Advance with English

教师教学用书

Teacher’s Book 10
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Building the future</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Overview</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Highlights of the unit</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Teaching suggestions</td>
<td>3</td>
</tr>
<tr>
<td>Unit 2</td>
<td>People on the move</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Overview</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Highlights of the unit</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Teaching suggestions</td>
<td>23</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Protecting ourselves</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>Overview</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>Highlights of the unit</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>Teaching suggestions</td>
<td>45</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Law and order</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td>Overview</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td>Highlights of the unit</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>Teaching suggestions</td>
<td>65</td>
</tr>
</tbody>
</table>

Appendix I: Translation ............................................. 81
Appendix II: Key to Workbook ....................................... 89
Appendix III: Tapescripts for Workbook .......................... 100
Appendix IV: Grammar .................................................. 104
《牛津高中英语・教师教学用书》

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，对各个板块的设计目的、编写意图、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。然后给出具体的教学建议和步骤，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》针对各个板块的特点，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，目的是激活学生大脑中已有的知识，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》对各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，在此基础上设计了以时间顺序、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，对建议中的步骤和内容进行选择，使之更加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，充分考虑学生的需求，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。

重视语言知识的积累。《牛津高中英语·教师教学用书》提示教师在词汇、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》习题标记号，以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》听力录音文字稿及语法中文讲解。

编者
2011年11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、情感态度的特点和国家对人才培养的需求，在义务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，重视个性化发展。《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，培养学生自主学习能力。《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态观、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调整合理，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中的顺序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，内容上有一定的重要性。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，并把所导入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；学会合理并有效地利用多种媒体，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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>模块名称</td>
<td>对应课本</td>
</tr>
<tr>
<td>九级</td>
<td>英语 11</td>
<td>英语第 11 册</td>
</tr>
<tr>
<td></td>
<td>英语 9</td>
<td>英语第 9 册</td>
</tr>
<tr>
<td></td>
<td>英语 7</td>
<td>英语第 7 册</td>
</tr>
<tr>
<td>八级</td>
<td>英语 5</td>
<td>英语第 5 册</td>
</tr>
<tr>
<td>七级</td>
<td>英语 4</td>
<td>英语第 4 册</td>
</tr>
<tr>
<td>六级</td>
<td>英语 3</td>
<td>英语第 3 册</td>
</tr>
<tr>
<td></td>
<td>英语 2</td>
<td>英语第 2 册</td>
</tr>
<tr>
<td></td>
<td>英语 1</td>
<td>英语第 1 册</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，达到课标规定的七级水平，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了解，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语文学、影视等的鉴赏能力，促进他们进一步掌握听、说、读、写的技能，为直接走向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册共有24个单元，每册4个单元。每个单元围绕一个话题展开。所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度梯度，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、写等活动，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。每幅图画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）或速读（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 部分为词汇练习，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悟义的能力。该部分要求学生运用阅读技巧，在阅读的过程中理解词义。

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速读等技巧，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所读文章，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规则。讲解通俗易懂，浅显易懂。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表，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、工作相关的活动。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作任务（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作任务，如出通知、写电子邮件、书信等，并提出了相应的要求。学生可通过写作实践，了解各种文体的格式和要求，掌握基本写作技能。

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，调整自己的学习策略。

B 部分要求学生对自己学习过程中不足的方面提出改进建议，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

必修课程英语 1 至英语 5 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 任意选修课的课程。

五、教材建制

全套教材由以下部分组成：

[图示：学生用书、同步听力、同步阅读、教材录音带、自主学习手册、试卷集、课练、教师教学用书]

编著

2011年11月
Unit 1

Building the future

Overview

This unit introduces and develops the theme of social development. In *Welcome to the unit*, four pictures are presented to students. Some of them show the problems of combating the poverty many countries are facing and some possible solutions to these problems, and the others show developments in society. Students are expected to understand that developing at a fast rate may not always be good for the future of a country. They will also discuss whether giving food and money to poor people will solve all their problems. The *Reading* text is an essay about helping developing countries, which introduces the existing problem—poverty—as well as some possible ways to reduce poverty. The *Reading strategy* of this unit enables students to understand what an essay’s title means. *Word power* focuses on words and phrases related to industry and synonyms for ‘develop’. Relevant exercises are designed to strengthen students’ ability to use these words and phrases. In *Grammar and usage*, students will review linking words, which are used to connect ideas between sentences, and learn some common types of links. The *Task* section requires students to write about the development of their town. Students will learn how to recognize language that expresses feelings, how to discuss the future and how to write an essay. They will practise the language skills of listening, speaking, reading and writing in this section. In the *Project* section, students will first read a newspaper story about the importance of sustainable development and some forms of renewable energy, and then write a report on what their city or town is doing to support sustainable development.

This unit provides a chance for students to gain knowledge about food and development aid, as well as sustainable development. Integrated skills which relate to the topic are practised and reinforced.

Students are expected to participate and further develop both their language skills and their overall ability.

This unit also creates situations for students to ask about life in the past, interview the City Development Council and write for a competition.

Students are expected to apply what they have learnt to practice by writing an essay on the development of their town for the writing competition.

### Guide to pages

<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>
<td>Pages 2–5</td>
<td>Pages 5–9</td>
</tr>
<tr>
<td>Word power</td>
<td>Pages 6–7</td>
<td>Pages 9–10</td>
</tr>
<tr>
<td>Grammar and usage</td>
<td>Pages 8–9</td>
<td>Pages 11–13</td>
</tr>
<tr>
<td>Task</td>
<td>Pages 10–13</td>
<td>Pages 13–18</td>
</tr>
<tr>
<td>Project</td>
<td>Pages 14–15</td>
<td>Pages 18–19</td>
</tr>
<tr>
<td>Self-assessment</td>
<td>Page 16</td>
<td>Pages 19–20</td>
</tr>
</tbody>
</table>
## Highlights of the unit

<table>
<thead>
<tr>
<th>Topic</th>
<th>Building the future</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Functions</strong></td>
<td></td>
</tr>
<tr>
<td>1  Describing social issues</td>
<td></td>
</tr>
<tr>
<td><em>In fact, hunger is the number one world health risk, killing more people than any disease.</em></td>
<td></td>
</tr>
<tr>
<td>2  Describing ways of reducing poverty</td>
<td></td>
</tr>
<tr>
<td><em>... but the sad truth is that merely sending loaves of bread is not enough.</em></td>
<td></td>
</tr>
<tr>
<td><em>What developing countries really need to do is to stop poverty by fighting the causes of it.</em></td>
<td></td>
</tr>
<tr>
<td><em>Another way to help a country is through the development of private enterprise along with job training in order to address the problem of unemployment.</em></td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td></td>
</tr>
<tr>
<td>short-term, long-term, rainfall, gravity, headline, politician, statesman, wrestle, dilemma, agency, pregnant, beyond, loaf, permanent, irrigation, framework, enterprise, housewife, problem-solving, conventional, belly, ox, tractor, dam, expense, weaken, squeeze, basement, creativity, catering, belt, adjustment, housing, grandchild, deposit, oilfield, solar, flour, tentative, hopefully, systematic</td>
<td></td>
</tr>
<tr>
<td>make the headlines, put pressure on somebody (to do something), beyond doubt, at a crossroads, work of art, catch up on, alarm bell, put something into practice, on top of, push for, solar energy</td>
<td></td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td></td>
</tr>
<tr>
<td>Linking words</td>
<td></td>
</tr>
<tr>
<td><em>The programme has several aims: first, to help unemployed people find work; second, to teach new mothers about nutrition; and third, to help young people develop problem-solving skills.</em></td>
<td></td>
</tr>
<tr>
<td>Poverty is still killing people. However, <em>these small victories are a good start towards a better future.</em></td>
<td></td>
</tr>
<tr>
<td><em>Our organization is working to raise money for the local homeless shelters. Furthermore, we are collecting clothing to give to those in need.</em></td>
<td></td>
</tr>
<tr>
<td><strong>Skills and strategies</strong></td>
<td></td>
</tr>
<tr>
<td>By the end of this unit, students will be able to:</td>
<td></td>
</tr>
<tr>
<td>1 read an essay about food and development aid, and a newspaper article about sustainable development</td>
<td></td>
</tr>
<tr>
<td>2 listen to a conversation between a student and her grandfather about development</td>
<td></td>
</tr>
<tr>
<td>3 talk about helping poor people and interview a government official</td>
<td></td>
</tr>
<tr>
<td>4 write an essay about the development of a city or town</td>
<td></td>
</tr>
<tr>
<td>5 prepare and present a report about how a city or town supports development</td>
<td></td>
</tr>
<tr>
<td><strong>Culture</strong></td>
<td></td>
</tr>
<tr>
<td>1 World Food Programme</td>
<td></td>
</tr>
<tr>
<td>2 Industries</td>
<td></td>
</tr>
</tbody>
</table>
Welcome to the unit

Many countries around the world are developing at a very fast rate. However, sometimes development can be bad for a country. In this section, students are presented with four pictures. Two of them show the problems of development and possible solutions, and the other two show developments in society. Students will talk about what their city will look like in the future, whether food aid and money will solve the problem of poverty, and why development may be bad for a country in some ways. Students are expected to be involved in the discussion, express their opinions, practise their spoken English and participate in all activities.

Brainstorming

1. Before class, assign students the following task: surf the Internet or refer to some reference books (in English or in Chinese) to get some information about the number one problem our world is facing—poverty—and its possible solutions. This activity can be conducted like the following:

   The topics we are going to deal with are related to development and the issue of poverty, which is the most important problem we are facing when we try to develop society. Please research on the Internet or in books anything related to the problem of poverty and its possible solutions. This will help you get a better understanding of the unit topics. As the topic of poverty is a very complex one, let’s break it into two smaller sub-topics. For example, you can focus your research on topics like:
   - causes of poverty
   - possible solutions to the problem of poverty

   All of the above topics are suitable for you to research. Remember to take notes while gathering information as this will make your reporting easier.

2. Start your lesson by asking students to report their findings to the whole class. Organize students into groups of four. Each group should choose a topic (either one of those listed or one of their own) and prepare a brief introduction to it. Have several groups present their introduction to the whole class. Write the points they make on the blackboard so that students may refer back to the information about each topic.

3. Encourage each group to contribute to the topics. If time permits, you may add the following to each topic:

   Causes of poverty
   - wars
   - diseases
   - natural disasters
   - local environment
   - wrong policies and strategies
   - growing population
   - limited natural resources

   Possible solutions to the problem
   - stop wars
   - give medical care and training
   - improve local environment
   - provide educational training
   - donate food and money
   - develop renewable energy
Sharing information

1. Have students discuss each picture separately in groups of four. The following questions might help students understand each picture better:

**Picture 1**
*What are these people doing?* (They are standing in a queue for food.)
*What can food aid do to help solve the problem of poverty?* (Food aid can help feed people who have no food.)
*Do you think food aid is a short-term or a long-term solution to the problem of poverty? Why or why not?* (Food aid is a short-term solution, as it gives food immediately to people who are very hungry, but it does not provide them food for the future.)

**Picture 2**
*What does this picture show?* (This picture shows vegetables growing in a greenhouse.)
*What do you think of growing vegetables in greenhouses?* (Greenhouses are ideal for growing many types of vegetables. Growing vegetables in a greenhouse not only allows you to enjoy flavorful vegetables out of season, but also to save space and protect the environment. Moreover, it gives you a chance to harvest all year long.)

**Picture 3**
*What has happened to the village?* (It has become a city. With the development of society, many villages have changed over the years. Tall buildings have been built and motorways and bridges have been constructed. The living conditions of local people have been greatly improved. Small villages have developed into towns or cities.)
*Do you prefer living in the city or in the country? Why?*
*What problems may rapid development cause?* (Rapid development can harm the natural environment. For example, many trees have been cut down in order to build factories, roads and bridges. Also, almost everything we do in our modern lives, be it cooking or travelling, requires the use of the Earth's natural resources, which we may run out of one day.)

**Picture 4**
*What do you think these things are used for?* (I think these machines are used to generate electricity using wind power.)
*What might happen to our coal, oil and other natural resources in a thousand years?* (The supplies of coal, oil and other natural resources might run out in a thousand years.)
*What is renewable energy? Can you suggest some good examples of energy for the future?* (Renewable energy is energy that comes from a source that will not run out. Solar, wind and hydroelectric or water energy are all sources of renewable energy that can be used in the future.)
*After students finish discussing in groups, ask some students to share their answers with the class. Praise any parts that they do well in.*

2. Organize students into groups of four or allow them to form their own groups. Have them discuss the three questions listed under the four pictures on Page 1.

3. Make sure that each student has a chance to express his or her opinions. Then ask several groups to report their answers to the whole class.

Sample answers

1. In my opinion, compared to the old city several years ago, my home town, Nanjing, is developing at a fast rate and is taking on a new look. As the capital city of East China's Jiangsu Province, Nanjing has experienced great changes. Many buildings and motorways have been built, polluted rivers have been cleaned, and more trees and flowers have been planted.
With the continued development of the city, there is no doubt that it will develop into a modern, international city in twenty years’ time.

2 I do not think giving food and money to poor people will solve all their problems. Food aid is merely a short-term solution to a long-term problem. Giving food and money will solve the immediate problem of hunger and food shortages, yet the problem will still exist after the food has been eaten and the money has been used up. There are many causes of poverty. In order to solve the problem, we need to identify what causes poverty and then try to combat it.

3 As I see it, development brings both opportunities and challenges. Without correct policies and strategies, it may be bad for a country. To begin with, it might do harm to our natural environment. For example, many trees have been cut down in order to build factories, roads and bridges. Natural resources may also be used up in development.

4 Have students read the article in Part A on Page 99 in the Workbook. They will learn something about an organization that tries to improve people’s living conditions after reading the article and answering the questions below it.

(Hunger, disease, poverty, wars, natural disasters such as famines and floods.)

Can you find some good ways to solve these problems? (Providing food aid to people, teaching them how to grow food, training doctors and providing cheap but effective medicines to hospitals, training people to make a living, giving development aid if a natural disaster hits a country in the developing world.) Each group may only focus on one problem. They should make sure to take notes while searching.

2 Begin the class by having students report their findings to the whole class. Each group should begin by identifying what they think are the most serious problems the developing world is facing, and then provide some possible solutions. Tell them that they can refer to the notes they took for their ideas. Try to ensure that all group members have a chance to speak. Take notes of their findings on the blackboard. Then you may ask them to compare their findings with the information in the reading passage after reading it.

Reading

The reading passage is an essay about helping developing countries. It talks about one of the world’s most serious problems—poverty—and gives ways of solving the problem in the long run. Students are expected to gain some knowledge about food aid and development aid, which help reduce poverty in poor countries. The Reading strategy in this unit suggests that if an essay has a puzzling title, reading the whole text is a good way to understand what it means. Students are expected to improve their reading skills by participating in the activities designed.

Lead-in

1 Before class, you may organize students into small groups and assign them the following task: surf the Internet or search for some information in other sources on the following questions:

What do you think are the most serious problems the developing world is facing?
3 Have students predict the content of the essay from the title. Have them focus on the following questions:

What do you think the essay is about after you read the title?
Do you think the title is attractive? Why or why not?
What does the title mean?
What does the title derive from?
What is the result of giving a man a single fish?
What proverb do you think of when you read the title?

This may help attract students’ attention to the topic and let them share what they know about the proverb. Encourage students to express their opinions and ideas.

Reading comprehension

1 Have students read quickly through the essay to try to find answers to the three questions in Part A. Remind students to pay attention to the most important information.

Answers
2 The World Food Programme.
3 More than one billion.

2 Have students read the passage again and complete Part C1 individually. Questions in Part C1 check students’ reading comprehension so as to improve their ability to find specific information. Have students first read and finish the exercise individually and then check the answers as a class.

Answers
C1 1 Because it raised $100 million for the victims of hunger in Ethiopia and also raised public attention. It also put pressure on politicians and statesmen to do something about the problem of world hunger.

2 In 1963, the United Nations set up the World Food Programme (WFP) aiming to reduce the problem of world hunger. A number of programmes have been organized and the WFP has helped more than one billion people around the world.

3 Because it is merely a short-term solution to a long-term problem, and poverty still exists after the food has been eaten up.

4 They need to develop so that they can either grow the food they need, or have enough money to buy this food on the world market.

5 Things like transport, irrigation, electricity, telephones and schools are included.

6 Because the future of a country lies in the hands of its children.

7 Because if you give a man a fish, you only feed him for a day, but if you teach a man to fish, you feed him for the rest of his life.

3 Have students read the second paragraph again and locate the specific information asked about in Part C2. Tell students that many programmes have been organized to try to solve the problem of world hunger, but each focuses on a different aspect. Have students finish the exercises individually and then check the answers as a class.

Answers
C2 1 Food for Work
2 Food for Life
3 Food for Growth

4 Draw students’ attention to the Reading strategy of the article and ask them to focus on the usual way to understand a title of an essay. Have them focus on the structure of this essay. The first three paragraphs introduce the theme of the essay, world hunger. The fourth paragraph quotes a saying and the readers can see that this is where the title comes from. Afterwards, the author uses this saying to develop the theme. In the
last paragraph, the author returns to the saying, shows that it is relevant, and brings the essay together by referring once again to the title.

5 Present another persuasive essay for students to read. It should have a title that is not easy to understand by merely looking at it. Students will have a chance to practise their ability to decipher the essay’s meaning after class.

6 Tell students to complete Part D. Part D helps students comprehend the meanings of words from the context and match them with the correct definitions. The meanings of the words in Part D are not difficult for students to identify after they have read through the passage several times.

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

7 Draw students’ attention to Part E, which is a speech about developing countries and the best ways to help them. This exercise will help students become more familiar with the usage of words and expressions learnt in the reading passage. Have students complete it individually first and then check the answers as a class.

Answers
E (1) dilemma (2) Beyond doubt (3) conventional (4) enterprise (5) irrigation (6) pregnant (7) agencies

8 Have students read the dialogue in Part B on Page 100 in the Workbook. They will learn something about the positive and negative points of living in cities after reading it and answering the questions below it.

Post-reading activities

1 If time permits, the following post-reading activities can be conducted:

- Have students explain possible solutions to the problem of poverty in their own words, relying on Part E if they need help.
- Organize students into groups of four. Tell them to discuss the differences between food aid and development aid. Draw students’ attention to the advantages of these two forms of aid. They should first discuss in groups and then share their points with the whole of the class.
- Have students search for more information about development aid. Have some of them give a brief introduction to the whole class.
- Have students discuss their opinions about the winning essay. Focus on what caused this essay to win the competition.

2 Help students read the instructions for Part F. Then have them discuss with their partners the questions listed. Encourage some pairs to report their answers to the class.

3 Have students do Parts A1 and A2 on Page 94 in the Workbook to practise using some words and phrases learnt in this reading passage. Or, they can do the two exercises as homework.

Notes

1 The gravity of the situation shocked Bob Geldof, an Irish musician, so he organized a charity concert called Live Aid to raise money for the victims of hunger in Ethiopia. (Page 2, Lines 2–4)

The verb shock means ‘to surprise and upset somebody’.

The pictures of the plane crash shocked all the people at the conference.

I was shocked at the news that bird flu had been found in our city.

Everyone was shocked by his sudden death.

The word shock can also be used as a noun, meaning ‘a bad feeling as a result
of something unpleasant happening unexpectedly’.
Her unexpected death came to us as a shock.
He got a shock when he touched the water.
She said the scary movie gave her the shock of her life.

2 The concert also made the headlines around the world, and put great pressure on politicians and statesmen to do something about the problem of world hunger. (Page 2, Lines 8–10)
The phrase to put pressure on means ‘to strongly influence or force somebody to do something’.
Parents put a lot of pressure on their children to do well at school.
The army put pressure on the enemy, and forced them to fall back.
The newspapers put pressure on the football club to replace the manager.

3 According to the United Nations, ten million people die every year of starvation or problems related to having a poor diet. (Page 2, Lines 12–13)
The phrase according to means ‘as said or reported by someone or something’.
According to the radio, it will rain tomorrow.
According to today’s newspaper, the superstar will visit our city next week.
The book was excellent, according to James.

4 In wrestling with the dilemma of worldwide hunger, the United Nations set up an agency called the World Food Programme (WFP) in 1963. (Page 2, Lines 16–17)
The noun dilemma means ‘a situation which requires a difficult choice between two things’.
The government is clearly in a dilemma over how to tackle the inflation.
She faces the dilemma of whether to disobey her teacher or break her promise to her friends.
The doctor’s dilemma was whether he should tell the patient the truth or not.

5 It is beyond doubt an amazing achievement, but is it enough? (Page 2, Lines 24–25)
The word doubt here is a noun meaning ‘a feeling of not being sure’. The phrase beyond doubt means ‘certainly’.
She had some doubts about the quality of the product on sale.
If you have doubts about the trip, you can ask your tour guide.
Beyond doubt, we need to start our project as soon as possible.
The word doubt can also be used as a verb meaning ‘to think that something is uncertain or not true’.
Do you doubt what he said at the meeting?
I do not doubt that he is capable of doing the job.
I doubt very much that he will come to my party tonight.

6 It is merely a short-term solution to a long-term problem. (Page 3, Lines 30–31)
The adverb merely means ‘only’.
I have been swimming for merely half an hour, but I am already feeling very tired.
She was frightened of the big dog, even though it merely barked at her.
This is merely a made-up story. Do not take it too seriously.

7 Finally, we must remember that the future of a country lies in the hands of its children. (Page 3, Lines 52–53)
The verb lie here means ‘to exist’ or ‘to be found’.
A new life lies ahead of us.
For the family, the biggest problem lay in agreeing upon where to go on holiday.
The boxer’s biggest challenge lay in the next round of the competition, where he would fight last year’s champion.
The verb lie also means ‘to be located in’, ‘to remain or be kept in a sort of state’, or ‘to say or write something untrue’.
The village lies in a valley.
The castle lay in ruins.
She often lies to the teacher and gets into trouble.

8 ..., yet we cannot pretend that the fight is over. (Page 3, Lines 55–56)
The verb pretend here means ‘to make others believe something that is false or not true’.
The boy did not want to go to school, so he pretended that he had a stomach ache.
She is not as friendly as she pretends to be.
Although the man was interested in buying the stamp, he pretended to be very uninterested. He managed to get the stamp at half the original price.

### Resources

**World Food Programme (WFP)**
The World Food Programme, set up in 1963, aims at ending world hunger, which is the number one risk to global health today.
Over the past 40 years, the WFP has endeavoured to provide food aid for the weak and the poor, and to improve the nutrition and quality of life. Nowadays, sustainable development is promoted to solve this long-term problem. If you want to learn more about the WFP, you may visit the following website:
http://www.wfp.org

### Word power

In this section, students will learn some words and expressions related to different industries. Students will first read a study guide about different industries, and then they will read a brief introduction to each industry. After this, they will read a description of different people’s jobs and match each person to the industry he or she works in. Exercises are designed for students to practise and reinforce the new vocabulary they have just learnt. Students are expected to familiarize themselves with the new words and expressions.

### Brainstorming

1. Before class, tell students to surf the Internet or refer to some reference books (in English or in Chinese) to get some information about the different industries mentioned in Part A, such as the publishing, fashion and IT industries.
2. Begin the class by conducting a survey on the jobs that students’ parents do.

### Vocabulary learning

1. Tell students to focus on the study guide about different industries in Part A on Page 6 and take notes of each industry.
2. To check students’ understanding of the
article, have students read it again and fill in the table below. Draw the outline of the table below on the blackboard and have students list different industries. When you have all the industries mentioned in the article, have students describe each industry. Then have them give some examples of occupations in each of the industries.

<table>
<thead>
<tr>
<th>Industry</th>
<th>Description</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction industry</td>
<td>including people working on building sites and producing building materials</td>
<td>engineer</td>
</tr>
<tr>
<td>Catering industry</td>
<td>referring to all businesses involving food and drinks</td>
<td>waiter/waitress; cook/chef</td>
</tr>
<tr>
<td>Publishing industry</td>
<td>involving businesses providing printed and online materials</td>
<td>editor; writer</td>
</tr>
<tr>
<td>Fashion industry</td>
<td>including people working with clothes, from designing to making and even modelling</td>
<td>designer; model</td>
</tr>
<tr>
<td>Information technology</td>
<td>one of the fastest growing of all industries</td>
<td>programmer</td>
</tr>
<tr>
<td>Tourism industry</td>
<td>related to travel agencies and places of historical interest</td>
<td>tour guide</td>
</tr>
</tbody>
</table>

3 Have students do Part B on Page 6 individually or in pairs to consolidate what they learnt about different industries. Then check the answers as a class. You may ask students to give a description of their ideal future jobs and sort out the industry they might work in. This might help students have fun in learning and become more familiar with the industries mentioned in the section.

Answers

| B  1 catering   | 2 IT                      |
| 3 fashion       | 4 publishing              |
| 5 tourism       | 6 construction            |

Vocabulary extension

1 Present several groups of synonyms to students as follows:

- large; huge; enormous
- rock; stone

bad; terrible
content; happy
aged; senior; elderly

If possible, try to have students add more synonyms to each group. Ask students the following question:

What does each group have in common?

You may ask students to suggest more groups of synonyms.

2 Have students read the instructions for Part A on Page 7. Make sure that students all understand what a synonym is and the synonyms for the word 'develop'.

3 Have students finish Part B on Page 7 individually or in pairs. They may use Part A as reference. Check the answers as a class.

Answers

| B  1 promote         | 2 evolved                  |
| 3 grow               | 4 develop                  |
| 5 advance            | 6 improve                 |
Grammar and usage

The grammar target of this unit is linking words. Students are expected to learn that links are needed between sentences to connect the ideas of the sentences to each other. They will also learn some common types of links between sentences. Then they may apply what they have learnt to practical use by finishing two exercises.

Linking words

1. Ask students the following questions:
   - How many of you want to learn English?
   - Can you tell me why you want to learn it?

   Have several students state a variety of reasons in their answers. Then tell students to report the reasons to the whole class using linking words. You may provide less able students with the following passage:

   In our class, many students want to learn English. However, they each have different reasons for this. For example, some say they want to learn it just because they like learning language; some say that being fluent in the English language has become a must for young people to get a well-paid job; while others want to learn English so that they can prepare for their future studies in a Western country.

   Have students point out the linking words in the statement and write these linking words on the blackboard.

2. Have students read the directions on Page 8. Make sure that they understand that links are needed between sentences to connect the ideas of the sentences to each other. Ask students the following question:

   What types of links are used in the above passage?

3. Have students read Parts 1–4, so that they will understand that time sequence words, cause and effect words, contrasting words and addition words are four common types of links between sentences.

   - After reading Part 1, students will see that time sequence words show the order of ideas or actions. Make sure that students know how to use these expressions in an appropriate situation. Ask them the following question:

     Do you know how to plant a tree?

     Encourage students to discuss the steps for planting a tree with their classmates. Then they may report the result to the class. You may take the following as an example:

     First, we need to dig a hole and stand a stick in it. Second, we need to put the sapling into the hole and tie the sapling to the stick. Finally, we need to pad the soil back in the hole and water the area.

   - After reading Part 2, students will see that cause and effect words show the reasons or results of doing something. Tell students to work in pairs and create a situation to use the expressions mentioned in this part. Take the following as an example:

     A: Why do you like the film?

     B: Well, for one thing, I love the story the film tells. It made me believe that true love lasts forever. Also, the splendid performances of the leading actor and actress left a deep impression on me.

   - After reading Part 3, students will see that contrasting words are used to introduce an idea that is in contrast to the idea mentioned before. Encourage students to use the contrasting words mentioned to make sentences.

     Last summer, I went to France. This year, I am going to Italy instead.

