

1. retell the hardships experienced by Nelson Mandela and explain the reasons for his devotion;
2. express personal ideas about the qualities necessary for a successful leader.

Notes on the language

1. ... while I know you are a man of your word and would not try to escape ... “A man of one’s word” means a person who always keeps his promise.
2. Her life had been far from easy. Her life had been very hard. When “far from” is followed by a noun or an adjective, it means “not at all”.

1 (see Student’s Book page 72)

Teaching principle

Developing learners’ cultural awareness usually starts with activating their existing knowledge in

relation to the topic.

Teaching suggestions

- Introduce Ss to some basic information about Nelson Mandela, preferably with pictures and videos on slides.
- Ask Ss how much they know about Mandela and what else they would like to know about him.

Answers for reference

- (1) People dedicate their lives to helping others for several reasons, such as kindness, a sense of fairness, or a feeling of responsibility for others. The South African leader, Nelson Mandela, was so concerned about the equality of black people's lives in his country that he willingly sacrificed his own freedom in order to fight against racial discrimination. To achieve such ideals may also provide such people with a sense of fulfilment.
- (2) I would ask him questions like: "What did it feel like to be discriminated against? What advice would you give to black students in South Africa who are experiencing discrimination? Could you tell me who your idols are and why?"

2 (see Student's Book page 72)

Teaching principle

Cultural awareness can be raised if learners are made aware of relevant and significant details.

Teaching suggestions

- Encourage Ss to scan for necessary information in the passage.
- Put Ss in pairs to discuss and share their understandings. Invite some pairs to report their work to the class.

Answers for reference

- (1) He was in prison, where time seems to stand still.
- (2) He realized that his mother had grown older (and therefore he had been in prison for a long time).

- (3) He was happy to see her, but he was worried about her health because she looked thin and unwell.
- (4) He was forced to break the tradition that the only son or eldest child buries his mother.
- (5) His mother's death made him think about his own life. He regretted that he had not been able to help her when he was in prison. He wondered if he had been right to put other people's welfare before that of his family.
- (6) He refers to the choice of putting other people's welfare before his family. His family had initially not understood his choice and they did not want to get involved.
- (7) He concludes that he made the right life choice although he was sad that he could not support his mother more.

3 (see Student's Book page 74)

Teaching principle

It is beneficial for learners to use their higher-order thinking skills when they read a passage.

Teaching suggestions

- Put Ss into groups and encourage them to collaborate to complete the task.
- Encourage Ss to use their own language to present their judgements instead of quoting from the passage.

Answers for reference

Qualities	Evidence
caring, compassionate	My mother suddenly seemed very old. My mother had lost a great deal of weight, which concerned me. Her face appeared tired. I was uneasy about my mother's health.
determined, dedicated	That was always the problem: Had I made the right choice in putting the people's welfare even before that of my own family? For a long time, my mother had not understood my commitment to the struggle. ... But I came back to the same answer.

(Continued on the next page)

Qualities	Evidence
responsible	I had been able to support her when I was practising as a lawyer.
selfless	In South Africa, it is hard for a man to ignore the needs of the people, even at the expense of his own family.

4 (see Student's Book page 74)

Teaching principle

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

Teaching suggestions

- Introduce the task on a slide. Take Ss through the instructions and the list of expressions. Make sure Ss understand them well.
- Put Ss into groups. Ask each group to agree on how to rank the qualities and to produce a list. Ask Ss to give reasons for their decisions.
- Invite Ss to report and ask others to comment.
- Present a summary of Ss' presentations on the essential qualities for a leader.

Answer for reference

Successful leadership calls for different types of skills and qualities. In my opinion, resourcefulness, willpower and negotiating skills are the most important. A resourceful leader is usually quick-witted and capable of intelligently figuring out appropriate solutions to various problems. They are normally aware of the latest development in their field. Furthermore, in order to be a good leader, strong willpower is necessary. Leading is never a smooth road, but one usually filled with many obstacles. Therefore, a leader must be equipped with the mental quality of willpower to ensure he or she can overcome the obstacles and lead the team without becoming easily frustrated. Only in this way can the whole team carry on under his / her leadership. Finally, strong negotiating skills will help a leader make decisions which are beneficial for the team. By knowing when to be flexible and when to be tough, the leader can keep the spirit of the team balanced and in doing so,

they are more likely to succeed. These are my understandings of the qualities essential to a leader.

Video

Objectives

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

1. understand how the sixteen-year-old boy started his own business;
2. describe the cultural differences reflected in the video;
3. apply related idioms that are used in the video.

Notes on the language

1. **feel on top of the world** It is an idiom, meaning “very excited”.
2. **split the difference** It means “to divide the difference evenly”.
3. **It's all over me.** “Be all over somebody” is a colloquial expression which means “to show a lot of interest in or enthusiasm for somebody”.

1 (see Student's Book page 75)

Teaching principle

It is important to activate learners' existing knowledge to prepare them for viewing.

Teaching suggestions

- Introduce the two questions for discussion and ask Ss: “What are we going to see in the video?”
- Tell Ss that the class is going to watch a video about some work on a family farm in England. There may be some difficulty in understanding the video because the people in the video speak English with an accent. Ss do not have to worry about it because the voice-over is spoken in clear and standard English.

Answers for reference

- (1) No, I haven't because I was born and raised in a huge city. I'm used to life in the city, so living far away from one seems unreal to me. Even though I have learnt about farms and farming from books or TV programmes, I don't think I would be able to manage a farm successfully. Besides, running a farm requires one to get up very early in the morning, and I enjoy sleeping in. Farmers also need specialized knowledge and skills in order to accomplish certain tasks, such as driving farm vehicles of various kinds and taking care of different types of animals like cows, pigs and sheep.
- (2) I think that dogs can be used for different purposes on a farm. For example, they can be efficient security guards that warn their owners of any approaching dangers. Additionally, some kinds of dogs can be trained to herd and protect the other animals. The Border Collie is one such breed. Overall, dogs are the best companions to farm owners.

2 (see Student's Book page 75)

Teaching principle

When watching a video, learners start to learn from what they can hear and see and talk about the information in the video.

Teaching suggestions

- Play the video first with the sound off and ask Ss to name anything that they have seen. For example, they may see *a farm, a mother and her son, cows, tractors, dogs, a dog's kennel, an auction ground for shepherd dogs, someone making a telephone call, some people doing paperwork in a small office*. Help Ss with difficult expressions such as *shepherd dogs, a dog's kennel, tractors*.
- Play the video again with the sound on once or several times depending on Ss' needs and ask them to check the information.
- Ask Ss to work on exercise 2 on their own.
- Play the video again for Ss to check the answers. Provide feedback by playing part of the video for Ss to confirm their answers.

Answers for reference

- (1) He finished secondary school in summer and felt on top of the world.
- (2) Because the dairy business wasn't doing very well.
- (3) He is going to train dogs and sell them to farmers to help manage their flocks of sheep.
- (4) He bought it at a dog auction in town.
- (5) Because he reshaped his family business and transformed himself from a schoolboy to the boss of his family farm.

3 (see Student's Book page 75)

Teaching principle

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

Teaching suggestions

- Ask Ss to work on exercise 3 on their own.
- Play the video again in case Ss are not sure about the contexts in which these phrases are used.
- Check answers with the class.

Answers

- (1) felt on top of the world
- (2) At the end of the day
- (3) struck a deal
- (4) splitting the difference
- (5) took control of

4 (see Student's Book page 75)

Teaching principle

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

Teaching suggestions

- Introduce the task instructions to the class, making sure that Ss understand them well.

- Put Ss into groups to share their opinions about successful young business people (or young business start-ups).
- Ask each group to list five qualities essential to the success of young business people.
- Invite Ss to report on behalf of their group. Provide feedback on content and language.

附录 1：各单元听力文本和视频文本

Unit 1 Decisions

Listening audio scripts

- Speaker 1:** I was always good at sport, so when I was chosen for the local running team I was thrilled. My best friend Tok was in the team too, and we would often train together. Then I started having problems at school. I wasn't doing well in other subjects, because I was training a lot. My teacher talked to me and explained that if I wanted to pass my exams, I'd have to do less sport. It was one or the other, he said. It was a stressful time. In the end, I left the club and lost contact with Tok, but I passed my exams. Now, three years later I see Tok again ... but this time on TV. He was in the World Athletics Championships ... I watch him run and I wish I was there with him. If only I'd carried on training ...
- Speaker 2:** Sometimes I wish I could travel back in time. When I finished school two years ago, I had no idea what I wanted to do. But my friend Susie had this idea for a website, and for a while I worked on it with her. The trouble was, we weren't making any money. Then I was offered a job at the local swimming pool. It was five days a week, which meant I couldn't help Susie with the website anymore. I felt bad, but I needed the money. At the time, I thought the website wouldn't be successful. How wrong I was! Today, the website is a big success and Susie is now a high-flying young businesswoman. If only I hadn't left Susie. That could have been me ...
- Speaker 3:** I played drums in a band at school. We were pretty good and enjoyed playing together. Then we started to become more and more popular—it was a challenging time because I'd play concerts in the week, get home quite late and then go to school in the morning. I was starting to fall asleep in class. Finally my parents told me I couldn't be in the band anymore. Unfortunately for me, a year after I left, the band got a contract with a record company. I couldn't believe it! I wish I hadn't listened to my parents. If only I were in the band ...

Video scripts

Making decisions

"Can you tell me about an important decision you've made?"

Caroline: The most important decision I've made in my life is probably the decision to move to a different country.

James: Er, yeah, erm, I've made lots of important decisions, but one of them perhaps was a decision to buy our house.

Matt: An important decision that I've made in my life was to start a business once. Erm, I was living here, in England, and I decided to open up a magazine. And I started a small magazine for learners of English.

"Was it an easy decision?"

Caroline: I think eventually it was an easy decision. I always knew that I wanted to do it, but it was quite difficult to, sort of, make that first step.

James: In the end, it was quite an easy decision, yeah. I live in a town where there aren't that many houses for sale and so when one comes up, that you can afford, you either buy that house or you don't buy any house.

Matt: Yes, it was an easy decision. The hard part was finding the money!

"Do you think that it was the right decision?"

