Advance with English

牛津高中英语

教师教学用书

(模块一·高一上学期)

Teacher’s Book 1
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使用说明

为了帮助教师更好地使用普通高中课程标准实验教科书《牛津高中英语·学生用书》，我们编写了这本《牛津高中英语·教师教学用书》，对各单元中每个板块进行详细说明，提供具体教学建议以及相关补充材料。

第一部分 Overview 概述本单元的内容、功能、学生的活动，以及学生在学完本单元后应具有的能力和应达到的目标。

第二部分 Highlights of the unit 用图表的形式列出本单元的话题、功能、词汇、语法、学习策略和文化特色。

第三部分 Teaching suggestions 对每个板块的教学进行具体指导。首先，对每个板块的设计目的、编意图、教学内容、教学策略以及应达到的要求等做了简要说明，对该板块教学中应注意的方面也做了一定的提示。然后给出具体教学建议和步骤，并从三个方面 (Notes, Resources, Answers) 对教师的教学提供帮助。

1 Teaching suggestions 具有以下几个特点：

A 与课堂教学同步，操作方便。《牛津高中英语·教师教学用书》所提供的教学建议，如课文的导入、文章阅读的步骤、练习的处理等都与课堂教学同步。

B 根据不同板块的特点，提供有效的教材处理方法。《牛津高中英语·教师教学用书》针对每个板块的特点，设计了切实可行的教学步骤。例如：词汇 (Word power) 部分建议教师采用 “大脑风暴” 法引入词汇的学习，目的是激活学生头脑中已有的知识，联系学生已有的经历，就与该单元话题有关的词汇产生联想，再现与该单元话题有关的词汇。

C 注重教材的分析，练习设计合理。《牛津高中英语·教师教学用书》对每个板块的内容作了详细的分析，并根据板块的特点，合理地设计了相应的练习。例如：对主阅读的分析往往是通过抓住该文章的主线，从简单到复杂、从表层到深层、逐步深入进行。同时，在此基础设置以时间顺序、地点位置或事件经过等为主线的练习，帮助教师引导学生对文章的主要内容进行梳理，达到对文章深层次理解的目的。

D 系统性和开放性相结合。《牛津高中英语·教师教学用书》适合各种层次的学校使用。教师在使用该书的过程中，可以根据学生的实际情况，对教学中的步骤和内容进行选择，使之更符合学生的需要和贴近课堂实际，同时又不影响该书的系统性和完整性。例如：在任务 (Task) 和课题 (Project) 部分，教师可以根据学生的具体情况，选用所介绍的教学步骤、背景知识，增减相关练习。

E 引进新的教学模式，体现新的教学理念。《牛津高中英语·教师教学用书》
所采用的教学策略与教学方法按照《普通高中英语课程标准(实验)》精神，确立了以学生为主体的教学指导思想，充分考虑学生的需要，从“优化学习方式，提高自主学习能力”出发，设计各项教学步骤。

F 重视语言知识的积累。《牛津高中英语·教师教学用书》提示教者在词汇、语法等教学过程中，要考虑到已有知识的复现并在此基础上进行拓展，使之符合《普通高中英语课程标准(实验)》对高中学生的要求。

2 Notes 对课文中的重点和难点进行提示、分析和讲解，必要时还提供了例句，供教师参考。

3 Resources 就课文中出现的语言知识提供了更多的教学资源，包括相关的信息、补充资料、背景知识或说明以及相关的网站。教师可以根据教学实际情况选择使用。

4 Answers 按照教材中呈现的问题或练习的顺序同步提供答案。答案分为三类：对填空或正误判断等客观题，提供标准答案(Answers); 对一些开放性问题，提供范例(Sample answers); 对有多种答案的练习，提供参考答案(Possible examples)。

另外，为了方便教师教学，我们有意识地将《牛津高中英语·学生用书》和《练习册》的使用结合起来，在课文的教学中，插入了与课文内容相关的《练习册》习题，意在帮助学生进行及时巩固和拓展。在本书的附录中，我们提供了课文译文、《练习册》参考答案、《练习册》听力录音文字稿以及语法中文讲解。

编者
2010年7月
《牛津高中英语·学生用书》

编写说明

2003年教育部颁布了《普通高中英语课程标准（实验）》（以下简称《课标》），提出了外语教育教学的新理念、课程设计的新思路和新目标，同时也对高中英语教学资源的开发和教材的编写提出了具体的要求。

根据《课标》“英语教材要以英语课程标准规定的课程目标和教学要求为编写指导思想，在满足课程标准基本要求的前提下，教材内容应尽可能灵活多样，满足不同学生的需要。”的要求，我们编写了这套《牛津高中英语·学生用书》，供普通高中教学使用。现就教材编写指导思想、教材主要特点、教材体系结构、教学时间分配建议和教材建制作如下说明。

一、教材编写指导思想

1 面向全体学生，打好共同的语言能力基础。《牛津高中英语·学生用书》根据高中学生认知能力、情感态度和国家对人才培养的需求，在职业教育英语课程学习的基础上，进一步发展学生的基本语言运用能力，着重提高学生用英语获取信息、处理信息、分析和解决问题的能力，努力培养学生用英语进行思维和表达的能力，使每位高中学生都具有基本的英语语言素养，为未来发展和终身学习创设平台和条件。

2 以学生为主体，重视个性发展。《牛津高中英语·学生用书》采用必修模块和选修模块相结合的方式设置课程，教学内容贴近学生生活实际，教学活动设计遵循以学生发展为本的理念，为学生提供多种选择，让学生按照个人的能力、潜力、兴趣、学习基础和长远发展的目标来学习适合自己的课程，满足不同学生的需求。

3 优化英语学习方式，培养学习自主学习能力。《牛津高中英语·学生用书》引导学生“学会学习（learn how to learn）”，使学生通过观察、体验、讨论、合作、参与和探究等积极主动的学习方式，完成任务，实现目标，形成有效的英语学习策略，从而使语言学习的过程成为学生主动思维、大胆实践、形成自主学习能力的过程。

4 关注学生情感，提高跨文化意识。《牛津高中英语·学生用书》重视培养学生积极的学习态度和健全的情感，帮助学生发展与他人沟通和合作的能力，提高独立思考与判断的能力，逐步形成正确的人生观、世界观和价值观，增强社会责任感。学生可通过中外文化的学习和比较，拓展国际视野，进一步了解中国文化，提高跨文化意识和跨文化交际能力。

5 采用多元化的评价方式，促进学生不断发展。《牛津高中英语·学生用书》既关注学生的学习过程，又关注学生的学习成果，通过形成性评价，促进学生自主
地和创造性地开展学习活动，让学生对自己的知识学习、综合语言运用能力培养以及学习中表现出来的情感态度和价值观进行自我评价，以便及时地调整自己的学习目标，改进学习方法，提高学习效果。

6 运用先进教育理论，联系学生实际。《牛津高中英语·学生用书》注意运用国内外语言学、教育心理学、外语教育教学研究的最新成果，继承并发扬中国英语教学的优秀传统，重视联系目前我国学生的英语语言学习的实际，遵循语言学习规律，既有前瞻性，又顾及现实。

二、教材主要特点

1 模块的设计具有整体性和科学性。《牛津高中英语·学生用书》分必修模块和选修模块。必修模块重视全体学生的共同基础，强调基础知识和基本语言能力的训练。选修模块给学生提供多种选择，以满足不同学生的发展需求，为每个学生创造自主选择和自我发展的机会。必修模块与选修模块结构安排合理，形成一个有机的整体。模块之间既相互联系、前后照应，又相对独立、自成体系。模块中的语言知识根据语言教学的规律安排顺序，由易到难，从简单到复杂。语言技能的训练体现了循序渐进、循环递进的特征。必修课程的五个模块和系列Ⅰ中的顺选修课程的六个模块含有三个或四个单元，这些单元围绕本模块的主题向不同的方面展开，内容上有一定的相关性。全书每个单元的板块项目形式一致，对学生的学习应达到的目标有明确的要求。学习步骤安排合理，可操作性强，便于学生自主学习。

2 题材广泛，内容丰富，语言地道。《牛津高中英语·学生用书》中的题材涵盖了现实生活的各个方面，如：学校生活、当代社会、自然之谜、环境保护、人际关系、科学研究、世界风俗、时尚潮流、人生规划、广告、体育、商业等等，贴近社会现实和学生生活实际，强调学生经验、学科知识和社会发展三方面内容的整合，具有科学与人文价值。教材内容的编写、选择和组合体现了思想性、时代性、真实性、趣味性和多样性。教材的语言优美，既考虑到了语言本身的地道和自然，也考虑到了语境的真实性。语言输入量适当，难度适中，文字通俗易懂，有利于培养学生良好的语感。

3 文化意识强，内涵丰富。《牛津高中英语·学生用书》介绍外国文化，同时宣传中国文化，并把所导人的中外文化内容和学生所学的语言内容密切联系起来。语言材料涉及中外的历史、地理、风土人情、传统习俗、生活方式、文学艺术和价值观念等。对中外文化的理解和比较，不仅有助于学生学习英语、积累文化知识、培养跨文化意识、形成跨文化交际能力，而且能使学生更深刻地认识到文化的异同，从而培养建立在对本国文化深刻理解与认识基础上的爱国主义精神。

4 用英语做事情，在活动中学习和掌握英语。《牛津高中英语·学生用书》体现“活动中学英语(do to learn)”的教学思想，以话题为主线，活动为形式，将话题、功能、任务、结构有机地结合起来。教材各单元中板块的设计都围绕某一个话题展开，各个板块组织和安排了听、说、读、写的活动，引导学生积极尝试，主动实践，
进行探究性学习。学生在参与活动、完成任务的过程中，逐步提高综合运用英语的能力。

5 学习策略的培养渗透到教学过程各个环节。《牛津高中英语·学生用书》教学过程的设计重视帮助学生运用学习策略。阅读等板块含有明确的学习策略指导，让学生“学会学习（learn how to learn）”。学生在使用教材过程中可以形成具有个性的学习策略和有效的学习方法，如：学会在完成听、说、读、写等任务的过程中采用正确的步骤和方法：学会在整个学习过程中如何有目的、有计划地去合理安排学习活动，并通过自我评价来调整自己的学习进程，从而达到最佳学习效果：学会争取更多的交际机会，利用各种渠道使用英语：学会合理有效地利用多媒体，独立地获取语言或非语言的信息和资料，并能加以整理、分析、归纳和总结。学生掌握有效的学习策略，有助于提高学习效率，促进自主学习能力的发展。

三、教材体系结构
《牛津高中英语·学生用书》的前五册是根据《课标》中规定的必修课程五个模块所编写的必修教材；后六册是根据《课标》中规定的系列I 顺序选修课程六个模块所编写的选修教材。三册任意选修教材是根据《课标》对系列 II 任意选修课程设置的提议，从三大门类（语言知识与技能类、语言应用类和欣赏类）选取课程编写的，这些课程分别是：《初级英语语法与修辞》、《初级经贸英语》和《英语文学欣赏入门》。课程结构图如下：

<table>
<thead>
<tr>
<th>级别</th>
<th>必修课程（共 5 个模块）</th>
<th>选修课程</th>
<th>选修课程</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>模块名称</td>
<td>对应课本</td>
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<td>英语第 11 册</td>
<td>英语 10</td>
</tr>
<tr>
<td></td>
<td>英语 9</td>
<td>英语第 9 册</td>
<td>英语 8</td>
</tr>
<tr>
<td>八级</td>
<td>英语 7</td>
<td>英语第 7 册</td>
<td>英语 6</td>
</tr>
<tr>
<td>七级</td>
<td>英语 5</td>
<td>英语第 5 册</td>
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</tr>
<tr>
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<tr>
<td></td>
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</tr>
<tr>
<td></td>
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<td>英语第 2 册</td>
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<tr>
<td></td>
<td>英语 1</td>
<td>英语第 1 册</td>
<td></td>
</tr>
</tbody>
</table>

义务教育阶段 1—5 级
必修模块英语 1 至英语 5 的主要任务是帮助学生在完成初中阶段英语学习以后进一步打好基础，让他们达到《课标》规定的七级水平，获得作为新世纪公民所应该具有的英语素养，并为他们的终身学习创造条件。

系列 I 顺序选修课程英语 6 至英语 8 和前面 5 个模块的必修教材在内容上自然衔接，在体例结构上保持一致，旨在让学生更深入扎实地学习英语，达到课标规定的八级水平，并为进入高等学校学习做好准备。英语 9 至英语 11 的进一步学习使学生达到《课标》规定的九级水平。

系列 II 任意选修课程可以满足部分学生在必修课程以外进一步学习英语的需要，加深他们对英语语言的理解，提高他们在现实生活中的各个领域中运用英语语言的能力和对英美文学、影视等的鉴赏能力，促进他们进一步掌握听、说、读、写的技能，为直接走进社会参加相应的工作做好准备或为以后进一步学习相关知识打下基础。

表 2《牛津高中英语·学生用书》必修模块内部结构图

表 3《牛津高中英语·学生用书》系列 I 选修模块内部结构图

《牛津高中英语·学生用书》1 至 5 册共有 15 个单元，每册 3 个单元，6 至 11 册有 24 个单元，每册 4 个单元。每个单元围绕一个话题展开。选定的话题大多是人类共同关心的问题，让学生了解不同国家、不同民族对同一问题的不同观点、态度和文化差异。1 至 11 册在语言材料、语言项目、语言活动和语言任务的安排上均考虑合适的难易梯度，保证语言学习的系统性和渐进性。各单元均以 Welcome to the unit 引出话题，然后以这一话题为基础，开展一系列听、说、读、写的活动，并完成
相关的任务与要求，最后一项为 Self-assessment 自我评估表。各单元板块之间联系密切，相互关联，形成一个有机的整体，充分体现了单元的整体性。各单元按以下板块展开：

1 Welcome to the unit

该板块由图画或图表和三个讨论题组成，其主要功能是激活学生与单元话题有关的已有知识，引导学生联系自己的亲身经历进行相关话题的讨论。生动的画面为该板块的语言学习设置了生动的语言情景，能有效地引起学生对话题的兴趣，调动学生的学习积极性。每幅插图都有与画面有关的提示语，以便学生从中获取有关信息；三个讨论题则引导学生开展交流活动，为下一步的学习做热身准备。

2 Reading

该板块提供一篇主阅读文章，板块内所有练习活动都围绕这篇主阅读文章进行，其主要目的是帮助学生学习语言、文化等方面的知识，形成良好的阅读策略，提高阅读理解能力。

A部分给出3到4个问题，目的是让学生带着问题进行阅读。该部分问题主要有针对文章的主旨大意和比较明显的细节内容，学生只要略读 (skim) 或寻读 (scan) 就能回答这些问题。

B部分提供不同题材、体裁的阅读文章，文章前对故事发生的背景加以交代，或对文中出现的现象进行简短的评论。

C部分设计了形式多样的练习，旨在帮助学生加深对文章的理解。该部分要求学生仔细阅读B部分的文章，通过该部分练习培养学生获取信息和处理信息的能力。

D部分为词汇学习，其目的是帮助学生扫清阅读中的生词障碍，培养通过上下文猜词语义的能力。该部分要求学生运用阅读技巧，在阅读的过程中理解词语。

E部分运用语篇形式，采用缺词填空的方式检测学生的阅读情况。所给短文通过变换角色、情境、体裁等方式再现主阅读文章中的主要内容。

F部分在一段简短的对话后面提出若干问题，引导学生就主阅读文章进行讨论，以获得对主阅读文章的深层次的理解。

“阅读策略”以提示框的形式有针对性地指导学生运用略读或寻读等技巧，并就文章的语言特色、行文风格、文体等方面进行分析，介绍阅读方法，以帮助学生更好地理解和掌握文章，培养和提高阅读能力。

3 Word power

该板块设计的目的是引导学生通过以下两种方法学习词汇：一是让学生学习与单元话题相关的分类词汇，二是通过构词法学习单词。该板块设计了图表、对话或短文，用以拓展学生对与话题相关的词语的认识和运用。学生根据构词法的基本规则学习和掌握单词，可以有效扩大词汇量。
4 Grammar and usage

该板块通过语法规则的讲解与多种图示的呈现，让学生比较全面系统地掌握语法知识。讲解通俗易懂。学生可以根据语法规则，完成书中的练习。该板块语法练习一般都要求在语篇中完成，避免了学生死抠语法，生搬硬套。语法配有精炼恰当的文字说明和一目了然的图片、表格，所选例句语言地道。语法训练所选用的语言材料和所设计的练习与单元话题相联系。对于一些已在初中阶段学过的语法项目，则注意在原有的基础上有所拓展和延伸。

5 Task

该板块是一个要求学生在课堂内进行的开放式任务型活动的学习内容，设计的主要目的是引导学生在完成任务的过程中使用英语，并以任务的形式，培养学生听、说、读、写的综合技能。该板块以单元话题为主线，让学生在教学活动中用英语参与和完成各种真实而有意义的与生活、学习、工作有关的活动。学生可以通过结对、小组合作或是班级内合作的方式，亲历语言实践，实现其任务目标。

该板块含有三个步骤(Steps)，每个步骤都给学生提供了真实的情景，并设计了目标明确的活动。步骤1侧重于培养学生获取信息的能力(receptive)；步骤2侧重于鼓励学生学会合作，发展与人沟通的能力，实现教师和学生，学生和学生之间的互动(interactive)；步骤3侧重于完成一个富有情景的写读任务(productive)。为了更好地完成以上活动，在每个步骤前，还设有技能训练(Skills building)，对每一步骤的活动进行具体的指导与引入。具体设计如下：

步骤1 通常给学生一个明确的任务，要求学生将听到或读到的材料转换成表格，提纲或备忘录等，其目的是让学生通过听和读的渠道完成该任务，培养学生获取信息的能力。

步骤2 通常设置一个与现实生活相关的语言环境，并向学生提供语言材料、活动要点等，让学生为以后的活动做好准备，然后创设各种各样课堂内合作学习的活动，通过相互对话、小组讨论等多种活动，完成交际任务，其目的是培养学生用英语传递信息与口头表达能力以及交际过程中的沟通能力和人际协调能力。

步骤3 通常让学生在获取信息的基础上去分析信息、处理信息，完成一项书面任务。该步骤体现任务(Task)板块的最终成果，设计了各种富有情景、适合学生能力水平的写读任务，如出通知、写电子邮件、书信等，并提出了相应的要求。学生可通过写读实践，了解各种文体的格式和要求，掌握基本写读技能。

6 Project

该板块引导学生进行探究性学习，把英语听、说、读、写的训练从课堂内拓展到课堂外。首先提供与该单元话题有关的具体阅读材料，让学生从中受到启发，引起用英语开展某一活动的兴趣。然后根据所给的具体步骤，通过小组讨论、分工合作、调查访谈、信息检索、交流汇报等形式的活动，用英语去做一件事情，最后呈现学习成果，创造性地完成学习任务，培养综合运用语言的能力。
7 Self-assessment

该板块分为 A、B 两部分。

A 部分要求学生对该单元的各项学习目标，如阅读、听说、写作、语法、词汇学习、语言运用等，分五级 (Not confident, Slightly confident, Confident, Quite confident, Very confident) 逐一进行自我评价。让学生体验自己在英语学习过程中的不断进步与成功，认识自我，建立信心，调控自己的学习策略。

B 部分要求学生对自己学习过程中不足的方面提出改进意见，调整学习策略，促进自己综合语言运用能力的全面发展。

四、教学时间分配建议

必修课程包括英语 1 至英语 9 为高中一年级和高中二年级第一学期的上半学期提供了适量的教学材料。从高中二年级第一学期的下半学期起，学生可以选修系列 I 顺序选修课程英语 6 至英语 11。英语 1 至英语 5 每册各有三个单元，每一单元建议用 10 至 12 课时。英语 6 至英语 11 每册各有四个单元，每一单元建议用 8 至 10 课时。学生在学习必修课程的同时或之后，可以自主选修系列 II 任意选修课程课程。

五、教材建制

全套教材由以下部分组成：

编者

2010 年 7 月
This unit introduces and develops the theme of school life. In Welcome to the unit, students will be presented with four different aspects of school life in the UK and are asked to compare the differences between high schools in the UK and in China. The Reading text deals with an article from a school magazine which gives us specific information about what school life in the UK is really like. Word power focuses on words and phrases related to school facilities, with relevant exercises to strengthen students’ ability to use these phrases. In Grammar and usage, students will learn what an attributive clause is and what relative pronouns and relative adverbs function as in this clause. They will learn in what circumstances that, which, who, whom or whose are used. Following is the Task section dealing with reporting school activities, in which students will practise the language skills of listening, speaking, reading and writing. They will learn how to talk about school activities and write a notice about one of them. In the Project section, students will be asked to read two texts about school clubs and design an attractive poster for a new school club.

This unit provides a chance for students to get an idea of school life in the UK and asks them to identify the differences between school life in the UK and in China. Students are taught to master two of the basic reading skills, skimming and scanning. This unit will practise topic-related skills. Students are expected to participate fully, in order to develop both their language skills and overall abilities. Also this unit enables students to compare different information given to them and choose useful information needed, and lastly, to make correct decisions. They are expected to apply what they have learnt to practical use by designing a poster for a new school club.

<table>
<thead>
<tr>
<th>Sections of the unit</th>
<th>Student’s Book</th>
<th>Teacher’s Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome to the unit</td>
<td>Page 1</td>
<td>Pages 3–5</td>
</tr>
<tr>
<td>Reading</td>
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<tr>
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<tr>
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<td>Pages 8–11</td>
<td>Pages 12–16</td>
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<tr>
<td>Task</td>
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<td>Project</td>
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<td>Pages 20–22</td>
</tr>
<tr>
<td>Self-assessment</td>
<td>Page 20</td>
<td>Page 22</td>
</tr>
</tbody>
</table>
# Highlights of the unit

<table>
<thead>
<tr>
<th>Topic</th>
<th>School life and school activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Functions</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 1 | Describing school life  
*Going to a British high school for one year was a very enjoyable and exciting experience for me.*  
*We had to move to different classrooms for different classes. We also had different students in some classes, so it was a struggle for me to remember all the faces and names.* |
| 2 | Describing school activities  
*Next month we will have our school open day. We have invited David to be one of our guest speakers. He will make a speech about his splendid experiences in China.* |
| 3 | Comparing school life in the UK and in China  
*I found that the homework was not as heavy as what I used to get in my old school. However, it was a bit challenging for me at first, because all the homework was in English.* |
| **Vocabulary** | enjoyable, experience, headmaster, earn, devote, respect, literature, average, struggle, challenging, encouragement, cooking, extra, fond, sculpture, dessert, satisfaction, academic, exchange, former, graduate, fluent, donate, kindness, splendid, independent, title, dynasty, somehow, recent, professor, inform, run, host, approve, charge, schoolmate, broadcast, preparation, event, outing, poet, generation, literary, select, courtyard, composition |
| **Grammar** | for free, (be) fond of, look back on, make use of, in charge of |
| 1 | Introduction to attributive clauses  
*I loved the lessons that she gave in English Literature.* |
| 2 | Relative pronouns: that, which, who, whom and whose  
*All my classmates were fond of the cake that/which I made.*  
*I don’t know the name of the teacher (that/who/whom) I saw in the computer room the other day.*  
*I sat next to a girl whose name was Diane.* |
| **Skills and strategies** | By the end of this unit, students will be able to:  
1 | read a magazine article about school life in the UK and two articles about school clubs |
| 2 | listen to a headmaster talking about school activities |
| 3 | discuss daily school life and report their school activities to their class teacher |
| 4 | write a notice about school activities |
| **Culture** | 1 | School life in the UK |
| 2 | After-school activities in the UK |
| 3 | School activities and school clubs |
Welcome to the unit

High school is a time that will be treasured and kept in our memories forever. In this section, four different texts representing school life in the UK are given. Each text gives a brief description of the subject and uses a vivid picture. Students are to fully participate in the discussion and brainstorm by combining what they know already about the high schools in the UK with the information in the text. The related topics and activities are designed to grab and attract students’ attention by involving their full participation. Students are expected to be involved in the discussion, practise their spoken English and express their opinions by comparing and discussing the differences between school life in the UK and in China.