     It is not hot today; on the contrary, it is cold.

     On the one hand, the company has been polluting the river; on the other
hand, it is paying to clean it up.

- After reading Part 4, students will see that addition words introduce additional information. Encourage students to use the addition words mentioned to make sentences.

**On top of his toothache, he got a high fever.**

To make the perfect tree house requires several things, but, **above all**, you must collect the necessary materials.

*I do not like this cloth and, furthermore/* **in addition/moreover**, it costs too much.

*I do not want to go outside when the weather is so cold. Besides, I have homework to do.*

While going over the four parts, focus students’ attention to the use of the common linking words. Make sure that they know in what situations these different linking words are used.

4 Have students do Part A on Page 9 either individually or in pairs. Then check the answers as a class.

### Answers

<table>
<thead>
<tr>
<th>A</th>
<th>Time sequence</th>
<th>Cause and effect</th>
<th>Contrasting</th>
<th>Addition</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>during the 1970s and 1980s; as</td>
<td>therefore; as a result</td>
<td>however; instead; but</td>
<td>moreover</td>
<td>in fact; as long as; still</td>
</tr>
</tbody>
</table>

5 Have students finish Part B on Page 9 individually. Make sure that they understand how to use the linking words in the box correctly. Check the answers as a class.

### Answers

<table>
<thead>
<tr>
<th>B</th>
<th>(1) so</th>
<th>(2) First</th>
<th>(3) Second</th>
<th>(4) Third</th>
<th>(5) However</th>
<th>(6) For one thing</th>
</tr>
</thead>
</table>

6 Have students do Parts C1 and C2 on Page 96 in the Workbook to help them become more familiar with linking words. Or, they can do them as homework if time is limited.

### Resources

Students may want to know about other linking words. The following types of links between sentences may be introduced to students:

- Linking words that draw a conclusion, such as to conclude, on the whole, in conclusion, to sum up and in short:

  **To conclude**, you should eat healthily and exercise if you want to be fit.

  **On the whole**, he is a good boy although he does not always hand in his homework on time.

  **In conclusion**, everyone in our class has done his or her bit for Project Hope.

  **To sum up**, we should always take care when doing homework.

  My son has a good job. My daughter has a good job. **In brief**, my wife and I do not have to support them financially any longer.

  **In short**, let’s do whatever we can to make our trip a pleasant one.

- Linking words that give an example, such as for example, for instance, and in this/that case:

  **Many countries have their own customs, for example, in some Asian countries people bow when they meet.**

  **I have always been interested in sport, for instance, when I was at school I was in the swimming, running and tennis teams.**

  A: **There’s no milk in the fridge.**

  **B: In that case, I’ll drink water instead.**
• Linking words that show differences or similarities, such as likewise, yet, despite and in spite of:
  Tom comes home for lunch twice a week; and his sister Jane does likewise.
  I have given her a lot of useful advice, yet she has never taken any.
  Despite the heavy rain, they left to search for the missing boy.
  In spite of the cold and dangerous conditions, the climbers continued up the mountain.

Task Writing about development

This section consists of a series of activities which provide students with opportunities to learn and practise the language skills of listening, speaking, reading and writing. This section is divided into three steps, and each step is preceded with a skills building activity. By going through the three steps, students will learn how to recognize language that expresses feelings, how to discuss the future, and how to write an essay. Students are expected to apply these skills practically by writing an essay on the development of their town for the writing competition.

Skills building 1: recognizing language that expresses feelings

1 Before class, read a dialogue aloud to students. While reading, you can use emotive adjectives or hyperbole. Here is an example. Emphasize the key words in bold.
   A: How was your trip to Europe?
   B: It was amazing. The scenery there couldn't be any better.
   After reading this aloud, have several students point out the words to express how B feels about the trip. Encourage students to pay attention to the adjectives that express feelings or exaggerations used by B.

2 Arouse students’ interest in this topic by asking the following questions:
   While listening, what can help you understand how the speaker feels about a situation?
   Do you think the adjectives or exaggerations can help you understand the speaker’s feelings? Why do you think so?
   What other things can help us understand the speaker’s feelings?
   Encourage students to use their experiences to answer these questions and to express their ideas freely. Then, have students read the directions about the emotive language signals on the top of Page 10.

3 Have more able students to give a speech on a topic, which can be an activity or a subject they are interested in. While speaking, they should follow the directions on Page 10.

Step 1: asking about life in the past

1 Before class, assign the following task to students:
   During the past twenty years, great changes have taken place in our city/town. Please search for the information in the library or online, or interview several elderly people in your neighbourhood, about the changes that
have occurred in your area. You can focus on some special issues like education, transport, buildings, jobs and environment. Take notes while you are researching or interviewing.

2. Begin the class by conducting the following activities:
   - Have students report their findings about the development of their city or town.
   - If possible, have students watch a short clip on the development of their city or town and discuss the following question:
     *What changes have taken place during the past twenty years in our city/town?*

3. Have students read the instructions for Part A, and tell them that in this part they will only write down key words.

4. Have students listen to the recording of Part A and complete the table on Page 10. Play the recording once. If necessary, play the recording again, stopping after each answer or sentence so that students have time to write down their answers. Have students look over their answers. If they still have some questions they cannot answer, play the recording once more.

**Taperscript**

**Student:** Do you think that our town has changed over the years, Grandfather?

**Grandfather:** Yes, of course. There have been a lot of changes.

**Student:** Can you give me an example?

**Grandfather:** Well, the way I go from one place to another has changed. When I was younger, I walked or rode a bike to school. I remember that my hands and feet were as cold as ice in winter. Now, I take buses and taxis because my legs are weak. I feel like I could sleep for a hundred years after I walk long distances now.

**Student:** What were the buildings like?

**Grandfather:** In the past, there weren’t as many buildings as there are now, and they weren’t very tall. The town had a lot of small houses and just a few shops. Wangji Shoe Shop has been there since I was a child.

**Student:** What was the biggest building back then?

**Grandfather:** I suppose it was the school.

**Student:** What do you think about the buildings today?

**Grandfather:** We have more and more tall buildings today. I like the changes because they show our town’s growth and development. My favourite building is the new department store. It’s as big as a mountain and is a wonderful place to shop. It’s far bigger than the old school.

**Student:** What kind of jobs did people have here?

**Grandfather:** A lot of people caught fish, and I did, too. Did I tell you? I once caught a fish as big as a whale!

**Student:** Do people still catch a lot of fish?

**Grandfather:** Not so much any more, but the tourism industry is growing. A lot of new restaurants have also opened.

**Student:** What about the environment? Has it been
affected by development?

Grandfather: I remember the fresh air and the blue sky of my youth, but today, the environment is in a terrible state. The sea is full of rubbish and the air is polluted. It’s awful.

Student: Grandfather, do you think that the changes in the town have been good?

Grandfather: I think that most of the changes are good. We must be careful, though, to develop our town while also taking care of the environment.

5 Have several students read one answer each. Check for mistakes and mispronunciation. If time permits, play the recording again. This will consolidate what students have learnt and give them a sense of achievement.

Answers
A (1) rode a bike (2) taxi
(3) small houses (4) school
(5) department store (6) fish
(7) tourism (8) rubbish
(9) polluted

6 Have students first study the emotive adjectives in the left column of the table in Part B and then complete the right column with the missing words. Check the answers as a class. Check for mistakes or mispronunciation. Praise any parts that students do well in.

Answers
B Positive: wonderful
Negative: terrible awful
(1) ice (2) a hundred years
(3) big (4) big

7 Have students listen to the monologue in Part C and take notes in the space provided

Tapescript

Grandfather: Yes, I remember now. This newspaper report is about the shopping centre that opened near Shells Beach when I was a young man. The shopping centre is still there today. It was a very good idea, if you ask me. It created jobs for many people at the time. It allowed many new restaurants to open, which was good for people working in the catering industry. My favourite restaurant was a seafood restaurant on the top floor, but it is no longer there. My friend Gao Dahai, a famous seafood chef, used to work there, and my younger cousin worked as a waiter there.

Another good thing about the shopping centre was that they opened several clothing shops that sold things made by local designers. Your grandmother Fang Yi used to design belts for one of them.

I also remember going to a local book club at the Readers Bookshop in the shopping centre. Authors from around the area used to make appearances there.

Although there were only a few travel agencies, a tourist information office
opened soon after the grand opening of the shopping centre. That was good because many tourists came to visit, and the tourism industry in the town has developed a lot since then. More than anything else, I remember how this shopping centre helped people in the area, and it became my favourite place in town. It was wonderful.

8 After students read one answer each, check for mistakes and mispronunciation. If they still have questions they cannot answer, and time permits, play the recording again.

**Answers**

C (1) seafood (2) top floor
(3) waiters (4) local designers
(5) around the area (6) information office

9 After students have written down the correct answers, have them fill in the newspaper article that follows. They should have no difficulty in finishing the exercise if they carefully refer to the notes they took.

<table>
<thead>
<tr>
<th>(1) shopping centre</th>
<th>(2) catering</th>
</tr>
</thead>
<tbody>
<tr>
<td>(3) seafood</td>
<td>(4) chef</td>
</tr>
<tr>
<td>(5) authors</td>
<td>(6) tourist</td>
</tr>
<tr>
<td>(7) tourism</td>
<td></td>
</tr>
</tbody>
</table>

**Skills building 2:**
**discussing the future**

1 Organize students into groups of four and tell each group to discuss a future event and give opinions. They should list the future events and their opinions on a piece of paper. You may present a map of the world to students and ask the following question:

*What will the world be like in a hundred years?*

This activity may require students to use some expressions that predict the future. You can conduct the activity as follows:

**T:** *What will the world be like in a hundred years?*

**S1:** *I think it will be ...*

**T:** *Do you think that ...?*

**S2:** *I don’t think so. It will probably not ...*

**T:** *How do you feel about ...?*

**S3:** *

Encourage students to use different ways to express how they feel about a future event.

2 Have students read the directions on Page 12. Make sure that they understand that the phrases listed show the level of certainty about a future event. Have each group present a dialogue in which they use the phrases and expressions taught in the Skills building.

**Step 2:**
**interviewing the City Development Council**

1 Have students look again at the directions on Page 12 and make sure that they understand that the phrases listed show the levels of certainty. Tell them to learn the phrases by heart.

2 Organize students into groups of four to discuss the six questions in the left column of the table. Encourage students to give their ideas freely, and accept any reasonable answers. Walk around the classroom to help and make sure that students all participate in the discussion.
3. Have students work in pairs for the ask-and-answer activity. One student acts as the official and the other as the interviewing student. When conducting the interview, students should refer to the questions listed. Encourage them to use different phrases to show the correct level of certainty according to the information in the right column.

### Possible example

**Student:** Good morning, Sir. I would like to know something about the development of our town. Could I ask you a few questions?

**Official:** Sure. I would be glad to help.

**Student:** Do you think our town will become a major tourist attraction in the future?

**Official:** Well, I am afraid it probably will not. There are not many places of natural beauty here.

**Student:** Will our town continue to develop?

**Official:** Yes, it will certainly continue to develop.

**Student:** Do you think we will open more shopping centres?

**Official:** We are likely to do so.

**Student:** Will the problem of pollution get worse?

**Official:** It might get worse, although we are trying to keep our town clean.

**Student:** Will it be necessary for the fishing industry to carry out a development plan?

**Official:** I think it will be necessary.

**Student:** Will the fashion industry ever disappear from the town?

**Official:** That is out of the question. It is likely to become a major industry in the future.

**Student:** Thank you very much.

---

### Skills building 3: writing an essay

1. Have students read the directions at the top of Page 13. Make sure that they understand what each point means. They will learn what should be included in an essay.

2. Tell students to work in groups of four to write an outline of their essay. Make sure that each group member participates in the activity.

### Step 3: writing for a competition

1. Have students read the instructions in Step 3 so that they will learn that they are going to write an essay on the development of their town for a writing competition, with the information they gathered in Steps 1 and 2. Have students review the information they have collected and the main points they need to include in writing an essay.

2. Organize students into pairs or groups of four to write the essay. When writing, students may refer to the structure of an essay in Skills building 3.

### Possible example

Our town has changed a lot over the years. It is now developing from an old small town into a modern city. In the past, the town only consisted of small houses and simple shops. Today, however, many tall buildings have been built as a result of the booming fishing,
tourism as well as the equally successful publishing industries. Many new businesses have opened, which has created hundreds of new jobs for local people. According to an official at the City Development Council, our town will certainly continue to develop at a fast pace in the future.

On the whole, as time goes on, there is no doubt that our town will take on a new look and finally become a modern city.

3 Have students complete the notes on Page 101 in the Workbook after listening to the recordings. Then they can complete the article in Part C on the same page. Or, they can do these as homework.

2 Have students read the newspaper article on the importance of sustainable development and forms of renewable energy. Tell them to skim through this article to find the main idea and see how the article is organized.

Paragraphs 1–2 The importance of sustainable development

Paragraphs 3–5 Natural resources are being consumed at a much higher rate than they are being produced and they cause pollution.

Paragraphs 6–10 We should use alternative energy sources which will not run out.

3 Have students only focus on the first part. Ask the following questions to help students understand the reading text:

What do you think of development as it was carried out in the past?

Compared to previous forms of development, what are the advantages of sustainable development?

4 Have student focus on the second part of this article, and then answer the following question.

What might happen in the future to our current sources of energy?

---

Project Reporting on sustainable development

The project in this unit is designed to help students learn and use English through doing a report. The reading material is a newspaper article about the importance of sustainable development and forms of renewable energy. This gives some background information on the report they will write. The purpose of this section is to help students use what they have learnt to finish a report by working together. They are required not only to read a newspaper article about the importance of sustainable development and some forms of renewable energy, but also to research what their city or town is doing to support sustainable development. In addition, they are required to do some speaking and writing. They are expected to know how to cooperate. By doing the project, students will learn more about the importance of sustainable development.

Part A

1 Have students focus on the title of the article and think about the following questions:

What is this gift for the future?

What do you think we can do for the future?
5 Have students read the last part and first find out what energy sources cannot run out. Then tell them to fill in the following table.

<table>
<thead>
<tr>
<th>Forms of energy</th>
<th>What we can do with the energy</th>
<th>Advantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>solar energy</td>
<td>use the sun’s natural energy to provide heat, light, hot water and electricity</td>
<td>renewable; never runs out; help the environment</td>
</tr>
<tr>
<td>wind energy</td>
<td>use windpower to pump water and make flour from grain; use wind power to produce electricity</td>
<td></td>
</tr>
<tr>
<td>hydroelectricity</td>
<td>use the force of water flow to produce electricity</td>
<td></td>
</tr>
</tbody>
</table>

5 Form students into groups of four, and tell them to discuss the first three questions in Part B.

**Answers**

B 1 Sustainable development uses a long-term plan that focuses on the environment and preserves natural resources. It is a form of development which tries to protect the Earth as well as improve standards of living.

2 If we do not look after the environment, the lives of our children and grandchildren will be in danger. There will be an increase in pollution, global warming and acid rain.

3 Using alternative fuels, we can protect the environment, since they are much cleaner than burning coal or oil. Also, we will not run out of them in the future.

6 Have students do Parts B1 and B2 on Page 95 in the Workbook to practise the usages of some words and phrases learnt in this section.

7 Have students do Parts D1, D2, D3 and D4 on Pages 97 and 98 in the Workbook as homework. The four exercises will help them become more familiar with the usages of some words, phrases and patterns learnt in this unit.

**Part B**

1 Organize students into groups of four and discuss the next five questions in Part B. Make sure that all the students understand the meaning of each question and have a chance to speak. Tell each group to prepare their report. They may research what their city or town is doing to support sustainable development. Then they should discuss their findings and write a report about how their city or town supports sustainable development. Then have each group present their report to the class. Encourage other groups to give comments or raise questions.

2 Have students first read the article in Part A on Page 102 in the Workbook, and then write a letter to the city council according to what they are asked to do in Part B. They may do it as homework.

---

**Self-assessment**

The section allows students to determine the progress they have made. The colour bar with five levels shows how confident students themselves feel about what they have learnt.

In this unit, 15 items are listed, each having
a score of 5, with a total score of 75 points possible. These items cover the main study targets in this unit, such as skills in listening, speaking, reading and 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 for this unit.

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 going over Part E on Page 5, students will see whether they are able to use the vocabulary learnt in the unit or not. Students have the opportunity to evaluate their own skills and abilities in English. If they feel very confident about an item, they can score it 5. If they feel slightly confident about an item, they can score it 2. By adding all the scores and dividing the sum by 75, students will get a percentage, which shows their level. If they feel there are some areas which they are not confident or just slightly confident about, they can think about how to improve on them.

In Part B, students are asked to make an action plan so that they will know what to do and how to take some effective measures to improve their studies. You can also gain a better understanding of your students’ performance, enabling you to help them study English more effectively.
Unit 2

People on the move

Overview

This unit introduces and develops the theme of different people moving for a variety of reasons. In Welcome to the unit, students are presented with five pictures, each of which gives a reason why people are moving. Students are expected to discuss the questions below and talk about what they think about people moving. The Reading text is a magazine article about why American people move and where they move. The topic mainly focuses on two age groups—the elderly and young adults. There are two parts in the Word power section. One focuses on the words about living in the country and the city, while the other introduces sociology. In Grammar and usage, students will learn that in a paragraph, there is usually a topic sentence, which gives the paragraph’s main ideas, some supporting sentences to back up the topic sentence and a concluding sentence. Following is the Task section, which requires students to write a letter in order to convince a friend to move back to China. Students will practise the language skills of listening, speaking, reading and writing. They will learn how to find information about returning to China and then fill in and rearrange the notes in the correct order. They will also learn how to answer questions with more than one response and how to write a convincing letter. In Project, students will read a website article about a group of people who wander throughout the world, and then make a poster about a group of people, the Jews.

This unit provides a chance for students to learn about people with different cultures and lifestyles. The Reading strategy teaches students the skills of matching pictures with quotations when reading a magazine article. This unit also gives students the opportunity to listen to a TV programme about a returnee going back to China after he studied and worked in the UK. Then they will read a newspaper article about the brain drain phenomenon and the reasons why the return rate of those Chinese who have studied abroad has kept rising. Integrated skills which relate to the topic are practised and reinforced. Students are expected to fully participate so as to further develop both their language skills and their overall ability. Students should apply what they have learnt and put it to practical use by writing a friend a letter convincing her to come back and work in China.

Guide to pages

<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 17</td>
<td>Pages 23–25</td>
</tr>
<tr>
<td>Reading</td>
<td>Pages 18–21</td>
<td>Pages 25–29</td>
</tr>
<tr>
<td>Word power</td>
<td>Pages 22–23</td>
<td>Pages 30–32</td>
</tr>
<tr>
<td>Grammar and usage</td>
<td>Pages 24–25</td>
<td>Pages 32–33</td>
</tr>
<tr>
<td>Task</td>
<td>Pages 26–29</td>
<td>Pages 33–39</td>
</tr>
<tr>
<td>Project</td>
<td>Pages 30–31</td>
<td>Pages 39–41</td>
</tr>
<tr>
<td>Self-assessment</td>
<td>Page 32</td>
<td>Pages 41–42</td>
</tr>
</tbody>
</table>
## Highlights of the unit

<table>
<thead>
<tr>
<th>Topic</th>
<th>Population movement</th>
</tr>
</thead>
</table>

### Functions
1. Describing ways of life
   
   *Cities are more exciting. The rent is high, but it’s a great place to meet people and find entertainment. Cities have theaters, museums and big sporting events, but small towns have none of these.*

2. Talking about history
   
   *No group is associated with moving and travelling more than the Romany, who have been wandering around Europe and Asia since nearly 1,000 years. The Romany are thought to have first come from India.*

### Vocabulary
- edition, retire, pension, hurricane, tough, slip, cater, ambulance, bingo, herb, seagull, boom, mobile, flexible, inn, elect, swap, rent, account, clerk, waitress, privilege, numb, physicist, biologist, botany, biochemistry, analytical, bungalow, skateboard, telescope, bakery, botanical, currency, clarify, precise, shabby, thief, rob, collision, gay, controversial, sympathy
- be on the move, health care, turn into, make sense, cater to somebody/something, one's (own) flesh and blood, botanical gardens, word of mouth, at best

### Grammar
The elements of a paragraph
1. Topic sentence
   
   *Young mobile adults give many different reasons for swapping their home towns for big cities.*

2. Supporting sentences
   
   *For decades, Florida has been attracting older people. In fact, according to the national population survey conducted in 2000, Florida was home to the largest population of people aged 65 and older.*

3. Concluding sentence
   
   *Across the USA, people are noticing the same thing: young people are electing to live in cities.*

### Skills and strategies
By the end of this unit, students will be able to:
1. read a magazine article about population movement and a website about the Romany
2. listen to a TV show about someone who studied abroad and returned to China
3. talk about moving, and talk to a careers officer
4. write a letter to convince a friend to move back home
5. create a classroom poster about the history and culture of the Jews

### Culture
1. Population trends in the USA
2. The history and the lifestyle of the Romany
Welcome to the unit

Many people keep on moving from place to place for different reasons. In this section, students will look at five pictures, in which different reasons for moving are given. Students are expected to discuss what they think about these reasons and then answer the three questions below. They are encouraged to fully participate in the discussion, express their opinions about the relevant topics, share ideas with their partners and practise their spoken English. The discussion may help them think further about their near future when they finish high school.

Brainstorming

1 Before beginning this unit, have students take a survey of four or five people around them. Try to find out where they or their parents came from, when they or their parents came to the town or city they now live in, and why they or their parents came here. The following table may be used:

<table>
<thead>
<tr>
<th>Who</th>
<th>From where</th>
<th>When</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Form students into groups of four. Have each group member talk about the results of their survey. Make sure that all the students participate in the group activity. Then have some groups report the findings of their survey to the whole class.

2 Arouse students’ interest in this unit and this section by asking the following questions:

What is the topic of the unit we are studying now? (People on the move.)
What does the phrase ‘on the move’ mean? (It means ‘to move to another place’.)
What is the topic about? (It is about who are on the move and why they are on the move.)
Can you think of any reasons why people are on the move?

Have students think about as many reasons as they can. Write their reasons on the blackboard so that they can compare their reasons with the reasons given in the pictures of this section. For example:

- to study in a university
- to work in a company/school
- to be with their family
- to live in a nicer environment
- to move somewhere for a better quality of life

Sharing information

1 Have students look at the five pictures on Page 17 and make lists of where the people in these pictures have moved and why they have moved.
<table>
<thead>
<tr>
<th>Where the people move</th>
<th>Why the people move</th>
</tr>
</thead>
<tbody>
<tr>
<td>to another country</td>
<td>have got a new job there; to experience a new culture</td>
</tr>
<tr>
<td>to a warm place</td>
<td>have become tired of the snow</td>
</tr>
<tr>
<td>to a university abroad</td>
<td>to study so as to get a better job when returning home</td>
</tr>
<tr>
<td>to a city</td>
<td>cannot find jobs in the small town</td>
</tr>
<tr>
<td>to a new flat</td>
<td>need more space to live together</td>
</tr>
</tbody>
</table>

2 Have students compare the reasons they have worked out with the reasons given in these pictures, so they can understand more clearly about why people move. Tell students that more and more people are on the move nowadays, and this has become a social trend. In China, there are a lot of young people from the countryside moving to work in the cities, especially in big cities in the eastern and southern parts of China. This has already caused some social problems. Have more able students make some comments on this social trend and talk about the advantages and disadvantages of people moving within China.

3 Have one student read the three questions below the pictures. Then have students discuss these questions in pairs or groups of four. Encourage all of them to fully participate in the discussion. Have several pairs or groups report their discussions to the whole class.

### Sample answers

1 Recently, my family has moved into a new flat. This is the first time my family has moved house since I was born. Everyone in my family has been very excited. Our new home is much larger than the old one. It is on the first floor and has a courtyard that is about twenty square metres in size. My grandma, who is in her seventies, is very happy because she does not need to climb five floors like she used to in our old flat and can plant some flowers in the courtyard. I also feel very happy because I have my own room now and do not share the room with my grandma as I used to. My parents allowed me to decorate my room as I wanted. I had the walls in my room painted light blue and stuck some plastic stars on the ceiling. When the light is turned off, these stars seem to be shining. There is a park near my new home, so after supper, we sometimes go for a walk there.

2 I think that moving house can change people’s lives in both a positive and a negative way. You will meet new people and make friends with them. However, you may also miss your old friends.

3 I would like to move if I have been living in the same place for a long time because I want to see, learn and experience new things. The place I want to go to is Shenzhen. Shenzhen is a young city, which has grown from a small fishing village, and is still developing quickly. With its rapid development, Shenzhen needs young people, especially those who have a good education, to work in the many new companies and businesses there. Therefore, I think it is a suitable place for young people like me to live and work.

4 More questions can be asked to give students more chances to talk about their different opinions about moving house or to a new place. For example:
If you could study or work in a foreign country, which country would you like to study or work in? Why do you want to go there?

Which do you think is the most suitable place in China for young people to live and work? Why?

Which country do you think is the most suitable one for people to live in? Why?

Why do many people from the countryside move to the cities in China? What do you think of this social phenomenon?

---

**Reading**

The reading passage is a magazine article about why and where people move in the USA. The reasons why two different age groups are on the move are presented in this article. After reading the article, students are expected to gain some information about what two different age groups are on the move and why they are moving. They will practise and reinforce their reading comprehension skills and improve their overall ability by participating in the activities. The Reading strategy in this unit teaches students how to match pictures with captions when reading an article in a magazine or a newspaper.

**Lead-in**

1. Write the title of the magazine article ‘Population movement in the USA’ on the blackboard and ask students the following question:

   From the title of the article, what do you think the article is about? (I think the article is about different groups of people in the USA who have left their home town and moved to another place.)

2. Write ‘Aging in the sun’ and ‘Bright lights, big city’ on the blackboard, and tell students that there are two subtitles in the article. Have them think about what the two parts under the two subtitles might be about. The following questions may be used to help students have a better understanding of the two subtitles:

   How will you feel if you walk in the sun in winter? (I will feel warm and comfortable.)

   What does the word ‘aging’ mean? (I think the word ‘aging’ is the -ing form of the verb ‘age’. It means ‘becoming old as years go by’.)

   What do you think the phrase ‘aging in the sun’ means? (Becoming old in a warm place where the sun is shining.)

   What do you think the text under the subtitle ‘Bright lights, big city’ is about? (I think the text under this subtitle is about having a bright life in a big city.)

   From the title and subtitles, what information do you think you will get from the article? (I think I will learn some information about the moving of American people of different ages to different places.)

   Can you think of some reasons why old or young people would like to move to another place?

   Have students give as many answers as they can, and have them discuss which of the reasons they have given are the most probable.
Reading comprehension

1. Have one student read the three questions in Part A, and ask students whether they can answer these questions based only upon the article’s title and subtitles. Then have students skim through the article as quickly as possible to try to find answers to the questions without reading it thoroughly. Remind students to only focus on and identify the information needed to answer these questions.

Answers

A 1. The movement of different groups of people in the USA.
   2. American Living.
   3. People over 60 years old and young adults.

2. Have students first go over the six questions in Part C1, and then read the article again and complete Part C1 individually. The questions in Part C1 check students’ reading comprehension and improve their ability to find specific information. Tell students to work in pairs and answer these questions. After they have finished, check the answers as a class.

Answers

C1 1. Because it is home to the largest population of people aged 65 and older. This group accounts for over 17 percent of the state’s population.
   2. Because the climate there is pleasant and the cost of living is low.
   3. More changes have been made to cater to them. For example, ambulances respond faster, and many houses have bathrooms designed for older owners, with things like easy-to-use bathtubs that reduce the risk of slips and falls.
   4. 12.5%.
   5. Because cities are more exciting and have more good jobs.
   6. Five people.

