

普通高中课程标准实验教科书

英语 7 选修

教师教学用书

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前言 (Foreword)

教学目标

《普通高中课程标准实验教科书 英语》(New Senior English for China)是为了适应新形势发展的需要,根据教育部制定的《普通高中英语课程标准(实验)》的精神编写的。

教科书从内容安排、编排体系到采用的教学方法和练习的设计等方面都努力体现《普通高中英语课程标准(实验)》规定的课程性质和理念:使学生在义务教育阶段学习的基础上,进一步明确学习目标,发展自主学习的能力和合作精神;在加强对学生综合语言运用能力培养的同时,注重提高学生用英语获取信息、处理信息、分析问题和解决问题的能力,以及用英语进行思维和表达的能力;高中英语课程还应根据学生的个性特征和发展需求,为他们提供丰富的选择机会和充分的表现空间。通过高中英语课程的学习,使学生的语言运用能力进一步得到提高,国际视野更加宽广,爱国主义精神和民族使命感进一步增强,为他们未来发展和终身学习奠定良好的基础。

指导思想

一、在培养学生的语言知识、语言技能、情感态度、学习策略和文化意识等素养的基础上发展学生综合运用语言的能力。

二、优化学生的英语学习方法,使他们能通过观察、体验、探究等主动学习的方法,充分发挥自己的学习潜能,形成有效的学习策略,提高自主学习的能力。

三、关注学生的情感,提高他们的人文素养。要使他们在英语学习的过程中,树立正确的人生观、世界观和价值观,培养他们高度的社会责任感,提高独立思考和判断的能力,培养创新精神和实践能力,发展与人沟通和与人合作的能力,增进跨文化理解和跨文化交际能力。

四、吸收当代先进的教学思想,从实际出发,兼收并蓄,集各家所长,采用功能、结构、话题、“任务型”活动等相结合的综合教学方法。

五、注重过程评价,促进学生发展。对学生在学习过程中的表现,所取得的成绩以及所反映出的情感、态度、策略等方面的发展做出评价,以激发学生学习的积极性和自信心。

六、积极开发教学配套资源,使教材具有弹性,教学具有灵活性、开放性和拓展性,以便学生更好地发挥潜能,发展个性。

教材特点

一、有利于提高学生的思想素质和人文素养

教科书提供的语言材料力图渗透思想情感的教育,有利于学生人文素养的提高。话题范围广泛,如科技、地理、名人、医学、环境保护、自然灾害、海洋生物及考古发现等。教学内容贴近现实生活,富有较强的时代气息,视野开阔,信息量大,不仅有助于开阔学生的文化视野,增进对其他国家,尤其是英语国家文化的理解,而且会加深他们对祖国文化的了解和热爱。

二、符合学生的生理和心理发展的需要,能够激发其兴趣

教科书的内容、结构、程度与分量、活动与任务的设计等都力求符合学生生理和心理发展的特点,符合他们的年龄特征,能够激发学习兴趣,如旅游、留学、文化、诗歌、戏剧、卫生、体育、健康生活、发明与发现,以及科学幻想等话题,都易于引起高中学生的思想共鸣,具有较强的感染力。

三、语言真实、地道、自然

教科书中的语言材料基本源自当代社会生活，所使用的语言真实、地道、自然。书中虽然以英式英语为主，但也向学生介绍了世界上其他主要英语国家不同的英语，特别是美国英语，以增进他们对英语的全面了解。

四、采取功能、结构、话题及“任务型”活动途径相结合的教学方法

教科书吸取了现代语言教学理论和实践的成果，同时又结合我国国情，继承传统的、行之有效的教学方法。教科书以话题为核心，以结构和功能项目为主线，组织和安排听、说、读、写的活动，通过“任务型”活动和完成项目（Project）来实现教学目标。本教科书创设了大量的语言运用活动，使学生能够通过亲身的参与和实践，感悟和体验英语，发展语言技能，进而逐步获得综合语言运用能力。

五、知识和技能训练的安排遵循学生的认知规律

语言知识和技能的呈现与训练循序渐进、循环反复，符合我国学生的认知规律，有利于他们构建知识系统。词汇教学采用英语释义、类比、联想等方法，并注意不断复现。语法项目呈现相对集中，便于教学，但又不断反复循环，可帮助学生复习并加深理解，提高他们实际运用的能力。

六、启发学生进行探究式的学习，培养他们的创新精神和实践能力

教科书引导学生由单纯模仿、被动接受的学习转变为运用观察、发现、推测、理解、记忆、对比、分析、联想、归纳、内化等策略进行学习。教科书也帮助教师由采用灌输式教学转为使用启发式教学，提供学生发现和探究的空间。与过去教材相比，最明显的变化在于Speaking由背记书中对话改为依据所提供的材料进行主题讨论，自编对话。学生用书中设置Warming Up 和Pre-reading 的目的就是让学生主动参与、自主学习，启发他们动脑思考、大胆想象。书中不少听读材料和活动的设计本身就富有想象力。教科书的这些安排旨在激活思维，开启心智，发挥创新精神，提高实践的能力。

七、注意学科整合，拓宽学生的文化知识视野

教科书的话题涉及的文化知识面很广，具有跨学科的性质，其中渗透的学科有社会科学和自然科学，如信息技术、航天技术、环保、法制、文学、医学、音乐、体育、美术，以及工、农、商等方面教学内容。同时，语篇也富含跨文化交际的信息，英语国家、非英语国家和中国的文化各占一定比重，中外文化交织在一起，体现了教材的国际性和民族性。

八、具有弹性，区分层次，注意学生的潜力和可接受性

本教科书主要面向大多数地区的普通高级中学。考虑到实际教学中存在的差异和不平衡性，教科书在保证完成课程标准规定的基本要求的前提下，语言材料适当有所扩展，例如词汇表中带有三角符号的单词不要求学生掌握，学生用书和练习册中带有星号的部分仅供选择使用。配套的阅读材料和听说等材料均供选择使用。这样的安排使教材具有弹性，使教学具有灵活性，既注意到学生的可接受性，又注意到学生的潜能，有助于因材施教。

九、多种媒体配合，提供丰富的配套资源

本套教材除了学生用书、练习册、教师用书，还有配套读物、录音带、听说材料、评价手册、挂图、教参配盘、精品教辅、投影片等，为教师灵活地选择使用教材，拓展教学内容，为学生自主学习，学会利用学习资源创造了条件。

十、增加形成性评价，体现学生在评价中的主体地位

为了保证根据课程标准的目标和要求实施对教学全过程和结果的有效监控，教材提供了诊断性测试的建议和学生自我评价的建议。此外，还提供了配合各单元教学的评价手册。其目的是使学生在学习的过程中不断反思，肯定进步与成绩，找出问题，明确努力的方向。同时，也使教师获取教学的反馈信息，帮助他们不断改进自己的教学。

教材概述

一、学生用书(The Student's Book)

学生用书是这套教材的主体。每一个模块一册学生用书,有五个教学单元,可供半学期使用。书中没有设复习单元,以便于教师根据教学的实际情况更加灵活地使用教材。教师可根据实际情况划分教学阶段并安排适当的复习,也可调整教学进度,增加或删减教学内容。本套教材第一至第五模块的目标是达到课程标准的七级要求。第六至第八模块的目标是达到课程标准的八级要求。

每个单元围绕一个主要话题开展听说读写活动,共分八个部分。各部分的教学目的明确,由于没有分课次,也未标注顺序,教师在实际教学中有自我调控的空间。

现将每个单元中各个部分编写的意图作如下的说明:

(一)热身(Warming Up)

这一部分主要通过问卷调查、看图讨论、情景听说、思考问题等多种形式的活动,激发学生的学习兴趣,激活其已有的知识,使学生能运用自己已有的知识和经验思考该单元的中心话题。练习中的设问能使他们积极主动地参与,带着问题,以探究者的姿态投入该单元的学习,去获取新的信息,掌握新的知识,并丰富自己的经验,提高分析问题和解决问题的能力。

(二)读前(Pre-reading)

这一部分一般是提出若干个问题,问题不仅与单元主题有关,而且与下一部分的阅读材料内容紧密联系。这些问题可以启发学生预测课文的内容,展开简短的讨论,以便通过阅读验证自己的推测。讨论问题可鼓励学生独立思考,阐述不同的看法。

(三)阅读(Reading)

这一部分提供了各单元的主要阅读语篇,题材和体裁多种多样。从选修阶段模块六到模块八,阅读语篇的篇幅逐渐递增,由500~600字增至600~700字。这些课文载有该单元有关主题的重要信息,还呈现了其中大部分的词汇和主要的语法结构。教学时,应把阅读课文做为整体来处理,通过上下文来教学词汇和语法,通过扫除新的语言障碍理解课文。为此,“阅读”和下一部分“理解”(Comprehending)可结合起来教学。

(四)理解(Comprehending)

这部分的练习和活动用以检查学生对阅读课文的理解程度。练习形式多种多样,从难句释义、正误选择题、问题讨论一直到写要点、分析文章的主旨、作者的态度,使用思维导图(Mind map)或表格帮助学生分析和比较、处理和加工信息等。这些练习有的涉及对文章的表层理解,侧重检查学生对课文中的事实、情节、主要信息、要点等是否清楚;有的涉及对文章的深层理解,要求学生从字里行间分析出情节的因果关系和作者的观点、态度、主旨、意图,判断文体特征等。有的单元在这一部分还设计了开放性的“任务型”活动,如采访、角色扮演、讲述故事、发表评论等,引导学生发挥想象力,灵活运用语言表达自己的思想。

(五)语言学习(Learning about Language)

每个单元的大部分新的语言现象(部分词汇、重点语法等)出现在前五个部分,特别是阅读课文之中。“语言学习”这一部分采用发现和探究的方法,启发学生通过所给的启示(如新词语的英文释义或文中的例句等)自己找出书中的重点语言项目,即课程标准所要求掌握的语言知识及有关的规则。该部分还安排有多种形式的词汇和语法练习,以加深学生对所学单词和结构的理解,培养他们初步运用这些语言的技能。

(六)语言运用(Using Language)

这一部分提供了围绕中心话题的听说读写的综合性练习。这里虽有一些单项技能训练,如Speaking或Writing,但多数是两项或三项技能综合训练,如Listening and writing; Reading and speaking; Reading, listening and writing等。这一部分提供了许多有关单元主题的语言材料,创设了不少情景。一方面,扩大了有关话题的跨文化交际的信息输入,拓宽了学生的视野;另一方面为他们提供了综合运用语言的空间。

Speaking的技能训练改变了过去给学生安排好示范性对话的做法,而是设计情景,提供课程标准所要求的功能意念项目,让学生分组编对话,开展角色表演活动,还要就一定的专题进行会话。由于大部分功能意念项目在小学和初中阶段介绍过,高中阶段启发学生自编对话已有基础。这样的练习有利于培养学生的思维和表达能力,更有助于他们提高实践能力和创新精神。为了帮助教师教学,《教师教学用书》提供了会话的范例,供教学参考。

(七) 小结 (Summing Up)

这一部分要求学生自己小结从各单元中学到的内容 (Content)、生词和习惯用语 (Words and expressions) 以及语法结构 (Structures)。学生们可以相互讨论合作完成这一任务。这种做法的目的在于:加强学生自主学习的意识,促使他们运用适合自己的认知策略实现教学的目标。教师可参考《教师教学用书》中每个单元的“教学目的和要求”帮助学生做好小结。

(八) 学习建议 (Learning Tip)

这一部分的重点是培养学习策略。每个单元根据其特点向学生提出了学习建议,以指导他们改进学习方法,更好地运用认知、调控、交际、资源等学习策略,优化学习方式,提高自主学习的能力。

每册学生课本的目录不仅列出了单元的题目和页码,还列出了各单元中的话题、功能意念项目、语法结构、阅读课文的标题、写作技能等,使学生对全书的内容一目了然,有助于他们更好地制订学习计划,自觉地安排学习。

学生用书的附录部分有“课文注释”、“语法”、“各单元生词和习惯用语”、“词汇表”及“不规则动词表”。“课文注释”部分除了提供课文中语言重难点的注释,还提供了大量文化背景知识。为了启发学生动脑思考,运用观察、对比、联想、归纳等策略深入理解语言,发现英语语言内在的规律,“课文注释”部分设置了一些问题。词汇表中凡注有三角号的单词和习惯用语都是超出课程标准要求范围的,可以不要求学生掌握。

二、练习册 (The Workbook)

每册学生用书配有练习册,置于学生用书的第五单元之后,是这套教材的重要组成部分。练习册提供了大量围绕中心话题的语言训练、交际性和“任务型”活动、项目及自我评价等材料,每个单元包括以下十个部分。

(一) 听 (Listening)

(二) 说 (Talking)

(三) 单词和习语的运用 (Using words and expressions)

(四) 语法结构的运用 (Using structures)

(五) 听的任务 (Listening task)

(六) 读的任务 (Reading task)

(七) 说的任务 (Speaking task)

(八) 写的任务 (Writing task)

(九) 项目 (Project)

(十) 自我评价 (Checking yourself)

第三、四两个部分编配了一些词汇和语法的练习,复习巩固和运用各单元中的重点语言知识。第三部分重点复现学生用书“语言学习与运用”部分的词汇。

“听”的训练的主要目的是加大输入量和加强听力技能的训练。听力课文有的是学生用书内容的延续,有的则是有关单元话题的扩充。所设计的练习主要是为了检查学生对所听内容的理解程度,并训练学生捕捉关键信息的能力。

“说”的训练通常与听的训练有联系。这部分常要求学生根据听力材料所给的信息,两人或数人一

组展开讨论,发表意见、评论等。由于听力材料基本上都是口语化的对话或独白,这些材料本身就给学生的口语训练起到了示范的作用。学生可以根据教科书提供的功能意念项目和练习册的指示创造性地完成这项活动。

听和读的任务部分提供的语言材料不只是为了训练学生的听读技能,更重要的是完成特定的任务,例如分析信息、列出要点、讨论观点、填写表格、制作图表等。说和写的任务比起听读任务要求更高,学生需要根据指示就某个专题进行口头或笔头的表达,完成某项任务,如专题发言、阐述观点、复述、描述、写信、写日记、写诗、看图编故事等。这些“任务型”活动具有一定的挑战性,需要学生独立思考、收集资料,并且常常需要与同学合作才能完成。

各单元中的项目是供有条件的班级选做的。每个项目几乎都要求学生走出课堂,进行研究,甚至需要收集资料,参与社会实践才能完成。例如收集和展示优秀的艺术家及其作品、收集英语诗歌、了解并宣传公益慈善组织、组织专题辩论会等。完成这些项目不但考验学生综合运用英语的能力,而且能发展他们的多元智能,提高他们的全面素质。

自我评价部分以提问的形式启发学生对自己在各个单元学习过程中的表现、收获、成绩做出评价,并找出问题和困难及其解决的办法,同时也可给教学提出意见和建议,此项任务要求用英语进行,本身就是运用英语的实践活动。当然,为了达到形成性评价的目的,必要时可以使用汉语。

三、教师教学用书(The Teacher's Book)

《教师教学用书》包括以下几个部分:

“前言”部分对这套教材的教学目标、指导思想、特点、内容及方法作了介绍。

“分单元教学建议”由五个部分构成:

教学目的和要求(Teaching aims and demands)部分列出了各单元课程要求掌握的话题、单词和习惯用语、功能和语法项目。

教学建议(Suggested teaching notes)中有“教学内容分析”、“教学方法建议”和“教学评价建议”。

补充参考资料(Supplementary reference materials)部分对教科书中的一些疑难问题作了补充注释,并有背景知识介绍,供教师参考。

学生用书教学指导(Teaching guide for the Student's Book)和练习册教学指导(Teaching guide for the Workbook)用英语编写。这两部分对学生用书和练习册各单元中的每个部分如何进行教学提出了较为详细的建议,并介绍了许多现代语言教学的方法。同时还提供了课本中的听力活动的文字材料、说和写的示范材料以及各种练习的答案。此外,还进一步提供了有关的文化背景知识和注释,有的单元附有供教师参考和选用的补充资料。

四、口语录音带(The Speech Cassette)和听力训练录音带(The Listening Cassette)

口语录音带录有学生用书和练习册中的阅读课文和各单元的单词和习惯用语,为学生提供了朗读示范,听力训练录音带录有学生用书和练习册中的全部听力课文。两种录音带均由英语国家人士朗读录制而成。

教材使用

教材是英语课程资源的核心部分,对实施课程标准贯彻新的理念,体现教学改革的精神起着重要的作用。本套教材的编者本着继承和创新相结合的精神,在继承已有的行之有效的教学方法的同时,力求在探究式的学习、“任务型”活动、形成性评价等方面有所突破,为广大师生提供服务于教学的材料和工具,以保证有力地落实基础教育改革的精神。教材是服务于教学的材料和工具,主要的课程实施者是教师,选择和使用教材的主人是教师,教师应做教科书的主人。在当今校本课程资源的开发中,教师尤其要发挥作用,成为课程设置的参与者。教师应从学生和学校教学实际出发(这一点十分重要!)选用这套材料。确定教材后,教师需要了解和研究教材,领会其编写指导思想和意图,弄清其脉络和结构,熟悉教材的内容和教

学方法等。这里要求教师学习并把握课程的目标、基本理念、内容标准及实施的建议等,更新观念,根据学生的兴趣、需要、心理特征和实际情况,选择和调整教学策略。这就是说,教师应从实际出发,灵活而又有创造性地使用教科书,如删减不合适的内容,补充必要的复习练习、从多种渠道开发资源,增加真实、有趣而鲜活的材料等等。总之,要一边教学一边通过评价不断对自己的教学行为进行反思,努力在教学中不断创新,以求得自身的发展,适应现代社会发展对英语课程的要求。

实施课程和教材要以学生为主体。学生需要在教师的引导下逐步树立主体意识,积极主动地学习,通过体验、实践、讨论、合作、探究等方式,参与各项听、说、读、写的活动。他们需要学会运用认知、调控、交际和资源策略构建知识、提高技能,在交际性、互动性较强的“任务型”活动和项目活动中,积极思维,善于表达,努力实践和创新;在学习英语的过程中培养兴趣、磨砺意志、加强信心、与人合作,并认真进行自我评价,自我反思,不断调整学习策略提高学习效率。只有这样,才能使具有终身学习的能力。一旦有了学习的兴趣和动机,有了学习的能力,学生的学习成绩就会自然而然地提高了。

教学内容与方法

一、语言知识

(一) 语音教学

语音是学好英语的基础,在教学中应受到重视,语音教学要紧密结合词汇、对话、听力和阅读的教学进行。教科书安排了一系列语音练习,有根据听音拼写生词的练习,还有语调、节奏、连读、不完全爆破、长句朗读中的停顿等练习,以及句子重音的变化影响语意的练习等。其目的是帮助学生进一步巩固初中已学的语音知识,掌握正确的语音、语调和朗读技巧,在口头表达中做到语音、语调自然和流畅。学好英语语音对听说技能的培养有直接关系,对读写技能的培养也有促进作用。要充分利用口语和听力录音带,让学生听录音,模仿标准地道的语音语调,以此来提高学生的语音水平。教科书中有一些诗歌,诗歌朗诵可以帮助学生体会和感悟英语诗歌的节奏和韵律。教科书中的话剧与对话课文也是训练语音语调的好材料,应充分利用。

教科书中的单词注音依据《牛津高阶英汉双解词典》(第四版)和《英语发音词典》(English Pronouncing Dictionary)(第15版)。学生用书的词汇表后附有英语国际音标变化表,便于师生迅速掌握新的国际音标。

(二) 词汇教学

词汇教学主要是使学生掌握词义、词的搭配和用法,要真正掌握词义和词的用法,必须通过有情境的课文教学,并结合听、说、读、写等语言实践才能达到。因此,学生用书中的生词和习惯用语都以黑体字或异色字出现在课文之中,而且被集中收入书后的词汇表中,便于学生查找、预习和复习。这一部分词汇均为课程标准要求掌握的,全部列入了词汇表中,其中有些黑体的词或短语为教学重点。学生用书各单元中尚有一部分因行文需要出现的词汇(包括人名和地名等)超出了课程标准要求的范围,也列入词表,标上了三角符号,仅要求理解。练习册中有个别生词加注了中文译文,也有少许生词没有加注译文,目的是让学生通过上下文猜测词义。

学生用书中许多单元都设有根据英语释义或语境从课文中找出生词或习惯用语的练习。用简明的英语解释生词的意思,这种练习的目的是训练学生自学能力,学会使用英语词典,准确地理解词义。学生用书和练习册中都提供了词汇的专项练习,但要注意的,词汇主要得通过综合语言运用的各项实践活动才能理解得深、用得活。

学生用书模块七介绍的课程标准的单词约为248个,固定搭配和习惯用语约为42条。根据课程标准的要求,本套教材的词汇比过去有所增加。为了解决词汇量大所带来的困难,在教学中一定要引导学生改变死记硬背的方法,要指导学生运用科学的英语词汇学习方法,要努力做到:

1. 培养学生分音节按拼读规则拼读单词,注意音、形、义结合,做到“听其音知其形,见其形知其音,

观其形知其意”。

2. 运用构词法知识判断和记忆派生词及合成词的词义和词类。

3. 在学习词汇的过程中,善于对比、联想、发现英语单词的构词方法以及多义词、多词性的特点。

4. 用比较和归类的方法学习和记忆单词,例如比较同形异义词、同音异形词、同形异音词,比较同义、近义、反义,按词义、词性、发音、构词法等归类,成串记忆单词比单个记忆单词效率要高。

5. 直观教学词汇,利用图片、视频、实物的直观效果帮助学生记忆单词。

6. 组块学习短语、固定搭配、习惯用语和句型,这种方法有利于学生用英语思维和表达。

7. 学会使用词典,根据上下文从词典中找到词义、读音、词形变化、用法、词义辨析等。

8. 大量阅读,通过泛读不断复习已知词语,吸收新词,扩大词汇量。

本教科书用上述方法精心设计了不同层次、多种形式的词汇练习,以引导学生逐步具有在综合语言实践活动中灵活运用词汇的能力。

(三) 语法教学

中学英语课教学语法是必要的。符合中国学生认知规律的循序渐进的语法教学能够迅速有效地帮助学生准确地理解和掌握英语。但是,语法教学本身并非目的,而是为了学生掌握和运用语言服务的。因此,教师不要把语法课搞成“满堂灌”,决不可做过多的讲解,给学生造成语法“繁、难、杂”的印象。学习语法的最好方法是在“用”中学。

本教科书的语法教学模式可概括为“呈现—发现—归纳—实践—活用”。书中的语法项目主要是在一定的情景中出现的。首先要让学生自己发现各单元中的新的语法现象,并要帮助他们归纳出语法结构形式与功能。当然,他们可能做出错误的归纳,这很正常,此时,教师要采取适当的方法进行纠正,学生用书的Discovering useful structures和附录中的Grammar部分对语法点进行了比较系统的介绍,可供师生们参考。练习册的Using structures部分引导学生正确运用语法结构。语法的实践活动主要体现在教科书的语法练习部分。语法的练习具有层次性,一般包括:结构认知性练习、控制和指导性练习、交流性练习。要使学生真正掌握并能活用所学语法结构,还必须依靠类似学生用书中的Using Language和练习册中的听说读写任务等综合语言运用的大量活动才能做到。

在高中英语教科书中,一个单元基本只介绍一个语法点。到模块六第四单元,高中的语法完成了第一轮教学,即系统介绍了高中课标所规定的语法项目。从模块六第五单元开始进入第二轮以复习高中语法项目为主的阶段。在这一阶段中,语法结构循环反复,不断巩固,略有加深。

模块七复习的语法项目有:

1. 动词 1) 动词不定式

2) 被动语态(含不定式和动词-ing形式的被动式)

2. 定语从句:限制性定语从句和非限制性定语从句

二、语言技能

本套教科书的语言技能指的是听、说、读、写技能。尽管在练习册中有少量的翻译练习,翻译在高中没有作为一项技能进行专门的训练。在这个阶段,翻译是一种学习的手段,适当地进行汉英对比可以加深对英语的准确理解。与此同时,做一些翻译练习也可以为学生今后的工作和继续学习打下基础。

听、说、读、写四种技能是相辅相成,互相促进的,要进行综合训练。听说是读写的基础,而读写又有助于听说的巩固和提高。只有坚持进行四项技能的训练,才能发展学生的综合语言运用的能力。

听和读是语言的接受技能,说和写是语言生成技能。只有通过听读达到足够的语言输入量,学生才有可能通过说和写输出一定的语言信息量。因此,本套教科书加大了听读的信息量,侧重培养阅读能力,加强了写的技能训练。

(一) 听的技能

高中阶段英语听力训练的渠道主要来自:

1. 教师的课堂用语和教学英语;
2. 口语录音带;
3. 听写;
4. 听(Listening)和听的任务(Listening task);
5. 校内外录音泛听、英语广播、电视等。

学生用书和练习册的每个单元共含有三个听的活动。这些听的活动培养学生的各种技巧和能力:听要点、听细节、听特定的词、听内容捕捉特定的信息、分析和处理信息,直至完成特定的任务。采用了各种不同类型的听力课文,包括会话、独白、报告、演讲、讨论、新闻报道、广播、故事等。

听力训练的步骤建议如下:

1) 听前介绍语境,可利用插图(如问What can you see in the picture?)或根据听力材料的内容提出一两个问题(可参考教科书中的听前问题),以便让学生放松紧张的情绪,做好听的准备。此时,也可把听力材料中的生词(常出现在听力练习中)教给学生。

2) 提出任务。让学生仔细看看听力部分的练习或任务,使他们明白他们将会听到什么内容,他们该做什么事。要向学生说明,他们没有必要听懂每一个词,但要抓住主要的信息。这样就可以使他们带着特定的目的去听,他们就会专心致志地通过“听”寻求所需要的信息。

3) 放录音,必要时可放三遍。在适当的时候还可使用暂停开关重放难句。

4) 学生边听录音边回答或思考练习中的问题。

5) 听后检查答案。让学生两或三四人一组彼此检查或讨论答案,然后全班检查答案。任务一般需要集体合作完成。

6) 如有时间可发放听力课文,再放录音,让学生注意听并跟读。这样,不仅可以解决疑难问题,而且可以弄清影响听力理解的障碍究竟是什么,以便采取对策有效地提高听的技能。

(二) 说的技能

说话是口头运用语言传递信息的技能,需要学生开动脑筋,创造性地运用已知的语言表达比较复杂的意思。口语训练在高中教学中的比重仍然较大。本套教科书与初中英语不同的是:学生用书很少提供示范性的对话,更多的是专题性的会话(Themed conversation),例如对某个话题交换看法、评论人或事物、讨论计划、采访、聊天、议论或辩论等,还有独自陈述某件事、讲故事、简短发言、发表意见、汇报情况、短时演讲等。

上述真实性强、具有实际意义的交际性口语活动为学生学习和运用课程标准规定的功能意念项目提供了很好的机会。实际上,初中阶段已经介绍了课程标准中列出的大部分功能意念项目,高中阶段通过学生用书和练习册中的Talking, Speaking 和Speaking task 以及其他部分复习了已学的功能意念项目,并陆续介绍了其余的功能意念项目。每册学生用书的目录都标出了各个单元的重点项目,教师教学用书各单元的“教学目的和要求”中都列出了该单元的有关用语。

为了提高学生“说”的技能,教师需指导学生:

1. 养成朗读和大胆开口与人交流的习惯,敢于表达思想,提高自己的语言流利程度。
2. 注意学习和运用所学的日常交际用语和交际中常用的语法结构,提高口语的准确性。
3. 充分利用教科书听读材料所提供的信息,并注意扩大自己的知识面,特别注意培养跨文化交际的意识。这样便可使自己有话可说、有情可表,而且说话得体。说话得体的意思是指,说话者知道在什么时间、什么场合对什么样的人说什么样的话,遵守英语交际的基本礼仪。

4. 运用交际策略主动与人进行口语交流,并学会使用各种办法克服语言困难维持交际,如使用简单英语、非语言手段(手势、表情等)及实物等。

教科书中“说”的活动常与听、读活动有联系。听读材料为“说”的内容提供了素材，而许多听力课文本身就是口语活动的示范，而且教科书对每个“说”的活动都有具体的说明，本书又有较详细的建议，而且还提供了对话或陈述的示范。这些范例仅供教师参考，以便打开思路。教师一定要鼓励学生发挥创造力，口头抒发各自的思想和感情。

（三）读的技能

读是一种最为便捷的语言信息输入的方式。教科书提供了大量的阅读材料，目的是激发学生对读英语的兴趣，培养阅读的技能，使用阅读策略。阅读技能主要指的是：掌握基本事实；抓住中心思想；了解时空顺序；理解文章内涵；从上下文猜测不熟悉的语言现象；分析作者的观点、态度、意图；读懂图表和说明书等；分析语篇结构；获取语言和文化知识；综合评价文章等。

学生用书中的阅读(Reading)中的课文是各单元中的重点，教学建议如下：

1. 完成Pre-reading以后，在开始让学生阅读之前，提醒学生注意课文的题目和插图或照片，请他们快速阅读(略读Skimming)思考该课文的大意。

2. 根据阅读课文的内容，讲解文中一些关键生词，扫除影响理解的障碍。

3. 提出一两个问题，让学生边读边寻找答案。

4. 默读课文，鼓励学生快读寻求答案并作出回答。这样读(寻读Scanning)可以帮助学生了解课文的主要意思。默读课文也可当作家庭作业来完成。为了加强学生的自学能力，要求他们课前预习，如默读一遍课文。阅读时应根据上下文猜测生词的意思，并且使用字典或书中的词汇表及课文注释。还要鼓励他们思考问题，并大胆地提出问题，以便教师更有针对性地进行教学。

5. 讲解课文中的难句和新的句子结构，进一步扫除理解的障碍。有的可以简明扼要地加以解释，有的可以启发学生思考，一起讨论。此时，对文中的语言问题只要求作简单的处理，达到理解的目的即可。

6. 让学生再细读一遍课文。然后就课文内容提出更多的问题。Comprehending中的部分问题可以在这里提出。

7. 放课文的录音让学生听、跟读，并练习有表情的朗读，提高语音水平。

8. 阅读后可以组织学生开展不同形式的口笔头活动，围绕课文的话题，结合自己的经验，展开讨论、发表不同见解(甚至是批判性的观点)、摘记要点、归纳总结，等等。要通过阅读引起学生兴趣，使他们不满足于教科书中的信息。如果能引起他们对书中的话题进一步探究的动机，例如学过了有关旅游或抗击自然灾害的材料，他们从此对有关的各种英文资料都注意收集并阅读，那就在一定程度上说明，这样的阅读教学是成功的！

（四）写的技能

在四项技能中，写的技能难度最大。写要动手、动脑，如有条件和必要还可使用电脑；写是运用语言传递书面信息的手段，要求语言文字精确(书法、拼法、标点符号、语法要正确)；要求文字通顺、结构严谨、格式正确、文体合适。这就要求具有较强的思维能力和表达能力。要写出动人的篇章，一定得有较好的语言基本功、逻辑思维和创造思维能力，还要有丰富的想象力。高中教科书非常重视和加强写的训练。写作是按句子、段落和篇章三个层次来练习的。每个单元都有许多写的练习和活动，大致可分成三种。第一种是基础性的练习，学生自由选择语言的余地很少，主要分布在Learning about Language 和练习册的词汇、语法练习中。第二种是有指导的程序写作，主要在学生用书的Using Language 和练习册中的Writing task 部分，这里的写常与听、读和说紧密联系，而且给予学生比较详细的指导，甚至指明了写作的步骤和方法。第三种是功能性写作或自由写作，主要出现在Writing task 和Project 之中。这些练习和活动的安排由易到难，由简到繁，一步一步地帮助学生提高写的技能。

高中阶段要求学生写的语体逐渐由口语变为书面语，由非正式到正式，体裁也逐渐增多，由书信、便条、摘要、日记、通知等发展到简短的叙事、说明、报告、议论、新闻报道、广告、诗歌、故事、短剧、

传记、图表等。

1. 构思 (Generate ideas): 确定写作题目, 在独立思考和收集资料的基础上, 与同伴讨论写作内容, 交流信息, 集思广益。

2. 拟提纲 (Outline): 在构思的基础上, 写出要点, 安排文章的整体结构, 理顺需表达的思想或事物的逻辑顺序, 确定每一部分或段落中心思想。

3. 起草 (Draft): 按照提纲写出初稿。写时要注意遣词造句、篇章结构, 也就是说, 要注意选用词语、内容的连贯性、人称、数、大小写、标点符号, 以及连接词的使用等。

4. 校订 (Edit): 初稿需要经过反复推敲修改, 不仅写作者本人需要校订初稿, 也可与同伴交换初稿, 互相帮助修改。要检查文章结构是否条理清晰、符合逻辑; 检查修辞、语法、拼写、标点符号和大小写等。

5. 定稿 (Finalize the writing): 经过校订后修改或写第二稿, 誊清后方可定稿。

6. 展示 (Display): 写好的作品应向全班展出, 这样写作才具有意义, 因为作品是为读者写的。成功作品大家共享, 可以达到互相交流和学习的目的。

7. 评价 (Evaluate): 可就文章的内容 (Content)、结构 (Organization)、语篇 (Discourse)、句法 (Syntax)、用词 (Vocabulary) 及写作技巧 (Mechanics 指拼写、标点符号、大小写等) 等方面进行评价。

缩写:

SB — Student's Book 学生用书

TB — Teacher's Book 教师用书

Wb — Workbook 练习册

T — Teacher 教师

S — Student 学生

Ss — Students 学生 (复数)

eg — for example 例如

ie — that is 也就是说

Ex — Exercise 练习

Exx — Exercises 练习 (复数)

sb — somebody 某人

sth — something 某事 (物)

etc — et cetera 等

esp — especially 特别是

人教版®

教学目的和要求 (Teaching aims and demands)

类别	课程标准要求掌握的项目
话题	Disability; life of disabled people
词汇	<p>disability disabled hearing eyesight lap ambition ambitious dictation noisy suitable entry beneficial clumsy outgoing adapt bench microscope absence fellow annoy annoyed firm software parrot tank tortoise psychology psychologically encouragement conduct politics abolish resign slavery literature companion assistance congratulate congratulation bowling graduation certificate architect adequate access accessible handy row basement outwards exit approval dignity profit community</p> <p>in other words adapt to cut out out of breath all in all sit around as well as in many ways make fun of never mind all the best meet with</p>
功能	<p>1. 祝愿和祝贺(Wishes and congratulations)</p> <p>Congratulations! I'm very pleased for you. All the best.</p> <p>I hope it goes well for you. I wish you success. That's wonderful/amazing.</p> <p>Good luck! I'm proud of you. Well done!</p> <p>I want to express my sincere congratulations on You have my best wishes.</p> <p>I'm very impressed by your performance.</p> <p>2. 有礼貌地表达个人观点(Expressing your opinions in polite ways)</p> <p>I hope you will not mind I wonder if</p> <p>It would be It would help to</p> <p>I'd like to suggest that Perhaps there could be</p> <p>Thank you for reading my letter. I hope my suggestions will meet with your approval.</p>
语法	<p>复习动词不定式(Revise the Infinitive)</p> <p>It is difficult <i>to know</i> what the future holds. (subject)</p> <p>Now his ambition is <i>to become</i> an actor. (predicative)</p> <p>He hopes <i>to become</i> a teacher. (object)</p> <p>Does this disability make it difficult for them <i>to do</i> some things? (object complement)</p> <p>I have a very busy life with no time <i>to sit</i> around feeling sorry for myself. (attribute)</p> <p>She is proud <i>to have taken part in</i> competitions (adverbial)</p>

教学建议

(Suggested teaching notes)

一、教学内容分析

本单元的话题是围绕“残疾”、“残疾人的生活”展开的,介绍残疾人积极进取的生活,紧扣了本单元“身残志坚”的主题。

“热身”(Warming Up)部分,先引导学生谈论对“残疾”这一话题的看法,再看图阅读,让学生了解一些残疾人士所取得的成就,并组织简短的讨论。

“读前”(Pre-reading)部分,让学生了解Family Village网站的基本情况。让学生借助标题和图片,讨论该网站的主要内容和作用。

“阅读”(Reading)部分,由残疾人马蒂·菲尔丁在网页上叙述自己的故事,他因为患了一种至今还无法认识的肌肉疾病,从而身心倍受摧残,但痛苦的磨练也帮助他变得更加坚强,更好地认识人生,决心要过好人生的每一天。马蒂·菲尔丁的自述向我们展示了他复杂的情感变化过程:希望破灭后的迷惘、焦虑、恐惧、对同情和理解的渴望,以及自我接受、被人接受后重新燃起的希望和喜悦。在教学中要重点引导学生去体会马蒂·菲尔丁的情感变化,提高他们关心、理解、帮助他人的意识。

“理解”(Comprehending)部分,设计了三个教学活动来引导学生理解阅读内容。第一个活动要求学生阅读故事,完成表格,填出马蒂·菲尔丁的疾病给生活带来的困难和他克服困难后所能做到的事情。第二个活动要求学生用简短的话对故事的五个段落进行总结,归纳出段落大意。第三个活动引导学生思考讨论阅读材料中的问题,帮助理解马蒂·菲尔丁是怎样的人;马蒂·菲尔丁在生活中需要处理的事情很多,最困难的是什么;他应该怎样做,才能改善其生活;让学生换位思考一下,如果自己得了马蒂·菲尔丁那样的病,又会怎么样;我们健康的人应怎样去关心、帮助残疾人。

“语言学习”(Learning about Language)部分,

分成两项内容。第一项内容是学习本单元的词汇,设计了四个练习。练习1是有关构词法中的派生知识(derivation),通过这个练习,一是让学生复习本单元所学词汇;二是了解和归纳派生过程中形容词和名词的常见后缀,该练习中,构成名词的后缀有-ability, -ance, -ion, -ness, -ce, -ment等,构成形容词的后缀有-ous, -able, -ical, -ing, -ed, -ical, -y等;三是帮助学生扩大词汇量。练习2是用本单元的词回答问题(这些问题类似于英英词典中的英语释义),教师还可让学生用每个词语造句。练习3是短文填空,讲述了唐氏综合征患者谢莉坚强乐观地改善自己生活的事迹,让学生既复习了阅读课文中的词汇,也受到了一次精神的洗礼。练习4是一道开放性题目,让学生就谢莉的故事自编对话,再一次加强重点词组的巩固练习。第二项内容主要是帮助学生复习归纳动词不定式。阅读课文中有许多含有动词不定式的句子,可让他们先自行归纳,教师再结合情况做些必要的讲解,最好再结合实际,补充些练习帮助学生进一步巩固动词不定式的用法。此外,这部分还安排了一项新知识:不定式的完成式(to have done)。

“语言运用”(Using Language)部分,提供了丰富多彩的材料与活动,帮助学生提高语言综合运用能力。第一项是听与说的活动,共有六个练习。听力材料是一段电台记者(Joan)采访残疾人(Barry Minto)的对话。练习1是听前活动,让学生讨论并列举盲人和视力差的人在爬山时可能遇到的困难。练习2让学生听取关键信息,在听之前,要让学生熟悉对话双方的姓名发音和基本情况,以及乞力马扎罗山的简要介绍(可特别强调正常人攀爬此山的困难)。练习3是一个记录对话中数字的活动,着重训练学生听取并记忆数字的能力。练习4结合听力内容开展小组讨论。练习5和练习6主要用于帮助学生复习、归纳表示“祝贺和祝愿”的用语;练习5让学生再听采访对话的后半部分,听写一些表示“祝贺和祝愿”的用语;练

习6要求学生用“祝贺和祝愿”用语自行设计情境对话,后面方框内提供了其他表示“祝贺和祝愿”的用语,可呈现给学生,鼓励他们在自己的对话中尝试使用。第二项活动是阅读、讨论和写作,共有六个练习。练习1看图说话,讨论行动困难的人在电影院可能会遇到什么麻烦。练习2阅读一封信件,内容是一位读者写给电影院建筑师的信,请求建筑师充分考虑残疾者的需求,然后让学生把信中的建议要点列举出来。练习3回答问题。练习4要求学生找出信中的礼貌用语。练习5分组讨论社区是否方便残疾人进出以及改进的方法。练习6要求学生仿照读过的信件给某建筑师写一封建议信。

“小结”(Summing Up)部分要求学生对所学内容、词汇、语法做归纳和总结。

“学习建议”(Learning Tip)部分,让学生了解使用英英词典对英语学习的帮助。鼓励学生多用英语词典,以培养使用工具书自主学习的能力。

本单元所涉及的要点是:


1. 了解“残疾”,理解残疾人,提高主动关心、帮助弱势群体的意识,同时激发自尊、自立、自强的精神,以乐观的态度、顽强的毅力面对人生。
2. 学习有关祝贺和祝愿以及如何礼貌地表达个人观点的用语。
3. 掌握本单元教学目的和要求中的词汇。
4. 学习正式信件的写法和用语。
5. 深入理解和进一步运用动词不定式。

二、教学方法建议

(一) 阅读教学

教材中的“热身”、“读前”、“阅读”、“理解”等环节安排妥帖,按此顺序教学很方便、有效。现再提出一些补充建议:

1. 让学生阅读下面网站内容,了解它的情况。



Family Village

A Global Community of Disability-Related Resources

Welcome to the Family Village! We are a global community that integrates information, resources, and communication opportunities on the Internet for persons with cognitive and other disabilities, for their families, and for those that provide them with services and support.

Our community includes informational resources on specific diagnoses, communication connections, adaptive products and technology, adaptive recreational activities, education, worship, health issues, disability-related media and literature, and much, much more!

So stop in, stroll around, and visit some of the Family Village's attractions. Simply click on a place to explore and discover a cornucopia of useful information! Let us know what you like (or dislike) and visit often, for our village is constantly changing.

The Family Village
Waisman Center,
University of Wisconsin-Madison
1500 Highland Avenue
Madison, WI 53705-2280
E-mail: familyvillage@waisman.wisc.edu

The Family Village Website is an attempt to bring together valuable information for parents of individuals who have disabilities. We hope that you find the information and resources here to be useful, but we would recommend reviewing this disclaimer first.

2. 让学生回答以下问题:

- What is the Family Village for?
- Have you ever visited the Family Village?
- What does the Family Village include?
- Which are you interested in most?
- Do you know where the Family Village lies?

- What does the letters WI stand for?

3. 阅读了马蒂·菲尔丁的故事之后, 在学生理解的基础上, 引导他们去体会马蒂·菲尔丁患病前后的情感变化: 希望、恐惧、迷惘、忧虑、遗憾、振作、期望(被接受)、自适。启发学生主动关心他人的意识。

Read Marty Fielding's story again and fill in the table, using the sentences from the story.

Hope	In fact, I used to dream about playing professional football and possibly representing my country in the World Cup.
Puzzle	
Worries	
Regret	
Satisfaction	

4. 如果学有余力, 可再让学生读以下语录和诗歌:

The most beautiful people we have known are those who have known defeat, known suffering, known struggle, known loss and have found their way out of the deaths. These people have an appreciation, a sensitivity and an understanding of life that fills them with compassion, gentleness, and a deep loving concern. Beautiful people do not just happen.

—Elizabeth Kubler Ross

Facing Obstacles

Two Poems by Tom Krause

The Heart Of The Strong

Strong is the heart that knows not the way
of comfort and ease while living each day.
Yet continues to believe from the depths of its soul
that the future is destined to silver and gold.

Strong is the heart whose yearning is waned
by storms in a life filled with heartache and pain.
Yet still gives its all — everything that it can
in search of a dream — God's ultimate plan.
When there is victory — when battles are won

when burdens are lifted and bright shines the sun —
when struggling souls gather — where heroes
belong — they find in themselves — the heart of the
strong.

© 2003 Tom Krause

Carry On

At times when you feel troubled
when your happiness is gone
look to the heart within you
for the strength to carry on.

In your heart you will find special virtues
such as faith and hope and love.
These gifts have been sent down to you
from a power up above.

It is faith that keeps the soul searching
for the joy the heart hopes for.
It is love that heals the spirit
making it stronger than before.

