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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、学生的学习，以及学生在学完本单元后应具有的能力和达到的目标。

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

第三部分 Teaching suggestions 对每个板块的教学进行具体指导。首先，对每个板块的设计目的、编写意图、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，目的是激活学生头脑中已有的知识，联系学生已有的经历，就与该单元话题有关的词汇产生联想，再现与该单元话题有关的词汇。

C 注重教材的分析，练习设计合理。《牛津高中英语·教师教学用书》对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求和贴近课堂实际，同时又不影响该书的系统性和完整性。例如：在任务 (Task) 和课题 (Project) 部分，教师可以根据学生的具体情况，选用所介绍的教学步骤、背景知识，增减相关练习。

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

F 重视语言知识的积累。《牛津高中英语·教师教学用书》提示教师在词汇、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 对课文中的重点和难点进行提示、分析和讲解，必要时还提供了例句，
供教师参考。

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

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》
习题题号，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12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设作如下说明。

一、教材编写指导思想

1. 面向全体学生，打好数学的英语基础。《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》重视培养学生的积极的学习态度和健全的情感，帮助学生发展与他人沟通和合作的能力，提高独立思考与判断的能力，逐步形成正确的人生观、世界观和价值观，增强社会责任感。学生可通过中外文化的比较，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，以满足不同程度学生的发展需求，为每个学生创造自我选择和自我发展的机会。必修模块与选修模块结构安排合理，形成一个有机的整体。模块之间既相互联系、前后照应，又相对独立、自成体系。模块中的语言知识根据语言教学的规律安排顺序，由易到难，从简单到复杂。语言技能的训练体现了循序渐进、循环递进的特征。必修课程的五个模块和系列Ⅰ中的选修课程的六个模块含有三个或四个单元，这些单元围绕本模块的主题向不同的方面展开，内容上有一定的相关性。全书每个单元的板块项目形式一致，对学生的学习应达到的目标有明确的要求。学习步骤安排合理，可操作性强，便于学生自主学习。

2 题材广泛，内容丰富，语言地道。《牛津高中英语·学生用书》中的教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、体育等，贴近社会现实和学生生活实际，强调学生经验、学科知识和社会发展三方面内容的整合，具有科学与人文价值。教材内容的编写、选择和组合体现了思想性、时代性、真实性、趣味性和多样性。教材的语言优美，既考虑到了语言本身的地道和自然，也考虑到了语境的真实性。语言输入量适当，难度适中，文字通俗易懂，有利于培养学生良好的语感。

3 文化意识强，内涵丰富。《牛津高中英语·学生用书》介绍外国文化，同时宣传中国文化，并把所导人的中外文化内容和学生所学的语言内容密切联系起来。语言材料涉及中外的历史、地理、风土人情、传统习俗、生活方式、文学艺术和价值观念等。对中外文化的学和比较，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，而且能使之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，把话题、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，引导学生积极参加，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》教学过程的设计重视帮助学生运用学习策略，阅读等板块含有明确的学习策略指导，让学生“学会学习(learn how to learn)”。学生在使用教材过程中可以形成具有个性的学习策略和有效的学习方法，如：学会在完成听、说、读、写等任务的过程中采用正确的步骤和方法；学会在整个学习过程中如何有目的地、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》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：

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</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有的英语素养，并为他们的终身学习创造条件。

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

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

表 2《牛津高中英语·学生用书》必修模块内部结构图

模块

Unit 1  Unit 2  Unit 3

Welcome to the unit  Reading  Word power  Grammar and usage  Task  Project  Self-assessment

表 3《牛津高中英语·学生用书》系列 I 选修模块内部结构图

模块

Unit 1  Unit 2  Unit 3  Unit 4

Welcome to the unit  Reading  Word power  Grammar and usage  Task  Project  Self-assessment

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

1 Welcome to the unit

该板块由图画或图表和三个讨论题组成，其主要功能是激活学生与单元话题有关的已有知识，引导学生联系自己的亲身经历进行相关话题的讨论。生动的画面为该板块的语言学习设置了生动的语言情景，能有效地引起学生对话题的兴趣，调动学生的学习积极性。每幅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）或寻读（scan）就能回答这些问题。

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

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

D部分为词汇练习，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汇。

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

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

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

3 Word power

该板块设计的目的就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知识。讲解通俗易懂。学生可以根据语法规则，完成书中的练习。该板块语法规则一般都要求在语篇中完成，避免了学生死抠语法规则，生搬硬套。语法规则有精炼恰当的文字说明和一目了然的图片、表格，所选例句语言地道。语法规则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规则，则应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性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，从而在任务的形式，培养听说读写的基本技能。该板块以单元话题为主线，让学生在教学活动中用英语参与和完成各种真实而有意义的与生活、学习、工作有关的活动。学生可以通过结对、小组合作或是班级内合作的方式，亲身实践语言，实现其任务目标。

该板块包含三个步骤 (Steps)，每个步骤都给学生提供了真实的情境，并设计了目标明确的活动。步骤 1 侧重于培养学生的接收信息的能力 (receptive); 步骤 2 侧重于鼓励学生学会合作，发展与人沟通的能力，实现教师与学生、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、活动要素等，让学生为以后的活动做好准备，然后创设各种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交际能力。

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，调控自己的学习策略。

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

四、教学时间分配建议

必修课程英语 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：

编者
2011年12月
This unit introduces and develops the theme of careers and skills. In *Welcome to the unit*, five pictures are presented to students, which show different jobs around us. Students are expected to talk about what qualities are needed for these jobs, what jobs are most suitable for men or women and which job they would most like to do and least like to do. The *Reading* text is a magazine article about different types of jobs, which introduces three types of jobs: popular jobs, more unusual jobs and everyday jobs. Students are expected to consider all aspects of a job in order to help them when they choose their own future careers. The *Reading strategy* enables students to understand opinions in a text. *Word power* focuses on words and phrases related to different types of jobs. Students will understand the qualities needed for some jobs. Relevant exercises are designed to strengthen students’ ability to use these words and phrases. In *Grammar and usage*, students will learn about similes and metaphors, which are the most commonly used writing techniques to help readers imagine what is happening in a text. The *Task* section requires students to write about male nurses. Students will learn how to listen for facts about a job, how to persuade people by using positive arguments, and how to write a diary entry. Students are expected to apply these skills practically by writing a diary entry on male nurses. They will practise the language skills of listening, speaking, reading and writing in this section. In the *Project* section, students will first complete an Internet quiz which identifies their skills and interests and evaluates different career options according to their score, and then write an essay about what career they want to have and their opinion of the accuracy of the quiz.

**Guide to pages**

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<td>be suited to, in reality, under pressure, go about, martial arts, take pleasure in</td>
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Welcome to the unit

There are many different jobs around the world. However, not all jobs are suitable for everyone. In this section, students are presented with five pictures of different jobs. Students will talk about what qualities are needed for these jobs, what jobs are most suitable for men or women, and which job they would most like to do and least like to do. 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: conduct a survey about the jobs of their classmates’ parents or the people in their neighbourhood. This activity can be conducted like this:

The topics we are going to deal with are related to careers and skills. Please conduct a survey about the jobs your classmates’ parents do or the people living in your neighbourhood do. This will help you get a better understanding of the unit topic.

When conducting the survey, you can focus on the following points:

- what jobs they do
- whether they are satisfied with their jobs and why
- what they have to do to prepare for their jobs in order to do them well
- if they had a chance to do another job, what it would be

Make sure that students take notes while gathering information, as this will make their reporting easier.

2 Start your lesson by asking students to report their findings to the 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 introductions to the class. Write their answers on the blackboard so that students may refer back to the information about each topic.

3 Encourage each group to contribute to the topic. If time permits, you may help students categorize different jobs and ask them to suggest more jobs. For example:

- educational jobs: teachers, instructors, trainers
- entertainment jobs: singers, dancers, actors and actresses, directors
- technical jobs: engineers, architects, designers
- medical jobs: nurses, doctors, surgeons, dentists

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 do you think happened to the boy in this picture? What should be done to help him?
What equipment do firefighters need to rescue people?
What qualities or skills do you need to be a firefighter?

Picture 2
What is the man doing in this picture?
Have you ever seen any examples of wood carvings, such as those in the Summer Palace in Beijing? What do you think of the carvings there? Can you describe them?
What do you think of a carpenter’s job? Is it important and necessary? Why or why not?

Picture 3
Look at the central picture.
What do architects do? (They design buildings.)
Do you know any famous pieces of architecture?
Who else is involved in constructing a building besides architects?

Picture 4
What is the man’s job? (He is a doctor.)
Have you ever needed to see a doctor? Why do people usually need to see a doctor?
What makes a good doctor?
Do you think you would want to be a doctor? Why or why not?

Picture 5
What is the man doing?
Who cooks the meals in your home? Are you interested in cooking?
Do you often eat out at restaurants? What kind of food do you prefer?
What is your opinion of working as a chef for a career?

After students finish discussing in groups, have some students share their answers with the class. Praise students for any parts that they do well in.

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

4 Have group members exchange their opinions. Make sure that each student has a chance to express his or her opinion. Then have several groups report the results of their discussion to the class.

Sample answers

1 In my opinion, different qualities are needed for different jobs. For example, a firefighter needs to stay calm, because he or she will often be in difficult or dangerous situations. A firefighter also needs to be able to think fast and move quickly when faced with danger.
Carpenters have to be very careful and patient when they work, as it takes a long time and a lot of care to make things from wood.
A wonderful building or structure needs an architect who is both creative and practical.
The job of a doctor involves caring for sick people, so doctors must be both patient and kind.

Chefs have to be creative, and they must also be consistently good to produce food of the highest quality over and over again.

2 I believe that men and women are equally suited to most jobs. However, some jobs may be more suitable for one or the other. For example, there are more male firefighters than female ones. In my opinion, this is because it requires physical strength, and men are generally stronger than women. In contrast, there are more female nurses than male ones. I think that this is because many women often choose to be responsible for caring for their
family members and this makes being a nurse a more suitable job for them.

3 I would most like to be a lawyer. There are a variety of reasons for this. First, the job is interesting and would provide me with a chance to work with different people. Second, this job is challenging and I would face many tough issues, which will help improve my problem-solving abilities. Finally, a good lawyer stands for justice and morality. It is a lawyer’s responsibility to right a wrong. I would least like to be a taxi driver.

They work long hours, often till very late at night. They also have to stay inside their vehicles all day and do not get much fresh air. I would like a job with more comfortable working conditions than this.

5 Have students read the article in Part A on Page 95 and the one in Part B on Page 96 in the Workbook so they will learn about what makes two people suitable for different careers. One is a mountain climbing instructor and the other is a fashion designer.

Reading

The Reading text is a magazine article about the popularity of different types of jobs. It introduces popular jobs, more unusual jobs and everyday jobs. Students are expected to consider all aspects of a job, because this might be helpful in choosing their own future careers. The Reading strategy in this unit has students pay attention to the language used in a text to find the author’s opinion. Students are expected to improve their reading skills by participating in the designed activities.

Lead-in

1 Before class, organize students into small groups.
   • Encourage each group to conduct a survey on different students’ ideal careers. They should focus on the following questions:
     What do you want to do in the future?
     What qualities are needed for the job you want to do?

Why does this job appeal to you?
   • Have each group categorize students’ ideal jobs into different groups. If they have difficulty in doing so, they may research on the Internet or refer to some books. Make sure that they take notes while doing the research.

2 Begin the lesson by having students report their findings to the class. Make notes of their findings on the blackboard. Then have them compare their findings with the information in the reading passage after reading it.

3 Have students pay attention to the different groups of professions and have them consider why some jobs are more popular than others. Then ask students: What is the first thing you would take into consideration when choosing your future career: salary, personal interest in the job or the qualities you have for the job? This may help raise students’ interest in the topic and encourage them to share what they think about their future careers. Encourage students to express their opinions and ideas.
Reading comprehension

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

**Answers**

A 1. Different types of careers and jobs to choose from.
2. Models and actors.
3. Shopkeepers, drivers, barbers and cleaners.

2. Questions in Part C1 check students’ ability to read and identify details. Have students read the passage again and complete Part C1 individually. Check the answers as a class.

**Answers**

C1 1. It is a time for hard work and also a time to reflect.
2. Popular jobs, more unusual jobs and everyday jobs.
3. Because they must support themselves.
5. It can be well-paid and interesting.
6. His job was to check noise pollution in the park zone.
7. They find their jobs interesting.
8. The streets would soon become very dirty, the number of rats would increase, and disease would spread.

3. Have students read the article again and locate the specific information listed in Part C2. Help students decide whether the jobs are popular, unusual or ordinary. Have students finish the exercises individually and then check the answers as a class. Ask more able students to state their reasons for the choices.

**Answers**

C2 1. popular 2. unusual
3. unusual 4. ordinary
5. ordinary 6. popular
7. ordinary 8. unusual
9. ordinary 10. popular
11. unusual 12. popular

4. Draw students’ attention to the Reading strategy of the article. Ask students:
*What sentences in the article are positive or negative?*
*Why do you think the author is biased?*
Have them focus on the language used in this text and the author’s opinion. Encourage students to refer back to the text again and find more language used like this.

5. Present another biased text from a magazine or newspaper for students to read so that they may have a chance to practise this skill after class.

6. Have students 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 d 2 f 3 e 4 b 5 a 6 c

7. Draw students’ attention to Part E, which is a short summary about Yang Min’s thoughts on different jobs. This exercise will help students become more
familiar with the usage of words learnt in the reading passage. Have students complete it individually first and then check the answers as a class. Praise those students who can fill in all the blanks correctly.

**Answers**

E (1) options (2) grocer

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- Organize students into groups of four. Have them discuss what jobs they want to do in the future after graduation. Have students focus on the reasons for their choices.
- Have students research more information about the different job categories. Have them give a brief introduction to the class.
- Have students discuss their own opinions about their classmates’ choices. Focus on each student’s choice of career and what they can do to realize it.

2 Have students read the instructions for Part F. Then have them discuss with their partners the questions listed, and report their answers to the class.

3 Have students do Parts A1 and A2 on Page 90 in the *Workbook* to practise using some words and phrases. Or, they can do the two exercises as their homework.

**Post-reading activities**

1 The following post-reading activities can be conducted:
- Have students complete the following chart. They may refer to the text.

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are best suited to you: popular jobs, more unusual jobs or everyday jobs. (Page 2, Lines 3–5)

The phrase **be suited to** means ‘to be appropriate for’.

*The young man is better suited to a job with older pupils.*

*I can’t think of two people more suited to each other than you and David.*

*Would this project be suited to realities in our village?*

2 In reality, these people have to spend long hours travelling, with all their baggage packed in suitcases or trunks, ... (Page 2, Lines 11–12)

The phrase **in reality** means ‘in fact’.

*The two football players may be rivals on the pitch. However in reality, they are actually good friends.*

*Although he gives the impression of being very stingy, in reality he is very generous.*

*Tom may appear cold, but in reality he is warm-hearted.*

3 Meanwhile, those who are successful and famous have to deal with constant media attention. (Page 2, Lines 15–16)

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- The adjective **constant** means 'happening all the time'.
  The situation at that office is in constant change.
  The electricity company had to deal with constant complaints during the power cut.
  The exit on the third floor is in constant use.

- **Constant** can also mean 'unchanging' or 'fixed'.
  You will have to drive at a constant speed of 60 miles per hour if you want to win the race.
  The young girl's mother was a constant presence at her bedside during her long illness.
  The plane was flying at a constant speed and altitude.

4 They are also under huge pressure to appear young and beautiful. (Page 2, Lines 16–17)
   The phrase **under pressure** here means 'being forced to do something'.
   Nowadays, teenagers are under a lot of pressure to do well at school.
   Many African countries are still under pressure to deal with the issue of hunger.
   The president was under pressure to deal with the food crisis.

5 **Maybe a career as a local grocer would be a better option.** (Page 2, Lines 19–20)
   The noun **option** means 'something that is or may be chosen'.
   The government has two options: to reduce spending or to increase taxes.
   None of these options are satisfactory.
   As it was raining so hard, the best option would be to put off the sports meet till next week.

6 **Many people have ambitions to become successful as a lawyer or business person, but they do not consider the stress and pressure that come with these jobs.** (Page 2, Lines 22–24)
   The word **ambition** here is a noun meaning 'something you really want to succeed in or achieve'.
   Her ambition was to be a world-famous pop singer and sell many records.
   Although he is still in his forties, he has already achieved his ambition in life—to become a great director.
   The author has fulfilled her ambition to become a world-famous writer.

7 As we go through our daily lives, we meet many different kinds of people ... (Page 3, Lines 40–41)
   The phrase **go through** means 'to experience or suffer'.
   I wouldn't gladly go through that unpleasant experience again.
   Their marriage has been going through a bad patch in the past several years.
   In the recession, our firm went through hard times.

8 **These people, who perform such ordinary but vital tasks, allow others to go about their daily lives.** (Page 3, Lines 46–47)
   - The adjective **vital** means 'necessary for something to succeed or exist'.
     It is absolutely vital that food supplies be delivered as soon as possible.
     The heart is one of the body's vital organs.
     Rain is vital if the crops are to grow.

   - The phrase **go about** means 'to begin to do something' or 'to deal with something'.
     What's the best way of going about building a boat?
     How can we go about solving this problem?
     Despite the threat of war, people went about their work as usual.
Word power

In this section, students will learn some words and expressions related to different types of jobs. Students will first read a magazine article about different types of jobs and then they will read a table about the different qualities that go with each job. This allows them to understand the qualities needed for these jobs. Exercises are designed for students to practice 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, have students surf the Internet or refer to some reference books to get some information about the different types of jobs mentioned in Part A.

2. Begin the class by conducting a survey on the jobs that students’ parents do. Write the names of these jobs on the blackboard. Then have students categorize these jobs by deciding which types of jobs are related to which industry. For example, you can put builders and architects into the category of the construction industry.

3. Have students report their findings of different types of jobs in class. Ask less able students the following:
   - How many types of jobs have you researched?
   - What do you know about each job?

   Have students discuss in groups of four. Write down all the different types of jobs reported by students so that they can compare what they have reported with the categories listed in Part A.

Vocabulary learning

1. Tell students to focus on the magazine article about different types of jobs in Part A and take notes on each job.

   To check students’ understanding of the article, have them read the passage again and fill in the table below. Have students give a description of each job. They should consult with each other or check the dictionary instead of asking you when they have questions.

<table>
<thead>
<tr>
<th>Types of jobs</th>
<th>Examples</th>
<th>Qualities needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical jobs</td>
<td>carpenters, hairdressers, dressmakers, chefs</td>
<td>practical, good at working with one’s hands</td>
</tr>
<tr>
<td>Jobs where you care for others</td>
<td>nurses, doctors, dentists, babysitters</td>
<td>caring, efficient, good with people, patient, educated</td>
</tr>
<tr>
<td>Analytical jobs</td>
<td>accountants, stockbrokers, lawyers</td>
<td>intelligent, good at maths, logical</td>
</tr>
<tr>
<td>Entertainment jobs</td>
<td>singers, actors, musicians</td>
<td>good-looking, talented in a relevant area of entertainment</td>
</tr>
<tr>
<td>Educational jobs</td>
<td>teachers, lecturers, instructors</td>
<td>patient, able to explain things, knowledgeable</td>
</tr>
<tr>
<td>Technical and scientific jobs</td>
<td>scientists, engineers, architects, designers</td>
<td>good with computers, good at problem solving, like challenges</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Information technology jobs</td>
<td>computer software engineers, IT consultants</td>
<td>good with computers, good at problem solving</td>
</tr>
<tr>
<td>Public service jobs</td>
<td>police officers, firefighters</td>
<td>brave, physically fit, quick-witted</td>
</tr>
</tbody>
</table>

Have students think about the table and discuss in groups of four about what qualities are needed for each type of job. Have students suggest other examples. Any answers are acceptable.

2 Have students do Part B individually or in pairs to consolidate what they have learnt about different types of jobs. Have a student give a description of his or her possible future job and categorize it. This might help students have fun learning and become more familiar with the types of jobs mentioned in the section.

3 Have students read the instructions for Part C. Help students complete an e-mail with the information from Parts A and B. Check the answers as a class.

Answers
C (1) carpenters (2) caring (3) practical (4) accountant (5) educational (6) explain things (7) architect (8) public service

Vocabulary extension
Ask students if they can name some very unusual jobs. Write their answers on the blackboard. Then have students finish Part D individually or in pairs. Check the answers as a class. If time permits, have them categorize these jobs.

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

Grammar and usage

The grammar items in this unit focus on simile and metaphor. Students are expected to learn that simile and metaphor are the most commonly used ways to help readers imagine what is happening in a text. They will also learn the difference between a simile and a metaphor. Students are expected to put what they have learnt to practical use by finishing two exercises.

Simile and metaphor

1 Have students think about the following questions and give their answers.

What is figurative language? (Figurative language is language that is used to help readers imagine what is happening in a text.)

Can you suggest some common types of figurative language? (Similes and metaphors.)

Have you ever used this kind of language? If so, can you give some examples?

Have students share some figurative language they have learnt. Present the following examples.

as busy as a bee
as poor as a church mouse

Then ask students the following questions:

Have you ever used this kind of language in your writing?
What do you think of the language used?
Tell students that similes and metaphors are two common types of language to help readers imagine what is happening in a text.

2 Have students read the explanations of similes and metaphors. Then have students report the difference between these two. You may help less able students with the following:
The old man’s hair was as white as snow. (simile)
He was a big bear of a man. (metaphor)
I’m drowning in art. (metaphor)
The sun is like a yellow ball of fire in the sky. (simile)
His feet are as big as boats. (simile)
He has a heart of gold. (metaphor)
Get students to point out the differences between these sentences.

3 Have students read the poem about the qualifications for different jobs in Part A on Page 9. Ask them the following questions:
In what ways can authors make their descriptions more vivid?
What do you think is the best way to describe things?
How can we make comparisons in writing?

4 Have students underline the similes and metaphors either individually or in pairs. Then check the answers as a class.

Answers
A Similes:
as cool as a cucumber
as sly as a fox
as tall as a tree
eat like a bird
a mind like a computer
as sharp as a spear
as hungry as a lion
Metaphors:
cast-iron nerves
be a weed
black is white and white is black

4 Have students finish Part B on Page 9 individually. Make sure that they understand the meanings of the similes and metaphors in the poem correctly. Check the answers as a class.

Answers
B 1 e 2 h 3 f 4 g
5 6 a 7 d 8 c

5 Have students do Parts C1 and C2 on Page 92 in the Workbook. Or, they can do these as their homework.

Task Choosing a job for yourself

This section consists of a series of activities which provide students with opportunities to learn and practise their listening, speaking, reading and writing skills. This section is divided into three steps, and each step begins with a skill-building activity. Through the three steps, students will learn how to listen for facts about a job, how to persuade people by using positive arguments and how to write a diary entry. Students are expected to apply these skills practically by writing a diary entry on male nurses.

Skills building 1: listening for facts about a job

1 Before class, have students interview the people around them about male nurses. They can use the following questions:
What do you think male nurses like or dislike about their job?
What qualities do you think male nurses need for the job?
What do people in general think about the job of a male nurse?
What are the advantages and disadvantages of the job?
Have students take notes during the interviews.

2. Arouse students’ interest in this topic by asking the following questions:
While listening to someone talking about his/her job, what aspects are you curious about?
What other things would you like to know about?
Encourage students to use their own experiences to answer these questions and to express their ideas freely. Then, have students read the directions about what facts to look out for on the top of Page 10.

3. Have more able students give a speech. While speaking, they may follow the directions

Step 1: taking useful notes about a job

1. Begin the class by conducting the following activities:
- Have students report their findings about the job of a male nurse.
- Have student interview you about the job of being a teacher. Encourage students to ask as many questions as they can.

2. Have students read the instructions to this part. Tell them that in this part, they will write down the keywords only. Before listening, have students predict the first six answers and write them down so that they may compare them later on.

3. Have students listen to 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 review their answers. If they still have some questions they cannot answer, play the recording once more.

Tapescript

A

Host: Today, my guest is David Clark, and he has a job that some people might consider unusual for a man. He’s a nurse.
Welcome, David.

David: Thanks for inviting me onto the programme.

Host: David, did you always want to be a nurse?

David: Not in the beginning. When I was a child, I wanted to be a doctor. Then I began to see that I wanted to have more time with patients. You know, as a doctor, you only get to see your patients for a short time. As a nurse, you get to spend more time with them and really get to know them. You really feel that you helped them get better.