Caroline: Absolutely, yes. Erm, I learned a lot, I met a lot of very interesting people, and I definitely don't regret it.

James: I think so, yeah. Erm, we either bought the house or we didn't, and so the fact that we have a house now is great. So yeah, it was a good decision.

Matt: I think I made the right decision to do it, absolutely.

"How do you make decisions? Do you consult your parents or older people?"

John: Yeah, definitely, I always consult people. When I was younger, I talked to my parents and discussed things with them, and even my brother and sister. Now I'm older, with my family, I talk to my wife; I even talk to my children about things. And still I do talk to my parents. For example, earlier this year we bought our first house, and so before I did that, I did speak to my parents to get their advice 'cause they've bought lots of houses. It seemed like such a big decision to make that I needed some parental

advice and words of wisdom from them.

"Do you believe in fate?"

Matt: I don't believe in fate because I think it's very defeatist. And I think it means that, "OK, well if it was meant to be, it was meant to be, so I won't try." I don't believe that, I believe that by trying—working hard, you know, talking to the right people, meeting the right people, you know, being determined, being passionate and trying to make things happen—we shape our future.

Unit 2 Digital humans

Listening audio scripts

Speaker 1: This is definitely my favourite gadget. I bring it with me everywhere. It's extremely convenient and easy to use. I use it as a calculator, a watch, a camera, and go online with it. I check my emails and texts and obviously, make calls on it. It was very expensive, actually, so I'm careful with it. I heard a terrible story from a friend who left his in his jeans pocket and then his mum put the jeans into the wash. He lost all his contacts, loads of his photos, stuff like that.

Speaker 2: Everywhere I go, I really have to listen to music, and I've got over 4,000 songs stored on it. It's just amazing how much information you can put on such a tiny gadget. I spend a lot of time in my car, and it's a really old car, with just an inexpensive radio. But now I've got this connector, which I plug into the radio, turn it up loud and play all my songs through it. It makes such a difference when I'm stuck in traffic.

Speaker 3: Well, my favourite gadget is so efficient—it does everything and it's really fast. I mainly use it for college work—I'm doing a design course at the moment and I'm learning how to use some new software. Obviously, I can also email friends, download music and films—even watch TV on it. It's got a lot of memory because my files are huge, and I also store loads of photos on it. The other thing I use it for is making calls, actually. I've got a cousin who lives in Australia, and I can use it to make video calls to him for free.

Speaker 4: It's quite big and heavy, but I always carry it with me. I know you can get much smaller and lighter ones nowadays, but I love this model and I've taken some fantastic images with it. It's not very reliable now. The battery runs out very quickly,

I have problems connecting it to my laptop—but I don't want to replace it. Not yet. It's not easy to use and there are lots of complicated settings to choose from, but I like that because then I have control over what I'm doing.

Video scripts

Alpine app

Narrator: Skiing can be a lot of fun. The clean cold air, the speed and the excitement make it a popular winter sport. For beginners, it's all about not falling over but once you can handle the basics, how do you know you are getting better? How do you measure your daily progress? Kit and Ed are 17. In their free time, they like doing sports and they both love skiing. They are also not bad at numbers. They decided numbers might be the key to an even better skiing experience. And they began designing an app. City boys, they enjoyed using apps to measure and compare information while running and cycling around London.

Kit: It was basically competing against each other in specific tracks around London that really made us think "Well hang on, why doesn't this happen for skiing?"

Narrator: So they got to work. First, they needed to work out what data people wanted when skiing and snowboarding.

Ed: People are really interested in the data that they're accumulating during these sports. They want to see the speed that they hit when they went over that jump. They want to see the vertical distance, the altitude, all of that kind of information that previously they've not even been aware of.

Narrator: Once they had the right questions, they had to work on the answers. They came up with a simple design and wrote the code. They also raised money and made deals with ski resorts, making the app free for users. Suzanne has downloaded the app on her phone and uses it when she's out on the slopes. It tells her the maximum speed she reached on the run and her total average speed.

Suzanne: It's like extra fun, snowboarding is already fun but having an app like this you can measure your speed and stuff like that and yes, it's great because normally it's already er ... it's already cool with snowboarding, but measuring your speed gives extra fun.

Narrator: The app also measures distance, elapsed time and altitude, giving the user an overall

view of the session.

Ferenc: (Translation) I think it is cool. Before I was going down a very steep part and I was going quite fast and I was wondering exactly how fast I really was.

Narrator: The numbers and statistics help people improve or compete against friends, making the overall experience even more enjoyable. Users are happy, so Ed and Kit are too, but they continue to work to improve the app. Who thought maths could be this much fun?

Unit 3 Creativity

Listening audio scripts

(Part I)

- (1) If your doodles have lots of square shapes or flat surfaces, you may be the kind of person who likes to feel secure and in control of events. You're likely to be sensible and realistic rather than imaginative.
- (2) If you often draw animals, the type of animal can show how you feel or how you'd like to be. So, for instance, a small or weak animal may indicate you're quite gentle; a dramatic, dangerous one such as a tiger shows that you like power; and a comical or playful one, like a kitten or puppy, indicates that you enjoy playing and amusing yourself.
- (3) Trees are about growing, so drawing an elaborate one with lots of branches and leaves may show you have a strong will to live and become stronger in the future, unlike the kind of thin tree without leaves that a very old person might draw.
- (4) Drawing lifelike figures doing active things like running or cycling may indicate that you're energetic, with a strong wish and ability to do things that need actual strength, or that you want to find a way to create new things.
- (5) Lots of flowing, rounded shapes or romantic images like hearts, indicate that you're somebody who has strong feelings about things, and possibly also towards people. You may prefer life to be calm rather than stressful, and you might have a need to love and to be loved.

(Part II)

Johnsy: Today I'm talking to Frank Herschel, art therapist and author of *Doodles of Happiness*.

Frank, could you tell us briefly what an art therapist does?

Frank: Well, we help people of all sorts—the elderly, children, people in prisons, and patients in hospitals. We can learn about what people are thinking and feeling by looking at the pictures and doodles they draw.

Johnsy: So ... if someone draws a sandwich, that means they're hungry, right?

Frank: Ha! Ha! It's not quite as straightforward as that, Johns. There are all sorts of interesting little details, like whether the sandwich looks tasty or not, and the types of lines used.

Johnsy: OK. So, you look at a drawing or a doodle and that can tell you something about the artist's state of mind.

Frank: Yes. We also talk to patients about their art. We keep asking them questions about the things they draw and their answers can tell me a lot about what their drawings symbolize for them. Besides, we can use art to encourage people to express things that may be too scary or too difficult to talk about. Art allows people to release their emotions, because when we draw we're using the right side of the brain. It deals with emotions and feelings, whereas the left side is the analytical side.

Johnsy: And, does an art therapist actually help people be better at art?

Frank: That's not really the point of art therapy.

Johnsy: OK. Now, tell us a bit about *Doodles of Happiness*, your new book ...

Video scripts

Inventors

Many inventions of the past one hundred years have changed the way we live our lives.

Today, when almost six billion people worldwide own a mobile phone, many of us believe that we can't live without all these modern conveniences.

People are always trying to think of the next big invention that's going to change the world. But for some inventors, this doesn't mean designing a new phone app, or building a smaller, quicker, lighter computer. For some inventors, it's about looking at what everyone really can't live without.

Emily Cummins is a young inventor who is looking for new ways to help people. She started inventing at a very young age.

"At the age of four, my grandad gave me a hammer. I used to spend hours with him, in his shed, at the bottom of the garden. As I got older, he would teach me about the different properties of materials and how to use the tools and machinery in his shed."

Emily invented a fridge. The design was very simple: a small cylinder inside a larger one. You put your food, or medicine, in the small cylinder. Between the two cylinders you put some material that stays wet, like sand or soil. The water evaporates and pulls the heat out of the small cylinder and the contents stay cool. The fridge was designed so anyone anywhere could make it, with simple tools and materials.

About 60% of the world's population can't live without eyeglasses. Everyone should have their eyes checked regularly by an eye-care professional. But in parts of Africa, where there's only one eye-care professional for eight million of the population, it's impossible to have this done.

If you can't see, you might not be able to read, drive, or even work. Josh Silver is a professor of physics who has invented a new kind of glasses to solve this problem. The eyeglasses work by adding liquid to the lenses.

"I want to see clearly in the distance ... I just ... I'm covering up one eye, I'm adjusting the lens in the other eye till I've got nice clear vision. I then do the same with the other eye and—there we are! I can now see clearly in the distance."

It's taken Josh over twenty years of research to develop these glasses. He travelled to Africa to see how his glasses could help people. Henry AJ Mensa was the first person to get a pair of Josh's glasses.

"Shall we try the glasses and see if that helps you with threading it ..."

Henry was a tailor in a small village in Ghana who needed good eyesight to do his job. But his eyesight was getting worse.

"He was trying to thread a needle and he couldn't and he put these on ... and he adjusted them and he threaded the needle immediately and what he did was ... he then started operating his sewing machine much faster."

This experience proved that Josh's glasses can work.

No one can live without water. But today there are over a billion people whose access to clean water is limited. Drinking dirty water makes millions of people sick and kills thousands of people every day. After seeing the terrible result of the tsunami that unexpectedly hit Asia in 2004, inventor Michael Pritchard decided he wanted to do something about this problem.

"Water is everywhere. Mother Nature has her own way of getting water to people. They're called

the clouds. They pick the water up from the sea—for free. They take the salt out of it—for free. They transport it hundreds of miles—for free. And then they dump it on the mountains and the rivers and the streams. And where do people live? Near water.”

So Michael Pritchard invented the Lifesaver water bottle. The bottle, which uses a special filter, can clean any water, making it safe to drink. This new technology saves people's lives by making it easier to provide clean water to the people who need it most.

In the western world, it's easy to think that we really need all our modern conveniences. But food, water and sight—these are things that we really can't live without.

Unit 4 Inspiration

Listening audio scripts

Presenter: The Subway Superhero Wesley Autrey jumped in front of an approaching train and managed to save a young man who had fallen on the tracks. What made Wesley risk his life to save a stranger? Today, psychologist Mindy Manson is going to give us some answers.

