Advance with English

教师教学用书

6

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题、功能、词汇、语法、学习策略和文化特色。

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

1 Teaching suggestions 具有以下几个特点:

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

B 根据不同板块的特点，提供有效的教材处理方法。《牛津高中英语·教师教学用书》针对各个板块的特点，设计了切实可行的教学步骤。例如：词汇 (Word power) 部分建议教师采用“大脑风暴”法进行词汇的学习，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 注重要教材的分析，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：任务 (Task) 和课题 (Project) 部分，教师可以根据学生的具体情况，选用所介绍的教学步骤、背景知识，增减相关练习。

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

F 重视语言知识的积累。《牛津高中英语·教师教学用书》提示教师在词汇、语法等教学过程中，要考虑到已知的知识的累积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：对填空或改错判断等客观题，提供标准答案 (Answers)；对一些开放性问题，提供范例 (Sample answers)；对有多种答案的练习，提供参考答案 (Possible examples)。

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

编 者

2011年1月
《牛津高中英语·学生用书》
编写说明

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

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

一、教材编写指导思想

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

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

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

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

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

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

二、教材主要特点

1 模块的设计具有整体性和科学性。《牛津高中英语·学生用书》分必修模块和选修模块。必修模块重视全体学生的共同基础，强调基础知识和基本语言能力的训练。选修模块给学生提供多种选择，以满足不同学生的发展需求，为每个学生创造自主选择和自我发展的机会。必修模块与选修模块结构安排合理，形成一个有机的整体。模块之间既相互联系、前后照应，又相对独立、自成体系。模块中的语言知识根据语言学的规律安排次序，由难到易，从简单到复杂。语言技能的训练体现了循序渐进、循序递进的特征。必修课程的五个模块和系列 I 中的选修课程的六个模块含有三个或四个单元，这些单元围绕本模块的主题向不同的方面展开，内容上具有一定的一致性。全书每个单元的板块项目形式一致，对于学生的学习应达到的目标有明确的要求。学习步骤安排合理，可操作性强，便于学生自主学习。

2 题材广泛，内容丰富，语言地道。《牛津高中英语·学生用书》中的题材涵盖了现实生活的各个方面，如：学校生活、当代社会、自然之谜、环境保护、人际关系、科学研究、世界风情、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，注重学生经验、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、选词和组合体现了思想性、时代性、真实性、趣味性和多样性。教材的语言优美，既考虑到了语言本身的地道和自然，也考虑到了语境的真实性。语言输入量适当，难度适中，文字通俗易懂，有利于培养学生良好的语感。

3 文化意识强，内涵丰富。《牛津高中英语·学生用书》介绍外国文化，同时宣传中国文化，并把所导入的中外文化内容和学生所学的语言内容密切联系起来。语言材料涉及中外的历史、地理、风土人情、传统习俗、生活方式、文学艺术和价值观念等。对中外文化的融合和比较，不仅有助于学生学习英语、积累文化知识、培养跨文化意识、形成跨文化交流能力，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初步学生运用学习策略。阅读等板块含有明确的学习策略指导，让学生“学会学习(learn how to learn)”。学生在使用教材过程中可以形成具有个性的学习策略和有效的学习方法，如：学会完成听、说、读、写等任务的过程中采用正确的步骤和方法；学会在整个学习过程中如何有目的、有计划地去合理安排学习活动，并通过自我评价来调整自己的学习进程，从而达到最佳学习效果；学会争取更多的交际机会，利用各种渠道使用英语；学会合理并有效地利用多种媒体，独立地获取语言或非语言的信息和资料，并能加以整理、分析、归纳和总结。学生掌握有效的学习策略，有助于提高学习效率，促进自主学习能力的发展。

三、教材体系结构

《牛津高中英语·学生用书》的前三册是根据《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，从四大门类（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

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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话题的兴趣，调动学生的学习积极性。每幅图画都有与画面有关的提示语，以便学生从中获取有关信息；三个讨论题则引导学生开展交流活动，为下一步的学习做热身准备。

2 Reading

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

A部分给出3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) 或寻读 (scan) 就能回答这些问题。

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

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

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

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

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

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

3 Word power

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

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

5 Task

该板块是一个要求学生在课堂内进行的开放式任务型活动的学习内容，设计的主要目的是引导学生在完成任务的过程中使用英语，并以任务的形式，培养学生听、说、读、写等综合技能。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。学生可以通过组结对、小组合作或是班级内合作的方式，亲历语言实践，实现其任务目标。

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

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

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

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

6 Project

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

该板块分为 A、B 两部分。

A 部分要求学生对自主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的教学材料。从高中二年级第一学期的下半学期起，学生可以选修系列Ⅰ顺序选修课程英语 6 至英语 11。英语 1 至英语 5 每册各有三个单元，每一单元建议用 10 至 12 课时。英语 6 至英语 11 每册各有四个单元，每一单元建议用 8 至 10 课时学生在学习必修课程的同时或之后，可以自主选修系列Ⅱ任意选修课的课程。

五、教材建制

全套教材由以下部分组成：

编者

2011年1月
Laughter is good for you

Overview

This unit introduces and develops the theme of the benefits of laughter for people. In Welcome to the unit, students will be presented with four posters, each representing a different way that humour is used to make people laugh. In Reading, there is a text made up of three parts. First, students are introduced to one of the most well-known types of comedy, called stand-up. Then, they are given an introduction about a famous comedian Billy Crystal. Finally, they are given the reasons why laughter is good for our health. Word power focuses on words used in performing. In Grammar and usage, students will review the usage of non-finite verbs, including the infinitive, verb-ed and verb-ing. The section Task requires students to write to a foreign friend. Students will practise their listening, speaking, reading and writing skills in this section. Students are expected to learn how to identify priorities, how to ask questions and how to answer questions in an e-mail. In Project, students will read two short plays and choose one to perform.

This unit exposes students a lot to the topics related to laughter. Students are expected to gain some knowledge about comedy, its main types and benefits to people’s health. The Reading strategy teaches students the skills of guessing the meaning of a new word from the context. In addition, this unit provides students with the opportunity to learn about Chinese crosstalk and some famous crosstalk masters. Students will also learn to write an e-mail to introduce the Chinese culture. At the end of the unit, they are expected to apply what they have learnt to practical use by performing a short comedy play.

Guide to pages

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# Highlights of the unit

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<td><strong>Functions</strong></td>
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<tr>
<td>1 Describing careers</td>
<td><em>Only a few stand-up comedians have become famous as television and film performers later on in life. One such person is Billy Crystal. Like other stand-up comedians who have gone on to act in films, Crystal still enjoys stand-up.</em> <strong>He has hosted the show eight times. Each time, he performs his stand-up routine in front of millions of people when the show is broadcast live on TV.</strong></td>
</tr>
<tr>
<td>2 Describing performing</td>
<td><em>A stand-up comedian may tease an audience member, or might decide to tell different jokes depending upon how the audience reacted to his or her previous jokes.</em> *<em>Some comedians tell jokes about the way people behave or about daily life. For example, they may talk about how people act when they queue up, or they may ask why it only rains when you forget your umbrella.</em></td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>comedy, weekly, stage, tease, previous, variety, style, behave, visual, hammer, performance, affection, performer, academy, perform, technical, lip, howl, amuse, saying, cigar, bathtub, mourn, fitness, strengthen, participate, positive, guarantee, foolishness, foreigner, instruct, initial, attain, polish, bench, setting, textbook, cosy, invitation, alongside, crowded, castle, armchair, yell, pile, official-looking, anger, bow, dash, tear, burst, empty-handed, glare</td>
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<tr>
<td><strong>Grammar</strong></td>
<td>Overview: infinitive, verb-ing and verb-ed</td>
</tr>
<tr>
<td>1 To see is to believe.</td>
<td></td>
</tr>
<tr>
<td>2 Laughing helps your body stay healthy and can even help you fight pain.</td>
<td></td>
</tr>
<tr>
<td>3 John took many photos of leaves fallen to the ground.</td>
<td></td>
</tr>
<tr>
<td>4 We invite you to watch our performance tomorrow evening.</td>
<td></td>
</tr>
<tr>
<td>5 They could only see him standing there moving his lips.</td>
<td></td>
</tr>
<tr>
<td>6 After getting off the stage, the actor felt a great weight lifted from him.</td>
<td></td>
</tr>
<tr>
<td><strong>Skills and strategies</strong></td>
<td>By the end of this unit, students will be able to:</td>
</tr>
<tr>
<td>1 read a magazine article about stand-up comedy and two short plays</td>
<td></td>
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<td>2 listen to a message and a radio talk show</td>
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<td>3 discuss comedy and famous crosstalk performers</td>
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<td>4 write an e-mail about crosstalk</td>
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<td>5 perform a short play</td>
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<td>6 expand vocabulary used in performing</td>
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<td><strong>Culture</strong></td>
<td>1 A special type of comedy—stand-up</td>
</tr>
<tr>
<td></td>
<td>2 Chinese crosstalk and Chinese crosstalk masters</td>
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</tbody>
</table>
Welcome to the unit

People all around the world love to laugh. In this section, four different posters are presented to students. These posters are respectively for a stand-up show, a humorous book, a crosstalk course and a comedy. Students are asked to participate in a discussion about which event they think is the funniest and the most enjoyable. They are also asked to talk about their favourite comedians and the reasons why people like funny things. Students are expected to be involved in the discussion, practise their spoken English and share their opinions with each other.

Brainstorming

You can start students’ thinking by asking them to focus on the title of the unit ‘Laughter is good for you’. Ask students the following questions:

Do you like laughing? Do you think laughter is good for us? (Yes, I like laughing and I think laughter is good for us. Laughter can help us forget our worries, keep us in a good mood, have a positive attitude towards our life, enjoy life better and live longer.)

Usually what kinds of things can make you laugh? (Watching interesting and amusing TV programmes, reading interesting books, hearing a joke or playing games together with my friends.)

Laughter is good for you and for everyone else. How do you make other people laugh? Do you think it is difficult? Why or why not? (We can make people laugh by talking about funny things, telling jokes, making faces and so on. However, it is much more difficult to make others laugh than to make yourself laugh because it is hard to know what others think is funny. Different people have different preferences.)

Have students express their opinions freely.

Sharing information

1. Have students read the instructions and study the four posters one by one. Ask students if the four posters share something in common. If students agree that the posters have common characteristics, they should tell what they are. Then ask the following questions:

Poster 1

Who do you think the man is?
What kind of expression is the man wearing? (A funny facial expression.)
Where is he standing? (In a spotlight, on stage.)
What is he doing there? (Putting on performances, amusing and entertaining the audience.)
What might he be saying? (He might be telling a joke.)
Where and when can you see the funniest man give his performance? (At the Comedy Club this Tuesday at 9 p.m.)

Poster 2

What is the second poster about? (It is a poster that recommends a book.)
From the poster, can you tell what the book is about? (The book is about a funny girl.)
‘You won’t be able to stop laughing.’
—Star Times

‘Funniest book of the year!’—Humour Weekly

Poster 3

What is this poster about? (The poster is about a course teaching the traditional Chinese technique of crosstalk.)

What do you know about crosstalk? (Crosstalk means rapid, funny dialogue between two or more comedians.)

Crosstalk is a traditional Chinese art. In order to perform it well, actors or actresses must learn some techniques. In your opinion, what special qualities do the actors or actresses have to possess? (Having a sense of humour, being quick-minded and able to cooperate well with his or her partners.)

How does the poster say you can find out more information if you are interested in learning crosstalk? (By calling 5555-1234 for course schedule and fees.)

Poster 4

What does this poster focus on? (The poster focuses on a comedy about life in the circus.)

Have you ever been to the circus? What can you see in a circus? (In a circus, you can see acrobats, riders, clowns and performing animals.)

Can you name two actors in the comedy? (Liu You and Han Mo.)

What do you think the comedy will be like? (A story about the laughter and sadness of circus performers with a happy ending.)

Do you think life in the circus is very interesting?

2 Have one student read the three questions below the four posters to the class and make sure that everyone knows their meanings. Have students form groups of four to discuss the three questions. Each student should have a chance to speak.

Have some students from each group report their answers to the class.

Sample answers

1 I think In the Circus might be the funniest. In a circus, you can see acrobats, riders, clowns and performing animals. As a little child, whenever I had a chance to watch circus performances, I always had a really good laugh. While watching, I often wondered how clowns could wear such funny expressions and make such exaggerated movements. I am curious about their life and attitudes towards life. It seems to me that clowns are carefree. Over time, I am beginning to be aware that they are also normal people and have their own problems and worries. What they do is to act life out in an exaggerated way. Also, trained performing animals are very amusing and can bring me a lot of happiness.

2 My favourite comedian is Song Dandan. She is very talented, versatile and dedicated. As a comedian, she has her own special way of presenting vivid characters on the stage. She can sing, dance, do crosstalk, etc. Once in an interview, she explained her understanding towards her career. According to her, it’s more than making people laugh; it’s about conveying deep meanings of life while entertaining people. I was deeply touched by this.

3 It is human nature that people like funny things. We need to have something to laugh about to release our emotions. According to psychologists, people who are often in a bad mood are likely to develop deadly diseases such as cancer. A hearty laugh can cheer people up and help them get rid of negative feelings.

3 Have students read the article in Part A on Page 101 and the one in Part B on Page 102 in the Workbook, so they will know more about humour in Britain and the USA.
Reading

The reading passage is a magazine article about a popular form of comedy in the West. The article is made up of three sections, respectively focusing on types of stand-up, a famous comedian and the fact that laughter is good for people’s health. Students are expected to gain some knowledge about stand-up comedy and reinforce their reading comprehension. The Reading strategy teaches students some basic skills of how to guess the meanings of new words from the context. Students are expected to apply these skills to practical use.

Lead-in

1. Show some photos of Charlie Chaplin and, if possible, play some scenes from the films he acted in. Ask students the following questions:

When we talk about Charlie Chaplin, what kind of image appears in your mind? (He always wears a small black hat, very wide trousers and a moustache, and carries a cane that he swings in the air as he walks.)

What is your impression of Charlie Chaplin's style? (In his films, he is always the little man and is in much trouble. However, he uses his sense of humour to teach people that there are ways to face your problems if you are able to laugh.)

Do you like watching Charlie Chaplin's films? Why or why not?

Charlie Chaplin said, 'When I was a little boy, the last thing I dreamt of was being a comedian.' In your opinion, was he a successful comedian?

2. Tell students that they are going to read a magazine article entitled ‘Stand up for your health!’ Ask students how they understand the meaning of the title.

Today we are going to read a magazine article entitled ‘Stand up for your health!’ What’s the meaning of ‘stand up’ here? Does it mean you have to stand up or do more exercises in order to keep healthy? What is the exact meaning of ‘stand up’?

If possible, you can ask students to search for some relevant information about the comedy of ‘stand-up’ in advance. Have them exchange what they have found.

Reading comprehension

1. Have students go through the article as quickly as possible and find answers to the three questions in Part A. Remind students to focus on and identify the information needed to answer these questions. Meanwhile, tell students to pay attention to the three headings. Recognizing the structure of an article will help students understand the article better.

Answers

A

1. Stand-up comedy.

2. He went on to act in films.

3. Our health.

2. Have students talk about the quickest way to find answers to the above questions. Tell them to pay attention to the three headings. Encourage students to analyse the structure when they read the article for the second time. Have students summarize the main idea of each part and try to make connections between them. They should know that the first part mainly talks about what stand-up is. Draw a diagram on the blackboard like the one on the following page.
Stand up for your health!

Types of stand-up
(some different styles of stand-up comedy)

A famous comedian
(Billy Crystal: enjoys stand-up; is quick thinking; is able to come up with new jokes about the people and things around him)

Laughter is good for your health!
(reasons why stand-up comedy and comedians are popular)

Have students read the first part ‘Types of stand-up’, and then ask them the following question:

*How do different stand-up comedians perform?* (Some comedians make jokes about people’s behaviour or things happening in everyday life; some comedians use props; some comedians do something while making jokes about what they are doing; some comedians speak or act as famous people to make fun of them.)

Have students read the second part ‘A famous comedian’ and give a summary of who Billy Crystal is. Ask students what special qualities a comedian should have.

Have students read the third part ‘Laughter is good for your health!’, and analyse the reasons why laughing helps people stay healthy.

Have students work in groups of four and find the answers to the above questions in the article and add the answers to the diagram on the blackboard. Then tell students to find out why the article is structured like that. Draw students' attention to the fact that magazine articles usually adapt this structure to make the story clear and easy to understand.

Have students complete Parts C1 and C2 on their own. The sentences in Part C1 and questions in Part C2 are to check students' reading comprehension and improve their ability to find specific information and understand details in the article. Before they start looking for the answers in the article, ask students to group the questions according to where the answers can be found, i.e., in which part. They may refer to the diagram on the blackboard. After students finish the exercises, have some of them report their answers to the class.

### Answers

C1 1 T 2 F 3 F 4 T 5 T

C2 1 On a stage.
2 A stand-up comedian might decide what jokes to tell depending upon how the audience reacted to his or her previous jokes.
3 Four.
4 When he was a child.
5 Because he is very quick thinking and is often able to come up with new jokes about the people and things around him.
6 Two famous comedians.
7 It sends chemicals around your body that are good for you.
8 Laughter is the best medicine.

Draw students’ attention to the *Reading strategy*, which teaches how to guess the meanings of unknown words from the context. Have students list the words they do not understand in the passage. Tell students not to refer to the dictionary every time they come across new words. They should try to guess the meanings with the clues provided around the new words. Choose one word in the list as an example and explain how to infer its meaning from the context, e.g., ‘comedy’ (Line 2), and say the following:
We know from the sentence it is a noun, and find ‘enjoyed laughing’ in the first sentence of the text; therefore, ‘comedy’ must be something that can make people laugh.

Tell students it is very important to read the words before and after the unknown word. Have students work in pairs to work out the meanings of the new words on their list. They should then share their answers with the rest of the class. Make sure that they understand the words correctly.

5 Have students complete Parts D and E. Part D checks students’ ability to guess the meanings of new words from the context and learn how to explain a word in English. Part E aims to make students more familiar with the text and some new words from Part D.

### Answers

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<td>(7) affection</td>
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### Post-reading activities

1 Have students focus on Part F, which acts as a consolidating exercise for students to practise their spoken English. Have students first study the sample dialogue and then discuss the questions below with their partners. Choose some students to have their discussion in front of the class.