Host: What did your parents think about your decision to be a nurse?

David: My parents wanted me to be a doctor, but when I explained all of this, they both agreed that it was a good job, and that I’d be very good at it. I like to care for others and I’m also very practical.
and hard-working. I'm always on time and manage my time well. All of these are important qualities for a nurse. The only strange thing was when I trained to be a nurse, I was the only male student at the school!

Host: That must have been quite difficult.

David: Actually, it was great. I made some really good friends and got to understand the female way of thinking better.

Host: Thank you, David. After the break, we'll hear more from David, talking about what he loves about his job and what his patients have to say!

4 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) time (2) good
(3) care for (4) practical
(5) on time (6) manages

5 Have students predict the following answers first and then listen to the second half of the interview.

Tapescript

B Host: Welcome back. We're still here with our guest, male nurse, David Clark. David, could you tell us what you like best about your job?

David: Well, each day is different, and I get to meet a lot of new people. Another great part is training opportunities. We often have to go on training courses to make sure we keep up with new technology and medical techniques. Both medicine and the diseases we have to fight are always changing, so we always need to keep training. I have to work long hours, but my time off can be flexible. For example, if I work a really long time without stopping, then I get three or more days off at once.

Host: That's great.

David: I also have the chance to train and become a specialist in looking after people who have suffered from burns. There are now many different types of nurses. They range from nurses who work in factories and those who are specialists in taking care of old people, or people with mental health problems. Patients are always so grateful to you when they recover, and it's wonderful to think that you've helped someone get better.

Host: Is there anything you don't like about the job?

David: It's never nice to see people in pain, but then there's something in every job that you don't like.

Host: I agree. How do people react when they see you?

David: It's quite funny. Sometimes they think I'm a doctor. Sometimes they think I can't be a nurse, but they're always grateful when I help them.

Host: Have you got any advice for any young men who are thinking about becoming a nurse?

David: Yes. Don't give up. It's worth the fight that you may have to go through to become a nurse.
6. Check the answers as a class. Pay attention to mistakes or mispronunciation. Praise any parts that students do well in.

**Answers**

<table>
<thead>
<tr>
<th>B</th>
<th>(7) training</th>
<th>(8) recover</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(9) burns</td>
<td>(10) mental</td>
</tr>
<tr>
<td></td>
<td>(11) pain</td>
<td>(12) doctor</td>
</tr>
</tbody>
</table>

7. Have students read the magazine article in Part C on Page 11 and make a list of the benefits of having male nurses in hospitals.

**Answers**

<table>
<thead>
<tr>
<th>C</th>
<th>1. Men are equally as good as women at taking care of others.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Men have stronger bodies than women.</td>
</tr>
<tr>
<td></td>
<td>3. Men see things from a different angle than women and bring a male way of thinking to solving problems.</td>
</tr>
<tr>
<td></td>
<td>4. Having a mix of male and female nurses in a ward also helps create a fun atmosphere, which helps patients recover faster.</td>
</tr>
<tr>
<td></td>
<td>5. Having male nurses will help create a positive balance between male and female staff, and it will allow patients to require either a male or female to look after them.</td>
</tr>
</tbody>
</table>

**Step 2: persuading your parents to agree with your career choice**

1. Have students read the instructions in Step 2 on Page 12 and ask them to focus on the parents’ ideas on the career choice. Tell them to discuss in groups of four and suggest possible responses to each point.

Encourage students to give their ideas freely. Any reasonable answers are acceptable. Walk around the classroom to help and make sure that all students participate in the discussion.

2. Have students role-play the activity. One student should act as the student and the other as one of the parents. When conducting the interview, parents may refer to the ideas listed in Step 2.

Encourage students to use different language in Skills building 2 and the information in Step 1 to persuade parents.
Possible example

Ben: I’ve been thinking about what I want to do after graduation and decided I want to be a nurse. What do you think?

Parent: We’re not sure that we approve. We think it’s a job for women. Becoming a doctor would be a much better choice for you.

Ben: Times are changing, and nursing is no longer a career only for women. I read an article that says more male nurses are now needed in hospitals.

Parent: Well, do you think you have the right qualities to be a nurse?

Ben: I’m sure I have the qualities to be a good nurse—I’m caring, and practical, as well as hard-working. I think I’ll be perfect for the job.

Parent: We agree that you’re caring, but have you ever considered the long working hours? Besides, every single day will exactly be the same. You’ll have to wear a uniform every day too.

Ben: Yes, I’ll be wearing a uniform, but my working day won’t be the same. I’ll have many opportunities to meet different people. I may have to work long hours, but then I do have some flexibility in my time I get off. Also, wearing a uniform at work means that I can save a lot of money, because I won’t have to buy clothes for work.

Parent: Would you like the working atmosphere? All the other staff would be women.

Ben: Although only a small percentage of nursing staff are men, nursing is a growing industry and more males are likely to choose nursing as their career in the future.

Parent: Maybe they will, but if you choose to be a nurse you won’t have many career opportunities, and nurses do not get paid very well.

Ben: That’s not true. Nurses take training courses to make sure that they keep up with new technology and medical techniques. I’ll have more chances to get trained and specialize in something I’m really interested in.

Parent: Well, that sounds more promising. Perhaps you’re right about wanting to become a male nurse.

Ben: Thanks for your support. It means a lot to me.

Skills building 3: writing a diary entry

1. Conduct the following activity to arouse students’ interest.

   Do you keep a diary every day?
   What do you often write about?
   Which tense do you usually use?

   If there happens to be someone who keeps a diary, ask him or her what he or she usually writes about. Have students think about what a diary entry should include. Make notes of their opinions.

2. Have students read the directions at the top of Page 13. Make sure that they understand what should be included in a
diary entry. Have students compare the directions with the notes they have made so that they will learn what to write about in a diary.

3 Have students work in groups of four to write an outline of a diary entry. Make sure that each group member participates in the activity.

**Step 3: writing about what happened**

1 Have students read the instructions in Step 3 so that they will understand that they are going to write a diary entry about male nurses using 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 a diary entry.

2 Organize students into pairs or small groups of four to finish the writing. When doing this, students may refer to the main points in Skills building 3.

**Possible example**

2 April

Today, I found out some facts about a job as a male nurse. Currently, only a small percentage of nursing staff are men and hospitals need more male nurses. I am quite interested in the job and think I am qualified for it. Therefore, I have decided I want to be a nurse after graduation.

I had a conversation with my parents about my decision. At first, they were strongly against my choice and tried to persuade me to give up. They thought that it was a job that better suits women than men, and that I would face many difficulties. However, I explained all the benefits of being a male nurse and having more male nurses in hospitals. I even told them some of the facts mentioned in the Nurse magazine article written by the head of staff of a hospital.

In the end, they said that they agreed with my choice.

I feel very happy because they understand and support my decision.

I think I will study hard to make myself a qualified nurse. I feel that this is the ideal career for me.

3 Have students complete the notes on Page 97 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 their homework.

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**Project  Writing an essay about careers**

The project in this unit is designed to help students learn and use English through writing an essay. The reading material is an Internet quiz, which identifies a person’s skills and interests. The purpose of this section is to help students use what they have learnt to finish an essay by working together. In the course of doing the project, students will first complete the quiz and get a score to help them evaluate different career options. 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 what career they may want to have and be qualified for.
Part A

1 Begin the class with the following activity:
Have you ever considered what job you would like to do?
Have you ever discussed your choice with your friends/parents/teachers? What advice did they give you?
Do you think your choice will suit you? How will you know if you have made a good choice?
Tell students that they need to identify their skills and interests when choosing a career.

2 Organize students into groups of four and have each group first read the Internet quiz and then complete it individually. Make sure that they understand the quiz and know what to do.

3 After they complete the quiz, have students look at their answers and figure out how many times they have chosen each letter.

4 Have students focus on the second part to evaluate different career options according to their quiz scores. Provide them with the following questions, which might help them understand the meanings of the text better.
How many types of people are mentioned in the text?
What does each type represent?

Compared to your former choice of job, do you think you have made a good decision? Is there any other job that might be more suitable for you? If so, what is it?

5 Have students do Parts B1 and B2 on Page 91 in the Workbook to practise the usages of some words and phrases learnt in this section.

6 Have students do Parts D1, D2, D3 and D4 on Pages 93 and 94 in the Workbook as their 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 eight questions in Part B. Make sure that students all understand the meaning of each question and that each member has the chance to speak. Tell each group to prepare their presentation. Group members may discuss their findings and think about how accurate the quiz is, and then write an essay about their future careers. After discussion, have each group present their essay to the class. Encourage other groups to give comments or raise questions.

2 Have students first read the article in Part A on Page 98 in the Workbook, and then write a plan for their ideal careers. They may do it as their homework.

Self-assessment

The section aims to allow 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, 13 items are listed, each having a score of 5, with a total of 65 points possible. These items cover the main study targets in this unit, such as skills in listening, speaking, reading, writing, the usages of vocabulary, and grammar items, as well as doing activities in English. Through
assessing themselves as learners, students will realise 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 by 13, 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 for improving what they are not confident about. You can also gain a better understanding of your students' performance, enabling you to guide and help them study English more effectively.
Getting a job

Overview

This unit introduces and develops the theme of getting a job. In Welcome to the unit, students are presented with four pictures, each of which gives advice on what to do to find a suitable job. Students are expected to discuss whether the people in the pictures are doing the right things to prepare for getting a job, what other good ways there are to prepare when looking for a job and what they would do if they could not find the job they wanted. The Reading text is a transcript about tips for job interview success. Students will learn how to prepare well before the interview, how to perform during the interview and what to do after it. The Reading strategy of this unit enables students to understand incomplete sentences used for emphasis. Word power focuses on some English words related to different departments in big companies. In Grammar and usage, students will learn idioms, which are fixed expressions with meanings that are not obvious. Following is the Task section, which asks students to write a covering letter for a job application. Students will practise the language skills of listening, speaking, reading and writing. They will also learn how to understand a job advertisement, how to talk about their personal qualities, as well as how to format a covering letter. In Project, students will read a magazine article about British students who take a gap year. They are expected to write an essay about what they think of going on a gap year, discuss where they would go and what they would do there.

This unit provides a chance for students to gain some knowledge about how to get a suitable job. Integrated skills which relate to the topic are practised and reinforced. Students are expected to fully participate and further develop both their language skills and their overall ability. This unit also enables students to listen to a job advertisement and get advice from a careers officer. Students are expected to apply what they have learnt to practical use by writing a covering letter for their job application at the end of the unit.

Guide to pages

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<th>Teacher's Book</th>
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<td>Pages 18–21</td>
<td>Pages 23–27</td>
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<td>Pages 22–23</td>
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<tr>
<td>Grammar and usage</td>
<td>Pages 24–25</td>
<td>Pages 28–29</td>
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<tr>
<td>Task</td>
<td>Pages 26–29</td>
<td>Pages 29–34</td>
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<td>Project</td>
<td>Pages 30–31</td>
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<td>Self-assessment</td>
<td>Page 32</td>
<td>Page 36</td>
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# Highlights of the unit

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<th>Getting a job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functions</td>
<td></td>
</tr>
<tr>
<td>1. Planning jobs</td>
<td>We can split the interview process into three parts: first, preparation; second, the interview itself; and finally, what you should do after the interview. You should follow it up by writing and thanking them for giving you the interview.</td>
</tr>
<tr>
<td>2. Giving advice</td>
<td>When you set off for your appointment, make allowance for the traffic and make sure you are on time, or even a little bit early. You should also use body language to express yourself.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>engineering, covering, session, employer, employee, interviewer, refresh, yawn, razor, shaver, shave, neat, haircut, conservative, allowance, roundabout, parking, wag, punctuation, management, trainee, smartly, garage, relaxed, response, diploma, videophone, division, fluency, fund, cooker, switch, nail covering letter, gap year, off the top of one's head, have butterflies in one's stomach, make allowance for, look somebody in the eye(s), follow something up, give someone the edge, as easy as pie, team player, in response to</td>
</tr>
<tr>
<td>Grammar</td>
<td>Idioms</td>
</tr>
<tr>
<td></td>
<td>I thought that the exam would be a piece of cake, but it was much harder than I expected. This allows you to prepare good answers and means you won’t have to answer questions off the top of your head during the interview. Don’t worry about having butterflies in your stomach before the interview.</td>
</tr>
<tr>
<td>Skills and strategies</td>
<td>By the end of this unit, students will be able to:</td>
</tr>
<tr>
<td></td>
<td>1. read a lecture transcript about how to succeed in job interviews, and a magazine article about students who take a gap year</td>
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<td></td>
<td>2. listen to information about a job advertisement</td>
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<td>3. talk about job hunting and job interviews, and discuss the qualities that are required for each part of a job</td>
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<td>4. write a covering letter to apply for a job</td>
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<td>5. write an essay about what they would do during a gap year</td>
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<td>Culture</td>
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<tr>
<td></td>
<td>1. Job interviews</td>
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<td>2. Idioms</td>
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Teaching suggestions

Welcome to the unit

Finding a suitable job is not an easy task. It is necessary to prepare fully in order to succeed. In this section, students are presented with four pictures, each of which gives advice on what to do in order to find a suitable job. Students will also discuss whether the people in the pictures are doing the right thing to find a job, other good ways to prepare when looking for a job and what they would do if they could not find the job they want. They are expected to get involved in the discussion, express their opinions, practise their spoken English and participate in all the designed activities.

Brainstorming

1. Before class, ask students the following question:
   In the modern world, it is becoming more and more difficult to find a suitable job. Nowadays, many graduates from colleges and universities are facing an increasingly competitive job market. How can we find the job we want?

2. Have students surf the Internet or look in reference books to get some information about the following points. Organize students into groups of four and assign each of the group members a different point. This activity can be conducted like this:
   Please search on the Internet or look up information in books to find out some background information about the following aspects of job hunting:
   - how to prepare for getting a job
   - where to get the latest information about job openings
   - what a covering letter is
   - what a gap year is
   Remember to take notes, because it will make your reporting easier.
   Have students find an example of a covering letter.

3. Organize a class presentation and have students report their findings and share the example of a covering letter to the class.

Sharing information

1. Have one student read the directions to the class. Then have students work in pairs and discuss the four pictures. Encourage students to use the information that they collected before class to discuss these pictures. Ask students questions and provide them with useful information. Here are some sample questions:
   Pictures 1–4

   Where do people get information about job openings? (From all kinds of media such as the radio, newspapers, the Internet, etc.)
   Are there any job centres in your town or city? Have you ever been there before? If so, can you tell us about your experience there?
   When you find a job opening in a newspaper or at your local job centre, what is the first thing you do?
   Can you tell me what a covering letter is and how long it should be? (A covering
letter contains personal information about you that is relevant to the job advertised. It should not be more than one page. It always follows the same format.

What does a gap year refer to? (It refers to the year off between finishing high school and starting university.)

Why are more and more young people taking a gap year before going to university? What are the benefits of a gap year? (People may have different reasons for doing this. However, most young people find a gap year gives them a chance to learn skills and gain experience.)

2 While students are discussing these questions, walk around to see if they need help. Praise students for anything they do well in. Encourage all of them to participate in the discussion.

3 Organize students into groups of four or allow them to form their own groups. Tell them to discuss the three questions listed under the four pictures on Page 17. Have students exchange their opinions and make sure that students each have a chance to express themselves.

4 Have several groups report their answers back to the class. Any possible answers are welcome.

Sample answers

1 From my point of view, the people in the pictures are doing the right things to find a job. Newspapers and local job centres may provide them with information on the latest job opportunities, so it is a good idea to look there first.

When they find job openings and apply for a job, it is a good idea to prepare a good covering letter. A covering letter provides information about your qualifications, experience and skills, which may increase your chances of getting an interview.

Taking a gap year before going to university may give people an opportunity to learn skills and gain life experience, which schools or universities cannot provide. It can help them develop and grow as a person, as well as help them get a better job.

2 There are a number of other good ways to prepare when looking for a job. When we find a job opening in a company, it is a good idea for us to find out as much as possible about the company on the Internet. Another good idea is to get advice from a careers counselor, who may help us analyse what personal qualities are needed for particular jobs and whether we are suitable for the position. When getting ready for a job interview, it is important to prepare thoroughly. This will increase our self-confidence and allow us to express ourselves clearly and concisely.

3 If I could not find the job I want, I would look for a temporary job to support myself in the meantime. I could go back to university or take training courses to learn skills in my spare time. I would continue to look for job openings to try and find a career that is suitable for me.

5 Have students read the article in Part A on Page 104 and the one in Part B on Page 105 in the Workbook, so they can learn more about writing a CV and finding a job.
Reading

The reading passage in this section is a transcript about tips for job interviews. Students are expected to know how to prepare before the interview, what to do during the interview and what to do after it. The Reading strategy in this unit teaches students how to understand incomplete sentences used for emphasis. Students are expected to gain an overall understanding of the article and learn to identify incomplete sentences, which will help them better understand the opinions of the author.

Lead-in

1. Before class, ask students to surf the Internet or look in reference books to find tips for job interviews. Have them prepare brief introductions for the tips that they have found.

2. Organize a class presentation. Have students present what they have got and briefly introduce their tips for job interviews.

3. Tell students that, in the reading passage, they will read about tips for succeeding in job interviews. Ask students the following questions:

   - What advice would you give someone going for a job interview?
   - What should you not do at a job interview?

   Encourage students to express their ideas freely.

Reading comprehension

1. Have students scan the reading passage to find answers to the three questions in Part A. Remind students to pay attention to only the most important information.

   **Answers**
   
   **A**
   1. Tips for job interview.
   2. Three.
   3. Follow it up by writing and thanking them for giving you the interview.

2. Have students read the passage again and complete Part C1 individually. Questions in Part C1 check students' ability to read and identify details. Then check the answers as a class. Praise students for any part that they do well in.

   **Answers**
   
   **C1**
   1. Preparation.
   2. Because most companies have a website that tells you most things you need to know.
   3. Think about some of the questions you might be asked and how to best answer them. Do practice interviews with a friend.
   4. Smart and conservative clothes that make you feel confident.
   5. The interviewer will begin to judge you as soon as he or she sees you in the waiting room.
   6. Arrive on time or a little bit early.
   7. Because it is one of the quickest ways of making a bond, and it also
3 Part C2 serves as a strengthening activity for students. Have students read quickly through Paragraphs 3 to 12 again and locate the specific information asked for in Part C2. Have students finish the exercise individually and then check the answers as a class.

Answers

<table>
<thead>
<tr>
<th>C2</th>
<th>Before the interview</th>
<th>During the interview</th>
<th>After the interview</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a c g i</td>
<td>b d e f h</td>
<td>j</td>
</tr>
</tbody>
</table>

4 Draw students’ attention to the Reading strategy. Have them underline the incomplete sentences in the reading passage. Have students think about this question:
What are incomplete sentences used for?
(For providing emphasis.)
Then write the incomplete sentences students have found in the reading passage on the blackboard. Help them analyse how these emphasize ideas in the passage.

5 Have students complete Part D. Part D helps students comprehend the meanings of the words from the context and match them with the correct definitions. The meanings of the words in Part D should not be difficult for students to identify after they have read through the passage several times. Encourage more able students to do the exercise on their own and ask less able students to refer to the reading passage on Pages 18 and 19 for help. Then check the answers as a class.

Answers

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

6 Part E is an e-mail about a job interview. It aims to reinforce student’s understanding of words and expressions learnt in the reading passage. Have students complete the e-mail individually and then check the answers as a class.

Answers

E  (1) as easy as pie  (2) shave
    (3) made allowance for
    (4) parking         (5) yawning
    (6) off the top of my head

Post-reading activities

1 If time permits, conduct the following activities to reinforce students’ understanding of the reading passage.
   - Tell students to work in pairs to role-play a situation. One student should act as the professor and the other as a job hunter. Have students ask the professor for some tips for job interviews with the help of the table in Part C2.
   - Have students find more information about tips for doing well in job interviews. Have them
give a brief introduction of the new tips they have found.

- Organize students into groups of four and conduct the following activity:
  Suppose one of your friends is studying Finance and Accounting at college. He wants to get a job as an accountant at a well-known accounting firm. Help him or her complete the following tasks:
  - write a CV
  - write a covering letter
  - list the things he/she should do before/during/after an interview
  - write a follow-up letter after the interview

You may assign the tasks to different groups. Each group may focus on one task.

2 Part F aims to consolidate the information learnt and also to improve students' speaking skills. Have students read the instructions for Part F and discuss with their partners the questions listed. Encourage students to share their opinions and to report their answers to the class.

3 Have students do Parts A1 and A2 on Page 99 in the Workbook to practise using some words and phrases. Or, they can do the two exercises as their homework.

and means you won't have to answer questions off the top of your head during the interview. (Page 18, Lines 17–19)

The idiom off the top of your head means 'from the knowledge you have in your memory'.

Sorry, I cannot tell you anything about the musical group the Beatles off the top of my head.

He was famous for being able to answer difficult questions off the top of his head.

Off the top of my head, I can think of only one post office near here. It is on High Street.

3 Don't worry about having butterflies in your stomach before the interview. (Page 18, Line 20)

The idiom have butterflies in one's stomach means 'to be nervous'.

She had butterflies in her stomach when she walked home alone down the dark street.

When the little boy watched the scary movie, he had butterflies in his stomach.

You should not have butterflies in your stomach during your university exams if you have prepared thoroughly.

4 Make sure you get a good night's rest, so that you will be refreshed and not yawn during the interview. (Page 18, Lines 23–24)

- The verb refresh means 'to make somebody feel less tired or less hot'.
  After taking a nap, I felt quite refreshed.
  Tom has the habit of drinking a cup of coffee to refresh himself in the morning.
  The iced tea made everyone refreshed after the hot day of work.

- The verb yawn means 'to take a deep breath with your mouth wide open because you are tired or bored'.
  It was already 12 o'clock. She couldn't help yawning and looking at her watch.

Notes

1 We can split the interview process into three parts: ... (Page 18, Line 10)

The word split is a verb meaning 'to break or divide something into two or more parts'.

Let's split this topic into four smaller ones.

Mr Smith split his money among his two sons and three daughters.

When conducting the activity, the teacher split the class into several groups.

2 This allows you to prepare good answers
Being sleepy, he yawned and stretched. His long, boring story made the audience yawn. Many of them left the room.

5 When you set off for your appointment, make allowance for the traffic and make sure you are on time, or even a little bit early. (Page 19, Lines 32–33)

The phrase **make allowance for** means ‘to consider something when making a decision’.

Even though she failed one of her exams, we ought to make allowance for the fact that she was ill, and give her a second chance.

In judging the delay, we must make allowance for the extremely bad weather.

We must make allowance for his age before operating on him.

6 The interviewer will not care about how bad the traffic was at the roundabout ...

(Page 19, Lines 34–35)

The word **roundabout** here means ‘a place where several roads meet and form a circle where traffic goes in only one direction’.

At the roundabout, take the third turning.

This is the biggest roundabout in Europe.

Her car ran out of petrol at the roundabout, so she had to stop and ask for help.

The word **roundabout** can also be used as an adjective meaning ‘not in a direct or simple way’.

I heard the news in a roundabout way.

She asked him, in a roundabout way, if he would help her with her homework.

He took a roundabout route home to avoid the rush hour traffic.

7 Smile when you shake hands with the interviewer, and look him or her in the eye.

(Page 19, Lines 37–38)

In this sentence, the idiom **look somebody in the eye** means ‘to look directly at someone without fear or shame’.

The father asked his son to look him in the eye and tell him what had happened.

The boy dared not look his teacher in the eye because he had broken the classroom window.

I felt so embarrassed when I realized I had lost my new coat—I just could not look my parents in the eyes.

8 This is one of the quickest ways of making a bond. (Page 19, Lines 38–39)

The noun **bond** means ‘a close connection between people’.

Some people have closer bonds with their pets than they do with other people.

They have had a bond with each other ever since they first met online.

The two companies have bonds with each other after many years of doing business together.

9 Nod your head when you agree with something or wag your head when you don’t. (Page 19, Lines 41–42)

The word **wag** is a verb that means ‘to move from side to side’.

The dog was wagging its tail slowly on the hot summer day.

The teacher wagged her finger at the student who had got his clothes dirty.

When my father is angry with me, he never shouts. Instead, he folds his arms and wags his head in disapproval.

10 You should follow it up by writing and thanking them for giving you the interview.

(Page 19, Lines 48–49)

The phrase **follow something up** means ‘to add to something you have done by doing something else’.

