Advance with English

牛津高中英语
教师教学用书

(模块四·高一下学期)

Teacher's Book
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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和应达到的目标。

第二部分 Highlights of the unit 用图表的形式列出本单元的话语、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，设计了切合可行的教学步骤。例如：词汇（Word power）部分建议教师采用“大脑风暴”法引入词汇的学习，目的是激活学生头脑中已有的知识，联系学生已有的经历，就与该单元话题有关的词汇产生联想，再现与该单元话题有关的词汇。

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

D 系统性和开放性相结合。《牛津高中英语·教师教学用书》适合各种层次的学校使用。教师在使用该书的过程中，可以根据学生的实际情况，对建议中的步骤和内容进行选择，使之更加符合学生的需要和贴近课堂实际，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，充分考虑学生的需求，从“优化学习方式，提高自
主学习能力”出发，设计各项教学步骤。

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

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

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

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

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

编 者
2010年12月
《牛津高中英语·学生用书》
编写说明

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

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

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，在义务教育阶段英语课程学习的基础上，进一步发展学生的基本语言运用能力，着重提高学生用英语获取信息、处理信息、分析和解决问题的能力，努力培养学生用英语进行思维和表达的能力，使每位高中学生都具有基本的英语语言素养，为未来发展和终身学习创造平台和条件。

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，教学活动设计遵循以学生发展为本的理念，为学生提供多种选择，让学生按照自己的能力、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。学生可通过中西文化的学习和比较，拓展国际视野，进一步了解中国文化，提高跨文化意识和跨文化交际能力。

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

6 运用先进教育理论，联系学生实际。《牛津高中英语·学生用书》注意运用国内外语言学、教育心理学、外语教育教学研究的最新成果，继承并发扬我国英语教学的优秀传统，重视联系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。必修模块在学生课程的共同基础，强调基础知识和基本语言能力的训练。必修模块给学生提供多种选择，以满足不同学生的发展需求，为每个学生创造自我选择和自我发展的机会。必修模块与选修模块结构安排合理，形成一个有机的整体。模块之间既相互联系、前后照应，又相对独立、自成体系。模块中的知识语言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，对学生的实际应达到的目标有明确的要求。学习步骤安排合理，可操作性强，便于学生自主学习。

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

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

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

5 学习策略的培养渗透到教学过程各个环节。《牛津高中英语·学生用书》教学过程的设计重视帮助学生运用学习策略。讲述板块含有明确的学习策略指导，让学生“学会学习(learn how to learn)”。学生在使用教材过程中可以形成具有个性的学习策略和有效的学习方法，如：学会思考、观察、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、有计划地去安排学习活动，并通过自我评价来调节自己的学习进程，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>选修课程（共6个模块）</th>
<th>选修课程（共6个模块）</th>
<th>选修课程（共6个模块）</th>
</tr>
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<td>英语10</td>
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<td>英语第4册</td>
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<tr>
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</tr>
</tbody>
</table>

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

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

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

表 2《牛津高中英语·学生用书》必修模块内部结构图

表 3《牛津高中英语·学生用书》系列 I 选修模块内部结构图

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

1 Welcome to the unit

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

2 Reading

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

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

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

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

D部分为词汇练习，其目的是帮助学生扫清阅读中的生词障碍，培养学生运用阅读技巧，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、体裁等方式再现文章中的主要内容。

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

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

3 Word power

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

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

5 Task

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

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

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

步骤2通常设置一个与现实生活相关的语言环境，并向学生提供语言材料、活动要点等，让学生在以后的活动做好准备，然后创设各种多样课室内合作学习的活动，通过相互对话、小组讨论等多样活动，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、写的训练从课室内拓展到课外。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，引起学生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 者
2010年12月
This unit introduces and develops the theme of advertising. In *Welcome to the unit*, students are presented with four advertisements: two persuade people to buy a product or service and the other two make people think about problems in society. Students are expected to identify the differences between these two types of advertisements. The *Reading* text is an article about advertisements written by a student for her English project. The article mainly talks about the two types of advertisements—commercial advertisements and public service advertisements (PSAs). It talks about the differences between them, the methods used in advertising and China’s public service advertising campaign. *Word power* focuses on how to create adjectives by adding suffixes to nouns or verbs and also talks about vocabulary that is used in sales and marketing. In the *Grammar and usage* section, students will learn the definitions and the functions of direct speech and reported speech, and how to change direct speech into reported speech in different tenses and sentence structures. The *Task* section requires students to write an advertisement. Students will first learn to listen for statistics and descriptions, then to express opinions and give reasons, and finally to use different sentence types correctly to design an advertisement. Students will practice the skills of listening, speaking, reading and writing. In the *Project* section, students are asked to develop an advertisement campaign, which will promote a social problem dealing with public welfare.

This unit provides students with the opportunity to learn about topics related to advertising. Students will gain some knowledge about advertisements, the social effects of advertisements and how to write an advertisement. They will also learn how to read expository writing. Integrated skills of listening, speaking, reading and writing will be practiced and reinforced.

### Guide to pages

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## Highlights of the unit

<table>
<thead>
<tr>
<th>Topic</th>
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</table>
| **Functions**  | 1 Stating opinions and giving supporting reasons  
  *Even if an ad does not lie, it does not mean it is altogether innocent.*  
  *All of these ads are meant to benefit the public, and you can often learn a lot by following the advice they give.*  
  *This ad is very clever, because it tells customers they are good cooks.*  
  2 Describing an increase, a decrease, no change, a range, an average and a limit  
  *There was an increase of 40 per cent.*  
  *The figure stayed the same.*  
  *The sales figures have dropped to their lowest level.* |
| **Vocabulary** | advertising, advertisement, persuade, promote, welfare, cheat, skilful, innocent, fool, cure, grocery, comment, mental, aim, nationwide, campaign, benefit, consult, latest, recommend, publisher, senior, purchase, designer, tip, slogan, update, youth, aspect, bargain, bonus, fancy, target, determine, analysis, react, personally, poisonous, urge, essay, shock  
  be meant to, even if/though, fall for, play tricks on, deal with, figure out, appeal to, get something across |
| **Grammar**    | 1 Direct speech and reported speech  
  *She said,* *They are using PSAs to educate people.*  
  *She said that they were using PSAs to educate people.*  
  2 Reported speech: statements, questions and imperative sentences  
  *She said that advertisements were almost everywhere nowadays.*  
  *I asked her whether/if she had had an argument with Laura.*  
  *The candidate asked the manager to give him five minutes for preparation.* |
| **Skills and strategies** | By the end of this unit, students will be able to:  
  1 read an article about advertisements and two articles related to ad campaigns  
  2 listen for statistics and descriptions  
  3 express opinions on advertisements  
  4 write an advertisement  
  5 develop an ad campaign |
| **Culture**    | 1 Project Hope, Earth Day  
  2 Differences between commercial ads and PSAs  
  3 Public service advertising campaigns in China |
Welcome to the unit

Advertising plays an important role in our daily lives. In this section, students will be asked to talk about four different advertisements, including two commercial advertisements, which promote an airline service and a shampoo, as well as two public service advertisements, separately for Earth Day and an anti-drugs campaign. Students are required to discuss each advertisement, and to get some ideas of the two main types of advertisements and their respective purposes. Students are expected to get involved in the discussion, practise their spoken English and participate in all the activities designed.

Brainstorming

1 In preparation for the class, ask students to collect some popular advertisements. This activity can be conducted like this: The topics we are going to talk about—advertising and advertisements—are part of our daily lives. Please collect several English advertisements from different sources and present them in class. You need to state the reason why you chose each advertisement.

2 Begin the class by discussing the advertisements students have collected.
   • Play a guessing game. Arouse students’ interest by showing them some ads of products or services they are not so familiar with. Ask students to guess what kind of product or service is being advertised.
   • Divide the class into groups of four. Have them present the ads they have collected to the class or to their group. Get the whole class or the group members to guess what products or services the ads are about.
   • Choose a few ads from the ones that students have collected and ask the following questions:
     Where do we see these ads?
     (On the Internet, in newspapers, on TV, in magazines, or in leaflets given out in the streets.)
     Why are these good advertisements?
     (Because they use exciting images, concise language and creative ideas.)

3 Read the instructions and focus on the four posters. Then encourage students to form pairs and discuss the content of each poster.
   What image(s) can you see on each poster?
   What can you read on each poster?
   What does each advertisement try to tell us?

Encourage students to focus on the functions of the commercial advertisements and the public service advertisements. Ask students questions about each poster and provide them with useful information. Here are some sample questions:

Poster of Oxlin Airlines
   What does the advertisement try to sell, a product or service?
   What impression do the words have on you?
   Would you like to fly with Oxlin Airlines?
   Why or why not?

Poster of Earth Day
   Why does this advertisement use the image of a bird’s nest?
What problem is the poster trying to highlight?
Do you think this advertisement helps to make people aware of environmental problems?
From this advertisement, what do you think Earth Day is all about?

**Poster of the anti-drugs campaign**
After reading the poster, do you think drugs are harmful?
If someone takes drugs, what could happen to him or her?
Does the advertisement teach you about the bad effects of taking drugs? What are they?

**Poster of the shampoo ad**
What kind of people do you think this advertisement is targeting? Why? (Young people, especially girls, because they pay more attention to their appearance.)
Do you think this advertisement will successfully persuade people to buy this shampoo? Why?

If time allows, after students get the idea of each advertisement, organize them into groups and ask each group to talk about one of the advertisements in front of the class. Each group should choose one student to present their ideas to the class.

**Sharing information**

1. Organize students into groups of four or allow them to form their own groups. Have them discuss the three questions under the advertisements.
2. Have students exchange their opinions and make sure that all of them have a chance to speak.
3. Have some groups report their answers to the class. Any possible answers are welcome.

**Sample answers**

1. The two ads that separately promote an airline service and a shampoo make me want to buy a product or service. In my opinion, the advertisement for the shampoo is more persuasive not only because of the picture on the shampoo bottle, but also because it says that this shampoo will keep my hair shiny for days. Although I don’t believe that this ad tells the complete truth, I want to try it anyway.

2. The other two ads separately for Earth Day and an anti-drugs campaign make me think about social problems. People’s health and the environment are common social concerns. Nobody can ignore the problems around us. In addition, the persuasive words and the striking pictures used in these ads impress me a lot. Of the two ads, the ad about Earth Day strikes me more. The ad shows us a bird’s nest built in the sky. The poster is trying to show us that there is nowhere else to put the bird’s nest because all the trees have been cut down. It sends us a serious warning and tells us that we should protect the environment from now on.

3. No. Public service advertisements are intended to educate people about health, social problems and public welfare. Public service advertisements are usually free and they are usually true. Commercial advertisements, on the other hand, are intended to encourage people to buy a product or service so that companies can make more money. Thus, they try their best to make people believe they are telling the truth, sometimes by tricking us. For example, ads which sell cosmetics often use famous pop stars who tell us how effective the product is and how it keeps them young and good-looking. It is up to us, the consumers, to decide whether to believe commercial advertisements or not.
Resources

Earth Day
Earth Day aims to increase environmental awareness and encourage people to take care of the Earth and its people. The first Earth Day was celebrated on 21 March 1970. It was celebrated on that day because night and day are equally long throughout the Earth on that day. Today, Earth Day is celebrated annually by many countries throughout the world. For more information, you may check the following websites:
http://www.earthsite.org/day.htm
http://app1.chinadaily.com.cn/star/history/00-04-25/c04-zoo.html

Reading

The article ‘Advertisements’, written by a student for her English project, gives a general introduction to advertisements. Students are expected to learn some basic information about advertising, including the two basic types of advertisements — commercial advertisements and public service advertisements (PSAs), the methods used in advertising and China’s public service advertising campaigns. The Reading strategy in this unit teaches students how to read expository writing by identifying the introduction, examples and facts that develop or support the idea and the conclusion. Students are expected to master this strategy and become competent in reading expository writing.

advertise? What kind of things can be advertised? (Some advertisements are meant to sell products or services, and some to make people think about problems in society or about people who need help.)

Can you give some examples of these two types of advertisements?

If possible, have students bring some examples of each type of advertisement into class.

2 Divide the class into two groups. Encourage each group to discuss the advantages and disadvantages of advertisements. This will help students prepare for a debate after they read the text.

Reading comprehension

1 Have students take a quick look at the title and the headings. Tell students that this article, ‘Advertisements’, is written by a student for her English project. Ask them what they think might be discussed in the article and draw their attention to the three subtitles in the article.

2 Have students skim and scan the article and answer the three questions in Part A. Remind students to only focus on the information needed to answer the questions. Also, have students pay attention to the structure of the essay. Then check the answers as a class and ask students about the class and
article, i.e., how it is divided into introduction, body and conclusion.

Answers

A 1 To buy a product or service, or to believe in an idea.
2 Public service advertisement.
3 They aim to teach us and help us lead better lives.

3 Have students read the passage again and complete Part C1 individually. Part C1 serves as a strengthening activity. Students have to identify supporting details in the article to decide if the statements are true or false. After students finish the exercise individually, check the answers as a class.

Answers

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

4 Questions in Part C2 check students’ ability to locate specific information. Have students go over all five questions in this part and decide under which heading they think they can find the answer to each question.

Answers

C2 1 They are usually found in newspapers and magazines, on the Internet, radio and television.
2 A commercial advertisement is one which someone has paid for to advertise a product or service, while a public service advertisement is often run for free, and is meant to educate people about health, safety, or any other problem that affects public welfare.
3 Because even if an ad does not lie, it does not mean it is altogether innocent.
4 In 1996.
5 Because PSAs are meant to benefit the public, and by following the advice in PSAs, we can often learn a lot.

5 In pairs, have students discuss the structure of the article. Have them think about how many parts this article is divided into. They may notice that each heading introduces a section of the article which develops its own theme but supports the main subject as a whole. Within each section, the same structure exists.

Have students read the Reading strategy. Tell them that expository writing usually follows the same basic format: introduction, examples and facts that develop or support an idea and conclusion.

When reading expository writing, students should pay attention to the information that comes after a topic sentence. This information usually supports the main idea.

6 Create other activities to check students’ understanding of expository writing. You can use the third part of the article as an example. This activity can be conducted as follows:

What is the subject of this part? (PSAs use some of the same methods, but they are made to serve the public.)

What information supports this idea? (PSAs are meant to teach us and help us lead better lives. There are also PSAs that encourage people to support public service projects, such as Project Hope. Other PSAs teach people how to live healthy lives, for example, the campaign to stop people smoking.)

What is the conclusion? (All of these ads are meant to benefit the public, and we can often learn a lot by following the advice they give.)

7 Evaluate students’ comprehension by asking them to summarize the differences and similarities between the two types of advertisements. You may create the chart on the following page:
<table>
<thead>
<tr>
<th>Types of ads</th>
<th>Similarities</th>
<th>Differences</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Places found</td>
<td>Methods used</td>
<td>Purposes</td>
</tr>
<tr>
<td>Commercial ads</td>
<td>newspapers, magazines, the Internet, radio, television</td>
<td>clever language, attractive pictures</td>
<td>to promote a product or service</td>
</tr>
<tr>
<td>PSAs</td>
<td></td>
<td></td>
<td>to educate people about health, safety or any other problem that affects public welfare</td>
</tr>
</tbody>
</table>

8 Have students complete Part D. The meanings of the words in Part D should not be difficult for students to identify after they have read through the passage several times. Have students refer to the text as they try to complete Part D. This exercise can help students understand the text better.

**Answers**

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

9 Draw students’ attention to Part E. Part E is an e-mail that the author of the article writes to thank a professor who helped her with her research. The e-mail serves as a summary of the article. Students are expected to strengthen what they have learnt in the article. Have students complete the e-mail individually and then check the answers as a class.

**Answers**

E (1) dealing with (2) comments (3) promote (4) fool (5) even if (6) cheated (7) campaigns (8) benefit

**Post-reading activities**

1 If time permits, you can conduct the following activity to reinforce students’ understanding of advertisements and develop their speaking skills.

Organize students into two groups. Tell them that they are going to have a debate on whether advertising plays a positive or negative role in our daily lives.

One group should take the position that advertising plays a positive role in our lives. The other group should take the position that advertising plays a negative role in our lives.

Have students list the reasons and find supporting examples for their position. You can write their reasons and examples on the blackboard. The group that comes up with the most reasons and supporting examples wins the debate.

2 If time permits, have students do Parts A1 and A2 on Page 90 of the Workbook, so they can become more familiar with
the text as well as the words and expressions learnt in the text. They can do these exercises as homework.

3 Part F aims to consolidate the information and also improve students’ speaking skills. Have students read the instructions for Part F and discuss the questions with their partners. Encourage students to share their opinions and report them to the class.

4 Have students first read Part A on Page 94 and Part B on Page 95 of the Workbook. If time is limited, they can do the two exercises as homework.

Notes

1 We are so used to them that we often do not even realize how many we see and hear in a day. (Page 2, Lines 1–2)

Here the phrase be/get/become used to something/doing something means that one is familiar with something so that it no longer seems new or strange to him or her.

Having been living in the city for many years, Miss White is quite used to city life. It takes time for people to get used to the new environment when they move to live in another place.

I am not quite used to living alone.

2 I did some research on advertisements, and have some very important information to share with you. (Page 2, Lines 2–4)

- Here research is a noun, meaning ‘a detailed study which aims at finding new facts or information’.

Recent research shows that we can do a lot to help cancer patients.

His research in this field produced many surprising results.

Scientists are conducting research on environment protection.

Research can also be used as a verb, meaning ‘to study’.

She has spent the last two years researching different types of butterflies.

It is very important for a businessman to research the market.

Scientists are researching how to improve the environment.

- Here share something with somebody means ‘to give something that you have to someone else’ or ‘to use something together with someone else’.

The little girl likes to share her toys with the other kids at the kindergarten.

Good communication includes sharing information and exchanging ideas.

My twin sister and I each have our own bedroom, but we share the bathroom and the kitchen.

3 An advertisement uses words and pictures to persuade people to buy a product or service, or to believe in an idea. (Page 2, Lines 6–7)

- Here persuade means ‘to make someone do something by giving him/her good reasons’.

The teacher persuaded her to send her article to the local newspaper.

His friends failed to persuade him to go on the outdoor camping trip.

If he doesn’t want to do it, no one can persuade him to do it.

- The phrase believe in means ‘to think that something is true’ or ‘to have a firm trust that something is good, right or acceptable’.

I don’t believe in ghosts. I think that stories of ghosts were made up by human beings.

As a teacher, Miss Wells believes in letting children learn at their own pace.

Many people believe in God. They go to church often.

4 PSAs are often run for free, and are meant to educate people about health, safety, or
any other problem that affects public welfare. (Page 2, Lines 11–12)
- The phrase for free means ‘free of charge’ or ‘without payment’.
  Each child coming to the bookshop on Children’s Day will get a book for free.
  Many people work for the charity at weekends for free.
  The citizens can enter the park for free before 7 o’clock in the morning.
- Here be meant to means ‘to be aimed to’.
  The project is meant to help those who cannot support themselves.
  The scholarship is meant to encourage the students to work harder at their lessons.
  What he said at the meeting was meant to make us support his idea.

There are laws to protect people from advertisements that cheat people. (Page 2, Line 14)
Here protect ...from ... means or ‘to keep something or someone from danger and make sure that something or someone is not injured, harmed or lost’.
People usually wear sunglasses to protect their eyes from the strong sunlight.
Many guards surrounded the pop star and succeeded in protecting him from being attacked by the excited fans.
Everything must be done to protect rivers from being polluted.

However, we still must be aware of the skilful methods used in ads to try and sell us things. (Page 2, Lines 14–15)
Here be aware of means ‘knowing or realizing that something exists’.
It is important to make people aware of the danger of smoking.
He doesn’t seem to be aware of their negative attitude towards his proposal.
Are you aware of the importance of learning a foreign language?

Even if an ad does not lie, it does not mean it is altogether innocent. (Page 2, Lines 15–16)
- Here even if (=even though) means ‘in spite of the fact that’.
  Even if it rains, we shall leave.
  Even if you take a taxi right now, you’ll miss your flight.
  Even if he works harder at Maths, Tom will still have trouble in the exam.
- Here innocent means ‘(of a thing) not intended to harm anyone’ or ‘(of a person) not guilty’.
  He firmly believes that the ads on TV are not altogether innocent for children.
  She has such an innocent face that I find it hard to believe anything bad of her.
  What I said was innocent. I didn’t mean to hurt her feelings.

We must not fall for this kind of trick! (Page 3, Lines 24–25)
The phrase fall for means ‘to be tricked/trapped into believing something that someone tells you which is not true’.
How can you fall for the words of the door-to-door salesman?
You should be clever enough not to fall for his tricks.
He said he owned a big company in Spain, and I fell for it.

Not all ads play tricks on us though. (Page 3, Line 27)
Here this sentence means ‘Some ads play tricks on us, but some don’t.’ The phrase play tricks on means ‘to cheat or deceive someone, often as a joke’.
Children, as well as adults, usually play tricks on each other on April Fools’ Day.
The naughty boy played tricks on me several times last month.
Our teacher told us not to play tricks on each other again.
Resources

China's public service advertising campaigns

Public service advertising campaigns in China began in 1996. Their aim is to provide the public with more information on issues such as health and the environment. Numerous PSAs have helped to inform the Chinese people about how to live more responsible lives, while staying in good health and protecting their surroundings. PSAs now take advantage of every available media outlet such as television, radio and newspapers in order to reach as much of the population as possible. Public service advertisements are an important source of social education.

Project Hope

Project Hope aims to help young people who have dropped out return to school. It also aims to develop basic education in poor areas in China, especially in western China, with money that people donate. It has drawn great attention and gained support from all sectors of society since it was founded in the late twentieth century. Nowadays, Project Hope pays special attention to providing education for children of laid-off workers in cities. For more information, you may check the following website:

Word power

In this section, students will learn some common suffixes that can be added to nouns or verbs to create adjectives. Students will also learn vocabulary related to sales and marketing. Exercises are provided for students to practise and reinforce the vocabulary they have learnt. Students are expected to expand their vocabulary and apply their new knowledge practically.

Brainstorming

1. Write the following words on the blackboard and have students tell what part of speech each word is.
   health (noun) healthy (adjective)
   interest (verb/noun) interesting (adjective)
   Tell students that an English word can have several derivatives. Draw students' attention to the fact that many English words, even though they have different meanings or parts of speech, share the same root word.

   Give some more examples to help students better understand this:
   decide, decided, decision
   happy, happily, happiness, unhappy
   Have students think about the following questions:
   How are these words formed?
   When you come across unfamiliar words, do you often use the knowledge of word formation to guess their meanings? If so, can you give some examples?
   Explain the fact that some words are derived by adding suffixes or prefixes to the root words.

2. Have students think about more words that are created this way. Organize students into groups of four and have a competition. Have them make a list of words and their derivatives. The group that has the most words wins.

Using suffixes

1. Have students read the dialogue on Page 6. Ask them to find all the adjectives
in the dialogue and identify the ones which are created by adding suffixes. Have students look at the suffixes and think about how these words are formed.

2 Have students read the table and the two tip boxes on Page 6, which show them the different ways to form adjectives by adding suffixes.

3 Have students read the advertisement and do the exercise individually. They need to form adjectives by adding the correct suffixes. Encourage students to consult each other and dictionaries whenever they meet with new words before asking you. Check the answers as a class after they have finished the exercise.

4 Introduce other common adjective-forming suffixes to students and ask them to think of more examples. Tell them each suffix usually has a fixed meaning. The following table provides some examples of common suffixes. Have students point out the meaning of each suffix.