2 If time permits, have students discuss the following questions:

*Do you think being a good comedian is very challenging? Why or why not?*
*Are comedians born gifted? What are good comedians required to do?*

The following are some of the things a good comedian has to do:

- have enough courage to perform in front of the audience
- practise a lot to perfect their routine
- be able to read their audience’s thoughts to know exactly what they would like to see
- watch as many comedies as they can to gather ideas
- fully prepare before going on stage

When you grow up, would you want to become a comedian? Suppose you have a chance to receive training to become a comedian, would you be interested in it? Why or why not?

When you are in low spirits, what do you do to become happy?

- watch a comedy
- listen to music or watch films
- see friends
- surf the Internet
- lock yourself in your room and read

Besides laughter, what are other factors that can help people live longer?

- having a balanced diet
- exercising regularly
- being in a good mood
- being optimistic

3 Have students do Parts A1 and A2 on Page 96 in the Workbook to practise using some words and phrases. They can also do the two exercises as their homework.

### Notes

1 A stand-up comedian may tease an audience member, or might decide to tell different jokes depending upon how the audience reacted to his or her previous jokes.

(Page 2, Lines 3–6)

- The word *tease* means ‘to say something to someone in order to have fun by embarrassing or annoying them slightly’.
  
  *I didn’t mean it; I was only teasing. The other children teased him because he was a little fat.*
The boy teased his father about his bald head.

- The phrase react to means ‘to behave in a particular way or show a particular emotion because of something that has happened or been said’.

  How did Wilson react to your idea?
  Children react well to a lively teacher.
  He reacted angrily to the suggestion that he had lied.

2 While this kind of humour may sound cruel, it usually only works if both the comedian and the audience have affection for or admire the person being made fun of. (Page 2, Lines 20–22)

- The word while here is a conjunction, which means ‘even though.’
  While I agree with you, I do not believe that your way is the best.
  While I like the colour of the hat, I do not like its shape.
  While I am willing to go, I would like it better if you went.

- The word affection means ‘a feeling of liking and caring about someone or something’. It is usually followed by the preposition for.
  She has difficulty showing affection.
  He had a great affection for the town where he grew up.
  She obviously has a warm affection for Italy and its people.

3 He has hosted the show eight times. Each time, he performs his stand-up routine in front of millions of people when the show is broadcast live on TV. (Pages 2–3, Lines 28–30)

- The word host is used as a verb, which means ‘to introduce a radio or TV programme or show’.
  I do not know who will host the show tonight.
  Next week’s show will be hosted by Sarah Cox.
  She was hosting a radio cookery programme at that time.

- The word live means ‘(of something broadcast) not recorded in advance’. With this meaning, live is used as an adverb or adjective.

  The Moon landing was telecast live, and people all over the world watched it.
  The concert was not recorded; it was live.
  The football match tonight will be covered live.

4 One little-known fact is that when Crystal is the host of the Academy Awards, he always keeps a toothbrush in his pocket for good luck. (Page 3, Lines 30–31)

  Host is used as a noun here, which means ‘a person who introduces or talks to guests on a television or radio programme’. It also means ‘someone at a party, meal, etc., who has invited guests and provides the food and drinks’.

  Your host on tonight’s show is Max Astor.
  Our host greeted us at the door, and we gave him a present.

  The host team and the guest team each won a game, so they will play another game next week.

5 Instead of telling the joke he had planned, Crystal made up a new one. (Page 3, Lines 39–40)

- The phrase instead of means ‘in place of’.

  You should be working instead of lying there in bed.
  He has been playing all afternoon instead of getting on with his work.
  I prefer going there by bike instead of by bus.

- Here the phrase make up means ‘to invent a story, a poem, an excuse, etc.’.

  The whole story is made up! Don’t believe it.
  I doubt they have made the whole thing up.
  This news is totally made up.

  The phrase make up has some other meanings.
She never goes out without making herself up first. (to use special paint and powder on the face to change or improve the appearance)
The chemist made up a bottle of medicine. (to prepare or arrange something or put something together and get it ready to be used)
Farming and mining make up most of the country’s industry. (to form something)
She made the material up into a dress. (to produce something from a certain material by cutting and sewing)
The four of them made up a team. (to make an amount or a number complete)
You must make up what you owe before the end of the month. (to repay or give an amount in return)
It is time you made up with your friends. (to become friends again with)

English saying, ‘Laughter is the best medicine’, may be true after all.
No matter what reasons there may/might be, research shows that in the end, the English saying ‘Laughter is the best medicine’, may be true after all.

- Here the phrase after all is used to say that despite evidence or arguments against something, in the end, the first idea about something is correct.
I thought I wouldn’t need to study for the test, but it seems my teacher was right after all!
Though it was raining hard, we chose to take a plane after all.
Don’t be too hard on Tim. After all, he is only fifteen.

Resources
Besides the styles of stand-up comedy mentioned in the article, there are some others, such as topical comedy, character comedy and gimmick comedy. If you would like to know more, you can visit the following website:

Word power
This section helps students get more familiar with the words used in performing. In Parts A and B, students will read a short passage and look at a picture to learn vocabulary used in performing. In Part C, students will read a speech transcript for a school comedy club and then fill in the blanks with the words that they have learnt from Parts A and B. Idioms related to laughing and smiling are in Part D. Students are expected to find out more such idioms and make sentences with them.

Brainstorming
Tell students that in this section, they will have a chance to learn vocabulary used in performing. If possible, you can start the activity with the following questions:
What do you know about actors, actresses and performing?
In your opinion, in order to perform, what preparations should be made?
Are there any comedy clubs at your school?
Have you ever acted on stage?
What do you know about performing?
Vocabulary learning

1. Have students focus on Part A. In Part A, the vocabulary used on stage is introduced. You can activate students’ knowledge by asking them if they know the words related to performing and make a list of them. Then ask students to read Part A and compare what they have learnt with what they can find in Part A. For example,
   - What do we call the person who acts in a play? (An actor or actress.)
   - What do we call the person who is in charge of a play? (A director.)
   - What is a script made up of? (Acts and scenes.)
   - What will an actor read in a script? (Actors’ lines and stage directions.)

2. Have students focus on the picture in Part B, which gives students some information related to the things on a stage.

3. Have students focus on the passage in Part C, which checks students’ ability to understand and use the words they have just learnt. In order to fill in the blanks correctly, students have to understand the passage and the exact meanings of the missing words. Have students complete the exercise individually first and then check the answers with the class.

Answers

C  (1) director   (2) lines   (3) stage
    (4) acts       (5) scenes  (6) wings
    (7) lights     (8) stage directions

4. You can ask the following question to further check students’ comprehension of the passage.
   - What kinds of things should an actor do to become successful?
     - listen to the director

5. Organize students into groups of four. Have them pretend that they are going to act out a short play for the school art festival. So they should discuss how they are going to prepare and arrange for the performance. Tell students to make a spidergram of necessary vocabulary when they discuss their preparations. Make sure that all the students participate in the discussion and share their ideas with other groups. You may provide them with more words if necessary. The following spidergram can be used as an example for them:

Vocabulary extension

Have students focus on Part D, which presents students with some useful idioms about smiling and laughing. Have them read and learn the idioms themselves first. Tell students that if they want to make their
language more idiomatic, it is a good idea to keep some useful idioms in mind. You may start with the following question:

*In English, there are some useful idioms about smiling and laughing. Look at the examples given here. Can you think of some other idioms about laughing and smiling?*

If students fail to complete the exercise, have them refer to a dictionary or the Internet. Tell them to share the idioms they have found with their classmates and make a list of idioms about laughing and smiling in their notebooks.

**Answers**

D **to have the last laugh**: to make someone who has criticized or defeated you look stupid by succeeding in something more important or by seeing them fail.

_They fired her last year, but she had the last laugh because she was taken on by their main rivals at twice the salary._

**all smiles**: becoming happy again, especially after feeling sad.

_When Mary found out about the holiday, she was all smiles._

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**Grammar and usage**

This section is an overview of non-finite verbs, which students were introduced to in Module 5. Students are expected to learn more about how to use non-finite verbs in a sentence. They will learn the difference between the infinitive and the verb- ing used as the subject of a sentence. They will also learn the differences in using the to infinitive, the verb- ing or the verb- ed when these non-finite verbs are used as the attributive or the object complement in a sentence. Two exercises are presented to students for them to practise using non-finite verbs correctly.

**Overview: infinitive, verb- ing and verb- ed (I)**

1. Begin this section by writing some sentences using non-finite verbs on the blackboard. For example,

   _To see/Seeing is to believe/believing._
   
   _Playing football is my favourite activity when I am free._
   
   _It is important to consult a doctor before you take this medicine._

2. Write some sentences in which a to infinitive, a verb - ing or a verb - ed is used as the attributive. For example,

   _Be quiet. I have something important to tell you._
The mid-aged woman talking with the director now is the writer of the play.
The problems discussed at yesterday’s meeting are very important.

Have students read the three sentences, point out the non-finite verb and tell the function of each non-finite verb in each sentence. They should see that in these sentences the non-finite verbs are used as the attributive.
Have students make sentences with have + the object + to infinitive, so they can be familiar with this pattern. For example,
He is quite busy now. He has a lot of things to do.
I won’t go out this afternoon. I have several letters to write.
Mr Crystal, we have a few questions to ask you.

Ask students whether they know the differences in using a verb-ing or a verb-ed. Tell them to pay attention to the noun which the verb-ing or the verb-ed modifies. For less able students, you can have them first change the non-finite verb into an attributive clause, so they will learn better when to use a verb-ed and when to use a verb-ing. For example,
the mid-aged woman talking with the director now = the mid-aged woman who is talking with the director now
the problems discussed at yesterday’s meeting = the problems which were discussed at yesterday’s meeting

Have students go over Part 2. Make sure that they understand the explanation in each of the three points in this part. Tell them to pay special attention to the being + verb-ed form in the second point, which means the action is being done.
Have students make some sentences with the verb-ing or the verb-ed used as the attributive.

3 Have students do Part A on Page 9 individually. Then check the answers with the class.

Answers
A (1) laughing (2) to understand (3) participating (4) produced (5) Enjoying (6) reading

4 Have students read Part 3 and the tip box to review the use of non-finite verbs as the object complement in the sentence or after the preposition with. Make sure that they understand the explanation. Tell them to pay attention to whether the action of the object complement in each sentence is done by the object or not.
Have students do Part B on Page 9 in pairs. Then check the answers by asking two students to read the dialogue.

Answers
B (1) to do (2) performing (3) to write (4) Practising (5) (being) told (6) thinking/to think

5 Have students do Parts C1 and C2 on Page 98 in the Workbook. They can also do this as their homework.

Resources
In order to help students better understand how to use the verb-ing or the verb-ed form correctly, have students use the attributive clause to replace the verb-ing or the verb-ed to modify a noun.

1 You can write some phrases on the blackboard. For example,
the falling leaves
the fallen leaves
the stolen car
the train going to Shanghai
an organization called the Green Society
the underground system being built
Have students use an attributive clause to replace the verb-ing or the verb-ed form in these phrases. Then write their answers on the blackboard.
the falling leaves = the leaves that are falling to the ground
the fallen leaves = the leaves that have fallen on the ground
the stolen car = the car which was stolen
the train going to Shanghai = the train that goes/is going to Shanghai
an organization called the Green Society = an organization which is called the Green Society
the underground system being built = the underground system which is being built

2 Some students may become confused when they see that a verb-ed and a verb-ing form with the same word root are both used as attributive to modify nouns. For example,
The excited people joined the dancing to celebrate the victory.
Some people think human cloning is an exciting development in modern science.
The bored audience booed the singer off the stage.
I couldn’t sit through the boring film.
Have students read the four sentences and tell the meanings of the bold words. Ask students whether they know the difference in using a verb-ing or a verb-ed as the attribute here. The verb-ed forms excited and bored used as the adjective before people and audience express how the people or the audience feel, while the verb-ing forms exciting and boring used before development and film express what the development or the film is like.

Task  Writing to a foreign friend

This section consists of a series of activities which provide students with opportunities to learn and practise listening, speaking, reading and writing skills. This section is divided into three steps and each step is preceded by a skills building part. Through listening and reading, students can learn more about Chinese crosstalk. They are asked to use the information they have got to write an e-mail to a foreign friend answering his questions about Chinese crosstalk.

Skills building 1: recognizing what is important

In this part, students will learn how to recognize what is most important, rather important or least important when doing something.

1 Write the following sentences on the blackboard:
I need to know how many of you will go to watch the play this Saturday. I’ll have to book the tickets.
I want to know why you are so interested in the play.
I would like to know how you will go to the theatre.
Have students decide which sentence is the most important request, and which is the least important request. They should give reasons for their opinions. Do not judge whether their reasons are right at this time. Take note of the reasons beside the sentences on the blackboard.

2 Have students read the directions and the three points in Skills building 1 on Page 10. They will learn how to recognize the most urgent request. Then come back to the sentences on the blackboard. Check if they have labelled them correctly. Explain briefly if necessary.
Step 1: answering questions

This part is designed to help students develop their listening skills. They are first asked to take notes while listening to a telephone message left by a foreign friend and decide which requests are most important, rather important or the least important according to what they have learnt in Skills building 1. Then they will listen to an English radio talk show and read a magazine article to get the information needed to find the answers to the questions asked by the foreign friend.

1 Have students read Part A on Page 10 to learn what they should do when listening to the recording. They should take some notes. Tell them to pay attention to the words used in Bill’s requests, so they can decide what is most important, rather important or least important. Students can listen to the recording more than once if necessary.

Tapescript

Bill: Hi, this is Bill! I’m sorry you are not at home. I need to ask you some questions. My teacher has asked us to write a report about a form of comedy. I want to write about Chinese crosstalk. Can you answer my questions about crosstalk and then e-mail me back the answers? I’d appreciate it so much!

First, I need to know some basic information about crosstalk: What is crosstalk? When did it start? What are the different forms of crosstalk performances? I also would like to know where one can hear it or see it. Do you watch it in a theatre or on television, or do you listen to it on the radio?

I want some information about famous crosstalk performers too. Please tell me their names, and whether they performed recently or a long time ago. If there are any famous foreign crosstalk performers, then I would like to know about them too.

The other thing I would like to know about is if it is possible to learn Chinese crosstalk. Do people study it at school? Can I learn it outside of China? Do I need to speak Chinese to enjoy crosstalk?

I know I have a lot of questions. I hope it is not a problem for you to answer them!

Thank you for your time. I’ll talk to you again soon.

Bye!

Answers

A 1 most important
2 most important
3 most important
4 least important
5 rather important
6 rather important
7 rather important
8 least important
9 least important
10 least important
11 least important
12 least important

2 Have students read the directions for Part B on Page 11 to learn what they should do to finish this part. Then have them listen to the radio talk show and make corrections. If students are not sure about their answers, they can listen to the recording again.
Tapescript

Laura: Welcome to Talking Comedy, a show where we learn about different forms of comedy around the world. I'm your host, Laura Laughs. Today we're talking about crosstalk, a traditional form of Chinese comedy. Our guest on the show is Cao Jun, a student who loves Chinese crosstalk. Welcome to the show! Can you tell us a little bit about crosstalk?

Cao Jun: Crosstalk began during the Qing Dynasty, over 150 years ago. Performers then travelled between villages and did small, humorous performances. People liked these performances very much. In time, some of the performers became quite famous. For many years, you could turn on the radio at any time and hear people doing crosstalk in China. Now, the best time to see or hear crosstalk is on television during the Spring Festival.

Laura: What happens during a crosstalk performance?

Cao Jun: In crosstalk, the performers talk together, do impressions, tell jokes and sing. The talking is usually between two performers, who use language in clever ways that make people laugh. There is a one-person form of crosstalk, and it is sometimes done by three or more people as well. Unlike Western stand-up comedy where comedians tell jokes, crosstalk performers tell whole stories.

Laura: Most of our English audience have never heard about crosstalk, so this is all new to them.

Cao Jun: Yes, that is because crosstalk is always done in Chinese. Crosstalk is not performed in English, and you must know both the Chinese language and Chinese culture to understand the humour in it.

Laura: Thanks for joining us on the show.

Cao Jun: My pleasure.

Answers

B 2 None of the crosstalk performers became famous. Some

3 For many years, you could turn on the TV at any time and find a crosstalk performance. Radio

4 In crosstalk, the performers talk together, do impressions, sing and dance. Tell jokes

5 Crosstalk can be done by two people only. One person, two people, three people or more

6 If you listen to a crosstalk performance, you will hear part of a story. A whole story

7 Crosstalk is sometimes performed in English. Never

8 You do not need to understand the Chinese language and Chinese culture to enjoy crosstalk. Must

3 Have students check their answers to the questions in Part A to see if there are some questions to which they have not found the answers. Then have them read the article in Part C and underline the information they need to answer these questions.
Answers

C Ding Guangquan, a well-known master of crosstalk, has been teaching this unique art form to foreigners since 1989. The most famous foreigners are the Canadian Mark Roswell, known in China as Dashan, and David Moser (Mo Dawei) from the USA.

Skills building 2: asking questions

In this part, students will practise asking questions in various forms and using the correct question words.

1. Ask students the following questions and write their answers on the blackboard:
   - What do we say when we want to ask whether someone knows something or not? (Do you know ...?)
   - Are there any other ways we can use to ask the same question? (Could you please tell me if/whether ...? Please tell me if/whether ...? Would you mind telling me if/whether ...?)
   - If we want to know someone’s name, what do we say? (Who is ...? What’s his/her name? Please tell me his/her name.)
   - If we want to know the time or the place of something that happened, how will we ask the question? (When/Where did ...? Please tell me when/where ...)

2. Have students read the directions for this part and go over the sentence structures listed.

Step 2: taking part in a radio talk show

This part is designed to have students use what they have learnt in Skills building 2 to practise asking different forms of questions.

1. Have students read the directions and make sure that they understand what they are to do in this part. Tell them to go over Column A on the right and decide what question words they should use according to the information in this column. They should know that for people’s names, they will use who or what is/are the name(s), that for a place, they should use where, and that for the year, they should use when or in which year.

2. Have students work in pairs to ask and answer questions according to the two columns. They can ask more questions according to other information they have got in Steps 1 and 2. They should try to use different ways to ask the same question. Check their answers in class. See who can ask the largest number of different questions to get the same piece of information.

