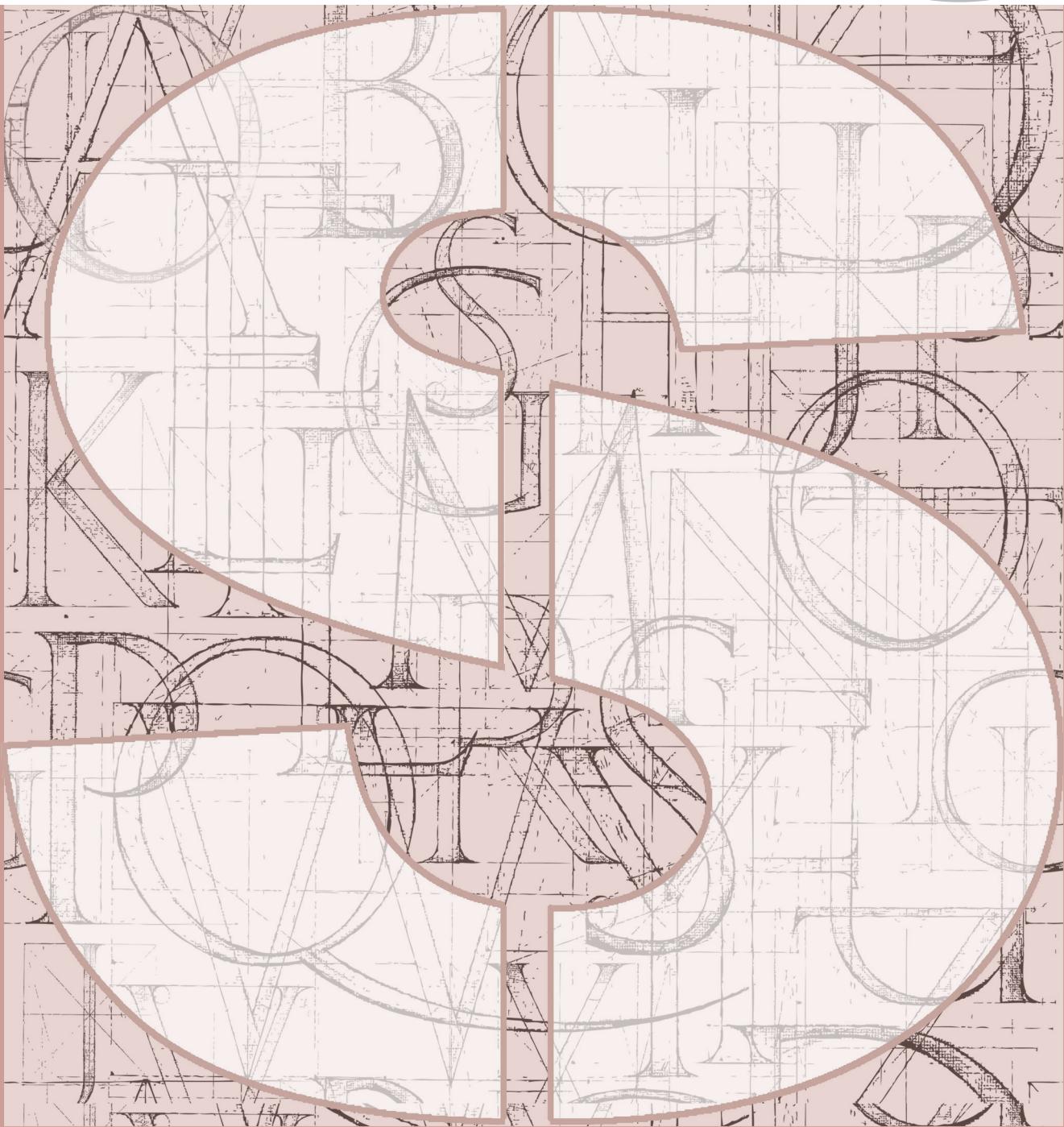


普通高中

英语·教学参考资料

选择性必修 第三册



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前　　言

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

一、《教学参考资料》编写原则

本套《教学参考资料》的编写贯彻以下原则:

1. 注重思想性, 落实立德树人根本任务

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

2. 注重指导性, 指导教师开展教学

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

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

(10) 帮助教师营造友好的语言学习环境。

3. 注重实践性，满足实际教学需要

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

《教学参考资料》在各单元相应部分提供了参考答案，附录包括各单元听力文本和视频文本，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。

4. 提供科学的评价方式，强调形成性评价，提高学习效率

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

二、学生用书整体结构和各部分教学原理

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

^{*} 教材电子书可以从上海教育出版社的官方平台获取。

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

(续表)

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

三、《教学参考资料》的结构和教学建议

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

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

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

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

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

加到位的解释。

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

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

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

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

深度阅读 (Deep reading) 《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, 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 册请母语为英语的专业录音者录制了讨论音频, 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”“示范”和对子 / 小组活动。《教学参考资料》针对这个栏目描述了任务内容 (Task)、教学目的 (Purpose)、预期目标 [Prescribed Learning Outcomes (PLO)]、建议完成时间 (Time), 并提供教学原则、教学建议和参考答案。《教学参考资料》附录中提供了可供复印的任务单 (Worksheet)。

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

语言聚焦 (Focus on language) 语言聚焦是教师“生成教学”的重要机会之一。这一活动的宗旨是教师在本板块的教学活动结束后, 用板书的方式, 帮助学生把学习过程中所遇到

的语言困难和重点语言都总结出来，利用传统的拼写、朗读和默写等方法，帮助学生提升语言意识，牢记这些词语和相关的语言知识。教师可以参考练习 1 和练习 2 中的语言知识点，灵活开展语言聚焦活动。《教学参考资料》针对这个栏目描述了任务内容、教学目的、预期目标、建议完成时间，并提供教学原则、教学建议和参考答案。

B. Grammar activity (建议课时：1 课时)

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

C. Listening and speaking (建议课时：1 课时)

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

D. Writing (建议课时：1 课时)

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

E. Cultural focus (建议课时：2 课时)

文化部分包括一个语篇和一个视频。语篇主要引导学生学习文化的视角，学习文章所介绍的文化知识，以阅读理解和开放式讨论两类任务为主。视频部分要求学生结合学习画面，注意到图片、动画提供的信息，学习相关词汇和语言功能，并通过合作学习完成一项小组活动。视频教学中，教师要遵循“二轻二多”和“眼睛大于耳朵”的原则。“二轻”的意思是教师的教学内容要“轻”，让学生说出看 / 听到了什么，所以教学任务基本以比较直白的信息为主；对学生的要求要“轻”，不要求学生把视频内的所有语言都听得清清楚楚，学生能够抓住任务所要求的大意即可。“二多”的含义是视频的播放频次要多，要把重点放在寻找恰当的理由让

学生多次观看视频上面；每次看后要多给学生说的机会，做到“看说”结合。“眼睛大于耳朵”的含义是一旦视频播放了字幕，耳朵的训练就失效，因此，不是在特殊的情形下，尽量不使用字幕。一般情况下，教师可以先播放无声视频，要求学生根据看到的画面来猜测内容和语言，然后再多次播放完整的音视频内容，根据学生用书的内容，逐一完成教学任务。如果学生能力比较弱，教师可以聚焦于若干较短的内容上，让学生先看无声视频，猜测可能会说的内容，然后围绕学生的输出提供视频上会出现的语言，最后教师播放视频，引导学生核对他们的猜测内容。《教学参考资料》针对这个栏目提供教学原则、教学建议和参考答案。部分单元提供背景说明和语言注释。

Self-assessment

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

Exploring literature (建议课时：5 课时)

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

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

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

“思”的含义是指引导学生对作品内容的思考和交流，“思”的目标是帮助学生思考作品中他们感兴趣的内容，学会分析和欣赏文学作品。教师在这一过程中要保持开放的心态，耐心倾听，接受学生不同的解读和质疑，鼓励和帮助他们写作和发言，提高书面语表达的逻辑

性和口语交际的有效性。“思”的教学主要体现在下列活动中：

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

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

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

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

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

四、《普通高中教科书 英语练习部分》编写说明

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

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

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

听说(Listening and speaking)部分包含问答、判断正误、多项选择等，旨在提升运用听

力策略的能力，巩固教学成效。口语任务紧扣听说部分主题，训练学生的口语表达，提高口语表达能力。

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

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

华东师范大学高中《英语》编写组
2021 年 9 月

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Unit 1 Across the globe

Introduction

This unit introduces the theme of life and culture of different peoples across the globe, including the Yupik culture in Alaska, the United States, Huizhou culture in China, the Aboriginal culture in Australia, and the Sami culture in Norway. The **Reading and interaction** section presents the daily life of the Yupik people on Alaska's St Lawrence Island and their concerns about the role of education and the preservation of their traditional culture. The **Grammar activity** section introduces a bush pilot's job while lending students an opportunity to review different structures for talking about **the future**. The **Listening and speaking** section presents a discussion among some students on starting a school club. Students will then talk about their own plan. The **Writing** section shows a travel blog on a website describing Hongcun and helps students learn to describe the most impressive place they have visited. The reading passage in the **Cultural focus** section introduces songlines of Australian Aborigines, which are lyrics used as maps by their ancestors to record their myths and legends, and the **Video** presents the Sami nomadic lifestyle of raising reindeer in Norway.

Objectives, proposed teaching hours (PTH) and performance descriptors

Sections	Objectives	PTH	Performance descriptors*
A Reading and interaction	Explore the importance of preserving the local culture and making it a part of school education	3	2-8 能识别语篇意图, 理解语篇反映的文化背景。 2-11 能在语境中理解具体词语的功能、词语的内涵和外延以及使用者的意图和态度。
B Grammar activity	Use different structures for talking about the future correctly in the given context	1	2-10 能识别语篇中的时间顺序。 2-14 能在表达过程中有目的地选择词汇和语法结构, 确切表达意思, 体现意义的逻辑关联性。
C Listening and speaking	Make a plan for a new school club	1	2-1 能抓住所听对话的大意, 获取主要信息和观点。 2-6 能在口头表达中有目的地选择词汇和语法结构。
D Writing	Describe a place using appropriate language and format	1	2-13 能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)

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

Sections	Objectives	PTH	Performance descriptors
E Cultural focus	Appreciate the culture of the Australian Aborigines Describe the Sami people's way of life in Norway	2	2-8 能推断语篇中的隐含意义。 2-12 能从不同角度思考和认识周围世界，识别语篇间接反映或隐含的社会文化现象。 2-3 能借助说话人使用的相关的图片、动画、视频等多模态资源，更准确地理解话语的意义。

A Reading and interaction

Objectives

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

1. describe the daily life and the education of the Yupik people;
2. interpret the meaning and function of some words and phrases that express the writer's purpose;
3. suggest ways to improve the school curriculum in their own language.

Background

St Lawrence Island in Alaska is part of the USA, although it is closer to Siberia than to North America. It is about 140 km long and 36 km wide and is the sixth largest island in the United States. In early June, the sun only sets for two hours. During the winter, there are many months with no sunlight at all.

There are only two villages on St Lawrence Island, Savoonga and Gambell, and no roads to connect them. Savoonga has a fishery that provides fourteen jobs. The only retail business in Gambell is the general store but supplies from here are far more expensive than on the mainland.

The people of St Lawrence Island are Siberian Yupik and speak a Yupik dialect that can be understood in Siberia but not very well by any other Alaskan Yupik-speaking people.

Notes on the language

1. **He's an expert at telling whether a walrus is too sick to eat, if the weather is likely to turn dangerous, and the best angle for throwing a spear at a whale.** The sentence shows that Wagner has not only knowledge about walruses and weather, but also the ability and skills to make a living by hunting. This implies that he has learnt useful things from his family

members. Also notice here the collocation of “an expert at ...” and “the best angle for ...”.

The passage has many such “noun + preposition” collocations. They add a formal tone to the text.

- 2. might make a good scientist** Notice the word “make”. It is used as a linking verb that means “to become”. Here is another example: *She will make a great teacher in the future.*
- 3. He feels a responsibility for his brother and sisters ...** He feels that it is his duty to take care of his brother and sisters.
- 4. college is “so far from home”** The phrase allows for dual interpretations. Literally college is far from home in distance while figuratively a college education is hardly relevant to his present life and going to college seems a dream impossible to realize. Notice “college” means “higher education” in American English.
- 5. unclear about what he would do with a degree** Notice the use of the word “would” signaling subjunctive mood. The phrase implies even if he gets a college degree, it is unlikely for him to find a job that requires a degree on this remote island.
- 6. a subsistence lifestyle** living a life of having just enough money or food to stay alive
- 7. The largest employer is the school system ...** The local schools provide jobs to quite a large number of islanders.
- 8. ... otherwise, there are only a handful of jobs in ...** It suggests that besides the school system, there are only a small number of jobs available on the island.
- 9. Many people feel that the educational programs are too rigid and restricted, not allowing students to go beyond the curriculum, with little connection to the real world.** Many people hold the view that the school education system lacks flexibility in that it only offers content required by the official curriculum. It is also somewhat narrow in scope, for it does not teach children the knowledge and skills they need to make a living on the island.
- 10. Native culture and language** Notice that the initial letter of the word “Native” is capitalized, which refers in particular to the Yupik Native culture and language.
- 11. ... fields of grassy frozen ground stretch from snow-capped mountain ranges to the stony shorelines** Notice here the use of adjectives “grassy”, “snow-capped” and “stony” for describing the harsh natural environment.
- 12. ice floes** (also floes) a large area of ice, floating in the sea

13. **Leaving the island is not an option ...** It is not possible to leave the island.
14. **a bush plane** A bush plane is a special type of plane used to take passengers or freight to remote areas where ground transportation facilities are very poor or non-existent.
15. **We're all one big family because we're so isolated.** St Lawrence Island is far from the North America mainland, and the Yupik people are isolated from other minority groups, so they have a strong sense of community.
16. **macaroni and cheese** a popular dish in the United States, made with macaroni pasta and melted cheese
17. **It wasn't 'do it once and I'll give you a grade'.** The purpose of real-life education is not like learning something in school, passing the test and never using it again.
18. **Education is what Native people have been doing for their children since the beginning of time. School has been what has been imposed on people from outside.** Education has always been a part of the Native people's lives, but school is an institution. The curriculum needs to fit into and be relevant to their lives.
19. **get in the business of education again** The Yupik people believe that their present educational programs are not adequate to prepare the younger generation for life. They want the programs to be improved so that they will have more connection to the Yupik people's real lives.

Word study

1. **remote** *adj.* far away from places where other people live 偏远的；偏僻的

a remote village 偏远的村庄

That mountain inn is remote from other hotels in the area. 那家山间小旅馆距离这个地区的其他酒店都很远。

2. **demand** *n.*

(1) a very firm request for something; something that somebody needs (坚决的)要求；所需之物

a demand for better service 提高服务质量的要求

(2) (demands *pl.*) things that somebody / something makes you do, especially things that are difficult, make you tired, worried, etc. (尤指困难、使人劳累、令人烦恼等的)要求

Driving in rush hour makes enormous demands on drivers. 高峰时间驾驶对司机的要求很高。

- (3) demand for something / somebody: the desire or need of customers for goods or services which they want to buy or use (顾客的)需求, 需要

Demand for face masks surges during the winter. 冬季人们对口罩的需求激增。

3. restricted adj.

- (1) limited or small in size or amount (大小或数量)有限的, 很小的

a restricted range of vegetables 有限的蔬菜种类

- (2) limited in what you are able to do (指能做的事)有限的, 受限制的

It is a pity that many illiterate people live restricted lives, for, besides a few folklores, they have no other means of knowing the world beyond their present time and place. 许多不会读写的人过着相当受限制的生活, 这一点令人遗憾, 因为除了一些民间故事, 他们没有其他途径可以了解他们此时此地的生活之外的世界。

- (3) controlled by rules or laws 受(法规)制约的; 受控制的; 受约束的

Children under the age of 16 have restricted access to this app. 16岁以下儿童只能有限制地使用这款应用程序。

4. enormous adj. extremely large 巨大的; 庞大的; 极大的

enormous possibilities 极大的可能性

enormous influence 巨大的影响

The challenges facing the board of directors are enormous. 董事会面临的挑战是巨大的。

5. fluency n.

- (1) the quality of doing something in a smooth and skilful way 熟练自如; 流畅

After numerous times of repetition, he could now operate the machine with great fluency.

经过无数次的重复, 他现在可以非常熟练自如地操作这台机器。

- (2) the quality of being able to speak or write a language, especially a foreign language, easily and well (尤指外语)流利, 流畅

In addition to accuracy and fluency in using a foreign language, we also need to pay attention to appropriacy. 使用外语时除了准确性和流利性以外, 我们还需要关注得体性。

6. relevant adj.

(1) closely connected with the subject you are discussing or the situation you are thinking about 紧密相关的；切题的

a relevant suggestion / question / point 相关的提议/问题/观点

Such information is not directly relevant to the survey. 这类信息与这项调查没有直接联系。

(2) having ideas that are valuable and useful to people in their lives and work 有价值的；有意义的

These views are no longer relevant today. 这些观点在今天已经失去了现实意义。

Pre-reading activity

1–2 (see Student's Book page 6)

Teaching principle

Reading is more effective if learners can make active predictions before they read.

Teaching suggestions

- Ask Ss to discuss the three questions in exercise 1 in pairs.
- Ask several Ss to share their answers to the questions. Help them rephrase some expressions if they do not sound idiomatic. Some words and expressions that can be used are listed below:
 - Describing the environment: *freezing, harsh, extremely low temperatures*
 - Describing teenagers' lives: *self-reliant, good survival skills, savvy about fishing or operating boats*
 - Describing their leisure activities: *fishing, skiing, skating, watching TV*
- Introduce Ss to exercise 2.
- Encourage Ss to summarize the first paragraph in their own words and predict the content of the passage.

Answers for reference

- 1 (1) It must be very cold there. There are not many green plants around.

- (2) Life may be hard for teenagers there, and perhaps they have to help their families hunt or fish to make a living.
- (3) In their free time, many teenagers might go skating or skiing with their friends.
- 2 The passage may be about the life and education of teenagers living on St Lawrence Island.

Comprehension work

1 (see Student's Book page 8)

Teaching principle

Suitable questions can help learners grasp the general meaning of a passage and overcome language difficulties during the reading comprehension.

Teaching suggestions

- Ask Ss to summarize the main idea of each paragraph after reading through the passage.
- Ask Ss to divide the passage into several parts and summarize each part using Worksheet (see page 161). Tell Ss that the passage is a feature article about the problems the Native inhabitants face in education.

Sections	Main ideas / points	Paragraphs
1	A specific case of a 17-year-old high school senior, Wagner Iworrigan	Paras. A and B
2	Simple life and disappointing education: • Local people's simple life • Irrelevance of school curriculum • People's worries about losing their traditions	Paras. C, D and E
3	Conflicts between tradition and modernization: • A traditional, communal life in the two villages • Changing lifestyles in the younger generation	Paras. F and G
4	Native people's expectations of education reform	Para. H

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

- Encourage Ss to answer the questions. Use the **Answers for reference** as a guide to help Ss talk about their understanding of the passage.
- Ask Ss to study the passage and then ask them: *What are the Native people's unspoken assumptions about education?*
- Elicit the contributions from Ss and provide feedback in relation to language.

Some unspoken assumptions may be:

- (1) Modern education should be practical and useful so that people can use it to improve their existing / current lives.
 - (2) Education is learning in life, not limited to classrooms, textbooks or tests.
 - (3) Education means that people should learn to protect their way of life, such as communal spirit, food, fishing, hunting, dwellings, working, and raising their young.
 - (4) Education means that people should protect their culture and language in the inevitable processes of social change.
- Invite Ss to comment on these assumptions. Ask them: *Do you agree with these assumptions? Why or why not?*

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) Wagner is good at biology and maths. He is also good at hunting fish.
- (2) There may be several reasons for this: ① The college is so far away from his home that he may not be able to take care of his brother and sisters; ② Since there are not many jobs available on the island, a degree does not seem to be very useful.
- (3) The benefits of a degree are not obvious to the people who live on this remote island: even if they have a degree, it is still very difficult to find a job on the island, and the options are very limited.
- (4) There are jobs in the school system, and a handful of jobs in fishing, oil and the airlines that connect the island to the mainland.
- (5) Local people are worried about sending their children to college for two reasons: ① The school curriculum may not teach the children how to solve problems in real life or how to make a living; ② Their traditions, language and culture may

disappear if the younger generation are educated outside of the island.

- (6) The local people's strong sense of community is shaped by two factors: ① There are only a small number of people living on the island. They have lived on the small island for 2,000 years and are used to the harsh environment; ② The isolation of the island from the mainland.
- (7) Their lifestyles are changing. The children drink soda and eat macaroni and cheese, ride snow machines, play video games and watch TV. Even if the changes are inevitable, the local people are making efforts to protect their independence and their heritage.

2 (see Student's Book page 8)

Teaching principle

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

Teaching suggestions

- Ask Ss to read the summary on their own. Encourage them to go back to the passage to find the correct words.
- Let Ss check answers with each other.
- Answer any questions Ss might have regarding the answers. Some of the blanks may allow for more than one correct answer.

Answers

- (1) remote (2) responsibility (3) residents / people (4) academic
- (5) curriculum / education (6) rigid (7) heritage (8) endangered
- (9) distinction (10) imposed

Deep reading

1 (see Student's Book page 9)

Teaching principle

It is beneficial for learners to be involved in deep thinking about the meaning, function, and form of language in learning.

Teaching suggestions

- Give a mini-lecture on the associative / connotative meanings of words. They refer to the positive or negative feelings words may generate. For example, “plump” and “fat” both refer to similar shapes of human bodies. But “plump” is more likely to be associated with a positive meaning while “fat” with a negative one.
- Ask Ss to discuss the questions in pairs and pay attention to the connotations of the words and phrases below:
 - **a subsistence lifestyle** A subsistence lifestyle is a simple basic way of living, which people choose to sustain themselves with food and resources they can acquire naturally, e.g. hunting and fishing, rather than going to a supermarket. It is in direct contrast with contemporary urban life.
 - **rigid and restricted** The two adjectives usually have a negative connotation, meaning that the school education lacks flexibility and has limitations.
 - **enormous** This word is a little negative when used to modify words like “task” or “challenge”, meaning so big that it feels intimidating.
 - **endanger** “Endanger” means it may threaten the safety of something, so it has a negative connotation, as in the phrase “endangered species”.
 - **harsh** “Harsh” carries a negative connotation, bearing a sense of unpleasantness or discomfort, as in the example of “harsh criticism”.
 - **inevitably** If something happens “inevitably”, it cannot be avoided, no matter how hard one tries. So, when the word is used, it can imply a sense of regret or reluctance.
- Invite some pairs to present their understanding to the class. Give feedback on language and content.

Answers for reference

- (2) A subsistence lifestyle. It shows that the people on the island are leading a simple life. Examples: "... hunting walruses, whales and other sea animals in the spring, and gathering berries in the summer."
- (3) Rigid and restricted. The words suggest that the school curriculum is oriented towards academic performance, and that the school does not teach practical skills that enable the students to make a living in the local environment.
- (4) Enormous. The word is used to show that the challenges the community faces are great. They will not be easily overcome because the educational programs in schools have little connection to the real world, while the locals want their children to learn life skills and attain academic achievements as well. So it is very difficult for educational programs to meet the needs of the local people.
- (5) Endanger. It shows that people on the island worry about sending their children to university because they think this will threaten their local language and culture.
- (6) Harsh. The word implies that the island's landscape and climate are difficult and unpleasant to live in. For example, fields of grassy frozen ground stretch from snow-capped mountain ranges to the stony shorelines in the summer, and in the winter, the sun disappears and there is a lot of snow, and polar bears arrive on ice floes.
- (7) Inevitably. The word implies that changes are unavoidable. The children now eat non-traditional food, such as macaroni and cheese, and use modern technology such as snow machines, video games and satellite television. It suggests that life on the island is changing with the development of modern society, whether the local people welcome it or not.

2 (see Student's Book page 10)

Teaching principle

Open-ended tasks can give learners opportunities to use their own language repertoire and notice the gaps in the process.

Teaching suggestions

- Ask Ss to discuss the questions in pairs. Remind them to give reasons for their views.
- Encourage Ss to express their views in their own words.
- Provide language support to Ss if necessary / when required.
- Ask some Ss to share their views with the class.
- Take notes during Ss' presentations. Give feedback on the accuracy and appropriacy of the language.

Answers for reference

(1) Pros: Wagner should go to college because it could equip him with knowledge and skills that he may use for making changes in his life. He would acquire new ideas in college which he could also use to improve his hometown environment and protect the traditions there. He could introduce new technologies that connect his community to the outside world and improve their lives too.

Cons: Wagner should not go to college due to several reasons. First, he has the responsibility of caring for his siblings and other family members. Second, higher education might not be practical for his real life and the skills that Wagner has are already sufficient for solving problems in his daily life. Finally, as there are few positions that require a college degree in his hometown, getting one would not help Wagner find a satisfying job there.

(2) The concept of school is much narrower than education.

- School is organized education; however, education has existed as long as humans have had the ability to teach and learn.
- School is imposed from the outside, while education may be voluntary and can take place naturally.
- School does not necessarily equip people with practical skills for solving problems in life, but other forms of education can do this.
- School education happens for a set number of years, while other forms of education can happen throughout life.

According to the locals, education is what Native people have been doing for their children since the beginning of time. Children are taught skills like hunting, sewing, walrus-ivory carving, fish-cutting and gathering berries, while school has been imposed on people from outside, with rigid programs and the curriculum focused on academic learning.

I agree, because school, as the product of formal education, is really different from education as the locals think about it. These differences are things like teaching facilities, scope of teaching and teaching methods.

(I don't agree, because with the development of technology and the emergence of online education, school breaks out of its previous limitations and offers more kinds of programs than ever. School on the island may adapt their programs to meet the needs of the locals.)

Mini-project

(see Student's Book page 10)

Teaching principle

Task-based language teaching with language engagement can improve learners' fluency, accuracy and appropriate speech.

Teaching suggestions

- Put Ss into small groups (maximum 4). Let Ss discuss the following question: *What are the things that you wish to learn but the school does not teach?*
- Encourage Ss to come up with creative ideas to answer the question. For example, *I wish to learn bird language or dog language so that I can understand what they are communicating.*
- Move around the class. Remind Ss to use English in their discussions and provide support in cases where Ss have difficulties. The following expressions are for reference:
 - *more hands-on activities, outdoor education, first aid education, career experience*
 - *flexibility to move between grades, project-based learning, inquiry-based learning, learner-centred teaching vs. teacher-centred teaching*

- expand the school curriculum, offer new courses, offer elective vs. compulsory courses, ask open-ended questions vs. closed questions
- Ask some Ss to report to the class their group's suggestions. Ask the class to select the most interesting or helpful suggestion. Respond appropriately to their information and language.

Focus on language

1 (see Student's Book page 11)

Teaching principle

Learners need explicit instruction on language forms after communicative activities.

Teaching suggestions

- Help Ss summarize language problems or language items encountered in the **Reading and interaction** section. Write and highlight these language points in a designated area on the board.
- Ask Ss to identify the “noun + preposition” expressions in the passage. Draw Ss' attention to the different ways of expressing the same meaning. Compare the two pairs of sentences below:

(1) *He feels that he is responsible for his brother and sisters.*

He feels a responsibility for his brother and sisters.

(2) *People no longer respect the old ways.*

Respect for the old ways is disappearing.

- Explain to the class that changing the adjectives or the verbs into nouns can make the sentences sound more formal. This process is called “nominalization”, which is a common feature of academic language. However, overuse of nominalization could result in lack of clarity.
- Remind Ss that compound words are composed of two or more words and sometimes linked with a hyphen. Examples of the hyphenated compound words:

- | | |
|--------------------|---|
| ▪ adjective + noun | <i>a domestic-relations lawyer</i> (家庭关系律师) |
| ▪ noun + adjective | <i>accident-free operations</i> (零事故的手术) |
| ▪ noun + noun | <i>an input-output balance</i> (投入产出平衡) |

- noun + verb-*ing* *a job-seeking guide* (求职指南)
- adjective + verb-*ing* *an easy-going man* (性格随和的人)
- noun + verb-*ed* *a heart-broken man* (心碎的人)
- adverb + verb-*ed* *a well-worded letter* (措辞优美的信件)
- adverb + verb-*ing* *ever-changing times* (不断变化的时代)
- adjective + noun-*ed* *a tight-lipped man* (守口如瓶的人)
- long compound adjectives *a do-what-you-can-and-take-what-you-need policy* (各尽所能, 按需分配的政策)

- Remind Ss that whether they need to put a hyphen between individual words to make up a compound word is usually determined by convention. They need to refer to the dictionary to check.

Answers

- (1) expert at, demand for, connection to, relevance of, respect for, knowledge of, distinction between
 (2) 17-year-old, walrus-ivory, fish-cutting, snow-capped

2 (see Student's Book page 11)

Teaching principle

Set phrases are useful for learners to achieve native-like fluency and idiomacity.

Teaching suggestions

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

Answers

- (1) meet the demand (2) hunting for / to hunt for (3) a positive atmosphere

- (4) overcome their differences (5) has a good grasp of (6) is relevant to
(7) an enormous amount of (8) from different angles (9) gain fluency
(10) are restricted to

B Grammar activity

Objectives

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

1. recognize the structures for talking about the future in the passage;
2. talk about the future in at least five ways if the context is clear.

1 (see Student's Book page 12)

Teaching principle

Grammatical awareness is important for learners to develop language control strategies. They need to develop this ability by explicit learning.

Teaching suggestions

- Give a mini-lecture on the future in different forms of modern English. Inform Ss that according to *Longman Grammar of Spoken and Written English*, there is "no formal future tense in English. Instead, future time is typically marked in the verb phrase by modal or semi-modal verbs such as *will, shall, be going to*"^[1]. In addition, future time in modern English is also often expressed by other lexical or syntactic means. Use the examples below for reference.
 - "be going to" is used to express intentions and plans, for example: *We are going to spend the afternoon in the library*; or to make predictions based on evidence, for example: *Look at the low clouds. It's going to snow*.
 - "be + doing" is used to express fixed arrangements, for example: *I'm meeting my friends tomorrow*.

[1] BIBER D, JOHANSON S, LEECH G, et al. Longman grammar of spoken and written English[M]. Harlow, Essex: Pearson Education Ltd., 1999.

- “present simple” is used to show scheduled events, for example: *The train leaves at 7:15 a.m.*
- Some other modal verbs such as “might” can be used to indicate future possibility, for example: *He might get here in time, but I am not quite sure.*
- Ask Ss to complete exercise 1 independently, and then have them check answers in pairs.

Answers

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

2 (see Student’s Book page 13)

Teaching principle

Learners need to connect grammatical structures with their functions in use.

Teaching suggestions

- Ask Ss to work independently on the exercise.
- Invite Ss to share their answers. Provide language support or explanations if needed.

Answers

a 2 b 3 c 4 d 1

3 (see Student’s Book page 13)

Teaching principle

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

Teaching suggestions

- Present the task by showing the instructions and the examples on a slide.
- Highlight the structures for talking about the future.
- Ask Ss to think about what they will do for the weekend. Encourage Ss to leave their seats, talk to three classmates and take notes. The following example is for reference.