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>Examples (adjectives)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ical</td>
<td>having the quality of</td>
<td>medical, electrical, grammatical, practical</td>
</tr>
<tr>
<td>-able</td>
<td>having the ability of</td>
<td>believable, acceptable, reasonable, enjoyable</td>
</tr>
<tr>
<td>-ous</td>
<td>like, full of</td>
<td>adventurous, dangerous, prosperous, conscious</td>
</tr>
<tr>
<td>-ful</td>
<td>characterized by</td>
<td>joyful, helpful, useful, mouthful, handful</td>
</tr>
<tr>
<td>-less</td>
<td>without</td>
<td>useless, careless, helpless, hopeless, cloudless</td>
</tr>
</tbody>
</table>

**Sales and marketing**

1 Arouse students’ interest in sales and marketing by having a group discussion. Divide the class into groups of four. Use the following scenario to start the discussion:

*Suppose you own a small ice cream shop and people from your local area like your ice cream very much. You have many customers and your shop is doing very well. Now you would like to expand your market and sell ice cream in another area. However, there is already an ice cream shop there. What could you do to make sure that your new shop would be successful? Think about the following questions: Do you think that the people in the other area will have the same taste in ice cream as the people in your local area?*

*In order to make your new shop successful, do you think you would need to know about your competitor? What else do you need to do?*

Have each group discuss and report their answers to the class. Have them make a brief sales plan if possible.

Have students go over Part A on Page 7. One student can read it for the class. Make sure that students understand the words or phrases in blue. Focus on the meanings of the sales and marketing terms. Have students compare their sales plan discussed before with the ideas introduced in this part. Tell students that no matter what they are trying to sell,
the basic rules of sales and marketing are always the same.

2. Have students read the instructions for Part B. Encourage them to finish Part B individually first and then check the answers as a class.

**Answers**

B (1) market share
(2) sales figures
(3) consumers
(4) market research
(5) sales & marketing department
(6) sales targets

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**Resources**

**Suffix and prefix**

Some English words have three parts: a prefix, a stem and a suffix. A stem is the main part of a word. A prefix is a group of letters added to the beginning of a word. A suffix is a group of letters placed at the end of a word. Both prefixes and suffixes modify the meaning of a word or change it into a different part of speech.

The following is a table of common prefixes:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>un-</td>
<td>not</td>
<td>unfair, unnecessary, unimportant, unhappy</td>
</tr>
<tr>
<td>in-</td>
<td>not</td>
<td>incorrect, invisible, incurable, inaccurate</td>
</tr>
<tr>
<td>dis-</td>
<td>opposite</td>
<td>disable, dishonest, disagree, disappear, discover</td>
</tr>
<tr>
<td>re-</td>
<td>do again</td>
<td>rewrite, redo, rebuild, react, retell, recreate</td>
</tr>
<tr>
<td>mis-</td>
<td>badly or wrongly</td>
<td>misunderstand, misdirect, mistake, misuse</td>
</tr>
</tbody>
</table>
using the rules of changing direct speech into reported speech.

1. Have students read Point 1 on Page 8. Explain the difference between direct speech and reported speech to students. Give them some example sentences where direct speech and reported speech are used and then write the sentences on the blackboard so that students can recognize the situations in which each type of speech is used. Conduct an ask-and-answer activity as follows:

   T:  What did you do last Sunday, S1?
   S1: I stayed at home and watched TV.

   T:  What did S1 say, S2?
   S2: S1 said he/she stayed at home and watched TV.

   T:  What did you do last Sunday, S3?
   S3: I did ...

Write down the students’ answers and tell them that if we report what exactly has been said, the words usually appear in quotation marks. However, if we report the meaning of what has been said, we may make some changes.

2. Have students go over Point 2 to compare the sentences in direct speech and in reported speech, and find the differences between them. What is the difference between each pair of the sentences? (The first sentence uses direct speech to report what exactly has been said. The words appear in quotation marks when they are written down. The second sentence uses reported speech to report the meaning of what has been said without using the exact words, and without quotation marks.)

3. Have students discuss in groups of four the rules for changing direct speech into reported speech. Have students change the following sentences in direct speech into sentences in reported speech, and then summarize the rules briefly.

   She said, ‘I have finished this letter.’ → She said that she had finished that letter. (In this sentence, the present perfect tense needs to be changed into the past perfect tense, ‘this’ needs to be changed into ‘that’ and ‘she’ is used to replace ‘I’ because the speaker is a woman.)

   He said, ‘My family will go to England next week.’ → He said that his family would go to England the next week. (In this sentence, the simple future tense needs to be changed into the future in the past tense, ‘next week’ into ‘the next week’, ‘my’ is changed into ‘his’ because the speaker was a man.)

   The teacher said to us, ‘You mustn’t come to the lab alone.’ → The teacher said that we mustn’t go to the lab alone. (In this sentence, it is not necessary to change the tense because the fact does not change over time, but ‘come’ needs to be changed into ‘go’ and the personal and reflective pronouns ‘you’ and ‘yourselves’ need to be changed as well.)

4. Have students go over Points 2 and 3 on Page 8 carefully. Compare the rules they summarized with the points in the book. Ask them to pay attention to the major changes in sentence structures, tenses and personal pronouns. Make sure that students understand each point and the information in the tip box. Provide some more sentences for students to practise if necessary.

5. Have students read the ad on Page 9 and help them understand what ‘extraordinary adventure story!’ means and what the readers’ comments on the book mean. Have students change the ad and the readers’ comments into reported speech and complete the passage.
Answers
(1) was (2) would be
(3) had read (4) that
(5) would (6) had bought
(7) that (8) would
(9) those (10) her

6 Have students do Part C1 on Page 92 of the Workbook. It is designed to help them practise using direct speech and reported speech.

Reported speech: statements, questions and imperative sentences

In this part, students will learn how to use reported speech to report statements, questions and imperative sentences. They will practise reporting statements, yes/no questions, wh-questions and imperative sentences by using that, whether/if, wh-words and verbs such as advise and encourage.

1 Have students go over Point 1 on Page 10. Tell them that we use noun clauses introduced by that to report statements. Give students more example statements to practise.

He said, ‘The ad does not tell you the complete truth.’ → He reminded us that the ad did not tell us the complete truth.
He said, ‘Not all ads play tricks on us though.’ → He explained that not all ads play tricks on us.

2 Remind students that besides say, ask and tell, there are other reporting verbs. If necessary, provide them with more verbs: accept, argue, believe, claim, decide, expect, feel, imagine, learn, mention, point out, suppose, think, understand, wonder, etc.

3 Have students go over Point 2 to see how questions are changed from direct speech into reported speech.
Tell students that we use noun clauses introduced by whether/if to report yes/no questions, and we use noun clauses introduced by wh-words to report wh-questions. Have students pay attention to the changes of word order in reported questions introduced by whether/if and wh-words.

4 Have students read Part A on Page 11 and practise reporting questions using whether/if or wh-words. Have students pay attention to word order and other changes in reported questions. Then check the answers as a class.

Answers
A 2 Wang Qin asked how it could help him remember English words.
3 Lu Kai asked whether/if it taught listening and speaking.
4 Liu Fang asked what the designer would do if she was not satisfied with the software.
5 Gu Jin asked whether/if it was easy to use.

5 Have students go over Point 3 to see how to report imperative sentences. Pay attention to the change of the sentence structure and the use of reporting verbs. Have students change the following sentences, first using the structure ask/tell sb to do sth, later using other verbs to replace ask/tell. When a request is made, verbs like ask, advise, encourage, invite and remind are used. When an order is given, it is better to use tell or warn.
The teacher said, ‘You’d better wear soft shoes.’ → The teacher advised us to wear soft shoes.

The teacher said, ‘Think it carefully before you answer.’ → The teacher asked us to think it carefully before we answered.

‘Don’t leave the computer in the classroom on after class,’ the teacher said. → The teacher reminded us not to leave the computer in the classroom on after class.

‘Don’t leave your homework at home,’ the teacher said to us. → The teacher reminded us not to leave our homework at home.

The teacher said, ‘Don’t worry about your exam.’ → The teacher told us not to worry about our exam.

6 Have students read the instructions for Part B on Page 11. Organize students into pairs. One will act as the marketing manager of a company. The other will act as the boss of the company. Have the ‘manager’ read the list of advertising tips in Part B, and then report each of them to the ‘boss’. Have students think about why the verb advise is used. Have them find other verbs to replace advise.

Have students finish the activity in pairs. Make sure that they understand the meaning of each statement. Then check the answers with the class.

5 The expert tells us to make good use of colours to attract people’s attention.

7 Have students do Part C2 on Page 92 of the Workbook. This exercise allows them to practise the rules of converting direct speech into reported speech.

Resources

Students have learnt a lot about how to change direct speech into reported speech. They have learnt from the table on Page 8 about how verb tenses are usually changed into reported speech. However, the verb tenses do not always follow the rules shown in the table. Here are some examples:

- If the reporting verb is in the present tense, there is no change in the reported sentence.
  
  Ann says to me, ‘It will rain later this afternoon.’ →
  
  Ann tells me that it will rain later this afternoon.

- If the reporting describes something still happening at present or that is true or relevant, the verb tenses in the reported sentence may stay the same.
  
  Ann said, ‘I’ve got a headache today, and I can’t go to school’. →
  
  Ann told me she has got a headache today and she can’t come to school.

Answers

B 2 The expert encourages us to use interesting and attractive photos.

3 The expert recommends that we (should) use eye-catching logos.

4 The expert suggests that we (should) make the slogans short and easy to remember.
Task Writing an advertisement

This section consists of a series of activities which provide students with the opportunity to learn and practice the skills of listening, reading, speaking and writing. This section is divided into three steps and each step preceded with a skills building activity. Through listening and reading, students will learn how to listen for statistics and descriptions, how to express opinions and give reasons, and how to use different sentence types correctly. Students are expected to apply these skills practically by designing a new ad for a chocolate bar.

Skills building 1: listening for statistics and descriptions

In this part, students will learn to gain information from statistics. They will listen for fractions, decimals, percentages and descriptions of statistics.

1. Help students review the expressions of fractions, decimals and percentages.
   - 1/2 (one half)
   - 2/3 (two thirds)
   - 4/7 (four sevenths)
   - 3/4 (three quarters)
   - 0.45 (zero/nought point four five)
   - 9.89 (nine point eight nine)
   - 76% (seventy-six per cent)
   - 34.34% (thirty-four point three four per cent)

2. Have students go over Point 1 on Page 12, and make sure that they know how to read fractions, decimals and percentages.

3. Have students go over Point 2 on Page 12, and make sure that they know how to describe an increase, a decrease, no change, a range, an average and a limit.

4. Have students listen to the recording and do the exercise on Page 12.

Tapescript

1. Two years ago, we had one thousand two hundred members. By the following year, this number had grown by two hundred.

2. Last year, our market share rose to eighty-five per cent. Unfortunately, we suffered a drop of twenty per cent this year.

3. Last year, between fifty and sixty per cent of the students in our school ate lunch in the dining hall. Over the next few years, we are expecting this to increase. We hope that in three years, the figure will reach seventy-five point five per cent.

4. Many of our graduates continue their education at local universities or abroad. Last year, twenty-three point four per cent of our graduates went to local universities, while eleven point five per cent went to study abroad. This year, these percentages have increased to twenty-four point five per cent and thirteen point six per cent.

5. Our research showed an increase in the number of young people visiting our museum. Compared to last year’s figures, three times as many young people have visited our museum this year. This is about one third of the total number of our museum visitors.

5. Have students compare answers in pairs and then check answers as a class. If necessary, listen for a second time. Make sure that they did the correct calculations.
Answers

1 1,200 1,400
2 85% 65%
3 50% - 60% 75.5%
4 23.4% 11.5%
   24.5% 13.6%
5 9,000 3,000

Step 1: completing a bar chart

This part is designed to help students develop their listening skills. Students are first asked to listen to an announcement made by the director of a company and complete a bar chart for future reference. While listening, students may refer to the information in the table and the bar chart as well. Then they will read the note from the director and decide on the subject of the note.

1 Have students use the information in the table to complete part of the bar chart in Part A on Page 13. Then check their answers as a class.

2 Have students listen to the recording and complete the rest of the bar chart in Part A. Check their answers as a class.

Tapescript

Director: Good morning, ladies and gentlemen. We’re here today to talk about the number of the ChocoLoco Bars we have sold over the years.

The ChocoLoco Bar was first sold in nineteen ninety. We did quite well in the first year: ten point five per cent of the people buying chocolate bars bought the ChocoLoco Bar. However, this was still below what we had expected. In nineteen ninety-five, we started selling the chocolate bar in a new package. The results were good: the number of people buying ChocoLoco Bar rose by two per cent. The figures for the year two thousand stayed the same as those for nineteen ninety-five. In the year two thousand and five, we began using a famous actress in our advertisements. This had a good result, and the number of people buying the ChocoLoco Bar increased to fifteen per cent. We continued using this actress in our advertisements and on our packages. In two thousand and ten, nineteen point five per cent of the people buying chocolate bars bought the ChocoLoco Bar. We hope that this increase will continue, and in two thousand and fifteen, we expect it to rise to twenty-four per cent.

Thank you for your attention.

Answers

A

<table>
<thead>
<tr>
<th>Year</th>
<th>Market share %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>15.5</td>
</tr>
<tr>
<td>1995</td>
<td>17.4</td>
</tr>
<tr>
<td>2000</td>
<td>19.3</td>
</tr>
<tr>
<td>2005</td>
<td>21.5</td>
</tr>
<tr>
<td>2010</td>
<td>23.6</td>
</tr>
<tr>
<td>2015</td>
<td>25.5</td>
</tr>
</tbody>
</table>

3 Have students read the note from the director in Part B on Page 13. Have them work in pairs to decide the subject of the note. Then check the answers as a class. All reasonable answers can be accepted.

Answer

B Repackaging of the ChocoLoco Bar
Skills building 2: expressing opinions and giving reasons

The activities in this section aim to train students to express opinions and give reasons. Students will learn to use words like because, as and since, and sentence patterns like First, ... Second, ... Then, ... (Next, ...) Finally, ...) to introduce reasons. They will then practise a dialogue in pairs, using the skills they have learnt.

1. Have students read Points 1, 2 and 3 on Page 14. Then ask students the following questions, making sure that they use the expressions introduced in this part to answer the questions.

Do you think packaging is important for a product? (I think that packaging is important./It seems to me that packaging is important./To me, packaging is important./I don’t believe that packaging is important./In my opinion, packaging is not important.)

Why or why not? (Because packaging can add value to a product./Packaging can attract customers’ attention and increase sales./Packaging may increase the cost of a product and the amount of waste.)

Have students list the reasons to support their opinions, and arrange them according to their importance. Have them organize their ideas using First, ... Second, ... Then ... or Next, ... Finally, ...

2. Have students work in pairs and talk about their opinions on advertising. They may use the conversation on Page 14 or the dialogue below as an example:

A: What’s your opinion on advertisements?
B: I think advertisements can be both dangerous and helpful.
A: What do you mean?

B: In my opinion, commercial advertisements often do not tell the complete truth, but PSAs are meant to educate people about public service projects and teach us how to live healthy lives.

A: Can you give me some examples?
B: For example, many TV ads are for alcohol. However, they don’t say that drinking too much is harmful to people’s health.

Step 2: talking about advertisements

In this part, students should interview each other about the good advertisements they have seen. In this way students are expected to practise the speaking skills they have learnt in Skills building 2.

1. Have students go over Part A on Page 14 and make sure that they know what to do. Here, students will ask questions and collect answers about good advertisements. They should think of one other relevant question to complete the interview. You may suggest this one:
What advertisement(s) do you like least? Why?

Sample answers

A  1. They are attractive and colourful. (Or: They are too big and ugly.)

2. Famous pop stars or sports stars and music make ads interesting.

3. Cosmetics and clothes. (Or: Books and health products.)

4. An ad for a mobile phone. I like the famous star in the ad, which makes me think that using the phone is really cool and fashionable.
Sample answer

C Dear Sir,

After interviewing my friends about good advertisements, I’d like to sum up what they said as follows. In their opinion, most of the ads in public places are attractive. It seems that clothes and food ads on TV are the most interesting. They think that famous stars, trendy music and good text make good advertisements. They often buy food and health products after they have seen them in ads. They like some ads partly because they are funny and partly because they are fashionable.

Skills building 3: using different sentence types correctly

The activities here aim to teach students the structure and main use of several sentence types and help them identify the sentence types used in advertisements. Students are expected to improve their ability to use different sentence types correctly.

1 Have students read the chart on Page 16 to learn the structures and main use of different sentence types. Have students work in pairs and ask them to give some examples of each sentence type.

2 Have students read the advertisement on Page 16 and identify the sentence type of each sentence. Then check the answers as a class.

Answers
(2) Negative statement
(3) Command
(4) Positive statement
(5) Positive statement
Step 3: writing an advertisement

In this part, students are asked to write an advertisement for the ChocoLoco Bar using the information they have learnt in Steps 1 and 2. They are expected to use the correct adjectives to complete the two ads in Part A on Page 17 and then use them as samples to write the advertisement in Part B.

1. Have students review the two sample ads in Part A on Page 17. Have them think about why these two sample ads are good. Tell students that both of the ads use different sentence types and vivid pictures to make the ads more attractive.

2. Point out the different aspects in Part B. Encourage students to be creative and original, and to draw pictures for the ads. They can do this as homework.

Possible example

B: You can never imagine how delicious chocolate bars can be if you have never had a ChocoLoco Bar. Only the best quality cocoa beans from Ghana and the freshest milk from China are used to make the delicious ChocoLoco Bars. Because they are low in fat, they are also a good choice for anyone trying to lose weight. Almost everyone who has tried them loves them! The ChocoLoco Bar has a high quality and a reasonable price. It is available in all supermarkets around China now.

3. Have students read the diary in Part A on Page 97 of the Workbook. Then have them do Part B on the same page as homework.

Project Developing an ad campaign

The project in this unit is designed to help students learn and use English by doing a project. The handout is used to introduce some basic information about ad campaigns. It explains that students should have a clear goal and target audience when they are developing their own advertising campaign. The second reading passage serves as a sample for students so that they know what to do for their own ad campaigns.

In the course of doing the project, students should consider three things: the target audience of the ad campaign, the message they want to send and how they plan on reaching their target audience. Students are expected to know how to cooperate and do the project together.

Part A

1. Divide the class into four groups. Have each group focus on one paragraph of the first article in Part A and report the main idea of the paragraph to the class.

   **Paragraph 1** the definition of an ad campaign

   **Paragraph 2** What a target audience is and how to determine the target audience

   **Paragraph 3** what the ad campaign says

   **Paragraph 4** how to reach the target audience

2. Have students ask questions about the...
content of the paragraphs they have not read. Make sure that students pay attention to the structure of the reading passage—introduction, examples and facts that develop or support the idea and conclusion. Have them refer to the Reading strategy regarding expository writing on Page 3 if necessary.

3 Have students read the handout carefully. The following questions may help them understand it better:

What do you know about an ad campaign?
(An ad campaign is an organized programme of advertisements using various types of ads to reach a particular audience.)

What must you keep in mind when you start a successful advertising campaign?
(A clear aim and target audience.)

Why do you need to research your audience?
(Because the right message needs to be created for the right people.)

What is important when you are planning an ad campaign? (It is important to try to appeal to the way the audience will react.)

What should your advertising campaign be based on? (Mainly on the target audience and the media that reaches that particular group best.)

4 Have students read the second article and answer the following questions:

What is the subject of this ad campaign? (Anti-smoking.)

Why do they build this ad campaign?
(Because the problem costs countries a lot of money and causes great damage to the welfare of the people.)

Who is the target audience for this ad campaign? (High-school teenagers.)

What is the ad campaign aimed to do? (To discourage young people from smoking.)

What is the slogan for this campaign? (Smoking kills!)

What has impressed you most after you read this sample?

5 Have students do Parts B1 and B2 on Page 91 of the Workbook, so they will become more familiar with the meanings and the usage of the words and phrases learnt in this section.

6 Have students do Parts D1 and D2 on Page 93 of the Workbook as homework. The two exercises will help students practise the words, phrases and patterns learnt in this unit.

7 Have students do the listening exercises in Parts A, B and C on Page 96 of the Workbook.

Part B

1 Organize students into small groups. Have them discuss the eight questions in Part B. Have them decide which subject they are interested in and choose one for their ad campaign. Make sure that everyone has a clear idea of the goal, the target audience, the message of their ad and the media they will use.

2 Divide the work so that each group member will be responsible for a different task. Set a deadline for the project.

3 Students each do their own work for the ad campaign. They should put what they have written together and add a logo. Each group must proofread their ad campaign proposal and correct mistakes if there are any. New ideas can be added if necessary.

4 Each group must present their ad campaign to the class by taking turns to explain why they choose the topic, the audience, the campaign goal, the forms of media, the logo and slogan. Everyone should have a chance to speak. Have students post their logos and slogans on the display wall in the classroom.
Self-assessment

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

In this unit, 19 items are listed, each one scoring 5 points, with the total score of 95. These items cover the main study targets in this unit, such as skills in listening, speaking, reading, writing, the usages of vocabulary and grammar items as well as doing activities in English. Through assessing themselves as learners, students will realize whether they have achieved the goals of this unit.

In Part A, some items are presented to students and they are asked to check how well they think they have developed these skills. Each item corresponds with one or more parts in this unit. For example, by going over Part E on Page 5, 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 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 and dividing the sum by 95, 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 guide and help them study English more effectively.
This unit introduces and develops the theme of sports events. Students will learn about the history of the Olympics, about how a sport gets into the Olympics and about fair play in sport. In Welcome to the unit, six pictures are presented to students. Each one focuses on a popular sport. Students are expected to think of other sports events they know and why people like taking part in different sports events. The Reading material in this unit is a speech about the history and the development of the Olympic Games. Also some famous athletes are introduced. The Word power section focuses on compound words and words related to Olympic sports and events. The Grammar and usage section in this unit introduces modal verbs. Students will learn how to use some common modal verbs. The Task section deals with how to talk about sports and activities. Students will practise listening for specific information, making suggestions and identifying/selecting relevant information. They are expected to write a report about the history of a sport. In the Project section, students will read two articles. One is about how a sport can enter the Olympics; the other is about the purpose of sport. Students will then give a speech about sport.

This unit provides students with the opportunity to learn about the Olympics and other sports events. Students are expected to recognize and identify vocabulary related to the topic. They will learn to read and write speeches. In addition, this unit will also help students identify and select specific information when listening to a conversation or reading a report. Students are expected to put what they have learnt to practical use by making suggestions. They are also expected to participate fully in developing both their language skills and their overall ability.