Brainstorming

You can begin the first lesson like this:

*It’s the beginning of a new term. You have just finished junior high and are about to enter a new period in your studies. I am very happy to have all of you in my class and I hope we can be friends.*

*I can see that some of you are eager to learn what studying at senior high will be like. Will it be different from junior high? Well, there are certainly many differences between junior high and senior high, but there are also some things that are the same in every school in China.*

*What about schools in other countries? Do students learn differently and have different experiences? Are schools all over the world the same? This is the subject of our first unit.*

*Have students read the instructions and focus on the four pictures individually first.*

*Today we are going to look at schools in the United Kingdom and try and work out if they are the same or different from schools in China.*

*Here are four pictures that show some aspects of school life in the UK. Please look at the pictures, read the instructions and try to determine the differences between schools in China and the UK.*

*Encourage students to talk about each picture separately. You can use the following table to help students.*

<table>
<thead>
<tr>
<th></th>
<th>In the United Kingdom</th>
<th>In China</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Huge campus and low buildings</strong></td>
<td>We can see huge campus and low buildings in this picture. It is the biggest difference from schools in China.</td>
<td>Schools in China usually have a large enough campus to make sure that students have enough space to study and play in. However, most school buildings are taller, at least three storeys.</td>
</tr>
<tr>
<td><strong>Lockers for every student</strong></td>
<td>There are rows of lockers by the classrooms for students to put their stationery, books, exercise-books and other belongings.</td>
<td>Students bring what they need for lessons to school and then take it all back home after school. Most schools in China do not have equipment in the classroom.</td>
</tr>
<tr>
<td>Small class sizes</td>
<td>There are fewer students in a class—no more than 30 per class.</td>
<td>There are usually more students in high school, perhaps 40 to 50 per class. Recently, some schools are beginning to limit the number of students in each class.</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>A lot of outdoor activities</td>
<td>When classes are over in the afternoon, students take part in different outdoor activities, which makes their school life more interesting. They can enjoy nature, play ball games or do what else they like. They don’t have to hurry home to do a lot of homework.</td>
<td>It is similar in some urban schools in China. Nowadays, schools lay emphasis on students’ overall development. They provide chances for their students and encourage them to do outdoor activities. Students are taught to keep a good balance between their study and the activities. However, in some schools, students are burdened with too much homework. They have no time to go out and relax after studying a whole day in the classroom.</td>
</tr>
</tbody>
</table>

In this section, you can encourage students to combine their own school experiences with knowledge gained from this text and other sources, so that students can participate fully in the discussion.

Give students a couple of minutes to talk about the three questions listed under the four pictures. Organize students into pairs or small groups.

**Sharing information**

Have students form small groups to exchange their opinions and make sure that each individual has a chance to speak.

Get the small groups to report their conclusions back to the whole class.

**Sample answers**

1. In the UK the architecture of school buildings is very different to that of our country. It’s rare to see tall buildings on UK school campuses, while in China many high schools have structures that are like skyscrapers. In the UK there are lockers in the classroom for students’ belongings but in our classroom there are not. In the UK students are encouraged to participate in class discussion and teachers try to find ways to keep the atmosphere lively. In most cases, teachers treat students as their equals. In China, however, it’s difficult for teachers to try innovative teaching methods because of the large number of students. Even if teachers succeed, they still have to resist pressure from the present education system, which is test-oriented. High school students are pressured into studying for lots of exams, depriving them of free time to nurture their interests in different areas. Their British counterparts are lucky, as they have more free time to develop their potential and socialize with their peers.

2. I really enjoy doing sport, because it helps me stay in shape and gives me a chance to be with my friends. Every lunch hour I play basketball, and I am also a member of the school football team. Last month, we travelled to another city to play in a football tournament. It was so fun to see the countryside and to get the chance to meet people from other schools. I am a member of the school chess club, as well. We meet every Wednesday afternoon and play chess together. I find chess very relaxing. It also helps me focus, and teaches me how to better concentrate on my studies.

3. My dream school life would be something like this: teachers and students are friends and students are treated as individuals. They must think critically and are motivated to succeed by their teachers. The curriculum is flexible and can be adapted to suit the strengths and special knowledge of the teacher. We study a variety of subjects.
Resources

A classroom in the UK might seem rather large as there are fewer students and more equipment. In almost every classroom, you will see a computer, an overhead projector as well as a white board and a flip chart. You will also see some bookshelves on the walls. For more information, you can visit the following website:
http://www.saffronwalden.essex.sch.uk/

Reading

The article is from a school magazine written by an exchange student. After studying in the UK for one year, she gives us a brief but clear description about what school life in the UK is like from her own experience. The Reading strategy of this unit teaches students two basic reading skills, skimming and scanning. Students are expected to master the two skills and to apply them to their future study.

Lead-in

Have students do research on the Internet to find some more detailed information about school life in the UK. If some students happen to have had the chance to go on a tour in the UK or have taken part in some exchange programmes, ask them to bring some photos. If they take some photos back to school, you can either ask students to pass them around or invite some students to make brief descriptions of the photos. Encourage students to use the information to discuss the difference and try to think of the reasons for these differences.

From ‘Welcome to the unit’, we can see that differences do exist between high schools in our country and the UK. There are many factors and reasons for such phenomena.

Students are welcome to express their opinions on this subject. Any answer is acceptable.

Reading comprehension

1 Have students go through the passage as quickly as possible and try to find the answers to the three questions in Part A.

Remind students only to focus on and identify the most important information.

Answers

A 1 She thought it was a very enjoyable and exciting experience.
2 English, History, English Literature, Computer Science, Maths, Science, PE, Art, Cooking and French.
3 She looks forward to her British friends’ visit to China.

2 Have students reread the passage and complete Parts C1 and C2 individually. The sentences in Part C1 are to check students’ ability to read and locate specific information. The questions in Part C2 serve as a strengthening activity for students’ comprehension of this passage. Have students first read and finish the exercises individually and then conduct a feedback activity.

Answers

C1 1 F 2 T 3 T 4 F 5 F 6 F

C2 1 They should devote themselves to study.
2 Because there were different students in some classes.
3 Because all the homework was in English.
4 The teachers gave her much encouragement.
5 She used English every day and spent an hour each day reading English books in the library.
6 They like to eat dessert at the end of dinner.
3 If possible, you can design some extra exercises to arouse students’ interest. Have students go through the article and find out what topics are covered in it. Some aspects that reflect school life in the UK are mentioned in Wei Hua’s article. Now your task is to find out what specific aspects are mentioned and then try to fill in the form with relevant information.
Are the following aspects of school life mentioned in the article?
teachers, classmates, friends, subjects, homework/assignments, grades, timetable, activities, school facilities, host family, food, hobbies, customs, traditions, festivals
If possible, the following table can be used to check students’ reading comprehension.

<table>
<thead>
<tr>
<th>On the first day</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td></td>
</tr>
<tr>
<td>Mr Heywood</td>
<td></td>
</tr>
<tr>
<td>Miss Burke</td>
<td></td>
</tr>
<tr>
<td>Size of a classroom</td>
<td></td>
</tr>
<tr>
<td>Subjects</td>
<td></td>
</tr>
<tr>
<td>Food</td>
<td></td>
</tr>
<tr>
<td>Wei Hua’s feelings and progress</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>D 1 d 2 g 3 a 4 e 5 b 6 c 7 f</td>
</tr>
<tr>
<td>E (1) experienced (2) fond</td>
</tr>
<tr>
<td>(3) Literature (4) dessert</td>
</tr>
<tr>
<td>(5) struggle (6) respect</td>
</tr>
<tr>
<td>(7) encouragement</td>
</tr>
</tbody>
</table>

4 Have students focus on the two exercises and ask them which of the reading methods they use when they are doing the two exercises. Ask them if they read word by word or sentence by sentence to find the answers to the two exercises. The activity can be conducted as follows:
Now we’ve found out the most important information and got the main idea of the article. But I’m curious about the reading method you use when reading the article. Can you tell me how you found the main idea in such a short time? Do you think you have to read the whole article slowly and carefully in order to get a brief understanding of it?
Have students explain how they read.

5 Have students pay particular attention to the Reading strategy of the article and teach them the two concepts, skimming and scanning. Tell them that they should focus on the following aspects: the title, heading, captions, the first and last sentences of paragraphs, charts and pictures in order to get a general idea of the article. When they want to locate specific information about an article, they can look for key words and phrases, dates and numbers, etc. These two are useful and important reading skills. If time permits, you can select another article for students to practise the two different skills of reading.

6 Have students complete Parts D and E individually first and then check the answers as a class. Part D helps students comprehend the meanings of the words in context and match them with the correct definitions, while Part E is a letter from a British student who wants to make friends with Wei Hua. Students have to first understand the letter and then fill in the blanks with the proper words.
While guiding the students through the passage, have them pay attention to the words academic and exchange. Encourage them to guess their meanings in context. Afterwards, help students work on their pronunciation.

7 For more practice, students can do Parts A1 and A2 on Page 86 in the Workbook, so they can become more familiar with the usage of the words and expressions in the text.
Post-reading activities

1 Suppose you have a chance to interview Wei Hua. Apart from the things you have been told, what other information would you like to know about her life and study in the UK? You can fire students' imagination with the following:

So far we ourselves don’t have the opportunity to go abroad to experience a foreign way of life. We are very happy today to have a student here who has just finished one year of study in the UK. Now you can all ask her some questions.

2 Suppose students are asked to write an article about the differences between high schools in the UK and in China. What kinds of differences will be dealt with in their article? You can give some hints if necessary.

timetable, subjects, teachers and students, size of the classroom, campus, school facilities, atmosphere, teaching methods, school rules and principles

3 Have students write a summary of the article written by Wei Hua.

4 Have students read the two articles in Reading on Pages 90 and 91 in the Workbook and answer the questions below them, so they can find more about school life in other countries. They can also do this as their homework.

- For the article in Part A, more questions can be asked to test students' understanding of some new words. For example,

What does the phrase school uniforms mean?
What kinds of clothes are fashionable?
What clothes are leisure clothes?
- For the article in Part B, the following can be done by students:

When you are taking SATs, you will ________.

A have to find answers to some math questions only
B only solve some problems

C be chosen by the best colleges
D be tested on some math questions as well as some problem-solving questions

A special counselor is a person ______.

A who wants to go to a very good college
B who works in a high school to help students choose suitable colleges to go to
C who works in a college or a university to help high school students choose suitable colleges to go to
D who writes letters of application to colleges for high school students

5 Have students do Parts A and B of Listening on Page 92 in the Workbook. Then have them fill in Part C according to what they have heard on the tape. They may also do the exercises after school as their homework.

Notes

1 Going to a British high school for one year was a very enjoyable and exciting experience for me. (Page 2, Lines 1–2)

Here experience is a countable noun, which means 'an event that affects people in some way'.

I shall never forget my first experience in the summer camp.

It was an exciting experience sailing to the beautiful island.

Mr Chen was invited to talk about his experiences as a detective.

Experience can also be used as an uncountable noun, meaning 'the process of gaining knowledge or skill by doing and seeing things'.

He hasn’t had enough experience for the job.

You need more time to gain practical
experience dealing with this kind of matter.
She doesn’t have any experience in teaching English.

Pay attention to the following sentences, in which experience is used as a verb. It means ‘to feel or have experience of’.

Teenagers experience different kinds of problems at their age.
The small village has experienced great changes in the last thirty years.

It was the most exciting moment I had ever experienced.

2 I was very happy with the school hours in Britain because school starts around 9 a.m. and ends about 3.30 p.m. (Page 2, Lines 2–4)

Here with is a preposition which refers to the attitude towards a person or a thing.
She was always kind with people in need.
She is quite free with her money.
Thank you for being so patient with me.

Pay attention to the different usages of the word with in the following sentences.

Have you noticed the woman with an angry look in her eyes? (carrying; characterized by)
The boy picked up a stick and started to write on the ground with it. (to indicate the means or instrument)

She lives with another five girls in the school dormitory. (to indicate accompaniment or relationship)

I was filled with horror at the sight of the man with a terrible scar in his face. (to indicate cause; because of, owing to)

I want to congratulate you with all my heart. (to indicate manner)

A tree’s shadow moves with the sun. (in the same way or direction as)

Leave the problem with me. I’ll do it for you. (to indicate care, charge or possession)

3 On the first day, all of the new students attended an assembly in the school hall. (Page 2, Lines 6–7)

The word attend is a verb. Here it means ‘to go to’ or ‘to be present at’.

Over two hundred people attended the charity show.
The Brown family are going to attend a wedding this weekend.

He attended the meeting in Town Hall.

4 He also told us that the best way to earn respect was to devote ourselves to study and achieve high grades. (Page 2, Lines 9–11)

- Here way means ‘a method, plan or manner of an action’. To describe a specific means of doing a thing, we usually use the to-infinitive or the preposition of to modify it.
Scientists are trying to find ways to prevent disease of preventing disease.

I have no ways to find out of finding out whether they are competent.

That’s my way to work of working.

Pay attention to the usages of the word way in the following sentences. It means ‘a particular method or style of doing something’.

People liked the way she wrote and so she went on writing.

We admire him for the way in which he faces difficulties.

In fact there are many ways in which we can contribute to this project.

- The word earn is a verb meaning ‘to get something that one deserves because of one’s qualities or actions’.

He earned a lot of praise from the newspapers for his new book.

His brilliant performance in the film earned him a nomination of Best Actor.

She earned a reputation as the best teacher in the school.

Pay attention to the other usages of the word earn. In the following sentences, earn means ‘to get money by working’.

My younger brother earns 2,000 yuan a month by writing a column for a newspaper.
He is earning a fortune as an engineer.
He earned a hard living carrying bricks up a ladder ten hours a day.

- The word *devote* is a verb, meaning ‘to use all or most of your time, effort, etc. in order to do something or help someone’. It is usually followed by the preposition *to*.
He has devoted most of his time to his painting.
I don't think we should devote any more time to this question.
She devoted herself to a simple life in the service of others.

**This sounded like my school in China.**
(Page 2, Line 11)

Here *sound* is a linking verb, meaning ‘to seem... when heard’.
It sounds that the government has a thorough plan for the next five years.
That sounds like a great idea.
She sounds like a very sweet woman.
Pay attention to the different usages of the word *sound* in the following sentences, in which *sound* is used as a noun or an adjective.

I could hear the sound of voices/laughter/footsteps. (what is or may be heard)
I can't hear what they are saying; turn the sound up. (things broadcast from a recording machine)
The foundations of the house are not very sound. (in good condition)

**This is about the average size for British schools.** (Page 2, Lines 15–16)

The word *average* is an adjective, meaning ‘usual, typical or normal’.
What is the average rainfall for July?
The average working hours for most people are 40 a week.
The average cost for lunches each week is 50 yuan.

*Average* can also be used as a noun, meaning ‘a usual level’.

Temperature this month is much lower than average.
Wages for industrial workers have increased by an average of 7.5%.
This year's sales were well above/below average.

**Average** can also be used as a verb, meaning ‘to be of a certain amount as an average’.
Our mail averages 20 letters a day.
The cost of our lunches averaged 50 yuan a week.
Sales of pens average 100,000 yuan a year.

**I found the homework was not as heavy as what I used to get in my old school.**
However, it was a bit challenging for me at first, because all the homework was in English. (Page 2, Lines 20–22)

- The phrase *as... as...* is used to compare two things or two people.
He is as tall as his brother.
I hope I can play basketball as well as Yao Ming.
She runs as fast as a rabbit.
The word *as* can be used as either a preposition or a conjunction.
Working as a teacher, I love my career.
He used a stick as a pen and started to write on the ground.
They sent the parcel as we had ordered.
As Julie was sitting on the sofa watching TV, Tim entered.
I felt lucky as all my teachers were very helpful.

- The phrase *a bit* means ‘to some degree’ or ‘rather’.
Your article is a bit too long for our paper.
Could you turn the radio down a bit, please?
Can you move the picture to the left a bit?
Pay attention to the negative form
of a bit. The phrase not a bit means 'not at all'.

I'm not a bit hungry tonight.

His voice was quite ordinary—not a bit angry.

She felt very strange that she was not a bit tired after a whole day's hard work.

8 I usually went to the Computer Club during the lunch break, so I could send e-mails to my family and friends back home for free. (Page 3, Lines 28–30)

The phrase for free means 'free of charge' or 'without payment'.

I got the ticket for free.

He offered to supply her with dinner for free.

Send text messages to 1396 and you may get two concert tickets for free.

9 I missed Chinese food a lot at lunch.  
(Page 3, Line 42)

Here the word miss is a verb, meaning 'to feel sorry or unhappy at the absence or loss of'.

I miss living in the countryside. (I wish I still lived there.)

Having lived in another city for two years, she misses her family very much.

She missed the days with her good friends in the school very much.

Pay attention to the different usages of the word miss in the following sentences.

The falling rock just missed my head. (did not hit)

We arrived late at the theatre and missed the first act of the play. (failed to see)

I didn't miss the key until I got home and found it wasn't in my bag. (notice that something is not there)

10 I look back on my time in the UK with satisfaction, and I really look forward to my British friends' visit to China. (Page 3, Lines 47–49)

The phrase look back means 'to think about a time or event in the past'. The preposition on usually follows if there is an object after the phrase.

When I look back on those days, I realize I was rather unhappy.

Most people look back on their schooldays with fondness.

Looking back on it, I still can't understand what went wrong.

Resources

Normally, students in the UK arrive at their schools around 8.45 a.m. Those living nearby go to school on foot while others usually go to school by bus. Just like in China, students in the UK have to wear school uniforms. At school, they not only gain knowledge, but also learn to be cooperative and helpful. For more information, you can visit the following website:

http://www.ivybank.lancs.sch.uk/

Word power

This section deals with words and expressions related to school facilities. Parts A and B involve activities that aim to activate students' prior knowledge by asking them to familiarize themselves with the school facilities and review giving and receiving directions. Part C is designed to reinforce the vocabulary involved in Parts A and B. Part D aims to expand and evaluate students' vocabulary by asking them to do a matching exercise. Students are expected not only to expand their related vocabulary but also to apply it in practical usage.
Brainstorming

1. Ask students to think about the following topic:
   School plays an important part in children’s growing-up. When you finished your junior study, your parents and you thoughtfully and carefully considered which senior high school suited you best or which senior high school could give you the best education and provide the best environment. Which aspect or factor attracted you most and caused you to study here?
   Encourage students to express genuinely about their choices.

2. Have students recall the first day they came to this school. Ask them if they had any difficulty in finding their way to their classroom or any other buildings that day.
   Do you still remember the first day you came to this school? How did you find your way around?
   Usually, if you don’t know your way, what do you do? Do you ask others for help?
   Encourage students to think of the expressions they learnt in junior high. If necessary, you can help students review ways of giving and receiving directions.
   Excuse me, can you tell me the way to...?
   Excuse me, which is the nearest way to...?
   Excuse me, how can I get to/arrive at/reach...?
   Have students review the following expressions.
   Turn right/left, and walk straight on. At the end of the first/second crossing, you will find it on your right/left. You can’t miss it.
   Walk towards/past..., and then walk between... and... You will find... at the end of the road.

3. Have students focus on the map first and familiarize themselves with each building. Ask students to read Wei Hua’s thoughts carefully and mark her route on the map. Remind students to pay attention to Wei Hua’s expressions and encourage them to learn the usage of these phrases.

Vocabulary learning

1. Have students do Part B individually according to the instructions and write a description of the quickest way to get from the dormitories to Classroom 4. Then have some of them report their answers to the class.

Sample answer

B If you are standing at the door of the dormitories, first turn right and go past the medical centre and the gym. Then turn right and walk past the Science Laboratory. Then turn left, and Classroom 4 is on your right.

2. If possible, you can design some similar exercises to the one above for students to practise. For example, ask them to mark the shortest way from the science laboratory to Classrooms 16-25. This exercise aims to help students use proper expressions while finding the way.

3. Have students do Part A in Writing on Page 93 in the Workbook. After reading the letter, they will know how to write a note to indicate the way to somewhere. Then have them do Part B on the same page as their homework.

4. Have students read Part C and complete it. Encourage students to consult each other or the dictionary whenever they have a problem before consulting you. Then have them report back their answers. Pay attention to students’ pronunciation and spelling.
Answers
C
(1) car park  (2) classrooms
(3) library  (4) labs
(5) gym  (6) swimming pool
(7) dormitories  (8) medical centre
(9) canteen

Vocabulary extension

1 Ask students if they have ever been to a gym. If they have not, encourage them to imagine what kinds of equipment are usually provided in a gym and why gyms are popular nowadays. You can play some videos for students to watch. Meanwhile, you can teach them how to say these pieces of equipment in English. Then ask students to finish Part D.

Answers
D
7 barbell  1 climbing bars
6 basketball court  2 rings
8 mat  5 skipping rope

2 If possible, take students to a gym to have the lesson. While teaching, you can invite students to do some performances on the equipment. Meanwhile, you can instruct students in English how to use this equipment.

3 Ask students to discuss the following questions:

Do you think having a gym is an important factor for students when choosing a school? Why are more and more key schools spending a large amount of money in improving their school facilities? Do you think it is necessary for all schools to have this kind of equipment?

Resources

School facilities are buildings and grounds, parking lots, playing fields and fixed equipment. They are an important part of school construction and development. Sometimes, the school will allocate a large amount of funds for redecorating school buildings, buying new pieces of equipment and making the whole school environment safer and more pleasant.

Grammar and usage

The grammar item in this unit deals with attributive clauses. Students are first expected to learn what an attributive clause is and the functions of relative pronouns and relative adverbs used to introduce attributive clauses. Then they will learn the different usages of relative pronouns.

Introduction to attributive clauses

Here students will learn that an attributive clause is used to modify a noun and is usually put after the noun. They will also learn the different functions of relative pronouns or relative adverbs used in attributive clauses.

1 Write down the following phrases on the blackboard:

an enjoyable experience
best friends
the rules of the school
the article about your experiences in the UK

Have students read these phrases and point out the noun, the adjective or the prepositional phrase in each of them. In this way, you can help students review what nouns, adjectives and prepositional phrases are.

*an enjoyable experience* (enjoyable: an adjective; experience: a noun)
*best friends* (best: an adjective; friends: a noun)
Tell students that we usually use a noun after a preposition, and the preposition together with the noun after it is called the prepositional phrase.

Have students decide what the function of an adjective or a prepositional phrase is in these examples. Then have them translate these phrases into Chinese, and compare the different ways to express the same meaning in English and in Chinese.

Go over Point 1 on Page 8 to teach students that nouns can be modified by adjectives, prepositional phrases or attributive clauses. Have them pay special attention to the different positions of the adjective, the prepositional phrase or the attributive clause, so that they will know that adjectives are usually used before nouns, and prepositional phrases and attributive clauses after nouns.

Write down the team who were wearing green on the blackboard, and tell students that team here is called the antecedent and who were wearing green is an attributive clause. Ask students what who refers to here. In this way, they will learn that who refers to the team and is used as the subject in the clause. Students should also learn that the noun which an attributive clause modifies is called an antecedent. Tell students that the antecedent is a part in the attributive clause, but it does not appear in the clause. Instead, we use a relative pronoun or a relative adverb.

Tell students that attributive clauses are usually introduced by relative pronouns or relative adverbs, and their functions in the clause are different.

Have students read the example sentences in Point 2 and ask them what function of

the words in bold in each sentence is.
Then have them point out the attributive clause in each sentence and translate the whole sentence into Chinese, so that they can compare the different ways in which the attributive clause is expressed in English and in Chinese.

Have students read the article on Page 9. Make sure that they understand the main idea of this article and the meanings of the new words in context. The following questions can be asked to check students’ understanding of the new words as well as the article.

For the new words:

What does the phrase ‘speak fluent Chinese’ mean? (Able to express oneself in Chinese without any difficulty.)

In the sentence ‘He donated most of them to our school library’, what does the word donate mean? (To give as a gift.)

David will make a speech about his splendid experiences in China. What does ‘splendid’ mean? (Very good, wonderful, enjoyable and pleasant.)