I will be having a piano lesson from nine to ten on Saturday morning. In the afternoon, I am going to play basketball with my friends. In the evening, I will do my homework.

- Invite a student to report the most impressive weekend schedule. Provide feedback or language support.
- Encourage creative language use in order to enhance Ss' engagement during the activity.

C Listening and speaking

Objectives

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

1. understand the three speakers' conversation about their ideas for new clubs;
2. talk about their plan for starting a new school club using suitable words and phrases.

1 (see Student's Book page 14)

Teaching principle

Listening would be easier if learners are first given the chance to listen for main ideas rather than focusing on details.

Teaching suggestions

- Ask Ss about clubs or societies they have joined to elicit words or expressions like *club rules, requirements, sessions, guest speakers*, etc.
- Ask Ss to read the two questions before listening. Encourage them to focus on the key information when they are listening. They do not need to worry if they cannot remember all the specific details.
- Play the recording several times. Make sure Ss get the gist of the conversation based on the key words they write down in their notes.
- Invite Ss to report their gist and provide suitable comments on content and language.

Answers

(1) An English club, a video gaming club and a community service club.

(2) A community service club.

2 (see Student's Book page 14)

Teaching principle

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

Teaching suggestions

- Ask Ss to scan the sentences quickly and make predictions about the details based on the information obtained from the first listening activity.
- Play the recording for Ss to write down the answers. Elicit any areas of difficulty such as identifying the words used in connected spoken language. Provide feedback on content and language.

Answers

- (1) already have one (2) might be a problem
 (3) people who want to join the club (4) organize sharing sessions
 (5) what their charity organizations do

3 (see Student's Book page 14)

Teaching principle

Listening tasks can be made easier if learners know how to organize the information.

Teaching suggestions

- Present the table and invite Ss to predict the answers.
- Play the recording again and ask Ss to take notes.
- Check answers with the class.
- Play the recording again and ask Ss to pay attention to the language used when someone wishes to add a different view politely (e.g. *It does, but ...; That's true. But maybe ...*).

Answers

Getting the club approved	Things club members are supposed to do
<p>The speakers need to/ should</p> <ul style="list-style-type: none"> ■ present the idea to their teachers. ■ highlight the purpose of the club in the proposal. ■ make a list of specific things that the club members will do. ■ figure out the club rules. ■ make a list of requirements for people who want to join the club. ■ have a requirement about how often members need to take part in club activities. 	<p>Club members can / should</p> <ul style="list-style-type: none"> ■ take part in club activities. ■ take part in three or four community service projects each year. ■ talk about their favourite charities in the sharing sessions. ■ share ideas about future community service projects.

4 (see Student's Book page 15)

Teaching principle

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

Teaching suggestions

- Introduce the speaking task and the language guide, preferably using slides.
- Take Ss through the language guide, ensuring Ss understand the expressions.
- Ask Ss to compare the sentences below and ask them which sounds more polite.
 - (1) *How about starting a dancing club?*
 - (2) *It might be a good idea to start a book club.*
 - (3) *We should start a book club.*
- The first sentence is more suitable for making a suggestion in spoken English among friends or classmates.
- The second sentence is very polite. It may be used when the speaker wants to show high degree of politeness in some context.
- The last sentence is very direct. It may be used in a situation where work is the priority and

the members of the conversation are equal or the speaker enjoys a higher social position than the rest of the participants in the conversation.

- Put Ss into groups of three and then encourage each group to work on their own. Walk around to provide support if needed. Remind Ss to make suggestions with appropriate degrees of politeness.
- Invite some Ss to present their plans on behalf of their groups. Respond appropriately to their information and language.

D Writing

Objectives

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

- identify the main content and the features of language in the sample writing;
- write about an impressive place with enough details using appropriate format.

1 (see Student's Book page 16)

Teaching principle

Learners need to understand the task requirements before they engage in the writing.

Teaching suggestions

- Introduce the task. Help Ss think about what they are going to write about.
- Explain the concept of "travel blogs". A travel blog is usually written by someone to share the stories, pictures and tips about the places they have visited. People who write such blogs regularly are called travel bloggers. Some professional travel bloggers can even make a living doing that.

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

Teaching principle

Learners need to be aware of the requirements for content and language before they are able to write successfully on their own.

Teaching suggestions

- Explain the task.
- Introduce the sample writing to the class. Instruct the class to discuss the guiding questions.
- Invite Ss to report the conclusions of their discussions. Avoid spending too much time discussing the sample writing. Draw Ss' attention to the chronological order of travel blogs and the aspects of the place one can write about.
- Remind Ss to decide on a place they are familiar with to write about. Walk around to provide Ss with individual support in developing the content or language.
- Invite a student to share his / her writing with the class. Provide comments and support. Ask Ss to resume their writing and edit it properly.
- You may also ask Ss to read each other's work and provide feedback for their partner. They can raise questions about the parts that they do not quite understand, or make suggestions for improvement.
- Ask Ss to revise their writing based on the peer review.

Answers for reference

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

Aspects of writing	Guiding questions	My exploration
Content	What is the purpose of the article?	To share the writer's travelling experiences with others and to describe a place.
	What place does it introduce?	Hongcun, a small traditional town.
	What was the writer's experience like?	The writer enjoyed the beautiful views and learnt about the local history, traditions and customs.
	What aspects of the place does the writer mention?	The writer mentions the beautiful landscapes around Nanhu, the huge trees and the houses, and also introduces some facts about the local history, traditions and customs.
Language	How does the writer grab the readers' attention in the first paragraph?	The writer grabs the readers' attention by describing his / her initial doubts, and how these proved to be wrong.

(Continued on the next page)

Aspects of writing	Guiding questions	My exploration
Language	What language does the writer use to describe the place?	The writer uses "adv. + adj." structures, e.g. <i>really beautiful, particularly nice, extremely wealthy, and totally different.</i>
	What language is used to describe the writer's feelings?	The writer uses some "adv.+ adj." structures, such as <i>really interesting, quite comfortable</i> , as well as colloquial exclamations like <i>And I wasn't! Go and check it out yourself!</i> to show his / her feelings.

E Cultural focus

Reading passage

Objectives

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

1. explain the origin, function and cultural meaning of Aboriginal songlines;
2. comment on the different views on land ownership between Australian Aborigines and European settlers.

Background

A songline is an Aboriginal trail, and in traditional Aboriginal society songlines went across the landscape of Australia, linking important sites. They were marked by natural landmarks and also by "marker trees"— trees which had been cut in a special way so that they grew into a certain shape. The routes along these different tracks were described in special songs, and the Aboriginal people memorized these songs and then sang them in order to find their way along the correct route. There were thousands of different songlines to learn, and these songlines were powerfully linked to the landscape and the ecology of the land. Songlines could stretch for hundreds of miles, crossing from one tribe's territory to another. When a songline crossed over into another tribe's territory, the language of the song would change into that tribe's language.

Notes on the language

1. **outback** the area of Australia that is a long way from the coast and other towns, where few people live (澳大利亚的)内地, 内陆地区

2. **bushes and trees** “Bush” (灌木) refers to a plant that grows thickly with several hard stems coming up from the root. Notice that “the bush” refers to an area of wild land that has not been cleared, especially in Africa and Australia.
3. **a valuable knowledge of their land** Notice here “knowledge” is used as a countable noun referring to a special type of knowledge. It needs to be followed by “of ... ” to make it clear what knowledge it is.
4. **the Ice Age** a period of time, thousands of years ago, when much of the earth’s surface was covered in ice 冰川期；冰河时代

1 (see Student’s Book page 18)

Teaching principle

Reading is more effective when learners read with a genuine purpose of finding answers to questions.

Teaching suggestions

- Show the three questions on a slide. Check Ss’ understanding of the terms “oral tradition”, “lyrics” and “music scales”. The following definitions are for reference.
 - **oral tradition:** knowledge or culture that is passed down from generation to generation through speaking or singing, such as tales, folklores, ballads and songs
 - **lyrics:** the words of a song
 - **music scales:** a series of musical notes moving upwards or downwards, with fixed intervals between each note
- Ask Ss to discuss the questions in pairs.
- Ask several Ss to share their answers with the class. Allow different interpretations.

Answers for reference

I think songlines could be an oral tradition, because the word “lines” reminds me of storylines. So, they might refer to stories passed down from generation to generation by songs. / I think songlines could refer to the content of the songs, so they could be lyrics. / Judging from the word form, songlines make me think of the lines one draws music notes on. Maybe they are in fact music scales.

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

Learning to summarize main ideas in a passage can facilitate better understanding.

Teaching suggestions

- Ask Ss to read the passage quickly.
- Put Ss in pairs to identify the key information in each paragraph.
- Ask Ss to match the specific paragraph with the corresponding summary.
- Invite Ss to report their work to the class.

Answers

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

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

Learners need opportunities to practise reading between the lines.

Teaching suggestions

- Elicit Ss' responses to the specific sentences based on the information in the reading passage.
- Check answers with them and invite Ss to correct the mistakes in the false statements.

Answers

- (1) F Baamba does not mind using modern equipment to navigate, although he is trying to restore and preserve the heritage of songlines. He knows a lot about the songlines.
- (2) F The ancestors of the Adnyamathanha people depended on songs, dance and paintings to find their way around.
- (3) F Songlines were created not only to describe pathways and provide an oral "map", but also to tell stories about how the world was created.

- (4) F The Aborigines regarded themselves as part of nature rather than masters of it.
- (5) T
- (6) F Their first contact was friendly. But conflicts arose when new settlers took away the Aborigines' hunting grounds.
- (7) F The conflicts destroyed the Aborigines' ancient way of life, and many Aboriginal songlines were lost.

4 (see Student's Book page 20)

Teaching principle

To help learners improve their critical reading skills, it is necessary for them to practise giving comments on the content of the reading passage.

Teaching suggestions

- Ask Ss to discuss the two questions in groups.
- Encourage Ss to comment on the conflict between Australian Aborigines and European settlers.
- Invite some Ss to report their views to the class. Respond appropriately to their information and language.

Answers for reference

- (1) The Aborigines saw themselves as part of nature and regarded some places as sacred sites, so they did not consider themselves as masters of the land. The European settlers believed the earth and its animals were there for the benefit of human beings and if land was not farmed, it did not belong to anyone, so they were masters of the land.
- (2) The Aborigines would have liked the land to remain as it was, while the European settlers took the Aborigines' hunting land away for their own benefit. So, it was impossible for them to maintain a friendly relationship and conflicts were bound to occur between the two sides.

Video

Objectives

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

1. describe how the Sami people in Norway raise reindeer;
2. explain their own plan for raising animals on a farm.

Background

1. The Sami people are the indigenous, nomadic people living in Norway, Sweden, Finland, and some parts of Russia. The coastal Sami make their living by fishing, while the inland Sami live a nomadic life raising reindeer.
2. Reindeer (*pl. reindeer*) is a species of deer living in the Arctic tundra and the mountainous regions in northern Europe, Siberia and North America. The Sami people raise reindeer and use them as pack animals and a source of meat and milk. They also use reindeer skin for making tents, boots and other products.

1 (see Student's Book page 21)

Teaching principle

It is important to activate learners' existing knowledge before they watch the video.

Teaching suggestions

- Show the class the location of Norway on a world map and some pictures of Norway.
- Invite Ss to share what they know about life in northern Norway and the animals living there.

Answers for reference

- (1) Life in northern Norway is simple; some people still raise reindeer and go fishing while most of the people live a normal life in towns or cities.
- (2) Some animals such as reindeer, polar bears, foxes, whales, etc. live in cold climates.

2 (see Student's Book page 21)

Teaching principle

Video and language integrated learning can provide an ideal platform to connect form, function and meaning.

Teaching suggestions

- Ask Ss to read the eight statements. Explain the words unknown to Ss, for example, *migrate*, *herd*, etc.
- Invite Ss to talk about what they think they will see in the video based on the eight statements. Refrain from making judgements on Ss' guesses.
- Play the video with the sound off, and then ask Ss to talk about what they have seen and to try to express their ideas in English. Give language support when Ss have difficulty expressing themselves. For example, *Norway*, *Norwegian*, *frozen lake*, *ice fishing*, *summer feeding grounds*, *baby reindeer*, etc.
- Play the video a few times with the sound on until Ss have all the answers.

Answers

- (1) For most of the year, Sami people live in normal houses and drive cars. (They live in tents when they follow their reindeer on migration).
- (2) In Spring, Elle and her family follow their reindeer to migrate across Norway.
- (3) Elle and Inga stop to do some ice fishing when passing a frozen lake on the migration route.
- (4) After reaching the coast, the reindeer travel on a boat to an island, eat grass and give birth to babies there.
- (5) Elle and her family leave the herd on the island during the summer.
- (6) When autumn arrives, they hope to have a lot of baby reindeer.
- (7) On their journey back home, the reindeer have to swim across to the mainland.
- (8) Elle must decide whether to choose a different way of life, but not for now.

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

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

Teaching suggestions

- Ask Ss to complete the exercise on their own.
- Check answers with the class.
- Ask Ss to underline some collocations (verb + preposition) from the sentences, such as, *prepare ... for ..., pack ... into ..., feed ... into ..., base ... on ..., and check out.*

Answers

(1) count (2) prepare (3) packs (4) catch (5) feed (6) based (7) check

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

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

Teaching suggestions

- Ask Ss to prepare before class. Encourage them to search for information in the library or on the Internet.
- Ask each group to draw a picture of their farm and the animals they wish to raise.
- Ask Ss to discuss how they will manage the farm. For example: *Do you need helpers? How do you plan to make money? How can you maintain a balance between the profit and the cost of the farm?*
- Ask Ss to prepare a presentation based on their group work.
- Invite the group representatives to give the presentations. Ask the class to comment.

Exploring literature 1: Two poems

Introduction

Exploring literature 1 introduces two well-known classic poems in Chinese literature and English literature. Both poems centre on the topic of the relationship between nature, humanity and imagination. The first poem “Drinking wine” by Tao Qian tells the reader how the speaker (maybe the poet himself) finds peace of mind by intentionally staying away from public life. The second poem “I wandered lonely as a cloud” is one of William Wordsworth’s most beautiful short poems in a Romantic style. The poem creates beautiful imagery of the daffodils around a lake in the Lake District in England. According to the speaker, the memories of this stunning natural beauty has the power to lift his spirits whenever he is feeling pensive.

Objectives, proposed teaching hours (PTH) and performance descriptors

Sections	Objectives	PTH	Performance descriptors*
Pre-reading activity	Understand the background information about “Drinking wine” and the poet	1	2–8 能判断诗歌的意图，获取其中的重要信息和观点，理解诗歌所反映的文化背景，解读诗歌中的隐含意义。
Reading the poem	Write annotations for “Drinking wine” Raise questions about “Drinking wine”	1	2–11 能理解诗歌中使用对话的意图以及对话在反映情感态度和价值观中所起的作用。
Questions for discussion	Explain “Drinking wine” in learners’ own words	1	2–12 能够从西方审美的角度思考和认识自然与人类的关系；能识别诗歌中反映自然美景对人类的影响的社会文化现象。
Role-play writing	Write out cooperatively the imagined dialogue based on “Drinking wine”		
Reading the poem	Understand the background information about “I wandered lonely as a cloud” and the poet Write annotations for “I wandered lonely as a cloud” Raise questions about “I wandered lonely as a cloud”	1	
Imagery study	Identify the language devices for imagery used in “I wandered lonely as a cloud” Explain how these devices enhance the reader’s perceptions of beauty in “I wandered lonely as a cloud”	1	3–11 能识别诗歌中的意象手法并理解其意义。

(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”和“学业质量水平三”编写。

Sections	Objectives	PTH	Performance descriptors
Comparative analysis	Compare and analyse the similarities and differences in how the theme of solitude is treated in the two poems Report how the concept of solitude relates to learners' own lives	1	3–12 能比较和欣赏两首经典诗歌，分析东西方在审美和文化观念上的差异。
Hands-on practice	Write a poem about the magnolias based on the reading of the student's work		

The first poem: “Drinking wine”

Objectives

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

1. understand the poem;
2. engage in critical reading and write annotations;
3. raise suitable questions based on their own annotations;
4. paraphrase the poem in their own words;
5. compare the original poem with the English translation;
6. convert the poem into a role-play conversation.

About the poet

Tao Qian (about 365–427), also known as Tao Yuanming or Master Five Willows, courtesy name (字) Yuanliang, was a Chinese poet of the Eastern Jin Dynasty and the Southern and Northern Dynasties. Born into a well-to-do family, he received a relatively good education when he was young. He held a number of brief government posts, but he became disillusioned with the social realities of his time. He eventually gave up public life and stayed in his hometown for the rest of his life.

Tao Qian loved poetry, wine and nature. About twenty of his poems are named “Drinking wine”. The poem in this unit belongs to this series and is one of the best loved works of poetry in the history of Chinese literature.

About the poem

The poem is an English translation of the Chinese original, written sometime around AD 417.

Lines	Chinese original	English translation
	饮酒(陶潜)	"Drinking wine"(Tao Qian)
1	结庐在人境,	I build my cottage in the hustle of the world;
2	而无车马喧。	Of commotion and noise I hear not.
3	问君何能尔?	How can you resist the temptations?
4	心远地自偏。	A distant heart creates its own solitude.
5	采菊东篱下,	I pluck mums under the eastern hedge
6	悠然见南山。	While gazing afar at the southern hills.
7	山气日夕佳,	The mountain air is fresh day and night;
8	飞鸟相与还。	Together birds flock home in flight.
9	此中有真意,	Lost deep in thought for the truth of life
10	欲辨已忘言。	To bring it back in words I have failed.

The story of the poem

The speaker built a house close to the busiest parts of town, but he claimed that he was not affected by the commotion and noise. So, people were surprised that a poet would do this, and asked him how he was able to resist the temptation of the town life. His reply was that if one was able to maintain a distant heart, one would have peace of mind. He found pleasure in nature, for instance by plucking flowers under the eastern hedge, looking at the distant mountains, breathing fresh mountain air day and night, and seeing twittering birds that flocked home in the twilight. His daily routine allowed him to contemplate the meaning of life, and he believed that he might have got it, but language failed him when he tried to express his thoughts in words.

Notes on the language

1. **hustle** busy and noisy activity
2. **in the hustle of the world** in a busy, active part of the world, such as the high street in a town
3. **commotion and noise** noisy excitement and confusion
4. **solitude** the state of being alone
5. **to bring it back in words** to try to use language to express it

Pre-reading activity

(see Student's Book page 23)

Teaching principle

Learners will learn new vocabulary more easily in activities which combine forms, meanings and functions together.

Teaching suggestions

- Present the task on a slide, and highlight these expressions for “thinking”: *daydreaming, meditating, imagining, inner dialogue*. Use the TPS (Think-Pair-Share) strategy to ask Ss to come up with similar expressions, such as *contemplating, musing, reflecting, considering, figuring out, brainstorming*, etc.
- Introduce the poem, and ask Ss to discuss the following questions: *What is the speaker thinking about? Would you say that he is in an “inner dialogue with himself”, “daydreaming”, or other ways of “thinking”?*

Answers for reference

Sometimes, I look out of the window at the white giant clouds slowly floating across the sky, and I meditate on their shapes. What do they look like? What would they sound like? I amuse myself by imagining different things that these clouds could represent. To me, they are houses, pavilions, brooks, garden rocks, flowers and trees, and they are the dwellings of immortals.

Reading the poem

(see Student's Book page 23)

Teaching principle

Learners should learn to read poems actively and critically.

Teaching suggestions

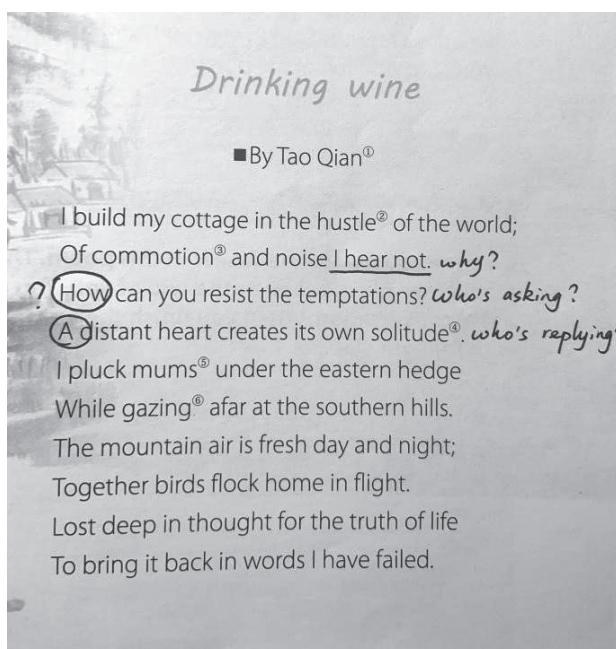
- Introduce the poem on a slide, and then use the note **About the poet** to introduce Tao Qian.

- Elicit what they know about the Chinese version from Ss. Ask a student to recite it and then write the Chinese original on the side of the blackboard.
- Introduce the concept of “active / critical reading”.

Active / critical reading means asking questions about what one is reading. In non-critical reading, readers tend to absorb the message passively. For instance, the reader seldom questions the validity of the train schedule. But when we read critically, we ask questions about what we read, even though the answer may seem obvious.

To read a poem critically and actively, you need to:

- (1) read the poem multiple times, even though its meaning seems obscure to you.
 - (2) underline or highlight particular parts, words or expressions in the poem that strike you as “unusual”, “strange” or “notable”.
 - (3) make notes in the margin about why this part attracts your attention. Record any ideas you have.
 - (4) ask questions about the poem, and make connections to other notes or the whole text.
 - (5) make brief notes in the margins, such as your initial reactions when reading the poem.
 - (6) look for specific language features, such as a particular word repeated in one part of the poem.
- Display the following picture as an example of annotations in active / critical reading.



- Ask the class to read the poem several times until they have annotated every part of the poem.
- Ask Ss to work in small groups collaboratively to produce a list of questions.
- Invite each group to present their questions to the class.
- Help them organize their questions by combining, clarifying and reorganizing them into a list.
- Ask each group to answer the questions from the list.
- Organize a class presentation. Provide language support if necessary.

Questions for discussion

(see Student's Book page 24)

Teaching principle

Learners need line-by-line explanations and guidance when they learn to read poems in English.

Teaching suggestions

- Present the poem on a slide, and assist Ss in paraphrasing and interpreting each line. Use the following as a reference.

Line	Poem	Paraphrase (for reference)
1	I build my cottage in the hustle of the world;	I have built my cottage in a busy area of the town;
2	Of commotion and noise I hear not.	I am not affected by the commotion or noise from those worldly activities.
3	How can you resist the temptations?	People ask me, "How can you resist the temptations of those interesting things in the world?"
4	A distant heart creates its own solitude.	If you do not think of those worldly activities, you will have peace of mind.
5	I pluck mums under the eastern hedge	When I pluck chrysanthemums under the eastern hedge
6	While gazing afar at the southern hills.	the hills in the south will come into my view.
7	The mountain air is fresh day and night;	The air in the mountains is fresh day and night;
8	Together birds flock home in flight.	I also see birds flock home (in the twilight).
9	Lost deep in thought for the truth of life	I have contemplated the meaning of life.
10	To bring it back in words I have failed.	But these thoughts are too complex and subtle for words to express.

- While helping Ss to paraphrase the poem, use the first six questions on page 24 in the Student's Book as a guide to encourage them to use their imagination.
- When Ss have completed the discussion, put Ss into pairs to work on question 7. Ask Ss to read the English and the Chinese versions aloud, compare the two versions and then share their ideas with their partner.
- You may guide Ss to notice the differences. There are several differences in reading the Chinese and English versions aloud.
 - (1) The sound effects are different because of the phonological differences between Chinese and English. Chinese verse is characterized by staccato effects, while English has stressed and unstressed syllables organized in beats.
 - (2) Our language ability affects how we perceive poetic imagery. For instance, we are generally able to understand finer nuances in our native language, and it is likely that the imagery of the poem will give us stronger associations. In other words, when we read poems in our native language, we will have more vivid mental images of colour, motion, sound, or even feelings of texture.
 - (3) The depth of understanding is different. When we read the poem in Chinese, we usually gain a deeper understanding. This is because, comparatively speaking, we have stronger language ability, richer cultural knowledge, and more extensive associations in our native language.
- Introduce the advantages of reading Chinese poems in English translation.
 - (1) We may gain new cultural perspectives when we read a familiar poem in translation. Through cross-cultural communication, we may find that people from other cultures may have totally different ways of understanding Chinese poems.
 - (2) We may learn new culture-related expressions in English. This can help us develop our communicative competence and makes it easier for us to talk about our own culture in English.

Answers for reference

- 1 The speaker most probably lives in a place full of human activity, such as in the centre of the town. His home might be a big cottage with a garden full of flowers and vegetables, close to the main thoroughfare.

- 2 The poet claims that he doesn't notice the daily commotion or noise from the busy traffic and other human activity around his home. Perhaps this isn't true, and perhaps it reflects his inner struggle instead. He is torn between his desire to pursue peace of mind and to build a career in politics.
- 3 The speaker describes what he does in his leisure time: plucking mums under the eastern hedge, watching the views of the hills in the distance, hearing the sound of birds as they flock home, and meditating on the meaning of life.
- 4 While going through his daily routine, he often contemplates the meaning of life.
- 5 He finds that language fails him, as his thoughts are too deep and complex to express with words. The poet may also mean that the beauty of nature is beyond the power of human language to express.
- 6 As an example, when we think deeply on a math problem, we often skip language all together. Language is one of the tools for expressing our thoughts. Language can help us think about an issue, but it is not a prerequisite for thinking. (Students may produce other examples to illustrate the relationship between language and thoughts.)
- 7 We usually don't reach the same level of appreciation when we read poems in our primary and secondary language. But there are advantages and disadvantages of reading poems in translation. (Refer to the **Teaching suggestions** above to help Ss discuss the topic.) (Primary and secondary language 在此有特殊的含义，指人们的强势语言和弱势语言，并不是指母语和二语。)

Role-play writing

(see Student's Book page 24)

Teaching principle

Making links between reading and writing is beneficial for learners' language development.

Teaching suggestions

- Present the task instructions on a slide, and ask Ss the questions: *Can you identify the conversation in the poem? What would it be like?* You may use the **Answers for reference** as a lead.

- Have Ss write the dialogue in pairs. They should practise reading aloud and revise the language until it sounds natural.
- Invite several pairs to perform their dialogues for the class. Invite other pairs to comment on their performance.

Answers for reference

You: Sir, where did you build your cottage? Was it in the downtown area or in the suburbs?

Speaker: I built my cottage close to the town centre, near the main thoroughfare.

You: Why did you choose this location? Isn't it close to the high street, full of activity?

Speaker: Yes. But for me, the high street is a quiet place. I chose this location for two reasons. One is to be close to the town, and the other is that it's easy for my friends to visit me.

You: Why do you want to live close to the town centre? Would the remote countryside be a better place to practise your philosophy of life?

Speaker: That's the reason why I chose this location. My homestead is near the town tavern so that I can easily get hold of wine, while keeping away from people. Besides, my friends would find it easy to give me money to buy wine, as my house is near the main thoroughfare.

You: I'm confused. How do you resist the temptations of the busy life?

...

The second poem: “I wandered lonely as a cloud”

Objectives

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

1. understand the poem;
2. engage in critical reading and write annotations;
3. raise appropriate questions based on their own annotations;

4. paraphrase the poem in their own words;
5. identify the language devices for poetic imagery;
6. analyse how the two poems treat the theme of solitude differently.

About the poet

William Wordsworth (1770–1850) was one of the leading poets of the English Romantic movement. Born into a family with ties to the aristocracy, Wordsworth received a good education, first at a grammar school, and then at Cambridge University. After graduation, he went travelling around France and returned to England to experiment with new ways of writing poetry. Although they were not always well received during his lifetime, many of his short poems proved to be among the best-loved works of poetry in the English language.

About the poem

“I wandered lonely as a cloud” is one of the most popular Wordsworth poems. It is inspired by one of his walks around the Lake District in England. The poem is about the stunning beauty of the daffodils around one of the lakes. The rhyme scheme is ABABCC with each line following the rhythmic pattern of “unstressed syllable + stressed syllable” in a beat (4 beats in each line) with a few deliberate exceptions. This rhythm is said to be similar to the pace of walking: it is as if the poet is reading the lines as he wanders around the lake.

The story of the poem

One day in the spring, the speaker walked aimlessly along a lake, as if he were a cloud floating on high over the valleys, hills and lakes. Suddenly he saw “a crowd, a host of golden daffodils beside the lake, beneath the trees”. It seemed as if they were dancing in the gentle breeze.

There were a great number of flowers spreading over a vast area. They looked like millions of shining, twinkling stars in the Milky Way. It seemed like there were tens of thousands of daffodils along the edge of the bay, stretching as far as the speaker could see. They were happily dancing together in the spring sunshine.

The shimmering waves of the lake, too, looked like they were dancing. Yet their dance was not as pretty as that of the flowers. Any poet would be touched by this joyful moment. The speaker gazed a long time at the beauty of the scene, completely unaware of how much he would later treasure this beautiful moment.

Finally, the speaker says that whenever he lies on his couch alone, feeling lost, confused or sad, he imagines in his mind's eye the beautiful flowers described in the first three stanzas. Then, the beauty of the daffodils will come into his mind. He describes this type of imagination as "the bliss of solitude". This imaginative exercise fills his heart with pleasure, as if he were once again dancing with the daffodils.

Notes on the language

1. **I wandered lonely as a cloud** The speaker starts with a simile, where the poet likens himself to a cloud.
2. **o'er vales and hills** o'er = over, with "v" omitted in order to delete a syllable so that this line would have the same number of syllables as the first line

|I wan |dered lone |ly as |a cloud

|that floats |on high |o'er vales| and hills|

(The syllables in bold types are stressed in speaking.)
3. **vales and hills** "Vales" is a literary word, meaning "valleys".
4. **When all at once I saw a crowd** The phrase "all at once" suggests that the beauty of the flowers was a big surprise. The word "crowd" is usually used for describing a large group of people. The poet uses this word to personify the flowers. The use of "host" in the next line has the same poetic effect.
5. **Ten thousand saw I at a glance** Again the poet tries to enhance the effect of beauty by using a poetic exaggeration ("ten thousand"). The phrase "at a glance" shows how sudden and unexpected the encounter with the beautiful daffodils really was.
6. **Tossing their heads in sprightly dance** By using the words "tossing their heads", the poet again uses personification to describe the flowers. The word "sprightly" (adj.) means "full of life and energy".
7. **The waves beside them danced** Notice the use of the word "dance". It appears in the last lines of the first two stanzas ("dancing in the breeze", "in sprightly dance"). As the third stanza is about the waves of the lake water, the use of "dance" in the first line describes the shimmering movements of the waves, which echoes the "dance" of the flowers on the bank.
8. **out-did** outperformed, did better than (This is an antiquated way of writing. Nowadays, the word is simply written as "outdid").

9. glee *n.* a strong feeling of happiness, satisfaction, pleasure, etc.

10. A poet could not but be gay (*emphatic*) A poet would certainly feel happy (in this case).

11. gay (*old fashioned*) happy and excited

12. jocund (*literary*) happy, in high spirits, merry

13. I gazed—and gazed—but little thought / What wealth the show to me had brought:

These two lines indicate a change in perspective. Years later, when the poet looks back at this experience, he finally realizes how rich the impressions at that moment were, and that the “jocund company” of the daffodils and the “sparkling waves” still bring him joy later in life. The use of a colon in the last line is very unusual in poetry. It indicates that the speaker will provide an explanation in the next and final stanza.