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## Highlights of the unit

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<td>Describing international sporting events</td>
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<tr>
<td></td>
<td><em>The contemporary Olympics were first held in 1896, in Athens. It was a Frenchman, Pierre de Coubertin, who brought the Olympics back to life.</em></td>
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<td><em>He dreamt that the Olympics would make it possible for people of all countries to live side by side in peace.</em></td>
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<td>Describing famous contemporary people</td>
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<td></td>
<td><em>Did you know that perhaps the most famous boxer of all time first came to public attention during the 1960 Rome Olympics? He won the gold medal for the USA, under his birth name Cassius Clay.</em></td>
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<tr>
<td></td>
<td><em>Deng Yaping, who won four Olympic gold medals in 1992 and 1996, is perhaps the greatest female table tennis player the world has ever seen.</em></td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>delighted, tradition, compete, honour, male, nation, contemporary, well known, medal, flame, absence, excite, gymnastics, champion, final, joy, attempt, boundary, movement, nest, stadium, roof, transport, citizen, otherwise, per, association, grain, routine, toast, net, origin, outdoors, frequent, technique, continent, budget, remove, unusual, power, eagle, goal, shot, referee, whistle, reporter, unfair, bitter, meanwhile, tie, precious in honour of, side by side, hang on, pass something on to somebody, make way for</td>
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<tr>
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<td></td>
<td><em>He can run 100 metres in 11 seconds.</em></td>
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<tr>
<td></td>
<td><em>You must work hard to win the gold medal.</em></td>
</tr>
<tr>
<td></td>
<td><em>She might win a medal at the Olympics.</em></td>
</tr>
<tr>
<td></td>
<td><em>Can you help me with my training?</em></td>
</tr>
<tr>
<td></td>
<td><em>Shall we do some exercise this morning?</em></td>
</tr>
<tr>
<td></td>
<td><em>The boys may be playing football on the playground.</em></td>
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<td>The usage of some modal verbs</td>
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<tr>
<td></td>
<td><em>can and be able to</em></td>
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<td><strong>Skills and strategies</strong></td>
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<tr>
<td>1</td>
<td>read a speech about the history of the Olympics and two articles about sport</td>
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<tr>
<td>2</td>
<td>listen for specific information</td>
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<tr>
<td>3</td>
<td>talk about the Olympics and athletes</td>
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<td>4</td>
<td>present a speech about sport</td>
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<td>5</td>
<td>expand vocabulary related to sports and sports events</td>
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<tr>
<td><strong>Culture</strong></td>
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</tr>
<tr>
<td>1</td>
<td>Information about the history and significance of the Olympics</td>
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<td>2</td>
<td>Some world-famous athletes</td>
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Teaching suggestions

Welcome to the unit

Sport plays a very important part in our lives. Most people, men or women, young or old, from all different parts of the world, enjoy playing or watching sports. In this section, pictures of six popular sports are presented to students. They are expected to fully participate in a discussion to find out why sports are so popular throughout the world. They are also encouraged to tell each other about their favourite sports. Students will practise their spoken English and share their opinions with each other.

Brainstorming

1  Begin the lesson by asking students the following questions:
   Do you like sports? What sports do you know? What sports can you play?
   (Ball games: volleyball, basketball, football, table tennis, golf, badminton, baseball, rugby, ice hockey, etc.
   Track and field: long jump, high jump, pole vault, discus, shot-put, relay race, hurdles, etc.
   Gymnastics:
   Men’s events—rings, horizontal bar, parallel bars, vault, pommel horse, floor exercise, etc.
   Women’s events—balance beam, uneven bars, vault, floor exercise, etc.)
   Write the names of different sports events on the blackboard. Draw a sketch of the sports beside the words that students are not familiar with.
   Who is your favourite athlete?
   If time permits, ask students to make a poster of their favourite athlete and present the poster in class.
   Why do you admire this athlete? (He/She brings joy to my life. He/She is always challenging the limits of humanity.)
   Do you like playing sports? How much time do you usually spend exercising or doing sports every week?

   The purpose of asking these questions is to get students to talk about familiar topics. Encourage students to express their opinions and experiences freely. There are no right or wrong answers.

2  If possible, have students bring pictures of sports they are playing or once played. Encourage students to recall the experiences they had while playing these sports. Ask them to describe what they did, how they did it and how they felt at the time.

Sharing information

1  Have students focus on the instructions and the six pictures. Ask them what they think of when they look at the pictures. Begin the activity like this:
   Sport plays a very important role in our lives. We watch or do sports almost every day. Look at the six pictures. Are you familiar with these sports? Do you think we can play these sports every day?
   What comes to your mind when you see pictures like these? (Olympic Games, sports meetings, fierce competition, professional or amateur athletes, exercising for fun, exercising to get fit, etc.)
   Then have students carefully look at the pictures and talk about each of them.
Use the following questions to start a discussion:

**Picture of table tennis**
*Can you play table tennis? Do you like it? When did you begin to play table tennis? How often do you play it? Who do you play it with?*
*Do you think playing table tennis is a good way to build up your body? Is table tennis your favourite sport? Why? (It is convenient for people to play and does not require too much equipment. People have to be quick-minded and have rapid responses. It is a good way to make friends and meet new people.)*

**Pictures of wrestling and boxing**
*Do you like these sports? Do you enjoy watching them? How much do you know about these sports? (Boxing was a sport in ancient times and is still popular today. The boxer uses his or her fists to punch the opponent’s head and body with the aim to knock the opponent out. Boxing is popular worldwide as a spectator sport and generates millions of US dollars through ticket revenue, merchandise, TV rights and pay-per-view packages of important boxing matches. Some people view boxing as archaic and an unnecessary display of violence, while its supporters emphasize its self-expression and health benefits. Boxing is a good way to keep fit, but there is much speculation about the possible injuries, particularly to the brain, that can be incurred during boxing matches. Such speculation has resulted in tighter regulations over the safety of the boxers.)*

Wrestling is an ancient sport and often appeared as the main event in the earliest Olympic Games. Wrestling exists in many different styles but there are only two styles featured in the Olympics, freestyle and Greco-Roman. In Greco-Roman wrestling, the participants can only use their upper bodies to throw or control an opponent; however, in freestyle wrestling participants can use their legs.)*
*In your opinion, do you think these sports are too violent? (Yes, sometimes they are. Competitors have to be aware of the safety precautions and wear protective gloves or padded helmets.)*
*Would you like to become a professional boxer or wrestler?*

**Picture of wushu**
*Wushu is a traditional sport in China. Are you interested in this sport? Do you think doing wushu could make you fitter? Do you enjoy watching wushu films like those with Jackie Chan? Do you think he is a good actor?*

**Pictures of gymnastics and diving**
*It is said that gymnastics and diving are two of the most beautiful sports in the world, because they both display elements of strength and beauty. Do you agree? Can you name some famous Chinese gymnasts or divers? To become a professional gymnast or a diver, you have to sacrifice a lot. What do you think these sacrifices would include?*

2. Have students study the pictures, and then ask them the following questions. Alternatively, put students into groups of four and allow the groups to discuss the questions. Then ask several groups to share their ideas with the whole class. No matter what kind of sport you take part in, what are the basic qualities you need to possess in order to be successful in that sport? If you are part of a sports team, what kinds of things should you pay special attention to?* 

3. Organize students into groups to discuss the three questions below the pictures. Have them exchange their opinions and make sure that all of them have a chance to speak. Have some groups report their answers to the class. Any possible answers are welcome.
Sample answers

1 There are many reasons why sport enjoys such popularity nowadays. First of all, physical exercise can be refreshing after a day’s work. An increasing number of people, especially those who are mainly involved in office work, are complaining about sore muscles, stiff necks and blurred vision. There’s no better way to reinvigorate yourself than working out in a gym or participating in outdoor sports. Second, it seems that many people want to lose weight. For women, staying slim is very important. Men like keeping fit and being muscular. Third, people are concerned with their quality of life. Exercising regularly tops the list of advice that health experts offer us to improve our quality of life.

2 I play sports every week. I am a member of a health club. I have access to all the gym facilities for free. At the weekend, I meet my friends in the club and we have a lot of fun together. Normally, we start at 10 in the morning. We usually play squash for a few hours. In the afternoon, we go swimming.

3 My favourite sport is jogging. I think it has many benefits. For one, it enhances my blood circulation and strengthens my lungs. Every evening, I jog for half an hour. Afterwards, I feel totally refreshed. If I have a bad day at school and am really stressed, jogging helps me relax and pulls me out of my bad mood. It means I can concentrate better on my school work the next day.

2 If time permits, have students read the article in Part A on Page 102 of the Workbook to learn more about the business of sport, and answer the questions below it. Students can complete this as homework.

Reading

The reading text in this section is a speech given by Mr Johnson, a member of the International Olympic Committee, who is visiting a high school in Beijing. Some background knowledge about the history and the development of the Olympic Games and an introduction to some famous Olympic athletes are presented to students. The Reading strategy in this unit teaches students how to read and understand a speech. Students will learn about the common elements of a speech and try to identify them. Students are expected to improve their reading comprehension and master basic reading skills.

Lead-in

Have students talk about the Olympics. Begin the activity like the following: As we all know, the Olympic Games are held every four years and it is a great honour for a country to host the Games. How much do you know about the Olympics, for example, its history, ceremonies and sports events?

The purpose of this is to arouse students’ interest in the Olympics and to gain some relevant knowledge about the Games. The following questions could be asked: How many Olympic games have you seen? Where were they held? Do you think they are exciting? Why?

Who is your favourite athlete and who do you think is the greatest Olympian? Why?

Encourage students to share the information they already know and to express their opinions freely.
Reading comprehension

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

A 1 The history and significance of the Olympic Games.
2 He hoped that the Olympic Games would make it possible for people of all countries to live side by side in peace.
3 He wishes the Olympic Movement a successful future to match its past glory.

Have students read the passage again and complete Parts C1 and C2 individually. Questions in Part C1 check students' ability to find specific information. Part C2 serves as a strengthening activity which allows students to organize the information they have read. After students finish the exercises, check the answers as a class.

Answers

C1 1 According to the speech, the speaker is an athlete. an IOC member
2 The first ancient Olympic Games were held in 776 BC.
3 Everyone was allowed to take part in the ancient Olympics. Only men were
4 The contemporary Olympic Games were first held in Rome in 1896. Athens
5 At the 2008 Beijing Olympics, the Chinese women's badminton team won the gold medal for the first time in history. gymnastics
6 Zhang Ning was in her late thirties when she competed in the 2008 Olympic Games. early

C2

<table>
<thead>
<tr>
<th>Name</th>
<th>Nationality</th>
<th>Which Olympics</th>
<th>Olympic achievements</th>
<th>Other information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Muhammad Ali</td>
<td>American</td>
<td>1960 Rome Olympics</td>
<td>gold medal, boxing</td>
<td>birth name Cassius, Clay; won the World Heavyweight Boxing Championship in 1964; lit the Olympic flame at the 1996 Atlanta Olympics</td>
</tr>
<tr>
<td>Michael Jordan</td>
<td>American</td>
<td>1984 Los Angeles Olympics; 1992 Barcelona Olympics</td>
<td>two gold medals, basketball</td>
<td></td>
</tr>
<tr>
<td>Xu Haifeng</td>
<td>Chinese</td>
<td>1984 Los Angeles Olympics</td>
<td>gold medal</td>
<td>won the first Olympic gold medal for China</td>
</tr>
<tr>
<td>Deng Yaping</td>
<td>Chinese</td>
<td>1992 Barcelona Olympics; 1996 Atlanta Olympics</td>
<td>four gold medals, table tennis</td>
<td></td>
</tr>
<tr>
<td>Liu Xiang</td>
<td>Chinese</td>
<td>2004 Athens Olympics</td>
<td>gold medal, men’s 110-metre hurdles</td>
<td>the first Asian to win this race</td>
</tr>
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</tr>
<tr>
<td>Zhang Ning</td>
<td>Chinese</td>
<td>2008 Beijing Olympics</td>
<td>gold medal, badminton</td>
<td>won the gold medal at the age of 33</td>
</tr>
</tbody>
</table>

3. Ask students the following questions in order to further check their comprehension of the passage:

What characteristics do the ancient Olympics and the contemporary/modern Olympics share? (Both the ancient and contemporary/modern Olympic Games were/are held every four years. Some of the sports played in the ancient Olympics, such as the long jump, wrestling and running, are still played in the contemporary/modern Olympics.)

What are the differences between the ancient and the contemporary modern Olympic Games? (The ancient games were always held at the same place. In the ancient Olympics, only Greek men were allowed to compete and they had to compete wearing no clothes. In the contemporary/modern Olympics, athletes from all over the world can take part, no matter what language they speak or what sex they are.)

Muhammad Ali and Michael Jordan are mentioned in the passage. What do these two sportspeople have in common?

- They are both talented and dedicated.
- They train hard.
- They have contributed significantly to their sports.
- They are extremely successful in their fields.
- They both have passion and enthusiasm for sports.

Do you think Chinese athletes such as Deng Yaping and Liu Xiang are as great as Muhammad Ali or Michael Jordan?

4. Have students complete Parts D and E. Part D aims to improve students’ ability to understand the meaning of new words from the context and learn how to explain what a word means in English. Part E aims to make students become more familiar with some useful words.

### Answers

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

E  (1) significance  (2) movement  
(3) medal  (4) joy  
(5) competed  (6) made contributions  
(7) honour  (8) excited

5. Have students recall what they paid special attention to while reading the speech. Ask them if they noticed that there were a lot of quotations, interesting stories and statistics in the speech.

6. Have students read the speech again and ask them to think about the criteria for a good speech. Also, have them think about what makes a good speaker. Have students discuss the following questions. Take note of students’ ideas on the blackboard.

Do you think it is difficult to give a speech in front of an audience? Why or why not?

What makes a good speech and a good speaker?

What are the things a speaker should attach importance to?

Is there any relationship between the different topics the speaker mentioned?

Have students refer to the reading passage and express their opinions freely. Then draw their attention to the Reading strategy of the unit. Make sure that students understand the meaning of it.
7 If time allows, have students do A1 and A2 on Page 98 of the Workbook. This will help them become more familiar with the important words and phrases learnt in this section.

Post-reading activities

1 Have students go over Part F and discuss the questions in pairs. The aim of this section is to improve students’ spoken English. Make sure that students understand the meaning of each question. Encourage students to share their opinions with each other. Any possible answers are acceptable.

2 You may ask the following questions to give students the opportunity to have a further discussion. Divide students into several groups and make sure that each group is assigned a different topic.
   - What is the spirit of the Olympic Games? What can you learn from it?
   - Do you think that ‘Swifter, Higher, Stronger’ is a good motto not only for sports but also for life in general? Why?
   - Do you agree with the saying ‘The more gold medals a country wins, the stronger the country is’? Why or why not?
   - There was news about athletes using drugs in the Olympic Games. What do you think of this? What can be done to prevent this kind of thing from happening again?

3 If time permits, have a class debate on the following subject:
   Hosting the Olympic Games is a great honour for a country, but at the same time it costs a lot of money. Do you think hosting the Olympics will be a good opportunity to develop the host country’s economy and tourism, or will it be a heavy burden on the economy?

Notes

1 At the ancient Olympics, by tradition the athletes were all men and they had to compete wearing no clothes. (Page 22, Lines 10–11)
   - The phrase by tradition means ‘according to tradition’.
     By tradition, the whole family will have jiaozi together.
     By tradition, children play tricks on 1 April.
     By tradition, we have a party on New Year’s Eve.
   - The word compete is a verb here, meaning ‘to try to win something by contesting someone else’.
     Ann will compete in the girls’ 100 m race in the sports meeting.
     John competed against James for the prize in Maths.
     Competing with each other in singing contests like this is great fun.

2 Single women were allowed to take part in their own competition, at a separate festival in honour of Hera, the wife of the Greek god Zeus. (Page 22, Lines 11–13)
   - The word allow here means ‘to let someone do something without trying to prevent it from happening’. It also means ‘to let something happen or occur’.
     Mr Wang did not allow his daughter to go camping, as he thought it would be dangerous.
     Sorry, smoking is not allowed here.
     They shouldn’t allow parking in such a narrow street.
   - The word honour here is a noun, meaning ‘the great respect and admiration which people have for a person or a country’. The phrase in honour of means ‘in order to pay respect for’ or ‘in memory of’.
     That was a great honour for his parents, as well as himself.
     We are going to have a special party in honour of his recent promotion.
     They had a parade in honour of the heroes who liberated the city sixty years ago.
3 Today, both male and female athletes from around the world can take part, no matter what nation they come from. (Page 22, Lines 13–15)

The phrase no matter what means ‘whatever the situation is, something is always true’ and is used to introduce an adverbial clause. Similar phrases such as no matter how, no matter whether and no matter when can be used in the same way.

No matter what difficulty she faces, she will never give up.

No matter how hard I tried to persuade him, he just didn’t take my words seriously.

No matter what the weather is like, the football match will be played as planned.

4 He dreamt that the Olympics would make it possible for people of all countries to live side by side in peace. (Page 22, Lines 17–19)

In this sentence, it is the empty object.
The real object is to live side by side in peace.

The muddy road will make it impossible for them to get here on time.

It is important to concentrate on our lessons when it is so noisy outside.

I think it useless to complain because we can’t change anything.

5 Yet, she hung on to win the gold medal in the final match. (Page 23, Lines 48–49)

The verb phrase hang on here means ‘to continue doing something in a difficult situation’ or ‘not to give up’.

If you want to become a manager, you must hang on to your principles.

Though Betty doesn’t like her present job, she wants to hang on to it until she gets another one.

In the end, we hung on for a 98–86 win over the other team.

The phrase hang on has several other meanings.
The little girl hung on to her father’s hand because she was afraid of tripping. (hold something tightly)

Hang on a minute—I’m not quite ready. (used to ask somebody to wait for a while)

I had to hang on for a few weeks before I knew whether I could get the job. (wait for something to happen)

You want Charley on the phone? Hang on—I’ll just see if he’s here. (used on the phone to ask someone who is calling to wait)

At the meeting everyone hung on to everything the manager said. (listen attentively)

6 These are some of the Olympic athletes who have brought joy to people across the world with their attempts to push the boundaries of human achievement. (Page 23, Lines 50–52)

- Here the word attempt is a noun, meaning ‘an effort or a try’.
I am afraid their new attempt will be yet another failure.
It will be our second attempt. We hope we can succeed this time.
Her recent success encouraged us to make another attempt.

Attempt can also be used as a verb, meaning ‘to make an effort or to try to achieve, usually without the expected result’.

Mr Black attempted to help me solve that problem, but it was beyond his ability.
The police caught a man who attempted to break into Mr Wu’s house.
I will attempt to help you in your research.

- Here boundary means ‘the limit of what is acceptable or thought to be possible’, and is often used in its plural form.
What we will do must be within the boundaries of the law.
There are many things that we don’t know how to explain because of the boundaries of human knowledge.
People like to watch and appreciate
athletes who can extend the boundaries of human achievement, for example, Muhammad Ali and Michael Jordan.

The original meaning of boundary is ‘the real or imaginary line that marks the edge of a state, country, etc., or the edge of an area of land that belongs to someone’.

The Mississippi River forms a natural boundary between the two states—Iowa and Illinois.

Genghis Khan extended the boundaries of his empire to the west.

National boundaries are becoming increasingly meaningless in the global economy.

Resources

The Olympic Games

In the Olympic Games which are held every four years, athletes from all over the world come and compete with each other. It is, without doubt, the biggest sports event in the world, not only for the athletes themselves but also for their countries. Winning medals is the common aim for both the athletes and their countries. The more medals they get, the prouder they feel. Besides this, hosting the Olympic Games is a huge honour for a country. The people are naturally very excited about it and the government will make huge efforts to improve the hosting city. Beijing was the host city for the 29th Olympic Games. If you would like to know more about Olympic Games and the Beijing Olympics, please visit the following websites:

http://www.olympic.org/london-2012-summer-olympics

Dream Team

In sport, the phrase ‘dream team’ is used to refer to a perfect team which is made up of the best players. The most famous dream team is the USA men’s basketball team in the 1992 Barcelona Olympics.

At the 1988 Summer Olympics in Seoul, the United States National Basketball Team, made up of college stars, finished in a disappointing third place. After the International Basketball Federation opened the Olympics to professional players in April 1989, the United States National Basketball Team began looking to the NBA to supply players for its 1992 Olympic roster. The first ten players, including Michael Jordan, were officially selected on 21 September 1991, and another two players were added to the team on 12 May 1992. At the Olympics, opposing teams were overwhelmed by the talent of the American team, losing by an average of 43.8 points per game.

The China’s diving team is regarded as the dream team in China.

You can visit the following website for more information:


Word power

This section consists of two parts. The first part focuses on compound words, and the second part focuses on Olympic sports and events. In the first part, students will learn how compound words are formed and what the basic formation rules are. The activities related to compound words aim to enlarge students’ vocabulary by applying the rules practically. In the second part, words and expressions related to Olympic sports and events are presented. Students are required to group the sports into the correct categories.
Brainstorming

1 You may begin this part as the following:

Everyone knows that Liu Xiang was the first Asian to win the gold medal in the men’s 110-metre hurdles. Can you think of any words to describe him? (He is a hard-working sportsperson. He is a well-trained athlete.)

Write the following words on the blackboard and ask students to analyse the part of speech of each part of the words.

hard-working (adj.): hard (adv.)
working (v-ing)

sportsperson (n.): sports (n.)

person (n.)

well trained (adj.): well (adv.)
trained (v-ed)

Tell students that we can create new words by putting two or more words together.

2 Have students think about other words that are created this way. Organize students into groups of four and have a competition. Write all the compound words that students can think of on the blackboard. The winning group is the one that comes up with the most words.

Compound words

1 Have students read the dialogue on Page 26 and to use their own words to define the compound words. Tell students that a compound word is made when two words are joined together to form a new word.

Give some examples to help students understand, or write the words they think of on the blackboard and analyse them:

handbag—a small bag carried in a person’s hand;

long-lasting—that can last for a long time;
teacup—a cup that contains tea;
sightseeing—the activity of seeing sights as a tourist;
three-day—lasting for three days

Explain the fact that some English words are derived from the combination of two different words. Have students consider the following questions:

When you come across unfamiliar words, do you often use the knowledge of word formation to guess the meanings of the new words? If so, can you think of some examples?

2 Have students read the instructions, the tables and the tip box on Page 26 to learn the formation rules of compound adjectives and compound nouns. Have students think about the following question:

How are these words formed?

Help students summarize the formation rules of compound words.

Give some examples that can illustrate the rules.

To form compound adjectives:
adj. + n. + -ed
warm-hearted; cold-blooded;
short-sighted; left-handed

adj. + v-ing
easy-going; good-looking
smooth-talking; close-fitting

adv. + v-ing
hard-working; never-ending;
long-lasting; far-reaching
n. + adj.
tax-free; world-famous;
duty-free; brain-dead

n. + v-ed
air-conditioned; hand-picked;
man-made; heaven-sent

adj. + v-ed
hard-boiled; full-blown; clear-cut
adv. + v-ed
well trained; well paid;
well behaved; well dressed
To form compound nouns:
n. + n.
handbag; bookmark;
website; motherland
n. + v-ing
sightseeing; window-shopping;
housekeeping; daydreaming
Make sure that students understand the basic rules of word formation and know the meanings of these words. If possible, give some example sentences to students.

3 Have students read the instructions for the exercise on Page 26. Have them guess the meanings of the compound words and the part of speech of each word first, and then complete the exercise.

Answers
(1) newly built (2) outgoing
(3) sightseeing (4) well-known
(5) mouth-watering

4 Have students try to think about other compound words by providing them with the following exercise. Look at the bold word at the beginning of each row of words. Try to make a compound word by combining the bold word with one of the words after it. There may be more than one correct answer. Encourage students to use a dictionary to find out the definition or meaning of each compound word.

news stand paper reader
(news-stand, newspaper, newsreader)
pig tail swill skin
(pigtail, pigswill, pigskin)
sand paper storm box
(sandpaper, sandstorm, sandbox)
lady bug finger fish
(ladybug, ladyfinger, ladyfish)
eye drop brow lid
(eyedrop, eyebrow, eyelid)
hand bag shake book
(handbag, handshake, handbook)

Olympic sports and events

1 Have students think about the following questions:
How many gold medals did the Chinese team win during the 2008 Beijing Olympics? In what sports events did they win these medals?
How many different kinds of Olympic sports events can you name?