3. Have students read the article again and fill in the table in Part C2. After they have finished, check the answers as a class.

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Sex</th>
<th>Move to</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edna</td>
<td>78</td>
<td>Female</td>
<td>Florida</td>
<td>afraid of falling on ice and getting hurt</td>
</tr>
<tr>
<td>David</td>
<td>68</td>
<td>Male</td>
<td>Florida</td>
<td>to live in a community that understands the needs of older people; to play bingo; to plant his herb garden; to watch seagulls at the beach; to meet friends his age; to get good medical care</td>
</tr>
<tr>
<td>Daniel</td>
<td>27</td>
<td>Male</td>
<td>a big city</td>
<td>to meet people; to find entertainment; to go to the theaters, museums and big sporting events; to have an exciting life</td>
</tr>
<tr>
<td>Angela</td>
<td>21</td>
<td>Female</td>
<td>Los Angeles</td>
<td>to work in a big company; to become a successful accountant</td>
</tr>
</tbody>
</table>
Ask students whether they looked at the four pictures and the captions while reading this article. Have them match the four pictures with the people mentioned in the article. You can say the following to students:

When we read an article in a magazine, we often see one or more pictures of one or more people with captions. In this article, there are four pictures of people next to what he or she said. The person's name and age are not given underneath each picture. Can you find out who and how old each of them is? Do you think it will be difficult to find the answers?

Students should have no difficulty finding the four people's names. Then tell them to read the Reading strategy. Make sure that students understand what each sentence means. If possible you can bring some English magazines to class and show some articles with pictures and captions to students. This way, they will have better understanding of this reading strategy.

Have students read this article again and underline any words or phrases that they do not understand. Then have students read the sentences before and after each unknown word or phrase and try to guess its meaning.

Have students complete Parts D and E individually. Part D aims to check whether students understand the meanings of the words from the context of the article and to show them how to explain the meanings in English. Part E aims to make students more familiar with the text and some useful words learnt in it.

To let students have a better understanding of the reasons why Americans move, show a map of the USA to them. Have studentslerfind Florida. Have them identify which part of the USA is the Midwest or the Northeast, and where some large cities such as New York, Los Angeles and Chicago are located in the USA.

Have students do Parts A1 and A2 on Page 103 in the Workbook, and they will have more chances to use some useful words and phrases learnt in this section.

### Post-reading activities

1. Divide students into groups of four to discuss what they think about people moving to live in another place, especially moving from the countryside to a big city, or from a big city to a small town. Students are expected to talk about the reasons for the moving and the advantages and disadvantages of the move. For example:
   - Moving to live in big cities
     
     **reasons:** for work, family moves ...
     
     **advantages:** lots of entertainment, better quality of life ...
     
     **disadvantages:** pollution, too crowded, traffic problems, crime ...
   - Moving to live in a small town
     
     **reasons:** old age, have children and start a family ...
     
     **advantages:** a slower pace of living, safer than a big city, closer community ...
     
     **disadvantages:** no good jobs, lack of entertainment ...
   - Moving to live in the countryside
     
     **reasons:** tired of city life, good for health ...
     
     **advantages:** quieter, peaceful, beautiful scenery, less pollution ...

### Answers

<table>
<thead>
<tr>
<th>D</th>
<th>1b</th>
<th>2h</th>
<th>3g</th>
<th>4f</th>
<th>5a</th>
<th>6d</th>
<th>7e</th>
<th>8c</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>(1) rent</td>
<td>(2) accountant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(3) retire</td>
<td>(4) edition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(5) boom</td>
<td>(6) cater</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(7) mobile</td>
<td>(8) hurricanes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
disadvantages: lack of shopping and entertainment facilities, no good jobs ...

Other discussion questions can be asked. For example:

If a lot of people move to a big city, what will happen to the city?

If many people, especially young people, leave a village, what will happen to the village?

Many young people go abroad to receive further education, and some of them choose to stay there after graduation. What do you think of this?

If you could choose a place to live, where would you choose? Why?

2 Having had the above discussion, students will be able to complete Part F. Have students work in pairs and complete Part F. Encourage students to fully express their opinions. Then have two or three pairs present their conversations to the whole class.

3 Have students read the report about a novel in Part A on Page 108 in the Workbook so they will know something about American society in the 1800s.

Notes

1 In this edition of American Living, we are looking at some population trends in the USA. (Page 18, Line 1)

The verb phrase look at here does not refer to the action ‘to want to see something with one’s eyes’, but means ‘to examine or judge something to find out whether it is good or correct’.

I asked the engineer to look at my car because I did not like the noises it was making.

The company is looking at a new way to market their latest products.

My tooth hurts. I would like to have it looked at by a dentist.

2 Older Americans are on the move. (Page 18, Line 3)

The word move here is used as a noun. The phrase be on the move means ‘to be travelling or going around’ or ‘busy or active’.

My friend Mike likes travelling very much. He has been always on the move ever since he bought a jeep and joined a travel club.

In China, many people from the country are on the move because they think they will have a chance of finding a job and earning more money in big cities.

It is reported that a group of deer is on the move and coming this way. The photography group should get ready to take some photos of them.

3 ..., Florida is home to the largest population of people aged 65 and older. This group makes up over 17 percent of the state’s population. (Page 18, Lines 8–10)

Here the word aged is an adjective, meaning ‘at the age of’ or ‘... years old’. With this meaning, it is often used after the noun it modifies.

A woman aged about 60 won the lottery last night.

According to China’s law, children aged between 6 and 15 must go to school.

It is said that this IT company only employs men aged 20 to 30.

When aged means ‘very old’, it is used before a person or some people.

Who took care of the aged couple after their only son died?

With more and more young and middle-aged people going to work in cities, many villages were left with only children and aged people.

For the next ten years, Jane lived together with her aged mother until her mother died.

4 Most US citizens retire around the age of 62, and the trend seems to be for them to move to warmer places. (Page 18, Lines 21–22)
The noun **trend** means ‘a general tendency, change or development’.
Young men seem to be following the trend of wearing pink T-shirts this summer.
The company’s shares are following the general trend, and starting to climb again.
His clothing designs are very popular with women because they do not follow any trend.

5 Such adaptations are making Florida even more attractive to older people. (Page 19, Lines 27–28)

- The noun **adaptation** means ‘the process of changing something’.
  People are making adaptations to their lives to try to cause less damage to the environment.
  He had made some adaptations to the car to make it go faster.
  The children’s quick adaptation to the new environment meant that they were very happy in the kindergarten.
- The adjective **attractive** is used here to mean something has features that make it desirable and interesting.
  The house’s low price was very attractive to a lot of people.
  The foreign company made me a very attractive offer for my business.
  The south of France is a very attractive place for holidaymakers in the summer.

6 Across the USA, people are noticing the same thing: young people are electing to live in cities. (Page 19, Lines 41–42)

The verb **elect** here means ‘to choose’. It can be followed by ‘to do something’.
Increasing numbers of high school students elect to go to university abroad.
Although it could be dangerous to stay in the earthquake zone, they elected to remain there.
I have elected to study medicine in university so that I can be a doctor.
The verb **elect** can mean ‘to choose a person to do a particular job by voting’.
Obama became the first black man to be elected president in American history.
We will elect five people in our community to be responsible for dealing with the problem.

7 The one thing that is clear, however, is that young people are speaking with one voice: ‘To the cities!’ (Page 19, Lines 45–46)
The phrase **speak with one voice** means that a group of people all agree and have the same opinion on a certain topic or subject.
In the matter of environmental protection, even rival companies are speaking with one voice.
The family argue a lot and usually do not speak with one voice about anything.
The parents agreed that they had to speak with one voice when their children were naughty.

Resources

**Florida**
Located at the south-eastern tip of the USA, Florida has a subtropical climate. The name of the state means ‘plenty of flowers’ in Spanish. Every year, tens of thousands of people go there to enjoy the sunlight and the beach. It was controlled by Spain from 1513 to 1763 and by Britain from 1763 to 1783, Britain took control of the state. Then it was returned to Spain in 1783. The USA purchased the state in 1819. Thus it became the United States’ twenty-seventh state.
For more information, you can visit the following website:
http://www.50states.com/florida.htm
Word power

This section aims to expand students' vocabulary about the life in the city and the country and enable them to learn about sociology. They will read two passages: one is a speech about reasons why people move within a country, the other is an introduction to sociology. Two exercises are designed for students to practise and reinforce the new vocabulary they have just learnt. Students are expected to make themselves familiar with the expressions related to the two topics.

Brainstorming

1. You may begin this section by asking students the following questions:
   When we talk about the city, what words or expressions do we often use?
   When we talk about the country, what words or expressions do we often use?

2. Draw two spidergrams and have students write down the words or expressions they can think of. For example:

<table>
<thead>
<tr>
<th>Place</th>
<th>Why people move there</th>
<th>The effects caused by the moves</th>
</tr>
</thead>
<tbody>
<tr>
<td>the city</td>
<td>countries now rely more on industry rather than agriculture; process of industrialization</td>
<td>give young people a chance of living a life they did not think was possible; the living standards and the cost of living are raised; influence population on national and international levels</td>
</tr>
<tr>
<td>the countryside</td>
<td>process of modernization; do not like this urbanization; retire; spend holidays</td>
<td>bring technology to the countryside; the countryside is more and more similar to the city; the living standards and the cost of living are raised; influence population on national and international levels</td>
</tr>
</tbody>
</table>

Vocabulary learning

1. Have students first read the instructions of Part A on Page 22 and make sure that they understand what they are going to read. Then have them read the passage, telling them that they should underline the reasons why people move and the effects these moves cause. Draw the following table on the blackboard:
2 To check students’ understanding of the new vocabulary in Part A, write out a list of the new words, either on the blackboard or on pieces of paper that you have prepared earlier. To the right of this, write the definition of each new word, making sure that the definitions are all jumbled up. Have students match each word with its definition.

*industry*—producing goods in factories
*agriculture*—growing food on farms
*industrialization*—the process by which a place starts to develop industries
*urban*—area with a town or city
*urbanization*—the process of areas of countryside turning into cities
*population*—the number of people in an area or a country
*modernization*—the process of introducing new ideas and concepts to the development of an area or a country
*living standards*—a way of measuring how good people’s lives are
*cost of living*—how expensive people find it to live their everyday life

2 Have students read the article in Part A to find out what sociology means and why it is important. In order to help students understand the words and expressions on sociology better, write the following on the blackboard:

**What sociology means**
- sociology: the study of society and the behaviour of people in groups
- socialization: the process of learning to behave within society
- primary socialization: the effects of the family background (both economic and social)
- secondary socialization: the influence of education, the media, the government and other people in society

**The importance of sociology**
- to influence society
- to help make people realize the value of education
- to help governments in making policies that emphasize education

Make sure that students understand the meaning of each sentence. If they have some difficulty in understanding some sentences, provide them with some explanations.

3 Have students complete the notes in Part B. With the help of what has been written on the blackboard, they will have no difficulty completing it.
Answers
B (1) behaviour  
(2) secondary  
(3) people  
(4) the government

Grammar and usage

The grammar target of this unit is one aspect of the structure of an article—the elements of a paragraph. Students will learn that paragraphs are used to organize information in an article and what is usually included in a paragraph. This will help them write an article better. Students are expected to put what they have learnt into practice by finishing two exercises.

The elements of a paragraph

1 Have students read the second paragraph of the magazine article in the Reading section and try to find which sentence in this paragraph gives the main point of the whole paragraph. Tell students that the sentence which gives the main point of a paragraph or an article is the topic sentence. They will find that the first sentence of this paragraph ‘Older Americans are on the move’ is the topic sentence. From this sentence, they can learn that when Americans become older, they would like to move somewhere. This is what this paragraph mainly talks about. 

Then ask students: 
In this paragraph, what information can we get from the sentences following the first sentence? (The following sentences give more detailed information about the move, such as where older Americans move from, where they move to and how old they are.)

Tell students that these sentences are called supporting sentences. They are used to explain or prove the topic sentence.

2 Have students read the second paragraph under the subtitle of ‘Bright lights, big city’ and identify the topic sentence and supporting sentences in it. Students may want to know why a question is used at the beginning of the paragraph, and whether the question ‘Where are all the young people?’ is the topic sentence of this paragraph or not. You may ask students to read on. They should find the answer to this question: there are almost no young people in a small Midwestern town, because they have all moved to live in cities. A question instead of an affirmative sentence here can catch readers’ eyes and make readers more interested in the topic. A question like this is called a hook.

3 Have students read both the instructions and Part 1 in this section. Make sure that they understand what the function of a topic sentence is and what a hook is. Then, tell them to read the two paragraphs in Part A and identify the topic sentence for each one. Have two students each give their answers for one of the two paragraphs and also give the reasons why they have chosen that topic sentence for that paragraph. For the first paragraph, the topic sentence ‘Autumn passes too quickly’ is better because the supporting sentences talk about the passing of time. For the second
paragraph, ‘Arts education is a necessary part of school’ should be chosen because the paragraph notes how important it is to teach arts in school.

Answers
A 1 a  2 b

4 Have students read Part 2 to learn more about supporting sentences and their function. Then have them read the two paragraphs in Part A again and point out the supporting sentences as well as the transition words or phrases in them. This helps students become aware of the logic of arranging supporting sentences in a paragraph and how to do this best.

Answers
B (1) At first (2) Then (3) but (4) so (5) However (6) Finally

5 Have students read Part 3 to understand what a concluding sentence is. Then tell them to read the paragraph in Part B. First, they should add transitions to complete the paragraph, and then point out the topic and concluding sentences.

6 Have students do Parts C1 and C2 on Page 105 in the Workbook, so they will have more chances to practise what they have learnt in this section. Or, they may do the two exercises as homework.

Task  Convincing a friend

This section consists of a series of activities which provide students with opportunities to practise their listening, speaking, reading and writing skills. The Task section is divided into three steps and each step is preceded with a skills building activity. Through the three steps, students will learn how to listen for the sequence of events, how to answer questions with more than one response and how to use convincing language when writing a letter to a friend. They are expected to write a letter to a friend to convince her that moving back to China is the best thing to do.

Skills building 1: listening for the chain of events

1 Have students read the instructions. Make sure that they understand the meaning of each sentence in this part. Then have them go over all the useful words and phrases given below. Have less able students make some sentences with these words or phrases to check whether they know how to use them correctly. As for more able students, have them orally present a short passage using some of the words and expressions.

2 Read a short passage to students and tell them to write down the words or phrases that are used to show when something happened and in what order. The following passage can be used as an example:

Last year, my sister went to study in Germany as an exchange student. She stayed there for one year. When she returned, she said that she had had a very enjoyable time there. In the beginning, she found it was a bit difficult for her to understand what the teachers said, especially in Maths and Science classes, because she could not understand some special words or phrases used in these two subjects. Therefore, before a Maths or Science class, she tried to preview what would be taught in the class. Then she got on quite well with her studies. Now she has come back from Germany after having learnt a lot about Maths, Science and, of course, the German language.
Step 1: finding information

1. Have students first read the instructions in Part A so that they know what they will do. Then have them go over the notes so that they will know what information to focus on while listening. They should know that the notes are in jumbled order. Make sure that they understand the meanings of the sentences.

2. Play the recording for Part A on Page 26 and have students fill in the notes. Encourage students to find as much information as they can from just listening to the recording once. If they cannot fill in all the blanks, let them listen again. Check the answers as a class.

Then have students work out the chain of events. If they are not quite sure, let them discuss in pairs. Have them listen to the recording once more and check the answers as a class.

Tapescript

Host: In the past decades, many people went abroad to pursue their studies or find a job, and did not return to China. What we are discussing today is how this trend has changed, with many people now returning to China. I’d like to welcome Mr Zhu, who will tell us about his experiences abroad.

Zhu Lin: Thank you. When I graduated from university, I looked at the other graduates who also wanted jobs, and I thought, what makes me special or better than they are? I realized that in order to really get a good job, I needed more training. Back then, many of the best places to get certain special degrees were outside of China. I did research and found a university course in the UK that was perfect. I lived in the UK for five years. After I received my degree, I was offered a job in London. I thought about coming home to China, but eventually felt that I couldn’t refuse the position. I also thought that after working in a Western country and learning how they do things, I could bring that knowledge back to China and become a more valuable worker.

Host: Why did you decide to come back?

Zhu Lin: By then, international companies had opened offices in China and I felt that there were new opportunities for work. I started calling companies in Shanghai and Beijing to find work before I left, and found a new job only a few weeks after returning. Do you know what the funniest thing is?

Host: No. What?

Zhu Lin: I stayed abroad because I thought I’d have better opportunities and more money, but my job here is much better than the one I had in London!

Host: We have to take a break now, and when we come back, we’ll take phone calls from viewers at home.

Answers

A (1) university (2) London/the UK (3) opportunities (4) companies (5) training (6) refuse (7) London (8) five years (9) better

1 e 2 a 3 h 4 g 5 f

6 c 7 d 8 b 9 i
Have students read the instructions in Part B. Before they listen to the recording, have them guess what reasons Mr Zhu will talk about and try to fill in the blanks. Then have them listen to the recording and check whether they have got the right answers.

### Tapescript

**Zhu Lin:** Hello?
**Student:** Hello! Is that Zhu Lin?
**Zhu Lin:** Yes, speaking.
**Student:** Oh, hello! I'm a student with a question. A friend of mine is studying in the UK and is hesitating about returning to China after her studies. She's worried there are no good job opportunities for her here. Do you have any advice for her?
**Zhu Lin:** Well, as I said earlier, I first thought there were more opportunities for me abroad. However, after doing some research, I realized that there were just as many opportunities in China.
**Student:** Do you think she will find a good job here?
**Zhu Lin:** Yes, I think so. Companies, especially big international ones, like to hire people who have lived or studied abroad.
**Student:** Why?
**Zhu Lin:** Well, first of all, because your friend has lived and studied in an English-speaking country for some time, her English must be very good. With more and more international companies opening offices in China, it's more important than ever that their workers are able to communicate with English-speaking customers. She also has direct experience of living in another culture and is more likely to understand people from that culture. Finally, she may also know how business is done in another country and so may be very valuable to any company in China that is trying to sell something there.

**Student:** That's great! Thank you so much. I'll be sure to tell my friend everything you said.
**Zhu Lin:** I'm glad I could help.
**Student:** Goodbye!
**Zhu Lin:** Bye!

### Answers

B 1 English  
2 living in another culture  
3 business

4 Have students prepare to read the newspaper article in Part C on Page 27. Present the following questions to students and have them find their answers while reading. This may help them finish the exercise after reading the article.

What does the phrase ‘brain drain’ mean? (It means people with good skills and a good education move to other countries for work or study, often at great expense to their home countries.)

Why have some Chinese people not returned after they went abroad to study and work? (They felt foreign countries offered them better opportunities and a salary in foreign currency.)

What made many Chinese living abroad swap their lives there for a new life back in China? (China's rapid development and more and more international companies registering to do business in China have caused them to return.)

What has changed in the way people now pay for studying abroad? (Many students who go abroad for study are now having their fees paid by the state or by companies.)
Answers

C 1 China's rapid development and the increasing number of international companies registering to do business in China have led many Chinese living abroad to swap their lives there for a new life back in China.

2 The government’s special new policies have encouraged people to start their own businesses, and they have taken advantage of these new policies.

3 Rather than being asked to pay for their degrees, many students who go abroad for study are now sponsored by the state or by companies.

4 People who return to China have some very good opportunities. They tell others and news spreads. Soon others like the idea and want to come back.

Step 2: talking to a careers officer

1 Have students first read the instructions so that they know what they are going to do in this part. Then tell them to go over all the questions in the left column and the information in the right column. Make sure that they understand the questions and the information.

2 Have students work in pairs. One asks questions and the other, as a careers officer, gives the answers. Remind them that they should try to use what they have read in Skills building 2 to give answers. Switch roles when they have finished. Have two or three pairs act out their dialogues before the whole class.

Sample answers

S1=Student  S2=Careers officer

S1: We all know that many Chinese students and workers have gone abroad to study and work. Some of them don’t return, and choose to live there. Why do they decide to stay abroad?

S2: There are several reasons. Firstly, students may feel that foreign countries offer them better opportunities, and that they can earn more money when they find jobs there. Secondly, people who work abroad think that they can learn new skills through job training. Also, if they work hard, they can also have a chance for promotion.

S1: I can see there are advantages for Chinese students studying abroad. What would be the advantages?

S2: The advantages are that you can study in the international environment, and can learn about
different ways of thinking or doing business. As a student, when you finish studying abroad, your degree will be recognized worldwide.

S1: Are there any disadvantages of studying abroad?

S2: Certainly. Even though there are a lot of advantages to studying abroad, you won’t be able to know exactly what’s happening in China and you’ll also probably lose touch with your friends or family.

S1: If I were studying abroad, I’d miss my parents and friends at home. I think many people would feel homesick in a different culture.

S2: That may be one of the reasons why some Chinese return after studying and working abroad.

S1: Are there any other reasons why people come back to China?

S2: Sure. Besides being close to their family and the familiar culture, nowadays they can find many better job opportunities.

S1: This is what my friend is mostly interested in. She’s studied and worked in the UK for a few years, and now she wants to move back and find a job at home. What kind of jobs can people who come back find?

S2: The most popular jobs are in business administration, project planning and technology.

S1: Project planning would be suitable for my friend because she’s worked as a project designer in a company in the UK. What skills do you think employers are most interested in?

S2: The skills of communicating with others in foreign languages, and a good understanding of other cultures.

S1: What do you think my friend should do when she prepares to return?

S2: She can first call you or other friends of hers here in China to get some information about which company or which job suits her. After that she can send her personal information to appropriate companies. She should also get references from her professors and her employers abroad.

S1: What other advice would you give to people returning from studying abroad?

S2: They’d better get to know what is happening in the local area and what business is like in China, and also get advice from local people and old schoolmates.

S1: I’ve learnt a lot by talking with you. Thanks a lot.

Skills building 3: using language to convince people

1 Have students read the instructions of this part, and then go over the four points so that they learn what convincing language is. Give some explanations if necessary.

2 Have students go over ‘Population movement in the USA’, the magazine article in the Reading section, or ‘Has the brain drain stopped?’, the newspaper article in Step 1 of Task. Have them find the sentences that correspond to the four points. Students will be able to learn how to use language to convince people.

‘Population movement in the USA’
I have to go where the big companies are because I want to be a successful accountant, not a clerk or a waitress. That's
why I’ll move to Los Angeles when I graduate from university. (the active voice)
For decades, Florida has been attracting older people. In fact, according to the national population survey conducted in 2000, Florida was home to the largest population of people aged 65 and older. This group accounted for over 17 percent of the state’s population. (good sources of information)
Most US citizens retire around the age of 62, and the trend seems to be for them to move to warmer places. (the truth)
Cities are more exciting. (strong language)
‘Has the brain drain stopped?’
These Chinese have come back to China to take advantage of the new opportunities here. (the active voice)
According to the government statistics, more than 130 thousand people came back in 2010, earning incomes as senior managers, engineers, business owners, etc. (good sources of information)
Since Chinese people began going abroad to study and work in the 1970s, some of them have not returned. (the truth)
With China now having the fastest growing number of millionaires in the world, the future looks bright indeed for these Chinese coming home! (strong language)

Step 3: writing a letter to convince your friend

1 Have students read the instructions of this part so that they learn what they will do. Have them first work individually to write a letter, and then work with a partner to check their work and make some corrections if there are any mistakes in it.

2 Have two or three students read their letters to the whole class. Encourage other students to make some comments about their letters.

Possible example

Dear Lin Hong

I was very happy to receive your letter and hear that you are well. In your letter, you said that you were thinking about returning home and working in China. I have tried to get as much information as possible to help you see how many opportunities you will have in China.

China’s rapid development and the increasing number of international companies registering to do business in China have led a large number of Chinese who have studied and worked abroad to come back because they can get good jobs and be part of China’s growth. Our government has also adopted special policies to encourage people to start their own companies, so many of them have started their own companies and become business owners.

As you can see, more and more Chinese have returned. In 2010, over 130,000 people came back, and many of them are now working as senior managers, engineers or business owners. I watched a TV show where a man named Zhu Lin talked about his experiences of studying and working abroad, and why he came back to China. He had studied in the UK for five years to get a degree and after he had graduated he got a good job in London. However, he returned to China because more and more international companies were opening offices in China and one of them offered him a job.

I think it is high time that you returned home. I have found several institutes or universities that you could teach at. You can have a look at the different institutes or universities and decide on two or three appropriate ones and send them your resume and references from your professors and your employer overseas. I
Project Making a classroom poster

This section is designed to give students a chance to practise their English by completing a project. Students will first read an article about a group of people, the Romany, who are spread out and wander all around the world. Then, they are expected to do some research about another group of people, the Jews, for their classroom poster.

The purpose of this section is to encourage students to use what they have learnt to make a poster by working together. During the course of the project, students will discuss what should be included in their display and how to organize the facts they have found. They will also need to cooperate with each other and to complete each part of the project together. By conducting the activities in this section, students will get some information about different people and the history of their distinctive culture.

Part A

1. You may begin this part by asking students the following questions:

Do you know that there is a group of people in the world who keep travelling from place to place? (The Gypsies or the Romany.)

Have you ever read any books or watched any films or TV programmes about these people?

Do you know who they are and why they are always travelling?

Tell students that they are going to read a website article and get some information about these wandering people.

2. Have students read the directions, the title and the first paragraph of the article to find out what the article is about. Ask them the following questions:

What does the word ‘wander’ mean and what does the title ‘The wandering Romany’ mean? (The word ‘wander’ means ‘to move about or from place to place without any purpose’. From the directions, we can learn that the title refers to the group of people, the Romany, who keep moving from place to place.)

What do you think the article is going to tell us after reading the first paragraph? (From the first paragraph, we can learn that the article is about the history of the Romany who always move about and the reasons for their movement.)

3. Write the four subtitiles from ‘The wandering Romany’ on the blackboard and ask students what they think each part will be about. Write their answers after each subtitle. You may do as follows:

From the title of the article and its first paragraph, we know that it is about the history of a group of people who live a
special way of life. It also tells us some reasons for their way of life. Now let's look at the four subtitles of this article to guess what each of the four parts is about.

The first one is 'Asian origins'. What this part will tell us about, do you think? (It may be about where the Romany first lived. They first lived in Asia.)

Do you know where they are wandering now? (I think they are wandering in some Western countries.)

The second subtitle is 'A travelling culture'. What do you think this part will talk about? (I think their special way of life is always travelling, which is also their culture. We will read about how they are travelling around and what they do to make a living while travelling.)

The third subtitle is 'Romany rights?' Why is a question mark used here? (A question mark is used here to show that the author doubts the Romany have the same rights as citizens in the countries they wander. From the title we can know that the Romany were looked down upon or badly treated by others.)

The fourth subtitle is 'Future relations'. What do you think this part will talk about? (The relationships between the Romany and other people in the world.)

4 Have students read each part carefully and take notes about:

- their history
- their different culture
- the troubles they have faced

After they have finished reading and taking notes, tell them to work in groups of four to discuss their notes. Have some groups present their notes to the class.

For less able students, present the following to them after the discussion.

- their history, language and population: probably first from India; now in many countries, mostly in Europe; no written history; about 60 varieties of their own languages; population about 9.8 million

- their distinctive culture:
  - always on the move (in carriages pulled by horses in the past, but now by trucks or coaches);
  - choose not to become citizens in any country they move to;
  - stay in small groups;
  - focus on large families;
  - wear traditional clothes and jewellery;
  - love music;
  - known for fortune-telling;
  - know many different trades

- the troubles they have faced
  - were not trusted and were discriminated against because of their clothes and skin;
  - looked down upon as thieves or pests;
  - were banned from entering some countries;
  - made laws to try to break up their families and to force them to settle, to force men and boys to join the army and to work, to forbid women to have children, to take children away from their mothers and put them into institutions, to forbid them to use the Romany language and to wear their traditional clothes;
  - were hunted and killed by the Nazis during World War II.