After having done much research on this subject, the scientist wants to follow it up.

It is a dangerous plan: one you’ll have to follow up on your own account.

As a rule, a salesman usually follows up a letter with a visit.
It can also give you the edge over other candidates, ... (Page 19, Line 51)

The idiom give you the edge over someone/something means ‘to have a small advantage over sb/sth’.

This race horse has been given a day’s more rest than the other horses, which may give it an edge over them.

Good boxers are always looking for something to give them the edge over their opponents in a fight.

You might be better at maths, but I have the edge over you in sports.

Word power

In this section, students will learn some English words related to different departments in big companies. Students will read a passage about Jack’s speech, in which many different departments of the company are introduced to some new employees. Exercises are designed for students to practise and reinforce the new vocabulary they have just learnt. Students are expected to make themselves familiar with what each department does.

Brainstorming

1. Before class, tell students to interview their parents or relatives about their jobs. Students should ask questions that focus on different departments their work place may have. This activity may be conducted as follows:
   In which department do you work? What is this department responsible for?
   What other departments does your work place have? What are they each responsible for?
   Make sure that students take notes of their answers when interviewing.

2. Alternatively, you may organize students into groups of four and tell them to make a survey on the following places of work. Each group may only focus on one of the following workplaces. They can find information on the Internet or in reference books.
   What departments does each of the following have?
   - a school
   - a post office
   - a train station
   - a local hospital
   - a police station
   - a department store
   - the local government
   - a factory
   Make sure that they focus on the names of departments and take notes of useful information when conducting the survey.

3. Begin the class by asking the following questions:
   Suppose you were the head of a school/a post office/a train station/a local hospital/a police station/a department store/the local government/a factory, how would you manage each department well? What would each department be responsible for?
   Students may use the information they have found when answering.

Vocabulary learning

1. Have students read the directions in Part A and answer the questions below:
   Can you imagine how Jack felt about his first week in his new job?
   As a new member of staff, what did he need to do?

2. Have students scan the passage and take notes of what he did in his first week.
   - reported to the Human Resources Department
   - was introduced to his colleagues
   - was taken to the canteen
• met the General Manager
• had to work overtime
• spent time in each department and learnt what each department does

3 Ask more questions to help them understand the text better:
   What are Jack's responsibilities in his new job?
   What does Jack do at each department he visits?
   What can we learn from his experience?

4 Have students read the directions for Part B on Page 22. Make sure that they understand the chart showing different departments in Jack's company. Organize students into several groups and conduct the following activity.

   Suppose one of your group members is Jack, and the others are the heads of different departments at the company. This is the first day Jack comes to work at the company. The head of each department is responsible for showing Jack how your department works. Jack may ask questions about your department.

5 Have students complete Part C on Page 23 individually or in pairs. They may refer to Parts A and B for reference.

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Answers

C (1) canteen
(2) products
(3) Administration
(4) Finance
(5) salary
(6) welfare
(7) Research and Development
(8) Sales and Marketing
(9) General Manager
(10) colleagues

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Vocabulary extension

Have students complete Part D individually or in pairs. Encourage them to consult with each other or check the dictionary when they have questions rather than asking you. Then check the answers as a class.

Answers

D (1) websites
(2) advertisement
(3) covering letter
(4) services
(5) punctual

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Grammar and usage

The grammar target of this unit is idioms. Students will learn that idioms are fixed expressions with meanings that are not obvious. They will also learn some common types of idioms used in informal language. Students are expected to apply what they have learnt to practical use by completing an idiom quiz and a story.

Idioms

1 Before class, assign students to find information about idioms either on the Internet or in reference books. Tell them to make sure that they take notes of some examples and their meanings.

2 Begin the class by writing the following sentences containing idioms on the blackboard. You may highlight the the idioms in the sentence. Have students change idioms to plain English in each sentence.

   If you go into business with someone, make sure that you get something in black and white, that way you will not be cheated.
   (in writing)
   Jack did not achieve good grades in school, but his sister was a real egghead. (a very
clever person)
We are leaving for London tomorrow, rain or shine. (no matter what difficulties we face)
Do not let Fred work on his own just yet. He only started working here last week and is still wet behind the ears. (lacking experience)

3 Have students read the directions on Page 24. Explain that the meaning of an idiom is usually different from the meaning of the individual words. Ask students to present their findings and get others to identify the meanings of the idiom examples in the sentence.

4 Have students read Parts 1–4 and the example sentences. Make sure that they understand the meaning of each example. Suggest more examples for each type. Give explanations to less able students.
It's already 7 p.m. and you have done a lot today. Shall we call it a day? (stop doing something for today)
You look very tired, Dave. I think you had better catch some Zs. (sleep for a while)
Mark was working late again last night. I think he bit off more than he could chew, agreeing to do this new project by himself. (took on more than he could handle)
I will not know the exam result until tomorrow. I am keeping my fingers crossed! (hoping for the best)
Bob spends at least 5 hours watching TV every day. He is a real couch potato. (a person who spends too much time watching TV)
I cannot carry this box upstairs. Can you give me a hand? (help me)
John was feeling under the weather yesterday, so he decided to see the doctor. (unwell)

5 Have students do the exercise in Part A on Page 25 either individually or in pairs. Make sure that they understand the idioms in the quiz. Then check the answers as a class.

Answers
A 1 a 2 b 3 b 4 b 5 a 6 b

6 Have students complete the story in Part B on the same page either individually or in pairs. Make sure that they use the correct tenses. Then check the answers as a class.

Answers
B (1) my cup of tea
(2) held firm
(3) raining cats and dogs
(4) an arm and a leg
(5) had butterflies in my stomach
(6) as cool as a cucumber

7 Have students do Parts C1 and C2 on Page 101 in the Workbook. Or, they can do these as their homework.

Task  Writing a covering letter

This section consists of a series of activities which provide students with opportunities to learn and practise the skills of listening, speaking, reading and writing. This section is divided into three steps and each step is proceeded with a skills building activity. By going through the three steps, students will learn how to listen to a job advertisement, how to get advice from a careers officer, as well as how to write a covering letter. Students are expected to apply these skills practically by writing a covering letter for a job application.
Skills building 1: understanding a job advertisement

1. Before class, you may take some job advertisements from magazines or newspapers. Make sure that the advertisements contain the following information:
   - *name of the company*
   - *position/job offered*
   - *brief background information about the company*
   - *job description*
   - *qualifications and experience required*
   - *skills required*
   - *personal qualities*
   - *contact information*

2. Provide students with the job advertisements you have found. Tell students to read them carefully and focus on the useful information.

3. Have students read the directions on top of Page 26. Then tell students that job advertisements often have a similar structure. You may ask students to read more advertisements in newspapers after class and identify the structure.

Step1: listening to a job advertisement

1. Before listening, ask students to read the job advertisement on Page 26 and make sure that they understand what to do. Ask students some questions to check their comprehension. For example:
   - Who might be interested in this job advertisement?
   - Do applicants need to have experience?

2. Have students find information from the table on Page 26 to answer the above questions.

3. Play the recording and tell students to finish Part A on Page 26. 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 they still have some gaps, have them read the notes again. Then play the recording once more.

**Tapescript**

**A**

**Mark:** Hello?

**Susan:** Hello, Mark. It's Susan. How are you?

**Mark:** Hi, Susan. I'm fine, and how about you?

**Susan:** Good. Listen, I know you're looking for a job at the moment, and I saw this advertisement in the *Local Daily* for a job I thought you might be interested in. Should I send it to you?

**Mark:** That would be great, but would you please read it out to me first? I want as much time as possible to think about it before I send an application.

**Susan:** No problem. I'll read it out exactly as it's written. Do you have your pen and paper ready?

**Mark:** Yes. Go ahead.

**Susan:** The company's name is United Experts Ltd, and they are looking for managers. Here's the advertisement:

United Experts is a worldwide organization with branches and offices in the UK, China, the USA and Thailand. We provide communications services. Our training programme is well known for producing high-quality managers. We are now looking for graduates to join our manager training programme in China. You will work in groups to conduct
research and to support managers. You will also have
the chance to manage your own projects. The programme
includes a full training course and weekend work hours.
No previous work experience is required, as you will be
given full training. However, applicants should have a
degree in Business Administration or a related subject. As this is a worldwide organization, you will be
required to communicate well both in English and Chinese.
You should also be familiar with various business-related
software programs and be a team player who enjoys
working with other people. Above all, you should be
enthusiastic, willing to learn and not afraid to work hard.

Mark: Thanks, Susan. That sounds great!

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 and will give them a sense of achievement.

Answers

A (1) United (2) China
(3) services (4) managers
(5) managers (6) research
(7) weekend (8) Business Administration
(9) English (10) work hard

4 Have one student listen for more
information to complete the notes in
Part B on Page 26. Allow less able
students to work in pairs. Then check
the answers as a class.

Tapescript

B

Mark: Hi, Susan. Sorry to bother you again, but I forgot to ask you
how to apply for the position. Do you still have the
advertisement?

Susan: Sure, I have it right here. It says
that you should apply by
sending a full CV and a covering
letter explaining why you want
to be part of the United Experts’
team. Applications should be
received no later than the
fourteenth of June. Any
applications received after this
date will not be accepted.

Mark: Thanks a lot.

Susan: Not at all, and good luck!

Answers

B (11) full CV
(12) the 14th of June/14 June/June 14

5 Organize students into groups of four
and discuss the questions below:

Suppose you are very interested in the job
advertisement and you want to apply for
this job. What could you do first?

Tell each group to list the things they
would do.

• search for more information about the
  company
• discuss it with parents or friends
• ask a careers officer for advice
• write a cover letter
• prepare a CV

6 Have students read the directions in
Part C. Make sure that they know what
to do. Have students only focus on the
applicant’s qualifications, experience,
skills and personal qualities. Check the
answers as a class.
**Answers**

C Qualifications:
graduated from Jingnan University in 2008 with a diploma in Computer science.

Experience:
have been working as a software engineer for Hanyang Computers

Skills:
have good fluency in English and have no problem communicating with English speakers

Personal qualities:
a team player and get along well with other people; work on my own; honest and hard-working

---

**Skills building 2: talking about personal qualities**

1. Provide students with a job advertisement taken from a magazine or newspaper and ask them to find out what personal qualities applicants should have for the job. Have them focus on the special vocabulary used in the advertisement to describe personal qualities. Write the words on the blackboard.

2. Alternatively, have students read Paragraph 3 in the covering letter on Page 27 and find out the words to describe Liu Xin’s personal qualities. Write the words on the blackboard.
   - a team player
   - can work on his own
   - honest
   - hard-working
   - get along well with other people

3. Have students go over the directions on top of Page 28. Tell students that adjectives and noun phrases are often used to describe personal qualities. Have students read the table and make sure that they can understand the list of personal qualities commonly used in job ads.

4. Conduct the following activities. These might help students put what they have just learnt into practice.
   - Organize students into groups of four and tell them to describe one of their group members or one of their teachers. Make sure that they use as many of the personal qualities listed on Page 28 as possible. Ask them to state their reasons for choosing those qualities.
   - Organize students into groups of four and have each group suggest more words used to describe a person’s personal qualities.

**Step 2: getting advice from a careers officer**

1. Have students go through the points in the right column on Page 28. Then organize students into small groups and tell them to list the personal qualities needed for each part of the job. They may refer to the table in Skills building 2 if they need help.

2. Have students form questions in the left column. Make sure that they know how to ask questions about each part of the job.

3. Have students work in pairs. One acts as the student and the other as the careers officer. When they finish the interview, they should switch roles.

**Possible example**

Student=S Careers officer=C

S: Excuse me. I want to apply for the job advertised by United Experts Ltd. However, I’m not sure what qualities are needed for this job. Can you help me?
C: I think so. First, may I ask you why you’re interested in this job?
S: I’m very interested in work which involves cooperating with others to conduct research and support managers. What qualities would you say are needed in this area?
C: Well, this requires someone who can work with others and finds it easy to talk with and listen to other people. A team player and good communicator is preferred.
S: What qualities are needed for a full training course?
C: People who are willing to learn and want to improve their knowledge and skills usually do well.
S: I see. What qualities are best needed for managing my own projects?
C: I would say that you need to be able to work on your own without being told what to do, and be a self-starter. You should also have strong reasons for wanting to do your work, have the motivation to succeed and be enthusiastic, and feel excited and interested in your work.
S: I think that I’m all of those things. I also see that people have to work on the weekend in this job.
C: That’s right. You have to be hard-working.
S: I think I’m suited to this job. I’ll apply as soon as possible. Thank you very much.
C: You’re welcome. Good luck!

What is mainly talked about in each paragraph?
Do you think a covering letter’s style is formal or informal? Why?
Encourage students to express their ideas freely.

2 Have students read the directions at the top of Page 29. Make sure that they understand a covering letter always has the same format and contains the same general information. A covering letter should also not be more than one page long.

3 Have students read the usual format of a covering letter. Tell students to focus on what information should be included in each paragraph. They may refer back to the example letter again so that they can get to know the format better.

4 Organize students into groups of four and have them discuss the question below:
What should we do after we finish writing the covering letter?
Tell them to list their suggestions.
- read through it carefully
- check for spelling and grammar mistakes
- check that everything is included
- ask somebody else to read it
- make sure that there are no mistakes
Encourage students to express their ideas freely and then read the instructions below the format.

Skills building 3: formatting a covering letter

1 Have students refer back to the example covering letter on Page 27 and think about the format of the covering letter. Ask students the following questions:
What is the purpose of a covering letter?

Step 3:
writing a covering letter

1 Have students read the directions in Step 3, so they will learn that they are going to write a covering letter for their application with the information they gathered in Steps 1 and 2. Have students review the results they have collected and the main points they need to include in writing a covering letter.
2 Have students work in groups of four to write an outline. Each student need only focus on one paragraph.
3 Have each group check misspelling, and have several groups read their covering letters to the class.

Sample answers

Room 302
21 Beijing Road
Shanghai, China
200000
8 January

Manager
United Experts Ltd
1 North Road
Nanjing, China
210000

Dear Sir
I am writing in response to your advertisement in the Local Daily. I believe I have the qualifications, experience and skills you are looking for.
I graduated from Peking University in 2009 with a degree in Business Administration. While at university, I was one of the top students in my department. I am also familiar with various business-related software programs.
I know that United Experts Ltd is a worldwide organization and one that is famous for its graduate training programme. I feel I have the qualities to be a good and motivated manager if I were to be accepted onto your manager training programme.
I am a self-starter and team player, and enjoy working with other people. What is more, I am enthusiastic, willing to learn and not afraid to work hard.
Thank you for taking the time to read my CV. I would be happy to talk about this in an interview. I look forward to hearing from you soon.

Yours sincerely
(Student’s own name)

4 Have students complete the notes on Page 106 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 their homework.

Project Planning a gap year

The project in this unit is designed to help students learn and use English through writing an essay together. The reading passage in Part A is a magazine article about British students who take a gap year, which is a year without study between leaving college and going to university. Students may use the background information in the article and what they have learnt to finish a project about the benefits of a gap year. In the course of doing the project, students will write an essay about what they think of going on a gap year, discuss where they would go and what they would do. To finish the project, students should assign roles to all group members, work together, and fulfil each part of the assignment. By doing the project, students are expected to gain some insights into the importance of a gap year.

Part A
1 Have students quickly read the article about British students who take a gap
year. Have them scan the text and answer the following questions:

1. How many people have taken a gap year in the passage? (Three people.)
2. Does the writer have a positive or negative attitude towards taking a gap year? (The writer takes a positive attitude.)

Encourage students to find the answers as quickly as possible.

<table>
<thead>
<tr>
<th>Who</th>
<th>Where</th>
<th>Activities</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carol Smith</td>
<td>Brazil</td>
<td>worked on a project to help save the Amazon rainforest</td>
<td>became more independent; felt like she really made a difference and helped protect the rainforest</td>
</tr>
<tr>
<td>Daniel Jones</td>
<td>Ghana</td>
<td>taught English and maths to poor students in the countryside</td>
<td>found living among local people there to be challenging but worthwhile; ready to face challenges in the future</td>
</tr>
<tr>
<td>Martin Johnson</td>
<td>India</td>
<td>helped build a school in a poor part of India</td>
<td>learnt how to deal with difficult situations; learnt a lot by working with the local people; felt being part of another culture; felt that it was a special experience</td>
</tr>
</tbody>
</table>

3. Organize students into groups of four and have them take notes of the advantages of taking a gap year. The following might help them understand the reading passage better:

The advantages of taking a gap year:
- gives young people an opportunity to learn skills and gain life experience
- helps young people develop and grow
- teaches students how to look after themselves and how to work with a group of strangers without the help of family or friends
- makes students more capable of working independently and working well with colleagues from different backgrounds

4. Ask students the following questions. Organize students into groups of four and have them list their reasons for their answers.

If you had the chance to take a year off between leaving school and going to university, would you do it? Why or why not?
Are there any possible disadvantages it may have?
If you had the chance, where would you go and what would you do?

5. Have students do Parts B1 and B2 on Page 103 in the Workbook to practise the usages of some words and phrases learnt in this section.

6. Have students do Parts D1, D2, D3 and D4 on Pages 102 and 103 in the Workbook as their 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. Have students focus on the eight questions in Part B. Make sure that students all understand the meaning of each question.
2 Organize students into groups of four and discuss on what they think of going on a gap year, where they would go and what they would do. Each group member will be responsible for one part of the task. Encourage students to express their opinions freely and make sure that each member has a chance to speak and is responsible for a part of the project. Set a deadline for them to finish the essay.

3 Have students first write an outline of the essay and then present their essays to the class.

4 Have students first read the article in Part A on Page 107 in the Workbook, and then write a job application letter. They may do it as their homework.

Self-assessment

This section aims to allow students to determine the progress they have made. The colour bar rates how confident students feel about what they have learnt in this unit.

In this unit, 17 items are listed, each having a score of 5, with a total of 85 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 of 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 A on Page 25, students will see whether they are able to use the idioms 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 85, students will get a percentage, which shows their level. If they feel there are some areas in which they are not confident or just slightly confident, 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.
The secret of success

Overview

This unit introduces and develops the theme of how one can become successful. In Welcome to the unit, students are presented with four pictures, each of which presents a successful person and the reasons why they became successful. Students are expected to have a discussion about what makes people successful and talk about how they think they can achieve success. The Reading text is a transcript of a radio programme about a famous and successful British inventor, Sir Clive Sinclair. The topic focuses on Sir Clive Sinclair’s life and his inventions. The Reading strategy enables students to understand sub-topics of different paragraphs in an article. In the Word power section, words, phrases and sayings about qualities for success are presented to students. In Grammar and usage, students will learn what a euphemism is and in what cases people will use euphemisms. Following is the Task section, which requires students to write a recipe for success after they have learnt how to apply for a speech competition. Students will practise the language skills of listening, speaking, reading and writing. They will also learn how to take notes while listening to an announcement, make a list of tips after reading an article, make a dialogue about how to respond to advice and write a recipe for success. In Project, students will first read a transcript of a speech written by a child about his successful father. Then, they themselves will write about a person who they think is successful and worth admiring and make a speech about this person.

This unit provides a chance for students to learn about successful people and how they achieved these successes. This unit also gives students the opportunity to listen to an announcement and a dialogue on the phone, both of which are about a speech competition, and to read a page from a self-help book, which gives tips on how to succeed. Integrated skills that 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 recipe for success.

Guide to pages

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<th>Teacher’s Book</th>
</tr>
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<td>Pages 41–47</td>
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<td>Word power</td>
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<td>Pages 49–50</td>
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<tr>
<td>Task</td>
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<td>Pages 51–56</td>
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<td>Project</td>
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<td>Self-assessment</td>
<td>Page 48</td>
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</tr>
</tbody>
</table>
# Highlights of the unit

<table>
<thead>
<tr>
<th>Topic</th>
<th>The secret of success</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Functions</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 1 Describing inventions| *Although it was marketed as a computer that could be used to make computer programs, its main advantage was that it was good for playing computer games on.*  
*His latest product is a bicycle that can be folded up small enough to fit into a bag. Such a bicycle both helps the environment and is useful for office workers who want to cycle to and from work.* |
| 2 Talking about famous people | *However, Sinclair's greatest achievements were in the field of personal computers.*  
*Sinclair has been successful because he possesses both the intelligence and a firm will to succeed.* |
| **Vocabulary**         |                        |
| improvement, self-educated, geometry, diagram, circuit, resign, calculator, amateur, receipt, motor, ridiculous, tire, fold, cycle, will, plug, graph, economical, correctional, survivor, unsure, informer, offshore, scratch, lounge, allergic, employment, surplus, taxpayer, pre-owned, flexibility, unemployed, faith, optional, fibre, thirst, microscope, drive, bless, nursery, porter, jar, deliver, brunch, turkey, shrink, dignity |
| pull out, the last minute/moment, put out, take off, put together, tire of, throw oneself into, fold up, be economical with the truth, correctional facility, body count, scratch the surface, capital punishment, nursery rhyme, shrink from something |
| **Grammar and usage**  |                        |
| Euphemism              | 1 used to refer to taboos or very sensitive subjects  
*His grandfather passed away last week. The funeral will be held this Friday.*  
2 used to talk about the status of someone or something  
*Clive Sinclair is the man who brought technology to the man in the street.*  
3 used to indicate situations not fit to express directly in public  
*I am just going to wash my hands.* |
| **Skills and strategies** | 1 read a radio transcript about a successful person and a speech transcript about a successful father  
2 listen to an announcement for a speech competition  
3 discuss success and respond to advice  
4 write a recipe for success  
5 prepare and present a speech about a successful person |
| **Culture**            | 1 Successful people  
2 Important inventions and famous inventors |
Teaching suggestions

Welcome to the unit

Everyone wants to have a successful life and career. In this section, students will look at four pictures, in each of which an individual talks about the success he or she has had in his or her career. Students are asked to think about what makes a person successful and what is required to be successful. Students are expected to fully participate in the discussion, express their opinions about the issues, share ideas with their partners and practise their spoken English. Through this activity, students can learn more about what qualities they should have to make them successful in their careers in the future.

Brainstorming

1. In order to interest students in the unit topic, present students with some sayings by successful people about the secret of success. For example:

   The real secret of success is enthusiasm. (Walter Chrysler, 1875–1940, American automobile manufacturer who founded the Chrysler Corporation in 1925)

   The secret of success is constancy to purpose. (Benjamin Disraeli, 1804–1881, British politician who served as Prime Minister of the UK in 1868 and 1874–1880)

   The secret of success is to know something nobody else knows. (Aristotle, 384 BC–332 BC, ancient Greek philosopher and scientist)

   The successful man will profit from his mistakes and try again in a different way. (Dale Carnegie, 1888–1955, American educator)

   Ask students the following questions after they have read these sayings:

   What does the first saying tell us about the secret of success? (It tells us if we want to be successful we must be very interested in what we want to succeed in.)

   What do you think the second saying means? (It tells us that we must keep on trying to achieve our goals even if we face difficulties.)

   What do you think the third saying tells us about the secret of success? (It tells us that to be successful, a person must be clever and educated.)

   What does the fourth saying tell us about a successful person? (It tells us that a successful person is not afraid of making mistakes and will learn from them and not give up.)

   Alternatively, have students find some sayings or proverbs about the secret of success and present what they have found to the whole class.

2. Divide the class into groups of four to discuss some questions about success and successful people. For example:

   What kind of people do you think are successful?

   Who do you think have been the most successful in their careers? Why?

   What special qualities do you think these successful people have that have made them successful?

   Have the groups report their discussions to class. Write the following words on the blackboard and tell students in other groups to do some note-taking while listening to their classmates’ reports.
successful people:
things they have achieved:
qualities these people have:

3 Have students do the listening exercises in Parts A and B, and then complete the passage in Part C on Page 115 in the Workbook. Or, they may go over these exercises as homework.

Sharing information

1 Have students read the directions for this section and then look at the four pictures. Divide them into groups of four to discuss the four pictures, and have each of them talk about one picture. Tell them to find out what occupation the person in each picture has and how successful he or she is in that occupation.
Ask students some questions about these pictures. For example:
What do you think the man’s occupation is in the first picture? What has he achieved in his work?
Who is the woman in the second picture? How has she been successful?
What can we learn from the third picture? What should a mayor do for his or her city?
What can an athlete do for his or her country?