Have students first focus on the pictures and make sure that they know which sport each refers to. Then read the sentences below the pictures and have students complete the activity individually. Afterwards, have them check their answers in pairs. Then check the answers as a class.

Answers
A a 3 b 2 c 1 d 4

2 Have students make different sports events. Write down all the sports they mention. Later, have students compare the sports they came up with with the sports listed in Part B.

3 Explain to students that sports are usually classified into different categories. Some belong to athletics, and others are water sports. Ask students if they understand each category and the meaning of each sports event mentioned in Part B. Then have them complete the exercise on Page 27.
Answers

B Athletics
20 km walk
high jump
110 m hurdles

Water sports
200 m butterfly
water polo
platform diving

Grammar and usage

The grammar target of this unit is modal verbs. Students are expected to learn about the general meanings and functions of modal verbs. They will also learn how to use several common modal verbs properly.

Modal verbs: general introduction

In this part, students will learn that modal verbs can be used to talk about ability, obligation, certainty or permission, and to make requests, suggestions, offers and give advice. Students will also learn that some modal verbs can be used with the continuous form and the perfect form to talk about current situations or past actions.

1 Introduce modal verbs with the following:

Now, many of us can speak English quite well, but a few years ago, we couldn’t.
If we talk about the ability someone has now, we use the modal verb ‘can’. If we talk about the ability someone had in the past, we usually use the modal verb ‘could’.
If we want to talk about the ability someone will have in the future, what form of the modal verb do we use? (We use will/shall be able to.)

Write can, could, and will/shall be able to on the blackboard and have students make some sentences using these words to talk about ability. For example,
I couldn’t speak English five years ago.
Now I can speak it fluently.
My mother can’t drive a car, but my father can.

When my grandfather was young, he could swim across the river.
She is getting better and will be able to come back to school next week.

2 Ask students the following questions:

What modal verbs do we use to give advice or tell someone that he or she is under obligation to do something? (We usually use should or ought to.)

If we want to express that it is necessary for us to do something, what modal verb do we use? (We usually use must. Sometimes we use have to to show that we are forced to do something.)

Write should/ought to, have to and must on the blackboard and ask students to make sentences using these words to talk about obligation. For example,
They should not allow cars to park here; the street is not wide enough.

You should/ought to tell her the news right away.

We have to go now, or we will miss the last bus.

I must finish typing my article before five.

Tell students that, when giving advice, should is more gentle. Must is usually used to express obligation or a command. Have to is also used to express obligation.

3 Write the following sentence on the blackboard and ask students to explain the meanings of the different modal verbs used in each one:

I might/may/could/should/ought to/will/must watch the TV programme tonight.

Tell students that:

- When might is used, it shows that the speaker is uncertain whether he or she will do something.
- When may is used, it shows that the speaker is a bit more certain than when might is used.
- Could is more certain than may, but less certain than should and ought to.
- Should and ought to are more certain.
- When we use will, we mean we are quite certain that we will do something.

4 Ask students the following question:

When you are late for class, what do you say to the teacher when you are standing at the door of the classroom? (I'm sorry I'm late. May I come in?)

Tell students here may is used to ask for permission. Then ask students:

What other modal verbs can be used to ask for permission? (Can, could and might.)

If you want to have a look at your friend's book, what do you say? (Can I have a look at your book?)

What does your friend say to you? ('Of course, you can.' Or 'Sorry/No, you can't."

So, can is often used to ask for permission, especially in informal or spoken English.

5 Have students read Part 1 on Page 28 to find out how modal verbs are used to talk about ability, obligation, certainty and permission. Tell students to pay attention to the three arrows that illustrate the degrees of obligation, certainty and permission when modal verbs are used. They should have learnt that different modal verbs are used to express different meanings.

6 Have students read Part 2, which explains some other uses of modal verbs. Have students make some sentences using modal verbs to make requests, suggestions or offers, and to give advice. For example,

Will/Can you read the sentence once more? (To make a request.)

Shall we watch a film tonight? (To make a suggestion.)

I will help you if you have any problems. (To make an offer.)

The manager is not in now. You should come back at three o'clock. (To give advice.)

Ask students what verb form we use after a modal verb. They should understand by now that a bare infinitive is always used after a modal verb. Then have students read Part 3.

Have students read the instructions for Part A on Page 29. Then have them go over the checklist of what is necessary, recommended and optional for a potential Olympic city. Have students complete the article individually, and then check the answers as a class. Have students give reasons for each choice they made.
Have students read the dialogue in Part B and complete it in pairs. Ask them if they know when the dialogue happens and what kind of relationship the two speakers must probably have. Then check the answers as a class.

8 Have students read Part 4 on Page 28. Make sure that they understand why the continuous form or the perfect form is used with a modal verb in the example sentences. The following examples can also be given:

*John isn’t here to attend the party. He must be reviewing his notes for the big exam tomorrow.* (The speaker thinks that John is reviewing his notes now.)

*Tom knows nothing about the subject. He can’t have been at the lecture yesterday.* (The speaker is sure that Tom did not go to the lecture yesterday.)

*The money is gone. Who could have taken it?* (The speaker does not know who has taken the money.)

*You shouldn’t have told David what Mike told you.* (Actually, you did tell David what Mike said.)

*It is a five-minute walk from the station to my house. You needn’t have taken a taxi.* (However, you did take a taxi.)

9 Have students do Part C1 on Page 100 of the Workbook to practise using modal verbs. They should then have a better understanding of how to use modal verbs properly.

1 **Modal verbs with the continuous form**

When modal verbs are used with the continuous form, it indicates that the speaker is talking about what is happening now. Have students read the following sentences to see if they can understand what each sentence means.

*The police are stopping all the cars. They must be looking for a criminal.* (The speaker is quite sure about what the police are doing now.)

A: Where is Jack, do you know?
B: *He may/might be reading in the library.* (The speaker thinks it is possible that Jack is reading in the library, but is not quite sure.)

*The plane should be landing now.* (The speaker expects that the plane is landing now.)

*The girls can’t be watching TV at home now. They told me they would go to a concert this evening.* (The speaker thinks it is impossible that the girls are watching TV at home now.)

2 **Modal verbs with the perfect form**

When modal verbs are used with the perfect form, it indicates that the speaker is talking about what happened in the past. Have students read the following sentences and try to understand what each sentence means.

*He might/may have gone to Shanghai, but I’m not sure.* (The speaker just guesses where he went, and is not quite sure about it.)

*He must have gone to Shanghai, because he said if he wasn’t at work, that’s where...*
he would be. (The speaker is sure where he went.)

He can’t have gone to Shanghai. I saw him just now in the library. (The speaker is quite sure that he didn’t go to Shanghai.)

I should have told him about it earlier. (The speaker did not tell him earlier and regrets not doing so.)

3 Must
Tell students that must is not used in the negative or interrogative in the perfect form, instead can’t or couldn’t is used. For example,

B: You must have heard it. The whole town heard it.

A: A man answered the phone. I suppose it was her husband.
B: It can’t/couldn’t have been her husband. He has been dead for years.

Modal verbs: comparisons

Here students will learn how to use pairs of modal verbs correctly, such as can and be able to, shall and will, and mustn’t and needn’t.

1 Have students read Part 1 on Page 30, and ask them to find the differences between can and be able to. First focus on how to use be able to:

- Be able to is more formal and less common than can when referring to ability.
- Be able to can be used in different tenses or after other modal verbs, for example, will/shall be able to, would/should be able to, have/has/had been able to and must/may/might be able to.

- Be able to can be used after the infinitive marker to.
- The past form of be able to is was/were able to.

Then teach students how to use can:
- Can is more common and informal than be able to when referring to ability.
- Can can be used to talk about a possible future action.
- The past form of can is could.

Ask students to make some sentences with be able to and can, using different tenses, or after modal verbs or in a to infinitive. For example,

A: Do you know when Mr Hawking will be able to visit the school?
B: He said he might be able to come next month, but he’s not sure.

I have been trying to get online for quite a long time, but I haven’t been able to access the Internet on the new computer.

He has lived in Russia for three years, so he must be able to understand some Russian.

As a secretary, it is important to be able to type quickly.

You can get to the stadium either by bus or by underground.

The woman couldn’t fall asleep as it was 12 p.m. and her son still wasn’t home.

2 Have students read Part 2 and then complete the following chart.

<table>
<thead>
<tr>
<th></th>
<th>shall</th>
<th>will</th>
</tr>
</thead>
<tbody>
<tr>
<td>In affirmatives</td>
<td>expressing promises</td>
<td>expressing determinations or decisions</td>
</tr>
<tr>
<td>In questions</td>
<td>making offers or suggestions</td>
<td>asking about willingness for the second or third person</td>
</tr>
</tbody>
</table>
Have students make some sentences using shall or will, reminding them to use the correct person. For example,

You shall have the book as soon as I finish it.
Mum will make a cake for me on my birthday.
Shall I bring you some tea?
Will you go to see the film with us?
Shall we meet at the cinema?
Will he give me his telephone number?

Have students read the instructions for Part B on Page 31. First have them complete the dialogue individually, and then read the dialogue in pairs to check their answers. Ask students why they used shall or will in each blank.

### Answers

| B | (1) Shall | (2) shall |
|   | (3) Will  | (4) will/shall |
|   | (5) will/shall | (6) shall/will |

Have students read Part 3, which explains the use of mustn’t and needn’t. Ask them to make some sentences with mustn’t and needn’t. For example,

You needn’t go on a diet, but you mustn’t overeat.
You needn’t turn the TV down. I cannot hear very well.
You mustn’t smoke at the petrol station.

Ask students to read the instructions for Part A on Page 31, and then complete the passage. When students give their answers, ask them to explain why they used certain modal verbs.

### Answers

| A | (1) can |
|   | (2) can/could |
|   | (3) will/may/might/could |
|   | (4) mustn’t/shouldn’t/can’t/ought not to |
|   | (5) mustn’t/shouldn’t/can’t/ought not to |
|   | (6) can |
|   | (7) needn’t/shouldn’t/do not have to |

5 Have students do Part C2 on Page 100 of the Workbook. It will help them have a better understanding of the differences between different modal verbs.

### Resources

More information about the usage of some modal verbs can be taught to students.

1. The usage of can and be able to:
   - Shall/Will be able to is used to express the future form; has/have been able to is the perfect form; can is used to refer to a possible future action. Either can or be able to may be used in the present. For example,
     The baby is already sitting up and will be able to walk in a few weeks.
     She hasn’t been able to leave the house since the accident.
     You can come and see her at 7 this evening.

   - Are you able to/Can you type the letter for me right now?
     I can’t pay you today. Can you wait until tomorrow?

   - For past ability only, either could or was/were able to may be used. For Past ability + a particular action, was/were able to is used. For example,
     She could/was able to walk when she was only eleven months old.
     Many people were able to see the concert because they showed it on TV.

2. The usage of need:
   - Need as a modal verb is seldom used except in a negative or interrogative sentence. For example,
     It’s fairly warm. I needn’t wear a coat.
     Do you think I need tell him about it?

   - Need can be used with the perfect form to express an unnecessary action which was performed. For example,
     You needn’t have watered the flowers, because it’s going to rain. (You have
watered the flowers, so you wasted your time.)

*He needn't have written such a long essay. The teacher only asked for 300 words. (He wrote a long essay.)*

- When *need* is used as an ordinary verb, meaning 'require', it then has the normal regular forms, but no continuous tense. For example, *I need to buy a Chinese-English dictionary. How much money do you need for it? Your hair needs cutting/to be cut.*

## Task: Talking about sports and activities

This section consists of a series of activities which provide students with the opportunity to practise their listening, reading, speaking and writing skills. This section is divided into three steps, and each step is preceded by a skills building activity. Throughout the three steps, students will learn to listen for specific information, identify relevant information and make suggestions. Students are expected to complete a training schedule, design a new daily routine and write a report about the history of a sport.

### Skills building 1: listening for specific information

In this part, students will learn how to listen for specific information in a conversation and the words they should pay attention to.

1. Have students listen to the conversation between Ma Yan and Yu Lei about the 2010 World Cup and complete the notes. Before they listen, have students go over the sentences in the notes so they will know what they should listen for and what they should pay attention to. After listening, students can check their answers in pairs. If they have different answers, have them give reasons. If they are not quite sure about their answers, they can listen to the recording once more.

### Tapescript

<table>
<thead>
<tr>
<th>Ma Yan</th>
<th>Yu Lei</th>
<th>Ma Yan</th>
<th>Yu Lei</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you like football, Yu Lei?</td>
<td>Yes, I do.</td>
<td>Me too. What's your favourite team?</td>
<td>Oh, that would be England. I also quite like the Netherlands, but England is still my favourite.</td>
</tr>
<tr>
<td>Did you watch England play at the World Cup in South Africa in 2010?</td>
<td>Yes, I saw the games on TV.</td>
<td>Where was it held before that, in 2006?</td>
<td>In Japan and South Korea, I think.</td>
</tr>
<tr>
<td>Wasn't it in Germany, Yu Lei?</td>
<td>That's right! What's your favourite team?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>That's difficult to answer. It</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
used to be France. But now I support China.

Yu Lei: Why?
Ma Yan: Because they're our own team, and because they played in the 2002 World Cup for the first time.

Yu Lei: It's really too bad that China has not been in the World Cup since then.
Ma Yan: Yes, but the Chinese team did play in the 2008 Olympics.
Yu Lei: That's true. Will you watch the next World Cup?
Ma Yan: Of course.
Yu Lei: Would you ever go to see the matches live?
Ma Yan: I'd love to, but the tickets are too expensive.

in the schedule. Have them try to guess the meaning of the new word. Asking the following question may help them: Look at the word 'per'. Can you guess the meaning of it? We often use the word together with words such as 'day', 'week' or 'hour'. We can use this word in the sentence 'The car can travel at 70 miles per hour.' 'Per hour' means 'every hour' or 'an hour'. From this, we know that 'per day' means 'every day' or 'a day'.

2 Have students listen to the recording and complete the training schedule individually. Then have them check their answers in pairs to see if they got the same answers. If not, have them find out whose answer is right. If they are not sure about their answers, they may listen again.

Answers

1 Yes \hspace{1em} 2 England
3 Yes \hspace{1em} 4 Germany
5 China \hspace{1em} 6 Yes
7 No

Step 1: completing a training schedule

Here students will be able to improve their listening skills by listening to a conversation between a coach and an athlete. Students should use the skills they have learnt in Skills building 1. They are expected to complete a training schedule according to what they have listened to.

1 Have students read the instructions on Page 33, so they will know what they are going to listen to. Then have them read the new training schedule and make some predictions if they can. At the same time, have them find the new word

Tapescript

Coach: Hi! How are you today?
George: I feel a bit tired.
Coach: Well, I want to talk to you about the training schedule. You must make a few changes. At the moment you're only doing an hour of training a day, right?
George: Yes.
Coach: You need to increase that to two hours a day.
George: Two hours?! What will I do during the extra hour?
Coach: You'll have to do some strength-training exercises.
George: What does that mean?
Coach: Strength training is doing exercises with weights.
George: It sounds tiring!
Coach: Yes, but you do get eight hours of sleep every night. Now, about your diet ...
Skills building 2: making suggestions

In this section, students will learn how to make suggestions. Different patterns are presented to students for them to practise.

1. Have students read the two points in the first part on Page 34. Have them pay attention to the difference between advise and advice in Pattern 1, and the usage of suggest in Pattern 2. They can use these patterns to make sentences. For example,

*I advise you to go there by bike instead of by bus.*

*I advise that you (should) go to bed a bit earlier, to avoid being tired.*

*Our teacher often gives us useful advice on how to study English.*

*My coach suggested that I should train six hours per day.*

*I suggest going there on foot.*

Tell students that we can use other patterns to give advice or make suggestions. For example,

*You’d better take off your wet shoes, or you’ll catch a cold.*

*Let’s not start too early. We don’t want to be tired.*

2. Have students read the five question forms in the second part. Students will learn that they can use question forms to make suggestions. Have them make some sentences with such patterns. For example,

*Don’t you think it is a good idea to go out for a walk on such a fine day?*

*Why don’t you phone her right now and ask her to come this afternoon?*

*Why not wear the blue hat? You look pretty with it on.*

*Shall we stop and have a rest?*

*What about renting a car? It would be better than taking the bus.*

Answers

1. increased
2. 2
3. lifting weights
4. 8
5. rice
6. False
7. True
8. vegetables
9. 4
10. water weak tea
3 Have students read the dialogue on Page 34 in pairs and underline the sentences which make suggestions.

**Answers**

**Andy:** I'm not sure which activity to do on sports day. Any suggestions?

**John:** You are good at the 400-metre race. Why not try that?

**Andy:** Are you joking? Do you think I can beat Mike in Class One?

**John:** What about the high jump then?

**Andy:** No. Do you think I should try the long jump?

**John:** Well, don't you think it would be a better idea for me to do that one? I'm pretty good at it.

**Andy:** I think I am good at it too. I suggest that you run the 100-metre race. No one in our school can beat you.

**John:** But I haven't practised for a long time. Shall we do some training?

**Andy:** That's a good idea. Will Saturday morning do?

**John:** Yes.

---

**Step 2: designing a new daily routine**

This section is designed to have students use what they have learnt in Skills building 2 to design a new daily routine. They will first read some leaflets, and after comparing them with the current daily routine, they should make changes.

1 Begin this part by asking students if they can tell what the coach and the athlete talk about in Skills building 1. For example,

*How many hours should the athlete sleep for every night?*

*How many hours should he train for every day?*

Have students read the first leaflet. Have them explain what the leaflet is about, and then have them read the daily routine and cross out what should not be changed in it after comparing it to the leaflet.

2 Have students read the second leaflet. Ask them:

*Do you know what meat is red meat? (Pork, beef and lamb.)*

Ask them to explain what the leaflet is about, and then ask them to read the daily routine again and cross out what should not be changed in it after comparing it with the second leaflet.

3 Have students make changes to the daily routine individually. After they have finished it, check the answers as a class. If there are some different answers, ask students to give their reasons.

**Sample answers**

**Daily routine**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.30 a.m.</td>
<td>get up</td>
</tr>
<tr>
<td>7.00 a.m.</td>
<td>breakfast: eggs, bread, fruit</td>
</tr>
<tr>
<td></td>
<td>and water, or weak tea</td>
</tr>
<tr>
<td>8.00 a.m.</td>
<td>school</td>
</tr>
<tr>
<td>12.00 p.m.</td>
<td>lunch: rice, vegetables,</td>
</tr>
<tr>
<td></td>
<td>chicken, water and fruit</td>
</tr>
<tr>
<td>3.30 p.m.</td>
<td>2 hours of training</td>
</tr>
<tr>
<td>5.30 p.m.</td>
<td>homework</td>
</tr>
<tr>
<td>6.30 p.m.</td>
<td>dinner: rice, vegetables,</td>
</tr>
<tr>
<td></td>
<td>fish or chicken, fruit and</td>
</tr>
<tr>
<td></td>
<td>water</td>
</tr>
<tr>
<td>8.00 p.m.</td>
<td>homework</td>
</tr>
<tr>
<td>10.00 p.m.</td>
<td>watch TV</td>
</tr>
<tr>
<td>10.30 p.m.</td>
<td>bed</td>
</tr>
</tbody>
</table>
Skills building 3: identifying/selecting relevant information

In this part, students will learn how to identify and select relevant information when they are reading or listening to English.

1. Have students read the directions on Page 36. They will then learn that when they are reading or listening to English, it is important to identify which information applies to them and the task they are working on.

2. Have students read the instructions for the exercise. Ask them what report they are asked to write about and what information they should get from the letter that they are going to read. Then have students read the letter and underline the information related to the topic of the report they are going to write.

Answers

Table tennis, also called ping-pong, is played all around the world and is an Olympic sport.

The exact origin of table tennis is not known. What we do know is that it began in England in the 1890s.

Today, players from China, South Korea and Germany among others play leading roles in international table tennis competitions.

Step 3: writing a report about the history of a sport

In this section, students will first read the directions and a report about the history of bowling in Part A to learn how to write a report about the history of something. Then they will use the information they have gathered in Skills building 3 to write a report about the history of table tennis.

1. Have students read the directions and the passage in Part A on Page 37. First ask them to guess the meaning of the word ‘bowling’ after reading the passage. Then they should do the activity in pairs or groups to find out how the report should be written. For example, when talking about the history of something, what should be talked about, how many sections the report should have, and what each section should focus on. Or, they can try to find the main idea for each paragraph of the passage.

2. Have students read the directions in Part B on the same page. They should work in pairs to discuss how to write their reports about the history of table tennis. Encourage them to find more information about table tennis. They can finish their reports as homework.

Possible example

Table tennis, also called ping-pong, is played all around the world and is an Olympic sport. It is very similar to playing tennis on a court, but is played on a table. That’s how it gets the name table tennis.

The exact origin of table tennis is not known. What we do know is that it began in England in the 1890s. It became popular in the 1920s all around Europe and Asia, and then in some other areas of the world. The International Table Tennis Federation was founded in 1926. In the same year, the first World Table Tennis Championships was held in December in London. In 1988, table tennis entered the Olympics, which has four events—men’s singles, women’s singles, men’s doubles and women’s doubles.

Today, players from China, South Korea and Germany among others play leading roles in international table tennis competitions.
3 Have students listen to the recording of Parts A and B on Page 104 of the Workbook to get the information needed, and then finish Part C. If time is limited, they can do the three exercises as homework.

**Project Making a speech about sport**

The Project in this unit is designed to help students learn and use English by doing a project. The two reading articles in Part A, which are about entering a new sport into the Olympics and the purpose of sport, will give students some background information about sport. Then students will use what they have learnt to finish a project by working together. In the course of doing the project, students will discuss and learn how to make a speech about sport and what each group member will do for the project. They will search and find the information needed in order to prepare a speech about sport. Students are expected to know how to cooperate and work together to finish the project.

**Part A**

1 Begin this part by asking the following questions:

   - What sports events are performed in the Olympic Games?
   - Which of these sports events do you like best? Why?
   - Do you know why these sports events are part of the Olympics?
   - How can we try to enter a new sport into the Olympics?

   Have students express their opinions and ideas to the class. Any possible answers are acceptable.

2 Tell students that they should read the article in Part A on Page 38 to learn how to enter a new sport into the Olympics. Ask students how many sections this article has and what information each section talks about. Students can easily find the answers just by skimming the headings in the article. Then have students read the article section by section to try to find detailed information. Have students discuss the following questions:

**Paragraph 1**

What requirements must be met before a sport can be considered by the IOC? (First, a sport must have its own international association. Next, it must be practised by men in at least 75 countries on at least four continents, or practised by women in at least 40 countries and on three continents. Besides this, a current sport must be dropped.)

**Paragraph 2**

What sports have been removed from the Olympics? Why? (Baseball and power boating, because these sports were judged less popular and they had to make way for new, more popular sports.)

**Paragraph 3**

What sport has been added in the Olympics only recently? And in which year? (Tae kwon do, in 2000.)

What other sports will be added? Why? (Rugby and golf, because they are now very popular and are played all around the world.)

**Paragraph 4**

Which sport is still trying to get into the
Olympics? (Wushu.)
Do you think it is possible for wushu to become one of the sporting events in the Olympics? Why or why not?

3 Have students read the article on Page 39. Have them find the answers to the following questions while reading.
How many teams are mentioned in this article? What are they? (There are three teams: the Eagles, the Kangaroos and the Bears.)
How many matches are talked about in this article? Which team won in each match? (Four matches. In the first match, between the Eagles and the Kangaroos, the Eagles won. However, the Eagles lost in the next match. In the next tournament, the Kangaroos defeated the Eagles by a score of 5 to 1. And in the final match of this tournament, the Kangaroos lost to the Bears by 0 to 1.) Was it because the referees had been unfair that the Eagles had lost the matches? Why do you think the Eagles lost their two matches?
What does the title ‘Winning isn’t everything’ mean?
What do you think the purpose of sport is?