And if your heart be broken
if your strength should fade away
the power of these virtues

will still win out the day.

So remember when you're troubled
when your happiness is gone
look to the heart within you
for the strength to carry on.

© 2000 Tom Krause

Tom Krause is the author of, *Touching Hearts' Teaching Greatness*, Andrews McMeel Publishing, 2001. He is an author, teacher, motivational speaker and coach.

5. 阅读完全文后，让学生思考并回答下列问题：

- What do you know about the disabled people?
- Can you say something about a person with a disability you know?
- What has your city or community done to help the people with disabilities?
- Have you done anything to help them?
- What can we learn from Marty Fielding's story?

(二) 语言运用教学

本单元的“语言运用”部分提供了听和读的两个语篇，共12个练习来训练学生的语言运用能力。我们在教学时可分成两个环节来处理：

1. 听和说的训练

进行听力训练。要求学生先听懂对话内容，掌握大意，再要求听清楚细节，最后开展小组讨论。对于学习基础较差的班级，教师也可先介绍一下听力材料的背景情况，再让学生听。做练习2和练习3前，最好让学生先看一下练习题，使他们有目的地听。如有必要，在做练习4前再组织学生听一遍，以增强印象，便于分组讨论，也可借以核准前两个练习的答案。当然对学习能力强的班级可另当别论。

复习、归纳表示“祝愿和祝贺”的用语。做练习5时，组织学生再听对话，从That's very high! 开始听起。帮助学生写出关于“祝愿和祝贺”的用语，并学习书中提供的用语，让他们朗读记住。接着做练习6，进一步复习方框内的用语，在此基础上，启发学生自创情景进行对话，完成练习6。

2. 读和写的训练

练习1的看图说话可以做阅读的“热身”活动，这项练习设计极为巧妙，教师应加以充分利用。

练习2是检查学生对文中主要信息的理解和记忆能力。教师在指导这个练习时，一定要强调让学生把答案写下来，不要只停留在口头练习。对于学习基础差的学生，可以组织他们两人小组练习或小组活动，最后能够呈现出一份比较满意的答案。练习3的目的是引导学生注意建议信的格式和结构，了解第一段和最后一段的作用，以及用什么方式能把自己的建议更加醒目地表示出来。除了讲解这封信外，教师还可以收集一些英文建议信函，帮助学生开阔思路，掌握这种文体的写作方法。另外，在本单元的英文部分，教材作者在这部分提供了较为详细的指导，教师可以参考。练习4是让学生体会信中的礼貌用语，培养学生使用礼貌用语的意识和遣词造句的能力。《课程标准》的八年级目标描述中包括“在日常人际交往中有效地使用得体的语言进行表达，例如发表意见、进行判断、责备和投诉等”，所以教师在日常教学中应关注学生使用语言的得体性。因为本单元的建议信属于一封较为正式的信件，因此作者在选择语言时特别注意了使用礼貌用语来表达自己的观点，如I hope you will not mind me writing to ask if you have thought about the needs of disabled customers. 这种语言比起生硬地、直截了当地说I think you should think about the needs of disabled customers更容易让对方接受自己的建议。在教学中，可以让学生先划出文中的礼貌用语，然后想想对应的更为直接的说法（例如给好朋友提建议时的说法）是什么，在对比中带领学生体会英语语言的魅力，增强使用礼貌用语的意识。练习5和练习6是写作练习，通过上面文章的分析，学生基本掌握了建议信的格式、结构和语言基调。练习5可作为写作前的“大脑风暴”活动，充分调动大脑里的信息，为写作准备素材。如果有必要，教师在学生开始做练习6前，可以先呈现一篇范文，从格式、结构和语言选择方面再次提醒学生注意。

(三) 语言学习教学

1. 词汇教学：可结合“学习建议”，指导学生查英英词典。词汇练习2也是一种用英语解释词汇

的做法。在英语词典中通常有两种方式来说明词语的意义，一种是下定义 (definition) 的方式，如 *Oxford Advanced Learner's Dictionary of Current English*, *Longman Dictionary of Contemporary English* 等。另一种是用描述 (description) 的方式，如 *COLLINS Cobuild English Dictionary*。现以本单元的几个生词为例来加以说明：

literature:

1) writings that are valued as works of art, especially fiction, drama, and poetry (定义)

2) You use *literature* to refer to novels, poetry and plays. (描述)

adapt:

1) to make something for a new use, situation, etc.

2) If you *adapt* to a new situation or *adapt* yourself to it, you change your ideas or behaviour to deal with it successfully.

all in all:

1) when everything is considered

2) You use *all in all* to introduce a summary or general statement.

另外，利用英语的近义词或反义词也是有效的方法。如：

反义词

disability: ability, fitness, strength

noisy: quiet, calm, peaceful

companion: stranger, enemy

absence: presence

clumsy: graceful, skillful

近义词

assistance: help, aid, support

conduct: (n.) behaviour, acting, performance, manner

(v.) lead, control, manage

beneficial: helpful, useful, valuable

resign: give up, leave, step down from

2 语法教学：应紧密结合阅读材料复习、归纳、讲解动词不定式。此外，有两点教师认为有必要的话可适当讲解说明：

1) 关于动词不定式的完成式。动词不定式有

进行式、完成式和被动式。本单元有完成式的句子，下个单元将出现被动式。请看下面在本单元出现的句子：

I am happy to have found many things I can do. 我发现我能做许多事，为此我很高兴。

She is proud to have taken part in competitions and to have broken a record by running two laps (800 metres) this year. 今年她参加了多次比赛，而且打破了两圈（800米）赛跑的纪录。

2) 当动词不定式的动作发生的时间先于谓语动词时，动词不定式就可以用完成式。如果不定式表示的动作与谓语动词同时发生，则用进行式。如：

He is said to have left for Shanghai. 据说他去了上海。

I am very glad to be working with you. 我很高兴和你一起工作。

三、自我评价建议

(一) 非测试性评价

Think about the following questions and try to answer them.

1. The title of this unit is "Living well". Why?

2. What have you learned about people with disabilities from this unit?

3. What has your school done to help the disabled students?

4. Do you know anything about mental disability? If you do, can you show us some examples?

5. What do you plan to do to help people with a disability?

(二) 测试性评价

1. Fill in each of the following blanks with a proper word.

1) A place is _____ if it is possible to reach it.

2) A/An _____ is a person who designs buildings.

3) An official document saying that particular facts are true is a _____.

4) The mayor delivered a speech of _____ for the graduates at the graduation ceremony.

5) When something can help people improve their lives, we say it is _____ to people.

6) If a tool is convenient to use, we say it is very _____.

7) When the government is going to end the existence of a custom, we say it is to be _____.

8) You can use the phrase _____ if you want to sum up what you think, or give a conclusion.

9) When you organize an activity or a task and carry on it, you _____ it.

10) A _____ is a friend that you spend a lot of time with, or someone you are travelling with.

2. Fill in the blanks with the proper forms of the verbs given.

1) I'm afraid it'll be very hard for you _____ (adapt) this story for children.

2) After _____ (think) everything over, she decided _____ (not resign) her post.

3) You'd better not get _____ (annoy) at his ignorance.

4) All of us are satisfied, since everything seems _____ (go) on smoothly.

5) It might be better _____ (try) _____ (discuss) in his own language as he isn't used to _____ (speak) in English yet.

6) _____ (see) from the hilltop, the lake is extremely beautiful.

7) If you couldn't get anything _____ (open) the beer bottle with, why not _____ (try) _____ (open) it with your teeth?

8) When I open the door I noticed someone

_____ (sit) by her side _____ (talk) with her.

9) He ran all the way to the station only _____ (find) the train had left.

10) – Did he manage _____ (carry) the truck upstairs?

– No, he didn't. He isn't strong enough even _____ (move) it.

11) She remembered _____ (pass) on most of the information, but she forgot _____ (mention) one or two of the most important facts.

12) His attempt _____ (solve) the problem failed again.

13) The enemy was reported _____ (run) away two days before.

14) All I am trying to do is _____ (clear) all the rubbish here.

15) In the library I noticed Diana _____ (talk) for a moment with David.

参考答案:

1. 1) accessible 2) architect 3) certificate
4) congratulations 5) beneficial 6) handy
7) abolished 8) all in all 9) conduct
10) companion
2. 1) to adapt 2) thinking, not to resign
3) annoyed 4) to be going
5) trying/to try, to discuss, speaking
6) Seen 7) to open, try, opening
8) sitting, talking 9) to find
10) to carry, to move
11) passing, to mention
12) to solve 13) to have run
14) (to) clear 15) talk

补充参考资料 (Supplementary reference materials)

补充注释

1. In other words, there are not many people like me. 换句话说,像我这样的人并不多见。

in other words: that is to say, when you are about to express what you have said in a clearer, easier way.

I pointed out several mistakes and carefully repeated what I thought. In other words, I wanted to tell him I was not at all pleased with his work. 我指出了几个错误,并好几次详细重申了我的想法。换句话说,我想告诉他我对他的工作很不满意。

Your performance in the exam did not reach the required standard; in other words, you failed. 你在考试中的表现没有达到规定的要求,换句话说,你及格。

They're leaving in ten days — in other words, next Friday. 他们将在十天后离开,换句话说,也就是下周五。

2. I am very outgoing and have learned to adapt to my disability. 我很开朗乐观,已经学会了适应身体的残疾。

adapt的意思有三个:

1) If you adapt to a new situation or adapt yourself to it, you change your ideas or behaviours in order to deal with it successfully.

She adapted herself quickly to her new job. 她很快适应了她的新工作。

The children are finding it difficult to adapt to their new school. 孩子们感到很难适应他们的新学校。

These plants have adapted themselves to the desert. 这些植物适应了沙漠地区。

2) If you adapt something, you change it to make it suitable for a new purpose or situation.

This machine has been specially adapted for use under water. 这台机器已经过特别改装能适应水下工作了。

They adapted the garage for use as a workshop. 他们把车库改成了车间。

3) If you adapt a book or play, you change it so that it can be made into a film or a television programme.

They are trying to adapt this novel for a TV play. 他们正试图把这部小说改编成电视剧。

3. Every time I returned after an absence, I felt stupid because I was behind the others. 每次请过长假之后,我觉得自己很笨,因为我比别人落后了。

absence 的意思有:

1) the state of being away

After so long an absence from school he will find the work difficult. 长时间落课之后,他会感到功课很吃力。

It happened in my absence. 这事发生在我没在的时候。

2) the lack of something

In the absence of any encouragement or support, he had to drop the plan. 没有任何鼓励和支持,他只好放弃计划。

An absence of sleep left those workers very tired. 缺乏睡眠使那些工人们很疲惫。

Absence of rain caused the plants to die. 缺少雨水使这些植物干死了。

absence的形容词是**absent**。

4. The few who cannot see the real person inside my body do not make me annoyed, and I just ignored them. 还有些同学看不到我的内心世界,但是我并不生气,只是不去理会他们罢了。

1) **person**在这里的意思是:human being as an individual distinct characteristics.

He is nice enough as a person. 他风度很好。

2) **annoy**: make sb a little angry or impatient

It annoyed me to think how much time we had wasted. 想到我们浪费了这么多时间我就很恼火。

I am annoyed with him because he kept interrupting

us. 他总来打扰我们,这使我很生气。

5. As well as going to the movies and football matches with my friends, I spend a lot of time with my pets. 除了同我的朋友一起去看电影和足球比赛,我还花很多时间和我的宠物在一起。

as well as: in addition to sth/sb/doing

The old farmer grows flowers as well as vegetables. 这个老农既种菜又种花。

She is a talented musician as well as a photographer. 她不仅是个摄影师,还是个很有天赋的音乐家。

He had all his school work to do, as well as looking after his sick mother. 他不仅要照顾生病的母亲,还把作业都完成了。

6. Just accept them for who they are, and give them encouragement to live as rich and full a life as you do. 要接受他们,给他们以鼓励,让他们能像你一样过得丰富多彩、充实美满。

as ... as通常用于比较结构中。

I can't drink as sweet coffee as that. 我不能喝那么甜的咖啡。

I haven't seen as old a car as this for years. 我好多年来没见过这么旧的小汽车了。

注意:这时名词如果是单数,形容词要置于a或an之前。

但有时也能将名词置于as ... as之前。

I haven't seen a car as old as this for years.

I can't drink coffee as sweet as that.

另外,在 more ... than结构中,如果出现名词,情况也是一样。

Our neighbour has a house much larger than ours. 邻居的房子比我们的大得多。

Our neighbour has a much larger house than ours.

7. I hope you will not mind me writing to ask if you have thought about the needs of disabled customers. 我希望您不介意我写信询问您是否已考虑到残疾顾客的需要。

mind表示“介意;反对”,后面可跟名词、动词-ing形式和从句。me writing是动词-ing形式的复合结构,也可以说成my writing。有关mind的用法请看下面例句。

Sorry, do you mind the noise? 对不起,这声音影

响你吗?

Would you mind me turning off the television? 你不介意我关上电视吧?

I like summer. I don't mind how hot it is. 我喜欢夏天,我不在乎有多么热。

Do you mind if I open the window? 你不反对我开窗户吧?

还有两个词组比较有用: never mind (不要紧); mind one's own business (少管闲事)。

8. Adequate access for wheelchairs. 为乘坐轮椅的人(进入电影院)提供充分的便利。

access to sth/sb表示“(接近或进入某地的)方法或通路;(使用某物或接近某人的)机会或权利”。

The only access to the coffee bar is across the square. 要到那间咖啡厅只能穿过广场。

Every student should have access to a library. 每个学生都应该有使用图书馆的便利条件。

access的形容词是accessible,表示“可接近的,可进入的,可使用的”。

A manager should be accessible to his/her employees. 经理应该平易近人,让员工觉得可以接近。

9. So I'd like to suggest that the seats at the back be placed higher than those at the front so that everyone can see the screen easily. 所以我建议后排的座位应该比前排的高,这样每个人都能很容易地看到银幕。

so that可以引起目的状语从句(此时从句中常有can, may等),也可引导结果状语从句,so that前常用逗号隔开。

He spoke through a microphone so that the people at the back can hear him. 他讲话时用了麦克风,这样后面的人都能听清。

They climbed higher so that they might have a better view. 他们爬得更高,这样视野可能会更好些。

The furniture arrived damaged, so that we had to send it back. 家具送到的时候已损坏,所以我们只好退了回去。

10. I hope my suggestions will meet with your approval. 我希望你能赞成这些建议。

meet with sth意思是“遇到某事物;经历某事

物”,相当于experience sth.

He met with some difficulties when he tried to solve the problem. 他努力解决这个问题时遇到了一些难题。

My uncle met with much criticism after he published his article. 我舅舅发表文章后,遭到了很多批评。

meet with sb意思是“与某人会晤、商量”,相当于to have a meeting with.

The representatives met with the company's boss to discuss the pay rise. 代表们和公司老板见面,讨论工资增长事宜。

人教版®

Teaching guide for the Student's Book (学生用书教学指导)

INTRODUCTION

The theme of this unit is *disabilities*. The unit focuses on school-aged children with disabilities and emphasizes the things they can do rather than those they can't. The aim is to heighten students' awareness of the challenges facing people with disabilities and to

promote the notion that students with disabilities have similar wishes and desires to non-disabled students.

Unit 1 revises the various uses of the infinitive and focuses on the functions of wishing, congratulating people and expressing your opinions in polite ways.

WARMING UP

The aim of this Warming Up session is for students to think about the different kinds of disability people might have, to realize that you cannot always tell a person who has a disability just by looking at them and to understand that people with a disability can lead fulfilling lives. Look at the four people in the pictures to find out what their disabilities are.

There are autobiographies of young people with disabilities and in particular *My Left Foot* by Christy Brown. This is a true story about a young boy growing up who could only move with his left foot. The book was made into a film called *My Left Foot* and starring Daniel Day-Lewis.

Teaching suggestions:

Do the Warming Up activities as a class.

- 1 Read Exercise 1 and get suggestions from the class. Elicit as wide a list of disabilities as possible and teach the appropriate vocabulary. Discuss with students anyone they know personally who has a disability. Guide the discussion towards what these people have achieved rather than what they can't do.
- 2 Read the text under the pictures.
 - Rosalyn is in a wheelchair.
 - Richard has very poor eyesight and so could not read the questions or write the answers for his college entrance exams.
 - Sally is hearing impaired (though not deaf as she

can still understand loud speech in the cinema).

- Gao Qiang was born with Down's Syndrome, which is a mental disability. Some Down's Syndrome sufferers have made a good career as actors.
- 3 Encourage the students to think in terms of the students' achievements rather than their disabilities. They can do this by listing their own achievements and comparing them with the achievements of the four students in the textbook.

As an extension the class can begin to think how much extra help may be needed for disabled students to make these achievements. For example:

- Rosalyn needs encouragement with her sports and special places to practise in her wheelchair. She may need a special coach too who understands how to improve the skills of physically impaired athletes.
- Richard needs special equipment for his studies and perhaps a special room in which to take his exams. In this way he does not interfere with other students' concentration.
- Sally does not need special facilities. She only needs hearing aids to improve her hearing so she can join in with everyone else.
- Gao Qiang needs special teachers while he is still at school to develop his academic abilities and teach him how to look after himself. When training to be an actor he does not need a special teacher.

Looking at disability in this way turns it into a moral question: is it right for some members of society to get

extra help because they have a disability? You can raise this question with your students and discuss it. There is no right or wrong answer, but it is important that the

class thinks about it so they can examine their attitudes to disabled students.

PRE-READING

This activity provides some background information about a website to which disabled students from all over the world contribute. Discuss with students what the value of such a website would be. Prepare students for

the reading that follows by asking them to guess what kind of information would be included in disabled students' stories. Make a list on the board of possible topics.

READING

This reading text is typical of the many stories which appear on the Family Village website. The text is written by a high school student named Marty, who has a rare disease that affects his muscles. He is often very tired and weak and has not been able to take part in some of the activities that his non-disabled classmates take for granted. The passage explains some of Marty's difficulties but also describes the good things about his life. Overall, the article is very positive in tone.

Teaching new words and structures:

- 1 *I guess you could say* The verb "guess" is usually used when you are suggesting an answer to a question and you do not know the real answer. In this reading it is used instead of "I suppose".
- 2 *one in a million* This phrase is usually used to highlight a person who has a very rare ability or skill. In this reading passage it is used for a boy who has a very rare illness. This is made clear in the next sentence in the text.

- 3 *... adapt to my ability* Marty has made the best use of his abilities and has not allowed his condition to spoil his life. This is the meaning of "adapt to something".
- 4 *... a billion tests* Marty is clearly exaggerating here. He means to imply that there were a great many tests.
- 5 *Even after all that* Marty means to say that although he had all those tests, the doctors have not been able to find out anything that would help him get better or improve his life.
- 6 *... what the future holds* This means what the future will be like.
- 7 *all in all* This phrase means that Marty is evaluating the good and bad things in his life. So when he uses this phrase, it means that he is comparing his disability and what he can do in spite of it and still finds that there is a lot in his life that gives him pleasure.

COMPREHENDING

- 1 Before students read in detail, ask them to read the text through quickly to discover which of the possible things you listed on the board in the Pre-reading activity are discussed in the text.
- 2 Read Exercise 1 to students. Then ask them to read

the text through again quickly to find the answers. Students should then discuss their answers in groups. Set a time limit for Exercise 1 and discourage students from using their dictionaries, so that they are not tempted to spend time on details but rather

on gaining a general understanding of the text.

3 Ask students to read the text more slowly this time

and then to do Exercises 2 and 3.

Suggested answers to Exercise 1:

Problems caused by his disability	What Marty does in spite of his disability
1 Weak and can't run or climb stairs as quickly as others	1 enjoys writing and computer programming
2 clumsy and often drop things or bump into furniture	2 invented a computer football game
3 can't play football and can only enjoy football matches from a bench at a stadium	3 looks after pets
4 has missed a lot of school	4 Disability has helped him grow stronger psychologically and become more independent
5 felt stupid because of being behind the others	

Suggested answers to Exercise 2:

Paragraph 1: An introduction to Marty and his muscle disease

Paragraph 2: How his disability developed

Paragraph 3: Marty met a lot of difficulties at school

Paragraph 4: How his life has become easier

Paragraph 5: The advantages of his disease

Suggested answers to Exercise 3:

1 Marty seems to be a fairly positive person who considers he has a good life. He is realistic about his disability, but does not let this stop him doing as much as he can. He is a psychologically strong, independent boy.

2 Missing lots of school, not being able to run around and play sports like other boys at his age, people not understanding that he has a disability.

3 Marty keeps busy doing things that do not require physical strength, like computer programming. He has friends with whom he can go to movies and football matches and he has lots of pets. He also studies hard.

4 They can accept people with disabilities like Marty for who they are rather than focus on their disability. They can encourage them to live rich and full lives.

5 Because they found that Marty was able to live as rich and full a life as everyone else.

6 Answers would vary.

LEARNING ABOUT LANGUAGE

Discovering useful words and expressions

Answer key for Exercise 1:

Noun	Adjective	Noun	Adjective
<i>ambition</i>	<i>ambitious</i>	<i>clumsiness</i>	<i>clumsy</i>
<i>absence</i>	<i>absent</i>	<i>firmness</i>	<i>firm</i>
<i>suitability</i>	<i>suitable</i>	<i>noise</i>	<i>noisy</i>
<i>benefit</i>	<i>beneficial</i>	<i>psychology</i>	<i>psychological</i>
<i>annoyance</i>	<i>annoyed/annoying</i>	<i>encouragement</i>	<i>encouraging</i>

Answer key for Exercise 2:

1 lap 2 annoyed 3 dictation 4 entry
5 microscope 6 outgoing 7 fellow 8 conduct

Answer key for Exercise 3:

in many ways, sit around, made fun of, adapt to, out of breath, All in all, cutting out, In other words

Exercise 4:

Sample dialogue:

S₁: All in all Xie Li's confidence has grown. In other words she is more outgoing.

S₂: In many ways she is becoming more active and happier.

S₃: She's not so often out of breath after training. She has adapted to it well.

...

Revising useful structures

This section focuses on the revision of the various uses of the infinitive. The following is a brief summary of the grammar points being emphasized.

- Some verbs are followed by a *to*-infinitive but not *-ing* form (eg *agree, aim, ask, decline, demand, fail, hesitate, hope, hurry, manage, offer, plan, prepare, refuse, want, wish*).
- Some verbs are followed by *-ing* form but not a *to*-infinitive (eg *admit, avoid, consider, delay, deny, feel like, finish, imagine, miss, recall, resent, risk, suggest*).
- The verbs *begin, cease, start* and *continue* can be followed by either a *to*-infinitive or an *-ing* form with little difference in meaning (eg *Even though it was raining, they continued to play/playing*).
- Other verbs can be followed by either a *to*-infinitive or an *-ing* form, but there is a difference in meaning. These verbs include *go on, mean, regret, remember, stop, try* (eg *I regret to inform you that your application has been unsuccessful*. It indicates that I am about to do something I am not happy about. *It's too late now, but I'll always regret asking John to do the work*. It says I have already done something that I am not happy about).

Students have already studied the infinitive before and in this section they will study the perfect form of the

infinitive.

Answer key for Exercise 1:

Infinitive as the subject:

It is difficult to know what the future holds.

To look after my pets properly takes a lot of time.

Infinitive as the predicative:

Her ambition is to become part of the national team for the next Paralympic Games.

Now his ambition is to become an actor.

My ambition is to work for a firm that develops computer software when I grow up.

Infinitive as the object:

Does this disability make it difficult for them to do some things?

He hopes to become a teacher.

Unfortunately, the doctors don't know how to make me better, but I am very outgoing and have learned to adapt to my disability.

Then I started to get weaker and weaker.

A big company has decided to buy it from me.

Infinitive as the object complement:

In many ways my disability has helped me grow stronger psychologically and become more independent.

Infinitive as the attribute:

It gives ordinary young people with a disability a chance to tell their personal stories.

I have a very busy life with no time to sit around feeling sorry for myself.

If I had a chance to say one thing to healthy children, it would be this: having a disability does not mean your life is not satisfying.

Just accept them for who they are, and give them encouragement to live as rich and full a life as you do.

Infinitive as the adverbial:

What have they done to try to overcome these difficulties? She is proud to have taken part in competitions and to have broken a record by running two laps (800 metres) this year.

He had the questions read to him and used dictation to give his answers into a special machine.

I was too weak to go to school.

I am happy to have found many things I can do.

I have to work hard to live a normal life.

Answer key for Exercise 2:

- JO: Oh! Am I late? I'm sorry to have kept you waiting.
 SUE: No, you're fine.
 JO: Thank you. The trouble is I can't find my shopping list.
 SUE: Oh dear! Where on earth could you have put it?
 JO: Well, it isn't in my bag. I might have left it on the kitchen table. I seem to have forgotten so many things now that Christmas is here.
 SUE: I quite understand. So many presents to buy and so many cards to send!
 JO: True. I was supposed to have finished all my shopping by now but
 SUE: Never mind. Nobody is said to have finished till there's no more left to buy!
 JO: Quite right. Oh look, here's my list – in my pocket.
 SUE: Let's get to work then!

Answer key for Exercise 3:

to have spent, To free, to see, to treat, to help pass, to abolish

Exercise 4:

Sample dialogue:

- S₁: Who would you like to have met if you could

choose anyone?

- S₂: I'd like to have met Elaudah Equiano.
 S₁: Who was he? I've never heard of him.
 S₂: Well, he lived at the same time as William Wilberforce and was a slave for part of his life. When he came as a slave to England his master had to free him. He wrote his own autobiography. Then he started to travel all round England telling people about the life he had led as a slave.
 S₁: Why would you choose him?
 S₂: That's easy. I'd like to have asked him about his life in Africa before he became a slave. I want to know how he survived the terrible journey between Africa and America. It would also be most interesting to find out what his duties were as a slave and how his masters treated him.
 S₁: I see. That certainly sounds very interesting. My choice is historical too. I'd like to have met Zheng He in order to question him about the places he really visited.
 S₂: Why?
 S₁: Because I want to know if he discovered America first or not.
 S₂: That's a great choice, too.

USING LANGUAGE

Listening and speaking

The listening text in this section features a radio interview with a blind teenager, Barry, who has just returned from a climbing holiday to the top of Mount Kilimanjaro in Africa. The activities give students the opportunity to listen to and practise the function of congratulating.

- Before listening to the tape, discuss with students what they know about Mount Kilimanjaro. Establish that it is in Africa and that many tourists climb it, camping in tents or staying in huts on the mountainside for the five days or so it takes to get to the top. You may also like to show students some photos of the mountain which can be obtained from the Internet.
- For Exercise 1 ask students how difficult they would

find to climb the mountain and what kind of difficulties weak-sighted or blind people would have. Tell the students that they are going to hear a radio interview with someone who has recently climbed Mount Kilimanjaro, but don't tell them he is blind. Let them discover this for themselves.

- Ask students to read Exercise 2. Then close their eyes and listen to the tape as you play it right through without stopping. When they have listened once, ask them to share what they understood from the tape and complete the notes.
- Before playing the tape again, ask students to read Exercise 3 and listen for the facts needed to complete the notes. This time you can stop the tape at various places if you think it is necessary. Check students' answers.

- 5 Give students time to discuss Exercise 4 in groups and then discuss answers as a whole group.
- 6 Exercise 5 asks students to focus on the part of the conversation where the interviewer congratulates Barry on his achievement. Play the relevant part of the tape again and give students time to write their answers. Check answers and then ask students to practise the dialogue in pairs.
- 7 Read Exercise 6 with the students and read the expressions in the pink box. Ask students for any other ways of expressing congratulations that they know. Write these on the board. Give students time to complete Exercise 6. Go around the room listening to students' dialogues and helping or correcting where needed.

LISTENING TEXT

AN AMAZING ACHIEVEMENT

Barry Minto (B) has just made a successful climb of Mount Kilimanjaro, the highest mountain in Africa. Listen to him being interviewed on the radio by Joan (J).

- J: Barry, welcome to our programme and congratulations on that great climb!
- B: Thank you. It's good to be here.
- J: Now, Barry, it was a special climb, wasn't it?
- B: Yes, that's right. Half of the group had very bad eyesight or were blind like me, and the other half were sighted people who came along to help us.
- J: How old were the climbers?
- B: Well, the weak-sighted and blind group were between 16 and 19 years old.
- J: And the sighted climbers?
- B: Between 25 and 45.
- J: I see. Now, why did you make such a difficult climb?
- B: For two main reasons: one is to prove that we can achieve whatever we decide to do; the other is to raise money for other people with weak sight.
- J: Mmm. Well done! I know Mount Kilimanjaro is the highest mountain in Africa. But how high is it?
- B: About 5,900 metres.
- J: That's very high! So how many of you reached the top?

- B: Of the 12 poor-sighted and blind climbers, 9 made it to the top. Of the 15 sighted climbers, 7 did.
- J: Well done!
- B: Yes, it just shows how determined the poor-sighted and blind climbers were.
- J: How long did it take you?
- B: Five days to go up and two to come down.
- J: Well, Barry, I'm full of admiration for you and your companions. What do you plan to do next?
- B: Oh, I'm going to university next year, but my next climbing ambition is to go up Mount Qomolangma one day.
- J: Amazing. I wish you every success in the future, Barry.
- B: (fading out) Thank you, Joan.

Suggested answers to Exercise 2:

Barry and his team wanted to prove that they could achieve whatever they decided to do and at the same time raise money for people with weak sight.

Joan thinks Barry's plan is amazing because after climbing one difficult mountain he wants to climb an even more difficult one.

Answer key for Exercise 3:

16-19 years old, 25-45 years old, 5,900 metres, 12, 9, 15, 7, 5 days, 2 days

Answer key for Exercise 5:

Well done, Five days, two, full of, companions, What do you plan to do next, Amazing, every success in the future

Exercise 6:

Sample dialogue 1:

- B: I hear you've just passed your final exams at university with a very good result. I want to express my sincere congratulations. I know how much hard work you must have done.
- A: Thank you but
- B: I was so impressed with your performance that I rang my uncle up straight away, and he is prepared to offer you a job tomorrow.
- A: That's wonderful but
- B: I was so proud of you that I've ordered a special dinner for you and your family at a very expensive

hotel here in town.

A: I'm not sure that

B: Of course you deserve it! You have all my best wishes and I hope everything goes well for you in the future.

A: That's very kind of you, but I think you must be muddling me up with my cousin. He's the one who's done so well. I'm still in my first year at university!

Sample dialogue 2:

A: This letter has just arrived. It's about my exam.

B: Well, open it.

A: It says I've passed!

B: Congratulations! That's wonderful.

Sample dialogue 3:

A: Your mother told me you have just started a new job.

B: Yes. I'm working at the television station now.

A: Really? That's great! I hope it goes well for you.

B: Thanks. I hope so too.

Sample dialogue 4:

B: Let's see your medal.

A: Here it is.

B: It's beautiful! Well done!

A: Thanks.

Sample dialogue 5:

A: You look happy, what's up?

B: Our team just won.

A: Wow! That's wonderful. You deserve it after training so hard.

B: Yeah. And if we keep training like that we should win more games.

A: I'm sure you will. Keep up the good work.

Sample dialogue 6:

A: Here it is at last, my graduation certificate.

B: Let me see. Well done, I'm so proud of you.

Sample dialogue 7:

A: Did you really invent a new computer game?

B: Yes, I did and a computer company is going to buy it.

A: That's amazing. I'm really impressed.

Reading, speaking and writing

In this section students consider ways that public buildings can be made more accessible to people with walking difficulties. This includes people in wheelchairs, the elderly, people on crutches or those

who use walking sticks and people with one or both legs amputated.

1 Exercise 1 acts as a pre-reading activity for the reading task that follows. Ensure that students understand each of the problems illustrated in the pictures. Pre-teach any vocabulary in the letter that students may have difficulty with.

2 Read the letter with the students, studying one part of the letter at a time.

- Ask the students to cover the text below the first paragraph and to read the first part of the letter only. Ask them to tell you what the purpose of the letter is and who it is written to. Then ask them to guess what will be in the rest of the letter.

- Ask students to uncover the text to the end of point 5 and to leave the last paragraph covered. Ask them to scan the five points and to tell you what the function of the italicized words after the numbers is. (They act as headings to highlight the five issues the letter writer wants to discuss.) Ask the students to read the rest of the five paragraphs and then to summarize what the writer wants the architect to do.

- Ask the students what they think the author may have put in the last paragraph. Then ask them to read the paragraph to check their guesses.

3 Ask students to read the letter independently and to do Exercises 2 and 3. Check answers.

4 If you feel the students will have difficulty writing a letter on their own, choose a building in the local community and hold a class discussion about how this building could be made more accessible for people with disabilities. List the students' suggestions on the board. Then ask them to write a letter in groups or in pairs using the letter on page 8 as a model. Alternatively you could write a class letter on the board, eliciting suggestions from students as you write.

Exercise 2:

Indicate to the students (if they need help) that they should look at the words in italics at the beginning of each of the numbered paragraphs for the answer.

Answer key for Exercise 3:

1 To tell the reader the purpose of the letter.

- 2 The writer has used numbers and a title in italics for each paragraph to organize the ideas and to make it easier for the reader to understand and remember the five suggestions.
- 3 To finish the letter in a polite way and to put forward some reasons why the architect should consider the writer's suggestions.

Suggested answers to Exercise 4:

Polite forms in the letter:

I hope you will not mind me writing to ask if you have thought about the needs of disabled customers.

In particular I wonder if you have considered the following things.

It would be handy to have lifts to all parts of the cinema. It would help to fit sets of earphones to all seats, not just to some of them.

This would allow hearing-impaired customers to enjoy

So I'd like to suggest that the seats at the back be placed higher than those at the front so that everyone can see the screen easily.

Perhaps there could be a space at the end of each row for people in wheelchairs to sit next to their friends.

For disabled customers it would be more convenient to place the toilets near the entrance to the cinema.

And if the doors could be opened outwards, disabled customers would be very happy.

Thank you for reading my letter.

I hope my suggestions will meet with your approval.

Exercise 5:

Sample dialogue:

- S₁: Let's think about our community. What do you need to put in a community to help people with disabilities?
- S₂: I think you need to make it easy to cross the road. You need places with a slope and not a step off the pavement, so you can move a wheelchair easily from pavement to road.
- S₃: Yes, that's a good idea but you also need help in buildings such as lifts to upper floors and
- S₄: What are blind people to do about guide dogs? Is there any way people can bring them into shops?
- S₂: Perhaps not.
- S₃: I don't think they can, so we need rails to help blind

people find their way around a shop.

S₁: Now how many of these things does our town have?

S₄: Slopes on the road, yes. A lift in large department stores, yes. Guide rails in stores, no.

S₁: So maybe we should work on that. What about writing a letter to our local government offices and find out if they plan to do anything about this?

S₂, S₃ and S₄ (together): Yes, let's try it.

Exercise 6:

Sample writing:

Dear Mr Smith,

I read in the newspaper that you are the architect who is to design the new supermarket in our suburb. I am writing to ask if you have considered the matter of easy use of the supermarket by people in wheelchairs. In particular, I wonder if you have considered the following things:

- 1 Width of aisles. *Can you please make sure that the aisles are wide enough to allow wheelchairs to pass through? In some supermarkets the aisles are so narrow that a person in a wheelchair cannot move along them easily.*
- 2 Height of shelves. *Can you please design shelves that can be reached by people in wheelchairs? In some supermarkets people in wheelchairs have to ask other shoppers to help them. This takes away their independence.*
- 3 Lifts to other floors. *Lifts could be in places that people in wheelchairs can get to easily. It is very difficult if lifts are right at the back of the shop and people have to go up and down the shelves before they get to it.*
- 4 Car parks. *I hope you will leave some car spaces close to the front of the shop for people in wheelchairs. It is very difficult if they have to park a long way away from the shop and wheel themselves over rough ground to the entrance.*

Thank you for reading my letter. I hope you will consider my suggestions. Disabled people should have the same opportunities as able-bodied people to shop independently and they should be able to do so with dignity. I am sure many people will admire your supermarket if you design it with good access for disabled people. The supermarket owners will

also be happy as more people will be able to shop there.

Yours sincerely,

...

LEARNING TIP

At this stage in students' English language development, they should be starting to rely on English-English dictionaries compiled for language learners. If students are already using English-English dictionaries, then the learning tip in this unit can be used as a starting point for a discussion of the uses of such dictionaries.

Students who are not familiar with learners' English-English dictionaries may need some practical demonstrations of their use. If English-English dictionaries are available at your school, distribute them to pairs of students and give them time to discover for themselves what information the dictionaries provide. If students do not have access to such dictionaries, you can provide demonstrations of their uses by copying relevant sections of a dictionary and displaying them on the class computer screen. The following is an example of such an activity:

Write on the board sentences that contain words with several meanings, such as the following:

- 1 I am really glad I bumped into you.
- 2 She's a changed person since she started work.
- 3 Many Australian diggers fought in France during the war.

- 4 He's been down in the dumps ever since his girlfriend left him.

Display the English-English dictionary meaning for the underlined words on the board and ask students to identify the meaning relevant to the sentences. Then ask them to compare the entry for these words in their English-Chinese dictionary.

Depending on the features included in the learners' dictionary you are using for the demonstration, you can devise activities that involve:

- finding the meaning of phrases (eg over my dead body, to horse around, clear cut);
- examining useful groupings of words, for example, some dictionaries contain a list of countries followed by the adjective used for that country, the money used and the language spoken;
- studying pictures of groups of things from the same category (eg kitchen utensils, musical instruments, sports equipment).

Some dictionaries contain spelling rules, grammar explanations, hints on punctuation and other useful information and activities can be devised to familiarize students with these features of English-English dictionaries.

Teaching guide for the Workbook (练习册教学指导)

LISTENING

This listening text gives students information on what guide dogs for the blind do and how they are trained.

Teaching suggestions:

- 1 Before listening to the tape ask students to discuss in groups of four what they already know about guide dogs for the blind and particularly how such dogs are trained. Let each group report their ideas in turn back to the class. Write the ideas on the board without comment. You are going to check how accurate their ideas are after listening to the tape.

- 2 Then do Exercise 1. This is asking for slightly different information about guide dogs which the students may well have some information on.

1 Has anyone seen one in use?

Guide dogs are not familiar sights in Chinese cities or towns, so few students may have seen them personally, but they may have experience of seeing them on TV or on films. Ask them to use this experience to work out the role of guide dogs in the life of a blind person.

2 When do people need them?

- When they are blind or weak sighted
- When they need to go to work, shopping or leave the house for any purpose
- When they want to live a full and independent life

3 How are they useful?

- They enable blind or weak-sighted people to be independent.
- They enable blind or weak-sighted people to get to work and earn their own living.
- They are friends and helpers to blind or weak-sighted people.

- 3 Listen to both parts of the tape without comment. If necessary, listen to it again. Some students may find it difficult to adjust to the speed, accent and intonation of native speakers. Then ask the class to do Exercise 2 and write down the main idea of the

listening. If the students have difficulty, let them listen to the tape again until they are familiar with it. If they do not have difficulty, let them compare their sentences identifying the main idea with their partner. Then go back to the ideas that you originally put on the board. Let the class decide which were accurate and which were not.

- 4 By now the students should have a good idea of the content of the listening. So let them do Exercise 3 by listening to Part 1 once and then filling in the chart. After comparing their answers with their partner they should discuss the questions. Only if there is any problem with comprehension should students need to listen to Part 1 of the tape for a second time for this exercise. Check the answers with the class.
- 5 When doing Exercise 4 listen to Part 1 of the tape again. This exercise is to encourage listening for details by doing dictation based on the content. Repeat the same process as you did for Exercises 5 and 6.

LISTENING TEXT

LUCY LEARNS THE WAY

Sara, who is blind, has just returned home from a guide dog school where she learned how to work with her new guide dog, Lucy. A teacher from the school has come to Sara's house to teach her and Lucy how to find their way around their own town.

S = Sara P = Phil M = Mother

Part 1

S: Mum, this is Phil. Phil, this is my mother.

P: Pleased to meet you, Mrs Robinson.

M: Please, call me Jane.

P: Umm, right, Jane. Sara's told me a lot about you.

M: Only good things, I hope.
 P: Definitely. She told me how much you've helped her since her accident.
 M: Well, I've done my best, but I know Sara wants to be more independent.
 P: Well, with Lucy's help she will be. How's Lucy settling in, by the way?
 M: Oh, it's like she's always been here, isn't it, Sara?
 S: Yes. She's been smelling everything in the house and she knew which was my bedroom right away.
 P: That's good. So, Sara, what shall we teach Lucy first?
 S: How to take me to work. Mum's been driving me but I want so much to be able to get there by train on my own, like I used to before the accident.
 P: Well, let's get started. First we'll show Lucy the way to the train station (*fading out*)

Part 2

An hour and a half later, Sara, Lucy and Phil return home. (Pause, then sound of door opening and closing and two sets of footsteps)

S: (*very excitedly*) Mum, where are you?

M: In here, dear.
 S: Lucy did it! She found her own way to the station and onto the train.
 M: Wonderful! Clever girl, Lucy. How did she go crossing the street?
 P: She was perfect. She sat down at the crossing and waited till the cars stopped
 S: Then she stood up and took me straight across the road. I wish you could have seen her.
 M: Me too, but I'll get the chance once you've finished her training. So what's next?
 P: We'll give Lucy a bit of rest and then we'll ask her to take Sara to the station again.
 S: Then Phil's going to show Lucy how to get off the train and take me to my office. In a few days, Lucy and I will be going to work on our own.
 M: That's fantastic. I'm so pleased for you. Now, would you like some lunch, Phil, while Lucy is having a break? (*fading out*)

Suggested answers to Exercise 2:

The main idea of this listening is to show how a guide dog is trained and its usefulness to its owner.

Suggested answers to Exercise 3:

Who is Lucy?	<i>A guide dog</i>	Name of Sara's mother	<i>Jane Robinson</i>
Name of Sara's teacher	<i>Phil</i>	What Sara wants to teach the dog first	<i>How to take Sara to work</i>

- 1 She went to work by train on her own.
- 2 No. She said her mother had helped her a lot since her accident.
- 3 How to get to the train station.

Answer key for Exercise 4:

how much you've helped her, done my best, more independent, settling in, she's always been here, smelling, right away

Suggested answers to Exercise 5:

- 1 She sat down at the crossing and waited till the cars

stopped, then she stood up and took Sara straight across the road.

- 2 How to get off the train and walk to Sara's workplace.
- 3 Lucy will help Sara resume her previous life, become as independent as she used to be and give her the confidence to lead a normal life.

Answer key for Exercise 6:

give, a bit of, to take, show, how to get off, take me to, In a few days, on our own, fantastic, pleased for

TALKING

In this section students will find out more about how guide dogs are trained. It is also an opportunity for them to learn how to conduct an interview. They are given the chance to make up suitable questions and devise an interview with Phil. Then they are asked to put themselves in Sara's position and imagine how much better her life has become now that she has Lucy. This kind of activity will help students become more sensitive to others and more creative in their approach to learning.

Suggested answers to Exercise 1:

	Timeline
First 12 months	<i>lives with a sighted family</i>
A year old	<i>begins training at a guide dog school</i>
17 months old	<i>meets its new owner and lives at the school together</i>
18 months old	<i>goes to the owner's home and learns how to get around with its owner</i>

Exercise 2:

Sample dialogue:

- S₁: Congratulations, Phil, on the splendid work you are doing. What is it that first attracted you to working with guide dogs?
- S₂: Well, I've always enjoyed working with animals and I also want to do a job that is socially useful. Training guide dogs fits both these ambitions.
- S₁: How do you choose a suitable guide dog for a blind or weak sighted person?
- S₂: Of course, there are some kinds of dog that are friendlier and more helpful than others. We like to use Labradors, because they are very sensitive to people and their needs as well as having a good memory for routes and journeys.
- S₁: I see. But how do you match the person with the dog? That must be very tricky?
- S₂: Well, it can be. What we do is let the dogs and the person mix together. Then we can see if the person likes a particular dog, and if that dog has also accepted him or her. It's really a matter of trial and

error. Sometimes we get it wrong, but usually we are successful with our partnership.