2 Have students say something about the four pictures, and tell them to focus on the qualities that each of the four people has. Students should understand that it is these qualities that lead them to be so successful. Write the words that students give on the blackboard. For example:

Picture 1
occupation: scientist
qualities a scientist needs: intelligence, perseverance, to be hard-working, enthusiasm, to be careful and orderly

Picture 2
occupation: businesswoman
qualities a businessman/businesswoman needs: leadership, the ability to solve problems, good judgement, the ability to accurately guess what will happen in the future

Picture 3
occupation: mayor
qualities a mayor needs: concern for people, to be cooperative, to be helpful, to be able to design a more beautiful and attractive city

Picture 4
occupation: athlete
qualities an athlete needs: to be hard-working, self-confidence, to be skilful, to have a sense of fair play, physical fitness
Encourage students to use as many words as possible. Then have them compare the qualities that they have written down in their notes with the qualities written on the blackboard.
Students can find what qualities are the most important if one wants to be successful. Have more able students talk about the reasons why they think these qualities are the most important.

3 Have students read the three questions below the pictures. Then have students discuss these questions in pairs or groups of four. Encourage all students to fully participate in the discussion. Then get several groups to report their discussions to the class.
If time permits, have students talk about what they want to be after they finish their studies and what qualities they think they need if they want to become successful in their jobs. Alternatively, have some of the more able students write their answers to one of the three questions and let them share their written work with the whole class.
Sample answers

1. There are some common qualities that each of the four people has. All four are hard-working, which made them successful in their careers. To be successful you must all fight to overcome difficulties and never give up. All the people pictured are enthusiastic, which is very important. You will only really try your hardest if you are enthusiastic about what you are doing. There are some other qualities which are also important, such as intelligence, honesty and the ability to get along well with others.

2. I think Liu Xiang, who is China’s first male Olympic track champion, is a good example of a successful person. On 12 July 2006, he broke the 13-year-old world record in the men’s 110-metre hurdle at a race in Lausanne, Switzerland and set a world record of 12.88 seconds. He is self-confident and very fit physically.

3. Every young person wants to be successful. As a Senior High Three student, I am working very hard to try and pass the university entrance examinations. At university I can make friends with people from all over the world and learn a lot about the culture and customs of other countries. I think that this will help me be successful in the future. I want to work for a multi-national company after I graduate from university. In this way I can travel the world. This is my dream for the future. I know I must work hard now so as to make my dream come true. I am confident that I can be successful and have a bright future.

4. Have students read the articles in Parts A and B on Pages 113 and 114 in the Workbook. Or, assign them to students as homework, so students can learn more detailed information about the topics of this section.

Reading

In this section, students will read a radio transcript about a successful person, Sir Clive Sinclair. Students will learn who Sinclair is and what he has done. They will also gain a better understanding of how someone can become successful. 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 helps students understand sub-topics. These relate to the main topic but are each focused on a specific idea.

Lead-in

1. Begin the class with the following questions:

   The 20th century saw the fastest development of science and technology ever. During this period many new things were invented which made people’s lives better. Many of us are wearing jackets. Look down at your jacket. Do you know who invented the first modern zip, the piece of metal that holds the two sides of the jacket together? (It was invented by Gideon Sundback in 1913.)

   Do you think the zip is a useful invention? Why or why not?
Do you know any other things that were invented in the 20th century? What do you think is the most important invention in the 20th century? Why do you think it is the most important invention?

Which 20th-century invention has made the biggest changes to our lives? Do you know who invented it?

Walking in a big city at night, we can see many neon lights with different colours around us. Do you know when and where the first neon lamp appeared in the street? (On 11 December 1910, in Paris.)

Do you know who invented the first computer? When was it invented?

Draw a table on the blackboard like the following and have students fill it in:

<table>
<thead>
<tr>
<th>Invention</th>
<th>Inventor</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>the first gas-powered and manned plane</td>
<td>Wilbur and Orville Wright</td>
<td>1903</td>
</tr>
<tr>
<td>the first piloted helicopter</td>
<td>Paul Cernan</td>
<td>1907</td>
</tr>
<tr>
<td>penicillin</td>
<td>Alexander Fleming</td>
<td>1928</td>
</tr>
<tr>
<td>the first computer</td>
<td>Konrad Zuse</td>
<td>1936</td>
</tr>
<tr>
<td>the photocopier</td>
<td>Chester Carlson</td>
<td>1937</td>
</tr>
<tr>
<td>Windows computer program</td>
<td>Microsoft</td>
<td>1985</td>
</tr>
</tbody>
</table>

Alternatively, have students choose an inventor or an invention from the 20th century and find out as much information as possible about the topic. Have students present this information to the rest of the whole class.

2 Tell students that they are going to read a transcript of a radio programme about a successful British businessman and inventor. First write the title ‘Sir Clive Sinclair’ and the subtitle ‘the man who brought technology to the man in the street’ on the blackboard and ask students what they can learn by reading the two titles. Have them predict what may be covered in the transcript that they are going to read.

We are going to read an article, which is a radio transcript about a successful person. What can you learn when you see the title ‘Sir Clive Sinclair’? (From the title we can learn that the article is about a person whose name is Clive Sinclair. The word ‘Sir’ used before the man’s name tells us that Clive Sinclair has been knighted.)

What can you learn from the subtitle ‘the man who brought technology to the man in the street’? What does ‘the man in the street’ refer to? (‘The man in the street’ refers to ordinary working-class people. From the two titles we can know that Sinclair successfully brought technology to ordinary people.)

What do you think may be covered in the article? (After reading the article we will probably learn who Sir Clive Sinclair is and some important things in science and technology he has done for ordinary people.)

Tell students that ‘the man in the street’ is often used to refer to ‘ordinary working-class people’, and so from the subtitle they can learn that Clive Sinclair made some hi-tech, but inexpensive goods, at prices that ordinary people could afford. Have students go over the article quickly to find out what he made.
Reading comprehension

1 Have students go through the article 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 On 30 July 1940.
   2 His first job was working for a radio magazine as an assistant editor.
   3 He was chairman of British Mensa, a club for clever people.

2 Have students read the article again and complete Part C1 individually. Questions in Part C1 check students' reading comprehension and improve their ability to find specific information. Then check the answers as a class.

**Answers**

C1 1 His grandfather and father were both engineers.

3 Have students read the article once more and underline the years while reading, so they can easily finish Part C2. Part C2 serves as a strengthening activity, which requires students to look for and identify more specific information according to the time. Have students first finish the exercise individually and then check the answers as a class.

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1957</td>
<td>He worked as an assistant editor for a radio magazine.</td>
</tr>
<tr>
<td>1961</td>
<td>He resigned from his job and founded his own company to produce pocket-sized radios. However, the man providing the money to start the company pulled out of the project at the last moment. He had to work as a technical editor to support himself.</td>
</tr>
<tr>
<td>1972</td>
<td>He produced the world's first pocket calculator.</td>
</tr>
<tr>
<td>1976</td>
<td>He produced the world's first digital watch.</td>
</tr>
<tr>
<td>1977</td>
<td>He produced the world's first pocket TV.</td>
</tr>
<tr>
<td>1980</td>
<td>He introduced the ZX80 computer. He sold more than 20,000 ZX80 computers in eight months. He became chairman of British Mensa.</td>
</tr>
<tr>
<td>1982</td>
<td>He introduced the ZX Spectrum computer.</td>
</tr>
</tbody>
</table>

3 Ask students some questions to check their understanding of the article. The following questions can be used as examples:

**What is the main topic of the text?** (It is mainly about Sir Clive Sinclair's life and his inventions.)

**What kind of person do we learn he is from**
the text? (He is a person interested in and good at making things.)

What is the possible reason for his inventing the things that he did? (He thinks that little things can be sold cheaply so that everyone can afford them.)

What has he invented? (He has invented the first pocket-sized radio, the first pocket calculator, the first digital watch and the first pocket TV. His ZX80 computer was a home computer which cost less than £100. He invented the Sinclair C5, a small three-wheeled vehicle which used batteries and had an electric motor.)

What else did he do besides inventing little things? (He was chairman of British Mensa from 1980 to 1997.)

You can write the answers given by students on the blackboard like the following:

the main topic
Sir Clive Sinclair’s life and his inventions
what kind of person his early school life What he has invented what else he did

the sub-topics

(3) circuits (4) put together
(5) diagrams (6) calculator
(7) tired of

4 Have students think of the function the sub-topics have in this article. Then guide them to read the Reading strategy. Students should learn that in an article sub-topics are used to focus on one specific idea each, and these sub-topics relate to the main topic of the article.

5 Have students do Parts A1 and A2 on Page 108 in the Workbook, so they can familiarize themselves further with the usage of some important words, phrases and patterns learnt in the text.

Post-reading activities

1 Divide students into groups of four to hold a discussion about Sir Clive Sinclair’s qualities. Begin like this:

From the text, we can see that Sir Clive Sinclair is a successful inventor. Why has he been so successful as an inventor? What qualities do you think he has that have made him successful?

Draw a table on the blackboard and have students write the relevant information that they can find in the text in the table. For example:

Answers

<table>
<thead>
<tr>
<th>D</th>
<th>1</th>
<th>f</th>
<th>2</th>
<th>h</th>
<th>3</th>
<th>e</th>
<th>4</th>
<th>b</th>
<th>5</th>
<th>c</th>
<th>6</th>
<th>g</th>
<th>7</th>
<th>d</th>
<th>8</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>(1) marketed</td>
<td>(2) ridiculous</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Qualities</td>
<td>Supporting details</td>
<td></td>
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<tr>
<td>intelligence</td>
<td>He began designing and making things when he was very young. His teachers said that by age ten he knew all the maths they could teach him.</td>
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<td></td>
</tr>
<tr>
<td>ambition</td>
<td>He started his first company at the age of 21.</td>
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<td>perseverance</td>
<td>He restarted his company even after a backer had pulled out of the project.</td>
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<td>leadership</td>
<td>He expanded Mensa’s membership while he was chairman.</td>
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Have each group write the qualities they think Sir Clive Sinclair has and find the supporting details in the text. Then have students from each group present the results of their discussion to the whole class. Let other groups voice their opinions if they think any of Sinclair’s qualities or supporting details have been left out.

2 Draw students’ attention to the questions listed in Part F, which can be used for further discussion. Have students first role-play the discussion and then form groups of four to discuss the three questions that follow. They may use what they have already written in the above table to help them in their discussion. Have several groups share their ideas with the class. Any possible answer is acceptable.

Notes

1 In 1961, Sinclair resigned from his job and founded his own company, producing pocket-sized radios. (Page 34, Lines 12–13) The verb resign means ‘to officially announce that one is leaving his or her job, an organization, etc.’. With this meaning, we can use from or as after resign, or we can say resign one’s membership/directorship of (something). The young man resigned from the company because he wanted to study for an MBA at Harvard University.

She resigned as manager after three years and started a nursery.

He threatened to resign his membership of the Energy Commission if his advice continues to be ignored.

2 However, the man providing the money to start the company pulled out of the project at the last minute, and Sinclair had to get a job as a technical editor to support himself. (Page 34, Lines 13–15) Here the verb phrase pull out means ‘to stop doing or being involved in something’. Pull out can also mean ‘(of a vehicle) to move away from the side of a road’ or ‘(a train) to leave a station’. With the ending of the war in Iraq, foreign troops have been pulled out. Fisher was forced to pull out of the game with an injury.

When we were waiting at the bus stop, a car suddenly pulled out in front of us. When he got to the station, he saw the train slowly pulling out.

3 When his company finally began production and put out advertisements for his radio, demand was high and the business simply took off. (Page 34, Lines 16–18) • The verb phrase put out here means ‘to broadcast or publish something’. They are going to put out an advertisement in the papers for the position of sales director. A half-hour programme on children in the countryside will be put out next week.
The magazine is put out every month.
The verb phrase put out has
different meanings in different
contexts.
The fire was put out soon after the
direcnel arrival. (to make the fire stop
burning)
The plant put out 4,000 tractors every
month. (to produce something for
sale)
Mary helped her mother put out the
plates and knives and forks. (to put
something where it can be used)
- The verb phrase take off here means
‘to become successful or popular
very quickly’.
The new magazine has really taken off
since he became its chief editor.
His business started taking off after he
used a new design.
I think your career as a nurse will take
off soon because you know what you
are doing and what the sick want.
The verb phrase take off has
different meanings in different
contexts.
Because of heavy fog, the plane took off
two hours late. (to leave the ground
and begin to fly)
When he saw a policeman coming, the
young man took off in the opposite
direction. (to leave in a hurry)
Come in, please! Take off your boots
and sit by the fire. (to remove a piece
of clothing from one’s body)
I feel really tired these days, so I’ve
decided to take a week off. (to have a
holiday from work for a period of
time)

What! You want to hike alone in the
mountains. Don’t be ridiculous!
It’s ridiculous to buy a T-shirt for 1,000
yuan.
You look ridiculous in this hat. You’d better
take it off.

By the end of the 1980s, Sinclair had tired
of his various businesses, and was throwing
himself into British Mensa, a club for clever
people. (Page 35, Lines 44–45)
The verb phrase throw oneself into
something means ‘to begin to do
something energetically and
enthusiastically’.
After she returned from the USA, she threw
herself into educating children.
Since his wife died, he threw himself into
his work.
All the team members have thrown
themselves into the project. It will be
finished ahead of time.

..., and Mensa’s membership figures
boomed under his direction. (Page 35,
Lines 46–47)
The word boom here is a verb meaning
‘to grow rapidly over a period of time’.
With the recent sunny weather, the tourist
industry in Hainan is booming.
Although the housing market is currently
booming, some experts warn that prices
could go down quickly.
Business is booming for the small company.

Sinclair has been successful because he
possesses both the intelligence and a firm
will to succeed. (Page 35, Lines 53–54)
The verb possess here means ‘to have a
special quality or ability’.
Madame Curie was a woman who possessed
rare intelligence that allowed her to twice
win the Nobel Prize.
The old worker possesses a skill for
languages.
He does not possess much of a sense of
humour.
The verb **possess** can also mean ‘to have or own something’.

*Possessing drugs is a serious crime in nearly every country.*

*This is the only suit I possess. Is it suitable for the job interview?*

*In some countries you need a license to possess a gun.*

**Resources**

**Sir Clive Sinclair**

Sir Clive Sinclair, a British inventor and businessman, is famous for his talent for making pocket-sized electronic goods and other small things. Thanks to his inventions, ordinary people could afford cheap electronic goods. For more information about Sir Clive Sinclair, you may visit the following website:


**British Mensa**

British Mensa, the High IQ Society, was founded in 1946 with the aim to form a society for people with high IQs from different backgrounds and jobs, regardless of their racial or religious distinctions. Its age groups are represented from pre-school children to members in their nineties and even older. For more information about the society, you may visit the following website:

http://www.mensa.org.uk/

**Great inventors**

There have always been many great inventors in history. Their inventions have played a large part in shaping the world we live in today. Our way of life would be very different without inventions such as the electric light, the plane and the Internet. For more information about these and other remarkable inventions, you may visit the following website:

http://library.thinkquest.org/5847/halloffame.htm

**Inventions in the 20th century**

Science and technology developed extremely fast in the 20th century. Many things we now use in our daily life were invented in the last century, and these things make our life much more convenient and comfortable. For more information about these remarkable inventions, you may visit the following website:

http://inventors.about.com/library/weekly/aa121599a.htm

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**Word power**

In this section, students will learn words and expressions related to different qualities for success. They will read a passage on a website which is a profile about a successful businessman, and they will read a diagram to learn more words about different qualities. Then they will use what they have learnt to finish two exercises. The two exercises are designed for students to practise and reinforce the new vocabulary they have just learnt and to broaden their outlook with some sayings that relate to success.

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**Brainstorming**

Have students review what qualities Sir Clive Sinclair has, and then have students suggest different careers and the qualities that are needed to be successful in them. You may begin like this:

*When we began this unit, we talked about some qualities that make people successful. Then we learnt about Sir Clive Sinclair and his inventions and how he became successful. What common qualities do you think a successful person should have?*

Write the words of the qualities that
students give on the blackboard. For example:
a scientist: intelligent, persevering, hard-working, enthusiastic, to be careful and orderly
a leader of a company or organization: leadership, the ability to solve problems, good judgement, the ability to accurately guess what will happen in the future
a mayor: concern for people, cooperative, helpful, able to design a more beautiful and attractive city
an athlete: hard-working, self-confident, to be skilful, to have a sense of fair play, physical fitness
an inventor: creative, intelligent, persevering
Encourage students to find more qualities that they think are needed to help achieve success. Tell students that they are going to read and learn a bigger vocabulary about the qualities for success and their opposites.

Vocabulary learning

1 Have students read the profile in Part A. Before they begin to read, tell them to pay attention to the title of the profile and ask what they think they will read in it. Then have them find the qualities that made the woman in the profile successful. After students have finished reading the profile, have some of them point out the qualities for success. Write their answers on the blackboard. For example:
qualities for success:
• perseverance
• ambition
• confidence/feeling confident
• motivation/being motivated
• energy/being energetic
• enthusiasm/being enthusiastic
• interpersonal skills
• a good listener
• organization
• sense of humour

To make sure that students have a good understanding of the profile, you may ask some questions. For example:
How successful is Victoria Brown? (She was ranked number 59 on a list of the world’s most successful people.)
How many ambitions does she mention in the profile? What are they? (She mentions two ambitions. One is to do the very best that she can. The other is to help others achieve what they want.)
What interpersonal skills does she have? (She is friendly to her staff and she is a good listener.)
She says that she is highly motivated. What does this mean? (It means that she is determined to be successful in what she does.)

2 Have students go over all the words that they have found to indicate the qualities needed for success. Then have them try to give the opposites of some words. For example:
hard-working -- lazy
careful -- careless
friendly -- unfriendly

Then have students go over Part B. Ask students to give some examples to show what behaviour they think is generous, focused, honest, kind, polite, etc.

3 Have students read the passage in Part C, and fill in the blanks using words which they find in Parts A and B. If they have difficulty using some words, they can discuss how to use them with their partners. Then check the answers as a class.

Answers

C (1) ambition (2) aimless
(3) lazy (4) enthusiastic
(5) personality (6) friendly
(7) polite (8) dishonest
(9) careful (10) sense of humour
Vocabulary extension

1. Have students complete Part D individually. Encourage them to consult a dictionary if there are any new words whose meanings they do not know before asking you. Then check the answers as a class.

Answers

D 1 成功孕育于连续的失败而不丧失热忱。
2 害怕失败是成功的最大障碍。
3 成功不是幸福的关键，幸福才是成功的要诀。如果你喜欢你正在做的事，你就
会成功。
4 成功来自干努力。
5 生活中成功的秘诀是：当机会来临时你
做好了准备。
6 不要试图成为成功的人，而要成为有价值的人。

2. Ask students if they know some other sayings that relate to success, no matter whether they are Chinese or English sayings. If they know any, have them share the sayings with the whole class. If they do not know any, the following
can be presented to students. Have them tell what they think about these sayings.

A successful person is one who can lay a firm foundation with the bricks that others
throw at him or her.

The distance between insanity and genius is measured only by success.

Small opportunities are often the beginning of great enterprises.

Encourage students to discuss and then to give their comments. Any suitable
and reasonable comments are acceptable.

Grammar and usage

The target of this section focuses on euphemisms, which are polite ways of saying
something that may be considered by others to be offensive, embarrassing or unpleasant.
Students will learn what ‘euphemism’ means and in what situations people tend to use
euphemism. This will help them have a better understanding of an article with
euphemisms in it. Students are expected to put what they have learnt into practice by
finishing two exercises.

Euphemism

1. Begin this section by asking students the following questions:

*Who does ‘the man in the street’ in the subtitle of the article in Part B of the Reading
section refer to?* (‘The man in the street’ refers to ordinary people.)

*Why do you think the writer uses ‘the man in the street’ instead of ‘ordinary people’?*
(Here ‘the man in the street’ is used to raise the status of the people and thus to
make the subtitle more attractive so that people want to read the article.)

Tell students that when we do not want to use a direct word or phrase which
might upset or embarrass others, we often prefer to use a polite word or phrase instead, and this is called
euphemism. So, we can say that the man in the street is a euphemism for ordinary
people.

2. Have students read the directions on Page 40. Make sure that they understand
the meanings of *harsh* (cruel and unkind), *offensive* (rude) and *vague* (not
clear in meaning).

3. Have students first read Part 1 and its example sentences, and they will learn
that euphemisms are used to express
taboos or very sensitive subjects such as about death, the elderly and physical disabilities.
Then have students read Part 2 and its example sentences, so they can learn that euphemisms can be used to talk about the status of some people such as those in low-status careers, working-class people and the unemployed.
Then have students read Part 3 and its example sentences, and they can learn that euphemisms can be used to indicate things not fit to express directly in public, such as going to the toilet.

4 Have students read the directions in Part A on Page 41, and then the nine euphemisms in the box. Have them tell you the meanings of the euphemisms they already know. They have already learnt that pass away is a euphemism for die, a senior citizen for an old person, a sanitary worker for a person who cleans dirty places, a correctional facility for a prison and body count for the number of dead bodies.

Have students read the passage and fill in the blanks using euphemisms from the box to replace the underlined words or phrases. They can first fill in the blanks with those euphemisms that they know the meanings of. Then, if there are a few euphemisms whose meanings they do not know, they can discuss this with their partners.

**Answers**

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<th>(1) i</th>
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5 Have students read the directions of Part B to learn another type of euphemism—doublespeak. Then have them read the eight euphemisms and try to guess the meanings of job seekers, capital punishment, taxpayer and pre-owned. Ask the following questions:
What does the word ‘seekers’ mean? (It means people who are looking for something.)
Which meaning can be matched with the phrase ‘job seekers’? (Unemployed.)
What does ‘punishment’ mean? When will ‘punishment’ be used? (It is the act of punishing. If someone has behaved badly or does something against law, he or she will receive punishment.)
Can you guess what ‘capital’ means when it is used before punishment? (It means the most severe, and capital punishment means ‘the death penalty’.)
Who is a ‘taxpayer’? Which meaning do you think can be matched with it? (A taxpayer is a person who pays taxes to the government of a country. A taxpayer is doublespeak for a citizen.)
Which meaning do you think can be matched with pre-owned? Why? (Pre-owned means ‘second-hand or used’. The prefix ‘pre-’ means ‘before’, so pre-owned means ‘something once owned by someone’.)

Have students try to match the meanings of the other four euphemisms. If they need to learn the meanings of some new words, they can look them up in a dictionary.

**Answers**

| B | 1 c 2 h 3 a 4 f 5 g 6 e 7 b 8 d |

6 Have students do Parts C1 and C2 on Page 110 in the Workbook, so they will learn more about euphemisms. Or, they may do the two exercises as their homework.
Task  Finding the recipe for success

The Task section consists of a series of activities which provide students with opportunities to practise their listening, speaking, reading and writing skills. This section is divided into three steps and each step is preceded with a skills building activity. Through the three steps, students will practise taking notes after listening to an announcement about a speech competition and making a list of tips for becoming successful after reading a passage in a self-help book. They will also practise responding to advice orally and learn how to write a recipe for success. The recipe for success should include what qualities are needed, what research should be done and what advice needs to be given to be successful.

Skills building 1: listening to announcements

1  Ask students some questions to see if they know what an announcement is and how to make an announcement. For example:

When is an announcement made? (It is made when we want to make something publicly known. An announcement can be made by an official figure or a private individual.)

What is usually included in an announcement? (An announcement can either be spoken or written. It should include why the announcement is being made and the main details. This differs according to the situation, but often includes what is occurring and the reason behind it, where and when an event will take place, who can or will take part in it and how to do so.)

What should we pay special attention to when we listen to an announcement? (It depends on what is being announced, but we should pay special attention to the purpose, the names of the main parties involved, the time, the address, the phone numbers and any other important information.)

2  Have students read the directions in this part and make sure that they have no trouble understanding them. If time permits, ask some students to make some announcements and ask other students to comment on these announcements. In this way students will learn how to make a good announcement and how to listen to an announcement.

Step 1: taking notes about a speech competition

1  Tell students that they are going to listen to an announcement for a speech competition. Then have them predict what they will learn after they have listened to the announcement. Ask them the following questions:

If you are asked to listen to an announcement for a speech competition, what information do you think the announcement will include?

What information should you focus on when listening to the announcement?