5 In order to make students more interested in the culture and the lifestyle of the Romany, show some parts of the films involving gypsies, such as The Hunchback of Notre Dame, Yesenia or Gypsy Woman.
6 Have students do Parts B1 and B2 on Page 104 in the Workbook so they can be more familiar with the usages of some useful words and expressions learnt in this section.

7 Have students do Parts D1, D2, D3 and D4 on Pages 106 and 107 in the Workbook to practise using the words, phrases and patterns learnt in this unit. Or, they can finish them as homework.

**Part B**

1 Organize students into groups of four. Tell them to discuss the questions in Part B, focusing on questions 3 to 8. For the first two questions, ask students in which part or parts that they can find the answers. One student in each group should write down the answers to questions 3 to 8. Students should first discuss what sources they are going to use. Then they should assign different jobs to each group member.

2 Have each group present their display in their classroom. Other groups can give their comments. Have them decide which group’s display is the best one.

3 Have students first read the instruction and the article in Part A on Page 111 in the Workbook, and then have them write a passage according to the instructions of Part B. Or, they can do this exercise as homework.

**Resources**

**The Romany**

The Romany are a group of people with a long and rich history. For more than a thousand years, they have been travelling around the world, setting foot on nearly every continent. They have no motherland and do not want to be united or mixed with other groups of people. More information about the Romany is available on the following website:

http://www.eronet.org/

---

**Self-assessment**

This section allows students to determine the progress they have made. The colour bar with five colour levels shows how confident students themselves feel about what they have learnt.

In this unit, 17 items are listed, each with a maximum score of 5, with a total of 85 possible points. These items cover the main study targets in this unit, including listening, speaking, reading and writing skills, the usage of vocabulary and grammar items, as well as practising doing activities in English. Through assessing themselves as learners, students will realize whether they have achieved the goals for this unit.

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, after they have finished doing Part E in Reading, students will learn whether they are able to fill in the blanks using the words they have learnt while reading the article. If they feel very confident about an item, they can score it 5. If they feel slightly confident about an item, they can score it 2. By adding all the scores and dividing the sum by 85, they will get a percentage, which shows their level. If they feel there are some areas which they are not confident or just slightly confident about, they can think about how to improve on them.
In Part B, students are asked to make an action plan for improving what they are not confident about. You can also gain a better understanding of your students’ performance, enabling you to help them study English more effectively.
Unit 3

Protecting ourselves

Overview

This unit introduces and develops the theme of some of the dangers to one's health and the diseases people face today, and some of the ways people can protect themselves against them. In Welcome to the unit, students are presented with four posters, three of which show some bad habits—smoking, drinking and doing drugs—that can damage people's health. The other one is about the disease Aids. Students are expected to discuss three questions related to the topics of these posters. The Reading text is the transcript of a TV news special about Aids and what can be done to fight the spread of it. From the transcript, students can learn how serious the situation is and what can be done to help people with Aids. Word power focuses on words and phrases that mean 'to stop bad habits' and three types of abbreviations: general abbreviations, acronyms and initialisms. In Grammar and usage, students will learn how to develop a text logically. Following is the Task section, which requires students to write an article with advice and warnings. Students will practise the language skills of listening, speaking, reading and writing. They will learn how to identify degrees of obligation and how to use them properly, how to ask for and offer alternatives, and how to write an article containing advice and warnings. In Project, students will read an article about the dangers of drugs, and then make a poster for the school Health Week.

This unit provides a chance for students to learn about how to protect themselves from diseases and especially about the dangers of Aids and drug use. It also offers advice on avoidance of and protection from these dangers. The Reading strategy teaches students the skills of identifying links between paragraphs. This unit also enables students to listen to a lecture and to read an online article, both of which are about the dangers of taking medicine unnecessarily. Integrated skills which relate to the topic are practised and reinforced. Students are expected to fully participate so as to further develop both their language skills and their overall ability. They are also expected to apply what they have learnt to practical use by writing an article containing advice and warnings on the dangers of taking medicine unnecessarily.

Guide to pages

<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 33</td>
<td>Pages 45–48</td>
</tr>
<tr>
<td>Reading</td>
<td>Pages 34–37</td>
<td>Pages 49–52</td>
</tr>
<tr>
<td>Word power</td>
<td>Pages 38–39</td>
<td>Pages 52–54</td>
</tr>
<tr>
<td>Grammar and usage</td>
<td>Pages 40–41</td>
<td>Pages 54–55</td>
</tr>
<tr>
<td>Task</td>
<td>Pages 42–45</td>
<td>Pages 56–60</td>
</tr>
<tr>
<td>Project</td>
<td>Pages 46–47</td>
<td>Pages 60–61</td>
</tr>
<tr>
<td>Self-assessment</td>
<td>Page 48</td>
<td>Pages 61–62</td>
</tr>
</tbody>
</table>
# Highlights of the unit

<table>
<thead>
<tr>
<th>Topic</th>
<th>Protecting ourselves</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functions</td>
<td></td>
</tr>
</tbody>
</table>
| 1 Describing illnesses | *When someone has Aids, the person loses the ability to fight other illnesses.*  
*Eventually, the body’s immune system becomes so weak that the person often becomes very ill from usually mild sicknesses.*  
*The virus is spread in three ways—it can be passed on through unprotected sex, by blood and from a mother to her child.* |
| 2 Describing social problems | *Between 2000 and 2020, over 68 million people will die of Aids. The number of children who have lost both parents to Aids is also expected to rise.* |
| Vocabulary          | bathe, abrupt, weep, sideways, deadly, outward, unprotected, breast, abortion, mosquito, sneeze, bid, agenda, prescription, prevention, conclude, discriminate, additional, jog, drawer, unconscious, pan, porridge, super, reaction, capsule, appetite, cocoa, artificial, downward, slide, trap, suck, wipe, stain |
|                     | burst on the scene, prescription medicine/drug, pain pill, case study, over-the-counter medicine, over again, wipe away |
| Grammar             | The development of a text |
| 1 A title           |                      |
| 2 A beginning paragraph |                   |
| 3 Body paragraphs   |                      |
| 4 A concluding paragraph |                 |
| Skills and strategies | By the end of this unit, students will be able to:  
1 read a TV news transcript about Aids and an article about the dangers of drugs  
2 listen to a lecture by a doctor on the dangers of taking medicines when it is not necessary  
3 talk about diseases and discuss alternatives to taking medicines  
4 write an article giving warnings on the dangers of taking medicines when it is not necessary  
5 make a poster warning people of the dangers of drugs |
| Culture             | 1 The seriousness of the worldwide problem of Aids  
2 The dangers of taking medicines unnecessarily  
3 The dangers of drugs |
Welcome to the unit

People, especially young people, must understand that they should not do things which can harm their bodies. In this section, students will look at four posters, which tell people what they should and should not do. Students are expected to discuss what they think about the four posters and answer the three questions below. They are encouraged to fully participate in the discussion, express their opinions about the issues, share ideas with their partner and practise their spoken English. Through this activity, students can learn more about how harmful these bad habits are, and help them think further about how to protect themselves from getting into bad habits.

Brainstorming

1 Before you begin to teach this section, have students make a report about the number of people who died from Aids, smoking, drug abuse, or drinking. They can search for the information on the Internet or in newspapers or magazines. Show students the following table. Explain how to fill it in using the first example of Africa. Then tell students to complete the table by filling in similar information for the other four continents: Asia, Europe, North America and South America.

<table>
<thead>
<tr>
<th>Where</th>
<th>When</th>
<th>How many people died from</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td>2010</td>
<td>Aids:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Drinking:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Drugs:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Smoking:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Then tell students to find out what people can do to protect themselves from these things. Tell students that there are some special days which have been chosen to remind people of the dangers of Aids, drugs, smoking and drinking, and to tell people what they should or should not do. Some words and phrases can be presented to students. For example:

- **Aids**
  World Aids Day: 1 December
  Aids patients/victims: people who have Aids and are suffering from it
  HIV carriers: people who are carrying the virus called HIV

- **Drugs**
  International Day Against Drug Abuse and Illicit Trafficking: 26 June
  The theme of International Day Against Drug Abuse and Illicit Trafficking of 2010 (the 24th International Day Against Drug Abuse and Illicit Trafficking): Think health, not drugs.
  a drug addict: a person who cannot stop taking drugs

- **Smoking**
  World No Tobacco Day: 31 May
  The theme of World No Tobacco Day of 2010 (the 23rd World No Tobacco Day): Tobacco: Gender and tobacco with an emphasis on marketing to women.
  a heavy smoker: a person who is addicted to smoking cigarettes

- **Drinking**
  alcohol: a kind of colourless liquor that is found in beer and wine that makes one
be stimulated, excited or drunk
a heavy drinker: a person who is addicted to alcohol and is often drunk

2 You may begin this section by first having some students report the findings of their research to the whole class. Have them talk about their thoughts on the results of their research. Then divide students into groups of four to discuss what they think are good or bad habits. The following questions can be asked:
What do you think are good habits in one's daily life? What are bad habits?
What do you think good and bad habits can lead to respectively? Can you provide some examples?
Do you think it is very important for one to have good habits? Why or why not?
What do you think we can do to form some good habits?
Tell students to take notes while doing the discussion. For example:

- Good habits
  putting on sunscreen before going out in the sun
drinking plenty of water
cycling to school or walking rather than taking a bus or taxi
getting up early and going to bed early
eating enough vegetables and fruit
exercising regularly

- Bad habits
  watching too much TV or staring at a computer screen for too long
smoking
spitting in the street
getting up too late or staying up at night
drinking too many fizzy drinks and eating too much deep-fried food
not doing enough exercise

Have some groups report their answers to the whole class. Other students can give their comments. Encourage each student to participate in the discussion.

3 Have students do the listening exercises in Parts A and B, and then complete the passage in Part C on Page 119 in the Workbook. Or, they may go over these exercises as homework.

Sharing information

1 Have students read the directions, and then look at the four posters. Tell students to work in groups of four to choose a poster to discuss. They may use the information they have collected about this topic previously in the discussion. The following questions can be used:
What is the poster about?
What is the purpose of the picture being shown to people?
What should we do or not do to stay safe from the dangers shown in the posters?

2 Have some groups report their discussions to the whole class. For each poster, choose one or two groups to present their opinions. For example:

Poster 1
This poster is about Aids. It shows people holding a big picture that is covered in handprints. I think that they choose this picture because the handprints are different colours, and this shows that Aids can affect everyone, no matter what their skin colour is or what country they are from. This tells us that Aids is an international problem that we have to fight together.
The words 'STOP THE CHAIN OF AIDS' can be seen on the poster. The poster encourages us to stop spreading this disease. We need to make sure that we do not become infected by Aids.
‘Getting to Zero’ is the theme selected by the World AIDS Campaign (WAC) to commemorate 2011 World AIDS Day on 1st December. The new theme, that will be used
until 2015, echoes the UNAIDS vision of achieving the goal of ‘Zero new HIV infections. Zero discrimination. Zero AIDS-related deaths.’

**Poster 2**

Everyone knows smoking causes great harm to one’s health, but many smokers just keep on smoking. This poster wants to persuade them to give up cigarettes. The human skull with a cigarette between its lips shows that the result of smoking is death.

Smoking can cause various deadly diseases, such as lung cancer, heart trouble and high blood pressure. Smoking is one of the biggest killers in the world. Although most people know the dangers of smoking, many find it very hard to stop smoking because cigarettes are so addictive.

The last day of May every year is World No Tobacco Day, and there is a theme for that day in each year. 31 May 2011 is the 24th World No Tobacco Day. The World Health Organization (WHO) selected ‘The WHO Framework Convention on Tobacco Control’ as the theme of World No Tobacco Day 2011.

**Poster 3**

The warning ‘Say NO to drugs!’ tells us that we must not take drugs. There are some drugs in the poster. Drug abuse is a global problem, so the whole world is paying special attention to this problem. 26 June is International Day Against Drug Abuse And Illicit Trafficking. The theme of this day in 2006 is ‘Drugs are not child's play’. It aims to tell young people, especially children, that drugs are not fun and are not safe. Let's just say no to drugs.

**Poster 4**

This poster shows a damaged car that has obviously been in an accident. The driver may be dead. From the words ‘Don’t drink and drive!’ we can learn what caused the accident. Next to the car lies a bottle of what looks like alcohol. The driver was probably drinking alcohol before driving. In many countries, drunk driving is the main cause of traffic accidents every year. Especially in recent years, with the rapid increase in the number of cars on the road, more traffic accidents have taken place because of driving after drinking. Looking at the poster, every one of us must remember that no one should drive drunk. We should consider both our own lives and the lives of others, and drive safely.

3 Have one student read the three questions below the posters. Then tell students to discuss these questions in pairs or groups of four. Encourage all of them to fully participate in the discussion. Then have several groups report their discussions to the whole class.

### Sample answers

1. I think there are a number of reasons why people do these things. The first reason is that they do not know how serious the results of their actions are. People may be curious about taking drugs and want to try something new. They may think, ‘I will just try this once, and I will not become addicted to it.’ People may also be influenced by their idols, such as TV or pop stars. Fans may see their idols smoking, and think it is cool, so they copy their behaviours too. Some people just do not obey the law. For instance, no one should drive after drinking. However, some people think that they will be lucky and nothing will happen to them. Finally, some people do not have enough knowledge about how to protect themselves. Maybe they do not know that one can be infected with Aids through a blood transfusion, when the hospital has not checked for Aids, or unprotected sex.

2. I know that Aids is a deadly disease, and that there is no cure. The medicines used to treat Aids are very
expensive, so many people cannot afford to pay for them. For many Aids victims, there is nothing they can do. The situation is very serious around the world, especially in Africa and Asia. Africa has the highest number of HIV-positive people in the world. Some children are now being born with HIV because their mothers were infected with HIV when they were pregnant.

When I once visited the UN’s web page about World Aids Day, I saw the slogan ‘Stop Aids. Keep the promise.’ I think that it aims to encourage people and governments to stick to their commitments to stopping Aids.

3 Yes. Some young people, including some university and high school students, are addicted to computer or video games. They often play these games deep into the night. Some high school students even miss school and do not do their homework in order to play these games. Some may even lie to their parents or steal money so that they can afford to play games online. Being addicted to video games not only does harm to their health but can also ruin their future.

Other bad habits include as the following: students go to school without breakfast in the morning; some only like drinking juice or fizzy drinks, and do not want to drink fresh water when they are thirsty; some people eat too much meat and almost no vegetables every day. These are all bad habits that harm their health.

4 Have students read the two articles in Part A and Part B on Pages 117 and 118 in the Workbook. Or, assign the two exercises to students as homework, so they can get more detailed information about the topics of this section.

Resources

International Day Against Drug Abuse and Illicit Trafficking
Since the 1980s, more and more people, especially young people, have become addicted to drugs, and illicit trafficking has spread all over the world. Facing such a serious situation, the United Nations decided to make 26 June the International Day Against Drug Abuse and Illicit Trafficking. This day aims to raise people’s awareness about this serious problem and to urge governments to take actions to control drug abuse and to fight illicit trafficking. There has been a theme for this day each year from 1992, focusing on a different aspect of drugs and how to stop people using them.

For more information, you may visit the following website:

World No Tobacco Day
Every year, there are about five million people who die of the illnesses caused by smoking. Today, diseases caused by tobacco are increasingly damaging those poorer countries and areas that can least afford its toll of death. World No Tobacco Day is observed around the world every year on May 31. Its ultimate aim is for us to live in a tobacco-free world. It offers advice on how to quit smoking and how to prevent young people from starting to smoke.

For more information, you may visit the following website:
http://www.whyquit.com/world_no_tobacco_day.html
Reading

The reading article is the transcript of a TV news special, which talks about the deadly disease of Aids. Students will gain more knowledge of what Aids is and how people can become infected by it. They will learn how to protect themselves from being infected with Aids. They will also learn what can be done to fight the spread of Aids. They are expected to practise and reinforce their reading comprehension and improve their overall ability by participating in the activities designed in this section. The Reading strategy in this unit teaches students to identify links between paragraphs, which will help them better follow the thoughts of the author from one paragraph to the next. Students are expected to put this skill into practice.

Lead-in

1 Before class, divide students into several groups or let them form their own groups to search for some detailed information about Aids. For example:
   - the first recorded cases of Aids
   - the ways people can get infected with Aids
   - Aids in Africa
   - World Aids Day
   - Red ribbon—the symbol of people who are concerned about Aids

Tell each group to prepare a report to share their information with the whole class.

2 Organize a class presentation and have each group present the information about Aids that they collected.

Tell students that they are going to read the transcript of a TV news special, which is also about Aids. Ask students what they think a TV news special is and guess what they can learn about Aids from this TV news special transcript. Tell students to compare what they have learnt with the information in the reading passage.

Reading comprehension

1 Have students go through the reading passage as quickly as possible and try to find answers to the three questions in Part A. Remind them only to focus on and identify the information needed to answer these questions.

Answers

A 1 It gives some detailed information about Aids and how to fight the spread of Aids.
   2 About 7,000 people.
   3 Almost every country in the world has been affected by Aids.

2 Have students read the passage again and complete Part C1 individually. Questions in Part C1 check students’ reading comprehension and improve their ability to find specific information. Have students first read and finish the exercise individually and then check the answers as a class.

Answers

C1 1 When someone has Aids, the person loses the ability to fight other illnesses. Eventually the body’s immune system becomes so weak that the person becomes very ill from usually mild sicknesses.
   2 The three ways are through
unprotected sex, by blood and from a mother to her child.

3 The government of China has opened labs to monitor the disease, and in 2003 it also started providing free drugs for Aids patients.

4 The aim of UNAIDS is to help prevent the spread of Aids.

5 It provides people with HIV or Aids medical care and HIV testing. It also teaches young people how to prevent Aids, and sets up treatment centres where mothers with HIV can receive medicine to help keep them from passing HIV to their children.

6 Because their mother had access to prescription Aids medicines when she was pregnant.

3 Have students read the directions in Part C2 to learn what to do to finish this part. Part C2 serves as a strengthening activity, which requires students to get more detailed information about the serious situation of Aids in the world from the text. After students finish the exercises, check the answers as a class.

Answers
C2 1 g 2 e 3 a 4 f 5 b 6 d 7 c

4 Have students listen to the recording of the transcript, paragraph by paragraph, and, while listening, pay attention to the last sentence of each paragraph and the first sentence of the next paragraph. Tell them to try to find out how a paragraph is linked with the next one.

5 Have students read the Reading strategy. Make sure that they understand the meaning of each sentence. After reading this short passage, they will get to learn how to follow the logic of an article.

6 Ask students whether there are any words or phrases whose meanings they do not know in the passage. Write these words or phrases on the blackboard. Then tell students to read the sentences both before and after the unknown words or phrases and try to guess the meanings of them.

Have students complete Parts D and E individually. Part D aims to check whether students understand the meanings of the words from the context of the passage and to show them how to explain the meanings in English. Remind students to pay particular attention to the exact meanings of these words. Part E aims to make students become more familiar with the passage and some useful words learnt in it.

Answers
D 1 c 2 d 3 f 4 b 5 e 6 a
E (1) breast milk (2) outward (3) weeping (4) bid (5) prescription (6) burst on the scene

7 Have students do Parts A1 and A2 on Page 112 in the Workbook, so they will have more chances to use some useful words and phrases learnt in this section.

Post-reading activities
1 Have students do some research to find out more information about Aids in different continents before doing the discussion in Part E. For example:
<table>
<thead>
<tr>
<th>Continent</th>
<th>The number of HIV carriers</th>
<th>The number of Aids patients</th>
<th>The number of people killed by Aids</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Africa</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>North America</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>South America</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Europe</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Divide students into groups of four and ask each group to choose one of the following topics to discuss.

Topics for discussion:

Serious situation of Aids in Africa/Asia/...
Reasons why there are so many Aids patients in Africa/Asia/...
What has been done to deal with the situation by governments and international organizations?
What should be done and can be done to treat the Aids patients or HIV carriers?
Have some groups report their findings and opinions to the whole class.

2 Have students do Part F in pairs.
Encourage them to fully express their opinions. Then have two or three pairs present their conversations to the whole class.

Notes

1 So far, there is no cure for Aids. (Page 34, Lines 12–13)
Here cure is used as a noun, which refers to something—a medicine or a treatment—that can make a sick person become well again. Cure can also be used as a verb with the meaning ‘to make a sick person become well again’.
His doctor promised him that the new medicine would be the cure for his illness.
At that time, there was no known cure for a disease known as tuberculosis, and many people suffered and died from it.
Before the widespread use of penicillin in World War II, there was no cure for many infections.

2 To avoid having a child with HIV, some women with HIV seek abortions. (Page 34, Lines 22–23)
Here the verb seek means ‘to look for something’.
After World War II, many people left Europe to seek refuge in the USA.
Nowadays, the job market is very competitive for young graduates who are seeking jobs.
Advice from a doctor should be sought before you take this medicine.

3 However, since the disease burst on the scene in the 1980s, it has become a serious problem around the world. (Pages 34, Lines 28–29)
The verb phrase burst on/onto the scene means ‘to appear suddenly in a way that is very noticeable.’
The young man, regarded as a major new talent, burst on the literary scene.
Liu Xiang burst on the scene in the Athens Olympic Games in 2004.
The band burst on the scene at the end of
last century. They have been popular for more than ten years.

4 According to the World Health Organization (WHO), more than 4 million children have died of Aids, and more than 15 million children have lost their parents to Aids. (Page 35, Lines 30–32)

When the verb lose is followed with the preposition to, it means ‘to be defeated’. If we use the phrase lose someone to a certain illness, it means that the person has died of this illness.

Many people have lost family members to cancer.

The little girl lost her father to Aids two years ago.

In the semi-final of the World Cup, the German football team lost to Italy, which made the German people very disappointed.

5 In a bid to control the problem, the government has opened labs to monitor the disease, and in 2003 it also started providing free drugs for Aids patients. (Page 35, Lines 36–37)

- Here the word bid is used as a noun, which means ‘effort’. We can use to do/for something after bid. Bid can also be used as a verb. The phrase bid to do means ‘to try to do, get or achieve something’. 

Mr Black is making a bid to be the manager of the company. He was running fast in a bid to escape from an attacker at that time. Their team is bidding to win the league championship.

Bid can also mean ‘an offer to pay a particular amount of money for something’ when it is used as a noun, or ‘to offer to pay a particular amount of money for something’ when as a verb.

We received a bid of 10,000 dollars for our house.

At the auction, the highest bid for the vase was 100 million yuan, which was made by a foreigner.

Two people were bidding against each other for the painting.

- Here monitor is used as a verb with the meaning ‘to check on the progress of something’. It can also mean ‘to watch something or someone carefully so as to find out what is happening’.

The president of the company will monitor how the large sum of money is used.

Each of his phone calls has been monitored by the police.

The government is monitoring the situation in this area closely.

Word power

In this section, some words and phrases that mean ‘to stop bad habits’, and some abbreviations are presented to students. Students will read two passages about these two topics so they will be able to learn how to talk about stopping bad habits and the different types of abbreviations, as well as how to pronounce these abbreviations.

Exercises are designed for students to practise and reinforce the words, phrases and abbreviations they have just learnt. Students are expected to make themselves more familiar with these useful words and phrases.

Brainstorming

1 You may begin the first part of this
section by asking students the following questions:

In Welcome to the unit, we discussed what habits are bad habits. Can you remember any examples of bad habits?
What can we do to stop these bad habits?

2 Tell students to try to think of some examples of when they have seen people with bad habits in public places or their own bad habits. Ask them what they think can be done to stop these bad habits. Then ask them the following question:
If we do not use the verb ‘stop’ before bad habits, what other verbs or verb phrases can we use instead?

Vocabulary learning

1 Have students first read the instructions of Part A on Page 38 and make sure that they know what they are going to read. Tell students to read the passage and try to find out the bad habits that Daniel has. They should identify the verbs and the verb phrases that have the same meaning as the verb stop. Ask them to underline these verbs and verb phrases.

Write the following on the blackboard:
The bad habits that Daniel has:
(eating food containing too much sugar;
having snacks late at night;
sleeping until noon at the weekend;
going to fast food restaurants and eating too much fast food;
drinking too many soft drinks)
The verbs or verb phrases that mean ‘to stop (a bad habit)’:
(stay away from, get out of the habit, keep away from, break the habit, quit, give up)
Tell students that the synonyms for stopping bad habits can be divided into different groups. Stay away from and keep away from can be used interchangeably and are followed by a person, place or object: stay away from Internet cafes or keep away from those naughty children. Give up can be followed by either a noun: give up cigarettes, or the -ing form of a verb: give up smoking. Get out of the habit and break the habit are also interchangeable and can be followed by of or the -ing form of a verb: get out of the habit of drinking wine every night or break the habit of going to bed too late. Stop and quit can be used interchangeably and are always followed by a verb -ing form: stop eating sweets or quit talking on the phone so much. All these synonyms for stopping bad habits are generally used in colloquial language.

2 Have students finish Part B individually after reading the guidelines. They should use as many words and phrases that can be used. Check the answers with the whole class.

Answers

B (1) Stay away from/Keep away from/ Avoid/Give up
(2) Get out of the habit/Break the habit
(3) Avoid/Stop/Quit
(4) Get out of the habit/Break the habit

Vocabulary extension

1 You may begin this part by writing some abbreviations with which students are quite familiar on the blackboard. For example:
TV, CD, Aids, HIV, SOS, UN, USA, CCTV, .com, ...
Ask students how they read these abbreviations. They can learn that sometimes an abbreviation is pronounced letter by letter, but sometimes it is pronounced as a whole word.
2. Have students read the article in Part A on Page 39. Tell them to find out how many kinds of abbreviations are given in this article and the differences between these types. Write down the following on the blackboard:

* **Types of abbreviations:**
  - Acronym: a pronounceable abbreviation
  - Initialism: an abbreviation pronounced letter by letter
  - General abbreviation: a shortened form of a very familiar word

3. Have students complete the category in Part B. With the help of what has been written on the blackboard, they will have no difficulty completing it.

### Answers

**B. Acronyms:** UNESCO scuba TOEFL

**Initialisms:** CD CCTV ATM

**General abbreviations:** info eve

---

**Grammar and usage**

The grammar target of this unit is one aspect of the structure of a text—the development of a text. Students will learn how a text should be written to allow readers to move from one idea to the next easily. They will get to learn that there are four features that can help develop a text logically. Students are expected to apply what they have learnt to practice by finishing an exercise.

**The development of a text**

1. Have students turn their textbooks to Pages 34 and 35 and answer the following questions:

   - **How many paragraphs are there in the text?** (There are nine paragraphs.)
   - **What is the title of the text?** (The title is ‘Aids today’.)
   - **Can we learn what the text is about from the title?** (Yes. We learn that the text is about the deadly disease of Aids at the present time.)
   - **If you are asked to divide the whole text into several parts, how will you divide it?** (We can divide it into three parts. The first part is the first paragraph, which is an introduction. The second part is the main body and includes the next seven paragraphs. The conclusion is the last paragraph, and is the last part.)

   **What is the main idea of the first part?** (It gives us an example to show us how serious the situation of Aids is in Africa.)

   **What is the second part about?** (It tells us some detailed information about Aids. For example, what causes Aids, the ways people get infected with Aids, how serious the situation is around the world and what the UN and the Chinese government have been doing to deal with this situation.)