Sample answers

S1: Do you know the names of the first crosstalk performers? Name one of them.
S2: Yes. Zhu Shaowen.
S1: Do you know his stage name?
S2: Qiongbupa, or ‘Poor-but-proud’ in English.
S1: Where did he perform?
S2: At Tianqiao, Beijing.
S1: Who is the most important master of crosstalk?
S2: Hou Baolin.
S1: Can you name one of Hou Baolin’s famous students, please?
S2: Yes. Ding Guangquan.
S1: What’s the name of the person who comes from a famous crosstalk family?
S2: Ma Sanli. His grandfather, father and brother all performed crosstalk.
S1: Is Ma Sanli still alive and giving performances now?
S2: No, he isn’t. He is dead.
S1: When/In which year did he die?
S2: He died in 2003.
S1: Will you please name some famous modern crosstalkers?
S2: Jiang Kun, Feng Gong and Niu Qun.
S1: Who is a famous foreign crosstalk performer?
S2: Dashan. He is the most popular foreign crosstalk performer in China.

Skills building 3: answering questions in an e-mail

In this part, students will learn how to answer questions in an e-mail in an effective way.

1 Have students read the directions and the two points in this part. They will learn what they should pay attention to when they use an e-mail to answer questions.

2 Have students read the sentence structures to learn the informal and formal language they can use to answer questions in e-mails. Ask them when to answer questions informally and when to answer questions formally. They should learn that when they write e-mails to their family members or good friends, they usually use informal language. If they write e-mails to someone important or they are applying for a job through e-mails, they should use formal language.

Step 3: writing an e-mail

This part is designed to have students use the information about Chinese crosstalk in Steps 1 and 2 and the skills they have learnt in Skills building 1 and 3 to write an e-mail to Bill to answer his questions.

1 Have students work in pairs to discuss what they should write in the e-mail to Bill. Help them decide the order of the answers according to the importance of the questions. They should also decide what structure they should use to write the e-mail.

2 Have students write the e-mail after the discussion. You can choose some different e-mails written by students, formal or informal, as examples to help students think about which style is better.

Possible example

Dear Bill
Crosstalk is a traditional form of Chinese comedy with the history of over 150 years. It began during the Qing Dynasty. At that time, performers travelled between villages and did small, humorous performances.

You asked me about different forms of crosstalk performances. It can be done by one person, two people, three people or more, and the performers talk together, do impressions, tell jokes and sing. You will hear a whole story if you listen to a crosstalk performance.

You wanted to know something about famous crosstalk performers. One of the first crosstalk performers was Zhu Shaowen, whose stage name was Qiong Bupa, or ‘Poor-but-proud’ in English. The most important master is Hou Baolin, who died in 1993. Another one, named Ma Sanli, was from a famous crosstalk family. His grandfather, father and brother were all crosstalk performers. He died in 2003. There are quite a few famous crosstalk performers loved by the Chinese people and still active on stage,
such as Jiang Kun, Feng Gong and Niu Quan. Now there are also some famous foreign crosstalk performers, among whom is Dashan from Canada. Many Chinese know of him and like his performances very much.

As for where one can hear it or see it, we often listen to it on the radio or TV. The best time to see or hear crosstalk is on television during the Spring Festival.

You asked if you could learn it outside of China and if you needed to speak Chinese to enjoy crosstalk. You will hardly get the chance to learn crosstalk outside of China. And if you want to enjoy it, you must be able to speak Chinese. Now in Beijing, a famous crosstalk master Ding Guangquan gives lessons to foreigners. He was one of Hou Baolin’s students and has been teaching foreigners to perform since 1989.

If you want to know more about Chinese crosstalk, just e-mail me.

Yours
(Student’s own name)

3 Have students finish the notes in Part A on Page 103 in the Workbook after listening to the recordings. Then they can complete the article in Part C on the same page. They can also do these as their homework.

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Project Putting on a play

This section is designed to help students learn and use English through doing a project. Students are first asked to read the two plays in Part A. They should understand what the two plays are about. Then they should perform one of the two plays.

The purpose of this section is to let students use what they have learnt to finish a project by working together. In the course of doing the project, students will discuss what steps are needed to prepare a play. In order to finish the project, they are expected to learn how to cooperate as a team and how to fulfil each part of the task.

Part A

1 Have students read the first play. Ask them the following questions:
   Is there a bench in the courtyard?
   What does the word ‘invisible’ mean?
   Is this a comedy? Why or why not?
   What do you think the playwright wants to tell us?

2 Have students read the second play. Ask the following questions:
   How many characters are there in the play? (Three. The King, the Queen and the servant.)
   Who are they? (The King.)
   What is the main character in the play? (The King.)
   What does the King actually want? (Toilet paper.)
   Why are the others unable to understand him? (Because the king is being unclear when he says that he wants important papers. The others mistake what he wants for official documents.)
   How does the playwright make the play funny? (The playwright uses a play upon words—‘important papers’ and ‘toilet paper’—to make people laugh.)

3 Have students do Parts B1 and B2 on Page 97 in the Workbook to practise the usages of some words and phrases learnt in this section.

4 Have students do Parts D1 and D2 on Page 99, and Parts D3 and D4 on Page 100 in the Workbook as their homework. The four exercises will help them be more familiar with the usages of some words, phrases, and patterns learnt in this unit.
Part B

1. Have students work in groups of five or six and discuss the eight questions given in this part. While discussing, they should choose one of the two plays to perform. They should also allocate the different tasks among their group members. For example, who will be the actors and actresses? Who will be the director? Who will make the scenery if it is needed? Who will find props? Who will make costumes? They may make a flow chart to help them manage the task.

2. Have each group perform the play. After all the groups have performed their plays, have students decide which group’s performance is the best, and who is the best actor or actress in the class. The awards may also go to the best costume, the best director, etc.

3. Have students read the article in Part A on Page 104 in the Workbook, and then write a summary of the play they performed.

Self-assessment

This section aims to help students see the progress they have made, how well they have improved their skills, and also what else they can do to improve their study.

In Part A, some items are presented to students and they are asked to check how well they think they have developed these skills. Each item corresponds to one or more parts in this unit. For example, after finishing Part E on Page 5, students will know whether they can understand the useful words in the reading material and can use them properly. Students have the opportunity to evaluate their own skills and abilities in English. The colour bar with 5 levels rates how confident students feel about what they have learnt in this unit. 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. After going over all the items in this part, students need to add all the scores and divide the total amount by the total sum. Thus, they will get a percentage, which shows their level.

These items cover the main study targets in this unit, including skills in listening, speaking, reading and writing, the usages of vocabulary and grammar items, as well as doing activities in English. Through assessing themselves as learners, students will realize whether they have achieved the goals in this unit.

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

Overview

This unit introduces and develops the theme of happiness. In Welcome to the unit, students will be presented with six pictures describing things that make people happy. In Reading, students will read an interview from a TV programme about happiness. The guest, a doctor who studies happiness, talks about how to find happiness even during times of a personal catastrophe. Word power focuses on words related to emotions and students will also learn some idioms expressing different feelings. In Grammar and usage, students will review the usage of non-finite verbs, including the to infinitive, verb-ing and verb-ed. The section Task will ask students to write an article about problems and solutions. Students will practise their language skills of listening, speaking, reading and writing by doing the task. They are expected to learn how to recognize words expressing problems, how to break big questions into smaller ones and how to present solutions. In Project, students will read two essays on the theme of ‘the happiest time of your life’, and they will write an essay about their ideas of happiness and make their own happiness handbooks.

This unit gives students a chance to express their own ideas about happiness. Students are required to share their ideas with each other and think deeply about what happiness is. The Reading strategy in this unit helps students improve their skills of reading and understanding an interview. In addition, this unit helps students learn how to deal with problems they have in their studies or daily life and learn to solve them with the help of their parents and teachers. By making a happiness handbook, they are expected to gain some insights into what happiness means to them.

Guide to pages

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# Highlights of the unit

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## Functions

1. Describing feelings and emotions

   Sang Lan knew that for many people the secret to happiness is to have appreciation for the good things in life, and to focus on goals.

   When the doctors told her that she would never again be a gymnast, she was able to overcome her sorrow by being proud of the things she had accomplished.

   She felt thankful to be alive and lucky to have the rest of her life to learn new things.

2. Describing accidents

   In 1998, a small accident during one of her practice vaults at the Goodwill Games could have cost her her future happiness. A coach changed the way the equipment was set up, but Sang Lan was not aware of the change until it was too late. She hit her head, and then fell to the gymnastics mat with a broken neck.

## Vocabulary

- surround, suffering, viewer, junior, apart, mat, specialist, severe, appreciation, sorrow, accomplish, thankful, adapt, broadcasting, advocate, admirable, rebuild, unbearable, alcohol, temporary, depth, soul, ski, accompany, instructor, procedure, directly, obey, outstanding, talent, allocate, adequate, quit, uncertain, golden, rush, entertainment, hardship, ache, vivid, predict, workday, part-time, handy, assist, automatic, instant, maximum, minimum, mature, motivation

- apart from, in good spirits, go after, on one’s own, head for, at that point, in a rush

## Grammar

Overview: infinitive, verb-ing and verb-ed (II)

1. Many people went to see Sang Lan in the hospital to cheer her up.

2. While reading the article, I was thinking of how I would write the story.

3. Having made our plan, we’ll put it into practice.

4. Not knowing what to do, she turned to me for help.

5. Inspired by Sang Lan’s story, the students decide to work harder at their lessons.

## Skills and strategies

- By the end of this unit, students will be able to:
  1. read an interview and two essays about happiness
  2. listen to a friend talk about problems and solutions
  3. talk about the gymnast Sang Lan
  4. write an article for a website presenting solutions
  5. create a happiness handbook
  6. expand vocabulary used to describe emotions

## Culture

- Different ideas and opinions about happiness
- The Goodwill Games
Teaching suggestions

Welcome to the unit

Happiness is an eternal theme that has been discussed over and over again. In this section, six pictures showing different things that can bring happiness to people are presented. Students are required to think about the definitions of happiness to different people and what things they think will make themselves happy. They will make a list of things that can make people happy. They are expected to participate in the discussion by suggesting some ways of living a happy life.

Brainstorming

You can start students’ thinking by asking them to focus on the title of the unit ‘What is happiness to you?’ Ask them what they think would be involved in the topic.

What makes you happy? What do you do when you are happy? And what do you think others will do when they are happy?

Do you think that happiness may mean different things to different people and that people’s ideas of happiness can change?

What do you think happiness is?

Encourage students to discuss these questions with their partners and give their own opinions. Then have students think of the things which they think make them happy or unhappy and then list them on the blackboard. Choose some of their ideas for further discussion. The following are sample lists.

Things that can make me happy:
- being allowed to do whatever I want to
- receiving a present that I have longed for
- receiving the first prize in an important competition
- being respected by my peers because of my hard work
- having a chance to meet my favourite pop or sport star
- travelling to the countryside to breathe fresh air and enjoy beautiful scenery
- being healthy

Things that can make me unhappy:
- being assigned too much homework by teachers
- getting too much interference from my parents
- not getting on well with my classmates or friends
- facing fierce competition between me and my peers
- hearing that something important to me, e.g., a sports meeting, has been cancelled

The purpose of this activity is to arouse students’ interest in the topic. Students are welcome to express their opinions. All reasonable answers can be accepted.

Sharing information

1. Have students read the instructions and study the six pictures. Ask them if they are keen on any of the activities in the pictures. Before asking students to talk about their favourite hobbies or things they enjoy doing most, you can conduct a discussion about the pictures.

Creating things

Are you fond of drawing? (Drawing is my favourite activity. I started to learn to draw at the age of five.Honestly speaking, I didn’t enjoy my drawing
lessons when I was a child, as it took too much of my spare time. I had to practise drawing and painting for hours every day. However, as time went on, I began to develop a real passion for it. Whenever I feel upset and want to escape from everything, I go into my bedroom and take up my paints and brushes. It’s so wonderful—all my thoughts and ideas can be expressed in my pictures. Sometimes I want to be a painter.)

Are there any other creative activities you can think of? What are they? (Thinking of different solutions to solve problems, expressing myself in my own way and making new things.)

Doing exciting things
Do you like to do exciting things? If you do, why? (Yes. Whenever I am free, I like to do many exciting things, like white-water rafting or bungee jumping. They bring me lots of fun and help me forget all my troubles and worries.)

Reading
Do you think reading makes you happy? Why? (Yes, I think so. I enjoy reading, especially in a peaceful and quiet environment. Sometimes I am so absorbed by the characters and their stories in the book that I forget all about the outside world. Through reading, I gain knowledge and broaden my horizons.)

Playing sport
Do you like taking part in sporting activities? Which sports do you enjoy and why? (Yes, I do. I like roller skating, though I’m not very good at it. You have to be quite skilful in order to keep your balance. It’s a really good way to relax.)

Spending time with family
How often do you have a big family get-together? Do you enjoy spending time with your relatives? Do you talk to them about your problems and achievements? (We meet three or four times a year. I like spending time with my relatives. The atmosphere is really comfortable when my family is all together. It’s a perfect time to express myself and talk about my problems. They can give me good advice and make me confident. They are also happy for the achievements I made.)

Learning new things
Have you ever been to a natural history museum? If there was a newly built history museum in your city, do you think you would visit it? (Sure, I would. Usually in a museum, we can find out more information than we can just through reading books. Visiting these kinds of places can give us a real insight into nature.)

What other ways do you think may help you learn more new things? (Surfing the Internet and talking to different people.)

2 Have students discuss these pictures and think about their definition of happiness. Encourage students to exchange their opinions with each other. Tell students to pay attention to each other’s ideas and see what differences they might have.

3 Organize students into groups of four and discuss the three questions on Page 17. Tell students to think about the discussions they have just had about the six pictures and other students’ ideas when answering the questions. Make sure that every group member is involved in the discussion and takes an active part in it. Have some students report their answers to the rest of the class.

Sample answers

1 There are some things in life that make everyone feel happy. For example, something as simple as getting some sweets is enough to make a child happy. Passing an exam, winning the classmates' respect or the teachers' praise can make a student feel on top of the world. Getting a great new job or travelling to different parts of the world are happy events for most adults. In short, happiness is easy to come by as long as you cherish the people around you and remember how lucky you are.
2 There are many things that make me happy. For example, eating a hearty meal, getting some new clothes, having enough money for something I really want, reading a great book, watching a really good film, making a new friend or making up with my friends after an argument. Maybe I’m just the sort of person who’s easily satisfied, and that’s why I find happiness easy to find.

3 First, I would encourage my friend to talk about his or her problems. I would try to be a good listener, gathering bits and pieces of information about what has made him or her so upset. Second, I would offer advice to solve his or her problems. Perhaps, I would try and get him or her to go outside for a walk or take him or her to a lively place, like a shopping mall or a restaurant, simply to distract him or her from worry. If my friend was still upset, I might become worried that he or she was suffering from some kind of depression. In this case, I would suggest he or she go to a doctor or counsellor for help.

4 Have students read the book review in Part B on Page 111 in the Workbook and find out what Jane Eyre thought about happiness. Then have them read the article in Part A on Page 110. They can do this as their homework.

Reading

The reading passage is an interview from a TV programme about happiness. Ms Brain, a doctor who studies happiness, is interviewed in a television talk show and tells a story about a brave girl called Sang Lan. Though the girl cannot walk any longer because of an accident, she is still optimistic towards life and the future. The Reading strategy in this unit teaches students how to read an interview. Students are expected to improve their reading skills and apply the skills to practical use.

Lead-in

1 Ask students how much information they know about Sang Lan. If possible, you can have students collect information before class. You may conduct the activity as follows: Today we are going to talk about a special girl named Sang Lan, who used to be a successful gymnast. Can you search for more information about this girl?

2 Have students exchange the background information about Sang Lan they have found with each other. Tell them to think about Sang Lan’s experiences and answer the following questions:

Different people find happiness and fun in different things. There is certainly no criterion for determining the best way of finding happiness. Do you think Sang Lan had had a happy life before she was injured?

Do you think Sang Lan has a happy life now?

What would you do if you had the same problem?

Encourage students to discuss freely their true feelings about Sang Lan’s story.

3 Additional questions can be asked to students, especially about how to conduct an interview. For example, Have you ever conducted an interview? What preparations would you make before you are going to interview someone? (Try to search for as much information about the person to be interviewed. Make a list of questions to be asked in the interview.)

Then ask students:
Suppose you had a chance to talk face to face with Sang Lan, what would you like to ask her about most?

The following are suggested answers:
- childhood and school education
- things or experiences that had left the deepest impression on her before the accident
- reasons for learning gymnastics
- things that encourage her during hard times
- current physical condition
- expectations for the future
- future career plans
- attitudes towards life, success and failure

Reading comprehension

1. Have students go through the passage as quickly as they can and try to find answers to the three questions in Part A. Remind students only to focus on and identify the information needed to answer these questions. If possible, you can help students check whether the information about Sang Lan they found before class is mentioned in the passage and where.

Answers

A 1 Happiness.
2 Dr Brain.

3. At the Goodwill Games in 1998, when Sang Lan was practicing, a coach changed the way the equipment was set up, but she was not aware of the change until too late. She was badly injured when she fell to the gymnastics mat with a broken neck.

2. Have students read the passage again and complete Parts C1 and C2 individually. Part C1 is to check students’ reading comprehension by making correct judgements of the truth of the statements.

Part C2 is for students to note some specific information according to the time sequence. After students finish the exercises, check the answers with the class.

Answers

C1 1 T 2 F 3 T
4 F 5 F 6 T
C2 2 e 3 f 4 b 5 a 6 d

3. To check students’ understanding of the interview, have them describe Sang Lan’s personality. You may use the spidergram below to help them.

Now we’ve gone through the passage and known a lot more about Sang Lan. What do you think of her? Can you describe what kind of girl she is?
4 Have students collect relevant information from the interview which shows Sang Lan’s personality.

