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《牛津高中英语·教师教学用书》

使用说明

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

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

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

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

1 Teaching suggestions 具有以下几个特点：

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

B 根据不同板块的特点，提供有效的教材处理方法。《牛津高中英语·教师教学用书》针对各个板块的特点，设计了切实可行的教学步骤。例如：词汇 (Word power) 部分建议教师采用“大脑风暴”法引入词汇的学习，目的是激发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要和贴近课堂实际，同时又不影响该书的系统性和完整性。例如：在任务 (Task) 和课题 (Project) 部分，教师可以根据学生的具体情况，选用所介绍的教学步骤、背景知识，增减相关练习。

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

1 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
2010年8月
《牛津高中英语·学生用书》
编写说明

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

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

一、教材编写指导思想

1 面向全体学生，打好共同的语言能力基础。《牛津高中英语·学生用书》根据高中学生认知能力、情感态度的特点和国家对人才培养的需求，在义务教育英语课程学习的基础上，进一步发展学生的基本语言运用能力，着重培养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造平台和条件。

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，教科书活动设计遵循以学生发展为本的理念，为学生提供多种选择，让学生按照个人的能力、潜力、兴趣、学习基础和长远发展的目标来学习适合自己的课程，满足不同学生的需求。

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

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

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

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

二、教材主要特点

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

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

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

4 用英语做事情，在活动中学习和掌握英语。《牛津高中英语·学生用书》体现“活动中学英语(do to learn)”的教学思想，以话题为主线，活动为形式，将话题、功能、任务、结构有机地结合起来。教材各单元中板块的设计都围绕某一主题展开，各个板块组织和安排了听、说、读、写的活动，引导学生积极尝试，主动实践，
进行探究性学习。学生在参与活动、完成任务的过程中，逐步提高综合运用英语的能力。

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

三、教材体系结构

《牛津高中英语·学生用书》的前五册是根据《课程》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《课程》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《课程》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：

表 1《牛津高中英语》课程结构图

<table>
<thead>
<tr>
<th>级别</th>
<th>必修课程（共 5 个模块）</th>
<th>选修课程</th>
<th>任意选修课程</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>模块名称</td>
<td>对应课本</td>
<td>模块名称</td>
</tr>
<tr>
<td>九级</td>
<td>九级</td>
<td>英语 11</td>
<td>英语第 11 册</td>
</tr>
<tr>
<td>八级</td>
<td>八级</td>
<td>英语 8</td>
<td>英语第 8 册</td>
</tr>
<tr>
<td>七级</td>
<td>七级</td>
<td>英语 5</td>
<td>英语第 5 册</td>
</tr>
<tr>
<td>六级</td>
<td>六级</td>
<td>英语 4</td>
<td>英语第 4 册</td>
</tr>
</tbody>
</table>

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

系列Ⅰ顺序选修课程英语 6 至英语 8 和前面 5 个模块的必修教材在内容上自然衔接，在体例结构上保持一致，旨在让学生更深入扎实地学习英语，达到课标规定八级水平，并为进人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

<table>
<thead>
<tr>
<th>模块</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome to the unit</td>
<td>Reading</td>
<td>Word power</td>
<td>Grammar and usage</td>
</tr>
<tr>
<td>Task</td>
<td>Project</td>
<td>Self-assessment</td>
<td></td>
</tr>
</tbody>
</table>

表 3《牛津高中英语·学生用书》系列 Ⅰ选修模块内部结构图

<table>
<thead>
<tr>
<th>模块</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome to the unit</td>
<td>Reading</td>
<td>Word power</td>
<td>Grammar and usage</td>
<td></td>
</tr>
<tr>
<td>Task</td>
<td>Project</td>
<td>Self-assessment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

《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心的问题，让学生了解不同国家、不同民族对同一问题的不同观点、态度和文化差异。1 至 11 册在语言材料、语言项目、语言活动和语言任务的安排上均考虑合适的阶梯梯度，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复习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。每幅图画都有与之有关的提示语，以便学生从中获取有关信息；三个讨论题则引导学生开展交流活动，为下一步的学习做热身准备。

2 Reading

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

A部分给出3到4个问题，目的是让学生带着问题进行阅读。该部分问题主要针对文章的主旨大意和比较明显的细节内容，学生只要略读 (skim) 或寻读 (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，浅显易懂。学生可以根据语法规则，完成书中的练习。该板块语法练习一般都要求在语篇中完成，避免了学生死抠语法，生搬硬套。语法配有精炼恰当的文字说明和一目了然的图片、表格，所选例句语言地道。语法训练所选用的语言材料和所设计的练习与单元话题相联系。对于一些已在初中阶段学过语法项目，则注意在原有的基础上有所拓展和延伸。

5 Task

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

该板块包含三个步骤 (Steps)，每个步骤都给学生提供了真实的情景，并设计了目标明确的活动。步骤 1 侧重于培养学生获取信息的能力 (receptive)；步骤 2 侧重于鼓励学生学会合作，发展与人沟通的能力，实现教师和学生，学生和学生之间的互动 (interactive)；步骤 3 侧重于完成一个富有情景的写作任务 (productive)。为了更好地完成以上活动，在每个步骤前，还有技能训练 (Skills building)，对每一步骤的活动进行具体的指导与引入。具体设计如下：

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

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

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

6 Project

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

该板块分为A、B两部分。

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

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1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：

编著

2010年8月
This unit introduces and develops the theme of the five senses of humans and some special senses of animals. In *Welcome to the unit*, students will be presented with a short passage and four pictures about the five senses. The *Reading* text tells students a story about a blind man who helped others get through a thick fog even though he himself could not see anything. *Word power* focuses on words which have more than one meaning and also words used to describe the weather. In *Grammar and usage*, students will learn what noun clauses are and how the conjunctions *that* and *if/whether* are used to introduce noun clauses. The next section *Task* deals with telling a story. Students will practise their listening, speaking, reading and writing skills. They will also learn how to tell a story with a plot, and how to use adjectives and adverbs to end a story. In the *Project* section, students will read two articles, one about sharks and one about pigeons, and they will then choose an animal and produce a TV show about how that animal uses its senses.

This unit provides a chance for students to gain a better understanding of the five human senses. It also provides them with an insight into how animals use their senses. Integrated skills—listening, speaking, reading and writing—will be practised and reinforced. Students will learn to master the skills of plotting and developing a story and will tell a story with a surprise ending. When doing this, they will apply what they have learnt to develop the plot, including using adjectives and adverbs to make their story more interesting and lively. Finally, they will present the story with the aid of pictures.

<table>
<thead>
<tr>
<th>Sections of the unit</th>
<th>Student's Book</th>
<th>Teacher's Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome to the unit</td>
<td>Page 1</td>
<td>Pages 3–5</td>
</tr>
<tr>
<td>Reading</td>
<td>Pages 2–5</td>
<td>Pages 5–10</td>
</tr>
<tr>
<td>Word power</td>
<td>Pages 6–7</td>
<td>Pages 10–12</td>
</tr>
<tr>
<td>Grammar and usage</td>
<td>Pages 8–11</td>
<td>Pages 12–16</td>
</tr>
<tr>
<td>Task</td>
<td>Pages 12–17</td>
<td>Pages 16–21</td>
</tr>
<tr>
<td>Project</td>
<td>Pages 18–19</td>
<td>Pages 21–23</td>
</tr>
<tr>
<td>Self-assessment</td>
<td>Page 20</td>
<td>Page 23</td>
</tr>
</tbody>
</table>
# Highlights of the unit

<table>
<thead>
<tr>
<th>Topic</th>
<th>The world of our senses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Functions</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 1 Describing problems and feelings | *The truth is that it is too foggy for the bus to run that far.*  
   *She could feel her heart beating with fear.*  
   *A minute before, she had wished for someone to come along. Now she wanted to run, but fear held her still.* |
| 2 Describing weather   | *Outside, wherever she looked the fog lay like a thick, grey cloud.*  
   *It will be cloudy in the morning, with heavy showers around lunchtime.* |
| 3 Describing interpersonal relationships | *Polly found herself staring up at the face of an old man with a beard.*  
   *There may be more people lost today, and I'd like to help them.* |
| **Vocabulary**         |                         |
| confuse, fog, forecast, observe, glance, nowhere, wherever, narrow, approach, darkness, hesitate, grasp, stare, anxious, grateful, aid, relief, reduce, volunteer, analyse, recognize, puzzle, sniff, ignore, sweat, distance, thunder, lightning, wave, overhead, tap, suit, disability, hopeful, whisper, bite, contrary, flesh, attract, calm, panic, fist, likely, soldier, roll, loose, employ, compass, unlike |
| in sight, wish for, reach out, watch out for, roll up |
| **Grammar**            |                         |
| 1 Introduction to noun clauses | *Whether he'll be able to come is not yet known.*  
   *Polly didn't know which way she should go.*  
   *I'm interested in who that tall man is.*  
   *The truth is that it is too foggy for the bus to run that far.*  
   *The news that he couldn't come made us upset.* |
| 2 Noun clauses beginning with that or if/whether | *She had a feeling that she was being watched by a tall man in a dark overcoat.*  
   *She wondered if/whether the buses would still be running.* |
| **Skills and strategies** | By the end of this unit, students will be able to:  
   1 read the story entitled 'Fog' and two articles about animals  
   2 listen to and understand a talk about a storytelling contest  
   3 discuss the five senses and tell a story  
   4 write a story with a surprise ending  
   5 expand vocabulary related to weather |
| **Culture**            |                         |
| 1 Interpersonal relationships |
| 2 Typical weather in different countries |
Welcome to the unit

Almost everyone has five senses and uses them all the time. This section is presented to give students the idea that sometimes the senses affect one another and people may be misled by them. Students are asked to fully participate in the discussion. This will help them realize how they, and other people, use their senses in their studies and daily life. It will also teach them how to make better use of their senses. Students are expected to be involved in the discussion, practise their spoken English, and share their opinions with one another.

Brainstorming

You can begin the first lesson by asking students the following questions:
With what do we see and hear? (We see with our eyes and hear with our ears.)
How do we know whether a dish is delicious? (We taste it with our tongues.)
How do we know that a flower has a pleasant smell? (We smell it with our noses.)
What do we do when we want to know whether the water in the basin is hot or cold? (We put our hands in the water to feel it.)
How do we know about the world around us? (We usually use our five senses. They are sight, hearing, taste, smell and touch.)

Ask students more questions if time allows.
While doing this, write down the following words on the blackboard. Students will be familiar with some key words or new words in the short passage.

<table>
<thead>
<tr>
<th>We ...</th>
<th>With ...</th>
<th>The sense</th>
</tr>
</thead>
<tbody>
<tr>
<td>see</td>
<td>eyes</td>
<td>sight</td>
</tr>
<tr>
<td>hear</td>
<td>ears</td>
<td>hearing</td>
</tr>
<tr>
<td>taste</td>
<td>tongue/taste buds</td>
<td>taste</td>
</tr>
<tr>
<td>smell</td>
<td>nose</td>
<td>smell</td>
</tr>
<tr>
<td>touch/feel</td>
<td>hands/feet/skin</td>
<td>touch</td>
</tr>
</tbody>
</table>

Encourage students to think about what would happen if they lost one or two of their senses. The following questions can be used to elicit students’ ideas.

As we all know, almost everyone has five senses, which are used everywhere and all the time. We learn about the world through the five senses. We use the five senses to study, work and relax, but there are some people who have lost one or more of their senses.

A person who cannot see is blind and someone who cannot hear is deaf.

Write the words ‘blind’ and ‘deaf’ on the blackboard.

Do you know how blind people can read? (They can read by touching raised dots which represent numbers and letters. This system is called Braille.)

Write ‘Braille’ on the blackboard.

How do the deaf communicate with each other? (They use body language or sign language.)

Write the words ‘body language’ and ‘sign language’ on the blackboard.

Sharing information

1. Have students read the instructions and the short passage. Ask them if there are
any sentences that they don’t understand. Have them give more examples of different senses affecting one another. (People have trouble recognizing tastes when the food is the wrong colour. For example, red 7-UP will taste like cherry soda. Sometimes food of a strange colour, for example, bright green biscuits, appears not to taste good.) Then ask students to look at the four pictures and answer the question below each picture.

**Picture 1**
Ask students what they can see in this picture. (If they look at the white part, they can see a vase. If they look at the black part, they can see two faces.)

**Picture 2**
Ask students how they would find out whether the two lines are of the same length. (They can use a ruler to measure the two lines. Or, they can use two pieces of paper to cover both ends of the two lines.)

**Picture 3**
Have students say how they can prove that the two lines are straight. (They can place a ruler next to the lines. They can also use a ruler to draw more straight lines which run parallel to the two lines.)

**Picture 4**
The symbols in Line b can be read as the letters K, B, R and M, or K, 13, R and M. After students have studied the four pictures, have them think about and find the answer to the following question:

*Why are people misled by their own eyes?* (Because the background or other lines confuse the eyes. Also, what we expect to see can change what we see. Remind students that actually, the brain is confused and not the eyes.)

**Sample answers**

1. We often use one or two of the five senses more than the others. For example, in the dark, the sense of hearing and the sense of touch become more sensitive because we can’t see anything. When we listen to our favourite music, we may close our eyes and just listen with our ears. When we read a very interesting book, we may lose ourselves in it, and hardly hear anything around us. When we eat something, we not only taste or smell it, but look at it as well.

2. I think that when learning English, the sense of sight and the sense of hearing help me a lot. I usually listen to the tape before I read. While I’m listening to the tape, I’ll look at the text, and I often read the English text aloud. The combination of these two senses best helps me remember what I have learnt.

3. There are quite a few people who have made great achievements even though they have lost the ability to use one of their senses. Take Beethoven, the great German composer, as an example. He began to lose his hearing in 1801 and was partly deaf by 1819. In 1824, when he was completely deaf, Beethoven completed his most famous symphony, the *Ninth Symphony*. Another famous musician is Hua Yanjun (i.e. Blind Abing). Although he couldn’t see anything, his famous *erhu* solos are admired by people all over China.

2. Have one student read the three questions. Make sure that they all know the meaning of each question. Put students into groups of four to discuss the three questions. Ensure that all students have a chance to speak. Ask some students to report their answers to the whole class.

3. Have students read the article in *Reading* on Page 94 of the *Workbook* to learn more about Beethoven.
More pictures can be shown to students. For example,  

Ask students:  
Which square is bigger, the white one or the black one?  
Which circle is bigger, the white one or the black one?  
Which circle is bigger, Circle A or Circle B?

Resources

Five senses  
The five senses—the sense of sight, the sense of hearing, the sense of taste, the sense of smell and the sense of touch—enable us to know the world around us. For more information, you can visit the following website:  
http://en.wikipedia.org/wiki/Sense

Reading

The passage entitled ‘Fog’ is a story about what happened to a young lady on a foggy afternoon. A blind man led her home when no one could see anything in the thick fog. The Reading strategy section of this unit teaches students how to comprehend a story better while reading it. Students will learn the common elements of a story, and will practise identifying these elements.

Lead-in

Have students talk about the climate and the weather in the place where they live. Ask students the following questions:  
What’s the weather usually like in spring/summer/autumn/winter in _______ (the name of the place where students live)?  
Which season do you think is the best? Why?  
Do we sometimes have foggy days here? When?  
How do you feel on a foggy day?  
Have you ever lost your way in the fog? What would you do if you got lost in the fog?  
From Welcome to the unit, we know that sometimes we use one or two of our senses more than the others. What sense or senses do you think we can use on a foggy day?

Students can give different answers to the questions. Tell students that they will read a story that happened on a foggy day.

Reading comprehension

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

Answers

A  1 A young woman lost in the fog.  
  2 At 86 King Street.  
  3 An old blind man.

2 Have students read the story again and complete Parts C1 and C2. Questions in Part C1 are to check and improve students’ ability to find specific information. Part C2 serves to strengthen students’ comprehension ability by having them put the events in the story into the correct sequence.
After students have finished the exercises, check their answers as a class.

**Answers**

C1 1 Because there was a thick fog that afternoon, and she wondered if the bus would still be running.
2 Because it was too foggy for the bus to go to King Street.
3 The fog lay like a thick, grey cloud.
4 The rough hand that brushed her cheek and the man’s voice that was close to her ear made Polly afraid.

C2 2 6 5 9 3 7 4 8 1 10

3 Create some other exercises to check students’ understanding of the story. Have students fill in the table below using information they have found in the story.

<table>
<thead>
<tr>
<th>Part</th>
<th>Place</th>
<th>Time &amp; weather</th>
<th>Person(s)</th>
<th>What happened</th>
<th>Polly’s thoughts or feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1</td>
<td>outside Polly’s workplace</td>
<td>at 4 p.m. foggy</td>
<td>Polly</td>
<td>She left work early.</td>
<td>She wondered if the bus would still be running.</td>
</tr>
<tr>
<td>Part 2</td>
<td>at the bus stop in the street</td>
<td>later</td>
<td>Polly; the bus conductor</td>
<td>The fog was too thick for the bus to run to King Street, where Polly lived.</td>
<td></td>
</tr>
<tr>
<td>Part 3</td>
<td>in the Underground; at Green Park station</td>
<td>later</td>
<td>Polly; a tall man</td>
<td>A tall man in a dark overcoat is on the train.</td>
<td>She sensed she was being watched.</td>
</tr>
<tr>
<td>Part 4</td>
<td>in Park Street; at the corner of the street</td>
<td>When Polly got to the station, the fog lay like a thick, grey cloud.</td>
<td>Polly; a man</td>
<td>A rough hand brushed her cheek.</td>
<td>Her heart was beating with fear.</td>
</tr>
<tr>
<td>Part 5</td>
<td>in the street</td>
<td>It was dark.</td>
<td>Polly; an old man</td>
<td>The old man took her hand and helped her find the way.</td>
<td>She wished for someone to come along. Fear held her still. She began to feel frightened again.</td>
</tr>
<tr>
<td>Part 6</td>
<td>outside Polly’s house at King Street</td>
<td>late that day</td>
<td>Polly; the old blind man</td>
<td>The old man left to help more people in need.</td>
<td>Polly was thankful.</td>
</tr>
</tbody>
</table>

4 Have students read the Reading strategy and teach them the elements of a story. Tell students that in reading or writing a story they should focus on what happened, when it happened, where it happened, why it happened and who
was involved in the event. Also tell
students that a story with a climax or a
surprise ending is usually more
interesting to the readers. Knowing
about these elements is important and
useful, and will help students better
understand or write a story.

If time permits, you can select another
story for students to read and practise
identifying the essential elements.

5 Have students complete Parts D and E.
Part D aims to improve students’ ability
to understand the meaning of a new
word from the context and match it
with the correct explanation in English.
Part E is an article written by the blind
man in the story, explaining what it is
like to be blind. Students need to first
understand the article and then fill in
the blanks with the proper words from
the box.

**Answers**

<table>
<thead>
<tr>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(1) darkness</td>
</tr>
<tr>
<td>2</td>
<td>(2) wherever</td>
</tr>
<tr>
<td>3</td>
<td>(3) hesitate</td>
</tr>
<tr>
<td>4</td>
<td>(4) anxious</td>
</tr>
<tr>
<td>5</td>
<td>(5) approaching</td>
</tr>
<tr>
<td>6</td>
<td>(6) aid</td>
</tr>
<tr>
<td>7</td>
<td>(7) grasp</td>
</tr>
<tr>
<td>8</td>
<td>(8) observe</td>
</tr>
</tbody>
</table>

6 Have students do A1 and A2 on
Page 90 of the Workbook either in class
or after school. This will help them
become familiar with the usage of some
of the important words and phrases that
they have learnt in this part.

**Post-reading activities**

1 Have students retell the story ‘Fog’ in
their own words. The table that follows
can be used to help students.

- outside Polly’s workplace
- at the bus stop in the street
- in the Underground
- at Green Park Station
- in Park Street
- at the corner of the street
- in the street near King Street
- at 86 King Street

2 To ensure students fully understand the
story in Part B and the passage in Part E,
tell students that they will act as
journalists and interview Polly and the
blind man. Before the interview they
should prepare some questions to ask.
For example,

To Polly:
*When do you usually go home after work?*
*How long does it usually take you to go
home from your workplace?*
*How did you feel when you were on the
train? Did anything happen there?*
*You must have been quite frightened. What
happened before you met the old man?*
*What made you trust the old man on such
a dark, foggy day?*
*How did you feel when the old man told
you that he needed to leave to help more
people in need?*

To the blind man:
*Being blind, how do you feel when you are
walking in the street?*
*Why is the stick an aid to you?*
What do you do if you want to go across the street?

Do people around you often help you when you are in the street? What do they usually do to help you?

Have students role-play an interview in pairs with one of them as a newspaper reporter and the other as Polly. Encourage students to use their imaginations to ask any possible questions and give reasonable answers.

3 Part F aims at improving students’ speaking ability. Have students go over Part F in pairs and discuss the questions. Make sure that students understand the meaning of the words, especially the words ‘sixth sense’ in the second question. Tell students that a sixth sense is a special ability to know something without using any of the five senses. It is a kind of keen intuition. Encourage students to share their opinions with each other. Any possible answer is acceptable.

4 Have students read the article in Part B in Reading on Page 95 of the Workbook. If time is limited, they can do this exercise as homework.

Notes

1 Once out in the street, she walked quickly towards her usual bus stop. (Page 2, Line 7)

Once out in the street means ‘when she was out in the street.’ Here once is used as a conjunction, meaning ‘as soon as’ or ‘when’. It is used to introduce an adverbial clause, in which ‘she was’ is omitted.

Once (it is) seen, it will never be forgotten.
Having worked for a whole day, he was very tired. Once (he was) in bed, he fell asleep.
Once you agree to accept the rules, you can join the club.

2 ..., the truth is that it is too foggy for the bus to run that far. (Page 2, Lines 10–11)

You see, a fog this bad is rare. (Page 3, Line 53)
Here, the second that in the first sentence and this in the second sentence are both used as adverbs with the meaning ‘to such an extent or such a degree’. With such a meaning, this and that can be used to modify an adjective or another adverb.

Don’t take what she said that seriously.
Can living in a foreign country change a person that much?

Never stay out this late, or you won’t be allowed to go out in the evening any more.

3 The weather might be better there and you might be able to get a taxi. (Page 2, Lines 11–12)

The modal verb might used in this sentence shows that the speaker wants to indicate a possibility or probability that is slightly weaker than may.

Take these two books. You might find them helpful.
My sister might be waiting for me in front of the supermarket.

She is creative and energetic. She might be a good partner in the future.

4 As she walked along the narrow street, she heard the sound of footsteps approaching, but by the time she reached the corner of the street, the footsteps were gone. (Page 2, Lines 21–23)

Here the verb approach means ‘to move towards or nearer to someone’. The verb-ing form approaching is used to show that the action is continuing.