For the whole article:

Who is David Holmes? (He’s a Brit who is very much interested in China and the Chinese culture.)

At which university did he study before he came to China? (He studied at a university in London.)

What did he do in China? (He studied Chinese at Beijing Language and Culture University for two years. At the same time, he taught English to Chinese students. After finishing his studies, he travelled in China.)

What did he do after he returned to Britain? (He donated most of the books, dictionaries, paintings and photos he had brought back from China to the school library.)

What will David do on the school open day next month? (He will make a speech about his splendid experiences in China. He will talk about what he saw and did in China. Then he will answer questions
from students at the end of his speech.)

6 Have students read the article again and underline the attributive clauses they find. Have them point out the antecedent, the relative pronoun or the relative adverb and its function in each sentence with an attributive clause. Then they should translate the sentences into Chinese so as to compare the differences between Chinese and English.

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**Answers**

**Paragraph 1** David was one of the most helpful students that we ever had. (The antecedent: the most helpful students; the relative pronoun: that, used as the object in the clause)

In 2004, he went to a university in London where he became interested in Chinese culture. (The antecedent: a university in London; the relative adverb: where, used as the adverbial in the clause)

**Paragraph 2** Some of the cities in China which he likes most are Beijing, Shanghai, Harbin and Nanjing. (The antecedent: some of the cities; the relative pronoun: which, used as the object in the clause)

Most of the students whom he taught have become his friends. (The antecedent: most of the students; the relative pronoun: whom, used as the object in the clause)

**Paragraph 3** Some of the books were gifts that he got from his Chinese friends and students. (The antecedent: gifts; the relative pronoun: that, used as the object in the clause)

The paintings that David

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**Relative pronouns: that, which, who, whom and whose**

Here students will learn in what circumstances that, which, who, whom or whose is used. And they will also learn when who, whom, which or that can be left out.

1 Tell students that the noun or the antecedent usually refers to a person/people or a thing/things. For example, story, cake and book are things, while friend, girl and teacher are people.

2 Have students read the three sentences in Point 1 on Page 10 and point out the antecedent in each sentence. The antecedents in the three sentences are the story, the cake and the book. They will realize that the antecedents here all refer to things. In the attributive clause after the antecedent we use that or which to refer to these things.

Have students point out the attributive clause in each sentence and ask them what that/which functions as in each clause. Here that/which is used as the object.

Have students read the tip box, so they will learn the different usages of that and which.

3 Have students read the three sentences in Point 2 and point out the antecedent in each. The antecedents in the three sentences are a friend, the girl and the teacher. They will realize that the antecedents here are all people. In the

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**Donated to the school are being shown in the exhibition room. (The antecedent: the paintings; the relative pronoun: that, used as the object in the clause)
attributive clause after such a word, we usually use who to refer to a person or people.

Have students point out the attributive clause in each sentence and ask them what who functions as in each clause. Here who is used as the subject.

Have students read the tip box, so they will learn that can also be used to refer to a person/people.

4 Have students read the two sentences in Point 3 and point out the antecedent in each. The antecedents in the two sentences are the teacher and the student. They will realize that the antecedents here both refer to people, and they are the objects in the clause. We can also use who instead of whom to refer to a person or people when it is used as the object in the attributive clause.

5 Have students read the three sentences in Point 4 and point out the antecedent in each sentence. The antecedents in the three sentences are the birthday presents, something and the girl. They will realize that the birthday presents and something refer to things, and the girl refers to a person. Because the three antecedents are all used as the objects in the attributive clause, the relative pronouns that/which and that/who/whom can be left out.

6 Have students read the following sentences:

She has a brother. I can’t remember his name. (Ask students what the word his refers to. They should know his refers to the brother’s.)

She has a brother whose name I can’t remember. (Ask students to point out the antecedent here and say what it is used as in the attributive clause.)

Ask students to read the two sentences in Point 5 and point out the antecedent in each of them. Ask them what the relative pronoun whose refers to in the two sentences (In the first sentence whose refers to the girl’s; in the second sentence whose refers to the club’s). Students will realize that when the antecedent functions as an attribute in the clause, whose is used and it should be used before a noun.

7 Have students complete the article in Part A on Page 11. Then have some of them read it one by one to check their answers. Give explanations for the new word ‘independent’ and the phrase ‘make good use of’. Here ‘independent’ means ‘doing something by oneself, not depending on others’. ‘Make good use of’ means ‘use ... well’. In the sentence of this article, ‘make good use of their time’ means that they don’t waste their time.

**Answers**

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

8 Have students read the short passage in Part B and the first sentence below. Make sure that they know how to complete the next six sentences. If some of them have difficulty finishing these sentences, have them first try to find out which sentences in the passage are related to the ones they should complete.

**Answers**

B 2 who/that are from different countries  
3 that/which I like best  
4 who/that teaches us English  
5 that/which are very interesting  
6 whose name is Sally/who is called Sally  
7 that/which is quiet and comfortable

9 Have students do Part C2 on Page 88 in the Workbook, so they can get more practice in how to form an attributive clause in a sentence. If time is limited in class, have students do this as their homework.

**Resources**

1 Students may want to know more clearly about the usage of relative pronouns. A table can be used to explain as below:
Relative pronouns used in attributive clauses

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Subject</th>
<th>Object</th>
<th>Possessive</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>persons</td>
<td>who/that</td>
<td>whom/who/that</td>
<td>whose</td>
<td>A relative pronoun can be omitted when it is used as the object of an attributive clause.</td>
</tr>
<tr>
<td>things</td>
<td>which/that</td>
<td>which/that</td>
<td>whose/of which</td>
<td></td>
</tr>
</tbody>
</table>

2. To understand attributive clauses better and use them correctly, students should be able to identify which word is the antecedent and know what it functions as in an attributive clause, so they can use a proper relative pronoun to introduce an attributive clause. Here are more examples:

   The girl who/that is standing next to our teacher is her daughter.

   The girl whom/who/that our teacher is talking with is her daughter.

   The girl whose mother is from Britain can speak English very well.

   I can't find the book which/that is borrowed from the library.

   I can't find the book (which/that) you lent to me.

   Have you read the book whose author/the author of which is a high school student?

   I used to study in a classroom whose windows/the windows of which were all broken.

3. Sometimes the antecedent can be a pronoun, such as someone/somebody, anyone/anybody, everyone/everybody, no one/nobody, something, anything, everything, nothing, all, those, etc. Here are some examples:

   Everyone who/that knows him thinks highly of him.

   Nobody that/who has been there will ever forget the beauty of the place.

   Those who/that want to go, raise your hands, please.

   All that must be done has been done.

   I read something in today's morning paper (that/which) you may be interested in.

   Some parents are willing to do anything (that/which) their children ask them to.

   I wish I could be someone who/that could speak five foreign languages.

Task  Reporting school activities

This section consists of a series of activities which provide students with opportunities to practise their language skills of listening, reading, speaking and writing. It is divided into three steps, and each step is preceded by a skills building activity. Through the three steps, students will learn to solve a practical problem in their daily life—how to talk about school activities and how to write a notice about a school activity.

Skills building 1: understanding a programme

Here students should learn that the 'programme' being talked about is not something that they watch on television or listen to on the radio. They can find out what a programme usually includes when they read the directions. Thus, they will learn what they should notice while listening to someone talking about a programme. Then they should listen to a scientist talking about his programme and find the correct answer to each question.
1 Have students read the five points in Skills building 1 on Page 12. Have them write down the dates and the seven days of a week in abbreviations as follows:
   2nd/2 Feb  5th/5 Mar  3rd/3 Aug
   21st/21 Oct  30th/30 Nov
   Mon  Wed  Tue  Fri  Sat
2 Have students listen to the tape and finish the timetable on Page 12.

Tapescript

Reporter:    Good morning, Mr Gu. What’s your programme like for next week?
Scientist:   On the twenty-first of October, that’s Monday, I will visit your school, Datong High School, at nine thirty in the morning. I will give a talk to the whole school. At a quarter to one in the afternoon on the twenty-second, I will attend an important school meeting at Guanghua High School, and I will go to the school concert at Xiangming High School at six p.m. on the twenty-third.
Reporter:   Wow! You are really busy. I look forward to seeing you again on Monday.

Answers

1 A  2 B  3 A  4 C  5 C

Step 1: completing a timetable for a school programme

This part is designed to help students develop their listening skills by listening to a talk given by the headmaster about a school programme. They should complete the programme according to what the headmaster says. They should identify the times, places, subjects of some talks and who the speaker is.

1 Have students read the directions on Page 13, so they will know what they are to do.
2 Then have them read the timetable to get a general idea about the talks.

Have them listen to the tape and complete the timetable individually. Check the answers as a class.

Tapescript

Headmaster: Hello, everyone. Next month we are going to have some talks for our students. There will be six talks in total. So, please take careful notes of what I am about to say. First of all, an American student is going to talk about school life in the USA on Wednesday, the thirteenth of October. The talk will be held at three p.m. We have invited ...

Monitor 1: Excuse me, Mr Liu, where is the talk about school life in the USA going to be held?

Headmaster: Oh, yes. It will be in Room Four-o-four, Building One.

Monitor 1: Thank you.

Headmaster: OK. On Tuesday, the nineteenth of October, we will invite a scientist to talk about fighting pollution in Room One-o-five, Building Two, at nine o’clock in the morning.

Monitor 2: That will be interesting.

Headmaster: I’m glad you like the idea. Now, let’s carry on. A doctor is going to talk about staying in good health on Thursday,
the twenty-first of October. The talk will be held at half past two in the afternoon, in Room Three-o-six, Building Four. Then, a sports writer is going to talk about famous football players, at one twenty p.m. on Friday, the twenty-second of October, in Room Two-o-four, Building Three.

**Monitor 3:** Great!

**Headmaster:** Next, a policeman is going to talk about traffic safety at ten past ten on the morning of Monday, the twenty-fifth of October, in Room Four-o-one, Building Two. Now the last talk. The subject is Australian pop songs. It will be given by an Australian singer at ten a.m. on Friday, the twenty-ninth of October, in Room Three-o-three, Building Four. Is everything clear?

**Monitors:** Yes!

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**Answers**

(1) 3 p.m.  
(2) Scientist  
(3) Room 306, Building 4  
(4) Famous football players  
(5) 25 Oct  
(6) Fri

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**Skills building 2: comparing information**

Here students are taught how to compare information before they make decisions. They will compare all the information in a list to find the name of a history book after they read an e-mail.

1. Have students read the two points about comparing information before making decisions on Page 14. Write down the following on the blackboard:
   - Make as many comparisons as possible.

2. Have students read the directions to make sure that they know what to do. Have them read the list of the seven books. Write down the following on the blackboard:
   - The title:
   - The price:
   - The year:
   - The writer/author:

   Have students compare the list of the seven books and the information given in the letter to find the clues needed.

3. Have students fill in the form on the blackboard.
   - The title: *with the word ‘Dynasties’*
   - The price: *having the figure 8*
   - The year: *after 2007*
   - The writer/author: *a famous professor*

   Then have students find the name of the book.

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**Answer**

*The Rise of the Dynasties,* written by Prof Gu Yahui

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**Step 2: reporting to your class teacher**

The activities in this part are designed to improve students’ speaking skills after they have compared the class timetable in this part with the school programme on Page 13. They should choose four talks according to the class timetable. Then they will work in pairs to make a dialogue about the talks they have chosen.

1. Have students read the directions in Part A, and point out what classes they can skip to attend the talks. Have students compare the timetable with the one on Page 13, so they can find the talks that they can attend.
Answers
A  Talks that we can attend:
   1  School life in the USA
   2  Fighting pollution
   4  Australian pop songs

2  Have students read the directions in Part B on Page 15 and work in pairs talking about the talks according to the programme timetable on Page 13 and the notes in Part A.

Sample answer
B  Class teacher:  Hey, there will be quite a few talks next month in our school. Have you chosen some for our class?
Monitor:  Yes. I think we can attend as many as four talks.
Class teacher:  Good. When is the first talk for our class?
Monitor:  The first one will be at 3 p.m., 13 Oct. That's Wednesday. We can skip self-study to attend it.
Class teacher:  What is the subject of the talk? Who is giving the talk?
Monitor:  School life in the USA by a student from America.
Class teacher:  Where is the talk to be held?
Monitor:  In Room 404, Building 1. I think most of us will be very interested in this talk.
Class teacher:  On Tuesday morning, we have our Art class. Is there a talk for our class?
Monitor:  Certainly. At 9 on the morning of the 19th,

that's Tuesday, there is a talk about fighting pollution in Room 105, Building 2. This subject is very popular these days. Many of us are eager to know more about it.

Class teacher:  What about the third one?
Monitor:  It's on Thursday, October the 21st. The subject of the talk is staying in good health. It'll be given by a doctor in Room 306, Building 4.
Class teacher:  OK. Now the last one. When will it be?
Monitor:  It will be at 10 on Friday morning, on the 29th. It's during our class meeting. I think everyone in our class will be interested in it.
Class teacher:  What's the subject?
Monitor:  Australian pop songs. It will be given by a famous singer.
Class teacher:  Where will it be held?
Monitor:  In Room 303, Building 4.

Skills building 3: writing a notice

Here students will read about what a notice is and what they should pay attention to when they are writing a notice. They will read a notice from a school library and find all the important information in it.

1  Make sure that students know what a notice is and the three points that they
must pay attention to when they want to write a notice by reading the first part in Skills building 3.

2. Have students read the notice from the school library. Ask them to point out the important information in the notice. The important information:
   - Event: library closed
   - Time: next Wednesday to Friday, 15 to 17 September
   - Reason: for the sports meeting
   - When to open again: next Saturday, 18 September
   - The new opening hours:
     - Monday — Friday: 8 a.m. — 6 p.m.
     - Saturday & Sunday: 10 a.m. — 5 p.m.
   - Public holidays: closed

3. Have students talk about what to do to make a notice attractive. For example, the notice should be written in big and colour letters, and use one or two pictures or photos.

Step 3: informing your classmates

In this part, students should write a notice to inform the class about the talks that they will attend. They can improve their writing skills by writing the notice.

1. Have students read the directions in Step 3 on Page 17, so they will learn what to write in the notice.

2. Have students write a notice about talks in October.

---

**Possible example**

**Notice**

**Talks in October**

We are happy to inform you that in October we are going to have four interesting talks. From the talks we can learn a lot of new things about the world around us. The talks will be given at the following times and places:

- ‘School life in the USA’, 3 p.m., 13 October in Room 404, Building 1
- ‘Fighting pollution’, 9 a.m., 19 October in Room 105, Building 2
- ‘Staying in good health’, 2.30 p.m., 21 October in Room 306, Building 4
- ‘Australian oop songs’, 10 a.m., 29 October in Room 303, Building 4

Please check with your class monitor for further information.

Class 3, Grade 1

---

**Project Starting a new school club**

The Project in this unit is designed to help students use English through doing a project. The two reading materials about school clubs here are samples for students to see how to develop after-school activities and form a school club. Students should design a poster advertising a new school club. The purpose of this section is to have students use what they have learnt to finish a project by working together. In the course of doing the project, students will discuss what club they’d like to start, and what each of them will do. They will search and find information, and do some writing and drawing. In order to make an attractive poster, they are expected to know how to cooperate and how to complete each part of the task.
Reading

1 Have students read the first passage, which is about a school radio club run by students themselves. Have them find out as much information as they can about the radio club.

   *Who started the radio club:* (Kate Jones, the writer)
   
   *When the radio club started:* (two years ago)

   *Why the radio club started:* (to play music during break time)

   *What the radio club does:*
   
   *every morning:* (tell about the weather, the recent news, special messages the teachers want to broadcast)
   
   *during exam time:* (the special programme telling students what they should do for preparation)
   
   *at the end of the school year:* (graduating students giving messages to their friends and teachers)

   *when parents come:* (playing songs sung by students, special messages to inform parents of events)

2 Have students read the second passage, which is about a school club. Have them find out as much information as they can about the school club.

   *The name of the school club:* (Poets of the Next Generation)

   *Who started the school club:* (Mr Owen, the English teacher)

   *When the members of the school club meet:* (on the last Friday of every month)

   *What the members of the school club do:* (talk about poems and poets they like, select poems and read out aloud, discuss and write poems)

3 Ask students what they think about the two articles, and whether they would like to start a club to do something they are interested in.

4 Students should do Part B1 on Page 87 in the *Workbook*, so they will learn how to use the useful phrases in the two passages.

5 To review the words and sentence patterns in this unit, students can do Parts D1 and D2 on Page 89 in the *Workbook* as their homework.

Designing a poster

Planning

Have students work in groups of four or six. First have them discuss and choose what school club they would like to start in their class or school. Then they should have the school club they have chosen approved by their teacher. Divide the tasks among the group members.

Preparing

Members responsible for different tasks should make preparations and answer the questions in this part. Then the group can meet, discuss and select from the information which has been found.

Producing

Students who are making the poster should draft the poster based on all the ideas from the group’s research and discussion. When the poster is finished, each group member should look at it carefully and give suggestions on how to make it more attractive.

Presenting

Each group presents their poster to the whole class by talking about their club. Lastly, have students display their posters in the classroom and have other students choose which school club they would like to attend.
Self-assessment

This section allows students to determine what they have achieved and what else they can do to improve their study.

The colour bar with five levels shows how confident students feel about what they have learnt. In Part A, items are presented to students and they are asked to check how well they think they have developed these skills. Each item corresponds with one or more parts in this unit. For example, by going over Parts C1 and C2 on Page 4, students can see whether they finished reading the article ‘School life in the UK’ by skimming and scanning successfully or not. Students will have the opportunity to evaluate their own skills and abilities in English. If they feel very confident about one item, they can score it 5. If they feel only slightly confident about another item, they can score it 2. After going over all the items, students should add all the scores and divide the total amount by the total number of items. Thus they will get a percentage which shows their level.

In this unit, 18 items are listed with each one scored 5, totalling the score of 90. These items cover the main study targets in this unit, such as skills in reading, listening, speaking, writing, the usages of vocabulary and grammar items as well as doing activities in English. Through assessing themselves as learners, students will realize whether they have achieved the goals in this unit.

If they feel there are some items they are not confident of or just slightly confident about, they can think about how to improve in them. In Part B, they are asked to make an action plan, so they will know what to do and take effective measures. You can also gain a better understanding of your students’ performance, enabling you to help them study English more effectively.
Overview

This unit introduces and develops the theme of growing pains. In *Welcome to the unit*, four pictures representing some common family problems are presented to students to help them participate in a discussion of the subject. The *Reading* text is a play about a problem in an American family. The strategies and skills of how to read a play are presented and taught to students in the *Reading strategy* of this unit. *Word power* focuses on the differences between American English and British English, with relevant exercises designed to help identify these differences. They will study some colloquialisms and learn how to use them in spoken English. In *Grammar and usage*, students will learn how to use a preposition+which/whom to begin an attributive clause, and how to use relative adverbs in attributive clauses. Following is the *Task* section, in which students will learn how to write a letter of advice. Through these relevant tasks and activities, students will also learn how to ask for and give advice and how to find the main point in a reading passage. In the *Project* section, students will first read an article about growing pains, and then write a report on the growing pains they may be experiencing.

This unit requires students to discuss family problems by combining their own experiences with common phenomena in society. Students will learn how to read an English play. This unit will practise topic-related skills. Students are expected to participate fully, in order to develop both their language skills and overall abilities. This unit also enables students to learn what to say when they ask for or give advice, and to get the main point when reading. They are expected to apply these skills practically by writing a letter giving advice.

### Guide to pages

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Welcome to the unit

Growing up can be difficult. There may often be misunderstandings and problems between parents and children. In this section, four pictures showing different examples of family problems are presented. All these problems are fairly common to teenagers nowadays. Students should participate fully in the discussion. They can relate their own experiences and express their opinions freely. They are expected to use the opportunity to practise their spoken English and articulate their thoughts by either speaking about their own experiences or combining what they have heard or seen with the facts presented.

Brainstorming

1 Activate students’ imagination by asking the following questions:
   * Do you love your parents? Do you think you show respect to your parents?
   * Do you sometimes quarrel with your parents? Why do arguments usually happen?

   Encourage students to give examples of kinds of problems they sometimes have with their parents. You can give some examples to start like:
   * Some parents may interfere in their children’s lives and try to influence their decisions about their future career or study plans.
   * Parents may want to make decisions for children and also force them into doing things they don’t want to, such as household chores or extra study.
   * Some parents don’t always trust that their child is telling the truth. They may ask lots of questions about a child’s social activities or the reason why they are late coming home, etc.

You can express your own opinions if necessary. You can continue the discussion by asking students the following:
   * Some of the problems we have been discussing are quite common in families nowadays. What should children do to deal with these problems?
   * Do children nowadays always listen to their parents’ instructions? Do children always explain themselves to their parents and resolve problems peacefully? Or, do they disobey their parents and quarrel with them about their decisions?
   * In every family there are certain issues that cause problems and arguments. What are the most common causes of family arguments? Are these daily conflicts over doing homework, doing household chores and going to bed and getting up on time? Or are they over bigger issues such as study, careers, university and making friends?

   The purpose of this activity is to arouse students’ interest by asking them to relate the topic to what they are familiar with in their daily life. Have students talk about their own ways of handling these problems.

2 Have students focus on the instructions in the section and look at each picture carefully. You can begin the activity like this:
   * There are four pictures here. First of all, I’d like you to imagine the situation and try to describe it with your own words.

   You can show an example to students by describing the first picture.
   * Last Sunday, after leaving school, Li Ping went home feeling extremely tired. He wanted to have a good rest and relax. When his parents said hello to him, he was so impatient that he didn’t say anything and went straight to his own bedroom. Though his parents were very confused, they didn’t ask him why and continued cooking. After a
while, loud music came from Li Ping’s bedroom. His mother was very angry and she rushed into his room.

3 Have students use their imagination and talk about each picture as fully as possible. Have them share their opinions with their partners. Afterwards, have some of them report back their descriptions.

4 Have students focus on the three questions and answer them individually first. For the third question, you introduce another topic for them to discuss. 
Do you think there is a generation gap between you and your parents? Does the generation gap really exist? How do you overcome the gap?
Make sure that all students are involved in the discussion and take an active part in it.

Sharing information

Have students form small groups and exchange their opinions and make sure that everyone has a chance to speak. Get small groups to report their responses back to the whole class.

Sample answers

1 Yes, sometimes my parents try and interfere in my life and make my decisions for me. My parents want me to be a lawyer, but I want to be a writer or a journalist. We argue a lot about what subjects I should study at university and which job I should get. I spend much of my time working on the school newspaper, but my parents say I should concentrate first on my subjects and forget about extra-curricular activities. They think if I waste my time on these activities, I won’t get good enough grades to attend a good university.

They also try to control my home life a lot. My mother is always asking me to help with the cooking and keep my room clean, but I just want to relax and listen to music or chat to my friends on the Internet. My father wants me to take extra maths lessons at the weekend, but I think I need time to have fun with friends as well as study.

2 My parents want to control my life too. We argue about my grades and study almost every day. Whenever I feel angry with my parents, I talk it over with my best friend. I don’t expect that she will have a better solution to the problem than me, but I can express my inner feelings to her better than to my parents. Unlike my parents, who shout at me and say I am wrong and bad for not wanting the same things as them, my friend understands completely what I am feeling. We have the same dreams and ambitions.

3 My parents don’t trust me at all. They always think I am out having fun with my friends, not studying. I often meet my friends after school to research projects and do homework. We do have fun, but we still do lots of work. Sometimes I am late home and my father always asks me lots of questions about where I have been and who I met.

They think I am playing games in the Internet cafe or out shopping for clothes or CDs. I tell them I am studying but they just don’t believe me. We often argue and they call me a bad child and say I am disobedient and don’t respect them. I try to be a good child, but sometimes when I am tired or in a bad mood, I am not very polite to my parents. I sometimes stay quiet and don’t answer their questions and don’t do the things they ask me to, like helping around or going to bed on time. I know I am not good all the time, but I think sometimes they just don’t understand me.
Resources

Growing pains originally just referred to a physical disorder where a child—usually an infant or a pre-teen—experiences pains in his/her joints or limbs. While it seems to be related to bone growth, no one really knows the cause. Nowadays, however, growing pains can also refer to any kind of difficulty related to growth or change. For example, we can say that a company experiencing difficulty while expanding is going through ‘growing pains’.