14. oft (*literary*) often

15. in vacant or in pensive mood The word “vacant” generally means “empty”; in this context, it means that the person is not thinking of anything, which shows the feeling of loneliness. The word “pensive” means “deep in thought”, especially when someone is feeling sad or unhappy.

16. inward eye in one’s mind’s eye, in one’s imagination

17. bliss great happiness

Reading the poem

(see Student’s Book page 25)

Teaching principle

Learners need to practise reading English poems actively and critically.

Teaching suggestions

- Like the first poem “Drinking wine”, start reading the second poem with some activities related to active / critical reading.
- Show the picture on page 25 in the Student’s Book, and ask Ss to talk about their impressions of it and what language can be used to describe the natural beauty of such a place. Ss may mention things such as *daffodils*, *golden flowers*, *green lake*, *shimmering waves*, *dark greens of*

trees, hills in the distance, etc.

- Play a recital performance of the poem. Encourage Ss to imagine someone taking a walk around the lake and try to feel the pace of the recital. (You might find such a performance on streaming platforms.)
- Play the performance several times until Ss become familiar with the sound effects in the poem. Then ask Ss to read and annotate it individually.
- Ask Ss to ask questions about the poem based on their annotations. Following this, have them work in groups to put together a list of questions.
- Invite the groups to present their questions on the board. Assist the class in combining, reformulating, clarifying and eventually organizing the questions into a list.
- When all the questions have been answered, present the original poem on a slide, with blank space on the right for writing paraphrases, as shown below. Before they start paraphrasing, ask Ss to pay attention to the words and punctuation in bold. Use the following as a reference.

Poem	Paraphrase (for reference)
<p>I wandered lonely as a cloud That floats on high o'er vales and hills, When all at once I saw a crowd, A host of golden daffodils; Beside the lake, beneath the trees, Fluttering and dancing in the breeze.</p>	<p>I walked aimlessly one day, like a cloud floating across the sky over the valleys and hills. Suddenly, a huge stretch of flowers came into my view. They were by the lake, beneath the trees, and fluttered and danced in the breeze.</p>
<p>Continuous as the stars that shine And twinkle on the Milky Way, They stretched in never-ending line Along the margin of a bay; Ten thousand saw I at a glance, Tossing their heads in sprightly dance.</p>	<p>The flowers were in such a great quantity that they seemed to go on endlessly into the distance, along the edge of the bay. They looked like the stars in the Milky Way. It seemed like there were tens of thousands of them, waving their heads in a happy dance.</p>
<p>The waves beside them danced; but they Out-did the sparkling waves in glee: A poet could not but be gay, In such a jocund company: I gazed—and gazed—but little thought What wealth the show to me had brought:</p>	<p>Beyond this beautiful expanse of flowers were the shimmering waves out on the lake. The waves, too, looked like they were dancing, yet their dance was not as pretty as the flowers. Any poet would be touched by such a joyful moment. I watched and watched for a long while, completely unaware of how much I would later treasure this beautiful moment.</p>

(Continued on the next page)

Poem	Paraphrase (for reference)
<p>For oft, when on my couch I lie In vacant or in pensive mood, They flash upon that inward eye Which is the bliss of solitude; And then my heart with pleasure fills, And dances with the daffodils.</p>	<p>Why is the memory of the flowers so important to me? The reason is that whenever I lie on my couch, feeling unhappy or lonely, I will imagine the beautiful scene by the lake. It takes me back to that moment, which fills my heart with pleasure.</p>

Imagery study

1–2 (see Student's Book page 26)

Teaching principle

English language learners need line-by-line explanations and guidance to learn to appreciate the imagery in English poems.

Teaching suggestions

- Introduce the terms “imagery” and “image”, and how they relate to English poetry.
- Elicit what Ss know about the two terms and explain them in response to Ss’ answers. You may use the following explanations for reference. (in this context)
 - **imagery:** uncountable noun, language used in the poem that makes the readers imagine pictures in their mind, or the mental pictures that the readers create as they read the poem
 - **image:** countable noun, a mental picture that the readers create when they read the poem
- Have the class discuss questions in exercise 1. Provide them with feedback on the poem structure and language. (Two parts: The first three stanzas describe how the speaker feels about the view, and the last stanza provides an explanation of how he later cherishes this beautiful memory.)
- Following the discussion, have Ss work individually on exercise 2. Walk around the class to give Ss support in identifying the poetic devices that are used to create imagery.
- When Ss have completed the table, ask them to share their work in pairs; this should be followed by a class presentation.
- Use the **Answers for reference** when providing feedback.

Answers for reference

- 1 He saw the scenery with his own eyes, but he added poetic interpretations (e.g. that the waves and daffodils danced).

The first three stanzas describe his memory of a visit to the Lake District, while the final stanza describes how he cherishes the memory (i.e. how he thinks about the scene by the lake when he lies on his couch).

2

Aspects	Images
Sound	fluttering and dancing in the breeze, tossing their heads in sprightly dance (flapping sound made by the fluttering / dancing / tossing in the breeze)
Colour	golden colour against the blue lake water and sky, outdid the sparkling waves
Motion	fluttering, dancing, stretching, tossing, sparkling
Others	ten thousand daffodils stretching out in the distance, daffodils outdid the sparkling waves as they showed off their beauty (i.e. the sparkling of the waves pales in comparison to the daffodils, which were very beautiful).
Association with the poet's mood	wandered lonely, sprightly, glee, gay, jocund, vacant, pensive

Comparative analysis

(see Student's Book page 27)

Teaching principle

Activities that involve higher-order thinking skills are beneficial to the development of learners' communicative competence and cultural awareness.

Teaching suggestions

- Introduce the word "solitude" to the class, and ask Ss to think about the following questions:
What does it mean? How do the two poets approach the theme of solitude differently? Could this tell us something about their different attitudes to life?
- Put Ss into groups to discuss these questions. Appoint a student in each group to moderate

the discussion and take notes. (To moderate a discussion is to coordinate, adjust, regulate and manage the group discussion.)

- Invite Ss to report their answers. Provide feedback on both content and language. You may use the **Answers for reference** when providing feedback.
- When the first exercise has been completed, ask Ss to do the second exercise. Ask them to make a list individually first, and then share their lists in the group. The moderator should take notes and make a class presentation. Invite Ss to comment on each other's ideas.

Answers for reference

(1) Both poets touch upon the theme of solitude, yet they treat it differently. In Tao Qian's poem, the speaker voluntarily creates solitude in the hustle and bustle of the world. His secret is to maintain a "distant heart" by turning to nature. In other words, by enjoying the beauty of nature, he is able to achieve peace of mind and also think about the meaning of life. However, for Wordsworth, solitude is of a different nature. He didn't seek solitude voluntarily. As a matter of fact, he often feels "vacant or pensive" when he is alone. However, he learns to turn this feeling into the bliss of solitude by recalling his walks and the daffodils around the lake.

(2) People may find different things to do in their solitude. For example:

- ① Learning to play a musical instrument;
- ② Reading a book;
- ③ Inviting friends to go out;
- ④ Driving out in the countryside;

...

Hands-on practice

1–2 (see Student's Book pages 27 and 28)

Teaching principle

A proper reading-writing link is beneficial for language learning.

Teaching suggestions

- Introduce the task: hands-on practice for poem writing.
- Tell Ss that poetry is not very different from our everyday language. In fact, we listen to poems every day. For example, we may listen to songs, or hear a relaxed conversation, or even attend a teacher's lecture. All these activities may contain elements of poetry. Second language learners can create poetry too. They can either write a poem with a melodiously rhyme scheme, or a poem without rhyme (which is called free verse).
- Present the student's poem on page 27 in the Student's Book.
 - (1) Rhyme scheme: AABB
 - (2) The first two lines describe what the speaker sees, hears and smells. (images) The last two lines describe the flowers and assign them human feelings and motives. (personification of the magnolias)
- Ask Ss to complete exercise 2 on page 28 in the Student's Book individually. Then have Ss share their poems in groups before they present them to the class.
- Ask Ss to listen carefully to each other's poems. They should then provide feedback and suggestions for improvements.

Answers for reference

(A student may produce the work like this.)

Giant clouds float over the blue sky. Eager to greet,
The white and pink magnolias bring out green leaves.
Their enthusiastic faces beam with the brilliance
And their bodies to the gentle music of breeze dance.

Unit 2 Things that matter

Introduction

This unit discusses the role of things in people's lives and their attitude towards them. The **Reading and interaction** section recounts a compulsive hoarder's struggle to get rid of things and analyses reasons for hoarding. The **Grammar activity** section describes various kinds of personal items people forget during travel while lending students an opportunity to practise **the subject clause**. The **Listening and speaking** section presents a discussion by three students on choosing the best objects to represent local culture. Students will then talk about their own ideas to recommend exhibits for a local museum. The **Writing** section tells a story of lost and found from different perspectives and helps students learn to write their own stories. The reading passage in the **Cultural focus** section introduces the British Museum and some controversial objects exhibited there, and the **Video** presents two famous art museums in the world: The Musée d'Orsay and Tate Modern.

Objectives, proposed teaching hours (PTH) and performance descriptors

Sections	Objectives	PTH	Performance descriptors
A Reading and interaction	Explore why people accumulate personal possessions and how rubbish should be sorted	3	2–8 能获取书面语篇的重要信息和观点，能推断语篇的隐含意义。 2–9 能识别语篇中的内容要点。
B Grammar activity	Use the subject clause correctly in the given context	1	2–11 能理解语篇中特定语言的使用意图。
C Listening and speaking	Make suggestions for exhibits at a local museum	1	2–1 能抓住所听语篇的大意，获取主要信息、观点和文化背景。 2–4 能描述事物的特征，阐释和说明观点。
D Writing	Write a story using appropriate language	1	2–10 能识别语篇中的时间顺序、空间顺序、过程顺序。 2–13 能在书面表达中有条理地描述自己或他人的经历，能描述事件发生、发展的过程。
E Cultural focus	Debate whether museum objects should be returned to the countries they came from Give a brief description of two famous art museums in the world	2	2–12 能从不同角度思考和认识周围世界，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 Sharon's compulsive hoarding and the consequences it has on her family life with at least two examples;
2. analyse how the writer's argument is strengthened by the deliberate choice of words;
3. explain how to classify rubbish into the correct categories.

Background

Compulsive hoarding refers to people's behaviour of accumulating numerous items and storing them at home though they are not really needed. Compulsive hoarders mostly have some mental health problems, such as alcohol dependence, loneliness, stress, etc. They are unwilling to let others touch their personal belongings and are reluctant to throw them away.

Notes on the language

1. **appear to be normal American teenagers** Notice the word "appear". The sisters seem to be no different from normal American teenagers, but actually they live a very different life.
2. **things which we might take for granted** It implies that the sisters cannot enjoy the things we do every day.
3. **Why? Because their mum, Sharon, is a compulsive hoarder.** Notice here that the answer is ungrammatical. The clause started by "because" is not an independent sentence. Such use is only allowed in spoken English. This passage belongs to the genre of popular science article, so the author uses informal language from time to time to make it sound friendly to its target readers.
4. **Mum's stuff has spread out everywhere.** This sentence describes how messy their home is. The writer uses different ways to describe the chaos of their family. Notice the use of exaggerated language, such as "... every room is filled with piles of jazz records and CDs, mountains of clothes and stacks of magazines ...", "Even making a cup of tea is next to impossible ...".
5. **It's taken over our lives** Their mother's stuff is too much and almost takes up all the space in their house, so they can't live a normal life.

6. **next to impossible** almost impossible
7. **Compulsive hoarding can be an extreme condition ...** Notice here “compulsive hoarding” (abnormal behaviour of keeping things) and “condition” (an illness or a medical problem) are special terms used in the fields of psychology and medicine. These terms are mingled with informal, colloquial expressions (such as “mum, stuff, spread out, total chaos, piles of, mountains of, next to impossible, put up with, loads of clutter, bin it, junking things, throw ... out, fall apart, help out”). There are some other special terms in the passage, such as “sentimental value” (materially worthless), “emotional currency” (another way to say *materially worthless*) and “endowment effect” (abnormal feeling of ownership). These terms reflect features of popular science articles.
8. **But while it's true that most of us would never hoard to this extent ...** Notice here the word “hoard” has negative connotations, depicting people who accumulate things to an extreme degree. Other examples in the passage are “nightmare”, “clutter” and “junk”.
9. **nomadic ways** A nomad is a member of a group of people who frequently move from place to place. There are two main types of nomads, the hunter-gatherers and the pastoral nomads raising livestock. The nomadic way of living shows people’s adaptations to infertile lands where constant moving can help them find scarce resources.
10. **a constant source of friction** It implies that the sisters cannot put up with their mother’s junk as it affects their studies and lives, and they often quarrel with their mother.
11. **consumer culture** a culture in which the economy is believed to prosper from the sale of consumer goods and services and a lot of effort is made to promote consumption by using advertisements and sales
12. **endowment effect** In psychology and behavioural economics, “endowment effect” refers to the hypothesis that people attach more value to things owned by them.
13. **“Sentimental value” is another reason for not junking things.** “Sentimental value” refers to the value an item has for a particular person in terms of its emotional associations. Notice “another reason” in the sentence is parallel to the reason mentioned in line 46 “One explanation is that people are naturally resistant to change and prefer things the way they are ...”.
14. **emotional currency** It is similar to sentimental value. It implies that some items will give us happy feelings when we see them, for they are tokens of past memories.

15. ... our family would have fallen apart. Notice here the use of the subjunctive mood.

Fortunately, with the help of the sisters and doctors, their mother is now getting rid of compulsive hoarding and their family is returning to normal. If not, the family would have fallen apart.

Word study

1. **primitive** *adj.*

(1) belonging to a very simple society with no industry, etc. 原始的；远古的

primitive tribes 原始部落

(2) belonging to an early stage in the development of humans or animals 原始的；人类或动物发展早期的

Bartering is considered as a primitive way of trade. 以物换物被认为是一种早期的交易方式。

2. **permanent** *adj.* lasting for a long time or for all time in the future; existing all the time 永久的；永恒的；长久的

a permanent job 固定工作

permanent staff 长期职工；固定编制人员

Humans are always looking for something permanent, whether relationships or life itself. 人们总是在寻找永恒的东西，无论是情感关系还是生命本身。

3. **possession** *n.*

(1) (*pl.*) something that you own or have with you at a particular time 个人财产；私人物品

personal possessions 私人物品

(2) (*formal*) the state of having or owning something 具有；拥有

Nowadays almost everybody is in possession of a cellphone. 如今几乎每个人都有一部手机。

4. **annoy** *v.* to make somebody slightly angry; irritate 使恼怒；使生气

The way he talks back all the time was beginning to annoy her. 他总是还嘴的样子开始令她感到不胜其烦。

It really annoys the parents when their child forgets to do his homework. 孩子忘记做作业，父母确实感到生气。

5. **temporary** *adj.* lasting or intended to last or be used only for a short time; not

permanent 短暂的；暂时的；临时的

temporary relief from pain 短暂的解痛

a temporary measure / solution / arrangement 临时措施 / 解决办法 / 安排

6. resist *v.* to refuse to accept something and try to stop it from happening 抵制；阻挡

to resist change 抵制变革

You have to resist the temptation of junk food if you wish to lose weight. 如果你想减肥，就必须抵制垃圾食品的诱惑。

When bad things happen, we should resist the urge to blame others and focus on finding a solution. 当坏事发生时，我们要控制住指责别人的冲动，把注意力放在寻找解决办法上。

7. load *n.* something that is being carried (usually in large amounts) by a person, vehicle, etc. 负载；负荷

Doctors usually advise people with backaches not to carry a heavy load. 医生通常建议背痛的人不要携带重物。

8. tendency *n.*

(1) if somebody / something has a particular tendency, they are likely to behave or act in a particular way 倾向；偏好；性情

She has a tendency to touch her hair when she is nervous. 她一紧张就会摸自己的头发。

(2) a new custom that is starting to develop 趋势；趋向

There is a growing tendency for people to find some part-time jobs in addition to their regular one. 越来越多的人倾向于在自己的固定工作之外找几份兼职。

Pre-reading activity

1–2 (see Student's Book page 30)

Teaching principle

It is motivating to connect reading with learners' own life experiences.

Teaching suggestions

- Ask Ss to study the photo. Encourage them to list as many items as possible in the photo and

describe how the items are placed.

- Encourage Ss to share their views about their impression of the room.
- Ask Ss whether their families keep things they do not use or need. Ask them which of the reasons listed in exercise 2 they agree with and why. Remind them to be specific in their answers.

Answers for reference

- 1 (1) Boxes, plastic bags, earphones, a dustbin, clothes, towels, paper, books, sofas, desks, chairs, a TV, etc.
(2) The things are in a mess. The room looks messy and untidy. There are things everywhere. One cannot even find a place to sit down because there are things on the chairs and sofas.
(3) The photo makes me feel rather uncomfortable. It is not a place where one can sit and enjoy a good book or a movie.
- 2 I agree with reasons 3 and 4. I feel reluctant to throw things out because I often think they might come in handy one day. But the truth is, even when there is a time when I do need them, I do not remember where they are stored. Sometimes they are stored for such a long time that I forget that I own them. Also, I am unwilling to give away the gifts I have received from friends, even if I do not really need them.

Comprehension work

- 1 (see Student's Book page 32)

Teaching principle

Language learning will be more effective if learners are given opportunities to use higher-order thinking skills.

Teaching suggestions

- Elicit Ss' responses to the comprehension questions.
- For question 6, encourage Ss to give their own views and ask how they would deal with things

they no longer need.

- Ask Ss to summarize the main idea of each paragraph and work out the way the writer develops the passage. Ask Ss to divide the passage into several parts and summarize each part using Worksheet (see page 163).

Sections	Main ideas / points	Paragraphs
1	An introduction to hoarding as a mental condition <ul style="list-style-type: none"> Sharon's messy home Influence of hoarding on her children's life 	Paras. 1 and 2
2	The scientific discussion of "compulsive hoarding" <ul style="list-style-type: none"> The phenomenon of "compulsive hoarding" in general Sociological reasons Cultural reasons Psychological reasons 	Paras. 3, 4, 5, 6 and 7
3	Conclusion: importance of professional help	Para. 8

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

- (1) They cannot live a normal life since there is too much stuff everywhere in their home: it is difficult to cook a meal or even pick out a dress.
- (2) Every room of the house is filled with all kinds of stuff, and the kitchen is impossible to use. The family has run out of space.
- (3) People began to collect stuff about 15,000 years ago when primitive communities began to lose their nomadic ways. They collected food and other objects.
- (4) Our modern consumer culture actively encourages people to own things, and it is difficult for them to resist this culture, to opt out and buy less.
- (5) There are a number of factors that make it difficult for people to get rid of things: people's resistance to change; their preference for keeping things the way they are; the "endowment effect"; the sentimental value they attach to certain things.
- (6) Her behaviour is a bit extreme but understandable. We can all relate to feelings of hesitation and sadness when we let go of some old items. Nevertheless, we need to remind ourselves not to buy too many things that we do not really need.

2 (see Student's Book page 32)

Teaching principle

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

Teaching suggestions

- Ask Ss to fill in the blanks independently.
- Check answers with the class.

Answers

(1) hoarder (2) reluctant (3) primitive (4) permanent (5) consumer
(6) convinced (7) resistance (8) attach (9) connections (10) emotional

Deep reading

1 (see Student's Book page 33)

Teaching principle

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

Teaching suggestions

- Ask Ss to work in pairs to study the sentences.
- Remind them to pay attention to the features of spoken language and associative meanings of the expressions in bold. The following explanations are for reference:
 - Features of spoken language:
 - (1) Word choice: simple words, slang expressions
stuff, mum, bin it, junking things, loads of clutter
 - (2) Sentence structure: incomplete sentences
Because their mum, Sharon, is a compulsive hoarder.

- Associative meanings:

Some expressions can arouse a negative association in meaning. "Clutter" brings about negative connotations, while "valuable" positive connotations. Other examples include "compulsive", "hoarder", "annoyed" and "junk".

- Ask several pairs to present their discussions in class.
- Take notes of the errors in Ss' productions and give feedback accordingly.

Answers for reference

- (2) The writer is trying to show how messy Sharon's house is by using three quantitative phrases. It seems that the writer disapproves of the mess in Sharon's house.
- (3) The purpose of the sentence is to define "hoarding" and the phrase "extreme condition" suggests a negative attitude towards it and implies that the situation has gone too far to be normal.
- (4) The phrase "increasingly annoyed" indicates their mother's hoarding habit is getting worse and becoming more and more unbearable. The word "junk" indicates things of no value.
- (5) The use of "a heap of clothes as a temporary desk" describes the very unusual and poor conditions Elaine is living in.
- (6) The word "clutter" means a large number of things that are not arranged in a neat order. It is used in contrast to the word "valuable", implying the unwise use of space in the house.

2 (see Student's Book page 34)

Teaching principle

Open-ended questions combined with appropriate feedback can promote learners' language development.

Teaching suggestions

- Ask Ss to discuss the questions in pairs.
- Walk around the class and provide Ss with language support when necessary. Examples:

- *live a simplistic life*
- *organize things in order*
- *put everything in its place*
- *donate unwanted items*
- *keep a record of expenses*
- Ask several Ss to share their views with the class.

Answers for reference

- (1) Possible ways to prevent compulsive hoarding: ① Think twice before buying things and ask yourself, "Do I really need it?" ② Tell yourself that advertisements sometimes are deceptive; ③ Throw away those things you do not need anymore; ④ Give away things you no longer need to those who do.
- (2) Yes. Today's society puts too much emphasis on possessions. Numerous advertisements convince us that we cannot live without certain products. They imply that these things will make our lives better. For example, we will be smarter, more beautiful or confident. As a result, many people buy all types of things that they do not really need.

Mini-project

(see Student's Book page 34)

Teaching principle

Communicative competence can be promoted by using language in a meaningful way.

Teaching suggestions

- Put Ss into small groups (maximum 4). Ask each group to come up with a list of rubbish to categorize. The following examples are for reference:

Household food waste

banana skin
watermelon rind
orange, apple, potato peel
leftover dishes

Recyclable waste

old clothes
packing boxes
cartons
empty bottles

Hazardous waste

a broken bulb
expired prescription drugs

Residual waste

used napkin
disposable dishware

- Move around the class and provide content and language support when necessary.
- Ask some Ss to report on behalf of their groups. Respond appropriately to their information and language.

Focus on language**1–3** (see Student's Book page 35)**Teaching principle**

Learners need explicit instruction about language forms after communicative activities.

Teaching suggestions

- Help Ss summarize language problems or language items for the whole section. Write these language points in a designated area on the board for review.
- Remind Ss that “loads of”, “things”, “rubbish”, etc. are informal words and can be replaced with other words in formal style (e.g. *loads of* = *a large number of*; *things* = *objects*; *rubbish* = *waste* or *useless items*).

- Remind Ss that English is known for its abundance of synonyms. English has few “absolute synonyms” (two words that are completely synonymous); most synonyms are “relative synonyms”. Differences between synonyms can be found by considering the context, the style, the collocations, etc.
- Ask Ss to complete exercise 1 independently. Check answers with the class.

Answers

- 1 (1) piles of, mountains of, stacks of, a heap of
(2) stuff, objects, possessions, products
(3) junk
(4) get rid of, bin, junk

- Lecture briefly that phrasal verbs are “verb + adverb / preposition” phrases that have similar functions to verbs, but phrasal verbs are usually more informal than single verbs.
- Ask Ss to list some phrasal verbs with “out”, for example, *reach out (to)*, *drop out (of)*, *split out of*, *take out*, *sort out*, *wear out*, etc.
- Ask Ss to work on exercise 2 independently. Encourage them to pay attention to the phrasal verbs in the exercise.
- Check answers with the class.

Answers

- 2 a pick out b clear out, throw out c run out d spread out e opt out f help out

- Ask Ss to work on exercise 3 in pairs.
- Ask Ss to share their work in pairs. Check answers with the class.

Answers

- 3 (1) tendency (2) temporary (3) annoyed (4) friction (5) load (6) abnormal
(7) possessions (8) mirror (9) reluctant (10) primitive

B Grammar activity

Objectives

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

1. show grammatical awareness of the subject clause;
2. recognize accurately the subject clause in the given context;
3. use the subject clause correctly in context.

1 (see Student's Book page 36)

Teaching principle

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

Teaching suggestions

- Write the example sentence on the board: *What we are doing is offering a scholarship.*
- Preferably use Chinese to explain the grammatical term and the meaning of the structure. Emphasize that “What we are doing” is the subject of the sentence.
- Explain to Ss that one of the functions of a subject clause is that it puts the given information in the subject position and then new information in the latter part where readers should focus their attention. In the example sentence, “What we are doing” is the old information and “offering a scholarship” is new information.
- Have Ss complete the matching activity in pairs and report their work.
- Inform Ss that they can refer to the grammar reference on page 100 in the Student's Book for more examples of the subject clause.

Answers

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

2 (see Student's Book page 37)

Teaching principle

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

Teaching suggestions

- Ask Ss to work independently on the task.
- Invite Ss to say what they think the answer is to each blank. Provide language support or explanations if needed.

Answers

(1) That (2) It (3) It (4) What (5) Whether (6) That (7) Whether

3 (see Student's Book page 37)

Teaching principle

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

Teaching suggestions

- Illustrate the example sentences in the Student's Book on a slide or on the board.
- Take Ss through the instructions and ask them to work individually and write sentences in response to the three questions.
- Remind Ss that they should use subject clauses in their responses.
- When they have finished writing, ask them to leave their seats, share their writing with three classmates and write down what their classmates say.
- Invite some Ss to report the most interesting sentences to the class.
- Encourage creative language use in order to enhance Ss' engagement during the activity.

Answers for reference

- What astonished me today is my friend's generosity towards the people in flood-stricken regions. She donated all her pocket money.
- What is most similar between me and my friend is our taste in cartoons.
- What matters to me right now is to learn to be independent and become a useful person.

C Listening and speaking

Objectives

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

1. understand the three speakers' conversations about choosing objects for the exhibition;
2. make suggestions on what objects to display at their community museum using suitable words and phrases.

1 (see Student's Book page 38)

Teaching principle

Good listeners can allow for some ambiguities in listening materials and keep listening for meaning / gist.

Teaching suggestions

- Tell Ss that they can choose to rely on their memory instead of taking notes in a listening activity. They should listen to understand the main idea first. If there are some parts in the discussion that they do not understand, let them pass and keep listening. The context may help students resolve any ambiguities they encounter in the listening materials.
- Encourage Ss to answer the question in their own words.

Answer for reference

They are talking about which objects tell their local story best for a community museum.

2 (see Student's Book page 38)

Teaching principle

It is easier to listen for specific details once learners understand the general idea.

Teaching suggestions

- Ask Ss to scan the sentences quickly and make predictions about the details based on the information obtained from the first listening.
- Ask Ss to read the statements and try to see where the key information lies (usually in the latter part of the sentence). Inform Ss that this is the information they need to pay attention to while

listening.

- Play the recording to help Ss get the answers.
- Check answers with the class.

Answers

- (1) F It is just one of the criteria for choosing objects for the environment case.
- (2) T
- (3) T
- (4) F The speakers think the Roman coin has historical value because it shows the Roman influences in their local culture.
- (5) F The speakers all agree that the Roman coin is more suitable.
- (6) T

3 (see Student's Book page 38)

Teaching principle

Listening tasks will be more focused with the help of scaffolding strategies such as an information table.

Teaching suggestions

- Present the table and invite Ss to guess possible answers for each blank.
- Remind Ss to only write down the most important words. For example, for "a pair of sunglasses", they only need to write "sunglasses" during listening, and then they can complete the phrase later.
- Play the recording several times until Ss feel satisfied with their answers.
- Help Ss check the answers.

Answers

Themes	Objects suggested	Reasons for the suggestions
Environment	Seashells	A part of local life (1) Prettier (2) More eye-catching

(Continued on the next page)

Environment	(3) A pair of sunglasses (5) Litter	(4) A part of local life (6) To raise people's awareness of local problems
Culture	(7) A carnival mask	(8) To help illustrate local festivals
History	(9) A Roman coin	(10) To show the Roman influences in the local culture
	(11) A picture of Christopher Columbus	(12) People associate him with Spain.

4 (see Student's Book page 39)

Teaching principle

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

Teaching suggestions

- Introduce the speaking task and the language guide on a slide.
- Take Ss through the language guide, making sure that Ss understand the expressions. Remind Ss to use "might", "could", etc. to soften the tone.
- Put Ss into groups of three. Encourage each group to discuss their own objects and walk around to provide support if needed.
- Invite some Ss to report on behalf of their groups.

D Writing

Objectives

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

1. analyse the content and the features of language in the sample story;
2. write a story with enough details in simple language.

1 (see Student's Book page 40)

Teaching principle

Knowledge about a text's specific features would facilitate the process of learning to write in the related genre.

Teaching suggestions

- Show the announcement about the storytelling competition on a slide. Guide Ss through the announcement and make sure they understand the requirements.
- Ask Ss to think about ways to grab readers' attention, for example, using a specific detail of the plot, beginning with an interesting description of the weather, beginning with a dialogue, etc.
- Ask Ss to think about "perspective". Ask them: *Are you going to write your story in the first person or third person perspective?*
- Ask some Ss to share their ideas with the class.

2–3 (see Student's Book pages 40 and 41)

Teaching principle

Explicit instruction in the features of a particular genre would help learners greatly.

Teaching suggestions

- Ask Ss to read the sample writing.
- Invite Ss to discuss the features of the story using the guiding questions on page 41 in the Student's Book.
- Use the **Answers for reference** as a guide to help Ss understand the features of the sample writing.
- Inform Ss of the difference between "showing" and "telling" in a narrative writing.

"Showing" is to describe characters' actions and words in detail while "telling" uses general statements to summarize what has happened.

- Remind Ss to use specific verbs and adjectives in their description. For example, in the sample writing, the writer uses "slip", "was pulled along" in Part 1, and "cross-looking", "grey-haired" in Part 2.
- Ask Ss to start writing their own story.

Answers for reference

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

Aspects of writing	Guiding questions	My exploration
Content	What is Mark's story about?	Mark found a folder accidentally on the London Underground but was unable to hand it in at the next stop. His friend suggested taking it to an exhibition of unclaimed art.
	What is Sarah's story about?	Sarah lost her drawings on her way to an interview in Central Saint Martins. She presented her work from her website using a borrowed laptop.
	From whose point of view is each story told? Is it written in the first or third person?	Both stories are told from the first-person perspective: the first is told from the perspective of a young man named Mark, and the second is told from the perspective of a young woman named Sarah.
Language	What language does the writer use to "show", rather than "tell" how the characters feel?	<p>The writer uses:</p> <ul style="list-style-type: none"> vivid descriptions of the environment (e.g. <i>weather</i>) to show Sarah's frustration and disappointment, such as "Outside the wind was getting stronger and it was starting to rain—to pour down, in fact." dialogue, such as "What's that, Mark?", "Ah, something I found ..." the narrator's own thoughts, such as "Having found it, I wasn't sure what to do with it.", "Great,' I thought ... "
	Why does the writer use several verb- <i>ing</i> forms as adverbials in the story? What other sentence structures can be used in a similar way?	The writer uses verb- <i>ing</i> forms as adverbials to provide a context before introducing the actual focus of the sentence: "Having found it, I wasn't sure what to do with it." In this sentence, "I wasn't sure ..." is the main focus, and "having found it (the folder)" gives additional information (the context). We can also use "after / since ... + verb- <i>ing</i> " or "after / since / as / though ... + clause" to provide a context for the focus of the sentence, e.g. <i>After sitting down, I noticed a brown folder on the seat. / As he was driving slowly in the street, he saw someone vaguely familiar.</i>
	How does the writer report what the different characters say?	The writer mostly uses direct speech with inverted sentence patterns, such as "What's that, Mark? 'asked a friend sitting next to me." The direct speech helps the writer to show the character's feelings and emotions. It makes the description more convincing.