2  Have students read the directions and the notes in Part A on Page 42. Then play the recording for Part A 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, have them listen again. Check the answers as a class.
good morning, everyone. i am here to tell you about the national english speech competition, which will take place in the mountain view hotel in beijing next month. to join the competition, you need to go to the school website and download an application form. fill in this form and send it to the address on the website.

what will you need to do for the speech? well, the first thing you must do is introduce yourself to us. your introduction should tell us something about you and your personality. after your introduction, we would like you to recite a famous poem in english. you may read all, or part of, the poem, but it should last no longer than two minutes. it is important that you hold our attention while you read. after reciting the poem, you need to tell us a story that you wrote. this means that you have to write a story before the competition and then read it aloud to the audience and the judges. to win the competition, you will need to produce a well-written and interesting story that gets the audience's and the judges' attention.

you should read your story to lots of different people including your friends, your parents and your teachers, to see what they think of it. finally, you will need to practise everything time and again to get it right. the winner of the competition will have the chance to go on a fourteen-day tour of europe, so we are looking for a confident speaker who is able to express both themselves and their ideas well in english. good luck.

3. ask students the following question:

is there anything about taking part in the speech competition you are not clear on?

encourage students to think of as many questions as they can on any of the information they want to know about. have students read the directions and the questions in part b. then have them listen to the recording and answer the four questions. check the answers as a class.

hello? is that the competition head office? i want to ask where i can get an application form. can you help me?

yes, of course. you can download the form from your school website, fill in your personal information, get it signed by your class teacher and then send it to us by the fifteenth of may. that is three weeks from today. once we receive the application forms, we will choose one hundred people to take part in the competition. we will send an e-mail to those chosen no later than the first of june. good luck!

thank you very much. goodbye!
Answers

B 1 By 15 May.
   2 100 people.
   3 By e-mail.
   4 Before 1 June.

Ask students whether they now clearly understand how to apply for the speech competition. Have two or three students tell what they need to do in order to enter the competition.

4 Ask students what they should do and what qualities they should have if they want to win the speech competition. Write down the keywords they give in their answers on the blackboard.

Have students first read the directions in Part C and then to read the passage in this part giving tips on how to be successful. Have them circle the tips for becoming successful. It may be a bit difficult for students to find all the tips for being successful, as they may not understand the meanings of some of the idioms in the passage. Ask students the following questions:

*If someone puts his or her performance under the microscope, what kind of person do you think he or she is?* (He or she must be a very careful person because he or she examines what he or she has done or will do very carefully.)

*What do you think ‘look people in the eye’ means?* (*Look people in the eye* means that you look directly at someone.)

*If I look directly at you, am I honest or dishonest? What does the idiom ‘look people in the eye’ mean?* (It means to be honest.)

After students finish reading the passage and writing down the tips, check the answers as a class.

Skills building 2: responding to advice

Begin this part by asking students the following questions:

*If you have a problem or are in trouble, who do you turn to and ask for advice?*

*Why do you turn to him or her for help?*

*Do you think you can make the most of their advice? If you do not agree with their advice, what will you do?*

*So far, who has given you the most valuable advice?*

Have students read the directions and the three points in this part. Make sure that they understand the meaning of every sentence. Have students provide you with some questions they might ask if they did not understand the advice someone is giving. For example:

*I am not sure what you mean. Could you explain it for me?*

*Can you give me any examples?*

*Why do you think I should do that?*

*How will doing that help me?*

Step 2: responding to advice about the speech competition

1 Have students first review what they should do if they want to enter the speech competition. Then ask them what problems they might face if they were selected to take part in the competition. Use the following questions:

*How would you apply for the speech*
competition?
What are you required to do at the competition?
If you want to win the competition, what qualities do you think you should have? You might ask your teacher for advice on how to do well in the competition. What questions would you ask your teacher?

2 Have students read the directions and the prompts in the two columns. Make sure that they know what they are being asked to do. Then have students work in pairs to make up a dialogue. One student should be an applicant selected for the competition and ask some questions, the other a teacher and offer some advice based on the questions asked. Have two or three pairs present their dialogues in front of the rest of the class after students finish their practice.

Sample answers

S=Student  T=Teacher

S: Excuse me, I have been selected to take part in the National English Speech Competition. Would you mind giving me some advice?

T: Of course not. What exactly are you being asked to do?

S: First, I must give a self-introduction, which should be about my personality. I’m not too worried about that, but I then have to recite a famous poem in English, which should last for not more than two minutes. However, I don’t have any idea where to find such a poem. What do you suggest?

T: I would suggest reading some poetry books such as the collected works of Philip Larkin or T S Eliot. If you can’t find a good poetry book, you should look on the Internet.

S: That’s useful advice. I also have to read aloud a story that I wrote myself.

What should I write about?

T: Choose an interesting event that once happened in your life and write about the effects it had on you.

S: How much practice do you think I’ll need?

T: I think you should practise a lot. It’s quite useful to practise in front of a mirror so that you can work on your presentation. Another useful way to practise is by recording your voice and listening to it to find out how you can do better.

S: That sounds like really a good idea. However, I’m afraid I’ll get really nervous when I’m on stage. How can I avoid being nervous?

T: Don’t panic when you are on stage and remember to stay calm. Deep breathing exercises are very useful as they slow your heartbeats down and help keep you calm.

S: Do you have any advice on how to act on stage?

T: I think it’s important that you choose your clothes carefully. Dressing smartly will both increase your self-confidence and leave a good impression on the judges. Being confident is really important too. You should stand up straight to show that you are confident. Remember that it’s also important to be as natural as possible when you are on stage.

S: I think that’s good advice and I will do as you have said when I’m on stage. Do you have any other advice?

T: There is one other important point: you must listen carefully to any instructions the competition organizer gives before the competition starts. There may be certain rules that you have to follow.

S: Thank you very much for all your good advice. I’ll certainly remember it.

T: That’s fine. Good luck in the competition.
Skills building 3: writing a plan to become successful

Have students read the directions and the four points. Have them think of a situation where they have needed to achieve something and see if they can provide examples to illustrate these four points and show how they achieved their goal. Alternatively, ask them what should be included in the four points if they want to show how to successfully pass the university entrance examinations. You can write down their answers on the blackboard. For example:

- **general aim/what you want to achieve:**
  - to enter a good university

- **qualities you need to develop:**
  - motivation, hard work, carefulness, self-confidence, creativity

- **what research you need to do:**
  - study all the subjects which will appear as exams in university entrance examinations;
  - prepare answers to possible questions;
  - have a thorough understanding of all the major points in each different subject

- **any advice you may need from successful or experienced people:**
  - read books on how to successfully pass university entrance examinations;
  - make the most of study time;
  - get enough sleep and do not stay up too late at night

Step 3: writing your recipe for success

1. Have students read the directions so that they know that they are being asked to write a recipe for success. They should know what to write about if they want to win the speech competition. First, have them work individually to finish the recipe, and then work with a partner to check each other's work and make corrections if there are any mistakes in it.

2. Have two or three students read their recipes for success to the class. Encourage other students to make comments about their recipes.

Possible example

**My recipe for success**

**General aim**

My aim is to win first place in the National Speech Competition. I want to challenge myself and do my best to win.

**Qualities I need to develop**

Qualities that are important include being motivated, creative and self-confident. I think I am highly motivated because my aim is to win first place in the competition. I should be optimistic and have faith in myself. I must have faith in my ability to succeed. I shouldn’t be conventional. Instead, I should be able to think about or do things in new and different ways.

**Research**

In order to succeed, I need to work hard at my English skills, particularly speaking and reciting. To improve I have practised in front of the mirror every day. I also need to practise standing up straight while speaking. I need to avoid being nervous and know how to act naturally on stage.

**Advice**

If I am going to be successful, I need to remember to be confident and look the
judges in the eye and smile confidently. I need to be able to recite the poem I have chosen fluently and to tell my story in an attractive way. I need to choose my clothes carefully. I should listen carefully to instructions, so I know exactly what I must and must not do.

3 Have students first read the article in Part A on Page 116, and then have them write a passage according to the notes in Part B in the Workbook. Or, they can do this exercise as homework.

Project

This section is designed to give students a chance to practise their English by completing a project. Students will first read an article about the father of the writer, whom the writer thinks is a very successful person and is someone he or she admires. Then, students are expected to do some research about a successful person they admire and make a speech about him or her. The purpose of this section is to encourage students to use what they have learnt to make a speech by working together. During the course of the project, students will discuss what should be included in their speeches and how to practise their speeches. By conducting the activities in this section, students will further understand what being successful really means, and will have a chance to practise how to make a speech.

Part A

1 Tell students that they are going to read a speech transcript with the title ‘My father, my hero’. Write ‘My father, my hero’ on the blackboard and ask them the following questions:
What do you think the article is about from the title?
What does the speaker think about his or her father from the title?

From the title, students should learn that the article must be about the speaker’s father, and that the speaker thinks he is a hero and that he respects him. After reading the article, they will learn what the speaker’s father has done to make his child think that he is a hero.

Then ask students whether they can guess what personality the speaker’s father has. Encourage students to say as much as they can. Write down their answers on the blackboard. For example: kind-hearted, warm-hearted, helpful, hard-working, friendly, brave, thoughtful.

2 Have students read the speech transcript and find out what kind of person the speaker’s father is. Have them match what they have learnt from the text with what has already been written down on the blackboard. They can find what qualities the writer’s father has. Draw a table as follows on the blackboard for students to fill in the details that they can find in the article.
### Qualities the father has

<table>
<thead>
<tr>
<th>Qualities the father has</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>ordinary</td>
<td>He is not famous or wealthy.</td>
</tr>
</tbody>
</table>
| hard-working             | He got his first job at 14.  
                          | He got an extra job as a porter and he mopped a hotel floor every night. |
| love of his family       | He is always there for his family.  
                          | He supported his family when his father died.  
                          | He gives his family treats and vacations. |
| kind and helpful         | He has set up a committee to help senior citizens.  
                          | He gave money to his friend's son to continue his studies, and set up an organization to help students with money problems. |
| optimistic               | His favorite phrase is 'It will be all right—just you wait and see'. |
| patient                  | His child has learnt patience from him. |
| honest                   | His child has learnt honesty from him. |
| thoughtful               | He cares about how people feel. |

3 Have students work in pairs and answer the first two questions in Part B on Page 47. Then check the answers with the whole class.

### Answers

**B 1** Because he is neither famous nor rich. He is considered successful because of what he has done for his family and what he has done to try to help other ordinary people.

**B 2** The speaker's father works as chairman of the community center. He has set up a committee to help senior citizens in the area. The committee cooks and delivers healthy meals to very old or poor senior citizens. He helps arrange a Sunday brunch at the center so that the senior citizens can get together with their friends.

4 Have students do Parts B1 and B2 on Page 109 in the Workbook. They will become more familiar with the usages of the words and expressions learnt in this section.

5 Have students do Parts D1, D2, D3 and D4 on Pages 111 and 112 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 that each group will select a speaker to make a speech about a successful person they admire. Have them discuss the questions in Part B, focusing on Questions 3 to 8. One student in each group should write down the answers to Questions 3 to 8. Students should first discuss who they are going to choose to talk about as a successful person and what qualities this person has. Then they should discuss how to prepare their speech in a way that can best keep the listeners' attention.

2 Have each group present their speech. Other groups can give their comments. You may even ask students to vote on which group has given the best speech. Give your own opinion as well. If time is limited, you can ask each group to display their speech transcript on the walls of their classroom.
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, 14 items are listed, each with a maximum score of 5, with a total of 70 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 read the directions in Skills building 1 in Task, students should know how to listen to announcements. 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 70, they will get a percentage, which shows their level. If they feel there are some areas in 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.
The next step

Overview

This unit introduces and develops the theme of how students should prepare for university and choose a suitable course of study. In Welcome to the unit, students are presented with five pictures, which show what university students will do when they are studying certain courses. Students are expected to discuss the questions and talk about which course they would like to study, whether everyone should go to university and what they think university life is like. The Reading text is an article in a school newsletter, which is written by a former student of the school about studying at a university in Canada. The article focuses on what preparations he made for studying abroad and what university life there is like. The Reading strategy teaches students the skills of understanding how a writer uses tone and style in an article. In Word power, words and phrases about university courses, different titles and positions of faculty members, and different levels of university degrees are presented to students. In Grammar and usage, students will learn about allusions and how an allusion is used by referring to a person, an event, a place, a character from literature or a thing like a work of art to create an association with something else. Examples are given in an exercise for students to practise. Following is the Task section, which requires students to write a report about course choices. Students will practise the language skills of listening, speaking, reading and writing through some activities in class, such as taking notes while listening to two conversations, checking the notes after reading an article, discussing options and possibilities and writing a report. In Project, students will first read a brochure about a university in China, and then will write a guide to a university either at home or abroad after doing some research to find out information about it.

This unit provides a chance for students to learn more about life at university. This unit also gives students the opportunity to listen to two conversations about course choices between two friends, and to read a newspaper article about popular courses nowadays. Integrated skills that 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 put what they have learnt to practical use by writing a report about course choices.

Guide to pages

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<th>Teacher's Book</th>
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<td>Task</td>
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<td>Self-assessment</td>
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</tbody>
</table>
# Highlights of the unit

<table>
<thead>
<tr>
<th>Topic</th>
<th>Preparing for university</th>
</tr>
</thead>
</table>
| **Functions** | 1 Describing how to choose a university and course of study  
*After looking through numerous brochures and college catalogues, I decided on the University of Calgary, where I chose to study psychology, which is the study of the mind and how it influences behaviour.*  
2 Talking about university life in Canada  
*At university, students in different departments go to different classes at different times. University students also have a lot of free time for personal study, sports or just relaxing during the day.* |
| **Vocabulary** | preview, numerous, brochure, psychology, catalogue, fry, pepper, steak, garlic, microwave, saucer, Thermos, furnished, basin, hook, millimetre, mineral, bat, dive, terrify, universe, embassy, surprisingly, heel, unbeatable, aimless, atom, nuclear, missile, communism, socialism, socialist, fountain, premier, arch, seminar, sharpen, shuttle  
rice cooker, bean curd, put something away, dive (right) in, as for, land on one's feet |
| **Grammar and usage** | Allusion  
1 Examples from literature to talk about a certain type of character or person  
*Sam saved every penny he had in order to buy a new bike. In fact, some of his friends said he was a bit of a Scrooge.*  
2 Examples from religion  
*This policy, which used to be very successful, remains a sacred cow, though it no longer meets the needs of the current situation.*  
3 Examples from creative works, such as art, films and songs  
*Terry was over the moon because his favourite team had just won the championship match.*  
4 Examples from history  
*After spending all his money and failing to raise funds for his project, he is facing his Waterloo.*  
5 Examples from real life  
*She has done a lot of charity work this year and is a real Mother Teresa.* |
| **Skills and strategies** | By the end of this unit, students will be able to:  
1 read an article in a newsletter about preparing for university and a university brochure  
2 listen to a discussion about university courses  
3 talk about university life and discuss options for university courses  
4 write a report about what kind of university courses they might want to have  
5 research and write a guide to a university |
| **Culture** | 1 Studying at a university abroad  
2 Popular courses to study at university |
Teaching suggestions

Welcome to the unit

It is important that every Senior High Three student carefully plans for his/her further education and study at university. In this section, students will first look at five pictures that show different courses that students study at university. They are asked to think about and discuss three questions about which courses they would like to study at university, whether everyone should go to university or not and what they think university life will be like. Students are expected to fully participate in the discussion, express their opinions about the issues, share ideas with their partners and practise their spoken English. Through this activity, students can not only improve their English speaking ability, but can also give serious consideration to their own future.

Brainstorming

1. Begin this section by asking the following questions:
   - Have you ever thought about what you are going to do after you finish high school?
   - What do you want to do after finishing high school? Why?
   - Do any of you know which university you want to study at yet? Do you think going to a certain university will make it easier to get a certain job?
   - When did you begin thinking about what courses you want to study at university?
   - Have you thought carefully about which course you want to study and why you are taking them?
   - Why are you interested in these courses?
   - Are there any careers that people who take these courses usually pursue after graduation?

2. Show some pictures of famous universities in China and abroad to students and ask them:
   - Have you ever been to or heard of any of these universities?
   - What do you think university life will be like?
   - Do you think you would like to study in your home town or far away? Would there be any difference to your time at university if you studied at a university far away from your home town?
   - Have you thought about studying abroad? What do you think life would be like if you studied abroad?

   Have students work in pairs or groups to discuss these questions. Then get two or three groups to report their results of discussion to the whole class.

Sharing information

1. Have students read the directions in this section and then look at the five pictures. Divide them into groups of four and have a discussion. Have each group look at one of the pictures and describe what they see in it and talk about the course it depicts.

   For less able students, ask some questions about the five pictures. For example:
   - Who wants to study engineering/maths/literature/archaeology/science at university?
   - Why do you want to study this subject?
   - Are there any other courses you would rather study at university? What sort of things do you think you will have to do when studying these courses?
2 Have some groups report their descriptions of the pictures and the courses shown to the whole class. Let other groups make comments.

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

If time permits, have students talk about what courses they want to study at university and why they would choose them. Alternatively, have some more able students write their answers to the three questions and then share them with the rest of the class.

Sample answers

1 I want to study archaeology at university. I have been interested in history since my childhood. When I was in primary school, I read lots of books about Chinese history, and in high school I read about the history of other countries. I find history to be a really interesting subject to learn about. Archaeology gives us a chance to see how people lived in the past. My ambition is to uncover an ancient tomb in China, perhaps even one belonging to an emperor. I think that by learning about our past we can better plan for the future.

2 I do not think everyone should go to university. There are various kinds of jobs in the world. Although some jobs require a high level of education, others are more suited to people with different talents. Some people choose to join a family business, many athletes prefer to concentrate on their sports careers and people with practical skills such as carpenters and builders often learn on the job rather than in a lecture hall. However, a good education is very valuable and university also helps teach people life skills as well as academic knowledge.

3 I think university life is a time for learning and experiencing new things. I can meet other young people from many different places and can make lots of friends. I will probably study and live away from home during this time, so I will have a lot more independence. Studying at university will be quite different from studying at high school. I may not have so much homework to finish every day, but I will have to spend much more time working by myself. I know that in any university there are different societies or clubs organized by the students themselves. I want to join the film society and the travel club because I am very interested in both activities. These societies and clubs will make my life at university interesting and help me make new friends.

4 Have students read the article in Parts A and B on Pages 122 and 123 in the Workbook. Or, assign the exercises to them as homework, so students can get more detailed information about the topics of this section.

Reading

In this section, students will read an article in a newsletter written by a Chinese student who is studying in Canada. Students will learn some detailed information about living and studying at a university in Canada. They will have a better understanding about university life. 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 tells students how to understand the tone and style a writer uses in his or her article. Students are expected to put this skill into practice.
**Lead-in**

1. Tell students that they are going to read an article about studying at a university abroad. Since students may well have read about this topic in newspapers, magazines or on the Internet, they will probably have some idea of what life will be like studying in a foreign country. Before the lesson ask more able students to prepare a presentation about studying in different foreign countries.

2. Begin the class by asking students their thoughts on studying in foreign countries.

3. For less able students, begin this section with the following questions:
   
   *Do you know anyone who is studying abroad? Has he or she ever told you about his or her life there? What does he or she think about the life there?*
   
   *Has any one of you ever thought of going to university in a foreign country? If so, what would you study and which country do you want to go to? Why do you want to study there?*

   Encourage students to think carefully and give their own opinions. Make sure that students are all involved in the discussion.

**Reading comprehension**

1. Tell students that they are going to read an article with the title ‘My university life’. Ask students what they think this article will be about. They should understand that the article is about what university life is like.

2. Have students go through the article 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 More than one year.
   2 Psychology.
   3 Baseball.

3. Questions in Part C1 check students’ reading comprehension and improve their ability to find specific information. Have students read the article again and complete Part C1 individually. Then check the answers as a class.

**Answers**

C1 1 It is about the first year of the writer’s life at university in Canada.
   2 Leaving his family was the hardest thing.
   3 Because he was too busy studying and meeting new people.
   4 He thought the food was a bit strange, and he did not like eating so much meat or food that has been fried.
   5 His new favourite food is pepper steak.
   6 Put some money away each week to make it last.
   7 It was only partly furnished and had no bathroom.
   8 They study, play sports or relax.

4. Have students read the article again to find out what preparations Qin Xiaoyong made before going to university. They should realize that they can find the details they need in Paragraphs 2, 3, 5 and 6. Then tell them to fill in the table in Part C2.
Answers

C2

<table>
<thead>
<tr>
<th>Course</th>
<th>Decided what course to study: psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>Decided which university to apply to: the University of Calgary in Canada</td>
</tr>
<tr>
<td>Contact with family</td>
<td>Set up e-mail addresses for his mum and dad</td>
</tr>
<tr>
<td>Food</td>
<td>Learnt how to use a stove and a rice cooker and how to cook some simple dishes</td>
</tr>
<tr>
<td>Laundry</td>
<td>Learnt how to do the laundry and how to avoid shrinking clothes</td>
</tr>
</tbody>
</table>

5 Ask students some questions to check their understanding of the whole article. The following questions can be used as examples:

Who is Qin Xiaoyong?
Who did the writer write the article for?
Why did he write this article?
What good advice or suggestions do you think he gives?

What is the style of the article? Is it formal or informal?

Can you find any words or sentences to show that the style of the article is informal? (I think some of you might remember me as I used to be captain of the school football team. Going to university is an adventure, so you should not be afraid, but just dive right in. The kitchen was so small that I joked with my friends that it could be measured in millimetres!)

Have students read the Reading strategy for the article. Students should learn that a writer will use an intimate tone and an informal style when he or she wants to establish a friendly relationship with readers. They will learn how to use this technique in their articles.

6 Have students complete Parts D and E individually. Part D aims to help students understand the meanings of the words from the context of the article 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 more familiar with the text they have learnt. After students have finished the two parts, check their answers as a class.

Answers

D 1 c 2 d 3 e 4 g 5 f 6 a 7 b
E 1 (1) dive right in (2) rice cooker (3) astronomy (4) brochures (5) room-mates (6) preview

7 Have students do Parts A1 and A2 on Page 117 in the Workbook, so they can familiarize themselves further with the usage of some important words, phrases and patterns learnt in the text.

Post-reading activities

1 Say the following to students:

Now we have read the article ‘My university life’. In which paragraphs does the writer talk about his studies there? In which paragraphs does he talk about his everyday life there?
Have students find out the main information contained in each paragraph. The writer introduces himself and his topic in the first paragraph. In the second paragraph the writer talks about how he chose what course to take. In the third paragraph he says how he prepared for the move to Canada. In the next two paragraphs, he talks about food. He talks about living on his own in the sixth paragraph, the dormitory in the seventh paragraph and typical university life in the eighth paragraph. In the last paragraph he gives advice and encouragement.

2 Have students read the directions and the questions in Part F. Divide the class into pairs to role-play the discussion. Encourage every pair to make their dialogue creative. After they have finished their discussion, have several pairs present their dialogues to the whole class.

Notes

1 I am writing this article to give you a quick preview of what to expect from university life either in China or abroad. (Page 50, Lines 7–10)

With the prefix ‘pre-’, the word preview can be used as a noun to mean ‘a short description of something that is going to happen’.

At the start of the year the teacher gave a preview of what the students would be studying.

The job began every day with a preview of the day’s targets.

The theatre magazine had several previews of upcoming plays.

It can also be used as a verb to mean ‘to give a short account of something that is going to happen’.

The president previewed his speech to his wife before the company dinner.

The TV show previewed the new baseball season, one week before it was due to start.

Next week, our TV show will be previewing the new art exhibition.

Although I knew everybody has to leave their nest at some point, leaving my family was the hardest part, and some people cannot handle being away from home. (Page 50, Lines 25–29)

The phrase at some point means ‘at a particular time or moment’.

At some point you are going to have to make a decision about whether to study in your home town or elsewhere.

Many people develop problems with their eyes at some point in their lives.

You are going to have to do your homework at some point today.

3 I think it is a good idea to put some of your money away each week to make it last. (Page 51, Lines 62–64)

The verb phrase put some money away here means ‘to save some money to spend later’. Put something away can also mean ‘to put something in the place where it is usually kept’.

He has been putting money away ever since he started to work in this company.

Put the dishes away in the cupboard after you have cleaned them.

The mum asked her son to put his toys away before he went to bed.

4 Going to university is an adventure, so you should not be afraid, but just dive right in. (Page 51, Lines 95–97)

The verb phrase dive in means ‘to start doing something in a very enthusiastic way or eagerly’. The adverb right used here between dive and in means ‘completely’ or ‘without delay’. This verb
phrase is often used in informal English.  
Don’t hesitate. Just take the job offer and dive in. 
When the president finished his speech, all

the journalists dived in with different questions. 
When the debate started, I wanted to dive in.