In this unit, growing pains is used to speak of the many difficulties teenagers may experience during adolescence. These growing pains can be physical, as the teenager develops from a child to an adult; psychological, as the teenager’s mind and emotions develop into maturity; relational, as the character and quality of relationships change during teen years; behavioural, as the teenager is slowly learning more adult ways of acting; and, situational, as the world around the teenager is also changing as the teenager moves from junior high, to senior high school, and then finally to university or the world of work. Added to these many changes are school pressures, increased concerns about the outside world, and a growing desire for relations with the opposite sex. All in all, this can be a very turbulent time for many teenagers.

Reading

The Reading text is a play about a big fight an American family had. Because of lack of communication, Mom and Dad scolded Eric and Daniel when they saw the house in a mess after returning from their vacation. The Reading strategy of this unit teaches students some characteristics of a play and the basic skills of how to read a play. Students are expected not only to act out the play and be involved in the discussion but also to master the skills of how to read a play.

Lead-in

You can introduce the passage by showing students parts of the famous TV show Growing Pains, which was very popular during the 1980s and 1990s. You have to make sure that the parts of the TV show selected represent the common family problems. You can begin by asking students the following questions:

Have you ever seen the famous TV show Growing Pains? What do you think of the show?

Have you ever had this kind of experience when your parents had to go away and leave you alone or with a pet? If not, can you imagine what might happen if you were left alone?

Could you handle all the responsibility and keep everything clean and safe?

The purpose of this is to attract students’ interest and inspire their imagination.

Encourage students to express their own opinions and ideas.

Reading comprehension

1. Before having students read the play, you can first ask students if they have read an English play before. You can begin like this:

From Unit 1, we have learnt two of the basic reading skills, skimming and scanning. When reading different styles and formats of articles, readers usually use different ways of reading in order to learn about the main ideas of the article within the shortest time. Bacon once said, ‘Some books are to be chewed; some are to be swallowed; some are to be digested.’ So can
you tell me how to read an English play? Have students discuss this with their partners first and then ask them to report back to the class.

2 Then you should tell students that a play usually consists of several acts. Each act can have several scenes.

So can you tell me some characteristics of a play? Is the format of a play the same as that of a news article?

Are the words in a play very formal?

Are there any instructions or tips included in a play? What do the instructions or tips do?

Do you think you have to read a play silently or out loud?

Have students discuss these questions in pairs or in groups first and then share their thoughts.

3 Have students focus on the Reading strategy of this unit, which is how to read a play. Tell students that a play has a unique format and style. Most plays are in the form of a dialogue. A large amount of casual speech is used, sometimes with incomplete sentences. Remind students that in order to better understand a play, they should read it out loud instead of silently and that they have to pay attention to the instructions or tips included in a play.

4 Have students read the play first and then finish Part A individually.

**Answers**

A 1 Eric, Daniel, Mom and Dad.

2 Because the room is in a mess./Because there is garbage all over the place.

3 Spot was ill.

5 Have students read the play a second time, noting to them that the play has two acts, each with different themes. Encourage students to read it out loud, with different students acting different characters.

6 Have students do Parts C1 and C2 individually. If possible, you can redesign the exercises in the following way:

![Diagram of main characters of the play with reactions (to Eric) and (to Daniel)]

**Answers**

C1 1 T 2 F 3 F 4 F 5 T 6 F

C2 1 They are playing with a soccer ball.

2 The room is in a complete mess.

3 Because they left Daniel in charge.

4 Spot was sick and they had to take him to the clinic.

5 He wants to punish Daniel.

7 Divide the class into several groups and ask each group to first read the play out loud and then act it out. You can hold a competition to see which group is the best. Advise students to imitate the stress and intonation of each character while reading.

8 Have students finish Parts D1, D2 and E individually. The three exercises are aimed at enlarging students’ vocabulary.

**Answers**

D1 1 d 2 e 3 a 4 f 5 c 6 b

D2 (1) garbage (2) behavior

(3) rude (4) teenager

(5) tolerate

E (1) explanation (2) supposed

(3) cash (4) defend

(5) clinic (6) anyhow

(7) emergency
9 Students should do Parts A1 and A2 on Page 94 in the Workbook in class or after school, so they will be more familiar with the usage of the words and expressions in the play.

Why do teenagers sometimes refuse to communicate with their parents?
Have students list the reasons for their quarrels with their parents and share their opinions with each other.

Post-reading activities

1 Have students use their imagination and think of an ending to the play.
Do you think Eric and Daniel will explain to their parents what has happened? Or, will the parents go and ask the two children what has happened?
Suppose you were one of the two children what would you do? Would you stay silent or would you offer an explanation to your parents? Which is a better solution in your opinion?
Have students discuss the topics and express their opinions.

2 Have students talk about their own experiences, since these kinds of family problems exist in almost every family.
How do your parents usually deal with your wrong-doings? Are they too harsh?
Have they ever punished or scolded you for your being late when it wasn’t your fault?
How do you think good parents should treat their children? Should parents respect their children and value their opinions?
If possible, have students describe what qualities or personality the ideal parents should possess.

3 Have students focus on Part F, which is designed for students to practise their spoken English with topics closely related to their familiar family problems.
You can adapt the exercise in the following way:
Do you think you have a good relationship with your parents? Why do you sometimes quarrel with them?
Do you agree there is a generation gap between you and your parents? How can you narrow the gap?
Communication is very important in helping you and your parents become closer.

Notes

1 The curtains are closed and the living room is dark when Mom and Dad enter.
(Page 22, Lines 2–3)
Here the word enter is used as an intransitive verb, meaning ‘to come or go in or into’.
Check their invitation cards and let the ones who have them enter.
You should knock on the door before you enter.
You need to key in the password before you enter.
Enter can also be used as a transitive verb.
The thieves entered the building through the back door.
Everybody stood up when the judge entered the court.
The discussions have now entered their third week.
Pay attention to the different usages of the word enter in the following sentences.
She entered data into the computer files.
(wite information)
I’d like to know why he has entered me for the competition. (make... take part in)
The two old men entered into a long discussion. (begin doing something)

2 Eric runs in after it, followed by a big dog, walking very slowly. (Page 22, Lines 6–7)
Here followed is the past participle form of the word follow, which means ‘Eric is followed by a big dog’. Walking is the present participle form of the verb walk, which shows what the dog is doing.
In the first act of the play, the main character appears in a king’s costume, followed by two guards.
Dressed in white, she looked like the most beautiful girl in the party.  
The farmer found a box of gold in the garden, buried under a big cherry tree.  
He walked down the hill, singing softly to himself.  
Kneeling and shutting her eyes, she prayed to the goddess.  
He lay on the sofa, watching his favourite chat show.

3  But, but... you weren't supposed to come home until tomorrow! (Page 22, Lines 9–10)  
The phrase be supposed to means '(something) is expected to happen according to an arrangement'.  
The sports meeting was supposed to take place on Tuesday, but we had to postpone it due to the bad weather.  
The new laws are supposed to prevent crime.  
Everybody is supposed to bring a bottle of juice to the party.

4  The money for dog food is gone, but Spot looks like he is starving! (Page 22, Lines 13–14)  
- Here gone is an adjective and is usually used after the linking verb be. The phrase be gone means 'to be no longer in a particular place'. It can also mean 'to no longer exist'.  
When I got off the bus, I found my wallet was gone.  
Dad and Mom heard the door shut with a loud noise. They knew Daniel was gone.  
The old man's wife has been gone for several years.  
When he returned home ten years later, he saw many old houses were gone.  
- The word starve is an intransitive verb, meaning 'to suffer or die because of no food to eat'. It can also be used as a transitive verb, which means 'to prevent a person, animal or plant from having enough food'. The phrase be starving is often used in American English, meaning 'to be very hungry'.

In Africa, tens of thousands of people starved because of the long period of dry weather.  
If you don't bring enough food and fuel with you when travelling in that mountainous area, you will either die from the cold or starve to death.  
The poor dog looks like it has been starved.  
I haven't eaten for a whole day, and I'm starving.

5  The room is in a mess, with pizza boxes on the floor and dirty dishes in the sink. (Page 22, Lines 18–19)  
The word mess is a noun, meaning 'in a dirty or untidy state'.  
There is a big mess to clear up.  
After the birthday party, the dancing hall was in a terrible mess.  
Wow, there is a mess of clothes on the bed.  
Mess can also be used as a verb, meaning 'to have something in a mess'.  
She messed up her new dress with red ink.  
By failing to do what you were asked, you have messed up the whole scheme.  
I'm sorry that I have messed everything up.

6  We won't tolerate such behavior in our house! (Page 22, Lines 27–28)  
The verb tolerate means 'to allow people to do, to say or to believe something without criticizing or punishing them'. Usually a noun or verb-ing form is used after it.  
How can you tolerate all that noise while you're working?  
Rude behavior will no longer be tolerated.  
The teacher won't tolerate cheating in exams.

7  They never even gave me a chance to defend myself. (Page 23, Line 37)  
Here the word defend means 'to argue in order to protect someone from criticism, or to prove that someone or something is right'.  
Mom was always defending Dad in front of their sons.
Students should be ready to explain and defend their views.

Everyone wants to know what the film star will say to defend herself against/from the charge.

Defend can also mean ‘to do something in order to protect...’

Many young people want to join the army to defend our motherland.

You have the right to defend yourself if you are attacked.

They don’t deserve an explanation.

(Page 23, Line 42)

The word deserve is a verb meaning ‘to be worthy of’.

You’ve been working all morning—you deserve a rest.

She deserved to win because she was the best.

The scholarship will be given to a student that deserves it.

Maybe, but now that he has been so rude to us, I feel like we have to punish him or he won’t respect us. (Page 23, Lines 53–54)

- Now that is a set phrase used to introduce an adverbial clause, meaning ‘because of something’.
  Now (that) John has arrived, we can begin right away.
  Now that he has finally turned off the radio, we can have a good sleep.
  She has a very heavy responsibility, now that she has to take care of her younger brother after her father’s death.

- The set phrase feel like means ‘to have a wish for’ or ‘to want’.

I don’t feel like (having) a big meal now.
We’ll go for a walk if you feel like it.
He felt like a good rest after a day’s walk.
The phrase feel like can also mean ‘to give one a particular feeling’ or ‘to feel as if one is a particular kind of person’.

This material feels like silk.
I was only there for two days but it felt like a week!
They made me feel like one of the family.

Resources

A play is quite different from an article in a magazine or a newspaper. It is a piece of work written to be performed by actors and actresses. It is great fun to watch a play performed on stage. The first thing to do when reading a play is to find out what kind of play it is. Is it sad or funny? Was it written a long time ago or is it modern? While reading a play, you have to check how many acts the play has and what each act is all about. Sometimes there are two or more scenes in one act. It is important to understand the main characters of a play.

Also, identifying the relationships between different characters can help you understand the play better. If you have trouble understanding a passage from the play, try reading it out loud.

For more information, you can visit the following website:
http://www.ehow.com/how_3650_read-play.html

Word power

This section focuses on the differences between American English and British English. Some specific examples related to grammar, vocabulary and spelling are listed and presented to students. Students should identify and learn the different expressions. They should be expected to not only expand their prior knowledge but apply it practically.
Brainstorming

Have students think about the following topics:

Up to now we’ve studied English for several years. Do you agree that there are some differences between American English and British English?

In which aspects do these differences exist: pronunciation, spelling, grammar or different expressions?

Can you demonstrate some examples of these differences?

Have students list some differences that they already know. If possible, classify the differences into groups.

<table>
<thead>
<tr>
<th>Differences</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>pronunciation</td>
<td></td>
</tr>
<tr>
<td>spelling</td>
<td></td>
</tr>
<tr>
<td>grammar</td>
<td></td>
</tr>
<tr>
<td>vocabulary</td>
<td></td>
</tr>
</tbody>
</table>

Vocabulary learning

1. Have students focus on the examples listed in their books and distinguish their differences.

2. Have students compare what they already know with these examples listed and encourage them to keep them in mind.

3. If possible, have students summarize the differences between American English and British English.

4. Have students focus on the exercise and finish it individually. Then have them practise the dialogue with their partners.

Answers

(1) is that (2) centre (3) fitted (4) toilet (5) programme (6) colour (7) She’s just gone home (8) on

5. Have students discuss the following questions:

As we all know, the accent in American English and the accent in British English are different. Which do you prefer, American English or British English?

Do you think it helpful for you to be aware of these differences?

6. Have students read the article in Part A in Reading on Page 98 in the Workbook, so that they can learn more about this topic.

Vocabulary extension

Divert students’ attention to ‘colloquialisms’. Explain to students what a colloquialism is and how it is used. If possible, have students list some colloquialisms they already know.

1. Have students focus on Part A and finish the exercise individually first.

Answers

A 1 something easy to do 2 boring/afraid to have fun 3 listening carefully 4 joke with someone

2. Have students continue with Part B. Have students think the exercise over and discuss it with each other first. If students still can’t work out the meanings, have them consult the dictionary.

Answers

B 1 be good at gardening 2 an important person in an organization 3 be not friendly to her 4 raining heavily 5 not really to my taste

Resources

American English and British English share a lot of similarities. However, there are still some differences. These differences are thought to be caused by several factors, such as different national histories, cultural
developments and the influences of local and regional idioms and expressions. Some words share the same pronunciation while their spellings vary, for example, colour and color, cheque and check, realise and realize. In addition, different words are used to indicate the same thing. For example, ‘toilet’ in British English is ‘rest room’ in American English. Likewise ‘trousers’ are ‘pants’, ‘cooker’ is ‘stove’ and ‘angry’ is ‘mad’.

For more information, you can visit the following website:
http://esl.about.com/library/weekly/aa110698.htm

Grammar and usage

The grammar item in this unit deals with attributive clauses. Students are first expected to learn about the attributive clause introduced by a preposition + which and a preposition + whom. They will also learn how to use attributive clauses introduced by the relative adverbs when, where and why.

Preposition + which and preposition + whom

Here students will learn that an attributive clause can be introduced by a preposition + which/whom and in what circumstances these two forms are used.

1 Have students read Point 1 on Page 28 to learn when to use a preposition + which/whom to begin an attributive clause. Have them point out the antecedents in the two sentences, and the function of the antecedents in the attributive clause.

We thought you were a person from whom we could expect good decisions. (The antecedent is a person. In the attributive clause it serves as the object of the preposition from.)

The money with which you were to buy dog food is gone. (The antecedent is the money. Its function in the attributive clause is the object of the preposition with.)

2 Have students go over Point 2. Ask them what the two sentences would be in formal English.

The Maths teacher is the person from whom I got an A plus.

Literature is a subject about which I know little.

3 Have students go over Points 3 and 4. Have them rewrite the four example sentences in different ways. For example,

Dad is a person to whom I can easily talk.

Dad is a person whom/that/who I can easily talk to.

Dad is a person I can easily talk to.

Have students pay attention to the preposition in the attributive clause. It must be used in these sentences whether the relative pronouns are left out or not.

4 Have students go over Point 5 to learn how to use the attributive clause to modify the antecedent way.

5 Have students do Parts A and B on Page 29. When doing Part A, they should pay attention to the antecedent to see whether it refers to a person/people or something/things. They should complete each sentence according to its meaning.

Part B aims to let students learn when to use whom or which after a preposition and how to use a preposition to introduce an attributive clause.
Answers
A  1 c  2 d  3 b  4 a
    5 e  6 h  7 f  8 g
B  1 (that) I know very little about/about
    which I know very little
    2 in which I bought my favourite
       dress/(which) I bought my favourite
       dress in
    3 about which I told you last
       week/(which) I told you about last
       week
    4 from whom I got the
       cup/(whom/who/that) I got the cup
       from
    5 from whom we learnt how to write
       with brushes/(whom/who/that) we
       learnt how to write with brushes
       from

Resources

Students may want to know more about in what situation a preposition + which/whom should be used and how to use a proper preposition. More sentences with attributive clauses introduced by a preposition + which/whom can be used as examples.

For example,

The pen with which I write my homework every day is broken, so I'll have to buy a new one. (Here with must be used because we say 'I write my homework with the pen every day'.)

Can you please give me some paper on which I can write a note? (Here on must be used because we say 'I can write a note on the paper'.)

Do you know the woman with whom our teacher is talking? (Here with must be used because we say 'our teacher is talking with the woman'.)

Do you know the name of the girl about whom our teacher is talking? (Here about must be used because we say 'our teacher is talking about the girl'.)

The man from whom I bought the old picture is over eighty years old. (Here from must be used because we say 'I bought the old picture from the man'.)

The man for whom I bought the old picture is over eighty years old. (Here for must be used because we say 'I bought the old picture for the man'.)

Have students pay special attention to using a proper preposition according to the meaning of the clause.

Relative adverbs: when, where and why

Here students will learn in what condition when, where or why is used to introduce an attributive clause. They will also learn what other words can be used to replace when, where or why.

1 Tell students that when the noun or the antecedent refers to a certain period of time and is used as the adverbial of time in the attributive clause, when is used to introduce the clause. Here when is used as a relative adverb.

Have students read the three example sentences in Point 1 on Page 30. Ask them to tell what when refers to in each of the sentences.

In Sentence 1, when refers to on that day.
In Sentence 2, when refers to at that moment.
In Sentence 3, when refers to at that time.

Students should learn that the sentences here can be said in other ways, for example,

Sentence 1  Do you remember the day on which we left you in charge?
Sentence 2  I often think of the moment at which I first saw her.
Sentence 3  I remember the time at which Eric won that speech competition.

Tell students that when the noun or the antecedent refers to a place and is used as the adverbial of place in the attributive clause, where is used to introduce the clause. Here where is used as a relative adverb.

Have students read the four example sentences in Point 2. Ask them to tell what where refers to in each sentence.
In Sentence 1, where refers to in the house.
In Sentence 2, where refers to in the country.
In Sentence 3, where refers to in the city.
In Sentence 4, where refers to in the family.

Students should learn that the sentences here can be said in other ways:
Sentence 1  The police searched the house in which the terrible accident happened.
Sentence 2  Mike wants to work in a country in which there are a lot of forests.
Sentence 3  Is Shanghai the city in which he was born?
Sentence 4  This is not a family in which bad behaviour can be tolerated.

Tell students that when the noun or the antecedent is the word reason, why is used to introduce the clause. Here why is used as a relative adverb.

Have students read the two example sentences in Point 3.

Have students read the sentences in Point 4 to learn how to say the sentences with attributive clauses introduced by when, where or why in more formal English. We can use in which instead of where, on which instead of when and for which instead of why in the three sentences.

Have students do the exercise on Page 31 individually. After they have finished, have them check their answers with their partners. Then have them read the conversation in pairs.

**Answers**

(1) why/for which  (2) when/in which
(3) where/in which  (4) when/on which
(5) why/for which  (6) where/in which

6 Students can be asked to do Parts C1 and C2 on Page 96 in the Workbook, so they can have more chance to practise how to use a proper relative word to introduce an attributive clause.

**Resources**

Students should learn that when or where can’t be used to introduce an attributive clause if the antecedent is used as the subject or object in the clause though they refer to a time or a place. For example,

Shanghai is the first city that Eric visited in China. (The antecedent the first city is used as the object of the verb visit in the attributive clause.)

The city which/that impresses Eric most in China is Shanghai. (The antecedent the city is used as the subject in the clause.)

He will always remember the days that/which he spent in China. (The antecedent the days is used as the object of the verb spent in the attributive clause.)

I must get home before 22 January, which is the first day of the Spring Festival. (The antecedent 22 January is used as the subject in the clause.)

It is the same with the word reason. For example,

The reason that/which he gave us is good enough. (The antecedent the reason is used as the object of the verb gave in the clause.)
Task Writing a letter of advice

This section consists of a series of activities which provide students opportunities to learn and practise the language skills of listening, reading, speaking and writing. It is divided into three steps, and each step is preceded by a skills building activity. Through the three steps, students will learn how to ask for and give advice in English, how to understand the main idea while reading and how to write a letter of advice.

Skills building 1: asking for and giving advice

In this part students will read about how to ask for and give advice. Some sentence patterns and examples are given to help them have a better understanding of the topic. Then they will listen to five short dialogues in which five people ask for advice.

1. Ask students when they need to ask for advice or help, and write their answers on the blackboard. For example,
   - **when to ask for advice/help**
   - (can’t get on well with one’s parents, feel worried before an exam, have difficulty in English study, had a quarrel with a good friend, etc.)

   Then ask students what they say in English if they want to ask for advice or help. Write their answers on the blackboard. For example,
   - **How to ask for advice/help**
   - (Could you give me some advice about what I should do before the exam?
     How can I study English well?
     Should I talk to my friend first after the quarrel?
     etc.)

2. Have students read Point 1 on Page 32. They should have no difficulty understanding the meaning of each sentence. For less able students, more example sentences can be given. The following can be used:
   - **What should I do before the exam?**
   - **Should I take some medicine which can help me sleep?**
   - **I want to know what I should do so that I can get along with my parents.**
   - **I want to ask your advice about where to go and stay for my holiday.**
   - **Can you advise me on college courses?**

3. Ask students what they say when they want to give advice. Write their answers on the blackboard.

   - **how to give advice**
   - (I think you should listen carefully in class and ask your teacher for help whenever you have any problem.
     You’d better have a talk with your friend and tell her what you think.
     Buy an Oxford Intermediate Learners’ English-Chinese Dictionary.)

4. Have students read Point 2 and make sure that they understand it. The following questions can be asked to check how well they know it.
   - **What will you do to make sure that you understand your friend’s problem?**
   - **What do people often say before they give advice? Why?**
   - **What words, phrases or types of sentences do people often use when they are giving advice?**

5. Have students listen to the recording and finish the exercise on Page 32.
   Before they begin, have them go over the sentences in the exercise, so they can focus on the necessary information while listening. After they finish filling in the blanks, have them check their answers with their partners first, and then have some of them give their answers to the whole class.
Answers
1 football, lonely  2 science, actress
3 refuses  4 listens, shouts
5 exam, worried

Step 1: listening to a radio programme

Here students will listen to a radio programme. In this programme, four teenagers call the host to talk about their problems and ask for advice. Students should write down a proper name below each picture according to what they hear from the tape. Then they should complete the notes regarding the advice that the host has given.

1 Have students listen to the radio programme and finish the exercise in Part A on Page 33. They should describe the pictures and explain what they have heard from the tape.

Tapescript

Host: Welcome to Talk Time. This is George. Tell me your name and problem.

Caller 1: My name is Christina and I’m calling about my mum. She often sighs and sometimes even cries, and then says we don’t spend enough time together. I love her, but I have things I want to do in my life. How can I still have fun and let my mum know I love her?

Host: Invite your mum to join you doing the things you like. That way you can have fun and see your mum at the same time! Good luck, Christina! Hello, next caller, how can I help you?

Caller 2: Hi, my name is Richard. My mum bought me some new clothes, but I don’t like what she got me. Should I tell her?

Host: Richard, you should be honest, but let her know you are happy that she thought of you. I’m sure
she won’t mind if you change them for something different. Good luck. Who is my next caller?

Caller 3: Hello, Talk Time? This is Jane. I called last week about my grandma.

Host: Yes, Jane, you wanted to tell her that you want to live with your other grandparents, right?

Caller 3: Yes, I took your advice and told her how I feel. You were right. She understood! Thanks so much!

Host: Glad to help! We’ve got time for one more call.

Caller 4: My father always shouts angrily at me. He says, ‘William, turn off that TV and go outside!’ But I don’t want to go outside! How can I make him stop shouting?

Host: Well, you shouldn’t spend so much time watching TV. It isn’t good for your eyes. Join a sports team. You’ll feel better and your father will stop shouting at you. Thanks for calling in! Listen to Talk Time again next week at this time.