Psychologist: For me the real question is: why was it Wesley who reacted, and not someone else? During a bank robbery several years ago, a brave customer jumped on the gunman and got shot in the leg. The security video of the event showed a strange phenomenon: the other customers didn't react when the robber walked into the bank with his gun. They simply carried on with their business.

Presenter: Why didn't they react?

Psychologist: In these situations, our brains might refuse to acknowledge the threat. It is also common for people to “freeze”. When there is great danger, the stress can make it difficult for our brains to process information and make decisions: we literally move and think more slowly. In the case of the Subway Superhero, the other people on the platform didn't react when the passenger fell onto the track.

Presenter: So why do some people take the lead?

Psychologist: Well, the customer who stopped the bank robber was threatened directly. He had no choice but to immediately act in self-defence. However, some people are better prepared mentally than others. It often depends on their attitude. If

people have a lot of self-assurance and feel they are in control of their situation and can change things, then they usually react more effectively.

Presenter: So self-belief and confidence are qualities a hero might have.

Psychologist: Exactly! Heroes also tend to be natural risk-takers who don't easily get stressed. They are less likely to become "frozen" with fear. Interestingly, they are usually more involved with people and the society around them. A study in 2005 found that heroes interacted with friends and family more frequently, and were more aware of the needs of others.

Presenter: So are heroes pretty rare?

Psychologist: Not really. Heroism happens more often than we think, and not just in life-and-death situations. We can find examples of self-sacrifice—that is, people who are putting others' needs before their own—wherever we look. As Wesley Autrey said, "I don't feel like I did something extraordinary. I just saw someone who needed help. I did what I felt was right."

Video scripts

16-year-old boss

Narrator: Philip Mellin is a 16-year-old shepherd. He's grown up on a dairy farm in Yorkshire, which also has 500 sheep. It's a lot of responsibility for Philip and his mother Carol, and a lot of hard work. However, this summer, Philip's finished secondary school and things are about to change.

Philip: Now I've left school, I feel on top of the world.

Narrator: Working on the family farm is all Philip has ever wanted to do for a living. However, the dairy business has not been doing well, so he and his mother have taken the decision to stop milking altogether and sell the cows.

Philip: Now we're coming out of the cows, um, obviously we'll need another way of making money. So, my idea is that we're to train dogs.

Narrator: Philip plans to train and sell these dogs to help farmers manage their flocks of sheep. He needs a premises, and plans to convert the empty

cowshed into dog kennels. It's going to be expensive but Philip knows how to strike a deal.

Philip: Thirty!

Man 2 [on the phone]: I'll make it forty-five and we'll split the difference.

Philip: Forty, and you've got a deal.

Narrator: After a few weeks of hard work, the kennels are complete. What's more, Philip has done it all himself.

Philip: Yeah, it's gone alright. It's gone much better than I thought it would have done.

Narrator: Now that Philip's set up, there's just one thing he needs—a dog.

Man 3 [over PA system]: Four thousand four! Four thousand ... !

Narrator: Luckily, there's a dog auction in town.

Philip: I've seen two in t'catalogue, um, which I like, so, I'll ... I'll have a look at 'em when they're runnin', and see what I think.

Narrator: Philip picks his favourite and bids successfully. Carol is impressed.

Carol: Looks a nice dog actually, doesn't it?

Narrator: But after five days, it's a different story. The dog is very friendly and Philip is wondering if, in fact, it's too friendly.

Philip: It's all over me, it's been all over me since day one. And it's ... it's too much all over me, so we'll just have to see how it goes.

Narrator: For his first dog, however, Philip's not done badly, and Carol's thinking about the future.

Carol: I'm just letting him throw his thoughts into it because at the end of the day it will be his business, won't it?

Narrator: It's been a significant summer for Philip. He's taken control of his destiny, reshaping the family business into something he can continue to grow, and making the transformation from schoolboy to man of the farm. There aren't many people who can say they're living the dream at 16 years old. Philip, however, just might.

附录 2：各单元语篇参考译文

Unit 1 Decisions

Reading and interaction

找到真正适合的职业

(本文节选自马克·吐温自传体小说《苦行记》。)

下一步怎么办?

这是个大问题。我已经踏入社会,自谋生计了。我尝试过各种职业来养活自己,但没有什么可以为人称道的成就。我曾在杂货店打杂,只干了一天,因为偷吃了太多的糖以至于被开除了。我曾花了整整一个星期学习法律,但后来放弃了,因为实在太累人了。我也曾做过一段时间的书店伙计,但是压力太大了。顾客总是来烦我,我根本没法舒适地看书。我也做过私人秘书、银矿工人,但是都没干出什么名堂。现在——

下一步怎么办?

我再次向希格比妥协,决定再试一次挖矿。我们从山的一侧爬到高处,干了起来。希格比下到矿井里去,用他的镐开挖,一些岩石和泥土被他铲松了之后,我再带着铁铲下去把它们铲出去。我把土掷出去,正好掷在矿井边沿上。土全落回到我头上,沿着我后颈滑进去。我一言不发,爬出矿井走回了家。

回到小木屋,我翘起双脚考虑了一下自己的处境。以前,我曾给这个地方的主要报纸弗吉尼亚《边区企业报》写信投稿作为消遣,当我的文章发表时,我总是会非常惊讶。从山上回来后,我发现邮箱里有一封信,打开一看,啊哈!《边区企业报》请我去弗吉尼亚做报纸城市版的编辑,每周有 25 美元的薪酬。这可是一笔巨款。

我去了弗吉尼亚,开始了我的新工作。我向主编古德曼先生请教如何做好这份工作,他告诉我要走遍大街小巷,逢人便问,凡事都问,记录所有有价值的信息,然后写成文章发表。简而言之,就是这么回事。

我永远忘不了我第一次做记者的经历。我在城里闲逛,逢人便问,惹人厌烦,最后却发现路人也是知之甚少。五个小时后,我的笔记本还是空空如也。我找到古德曼先生,他说:“丹以前成功地做到了从大街小巷中找故事写。就算没新闻的时候他也能写出关于干草马车的好报道。周围难道没有干草马车吗?有的话,你可以写写干草生意的复兴。它不是什么轰

动一时或激动人心的新闻，但它可以填满整张报纸，而且看起来像那么回事。”

我再次走到城里，看到一辆从乡下过来的年久破旧的干草车。接着我又看到一支来自东边的马车队，他们刚刚穿过危险的印第安人领地，看上去颇为狼狈。

我的两个专栏填满了。第二天早晨当我再读这些内容时，我觉得自己终于找对了工作。报纸需要的是新闻，至少我认为自己有能力来提供新闻。古德曼先生说我是一名和丹一样优秀的记者，这便是我梦寐以求的最高赞赏。

Cultural focus

驶向自由的巴士

1955 年 12 月 1 日，在亚拉巴马州蒙哥马利市的一家百货公司里，罗莎·帕克斯刚完成一天的工作，准备回家去全美有色人种协进会^①青年聚会帮忙。那天傍晚，公交站有许多人，于是罗莎去买了些东西，然后坐下一班车回家。她很幸运，在后排找到了一个座位，但是过了几站，上车的乘客越来越多，于是司机让罗莎站起来让座。为什么？因为新上车的乘客是白人，而罗莎是黑人。非裔美国人只能坐在公交车的后排，当车满员后，他们还要给白人让座。

20 世纪 50 年代，非裔美国人受到二等公民的待遇。种族隔离法案按照种族将人群隔离开，不平等现象无处不在——公交车上、餐馆里、电影院里、商店里。美国宪法允许此类不平等待遇的存在。就连学校都根据肤色分门别类。在公交车上，司机再一次朝罗莎大喊让她起立。罗莎并不疲倦，双脚也不疼，但她就是没有动。此时，司机大怒并且警告罗莎他要叫警察。“你想叫就叫吧。”她平静地回答道。警察赶到后逮捕了罗莎。罗莎在被送去监狱的时候一定感到很耻辱，但她没有退缩。当时的她并不知道，她小小的反抗行为已经埋下了一颗种子，一颗将会改变历史进程、结束美国种族隔离的种子。

第二天，罗莎被捕的消息迅速传遍全城。人们决定抵制公交，改用其他交通方式。他们希望公交公司不再歧视黑人乘客。事实上，75% 的公交乘客都是非裔美国人，所以公交公司应该会采纳这个建议吧？他们没有，于是在 12 月 5 日星期一，成千上万的人以步行、搭顺风车或者骑自行车的方式上班。这非常不容易，但面对这场共同的战斗，大家团结一心。

最终，这场抵制持续了 381 天。期间，许多非裔美国人收到恐吓电话，居住的房屋也被蓄意破坏。当地教会一名叫作马丁·路德·金的年轻牧师领导了这次抗议，他的家也遭到了破坏。人们准备还击，但金博士让他们停下来想一想。“我们不能用暴力解决这个问题。” he 说道，“我们要用非暴力手段应对暴力。”袭击和威胁没有吓退支持者们。事实上，它们反而将大家凝聚在了一起，让所有人明白了和平反抗的价值。

最终，这场抵制带来了重要的法律改革。1956 年 11 月 13 日，美国最高法院最终判决亚拉巴马公交车上的隔离制度违法。第二天，罗莎·帕克斯与马丁·路德·金一起坐上了一辆公

^① NAACP：全美有色人种协进会，1909 年成立于美国，致力于保障有色人种在政治、教育、社会和经济方面的平等权利，以消除种族歧视。

共汽车。她很自豪地坐在前排的座位上。罗莎证明了一个人的决定可以带来巨大的改变。她勇敢地对美国的种族主义说不，并且通过这一简单却有力的行为激励了其他人加入抗议行动。不到十年，歧视非裔美国人的法律被取消了。

“当我拒绝让座时，不是因为那天或那辆公共汽车有什么特别之处。”罗莎后来说道，“我只是想拥有自由，和其他人一样。”但是如果那天罗莎·帕克斯没有拒绝让座会发生什么呢？可能另一个非裔美国乘客很快也会做出同样的反抗。但也可能不会有人那么做。如果不是罗莎勇敢的行为，种族隔离可能会延续更长的时间。