   **What is the last part about?** (It refers again to the example mentioned in the first paragraph and points out the key to stopping Aids in the future.)

Tell students:

Now we can see how a text is developed. We know that a text usually includes several parts. We call these parts the title, the beginning paragraph, the body paragraphs and the concluding paragraph. Now, let’s go over the Grammar and usage section to learn how to develop a text logically.
2 Tell students to read the directions and Part 1. Have them think of some titles of some other articles that they can remember. They should also talk about how they understand these titles.

3 For Part 2, have three students read the three points, one for each. Ask them what should be included in the beginning paragraph.

4 In Part 3, they will read that each body paragraph usually contains a topic sentence, some supporting sentences and a concluding sentence to the paragraph. They can also learn what the topic sentence should be like and where it can be found, what supporting sentences are, and what the function of a concluding sentence is in a paragraph.

5 In Part 4, they should learn how the concluding paragraph functions in a text.

While students are going over the four parts on Page 40, make sure that they understand the meaning of each sentence. Give them some explanations if necessary.

6 Have students do the exercise on Page 41. Students should read the sentences and then decide which paragraph they belong to and what type of sentence each one is. Make sure that they understand the meaning of each sentence. Give them some explanations if necessary.

7 Have students do Parts C1 and C2 on Page 114 in the Workbook, so they will have more chances to practise what they have learnt in this section. Or, they may do the two exercises as homework.
Task  Writing an article giving advice and warnings

This section consists of a series of activities which provide students with opportunities to practise their listening, speaking, reading and writing skills. The Task section is divided into three steps and each step is preceded with a skills building activity. Through the three steps, students will learn how to identify degrees of obligation and categorize notes about warnings, how to ask for and offer alternatives, and how to write warnings. They are expected to write for the school newsletter an article containing advice and warnings on the dangers of taking medicine unnecessarily.

Skills building 1: identifying degrees of obligation

1  You may begin this part by asking students the following questions:
   When we want to give advice or orders, what sentence patterns can we use? (You had better ... / You should ... / You have to ... / You must ..., etc.)
   Do you know which pattern expresses the strongest obligation, which expresses less strong obligation and which expresses the least strong obligation?
   Encourage students to give their own opinions. Any reasonable answers are acceptable.

2  Present the example sentences in this part to students by either writing them on the blackboard or showing them through PowerPoint. Let students decide which sentences are suggestions and which are necessities. Have them tell the degree of obligation each sentence indicates. You can rank the sentences using one to three asterisks to show the different degrees.

3  Have students read the instructions and the modal forms given in this part to see if they have got everything correct before reading this part. If time permits, have students make some sentences to show the different degrees of obligation.

Step 1: categorizing notes about warnings

1  Have students read the directions and the sentences in Part A. They may find that there are some new words in these sentences. Tell them to guess the meanings of these words, so that they will have no difficulty in listening to the recording of the lecture by Dr Grey. For example, chemist’s and prescription. Give them some explanations by asking them the following questions:

   What does the word ‘chemist’s’ mean from the context of the whole sentence? (From ‘... medicines sold at the chemist’s ... ’, we can guess ‘the chemist’s’ is a place where medicine is sold.)

   Can you guess the meaning of the word ‘prescription’? (From the following sentence ‘... talk to your doctor ... ’ we can learn that ‘prescription drugs’ are ones that we must get after visiting a doctor.)

   Have students listen to the first part of the lecture by Dr Grey and find modal forms used for Sentences 1 to 7. You can play the recording for two or three times if necessary.
Dr Grey: I am here today to talk to you about the dangers of taking medicine when you do not need to. We live in a world where many things move at a very fast speed, and sometimes people expect their bodies to do things fast as well. However, you should realize that human bodies are not machines; machines can be fixed in a hurry when they are broken, but bodies cannot.

Some people run to the chemist’s every time they are ill, asking for a quick cure when their bodies just need some rest. For example, you do not have to take any medicine for a common cold. You should just get enough sleep, drink a lot of water and keep warm. Then to stay healthy without taking medicine, you should exercise often and eat well.

People must learn that medicines sold at the chemist’s might be very strong and must be used with care. Even the simplest medicines can have serious side effects. Take pain pills as an example. You must not take too many of them as they can damage organs like the stomach and the liver.

Another danger of taking medicine you don’t need is that a person could take a dangerous mixture of prescription drugs. You should always talk to your doctor before you start mixing medicines. You must also make sure that you know if there are medicines that your body does not react well to.

You must not leave medicine lying around, because children may pick up and eat the pills as if they were sweets.

2 Have students read all the sentences in which they have used modal forms and decide the obligation level of each sentence. Then have them finish Part B.

Answers
A 1 should 2 do not have to
3 must 4 must not
5 should 6 must
7 must not

B Obligation level: * 2
Obligation level: ** 1, 5
Obligation level: *** 3, 4, 6, 7

3 Tell students that they are going to read an article on the Internet about how taking antibiotics unnecessarily can be dangerous. After reading it, they should take notes on the things that Mr and Mrs Tang did wrong. Give some explanations if students do not know the meaning of some words in the article. Have students do it individually first, and then have two or three of them read their notes to the whole class.

Answers
C  • Mr Tang gave Mrs Tang some over-the-counter cold medicine.
  • Mr Tang gave Mrs Tang some antibiotics he had left from a previous illness.
  • Mrs Tang took some other antibiotics.
  • Mr Tang gave Mrs Tang more antibiotics.
Skills building 2: asking for and offering alternatives

1. Have students go over the instructions and the patterns given in this part. Make sure that they understand how to ask for alternatives and how to offer alternatives.

2. Tell students to practise using these patterns. Say the following to students:
   Suppose you were Mrs Tang, and you wanted to know what should be done to cure your cold. You went to ask a doctor for some advice. Make some sentences using the patterns asking for alternatives given in this part. For example:
   What can I do instead of taking large amounts of vitamins and pain pills when I have got a headache or a runny nose?
   Suppose you were the doctor.
   What advice would you like to give to Mrs Tang? Use the patterns offering alternatives to make some sentences.
   Then have some students make some sentences asking for and offering alternatives.

Step 2: asking a doctor for alternatives

1. Have students read the directions and work in pairs to decide who will be the doctor first. Have each pair go over the prompts in the two columns and then practise their dialogue. After they have finished their dialogue, they should switch roles. Then have several pairs present their dialogues to the whole class.

Sample answers

S= Student  D= Doctor

S: Dr Grey, I’d like to know more about avoiding taking medicine when I don’t need to. Can I ask you some questions?
D: Certainly. I think it’s very important for everyone to know about this.
S: Sometimes my mother suffers from headaches, and she usually takes some headache tablets. What can she do instead of taking the tablets?
D: Instead of taking the tablets, she could lie down in a quiet, dark room. After having a good sleep, she’ll feel better.
S: I’ve found that cough medicine doesn’t have much effect on me—I can’t stop coughing. What’s a good substitute for cough medicine?
D: Substitute cough medicine with a glass of hot water with honey and lemon.
S: What about pain pills for aches and pains? Are there any good replacements for them?
D: Don’t take too many pain pills as they can be addictive. Replace them with a long, hot bath.
S: In order to avoid catching the flu, some of my friends have got a flu shot. Are there any other ways?
D: Better ways to avoid the flu are to eat well, exercise regularly and keep warm.
S: Must I take antibiotics when I catch a cold? Rather than taking antibiotics, is there a better way to recover from a cold?
D: Sure. You should give your body the strength to fight the illness by getting a lot of rest rather than taking antibiotics.
S: Dr Grey, I often get a blocked nose when I catch a cold. What can I do to
clear my nose besides taking cold and flu medicine?

D: Another way to clear a blocked nose is to put a towel over your head and breathe in the steam from a bowl of boiling water. Everyone should know: never take too much medicine, especially antibiotics.

S: I think I’ve learnt a lot about what to do to avoid taking medicine unnecessarily. Thank you very much.

2 If time permits, have students make some other dialogues about how to ask for and offer alternatives. For less able students, have them make some sentences with the patterns in Skills building 2.

Skills building 3: writing warnings

Have students read the instructions to learn how to express warnings. Make sure that they understand the meaning of each sentence. Give some explanations to less able students if necessary. Then tell students to read the two points so that they know what the imperative is, and how to show consequences. You can ask them to write down some sentences to express warnings by using the two patterns given in this part.

Step 3: writing an article for the school newsletter

1 Have students read the instructions to learn how to write an article to give advice and warnings. They are going to write for the school newsletter to talk about the dangers of taking medicine unnecessarily. First ask students to make some sentences to give advice, to offer alternatives or to give warnings with the patterns presented in Skills building 1, 2 and 3.

2 Have each student write the article individually and then to discuss it with their partners to make any necessary revisions. Remind students of the style of their articles. At last, you can ask two or three students to read their articles to the whole class.

Possible example

A survey recently taken at our school showed that a lot of students do not know how to use medicine properly. They often take medicine that they don’t need, especially antibiotics. Last week, Dr Grey was asked to give a lecture at our school. In his lecture, he gave us some warnings on the dangers of taking medicine that we don’t need. I also talked with a doctor. He told us that there are alternative ways to get better instead of taking medicine when we are not feeling well.

The advice given by the two doctors:

- Lie down in a quiet, dark room instead of taking headache tablets.
- Substitute cough medicine with a glass of hot water with honey and lemon.
- Replace pain pills with a long, hot bath.
- Always talk to the doctor before you take any medicine.

Some good ways to avoid catching the flu and to fight the flu if we catch it:

- A good way to avoid catching a cold is to eat well, exercise regularly and keep warm, rather than getting the flu shot.
- To give our bodies the strength to fight the illness by getting a lot of rest is much better than taking antibiotics.

A good way to clear a blocked nose is to put a towel over one’s head and breathe in the steam from a bowl of boiling water.
The warnings given by the two doctors: 
Do not take too many pain pills for aches and pains. They can damage organs like the stomach and the liver. 
Do not mix medicines without seeing a doctor first. 
Never leave pills lying around where there are children as they may eat some thinking they are sweets. 
I think all of us should learn what to do when we are ill instead of just taking medicine, so we can protect ourselves.

3 Have students read the instructions and the passage in Part A on Page 120 in the Workbook, then finish the written work in Part B as homework.

---

**Project Making a poster about the dangers of drugs**

This section is designed to give students a chance to practise their English by making a poster. Students will first read an article warning young people of the dangers of drugs. They can learn some detailed information about drugs, their effects on the body or mind, and the legal punishments for carrying drugs. With the information given in the booklet, they should work in groups to make posters about the dangers of drugs.

The purpose of this section is to encourage students to use what they have learnt to make a poster by working together. During the course of working on their posters, students will discuss what should be focused on and how to make their posters more attractive. They will need to cooperate with each other to complete the project.

**Part A**

1. Tell students that their school is going to have a Health Week and they are asked to make some posters about the dangers of drugs. Before making their posters, they are going to read an article which warns young people of the dangers of drugs. The article will give them some information that can help them make their posters.

2. Have students first go over the title and the subtitles of the article. Ask them the following questions:
   - Can you predict what the article is about from its title?
   - What can we learn from the title 'Just say NO!'
   - The four subtitles of the article are all questions. We can work out that the paragraphs under these subtitles must be the answers to these questions.
   - What answers will be given under the subtitle 'Why do people take drugs?'
   - From the subtitle 'What happens when people take drugs?', what do you think this part is about?
   - What information can we learn in this part from the subtitle 'What does the law say about taking drugs?'
   - What do you think the last part is about from the last subtitle 'How can drug users seek help?'

Write the following on the blackboard:
- the reasons/causes for taking drugs
- the effects or results of taking drugs
- the punishments for carrying drugs
- the assistances drug users need

3. Have students read the whole article and find details under each point above.
   - the reasons/causes for taking drugs
(because they are curious; to rebel against their families or society; to be accepted by friends who are drug users)

- **the effects or results of taking drugs**
  (the effect of uppers: increase the heart rate and make users feel very energetic and happy; make users suffer from difficulty sleeping, heart attacks, nervous tension, and, in some cases, death; reduces one's appetite the effect of downers: decrease the heart rate and make users feel sleepy, give an artificial sense of pleasure, and cause headaches, feelings of sadness and a weak pulse; can lead to death
  the effect of drugs like LSD: cause people to see and/or hear things that are not real; increase heart rate to acute anxiety; users may kill themselves)

Have students find out the common effects that the three classes of drugs have. Write their answers on the blackboard.

**the common effects of the three main classes of drugs:**
(all addictive)

- **the punishments for possession of drugs**
  (from a small fine and a few days in prison to a large fine and the death according to the type and quantity of illegal drugs a person is carrying when caught by police)

- **the assistance drug users need**

(admit their problem with drugs and seek help from a hospital or drug clinic; stay in hospital and take special medicines to help break the addiction; need support groups to talk about their struggles and find new ways to manage)

4 Have students work in pairs and answer the first five questions in Part B. Have some students report their answers to the whole class. Encourage other students to express different ideas.

5 Have students do Parts B1 and B2 on Page 113 in the Workbook so they can be more familiar with the usages of some useful words and expressions in this section.

6 Have students do Parts D1, D2, D3 and D4 on Pages 115 and 116 in the Workbook to practise using the words, phrases and patterns in this unit. Or, they can finish them as homework.

**Part B**

1 Have students form their own groups of six. Have them discuss the last questions in Part B. They should choose what to focus on in their poster, and how to design their poster. They should also decide who will do each task in their group. One student in each group should write down the answers to the four questions.

2 Have each group present their poster to the whole class. Other groups can give their comments.

---

**Self-assessment**

This section allows students to determine the progress they have made. The colour bar with five colour levels shows how confident students themselves feel about what they have learnt.

In this unit, 16 items are listed, each with a maximum score of 5, with a total of 80 possible points. These items cover the main study targets in this unit, including listening, speaking, reading and writing.
skills, the usage of vocabulary and grammar items, as well as practising doing activities in English. Through assessing themselves as learners, students will realize whether they have achieved the goals for this unit.

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, after they have finished doing Parts A and B in *Word power*, students will learn whether they are able to use verbs or verb phrases to express the action of stopping bad habits. If they feel very confident about an item, they can score it 5. If they feel slightly confident about an item, they can score it 2. By adding all the scores and dividing the sum by 80, they will get a percentage, which shows their level. If they feel there are some areas which they are not confident or just slightly confident about, they can think about how to improve on them.

In Part B, students are asked to make an action plan for improving what they are not confident about. You can also gain a better understanding of your students’ performance, enabling you to help them study English more effectively.
Law and order

Overview

This unit introduces and develops the theme of law and order. In Welcome to the unit, students are presented with four pictures which show different things about crime. Students are expected to analyse the reasons why people break the law, discuss their opinions about people who commit cybercrime and think of ways to make society safer. The Reading text is a speech transcript about the problem of cybercrime. From the text, students can gain some knowledge about the extent of the problem and some possible solutions to it as well. Word power focuses on the words related to the law and the legal system. In Grammar and usage, students will learn different styles of the English language for spoken and written English. Following is the Task section, which requires students to investigate a theft and report facts. Students will practise the language skills of listening, speaking, reading and writing. They will learn how to listen for feelings expressed by tone of voice, how to ask and answer questions in polite ways, and how to write a report. In Project, students will read an information sheet about intellectual property, and then write a proposal on how to protect intellectual property.

This unit provides a chance for students to learn about the new threat of cybercrime as well as the protection of intellectual property. The Reading strategy teaches students how to find and understand the correct definitions of the difficult vocabulary used in the text. This unit also enables students to find out about a boy's feelings, interview a parent and write a teacher's report on an investigation into a theft. Integrated skills which relate to the topic are practised and reinforced. Students are expected to fully participate so as to further develop both their language skills and their overall ability. They are also expected to apply what they have learnt to practical use by writing a teacher's report on the investigation.

Guide to pages

<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 49</td>
<td>Pages 65–66</td>
</tr>
<tr>
<td>Reading</td>
<td>Pages 50–53</td>
<td>Pages 67–70</td>
</tr>
<tr>
<td>Word power</td>
<td>Pages 54–55</td>
<td>Pages 70–72</td>
</tr>
<tr>
<td>Grammar and usage</td>
<td>Pages 56–57</td>
<td>Pages 72–73</td>
</tr>
<tr>
<td>Task</td>
<td>Pages 58–61</td>
<td>Pages 73–78</td>
</tr>
<tr>
<td>Project</td>
<td>Pages 62–63</td>
<td>Pages 79–80</td>
</tr>
<tr>
<td>Self-assessment</td>
<td>Page 64</td>
<td>Page 80</td>
</tr>
</tbody>
</table>
## Highlights of the unit

<table>
<thead>
<tr>
<th>Topic</th>
<th>Law and order</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Functions</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 1 Describing cybercrime| *Cybercrime refers to any criminal offence related to the Internet.*  
*Although there are an increasing number of such cases against people, crime against large companies is a bigger problem.*  
2 Describing intellectual property  
*The World Intellectual Property Organization (WIPO) recognizes intellectual property as ideas that belong to a person, organization or company. Intellectual property can include inventions, patents, drawings, symbols, designs, novels, films and music.*  
*Laws have been passed in most countries that make it illegal to copy intellectual property without paying the person who created the material.* |
| **Vocabulary**         | theoretical, download, delete, file, offensive, hatred, property, assess, cheque, ripe, firm, database, leak, confidential, suspect, visa, cooperation, draft, negotiate, applicant, penfriend, request, cafeteria, lid, lame, considerate, conscience, suspension, purse, smooth, luggage, inspect, import, authentic, certificate, compensate |
| bank account, join forces, a guilty conscience, put into effect |
| **Grammar**            |                                                  |
| 1 Formal style         | *The criminals can be anywhere and can move fast, especially in Europe, where visas are not required to travel between many countries.*  
*Committing crime online is no longer a theoretical possibility.*  
2 Informal style  
*People are worried about computer viruses.*  
*You should go to the police station and find out if the police have completed their investigation.*  
*We’ve heard lots of reports of cybercrime.* |
| **Skills and strategies** | By the end of this unit, students will be able to:  
1 read a transcript of a speech about cybercrime and an information sheet about intellectual property  
2 listen to an interview between a teacher and a student  
3 discuss cybercrime and interview a parent  
4 write a report on an investigation  
5 make a proposal for protecting intellectual property |
| **Culture**            | Copyright and intellectual property              |
Teaching suggestions

Welcome to the unit

As the online world has expanded in recent years, the problem of cybercrime has become more serious. In this section, students will look at four pictures, each of which shows a different thing about crime, including cybercrime. Students are expected to analyse the reasons why people break the law, discuss their opinions about people who commit cybercrime and think of ways to make the society safer. Students are encouraged to fully participate in the discussion, express their opinions about the issues, share ideas in a group and practise their spoken English.

Brainstorming

1. Draw students’ attention to the unit topic ‘Law and order’ and ask them to think about the following question:
   What does ‘order’ refer to?
   Tell students that ‘order’ is related to law and refers to the condition in which people obey laws and rules.
   Many students may not have much knowledge of the unit topic. They may need some encouragement to get interested. Encourage students to discuss the unit topic and ask them the following question:
   What things are usually involved in law and order?
   • types of crimes (theft, murder, robbery, etc.)
   • people involved (criminals, police, detectives, witnesses, judges, lawyers, victims, etc.)
   • terms involved (trial, in prison, arrest, evidence, etc.)

   Divide students into groups of four and have them discuss the crimes, people and terms above. Make sure that any difficult vocabulary items are explained.

2. In order to activate students’ interest in the unit topic, tell students:
   Crime is one of the most serious problems the world is facing. Almost every country in the world has to deal with this problem. Now more and more crimes involve the Internet. These are very hard to spot because they take place online. In order to keep order and protect us from crime, laws are made.
   Then organize a class presentation and have students report the findings of their research to the whole class.

Sharing information

1. Organize students into groups of four.
   Have students read the instructions and study the four pictures one by one. Ask questions about the four pictures and provide students with useful information. Here are some sample questions and answers:

   **Picture 1**
   What is the man trying to do with the hook? (He is trying to steal the bag while the other person is sleeping.)
   How long ago did this happen? How do you
know? (Judging from their appearance, it might have happened hundreds of years ago.)

Do you think this often happen nowadays? (This particular type of theft is less likely to happen nowadays, but people commit theft in other ways.)

Picture 2
Have you ever heard about cybercrime? What do you know about it?

- Cybercrime has developed very recently.
- It involves the Internet, and it is hard to detect or track.
- It is not easy to catch the criminals involved in cybercrime because they could be in any country and can move quickly from place to place.
- It uses computer technology, and most criminals involved in it are experts in IT.
- International cooperation is needed to fight against it.

Do you think it is OK to pirate them? Why or why not? (No, it is illegal to copy them without permission. Other people's works are their intellectual property, which should be protected by law. Otherwise, creators would be harmed, and they would stop creating new works.)

2 Have students read the three questions and work in groups of four to discuss them. Encourage all the students to fully participate in the discussion. Then have several groups to report their discussions to the whole class. Remember that it may be more interesting for groups to exchange and compare their answers.

Sample answers

1 People break the law for various reasons. Some do so to express hatred, or in the hope of getting more money or power. Some people are professional criminals. They do not know any other way of making money. Many simply have no concept of right and wrong, so when they break a law, they are even not aware of it.

2 People who commit cybercrime do so either to get things for free such as films or songs, or to sell these things as DVDs and CDs. I think they are committing a crime as people should pay if they want to listen to a song, watch a film or read a book.

3 In order to make our society safer, laws ought to be passed to make sure that people who break the law are punished. Also, we need to educate people, especially young people, about the importance of obeying the law. Finally, when a crime is committed, victims of the crime should always report it to the police so that criminals can get punished. Every citizen has the responsibility to stop crimes and make our society safer.
Reading

The reading passage is a speech transcript. It explains the Council of Europe’s four major categories of cybercrime: crimes related to a lack of proper Internet security; crimes that are usually committed without a computer, but can occur over the Internet; websites which contain offensive information or encourage hatred and violence; and offences related to intellectual property. The extent of the problem and a possible solution are also discussed. Students are expected to gain some knowledge about the problem of cybercrime, understand the importance of fighting against it and learn about the necessity of international cooperation. They are expected to practice and reinforce their reading comprehension and improve their overall ability by participating in the activities. The Reading strategy in this unit teaches students to identify and understand definitions in a reading passage, whereby the passage explains the difficult vocabulary and expressions. Understanding the definitions of important vocabulary is essential to increase comprehension of difficult and formal texts. Students are expected to put this skill into practice in the unit.

Lead-in

1. Before class, encourage students to surf the Internet or find relevant background information about cybercrime in newspapers or magazines. Have students focus on the following aspects:
   - Categories of cybercrime
   - The extent of the problem
   - The solution to the problem
2. Organize a class presentation and have several students present their findings to the rest of the class. Have them briefly explain what they already know about the problem. Make sure that all the students participate. Ask less able students questions about the problem to encourage them to get involved. Have more able students contribute more information if time permits.

Reading comprehension

1. Have students go through the reading passage as quickly as possible and try to find answers to the three questions in Part A. Remind students only to focus on and identify the information needed to answer these questions.

Answers

A 1. There are four types of cybercrime.
   2. 351 companies and government departments were surveyed.
   3. The only solution is international cooperation.

2. Have students read the passage again and complete Parts C1 and C2 individually. Questions in Part C1 check students’ reading comprehension and improve their ability to find specific information. Part C2 serves as a strengthening activity, which requires students to identify four types of cybercrime. After students finish the exercises, check the answers as a class.

Answers

C1 1. Cybercrime refers to any criminal offence related to the Internet.
   2. Download other people’s files without permission and use the Internet to cheat people of their money.
   3. All Internet users are affected by cybercrime in one way or another.
   4. Because most companies want to
3 After students finish the above exercises, tell them to pay attention to the definitions of the difficult vocabulary in the passage. Have them scan the reading article again and discuss in groups of four the difficult vocabulary in the text. The activity can be conducted as the following:

It is always hard to understand the difficult vocabulary used in a formal text. From your own experience, how do you find out the meaning of difficult vocabulary?
In what way does the author give explanations about a new item or topic such as cybercrime?
Give students several minutes to refer back to the reading text and tell students that the definition will usually be included in the main body of the text, or the explanation may be found immediately after the difficult word. Instruct students to pay attention to the

Reading strategy of the article. Tell several students to each read one sentence in it. Make sure that students understand what each sentence means and learn how to understand the meanings of the difficult vocabulary by analysing the definitions.

4 Have students complete Parts D and E individually. Part D aims to check whether students understand meanings of words from the context of the passage and to show them how to explain the meanings in English. Remind students to pay particular attention to the exact meanings of these words. It will be easier for students to understand if they combine the context with the words’ meanings. Part E aims to make students more familiar with the text and some useful words learnt in it.

Answers

<table>
<thead>
<tr>
<th>D</th>
<th>1 d</th>
<th>2 c</th>
<th>3 g</th>
<th>4 f</th>
<th>5 b</th>
<th>6 a</th>
<th>7 e</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>(1) ripe</td>
<td>(2) files</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(3) download</td>
<td>(4) hatred</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(5) confidential</td>
<td>(6) leaking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5 Have students do Parts A1 and A2 on Page 121 in the Workbook, so they will have more chances to use some useful words and phrases learnt in this section.

Post-reading activities

1 Tell students to focus on the questions listed in Part F, which can be used for further discussion. Have students first role-play the example conversation and then form groups of four to discuss the three questions that follow. Have several groups share their ideas with the class. Any possible answer is acceptable.

2 If there is enough time, you can conduct the following activities to reinforce students’ understanding of the reading passage.
• Organize students into four groups. Each group chooses to report one aspect from the following items: the definition and different types of cybercrime; the extent of the problem; the legal situation regarding cybercrime and the solution to the problem.
• Organize students into groups of four and guide each group to discuss how to protect oneself against cybercrime. Then ask several groups to report the outcome of their discussion to the class.

Notes

1 Ladies and gentlemen, as the Internet has expanded in recent years, the opportunities for crime have expanded as well. (Page 50, Lines 1–2)
The word expand here means ‘to grow larger’ or ‘to spread out’.
Many metals, such as iron, will expand when they are heated.
He breathed deeply and expanded his chest.
The eagle expanded its wings and took flight.

2 Committing crime online is no longer a theoretical possibility. We are facing criminals who realize that they can make money with little risk of being caught. (Page 50, Lines 2–4)
• The word commit is a verb, which means ‘to do something wrong or unlawful’.
A criminal is a person who commits a crime.
A large number of cybercrimes are committed by IT experts.
The man was sent to prison for committing a number of robberies.
• The word face is a verb here, which means ‘to deal with an unpleasant situation’.
After arriving late, she had to face her angry boss.
We have to face the fact that we were just not good enough to win the game.
It is better to face a difficult problem rather than ignore it.

3 The Council of Europe has classified online crimes into four categories. (Page 50, Lines 7–8)
The word classify is a verb, which means ‘to divide things into certain groups’.
Films are usually classified according to their content.
Words can be classified into different parts of speech.
The police have classified the escaped prisoner as being potentially dangerous.

4 At the Council of Europe, we feel that it is important to classify such crimes, as it helps us assess the problem of cybercrime. (Page 50, Lines 17–18)
The verb assess means ‘to judge or decide the amount, value, quality or importance of something’.
Teachers need to know that examinations are not the only means of assessing a student’s ability.
The insurers assessed the cost of the flood damage and gave as much help as they could to the victims.
It is rather difficult to assess the consequences of the big earthquake.