As I approached my house, I saw a light on in the kitchen.

The villagers noticed a strange boat approaching the shore.

On the dark country road, he heard footsteps approaching from behind.

When we want to ask someone for something, or ask them about
something, especially for the first time, we can use the verb **approach**.

The workers have already approached their boss about a pay rise.

Students should be able to approach their teachers for advice.

The charity approached some stores about giving food aid during the cold winter.

When we want to say that ‘something will happen’ or ‘a particular time is coming’, we can use the verb **approach**.

Winter is approaching, and soon it will be quite cold.

The time is fast approaching when we have to make a decision.

As she approached the end of her career, she suffered from serious illness.

5 Now she wanted to run, but fear held her still. (Page 2, Lines 28–29)

- Here the verb **hold** means ‘to keep someone in a particular condition or action’.

  *Hold this position for three minutes. This will help you relax.*

  *Look straight forward and hold your head up.*

  *The man held the door open as he noticed an old woman came up behind him.*

- **Still** here is used as an adjective, which means ‘without moving’.

  *She sat perfectly still when I explained the reasons.*

  *It was a hot, still day, so no one could be seen outside at noon.*

  *She stood still and didn’t dare move in the darkness.*

6 Polly found herself staring up at the face of an old man with a beard. (Page 3, Lines 32–33)

- The phrase **find oneself doing something** usually means ‘to realize one is doing something although he or she did not intend or plan to do it’.

  *Mary, who was usually shy, found herself talking to a kind stranger.*

  *After walking for two hours, they found themselves coming to a small river in the forest.*

  *At last he found himself walking in a crowded street with people all around him.*

- The verb **stare** means ‘to look at something or someone for a long time with eyes wide open, especially in a way that shows surprise or other strong feelings’.

  *It is rude to stare at people like that.*

  *She likes sitting in the dark and staring at the stars in the sky.*

  *Staring into the distance for a while can make the eyes feel relaxed.*

  *There are some other verbs that are used to express different ways of looking. If they are intransitive, the preposition **at** is often used after them, e.g., glance/stare/glare at …*  

  *He was afraid it might be too late to meet his friends and glanced at his watch.*

  *Mother was very angry when she discovered her son had told a lie and glared at him.*

  *No one likes being stared at.*

7 Watch out for the step here. (Page 3, Line 37)

The phrase **watch out** means ‘to be careful’ or ‘to take care’, and is used to warn someone of danger or of an accident that seems likely to happen.

You have to watch out for the traffic along here.

Watch out for the stairs—they are rather narrow and steep.

‘Watch out!’ he shouted when he saw the boy standing on top of the chair.
Resources

The London fog
London used to be famous for its heavy fog. This was because people in London burnt coal, which gave off heavy smoke. Smoke and fog combine to form a type of pollution that is called smog. In 1873, a smog, thicker and more persistent than natural fog, covered the city for days and caused 268 deaths. Another fog in 1879 lasted from November to March and caused four long months of darkness. In 1952, a four-day fog killed about 4,000 Londoners. It was not until then that some measures were taken to stop the heavy fog. In 1956, Parliament enacted the Clean Air Act, which effectively reduced the burning of coal. It was the beginning of a series of air-pollution reforms in England. Now the air in London is quite clean—though the city is still sometimes covered in a clean, ordinary fog.

For more information, you can visit the following website:
http://www.portfolio.mvm.ed.ac.uk/studentwebs/session4/27/greatsmog52.htm

The sixth sense
Some people believe that they have a special ability to know or to predict things without using the five senses of sight, hearing, touch, smell or taste. This ability is called the sixth sense.

For more information, you can visit the following website:
http://www.news.harvard.edu/gazette/1999/05.20/sixth.sense.html

Word power

This section has two parts which deal respectively with parts of speech and the words used to describe the weather. In the first part, students will learn that many words in English can have different roles in different types of sentences. Most commonly, a word can be used as a noun in one sentence and a verb in another sentence. These words have the same spelling but different meanings. In the second part, students will review and learn words used to describe different kinds of weather. Two exercises are provided for students to practise each topic. Students are expected to expand and use their vocabulary and knowledge better.

Brainstorming

Write down the following two sentences on the blackboard:

Once out in the street, she walked quickly towards her usual bus stop.

‘Here we are, King Street.’ He stopped.

Ask students which word, apart from the word street, is used twice in the two sentences. Then have them define the two meanings and describe the two parts of speech.

(In the first sentence, stop is a noun, which means ‘a place at which someone or something stops’. In the second sentence, stop is a verb, which means ‘to put an end to what one is doing’.)

Parts of speech

1 Have students read the speech bubbles on Page 6. Make sure that they pay attention to the word rest and get them to describe the different meanings of it in different parts of speech. Then have them read the instructions for Part A.
2 Tell students that in most cases, a word can act both as a noun and a verb. Have students read the story ‘Fog’ and find more words that can be used both as a noun and a verb. Have them explain the meanings of these words when they are used as different parts of speech.

At four o’clock Polly left work. (Work here is a noun, which means ‘something that one is doing, especially as a job’. Work can also be used as a verb. For example, ‘Polly works very hard.’)

While the rest of the passengers were getting out, ... (Rest here is used as a noun, which means ‘those remaining’ or ‘the others’. Rest can also be used as a verb. For example, ‘I want to rest for a while.’)

Suddenly Polly felt a rough hand brush her cheek ... (Here brush is used as a verb, which means ‘to touch lightly in passing.’ Brush can be used as a noun. For example, ‘I was painting the wall with a brush at that moment.’)

‘Maybe I can help you. Which road do you want?’ he asked. (Here help is a verb, which means ‘to give assistance to’ or ‘aid’. Help can also be used as a noun, which can be found in another sentence in the story. ‘It gives me the chance to pay back the help that people give me when it’s sunny.’)

3 Have students first complete the table in Part A individually and then discuss the answers in pairs. Encourage students to make different sentences. Then check the answers with the whole class.

Tell students that there are many words in English that can have more than one part of speech. Have students give some more examples.

### Answers

<table>
<thead>
<tr>
<th></th>
<th>Part of speech</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>conjunction</td>
<td>as soon as</td>
<td>Once she finishes her work, she can help you.</td>
</tr>
<tr>
<td></td>
<td>adverb</td>
<td>sometime in the past</td>
<td>I once lived in Beijing.</td>
</tr>
<tr>
<td></td>
<td>verb</td>
<td>(the past tense or past participle of ‘leave’) went/gone away from a person or a place</td>
<td>I left for work earlier this morning.</td>
</tr>
<tr>
<td></td>
<td>adverb</td>
<td>on the west side of your body when you are facing north</td>
<td>Look right and left before crossing the street.</td>
</tr>
<tr>
<td></td>
<td>adverb</td>
<td>continuing</td>
<td>I’m still hungry though I’ve just had a big hamburger.</td>
</tr>
<tr>
<td></td>
<td>adjective</td>
<td>not moving</td>
<td>Can’t you sit still?</td>
</tr>
</tbody>
</table>
4 Have students complete Part B according to the instructions.

**Answers**

<table>
<thead>
<tr>
<th>B</th>
<th>(1) causes</th>
<th>(2) cause</th>
</tr>
</thead>
<tbody>
<tr>
<td>(3) answer</td>
<td>(4) answer</td>
<td></td>
</tr>
<tr>
<td>(5) increases</td>
<td>(6) increase</td>
<td></td>
</tr>
</tbody>
</table>

### Describing the weather

1. Ask students what words they use to describe different kinds of weather. Write these words on the blackboard. Emphasize that some words used to describe the weather or climate are adjectives such as *cloudy, sunny, cold, cool, warm, hot, dry, wet, rainy* and *snowy*, and some words are nouns such as *rain, snow, wind, storm* and *shower*.

2. Have students practise reading in pairs the dialogue in Part A. Have them look up in the dictionary the new words. They may also look at the symbols in Part B for reference.

3. Have students first look at the symbols for different kinds of weather and then have them read the weather report in the first speech bubble. Tell them to focus on the part of speech of the words in blue. They should learn the sentence patterns in which adjectives are used and the sentence patterns in which nouns are used. Then have students read the first tip box.

Have students read the second tip box. If possible, make some similar exercises for students to practise. For example, you can have students talk about the change of the temperature forecast for tomorrow. They can say something like this:

*In the morning the temperature will be 16°C (sixteen degrees centigrade). It will drop to 12°C (twelve degrees centigrade) in the afternoon. And in the evening it will further drop to 7°C (seven degrees centigrade).*

### Resources

**Hurricanes**

Hurricanes are severe natural disasters, which can cause great damage to people and the places where they live. For more information, you can visit the following website:


### Grammar and usage

The grammar focus in this unit is noun clauses. Students are expected to learn what noun clauses are and understand how to use the conjunctions *that* and *if/whether* to introduce noun clauses.

### Introduction to noun clauses

Here students will learn that noun clauses can be used as the subject, the object or the predicative of a sentence. A noun clause can also be used in apposition to a noun.
1 Write down the following sentences on the blackboard and have students read them. Have them point out the subordinate clause or clauses in each sentence. You can underline the subordinate clauses with coloured chalk. At lunchtime, the radio weatherman reported that the mist would become a thick fog in the afternoon. She wondered if the buses would still be running. The truth is that the fog is too thick for the bus to run that far. What surprised me most was that the old man couldn’t see anything. Help students find the functions of each clause in the sentence. Tell students that because the clauses in these sentences have the same function as nouns or noun phrases, they are called noun clauses.

2 Have students read Part 1 on Page 8 so that they will learn that a noun clause can be used as the subject of a sentence. When a noun clause is used as the subject in a sentence, it is called the subject clause. Tell them that the words used to introduce noun clauses are called conjunctions. Ask them to point out the conjunction in each sentence. Have students read the sentence in which it is used as a preparatory subject. You can explain that sometimes it is put at the beginning of a sentence and used as the formal subject while the noun clause is put at the end. This is because in English people usually put long or complicated items towards the end of a sentence.

3 Have students read Part 2 so that they will learn that a noun clause can be used either as the object of a verb or of a preposition in a sentence. When a noun clause is used as the object in a sentence, it is called the object clause. Have students point out the conjunction used to introduce the object clauses in the example sentences.

4 Have students read Part 3 so that they will learn that a noun clause can be used as the predicative after the verb be. When a noun clause is used as the predicative, it is called the predicative clause. Have students point out the conjunctions used to introduce the predicative clauses.

5 Explain to students what apposition means. Write down the following examples on the blackboard. The bold part in each sentence can be written in red. Polly, a twenty-year-old young lady, was led home by an old blind man in a heavy fog. The book A Brief History of Time was written by Stephen Hawking, a great scientist. The fact that Polly didn’t ask for the man’s name is a pity.

Tell students that the red parts in the three sentences are in apposition. That is to say, a noun, a noun phrase or a noun clause is placed equivalently with another noun as an explanatory part. They both have the same syntactic relation to the other elements in the sentence. When a noun clause is used in apposition to a noun, it is called the appositive clause. Have students point out the conjunction used to introduce the appositive clause in the last sentence. Then have students read Part 4 and
focus on the types of nouns that are used before the appositive clause. They should be able to work out that the noun with an appositive clause is usually an abstract noun, such as news, fact, idea, truth or theory. If we have an abstract noun with some definite information, an appositive clause can strengthen it.

6 Have students read Part 5. Then ask them to go through Parts 1 to 5 and point out all the conjunctions used in the sentences on Page 8. You can write down these conjunctions on the blackboard, so students can see clearly what words can be used as conjunctions to introduce noun clauses.

7 Have students read the article on Page 9 and describe the main idea in their own words. Make sure that they know what they should do so that they can identify all the noun clauses. Have students tell which clauses are the subject, object, predicative or appositive clauses. They should also point out the conjunction in each clause.

**Answers**

**Paragraph 1**
The possibility that pleasant smells might reduce pain has recently been suggested by new research. (The noun clause here is an appositive clause with that used as the conjunction.)

**Paragraph 2**
Since it is believed that strong smells can affect the senses, ... (As the clause introduced by since is in the passive voice, the noun clause here is a subject clause with that used as the conjunction.)

**Paragraph 3**
Scientists are interested in whether the sense of smell is related to pain. (The noun clause here is an object clause with that used as the conjunction.)

**Paragraph 4**
he says that scientists have already collected data from 40 volunteers. (The noun clause here is an object clause with that used as the conjunction.)

He adds that this year, scientists will test another 60 volunteers and will be in a better position to analyse the results. (The noun clause here is an object clause with that used as the conjunction.)

**Paragraph 5**
One explanation is that women's sense of smell is better developed than that of men, and is linked to recognizing the smell of babies. (The noun clause here is a predicative clause with that used as the conjunction.)

Scientists used to believe that mothers recognize their children by sight only. (The noun clause here is an object clause with that used as the conjunction.)

Now, they have become convinced that the sense of smell also helps. (The noun clause is an object clause with that used as the conjunction.)

However, why pleasant smells do not reduce pain in men remains a puzzle for scientists. (The noun clause here is a subject clause with why used as the conjunction.)

8 Have students do C1 on Page 92 of the Workbook, which will help them be more familiar with the functions of noun clauses.
Resources

Students may want to learn how to distinguish an appositive clause from an attributive clause. Write the two pairs of sentences on the blackboard.

Pair 1

The fact that Polly told us is true.  
The fact that Polly didn’t ask for the man’s name is a pity.

Pair 2

The suggestion that you made at the meeting attracted the media’s attention.  
The suggestion that students should wear school uniforms has caused heated discussion.

Have students point out the similarity between the two sentences in each pair. They will find that the nouns used in each pair are the same words—fact in the first pair and suggestion in the second pair—and they are both modified by a clause.

Ask students if they can tell which clause in each pair is an attributive clause and which is an appositive clause.

The clause in the first sentence in each pair is an attributive clause. The nouns fact and suggestion, modified by the attributive clauses, are used as the object in the clauses. The word in each sentence used to introduce the attributive clause is the relative pronoun that, and here that can be replaced by which.

The clause in the second sentence in each pair is an appositive clause, which gives detailed information about the noun. With the help of the two clauses, we can tell what the fact or suggestion is. This is because the nouns fact and suggestion do not act as any element in the clause. Here only that, and not which, can be used to introduce the appositive clause. The word used to introduce an appositive clause is a conjunction, not a relative pronoun or a relative adverb. Therefore an appositive clause has two features:

1. The noun used together with an appositive clause is usually an abstract noun. The appositive clause after the noun gives detailed information of the noun.

2. Unlike an attributive clause, the conjunction used to introduce an appositive clause does not indicate the noun before the clause, so the noun is not a part of the clause.

Noun clauses beginning with that or if/whether

Here students will learn how to use that or if/whether to introduce a noun clause.

1. Have students read Part 1, which is about using that to introduce a noun clause.

   Explain to students that:
   - When the noun clause is a statement, that is used to introduce the clause.
   - That is never used after a preposition except after in or except. When used after in or except, that cannot be omitted.
   - That cannot be omitted when it is used to introduce the subject clause. Another way to say the sentence in the example is: It was really bad news that we couldn’t find our way out.
   - When that is used to introduce an object or a predicative clause, it can be omitted in informal English.

2. Have students read Part 2, which is about using if or whether to introduce a noun clause. Ask them:

   When do we use if/whether to introduce a noun clause?

   When can we only use whether but not if?

   Explain to students that:
   - If/whether can be used to introduce a noun clause when the clause is a yes/no question. The word order of the question in the clause should be changed into that of a statement.
   - Only whether can be used after a preposition, to introduce a subject clause, and with or not.
3 Have students read Part 3 to learn that when *that* or *if/whether* is used to introduce two noun clauses connected by *and* or *but*, another *that* or *if/whether* should be added after the *and* or *but*.

**Answers**

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<td>(4) <em>that</em> (5) <em>whether</em> (6) <em>that</em></td>
</tr>
<tr>
<td>B</td>
<td>(1) <em>that</em> (2) <em>that</em> (3) <em>that</em></td>
<td>(4) <em>if/whether</em> (5) <em>that</em> (6) <em>if/whether</em></td>
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<td>(7) <em>that</em> (8) <em>that</em></td>
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4 Have students do C2 on Page 92 of the *Workbook*, which will help them become more familiar with the usage of *whether* and *if*.

**Resources**

Students may want to learn more about the differences between *if* and *whether*. Here are some of the rules for them to follow:

1. Normally *if* or *whether* can both be used to introduce an object clause, although *if* is used more often.

   The teacher asked *if/whether* everyone was there in the classroom.

   Polly wondered *if/whether* she could meet the blind old man again.

   When we want to emphasize that a choice has to be made, *whether* is used. Therefore, when *or* or *not* is used in a noun clause, we usually use *whether*.

   The teacher asked *me whether* I went to school by bus or by bike.

   Polly wanted to know *whether or not* she could go to King Street by bus.

2. We usually use *whether* to introduce a subject or a predicative clause.

   **Whether** Polly could get home early depends on the weather.

   The question was **whether** Polly could get home by bus in such a heavy fog.

3. When a noun clause contains a conditional clause introduced by *if*, we will use *whether* to introduce the noun clause.

   Polly asked **whether** she could go back home a bit early, if it was foggy.

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**Task  Telling a story**

This section consists of a series of activities which will provide students with opportunities to practise the language skills of listening, reading, speaking and writing. It is divided into three steps, and each step is preceded by a skills building activity.

Through the three steps, students will learn how to plot a story, prepare a surprise ending and improve their language in storytelling.

**Skills building 1: plotting a story**

In this part, students will learn about the plot of a story and the three parts that a story usually contains: start (exposition), body (complication) and ending (resolution). They will learn what they should notice when they are reading a story. They will put what they have learnt into practice by arranging different parts of a story in the correct order.

1. You can begin with the following questions:

   *Do you like reading stories? What kind of stories do you like reading? Why?*

   *What are the common elements in stories?*  
   (Most stories tell what happened, when it happened, where it happened and who was involved.)

   Tell students that stories contain plots.
The plot of a story tells readers what happens to the character(s) in the story. Have students read the three points on Page 12 in this section. After reading, they should realize that:

- A story usually starts by providing answers to: Who? Where? When? Why?
- In an interesting story, the main character(s) will face a problem or conflict that needs to be solved.
- The end of the story usually tells how the problem is solved.

Ask students to do Part A individually. Then check the answers with the whole class. Have them give the reasons why they have put the paragraphs in such an order. Then have them finish Part B by deciding which element each paragraph represents according to the definitions of exposition, complication and resolution.

### Answers

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<td>A</td>
<td>a</td>
<td>3</td>
<td>b</td>
<td>1</td>
<td>c</td>
</tr>
<tr>
<td>B</td>
<td>a</td>
<td>B</td>
<td>b</td>
<td>S</td>
<td>c</td>
</tr>
</tbody>
</table>

### Step 1: completing a checklist

This part is designed to help students develop their listening skills. After listening to the teacher they will complete the checklist in Part A. They will then listen to a conversation and answer the questions in Part B. With the information from Parts A and B, students will be able to write the start of the story.

Have students read Part A on Page 13. They need to know what they have been asked to do and what information they should get when listening to the tape. Have them complete the checklist individually, and then have them check their answers with their partners to see if they have the same answers. The class can listen to the recording again if necessary.

### Tapescript

**Teacher:** Remember that you need to write a story for the competition next week. You should begin working on your story soon. Before you begin, pay attention to the rules for the storytelling competition.

First, you have to write the story together with a partner. Second, you need to provide pictures to go with your story. Third, both you and your partner must take part in telling your story. Fourth, your story should be about a young girl named Sandy who had an amazing experience in a museum.

Before you begin writing, you may find it helpful to think carefully about these points:

- Why did she go to the museum?
- How did she get to the museum?
- What did she do before she arrived at the museum?
- What time of the day was it?
- The ending of the story must have a surprise.

If everything is clear, you can now get into pairs and discuss how to start the story.

### Answers

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<tr>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>1</td>
<td>The questions your teacher asks are for the start of the story.</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>body of the story</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ending of the story</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. You need to write about the amazing experience of a girl.

3. The story must end with something happy. ✅
   something sad ❌
   a surprise ✓

2. Have students listen to the conversation and answer the questions in Part B. After they finish this part, have them check their answers with their partners to make sure that they have got the correct answers.

Answers

B 1. Sandy.
2. To the museum.
3. To do a class project about art and history.
4. By school bus.
5. Sandy and her classmate Li Feifei were left behind by others and had to run to catch up with them.
6. Late morning.

3. Tell students that they will write the start of the story using their answers in Part B.

Possible example

One morning at about 10 o’clock, Sandy and her classmates went to the museum together with their teachers, because they had a class project about art and history. They went there by school bus. When they got off the bus, Sandy and her classmate Li Feifei were so busy looking around that they were left behind. So, they had to run to catch up with the others.

Skills building 2: identifying different elements of a comic strip

In this part, students will learn the skill of telling a story effectively by using pictures with speech bubbles, thought bubbles, sound bubbles and captions.

1. Have students read the directions and look at the four pictures on Page 14.
Help them discover that:
- the speech bubble is used to show what the character is saying;
- the thought bubble is used to show what the character is thinking;
- the sound bubble is used to show the sound the character is making;
- the caption is used to describe the state or action concerning the character.

Have students read the words in the speech bubble, the thought bubble, the sound bubble and the caption. Have students talk about the four pictures.

One day Alice saw an alien, and she wanted to make friends with it. She waved to the alien, saying, 'I want to be your friend.' It seemed that the alien didn't want to be her friend. Reaching out her hand with a smile, Alice wanted to shake hands with the alien. But the alien didn't know what Alice wanted to do. It was frightened instead. It took out something that looked like a speaker which made a loud sound — 'Pop!' Suddenly, at this sound, Alice disappeared.

2 Have students read the comic strip in the exercise and label the different ways of adding words to pictures. If time allows, ask students to tell a short story based on the comic strip.

**Answers**

2 thought bubble   3 caption
4 speech bubble   5 sound bubble

**Step 2: preparing a story with a surprise ending**

This part is designed to help students use what they have learnt in Skills building 2 to prepare a story by drawing the correct bubbles around the words or actions in the five pictures. They are asked to use their imaginations and finish the story with a surprise ending by drawing the sixth picture.

1 Have students read the directions on Page 15 to make sure that they know what to do. Have them first work individually and then check their answers with their partners. If they have different answers, have them discuss which answer is better.

**Answers**

**A Picture 1**

Z! Z! Z! Z!

(a sound bubble around ‘Z! Z! Z! Z!’)

Sandy had stared at the painting for so long that she began to feel sleepy.

**Picture 2**

Wake up, sleepyhead!

(a speech bubble around ‘Wake up, sleepyhead!’)

TAP

(a sound bubble around the word ‘TAP’)

Suddenly, she felt a tap on her shoulder. It was a man in a metal suit.

**Picture 3**

Wow! She's great!