Unit 2 Digital humans

Reading and interaction

数字化人类的一天

作为“数字化人类”周的一项活动，我们请一位叫宋丽丽的青少年写了一份电子日记。心理学家米娅·格雷厄姆对日记进行了分析。

上午 7:30

通常我每天做的第一件事就是登录社交媒体，今天也不例外。实际上我还躺在床上的时候就登录了，只是为了看看昨晚我的朋友们发了什么，了解最新的八卦。吃早餐的时候，我更新了我的动态。三十分钟内，我就收到了十几个赞和两条评论。这些都不是稀奇的事儿——每天都是如此。我肯定大家都是这么做的。

米娅：人们敞开心扉，把经历分享给他人是很自然的行为。丽丽享受着作为网络社区一员的生活。她很喜欢网络上的人们给她的动态留言。

上午 8:45

在步行去学校的路上，我注意到有人在一张照片中标记了我，照片里的我看起来非常难看，于是我点击了“取消标记”。这让我压力倍增，于是我又开始翻看最新的动态。我祈祷着没人在那张图片中认出我来。

米娅：在社交媒体上，丽丽总是在展示自己，要一直“看起来很棒”的心理让她承受着巨大的压力。最近的一次调查显示，41% 的青少年认为他们的网络形象非常重要；因此，他们会付出更多的努力让自己看起来一直很好。然而，朋友们会在照片中标记你，写上你去了哪里或者说了些什么，这可能会破坏你的形象。你可能不喜欢这样，但你也无法阻止朋友分享关于你的信息。

中午 12:30

午餐时间，一个朋友在我的主页发了一条评论，用恶毒的语言说了另一个朋友的坏话。这两个女生最近吵了一架，但她们应该忘掉这一点，重归于好。我删了那条评论，因为我不想卷入其中。

米娅：在网络世界中，欺负他人轻而易举。网络欺凌者可以发布他人丑照或恶毒的评论并让其传遍网络。在网络世界，你看不到别人崩溃痛哭。所以，你没有那么强烈的同情心，也不太会去声援他们。丽丽删掉那条评论是正确的。

下午 5:30

我在家发了一条关于一个男孩子的帖子，我挺喜欢他。今天他手机落在教室里，正好被我找到了。跟他谈话非常开心。他很友善，我们有许多共同点——我俩真的很合拍！

米娅：像我们很多人一样，丽丽会在网上分享个人的生活细节。问题在于这些细节会一直留在网上，很容易被再次翻出来。最近的一项调查显示，40% 的青少年很在意谁会浏览他们的网上动态。

他们也担心这些动态最终会被父母、老师、未来的老板或同事发现。这种担心是合理的。互联网是有记忆的，所以丽丽在发帖前要三思。在网上暴露个人信息也可能带来危险：这样容易成为网络犯罪的受害者。

晚上 11:00

睡觉前我更新了动态，接受了两个添加朋友的请求。他们两个我都不认识，但这就是社交媒体让人惊喜的地方。你可以和日常生活中可能无法遇到的人聊天，可以和多年未见的人联系。

米娅：丽丽的话没错——交流是好事，但她需要特别注意聊天的对象。平均每个青少年有 237 个社交网友；然而，在现实生活中，他们只和其中的一小部分人说过话。本质上，这是一个信任问题，所以在你接受好友添加请求前，想一下：这个人是谁？我真的想让他们看我的动态吗？别忘了：机器的背后是人。

Cultural focus

触摸屏

介绍带有多点触控功能的新型数码人

触摸的体验快乐吗？

触摸的体验快乐吗？

能和你的手机和平板兼容

触摸的体验快乐吗？

触摸的体验快乐吗？

没朋友，让应用帮你找朋友
没生活，让应用带你体验生活
你一事无成，应用也可以帮你
触摸的体验快乐吗？
触摸的体验快乐吗？
触摸的体验快乐吗？

我的世界，我的世界变得如此数字化
我已经记不得那是什么感觉了
过去朋友的小圈子难以亲近
如今想要亲近更是难上加难
因为鼠标一点就算是朋友了

我写文，发帖，点赞，聊天
我不需要眼神交流来做这些
在哔哔声中，我听不见大自然的声响
我们感受世界的能力在消逝
我的手机在裤兜里响了一声，我摸啊摸啊摸啊摸
因为在这个世界里
永远听不到笑声
声音只能用文字来表达
我们如此渴望能够感知一切
希望科技能逆转宇宙
直到屏幕来触碰我们
或许这一天会到来
当我们的科技足够发达……
再把我们重新变回人。

注：诵诗擂台赛是一种诗歌比赛，诗人在观众面前表演自己的作品，无需道具、服装或音乐。这首诗歌改编自马歇尔·索佛·琼斯的诗《触摸屏》。

Unit 3 Creativity

Reading and interaction

名人背后的故事

或许你曾见过印在T恤衫上的毕加索的画作，也曾听过作为手机铃声的莫扎特钢琴奏鸣曲的前奏，但你对这两位艺术家了解多少？尽管毕加索和莫扎特都是天才少年，但他们的人生经历截然不同……

巴勃罗·毕加索(1881—1973)

1881年，毕加索出生在西班牙的马拉加。降生时，助产士误以为他已夭折。幸运的是，接生的医生当时正在抽烟，于是朝着婴儿脸上吐了一口烟圈，巴勃罗随后放声啼哭，鲜活且健康，让众人长舒一口气。

巴勃罗·毕加索天生便是艺术家，他孩提时代说出的第一个词是“piz”，为“lápis”（西班牙语中意为“铅笔”）的缩略形式，这即是证明。他的父亲路伊兹是位艺术学教授，他发现自己的儿子颇有绘画天赋，于是从其七岁时便着手教授他。就这样，毕加索九岁时就完成了首幅画作（《斗牛士》）。

1892年到1897年间，毕加索在马德里和巴塞罗那学习艺术。尽管小毕加索的画作灵动成熟，远超同龄孩童，但他在校期间并不乖巧，甚至厌倦学校生活，上课不听讲。因此，他常被独自关在房间里，以示惩罚。“关禁闭时，我总是带着素描本，不停地画画……”毕加索后来说道，“我甚至可以一直待在那里，一直画下去。”

后来，毕加索离开了艺术学校，去了巴黎，在那里与身为画家和雕塑家的乔治·布拉克相识。此后，他开始不断尝试和探索许多不同的绘画风格，其中一种就是立体派风格，这种风格后来发展成了由毕加索和布拉克引领的一场艺术运动。两位艺术家在绘画中使用正方形和三角形，同时表现出人物的正面和侧面形象。毕加索将这一技艺运用在他的一些最知名的作品中，比如《亚维农的少女》（1907）和《格尔尼卡》（1937）。尽管许多人认为这一艺术风格令人瞠目，充满争议，但也有人因此赞叹毕加索所展现的艺术天赋。

毕加索一生成就非凡，绘画主题可以任其挑选，然而他从未停止创新试验。因此，他被誉为现代艺术大师。

沃尔夫冈·阿玛多伊斯·莫扎特(1756—1791)

同毕加索一样，莫扎特也是天才少年——会写字前他就已经会写音符，四岁就开始谱曲。一天，他的父亲回到家中，发现小莫扎特伏在桌前，桌上到处都是凌乱的纸张，起初颇有怒意。但旋即他便意识到，这个年幼的孩子写了一首钢琴奏鸣曲。当他表示这首曲子难以弹奏

时，小莫扎特答道：“练习几遍就不难了。”随后自己开始演奏起来。后来，莫扎特在九岁时就谱写了自己的第一部交响曲。

莫扎特一家人都颇有天赋，其姐姐玛利亚·安娜也是一位出色的音乐家。虽然家住奥地利，但是莫扎特的父亲和两个孩子曾数次游历欧洲，足迹遍及多国，为皇室贵族带去精彩绝伦的表演。欧洲游历虽有遗憾，两个孩子时有微恙，但多亏有此丰富的游历，莫扎特学会了十五种语言。

莫扎特一生受到众人仰慕，人们赞赏他音乐的优美和原创性。年轻时，无论是在席间，或友朋交谈之隙，亦或乘马车出行之时，莫扎特都能随时随地谱上一曲。不仅如此，他谱曲速度极快，一生作品众多——他创作了六百多首曲目，包括交响曲、钢琴协奏曲，甚至是像《魔笛》这样的歌剧。此外，他还广泛授课，四处巡演。尽管他工作勤勉投入，但是其人生起伏不断。他花钱如流水，入不敷出。他沉迷于奢靡的生活，购入精心裁剪的奢华衣物，雇佣多名随从。这一切意味着他总是不时地为经济状况焦虑不安。

1791年7月，一名黑衣人现身莫扎特的住所，请求他为亡者谱上一曲。彼时莫扎特疾病缠身，但急需用钱，于是欣然应允。写这首曲子时，莫扎特隐约觉得是在为自己的葬礼谱曲。一语成谶，此曲尚未完工他便溘然长逝，年仅三十五岁。去世时，他几乎身无分文，只得葬身于一处无名墓穴。

Cultural focus

昆曲回归

《牡丹亭》是昆曲最为知名的曲目之一，谱写于1598年，讲述了一个梦境、死亡与爱情交织的神奇故事。2010年，谭盾为此故事谱曲设景，为这出戏剧注入了新的生命力。

一天傍晚，作曲家谭盾坐在上海郊外的一个花园里，萌生了要把《牡丹亭》重新搬上舞台的想法：他突然间意识到身处之境可以作为《牡丹亭》这出戏剧的完美场景。于是，他根据昆曲原曲改编了音乐，在传统音乐的基础上融入了个人创作元素。当然，演员依然采用延续了数百年的传统高亢唱腔。虽然演出的花园空间逼仄，但依然取得了巨大的成功，连续两年每个周末的演出票都一售而空。

昆曲源于十六世纪的昆山，当时身为乐师和演员的魏良辅开创了一个全新戏种。这种新的戏剧风格在接下来的两百年间迅速传遍全国，成为当时最受文人墨客喜爱的戏种。但是到了十九世纪，京剧慢慢取而代之，成为最受青睐的戏种。

昆曲的鲜明特点包括念白、演唱和舞蹈，不同角色在舞台上都拥有特定的动作方式，包括说话时的站姿和表达内心精气神的舞步。有时候，演员也会根据剧情需要表演一段武术。昆曲重在演员的走步，因此舞台陈设去繁就简，观众往往在偌大的舞台上只能见到几件物品，