E Cultural focus

Reading passage

Objectives

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

1. explain why the British Museum is an encyclopaedic museum;
2. talk about their views on whether objects taken from other countries should be returned.

Background

1. The British Museum is a world-famous museum located in London. Its permanent collection of around eight million works makes it one of the most comprehensive and largest museums in the world. Its archaeology and ethnography exhibits are the most well-known. Its must-see treasures include the Rosetta Stone, the Portland Vase, Colossal Granite Head of Amenhotep III, the cat mummies, etc.

The British Museum has several controversial objects in its collections and there are ongoing disputes with various countries demanding the return of their artefacts. In addition to those mentioned in the article, there are the Benin Bronzes claimed by Nigeria, the Ethiopian Tabots claimed by Ethiopia, and many manuscripts, paintings and relics from the Mogao Caves, claimed by China. In 2006, after a twenty-year-long dispute with Australia, the British Museum agreed to return the ashes of Aboriginal ancestors to Tasmania.

2. Sir Hans Sloane (1660–1753) was a British physician, naturalist and collector. He donated his collection of 71,000 items to the UK, which formed the basis for the British Museum.
3. The Rosetta Stone is a slab of black granite carved with an inscription in three different types of writing. It was discovered in 1799 near the town of Rosetta in Egypt by a French captain, but later taken by the British army during the War between Britain and France and has been shown to the public in the British Museum since 1802. The discovery of the Rosetta Stone enabled scholars to crack the mystery of hieroglyphs, making deciphering the inscriptions in the tombs and monuments of ancient Egypt possible.

Notes on the language

1. **Sir Hans Sloane** Notice here “Sir” with a capital letter “S” is a way to address a British male with a noble title.

2. ... even as a loan Museums often borrow items from other museums for a special exhibition.
The sentence means that the British Museum was unwilling to lend the Rosetta Stone to Egyptian museums.
3. We need to explore common ground ... We need to find similarities and reach consensus between nations.
4. But this attempt to bring different cultures together has been self-defeating The British Museum tried to bring various cultures together, but its act of taking hold of other nations' treasures caused many disputes, so it failed to achieve its own original objective.
5. Does the end justify the means? "The end justifies the means" means that a noble aim can justify any of the ways it tries to achieve it, even the wrong ones.

1 (see Student's Book page 42)

Teaching principle

Learners need to activate their prior knowledge before the reading comprehension.

Teaching suggestions

- Put Ss into groups to discuss what objects national museums should have and their understanding of *encyclopaedic museum*. Provide language support if necessary. The following expressions are for reference.
 - *specialist museums, general museums, history museums, art museums*
 - *archaeological findings, relics, cultural items, fossils*
 - *bronze, pottery, calligraphy, paintings*
 - *curator, donor, collection*
- Ask Ss to share their views in class.

Answers for reference

- (1) National museums should have a wide-ranging collection of objects telling history.
- (2) *Encyclopaedic museum* may refer to a museum which has various objects dealing with the entire range of human knowledge or with some particular specialty.

2 (see Student's Book page 42)

Teaching principle

Reading is more effective if learners have a clear goal.

Teaching suggestions

- Ask Ss to read the statements in exercise 2 first and then predict the answers.
- Ask Ss to read the passage and complete exercise 2 independently.
- Check answers with the class and respond appropriately to their information and language.

Answers

- (1) T
- (2) F The founder of the British Museum intended to collect objects from all over the world.
- (3) F Some objects have a well-documented history but others don't.
- (4) T
- (5) F Where the treasures should be kept is a question that is still debated.
- (6) F The Egyptian government didn't succeed in persuading the museum to return the Rosetta Stone, even as a loan.
- (7) T

3 (see Student's Book page 44)

Teaching principle

Practice in summarizing one's reading is facilitative for learners to process the language deeply.

Teaching suggestions

- Ask Ss to work in groups of four.
- Encourage each student to write a summary of one paragraph independently and share it with group members.
- Ask Ss to select the best summary to report. Invite Ss to comment.

Answers for reference

Paragraph	Summary
A	The wide range of objects in the British Museum helps us understand history.
B	The author asks how the objects in the British Museum were acquired, and whether they should be returned.
C	The author uses the Rosetta Stone as an example to explain the controversial history of some of the objects in the British Museum.
D	The author encourages visitors to think critically about some objects in the British Museum.

4 (see Student's Book page 44)

Teaching principle

Learners' language development requires frequent opportunities to express their own ideas in their own words.

Teaching suggestions

- Ask Ss to work in groups.
- Encourage Ss to talk about their views and give reasons on whether objects taken from other countries during times of war and exhibited in the British Museum should be returned to their original countries.
- Invite Ss to report their work to the class. Provide feedback and support when necessary. The following expressions are for reference:
 - *(items) were stolen / seized / bought at a very low price*
 - *... taken by illegal / immoral means*
 - *... are well treasured and protected*
 - *... do not belong to one nation*
 - *treasures of all mankind*
 - *free for the public to see*
- Ask Ss from both sides to report their views to the class. Provide feedback on both language and content.

Answers for reference

I think the objects taken from other countries during times of war should be returned because they were taken by illegal means. Such behaviour is no different from theft.

Or

I think the objects should be kept in the British Museum because these objects are well protected there and a lot of them are free for the public to see.

Video

Objectives

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

1. list at least two key facts and features about the Musée d'Orsay and Tate Modern;
2. design an advertisement for an exhibition.

Background

1. Musée d'Orsay is the national museum of fine and applied arts in Paris. Its collection includes paintings, sculptures, photography and decorative arts. It is housed in a former railway station and hotel near the Seine River.
2. Tate Modern is a well-known modern art gallery located in the former Bankside Power Station in London.
3. Impressionist art is a school of painting that was started in the mid-to-late 1800s and focused on the use of light and colours to reflect the artist's impression of a place or occasion. *Poppy Field* by Claude Monet is a typical example.

1 (see Student's Book page 45)

Teaching principle

It is important to activate what learners have already known before they watch the video.

Teaching suggestions

- Ask Ss to talk about the most famous museums and art galleries in China according to their own experiences.

- Stimulate Ss' interest by showing pictures of world-famous museums and asking which ones they would like to visit.

Answers for reference

- (1) The Palace Museum, Shanghai Museum, Nanjing Museum, etc.
- (2) The Palace Museum is also known as the Forbidden City. People can see the magnificent palaces where emperors used to live, the valuable paintings, calligraphy, ceramics, and antiquities from Chinese history.

In Shanghai Museum, we can see collections covering many exhibits in different categories, including bronzes, ceramics, calligraphy, paintings, sculptures, oracle bones, seals, coins, jade, furniture, embroidery, lacquer wares, bamboo and wood carvings, and arts and crafts of Chinese ethnic minorities.

Nanjing Museum has a vast collection of more than 430,000 pieces or sets of artefacts and artworks, which makes it one of the largest museums in China. Its collection of Ming and Qing imperial porcelain is most impressive.

- (3) I would like to visit the Louvre Museum, because it is a must-see place in Paris. The museum itself is a wonderful piece of architecture, especially the glass pyramid. I wish to see the *Mona Lisa* there.

I also would like to visit the British Museum, because it is one of the largest museums in the world and it houses so many world-famous items. I am especially interested in seeing its collection of mummies.

2 (see Student's Book page 45)

Teaching principle

It is important to help learners predict the content before they watch the video.

Teaching suggestions

- Tell Ss that they are going to watch a video about two famous museums in the world: Tate Modern and the Musée d'Orsay.
- Present the table as shown below on the board.

Tate Modern	The Musée d'Orsay
What did you find out about it in the video?	What did you find out about it in the video?

- Ask Ss to take notes while watching the video.
- Play the video with the sound off and ask Ss to say what information they have found out from the viewing. Correct their language errors and write them in a designated area on the board.
- Play the video again with the sound on. Ask Ss to add more information about what they have found out from the second viewing. Correct their errors and write the correct ones in the appropriate space of the table.
- Ask Ss to read the eight statements in exercise 2. Explain some terms. For example, *modern and contemporary art, impressionist, post-impressionist* (a movement of impressionism in France; it rejects the simple imitation of impressionist works, and *A Wheatfield with Cypresses* by Vincent van Gogh is a typical example.).
- Ask Ss to complete the exercise and then watch the video again to check answers.

Answers

(1) TM (2) MO (3) MO (4) TM (5) MO (6) TM (7) TM (8) MO

3 (see Student's Book page 45)

Teaching principle

It is important to have learners review the words they have just learnt.

Teaching suggestions

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

Answers

(1) fashionable (2) historic(al) (3) impressive (4) industrial (5) minimal
(6) original (7) interactive (8) cultural

4 (see Student's Book page 45)**Teaching principle**

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

Teaching suggestions

- Prepare Ss for the task. Encourage Ss to set a topic first, for example, paintings, historical objects, or anything else that they think is worthwhile to be shown to the public.
- Put Ss into groups according to their topics. Guide them to search for the necessary information on the Internet and to design their poster on a tablet / computer.
- Tell Ss to make a poster with:
 - (1) an introduction (in about 50 words)
 - (2) 2–3 pictures (with captions in no less than 100 words)
 - (3) five reasons for seeing this exhibition (in no less than 100 words)
 - (4) a small advertisement (a slogan or a short speech in no less than 100 words)
- Invite Ss to show their posters. Ask Ss to vote for: (1) the best design; (2) the most interesting content; and (3) the best language.

Unit 3 Mind and body

Introduction

This unit introduces the theme of the reciprocity of mind and body. The **Reading and interaction** section presents a story about practising tai chi to find balance in life and achieve peace of mind. The **Grammar activity** section discusses ways for teenagers to cope with academic stress while lending students an opportunity to practise **the verb-ed form as the predicative**. The **Listening and speaking** section introduces the reasons and consequences for a celebrity to have plastic surgery. The **Writing** section shows a letter in response to a newspaper article discussing the value of life and helps students write a similar letter responding to a newspaper extract on body image. The reading passage in the **Cultural focus** section presents an extract from the novel *Frankenstein*, and the **Video** introduces the lives of three great British writers: William Shakespeare, Jane Austen and Ian Fleming.

Objectives, proposed teaching hours (PTH) and performance descriptors

Sections	Objectives	PTH	Performance descriptors
A Reading and interaction	Explain how to find balance in life and achieve peace of mind	3	2–8 能判断和识别书面语篇的意图，获取其中的重要信息和观点。 2–9 能根据定义线索，理解概念性词语或术语。 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。
B Grammar activity	Use the verb-ed form as the predicative correctly in the given context	1	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。 2–6 能在口头表达过程中有目的地选择词汇和语法结构。
C Listening and speaking	Evaluate the role of physical appearance in a debate	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，能口头描述自己或他人的经历，表达情感态度，描述事件发生、发展的过程，描述人或事物的特征，阐释和说明观点。
D Writing	Write a formal letter to a newspaper using appropriate language and format	1	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。 2–14 能在表达过程中有目的地选择词语和语法结构，确切表达意思，体现意义的逻辑关联性。

(Continued on the next page)

Sections	Objectives	PTH	Performance descriptors
E Cultural focus	Analyse the descriptive language used in <i>Frankenstein</i> Summarize the life stories of three famous British writers	2	2–12 能识别语篇间接反应或隐含的社会文化现象。 2–13 能描述人或事物的特征、说明概念。 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. provide the definition of tai chi and summarize the writer's story;
2. identify ways of explaining concepts and ideas;
3. present their views on ways of finding balance in life and achieving peace of mind.

Background

Originating in ancient China, tai chi is one of the most widely practised exercises by the Chinese people for their health of mind and body. Its basic principles include controlling movements and breathing, generating internal energy, cultivating mindfulness, promoting *sang* (relaxation) and achieving *jing* (serenity). Its main objective is to cultivate the *qi* or vital energy within our body to make it strong and powerful.

Notes on the language

1. **our training session begins** “Training session” means a period of time for training.
2. **a dozen people** It means twelve people. Notice the difference between *a dozen* and *dozens of*. Compare:

Could you get me a dozen (=twelve) pencils when you go to the stationery store?

I have sent dozens of (=many) letters to my son, but I haven't received any reply.

3. **go so far as to say** This phrase is used to emphasize that a claim is bold or surprising.
4. **Tai chi is a series of postures and motions ...** “A series of” means a sequence of. The singular

and plural form of “series” are the same.

5. **The practice of tai chi is rooted in traditional Chinese philosophy ...** “Be rooted in” means to have developed from something and be strongly influenced by it. The sentence means that tai chi is deeply influenced by the ideas of traditional Chinese philosophy.
6. **yin symbolizes the dark, female force in nature** “In nature” suggests that an aspect of something represents a fundamental characteristic, i.e. *Yin* typically represents the fundamental characteristics of the dark, female force.
7. **At the heart of tai chi is the concept of *qi*, which roughly translates as “vital energy”.** “At the heart of” means the most essential feature of something. Notice here “translate” is used as an intransitive verb, meaning to be changed from one language to another. For example, *Humour does not translate well*.
8. **a friend asked me to come along to a tai chi lesson** If you tell someone to “come along”, you encourage them in a friendly way to do something, especially to attend something.
9. **... which turned out to be exactly what I needed to get my life back on track.** “Turned out to be” means to be discovered to be or to prove to be, which has some implication of unexpectedness. “To get my life back on track” means to get my life going in the right direction again after a disease, failure, etc. There are some other expressions related to the metaphor, for example, *on the right track*.
10. **neutralizing their force** This means stopping your opponent’s movements from having any effect.
11. **both in terms of physical fitness and state of mind** If you explain or describe something “in terms of” a particular fact or event, you are explaining or describing it only in relation to that fact or event.
12. **I become one with the movements.** I become very skilful in demonstrating physical movements, and the mind focuses and unifies the body in movement.
13. **attack a problem head-on** If someone deals with a problem “head-on”, they do not try to avoid it, but deal with it in a direct way.
14. **regardless of** It means without considering or taking notice of. Notice the difference between *regardless of* and *in spite of*. Compare:
The plane took off in spite of the bad weather. (=although the weather was bad)
The plane will take off, regardless of the weather. (=no matter whether the weather is good or bad)

- 15. channel my energy in more productive ways** This means to control or direct my energy in a way that is more beneficial for my physical and mental health.

Word study

- 1. routine** *n.* the normal order and way in which you regularly do things 常规；正常顺序

daily routine 日常生活；日常事务

The nature park is a great place where you can leave behind your daily routine and really be yourself. 自然公园是一个好地方，在那里你可以把日常生活抛在脑后，真正成为你自己。
as a matter of routine 按照惯例

As a matter of routine, he reported the progress of the study on disease prevention to the committee. 按照惯例，他向委员会汇报了疾病防治研究的进展情况。

- 2. shift** *v.* to move, or move something, from one position or place to another 转移；挪动

shift (something) from ... to ... 将……从……转移到……

The policeman shifted his gaze from the young man to the middle-aged woman. 警察把目光从年轻人的身上转移到了中年妇女的身上。

The country is shifting its emphasis from economic growth to resource conservation and environmental protection. 这个国家正在把重点从经济发展转向资源节约和环境保护。

shift responsibility / blame (for something) (onto somebody) 推卸责任

In the face of criticism and blame, he did not shift responsibility, but was actively cooperating with the police to find the cause of the accident. 面对批评与责难，他没有推卸责任，而是积极配合警方查找事故原因。

- 3. unceasing** *adj.* continuing all the time 持续不断的；连绵不绝的

Thanks to his unceasing efforts, he was admitted to the university that he preferred / of his first choice. 由于坚持不懈的努力，他考上了梦寐以求的大学。

Along with society's unceasing development, environmental issues are getting more and more attention. 随着社会的不断发展，环境问题越来越受到关注。

- 4. reassess** *v.* to think again about something to decide if you need to change your opinion of it 重新考虑；再次评价

The company began to reassess the outcome of the accident and its damage to the business. 公司开始重新评估这次事故的后果及其造成的商业损失。

His life could be changed if he would reassess his goal and learn how to use stress to his advantage.

如果他愿意重新考虑自己的目标，并学习如何将压力为自己所用，那么他的生活可能就会发生变化。

5. refresh *v.* to make somebody feel less tired or less hot 使恢复精力；使凉爽

Practising tai chi can help you relax your body, refresh your mind, and renew your energy. 打太极拳可以帮助你放松身体，提神醒脑，并恢复体力。

After refreshing himself with some cold drinks, he started back. 他喝了点冷饮，恢复了活力，便启程返回。

6. attain *v.* to succeed in getting something, usually after a lot of effort 获得；得到

Zack was well on his way to attaining his stated goal—becoming an engineer. 扎克正朝着他的既定目标前进——成为一名工程师。

Professor Smith has already attained high respect internationally for her outstanding contribution to science. 史密斯教授因其对科学的杰出贡献而在国际上获得高度尊重。

7. channel *v.* to direct money, feelings, ideas, etc. towards a particular thing or purpose 倾注于；贯注

Jacque is channelling his energies into a writing task in the textbook. 雅克正集中精力完成教材上的一个写作任务。

David devoted all his life to setting up a system to channel funds for poor countries. 大卫毕生致力于建立一个为贫穷国家输送资金的系统。

8. tackle *v.* to make a determined effort to deal with a difficult problem or situation 应付，处理，解决（难题或局面）

Various solutions were needed to tackle a range of problems from toxic chemicals to energy conservation. 我们需要采取各种办法应对有毒化学品、节能等一系列问题。

Pre-reading activity

1–2 (see Student's Book page 48)

Teaching principle

Reading is more effective when Ss' prior knowledge is activated.

Teaching suggestions

- Encourage Ss to express their ideas about tai chi. For example, ask each of them to write two adjectives to describe the characteristics of tai chi. Ss should share their words in groups and select the three most interesting words in their group. Ss report their choices to the class.
- Have Ss find the definition in the passage. With a more advanced class, encourage them to define tai chi in their own words.

Answers for reference

- 1 They are doing tai chi, which is characterized by slow rhythmic and meditative movements designed to help people find peace and calm.
- 2 Tai chi is a series of postures and motions that develops one's strength and flexibility through careful, flowing movements and focused breathing. Tai chi aims to achieve balance between opposites in life. Tai chi is often compared to water, which is able to change its shape and flow past any barrier.

Comprehension work

1 (see Student's Book page 50)

Teaching principle

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

Teaching suggestions

- Elicit Ss' responses to the comprehension questions based on the factual information in the reading passage.
- Draw Ss' attention to the distinction between the tenses used in paragraphs 4–5 (past tense) and paragraph 7 (present tense). These paragraphs all describe events that have taken place in the writer's life but have adopted different perspectives.
- Give a mini-lecture on using suitable "time" perspectives in determining the tense. Diane Larsen-Freeman, in her book *Teaching Language: From Grammar to Grammaring* (2003),

explains that in writing, we need to “adopt a particular perspective on an event and adhere to that perspective until we are given license to depart from it” (*ibid*: 72). She gives two examples to illustrate her point:

I don't know what to do for my vacation. It will start in three weeks. I saved enough money for a really nice trip. I already went to Hawaii. It will be too early to go to the mountains. I worked hard all year. I really need a break.

I don't know what to do with my vacation. It starts in three weeks. I have saved enough money for a really nice trip. I have already been to Hawaii. It is too early to go to the mountains. I have worked hard all year. I really need a break.

The first example switches between present tense, past tense and the future time and makes the paragraph illogical. The second example revises the tense and consistently uses the present tense, showing readers that the writer is considering the events from the perspective of the present. Below is an analysis of the tenses used in paragraphs 4, 5 and 7 in the passage.

Paragraphs	Explanations
(Paras. 4–5) A few years ago, I would never have seriously considered doing tai chi, but then a crisis came which forced me to rethink my lifestyle ...	Here the writer adopts a past perspective to describe his first encounter with tai chi. The information here serves as the background.
(Para. 7) Over the years, I've learnt a lot from the daily tai chi practice, both in terms of physical fitness and state of mind ...	Here the writer adopts a present perspective to describe tai chi's influence on his life from the past to the present.

- Ask Ss to summarize each paragraph of the passage and divide the passage into several parts using Worksheet (see page 165).

Sections	Main ideas / points	Paragraphs
1	Tai chi's impact on the writer's life	Para. 1
2	An introduction to tai chi <ul style="list-style-type: none"> Definition Features 	Paras. 2–3
3	The writer's experience with tai chi <ul style="list-style-type: none"> Reasons for doing tai chi The first training session Difficulties in practising tai chi Benefits of tai chi Application of the principles in everyday life 	Paras. 4–8
4	Conclusion	Para. 9

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) Yin symbolizes the dark, female force in nature, while yang represents the bright, male force. Yin cannot exist without yang, and yang cannot exist without yin.
- (2) At the heart of tai chi is the concept of *qi*, which roughly translates as “vital energy”.
- (3) Tai chi aims to achieve balance between opposites in life: yin and yang; soft and hard; mind and body, and so on.
- (4) The writer’s experience with tai chi started at the age of 49 when he had a heart attack. Fortunately, practising tai chi helps him get his life back on track.
- (5) Some of the movements are very difficult, such as the kicks and *tui shou*.
- (6) It helps him keep fit and provides him with the focus and the peace of mind to better tackle the challenges of the day.

2 (see Student’s Book page 50)**Teaching principle**

Explicit language engagement is necessary for language development during and after the process of reading the passage.

Teaching suggestions

- Ask Ss first to try to recount the writer’s experience with tai chi in chronological order.
- Then ask them to fill in the blanks in the summary.
- Check answers with the class.

Answers

- (1) rethink
- (2) amazed
- (3) challenging / hard / difficult
- (4) stability
- (5) benefits
- (6) refreshed
- (7) dozen
- (8) routine
- (9) fitness / balance
- (10) tackle

Deep reading

1 (see Student's Book pages 50 and 51)

Teaching principle

Explicit learning of language functions can help learners develop communicative strategies in language learning.

Teaching suggestions

- Encourage Ss to discuss the concepts and the strategies used for clarifying these concepts in pairs. (Discussion hints: *What concept is clarified by the writer in quote X? What strategy is used for this concept? Do you think the strategy is effective? Why or why not?*)
- Invite six pairs to present their discussions on quotes 2–7 respectively.
- Provide appropriate comments on their analyses based on the teaching suggestions for each quote.
- Use the reference below as a guide for Ss to discuss each of the quotes.

(2) At the end of the form we return to the starting position: **in other words**, the movements are all connected in an endless, unceasing flow.

Draw Ss' attention to the boldfaced phrase "in other words" and ask Ss to explain its function. (The writer assumes that "at the end of ... return to the starting position" may not be clear enough for the reader to understand.)

(3) Tai chi aims to achieve balance between opposites in life: **yin and yang; soft and hard; mind and body, and so on.**

Ask Ss to discuss the role of the colon (:). (It suggests that an explanation will be provided.) Notice that the semi-colon introduces the parallel examples of "the opposites in life".

(4) At the heart of tai chi is **the concept of *qi*, which roughly translates as "vital energy".**

Ask Ss to explain the function of the relative clause in the quote (rephrasing serves as both an explanation and a comment).

(5) Another challenging exercise is ***tui shou*, or pushing hands**, which is done in pairs with the aim of developing your balance and stability ...

Draw Ss' attention to the boldfaced words in the quote and ask them to explain the

function of these words in a sentence. (Here *tui shou* is rephrased as “pushing hands” to help clarify the concept.)

- (6) **The principles** of tai chi can be applied in everyday life. There is often no need to be aggressive or attack a problem head-on; **we can often attain our goals and achieve more through indirect methods.**

Demonstrate the concept of “expanding” in the essay writing process with the help of some guiding questions. For example, *Can you explain this point a bit more?* or *How is this idea relevant to ...?* or *What else do you want to add to this point?*

- (7) **Tai chi is often compared to water, which** is able to change its shape and flow past any barrier ...

“Compare ... with / to ... ” can be used to show similarities and differences between people and things. We can also use “compare ... to ... ” to show that something is similar to something else: *She has been compared to Jane Austen. The flavour is often compared to chicken.*

Answers for reference

- (2) c. The idea of “returning to the starting position” is explained by a rephrasing strategy. Now I know that the exercise is made up of a series of moving postures connected and repeated in endless cycles.
- (3) b. “Opposites in life” is explained by providing examples. The concept “opposites in life” means “yin and yang”, “soft and hard”, “mind and body”, and so on. They are closely connected and one concept is dependent on the other for its existence. These examples make the concept “opposites in life” easier to understand.
- (4) c. The concept of *qi* is explained by rephrasing. Translation is an effective way to explain the concept. *Qi* itself is a very complex idea. And it is hard to explain it in Chinese, let alone in English. So, a translation or an equivalent may be the best strategy to express the idea.
- (5) c. The idea of *tui shou* is explained by rephrasing. *Tui shou* is a term with complex ideas in tai chi. So, using a short phrase in English as a rough equivalent would be an effective way to help the readers understand the term without losing focus while reading.

- (6) e. The writer uses an expanding strategy to further develop the idea of tai chi principles applied in everyday life. The writer first explains the principles using the sentence “There is often ... head-on”. But this is a negative sentence, which is not enough to explain an idea. So, he uses another sentence “we can ... indirect methods” for further explanation. The two independent sentences successfully make the “principles” clearer to the readers.
- (7) a. The idea of tai chi is explained by using figurative language—comparing tai chi to water. If one can understand what water is like, one will find it easy to understand what tai chi is.

2 (see Student’s Book page 52)

Teaching principle

Learners need many opportunities to practise in open-ended tasks to develop their communicative competence.

Teaching suggestions

- Introduce the task.
- Put Ss in pairs to talk about the two questions.
- Provide some language support if necessary. The following expressions may be used for reference.
 - *patience and perseverance*
 - *strength and flexibility*
 - *peaceful mind*
 - *tackle issues in life skilfully*
 - *treat life’s ups and downs with calmness*

Answers for reference

- (1) Yes, I would like to. Tai chi is a great way to relieve the stress and tension I feel in my busy daily life.
- (2) I find tai chi principles are also very useful in my studies. When I come across an unknown word, I will tackle the problem in an indirect way, for example, by guessing the meaning of the word from the context, and continuing reading, rather than stopping to look it up in a dictionary.

Mini-project

(see Student's Book page 52)

Teaching principle

Task-based language teaching emphasizes that learners should express their ideas using their own language repertoire in order to complete a task.

Teaching suggestions

- Put Ss into seven groups. Each group is responsible for one saying.
 - Ask Ss to find the match for the first half of the saying, and then share their understanding of the saying.
 - Encourage Ss to explain the sayings clearly and logically and if possible, use some examples.
- The following points are for reference. Respond appropriately to their information and language.

Sentences	Explanation
(2) He who conquers others is strong; he who conquers himself is mighty.	Here “conquers others” and “conquers himself” are put in contrast. It indicates that conquering others is not easy, but conquering our own weaknesses or shortcomings is even more difficult.
(3) The flame that burns twice as bright burns half as long.	Here “bright” and “long” are in opposition to each other. The saying could refer to the importance of slowing down when we want to achieve something and not over-exerting ourselves.

(Continued on the next page)

Sentences	Explanation
(4) The truth is not always beautiful, nor beautiful words the truth.	The saying implies that truth can be ugly and beautiful words like praise could be dishonest. It tells people that they should choose honesty and integrity over beautiful but dishonest words.
(5) When the student is ready, the teacher will appear; when the student is truly ready, the teacher will disappear.	“Appear” and “disappear” are antonyms. It means that teachers are only helpful when the student is ready to learn, but if the student is truly curious and hard-working, he / she does not really need a teacher.
(6) Let it be still, and it will gradually become clear.	This saying reminds us of a bottle of muddy water. If one stops stirring, it will get still and the mud will settle down to the bottom of the bottle. This indicates that when things are confusing, it might be a good idea to do nothing and just wait. Sometimes things will work out by themselves.
(7) The heart that gives, gathers.	“Give” and “gather” are antonyms. It implies that when one gives love and care from the bottom of one’s heart, one will get other people’s love and respect.
(8) When there is no desire, all things are at peace.	This saying means that undue desire is the source of all unhappiness in the world. Thus, we should not let our desires take control.

Answers for reference

- (1) The wise man is one who knows what he doesn’t know.
- (2) He who conquers others is strong; he who conquers himself is mighty.
- (3) The flame that burns twice as bright burns half as long.
- (4) The truth is not always beautiful, nor beautiful words the truth.
- (5) When the student is ready, the teacher will appear; when the student is truly ready, the teacher will disappear.
- (6) Let it be still, and it will gradually become clear.
- (7) The heart that gives, gathers.
- (8) When there is no desire, all things are at peace.

Focus on language

1 (see Student's Book page 53)

Teaching principle

Learners need explicit instruction about language forms after communicative activities.

Teaching suggestions

- Help summarize language problems or language items during the whole section.
- Highlight pairs of synonyms used for emphasis or clarification that are made up of two adjectives, such as *smooth, effortless movements*, and of two nouns, such as *postures and motions*.
- Remind Ss that figurative language can be achieved mainly through:
 - (1) simile that compares something to something else, using the words *like* or *as*, for example, *a face like a mask*;
 - (2) metaphor that uses a word or phrase to show that two things share the same qualities and to make the description more powerful, for example, *She has a heart of stone*;
 - (3) metonymy that refers to something by the name of something else that is closely connected with it, for example, using *the White House* for *the US president* or *the US government*.
- Encourage Ss to produce figurative language for daily activities on their own, for example, *eat like ..., walk like ..., talk like ...*

Answers

- | | |
|--|---|
| (1) an endless, unceasing flow
balance and stability | mental and spiritual health
uneven or hard |
| (2) at the heart of tai chi
the flow of your opponent's movements
tai chi is described as a form of " dancing meditation "
Tai chi is often compared to water
training sessions in the park help me channel my energy in more productive ways | |

2 (see Student's Book page 53)

Teaching principle

Translation exercises can help learners understand the contrastive features between two languages.

Teaching suggestions

- Introduce the task and set Ss to work on it independently.
- When Ss have finished, ask them to share their work in pairs.
- Invite some Ss to present their answers. Comment on the translations and allow for multiple versions of translation.

Answers for reference

- (1) not in what he attained
- (2) Motivation is what gets you started
- (3) sometimes it takes a crisis to encourage their growth
- (4) If you're never embarrassed or hurt
- (5) shifting responsibility from his own shoulders
- (6) that can be compared to the unceasing love from your parents
- (7) If we root out one bad habit each year
- (8) Any material thing that you want is just a symbol

B Grammar activity

Objectives

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

1. recognize the verb-ed form used as the predicative in the passage;
2. use the verb-ed form as the predicative correctly if the context is clear.