Answers

A  1 Jane       2 William
3 Richard     4 Christina

2 Have students go over Part B on the same page. Then have them listen to the recording once more. This time have them focus on what advice the host gives to each caller. After they complete the notes, check their answers as a class.

**Answers**

B  1 join
3 feel
4 sports, shouting at

**Skills building 2:**
**reading for the main point**

In this part students are asked to read four diary entries. They are expected to underline the main points of each entry and circle the key words that show the mood of the writer. After doing this, they will learn that this is the skill of reading for the main point.

1 Have students read the directions for this part on Page 34. They will see that it is very important for them to understand the main point of what they have read.

2 Students should work in groups of four. Have each group read one diary entry and find the main point. Then ask them to tell in turn what they have learnt from the reading.

Ask able students to find the words that express the writer’s feelings in these diary entries.

**Sample answers**

<table>
<thead>
<tr>
<th>Diary entry</th>
<th>Main point</th>
</tr>
</thead>
<tbody>
<tr>
<td>The first diary entry</td>
<td>I’m so excited! Mum and Dad bought me a bicycle.</td>
</tr>
<tr>
<td>The second diary entry</td>
<td>I’m very tired today. We had a Maths test and I’m nervous about my results.</td>
</tr>
<tr>
<td>The third diary entry</td>
<td>I failed the Maths test! I’m so upset.</td>
</tr>
<tr>
<td>The fourth diary entry</td>
<td>All that worrying was for nothing. I’m very happy today!</td>
</tr>
</tbody>
</table>
Step 2: reading a letter asking for advice

Here students are asked to read a letter from a father asking for advice. They should use the reading skill in Skills building 2 to identify the main point and some supporting details in the letter.

1. Have students read the letter on Page 35. Ask them to find the answers to the following questions:
   - Who wrote the letter? (Liu Zhen.)
   - To whom is the letter written? (Dr Fang, the editor of an advice column in a magazine.)
   - Why is the letter written? (To ask for some guidance.)

There are some new words and phrases in this letter. Have students try to understand their meanings in context. Give explanations if necessary, especially for less able students. The following can be used as examples:
   - ‘Guidance’ means ‘advice’ or ‘help’.
   - ‘Only child’ means ‘the child who has no brothers or sisters’.
   - ‘As if’ introduces an adverbial clause to show that something seems true. We can also say ‘as though’ instead.
   - ‘... insist on wasting his time ...’ means ‘... keep wasting his time ...’.

2. Have students read the letter again and answer the six questions below it. They can do this first in pairs. Then check their answers as a class.

3. To make sure that students can better understand the letter and use the skills they have learnt in Skills building 2, have students identify the main point in each of the three paragraphs.
   - Para. 1: His son refuses to do what his parents ask him to do.
   - Para. 2: His son is wasting valuable time during this important period in his life.
   - Para. 3: He is worried about his son and wants to know what he can do.

Have students find supporting information for each of the main points. Supporting information for:
   - Para. 1: He is rude to his grandparents though they buy him many things; He refuses to spend time with his parents; He sometimes acts as if he doesn’t even love them at all.
   - Para. 2: He has been refusing to do his homework, but spends too much time watching DVDs, listening to foreign music and playing games or chatting on the Internet in Internet cafes.
   - Para. 3: He is allowing his son his freedom to prevent upsetting his wife with an argument; His son may fail at school if he keeps allowing him to do what he wants.

Answers

1. His 15-year-old son refuses to do what he and his wife ask him to do.
2. His parents treat him very well, and his grandparents buy him many things.
3. His son is wasting valuable time during this important period in his life.
4. He wants to prevent upsetting the boy’s mother with an argument.

Skills building 3:
planning a letter of reply

Here students will first read what they should do when writing a letter of reply giving advice. Then they will read two letters which give some advice.

They should decide which of the two letters is a better reply giving proper advice
according to the instructions given in this part.

1. Have students read the directions and suggestions about how a letter of reply giving advice should be written. Have them point out what they should and should not do while writing. Ask able students to try to explain what they should do or should not do in such a letter. Any reasonable explanation is acceptable.

2. Have students read the two letters. While reading they should compare them with the suggestions in the text. It should not be difficult for them to decide which letter is better. Have them talk about the reasons why they have made their choice.

3. Have students read the dialogue and answer the questions in Part B in Reading on Page 99 in the Workbook, so they will understand deeply what a really good relationship between father and son looks like.

There are a few new words in this letter. Have students guess the meanings of these new words in context. Give the following explanations to less able students:

- If we say someone is selfish, we mean that he/she only cares about himself/herself and not about others.
- ‘Distant’ here means ‘unfriendly and not close to’.
- ‘Annoyed’ means ‘a bit angry’.
- ‘Forbid’ means ‘not allow’. We often use the phrase ‘forbid someone to do/from doing something’.

2. Have students work in pairs or groups of four to discuss how to reply to Liu Xiaowei. After each group has finished its reply to Liu Xiaowei, have some groups read their reply to the whole class. Have other groups give comments and choose the best reply.

Step 3: writing a letter of advice

In this part students are asked to write a letter of reply giving some advice to Liu Xiaowei, who also wrote to Dr Fang for help. They should use what they have learnt in Skills building 3 to do the written work.

1. Have students read the letter written by Liu Xiaowei. With the skills they have learnt in Skills building 2—reading for the main point—they should find the main point of each paragraph of the letter.

   Para. 1 He can’t get along with his father.
   Para. 2 His parents make him do things he doesn’t like.
   Para. 3 His father forbids him from doing things he likes.
   Para. 4 He loves his father and wants his father to understand him.

Sample answer

Dear Xiaowei

Many teenagers have difficulty getting along with their parents. This is a common problem. However, be patient with him. You say that he does not listen to you. Is this why you do not listen to him? Of course, your father will be angry when this happens! It is only natural. You must listen to your father—he loves you and wants the best for you. You should talk with your parents in order to explain how you feel, but you should give them a chance to speak first. It could be that your father doesn’t listen to you because he doesn’t think that you are listening to him.

It is true that you need time to be by yourself. However, part of being an adult is doing things that you do not always want to do. You should make an effort to do what your parents ask. It will not hurt you. And of course, you must do your
homework! Your studies are important to your future. Both being a teenager and being a parent can be very difficult. However, don't give up. With a little bit of patience and communication, many of these problems can be solved. Best regards Dr Fang

Project Writing a report on growing pains

The purpose of this section is to let students use what they have learnt to finish a project by working together. In the section of this unit, they will first read an article about growing pains, which often happen during the time of life between child and adult. This article can be used as a sample for students to learn how to write a report. Then they will work in groups and write a report on a certain kind of growing pain they are interested in after they have a discussion and do some research. They are expected to know how to cooperate and how to fulfil each part of the work.

Reading

1 Have students review what they have learnt about growing pains in the three sections of this unit—Welcome to the unit, Reading and Task. Have them talk about in groups of four what kinds of growing pains they have experienced. Have some of them report of their experiences and write them on the blackboard. For example, often quarrel with your parents because they forbid listening to foreign music/chatting online/going out with friends/…; have too much homework and no time to relax; sometimes feel lonely and feel no one else can understand you; have to depend on your parents and can’t make your own choices; etc.

2 Since there are some new words in the article ‘Growing pains’ in Part A, which students are going to read, some explanations should be given. You can begin by asking the following questions: We have talked a lot about growing pains. In what time of life do teenagers usually experience growing pains? (Usually the time of life between child and adult, that is from 11 to 18.) We call this period of life adolescence. You know the meaning of the word ‘understand’. If you can’t understand someone or something correctly, what word should you use? (Misunderstand.) If we misunderstand something, we will feel confused. What does ‘confused’ mean? (Not able to understand or think clearly about what is happening.)
kinds of growing pains:
physical changes
psychological changes
how to fit in society

4 Have students read the article again and discuss it in pairs. They should discuss how many parts this article can be divided into and what the main point is for each part. This article may be divided into three parts.
Part 1 (Paragraphs 1 & 2)
Part 2 (Paragraphs 3–5)
Part 3 (Paragraph 6)
The main point of each part is:
Part 1: Many teenagers feel lonely and are going through many changes. These changes are part of adolescence.
Part 2: Physical changes and psychological changes happen inside teenagers. They become confused and want to know how to fit in society.
Part 3: Growing pains do not last long.

5 Have students sort the experiences they discussed before they began to read the article. They should decide what experiences are physical or psychological.

6 Parts B1 and B2 on Page 95 in the Workbook can be used to help students get a better understanding of how to use proper verb forms in sentences and how to use words and expressions in this section.

7 Have students do Part D1 on Page 97 in the Workbook to practise the usage of some of the words in this unit. Part D2 on the same page can be assigned as their homework.

8 Students should do the Listening section on Page 100 in the Workbook. They should first listen to the tape and go over Parts A and B. Then have them finish the letter in Part C on the same page.
Writing a report on growing pains

Planning
Have students work in groups of four or six. Have them first discuss the questions given in this part, especially the last question. They can refer to their own experiences that they discussed in Part A. Then they should decide what kind of growing pain they are going to report on. They should assign roles to each of them and write down what they should do. Make sure that each of them does something for their report. The group leader should arrange a timetable to ensure that every group member will finish their work on time.

Preparing
Those who are doing research can refer to resources such as books, magazines, Internet sites and experts to get as much information as they can.
Those who are responsible for writing the outline of the report should make a draft and have it approved by the other members of the group, especially the ones who are going to write the report. Those who are doing the art work should decide what kind of art work they can use to help explain the information in the report.

Producing
Those who are writing the report should finish the report based on the outline and proofread it.
The art work for the report should be inserted in the report by those who are responsible for providing it.
All the group members should check the draft of the report. After the writers have made the final version, it should be approved by the whole group.

Presenting
Each group should read their report to the whole class. They should answer questions other groups have about their report. The other groups should also give comments on the report.
All the reports should be displayed on the walls of the classroom for the whole class to read. Students should be asked to vote which groups’ reports are the best written.

Self-assessment
This section allows students to determine what they have achieved, and what else they can do to improve their study.
In Part A, items are presented to students and they are asked to check how well they think they have developed these skills. Each item corresponds with one or more parts in this unit. Students will have the opportunity to evaluate their own skills and abilities in English. If they feel very confident about one item, they can score it 5. If they feel only slightly confident about another item, they can score it 2. By adding all the scores they get and dividing by the total number of items, students will get a percentage, which shows their level.
In this unit, 18 items are listed with each one scored 5, totalling the score of 90. These items cover the main study targets in this unit, such as skills in reading, listening, speaking, writing, the usages of vocabulary and grammar items as well as doing activities in English. Through assessing
themselves as learners, students will realize whether they have achieved the goals in this unit.

If they feel there are some items they are not confident of or just slightly confident about, they can think about how to improve in them. In Part B, they are asked to make an action plan, so they will know what to do and take effective measures. You can also gain a better understanding of your students’ performance, enabling you to help them study English more effectively.
Looking good, feeling good

Overview

This unit introduces and develops the theme of looking good and feeling good. In *Welcome to the unit* students will be presented with several pictures representing different people’s current situations and their opinions on looking good and feeling good. The *Reading* material of the unit is made up of three e-mails written by two good friends who exchange their opinions about appearance and health after one of them has almost died while trying to lose weight in an unsafe way. *Word power* focuses on types of sports with relevant exercises designed to expand vocabulary. Non-restrictive attributive clauses and question tags are dealt with in the *Grammar and usage* section of this unit. Following is the *Task* section dealing with encouraging a friend to lose weight through exercise. Integrated relevant tasks and activities about finding information about a gym and encouraging a friend, using the skills of note-taking and writing an e-mail are presented. Making a booklet about fitness is the main assignment in the *Project* section.

Students are provided with a chance to debate which is more important, beauty or health. They can become familiar with the features of an e-mail. Usually a single topic or a subject is covered in it. Integrated skills related to the theme of the unit are practised. Students are expected to participate fully to develop their language skills. In addition, this unit also enables students to look for main points and key words, as well as to make notes when interviewing. Students will use correct punctuation to write an e-mail and apply what they have learnt practically by making a booklet about fitness.

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# Highlights of the unit

<table>
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| 1 Talking about health  
  *She says health is the most important thing, and I agree.*  
  *I'm feeling better now. I follow my doctor's advice and exercise for at least half an hour every day, and eat lots of fruit and vegetables.*  
| 2 Describing problems  
  *I'm becoming slimmer and slimmer. I've lost 7 kilograms in the last two months. However, sometimes, I don't feel so energetic.*  
  *The truth is, diet and way of life are often a problem for teenagers.* |
| 3 Talking about physical exercises  
  *Exercise is something that can help to make you look good, feel good and be healthy.*  
  *Experts suggest that teenagers spend at least 30 minutes exercising, five times a week.* |
| **Vocabulary**     | slim, figure, ashamed, kilogram, energetic, pill, work, recover, failure, contain, chemical, treatment, painful, damage, attractive, embarrassed, pressure, overweight, diet, prefer, waist, suffer, athlete, achievement, effect, affect, post, membership, including, branch, downtown, freeway, equipment, expert, sadness, comfort, regularly, useless, approximately, skip, properly, mostly, system, skin, count, peaceful, concentrate, amount, loss, gain |
|                    | work out, know best, go on a diet, side effect, fall out, get into shape, make the most of, along with, in the long term, as a matter of fact |
| **Grammar**        | Non-restrictive attributive clauses  
  *My mother, who you met last year, keeps telling me not to take them because they are dangerous.*  
  Question tags  
  *We shouldn't be ashamed of the way we look, should we?* |
| **Skills and strategies** | By the end of this unit, students will be able to: |
| 1 read three e-mails about health and beauty and a magazine article about healthy eating and exercise |
| 2 listen to a radio advertisement |
| 3 discuss methods of staying healthy, and interview classmates about exercise and training |
| 4 write an e-mail encouraging a friend |
| 5 make a booklet on keeping fit |
| **Culture**        | 1 Different opinions about beauty and health in western countries |
|                    | 2 Healthy diets and healthy lives of teenagers |
Teaching suggestions

Welcome to the unit

Beauty is an eternal theme. In this section, some pictures describing people's current situations and their opinions on looking good or feeling good are presented for students to think about and discuss. The relevant topics and activities are designed to grab students' attention. Students are expected to express their own opinions by comparing the importance of beauty and health in order to practise their spoken English.

Brainstorming

1. Have students discuss the following:
   * Are you particular about your appearance?
   * Do you think appearance plays an important part in your life? In your opinion, is a person's ability judged by their appearance?
   * Which do you think is more important, looking good or feeling good?
   * Do you usually go to a gym to do sport or exercise?
   * From your point of view, is doing sport regularly beneficial to your health and to your outlook on life?

   Have students use their imagination, expressing their opinions and participating in the discussion.

2. Have students focus on the instructions and the pictures.
   * Everyone wants to be healthy and attractive.
   * Everyone wants to feel good and look good.
   * Now there are four pictures representing four different states of mind. Can you imagine a situation that fits each picture?

   Help students invent a situation that fits the upper left picture so that students can follow the example.

   Jane is a high school student, and she is extremely happy because she has been admitted to the university she wanted to go to. Tonight her parents will hold a party to celebrate her success and achievements and all her friends and relatives are invited to come. But now she is at a loss regarding the clothes she is going to wear tonight. She is confident about everything except her weight. She is constantly worried about being too fat. She has spent at least half an hour selecting clothes without success.

   Ask students to follow the example and invent other situations that fit the other pictures. Make sure that all the students participate in the activity.

3. After students have finished discussing the pictures, have them discuss the following questions:
   * Do you think looking good is as important as feeling good?
   * If you do think the two aspects are of equal importance, can you tell me how a person can both look good and feel good?

4. Give students a couple of minutes to talk about the three questions listed under the pictures. Organize students into pairs or small groups.

Sharing information

1. Have students form small groups to exchange their opinions. Make sure that they all have a chance to speak.

2. Get the small groups to report their responses back to the whole class.
Sample answers

1 As the saying goes, ‘clothes make the man’. This may be an exaggeration, but we can never overlook the importance of clothes. Wearing a new outfit can change our appearance, making us look and feel good. Some fashion designers’ clothes have attained the status of art work. Although fashion can be fun, the trends change so quickly that it can be difficult to keep up. People can feel very bad if they do not think their clothes are beautiful or fashionable. We should not worry too much about changing fashions, instead we should pick clothes that suit us and make us look and feel good.

2 As far as I’m concerned, exercise is the most important thing to keep you looking good and feeling good. My grandfather always worked hard as a carpenter and did lots of exercise every day. He never worried about being fat or eating the right or wrong kinds of food. Now, although he is old, he is still in good shape and is very healthy. He says it is because he exercised to protect his health, instead of dieting or worrying. I think I should follow my grandfather’s example.

3 I think eating healthy food is the most important thing. If we eat lots of fruit and vegetables and don’t eat fast food or too many snacks, we can stay healthy for a lifetime. Eating certain foods can protect you from diseases and stop you getting colds in the winter. Exercise is important too, but healthy foods are the best way to make you feel good.

Resources

Some suggested measures for you to take to stay healthy:

- Don’t eat junk food. Try and eat a healthy diet.
- Don’t go to bed too late. Make sure that you get sufficient sleep.
- Get regular exercise. Be careful of any physical injuries when you do sport.
- Go to see the doctor if you’re not feeling well.
- Don’t spend too much time using computers or watching TV, as it is bad for your eyes.
- Control your weight. Overweight may lead to health problems.
- Keep fit, but don’t take weight-loss pills, which may harm your health.

Reading

The reading material consists of three e-mails written by two good friends. In the first two e-mails, Amy tells Zhou Ling about her current problems and difficulties and how she is dealing with these problems. After she hears what happened, Zhou Ling expressed her concerns and worries to Amy and gives Amy some advice. Students are expected not only to identify and grasp the main topics of the e-mails but learn to understand sentences with however and but.

Lead-in

1 Ask students the following question: *Suppose you are a bit overweight. How would you lose weight: by going on a diet, exercising in the gym, receiving surgical treatment or taking weight-loss pills?*

2 Encourage students to express their opinions and ideas. If possible, use the following chart for them to fill in. Make sure that every one of them participates fully in the discussion, as the topic is quite relevant to students’ own interests and concerns.
<table>
<thead>
<tr>
<th>Ways of losing weight</th>
<th>Advantages</th>
<th>Disadvantages</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>going on a diet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>exercising in the gym</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>receiving surgery</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>taking weight-loss pills</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

After the discussion, you can have students from different groups exchange their ideas and opinions.

**Reading comprehension**

1. Have students look at the title of the Reading section, ‘Dying to be thin ...’ Then have them predict the contents.
2. Have students read the three e-mails and then finish Part A individually. After that, check to make sure that students have the right answers.

**Answers**

A 1 Canada.
2 Weight-loss pills called Fat-Less.
3 The title could mean that she really wants to be thin, or it could mean that what she did to become thin caused great harm to her health.

3 Give a further explanation of the phrase ‘be dying to do .../to be .../for ...’.
This phrase is often used in spoken English, meaning ‘to want to do something’ or ‘to want something very much’. For example,
*I’m dying to see what present my parents will give me on my birthday party.*
*Having walked for about two hours, I’m dying for some tea.*

‘Dying to be thin ...’ usd as the title here tells readers that if you want to be thin very much and take some pills, you will damage your health and die soon.

4 Have students reread the three e-mails, focusing on Parts C1 and C2. As to Part C1, remind students to pay attention to some of the detailed information. In Part C2, inform students that there is usually at least one main point in an e-mail or a short article. Help students find the subjects and the main points of the three e-mails. Have students summarize each point briefly and clearly.

**Answers**

C1 1 B 2 D 3 C 4 B 5 B 6 C
C2 2 Amy is recovering from liver failure.
3 Zhou Ling is sorry to hear about Amy’s problem and hopes that she as well as all the others who’d like to lose weight will value the importance of health.

5 After students have got the main ideas of the three e-mails, design some exercises to reinforce what they have read. The following activity may be helpful.
<table>
<thead>
<tr>
<th>Amy’s emotions</th>
<th>Reasons for losing weight</th>
<th>Results (successful/unsuccessful)</th>
</tr>
</thead>
<tbody>
<tr>
<td>happy</td>
<td>prepare for a new role</td>
<td>have lost 7 kg</td>
</tr>
<tr>
<td></td>
<td>beauty is important</td>
<td>feel tired and weak</td>
</tr>
<tr>
<td></td>
<td>be ashamed of her body</td>
<td>become slimmer</td>
</tr>
<tr>
<td>frustrated</td>
<td>Reasons for frustration</td>
<td>Reactions to illness</td>
</tr>
<tr>
<td></td>
<td>liver failure</td>
<td>regret taking pills</td>
</tr>
<tr>
<td></td>
<td>be in hospital</td>
<td>realize the importance of health</td>
</tr>
<tr>
<td>hopeful</td>
<td>Reasons for hope</td>
<td>lessons Amy has learnt</td>
</tr>
<tr>
<td></td>
<td>getting better</td>
<td>Don’t damage your health for</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a slim and attractive figure.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>learn to be confident</td>
</tr>
</tbody>
</table>

Zhou Ling’s reply to Amy: be sorry to hear about her problems, feel happy at her recovery, shouldn’t be embarrassed about our weight.

6 Divert students’ attention to the Reading strategy of the unit. Try to make students understand and distinguish the differences between *however* and *but*. First, have students underline all the sentences in the text which have the words *but* and *however*, and then ask students to tell what they can anticipate in the following sentences or passage whenever they see these two words. Read through the Reading strategy together with students.

7 Have students pay attention to the usages of words and phrases in the three e-mails. Parts D1, D2 and E are relevant exercises, which are closely designed to match the meanings and usage of some key words in the e-mails. Have them finish all of them either individually or with their partners and check all their answers in class.

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**Answers**

D1 1 the weight-loss pills  
2 a harmful chemical  
3 liver failure  
4 many people in China who are always going on a diet or taking weight-loss pills

D2 1 c 2 a 3 d 4 b 5 e

E 1 overweight 2 embarrassed  
3 work out 4 going on a diet  
5 failure 6 attractive  
7 figure 8 damage

8 Have students do Part A1 on Page 102 in the Workbook, so they can distinguish the different meanings between each of the words. Then have them do Part A2 on the same page to get a better understanding of the phrases in the three e-mails.
Post-reading activities

1. Suppose you are Amy's best friend and are asked to write back to her after hearing about her problems. What kinds of advice or suggestions would you give to Amy? Have students write a reply letter in class and then collect some good suggestions that are mentioned in their letters.

2. You can fire students' imagination by asking them to guess whether there are safety warnings or assurances printed on bottles of weight-loss pills and whether the producer has clearly marked which ingredients are used in the pills.

3. Have students read the instructions in Part F, discuss the questions listed with their partners and report back their answers. If possible, you can adapt the second question like this:

   We've talked a lot about the importance of keeping healthy and discussed ways of keeping fit. Actually, we all agree that health is priceless and therefore it is the most important thing in the world that we have to treasure. Suppose one of your friends is addicted to losing weight and can't stop, do you think you could manage to persuade him or her to give it up and be healthy?

4. Have students finish the form in Part A and Part B in Listening on Page 108 in the Workbook by listening to the tape. Then have them do Part C on the same page. They may also do this as their homework.

Notes

1. I used to go to the gym three times a week, but I don't work out any more. (Page 42, Lines 3-4)

   - The phrase used to means 'something always happened or existed in the past but does not happen or exist now'.

   I used to go to the cinema a lot, but I never get the time now.

   It used to be thought that the Earth was flat, but now everyone knows it is round.

   Dr Ma used to work in a children's hospital in Beijing.

   - In this sentence, the phrase work out means 'to exercise to improve physical fitness'.

   Famous actors keep fit by working out in the gym every day.

   John usually works out in the gym two hours a day.

   The doctor advised her not to take the weight-loss pills any more but work out for a certain time every day.

   The phrase work out can also mean 'to calculate' or 'to answer the question(s)'.

   Can you work out the answer to this question?

   I spent a whole day trying to work out the words in the puzzle.

   The room smelled wonderful but they could not work out where the smell was from.