Before going to hospital
- successful in her sport when she was young
- described as energetic, happy and hard-working
- happy to devote herself to gymnastics
- was working towards something special
- made her parents proud

While staying in hospital
- in good spirits
- had appreciation for the good things in life and focused on goals
- thought about what she could do to get better
- proud of the things she had accomplished
- felt happy to be alive, and lucky to have the rest of her life to learn new things

After leaving hospital
- graduated from Peking University with a degree in broadcasting
- hosted a sports show about the 2008 Beijing Olympics
- a popular figure on TV
- advocated better treatment for disabled people
- optimistic and positive

5 Have students complete Parts D and E. Part D aims to improve students’ ability to guess the meaning of a new word from the context and learn how to explain it in English. Part E is a magazine article about happiness, which aims to make students more familiar with some of the useful words.

6 Have students read the Reading strategy on Page 19. Remind students that when reading or watching an interview, they should pay attention to the topic, the opinions related to the topic, the questions asked and the answers to the questions.

7 Have students finish Parts A1 and A2 on Page 105 in the Workbook, so they can practise using some words and phrases learnt in this section.

**Post-reading activities**

1 Have students write about the three phases of Sang Lan’s life by adding relevant information they have collected before class.

You can tell students how to divide the three phases. You may conduct the activity as follows:

*Up till now we’ve talked a lot about this brave girl and have been impressed by her strong mind. Therefore, I’d like you to work with your group members and write about the three phases of her life. The first phase is from the time she began to learn gymnastics to 1998, when a severe accident happened during one of her practice vaults at the Goodwill Games. The second phase of her life is her treatment while staying in hospital. The third phase is her life since her returning to China. The story can be written in the form of a short passage.*

2 Divide the class into several groups. Make sure that each group is assigned with a different phase of Sang Lan’s life. Each individual has to collect some information about Sang Lan, and the group leader compiles the whole story. Invite one student to read their story out.

3 Ask students the following questions:

*Some of the following questions have been asked before we studied the story of Sang Lan. Please think again and give your*

<table>
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<tr>
<td><strong>D</strong> 1 d 2 c 3 f 4 h 5 b 6 g 7 a 8 e</td>
<td></td>
</tr>
<tr>
<td><strong>E</strong> (1) advocate (2) surrounds (3) in good spirits (4) sorrow (5) accomplish (6) suffering (7) thankful</td>
<td></td>
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</table>
answers. Then contrast your answers now with your previous answers and see if there is any difference between them. Think why you have changed your mind.

What is happiness?

What is the real value of being alive?
Does being healthy and wealthy mean happiness?
Does being respected and well liked mean happiness?

Encourage students to express their own ideas by combining the ideas from the article with their own experiences.

4 Have students go over Part F in pairs and continue the dialogue using the example. Questions in this part focus on issues related to gymnastics, training hard in sports and finding happiness. Encourage students to articulate their opinions. You can also express your attitudes towards these issues. Tell students that it is impossible for any of us to anticipate what misfortunes might occur in our life. Also, ask students to remember that whatever they do, the most important thing is to hold on until they succeed or reach their goals. They should not give up halfway when they encounter difficulties.

People like the way (that/in which) he wrote his novels.
Look at the way (that/in which) she’s dressed. Don’t you think it’s funny?

2 Well, in case some of our viewers don’t know her story, can you tell us a little bit about Sang Lan and who she is? (Page 18, Lines 20–21)

Here in case means ‘if’ or ‘because it might happen or has happened that’. It can also mean ‘so as to be safe if something happens’.

In case he arrives before I get back, please ask him to wait.
Take your umbrella in case it rains/just in case it should rain.
I’ll cook plenty of potatoes just in case they decide to stay for dinner.

3 By the time she competed in the gymnastics tournament at the New York Goodwill Games, she had been a junior gymnast for eleven years. (Page 18, Lines 23–25)

Here by means ‘not later than’ or ‘before’.

By the time the doctor arrived, the patient had died.
By next Friday, we ought to/shall have finished the project.
By the end of this year, she will have been in Australia for two years.

4 Her teammates described her as energetic, happy and hard-working. (Page 18, Lines 26–27)

Here describe means ‘to say what something is like’ or ‘to give a picture of something in words’.

He describes himself as a business executive; in fact, he is a clerk.
The seller describes it as a vintage car, but I’d call it an old wreck.
Wei Hua described her school life in Britain as interesting and exciting.
5 In 1998, a small accident during one of her practice vaults at the Goodwill Games could have cost her her future happiness.

(Page 19, Lines 31–32)

- Here the modal verb could is used to show what is or might be possible, but without real force or certainty.
  *The new project could create 5,000 new jobs.*

It could be weeks before we know the full cost of the accident.

In my view, the accident could have been prevented.

- Here cost means ‘to lead to the loss of something’, and it is usually followed by two objects to form the verb phrase ‘(something) cost(s) someone something’.
  *His lazy attitude cost the boy his place in the team.*
  *The mistake cost him his job.*
  *The baby’s crying cost his mother many nights of sleep.*

6 I know I will think about how she rebuilt her life whenever my life feels unbearable.

(Page 19, Lines 61–62)

Whenever means ‘at whatever time’ or ‘at any time’.

I’d like to see Mr Ding whenever it is convenient.

Whenever she stayed at home, she went to bed early at night.

You may come and talk to me whenever you feel lonely.

Resources

The Goodwill Games

The Goodwill Games are an important sports event where the world’s best athletes have another opportunity to come together and prove their abilities on the world stage. They were first held in Moscow in 1986. In 2001, Brisbane, Queensland, Australia successfully held the Games. It was the first time that the Goodwill Games were hosted by a city outside of the USA and the former USSR. If you would like to know more about the Goodwill Games, you can visit the following website:

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

Word power

This section teaches the words and idioms used to describe emotions and feelings. Students will learn some nouns related to emotions and then the adjective forms of these words; they will also learn some idiomatic ways to express feelings.

Parts A and B in this section are for students to practise using the correct adjectives and nouns to express feelings, and Part C teaches students some useful English idioms about emotions. Students are expected to enlarge their vocabulary related to this topic.

Brainstorming

Tell students that in this section, they will have a chance to learn some vocabulary related to expressing emotions. You can start with the following questions:

What words can express happiness?

Apart from happiness, what other types of emotions do you know of? What words express these kinds of feelings?

What kinds of emotions have you ever experienced in your own life?
Vocabulary learning

1 Write the following words on the blackboard:

love joy excitement hate fear anxiety

Have students read these words and consider:

What are the common characteristics of these words? (They are all nouns. They are all used to express strong feelings and emotions.)

2 Tell students these nouns are all abstract nouns, which represent things that cannot be experienced through touch, taste, sight, hearing or smell. They all express feelings. Encourage students to think of some more examples.

delight surprise astonishment sadness depression contentment satisfaction concern worry happiness curiosity

3 Have students try to invent situations that fit different emotions. You can give two examples.

One day on my way home, I was stopped by a postman who was asking the way. It happened to be the same way I walked home every day. The man and I talked and walked together. We had a lot to talk about. When I said goodbye to him and went upstairs, he still followed me! Then I understood the postman’s parcel was for me. What a nice coincidence!

Ask students what kinds of words can be used to describe the writer’s emotions. (surprise; happiness)

This morning when I got to school, my headmaster asked me to her office. She told me I was the only student who had passed the exam and would have the chance to be an exchange student. It was too good to be true. I almost danced back to my classroom. However, about half an hour later, I was called to the office again and was told that the teachers had made a mistake! Oh, no! (astonishment; happiness/joy/delight; disappointment; sadness)

4 Have students read the instructions on Page 22 and tell them that learning more words related to emotion can help them better express the way they feel.

5 Tell students that all these words for emotions have adjective forms as well. They are called adjectives of quality. Have students study the examples listed in the table.

6 Have students write the adjective forms of other nouns related to emotion. The following words can be used as examples.

<table>
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<tr>
<td>curiosity</td>
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<td>satisfaction</td>
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<td>anger</td>
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<td>amazement</td>
<td>amazed</td>
</tr>
<tr>
<td>disappointment</td>
<td>disappointed</td>
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</table>

7 If some of the words above are new to students, you can give them some specific examples to encourage them to guess their meanings of the words. For example,

When Tom told us he had passed his driving test, none of us could believe our ears. He didn’t spend a single day learning how to drive. Which word can be used to describe our feelings? (Amazed.)

Tomorrow we were going on an excursion. We had been waiting for it and had prepared everything for it, but now we are told that the excursion has been cancelled. How would we feel? (Disappointed.)

Encourage students to use their own examples to illustrate the words related to emotions they have learnt.

8 Have students focus on Part A. Part A requires students to identify and distinguish the different usages of noun forms and adjective forms of words related to emotions. Students are expected to circle the right word according to each different situation.
Have students do the exercise in Part B. Part B is about Flora entering a speech competition. Focus students’ attention on Flora’s changes of emotions. Then check the answers with the class.

Answers

A
(1) angry
(2) anger
(3) content
(4) contentment
(5) curious
(6) curiosity
(7) frightened
(8) fright
(9) concerned
(10) concern
(11) sadness
(12) sad

B
(1) excitement
(2) fearful/frightened
(3) sadness
(4) happy
(5) concerned
(6) anxious
(7) content

Vocabulary extension

1. Have students group emotional words they have learnt into three different categories: happiness, sadness and anger.
   - Words describing happiness:
     Noun forms: joy, happiness, delight
     Adjective forms: joyful, happy, delighted
   - Words describing sadness:
     Noun forms: sadness, depression, unhappiness
     Adjective forms: sad, depressed, unhappy
   - Words describing anger:
     Noun forms: anger, annoyance
     Adjective forms: angry, annoyed

2. Provide students with following sentences and have them choose the correct words to complete them.
   I’m not _______ (satisfied, satisfaction) with what I’ve done. I can’t get _______ (satisfied, satisfaction) from it. (satisfied; satisfaction)
   I was _______ (amazed, amazement) by the change in his appearance. All of us looked at him in _______ (amazed, amazement). (amazed; amazement)
   The boy is _______ (curious, curiosity) about everything. His burning _______ (curious, curiosity) inspires him to learn more. (curious; curiosity)

3. Have students focus on Part C. In the English language, there are some idioms about emotions. Have students first guess their meanings. If they cannot work out their meanings, tell them to consult their dictionary first before consulting you. Check the answers with the class.

Answers

C

emotions

sad

down in the dups

feel blue

over the moon

happy

on cloud nine

angry

fly off the handle

hot under the collar
4 Have students listen to the recording and then complete the note in Part A on Page 112 in the Workbook. Then have them do Part C on the same page. They can also do these as their homework.

Grammar and usage

The grammar item in this unit helps students review how to use non-finite verbs as adverbials in sentences. They will learn more about the use of non-finite verbs to refer to the purpose, cause, time, manner and condition, and how to express the negative forms of non-finite verbs. They will also review the active and passive perfect forms of the verb-ed.

Overview: infinitive, verb-ing and verb-ed (II)

1 You may begin the section by asking students the function of an adverbial in a sentence. They should understand that the adverbial is usually used to express the time, purpose, cause, manner or condition. For less able students, you can write sentences on the blackboard and have them tell the function of the non-finite verb in each sentence. For example, 

I usually go to my father's hometown to see my grandparents in summer holiday. (The to infinitive to see my grandparents is the purpose of going to my father's hometown.)

Encouraged and helped by my teacher and classmates, I did quite well and got the first reward in the speech competition. (The verb-ed phrase encouraged and helped by my teacher and classmates is used to refer to the reason or cause; it means 'because I was encouraged and helped by my teacher and classmates'.)

Having finished writing the book, I went on a tour in France. (The perfect form of the verb-ing phrase having finished writing the book is used to refer to the time; it means 'when I had finished writing the book'.)

The stranger walked in the middle of the road, looking neither to the right nor to the left. (The verb-ing phrase looking neither to the right nor to the left is used to refer to the manner, showing how the stranger was walking.)

Seen from the air, the stadium looks like a huge bowl. (The verb-ed phrase seen from the air is used to refer to the condition; it means 'if the stadium is seen from the air'.)

2 Have students read Parts 1 and 2 on Page 24. Make sure that they understand the meanings of the explanations and understand that a verb-ing or a verb-ed can be used as different types of adverbials in a sentence. They should also understand when to use the verb-ing form and when to use the verb-ed form.

You can write the following two sentences on the blackboard:

Hearing the phone ringing, Mr Black put down the newspaper he was reading and picked up the receiver.

Taken to hospital and operated on immediately, the old man was saved.

Ask students:

In the first sentence, who hears the phone ringing?
In the second sentence, who was taken to hospital and operated on immediately?

Students should understand that when a verb-ing or a verb-ed is used as an adverbial in a sentence, the verb-ing is used if the action is done by the subject of the sentence, while a verb-ed is used if the subject of the sentence is the receiver of the action.

After they have read Part 4, ask students what the having + verb-ed form and having been + verb-ed form are used to refer to. They should see that the active and passive perfect forms are used to refer to time. Help students conclude as follows:

- When the action of the adverbial is done by the subject of the sentence and happens before the action in the main clause, the active perfect form having + verb-ed is used.
- When the action of the adverbial happens before the action in the main clause, and the subject of the sentence is the receiver instead of the actor of the verb-ed in the adverbial, the passive perfect form having been + verb-ed is used.

Have students read Parts 3 and 5. After reading Part 3, students should understand that when subordinate conjunctions, such as when, while, once, if and although, are used to introduce adverbial clauses, the subject of each clause, as well as the be verb used before the verb-ing or the verb-ed, can be omitted.

After reading Part 5, students should understand how to use the negative form of a non-finite verb. Give more sentences to them as examples.

Not invited to the party, she felt a bit disappointed.

Not having finished the task on time, he was fired by the company.

Not having been told what to do next, the workers are resting and waiting.

5 Have students read the newspaper article on Page 25. Make sure that they understand the topic of the article. Have them finish the exercise individually. Then check the answers with the class.

Answers
1 to learn how to ski
2 Accompanied by an experienced ski instructor
3 Thinking that she knew how to ski well
4 while skiing downhill
5 Although not expecting trouble
6 Having been checked at the nearest hospital
7 Hearing the news
8 Not knowing how serious the situation was
9 Arriving at the hospital
10 if properly treated

6 Have students do Parts C1 and C2 on Page 107 in the Workbook so they can be more familiar with the usage of non-finite verbs.

Resources

Students may want to summarize the usage of non-finite verbs. You can present them the following table to show the different functions of non-finite verbs in sentences.
<table>
<thead>
<tr>
<th>function/verb</th>
<th>non-finite to infinitive</th>
<th>verb-ing</th>
<th>verb-ed</th>
<th>being + verb-ed</th>
<th>having + verb-ed</th>
<th>having been + verb-ed</th>
</tr>
</thead>
<tbody>
<tr>
<td>subject</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>object</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>predicative</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>object complement</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>attributive</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>adverbial</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

**Task**  
**Writing an article about problems and solutions**

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

Through the three steps, students will learn to recognize words that express problems. They will also learn how to break a big question into smaller ones to discuss and give advice to solve problems. Finally, they will write an article about how to help others solve their problems.

**Skills building 1:**  
**recognizing words that express problems**

In this part, students will learn what words, phrases or patterns are used to express problems. These will help them when they discuss their problems.

1. Have students read the directions. They should learn what words and phrases are often used to express problems. Give them some examples, so they will have a better understanding.
   *If you lost your way in a forest and there was no one to help you find the way out, you would feel that things were hopeless.*
   *If your team lost a football match, you would feel very unhappy.*
   *If you heard that you could not go to the seaside for your holiday, you would be disappointed.*

   All these are used to express problems. Write on the blackboard the following words:
   *hopeless, unhappy, disappointed*

   Have students think of some more words that indicate problems.

   Write the words that students give on the blackboard, such as *sad, regretful and lonely.*

2. Have students read the instructions on Page 26. Tell them to make sentences using the patterns given. Then provide them with more patterns. For example,
   *If I felt like crying when I learnt I would never see my grandma again.*

---

---
Failing my math quiz again made me feel rather depressed. I want to have a talk with my math teacher.

He left school under a black cloud after causing a serious accident.
Since her husband got ill, she seemed very down in the dumps.

Step 1: recognizing problems

This part is designed to help students develop their reading and listening skills. They are first asked to read a letter and find the problem described in it according to what they have learnt in Skills building 1. Then they will complete the notes after listening to a student talk about his problems and suggest some solutions.

Have students read the letter in Part A on Page 26. Make sure that students understand that they should underline the words and phrases used to describe the problems in the letter. Tell them to consult Skills building 1 if they are not sure about whether some words, phrases or patterns are used to express problems or not. Ask students the following questions:

What problem does Ma Jie have? (He doesn’t know what to do because his parents want him to spend more time studying and go to a good university, while his basketball coach wants him to practise harder to become a real basketball star. The problem is that he cannot study more and play basketball harder at the same time, so he is confused.)

If you were Ma Jie, what would you do to solve the problem?

Ask students for the answers to the second question. Accept any possible answers.

Answers

A Dear friends

I have a problem, and I don’t know what to do. I really hope someone can help me find a solution! I’ve been very sad in the past few months, I feel caught between what I want, what my parents want and what my basketball coach wants.

I have always been an average student. My parents feel that I need to spend more time improving my marks so I can go to a good university. They make me feel like I’m a bad son when I don’t obey them and focus on what they think is best for me.

For the past few years, I have been playing for the city basketball team. I’m an outstanding player, and running around on the basketball court is what makes me happy. The coach thinks I have the talent to become a real star. He thinks that I need to arrange to spend even more time working on my basketball skills. I feel guilty when I don’t practise harder because he has spent a lot of time coaching me, and he really believes in me.

The problem is that I don’t have time to study more because I play basketball so often, and I don’t have time to work harder at basketball because I have to study. It feels like allocating adequate time for each is just not practical. I want to go to a good university, but I also want to play basketball. I’m so confused. Whichever way I look at it, I’ll never be really good at anything unless I quit doing everything else.

I’m really tired of feeling worried about this and being sad. I am uncertain what to do!

Ma Jie
2 Have students go over Part B on Page 27 to find out what they should do next. Then have them listen to the recording and finish the notes. Check the answers with the class.

**Tapescript**

**Ma Jie:** When I’m at school, I’m often very tired. I have to stay up very late at night to finish my homework because I spend all afternoon with my basketball coach. I know that I’m not doing my best at school. That makes me feel sad. When I play basketball I sometimes make mistakes, and don’t play well because I’m thinking about my studies, and I feel worried that I’m falling behind.