1 (see Student's Book page 54)**Teaching principle**

Grammatical awareness can best be developed through explicit analysis in a learner-centred environment.

Teaching suggestions

- Write the sentence on the board: *He seemed worried about his mother.*
- Preferably use Chinese to explain the grammatical term and the meaning of the structure: linking verb + verb-ed.
- Highlight the example sentence by comparing it to another sentence in which the verb-ed form is used for passive voice, e.g. *He was scolded by his mother.* (minimal pair comparison)
- Explain the semantic differences between the two sentences. For example, “worried” describes an emotion and state of mind while “scolded” indicates that the grammatical subject of the verb (he) is the recipient (not the agent) of the action.
- Ask Ss to complete exercise 1 independently. Check answers with the class.

Answers

a 1, 3, 5, 7 b 2, 4 c 6

(1) about (2) with (3) in (4) feel (5) seem

2 (see Student's Book page 55)**Teaching principle**

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

Teaching suggestions

- Ask Ss to work independently on the task.
- Invite Ss to say how they think the sentences should be rewritten. Provide language support or explanations.

Answers

- (1) England lost the game, and everyone was **disappointed about** it.
- (2) There are going to be many people coming tonight, but we are **prepared for** it.
- (3) **confused about** medical information
- (4) is **damaged**, but it can still be used
- (5) seemed **annoyed** when I asked about his failure in publishing his latest novel
- (6) are **involved in** solving the problem
- (7) seemed **astonished** that he survived the accident
- (8) are **related to** diet

3 (see Student's Book page 55)

Teaching principle

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

Teaching suggestions

- Introduce the task and the instructions on a slide.
- Present the four questions and elicit responses from Ss.
- Use the **Answers for reference** as examples for Ss to write more so that they can use them in the communication.
- Encourage Ss to leave their seats and talk to three people.
- Invite several Ss to share the most unusual sentences they have noted down.

Answers for reference

- I was confused about the homework for this week.
- I am concerned about the sports meeting next week.
- I was upset with Zack yesterday because he told my secret to Peter.
- I was overjoyed yesterday at the good news that our class won the prize for the best drama.

C Listening and speaking

Objectives

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

1. explain the reasons why the celebrity wanted to have plastic surgery;
2. express their ideas about the topic of physical appearance with suitable words and phrases.

1 (see Student's Book page 56)

Teaching principle

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

Teaching suggestions

- Encourage Ss to focus on the general meaning when listening to the recording for the first time. They do not need to worry if they cannot remember specific details.
- Play the recording a few more times to help Ss focus on the main points until they identify the key words required for the listening activity.
- Invite Ss to talk about their answers to these two questions.

Answers for reference

- (1) The guest is a psychologist (Doctor Andre Luten).
- (2) The radio programme is about a celebrity named Lisa Santos who has gone to extraordinary lengths (over thirty plastic surgeries) to change her appearance.

2 (see Student's Book page 56)

Teaching principle

By focusing on given information, it is easier for learners to develop listening skills.

Teaching suggestions

- Ask Ss to go through the reasons listed in exercise 2. Let them choose the reasons based on their understanding from the first listening exercise.
- Play the recording several times until Ss can finish the exercise.

- Check answers with the class.

Answers

The following are mentioned:

- to become more beautiful
- to stop people bullying you
- to help with depression or other mental illness
- to improve self-esteem and self-image

3 (see Student's Book page 56)

Teaching principle

Learners need to listen for specific details and develop skills to take notes in listening activities.

Teaching suggestions

- Allow Ss one minute to scan the table before listening. They can fill in some blanks based on the previous listening exercises.
- Ask Ss to take notes while listening to the recording. Remind them to write down key words.
- Ask Ss to fill out the table based on their notes.
- Check answers with the class.

Answers for reference

NB There is no need for Ss to write down complete sentences in the table.

Profile

- Name: Lisa Santos
- Nationality: Brazilian
- Profession: a model and pop star
- Problems at high school:
 - her schoolmates: Her schoolmates bullied her by calling her "ugly", which broke her heart and made her increasingly depressed.
 - her father: Her father told her that she was ugly and that she just had to get used to it.

- Her solution: She put her faith in plastic surgery and became addicted to it.
She has no intention of stopping.
- Effect of her solution: She was insulted on a television programme because she was looking less and less like a real person.

4 (see Student's Book page 57)

Teaching principle

Semi-controlled practice is necessary for learners to improve fluency in speaking.

Teaching suggestions

- Introduce the speaking task and the language guide on a slide.
- Take Ss through the language guide, ensuring Ss understand the example sentences. Draw Ss' attention to the expressions for disagreement or adding additional ideas politely.
- Have Ss discuss the meanings of the proverbs in groups of four and state which viewpoints about the importance of physical appearance they agree with. (Explain the partial negation structure in the second saying: *All ... is not ...* is equivalent to *Not all ... is ...*)
- Ask Ss to take down the opinions for each side and present the arguments to the class.
 Respond appropriately to their information and language.

D Writing

Objectives

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

1. analyse the content and the features of language in the sample letter;
2. write a letter in response to the newspaper article with supporting arguments and examples.

1 (see Student's Book page 58)

Teaching principle

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

Teaching suggestions

- Introduce the task and explain that the extract is from a newspaper article about body image problems among teenagers. Help Ss think about what they are going to write about in a letter to the newspaper about the problem.
- Remind Ss that when they react to an issue, they need to decide on their point of view, note down two or three main points that illustrate their ideas and support them with arguments or examples that will convince the reader.

Answers for reference

- (1) Plastic surgery does not solve any problems.
- (2) I agree with the idea in the extract. In my opinion, there is no point in having plastic surgery, since real self-confidence only comes from accepting ourselves as we are.

2–3 (see Student’s Book pages 58 and 59)

Teaching principle

Some learners may need scaffolding related to content and language before they are able to write on their own.

Teaching suggestions

- Introduce the sample letter to the class. Have Ss discuss the guiding questions in groups.
- Invite Ss to report the conclusions of their discussions. You may use the **Answers for reference** as a guide to inspire Ss to write.
- Avoid spending too much time discussing the sample writing. But remind Ss of the following important points. They must:
 - introduce their reasons for writing. Mention their personal situation if relevant;
 - present each idea with supporting analyses and examples;
 - pay attention to the organization of ideas, such as addition and contrast;
 - check grammar, vocabulary, spelling and punctuation after writing.
- Ask Ss to draft their own letters. Walk around to provide Ss with individual support in developing the content or language.

- When Ss have finished their writing, invite some to share their writing with the class. Provide appropriate comments and support. Ask Ss to revise their drafts.

Answers for reference

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

Aspects of writing	Guiding questions	My exploration
Content	What point of view does the writer express at the beginning?	The writer agrees with “punishing” people for having unhealthy lifestyles.
	What arguments does the writer use to support his ideas?	(1) We have a moral responsibility to keep ourselves in good health. (2) There is enough information about healthy lifestyles available for people to make an informed choice. (3) More expensive health care and increased taxes on unhealthy goods would force people to behave responsibly.
	What is the writer’s conclusion?	People should pay for their unhealthy life choices.
Language	What phrases or sentences does the writer use to present his main point of view in the first paragraph?	<i>I totally support the idea of ...</i>
	What phrases or sentences does the writer use to add or contrast ideas?	<i>furthermore, besides, too, even though, in spite of, despite, although, as well</i>
	What phrases does the writer use to address the editor and sign off the letter politely?	The writer addresses the editor with the phrase <i>To the Editor</i> and signs off the letter with <i>Yours faithfully</i> .

E Cultural focus

Reading passage

Objectives

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

1. retell the basic information about the novel *Frankenstein*;
2. write a description of a creature, based on the language used in *Frankenstein*.

Background

1. Mary Shelley and *Frankenstein* Mary Shelley was influenced by her father's ideas in her writing. Her father, William Godwin, who was a philosopher and political writer, believed that people should all act selflessly (for the good of others), and that selfishness would bring about the disintegration of society. Mary's characterization of Dr Frankenstein is an example of this selfish behavior and the disastrous results arising from it.

Another important influence on Mary Shelley was the development of scientific knowledge during the early 19th century. She and her husband had discussed recent news about two scientists, Galvani and Aldini, who were said to have managed to reanimate dead tissue using electricity.

It is necessary to point out that a lot of people have mistaken the title of the book—*Frankenstein*—for the monster itself. *Frankenstein* is the name of the scientist, and the monster itself has no name. It is often referred to as “*Frankenstein’s monster*”.

2. Industrial Revolution It refers to the process of change from an agricultural and handicraft economy to one led by industry and machine manufacturing. This process began in Britain in the 18th century and later spread to other parts of the world.

Notes on the language

1. **the most recognized horror story** the most well-known horror story
2. **with an anxiety that almost amounted to pain** I was so anxious that I felt much pain.
Notice here the indefinite article “an” is put before “anxiety” as it is followed by a *that*-clause that describes what kind of anxiety it is.
3. **the failing light** This means the dim light.
4. ... and I had selected his features as beautiful. Beautiful! His yellow skin barely ... This

means to choose his appearance in light of the standards of beauty. Notice the exclamation in "Beautiful!", which implies Dr Frankenstein's shock and horror when he saw the features of the monster (his yellow skin, his hair, his teeth, etc.).

- 5. his teeth of a pearly whiteness that formed a horrible contrast with his watery eyes, his wrinkled face and straight black mouth** This sentence omitted the predicate "were". "Pearly whiteness" means "white as pearls". Notice here the writer's vivid description of the monster's face. "Pearly white teeth" are supposed to be beautiful, but in contrast with watery eyes, wrinkled face and black mouth, they are unbearably ugly and horrible.
- 6. deprived myself of rest and health** "Deprive somebody of something" means to take something away from someone.
- 7. At length tiredness overtook me ...** Finally, I was so tired ...
- 8. I started from my sleep with horror** "Start" here means to move suddenly and quickly because one is surprised or afraid. The sentence means "I suddenly woke up from sleep, feeling horrified".

1 (see Student's Book page 60)

Teaching principle

Discussion is beneficial for learners to learn abstract terms in a foreign language.

Teaching suggestions

- Put Ss into groups to discuss the qualities that make us human.
 - If Ss are not sure about the meanings of certain words, give them explanations or Chinese equivalents.
 - It is natural that Ss may differ from each other in their choices of these qualities. Give Ss enough opportunities to express their opinions. Proper discussion will help them understand these abstract nouns better and produce better learning results.
 - To conclude the discussion, suggest that all these qualities are important for human beings.
- The **Answers for reference** may be used as a guide.

Answers for reference

Among these qualities, morality, creativity and courage are the most important. First, morality helps human beings establish harmonious relationships with others or with a society. Second, creativity is a strong driving force for the progress of human society. Finally, courage enables human beings to overcome difficulties and obstacles.

2 (see Student's Book page 60)

Teaching principle

Background information is an important source of learning before reading a literary work.

Teaching suggestions

- Introduce the task and present the table on a slide.
- Ask Ss to read extract A and find the required information. As this is not fast reading practice, Ss should be given enough time to read the text carefully.
- Ask Ss to share their answers in pairs. Then invite some pairs to report to the class.
- Provide feedback in relation to both content and language.

Answers for reference

Frankenstein

Author:	Mary Shelley
Type of story:	Science fiction / horror story
Background:	The Industrial Revolution (People feared the changes that the Industrial Revolution would bring about.)
Purpose of the story:	To warn against the danger of new technology
Main characters:	Dr Frankenstein and his monster
Issues concerned with:	Scientific advances and the Industrial Revolution, man's relationship with nature

3 (see Student's Book page 62)

Teaching principle

It is motivating for learners to have a chance to use their imagination in communication.

Teaching suggestions

- Tell Ss to read extract B and find descriptions of the monster's frightening physical appearance.
- Put Ss into groups and encourage them to design a good-looking creature cooperatively.
- Invite Ss to report their description to the class. Write their description on the board and provide language support if necessary. For example, *genial manner, rosy cheeks, refreshing breath, gentle smile, silky, tender and radiant skin*.
- Have the class vote for the most beautiful description.

Answers for reference

- (2) breathing gently with an even rhythm
- (3) graceful movement of arms and legs
- (4) fair skin as tender and soft as a baby's
- (5) a red healthy-looking face
- (6) a lovely well-shaped mouth
- (7) speaking in a beautiful voice
- (8) a charming soft smile

4 (see Student's Book page 62)

Teaching principle

Using higher-order thinking skills in language learning is beneficial for the development of language proficiency.

Teaching suggestions

- Allow Ss plenty of time to read extract B again. Remind them to think about the following questions:
 - *How does the writer describe the creature as a child?*
 - *Can you find evidence in the extract that the creature is behaving like a child?*
 - *What might a child reasonably expect from a parent?*
 - *How does Dr Frankenstein treat his "child"?*

- *What effect might this have on the creature?*
- Have Ss work in pairs to make a dialogue between Dr Frankenstein and his creation.
- Invite some pairs to role-play the dialogue. Provide feedback in relation to both content and language.

Answers for reference

(1) No, he doesn't. Dr Frankenstein was frightened by the appearance of the monster who had yellow skin scarcely covering the muscles beneath, black and flowing hair, teeth of a pearly whiteness, watery eyes, and straight black mouth.

(2) **The monster:** Dad, it's cold. Can you give me a hug?

Dr Frankenstein: No, no, no. Stay away from me.

The monster: Why?

Dr Frankenstein: I can't ... I can't.

The monster: Well, I love you, Dad. Do you love me?

Dr Frankenstein: You look so horrible.

The monster: Really? You are afraid of me. But I am your child!

Dr Frankenstein: No, you are not my child.

The monster: Then why did you create me?

Dr Frankenstein: It was a mistake. It's a failed experiment.

Video

Objectives

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

1. give a brief account of the lives of William Shakespeare, Jane Austen and Ian Fleming;
2. name at least one of their famous works.

Background

1. William Shakespeare (1564–1616) was an English poet and playwright who is considered as

one of the greatest writers to ever use the English language. He was very productive in writing and his works cover tragedy, comedy, historical works, poetry and prose.

2. Jane Austen (1775–1817) was an English novelist whose works of romantic fiction have won her the honour as one of the most widely read and loved writers in English literature. Her novels are known for their realism and biting social criticism.
3. Ian Fleming (1908–1964) was a suspense-fiction novelist who created the famous character James Bond, the cool, charming British secret agent 007.

Notes on the language

sonnet It refers to a poem with 14 lines each in a fixed pattern of rhyme. 十四行诗

1 (See Student's Book page 63)

Teaching principle

It is important to activate learners' prior knowledge before they watch the video.

Teaching suggestions

- Ask Ss to discuss the three questions in exercise 1 in pairs. Ask some pairs to share their discussions with the class.
- Show the class some pictures of great British writers, including William Shakespeare, Jane Austen and Ian Fleming.
- Invite Ss to share what they know about these writers, such as their famous works or some anecdotes.

Answers for reference

- (1) I like reading biographies, especially those of famous world leaders, because their life stories inspire me to pursue my dreams.
- (2) I love William Somerset Maugham most because he is more of a role model to me than merely a writer.
- (3) Besides Maugham, I know two more English writers. One is Charles Dickens, the most productive novelist in the history of English literature. Another is Ian Fleming, who created James Bond, the most famous British secret agent in the world.

2 (see Student's Book page 63)

Teaching principle

It is important for learners to learn to note down numbers accurately in listening.

Teaching suggestions

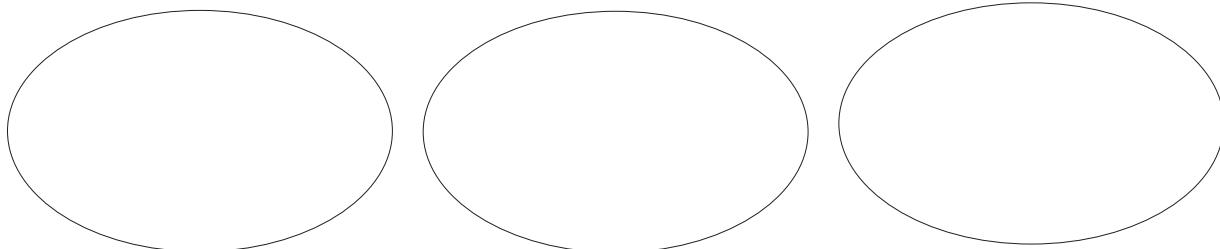
- Review the differences between English and Chinese numbers. Draw learners' attention to the fact that large numbers in English are grouped in thousands (i.e. one thousand, ten thousand, one hundred thousand, one million ...), whereas large numbers in Chinese are grouped in ten thousands (i.e. 万、十万、百万、千万、亿、十亿……).
- Write simple numbers on the board, such as 36, 78, 256, 7894. Ask some Ss to read the numbers in English.
- Read other numbers out in English and ask Ss to write them down.
- Ask Ss to predict which years and numbers are related with William Shakespeare, Jane Austen and Ian Fleming. Ask them to categorize the years and numbers into corresponding circles.

1775	1564	1908	1599	1964
38	21	40,000	154	

William Shakespeare

Jane Austen

Ian Fleming



- Ask Ss to read the questions in exercise 2 and play the video a few times until Ss have all the answers.

Answers

- (1) On 23 April 1564. (2) Gloves. (3) In 1599. (4) On 16 December 1775.
(5) 21. (6) 40,000. (7) Sport. (8) The British government. (9) In 1964.

3 (see Student's Book page 63)**Teaching principle**

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

Teaching suggestions

- Give Ss a few minutes to read the given words.
- Ask Ss to finish the exercise independently.
- Invite some Ss to read the sentences and explain the meanings of the given words in context.

Answers

(1) recreation (2) well known (3) romance (4) created (5) performed (6) close

4 (see Student's Book page 63)**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 own ideas.

Teaching suggestions

- Ask Ss to work in groups.
- Provide a list of stories from a graded reader for Ss to choose (either before the class or during the class): *Tales from Shakespeare* by Charles and Mary Lamb. (2,300 headwords)

The stories include:

- (1) "The Tempest" (about 3,500 words in length, approximate reading time: 17–18 minutes)
- (2) "A Midsummer Night's Dream" (about 3,500 words in length, approximate reading time: 17–18 minutes)
- (3) "Much Ado about Nothing" (about 3,900 words in length, approximate reading time: 19–20 minutes)
- (4) "As You Like It" (about 4,300 words in length, approximate reading time: 20–22 minutes)
- (5) "The Merchant of Venice" (about 3,600 words in length, approximate reading time: 18–19 minutes)

(6) "Macbeth" (about 3,000 words in length, approximate reading time: 15 minutes)

(7) "Twelfth Night; or, What You Will" (about 3,300 words in length, approximate reading time: 15–16 minutes)

- Ask Ss to select a story from the list. Ss read it carefully after class to find out about characters, settings and plot.
- Ask each group to work out a summary of the story they have read.
- Invite Ss to report and ask the class to vote for their favourite story.
- Encourage Ss to read their favourite story after the class.

Exploring literature 2: “After Twenty Years”

Introduction

Exploring literature 2 introduces the short story “After Twenty Years”, written by the American writer O. Henry (William Sydney Porter). The story is about two friends who have promised to meet each other again twenty years later. The story presents a dramatic plot twist, which explores the hard choice between personal loyalty and public duty. The story will give students an opportunity to discuss different themes and particular language features that the writer used, along with the narrative technique of foreshadowing. Students will have a chance to analyse these writing techniques and sharpen their ability to appreciate literary works.

Objectives, proposed teaching hours (PTH) and performance descriptors

Sections	Objectives	PTH	Performance descriptors*
Pre-reading activity Reading	Understand the setting, characters and the plot of the story	1	3–5 能够理解小说发生的社会历史背景、作者信息、故事的基本情节和主要人物。
Questions for discussion	Talk about one’s understanding of the details in the story	1	3–7 能够理解故事的细节，并发表对这些细节的评论。
Word study	Understand the rhetorical functions of adverbs in the story Use them appropriately in the given context	1	3–11 能够识别小说为了创造戏剧化效果所采用的副词，并能够尝试使用所给定的副词，体验其戏剧化的表意效果。
Appreciating the writing technique	Identify and interpret signs of foreshadowing in the story	1	3–12 能够理解、分析和评价小说中“伏笔”的作用和审美价值。
Designing a new ending	Create a new ending to the original story	1	3–13 能够创造性地再现想象的故事的新结尾。

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

Objectives

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

1. understand the story and its setting, characters and the plot;
2. respond appropriately to interesting details in the story;
3. use the given adverbs appropriately for rhetorical effects;
4. provide reasonable comment on the use of foreshadowing;
5. create a new ending to the story.

About the writer

William Sydney Porter is the real name of the American writer O. Henry. His short stories, known for their surprise endings, were very popular in his lifetime. The prestigious O. Henry Award for short stories is named in his honour.

Porter was born in North Carolina in 1862. As a child, he only completed elementary school education, which meant he was largely self-taught as a writer. He developed his talents while doing different kinds of jobs, including working as a pharmacist, draftsman, ranch worker and bank clerk. In 1896, Porter was accused of embezzling funds from the bank he worked at. He was later found guilty and spent three years in prison. It was here that his writing career began: he started writing adventure stories for magazines to support his family. After he was released in 1901, he moved to New York, where he lived until his death in 1910. O. Henry was quite a productive writer during this time: he wrote about 600 short stories in thirteen collections, three of which were published after his death.

About the story

Although the writer does not provide exact information about the time of the story, many of the details indicate that the story is set around 1900–1910 in New York City. Due to its location, its large harbour and the massive influx of immigrants from Europe, New York was a booming city, which had already started extending from Manhattan across the Hudson River.

The two main characters of this story are Bob and Jimmy, who grew up together as friends. They chose separate paths in life—Bob went to the West (which is Midwest today including states like Illinois) to make his fortune while Jimmy stayed in New York—but on the night they said farewell to each other, they agreed to meet up again twenty years later. When they finally saw each other

again, they discovered that much had changed, both in the city and in themselves.

The summary of the story

It was a cold and rainy night in New York, just before 10 o'clock, and a lone police officer was patrolling the streets. Suddenly, he noticed a man standing in the darkened area outside a hardware store. The man said that he was waiting for his friend, with whom he had made an appointment twenty years earlier. The police officer listened carefully, and realized that the man was of special interest to the police. However, for some reason, he didn't have the heart to take action himself ...

Notes on the language

1. **on the beat** “Beat” means an area that a police officer regularly visits in order to keep the place safe.
2. **for spectators were few** There were hardly any people on the street, so no one paid any attention to the police officer patrolling the street.
3. **barely ten o'clock** It was almost 10 o'clock.
4. **had almost depeopled the streets** “Depeople” is an old-fashioned word that means to empty a place of people. In this context, it means that there weren't many people on the street because of the rain. The prefix *de-* is often used to form new words that mean to remove something (e.g. *deforest*, *devalue*, *defrost*).
5. **to cast his watchful eye down the pacific street** “To cast one's eye down ... ” means to look in a particular direction. *pacific*: (*literary*) quiet, and peaceful
6. **an all-night food counter** a small food shop which was open all night
7. **“It's all right, officer,” he said, reassuringly.** If someone speaks “reassuringly” to someone else, he or she is trying to make him / her less doubtful.
8. **“Sounds a little funny to you, doesn't it?”** The subject “it” of this sentence is omitted because of the speaking style. “Funny” here means strange, not right.
9. **it's all straight** it's honest and legal
10. **About that long ago there used to be ... ‘Big Joe’ Brady’s Restaurant.** At that time, it was quite common that houses or buildings in Manhattan were torn down in order to develop the city. (Refer to **About the story**.)

11. **keen eyes** If someone is described as having “keen eyes”, he or she is very good at noticing things.
12. **a large diamond, oddly set** The comma is used to signify a pause and an additional comment from the narrator on the diamond. The poor but expensive taste suggests that there is something odd about Bob.
13. **chum ... chap** (*slang*) friend
14. **he thought it was the only place on earth** This sentence suggests that Bob is a self-centred person who always believes he is right.
15. **for a time we corresponded** for a time we wrote to each other
16. **the West is a pretty big place** Notice the concept of the West is different today from the time of the story. It refers to what is now known as the Midwest, which includes states like Illinois.
17. **You bet!** (*slang*) Certainly!
18. **the sharpest wits going to get my pile** sharpest wits: (*slang*) smartest people; get my pile: (*slang*) get my share, fortune, or money
19. **Going to call time on him sharp?** If you call time on someone, you say “Time is up!” to them so that they will stop what they are doing. “Sharp” (*adv.*) means exactly. In this context, the speaker means, “Are you going to leave at the appointed time?”
20. **There was now a fine, cold drizzle falling** fine: very slight or small
21. **Bless my heart!** (*slang*) exclamatory utterance showing surprise, or relief
22. **sure as fate** certainly
23. **old man** (*colloquial*) old friend
24. **Bully** (*slang*) exciting
25. **change a man’s nose from a Roman to a pug** A pug is a type of dog with a flat face, similar to a bulldog. A Roman nose is usually large and curved at the top, while a pug nose is flatter.
26. **‘Silky’ Bob** Bob’s nickname. “Silky” indicates that he was good at flattering people in order to persuade them.
27. **Chicago thinks ...** The police department in Chicago believes that ...

Pre-reading activity

(see Student’s Book page 65)

Teaching principle

The reading of literature should begin with learners’ existing knowledge and language ability.

Teaching suggestions

- Present the pre-reading question to elicit responses from Ss: *How long do you think a friendship can last?* Ask Ss to give examples or reasons for their answers.
- Ask Ss if they believe that some people can keep a promise for twenty years, and then tell Ss to read the story on their own for about 10 minutes.
- Ask Ss whether they can find the four types of information in the story. Have the class discuss these questions.
 - (1) Setting: *When and where does the story take place? How do you know?* (open-ended, refer to **About the story**.)
 - (2) Characters: *Who are the main characters? Who are the minor characters?* (Bob and Jimmy are main characters, and the plain clothes detective is a minor character.)
 - (3) Plot: *What is the plot?*
 - (4) Theme: *What is the story about?* (Open-ended—it could be about *friendship, justice, loyalty*, etc. Encourage Ss to think of several different interpretations.)
- Introduce the background information from **About the writer** and **About the story**.
- Ask Ss to go over the story again. Encourage them to annotate and raise questions about it.
- Have Ss compare their notes and questions in pairs before they present them to the class.
- Help Ss compile a class list of questions and invite them to answer and provide comments.
- Use the **Notes on the language** to help Ss understand the new words and phrases, as well as any difficult sentences.

Questions for discussion

(see Student's Book page 67)

Teaching principle

English language learners need guidance in critical reading when they read English literary works.

Teaching suggestions

- Introduce questions 1–6 on page 67 in the Student's Book on a slide and ask the class to read them carefully. Encourage them to read the corresponding parts of the story carefully to find the answers. They should note down their ideas in the margins.
- Have Ss share their ideas in groups.
- Invite groups to present their ideas and ask other Ss to comment.
- Use the **Answers for reference** below as a guide to respond to student's presentations.
- When the class have finished discussing questions 1–6, introduce question 7.
- Have the class brainstorm answers and write them on the board. Ask Ss to rate them to the degree of importance. Encourage Ss to give reasons for their choices, as well as their opinions on Jimmy's choice between personal loyalty and a police officer's duty to uphold the law.
- Put Ss into small groups to discuss the questions: *If you were Jimmy, what would you do? Would you remain loyal to your friend, or would you do your duty as a guardian of law and order? Why?*
- Ask each group to present the outcome of their discussion. Provide feedback on both ideas and language.

Answers for reference

- 1 The answer is both yes and no. On the one hand, Jimmy is not a good friend to Bob because when he has the choice between following the law and keeping his friendship with Bob, he decides that the law is more important than their friendship. On the other hand, Jimmy is a good friend because he keeps his promise to meet Bob at the appointed time and place. Jimmy seems to experience a conflict between being "faithful to friends" and "the law". The choice one makes reflects one's value system. In this story, Jimmy values law and justice which, as a policeman, is required for his job.

- 2 The placement of this description is very important for the final twist of the story. To begin with, the scar and the scarfpin imply that Bob might be a gangster, and this provides a hint to the conclusion of the story. Furthermore, the detailed description of Bob’s face lets us know that Jimmy had a reasonable opportunity to study it. Placing this paragraph at the beginning of their encounter sets up the context for Jimmy to ask the questions which follow. The questions clearly have multiple purposes for Jimmy: he can confirm Bob’s identity and find out how his friend has fared in the past twenty years; finally the questions help him decide how, or if, his friend should be arrested. This foreshadows the ending, where Jimmy had discovered Bob’s dual identity: the friend of his youth, and a criminal on the run. The location of this description critically heightens the sense of suspense. If it were placed in the middle or at the end of their conversation, the impact would not be as powerful.
- 3 The writer describes the details of Bob’s watch to emphasize that he had plenty of money. It also further highlights the possibility that Bob got rich by dishonest means (e.g. The watch could be a stolen object.).
- 4 The expression suggests that Bob was extremely clever and ambitious, as he was able to compete with others who were just as clever.
- 5 The policeman (i.e. Jimmy) wanted to know how long Bob would be waiting there so that he could get a plain clothes man to arrest him.
- 6 This detail suggests the plain clothes man’s caution. He held Bob’s arm and pretended to show an intimate relationship, but in fact the police officer wanted to prevent Bob from running away when he realized that he was being arrested.
- 7 Qualities of a friend may include: loyal, caring, supportive, dependable, positive, good personality, etc.

Word study

Teaching principle

Engaging with language in a meaningful context is beneficial for learners’ language development.

1 (see student's Book page 68)

Teaching suggestions

- Introduce the task and ask Ss to read the following pair of sentences:

(1) *The time was barely ten o'clock at night ...*

(2) *The time was ten o'clock at night ...*

Why does the writer add the adverb "barely" in the first sentence?

Help Ss understand the communicative effect (purpose) of the adverb in this sentence by using the following explanation as a reference.

The sentence helps set the scene for the conversation that follows and provides the readers with a point of reference. The adverb serves to emphasize the fact that the streets were unusually empty for this time of day. It is also an indication that something might happen at ten o'clock, which means "barely" gives the reader a sense of anticipation.

- Put Ss into groups and ask them to discuss the communicative purposes of the adverbs listed.
- When the groups have finished, organize a class discussion session in which one group may lead the discussion and other Ss offer their opinions.
- Use the **Answers for reference** as a guide to moderate the class discussion and encourage Ss to share their different opinions. Allow for different interpretations.

Answers for reference

Adverbs	Sentences	Effects
barely (L2)	The time was barely ten o'clock at night ...	This word serves as part of the setting for the story and also hints that something is about to happen, which creates a sense of anticipation.
suddenly (L8)	... the policeman suddenly slowed his walk.	This word shows that Jimmy noticed something unusual as he walked down the dark, empty street. This also marks the beginning of the conflict in the story.
quickly (L10)	... the man spoke up quickly .	This word implies that the man hurried to speak before the policeman asked anything. Bob was eager to show that he was not doing anything illegal.