- S₁: Thank you very much, Phil, for your time. We've certainly learned a lot.

Exercise 3:

Sample dialogue:

- S₁: Hello. Sara. I'm very impressed with your attitude towards your disability. Clearly it is very important for you to be independent. How has Lucy improved the quality of your life?
- S₂: Well, thank you very much. I can't begin to tell you how much difference Lucy has made to my life. It's as if she's given me back my independence and returned me to my old life. I owe her such a lot.
- S₃: That's wonderful. But do you have any difficulties taking a dog around with you? What about travelling in buses or on trains? And I suppose you cannot take her with you on an airplane?
- S₂: Actually we haven't been as adventurous as to travel by train or plane yet! But I have taken Lucy on the bus, and I found the other passengers and the conductor were very considerate. I'm not sure whether it would be possible to take Lucy on an airplane but as I haven't tried, I don't really know.
- S₄: Well done. So where have you been with Lucy?
- S₂: To work, to the hospital, to the shops and to visit my friends. I take her everywhere actually, and I find people are very kind. The only problem is that they sometimes offer her sweets, and she mustn't eat them or they make her sick. But that's a small price to pay for so much kindness.
- S₁: Yes indeed and good luck with that! People will always admire a dog like Lucy and want to make friends with her. So do you think people's attitude towards you has changed now that you have a guide dog?
- S₂: Not my colleagues at work or my friends who knew me before the accident. But people I didn't know before do try to treat me as if I need special treatment. So I try to show them that I don't!
- S₁: Well, I think you should be very proud of yourself. You've done very well. So all the best for the future and you have all our best wishes!

USING WORDS AND EXPRESSIONS

Answer key for Exercise 1:

congratulated, all the best, graduation, accessible,

companion, assistance, certificate, architect, access, dignity

Answer key for Exercise 2:

put an end to	<i>abolish</i>	help	<i>assistance</i>
give up or leave	<i>resign</i>	Well done!	<i>Congratulations!</i>
enough	<i>adequate</i>	useful	<i>handy</i>
line	<i>row</i>	acceptance	<i>approval</i>
long hard seat	<i>bench</i>	behaviour	<i>conduct</i>

Suggested answers to Exercise 3:

- 1 由于她的视力不行了,她知道她不得不从社区健康委员会辞职了。
- 2 她因那本关于废奴运动的小说而享誉文学界。
- 3 “不用担心那个软件! 我们和那个公司的工程师见面后就会修好的。”
- 4 恭喜! 卖掉那些轮椅的利润足够为你们学校买六个新长椅的。
- 5 那个鹦鹉从宠物店里飞出来,落在马路对面的草地保龄球场上。
- 6 他们开始谈论政治时我就离开会场,朝出口走去。
- 7 确保邻近的残疾人能够进出所有公共建筑物是我的志向。
- 8 我本想在他离开的时候彻底打扫一下地下室,但不巧的是我没有时间。
- 9 詹姆斯小心翼翼地把新鱼缸端进屋里,想象着装满了五颜六色的鱼后它会有多么美丽。
- 10 这条长凳坐着很硬,但是人们爬完山后可以坐在上面好好休息一下。

USING STRUCTURES

Answer key for Exercise 1:

- 1 I forgot to ask you to go to the community service centre.
- 2 It is very important to turn off the electricity before you check the machine.
- 3 I don't know where to find such a kind of button.
- 4 Luckily, we don't have much more work to do.
- 5 Helen is very pleased to have travelled in more than 20 provinces and cities in China.
- 6 She has been very successful in her work, and now her greatest wish is to get married and have some children.

Answer key for Exercise 2:

to fly, to worry, To attempt, to do, to put, to complete, to plan, to go, to help

Answer key for Exercise 3:

- 1 a to tell b spending
- 2 a to make b pressing
- 3 a crying b to ask c to light
- 4 a to get b sailing

Exercise 4:

Students will give their own answers.

LISTENING TASK

The listening text is a talk by a student about Louis Braille — the inventor of the Braille system of touch reading for the blind.

- Exercise 1 is a pre-listening task intended to prepare students for the listening.
- Exercise 2 requires students to listen for the gist only. Read the questions to them and then play the tape all the way through without stopping. Play the tape more than once if necessary. Check answers.
- Discuss the events in Louis Braille's life by asking questions like the following:
 - How did Louis become blind?
 - How old was he when he became blind?
 - What event in his life gave Louis his idea about inventing a reading system for the blind?
 - How old was he when this happened?
 - How old was he when he finally perfected the code?
 - How old was Louis when he died?

If few students can answer these questions, play the tape again and ask them to listen specifically for the answers.

- Read Exercise 3 to the students and ask them to fill in any lines on the time line. Replay the tape, pausing after each relevant part of the tape to give students time to make notes on the time line.

Check answers by playing the tape again and getting students to repeat the sentence that contains the answer.

LISTENING TEXT

MY HERO: LOUIS BRAILLE

Good afternoon, everyone. Today I'd like to tell you about Louis Braille. He made it possible for blind people to read and write.

Louis was born in France in 1809. Sadly when he was a little boy, he had an accident. By the time he was four years old, he was completely blind. However, at the age of ten Louis was lucky enough to go to one of the first schools for blind children in Paris. At this particular school they had special books. They were written in ordinary French but the letters were raised up off the page, so that the students could feel the shape of the

words and read them. But there were two problems with this system. First, the letters were huge and difficult to read. Second, the books were very expensive so the school library only had fourteen altogether. Louis, who was very clever and creative, thought of a better way to improve books for blind people to read.

In 1821, when Louis was twelve years old, a soldier came to his school. This man had invented a system for soldiers to send and receive messages in the dark. Although this idea had not worked very well, Louis became very excited and began experimenting with it. By the time he was fifteen, he had invented a system which used only six dots. And by 1827 the first book using his system was published.

It still took a long time before people realized what a wonderful invention Braille's system was. In fact Louis died in 1852 and did not live to see the success of his system, which has been adapted to almost every language in the world. Thanks to him, blind or weak-sighted people are able to read or write as well as any sighted person.

Suggested answers to Exercise 1:

Braille is a system by which blind people can read by feeling raised dots on a page.

Both English and Chinese system of Braille use six dots. Their form is similar, but their meaning is different. That's to say, Chinese blind people can't understand the English system of Braille.

Answer key for Exercise 2:

- He came from France.
- He was completely blind.
- They were ordinary books with letters raised up off the page.
- The letters were huge and difficult to read, and the books were very expensive.
- A system for soldiers to send and receive messages in the dark.
- I think Braille system has the advantage of being easy to learn, and so it is easy to produce books of normal size. It helps make blind people independent because they can read as much as sighted people do.

Answer key for Exercise 3:

Year	Age	Event
1809		<u>Born</u>
1813	4	<u>Became completely blind</u>
1819	10	<u>Sent to school in Paris</u>
1821	12	<u>Heard a soldier talk about a system</u>

		<u>consisting of a raised system of dots</u>
1824	15	<u>Completed the Braille system of touch reading</u>
1827	18	<u>First Braille book published</u>
1852	43	<u>Died</u>

READING AND WRITING TASK

The reading text is about a Chinese boy with a disability which prevents him from walking or even moving without pain. It tells how he still manages to live a meaningful life and achieve his lifelong ambition. The text is written in the style of a newspaper article. Instead of answering conventional comprehension questions, students demonstrate their understanding of the text by writing a summary of it.

One way to help students develop their reading skills is to ask them to write comprehension questions for someone else to answer. The following procedure is recommended.

- 1 Ask the students to read the article with a partner and to help each other to understand any difficult parts.
- 2 Then ask them to work with their partner to write about five comprehension questions based on the text.
- 3 Get them to swap their questions with another pair who will answer them. The four students then work together to check each other's answers and to help each other with any difficulties they had understanding the text.
- 4 Read Exercise 1 with the students and make sure they understand the steps outlined in the Workbook. These steps demonstrate an effective way of

summarizing a text. Explain to students that they should not copy whole sentences from the reading passage, but put the main facts into their own words.

- 5 When students have written their text, put two pairs of students together to complete Exercise 2. This gives students practice in editing other students' work.
- 6 Exercise 3 requires students to write a clean, final draft of their summary.

Exercise 3:

Sample writing:

Although Zhang Yuncheng (25) is unable to walk or even get out of bed without help, he has achieved his ambition to write a book.

Because of his disability, Yuncheng went to school for only one day. However, when he was 12 years old, he taught himself to write. When he was 17, Yuncheng wrote to a newspaper about his life and his ambition to write a book. Zhang Danuo, an editor at the newspaper helped him by setting him writing assignments every week. These assignments have now been turned into a book, which many people have bought.

Yuncheng says that because his life will not be a long one, he must do as much as he can within the time he has left.

SPEAKING TASK

In this task students are asked to imagine what it would be like to have a disability, how it affects their life, what help they need and how they spend their time.

They then give a talk about their life to a small group

of students.

The steps in the workbook clearly set out the steps students should take in preparing their talk. When students reach step 4, you may need to supervise the

formation of new groups to ensure that each person in the group will be talking about a different kind of disability.

Exercise 4:

Sample talk:

Hello, my name is Liu Hui. I have been deaf since I was 12 years old. I go to a special school where some lessons are in sign language and some lessons are in spoken language which I must lip-read. As well as ordinary school subjects, I also go to speech classes to make sure my speech remains easy to understand. You see, when you can't hear yourself speaking, you can't correct your speech. This is why it is hard to understand some deaf people.

My favourite subjects at school are art and sewing and I hope to go to design school when I am older, so that I can become a fashion designer.

My life is very much the same as any other teenager. I go out with both hearing and deaf friends. My hearing friends just have to remember to touch my arm to get my attention and to make sure I can see their mouth when they talk. I play table tennis and I'm in the school swimming team. I like watching foreign movies because they have Chinese subtitles which I can read.

Being deaf doesn't stop me enjoying life. There are a few things I can't do, like talking with my friends on the telephone and some things that are more difficult for me than for non-deaf people, but there are still plenty of other things I can do.

人教版®

Unit 2 Robots

第二单元

教学目的和要求 (Teaching aims and demands)

类别	课程标准要求掌握的项目		
话题	Robots; literary work about science		
词汇	fiction desire satisfaction bonus alarm alarmed apron sympathy overweight elegant favour pile scan fingernail absurd haircut accompany cushion bedding necklace clerk counter awful affair armchair declare cuisine envy digital mailbox aside grand receiver affection bound biography holy part-time staff navy junior biochemistry talent chapter theoretical framework thinking divorce obey disobey assessment test out ring up turn around leave ... alone set aside in all be bound to		
功能	推测与确信(Supposition and belief) I think / don't think I believe / don't believe I guess/suppose I wonder Maybe It must have Is it possible that ...? Could it be that ...? Are you sure that ...? It is possible/impossible that It could be that I am sure that It is most likely/unlikely that There is a belief that I am positive that		
语法	被动语态和动词不定式的被动形式(Revise the Passive Voice (including the infinitive)) Come into my study where we <i>won't be overheard</i> . My car <i>is being repaired</i> so I can't lend it to you. When we got to the meeting room, we found the speech <i>had been cancelled</i> . The hotel manager thought that the fire <i>might have been caused</i> by some cigarette butts. She <i>was amazed</i> by his fingernails and the softness and warmth of his skin. The women <i>were impressed</i> by Claire, the house and the delicious cuisine. Tony expected the house <i>to be completely transformed</i> . The robot was going <i>to be tested out</i> by Larry's wife. Larry persuaded her that the robot wouldn't harm her or allow her <i>to be harmed</i> it was ridiculous <i>to be offered</i> sympathy by a robot.		

教学建议

(Suggested teaching notes)

一、教学内容分析

本单元的话题是“机器人”、“科幻文学作品”和“科幻小说作家”，内容主要涉及著名的科幻小说作家艾萨克·阿西莫夫的生平简介和他所创作的有关机器人的科幻小说。

“热身”(Warming Up)部分,先介绍机器人的制造、种类、功能等,再让学生分组列表,把自己所熟悉的科幻文艺形式(科幻故事、电影、电脑游戏、电视剧、卡通)写出来,并进行简单交流。

“读前”(Pre-reading)部分,看图分组讨论,设计了三幅图三个问题,都是关于机器人的,为下面的阅读做好铺垫。

“阅读”(Reading)部分,是一篇科幻小说,讲述某公司试验机器人托尼的故事。托尼来到克莱尔家,帮助她做家务,为她排忧解难,不但使她的家变得更有品味,同时也帮助克莱尔克服心理上的障碍、重塑自身形象。更不可思议的是,在三个星期的试验期里,机器人托尼竟让克莱尔对他产生了感情上的依恋!故事细致入微地描写了克莱尔矛盾恍惚的内心世界,栩栩如生地描绘了托尼某些富于人性化的细节,这种亦幻亦真的故事情节充分反映出科幻作品的独特魅力。

“理解”(Comprehending)部分,设计了分析克莱尔的情感变化、回答问题和填表等活动,帮助学生进一步理解这篇科幻故事。

“语言学习”(Learning about Language)部分,包括两项内容:对新学词汇特别是表达情感的词汇做针对性的训练,通过练习帮助学生掌握这些词汇;复习被动语态和学习动词不定式的被动形式,并进行初步的运用。

“语言运用”(Using Language)部分,安排了听和读的两个语篇对学生进行听、说、读、写的语言综合训练。可分成两项活动:第一项活动为“听与说”(Listening and speaking),先听两位女士读完科幻故事之后的对话,要求听两遍录音做练习

1、2;练习3、4、5是帮助学生掌握有关“推测与确信”(Supposition and belief)的用语。练习3是通过听对话,引导学生听写“推测与确信”的用语,练习4是让学生主动去使用这些用语展开讨论,对类似托尼的机器人的作用加以评论。练习5安排了一项设计机器人的任务,引导学生列表、绘图、写说明,这些步骤都是围绕自己所设计的机器人展开的。第二项活动是“读、议、写”(Reading, discussing and writing),阅读内容是著名的美国作家艾萨克·阿西莫夫的生平简介。读后有四项练习。练习1要求学生在读完短文后填空,完成艾萨克·阿西莫夫的生平编年表。练习2、3是对艾萨克·阿西莫夫提出的机器人三条原则进行讨论。练习4要求学生借助文章信息和练习1的表格笔头简述阿西莫夫的生平事迹。

“小结”(Summing Up)部分,引导学生对所学的内容、词汇、语法进行主动的归纳小结。

“学习建议”(Learning Tip)部分,对提高学生的写作能力提出两条建议:一是多练,二是多读、多思。

本单元所涉及的要点是:

1. 帮助学生更多地了解机器人及有关的科幻小说、小说家阿西莫夫及其文学作品。
2. 培养学生的想象力和对未知世界的探索精神。
3. 掌握本单元教学目的和要求中的词汇用法。
4. 学会使用推测和确信的表达法。
5. 复习被动语态和学习动词不定式的被动形式。

二、教学方法建议

(一) 热身

学生在许多场合会遇到“小说类”、“非小说类”这样的词,教师可简单介绍一下这方面的情况:

fiction: stories, novels, etc which describe events

and people that do not exist

non-fiction: writing that is about real people, events and facts

literature: writing that is considered to be work of art, including novels, plays and poetry

而后, 引导学生列表说出他们熟悉的科幻电影、小说、故事等, 以了解学生已有的知识, 提问重点要放在内容上:

What is the science fiction story (film ...) mainly about?

What is the hero (heroine) of the story (film ...)?

(二) 读前

在处理主篇课文前可提出以下问题:

Do you know any story, novel or film whose hero (heroine) is a robot?

If you do, can you say something about them?

Do you know how many types of robot there are?

Can you tell me some of the robots you have seen?

What can they do?

What kind of robot would you like to create?

然后, 再引导学生看“读前”部分的照片, 开展讨论。

(三) 阅读

Satisfaction Guaranteed 是一个有趣的科学幻想故事, 学生对故事情节的理解应该不会太困难, 但故事中有些地方牵涉到英美国家的文化, 有的还与女主人翁的内心世界有关, 可能会使有些学生产生阅读障碍。建议采用“三读法”的方式来教学这篇故事。三读法可以是读三次, 也可以指阅读的三个步骤、三个层次等。

1. 首先要求学生浏览故事, 要求能理解故事的主要内容。可设计以下练习:

Read the story of *Satisfaction Guaranteed* and decide whether the following statements are true or false. Please try to find the sentences in the story to support your answers:

1) Larry was going to be away from home so he hired a robot to accompany his wife Claire.

2) Claire didn't like the idea at the beginning, but she agreed to it at last.

3) When Tony, the robot, offered to help dressing,

Claire was pleased to accept it. But she thought it was surprising for a robot to be so human.

4) Tony could understand Claire when she said she was not clever.

5) Claire's husband wanted to improve his social position, but she was sorry she could do nothing to help him.

6) Tony was eager to help Claire. He scanned quite a lot of books in the library, but he could find no ways out.

7) Tony asked Claire to go to the town to buy things he needed to improve the house.

8) It was Claire that first decided to invite Gladys and her friends to her house.

9) While Tony worked on the improvements of the house, Claire also did her part.

10) Claire's guests were filled with admiration when they saw her house was completely changed.

11) Claire was very happy to find that Gladys envied her.

12) The company was satisfied with Tony's report because he had successfully made a woman fall in love with him.

2. 可结合上述正误辨认题, 让学生再读故事。这次阅读的重点放在设法了解女主人翁克莱尔的感情和心理的变化上。可考虑设计以下问题:

Read the story again, and discuss the following questions:

1) At the first sight of Tony, Claire was frightened. Why?

2) What did Claire do when Tony offered to help her dressing?

3) How did Tony begin to win Claire's trust? (or, When did Claire begin to trust Tony?)

4) What was the thing that Claire thought ridiculous?

5) How did Tony help Claire make herself and her home look more elegant?

6) Do you think Claire suffered from her own sense of failure? Please try to find some phrases or sentences in the story to show it.

7) Why did Claire think it was a victory when she was envied by Gladys?

8) Why did Claire shout "Leave me alone"?

然后, 可以让学生完成练习1。

3 让学生了解 Comprehending 部分练习2、3的要求, 引导他们进行针对性的阅读, 完成该部分提出的任务。

(四) 语言学习

这部分包括三个内容, 可分开处理。

1. 学习 Satisfaction Guaranteed 中应掌握的部分词汇。在上一单元的词汇教学中, 曾提到用英语解释和借助近义词来学习词汇的方法, 练习1就是利用近义词替换来学习词汇, 这样做不但能使表达更为丰富, 还可以逐渐扩大词汇量。有时我们也常用近义词来说明词语的意思。

以下是本单元的部分词语及其近义词:

fiction:	stories, novels
desire:	(n.) wish, need, longing; (v.) want, wish, long for
bonus:	extra payment
test out:	try out, experiment with, examine
alarm:	(n.) warning; (v.) disturb, frighten
elegant:	fine, rich, lovely, attractive, polite
absurd:	unreasonable, ridiculous
ring up:	call up, telephone, make a phone call
awful:	bad, terrible, unpleasant, horrible, dreadful, ugly
firm:	solid, hard, fixed, settled, steady, rooted, determined, strong-willed
declare:	pronounce, announce
grand:	splendid, big, important
be bound to:	be certain to
junior:	younger, lower

练习2是要求用所给词语的适当形式填入短文的空白处。

练习3要求学生从课文中找出描述心理活动的形容词, 并用这些词来描述克莱尔的感情, 然后选其中5个以上的词讲一个小故事。

2 语法部分是进一步复习掌握被动语态, 学习不定式的被动形式。在第一单元已复习了动词

不定式, 在这一单元的阅读里又出现了动词不定式的被动形式, 可布置学生在阅读材料中找出这些句子, 将其与主动形式加以对照, 让学生发现其结构、意义的区别:

1) It was going to be tested out by Larry's wife. → Larry's wife was going to test it out.

2) The robot wouldn't harm her or allow her to be harmed. →

The robot wouldn't harm her or allow anyone else to harm her.

3) It was ridiculous to be offered sympathy by a robot. →

It was ridiculous for a robot to offer her sympathy.

4) By that time, Tony expected the house to be completely transformed. →

By that time, Tony expected to transform the house completely.

5) What a sweet victory to be envied by those women! →

What a sweet victory it was for those women to envy me!

同时, 在科幻故事里有多处涉及动词不定式、-ing分词作宾语补足语的句子, 教师可结合班级情况进行讲解、练习。

此外, 在做练习2时, 最好能与主动语态一起来复习。

练习4是被动语态的实际运用题。在现实生活中, 各项规定、条文、条例中经常会看到使用被动语态的句子, 因为这时我们强调的是动作行为本身, 而不是施动者和受动者。通过这样的练习, 加强学生运用被动语态的意识, 以及正确使用各种语态的能力。建议分小组活动。教师还可以多提供几个运用被动语态的情景, 让学生选择练习, 如 Rules for the school library, Rules for the lab 等等。

三、自我评价建议

(一) 非测试性评价

Discuss the following questions with your friends.

1. Can you explain why the story's title is

Satisfaction guaranteed? If you were the writer of the story, what title would you think of?

2. Do you think Claire suffered from her own sense of failure? If you think so, can you show us some examples?

3. What do you think of Asimov's laws for robots?

4. Have you got any ideas about the recent development of robots? If you haven't, try to collect some materials about it.

5. Are you interested in robots? Why or why not?

6. Have you ever heard of artificial intelligence?

Can you show us some examples?

(二) 测试性评价

1. Choose a verb phrase from the box to fill in each of the blanks. Make sure to use the proper verb forms.

leave sb alone	turn around
test out	set aside
	ring up

1) How many people _____ while I was out?

2) The model must _____ before we put it into mass production.

3) _____, I saw an old friend of mine, whom I haven't seen for years.

4) She is very upset. _____ for a few minutes.

5) It's time for us _____ our differences and work together for a common purpose.

2. Complete the sentences with the correct form of the verbs in brackets.

One of the most famous monuments in the world, the Statue of Liberty, _____ (present) to the United States of America in the nineteenth century by the people of France. The great statue, which _____ (design) by the sculptor Auguste Bartholdi, _____ (take) two years _____ (complete). The actual figure _____ (make) of copper _____ (support) by a metal framework which _____ (especially construct) by Eiffel. Before it _____ (could transport) to the United States, a site _____ (find) for it and a pedestal _____

(build). The site _____ (choose) was an island at the entrance of New York Harbour. By 1884, a statue which was 151 feet tall _____ (erect) in Paris. The following year, it _____ (take) to pieces and _____ (send) to America. By the end of 1886, the statue _____ (put) together again and it _____ (officially present) to the American people by Bartholdi.

3. Rewrite the following sentences according to the models.

Models:

I am fortunate. He gives me a lot of help. →

I am fortunate to be given a lot of help.

I am fortunate. He has given me a lot of help.

→

I am fortunate to have been given a lot of help.

1) She was annoyed. You interrupted her.

2) We are pleased. They employ all of us.

3) He is proud. You trust him.

4) I am lucky. You taught us a foreign language.

5) John is ashamed. They found him stealing.

4. Fill in the blanks with words from this unit. Be sure to give the correct form.

1) The news that a lion escaped from the zoo _____ the local people.

2) Please do me a _____ and turn down the TV while I'm on the phone.

3) She felt _____ when they kept telling how clever she was.

4) You've worked so hard that you are _____ to pass the exam.

5) Let us _____ you to your hotel.

6) Tom and Jane want to get _____. That means they intend to end their marriage.

7) We've received a lot of orders and need more _____ in our office.

8) The head teacher _____ Mary to be the winner of the speech contest.

9) Don't be _____! I can't possibly do all the work in one day.

10) He was _____ from work because of illness.

参考答案:

- 1 1) rang up 2) be tested out 3) Turning around
4) Leave her alone 5) to set aside
- 2 was presented, was designed, took, to be completed, made, was supported, had been especially constructed, could be transported, had been found, had been built, chosen, had been erected, was taken, sent, had been put, was officially presented
- 3 1) She was annoyed to have been interrupted.

- 2) We are pleased to be employed.
3) He is proud to be trusted.
4) I am lucky to have been taught a foreign language.
5) John is ashamed to have been found stealing.
- 4 1) alarmed/frightened 2) favour
3) embarrassed 4) bound
5) accompany 6) divorced
7) staff 8) declared
9) absurd/ridiculous 10) absent

补充参考资料

(Supplementary reference materials)

一、补充注释

1. It was disturbing and frightening that he looked so human. 机器人如此通人性,这使她觉得心烦和害怕。

It是形式主语, that引导的句子是这个句子的主语, that从句叫主语从句。It放在句首, 真正的主语放在后面, 这是英语的一种常见结构。

It was clear that Claire had fallen in love with Tony. 很显然, 克莱尔已爱上托尼。

It seems unlikely that she will refuse the offer. 看上去她不太可能会拒绝给她的帮助。

It's possible that some of the professors may not think much of it. 有些教授可能会对它评价不高。

有时, 为了强调that从句的内容, 也可将that从句放在句首。但如果是疑问句, 则只能用先行词it结构。

Is it surprising that so many passengers were unhurt in the accident? 在这次事故中, 那么多乘客没受伤, 这是不是很令人惊讶?

Is it true that he would take the risk? 他真的要冒这个险?

带有that从句的先行词结构有以下几种不同的搭配关系:

- 1) It + be + *adj* + that-clause.

It is certain that William will do well in his exam. 威廉肯定会考得很好。

It is absurd that he believes the number 13 has brought him the bad luck. 他认为是13这个数字给他带来了厄运, 这太可笑了。

在表示建议、命令、要求等意义的It结构中, that从句的谓语动词常用(should) do/be的形式。

It is best that he (should) go there without delay. 他最好马上去那里。

It is important that we (should) be here by the weekend. 周末我们得在这里, 这很重要。

在表示惊讶、喜悦、遗憾等意义的It结构中, that从句的谓语动词也常用这种形式。

It isn't amazing that they should have decided to divorce. 他们已决定离婚, 这并不令人吃惊。

It is regrettable that Tom should leave so soon. 真遗憾汤姆这么快就得离开。

- 2) It + be + *n.* (or noun phrase) + that-clause.

It is a great satisfaction that she is well again and

can go to her office. 她身体恢复了,可以去上班,这真让人高兴。

It is a pity that she should refuse to accept this suggestion. 真遗憾她拒绝了 this 建议。

3) It + be + -ed participle + that-clause.

It is said that Isaac will accompany his parents to visit Europe. 据说艾萨克将陪父母去欧洲访问。

It is suggested that each student should sing a song in English at the party. 建议每个学生都得在晚上唱支英文歌。

4) It + seems/happens... + that-clause.

It seems that they are in urgent need of help. 好像他们现在急需帮助。

It happens that the prettiest birds are the worst singers. 很碰巧,最漂亮的鸟是最差的歌手。

要注意这种结构与强调结构的区别。试比较:

It was Tony that managed to help her in time. 是托尼及时帮助了她。

It was then that Claire realized that Tony had opened the curtain on the front window. 也就在这时候,克莱尔才意识到托尼早就把前边窗户的窗帘拉开了。

强调结构的that从句不能置于句首。

2. So Claire borrowed a pile of books from the library for him to read, or rather, scan. 于是克莱尔从图书馆借来一堆书给托尼阅读,或者说给他浏览一下。

1) **pile**: a number of things lying on top of one another; an amount of something that is in a large mess

He always left books in a large pile. 他总是留下一大堆书。

The record I want is at the bottom of the pile. 我想要的记录在这一堆东西下面。

a pile of / piles of : a lot of

There were a pile of magazines on the desk. 桌上有一堆杂志。

I've got piles of work to do this evening. 今晚我有一大堆工作要做。

2) **or rather**: a way of correcting something you have said, or making it more exact

He lives in London, or rather, he lives in a suburb

of London. 他住在伦敦,更准确地说是伦敦郊区。

You have to be sixteen for cheap tickets - or rather under sixteen. 你得是16岁才能买便宜的票,更准确地说是16岁以下。

3. -you cannot have women falling in love with machines. ——总不能让女人和机器相爱吧。

这句话的结构是have + n. + doing, have的意思是cause (sb to do), 它与have + n. + do结构的意思有时略有不同,前者讲的是过程,后者叙述的是当时的情况。

As soon as I got there, I tried to have John find me a house. 我一到那里就试着让约翰给我找个房子。

She had us all laughing at her jokes. 她的笑话让我们大笑。

但有时也很难讲这两种结构的意思有多大的区别。如果把本句写成 You can't have women fall in love with machines. 意思也没什么差别。

另外,当have + n. + doing结构用于否定句,尤其是置于can't或won't后时,have的意思是permit或allow。

I can't have you going everywhere and doing nothing all day. 我不能让你整天无所事事地东游西荡。

注意这种结构与 have + n. + to do的区别。

The professor has an extraordinary way to make his class lively and interesting. 这个教授有特殊的办法使他的课一直生动有趣。

He said he had nothing to be afraid of. 他说他什么都不怕。

4. Asimov had both an extraordinary imagination that gave him the ability to explore future worlds and an amazing mind with which he searched for explanations of everything, in the present and the past. 阿西莫夫不仅有着超凡的想象力,使他能对未来世界进行探索,而且还有着惊人的智力,使他能对现在的和过去的各种事物作出解释。

这个句子稍稍有点复杂,现简要地分析一下: Asimov had both an extraordinary imagination and an amazing mind 是这个句子的主要部分,动词不定式 to explore future worlds 修饰ability, with which引导的定语从句修饰 an amazing mind。

with which 是“介词 + which (或 whom)”的结构, 其介词的选择受到一定的限制: 或与前面的名词搭配有关 (本句就是这样), 或与后面的动词或词组搭配有关。

He seemed to be looking for the words *with which* he could express what he was thinking about. 他好像正在找能表达他想法的词语。

The novel *from which* the film has been adapted for children is written by a famous American writer. 这本已改编成儿童电影的小说是一位著名的美国作家写的。

The car, *for which* I paid a lot of money, is now out of date. 我花很多钱买的这辆小汽车现在过时了。

He is telling a story of a hero, *of whom* everyone in the town is proud. 他正在讲一个让全镇人都感到自豪的英雄故事。

二、参考资料

1. 科幻作品

近几年比较受欢迎的科幻小说、影视有: X档案系列 (*X-files*), 黑客帝国系列 (*The Matrix*), 星球大战系列 (*Star Wars*), X战警系列 (*X Men*), 终结者系列 (*Terminator*), 哈利波特系列 (*Harry Potter*), 指环王系列 (*The Lord of the Rings*) 等等。学生如有兴趣, 可上网查询更多的信息。

2. Issac Asimov 艾萨克·阿西莫夫 (1920—1992)

Dr Isaac Asimov was an American author and biochemist who was born in Russia in 1920. Asimov went to the United States with his family at the age of three. He grew up in New York, graduating from Columbia University in 1939. In 1948, he earned a PhD there. He began to write stories for science-fiction magazines in 1939. He was a very successful writer who produced an amazing number of books: he wrote over 400 volumes. Asimov is best known for his science fiction and popular science books, of which the Foundation series, the Galactic Empire series and the Robot series are the most popular. Asimov's books cover various topics in science, and he developed a set of ethics for robots and machine intelligence which influenced many others writers.

人教版®

Teaching guide for the Student's Book (学生用书教学指导)

INTRODUCTION

This unit looks at the topic of robots. It presents robots in various contexts from those in science fiction stories to those in existence today and also those that could exist in the future. The robots of today included in the unit are domestic robots, robot pets, robots used in disasters, those used to help people who can't walk, and those that can detect landmines or do many other things dangerous for human beings.

A science fiction story by Isaac Asimov, a well-known science fiction writer, is retold in the Student's Book.

This story, about a human-like robot, illustrates Asimov's first law for robots: A robot must not injure human beings or allow them to be injured. Students also learn about the life of this author in the unit.

Students are asked to speculate about robots' similarities to and differences from humans, and their positive and negative aspects. They are also encouraged to use their imaginations to design their own robot, to think about the three laws for robots that Asimov developed and what would happen if these laws did not exist.

WARMING UP

This section introduces the students to robots and gets them to focus on robots as fictional characters in particular.

Ask the students to cover up the text that comes before the pictures of this section so that they do not read the definition of a robot. Then ask them to look at the pictures of the robots, both in the Warming Up section and the Pre-reading section. Divide the class into groups and ask them to come up with their own definition of a

robot. Bring the class together and have a spokesperson for each group to read out their definition. Write these definitions on the board and then write one definition of a robot with the class. Now compare this definition with the definition in the book.

With students in their groups again, set the exercise in the Warming Up section. When the class has completed this exercise, ask various students to tell the whole class about the robot that they told their group about.

PRE-READING

This section prepares students for the reading passage by asking them to think about the extent to which a robot can be like a human being.

Divide the class into different groups from the previous section and ask them to complete Exercises 1 and 2. Bring the class together and discuss the students' responses to the questions.

Exercise 3 is asking students to think about human-like robots (humanoids). Ask students what humanoids they know about. They will probably be able to list a

few that are characters in films. In their groups, have them answer the questions in Exercise 3 in relation to these fictional humanoids. Then have them discuss whether they think it possible that a robot could be made today that could do the things listed in Exercise 3. Ask the groups to give reasons for their answers.

Answer key for the questions:

- 1 You would find the robot in the first photo in a factory. It is an industrial robot that picks up, carries

and moves loads.

The second robot is a robot dog. The robot dog is a toy that would be found in people's home.

The third robot would be used as a surveillance tool that can travel over open terrain. It has a camera on its top at the front to feed back to the operators of the robot what lies in its path.

- 2 There are many types of robots: industrial robots used in manufacturing; domestic robots such as

vacuum cleaners and lawn mowers; entertainment robots such as toys and those in theme parks; robots used in toxic waste cleanup and in underwater and space exploration; surgical robots; bomb disposal robots and those that can detect landmines; airborne robots used to search for people (such as in an area affected by an earthquake).

- 3 Students' own answers. All answers are correct.

READING

The reading passage is a retelling of an Isaac Asimov's story called *Satisfaction Guaranteed*. This story, about a human-like robot, illustrates Asimov's first law for robots: A robot must not injure human beings or allow them to be injured. In this case the injury is not a physical one but a psychological one. In following this law, the robot, which is very human-like, causes the main character, Claire, to have some very confusing feelings.

You might want to use the text to illustrate the use of interesting adjectives that convey different feelings and emotions, eg *alarmed, embarrassed, disturbed, frightened, ridiculous, elegant, amazed, absurd, awful, amused, surprised*.

Before the students read the story, you could tell them who the characters are in the story: Larry Belmont – employed in a company that makes robots; Claire Belmont – Larry's wife, a housewife; Tony – the robot; Gladys Claffern – a woman that Claire envies.

Then have students read the text quickly so that they can get the gist of the story. Check the extent of the students' understanding. Then have them read the story again more carefully. Get students, in groups, to outline the story in their own words.

As a class, ask students if they like the story and why or why not.

Have students read the text in pairs, helping each other with anything they do not understand. Encourage them to guess the meanings of words from context before looking up the word list in the SB and their dictionaries.

Teaching new words and structures:

- 1 *It would be a bonus.* Something extra in addition to any usual help. More than you could have hoped for.
- 2 *... he seemed more like a human being than a machine.* Tony looked, talked and behaved like a human being so he seemed like a human being. The only thing which made him different was that his face did not change its expression.
- 3 *She felt embarrassed.* Male servants do not usually wear aprons or offer to help dress their mistress. That is why Claire was embarrassed.
- 4 *... someone like Larry who wanted to improve his social position.* Larry wanted to become a more important person in his local community. To do this he needed a wife who was a good hostess and a home that looked very smart and modern. Claire feared she was not good enough at organizing parties or smart enough in her house to be a help to him.
- 5 *as a favour* Something you want to do but do not have to do.
- 6 *scan* Read very quickly.
- 7 *She looked at his fingers with wonder as they turned each page* His fingers are not wonderful but he is reading very quickly so he is turning the pages very quickly. That is why Claire is filled with wonder.
- 8 *By the amused and surprised look on her face, Claire knew* Gladys did not expect Claire would have an affair presumably because she considered her too conservative and unattractive. Her expression showed her true feelings.

COMPREHENDING

For Exercises 1 and 2, students have to work out the answers. These questions give students the opportunity to show their interpretive understanding of the text. For Exercise 3 students also have to interpret the text as many of the robot's characteristics are not listed in the story but have to be inferred from the events in the

story. For example, the text does not say that Tony has very quick reactions but we can infer that he has quick reactions from the part of the story in which he catches Claire when she falls off a ladder even though he is in another room at the time.

Suggested answers to Exercise 1:

Occasion	Claire...
1 <i>Before he arrived</i>	disliked him
2 <i>When he arrived</i>	was alarmed
3 <i>When he offered to help her dress</i>	felt embarrassed
4 <i>When he offered to help her improve her house and herself</i>	admired him
5 <i>When he helped her with the salesman</i>	called him a dear
6 <i>When she fell off a ladder and caught by Tony</i>	felt his warmth
7 <i>When she heard Gladys whispering to another woman that she had never seen anyone so handsome as Tony</i>	felt being envied
8 <i>She remembered Tony was just a machine</i>	cried all night

Answer key for Exercise 2:

- 1 He wanted Claire's guests to see him and Claire together so that she would be envied by the women guests.
- 2 Tony prevented Claire from being harmed by making her feel good about herself. He helped her make her and her home elegant so that she would not feel like a failure.
- 3 Tony had to be rebuilt because the company felt that

they could not have women falling in love with a robot.

- 4 Students give their own answers.

- 5 Sentences:

How absurd, she thought. He was just a machine. He held her firmly in his arms and she felt the warmth of his body. She screamed, pushed him away and ran to her room for the rest of the day. Then she remembered – Tony was just a machine. She shouted "Leave me alone" and ran to her bed.

Suggested answers to Exercise 3:

Characteristics	Similar	Different
Physical	Looks like a human being. Body and skin soft and warm. Hair and finger-nails realistic. Voice like a human's.	Facial expressions never change. Quicker reactions (She fell off a ladder and even though Tony was in the next room, he managed to catch her in time.)
Mental	Able to make suggestions and predictions. Able to make a plan and follow it through. Has good communication skills.	Behaviour not appropriate (Tony brought her breakfast and then asked her whether she needed help dressing.)

LEARNING ABOUT LANGUAGE

Discovering useful words and expressions

Answer key for Exercise 1:

- | | | |
|----------------------------|------------|---------------|
| 1 satisfaction, tested out | 2 sympathy | |
| 3 leave ... alone | 4 desire | 5 ring ... up |
| 6 scanned | 7 absurd | 8 declared |

Answer key for Exercise 2:

scan, favour, cushions/beddings, beddings/cushions, clerks, awful, turn around, alarms, declaring

Exercise 3:

Sample writing:

Claire is a very emotional woman who needs a good friend. She finds this friend in a robot called Tony, who comes to help her in her home. She is attracted to him because he is so handsome and sympathetic. He becomes her best friend. She is impressed by his abilities but embarrassed by her feelings for him. She is disturbed because she thinks of him as a man (even though he is not) but is amused that other women envy her and think they are having an affair. Claire succeeds in overcoming her sense of failure, but in doing so falls in love with Tony. His visit leaves her upset, frightened and hurt, which has replaced her sense of failure. She has been hurt by Tony because he is too nice rather than because he is not nice enough.

USING LANGUAGE

Listening and speaking

The listening text is a discussion between two friends who have different opinions about the Isaac Asimov story *Satisfaction Guaranteed*. The text uses examples of the focus functions, supposition and belief. Exercise 3 brings the students' attention to these functions.

In Exercise 4, the students discuss, in groups of six, the positive and negative effects of having domestic robots. Once each subgroup of three presents its arguments to the whole group. You could discuss the positive and negative effects of domestic robots with the whole class.

Revising useful structures

There are several examples of the focus structure – the passive infinitive in the reading passage. You could have students identify these examples before completing Exercise 1. Exercise 2 gives students practice with several forms of the passive voice.

Answer key for Exercise 1:

be tested out, be harmed, be offered, was amazed, was not allowed, be discovered, be completely transformed, were impressed, be envied, be rebuilt

Answer key for Exercise 2:

- | | |
|---------------------|--------------------|
| 1 to be designed | 2 to be rebuilt |
| 3 to be accompanied | 4 to be known as |
| 5 to be filled with | 6 to be tested out |
| 7 to be envied | 8 to be set aside |

Answer key for Exercise 3:

were listed, be divided, be organized, to be accompanied, were connected, be surrounded, was attached

Suggested answers to Exercise 4:

Rules for polite behaviour in China:

- 1 It is impolite to leave before elderly people in public.
- 2 To interrupt your parents' conversation is considered rude.
- 3 It is polite for you to stand up when you are talking to an older person.

This is followed by Exercise 5 where students are encouraged to use their imaginations to design their own robot.

Extension: Ask the students to write a paragraph describing their robot (suppose they had one) and what it can do. Then they can list its advantages in order to persuade the company that their robot is the best one to make.

First listening

You could have students listen to the conversation for general understanding before they attempt Exercise 1.

Because they know the story on which the listening is based, they should be able to understand much of the conversation.

Second listening

Then have students read Exercise 1. Make sure they understand the questions and what they have to do. Emphasize that they are listening for particular pieces of information.

Third listening

Before students listen again, see how many of the questions they can already answer. Decide whether you want students to do this individually, in pairs or in groups.

Fourth listening

Have students complete Exercise 3 orally before listening to the tape. Several answers make sense in most of the sentences in the exercise. Answers that make sense are as follows:

- 1 Yes, maybe Claire fell in love with him, ...
- 2 I don't think/believe robots can feel emotion of any kind.
- 3 I think/suppose/guess/believe Tony loved Claire.
- 4 I suppose/guess that's why the company had to rebuild him.
- 5 So it must have hurt her when he was taken away.
- 6 I suppose that was the company's greatest mistake.

LISTENING TEXT

SATISFACTION GUARANTEED

Listen to Molly (M) and Kate (K) discussing the story "Satisfaction Guaranteed".

M: Don't you think that was a great love story, Kate?

K: No, not really!

M: You didn't? Well, I loved it. There was so much emotion between Tony and Claire.

K: Molly, that's rubbish. Tony was just a machine. Yes, maybe Claire fell in love with him, but I don't believe robots can feel emotion of any kind. That's the difference between them and us.

M: Well, I disagree. I think Tony loved Claire. Remember he said to her that he didn't want to leave her the next day, and that he felt more than just the wish to please her? Then he kissed her.

K: Yes, Molly, but that was just part of Tony's role. They made him so he couldn't allow a human being to be hurt. He could see that Claire was hurting herself by her lack of confidence. So he tried to make her feel good about herself. It had nothing to do with emotion – that was just how he was made.

M: Yes Kate, but he did hurt Claire.

K: How?

M: He was so kind to her that she fell in love with him. So it must have hurt her when he was taken away.

K: True, true. I guess that's why the company had to rebuild him ... er ... the machine I mean!

M: Yes, such a shame really. I'd like a robot like Tony living at my house. Imagine a handsome man whose only purpose in life is to please you!

K: Actually, I suppose that was the company's greatest mistake.

M: Er?

K: They made the robot look so much like a real man, so it was bound to cause trouble!

M: Yes, you're right.

Answer key for Exercise 1:

- | | | |
|---------|---------|---------|
| 1 Molly | 2 Kate | 3 Molly |
| 4 Kate | 5 Molly | 6 Kate |

Answer key for Exercise 2:

- 1 Robots can't feel emotion of any kind.
- 2 By seeing herself in a negative way (By her lack of confidence).
- 3 She likes the idea of a handsome man whose only purpose was to please her.
- 4 Making the robot look so much like a real man.

Answer key for Exercise 3:

See the fourth listening.

Exercise 4:

Sample discussion:

S₁: I think robots will be able to make life so much better for people. For example, nobody will need to do housework any more because the robot will do it for them.

S₂: Maybe they could also make wonderful dinners for parties and tidy up the children's bedrooms after they've gone to bed.

S₃: Yes, that would be great. I wonder whether you could have a robot follow your instructions, whether it could make a sandwich or cut the grass.