用以标示这出戏的场景，或在屋内，或在花园中，亦或在梦乡。由于昆曲风格独特，联合国教科文组织在 2001 年将其列入人类口头和非物质遗产。

很多昆曲演员和音乐家的夙愿就是传播这项艺术并扩大其受众面。2016 年，他们终于迎来良机，因为这一年是《牡丹亭》和其他众多剧作的作者汤显祖逝世四百周年；这一年也是威廉·莎士比亚逝世四百周年。谁会不曾留意《牡丹亭》和《罗密欧与朱丽叶》这两个爱情故事惊人的相似之处呢？作为周年纪念庆典活动，《牡丹亭——年轻恋人版》被搬上舞台，成了中英文化交流年的活动之一。次年，三台昆曲节目在雅典的希腊国家大剧院上演。或许作为“中国戏曲之母”的昆曲很快也会走进您附近的剧院。

Unit 4 Inspiration

Reading and interaction

最后一片叶子

苏和琼西的画室在一座三层砖房的顶楼。十一月间，琼西身患肺炎倒下了，她躺在床上，半天不动弹一下，透过窗户张望着对面砖房光秃秃的墙面。

一天上午，医生跟苏悄悄说了几句话。“琼西似乎认定自己好不了了。我会尽全力，但如果她不改变想法，就只有五成希望能挺过去了。”

房间里，琼西低声对苏说道：“现在它们落得更快了。三天前，还有接近一百片。又落了一片。现在只剩下五片了。”

“亲爱的，五片什么？”

“叶子，常春藤上的叶子啊。最后一片叶子落下时，我也要走了。难道医生没跟你说？”

“哦，我可没听到这种胡言乱语。”苏轻声责怪道，“我想你还是不要整天盯着那些傻乎乎的常春藤叶子看了。睡会儿吧，亲爱的。”苏又说道，“我想画画了，我去叫贝尔曼上来给我当模特。我马上就回来，回来前你躺着别动啊。”

老贝尔曼是住在一楼的画家，有六十多岁，在艺术上毫无成就。他总是想着有朝一日能创作一幅名画，却迟迟不动笔。他靠给年轻画家们当模特挣点微薄的收入。他认为自己是楼上画室两位年轻艺术家的特别守护者。

苏跟贝尔曼说了琼西对于窗外常春藤叶子的怪诞想法。

老贝尔曼听闻此种愚蠢想法，面露不快。

“什么！”他嚷道，“这太荒唐了。这世上有谁是因为藤上叶子凋零而离世的？我从未听说过此等荒唐事。有朝一日，我会画一幅名作，然后我会给你们钱，你们俩就可以离开这个

糟糕的地方！”

他们来到楼上时，琼西在熟睡。苏拉下卷帘，把贝尔曼领进隔壁房间。他们不无恐惧地瞥了一眼窗外的常春藤，又彼此对视了一会儿，都没有说话。屋外阴雨连绵，还夹带着雪花。

第二天早上，苏醒来发现琼西正盯着紧闭的绿色卷帘。

“把卷帘拉开，我想看看。”她低声命令道。

苏拉开了卷帘。天哪！一夜的狂风骤雨后，对面的砖墙上还有一片常春藤叶子。这是藤上的最后一片叶子了，它的根茎是深绿色的，还顽强地依附在离地二十英尺的树藤上。

“这是最后一片了。”琼西平静地说道，“今天它会凋落，我也会随之死去。”

这一天慢慢过去，但她们却看到那片孤零零的叶子依然紧紧依附在靠墙的枝干上。甚至到了第二天，这片叶子也依然在那儿。琼西躺着盯着它看了很久。随后，她呼唤在厨房炖鸡汤的苏。

“苏，这些天以来我是个坏女孩。”琼西说道，“冥冥之中有什么东西让那最后一片叶子不再凋落，似乎是要告诉我我做得有多么不好。想死真是罪恶。给我盛点汤，我想喝。”苏迫不及待地照做了。

下午医生来了，他说琼西病情正在好转，语气中充满希望。医生告诉苏：“琼西正在康复。现在我要去楼下看个病号，贝尔曼，没记错的话，好像是个画家，也是肺炎。他年纪大了，身体也很虚弱，没希望活下来了。”

第二天上午，琼西看起来气色更好了。下午苏来到琼西的床边，一只胳膊搂着她。

“我要跟你说点事儿。”她说道，“贝尔曼得了肺炎，今天去世了。

他只病了两天。门卫在楼下房间发现贝尔曼时，他已经病倒了，鞋子和衣服湿透且冰凉。

他们想不出贝尔曼会去过什么地方，随后（在房间里）找到了一盏灯笼、一把梯子、几把刷子，还有绿色和黄色的颜料——亲爱的，你看看窗外，看看墙上那最后一片常春藤叶子。它在风中也不飘动，难道你不觉得奇怪吗？这就是贝尔曼的名作——他在最后一片叶子凋落的那个夜晚所画的杰作啊。”

Cultural focus

罗本岛：黑暗的岁月

对于狱中的我们来说，时间似乎是静止的；但对于高墙外的人们来说，它一刻也未停歇。我是在1968年春母亲来探监时才明白这一点的。她在我儿子马克贾托、我的女儿马卡兹维和我的妹妹梅布尔的陪伴下，一路从特兰斯凯来到罗本岛探望我。自从瑞佛尼亚审判后，我们就一直未能相见。人是逐渐变化的，当我们身处家人周围时，很难察觉；而一旦相隔数年再见，那种变化会触目惊心。

母亲似乎一夜白头，十分苍老。她瘦了很多，这让我忧心忡忡，而且她一脸倦容。只有我的妹妹梅布尔似乎一如当初，变化甚少。见到他们，聊起家事，我颇为高兴，但也为母亲的身体状况心生隐忧。

几周后的一天，我刚从工地回来，就被叫到监狱长办公室，说是有我的口信。口信是儿子马克贾托留的，他告知我母亲由于心脏病突发溘然长逝。我立刻请求狱警，允许我回家参加葬礼，却遭到拒绝。“曼德拉，”他说道，“我知道你会信守诺言，不会逃脱，但我无法信任你们的人，我们担心他们会把你留下。”闻听此言，我更加悲伤：身为长子，也是家中唯一的儿子，我却无法完成为母亲送终的责任。

随后数月，我常常想念母亲。她一辈子颇为不易，我也只是在当律师时才能接济她。然而入狱后，我便无能为力了。念及此处，我悲痛欲绝。

母亲的亡故会使人回顾过往，估量自己的人生。念及母亲经历的重重难关和困顿的生活，我再次质疑自己是否选对了人生道路，这也是困扰我很久的难题：我选择将大众的福祉置于我自己的家庭之前究竟是否正确？很长一段时间，母亲并不理解我对这场斗争的执着。我的家人们也从未要求甚至想过要加入这场斗争，但他们却因为我置身其中而饱受苦难。

但是我对这个问题的回答并未改变。在南非，一个人很难无视民众的需求，即使付出牺牲自己家庭的代价。我已然做出选择，而且我的母亲最终也支持了我的选择。

附录 3：教学活动任务单

Unit 1 Decisions

Reading and interaction

Worksheet

Select the words in the box to complete the responses to the Deep reading task on page 9 in your textbook. There is one that you do not need.

suitable excitement expectations leads description duty
modest information produces overtime failure

Sentences	My explanations
2 I had been a bookseller's clerk for a while, but it was too stressful. The customers bothered me so much that I could not read with any comfort.	A job might be stressful if one must often work (1) _____. The reason Twain found it stressful was that the customers bothered him a lot, when in fact, it was his (2) _____ to help them. The difference between the reader's (3) _____ and Twain's reason creates an amusing effect.
3 I made the toss, and landed the mess just on the edge of the shaft. It all came back on my head and down the back of my neck.	He tried to shovel the mess out of the shaft but failed. The mess fell down the back of his neck and he left immediately without saying a word. He knew at that moment that he was not (4) _____ for that job and showed his frustration by leaving the shaft with the dirt still on his head. This (5) _____ creates a humorous picture of a frustrating situation.
4 In the past, I had amused myself with writing letters to the chief paper of the territory, the <i>Virginia Daily Territorial Enterprise</i> , and had always been surprised when they appeared in print.	He said that he sometimes wrote to the newspaper to pass the time and he was surprised when his articles were published. His words appeared to be (6) _____, but he was actually bragging. In fact, we know he had failed many times at various jobs. The way he downplays his (7) _____ about getting his letters published is comical.
5 I wandered about town questioning everybody, boring everybody, and finding out that nobody knew anything.	He did not know how to ask good questions. As a result, he did not get any useful (8) _____ that he could turn into a news story. He blamed his (9) _____ on the people he questioned. Twain's use of the words, i.e. <i>everybody</i> , <i>nobody</i> and <i>anything</i> (10) _____ a comical effect that makes his fruitless attempts funny.



Unit 2 Digital humans

Reading and interaction

Worksheet

Select the words in the box to complete the responses to the Deep reading task on page 27 in your textbook. There is one that you do not need.

myself	post	studies	rumours	personal	including
harm	selfie	comments	damage	hurt	

Points of view in the passage	My opinions or examples
2 Teenagers want photos of themselves to “look good”. Guiding question: What kind of things do you do in order to give a good impression online?	We use (1) _____ apps and photo editing tools to make ourselves look better. We share pictures of our pets, our friends and the meals we eat on social media. We also (2) _____ our travel pictures to show that we are having a good time.
3 It’s easy to pick on people in the digital world. Guiding question: How might people get hurt in the digital world?	People might get (3) _____ online if others spread (4) _____ about them or leave unkind (5) _____ on their posts.
4 Young people worry about who can see their private information online. Guiding questions: What kind of information do you usually share online? Do you share different things with different people? Why?	I share a lot of information online, (6) _____ my thoughts and feelings at the moment, the books I have read, the movies I have watched and photos of (7) _____ and my friends. The information I share with various people is different. I share my true thoughts with my close friends. I may not always do that with my teachers or parents. I will share news about my (8) _____ or school activities with them.
5 People should think twice before accepting a friend request. Guiding question: What are the potential dangers of accepting friend requests from strangers?	Criminals may use our personal information to do (9) _____. Hackers can hack into our accounts and steal our (10) _____ information.