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Adverbs	Sentences	Effects
reassuringly (L11)	“It’s all right, officer,” he said, reassuringly .	This word indicates that Bob wanted to convince the police officer that there was not anything suspicious going on. He was afraid that the policeman might suspect him of some wrongdoing.
oddly (L18)	His scarfpin was a large diamond, oddly set.	This word suggests a bad match between the diamond and Bob’s attire, suggesting he was a man of some wealth. Perhaps the scarfpin had been obtained through illegal means.
always (L31)	... for he always was the truest, most faithful old chap in the world.	The word “always” together with the words “truest”, and “most” implies the absolute trust Bob had in his friend Jimmy.
exactly (L35)	It was exactly ten o’clock when we parted here at the restaurant door.	This word indicates that something might happen very soon, and this builds the readers’ anticipation.
directly (L48)	He went directly to the waiting man.	This word indicates that the plain clothes man knew exactly what he was doing when he walked up to Bob.
doubtfully (L49)	“Is that you, Bob?” he asked, doubtfully .	This word indicates the policeman’s caution, and that he needed to confirm Bob’s identity before arresting him.
simultaneously (L65)	When they came into this glare each of them turned simultaneously to gaze upon the other’s face.	This word succinctly reveals the eagerness of both parties to see each other clearly, though they had different motivations for doing so.
suddenly (L66)	The man from the West stopped suddenly and released his arm.	This word suggests the surprise, and astonishment on the part of Bob because he suddenly recognized that the man was not his friend Jimmy.
quietly (L71)	Going quietly , are you?	The word implies an ironic tone on the part of the policeman.
somehow (L76)	Somehow I couldn’t do it myself, ...	The word suggests Jimmy’s complex and mixed feelings at that moment. He didn’t think that he could bring himself to arrest his friend.

2 (see student’s Book page 69)

Teaching suggestions

- Introduce the exercise to the class by presenting the word list on a slide.

- Use the first word (*surreptitiously*) as an example to demonstrate what Ss are supposed to do. Encourage Ss to guess its meaning and add it to a sentence (they may pick up from the story). Someone may produce the work like this:

surreptitiously: /sʌrəp'tɪʃəslɪ/ *adv.* secretly

In the doorway of a darkened hardware store a man leaned surreptitiously, with an unlighted cigar in his mouth.

This word suggests that the man leaning on the wall was trying to hide himself in the darkened area.

- Have Ss go through the word list with the help of an English-English dictionary. Be flexible and allow Ss to make small extensions, such as “*Moderately*,” he said *proudly*.
- Invite Ss to report their sentences to the class and get others to comment. Provide feedback on the meaningfulness of the new sentences.

Reference of the word list

Adverbs	Pronunciations	Meanings	Examples
surreptitiously	/sʌrəp'tɪʃəslɪ/	secretly	The thief surreptitiously sneaked into the hall.
proudly	/'praʊdli/	in a proud way	He spoke proudly of his child's achievement in sports.
humbly	/'hʌmbli/	modestly	He humbly accepted his friends' congratulations.
gently	/'dʒentli/	quietly, softly	He spoke gently to the old man.
knowingly	/'nəʊɪŋli/	in a knowing way, as if one has special knowledge	He knowingly nodded in agreement as the secretary gave his report.
heartily	/'ha:tɪlɪ/	with obvious enjoyment and enthusiasm	She heartily congratulated her classmate on winning the first prize in the writing competition.
boastfully	/'bəʊstfli/	(disapprovingly) with pride in oneself	The rich man spoke boastfully of his hard-earned wealth.
eerily	/'ɪərlɪ/	strangely, mysteriously	The night was eerily dark as Tom got closer to the grave.

(Continued on the next page)

Adverbs	Pronunciations	Meanings	Examples
majestically	/mə'dʒestɪkli/	impressively and attractively	The sun rose majestically above the horizon.
timidly	/'tɪmɪdli/	nervously, lacking in confidence	The little child timidly looked up at the stranger.
softly	/'softli/	in a soft, gentle way	The cat purred softly as the boy stroked its back.
conspicuously	/kən'spɪkjuəsli/	in a way easy to attract attention	The rich man conspicuously displays his expensive yacht in his front yard.

Appreciating the writing technique

(see Student’s Book page 70)

Teaching principle

Getting learners involved in literary analysis will help them improve their critical reading ability.

Teaching suggestions

- Present the information about “foreshadowing” (on page 70 in the Student’s Book) on a slide. Ask Ss to answer the question: *Why is it useful to study foreshadowing?*
- Explain to Ss the necessity of becoming educated readers of literature as part of school education. Educated readers understand how to critique a literary work through logical analysis. We can compare it to eating food: anyone can tell whether a meal is good or not. However, a food connoisseur is able to explain why a meal is good, and what cooking techniques were used to make the dishes so tasty. Readers are able to tell if a story they are reading is interesting or not. However, an educated reader can explain what effect the author’s choice of writing techniques has on the reader.
- Explain to Ss that “foreshadowing” is a literary technique. A story usually contains a “conflict”, which is one of the major reasons that the reader is motivated to continue reading: this could, for example, be a conflict of “man against man”, “man against society” and “man against self”. As the plot unfolds, more and more complex elements are required to solve the conflict. A good writer usually hides hints to the resolution of the plot conflict in the story, and does not reveal how they are connected until the very last moment. This technique of hinting what will happen

later in the story is called “foreshadowing”. An educated reader needs to read a story critically. In the reading process he must read, reread, and think hard about important details. He should ask critical questions and judge if the “foreshadowing” is reasonable.

- Explain to Ss that the story can seem random and confusing without foreshadowing. If there is no build-up towards the final conclusion, the reader will be unprepared for what will eventually happen. Well-crafted stories, on the other hand, present small hints that build up tension and make the story more exciting.
- Have Ss discuss the questions in groups: *What are the signs used by the writer for foreshadowing? Why do you think so? Is each sign reasonable or logical? Why or why not?*
- When the groups have finished their discussion, invite a group to present their ideas to the class. Invite other groups to comment, supplement, or provide different viewpoints.

Answers for reference

(Ss may identify many possible clues to explain the use of foreshadowing technique in the text. However, what matters in this discussion is the arguments Ss use to justify their choices, since different readers often respond very differently to the same story. Hence, the information below should only serve as a reference for the teacher. It is not intended as a standard answer. Ss may find better examples than the ones listed below.)

Signs for foreshadowing	Your explanations
(1) “... About that long ago there used to be a restaurant where this store stands—‘Big Joe’ Brady’s restaurant.”“Until five years ago,” said the policeman.“It was torn down then.”(LL13–15)	This detail implies that the street has changed a lot in the last 20 years, and that other things have changed too. It gives readers the first hint that the two friends who made the appointment might not be the same old Bob and Jimmy as 20 years ago.
(2) “Twenty years ago tonight,” said the man,“I dined here at ‘Big Joe’ Brady’s with Jimmy Wells, my best chum, and the finest chap in the world...”(LL19–20)	Bob claims that Jimmy was his “best chum and the finest chap in the world” back then, but his words sound somewhat ominous in this context. The writer also presents these details to misdirect readers: by arranging the information like this, readers focus on Bob’s story rather than on the police officer. On the one hand, these details trick readers into believing that Jimmy will show up any minute, but on the other hand, a sensitive reader may become apprehensive: something dramatic is clearly going to happen, and perhaps it will be contrary to Bob’s expectations.

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Signs for foreshadowing	Your explanations
<p>(3) “It sounds pretty interesting,” said the policeman. “Rather a long time between meets, though, it seems to me. Haven’t you heard from your friend since you left?” ... (LL27–28)</p>	<p>On close reading, readers may notice that this part of conversation sounds like two old friends meeting after a long time of separation.</p> <p>On such an occasion, they would likely say things like, “Haven’t seen you for ages! Did you receive the letters I wrote to you? Why didn’t you write back?” and so on. At this stage, Jimmy has already known that his old friend has become a criminal, so it is his responsibility to bring him to justice. However, he also knows deep in his heart that Bob is his friend after all, and Jimmy is loyal by nature. He doesn’t reveal his identity because he still wants to talk to Bob as a friend, and Bob doesn’t realize who the police officer is until it’s too late.</p>

Designing a new ending

(see Student’s Book page 70)

Teaching principle

A clear link between reading and writing helps learners develop their academic language competence.

Teaching suggestions

- Introduce the task on a slide and make sure Ss understand the instructions.
- First help them find a starting point in the story. Ask them to discuss the questions: *Where would you like to start? How do you think the original story could be different? Which elements from the original story could point towards a different ending?*
- Ask Ss to share their ideas and comment on each other’s suggestions.
- Have Ss work individually on a new ending for about 15 minutes. Provide support individually on both content and language.
- Ask Ss to share their writing in a group. Each group then selects the most interesting version; they can also combine their different ideas into a single group version, with elements from each student’s work.

- Invite groups to take turns presenting their new endings, and then have the class vote for the endings with the best plot and the best language.

Answers for reference

I would start the new ending from L49. Jimmy returned to the scene in plain clothes and came up toward Bob rather quickly.

"Is that you, Bob?" he asked eagerly.

"Is that you, Jimmy Wells?" cried the man in the door.

"Bless my heart!" exclaimed Jimmy Wells. He did not want his friend to know that he was now a plain-clothes policeman. "I was certain I'd find you here if you were still in existence. Well, well, well!—twenty years is a long time. The old Big Joe is gone, Bob; I wish it had lasted, so we could have had another dinner there. How has the West treated you, old man?"

...

(Students may produce various endings here.)

Unit 4 Words

Introduction

This unit introduces the process of adding new vocabulary to the English language and the role of reading in our lives. The **Reading and interaction** section presents different ways of forming new words in English. The **Grammar activity** section shows three people's experiences of trying different language learning methods while lending students an opportunity to practise **modal verbs referring to the past**. The **Listening and speaking** section discusses the changes of public libraries and their value. The **Writing** section presents a book review of *The Great Gatsby* and helps students learn to write a review of a fiction book. The reading passage in the **Cultural focus** section presents Shakespeare's contributions to English literature, and the **Video** introduces three ways of adding new words into the *Oxford English Dictionary*.

Objectives, proposed teaching hours (PTH) and performance descriptors

Sections	Objectives	PTH	Performance descriptors
A Reading and interaction	Explain word formation rules in English	3	2–8 能判断和识别书面语篇的意图，获取其中的重要信息和观点。 2–9 能根据定义线索，理解概念性词语或术语。
B Grammar activity	Use modal verbs referring to the past correctly in the given context	1	2–11 能理解语篇中特定语言的使用意图以及语言在反映情感态度和价值观中所起的作用。
C Listening and speaking	Make proposals for a new local library	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，能口头描述自己或他人的经历，表达情感态度，描述事件发生、发展的过程，描述人或事物的特征，阐释和说明观点。
D Writing	Write a book review using appropriate language and format	1	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。 2–14 能在表达过程中有目的性地选择词语和语法结构，确切表达意思，体现意义的逻辑关联性。

(Continued on the next page)

Sections	Objectives	PTH	Performance descriptors
E Cultural focus	Evaluate the literary achievements of Shakespeare Explain how new words are added to the <i>Oxford English Dictionary</i>	2	2–8 能识别语篇中的主要事实与观点之间的逻辑关系，理解语篇反映的文化背景。 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 information in the passage about words and their origins;
2. summarize English word formation rules by studying the examples in the passage;
3. apply these rules to Chinese word formation and give examples.

Background

Old English refers to the language spoken and written in England roughly between 500 CE and 1100 CE. In the fifth century CE, three Germanic tribes: the Angles, the Saxons and the Jutes invaded England and their dialects were also brought to England. When William the Conqueror (from Normandy in France) invaded and took England in 1066, French words were brought to the English language and it became **Middle English**. In the fifteenth and sixteenth centuries, printing was invented, which helped the standardization of spelling and grammar and the publication of the first English dictionary. The language spoken at this time is known as **Early Modern English**. The language people speak in England today is called **Late Modern English**, which developed from the beginning of the nineteenth century.

Notes on the language

1. **Many of them have been part of our vocabulary ...** Notice here “vocabulary” is uncountable, but when you add an adjective before it, it becomes countable, for example, *a large / small vocabulary*.
2. **at least 4,000 new English words are coined every year** It means every year at least 4,000 new English words are invented. Notice “coin” here is a special term in lexicology.
3. **... has taken about 80% of its vocabulary from other sources: mostly from French and**

Latin English experienced two waves of Latin influence in history. The first wave was when the Roman army invaded England in about the fourth century and some Latin words entered the English vocabulary. The second wave of Latin influence was around the fifth and the sixth centuries when Christianity arrived in England. It brought many more Latin words, such as *carpe diem*, *vice versa*, etc. The French words such as *judge*, *jury*, *evidence* came with the Norman Conquest in 1066. (Refer to **Background**)

4. **loanwords** words borrowed from other languages
5. **Hack** used to mean *cut* or *kick* and this usage carries on today. The meaning of *hack* as *cut* or *kick* is still being used today.
6. **compound** It refers to a word which is formed by putting two independent words together. The process of forming compounds is called compounding. Notice here “compound” is also a special term in lexicology.
7. **one in particular is gaining in popularity** It means that especially one word invented by the TV show *The Simpsons* has become increasingly popular.
8. **funny-sounding word *embiggen*** It is funny because the word, though legitimate according to the rules of English word formation, does not exist in the English language. It is purely created in comedy for a comic effect.
9. **There are now more than 300,000 mentions of the word on the Internet, in contexts ranging from fan fiction to physics!** The word *embiggen* is used more than 300,000 times in a variety of contexts on the Internet, from fan fiction to physics.
10. **abbreviations and acronyms** Abbreviations are the short form of a word or expression, which include clipped words (e.g. *ad*, *flu*), initials (words formed by the initial letters of words and pronounced as letters, such as *NBA*, *UN*), and acronyms (words formed by the initial letters of words and pronounced as words, such as *UNESCO*, *yolo*).
11. **some £400 trainers** “Trainers” are shoes that one wears for sports or as informal clothing.
12. **All these changes in English vocabulary are great fun to listen out for ...** It means to listen carefully so that you will notice all these changes in English vocabulary.
13. **make up some new words** It means to invent some new words.

Word study

1. **estimate** v. to form an idea of the cost, size, value, etc. of something, but without calculating

it exactly 估计；估价；估算

Though it is impossible to estimate their numbers with accuracy, the generally accepted total for the wounded in the earthquake is more than 10,000. 尽管无法估算出精确人数，但普遍认为此次地震造成的伤员总数超过 1 万人。

The journalist estimated the participants in the university entrance exam at 100,000. 记者估计参加此次高考的考生人数达 10 万。

2. **alternative** *n.* a thing that you can choose to do or have out of two or more possibilities

可供选择的事物

an alternative to ... ……的替换物

Online courses are often presented as a preferable alternative to traditional face-to-face instruction. 线上课程通常被当作替代传统面授教学的更好选择。

have no alternative but 不得不；只能

It seems clear that he has no alternative but to do so despite all risks and difficulties. 他没有其他选择，只能冒着风险，迎难而上，这一点似乎很清楚。

3. **superior** *adj.* better than average or better than other people or things of the same type

上等的；较好的

This chair is much in demand on the market because of its superior quality. 这种椅子由于质量上乘，非常畅销。

be superior to (something) 优于……的；比……好的

The report failed to provide concrete evidence to prove the new teaching method would be superior to the traditional one. 该报告未能提供具体证据来证明新的教学方法优于传统方法。

4. **elegant** *adj.* attractive and showing a good sense of style 优美的；雅致的

An elegant restaurant came into sight as we turned at the corner. 当我们转过街角时，看见了一家雅致的餐厅。

The lovely girl imitated the fashion model and adopted an elegant pose. 那个可爱的小女孩模仿时装模特，摆了一个优美的姿势。

5. **extend** *v.* to make a business, an idea, an influence, etc. cover more areas or operate in more places 扩大……的范围（或影响）

A programme is initiated by the government to encourage more companies to extend their

operations further into central and western China. 政府发起了一个项目，鼓励更多的企业将业务进一步扩展到中国中西部地区。

The course will extend the students' knowledge of British literature. 这门课将拓展学生们有关英国文学的知识。

6. **universally** *adv.* by everyone 全体地；一致地；普遍地

Tom was not universally popular with his new classmates any more than he had been at Wells Senior High School. 汤姆在新同学中就像以前在威尔斯高中那样不太受欢迎。

It is universally acknowledged / accepted / recognized that ... 众所周知，……

It is universally acknowledged that the progress of science and technology is closely related to our lives. 众所周知，科技发展与我们的生活息息相关。

7. **comic** *adj.* connected with comedy 喜剧的

The young man narrates his sad stories of childhood in a light comic way. 这个年轻人用一种轻松、诙谐的方式讲述着他童年的悲伤故事。

8. **combine** *v.* to come together to form a single thing or group 结合；组合

The loss of farmland combined with the increase in air pollution has prompted the government to introduce new environmental protection laws. 耕地的流失以及空气污染的加剧促使政府颁布了新的环境保护法。

Determination combined with strong will enables him to overcome any troubles he encounters. 决心和坚强的意志使他能够克服任何遇到的困难。

Pre-reading activity

1–2 (see Student's Book page 72)

Teaching principle

Reading is more intriguing and purposeful when learners have a chance to predict the theme of the passage.

Teaching suggestions

- Ask Ss to work on exercise 1 independently, and then elicit words from the class.

- Have Ss work in pairs to think about the possible meanings of the words in exercise 2. Elicit responses from Ss. It does not matter if they do not know much about the words. They can find out the answers in the reading passage.
- Ask Ss to read the passage to find out their meanings.

Answers for reference

- 1 fog, fail, foil, foe, faint, hoe, heal, hail, goal, garment, groan, glean, loan, lam, lot, let, leg, lean, lemon, ear, orange, oar, rail, roam, real, moan, main, mean, mint, etc.
- 2 ▪ dim sum: a kind of dish (origin: Chinese)
 - embiggen: to make bigger (origin: a comedy TV show, combining the prefix “em-”, the adjective “big” and the suffix “-en”)
 - cyberbully: a person who bullies others using the Internet (origin: the noun “cyber-” as a prefix to show that the bullying takes place online)
 - chillax: chill out and relax (origin: a mixture of the words “chill out” and “relax”)
 - americano: a black coffee (origin: Italian, meaning “American-style”)
 - floordrobe: floor and wardrobe (origin: a mixture of the words “floor” and “wardrobe”)
 - soz: sorry (origin: short for “sorry”)

Comprehension work

1 (see Student’s Book page 74)

Teaching principle

Suitable reading questions will help learners grasp the basic information of a reading passage.

Teaching suggestions

- Continuing from Pre-reading activity exercise 2, ask Ss to report their findings.
- Ask Ss to read the questions on page 74 in the Student’s Book.
- Use the **Answers for reference** and the **Notes on the language** as a guide to help Ss navigate

through the passage. Make sure that they understand the passage and help them understand new words or difficult sentence structures.

- Check answers with the class.
- Ask Ss to divide the passage into several parts and summarize each part using Worksheet 1 (see page 167).

Sections	Main ideas / points	Paragraphs
1	An introduction to vocabulary changes in English	Para. 1
2	An explanation of word formation rules in English <ul style="list-style-type: none"> • Borrowing words from other languages • Giving new meanings to old words • Compounding • Affixation • Blending • Using abbreviations and acronyms • Conversion 	Paras. 2–6
3	Conclusion: It's fun to make up new words.	Para. 7

Answers for reference

- (1) English borrows words from other languages for two reasons: ① there is no existing word in English to cover the meaning; ② a foreign word sounds superior or more clever and elegant in some way.
- (2) No. Over time, old English words evolve with new meanings.
- (3) “Snail mail” refers to mail with envelopes and stamps sent through the postal system. The phrase is coined because it is very slow in comparison with email.
- (4) The example from *The Simpsons* tells us that words are sometimes invented by comedians and scriptwriters for comic reasons.
- (5) Informal words are formed by means of putting two words together or by using abbreviations and acronyms.
- (6) Nouns can easily be converted into verbs because in English, unlike in many other languages, verbs don't have to have a special verb ending.

2 (see Student's Book page 74)

Teaching principle

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

Teaching suggestions

- Ask Ss to try filling in the blanks in the summary first. Then have them check answers with each other.
- Allow them to go back to the passage to find the answers if there is disagreement.

Answers

- (1) coined (2) loanwords (3) cover (4) alternatives (5) compound
(6) prefixes (7) comic (8) gaining (9) informal (10) converted

Deep reading

1 (see Student's Book page 75)

Teaching principle

Language learning produces the best outcome when explicit and implicit learning are integrated into a meaningful task.

Teaching suggestions

- Introduce the task and present the instructions on a slide.
- Ask Ss to work in groups to answer the questions: *In what ways can English vocabulary be expanded? Are you able to identify them in the reading passage? Which ones are the most productive?* Ask Ss to find examples in the passage to illustrate this.

There are at least six ways to expand English vocabulary in Modern English:

- (1) affixation: adding the prefix or the suffix to a word, e.g. *child + hood, most + ly, un + heard*
- (2) compounding: two words forming a new lexical item, e.g. *cloud computing*

- (3) blending: forming a new word by using an existing word with (a part of) another word, e.g.
chill out + relax (chillax), high + technology (hi-tech)
- (4) conversion: changing the part of speech of a word, such as turning a noun into a verb, e.g.
friend (to *friend* people), *medal* (to *medal* in the game)
- (5) borrowing: taking words from other languages, e.g. *dim sum, vuvuzela*
- (6) abbreviation: cutting the words / phrase short, e.g. *yolo*
- Explain that affixation and compounding are the most productive methods of word formation.
 - Tell Ss that this is useful knowledge for them to expand their personal vocabulary.
 - Ask Ss to fill out the form, write their explanations and cite examples from their own learning.
 - Ask Ss to present their answers.
 - Provide appropriate feedback.

Answers for reference

English word formation rules	Examples in the passage	My examples
Giving new meanings to old words	<i>hack</i> : access someone else's computer illegally	<i>mouse, window, click, memory, surf, net</i>
Compounding	<i>cloud computing</i> : computer resources delivered over the Internet <i>digital footprint</i> : the record left on the Internet of all your online activity	<i>me time</i> (time when you can relax or do things that you enjoy doing, usually on your own) <i>clean eating</i> (the practice of eating only foods that are regarded as healthy, especially fresh food that has not been processed) <i>spoiler alert</i> (a warning that an important detail of a story's plot development is about to be revealed), <i>bird flu, summer camp, water birth, knowledge economy</i>
Affixation	<i>e-card</i> : electronic card <i>e-shop</i> : electronic shop <i>email</i> : electronic mail <i>cybercrime</i> : crime committed by	<i>dancer, telescope, superstar, preschool, submarine, forehead, imprecise, empower, endanger, inability, handful</i>

(Continued on the next page)

English word formation rules	Examples in the passage	My examples
Affixation	means of computers or the Internet <i>cyberbully</i> : a person who bullies others using the Internet <i>cyberspace</i> : the “place” where communication between computers and networks occurs <i>embiggen</i> : make bigger	
Blending	<i>chillax</i> : chill out and relax <i>floordrobe</i> : floor and wardrobe	<i>athleisure</i> (athletics + leisure) <i>adorkable</i> (dorky + adorable) <i>hangry</i> (hungry + angry) <i>biopic</i> (biographical + picture) <i>alcopop</i> (alcohol + pop) <i>mingy</i> (mean + stingy) <i>Chunnel</i> (Channel + tunnel) <i>chortle</i> (chuckle + snort) <i>animatronics</i> (animation + electronics)
Using abbreviations and acronyms	<i>soz</i> : sorry <i>yolo</i> : you only live once; an excuse for doing something a bit crazy	<i>ROFL</i> (rolling on the floor laughing) <i>GPS</i> (Global Positioning System) <i>PETS</i> (Public English Test System) <i>flu</i> (influenza) <i>pub</i> (public house) <i>gas</i> (gasoline) <i>ad</i> (advertisement) <i>chute</i> (parachute)
Conversion	<i>friend</i> : make friends with <i>medal</i> : win a medal	<i>snake, fuel, stomach, mail, shoulder, water, father, question, mop, dust, head</i>

2 (see Student’s Book page 76)

Teaching principle

Learners need many opportunities to engage in open-ended tasks in which they can express their own ideas.

Teaching suggestions

- Encourage Ss to use their own language repertoire to express themselves.
- Provide language support by offering Ss optional language choices necessary for them to

complete their answers.

Answers for reference

- (1) It is important to learn English word formation rules. I have two reasons: first, we can memorize new words more effectively with the help of those rules; second, the rules provide us with an insight into the development of English words.
- (2) The change and development of words are largely related with:
 - a. social and technological development which introduces a lot of new things into our life;
 - b. the communication between countries which makes it possible to borrow words;
 - c. the pleasure of playing with words, e.g. to invent some comic words;
 - d. creative writing, e.g. to use words with more metaphorical meanings.

Mini-project

(see Student's Book page 76)

Teaching principle

Tasks integrated with appropriate feedback can raise learners' awareness to the link between form and function.

Teaching suggestions

- Put Ss into small groups (maximum 4). Introduce the six rules of Chinese word formation in the Student's Book.
- Ask Ss to work together to produce enough examples to illustrate the six rules.
- Use the additional examples below to help Ss with their group work:

compounding: 冰箱, 雪花

affixation: 简单化, 合同制

neology: 漫游, 人气

rhetoric: 抓手, 痛点

abbreviation: 誉改, 文体, 思政

borrowing: 迷你, 克隆, 基因

- Encourage Ss to share their findings within their group.
- Ask Ss to discuss how Chinese word formations differ from English ones. Respond appropriately to their information and language. The following is for reference.
 - (1) Chinese generally does not have “a prefix / suffix”, because a word like “化” can be used as an independent and meaningful word (把药片“化”开). However, English prefixes / suffixes do not have this independent grammatical status, and they cannot be used independently.
 - (2) Neology and rhetoric are not actual linguistic means to expand the vocabulary of a language. They belong rather to the creative use of language, which can be found in numerous cases in every language. As Chinese does not have “formal” means to mark the grammatical categories, these two strategies are particularly useful for creating “catchphrases”: words / expressions popular for a certain time in certain cultural groups. These catchphrases eventually either enter the mainstream vocabulary, and then are added into a dictionary, or die out after some time of use in society. So, they can be loosely regarded as useful rules for expanding vocabulary in Chinese.
 - (3) The other three means (compounding, abbreviation and borrowing) are similar in both English and Chinese with slight differences concerning the changes in pronunciation, or ways of translation in the borrowing. English compounding may result in the shift of stress to the first word, and loss of stress in the second word (e.g. *football*, with stress on *foot*, rather than *ball*). Borrowing in Chinese involves using Chinese characters to represent the original syllable or translation of some parts of the name, such as “雷达” (*radar*), and “新西兰” (*New Zealand*).

Focus on language

1–2 (see Student’s Book page 77)

Teaching principle

Learners need explicit instruction about language forms after communicative activities.

Teaching suggestions

- Help Ss summarize language problems or language items that they encountered during the whole section. Write them on the board for review.
- Introduce exercise 1, and use the example *add on* to illustrate that “on” means different things in different phrases.
- Ask Ss to give more examples formed by adding the prefix *en-* or *em-*, e.g. *endanger, encircle, enliven, embitter, entrust, enlarge, empower, enclose, encourage, entitle*.
- Based on the above examples, encourage Ss to summarize the rules of the prefix *en-* or *em-* by asking questions like: *How does the prefix change the meaning of the root word? When do we use the prefix em- instead of en-?* (The verb prefixes *en-* and *em-* usually convey the meaning of “to cause to be in a place, a condition or a state”, e.g. *enliven* means “to make something more lively”; *encircle* means “to put a circle around something”. The rule of using *em-* or *en-* goes like this: *en-* is the basic form, but when it is followed by the word beginning with a *bilabial consonant*, such as / b /, / m /, “*en-*” becomes “*em-*” for the ease of pronunciation.)
- Ask Ss to complete exercise 2 independently. Check answers with the class.

Answers

- 1 (1) cheer on; switch on
 (2) enable; embiggen
- 2 estimate (*n.*): estimation
 superior (*n.*): superiority
 elegant (*n. and adv.*): elegance, elegantly
 hack (*n.*): hacker
 extend (*n.*): extension
 universal (*adv.*): universally
 combine (*n.*): combination
 alternative (*adv.*): alternatively
 (1) combinations (2) Elegance (3) estimation (4) extension
 (5) hacker (6) universally (7) alternatively (8) superiority

B Grammar activity

Objectives

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

1. recognize the modal verbs referring to the past in the passage;
2. use modal verbs to talk about situations in the past.

Notes on the language

1. **Kirundi** It is an African language spoken by 9 million people in Burundi and adjacent parts of Tanzania and the Democratic Republic of the Congo, as well as in Uganda.
2. **Burundi** It is a country in Africa amid the African Great Lakes region where East and Central Africa converge.

1 (see Student's Book page 78)

Teaching principle

Learners need to develop grammatical awareness by explicit learning, and practise in a semi-controlled communicative activity.

Teaching suggestions

- Give a mini-lecture on using modal verbs to talk about situations in the past.

Modal verbs can be used to talk about necessity, regret, ability, etc. in the past.

Necessity

- had to + infinitive (for external obligation)

My bicycle was broken yesterday and I had to go to school by bus.

Lack of necessity

- needn't have + past participle

You needn't have taken a bus to the museum; it's near your school.

Regret

- should have / shouldn't have + past participle

You should have won the game if you had taken your teacher's advice.

He shouldn't have missed the plane if he had set out 10 minutes earlier.

- ought to have + past participle

I ought to have studied more as the test was very difficult.

Ability

- could + bare infinitive

Sam could play the piano well when he was only eleven.

- A semi-modal verb can act both as a modal verb and a main verb. For example, when used as a modal verb, *need* does not inflect for person or number; it is followed by the base form of a verb (note as a modal verb, *need* does not have a simple past tense, and it is normally used in negative sentences and questions). However, when *need* is used as a main verb, it can inflect for tense (past tense is *needed* and negative in the past is *did not need*); it can take nouns and infinitives as objects. Examples:

Need I water the flowers every day? (need as a modal verb)

You didn't need to water the flowers every day. (need as a main verb)

- Compare the two structures: *needn't have done* and *needn't do*, and explain their differences. Preferably use Chinese to explain the grammatical term and the meaning of the structure: *needn't +have done*.
- Write the sentence on the board: *You needn't have hurried*. Highlight the example sentence by comparing it to another sentence: *You needn't hurry*. (Minimal pair comparison)
- Explain the differences between the two sentences. They are different in that "You needn't have hurried" means that it was not necessary for you to hurry, but you did (talk about necessity in the past), while "You needn't hurry" means it is not necessary for you to hurry (talk about necessity in the present). However, if the speaker wants to express that it was not necessary for you to hurry, whether or not it was done, he / she should say "You *didn't need to hurry*".

Answers

- (1) shouldn't have, ought to have, should have
- (2) had to
- (3) didn't have to
- (4) needn't have
- (5) could

2 (see Student's Book page 79)

Teaching principle

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

Teaching suggestions

- Ask Ss to work independently on the task.
- Invite Ss to say how they think the sentences should be rewritten. Provide language support or explanations if needed.

Answers

- (1) In my first job, everyone had to be an expert on the different schools of Chinese philosophy, such as Confucianism.
- (2) Children in kindergarten needn't start learning foreign languages.
- (3) The people demanded that those who murdered innocent civilians during the war ought to be punished.
- (4) The scientists need to investigate the damage to muscle fibre with a powerful microscope.
- (5) My mother told me that I needn't post the parcel to her, because she would see me the next week.
- (6) The report from the inspection should have been based on objective facts rather than subjective opinions.