S₂: I guess my children would like a robot that did their homework for them!

S₁: I suppose mine would too. But in that case, how would you ever know if someone had done the homework by themselves?

S₃: Yes, and if you had a really creative idea who'd believe that you'd created it?

S₁: I don't like that idea. Maybe it's best for us to do our own work – whether it's good or not!

Group A spokesperson:

We imagine that there will be many positive effects of having household robots. People will be relieved from doing household cleaning or cooking. Robots will be able to rebuild and decorate the home and design and do the garden. People will be free to work or enjoy their leisure time. Life will become an endless paradise!

Group B spokesperson:

We imagine that there will be many negative effects of having household robots. People will become fat and lazy if they no longer have to take care of their houses or their gardens. There will be many medical problems with people who are overweight or do not do enough exercise. The hospitals will be crowded with lazy and sick people. What is worse, if a robot breaks down people will no longer have the useful skills of decorating and cooking, therefore, they would find it very difficult to manage their lives. Life will become a doctor's nightmare!

Exercise 5:

Sample writing:

The rubbish collector

The rubbish collector is a robot about half the size of a small car. Its body is square and contains a large rubbish bin inside it. It has a camera attached to the top front of its body. Also at the front is a pair of arms. Underneath it has four wheels and six legs. With the camera it can "see" rubbish such as paper, glass, and plastic. If the surface of the ground is smooth, it runs on its wheels, and if the ground is rough, it unfolds its

legs and walks. When it sees a piece of rubbish, it stops and uses its arms to pick it up and put it in its rubbish bin. However, when it sees a person, an animal or a plant, it goes around it as it is able to recognize when something is not a piece of rubbish.

The company should make this robot as it would be very popular with schools. It would clean the outside grounds of the school and so give the students more time to spend on their studies. It would also be a great advantage to have at sports grounds or any other area where rubbish is dropped by the public.

Reading, discussing and writing

The reading passage describes the main events in Isaac Asimov's life. This is followed by group discussing what Asimov's second and third laws for robots could be.

First reading

Before reading the passage in detail, you could have the students quickly glance through the text to find the answers to such questions as:

- Which paragraph tells you when and where Asimov was born and died?
- Which paragraph tells you about his education?
- Which paragraph tells you about awards he received?

You could then get students to scan the text for specific pieces of information by asking them questions such as:

- What subject did Asimov teach?
- When did he start having stories published?
- How many children did he have?

Second reading

Have students read the text but encourage them to read quickly and not to stop if they don't understand a word or phrase. If they stop too often, their understanding is reduced.

Third reading

Have students read the passage in pairs, helping each other with anything they don't understand.

Ask students to complete the timeline in Exercise 1. Bring students' attention to the way the timeline is written in note form.

Answer key for Exercise 1:

Date	Event	Date	Event
1920	Born in Russia.	<u>1949</u>	Became a biochemistry teacher, Boston University School of Medicine.
1922	<u>Sister born.</u>		
1923	<u>Moved with family to New York.</u>	1950	Published his first novel.
1929	Parents bought a candy store.		<u>Published <i>I, Robot</i>.</u> Developed three laws for robots.
	<u>Started working in candy store.</u>	1951-1953	Published the Foundation trilogy and won an award for it.
<u>1931</u>	Mother had her third child.		
	Started to take himself seriously as a writer.	<u>1953</u>	Published first science book.
1939	<u>Began having stories published in science fiction magazines.</u>	<u>1958</u>	Became a full-time writer.
<u>1941</u>	Gained master's degree in chemistry.	1973	Divorced his first wife.
<u>1942</u>	Finished working in candy store.		<u>Married for a second time.</u>
	<u>Got married.</u>	<u>1983</u>	Had a blood transfusion. Became infected with HIV.
1942-1945	<u>Worked as junior chemist, Philadelphia Navy Yard.</u>	1992	<u>Died in New York.</u>
<u>1948</u>	Got PhD in chemistry.		

Answer key for Exercise 2:

Students may give their own answers.

The other two laws might be:

A robot must help human beings do what they wish to do.

A robot must protect its owner but cannot have him/her fall in love with it.

Exercise 3:

Students may give their own answers.

Exercise 4:

Sample summary:

Isaac Asimov (1920-1992) was a Russian-born American writer. His family immigrated to the United

States when he was three years old and settled in New York. He gained a master's degree in chemistry and later got his PhD. After he graduated, he became a biochemistry teacher at Boston University.

He was talented in writing. When he realized it, he gave up teaching and became a professional writer. In 1939, he had stories published in science fiction magazine and in 1950 he published his first novel. He was famous for his fiction stories and received many awards. The Foundation trilogy and *I, Robot* are very popular with the young and adults. His works exercised great influence over other writers.

Asimov had two marriages and two children. He died of AIDS in New York in 1992.

Teaching guide for the Workbook (练习册教学指导)

LISTENING

The listening text is a radio interview in which a science reporter talks about recent robots. Students have to identify the robots from descriptions and listen to what they can do.

Exercise 4 asks students to use their imaginations to think of negative aspects of each robot. The answer key lists only a few possible answers.

LISTENING TEXT

THE WORLD OF ROBOTS

Listen to radio presenter, Alan Dobson (AD), talking to a science news reporter, Emma Woods (EW), about robots in today's world.

AD: Now it's time for our weekly chat with the science news reporter, Emma Woods. Hi, Emma.

EW: Hi, Alan.

AD: So, what do you have for us today, Emma?

EW: Well, Alan, I thought we'd have a quick look at the world of robots.

AD: That's an interesting topic.

EW: Well, we actually already use robots in many industrial situations, but now they're also being developed for use around the house. Let me tell you about a very clever carpet cleaner that can move from room to room cleaning your house by itself. You can programme it, so that it cleans when you're away and you can control it from your computer at the office.

AD: I wonder whether it does a good job, but I want one anyway!

EW: Well, Alan, you'd probably also want a PaPeRo.

AD: A what?

EW: A PaPeRo. P-A-P-E-R-O. It's an egg-shaped personal robot that you can talk to.

AD: You're kidding. You mean it can understand you?

EW: That's right. I've read that it understands 650 phrases and speaks more than 3,000 words. And it can recognize different people.

AD: That's amazing! So, what can it do?

EW: Well, it can check your email. It can help children do research on the Internet for their homework, talk to them about their day at school, and even play games with them.

AD: Unbelievable! Now, let's move on to other types of robots. You also found out about a tiny robot plane, didn't you?

EW: That's right, Alan. This wonderful little robot weighs less than 9 grams and has a camera. In the near future it'll be used to fly into dangerous areas and check if anyone is trapped inside.

AD: So it could save a lot of people's lives.

EW: Yes, and, recently, a walking chair has been developed that the makers believe will help people who can't walk to go up and down stairs.

AD: Well, Emma, thanks so much for telling us a little bit about the exciting world of robots. Now what are you going to talk about next week?

NOTE:

I thought = I've considered

Answer key for Exercise 2:

4 2 1 3

Answer key for Exercise 3:

Robot	What is the robot?	What can the robot do?
1	Vacuum cleaner	<i>It can move from room to room cleaning your house. You can programme it so that it cleans when you're away and you can control what it's doing from your computer at the office.</i>
2	Personal robot called "PaPeRo"	<i>It understands 650 phrases, speaks more than 3,000 words. It can recognize different people. It can check your email. It can help children do research on the Internet for their homework, talk to them about their day at school and play games.</i>
3	Tiny helicopter	<i>It will be used to fly into dangerous areas. For example, it can fly into a house that's been destroyed by an earthquake and check if anyone's inside.</i>
4	Walking chair	<i>It helps people who can't walk to go up and down stairs.</i>

Suggested answers to Exercise 4:

Robot 1 could get stuck somewhere in the house, might fall down stairs and then not be able to clean; couldn't empty itself of the dirt collected; might miss parts of a room.

Robot 2 couldn't replace a human friend; unable to understand feelings; couldn't look after the child in a

dangerous situation.

Robot 3 could be easily damaged; sometimes would not be able to tell whether someone was dead or alive; not able to give first aid.

Robot 4 might fall over on rough or steep ground; looks like the person is too far off the ground and would find it difficult to move from the chair to another place.

TALKING

Students are now going to use their imaginations to make up a play about a robot looking after two school friends.

Performing plays can be a very effective way for students to practise speaking. Playing other characters such as in plays or roleplays will often lessen students' inhibitions and allow them to take more risks with their speaking.

A play also provides students with the chance to explore body gestures, facial expressions and intonation.

To prepare their play, the students may follow these procedures:

- Decide who will play each character.
- Plan what the characters will say. Perhaps the play could start with the robot saying in a robotic voice: "Take off your school uniform. Put on your after-

school clothes." Think about how to make the play interesting, for example, perhaps the friends do not do what the robot tells them to do.

- Plan the actions of each character.
- Show how the characters are feeling by using appropriate gestures, facial expressions, words and actions. (Think about whether the robot has any facial expressions.)
- Practise your play and then perform it in front of the class.

Sample dialogue:

ROBOT: Take off your school uniforms. Put on your after-school clothes.

AMY: No, I don't want to.

TESS: Neither do I. Anyway, you can't make us.

ROBOT: I will email your parents.

AMY: OK, OK, we'll change our clothes.

(A few minutes later)

ROBOT: What homework do you have?

TESS: We don't have any today.

(Tess and Amy laugh because they do actually have homework.)

ROBOT: OK. Tell me about your day.

AMY: Well, we had a maths test this morning.

TESS: Yes, and we were given a research project to do on Giant Pandas. Yuck!

ROBOT: Would you like me to help you with the research?

TESS: Yes, I suppose so.

ROBOT: OK. I am connecting to the Internet I am typing in "Giant Panda". Here is a list of websites. Which one do you want to look at?

AMY: You choose.

ROBOT: No, you have to choose.

AMY: OK. That one.

TESS: That one does look interesting.

(10 minutes later)

ROBOT: What would you like to do now?

AMY: Let's dance.

ROBOT: You choose the music.

(The three of them start dancing.)

USING WORDS AND EXPRESSIONS

These exercises are to help students to become more aware of the complexity of the English language. Exercise 1 asks students to use new words correctly within the context of a passage. Exercise 2 brings the variety of meanings that one word may have in English. Exercise 3 practises the use of phrasal verbs, many of which may have the same stem but quite different meanings.

Answer key for Exercise 1:

biography, chapter, biochemistry, theoretical, staff, part-

time, bonus, thinking, framework, assessment, junior

Answer key for Exercise 2:

1 2 2 2 1 1

Answer key for Exercise 3:

1 turn on	2 ring up	3 leave ... out
4 turn down	5 turn around	6 ring off
7 leave ... alone	8 turn into	9 test out

USING STRUCTURES

Exercises 1 and 2 give students more practice in using the passive infinitive. In Exercise 3, students have to translate Chinese sentences into English sentences that feature the passive infinitive.

You can give the students another task if you have enough time in class. The task is as follows: "What needs to be done?"

In pairs choose one situation and turn it into a short dialogue making sure that you use the passive voice.

Situation 1:

You have just had your supper and the dirty plates are still on the table. A friend rings up and asks if you would

like to go to the cinema. Your mother says you can go if you leave the room tidy. What needs to be done before you can leave?

Situation 2:

You are lying in bed when your mother tells you that a friend has come round. You are supposed to help her with the cleaning today, but she says you can go if you make your bed before you go. What needs to be done?

Situation 3:

You are in a shop when you realize that your purse is missing. You are not sure whether you have left it at home or it has been stolen. What needs to be done to

get it back?

Situation 4:

You oversleep one day and wake up to find you are an hour late for school. What needs to be done so that you arrive there as soon as possible?

Answer key for Exercise 1:

- 1 I did not expect to be interviewed by the general manager.
- 2 The magazines are not allowed to be taken out of the reading room (by anybody).
- 3 She hates to be laughed at by her classmates.
- 4 He doesn't want his writing to be interrupted (by the guests). / He doesn't want to be interrupted while writing.
- 5 The books are not allowed to be taken out of the school library by the students.
- 6 These are the issues to be discussed tomorrow.
- 7 It is wrong for him to be made to work all night.

Answer key for Exercise 2:

- 1 The dishes need to be washed.
- 2 The mail needs to be sent right away.
- 3 The singer refused to be photographed.

- 4 The house is to be sold.

Suggested answers to Exercise 3:

- 1 That book on the Holy Bible needs to be returned to the library by/before the end of the week.
- 2 That old armchair is to be replaced by a sofa next week.
- 3 Don't worry – you still have plenty of time for that fax to be sent to your company.
- 4 Your decision to divorce your wife has to be made with her agreement.
- 5 There has been an accident but there is no need to be alarmed. Nobody has been hurt.
- 6 Although she had done well, she expected her parents to be disappointed by her exam results.
- 7 She was happy to be supported by the affection of her family when she had a serious operation in hospital.
- 8 He was so excited to be declared the winner of the talent competition.
- 9 He added the 2,000 *yuan* they had received to the 1,500 *yuan* to be offered, making 3,500 *yuan* in all.
- 10 Without their key/leading player, they are bound to be beaten in the coming competition.

READING TASK

The reading passage is in the form of a magazine article about the future role of robots in clearing landmines.

Pre-reading

Before completing Exercise 1, read the title of the magazine article and ask students whether they know what landmines are. Look at the pictures with the class and ask questions about each one. For example:

- *What are the men doing?*
- *What does the robot look like?*
- *How many legs does the robot have?*
- *What has happened to the men in the right bottom picture?*
- *How do you think their injuries affect them and their families' lives?*

Have students do Exercise 1.

First reading

For the first reading, students quickly glance through

the text. They will read it in more detail the next time.

Second reading

You could get students to read the text in pairs and help each other with anything they do not understand. Encourage them to guess words from the context before looking up their dictionaries. They can also ask the teacher for help.

Third reading

Set Exercise 2. Have pairs see whether they can already fill in the chart before referring to the text again.

Fourth reading

Set Exercise 3. Students will need to carefully refer to the text to form the correct questions for the answers provided.

Answer key for Exercise 1:

- 1 The main topic is the role of robots in the fight

against landmines. The title tells us that.

- 2 Natasha Wesley.
- 3 Someone using a metal detector to find landmines; the robot that can find landmines; some people who have lost their legs because of landmines.
- 4 Chiba University (Japan).
- 5 Afghanistan and Cambodia.

Answer key for Exercise 2:

- 1 How many people are killed or injured by landmines every year?
- 2 How often is someone killed or injured by a landmine?
- 3 For how long do landmines keep causing damage?
- 4 How many landmines are buried just beneath the

surface of the ground?

- 5 In how many countries are landmines buried?
- 6 How many landmines are removed every year?
- 7 How many landmines are buried in the ground every year?
- 8 How big is the robot that can find landmines? (What are the dimensions of the robot that can find landmines?)
- 9 How much does it weigh?
- 10 How many legs has it got?
- 11 When was an agreement to stop the manufacture and use of landmines signed?
- 12 How many countries signed the agreement (to stop the manufacture and use of landmines)?

Suggested answers to Exercise 3:

Paragraph	Main idea	Supporting details
1	Introduction: the damage landmines cause	<ul style="list-style-type: none"> ● 26,000 people killed or badly injured each year ● 100 million buried in 60 countries ● most victims are innocent people
2	<i>The problem of landmines</i>	<ul style="list-style-type: none"> ● <i>each year 100,000 removed</i> ● <i>each year 2,000,000 buried</i> ● <i>difficult and dangerous to remove</i>
3	<i>Robots can help find traditional mines</i>	<ul style="list-style-type: none"> ● <i>much safer in the hunt for landmines</i> ● <i>faster at finding landmines</i> ● <i>research at Chiba University</i>
4	<i>Robots can find plastic mines</i>	<ul style="list-style-type: none"> ● <i>experimental robots in production</i> ● <i>to use radar to locate mines</i> ● <i>to identify types of mines</i>
5	<i>World opinion turned against landmines in the 1990s</i>	<ul style="list-style-type: none"> ● <i>agreement in Ottawa, Canada to stop the manufacture and use of landmines</i> ● <i>still a lot of work to be done</i>

SPEAKING TASK

In Exercise 1 of this section, students use expressions of supposition and belief to discuss robots of the future. Encourage students to think about different areas of life

where robots could be used, for example, in the home, in space, or under the sea. Have them also think about the functions of these future robots.

Using the discussion they had in Exercise 1 as well as what they have learned in the unit and elsewhere, students individually list as many types of robot as they can (Exercise 2). There are different ways they can group the robots on their lists. There is not one correct way. Students categorize them on whatever basis they feel is interesting and makes sense to them. For example, the robots could be grouped according to whether they are used in agriculture, in space exploration, in education, in industry, in the field of music or health, and so on.

After pairs of students have discussed the ways they grouped the robots on their lists (Exercise 3), get the class together and have a look at all the different ways students grouped the robots.

LISTENING TASK

The listening text is in two parts. In the first part, three friends are reading about four different robot pets, and in the second part they are discussing the good and bad points of robot pets. If you find this task difficult for your class, leave out the second part.

Pre-listening

The pictures in Exercise 1 are of the robot pets discussed in the listening. After students have completed the exercise, go through the questions as a class.

Through asking students questions about the pictures, make sure students understand the following words they will hear in the listening: *wag, pat, flippers, purr* and *hiss*.

First listening

Set Exercise 2 and play the listening text (parts 1 and 2).

Second listening

Have students complete as much of Exercise 3 as they can before listening to Part 1 (stop the tape before Part 2).

Third listening

Read Exercise 4 with the students before they listen to Part 2 of the listening.

Exercise 1:

Sample dialogue:

- S₁: Is it possible that there will be robots operating on people instead of doctors in hospitals?
- S₂: Maybe, but I doubt it. How could a robot replace a human in that situation?
- S₃: Well, actually there are already robots that perform operations but a human has to work the robot. The robot doesn't do it all by itself.
- S₁: Mmm, but I suppose that one day a robot will be able to do it by itself.
- S₂: I don't believe that will ever happen. Well, I hope not because I don't want a robot operating on me!

LISTENING TEXT

ROBOT PETS

Amanda, Victoria and Jamie are reading about four robot pets and then discussing whether robot pets can be real pets.

A = Amanda V = Victoria J = Jamie

Part 1

- A: (*reading*) Albo can walk, sit, lie down and wag its tail. It learns the name you give it and can answer when you call it. It develops its own personality. It can learn about 50 commands.
- V: (*reading*) Furby likes being patted. At first he speaks his own language, then he gradually switches to English the more time you spend with him. (*not reading*) He looks like a big-eared bird. Isn't he so cute, Jamie?
- J: Well, Victoria, I think he looks strange. I like these ones, though. (*reading*) Paro can open and close its eyes and move its flippers. Tama recognizes her own name. She purrs when she's patted. That shows

she's happy, but if you hit her she'll give you an angry hiss. Gradually her behaviour changes and she develops her own personality.

Part 2

- A: I don't understand the point of a robot pet. Why wouldn't you get a real one?
- J: Well, you don't have to feed a robot dog or take it for walks. And they don't bark or bite!
- V: And it wouldn't make your house dirty!
- A: Yeah, but it's not a real pet, is it? It's a toy.
- V: Well, Amanda, I must say Aibo and Furby look like toys to me. At least Paro and Tama look more like real animals.
- J: I don't think it matters if the robot looks like a real pet or not. If someone thinks of the robot as a pet, then it is a pet.
- A: But Jamie, don't you think it's sad if the person thinks of the robot as a real pet?

- J: No, I don't think so, not if he gets enjoyment from it.
- A: Well, I don't believe a robot can be a true friend even if it does develop its own personality. I mean stroking a dog or cat makes you feel good because you're making it happy. You can't make a robot "happy".
- V: But you can make Tama happy. It all depends on how you treat her.
- A: That's true, but she's programmed to be like that.
- J: Anyway, I think robot pets would be good kinds of pet for people who cannot have a live pet or who can't care for one – like people who are old, sick or disabled.

Answer key for Exercise 2:

- Aibo: picture 2 Furby: picture 1
Paro: picture 3 Tama: picture 4

Answer key for Exercise 3:

	Name	Type of animal	What it can do
Robot 1	Aibo	Dog	Can walk, sit, lie down and wag its tail. Learns the name you give it and can answer when you call it. Develops its own personality. Can learn about 50 commands.
Robot 2	Furby	Not stated but looks like a big-eared bird.	Likes being patted. Speaks his own language, then gradually switches to English the more time you spend with him.
Robot 3	Paro	Seal	Can open and close its eyes and move its flippers.
Robot 4	Tama	Cat	Can recognize her own name. Purrs when patted. If you hit her she'll give you an angry hiss. Gradually her behaviour changes and she develops her own personality.

Answer key for Exercise 4:

- 1 Amanda 2 Amanda 3 Jamie 4 Victoria 5 Jamie

WRITING TASK

This writing task asks students to write a diary entry from the point of view of a robot pet.

Check that students not only write about the events of the day but also about their feelings and opinions.

Exercise 2:

Sample writing:

October 12th, 2007

I had a terrible morning. When Terry got up, he carried me to the table by my tail and made me sit on the table while he ate breakfast. He is such a messy boy and I got bits of food all over me. Unfortunately, he must have woken up in a bad mood because when his mother asked him to get dressed, he shouted at her and then hit

me. So I was very angry and hissed at him. Then he hit me again and I hissed even more. Luckily he left me at home while he was at school and I had a very peaceful time. When he got home he was much happier and was very nice to me. He sat for a long time on the sofa, patting me and saying "Tama, I love you" over and over. I loved it and couldn't stop purring. I wish he were like that all the time. Meanwhile, he has promised to take me to the park tomorrow. I can't wait.

*PROJECT

This section gives examples of some films that feature robots but you might know of others. The language of the films does not matter.

CHECKING YOURSELF

Answer key for Question 4:

1 A 2 C

人教版®

Unit 3 Under the sea

第三单元

教学目的和要求 (Teaching aims and demands)

类别	课程标准要求掌握的项目
话题	Nature: animals and plants under the sea; legends of the sea
词汇	<p>anecdote annual witness accommodation shore offshore opposite yell pause telescope teamwork dive flee drag depth lip urge abandon shark relationship conservation jog seaside net target tide dimension reflect pure cell aware vivid neat seaweed narrow flashlight suck sharp tasty grey scare shallow steep boundary Antarctic awesome seal pension pensioner</p> <p>help (...) out be/become aware of upside down (be) scared to death the Antarctic</p>
功能	<p>责备与抱怨(Blame and complaint)</p> <p>I'm sorry but I'm afraid That's not good enough.</p> <p>I'm feeling annoyed with / unhappy about / unsatisfied with</p> <p>I'm not happy about / satisfied with</p> <p>I'd like to talk to the manager.</p> <p>I'd like a (full) refund, please.</p> <p>That's no good for me.</p> <p>You should do something about it.</p>
语法	<p>复习被动语态,包括动词-ing形式的被动式(Revise the Passive Voice (II) (including the -ing form))</p> <p>George didn't like being <i>kept</i> waiting.</p> <p>I could see a whale <i>being attacked</i> by a pack of about six other killers.</p> <p><i>Being badly wounded</i>, the whale soon died.</p> <p>I could see he was terrified of <i>being abandoned</i> by us.</p>

教学建议

(Suggested teaching notes)

一、教学内容分析

本单元的中心话题是海底世界。听说读写活动主要围绕海底动植物、海底奇妙景观,以及有关大海的神话故事展开的。

“热身”(Warming Up)部分以海底生物(包括动物和植物)为话题,主要讨论三个方面的问题:学生所见过的海底生物;在何处见过这些海底生物并把它们列出来;学生是否有最喜爱的海底生物并和同伴交流这些信息。该部分提供了短语和图片启发学生思考讨论。在有条件的学校,教师还可以给学生播放一些有关海底生物的电影或录像。

“读前”(Pre-reading)部分设计了一个读图题,图片内容为: Killer whales are attacking a baleen whale with whalers waiting by in their boat, harpoon at the ready. 由此引入阅读文章的相关背景知识。1. 作者: 名叫Clancy 的老人(an old man, called Clancy); 2. 职业: 捕鲸人(a whaler); 3. 文体: 轶事(anecdotes); 4. 概要: 虎鲸(killer whale)在每年的迁徙过程中帮助捕鲸人捕捉须鲸(baleen whale); 5. 地点: 澳大利亚(Australia); 6. 时间: 20世纪初(at the beginning of the 20th century)。

“阅读”(Reading)部分作者以第一人称的口吻,讲述了一个名叫Old Tom 的虎鲸的故事。故事分两部分: 第一个故事讲述Old Tom是捕鲸人的好帮手; 第二个故事讲述Old Tom是遇难者的救星。故事发生于20世纪初期,海上捕鲸和捕鲨没有像现在这样受到限制。学生阅读此文可以了解人类如何利用鲸捕杀鲸的残酷事实,同时可以从文中学到许多描述事物和情景的生动手法。

“理解”(Comprehending)部分设置了四个活动。第一个活动要求学生把课文中发生的事件按先后顺序列出来,其中三个事件已给出,目的是让学生对阅读文章有一个整体的了解。第二个是两人小组活动,就课文内容进行讨论,重点检

测学生对课文的深层理解。第三个是小组活动,讨论虎鲸与捕鲸人的关系。讨论以课文为基础,可以进行适当的拓展,通过讨论让学生进一步明确: 动物是人类的朋友。第四个还是小组活动,让学生讨论是否应该关闭捕鲸站并保护鲸。

“语言学习”(Learning about Language)部分首先是词汇训练,通过填表、替换、填空等形式,巩固和运用课文中出现的生词和短语; 然后是语法训练,通过找出课文和练习3短文中动词-ing形式的被动式、用动词-ing形式的被动式造句,以及用所给词的适当形式填空等,复习动词-ing形式的被动式的用法。

“语言运用”(Using Language)由四个部分组成,综合训练听说读写的能力。第一个部分是“阅读与讨论”(Reading and discussing)。阅读材料以“崭新的生活空间”(A New Dimension of Life)为题,用日记的形式记述了作者在海底所见到的奇妙景色。阅读之后设置了五个练习。第一个练习要求学生弄清本文各段描写的要点。第二个练习要求列出潜泳的刺激和危险。第三个练习操练名词短语,要求学生注意其中形容词的用法。第四个练习要求学生第三题中形容词进行分类,并掌握作定语的形容词的先后位置关系。第五个练习让学生小组讨论课文中出现的表达情绪的词组,理解其含义,并互相交流有类似情感的时间和场景。第二个部分是“读、议、听”(Reading, discussing and listening),以听力训练为主。在听之前,首先让学生阅读一个观看鲸的广告,并讨论三个问题。接着,让学生听游客与导游之间的三段对话,并判断游客的态度。接下来,让学生再听一遍,并要求学生完成表格,填写游客的期望与实际情况。然后,重点落在有关抱怨的表达方式上,要求学生完成对话中的有关句子。最后,要求学生朗读对话,注意重音和语调。第三个部分是“说与写”(Speaking and writing),主要操练本单元的日常交际用语。要求学生根据所给的情景,用表格中的短

语和句式编写对话。

“小结”(Summing Up)部分要求学生就本单元内容、词汇和语言结构进行总结,以便掌握本单元的重点和难点。

“学习建议”(Learning Tip)部分启发学生找出三种复合形容词的构成方法(1. 名词+like; 2. 形容词+名词+ed; 3. 形容词+looking)及其用法。

本单元所涉及的要点是:

1. 帮助学生更多地了解海洋(海底)生物。
2. 培养学生热爱和保护海洋生物的意识。
3. 掌握本单元教学目的和要求中的词汇用法。
4. 学会在写作中表达责备、抱怨及要求赔偿。
5. 复习动词-ing形式并学习其被动式。

二、教学方法建议

(一) 口语训练

了解虎鲸的基本情况和生活习性(详见“参考资料”),有助于理解本单元“阅读”部分Old Tom the Killer Whale中所讲的两个故事。下面的问题可以在阅读课前先布置学生去预习,有条件的地方要求学生到图书馆或上网查询有关资料,并利用课堂或课余时间组织学生进行小组讨论,每个小组就讨论的有关信息在全班进行综述。

1. Where do killer whales live?
2. How many killer whales are there?
3. How can you identify a killer whale?
4. How well do killer whales see or hear?
5. What do killer whales eat?
6. How do killer whales have their young?
7. How long do killer whales live? How do they die?
8. Where can you find more information about killer whales?

(二) 阅读训练

1. 寻读(Scanning)课文,找出适当的名字填入下面的空格中。

- 1) _____ was 16 when he went to work at the whaling station. (Clancy)
- 2) _____ ordered Clancy to go to the boat as there was a whale out there in the bay. (George)

3) _____ was swimming by the boat, showing the whalers the way. (Old Tom)

4) _____ told Clancy that they would return the next day to bring in the body of the whale. (Jack)

5) _____ was carried by the waves further and further away from the whalers. (James)

6) _____ knew that Old Tom would protect James. (Red)

2. 阅读下列事件并略读(Skim)课文,将这些事件发生的顺序写在方框内。

- 6 George started beating the water with his oar.
- 5 Clancy raced after George to the boat.
- 1 Clancy arrived at the whaling station.
- 7 The killers started racing between our boat and the whale.
- 3 Clancy heard a huge noise coming from the bay.
- 2 Clancy was sorting out his accommodation.
- 4 Clancy ran down to the shore.
- 8 The man in the bow of the boat aimed the harpoon at the whale.

3. 略读课文找出下列问题的答案。

1) When did Clancy begin to believe that the killers would help the whalers catch the huge whales? (After he witnessed it with his own eyes many times.)

2) How did the killers help the whalers catch the whale?

(A pack of about six killers attacked the whale. Some of them threw themselves on top of the whale's blow-hole to stop it breathing. And the others stopped it diving or fleeing out to sea.)

4. 阅读标题与课文,找出文章的主题,回答下面的问题。

1) What does the title *Old Tom the Killer Whale* tell you?

2) What's the passage mainly about?

5. 理解作者的写作意图,就下列问题发表自己的看法。

1) What happened to the whale after it was killed?

2) Do you believe the story that James was saved by Old Tom? Why or why not?

3) Do you think animals should be kept in zoos? Why or why not?

4) Do you think all whales are man's friends? Why or why not?

(三) 写的训练

从阅读课文中可以看出, 虎鲸是一种比较奇特的动物。请根据课文内容, 或从网络、其他图书或传说故事中选取信息, 介绍虎鲸的奇特之处。教师可以指导学生从以下几个方面收集信息:

1. 外型特征: 大小、颜色等
2. 捕食习惯: 吃什么、怎么捕捉等
3. 与人类的关系: 帮助人类的故事等

学生的写作不必面面俱到, 选取其中一点即可, 例如:

Interaction with other animals

Killer whales have a complex relationship with other animals in the water. They have been observed feeding on fish while in the company of other dolphins, whales and turtles. On another occasion, humpback whales joined a group of killer whales that were attacking a sea lion. At one time seals were seen swimming with killer whales. All of these animals may be food of killer whales at other times.

(四) 学习动词-ing形式的被动式的用法

动词-ing形式的被动式用法:

1. 用作主语

Being included in the hunt was a great thrill for Clancy. 能加入捕鲸队伍让克兰西非常激动。

2. 用作宾语(动词、介词后)

I remember having been told the story. 我记得曾听过这故事。

I didn't like the idea of being thrown about in a boat on a rough sea. 在波涛汹涌的海上, 被遗弃在一条小船里, 这个想法我不喜欢。

3. 用作定语

The house being built will be our library upon its completion. 正在建造中的房屋, 完工后将用作我们的图书馆。

4. 用作状语

Being asked to answer the question, she felt a little nervous. 她正接受提问, 感到有点儿紧张。

Having been given such a good chance, how could you not value it at all? 这么好的机会给了你, 你怎么能一点也不珍惜呢?

三、自我评价建议

(一) 非测试性评价

小组讨论下列问题的对错, 并说出理由。

1. Killer whales are man's friends.
2. There is no danger in the sea because killer whales can protect human beings.
3. Most whales are very dangerous.
4. There're lots of sea animals and plants in the seas and oceans, so man can kill or use as many sea creatures as they want.
5. Sea animals should be kept in zoos, so that they'll have more food to eat and become more healthy.

(二) 测试性评价

1. 用所给动词的适当形式填空。

witness yell flee drag abandon reflect

- 1) Did anyone _____ the car accident yesterday?
- 2) The clouds _____ in the lake. Didn't you see them?
- 3) Don't _____ at me like that.
- 4) The sailors had to _____ the sinking ship.
- 5) They all _____ from the burning building last night.
- 6) He _____ his suitcase along the platform. They were too heavy to carry.

2. 从下面方框中选择适当的短语填空。

in the meantime help(...)out (be) aware of
upside down scare ... to death a pack of

- 1) Women are often more _____ their feelings than men.

- 2) I'll phone for a taxi. _____, you must get packed.
 3) They were _____ by the terrible snow-storm.
 4) The cook's ill, so I _____ this week.
 5) They met _____ wolves in the forest.
 6) Everything is _____ in this house.

参考答案:

1. 1) witness 2) were reflected 3) yell
 4) abandon 5) fled 6) dragged
 2. 1) aware of 2) In the meantime
 3) scared to death 4) am helping out
 5) a pack of 6) upside down

补充参考资料

(Supplementary reference materials)

一、补充注释

1. ... I witnessed it with my own eyes many times.
 ……我亲眼见过多次。

witness用作动词,意思是“亲眼看到”,例如:

Did you witness the accident? 你亲眼看到那次事故了吗?

witness还可以表示“作证”、“证明”,例如:

He witnessed to having seen the man enter the building. 他作证说他看到那个人进入大楼的。

witness还可以用作名词,表示“目击者,证人”,例如:

The police found the witness to the murder case. 警察找到了那件谋杀案的目击者。

He was called as a defense witness. 他被传唤做被告证人。

用 **witness** 构成的常用短语:

witness-box(英)= witness stand(美) 证人席

a living witness to 活生生的证人

bear witness to 为……作证

2. ... I was sorting out my accommodation. ……我正在寻找住所。

to sort out one's accommodation 是习语,意思是 to find suitable accommodation.

1) **sort out** 表示“分类”、“整理”,例如:

I'm just sorting out the papers that can be thrown

away. 我正在整理可以扔掉的文件。

sort out 还表示“解决(问题或困难)”,例如:

We've got a few little problems to sort out. 我们有几个小问题要解决。

与 **sort out** 意思相近的短语:

sort through 表示“查看并挑选出”,例如:

He was sorting through a pile of papers on his desk. 他在整理桌上的一堆文件。

put away 表示“把……存放好”,例如:

We've put a bit of money away in the building society. 我们已在建筑协会那里存了点钱。

Put the toys away, please. 请把你的玩具收起来放好。

2) **accommodation** 意思是“住所”,例如:

The high cost of accommodation makes life difficult for students in London. 由于住宿费用昂贵,伦敦的学生感到生活困难。

在英式英语中 **accommodation** 为不可数名词,所以不用复数,例如:

The university offers excellent accommodation for summer visitors. 这所大学为夏季来访者提供了很好的住宿。

在美式英语中 **accommodation** 可以用复数,例如:

Can we find accommodations at a hotel for tonight? 我们今晚能找到旅馆住宿吗?

3. George said as he ran ahead of me. 乔治在我的前面边跑边说。

ahead of表示“(空间上)在……之前”,例如:

Ahead of us was a big river. 在我们面前有一条大河。

ahead of还表示“(时间上)在……之前”,例如:

Time here is nine hours ahead of London. 这儿的时间比伦敦早九小时。

ahead of还表示“比……强或好”,例如:

He is ahead of me in Chinese. 他的汉语比我好。

与**ahead of**连用的动词还有**get**:

get ahead of表示“超越”,例如:

By working hard he got ahead of the rest of the class. 通过努力,他超过了班上的其他同学。

4. Without pausing we jumped into the boat with the other whalers and headed out into the bay. 一刻不停,我们和其他的捕鲸人都跳上船,朝海湾开去。

head为动词,表示“朝……方向移动”,例如:

We headed the boat out to sea. 我们将船驶向海外。

They are heading home. 他们正朝家走去。

head还可以表示“带领”,例如:

Who is heading the party? 该党现在由谁领导?

Whose name heads the list? 谁的名字列在名单的最前头?

5. ... there was Tom, circling back to the boat, leading us to the hunt again. ...汤姆出现了,转回到船边,又领着我们前往捕鲸处。

lead表示“做向导”,例如:

She led a blind man across the street. 她引导盲人过马路。

Our guide led us to the museum. 导游把我们带到博物馆。

lead还表示“通向”,例如:

All roads lead to Rome. 殊途同归。(条条大路通罗马。)

Your explanation has led me to a clear understanding. 你的解释让我理解清楚了。

lead sb to do表示“使……干”,例如:

What led you to believe it? 什么使你相信它?

6 ... its body was dragged swiftly by the killers down into the depths of the sea. ...它的尸体被虎鲸迅速拖向大海深处。

1) **drag**的意思是“拖”,例如:

He dragged the table into the corner. 他把那张桌子拖到角落。

drag短语联想:

drag down 把人拖垮

drag one's feet 故意拖延

drag in 拉进去

drag on 拖延、拉长

2) **depths**表示“底层”、“深处”,例如:

the depth(s) of the ocean 海洋深处

the depth(s) of the jungle 丛林深处

the depth(s) of the country 穷乡僻壤

the depth(s) of winter 隆冬

the depth(s) of one's heart 心灵深处

the depth(s) of despair 绝望的深渊

7. In the meantime, Old Tom, and the others are having a good feed on its lips and tongue. 在这段时间里,老汤姆和其他虎鲸会饱餐一顿的,鲸唇和鲸舌就是它们的美食。

1) **in the meantime**表示“在这期间,与此同时”,例如:

The conference will begin in an hour; in the meantime, let's have a coffee. 会议一小时后开始,在此期间,我们喝杯咖啡吧。

2) **feed on**表示“吃”、“以……为食”,例如:

Cows feed on hay during winter. 牛在冬天吃干草。

feed ... on/to表示“以……饲养”,例如:

We feed our dog on meat. = We feed meat to our dog. 我们喂肉给狗吃。

feed ... with/into表示“给……添加”,例如:

He fed the fire with some logs. = He fed some logs into the fire. 他往火里添了些木材。

8. From James's face, I could see he was terrified of being abandoned by us. 从詹姆斯的脸上我能看出他非常恐慌,生怕被我们遗弃。

abandon的意思是“放弃,抛弃”,例如:

Many people were killed by the chemical weapons abandoned by the Japanese during the World War II. 很多人被二战期间日本人遗留下来的化学武器害死了。

短语联想:

abandon one's country 背叛祖国

abandon one's friend 背弃朋友

abandon one's post 放弃职位

abandon one's family 抛弃家庭

abandon a bad habit 革除恶习

abandon one's hope 放弃希望

abandon one's plan 放弃计划

abandon one's idea 放弃主意

9. ... I saw James being firmly held up in the water by Old Tom. ... 我看到老汤姆正在水中稳稳托着詹姆斯。

hold up的意思是“举起”，例如:

I help up my hand to show that I had a question. 我举手表示想提问。

hold up还表示“使延误”，例如:

We were held up on our way to the airport in a traffic jam. 我们在前往机场的路上因为堵车而延误了。

二、参考资料

1. Diet and eating habits of killer whales

● Food preferences and resources

1) As the name suggests, killer whales are without a doubt top killers in the ocean. In fact, they are the largest killers of warm-blooded animals ever known.

2) Fishes, squids, seals, sea lions, walruses, birds, sea turtles, otters, penguins, cetaceans, polar bears, reptiles, and even a moose – they have all been found in the stomach contents of killer whales.

3) Perhaps the most interesting thing found in the stomachs of killer whales is the remains of other killer whales. How this came to be is uncertain. Perhaps they ate the remains of dead killer whales, as killer whales are known to eat the remains of other animals.

4) The diets of killer whales vary from one region

to another.

a. In the Antarctic, killer whales eat about 67% fishes, 27% marine mammals, and 6% squids.

b. In the Bering Sea near Alaska, they eat about 65% fishes, 20% squids, and 15% marine mammals.

● Methods of collecting food

1) Much like packs of wolves or prides of lions, killer whales often hunt cooperatively in groups for food. They work together to encircle and herd prey into a small area before attacking. When hunting a large whale, a group of killer whales may attack from several angles.

2) The conical and interlocking teeth of killer whales are adapted for tearing but not for chewing. The number of teeth varies among individuals. There are usually 10 to 14 teeth on each side of the jaw – total of 40 to 56 teeth. Each tooth is about 7.6 cm (3 inches) long and approximately 2.5 cm (1 inch) in diameter.

3) Killer whales swallow their food in chunks if need be, but their throats are large enough to swallow small seals.

4) Prey, such as these sea lions, may not be safe from killer whales even on land. Some killer whales specialize in sliding out onto sand bars to pursue prey. They may also hit ice from below to knock prey into the water.

2. More information about killer whales

● Where do killer whales live?

Killer whales can be found in all oceans but they seem to prefer coastal waters and cooler regions. Killer whales occur in family groups called pods.

Killer whale pods are based on the lineage of the mother (mothers, daughters and sons form groups); the whales live and travel with their mothers even after they are full-grown, forming strongly matriarchal whale societies.

● How many killer whales are there?

There are no official killer whale worldwide population estimates. There are minimum counts in local areas. For example, approximately 1,000 whales have been individually identified in Alaskan waters

through photographs. Killer whales are at the top of the food chain and are not considered endangered.

- How can you identify a killer whale?

Killer whales are extremely distinctive with jetblack bodies and white patches usually over the eyes, under the jaw, on the belly, and extending onto their sides. Female killer whales can grow up to 26 feet (7.9 metres) while males are larger than the females growing up to 28 feet (8.5 metres). Killer whales have 48 to 52 teeth that are large and conical shaped as well as slightly curved back and inward.

- How well do killer whales see or hear?

Killer whales have well-developed, acute senses. They can hear a vast range of sounds and possess skin that is sensitive to touch. Killer whales have excellent

vision in and out of water. It is not known whether or not they may have some sort of sense of taste.

- How do killer whales have their young?

Killer whale males reach breeding age when they are around 22 feet (6.7 metres) long while females can breed when they are about 16 feet (4.9 metres) long. Killer whales breed all year around. Female killer whales usually give birth every 3 to 10 years.

- How long do killer whales live? How do they die?

Killer whales are the top killers of the oceans and can live to about 50-80 years old. Killer whales have been hunted by humans but not with enthusiasm as it takes 21 killer whales to produce the same amount of oil as 1 sperm whale.

人教版®

Teaching guide for the Student's Book (学生用书教学指导)

INTRODUCTION

In this unit students learn about killer whales and whaling in the early twentieth century, and also about the decline in shark populations in the world today. The unit asks students to think about contemporary issues such as whether whaling should be allowed and whether

sharks should be protected.

The reading texts are in the forms of a fictional story, a diary entry and a retelling of an Inuit legend. The listening texts include dialogues that show how to make a complaint, radio news items and a radio interview.

WARMING UP

This section introduces the theme of the unit and draws on the students' personal experiences.

Before you ask students to do the exercises, first you could talk about the photos in Exercise 2 with the class. In Exercise 1, increase the amount of talking the students do by getting them to leave their desks and talk to several other students, one after the other. Or, do the exercise

as a survey. Students take notes while asking their classmates whether they have seen sea plants and animals in each place in the list on SB page 19 and what plants or animals they like best. After the group work, call out one or two group representatives to report to the class.

PRE-READING

This section sets the scene for the reading passage. Before the students read the text of the Pre-reading section, have them look at the picture and ask them questions about it like:

- *How many different kinds of animal can you see? What are they?*
- *What are the men trying to do?*
- *What are the black whales doing?*
- *When do you think this event is taking place? (Which century? The beginning, middle or end of the century?)*
- *How do you think you would feel if you were one of the men in the boat? Why?*

NOTE:

Baleen whales are whales that have no teeth. They take in huge mouthfuls of water and filter it, trapping small fish and invertebrates. There are several species of baleen whale such as the blue whale, the humpback whale and the right whale.