Word power

In this section, students will learn more about studying at university. Part A is an article about university courses, and Part B is a diagram that shows the different titles and positions at a university in China. After going over the two parts, students will become familiar with names of different university courses and learn more about studying at university. They will use what they have learnt to finish two exercises: one designed for students to practise and reinforce the new vocabulary they have read in Parts A and B, and the other to give students a chance to learn about different university degrees.

Brainstorming

Begin this section by asking students the following questions:

In the first two sections of this unit, we have talked about different courses at university. Some courses can be classed as being in the sciences while others can be included in the arts. Let’s look at the courses we have already covered: Engineering, Maths, Literature, Archaeology and science courses.

Do you know any individual science courses? (Physics, Chemistry, Biology, etc.)

Which courses do you think are included in the sciences?

Which are included in the arts?

When you take a degree course you usually study a number of subjects. Which subjects do you think you will study in certain degree courses?

Write their answers on the blackboard like the following table, which includes the discipline, or area of knowledge that each course falls under, and the subjects that each degree course contains:

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Degree courses</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>the sciences</td>
<td>Maths</td>
<td>maths</td>
</tr>
<tr>
<td></td>
<td>Physics</td>
<td>physics, maths</td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
<td>chemistry, maths</td>
</tr>
<tr>
<td>the arts</td>
<td>Literature</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td>Archaeology</td>
<td>history</td>
</tr>
</tbody>
</table>

Encourage students to think of as many different categories and courses as they can. Tell students that they are going to read an article to learn more vocabulary about different university courses.

Vocabulary learning

1. Have students read the article in Part A. Have them first think of the careers they want to have and find which university courses would allow them to get these jobs after they graduate. Then have them add more courses. Expand the table for students to fill in. Ask students if they know what subjects they will study in the degree course that they want to take at university.
<table>
<thead>
<tr>
<th>Discipline</th>
<th>Degree courses</th>
<th>Subjects</th>
</tr>
</thead>
</table>
| the sciences     | • Maths  
                   • Physics  
                   • Chemistry  
                   • Biology  
                   • Medicine | • maths  
                   • physics, maths  
                   • chemistry, maths  
                   • biology, chemistry  
                   • biology, chemistry |
| the arts         | • Literature  
                   • Archaeology  
                   • History  
                   • Philosophy  
                   • Politics  
                   • Languages  
                   • Law | • English  
                   • history  
                   • history  
                   • history, sociology  
                   • politics, history  
                   • foreign languages  
                   • law |
| business         | • Economics  
                   • Finance  
                   • Business Administration  
                   • Accounting | • business studies  
                   • accounting  
                   • management  
                   • accounting |
| engineering      | • Mechanical Engineering  
                   • Electronic Engineering  
                   • Industrial Engineering  
                   • Packaging Engineering  
                   • Civil Engineering | • maths  
                   • maths, electronics  
                   • computer science  
                   • mechanics  
                   • drawing, maths |
| social sciences  | • Sociology  
                   • Psychology  
                   • Life Science (including Bioengineering) | • sociology  
                   • psychology  
                   • biology, chemistry |
| others           | • Sports Science  
                   • Information Technology  
                   • Film  
                   • Media Studies | • physical education  
                   • computing  
                   • film studies  
                   • media studies |

2 Have students think about who teach and work at a university in China and what positions they hold. Then have students read Part B. After they have finished reading this part, have them compare positions at a university with the titles and positions at a high school.

3 Have students read the passage in Part C, and fill in the blanks with words which they have found in Parts A and B. If they have some difficulty in using some words, they can discuss with their partners. Then check the answers as a class.

**Answers**

C (1) professors  
(2) lecturers  
(3) president  
(4) Electronic  
(5) Civil  
(6) assistants  
(7) Information Technology (IT)  
(8) Sports Science  
(9) Administration

**Vocabulary extension**
Ask students if they know about different levels of university degrees. Then have them
read Part D and do the matching exercise. Check the answers as a class.

Answers
D 1g 2a 3d 4f 5b 6e 7h 8c

Grammar and usage

The target of this section focuses on allusions, which is an indirect reference to something in order to link ideas. Allusions are often used to show how educated the speaker is, since in order to understand it, you must first know where the reference comes from. Students will learn what an allusion is, how an allusion is used and how to understand an allusion. This will help them have a better understanding of a sentence or an article when allusions are used. Students are expected to put what they have learnt into practice by finishing the exercise in this section.

Allusion

1 Begin this section by asking students the following questions:
   What did Mother Teresa do? (She helped poor people in India.)
   When we say someone is a Mother Teresa, what kind of person are we describing? (A kind person who always thinks of others before themselves.)
   Write the answers to your questions on the blackboard after giving students a long enough time to provide them.
   Tell students that when we refer to words or phrases like these to talk about another person or thing, we are using allusions.

2 Have students read the explanations of this section to learn what an allusion is. Make sure that they understand the meaning of each sentence. Students should learn that an allusion is a way to link ideas by referring indirectly to things the reader should know about, such as a character from literature, like Scrooge; a real-life person, like Mother Teresa; something from religion, like a sacred cow; an event, like the battle of Waterloo, or a work of art, like the Mona Lisa. To understand a sentence or an article using allusions you need to have prior knowledge related to the allusion that is being referred to.

3 Have students read Point 1. They should learn that characters from literature are often used to describe people. Have more able students try to think up examples, in Chinese or in English, to show that they understand this point.
   (Lin Daiyu—This alludes to a character from the novel Dream of the Red Chamber, and is used to describe a young lady who is sentimental and sickly.
   Heathcliff—This alludes to a character from the book Wuthering Heights, and is used to describe a man who is very handsome and romantic.)

4 Have students read Point 2. They will learn that some examples from different religions can be used as allusions. Make sure that students understand the meaning of each sentence in this part. Tell students that knowing about different religions will help them understand allusions using religious references. Have more able students try to give examples.
   (Methuselah—This alludes to a person...
from the Bible that was said to have lived for a very long time. It is used to describe a person who is very old.

Judas—This is another allusion from the Bible. Judas was one of Jesus’s followers, but he betrayed him to the Romans so they could kill him. It is used to describe someone who betrays their friends or their beliefs.)

5 Have students read Point 3. Make sure that they have no difficulty understanding this part. They should learn that allusions are commonly made to creative works. Have more able students try to give examples.

(Rambo—This alludes to a character in an action film. A man described as Rambo is thought to be very violent and aggressive.

The Sistine Chapel—This alludes to the chapel in the Vatican City. The famous artist Michelangelo painted its ceiling between 1508 and 1512, and it was considered one of his greatest works. It is used to talk about someone’s greatest artistic achievement.)

6 Have students go over Points 4 and 5. Make sure that they understand the meanings of these two points. Have more able students try to give examples of allusions from history.

(Renaissance—This is an allusion to a period in Europe from around the fifteenth to the sixteenth centuries. It was a time of great artistic creativity and scientific invention. It is used to refer to a society that is going through a period of cultural advances.

Winston Churchill—The Prime Minister of the UK during World War II. This alludes to his stubbornness and determination. People displaying his qualities are referred to as ‘Churchillian’.

7 Have students read the directions and the table. Make sure that they understand the meaning of each allusion listed in the table. Have students think over and decide which allusions are from literature, religion, creative works, history, real life or other sources.

Then have students read Zhang Hong’s diary and fill in each of the blanks with a suitable allusion in the table. After students finish doing this exercise, check the answers as a class.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) a Herculean task</td>
</tr>
<tr>
<td>(2) dark horse</td>
</tr>
<tr>
<td>(3) Mickey Mouse course</td>
</tr>
<tr>
<td>(4) Daniel in the lion’s den</td>
</tr>
<tr>
<td>(5) Achilles’ heel</td>
</tr>
<tr>
<td>(6) a good Samaritan</td>
</tr>
<tr>
<td>(7) catch-22</td>
</tr>
<tr>
<td>(8) Jonah</td>
</tr>
</tbody>
</table>

8 Have students do Parts C1 and C2 on Page 119 in the Workbook, so they will learn more about allusions. Or, they may do the two exercises as their homework.

Resources
Scrooge
Ebenezer Scrooge is the main character in the novel A Christmas Carol written by Charles Dickens in 1843. At the beginning of the story, which takes place on a Christmas Eve, Scrooge is so miserly that he refuses to do anything to help his family and friends. He even refuses to help his poor clerk, whose son is badly ill. The name ‘Scrooge’ is often used to refer to a person who is cheap and ungenerous. As soon as the book A Christmas Carol was published, it became a best-seller.

For more information about the novel A Christmas Carol, you may visit the following website:
http://www.victorianweb.org/authors/dickens/xmas/index.html
Task  Writing a report about course choices

The Task section consists of a series of activities which provide students with opportunities to practise their listening, speaking, reading and writing skills by asking them to write a report about course choices. This section is divided into three steps and each step is preceded with a skills building activity. Through the three steps, students will practise taking notes about options and possibilities after listening to two conversations, deciding whether a statement is true or false after reading an article, discussing options and possibilities with their partners and writing a report. In their report they are expected to write about their choice of course and why they made the choice.

Skills building 1: listening for options and possibilities

Have students read the directions and the keywords and phrases in this part. Make sure that they understand the meaning of each sentence. They should know that all the keywords and phrases presented here are about what courses to choose to study at university. Have students try to find other possible keywords or phrases that might be used when making possible course choices. Have other students decide which words/phrases are positive and which are negative. For example:

- easy to find a job/difficult to find a job
- safe/dangerous
- well-paid/poorly-paid

Step 1: taking notes about options and possibilities

1. Begin this part by asking students the following questions:
   
   What courses do you want to study at university?
   
   Why do you want to study these courses?

   Have students compare the reasons they have given with the key words and phrases listed in Skills building 1.

2. Have students read the directions and the notes in Part A on Page 58. Then play the recording for Part A and have students write down the information they can hear in Blanks (1)–(5) and (9) in the notes. Encourage students to find out as much information as they can by just listening to the recording once. Check the answer as a class.

Tapescript

A

Ben: Hi, what course do you think you will choose to study?

Mary: I don’t know. It’s such a difficult choice to make.

Ben: Well, one thing I’m sure of is that I don’t want to study Maths. I’m not very good at it. I don’t want to do Law either as there are so many rules to remember. Lots of my friends say that Physics is a popular course right now, but I really want to study something that’s interesting and new.

Mary: It’s a tough decision. I thought about doing something related to arts, but actually it proved very difficult for me. I think I’ll study some languages, though, as I’m
quite good at them. A few years ago, you could only study Chinese or choose from a few foreign languages, but now there are many more choices! I certainly won’t be taking Geography—I always get the countries or the cities wrong. I’ve been thinking that I might do something like Communications because I’ve published a few articles in the school magazine and would like to become a TV reporter. Do you remember when the local newspaper published my writing last year?

**Ben:** Yes. It was a really good article. I think that would be great for you, and Communications sounds like a very exciting course to study.

(school bell ringing)

**Mary:** Oh, that’s the bell. Let’s talk about this again at lunchtime.

**Answers**

A  (1) Maths  
  (2) rules  
  (3) Physics  
  (4) very difficult for her  
  (5) Geography  
  (9) TV reporter

3 Have students read the directions of Part B and have them listen to the recording in this part to fill the remaining blanks in the note sheet. Check the answers as a class.

**Tapescript**

B

**Ben:** Hey! Have you decided upon your course yet?

**Mary:** Not yet. What about you? I know you were a bit uncertain about taking a few courses because you said you want to study something you find interesting and exciting. However, I was talking to a friend of mine, and she told me about a new course called Biochemistry. It sounds interesting. There are also courses like Computer Engineering that might interest you. Maybe you could study that at university since you’re great at solving problems with computers.

**Ben:** Yes, I think Computer Engineering sounds interesting. I also want to do something practical that will interest me, and I think Biochemistry will be good for my future career. There are so many different courses, and I just want to find the right one that suits my personality. As for computers, yes, I do like working with them, so Information Technology or IT could also be a possibility.

**Mary:** These courses are very popular right now, and lots of people are choosing them. I think Writing is one popular course that could be a good choice for me. It certainly appeals to my love of writing; I suppose a good way to find out more about them is to do some research on the Internet. What do you think?

**Ben:** We could also look in the newspaper. At this time of year, there are often articles telling about the different courses that we can study at university.
Answers
A  (6) interesting
(7) his future career
(8) Information Technology/IT
(10) Writing

4 Ask students what courses they think are most popular now. Write their answers on the blackboard. Then have them give the reasons why they have chosen these courses. Write the reasons on the blackboard. For example:

<table>
<thead>
<tr>
<th>Popular courses</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT</td>
<td>interesting</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>good future career</td>
</tr>
<tr>
<td>Accounting</td>
<td>well-paid</td>
</tr>
<tr>
<td>Languages</td>
<td>useful</td>
</tr>
</tbody>
</table>

5 Have students read the newspaper article in Part C and then decide which sentences are true and which are false.

Answers
C  1 F  2 T  3 T  4 F

If time permits, have students compare what they have read in the article with what you have written on the blackboard. Have more able students summarize what kinds of courses are popular and why.

Skills building 2: discussing options and possibilities

1 Begin this part by asking students if they remember the questions they heard being asked in the recordings in Parts A and B of Step 1. If they do not, have them listen to the two recordings once again. They shall hear the following questions being asked:

What course do you think you will choose to study?
Do you remember when the local newspaper published my writing last year?
Have you decided upon your course yet?
What about you?
What do you think?

Write these questions on the blackboard and ask students why these questions are used in the two conversations. Students should understand that these questions are used to ask for information or the other person’s opinions. Tell students that when we discuss options and possibilities we also use specific questions. To help us choose, we often ask ourselves why we do or do not want to do something.

Have students read the directions and the questions presented in this part. Make sure that they understand why these questions are used. They should learn that with these questions a conversation can be kept going.

If time permits, have students make two or three short dialogues using these questions as cues to keep the dialogue going. For example:

Dialogue 1
S1: I’ve decided to take IT at university. Do you think that is a good choice?
S2: IT has been quite popular in recent years. If I were you, I’d take this course. You are quite interested in computers and good at problem-solving, aren’t you?

Dialogue 2
S1: I can’t make up my mind which course to choose, Bioengineering or IT? What would you do if you were me?
S2: I’d choose IT. It’s a popular course. You’re quite good at solving problems with computers. It’d be a good choice, don’t you think?
S1: That's true. It's the best choice for me, isn't it?

Step 2: discussing course options

1. Have students read the directions and make sure that they know what they are asked to do. Then have them go over the directions and two columns. They should understand what the cues refer to and how to have a conversation using these cues.

2. Have students work in pairs to have a conversation. Then have two or three pairs present their conversations to the rest of the class. Have other students make comments about the cues they have used in their conversations.

Sample answers

S1=Mary       S2=Ben

S1: I think it's time that we chose a suitable course to study at university. Which two courses have you chosen?
S2: Biochemistry and Information Technology. What do you think?
S1: These two courses are quite popular, aren't they? Why did you choose them?
S2: They're both popular courses and both require you to be good at problem-solving.
S1: I think you're right. You're quite good at problem-solving, especially with computers.
S2: That's true. Besides, I think both Biochemistry and Information Technology are interesting and exciting. Biochemistry or IT graduates can also find well-paid jobs.
S1: Which of these two courses suits your personality better?
S2: I want to do something practical, so I think I'll study Biochemistry. It's a practical science course based on biology.
S1: That's a good choice, but why not study a traditional science course? Something like Maths or Physics.
S2: I don't want to study Maths or Physics because they are boring and not popular. Besides, I'm not good at them. I don't want to study Law, either—there are so many rules to remember. I think it's difficult, isn't it?
S1: Yes, it is. I'm sure you've made a good choice.

Skills building 3: writing a report about options

Have students read the directions and to pay attention to the five points, which show the structure of the report. Have them work in pairs to discuss how each part should be written.

Write some sentences on the blackboard for less able students. For example:

- **Introduction**

  It is time for Senior High Three students to decide which courses to study at university since they will be finishing high school and going to university soon.

- **Background information**

  Which courses are available? There are popular courses, such as Information Technology, Computer Engineering, Biochemistry, Law and Communications. There are also traditional courses, like Maths, Physics, Chemistry and Chinese.
• Option 1

*International Economics and Trade*

Positive aspects:
- expect to work in an international company or a bank
- have a chance to travel to foreign countries

Negative aspects:
- a lot of students study this subject, so there is competition for places at companies
- limited positions available and very high entry requirements

• Option 2

*Communications*

Positive aspects:
- interesting and a chance to be creative
- visit different places and meet different people

Negative aspects:
- work very long hours and under pressure
- could be in dangerous situations

• Conclusion

choose Communications
the reasons:
- interesting
- enjoy challenges
- like travelling and meeting different people
- positives outweigh negatives

Step 3: writing a report about your choice

1. Have students read the directions so that they understand what they are asked to do. They should understand what to write in the report and how to write it. Have them first work in pairs and discuss with their partners about the structure of the report and what to write in each part. Have students finish the report individually, 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 reports to the class. Encourage other students to make some comments about their reports.

Possible example

Course options

Introduction
As a Senior High Three student, it is important for me to decide which course to study at university.

Background information
There are several popular courses right now, all of which look interesting and exciting. I want to choose a course that will help me find a job in the future. My best friend and I have discussed which course to choose. I read an article in a newspaper about the courses that are currently popular. I think that two of the courses mentioned, Biochemistry and Information Technology, might be best for me because they seem to suit my personality and I am interested in them.

Option 1
My first option is Biochemistry, a practical science course based on biology. I like studying Biology at high school and think it could be good to continue this interest into university. Besides, environmental problems attract a lot of attention right now and I want to do something to protect the environment. However, if you choose to study Biochemistry, you must work very hard at it. It is a complicated subject and I expect that if I chose this course I would not get much free time.
Option 2
My second option would be to study Information Technology. The fast development of computer science and the Internet means this industry is becoming more and more important and there should be lots of positions available after I graduate. I am very interested in computers and good at problem-solving. I am concerned though that it may be boring as I will have to sit in front of a computer all day.

Conclusion
I have decided to study Biochemistry at university. I enjoy doing practical things and solving different kinds of problems. I am not afraid of challenges and will work hard to succeed. My parents think it will not be difficult for a graduate of Biochemistry to find a job in the future because the environment around us must be protected.

Project
This section is designed to give students a chance to practise their English by completing a project. Students will first read a brochure about a university in China to learn more clearly about what life is like when studying at university. They are also expected to write a guide to a university either at home or abroad after doing some research.

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 the guide and how to find detailed information about a university. By conducting the activities in this section, students will learn more about life at a university and think about which university to study at.

Part A

1. Begin by saying the following to students:
   In the Reading section, we read an article about studying at a university in Canada. In the Task section, we discussed what courses to choose to study at university. We have learnt a lot of information about studying abroad and what course to study at university. However, have you considered studying at a university in China? In this part, we are going to read a brochure about a university in China — Zhenhua University.

   Have students read the title of the article and tell you what they think the subtitle means. They should understand the subtitle 'your home away from home' means that, when one goes to study at Zhenhua University, the university will be like a home to him or her.

   Have students predict what information they will learn from the brochure. Write their answers on the blackboard. Students may give the following answers:

   Information about Zhenhua University
   - the history
   - the size
   - the courses
   - the facilities
   - student accommodations
2 Have students read the brochure and find out details about Zhenhua University to see if they have guessed correctly. Tell them to take some notes about the university while reading. This will help them discuss what should be included in a guide to a university.

3 Have students read the brochure once more and identify the topic of each paragraph. They should first work in pairs to discuss their findings. Then have some pairs to write their ideas on the blackboard. For example:

- **Paragraph 1** General introduction
- **Paragraph 2** The range of courses and the programmes at different degree levels
- **Paragraph 3** Teaching and research work
- **Paragraph 4** Class studying hours and social activities
- **Paragraph 5** Campus facilities
- **Paragraph 6** Admission requirements

Have other students make comments.

Have students work in groups of four and discuss the first two questions in Part B. Each of the group members should give his or her own answers to the two questions.

4 Have students do Parts B1 and B2 on Page 118 in the Workbook, so they can become more familiar with the usages of some useful words and phrases learnt in this section.

5 Have students do Parts D1, D2, D3 and D4 on Pages 120 and 121 in the Workbook to practise using the words, phrases and patterns learnt in this unit. Or, they can finish these as homework.

6 Have students do the listening exercises in Parts A and B, and then complete the passage in Part C on Page 124 in the Workbook. Or, they may do these exercises as homework.

7 Have students first read the article in Part A on Page 125, and then write a passage according to the notes in Part B in the Workbook. Or, they can do this exercise as homework.

**Part B**

1 Organize students into groups of four. Tell them that each group will write a guide to a university. They should first choose a university either at home or abroad, and then do some research to find out detailed information about it. Have them discuss Questions 3 to 8 in Part B. One student in each group should take notes about the answers they give to these questions. They should also decide how many parts they will write and who will write each part.

2 Have each group present their guide. Other groups can give their comments. If time is limited, have each group display their guide on the walls of their classroom.