3 (see Student's Book page 79)

Teaching principle

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

Teaching suggestions

- Introduce the task. Explain the instructions and the example.
- Add more examples to illustrate the grammar if necessary.

I watered the flowers every day but actually they needn't have received so much water.

I needn't have sent the package to my mother last week because she came to see me yesterday.

I needn't have set out for the market early in the morning; it didn't open until 10 a.m.

- Encourage Ss to leave their seats and talk to three classmates.
- Invite some Ss to report. Provide feedback or language support.

C Listening and speaking

Objectives

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

1. understand the radio programme about the value of public libraries;
2. talk about their ideas on building a new public library with suitable words and phrases.

1 (see Student's Book page 80)

Teaching principle

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

Teaching suggestions

- Encourage Ss to focus on the general meaning when listening to the recording for the first time. They do not need to worry if they cannot remember specific details.
- Play the recording a number of times to help Ss focus on the main points until they identify the key words required for the listening activity.
- Invite Ss to talk about their understanding. Allow for different versions about the main idea.

Answers

- (1) Jo Scott is the local Libraries Director.
- (2) She is talking about how libraries have changed in recent years.

2 (see Student's Book page 80)

Teaching principle

Learners will learn better in listening practice when they are able to focus accurately.

Teaching suggestions

- Give Ss one minute to read the table and make sure they understand all the words.
- Invite Ss to guess the possible answers to the questions: *Which of the services are possibly traditional? Which might be new services?*
- Play the recording several times so that Ss can gradually adjust their focus in the listening.
- Invite Ss to report their results and check answers with the class.

Answers

Services	Traditional service	New service	Not mentioned
Free movies			✓
Free financial advice		✓	
Free baby-sitting			✓
Craft-making activities		✓	
Sewing and knitting courses			✓
Lending books	✓		
Parenting advice			✓
Lending music and films		✓	
Free use of the Internet		✓	

3 (see Student's Book page 80)

Teaching principle

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

Teaching suggestions

- Introduce exercise 3 and ask Ss to take notes of the key information for the table.
- Play the recording a few times if Ss find it difficult.

- Ask Ss to fill out the form based on their notes.
- Check answers with the class.

Answers

- (1) people aged 11 to 19
- (2) young people can share the experience of reading, listening to music, doing homework, surfing the net, or just chatting with friends
- (3) creative writing or comic book drawing
- (4) It is easier to mark parts of a text.
- (5) Every paper book has a look, a feel and a smell that is unique.

4 (see Student's Book page 81)

Teaching principle

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

Teaching suggestions

- Introduce the speaking tasks and the language guide, preferably using a slide.
- Take Ss through the language guide, ensuring Ss understand the expressions.
- Put Ss into several groups. Have them interview at least three classmates in other groups and note down their answers. (Interview questions: *What types of library services would you like to see? Can you give a detailed example? Do you have any other recommendations?*)
- Encourage Ss to share their findings within their group. Ask them to decide on three most useful suggestions for the new library.
- Invite some students to present the suggestions on behalf of their groups. Respond appropriately to their information and language.

D Writing

Objectives

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

1. analyse the content and the features of language in the sample book review;
2. write a book review using appropriate language and format.

1 (see Student's Book page 82)

Teaching principle

Effective learning begins with learners' existing knowledge.

Teaching suggestions

- Ask Ss to work in pairs and to think about which book to write about. Then put Ss in pairs to discuss the two questions.
- Write the following aspects about a book on the blackboard. Ask Ss to discuss them.

If you want to write a book review, you may write about some of these aspects. Now select at least 5–6 aspects and explain your reasons to include them in your book review.

(The aspects in bold are usually necessary to include in a book review.)

- the time you spent in reading the book
 - **an effective summary of the story**
 - **the basic information about the writer**
 - **the merits or the best parts in the book**
 - **the problems you may find with the book**
 - **your opinion about the book**
 - **your decision about recommendation**
 - the place where the book is available
 - the recommendations on the book blurb
 - an introduction to the publisher
 - an interesting anecdote about the writing of this book
 - the relationship between you as a reviewer and the writer
- Use the **Answers for reference** below to help Ss understand the basic knowledge of book review writing.

Answers for reference

(1) A book review would cover:

- the title, author and genre;
- the setting, main themes and characters;
- the plot;
- what you liked and / or disliked about it;
- why it feels / does not feel relevant to the modern day;
- who you would recommend it to.

(2) A book review can be organized in this way:

Paragraph 1: An introduction to the book, such as the title, author and setting.

Paragraph 2: A concise summary of the plot, including information about the main characters and themes.

Paragraph 3: Your opinion. Say what you liked and / or disliked most about the book.

Paragraph 4: Conclusion. Summarize your opinion and / or give a recommendation.

2–3 (see Student's Book pages 82 and 83)

Teaching principle

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

Teaching suggestions

- Ask them to read the sample review and the guiding questions.
- Have Ss discuss the guiding questions in groups.
- Invite Ss to report the conclusions of their discussion. Avoid spending too much time discussing the sample writing. But remind Ss of the following important points:
 - Introduce the title, author and setting in an interesting way.
 - Use the simple present to summarize the plot and give readers enough information about it.
 - Use the simple present or the simple past to comment on the book.

- Try to vary the language in the review. Ss can avoid repetition by using:

(1) pronouns and possessive adjectives

Use personal pronouns and possessive adjectives and *one / ones* to avoid repeating nouns.

(2) synonyms

Use a variety of synonyms to avoid repeating the same words.

- Check grammar, vocabulary, spelling and punctuation after writing.
- Ask Ss to think of a storybook they are familiar with for review writing.
- Ask Ss to draft their own review. Walk around to provide Ss with individual support in developing the content or language. The following expressions are for reference.

▪ *I was disappointed with ...*

▪ *It was a shame that ...*

▪ *There were some very likeable characters, including ...*

▪ *There is a dramatic twist at the end ...*

▪ *I couldn't put it down ...*

▪ *I was captivated by ...*

▪ *It would appeal to anyone who ...*

- Invite a student to share his / her writing with the class. Provide comments and support.

- Ask Ss to improve their writing.

Answers for reference

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

Aspects of writing	Guiding questions	My exploration
Content	What does the reviewer introduce in the first paragraph?	The reviewer introduces the book's title, author and setting in the first paragraph.

(Continued on the next page)

Aspects of writing	Guiding questions	My exploration
Content	What additional information is provided in the second and third paragraphs?	They present a concise summary of the plot, the theme, the characters together with their complex personalities and the author's writing style.
	How does the reviewer conclude the book review?	The writer concludes the review with his / her opinion of the story and recommends people to read it.
Language	<p>What expressions / phrases / words does the reviewer use to:</p> <ul style="list-style-type: none"> • describe the type of the book? • give the setting of the story? • describe the plot? • describe the characters and their relationships? <p>• explain why the book is worth reading?</p>	<ul style="list-style-type: none"> • <i>F. Scott Fitzgerald's classic novel</i> • <i>set in</i> • <i>... a tragic chain of events ...</i> • <i>The book is about the self-made millionaire Jay Gatsby ... The storyteller is Daisy's cousin ... Daisy lives with her rich, but unfaithful husband Tom.</i> • <i>The novel has a fast-moving and extremely interesting plot ... what appealed to me most was ... the main characters' complex personalities are revealed over the course of the story.</i> • <i>Fitzgerald's wise comments ... still feel relevant today, and his concise but expressive writing is a delight.</i> • <i>... a perceptive portrayal of ... the gripping and moving story is told in expressive and precise detail.</i>

E Cultural focus

Reading passage

Objectives

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

1. summarize the literary achievements of Shakespeare;
2. briefly interpret some of Shakespeare's famous lines.

Background

1. *A Midsummer Night's Dream* is a romantic comedy by William Shakespeare written around 1595 to 1596. The play is one of Shakespeare's most popular works for the stage and is widely performed across the world.
2. *Richard III* is a historical play by William Shakespeare believed to have been written around 1593.
3. *Romeo and Juliet* is a tragedy written by William Shakespeare early in his career about two young star-crossed lovers whose deaths ultimately reconcile their feuding families.
4. *Macbeth* is one of the most famous tragedies written by William Shakespeare, written in 1606–1607.
5. *Othello* is also a tragedy by William Shakespeare written approximately in 1603.
6. *West Side Story* is a 1961 musical inspired by William Shakespeare's play *Romeo and Juliet*.
7. *The Tempest* is a play by William Shakespeare, believed to have been written in 1610–1611, and thought by many critics to be the last play that Shakespeare wrote alone.
8. *Forbidden Planet* is a 1956 American science fiction film. The characters and isolated setting have been compared to those in William Shakespeare's *The Tempest*.
9. *Twelfth Night* is a comedy by William Shakespeare, believed to have been written around 1601–1602.
10. *She's the Man* is a 2006 American romantic comedy sports film inspired by William Shakespeare's play *Twelfth Night*.
11. Bollywood refers to the Hindi film / movie industry, which mainly takes place in the Indian city of Mumbai.
12. *Maqbool* is a 2003 Indian crime tragedy and an adaptation of the play *Macbeth* by Shakespeare.
13. *Hamlet* is a tragedy by William Shakespeare, believed to have been written between 1599 and 1601.
14. *The Lion King* is a 1994 American animated musical film. The story takes place in an animal kingdom ruled by lions in Africa and was influenced by William Shakespeare's *Hamlet*.

Notes on the language

1. **He was not of an age, but for all time!** The quote means that Shakespeare's works are not just classics of his time, but will be read by future generations.
2. **write great comedy, or tragedy, or history** Notice here "comedy", "tragedy" and "history" refer to specific genres, so they are used as uncountable nouns.
3. **musicals** A musical is a play or film that uses singing and dancing in the story.
4. **his greatest speeches are in verse** "Verse" refers to writing that is arranged in lines, often with a regular rhythm or pattern of rhyme.

1 (see Student's Book page 84)

Teaching principle

Learning begins with learners' existing knowledge.

Teaching suggestion

Ask Ss to share in pairs their ideas about Shakespeare and his plays. Respond appropriately to their information and language.

Answers for reference

- (1) William Shakespeare is considered to be the finest writer in the English language. His plays have been translated into every major language and they are more frequently performed than those of any other playwright. He was born in Stratford-upon-Avon in 1564 and married Anne Hathaway in 1582. They had three children: Susanna, Hamnet and Judith. Shakespeare moved to London sometime between 1585 and 1592, where he worked as an actor and playwright with a theatrical company. He was a successful playwright and actor during his lifetime and was wealthy enough to buy the second-largest house in Stratford by 1597. However, although he was popular during his lifetime, it was not until two hundred years later, during the nineteenth century, that he was generally acknowledged to be a writer of genius.
- (2) Yes, I have seen *A Midsummer Night's Dream*, a classic fantasy romantic comedy by William Shakespeare, in a film. This comedy has a star-studded cast with pleasant effects and dramatic storytelling. What appeals to me most are the beautiful words about love in the film, such as "Things base and vile, holding no quantity, Love can

transpose to form and dignity: Love looks not with the eyes, but with mind". (卑贱和劣行在爱情看来都不算数, 都可以被转化成美满和庄严; 爱情不用眼睛辨别, 而是用心灵来判断)

2 (see Student's Book page 84)

Teaching principle

Reading with a clear goal will be more effective.

Teaching suggestions

- Ask Ss to read the passage on their own.
- Ask Ss to compare their answers with a partner.
- Check answers with the class. Ask Ss to quote the relevant lines from the passage to show how they decided whether a sentence was true or false.

Answers

(1) T

(2) F He rarely came up with original plots for his plays — in fact, he usually took them from traditional stories, history or other writers.

(3) F He usually took them from traditional stories, history or other writers. In his hands, however, they became powerful tales that went beyond time and culture.

(4) NG

(5) NG

(6) T

3 (see Student's Book page 86)

Teaching principle

Writing titles for passages is a good way to train students to demonstrate global understanding in reading comprehension.

Teaching suggestions

- Put Ss into small groups. Ask them to read paragraphs B–D carefully and discuss the main idea for each paragraph in groups.
- Ask each group to work out a title that they should all agree on.
- Invite the groups to present their titles and explanations.
- Provide appropriate comments on the title and the language.

Answers for reference

- B Timeless stories
 C Beautiful poetry
 D Innovative language

4 (see Student's Book page 86)

Teaching principle

Interpreting famous sayings will lead learners to use their higher-order thinking skills in language learning.

Teaching suggestions

- Put Ss into small groups.
- Ask them to discuss the meanings of the two sayings.
- Allow Ss to translate them into Chinese and help them get the correct translation.
- Ask each group to discuss the two questions and summarize opinions from the group members for class presentation.
- Invite some groups to make presentations. Provide feedback on both content and language.
- Ask Ss if they know any other famous quotes from Shakespeare. Encourage them to share what they know with the class. The following quotes are for reference.

To be, or not to be: that is the question.

The eyes are the window to your soul.

The fool doth think he is wise, but the wise man knows himself to be a fool.

All the world's a stage, and all the men and women merely players. They have their exits and their entrances.

Answers for reference

The line “Sweet are the uses of adversity.” means that reward would come after sufferings. I cannot agree more with it. As we know, hard work is the prerequisite for happiness. A case in point is writing in English. You may practise English writing for years before you can write a satisfying article.

The second line “What's done cannot be undone.” is familiar to us because we have a similar saying in Chinese—“Spilt water cannot be gathered up.” I have a story to illustrate the saying: Last week I stayed up late to play computer games before the exam. The next day I did not do well in the test. Now, what's done cannot be undone. I have to work harder and prepare well for the next one.

Video

Objectives

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

1. retell the developmental history of the *Oxford English Dictionary*;
2. explain how new words are added to the *Oxford English Dictionary*.

Background

The *Oxford English Dictionary* (OED) is widely regarded as the accepted authority on the English language. It is an unsurpassed guide to the meaning, history and pronunciation of 600,000 words—past and present—from across the English-speaking world.

As a historical dictionary, the OED is very different from dictionaries of current English, in which the focus is on present-day meanings. You will still find present-day meanings in the OED, but you can also find the history of individual words, and of the language—traced through 3 million quotations, from classic literature and specialist periodicals to film scripts and cookery books.

The OED started life more than 150 years ago. Today, the dictionary is in the process of its

first major revision. Updates revise and extend the OED at regular intervals, each time subtly adjusting our image of the English language.

Notes on the language

1. **hoodie** It is a loose jacket or top made of soft material, which has a hood. It is banned in some schools in the west as it may make students hard to identify. 连帽衫
2. **socially disruptive** a euphemism for somebody who is a trouble-maker
3. **corpus** (*pl. corpora / corpuses*) It refers to a large collection of written or spoken texts that is used for language research.

1 (see Student's Book page 87)

Teaching principle

Learning begins with learners' existing knowledge.

Teaching suggestions

- Encourage Ss to share their experience of using a dictionary. Ask them to discuss questions such as: *Which dictionaries do you use most? How often do you use them? What kind of words do you look up?*
- Ask Ss to name a few dictionaries they trust.

Answers for reference

- (1) I use a dictionary almost every day.
- (2) I prefer a printed dictionary, because the printed ones offer a more comprehensive explanation of how to use a word. More importantly, it is good for my eyes.
- (3) When I come across some words that become a barrier to my reading, I will look them up in the dictionary.

2 (see Student's Book page 87)

Teaching principle

It is important to help learners predict the content before they watch the video.

Teaching suggestions

- Pre-teach the vocabulary below in case Ss are not familiar with the vocabulary to understand the video.

hoodie edition updates corpus incomings

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

Answers

(1) 1989 (2) ten (3) over 40 (4) supplements (5) socially disruptive person
(6) the (7) readers (8) banned

3 (see Student's Book page 87)

Teaching principle

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

Teaching suggestions

- Give Ss a few minutes to make phrasal verbs as is required. Make sure they understand the meanings of all the phrasal verbs they make.
- Allow Ss enough time to complete the text with the correct forms of the phrasal verbs.
- Check answers with the class.

Answers

(1) look up (2) look for (3) regarded as (4) working on (5) published in
(6) switched on (7) log on (8) type in

4 (see Student's Book page 87)**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 own ideas.

Teaching suggestions

- Prepare Ss for the task before this lesson. Ask Ss to research 10 new words or interesting phrases in English on the Internet and make notes on the word card using Worksheet 2 (see page 169). Remind Ss that they only need to write down the most useful meaning of a word.
- Encourage Ss to compare their notes in groups and choose the ten most interesting words or phrases through group discussion.
- Invite some groups to teach the words or phrases to the class.
- Let Ss vote for the most useful or interesting word or phrase they learnt from their classmates.

附录 1：各单元听力文本和视频文本

Unit 1 Across the globe

Listening audio scripts

- Student 1:** Does anyone have any ideas for new school clubs?
- Student 2:** I think what we really need is an English club.
- Student 3:** We already have an English club. We should start a video gaming club!
- Student 1:** I'd join a club like that!
- Student 2:** Well, getting the school to approve such a club might be a problem.
- Student 1:** You're probably right about that. Something like a community service club might be more acceptable.
- Student 3:** That's a good idea! So, how do we get it approved?
- Student 1:** We first need to present the idea to our teachers. It's important to highlight the purpose of the club in the proposal we write.
- Student 2:** Doesn't the name of the club clearly show what the purpose is?
- Student 1:** It does, but we need to make a list of specific things that the club members will do. And we will need to figure out the club rules.
- Student 3:** Right. And we should make a list of requirements for people who want to join the club.
- Student 2:** Shouldn't the club be open to all students?
- Student 1:** That's true. But maybe we should have a requirement about how often members need to take part in club activities.
- Student 3:** I think the club should aim to have three or four community service projects each year. That should be the main priority.
- Student 2:** Then we need to have something else for club members to do during the months when there aren't any projects.
- Student 1:** We could organize sharing sessions so that members can talk about their favourite charities.

- Student 3:** They could also share ideas about future community service projects. And then we could vote on the best ideas. After that, we could have a month or two of planning leading up to each project.
- Student 2:** It might be an idea to have some guest speakers come in and talk to the club about what their charity organizations do.
- Student 1:** These are all great ideas. Let's start writing them down ...

Video scripts

Reindeer girls

- Narrator:** Elle lives in Norway—she is Sami. Like many Sami people, Elle's family own lots of reindeer. Their lives are based around the animals. Some Norwegians think that Sami people still live in tents! But actually, for most of the year they live in normal houses.
- Elle:** We joke with them that we don't have cars and that we "drive" only reindeers. But we are just normal people.
- Inga:** Not so normal.
- Elle:** OK not so normal. But we are still normal.
- Narrator:** In spring, Elle's life is different to other Norwegians. Elle and her family follow their reindeer on a three-week migration across Norway. It's very cold on the journey—so Elle and her cousin are packing their warm winter clothes.
- Elle:** This is reindeer skin—it's very warm and much better than this kind of clothes.
- Narrator:** The reindeer decide to leave, and then Elle and her family follow. The migration route goes past a frozen lake—so Elle and Inga stop to do some ice fishing. Inga isn't very successful ...
- Elle:** Check it out Inga!
- Narrator:** But Elle catches a big fish. Finally, after 250 kilometres, the herd of reindeer reaches the coast. Now there's just one last bit of the journey to do. The summer feeding grounds are on an island—so the reindeer have to travel on a boat! They get across safely—and now Elle and her family will leave, and the herd will spend the summer eating grass and giving birth to baby reindeer.
- Narrator:** Autumn soon arrives and Elle and her family return to the reindeer's summer island

to prepare them for the journey back home. Elle must help herd the animals together again—and catch the calves so they can be counted. They hope to have a lot of baby reindeer!

Elle: Yes—it seems like it's a good calf year so we have to see—is it true?

Narrator: There's no boat for the journey this time—so the reindeer must swim across to the mainland. And then the reindeer's long migration back home begins—with Elle and her family watching every move. One day, Elle must decide whether she wants to continue being a traditional Sami herder—or choose a different way of life. But for now, she is happy simply to enjoy time with her family ... and her reindeer!

Unit 2 Things that matter

Listening audio scripts

Boy: What do we have to do, exactly?

Girl 1: Well, our main objective is to decide which objects tell our local story best for a community museum. We need objects for display cases dealing with the environment, culture and history.

Girl 2: OK, so if we want to say something about the environment, we could have something from the beach. It's a big part of local life.

Girl 1: You mean like seashells or a pair of sunglasses?

Girl 2: Seashells would be good—they are prettier and more eye-catching. There are quite a few issues surrounding the beach too. We could include some litter, for example, to raise people's awareness of local problems.

Girl 1: That sounds like a really good idea.

Boy: We might want to have a carnival mask, as well. We have a lot of local festivals and the mask will help illustrate that.

Girl 1: True, but I'm not sure this is the right place. Won't that go in the culture display case?

Girl 2: Yes, that could be the best place for it. But we're forgetting the history display case. How about having a Roman coin there to show the Roman influences in our local culture?

Girl 1: Maybe, although a picture of Christopher Columbus might be better. People associate him with Spain, don't you agree?

Boy: Won't everyone do that? Let's try and be a bit more original. The coin could be interesting—there's more of a story behind it.

Girl 1: OK, you've convinced me.

Girl 2: Me too.

Boy: The coin will remind you of the book *Treasure Island*. That's exciting because it means there's an adventure story behind the exhibits. We could ask the visitors to imagine what happened in ancient times.

Girl 2: What about turning the display case into a game, like a treasure hunt? Those things on the beach, like seashells, pieces of china or broken pieces of wood, could have been valuable in the past.

Girl 1: That's a good idea!

Boy: In that case, we'll need more objects.

Girl 1: Yes, it looks like we need to have a brainstorming session.

Girl 2: How about a broken canoe and some pieces of china?

Video scripts

Museums

The Musée d'Orsay in Paris and Tate Modern in London are two strong contenders for the title of Europe's most famous and popular art gallery. Both galleries boast stunning waterside locations on the main river through their respective cities. Tate Modern lies on the fashionable south bank of London's River Thames, whilst the Musée d'Orsay lies on Paris's famous left bank of the Seine. Both galleries have impressive art collections although the similarities end there.

Tate Modern's collection consists of twentieth and twenty-first century modern and contemporary art. By contrast, the Musée d'Orsay's collection features primarily French painting from around the turn of the twentieth century, and it contains the world's largest collection of impressionist and post-impressionist art.

Art galleries, like museums, preserve and display cultural heritage, giving everyone access to historical items which would otherwise be kept in private collections, or lost forever. Most

museums and art galleries in the UK, including Tate Modern, offer free entry to the public. Tate Modern was originally constructed as a power station and was responsible for supplying London's electricity needs for three decades before being closed down in 1982. The building then lay dormant for some twenty years before being redeveloped as an art gallery.

The first incarnation of the Musée d'Orsay was as a train station and luxury hotel. It was only later reborn to house artworks in 1986. The right to design the facade of the Musée d'Orsay was won by French architect Victor Laloux. Tate Modern was the product of a team led by Sir Giles Gilbert Scott and is of a minimal, modern and industrial style standing out clearly from those buildings around it.

The power station's original construction took some fifteen years, with an additional five years to convert this vast industrial space into the gallery which opened to the public for the first time in the year 2000. Tate Modern's 5.2 million annual visitors can choose to take an interactive tour with the help of hand-held computers featuring audio and video guides to the work on display. In just over ten years, Tate Modern has become the world's most visited modern art gallery.

What do you think is the purpose of a museum / art gallery?

Cat: I think that it is to allow everyone to see art and to see artefacts instead of them just being in someone's house.

Jo: I think when you go to a museum, you want to see something that you've never seen before and you want to learn something new. So a museum has got to have exhibits that, erm, expand your mind in some way.

Liz: Hmm. I think museums and art galleries exist because it's ... the human mind is always interested in learning more about the world around it, and I think museums and art galleries usually show you things that you just don't see on a daily basis, things that maybe are too far beyond, erm, the day-to-day, so it's nice to have somewhere to go where you can just broaden your mind and, erm, see something beautiful or something interesting.

Unit 3 Mind and body

Listening audio scripts

Presenter: Today on *Real Life Profiles*, we have guest psychologist Doctor Andre Luten, looking at the life of an ordinary girl who has gone to extraordinary lengths to change her appearance. Welcome, Dr Luten.

- Dr Luten:** Thank you.
- Presenter:** Lisa Santos is from Brazil, and right now she's quite famous and popular. Could you tell us more about her?
- Dr Luten:** That's right, she's a model and pop star, but when she was at high school she wasn't popular at all—her schoolmates used to call her "ugly". According to Santos, the hurtful things they said were very upsetting ... She says they broke her heart and that she became increasingly depressed.
- Presenter:** But didn't her parents do something about it?
- Dr Luten:** Well, she did complain to her father, with surprising results. He told her that she was ugly and that she just had to get used to it.
- Presenter:** How awful!
- Dr Luten:** But what's strange is that it wasn't actually true. If you look at the photo of Santos before her operations, she looks just like a normal teenager, a little shy, but certainly not ugly.
- Presenter:** So there was no reason for her to feel ashamed or embarrassed?
- Dr Luten:** Exactly, which leads me to conclude that she probably has a poor body image, and that she is too focused on her physical appearance. And like many people who suffer from this, she has put her faith in plastic surgery—she believes it's the solution to all her problems. She wants to be pretty and above criticism, just like the dolls she had when she was a child. But the surgery has become an addiction—today she's had over 30 procedures and has no intention of stopping. Of course, the problem is that, in the process, she's looking less and less like a real person. During a recent television appearance, she was rudely referred to as a robot.
- Presenter:** She can't be happy with that ...
- Dr Luten:** The sad thing is she will probably never be happy with the way she looks, so she won't stop having surgery. Santos isn't alone in her desire to become a living doll ... The thing is that real self-confidence and real happiness only comes from accepting ourselves as we are.

Video scripts

Great British writers

William Shakespeare is probably the most famous writer in the English language. He was born on 23 April 1564 and he died on the same day in 1616. He was a poet, playwright and actor for most of his life.

Shakespeare used to live in this house in Stratford where his father made gloves. In 1582, he married Anne Hathaway and the couple had three children. By 1592, Shakespeare had moved to London, and was writing plays and probably performing in them, too. This is a recreation of the Globe Theatre in London. The original was built in 1599. By the time Shakespeare died, he had written thirty-eight plays and 154 sonnets, or short poems.

Jane Austen is one of Britain's favourite authors. Her books are stories of romance, but also show how difficult life could be for women during the late eighteenth century.

Jane Austen was born on 16 December 1775 and used to live in Hampshire in the south of England. When Jane was twenty-one, her father decided to move the family to Bath, in the south-west of England. They hadn't been there for long when her father died. Jane, her mother and her sister Cassandra returned to the country and lived in Chawton for the next six years.

Jane had written five novels by the time she became ill in 1816. At this time, Jane moved to Winchester in order to be closer to medical help. She died here on 18 July 1817. Although she was not very well known during her lifetime, today, millions of people still enjoy reading her novels or watching her stories as films or on television. And Jane Austen's House Museum at Chawton has 40,000 visitors a year.

Ian Fleming created the most famous British secret agent in the world: James Bond. Fleming was born in London in 1908. He used to go to school here—the world-famous Eton College. Fleming was quite a bad student, but he was very good at sport. After he left school, he became a journalist. During the Second World War, Fleming worked for the British government. He used to tell friends that he had always dreamed of writing spy novels. But by the time the war ended, Fleming still hadn't written anything. In fact it wasn't until 1952 that he created the secret agent James Bond. The first story he wrote was called *Casino Royale*. Fleming then wrote a James Bond book nearly every year until his death in 1964.

By the time he died, Fleming had sold millions of books. James Bond is now one of the most famous Britons in the world, much more famous than Ian Fleming—the man who created him.

Unit 4 Words

Listening audio scripts

1

Presenter: Where can you go in a town centre that's warm and dry in all weathers, where you can stay for hours without buying anything? The public library, of course! But as technology develops, times are changing for libraries. Today's guest is Jo Scott, the local Libraries Director. Jo, could you explain how libraries have changed in recent years?

Jo: Well, they're not just places to borrow books any more, although that's still an important part of the service: we now lend music and films as well as books. Our visitors have free use of the Internet on our computers. We have craft clubs, where people can learn new hobbies like sewing or papercutting, and we offer free courses on personal finance.

2

Presenter: All that sounds great for adults, but what about teenagers? Don't they just download e-books and music from the Internet?

Jo: Actually, teenage book borrowing is going up, not down, at least when it comes to fiction. We have been working hard to get young people involved in our libraries. There's a new project, where we provide a special area in the library for people aged 11 to 19. A group of teenagers are in charge of this project and are organizing events. They've created a wonderful environment where young people can share the experience of reading, listening to music, doing homework, surfing the net or just chatting with friends. And many teens take part in activities like creative writing or comic book drawing too.

Presenter: So libraries are still popular ... for now. But as more and more people choose e-books, won't the need for public libraries disappear?

Jo: You're right ... up to a point. If everybody moves to e-books, lending will only happen online—for most people, there's no point in using a library building in a town centre for that. But libraries do a lot more than lend books, as I've already said. And I'm not convinced that e-books will replace paper books completely, not in the near future, anyway. Paper books have plenty of advantages over e-books: many students have pointed out that with paper books it's easier to mark parts of

a text that you want to return to later, which can be really important when you're studying. And every paper book has a look, a feel, a smell, even, that's unique. It's much less exciting to choose a book to read on a website. So I think paper books and libraries will still be popular.

Video scripts

Look it up!

(hoodie, n.)

"I don't have a clue, sorry." "I don't know." "I don't know."

"I don't know."

"I don't know, maybe something about hoods?"

"Hoodie? No." "I don't know." "I don't know. Hoodie, maybe this—hood. Hood?" "Yeah."

If you're not sure what a word means, the easiest thing to do is to look it up in a dictionary. This is the second edition of the full *Oxford English Dictionary*. It was published in 1989 in twenty volumes with 22,000 pages and more than 615,000 words. It weighs nearly 70 kg.

Work started on the first *Oxford English Dictionary* in 1879. The editor, James Murray, thought it would take ten years to complete, but he soon realized that he would never be able to achieve this. After five years, his team, which included his eleven children, had only managed to reach the word "ant". Eventually, Murray succeeded in publishing the first part in 1884 with the last part following over forty years later.

The problem is that English is a living language, and it's always changing. If you look up "hoodie" in the dictionary published in 1989, it isn't there, but today it's frequently heard in conversations, seen in newspapers and used on TV and in films. This is true for many other words, so there have to be constant updates of the dictionary. These used to be published as printed supplements. Today, there is an easier, more cost-efficient and more user-friendly way to keep the dictionary up to date: the dictionary is online. Just type in the word, and there it is: a hooded sweatshirt, fleece or other garment; a young person who wears a hoodie and is typically regarded as socially disruptive. You don't need seventy kilos of books to find your answers; simply switch on, log on — and read! There are definitions, pronunciations, spellings and examples of the word in use.

Keeping a dictionary up to date is a complex and expensive process. About sixty people are working on it here in Oxford. But how do they decide which new words should go in the

dictionary?

“The *Oxford English Dictionary* uses three methods to try and identify new words: we use the corpus, we use the reading programme and we use the Internet.

(corpus, n.)

A corpus is a collection of words from a language from newspapers, novels, even song lyrics. And they can all be collected together so that people can then search it to try and find new words. I think the Oxford English Corpus currently has about two billion words, so it's extremely large. And the most common word is 'the'.