5 A survey conducted in 2010 by the Computer Security Institute, a private organization in the USA, showed that 45.6 per cent of the 351 biggest companies and government agencies had had their security systems broken into in the previous year. (Page 50, Lines 27–30)
The phrase break into means ‘to force
one's way into something'.
I had to break into my car as I had left my keys inside.
While they were away on holiday, their house was broken into by some thieves.
The bank robbers had broken into the bank and stolen a lot of money.
6 All of this is made more difficult by the legal situation regarding cybercrime.
(Page 51, Line 40)
The word regarding here is a preposition with the meaning 'concerning' or 'about'.
Our teacher Miss Li spoke to me regarding my plans for the future.
I was unable to answer the test questions regarding the Spanish Civil War.
The new government issued a document regarding its policies on the environment.
7 It is also important to draft new laws and negotiate international standards for fighting cybercrime. (Page 51, Lines 52–53)
- The verb draft means ‘to write or draw roughly’.
  Draft your proposal for the project and we will discuss it at the meeting tomorrow.
  He worked all night drafting a speech for his manager.
  Mary drafted her picture first and then coloured it green.
- The verb negotiate means ‘to try to reach an agreement by formal discussion’.
  They negotiated the sale of the house and finally agreed on the price.

Our president claimed that he would never negotiate with the terrorists.
The strikers tried to negotiate a five per cent pay increase with the management.
8 One of the fathers of the Internet, Vinton Cerf, would no doubt agree that teamwork is a key to dealing with cybercrime, ...
(Page 51, Lines 57–59)
The phrase no doubt means 'without any uncertainty'.
I have no doubt that Peter will come to my birthday party tonight.
The new product will no doubt be a success.
After seeing the mountain, the climbers thought that it would no doubt be a very difficult climb.

Resources

Vinton Cerf
Vinton Cerf was born in New Haven, the USA. When he was very young, he began to be interested in computers, and he studied Computer Science at Stanford University and later at the University of California, where he received his PhD. Cerf is considered one of the fathers of the Internet for his technical and managerial role in developing it, and is respected as the chairperson of ICANN (Internet Corporation for Assigned Names and Numbers), an organization which manages and tracks websites and Internet addresses. For more information, you can visit the following website:
http://www.icann.org/biog/cerf.htm

Word power

In this section, different expressions related to the law are presented to students.
Students will read a leaflet about the role of the police and learn some expressions that are related to the law. They are also expected
to learn about the stages of the legal process. Exercises are designed for students to practise and reinforce the new vocabulary they have learnt. Students are expected to make themselves familiar with the expressions related to the law.

**Brainstorming**

1. If possible, tell students to surf the Internet or refer to some relevant resources such as newspapers, magazines or books about the role of the police and the stages of the legal process before class. The activity can be conducted as follows:

   *In this section, we will learn some expressions related to the law. Please surf the Internet or refer to some reference books in the library about this topic. You should try to find out about:*
   
   - the people involved in the legal system and what they do
   - the stages of the legal process and what different people do in this process

   *Tell students to prepare as much information as possible about these topics.*

2. Organize a class presentation and have students present the information they have collected about the law to the whole class. Praise students for any parts that they have done well in.

**Vocabulary learning**

1. Have students read the leaflet in Part A on Page 54. To check students’ understanding of it, have them explain the following words in their own words:

   - a witness: *a person who sees a crime happen*

   - a criminal: *a person who commits a crime*

   - a detective: *a member of the police who tries to find out the person responsible for committing a crime*

   - a victim: *a person who is injured or most directly affected by the crime*

2. After students have got enough information about the role of the police, have them read the flow chart about the stages of the legal process in Part B. Make sure that they understand the chart.

3. Have students read the passage in Part C on Page 55 and fill in the missing words. They can discuss with their partner anything they do not understand in the passage. Check the answers as a class. Have more able students state their reasons for their choices.

**Answers**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>(1) crime</td>
</tr>
<tr>
<td></td>
<td>(3) charged</td>
</tr>
<tr>
<td></td>
<td>(5) witnesses</td>
</tr>
<tr>
<td></td>
<td>(7) sentenced</td>
</tr>
</tbody>
</table>

**Vocabulary extension**

1. Ask students if they know any English words for types of crime. If possible, let them have a small discussion first with their partners. Afterwards, you can write all the words students have mentioned on the blackboard. The activity can be conducted as follows:

   *Can you tell me any English words for types of crime?*

   (These words include burglary, armed robbery, theft, assault, shoplifting, mugging, murder, drug dealing and smuggling, etc.)
2 Have students do Part D in pairs. Encourage students to consult dictionaries before asking you about the meaning of an unknown word. Then check the answers as a class.

## Grammar and usage

The grammar target of this unit is language styles. Students will learn that the most important difference in the English language style is between spoken and written forms. Within spoken and written forms of English, there are also differences between formal and informal styles. Students are expected to apply what they have learnt to practice by finishing two exercises.

## Language styles

1 Begin this section by providing two texts. You can ask students to read the texts first and decide which is formal and which is informal. You may use the following texts:

**Text 1**

A: Hi, Mike. It’s Alice’s birthday tomorrow. Shall we buy her a present?
B: Yes, of course, what about some flowers?
A: Flowers are lovely. But I’d prefer to get her a CD. You know she loves music.
B: Good idea.

**Text 2**

A: Good morning, Mr Smith. The report is finished. Shall I present it to you?
B: Please give it to me in an hour. I am now in a meeting with some customers about our new product.
A: I am sorry to have interrupted you. Please inform me when you are finished and have time to look at the report.
B: Yes, I will.

If students have some difficulty getting the correct answer, you may ask more able students to state why Text 1 is informal and Text 2 is formal. Text 1 uses simple sentence structures, the active voice, less formal language and contractions. Text 2 uses the passive voice and is obviously a formal setting between two professionals.

2 Tell students that people use different language styles in different situations. Have students read the directions and the information in the table on Page 56. Make sure that they understand what style should be used for different situations.

3 Have students read Part 1 about formal style. They will learn that complex sentence structures, including the passive voice and subordinate clauses, as well as abstract nouns are often found in the formal style of English.

4 Have students read Part 2 about the informal style of English. They will learn that simple sentence structures and active voice are often used in the informal style. Colloquial language and contractions are found as well.

5 In order to help students have a better understanding of language styles, you may present more example texts as follows:

**Text 1**

Good morning, viewers, and welcome to ‘Sunday Topics’. Many crimes that take place in our city are caused by a lack of money. My guest, Dr Johnson, believes so.
We will be covering this and many other topics, as well as talking to you about your thoughts on the issues of today. I hope that you are going to stay with us for the next forty minutes.

Text 2
Hi, everyone, and glad to see you again in 'Sunday Topics'. Dr Johnson is my guest, and he thinks many crimes taking place in our city are caused by a lack of money. We'll look at this and other interesting topics as well as chatting to you about today's issues. I think you'll like it, so stay with us.

Ask students which text they think is formal and which is informal. If students have some difficulty in making a decision, you may ask more able students to state the reasons.

Text 1 features sentences with passive voice, subordinate clauses and abstract nouns. Text 2 uses colloquial language and contractions, as well as simple sentences and the active voice.

Have students read the directions of Part A on Page 57 to find out what they will do in this part. Have them read the situations in the box and look at the table below. They should then work out the answers individually or in pairs. After they have finished, have some students share their answers with the whole class. At the same time, you can ask them to state the reasons for their choice to make sure that they know the differences between the two language styles.

### Answers

<table>
<thead>
<tr>
<th></th>
<th>Formal</th>
<th>Informal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spoken</td>
<td>b d e</td>
<td>a j</td>
</tr>
<tr>
<td>Written</td>
<td>f h</td>
<td>c g i</td>
</tr>
</tbody>
</table>

7 Have one student read the directions of Part B to the whole class and make sure that students understand how to do this exercise correctly. Have them first finish it individually or in pairs, and then ask several students why they think these sentences are formal or informal. Check the answers as a class.

### Answers

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>6 3 1 2 5 4</td>
</tr>
<tr>
<td></td>
<td>5 3 1 6 2 4</td>
</tr>
</tbody>
</table>

8 Have students do Parts C1 and C2 on Page 123 in the Workbook, so they will have more chances to practise how to identify and use formal and informal language styles. Or, they may do the two exercises as homework.

---

**Task Investigating and reporting facts**

This section consists of a series of activities which provide students with opportunities to practise their listening, speaking, reading and writing skills. The Task section is divided into three steps and each step is preceded with a skills building activity. Through the skills building and steps, students will learn how to listen for feelings expressed by tone of voice, how to ask and answer questions in polite ways and how to write a report. Students are expected to write a teacher’s report on an investigation into a theft after they have gained some information by listening to a teacher interviewing a boy and one of his parents.
Skills building 1: identifying the tone of voice

You can begin this part by conducting the following activities.

- Play a recording of excerpts of plays, if possible. Make sure that the characters in the plays use different tones to express their feelings—anger, fear, shame, happiness or excitement. Have students analyse how the characters feel in the plays.
- Have students listen to several dialogues you recorded before class and try to guess how the speakers feel.
- Have students role-play the dialogues you prepared. Guide them to pay attention to the tones.

Dialogue 1 (excitement)

A: Hello, Jane. How was your day at the theme park?

B: It was great. We went on all the rides. The best one was the roller coaster. It starts really slowly. Then when you get to the highest point, it suddenly drops really quickly. Everyone screamed and waved their hands in the air.

Dialogue 2 (fear)

A: Oh, no! Help, somebody, help!

B: What's wrong?

A: In the bath, there's a big spider. It's huge!

B: Don't worry. It can't hurt you. I'll put it outside.

Dialogue 3 (shame)

A: Did you have a good time at your friend's birthday party?

B: I did, until it came to the birthday cake. I'm afraid I was very greedy and ran towards the cake. I tripped, and fell into the cake. It was so embarrassing.

A: The important thing is you're not hurt.

Dialogue 4 (anger)

A: What's wrong? Your face is like thunder.

B: I was on the bus home, and I think someone stole some money out of my pocket. It wasn't much, but it made me so mad.

A: Oh, no! At least the thief didn't get very much money.

Dialogue 5 (happiness)

A: Congratulations on your exam results. You must be so pleased.

B: I am. I worked really hard, and it all paid off.

A: Let's go out to dinner to celebrate.

Then you may ask:

Do the different speakers have the same feeling?

How does each speaker feel?

Why is he or she excited/afraid/ashamed/angry/happy?

Encourage students to think about these questions and try to analyse their reasons. Tell them that the tone of voice is one of the most obvious indications of the speakers' feelings.

Have students read the instructions in this part. Make sure that they understand how each feeling can be expressed by different tones. Then have some students role-play the dialogues you prepared according to the directions. Or, you can organize students in pairs or groups and ask them to create a dialogue in which different emotions are expressed. Choose several pairs or groups to present their dialogues to the whole class and let other students guess which feelings are being expressed.
Step 1: finding out about a boy’s feelings

1 Have students read the directions in Part A to understand what they will do first. Then have them go over the notes to get the ideas about what they should pay attention to and write them down while they are listening to the recording. Encourage more able students to fill in the answers they have already known or predict the answers for some blanks before listening. For example:

What Xu Jin did (stole money)
What the teacher did and will do (asked him to write a letter explaining what happened and apologize for his behaviour; will have to talk to his classmates/parents; will write a report to the headmaster)

2 Play the recording and have students finish Part A on Page 58. If necessary, play the recording again, stopping after each answer or sentence so that students have time to fill in the blanks. Have students look at their answers. If there are still some blanks they cannot fill in, tell them to read the notes again. Then play the recording once more so that they have another chance to fill in the missing words correctly.

Tapescript

Miss Li: (stern) Well, Xu Jin, you’re in serious trouble now, aren’t you?
Xu Jin: (mumbles) Miss Li, I don’t quite understand what you mean.
Miss Li: You stole fifty yuan from the tin the monitor left on the desk after he collected the money for the school trip. Is that right?
Xu Jin: (bad-tempered) How do you know it was me? It could have been anyone.
Miss Li: (impatient) Now come on, you were the only person left alone with the money. (threatening) If you don’t tell the truth, you could end up in trouble!
Xu Jin: (afraid, voice shaking) I’m sorry, Miss Li. I didn’t mean that. Really, I was going to return the money later.
Miss Li: (calm, motherly) All right, now tell me why you wanted the money.
Xu Jin: I wanted to go to the Internet cafe, and I didn’t have any money left.
Miss Li: Have you been there before?
Xu Jin: Yes. I go several times a week.
Miss Li: What do you do there?
Xu Jin: (mumbling a bit, not very convincing) I ... do my ... homework.
Miss Li: (disbelieving) Homework? Is that all?
Miss Li: Games?
Xu Jin: (eager) Yes. It’s really fun, and I get to meet new friends from other countries.
Miss Li: (disbelieving) Hmm. Do your parents know that?
Xu Jin: No. I go late at night. They don’t know that I go out.
Miss Li: (angry) Do you realize that you’ve allowed this habit of yours to make you do some very bad things? You’ve been lying to your parents and stole money from your classmate!
Xu Jin: (sincere) Yes, Miss Li. I’m really sorry. I won’t do it again, I promise.
Miss Li: (kindly) Well, that’s good. First of all, you’d better write a letter explaining what happened and apologizing for your behaviour. Then I’ll have a talk to your parents. Of course, I will have to write a report about all this to the headmaster. I’m not sure what the final decision will be, but I’ll recommend that you should be given another chance.
Xu Jin: (relieved) Oh, thank you, Miss Li.
3 Have several students read one answer each. Check for mistakes and mispronunciation. If time permits, play the recording again. This will consolidate what students have learnt in this section.

**Answers**

A  (1) fifty **yuan**  (2) alone  
(3) the Internet cafe  (4) several  
(5) late at night  (6) no  
(7) apologize  (8) parents  
(9) headmaster  (10) chance

4 Have students read the directions in Part B so that they will know what they will do here. Have them first read the sentences that follow and then focus on the boy’s feelings while listening to the recording again. After they have filled in the emotion words individually, check the answers as a class. Encourage more able students to explain why they think the boy is angry/afraid/ashamed.

**Answers**

B  1 angry  2 afraid  3 ashamed

5 Have students read Xu Jin’s letter of apology in Part C on Page 59 and find out the details of the story. After they have finished the questions that follow individually, check the answers as a class.

**Answers**

C  1 His friends.  
2 They thought he was studying.  
3 Because he did not want his parents to know that he had been playing computer games.  
4 He thought he would get a suspension from school.  
5 He will pay back the money as soon as he can, and stop going to the Internet cafe.

---

**Skills building 2:**
**asking and answering questions politely**

1 Provide students with the following two short dialogues and tell them to judge in which dialogue the speakers are more polite when asking and answering questions.

**Dialogue 1**

A: *Are you coming with me to the concert tonight?*

B: *No. I’ve got my hands full with this report.*

**Dialogue 2**

A: *Excuse me, I would like to invite you to the concert. Could you please spare me some time tonight?*

B: *I am terribly sorry. I am busy with this report and do not have any time to spare.*

Encourage students to state their reasons. The second conversation is formal using very polite language. The first one is more informal using colloquial language and contractions, such as ‘I’ve got my hands full.’

2 Have students first read the directions and the expressions in this part. Then, provide some situations in which students may use the expressions given here. For example:

*Mr Smith is explaining the meaning of the word ‘fall’ in American English, but Mike does not quite follow her.*

M: *Excuse me, Mr Smith, I didn’t quite follow you. Could you please explain the word ‘fall’ again?*

S: *Well, let me explain it to you. It means ‘autumn’ in American English.*

3 Encourage more able students to create a new situation where they would have to use more polite language.
Step 2: interviewing a parent

1. First organize students into groups of four and have them discuss the ways to solve the problem of the boy stealing the money.

2. Tell students that they are going to discuss the situation with the boy’s parent. Have them read the directions of this part and think about what information they can get from the table below. Then tell students to work in pairs. One should act as Miss Li and the other as Xu Jin’s parent. Role-play the dialogue and after they have finished their dialogue, they should switch roles. Then ask several pairs to present their dialogue to the whole class.

Sample answers

Miss Li: Hello, Mr Xu, I wonder if you could spare me a few minutes. I’d like to tell you about Xu Jin’s recent behaviour at school.

Parent: Of course. What seems to be the matter?

Miss Li: A few days ago, he stole some money from his classmate. Did you know that he did this?

Parent: No, I didn’t. We give him pocket money. I don’t think he lacks cash.

Miss Li: Did you also know he’s been visiting an Internet cafe late at night and spends a lot of time playing computer games there?

Parent: No, I didn’t. Thank you for telling me this.

Miss Li: Would you mind telling me about his friends?

Parent: Well, you see, I only know some of his friends, not all of them, but most of his friends seem OK.

Miss Li: I don’t mean to be rude, Mr Xu, but it seems that there are a lot of things you don’t know about your son.

Parent: Yes, it’s true. Both his mother and I are very busy, and we both work very late.

Miss Li: It must be hard to stay involved in Xu Jin’s life. Do you find time to check his schoolwork?

Parent: I’m afraid it’s not been very good lately.

Miss Li: That’s true. I’d suggest you try talking to him more in the future.

Parent: That’s a good idea. We will.

Miss Li: Also, you may think about getting to know his friends. That may be helpful as well.

Parent: Yes. I think that would be a good start.

Miss Li: Have you thought about encouraging him to concentrate on study?

Parent: Yes. We’ll try to stop him from going to the Internet cafe, and certainly not at night. I’m sorry to have caused you so much trouble. Thank you for your help.

Skills building 3: writing a report

1. Have students think about their previous experience of reporting a scientific experiment. Ask the following questions:

Have you ever conducted an experiment? If
you have, what did you do at the end of the experiment? (A report is often written and submitted at the end.)

What was included in your report? (Most reports usually have an introduction, the detailed procedure of the experiment, and the conclusion.)

Then have students first read the directions for this part. Tell them that there are many different kinds of reports and different ways to write them. However, they have certain points in common. Then ask students to focus on the points listed that should be included in a report.

2 Have students discuss in pairs the boy’s problem and think about how to write a report on the investigation.

Step 3: writing a teacher’s report

1 Have students read the directions of this part so that they can learn that they will write a teacher’s report about Xu Jin’s problem with the information gathered in Steps 1 and 2.

2 Have students review the information in Steps 1 and 2 and look at the sheet below the directions for the main points they need to include in the report.

3 Have students work in pairs to discuss what to write in the report. Have them write down what they have discussed. Then they should complete the sheet based on their discussion and the notes they took. After they have finished the report, tell each pair to check spelling and grammar and then invite some of them to present their report to the whole class.

Possible example

Report on Xu Jin stealing money from school

Statement of the situation
Xu Jin stole fifty yuan from his classmate yesterday.

Background to the situation
He got involved with some friends playing computer games in an Internet cafe.

Reasons for the situation
He was addicted to computer games and needed more money because of this.

Description of the situation
Xu Jin stole fifty yuan from the tin the monitor had left on the desk.

Likely results of the situation
The headmaster will make the final decision.

Suggestions for action to be taken
Tell Xu Xin to write a letter to explain what happened and to make an apology. Give his parents some suggestions, for example, ask them to talk to Xu Jin more often and get to know his friends.

Reasons for the suggestions
To give Xu Jin a second chance.
To stop him from going to the Internet cafe.

4 Have students read the directions and passage in Part A on Page 129 in the Workbook, and then finish the written work in Part B as homework.

5 Have students finish Part A and Part C on Page 128 in the Workbook after listening to the recordings in Part A and Part B.

6 Have students read the article on Page 127 in the Workbook. It is an article about solving a crime and will allow students to practise some of the skills they have learnt here.
Project Making a proposal for protecting intellectual property

This section is designed to give students a chance to practise their English by making a proposal. Students will first read an information sheet about intellectual property. They are expected to work out a proposal on how to protect intellectual property.

The purpose of this section is to encourage students to use what they have learnt to finish a project by working together. During the course of the project, students will discuss what should be included in their proposal and learn how to organize the facts they find. In order to finish the project, they will need to work together to complete each part.

Part A

1 You may begin this part by asking students some questions. For example:
   Have you ever downloaded a song or a film from the Internet?
   Did you pay for the music or the film?
   Why do you think copying films and music without permission is a crime? (It is illegal to copy intellectual property without permission. Intellectual property is protected by law.)

2 Tell students that they are going to read an information sheet about intellectual property. Organize students into four groups. Each group must only read one part of the information sheet. Tell them to take notes on the main points while they are reading. After they have finished reading, you may ask students from each of the four groups to present their notes to the whole class. Have students compare their notes to decide which parts of the information had the most important in it. Encourage students to fully participate in the activity and raise questions about other parts. You may take the first part as an example:

Notes for Part 1

Intellectual property—ideas; inventions, patents, drawings, symbols, designs, novels, films and music

2 To make sure that students have a better understanding of the information sheet, have them give the main idea for each part of the text. Any possible answers given by students are acceptable. For example:

Part 1 the definition of intellectual property
Part 2 the reasons for protecting intellectual property
Part 3 the current problems that we are facing
Part 4 the possible solutions to the problems

4 Have students read the information sheet again. They should work in pairs to ask and answer questions about the information sheet. Ask less able students some questions. For example:

What does intellectual property refer to?
If a company spends a lot of money on research and development of new products, but their new products are copied, what will happen to the company? (This may lead to a big loss of money for the company, and the company will probably have to stop their research and development of new products.)

Do you think it necessary to protect intellectual property? Why or why not?
As consumers, what can we do to protect intellectual property? (First, we must pay to download music that is protected by copyright. Second, we should not buy pirated CDs or download music from websites that are offering free music illegally.)

5 Organize students into groups of four.
Have them discuss the first 6 questions in Part B.

6 Have students do Parts B1 and B2 on Page 122 in the Workbook so that they can be more familiar with the usages of some useful words and expressions in this section.

7 Have students do Parts D1, D2, D3 and D4 on Pages 124 and 125 in the Workbook to practise using the words, phrases and patterns in this unit. Or, they can finish them as homework.

Part B

1 Organize students into several groups, or they may form their own groups to discuss the last two questions in Part B. Each group should discuss what kind of advice they will write in their proposal and how to design their proposal. They should also decide who will do each task in their group. One student in each group should write down the answers to the two questions.

2 Have each group present their proposal to the whole class. Other groups can give their comments.

3 Have students read the article in Part B on Page 127 in the Workbook so that they will know more about this subject.

Resources

The United Nations World Intellectual Property Organization (WIPO)
The United Nations World Intellectual Property Organization (WIPO) is an international organization aimed at protecting the rights of creators and owners of intellectual property. It helps a large number of inventors and authors gain recognition and reward. More information about the organization is available on the following website:
http://www.wipo.int/portal/index.html

Self-assessment

The self-assessment section at the end of the unit aims to allow students to determine the progress they have made. The colour bar with five colour levels shows how confident students themselves feel about what they have learnt.

In this unit, 16 items are listed, each with a maximum score of 5, with a total of 80 possible points. These items cover the main study targets in this unit, including listening, speaking, reading and writing skills, the usage of vocabulary and grammar items, as well as practising doing activities in English. Through assessing themselves as learners, students will realize whether they have achieved the goals for this unit.

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, after they have finished doing Part A in Grammar and usage, students will see whether they are able to identify language styles—formal style and informal style. If they feel very confident about an item, they can score it 5. If they feel slightly confident about an item, they can score it 2. By adding all the scores and dividing the sum by 80, they will get a percentage, which shows their level. If they feel there are some areas which they are not confident or just slightly confident about, they can think about how to improve on them.

In Part B, students are asked to make an action plan for improving what they are not confident about. 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

授人以渔

1985年，埃塞俄比亚几乎没有降雨，这导致收成很少，点点牛畜死亡。这一情况的严重性让联合国经济学家鲍勃·格雷德夫震惊，因此他组织了一场名为“现场援助”的慈善音乐会，为埃塞俄比亚饥荒受灾者筹集资金。1985年7月13日，音乐会在伦敦和费城两地举行，出席者包括了当时的红明星，格雷德夫想通过音乐会为饥荒筹钱，并增强公众对这一问题的意识。最后，他筹集到了一亿美元，这些钱被用来购买食物并为埃塞俄比亚的发展项目提供援助。音乐会也受到了全世界媒体的极大关注，这给政客和政治家委员会巨大压力，迫使他们为世界饥荒问题采取行动。

“现场援助”是1985年的事了，但对许多发展中国家的人来说，疾病和贫困仍然是个严重的问题。根据联合国的报告，每年有一千万人死于饥饿或与饮食不良有关的问题。事实上，饥饿是全球头号健康威胁，致死的人比任何疾病都要多。

为了解决全世界的饥荒困境，联合国于1963年成立了一个名为世界粮食计划署(WFP)的专门机构。世界粮食计划署已经组织了若干项目，包括：拯救生命粮食计划——该计划为处于危险时刻的国家送去紧急粮食援助；健康成长粮食计划——它主要为易受伤的人作为目标，例如婴儿、孕妇和老年人；以工资雇用计划——帮助失业的人们维持生计，给他们提供工作，用食物援助支付他们的工资。通过诸如此类的计划，世界粮食计划署自成立以来已经帮助了十亿多人。勿需置疑，这是修人的成就，但是这就足够了吗？

今天，非洲、亚洲和南美洲的一些发展中国家正处于关键时刻，尽管它们见证着迅猛发展，但它们仍然比世界其它地区的许多国家贫困，而且还存在着这样的危险性：它们未来有可能比现在更落后于发达国家。它们需要帮助，但令人心痛的事实是仅仅送去一些面包是不够的。这样做仅仅是一个长期问题的短期解决办法。有句俗语是这样说的：“授人以鱼，三餐之需；授人以渔，终生之用。”为了找到这一长期问题的永久解决办法，国家需要发展，这样它们就可以自己种植所需的食物，或者就有足够的钱到市场上购买食物。

发展中国家真正需要的是通过与贫困的根源做斗争来消灭贫困。帮助一个国家发展的一个方法之一是改善其基础设施。一个国家的基础设施是让一切平稳运行的设施，包括交通、灌溉、电力、电信和学校等。这些东西可以提供创造新的就业机会的框架，使得人们可以自助而不需再依赖他人。

另一种帮助一个国家的途径就是通过发展私营企业和职业培训来应对失业问题。例如在阿富汗，家庭主妇和寡妇们学习缝制服装，她们可以出售这些服装挣得额外的收入。在尼日利亚东部，年轻人接受培训，学习使用电脑技术来培养解决问题的能力和沟通的技能，这样就可能在技术领域找到新的工作。在南非，一项计划为失业者和无家可归者提供培训和帮助，让他们学会制作手工艺品向游客出售。尽管这有点不同于传统的商业，但该项目发展迅速，许多人在此方面做得非常成功。

最后，我们应当记住一个国家的未来掌握在儿童的手中，这就是年轻人的教育和培训如此重要的原因。

在发展中国家中有数以百计的这样的成功故事，表明人们正在做许多事情与贫困做斗争，但我们不能自欺欺人地说斗争已经结束。贫困仍然在致人死亡。但是，这些小小的胜利是通向更美好未来的良好开端，因为它们不是授人以鱼以让一个人饱腹一日的成果。它们是授人以渔的成果，让一个人可以一辈子吃饱肚子。
Project

给未来的礼物
作者：林文

在未来的几十年中，世界人口将增长到大约九十亿。这应该给人们敲响警钟，因为最基本的现实是，为了让每一个人得以生存，全球发展必须做出重大的调整。这一发展应不同于过去的发展，过去的发展污染环境且浪费自然资源。

对于现在讨论的这个问题，一种可能的解决办法就是可持续发展。可持续发展关注保护环境和自然资源。它完全是为每一个人创造更好的教育、保健、住房和更高的生活水平。这是一个简单的想法，不过也是一个难以付诸实践的想法。然而，这是我们必须要做的，因为没有可持续发展，我们的未来和我们的子孙的生命将处于危险之中。