4 Have students do B1 and B2 on Page 99 of the Workbook. This will help them become more familiar with the usage of the words and phrases learnt in this section.

5 Have students do D1 and D2 on Page 101 of the Workbook as homework. These two exercises will help students practise the words, phrases and patterns learnt in this unit.

Part B

1 Have students work in groups to discuss the eight questions in Part B. Each group should:
• try to find out some different and interesting topics about sports.
• choose a topic and think of an attractive title for their speech.
• decide how long their speech will be.
Then they should divide different work among the group members. For example, one of them to find the useful information their speech needs, one of them to write and check the speech, one of them to deliver the speech, and one of them to provide pictures, videos or other things needed for the speech.

2 Students should each work on a different part of the speech. When they have finished the text, they should read it carefully, correct the mistakes, check the pictures or the videos they are going to use when they make the speech and add some new ideas.

3 Each group should present their speech to the class, and answer the questions the other groups have about their speech. The whole class can then vote on which group’s speech they think is the best.

Resources

Golf
Golf is an outdoor game. On a golf course the player tries to hit a small ball into a series of 9 or 18 holes by using a golf club. The one who uses the fewest strokes wins the game. You can visit the following website for more information:
http://www.golfeurope.com/almanac/history/history1.htm

Rugby
Rugby is an outdoor game played by two teams of 13 players each. The players can kick or carry an oval ball and try to throw it through the other team’s goalposts. You can visit the following website for more information:
http://www.rugbyfootballhistory.com/
Self-assessment

This section aims to help students determine the progress they have made, and also what they can do to improve their study. 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 24, students will learn whether they can finish reading the speech ‘The Olympic games’ for specific information by skimming and scanning successfully. 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, they will get a percentage, which shows their level.

In this unit, 19 items are listed with each one scoring 5, with the total score of 95. These items cover the main study targets in this unit, including skills in listening, speaking, reading, writing, the usage 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 goal 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 explores the theme of the future and tomorrow’s world. In Welcome to the unit, students are presented with four pictures, showing that many of the things that we can only imagine today could be realized in the future. The Reading text is a business presentation which introduces a virtual reality product called RealCine. Word power focuses on forming abstract nouns from verbs and adjectives and words related to computers. In Grammar and usage, students will learn how to form and use the passive voice and how to use modal verbs in the passive voice. They will also learn about some verbs which are often used in the passive voice. The next section Task deals with writing a proposal for a new computer room. Students will practise their listening, speaking, reading and writing skills, and will learn how to write a proposal in a formal style. In Project, students will read two summaries of science fiction stories written by famous science fiction writers, and they will write their own science fiction stories.

This unit provides a chance for students to gain a better understanding of the future and to imagine what they think will happen in the future with the rapid development of science and technology. Integrated skills of listening, speaking, reading and writing which are related to the topic will be practised and reinforced. This unit also enables students to learn how to distinguish between facts and opinions. They are expected to apply what they have learnt through listening and interviewing to writing a proposal in formal English. They will also use their imagination to write a science fiction story.

### Guide to pages

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## Highlights of the unit

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<th>Topic</th>
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| **Functions** | 1 Describing popular science and modern technology  
*The technology behind RealCine is virtual reality (VR). Unlike a film, where a passive audience watches and hears what is happening on a screen, RealCine puts you into the action and connects with your senses of sight, hearing, smell and touch in an active way.*  
*Teachers could bring history alive by placing students in an ancient town, or they could teach biology by allowing students to experience the world as a whale or a squirrel.*  
2 Describing school environments  
*The computers are old and slow, and sometimes they even do not work at all.*  
*They don’t have modems and are not connected to the Internet.* |
| **Vocabulary** | reality, presentation, amaze, passive, user, sightseeing, happiness, network, studio, social, confident, disappointed, disabled, convenience, secure, injure, biology, urban, planning, neighbourhood, operator, fee, disadvantage, electric, liquid, powder, programming, accuse, piracy, fade, editor, constant, monitor, function, button, chief, importance, pack, nephew, hire, shore, mushroom, gas, exit, ceiling, float, escape, terror, upwards, sunlight, zip, worn, mankind, beast, impression, master, frost |
| **Grammar** | 1 The passive voice  
*It is said that the technology behind RealCine is virtual reality.*  
*The technology behind RealCine is said to be virtual reality.*  
2 Modal verbs and the passive voice  
*The objects in the film can be touched.*  
3 Verbs often used in the passive voice  
*Andy was bored with listening to the same CD every day.*  
*Some of my classmates are puzzled by the final result.* |
| **Skills and strategies** | By the end of this unit, students will be able to:  
1 read a business presentation and summaries of two science fiction novels  
2 listen for facts and opinions and to an interview about computer use  
3 discuss views on technology and interview a classmate about computer use  
4 write a proposal for a computer room and a short science fiction story  
5 expand vocabulary related to computers |
| **Culture** | 1 Scientific and technological developments  
2 Famous science fiction writers and their science fiction stories |
Teaching suggestions

Welcome to the unit

With the development of science and technology, things that we can only imagine today could be realized in the future. In this section, four pictures, including a robot doing housework, a teleportation pad, a 200-year-old man having a birthday party and aliens working together with humans, are presented to show the kind of things that could happen in the future world. Students are required to discuss what people could do in the future and imagine what tomorrow's world would be like. They are expected to participate fully in the discussion and take the opportunity to practise their spoken English.

Brainstorming

1 In preparation for the class, have students collect some science fiction stories and bring them to class. Then have them design and make a poster for the science fiction story they like the most. This activity can be conducted like this:

People love reading science fiction stories. These stories allow people to use their imagination and think about what life will be like in the future. What do you like most about science fiction stories? Design and make a poster for one of the science fiction stories you brought to class. How did you feel when you were reading this story? Draw several pictures which highlight the main characters and scenes in the story. You may also choose one scene in the story that you liked the most and draw a picture of this scene.

Students should present the posters in class.

2 Arouse students' interest in science fiction stories with the following activities:

- Organize students into groups of four and have each member of the group tell a science fiction story. Then choose a few students to retell their stories in front of the class. Have students list the main characteristics of science fiction stories. This activity can be conducted like this:

What do you like most about science fiction stories, the characters, plot or the language used?

Why do you think so many people are interested in science fiction stories? (Because they allow people to use their imagination and think about what life will be like in the future.)

- Bring a stick to the classroom. Tell students that the stick is a magic wand and it can be used to make things happen in the future. Divide students into groups of four and ask them to have a group discussion.

What will life be like in the year 2080? What would you like to happen by 2080? What would you not like to see in 2080? If you could use the magic wand to make one thing happen in the future, what would it be?

Encourage students to fully participate in the discussion and express their opinions freely.

3 Read the instructions and focus on the four pictures. Then have students form pairs and describe each picture to their partners.

Ask students the following questions to check their understanding of the pictures.
Picture 1
What is the robot doing in this picture? (Serving dinner to his master.)
What else can a robot do?
Do you think robots can do everything for humans? Why or why not? (Robots can do a lot of repetitive or tedious things for human beings. For example, they can help people do housework; with the help of robots, more high-tech products can be produced, which will make people’s lives more convenient; what’s more, robots can help people do boring or dangerous work so that people can have time to relax.)
Do you think you will have a robot at home in the future?

Picture 2
Where are the passengers going? (To the Moon.)
Do you believe that one day travelling to the Moon or planets, like Mars or Jupiter, would be just like travelling to another city? Why or why not?
If you had a chance, would you like to fly to the Moon or Mars?

Picture 3
What are the people in this picture doing? (Having a birthday party.)
How old is the man? (200 years old.)
What do you think a 200-year-old man would look like? Do you think the man in the picture looks that old?
Do you think people can live that long in the future? Why or why not? (With the development of genetic research, scientists can find out the secret of longer life. In the future, human beings can live much longer than we live today.)

Picture 4
Can you tell where these ‘people’ are working? (In the office.)
Can you tell who these ‘people’ are and what they are doing there? (Apparently some of the people sitting in the office are not human beings. They are aliens from outer space. The aliens and the human beings are discussing something in the office.)
What problems are the aliens and the people probably talking about? (They are probably discussing peace issues in the Galaxy or trade affairs between other planets and the Earth.)
What is the relationship between them? (Workmates.)

Sharing information
1. Organize students into groups of four or allow them to form their own groups. Have them discuss the three questions listed under the four pictures first. Have students exchange their opinions and make sure that all of them have a chance to express themselves.
2. Have several groups report their responses back to the whole class.
3. If possible, you can suggest some other questions. For example,
   Do you think robots will replace human beings in the future? What things do you think robots can’t do?

Sample answers
1. Yes. Human beings could travel wherever they want in the future. The Moon and the planets could eventually become tourist destinations. Travelling to the Moon or another planet might be as easy as travelling to another city. You might just have to book a ticket, get packed and think about what present you would like to bring back to your friends on the Earth.
2. From my point of view, robots could do almost everything in the future. They may be designed to be almost the same as humans. They could help people do boring and dangerous work. For example, it would be possible for
Robots to be lowered to the ocean floor and left to explore the ocean; robots could play an important role in exploration missions to other planets; they could also be the companions of humans and assist humans physically and psychologically; that is, they could serve more useful functions than just as entertainment. All in all, robots could do much more in the future than we can imagine today.

3 New technology seems like magic and can do a lot of amazing things that we could never imagine before. I'd like to see a virtual world created with the help of technology so that people could live in both a real world and a virtual one. We could not only play games, travel or experience excitement in the virtual world, but also do whatever we could not do in reality.

Resources

Robots
One high-tech industry that is growing quickly in the 21st century is robots. Nowadays scientists are doing research and trying to build humanoid robots with arms and legs that can move freely. It has been reported that modern robots can even have thoughts and facial expressions. Robots can do a lot of work autonomously for humans. For more information about robots, check the following website:


Reading

The reading material is a business presentation about RealCine, a virtual reality product which is supported by extraordinary technology. Students are required to learn some information about how this product works, why it is better than a film, and how it can be used in other ways. The Reading strategy of this unit teaches students the basic characteristics of a business presentation. Students are expected to learn that the language for a presentation should be clear and appealing, the information should be detailed and convincing, and the author needs to be objective. Students are expected to master this strategy and become more competent in reading a business presentation.

Lead-in

1 Choose several scenes from the film Harry Potter and the Philosopher's Stone to play in class. Make sure that the scenes are exciting and are of things that cannot be seen in real life. After watching the scenes, ask the following question:

Why do you like watching this film?

Try to draw students' attention to the exciting story and the special effects.

Can you imagine how you would feel actually in this film, and everything felt like it was real-life?

Students should feel welcome to express their opinions or ideas freely. Any answer is acceptable.

2 Prepare some information about different kinds of films. Encourage students to guess what these kinds of films would be like.

3-D film (It is a film people watch with a special pair of spectacles, which the film gives a three-dimensional effect where the viewer can see width, height and depth.)
4-D film (It is a 3-D film with an added environmental effect, such as water or wind.)

Have students discuss the following questions in groups:
Have you ever watched any of these films?
How do you feel about these kinds of films?
Which films do you like best, normal films, 3-D films or 4-D films? Why?
Encourage students to express their own opinions and make sure that everyone fully participates in the discussion. Then have students in different groups share their ideas with the class.

Reading comprehension

1 Tell students that the article in this section is a business presentation which introduces a new business idea.
Have students skim and scan the presentation and try to find answers to the three questions in Part A. Remind students only to focus on the most important information needed to answer these questions. Meanwhile ask students to pay attention to the structure of the passage.

Answers

A 1 RealCine.
2 Four of the user's senses: sight, hearing, smell and touch.
3 Using RealCine, engineers can enter the design of a neighbourhood into a computer, and then 'walk' around the neighbourhood, see how it looks and make changes before construction is carried out. It is in the long term cheaper and more practical.

2 Have students read the article carefully and complete Part C1. The questions in Part C1 are to check students' ability of locating specific information.

Answers

C1 1 The technology behind this product is virtual reality.
2 They wear special VR headsets and gloves.
3 He attended a World Cup final as the captain of the Brazilian football team and scored the winning goal.
4 Because VR is not real.
5 They could train safely without the risk of getting injured in a burning building.
6 They can use it in making films, treating people with social problems, training and education, and also urban planning.

3 Have students pay attention to the structure of the article. Organize students into groups of four. Have them discuss this article and analyse the structure by finding the main idea of each part of the article. Use the following chart to check students' understanding.

<table>
<thead>
<tr>
<th>Structure</th>
<th>Main idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction (Para 1)</td>
<td>the abstract of the presentation</td>
</tr>
<tr>
<td>Main body (Paras 2–7)</td>
<td>how RealCine works; why RealCine is better than a film; how it can be used in other ways</td>
</tr>
</tbody>
</table>

4 Individually, have students do Part C2. This exercise in Part C2 serves as a strengthening activity for students to identify more supporting details. Tell students that they may refer to the chart they analysed before. Then check the answers as a class.

Answers

C2 1 Paragraph 3
2 Paragraph 2
3 Paragraphs 4, 5, 6 and 7
After students have worked out the main ideas for the different parts, to further strengthen the comprehension, have students answer the following question and fill in the chart using information from the article.

**How can RealCine excite the users’ four senses?**

<table>
<thead>
<tr>
<th>Sense</th>
<th>Things needed</th>
<th>Effects in RealCine</th>
</tr>
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<tbody>
<tr>
<td>Sight</td>
<td>Special VR headsets</td>
<td>Users can see in 3-D all around them.</td>
</tr>
<tr>
<td>Hearing</td>
<td>Special VR headsets</td>
<td>Users can hear the sound all around them.</td>
</tr>
<tr>
<td>Smell</td>
<td>Small openings in the headsets</td>
<td>Smells are given out to match the environment.</td>
</tr>
<tr>
<td>Touch</td>
<td>Special gloves</td>
<td>Users can touch the people and objects they see.</td>
</tr>
</tbody>
</table>

Check the answers as a class.
If time allows, organize a class presentation. Have students discuss and use the information in the chart above to give a brief presentation about virtual reality and RealCine.

Present the following sentences to students. Have them read each one and think about the characteristics of the language used in this article.

*The RealCine experience will amaze you, and you will agree that this is an extraordinary technology that deserves to be developed further.*

*Imagine that a VR user ‘goes’ sightseeing in the Himalayas.*

*In scientific studies it has been shown that VR can be a good treatment for people who have social problems.*

*However, with VR we are able to do things that could never be achieved in real life.*

*Finally, RealCine provides fantastic technology for urban planning.*

Ask students:

*As a decision maker, do you think you would finally be persuaded to invest or develop RealCine? Why or why not?*

*What do you think of the language used in these sentences?*

Tell them that the purpose of a business presentation is to introduce a new product or a business idea. The goal is to help the customers or the investors make their decisions. Therefore, clear and appealing language is often used.

Have students read the *Reading strategy*. Tell students that a successful business presentation needs to be objective and that detailed information and convincing facts or examples together with the passive voice are frequently used to achieve this purpose. When reading a business presentation, they should focus on these features.

Have students read the article again and underline the sentences using the passive voice in the passage. Give some explanations why the passive voice is used. This will help students get a better understanding of how to write a presentation.

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

**Answers**

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

Draw students’ attention to Part E. Part E is a reply to the presentation, which serves as a summary of the article about RealCine. Have students complete it
individually first and then check their answers with the whole class.

**Answers**

E  (1) presentation  (2) users  
   (3) disappointed  (4) urban  
   (5) confident  (6) put forward  
   (7) studio

**Post-reading activities**

1. Use the following activities to help students deepen their understanding of RealCine and develop their speaking ability.
   - Organize students into groups of four. Have them hold a group discussion. Imagine what special effects they would hope to see in a popular film like *Harry Potter and the Philosopher’s Stone* or *Inception* in RealCine. 
   
   *Do you think watching a Harry Potter film or the film Inception in RealCine would be more exciting and interesting than in a cinema? Why or why not?*

   After the discussion, have each group make a poster for an imaginary virtual reality film. Then they should present their advertisements in class. Have students vote and choose the best advertisement. If possible, have them state their reasons for their choice.

   - Organize students into groups of six. Have them write an introduction to RealCine. In the introduction, they may state their own opinions on RealCine.

   - Organize students into two groups. Have them hold a debate. Those who support virtual reality believe that, with this technology, people can do almost everything, even things that cannot be realized in normal life. We don’t need to travel any more or spend so much time with friends any more. Virtual reality can provide everything that we need in our life.

   Others insist that real life and interpersonal communication should never be replaced by something imaginary. People should take off the headsets and experience real life themselves.

   *What do you think of these two opinions? State your reasons.*

2. If time permits, have students do Parts A1 and A2 on Page 106 of the *Workbook*, so they will be more familiar with the text and the words and expressions learnt in this section. If time is limited, they can do the two exercises after class as homework.

3. Part F aims at improving students’ speaking ability. Have students read the instructions for Part F and discuss with their partners these questions closely related to new technology. Encourage students to share their opinions and report their answers to the class.

4. Have students first read Part A and then do Part B on Page 113 of the *Workbook*. The passage in Part A is a sample to show how to write an article about schools in the future in Part B.

**Notes**

1. ...he or she will enjoy a feeling of happiness and a sense of achievement upon reaching the top. (Page 42, Lines 12–13)

   The preposition **upon** here means ‘at or immediately after’. The preposition **on** can also be used to express the same meaning.

   Upon/On his arrival in Paris, the famous film star was greeted by a large crowd of his fans.

   Upon/On hearing of his parents’ death, he fainted.

   Upon/On your arrival, please kindly register yourself.

2. To add to the virtual world of RealCine, the headsets even have small openings that give out smells to match the environment. (Page 42, Lines 19–20)

   - Here **add to** means ‘to increase’ or ‘to have an increased effect on’.

   Xuanwu Lake adds to the beauty of the city of Nanjing.
Buying a new car will add to my debt. The news of the accident added to her worries.

This phrase can also be used as add ... to ...
If you add twenty to seventy-five, you get ninety-five.
A few more names need to be added to the list because more people would like to join us.
Saying that is just like adding fuel to the fire.

- Here give out means ‘to send out’.
The school gave out the exam results.
The radio needs repairing because it is giving out a strange noise.
The new restaurant up the road gave out menus to the neighbours.

In scientific studies it has been shown that VR can be a good treatment for people who have social problems. (Page 42, Lines 23–24)

Here it refers to the subject clause ‘VR can be a good treatment for people who have social problems’. When the subject is a clause, an empty subject it is often used, and the order of the sentence is changed.
Who will be the main actor hasn’t been decided. = It hasn’t been decided who will be the main actor.
What she has done in the past doesn’t matter. = It doesn’t matter what she has done in the past.
How much money should be donated hasn’t been discussed. = It has not been discussed how much money should be donated.

In one case, a teenager who was afraid of talking and playing with his schoolmates was treated with VR. (Page 42, Lines 24–25)
The word case here means ‘example of something’.
There were 10 cases of damage to cars in the parking lot.
The doctors are busy treating a bad case of food poisoning.
Look at the square building. This is a classic case of poor design.

Case can also mean ‘situation that exists’, or ‘a legal matter that will be decide in a court’.

I think we can make an exception in your case since you are very busy preparing your entrance exams.

‘I don’t need this book tonight.’ ‘In that case, I can keep it until tomorrow.’

He was confident that the case against him would be dropped.

At least about 10 policemen are investigating the murder case.

An argument has been put forward that some users will be disappointed by RealCine because VR is not real. (Page 43, Lines 29–30)

- Here that is used to introduce an appositive clause ‘some users will be disappointed by RealCine because VR is not real’. This clause refers to ‘an argument’ and cannot be omitted.
Your accusation that he has stolen the watch is groundless.
Your suggestion that we should talk to each other more often is a good one.
Everybody in our class knows the fact that Nick is the best basketball player.

- Here put forward means ‘to state’ or ‘to suggest’.
They have put forward a new plan at the meeting.
Many suggestions have been put forward, but no decision has been made yet.
The peace plan put forward last August is still under discussion.

- The phrase be disappointed by/at/about means ‘to be unsatisfied with’ or ‘to feel unhappy with the result of something that you did not expect’.

Harry was a little disappointed by this but he did as he was told.
Are you really so disappointed about/at losing the game?
All the football fans were disappointed by his unusual behaviour during the match.

For example, firefighters could use RealCine to train safely, without the risk of getting
injured in a burning building. (Page 43, Lines 36–37)
Here risk is a noun, meaning ‘the possibility of suffering harm or loss’ or ‘something dangerous that might happen’.
Despite the storm, the fishermen took a risk sailing out into the sea.
There exists a risk of forest fire when it is so hot and dry.
The Red Army soldiers took the risk of losing their lives to swim across the river.
Risk can also be used as a verb, meaning ‘to do something that might be harmful or dangerous’.
He risked his life when he tried to rescue the child from the fire.
How can I risk hurting his feelings?
Is he really willing to risk losing his job?

Resources

Virtual reality environment
A virtual reality environment is one where computer graphics, sound effects, chemically produced odours and electrical sensors are used to create a complete environment, giving people the opportunity to have an enhanced interactive experience by exciting all four of their senses. Sensors that are triggered by movement are used to make the participant feel as if they are moving through this artificial environment. If you need more information, you can visit the following website:
hp://www.crystalinks.com/virtual_reality.html

Word power

This section consists of two parts. The first part focuses on different ways to form abstract nouns from verbs and adjectives by adding suffixes. Exercises are provided for students to practise and reinforce the rules of forming abstract nouns they have just learnt. In the second part, words related to computers are introduced. Students are expected to not only expand related vocabulary, but apply them practically.

Brainstorming

1 Help students revise the common suffixes used to form adjectives learnt in Unit 1. Refer to the chart on Page 11 of this book and have students look at suffixes in the chart to give more examples.

2 Have students compare the following two groups of words. Students need to decide the part of speech of each word, and then they need to think about the similarities and the differences between the two groups.

Group 1: house, milk, driver, game
Group 2: revision, preparation, decision, difference

Students are expected to see that all the words are nouns, but words in Group 1 refer to physical things and those in Group 2 refer to ideas, actions and qualities. Tell students that the nouns in Group 2 are called abstract nouns, and we always use them to talk about things that we cannot see or touch directly. Organize students into groups of four and have them list the abstract nouns they know. They may use a dictionary if necessary. Write the words on the blackboard. For example,
revision, direction, decision, preparation, argument, happiness, judgement, civilization, dependence, difference, assistance, pleasure, loyalty, humility, cruelty, action, failure

Have students read the words on the blackboard carefully and try to find the rules of forming abstract nouns from verbs and adjectives. They may notice that a suffix is used at the end of each word.
Forming abstract nouns from verbs and adjectives

1 Have students categorize the words on the blackboard according to the suffixes used at the end of the words. Then they will learn the part of speech of each group and the parts of speech they become when the suffixes are removed.