I want to be good at my studies and be good at basketball—I want to do both things well. I feel confused and sad because I don’t know how to do both. My coach says that I have a special talent, and that it would be wrong not to use it. He says that I should be willing to give up other things in my life so that I can focus on playing. But my parents tell me that sport cannot take the place of a good education. They say that I could get an injury; also, you can’t be sure that I will be able to play basketball like Yao Ming in the future. They believe that it is more important to study hard and prepare for a job in the business world.

I agree with both of them. I’m lucky to be so good at basketball. It would be silly not to try and become the best I can be, but I also think a good education is one of the most important things in life.

**Answers**

<table>
<thead>
<tr>
<th></th>
<th>(1) sad</th>
<th>(2) make mistakes</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>(3) studies</td>
<td>(4) falling behind</td>
</tr>
<tr>
<td></td>
<td>(5) basketball</td>
<td>(6) talent</td>
</tr>
<tr>
<td></td>
<td>(7) willing</td>
<td>(8) focus</td>
</tr>
<tr>
<td></td>
<td>(9) education</td>
<td>(10) injury</td>
</tr>
<tr>
<td></td>
<td>(11) important</td>
<td>(12) business world</td>
</tr>
</tbody>
</table>

3 Have students go over Part C. Tell them first to say what reasons they think Ma Jie will give. Any possible reasons they give are acceptable. Then have them listen to the recording and complete this part to check whether they have the same reasons Ma Jie gives.

**Tapescript**

**Ma Jie:** The first thing I tried was just working harder at everything. I thought that maybe I could just try harder, and then I could do well at school and get better at basketball at the same time. But that idea didn’t work because both things take a lot of time, and there are just not enough hours in one day to do my very best at both things.

Then I thought I could focus on school, and just play basketball at the weekend. But my coach is right when he says that two days a week is not enough training if I want to become very good.

For a few weeks I studied less. I thought that maybe I could still get average marks, even if I did not spend much time studying. That was a huge mistake, because I failed two exams and my parents were very disappointed.

I’ve thought about quitting basketball too. Lots of people don’t play a sport and they are happy, right? But not me. If I don’t play basketball, I’m not happy.

What do you think I should do?
Skills building 2: breaking a big question into smaller ones

In this part, students will learn how to break a big question into smaller ones. They are expected to think logically and try to find all the possible smaller questions they should ask.

1 Write the following question on the blackboard and ask students if they know how to answer it:
   How can I improve my marks?
   To improve one's marks may involve lots of things. Students may find that it is difficult to simply answer the question with one or two sentences because the question is too big.

2 Have students go over the directions in this part. Then tell them to read the big question and smaller questions given in this part as an example.

3 Organize students into groups of four and tell them to try to divide the question on the blackboard into a few smaller questions. Write students' smaller questions on the blackboard. Ask them whether it is easier for them to answer these smaller questions first and then answer the big question. The following can be used as sample questions:
   What subjects do you find hard and need to improve on?
   What is your problem in these subjects?
   Is that because you have not spent enough time on them?
   What have you done to improve on these subjects? Did you use good study methods in these subjects?
   What are your short-term and long-term goals for these subjects? Have you set proper goals?

   Make sure that all students participate in the discussion. All possible answers are welcome.

Step 2: discussing solutions

This part is designed to help students use what they have learnt in Skills building 2 to practise asking questions and discussing solutions.

1 Have students work in pairs. Tell one of them to act as the older student(O) and the other as the younger student(Y) and discuss Ma Jie's problems. They should try to divide the big question 'What do you think of Ma Jie's problem?' into smaller ones. They may begin the conversation as the following:
   Y: You know Ma Jie is my good friend. Recently he has been worried a lot. I want to help him solve his problem. What do you think I should do?
   O: OK. Let's see what we can do to help him, but first let's make things less complicated. We'd better divide the big question into some smaller ones. Tell me what his problem is.

   Then have students break up the question into some smaller ones according to what they have heard in the recording in Step 1. Have them write down the smaller questions in Speech bubble 1.
Answers

Speech bubble 1

problem: What is his problem?
source of information: How did you find out about the problem?
people affected: Who else is affected by the problem besides Ma Jie?
attempts to solve problem: What has he done to try to solve the problem?
results of attempts: What were the results of the solutions he had tried?
things one wishes to happen: What does he wish to happen?

Have students work in pairs to make up a dialogue. The one who acts as the younger student can use the questions in Speech bubble 2 and the other, the older student, can answer the questions using the phrases and sentences in Speech bubble 3. After they finish practising, you can ask two or three pairs to present their dialogues to the whole class.

didn’t work. He found it was hard to satisfy his parents, his teachers, his coach and himself at the same time. Is there a way to make everyone happy? What do you think? Is it more important to be happy himself, or to make others happy?

O: That’s a really good question. Sometimes we can find a win-win solution to make everyone happy, but usually it’s very hard. There’s an English saying ‘You can’t please everyone.’ If you’re not happy, how can you try to make others happy?

Y: So, what do you think he should do?

O: I think he shouldn’t try to decide alone. He’d better tell his coach, teachers and parents how he feels.

Y: Do you think that will work? Why will that work?

O: Yes. Because they all care about him. They can help him work out solutions.

Y: I agree. Parents and teachers are more experienced in helping us solve big problems.

O: That’s what parents, teachers and coaches are for. All they want is that you feel happy.

Sample answers

Y: I really want to help Ma Jie, but what can I do to solve his problem?

O: I think if you want to give good advice, you should first listen to his problem. Make sure that you understand the situation clearly and also understand the person you want to help. Then you can give your suggestions.

Y: Do you think there is a solution?

O: Certainly. Every problem has a solution. We should be positive. Tell him he should consider the problem carefully.

Y: He has already thought of some solutions, but it seems that they

Skills building 3: presenting solutions

In this part, students will read some directions on how to make advice clearer and more helpful to people who need it. Have students read the three points. Make sure that they understand the meaning of each point. You can put on the blackboard the following table to help them understand the directions.
<table>
<thead>
<tr>
<th>Guidelines</th>
<th>What to do</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 avoid judging</td>
<td>Use positive, helpful language; do not say, 'It’s wrong for you to ...'</td>
<td>People want help, but not judgement of their previous behaviour.</td>
</tr>
<tr>
<td>2 give examples</td>
<td>Mention a similar situation where your advice works.</td>
<td>People will know how to use your advice.</td>
</tr>
<tr>
<td>3 be specific</td>
<td>Give the advice that can help people to solve their own problems.</td>
<td>People can be helped to solve their problems.</td>
</tr>
</tbody>
</table>

### Step 3: writing an article

In this part, students will write an article about how Ma Jie solved his problem with the help of his parents, teachers and coach. Students will need to consult the instructions and information in Steps 1 and 2. This part is designed to improve students’ writing skills.

1. **Have students read the directions in this part to find out what they need to do.**
   
   Tell students to discuss and list what they should write in the article first. For example,
   
   - *Ma Jie’s problems*
   - *the possible solutions Ma Jie thought of and the reasons why they didn’t work*
   - *the advice you gave to Ma Jie*
   - *the advice his parents, teachers and coach gave him and why it works*

2. **Have students work in groups of four to write the article.** Each member of the group should write one part. After each student has finished his or her part, the group should put the four parts together to form the article and present it to the rest of the class.

### Possible example

As high school students, we have problems that we often try to solve by ourselves. However, we often find that solving our problems by ourselves is very hard. I do not think that students should try and solve their problems alone. We should turn to our parents, teachers and friends for help.

My friend Ma Jie was in the same situation. This is what he did.

Ma Jie has been playing for the city basketball team for a few years and he plays quite well. His coach thinks he has a chance to become a real star. The coach thinks that Ma Jie needs to spend more time working on his basketball skills. However, as he has always been an average student, Ma Jie’s parents feel that he needs to spend more time improving his marks, so that he can go to a good university. The problem is that Ma Jie does not have time for more study, because he plays basketball so often. Neither does he have time to work harder at basketball, because he has to study.

Ma Jie thought of some ways to solve his problem. He first wanted to focus on school and only to play basketball at the weekend, but he found two days a week was not enough for basketball practice. Then he tried to study less, but he failed two exams and his parents were very disappointed. Finally, he thought about quitting basketball, but he found if he did not play, he was not happy. He was rather confused. It made him feel like he would never be really good at anything unless he gave up something he liked to do.

One day, Ma Jie talked to me about his problem and asked me to help him. I talked with an older student about Ma Jie’s problem and asked for advice. He made some good suggestions that were really useful. He suggested that Ma Jie should talk with his parents, his teachers and his coach about what he was thinking. As they all
care about him, they should certainly be able to help him work out a solution. After Ma Jie did what he suggested, his parents began to understand their son much better. Now they do not ask Ma Jie to spend more time studying his lessons, and allow him to spend more time playing basketball. Ma Jie has promised his parents that he will study as hard as he can at school. Everyone is satisfied and happy now.
So, from this we can see, if we have problems, we should talk about them with our parents and teachers, and ask them to help us. Then we can find good solutions.

Project  Making a happiness handbook

The section is designed to help students learn and use English through doing a project. Students are first asked to read two essays in Part A. Then they are asked to write an essay about their ideas of happiness. Their essays will then be collected in their happiness handbook.

The purpose of this section is to help students use what they have learnt to finish a project by working together. During the course of doing the project, students will discuss what to write about in their essays and how to prepare the happiness handbook. In order to finish the project, they are expected to cooperate with their group members to fulfil each part of the work.

Part A

1. Have students read the first essay. Ask them the following questions after they finish it:
   Is the writer old or young? How do you know that? (The writer is old. He says ‘... to look back on my school days’ and ‘when I was young’, implying that he is not young any more.)
   What time does the writer consider to be the happiest of his life? (His days at school were the happiest of his life.)
   Why does the writer think those days were happy? (He didn’t have any worries in life and could spend all day outside playing with his friends and talking about interesting things. All he had to do was go to school and spend a few hours studying after school. His parents took care of everything important. At the weekends, he could see friends, visit his grandparents, read books and play sport. He didn’t need to think about problems at work or worry about whether he had an income or how to take care of a family. In a word, he could fully enjoy his adolescence.)

2. Have students read the second essay. Ask them the following questions after they finish reading it.
   Is the writer a teenager or an adult? How do you know that? (A teenager, because in the third paragraph, the writer says, ‘I
will also be happy because I will be an adult then.

Why does the writer think that her happiest days will be in the future? (In the future, people will be healthier and live longer, and they will never worry about illness because of the new technology. There will be no war, pollution or hunger, so no one will be sad. People will only work four hours on weekdays, and all the jobs will be interesting. Robots and computers can do many things for people, especially all the boring things. Family members can spend more time enjoying each other's company.)

What does the writer think an adult can do while a teenager can't? (An adult can make his or her own decisions and do things he or she enjoys. He or she can have a secure job that he or she likes and finds happiness in being successful at it. Teenagers have to work hard at school and should always be doing or learning things, so they don't have time to relax.)

Why does the writer think it is nice to think the happiest days are still ahead of her? (It gives the writer the motivation to work hard now.)

3 Have students fill in the following table according to what they have read in the two essays. They can also provide their own information on the advantages or disadvantages of being young or old. After they finish the table, have them decide which is a happier time of life, youth or old age. Any possible answers are welcome.

<table>
<thead>
<tr>
<th>Teenagers</th>
<th>Old people</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advantages</td>
<td>Disadvantages</td>
</tr>
</tbody>
</table>

4 Have students do Parts B1 and B2 on Page 106 in the Workbook to practise using the words and phrases in this section.

5 Have students finish Parts D1, D2, D3 and D4 on Pages 108 and 109 in the Workbook as their homework.

Part B

1 Have students review the opinions on happiness that they have learnt in this unit. Then have them each write an essay about their own ideas of happiness. Encourage them to make a list or spidergram to manage their ideas.

2 Divide the class into four groups. Have the groups discuss the eight questions in this part and make their own happiness handbooks. They should divide the different tasks among their group members. They should decide who will check the English in their essays, who will illustrate their handbook, who will put all the essays together and who will make the cover of their handbook. They should also decide when they should finish their essays.

3 After each group has finished its handbook, the four groups should present their handbooks to the class. Have students choose which handbook they think is the best.
Self-assessment

This section aims to help students see the progress they have made, how much they have improved their skills, and also what else they can do to improve their study. In Part A, some items are presented to students and they are asked to check how well they think they have developed these skills. These items cover the main study targets in this unit, including skills in listening, speaking, reading and writing, and 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 goals in this unit. Each item corresponds to one or more parts in this unit. For example, after finishing Step 2 on Page 28, students will know whether they can break a big question into smaller ones so they can answer them easily. Students have the opportunity to evaluate their own skills and abilities in English. The colour bar with 5 levels rates how confident students feel about what they have learnt in this unit. 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. After going over all the items in this part, students need to add all the scores and divide the total amount by the total sum. Thus, they will get a percentage, which shows their level.

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

Overview

This unit introduces and develops the theme of understanding each other. In Welcome to the unit, students will be presented with four pictures, each representing a way of greeting each other by people from different countries. In Reading, there is a conversation about cultural differences. Three students from China, Brunei and the UK share their opinions on this issue. Word power focuses on words borrowed from other languages that have been incorporated into English, and idioms each of which connects a characteristic with an animal or a thing. In Grammar and usage, students will learn unreal conditionals and how to use them. The Task section requires students to write a letter of apology because of cultural misunderstandings. In this section, students will practise the language skills of listening, speaking, reading and writing, and learn how to complete a text, how to ask questions and how to write a letter of apology using the information and knowledge of taboos in different cultures they have collected in this section. In Project, students will read a travel brochure about four minority groups in four different countries, and choose a country, research on its unique culture and make a reference book.

This unit gives students a chance to learn about some cultural differences between countries. The Reading strategy in this unit teaches how to understand the use of examples in texts. Integrated skills which relate to the topic are practised and reinforced. At the end of the unit, students are expected to become more aware of cultural differences and to be more tolerant of customs in other countries. They are expected to apply what they have learnt to practical use by writing a letter to explain cultural misunderstandings and make an apology.

Guide to pages

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<th>Sections of the unit</th>
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<th>Teacher's Book</th>
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<td>Pages 46–50</td>
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<td>Word power</td>
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<tr>
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<td>Pages 40–41</td>
<td>Pages 51–53</td>
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<td>Pages 42–45</td>
<td>Pages 53–59</td>
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<td>Pages 46–47</td>
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<td>Page 61</td>
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<td>Different cultures and traditions</td>
<td></td>
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<tr>
<td>---------------</td>
<td>-----------------------------------</td>
<td></td>
</tr>
<tr>
<td>Functions</td>
<td>1 Describing festivals</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Oh, it's a celebration that takes place on November 5th every year. People light large fires outside, and everyone gathers around and has a party. There are plenty of fireworks, and everyone eats hot dogs and other food that can be cooked over the fire. It's great fun.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 Describing customs</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>It's rude not to open a present when someone gives you one. We like to see how the person reacts.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Roosters are supposed to drive bad spirits away from the wedding ceremony, and hens are thought to ensure good luck for the marriage.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 Describing some social behaviour</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>In North America and the UK, people greet one another by shaking hands. In Thailand and other parts of South-East Asia, the normal greeting is a slight bow with the hands pressed together.</em></td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>greet, hug, wedding, rooster, ensure, congratulate, reception, bridegroom, bride, permit, prohibit, throughout, offence, adjust, accustomed, alike, familiar, celebration, firework, mustard, barbecue, expectation, emperor, religion, gesture, greeting, slight, minority, seal, deer, feast, account, bravely, mask, carve, claw, wolf, govern, musical, steam, stove, plain, bow, arrow, retell, roast</td>
<td></td>
</tr>
<tr>
<td></td>
<td>hot dog, let alone, show somebody around, take up, business card, the Arctic Circle, musical instrument, have power over</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>Unreal conditionals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 <em>I could reach the book if I were a bit taller.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 <em>If I had the chance, I might want to be a business consultant.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 <em>If you had joined the chat room ten minutes ago, you would have known what we were talking about!</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 <em>If I had time tomorrow, I would certainly help you.</em></td>
<td></td>
</tr>
<tr>
<td>Skills and strategies</td>
<td>By the end of this unit, students will be able to:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 read a conversation and a travel brochure</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 listen to a conversation about showing foreign visitors around Beijing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 talk about different cultures, traditions and taboos</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 write a letter of apology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 make a reference book about a minority culture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 know some English words borrowed from other languages and some idioms</td>
<td></td>
</tr>
<tr>
<td>Culture</td>
<td>1 Cultural differences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 Taboos and customs in different countries</td>
<td></td>
</tr>
</tbody>
</table>
Teaching suggestions

Welcome to the unit

People from different countries have different ways of greeting each other. In this section, four pictures are presented to students showing ways to say hello in different countries around the world. Students are expected to participate in a discussion about different greetings in different countries. They are also asked to express their own opinions about the possible problems that may be caused by these differences. Students are expected to take part in the discussion, practise their spoken English and share their ideas with each other.

Brainstorming

Have students look at the four pictures carefully. Then ask students to describe in their own words how people in different countries greet each other. You may start the activity by asking the following questions:

What are the people in Pictures 1 to 4 doing?
In which countries do people use these forms of greeting?
Are these forms of greeting the same as the forms used in China? What would you think if you saw people using these forms in China?
Has anyone used one of these forms of greeting with you?
If someone used one of these forms of greeting with you, what would you do in return? Have you ever used one of these forms of greeting?
Encourage students to express their opinions freely.

Sharing information

1. Have students read the captions under the pictures. Write the following on the blackboard and ask students to match the ways of greeting with the countries. Make sure that students understand the meaning of each picture.

<table>
<thead>
<tr>
<th>Country/Area</th>
<th>Forms of greeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Netherlands</td>
<td>putting their hands together and bowing slightly</td>
</tr>
<tr>
<td>Thailand</td>
<td>kissing each other on one cheek and then the other</td>
</tr>
<tr>
<td>South America</td>
<td>greeting each other by touching noses</td>
</tr>
<tr>
<td>the Middle East</td>
<td>hugging each other</td>
</tr>
</tbody>
</table>

Organize students to work in pairs to compare these different ways of greeting and think about what may happen when people with different greeting habits meet. The activity can be conducted like the following:

People around the world have their own forms of greeting each other. Some of these forms are very familiar to us while others seem rather strange. For example, in the Middle East, Arabs greet each other by touching noses, whereas in the Netherlands, people kiss each other on both cheeks. Can you imagine an Arab and a Netherlander meeting for the first time? If you met people from the Middle East without knowing
anything about their forms of greeting, how would you react?