在现代社会中，我们做的几乎每一件事都要用到地球的自然资源。这些自然资源为做许多重要的事情提供能源：交通运输、治疗疾病和为电器供电。这一列表几乎是无穷无尽的。为了能做所有这些事情，我们主要依靠各种燃料（如煤、天然气和石油）来产生能量。

煤、天然气和石油储存在地下。一旦这些燃料储备被用完，它们就不复存在。我们现在消耗这些燃料的速度要远远超出产生这些燃料的速度。一些人相信，如果继续这样，未来油田和煤矿将会枯竭。

此外，燃烧这些燃料产生二氧化碳，而二氧化碳对环境是有害的。二氧化碳促使空气、水和土壤被污染。这就是许多人强烈要求使用替代能源的原因。

替代能源用之不竭。一些替代能源的例子是太阳能、风能和水电。当人们变得更加关注保护环境的必要性时，此类能源变得越来越受欢迎。

太阳能用太阳来提供热、光、热水和电。收集太阳能最常用的方法就是使用一个包括镜子、管子和储能槽的复杂系统。太阳光照射到镜子上，加热镜子以及镜子下的管子。管子里面的液体被加热，然后输送到储能槽储存备用，或者被用来发电。

过去，风能被用来泵水和磨面粉。今天，风能被用来发电。风轮被安装在地面以上至少30米的地方，因为那里风力很大。

在所有的替代能源中，水电是最古老的，也是使用最普遍的。水电依靠水流动的力来发电，因此水电站必须建在水源之上。技术的发展使我们能够储存和输送水电，使不靠近水电站的人们也可以使用它。

在世界的许多地方，人们正尝试性地利用这些形式的替代能源。例如，在尼日利亚的一些人接受训练，学习使用太阳能；在哥斯达黎加，人们正在用电为他们的小村庄供电。在此之前，许多社区没有任何形式的电能或能源。类似项目的引进将有望帮助结束对环境的蓄意破坏，确保替代能源在世界范围得到推广。这对我们及我们子孙的未来将是件好事。

Unit 2
Reading

美国的人口流动

在这一期的《美国生活》中，我们讨论美国人口的一些趋向。

在阳光下变老

美国老年人在迁徙中。在整个中西部和东北部地区，60岁及60岁以上的老人正在收拾他们的行囊，沿着高速公路向南行进，到佛罗里达这样的州去。对其中一些人来说，搬迁是永久
的，但对另一些人来说，只是一年中去待上几个月。

几十年来，佛罗里达州一直吸引着老年人。事实上，根据最近的全国人口调查，佛罗里达州65岁以上年龄的人口最多。这一人群大约占到该州人口的17%。全国的平均比率仅为12.7%左右，因此佛罗里达州被认为是美国最老的地方也就不足为奇了。

但问题是，为什么这么多的人退休后要到佛罗里达，并且他们的养老金花在那里呢？人们给出各种理由，从希望得到更好的医疗保健到寻找适宜老年人的社区。但大多数人同意，他们喜欢佛罗里达州的气候，这里除了偶尔有飓风，气候比其它地方暖和。

“年轻一点的人可能喜欢雪和严寒，但我对这种年纪的人来说，这样的天气很难熬，因为雪会结成冰，很容易使人滑倒。我喜欢待在舒服的地方，这就是搬到更暖和的地方的道理。”住在佛罗里达州的78岁的埃德娜说道。

这位女士感到，对老年人来说，“搬到更加温暖的地方是适宜的”。(插图说明文字)

“这里的社区了解老年人的需要。”佛罗里达的一位男士说道。(插图说明文字)

大多数美国人在62岁左右退休，似乎他们趋向于搬到更温暖的地方去。佛罗里达州对这些人来说是一个很受欢迎的选择，因为那里气候宜人，生活成本低。随着搬迁到老年的美国人增多，有更多能照顾到他们需要的变化。例如，现在救护车的反应速度更快，许多房子有专为老年业主设计的浴室，配有如易用型浴缸等设施以减少滑倒和摔伤的风险。这样的改进让佛罗里达州对老年人更有吸引力。“好几年了，我太太和我冬天都来佛罗里达，但现在我想在这里买房，因为这里的社区了解老年人的需要。我可以在这里玩宾果游戏，种我的植物园，我在海滩上看海鸥。还有，我知道我们将得到好的医疗，周围也都是和我们年纪相仿的朋友。”68岁的戴维说道。

灯火通明的大城市

最近，人口流动激增。根据全国人口普查，每年有12.5%的人口在流动。这些流动性更强的人中许多是搬到大城市去，而在搬到大城市的人中，大多是年轻的成年人，他们适应性强，能很好地适应新地方和新环境。

“所有的年轻人都到哪里去了呢？”中西部一个小镇上的大西洋客栈的老板法兰克·史密斯问道。“二十年前，年轻人搬到这来，本地人在大学毕业后留在这里。现在，年轻人——甚至我自己的骨肉——都搬走了。”在全美范围内，人们都注意到同样的事：年轻人选择住在城市里。

流动的年轻人对把家从小城镇搬到城市给出了许多不同的理由。有些人在找好的工作，而有些人寻找刺激和好玩的事做。但有一件事是明确的，那就是年轻人异口同声地说：“到城市去！”

27岁的丹尼尔解释说：“城市更让人激动，虽然租金很高，但很棒，可以碰到不同的人，找到娱乐。城市有戏院、博物馆和大型运动赛事，而小城镇什么也没有。或许当我结婚的时候，我将搬到小城镇去，但是现在，我只想好好开心。”

21岁的安杰拉补充道：“我挺乐意住在我长大的社区里，但是那里没有好工作。我不得不去大公司所在的地方，因为我想成为成功的会计师，而不是售货员或服务员。那就是我大学毕业时搬到洛杉矶的原因。”

大多数搬到大城市的年轻人说着同样的事：“我要玩得开心。” (插图说明文字)

雄心能驱动年轻人到“有大公司的”城市去。(插图说明文字)
Project

流浪的罗姆人

罗姆人与迁移和旅行紧密相连，在这方面没有哪个民族能与他们相比。罗姆人已在欧洲和亚洲流浪了差不多——千年。本文解释了罗姆人的历史和他们迁移的原因。

亚洲血统

人们认为罗姆人最初来自于印度。几个世纪以来，他们分裂成不同的族群，有着不同的名称，分布在许多国家，主要在欧洲。他们还形成了自己的语言，如今他们的语言大约有六十种不同的分支。罗姆人从未用文字记录历史，因此很难确定他们的起源和准确的历史，也很难统计出罗姆人的确切数字，但欧洲议会认为大约有九百八十万。

旅行文化

许多人常把罗姆人称为“旅行者”。在英语国家，他们常常被称为“吉普赛人”，因为人们相信他们最初来自于埃及。然而，使用这个称呼在今天却被认为是不礼貌的。他们的主要特点就是不在某一地点长期定居，总是不停地向别处迁徙。过去，他们住在马拉的大篷车里，如今则常常使用小货车或大巴车。他们抵制永久落户安家，不愿成为所到国家的公民。相反，他们更愿意以小团体聚居，以保护和坚持自己的文化和自由。

罗姆人的文化是丰富多彩的，自起源于印度以来已经保存了几世纪。他们非常重视大家庭，穿戴传统服装和饰品。他们了解许多不同的行业，因此无论搬迁到哪里，都能找到工作。罗姆人热爱音乐，并影响了欧洲各地许多音乐风格。在很多故事、诗歌和电影中都有对他们的描述。他们以算命出名，通过看人的手或者特别的卡片来预测此人的未来。尽管他们有自己的传统，他们也接受他们所到国家的方言和宗教，以示对当地传统文化的尊重。

罗姆人的权利?

但是，在罗姆人漫长的历史中，他们曾遭许多困难。他们的生活方式是如此不同，他们的传统对他们所到国家的人来说是如此奇异。罗姆人得不到信任，他们的着装风格和长相是别人歧视他们的一个原因。人们认为他们的衣服破破烂烂的，而且由于有亚洲血统，他们的皮肤是深色的，也让他们看起来不像白人。由于频繁流动，他们得到了小偷的名声；偷窃别人的东西，扬长而去，难以逮捕。许多人还认为他们住在一个国家但并不交税，这不公平。还有些人认为他们是害虫，搬到自由的土地，不断地找工作。

欧洲人和罗姆人的这一文化冲突导致许多国家采取措施抵制他们，甚至禁止罗姆族群入境。有些国家曾经制定过试图分裂罗姆人的家庭的法律，强迫他们定居并成为社会的一部分。男人和男孩被强制参军或工作，女人则被禁止生育。在挪威和瑞士，孩子甚至被从母亲身边带走，送往孤儿院。西班牙则通过法律禁止罗姆人使用罗姆语及穿戴他们的传统服饰。在第二次世界大战期间，罗姆人以及同性恋和犹太人都生活在恐惧之中。两国将他们列为危险群体，制定有计划有步骤的政策来大量逮捕并杀害他们。

未来的关系

今天，人们与罗姆人的关系比过去改善了许多。这得益于国际罗姆联合会的帮助，该联合会自20世纪70年代得到了联合国的承认。一些现代国家现在正努力帮助罗姆人保存他们的历史、语言和文化。但是，一些事件时有发生，还有许多人仍然不能容忍他们。有关罗姆人的话题将会继续引发争议，罗姆人和大多数欧洲人之间的和平共处只是暂时的。他们的故事非常值得我们学习。这让我们同情他们的遭遇，也让我们思考为什么我们仅仅因为别人有不同的文化或者选择了不同于我们的生活方式就往往会对他们产生偏见。
Unit 3
Reading

艾滋病现状

在非洲的一个村庄，11岁的阿加尼在给妹妹洗澡。他爸爸死了，妈妈病了。他希望妈妈会恢复健康，但这已经不可能了。他突然听到一声尖叫——他妈妈刚刚死于艾滋病，正是同样的疾病夺走了他爸爸的生命。他知道这声尖叫的含义——他哭他只是瞥了一眼，然后继续给妹妹洗澡。在他们身上会发生什么呢？

艾滋病是由一种叫HIV（人类免疫缺陷病毒）的病毒所引起的。有时，被感染这种致命病毒的人好几年都没有任何外在的症状，因此他们不知道自己是病毒携带者。当一个人患上艾滋病，就丧失了抵御其它疾病的能力。最后，身体的免疫系统变得相当脆弱，以至于感染上平常情况下很轻微的病也会使患者病得很严重。目前艾滋病没有治愈的方法。

艾滋病病毒在全球传播速度非常快，每天大约有七千人受到感染。病毒通过三种途径传播，即未加防护的性行为、血液接触和母婴传播。绝大多数人感染艾滋病病毒是通过与已经携带病毒的人发生未经防护的性行为。艾滋病病毒也可以通过血液传播，例如，如果一个艾滋病病毒携带者与他人共用针头，或者如果某人在手术中被输入艾滋病病毒携带者的血液，就会感染艾滋病病毒。最后一种，携带艾滋病病毒的母亲在怀孕时、分娩时或者哺乳时都会将病毒传染给她们的子女。为避免生下携带艾滋病病毒的小孩，一些被感染的妇女选择流产。与许多人所想像的不同，艾滋病不会通过蚊子叮咬、咳嗽、打喷嚏或者仅仅是触碰艾滋病病人而传播。

虽然很多人都熟悉艾滋病及其传播方式，还是有不少人认为艾滋病病毒和艾滋病是非洲的问题，因为那里的感染人数如此之多。但是，自从艾滋病在二十世纪八十年代突然爆发以来，它已经成为一个严重的世界性问题。全球有两三千万人携带艾滋病病毒。根据世界卫生组织（WHO）的统计，超过四千万的儿童已经死于艾滋病，超过一千万的儿童由于艾滋病已经失去了父母。人们必须采取措施来消灭这一疾病。

中国也受到了艾滋病的影响。到2009年底，中国大陆有七十四万名艾滋病病毒携带者，其中有大约十万五千名艾滋病患者。为尽力控制这个问题，中国政府已经开设了实验室来监测这一疾病。在2003年，政府还开始为艾滋病患者提供免费药物。

国际帮助在中国的抵御艾滋病斗争中也非常重要。美籍华裔艾滋病专家何大一博士一直致力于向中国引进新技术，引起国际对中国艾滋病问题的关注。从2001年起，诸如联合国组织的一些组织也在支持中国的艾滋病教育和药品援助项目。

联合国一直积极参与全球抵御艾滋病和艾滋病病毒的斗争。联合国艾滋病规划署（UNAIDS）——联合国内部的一个组织——于1996年成立，以帮助防止艾滋病的传播为主要任务。联合国艾滋病规划署为人们提供艾滋病病毒检测以及艾滋病及艾滋病病毒的医疗服务。这个组织也教导年轻人如何预防艾滋病，并建立治疗中心，让携带艾滋病病毒的病人们得到药物，有助于防止她们把病毒传给孩子们。

当你考虑到这一形势会变得有多么严峻时，国际组织的工作就显得更加重要了。在2000年到2020年期间，超过六千八百万的人将死于艾滋病。由于艾滋病失去双亲的孩子的数量预计也会增加。

尽管由于艾滋病失去双亲是可怕的、不公平的，但阿加尼和他的妹妹还是幸运的。他们的爷爷现在在照料他们，而且由于他们的妈妈在怀孕期间使用了处方艾滋病药物，他们没有从她那里感染艾滋病病毒。现在，阿加尼希望长大后成为一名医生。他相信教育和医疗是在未来消灭这一疾病的关键。
就说不吧！

吸毒通常只是因为一次尝试而开始，但常常是以糟糕的境地而结束。本文我们将讨论这一罪行的危害。

人们为什么吸毒？
人们非法吸毒有许多原因。一些人尝试它们是因为好奇，另一些人吸毒是为了反抗他们的家庭或者社会，还有很多人第一次吸毒是因为他们想被朋友接受，而这些朋友是吸毒者。

人们吸毒时发生什么？
毒品有三大类，每一种对身体的影响都各不相同。一些毒品可能会让人感到愉悦，而另一些会让吸食者感到疲劳，或者看见一些实际上并不存在的东西。尽管这些毒品会产生不同的反应，但它们都会使人上瘾。一类毒品被称为兴奋剂。兴奋剂可以加快心率，让吸食者感到精力充沛，情绪激昂。这一类毒品的副作用包括失眠、神经紧张、心脏病发作，有时还有死亡。一个兴奋剂的例子是一种被称为安非他明的毒品，通常是以药片或者胶囊的形式服用。安非他明通常用作减肥药，因为它降低人的食欲。一些兴奋剂是合法的，如可在雪茄或香烟中找到的尼古丁，还有咖啡、茶和可可中的咖啡因。正如吸烟者可能告诉你的，人们很容易对尼古丁上瘾，这就是为什么许多人很难戒烟的原因。

另一类毒品常常被称为镇静剂。这一类毒品会降低心率，令吸食者感到困倦，可使他们产生愉悦的幻觉——但这一幻觉一会儿就会消退。据知，镇静剂会引起头疼、抑郁、脉搏微弱。在一些情况下，使用镇静剂会导致死亡。这类毒品的一个例子是海洛因，通常是通过注射或者鼻吸。海洛因是世界上毒性最强的毒品之一。即使少量的海洛因就能足以使大脑和身体的反应变慢。吸食海洛因者通常会上瘾，吸食过几次就会落到成瘾的境地。酒精也被归类到镇静剂，尽管它是合法的，但它会损害肝脏，如果大量饮用会产生巨大伤害。

最后一类毒品会改变人们的思维和看待世界的方式。他们使大脑混乱，有时候使人们看到和/或听到并不存在的东西。这种毒品的一个例子是迷幻药，它引起的反应从心跳加速到急剧焦虑。在严重的情况下，迷幻药使用者可能会因为看到的和/或听到的而自杀。

尽管开始时，一些人甚至可能会享受使用毒品，但最终吸毒者发现他们被困在一所他们无法逃脱的牢狱。滥用毒品往往会抽干吸食者的活力。

法律对吸毒是怎么规定的？
毒品是非法的，除非有医生的处方。一个人被警察抓获时携带的非法毒品的种类和数量决定处罚的轻重。处罚从小额罚款、拘留几天到大额罚款甚至死刑。

吸毒者如何寻求帮助？
许多吸毒者希望他们可以重新开始。尽管他们不能消除过去的污点，但他们肯定可以继续向前。他们首先应该承认他们有毒品问题，然后到医院或者戒毒所寻求帮助。医院和戒毒所提供的康复计划可能包括住院和服用帮助戒毒的特别药物。由于许多有吸毒史的人存在心理问题，他们常常需要辅导小组，在那里他们可以谈论他们如何苦苦挣扎，并找到在世上生存下去的新方法。

避免非法吸毒造成的健康问题和痛苦的最简单的方法就是一开始就不要吸食。拒绝毒品是保护一个人健康和未来生活的重要部分。
抗击网络犯罪

女士们，先生们，近几年来随着因特网迅速扩张，犯罪的机会也增加了，网络犯罪已经不再是理论上可能的。我们正面临着这些犯罪分子，他们认为网络犯罪可以挣钱却几乎没有被抓捕的风险。打击被称为网络犯罪的这种犯罪，需要极大的努力并牵涉到各国的通力协作。

网络犯罪指任何与因特网相关的犯罪行为。欧洲议会已将网络犯罪分为四大类。首先，欧洲议会列为侵犯计算机安全的犯罪，如未经允许下载或删除别人的文件及传播电脑病毒。第二，它记录了通常是不需要通过电脑实施的犯罪，如在因特网上发生的犯罪。例如，一些犯罪分子利用因特网骗取他人钱财。第三，欧洲议会提到含有冒犯性内容或者鼓动仇恨和暴力的网站。最后，它定义了与侵犯知识产权相关的犯罪（知识产权是法律禁止他人复制的设计、专利、书籍、电影等）。

在欧洲议会，我们感到，将网络犯罪进行这样的分类是必要的，因为这可以帮助我们评估网络犯罪问题。所有的因特网用户都会受到这种或那样的网络犯罪的影响。大多数人都收到过电脑病毒，还有很多人成为企图诈骗金钱的电子邮件的目标。一些罪犯发送电子邮件，承诺支付钱或支票。收到这些电子邮件的人被要求提供他们银行账户的信息，结果他们的钱被盗了。

尽管类似的针对个人的案件数目不断增长，针对大公司的犯罪是一个更大的问题。大公司对网络罪犯来说是适宜的目标，这些网络罪犯常常是信息技术专家。让我给你一些统计数据。一项由美国私人组织“计算机安全协会”在2010年进行的调查表明，351家最大的公司和政府机构中，45.6%的安全系统在前一年遭到入侵。安全咨询顾问告诉我们网络犯罪每年让全世界的公司损失几亿美元。

在一些案件中，网络犯罪分子从公司偷钱。在另外的许多案例中，公司的数据库或顾客资料被盗，这些公司必须向窃贼付钱让他们不要泄露这些资料。鉴于针对公司的网络犯罪的情况变得如此恶劣，许多人质疑为什么人们对此知之甚少。主要原因是大多数网络犯罪都没有被发现。到目前为止，大多数公司不愿意报告网络犯罪的案件，他们担心这样做他们会失去顾客，因为顾客可能会认为公司不能保护他们的机密信息或者他们的钱财。

有关网络犯罪的法律状况使形势更加复杂。网络犯罪是非常新的概念，许多政府还没有通过针对它的法律，在他们的法律体系中有许多漏洞。一些国家有针对通过电子银行进行传统犯罪的法律，但有些国家根本没有针对网络犯罪的法律。另外，大多数国家都没有针对实施网络犯罪的他国嫌疑犯的处理手段。这些罪犯可能在任何地方，而且能快速流窜，尤其是在欧洲，因为在那许多国家之间的旅行是不需要签证的。因此，要抓住网络罪犯是非常困难的。

这一问题的唯一解决办法就是国际合作。这些罪犯的技术水平在世界属于先进水平，这意味着政府必须集中力量跟上罪犯所运用的先进的技术。起草新的法律并商讨打击网络犯罪的国际标准也很重要。这将使得各国可以跨境追查罪犯。人们已经采取步骤来达到这个目标。2001年，欧洲议会制定了有关网络犯罪的条约，美国，加拿大，日本和南非以及许多欧洲国家已经通过该条约。

欧洲议会的条约只是第一步。因特网创始人之一文特·瑟夫无疑会认同团队合作是保护网络犯罪的关键，因为他曾说，网络犯罪的问题非常严峻，需要联合国成立特别机构予以应对。当然，政府和私人企业必须合作以阻止网络犯罪的普遍问题。
Project

你和知识财产

什么是有知识财产?

世界知识产权组织 (WIPO) 认为知识财产是属于个人、组织或公司的智力创造成果。知识财产可包括发明、专利、绘图、标志、设计、小说、电影和音乐。

为什么有法律保护知识财产?

大多数国家都有经过法律以规范知识产权保护而制定法律的规定。例如，如果有人付了钱，那么按理应得到报酬。同样，如果一家公司付了钱研究和开发新产品，那么该公司也应该为此得到报酬。

研发在今天的商界中非常重要，物质世界里创意比许多东西更有价值。例如，制造小汽车的原材料直到被制造成小轿车才价值不菲。那么，为这些原材料增加价值的法则所运用的技术。这样的技术就是知识财产。更进一步地说，如果一家汽车公司由于它制造的汽车而出名，那么这家公司的商标名、汽车的型号名，甚至是汽车的式样都会作为知识财产而具有价值。因此，销售标注有其它公司名或产品商标的产品同样被认为是违法的。

问题是什么?

许多国家直到最近才通过了有关保护知识财产的法律。在这些国家，一些公司通过生产盗版产品等手段。例如，知名品牌手提包或钱包的仿制品或者盗版CD和DVD。

为帮助控制这样的问题并促进国际贸易发展顺利，世界贸易组织（WTO）成立了。世界贸易组织通过法律保护知识财产。加入该组织的条件之一就是这些法律必须在成员国生效。例如，当你进入一个世界贸易组织的成员国时，你的行李可能会被海关检查，以确保你没有企图携带侵权物品入境，或者警察会检查街边摊贩和商店，以确保它们所出售的商品是正品。

有人可能认为他们没有经授权或未授权而使用，知识产权法就不会影响到他们。但是，在日常生活中，我们现在面临一个如何尊重知识产权的决定。例如，大多数人都曾从网上免费下载视资料。许多人也曾复制并共享计算机软件。这些都是违法的。仅2005年一年，由于非法复制和网络非法下载，好莱坞的电影公司就损失了大约30亿到40亿美元。在2009年，全世界电脑中41％的软件是盗版的，这对原创者来说相当于530亿美元的损失。尤其是随着新电脑程序的开发，音乐的复制成为一个更普遍的问题。

我们应该做什么?

我们不应该购买盗版产品或者下载盗版音乐和电影。做这些事的人们每年使全世界各行各业损失数十亿美元。如果你想买一件产品（比如钱包），你怀疑可能是仿冒的，你应该要求查看表明其是原装的证书或其它证明。

目前，盗版音乐和软件对音乐和软件业来说是个严重的挑战。因此，许多公司为保护知识财产而把盗版者告上法庭，或者给CD和DVD加上特别的程序以防止被复制。人们应该在值得信赖的商店购买CD和DVD，而不是免费下载或者购买盗版，以帮助推动反对侵犯知识产权的斗争。我们应该记住，许多公司期待着给它们的版权费付款，它们不会轻易地接受道歉。许多人由于盗版商品被罚款或进监狱。请记住，谨慎和合法非常重要!
Appendix II: Key to Workbook

Unit 1

Language practice

Part A1 (Page 94)
1 beyond/without 3 with 5 for 7 on 9 at
2 in 4 in 6 at 8 behind 10 to

Part A2 (Page 94)
1 politician 3 agency 5 electricity 7 conventional
2 loaves 4 expenses 6 oxen

Part B1 (Page 95)
1 adjust adjustment 3 deposit depositing 5 hopeless hopefully
2 house housing 4 systematic system

Part B2 (Page 95)
1 tentative 3 grandchildren 5 sustainable 7 oilfields
2 alarm bell 4 flour 6 hydroelectricity 8 solar

Part C1 (Page 96)
1 for one thing 2 however 3 Above all 4 Moreover 5 In addition

Part C2 (Page 96)
2 You should be fully prepared before going walking in the mountains. Above all, bring plenty of drinking water with you.
3 I cannot thank my friends enough for what they have done for me. For one thing, they lent me money to buy my first house. Also, they helped me find a good job.
4 The education committee has developed a plan to fight hunger in schools in poor neighbourhoods. Furthermore, it has added nutrition as a required lesson in all health classes throughout the city.
5 Many people only send money to help solve the problem of poverty in developing countries. Instead, they should teach people to help themselves.
6 She hesitated about accepting the job offer. She was interested in the job itself. On the other hand, she did not want to work in a faraway country.

Part D1 (Page 97)
1 creativity 3 repayments 5 weakened 7 catering 9 permanent
2 squeeze 4 fashionable 6 Moreover 8 fascinating 10 framework
Part D2 (Page 97)
2 as cold as ice  5 as big as a mountain/whale
3 It's out of the question  6 not in a million years
4 sleep for a thousand/hundred years

Part D3 (Page 98)
1 headlines  3 housing  5 rainfall  7 long-term  9 Hopefully
2 gravity  4 creativity  6 adjustment  8 irrigation  10 infrastructure

Part D4 (Page 98)
1 I have been staying up till midnight since Monday, working on my paper. I need to catch up on some sleep this weekend.
2 Some young women put pressure on themselves to go on a diet in order to keep slim.
3 These workers decided to go on strike to push for an improvement on the working conditions.
4 The young man is standing at a crossroads, as he cannot decide whether to continue his studies or to get a job.
5 Nowadays an increasing number of people are willing to make a trip abroad at great expense.
6 Burning coal for energy contributes a lot to environmental pollution. On top of that, it is very dangerous to work in coal mines.
7 Recently, this terrible traffic accident has made the headlines, setting alarm bells ringing.
8 It is the responsibility of every one of us present to come up with a systematic way to put the plan into practice.

Reading

Part A (Page 99)
1 Habitat for Humanity is a non-governmental organization that aims to build houses for poor people around the world.
2 Habitat houses are built by volunteers. Groups of people from companies, schools or churches often volunteer to build a house together. Those who receive a house must also spend several hundred hours helping build their home or the homes of others.
3 Because the Fullers believed that people should work to improve their own lives.
4 Habitat houses are less expensive than other houses because the organization does not profit from them. People borrow money from Habitat for Humanity and then repay it over many years.
5 In Yunnan and Guangxi.
Part B (Page 100)
1. Disadvantages 3. profit/benefit 5. economy 7. housing 9. health
2. education 4. paid 6. benefits 8. poor 10. noise

Listening

Parts A and B (Page 101)
1. poverty 5. recently 9. Asia
2. 18 and 25 6. do not have to 10. Youth for Development
3. education and work skills 7. 2 years
4. Africa and Asia 8. Youth for Development

Part C (Page 101)
1. Service 4. Africa and Asia 7. 10 to 12 10. interview
2. 75 5. Eastern Europe 8. war
3. 2 6. 18 9. one year's

Writing

Part B (Page 102)

Sample answer
Dear City Council

As a resident, I would like to make a few suggestions about how to promote the tourism industry in our city.

First, I think we should construct roads, shopping centres, hotels, restaurants and so on. This is very important for tourism. For one thing, it can make the time tourists spend here more enjoyable. When tourists visit our city, they want to try local food in restaurants and buy souvenirs at shopping centres. For another, good roads and hotels usually leave tourists with a good impression, and this will attract more tourists.