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**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 read the brochure in Part A in Project, students will have learnt some detailed information about Zhenhua University. If they feel very confident about understanding the university brochure, they can score it 5. If they feel slightly confident, 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 in 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

这么多的工作可以选择！

作者：戴玲玲

高中的最后一年是勤奋学习的时刻，也是认真思考的时刻。此时，你得开始考虑未来以及你毕业后想做什么。在本文中，我将讨论一些你可以选择的工作，以及哪一种工作最适合你：热门工作、特殊工作还是普通工作。

当你选择职业时，你要考虑一份工作所有的方面。有些工作可能会看起来很枯燥，但对社会非常重要，还有一些工作可能看起来很令人激动但实际上非常难做和无聊。一个例子就是模特和演员这一类所谓的“风光的工作”。你想出名、佩戴钻石、出席宴会、在私人喷气式飞机或直升机上靠着软垫休息吗？事实上，这些人得花很长时间旅行，他们所有的行李都装在手提箱或旅行箱里，而且他们中只有非常少的一部分人能成功。为了养活自己，许多演员和模特做一些普通的、没什么风光的工作，常常做服务生。那些成功的和出名的人则必须应对无休止的媒体关注。他们也承受着巨大的压力，要显得年轻、漂亮。大部分演员和模特一直在节食，许多人接受过痛苦的手术，使自己的脸和身体看起来更有吸引力。现在这看起来不那么风光了，是吗？可能做一名当地的杂货店店主会是更好的选择。

其他一些受年轻人欢迎的职业包括法律界和商界的工作。许多人雄心勃勃，想成为成功的律师或商界人士，却没有考虑到这些工作带来的紧张和压力。这些可能会是高薪、有趣的工作，但也得很长时间地工作。此外，有时作为商界管理者，你得做出一些会伤害到别人的艰难决定，而律师则可能要面对棘手的道德问题。

另一方面，一些人觉得比较与众不同工作更符合他们的天赋和兴趣。几年前，当我在美国大峡谷国家公园徒步旅行时，遇见了一个从事特殊工作的人。他住在小溪边帐篷里，帐篷周围摆着一些技术设备，他唯一的邻居就是住在附近树上的鸟和松鼠。他的工作是检测公园地区的噪音污染。他热爱野营，工作对他来说就像在度假。显然易见，他喜欢做自己的工作。还有许多其他人在从事着特殊的工作，例如有人在酿酒厂品酒，一周可能喝一升的啤酒；有人设计烟花；有人为游乐场测试过山车设施。所有这些人都热爱他们的工作，虽然这些工作可能并不为某些人青睐，但不管怎样还是有趣的。

同样地，许多普通的工作可能看起来很平淡，但对社会来说却是必不可少的。在我们的日常生活中，我们要接触到许多人——在商店里卖东西给我们的店主、开着有轨电车和公共汽车送我们到城市各处的司机、理发店里给我们理发的理发师、清理我们的垃圾的清洁工。这些工作看起来并不怎么有吸引力，但它们都非常重要。例如，如果没人来收垃圾，街道很快就会变得非常肮脏，老鼠的数量会增加，疾病会传播。这些人做着此类平凡却必不可少的工作，使其他人得以继续他们的日常生活。

当你考虑你未来的职业时，要记住一些看起来风光的工作可能会相当难做，而一些普通的工作则可能非常重要。然而，所有的这些工作加在一起有助于社会正常运转。
Project

什么是最适合你的工作？

读下列各题，圈出那些描述了你想做或者喜欢做的选项。每题你可以选择一个以上的答案。没有正确或错误答案。

1. 我更喜欢 __________。
   a. 安装或修理东西
   b. 解决数学难题
   c. 绘画
   d. 引导一个小组讨论
   e. 销售东西或者推销主意
   f. 安装电脑系统

2. 我是 __________。
   a. 实际的
   b. 对许多事情充满好奇的
   c. 有创造力的
   d. 友好的
   e. 自信的
   f. 很有条理的

3. 对于爱好，我更喜欢 __________。
   a. 运动
   b. 读书
   c. 摄影
   d. 看体育比赛
   e. 与他人辩论
   f. 收藏东西

4. 我喜欢 __________。
   a. 建造东西
   b. 在实验室做实验
   c. 设计东西
   d. 参与团队体育项目
   e. 与重要和著名的人物会面
   f. 组织活动

5. 我能 __________。
   a. 轻易地使用工具和机器
   b. 轻易地使用电脑
   c. 善于唱歌、表演或者跳舞
   d. 与他人很好地合作
   e. 做很好的演讲
   f. 做精确的记录

6. 我喜欢 __________。
   a. 与动物在一起
   b. 解决问题
   c. 运用我的艺术构思
   d. 与他人一起工作并帮助他们
   e. 与他人一起工作来赚钱
   f. 与数据打交道

现在看看你的答案，算出你选择了几次：
   a=□  b=□  c=□  d=□  e=□  f=□

这些字母代表了不同类型的人。找出你选择次数最多的字母，阅读下页与之相对应的描述。这将告诉你你哪一类型的人，以及什么样的职业可能最适合你。如果没有选择最多的一个字母，就看选择最多的两个字母。

a. 现实型（实干家）
   这类人有实践或者运动的能力，更愿与实物、机械、植物或动物打交道或者进行户外工作。适合的工作包括：公共汽车司机、屠夫、果蔬商、木匠、厨师、消防员、机器人操作员、水手和裁缝。

b. 调查型（思想家）
   这类人喜欢观察、学习、分析、评价和解决问题。适合的工作包括：化学家、牙科医生、工程师、物理学家和软件工程师。
Unit 2
Reading
面试指导

各位早上好。在接下来这段时间，我将谈谈如何获得你真正想要的工作。我们将看看，如果你被要求去参加一个面试时，你应该做什么。

在我们开始进一步的讨论之前，明白什么是面试以及为什么要安排面试很重要。面试是雇主和潜在雇员之间的谈话，是为了让面试官评估应聘者，看他（她）是否适合这一职位。但是，它也为应聘者们提供了一个机会，让他们更了解这项工作和这家公司，并可以自问：“它适合我吗？”

我们可以把面试过程分为三个部分：第一部分，准备；第二部分，面试本身；第三部分，面试之后你该做什么。让我们来看第一部分——准备。这是得到你想要的工作的关键。尽你所能，找到尽可能多的关于这家公司的信息。大多数公司都有网站，告诉你几乎所有你需要知道的信息。优秀的面试官能够判断出你是否做了功课来理解公司，因此一定要确保你做了准备！

接下来，想要你可能会被问到的一些问题，以及怎么回答才最好。或者，更好的是，一定要与你的一位朋友做模拟面试。这可以让你准备好合适的答案，并意味着在面试时你不需临时仓促应答。

不要担心在面试前会心慌意乱。如果你准备恰当，你会感到有信心。面试和去看牙医的痛苦历程不同，因此没必要害怕。

第一印象很重要。一定要保证你在面试前和面试时的仪容仪表。秃顶的先生们，当天早晨请用手动剃须刀或电动剃须刀把胡子刮干净。你应确保你的头发整洁——如果有必要，你甚至应该去理个发。穿让你感到充满信心的衣着也很重要：你的着装应漂亮整洁，但也要保守。面试官从他或她在等候室里见到你时起就开始评判你。穿短裤和短袖汗衫去面试当然不妥！

当你赶去约定的面试时，你要考虑到交通状况，确保准时，甚至提前一点。面试迟到是你会做过的最糟糕的事情之一。面试官不会关心交通环岛上的交通状况有多么不好，或者你为什么这么困难。迟到从来都没有好的借口。
在面试过程中，记住要有热情。与面试官握手时要微笑，眼睛要看着对方。这是最快地建立与他人关系的方式之一。它也会让面试官留下印象：你很自信，即使你实际上感到很紧张。

你还应该用肢体语言来表达你自己。当你同意时点头，不同意时则摇头。保持你的背挺直，不要幅度过大地动来动去，否则面试官会认为你紧张或者不舒服。

听面试官问的问题并认真回答。不要忘记面试对你来说是一个可以更多地了解这份工作的机会。提问题会表明你对这份工作感兴趣。

但不要认为一旦面试结束了，你就没什么能做的了。接着，你应该写信给他们，感谢他们给了你这次面试机会。这不仅是一种礼貌的表示，也是你向公司推销自己最后一次机会。这会让你比其他应聘者高人一筹，因此记得检查你的拼写、标点和语法。

如果你按照我今天给你的建议去做，找到工作应该易如反掌。祝你们一切顺利。祝好运！

Project

把握大学入学前的休学实践年

传统上，学生18岁时离开高中，直接读大学，学习三四年，然后参加工作，慢慢攀爬事业的阶梯。然而，像今年和前年一样，今年成千上万的年轻人将奔赴四面八方，参加为期长达一年的各种项目，然后再返回英国上大学。他们可能在英国当英语老师，或者甚至可能在非洲的自然保护区工作。事实上，现在几乎可以在除了南极洲以外的地球的每一个角落找到这些年轻人。

高中毕业后和大学开始前不上学的一年被称为休学实践年。这不仅仅是一个长假。英国政府现在正提供资金给一些年轻人以帮助他们休学实践一年。大学鼓励学生在进入大学前离开学校一年，而越来越多的公司则说比起那些一直在象牙塔内、高中毕业后直接上大学的毕业生，它们更喜欢雇用休学实践了一年的毕业生。

这一偏好的理由很简单。休学实践年给年轻人学习技能和获得生活经验的机会，这些技巧和经验是高中或者大学所不能提供的。它帮助年轻人发展和成长。

去年，卡罗尔·史密斯从英国去了巴西，在那里她参加了一个帮助拯救亚马孙雨林的项目。她说：“我的朋友们总认为我太娇弱，但是离开家住在一个偏远的地方教会了我变得更加独立。当然，我也想去，但是我会非常肯定地推荐休学实践年。我感到我发挥了作用，帮助保护了雨林。”

另一名选择休学实践一年的学生丹尼尔·琼斯花了一年时间在加纳教书，然后回了英国。在那里的乡村地区，他教贫困学生们英语和数学。他发现与那儿的当地人生活在一起具有挑战性，但也很值得。“那里的家庭非常贫穷，穷得甚至连冰箱、炊具等最基本的都没有。事实上，他们没有任何电。在夜里我们不能只是按一下电灯开关；我们得用手电筒或者旧式油灯来给我们照明。在这个环境生活过之后，我觉得我现在已经准备好面对未来的挑战。”

马丁·约翰逊来自美国，曾在印度的一个贫困地区帮助建造了一所学校。他说他想学习如何应对困难的环境。在解释他们如何制造了学校大部分的家具时，他说：“我们有一些木柴、钉子、锤子和许多勤劳的人们。”马丁说他通过与当地人一起工作学到了很多。“我帮助人们收割庄稼，这是我以前从来没有做过的事。成为另一种文化的一部分这一经历非常特别。”

对于许多学生来说，休学实践年教他们如何与一群陌生人工作，如何在没有家人和朋友帮助的情况下照顾自己。这些正是公司寻找的技能。如今，它们希望年轻人不仅具有学术资格证明。一家大型金融机构的管理者布鲁斯先生非常欢迎休学实践年所能带给他们新员工的额外经验。“我们通常发现休学实践了一年的学生更能够独立工作而不需要指导，并且往往更好地与来自不同背景的同事一起工作。”
现在人们普遍认为休学实践年远远不止是一年不学习。它是个人成长和发展的新能力，从不同角度看生活的生活的时机。当学生开始大学生活时，他们热情而充满活力。休学实践年也就是让学生体验到一段美好的时光和交到新朋友，也给了学生在就业市场上的优势。

Unit 3
Reading

克莱夫·辛科莱爵士
——将技术带给普通大众的人

今天的节目是关于英国计算机和发明家克莱夫·辛科莱爵士的。辛科莱1940年7月30日出生于英格兰的萨里郡。他童年的大部分时间是为了与祖父和父亲一起度过的。他的祖父和父亲都是工程师，因此，他在很小的时候就开始设计和制造东西。辛科莱主要靠自学，与在学校和同学一起学习相比，他更愿意花时间自学。到他10岁时，他的小学老师说他几何学和代数学已经学得很好了，他们没办法再教他更多的东西了，于是他直接上了中学。中学毕业后，他去大学不能再教他任何新东西。因此在17岁时，他做了一份工作，做一名无线电杂志的助理编辑。这份杂志里满是电路图。

1961年，辛科莱辞职并成立了自己的公司，生产袖珍收音机。然而，出钱创办公司的人在最后一刻撤资，辛科莱不得不找了一份技术编辑的工作来养活自己。同时，在业余时间，他设想建立自己的公司。当他的公司最终开始生产并贴出收音机广告时，需求巨大，生意迅速取得了成功。辛科莱非常善于制造小的东西。除了袖珍收音机，辛科莱在1972年生产出第一台袖珍计算器，在1976年制造出第一块电子手表，一年之后又生产出第一台袖珍电视机。他早期的很多产品就是成套的零部件，非专业的人都能组装出像收音机这样的东西。

但是，辛科莱最大的成就是在个人电脑领域。1980年1月，辛科莱推出了ZX80电脑。这是世界上第一台售价低于100英镑的电脑。8个月内，辛科莱就卖出了两万多台ZX80电脑。他的下一台电脑ZX81更热销，他的公司收入比前一年增长了760%。在ZX81电脑问世的最初两年，他的公司总共卖出了八百万台。辛科莱在1982年推出了ZX Spectrum电脑。在差不多10年的时间里，这是英国最畅销的电脑。今天在英国的电脑技术领域工作的人多数都是使用ZX Spectrum成长起来的。虽然电脑的营销时的卖点是可用于电脑编程，但它的重要优点却是适合玩电脑游戏。

在20世纪80年代，辛科莱由于辛科莱CS经历了第一次重大失败。辛科莱CS是小型三轮车，用电池驱动，装有电扬发动机。由于它没有用汽油作燃料，因此它比汽车更环保。但是，它速度非常慢，小，设计简单，这使它看起来更像是儿童玩具，而不是适合于成年人使用的交通工具。另外，它动力不够，不能爬坡，没有用来遮挡雨雪的车篷，而且看起来还不怎么安全。报纸评论说他的这项新发明很可笑。他只能卖出一万两千辆这样的车。结果，辛科莱的声誉受到了影响，但他仍然因为其早期的成功而受人尊重。

20世纪80年代末，辛科莱对他的各项事业已感到厌倦，而将精力投入到针对高智商人士的英国门萨俱乐部。他于1980年至1997年担任该俱乐部主席，门萨的会员数在他的管理下大幅增长。他的管理技巧和人格魅力使该俱乐部成为一个非常著名的组织。

尽管近年来辛科莱已有些放慢了脚步，但他仍然在发明和出售新东西。他最新的产品是可以折叠起来，小到可以放进包里的自行车。这样的自行车既有利于环保，对想骑车上下班的办公室工作人员来说也非常实用。

辛科莱取得了成功，因为他同时拥有智慧和坚定的成功的信念。辛科莱的生活是充实的和趣味盎然的，我希望大家喜欢今天节目中他的故事。
Project

我的父亲，我的英雄

我认为我父亲是我生命中重要的人。这不是因为他有名或者富有。我们没有宽敞的轿车，家里也没有古董画作。不过，我敬重我的父亲是由于他对我的爱，和我对他的关心和爱。最让我父亲感到幸福的是，他能够养家糊口，让我们有栖身之所。

我的父亲可能工作辛苦，但是他总在那里守护着我们。每当我运动时被绊倒或者伤了自己，他总在那里扶我起来。他长期的关爱以及我们讲的妙趣横生的故事伴随着我和哥哥长大。

父亲的一家从中国来到美国。他小时候家里非常穷。他曾经告诉我，当他上学时，他妈妈用大头针将他的衬衫别在一起。当他只有14岁时，就不得不离开学校开始工作，因为我的祖父去世了，什么钱也没留下，只留下了一个大家庭。如果他不工作，那就没有人来养活整个家庭。

当父母和母亲结婚时，他们没有很多钱。有了孩子后情况就变得更糟了。我们很小的时候，父亲额外做了一份宾馆房屋的工作。每天夜里他还要在一家宾馆拖地，这样他就可以请我们吃一次特别的大餐或者带我们去一次剧院。从年初到年底，父亲开始每天至少放50美分到他卧室架子上的罐子。我们都想知道他为什么要攒这笔钱，但他拒绝告诉我们。然后，到12月，我注意到罐子空了。那天晚上，父亲回家时带回了一些非常棒的圣诞礼物，包括糖果和汽车，还有一只大火鸡作圣诞晚餐。那可能是最美好的一次圣诞节。

父亲还帮助我们当地的社区。作为社区中心主席，他建立了一个帮助该地区老年人的委员会。这个委员会为老人们做好健康的饭菜并送给他们，有些人要么老得自己做不了饭，要么就是穷得买不起好的食物。父亲还帮助在社区中心安排星期天的早午餐，这样老年人就可以和他们的朋友们聚会。

我还知道父亲的一些事，这些事他没有告诉过别人。几年前，他的一位好朋友去世了。去年，父亲遇到了他的朋友的儿子，发现他们家太穷，进不起去上学。于是，父亲就给他钱，以供他继续学业。之后，父亲建立了一个组织，专门帮助经济有困难的学生。他已从一些大公司收到钱，然后确保这些钱被用于帮助真正有困难的学生。

我的父亲是成功的，因为在帮助别人时他从不退缩。人们也喜欢他，因为他脸上常带着微笑。他是乐观的，在任何情况下总是发现事物好的一面。他非常善于解决问题，最喜欢说的话是“别担心！这事儿不值得担心”和“会好的——你就等着瞧吧”。他总是对的！

父亲现在老了，头发花白了，有了皱纹，但他仍然很有尊严。无论他要做什么工作，他都把它做好。我想这让他成为了那样的人。他从那里学到了需要耐心和诚实，也学会了需要关心他人。父亲也令我有信心保持自己的本色。从他那里我学到一个人真的可以发挥作用。

Unit 4
Reading

我的大学生活

作者：秦晓勇

首先，我要向大家问好。我想你们中一些人可能记得我，因为我曾经是校足球队的队长。今年五月，我过完了在加拿大的第一年，学到了很多。我写这篇文章是为了让你们能迅速预知可以期待从大学生活中得到什么，无论是在中国还是在国外。
我需要做许多事情来为上大学做准备。我必须决定申请哪所学校，学习什么专业，然后我需要为出国留学办理护照和签证。我发现选择国外的大学可能会很困难。虽然我有大量的宣传册和学校课程目录，我决定选择卡尔加里大学学习心理学。心理学是研究思维以及思维如何影响行为的学科。

移居到加拿大意味着我的生活将做一些大的调整。尽管我知道每个人到一定时候都不得不离开自己的“窝”，但是离家别亲是最艰难的，有些人无法应付背井离乡的生活。为了让自己适应，我为爸爸妈妈建立了电子邮箱，这样我就可以经常发电子邮件给他们。然而，在大学第一年，我忙于学习和接触新朋友，以至于我本应该经常写电子邮件给家里，却没有做到。当放暑假回家时，我有一点浪子回家的感觉。

另一个大的变化就是食物。当我第一次来到加拿大的时候，我发现食物有一点奇怪。我不喜欢吃那么多的肉类和油炸食品。现在，我正在慢慢适应加拿大的食物。信不信由你，我现在最喜欢的食物是胡椒牛排。

在离开家之前，妈妈指导我如何用炉子和电饭锅，并教我如何做一些简单的菜，如面条、煎豆腐和蒜炒素菜。现在，每当我闷到中餐的时候，就可以自己动手，但通常我还是用微波炉做所有的饭菜。我很喜欢在休息室里有些茶杯和茶碟，还有一个保温杯可以带茶去上课。

妈妈还教我如何洗衣，以及如何避免衣服缩水。独自一人生活，我还学会了如何控制每星期的开销。我认为每个月在一些钱上维持开支是个好主意。所有的这些都帮助我变得更加独立。

到加拿大接受高等教育是令人兴奋的，但我也非常忙碌的。开学第一天，学生宿舍里到处都是拥挤的人群，所有人都在找自己该去哪里。我的房间只有部分家具，没有洗碗池，只有一个水槽和挂毛巾的钩子。厨房很小，我跟朋友开玩笑说可以用来丈量它了！

我也见到了我的室友，他非常友好。他来这里学习自然科学，似乎知道从天文学到矿物所有关于自然科学的东西。他与我上不一样的课，有不一样的时间表。在大学里，不同系的学生在不同的时间上不同的课。大学生还有许多空余时间来自学，运动或白天休息。我的加拿大朋友让我尝试打棒球。虽然我非常喜欢棒球，但我并不擅长打棒球。

当你在为大学做计划时，要向前看而不是向后看。上大学是一次历险，因此你不应该害怕，而要全身心地投入进去。我给你的建议是提前准备和思考，这样你就会更容易地完成从家到大学的转变。如果你有任何其他的问题，尽管给我写信。我的邮箱地址是qinxiaoyong@con.com。

Project

振华大学
像家一样舒适的地方

振华大学是一所位于市郊的独立大学。尽管它不大，但却是你继续接受教育的极佳之处。校园内有一个喷泉，还有你可以散步、静坐和休息的地方。在振华，我认识到如果你努力学习，你也需要好好娱乐。因此，除了促进你的学业，我们还有一些全国最优秀的大学运动队。

振华能给你什么？课程的范围是非常广泛的，当然包括传统的文科和理科课程，还有信息技术、传播学和电影与传媒研究等其他课程。你可与我们一起学习，获得你的学士学位，硕士学位甚至博士学位。我们大学提供70个学位项目。要获得更多的信息就访问我们的网站吧。

目前，振华有20个研究所或中心。学校努力为学生提供对他们未来职业发展有帮助的知识和技能。振华正努力使自己成为求知和科研的首要之所。我们还有交流项目，使振华的学生可以到世界各地求学，外国学生可以来和我们一起学习。

在振华的校园里，我们有一万一千五百多名学生。我们相信所有的学生都应努力学习，充分利用他们在这里的时间。这意味着我们的时间表是为每一位学生精心安排的。它包括每周20小时的自选...
科目的课堂学习。所有课程都安排得当，这样学生既可以参加研讨课，也可以听讲座。另外，我们每周还安排两小时写作文和报告，两小时集中训练辩论技巧以及两小时运动。我们鼓励每一位学生参加一项新的体育运动或者尝试一种新的锻炼方式。在第一年，你还会听关于如何学习和如何做研究的讲座。这将帮助你最充分地利用大学教育和你的时间。此外，你可以参加许多课外活动，包括演讲比赛、音乐会和舞会。你也可以参加许多俱乐部，如体育协会和棋类协会。

振华有一座大的现代化图书馆和四个餐厅。我们有配有电视和热水的宿舍、演讲厅和自习室。有网线接口的电脑室、游泳池、学生娱乐中心、诊所，以及为来访家长服务的宾馆。宿舍算得上是全国最好的。它们非常宽敞，配备淋浴间，二到四名学生合住一间。学校还设有往返市里的班车。每学期结束时，我们安排至其他主要城市的大巴送学生回家。

振华的录取要求与中国其他许多大学基本一样。我们承诺将帮助你从教育中获取最大收益，以确保你拥有光明的未来。选择振华，你会真正找到一个像家一样舒适的地方。
Appendix II: Key to Workbook

Unit 1

Language practice

Part A1 (Page 90)
1 waiters waitress
2 cleaner(s) cleaning clean
3 lawyer law
4 suited suit
5 grocery grocer
6 Physics physicist
7 actually actual
8 press pressure

Part A2 (Page 90)
1 in 3 on
2 to/for 4 with
5 under 7 about
6 up 8 in

Part B1 (Page 91)
1 artistic 3 pianist
2 realistic 4 violinist
5 librarian 7 typists
6 enterprising

Part B2 (Page 91)
1 self-confident 3 tailor
2 greengrocer 4 investigative
5 stewardess 7 creative
6 take pleasure in 8 conventional

Part C1 (Page 92)
1 simile 3 metaphor
2 metaphor 4 simile
5 simile 7 simile
6 metaphor 8 metaphor

Part C2 (Page 92)
1 b 2 h 3 g 4 a 5 c 6 i 7 f 8 e 9 d 10 k 11 j

Part D1 (Page 93)
1 athletic 4 magician
2 creative 5 bath
3 nerves 6 bedding
5 practical
8 evaluate

Part D2 (Page 93)
1 cucumber 3 fox
2 sly 4 martial arts
5 spears 7 bandage
6 zone(s) 8 cushions
9 baggage
10 well-paid

Part D3 (Page 94)
1 options 3 take pleasure in
2 greengrocer 4 realistic
5 career 7 tailoring
6 plain 8 self-confident
9 nerves
10 enterprising

Part D4 (Page 94)
1 When he set up the company, he was under huge pressure to be successful.
2 When we are faced with failure, one option is to stop and reflect on what we may have done wrong.
This course is tailored for students who are interested in playing badminton.

Whatever happens, try looking at the problem from a different angle.

His speech was well suited to the situation at that time.

Being able to travel abroad is the bonus for this job.

Although an earthquake has just happened, people here still go about their lives as usual.

Students who take pleasure in their studies tend to learn more.

Reading

Part A (Page 95)

1. Because he has always been interested in fashion, and he thinks that fashion design will allow him to combine a career with his love of art.
2. Producing all the costumes in the limited time available.
3. Because he wants to learn where famous designers get their inspiration from and how they started their careers.
4. Because he wishes to improve his drawing and design skills and learn about managing a business.
5. Because he thinks that designer clothes are too expensive and wants to design clothes that more people can afford.

Part B (Page 96)

1. instructor 5. office 9. emergency
2. outdoors 6. techniques 10. combine
3. child 7. safety
4. walking 8. language

Listening

Parts A and B (Page 97)

1. society 4. disabled 7. schools
2. their lives 5. 1994 8. sad
3. poor 6. fast economic growth 9. students

Part C (Page 97)

1. society 3. their lives 5. get on well 7. changes
2. solving problems 4. serious problems 6. jobs 8. social work

Writing

Part B (Page 98)

Becoming a doctor would be my dream career. I know that it takes a long time to train to be a doctor and that it costs a lot of money to pay for all those years of study. I also know that doctors have to work very long hours and that the work itself is very challenging. However, there are several reasons why medicine would be the best career for me.

First, if I become a doctor, then I can make a difference to people’s lives. As a doctor, I would be saving lives, curing illnesses and helping people in pain. Second, I love my family and friends, and knowing that my knowledge and skill would be of great value to them is very important to me. If people around me got sick, I would know the best thing to do and be
able to help them immediately. Third, I have always been interested in this career. I have liked and admired doctors since I was a child. If I become a doctor, it will be a dream come true for me. Finally, because of the work they do in treating patients and helping people, doctors are usually well paid and respected members of society. They enjoy a high social status.

Being a doctor would be my dream job. I know it will be challenging, as doctors face many challenges and problems every day, but I will be prepared.

**Unit 2**

**Language practice**

**Part A1** (Page 99)

1. assess 2. employees 3. applicants 4. parking 5. interviewer's

**Part A2** (Page 99)

1. conservative 2. session 3. shave 4. make allowance for 5. yawning 6. roundabout 7. punctuation 8. employer

**Part B1** (Page 100)

1. career ladder 2. life experience 3. funds 4. nails 5. make a difference 6. more than 7. Antarctic 8. every point of the compass

**Part B2** (Page 100)


**Part C1** (Page 101)

1. paying close attention to what was being said 2. either succeed or fail 3. stayed up very late at night 4. a large meal 5. not hurt; in good condition 6. compare prices at different shops 7. didn’t know what to say 8. in the same situation

**Part C2** (Page 101)

1. leading lights 2. as happy as Larry 3. be up and about 4. play it safe 5. be at odds 6. a pack of lies 7. there was no question 8. there was no question 9. lost heart

**Part D1** (Page 102)


**Part D2** (Page 102)

1. of 2. up 3. in 4. for 5. off 6. on 7. in 8. over 9. as as 10. up

**Part D3** (Page 103)

Part D4 (Page 103)
1 He gave me this present as a gesture of friendship.
2 George did not prepare his lecture beforehand and only talked off the top of his head.
3 Can you look me in the eye and say you did not cheat on the exam?
4 Daniel has the edge over Simon when it comes to running, but he is not as strong as Simon.
5 After the interview, you had better follow up by sending an e-mail to thank the company for giving you an interview.
6 Although many students thought the maths test was very difficult, it was actually as easy as pie for Sam.
7 As the couple watched the detective film, both of them had butterflies in their stomachs.
8 He didn’t finish the work on time, but we should make allowance for the fact that he was ill.