2 If possible, tell students to search for some extra information before class and make some pictures to illustrate different forms of greeting. Have students pay special attention to countries with unique customs that have been passed down over generations. Organize students into groups of four and ask them to discuss how important or necessary it is to know these different forms of greeting.

If you are not familiar with greetings from other countries, what might happen? (Maybe we would feel embarrassed; we might be involved in awkward situations like ...)

3 Have one student read the three questions to make sure that everyone knows their meanings.

Have students form groups of four to discuss the three questions. Make sure that each individual has a chance to speak. When they have finished, have some groups report their answers to the rest of the class.

Sample answers

1 In English-speaking countries, there are some formal greetings, such as ‘How are you?’ ‘How do you do?’ and ‘How have you been?’ There are also some informal ways of greeting. For instance, people often greet others that they know well with ‘Hi’, ‘Hello’, ‘Hi there’, or ‘What’s up?’ While in China, people tend to say, ‘Have you had your breakfast/lunch/supper?’ or ‘Where are you going?’

2 There are various reasons for this. First, there are cultural differences. People in the West might feel at a loss when they hear Chinese people greet them by asking whether they have had meals or not. Second, people often use different greetings to greet different people. How they greet their superiors and how they greet their peers won’t be the same.

3 One custom that is different in the West and in China is what to say when someone gives you a compliment. In China, most people usually show some courtesies first and then give a compliment in return to the person, but in Western countries, it is polite to accept the compliment by saying ‘Thank you.’

4 Have students read the passage in Part A on Page 122 in the Workbook. Then have them write something about the Dragon Boat Festival. They may do this as their homework.

Resources

When it comes to the first impression, a proper greeting is of the utmost importance. Before you group together all English-speaking people, remember there are many differences in greeting manners between various countries. For example, Americans like a strong handshake that shows respect, as well as a simple greeting, i.e., ‘Hello, nice to meet you.’ or ‘Hi, my name is John.’ On the other hand, the British prefer a brief but firm handshake associated with a formal greeting such as ‘Good morning, Mr Blair. How are you?’ Australians also differ with people commonly preferring a simple ‘G’day’ (Good day) in casual situations. Whether you are introducing yourself to others or seeing an old friend, it is important to use the proper greeting according to the different cultures and situations.

For more information, you can visit the following website:
http://www.beyondintractability.org/essay/cross-cultural_communication/
Reading

The reading passage is a conversation about cultural differences. Three students, from China, Brunei and the UK, have a discussion about this issue. In this section, students will gain some information about the cultures of different countries and learn to communicate cross-culturally. The Reading strategy in this unit teaches students how to understand examples used in texts. Students are expected to put the skill into practice.

Lead-in

Ask students if they think there are differences between Americans and Brits and what characteristics make them different from each other. You can begin the activity with the following sentences:

People from different places or countries may be very different in some ways. Americans and Brits, even though they speak the same language, have very different cultures.

When we talk about Brits, we may say that they:

- are a little bit reserved, especially the older generations
- don’t talk very much to strangers
- respect and are proud of the traditions and history of Britain
- love soccer, rugby and cricket

As for Americans, we tend to think that they:

- are enthusiastic, open-minded and easy to get along with
- do not like to obey others and hate to be flattered
- love American football, baseball and basketball

Apart from their different characteristics, what are some of the other differences between them? In your opinion, why are there so many differences between them?

The purpose of this activity is to encourage students to talk freely about the differences between Brits and Americans and help them analyse the reasons why the differences exist.

Reading comprehension

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

Answers

A 1 He is from Brunei.
   2 He comes from the UK.
   3 She thinks that it is a good way to understand more about each other.

2 Have students read the passage again and complete Parts C1 and C2 individually. The two parts are to check students’ reading comprehension and improve their ability to find specific information. After students finish the exercises, check the answers with the class.

Answers

C1 1 F 2 T 3 F 4 F 5 T

C2 1 You should open a present when you receive it, because people want to see how you react.
   2 They had a live hen and a rooster.
   3 Alcohol is not permitted.
   4 They use their thumb to point, because pointing with their first finger can cause offence.
   5 They are not familiar with Bonfire Night.
   6 They eat hot dogs and other food that can be cooked over the fire.

3 Have students read the dialogue again and tell them to find the examples given by the three speakers. For less able students, you can present the following table for them to fill in:
<table>
<thead>
<tr>
<th>where</th>
<th>event</th>
<th>what happens</th>
</tr>
</thead>
<tbody>
<tr>
<td>Britain</td>
<td>an end-of-term ceremony</td>
<td>The teacher opens a present as soon as he receives it.</td>
</tr>
</tbody>
</table>
| Korea   | a wedding ceremony           | • They have a live hen, to ensure good luck for the marriage, and a rooster, to drive bad spirits away from the wedding ceremony.  
• When the hen lays an egg during the ceremony, everyone congratulates the new couple because it is considered very lucky. |
| Brunei  | a wedding reception          | • Men and women have to sit in separate areas—the men with the bridegroom, and the women with the bride.  
• Food, soft drinks, tea and coffee are served, but alcohol is not permitted.  
• They play loud drums to celebrate the wedding for hours or even throughout the night. |
| Britain | Bonfire Night on 5 November  | • They light large fires outside.  
• They gather around and have a party.  
• There are plenty of fireworks.  
• They eat hot dogs and other food that can be cooked over the fire. |

4 Have one student read the Reading strategy and make sure that everyone understands what it means. Tell students to read the conversation transcript again, and work out how the examples are used. Then have them work in pairs and underline the examples used in the conversation. If time permits, have students analyse the use of the examples.

5 Have students complete Part D. Part D serves as a strengthening exercise to check students' ability to guess the meanings of new words from the context and learn how to explain what a word means in English. Then have students do Part E, which is an essay from Ma Li completed for her homework and which aims to make students more familiar with the text and some useful words in it.

Answers

<table>
<thead>
<tr>
<th>D</th>
<th>1 b</th>
<th>2 d</th>
<th>3 e</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4 a</td>
<td>5 c</td>
<td>6 f</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E</th>
<th>(1) alike</th>
<th>(2) celebrations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(3) fireworks</td>
<td>(4) hot dogs</td>
</tr>
<tr>
<td></td>
<td>(5) throughout</td>
<td>(6) prohibited</td>
</tr>
<tr>
<td></td>
<td>(7) ensure</td>
<td>(8) permitted</td>
</tr>
</tbody>
</table>

6 Have students do Parts A1 and A2 on Page 114 in the Workbook to practise using the words and phrases learnt in this section.
Post-reading activities

1. Have students focus on Part E, which acts as a consolidating exercise for students to practise their spoken English. Tell students first to study the sample dialogue and then discuss the questions below with their partners. Choose some of them to report their answers back to the whole class.

2. Students may want to learn more about the cultural differences in different English-speaking countries. The following can be used as examples.

   **In most countries, nodding your head up and down means ‘yes’. In some parts of Greece and Turkey, however, this motion can mean ‘no’.

   **In South-East Asia, nodding your head is a polite way of saying, ‘I’ve heard you.’

   **In the United States, when someone puts his thumb up, it means ‘Everything is all right.’ However, in Sardinia of Italy and in Greece, the gesture is insulting and should not be used.

4. Have students read the article in Part A on Page 119 in the Workbook. After they finish reading it, ask them what the word ‘tipping’ means in this article.

5. Have students read the article in Part B on Page 120 in the Workbook as their homework.

Notes

1. Roosters are supposed to drive bad spirits away from the wedding ceremony, and hens are thought to ensure good luck for the marriage. (Page 34, Lines 19–20)

   - The sentence **hens are thought to ensure good luck for the marriage** means ‘It is thought that hens (can) ensure good luck for the marriage.’

   - **Red is thought to be a symbol of danger.**

   - **Pigeons are thought to be symbols of peace.**

   - Careless driving is thought to have caused the traffic accident.

   - The verb **ensure** means ‘to make certain that something will happen properly’.

   - **This medicine will ensure you a good night’s sleep.**
The life jacket has almost certainly ensured her survival.
Our new research strategy ensures that we get the best possible results.

2 During the ceremony, the hen laid an egg, and everyone congratulated the new couple because it was considered very lucky.
(Page 34, Lines 20–22)

The word *congratulate* is a verb, which means ‘to tell someone that you are happy because they have achieved something or because something nice has happened to them’.
*She congratulated me warmly on my exam results.*
*We sent them a telegram, congratulating them on their success.*
*All the students are to be congratulated for doing so well.*

3 Another difference is that while we serve food, soft drinks, tea and coffee, alcohol is not permitted at the wedding reception—in fact, alcohol is altogether prohibited in Brunei.
(Page 34, Lines 25–27)

- The word *permit* here is used as a verb, which means ‘to allow something to happen, especially by an official decision, rule or law’.
  *I will not permit loud noise in my house.*
  *The rules do not permit players to step out of bounds.*
  *We will visit that scenic spot, if time permits.*

- The verb *prohibit* means ‘to say that an action is illegal or not allowed’.
  *Smoking is strictly prohibited inside the factory.*
  *He threw himself in front of the door and prohibited us from leaving.*
  *Have you heard of a rule prohibiting doctors from advertising their services?*

4 It’s quite funny watching the new foreign teachers trying to adjust to doing that.
(Page 35, Lines 36–37)

The phrase *adjust to* means ‘to become or make suited to new conditions’.
*My eyes haven’t adjusted to the light yet.*
*Astronauts must adjust to weightlessness when they go to space.*
*My parents are having trouble adjusting to living in an apartment.*

5 For example, I have fond childhood memories of Bonfire Night, but my American friends are not familiar with that particular festival.
(Page 35, Lines 46–47)

The word *familiar* is an adjective, which means ‘well known to someone or easily recognized by someone’.
*People are more relaxed in familiar surroundings.*
*She was familiar with the atmosphere.*
*These folk tunes are familiar to the local people.*

**Resources**

**Bonfire Night**
Bonfire means ‘large outdoor fire’. Bonfire Night is celebrated all over England. It has a history of more than 400 years. In 1605, a group of Catholics plotted to blow up the Houses of Parliament and kill King James when he was opening Parliament. These Catholics bought a house with a cellar next door to the Parliament building. Barrels of gunpowder were put in the cellar, and a man called Guy Fawkes was given the job to keep watch over the barrels and to light the fuse. On the morning of November 5th, soldiers discovered Guy hidden in the cellar and arrested him. King James ordered that the people of England should have a great bonfire on the night of November 5th in celebration of his survival.

Every year on the night of November 5th, people light huge bonfires and set off magnificent fireworks. The fireworks are a reminder of the gunpowder Guy Fawkes hid in the cellar of Parliament. An effigy, called
'Guy'—a reminder of Guy Fawkes—and made out of old clothes stuffed with paper or straw, is burned.
For more detailed information, you can visit the following website:
http://www.woodlands-junior.kent.sch.uk/customs/Guy.html

Word power

This section teaches English words borrowed from other languages. In Parts A and B, students are presented with an online article and a spidergram about the words that have been borrowed from other languages and incorporated into English. In Part C, students are asked to apply the words that they have learnt in Parts A and B to practical use. Students are expected to enlarge their English vocabulary by using these borrowed words to complete an article. In Part D, idioms that each connect a characteristic with an animal or a thing are presented to students.

Brainstorming

1. Ask students what they think the most difficult part of studying English is. They may say learning vocabulary is because there are too many English words and some of them have random spelling. Have students discuss and try to work out if there is an easy way to learn and remember English vocabulary. Provide students with the following tips:
   - Remember the spelling of a word by its pronunciation.
   - Remember the spelling of a word by analysing the formation of the word.
   - Remember the meaning of a word by making a sentence with it.
   - Remember the meaning of a word by studying the origin of the word.

Have students tell each other what methods they usually use in learning new words.

2. Draw students' attention to the origin of English words. You may begin the activity like this:
   English is one of the most widely spoken languages in the world and it is used as the international working language in many places throughout the world.
   But where do the English language and all its words come from? Who invented so many new words? Is it possible that English borrowed words from other languages? If so, can you give us some examples?
   You can ask students to give examples of English words that have been borrowed from other languages.
   Have students have a discussion and tell them that knowing the origin may help them learn a word and sometimes it proves to be very effective in remembering many new words.

Vocabulary learning

1. Have students focus on the reading passage in Part A, which is an online article about English words borrowed from other languages. You can first ask students to read the article and analyse how words are borrowed from other languages and used in the English language. Ask students to finish the following table individually first. After that, check the answers with the rest of the class.
<table>
<thead>
<tr>
<th>Language</th>
<th>Categories of words</th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
<td>food, entertainment, jobs</td>
</tr>
<tr>
<td>German</td>
<td>tools, machines, snacks, geological terms</td>
</tr>
<tr>
<td>Italian</td>
<td>music, the arts, the military</td>
</tr>
<tr>
<td>Arabic</td>
<td>spices, chemicals, animals, food, mathematics</td>
</tr>
</tbody>
</table>

2 Have students focus on Part B, which is a spidergram showing some of the words that have been borrowed from other languages and incorporated into English. Have students add more examples to the spidergram if possible.

3 Have students focus on Part C, which serves as a strengthening exercise to check students’ ability to understand new words and use them correctly. In order to fill in the blanks correctly, students have to understand the passage and the exact meanings of these words. Have students complete the exercise individually first and then check the answers with the class.

4 Ask the following questions to further check students’ comprehension of the passage.
   Which words are borrowed from Italian?
   What was Italy famous for in the 18th century?
   What does the writer think of the Germans?
   Which words are borrowed from German?
   What were the Arabs great for?

### Vocabulary extension

1 Have students focus on Part D. In Part D, idioms that each connect a characteristic with an animal or a thing are presented to students. Tell students to read the idioms and guess their meanings first. Then have students read the explanations and learn their meanings. Have students do the exercise individually first and then check the answers with the class.

### Answers

C 1 German 2 food
   3 restaurant 4 jobs
   5 Italian 6 music
   7 clock 8 rocket
   9 hamburger 10 zero

D 1 was sleeping like a log
   2 as cool as a cucumber
   3 as poor as a church mouse
   4 as busy as a bee
   5 as strong as a horse

2 Have students finish the two exercises on Page 121 in the Workbook. First they should complete the notes in Part A after listening to the recording, and then complete the e-mail in Part C. They can do these exercises as their homework.

### Grammar and usage

The grammar target in this unit is unreal conditionals. Students are expected to learn when to use unreal conditionals and how to use unreal conditionals correctly. They are expected to use what they have learnt to complete the two exercises in this section.

### Unreal conditionals

Here students will learn that unreal conditionals are used to express a condition or situation that is unreal or imaginary. They should pay attention to the forms of the verbs and different tenses when they use sentences with unreal conditionals.
1 Write the following sentences on the blackboard and have students read them. Have students think about what kind of condition or situation each sentence expresses.

If you came to Brunei, you would have to take off your shoes before going into someone’s house.

If you had been in Korea with me last year, you would have attended a wedding ceremony.

Ask students the following questions:
Is it possible for ‘you’ to come to Brunei and to take off ‘your’ shoes before going into someone’s house? (No, it isn’t.)
Was it possible for ‘you’ to be in Korea last year? (No, it wasn’t.)
So these two things are unreal. When we talk about something that is not real or just imaginary, we use special verb forms. We call these unreal conditionals.

2 Have students read the first three points on Page 40 to find out in what cases the unreal conditionals are used. Have them pay attention to the tenses used in the examples under the three points.

3 Have students read Point 4 to see how to form unreal conditionals for the present, past or future time. Tell them to use the three structures to make some sentences. For example,
If I were a teacher, I would tell my students to watch some English films and TV programmes.
If you had rung me yesterday, I would have told you what we were going to do yesterday evening.
If it rained tomorrow, the picnic would be ruined.

4 Have students read the dialogue between Ma Li and Ye Fei on Page 40 and fill in each blank with the proper verb form. Then check the answers as a class.

Answers
(1) attended (2) would/might be
(3) went (4) would/might see
(5) did (6) would/could be
(7) travelled (8) would have to take
(9) had started (10) would not have needed

5 Have students read the instructions in Points 1 to 4 on Page 41 to learn some other points regarding unreal conditionals. Tell them to pay special attention to the tenses. They should learn that different verb forms are used in different tenses.

Have students read Point 3 again. Have them find out what can be put at the beginning of the sentence. They should learn that only should, were or had can be used in inversion. Have them say the sentences in Point 3 in their normal order and compare the differences between the two types of sentences.
If you should make a mistake, you should not be embarrassed.
If you were to take the train, you would get there much sooner.
If you had told me earlier, I would not have got into trouble.

6 Have students read the instructions and the article on Page 41 and complete the sentences below.

Answers
1 had been
2 Had; got
3 Had; had/If; had had
4 Would; have been

7 Have students do Parts C1 and C2 on Page 116 in the Workbook to practise using unreal conditionals.
Resources

Students may want to learn more about the usage of **should** in unreal conditionals.

- When we say if something **should** happen, we think it might happen in the future. For example,

  **If Bob should** phone while I’m out, **tell him** I’ll **phone him** back.

  The speaker says so because he does not think Bob will phone him while he is out. When the speaker says, ‘If Bob phones while I’m out, ...’, it shows that the speaker thinks Bob will probably phone him while he is out.

  **Have you made up your mind to go and study in New Zealand? If you should change your mind, please let us know.**

  The speaker thinks it is quite impossible for ‘you’ to change ‘your’ mind.

- We can use **I should** ... or **I shouldn’t** ...

  to give advice. For example,

  ‘**Shall I buy the red hat?**’

  ‘**No, I should buy the blue one.**’

  ‘I should buy the blue one.’ means ‘If I were you, I would buy the blue one.’ or ‘I advise that you buy the blue hat.’

  **I shouldn’t** go there on foot. You’ll be tired tomorrow.

  ‘I shouldn’t go there on foot.’ means ‘If I were you, I wouldn’t go there on foot.’ or ‘I advise that you not go there on foot.’

- Tell students that we can also use **in case** instead of **if** to introduce unreal conditionals. For example,

  **Take more money with you, in case you should find something you want to buy.**

  Students should understand when **should** is used in unreal conditionals, it usually indicates a future time.