(a thought bubble around ‘Wow! She’s great!’)

Then she heard Mona Lisa singing.

19
Skills building 3: using adjectives and adverbs in stories

In this part, students will learn that adjectives and adverbs can make the story more interesting and will learn how to use them in stories.

1. Have students read Part 1 on Page 16. This will show them how to use adjectives. Tell them adjectives are usually used before a noun to describe it. Adjectives can also be used after a linking verb, such as be to describe the subject in the sentence.

2. Have students read Part 2. This will show them how to use adverbs. Tell them adverbs are usually used to modify verbs, adjectives, prepositional phrases or other adverbs. Have students pay attention to where an adverb is used in a sentence.

3. Have students individually complete the exercise on Page 16 and then check their answers with their partners. Encourage them to discuss the different answers. Finally, have them share the answers as a whole class.

Answers

Adjectives in the article:
good weak hot cold new
wild left nearest safe hard
next few various strong grateful
hopeful near

Adverbs in the article:
now ago quickly later very fully

Step 3: writing your story

This part is designed to have students practise using adjectives and adverbs
correctly to complete their story. Then they
will present their story to their classmates.

1 Have students read the directions in
Part A on Page 17, and go over the
adjectives and adverbs given in the box.
Have them point out which words are
adjectives and which are adverbs. Have
them first fill in the blanks with the words
in the box, and then write the last
paragraph of the story using the sixth
picture they drew in Step 2.

Answers

A (1) tired (2) asleep
(3) Suddenly (4) alive
(5) frightened (6) loudly
(7) back (8) beautiful
(9) red (10) delicious

2 Have students think about what good
storytellers will do to make others
interested and willing to listen to them.

Have students read the directions in
Part B. Have them work in pairs to
practise telling the story they have just
finished. Then ask some students to
present their stories in class.
The whole class should decide who is
the best storyteller.

Possible example
All of a sudden, a bell was ringing. Sandy
woke up and found herself sitting on a
chair. She could see people leaving. To her
great surprise, she saw a big, red apple in
her left hand and some beautiful flowers in
her right hand. She knew it was time for
the museum to close and she had to leave,
but her classmates and her teachers were
nowhere in sight.

3 Have students read the story of Part A in
Writing on Page 97 of the Workbook, and
then finish Part B. They can do Part B as
homework.

Project Producing a TV show

The Project in this unit is designed to help
students learn and use English through
doing a project. The two reading articles
about animals in Part A will help students
learn how sharks use their senses to survive
dangers in their environment, and how
pigeons can always find their way home.
The articles are also an example for students
to learn how to talk about animals and their
unique senses. Students will develop a TV
show about how an animal uses its senses.
The purpose of this section is to help
students use what they have learnt to finish
a project by working together. In the course
of doing the Project, students will discuss the
subject of their TV show and how the TV
show will be produced, and decide what
each of them will do in the Project. They will
research and select information for the TV
show, and do some writing and drawing. If
possible, they can use a video camera to
shoot some scenes about the animal. In
order to finish the Project, students are
expected to learn how to cooperate and how
to fulfil each part of the task.

Part A

1 Have students read the first article,
‘Shark attacks’, and find out as much
information as they can about sharks.

Information about sharks:

Paragraph 1
- There are nearly 400 types of sharks.
- These are some well-known types of
sharks that attack humans:
great white shark
tiger shark
bull shark

**Paragraph 2**
- Three types of shark attacks:
  attack and run away
  push and bite
  wait and attack

**Paragraph 3**
- Four tips on how to avoid being attacked by sharks

**Paragraph 4**
- An increase in water sports has led to an increase in shark attacks.
- Three tips on what to do if a shark attacks

**Paragraph 5**
- Do not be frightened by sharks.

2 Have students read the article again and find out what unique senses sharks have, what senses sharks use to attack humans and what people can do to protect themselves.

Sharks can see in the dark.
To survive: stick your finger in the shark’s eye when it attacks you.

Sharks can smell blood far away.
To survive: hit the shark on the nose when it attacks you.

3 Have students read the second article, ‘The wonderful world of pigeons’.
First, have them read the first four paragraphs and think of answers to the following questions.

What does the article begin with? (It begins with a story.)
What is the story about? (It is about what an officer did when his army was attacked by the enemy.)
Why does the writer begin with this story in his article? (To arouse readers’ interest./To introduce a wonderful animal—pigeons.)
Then, have students read the last two paragraphs and find the main idea for each paragraph. For less able students, have them find out the key words and phrases first.

- Key words and phrases in Paragraph 5:
  pigeon, sense of direction, find the way home, long distances, news, mail, war, messages, saving the lives, helping win

- Main idea for Paragraph 5:
  Pigeons have the sense of direction, so their greatest use is to carry the news, the mail or messages. In wars, they were able to save the lives and help win.

- Key words and phrases in Paragraph 6:
  compass, sight, sense of smell, never get lost

- Main idea for Paragraph 6:
  The reason why pigeons never get lost is that not only they have a compass inside but they use their senses of sight and smell as well.

4 Have students do Parts B1 and B2 on Page 91 of the Workbook either in class or as homework, so they will have a better understanding of the usage of words and phrases learnt in this section.

5 Have students do Parts D1 and D2 on Page 93 of the Workbook as homework to review the useful words, phrases and patterns they have learnt in this unit.

6 Have students do the listening exercises in Parts A and B on Page 96 of the Workbook to learn more about animals’ senses.

**Part B**

1 Have students work in groups to discuss the 8 questions in Part B. They should first decide:
- what animal they want to choose
- which of the animal’s sense(s) their TV show will focus on
- how long their TV show will last
• what information about the animal will be found
Then they should decide which group member will be responsible for each of the following tasks:
• find the information about the animal
• write the TV show
• provide pictures and photos for the TV show
• present the draft of the TV show to the class

2 Students should each work on a different part of the TV show. While working, they should keep in mind the overall design and focus on how the animal uses its senses. When the different parts are put together, each group member should read the script carefully, correct the mistakes and add some new ideas. If possible, students can use a video camera to shoot some film and present it to the whole class.

3 Each group will take turns presenting their work to the class. Students should discuss which group’s TV show is the best.

Self-assessment

This section aims to help students determine the progress they have made. The colour bar with five levels rates how confident students feel about what they have learnt in 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 C1 and C2 on Page 4, students can see whether they understand the short story about a woman lost in the fog. Students have the opportunity to evaluate their own skills and abilities in English. If they feel very confident about one item, they can score it 5. If they feel only slightly confident about another item, they can score it 2. After going over all the items in this part, students need to add all the scores and divide the total amount by the total number of items. Thus, they will get a percentage, which shows their level.

In this unit, 15 items are listed with each one scored 5. The total is 75 points. These items cover the main study targets in this unit, including skills in reading, listening, speaking, writing, the usages of vocabulary and grammar items, as well as doing activities in English. Through assessing themselves as learners, students will realize whether they have achieved the goals for this unit. If they feel there are some areas in which they are not confident or just slightly confident, they can think about how to improve 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.
This unit introduces and develops the theme of language. In Welcome to the unit, students will be presented with five different forms of language. They will also be asked to think of other language forms they may meet with in their daily lives. The Reading section has an article about how English developed and why it has such confusing rules. Word power focuses on words and phrases related to the English language, with relevant exercises designed to strengthen students' ability to use these words and phrases. In Grammar and usage, students will learn about noun clauses with question words, the functions of noun clauses introduced by question words in the sentence, and the word order in noun clauses. They will also learn some important and useful sentence structures with the preparatory subject it. Following this is the Task section, where students will learn about body language and practise the language skills of listening, speaking, reading and writing. They will learn how to predict an answer and, based on a survey they conducted, they will write a report on body language. In the Project section, students will be asked first to read a report about the development of Chinese characters, and then read the story of Braille. Afterwards, they are expected to design a booklet either about how a written language developed, or how some Chinese characters developed.

This unit provides a chance for students to gain some knowledge about English and its history. The Reading strategy of this unit teaches students the writing features in a typical article about history. They will learn effective ways to read these articles. This unit also enables students to conduct a survey and write a report. Integrated skills—listening, speaking, reading and writing—will be practised and reinforced. Finally, students are expected to apply what they have learnt to design a booklet.

<table>
<thead>
<tr>
<th>Sections of the unit</th>
<th>Student's Book</th>
<th>Teacher's Book</th>
</tr>
</thead>
<tbody>
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<td>Welcome to the unit</td>
<td>Page 21</td>
<td>Pages 26-29</td>
</tr>
<tr>
<td>Reading</td>
<td>Pages 22-25</td>
<td>Pages 29-34</td>
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<td>Word power</td>
<td>Pages 26-27</td>
<td>Pages 34-36</td>
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<td>Grammar and usage</td>
<td>Pages 28-31</td>
<td>Pages 36-38</td>
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<td>Task</td>
<td>Pages 31-37</td>
<td>Pages 38-42</td>
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<td>Project</td>
<td>Pages 38-39</td>
<td>Pages 42-44</td>
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<tr>
<td>Self-assessment</td>
<td>Page 40</td>
<td>Pages 44-45</td>
</tr>
</tbody>
</table>
## Highlights of the unit

### Functions

<table>
<thead>
<tr>
<th>1</th>
<th>Describing point of time and sequences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Before the middle of the 5th century, people in Britain all spoke a language called Celtic.</em></td>
</tr>
<tr>
<td></td>
<td><em>By the 10th century, Old English had become the official language of England.</em></td>
</tr>
<tr>
<td>2</td>
<td>Stating reasons</td>
</tr>
<tr>
<td></td>
<td><em>That is why English has so many difficult rules that confuse people.</em></td>
</tr>
<tr>
<td></td>
<td><em>His mother tongue was English, and he used English for all official events.</em></td>
</tr>
</tbody>
</table>

### Vocabulary

- vocabulary
- nowadays
- mainland
- occupy
- mixture
- official
- phrase
- contribution
- defeat
- replace
- entire
- servant
- raise
- therefore
- process
- distinction
- concern
- ban
- pure
- unique
- access
- gentle
- character
- embarrass
- backwards
- conclusion
- custom
- interrupt
- mistaken
- deed
- appearance
- represent
- simplify
- combine
- distinguish
- indicate
- press
- convenient
- practical

- be made up of
- consist of
- aside from
- take control of
- mother tongue
- ought to
- differ from
- stand for
- as a whole

### Grammar

<table>
<thead>
<tr>
<th>1</th>
<th>Noun clauses introduced by question words: what, which, who/whom, whose, when, where, why and how</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Where a person comes from will affect his or her style of speech.</em></td>
</tr>
<tr>
<td></td>
<td><em>You can begin to see why English has such strange rules!</em></td>
</tr>
<tr>
<td></td>
<td><em>That is why English has so many difficult rules that confuse people.</em></td>
</tr>
<tr>
<td>2</td>
<td>Preparatory subject it</td>
</tr>
<tr>
<td></td>
<td><em>It is certain that we would not be able to understand Old English today.</em></td>
</tr>
<tr>
<td></td>
<td><em>It happens that my new neighbour comes from my home town.</em></td>
</tr>
<tr>
<td></td>
<td><em>It is a good idea to make an official statement about the incident.</em></td>
</tr>
</tbody>
</table>

### Skills and strategies

- By the end of this unit, students will be able to:
  1. read an article about the history of English, a report about how Chinese characters developed, and the story of Braille
  2. listen for specific information
  3. discuss the development of languages and make a survey
  4. present a report about Chinese and Western body language
  5. write a booklet either about the development of a language or some Chinese characters
  6. expand vocabulary related to countries and languages

### Culture

- 1. English and its history
- 2. Similarities and differences of body language used in different countries and areas
- 3. Development of Chinese characters
- 4. Development of Braille
Welcome to the unit

Without language, there is no communication. In this section, five different language forms, including language (written and oral), emoticons (a special Internet language), sign language, Braille and animal language will be introduced to students. Students will discuss other ways in which information can be exchanged. They will also think about effective methods for studying the English language. They are expected to be fully involved in the discussion, express their opinions and practise their spoken English.

Brainstorming

1. In preparation for the class, activate the students' imaginations by asking the following questions:
   - What language do you speak? Can you speak any other languages?
   - Do you know how many languages there are in the world?
   - Do you think that language is the only way people communicate? What other methods of communication can you think of?

   Encourage students to participate fully in the discussion. Then assign students the following task for homework: surf the Internet or look at some resource books (in English or in Chinese) to get information about different languages and language forms. The activity can be conducted as follows:
   - The topic of language is quite interesting. If we want to understand the topic better, we should prepare first, either by researching information on the Internet or looking up background information in books. Remember to take notes while researching. This will make it easier for you to report your findings.

2. In class, have students read the instructions and focus on the five pictures and illustrations carefully. You can start like this:
   - How many different kinds of language are talked about in this section? What are they?
   - Are they all in the list that you prepared before class? What other kinds of language have you done research about?

3. Have students discuss each picture separately in pairs. For each picture, you may ask the following questions:

| Languages | Do you speak any other language besides Chinese? If so, can you speak a little for us?
|-----------|---------------------------------------------------|
|           | Do you know all the languages on this card? If so, what are they?
|           | Which other language do you want to learn, English, Japanese or Spanish? Why?
|           | Which language do you think is the hardest? Why?

| Emoticons | What is an emoticon?
|-----------|---------------------------------------------------|
|           | What does this emoticon stand for? (A big smile.)
|           | When do people usually use this kind of language? (When
| Sign language | they are talking on the Internet or sending short messages.)
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Could you give some more examples? (For example, :-) stands for sadness; :-o stands for surprise.)</td>
</tr>
<tr>
<td></td>
<td>What does this sign mean in Britain? (Good luck!)</td>
</tr>
<tr>
<td></td>
<td>Do you think the same sign means the same to people all over the world? If you think so, can you show some examples and explain them? (Take the American ‘OK’ sign for example. Making a circle with one’s thumb and index finger means ‘money’ in Japan, but ‘zero’ in France.)</td>
</tr>
<tr>
<td></td>
<td>Who needs to use sign language in their daily lives? (Deaf people or those who are unable to hear.)</td>
</tr>
<tr>
<td></td>
<td>Have you ever used sign language? Is it helpful for you to communicate with others?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Braille</th>
<th>What is Braille? (A special language for blind people.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Who invented Braille? (A Frenchman called Louis Braille.)</td>
</tr>
<tr>
<td></td>
<td>Have you heard about him? What did he do for blind people? (He invented a special language for them, so it was named after him.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Animal language</th>
<th>Why do bees fly in circles? (To inform their partners about food and danger.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Do you believe animals can ‘talk’?</td>
</tr>
<tr>
<td></td>
<td>If possible, ask students to share their stories about animal languages they know.</td>
</tr>
</tbody>
</table>

4 Divide the class into groups of four and ask students to make a brief presentation about language. Encourage them to find more information after class. Make sure that students are all involved in the activity.

## Sharing information

1 Organize students into small 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 21.

2 Have students exchange their opinions and make sure that each individual has a chance to express himself/herself.

3 Get several groups to report their responses back to the whole class.

## Sample answers

1 Yes. Besides the kinds of language above, we still have some other ways to exchange ideas or information. For example, in ancient times, Chinese people relayed fire signals at night and smoke signals in the day from one Great Wall watchtower to another so that war messages could be rapidly sent over great distances. Nowadays, people use the language of flowers to convey meaning (e.g., rose = love; tulip = formal announcement of love; forget-me-not = keeping me in your memory).

2 Yes. Although Chinese is the most widely used language, English is the most widely used around the world. It’s useful to learn English if you want to travel, do business or study abroad. No. Now it’s reported that students in some primary schools are required to learn English even in Grade 1, which I do not think is necessary. Primary school is a key stage for young children to acquire their mother tongue. Starting to learn another language too early may hinder first language acquisition. In my opinion, children should learn the mother tongue well. If we can’t speak our own language well, how can we keep our own culture alive?
3 I have some good methods for studying English to share with you. When I began to learn English in primary school, my English teacher introduced many English songs and simple poems, which made learning English interesting and helped me develop a good sense of the language. After I entered Junior High, I was encouraged to watch English films and TV programmes, which helped me learn more about the cultures of English-speaking countries. My English teacher also asked us to use our dictionaries all the time so that we could learn how to use new words better, which I think is of great importance when learning English.

4 Have students read the article on Page 102 of the Workbook. They will learn more information about the language of bees.

Resources

Languages
Wherever there are people, there are languages. Nowadays, nearly 6,000 languages are used all over the world. Without languages, people wouldn’t be able to communicate with each other, and the world wouldn’t be as it is today. For more information, you may visit the following website:
http://www.fact-index.com/l/la/language_1.html

Emoticons
The word ‘emoticon’ is a mixture of ‘emotion’ and ‘icon’, meaning ‘emotional icon’. This Internet language is often used by people, especially young people, communicating via computers. The vivid icons are able to convey a wide range of emotions, and are a simple and efficient way for the growing number of computer users to express themselves. According to some reliable sources, hundreds of emoticons are already in daily use. The following website can provide you with more relevant information:
http://www.emoticon.com/

Body language
All around the world people communicate with each other in lots of different ways. One of these is by speaking, but another important one is by using body language. This describes the way that people use their bodies and facial expressions to communicate with each other. Often you can tell a lot about what a person is thinking or feeling just through their body language. For example, if a person stands with his/her arms crossed, he/she may not trust you or may feel defensive; if a person touches his/her nose while listening to you talking, he/she may not believe you are telling the truth. The following website can provide you with more relevant information:
http://www.deltabravo.net/custody/body.htm

Sign language
Many people throughout the world are deaf and cannot hear, or are dumb and cannot speak. These people have invented a clever way of communicating with each other, by using their hands to make different gestures, which is called sign language. This is a complex set of signs that are made using your hands and face. Like any language, sign language is difficult to master, but with practice it can become a highly effective way of communicating without needing to be able to speak or hear. You can learn more information from the following websites:
http://deafness.about.com/od/signlanguage/Sign-language.htm
http://deafness.about.com/od/basics/Sign-language-Basice.htm

Animal language
Like human beings, animals need to communicate with each other to survive. They do not speak to each other in the same
way as we do; instead they use many
different sounds and actions to express
themselves. For example, bees make a
buzzing noise, lions and bears growl, cats
miaow, and dogs bark. If you see a cat
standing with its back arched, head lowered
or legs bent, it could be scared. If a dog
growls at you, it probably is angry and you
should be careful. Animal language is
simpler than human language, but it shows
how intelligent animals are. For more
information, you can visit the following
websites:
http://www.wagntrain.com/
BodyLanguage.htm
http://tuvalu.santafe.edu/~johnson/
articleschimp.html

Reading

The article is about the history of the
English language. The development of the
English language has been affected by
different cultures all through history. This
article deals with how English developed
and why it has so many strange rules. The
Reading strategy of this unit introduces and
explains to students how to read a history
article with the help of a time chart. All the
activities involved aim at checking and
enhancing students’ reading abilities.
Students are expected to gain an overall
understanding of the article and learn to
adopt different ways to read different types
of articles.

Lead-in

Arouse students’ interest in ‘English and its
history’ by asking the following questions:
Since you have been learning English for several
years, what do you know about the development
or history of the English language?
What do you think is the most difficult part of
English—pronunciation, grammar, vocabulary
or something else?
Do you think English has always stayed the
same? Give some examples to demonstrate your
point.
How did these changes happen?

Reading comprehension

1 Have students skim the passage and try
to find answers to the three questions in
Part A. Remind students to pay
attention to the title and the headings
so that they can identify the most
important information as soon as
possible.

Answers

A 1 English and its history.
2 Old English, Middle English and
Modern English.
3 English is still changing in many
ways, such as in vocabulary and
pronunciation.

2 Have students scan the article again and
locate the specific information asked for
in Part C1. Exercises in Part C1 serve as
a strengthening activity for students’
comprehension of this article. Ask
students to finish the exercises
individually and then have them check
their answers as a class.

Answers

C1 1 5th century  2 16th century
  3 14th century  4 9th century
  5 1066       6 10th century

3 Have students reread the passage and
complete Part C2 on Page 24. Questions
in Part C2 are to check students’ ability
to read and identify details. Ask students
first to read and finish the exercise
individually and then have them check
their answers as a class.

### Answers

C2 1 Because it is made up of the grammar and vocabulary that people from different countries and cultures brought with them to Britain.

2 It came from the word *Engle*, as it was spelt in Old English.

3 These words with similar meanings developed because each word came from a different language.

4 The French-speaking Normans, who took control of England in 1066.

5 The words for the animals came from Old English, while the words for the meat came from Old French.

---

4 Have students focus on the above three exercises and ask them which of the reading strategies they use when they are trying to do the exercises. Ask them if they read word by word or sentence by sentence. This activity can be conducted as follows:

*Now we have found out the most important information and have got the main idea of the article, but I'm curious about the method you use when reading the article.*

*Can you tell me how you get the main idea in such a short period of time? Do you think that you have to read the whole article slowly and carefully in order to understand the article?*

Encourage students to express their individual ways of reading.

5 Cover the Reading strategy with the students and teach them the skills of reading a history article. Tell students that when they read a history article, they should focus on the dates and years in the article. They can make a time chart to list information such as times, places and events. This will help them understand the sequence of events. Create the following table to help them understand the article.

<table>
<thead>
<tr>
<th>Time</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the middle of the 5th century</td>
<td>People in Britain all spoke a language called Celtic.</td>
</tr>
<tr>
<td>At the end of the 9th century</td>
<td>The Vikings began to move to Britain and brought their languages.</td>
</tr>
<tr>
<td>By the 10th century</td>
<td>Old English was the official language of England.</td>
</tr>
<tr>
<td>In 1066</td>
<td>The Normans defeated England and took control of the country.</td>
</tr>
<tr>
<td>By the latter half of the 14th century</td>
<td>English was used by all classes in England.</td>
</tr>
<tr>
<td>In 1399</td>
<td>Henry IV became King of England and used English for all official events.</td>
</tr>
<tr>
<td>During the Renaissance in the 16th century</td>
<td>Modern English appeared.</td>
</tr>
</tbody>
</table>

6 Have students complete Part D. Part D helps students infer the meanings of the words from the context and match them with the correct definitions. The meanings of the words in Part D will not be difficult for students to identify once they have read through the passage three times.
Answers

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

7 Draw students’ attention to Part E, an article about why American English is different from British English. Students will become more familiar with the usage of words and expressions in this passage. Have students complete it individually first and then check the answers as a class.

Answers

E (1) vocabulary (2) replaced
(3) contributions (4) tongue
(5) defeated (6) Therefore
(7) process

8 Have students do A1 and A2 on Page 98 of the Workbook either in class or after school. This will help them become familiar with the usage of some of the important words and phrases from this part.