Unit 4 Inspiration

Reading and interaction

Worksheet

Select the words and phrases in the box to complete the responses to the Deep reading task on page 63 in your textbook. There is one that you do not need.

pessimism wonder details cross their minds motivated
hint revealing paves the way centre on arouses amaze

Clues	My interpretation
1 (Lines 18–19) When the last one falls, I must go too.	Johnsy's words show her (1) _____ about life and immediately capture readers' attention. They might (2) _____ whether this poor young artist believes this "silly" idea. In doing so, the writer creates suspense and thus (3) _____ for the "surprise" (her recovery) in the ending.
2 (Lines 28–31) He was past 60 and was a failure in art. He had been always about to paint a masterpiece, but had never yet begun it. (Lines 41–44) "Someday I will paint a masterpiece, and you shall both leave this awful house with the money I give you!"	The writer's brief descriptions of Old Behrman and Behrman's own words serve as clues. They both (4) _____ "masterpiece", a key word which easily (5) _____ readers' interest. Thus, the readers begin to focus on whether Behrman will be able to complete a masterpiece. These clues prepare the readers for the completion of Behrman's masterpiece, though in an unexpected way, at the end of the story.
3 (Lines 57–62) After the heavy rain and strong wind, there yet stood out against the brick wall one firm ivy leaf ... Still dark green near its stem, it hung bravely from a branch some 20 feet above the ground.	These two sentences provide (6) _____ about the last leaf. The more detailed the description is, the more curious the readers will be. A question might (7) _____ : "How is it possible?" They are strongly (8) _____ to keep reading in order to solve the puzzle.
4 (Lines 72–73) "Something has made that last leaf stay there to show me how bad I was."	Johnsy's words serve as a (9) _____ of what Behrman did. "Something" is powerful enough to make the leaf stay and the readers want to find out what it is.
5 (Lines 90–97) "His shoes and clothing were wet through and icy cold. They couldn't imagine where he had been. And then they found a lantern and a ladder, and some brushes, and green and yellow paint—look out of the window, dear, at the last surviving ivy leaf on the wall."	Sue's words finally provide a clue for the readers, (10) _____ in a surprising way what probably happened to Old Behrman.



附录 4:《普通高中教科书 英语练习部分 选择性必修 第二册》参考答案和听力文本

Unit 1 Decisions

A Vocabulary

- 1 (1) show (2) start (3) rise (4) put (5) fend (6) gain
- 2 (1) rough (2) tiresome (3) worthwhile (4) businesslike (5) suitable (6) stressful
(7) various (8) sensational
- 3 (1) candidates (2) minimum (3) freedom (4) sow (5) discrimination (6) boycott
(7) struggled (8) threat
- 4 (1) apply for (2) enclosed (3) achieved / have achieved (4) have held the role of
(5) assisted (6) arranged
- 5 (1) The invention gained her recognition in academic circles.
(2) We are impressed with these strict standards.
(3) For young people, it is worthwhile to spend time reading.
(4) Whenever I visit a new city, I like to wander around in the streets and experience
the local life.
(5) This student has the courage to challenge the teachers' authority.
(6) The meeting is finally over. I'd like to put my feet up and enjoy a cup of coffee.
(7) He had to fend for himself at a very early age.
(8) Miss Lin will show you the ropes and answer any questions you have.
- 6 (Answer for reference)
My mum works as an interpreter for a large insurance company. She graduated from university with a master's degree in English Language and Literature. Many of her classmates found teaching posts in universities or high schools, but she did not feel like becoming a teacher. She wanted to find a challenging job, so she sent her CV to an insurance company. Very soon afterwards, she was called in for an interview. On arriving there, she found that there were nine other candidates for the position. The interviewer asked her to interpret some sentences on the spot. It was very stressful, but luckily, she did very well and got the job in the end.

B Grammar

- 1 (1) to err, to forgive—subject
(2) /
(3) to travel hopefully—subject
(4) to be left alone— predicative
(5) early to bed and early to rise—subject
(6) to let her son make his bed and lie in it—predicative
(7) to be poor and healthy—subject
(8) to be wise after the event—subject
- 2 (1) easy to communicate with
(2) To land a rover successfully on Mars
(3) aim of this documentary is to show the world the natural beauty of China
(4) requires a lot of preparation and practice to make a good presentation
(5) the purpose of our organization isn't to make money
(6) important to set clear priorities in life
- 3 (1) for (2) of (3) It (4) to provide (5) read (6) blame
- 4 (1) making (2) to go (3) trying (4) to know (5) to do (6) To do / Doing
(7) to write / writing (8) developing (9) to find (10) to help

C Listening and speaking

Audio scripts:

Good afternoon. Oh, no, good morning! Today I'd like to talk to you about mistakes! I'm going to look at why it's impossible to avoid making them, and why they are useful. I'll start by explaining why we're afraid of making mistakes, and then look at how we need to change the way we think about them. I'll end with some examples of successful mistakes.

Let's begin with a quote from Einstein. He said, "Anyone who has never made a mistake has never tried anything new." This shows that mistakes are an important part of learning. So why are we so afraid of getting something wrong? It's partly because we think about it so much afterwards. To give you an example, if I make one big mistake in this presentation, but get everything else right, what will I be thinking about later? Yes—I'll be thinking, "If only I hadn't done that!"

A strong memory of a mistake can help us avoid making it again, but we mustn't let it make us afraid of trying and failing. You have to know that it was a mistake and then let it go, remembering that you and the mistake are not the same thing.

Moving on to learning a language, it's important that you don't let the fear of making mistakes stop you from trying to speak it. You'll only learn what a mistake is by making it and having it corrected. We all know that a good way to stop worrying about our mistakes is to laugh at them, and language mistakes are a good opportunity to do this. Look at the pictures of what these two errors mean.

"You've cut your hair!"

"There were very little students in the class."

Enjoy the mistakes, and use them to help you remember that it's "you've had your hair cut" and "very few students"!

Now let's look at some successful mistakes. The inventor Thomas Edison knew that mistakes are part of finding the right answer, and said, "I haven't failed. I've just found one thousand ways that don't work". To illustrate this point about mistakes bringing success, look at these inventions and discoveries:

Penicillin

Chocolate chip cookies

Crisps

X-rays

Chocolate chip cookies are clearly the most important invention, but what do they all have in common? Yes, they all happened by mistake!

So, to conclude, stop being afraid of getting things wrong! It just means that you're human and trying to learn. And if possible, have a good laugh at your mistakes!

Thank you for listening.

- 1 The purpose of the talk is to explain why it is impossible to avoid making mistakes and why they can be useful.
- 2 (1) D (2) A (3) C
- 3 (1) T
 - (2) F We shouldn't be afraid of making mistakes when learning a new language.
 - (3) F One good way to stop worrying about one's mistakes is to laugh at them.
 - (4) F Chocolate chip cookies were invented by mistake.
- 4 Answers will vary.

D Reading

- 1 (2) Cook—cooked food
(3) Carpenter—made things out of wood
(4) Gardner—worked with plants
(5) Smith—made things out of iron or steel
(6) Miller—ground corn to make flour
- 2 (1) D (2) B (3) A (4) E (5) C
- 3 (1) F Names were only related to jobs lower down in society in the past.
(2) F People are more likely to choose careers related to their names in modern times.
(3) T
(4) T
(5) F People make connections between names and careers across languages.
(6) NG
(7) F We just think that people at the top of a list are more important because we noticed them more.
(8) T
(9) NG
- 4 (1) headline (2) coincidences (3) poles (4) dentists (5) academics
(6) feminine
- 5 (1) Pole (2) coincidence (3) dentist (4) feminine (5) headlines (6) academic

E Writing and viewing

- 1 Answers will vary.
- 2 (Answer for reference)

Caroline decided to move to another country. It was a big decision to make, but for her, it was easy because it was what she always wanted to do. She followed her heart and never regretted her decision.

James bought a house. As there weren't many houses being sold in the town where he lived, it was simply a decision of buying or not buying whatever house came up for sale. As he could afford it, it seemed a pretty easy decision to make.

Matt decided to start a magazine for learners of English. The decision was not difficult to make, but it was hard to find the money to start his business.

As for John, his family gave him valuable advice when he needed to make a big decision.

Unit 2 Digital humans

A Vocabulary

- 1 (1) C (2) B (3) A (4) C (5) B (6) C (7) B (8) A
- 2 (1) latest (2) eventually (3) currently (4) consistently (5) actually (6) last
(7) sympathetic (8) friendly (9) consequently (10) possibly
- 3 (1) upload (2) friendly (3) log out of (4) log into (5) share (6) hit it off
(7) open up (8) break down (9) pick on (10) sympathetic (11) consistently
(12) actually (13) get over
- 4 (1) could be claimed (2) is often said (3) Some hold the view
(4) could be argued (5) seems evident
- 5 (1) Whenever they market a new product or service, companies need to analyse their own
strengths and weaknesses, as well as any future opportunities or threats.
(2) Young people are under intense pressure to look good on the Internet at all times.
(3) Although we are sympathetic to his misfortune, there is nothing we can do.
(4) Long-term exposure to the sun's UV rays can cause skin cancer.
(5) Staring at your phone screen in the dark for too long will harm your eyesight.
(6) Companies are always trying every way they can to attract potential customers.
(7) With their friends' help, they made up with each other after the argument.
(8) Bullies like to pick on others to make themselves look tougher, but this is actually a sign
of weakness.
- 6 (Answer for reference)
- I woke up at 7:00 this morning. I had class at 8:00 so I rushed to the cafeteria to grab a bite. On the way to the classroom, I checked my friends' status updates and found that Joy posted several photos of our celebration last evening. Everyone looked so happy! This reminded me to update my status as well, so I chose some nice photos on my phone, edited them and posted them on my profile. In three minutes, I got ten likes already. I know my friends are just like me, checking their friends' status updates right at that time.
- In class, Ms Li asked us to log into the online teaching platform to see the latest homework assignment and extra reading materials. There were also some video lessons there. I like this way of learning. I can rewatch the difficult parts several times to understand them thoroughly, and this means that the teacher doesn't need to spend a lot of time presenting the theory in class. She can provide us with more practice tasks instead.