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Adjectives</th>
<th>Suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>loyalty</td>
<td>loyal</td>
<td>-ty</td>
</tr>
<tr>
<td>cruelty</td>
<td>cruel</td>
<td></td>
</tr>
<tr>
<td>safety</td>
<td>safe</td>
<td></td>
</tr>
<tr>
<td>illness</td>
<td>ill</td>
<td>-ness</td>
</tr>
<tr>
<td>carelessness</td>
<td>careless</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>conclusion</td>
<td>conclude</td>
<td>-sion</td>
</tr>
<tr>
<td>decision</td>
<td>decide</td>
<td></td>
</tr>
<tr>
<td>direction</td>
<td>direct</td>
<td>-ion</td>
</tr>
<tr>
<td>preparation</td>
<td>prepare</td>
<td>-ation</td>
</tr>
<tr>
<td>civilization</td>
<td>civilize</td>
<td></td>
</tr>
<tr>
<td>production</td>
<td>produce</td>
<td>-tion</td>
</tr>
<tr>
<td>argument</td>
<td>argue</td>
<td>-ment</td>
</tr>
<tr>
<td>judgement</td>
<td>judge</td>
<td></td>
</tr>
<tr>
<td>dependence</td>
<td>depend</td>
<td>-ence</td>
</tr>
<tr>
<td>difference</td>
<td>differ</td>
<td></td>
</tr>
<tr>
<td>assistance</td>
<td>assist</td>
<td>-ance</td>
</tr>
<tr>
<td>entrance</td>
<td>enter</td>
<td></td>
</tr>
<tr>
<td>pleasure</td>
<td>please</td>
<td>-ure</td>
</tr>
<tr>
<td>failure</td>
<td>fail</td>
<td></td>
</tr>
<tr>
<td>training</td>
<td>train</td>
<td>-ing</td>
</tr>
<tr>
<td>feeling</td>
<td>feel</td>
<td></td>
</tr>
</tbody>
</table>

2 Have students read the instructions on Page 46. Have them compare the words on the blackboard with the words in the tables.

3 Focus students’ attention on the usage of abstract nouns. Tell them that most abstract nouns are uncountable. Only a few of them are countable, e.g., hope, idea and situation.

4 Have students do the exercise on Page 46 individually. Then check the answers as a class.

Answers

(1) development
(2) failure
(3) connections
(4) improvements
(5) achievement

Words related to computers and the Internet

1 This section is designed to help students identify words about computers and the Internet so they can learn more about the functions of different parts of a computer and become more familiar with the words related to the Internet. To start the class, bring in some brochures from computer shops showing pictures of different parts of a computer.

2 Have students carefully look at the picture on Page 47 and name the different parts of the computer. Help students describe the functions of each part of a computer.

<table>
<thead>
<tr>
<th>Part</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>flash disk</td>
<td>a flat piece of plastic for storing information</td>
</tr>
<tr>
<td>CD-ROM/DVD-ROM</td>
<td>a CD or a DVD on which large amounts of information, sound and pictures can be stored</td>
</tr>
<tr>
<td>keyboard</td>
<td>a set of keys for typing</td>
</tr>
<tr>
<td>printer</td>
<td>a machine that puts the words and pictures onto paper</td>
</tr>
<tr>
<td>mouse</td>
<td>a small device moved by hand which moves the cursor on a computer screen</td>
</tr>
<tr>
<td>mouse mat</td>
<td>a small square of plastic that serves as a surface on which to use a computer mouse</td>
</tr>
</tbody>
</table>
Resources

Computer science
Computers play an important role in both our work and our daily lives. Throughout the past decade, there has been a massive growth in the number of students studying computer science at university. The origin of computer science can be traced back to the 1950s and 1960s, when scientists and technicians began to study the behaviour of problematic computer programs and to attempt to solve problems and improve the effectiveness of computers. As the field of computer technology continues to develop and grow, the future for those studying computer science looks bright. If you want to learn more about computer science, you can visit the following website:
http://en.wikipedia.org/wiki/Computer_science

Grammar and usage

The grammar in this unit deals with the passive voice. Students are first expected to learn the basic forms of the passive voice and some special passive patterns. They will also learn how to use modal verbs in the passive voice and some verbs that are often used in the passive voice.

The passive voice

Here students will learn the basic forms of the passive voice, some of the rules that students should pay attention to when using the passive voice and some special passive patterns.

1 You can begin this part by reviewing sentence structure. You can write down some sentences on the blackboard and ask students to point out the verb, the subject and the object in each of these sentences. For example,
We keep food in the fridge. (The verb in this sentence is keep. The subject is we, and the object is food.)
The boy broke the glass. (The verb in this sentence is broke. The subject is the boy, and the object is the glass.)
You must close the windows and the door. (The verb in this sentence is close, and must is a modal verb. The subject is you, and the object is the windows and the door.)

Tell students that the three sentences can be used in the passive voice. In the three sentences, the subjects are the doers of the actions, and the objects are things that are affected by the actions. Have students review the knowledge of the passive voice they learnt in junior high school and change the three sentences into the passive voice. They should be able to tell how to form the passive voice.

Food is kept in the fridge.

| hard drive | this can store more information than a flash disk |
| monitor | a screen that shows information from a computer |
| screen | a surface on a computer monitor where you can see the words and pictures |
| speaker | a part of the computer where the sound comes out |

Answers
(1) keyboard (2) mouse
(3) data (4) CPU
(5) e-mails (6) surf
(7) download (8) software
The glass was broken by the boy.
The windows and the door must be closed.

In the passive we use the auxiliary verb be + the past participle of the verb to form the passive voice. The auxiliary verb be is used in the same tense as the active verb.

2 Have students read Part 1 on Page 48 to find out the difference between the active voice and the passive voice. They should learn that the voice is a grammatical category which makes it possible to view the action of a sentence in two ways, without changing the meaning of the sentence.

3 Have students read the article Not just watching a film ... in the Reading section again and point out the sentences in the passive voice. Have them work out in what tenses these passive sentences are, and how the different tenses are formed.

4 Have students go over Part 2 and ask them to make a list of the passive voice in different tenses. The following chart may be helpful.

<table>
<thead>
<tr>
<th>Tense</th>
<th>The active voice</th>
<th>The passive voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>The simple present</td>
<td>do/does</td>
<td>are/is done</td>
</tr>
<tr>
<td>The present continuous</td>
<td>am/is/are doing</td>
<td>am/is/are being done</td>
</tr>
<tr>
<td>The present perfect</td>
<td>has/have done</td>
<td>has/have been done</td>
</tr>
<tr>
<td>The simple future</td>
<td>be going to/will do</td>
<td>be going to/will be done</td>
</tr>
<tr>
<td>The simple past</td>
<td>did</td>
<td>was/were done</td>
</tr>
<tr>
<td>The past continuous</td>
<td>was/were doing</td>
<td>was/were being done</td>
</tr>
<tr>
<td>The past perfect</td>
<td>had done</td>
<td>had been done</td>
</tr>
</tbody>
</table>

5 Have students go over the six points in Part 3 one by one and ask them to point out what they should pay attention to when using the passive voice.

- **Point 1**
  Usually the doer of the action needn't be mentioned in the passive sentence, but if it is needed, we use by to introduce the doer of the action.
  You can have students point out the passive sentences without mentioning the doer in Not just watching a film ... and say why the doers of the actions are not used in these sentences. For example,
  ... how it can be used in other ways. (It is difficult to say who the doer is.)
  To achieve this, special VR headsets are designed to allow the users to see in 3-D and hear the sound all around them. (It is not necessary to mention the doer.)

- **Point 2**
  When a verb is followed by two objects, one referring to a person and the other to a thing, usually the person is used as the subject in the passive sentence. Sometimes the thing is used as the subject, but not often. Write some sentences on the blackboard and have students make two sentences changing them into the passive voice, one using a person as the subject, and the other using a thing as the subject. For example,
  Our teacher often tells us some interesting stories in English. →
  We are often told some interesting stories in English.
  Some interesting stories are often told to us in English.
  My friends gave me some nice presents on my birthday. →
  I was given some nice presents on my
birthday by my friends.

Some nice presents were given to me on my birthday by my friends.

My mother will make us a cake this Saturday. →

We will be made a cake by my mother this Saturday.

A cake will be made for us by my mother this Saturday.

In the first sentence of each group of sentences in the passive voice, the emphasis is on the person, whereas in the second sentence the focus is on the thing.

• Point 3

When an infinitive is used as an object complement after some verbs, such as make, see or hear, in the active voice, the infinitive marker to is omitted. However, if the sentence is changed into the passive voice, to should be used before the infinitive. Write the examples below on the blackboard:

I often hear the girl play the piano in the afternoon. →

The girl is often heard to play the piano in the afternoon.

The teacher makes his students write a composition every week. →

The students are made to write a composition every week.

• Point 4

Get can also be used in the passive voice instead of be. For example,

My bike got stolen last night.

You’d better get changed quickly, as the party will begin soon.

The eggs seem to have got broken.

• Point 5

Some verbs used in the active give a passive meaning. For example,

This sweater washes well.

The pen writes smoothly.

• Point 6

Some transitive verbs cannot be used in the passive voice, as these verbs indicate states not actions. For example,

I like pop songs and often listen to them.

He has a big house near the river.

You can depend on her to deal with the situation.

Have students go over Part 4. They will discover that there are two special sentence patterns which can be used in the passive voice. Give students some examples:

It is said that he will recover soon.

It is reported that another book will be published next month.

It is believed that the three missing sailors have drowned.

It was once thought that the Sun travelled around the Earth.

Have students use the other pattern to reorder the above sentences.

He is said to recover soon.

Another book is reported to be published next month.

The three missing sailors are believed to have drowned.

The Sun was once thought to travel around the Earth.

Have students first read the four items about the exhibits on Page 49 and make sure that they understand the meaning of each one. Ask them which of these sentences can be changed into the passive voice. Then have them underline these sentences. Have some students change these sentences into the passive voice.

Have students complete the report. When doing so, they should pay attention to the different tenses used in the passive voice and complete the report according to the information given.
Answers
(1) are being
(2) the Electric Wear Company
(3) been developed
(4) was invented
(5) are used
(6) been completed
(7) will be produced
(8) will be
(9) been announced
(10) are cleaned/can be cleaned

Verbs often used in the passive voice

Here students will learn some of the verbs that are often used in the passive voice. They should learn that these verbs function as adjectives.

1 You may begin this part by asking students to complete some sentences by choosing one of the two words given. The words in bold are the correct answers. For example,
   The children are getting ______ about the coming holiday. (exciting; excited)
   Don’t you get ______ of arguing about the same thing all the time? (tiring; tired)
   Joan isn’t very good at Physics, so everyone was ______ when she passed the exam. (surprising; surprised)
   All of us were very ______ last Saturday because our team won the game. (disappointing; disappointed)
   It was snowing last night, so everything is ______ with snow this morning. (covering; covered)
   My parents are quite ______ with my test results. (pleasing; pleased)
   Both of them are ______ with the arrangement. (satisfying; satisfied)

Ask students why they choose the verb-ed forms but not verb-ing forms. Then have students read the instructions and example sentences on Page 51. Have them read the tip box as well.

2 Have students read the instructions for the exercise on Page 51 and the timeline. Make sure that they understand what the timeline means. Then they should complete the article with suitable verbs in their proper forms.

Answers
(1) bored with
(2) interested in
(3) was founded
(4) were employed
(5) was surprised at
(6) was accused of
(7) was closed down
(8) was purchased

Modal verbs and the passive voice

Here students will learn how to use modal verbs in the passive voice to express ability, possibility, duty, permission, etc. They are also expected to learn to use modal verbs in the passive voice in the present and the past tenses.

1 Have students go over Parts 1 and 2 on Page 50 and have them tell how to form the passive voice with modal verbs. Have them read the example sentences in Part 2.

2 Have students read the first report in the exercise and make sure that they understand what the report is used for. Then have them complete the second report by referring to the information in the first one.

Answers
(1) can be reduced
(2) must be taken
(3) must be worn
(4) may become
(5) ought to be reduced

3 If time permits, have students do C1 and C2 on Page 108 of the Workbook, or they can do the exercises as homework, so they can have more practice using the passive voice and the modal verbs used with the passive voice.
Resources

1 Intransitive verbs cannot be used in the passive voice because they do not have objects. However, some transitive verbs cannot be used in the passive, either. These verbs usually refer not to actions, but to states such as have, fit, want, like and lack. For example,
   They have a nice house with a small beautiful garden.
   I was having a bath when you called.
   This pair of shoes doesn’t fit me.
   You have the confidence that your sister lacks.
   We want you to be the head of our football team.
   I would like you to come earlier next time.

2 Not all prepositional verbs, that is, verb + a preposition, can be used in the passive voice. For example,

All of the people at the meeting agreed with me.
The dog belongs to my cousin.
After getting off his car, he walked into the house.

3 Tell students that in some situations, a past participle should be used after be. For example,
   I’m tired of doing the same thing day after day. The job is really tiring.
   I didn’t think the story was frightening, but Helen was frightened by it.

A: I think the film is really interesting.
B: That’s why so many people are interested in it.

Tell students that, when we want to say how we feel about something, we use the past participle; when we want to talk about someone or something that makes us feel something, we use the present participle.

Task  Writing a proposal

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 by a skills building activity.

Through the three steps, students will learn how to distinguish between facts and opinions, how to ask for information and how to write formally. Students are expected to complete some notes, to find out more about the computer room and write a proposal for a new computer room.

Skills building 1: distinguishing between facts and opinions

In this part, students will learn how to distinguish facts from opinions in order to make good judgements and draw conclusions. They will first learn to tell what a fact is and what an opinion is. Two exercises are designed to help students practise the knowledge gained in this part.

1 Have students read the directions and the two parts in Skills building 1 on Page 52. They will learn what a fact or an opinion is. If time permits, have students make some sentences to express facts or opinions.

2 Have students read the seven sentences in Part A on this page and decide whether they are facts or opinions, and say why they think so.
Answers
A  1 Fact  2 Fact  3 Opinion
   4 Fact  5 Opinion  6 Opinion
   7 Fact

3 Have students listen to the recording and finish Part B. Then check the answers as a class. Have students give the reason why they think the speaker is expressing a fact or an opinion. Listen again if necessary.

Tapescript
1 The technology behind RealCine is virtual reality. This is a new technology which makes people and things that are part of a computer program appear real.
2 RealCine connects with your senses of sight, hearing, smell and touch in an active way. You will feel like you are really there, in this environment made by computers.
3 It seems that virtual reality can help us achieve our aims. We can be anything we want to be, from a famous football star to a character from history.
4 Experiments have shown that virtual reality can make teenagers work harder. They will work harder because they can see and feel their results improve.
5 I would like to see more worlds created with virtual reality, as they would be exciting and full of wonderful sights and sounds.
6 It looks like virtual reality could be the most important technology in the world. I imagine that the new computer software for RealCine will be really wonderful to use.

Answers
B  1 Fact  2 Fact  3 Opinion
   4 Fact  5 Opinion  6 Opinion

Step 1: completing a note

Here students will read a letter concerning problems with the school computer room. In the letter, the writer expressed her opinion first and then she used some examples to support her opinion. Students are asked to complete some notes according to what they have read in the letter.

Have students read the letter and underline the sentences which show facts about the computer room and the opinion of the writer. Then have them complete the notes below.

Answers
Name of student: Cao Ying
Class: Class 3, Senior High 1
Date of visit to computer room: Sunday, 2 March
Computer number: PC No. 7
Problems with computer: keyboards have letters missing; mouses and monitors are not functioning properly
Other problems: old and slow, sometimes do not work, not connected to the Internet; printer did not work
Suggestion: need to update the computers and other equipment

Skills building 2: asking for information

Here students will learn how to ask for information when carrying out an interview. They can also practise using suitable wh-words to ask questions.

1 Have students read the directions and the first five points on Page 54, so they will know what information is usually needed when they are interviewing someone. Have students make up some
questions to ask for information about the five points.

2 Then have students read the questions given in this part to check whether they have asked their questions correctly.

3 Have students finish the exercise on Page 54. Check the answers and ask them why they use these wh-words.

<table>
<thead>
<tr>
<th>Answers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 When</td>
<td>2 How often</td>
</tr>
<tr>
<td>3 Why</td>
<td>4 What</td>
</tr>
</tbody>
</table>

**Step 2: finding out about the computer room**

Here students will first listen to an interview, and then they will use this interview as a model and try to find more information about the computer room by interviewing others.

1 Have students listen to the recorded interview in Part A and finish the interview form on Page 54. You can have students listen to the recording again. This time they should pay close attention to the questions the editor asks so that they can be prepared for the interview they are to conduct later.

**Tapescript**

**Editor:** Good afternoon. I see you have just finished working in the computer room. Would you please answer some questions about the computers?

**Student:** With pleasure. What would you like to know?

**Editor:** How many times do you use the computer room a week, and at what time?

**Student:** Oh, I usually come here in the afternoon, three times a week, on Monday, Thursday and Friday.

**Editor:** Why do you use the computer room? Is it for personal use or for school work?

**Student:** Always for school work. This Monday, I made a picture and wrote a speech for next week's English project.

**Editor:** So, you're quite good at using computers then?

**Student:** Yes, I am. My parents would like to see me use computers more so I can get a better job in the future.

**Editor:** Would you tell me what problems you have had in the computer room?

**Student:** Wow! There are so many. Well, the keyboards need to be replaced and the computers are too slow and do not have enough memory.

**Editor:** Keyboards, speed, memory ... anything else?

**Student:** Yes. It would also be good if we had access to the Internet to do some research and send e-mails.

**Editor:** Really? What do you think should be done about the computers so that you would use the computer room more often?

**Student:** I think we should buy new machines to replace the present computers. We should buy some new software too.

**Editor:** Well, thanks for all your comments. Goodbye.

**Student:** Bye.
Answers

A  1 in the afternoon
    2 three times a week: Monday, Thursday, Friday
    3 for school work
    4 keyboards, speed, memory, no Internet connection
    5 buy new computers and new software

2 Have students read the instructions for Part B on Page 55, which is designed for students to practise their spoken English and improve their interviewing skills. Before they do questions and answers related to the computer room, have students go over the vocabulary listed on Page 55, which will help them carry on their interviewing.

Then have students practise the dialogue in pairs. You can conduct the activity like this:

Look at the picture. Suppose one of you is a student who has just used the computer in the computer room and feels quite disappointed at the present state of the computer room. And the other is a reporter for school newsletter who wants to find out more about the computer room to support his opinion that computers should be changed for new and better ones. Now the reporter is interviewing the student.

While students are doing the dialogue, have them fill in the interview form below with the information that they get from their dialogue.

Answers

B  1 in computer lessons, at lunchtime or after school
    2 four times a week
    3 for homework and revision work, listen to music, watch films
    4 too busy and there are not enough computers; closed too early; the computers are too old and work too slowly; there is something wrong with keyboards and mouses; the printer doesn’t work well
    5 buy more and better computers; replace keyboards and mouses, and buy and install new software; the computer room opening hours should be longer

Sample answers

S1: I know you often go to the computer room. How often do you go there? And what types of activities would you like to do there?

S2: I usually go there four times a week. I like to do my homework and some revision work there. Sometimes I listen to music or watch films to relax.
Skills building 3: formal writing

In this part, students will learn formal writing. They will learn some general rules that should be followed when they write a business proposal, a report or a letter to a stranger.

1 Have students read the general rules for formal writing on Page 56, so they will know what they should and what they should not do when they write something formally. Then have them read the eight sentences below and decide which ones are formally written and which ones are casually written. Have them give the reasons why they think so.

2 You can provide example sentences of both formal and casual writing so that students can have a better idea of the difference between the two. The following can be written on the blackboard if necessary.

<table>
<thead>
<tr>
<th>Formal</th>
<th>Casual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 It gives me much pleasure to inform you.</td>
<td>I'm pleased to tell you.</td>
</tr>
<tr>
<td>2 Every consideration will be given to your request.</td>
<td>We will think about what you asked for.</td>
</tr>
<tr>
<td>3 Mr Brown informed me of your decision.</td>
<td>Mr Brown told me that you had made up your mind.</td>
</tr>
<tr>
<td>4 We are writing with reference to ...</td>
<td>We are writing about ...</td>
</tr>
<tr>
<td>5 We do not anticipate any increase in prices.</td>
<td>We do not expect prices to rise.</td>
</tr>
<tr>
<td>6 We would like to take this opportunity to ...</td>
<td>We want to ...</td>
</tr>
</tbody>
</table>

Step 3: writing a proposal for a new computer room

In this part, students are asked to write a proposal for a new computer room. Students will first complete the summary of the survey, and then write a proposal by using the information they have got from Steps 1 and 2.

1 Have students read the directions in Part A on Page 56 and make sure that they understand the meaning of each point. Then have them complete the summary of the survey according to the information given.

<table>
<thead>
<tr>
<th>Problems</th>
<th>Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 The keyboards and mouses are too old.</td>
<td>They should be replaced.</td>
</tr>
<tr>
<td>3 There are not enough computers.</td>
<td>More should be bought.</td>
</tr>
<tr>
<td>4 There is only one printer.</td>
<td>More should be bought.</td>
</tr>
<tr>
<td>5 Software is out of date.</td>
<td>It should be updated.</td>
</tr>
<tr>
<td>6 There is no Internet access.</td>
<td>Computers should be connected to the Internet.</td>
</tr>
<tr>
<td>7 The room closes too early.</td>
<td>The computer room should have longer opening hours.</td>
</tr>
</tbody>
</table>
2 Have students read the directions in Part B on Page 57, so they can learn what they need to write in the proposal to their head master. Have students go over the information in Part A and Steps 1 and 2, which will help them write the proposal. Have students pay attention to the writing style they should use in the proposal.

Possible example

Dear Sir

Recently, a survey regarding the school computer room was carried out. The students find the design of the computer room impractical, and are not interested in studying there for this reason. We believe that the computer room needs improving.

There are not enough computers in our computer room. The computers that we use at the moment are old and slow, and they often crash, which wastes a lot of time. The computers there are not connected to the Internet, so we cannot get the information that we need for our homework. There is only one printer in the room, which often breaks down.

As more and more subjects involve information technology, the computer room plays a very important role in our studies. We must use computers to do our homework and get information from the Internet. Many factories and companies cannot function without computers, so those who have computer skills find it easier to find a job. In order to prepare ourselves for the future, we need a well-equipped computer room. We are sure that most parents would agree with our proposal that the computer room should be improved.

It is the government's policy that we should be taught more information technology, and more subjects are developing rapidly with the help of information technology. Computer skills are becoming more and more important to our further studies. We will not keep up with the development of society if we are not good at using computers. We therefore really need to have a new computer room and hope that you will seriously consider our request.

Best wishes
(student's own name)
Senior High 1

3 Have students do the listening exercises in Parts A and B on Page 112 of the Workbook, and then complete Part C. If time is limited, they can do this as homework.

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Project Writing a science fiction story

The section here is designed to help students improve their English through doing a project. In Part A, students will read science fiction stories written by two famous science fiction writers—Jules Verne and H. G. Wells. Students will learn what a science fiction story is like and how to write a science fiction story. The purpose of this section is to allow students to use what they have learnt to finish a project by working together. In the course of doing the project, students are encouraged to use their imagination to think about what will happen in the future with the rapid development of science and technology. Students can work in groups of four to
discuss what kind of story they are going to write. They are expected to know how to cooperate and how to fulfil each part of the task.

Part A

1. Begin this section by asking students questions. For example,

*Have you ever read any science fiction stories? Do you like them?*

*Do you know about some science fiction writers? Who are they?*

*Have you ever heard of Jules Verne or H. G. Wells?*

You can also ask students to try to find out some information about the two writers before class, so they can learn more about the two writers and their stories.

2. Have students read the first story written by Jules Verne. Ask them the following questions:

*With whom did Professor Lindenbrock make the journey?* (Professor Lindenbrock made the journey with his nephew Axel and Hans, the guide he hired in Iceland.)

*What was the destination of the journey? How did they go there?* (They went to the centre of the Earth. They went there in the boat they built.)