2. I'm trying to lose weight because I'm so ashamed of my body. (Page 42, Line 6)

   - The phrase lose weight means 'to get thinner'. The phrase with the opposite meaning is gain weight or put on weight.

   She looks a bit thinner. Is she losing weight?

   He's put on a lot of weight over the years.

   - The phrase be ashamed of is a set phrase meaning 'to feel shame, guilty or uncomfortable because of something one has done'.

   He was ashamed of his dirty old clothes.
You should be thoroughly ashamed of yourself for talking so rudely to that old man.

He was ashamed of having failed the exam.

The word ashamed can also be used in the patterns to be/feel ashamed to and to be ashamed that...

I’m quite ashamed to have failed so many times.

He felt ashamed that he had done so little in comparison with others in the same group.

Since I’m preparing to act in a new TV show, I’m taking weight-loss pills called Fat-Less, which are quite popular among young women here. (Page 42, Lines 6–8)

Here the word since is a conjunction which means ‘as’ or ‘because’.

Since we cannot work out the answers, we’d better turn to someone else for help.

Since you have an important exam tomorrow morning, you ought to go to bed early tonight.

Since they have a three-day holiday, they plan to go to the countryside to enjoy the quiet surroundings.

Pay attention to the different usages of since in the following sentences. In these sentences, since is used as a conjunction, a preposition or an adverb.

She hasn’t had time to travel around since she started her new job. (from a past event until)

Since when have you been living in the country? (from a time in the past until)

He has been in Beijing for two weeks and hasn’t phoned us since. (from a time in the past)

I regret taking those weight-loss pills. (Page 42, Lines 18–19)

The word regret means ‘to feel sorry about a sad fact or event and wish it had not happened or was not true’.

Later on, I regretted my decision not to take the job.

We’ve always deeply regretted selling the farm.

I regretted having mentioned the bad news to my elderly neighbour because it made her so sad.

The following expressions I/We regret to say/to inform you are usually used, especially in a formal or polite way, when bad news is to follow.

We regret to inform you that your application has been cancelled due to system error.

I regret to say we have got some bad news for you.

They contain a harmful chemical that caused my liver to fail. (Page 42, Lines 19–20)

- Here the word contain means ‘to have or have within itself or as a part’. When used with such a meaning, contain is seldom used in the progressive forms.

That box contains old letters.

This bottle contains two litres of water.

To keep fit, we should always avoid food containing too much fat.

- The word cause means ‘to lead to or be the cause of something, especially something bad’. It can be followed by an object, a direct object and an indirect object or an object+the infinitive.

What caused the traffic accident?

Her irresponsible behaviour has caused a great deal of anxiety for her family.

My little cousin has caused me a lot of trouble.

What caused him to change his mind so quickly?

I follow my doctor’s advice and exercise for at least half an hour every day (but I seldom go to the gym!), and eat lots of
fruit and vegetables. (Pages 42–43, Lines 23–25)

The word advice is an uncountable noun meaning ‘an opinion given to someone about what they should do in a particular situation’.

I wrote to the Agony Aunt on the radio for her advice on how to get on well with my classmates.

She followed her sister’s advice and got the blue dress.

Acting on the doctor’s advice, I decided to give up smoking.

The word advise is the verb form of advice, which means ‘to give advice to’ or ‘to say or write something as advice’. The usual patterns are advise someone/ something, advise someone to do something, or advise someone against (doing) something. It can also lead an object clause.

The doctor advised a complete rest. (advise something)

I advised her to wait here silently for a moment. (advise someone to do ...)

The lawyers have advised against signing the contract. (advise someone against doing ...)

Could you advise me where I should spend my holidays this summer? (advise someone + an object clause)

Resources

There are many different ways to lose weight. The most important thing is to burn more calories than you consume. Simply eating less is not always the best way to lose weight. A better way is to take regular exercise every day. If you are very overweight, it is important to see the doctor for some advice before starting to do exercise. Don’t take weight-loss pills unless they are given to you by the doctor. For more information, you can visit the following website:

http://www.womanht.com/weightloss/exercise_to_get_trim.htm

Word power

This section deals with words and expressions related to types of sports. Parts A and B involve activities that aim to expand students’ knowledge by teaching and identifying different types of clubs and sports here. Part C is designed to reinforce the vocabulary involved in Parts A and B. Part D aims to add some relevant information and evaluate students’ vocabulary by asking them not only to put different sports into correct columns but to think of some more for each category. Students are expected to not only expand related vocabulary but apply them practically.

Brainstorming

1 Have students think about the following topics:
   Are you interested in sports? What kind of sports are you particularly fond of?
   Are there any school clubs in your school? Have you ever joined one of them? If not, are you planning to join one?
   How many different kinds of sports can you name?

You can encourage all students to be involved in the discussion and express their opinions. Meanwhile, write down all the sports that are mentioned by students and compare what students know with the sports listed in Part B.
2 Have students read Part A and summarize the clubs Zhou Ling has discussed in her diary. You can ask students what specific things students are required or allowed to do in each of the clubs. For example, 

Have you ever been to a gymnastics club? There are many kinds of equipment in a gym club. People can choose whichever they like and do many types of exercises to keep fit. Sometimes there will be trainers or experienced members giving some demonstrations for you to follow. Do you think you would join a gym club?

Vocabulary learning

1 Have students focus on Part B. In Part B, there are 12 different sports listed, each with a picture. If necessary, first have students only look at the pictures and think of the English expressions to describe each sport. Make sure that students all can identify each sport. Encourage students to consult each other or the dictionary whenever they meet new words before consulting you.

2 Then select some sports and have students say something like: how many team members there are in these sports, how these sports are played, what their rules are, what instructions a new player has to pay attention to, etc.

3 Have students tell each other about their favourite sports and why they like them.

4 Have students focus on Part C and finish it individually first. If possible, you can use the following questions to check students' comprehension of the letter.

What kinds of suggestions does Zhou Ling give to her friend?
First, if he wants to get strong and have some fun with his friends, ____________ .

If he just wants to build his strength up by himself, Zhou Ling advises him to ____________ .

If he only wants to have some fun and exercise with some of his friends, he can try ____________ .

Answers
C (1) basketball (2) football (3) baseball (4) shooting (5) aerobics (6) badminton (7) ping pong (8) tennis

5 Have students do Part D1 on Page 105 in the Workbook, so they can practise using some of the words in this unit and gain knowledge on another sport, jogging, which can keep people healthy.

Vocabulary extension

1 Have students discuss the following question:
Sports are quite popular all over the world. Different people have different interests and tastes. Some sports are done indoors, while others are done outdoors. Each has its advantages and disadvantages. Different sports require different skills and abilities. Can you fill in the following diagram with different sports?

<table>
<thead>
<tr>
<th>Indoors</th>
<th>Advantages/Disadvantages</th>
<th>Skills/Abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outdoors</td>
<td>Advantages/Disadvantages</td>
<td>Skills/Abilities</td>
</tr>
</tbody>
</table>

Answers
D Indoors boxing yoga outdoors skating golf

fencing ping-pong baseball

gymnastics weightlifting football

weightlifting beach volleyball triathlon
2 Have students discuss the following questions:

*Suppose one of your friends doesn’t like sports and usually kills his or her time by reading or watching TV. Do you think you can persuade him or her to give up this bad habit? What kinds of advice or suggestions will you give to him or her?*

*Imagine it’s the first time for your mother to come to a gym. As she has never done exercise on equipment, what tips will you give to her?*

*Usually when you do outdoor activities either by yourself or with your friends, what preparations do you have to make?*

3 Have students read the two articles in Parts A and B in *Reading* on Pages 106 and 107 in the *Workbook* and answer the questions below them.

## Resources

Sports are played all over the world, but some sports are only popular in certain countries. For instance, Americans play American football while the British play soccer. Rugby is usually enjoyed in the UK and some other countries. Ping-pong did not originate in China, but nowadays it is the national sport. Skiing is mostly popular only in countries with heavy snow and high mountains. For more information, you can visit the following website:


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**Grammar and usage**

The grammar section in this unit will first deal with the non-restrictive attributive clause. Students are expected to learn what the non-restrictive attributive clause is and in what situation it is used. They will also learn when to use question tags and how to form question tags.

### Non-restrictive attributive clauses

Here students will learn that a non-restrictive attributive clause is used to add extra information to the main clause of a sentence. They will also learn how to form a non-restrictive attributive clause and when to use it.

1 Have students read the five example sentences in Point 1. Ask them to find the similarities and the differences between the restrictive attributive clause and the non-restrictive attributive clause. They will learn that these two kinds of attributive clauses are both used after a noun, but the non-restrictive clause is used to add extra information to the sentence, and there is usually a comma between the antecedent and the clause. The non-restrictive clause can be omitted without causing any confusion. However, if a restrictive attributive clause is omitted, the meaning of the whole sentence will be unclear or nonsensical. For example, in the sentence ‘We thought you were a person from whom we could expect good decisions’, the clause ‘from whom we could expect good decisions’ can’t be omitted. If it is omitted, we don’t know what the sentence means.

Have students read the tip box. They should remember that the relative pronoun *that* can’t be used to introduce a non-restrictive attributive clause.

2 Have students read the example sentence in Point 2, and ask them what *which* refers to in this sentence. They will learn that sometimes a non-restrictive attributive clause introduced by *which* can be used to refer to the whole main clause.
3 In Point 3, students will learn that a non-restrictive attributive clause introduced by all/some of + which/whom can express a complete or partial quantity. Here which refers to the antecedent different types of exercises in the first sentence, and whom refers to the antecedent many people in the second sentence.

4 Have students finish Part A individually. Have six students write their sentences on the blackboard. Remind them that a comma should be used before the non-attributive clause, and, if there is another part of the sentence after the clause, another comma should be used at the end of the clause.

Have students read the message and the two responses in Part B on Page 49. Have them work in pairs to find the main point in each passage. There are a few new words in them. Have them try to guess the meanings from the context.

Resources

Students may want to know more about the difference between the restrictive and non-restrictive attributive clauses. Here are more sentences for them to compare:

\[
\begin{aligned}
&\text{The dress, which you can get at any shop, is popular this spring.} \\
&\text{The dress which you want can be got at any shop.}
\end{aligned}
\]

In the first sentence, the clause ‘which you can get at any shop’ gives extra information to tell you where you can get the dress.

In the second sentence, the clause tells us that the dress is what you want, not what someone else wants.

\[
\begin{aligned}
&\text{She introduced me to her husband, whom I hadn’t met before.} \\
&\text{She introduced me to the man who is her husband.}
\end{aligned}
\]

In the first sentence, we can learn whom she introduced. The clause just tells us that this was the first time ‘I’ met her husband.

In the second sentence, the clause tells us who the man is.

\[
\begin{aligned}
&\text{His sister, who is studying in England, will be back this summer.} \\
&\text{His sister who is studying in England will be back this summer.}
\end{aligned}
\]

Have students compare the two sentences. The first sentence tells us that he has a sister and she is now studying in England and will be back this summer, while the second sentence tells us that maybe he has more than one sister and one of them is now studying in England and will be back this summer.

\[
\begin{array}{|c|c|}
\hline
(7) \text{ whose } & (8) \text{ when } \\
(9) \text{ who } & (10) \text{ who } \\
\hline
\end{array}
\]

\[
\begin{array}{|c|c|}
\hline
A & B \\
1 \text{ Amy, who is an actress, is Zhou Ling’s friend. Amy, who is Zhou Lin’s friend, is an actress.} \\
2 \text{ The doctors at the hospital, where Amy spent about two months, tried their best to save Amy. The doctor at the hospital tried their best to save Amy, who spent about two months there.} \\
3 \text{ Amy eats lots of fruit and vegetables, all of which are good for her health.} \\
4 \text{ Amy sometimes goes for a walk in the afternoon, when it is fine and warm.} \\
5 \text{ My uncle, whom I told you about yesterday/about whom I told you yesterday, is an engineer and is working in Beijing.} \\
6 \text{ Mike, whose hobby is travelling, has decided to visit the Great Wall next month.} \\
\hline
(1) \text{ who } & (2) \text{ where } \\
(3) \text{ which } & (4) \text{ which } \\
(5) \text{ which } & (6) \text{ which } \\
\hline
\end{array}
\]
The books, in which there are beautiful pictures, are for children.
The books in which there are beautiful pictures are for children.

In the first sentence, we learn that the books are all for children and they have beautiful pictures in them. In the second sentence, we learn that only the books with beautiful pictures are for children, while the books without beautiful pictures are not for children.

Question tags

Students will learn what question tags are, and in what situations they are used. They will also be told how to use different intonations at the end of the sentences to express different meanings, and how to form question tags.

1. Have students read the directions at the beginning of this part. Ask them to say in what different situations question tags are used. They will learn that question tags can be used:
   - to start a conversation
     For example, we may begin a conversation with *It's a lovely day, isn't it?*
   - to ask for information in a polite way
     For example, *Neither of you has heard the news, have you?*
   - to politely ask someone to do something
     For example, *Pass the plate on the table to me, will you?*
   - to ask for agreement or confirmation
     When we expect the other person to agree with what we are saying, we use a falling intonation at the end of the sentence.
     When we ask about something we are not sure about, we use a rising intonation at the end of the sentence.

Take *'You're a high school student, aren't you?'* as an example. If we use a falling tone at the end of the sentence, we are sure about what we are saying. If we use a rising tone, we are not sure and want to know whether *'you'* are a high school student or not.

2. Have students read the five points in this part, so they will learn about different ways to form question tags.

**Point 1**

In this point, students are told how to form a negative question tag or a positive question tag.

**Point 2**

Here students should learn that when the main clause uses the words which have negative meanings we use a positive question tag. Have students read the first tip box to learn how to form a question tag for a sentence with *little* in it when *little* means small or young.

**Point 3**

Students will learn that in a question tag we use a personal pronoun, that is, the subject of the question tag is always a personal pronoun in its subjective case. For example, if the subject of the sentence is *my father/mother/brother/sister/friend or Mary/Bill, etc.*, we use *he* or *she* according to their genders in a question tag. If the subject is *the students* or *the people*, we use *they* in a question tag.

**Point 4**

Here students learn that we use an auxiliary verb, a modal verb or *be* in a question tag, just as we use them in questions. Have students read the second tip box to learn how to use the correct verb form in a question tag.

**Point 5**

In this point, students will learn how
to use question tags after an imperative clause.

3 Have students work in pairs to read the dialogue in Part A on Page 51 and complete it with correct question tags. Check the answers as a class. Have able students identify which questions are used to ask for agreement and which are used to ask for confirmation.

4 Have students do Part B individually. Have them give answers to these questions. They should learn the difference in how these kinds of questions are answered in English and in Chinese. Students may feel confused when they try to answer questions when the main clause is negative. Tell them that they just need to think how they will give an answer to a general question. Give them the following sentence as an example:

You never thought that the weight-loss pills would harm your health, did you?
---Did you think that the weight-loss pills would do harm to you?

Have students answer the second question. They will find that the answer should be, 'No, I didn’t.'

**Answers**

A  (1) don’t you  (2) isn’t he
(3) does he  (4) doesn’t she
(5) aren’t they  (6) can you
(7) haven’t they  (8) can’t you

B  2 You have completely recovered, haven’t you?
  3 You thought you were going to die, didn’t you?
  4 There are better ways to lose weight, aren’t there?
  5 It’s dangerous to take weight-loss pills, isn’t it?
  6 There is nothing more important than good health, is there?

5 Have students do Part C2 on Page 104 in the Workbook. If time is limited in class, it can be assigned as their homework.

**Resources**

Students may want to learn more clearly about question tags. Generally speaking, after negative statements, the ordinary interrogative is used, while after affirmative statements, the negative interrogative is used. We also use auxiliary verbs, modal verbs or be in their proper forms to form a question tag. For example,

You didn’t see him at the party, did you?
Ann was there, wasn’t she?
Mary can’t swim, can she?
Peter often helps the old man, doesn’t he?

However, when ’I am’ is used, we should say,
I’m late, ain’t I?

When the main clause of the sentence begins with I think/suppose/guess and is followed by an object clause introduced by that, we should form the question tags in the following manner:
I think everyone will be interested in these after-school activities, won’t they?
I guess they haven’t heard about our plan, have they?
I don’t think John went back home early last night, did he?

Remind students that ’s=is or has, and ’d=had or would. Have them pay attention when they say a sentence with ’s or ’d. For example,

You’d watch the football match rather than go to the party, wouldn’t you?
He’d written to you before you phoned, hadn’t he?
He’s a very good teacher, isn’t he?
She’s been in hospital for two weeks, hasn’t she?
Task  Writing an e-mail of encouragement

This section consists of a series of activities which provide students opportunities to learn and practise their language skills of listening, reading, speaking and writing. The integrated skills training is divided into three steps, and each step is preceded by a skills building activity. Students will learn how to write an e-mail encouraging a friend.

Skills building 1: finding information

Here students will read about how to find the information they want to know in a long passage. Then they should find useful information in the letter on Page 45.

1 Have students read the two points on Page 52. The first point tells students that reading questions carefully can help them work out what information they need to find. The second point tells students how to find information quickly in a passage.

2 Have students read the letter about health on Page 45, underline the main points and circle the key words.

Answers

Main points: The writer is overweight and feels embarrassed when others laugh at her. She worries that overweight might damage her health, and wants to lose weight.

Key words: overweight; exercise; going on diets; lose weight; health

Step 1: recommending a gym to a friend

In this part students are asked to find and choose some information about a gym after they read and listen to ads about it. Their listening and reading skills can be improved by finishing this part.

1 Have students read the directions to learn what information they are going to look for. They should look for the information about a gym membership that their friends can apply for. Have students read the two ads carefully in Part A on Page 52. Ask them to underline the main points and circle the key words.

Answers

A The advertisement

Main points: Build the body you’ve always wanted! Get fit! Get healthy!

Key words: Special offer! 1 month free membership! 35 classes every week, including tennis and swimming. Two branches in the city! Open from 10 a.m. to midnight, 365 days a year. Call 5555 4567 for more information.

The web page

Main points: Build the body you’ve always wanted! Get fit! Get healthy!

Key words: Have some of the best equipment of any gym in the world. Wonderful advice about getting into shape.
Have students use the information they have found to complete the notes in Part B on Page 53. They will not be able to finish all the note, but will get more details after they listen to the tape.

**Answers**

**B**

2 Number of branches in the city:

1 2 ✓ 3

4 What do you get for free if you join now?

A T-shirt, 2 free personal training hours, and 1 month free membership.

7 Can you get advice about exercise?

Yes ✓ No

9 How can you find out more?

Call 5555 4567.

3 Have students do Part C by listening to the tape to finish the rest of the notes in Part B.

**Tapescript**

**Speaker:** Feeling weak? Do you want to lose weight? Do you want to be stronger? Do you want a healthier way of life? Do you want that wonderful body for next summer’s holiday? Then join Better Body Gym today!

This month we have a special offer for students—only five hundred yuan a year. This is three hundred yuan lower than our regular price.

And, for the next two weeks only, we are offering our new members one-month free membership. Yes, that’s one month free!

We have two branches. One is in Jinshan Road and the other one is in Hubei Road. That means we have one on the western side and one on the eastern side of the city. Both of them are 3,000 square metres, so there is space for over 1,000 people at any one time.

We have exercise rooms and shower rooms at the gym—everything you’ll ever need to get healthy and look good!

We have different tennis classes for old and new members and special days when we have sports stars visit the gym.

Membership is open to anyone who is fourteen or over.

The number to call is five five five five five, four five six seven.

Don’t wait—build a better body today!

**Answers**

**B**

3 In which roads are the branches?

One is in Jinshan Road, and the other one is in Hubei Road.

5 How big is each branch?

3,000 square metres.

6 Is there a health cafe at the gym?

Yes ✓ No

8 Do you need to be 18 to join?

Yes ✓ No

4 Have students read the directions in Part D. Have them work in pairs and discuss why Wu Tong should join Better Body Gym according to the note in Part B and the information about Wu Tong. Then have them write down four reasons.

**Sample answers**

**D**

1 The membership cost is cheap.

2 The gym is close by.

3 He can do exercise and get fit.

4 He can receive advice on how to become strong.
Skills building 2:
ote taking

Here students will learn how to take notes while listening. In order to make their notes as brief as possible, three skills are presented to students. They are asked to use the skills to take notes while listening to the tape.

1 Have students read the directions and the three points on Page 54. They will learn how to write down information quickly when taking notes.

- Have students read Point 1. Before reading tell them what abbreviations and contractions are. An abbreviation is a shortened form of a word or phrase used chiefly in writing to represent the complete form, for example, CMHS for Central Manchester High School, WTO for World Trade Organization, UN for United Nations, Nov for November, Sat for Saturday. Sometimes, a full stop is used at the end of the abbreviation, such as Oct., pron. and so on.

A contraction is a word formed by omitting or combining some of the sounds of a longer phrase, for example, won’t from will not, o’clock from of the clock.

- Have students read Point 2, so they will learn that some words, such as It is, enough, the, rather, to and very can be omitted.

- Have students read Point 3 and the tip box to learn that some common symbols can be used instead of some words.

2 Have students listen to the tape and write down what they have heard using the three skills they have just learnt.

Tapescript

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>In the mornings, he swims 2,500 metres, four times a week.</td>
</tr>
<tr>
<td>2</td>
<td>In the afternoons, she rides a bike for 40 kilometres, three times a week.</td>
</tr>
<tr>
<td>3</td>
<td>Because it is raining, I ran for only 15 minutes.</td>
</tr>
<tr>
<td>4</td>
<td>The population of the city has increased by twenty per cent.</td>
</tr>
<tr>
<td>5</td>
<td>Shanghai and Beijing are both bigger than Hong Kong.</td>
</tr>
</tbody>
</table>

Answers

1 mornings, he swims 2,500 m × 4/wk.
2 afternoons, she rides bike 40 km × 3/wk.
3 : it’s raining, I ran 15 min
4 city pop. ↑20%
5 Sh. & Bj. > HK

Step 2: interviewing a person about exercise and training

In this part students will improve their listening and speaking abilities by listening to an interview about how to train for taking part in a marathon. At the same time, they should take notes on what they are hearing.

1 Have students do Part A by listening to the interview and taking notes while listening. Tell them to use abbreviations and contractions to write down the information quickly.

Tapescript

Reporter: Lucy, at the moment, you are training for a marathon. Can you tell us about it?

Lucy: Sure. A marathon is a race where you run a little more than twenty-six miles, or forty-two kilometres.

Reporter: Twenty-six miles! How long
does it usually take for you to run such a race?

Lucy: Usually, it takes me about four-and-a-half hours.

Reporter: How do you train for such a long race?

Lucy: Well, on Tuesdays, I run fast for eight hundred metres, and I repeat this eight times, resting for a few minutes between each time.

Reporter: What do you do on the other days of the week?

Lucy: Three days a week, I run ten miles, but I do so slowly. Then on the fourth day, I run ten miles, but at the same speed as I run the marathon. On Sundays, I run eighteen miles.

Reporter: So you run only six days a week? What do you do on the seventh day?

Lucy: On Mondays, I rest. Since resting allows the body to recover, in many ways it is nearly as important as the exercise.

Reporter: You really do a lot of running! How many miles do you run in a week?

Lucy: In a usual week, I run a total of about sixty-two miles.

---

**Answers**

A (1) 4.5 hrs. (2) 10 miles × 1 day/wk (3) Mon (4) 62

2 Have students work in pairs to go over Part B, talking about how they keep fit. Have them take notes while their partner is talking, using the skills they have learnt on Page 54.

---

**Sample answers**

**Student A:** What do you do to keep fit?

**Student B:** I play basketball. I think it makes me stronger and helps me run faster. Besides, if you want to win, teamwork is very important. What about you?

**Student A:** I like swimming. It keeps me healthy and strong. There's a swimming pool near my home, and I go to swim for more than half an hour almost every day after school. My parents sometimes go swimming with me after work. I also like dancing. And I think I'll have a great figure if I dance often. So every Saturday morning, I go to the gym to practise dance aerobics with my mother. We are there for nearly two hours. Do you often play basketball?