---

**Task** Writing a letter to explain cultural misunderstandings

This section consists of a series of activities which provide students with opportunities to learn and practise their listening, speaking, reading and writing skills. The section is divided into three steps and each step is preceded by a skills building part. By doing the activities, students will learn about taboos in different cultures and learn to understand what they can do or cannot do when they are in contact with people from different backgrounds. They will learn to complete a text by listening, review ways to ask questions and write a letter of apology to explain misunderstandings.

**Skills building 1: completing a text**

In this part, students will learn how to complete a text by listening. Three tips are given to help them. Students are expected to learn what to do before and after listening and how to use the skills in practice.

1. Have students read the directions on Page 42. Have one of the students read the instructions out and make sure that everyone understands the three tips before they listen. Ask students the following questions:

   **What is the first thing we need to do before listening? Why should we do this?** (We should read the text first so that we will know the subject of the text.)

   **What should we do next?** (Try to guess what the missing words are. Sometimes, we can infer the missing words from the
context.)
*How can we decide what the missing words probably are?* (Try to decide if the missing words are content words or grammar words.)

2 Ask students one more question about what they usually do after they finish filling in the blanks in a passage.  
*What do you think we should do after we have finished a passage?* (Proofread it to ensure that it makes sense and check whether there are any mistakes in it, including any spelling mistakes.)  
Remind students that it is very important to review the text and make sure that there are no mistakes or missing words.

**Step 1: showing foreign visitors around**

This part is designed to help students develop their listening and reading skills. They will first complete a diary entry in Part A after listening to a conversation. Then they will read a magazine article in Part B and find out about taboos in different cultures.

1 Have students go over the instructions to find out what they are going to do in Part A. Then have them read the diary entry and try to guess what each of the missing words is by using the methods they have learnt in Skills building 1. If they cannot guess the word, have them work out what part of speech the missing word should be. They may do this in pairs and discuss it with their partners. After students have finished their reading and guessing, ask some of them to share their guesses with the class.

2 Have students listen to the recording and fill in the missing words to complete the diary entry in Part A. They may check their guesses at the same time. Ask them whether the missing words they have guessed are the same as the ones in the recording.

**Tapescript**

**Li Lin:** Well, I think that was a great day. We showed the three visitors around Beijing and I think they enjoyed it. What were their names again?

**Zhu Qing:** Well, there was Mr Singh from India, Mr Takashi from Japan and Mr Hudson from the USA.

**Li Lin:** Yes, I thought it was a good day and we managed to visit quite a few places. We did have a few unusual incidents though, didn’t we?

**Zhu Qing:** Mmm, I was very surprised at how Mr Singh reacted when you held out your left hand. He wouldn’t shake hands with you!

**Li Lin:** Also, he got a bit upset in the restaurant and refused to try the beef dish that we ordered. I thought most people liked that beef dish.

**Zhu Qing:** All the visitors I have taken to that restaurant before have really enjoyed it. Mr Takashi and Mr Hudson liked it. Mr Takashi seemed to have a really good time. He asked so many questions about the Forbidden City! He kept taking photos and bought lots of gifts. Some were very expensive. Another thing I noticed was that he was always giving people his business card. He didn’t look very happy when I just put it in my pocket.

**Li Lin:** Mr Hudson thought the Summer Palace was amazing, but he got a bit upset before
we got on the boat. He wanted to wait for the next boat as he thought the first one was too crowded. I thought there was plenty of space on it. Well, I suppose we should volunteer to show another set of visitors around next year—at least we get to improve our English!

### Answers

**A**
- (1) three
- (2) unusual
- (3) wouldn’t
- (4) beef
- (5) gifts
- (6) business cards
- (7) crowded
- (8) space

3 Check if students have understood what the diary entry is about by asking the following questions.

Which tourist attractions did the two students show the three foreigners around? (The Forbidden City and the Summer Palace.)

Why did the writer feel strange about Mr Singh? (Because he looked very upset when the writer held out his left hand to shake hands with him.)

Where is Mr Singh from? (He is from India.)

Where is Mr Takashi from? (He’s from Japan.)

Why wouldn’t Mr Hudson get on the boat? (He thought it was too crowded.)

4 Part B is a magazine article about taboos in different cultures. Have students read only the first paragraph and find out what the word ‘taboo’ means. Then go back to the diary entry in Part A and ask them to point out what they think may be taboos.

Have students read the rest of the article and circle the taboos in different cultures. Tell them to find out the reason why Mr Takashi did not look very happy when the student just put his business card in his pocket.

### Answers

**B Paragraph 2**

..., if you are from India, you may not eat beef because of your religion, and it is rude to shake hands or give someone something with your left hand. Japanese people may bow and even give out their business cards to greet others. They dislike it when people do not look at the cards, so remember not to just put them in your pocket without looking.

5 Have students read the directions in Part C to learn what they should do. They will listen to the recording to get more information about cultural habits. Then check the answers as a class.

### Tapescript

**Teacher:** From my experience, people from the USA often feel uncomfortable if people are in their ‘personal space’ (about fifty centimetres around their body). But I heard that business people from Asia have a different idea about personal space and usually stand closer than some people from the USA might like. South Americans are the same, and like to greet people with a hug. I also noticed that in the USA, giving gifts is not as important a part of the culture as it is in some other countries. Giving gifts is very important in Japan, and so on a trip, Japanese people must bring back lots of gifts. There are also gestures which mean different things in different countries. In the USA, the gesture which means ‘OK’ is formed by touching the thumb to the first finger. This is a good gesture in the United States, but in France, the same gesture means ‘zero’, and in Japan it means money.
Skills building 2: asking for information

In this part, students will revise how to ask questions for information by using the correct question words.

1. Have students review how to ask questions and how many types of questions they can ask.
   * Do you know ...?
   * Could you please tell me if/whether ...?
   * Please tell me if/whether ...
   * Who is ...?
   * Please tell me his/her name.
   * When/Where did ...?
   * Please tell me when/where ...
   * How did ...?
   * Do you know how to ...?
   * Why did ...?
   * Can you tell me the reason why ...

2. Have students read the directions on Page 44. Tell them to make some sentences by using the correct question words. For example,
   * What do you think about cultural differences in different countries?
   * How do you keep in touch with your penfriend in the USA?
   * Which dictionary do you think is more helpful when learning English, an English-English one or a Chinese-English one?
   * When do you think we will meet again in the chat room?
   * Why do so many young people like chatting and making friends on the Internet?
   * Where do you want to go for holidays this summer?

Step 2: asking about cultural differences

This part is designed to have students use the question words learnt in Skills building 2 to practise asking questions and giving answers in pairs.

1. Have students read the instructions and make sure that they know what they are going to do. Tell them first to work individually to form the six questions in this part. Then in pairs, have students and their partners check each other’s questions.

Answers

1. How do people in North America and the UK greet each other?
2. Which hand shouldn’t be used to shake hands with or give things to people from India?
3. In which country do people greet one another by giving a slight bow with their hands pressed together?
4. What should you do when a Japanese gives you a business card?
5. Why do people from the USA not like crowded places?
6. What does the American gesture for ‘OK’ mean to French people?

2. In pairs, have students work in turns doing the question-and-answer exercise. One reads a question, the other answers it according to what they have read in the magazine article on Page 42 and what they have heard in the recording. After they finish the pair work, ask one or two pairs to report their questions and answers to the whole class and check if their questions and answers are correct.
Answers

1. People in North America and the UK greet each other by shaking hands.
2. The left hand shouldn’t be used to shake hands with or give things to people from India.
3. In Thailand people greet one another by giving a slight bow with their hands pressed together.
4. When a Japanese gives you a business card, you should look at the card carefully.
5. People from the USA feel uncomfortable if others are in their ‘personal space’, which is about 50 centimetres around them.
6. The gesture ‘OK’ means ‘zero’ to the French.

Skills building 3: writing a letter of apology

In this part, students will learn how to write a letter of apology to explain misunderstandings.

1. Help students review how to write an English letter. Have them pay attention to the differences between writing letters in Chinese and writing letters in English. They should know that in a formal English letter, they first write their address and the date. Write on the blackboard the format of a letter as an example. Here, Sun Ting from Beijing Sunshine Secondary School wants to write a letter to her friend Tan Yi in Sunshine Town:

```
Address of the sender
Beijing Sunshine Secondary School
Sunshine Town
Beijing 100000
Date → 10 June

Tan Yi ← Name of the recipient
88 Sunny Street
Sunshine Town
Beijing 100000

Dear Tan Yi ← Greeting

(Content of the letter) ← Message

Yours sincerely ← Closing

Sun Ting ← Name of the sender
```
2 Ask students:
If you want to make an apology, what do you usually say? (I apologize for ...; I want to apologize for ...)
What do we do if we want to write a letter of apology?
Should we give some explanations?
Have students go over this part so they will know how to write a letter of apology.

Step 3: explaining misunderstandings

This part is designed to have students use the information about taboos in different cultures in Steps 1 and 2, and use the skills they have learnt in Skills building 3 to write a letter to explain how misunderstandings arose when they showed the three foreigners around Beijing.

1 Have students work in pairs to discuss how they can explain the situation clearly. They need to read the diary entry and the article in Step 1 again and then discuss what should be included in the letter. Have students choose only one of the three visitors to write their letter of apology to.

2 Have each pair choose a recipient and write the letter of apology. You can choose three letters respectively to Mr Singh, Mr Takashi and Mr Hudson to read to the whole class. Discuss with the whole class how the letters can be improved.

Possible example
(Student’s own address)
(The date)
Mr Singh
(The recipient’s address)
Dear Mr Singh

I am writing to apologize for any misunderstandings that occurred when I showed you around Beijing the other day. I felt rather strange when you would not shake hands with me. I did not realize that there are some taboos in different countries and cultures. From reading a magazine article, I learnt that people from India do not shake hands with their left hand. I should not have held out my left hand to you. And I now know you do not eat beef because of your religion. I feel very sorry for not having known these taboos earlier. I hope you can forgive me for all these misunderstandings. I hope our next meeting will be happier.

Yours sincerely
(Student’s own name)

(Student’s own address)
(The date)

Mr Takashi
(The recipient’s address)

Dear Mr Takashi
I am writing to apologize for any misunderstandings that occurred when I showed you around Beijing the other day. I noticed you were a bit upset when I put the business card you gave me in my pocket without looking at it, and I did not know why you bought so many things. From reading a magazine article, I learnt that Japanese people give out their business cards when they greet others and they would like others to look at their cards carefully, so I should have read your card before I put it in my pocket. I also know why you bought so many things here. Because giving gifts is expected in Japan and on a trip, you must bring back lots of gifts.
I feel very sorry for not having known these cultural habits earlier. I hope you can forgive me for all these misunderstandings. I hope our next meeting will be happier.
Yours sincerely
(Student’s own name)

(Student’s own address)
(The date)

Mr Hudson
(The recipient’s address)

Dear Mr Hudson
I am writing to apologize for the misunderstanding that occurred when I showed you around Beijing the other day. I felt rather strange when you would not get on the boat because you thought it was too crowded, even though I thought that there was a lot of space. From reading a magazine article, I learnt that people from the USA feel uncomfortable if others are too close to them. I know it is a matter of personal space, so now I understand why you did not want to get on the boat then.
I feel very sorry for not having known this earlier. I hope you can forgive me for making you feel uncomfortable. I hope our next meeting will be happier.
Yours sincerely
(Student’s own name)

---

Project Making a reference book

This section is designed to help students use their English through the completion of a project. Students are first asked to read a travel brochure about minority cultures around the world. Then they will make a reference book with the results of their research on a country’s unique culture.

The purpose of this section is to help students use what they have learnt to finish a project by working together. During the course of the project, students will discuss which culture to focus on in their research and how to do the research. In order to finish the project, they are expected to learn how to cooperate as a team and how to fulfil each part of the project.

Part A

1. You can stimulate students’ thinking by asking the following questions:
   Every country has some or many minority groups. How many minority groups do we have in China?
   Do you know any different cultures and customs between these groups? What about the minority groups in other countries in the world?
   If you are to do some research on the cultures, traditions, customs and way of life of different minorities, which minority group will you focus on?
   Do you know where you can find the information you need?

2. Have students first scan and skim the four tours and find out in which countries these minority groups live. Then have them read the travel brochure carefully and finish the table below, so they can learn more about the different cultures of the four minority groups. Ask them which of the four tours they would want to go on and why.
<table>
<thead>
<tr>
<th>Minority group</th>
<th>Place they live</th>
<th>Way of life and belief</th>
<th>Specific events a traveller can experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inuit</td>
<td>Nunavut, Canada</td>
<td>• eat mostly seal, deer, whale meat and fish;</td>
<td>• ride on a dog sled;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• hunt for food in the Arctic Circle;</td>
<td>• travel in a seal-skin boat;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• live in tents;</td>
<td>• hunt in the Arctic Circle;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• wear clothes made from animal skins;</td>
<td>• join a large assembly, take part in the dancing, listen to traditional accounts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• believe in animal spirits;</td>
<td>of bravery, and play games;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• live in small family groups;</td>
<td>• learn to make native jewellery;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• have large summer assemblies for feasts and celebrations</td>
<td>• wear clothes made from animal skin</td>
</tr>
<tr>
<td>Aborigines</td>
<td>Kakado, Australia</td>
<td>• collect food from the bush;</td>
<td>• see Aborigine ceremonies with singing and dancing;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• hunt down holes for large snakes;</td>
<td>• try some very strange food;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• believe that Great Spirits created all the people, animals and plants on Earth and</td>
<td>• learn about their musical instruments;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>put them in different places and made rules and laws to govern them</td>
<td>• learn about the boomerang</td>
</tr>
<tr>
<td>Maoris</td>
<td>Rotura, New Zealand</td>
<td>• eat fish and sweet potato cooked in leaves steamed over hot stones;</td>
<td>• meet with them at the traditional meeting house and join with them in dance;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• cook food in underground stoves;</td>
<td>• stay with a family;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• go fishing at night;</td>
<td>• eat food cooked in leaves steamed over hot stones and food cooked in underground</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• live in wooden houses;</td>
<td>stoves;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• believe in many gods that are remembered through their song and dance;</td>
<td>• go night fishing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• have a culture rich in song, dance and art;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• have a traditional meeting house to welcome visitors</td>
<td></td>
</tr>
<tr>
<td>Plains Indians</td>
<td>centre of North America</td>
<td>• use a bow and arrow to hunt for food;</td>
<td>• visit a tribe;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• roast meat over an open fire;</td>
<td>• sleep in an Indian tent;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• wear clothes made from animal skin;</td>
<td>• wear clothes made from animal skin;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• live in tents;</td>
<td>• eat meat roasted over an open fire;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• believe in the Great Spirit;</td>
<td>• take part in the Sun Dance;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• have a very important ceremony—the Sun Dance</td>
<td>• see them smoking a peace pipe;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• see a bow and arrow competition</td>
</tr>
</tbody>
</table>
3 Have students do Parts B1 and B2 on Page 115 in the Workbook, so they will have more chances to practise using words and phrases learnt in the reading passage.

Part B

1 Have students work in groups of four. Have them discuss the eight questions given in this part. While discussing, they should first decide which minority culture they want to research. Then they will discuss what topics they want to focus on in their research and how to find the information they need. They should also divide the different tasks among their group members. Each group should make a reference book about an ethnic group with a different culture.

2 Have each group present their reference book to the whole class. After students have all read the books, have them choose which book they think is the best.

3 Have students do Parts D1 and D2 on Page 117 and Parts D3 and D4 on Page 118 in the Workbook to practise using words, phrases and patterns in this unit. They can also do them as their homework.

Self-assessment

This section aims to help students assess the progress they have made. The colour bar with five levels rates how confident they feel, what they have learnt in this unit, and also what else they can do to improve their English.

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 to one or more parts in this unit. For example, after finishing Step 3 on Page 45 without any difficulty, students will know that they are able to write a letter of apology. 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. After going over all the items in this part, students need to add all the scores and divide the total amount by the total sum. Thus, they will get a percentage, which shows their level.

In this unit, 18 items are listed with each one scoring 5. The total score is 90 points. These items cover the main study targets in this unit, including listening, speaking, reading and writing skills, the usage of vocabulary and grammar items, as well as practising doing activities in English.

Through assessing themselves as learners, students will realize whether they have achieved the goals for this unit.

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

Overview

This unit introduces and develops the theme of helping people around the world. In *Welcome to the unit*, students will be presented with six pictures. These pictures show the problems some people are facing and different aspects of international aid to help solve these problems. In *Reading*, there is a speech given by a successful businesswoman about the work she has been doing as a UN Goodwill Ambassador. *Word power* focuses on the full names and acronyms of different international organizations. In *Grammar and usage*, students will learn some other ways to form unreal conditionals and how to express things hoped for or desired. The next section *Task* requires students to write a proposal suggesting ways to help poor children. Students are expected to learn how to listen for problems and causes, how to discuss in groups and how to write a proposal. In *Project*, students will be asked to read a diary entry written by a nurse working for Doctors without Borders and work out an action plan to help others after having a discussion.

This unit provides chances for students to learn about the United Nations and other important international aid organizations. Students are expected to gain some knowledge about the development of the UN, its main functions and how the UN and the organizations connected to the UN help people around the world. The *Reading strategy* in this unit helps students understand a speaker’s attitude. Integrated skills of listening, speaking, reading and writing are practised and reinforced. In addition, this unit teaches students that it is everybody’s responsibility to help people in need around the world, especially poor children in China and in other developing countries. They are expected to think about what they can do to help these children.