*What did they see during their journey?* (They saw many strange things—a large ocean in a vast room, huge mushrooms, two dinosaurs fighting each other, huge insects and many strange creatures, including a man, who was at least four metres tall.)

*Which do you think was the most thrilling experience during their journey? Why?* (The two dinosaurs rose to the surface of the ocean suddenly and fought each other. Because they didn’t expect that they would see dinosaurs there, since dinosaurs died out millions of years ago.)

Have students read the story once more. The following table can be used for them to fill in, so that students can grasp more detailed information about the story.

<table>
<thead>
<tr>
<th>Time</th>
<th>Place</th>
<th>Person(s)</th>
<th>Things done</th>
<th>Things or creatures seen or met</th>
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</thead>
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</tbody>
</table>

Check the answers with the whole class.

3. Before having students read the second science fiction story, you can begin like this:

*Have you ever read about or seen a film about a time machine?*

*What do you think a time machine can be used to do?*

Many people are interested in such a machine. Can you think of the reason or reasons?

Now we’re going to read a science fiction story written by an English novelist H. G. Wells. Let’s see what his time machine is like and when and where his time machine sent him to.

Have students read the story and answer the following questions:
What did the writer decide to see using the time machine the writer had made?
Which year did the writer go to? What did the writer find there?
The writer described a picture about the future. What is his idea about the future of the world? What is your opinion about the future?
If you had a time machine, what would you like to see, the future or the past? Why? What would you expect to see there?
4 Have students try to find some information about other science fiction writers, so they can learn more about science fiction stories. Have them read science fiction stories whether in English or Chinese.
5 Have students read the essay in Part A on Page 110 of the Workbook and the book review in Part B on Page 111 to learn more about science fiction stories.
6 Have students do Parts B1 and B2 on Page 107 of the Workbook, so they will be more familiar with the usage of some prepositions and the same words in different parts of speech.
7 Have students do Parts D1 and D2 on Page 109 of the Workbook as homework.

Part B

1 Have students work in groups to prepare a science fiction story. They should first discuss Questions 1 and 2 in Part B. Through talking about the science fiction stories they like best, they will know better how a science fiction story can be written.
Then have them discuss the next four questions to decide what story they will write. They shall decide the setting and the main characters of their story. They will also decide how many parts their story will have.

When they have decided what to write, they should divide the tasks among the group members, for example, who will write each part and who will tell the story in front of the class. Make sure that every group member takes part in the group work.
2 When each group member has finished his or her part, the whole group should put their parts together. They should proofread their story and make necessary changes.
3 Each group should tell their story to the rest of the class, and answer the questions the other groups ask. Have the whole class decide which story is the best. Have all the groups type their stories and combine them into a book of science fiction stories so that everyone in the class can share these interesting and exciting stories.

Resources

Jules Verne (1828–1905)
As a popular French writer, Jules Verne is regarded as the father of science fiction. His famous science fiction stories, such as Journey to the Centre of the Earth, Twenty Thousand Leagues Under the Sea, Around the World in Eighty Days, Five Weeks in the Balloon and From the Earth to the Moon, are liked by not only children but also adults all over the world. For more information, you can visit the following website:
http://www.online-literature.com/verne/

H. G. Wells (1866–1946)
As an English novelist, H. G. Wells is well known for his science fiction stories, among which are The Time Machine, The Invisible Man, The War in the Air and The War of the Worlds. For more information, you can visit the following website:
http://www.online-literature.com/wellshg/
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. 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 doing Parts A and B on Pages 56 and 57, students will know whether they can use the information they have collected to write a proposal in the formal writing style. 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. They will get a percentage, which shows their level.

In this unit, 15 items are listed with each one scored 5, with the total score of 75. These items cover the main study targets in this unit, including skills in listening, speaking, reading, writing, the usages of vocabulary and grammar items, as well as doing activities in English. Through assessing themselves as learners, students will realize whether they have achieved the goals in 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 on them.

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

Unit 1

Reading

广告

如今，无论我们走到哪里，几乎都可以看见广告。我们已经对广告习以为常，甚至常常都意识不到在一天中看见或听见多少广告。我对广告进行了一些研究，有一些非常重要的信息要与你分享。

什么是广告？

广告使用文字、图片来说服人们购买一种产品或服务，或接受某种观念。报纸、杂志、互联网、广播和电视是最常见到广告的地方。广告有两种主要的形式——商业广告和公益广告（简称PSAs）。商业广告是为了推销某种产品或服务而花钱做的广告。公益广告往往是免费投放的，旨在就有关健康、安全或影响到公共福利的任何其他问题教育人们。

广告告诉人们全部实情了吗？

尽管有法律保护人们免受虚假广告的侵害，但我们仍然应该了解广告中试图向我们兜售东西的常用技巧。即使一则广告没有撒谎，也并不意味着它就是完全“清白”的。一则牙膏广告宣称：“亮齿牌牙膏挑战口臭!” 这一类表述试图抓住你，让你误以为这种牙膏可以治愈口臭，但事实上广告中并没有这样说！广告所说的牙膏“挑战”口臭，这和“治愈”根本不是一回事。一家食品杂货店告诉顾客：“您为自己的厨艺骄傲，难道您不应该购买最新鲜的食品吗？”这则广告非常聪明，聪明就聪明在它恭维顾客是好厨师。但是，它决不说称本店供应的是最新鲜的食品。这家食品杂货店只是希望当你读到这则广告时，你会乐于看到其中的恭维，记住“最新鲜的食品”这几个字，在心理上将其与该店里的食品联系起来。我们切莫掉进这类陷阱中！

公益广告

但并非所有的广告都跟我们玩花招，公益广告使用一些同样的方法，例如用吸引人的图片和巧妙的文字，但是它们的目的是服务公众。公益广告旨在教育我们，并帮助我们过上更好的生活。我们的政府了解这一点，多年来一直用公益广告教育人们。中国于1996年开始一场全国性的公益广告宣传活动，从那时起，多种形式的公益广告在中国出现。你自己可能就看到过或听说过其中的一些，例如“珍爱生命、远离毒品”以及“知识改变命运”。这些广告关注普遍存在的社会问题，还有一些公益广告鼓励人们支持公益事业项目，例如希望工程。希望工程的宣传就是：“希望工程——让每一个孩子都可以上学。”甚至还有一些公益广告引导人们如何健康地生活。其中之一是：“吸烟等于慢性自杀。”所有这些广告都旨在使大众受益。遵循这些广告给出的建议，你往往可以学到很多东西。

最后，我想告诉大家：想想你为什么要做广告建议你做的事情，或者为什么要买广告推销的产品或服务。谈及广告，我们都必须运用自己的智慧，而不要做广告的奴隶。
Project

如何策划广告宣传活动?

不同于一则单独的广告，广告宣传活动是预先策划的系列产品广告，利用各种广告形式去影响特定的受众。当你要开始一项成功的广告宣传活动时，你的头脑中必须有明确的目标和受众。重要的是，你需要弄清楚想要告诉受众什么，想让他们做什么。在一场广告宣传活动，你可能需要运用多种不同的媒体，包括海报、报纸、杂志、广播和电视。

你首先必须考虑三个主要问题：

1. 谁是你广告宣传活动的受众?

你看影响的人群是你的目标受众。为了确定目标受众，你需要事先做一些研究和分析。你需要去探明受众已有的想法。了解受众非常重要，这样你才可能针对合适的对象给出恰当的信息。

2. 你希望你的广告宣传活动说什么?

在确定受众之后，你就该决定你想让他们知道什么或者思考什么了。为了让受众作出预期的反应，始终努力去吸引他们是非常重要的。你可以从你的调研中收集此类信息。在策划一场公共宣导宣传活动时，你可能需要问自己以下问题：

   - 我的受众对这个问题已经了解了多少?
   - 他们会关心或者担忧这个问题的哪些方面?
   - 他们感兴趣的这个问题有没有某种历史背景?
   - 这个问题如何影响到他们的个人生活?

3. 你该如何吸引你的受众?

当你组织一场广告宣传活动时，有许多不同的方式可用来传达信息。你必须决定你想用哪一种方法。这个决定应该主要取决于你的目标受众和哪一种广告最能吸引这群人。

反吸烟广告宣传活动

每年全球有成千上万人因吸烟而死亡。每一包香烟都含有可以导致肺癌和心脏病的有害化学物质，这让许多国家花费了大量钱，给人民的福祉造成了极大的损害。在亚洲有大量的吸烟者。这就是为什么我们选择反吸烟作为我们广告宣传活动的主题。

我们的目标受众是初级的青少年。我们的主要目的是劝阻年轻人，要他们不要吸烟。我们的研究表明年轻人对吸烟的健康和未来。我们将告诉他们吸烟对身体造成的不良后果，以及吸烟如何影响他们身边的人。我们将说明不吸烟的好处，例如省下钱来花在其他地方。我们的信息还表明年轻人在乎什么是酷以及他们的朋友喜欢什么。我们会告诉他们吸烟为什么不酷，为什么没有吸引力，因为吸烟会让人们身上有难闻的气味，让他们的牙齿腐蚀、皮肤变差、指甲变黄。如果我们可以说服年轻人不要开始吸烟，他们也有可能会阻止他们的父母和其他人吸烟。

我们的宣传活动将于 5 月 31 日世界无烟日开始。我们将在学校周边张贴大幅海报，海报上有我们的标志和口号。我们的网站将为学生提供更多有关吸烟的信息。我们还会在学校杂志上发表一篇文章告诉学生们吸烟的害处，并组织一次作文竞赛。

我们的口号：吸烟导致死亡!
我们的标志：（图片，吸烟的骷髅头）

许多人认为吸烟很酷或者很享受，但是他们没有充分认识到吸烟对健康造成的伤害。这就是为什么我们选择这幅图作为我们的标志。我们希望警告人们，让他们认识到许多吸烟者过早地死与吸烟有关的疾病。

Unit 2
Reading

奥林匹克运动会

老师们，同学们，下午好。作为国际奥委会的一名成员，我非常高兴应邀前来贵校，和大家谈谈奥运会的历史和重要性。我会和你们分享一些有趣的事实和故事，然后会留有提问的时间。

你们知道古代奥林匹克运动会是何时开始的吗？那是在公元前776年。古代奥林匹克运动会每四年在古希腊奥林匹亚举行一次，这大概持续了12个世纪，直到公元394年。

古代奥林匹克的一些运动项目今天仍然可以见到，例如跳远、摔跤和跑步。在古代奥运会上，按照传统，运动员都是男性，他们必须裸体竞技。单身女性可以参加她们自己的竞技比赛，比赛在一个专门纪念赫拉（希腊神话中众神之神宙斯的妻子）的节日举行。今天，不论国籍，来自世界各地的男女运动员都可以参加比赛。

现代奥运会于1896年在雅典第一次举行。让奥运会得以重生的是法国人皮埃尔·德·顾拜旦。他梦想着奥运会可以从根本上改善国家之间的关系。现代人们都在致力于实现这一梦想。他们中有许多是著名的运动员。

有史以来第一次引起公众瞩目的最著名的拳击手可能是在1960年罗马奥运会上，这一情况你们是否知道？他为美国赢得了金牌，当时他还用原名卡修斯·克莱。此后，这个年轻人又赢得了1964年世界重量级拳击锦标赛冠军，后来他改了名，即众所周知的穆罕默德·阿里。

他重返1966年的亚特兰大奥运会，在开幕式上点燃了奥运圣火。

另一位我想提到的体育明星是迈克尔·乔丹。每个人都知道他在NBA的成功，但你们知道他帮助美国篮球队赢得了1984年洛杉矶奥运会的金牌吗？许多年后乔丹也重返奥运会，但与阿里不同，他依然在为奖牌而角逐赛场。在1992年巴塞罗那奥运会上，乔丹作为“梦之队”成员之一赢得了他的第二枚奥运金牌。

中国运动员也为中国作出了重要贡献。在1984年洛杉矶奥运会上，中华人民共和国在缺席奥运三十二年之后重返奥运赛场。我相信许海峰为祖国赢得第一枚金牌时，整个中国都为之感到自豪。邓亚萍也许是世界上最伟大的乒乓球运动员，她在1992年和1996年奥运会上共赢得四枚奥运金牌。在2004年雅典奥运会上，当刘翔成为赢得男子110米栏金牌的第一位亚洲人时，所有的亚洲人为之激动。

中国在2008年北京奥运会上独领风骚，赢得51枚金牌。中国女子体操队历史上第一次赢得金牌。但是对一些人来说，印象最深的是前羽毛球世界冠军张宁。她已经33岁，比其他运动员年纪要大很多，但她依然努力，在决赛中获得了金牌。

运动员们不断挑战着人类极限，为全世界人们带来欢乐。上述这些只是其中的一些例子。我们期待在未来看到更多这样的例子。让我们一起祝愿奥林匹克运动有一个成功的未来，彰显往日的荣光。

谢谢！现在，有没有人要提问题？
Project

一项体育运动如何成为奥运项目？

一项体育运动要成为奥运项目可能是一个漫长的过程。一项运动必须达到许多要求，国际奥委会才会予以考虑。首先，该运动必须有自己的国际组织。其次，必须有至少75个国家、4个大洲的男子从事这项运动，或至少40个国家、3个大洲的女子从事这项运动。这还并非全部要求。要增补一个新的体育项目，就必须淘汰另一个当前的体育项目。这有助于奥委会控制奥运会的预算。

哪些运动项目被取消了？

有些运动曾经是奥运会的项目但又被取消了。这包括一些大家熟悉的运动，如棒球。还有一些比较特殊的项目，如汽艇。人们认为这些运动不再那么流行了，必须为一些更受欢迎的新运动项目让路。

哪些运动项目入选了？

有些运动只是最近才得以增补进入奥运会，比如跆拳道在2000年奥运会首次被列为奥运项目。国际奥委会计划在未来几年内调整一些运动项目。橄榄球和高尔夫曾经是奥运项目，后来被取消，但是2016年这两项运动将重返奥运，因为它们现在非常受欢迎，世界各地都有人从事这些运动。

哪些运动项目还在争取？

武术仍然在申请加入奥运会，国际奥委会还没有同意，因为他们要注意不同种类运动之间的平衡——在奥运会上已经有很多项目与搏击相关，如跆拳道和拳击。但是，国际奥委会正在考虑调整未来奥运会体育项目的数目和种类，所以武术迷们可能梦想成真。

赢并不是全部

足球比赛已接近尾声，但是两支球队都还没有进球。鹰队的队长把球传给一名队员，然后跑近袋鼠队的球门前。他的队友把球回传给他，他踢得太低了。袋鼠队队长用手把球拨回地面，然后踢球，球进了。裁判吹响了口哨，比赛结束，鹰队获胜。当然，那个进球本该不算数的，但到现在一切都太晚了。

后来，一名记者就所发生的事采访了鹰队队长。

“我们赢了，这是最重要的。”队长说。

袋鼠队被淘汰出局，而鹰队晋级。但是，裁判现在盯住鹰队，鹰队全力比拼却输了接下来的一场比赛。后来，他们抱怨裁判不公平。

鹰队在联赛上铩羽而归，因未能赢得联赛而愤愤不平。与此同时，袋鼠队也回家了，他们比以前训练得更加刻苦。

在接下来的联赛中，袋鼠队以5比1的比分击败了鹰队。他们一路杀进决赛，对手是熊队。离比赛结束还有几分钟的时间，还是平局。袋鼠队队长靠近熊队大门。一名队员把球传给他，球意外地撞到了他的手。袋鼠队队长示意暂停比赛，让熊队开球。数分钟之内，熊队进球，赢得比赛。

后来，一位记者就所发生的事采访了袋鼠队队长。
“他们赢了，”队长说，“他们是一支更优秀的队伍。”

袋鼠队骄傲地回到家，因为他们已经竭尽全力。许多袋鼠队的球员和熊队的球员成了终生好友。袋鼠队虽然失败了，但找到了比胜利更宝贵的东西——他们找到了友谊、荣誉和尊重。

Unit 3
Reading

不仅仅是看电影……

RealCine——人人都能享受的虚拟现实电影

这次演讲将告诉大家有关 RealCine 的一些信息：它是如何应用的，为什么它比电影更好，它还有些什么其他的用途。感受 RealCine 将会让你惊叹，你一定会认为这是一项卓越的技术，值得进一步发展。

RealCine 技术实质上是虚拟现实 (VR)。电影仅仅让观众被动地看和听屏幕上发生的事，而 RealCine 与电影不同，它让你参与到剧情活动中，以一种主动的方式与你的视觉、听觉、嗅觉和触觉联系起来。想像一下，一名 VR 使用者在“游览”喜马拉雅山。他/她不仅能感受到攀登珠穆朗玛峰的每一步的艰辛，还能体验到周围环境的寒冷、气味、景观和声音；到达顶峰时，他/她将能享受到一种愉悦感和成就感。

RealCine 的工作原理是让用户感到他们实际上是在一个新世界——一个只存在于电脑程序中的世界。为了达到这一目标，工程师们设计了特殊的 VR 头戴式耳机，它可以使观众看到环绕在他们周围的三维图像，听到周围的声音。耳机的移动表明观众想去的方向。观众还会带上特制的手套，这样他/她就可以触摸到他/她看见的人和物体了。给 RealCine 虚拟世界锦上添花的是，耳机上甚至还有一些小孔，可以释放出与环境相匹配的气味。耳机和手套都与虚拟现实工作室里的电脑网络相联。

科学研究已经证明 VR 技术可以用于治疗有社交障碍的人。在一个案例中，科学家利用 VR 技术治疗一位害怕与他的同学交谈和玩耍的少年。在 RealCine 创造的虚拟世界中，他成为一名足球队队长，并在世界杯决赛中踢进了致胜的一球。这鼓励了他与人交往时变得更加自信。

有人提出不同意见，认为一些用户可能会对 RealCine 失望，因为虚拟现实毕竟不是真的。但是，有了 VR 技术，我们可以做许多在现实生活中完全不可能实现的事情。例如，在 RealCine 的帮助下，一位 70 岁的老爷爷最近到非洲去旅行了一趟。在现实中，他因为残疾而不能行走，但是借助 VR 工作室里的便利设备，他能看见并触摸一头狮子。

除此之外，VR 技术还可以用来在安全的环境中训练一些技能，否则这些技能训练可能相当危险。例如，消防员可以利用 RealCine 安全地进行训练，而不需要冒着受伤的危险；闯进着火的大楼。VR 技术也能被运用在课堂上。老师可以让学生置身于古代的城镇，从而让学生重返；也可以让学生像狮子、猴子或松鼠一样体验世界，用这种方式来进行生物课的教学。

最后，RealCine 为城市规划提供了绝佳的技术。工程师们可以把某个街区的设计输入电脑，然后利用 VR 技术在街区中走走，看看这个街区怎么样，并在动工之前作出适当的调整。长远来说，与现在大多数的城市规划方式相比，这种城市规划方式更经济、更实用。我建议政府在未来的城市规划中运用这种技术。
Project

《地心游记》
儒勒·凡尔纳

1863年，奥托·林登布罗克教授在他新买的一本古书里发现一个秘密。这个秘密叙述了一次从冰岛的一座火山口进入地心的旅行。他立即收拾行李启程去冰岛，还强迫他的侄子阿克塞尔和他同行。

在冰岛，教授雇了一位名叫汉斯的导游。他们三人到达火山后，通过一个小山洞，开始地下的旅行。许多天之后，他们来到一个巨大的房间，里面是一片浩瀚的海洋。海岸上有森林和巨型蘑菇。头顶上，天空充满像太阳一样放射出光芒的气体。

三个人造了一条小船，开始航行。突然，两只恐龙钻出水面，争斗起来。在他们得以逃走之前，小船差点被恐龙掀翻。

他们上了岸，开始森林探险。他们遇到了巨型昆虫和很多奇怪的生物。当他们到处转悠时，发现远处有一个人背靠树坐着——那个人至少四五米高。三个人非常害怕，飞奔回船。

他们继续航行，看到一个像出口的地方，但是出口被从洞顶掉下来的石头堵住了。他们制造了一颗炸弹来炸碎石头。炸弹爆炸之后，他们的小船失控了，向前冲进了一个大洞里，并顺着水流而下。这一切发生得太快了，他们根本没时间逃跑，只能在恐惧中抓紧小船。

最终，他们落到了洞底。然后，水把他们推向高处。他们向上漂浮了几英里。水猛烈地冲击着他们的船体，把他们推出洞口，进入阳光中。此刻他们发现自己置身于意大利的一座火山口——他们的探险结束了，但一次新的探险又即将开始。

《时间机器》
H. G. 威尔斯

这是我的时间机器。只要你坐在这里，握着这两个白色手柄，就可以到未来或者过去旅行。

我上个星期才完成这台机器，我决定去看看未来。当我拉动一个手柄时，周围的世界开始变得模糊。白天、黑夜飞速交替，一切都在眼前变换。建筑物和城市如闪电般出现又消失。最后，我听到一声巨雷，一切都停止下来。我面前是一座城市，看起来很老很破旧。

我现在是在公元802701年，人类进化成为两个种族，艾洛伊人和莫洛克人。艾洛伊人很小，像孩子一样。他们居住在地面之上，所有的人都在战斗。相反，莫洛克人看起来像白色的野兽，他们住在地下，让机器保持运转，这样艾洛伊人就会很开心，被喂养得很好。

起初，我以为艾洛伊人强迫莫洛克人做所有的工作，这样艾洛伊人就可以玩乐。但是，后来我发现我的印象是错的：莫洛克人是真正的主人。他们之所以照顾艾洛伊人，是因为他们靠屠杀和食用艾洛伊人为生。莫洛克人甚至试图抓住并杀掉我，但我仿佛是，我可以用时间机器逃跑。

然后我继续向未来旅行了三千万年。我现在站在海滩上，面前是一片汪洋大海，但是既没有风，也没有浪，似乎几乎没有生命的迹象。我继续向未来穿越，太阳变得越来越大，越来越红，越来越暗，大地变冷，被冰霜覆盖。一切都是静止的——没有任何生命，也没有任何运动。

当世界变成漆黑一片时，我拉动了另一个手柄，发现我已回到了自己的房子里，还在当天。时间仅仅过去三个小时。
Appendix II: Key to Workbook

Unit 1

Language practice

Part A1 (Page 90)
1  a am not used to  b be used for  c used to
2  a affected  b effect(s)  c pleasant

Part A2 (Page 90)
1  share  3  cured  5  promoting  7  follows
2  fall for  4  persuade  6  encouraged  8  aims at/aimed at

Part B1 (Page 91)
1  personally  3  target  5  shocked  7  approach
2  determine  4  packet  6  posters  8  poisonous

Part B2 (Page 91)
1  to  3  on  5  about  7  across
2  with/about  4  unlike  6  in  8  to

Part C1 (Page 92)
1  your tomorrow  5  am going
2  I did last I haven't  6  Will come
3  Have you had/Did you have  7  have to today won't tomorrow
4  I finished yesterday

Part C2 (Page 92)
1  The teacher said that the sun rises in the east and goes down in the west.
2  I asked my friends if they had bought presents for their mothers.
3  The mother told the boy not to play with fire.
4  He asked me what I wanted.
5  I said that I was not sure how Mum would feel when she got my present, but that I had made up my mind to give her one.