Whaling operated between the 1830s and the 1920s on the southeastern coast of Australia at a place called Eden, where Clancy's stories are set. There are many stories of killer whales cooperating with the whalers there to catch the baleen whales that migrated up and later down the coast every winter and spring. Old Tom was one of the killer whales and his skeleton is displayed in the Killer Whale Museum in Eden.

READING

The reading passage consists of two stories or anecdotes by a fictional character called Clancy. Old Tom, the killer whale, did really exist and there are true stories about how Old Tom and other killer whales helped the whalers catch baleen whales.

Teaching new words and expressions:

- 1 ... *when I began work* This is an example of ellipsis. The full sentence should read "when I began to work". The word "work" is being treated as if it is a noun but in fact it performs the function of a verb.
- 2 ... *I was sorting out my accommodation* This is an idiom for "finding suitable accommodation".
- 3 *That's Old Tom, the killer*. This is another example of ellipsis. "The killer" refers to "the killer whale", which is a species of whale which attacks other kinds of whale. As these attacks often end in death, this species of whale is known as a killer whale.
- 4 ... *didn't like being kept waiting* This means that he did not like to wait for someone else.
- 5 ... *the harpoon hit the spot* This means that the harpoon hit the place the man was aiming for.
- 6 *Man overboard!* This is a traditional seaman's expression when somebody falls off the ship into the sea. It is a signal for the ship to turn round and try to save the person.
- 7 The two stories contain many verbs that give the stories a sense of excitement, action and danger. You can see some examples of these in the sentence: *We ran down to the shore in time to see an enormous animal opposite us throwing itself out of the water and then crashing down again.* Other examples include: *yelled out, raced after, jumped into, beating the water, attacked, racing, dragged, shouted, screamed.*

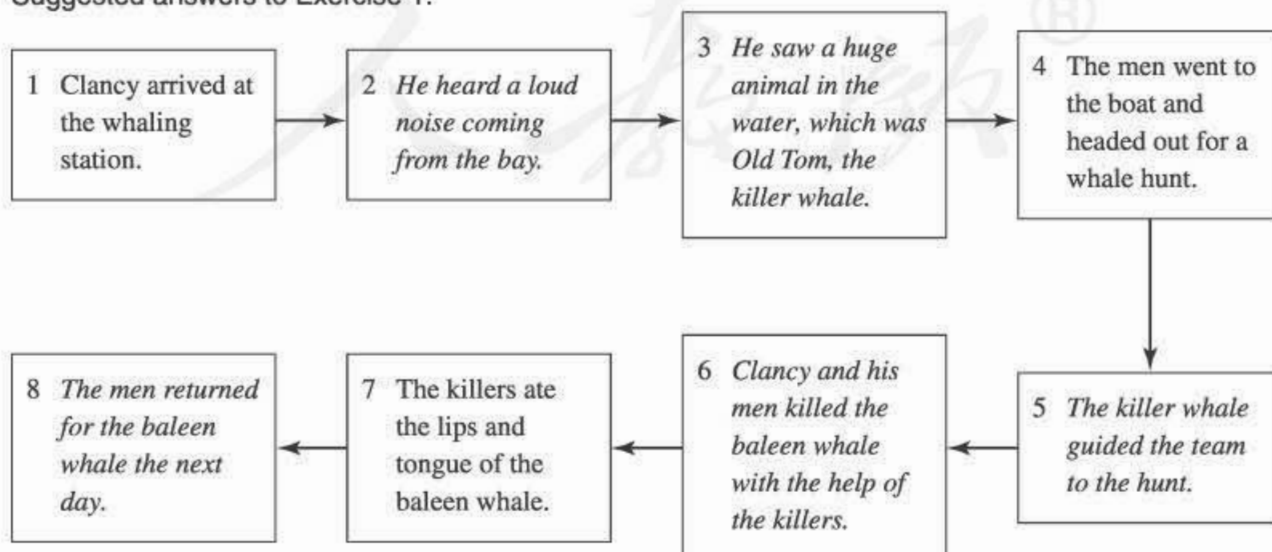
COMPREHENDING

For Exercise 3, the students will have to rely on their general knowledge. Or, you could set this exercise for homework so that students have a chance to ask other people's opinions or do some research in the library or

on the Internet.

Exercise 4 is an optional activity, which requires students to have group discussions on the reasons for and against banning whaling.

Suggested answers to Exercise 1:



Answer key for Exercise 2:

- 1 Old Tom let the whalers know that there was a baleen whale nearby; he showed them the way to the whale.
- 2 Dogs. Because they knew that, together with the whalers, they would soon kill the baleen whale and get a good feed.
- 3 Because he could see that some of the killers were throwing themselves on top of the whale's blow-hole while others were preventing it from diving or fleeing out to sea.
- 4 Because they knew the killer whales would leave the rest of the body to them.
- 5 Old Tom prevented James from drowning. Old Tom wanted to help his human friends.

Suggested answers to Exercise 3:

Old Tom had a strong relationship with the whalers.

There was obviously a great deal of understanding and cooperation between them.

There are many other animals that help out humans in hunting such as dogs, cormorants, otters and ferrets. In the past, raptors (such as hawks and falcons) were used to hunt rabbits, and cheetahs were used to hunt wild animals.

NOTE:

The big difference between these animals and the killer whales is that the killer whales were wild animals that entered into the relationship with humans voluntarily, while other animals have been captive animals trained to perform their duties.

LEARNING ABOUT LANGUAGE

Discovering useful words and expressions

Answer key for Exercise 1:

Word	Definitions	How used in the text
<i>dive</i>	1 to jump into the water head first 2 a graceful jump into the water head first	1
<i>witness</i>	1 to see something happen 2 someone who sees a crime or an accident	1
<i>pause</i>	1 a short time when someone stops speaking 2 to stop doing something for a short time	2
<i>urge</i>	1 a strong wish 2 to strongly suggest someone do something	2
<i>drag</i>	1 something that slows you down 2 to pull something along behind you	2

Answer key for Exercise 2:

- 1 anecdotes
- 2 Teamwork
- 3 conservation
- 4 opposite
- 5 abandon

Answer key for Exercise 3:

annual, accommodation, shore, relationship, dive, depths, sharks, witnessed, flee, yell

Revising useful structures

This section focuses on revising the passive voice, and study its *-ing* form. Before asking students to complete the exercises, have them, in pairs, find examples of this structure in the reading passage.

Answer key for Exercise 1:

1. I heard a loud noise coming from the bay.
2. We ran down to the shore in time to see an enormous animal opposite us throwing itself out of the water and then crashing down again.
3. I had already heard that George didn't like being kept waiting (passive)
4. Without pausing we jumped into the boat with the other whalers and headed out into the bay.
5. I looked down into the water and could see Old Tom swimming by the boat, showing us the way.
6. ... so George started beating the water with his oar and there was Tom, circling back to the boat, leading us to the hunt again.
7. Using a telescope we could see that something was happening.
8. ... I could see a whale being attacked by a pack of about six other killers. (passive)
9. ... the killers over there are throwing themselves on top of the whale's blow-hole to stop it breathing.
10. And those others are stopping it diving or fleeing out to sea.
11. George told me, pointing towards the hunt.
12. The killers started racing between our boat and the whale just like a pack of excited dogs.
13. Being badly wounded, the whale soon died. (passive)
14. The men started turning the boat around to go home.
15. ... added Red, laughing.
16. ... urged George, shouting loudly.
17. From James's face, I could see he was terrified of being abandoned by us. (passive)
18. ... when we approached him, I saw James being firmly held up in the water by Old Tom. (passive)

No 3, 8, 13, 17, 18 sentences include the passive *-ing* form.

Answer key for Exercise 2:

- | | |
|-------------------|------------------------|
| 1 being attacked | 2 Being held up |
| 3 Being included | 4 Having been accepted |
| 5 being told | 6 Being helped out |
| 7 being taken | 8 being photographed |
| 9 being swallowed | |

Answer key for Exercise 3:

Fishing nets in the sea have become a serious problem. They may be many kilometres long with plastic balls to keep them floating on the water, and weights to hold them down on the seabed. Unfortunately, the plastic nets are impossible to see underwater. So the term to describe them is "a wall of death". Their advantage is that they catch fish efficiently. However, they also cause danger to sea animals. First, not only target fish are caught in the net, but many other sea animals are found hanging there. Those not needed for marketing are thrown away. Second, nets are in danger of being cut loose by fishermen. If a net becomes free-floating, it is moved by the tides all over the ocean. It behaves as a hidden danger, killing all that are trapped in it. So many animals being caught in driftnets make many think that it is necessary to have a worldwide ban on all driftnet fishing.

Answer key for Exercise 4:

Students' answers will vary. The only test of whether it is correct or not is if they use the passive *-ing* form correctly.

USING LANGUAGE

Reading and discussing

The reading passage takes the form of a diary entry written by a young person about her experience of snorkelling on a coral reef. In it she describes the animals she sees.

The passage has many examples of descriptive noun groups which you could use to bring the students'

attention to the order of adjectives (see Exercises 3 and 4). When there is more than one adjective in a noun group, the order of adjectives is usually: number, size, colour, pattern.

The passage also uses many hyphenated adjectives. At this stage you could have a look at the Learning Tip with the class.

Answer key for Exercise 1:

Topic	Paragraph
colours and shapes	2
dangers	4

reflecting	1
the reef's edge	5
a final thought	6
some sea creatures	3

Answer key for Exercise 2:

Delights	Dangers
1 <i>seeing such extraordinary beauty under the waves</i>	1 <i>dangerous fish</i>
2 <i>seeing so many different kinds of fish</i>	2 <i>getting lost in small caves</i>
3 <i>exploring small caves under the sea</i>	3 <i>being attacked by sharks</i>

Answer key for Exercise 3:

- 1 warm night air
- 2 the waving long thin seaweed
- 3 hard bird-like mouth
- 4 a yellow-spotted red sea-slug
- 5 a large wise-looking turtle
- 6 strong sharp teeth
- 7 thick green lips
- 8 two grey reef sharks

Pattern: spotted

In the noun groups from Exercise 3, number comes before size; size comes before colour; colour comes before pattern.

Teaching suggestions for Exercise 5:

Exercise 5 looks at the expressions from the reading passage that students can use to talk about their personal experiences of beauty and danger. The expressions would be used for extreme feelings about these experiences, so encourage students to use the expressions appropriately. For example, you wouldn't say "I felt scared to death" if you felt just a bit scared – you would have to feel extremely scared to use that expression.

Answer key for Exercise 4:

Number: a, two
Size: small, thick, large, long, thin
Colour: green, grey, yellow, red

Suggested answers to Exercise 5:

Expression	Meaning	Suitable Occasion
a day of pure magic	a very exciting day which filled you with wonder at what you saw	1 watching an egg hatch 2 seeing a butterfly come out of its cocoon 3 seeing an animal baby being born
extraordinary beauty	especially beautiful	1 a bride on her wedding day 2 a butterfly's wings
it was the most fantastic thing I've ever done	something you have done for the first time that is unusual and very exciting	1 after great effort getting to the top of a mountain 2 parachute jumping 3 hang-gliding
my heart was beating wildly	I was excited and frightened at the same time	1 going on a roller coaster ride 2 looking over the cliff of a mountain
every cell in my body woke up	wide awake and ready to run as I faced something extra special and/or dangerous	1 being frightened as a tiger came towards me 2 watching a very frightening film
(I felt) scared to death	extremely frightened	1 lost in a dark wood 2 hearing someone move in your house at night

Expression	Meaning	Suitable Occasion
it was like discovering a whole new dimension of life	looking at something in a new and very special way	1 examining creatures under the microscope 2 looking at the night sky

Reading, discussing and listening

The listening consists of three short dialogues in which people are complaining about the whale watching tour they have just been on. Because the listening is three separate dialogues, you could stop the tape after each dialogue and play that dialogue again when you think the students need it to be repeated.

You will notice that, in the dialogues, both the tour guide and the customers say “sorry” a number of times. English-speaking people are often apologetic when they make a complaint, but they also expect the people who are providing the service to be apologetic. It would be rude of them not to be.

Pre-listening

In Exercise 1 students have to read an advertisement for whale watching tours. This activity will help them understand the listening text. It also gives the students speaking practice. You could get them to do this exercise in pairs or small groups.

Read Exercise 2 with the students before they listen. Make sure they understand what they have to do. Talk about which aspects the tourists would probably think are good and which ones they might complain about. (The phrases in the exercise are not the exact ones they will hear in the listening. The students have to listen for a phrase with the same meaning.)

Extension exercises

- If you have time after Exercise 5, you could give students copies of the dialogues and get them to practise them in pairs, either with the tape or without the tape. Speaking with the tape gives students the opportunity to practise English rhythm and intonation.

Practising the dialogues will also give students a good preliminary exercise before they create their own dialogues in the “Speaking and writing” section.

- As an extension exercise, you could give students copies of the dialogues and analyse how complaints are made. You could look at:
 - how each tourist expresses his/her unhappiness with the tour at first;
 - how each tourist gives the tour guide reasons for

the complaint;

- how each tourist expresses his/her unhappiness a second time;
- how each tourist says what she/he wants the tour guide to do about the complaint;
- phrases often used by both the tourist and the tour guide/manager in the three dialogues.

LISTENING TEXT

COMPLAINING ABOUT A WHALE WATCHING TOUR

Dialogue 1

- ANGELA: Excuse me.
 TOUR GUIDE: Yes, how can I help you?
 ANGELA: I'm sorry but we weren't very happy with the tour.
 TOUR GUIDE: Oh, what was the problem?
 ANGELA: Well, it was so wet we couldn't go outside ... I know we heard the whales and saw them on the videocamera and that was great, but we really wanted to stand outside and watch the whales from there. My two kids are very disappointed.
 TOUR GUIDE: I'm sorry, but we can't control the weather and you did see whales.
 ANGELA: Well, I'm afraid that's not good enough. I'd like to talk to the manager.
 TOUR GUIDE: I'm sure that won't do you any good. I know he'll agree with me. The fact is that you did see whales. *(fading out)*

Dialogue 2

- TOUR GUIDE: Goodbye, I hoped you enjoyed the tour, sir.
 ANDREW: Yes, the whales were awesome but I'm feeling very annoyed.
 TOUR GUIDE: Really? *(in a surprised voice)*
 ANDREW: Yes. You see, I've missed my flight. If I'd known the boat was going to be late

- back, I wouldn't have come.
- TOUR GUIDE: Yes, I understand, but we had a problem with the boat at the last minute that we needed to fix. The safety of our passengers is very important to us. So, I'm afraid we couldn't avoid starting late.
- ANDREW: Yes, but you should've checked if there was anyone like me who needed to be back by midday. Anyway, I'd like a refund, please.
- TOUR GUIDE: Well, I can refund half the fare.
- ANDREW: I'm sorry but that's not good enough. I now have to make another airline booking and I have no idea whether there'll be any seats available. I'd like a full refund.
- TOUR GUIDE: Well, that's not up to me, but I'll go and talk to the manager.
- ANDREW: Thanks.
- MANAGER: *(music to indicate a few minutes passing)* Mr Langton, I'm terribly sorry that we've caused problems for you. Of course, we'll give you a full refund. Just come into the office with me.
- ANDREW: Thank you.

Dialogue 3

- SHARON: Excuse me, the tour wasn't what my husband and I had expected and we'd like a refund please.
- TOUR GUIDE: You weren't satisfied with the tour?
- SHARON: Well, we really loved seeing the bird life ... and the dolphins and seals ... but we saw only one whale and that one was too far away to see properly. And we really came on the tour to see the whales.
- TOUR GUIDE: Ah ha, I see. I tell you what, why don't you and your husband come back for a tour on another day? Free of charge, of course.
- SHARON: I'm afraid that's no good for us as we're visitors to this area and we're leaving tomorrow morning.
- TOUR GUIDE: Well, in that case, we'll return half your

fares.

- SHARON: Well, actually, we'd like a full refund.
- TOUR GUIDE: I'm sorry ... if you read the brochure, we say that we'll refund HALF the fare.
- SHARON: OK, thanks.
- TOUR GUIDE: You're welcome.

Answer key for Exercise 1:

- You can see whales, listen to whales singing, watch them underwater, see other marine animals such as dolphins, seals and penguins.
- Various answers are possible.
- If you don't see a whale, you would get half the fare back.

Answer key for Exercise 2:

- Good aspects: 1 3 5
Bad aspects: 2 4 6
Order: 4 3 1 6 5 2

Answer key for Exercise 3:

Dialogue 1	Result wanted: <i>Not stated by the tourist although she did say she wanted to speak to the manager.</i> Actual result: <i>Not stated although the tourist probably would not get another tour or a refund.</i>
Dialogue 2	Result wanted: <i>A full refund.</i> Actual result: <i>A full refund.</i>
Dialogue 3	Result wanted: <i>A full refund.</i> Actual result: <i>A refund of half the fare.</i>

Answer key for Exercise 4:

- Dialogue 1
- I'm sorry but we weren't very happy with the tour.
 - Well, it was so wet we couldn't go outside ... My two kids are very disappointed.
- Dialogue 2
- Yes, the whales were awesome but I'm feeling very annoyed.
 - I'm sorry but that's not good enough. I now have to make another airline booking and I have no idea whether there'll be any seats available. I'd like a full refund.

Dialogue 3

- 1 Excuse me, the tour wasn't what my husband and I had expected and we'd like a refund please.
- 2 I'm afraid that's no good for us as we're visitors to this area and we're leaving tomorrow morning.
- 3 Well, actually, we'd like a full refund.

Answer key for Exercise 5:

can't control, did see; good enough;
do you any good, agree, fact, did see

Speaking and writing

This section gives students the opportunity to practise

the function of making complaints in three other situations. They are given useful expressions from the listening text to help them as well as in this section. Students could refer to copies of the listening tape if they have them from a previous exercise.

Before students write their dialogues, talk to them about what usually happens when you make a complaint. That is, firstly you say what the problem is and, secondly, you say what you want to happen.

You could have students evaluate each pair's performance. You could get students to suggest ways of evaluating the dialogues. The table below gives a few ways of evaluating the dialogues.

Customer		Service provider	
Did he/she say what the problem was?		Did he/she understand the customer's complaint?	
Did he/she say what he/she wanted?		Did he/she agree or disagree with what the customer wanted?	
Was he/she polite?		Was he/she polite?	
Did he/she use any of the expressions provided? Which ones?		Did he/she use any of the expressions provided? Which ones?	

Sample dialogues/writing:

A sample dialogue is provided for each situation. Many different dialogues are possible, depending on what the customer wants and what the service provider is willing to give.

Dialogue 1

Customer: Excuse me, but I'm feeling very annoyed because I've missed my flight. I'm sure it wasn't announced. I've got to get to Beijing by tonight. Is there another flight I can go on?

Airline official: All our flights are announced, sir/madam, but I'll see if I can book you on another flight. Can you show me your ticket?

Customer: Sure.

Airline official: I'm sorry, but there aren't any seats available on the flights today, but I can get you on a flight early tomorrow morning.

Customer: I'm sorry, but that's not good enough. I've got to get to Beijing today.

Airline official: Well, there's nothing I can do about it.

Customer: Then, I'd like a refund please. I'll go with another airline.

Airline official: Fine.

Dialogue 2

Customer: Excuse me.

Manager: Yes, sir/madam.

Customer: I'm afraid that this fish I ordered tastes terrible.

Manager: Oh really? What's the problem with it?

Customer: It doesn't taste fresh to me. I'd like to order something else.

Manager: Well, I'll go and tell the waiter to take your order.

Customer: Thanks.

(A moment later)

Waiter: Good afternoon, sir. Here's the menu.

Customer: Thanks.

Waiter: You are welcome.

Dialogue 3

Customer: Good morning. I'm sorry but when I put these trousers on this morning I found that they were too short. Can you let them down for me?

Tailor: Well, that'll cost extra.

Customer: But it's not my fault that they are too short.

Tailor: Well, I measured the length when you were here and you agreed to that length.

Customer: Are you sure you won't lengthen it?

Tailor: No, I certainly can't. If you want me to lengthen the trousers, you'll have to pay a bit more.

Customer: Well ... OK.

人教版®

Teaching guide for the Workbook (练习册教学指导)

LISTENING

The listening text is five short news items from the radio. Each item is a report on a shark attack that really took place.

The names mentioned in the news reports might not be familiar but students should recognize that they are names.

Pre-listening

Exercise 1 introduces students to the listening topic. The photos are used as a stimulus to get students talking about sharks and how they feel about them.

First listening

For the first listening, students are listening for a specific detail in each news report (Exercise 2). Play all five reports.

Subsequent listenings

- 1 Look at the table in Exercise 3 and make sure that students understand the information they have to listen for. Tell students that there are parts of the table they will not be able to complete as the information is not given in the news report. Play the first news report and have students complete as much of that section of the table as they can. Play the first news report again so students can either complete that section of the table or check their answers.
- 2 Check the answers with the class.
- 3 Repeat this process for the other news reports.

LISTENING TEXT

NEWS REPORTS: SHARK ATTACKS

News report 1

A man is recovering at home after being attacked by a shark while standing in about 50 cm of water at Seal Rocks in New South Wales at sunset yesterday. He received cuts to his leg and foot. A hospital spokesman

said the injuries were not serious and the man was not admitted to hospital.

News report 2

In Hawaii, a shark bit off the left arm of a 13-year-old surfer while she was on her board in clear water. Betty Hamilton lost her left arm just below the shoulder. Tom Hamilton said his daughter was resting comfortably in hospital.

News report 3

A 30-year-old man was attacked by a 2-metre shark while snorkelling this morning off the North Queensland coast. He was bitten on the left side of his body and upper arm and has been taken by air to hospital.

News report 4

A man has been killed in a shark attack at 6:30 am this morning in shallow water at a popular city beach in Perth. Scores of witnesses watched as the 5.8-metre shark attacked 49-year-old Ken Crew, tearing off his leg. He had been swimming with friends at the time. Crew was pulled to the shore on a surf ski but died soon afterwards. The area is being searched but the shark, believed to be a great white, will not be hunted down.

News report 5

A diver has been attacked and killed by a great white shark off the South Australian coast. Paul Buckland, 23, was attacked on Tuesday as he was coming to the surface after diving for shellfish. Buckland yelled for help as he was being held in the shark's mouth, according to police. His friend, Shannon Jenzen, tried to pull Buckland into their boat, but the shark attacked again from behind, taking a leg and large part of his body. Buckland bled to death shortly after.

Exercise 1:

Answers may vary.

2 South Australian coast

3 Hawaii

4 Seal Rocks, New South Wales

5 North Queensland coast

5

2

1

3

Answer key for Exercise 2:

Order: 1 Perth

4

Answer key for Exercise 3:

News report	Age and sex of person attacked	Time of attack	Injuries suffered	Activity of person at the time	Type/Length of shark
1	Man (age not stated)	Sunset	Received cuts to his leg and foot	Standing in about 50 cm of water	(Not stated)
2	Girl, 13	(Not stated)	Left arm bitten off just below the shoulder	Surfing	(Not stated)
3	Man, 30	In the morning	Bitten on the left side of his body and upper arm	Snorkelling	(Type not stated), 2 metres long
4	Man, 49	6:30 am	Leg torn off, died	Swimming with friends	Great White, 5.8 metres long
5	Man, 23	(Not stated)	Leg and large part of his body taken, died	Diving for shellfish	Great White, (length not stated)

TALKING

This section asks students about their opinions on sharks. Have each group choose a spokesperson to

present the group's views to the rest of the class.

USING WORDS AND EXPRESSIONS

Exercise 1 encourages students to use their knowledge of word families and their English-English dictionaries as a way of increasing their vocabulary.

Ask students to find a partner and complete as much of the table as they can without looking at their

dictionaries. Then allow them to look up their dictionaries for the words they do not know.

Ask students what they notice about many of the nouns in the table. See whether they can give you other nouns that end in *-ness*.

Answer key for Exercise 1:

Verb	Noun	Adjective
	shallowness	shallow
narrow	narrowness	narrow
target	target	
	anecdote	anecdotal
abandon	abandonment	abandoned
scare	scare	scared/scary
deepen	depth	deep
sharpen	sharpness	sharp
taste	taste	tasty
urge	urge	urgent
awe	awe	awesome

Answer key for Exercise 2:

- 1 abandon 2 shallow 3 scared 4 tasty
5 target 6 urged 7 awesome 8 sharp, sharp

USING STRUCTURES

Exercise 1 gives students more practice in the passive *-ing* form. Exercise 2 gives students more practice in various passive forms.

Answer key for Exercise 1:

- Peter is excited about being invited to the party.
- The woman doesn't like being kept waiting by anyone.
- The boy is afraid of being attacked by the dog.
- The audience is delighted to see the girl being awarded a prize.
- The man is tired of being shouted at by his boss.
- After being blamed for failing the exam, the child started crying.

Suggested answers to Exercise 2:

- Nobody told us that a man *was/had been seen falling* overboard.
- That steep hill *is being used for* ski jumping.
- The money for our tickets *was refunded by* our tour guide.
- Many people *tend to be attracted by* climbing a high mountain.

Suggested answers to Exercise 3:

- When the ship hit an iceberg it was sucked down into the icy Antarctic waters.
- Whenever Sally reads a book, she likes to reflect on its meaning for a while.
- I liked the performance very much. It was pure enjoyment.
- You paint that wall and, in the meantime, I'll prepare this one for you to paint next.
- He abandoned his partner and fled alone when the shark attacked them.
- Be aware that the tide in this bay is very strong and many swimmers have been carried out to sea.
- He saw a flashlight making signals in the distance, but it was not until he looked at it through his telescope that he saw that someone was calling for help.

- The witness said that *the necklace would be easily identified by its design*.
- A rectangle with the dimensions 5 cm × 3 cm *can be divided into a square and a smaller rectangle*.

Exercise 3:

Sample dialogue:

S = Students' Union Leader D = Designer

S: Hello, Mr Lee. I'm looking forward to talking to you.

D: Thank you. What would you like to change in this room?

S: I know that the walls were painted only last year and as the colour is fine, I don't think that needs to be changed.

D: A wise choice. When are you moving into your office?

S: Next week while the decoration is still being completed.

D: You don't mind?

S: Well, we've been planning this for some time so I think we can manage.

- D: OK. I'll try to be as quick as I can.
- S: If the work can be finished before next week that would be wonderful.
- D: Thank you. Now what about the arrangement of the room?
- S: I would be delighted if the new table could be placed

in the centre of the wall facing us. A large plant could be placed on the right of the table and the bookshelf on the left. The filing cabinets can go against the right-hand wall.

- D: There's no difficulty with that. How large is the table and where will the chairs go ...?

LISTENING TASK

Like the previous listening text in the Workbook, the topic of this one is also on sharks but presents students with a different point of view.

Pre-listening

Reading Exercise 1 before listening to the tape will familiarize the students with the topic and opinions voiced in the listening.

Have students read the statements in Exercise 1 and make sure they understand them. Then ask them:

How do you think Don James would answer the questions in Exercise 2? What reasons would he give?

First listening

Set Exercise 1. Check answers with the class.

Second listening

Set Exercise 2. Students may be surprised at the number of questions they can answer without having listened to the tape again.

Play the tape a third time if necessary.

LISTENING TEXT

Listen to Jordan Davies (J) interviewing the shark expert Don James (D).

- J: Don, why do the words "shark attack" frighten so many people?
- D: Because shark attacks get a lot of attention, especially when they result in terrible injuries. So many people think that there are hundreds of sharks waiting in the sea to attack them.
- J: Are they right to think that?
- D: No, not at all. The chance of being bitten by a shark is extremely small. Throughout the world we know of only a few people who were killed by sharks each year. Now think of the millions of swimmers, surfers,

snorkellers and divers that go into the sea. It really shows that sharks are not interested in attacking us.

- J: Really?
- D: Yes. The truth is that it's the sharks that need to be protected. While only a few people are killed by sharks, millions of sharks are killed by us each year.
- J: Goodness, that's a huge number! So how are so many killed?
- D: A lot are killed by modern fishing technology. Although it's aimed at catching other fish, sharks are often caught at the same time. But sometimes they are caught on purpose. Shark fin soup is so popular in some Asian countries that many sharks are killed for their fins.
- J: That's terrible!
- D: It is indeed. As a result, the variety of shark species and their populations are decreasing at a serious rate. In fact, some species are close to being endangered. And the shark's biology doesn't help much either.
- J: What do you mean by that?
- D: Well, I'll give you an example. Female Great White Sharks do not give birth until they are about 15 years old; the young take about 14 months to develop before they are born; and they only have 7 to 9 young. So shark populations grow at a slow rate.
- J: OK, so what should we do?
- D: I think governments around the world should take action. They should reduce fishing for sharks and protect the most endangered species. Otherwise they will die out. Sharks have been on this planet for 400 million years and it would be terrible if they disappear because of us.

J: Yes, indeed it would.

Answer key for Exercise 1:

- 7 Shark populations grow at a very slow rate.
- 4 A lot are killed because of modern fishing technology.
- 8 Governments should take action so that the fishing of sharks is slowed down.
- 1 Shark attacks get a lot of attention in the news.
- 5 Shark populations are decreasing at a serious rate.
- 6 Some species need to be protected.
- 2 The chance of being bitten by a shark is actually very small.
- 3 Millions of sharks are killed each year.

Answer key to Exercise 2:

- 1 No (the chance of being bitten is very small; most sharks are not interested in killing people).
- 2 Only a few.
- 3 Sharks need to be protected as millions are killed each year by human beings, whereas only a few human beings are killed each year by sharks.
- 4 Sometimes they are killed by accident and sometimes on purpose. For example, shark fin soup is a delicacy in some Asian countries.
- 5 A: 15 years B: 14 months C: 7-9
- 6 Four hundred million years.
- 7 Don thinks that many shark species will not be able to survive.

SPEAKING TASK

This section follows on from the previous section by analysing students' opinions before and after listening to the shark expert, Don James.

First, students think about their own opinions before

and after listening to Don James. Then they survey the other students in the class. A survey such as this gives students a good opportunity to practise talking with many people.

Tentative survey:

Does it matter how many sharks are killed by people?			
Name	1 What was your answer after hearing the news reports?	2 What was your answer after hearing the interview with Don James?	3 If your answer changed, what did Don say that made you change your mind?
Li Xin	No, it doesn't matter.	Yes, it does matter.	<ol style="list-style-type: none"> 1 It was the number of people killed and the number of sharks killed. 2 It was how long they have been on earth.
Du Yue	Yes, it matters because I know not all sharks attack human beings.	Yes, it matters because many more sharks are killed each year than human beings by sharks.	I did not change my mind.
Wen Lili	No, it doesn't matter.	Yes. After listening to Don James I want to protect sharks and not kill them.	<ol style="list-style-type: none"> 1 I did not know so many sharks were killed every year and so few humans. 2 I don't like the idea of sharks being killed just to make soup. It's cruel!

Does it matter how many sharks are killed by people?			
Liu Ping	No. I think all sharks should be killed before they can kill more people.	Yes. I didn't know so many sharks were killed.	1 They are endangered. 2 They take a long time to produce a new generation of sharks. 3 They are one of the oldest species on earth.

READING TASK

The reading passage is a story that tells the legend of Sedna, the sea goddess. This is one version of many. The story comes from the Inuit people of northern Canada and Greenland.

Pre-reading

To prepare students for the reading passage, discuss the pictures in the story and ask students the questions in Exercise 1.

First reading

In Exercise 1 students glance through the text to find out what each paragraph is about. They are not reading for detail at this stage. Once they have finished, point out to them that the answers give them a summary of the story.

Second reading

- 1 Ask students, in pairs, to read the text again and guess the meanings of words they don't know before looking in their dictionaries.
- 2 Set Exercises 2 and 3.
- 3 If there is time, let students discuss the questions in Exercise 4.

Exercise 1:

Answers will vary.

Answer key for Exercise 2:

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

Answer key for Exercise 3:

- 1 Because her father was getting too old to look after her.
- 2 Because he wanted to marry Sedna and he thought that she wouldn't marry him if she knew he was a bird.
- 3 Because he was very frightened of the bird man and was probably afraid that the bird man was going to kill him. He probably thought that the bird man would stop the storm if he gave the bird man what he wanted.
- 4 Perhaps he died in the storm or should have died in the storm, because he's not a good father to Sedna.
- 5 Yes, because she has the power to keep the sea animals away from the hunters if she is angry. It is very serious if she does this as the hunters depend on the sea animals for food.

WRITING TASK

The writing task gives students the opportunity to practise writing a story that they now know well. Students are encouraged to retell the story in their own words rather than copy the text and use adjectives to make their stories vivid.

Look at the assessment table with the students as it shows them the important features to include in their writing. Students have to write about the events in an order that will make sense to the reader. Assessing their own and someone else's writing will help students

become more aware of certain features of writing and so help them improve their writing.

As an extension of this task, you could ask students to write the story again, taking into account the results of the assessment table and any comments their partner makes about their writing.

Sample writing:

Once upon a time there was a beautiful Inuit girl called Sedna. Her father insisted that she marry the next man she met. One day a man in furs came in a boat promising to marry Sedna and give her a good life. As he made himself look quite handsome, the young woman agreed to go with him. It was only after the marriage she

discovered that her husband wasn't a real man but an ugly sea bird.

Sedna was very disappointed and unhappy. She cried every way she could to tell her father of her unhappiness. Eventually her father heard her cries. He felt guilty and soon came to rescue her.

When the bird man saw that his wife might escape, he got angry. Then he caused a great storm to rise up. Sedna's father was so frightened that he threw her over the side of the boat and into the sea. She turned into a sea goddess.

Now the Inuit believe that Sedna has power over the animals in the sea.

*PROJECT

For the project students have to research another legend about the sea. (If they want to research another sea goddess, suggest to them that they look up "mermaid", which is the term often used for a beautiful creature that is half woman / half fish.)

Emphasize to students the importance of telling the story in their own words. Tell them that they are not to copy

it. The section gives them strategies to help them write in their own words.

It also helps them to improve their writing by using the assessment table that they used in the Writing section. Encourage students to read each other's work once it has been displayed on the classroom walls.

CHECKING YOURSELF

Answers to Question 4:

A C D

Question 5:

Sample dialogue:

SALESMAN: Can I help you?

YOU: Yes. I bought this shirt here this morning and when I got home I discovered that

it had this hole in it.

SALESMAN: Have you got the docket?

YOU: Yes, here it is.

SALESMAN: OK. Would you like another one?

YOU: Yes, please.

SALESMAN: I'll go and get you one.

YOU: Thanks.

SALESMAN: You're welcome.

Unit 4 Sharing

第四单元

教学目的和要求 (Teaching aims and demands)

类别	课程标准要求掌握的项目
话题	Helping others; voluntary work
词汇	airmail fortnight roof muddy textbook concept weekly relevant remote weed rectangle rectangular adjust platform broom tin jar sniff participate interpreter grill otherwise privilege paperwork arrangement toast comb astronaut angle catalogue donate voluntary purchase anniversary seed sew ox trunk tractor Kenya click tailor political distribute distribution security operate clinic hear from (be) dying to the other day dry out dry up in need sewing machine trunk library
功能	时间顺序和逻辑关系(Time sequence and logical relations) Why would you...? The reasons is that Because I want to share with others How could you do that ...? First, find some information through Then / Just at that time / After that / Afterwards / Next / Later on In the end / At last / Finally, ...
语法	复习限制性定语从句(Revise the restrictive Attributive Clause) I've included some photos which will help you picture the places I talk about. ... and I did visit a village which is the home of one of the boys, Tombe. ... first up a mountain to a ridge from where we had fantastic views The only possessions (that) I could see were one broom, a few tin plates and cups and a couple of jars.

教学建议

(Suggested teaching notes)

一、教学内容分析

本单元的重点话题是帮助弱者、志愿服务、合作共享等。通过听、说、读、写等活动不仅学习有关的语言知识，还要培养学生的社会责任感。

“热身”(Warming Up)部分是一个调查。该活动分三步进行：首先回顾自己曾经做过的助人为乐的好事，并采访三位同学；然后，根据调查内容列举班上同学所做的好事；最后讨论volunteer一词的内涵。2008年5月12日，中国四川省汶川县发生了8.0级的特大地震，举国哀痛。该部分的讨论可以和这次地震后中学生参与的“志愿者活动”、“手拉手活动”、“献爱心活动”等联系起来。

“读前”(Pre-reading)部分交代了阅读文章的文体(letter)和作者(a young Australian woman, Jo)。阅读中提供了十幅图片，浏览这些图片有助于学生理解这封书信的内容，因此，“读前”部分针对阅读中的图片设计了五个问题，回答这些问题有助于学生加深理解“志愿者活动”的意义。

“阅读”(Reading)部分是一封家书。作者志愿在巴布亚新几内亚(Papua New Guinea)的一个小山村教书。在她写给Rosemary的信中，作者描述了该村学校的情况和去一学生家做客的经历。

“理解”(Comprehending)部分设置了四个练习。第一个练习要求学生读懂书信内容，用表格的形式帮助学生整理书信中提到的信息。第二个练习要求学生从文中提到的五个现象进行分析，说明其原因。第三个练习要求学生通过阅读分析生活在小山村中的积极和消极面。第四个练习要求学生小组活动，讨论四个问题，进一步巩固学生对课文的理解，并且让学生联系自己的实际，比较校舍、教学条件、生活状况等，并引发学生思考，谈谈是否愿意参加志愿者活动。这些均属深层思考题。

“语言学习”(Learning about Language)部分引导学生学习词汇和语法。词汇部分设置了三个练习，一是根据所给解释从所学词汇中选择相应的单

词；二是用恰当的词汇完成一篇短文；三是根据解释组成正确的词组，并用这些词组各编一段对话。该题比较有挑战性，可提醒学生使用字典。语法部分复习定语从句，设置了四个练习，一是重读课文，找出含有限制性定语从句的句子；二是用定语从句完成句子；三是用含定语从句的句子回答问题；四是两人小组活动，让一个学生用自己的话解释课文中的新单词，必须用定语从句说明，另一个猜是哪个单词。

“语言运用”(Using Language)部分由三个部分组成，综合训练听说读写的能力。“读与说”(Reading and speaking)部分首先呈现给学生一个网页，通过图文结合的方式，介绍了一些特殊的礼品——为穷人和真正需要它们的人选购礼品。有人一旦选购了礼品，“世界上最实用的礼物清单”机构将会寄给他或她一张特殊的纪念卡，此卡可用于任何特殊的场合——结婚、出生、圣诞节、周年纪念等。阅读网页内容之后，要求学生完成两个练习。一是回答问题；二是把礼物名称和详细介绍配对。“听与说”(Listening and speaking)部分以采访的形式介绍了默里大夫的经历，以听力训练为核心设置了四个活动。1. 讲述一个人的生平，用到了时间表达法，因此，听第一遍时要求学生关注对话中的时间表达法以及出现的先后次序；2. 把握听力中的细节也是听力训练的主要任务之一，同时也是学生的困难所在，列表形式更具有条理性；3. 预测是一种听力技巧，在涉及听力内容之前让学生先就有关听力中的话题进行讨论，有助于学生快速并准确地把握听力内容；4. 让学生思考自己将来是否愿意像默里大夫那样做个志愿服务工作者，并与同学一起讨论。把所听到的内容与学生的生活实际联系起来，不仅训练语言能力，也训练学生的思维能力，同时帮助学生培养正确的价值观。写是在听说训练的基础上进行的，“听与说”部分不仅为写提供了话题和内容，也为写提供了语言素材。此处写的训练要求学生学会使用时间表达法。

“小结”(Summing Up)部分要求学生就本单元的话题、词汇、语法等方面进行总结和评价,判定学习情况和需要提供的信息和帮助。

“学习建议”(Learning Tip)部分鼓励学生进行两人小组和小组交流活动,并指出活动中应注意的方方面面。

本单元所涉及的要点是:

1. 帮助学生理解“志愿者活动、献爱心活动、合作共享”等的意义。
2. 培养学生在日常生活中帮助他人、扶贫救困的爱心。
3. 帮助学生树立正确的价值观。
4. 掌握本单元教学目的和要求中的词汇用法。
5. 学会在写作中正确使用时间表表达法。
6. 复习限制性定语从句。

二、教学方法建议

(一) 口语训练

1. 学生四人或六人一组,任选以下任务中的一个展开讨论。

1) Imagine you and your classmates want to donate some of your pocket money to help those in need in another country. Work as a team and decide how much of your pocket money you would like to donate. What would you do with your group's donation? Do you think that gifts like those in “The World's Most Useful Catalogue” are a good idea? Give at least two reasons for your answers.

2) Add to the gift list on the Internet page three more gifts that you think might be important for those in need in another country. Share your choice with another group and give at least two reasons for your choice.

3) Do you think your class would like to raise money to buy a gift from “The World's Most Useful Catalogue”? Take a vote on it. Imagine your class has raised \$250. What gifts from the catalogue would you buy for those in need in another country?

Sample dialogues:

Task 1:

S₁: Now we've agreed to give some of our pocket money to help those in need in another country. How much should we each give?

S₂: Don't you think it would be better to find out first how much we get now?

S₃: I expect we all get different amounts.

S₂: I get 100 yuan but I have to buy my lunches and bus fares out of that. So it's not as much as it sounds.

S₁: OK. Let's say we all give half our pocket money after our expenses.

S₂ and S₃: Yes, that sounds fine to me.

S₁: Do you think the gift catalogue sounds a good idea?

S₂: Yes. I want to give a present that will be useful and help a family.

S₃: Me too. I'd like to give a gift which will help a child go to school.

S₁: So let's look at it more closely.

Task 2:

V: Seeds for a year's planting \$20

W: Tools to break the ground \$10

X: Material to make clothes \$20

Task 3: (Answers will vary)

P: Oxen for ploughing \$180

J: Goat for a poor family \$40

V: Seeds for a year's planting \$20

W: Tools to break up the ground \$10

Total \$250

2. Working Abroad是英国的一个非赢利性组织,为志愿者在海外联系工作的机会。志愿者工作有长期的,有短期的;有需要技能的,也有不需要技能的。下面是该组织在世界各国联系到的部分工作:

1) Volunteering your services as a community development worker in India

2) Teaching English as a Foreign Language in Zimbabwe, Poland and Vietnam

3) Assisting scientists in Indonesian tropical forests

4) Black bear tracking in Canada

5) Digging archaeological sites in France

6) Working with orphans and street children in Guatemala and Mexico

7) Protecting wildlife in national parks in the United States, Scotland and Costa Rica

8) Providing medical assistance to the elderly in the Sudan

9) Organic farming in Argentina and South Africa

10) Fruit picking in Denmark, Australia and more

就上面所提供的信息, 进行小组讨论:

1) Do you want to do any voluntary work abroad?

Why or why not?

2) Which country do you want to go to? Why?

3) What work do you volunteer to do? Why?

4) What have you volunteered to do in your own community?

5) What voluntary work would you like to do in the near future?

(二) 阅读训练

1. 阅读课文, 找出文中所提到的人物并填入下面的空格中。

1) _____ is a young Australian woman. (Jo)

2) _____ was dying to hear all about Jo's life in Papua New Guinea. (Rosemary)

3) _____ walked a long way to get to the school. (The boys)

4) _____ didn't have any textbooks. (The boys and Jo)

5) _____ became a lot more imaginative when teaching. (Jo)

6) _____ started jumping out the windows during a chemistry experiment. (The boys)

7) _____ visited a village that was the home of one of the boys, Tombe. (Jenny and Jo)

8) _____ started crying "ieeee" to welcome them. (Kiak)

9) _____ led us to a low bamboo hut. (Mukap)

10) _____ was going to share the platform with Jenny and Jo. (Kiak)

11) _____ softly talked to each other in their language Jo didn't understand. (Tombe's family)

2. 阅读下面问题, 并略读课文找出答案。

1) Why did Jo send Rosemary some photos?

It's difficult for Rosemary to imagine how life

was hard/different in Jo's school and village.

2) Why was the high school called a bush school?

The classrooms were made of bamboo and the roofs were made of grass.

3) Were the boys and villagers friendly to Jo?

How do you know?

Yes, they were.

• There are lots of "good mornings" for Jo from the boys.