**Student B:** On Tuesday, Thursday and Saturday afternoons, the students in our class play on our school basketball court. On Saturday we play a game with a team from another school. It's really fun and interesting.

**Student A:** Besides playing basketball, what else do you do?

**Student B:** I run every morning for about 15 minutes. My parents also go running with me, but they run slower and for longer. They run for more than 20 minutes.

How my partner keeps fit:

**Student A:** 1 go swimming; dance 2 keep him/her healthy + strong + a fine figure
samples:

3  swimming: for > 30 min after school every day; dance: for < two hrs on Sat mor
4  swimming with his/her parents; dance with his/her mother

Student B: 1  play basketball; run
2  stronger + faster; teamwork
3  playing basketball: Tues, Thur, Sat a.m.
   running: 15 min every mor
4  playing basketball with classmates or students from other schools

3  Have some students say what exercises their partners do, using the notes they have made. Then have them find out the most popular exercise in the class.

Skills building 3: using punctuation

Here students will learn how to use correct punctuation to make their writing clear and easy to read. They will first read some rules about how to use the most common punctuation marks and some tips. Then they will add some missing punctuation marks in an e-mail to check whether they know how to use these marks correctly.

1  Teach students the English words used to refer to the most common punctuation marks:
   comma (,); full stop (.), question mark (?); exclamation mark (!); colon (:); semi-colon (;); quotation marks ("" or “”); apostrophe (‘’); hyphen (-); dash (–).
   Have students read Skills building 3, including the tip boxes. They will learn in what different situations these punctuation marks are used. Have them pay special attention to the comma because it is not used as often in English as it is in Chinese.
   Tell students we usually use a full stop at the end of a sentence. Then another sentence begins with a word the first letter of which is capitalized. A colon or a semi-colon can also be used at the end of a statement, but after it another sentence is used without a capital letter at the beginning of it.

2  Have students read the e-mail on Page 56 and correct the wrong punctuation mark in each line.
Step 3: writing an e-mail encouraging a friend

In this part students are asked to write an e-mail to give some advice and encourage a friend to lose weight and become strong. They will first read an e-mail written by Li Fan, Hu Bo's friend, which is a sample to show them how to encourage and advise a friend with a problem. They should not only use what they have learnt in Steps 1 and 2 but also use the correct punctuation marks to write their e-mails.

1. Have students read the e-mail in Part A and find the sentences that the writer uses to give advice and encouragement. They should discuss with their partner what they think of the writer's advice. They should also give their opinions on how to solve Hu Bo's problem.

2. Have students read the directions in Part B, and then write an e-mail to a friend. After they have finished their e-mails, have some of them present their e-mails to the whole class.

Possible example

Dear _______ (the name of a friend)

I was so sad to learn that some people laughed at you just for being a little overweight. I think you look great as you are and you are wonderful. I understand that, like anyone else, you want to be healthy and strong and you are worried that you would become too overweight. I think the best way to become healthy and strong is to take exercise regularly.

At the beginning of this year, for some time I couldn't sleep well at night. I then began to run about twenty minutes after school every day and to go swimming twice a week. I have done this for nearly a year. Now I'm feeling quite well. Why not run with me? Or, let's go swimming. I know you want to learn to swim. We can do this together.

Please write back and tell me what you think about my plan.

Best wishes

__________ (student's own name)
booklet. Before writing the booklet, they will make a survey and have other students answer it so they can get the information they need. By doing this, students will be able to learn how to keep fit and feel better.

**Reading**

1. Have students read this article, which is from a magazine for teenagers. Have them find the main idea of each paragraph of the article.

   **Paragraph 1** Eating the right food and exercising regularly will make you feel and look better.

   **Paragraph 2** Healthy eating along with regular exercise is the only way to become fit.

   **Paragraph 3** It is important to give your body enough energy and water.

   **Paragraph 4** Teenagers should spend at least 30 minutes exercising, five times a week.

   **Paragraph 5** Teenagers need 8 to 10 hours of sleep each night.

   **Paragraph 6** Follow the above to look and feel much better.

2. Have students read the article again, and find the key words which convey useful or important information.

   **Paragraph 1** diet and way of life, a problem, feel better, look better, have more energy, eat the right food, exercise regularly

   **Paragraph 2** approximately 20%, tried going on a diet, control their weight, eat properly, exercise regularly, lose weight, keep fit, feel great

   **Paragraph 3** enough energy, a healthy diet, drink a lot of water, keep your system clean

   **Paragraph 4** walking, riding, do school sports, give up sport, produce some chemicals, make you feel peaceful and relaxed, increase your ability to concentrate when you study, sleep better at night

   **Paragraph 5** a good amount of sleep, loss of sleep, make you look tired, cause you to gain weight

   **Paragraph 6** follow the suggestions above

3. Have students work in pairs to find the main idea of the article.

   Main idea of the article:

   *Eating the right food, drinking plenty of water, exercising regularly and having enough sleep will make a teenager feel and look better.*

4. Have students do Parts B1 and B2 on Page 103 in the *Workbook*, so they will be more familiar with the usage of the useful words and phrases in this section.

5. Have students do Part D2 on Page 105 in the *Workbook* as their homework to practise using some words and patterns in this unit.

6. Have students read the story in Part A in *Writing* on Page 109 in the *Workbook*, so they will learn more about how to write a story about change in people. Then have them write a story after reading the directions and looking at the pictures in Part B on the same page.

**Making a booklet**

Have students read the directions in Part B on Page 59. They will then learn what they are going to write.

**Planning**

Divide the class into 6 groups. Have each group make a survey of one of the grades in the school. Have them decide which grade they will survey.
Preparing
Have each group discuss the tasks listed in this part and decide which group member will be responsible for each task, such as, who will write the questions to make a questionnaire, who will distribute and collect the questionnaires, and who will record and analyse the statistics.

Producing
The group members should prepare and do the tasks divided among them. Some of them should design a questionnaire to find out the information about eating food and drinking water, exercising and sleeping hours. Some of them should give out and collect the questionnaires. Some of them should record and analyse statistics from the questionnaires and compare them with the article in Part A. Some of them should write an article about the survey.

Presenting
Each group reports their result of the survey to the whole class. Then the whole class will put all the results together to form a booklet.

Self-assessment
This section allows students to determine what they have achieved, and what else they can do to improve their study.

In Part A, some items are presented to students and they are asked to check how well they think they have developed these skills. Each item corresponds with one or more parts in this unit. For example, by doing Part B on Page 49, students can see whether they can use the relative pronouns or adverbs correctly in non-restrictive attributive clauses. Students will have the opportunity to evaluate their own skills and abilities in English. If they feel very confident about one item, they can score it 5. If they feel quite confident about another item, they can score it 4. By adding all the scores and dividing by the total number of items, students will get a percentage, which shows their level.

In this unit, 17 items are listed with each one scored 5, totalling the score of 85. These items cover the main study targets in this unit, such as skills in reading, listening, speaking, writing, the usages of vocabulary and grammar items as well as doing activities in English. Through assessing themselves as learners, students will realize whether they have achieved the goals in this unit.

If they feel there are some items they are not confident of or just slightly confident about, they can think about how to improve in them. In Part B, they are asked to make an action plan, so they will know what to do and take effective measures. You can also gain a better understanding of your students’ performance, enabling you to help them study English more effectively.
Appendix I: Translation

Unit 1
Reading

在英国的学校生活

在英国上了一年的中学对我来说是一段非常令人愉快和兴奋的经历。我很喜欢英国中学的作息时间，因为学校每天上午大约9点上课，下午大约3点半放学。这意味着我每天可以比以往晚一个小时起床，因为在中国学校每天上午8点之前就开始上课了。

开学第一天，所有新生都去学校礼堂参加晨会。我当时坐在一个名叫黛安娜的女孩身边。我们很快就成了最要好的朋友。在晨会上，校长向我们宣布了校规。他还告诉我们，赢得尊重的最佳途径就是专心学习并取得好成绩。这听起来倒是像我在国内就读的学校。

过去的一年里我有过许多老师。海伍德先生，我的班主任，对我的帮助很大。我最喜欢的老是伯克小姐——我喜爱她教的英国文学课程。我们班上一共有28个学生，英国中学的班级差不多就是这么大。我们上不同的课得去不同的教室。上某些课的时候，班上的同学也不一样，所以对我来说记住所有的人的面孔和名字可是一件难事。

我发现这里布置的家庭作业不像我以前在原来学校时那么繁重，可一开始我还是觉得有些挑战性，因为所有的作业都是英语的。让我感到幸运的是，所有的老师都给了我很多鼓励，因此，我也喜欢我所学的每一门功课：英语、历史、英国文学、计算机、数学、科学、体育、艺术、烹饪和法语。

我天天都在使用英语，每天还花一个小时在图书馆里阅读英文书籍，因此我的英语有了很大进步。午饭休息时间我常去电脑俱乐部，这样我就可以免费给国内的家人和朋友发电子邮件了。我还额外选了一门功课——每个星期二晚上上去学法语。当我学会如何买菜、配菜和做饭的时候，我发现烹饪真是一种乐趣。学期末，我们班开了一个派对，我们每个人都要为派对做点吃的。我们班上所有的同学都喜欢我的做法，这可真让我高兴。

数学、英语和科学是该校的必修课，但是，如果不喜欢某些科目是可以中断学习的。如历史和法语。学生可以选修其他的科目，如艺术、计算机或者是西班牙语、德语之类的语言课。在艺术课上我做了一件小雕塑。尽管完工之后它看上去并不十分漂亮，但我仍然非常喜欢它。

每到吃午餐的时候我就非常想念中国菜。英国的饮食很不一样，英国人在正餐结束时喜欢吃甜点。午餐后我们通常去学校运动场上玩耍。有时我和男生们一起踢足球。有时我干脆坐在树下休息休息或是在草地上坐一坐。

体验到这样一种不同的生活方式，真是有趣。回顾在英国的日子我很满意，真期待我的英国朋友来中国游玩。

Project

我们学校有一个广播俱乐部。这个俱乐部的非常之处在于它是由学生自己为学校创办的。我很幸运地成了其中的一名主持人。

广播俱乐部是两年前创立的。有一天，我萌发了为大家播放音乐的念头，于是我就问校长能否在休息时间给同学们播放音乐，校长同意了。两年后，我作为元老负责校广播俱乐部的工作。我们的俱乐部现在不只是播放音乐。每天早上我们向同学们播报天气情况和时事新闻，还
有老师们要我们播出的一些特别告示。

到了考试的时候我们就会做一档特别节目，告诉学生们复习迎考的注意事项。每当学年结束的时候，许多即将毕业离校的学生就会借助我们的广播俱乐部向他们的好友和老师留下临别致辞。

每逢家长来访，与老师交谈的时候，我们常常播放一些由学生们自己演唱的歌曲。我们还会广播一些通知，告诉家长们有关诸如远足，校内戏剧表演之类的活动讯息。

毕业后，我会想念广播俱乐部的，但我知道，没有我，它还会继续办下去的。（凯特·琼斯）

我们的校内俱乐部“下一代诗人”是由我们的英语老师欧文先生发起的一个文学俱乐部。每个月的最后一个星期五我们会聚在一起讨论喜爱的诗歌和诗人。聚会的时候，我们首先挑选出我们喜爱的诗歌，然后朗诵这些诗歌。我们还在聚会时讨论诗歌。

我第一次参加聚会的时候，被要求写一首诗，还得当着俱乐部成员的面进行朗诵。起初我觉得有些紧张，但所有的成员都是那么亲切，友好，我很感动。有一次，我在学校花园里朗诵了一首表现大自然的诗歌。朗诵前，我选择了一棵老树，把大家都聚集在树下。俱乐部成员都说那是他们听过的最好的诗歌之一。（鲍勃·肖）

Unit 2
Reading

小鬼当家

第一幕
妈妈和爸爸外出度假，比预期的时间提前一天返回家中。妈妈和爸爸进门时，窗帘紧闭，起居室里黑咕隆咚的。

爸爸：回家的感觉真好啊！
妈妈：是啊，我迫不及待地要给儿子们一个惊喜呢！

突然，门开了，一只脚绊了进来。埃里克随后跑进起居室，身后跟着一条大狗，走路慢吞吞的。

埃里克：妈妈！爸爸！你们这么早就回来了呀！（四下打量，惊慌地）可是，可是……你们应该明天才到家的呀！

狗缓缓地走到妈妈和爸爸身边。

妈妈：（侧身抚摸着狗）埃里克，狗怎么又累又饿的啊！（看了看桌子）买狗食的钱不见了，可是小斑点看上去都饿坏了！你俩用我们留给你们的钱做啥了？

爸爸：还有，你们看看这起居室——垃圾满地都是！你哥哥在哪儿？（生气地喊）丹尼尔！

丹尼尔：（跑进起居室）妈妈，爸爸，我可以跟你们解释……

爸爸拉开窗帘，光线一下子照进屋里。起居室里一片狼藉：地板上堆放着比萨饼盒子，洗碗池里全是碗碟，角落里有只垃圾桶，在其周围还有垃圾和废纸。

妈妈和爸爸同时转向丹尼尔。

爸爸：（非常生气地）听我说，年轻人——我们将这个家交给你负责！我们原以为你的行为举止像个大人样了，可看看这片狼藉！我不知道为什么这个房子弄得这么脏……

妈妈：丹尼尔，我们还以为你是成年人了，是一个做出正确决定的人……

爸爸：我们怎么能再信任你？在我们家里可不能容忍这种行为！
丹尼尔：（叫喊着）别对我大喊大叫好不好？我还只是个少年！为什么什么事总是我的过错？
丹尼尔冲进自己的卧室，愤怒地关上房门。妈妈和爸爸面面相觑，灯光灭。

第一幕完

第二幕，第一场
丹尼尔和埃里克的卧室。埃里克坐在床上，丹尼尔双臂抱在胸前，看起来很不高兴。
丹尼尔：他们压根儿就不给我一个辩解的机会。我讨厌他们！
埃里克：你可不要讨厌他们！我可以告诉他们发生了紧急情况。解释之后他们就不会再生气了。
丹尼尔：别，什么都不用跟他们说。不管怎样，他们不信任我。他们不配得到解释。他们愿意怎么想就让他们怎么想好了。
埃里克：可是丹尼尔，如果他们知道小斑点生病了，我们用那笔钱带小斑点去看了兽医……
丹尼尔：还有，我们昨天在兽医那儿呆了一整天，正因为如此，我们才没有时间打扫房子……可是，不，埃里克，为什么他们不问问我到底发生了什么事就对我大喊大叫呢？

第二幕，第二场
妈妈：你觉得我们刚才对丹尼尔是不是太苛刻了呢？有可能家里一团糟是有原因的……
爸爸：也许吧，可是既然他对我们那么粗鲁无礼，那我觉得我们有必要教训教训他，要不然他不会尊重我们的。
妈妈：哎，干嘛非得这么麻烦啊？
妈妈叹了口气。

第二幕完

Project

成长的烦恼

很多青少年感到孤独，好像没有人理解他们以及他们正在经历的变化。日子一天天过去，而所有事情似乎都是不同的，可又都是一成不变的。生活似乎从不过得足够快；而从另外的方面看，生活似乎过得太快甚至于失控，像开赛车一样。别的人也有过同感么？

这些感觉是青春期——介于孩童和成人之间的这个阶段——的正常组成部分。而且，虽然有时候难以相信，但就是这些——每一个年龄段都经历过青春期，而你的朋友和你一样正经历这个阶段。对青少年而言，感到孤独和被误解是很普遍的。这些情感可以看作是成长的烦恼——是青少年迈向成年时所面对的困难。

在青少年成长的时候，对自己无论健康还是体外的状态变化感到困惑对他们而言是正常现象。在青春期，青少年经历着身体上的巨大变化。他们个子长高，声音变低，还有很多其他的成长发育。

与这些生理变化同时而来的，还有很多心理上的变化。男孩和女孩在这方面往往有所不同。很多男孩成为危险尝试者——他们希望找到自己的局限和他们周遭世界的局限，但也许并不具有对其行为作出正确抉择的智慧。而与此同时，女孩则通常需要和某个人——或任何人——进行交谈，因为她们试图面对自己强烈的情感。

在大千社会中，随着青少年长大，他们努力地自力更生。他们或许迫切需要父母的关爱，却又感到疏远。他们或许想要成为团体的一员，但又渴望独立。正因为青少年们在平衡这些需要时有困难，所以他们经常质疑自己到底是谁以及怎样融入社会。
好在这些成长的烦恼并不会持久。最终一切都会好起来——青少年成长为健康的成年人，而青春期的变化和挑战则转变为成人生活中的种种变化和挑战。

Unit 3
Reading

想瘦身想得快死了……

（第一封电子邮件）
嗨，周玲：
你好。好几个星期都没收到你的来信了。一切顺利吗？
你现在还是每天去健身房吗？我以前常去健身房，一周三次，可我现在不再锻炼了。我有了另外一种保持苗条身材的方法。显得美丽对女性来说很重要，难道不是吗？如今，大部分年轻女性都想拥有苗条的身材，而在加拿大这里尤其是这样。我目前在努力减肥，因为我的体形让我觉得非常羞愧。由于我正准备出一部新的电视剧，所以我在服用一种名叫Fat-Less的减肥药物，这种药物很受加拿大年轻女性的欢迎。我希望能够至少减去10公斤。我每天服用两片，因而也就不用锻炼了。
减肥药物还真的管用哦！我现在可是越发苗条了。前两个月我就减去了7公斤。可是，有时候我感到没有精神。我妈妈（你去年见过她的）一直告诫我不要服用减肥药物，因为减肥药的危害健康。她说，健康是最重要的，我同意这个观点，可是我现在看上去多么苗条。
快些给我写信哦！

爱你的埃米

（第二封电子邮件）
亲爱的周玲：
情况变化实在是太快了！我现在住院了，患的是肝衰竭，正在恢复中。我很后悔服用了那种减肥药物。那些减肥药物里含有某种有害的化学物质，导致了我肝功能衰竭。如果我当时继续服用这些药物，我的肝脏就彻底毁了。我妈妈坚持将我送进了医院。在这儿我得到了很好的治疗。
这的确是一段令人痛苦的经历，但是现在我感觉好多了。我听从医生的建议，每天锻炼至少半小时（但我很少去健身房！），吃很多的水果和蔬菜。人们应该照顾好自己的身体。我妈妈是对的：不要为了苗条，动人的身材毁了自己的健康，那样做是得不偿失的。我们不应该为自己的外表感到羞愧，不是吗？
我希望能够早点儿收到你的回信。

爱你的埃米

（第三封电子邮件）
亲爱的埃米：
我的电脑出了故障，所以直到今天才能够看到你的两封电子邮件。得知你的病情我非常难过，但让我感到高兴的是，你现在感觉良好，身体正在恢复中。
你说得对，我们不应该因为自己的体重感到难为情。我觉得你目前这个样子看上去就很棒，而且你是一个非常优秀的人。我知道，保持身材苗条的压力是问题的症结所在，对一个女演员来说尤其是这样。但是，你妈妈的话最清楚不过：没有什么比健康更重要。
在中国也是一样的情况——许多人，其中有些人压根儿就不超重，总是在节食，或者是吃减肥药片，这些做法往往是危险的。我希望他们能够从你的经历中汲取教训。

爱你的周玲

Project

实际情况是，对青少年而言，饮食习惯和生活方式往往是个问题。但好消息是，如果合理饮食，经常锻炼，你就可以感觉更好，气色更好，精力越发充沛。

健康的饮食加上经常锻炼也许是变得健康的唯一途径。从长远角度看，节食并不能奏效，然而有大约20%的青少年声称，他们曾尝试节食或者有时不吃饭，以控制自己的体重。如果你适当饮食并经常锻炼，你就会减轻体重，保持健康状态，感觉很棒。

作为青少年，给予你的身体所需要的足够能量是很重要的。如果不吃饭，你就不能得到足够的能量，因此就会感到疲倦。至于健康的饮食，你应该主要地摄入米饭，面包，蔬菜和水果。你还需要喝很多的水——一天需要6—8杯。水有助于保持人体内部系统清洁。足量饮水会改善你的皮肤，让你拥有健康的头发。

锻炼能够提高你气色好、感觉好、身体健康。专家建议，青少年每周至少应该锻炼五次，每次至少30分钟。这一点是很容易做到的！步行和骑自行车就算，校内体育活动也算。常常有这样的情况：有些青少年干脆放弃体育锻炼，声称学习繁忙，没有时间进行体育锻炼。很多青少年吃惊地得知，当你锻炼时，你的体内会产生某些化学物质，这些化学物质让你感到平静、放松，增强学习时的注意力。这些化学物质甚至还有助于你改善睡眠呢！

每晚保证充分的睡眠对你的健康也是很重要的。睡觉的时候，你的身体就帮你为即将到来的一天作好准备。青少年每晚需要8—10小时的睡眠。事实上，失眠会使你面容疲倦，甚至身体发胖。

如果你能遵循以上建议，用不了多久你就会气色好得多，感觉棒得多！
Appendix II: Key to Workbook

Unit 1

Language practice

Part A1 (Page 86)
1 enjoyable 3 challenging 5 fun 7 exciting
2 experience 4 e-mail 6 satisfaction 8 encouragement

Part A2 (Page 86)
1 with 3 like 5 On 7 at
2 to at 4 to 6 for about 8 On on

Part B1 (Page 87)
1 making preparations for 4 are required to 7 looked back on
2 inform ... of 5 in charge of 8 much more than
3 such as 6 make good use of

Part B2 (Page 87)
1 a 他被认为是美国优秀电视节目主持人之一。 b 我们很高兴地得知他已应邀下个月来我们城市主持一场晚会。
2 a 我们要等上几天，等待学校批准我们今年春季在校里多植树的计划。 b 布朗夫人不赞成在公共场所吸烟。
3 a 我看不懂这机器的使用说明，你能给我演示一下如何操作该机器吗? b 每天有三个班次的公共汽车开往城里，因此你可以乘公共汽车去那儿。
4 a 他向我收取了100元修电脑的费用。 b 你可以向她询问更多细节，因为她是个项目的负责人。

Part C1 (Page 88)
2 4 5 6 7 9

Part C2 (Page 88)
1 This is the school where/in which I studied five years ago.
2 In this school there are about 30 foreign students who/that have come to study Chinese.
3 These students whose parents have come to China for business like the school very much.
4 The teaching building that/which was put up last year looks nice.
5 The man who is standing in front of the school library is the headmaster.
6 Next to him stands a girl whose name is Tina.
7 Tina is the student who won a prize in the writing competition.
8 Tina likes reading the novels which/that were written by Charles Dickens.
Tina is the host of the school's radio club that/which was started two years ago. Students like the school news (that/which) the radio club broadcasts.

**Part D1 (Page 89)**

1. exciting
2. prepare
3. achieving
4. clubs
5. selected
6. Literature
7. attend
8. experience

**Part D2 (Page 89)**

1. I think the best way to protect the environment is to plant more trees.
2. Going to the park for a picnic at the weekend sounds like a good idea.
3. When I look back on my childhood, I still think of it as the happiest time in my life.
4. The girl who used to be a model is now a famous actress.
5. Talk to her more, and you will find that she isn't as bad as you thought she was.
6. As it was getting dark, I decided to find a place to stay.
7. Students who make good use of their time usually achieve high scores.
8. Though it is difficult to improve your cooking skills in such a short time, you should still keep practising.

**Reading**

**Part A (Page 90)**

1. It will help them feel like part of a group and also it will make the school's sports teams feel encouraged.
2. To gain knowledge.
3. Because they are comfortable and do not need special care.
4. He thinks that they look very boring.
5. No. He thinks that students could wear their favourite clothes at home or at the weekend.

**Part B (Page 91)**

1. Yes, they do.
2. Because she can help students choose a good college, and she is good at helping nervous students relax.
3. Because students do not study the same subjects.
4. They might go to school early because they want to use the Internet service, and they might stay late because of after-school activities.
5. Yes, she does. Because after-school activities are great fun and they might also help her get into a good college.