Post-reading activities

1 Organize students into groups of four. Among the four of them, one is a linguistic expert and the other three are journalists. They are holding a press conference. You can prompt students by saying:

Suppose we have an English linguist coming to our school and we will hold a press conference to interview the linguist. He/She will make a brief introduction about the development of the English language. Now you can ask him/her any questions.

Tell students to focus on times and events when retelling a history article. Encourage them to use their own words and phrases in their conversation and make sure that students are all actively participating in the small group work. Invite several ‘linguists’ to hold the press conference in front of the class, if time allows.

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

If possible, assign them as homework the tasks of research more information and making posters.

3 Have students read the article in Part B on Page 103 of the Workbook. If time is limited, they can do this exercise as homework.

Notes

1 The English language is made up of the rules and vocabulary these people brought to Britain. (Page 22, Lines 2–3)

Here be made up of means ‘to be put together from several different things to form a whole’. The positive form of this phrase is make up.

Every class in our school is made up of fifty-four students.

The globe is made up of seven continents.

Ten different stories make up this book.

The phrase make up has some other meanings.

Although they quarrel with each other now and then, the husband and his wife always make up with each other soon after. (to forgive a person in a friendly way, especially after an argument or disagreement)

Children always make themselves up like ghosts on Halloween. (to put some coloured substances on one’s face to
improve or change one’s appearance) My mother asked the seller to make up a box with all kinds of candies in it. (to prepare or arrange something) He couldn’t explain why he was late and finally made up a story that he had lost the key to his bike. (to invent a story or an excuse to make someone believe)

2 Before the middle of the 5th century, people in Britain all spoke a language called Celtic. (Page 22, Lines 7–8)

Here the past participle phrase called Celtic can be replaced with an attributive clause ‘which/that is called Celtic’.

Do you know the girl called Nancy? = Do you know the girl who is called Nancy?

Have you ever heard of a hotel called Jiangnan Hotel? = Have you ever heard of a hotel which is called Jiangnan Hotel?

In Shanghai there is an area once called the French Concession, where many foreigners used to live. = In Shanghai there is an area that was once called the French Concession, where many foreigners used to live.

3 Old English consisted of a mixture of their languages. (Page 22, Line 10)

- Here consist of means ‘to be formed from’ or ‘to be made up of’.

The research team consists of two Chinese and two American experts.

Her daily routine consists of cooking and cleaning.

A teaching assistant’s job consists of preparing teaching materials and answering students’ questions.

- Here mixture is the noun form of the verb mix, which means ‘to put different things together’.

Air is the mixture of gases.

After hearing the news, her face showed a mixture of sorrow and anger.

As is known to all, oil and water don’t mix.

4 Aside from place names such as London, very few Celtic words became part of Old English. (Page 22, Lines 12–13)

Here aside from means ‘except for’.

Tents continued to be a problem for flooded areas, but aside from that everything went on well.

I hardly watch any television, aside from news and current affairs.

Aside means ‘on or to one side’.

Please put the book aside and answer my question.

Mary tried to stop her boyfriend, but he pushed her aside.

5 The most important contribution was from the Normans, a French-speaking people who defeated England and took control of the country in 1066. (Page 22, Lines 26–27)

Here the verb defeat means ‘to win a victory over someone in a fight, war or competition’.

Class Two defeated Class Four in the football match yesterday. Class Four was defeated 3 goals to 2.

In June 1815, Napoleon was defeated at the Battle of Waterloo.

The word defeat can also be used as a noun, which means ‘failure to win or succeed’.

She is a woman who is not prepared to admit defeat.

England suffered a 2–0 defeat by Scotland.

The coach offered no excuses for his team’s defeat.

6 This resulted in even more words with similar meanings, such as answer (from Old English) and reply (from French). (Page 23, Lines 32–34)

Here the phrase result in means ‘to cause something to happen’ or ‘to lead to’.
The cyclone hit the city and resulted in great loss.
This plane crash resulted in dozens of deaths.
His carelessness resulted in the loss of the game.

7 After the Norman Conquest, many English people worked as servants who raised animals. (Page 23, Lines 35–36)
Here raise means ‘to bring up’ or ‘to look after a child or an animal’.
Jack was raised by his aunt after his parents passed away.
How did you manage to raise such a big family on such a small income?
When I was on the farm, I raised a lot of animals like cows and sheep.
Raise has several other meanings.
Raise your right hand if you can answer my question. (to lift something to a higher position)
In order to make everyone hear me clearly, I had to raise my voice. (to cause something to become bigger, higher or better, etc.)
The running horses raised a cloud of dust. (to cause something to arise or appear)

Resources

Celtic
Celtic is the language that was spoken by the Celts. The Celts were a people who occupied much of Europe in 1000 BC. They believed that fighting was very important, and that all things came to those who were brave. The Celts had a diverse culture and their people believed in a religion called paganism. Celtic people all spoke to each other in their ancient language, known today as Celtic. A form of Celtic is still spoken today by some people in the British Isles. More information is available on the following website:
http://www.ibiblio.org/gaelic/celts.html

The Angles
The Angles were a Germanic tribe who originally came from north-west Europe. They began to settle in eastern Britain during the 5th century. The Romans were too busy fighting wars in other parts of their empire to stop the Angles from settling in Britain. They brought with them many new agricultural techniques and farmed the land. The Angles occupied southern Britain and the northern and eastern coasts. They founded the kingdom of East Anglia, and people called the area where they lived ‘Angle Land’. This is where the name England comes from. More information is available on the following website:
http://en.wikipedia.org/wiki/Angles

The Saxons
Like the Angles, the Saxons were also a strong Germanic tribe. Their name ‘Saxons’ originates from the word ‘Sax’, which means ‘single-edged sword’. During the 3rd and 4th centuries, the Saxons were pushed westwards from Denmark towards Britain by the Huns, another strong tribe. Along with the Angles and the Jutes, they invaded England, and set up many large kingdoms in the south, west, east and middle of Britain. These kingdoms later became one kingdom known as England. The following websites will give you more information:
http://www.battle1066.com/saxons.shtml
http://en.wikipedia.org/wiki/Saxon
The Vikings
Just as Anglo-Saxons had done 400 years earlier, the Vikings came across the North Sea to invade from the late eighth to the early eleventh centuries. The Vikings were also known as the Norsemen, and came from the three countries of Scandinavia: Denmark, Norway and Sweden. The following website will give you more information:

http://en.wikipedia.org/wiki/Viking

The Normans
In the year AD 911, the King of France gave a small settlement to a group of Scandinavian invaders. This later became known as Normandy. The Norman people adopted the customs, religion and language of the French. The Normans kept close links with the Angles and Saxons. They had a very strong culture and became extremely powerful. In 1066, a very famous Norman Duke, William II, decided to invade Anglo-Saxon England. He defeated Harold II in a battle at Hastings. Duke William became known as William the Conqueror, King of England. The following websites will give you more information:

http://www.schoolshistory.org.uk/Normans.htm

King Henry IV
Henry IV (1367–1413) was born in Bolingbroke and is also known as 'Henry Bolingbroke'. His first wife, Mary de Bohun, gave birth to seven children. However, in 1398, Henry was forced to leave England. He returned in 1399 and forced King Richard II to give up the English throne. Henry's reign witnessed rebellion throughout England. He married Joan of Navarre in 1402. Before his death in 1413, due to his suffering from many illnesses, his son Prince Henry had to control the government. More information is available on the following website:

http://www.britannia.com/history/monarchs/mon34.html

Word power
This section deals with words and expressions related to languages. Students are expected to enlarge their vocabulary by distinguishing formal English from informal English and by learning countries and their languages. Exercises are designed for students to practise and reinforce the new vocabulary they have just learnt.

Brainstorming
Select some words and phrases often used in spoken English from students' homework. Have students read the following sentence and find which part they think is informal. I am sorry to say that a lot of your answers to those questions in your homework are not precise, so you must think about them.

Point out informal English expressions such as I am sorry to, a lot of, answer and think about. Help students think of the formal way of expressing them. If possible, have students present some other examples.

Formal English and informal English
1. Have students read the introductions to formal and informal English. Explain to
students that in English, formal and informal expressions are always determined by the context. Formal English is more common in writing, while informal English is more common in speaking.

Have students compare the formal English words with the informal English words listed in the table on Page 26. Encourage them to consult with each other or check the dictionary when they have questions rather than asking you.

Have students read the letter on Page 26. This exercise provides students with a chance to practise what they have learnt above. First, have them point out the informal expressions in the letter that can be improved. Then have students rewrite the letter in formal English.

**Answers**

Dear Mr Smith

I want to draw your attention to the state of the playground. People are throwing their garbage everywhere. They leave garbage on the ground instead of using the garbage cans. This is a danger to children. Yesterday, a six-year-old child fell and cut his hand on a broken bottle. The boy was taken to hospital. Also, the garbage makes the playground look dirty, and no one wants to go there.

I would appreciate it if you would solve this problem immediately. For example, you should buy more garbage cans and prevent people from littering.

Please take my suggestions into consideration. I am looking forward to your reply.

Best regards

Jerry Broker

**Countries and languages**

1. Organize students into groups of four and provide each with a world map. Have each group write down as many names of countries and their official languages as possible. Use the following table as a pattern to organize the information.

<table>
<thead>
<tr>
<th>Country</th>
<th>Official language(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Have students read the names of the countries and their languages on Page 27. Focus on the items students have missed and write on the blackboard the countries and languages they have found that are not on the table. Finish Part A. Have students share their answers with their group members.

**Answers**

A  France  Mexico  Canada
   French  Spanish  English, French
   Germany  Australia  UK  Russia
   German  English  English  Russian

3. Have students read the instructions for Part B and try to complete it either in pairs or in groups. Encourage students to consult any reference books they can get and find out why those languages are used.

**Answers**

B  English  Chinese  French
   Russian  Spanish  Arabic
<table>
<thead>
<tr>
<th>Country</th>
<th>Official language(s)</th>
<th>People</th>
<th>Capital</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>English</td>
<td>Australian</td>
<td>Canberra</td>
</tr>
<tr>
<td>Greece</td>
<td>Greek</td>
<td>Greek</td>
<td>Athens</td>
</tr>
<tr>
<td>Spain</td>
<td>Spanish</td>
<td>Spanish</td>
<td>Madrid</td>
</tr>
<tr>
<td>Egypt</td>
<td>Arabic</td>
<td>Egyptian</td>
<td>Cairo</td>
</tr>
<tr>
<td>Russia</td>
<td>Russian</td>
<td>Russian</td>
<td>Moscow</td>
</tr>
<tr>
<td>France</td>
<td>French</td>
<td>French</td>
<td>Paris</td>
</tr>
<tr>
<td>Mexico</td>
<td>Spanish</td>
<td>Mexican</td>
<td>Mexico City</td>
</tr>
<tr>
<td>Japan</td>
<td>Japanese</td>
<td>Japanese</td>
<td>Tokyo</td>
</tr>
<tr>
<td>Italy</td>
<td>Italian</td>
<td>Italian</td>
<td>Rome</td>
</tr>
</tbody>
</table>

4. Have students fill in the blanks in the table above about country, official language(s), people and capital. This exercise is designed to help students enlarge their vocabulary.

5. Have students do the exercises in Parts A and B in *Listening* on Page 104 of the *Workbook*. This will give them some information about how to improve their English.

**Resources**

United Nations
The United Nations (UN) is an international organization that was founded on 24 October 1945 in the United States. The main purpose of the United Nations is to maintain the world’s peace and security. The six principal organs of the United Nations are the General Assembly, Security Council, Economic and Social Council, Trusteeship Council, International Court of Justice, and the Secretariat. It has its own emblem and flag. The following websites will tell you more about the UN:

http://www.un.org/english/

**Grammar and usage**

The grammar items in this unit deal with noun clauses introduced by question words and the preparatory subject *it*. Students will learn about noun clauses introduced by question words, the functions of each clause and the word order of the clause. As for the preparatory subject *it*, students are expected to learn that *it* acts as the grammatical subject of the sentence and they will also learn about the situations where *it* is often used.

**Noun clauses introduced by question words**

Here students will learn that noun clauses, which are introduced by question words, can be used as the subject, object or predicative of the sentence. Then they will read a diary entry to decide what sentence element each noun clause is. In addition, they will read an article and fill in the blanks with suitable question words.

1. Revise the definition of a noun clause that students learnt in the last unit. Ask them to go through ‘English and its history’ and find as many noun clauses as they can.

Write some of the sentences that students have found and have them identify how each noun clause is used. Take the following as an example.

*It is certain that this process will continue.*

(subject)
2 Write the following two sentences on the blackboard. Tell students that these sentences also have noun clauses. Have them tell what the difference is between these two sentences.

*The question of whether English will keep on changing in the future is easy to answer.* (object)

*That is why English has so many difficult rules that confuse people.* (predicative)

Ask students to read the two sentences and tell what sentence element each clause is.

3 Have students read Part 1 on Page 28. Make sure that they know that the following question words can be used to introduce noun clauses: *what, which, who/whom, whose, when, where, why and how.* Ask them to pay special attention to the function of each noun clause.

4 Have students read the example sentences in Part 2 and pay special attention to the word order in the noun clause. Have students rewrite the following sentences by combining them together. Then check the answers together with the whole class.

*We will discuss it. What should we do to learn English well?*

*We will discuss what we should do to learn English well.*

*It is still unknown. Where was language first used?*

*Where language was first used is still unknown.*

5 Have students focus on Point 3. Tell students that in noun clauses with a *wh*-question, the question words cannot be left out.

6 Have students read the diary entry in Part A on Page 28. Make sure that they understand the meaning of the entry and know what sentence element each noun clause is.

7 Have students finish Part B on Page 29 individually. Check the answers with the whole class.

### Answers

<table>
<thead>
<tr>
<th>B</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What</td>
<td>which</td>
<td>why</td>
<td>how</td>
<td>who</td>
<td>How</td>
<td>Which</td>
</tr>
</tbody>
</table>

8 Explain noun clauses that are introduced by question words to students as the following:

*Noun clauses can act as a subject, object, predicative or appositive, so noun clauses include the subject clause, the object clause, the predicative clause and the appositive clause. They can be introduced by *what, which, who/whom, whose, when, where, why, whatever, whoever and how* and these question words cannot be left out. The word order should be changed into the order of a statement.*

9 Have students do C1 on Page 100 of the *Workbook* to practise what they have learnt in this part.

### Preparatory subject *it*

Here students will learn that the preparatory subject *it* is often used to balance the sentence with a long subject. The preparatory subject *it* acts as its grammatical subject and the real subject is at the end of the sentence.

1 Have students analyse the sentences below and find the real subject of each sentence.

*It is important for us to learn English well today.* (subject: to learn English well today)

*It is important that we should learn English well today.* (subject: that we should learn English well today)

*It is no use wasting time reading such books all day.* (subject: wasting time reading such books all day)

### Answers

<table>
<thead>
<tr>
<th>A</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>S</td>
<td>P</td>
<td>O</td>
<td>P</td>
<td></td>
</tr>
</tbody>
</table>
2 Tell students that when the subject is a noun clause, a to infinitive or a verb-ing form, the preparatory subject it is often used to balance the sentence.

3 Have students read Part 1 on Page 30. Make sure that they understand what ‘correct’ and ‘preferable’ mean. Explain that it is correct to start a sentence with a long noun clause, but it is more natural to place the long noun clause at the end. Ask them to read each sentence carefully and pay attention to the content of the tip box.

4 Draw students’ attention to Part 2 on Page 30. Ask students to cover the first sentence and to work in groups of two to rewrite the sentences. More exercises can be given as follows:

   He appears to be proud of his daughter.
   (It appears that he is proud of his daughter.)

   I seem to be more forgetful these days.
   (It seems that I am more forgetful these days.)

   She turns out to be my cousin. (It turns out that she is my cousin.)

5 Have students read Part 3 and learn that the preparatory subject it is used with a clause or to infinitive, but with the verb-ing form, the real subject is preferred at the beginning. For example,

   It is no use crying over spilt milk.

   Watching the World Expo opening ceremony live online is a good idea.

6 Have students read the example in Part A on Page 31. In pairs, have students rewrite the highlighted sentences to check whether they fully understand Parts 1 and 2. Then check the answers together as a class.

   Answers

   A (2) It requires a good understanding of their behaviour to know what they mean.

   (3) It always puzzles me why my dog barks in certain ways.

   (4) It won’t be difficult to buy a machine like this

7 Have students do Part B on Page 31.

   Answers

   B 2 It happens that several racial groups live in Singapore.

   3 It is fun to hear different people speaking different languages all at the same time.

   4 It is certain that I’ll see you next week.

8 Have students do C2 on Page 100 of the Workbook, so they can have more practice on the preparatory subject it.

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Task Reporting on body language

This section consists of a series of activities which provide students with opportunities to learn and practise their language skills of listening, reading, speaking and writing. It is divided into three steps, and each step is preceded with a skills building activity. Through the three steps, students will learn how to predict an answer, how to write questions and how to organize a report, which includes an introduction, a description of your method for collecting the data results and a conclusion.

Skills building 1: predicting an answer

This part trains students to predict an answer when they are listening. Tell students
Tapescript

Interviewer: Good morning, Ms Wang. Tell us about your new book!

Ms Wang: Yes, it is a book about different cultures. I got the idea for the book when I took an American friend home to meet my mother. He didn’t try all the dishes because he didn’t want to look as if he was starving. But my mother became very upset because she thought he didn’t like her food. I realized then that there are some interesting differences between cultures.

Interviewer: So what is included in the book?

Ms Wang: The book explains what different cultures think is polite. For example, in the Middle East it is not polite to eat with your left hand.

Interviewer: Have you heard any funny stories about people getting things wrong?

Ms Wang: There are always stories about Japanese people going to Italy and making noise when they eat Italian noodles. In the West, it is terrible to make a noise when you are eating, but the Japanese believe that it shows you enjoy the food. Then of course, people in Japan always take their shoes off inside someone’s house, while in England you don’t take your shoes off unless you are in your own home.

Interviewer: Does the book have advice for business people?

Ms Wang: Oh, yes. If you are late for a meeting, you should say ‘sorry’. It doesn’t matter how important you are! Another thing is that in England you can always start a conversation by talking about the weather.

Interviewer: Thank you, Ms Wang, and good luck with the book.

Ms Wang: Thank you.

Answers

1 T 2 F 3 F 4 T
5 F 6 F 7 T 8 F

Step 1: filling in a table

In this part, students will find out about several common gestures in the USA. They will read the table and match the gestures
with the pictures above, and then they will finish the table by listening to the recording.

1. Have students say what these common gestures mean in China. Ask students to predict what they mean in America.
2. Have students listen to the recording and confirm their predicted answers. Finish the table on Page 33.

Tapescript

**Professor:** I'll be talking about body language today. Body language and the message it sends are different in different cultures. For example, when Americans shake hands, they grasp the other person's hand quite firmly, because they think that shows they are strong and can be trusted. However, in Asia and the Middle East many people do not grasp the other person's hand firmly, which might make an American think that they are weak and cannot be trusted.

In the same way, Americans like to look other people straight in the eye when they are talking, because to them this shows that they are telling the truth and are listening carefully. However, in parts of Asia and Africa, people might get anxious or even annoyed if you look them straight in the eye.

We nod our head up and down for 'yes' and shake our head from side to side for 'no', but they mean the opposite in parts of Eastern Europe. The same for moving your hand left to right to say 'hello' or 'goodbye'—this can mean 'no' in Asia and parts of Europe!

In America, people point at their head or ear and move their finger in a circle to say that someone or something is crazy. However, in Argentina, this just means that you have a phone call!

So, you see, body language can change from country to country. This means it is very important to ask people what they mean if you aren't sure.

**Answers**

(1) strong  (2) trust
(3) telling the truth  (4) listening carefully
(5) yes  (6) no
(7) hello  (8) crazy

**Skills building 2: writing questions**

The activities in the section aim to help students write questions clearly and accurately. A few suggestions on how to write good questions are provided here.

1. Have students read the directions on Page 34 to make sure that they know what to do. Encourage them to discuss and tell why these questions are good or bad. Help them solve any problems they have.

2. Have students pay attention to the first question, which has been completed as an example, before they move onto the exercise. Help students analyse why the question should be asked in that way. Have students finish the remaining two.

**Sample answers**

2. Last night, we watched a television show on CCTV 8. Did you watch it? If so, did you like it?
3. I finished a book last night. How about you? What happened in the last book you read?
Step 2: surveying your classmates

The activities in this part are designed to train students’ speaking skills. By surveying four of their classmates, students will then find out what different gestures mean in China.

1. Revise the gestures in Step 1 on Page 33. Have students go over the directions on Page 35 and make sure that they know what to do.
2. Use the first one as an example and ask them to finish the rest in pairs.

Skills building 3: organizing a report

In this section, students will learn how to organize information for a report and how to sort it into four main sections. Students are asked to organize a report about politeness and impoliteness in cross-cultural communication.

1. Have students read the four points at the top of Page 36 and to check out the tips. They will learn something about organizing a report into four main sections. Put emphasis on the four main sections. Then have students read the sentences in the exercise on this page and sort these sentences into the four main sections.
2. Have students go over the directions, then work in groups to check their answers to find the appropriate sections for these sentences. They should be able to number the sentences in a logical order.

Answers
1 A 2 B 3 A 4 A 5 A 6 B

Step 3: writing a report on body language

In this part, students are required to write a report on body language, which will be based on the information they have collected in Steps 1 and 2. Students are expected to practise the skills they have learnt in the previous steps.

1. Have students read the instructions in Step 3 — use the information they have gathered in Steps 1 and 2 to write a report about body language in China. Have students review the results they have collected and record the answers by using the table in Part 1.
2. Help students write their reports. Go over each step in Part 2, and ask them to consider these suggestions carefully. When writing, they may refer to the structure of the report they organized in Skills building 3.

Sample answers
This report is about body language used in both China and the United States. It looks at how the same gesture is used in two different countries and how the gesture expresses different meanings in the two countries. It also states the similarities and differences of body language in these two countries. The information was collected from my classmates through a survey. In order to conduct the survey, I created some situations where common gestures would be used and asked my classmates what these gestures meant to them. After collecting their answers, I
recorded and analysed them.

From the outcome of my survey, we can see that most gestures share the same meaning to people in both countries. This includes nodding the head up and down, shaking the head from side to side and the thumbs up sign. There are also some differences in the meaning for some gestures. For example, there are differences in the meaning of the wave, when the palm faces out and the hand moves from left to right. In the USA it means ‘Hello!’, but in China it means ‘No’. Nowadays, some young Chinese also use this gesture to greet others. Therefore with

the increase in cultural, educational and economic exchange between the two countries, the difference in body language between the two nations is becoming smaller and smaller.

These results suggest that people from different cultures can understand each other more or less by using gestures. It seems that in the future, when we talk with foreign friends, we can make full use of body language to help us convey our ideas or feelings.