(reading programme, n.)

The reading programme is run in Oxford and we have a number of readers from throughout the world who are reading novels, newspapers, things like that, to try to find new words. Once they've found these new words, we can put them into an electronic database, which we call 'incomings'. And then editors are able to search through that to try and find new words to put into the dictionary.

(Internet, n.)

We use the Internet as the Internet has hundreds of databases which we can search, again, to look for new words. It's also very useful because it will tell us how many people are using the word to make sure that lots of people are using the word. We can also use it to try and maybe find the earliest example of a word in English.”

So that's why "hoodie" is now officially included in the dictionary online. From a simple piece of clothing made in the 1930s originally to keep workers warm, to a controversial item that has been banned in schools and supermarkets, it's surprising that the word only appeared in text for the first time in 1991. But the next time a complete *OED* is published, it will make it onto the page as well.

附录 2：教学活动任务单

Unit 1 Across the globe

Reading and interaction

Worksheet

Divide the passage into several parts and summarize each part. Then complete the table.

Sections	Main ideas / points	Paragraphs
1	_____	Para(s)._____
2	Simple life and disappointing education: • _____ • _____ • _____	Para(s)._____
3	• _____ • _____	Para(s)._____
4	Native people's expectations of education reform	Para(s)._____



Unit 2 Things that matter

Reading and interaction

Worksheet

Divide the passage into several parts and summarize each part. Then complete the table.

Sections	Main ideas / points	Paragraphs
1	An introduction to hoarding as a mental condition • _____ • _____	Para(s)._____
2	A scientific discussion of “compulsive hoarding” • _____ • _____ • _____ • _____	Para(s)._____
3	Conclusion: the importance of professional help	Para(s)._____



Unit 3 Mind and body

Reading and interaction

Worksheet

Divide the passage into several parts and summarize each part. Then complete the table.

Sections	Main ideas / points	Paragraphs
1	Tai chi's impact on the writer's life	Para(s)._____
2	An introduction to tai chi • _____ • _____	Para(s)._____
3	The writer's experience with tai chi • _____ • _____ • _____ • _____	Para(s)._____
4	_____	Para(s)._____



Unit 4 Words

Reading and interaction

Worksheet 1

Divide the passage into several parts and summarize each part. Then complete the table.

Sections	Main ideas / points	Paragraphs
1	An introduction to vocabulary change in English	Para(s)._____
2	An explanation of word formation rules in English • _____ • _____ • _____ • _____ • _____ • _____	Para(s)._____
3	Conclusion: _____	Para(s)._____



Cultural focus**Worksheet 2**

Find 10 new words or interesting phrases in English on the Internet. Make notes on the word card.

Word / Phrase: _____

Part of speech: _____

Pronunciation: _____

Formation: _____

Meaning: _____

Example: _____

Word / Phrase: _____

Part of speech: _____

Pronunciation: _____

Formation: _____

Meaning: _____

Example: _____

Word / Phrase: _____

Part of speech: _____

Pronunciation: _____

Formation: _____

Meaning: _____

Example: _____

Word / Phrase: _____

Part of speech: _____

Pronunciation: _____

Formation: _____

Meaning: _____

Example: _____

Word / Phrase: _____

Part of speech: _____

Pronunciation: _____

Formation: _____

Meaning: _____

Example: _____

Word / Phrase: _____

Part of speech: _____

Pronunciation: _____

Formation: _____

Meaning: _____

Example: _____

Word / Phrase: _____

Part of speech: _____

Pronunciation: _____

Formation: _____

Meaning: _____

Example: _____

Word / Phrase: _____

Part of speech: _____

Pronunciation: _____

Formation: _____

Meaning: _____

Example: _____

Word / Phrase: _____

Part of speech: _____

Pronunciation: _____

Formation: _____

Meaning: _____

Example: _____

Word / Phrase: _____

Part of speech: _____

Pronunciation: _____

Formation: _____

Meaning: _____

Example: _____



附录 3:《普通高中教科书 英语练习部分 选择性必修 第三册》参考答案和听力文本

Unit 1 Across the globe

A Vocabulary

- 1 (1) responsibility for (2) demand for (3) sense of (4) handful of (5) respect for
(6) benefits of (7) connection to (8) grasp of
- 2 (1) rely on (2) impose on (3) result in (4) stick to (5) go beyond (6) belong to
(7) drop out (8) check out
- 3 (1) accessible (2) advisable (3) visible (4) considerable (5) flexible
(6) edible (7) valuable (8) navigable (9) audible (10) incredible
- 4 (1) distinction (2) conflict (3) horizon (4) minority (5) isolate
(6) relocate (7) stretch (8) potential (9) range (10) restrict
- 5 (1) The local government has built a boarding school for the students from these remote mountain villages.
(2) The newly introduced measures are intended to restore public confidence in the insurance industry.
(3) His reports are / were highly in demand because he always provides / provided accurate and in-depth analysis of the data.
(4) Zhang Ming usually wins when the two brothers play tennis, but in last night's match, Zhang Liang put his elder brother in the shade.
(5) She doesn't want to impose her authority on her team members; instead, she wants everyone to look on her as an ordinary colleague.
(6) We hope that they will be able to resolve the problem without turning to the law.
(7) We should compare different paid streaming services and decide whether they are worth subscribing to.
(8) Most people rely on income from work to cover their living expenses and pay for their children's education.
- 6 (Answer for reference)

My name is Wagner Iworrigan, and I live on a remote island called St Lawrence Island in Alaska. Just like you, I am a senior high school student, and my studies are going well. But unlike most of you, I will not apply for college education when I graduate. You might be surprised at my decision, but I am not alone: many of my schoolmates do

not plan to go on to college, since a degree will not help us get a job on the island. Besides, higher education means being away from home, so the local people are not that interested. We are not eager to go to college, since the courses are hardly related to the challenges we face on the island. We have lived on the St Lawrence Island for 2,000 years, and we all pride ourselves on our lifestyle and our strong sense of community. Perhaps what we need is not college degrees, but an education that can help preserve our identity and heritage.

B Grammar

- 1 (1) A (2) C (3) D (4) B (5) A (6) D (7) B (8) A
- 2 (1) will be travelling
(2) will have been studying / will have studied
(3) will have worn / will have been wearing
(4) will have made
(5) will be providing / will provide
(6) will display / will be displaying
(7) will be disappointed
(8) will see
- 3 (1) At this time next week, they'll be sitting on a beach on their honeymoon.
(2) By the end of March, they'll have moved into their new house.
(3) In mid-May, Lizzie will study / will be studying French at evening college.
(4) By July, Harry will have started his new business.
(5) In August, Lizzie will buy a new car.
(6) By September, they will have lived / will have been living in their new house for nine months.
(7) In October, Harry will arrange a visit to some plants in China.
(8) In December, they will hold a great Christmas party for their parents in their new house.
- 4 (1) will be working (2) will start (3) will end (4) will probably be flying (5) is
(6) may / might happen (7) is going to rain (8) will have flown (9) will have helped
(10) will continue

C Listening and speaking

Audio scripts:

Kelly: Well, some of my friends want a snack shop or even a café, but I'm not convinced. I think that a snack shop would be popular with some students, but it's probably

not that useful or practical and the school shouldn't really be encouraging students to eat junk food. My main concern is that the school doesn't have any really good places to learn or practise things that you can't do in an ordinary classroom. It could be useful for some people to turn the space into a dance studio, for example, so that we could have dance lessons. In my opinion, however, what we really need is a music room. I think it's important to highlight this subject. Everybody should learn to play at least one instrument, and if we have a music room, there's no excuse not to spend time practising.

Narrator:

Question 1: Which of the following reasons for building a music room did Kelly not mention?

Simon: The school has good facilities for learning, but there isn't anywhere for older students to relax or chat or do homework after the end of the school day. And that should be a priority. Sure, there's a playground, which is good for younger students because they want to play games and run around. But older students don't want to run around in their free time. I think that a common room is important—in fact, for me, it's a must. Sixteen-to-eighteen-year-olds need a place at school that they can call their own, a place with comfortable chairs and tables where they can prepare for lessons or exams, and it would be a plus if there was a computer in the room to help with our studies. If we could use the common room after school, teenagers could stay late and do homework, with the support of other students or teachers. Many students have parents who work late, or homes where it's too noisy or crowded to work properly. A common room would really help them.

Narrator:

Question 2: What reason for building a common room did Simon mention?

Mr Lewis: My main concern is the education of the students and, although I think that the classrooms are of a high standard, it's important to draw attention to areas where the school lets students down. We have an excellent new library, so we don't need to spend the money on that. Some people think that it might be an idea to have a new music room or dance studio. Both these facilities are a nice-to-have! However, only a minority of students would really take advantage of them. What we really need is a larger place for students to develop their IT skills and do online research. At the moment, our facility in the main building is cramped and crowded, and there aren't enough computers for all the students who need to use them. It's important

to develop such skills in this modern age, and some students are at a disadvantage because they don't have access to a computer at home. I think that every student would appreciate having access to such a facility. So yes, I think this last idea is the best.

Narrator:

Question 3: What did Mr Lewis say about building a music room?

Question 4: What did Mr Lewis say about the school's current computer room?

- 1 Kelly: a music room Simon: a common room Mr Lewis: a new computer room
- 2 (1) D (2) D (3) C (4) A
- 3 (1) convinced (2) concern (3) highlight (4) a must (5) a plus (6) a minority (7) a disadvantage
- 4 Answers will vary.

D Reading

- 1 A: (2) B: (5) C: (1) D: (4) E: (3)
- 2 (1) A (2) G (3) D (4) F (5) C
- 3 (1) D (2) C
- 4 (1) carried out (2) let ... down (3) brought up (4) set up (5) take on

E Writing and viewing

- 1 Answers will vary.

- 2 (Answer for reference)

Elle is a Sami girl in Norway. Unlike the stereotype of Sami people, she lives in an ordinary house, and her lifestyle is not much different from that of other Norwegians. However, there is one unusual thing about her and her family: they own reindeer.

In spring, Elle and her family follow their reindeer on their migration to their summer grazing grounds. Amazingly, the migration of the herd runs across Norway from east to west and takes three weeks. As the weather is freezing cold, they wear reindeer skin to keep warm. It's much better than ordinary clothes. They can even do some ice fishing on the way, which adds much fun to their long, tough journey. The last leg of the migration is also the most fascinating to me: the herd takes a ferry to the island where they will spend the summer grazing and reproducing. In the autumn, Elle and her family will guide the reindeer back home for winter.

Unit 2 Things that matter

A Vocabulary

- 1 (1) junk (2) got rid of (3) accumulated (4) stacks (5) belongings (6) products
- 2 (1) leave out (2) check out (3) work out (4) hand out (5) find out (6) set out
(7) turns out (8) cross out
- 3 (1) are clearing out / clear out (2) have turned out (3) was helping out / helped out
(4) were spilling out / spilled out (5) sort out (6) pick out
- 4 (1) never-ending (2) handmade (3) heartfelt (4) much-anticipated
(5) breath-taking (6) well-earned
- 5 (1) The chairman of the board resisted pressure from some shareholders to resign, because he knew it was a minority opinion.
(2) His disruptive behaviour is beginning to annoy the monitor and other classmates.
(3) Many of the literary works of the time mirrored the country's spirit of optimism as it faced challenges.
(4) There is a growing tendency for college students to do part-time jobs, and some professors are worried that this will affect their study.
(5) Her lawyer has submitted evidence that will hopefully clear any doubts raised by the jury.
(6) According to the contract, you cannot legally take possession of the house until the money has been paid.
(7) Their product design even bears / stands no comparison with that of other local companies.
(8) We cannot take a clean environment for granted—we need to do everything we can to protect it.
- 6 (Answer for reference)

Hoarding refers to our inclination to keep things, even if they are of little use to us. Although collecting stuff is part of human nature, compulsive hoarding is not a natural behaviour. Instead, it is a result of modern consumer culture: we are constantly encouraged to buy more than we actually need. Consequently, people's homes are generally full of clutter. Compulsive hoarding is not only expensive, it also limits our living space, which often causes annoyance and even conflicts between family members. However, there are two reasons why it is usually very difficult for people to throw things away: one reason is that people have a natural resistance to change and insist on keeping things they own; the other reason is the sentimental value we place on things that remind us of our past. Even though it is difficult to

throw things away, we should clear out our homes regularly so we do not fall into the trap of compulsive hoarding.

B Grammar

- 1 (1) C (2) A (3) B (4) B (5) A (6) B (7) B (8) A
- 2 (1) What (2) That (3) What (4) That (5) Whether (6) What (7) It (8) What
- 3 (1) Does it matter who will represent our class in the competition?
(2) That his son was / had been admitted to a top university made him happy. / It made him happy that his son was / had been admitted to a top university.
(3) That they need to be well prepared for the profession they are entering is obvious to the students. / It is obvious to the students that they need to be well prepared for the profession they are entering.
(4) It is still under discussion whether the old library should be replaced with a modern cinema. / Whether the old library should be replaced with a modern cinema is still under discussion.
(5) That they had finished fixing the shelf so quickly surprised me the most. / What surprised me the most was that they had finished fixing the shelf so quickly. / It surprised me the most that they had finished fixing the shelf so quickly.
(6) What she couldn't understand was why fewer and fewer students were interested in listening to her lectures.
- 4 A: (1) That (2) that (3) What (4) which / that (5) How (6) what (7) that / which (8) that
B: (1) Whether (2) how (3) whether (4) that (5) what (6) whose (7) that (8) that (9) that

C Listening and speaking

Audio scripts:

Jim: Right. Our main objective is to give people in the future some idea about what life was like for us, isn't it? So what should we include?

Sue: Well, we could have something like today's newspaper, couldn't we?

Jim: Maybe, although a lot of people don't read newspapers anymore, do they?

Sue: My parents do. And even if a lot of people read the news online now, how would we get the Internet into a small metal box?

Jim: OK, I get your point, we can have a newspaper. It'll be good to show what was happening

in the world.

Sue: How about having some typical food? Wouldn't it be interesting for people to see the kinds of things we ate?

Jim: Mm. I don't think that's the best choice. Won't it just go bad?

Sue: I think it depends on what we choose. Obviously not a sandwich, but maybe a tin of food?

Jim: I'm not convinced. Even tinned food doesn't last more than a few years.

Sue: I guess you're right. Maybe we could include a shopping receipt instead? That would tell people what we typically ate and how much it cost.

Jim: That's a better idea. We'll have to put it in a plastic bag, as we want it to last a long time.

Sue: Actually, I think that's an excellent point. How long are we planning to leave the time capsule buried?

Jim: I think around fifty years. What do you think?

Sue: Oh, at least fifty. I think 100 would be better. Perhaps we could put a sign near where the box is buried, telling people it's there and when they can dig it up?

Jim: Yes, that sounds like a really good idea. We don't want people to forget it's there.

Sue: So, going back to the box, I think we should definitely have some modern technology. It will help to illustrate that our society was quite technologically advanced.

Jim: But it shouldn't be anything too expensive. I'm not putting in my tablet!

Sue: Me neither! How about a DVD? Or maybe a memory stick with a load of stuff on it? That might be the solution.

Jim: But that'll be really old technology by then. How will they even read what's on it?

Sue: That's not the point, is it? Even if they can't read what's on the memory stick, it will show what we could.

Jim: Oh, OK, fair enough. Now, we shouldn't forget that one of our main goals involves choosing objects that represent the whole community. So what about a kind of toy, to represent children?

Sue: My brother loves those little plastic figures. And they should keep quite well.

Jim: Yes, fine. What about an item of clothing? Maybe something older people would wear?

Sue: Great idea! What about a suit and tie?

Jim: Or some shoes?

Sue: Ah, oh, but thinking about it, wouldn't clothes take up a lot of space? Perhaps we should think again.

Jim: OK, let's look at another way of showing what people wore. How about some photographs?

Sue: Yes, great idea. Now, what about some kinds of ...

- 1 a toy, a newspaper, a receipt, a memory stick, photographs
- 2 (1) J (2) J (3) S (4) J (5) S (6) S (7) J
- 3 (1) objective (2) having (3) choice (4) convinced (5) excellent
(6) sounds (7) illustrate (8) goals
- 4 A. (1), (8) B. (2), (7) C. (5), (6) D. (3), (4)
- 5 Answers will vary.

D Reading

- 1 (1) It is probably a magazine article.
(2) The author's main purpose is to share a story about the treasure hunt and to create a sense of excitement about it.
- 2 (1) A (2) B (3) C (4) A (5) C (6) A
- 3 (1) ancient times (2) elaborate joke (3) personal fortune (4) unimaginable treasures
(5) antique jewellery (6) unwanted attention (7) winding trails (8) prized possessions
- 4 (1) hunt (2) eccentric (3) service (4) location (5) estimated (6) autobiography
(7) Thrill (8) identify (9) wild

E Writing and viewing

- 1 Answers will vary.
- 2 (Answer for reference)

As world-famous art galleries, the Musée d'Orsay in Paris and Tate Modern in London are as alike as they are different. Both museums boast wonderful waterside locations and a large collection of prized art works, and are visited by millions of people from all over the world every year.

In spite of the similarities, they differ considerably in terms of the type of collections and the history of their buildings. Generally speaking, Tate Modern's collection is newer and more diverse than that of the Musée d'Orsay. Besides, Tate Modern used to be a power station, which was not transformed into an art gallery until the beginning of the 21st century. However, the Musée d'Orsay was not previously a museum either: it was originally a train station and luxury hotel and began to display art works in 1986.

The renovation of the power station and the train station proved tremendously successful: both art galleries are now popular with visitors from all over the world.

Unit 3 Mind and body

A Vocabulary

- 1 (1) pins and needles (2) twists and turns (3) bits and pieces (4) ways and means
(5) out and about (6) pure and simple (7) hard and fast (8) safe and sound
- 2 (1) unceasing (2) depression (3) dismal (4) upset (5) motivation
(6) coped with (7) attained
- 3 (1) shifting (2) unceasing (3) reassessed (4) routine (5) refresh (6) tackle
(7) channelling (8) attained
- 4 (1) 学习一门语言可以打开一扇通向异国文化和习俗的大门。
(2) 如何培养自信心是解决所有身体形像烦恼的关键。
(3) 石油是世界经济的命脉——它对于工业生产至关重要。
(4) 完成这门课程让她感到如释重负。
(5) 冬天，当大地被厚厚的积雪覆盖时，小镇变得分外妖娆。
(6) 这部小说折射出了19世纪英国人民的生活。
- 5 (1) In terms of his contribution to the development of medicine, the author believes that Dr Li deserves credit for improving the design of surgical instruments.
(2) The newly introduced policies will boost the economy and improve people's living standards.
(3) The girl's poor school performance was rooted in anxiety, so we need to do whatever we can to help her.
(4) As your teacher, I am very disappointed about how you behaved towards Vicky, and you should apologize to her at once.
(5) Although the theme of the film seems a little bit out of date, there is no denying that it keeps the audience engaged.
(6) The popularity of electric vehicles helps reduce our dependence on oil; data shows that oil consumption has decreased by 25% compared with last year.
(7) More and more land has been polluted, and this could lead to a massive loss of biodiversity in the region.
(8) It is pointed out in the newspaper article that the dangers of drug abuse, which put countless lives around the world at risk, have been underestimated.
- 6 (Answer for reference)
The day before yesterday, my mother promised me a new computer for my birthday. Unfortunately, I did poorly on my English exam the next day. Fearing that the poor performance would lead to my mother's refusal to give me the birthday gift, I wondered

whether I should tell my mother the bad grade I got in my exam.

When I came home, I found my mother was busy cooking in the kitchen. Seeing a tableful of my favourite dishes, I started to think it was wrong of me not to tell my mother about the grade. During the meal, my mother asked me which computer I liked best and whether I was available this Sunday to buy the computer. On hearing this, I couldn't help crying aloud. "I'm so sorry", I sobbed. "I should have passed the exam, but I forgot to go over the lessons yesterday. I will definitely work harder and get good grades next time." Surprisingly, my mother wasn't angry at my failure in the exam. Instead, she praised me for my honesty.

B Grammar

- 1 (1) C (2) D (3) C (4) C (5) B (6) A (7) B (8) B
- 2 (1) involved in (2) injured (3) concerned about (4) annoying
(5) disappointed about (6) saved (7) confusing (8) prepared for
- 3 (1) Often, he would be seated at the front before the lecture began.
(2) Thanks to his excellent work, he got promoted.
(3) When lost in thought, he won't notice anything happening around him.
(4) I tried to explain the significance of the new discovery, but he wasn't convinced.
(5) The scientist was devoted to developing new cancer drugs.
(6) The dolls on the little girl's shelf were dressed in their new clothes.
- 4 (1) rewarding (2) frustrated (3) discouraged (4) motivated (5) engaged

C Listening and speaking

Audio scripts I:

Presenter: When fourteen-year-old Nadia Ilse returns to school, she won't just be carrying a new bag or wearing a new uniform. The high school pupil is preparing to return to classes with a new-look nose, chin and ears after undergoing plastic surgery. Nadia from Georgia in the USA, has been bullied with names such as "Dumbo" and "Elephant Ears" since she was six. Her plastic surgery is an attempt to stop the abuse and end her misery. Nadia feels confident and happy about her return to school, although she's also a little nervous. She's not sure how her tormentors will react to her transformation. Can plastic surgery really beat the bullies?

Audio scripts II:

Presenter: Today we have Lily, Cecilia, and Michael with us, and they will share their views on

plastic surgery. So Lily, what's your take on the issue? Did Nadia do the right thing?

Lily: Personally, I think her plastic surgery is well justified. Being bullied is really unpleasant—can't imagine anything worse.

Michael: Yeah, I see where you're coming from, but I firmly believe it's better to ignore it. I mean nasty comments and all that—just not react, you know?

Lily: No, I don't actually. I don't know about that at all ... How can you ignore it if it's really bad? Plastic surgery could help stop it, or at least give someone the confidence to deal with it. It can make a real difference to self-esteem.

Presenter: Cecilia, do you agree with Lily?

Cecilia: In a way, what Lily said makes sense. But what if the operation went wrong? You know, having surgery is a big deal—it can be dangerous.

Lily: Hmm, I'm not convinced by that argument either—it's no different from having braces on your teeth.

Cecilia: You must be joking! You're going under the knife ...

Lily: Look, I understand what you're saying, but not many operations go wrong ... Really, they don't. And the end result is great ...

Michael: I think you're both missing the point. Bullying is not going to stop because someone gets their nose straightened or their ears pinned back.

Lily: But what can bullies pick on if you look perfect?

Michael: Anything they want to. It's not just about looks. What you're saying is that victims need to change and not bullies—which is the wrong message to give.

Lily: Hmm ... I see what you mean.

Michael: And having plastic surgery is saying everyone needs to look a certain way, when what we should respect is the differences, you know, that we are all different ...

Narrator:

Question 1: What does Lily think of Nadia's decision?

Question 2: How does Cecilia feel about plastic surgery?

Question 3: According to Michael, how should students deal with bullying?

Question 4: Which statement is incorrect?

1 (1) She was bullied because of her ears.

(2) She had plastic surgery.

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

3 (1) where (2) firmly (3) know (4) convinced (5) joking (6) understand
(7) missing

A: (3), (4) B: (2) C: (1), (6) D: (5), (7)

4 Answers will vary.

D Reading

1 (1) a-(A) b-(B) (2) a-(B) b-(A)

2 (1) It was a garden wheelbarrow that had a ball at the front instead of a wheel.

(2) The bagless vacuum cleaner.

(3) A washing machine.

(4) Control systems for electric vehicles.

(5) The recruitment of engineers has been proving problematic.

3 (1) C (2) B (3) D (4) C (5) B (6) A

4 (1) intellectual property (2) household name (3) essential (4) interior design

(5) recruitment (6) disposable (7) problematic

E Writing and viewing

1 Answers will vary.

2 (Answer for reference)

Jane Austen is one of the great realistic novelists in English literature. Most of her works focus on love and marriage, and they have been very popular with readers around the world. Her novels are a lens through which we can experience family life in the British upper class in the 19th century, with its rigid social hierarchy in England.

Austen was born in the village of Steventon in southern England in 1775. Influenced by her father and her elder brothers, she quickly became fond of reading and writing. In 1796, she completed her first novel, then called *First Impressions*. It was published as *Pride and Prejudice* in 1813 and turned out to be one of her best-loved works. Although romance is the main theme in her novels, Jane never got married herself. She died in 1817, at the age of 41.

Unit 4 Words

A Vocabulary

1 (1) carry on (2) moved on (3) cheer on (4) clinging on (5) switched on
(6) adds on (7) slip on

2 (1) endangered (2) enable (3) encourage (4) ensure

(5) empower (6) entitled (7) entrusted

3 (1) Switch on (2) endangering (3) encouraged (4) ensure (5) keep on (6) enable

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

5 (1) His sister was lying on the sofa, with a comic book covering her face.

(2) To achieve his goal, he has no alternative but to continue despite the risks and difficulties.

(3) Whenever I feel exhausted physically and mentally, I will try finding time to chill out with my friends.

(4) When the little girl realized that her mother was about to take a photo of her, she posed for the camera and pretended to be an elegant fashion model.

(5) The government has initiated a programme to encourage private enterprises to extend their operations further into central and western China.

(6) By making all kinds of information universally accessible, the Internet has greatly changed the way we live and think.

(7) The film's main character shows determination in the face of danger, combined with bravery and selflessness.

(8) The headmaster estimated that the number of students from the school to participate in the university entrance exam would reach 1,500 this year.

6 (Answer for reference)

When I looked at the list of recent additions to the *Oxford English Dictionary*, the following ones caught my attention.

“LOL” is a word that is short for “to laugh out loud”, so it is an acronym.

The word “adulting”, which means “the carrying out of the mundane or everyday tasks that are a necessary part of adult life”, is formed by adding suffix “-ing” to “adult” (n.).

The word “tiger mother” is borrowed from Chinese, meaning “a demanding mother who pushes her children to high achievement using methods regarded as typical of Asian childrearing”.

The word “COVID-19” is a shortening of coronavirus disease 2019, denoting “an acute respiratory illness in humans caused by a coronavirus, which is capable of producing severe symptoms and death, esp. in the elderly and others with underlying health conditions”.

Another new word “WFH”, an acronym for “work from home” describes a way of life people lead in the pandemic age.

B Grammar

- 1 (1) ought to (2) need to (3) must (4) had better not (5) mustn't (6) needn't
- 2 (1) You'd better not forget your homework again, or you'll be in trouble!
(2) Joe ought to try to work a bit harder.
(3) You needn't bring your book.
(4) Students must not / mustn't chew gum on school premises.
(5) You should revise new vocabulary regularly.
- 3 (1) shouldn't have said (2) must have been (3) needn't have spoken
(4) ought to have washed (5) need not (6) must have been (7) shouldn't have made
- 4 (1) needed to improve (2) didn't need to (3) had to pay
(4) shouldn't have listed (5) ought to have (6) needn't have (7) didn't have to

C Listening and speaking

Audio scripts:

- Teacher:** First of all, congratulations to the school council on raising £650 for the school. I know that involved a lot of hard work, so well done! So, now we just have to decide how best to spend it. I was wondering if any of you would like to make a suggestion. Marie?
- Marie:** Well, I was hoping we could get some more software for the computers because everything we've got is getting quite out of date now.
- Teacher:** Could you tell us a bit more about what kind of software you have in mind?
- Marie:** Well, we could really do with updating our photo editing software. There are a lot of people who use it in their art projects, and of course a lot of people edit their digital photographs using it. And it could be used by other departments as well—the geography department, for example.
- Jack:** But isn't it really expensive? Wouldn't it be better to spend the money on something that would make more impact on the school? We could buy a lot of new books for the library with that kind of money.
- Teacher:** That's true. And I would like to encourage people to use the library more.
- Marie:** I'm sorry, but I just don't think we need more books. Most people read stuff online these days, don't they?
- Jack:** Some stuff, yes, but people still want to read books. Lots of people prefer to read novels that way. And for academic study, you usually need books to get into any depth on a subject. But anyway, that isn't the point. The photo editing software will mostly just be used by art and photography students. Surely you have to agree that

we should buy something that everyone will be able to use.

Marie: Of course, but why should that be books? Doesn't it make more sense to get something more up-to-date?

Jack: I'm sorry, but I just don't see why books aren't up-to-date.

Teacher: Hmm, software or books? Both are good ideas, but which one shall we go for? Or, perhaps there's something else that would be even better. I was thinking about some sports equipment, for example.

Jack: That would be useful, too, but I still think the library should be a priority ...

Teacher: Actually, you know, we don't have to decide right now. Perhaps we need to get a bit more information. Marie, could you let us know exactly how much the software package costs? And Jack, maybe you could make a list of books you think would be useful?

Jack: How about if I asked people to make a list of books they'd like us to buy?

Teacher: Yes, good idea.

Marie: And I could see exactly how many people think they would find new software useful.

Teacher: OK, let's sleep on it, then. We can set up another meeting when you've got a bit more information, OK? Now, let's move onto the next item on the agenda ... swimming lessons. We've been offered the use of the local pool on Tuesdays, so if we can make ...

- 1 (1) She thinks both Jack and Marie have good ideas.
(2) She proposes setting up a meeting when they have new information.
- 2 (1) art projects (2) geography (3) expensive (4) use (5) everyone
(6) online (7) cost (8) a list
- 3 Answers will vary.

D Reading

- 1 (1) D (2) C (3) F (4) B (5) A
- 2 (1) D (2) C (3) D (4) A (5) A
- 3 (1) immersed in (2) start again from scratch (3) lose their train of thought (4) fire off
(5) from cover to cover (6) think outside the box
- 4 (1) from cover to cover (2) immersed in (3) losing my train of thought
(4) fired off (5) think outside the box (6) start again from scratch

E Writing and viewing

- 1 Answers will vary.

2 (Answer for reference)

Every year, nearly 4,000 new words are added to the *Oxford English Dictionary*. How do they become part of the dictionary?

To begin with, the new words are identified with the help of two major language research programmes: the Oxford English Corpus and the Oxford Reading Programme. The former consists of full-length documents, while the latter is made up of shorter extracts provided by international volunteers. These texts are gathered in a database, which researchers can use to identify new words.

The next step is to find evidence to prove that the newly identified words have been used by different writers in a variety of sources, such as print books and newspapers, online sites and message boards, or scripts for film and television.

Before the new words are finally included in the dictionary, there is one more critical step: predicting whether the new words are likely to remain part of the language for a long time.

后记

本教学参考资料是为高中《英语》(上教版)学生用书编写的配套教学参考资料，经上海市中小学教材审查委员会审查通过，准予使用。

本次教学参考资料编写使用了牛津大学出版社语料库中的部分优秀素材，在编写过程中牛津大学出版社的外籍专家帮助修改语篇、润色语言，在此表示衷心感谢。

编写过程中，上海市中小学(幼儿园)课程改革委员会专家工作委员会，上海市教育委员会教学研究室，上海市课程方案教育教学研究基地、上海市心理教育教学研究基地、上海市基础教育教材建设研究基地、上海市英语教育教学研究基地(上海高校“立德树人”人文社会科学重点研究基地)及基地所在单位上海外国语大学，编写组所在单位华东师范大学等单位给予了大力支持。此外，全市数十位高中英语教师、教研员和专家给我们提供了良好的教学试验机会和有价值的意见。在此表示衷心的感谢！

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致 谢

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