B Grammar

- 1 (1) *Dream of the Red Chamber* is a famous novel by Cao Xueqin, in which / where the author tells the story of the Jia family.
(2) The palace, which was completed in 1703, is famous all over the world.
(3) The restaurant owner, whose husband is a famous singer, remembers the names of all her customers.
(4) Carla's brother, who(m) I met in London last month, is coming to visit us in a couple of weeks.
(5) The National Library in Madrid was founded in 1712, when Philip V was King of Spain.
(6) The Drum Tower and the Bell Tower, both of which were built during the Ming Dynasty, are among the most famous sights in Xi'an.
(7) Marshall "Soulful" Jones, whose poem was about technology, came second in the National Poetry Slam in Boston.
(8) My brother Seth, who plays the saxophone, wants to be a famous jazz musician.
- 2 (1) Newton was the physicist who discovered the law of gravity.
(2) My grandmother, who hasn't got a mobile, hates technology.
(3) Thomas Edison is the American whose invention brought light to the world.
(4) Britain was the place where the steam engine was first successfully adapted to railways.
(5) Silicon Valley, where many famous software companies have their headquarters, is the centre of America's tech industry.
(6) My computer, which I bought a few years ago, does not work well now.
(7) I am seeing the accountant tomorrow, when he will be back from his holiday. / I am seeing the accountant tomorrow, who will be back from his holiday then.
(8) Isla's dad, who is a game programmer, is famous.
- 3 (1) where (2) which (3) who (4) whose (5) who / whom (6) when (7) whose
(8) who (9) where (10) which
- 4 (1) which doesn't need batteries or electricity
(2) where electronic gadgets can be dangerous
(3) who find the experience of reading without a screen exciting
(4) which has been proved by dropping one from a high place and using it immediately afterwards
(5) which are fixed together in numbered order
(6) when the device is opened
(7) whose finger can be used to swipe to it

C Listening and speaking

Audio scripts:

(Part 1)

Lara: Hi, Bobby! Can you help me? I need to change a cartridge on my new printer, and I know you've got the same model as me. What do I need to do?

Bobby: Sure.

(Part 2)

Bobby: Are you sure it needs replacing?

Lara: Yes. I'm getting a warning sign when I try to print something.

Bobby: OK, but you get those ages before it actually needs replacing. You need to check if it really is out of ink before you change the cartridge.

Lara: How do I do that?

Bobby: Try and print something. It will tell you it can't if it really needs a new cartridge.

Lara: OK ... Yes, it's telling me I have to replace the cartridge.

Bobby: Right. First lift the lid and the scanner.

Lara: Sorry, I'm not sure what you mean by scanner.

Bobby: The glass bit which you put things on for scanning and photocopying.

Lara: Right, I've got that.

Bobby: Great. I can hear it whirring, so a box that holds the cartridges has come out into the middle now, yes?

Lara: Yep. What do I do next?

Bobby: Then open the lid of the box and you'll see the cartridges.

Lara: OK.

Bobby: Now find the cartridge you need to replace. They're colour-coded, so it's easy to see which are which.

Lara: Sorry, could you say that again?

Bobby: What I mean is, they've got the colours on them, the same as the ink inside. Do you see?

Lara: Yes, that's clear ... so I need to take the black one out.

Bobby: You need to pull the tabs on the side of the cartridge together as you pull it out. Do you see what I mean?

Lara: Yes, it's come out quite easily.

Bobby: Great. Now put the new cartridge in, but first take off the yellow tape which is stuck over a hole in the bottom of the cartridge.

Lara: Yes, I've done that.

Bobby: OK. Then put the new cartridge in. Just push and you'll hear a click when it's in properly.

Lara: Done it!

Bobby: That's it then. Close the scanner and lid and press OK.

Lara: Fantastic! Oh, it's making some funny noises now.

Bobby: Don't worry. It takes a while for it to charge itself with the new ink. It'll be ready to print in a couple of minutes.

Lara: Oh, thank you so much, Bobby. I couldn't have done it without you.

Bobby: Yes, you could! But it is easier than looking in the manual when someone explains it!

1 (1) Because she needed to change the cartridge on her new printer.

(2) Because Bobby had the same model of printer as her.

2 (1) F The cartridge doesn't always need to be replaced immediately when the printer gives a warning sign.

(2) T

(3) F You can scan documents with this printer.

(4) T

(5) F The cartridges have colours on them / are colour-coded, so it's easy to tell which ink colour they contain.

(6) F When the new cartridge is put into the printer, you can start printing after a couple of minutes.

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

4 Answers will vary.

D Reading

1 (1) B (2) F (3) E (4) A (5) C

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

3 (1) stands by (2) began to take shape (3) turn their ideas into reality

(4) ended up (5) at the forefront of (6) picked up on

E Writing and viewing

1 Answers will vary.

2 (Answer for reference)

Ed and Kit are two 17-year-old boys living in London. They both love sports a lot, especially skiing. When they go cycling or running around London, they often use apps to record information, like the distance they covered and their speed, to compare it with each other. It

occurred to them that they could do this for skiing too. They thought that skiers would like to know the speed they reached during a certain jump, the height they jumped, the altitude, etc., so that they could compare that information with that of their fellow skiers. Ed and Kit are both quite good at maths, so they got to work and wrote the code. They also developed a business plan, obtaining investments from ski resorts so that the app could be free to use for the skiers. Their app is a great success. Many users say it helped make their skiing experience more enjoyable.

Unit 3 Creativity

A Vocabulary

- 1 (1) maturity (2) originality (3) beauty (4) devotion (5) vision (6) style
(7) genius (8) success
- 2 (1) genius (2) success (3) beauty (4) originality (5) style (6) vision
(7) mature (8) devotion
- 3 alive and well sick and tired (of) trial and error
pick and choose ups and downs far and wide
(1) pick and choose (2) alive and well (3) sick and tired of (4) trial and error
(5) ups and downs (6) far and wide
- 4 (1) pick and choose (2) sick and tired of (3) far and wide (4) alive and well
(5) ups and downs (6) trial and error
- 5 (1) Bit (by) bit (2) pins (and) needles (3) bits (and) pieces (4) back (and) forth
(5) neat (and) tidy
- 6 (1) Although she is still a high school student, her poems show great maturity, which is admired by many of her classmates.
(2) The college, which is located in the mountains, was founded in the early twentieth century.
(3) We applaud his decision to speak openly about this issue.
(4) To a large extent, scientific research is just a long process of trial and error.
(5) Mandela devoted his whole life to the noble fight for racial equality in South Africa.
(6) It was that small mistake that completely ruined his chances of getting the job.
(7) Over 3,000 runners from all over the world will compete in next week's race.
(8) Li Hua is outgoing and sociable, in striking contrast to his twin brother who always stays at home.

- (9) There is no denying that we could have saved the fishermen if we had acted more quickly.

7 (Answer for reference)

Both Picasso and Mozart were world-famous artists in their lifetimes and achieved tremendous success in their own fields. Picasso created a new style of painting called cubism and is widely recognized as one of the masters of modern art. Similarly, Mozart stunned the world with his original and remarkable music. Besides, both artists displayed extraordinary talent at an early age and were regarded as child geniuses. Furthermore, both Picasso's and Mozart's fathers not only recognized but also nurtured their talents.

However, it seems that the two giants took different routes in career development. Picasso studied at an art academy in Madrid, while Mozart learnt to play different instruments at home. Furthermore, their paths in life differed considerably: Picasso lived into his early nineties and was rich and famous at the end of his life, while Mozart died at the age of 35 and was buried in an unmarked grave.

Regardless of their differences and similarities, both are undoubtedly household names all over the world and their works are an invaluable gift to humanity.

B Grammar

- 1 (2) in exploring (3) on cycling (4) for lying / for having lied (5) in winning; becoming (6) about using (7) to visiting (8) about making (9) to preserving
- 2 (1) to be told / being told (2) being given (3) to allow (4) to explore /exploring (5) to find (6) showing (7) having (8) Telling (9) pronouncing (10) taking
- 3 (1) eating (2) waiting (3) trying (4) to walk (5) taking (6) splitting (7) visit
- 4 (1) calling (2) sending (3) using (4) shopping (5) provided (6) spending (7) to take (8) remove (9) being distracted

C Listening and speaking

Audio scripts:

Teacher: OK, OK ... Today's debate is about which is the most creative type of art—abstract art, using shapes and colours rather than anything we recognize in our everyday world, or figurative art, showing people and objects in ways that make them recognizable. Who's going to start the ball rolling? Do you have anything to say in favour of abstract art, Ela?

Ela: Yes. I think abstract art is the most creative type of art. Art isn't supposed to try and

make a direct copy of the world—we can do that with photographs now. It should express a vision in a completely original way, and that's what abstract art does.

Jo: Sorry to interrupt ...

Teacher: That's OK. Go ahead, Jo.

Jo: Well, I feel quite strongly about this, and I totally disagree with Ela. It's true that art shouldn't copy the world, but it should show us the things we see in everyday life in a different way. It can't do that if it's completely abstract.

Teacher: Would you like to add anything to that, Ben?

Ben: Yes. I think Jo is absolutely right. I can stand in front of an abstract painting and not get anything out of it because I have no idea what it's supposed to be about. How can that be a good thing if someone has to explain to me what it means?

Dan: Can I add something to that?

Teacher: Please do. Do you agree with Ben?

Dan: Well, not really. I wanted to say that that's not always the case, that you don't get anything out of it if you don't know what a painting is about. You can just enjoy shapes, lines, and colours and the artist's technique. I mean, nature can be abstract. If you look at the clouds in the sky, you don't try and work out what the shapes mean, but they can be stunning to look at sometimes.

Teacher: That's a really good point, Dan.

Ela: Yes. I can see what you're saying, but look, you're talking about shapes, lines and techniques. That's the point, abstract art isn't about our feelings about real things, it usually ends up being all about ideas, and it's just so...so abstract!

Teacher: Well, let's look at how colours alone can create feelings, and ...

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

2 (1) The debate is about which is the most attractive art form: abstract art or figurative art.

(2) Abstract art is a type of art that uses shapes and colours rather than anything we recognize in our everyday world.

(3) Figurative art is a type of art that shows people and objects in ways that make them recognizable.

(4) Jo and Ben.