3 Have students read Part A in Writing on Page 105 of the Workbook. Then have them finish Part B. You may also have them do Part B as homework.

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**Project  Designing a booklet**

The *Project* in this unit is designed to help students learn and use English through doing group work. The reading materials are about the development of Chinese characters and the story of Braille. Students can read and use the background information to complete their booklet. They should write a booklet either about how a written language developed or how some Chinese characters developed.

The purpose of this section is to have students use what they have learnt to finish a project by working together. In the course of doing the *Project*, students will discuss what they would like to write about. They are required not only to search for as much information about the subject as they can, but also to choose useful information.

Students are expected to assign roles to each group member, work together and fulfil each part of the assignment. By doing the *Project*, students will have a better understanding about either the development of Chinese characters or a written language they would like to choose.

**Part A**

1 Have students read the article about the development of Chinese characters. Ask them the following questions:

*When did Chinese writing begin?* (Thousands of years ago.)

*Who first invented Chinese writing?* (Cang Jie.)

*How was Chinese writing invented?* (Cang Jie saw the tracks of animals in the snow and he got the idea that he could use different shapes to stand for different objects.)

*When did the Chinese government introduce simplified Chinese characters?* (In the 1950s.)

2 Ask students to find the main idea of
each paragraph and find the connections between them.

Paragraph 1  Brief introduction of Chinese characters

Paragraph 2  The origins of Chinese characters

Paragraphs 3–4 Form and development of Chinese characters

Paragraph 5  Simplified Chinese characters

Have students discuss in groups more examples of how Chinese characters were formed.

Have students read the second article about the story of Braille. Ask them the following questions:

*Who introduced blind people to reading?* (Louis Braille.)

*At Braille’s time, what were the books for blind people like? Were they convenient for use?* (Books for blind people used paper pressed against metal wire to form letters. They were too heavy and not convenient for use at all.)

*What did the soldier do for students when he visited the school?* (He showed the students a system for passing messages at night during times of battle.)

*What contributions did Louis Braille make for blind people?* (His system allows blind people to read and write. It enables them to discover the world around them though they cannot see.)

Then you may have some students tell the story of Braille with their own words.

Have students do Parts B1 and B2 on Page 99 of the *Workbook* either in class or as homework. This will give them a better understanding of the usage of the words and phrases that they have learnt in this section.

Have students do Parts D1 and D2 on Page 101 of the *Workbook* as homework. This will allow them to review the useful words, phrases and patterns that they have learnt in this unit.

### Part B

1. Have students work in groups to discuss the eight questions in Part B. They should first decide:
   - what the booklet will be about: the development of some Chinese characters or another written language
   - how many parts the booklet should have and what each part will be about
   - how many pages each part should have and how many pages the booklet will contain
   - what information should be found

   Then they should decide which group member will be responsible for one of the following tasks:
   - find the information needed for the booklet
   - organize each part of the booklet
   - write the draft—one student for one part
   - provide pictures or photos for the booklet
   - proofread the drafts before making a final version

2. Students should each work on a different part of the booklet. When the different parts are finished, each group member should read the draft carefully, correct the mistakes and add some new ideas. They should try to make their booklet more attractive.
3 Each group will present their booklet to the class, and answer the questions the other groups have about their booklet. Students can vote on which group’s booklet they think is the best.

Resources

Cang Jie
Cang Jie, who is believed to have invented Chinese characters, worked as an official under the Yellow Emperor in ancient China. It is said that the inscriptions on bones and tortoise shells were also invented by him. He has been taken as a legendary figure in Chinese history and culture. More information is available on the following websites:
http://www.fathom.com/feature/121782/
http://www.chinavoc.com/arts/calligraphy/origin.asp

The Chinese characters
The Chinese characters are pictophonic. Usually they are composed of two parts, the radical part and the phonetic part. The former part tells readers its meaning while the latter part tells readers its pronunciation.

It is estimated that around 90 per cent of these characters today display this symbolism. So, by looking at the two components, the reader is frequently given a hint as to either the pronunciation, the meaning, or both. Through this method, the Chinese language has evolved into a richer and more diverse language. The following websites will give you more information:
http://www.chineselanguage.com/writing/characters/pictophonetic.html

Braille
Braille was an invention by a Frenchman named Louis Braille (1809–1852). Louis Braille himself was totally blind. Inspired by a soldier who invented a writing system for use in the dark, Braille developed his system for the blind. Today blind people throughout the world benefit from the Braille System. The following websites will tell you more:
http://www.afb.org/braillebug/louis_braille_blo.asp
http://www.his.com/~pshapiro/braille.html

Self-assessment

This section aims to help student determine the progress they have made, and learn what they can do to improve their study.

In this unit, 14 items are listed with each one scored 5. The total score is 70. These items cover the main study targets in this unit, such as skills in reading, listening, speaking, writing, the usages of vocabulary and grammar items, as well as doing activities in English. Through assessing themselves as learners, students will realize whether they have achieved the goals for this unit.

The colour bar with five levels shows how confident students feel about what they have learnt. 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 25, students will know whether they are able to use the vocabulary learnt in the unit or not. Students have the opportunity to evaluate their own skills and abilities in English. If they feel very confident about an item, they can score it 5. If they feel slightly confident about an item, they can score it 2. By adding all the scores and dividing the total amount by the total number of items, 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 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.
This unit introduces and develops the theme of lost civilizations. In *Welcome to the unit*, students will be presented with four pictures of different magnificent structures in ancient Greece, India, ancient Rome and China. The *Reading* text consists of several excerpts from the travel diary of a student in which she gives us a vivid description of the two lost civilizations she visited, Pompeii and Loulan. *Word power* focuses on UNESCO, world heritage and words related to archaeology. Exercises to strengthen students’ ability to use the vocabulary are included. In *Grammar and usage*, students will learn what an object complement is and the basic pattern in which it always occurs. They will also learn how to use the phrases *either ... or ...* and *neither ... nor ...* and learn about subject-verb agreement. Following is the *Task* section, which deals with giving a talk about a historical event. Students will practise the language skills of listening, speaking, reading and writing. They will first learn to listen for the main idea, then they will learn to describe pictures, and finally they are expected to plan an outline for a speech and give a talk. In the *Project* section, students are expected to make a poster about a historical figure.

This unit provides students with the opportunity to learn about lost civilizations by reading diary entries and to learn about two historical figures by reading two articles. Integrated skills will be practised and reinforced. The activities in *Task* teach students to evaluate different information given to them and to choose useful information from it. They will also learn what is appropriate to say in different situations while giving or presenting a talk. They are expected to apply what they have learnt by giving a talk in English.

**Guide to pages**

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# Highlights of the unit

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## Functions

1. Describing facts and historical information
   - *The city was founded in the 8th century BC.*
   - *In 89 BC, the Romans took over Pompeii.*
   - *On 24 August AD 79, the volcano erupted and lava, ash and rocks poured out of it onto the surrounding countryside.*

2. Expressing emotions
   - *I feel lucky to have won a place on this trip.*
   - *How unfortunate!*
   - *I am so excited to be here!*

## Vocabulary

- civilization, lecture, found, volcano, erupt, ash, pour, unfortunate, mud, decorate, flee, researcher, disaster, destroy, commercial, wealthy, gradually, sandstorm, scholar, cultural, institute, ruin, remains, beneath, material, document, explode, nearby, extreme, wooden, leather, expression, audience, ceremony, declare, educate, sailor, fortunate, ahead, vast, glory, philosophy, salary, aware, basis, court, corrupt, trial, judge, poison

- take over, in memory of, no doubt, rise up against, stand in one’s path, come down with

## Grammar

1. Object complement
   - *They called her the Loulan Beauty.*
   - *We found the ruins most interesting.*
   - *She made Joe and Sue her companions in Rome.*

2. Either ... or ... and neither ... nor ...
   - *Either Ann or Jane give me the vase as a birthday gift.*
   - *Neither the museum nor the library seems attractive to her.*

3. Subject-verb agreement
   - *Two hours is too short for the visit.*

## Skills and strategies

By the end of this unit, students will be able to:

1. read diary entries about lost civilizations and articles about two historical figures
2. listen to the information for giving a talk
3. discuss the history of Rome and events that happened in the past
4. give a talk about a historical event
5. expand vocabulary related to archaeology

## Culture

1. The Statue of Zeus, the Taj Mahal, the city of Pompeii and the Potala Palace
2. History and geography in Pompeii and Loulan
3. Historical events such as the founding ceremony of the People's Republic of China and the Pearl Harbor attack
4. Ancient Rome and China, the Silk Road, the Mogao Caves
Welcome to the unit

Ancient civilizations reflect the wisdom and creativity of ancient people. In this section, students will be asked to talk about some magnificent structures, including the Statue of Zeus, the Taj Mahal, the city of Pompeii and the Potala Palace. Some of the structures have suffered great damage, yet their influence continues. Students are required to surf the Internet to find out more about other ancient civilizations they have heard of. They are expected to get involved in the discussion, practise their spoken English and participate in all the designed activities.

Brainstorming

1 In preparation for the class, assign students the following task: surf the Internet or look in reference books (in English or in Chinese) to get some information about the Statue of Zeus, the Taj Mahal, the city of Pompeii, the Potala Palace and any other ancient structures.

This activity can be conducted like this: The topics we are going to deal with are quite fascinating, but some seem to be far from our life. If we want a better understanding of the topics, we’d better get prepared first, either by searching for information on the Internet or looking up background information in books. Remember to take notes while researching, which will make your reporting easier.

2 Arouse students’ interest by showing them pictures of some famous ancient structures. Have students give a description of them focusing on things like their shapes, colours and designs. Ask them:

Have you ever visited these places before or have you ever heard of their history?

3 Read the instructions and focus on the four pictures. Then encourage students to form pairs and discuss each picture.

Do the four pictures have something in common? If so, what is it? (Magnificent, well-designed, ancient, famous, distant.)

4 Have students report the information they have collected to the class. You can organize students into groups and hold class presentations if time allows. Or, you can ask questions about the four ancient structures and provide useful information during the discussion. Here are some sample questions:

| The Statue of Zeus | Who is Zeus? (A god of Greek mythology, Cronus and Rhea’s youngest son, the supreme ruler of both Mount Olympus and the Pantheon of gods residing there.)
|--------------------|-------------------------------------------------------------
|                   | What does the name Zeus mean? (It is said to be related to the Greek word ‘dios’, with ‘bright’ as its meaning.)
|                   | Where was the Statue of Zeus once located? (On the western coast of Greece.)

| The Taj Mahal   | Who built it? (Shah Jehan, the fifth Mughal Emperor.)
|                | For whom and why was it built? (It was built by Shah Jehan for his beloved wife as a monument of eternal love.)
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<th>The city of Pompeii</th>
<th>The Potala Palace</th>
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<tbody>
<tr>
<td><strong>When was it built?</strong> (From 1631 to 1648.)</td>
<td><strong>Where is it located?</strong> (On the Red Hill in the Lhasa Valley of Tibet, China.)</td>
</tr>
<tr>
<td><strong>Where is it?</strong> (On the banks of India's most sacred river, the river Yamuna in Agra.)</td>
<td><strong>What is its size?</strong> (Over 117 metres in height and 360 metres in width.)</td>
</tr>
<tr>
<td><strong>When was the city founded?</strong> (It was founded in the 8th century BC.)</td>
<td><strong>When was it rebuilt?</strong> (In the 17th century.)</td>
</tr>
<tr>
<td><strong>Why did the city of Pompeii disappear?</strong> (It was buried because the volcano called Vesuvius erupted.)</td>
<td><strong>What was it used as?</strong> (The residence of the Dalai Lamas since the 7th century, as well as the religious and political centre of old Tibet.)</td>
</tr>
</tbody>
</table>

5 Have students read the article in Part A in Reading on Page 110 of the Workbook. They will learn some information about the ancient civilization—the Terracotta Warriors.

**Sample answers**

1. I only know something about the Great Pyramid in Egypt. It is the oldest yet the only surviving structure of the Seven Wonders of the World. Building it took more than twenty years. Lying off the west bank of the Nile, it serves as the tomb for King Khufu.

2. Yes. I have the habit of visiting museums when some good things are on exhibition there. I think I really enjoy the beauty of the designs, the colours and even the shapes of these works, which can take me back to the years long ago and I can learn a lot about the past.

3. Yes. In my opinion, it is very important to protect objects from the past, because we can learn a lot from the history, the economy, the politics and the living style of the past. Here are some suggestions about how to protect objects from the past. First, we need firmer laws to protect them. Then, substantial measures should be taken to rescue and protect cultural relics. Last, the importance of protecting our history should be introduced to our children as early as possible.

**Resources**

**The Statue of Zeus**
The Statue of Zeus, the supreme god of ancient Greek mythology, sculpted by a great Greek artist, was the most famous statue of the ancient world. For more information, you may check the following website:
http://www.pantheon.org/articles/z/zeus.html

**The Taj Mahal**
Just by looking at a photo of it, it is easy to
be intrigued by the Taj Mahal, located 200 kilometres south of India’s capital New Delhi. Building started in 1632 and was completed 22 years later. It turned out to be a huge project involving over 20,000 craftsmen from different countries. For more information, you may check the following website:
http://www.taj-mahal.net

The city of Pompeii
Pompeii, located a few miles south of Mount Vesuvius, is an ancient city of Italy. It was founded in the 8th century BC. The city was unexpectedly buried by the thick layer of ash and lava which poured down from the eruption of Vesuvius in August AD 79. Today, the remains of the city, which provide outstanding information on the art, customs, trades and everyday life of the past, have become one of the most popular tourist attractions of Italy. For more information, you may check the following websites:
http://www.pompeionline.net/pompeii/
http://touritaly.org/pompeii/pompeii-main.htm

The Potala Palace
Which architectural complex is the highest in the world? The answer is none other than the Potala Palace located in Lhasa, Tibet, China. The Buddhist Monks of Potala Palace have recorded Tibet’s history for centuries. Anyone who visits Tibet should visit this site of historic and religious interest. For more information, you may check the following websites:
http://www.tibettrip.com/lhasa/potala.htm

Reading
The article ‘Lost civilizations’ is about a cultural tour to sites of lost civilizations. The reading text is made up of several excerpts from the travel diary kept by a student about her travel experience in Pompeii in Italy and Loulan in China. Students are expected to gain some information about ancient civilizations, and to practise and reinforce their reading comprehension. The Reading strategy in this unit teaches students how to read diary entries. Students are expected not only to master this strategy, but also to apply it to their future study.

Lead-in
1 Start the class by talking about something that students are familiar with. You may choose a topic about ancient civilizations in China to arouse their interest. Ask students the following questions:
In the past thousands of years, people have built many magnificent structures around the world. China has a long history. Can you name some buildings that could represent ancient civilization in China? (The Great Wall, the Summer Palace, the Temple of Heaven, the Thirteen Tombs of the Ming Dynasty, the Confucius Temple, the Silk Road, Royal Gardens of Suzhou.)
Have you ever been to these places? If so, can you tell us more about them?
If possible, ask students to show some photos they took in those places.

2 Have students brainstorm to name as many lost civilizations as they can. For example, Ancient China, Ancient Egypt, Ancient Greece, Ancient Rome, Atlantis, Mori in New Zealand, Byzantine Empire, Mayan Civilization and Ancient India.
3 Show some pictures of Pompeii and Loulan and encourage students to think of relevant information they already know about the two cities. Ask students the following questions to arouse their interest in the topic:

Are you curious about what the two cities looked like in the past? How did people in the two cities use to live?

Can you guess why people disappeared from the two cities?

What happened to them? Can you imagine how people felt at their last glance at their cities?

Do you know how the two cities were discovered a thousand years later?

Reading comprehension

1 Have students have a quick look at the text and ask what their first impression is about the article. They may notice that there are many dates and place names.

Have students read the passage and try to find answers to the three questions in Part A. Remind students to only focus on the dates and the place names that are needed to answer these questions. Also, ask students to pay attention to the structure of the passage.

Answers

A 1 Pompeii is in Italy and Loulan is in China.

2 Both of them became lost civilizations long ago.

3 Loulan was buried beneath the sand.

Check the answers as a class. Then, ask students to underline the dates and place names in the text.

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

Answers

C1 1 A volcano erupted and lava, ash and rocks poured out of it onto the surrounding countryside. Many people in Pompeii were buried alive, and so was the city.

2 It was discovered in the 18th century when a farmer found a stone with writing on it. People started to dig in the area for treasure, which caused much damage. Thus, in 1860, the area was put under government protection so it could be preserved and studied.

3 With these stones, people did not have to step in the mud on rainy days.

4 Because it was a stopping point on the famous Silk Road between the East and the West.

5 She felt that it was a pity.

Have students discuss the answers to the first four questions and find out what is the common feature among them. They may notice that they are all facts from the diary. Have students find more facts in the article and underline them.

3 Exercises in Part C2 serve as a strengthening activity for students to identify the author's personal feelings and opinions as well as what they have done.

Before doing exercises in Part C2, ask students what expressions usually help them talk about personal feelings. (Some sentence patterns such as I feel ..., I think ...; or exclamations to express strong personal opinions such as 'How unfortunate!' or 'What a pity!')

Ask students to read the instructions of Part C2 carefully and make sure that they understand the meaning. Then have them complete the exercises individually.
Check the answers as a whole class and have students identify other features common to these diary extracts. They may notice that apart from the dates, the place names and the facts, the author’s own feelings and opinions also form an important part in each diary entry.

Have students go through the article again and underline the sentences which they think express the author’s personal feelings and opinions.

Have students discuss in pairs what features are usually included in diary entries. Have students think about how many of the features that they listed can be found in the article ‘Lost civilizations’. (Dates, names of places, facts, historical information, personal feelings, personal opinions.)

Have students read the Reading strategy:
Tell students that in travel diaries, it is very important to include dates, place names, facts, historical information and personal feelings and opinions. Therefore, while reading diary entries, they should pay special attention to sentences containing this important information.

You can create some other activities to check students’ understanding of the text. Ask students to make a table containing the features of diary entries and fill in the table with the information they find in the text. You may use the table that follows as an example:

<table>
<thead>
<tr>
<th>Dates</th>
<th>Day 1, 15 July</th>
</tr>
</thead>
<tbody>
<tr>
<td>Places</td>
<td></td>
</tr>
<tr>
<td>Facts</td>
<td></td>
</tr>
<tr>
<td>Feelings</td>
<td></td>
</tr>
<tr>
<td>Opinions</td>
<td></td>
</tr>
</tbody>
</table>

Have students complete Parts D1 and D2. The meanings of the words in Part D1 will not be difficult for students to identify after they have read through the passage several times. Have students refer to the text as they complete Part D2. This exercise can help students understand the text better.

Draw students’ attention to Part E. Part E is an entry from Ann’s diary about Pompeii. Have students complete it individually first and then check their answers with the whole class.

Have students do A1 and A2 on Page 106 of the Workbook either in class or after school. This will help them become familiar with the useful words and phrases learnt in this part.
Post-reading activities

1. Organize students into groups of four. Have them do a storytelling activity. Assign one part of Ann’s travel diary to each group. This activity can help students deepen their understanding of the diary and develop their speaking ability as well.

Have the other students ask each group questions about the dates, places, facts or personal feelings. Encourage students to use their imaginations to ask and answer as many reasonable questions as possible.

2. Part F aims at consolidating students’ speaking ability. Have students read the instructions for Part F, and discuss with their partners the questions listed. Encourage students to share their opinions and report their answers to the class.

Sample answers

1. From my point of view, it is useful for people to study things from the past because knowledge can be transferred and accumulated from generation to generation. People in the past have created magnificent civilizations that no longer exist. It would be a much better world if we had retained all their knowledge.

Besides, learning from the past also means learning to avoid making similar mistakes a second time.

People have suffered again and again from wars and diseases and perhaps much of the suffering could be prevented. We could have a more peaceful world if we learn from our past failure.

2. Just as the old saying goes, ‘History repeats itself’, some events in history are stupendously similar.

If you study the wars in history or in modern times, you will find that the origins are always based on the pursuit of profit and selfish ambition.

Hopefully, as we look at the patterns of history, we can do something to prevent bad things from happening again.

3. Have students read the article in Part B in Reading on Page 111 of the Workbook. If time is limited, they can do this exercise as homework.

Notes

1. In 89 BC, the Romans took over Pompeii. (Page 42, Line 8)

Here the phrase take over means ‘to gain the possession of a business, a company, etc.’

After his father retired, Mark took over the restaurant.

Our company was recently taken over by a larger one.

We are all discussing who will be taking over the company as the new chairperson of the board.

2. Many people were buried alive, and so was the city! (Page 42, Line 11)

Here so was the city means ‘the city was also buried’. So is used in the structure so + verb + subject to answer or add to the sentence before.

Tom has been to Beijing many times, and so has my brother Michael.

Jane felt tired and so did the others.

Peter played basketball yesterday afternoon, and so did Jack.

We use neither or nor to show negative repetition.

Tom has never been to Beijing, neither/nor has my brother Michael.

Jane did not feel tired, neither/nor did the others.

Peter didn’t play basketball yesterday afternoon, neither/nor did Jack.
The city was forgotten for many years until the 18th century when a farmer discovered a stone with writing on it. (Page 42, Lines 15–16)

Here the prepositional phrase with writing on it is used to modify ‘a stone’ as an attribute. The prepositional phrase with + object + object complement can also function as an adverbial.

With so many trees around, our school looks very beautiful. (with + n. + adv.)

With so much work to deal with, I had to get up early and hurry to the workshop. (with + n. + to infinitive)

With everything bought, the little boy went home. (with + n. + past participle)

With the kind old man showing the way, we arrived at the remote village before lunchtime. (with + n. + present participle)

Mr Smith came into the classroom with a book in his left hand. (with + n. + prepositional phrase)

When I walked around the city, I saw streets just as they had been ... (Page 43, Line 19)

The phrase walk around means ‘to walk with no particular goal’.

When I was walking around the neighbourhood yesterday afternoon, a young man suddenly snatched my handbag and ran away.

Walking around the school with a few former classmates, we talked about a lot of interesting things that happened when we were students here.

I asked Mary to walk around the city with me, but she said she was too tired.

It turns out that after the ash covered the people who failed to flee the city, their bodies nearly completely broke down and disappeared, leaving empty spaces in the ash. (Page 43, Lines 22–24)

Here turn out means ‘to become’.

The hero and the heroine were just good friends in the beginning. However, they turned out to be a brother and sister at the end of the film.

It was rainy this morning, but it turned out to be clear in the late afternoon.

Here flee means ‘to leave somewhere very quickly’. It can be used both as a transitive or an intransitive verb.

The thief had already fled (from) the village when the police arrived.

After a fierce quarrel with her husband, she fled (from) the room in tears.

Many German artists fled to America at the beginning of World War I.

6 It’s hard to imagine how this peaceful volcano destroyed the whole city! (Page 43, Lines 27–28)

Here destroy means ‘to break something completely.’