**Listening**

**Parts A and B (Page 92)**

<table>
<thead>
<tr>
<th>I:</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>fifteen</td>
<td>English</td>
<td>Maths</td>
</tr>
<tr>
<td>Dad:</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>letters</td>
<td>practice book</td>
<td>computer</td>
</tr>
<tr>
<td>Australian students:</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Maths</td>
<td>Science</td>
<td>friendly tall</td>
</tr>
</tbody>
</table>
Part C (Page 92)
1 English  3 practice book  5 tall  7 friendly
2 Maths  4 basketball  6 letters  8 computer

Writing
Part B (Page 93)
Dear Mickey
I came to see you but you happened to be out. I'd like to invite you to visit me at my school when you have time. Here's how to get to my dormitory.

When you get to the school gate, you'll see the playground in front of you with the gym on the left and three classroom buildings on the right. Go towards the gym. Then, walk along the road between the playground and the gym. Go straight, past the library and the teachers' office, until you reach a small river. Take a right turn to get to the bridge. After you cross the bridge, you'll see three buildings ahead. The one in the middle is our canteen. The two buildings on either side of the canteen are the dormitories. The one on the left is Dorm 1. That's where I live.

See you soon.
Andy

Unit 2
Language practice
Part A1 (Page 94)
1 frighten frightened  4 behaves behaviour  7 sound sounds
2 waste waste  5 cross crossed  8 explained explanation
3 decision decide  6 mess messy

Part A2 (Page 94)
1 like  3 with of  5 by  7 towards
2 on  4 at  6 to

Part B1 (Page 95)
1 surfing  4 smoking drinking  7 talking/to talk
2 practise  5 to respect  8 playing
3 chatting  6 to do  9 learning

Part B2 (Page 95)
1 went through  3 normal  5 tends to  7 make a choice  9 balance
2 depend on  4 at the same time  6 out of control  8 along with  10 confused

Part C1 (Page 96)
1 whom  3 that/which  5 that/which  7 where  9 that/which
2 why  4 whom  6 whom  8 when  10 where
Part C2 (Page 96)

2 The *Oxford Advanced Learner’s Dictionary* is a dictionary which he often uses it.

3 It is a useful dictionary. This is the reason which his parents gave him the money to buy it.

4 The shop where he bought the dictionary is not far away from his school.

5 He always spends the whole day in the shop where he reads English novels.

6 Miss Jones, his English teacher, is the person who helps him a lot.

7 I like the way which he speaks English. I like the way in which he speaks English.

8 Do you remember the day while you first met at the school English corner?

9 Yes, I will never forget the moment when I heard him speaking English. He was very fluent.

10 He also told me the reason why some of us find it difficult to remember English words. That’s because we don’t often use them.

Part D1 (Page 97)

1 treat  3 vacation  5 mess   7 surprise  9 why
2 clinic  4 chance  6 teenager  8 refused  10 rude

Part D2 (Page 97)

1 The soup smells delicious! I can’t wait to taste it.

2 What language are we supposed to speak when we get to Italy since we can’t speak Italian?

3 It looks as if it is going to rain. Don’t forget to take your umbrella.

4 She insisted on going to Africa to study wild animals there, although her family asked her not to.

5 They are the best team in the country. They certainly deserve to win the match.

6 She was very tired and felt like having a nice sleep.

7 It is your fault. There is no need for you to defend yourself anymore.

8 Now that John has arrived, let’s start working right away.

Reading

Part A (Page 98)

1 Both the mother and father worked. Many parents who watched the programme also had the same difficult decisions to make about their families and they worried about their children’s future.

2 He was caught by the police for driving a car too fast, but he also helped a boy who had no home.

3 Young girls bought photos of him to hang on their bedroom walls and his face was in
every magazine for teenagers.
4 They felt upset when he did something bad, but proud when he did something good.
5 People liked Mike and felt that the family in the programme had similar problems to their own.

Part B (Page 99)
1 He tried to help David stand on his own two feet and learn how to look after himself.
2 David felt that his father was hard on him and didn’t speak much to him.
3 David says that his father’s job is dangerous and that he has to think about other people all the time.
4 He was looking for his Christmas presents.
5 Now he knows how much his father loves him and understands that it’s hard for his father to talk to him about it.

Listening
Parts A and B (Page 100)
1 study for exams  attend a famous university find a good job
2 fun sport
3 basketball
4 do my homework
5 go to bed get up early
6 computer games
7 have dinner do my homework
8 bag

Part C (Page 100)
1 good job 3 sport 5 homework 7 bag 9 Dad
2 fun 4 basketball 6 games 8 do my homework

Writing
Part B (Page 101)

Do you agree with mums working outside the home?

Today we had a discussion about mums who work outside the home. The opinions were divided. Sixty-five per cent of the students were for the idea of mums working outside the home. They gave these arguments. First, mums have the right to work outside the home. Second, they not only bring in more money, but also feel proud of their success in work. Third, they are good for society.

However, thirty-five per cent of the students were against mums working outside the home. They felt that mums should not work outside the home, because there would be no one around to do housework, such as cooking the meals and cleaning the house. It is too expensive to get someone else to do the work.

I think it is up to mums to decide if they want to work in or outside the home.
Unit 3

Language practice

Part A1 (Page 102)
1  a accepted  b follow  3  a damage  b hurt
2  a caused  b made  4  a eats  b dieting

Part A2 (Page 102)
1  are popular among  3  be ashamed of  5  recover from  7  follow my advice
2  work out  4  is dying to  6  is going on a diet

Part B1 (Page 103)
1  in  3  of  5  at  7  as  9  with
2  in  4  into  6  of  8  for/to  10  of

Part B2 (Page 103)
1  a  欧洲的一些大学每年设有3个学期。
   b  这个计划短期内似乎还不错，但从长远看，它会增加我们的成本。
2  a  毕业后，她去了一家银行工作。
   b  你知道怎样使用这个咖啡机吗?
   c  医生给我的那些药片不管用。
3  a  老师仔细地清点了学生的人数，以确保没人缺席。
   b  我把玛丽看作我最好的朋友之一。
   c  我相信快乐比挣钱更重要。
4  a  他们不知道到哪里去吃饭。我推荐了我办公室隔壁的意大利餐厅。
   b  他看着我的样子表明他不相信我说的话。

Part C1 (Page 104)
1  If you take a walk around the city, you will find some teenagers who are overweight.
2  You might often see overweight boys and girls, which means that weight gain among young people has become a big problem.
3  I think there are two main reasons why so many boys and girls are overweight.
4  Some teenagers, who like to play computer games or watch TV in their free time, don’t do enough exercise.
5  Some other teenagers like eating in fast food restaurants, which you can see everywhere in our city.
6  There is a Keep Fit Summer Camp in our city, where overweight teenagers can take exercise and learn to have a healthy diet.

Part C2 (Page 104)
1  has she  3  will it  5  does she  7  did they  9  shall we
2  didn’t they  4  hasn’t he  6  won’t they  8  could he  10  will you
Part D1 (Page 105)
1 popular  3 control  5 skip  7 overweight  9 cost  11 cause
2 exercise  4 regularly  6 who  8 advice  10 especially

Part D2 (Page 105)
1 When they reach the age of 16, children in the USA can prepare to take their driving test, can’t they?
2 Those who have tried this medicine know best about its side effect(s).
3 The war caused oil prices to rise all over the world, didn’t it?
4 When she was lying in hospital, she regretted not following her mother’s advice.
5 It is important to know how to get on with others when you enter into society.
6 Regular exercise helps the film star get into shape and keep a slim figure.
7 They all thought that it was my first visit to the city. As a matter of fact, I had lived here for two years.
8 Children like reading Harry Potter, and so do many adults.

Reading
Part A (Page 106)
1 According to world health reports.
2 Until recently, the Japanese had never been known as people who enjoy long life.
3 They eat less food, very little fat and a lot of fish and other foods that are good for the heart. They also drink a lot of green tea.
4 They often go to the doctor for small problems that people in many other countries might not worry about.
5 We should all try a healthy diet and make sure that we get enough exercise.

Part B (Page 107)
1 Scientists are beginning to believe that some people receive the ability to stay thin from their parents.
2 When they eat, their bodies store the energy from food as fat. These people gain weight if they eat more than they need to each day.
3 Because more and more people have weight problems, which can cause serious illnesses.
4 They hope to produce medicines that can stop people from gaining weight because they store too much fat.
5 They should exercise and eat a good diet.

Listening
Parts A and B (Page 108)
Dad:  1 cook  3 less active  5 health problems
      2 dangerous  4 move around  6 eat too much
Doctor:  7 bread  9 diet  11 meat
        8 cake  10 vegetables  12 exercise
Writing

Part B (Page 109)

Liangliang is no longer the boy he used to be—he has changed a lot. Only a year ago, he was overweight and a little lazy. He often got tired and did not like sport. His favourite meal was fried chicken and chips. One day, he realized that he couldn't continue like this. So, he decided to change. He started to exercise. He ran in the school playground every day. He also began eating a healthier diet of more fruit and vegetables, and less meat. These changes helped him lose a lot of weight. He is now a very happy boy in very good shape, and always feels energetic.
Appendix III: Tapescripts for Workbook

Page 92, Listening, Part A

Mother: Keling, your dad wants you to go to high school in Australia next year. You want to go too, don’t you? You will have to do many things to prepare for study in Australia.

You will have to take some English and Maths tests before you can write to high schools in Australia. Your dad will send you a practice book of tests so that you can improve your English and Maths levels. Your dad will also write a lot of letters to high schools in Australia for you. You will have to get a passport.

Page 92, Listening, Part B

Keling: Dad, am I old enough to go to a high school in Australia?
Dad: Yes. Children must be over 15 years old to go to high school here.
Keling: My friend told me that Australian students use computers for many of their lessons. Is that true?
Dad: Yes, they use them for Maths and Science.
Keling: Hmm, maybe I’ll need a new computer. Mine is very slow.
Dad: Well, if you pass all the tests, I will buy you a new one.
Keling: Thanks, Dad. Do you think I will make new friends?
Dad: Don’t worry about that. Students here are very friendly.
Keling: Do they like playing basketball?
Dad: I think so. On the way to work in the morning, I often see students playing basketball in school playgrounds. I know how good you are at basketball so it should be easy for you to make friends.
Keling: Great! Australian teenagers are generally very tall, aren’t they? It will be hard for me to get the ball.
Dad: Well, maybe you should practise basketball when you finish your homework.
Keling: Good idea!

Page 100, Listening, Part A

Leo: My mum just doesn’t understand me! She only wants me to study for exams, attend a famous university and find a good job. She never thinks about fun things like sport. Yesterday, she told me to stop watching TV. I told her that I was watching Yao Ming playing basketball and that it was a very exciting game, but she didn’t care. She just wanted me to do my homework. Later, she found me reading my sports magazine. She was angry. Well, I have been too busy to read any sports magazines this month, so I just wanted to read all the new stories, but my mum wouldn’t let me. She said I had to go to bed because I had to get up early for school the next day. I can’t do anything I want to!
Page 100, Listening, Part B

Mum: You’re late. Where have you been?
Leo: Nowhere.
Mum: I hope you didn’t buy any computer games.
Leo: Oh, Mum! It’s hot today so I did not want to hurry.
Mum: Well, dinner is ready. So, wash your hands and get ready.
Leo: I can’t have dinner right now. I have to do my homework.
Mum: You can have dinner first and then do your homework.
Leo: Mum, you always say you want me to do my homework, but when I want to do it you won’t let me.
Mum: OK, show me the homework right now. I want to see it.
Leo: Why?
Mum: I want to see it. Let me look in your bag. What are these? Computer games! I don’t see any homework in here. Your father will talk to you later!

Page 108, Listening, Part A

Dad: Jiahua, please listen to me for a moment. I just read an article about weight problems called ‘Being too fat is dangerous for your health’. It says that people who are overweight tend to be less active than slim people. They cannot move around well because of their weight. I know you like sport, especially football and basketball. If you are too heavy, you won’t be able to enjoy playing sport with your friends. The worst thing is that too much body fat can cause a lot of health problems. Jiahua, you shouldn’t eat so much even if you like eating and your mum is such a good cook. I want you to have a healthy and happy life. Let’s talk to a doctor about this next week.

Page 108, Listening, Part B

Dad: Good afternoon, Doctor Wang. This is my son, Jiahua.
Jiahua: Good afternoon.
Doctor: Hello, Jiahua. Nice to meet you.
Dad: I think Jiahua is too fat. We need some advice about his weight.
Doctor: Well, I don’t like to say ‘too fat’. I will say ‘overweight’. Jiahua, what is your diet like? What do you eat?
Jiahua: I have bread and cake for breakfast, and hamburgers and dessert for lunch. In the evening, my mum cooks delicious food, so I always eat a lot.
Doctor: You eat too much bread and too much cake.
Jiahua: What should I do about this?
Doctor: You should change your diet: more vegetables, less meat. Remember, do not eat too much. Now, do you like sport?
Jiahua: Yes, I like playing football and basketball.
Doctor: Great! More exercise will help you lose weight.
Jiahua: Thanks a lot, Doctor.
Doctor: My pleasure. Good luck!
Appendix IV: Grammar

Unit 1

定语从句 (1)

定语从句简介

1. 在句子中，用来修饰名词的成分叫做定语 (attributive)。定语通常是由名词 (短语)、形容词 (短语) 或介词短语来充当。在复合句中，主句中的名词可以由从句来修饰。这种用来修饰主句中的名词的从句叫做定语从句 (attributive clause)。定语所修饰的名词叫做先行词 (antecedent)。名词 (短语)、形容词 (短语)、介词短语或从句做定语修饰名词时，它们在句中所处的位置通常不相同。当名词 (短语) 或形容词 (短语) 做定语时，一般置于所修饰的名词前。介词短语或从句做定语时，一般置于所修饰的名词后。

the basketball team (名词 basketball 做定语，置于先行词 team 的前面)

the green team (形容词 green 做定语，置于先行词 team 的前面)

the team in green (介词短语 in green 做定语，置于先行词 team 的后面)

the team who are wearing green (从句 who are wearing green 做定语，置于先行词 team 的后面)

2. 定语从句通常由关系代词 (relative pronoun) which、that、who、whom、whose 或关系副词 (relative adverb) when、where、why 引导。关系代词和关系副词位于先行词和定语从句之间，连接定语从句与主句，同时指代先行词，并在定语从句中充当从句的某个成分。

关系代词和关系副词在定语从句中可充当一定的句子成分。

- 主语
  The trees are behind the office building. (the trees 做主语)
  The trees which are behind the office building have lost their leaves. (关系代词 which 指代先行词 the trees，在从句中做主语)

- 表语
  We saw the student just now. (the student 做表语)
  The student whom we saw just now is the best runner in our school. (关系代词 whom 指代先行词 the student，在从句中做表语)

- 宾语
  It used to be a small town. (a small town 做表语)
  It is no longer the small town that it used to be. (关系代词 that 指代先行词 the small town，在从句中做宾语)

- 定语
  I can't remember his name. (his 做定语)
  She has a brother whose name I can't remember. (关系代词 whose 指代先行词 a brother，在从句中做定语)

- 状语
He studied in the school. (in the school 做状语)
The school where he studied is in Shenzhen. (关系副词 where 指代先行词 the school，在从句中做状语)

引导定语从句的关系代词
在定语从句中，关系代词 that、which、who、whom 和 whose 有不同的用途。请看下表：

<table>
<thead>
<tr>
<th>关系代词</th>
<th>在从句中充当的成分</th>
<th>指代的先行词</th>
<th>例 句</th>
</tr>
</thead>
<tbody>
<tr>
<td>that</td>
<td>主语</td>
<td>人</td>
<td>I'm not one of those students <strong>that</strong> can do homework well at a new place.</td>
</tr>
<tr>
<td></td>
<td>宾语</td>
<td>物</td>
<td>I have to do my homework in a place <strong>that</strong> has desks and chairs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>人</td>
<td>David was one of the most helpful students <strong>that</strong> we ever had.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>物</td>
<td>Some of the books were gifts <strong>that</strong> he got from his Chinese friends and students.</td>
</tr>
<tr>
<td>which</td>
<td>主语</td>
<td>物</td>
<td>David studied in the high school <strong>which</strong> is the oldest one in the city.</td>
</tr>
<tr>
<td></td>
<td>宾语</td>
<td>物</td>
<td>Some of the cities in China <strong>which</strong> he likes most are Beijing, Shanghai, Harbin and Nanjing.</td>
</tr>
<tr>
<td>who</td>
<td>主语</td>
<td>人</td>
<td>She was the teacher <strong>who</strong> taught us English Literature.</td>
</tr>
<tr>
<td></td>
<td>宾语</td>
<td>人</td>
<td>I don’t know the name of the teacher <strong>who</strong> I saw in the computer room the other day.</td>
</tr>
<tr>
<td>whom</td>
<td>宾语</td>
<td>人</td>
<td>I don’t know the name of the teacher <strong>whom</strong> I saw in the computer room the other day.</td>
</tr>
<tr>
<td>whose</td>
<td>定语</td>
<td></td>
<td>I sat next to a girl <strong>whose</strong> name was Diane.</td>
</tr>
<tr>
<td></td>
<td>物</td>
<td></td>
<td>The club <strong>whose</strong> members are music fans meet in the school garden every Saturday afternoon.</td>
</tr>
</tbody>
</table>

Unit 2

定语从句（2）

介词 + which 以及介词 + whom 引导的定语从句
1. 当关系代词在定语从句中充当介词的宾语时，我们用介词 + 关系代词（whom 或 which）引导定语从句。如果指人，用介词 + whom；如果指物，用介词 + which。
   We could expect good decisions **from you**. (you 做介词 from 的宾语)
We thought you were the person from whom we could expect good decisions. (关系代词 whom 指代先行词 the person, 在从句中做 from 的宾语)
You were to buy dog food with the money. (the money 做介词 with 的宾语)
The money with which you were to buy dog food is gone. (关系代词 which 指代先行词 the money, 在从句中做 with 的宾语)

2 在口语中，介词通常放在定语从句结尾处。如果介词放在从句结尾处，关系代词 that 可以代替关系代词 whom 或 which，同时 who 可以代替 whom。在这种情况下，也可省去关系代词。
We thought you were the person (whom/that/who) we could expect good decisions from.
The money (which/that) you were to buy dog food with is gone.

3 当先行词是 way 的时候，我们可以使用 in which 或 that 引导定语从句。在这种情况下，in which 和 that 也可以省略。
I did not like the way (in which/that) she talked to me.

引导定语从句的关系副词
1 关系副词 when、where 和 why 通常在定语从句中做状语，表示时间、地点以及原因。通常情况下，用 when 引导的定语从句的先行词是 time、moment、day、season、year 等，用 where 引导的定语从句的先行词是 place、house、city、country、world 等，用 why 引导的定语从句的先行词是 reason。
2 在更加正式的语境当中，可以用介词 + which 替代关系副词 when、where 和 why。请看下表。

<table>
<thead>
<tr>
<th>关系副词</th>
<th>在从句中充当的成分</th>
<th>指代的先行词</th>
<th>例句</th>
</tr>
</thead>
<tbody>
<tr>
<td>when</td>
<td>时间状语</td>
<td>表示时间的名词或名词词组</td>
<td>Do you remember the day when (=on which) we left you in charge?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I often think of the moment when (=at which) I saw the UFO.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I’ll never forget the time when (=in which) I studied in Britain.</td>
</tr>
<tr>
<td>where</td>
<td>地点状语</td>
<td>表示地点的名词或名词词组</td>
<td>The police searched the house where (=in which) the thief had stayed.</td>
</tr>
<tr>
<td>why</td>
<td>原因状语</td>
<td>reason</td>
<td>Perhaps there is a reason why (=for which) the house is a mess.</td>
</tr>
</tbody>
</table>

Unit 3

定语从句 (3)

非限制性定语从句
1 非限制性定语从句 (non-restrictive attributive clause) 是对主句中的先行词的附加描写或补充的从句，通常用逗号将它与主句分开。另外，可使用关系代词 which 描述整个主句。
I'm taking some weight-loss pills, which are quite popular here. (which 指代先行词 pills，补充说明 the weight-loss pills are quite popular here)

He missed the show, which was a great pity. (which 指代主句，补充说明 he missed the show 是 a great pity)

2 我们也可以用 all/some of + whom/which 来表达全部或一部分的量。

I'm doing different types of exercises, all of which are quite helpful to my health. (all of which 指代所有的 different types of exercises)

Many people, some of whom are not overweight, are going on diets. (some of whom 指代 many people 当中的一部分人)

3 非限制性定语从句与限制性定语从句的不同之处

- 限制性定语从句是先行词在意义上不可缺少的定语，如果去掉，主句的意思就不完整。
  She was the teacher who taught us English Literature. (who taught us English Literature 在此句中是限制性定语从句，去掉从句后句子意思就不完整)

而非限制性定语从句和主句的关系不十分密切，只是对先行词作附加的说明，如果去掉，主句的意思仍然非常清楚。因此，非限制性定语从句与主句之间常用逗号分开。

Amy, who took weight-loss pills, now realizes that health is important. (who took weight-loss pills 在此句中是非限制性定语从句，去掉从句后主句意思还是完整的，从句只是提供了额外的信息)

- 非限制性定语从句一般不用 that 引导。先行词如指人，在从句中做主语，用关系代词 who；在从句中作宾语，用关系代词 whom。先行词如指物，在从句中做主语或宾语，用关系代词 which。

Mr Wu, who teaches us Computer Science, is in the computer room now.

The teacher, whom we saw in the computer room the other day, was Mr Wu.

David studied in the high school, which is the oldest one in the city.

David has been living in Shanghai, which he likes the most among other cities that he lived before, for five years.

### 反意疑问句

### 反意疑问句简介

1 反意疑问句的前半句是陈述句，后半句是简短的问句。主要在口语中，用来开始一段对话，以礼貌的语气提出要求，或询问、确认某个信息。

Post a letter for me, will you? （提出要求）

You like travelling, don't you? （询问信息）

Neither of you will have coffee, will you? （确认信息）

2 一般情况下，在使用反意疑问句时，前面的陈述句使用降调，后面的疑问句使用升调。但要注意：当说话者希望对方同意自己的看法时，反意疑问句以降调结束。如果说话者只是在确认信息，反意疑问句以升调结束。

You still go to the gym every day, don't you (↓)? （说话者认为对方仍然每天去健身房，并期待对方给予肯定回答）

You still go to the gym every day, don't you (↑)? （说话者因为不知道答案，期待得到确认）
反意疑问句的构成

1. 在肯定陈述句后，疑问句用否定疑问形式。在否定陈述句后，疑问句用肯定疑问形式。
   We can still be friends, can't we?
   He doesn't like ice cream, does he?

2. 在陈述句中用了表示否定意思的 neither, none, nobody, nothing, few, little, never, hardly 和 seldom 等词后，疑问句用肯定疑问形式。
   Neither of you will have coffee, will you?
   No one has found my CD, have they?
   His sister seldom argues with others, does she?

3. 如果陈述句中的主语是名词，在疑问句中，要用相应的人称代词 I, we, you, he, she, it 或者 they，来代替陈述句中的主语。
   His father can't name the plant, can he? (用 he 代替 his father)
   Everyone has advised you not to go on a diet, haven't they? (用 they 代替 everyone)

4. 反意疑问句中的谓语动词部分用助动词、情态动词或 be 动词，其形式要与人称代词一致。
   You like travelling, don't you?
   You can't speak Italian, can you?
   There is something wrong, isn't there?

5. 在祈使句后的反意疑问句中，一般用 will you 结尾。但在 Let's 开头的祈使句后，一般用 shall we 结尾。
   Post a letter for me, will you?
   Let's have a break, shall we?

6. 反意疑问句的回答方式和一般疑问句一样，肯定回答用 Yes，否定回答用 No。在回答陈述句是否定形式的反意疑问句时，要特别注意。
   — Neither of you will have coffee, will you?
   — Yes, we will. (意即想喝咖啡) / No, we won't. (意即不想喝咖啡)
   — His father can't name the plant, can he?
   — Yes, he can. (意即他的父亲能说出这种植物的名字) / No, he can't. (意即他的父亲不能说出这种植物的名字)