• When Jo and Jean arrived at the village, Tombe's mother started crying "ieeee" to welcome them. Jo and Jean shook hands with all the villagers.

4) Why was Science the most challenging subject for Jo?

Her students have no concept of doing experiments and there was no equipment.

5) Why did the boys start jumping out the windows?

The boys never came across anything like the bubbling mixture.

6) Why should it take Jo and Jenny two and a half hours to get to the village?

They had to climb up a mountain to a ridge first and then down a steep slope to the valley below.

3. 阅读标题与课文, 找出文章的主题, 回答下面的问题。

1) What does the title *A Letter Home* tell you?

2) What's the letter mainly about?

4. 理解作者的写作意图, 就下列问题发表自己的看法。

1) How did Mukap cook? What did he cook?

2) What happened to the leftover food? Why?

3) Have you ever been to a place with a different culture? Can you describe it?

4) How can you survive in a different culture?

(三) 写的训练

人们为什么要加入志愿者的行列? 下面这段文字提出了几个方面的理由。

Volunteering gives people the chance to explore

avenues that would not usually be open to them. This experience enables an exchange of cultural and social contact between volunteers and their host nationals. It enables people to learn new skills and languages, to develop and gain practical experience in the field, in sometimes demanding conditions, and to develop leadership and teamwork skills. In addition, personal development which is difficult to evaluate, is one of the greatest benefits to working and travelling among people from different cultures.

教师可以让学生回顾他们曾经参加过的志愿者活动,或介绍所听到的、看到的志愿者活动,或采访曾经参加过志愿者活动的人。在此基础上,写一篇短文,谈谈自己对参加志愿者活动的看法。

(四) 复习限制性定语从句的用法

在形式上,限制性定语从句的关系词和先行词之间不用逗号分开;在意义上,限制性定语从句说明的是句中的先行词必不可少的情况。

The songs that the class listened to were in Spanish. 全班同学听的歌是用西班牙语演唱的。

John Denver, who sang *Country Road, Take Me Home*, is very popular. 演唱《乡村小路,带我回家》的约翰·丹佛很受欢迎。

下面这篇文章包含一些限制性定语从句和非限制性定语从句,要求学生阅读文章找出这些句子。

People who go to a formal Westerner dinner party for the first time may be surprised by table manners in Western culture. Beside the napkin, you'll find a small toast and three glasses which are for the wine. The knife and fork that are closest to your plate are a little bit bigger than the ones beside them. Dinner starts with a small dish, which is often called a starter. For the starter, which you eat with the smaller pair, you keep the knife in your right hand and the fork in your left. Table manners change over times. Although good manners always make you look good, you do not need to worry about all these rules while having dinner with your friends or family.

三、自我评价建议

(一) 非测试性评价

Discuss the following questions in pairs or groups.

- 1 Have you heard of any voluntary services? What are they?
- 2 Do you think these voluntary services are really helpful? Why?
- 3 What voluntary work have you done? If not, what will you volunteer to do in the future?
- 4 Which countries do you think need help most? Why?
- 5 In which country do you want to do voluntary work? In China or abroad? Why?

(二) 测试性评价

阅读下面的广告,在限制性定语从句下划线。

Try Something New on Your Next Vacation Join a Photographic Safari in Kenya!

☆ Are you one of the adventurous few who is willing to undergo a physical and mental challenge?

☆ Are you one of the few who can appreciate the beauty of nature?

Have the adventure of your life on a photographic safari in Kenya!

Choose a vacation that provides you with memories you will treasure for a lifetime!

Our photographic safaris, which last two weeks, are designed for different levels of experience.

A beginner? For your first safari experience, choose the package which includes the most comfortable accommodations available, prepared meals, motor transportation, guides, and expert photographer to advise you. Land Package A \$2,500

Experienced? For your next safari experience, choose the package that provides you with a true challenge! You'll build your own shelter, prepare your own food, and track your animals on foot. Guide

included. Land Package B \$1,800

Call Adventure Travel Service at 010-5558425 today. Our agents, who are available for information from 9:00 am to 7:00 pm every day except Sunday, are waiting to get you started on the adventure of your life!

用限制性定语从句完成下列句子。

1) Adventurers _____ should try a photographic safari in Africa.

2) Lions _____ live more naturally than _____.

3) Photographers _____ should be very careful.

补充参考资料

(Supplementary reference materials)

一、补充注释

1. It was wonderful to hear from you. 收到你的来信真是太高兴了!

hear from的意思是“收到……的来信”,例如:

I heard from my sister in New York yesterday. 我昨天收到了在纽约的姐姐的来信。

hear about表示“听说……的事”,例如:

Have you heard about the new anticancer drug? 你有没有听说过这种抗癌新药?

hear of表示:

1) “听说……”,主要用于否定句及疑问句,例如:

I've never heard of him. 我从未听说过他。

2) “听从”,通常用于否定句,与 will, would 连用,例如:

He wouldn't hear of me paying for the bill. 我要付帐,但他不肯。

2. I know you're dying to hear all about my life here. 我知道你急于了解我在这的生活情况。

be dying to do sth意思是“极想做某事”,例如:

All of them are dying to see the movie. 他们所有人都极想看那部电影。

be dying for sth的意思是“极想得到”,例如:

He was dying for something to drink. 他极想喝点

东西。

由动词 die 组成的短语:

die away 逐渐消失

die down 逐渐减弱

die off 相继去世

die out 完全灭绝

3. Many of them have walked a long way, sometimes up to two hours, to get to school. 他们中很多人走了很长的路,有时要走两个小时,才能到学校。

up to表示 as many as; 该短语也可以和不可数名词连用,相当于 as much as, 例如:

He can earn up to \$50,000 a year. 他一年能挣五万美元。

up to还可表示:

1) up until 一直到,例如:

She lived at home up to / until she got married. 她结婚前一直都住在娘家。

2) good enough for sth 胜任,例如:

I'm not sure if she is really up to that job. 我不能肯定她是否真的胜任那项工作。

3) 由……负责,例如:

It's up to her to decide whether or not to go on the course. 是否上这门课她自己决定。

4. I'm still trying to adapt to these conditions. 我还在努力适应这里的生活。

adapt为不及物动词,意思是“适应新环境”,

例如:

The children have adapted well to life in the country. 孩子们很容易便适应了乡间的生活。

adapt也可用作及物动词, 例如:

He adapted an old car engine to use in his boat. 他改装了一辆旧车引擎用在他的小船上。

The author is adapting his novel for television. 作者正把他自己的小说改编成电视剧。

5. The boys who had never come across anything like this before 男孩子们以前从未见过这种情况……

come across的意思是“偶然遇见或发现”, 例如:

I came across an old friend I hadn't seen for years. 我碰巧遇见了多年未见的老朋友。

I came across some interesting books in the room. 我在房间里发现了一些有趣的书。

由动词come组成的短语:

come about 发生, 例如:

This situation should never have come about. 这种情况本来不应该发生。

come along 1) 进展; 2) 偶然发生。例如:

How's your work coming along? 你的工作进展如何?

I got the job because I came along at just the right time. 我得到这份工作是因为碰巧遇上了好机会。

come round 定期发生, 例如:

Christmas will soon be coming round again. 圣诞节很快又要来临。

6. The hut was dark inside so it took time for our eyes to adjust. 小屋内很黑, 因此眼睛要过好一阵才能适应过来。

adjust为不及物动词, 意思是“适应”, 例如:

He adjusted quickly to the heat of India. 他很快就适应了印度的炎热气候。

adjust也可以用作及物动词, 意思是“调整”, 例如:

He adjusted his tie before entering the hall. 进入大厅前他整理了一下领带。

7. They believe that any leftovers attract evil spirits in the night, so the food is dried up in the can and

the can is then thrown out of the hut. 他们相信剩饭在夜晚会引来邪灵, 所以要把食物放在罐子里烧干, 再把罐子扔到屋外去。

1) **in the night**表示“在夜间”, 例如:

The telephone rang twice in the night. 夜里电话响了两次。

与night有关的短语:

all night = all night long 整晚

at/in (the) dead of (the) night 三更半夜

at night 在夜晚

by night 在夜间(与by day相对)

for the night 当天晚上

night after night 每晚

night and day 夜以继日

over night 过夜

night owl 熬夜的人

night school 夜校(相对于day school)

night shift 夜班

night table 床头柜(= nightstand)

2) **dry up**的意思是“(使)完全变干”, 例如:

Many rivers in Africa have dried up recently. 最近非洲的许多河流都干涸了。

The burning sun had dried up this area. 火辣辣的太阳把那地区晒干了。

8. It was such a privilege to have spent a day with Tombe's family. 跟汤贝一家度过一天, 真是一种殊荣。

privilege的意思是“殊荣”, 例如:

It was a privilege to make his acquaintance. 能认识他真是荣幸之至。

privilege还表示“特权”、“权利”, 例如:

Only members have the privilege to use the ground. 只有会员才有权使用操场。

the privilege of citizenship/equality 公民权, 平等权

二、参考资料

1. Voluntary Service Overseas

Voluntary Service Overseas (VSO) is a charity that places volunteers in developing countries. VSO

was founded in 1958 in Britain to help people in developing nations solve their economic, technical, and educational problems, and to promote international understanding. It now has 2,000 volunteers in the world, the largest groups being in China, Ghana, Indonesia, Kenya, Malawi, Nepal, Nigeria, Papua New Guinea, Romania, Sierra Leone, Tanzania, Uganda, Zambia, and Zimbabwe. Areas of volunteers' work include education; health; agriculture; management of natural resources; improvement of construction, such as roads, bridges, and water supplies; business and commerce, including accountancy and computer programming; and social development, which helps cooperatives and small businesses market the goods they produce. Volunteers between the ages of 20 and 70 are employed from all trades and professions for a minimum of two years. They are placed at the request of overseas governments and community agencies, from whom they receive a living allowance and free housing. The charity's headquarter is in London.

2. United Nations Volunteers in China

In June 1997, the national UNV (United Nations Volunteers) plan was started in China. This programme encourages qualified Chinese people to provide assistance in different sectors of development in and around China. Over the past three years, more than 50 Chinese specialists have been serving as national UN volunteers in various geographical regions around the country.

The UNV programme in China works closely with and through Beijing International Volunteers Association (BIVA). BIVA was established in 2000 with the support of the China International Centre for Technical and Economic Exchanges (CICTEE) and the United Nations Development Programme (UNDP) in order to strengthen cooperation and exchanges between the UN, developing countries, civil society organizations and academic institutions. It focuses on promoting volunteerism both at home and abroad through the UNV programme.

The United Nations General Assembly chose 2001

as the International Year of Volunteers. Since then, the UNV in China has made significant progress in promoting voluntary action around the country, cooperating with both national and international agencies. Some achievements include: the 2001 International Conference on Voluntary Service, jointly organized by volunteer and government organizations and the 2002 International Volunteer Day forum on "Voluntary Service and Employment". The impact of volunteerism on social welfare and global development is invaluable, and this remains a continuing objective in the years to come.

The UNV in China will continue working towards achieving the Millennium Development Goals through the contribution of volunteers in the different development sectors. In addition, the UNV hopes to expand the geographical diversity of the programme, concentrating more in the Central and Western provinces of China. With the strong support of the Chinese government, the UNV remains committed and dedicated to bringing volunteerism to the forefront of human progress.

The number of registered volunteers across China has reached 4.5 million. More than 30,000 voluntary service centres have been established in different neighborhoods of the country. Information on all volunteers is available online and neighborhoods may choose the ideal person according to their own needs.

Volunteers first appeared in China in 1993 when the Central Committee of the China Communist Youth League advocated voluntary acts among young people. Today, many middle-aged and senior people have followed suit. So far, volunteers have done 4.5 billion hours of voluntary service in the country.

China has introduced a system of registration among volunteers and a system to record the time of voluntary service as a way to improve administration over volunteers in the country. Volunteers will receive free services themselves equal to amount of time they have recorded if they ever have the need.

Teaching guide for the Student's Book (学生用书教学指导)

INTRODUCTION

This unit looks at some of the ways people help each other. It tells students about the experiences of two people who worked as volunteers in developing countries, sharing their skills with others. It also tells students about how people give their money

or time to help others less fortunate than themselves or organizations that rely on donations.

Through this unit students learn something about life in some developing countries and increase their understanding of other people.

WARMING UP

This section helps students to start thinking about the ways they help others. They might not at first think they can help others but the survey form will make them realize that they can help others even if in small ways. The survey gives students the opportunity to practise conversations with their classmates.

In Exercise 3 students discuss the meaning of “volunteer” and the situations in which one can be called

a “volunteer”. (People who help others in their community or outside their community would be called volunteers. However, they would not be called volunteers if they help their parents, other relatives or friends.)

At this stage you could bring students' attention to the Learning Tip on how to work in pairs or groups. It would be a good idea to refer to it throughout the unit.

PRE-READING

This section sets the scene for the reading passage which is a letter from a volunteer in Papua New Guinea, a country to the north of Australia. You could have students find PNG on a world map. Students discuss the photos in the reading passage.

Answers to the questions about photos 1 to 3:

- 1 Secondary school children from a developing country. We know this because there are no walls to the classroom so the climate must be hot. The desks

are close together but there does not appear to be enough desks for each child. The students are poorly dressed.

- 2 The classrooms are made with wooden poles and have bamboo walls and grass roofs (except for the new science lab which has a metal roof). The floor has bamboo matting on it. The walls do not reach the roofs (except the walls of the science lab). There is no glass in the windows.
- 3 Here are some possible similarities and differences:

Similarities to my classroom	Differences from my classroom
<ol style="list-style-type: none"> 1 There are desks. 2 There are both boys and girls in the classroom. 3 There is no spare space in the classroom. 4 There is a separate science laboratory. 	<ol style="list-style-type: none"> 1 Some of the walls are missing. 2 There is a pole holding up the roof in the middle of the room. 3 There is no school uniform. 4 The students have no textbooks. 5 There is no glass in the windows. 6 The students have to repair the classroom themselves.

Answers to the questions about photos 4 to 10:

- 1 The village is very small. It is by a river at the bottom of a valley. It has steep slopes all around it.
- 2 The village huts are small. They have no windows. They are made of wood and bamboo and have grass

roofs. Meals are prepared and cooked outside. One of the crops grown is peanuts. The tool used for this crop is a digging stick. There is a woman carrying a naked baby on her shoulders. She is also carrying a heavy-looking bag. She has bare feet.

READING

The reading passage is in the form of a letter. It is written by a young volunteer who is working as a high school teacher in Papua New Guinea. She writes of her experiences as a teacher and on a visit to a student's village. The photos are an important part of the letter as they illustrate some of the volunteer's experiences.

NOTE:

Papua New Guinea

● Location and population

Papua New Guinea (PNG) is a country of about 5.7 million people and is situated to the north of Australia. It shares the second largest island in the world with Papua, a province of Indonesia. Around 80% of Papua New Guineans live in rural areas with few or no facilities such as running water and electricity.

● Languages

There are around 1,000 tribes and over 800 different languages. English is the official language but Pidgin English is often the language used for communication between people who have different first languages. Pidgin is heavily influenced by English.

● Economy

Papua New Guinea is a poor country with most people living in tribal villages and depending on subsistence farming to make a living. Only about 1% of land is

suitable for growing cash crops. The economy relies heavily on the export of minerals, hydrocarbons, tropical timber, and crops such as coffee, cocoa, and copra.

● Education

Not all children go to school. Around 85% of children start school but only about 60% of these reach Year 5. Only a small percentage of children (around 20%) go to high school and only about 2.3% of students enrol in a tertiary institution.

Australian volunteers

Australians can go and work in developing countries through an organization called Australian Volunteers International. The organization's aim is to create a peaceful and just world through greater cross-cultural understanding. In the last 50 years, it has sent more than 6,000 volunteers to 70 developing countries – in Asia, the Pacific, Africa, the Middle East and Latin America. For two years, volunteers live, work and learn alongside people of other cultures.

Other countries such as Great Britain, Canada and the United States of America have similar volunteer organizations.

Teaching new words and expressions:

- 1 *a fortnight* two weeks
- 2 ... *I know you're dying to hear ...* This means "I

know that you are very interested to read and find out about”

- 3 ... *it's a bush school*. This means that the school is not in a town or an urban area. It is in the countryside and its students will all come from the countryside too. It will not have many facilities or equipment and its buildings will not be permanent ones. So its students cannot achieve the results that one would expect from city-educated students.
- 4 *The boys who had never come across* This means that the boys were not familiar with her kind of teaching. They were having a chemistry lesson but were so unfamiliar with experiments that they jumped out of the windows when the mixture bubbled over.
- 5 ... *I wonder how relevant chemistry is* It means how useful will such experiments be for these students. They will continue to live their traditional way of life (which does not include chemistry) after they finish school in Year 8 and so may never need

or use such knowledge again.

- 6 *I doubt whether I am making any difference* Here Jo is thinking about how useful her form of teaching is to students who will lead an agricultural way of life without electricity.
- 7 ... *a remote village*. The meaning of remote is clear from the context: the village is two and a half hours' walk from the school; the road is a path over a mountain which goes over a mountain ridge and into a valley. It has little access to other villages which is the meaning of the word “remote”.
- 8 ... *Tombe's mother ..., started crying “ieeee, ieee”* This shouting out is a form of welcome. It also tells the rest of the village that the visitors have arrived and that they should come and meet them too.
- 9 *rectangular* This means with four straight walls to the building.
- 10 *do some paperwork* These are the records that a teacher has to keep to show how the students are progressing and the work they have been set.

COMPREHENDING

Answer key for Exercise 1:

Type of houses	<i>Small, round, made of bamboo, grass roofs; men's huts have grass sticking out of the top of the roof, no windows (men and women have separate huts); small doorway, floor covered with fresh grass</i>	Diet	<i>Sweet potato, corn, greens, banana leaves, peanuts</i>
Family relationships	<i>Large extended families (Everyone seemed to be a relative of Tombe's.)</i>	Possessions	<i>Not many – one broom, a few tin plates and cups, a couple of pots</i>
Cooking methods	<i>Hot stones are placed in an oil drum, then vegetables are placed in the drum, covered with banana leaves and steamed.</i>	Agriculture	<i>Tools are very basic, eg a digging stick. (There is no machinery.)</i>
Sleeping arrangements	<i>A new sleeping platform for the guests, Kiak usually slept in her own hut.</i>	Beliefs	<i>The villagers believe in evil spirits. They believe that leftover food attracts evil spirits so they dry it out in a can over the fire. Then the can is thrown out of the hut.</i>

Answer key for Exercise 2:

Fact	Reason
The boys jumped out of the windows in the science lesson.	<i>Because they were frightened, they had never seen anything like this before.</i>
Jo wondered how relevant chemistry was to the boys.	<i>Because most of them would live all their lives as farmers.</i>
Tombe's mother cried "ieeee" when she saw Jo.	<i>It was her way to welcome visitors to the village and she drew everyone's attention to their arrival.</i>
There were no windows in Mukap's hut.	<i>Perhaps it's because that was a man's house.</i>
The tin can was standing upside down on the grill.	<i>The tin can was used to dry out the leftover food, which might attract evil spirits, so the tin can was thrown out of the hut.</i>

Answer key for Exercise 3:

Positive aspects	Negative aspects
1 Boys value education.	1 No running water or electricity.
2 <i>Everyone would know each other.</i>	2 <i>The village might be cut off from the outside world and might not have roads to and from it.</i>
3 <i>The village does not have to rely on outside sources for food.</i>	3 <i>The village might not have a school so students might have to walk a long way to the closest school.</i>
4 <i>People can live without many possessions.</i>	4 <i>There might not be any medical services close by.</i>

Exercise 4:

Sample discussion:

S₁: I'd like to go to a school described in the letter because it sounds more interesting than my school.

S₂: But what about going to university? You'd need a better school with more facilities for that, wouldn't you?

S₃: Yes, I suppose you'd need some textbooks. It must be hard to learn all the right things without a textbook.

S₄: True. It'd be difficult to pass the exams to get into

college.

S₂: And you'd have to do so much walking every morning and evening!

S₁: But think how fit you'd be!

S₄: And there'd be no time for homework after all that walking! You'd only have time to eat and go to bed.

S₃: Yes, you're right. It sounds a hard life but in a different way from ours.

S₁: So would you like to go to this school?

S₂, S₃ and S₄: No, thank you!

LEARNING ABOUT LANGUAGE

Discovering useful words and expressions

Answer key for Exercise 1:

1 adjust 2 grill 3 relevant 4 concept 5 privilege
6 arrangement 7 paperwork 8 sniff

Answer key for Exercise 2:

airmail, muddy, otherwise, adjusted, remote, heard from, fortnight, platform, was dying to

Answer key for Exercise 3:

- 1 out/up (干透/干涸) 2 off (弄干) 3 up (枯竭)
4 out 5 from 6 of 7 to/for 8 out 9 down

Revising useful structures

The reading passage contains examples of restrictive attributive clauses. Before students do the exercises, you could ask them to find these clauses in the reading passage.

Answer key for Exercise 1:

- ... so I've included some photos which will help you picture the places I talk about.
- The boys who had never come across anything like this before started jumping out of the windows.
- ... and I did visit a village which is the home of one of the boys
- ... first up a mountain to a ridge from where we had fantastic views
- The only possessions I could see were one broom

Suggested answers to Exercise 2:

- I made the jar which I gave her for her birthday.
- Painting is an activity that I really enjoy.
- The interpreter to whom you need to talk is on holiday.
- The man who my best friend has just married is a doctor.
- The woman whose daughter I went to school with is over there.
- The school where you studied last year has been improved.

- Anne is doing some research on the time when her grandmother was a child.
- The reason why he was late for school was that he was watching an interview of the first Chinese astronaut on TV.

Suggested answers to Exercise 3:

- I'd like to go to a place where I can go swimming every day.
- The story which/that I enjoy most is *Harry Potter*.
- I'd like to learn to play the musical instrument which/that is easy to carry.
- The reason why I didn't finish my homework was that I had a terrible headache.
- The person to whom she is married is very thoughtful.
- I participate most often in badminton classes which/that our school coach holds on Tuesdays.
- I won't ever forget the day when my team won the soccer competition.

Answer key for Exercise 4:

- a large brush which has a long handle for sweeping
- a container which is made of glass
- a container which is made of metal
- a book which is used for studying in school
- a structure which covers a building
- a flat frame which is made of metal on a cooker with strong direct heat below
- a person whose job is to make you understand what people are saying in another language
- a plant in the garden which you don't want

USING LANGUAGE

Reading and speaking

The reading passage is in the form of a page from the Internet. It is a catalogue of gifts to give people in developing countries. Instead of giving someone a gift, you give them a card telling them that, on their behalf, you have sent money to an organization that supports people in developing countries. An organization that has a gift catalogue like the one on SB page 34 is TEAR Australia.

On the gift list, families headed by children are those families that do not have a man or a woman as its head but a child (both parents might have died).

NOTE:

AUD = Australia dollar

Pre-reading

Do not allow students to read the Internet page in detail until you have quickly asked them the questions in Exercise 1.

Reading

Now have students read the Internet page in pairs and then set Exercise 2.

Exercise 2 is really an extension of the reading passage. It is information that students would find on another Internet page of the same website if they clicked on an item in the gift list. Ask students to read the exercise in pairs. Make sure that they understand each description. You could have students locate the countries mentioned after each description on a world map. These countries are listed to show the person buying the gift where the donation will go. It also gives the person buying the gift a better idea of the needs of people in those countries and what life must be like. (The organization that organizes the donations only works in some developing countries. They provide money to different countries for different items.)

Answer key for Exercise 1:

- 1 The page shows a gift catalogue. The list of gifts is on the bottom left side of the page.
- 2 They are ordered from the cheapest to the dearest. The cheapest gift (A: 20 tree seedlings) costs 5 AUD. The dearest (U: a well and water pump) costs 1,350 AUD. The photos show you how particular gifts will be used (that is, a sewing machine to make clothes and the children who will receive help).

Answer key for Exercise 2:

1 N 2 G 3 A 4 J 5 F 6 I

Listening and speaking

The listening text is a radio interview with Dr Mary Murray, a volunteer with Medecins Sans Frontieres (French for "doctors without borders").

The listening has many examples of phrases that express time sequence and there is a focus on time sequence in the exercises.

Pre-listening

Before students listen to the tape, set the scene by telling them a bit about Medecins Sans Frontieres.

There are two words that you need to explain for the listening: *stethoscope* ("the only tools I had were a stethoscope and my two hands") and *appreciation* ("I have a much greater appreciation of life and what other people have to go through"). It is a good idea to teach

them in context rather than as isolated words.

First listening

Read Exercise 1 with the students and make sure they understand what they have to do. In this exercise they are listening specifically for time expressions.

Second listening

Have students answer as many of the questions in Exercise 2 as they can before they listen for a second time.

Subsequent listenings

Set Exercise 3. This exercise encourages students to talk to a number of their classmates during the process of exchanging information (refer students to the Learning Tip again).

Students can now use their answers from Exercises 2 and 3 to tell each other about Dr Mary Murray's experiences.

LISTENING TEXT**MEDECINS SANS FRONTIERES**

Jennifer (J) Wells is interviewing Dr Mary Murray (M), who works for Medecins Sans Frontieres (MSF). They use time expressions to talk about Mary's life. Listen to the tape and number the expressions in the order you hear them.

J: Good afternoon. I'm Jennifer Wells and today on "Making a Difference". I'm going to talk to Dr Mary Murray who works for Medecins Sans Frontieres. Welcome Mary.

M: Thank you, Jennifer.

J: Now please tell me why you decided to join MSF.

M: Well, while I was studying in Sydney during the 1980s, I got to know two Sudanese students and visited them in 1990. I became good friends with their families and decided to work in a health clinic in their country in 1992 for a couple of months. There I saw children with terrible diseases that could have been prevented. That's why I decided to work in developing countries.

J: I see. So in 1997 you joined MSF and went to Malawi. What did you do there?

M: Actually in Malawi I was working with children affected with HIV/AIDS. It was heart-breaking. Children died because we didn't have enough medicines.

- J: Oh, how sad!
- M: Yes, but things gradually improved. Now there's treatment for HIV, which is showing very good results.
- J: That's excellent news. Then, in 2001 you went back to the Sudan again. Let's talk about your work there.
- M: Well, the conditions were very challenging. It could be unbelievably hot – sometimes as hot as 56 degrees Celsius! But when the rains came, the roads became so muddy that we spent most of our time digging the car out. The clinics were just mud huts and the only tools I had were a stethoscope and my two hands.
- J: Goodness, a challenge indeed!
- M: (*laughing*) True, but it's amazing what you can do when you have no choice.
- J: And how do you think these experiences over the

last few years have affected you?

- M: Well, they make me grateful for what I have. I really enjoy my work because I feel I'm helping people who otherwise might not get help.
- J: That's great. Now, just before you go ... what do you expect to be doing in the future?
- M: Well, I'm returning to the Sudan in two weeks' time for a further six months. Then I'm not sure. I hope to return to Africa again though.
- J: Thank you, Dr Murray, and it's been lovely talking to you. We wish you all the best with your work.
- M: Thank you, Jennifer.

Answer key for Exercise 1:

- 1 during the 1980s 2 for a couple of months
3 over the last few years 4 in the future
5 in two weeks' time 6 for a further six months

Answer key for Exercise 2:

Time	Place	Event
the 1980s	Sydney	Studied medicine. Got to know two African students.
1992	Africa	Visited her two African friends and their families. Worked in their local health clinic for a couple of months.
1997	Malawi	Volunteered with MSF. Worked with children affected by HIV/AIDS.
2001	the Sudan	Conditions were very challenging because of the heat, the rains, the basic conditions in the clinics.
Now	Australia	Has returned for two weeks.
Future		Will return to the Sudan for six more months. After that, will probably return to Africa again.

Answer key for Exercise 3:

- Because when she worked in an African health clinic, she saw children with illnesses that could be prevented.
- Because the clinics didn't have enough medicines.
- Because the roads became so muddy that they spent most of their time digging the car out.
- Because it could be very hot; it could be nearly impossible to get to the clinics when it rained; the clinics were very basic and the only tools she had were a stethoscope and her hands.
- She feels she is helping people who otherwise may

not get help.

Exercise 4:

Students' answers may vary.

Writing

The writing task follows on from the previous section. Students use what they have learned about Dr Mary Murray to write a magazine article.

They are given the topic for each paragraph. Remind them to use the time expressions listed in Exercise 1 and to use their answers and notes from Exercises 2

and 3 of the previous section to help them write their articles. Ask them to think about a title for their article. You could develop an assessment sheet with the students and then have them read and assess each other's writing.

You could then have students revise and rewrite their articles. Have them display their articles for everyone in the class to read.

Sample writing:

Meeting Dr Mary Murray	
<i>Last week I was lucky enough to meet Dr Mary Murray. She has been working as a doctor for the charity Medecins Sans Frontieres for almost ten years.</i>	→ Who she is
<i>She joined MSF because all her life she has been eager to help people who might otherwise not get help.</i>	→ The reason why she joined MSF
<i>Her first assignment for MSF was to Malawi in 1997, where she worked with young children suffering from HIV/AIDS. She became very upset when she found that there were not enough medicines to cure the children and that so many died. Gradually she saw the situation improve.</i>	→ What she did in Malawi
<i>She made the same commitment to the people of the Sudan when she worked there. But this time her problems were different. The climate and the basic conditions of the clinics made her life very challenging. But she could still laugh about some of her experiences. She admitted that "it's amazing what you can do when you have no choice."</i>	→ What she did in the Sudan
<i>Her experiences make her grateful for what she has. She is very delighted that she can help people in need. She values her past experiences.</i>	→ The effects on her of her experiences
<i>The future seems full and satisfying for Dr Murray. She will be returning to the Sudan to work for MSF for another six months. Then her plans are uncertain. She hopes that it will include returning to work in Africa though.</i>	→ Her plans for the future
<i>Good luck Dr Murray! The best wishes of No 6 Middle School, Jinan go with you. We hope you will keep in touch!</i>	

Teaching guide for the Workbook (练习册教学指导)

LISTENING

In the listening text, three students are discussing how their school can serve communities outside their school. They talk about the organizations they want to support and whether they are going to support them through donations of money or time. They also talk about the ways in which they are going to raise money.

You can find out more about Plan International and The Fred Hollows Foundation on the Internet.

Before students listen to the tape, have them read Exercise 1 and then look at the photo on the page. Ask them which item they think the photo relates to and why. (Answer: The environment boys in the photo are giving their time to plant trees in the country.

LISTENING TEXT

SERVING COMMUNITIES

Jason, Mick and Annie are discussing how the school can serve communities outside the school.

J = Jason M = Mick A = Annie

J: Have you two got any ideas about what the CCC should do this year?

M: Yeah. What about sponsoring a child from a poor country? My parents do that through an organization called Plan International.

A: Mmm, I like the sound of that. What do you think, Jason?

J: Yeah, I like Mick's idea too. I'll write it down. Any more ideas?

A: Well, I looked on the Internet and came across The Fred Hollows Foundation.

J: What's that, Annie?

A: It's an organization that helps blind people in developing countries get their sight back.

J: That sounds good too.

M: Yes, I like it as well.

A: Great!

M: But what about supporting a couple of local charities as well?

J: You mean like The Cancer Council?

M: Yes. That's OK by me. What about you, Annie?

A: Fine. The Cancer Council always needs money for research.

M: What about this one? I've heard of something called Youth in the City, which helps young adults get their Year 10 certificate.

J: Why do they need help?

M: These are young people who can't finish high school. The money will help them finish their education.

A: I think that's a great idea. Now, how are we going to raise the money?

M: Well, we could run some competitions at lunchtimes, say, in Term 1 ...

A: *(interrupts)* ... and we could have a concert or movie night in Term 2 and a basketball match in Term 3.

J: Or we could have a personal challenge – you know, like getting someone to sponsor you for walking 25 kilometres.

M: Well, we can think about that later.

A: Ok, but I think we've also got to talk about giving our time and not just our money.

J: Absolutely. I think we should definitely continue serving soup to homeless people on Fridays ...

M: *(interrupts)* ... and visiting old people and children in hospital every week.

A: What I'd really like to do is something for the environment – like tree planting or cleaning up rubbish.

M: Well, we can't do everything. Let's meet after school to discuss this further. OK?

J and A: OK.

Answer key for Exercise 1:

- 3 The Cancer Council
- 8 the environment
- 1 Plan International
- 5 serving soup to the homeless

- 6 old people
- 4 Youth in the City
- 7 children in hospital
- 2 The Fred Hollows Foundation

Answer key for Exercise 2:

Organization	Who suggested it?	What does it do?
1 Plan International	Mick	Sponsors children from poor countries.
2 The Fred Hollows Foundation	Annie	Helps blind people get their sight back.
3 The Cancer Council	Jason	Does research into cancer.
4 Youth in the City	Mick	Support young people financially to stay on at school.

Answer key for Exercise 3:

- 1 Run some competitions at lunchtimes.
- 2 Have a concert or movie night.
- 3 Have a basketball match.
- 4 Have a personal challenge, like getting someone to sponsor students for walking 25 kilometres.

Answer key for Exercise 4:

- 1 Serve soup to homeless people on Fridays.
- 2 Visit old people and children in hospital every week.
- 3 Do something for the environment, like tree planting or cleaning up rubbish.

TALKING

This section gives students the opportunity to relate the topic of the listening to the Chinese context, using the dialogue for listening as a sample. Encourage students to make a realistic plan as if they

were really going to carry through with it. In fact, they might want to make one of their plans a reality or develop a plan out of all the plans.

USING WORDS AND EXPRESSIONS

Exercise 1 gives students practice with some phrasal verbs.

In Exercise 2, students have to match words with similar meanings. It is important that students look at the words in list A in context as a word's meaning is often dependent on the context. The words in List A are from the unit. The words in List B are ones that are common and not too difficult for the students to learn. They can use their dictionaries to check their work.

Answer key for Exercise 1:

- | | |
|------------------|--------------|
| 1 A dry out | B dried up |
| 2 A picked up | B picked out |
| 3 A look up | B look out |
| 4 A take ... out | B take up |
| 5 A come out | B come up |

Answer key for Exercise 2:

- | | |
|------------------|-----------------------|
| donate = give | distribute = hand out |
| remote = distant | purchase = buy |

security = safety	catalogue = list
weekly = every week	participate = take part
tailor = dressmaker	voluntary = done willingly
trunk = large suitcase	assistance = support
operate = work	toast = heated bread

Suggested answers to Exercise 3:

- 1 I wonder why oxen and horses have not yet been replaced by tractors in farming in some African countries.
- 2 My organization plans to open a new clinic in a remote part of Kenya which will help improve the

children's health there.

- 3 The other day the tailor received a new sewing machine that was donated by a charity organization.
- 4 This is a jar in which you can store seeds.
- 5 Before they can fly in space, astronauts have to go through hundreds of hours of training.
- 6 This couple whose golden wedding anniversary is today is celebrating with a toast.
- 7 The political party that offered the best economic programme succeeded in the election campaign.
- 8 The moment when I clicked my fingers was the sign to start the concert.

USING STRUCTURES

The exercises in this section give the students more practice with restrictive attributive clauses.

Answer key for Exercise 1:

- 1 Alice had a marriage which was arranged for her.
- 2 The other day the baby who was crying gave me a headache.
- 3 The angle of light on that photograph which was fascinating led to it winning first prize in a competition.
- 4 The number of animals which are endangered increases year by year.
- 5 People who are in need of a big loan should come to our bank.

Suggested answers to Exercise 2:

- 1 The few times (that) I go swimming in the new swimming pool were very disappointing because it was too cold to swim there.
- 2 Don't worry about not bringing anything. I'll share the little food (that) I have brought with me with all of you.
- 3 Mrs Yang really wanted to help her daughter's school, but there was nothing (that) she could do because she was very ill.
- 4 Everything (that) you provided for us was useful.
- 5 Something (that) her boyfriend did really upset her. I have no idea what he could have done.
- 6 Have you got anything (that) you don't want anymore? ...

- 7 The best thing (that) I have ever done was to go on a trip overseas.
- 8 It was the most beautiful comb (that) I have ever had.
- 9 It is the first time (that) I have looked at this picture from so many different angles.

Teaching suggestions for Exercise 3:

- 1 Look at the sentences in the textbook and analyse their form.

Sample dialogue:

- S₁: This is the house which Jack built.
- S₂: This is the house which Jack built. Jack is a film star who is donated to charity.
- S₃: This is the house which Jack built. Jack is a film star who is donated to charity. Charity is very important to poor areas where people lack daily necessities.
- S₄: This is the house which Jack built. Jack is a film star who is donated to charity. Charity is very important to poor areas where people lack daily necessities. In the old time when there was no charity a lot of children in those poor areas died because of lack of medicine.
- 2 Ask each group of four students to make up an easy sentence with an attributive clause and write it down.
 - 3 Then using another pronoun or adverb make up another short sentence with an attributive clause.
 - 4 Do the same with sentences 3 and 4. Each group should then read the sentences aloud and check for mistakes.

READING TASK

The reading passage is a letter to some students from Plan International telling them something about Orlando, a child from Ecuador, South America, who they are sponsoring.

Pre-reading

Set the scene for the reading by telling students that the CCC has decided to sponsor a child through Plan International.

First reading

Read through Exercise 1 with the students and then give them a time limit to glance quickly through the letter to match the paragraphs and the topics.

Second reading

Ask students, in pairs, to read the text in more detail. Encourage them to guess the meanings of words they don't know before looking in their dictionaries. Then set Exercise 2.

When students have completed Exercise 3 in their groups, bring the groups together and have a spokesperson describe the package of gifts his/her group chose and why they chose these gifts.

Possible extension activity

You could use the reading passage to get the students to discuss what "basic needs" are. Have them compare Orlando's family's basic needs with their own basic needs. Get them to think about how basic needs actually

change according to a person's lifestyle. For example, a Beijing student might believe that having a mobile phone or a bicycle is a basic need, whereas these things would certainly not be basic needs in Orlando's family's case or in a poor farmer's family in China.

Answer key for Exercise 1:

- 5 the family's health
- 1 a welcome to the students
- 6 the family's social life
- 4 members of the family
- 7 hopes for the students' friendship with Orlando
- 2 Orlando's daily activities
- 3 exchange of letters

Answer key for Exercise 2:

- 1 T 2 T 3 F 4 T 5 F 6 F
- 3 Orlando probably shares a room with many members of his family.
- 5 It is terrible that Orlando's family has to go to the toilet in a field.
- 6 Orlando's family is not unhappy.

Exercise 3:

Answers may vary.

SPEAKING TASK

The topic of the speaking task is Project Hope, a social welfare programme in China.

Sample discussion:

- S₁: I think we should sponsor a child through Project Hope.
- S₂: Why would we support that project?
- S₁: Because I think we should share the educational opportunities we have had.
- S₃: What do you mean?
- S₁: Well, we're lucky because we go to school. But there are kids in poor areas that can't afford to go

to school. If we raise some money, we can help some of those kids to go to school.

- S₂: That sounds like a great idea. But how would we raise the money?
- S₃: Well, what about holding a movie night?
- S₂: So, how would we organize that?
- S₃: First, we choose a film. Then we decide on a night. Next we advertise it by putting posters around the school.
- S₂: But how would we make money?
- S₁: Well, we would ask for a donation at the door.
- S₂: So people pay what they can afford?

S₁: That's right.

S₃: Great! Let's do it.

WRITING TASK

For the writing task, students have to complete a letter to a child that they are sponsoring through Project Hope. This is a guided exercise where students are told what

should go in each paragraph. This gives them the structure of the letter.

Sample letter:

Hello Shanshan,

My name is Xiao Guang and I'm really pleased that I can help you stay at school. I've heard that you love practising English so I'm also practising my English in this letter!

Let me tell you a bit about myself. I'm 16 years old and I go to No 2 Middle School in Beijing. My favourite subjects at school are maths and science. I have a great group of friends that I play soccer with every lunchtime. In my spare time I like going to the movies and reading.

I live with my mum and dad in an apartment on the fifteenth floor. I have two sets of grandparents. My mum's parents live far away in Shandong, but I see my other grandparents often as they live near us.

I'd love to get a letter from you and to learn about your life in Gansu.

Yours sincerely,

Xiao Guang

← Introduce yourself.

← Say something about yourself and the things you like doing.

← Describe your family.

← Let her know you would like to hear from her.

← Sign your name.

LISTENING TASK

In the listening, Annie (from the CCC earlier in the unit) is giving the students at her school a talk about Fred Hollows and The Fred Hollows Foundation.

Pre-listening

Before the students listen to Annie's talk, have them complete Exercise 1 in which they look at the photos that illustrate the work that The Fred Hollows Foundation does.

During this exercise make sure that students understand the meanings of *cataract*, *surgeon* and *lens*.

First and second listenings

Set Exercise 2. Check answers with the class.

Third listening

Read Exercise 3 with the students and see how many questions they can already answer before listening to the tape again. Most of the questions have numbers as answers.

LISTENING TEXT

THE FRED HOLLOWES FOUNDATION

Annie, a member of the Community Care Committee, is talking to students in her school about the Fred

Hollows Foundation.

Did you know that every five seconds somebody in the world goes blind? That's about 45 million people. And what is worse is that about half of them do not need to be blind at all.

Do you know what cataracts are? It's when the lens of your eye becomes more and more cloudy until eventually you can't see anything. That sounds bad but the treatment is simple. The cataracts can be removed and replaced by a special Perspex lens. This simple operation lasts about 20 minutes and by the next day the patient can see again. So it's not really a problem in rich countries. However, in developing countries the effects are terrible. Because blind people can no longer work or look after themselves, they cannot earn the money to pay for the operation. So they have no chance of seeing again.

One of the people who wanted to help these poor people was an Australian eye doctor called Fred Hollows. He believed that the operation was too expensive and that everybody had the right to see. So in 1985 he determined to find a way to reduce costs. First, he trained doctors in Nepal, Vietnam and Eritrea, so that they could perform eye operations. Second, in 1992 he started the Fred Hollows Foundation and raised enough money to build two laboratories to make cheap perspex lenses. One opened in Eritrea and one in Nepal in 1994, a year after his death in 1993. These laboratories meant that the lenses could be produced much more cheaply. They are now sold to over 50 countries. The Fred Hollows Foundation has worked to prevent

blindness in more than 29 countries. It has trained over 750 local eye doctors. In 2003 one of these doctors trained by the Foundation put in the one millionth Fred Hollows perspex lens.

Fred Hollows spent his life in the service of others and believed that action was the answer to human unhappiness. I think we are very lucky to be able to see and that we have a duty to help others see too!

Thank you.

Answer key for Exercise 1:

- 1 Cataracts make things look blurry/fuzzy/very unclear. The cataract is covering most of the pupil of the eye.
- 2 In Photo 2, the patient's eyes are being examined through a microscope in a hospital.
In Photo 3, the patient's eyes are being examined through a microscope that is attached to Fred Hollows's face. The patient is being examined outside, not in a hospital.
In Photo 5, the patient's eyes are being examined by a doctor who is holding up her fingers to see if the patient can see them. The patient is being examined outside, not in a hospital.
- 3 Special glasses (like a microscope) that allow the patient's eyes to be magnified so he can see any problems with the patient's eyes.
- 4 He is giving the patient an injection. The man on the right is explaining what Fred Hollows is doing. The other people are Vietnamese doctors who are being trained by Fred Hollows.

Answer key for Exercise 2:

Order	Year	Event(s)
1	1985	<i>Fred Hollows realized there weren't enough medical resources in developing countries; the operation was very expensive. He became determined to find a way of reducing the cost of treatment.</i>
2	1992	<i>He started the Fred Hollows Foundation.</i>
4	1993	<i>He died.</i>
3	1994	<i>Two laboratories for making perspex lenses opened – one in Eritrea and one in Nepal.</i>
5	2003	<i>A doctor trained by the Foundation put in the one millionth Fred Hollows perspex lens.</i>

Answer key for Exercise 3:

- 1 Every five seconds.
- 2 Around 45 million people.
- 3 About half of these (that is, 22.5 million).
- 4 20 minutes.
- 5 About a day.
- 6 Over 750.
- 7 He believed that action was the answer to human unhappiness, not despair.
- 8 She believes that we are very lucky to have our sight and that we have a duty to share what we have.