The heavy storms destroyed a good part of the crops in the field.

Most of the city was destroyed during the war.

Sven found the remains of buildings buried beneath the sand, together with a lot of treasures, including coins, painted pots, material such as silk, documents and wall paintings. (Page 43, Lines 38–40)

- Here remains is a plural noun meaning ‘pieces or parts of something, usually ancient things or buildings, that have survived at the present day while the original thing itself has been destroyed’.

Last week we visited the remains of the Yuanming Yuan Ruin Park.

The remains of the twelfth century temple gave the researchers a good opportunity to study the life and culture at that time.

Most of the buildings have been destroyed. What we can see today are only their remains.

Remain can also be used as a verb meaning ‘to continue to exist’ or ‘to stay in the state of’.

We didn’t understand what the teacher had explained, so the problem still remained.
A few years later, Peter became a rich businessman, while his friend John remained a poor farmer.
After twenty years, they remained best friends.

- The phrase **together with** means 'including' or 'as well as'.

Two hundred school bags, together with 5,000 books, were donated to Project Hope.
We ordered two cups of coffee, together with ice cream.
Forty students, together with five teachers, went to the exhibition.

Resources

Pompeii
One day in August of AD 79, the people of a busy and prosperous city in the ancient Roman Empire were buried alive by the eruption of Mount Vesuvius. The volcano began to send smoke and gas into the air three days before the eruption but no one took the warning seriously. The complete ruins of this city were found in 1748. This city was known as Pompeii. The following website will tell you more:
http://www.harcourtschool.com/activity/pompeii/

Loulan
The 2nd century BC witnessed the founding of the ancient city Loulan, which is located in what is now Xinjiang. At the time, Loulan served as the political, economic, and cultural centre of Loulan Kingdom. Due to its location on the Silk Road it played a rather important role in cultural exchanges between China and the West. Unfortunately, this ancient city became deserted during the Northern Wei Dynasty. More information is available on the following websites:
http://www.warriortours.com/cityguides/korla/loulan.htm

Word power

In this section, UNESCO (United Nations Educational, Scientific and Cultural Organization) is introduced to students so that they will learn more about the ancient civilizations in the world. Students are expected to learn about its functions, and the three types of World Heritage sites. They are also given an opportunity to enlarge their vocabulary by learning some words about archaeology. Exercises are designed for them to practise and reinforce the new vocabulary they have just learnt, and learn more about some World Heritage sites as well.

Brainstorming

1. In preparation for the class, you may assign students the following task: surf the Internet or look in some resource books to get information about UNESCO and some World Heritage sites in or near your city or province. Have students focus on the following aspects:

   - The meaning of UNESCO
   - Types of world Heritage sites
   - Some world Heritage sites in or near your city or province

2. Have students share the information they have found with each other. The following questions can be used:
What does UNESCO stand for?
What are the three types of World Heritage sites?
Do you know some World Heritage sites in or near our city or province? If so, what are they?
If you have been to one of the World Heritage sites, or if you have read about some World Heritage site and know quite well about it, tell us something about it, especially what value it has to human civilizations.

3 For able students, encourage them to talk about some famous World Heritage sites and their extraordinary value to human civilizations, such as the Great Wall (cultural heritage), Huanglong Scenic and Historic Interest Area (natural heritage) and Mount Wuyi (the mixed cultural and natural heritage). For less able students, show some pictures of the three types of World Heritage sites and explain about these sites.

UNESCO World Heritage

1 Have students read Part A on Page 46 first. Make sure that they know the meaning of UNESCO and the three types of World Heritage sites. You may also encourage students to divide the World Heritage sites they have found into categories. The table below may help them:

<table>
<thead>
<tr>
<th>Types of World Heritage site</th>
<th>World Heritage sites in or around your city/province</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural</td>
<td></td>
</tr>
<tr>
<td>Natural</td>
<td></td>
</tr>
<tr>
<td>Mixed cultural and natural</td>
<td></td>
</tr>
</tbody>
</table>

2 Have students go over Part A on Page 47. Read it together and make sure that students understand the words listed. Have students compare their tables and then focus on the missing items.

3 Have students read the instructions for Part B. Encourage students to finish it individually first and then check the answers with the whole class.

Words related to archaeology

1 Arouse students’ interest in archaeology by setting the following context:
Suppose you are an archaeologist and you have just got news that an ancient tomb has been discovered. What would you take with you to the tomb? And what are these items used for?
Have students discuss and report their answers to the whole class using the following table:

<table>
<thead>
<tr>
<th>What to take</th>
<th>What it is used for</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Have students look at the pictures and make sure that they know where these World Heritage sites are. Encourage them to put World Heritage sites they have been to in the table, and have them explain their value to human civilizations.

Answers

B (1) archaeologist (2) archaeological (3) discovering (4) explored (5) dig (6) brush (7) record (8) remove
4 Divide the class into groups of four and have them read the instructions for Part C carefully. Ask each group to choose one subject as their topic. Make sure that all students fully participate in the discussion.

Possible answers
Words related to biology:
- environment
- biological
- animal
- climate
- balance
- food
- grow
- live
- soil
- water
- mineral

Grammar and usage

The grammar items in this unit deal with object complements, either ... or ..., and neither ... nor ..., and subject-verb agreement. Students should learn what an object complement is, the basic pattern in which it always occurs and what can be used as an object complement. As for the phrases either ... or ... and neither ... nor ..., students are expected to use either ... or ... as one of the sentence elements to express the idea of alternatives, and neither ... nor ... to join two negative ideas together. Subject-verb agreement explains rules of using the correct singular or plural verbs after the subject.

Object complement

In this part, students will learn the pattern: verb + object + object complement. The words that can be used as object complements include noun phrases, adjectives, to infinitives, bare infinitives and prepositional phrases. An object complement usually agrees with the object in number. Students will read the second half of Ann’s diary entry and fill in the blanks with words.

1. Have students read Parts 1–5 on Page 48. Make brief explanations if necessary. Make sure that students understand each point and that they read the information in the tip box.

2. Have students go through ‘Lost civilizations’ and find as many sentences with an object complement as they can. For example,

Sven found the remains of buildings buried beneath the sand, including coins, painted pots, material such as silk documents and wall paintings.

(Remains of buildings is the object, and buried beneath the sand is the object complement, which gives information about the situation of the object.)

We found the ruins most interesting.

(The ruins is the object, and interesting is the object complement, which gives information about the object.)

3. Have students read the next excerpt from Ann’s diary entry on Page 48 and use proper object complements to complete it. Make sure that students know what they should do and what the phrases in the box mean.

Answers
(1) to be a great scholar
(2) a famous expert
(3) very kind and patient
(4) really hot
(5) crazy
(6) in the hotel
(7) recover
Have students do C1 on Page 108 of the Workbook to practise what they have learnt.

**Either ... or ... and neither ... nor ...**

Here students will learn how to use *either ... or ...* and *neither ... nor ...*. They will practise using the two phrases in an exercise.

1. You can begin with the following sentences:
   *We have one ticket for the concert on Sunday; both my friends, David and Helen, want to go. So, either David or Helen can have the ticket. They quarrelled with each other over the ticket. Finally, I decided that neither David nor Helen should have the ticket. We will all stay at home on Sunday and watch the concert on TV instead.*

   Tell students that *either ... or ...* is used to express the idea of alternatives; *neither ... nor ...* can be used to join two negative ideas together, the opposite of which is *both ... and ...*.

2. Have students go over Part 1 on Page 49. They should read the sentences carefully and pay attention to the function of *either ... or ...*. Make sure that students understand the instructions and sentences in this part and help students conclude that *either ... or ...* can connect the coordinate subject, verb, object and adverbial in sentences.

3. Have students read the sentences in Part 2 on Page 49. They should read each sentence carefully and point out what is being coordinated by *neither ... nor ...* in each sentence.

4. Have students read the example and the exercise on Page 49 carefully to find out how to rewrite the highlighted sentences. Have students work in pairs to do the rest of the exercise and check whether they fully understand Points 1 and 2. Then check the answers with the whole class.

**Answers**

2. One complained that the room was neither clean nor very comfortable.
3. Did you notice that neither Marco nor Peter came to the talk?
4. We can either go to the East Mountain Restaurant or the West Lake Restaurant.

**Subject-verb agreement**

Here students will learn what subject-verb agreement means and how to choose the correct singular or plural verb after the subject in a sentence.

1. Have students read Parts 1–6 one by one on Page 50, and if necessary explain the difficult points to them. Remind them to pay attention to the suggestions in the tip box.

2. Write the following sentences on the blackboard. Have students decide which verb form can be used to fill in the blanks in the following sentences:

   ____ (have) your classmates finished their homework? (Have)
   My friend and I ____ (want) to play outside after watching TV. (want)
   Most of the students ____ (prefer) English to mathematics. (prefer)
   ____ (have) all of the cake been eaten up? (Has)
   Collecting stamps ____ (be) one of his favourite pastimes. (is)
   ____ (be) your family big? (Is)
   My whole family ____ (get) up early in the morning. (get)
Neither his father nor his mother ________ (play) the piano. (plays)
The remains of the old castle ______ (be) destroyed in World War II. (were)
Not only Jim but also his parents ________ (be) going to see you next Sunday. (are)
Not only Jim’s parents but also Jim ________ (be) going to see you next Sunday. (is)

3 Have students read Part A on Page 51. It is another of Ann’s diary entries. Make sure that they understand the article and know what to do. In pairs, have students do the exercise with their partners and then check the answers as a whole class. Make any necessary explanations.

4 Part B on Page 51 is a letter in a local newspaper. Have students read the letter and finish the exercise individually.

Answers

A (1) was (2) was (3) were
(4) were (5) was (6) was
(7) was (8) were (9) wasn’t
(10) is

B (1) is (2) is (3) have
(4) have (5) are (6) have
(7) explore (8) matters (9) have
(10) are

5 Have students do C2 on Page 108 of the Workbook to practise what they have learnt in this part.

Resources

Students may want to learn more about subject-verb agreement.

1 When the subject is followed by a phrase introduced by words like with, together with, as well as, but, like or except, the verb should agree with the subject.

A young lady with a child gets on the bus. Nobody but Tom and Mike was there.

2 In there + be sentence pattern, verb be should agree with the noun or pronoun closest to it.

There is a pot, two plates and several bowls on the table.

There are two plates, a pot and several bowls on the table.

3 When words like each, every, no modify nouns connected by and or or as the subject, the verb should be singular.

Every boy and every girl has the right to go to school in our country.

No teacher or student is allowed to enter the lab.

Task Giving a talk about a historical event

This section consists of a series of activities which provide students with opportunities to learn and practise the language skills of listening, reading, speaking and writing. It is divided into three steps, and each step is preceded with a skills building activity. Through the three steps, students will learn how to write an outline of a speech and how to host a talk about a historical event. They will even get some practical advice on a common social problem.

Skills building 1: listening for the main ideas

In this part, students will learn how to listen for the main ideas of a passage. Usually
when listening, students need to find out how many people there are, where they are, what they are doing and what they are talking about. This skill helps students focus on specific required information.

1 You can begin with the following questions:

Think about your conversations with your friends. What decides the topic you are talking about? Will the topic be different if someone else joins your conversation? Will the topic be different if you move to another place to talk? Will it be different if you are doing something else while you are talking?

Think about the past experience. To quickly understand what others are talking about and get involved in a new conversation, what do you usually listen to or pay attention to?

Have students discuss freely, then share their answers with the whole class. Their ideas may be helpful for them to fully understand the skill discussed in this section.

2 Have students read the four points in Skills building 1 on Page 52. Have them focus on what they should find out about while listening for the general idea. Make sure that they understand the instructions here.

3 Have students listen to the tape and complete the notes. Then check their answers as a class. Ask them to think about their answers and the previous discussion, and see if they can find a useful listening strategy.

**Answers**

1 three
2 taking notes
3 learning from past experiences

**Step1: finding useful expressions**

This part is designed to help students develop their listening skills. They are asked to take some notes while listening to a conversation, in order to find out the general idea of the conversation. Students need to circle the right words or expressions and fill in the blank. By listening, they will find useful expressions for giving a talk.

1 Have students discuss how to give a talk. This activity may be conducted as follows:

Have you ever given a talk?
If you have, where did you do it?
What was your topic?
What did you say at the beginning and at the end of your talk?
Did you ask someone for suggestions before the talk?

because we are human, but we’d better not make the same mistake a second time. That’s why we should learn from our past experiences.

Mr Pitt: That’s right. What’s your opinion, Wang?

Wang: I agree with the idea of learning from the past, Mr Pitt. In China, we say something that expresses the same meaning. If we put it into English, it’s: ‘Don’t forget things from the past. They could be your teacher for the future.’

Mr Pitt: That makes great sense. Thank you, Wang. OK, that’s all for today. See you in next week’s history class. Don’t forget to bring your report on one of the events on the list. See you then.
2 Have students listen to the tape and do the exercise in Part A on Page 52. Then check their answers as a whole class. Have them pay attention to the useful expressions that are used when they are giving a talk.

Tapescript

Girl: I like the juice here. It’s very fresh.
Boy: Yes, and the sandwiches are also good. Say, I heard that you are giving a talk at school. How’s it going?
Girl: I’m still not ready. Listen, I don’t know what phrases I should use. For example, what should I say to welcome everyone?
Boy: It depends on who you are speaking to. If they are your classmates, welcome them by saying, ‘Good morning, everyone.’ If they are guests, say, ‘Good morning, ladies and gentlemen.’
Girl: I see. And how should I thank everyone for coming?
Boy: It’s easy. If they are your classmates, say, ‘Thank you for coming to my talk today.’ And if they are guests: ‘I am very grateful that you have come today.’ You should also explain why you are giving the talk. What is the title?
Girl: The title is ’Pompeii: a lost civilization’. I have some photographs to show everyone, as well.
Boy: So you can say, ‘Today, I am here to show you some photographs of the lost civilization of Pompeii, and to tell you about what happened.’
Girl: What should I say at the end?
Boy: Mention your hopes, such as, ‘I hope that you enjoyed this talk.’ You should also give a last word of thanks, for example, ‘Thank you for your kind attention.’
Girl: If I want to ask if there are any questions, what should I say?
Boy: Just say, ‘If you have any questions, please feel free to ask me.’

Answers

A (1) a chat between friends
(2) two persons
(3) restaurant
(4) Pompeii: a lost civilization

3 Have students listen to the tape again and do the exercise in Part B. Ask them to think about the topic and add more useful expressions for giving a talk. Then check the answers as a whole class.

Answers

B (1) Good morning, everyone.
(2) I’m very grateful that you have come today.
(3) I am here to
(4) what happened
(5) I hope that you enjoyed this talk.
(6) Thank you for your kind attention.
(7) If you have any questions, please feel free to ask me.

Skills building 2: describing pictures

The activities in this section aim to train students to describe pictures. Students will learn to briefly mention the subject and then focus on the related background information about the picture. They need to understand that general information is preferred to details when describing a picture.

1 Ask students the following questions and write their answers briefly on the blackboard.
How would you describe a picture?
If possible, provide them with a sample picture.
From an audience’s point of view, what do you want to know most when seeing a picture?
How do you decide whether a description is good or not?

2 Have students read the directions on Page 54 and make sure that they know what to do. Tell them that when talking about a picture, it is important to focus on the subject of the picture and the related background information about it. On the blackboard, compare students’ answers with the instructions in the book. Students should find out how they can improve their answers.

3 Have students look at the pictures and read the description in Part A. Have them point out the subject and the background information in the description. Have students discuss whether or not this is a good description.

4 Have students look at the pictures in Part B and then write a description using the key words. They may use the description in Part A as an example.

Sample answers

On 1 October 1949, the founding ceremony of the People’s Republic of China was held at Tian’anmen Gate. Chairman Mao Zedong announced the founding of the new country as he overlooked Tian’anmen Square.

Step 2: writing descriptions for your pictures

This part is designed to let students use what they have learnt in Skills building 2 to practise writing descriptions for pictures. They need to prepare for a talk about the attack on Pearl Harbor.

1 Encourage students to list things they know about the attack on Pearl Harbor. This activity may be conducted as follows:
Do you know about the attack on Pearl Harbor?
When and where did it take place?
What was the result?

2 Have students read the information on the web page. Make sure that they understand the website article.

3 Organize students into groups of four and study the pictures together. Have them discuss what information they can use from the web page to describe the pictures. At the same time, they need to decide what makes a good description. Have them pay attention to the time, place names and the people.

4 Have students write their own descriptions for the four pictures on Page 55. Then check the answers. Choose several students to introduce their pictures in class.

Sample answers

These photos remind us of the attack carried out in 1941 by the Japanese on Pearl Harbor, an important US Navy base in Hawaii, during World War II.

1 This picture shows the time before the attack. Many Japanese ships set sail for the Hawaiian Islands.

2 This picture shows the scene after the attack. As a result of the attack, much of the US Pacific Fleet was destroyed.

3 The man in this picture is US President Franklin Roosevelt. He asked that the US declare war against Japan after the attack.

4 This picture shows the US national memorial at Pearl Harbor. It was built in memory of those Americans who died in the attack in 1941.
Skills building 3: planning an outline for a speech

In this section, students will learn how to write an outline for a speech. Students are expected to learn that a simple speech outline often includes seven parts: a word of welcome to the audience, a word of thanks to the audience, an explanation of the aim or the topic, the main body of the speech, hopes for the future, the conclusion of the speech and a last word of thanks.

1 Have students read the instructions in this part. Make sure that they understand each point.

2 Have students work in pairs to discuss the following questions:

   * When you prepare a speech, what should you first think about?
   * Will you do anything to interest your audience? How and what will you do then?
   * How do you start your speech?
   * What do you say to greet your guests?
   * How do you finish your speech?

3 Have students read the instructions for the exercise on Page 56 and organize the notes into an outline for a speech. Check the answers as a whole class.

Answers

5 1 3 7 2 6 4

Step 3: giving your talk

In this part, students are required to give a talk based on the information in Steps 1 and 2.

1 Organize students into small groups and choose some sets of pictures. Make sure that every member of each group contributes to planning an outline according to a set of pictures. Different groups should prepare different topics. They should know what to do and write down their outline in Part A on Page 57.

2 Have students consider the suggestions in Part B carefully. Ask several groups to give their talks in class.

3 Have students read Part A in Writing on Page 113 of the Workbook, and then finish Part B. They can do Part B as homework.

Resources

Mogao Caves

Near the oasis city of Dunhuang in the Gobi Desert, Gansu Province, a series of caves have been carved into a cliff wall. ‘Caves of the 1,000 Buddhas’ is another name for these caves, which were mostly built between the 4th and 14th centuries AD. Nowadays, only 492 of these caves still exist. This special site is not only considered a historical monument in China, but also for all the world. In 1987, the caves were registered as a World Heritage site. For more information, you may check the following website:

http://en.wikipedia.org/wiki/Mogao_Caves

Franklin Roosevelt

Franklin D. Roosevelt, a brilliant US President, was born in 1882 to a rich and powerful family in New York. He was a successful student at Harvard University and Columbia University's Law School. Roosevelt was elected US President four times beginning in 1932. He is the only president ever to have been elected that many times. Roosevelt took the USA through the Great Depression and into the fourth year of WWII. His death came before he saw the surrender of Nazi Germany to the Allied
Forces. For more information, you may check the following websites:
http://www.fdrlibrary.marist.edu/education/resources/bio-fdr.html
http://www.spartacus.schoolnet.co.uk/USArooseveltF.htm

The Second World War
So far, the Second World War has been the largest war ever. The injuries and deaths in WWII were the worst in the history of mankind. Sixty per cent of the countries in the world were involved. The flames of war spread over Asia, Europe, America, Africa and Oceania. The war covered the Pacific, the Atlantic, the Indian and Arctic Oceans at the same time. The war started when Germany invaded Poland on 1 September 1939, and came to an end when Japan surrendered to the Allies on 2 September 1945. For more information, you may check the following website:
http://www.spartacus.schoolnet.co.uk/REVhistory2WW2.htm

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**Project  Making a poster about a historical figure**

The Project in this unit is designed to help students learn and use English through doing a project. The reading materials, which are about two important figures—Alexander the Great and the father of Western philosophy, Socrates, are samples used to show what information must be collected to make a poster about someone famous in history.

The purpose of this section is to encourage students to use what they have learnt to complete a project. In the course of doing the Project, students will make a poster about someone famous in history. They are expected to cooperate and complete each part of the work together.

**Part A**

1. Have students research on the Internet or other sources about the following:
   - Alexander the Great’s early life
   - Alexander the Great’s conquest of Persian empire
   - Alexander the Great’s last years

2. You may begin your class by playing part of the film *Alexander the Great* to arouse students’ interest in that figure.

3. Divide the class into four groups with each group only focusing on one paragraph in Part A. Ask each group to report the main idea of their paragraph.

   **Paragraph 1** the discovery of a statue showing a result of Alexander the Great’s influence

   **Paragraph 2** Alexander’s early life

   **Paragraph 3** Alexander’s victories and death

   **Paragraph 4** Alexander the Great’s influence on the world

4. Have students read the whole article again. The following questions may help them understand the article better:

   *Where was the statue discovered in Xinjiang probably from? (Distant Greece.)*

   *When did Alexander become king? (At the age of twenty after his father died.)*

   *What was his ambition? (Taking control of the entire world.)*
Did his own army always support him? Why or why not? (No. Because they grew tired of endless battles.)

How old was he when his kingdom become the largest in the world? (He was thirty years old.)

What happened to his kingdom after he died? (His generals divided his kingdom among themselves.)

5 Have students quickly read the second article about the father of western philosophy and get the main idea for each paragraph.

- **Paragraph 1** the meaning of philosophy
- **Paragraph 2** brief introduction to Socrates
- **Paragraph 3** Socratic Method—basis of modern philosophy and science
- **Paragraph 4** reasons for Socrates’ death

Then you may ask the following questions to help students understand the article better.

- **What does the word ‘philosophy’ mean?** (It means ‘the love of wisdom’.)
- **Who was Socrates?** (The father of Western philosophy.)
- **What was his special way of teaching?** (He taught by asking hard questions.)
- **What is the basis of modern philosophy and science?** (The idea of asking questions until you reach the right answer.)
- **What do people think of him?** (He is considered as the hero of all people who search for the truth.)

6 Have students do Parts B1 and B2 on Page 107 of the Workbook either in class or as their homework. They will have a better understanding of the words and phrases learnt in this section.

7 Have students do Parts D1 and D2 on Page 109 of the Workbook as their homework. This will allow them to review the useful words, phrases and patterns they have learnt in this unit.