3

Name	Type of art		Reason
	Figurative	Abstract	
Ela		✓	Art should express a vision in a completely original way, and that's what abstract art does.

(Continued on the next page)

Name	Type of art		Reason
	Figurative	Abstract	
Jo	✓		Art should show us the things we see in everyday life in a different way. It can't do that if it's completely abstract.
Ben	✓		Art should be easily understandable and should not require any explanation.
Dan		✓	People can just enjoy shapes, lines, and colours and the artist's technique. After all, nature can be abstract.

- 4 A. in favour of B. interrupt C. quite strongly, totally disagree
 D. add anything to that E. absolutely right F. add something to that
 G. that's not always the case H. what you're saying

Agreeing: E, H

Disagreeing: C, G

Interrupting: B, F

Encouraging: A, D

- 5 Answers will vary.

D Reading

- 1 (1) F Street artists usually create their artworks for free.
 (2) F Street art receives more public support in some places than others.
 (3) T
 (4) F Perspective, the technique of drawing things to look closer or further away, was first used in Ancient Greece.
 (5) T
- 2 Paragraph 1: C Paragraph 2: F Paragraph 3: B Paragraph 4: A Paragraph 5: D
 Paragraph 6: E
- 3 (1) dimension (2) illusion (3) vision (4) application (5) permission (6) exhibition
 (7) distortion (8) installation
- 4 (1) majority (2) free (3) beauty (4) boring (5) encourage (6) comment
 (7) modern (8) development (9) realistic (10) totally (11) near

E Writing and viewing

1 Answers will vary.

2 (Answer for reference)

Of the three inventions, Professor Silver's glasses impressed me most. I am short-sighted myself, so I know how important glasses are to short-sighted people: there are so many things that I would not be able to do without them.

Obviously, Professor Silver's glasses can help people see clearly, but they are different from others available on the market. They work in an incredibly simple way: you can adjust the strength by adding varying amounts of liquid to the lenses. Since anyone can quickly learn how to use and adjust the glasses, they are very user-friendly and economical.

Besides their simplicity, the glasses are affordable, which is especially important in places like Ghana. The low cost ensures that the glasses can be used by short-sighted people from low-income families, which I believe is what motivated Professor Silver to create them in the first place. In short, this invention is a blessing to short-sighted people in Africa. It is a good example how technology can truly change people's lives for the better.

Unit 4 Inspiration

A Vocabulary

1 (1) pull through, recover, get well (2) regard, peer (3) silly, stupid, foolish, idiotic
(4) constant, firm, enduring

2 (1) hopefully (2) privately (3) bravely (4) calmly (5) eagerly (6) fearfully

3 (1) self-defence (2) self-control (3) selflessness (4) self-preservation
(5) self-sacrifice (6) self-assurance (7) self-interest

4 (1) self-defence (2) self-interest (3) self-preservation (4) selflessness
(5) self-assurance (6) self-control (7) self-sacrifice

5 (1) highly (2) passion (3) exceptionally (4) fate (5) gradually (6) ambitious
(7) bravely (8) persistence

6 (1) When I came over to his office to ask for help, he gave me a firm handshake and asked me what I needed.

(2) It is widely acknowledged that China has achieved tremendous economic success in the past few decades.

(3) His outstanding performance during the project has won him recognition and respect.

- (4) In recent years, it has been increasingly common for foreigners to come to China in order to pursue an education.
- (5) In his subsequent articles, he will discuss the opportunities and challenges that English has brought as a global language.
- (6) He was surprised to find some fur clinging to the carpet, and concluded that the lost cat must be hiding inside the house.
- (7) They were in the midst of their search for survivors when it suddenly began to rain.
- (8) Hearing that her pet dog had been run over by a passing car, she was filled with sorrow.
- (9) Privately, she told me about her experiences as a journalist in Africa over ten years ago.

7 (Answer for reference)

Miraculously, Old Behrman survived the pneumonia and gradually recovered after about a month, with the help of the doctor and the care of both Johns and Sue. His story soon spread around in the community, and a newspaper journalist even came to interview him. Many other people, and even a few celebrities, came to visit the old man and the two young artists, and they all said that this remarkable story had inspired them.

Johns, now energetic and optimistic, felt indebted to Old Behrman and promised to help him realize his dream of painting a masterpiece one day. Working tirelessly together with Sue, Johns devoted herself to painting, and soon her works received recognition from art critics—they even sold well in the local galleries. This is how the two young artists earned enough money to board a ship to Italy with Old Behrman—now, he could finally paint the Bay of Naples and create his masterpiece.

B Grammar

- 1 (1) B (2) B (3) A (4) A (5) A (6) A (7) B (8) A
- 2 (1) Megan has been working for the charity since she was fourteen.
 - (2) It's the first time (that) I've taken part in a We Day event.
 - (3) They still haven't made any decision about the funding for the project.
 - (4) They didn't begin their speech until everyone had entered the room.
 - (5) I have been waiting (for) over an hour (for you).
 - (6) They had never travelled abroad to do volunteer work (before).
 - (7) The charity started helping women in Africa (more than) six years ago.
 - (8) More and more people are joining our organization.
- 3 (1) founded (2) had begun (3) developed (4) started (5) has been (6) set up
 - (7) produces (8) raises (9) appears (10) is sitting (11) has been reading
 - (12) are ... made (13) passes (14) has received (15) manages (16) use (17) come

(18) became (19) was playing (20) decided (21) came (22) spent

C Listening and speaking

Audio scripts:

Teacher: So, the next thing is to decide which charity we are going to choose to raise money for this year. I know we have a few suggestions to choose from. Jill, could you give us your opinion first, please?

Jill: Well, my view is that we should choose a smaller charity because then more of the money will go to the people who need it.

Teacher: Er, could you explain what you mean?

Jill: Well, the really big charities, like International Aid, spend so much money on advertising that a lot less of the money actually goes to the people who need it.

Steve: If I can just say something? Jill, I do understand that point of view, but I think because bigger charities have more people who give to them regularly, they actually usually spend a smaller proportion of their money on advertising, not more.

Jill: But charities like International Aid and Disaster Relief have huge advertising campaigns. How can they spend less? I don't understand. Can you explain that again?

Steve: They don't spend less money than a smaller charity, like the Youth Sports Foundation, but they spend a smaller proportion of their money. A smaller charity might spend, say a third of the money they get on advertising, a bigger one might only spend a tenth.

Jill: Ah, that makes sense to me now. But, for me, I still think a smaller charity might be better—something which relates directly to our lives. The Youth Sports Foundation is a good example. They do a lot of good work getting young people to be healthier and more active.

Steve: I see where you're coming from, but do we have to limit it to young people? If you want to focus on health, what about the Heart Health Foundation? They really helped my dad when he had a heart problem, and it would be great to give them something back.

Teacher: I think we need to consider what will be a popular charity to raise money for. We all have our personal favourites, but which one will appeal to the most people?

Steve: What about Animal Rescue? People usually want to help animals.

Jill: Are you saying that people care more about animals than people, Steve? That's silly.

Steve: No, of course not, but it is a popular charity ...

Jill: OK, well if we're going to go for a bigger charity, I think we should stick with Disaster

Relief or International Aid. Both those charities help people all over the world, in lots of different situations, so everyone can relate to that.

Steve: OK, I'd be happy with one of those. Mr Connor, what do you think?

Teacher: Well, how about if we raise money ...?

1 1, 2, 3, 5, 6

2 (1) J (2) N (3) J (4) S (5) S (6) N

3 (1) view (2) explain (3) point (4) sense (5) for me (6) coming (7) consider
(8) saying

4 Giving an opinion: 1, 5, 7

Acknowledging an opinion: 3, 4, 6

Asking for clarification: 2, 8

5 Answers will vary.

D Reading

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

2 (1) B (2) B (3) D (4) A (5) D (6) C

3 (1) artificial (2) prospect (3) substantial (4) sufficiently (5) eventually
(6) far-reaching (7) reckon

E Writing and viewing

1 Answers will vary.

2 (Answer for reference)

My name is Philip Mellin, and I am now working on my family's farm. I left school recently. I still remember how excited I was then, but I also knew that it was the beginning of a new stage of life. Our dairy business was not doing very well, so my mum and I decided to stop milking and sell the cows. My new plan was to make money by training dogs and then selling them to farmers. To start the business, I converted the empty cow shed into dog kennels all by myself. I cleaned the shed, purchased the materials, and did some repairing and installing. I also went to a dog auction and bought my first dog at a reasonable price. I liked it very much, but after a few days, I realized that it was quite a difficult dog to train. It all worked out in the end, though. Now, I have started running my dog business, and I hope my plan will succeed.

后记

本教学参考资料是为高中《英语》(上教版)学生用书编写的配套教学参考资料，经上海市中小学教材审查委员会审查通过，准予使用。

本次教学参考资料编写使用了牛津大学出版社语料库中的部分优秀素材，在编写过程中牛津大学出版社的外籍专家帮助修改语篇、润色语言，在此表示衷心感谢。

编写过程中，上海市中小学(幼儿园)课程改革委员会专家工作委员会，上海市教育委员会教学研究室，上海市课程方案教育教学研究基地、上海市心理教育教学研究基地、上海市基础教育教材建设研究基地、上海市英语教育教学研究基地(上海高校“立德树人”人文社会科学重点研究基地)及基地所在单位上海外国语大学，编写组所在单位华东师范大学等单位给予了大力支持。此外，全市数十位高中英语教师、教研员和专家给我们提供了良好的教学试验机会和有价值的意见。在此表示衷心的感谢！

华东师范大学高中《英语》编写组

上海教育出版社

2020年12月

致 谢

本书含有改编自牛津大学出版社2013年和2014年出版的*Insight: Intermediate Teacher's Book*和*Insight: Upper-Intermediate Teacher's Book*的内容，在此谨向原作者 Christina de la Mare、Katherine Stannett表示真挚的感谢！

另外，向为本书提供视频的单位致谢！

ITNEdu (Unit 2视频Alpine app, Unit 4视频16-year-old boss)。

经上海市中小学教材审查委员会
审查准予使用 准用号 II-GJ-2022014



绿色印刷产品

ISBN 978-7-5720-0581-7
9 787572 005817
01>

定价: 60.00元
(含音频和视频)