Part D1 (Page 93)
1  share  4  campaigns  7  approaches  10  promoted
2  slogan  5  appeal to  8  aspects
3  product  6  commercial  9  unique
Part D2 (Page 93)
1 These words are not meant to hurt you, but to encourage you.
2 On the day of the festival, children can play tricks on neighbours who refuse to offer them sweets.
3 I wrote a letter to Yao Ming yesterday. Do you know how he deals with letters from his fans?
4 To do this analysis, I consulted several experienced experts.
5 He had suffered from headaches for a long time, so the doctor recommended him to take a vacation.
6 I have just returned from England and now I would like to update you on some of the latest news.
7 Have you figured out what’s wrong with your car?
8 Some people wanted to give up, but the captain urged them to march ahead.

Reading

Part A (Page 94)
1 Because it is designed to encourage students to develop their English writing skills, and become more skilled at using words.
2 They will be judged on how well they are researched and if they are creative and imaginative.
3 They should pay attention to grammar, punctuation and spelling.
4 Because it challenges them to improve their English language skills and gives them a chance to win a prize.
5 He or she will receive an award of 2,000 yuan.

Part B (Page 95)
1 Aims
2 aware
3 example
4 without
5 make
6 Results

Listening

Parts A and B (Page 96)
1 people who have trouble seeing without glasses
2 both eyes done at the same time
3 may still need to wear glasses
4 new
5 research
6 has risks
7 many
8 18
9 18

Part C (Page 96)
1 without glasses
2 research
3 18
4 glasses
5 risks
6 many
7 both
8 experience
Writing

Part B (Page 97)
Mon, 15 March
I had a very bad experience today.
When I went to town yesterday morning, I saw an advertisement in front of a shop saying that cameras were on sale for only 20 yuan each.
True to the advertisement, things were really cheap in the shop. I bought a camera and two rolls of film. Then I made several calls to my friends inviting them to go to the park to take some pictures.
In the park we had a very good time and took lots of pictures. Then I sent the films to a shop to be developed.
When I went to collect my photos this morning, however, I got a big surprise. They told me that none of my photos came out because the camera could not take good pictures. I thought I was getting a bargain for 20 yuan but I should have just kept my money.

Unit 2

Language practice

Part A1 (Page 98)
1 delighted delight 3 competing competition
2 absent absence 4 excited excite

Part A2 (Page 98)
1 hang on to 3 attempted 5 significance 7 in honour of
2 No matter what 4 By tradition 6 side by side 8 contemporary

Part B1 (Page 99)
1 Meanwhile 3 budget 5 goals
2 precious 4 shot 6 removed

Part B2 (Page 99)
1 under control 4 dropped 7 unfair
2 hope for 5 make way for 8 due to
3 at least 6 by accident

Part C1 (Page 100)
1 can shall will can 3 should can may
2 may can be able to have to 4 must may must

Part C2 (Page 100)
1 a can b haven’t been able to 3 a needn’t b mustn’t c mustn’t needn’t
2 a Will b Shall c Shall will
Part D1 (Page 101)
1 nations 3 significance 5 could 7 broadcast 9 have to
2 well known 4 final 6 score 8 cost 10 stadium

Part D2 (Page 101)
1 There will be a dinner party tonight in honour of the new headmaster. Would you like to come?
2 Professor Li hung on and finally made this well-known discovery.
3 They are sure that they can make it possible for their model cars to run without electricity.
4 This corporation has always led the way, because it reacts very quickly to market changes.
5 We have to update our equipment. Otherwise, we won't be able to compete with other corporations.
6 One frequent problem is that most people dare not challenge the routine.
7 We had to change the design to keep the budget under control.
8 Meanwhile, he attempted to invent a new technique to reduce the cost.

Reading
Part A (Page 102)
1 Because the major companies have huge advertisements everywhere at sports stadiums. The athletes wear clothes from popular companies; the drinks and food for sale are all famous products.
2 Everyone can recognize the logo. People see the logo, link it with their favourite sport and want to buy the product.
3 Because they see their favourite athlete play in those clothes, feel good in them and think they will play a better game if they are wearing a certain company's clothes.
4 Because sport is so popular around the world and is watched by thousands of fans. Companies know that this is one of their best ways of selling products.
5 Some companies buy shares of sports teams to make money.

Part B (Page 103)
1 history 3 Roman 5 well 7 tradition
2 took 4 like 6 views/attitudes 8 cruel

Listening
Parts A and B (Page 104)
1 City Stadium 4 European 7 advertisement
2 Europe 5 500 yuan 8 younger
3 8 p.m. 6 the World Cup 9 4 Japan
Part C (Page 104)
1 match 3 Europe 5 best 7 City
2 tickets 4 8 p.m. 6 500 8 4

Writing

Part B (Page 105)
The Paralympics, or the Paralympic Games, are connected with competitions for people with disabilities. The Paralympics are run by the International Paralympic Committee (IPC) and recognized and supported by the International Olympic Committee (IOC).

The Paralympics began in 1948 in England. Dr Ludwig Guttmann found that sports were good for his patients. The first national competition between hospitals and clubs took place on the opening day of the 1948 London Olympics.

The first official Paralympics were held in Rome, Italy in 1960, where 400 athletes from 23 nations took part. The first Winter Paralympics took place in 1976. Over the years, the Paralympics have grown.

In the 2008 Beijing Paralympic Games, Chinese athletes won over 200 medals, ranking first on the medals table.

Unit 3

Language practice

Part A1 (Page 106)
1 presentation 3 reality 5 convenience 7 winning
2 disabled 4 amazed 6 operator

Part A2 (Page 106)
1 confident 3 secure 5 was disappointed by
2 put forward 4 added to 6 reality

Part B1 (Page 107)
1 as 3 into 5 above 7 by 9 to
2 to 4 of 6 across 8 in 10 on

Part B2 (Page 107)
1 fired hiring 5 upwards towards
2 terror terrible 6 person mankind
3 injured injuries 7 packet/pack pack
4 wearing worn
Part C1 (Page 108)
1 was developed 4 would work 7 hit
2 is called 5 uses 8 have said/say
3 was used/has been used 6 can be produced

Part C2 (Page 108)
2 Everyone was talking about the cold that could only be prevented by a special medicine.
3 The medicine was taken by many people in the town.
4 I was warned by my mother to get the medicine so as not to get ill and miss my exams.
5 I hurried to get the medicine, but I was too late. I was told that the medicine had sold out.
6 I really needed the medicine, so I decided to go to the nearest town where the medicine might be sold.
7 On my way there, the bus broke down. When I got to the town, they had sold out of the medicine too!
8 When I got home my mother asked me why I looked so disappointed. I told her the medicine was not available.
9 She immediately went to the kitchen shelf and handed me a bottle. The medicine had been stored on the kitchen shelf all along.

Part D1 (Page 109)
1 convenience 4 upwards 7 floating 10 announced
2 put forward 5 Therefore 8 extraordinary
3 disadvantages 6 reality 9 Upon

Part D2 (Page 109)
1 The stars look as if they were still, but in reality they are in constant movement.
2 Jack injured his back when lifting a heavy box this morning.
3 This printer doesn't seem to function properly.
4 As to air pollution, I think gases from cars are one of the chief causes.
5 Last but not least, I would like to thank all my friends, teachers and family members for their support.
We have trained for one hour and a half and it is about time we took a rest.
The woman was accused of stealing in a grocery, but she insisted she was innocent.
This plan, which is meant to save rare animals, is of great importance.

Reading

Part A (Page 110)
1 Because the sign '~' reminded him.
2 It organized everything. It started the shower, instructed a robot to get the clothes ready and prepared energy pack.
3 It can read Li Ming’s mind.
4 It only took a few seconds to get to Mars.
5 He thought that Mars was much cleaner and much more modern than the Earth.

Part B (Page 111)
1 classic 3 characters 5 dead bodies 7 disappointed
2 European 4 created 6 attacked 8 die

Listening

Parts A and B (Page 112)
For
lower  useful
Against
new traffic accidents pollution damage
Facts
1 more 3 major 5 China
2 2020 seven 4 yellow-brown 6 worse

Part C (Page 112)
1 roads 3 seven 5 problem 7 useful
2 140 million 4 increase 6 accidents 8 damage

Writing

Part B (Page 113)
In the future, schools will be different in many ways from what they are now.
First, students will be different. They will be any age, from any place, and they will be free to choose any class they want. They will all get along and make friends easily.
Second, the courses will be different. There will be many more courses for students to choose from, and most courses will be offered on the Internet. Students will choose to
learn at home on the Internet, or at school from teachers. They can also choose the teachers they like.

School buildings and equipment will be much better than they are now. Everything will be run by computers, more modern, and easy for students to use. Students will organize more different activities at school, and life at school will be richer and more interesting.

In conclusion, future schools will be better learning places for students.
Appendix III: Tapescripts for Workbook

Page 96, Listening, Part A

Harry: Mum, look at this ad about laser eye surgery. It says the surgery is great for people like me who have trouble seeing without glasses. If I have the surgery, I'll never need to wear glasses again!

Mum: Don't get so excited, Harry. Some people still need to wear glasses after they have the surgery. Let's see what else this ad says.

Harry: Look, it says it's best to have both eyes done at the same time. That means less time off school. And it says the clinic is new and has the latest technology.

Mum: That sounds good, but how much experience does the doctor have?

Harry: Does that matter? If he's got the latest machine, there won't be a problem.

Mum: Harry, experience is very important! It's clear that you need to do some more research. It's important to do a lot of research before you answer an ad. Oh, and you need to check if you're old enough to have the surgery.

Harry: OK, I'll do some research and let you know what I find out!

Page 96, Listening, Part B

Harry: Mum, listen to this information I found on the Internet about laser eye surgery. It says that many clinics advertise laser eye surgery, but it is important to do a lot of research. You must find out about the doctor's experience; any doctor can do the surgery after just a few days of training. So, you must ask how much experience the doctor has. There are risks and people can experience many different problems after the surgery. Ask a lot of questions about the risks and problems other patients from the clinic have had. Some people can throw away their glasses after the surgery, but not everyone will be able to. Oh, and it says people who are under eighteen years old cannot have the surgery, so I'll have to wait until after my eighteenth birthday!

Page 104, Listening, Part A

Announcer: All you football fans out there, don't miss this huge event! Coming to City Stadium on 8 June is the big match between England and Germany. This is the only chance you'll have to see these two teams playing in
China before they return to Europe for the World Cup.

The match starts at 8 p.m. and is sure to be exciting with some of the best European football players. This is a night you must not miss. Be there to watch some great athletes! Tickets are 500 yuan each and are selling fast. Phone 5555 8668 now and make sure you see this important game. And keep watching this station for exciting news about the World Cup. China is in Group 4 so there'll be a lot of great games for you to watch.

Pick up your phone and call 5555 8668 now!

Page 104, Listening, Part B

Li Hai: We're very lucky to have tickets for this match. Can you believe we'll be watching England playing against Germany in a few minutes?

Wang Ping: No, I can't. I'm glad you booked tickets as soon as we saw the advertisement on TV! I can't wait to see all the English football players.

Li Hai: We might see them scoring goals very soon!

Wang Ping: They're such great players, aren't they? They won't be the best football players forever though, because new players come along all the time.

Li Hai: That's true. Younger players are already getting lots of attention. Let's enjoy watching them while we can!

Wang Ping: Yes, you're right. Oh, have you heard anything about the World Cup? I wonder which team China will be playing against. It could be Thailand or Malaysia.

Li Hai: Yes, or Japan. Hey, look, it's nearly 8 o'clock and time for the match to start!

Wang Ping: Here come the teams.

Page 112, Listening, Part A

Ye Lei: I can't wait to get my driving licence so I can buy my own car. Prices have really fallen because there are so many cars available now. It's great!

Li Ping: Are you serious? The increase in new cars has blocked our roads and has made pollution even worse here.

Ye Lei: More cars mean lower prices. I like that!

Li Ping: What about the environment? With more cars on the road, traffic problems, accidents and pollution will get much worse.

Ye Lei: Hmm, you either don't like cars or you don't know much about them.
Li Ping: I don’t agree. Cars can be useful, but how many cars do people need? Cars can cause a lot of damage.

Ye Lei: People need cars, and if cars do so much damage, they wouldn’t be allowed on the roads.

Li Ping: Hmm, I don’t think you have read much about this problem.

Ye Lei: I don’t need to, because I don’t think there is a problem.

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Page 112, Listening, Part B

Li Ping: Ye Lei, listen to this newspaper report I’ve found. It’s about China’s car problems. There are some interesting facts in it.

It says there are more cars on our roads now than at any other time in history. There are millions of possible car buyers here, and car makers are busy making cars for them. However, there are fewer people to buy cars now than in the last few years, and prices are lower. By the year 2020, there will be 140 million cars blocking our roads. That’s almost seven times the number of cars on our roads now.

The effect of all these cars will be heavy pollution, which is already a major problem, especially in big cities, where the sky is often a yellow-brown colour. There are more road accidents here than in other countries. The traffic is not moving now and will only get worse in the future.
Appendix IV: Grammar

Unit 1

直接引语和间接引语

1 直接引述的别人的话，叫做直接引语。直接引语的前后一般要加引号以示引用。我们也可以使用间接引语，即用自己的话转述别人的话，而非直接引用别人的话。

直接引语: She said, ‘They are using PSAs to educate people.’
间接引语: She said that they were using PSAs to educate people.

2 将直接引语变为间接引语时，通常要把直接引语变为宾语从句或不定式短语。

He said, ‘I’m used to such embarrassing comments.’ →
He said that he was used to such embarrassing comments.
‘We must not give up in the face of pressure!’ she said. →
She encouraged us not to give up in the face of pressure.

3 直接引语变为间接引语时，除了有句子结构方面的主要变化外，还有以下变化：

- 人称代词的变化
  She said, ‘I did some research.’ →
  She said that she had done some research.

- 时态的变化
  She said, ‘This trick is very clever.’ →
  She said that that trick was very clever.

下表所示的是在主句谓语动词是过去式的情况下，从句在从直接引语变为间接引语时，其谓语动词时态上会发生的相应变化：

<table>
<thead>
<tr>
<th>直接引语</th>
<th>间接引语</th>
<th>直接引语</th>
<th>间接引语</th>
</tr>
</thead>
<tbody>
<tr>
<td>一般现在时</td>
<td>一般过去时</td>
<td>现在进行时</td>
<td>过去进行时</td>
</tr>
<tr>
<td>一般将来时</td>
<td>过去将来时</td>
<td>现在完成时</td>
<td>过去完成时</td>
</tr>
<tr>
<td>一般过去时</td>
<td>过去完成时</td>
<td>过去完成时</td>
<td>过去完成时</td>
</tr>
</tbody>
</table>

如果所要陈述的内容是一个不会随着时间推移而发生变化的事实时，从句的谓语动词在时态上可以不变化。

‘Light travels at great speed,’ he said. →
He said that light travels at great speed.

- 时间状语和地点状语的变化
  Tom said, ‘I am working here today.’ →
  Tom said (that) he was working there that day.
下表所显示的是其他时间状语的变化：

<table>
<thead>
<tr>
<th>直接引语</th>
<th>间接引语</th>
</tr>
</thead>
<tbody>
<tr>
<td>today</td>
<td>that day/yesterday/on Wednesday, etc.</td>
</tr>
<tr>
<td>tomorrow</td>
<td>the next day/the following day/on Thursday, etc.</td>
</tr>
<tr>
<td>yesterday</td>
<td>the day before/ the previous day/ on Tuesday, etc.</td>
</tr>
<tr>
<td>next month</td>
<td>the month after/ the following month/in July, etc.</td>
</tr>
<tr>
<td>a week ago</td>
<td>a week before/a week earlier, etc.</td>
</tr>
</tbody>
</table>

- 其他的变化
  直接引语变为间接引语时，除了发生上述变化外，还另有一些变化。参见下表：

<table>
<thead>
<tr>
<th>直接引语</th>
<th>间接引语</th>
</tr>
</thead>
<tbody>
<tr>
<td>this</td>
<td>that</td>
</tr>
<tr>
<td>these</td>
<td>those</td>
</tr>
<tr>
<td>come</td>
<td>go</td>
</tr>
</tbody>
</table>

### 间接引语：陈述句、疑问句和祈使句

1. **陈述句**
   - 直接引语如果是陈述句，变为间接引语时，我们用连词that引导的名词性从句叙述所陈述的内容。但that在口语中通常省略。

   She said, ‘Advertisements are almost everywhere nowadays.’ →
   She said (that) advertisements were almost everywhere nowadays.

   ‘There are two main types of advertisements,’ the writer said to us. →
   The writer told us (that) there were two main types of advertisements.

- 直接引语变为间接引语时，主句除可用动词say和tell以外，还可以用advise、explain、insist、promise、announce、suggest和warn。

   ‘PSAs are often placed for free,’ the writer said. →
   The writer explained that PSAs were often placed for free.

2. **疑问句**
   - 直接引语如果是疑问句，变为间接引语时，我们用连词whether或if引导的名词性从句叙述所陈述的问题。

   Matt asked Ann, ‘Does Jason deserve this award?’ →
   Matt asked Ann whether/if Jason deserved that award.

   ‘Did you have an argument with Laura?’ I asked her. →
   I asked her whether/if she had had an argument with Laura.

- 直接引语如果是特殊疑问句，变为间接引语时，我们用原来的疑问词引导的名词性从句叙述所陈述的问题。
‘Where did you find the advertisements for jobs abroad?’ Bill asked. →
Bill asked where I had found the advertisements for jobs abroad.

‘Why didn’t you show me the data earlier?’ I asked Wang Hua. →
I asked Wang Hua why he hadn’t shown me the data earlier.

3 祈使句

- 直接引语如果是祈使句，变为间接引语时，要将祈使句的动词原形变为 to 的不定式，并在不定式的前面根据句子的意思加上 tell, ask 等动词，其句型是: tell/ask someone (not) to do something.
  The candidate said to the manager, ‘Please give me five minutes for preparation.’ →
  The candidate asked the manager to give him five minutes for preparation.

‘Don’t worry, Mickey,’ Jen said. →
Jen told Mickey not to worry.

- 除了动词 tell 和 ask 以外, advise, encourage, invite, recommend 和 warn 也可以被用于这一结构。
  ‘Don’t believe every advertisement you read,’ Michelle said to me. →
  Michelle advised me not to believe every advertisement I read.

‘Please sit down and have a cup of tea!’ the old scholar said. →
The old scholar invited me to sit down and have a cup of tea.

Unit 2

情态动词

1 情态动词可用来表示:

- 能力
  He can run the 100 metres in 11 seconds.

- 责任
  情态动词 ought to/should, have to 和 must 均可表示职责，从 ought to/should 到 have to 到 must 的语气由弱到强。
  You must work hard to win the gold medal.

- 确定
  might 表示非常不确定，从 may、could、should、ought to 到 will 语气逐渐增强。
  She might win a medal in the Olympics.

- 许可
  在非正式场合或英语口语中，常用 can 或 could 表示许可，could 更有礼貌。而在正式场合或书面语中，则常用 may 或 might 表示许可，might 更正式。
  A: Can I watch the Olympics?  B: Yes, you can./No, you can’t.
情态动词的用法比较

1 can 和 be able to
   - can 和 be able to 都可用来表示能力，但 be able to 更为正式，而 can 更常用。
     My brother can/is able to play table tennis very well.
   - can 可用来表示将来可能发生的动作或表示某事有或时候是真的。
     Let’s get some exercise. We can go running in the park.
     It can be as hot as 38°C in my home town in summer.
   - be able to 可用于不同的时态，还可用于不定式或其它的情态动词之后。
     I’m sorry I haven’t been able to play tennis with you recently.
     It’s nice to be able to attend the lecture.
     Wang Gong might be able to win the chess game.

2 shall 和 will
   - shall 常常表示允诺，而 will 则常常表示决心或决定。
     Don’t worry. You shall have the tickets for the games.
     Liu Mei will go and buy the tickets for the games.
   - 在疑问句中，shall 用于第一人称或第三人称后，表示提供帮助或给出建议；will 用于第二人称或第三人称后，表示询问愿意。
     Shall we take you to the new stadium this weekend?
A group of students are waiting to see you outside. **Shall they** come in?

*Will you* go watching the game with me this afternoon?

*Will he* pay for me?

3 mustn’t and needn’t

我们必须n’t 来告诉人们不要做某事，而用 needn’t 来表示不必做某事。

You *mustn’t* miss this football match. It’s very important.

You *mustn’t* enter the stadium without a ticket.

You *needn’t* watch the game if you don’t want to.

You *needn’t* practice basketball five times a week.

**Unit 3**

被动语态

1 句子的主动语态和被动语态在意义上区别很小。在主动语态中，句子的主语是动作发出者，在被动语态中，句子的主语是动作的接受者或受影响者。

*Scientists designed a VR headset.*  
*A VR headset was designed by scientists.*

2 被动语态的基本动词形式是 be + 过去分词。通过改变 be 的时态，可以构成不同时态的被动语态。

*Right now the new product is being developed in the laboratory.*

*An agreement has been put forward.*

3 在使用被动语态时还要注意以下几点:

- 在被动语态中，动作发出者往往置于 by 之后，但在不必指出动作发出者是谁，动作发出者
  并不重要或很难指出动作发出者是谁时，一般不提及动作发出者。

  He believes that VR films will be accepted by most people.

  Both the headsets and the gloves are connected to the RealCine computer network.

- 在 give, lend, offer, send, tell 和 show 等动词后，可带有两个宾语，分别指人和指事
  物。当带有这些动词作谓语的句子变为被动语态时，通常用指人的宾语做句子的主语。有时
  也可用指事的宾语做句子的主语。

  *They were offered headsets and gloves in the cinema.*

  *Headsets and gloves were offered to them in the cinema.*

- 在被动语态中，有些动词常接不定式和不带 to 的动词不定式。在被动语态中，则使用带 to
  的动词不定式。

  *I saw him go there.*  
  *He was seen to go there.*

- 在被动语态中，有时 get 可用来代替 be，如 get changed, get dressed 和 get hurt 等。

  *Please wait a while. I’ll just go and get changed.*

- 有些动词可用主动语态形式来表示被动意义。

  *This kind of computer sells well in China.*  
  *Your article reads well.*
• 表示状态的动词不能用被动语态。
  I have many science books.
  VR films belong to the latest wave of new technology.

4 一些特殊的被动语态句型：
• It + 动词的被动语态形式 + that 引导的从句
  It is said that the technology behind the RealCine is virtual reality.
• 主语 + 动词的被动语态形式 + 动词不定式
  The technology behind the RealCine is said to be virtual reality.

常用于这类句型的动词有 say、believe、report、suppose、know 和 prove 等。

## 情态动词与被动语态

1 情态动词的被动语态形式可用于谈论能力、可能性、职责和允诺等。
  Firefighters could be trained using RealCine.

2 情态动词的被动语态形式的构成是在情态动词后加 be 和过去分词。

<table>
<thead>
<tr>
<th>情态动词 不带 to 的动词不定式</th>
<th>情态动词 be 过去分词</th>
</tr>
</thead>
<tbody>
<tr>
<td>主动语态</td>
<td>被动语态</td>
</tr>
<tr>
<td>The user must wear special gloves.</td>
<td>Special gloves must be worn.</td>
</tr>
<tr>
<td>The user can touch the objects in the film.</td>
<td>The objects in the film can be touched.</td>
</tr>
<tr>
<td>Teachers could use RealCine in the classroom too.</td>
<td>RealCine could be used in the classroom too.</td>
</tr>
<tr>
<td>The user may feel a real sense of achievement and happiness.</td>
<td>A real sense of achievement and happiness may be felt.</td>
</tr>
<tr>
<td>RealCine might not attract some users.</td>
<td>Some users might not be attracted by RealCine.</td>
</tr>
<tr>
<td>Scientists ought to develop RealCine further.</td>
<td>RealCine ought to be developed further.</td>
</tr>
</tbody>
</table>