8 Have students do the exercises in Parts A and B in Listening on Page 112 of the Workbook.

### Part B

1 Have students work in groups to discuss the 8 questions in Part B. They should first decide:

- what period of history they want to do research on
- what county they are interested in
- what kind of person they are interested in
- who they will make their poster about

Then they should decide which group member will be responsible for each of the following tasks:

- find the information about the person they want to make the poster about
- provide pictures for the poster
- write the text of the poster
- proofread the text of the poster before making it
- make the poster

2 Students should each work on a different part of the poster. When the different parts are finished, each group member should have a discussion to choose the best pictures used on the poster, read the writing draft carefully, correct the mistakes and add some new ideas. They should try to make their poster more attractive.

3 Each group will present their poster to the class, and answer the questions the other groups have about their poster and the person their poster is about. Students can vote on which group’s poster they think is the best.
Resources

Alexander the Great

Alexander the Great (356–323 BC), the king of Macedonia, is considered one of the greatest military geniuses of all times. He created one of the largest empires in ancient history. Alexander the Great died at the age of 33, on 10 June, 323 BC. However, his death is still a mystery to many researchers. You can search for more information on the following website:

http://en.wikipedia.org/wiki/Alexander_the_Great

Socrates

Socrates, who devoted his life to careful reasoning and the pursuit of truth, was considered the most interesting and influential thinker in the fifth century BC. Although he was famous during his own time for his conversational skills and public teaching, Socrates wrote nothing and, thus, up to today, we still know little about his philosophy. You can search for more information on the following website:

http://en.wikipedia.org/wiki/Socrates

Self-assessment

This section aims to allow students to determine the progress they have made, and also what else they can do to improve their study.

In this unit, 16 items are listed with each one scored 5. The total score is 80. These items cover the main study targets in this unit, such as skills in reading, listening, speaking, writing, the usages of vocabulary and grammar items, as well as doing activities in English. Through assessing themselves as learners, students can evaluate how well they have achieved the goals in this unit.

The colour bar with five levels shows how confident students themselves feel about what they have learnt. 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 something they have learnt in this unit. For example, by going over Part E on Page 45, students will learn whether they are able to use the new vocabulary in the unit or not. Students have the opportunity to evaluate their own skills and abilities in English. If they feel very confident about one item, they can score it 5. If they feel slightly confident about another item, they can score it 2. By adding all the scores they get and dividing by the total number of items, students will get a percentage, which shows their level. If they feel there are some items they are not confident about 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 you students’ performance, enabling you to help them study English more effectively.
Appendix I: Translation

Unit 1
Reading

雾
比尔·洛

浓雾警报

那天早晨波莉离家时，整个城市已笼罩在灰色的薄雾中。午餐时分，收音机预报说，薄雾将会在下午变成浓雾。下午四点，波莉下了班。步入了浓雾中。她不知道公交车是否还会照常运行。

没有到国王大街的巴士

一走到街上，她就快步向平常乘车的公交车站走去。

“您要坐多远？”巴士售票员收下她的车资前问道。

“国王大街。”波莉答道。

“对不起，小姐，”售票员回答说，“实际情况下雾太浓了，公交车跑不了那么远。乘地铁到格林公园吧。那里的天气可能好一点，您也许能叫到一辆出租车。”

高个子男人

当波莉打量地铁车厢里的乘客时，她感到她正被一个穿着黑色大衣的高个子男人注视着。地铁终于到达了格林公园站。当其他乘客走出车厢时，她扫视了一下周围的一张张面孔。那个高个子男人不见了。

脚步声

当波莉到达车站入口处时，那里空无一人。外面，她目光所及之处，雾像浓密的灰云一样聚积着。什么人也看不见。波莉朝着公园大街走去。当她沿着狭窄的街道行走时，她听到了由远及近的脚步声，但当她走到街角处时，脚步声却消失了。突然，波莉感到有一只粗糙的手拂过她的脸颊，并且她还听到了一个男人在她耳边说“对不起”的声音。那个男人走开了。她能感到她的心脏因害怕而怦怦地直跳。

热心的陌生人

然后，她又听到了那种声音——在她身后响起的轻柔的脚步声。一分钟前，她曾希望有人跟着来。现在她则想跑开，可恐惧让她挪不动脚步。脚步声了一会儿似乎很近了。接着，一个男人的声音从黑暗中传来：“有人吗？”

波莉犹豫了。最终她还是回答道：“你好，我想我是迷路了。”

几秒钟后，一只手伸过来抓住了她的胳膊。波莉抬头一看，发现是一位长着络腮胡子的老人。
“也许我能帮你。你想去哪条路？”他问道。
“我住在国王大街86号，”波莉答道。
“只要拉着我的手就成，”老人说，“跟着我走，不会有事的。”他拉住波莉的手。“小心这里的台阶。”

老人的另一只手里攥着一根手杖。波莉能听见它敲击台阶的声音。“我还记得几次糟糕的大雾，不过那时候都是在你出生之前的事了。我看不见你的脸，但你听起来挺年轻。你多大了？”

“刚20岁，”波莉答道。
“啊，20岁，多好的年纪啊。我也年轻过。现在我们到了十字路口了。这里向左转。”
“我是彻底迷路了。您肯定你认识路吗？”波莉又开始感到害怕了。
“当然肯定，你真的不用担心，”老人将她的手握得更紧了。

感恩的帮助者
“我们到了。国王大街。”老人停住了脚步。
“非常感谢您帮忙，”波莉如释重负地说道，“您愿意进屋休息一会儿么？”
“你真客气，”老人说道，“不过我还是得走了，可能今天还会有人迷路，我想帮帮他们。你瞧，像今天这么大的雾是很少见的。这给了我一个机会，来回报晴天时人们给我的帮助。像我这样的盲人没人帮助是根本过不了马路的，除非是在这样的浓雾里。”

Project

鲨鱼攻击

有将近400种不同种类的鲨鱼，但我们知道只有约30种鲨鱼攻击过人类。许多人知道最危险的鲨鱼是大白鲨，也许是因为他们看过电影《大白鲨》吧。然而，另外两种鲨鱼也相当危险：虎鲨和牛鲨。许多人可能会认为的正好相反，证据显示鲨鱼极少攻击人类。

鲨鱼攻击人类的情形有三种。在主要的情形中，鲨鱼攻击你是因为它把你错当成了一条鱼，但当它尝出人肉的味道时，就会决定放弃并游开。在第二种情形中，鲨鱼会用鼻子推搡你，以弄清你是否适合被食用，如果它觉得适合，便会咬你。而在第三种情形中，鲨鱼会等待你游过，然后突然攻击你。后两种攻击类型对人类来说往往是致命的。

遵循这些建议，以降低被鲨鱼攻击的风险：
- 不要在黑暗中游泳。在黑暗中，鲨鱼仍能看得见你，而你却看不见它们。
- 如果你有刚受伤的伤口，不要在海洋中游泳。鲨鱼在很远处便能嗅到血腥味。
- 不要穿鲜艳的衣服或佩戴珠宝首饰，因为鲨鱼会被颜色或明亮物体的闪光吸引。
- 集体行动，因为鲨鱼通常会避开人群。

最近，随着水上运动更加普及，鲨鱼攻击事件也在持续增多。如果鲨鱼攻击你，遵循以下建议：
- 保持冷静。不要慌张。
用你的拳头击打鲨鱼的鼻子。
用你的手指戳鲨鱼的眼睛。
不要害怕鲨鱼：你被闪电击中的几率要比受到鲨鱼袭击的几率大三十倍。

鸽子的奇妙世界

万籁俱寂的夜晚。除了一名哨兵在姑且放哨，所有士兵都在梦乡。突然一道闪光，枪声四起！他们遭到攻击了！数百名敌军士兵冲向了他们。除非获得救援，否则他们全都会被杀死。他们该怎么办？

一名军官飞快地在一张小纸片上写道：“受袭！速援！”
他把纸片卷起来，放进一个小盒子里，然后伸手探入一个笼子，捉出一只鸟来。他将信系在它的腿上后，便松开鸟儿。它立刻飞向天空，消失在黑暗中。
这只鸟会及时到达吗？他们会得救吗？

虽然这似乎令人难以置信，但是那名军官所用的鸟儿和我们常在公园里看到的一种鸟是相同的——鸽子。鸽子有着极强的方向感，能从很远的地方找到回家的路。其实，鸽子自古以来就被用于携带消息甚至邮件。然而，它们的最大用途却是在战争中发现的。在第一次世界大战和第二次世界大战期间，鸽子被军方用来和前线往返传递消息，挽救了许多士兵的生命，甚至帮助赢得了一些重要的胜利。

鸽子是怎么认路的呢？鸽子体内似乎有一只罗盘，告诉它们何处是北。这个罗盘是如何工作的仍然是个谜。当然，由于仅靠一只罗盘不足以认路，它们似乎也使用视觉乃至嗅觉来辨明应该走哪条路。和人类不同，它们从不迷路，总是能找到归家的路。

Unit 2
Reading

英语及其历史

有史以来，在不列颠共同生活着来自许多不同国家和文化背景的人们。英语就是由这些人带来的语法和词汇构成的。这就是为何英语有这么多使人困惑的不成规则。

古英语

古英语和现今我们说的英语完全不同。事实上，如果现在听到古英语，我们会听不懂。公元5世纪中叶前，生活在不列颠的人都说一种叫凯尔特语的语言。然后，来自欧洲大陆的两个日耳曼部落——盎格鲁人和撒克逊人——占领了不列颠。古英语是他们的语言混合而成的。（英语及英国人都是从盎格鲁这个词而来的；Angle这个词在古英语里拼作Engle。）除了像伦敦这样的地名外，极少数的凯尔特单词成了古英语的一部分。在9世纪末，来自北欧诸国（如
丹麦和挪威）的维京人开始向不列颠移居。他们带来了他们的语言，这些语言也与古英语交汇在了一起。到了十世纪，古英语已是英格兰的官方语言。

现在在我们讲英语时，我们有时会对用哪些单词或短语感到困惑。这是因为英语有着许多来自不同语言的单词和短语，这些单词和短语有着相似的意思。比如，sick一词就是来自由盎格鲁和撒克逊人曾经用过的一个词，而ill则来自曾经被挪威人用过的一个词。

中古英语

中古英语是大约从12世纪到15世纪期间使用过的英语起的名字。在这一新型英语的发展中，许多东西起了作用。最大的贡献来自于讲法语的诺曼人，他们于1066年击败英格兰并控制了这个国家。然而，诺曼征服对英语的影响并不及约600年前盎格鲁人和撒克逊人的胜利对英语产生的影响。诺曼人在统治英格兰的整整250年间一直讲法语，但是法语并没有取代英语成为第一语言。但另一方面，英语也确实借用了许多法语单词，因此产生了更多意思相近的单词，比如answer（来自古英语）和reply（来自法语）。了解有关动物和肉的词汇是如何演变而来的，是件有趣的事。诺曼人征服英格兰之后，许多英国人以仆人的身份从事饲养动物的工作。因此，我们现在所用的大多数表示专为肉食而饲养的动物的单词，比如cow（母牛）、sheep（羊）和pig（猪），来自于古英语。然而，由于这些动物的肉是供应给诺曼人的，所以代这些动物的肉的词来自于古法语，如beef（牛肉）、mutton（羊肉）、pork（猪肉）和bacon（熏猪肉，咸猪肉）。

古法语也为中古英语做出了其他贡献。在古英语中，单词变复数采用了日耳曼语中单词变复数的方法。比如说，他们说housen而不是houses，说shosen而不是shoes。当诺曼人控制英格兰之后，他们开始使用法语的复数构成形式，在house和shoe后面加上s。只有很少的单词保留了日耳曼语的复数形式，如man/men和child/children。

诺曼征服之后，上层社会的人讲法语，而普通人则讲英语。但是到了14世纪后半叶时，英语已被英格兰所有社会阶层广泛使用。1399年，亨利四世成了英格兰国王。他的母语是英语，他在所有正式场合都使用英语。

现代英语

现代英语是在16世纪的文艺复兴时期出现的。由于这个原因，现代英语中含有许多拉丁语及希腊语单词。在此期间，英语发音也经历了巨大的变化。当然，这并不是英语语言变化的终结。英语在未来是否会继续变化，这一问题是很容易回答的。可以肯定的是，这一变化过程将会继续，人们将会不断地发明新的单词和新的表达方式。

Project

汉字的发展

汉语与西方语言不同，区别在于它不使用字母，而是用汉字表示思想、物体和行为。中文的词语是通过把不同的汉字放在一起而组成的。在许多情况下，一个单字也能构成一个词。
通过研究这些汉字是如何发展的就可以考察汉语的历史了。

汉字起源于数千年前。根据古代传说，一位名叫仓颉的人发明了汉字。他在某个冬日打猎时，看到各种动物留在雪中的足迹，他发现足迹的形状各不相同。于是他想到可以用不同的形状来代表不同物体。最初的汉字只是表现有形物体的图画。随着时间的推移，一些汉字被简化了，而另一些则变得更加复杂。不过总的来说，汉字以图画发展成了标准形式。表示“山”的汉字最初是三座山峰并列，继而变成了一座山峰和三条线，随着时间的推移，最终演变成了现在使用的字形。

并非所有的汉字都是物体的图画演变而来。有时候为了表达概念，某些汉字由两个或多个汉字组合而成。比如，“休”是由表示“人”和“树”的汉字组合而成的；“囚”字则是由人字位于横中构成的。另一些汉字则用于表示方向和数字。只要看它们的字形，就可以很容易区别它们的意思，比如汉字“上”和“下”，其字形恰好相反。

虽然这几种类型的汉字能够表意，但它们的缺点之一是字形不具有表音的功能。因此便出现了一种应对之策，即汉字的一部分表意，另一部分表音。今天使用的许多汉字便是用这种方式创造出来的。

20世纪50年代，中国政府推广简化汉字，现在它们已在中国大陆全面普及。

布莱叶盲文的故事

通常，当我们谈到阅读时，我们会想到用眼睛去看纸上墨水写成的字眼。然而，情况并不总是这样。比如，盲人无法看到东西，但他们仍能阅读书籍。

将盲人领入阅读世界的人是路易斯·布莱叶(1809—1852)。布莱叶在三岁时因为受伤而失明。十岁时，他进入巴黎一所盲人学校就读。那时候，供盲人阅读的书籍是用纸压在金属丝上形成字母。因为金属丝很重，所以每本书都会重达100磅，整个系统使用起来非常不方便。事实上，学校图书馆里只有14本这样的书。

1821年，一位士兵参观学校时向学生们展示了一种战时夜间传递信息的方法。他的方法是使用带小凸点的纸张，这些小凸点可以用手指感觉出来。字母表里的每一个字母都由12个点组成的不同形状来表示。因此士兵们可以用手指触摸凸点来阅读信息。

虽然学生们都觉得士兵的想法非常有趣，但这一方法太过复杂，不实用。然而年轻的布莱叶采纳了这个想法随后完善它。15岁时，他创造出可以由6个凸点表示字母的体系。“布莱叶盲人点字法”，这一今天被全世界盲人广泛使用的阅读体系就此诞生了。

盲人可以轻松地用手指辨别人布莱叶盲文。他们也可以使用特殊的打字机，方便地用布莱叶盲文书写。今天，布莱叶盲文是世界上最普及的盲人阅读及书写体系，几乎每种语言，包括汉语，都有着自己的布莱叶盲文版本供盲人使用。
Unit 3
Reading

失落的文明

第一天，7月15日

能获得这次旅行的机会我感到非常幸运。现在我们在意大利，明天我们将游览庞贝。下
周我们会飞往中国去楼兰，那是沙漠中的一座被誉为“中国庞贝”的古城。庞贝和楼兰一样，
都是很久以前失落了的文明。

第二天，7月16日

今天上午我们听了一场有关庞贝的讲座。这座城市建于公元7世纪，公元89年，罗马
人占领了庞贝。后来庞贝成了座繁华的城市。离城市不远处有一座火山。公元79年的8月24日，
这座火山喷发了，岩浆、火山灰以及岩石喷涌而出，全部倾泻到四周的乡村。火山喷发持续了
两天。很多人被活埋了，整个城市也被掩埋。真是太不幸了！

第三天，7月17日

今天我见到了罗马古城庞贝，它就跟两千年前一模一样。多么奇妙啊！这座城市多年来
一直被人们遗忘，直到18世纪时一个农民发现了一块刻有文字的石头。人们开始在这一区域
挖掘寻找，这造成了很大的破坏。因此在1860年，政府将这一区域保护了起来，便于保存和
研究。

当我在城中漫步时，我看到保留原样的街道，沿路都有垫脚石，这样下雨天你就不需要用
泥泞中行走了！我还看到了几处装饰着壁画的房子。我也看到了被活埋的人。原来，火山灰覆
盖了没能逃离城市的人，他们的身体几乎全部烧化消失了，只留下火山灰里的人形空洞。多年
之后，研究者们能够利用这些人形空当制作出逼真的遇难者轮廓。你现在可以在庞贝看到他们，
就在原来他们倒下的同样地点。火山还在那里，但现在看起来非常平静。很难想象如此平静的
火山如何摧毁了整座城市！

第十天，7月24日

经过好几天的旅程，我们终于抵达了楼兰。这座城市商业城市在大约两千年也曾繁华过。它
是连接东西方著名的丝绸之路上的停靠站。据信，从公元200年到公元400年，它已被沙尘
暴逐渐吞没。能在这里我好兴奋！

第十一天，7月25日

来自于当地文化研究所的一位学者张教授告诉我们，在1900年前后，来自欧洲的探险家
斯文·赫定发现了楼兰王国的遗迹。斯文发现了埋藏于沙下的建筑遗迹以及许多宝藏，包括钱
币，带有图画的壶，像丝绸这样的布料，文献以及壁画。当我们到了这座城市时，我们看到了城墙、宫殿、寺庙、作坊及高塔。我们发现楼兰废墟非常有趣。有一条古老的供水 система贯穿市中心。这片沙漠曾经是大树成荫的绿洲，但这些树被砍倒了，那导致楼兰这座城市被沙尘埋葬——多遗憾啊！

Project

新疆发现古希腊雕像

最近，研究人员宣布，在中国新疆北部地区发现了一尊小型雕像。这尊金属雕像是一名希腊士兵的造型。当被问及来自遥远希腊的雕像怎么出现在中国时，研究人员解释说，这无疑是亚历山大大帝的影响所致。

亚历山大大帝（公元前356—公元前323年）是一位在战斗中击溃了多希腊城邦的希腊国王之子。20岁那年，父亲死后，亚历山大自己成了国王。然而，许多城邦趁势作乱，反对亚历山大，于是他便率领一支军队夺回这些城邦。尽管他的军队仅有三千人，但是他赢得了所有战役，许多敌方士兵投靠了他。

公元前334年，他率领当时已由四万两千人的军队进入中东，接着是埃及，兵锋所至，所向披靡。然后，他又将目光转向东方，长驱直入印度，所到之处，攻无不克，战无不胜。似乎没有什么能够阻止他控制整个世界。然而，他自己的军队对无休止的战斗感到厌倦，拒绝再往前走，所以他不得不班师回朝。亚历山大在30岁时便已占领了辽阔的疆域，前无古人，前无来者，似乎还有更大的辉煌在等着他。可是，公元前323年，他发烧病倒，不治身亡。由于他没有儿子，他的将军们便瓜分了他庞大的王国。

亚历山大大帝将希腊文化从欧洲传播到非洲和亚洲，在此后的数个世纪中影响了整个世界。在新疆北部发现的希腊士兵雕像也许是在公元前4世纪因贸易而来到中国的。像许多显示希腊影响力的其他古代文物一样，它现在乌鲁木齐的一家博物馆展出。

西方哲学之父

“哲学”一词意为“热爱智慧”。哲学可被认为是观察我们周围世界的一种方式，或是解答人生重大问题的一种方式。如：“我们为什么会在这里？”以及“什么是真理？”

西方哲学之父是苏格拉底（公元前469—公元前399年）。苏格拉底是希腊雅典人。在年轻时，他是一名勇敢的士兵。后因，他成了一名教练，但他教书却不收费，仅靠一名普通劳动者的挣钱。除此之外，我们对他了解很少。由于他从不写书，因此我们对他的哲学也知之甚少。然而，苏格拉底对西方的思想和科学却有着深刻的影响。

为了理解这何以成真，我们必须搞清苏格拉底是怎样教学的。苏格拉底通过提问进行教学。通过这种方式，他盘问学生，要他们完善并阐释自己的论点。很多时候，他的问题让学
生们意识到自己的错误。当这种情况发生时，许多学生感到尴尬和气愤，而另外一些学生则会改变他们的观点。苏格拉底探求真理的方式现在被称作苏格拉底问答法。提出一个个问题直至你得出正确答案的这一思路是现代哲学和科学的基础。

很不幸的是，苏格拉底问得太多了。每遇到一个人，他都要提出一些难以回答的问题，惹恼了雅典的许多人。最后，一些人对他忍无可忍，于是便把他送上了法庭，罪名是质疑希腊众神的存在和腐蚀雅典的年轻人。在审判中，他却向法官提出更多问题，以此为自己辩护。这更是雪上加霜。最后，他被迫喝下毒药而被处死。由于他的死，苏格拉底成了所有探求真理的人心目中的英雄。
Appendix II: Key to Workbook

Unit 1

Language practice

Part A1 (Page 90)
1 hear hearing 4 approached approaches
2 dark darkness 5 aided aids
3 foggy fog 6 glanced glance

Part A2 (Page 90)
1 on/in at 3 with 5 in 7 back
2 By 4 for 6 at 8 out

Part B1 (Page 91)
1 contrary opposite 3 calm peaceful 5 loose relaxed
2 like likely 4 jewel jewellery/jewels

Part B2 (Page 91)
1 attached 3 Unlike 5 reduced 7 rolled 9 grasp
2 employ 4 panicked 6 calmed 8 ignore 10 attracted

Part C1 (Page 92)
1 Lucy came to China in 2003. That was when she set up a company with her Chinese friend. (P)
2 The discovery that Chinese was such a difficult language to learn really worried her. (A)
3 What Lucy found most difficult about learning Chinese was how to pronounce it right. (S)
4 However, Lucy was very glad to find that more and more Chinese people were able to speak English and that she could always find someone who could understand her. (O)
5 Then Lucy decided that it would be a waste of time to learn Chinese when others could speak English so well. (O)
6 One day, Lucy got lost, so she asked a policeman if he could take her to her hotel. (O)
7 The problem was that Lucy and the policeman did not speak the same language. (P)
8 Lucy finally decided that it was important to learn Chinese after all. She made up her mind to become fluent in the language. (O)

Part C2 (Page 92)
1 It is bad news for us that the weather will not clear up until next week.
2 I often wonder if/whether animals have the same senses as humans.
3 The policeman noticed that the man was carrying a gun under his jacket.
4 My question is whether we can invent a pair of glasses to help those who are colour-blind.
5 None of us can be sure if/whether there are living things on other planets and if/whether the creatures that we call aliens really exist.
6 We don’t really care if/whether she wants to take part in the project or not.
7 The fact is that if a person loses one or more of the five senses, the other senses can develop better.
8 I really believe that we can remember things faster and better if we try to use all our five senses.