Reading
Part A (Page 104)
1 Because there were hundreds of students and recent graduates at the fairs, and the company representatives didn’t have a lot of time to talk to everyone.
2 Most companies do not advertise in newspapers when they have jobs available.
3 She did research to find the names of companies in her city involved in engineering. Then, she visited the companies’ websites to see the jobs advertised there.
4 A friend of hers saw an ad for an engineer in his company and told her the manager’s name. She sent her CV in, had an interview and was hired.
5 Because a friend or relative might know of an available job in his or her company.

Part B (Page 105)
1 summary  4 Education  7 responsibilities
2 interview  5 degree  8 qualifications
3 personal  6 Work  9 relevant

Listening
Parts A and B (Page 106)
1 companies  4 managers  7 salary  10 assistant
2 experience  5 website design  8 news stories  11 crime
3 understand  6 summer holidays  9 direct  12 TV station

Part C (Page 106)
1 companies  5 managers  9 questions
2 experience  6 website design  10 responsibilities
3 new skills  7 assistant
4 career/job  8 salary
Writing
Part B (Page 107)
Dear Sir or Madam
In response to your advertisement in the newspaper, I wish to apply for the position of senior clerk in your corporation.
I am twenty-five years old and possess an MA in International Studies from Foreign Studies University. I have an excellent command of English and knowledge of computer skills. I studied English at the same university for four years for my BA and learnt German as my second foreign language. I am fluent in listening, speaking, reading and writing forms of both English and German. I also have a good knowledge of international relations.
I have travelled much within China, and I have been to the UK, France, Germany, Australia and the USA as well. Travelling has not only helped me become independent and out-going, but also made me more creative.
I am a member of the Translators’ Association and have participated in many of its activities.
I would be happy to meet you for an interview at your convenience.
Yours sincerely
Ni Shiqi

Unit 3
Language practice
Part A1 (Page 108)
1 out 3 Under 5 from 7 at 9 at
2 from 4 of 6 up 8 off 10 together
Part A2 (Page 108)
1 calculators calculated 4 will will willing
2 receipts receivers 5 educator education self-educated
3 cycles cyclist 6 tiresome/tiring tired
Part B1 (Page 109)
1 optimistic 3 brunch 5 wrinkles 7 porters
2 nursery 4 jar 6 shrank 8 mop
Part B2 (Page 109)
1 nursery rhymes 4 senior citizens 7 be yourself 10 in need
2 problem-solving 5 find good 8 bless
3 passed away 6 dignity 9 shrink from
Part C1 (Page 110)
2 5 7 9 10 12
Part C2 (Page 110)
1 c 2 a 3 e 4 d 5 f 6 g 7 b 8 j 9 h 10 i
Part D1
1 economical
2 survivors
3 allergic
4 employment
5 surplus
6 flexibility
7 taxpayers
8 lounge
9 optional
10 informer

Part D2
1 in
2 of
3 in
4 on
5 to
6 to
7 for
8 of
9 in
10 on

Part D3
1 drive
2 scratched the surface
3 downsizing
4 take off
5 improvement(s)
6 reveal
7 flexibility
8 optional
9 unsure
10 facilities

Part D4
1 Some of my former colleagues are between jobs at the moment.
2 I’m wondering whether the police have put out a warning to people living in this area after several robberies.
3 The poor family had nothing but a roof over their heads.
4 After graduation, she got a job as a journalist. She has thrown herself into the new job since then.
5 Many adults cannot understand why some teenagers never tire of playing computer games.
6 She is very disappointed at him and no longer has faith in him.
7 What annoyed me most was that my partner pulled out of the project at the last minute.
8 Senior citizens pay less for public transport than other people.

Reading

Part A
1 He took over one of his father’s newspapers when his father died.
2 He bought several newspapers in Australia, including the Daily Mirror, which allowed him to compete with major newspapers in Sydney; The Australian, which was the nation’s first national paper; and the Daily Telegraph, which made him one of the three biggest newspaper publishers in Australia.
3 He became an American citizen so that he could own an American TV station.
4 Murdoch is very curious, always wanting to discover and build new things. This has led him to expand his company.
5 Murdoch enjoys talking about newspapers more than anything else, and he reads dozens of newspapers every day.

Part B
1 family
2 Effectiveness
3 balance
4 habits
5 growth
6 mental
7 analyse
8 contribution(s)
9 realize
10 potential
### Listening

**Parts A and B (Page 115)**

<table>
<thead>
<tr>
<th>1</th>
<th>10</th>
<th>5</th>
<th>toy</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>$5$ million</td>
<td>6</td>
<td>girls</td>
</tr>
<tr>
<td>3</td>
<td>her basement</td>
<td>7</td>
<td>to toy shops</td>
</tr>
<tr>
<td>4</td>
<td>large factory</td>
<td>8</td>
<td>toy exhibition</td>
</tr>
</tbody>
</table>

**Part C (Page 115)**

<table>
<thead>
<tr>
<th>1</th>
<th>10</th>
<th>5</th>
<th>finished high school</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>her basement</td>
<td>6</td>
<td>toy exhibition</td>
</tr>
<tr>
<td>3</td>
<td>toy trains</td>
<td>7</td>
<td>boys</td>
</tr>
<tr>
<td>4</td>
<td>$5$ million</td>
<td>8</td>
<td>both boys and girls</td>
</tr>
</tbody>
</table>

### Writing

**Part B (Page 116)**

Bill Gates is the founder and president of Microsoft. According to a 2003 survey by *Forbes* magazine, he is the richest person in the world.

Bill Gates was born on 28 October 1955. At 18 in 1973, he entered Harvard University to study law. However, he was more interested in computers and developed BASIC language, a computer language that assisted computer programming. In 1975 he made a decision that was to change his life for ever, dropping out of Harvard to concentrate on his biggest love: computers. Together with his close friend Paul Allen, he formed Microsoft and developed software for personal computers. Now Microsoft does business in 78 countries and regions with over 50,000 employees worldwide.

In 1994, Bill Gates married Melinda. They later formed Bill & Melinda Gates Foundation and have donated billions of dollars to students and Aids sufferers ever since. They have made great contributions to education and medicine. In 2008, Bill Gates left Microsoft and concentrated on charity work.

Bill Gates is respected all over the world, not only for his vision and ability in making Microsoft one of the biggest companies in the world, but for all the good work that he has done for charity over the years.

### Unit 4

**Language practice**

**Part A1 (Page 117)**

<table>
<thead>
<tr>
<th>1</th>
<th>preview</th>
<th>review</th>
<th>4</th>
<th>numerous</th>
<th>number</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>psychology</td>
<td>psychological</td>
<td>5</td>
<td>universal</td>
<td>universe</td>
</tr>
<tr>
<td>3</td>
<td>furnished</td>
<td>furniture</td>
<td>6</td>
<td>terrified</td>
<td>terrifying</td>
</tr>
</tbody>
</table>

**Part A2 (Page 117)**

<table>
<thead>
<tr>
<th>1</th>
<th>brochures</th>
<th>3</th>
<th>Garlic</th>
<th>5</th>
<th>saucer</th>
<th>7</th>
<th>basin</th>
<th>9</th>
<th>room-mates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>catalogue</td>
<td>4</td>
<td>astronomy</td>
<td>6</td>
<td>minerals</td>
<td>8</td>
<td>hooks</td>
<td>10</td>
<td>bats</td>
</tr>
</tbody>
</table>
Part B1 (Page 118)
1 seminar 3 shuttle 5 fountain 7 Premier
2 arch 4 degree 6 ensure 8 career

Part B2 (Page 118)
1 equipped with 3 got the best out of 5 exchange programme 7 as well as
2 sharpen 4 set in 6 currently 8 took up

Part C1 (Page 119)
1 Waterloo 5 over the moon 9 Herculean effort
2 catch-22 6 dark horse 10 Robin Hood
3 Pandora's box 7 Scrooge
4 the Stone Age 8 sacred cows

Part C2 (Page 119)
1 c 2 b 3 d 4 a 5 e

Part D1 (Page 120)
1 allusion 3 heel 5 vomit 7 prophet
2 overboard 4 aimless 6 unbeatable 8 mythology

Part D2 (Page 120)
1 terrified 3 nuclear 5 theoretical 7 atom 9 dens
2 Embassy 4 missiles 6 socialist 8 bang 10 surprisingly

Part D3 (Page 121)
1 brochure 4 room-mate 7 fried 10 fountain
2 land on my feet 5 as well 8 seminars
3 putting things away 6 As for 9 numerous

Part D4 (Page 121)
1 Although parents are glad that their children have left the nest for university or work, they still feel that the house is empty after their children have left.
2 After graduation, I faced many difficulties, but I landed on my feet in the end.
3 Many people are in low spirits at some point in their lives.
4 As for achievements in the field of information technology, there is no one more successful than Bill Gates.
5 Many people are in the habit of putting part of their salary away in case of emergency.
6 I would just like to dive right in and talk about the plan you have just drawn up.
7 The university is working to make itself the premier place for enquiry and research.
8 Before applying to Nanjing University, I had looked through many brochures.

Reading

Part A (Page 122)
1 He feels lonely and bored at university because he does not have many friends and does not have anything to do besides study.
There are clubs for almost every interest, including sports, games, politics, film and music, and there are international student clubs as well.

They give foreign students the opportunity to get together with others who share their language and culture, and discuss their experiences as overseas students. They help foreign students adjust to life in Australia.

Learning can take place both inside and outside the classroom.

If you join a student club, you will often spend time with the same group of people, and the university will start to feel smaller.

**Part B (Page 123)**

1. process
2. important
3. five
4. application
5. recommendation
6. government
7. Scholarships
8. part-time

**Listening**

**Parts A and B (Page 124)**

1. society
2. climate
3. 16
4. environmental
5. village
6. weather
7. pollution
8. Human
9. physical
10. society
11. Medical
12. roads
13. new shops
14. maps

**Part C (Page 124)**

1. summer
2. mountains
3. 16
4. village
5. modern technology
6. Physical
7. Human
8. Medical
9. spread
10. roads

**Writing**

**Part B (Page 125)**

West Lake in Hangzhou, Zhejiang Province is regarded as one of the most beautiful spots of this beautiful city. Situated in the west of Hangzhou, West Lake attracts tourists from all over the world due to its natural beauty. The lake covers an area of nearly six square kilometres and is known for being one of the most beautiful parts of China.

The Sudi Causeway is often many visitors' first choice to visit. Many tourists enjoy walking along the causeway, lined with willow trees and admiring the surrounding scenery. The well-known in then poet Su Dongpo in the Song Dynasty had this causeway built. Su's poems are still widely read today.

Another place tourists never miss at West Lake is Viewing Fish at Flowers Harbour. As the name suggests, this is a place where people can see fish in the ponds. The gardens are full of beautiful flowers, and the best time to see them is between spring and summer.

Three Pools Mirroring the Moon is an attractive island in West Lake. There are stone temples and large pools on this island. Moonlight shines through the temples and reflects off the water in the pools, mirroring the moon. It is a world-famous sight.

Together these spots combine to make Hangzhou one of the most beautiful cities in China. Hopefully, more and more tourists will come to this beautiful site in the future.
Appendix III: Tapescripts for Workbook

Page 97, Listening, Part A

Li Qun: Dad, I just read an article on the Internet about social work in China. It seems that social work is a new career in China, but I don’t quite understand what it is. Do you?

Dad: Yes, I do. Social work involves improving society, solving problems in relationships between people and helping people improve their lives.

Li Qun: Who do social workers work with?

Dad: Mostly they help different groups of people who have serious problems, such as the poor, the old and the disabled. Social workers help them find jobs and opportunities for education. They also work with married couples and family members who don’t get on well.

Li Qun: How can someone become a social worker?

Dad: Most people study social work at university. Fudan University in Shanghai opened its Department of Social Work in nineteen ninety-four.

Li Qun: Thanks, Dad. Social work sounds very interesting!

Page 97, Listening, Part B

Li Qun: Zhao Min, I’ve been learning a lot about social work. In general, social workers help people improve their lives. They also work to improve society as a whole. The fast economic growth in China has caused society to change very quickly, and social workers are needed to help people deal with those changes. In hospitals, social workers talk to patients who feel sad because of their illnesses. In schools, they teach students how to handle the pressures of study. Social workers also help people who have lost their jobs find new ones.

Since China needs more social workers, universities are introducing courses in social work. Being a social worker sounds like hard work, but it could also bring many rewards.

Page 106, Listening, Part A

Professor: If you want to gain real-life work experience, you need to get out of the classroom and consider getting an internship. Internships are jobs that companies design especially for university students to give them experience in the career they are interested in doing after graduation. During an internship, you can learn new skills and get a better understanding of what the job is like. In addition, it is a great chance to make a good impression on managers at the company, who may be able to give you a job when you graduate.
Internships are available in almost every field, including computer programming, website design and education. Most internships take place during the school summer holidays. Usually you don’t get paid, but the experience that you gain is very valuable. For example, if you are studying architecture, you could help draw plans for a new building. If you are interested, the university’s Careers Guide Centre has information about companies that are offering internships.

Page 106, Listening, Part B

Shelly: Hi, Greg. How's your internship going?

Greg: It's great! I'm working at a TV station, and I'm learning so much. I help write news stories for the evening news programme by checking facts. I'm also learning how to direct a news programme, which includes deciding what news stories to show and directing the cameras during the programme.

Shelly: My internship is interesting too. I'm studying about the government. Now I'm an assistant to a local official. Many citizens call with questions and complaints about traffic, crime and so on, and I answer their questions. I also do research on problems such as pollution. I write reports about what I have learnt, and give them to the official so that he can deal with these problems.

Greg: That sounds very interesting. Do you want to be a government official in the future?

Shelly: I'm not sure. I've learnt that officials have a lot of responsibilities, and that sometimes it's difficult to make the best decisions for the people.

Greg: Well, I want to work for a TV station when I graduate. It's very exciting!

Page 115, Listening, Part A

Teresa White: My name is Teresa White, and I'm the owner of Star Toys. Ten years ago, I began making dolls in the basement of my house and selling them to toy shops. Today, Star Toys makes dolls, games, toy trains and toy cars in a large factory and ships them all over the world. Last year, the company made five million dollars.

I haven't always been so successful. I grew up in a family that didn't have much money. My parents couldn't afford to send me to university, so I started working after I finished high school. My first job was as a shop assistant in a toy shop, and I tried to learn as much as possible about selling toys. Then, I decided to try making my own dolls. It was very hard work, and for about a year, no one wanted to buy my dolls. I didn't give up, though, and eventually I was able to sell a lot of dolls. I love my work, and I'm glad I didn't quit when times were hard.
Page 115, Listening, Part B

Host: Teresa, could you tell us more about how Star Toys began?

Teresa White: I decided to make dolls because I noticed that they were very popular with girls, and I thought they would be easy to sell. I designed them and made them by hand. Then, I took them to toy shops in my home town and asked the owners if they would like to buy them. At first, the answer was always no. Then, I went to a toy exhibition and met even more toy shop owners. There, I finally started selling my dolls.

Host: That's very interesting. How did you decide to start making other kinds of toys?

Teresa White: As Star Toys grew, I was able to hire workers and buy a factory. We were making quite a profit, so I thought it would be good to expand. I did some research and found that boys like playing with cars and trains, and that both boys and girls like playing board games.

Host: What's the best part of your job?

Teresa White: Designing new toys is fun because I can be creative and try something new.

Page 124, Listening, Part A

Brandon: Well, I'm about to return to university for my second year. I've chosen to study geography, and so far I really enjoy it. I've learnt that geography is much more than learning where mountains and rivers are. It's really the study of how the land and climate affect human society, politics and economy, and how human activity affects the land and climate.

Even though my classes were very interesting, the most valuable experience was my trip to Mexico during my summer holiday. Nine other geography students and I spent eight weeks in Oaxaca, a state in southern Mexico. Oaxaca has deserts, mountains, beaches and rainforests, so the land and climate are very diverse and interesting to study. The people are very diverse, too. There are about sixteen different groups of native people. During the field trip, we studied the rights of the native people, environmental problems and alternatives to development. We also travelled throughout the state. For one week, we lived in a village, where we learnt what life without modern technology is like.

Geography is very interesting. It gives you opportunities to explore the world!

Page 124, Listening, Part B

Natalie: Tell me more about your geography classes, Brandon.

Brandon: There are two main kinds of geography classes. One kind is Physical Geography, which is the study of the Earth's physical characteristics. I took a class in weather and climate, and another class on the causes and effects of pollution. The other
type of class is Human Geography, which is about how humans and physical
geo-graphy affect each other. There is an interesting course in tourism and
geo-graphy, which looks at how tourism affects society, the economy and the
environment. Another course, Medical Geography, studies where different
diseases are found and how they spread.

Natalie: What kind of career can you have if you study geography?

Brandon: There are many different opportunities. You might become an urban planner,
who decides where new houses and roads should be built. You might advise
companies where to open new shops based on the characteristics of the
population. Of course, you can also make maps.

Natalie: I think I might study geography at university, too!
Appendix IV: Grammar

Unit 1

明喻和暗喻

修辞是用来帮助读者想像文章中正在发生的事的语言。几类常用的修辞是明喻、暗喻、习语、委婉语和典故，其中，最常见的是明喻和暗喻。

1 明喻

明喻是将两种通常被视为不相似的不同事物加以对比，所有的明喻都用到 as 或 like。要使明喻达到效果，读者就必须对加以对比的东西非常熟悉。

例如：

- 用 as
  Bob runs as quickly as a deer.
  也许我们不知道 Bob 能跑多快，但很清楚鹿能飞快奔跑。通过把 Bob 比喻成鹿，就强调了他跑的速度，使意思更明了。

- 用 like
  He loved to camp, and his job was like a holiday for him.
  此处，工作被比喻为假期，而度假是我们不工作时所乐意做的事。在这个对比中呈现在人的脑海中的印象是这个人非常喜欢他的工作，觉得它很轻松。

2 暗喻

暗喻是声明一样东西是另一样东西。它是两样东西之间的比较，并且这两样东西通常并不被视为同一类，但有某些共同之处。暗喻可以将一个名词的喻义与另一个名词的本义相比较，而不用 like 或 as 来进行比较。

As a business person, you cannot be a mouse. You have to be a tiger.

在这里，商人是本义，而老鼠和老虎是被用来进行比喻的。要理解此句中暗喻的用法，你就需要知道这两种动物的特性。

For lawyers, a courtroom is a battlefield.

在这句话中，法庭被比喻为战场，从而说明律师在法庭上必须进行斗争以赢得诉讼。

Going to work every day became a chore for him, and he could hardly wait to find a new and exciting job.

在这个例句中，工作被比喻为家常琐事，即家务活。此句很明确地表达了工作和家常琐事是类似的，因为两者都被看作是枯燥而又累人的。
Unit 2

习语

习语是意义不十分明显的固定表达法。习语的含义与其中单个单词的意思往往不一样。习语通常用于非正式语言中。

1 许多习语使用名词短语。
   I thought the exam would be a piece of cake, but it was much harder than I expected.
   在这情况下，a piece of cake 的意思是“容易”。
   Sherry really enjoyed chemistry, so writing an essay about it was child’s play.
   习语 child’s play 被用来描述容易做成的事情，特别是对大多数人来说可能非常难的事情。

2 有些习语使用介词短语。
   This allows you to prepare good answers and means you won’t have to answer questions off the top of your head during the interview.
   这个习语的意思是回答时“不假思索地脱口而出”。
   His new business plan looked very good on paper.
   仅仅 good on paper 的某样东西是指“在理论上比实际上好的”某样东西。

3 习语还可以是动词短语。
   Don’t worry about having butterflies in your stomach before the interview.
   这个习语指的是我们在做一件困难或重要的事之前“心里忐忑不安”。
   A good interviewer is able to tell if you’ve done your homework about the company.
   to do one’s homework 的意思是“对某事了如指掌”。

4 有些习语用 as ... as 句型。
   If you follow my advice, landing a job should be as easy as pie.
   这个习语的意思是“做某事轻而易举”。
   It was as plain as day that the young woman was very qualified and had prepared well for the interview.
   as plain as day 的意思是“显而易见”。

Unit 3

委婉语

委婉语通常是一种叙述令人困窘或不快的事的礼貌方式。使用委婉语时，你会用比较含糊或不那么直接的词语来代替被认为是刺耳或无礼的词语。

1 我们经常使用委婉语来表达禁忌或非常敏感的话题。
   - pass away 的意思是 “死亡”。

His grandfather passed away last week. The funeral will be held this Friday.

- on one’s last legs 指的是“将要崩溃或濒临死亡”。
- The refrigerator has been used for twenty years and is now on its last legs.
- senior citizen 的意思“年长的人”。
  As chairman of the community centre, he has set up a committee to help senior citizens in the area.
- physically challenged 的意思“身体有残疾的人”。
  The school is for people who are physically challenged.
- visually challenged 的意思 “(人)视力不好”。
  There are many watches available for the visually challenged.
- not all there 的意思是“痴头呆脑”。
  Judy is sometimes not all there after the accident.

2 我们经常使用委婉语来提升某人身份或某事的状态。

- sanitary worker 用来指代打扫肮脏地方的人。
  The sanitary workers cleaned the hospital.
- the man in the street 用来指代普通工薪阶层的人。
  Clive Sinclair is the man who brought technology to the man in the street.
- between jobs 的意思是“失业”。
  My father has a lot of free time because he is between jobs at the moment.

3 我们常用委婉语来表示在公共场合不适合直接表达的情形。

- wash one’s hands 的意思是“上厕所”。
  I am just going to wash my hands.
- body count 的意思是“在某一现场发现的死亡人数”。
  The battle is said to have the highest body count of any war.
- correctional facility 的意思是“监狱”。
  The murderer would spend the rest of his life in a correctional facility.

Unit 4

典故

典故是一种用间接的指代以启发思想以及与其他事物的联系。你可以用人、事件、地点、文学作品中的人物或东西来表达典故。

1 我们经常用文学作品中的范例来谈论有着某种性格的人。

Scrooge ——用来比喻极度吝啬的人，其出处是《圣诞颂歌》这本小说。
Sam saved every penny he had in order to buy a new bike. In fact, some of his friends said he was a bit of a Scrooge.

2 我们可以借用来自宗教的实例。

a sacred cow ——用来比喻某人或事物受到高度尊崇，不能伤害。这个典故出自印度教。在印度教中，牛被认为是特殊的，受到极大的尊敬。

This policy, which used to be very successful, remains a sacred cow, though it no longer meets the needs of the current situation.

3 我们经常借用艺术、电影和歌曲等作品的标题或内容，而不是直接引用它们。

be over the moon ——用来比喻某人非常开心。其出处是幼儿园里孩子们念的一首儿歌，其中就有“the cow jumped over the moon”这句。

Terry was over the moon because his favourite team had just won the championship match.

Pandora’s box ——这个典故出自希腊神话中的人物Pandora，别人给了她一个不能打开的盒子，当她打开了这个盒子以后，所有的疾病和邪恶都被释放到世上。当我们运用这个典故时，我们是在指一个行为导致了很多坏事的发生。

How could we have known that by applying for a credit card we were opening Pandora’s box?

4 历史中的典故也很常用。

Waterloo ——这是十九世纪法国皇帝拿破仑在欧洲遭到惨败的战役，用来比喻最终被打败的最终的失败。

After spending all his money and failing to raise funds for his project, he is facing his Waterloo.

5 典故所用的例子也可来自真实生活，包括人、工作，甚至动物。

Mother Teresa ——用来比喻一个像Mother Teresa一样为他人无私工作的人。Mother Teresa是一个修女，曾在印度照料生病的穷人。

She has done a lot of charity work this year and is a real Mother Teresa.