* PROJECT

For the project students have to research in detail a Chinese organization they would like to support. This is actually an extension of the Talking section. Students

are encouraged to surf the Internet for as much information about charity organizations in China as possible.

CHECKING YOURSELF

Answers to Question 3:

- 1 I hope you like the present (that/which) I bought.
- 2 Wait a moment. The woman to whom you need to speak will be back in a moment.
- 3 Can you remember the date on which he arrived?
- 4 Great changes have taken place in the town that/which was destroyed by the terrible earthquake of 2008.
- 5 The film on TV last night was the worst one (that) I've ever seen.

人教版®

Unit 5

第五单元

Travelling abroad

教学目的和要求 (Teaching aims and demands)

类别	课程标准要求掌握的项目
话题	National consciousness and international awareness; studying abroad; travelling abroad
词汇	motherland visa queue cafeteria lecture qualification preparation recommend shopkeeper idiom comfort substitute academic requirement essay tutor revision draft numb acknowledge contradict autonomous occupy enterprise apology seminar videophone Rugby bachelor routine minibus optional cage bark battery drill oilfield agent parallel abundant govern destination inn tomb
汇	adjust to keep it up fit in as far as one is concerned be occupied with bachelor's degree day in and day out travel agent out of the question settle in
功能	<p>1. 爱好与厌恶(Likes and dislikes)</p> <p>I like / don't like doing / to do I prefer to</p> <p>I enjoy/love/hate doing</p> <p>2. 可能与不可能(Probability and improbability)</p> <p>We could/might would probably suit us.</p> <p>It would be possible to It is impossible to</p> <p>... could/would be a perfect place for us. I don't think you'd enjoy</p> <p>You might It's (very) possible that</p> <p>It's a possibility. It could happen.</p> <p>It's likely/unlikely that I doubt it. It's out of the question.</p> <p>It's not very likely Probably, ... Most probably, ...</p> <p>He/She/They will probably</p>
语法	<p>复习非限制性定语从句(Revise the non-restrictive Attributive Clause)</p> <p>Xie Lei, who is 21 years old, has come to our university to study for a business qualification.</p> <p>"It's not just study that's difficult," explained Xie Lei, who had lived all her life in the same city in China.</p> <p>Living with host families, in which there may be other college students, gives her the chance to learn more about the new culture.</p>

教学建议

(Suggested teaching notes)

一、教学内容分析

本单元的中心话题是“出国学习或旅游”，课文始终围绕这一主题展开。语言知识和语言技能部分主要是围绕这一中心话题进行设计的。

“热身”(Warming Up)部分设计了四个讨论题，帮助学生在大脑中形成一个有关出国的信息包，使之对正文有初步的感知，为后续学习做准备。

“读前”(Pre-reading)部分设计了两个问题，第一个问题是开放性的，讨论出国学习的优点和缺点。可以让学生展开思维，阐述自己的观点，为正文的阅读作好知识上和心理上的铺垫；第二个问题要求学生预测阅读课文中的主人公在英国学习可能遇到的困难和英国学校学习与中国学校学习的不同。

“阅读”(Reading)部分介绍了主人公谢蕾第一次去国外求学进预科班时所面临的问题，以及房东和导师对她的帮助，使她大胆正视困难，迎接挑战，最终树立了信心。

“理解”(Comprehending)部分的前两题是针对课文内容而设计的理解题目，后两题是对课文的升华与延伸，问题环环紧扣，耐人寻味。特别是第四题小组讨论部分针对“读前”的What do you think she might find difficult的问题进行进一步设计，而且采用了解决问题(Problem-solving)的“任务型”活动，有助于学生探究能力的培养。

“语言学习”(Learning about Language)部分共有词汇和语法两部分，词汇部分第一题要求学生学习和运用同根词；第二题要求学生用课文中的词语填空；第三题让学生了解有些动词的搭配能力很强，能搭配出很多含义不同的词组。语法部分是复习非限制性定语从句的用法，共设了四个题。第一题要求学生找出课文中含有非限制性定语从句的句子；第二题要求学生找出非限制性定语从句，并在适当的地方加上逗号；第三题要求学生把两个句子

组合成一个非限制性定语从句；第四题是用非限制性定语从句完成句子。

“语言运用”(Using Language)部分共设计了三大块。“听”(Listening)部分共有四题，而且由浅入深，层层深入。第一题是听前活动，让学生听之前在地图上找出听力中主要的地名的位置，并让他们交流有关秘鲁的信息；后面三题考查学生对听力内容的掌握情况，要求学生选出听力文章中Lia想做的事，并根据听力内容回答问题、完成句子等。“读与说”(Reading and speaking)部分第一题要求学生看地图找出一些地区的位置，还配有相应练习，有利于培养学生的观察能力与动手能力；第二题要求学生根据旅游手册回答相关问题，其中还要求学生针对课文所提供的四条线路，挑选自己所喜欢的路线，问题设计联系学生生活实际，题目新颖，具有开放性；第三题是小组活动，要求学生用本单元的功能项目表达法讨论两条喜欢的路线，去库斯科旅游八天。“写”(Writing)的部分既涉及文化问题，又涉及学生的实际，强调语言的实用性与交际性。

“小结”(Summing Up)部分要求就本单元的内容、词汇、语法结构等进行总结。

“学习建议”(Learning Tip)部分指导学生如何提高听力能力，对发展学生的学习策略很有益处。

本单元所涉及的要点是：

1. 帮助学生树立国际意识，培养学生跨文化交际能力。
2. 培养学生坚强的意志，坚定克服困难、迎接挑战的决心。
3. 帮助学生树立学好英语的信心。
4. 掌握本单元教学目的和要求中的词汇用法。
5. 学会在写作中使用“比较(Comparison)”和“举例(Examples)”的写作技巧。
6. 复习非限制性定语从句，进一步明确限制性定语从句与非限制性定语从句的区别。

二、教学方法建议

(一) 主题教学活动

1. 联系实际导入新课

The world is getting smaller and smaller. We have more and more opportunities to travel or study abroad. Travelling helps us learn a lot about local customs and broaden our views. Besides, it is relaxing and we can get rid of our anxiety and stress. In Senior One, we learned a unit about travelling. Now please answer the following questions.

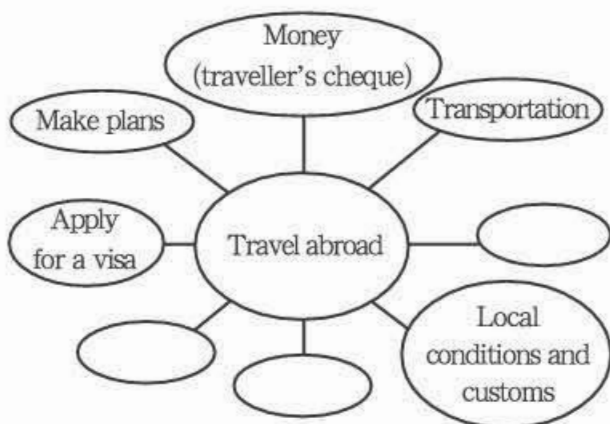
- 1) Who'd like to tell us the title of the third unit we learned in Book 1?
- 2) What impressed you most in the unit "Travel journal"?
- 3) Have you ever been abroad?
- 4) How would you feel when you were in a new country?
- 5) Would you like to travel abroad? Why or why not?
- 6) What places would you like to visit? Why?
- 7) Would you like to travel alone or with your family/friends?

活动形式:

- 1) 教师与学生问答
- 2) 学生与学生之间讨论

活动目的:

- 1) 通过联系生活实际导入新课, 激发学生学习本单元的兴趣
 - 2) 培养学生提出问题、解决问题的能力
 - 3) 要求学生填写旅游前要考虑哪些问题
2. 思考: What should we take into account before we decide to travel abroad?



活动形式:

个体活动、两人小组活动、小组活动相结合。

活动目的:

培养学生发散思维能力。

空圈内已给学生提供了部分答案, 所要考虑的不只是上面所提供的几个空格的内容。教师在上课时, 要鼓励学生想象。答案是丰富多彩的, 只要正确即可。

3. 进行“头脑风暴”活动, 要求学生说说与旅游及留学相关词语 (Words and expressions related to travelling and studying abroad)。这道题是在前面一道题的基础上再进一步细化。(“补充参考资料”提供了这方面的材料, 供参考)

活动形式:

- 1) 个人活动: 收集与出国旅行或学习有关的词语。
- 2) 小组活动: 要求学生讲出尽可能多的有关出国旅行或学习的词汇。
- 3) 班级活动: 互相交流, 资源共享。
- 4) 竞赛: 看谁收集并记住有关出国旅游或学习的词汇最多。

活动目的:

1) 使学生知道如何用分类、归纳的办法记忆英语词汇

2) 利用已有经验, 主动构建知识结构体系

(二) “任务型” 教学活动

Task 1: Suppose you are a newspaper reporter. Please interview Xie Lei using the following words or phrases: keep it up, get along, make progress, board, adjust to, It is the first time ..., get used to, as far as one is concerned, feel at home, all the best, etc.

Task 2: Suppose you are Xie Lei. Please write a paragraph beginning with “When I came to England for the first time, it was hard for me to get used to”

Task 3: What are the advantages and disadvantages of studying abroad?

Advantages	Disadvantages

Possible answers:

Advantages:

1. It will help us to be independent.
2. It would be easier to learn a foreign language.
3. It would be easier to learn advanced knowledge and technology.
4. It helps to learn a lot about local customs and broaden our views.
5. It's fun to live in a new country.
6. Travelling is relaxing and we can get rid of anxiety.
7. People who leave their native countries have many new experiences.

Disadvantages:

1. At first it is difficult to communicate with others.
2. It will cost a lot of money.
3. It may be tiring to live in a new country.
4. If a child studies alone in a new country, he/she must look after himself/herself.

说明: 通过这道题的训练, 教师引导学生在写作中运用“比较与举例”(Comparison and examples)方法。教师可指导学生使用如下结构:

1. ... have three advantages over
First....Second....Finally....
2. There are three differences between the two
(Making generalizations and providing support by examples)

Task 4:

Suppose your friends would travel abroad. What suggestions would you make?

Activity	Suggestions
Travelling abroad	

Possible suggestions:

1. Read some books about a new country.
2. Take your passport.
3. Take a dictionary if necessary.
4. Take a tourist map and a map of the country which you will travel around.
5. Take enough money and your traveller's cheque.
6. Take a camera.
7. Take some medicine for stomachs and other illnesses.
8. Take some clothes.

(三) 语法教学

本单元的语法是复习非限制性定语从句。在复习时, 不要将它与限制性定语从句分开复习。最好要求学生课前列举一些在课本中已出现过的非限制性定语从句的句子, 培养学生积累语言的习惯, 使他们增大语言的输入量, 这样学生在运用时, 才能更好地输出。

非限制性定语从句和限制性定语从句的区别在于: 限制性定语从句与先行词的关系非常密切, 是先行词不可缺少的定语。例如:

This is the letter that Mary wrote me. 这是玛丽给我写的信。

而非限制性定语从句在意义上只起补充说明的作用,若把它去掉,全句意思仍完整。非限制性定语从句一般不用that引导,前面常有逗号隔开。例如:

I know Professor Li, who I once visited. 我认识李教授,我曾经看望过他。

语法部分的练习1要求学生阅读课文,找出非限制性定语从句。其实,教师可要求学生找出课文中所有的限制性定语从句和非限制性定语从句的句子。可用列表的形式。

Fill in the table with all the restrictive attributive clauses and non-restrictive attributive clauses.

Clause Sentence	Restrictive Attributive Clause	Non-restrictive Attributive Clause

(四) 语言运用

“语言运用”(Using Language)部分设计循序渐进,既训练了学生的听力,而且素材生动活泼,可迁移到英语写作中去。在“听”和“读与说”中,教师要培养学生的观察能力与动手能力,放手让学生去尝试。要鼓励学生扮演导游向游客介绍和秘鲁有关的材料。“写”部分可设计如下任务,促进学生的学习。

Task: Describe a beautiful city or country

活动形式:

四人小组活动,学生任选一个我国的省份或城市,要求课后查找相关资料(包括人口、地理位置、特产、资源等),选择一张最具有代表性的照片,同时制作一张你所选地区的彩色地图。

课堂上要求各组派一个代表陈述。

将各组所制作的地图贴在中国地图相应的空白位置。

评选出贴的位置最恰当、时间最快的一组。

将各组收集的照片进行展示,班级全体学生参与找地名与相关信息。

任务目的:

1. 进行爱国主义教育,开拓视野。
2. 提高学生口头介绍地点的能力。
3. 训练学生的动手、动脑能力。

三、自我评价建议

(一) 非测试性评价

1. If you have a chance to study abroad, will you take advantage of it? Why or why not?
2. Have you noticed any differences in education between China and England? Can you give an example?
3. If you want to apply for admission to any overseas university, what is the usual procedure?
4. What arrangements and preparations will you have to make if you want to study abroad?
5. Do you think your interest in travelling has increased since you learned this unit? Why or why not?

(二) 测试性评价

1. Correct the following sentences if necessary.
 - 1) He has got used to go swimming in winter.
 - 2) It's great comfort to talk about it with you.
 - 3) She is halfway through the preparation year when most foreign students complete before entering a degree course.
 - 4) As far as I concerned, I was willing to settle down in the countryside.
 - 5) He is an advanced worker, from who we should learn.

- 6) I am too occupation with my work to help you.
 7) He is going to spend his holiday in London, where he once visited.
 8) I think I will fit in with well.
 9) This is the first time I have studied in his room.
 10) On the ground lay an English textbook, that was covered with dirt.
 2. Suppose you are Xie Lei, write a letter telling Li Ping how you are getting along in London.

参考答案:

1. 1) go→going 2) great comfort →a great comfort 3) when→that/which / 或删除when
 4) I concerned→I was concerned 5) who →whom 6) occupation→occupied 7) where → which 8) 删除with 9) 正确 10) that → which
 2. 略

补充参考资料

(Supplementary reference materials)

一、补充注释

1. How difficult do you think it is to adjust to the customs of another country?你认为适应外国风俗习惯有多难?

adjust to sth / adjust oneself to sth; make oneself suitable for; get used to sth, especially by changing your behaviour or your ideas 适应……。例如:

The reasonable man adjusts himself to the world; the unreasonable one persists in trying to adjust the world to himself. (Bernard Shaw) 有理性的人能使自己适应世界; 无理性的人力图让世界适应自己。(萧伯纳)

I find it very difficult to adjust myself to the climate here. 我觉得自己很难适应这儿的气候。

Astronauts in flight must adjust to weightlessness. 航天员在飞行中必须适应失重状态。

2. Keep it up, Xie Lei 谢蕾, 再接再厉。

keep it up; continue doing or trying不松劲, 坚持下去。在这个短语中, it 本身词义模糊, 只是帮助构成习语。例如:

If only he could keep it up, he would break the world record. 只要他坚持不懈, 他就能打破世界纪录。

又如, 在take it easy (别着急), So it seems. (好像如此。)等习语中, it也没有实际意义。

3. Chinese student fitting in well 中国学生适应能力强

1) 这是A Chinese student is fitting in well的省略形式。在英语标题中, 为了简洁需要, 通常只出现实词, 而把虚词、冠词、介词、助动词、连词等略去, 省略是英语新闻标题的一大特点。例如:

Saddam Hussein Captured是Saddam Hussein was Captured (萨达姆·侯赛因被捉)的省略形式。

2) **fit in (with ...)**: get along (with); be in a suitable relation (with) 相处融洽; 适应。例如:

They work hard and fit in well. 他们努力工作, 相处融洽。

It is necessary for us to fit in with the times. 我们必须与时俱进。

4. Six months ago Xie Lei said goodbye to her family and friends in China and boarded a plane for London. 六个月前, 谢蕾告别了她在中国的家人和朋友, 登上了前往伦敦的飞机。

board 当名词时, 是“木板、硬板 (用作甲板等)”的意思, on board: in a train, ship, or plane 在火车 (轮船、飞机) 上。例如:

They got on board the train. 他们上了火车。

We almost felt we were on board the spaceship. 我们几乎觉得我们是在宇宙飞船上。

在文中, board 已由名词转化为动词, 意思 get on (a bus, a train, a plane ...) 上(车、船、飞机等), 例如:

Passengers can board the train now. 旅客现在可以上火车了。

类似 board 的词还有:

head	n. 头	head	v. 朝某方向走
face	n. 面孔	face	v. 面对
hand	n. 手	hand	v. 递
sound	n. 声音	sound	v. 听起来
boat	n. 船	boat	v. 划船
fool	n. 傻子	fool	v. 愚弄

再看文中另一个句子:

Although some foreign students live in student accommodation or apartments, some choose to board with English families. 尽管有些外国学生住在学生宿舍或公寓里, 有的还是选择寄宿在英国人家。

在这个句子中, board 表示另一个意思: get or supply with meals and usually lodging for payment 食宿, 寄宿。例如:

When he was in France, he boarded with a French family. 他在法国期间, 寄宿在法国人家里。

5. It was the first time she had ever left her motherland. 这是她第一次离开她的祖国。

在 It is the first time (that) + clause 结构中, 我们通常用现在完成时态; 而在 It was the first time (that) + clause 结构中, 我们通常用过去完成时态。例如:

It is the first time (that) I have spoken to foreign guests. 这是我第一次与外宾谈话。

It was the first time (that) I had visited such a beautiful place. 那是我第一次看到这么美丽的地方。

6. You have to get used to a whole new way of life, which can take up all your concentration in the beginning. 你还必须习惯一种全新的生活方式, 在开始的时候这就会占去你的全部注意力。

1) **get used to**: become accustomed to; become familiar with because you have done or seen it often or because you know someone quite well 习惯于……; 我们通常还用 be used to ... 结构, 在这里 to 是介词,

后接名词或动词-ing 形式; be used to 表状态, get used to ... 表动作, 且强调一个渐变过程。例如:

I am sure that you will get used to country life. 我相信你会适应乡间生活的。

Once you get used to the idea, there is no attraction in it. 一旦你熟悉了这个想法, 它就没有吸引力了。

We are used to working at night. 我们习惯于在夜间工作。

但要注意: used to do something 过去常常做某事, 现在不复存在。例如:

He used to send me a Christmas card at Christmas. 他过去在圣诞节时总给我寄圣诞卡片。

I used to be nervous about speaking in public. Now I am comfortable speaking in public. 以前在大庭广众面前说话很紧张, 现在很自在了。

2) **take up**: occupy 占据。例如:

I'm sorry to have taken up so much of your time. 对不起, 占用了你那么多时间。

3) **in the beginning**: at first 起初。例如:

Everything is difficult in the beginning. 万事开头难。

7. Living with host families, in which there may be other college students, gives her the chance to learn more about the new culture. 房东家也许还住着其他大学生, 跟这样的人家住在一起会给她提供机会, 更好地了解这个新的文化。

in which there may be other college students 是一句非限制性定语从句, 修饰 families。

8. Besides, as far as he was concerned, what other people thought was not the most important thing. 此外, 他认为, 别人的想法并不是最重要的。

besides: as well, in addition; furthermore 此外, 而且。例如:

It is going to rain, besides, it's dark. 就要下雨了, 而且天色已晚。

as/so far as: to the degree or amount that; according to what, how much, or how far; to the extent that 就……而言; 在……范围。例如:

So far as the weather is concerned, I do not think it will matter if we go there tomorrow. 就天气而言, 我认为假如我们明天去那儿没什么关系。

As far as I know, he is still working there. 就我所知, 他还在那儿工作。

as/so far as one is concerned: 就某人而言。例如:

As far as he was concerned, he was satisfied with your answer. 就他而言, 他对你的答案是满意的。

As far as I am concerned, the essay is all right. 就我而言, 这篇文章写得不错。

此外, as far as 还有“远至; 直到”的意思。例如:

He used to take a walk after supper, often as far as two or three miles. 他以前晚饭后总要散散步, 往往一走就是两三英里。

9. Xie Lei told me that she feels much more at home in England now, and what had seemed very strange before now appears quite normal. 谢蕾告诉我, 现在她在英国感到自在多了。以前看似很奇怪的事, 如今觉得似乎很正常了。

feel/be at home: be comfortable as if one belongs where one is(像在家一样)舒服自在。例如:

She felt at home on the stage this time, though she seldom appeared. 尽管她很少在舞台上露面, 这次在台上她感觉很自在。

She was quite at home, because she recognized familiar faces. 她感到很自在, 因为她认出了熟悉的面孔。

10. I have been so occupied with work that I haven't had time for social activities. 我一直忙于学习, 以至于没有时间去参与社会活动。

occupy: take up, fill (space, time, attention, the mind)占; 填满。例如:

Is the flat already occupied? 这套房子有人住了吗?

be occupied (in) doing: be busy doing something 忙于做某事

He is occupied preparing for the mid-term exams. 他忙于准备期中考试。

11. She deserves to succeed. 她是应该成功的。

deserve: be worthy of; be fit for 值得; 应受。例如:

Good work deserves good pay. 干得好应该得到

好的报酬。

One good turn deserves another. 以德报德。

二、参考资料

1. Basic sentences related to travelling and studying abroad

- 1) Could you give me some brochures about them?
- 2) How can a travel agent help?
- 3) How should I start to apply for the visa?
- 4) When can I have my visa?
- 5) I have an uncle in England. He will provide me with all the necessary expenses.
- 6) Please have your passport ready for immigration.
- 7) May I see your passport and visa, please?
- 8) For one thing, I've got a lot of things to do before I leave.
- 9) I am packing my suitcases.
- 10) I have some questions about these application forms. I wonder if you could help me out.
- 11) May I have your name and flight number, please?
- 12) I will take the 3:00 pm flight tomorrow.
- 13) How many pieces of luggage do you want to check, sir?
- 14) Here's your ticket and your boarding pass.
- 15) Do you have anything to declare?
- 16) Please fasten your safety belt.
- 17) Have a good journey.
- 18) Please remain seated until the plane has come to a complete stop.
- 19) I'm ringing about the room you advertised. Is it still available?
- 20) I will live with a host family.

2. Words and expressions related to travelling and studying abroad

tourism, individual travel, group tour, round the world tour, business tour, shopping tour, family tour; travel agency, travel agent, guide, tourist, route; means of transportation, motel; arrival, departure;

send / see off, meet;

baggage, luggage;

arrival date;

check in, check out;

boarding pass, destination;

tourist map, traffic map;

apply for a visa, passport;

visa, exit visa, entry visa, transit visa, passport;

place of departure, country of departure;

letter of application, application form;

tuition fee, cost of living;

overseas student office, admission office;

accommodate, accommodation, apartment, host

family, homestay

人教版®

Teaching guide for the Student's Book (学生用书教学指导)

INTRODUCTION

The theme of this unit is international travel. The Student's Book examines some of the issues involved both in living and studying abroad and in planning an overseas holiday. The Workbook focuses on holidaying abroad with an examination of facilities for young

travellers and the possible difficulties and problems young travellers could encounter if not prepared. The non-restrictive attributive clause is revised in this unit and opportunities are provided for talking about likes and dislikes, possibilities and impossibilities.

WARMING UP

The warming up questions are designed to encourage students to consider several aspects of foreign travel. They are asked to consider which countries they would like to visit and why; what they would learn of travelling abroad; what differences there are between studying or working in a country and being a tourist in that country;

and how they might cope in a country with different customs and culture. If any students in your class have travelled overseas, encourage them to share their experiences with others in the class.

Answers to the questions will vary.

PRE-READING

This activity focuses on the issue of studying in a foreign country. The questions prepare students for the reading passage by asking them to consider the advantages and disadvantages of studying outside China and to predict any difficulties a foreign student might face. The pictures at the bottom of the page are intended to

stimulate the discussion of differences and similarities between life at a Chinese school/university and life at a foreign school/university. Since all the photos depict foreign school/university life, it is necessary to find more pictures showing students' life in a Chinese school/university.

READING

The reading passage is written and set out to resemble an article in a student newspaper. It describes the first few months of a Chinese student's time at an English university. Some of the differences she experienced are described. Some of the difficulties she faced and how she solved these difficulties are also mentioned. As well

as differences in everyday things like getting on a bus or buying things in shops, the article mentions differences in essay writing at an English university. This could lead on to a discussion of other differences between university life in Western countries and China, such as the English expectation that students will discuss

and argue about topics in tutorials and the lack of supervision of attendance etc in Western universities.

Teaching new words and expressions:

- 1 ... *the first time she had ever left her motherland*
The word “ever” is in the sentence for emphasis. It is to underline the fact that although many students of her age may have gone abroad, this is her first opportunity to leave China.
- 2 *Studying here is quite different from studying in China* This is an important point for students to understand as some of them may in the future go to study abroad. Chinese education stresses rote learning of facts for examinations. Western education stresses evaluating information and drawing your own conclusions based on the facts you have gathered. The approach is quite different and if students are aware of these differences early in their educational career, they will not cause problems later. The differences are clearly explained in Xie Lei’s work with her tutor.
- 3 *You have to get used to a whole new way of life ...*

This is a very common feeling both for Chinese students going to England and Western people (who do not speak Chinese) arriving in China.

- 4 ... *which can take up all your ...* This means that concentrating on how to live uses a lot of energy. “take up” in this context means “use”.
- 5 *the academic requirements* Before students go to university in England they are expected to be able to write essays and evaluate or synthesize large amounts of information. This is what Xie Lei is learning to do.
- 6 *I was numb with shock!* “Numb” is a very strong word to express how upset Xie Lei was at her tutor’s response. It means she was unable to move or think for a short time as she was so surprised. However, it is important to stress that Xie Lei copes with the situation in a very mature way by going to see her tutor and discussing the matter with him.
- 7 *an autonomous learner* This is a learner who can organize her own study and find resources for her work on the Internet or in the library. She is not told what to do by a teacher but shows initiative.

COMPREHENDING

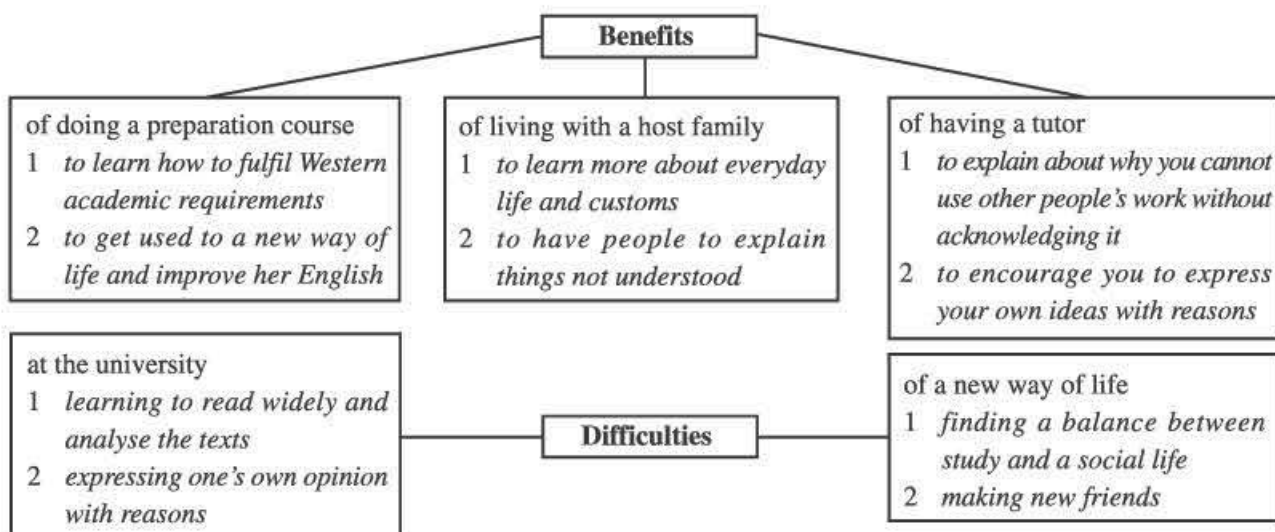
Answer key for Exercise 1:

- 1 She is in England to study at a university. She’s been in England for six months.
- 2 Because studying in England is different from studying in China and she needs to learn about these differences and improve her English.
- 3 Because she had to learn how to do everyday things like using a telephone, paying on a bus, finding her

way around a strange city; understanding English as spoken in real life; learning how to write essays acceptable to her British lecturer.

- 4 Xie Lei’s host family and her teachers.
- 5 Because she thinks it’s important to have a balance between study and a social life, and she wants to make new friends.

Answer key for Exercise 2:



Suggested answers to Exercise 3:

1

Xie Lei's personality	Evidence
She is serious about her work.	<ul style="list-style-type: none"> ● She did research on the Internet for her essay. ● When her tutor did not give her a good mark she went to see him to find out why. ● She put her tutor's ideas into practice.
She perseveres.	<ul style="list-style-type: none"> ● She had problems when she first arrived, but worked at them till she succeeded in getting over them. ● She asks her host family for help with any language or culture issues. ● She did not give up with her first setback over the essay.
She is enterprising and adaptable.	<ul style="list-style-type: none"> ● She left her city to go to England even though she had never travelled abroad before. ● She settled down well enough to feel at home in a strange country.

- 2
- 1) Direct speech makes the passage appear more immediate and vivid.
 - 2) Using direct speech shows that the writer of the article has done some research.
 - 3) He/She is making it clear that this article is not referring to people in general but is concentrating on the experience of one student.

- 3
- This article is about how one overseas student has adapted to university life in England. It would not be suitable for a general daily newspaper but would be most appropriate for a student newspaper. I imagine that this article would have been published in a student newspaper.

Suggested answers to Exercise 4:

Xie Lei's problems	Your solutions
1 <i>understanding and using everyday English</i> 2 <i>reaching the academic requirements of a Western university</i> 3 <i>making new friends</i>	1 <i>listening to the radio or watching television to become accustomed to everyday English</i> 2 <i>asking your tutor for advice before you start your academic writing</i> 3 <i>joining a lot of university societies</i>

Some other possible problems are:

- having her purse or bag stolen
- quarrelling with her classmates

- wet weather in England
- having trouble with her host family

LEARNING ABOUT LANGUAGE

Discovering useful words and expressions

Answer key for Exercise 1:

1 acknowledged 2 contradicts 3 recommendation
4 occupied 5 requirements 6 analysed 7 comfort
8 qualification 9 preparation 10 adjust

Answer key for Exercise 2:

adjusted ... to, motherland, cafeteria, lecture, recommends,
autonomous, substitute, academic, requirements, drafts,
occupies, tutor, idioms, queue, routine, fit in

Answer key for Exercise 3:

v	v. + n.	v. + <i>prep.</i> / <i>adv.</i>	v. + <i>adj.</i>
make	make a bet / preparations make trouble make a start make a difference make an investigation make money make a living make a fortune make a profit make a noise make a decision	make of / from / up make into make out make up for / to make by make for make off	make sure make ... possible make the least of ... Make the most of ... Make much of ...
keep	keep a diary / bees keep one's word	keep on / up / out keep off keep to keep from keep in keep in with keep up with keep ... down	keep calm / quiet keep free keep awake keep tidy keep warm keep safe keep dry keep out keep left

Revising useful structures

Answer key for Exercise 1:

- 1 Xie Lei, who is 21 years old, has come to our university to study for a business qualification.
- 2 She is halfway through the preparation year, which most foreign students complete before applying for a degree course.
- 3 You have to get used to a whole new way of life, which can take up all your concentration in the beginning.
- 4 ... explained Xie Lei, who had lived all her life in the same city in China.
- 5 Living with host families, in which there may be other college students, gives
- 6 He wanted to know what I thought, which confused me

Answer key for Exercise 2:

- 1 Mark Twain, who was a famous American author, wrote *The Million Pound Bank Note*.
- 2 The bird cages, some of which were in poor condition, were sold by the shopkeeper at half price.
- 3 Joan passed her exam, which surprised me a great deal.
- 4 The minibus which I usually take on the campus had an accident yesterday.
- 5 Shenzhou-V, which was sent into space on October 15th, 2003, was China's first manned spaceship.
- 6 The dogs, all of which were small and white with long hair, barked loudly.
- 7 The battery to which the robot toys were connected failed to work last night.
- 8 I asked the doctor to tell me the reason why my hands

are numb sometimes.

Answer key for Exercises 3:

- 1 Peter, who people used to think was quiet, danced and sang all evening.
- 2 For my birthday, Sharon gave me a picture (which) she had painted especially for me.
- 3 The operation, which improved my grandfather's hearing, was performed in a famous hospital.
- 4 I saw many historical sites when I went on a tour around China, which was very exciting.
- 5 The two traffic accidents happened on the same morning, when there was a heavy fog.
- 6 Tang Ling volunteered to help the welfare house, where she teaches the homeless children.
- 7 As far as I'm concerned, Anne, whose daughter is in my class, should not be going to America next year.
- 8 He went on a bus tour with a group of people, most of whom had never travelled before.

Suggested answers to Exercise 4:

- 1 Daniel, *who is a trained and experienced climber*, is the best choice for your enterprise.
- 2 Julie wants to make a few revisions to the book, *which is about to be printed*.
- 3 Abigail, *who seemed too small and weak for heavy work*, always wished to drill for oil on an oilfield.
- 4 Jamie, *whose parents lived on a remote part of the highlands*, hated the idea of travelling overnight to Scotland on the train.
- 5 The other day Sam saw the snake, *which had been frightening all the children*, sliding away fast into the rocks.

USING LANGUAGE

Listening

In this listening text, Lia is at a travel agency inquiring about places to visit in Peru. The text focuses on questions and responses about likes and dislikes and ways of expressing possibility.

- 1 Exercise 1 is a pre-listening activity to prepare students for the listening text. Ask students to study the map of Peru and to identify Lima, Cuzco and

the Andes, which are three places mentioned in the recorded conversation. Ask students to share information about the country. Use the photos on SB pages 42-44 to discuss various aspects of Peru that might interest a tourist.

- 2 Before playing the tape ask students to read Exercise 2 so they know what they will be listening for. Explain that during this first listening they are only

listening for one type of information; that is they have to listen for what Lia likes doing. Play the tape right through without stopping. If students have questions about anything they heard, let them ask them at the end of the recording. If necessary, play the tape through more than once but do not stop the tape during the conversation. Check answers.

- 3 Ask students to read Exercise 3 and to put up their hands when they hear the answer to each question. Play the tape and stop it when students indicate they have heard the answer. Replay that part of the tape and give students time to write down the answer before continuing the tape until the next answer to the next question is asked. Check answers and play the tape through again from beginning to end without stopping.
- 4 Explain to students that Exercise 4 asks them to focus on the way the two speakers ask and answer questions about likes and dislikes and ways of expressing possibility. Ask students to put up their hands when they hear the target sentence. Replay this part of the tape so they can write down the words they hear. Continue until they have completed all five sentences.

LISTENING TEXT

A TRIP TO PERU

Lia (L) is planning to visit Peru. Listen to her conversation with a clerk at the travel agent (TA) about possible ways to travel.

- TA: Can I help you?
 L: Yes, I want to go to Peru. I've heard a lot about it.
 TA: Have you been there before?
 L: No, but I don't want to go on a tour. I like to be independent. Is it possible for me to travel alone?
 TA: Oh certainly. But you might find it difficult as it's your first visit.
 L: Is it dangerous then?
 TA: Not really. Well, not in big towns anyway, where there are other tourists. However, I think you might be lonely on your own.
 L: Mmm! I suppose so. Well, what do you suggest?
 TA: Let's see. What kind of things do you like doing?

- L: Well, I enjoy visiting historical sites and going to museums.
 TA: Of course, there are many historical sites in Peru.
 L: Yes, but I also love mountains. I'd like to go somewhere in the Andes. And I've heard that the animals and plants are really beautiful.
 TA: Mmm, I think I know the perfect place for you.
 L: Oh, good.
 TA: It's called Cuzco. It's a city high up in the Andes. It's not far from the ancient city of Machu Picchu.
 L: Oh, yes, I'd really like to see that.
 TA: You can fly from Lima, the capital of Peru, to Cuzco. We could book you into a hotel in Cuzco. Then you could take short tours from Cuzco whenever you want to. You'll be able to get to lots of different places from there.
 L: That's a great idea. I could travel to Cuzco and stay in a hotel. When I want some company I could join a tour group for a few days.
 TA: Exactly. Look, here's a brochure with the tours from Cuzco.
 L: Great. Thanks. Now please how much is the airfare to Cuzco?
 TA: Well, it depends when you want to go.... (fading out)

Answer key for Exercise 2:

visiting places on her own, going to historical sites, visiting museums, climbing mountains, looking at wildlife

Answer key for Exercise 3:

- 1 No.
- 2 Because she likes to be independent.
- 3 She might feel lonely. She might find it difficult because it's her first visit.
- 4 Cuzco combines many of the things Lia likes doing. She can stay on her own in a hotel and take tours when she wants some company.
- 5 The travel agent gives her a brochure.

Answer key for Exercise 4:

- 1 I like to be independent.
- 2 But you might find it difficult as it's your first visit.
- 3 Yes, but I also love mountains.
- 4 You can fly from Lima, the capital of Peru, to Cuzco.
- 5 We could book you into a hotel in Cuzco.

Reading and speaking

In this section students are required to read two different texts about Peru. The first is a factual report about the geography and history of Peru. The second text is from a travel brochure and describes tours to places in Peru. You may wish to discuss with students the ways in which the two texts are similar and different to one another. For example:

- Both are written about the same topics (jungles, mountains, Machu Picchu, Andes Mountains, Cuzco, Lima, Indian and Spanish history, etc)
- The brochure text uses opinion adjectives such as excellent (food), great (souvenirs), fantastic (views) while the textbook does not.
- The first text is written in more formal language and does not address the reader. The second text has a more informal style which includes the use of contractions (you'll be amazed) and the pronouns *we* and *you*.
- The main purpose of the first text is to give factual information about Peru. The main purpose of the brochure is to sell tours in Peru. Although the brochure also gives factual information, this is not the main reason for writing the text.

Exercise 3 in this section gives students practice in expressing likes and dislikes and talking about probability.

Answer key for Exercise 1:

- 1 Cuzco is popular because it is close to Machu Picchu and is a good place to see both Spanish and Indian culture and art.
- 2 Lake Titicaca is the highest navigable lake in the world, on which boats can travel.
- 3 Spanish and Indian.

Suggested answers to Exercise 2:

- 1 Tours 1 and 4.
- 2 People who enjoy learning about the culture and lifestyle of the country they are visiting. People who enjoy beautiful scenery but prefer to see it through the windows of a comfortable bus.
- 3 Tours 1 and 3.
- 4 Tour 2 would be best to do last because it ends in Lima, the capital.

Exercise 3:

Sample discussion:

- S₁: What would you like to do during our eight days in Cuzco? There are four tours to choose from.
- S₂: I like seeing historical sites. I'd also like to go shopping and buy some traditional Peruvian handicrafts.
- S₁: We must see Machu Picchu though of course. That'll be the highlight of this holiday. So to miss it is out of the question. We'd better book for Tour 1.
- S₂: OK, so that's four days so far. We've four days left and I'd like to explore around Cuzco and see the architecture and go shopping in the markets. That's Tour 3.
- S₁: Yes, that sounds fun, but wouldn't you like to experience the life of the Uros Indian people? We can always go shopping but may never get a chance like this again!
- S₂: You're right, of course. The floating island homes sound fascinating and I'd like to find out more about their way of life. Yes, let's do Tour 2 instead.
- S₁: So we're agreed and that's our eight days completely filled. First we'll spend four days going to Machu Picchu and then four days exploring the life of the Uros Indians. Lovely!

Writing

- 1 Before students begin the writing task, you may wish to have students re-read the reading passage on SB pages 38-39 and to recall the things Xie Lei found different in England and what things helped her to feel at home there.
- 2 Then discuss with students what an American teenager might find different in China. In groups or as a whole class, list some of the major differences.
- 3 Discuss ways that a Chinese student could help an American student to settle into China.
- 4 As further preparation for the letter writing, you might also like to do some role playing activities. In pairs, one student can play the part of an American and the other can play himself/herself. Ask students to have a conversation that took place just 2 weeks after the American arrived in China. Then ask students to swap roles and hold another conversation

that might have taken place 6 months after the American arrived.

- 5 Before students begin to write, encourage them to make notes about what they will include in the letter.

Sample writing:

Dear Bob,

I'm really pleased that you will be coming to China to study the language and culture. Living in China might seem a little strange at first, but I'm sure you'll soon fit in.

I think most things here are cheaper than in your country. Our food is tasty but some might be oily, but

we have Western food too. KFC and McDonald are very popular here.

Chinese people are very friendly and easygoing, so if you are sociable, it'll be easy for you to get used to the life here. I'll introduce you to my family and friends, and you won't feel lonely, I'm sure. Besides, it'll help you to learn Chinese and Chinese culture.

In a word, I'll try my best to make you feel at home, and I'm looking forward to meeting you.

Yours,
Li Fang

LEARNING TIP

This learning tip focuses on ways that students can practise listening. Before reading the tip with students, ask them to discuss in groups: How good are your listening skills compared with your reading, writing and

speaking ability? How could you improve your listening skills? After reading the learning tip with students, ask them if they can think of other ways of practising that could be added to the list.

人教版®

Teaching guide for the Workbook (练习册教学指导)

TALKING

This activity is both a speaking practice and a pre-listening activity. The texts have been written and formatted in the style of travel advertisements on the Internet. These texts introduce topics that are important for young people travelling overseas to know about. The topics are: youth hostels, rail passes for inexpensive travel by rail through one or more countries for a specified time, and travel insurance. Depending on students' prior knowledge, this activity may have to be done as a whole class exercise directed by the teacher. If students are already aware of the topics, they can discuss in groups.

Suggested answers to the exercises:

- 1 They are cheap/inexpensive.
- 2 Between four and six.
- 3 You can save money by cooking for yourself instead of eating in restaurants. You can eat food that you like.
- 4 If you have a Youthpass you can travel in European countries at cheap prices.
- 5 You must be less than 26 years old.
- 6 If you get sick or have an accident in a foreign country, it can be quite expensive to get medical treatment.
- 7 Various answers are possible.

LISTENING

The listening activity touches on the same topics as the previous section (Talking). It is a conversation between Mei Jie and Tim. Mei Jie is planning a holiday to France and Italy and has been using the Internet to research accommodation and travel costs in order to prepare a budget. If they have access to the Internet and there is time, students could explore travel sites on the web for themselves.

- 1 As with all listening tasks in this book, the questions in Exercise 1 are quite general and students are required to listen for the gist only. Read the questions with the students, then play the tape right through without stopping. Play through twice if necessary. Check answers.
- 2 Exercise 2 requires students to listen more closely for specific details. It will most probably be necessary to listen to the tape more than once. You could make it easier for students by asking them to focus on one question at a time and playing the tape right through for each question.
- 3 If you wish, you could set a country other than

Canada for students to plan for. The important thing is that everyone is writing lists about the same country so they can compare their results and learn from each other. Check students' answers as a whole class and construct a class answer to the question on the blackboard. If they have access to the Internet and time, ask students to use the Internet to find information about the things on the class list.

LISTENING TEXT

INTERNET RESEARCH

Mei Jie (M) has been on the Internet for some time and her friend Tim (T) asks her what she is doing. Listen to their conversation.

- T: You've been on the Internet a long time. What are you doing?
 M: I'm doing research on my holiday.
 T: What holiday's that?