**Part D1 (Page 93)**

1 senses 3 likely 5 all of a sudden 7 how 9 observed
2 whether 4 What 6 that 8 carried 10 distance

**Part D2 (Page 93)**

1 I wonder if/whether you can give me some advice on how to improve my English.
2 Once I receive the tickets, I will call you and let you know.
3 When he woke up, he found himself lying in a warm bed.
4 I didn’t speak any French, but a kind man came to my aid and told me where to go.
5 Contrary to popular belief, the desert can be a beautiful place.
6 She was very grateful to her teachers, who gave her much care and encouragement.
7 By the time he was eighteen years old, he had travelled to most of the countries in Europe.
8 He set his dog loose, and now it is nowhere to be found.

**Reading**

**Part A (Page 94)**

1 Ludwig van Beethoven 4 changed 7 after 10 continued
2 death 5 pleasure 8 famous
3 reasons 6 Mozart 9 deaf

**Part B (Page 95)**

1 Tea might not have been discovered that early
2 he was only four years old at that time
3 results
4 are looking for the best tea leaves
5 he can’t see them/he is blind

**Listening**

**Parts A and B (Page 96)**

1 can 4 strong 7 strong 10 communicating
2 strong 5 sight 8 see 11 smell
3 more 6 tongues 9 strong
Writing

Part B (Page 97)

On our way home

My friend Tony and I always walk home together after school. Last Monday, however, something happened on our way back.

We were walking that day when we heard a loud shout behind us. When we looked around to see what had happened, we found a woman lying on the ground, covered in blood. We immediately realized that she had been knocked down by the car behind her. We hurried to help her, but a man came over and tried to prevent us from getting closer to the wounded woman. We got very angry with the man. How could he stop us from helping a dying woman? The man asked us to turn around to see a man carrying a video camera on his shoulder. They were just making a film!

Unit 2

Language practice

Part A1 (Page 98)

1 a won b were defeated 3 a process b progress
2 a raised b risen/been raised

Part A2 (Page 98)

1 mixture 4 aside from 7 replacing 10 mother tongue
2 occupied 5 contributions 8 entire
3 consists of 6 take control of 9 resulted in

Part B1 (Page 99)

1 press 3 drawings 5 opposite 7 practical
2 simplified 4 appearance 6 directions

Part B2 (Page 99)

1 differs from 3 As a whole 5 is working on
2 over time 4 turned into 6 stands for

Part C1 (Page 100)

1 how 3 whether 5 whoever 7 what 9 why
2 What 4 What 6 how 8 that

Part C2 (Page 100)

1 It was still a question who the next manager of the football team would be.
2 It surprised everyone that a young man was made manager of the team.
3 It remains a mystery whether the young man can manage the team well.
4 However, for many people, it does not really matter how old the manager is.
5 It is more important to have excellent managing skills and a good ability for organizing the team.
6 It made the officials from the football club quite happy to have chosen him.
7 It will be decided by next week’s match whether the young man is fit to be the manager.

**Part D1 (Page 101)**
1 mistaken 3 why 5 accents 7 distinctions
2 as a whole 4 contribution 6 it 8 Thus

**Part D2 (Page 101)**
1 While I understand you, I don’t agree with you.
2 Can you help me look up the word in the dictionary when it is convenient for you?
3 It is said that drinking eight glasses of water a day is good for your skin.
4 The USA made the rose its national flower in 1985. It stands for beauty and love.
5 It is certain that you will pass the interview if you are well prepared.
6 John plays basketball better than Sam in that he was in/on the school basketball team for one year.
7 The sign at the entrance indicates that there are bears in the mountains, so visitors should be careful.
8 The simplified version of the book differs from the original greatly.

**Reading**

**Part A (Page 102)**
1 Austrian 3 Major 5 number 7 sun 9 circles
2 different 4 Waggle 6 good 8 Circle 10 directions

**Part B (Page 103)**
1 something that has no meaning or is impossible to understand
2 someone who gives much stronger advice than he needs to
3 pay for only your part of a bill
4 be absent or leave somewhere without telling anyone
5 a confused message

**Listening**

**Parts A and B (Page 104)**
1 radio  TV
2 news programmes teaching programmes films
3 newspapers  books
4 a student’s dictionary
5 *Oxford Advanced Learner’s Dictionary*
6 coloured clear everyday similar
Part C (Page 104)
1 listening
2 radio
3 news
4 films
5 newspapers
6 books
7 clear
8 everyday
9 similar
10 coloured

Writing

Part B (Page 105)

English is now one of the most common languages in the world and is one of the languages of the UN. It is spoken as a native language in the UK, the USA, Australia, New Zealand, South Africa and other countries. It is spoken as an official language or second language in countries such as India and Nigeria. In these countries, English is the language of the government, newspapers, and radio and TV stations.

As a foreign language, it is learnt in almost all non-English speaking countries. In China, for example, it is not just students who learn English, but also many adults. It is said that over 90 per cent of the websites on the Internet and over 80 per cent of the world’s mail are in English.

Although there are some differences between the English spoken in different countries, people from these countries usually have no problems communicating with each other.

Unit 3

Language practice

Part A1 (Page 106)
1 a alive b lively
2 a took out b (to) take over
3 a founded b found

Part A2 (Page 106)
1 as 3 under
2 over 4 off
5 through from 7 On
6 with/in over

Part B1 (Page 107)
1 discovery 3 trade
2 influence 4 thought
5 question 6 basis

Part B2 (Page 107)
1 came down with 4 for free
2 rose up against 5 stand in his path
3 have had enough of 6 In many cases
7 grown tired of
8 no doubt
Part C1 (Page 108)
1 made me laugh 4 left them in 7 felt something in
2 found the story similar 5 find it closed 8 makes me angry
3 believe it to be 6 made me tired

Part C2 (Page 108)
1 is 3 are 5 was 7 am 9 were
2 is requires 4 is 6 is 8 like 10 was was

Part D1 (Page 109)
1 ruins 3 ancient 5 writing 7 proved 9 bring
2 discovered 4 civilization 6 kept 8 However 10 into

Part D2 (Page 109)
1 I feel very lucky to have won the holiday and have made so many friends.
2 He continued to work for the company even though he was not happy with the pay.
3 It is hard to imagine what our life would be like if we did not have electricity or clean water.
4 This city, which is an important commercial centre, was founded in the 9th century.
5 When I got off the bus, I found my wallet missing. How unfortunate!
6 China is planting trees in the north to stop the wind from blowing sand onto farms.
7 We were late for the graduation ceremony as a result of the thick fog.
8 This metal statue was built in memory of a famous scholar.

Reading

Part A (Page 110)
1 It is east of the tomb of Qin Shihuang and near the city of Xi’an in Shaanxi Province.
2 In March 1974, farmers digging found some things. Later, scientists arrived to dig the area and found the Terracotta Warriors.
3 They found more than 10,000 Terracotta soldiers, along with horses.
4 Because the area where he was buried has not been explored yet.
5 Books, pictures and postcards can be bought at the museum shop.

Part B (Page 111)
1 Because Atlantis was a centre for trade.
2 Because the weather was good.
3 Yes, he was. He was the Greek God of the Sea, and the father of Atlas, the first king of Atlantis.
4 They were very powerful. They controlled their own people and land, and their power spread to Europe and Africa.
5 All people of Atlantis and the island sank into the sea and disappeared. All the people died.
Listening

Parts A and B (Page 112)

Need to know
1  India    3  size     5  language   7  money
2  history  4  population 6  flag     8  festivals

Information
1  4,500     3  more than one billion  5  yellow white green
2  3.3 million  4  17

Part C (Page 112)
1  India    3  4,500     5  billion   7  four
2  history  4  size      6  17     8  festivals

Writing

Part B (Page 113)
The Grand Canal is the longest canal in the world. It runs from Beijing to Hangzhou, covering a distance of nearly 1,800 kilometres and joining five rivers including the Yellow River and the Yangtze River.

Most rivers in China run from west to east, so the ancient rulers found it necessary to dig a canal that ran from the south to the north. In the year AD 605, Emperor Yang Guang of the Sui Dynasty ordered the canal to be dug.

Digging such a long canal proved to be very difficult. 3.6 million people worked on it and in less than a year many of them lost their lives.

When the construction was completed, the journey from the north to the south became more direct. Even today, the Grand Canal still plays an important role in travel. Every day, ships go up and down the canal, carrying things between the north and the south.
Appendix III: Tapescripts for Workbook

Page 96, Listening, Part A

Zhou Qiang: Hey, here’s a sign about the animals in the zoo. Listen to what it says about elephants’ senses. First, they can’t see very well—although they can see some colours, unlike horses and cows, who can’t see any colours at all.

Wang Nan: Wow, I never thought about animals seeing colours!

Zhou Qiang: It also says that elephants have strong senses of hearing and smell. They can hear things that other animals can’t. And listen to this: their sense of smell is better than any other animal’s. How about that? Their sense of touch is good too. And they talk. Well, they make sounds to communicate with each other. They’re very clever, aren’t they?

Wang Nan: Yes. What about snakes?

Zhou Qiang: Well, it says they have very good sight, hearing and smell. They use their tongues to sense what food is around. That’s why they are so good at finding food!

Wang Nan: Animals’ senses are interesting. I want to find out more when I get home.

Zhou Qiang: Good idea!

Page 96, Listening, Part B

Zhou Qiang: Hi, Wang Nan! I’ve been busy surfing the Internet and I’ve found out some cool facts about dolphins. Did you know that they have a very strong sense of hearing? They can hear much quieter sounds than humans can. They don’t have ears like ours: they have small holes behind their eyes! They hear mostly through their lower jaws, which have holes to send sounds to their ears. Sound also travels through the flesh around their ears. Dolphins can also see very well, both under and above water. They have a good sense of touch, and can feel things through their skin. They are also very good at communicating with each other. Their worst sense is probably their sense of smell, as dolphins can’t smell anything at all! I think dolphins are very clever, like elephants, and have some very well-developed senses!
Anjie: Excuse me, Mr Black, I want to speak good English. Can you give me some advice?

Mr Black: Of course, Anjie, I’d be happy to help you. There are lots of things you can do to improve your English.

Anjie: Like what?

Mr Black: Well, you need to practise English as much as possible by listening to English programmes on the radio and TV.

Anjie: What kind of programmes?

Mr Black: News programmes, teaching programmes and some films are good. And don’t forget to read English newspapers and books.

Anjie: Ah, there are lots of ways I can try!

Mr Black: It’s also important for you to get a good student’s dictionary. I’ll send you some information about choosing and using a good dictionary. Can you give me your e-mail address?

Anjie: Yes, here it is ... My English will get much better with all your help. Thank you, Mr Black!

Mr Black: You’re welcome, Anjie. Good luck!

Anjie: Ma Yan, listen to an e-mail I got from Mr Black about improving my English. He suggests getting a good student’s dictionary and is advising me how to use it!

He says that it’s important to get a good student’s dictionary, like the Oxford Advanced Learner’s Dictionary. They are very easy to understand and have clear explanations and lots of directions.

He also says that student’s dictionaries are easier to use than usual dictionaries, because headwords are often in a different colour, and the meanings of words are explained well. There are lots of examples of how to use words, and a lot of everyday phrases are included. This helps you to understand words much better. He says you can also find out about words with similar meanings, because these dictionaries explain the differences between them.

These student’s dictionaries sound much better than usual dictionaries. I think I’ll get one!
Page 112, Listening, Part A

Mike: Mum, guess what next week’s prize is on the Travel Quest show?
Mum: I don’t know. What?
Mike: It’s a trip to India. What a fantastic prize! People who want to enter the competition need to know all about India.
Mum: Yes, that’s a great prize. You’re right; you’d have to know a lot about India to enter the competition.
Mike: I think I’d need to know about India’s history, right? What else do you think is important?
Mum: You’d need to know the size of the country and its population, also the languages spoken there and the colours of the national flag. It’s also important to know what kind of money is used, and you’d need to learn about the festivals they celebrate.
Mike: You’re right. What if I won the competition? Don’t you think a trip to India would be great?
Mum: A trip to India would be fantastic, but you’d need to work hard if you want to win.
Mike: Yes, I think you’re right.

Page 112, Listening, Part B

Announcer: India is an ancient and beautiful country. Its history goes back about 4,500 years. It covers a huge area of 3.3 million square kilometres, and has a population of more than one billion people—that’s 18 per cent of the world’s population! Seventeen major languages are spoken around India. The national flag has three different colours. There’s yellow on the top, white in the middle and green at the bottom, and there’s a blue wheel in the centre of the flag. The money used in India is called the rupee, and you can buy plenty of interesting things there. You can see lots of different lively festivals in India all year round.

Watch this programme again next week to learn more about the history and culture of India!
Appendix IV: Grammar

Unit 1

名词性从句简介

名词性从句在句子中的作用与名词或名词词组相同。

1. 名词性从句在句子中可以充当主语。
   That I can pay back the help people give me makes me happy.
   Whether he'll be able to come is not yet known.
   Why they have not left yet is unclear.

2. 为了避免宾语过长，我们可以用 it 做形式宾语。
   It was good news that everyone got back safely.

3. 名词性从句在句子中可以充当动词的宾语。
   At lunch, the radio announced that the mist would become a thick fog in the afternoon.
   I wonder if/whether that’s a good idea.
   Polly didn't know which way she should go.

4. 名词性从句在句子中可以充当介词的宾语。
   I'm interested in who that tall man is.
   There was a discussion about whether Polly had found the blind man.

5. 名词性从句在句子中可以充当名词的同位语。
   The truth is that the fog is too thick for the bus to run that far.
   My question is whether Polly can find her way home.
   The problem is how Polly is going to find us in the crowd.

6. 名词性从句在句子中可以充当疑问词引导。
   The fact that Polly didn’t ask for the man’s name is a pity.
   The news that the plane had crashed made us sad.
   Whatever gave you the idea that I can sing?
   Whatever gave you the idea that I can sing?

7. 名词性从句可由 that, if/whether 或疑问词引导。
   I hope that Polly will be OK.
   No one knew if/whether he lost his sight because of an accident.
   She couldn't imagine how the blind man had found her.
由 that 或 if/whether 引导的名词性从句

1. 我们可以使用 that 引导名词性从句。
   - 当从句是陈述句时，可用 that 引导这个名词性从句。
     The radio announced something. The mist would become a thick fog. (陈述句) →
     The radio announced that the mist would become a thick fog.
   - 当名词性从句是句子的主句时，that 不能省略。
     That we couldn’t find our way out was really bad news.
     That a man came to show her the way made her happy.
   - 在非正式英语中，当 that 引导的名词性从句作宾语或表语时，that 可以省略。
     She wished (that) someone would come along to help her.
     The truth is (that) the buses will not be running.

2. 我们可以用 if 或 whether 引导名词性从句。
   - 当名词性从句是由一般疑问句转变而来时，我们用 if 或 whether 引导这个名词性从句。同时，在由 if 或 whether 引导的名词性从句中，应将疑问句语序转换为陈述句语序。
     She wondered. Would the buses still be running? (一般疑问句) →
     She wondered if/whether the buses would still be running.
   - 当名词性从句用在介词后作宾语从句时，只能用 whether 引导，而不能用 if 引导。
     She is not certain about whether she has done anything wrong.
   - 当名词性从句用在句首作主语时，只能用 whether 引导，而不能用 if 引导。
     Whether it is going to clear up keeps me wondering.
   - 我们用 whether or not，而不能用 if or not。
     I want to know whether or not the train goes to King Street.

3. 如果一个动词有两个名词性从句作它的宾语，那么我们不可以省略在第二个名词性从句前的 that 或 if/whether。
   - He said (that) he liked rain very much and that he wouldn’t use an umbrella when it was raining.
   - No one knows whether it will be fine tomorrow and whether he will come to work.

Unit 2

由疑问词引导的名词性从句

我们可以使用疑问词 what, which, who/whom, whose, when, where, why 和 how 引导名词性从句。

1. 当名词性从句是由特殊疑问句转变而来时，我们用疑问词引导这个从句。由疑问词引导的名词性从句在句子中可以充当主语、宾语或表语。
   - Where does a person come from? (特殊疑问句) This will affect their style of speech. →
   - Where a person comes from will affect their style of speech. (名词性从句在句中作主语，即主语从句)
Why does English have such strange rules? (特殊疑问句) You can begin to see it! →
You can begin to see why English has such strange rules! (名词性从句句中作宾语，即宾语从句)

Why does English have so many rules that confuse people? (特殊疑问句) That is the reason. →
That is why English has so many rules that confuse people. (名词性从句句中作表语，即表语从句)

2 在由疑问词引导的名词性从句中，疑问句语序应转变为陈述句语序。
What are people from the north saying? People from the south find it difficult to understand. →
People from the south find it difficult to understand what people from the north are saying.

3 在任何情况下，引导名词性从句的疑问词都不能省略。

形式主语 it

当句子主语很长时，我们通常会使用形式主语 it。在句子中，it 是形式主语，仅在语法上起到主语的作用，而句子的真正的主语则在句尾。

当我们既可以使用 it 作形式主语，又可以使用句子的真正主语，并且这两种说法都正确时，一般遵循以下两条规则：通常情况下，当句子的主语是从句或动词不定式时，我们一般用 it 作形式主语；当句子主语是动词 ing 形式时，我们则一般将真正的主语置于句首，而不使用 it 作形式主语。

1 形式主语 it 常用于以下情况：
   • 当名词性从句句中作主语时
     (推荐使用) It is certain that we would not be able to understand Old English today. =
     (正确) That we would not be able to understand Old English today is certain.
     (推荐使用) It is easy to answer whether English will continue changing in the future. =
     (正确) Whether English will continue changing in the future is easy to answer.
     (推荐使用) It depends on the weather when we can set off. =
     (正确) When we can set off depends on the weather.
   • 当动词不定式作主语时
     (推荐使用) It is a challenging task to master a foreign language. =
     (正确) To master a foreign language is a challenging task.
     (推荐使用) It is important for us to gain access to the Internet. =
     (正确) To gain access to the Internet is important for us.
   • 当动词的 ing 形式作主语时
     (推荐使用) Wandering in the countryside is fun. =
     (正确) It is fun wandering in the countryside.
     (推荐使用) Travelling to Beijing takes up a lot of my time. =
     (正确) It takes up a lot of my time travelling to Beijing.

以上情况也有例外。在 it is no good/it is no use 后，我们通常用动词的 ing 形式作句子的真正的主语。

It is no good/use crying.

2 当 seem、appear、happen、chance、turn out 和 prove 在句子中作谓语动词时，我们也可以使用形式主语 it。
It seems that he is enthusiastic about drawing.
He seems to be enthusiastic about drawing.

It happens that my new neighbour comes from my home town.
My new neighbour happens to come from my home town.

It is a good idea to make an official statement about the incident.
Making an official statement about the incident is a good idea.

Unit 3

宾语补足语

1 宾语补足语对宾语做出进一步的补充或说明。
They called her the Loulan Beauty.（在这句话中，her 是宾语，the Loulan Beauty 作宾语补足语，补充说明宾语 her 的情况）

2 宾语补足语通常用于以下结构：动词 + 宾语 + 宾语补足语。宾语补足语可以常常由名词词组或形容词充当。
They made Professor Zhang director of the institute.
We found the ruins most interesting.

3 有时动词不定式也可以充当宾语补足语。动词不定式在某些动词后作宾语补足语时要省略 to。
They believed this document to be the official version.
Professor Zhang’s speech was full of humour and made us all laugh.

4 介词短语也可用作宾语补足语。
We found ourselves in the middle of a desert.

5 宾语补足语通常在单复数形式上与宾语保持一致。
She made Joe her companion in Rome.
She made Joe and Sue her companions in Rome.

Either ... or ... 和 neither ... nor ...

1 Either ... or ... 可以充当句子的一个成分，表示在两者中进行选择。
Either Ann or Jane gave me the vase as a birthday gift.（either ... or ... 引导的 Ann 和 Jane 作主语）
People either tried to escape or stayed in their houses.（either ... or ... 引导的 tried 和 stayed 作谓语）
We could choose to employ either John or Martin.（either ... or ... 引导的 John 和 Martin 作宾语）
They are going to the museum either today or tomorrow.（either ... or ... 引导的 today 和 tomorrow 作状语）

2 Neither ... nor ... 也可以充当句子的一个成分，是对所连接的两者均表示否定。其反义词组为 both ... and ...
Neither the museum nor the library seems attractive to her.
It turned out that this material was neither silk nor cotton.
Unlike my brother, I like neither the sculpture nor the painting. 
The island can be accessed neither by train nor by air.

主谓一致

谓语动词必须在人称和数上与主语保持一致。以下几点可以帮助我们确定动词的单、复数形式。
1. 当主语属于以下情况时，谓语动词要用单数形式：
   - 主语是单数名词或不可数名词时
     The city was found in the 8th century BC.  
The food they offered on the plane was delicious.
   - 主语是表示度量的词组、标题或名字时
     Two hours is too short for the visit.  
     Little Women is a great novel.
   - 词组或从句充当主语时
     Travelling to Pompeii is exciting.  
     That it keeps raining cats and dogs worries the tourists.
2. 当主语属于以下情况时，谓语动词要用复数形式：
   - 主语是复数名词时
     Both cities were very wealthy, attracting people from all over the country.
   - 主语是由 and 连接的两个或两个以上的词或词组时
     Contrary to what we had expected, the noodles and rice they served on the plane were quite delicious.
3. 当主语是 all of/most of/some of/half of/a part of + 名词 /代词时，谓语动词的单、复数形式与该名词 /代词保持一致。
   All of us have attended the lecture about Pompeii.  
   Most of the lecture was about how the ancient city was discovered.
4. 当主语是 crowd, class, dozen, family, public 和 team 等集合名词时，如果该集合名词表示一个组织或单位的概念，谓语动词用单数形式；如果该集合名词表示组织或单位里一些个体的概念，谓语动词用复数形式。
   Our team is very important to me.  
   Our team are now travelling to Xinjiang.
5. 当主语是 news, physics, mathematics 等一类词时，谓语动词用单数形式；当主语是 goods, clothes, congratulations, earnings, remains 和 belongings 等一类词时，谓语动词用复数形式。
   The latest news is that the Loulan Beauty is on exhibition in Shanghai.  
   These remains were preserved for research in the future.
6. 当用 either ... or ..., neither ... nor ..., not only ... but also ... 和 not ... but ... 连接句子主语时，谓语动词的单、复数形式和与其最邻近的主语的单、复数形式保持一致。
   Either the team leader or the guides are looking after the students.  
   Either the guides or the team leader is looking after the students.