Second, we should try to attract foreign as well as local tourists. While local tourists may be familiar with and accustomed to the customs and way of life here, foreign tourists may find things very different from what they are used to. By putting up signs in tourists' native languages such as English and French, we will make it easier for them to enjoy their time in our city. On top of this, we should also set up more bars and cafes so that our city can appeal to tourists from different nations.

Third, we need to advertise our city. Not only is our city famous for its beautiful scenery, but also many of our local products are of very high quality. We also have many places of historical interest. We can advertise them on TV and print travel guides with beautiful pictures of our city in them. We could send these travel guides to different travel agencies throughout the world. When our city becomes better known, more tourists will come to visit.

Lastly, we should organize international events such as beer festivals and trade fairs.
Invite famous companies to participate in these events, and we will also attract tourists both at home and abroad to visit our city.

In conclusion, if we pay attention to construction, attracting foreign tourists, advertising our city and holding international events, tourists will come in large numbers.

Yours sincerely
(Student’s name)

**Unit 2**

**Language practice**

**Part A1** (Page 103)
1 flexible 3 retired 5 rent 7 caters 9 mobile
2 accountant 4 boom 6 heading for 8 ambulances 10 edition

**Part A2** (Page 103)
1 tough 2 elect 3 pension 4 inn 5 slip 6 clerk

**Part B1** (Page 104)
1 resist 3 collision 5 preserve 7 clarify
2 thief 4 diverse 6 wandering 8 practice

**Part B2** (Page 104)
1 origin 3 robbed 5 gay 7 fortune-telling 9 precise
2 sympathy 4 council 6 controversial 8 shabby 10 associated

**Part C1** (Page 105)
\[d \rightarrow g \rightarrow h \rightarrow j \rightarrow e \rightarrow a \rightarrow f \rightarrow b \rightarrow i \rightarrow c\]

**Part C2** (Page 105)
1 d 2 a

**Part D1** (Page 106)
1 physicist physics 4 editors edition 7 robbed robbery
2 analyse analytical analysis 5 biologist Biology
3 Botany botanical 6 draining drain

**Part D2** (Page 106)
1 privileges 3 at best 5 numb 7 make sense 9 currency
2 bakery 4 bungalow 6 skateboards 8 telescope 10 biochemistry

**Part D3** (Page 107)
1 swapped 4 flexible 7 tougher 10 botanical
2 bungalow 5 shabby 8 clerk
3 rent 6 privilege 9 biochemistry
Part D4 (Page 107)

1. What effect do you think the recent boom in the number of private cars will have on our lives?
2. Many people believe that the problem of brain drain will become even worse.
3. Bored with Judy's talking, John put on his coat and headed for the door.
4. To cater to everyone’s demand, the headmaster decided to keep the library open till 10 p.m.
5. In the past thirty years, he was always on the move. Now that he has retired, he would like to settle down in a quiet village.
6. Tom ran into the kitchen in a rush, slipping on the wet floor.
7. In the past when there was no advertising, products had to be promoted by word of mouth.
8. If we don’t know about Western culture, we will feel it doesn’t make sense to do so.

Reading

Part A (Page 108)

1. It was written in common, everyday language.
2. Huck runs away to escape his father, who often abuses him. Jim runs away to escape slavery.
3. They travel on a raft on the Mississippi River to reach the Ohio River, which will take them north to a state that does not allow slavery.
4. They meet many different people, most of whom are not good, but they are very funny.
5. Huck is safe because his father has died, and Jim gets his freedom because his owner has died and set him free in her will.

Part B (Page 109)

1. impression 3. traffic 5. business 7. common 9. discussions
2. positive 4. respect 6. relations 8. cards 10. feelings

Listening

Parts A and B (Page 110)

1. pack 4. history 7. headaches 10. look inside
2. polite words 5. bank 8. airport 11. lie

Part C (Page 110)

1. tour book 3. one pound 5. plane 7. £145 9. chocolate
2. headaches 4. polite words 6. make a list 8. gift
Writing

Parts B (Page 111)

Sample answer

Many of my friends have chosen to move to Beijing and find a job there after graduation, but I would prefer to go and work in Shanghai.

These two cities have many things in common. First, both are big and famous. Second, these two cities are also alike in that they are both modern and possess excellent transport systems that are both easy and convenient. Buses, trains and planes can take people wherever they want to go. Third, these two cities are similar in that while both offer good job opportunities, competition for these jobs is fierce. Having many companies, factories and other businesses, they attract countless people looking for jobs every year. Both cities are attractive in many ways, which makes it hard to choose one to work and live in.

Yet, even though the cities are similar in many ways, there are also big differences between the two. As the capital of China, Beijing has rich cultural heritage. There are many palaces and museums in this city. Shanghai, a world-famous international city, on the other hand, is China’s most important port as well as its economic centre. It is probably China’s most modern city. Another difference is the weather. Beijing is dry and cold in winter, and sometimes suffers from sandstorms, while Shanghai is near the sea and never has sandstorms.

I like modern life and I am accustomed to the weather of Shanghai as it is nearer to my home, and I would like to go into the international transport business. Therefore, Shanghai is my first choice.

Unit 3

Language practice

Part A1 (Page 112)

1 outward  3 deadly  5 agenda  7 sideways  9 sneezed
2 prescription  4 unprotected  6 abortion  8 HIV  10 breast

Part A2 (Page 112)

1 bathing  2 immune  3 abrupt  4 weeping  5 mosquito  6 bid

Part B1 (Page 113)

1 capitals → capsules  4 taste → appetite  7 voice → vice
2 false → artificial  5 sneeze → sniff
3 coke → cocoa  6 dot → stain
Part B2 (Page 113)
1 messy 3 slid 5 addicted to 7 wipe ... away 9 sucked
2 (nervous) tension 4 rebelled 6 classified 8 trap

Part C1 (Page 114)
1 b 2 c 3 a

Part C2 (Page 114)
[e → d → c → a → b]
Beginning Paragraph: e Body Paragraphs: d c a Concluding Paragraph: b

Part D1 (Page 115)
1 drawer 3 pan 5 wiped 7 weapons
2 super 4 additional 6 pregnant 8 discriminated

Part D2 (Page 115)
1 pain pills 3 blocked nose 5 Antibiotics 7 Over-the-counter
2 porridge 4 unconscious 6 case study 8 jogging

Part D3 (Page 116)
1 outward 3 immune 5 weapons 7 unprotected 9 additional
2 discriminate 4 prescription 6 slide 8 deadly 10 trapped

Part D4 (Page 116)
1 They lost their daughter to cancer when she was only fourteen years old.
2 When I entered his room, he only gave me a sideways glance, and then went back to his computer games.
3 The world has changed a lot since the Internet burst on the scene in the late 20th century.
4 In a bid to save part of his salary, he has decided to go to work by the underground.
5 Many businesses begin well enough, but end in failure.
6 If the student had not asked a question in the first place, the teacher would not have checked and found the mistake.
7 It can be very easy to slide into such bad habits as smoking and heavy drinking, but it is not so easy to quit.
8 He wiped away the blood at the corner of his mouth and struggled to his feet—too numb to feel any pain.

Reading

Part A (Page 117)
1 It found that many people suffer the effects of poor-quality sleep, such as being unable to fall asleep and waking up in the middle of the night.
2 Because noise pollution and light pollution in big cities contribute to poor-quality sleep.
The risks of gaining weight and having a heart attack may increase.

‘Regular sleep habits’ means to go to bed and wake up around the same time each day.

They contain caffeine which may keep people from sleeping.

Part B (Page 118)

1 found  3 tea  5 tired  7 unable
2 Problems/Effects  4 emergency  6 addicted  8 Limit

Listening

Parts A and B (Page 119)

1 4,000  4 heart  7 cancer  10 too early
2 cancer  5 eyes  8 colds  11 5 million
3 lung  6 headaches  9 read  12 8 hours

Part C (Page 119)

1 4,000  5 heart disease  9 weigh  13 half
2 cough  6 colds  10 5 million
3 cancer  7 read  11 8 hours
4 lung  8 too early  12 1 year

Writing

Parts B (Page 120)

Sample answer

Why do Chinese people like mung beans?

Mung beans are small green beans. They are not only healthy and delicious, but are of great medical value as well.

Mung beans contain much nutrition. They are rich in vitamin B, glucose, which is sugar found in fruit, and protein and contain other elements such as iron and calcium. The Chinese believe that mung beans can cool the body down and are therefore often found in Chinese homes, especially in summer.

Mung bean porridge is easy to make and often serves as a popular breakfast or supper in summer. To make the porridge, first soak the mung beans in water for about 2 hours. Then put them into a large pot and add rice and water to it. Boil the mixture until it becomes soft and thick, and the porridge is ready. Mung bean porridge can reduce the heat inside the body and stop you from feeling thirsty. It can also remove harmful chemicals from the body and help reduce fat in the blood.

Besides mung bean porridge, people in China also eat mung bean soup, mung bean sprouts and make mung bean cakes. Mung beans are one of the healthiest and most popular Chinese vegetables.
Unit 4

Language practice

Part A1 (Page 121)
1 theoretical 3 offensive 5 ripe 7 confidential
2 assess 4 hatred 6 applicant(s) 8 suspects

Part A2 (Page 121)
1 deleted 3 downloads 5 drafted 7 visa 9 database
2 cheque 4 cybercrime 6 negotiate 8 leaked 10 involved

Part B1 (Page 122)
1 compensate 3 theft 5 luggage 7 furthered
2 raw materials 4 import 6 inspect 8 illegal

Part B2 (Page 122)
1 added value 3 certificate 5 smooth 7 put into effect
2 import 4 purse 6 authentic 8 pirated/pirate

Part C1 (Page 123)
1 I 3 I 5 F 7 I 9 I
2 F 4 F 6 F 8 I 10 F

Part C2 (Page 123)
1 (formal) Raising the price of a product affects many people.
2 (informal) I regret to inform you that I will be unable to join you for dinner tonight.
3 (formal) When you are deciding, please think about my suggestions.
4 (informal) Would you mind closing the door when you leave?
5 (formal) Please don’t do your laundry after 10.30 p.m. because you may disturb others in the building.
6 (informal) The reporter said that she would like to interview some of the other witnesses and me.
7 (formal) Today, we need to agree on the budget. Also, we want to talk about the schedule for the next meeting.
8 (informal) We will depart from the school at exactly 3.00 p.m.
9 (informal) Ms Watkins often informed us that we should study for the test because it would be very difficult.

Part D1 (Page 124)
1 firm 3 cooperation 5 investigation 7 intellectual 9 confidential
2 file 4 account 6 suspicious 8 applicants 10 lame
Part D2 (Page 124)
1 tin
2 behaviour
3 lame
4 cafeteria
5 conscience
6 considerate
7 suspension
8 lid

Part D3 (Page 125)
1 intellectual property
2 authentic
3 lame excuse
4 files
5 compensated
6 downloading
7 deleted
8 suspension(s)
9 offence
10 cooperation

Part D4 (Page 125)
1 There are very few mosquitoes here, so there is little risk of getting bitten at night.
2 If you are not careful when walking in the market, you could easily become a target for thieves.
3 The local government thinks that it is still too early to assess the damage caused by the earthquake.
4 Some scientists believe that time travel is only a theoretical possibility.
5 The staff in the IT Department at the university can keep up with the latest advances in computer technology.
6 To our surprise, the unexpected incident smoothed our cooperation.
7 The new policy which was put into effect last month affects all staff.
8 The airlines only paid me $80 to compensate for my lost luggage.

Reading

Part A (Page 126)
1 He asked Detective Smart to help because the police could not find the Red Diamond or the thief, and Detective Smart was the only person he could think of to help.
2 The alarm did not go off. The museum director suggested that the thief may have known how to turn it off.
3 Mike Gibson is the security guard, and Nancy Green is one of the guides. Detective Smart wanted to talk to them because she had found threads of red and green material which appeared to be wool on the scene. They both had worn red and green wool clothing.
4 She did not talk to Mike Gibson because he was on holiday. Nancy Green had called in sick, so Detective Smart went to her house to talk to her.
5 She found a scarf with the same colour and material as the threads found on the scene and heard Nancy say that she was missing an earring.

Part B (Page 127)
1 respect
2 art
3 fewer
4 cheap
5 creativity
6 copyright
7 Architectural
8 value
Listening

Parts A and B (Page 128)

1 T 3 T 5 T 7 F 9 F 11 T
2 T 4 F 6 F 8 F 10 F 12 F

Part C (Page 128)

1 three 4 mum 7 business card 10 forced
2 Saturday 5 matches 8 pack
3 shopping centre 6 wallet 9 invited

Writing

Part B (Page 129)

Sample answer

Dear Editor

Bicycle theft is becoming a serious problem in our city. This month alone, I had two bicycles stolen. This is very annoying, and it is expensive to keep replacing stolen bicycles. I know of many other people in the city who have had similar experiences. Therefore, I asked myself, ‘What can we do to stop bicycle theft?’

I thought of some ways that we can try to stop bicycle theft. I would like to share my ideas with other readers so that we can eventually solve this problem.

First, when you buy a new bike, you should register it at the local police station. They will give you a number, which will then be carved on the bicycle frame. This is proof that the bike is yours, and increases the chances of having your bicycle returned to you if you lose it.

Second, look for safe places to leave your bicycle. It is best to park your bike in a secure area, especially at night. If you must leave it outdoors, it is safer to leave it in an open area, where your bike will be less likely to be stolen.

Third, remember to lock the bike. It is better to use a strong, steel lock rather than a chain lock because a chain lock is easy to cut open.

Fourth, if your bike is stolen, report it immediately to the police. Also, report any suspicious behaviour around places where many bicycles are parked.

Last, do not buy stolen bicycles.

If everyone is cautious, I think the problem of bicycle theft can be avoided.

Yours truly

(Student’s own name)
Appendix III: Tapescripts for Workbook

Page 101, Listening, Part A

Bradley:  Mum, I just read about a group called Volunteer Service Overseas, or VSO. It is an organization in the UK that sends volunteers around the world to help fight poverty. The volunteers are between twenty and seventy-five years old, and they must have a university education and work experience, but they do not have to be British citizens. The volunteers share their knowledge with local people by working in a variety of fields, such as teaching, farming and business management. Volunteers usually spend two years overseas, and when they leave, the local people can continue using skills the volunteers taught them, which helps in the fight against poverty. VSO does most of its work in Africa and Asia, but it also does some work in Eastern Europe, South America and North America.

VSO provides help in six areas: education, Aids, disability, social and physical health, government, and work skills. It was founded in nineteen fifty-eight, and nearly five decades later, it became the largest non-governmental volunteer organization in the world. In two thousand and five, there were about fifteen hundred VSO volunteers working around the world.

This is very interesting, Mum. Maybe some day I’ll be a VSO volunteer!

Page 101, Listening, Part B

Bradley:  Mum, I just found out that I don’t have to wait until I’m twenty to be a VSO volunteer. They have a programme called Youth for Development for people aged eighteen to twenty-five.

Mum:  Oh, really? What’s that?

Bradley:  It’s a short-term programme for young people. Volunteers in this programme spend ten to twelve months overseas.

Mum:  What do the volunteers do?

Bradley:  Well, it depends on what kind of help is needed. I read one story about a volunteer in Cambodia who started a programme for children affected by war, where the children learnt personal development by playing games. In Indonesia, one volunteer helped train primary school English teachers.

Mum:  That sounds exciting. What do you have to do to become a volunteer?

Bradley:  First, you have to have one year’s experience as a volunteer. Then, you have to be interviewed. You also have to raise about nine hundred pounds to help pay for expenses like plane tickets and food.
Mum: That's a lot of work!
Bradley: I know, but I'm still interested in volunteering.

Page 110, Listening, Part A

Robert: There are several things you need to do before you go on your first trip outside the UK. First, get a tour book to learn about places to visit and things to see. A good tour book will tell you about the history of the country and how to get to different places.

It is important not to pack too much. Remember, you'll have to carry your bags by yourself. Some important things that you should bring are medicine for headaches and stomach aches, and clothes that will dry fast when you wash them.

One more thing to remember is that different countries use different money. You'll need to exchange your money for local money at a bank or hotel when you arrive. Be sure you know how much one pound is worth in local money.

When you're in another country, you need to respect the customs of the people. Learn some polite words in the local language such as 'Thank you' and 'Hello'.

I hope my advice is helpful!

Page 110, Listening, Part B

Megan: Robert, I've heard that I have to go through customs at the airport when I return from my trip, but I don't understand what that means.

Robert: The procedure is like this. On the plane, you'll fill out a customs form. When you travel outside Europe, you have to make a list of everything you bought abroad and how much everything cost. If the total is more than one hundred and forty-five pounds, you have to pay tax on it. You give the form to the customs official at the airport.

Megan: Oh, I see. What if I buy a gift for someone else? Do I still have to list it?

Robert: Yes, you do. You shouldn't lie on the customs form. The customs official might look inside your bags. If he or she finds anything that you didn't put on the form, you'll have to pay extra money. However, at the airport or on the plane, you can buy some things, such as wine or chocolate, without paying tax.

Megan: Thanks, Robert. You've been very helpful.
Dr Williams: Today, I want to speak to you about a very serious topic—smoking. Smoking is one of the most harmful habits you can have. Even though smokers may feel relaxed when they smoke, they are actually destroying their bodies. Cigarettes contain about four thousand chemicals. Fifty of those chemicals can cause cancer, especially lung and oral cancer. Smoking can also cause heart disease, and smokers often cough and have difficulty breathing.

Smokers are not the only ones who suffer, though. Non-smokers who are often around smokers may have eye and nose problems as well as headaches from the smoke they have breathed in. Over a long time, non-smokers can also get cancer and heart disease. Pregnant women who smoke are likely to give birth too early, and their babies will be likely to weigh less than babies of non-smokers. Many people say that smoking relaxes them, but the small pleasure of smoking is not worth the risk to your health and the health of others. If you know someone who smokes, show your concern by encouraging them to quit.

Lisa: Dad, a doctor came to our school today and talked about smoking. I didn’t realize that smoking is so dangerous. Did you know that five million people around the world die of smoking every year?

Dad: No, I didn’t.

Lisa: Dad, you smoke so much. I don’t want you to get sick and maybe die. Could you try to stop?

Dad: Well, I don’t know ...

Lisa: The good effects of quitting smoking start just eight hours after you stop smoking. If you stop smoking for a year, your risk of heart disease will be reduced by half.

Dad: But it’s so difficult to quit.

Lisa: You’re not just hurting yourself. You may be hurting us, too. You know that I often get colds, and that I used to have trouble learning how to read and do maths. The doctor said that these are common problems for children whose parents smoke.

Dad: I didn’t realize that. I’m sorry. OK, Lisa. I’ll try to stop smoking.

Josh: I have an interesting case for you to solve. Fourteen-year-old Anne
Washington has been missing for three days. On Saturday at about one o’clock in the afternoon, Anne got on a city bus. She was going to meet her friends Carrie and Barbara at the shopping centre. That evening, Anne didn’t come home for dinner. Anne’s mum tried to call her on her mobile phone several times, but she didn’t answer. By seven o’clock, Anne still hadn’t come home, and her parents began to worry. They called Carrie and Barbara, who said that they hadn’t seen Anne at the shopping centre. Then, Anne’s parents found out which bus driver had driven the bus that afternoon and talked to him. He said that he saw Anne talking to a man on the bus. They both got off at the shopping centre. Outside of the shopping centre, Anne’s dad found a wallet lying on the ground next to a pack of cigarettes and a pack of matches. Your task is to find out where Anne is.

**Page 128, Listening, Part B**

**Mary:** I wonder why Anne didn’t answer her mobile phone.

**George:** Maybe she lost it. Or maybe the man on the bus took it.

**Mary:** Who do you think the man is?

**George:** I think he is just a stranger.

**Mary:** The problem is finding out who the man is and where he lives.

**George:** I think the wallet belongs to the man.

**Mary:** What else did Josh say was in the wallet?

**George:** He said that there was a business card with ‘Jack’s Game Centre’ written on it. The same name is on the pack of matches!

**Mary:** Josh also said that, according to the card, the game centre is near the shopping centre. Maybe the man introduced himself to Anne and invited her to go there.

**George:** I don’t think she would have been willing to go with him, so he must have forced her to go. Maybe he is hiding her at the game centre.

**Mary:** I agree. He might have also taken her mobile phone so she couldn’t call for help.

**George:** The police should go to Jack’s Game Centre immediately to rescue Anne and arrest that man!
Appendix IV: Grammar

Unit 1

关联词语
要使句子与句子之间意思互相连接，就需要有关联词语。没有这些关联词语，读者就很容易被弄糊涂。这些关联词语帮助读者推断出文章中接下来将会发生什么。

以下是句子之间常见的几种关联词。

1. 时间顺序关联词语表明想法或行为的顺序。常用来表示时间顺序的词语有 first, second, finally, now 和 in the end。

   The programme has several aims: first, to help unemployed people find work; second, to teach new mothers about nutrition; and third, to help young people develop problem-solving skills.

   Geldof intended the concert to raise money for hunger relief and to make the public more aware of the problem. In the end, $100 million was raised.

2. 因果关联词语表示做某事的原因或结果。常用来表示原因和结果的词语有 for one thing, therefore, so 和 as a result。

   Reporter: Why did you organize the concert?

   Bob: Well, for one thing, I wanted to raise money for the hungry people. Also, I wanted to raise public awareness of poverty and famine.

   Very often, people who receive food aid become lazy and do not want a job, so it is possible that the gift of a single meal sometimes causes more harm than good.

   These people will be given a chance to help themselves so that they no longer need to depend on other people. As a result, they will enjoy a higher standard of living.

3. 对比关联词语也是句子间重要的关联词语。这些词语用来引出与前句意思相反的意思。常用的对比关联词语包括 however, in contrast, instead, on the contrary 和 on the other hand。

   Poverty is still killing people. However, these small victories are a good start towards a better future.

   Many people believe that hunger is only a problem in the developing world. On the contrary, it is a problem all over the world.

4. 附加关联词语引出附加的信息。常用的表示附加的关联词语有 also, on top of, above all, besides, furthermore, in addition 和 moreover。

   In some places, red indicates sadness, as in South Africa, where it is the colour people wear when they mourn. In addition, red also has political meanings, as it has been used in the national flags of many countries, often to mean bravery.

   Our organization is working to raise money for the local homeless shelters. Furthermore, we are collecting clothing to give to those in need.
段落基本要素

好的文章有一些主要的构成要素，段落就是其中之一。段落是用来在散文、故事或其他文章中组织信息的。在写段落时，我们通常包括以下内容：

1 主题句

- 每一个段落都应有一个要点，该要点通常由主题句表达。主题句应清楚地陈述本段落所要给出的信息。

  Young mobile adults give many different reasons for swapping their home towns for big cities.

  并不是所有的段落都有主题句。例如，有时一个段落延续了前一段落的主题，而前一段落已有主题句了。

- 主题句通常是段落的第一句。然而，在散文、故事或其他文章的第一段中，主题句可以置于一段引子之后。为了吸引读者的注意力，我们可以使用一段引子。这个引子常常是一个有趣的事实、一个问题或一段引语。

  Older Americans are on the move.

2 支撑句

- 主题句后应跟有对其加以解释或证明的支撑句。

  For decades, Florida has been attracting older people. In fact, according to the national population survey conducted in 2000, Florida was home to the largest population of people aged 65 and older.

- 段落中支撑句的排列顺序应该是有逻辑的。我们可以使用过渡词语将每个句子与其前后的句子连接。可使用的过渡词语包括 for example, for instance, furthermore, first, second, third, on the other hand, however, and also.

  As the number of older Americans moving there increases, more changes are made to cater to them. For example, ambulance respond faster now, and many houses have bathrooms designed for older owners.

  I can play bingo here, plant my herb garden and watch seagulls at the beach. Also, I know that we will get good medical care and will be surrounded by friends our age.

3 结论句

段落应以新方式来重复主题的一个句子结尾。我们也可以用结论句来表达关于这个主题的最后想法，或用它来帮助引入下一段的主题。

Across the USA, people are noticing the same thing: young people are electing to live in cities.
Unit 3

篇章结构
篇章应该写得使读者能毫不费力地从一个意思的理解转到另一个意思的理解。为使篇章符合逻辑地发展，我们应该包括以下内容：

1 标题
标题不应太长，应简单明了（如Aids today）。

2 起始段
- 起始段应含有主题陈述，一般为第一句。
  When discussing the problem of Aids, we use a lot of technical and scientific terms on this website.
  
  在某些情形下，起始段根本就不需要一个主题句。例如，在解释一系列事件或关于主要观点的细节都很清楚的起始段中，就不需要主题句。“Aids today”中第一段就属于后一种情况，该段陈述了Ajani和他的妹妹的境况以及艾滋病对他们家庭的影响。
- 跟其他段落一样，在起始段中，主题句之后应有支持句。
- 起始段应能吸引读者的注意，引起其阅读整个篇章的兴趣。我们可以通过提出问题或仅提出一部分细节产生引人技巧的方式做到这一点。下面这句话是个很好的例子：
  In an African village, eleven-year-old Ajani is bathing his younger sister.

3 主体段
- 主题句
  主题句通常是段落的第一句，含有该段落的主要意思。主题句应简单明了，使读者理解其意思。
  Aids is caused by a virus called HIV.
- 支撑句
  支撑句位于主题句后并提供细节或证据来支持主题句。支撑句详述主题句阐述的意思。
  When someone has Aids, the person loses the ability to fight other illnesses.
- 结论句
  段落的最后一句有时引出下一段落的大意。
  Since 2001, organizations such as the United Nations and the WHO have been supporting Aids education and medicine programmes in China.（段落结论句）
  The United Nations has been ... (下一段首句)

4 结论段
结论段应包括最终的主题陈述（也有可能是预测），结论段也可能谈及起始段提到的例子。
While losing one’s parents to this disease seems terrible and unfair, Ajani and his sister are fortunate. Their grandfather is now caring for them, and because their mother had access to prescription Aids medicines when she was pregnant, they did not get HIV from her. Ajani now wants to be a doctor when he grows up. He believes that education and treatment is the key to stopping the disease in the future.
Unit 4

语言文体

英语有很多不同的文体，应使用何种英语文体取决于具体情境。最重要的区别是英语的口语形式与书面语形式的不同，而在这其中还有正式文体和非正式文体的区别。

<table>
<thead>
<tr>
<th></th>
<th>正式</th>
<th>非正式</th>
</tr>
</thead>
<tbody>
<tr>
<td>书面语</td>
<td>散文</td>
<td>给朋友或家人的信</td>
</tr>
<tr>
<td></td>
<td>报告</td>
<td>电子邮件</td>
</tr>
<tr>
<td></td>
<td>申请信函</td>
<td>短信</td>
</tr>
<tr>
<td>口语</td>
<td>正式演说</td>
<td>与熟悉的人（家人和朋友）交谈</td>
</tr>
<tr>
<td></td>
<td>对陌生人说话</td>
<td></td>
</tr>
</tbody>
</table>

1 正式文体
- 我们经常会发现复杂的句子结构，包括被动语态和从句。

\[ \text{The criminals can be anywhere and can move fast, especially in Europe, with } \text{where visas are not required to travel between many countries.} \]

- 从句

- 我们也会发现较多的抽象名词。

\[ \text{Committing crime online is no longer a theoretical possibility.} \]

2 非正式文体
- 我们常常使用简单句结构。

\[ \text{People are worried about computer viruses.} \]

- 我们常使用主动语态。

\[ \text{You should go to the police station and find out if the police have completed their investigation.} \]

- 我们也会见到口语体和缩略形式。

\[ \text{We've heard lots of reports of cybercrime.} \]

\[ \text{I paid by cheque, and I'm sure the seller will post it to me.} \]