- M: I'm going to France and Italy for three weeks.
 T: Really? When?
 M: Oh, in July. During the holidays.
 T: But that's nearly three months away!
 M: Yes, but there's a lot of planning to do.
 T: Like what?
 M: Well, I've been working out how much money I'll need.
 T: Oh!
 M: I've decided to stay in youth hostels because they're a lot cheaper.
 T: How do you find out where they are and how much they cost?
 M: I'll show you. See, this site lists hostels, how much they cost, how to get there and so on. And you can book the accommodation online too.
 T: Won't you have to share a room with other people in a hostel?
 M: Yes, but that's all right because I'll meet lots of other travellers. And youth hostels always have a common room where you can sit and chat. I'll get to meet people from everywhere.
 T: Mmm ... That sounds good. So your accommodation won't cost too much. What else do you need to budget for?
 M: Well, there's food. Most hostels have kitchens, so I plan to cook some meals for myself to save money. But anyway there are usually cheap restaurants nearby.
 T: OK, anything else?
 M: There's transport. I've been looking up a site for rail journeys and fares, and I've found I can get fares much cheaper because I'm under 26.
 T: So you've worked out your budget, have you?
 M: As far as I can. I've written down how much I think it'll cost for accommodation, food and transport each day. Then I added some spending money for things like entry fees to museums, souvenirs, telephone calls home, etc. I've also included some emergency money in case of problems or difficulties.
 T: So, you're almost ready to go?
 M: No, no. There's still lots to do. I've still got to apply

for my passport and visa and I must get some travel insurance (fading out)

Answer key for Exercise 1:

- 1 She has been doing research for her holiday.
- 2 She is planning to go to France and Italy.
- 3 In July.
- 4 No, not yet. She has to apply for a passport and a visa. She has to find out about travel insurance. There's lots more to do before she's ready.

Answer key for Exercise 2:

- 1 Youth hostels are cheap to stay in, she will meet with other young travellers and she can cook some of her own meals to save money, and there are usually cheap restaurants near youth hostels.
- 2 Mei Jie will cook some meals for herself.
- 3 By train.
- 4 accommodation, train travel, emergency, food, souvenirs, phone calls, entry to museums

Suggested answers to Exercise 3:

To prepare for your trip you need to:

- decide where to go
- find out how to get there and book tickets
- find somewhere to stay and possibly book your accommodation
- work out how much money you will need
- get passports and visas
- find out what there is to do in the places you will visit, eg what museums are open, what tourist sites there are, what the city/region is famous for
- find out what the climate is like
- work out a budget

At the very least, you will need money for travelling, food and drink, and accommodation. Other things you may want to budget for include: films for camera, entry to museums and galleries, phone calls, stamps and postcards, use of the Internet in Internet cafés or at libraries, presents to take home.

USING WORDS AND EXPRESSIONS

Answer key for Exercise 1:

- 1 substitute 2 abundant 3 enterprise
4 keeps it up 5 settle 6 Parallel

Suggested answers to Exercise 2:

- The dog in the room barked very loudly because it was so hot.
- The agent is looking for a person who holds a bachelor's degree in English and has worked in a publishing company.
- If you want to make a hole in a piece of wood you need a drill.
- This machine works very well either with household electricity or several batteries.

Answer key for Exercise 3:

destination, seminars, Inn, settled in, Day in and day out, abundant, Tombs, optional, out of the question

Answer key for Exercise 4:

- 1 e 2 f 3 c 4 a 5 d 6 b
1 settle down 2 settled up 3 settled back 4 settled for
5 settled on 6 settled in

Optional Exercise:

This is an additional exercise which helps students appreciate the different meanings of words. The meaning that is being used can only be found by using the context. So this is a very good exercise both for developing the feeling for the language and using the context to gain meaning.

Look at the words below and their definitions. Then find where they are used in the text and write down which definition has been used.

Word	Definition	1 or 2
bark	1 a short series of sounds made by a dog 2 to say something quickly in a loud voice	1
battery	1 an object to supply electricity, eg to a car, radio or toy 2 a row of small cages in which chickens are kept	1
drill (n.)	1 a tool for making holes 2 an occasion when people practise what to do in an emergency	1
bachelor	1 a man who has never been married 2 a first university degree	2
agent	1 a person who represents a company for business 2 someone who finds work for actors	1

USING STRUCTURES

Answer key for Exercise 1:

- 1, 5, 7, 9 and 10 are correct.
2 When he had eaten his dinner, ~~that~~ which he thought was delicious, he thanked the cook.
3 She saw Chris, ~~that~~ who is Bella's uncle, waiting for someone outside the cinema.

- 4 A health club is a place where you can lose weight by exercising. (delete the comma after *place*)
6 Summer is the time when many people like to go on holiday. (delete the comma after *time*)
8 They liked the singing, some of ~~that~~ which was in Chinese.

Answer key for Exercise 2:

- 1 whose 2 which 3 in which 4 with which
5 to whom 6 whom 7 who 8 most of whom

Suggested answers to Exercise 3:

- 2 which leads to our village

- 3 which made the whole area very rich
4 with whom I travelled all round India
5 whose ambition is to live to one hundred years of age
6 to whom I gave the documents to take back to England

LISTENING TASK

This listening touches on another issue concerning travelling – how to predict a possible dangerous situation and prevent it happening. It is a conversation between Sandra, whose daughter wants to travel, and a workmate, Brian. Sandra voices her concerns as a parent and Brian does his best to reassure her about her daughter's ability to act sensibly.

- Exercise 1 requires students to listen to the content and language of the conversation to determine how well the two know each other. Play the tape through once and ask students for their opinions. Make each student justify his or her opinion with proof from the conversation. Play the tape again and ask students to raise a hand if they hear something that tells them about Sandra and Brian's relationship. Stop the tape at these points and discuss the evidence (see answer key below).
- Read Exercise 2 with the students and play the tape as many times as necessary without stopping.
- This activity could be done in groups or as a whole class activity.

LISTENING TEXT

MOTHER'S WORRIES

Tina's mother, Sandra (S), is worried about her daughter. Listen to her talking to Brian (B) about her concerns.

- B: Morning, Sandra.
S: Morning.
B: You don't look very happy. What's wrong?
S: Well, actually I'm worried about my daughter.
B: Tina? Has anything happened to her?

- S: Not yet. But I'm worried it might.
B: What do you mean?
S: Well, she wants to travel round the world for a year.
B: That sounds great. All young people should travel before they settle down. They can learn so much that'll help them in the future.
S: But travelling's so dangerous these days.
B: Not really. Not if you're careful and you've done some research about the places you're going to.
S: I just keep worrying that something terrible will happen to her.
B: Look, Sandra, Tina's a clever girl. She's not going to do anything silly. As long as she follows a few simple rules, it's unlikely she'll have any problems.
S: What kind of rules?
B: Well, first, I suppose the most important is to pay attention.
S: Pay attention to what?
B: Well, local customs. Watch what other people are doing and learn which behaviour is acceptable and which isn't.
S: That makes sense.
B: Second, you must find out where not to go. For a start you can ask local people for advice. If they tell you that a certain part of the city is dangerous or a particular town is not very friendly towards strangers, then it would be a good idea to stay away.
S: Right.
B: Third, observe the people around you. If they seem unfriendly or dangerous then you should leave immediately. You have to learn to judge people by how they behave towards you.
S: Mmm. I wonder if Tina can do that. She trusts everyone.

B: Well, it won't take her long to learn who to trust and who she can't. Perhaps you can persuade her to travel with someone who's more experienced, at least for a little while.

S: Yes. Good idea. I think I'll suggest that to her.

Suggested answers to Exercise 1:

Brian and Sandra are probably work colleagues who know each other reasonably well.

Evidence: They greet each other with "Morning", a common greeting at the beginning of a workday. They call each other by their first names. Brian knows the daughter's name and also something about what kind of person she is so he has met her more than once. Brian may be older than Sandra or have a higher status in the company or it may just be that Sandra often asks Brian for advice. Evidence: Sandra listens to Brian's advice carefully and appears to value it.

READING TASK

This reading task continues the theme of problems travellers may face when travelling. The texts recount the experiences of four young travellers who faced a problem while travelling. All four texts are about common problems.

Tom's story demonstrates the need to be alert when travelling and involves a transit passenger card the traveller failed to obtain.

Sally's story is about the need to provide proof that a

Answer key for Exercise 2:

- 1 She wants to travel around the world for a year.
- 2 Sandra thinks travelling is dangerous.
- 3 Brian thinks it is good that Tina wants to travel as she will learn a lot that will help her in later life.
- 4 Brian suggests Tina should travel with a companion, preferably with someone who is more experienced than her.

Suggested answers to Exercise 3:

- Research the places you are going to visit.
- Pay attention to what is happening around you.
- Ask the locals for advice and follow it.
- Observe how the people around you behave towards you.
- Learn how to tell who you can and can't trust.
- At first travel with a more experienced companion.

prescription medication has been prescribed by a doctor. This is because some countries have very strict laws about carrying drugs.

Paul's story is about making sure someone knows where you plan to go before you undertake a potentially dangerous journey.

Donna's story is about the need to be sensitive to the culture and values of the country you are visiting.

Suggested answers to Exercise 1:

	Problem	Things they should have done
Tom	<i>He did not obtain a transit card when he changed planes at Heathrow.</i>	<i>He should have asked what the cards they were handing out were for.</i>
Sally	<i>She was stopped at the customs because she was carrying drugs without a doctor's prescription.</i>	<i>She should have left the pills in their original bottle which had the name of her doctor on it. To be even safer, she could have asked her doctor for a letter which explained that she had to take the pills for her health condition.</i>
Paul	<i>He had an accident in an isolated place and couldn't walk.</i>	<i>He should have told someone where he was going and when he would be back. Then when he didn't get back, they would have known where to search for him.</i>
Donna	<i>She offended some of the people in the town she was visiting by wearing inappropriate clothes.</i>	<i>She should have found out about local customs and followed them.</i>

Answer key for Exercise 2:

- 1 When changing planes, make sure you know what you have to do. If you don't know what to do, ask someone.
- 2 If you have to take special medicine while travelling

overseas, carry a doctor's letter that explains this.

- 3 If travelling alone, always let someone know where you are going and when you will arrive there.
- 4 When travelling, always wear clothes that the local people will find acceptable.

SPEAKING TASK

This speaking task gives students practice in expressing possibility and probability. It also develops their understanding of the possible dangers and problems they could encounter while travelling and asks them to come up with ways to avoid or minimize these dangers. If students are not already familiar with brainstorming techniques discuss the purpose and procedure with them before asking students to work through the four steps outlined in their workbook.

Explanation of brainstorming

Brainstorming is a method for freeing the imagination so that it can produce more creative solutions to problems.

In the first stage (Exercise 1 in the workbook), the group

lists every possible danger or problem it can imagine could arise while travelling overseas. It does not concern itself with how likely or unlikely a situation might be. The reason for this is that the most creative ideas develop when the mind is not evaluating those ideas in any way. Explain to students that however crazy an idea is, they are to write it down without making a judgement about it.

It is during the second stage of brainstorming that participants begin the evaluation process. In Exercises 2 and 3 in the workbook the group discuss and then rank each situation as very possible, possible or possible but unlikely to happen. In Exercise 4 in the workbook, students discuss possible ways to avoid the situations they have identified as very possible or possible.

WRITING TASK

In this task students are asked to write a first-person account of a problem encountered while travelling. They are expected to use the texts in the reading task as models. You may like to prepare students for the writing task by discussing the story illustrated in the pictures and teaching any vocabulary students might need, eg *quarantine restrictions, prohibited, destroy*.

Teaching suggestions for Exercise 2:

- 1 Put students into pairs and let them brainstorm some ideas for the four pictures. Remind them that the pictures should make a story. It can be written in the first person (I) or the third person (Fred, he, the boy, etc). Use this chart to help them write down and organize their ideas.

Picture	Questions	Ideas
1	1 Who is the lady? 2 What is she doing? 3 Why?	1 My mother. 2 She is packing my favourite snacks. 3 I am a fussy eater.
2	1 Who is the boy? 2 What is he doing? 3 Why is the lady giving him a parcel?	1 Leaving for Australia. 2 Saying goodbye at the airport. 3 There are his favourite snacks in it.
3	1 Who is the man? 2 What is he throwing away? 3 Why?	1 A customs officer. 2 My box of snacks. 3 There are regulations in Australia that stop people bringing food into the country.
4	1 What is the boy doing? 2 Why?	1 Sadly eating an Australian hamburger. 2 My mother's spicy chicken roll has been thrown away.

- 2 Students should then individually write their first draft. Let them swap drafts and help each other improve their writing. Finally they should rewrite the story and hand in both drafts to you to mark.

NOTE:

How to mark written work:

- 1 Read through all the second drafts and correct each passage for grammatical, spelling or punctuation mistakes. Do this thoroughly.
- 2 Look at the first draft and see how much improvement has been made between the second and first drafts. If there is considerable improvement, make a comment at the bottom of the second draft to encourage the student.
- 3 Do this for all the students in the class.
- 4 Note some of the common mistakes in grammar or spelling. Two or three are enough.
- 5 At the beginning of the next lesson mention these mistakes to the class and give them one or two sentences to correct for each of these mistakes.

Encourage them to take more care next time they write.

- 6 Over the space of one year if you follow this simple procedure you will find that the quality of your students' work improves considerably and that you will be in a position to concentrate on the use of interesting language and improving their style. You will have brought them to the stage where they can concentrate on higher order writing skills.

Sample writing:

The day I left home for Australia I went to say goodbye to my mother. She was very worried about me and whether I could look after myself properly. She was especially worried that I wouldn't like Australian food, so she cooked me all my favourite dishes and put them into a box to take with me on my journey.

When I arrived in Australia the customs officer wanted to know what I had in my box. He explained that Australia has very strict quarantine regulations.

They don't want plant and animal diseases from other countries to come into Australia so they inspect all the plant and animal products. Unfortunately it was illegal for me to bring into the country the kind of food my mother had given me and so it all had to be thrown

away.

That night, instead of eating Mum's delicious spicy chicken, I bought an Australian hamburger and ate it in the airport.

* PROJECT

Students are able to choose between two projects, depending on whether they have access to the Internet or not. Both projects involve aspects of travelling. In Project 1 students plan a trip to an overseas country and use the Internet to find the information they need.

They then present their plan to other students in the class. In the second project, students make posters that give young people advice on travelling overseas. They research the topic by interviewing experienced travellers and reading travel guides.

人教版®

Appendix 附录

Translation of the reading texts 课文译文

第一单元 好好生活

READING

马蒂的故事

你好。我叫马蒂·菲尔丁。我想你可能会说我是“百万人中才有一个”的那种人。换句话说，世界上像我这样的人并不多见。你瞧，我的肌肉有毛病，使我的身体非常虚弱，所以我不能像别人那样快跑或快步爬楼梯。再说，有时候我还会笨手笨脚、不小心摔掉东西，或磕碰到家具上。不幸的是，大夫们不知道如何治好我的病，但是我很开朗乐观，学会了适应身体的残疾。我的座右铭是：活一天算一天。

十岁以前，我跟其他人是一样的。我常常爬树、游泳、踢足球。说实在的，我过去常常梦想我会成为职业球员，代表我们的国家参加世界杯足球赛。后来，我的身体开始变得越来越虚弱，以至于只能坐在体育场的长凳上欣赏足球了。最后我到医院去做了检查，几乎住了三个月的医院。我想我至少做过十亿次检查了，包括有一次检查，他们从我的腿部切下一小块儿肌肉，放在显微镜下观察。即使做过了所有这些检查，也没有人能够确诊这个病。因此，很难知道将来会是个什么样子。

问题是我看上去跟平常人一样。因此，当我跑了很短的一段路之后，我就会喘不过气来，或者爬楼梯才爬到一半就得停下来休息。因此，上小学时有的孩子见了我这种情况就会笑话我。有时候我的身体太虚弱，上不了学，因此落了许多功课。每次缺课之后，我就觉得自己很笨，因为我比别人落后了。

我在中学时期的生活（比在小学时）要轻松多了，因为我的同学开始接受了我的状况。还有些同学看不到我的内心世界，但是我并不生气，只是不去理会他们罢了。总而言之，我生活得挺好。我很高兴我能做许多事情，比如写作和电脑编程。我有雄心壮志，长大后我要在开发电脑软件的公司里工作。去年我发明了一个电脑足球游戏，有一家大公司已经决定从我这儿买走。我的生活很充实，没有时间闲坐着顾影自怜。除了同我的朋友一起去看电影和足球比赛，我还花很多时间和我的宠物在一起。我有两只兔子、一只鹦鹉、一缸金鱼和一只乌龟。我得花大量时间来照顾这些宠物，但我觉得很值。此外，我还有好多功课，特别是在病了一段时间之后。

在许多方面，我身体的残疾倒使我心理上变得更加坚强、更加独立。我必须努力工作才能过上正常的生活，但这是值得的。假如我有机会跟健康孩子讲一句话，那么，这句话就是：身体残疾并不意味着生活

不美满。因此，不要感到残疾人可怜，或者取笑他们，也别不理睬他们。要接受他们，给他们以鼓励，让他们能像你一样过得丰富多彩、充实美满。

谢谢你们读我的故事。

马蒂

USING LANGUAGE

Reading, speaking and writing

致建筑师的一封信

桑德斯女士
总建筑师
影院设计公司
希尔街44号
班克斯敦
200__年9月24日

爱丽斯·梅杰
剑桥街64号
班克斯敦

亲爱的桑德斯女士：

今天我从报上了解到，您将成为班克斯敦新影院的建筑设计师。我希望您不介意我写信询问您是否已考虑到残疾顾客的需要。尤其是以下几点不知您是否考虑到了：

1. 为乘坐轮椅的人进入电影院提供充分的便利。影院内的各个部分都安装电梯就会很方便。电梯的按钮应当让乘坐轮椅的人容易够到，电梯门应足够宽。在有些电影院里，（残疾人专用）电梯设在影院背后阴冷而不显眼的地方。由于残疾人必须要使用这些电梯，这就使残疾人感到比别的观众低一等。

2. 给听力有障碍的人提供耳机。所有座位的旁边都装有耳机，而不是少数几个座位，那会有帮助。这样可以使那些听力有缺陷的观众和那些听力正常的朋友坐在一起欣赏，而不是让前者坐在一个特定的区域。

3. 抬高座位。身材矮小的人常常看不到屏幕。所以我想建议影院后排的座位应该比前排的高，这样每个人都能很容易地看到银幕。也许可以让每一横排的排头都留出空位，以便坐轮椅的人坐在他们的朋友旁边。

4. 厕所。在影院入口处的附近安排厕所会让残疾人感觉更加方便。只在离放映大厅很远的地下室为残疾人安排一个厕所，这种作法会给他们带来麻烦。如果厕所的门能设计成向外开，残疾人会很高兴。

5. 停车场。当然还得专门为残疾司机和老年司机安排停车场。如果这些停车场离影院出入口都很近，残疾人就会很轻松地到达影院。

感谢您阅读我的信，希望您能赞成我的建议。残疾人应当和健全人有同样的机会来欣赏电影，同时能保持自己的尊严。如果您设计的电影院能够为残疾人提供方便，那么，我相信许多人都会夸奖您的电影院，而且电影院的老板也会高兴，因为有更多的人能够去看电影了，他们就能赚更多的钱了。

此致

敬礼

爱丽斯·梅杰

第二单元 机器人

READING

包君满意

拉里·贝尔蒙特在一家生产机器人的公司里工作。最近，该公司要对一个家用机器人进行试验。这项试验将由拉里的夫人克莱尔来尝试。

克莱尔并不想把机器人留在家，特别是在她丈夫离家三周的这个期间。但是克莱尔被拉里说服了。他说，机器人不会伤害她，也不会让别人来伤害她。这样会是个意外的收获。然而她初次见到机器人的时候就感到有点儿吃惊。机器人名叫托尼，看上去更像一个人，而不像台机器。他虽然面部表情毫无变化，但是个子高大、相貌英俊，头发平整，声音低沉浑厚。

第二天早晨，托尼戴着围裙，给她端来了早餐，然后问她是否需要帮忙穿衣打扮。她感到有点儿不好意思，很快就打发他走了。机器人如此通人性，这使她觉得心烦和害怕。

有一天，克莱尔说起，她觉得她自己并不聪明。托尼则说，克莱尔一定是很不高兴，才会说出这样的话来。克莱尔觉得，机器人会向她表示同情，这有点荒唐可笑。但是她开始信任托尼了。她告诉托尼她太胖了，这让她很不高兴。还有对于像拉里这样很想提高社会地位的人来说，她的家也不够高雅。她跟格拉迪丝·克拉芬不一样，格拉迪丝是远近闻名的有钱有势的女人。

托尼为让克莱尔高兴，答应帮助她，使她变得漂亮，使她的家变得高雅大方。于是克莱尔从图书馆借来一堆书给托尼阅读，或者说给他浏览一下。她惊奇地看着他的手指翻动着书页，忍不住突然伸出手来摸他的手指。他的手指甲和他那柔软温暖的皮肤使她感到大为惊异。她在想，这是多么可笑啊，他只不过是一台机器呀！

托尼给克莱尔换了个发型，又改变了化妆风格。因为不允许托尼陪克莱尔去商店，所以托尼就给她写了一份购物清单。克莱尔进城去买了窗帘、坐垫、地毯和床上用品。然后她去了一家珠宝店买项链。柜台售货员对她很粗鲁，她就打电话给托尼，让售货员同托尼讲话。售货员马上就改变了态度。克莱尔对托尼表示感谢，并说他是“可爱的人”。她刚一转过身去，就看到格拉迪丝·克拉芬站在那儿。克莱尔想，被格拉迪丝发现了，这多么难为情啊！从格拉迪丝脸上的那种有趣而又惊奇的神色来看，克莱尔知道，格拉迪丝认为她有风流韵事了。毕竟格拉迪丝知道她的丈夫是拉里，而不是托尼。

克莱尔回到家里，坐在扶手椅上气得直哭。格拉迪丝的一举一动都是克莱尔想模仿的。托尼告诉克莱尔说，你可以同格拉迪丝一样，还建议克莱尔邀请格拉迪丝和她的朋友到家里来玩，时间就定在托尼离去和拉里回家之前的那个晚上。托尼想在此之前将房子改装得焕然一新。

托尼有条不紊地搞着装修。克莱尔有一次想来帮忙，但是太笨手笨脚了，竟从梯子上掉了下来。尽管托尼当时在隔壁房间里，他还是及时赶过来把她接住了。他把她紧紧地搂在怀里，她感觉到了他身上有股暖气。她尖叫了起来，把他推开，跑回她的房里，那天她就再也没有出来过。

聚会的那天晚上来到了。时钟敲响八点，客人马上就要到来了。克莱尔叫托尼到另一间房里去。就在那一瞬间，托尼弯曲胳膊搂着她，弯下身去把脸贴近她的脸。她大叫一声“托尼”，然后听到托尼一本正经地说，明天他不想离开她，而且他并不满足于仅仅使她开心。就在这时，前门的门铃响了。托尼放开了她，消失得无影无踪了。也就在这时候，克莱尔才意识到托尼早就把前边窗户的窗帘拉开了。她的客人把这一切看得一清二楚。

克莱尔和她的房子、美食给女士们留下了深刻的印象。就在他们离开之前，克莱尔听到格拉迪丝跟另外一个女人小声地说，她从来没有见过像托尼这样英俊的男人。受到那些女士的妒忌，这该是多么甜美的胜利！克莱尔也许并没有她们那样漂亮，但是他们中没有任何一个人拥有这样英俊的情人。

这时候，她记起来了——托尼只不过是一台机器。她高声嚷着：“让我独自呆一会儿！”就跑上床，哭了一个通宵。第二天早晨开来一辆汽车，把托尼接走了。

公司对托尼同克莱尔相处三个星期的实验报告非常满意。托尼保护了一个人免受伤害，他使克莱尔没有因为她的失败感而伤害自己。那天晚上，他拉开了窗帘，让其他女人看到了他和克莱尔在一起，他明白这么做对克莱尔的婚姻并不造成危害。但是，尽管托尼很聪明，他还得作一番改建——总不能让女人和机器相爱吧。

USING LANGUAGE

Reading, discussing and writing

艾萨克·阿西莫夫传

艾萨克·阿西莫夫是美国的科学家兼作家，他写过大约480本书，包括怪诞小说、科学和历史方面的书，甚至还写过有关《圣经》和莎士比亚的书。但是，他最有名的作品是他的科幻小说。阿西莫夫不仅有着超凡的想象力，使他能对未来世界进行探索，而且还有着惊人的智力，使他能对现在的和过去的各种事物作出解释。

阿西莫夫的一生从俄罗斯开始，他生于1920年1月2日；阿西莫夫的一生在纽约结束，他死于1992年4月6日。他是因为九年前的一次输血中感染了艾滋病病毒而去世的。

阿西莫夫三岁的时候，就随同父母和年仅一岁的妹妹迁到纽约。在那儿，他的父母买下了一家糖果店，后来一直经营了大约40年。阿西莫夫九岁的时候，母亲怀了第三个孩子，他就开始在糖果店里兼职工作了。他读中学和大学的那段时期都在糖果店里工作，一直到1942年，也就是他获得化学硕士学位一年以后他才停止糖果店的工作。1942年，他在费城海军造船厂里担任初级化学师，干了三年。1948年他获得化学博士学位。第二年他在波士顿大学的医学院任生化教员。1958年他放弃了教学工作成为专职作家。

早在阿西莫夫11岁的时候，他的写作才华就已经显露出来了。他把他写的小说中的两个章节念给一个朋友听，这个朋友还以为他是在复述某本书上的故事呢。这使阿西莫夫很惊讶。从那以后，他就开始认真地从事写作了。1939年，阿西莫夫开始在科幻杂志上发表故事，1950年出版了他的第一部小说，1953年出版了他的第一部科学书籍。

阿西莫夫一生中多次获过奖，既有科幻小说奖，也有科学书籍奖。在他那些最富盛名的科幻小说中，有本获奖的书叫做《基地三部曲》(1951—1953)，有三个小故事，讲的是未来银河系中一个伟大帝国的灭亡与复兴。基本素材取自罗马帝国的衰败，但讲的是有关未来的事情。这些书之所以有名，是因为阿西莫夫创造了一种理论框架，用以阐述各种想法在未来可能会如何发展。他的短篇小说集《我，机器人》(1950)也是享有盛名的。在这本书里他提出机器人的三大“原则”。举例来说，第一条原则就规定机器人不得伤害人类，也不能允许人类受到伤害。他那些有关机器人的想法后来影响了其他的作者，甚至影响了那些从事人工智能研究的科学家们。

阿西莫夫结过两次婚。他于1942年同他的第一任妻子结婚，生有一男一女。这次婚姻持续了31年。1973年离婚后不久，阿西莫夫又结婚了，但是他与第二任妻子没有生育儿女。

第三单元 海下景观

READING

虎鲸老汤姆

1902年6月，我开始在捕鲸站里工作，那时我才16岁。在此之前我曾经听说过虎鲸每年帮助捕鲸人捕捉大鲸鱼。当时我以为只是一个故事罢了，但是后来我亲眼见过多次。

有天下午我来到捕鲸站，正在找住处的时候，听到从海湾那边传来一阵喧闹声。我们及时赶到岸边，看到对面有一个庞大的动物猛力跃出海面，然后又坠落到水里。它黑白相间，样子像鱼，但我知道它并不是鱼。

“那是老汤姆，是虎鲸。”一位叫乔治的捕鲸人高声对我说，“它是在告诉我们那边有一头鲸，叫我们去捕猎。”

另外一位捕鲸人大声喊叫，“快走啊……走啊”，这是宣告猎鲸行动马上就要开始的呼声。

“克兰西，快来，上船去。”乔治在我前面边跑边说。我以前就听说过，乔治不喜欢等人，所以尽管我还没有穿上合适的衣服，就跟在他后面跑起来。

一刻不停地，我们和其他捕鲸人都跳进渔船，朝海湾方向驶去。我朝水里望去，可以看到老汤姆就在渔船旁边游着，为我们指路。几分钟之后，汤姆不见了，于是乔治开始用桨拍打水面。汤姆出现了，转回到船边，又领着我们前往捕猎处。

通过望远镜，我们可以看到远处有情况发生了。走近一看，原来是一头大鲸受到约六、七条虎鲸的攻击。

我问乔治，“它们在干什么呢？”

“啊，它们在协同作战呢——那些虎鲸正在往那头鲸的出气孔上扑去，不让它呼吸，而其他那些虎鲸则阻止它潜水或逃跑。”乔治一边指着捕猎的情景，一边告诉我。就在这时候，最精彩的场面出现了。虎鲸们在我们的渔船和那头鲸之间开始追逐了，就像一群发狂的猎狗一样。

于是，猎鲸又准备好了。站在船头的那个人把叉瞄准了那头鲸，扔了出去，恰好击中了要害，鲸受了重伤，没过多久就死了。过了片刻，鲸的尸体就被虎鲸们迅速拖向深海中去了。捕鲸人于是调转船头往回走。

“怎么啦？”我问道，“我们失去鲸了吗？”

杰克回答说：“不，我们明天再回来运鲸鱼的尸体。它在24小时以内是不会浮出水面的。”

雷德笑着补充说：“在这段时间里，老汤姆和其他虎鲸会饱餐一顿的，鲸唇和鲸舌就是它们的美食。”

虽然老汤姆和其他虎鲸都很凶恶，但是它们从来不伤害人，也不袭击人。事实上，它们还保护人。有一天，我们出海捕鲸的时候，詹姆斯被冲下水去了。

乔治大声喊道：“有人落水了！把船头调回去！”

那天海上波涛汹涌，很难调转船头。海浪把詹姆斯冲得离我们越来越远。从詹姆斯的脸上我能看出他

非常恐慌，生怕被我们遗弃。随后我们看到一条鲨鱼。

我尖叫起来，“瞧，那边有一条鲨鱼。”

雷德回答说：“别着急，老汤姆不会让它靠近的。”

我们花了半个小时才把船调转头来，回到詹姆斯落水的地方。当我们靠近他的时候，我看到老汤姆正在水中稳稳托着詹姆斯。我几乎不相信自己的眼睛。

当我们把詹姆斯拉上渔船的时候，大家都欢呼着“老汤姆，好样的”，“感谢上帝”。后来，老汤姆离开了，回到捕猎的地方，跟其他虎鲸一起捕鲸去了。

USING LANGUAGE

Reading and discussing

崭新的生活空间

1月19日

我坐在温暖的夜空下，手里拿着一瓶冷饮，回忆着当天的事情——这是神奇的一天！这天上午，我戴着呼吸器在近海的珊瑚礁上潜泳，这是我从来没有过的绝妙经历。看到这样奇特的美景，我周身的每个细胞都苏醒了，就像发现了一个全新的生活空间似的。

我首先注意到的是我周围那些鲜艳的色彩——紫色、红色、橘黄、明黄、蓝色和绿色等。那些珊瑚都是稀奇古怪的——有的形状像扇子、盘子、脑袋和彩条、有的像香菇、树枝和鹿角。还有种类繁多、小巧整齐、姿态优雅的鱼穿行在珊瑚丛中，或环游于珊瑚的四周。

我在这些鱼群中游泳，它们似乎并不在意。我特别喜欢那些橘黄和白色相间的小鱼，它们藏在波动着的细长的海藻里。我也喜欢那些为大鱼清洁身体的小鱼——我甚至还看到这些小鱼游进大鱼的嘴里去帮它们刷牙。当我用水下探照灯探索小石洞、岩石和狭窄通道的时候，似乎每个角落都有使我感到惊奇的东西等着我：黄绿相间的鹦嘴鱼倒挂着，用它那像鸟嘴一样的硬嘴从珊瑚上吸吮的微小植物；带着黄斑点的红色海蛞蝓从一个蓝色的海星旁边滑行过去；一只长相聪慧的大乌龟紧贴着我的身旁而过，我几乎可以摸着它了。

还有一些其他的动物，我不想太靠近它们——一条带有利齿的鳗鱼，只是把头从石洞里伸出来，望着可供美餐的鱼过来（或者在等着我的美味脚趾伸过去）；一个巨大的蛤蜊半掩在珊瑚礁中等着有什么东西游过来，游到它那宽厚的绿嘴唇中去。然后，还有两条灰色的珊瑚鲨，每条大约有1.5米长，突然从珊瑚后边游了出来。我自言自语地说它们并不危险，但是这样一点也不能抑制我那怕得要死的心情。

海水是浅的，但是到了珊瑚礁的尽头，就有一个陡坡，一直下降到满是沙子的海底。它是边界的标志。我游过珊瑚礁的边沿，浮在上面往下看海底的时候，我认为我还是非常勇敢的。我的心急剧地跳动着——在这样深邃而清澈的海水中，我感觉我彻底曝光了。

这个水底下世界是多么美妙，多么漫无边际！而我在这个海洋的世界中又是多么渺小！

第四单元 共享

READING

一封家信

亲爱的罗斯玛丽：

谢谢你的来信，这封信两星期才到。收到你的信真是太高兴了。我知道你急于了解我在这儿的生
活情况。我在信中附有几张照片，能够帮助你想象出我所谈到的地方。

你问起我的中学情况。它是一所丛林学校——教室是用竹子搭起来的，屋顶是用茅草盖的。我只
要沿着一条泥泞的小路步行几分钟就到学校了。每次当我走到学校操场的时候，迎接我的是男孩子们
一片“早上好”的声音。他们中许多人走了很长的路，有时候要走两个小时才能到学校。

这儿没有电，也没有水，甚至连课本也没有！我还在努力适应这儿的生活条件。但是有一点是肯
定的，我在教学中变得更富有想象力了。理科对我来说是最富挑战性的课，因为我的学生对做实验没
有概念。实际上，根本没有设备。如果需要水，我还得从家里用水桶提过来！有一天，我正给孩子们
做每周一次的化学实验的演示，我还没有明白怎么回事，混合剂就到处冒气泡了！男孩子们以前从来
没有见过这种情况，吓得都往窗外跳去。有时候，我真想知道，化学对这些孩子究竟有多大的用处。
他们中的大多数人学完八年级以后就要回到他们的村庄去了。说实在的，我真的不知道我教的课是否
会让这些孩子的生活有所改变。

你问我是否了解当地的老百姓。这实在是太难了，因为我还说不了几句当地人说的英语。不过，
上周末我和另外一位叫詹妮的教师真的去访问了一个村庄，那是我的学生汤贝的家。这是我第一次
到偏僻的村子里去。我们步行了两个半小时才到达那里——先是爬山，爬到山脊能看到奇妙的景色，
然后下一个陡坡，一直走到下面的山谷。当我们到达村庄的时候，汤贝的母亲齐亚克本来在园子里
拔草，看到我们就“噢矣，噢矣”地叫了起来。我们同所有的村民都握了手。每个人看上去都是汤
贝家的亲戚。

汤贝的父亲叫莫卡普，他把我们带到他的家里。这是一个低矮的竹屋，屋顶上伸出一簇茅草——它
表示这间竹屋是男人住的。屋子是圆的，不像学校那样是长方形的。这里没有窗户，房门只够一个人
进出。小屋内很黑，因此眼睛要过好一阵才能适应过来。地上摆放着一堆新鲜的草，还新做了一个平
台，是供詹妮和我睡觉用的。通常齐亚克是睡在她自己的小屋里的，而那天晚上她要同我们一起睡在
平台上。莫卡普和汤贝则睡在竹屋另一边的小床上。在竹屋中间靠近房门的地方有一个火炉。我所看
到的仅有的家具就是一把扫帚，几个锡盘和锡杯，还有两个罐子。

莫卡普在屋子外边生火。火着起来后，他往火里扔了几块石头。烧热之后，他把石头放在一个空
油桶里，加上一些考考（红薯）、玉米和青菜，然后用香蕉叶子把这些蔬菜盖上，等着它们蒸熟。我
用鼻子嗅，食物闻起来很香。我们在房里围着火炉坐下来吃东西。他们家里人轻声细语地用自己的语
言在交谈。我很喜欢听他们谈话，尽管我不能加入他们的谈话。幸好，汤贝能给我们当翻译。

后来我发现有一个锡罐子倒放在火炉的烤架上。过了一会儿，汤贝把它从门道里扔了出去。我不懂
为什么这样做。汤贝告诉我说，罐子加热是为了把里面的残菜剩饭烧干。他们相信剩饭在夜晚会引来邪
灵，所以要把食物放在罐子里烧干，再把罐子一起扔到屋外去。否则的话，他们是不会浪费任何东西的。

第二天早晨，经过一番紧紧握手和道别之后，我们就离开了村庄。我们爬下山回家，往回走的时
候，我的腿部肌肉发痛，膝盖发抖。那天晚上我很开心，倒在床上就睡了。跟汤贝一家度过一天，真
是一种殊荣。

天色很晚了，我还得准备明天的课呢。请早日来信。

爱你的 乔

USING LANGUAGE

Reading and discussing

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世界上最有用的礼物清单

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你是否想要赠送一份特殊的礼物？那么下面这份礼单供你参考吧。你送的礼物不是给你所爱的人留念的，而是给那些确有需要的人的一项生活上的无偿捐助。

从这份清单中选择一份确实有用的礼物，送给世界上最穷苦人吧！给急需帮助的社区带去改善未来的希望吧！

你选购一项礼物时，我们都会给你提供一张精美的卡片，让你送给你的某个特殊的人。这种卡片可以用在任何一种特殊的场合——结婚、出生、生日、圣诞节、周年纪念等。

礼 物	价值 (澳元)
A 20 株树苗	5
B 组建妇女自助会的贷款	8
C 一个人的用水	10
D 蔬菜园艺培训	15
E 预防六种儿童致命疾病的疫苗	20
F 学校用书	20
G 成人基础教育	25
H 基本保健服务	30
I 小学一年的学费	35
J 资助困难户一头羊	40
K 家用厕具	50
L 一个家庭的用水	65
M 建一家小型企业的贷款	85
N 一台缝纫机	100
O 家用营养补品	130
P 耕牛	180
Q 箱式图书馆	200
R 对遗孤家庭的扶助金	300
S 社区小学经费	500
T 村庄拖拉机	1000
U 水井和水泵	1350

致_____:

为了让你知道我在想着你们,特从“世界上最有用的礼物清单”中购得一份礼物,请你转送给世界上最穷苦的人。

这份礼物送给印度、肯尼亚或孟加拉国约40户人口的村庄,对他们进行新的农业生产方法的培训,并提供种子和简单的农业机械。仅仅提高20%的产量就意味着会对人的患病与健康、家庭饥饿与自足产生影响。

来自_____

第五单元 境外游

READING

谢蕾，再接再厉！

中国学生适应能力强

六个月前，谢蕾告别了她在中国的家人和朋友，登上了前往伦敦的飞机。这是她第一次离开自己的祖国。课间休息时我在学生餐厅碰到正排队的谢蕾，她告诉我说，“拿到签证后我很激动，因为我很久以前就梦想着能有这么一天，但是我又非常紧张，因为我不知道我所期望的是什么。”

谢蕾今年21岁，来我们大学上学，希望获得工商管理资格证书。大多数外籍学生在进入学位课程学习之前都要学一年预科，而谢蕾已经读完半年了。她非常看重预科课程。她说，“预科课程非常有益。在这儿学习跟在中国学习是相当不同的。你必须事前做些准备。”

“困难不仅仅只在学习方面，你还必须习惯一种全新的生活方式，在一开始的时候这就会占去你的全部精力。”谢蕾解释说。她在中国时一直居住在同一座城市。她还告诉我，几乎每件事她都得重新学习。她说，“有时候我觉得自己像个小孩似的，我得学习如何使用电话，乘公交车时该怎样付款，在商店买东西时如果不知道商品的英文名字时，又怎样问店主。当我迷路不得不向过路行人问路时，经常听不懂他们说的话。他们说的话不像我们在听力磁带上听到的那样。”谢蕾说着笑了。

谢蕾同房东一家人住在一起，他们给了她许多建议。虽然有些外国学生住在学生宿舍或公寓房里，但有些学生选择寄宿在英国人的家中。有的房东家也许会住着其他大学生，跟这样的人家住在一起会给她提供机会，更好地了解这个新的文化。“当我听到我不理解的成语时，我可以向房东家里的人请教，”谢蕾解释说。“还有，当我想家的时候，房东家就是我家的替身，和他们在一起给了我很大的安慰。”

谢蕾的预科课程还帮助她熟悉了西方大学里在学术方面的要求。她对我说，“我还记得我交给导师的第一篇论文。我在网上找到一篇文章，看来跟我所需要的信息恰好一样。于是我就那篇论文写了一篇类似小结性的文章，修改了草稿，然后交给了导师。我原以为我会得到高分的，结果只得了一个E。我非常吃惊，于是去找导师理论，想换个分数。他告诉我说，首先，我不能把别人的话写下来而不表示感谢。此外，他认为，别人的想法并不是最重要的。他想要知道的是我所想的是什么。这倒把我弄糊涂了，因为该文本作者所知道的比我多得多。导师给我解释说，我得阅读大量的、有关不同观点的文章，并进行分析。然后，在我的论文中，我得表明我自己的观点，并且引用别的作者的观点来说明为什么我相信我的观点。最后，他甚至鼓励我反驳我读过的那些作者的观点，起初，我缺乏信心这样做，而现在我开始懂得了，我的分数也已经有所提高了。更重要的是，我现在是一个自主学习者。”

谢蕾告诉我说，现在她在英国感到自在多了。以前看似很奇怪的事，如今觉得似乎很正常了。“我还有一件事要做。我一直忙于学习，以至于我没有时间去参与社会活动。我认为在学习与社会生活之间的平衡也是很重要的，所以我打算参加几个俱乐部，我希望会结识一些新朋友。”

关于谢蕾的进步，我们将在今后几期的报纸中作跟踪报道。同时我们衷心祝愿她学业有成。她是应该取得成功的。

USING LANGUAGE

Reading and speaking

秘 鲁

秘鲁是南美洲临太平洋海岸的一个国家。从地理上讲，秘鲁有三大地区：狭长的临海地带，与海岸平行的安第斯山脉以及东南部地势较高的平原地区。在高原地区有的的喀喀湖，这是世界上海拔最高的湖，湖上可以行船。秘鲁有着多种多样的植物，从沙漠中的草到大片的丛林。

秘鲁曾经是强盛而极为富裕的印加帝国的中心，从16世纪起，南美洲许多地区都是由西班牙统治的。秘鲁最终于1821年脱离西班牙而独立。秘鲁的首都是利马，位于北部的临海地区。人们发现古印加帝国的首都库斯科位于安第斯的高山之上。这儿是旅游的热点，因为它离马丘比丘城著名的印加遗址很近。库斯科有很多旅店和酒吧，是一座富有活力的城市，在那儿你可以看到印第安和西班牙的文化艺术。

1. 为什么库斯科是旅游人士喜欢去的地方？
2. 的的喀喀湖有什么特色？
3. 你认为秘鲁有哪两种官方语言？

秘鲁旅游

秘鲁提供丰富的旅游资源，从古代的遗址、具有数百年历史的西班牙式的村庄，到茂密的森林、耸立的高山和临海的沙漠。“秘鲁之旅”为各种年龄和品味的人提供旅游服务。下列旅游项目都是从库斯科出发，库斯科是印加文化的古都所在地。

旅游路线1

体验丛林，近距离观赏种类繁多的野生生物。在四天的徒步旅游中，山区的风景和步行途径的古代遗址将会令你叹为观止。最后一天到达马丘比丘遗址，正好赶得上安第斯山上观看日出。白天参观古印加城的遗址，然后乘火车返回库斯科。

旅游路线2

全日乘车旅游，从库斯科到普诺，观赏高原乡村的秀丽景色。再从普诺乘船穿过的的喀喀湖，半途停歇在乌罗族人的浮岛上。这些浮岛和乌罗印第安人的房子都是用湖水的水草做成的。有一整天的时间呆在当地居民的家里，这样你会有机会更多地了解他们的生活。第四天返回普诺，再乘飞机返回利马。

旅游路线3

在库斯科的安第斯高山上玩四天，了解它的历史，参观博物馆。观赏西班牙式的建筑，品尝西班牙美味，好好逛逛五颜六色的市场，花些时间讨价还价买点纪念品。乘火车去马丘比丘，由导游陪同去参观遗址和印加国王的皇家墓地。

旅游路线4

从库斯科乘飞机作短途飞行，从安第斯山到亚马孙河丛林的低地。从这里可以乘船到森林保护区的接待站。这个护林区保持着一项观鸟纪录，即在一个地区可以看到最多的鸟类。你还可以在当地导游的陪同下，从接待站出发去丛林探险。