<table>
<thead>
<tr>
<th>Sections of the unit</th>
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<th>Teacher’s Book</th>
</tr>
</thead>
<tbody>
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<td>Page 49</td>
<td>Pages 64–66</td>
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<td>Reading</td>
<td>Pages 50–53</td>
<td>Pages 66–71</td>
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<td>Word power</td>
<td>Pages 54–55</td>
<td>Pages 71–73</td>
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<td>Pages 56–57</td>
<td>Pages 73–75</td>
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<td>Task</td>
<td>Pages 58–61</td>
<td>Pages 75–80</td>
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<td>Project</td>
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<td>Page 64</td>
<td>Page 82</td>
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</tbody>
</table>
# Highlights of the unit

<table>
<thead>
<tr>
<th>Topic</th>
<th>Helping people around the world</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functions</td>
<td></td>
</tr>
</tbody>
</table>
1 Describing an organization  
*The UN has four main functions: ...*
*In addition, the UN helps protect human rights and works to improve international laws, for example, those on child labour and on equal rights for minorities and women.*

2 Describing feelings
*I am very happy to have been chosen to be a Goodwill Ambassador for them.*
*I feel very honoured to have been able to take on this role.*

| Vocabulary | lack, refer, ambassador, description, political, worthy, victim, addition, equal, voluntary, contribute, acquire, expand, worthwhile, urgent, starvation, boil, carpet, wool, fetch, export, alternative, remote, possession, mountainous, means, primitive, obtain, heating, well, container, troublesome, wage, commitment, chaos, colleague, assistant, vacant, muddy, damp, bacteria, shelter, crowd, remind, staff, barrier, interpreter, angle

refer to, in addition, draw someone’s attention to, under the umbrella of, if only, break down, in chaos, get hold of, remind somebody of, think back to, make a difference

| Grammar     | Unreal conditionals and things hoped for or desired
1 *If you had listened to the talk about the UN yesterday,* you would know the answer to the question now.
2 *With (If I had) more money,* I could help more people in need.
3 *I‘m too busy now,* otherwise/or (if I weren‘t busy,) I would help you do the work.
4 *I would never go there even if I were given the chance to.*
5 Nicholas is smiling as if he knew nothing about it.
6 *If only I were a Goodwill Ambassador!*  
7 I wish there were no wars in the world.
8 *The situation required that everyone (should) be present.*  
9 *It is important that we (should) make good preparations for the ceremony.*

| Skills and strategies | By the end of this unit, students will be able to:
1 read a speech made by a UN Goodwill Ambassador and the diary entry of a nurse with Doctors without Borders
2 listen to a news report about problems in northern Thailand
3 discuss the work and skills of a UN Goodwill Ambassador and talk about ways in which students could help children in poor areas
4 write a proposal suggesting ways to help poor children
5 make an action plan of things they can do to help their community
6 expand vocabulary related to international organizations

| Culture | 1 The roles of the UN and other international organizations
2 Life in the mountains in northern Thailand
Teaching suggestions

Welcome to the unit

Different international organizations help people around the world to live better. In this section, six pictures are presented to students, each showing a different problem or an aspect of international aid to help solve problems around the world.

Students are expected to participate in a discussion about how they feel about these people in need of help and what they can do to help them. They are encouraged to express their opinions about the pictures, and are also expected to practise their spoken English and share ideas in a group.

Brainstorming

In preparation for class, have students do research in the library, or if possible on the Internet, to find the names of the main international organizations that help people around the world. Make sure that students have some knowledge about the most well-known organizations in the world and the specific help they can provide for people in need.

In class, you can activate students’ thinking by talking about the following situations:

Natural disasters strike different areas and regions every year. It’s very difficult to predict when and where they will take place. But all the disasters share one common feature, that is, they cause a great deal of damage to buildings and hurt lots of people.

Have you ever seen any natural disasters in real life or on TV? What were they like?

If you were involved in a natural disaster, what would you do?

Would you ask for help? Which organization or person would you turn to for help?

Have students discuss these questions in groups of four. Have students first describe briefly the kind of disasters they have experienced or seen on TV. Then invite some of the groups to report their answers to the class. They are expected to use the information that they have collected before class.

Sharing information

1. Have students read the instructions and study the six pictures one by one. Ask students if the six pictures share something in common. Students are expected to find out that some pictures present situations where people need international aid. Then conduct the following activity together with students:

Picture 1

Can you guess from the caption what the main tasks of peacekeeping soldiers are? (To keep the peace in the countries or areas where there have been wars or conflicts.)

Do you think these soldiers play an important role in keeping the world peace?

Do you think this kind of job is very demanding, challenging and risky? Why or why not?

When you grow up, would you like to do this kind of job if you had the chance? Why or why not?

Picture 2

What can you see in the picture? (It is a picture of African children living in a poverty-stricken area. They suffer from hunger because of lack of food.)

Can you imagine what will happen to these hungry children if nobody helps? (Some of
them may die of hunger.)

How do you feel when you see this picture?
How can we help them?

Picture 3
What can you see in the picture? (A flooded area.)
Suppose your home was struck by a flood, what would your life be like? Could you still live a normal life as before?
Help students discover the possible consequences. For example, the roads would be blocked by the broken trees; the means of communication and traffic—roads and railway—would be cut off.

Picture 4
What can you see in the picture? (Water being pumped into the fields.)
What factors can ensure a good harvest? (Proper methods of farming, fertile soil, sufficient volume of rainfall, enough sunlight, advanced technology, etc.)
What would happen if there was not enough water for farming? (Farmers would be very worried about their crops if there was a drought, as a drought sometimes can cause a famine.)

Picture 5
What is the doctor in the picture doing? (Working to help people in poor countries.)
Why do you think that doctors and nurses need to go to poor areas or countries to help? (People in poor areas don’t have money to go to hospital if they are ill. In addition, the doctors and nurses in these areas do not have enough training or equipment.)

Picture 6
Apart from the problems listed above, people in poverty are still facing many other difficulties. Can you name some of them?
Can you imagine your life without running water or electricity? What would your life be like then?
Education is very important, especially for children. What do you think would happen to the children in poor areas if they couldn’t go to school?

2 Have one student read the three questions and make sure that everyone knows the meanings of the questions. Have them form groups of four to discuss the three questions. Encourage all students to fully participate in the discussion. Then have some students report their answers to the class. It may be more interesting for groups to exchange and compare their answers.

Sample answers

1. Yes, I have been struck many times by these sad images on TV. Some children in some poor countries are struggling in poverty and have poor living conditions. Unlike children in developed countries, these children have to face the harsh reality of lacking the most basic things such as food and water. They suffer from malnutrition, severe pollution, infectious diseases, etc. A large number of children die very young. I am really sad whenever I see the faces of the children on TV. I feel like doing something to help them grow up healthy and live better lives.

2. Actually, there are many governmental and non-governmental organizations that aim at improving the situations mentioned above. The International Committee of the Red Cross is dedicated to providing humanitarian aids in different areas around the world. Doctors Without Borders or Médecins Sans Frontières (MSF) is an independent international medical relief organization that aids victims of armed conflicts, epidemics and natural and man-made disasters, and others who lack health care due to social or geographical isolation. There are also some other organizations in the world which serve the purpose of offering help to those in need.

3. Yes, I have. I remember when I was in primary school, the teacher asked us to donate our pocket money to Project Hope. I gave all my pocket money that
**Reading**

The reading passage here is a speech given by a successful businesswoman about her work as a UN Goodwill Ambassador. Students are presented with a brief but clear introduction to the United Nations and some general information about the work and responsibility of a UN Goodwill Ambassador. Students are expected to gain some knowledge about the United Nations, practise and reinforce their reading skill and improve their overall ability by participating in the activities. The Reading strategy in this unit teaches students how to understand a speaker’s attitude during a speech. Students are expected to put this skill into practice.

**Lead-in**

1. Start the class with the following questions:
   - Have you ever thought about the future? What do you want to be in the future? What should you do to make your dreams come true?
   - What do you think will help you fulfil your dreams, hard work, a good environment or both?
   - Do you know that in other parts of the world, there are lots of children who are still struggling with starvation or war? Do you think that they have dreams as well? What do you think they can do to realize their dreams?

2. Tell students that they are going to read a passage about a helpful woman who has devoted lots of her energy and time to making the life of poor people better. Ask students what they can learn by reading the title, and ask them to predict what may be covered in the passage that they are going to read.

   *Today, we are going to read a passage entitled ‘The UN—bringing everyone closer together’.*

   What do you think of when you see the title? What do you think will be mentioned in the passage?

**Reading comprehension**

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

   Have you ever thought about doing something for those children to help them realize their dreams? If you have, what was it?

   Have students discuss and report their answers to the class. Help students understand that not everyone in the world has the same opportunities. It would be very hard for people in poor areas to realize even a simple dream like having a warm bed to sleep in at night. Something should be done for those who are suffering.
Answers
A 1 A businesswoman as well as a Goodwill Ambassador for the UN.
2 192 countries.
3 Countries in Africa.

2 Have students read the passage again and complete Parts C1 and C2 individually. Part C1 is to check students’ reading comprehension and improve their ability to find specific information. Part C2 serves as a strengthening activity. If time permits, have students either find the topic sentence of each paragraph or summarize the main idea in each paragraph while conducting Parts C1 and C2. After students finish the exercises, check the answers with the class.

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

C2 1 An international organization made up of countries that want to promote world peace.
2 Honour and happy.
3 They come from different countries that belong to the UN.
4 She mainly visits countries where the UN operates programmes to help people.
5 Baskets. They sell them at the market for a profit.
6 Lack of education, starvation, disasters, AIDS and other diseases.
7 Access to clean water for everyone and primary education for all children.

3 You can design other relevant exercises to check how well students understand the speech. Have students go back to the passage and find more information about the UN. You may provide a table like the one below and ask students to fill it in with the correct information.

<table>
<thead>
<tr>
<th>The United Nations</th>
</tr>
</thead>
<tbody>
<tr>
<td>When it was set up</td>
</tr>
<tr>
<td>Countries in the UN</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Problems it deals with</td>
</tr>
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<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Its four main functions</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Goals for 2015</td>
</tr>
</tbody>
</table>
Have students check the answers as a class, and prepare a presentation in pairs. The topic of the presentation is the United Nations. Have students use the information in the passage together with the information they collected before class for their presentation. They may use the table to organize their ideas as well.

4 Have students talk about Tang Ning. Ask students what they know about this UN Goodwill Ambassador and businesswoman from the passage. You may ask the following questions:

What occupation does she have in the UN? (A Goodwill Ambassador.)

How much money does she earn by doing this job? (She volunteers. She gets no salary for the job.)

What project or projects has she been involved in? (She visits countries where the UN operates programmes to help people.)

How does she help those people in need? (She helps by visiting the countries where the UN has programmes and increasing people’s awareness of the work of the UN. People will therefore pay more attention and be encouraged to work for the projects.)

What does she think about the work of the UN? (She thinks that with the work of the UN the world has been brought closer together.)

Organize students into groups of four and discuss the job Tang Ning is doing. Ask them what they think about her. Have them use the information above for their discussion. Make sure that all the students have a chance to express themselves.

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

6 Ask students if they have ever read a speech before. Encourage them to describe the unique language that is used in a speech. Remind them that when reading a speech, it is important to pay attention to the speaker’s attitude. Positive and negative adjectives can help them identify the positive or negative opinion or attitude of the speaker.

Have students read the Reading strategy and find sentences that express the speaker’s attitudes in the reading passage.

**Post-reading activities**

1 Have students hold a discussion in groups of four. You can begin like this:

*Suppose you are a journalist from a local newspaper and have the chance to interview Tang Ning. What other things do you want to ask her apart from what you already know?*

The following are some sample questions:

*Ms Tang, I’m very happy to have the chance to interview you today. I know that you do lots of work for the UN but you get no pay. Why do you choose to work without pay? Do you think it’s rewarding? Do you think international organizations like the UN play a significant part in helping those in need and developing society? What if we lived in a world without organizations like the UN?*

Have students provide the possible
answers to their questions as well.

2 Have students think about the following questions. If possible, they can hold a debate.

*If Tang Ning was not a successful businesswoman, do you think she would still be chosen to be a Goodwill Ambassador?*

*In your opinion, what are the qualities needed for a Goodwill Ambassador?*

Make sure that every student is involved in the discussion and expresses his/her opinions.

3 Have students focus on Part F, which acts as an extension exercise to improve their oral English. Encourage students to articulate their thoughts and share their opinions with each other. Any possible answer is acceptable.

4 Have students do Parts A1 and A2 on Page 123 in the *Workbook*, so they will be more familiar with the usages of some words and phrases in the reading material.

5 Have students read the speech transcript in Part B on Page 129 in the *Workbook*. Have them think about the causes of war. They can do this as their homework.

Notes

1 *I am pleased to have this chance today to talk to you about the United Nations, or the UN, as it is more often referred to.*

(Page 50, Lines 1–2)

- As here is used as a conjunction, which means ‘in the way or manner that’.

  *You should treat your friends as they treat you.*

  *I will drive there as you have done.*

  *We’d better leave things as they are before the police come.*

- Here the phrase *refer to* means ‘to mention or talk about’.

  *The scientist referred to his discovery as the most exciting new development in his field.*

  *Which companies was she referring to when she spoke of competing firms? They have decided never to refer to the matter again.*

2 *The UN is an international organization made up of countries that want to promote world peace.* (Page 50, Lines 2–3)

The phrase *(be) made up of* means ‘to consist of’. If the phrase is used in the active voice, we just say *make up.*

The committee is made up of representatives from all the universities in the country.

The club is mainly made up of girls.

One hundred years make up a century.

3 *I feel very honoured to have been able to take on this role.* (Page 50, Lines 6–7)

- Here *honoured* is used as a verb in its past participle form. When *honour* is used as a verb, it means ‘to show or bring pride and happiness to’.

  *I feel honoured by the kind things you have said about me.*

  *I’m honoured to be asked to speak here.*

  *Playing the piano for the guest, she felt greatly honoured.*

- The phrase *take on* means ‘to accept (work, responsibility, etc.)’.

  *My doctor says I am too tired and has advised me not to take on any more work.*

  *The factory has opened and is beginning to take on new workers. After his father died, Bill took on the management of the company.*

4 *With the help of these armies and other worthy organizations, the UN assists the victims of wars and disasters.* (Page 50, Lines 19–20)

- In the phrase *with the help of,* help is used as a noun.
With the help of the facilities donated by the computer company, the students in the mountain village can now learn how to use a computer.

The police appealed for help from anyone who had witnessed the accident in which five people were injured.

With the selfless help of volunteer doctors, many people injured in the war were treated.

- The word **worthy** is used as an adjective, which means ‘(someone or something) having qualities that make people respect them’. With this meaning, **worthy** is usually used before a noun.

  Liu Xiang is really a worthy candidate for the Athlete of the Year award, as he is the first Chinese person to win the gold medal in the 110-metre hurdles.

  Mr Lin is a very worthy teacher.

  Everyone in our class likes his lessons.

  The money donated by Bill Gates has gone to some very worthy causes, such as helping children in Africa and people infected with AIDS.

  The word **worthy** can be used in the phrase (be) **worthy of** or (be) **worthy to be done**, in which **worthy** means ‘deserving’.

  Your suggestion is worthy of consideration. = Your suggestion is worth considering.

  Mr Lin is worthy of our respect.

  Some other problems are worthy to be mentioned here, such as environmental conditions.

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5 In addition, the UN helps protect human rights and works to improve international laws, for example, those on child labour and on equal rights for minorities and women. (Page 50, Lines 20–23)

The phrase **in addition** is used for adding an extra piece of information to what has already been said or written, while the phrase **in addition to** is used for saying that something extra exists or is happening together with the thing being talked about.

In addition, Aunt Mary gave us sandwiches and a bag of cookies for our picnic.

We provide our staff lunch on workdays. In addition, they can enjoy free medical care.

We’ll order some extra corn in addition to our sixty pounds.

In addition to such subjects, the department also taught Maths and Geography.

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6 There are lots of worthwhile programmes like this under the umbrella of the UN that have helped millions of people across the world. (Page 51, Lines 40–41)

- The word **worthwhile** is an adjective. If something is **worthwhile**, it means that it is worth the time, money or effort that one spends on it.

  The two countries both declared that the conversation between them had been quite worthwhile.

  We all think that you’ve made a worthwhile suggestion.

  When you travel in Amsterdam, the museums there are worthwhile visiting.

- In the phrase **under the umbrella of**, the word **umbrella** does not refer to the object that people use to protect themselves against rain or hot sun. It means ‘a system that provides protection for people’.

  The programme of helping poor students return to school came under the umbrella of the local government.

  The team’s work comes under the umbrella of the National Research Institute.

  Under the umbrella of Project Hope, the new charity has more funding to help children go to school or even university.

---

7 For more information, you may like to look it up on the UN website. (Page 51, Lines 48–49)

The phrase **look up** means ‘to try to find some information by using a computer and the Internet’. The phrase
can also mean ‘to try to find some information by looking in a book, a dictionary or on a list’. I didn’t know what the word ‘approximately’ meant, so I looked it up in the dictionary. Here is a telephone directory. You can look up the number you want in it. I’ll look up the airline schedule on the airline website.

Resources

The United Nations

The United Nations was set up on 24

Word power

This section teaches the names of different organizations and programmes connected to the UN. Students are presented with a passage and a chart focusing on the classification of the UN organizations and on the functions of the different organizations and agencies. Students are expected to learn more vocabulary related to international organizations and the acronyms of the organizations. Students are expected to become more familiar with these organizations and their functions.

Brainstorming

Tell students that in this section, they will have a chance to learn some vocabulary related to the different organizations connected to the UN. Before moving to Part A, assign students the following task:

As we all know, the United Nations plays a very important role in handling world affairs. It touches many parts of our daily lives. The UN works in agriculture, economic growth, education, health, environment, global

October 1945. Originally it had 51 countries. Today, nearly every country in the world has become its member, more than 190 countries in all. Though it is not a world government, it is a stage for countries, strong or weak, rich or poor, to exchange their opinions and ideas. It also provides help to settle international disputes. All the members have to accept and stick to the rules of the UN Charter. For more information, you can visit the following website:


partnerships and other fields. The UN is connected to many different organizations that do different projects or programmes.

To learn more about these UN organizations, we need to do some research. Look in newspapers, magazines, books in the library and on the Internet for more information about how many divisions and organizations are connected to the UN and what they are.

Vocabulary learning

1 At the beginning of the lesson, have some students report back what they have found about the different organizations of the UN in newspapers, magazines, books or on the Internet. Write the names of the different organizations on the blackboard that students have found. The purpose of this activity is to make students more familiar with the organizations or programmes connected to the United Nations. For example,

Which organizations are connected to the UN?

Please choose one organization and tell us when it was set up. What does the
organization mainly focus on?
What do you think of its role in the UN or in the world?
Students are welcome to express their opinions related to the topic.

2 Have students read Part A. Make sure that they know the Chinese names of these organizations. Explain the main functions of these organizations or give students information about the specific activities these organizations are involved in. For example,

Suppose an island in the middle of the Pacific Ocean has been struck by a terrible hurricane. All the supplies have been cut off, roads have been blocked and lots of people have been injured. If so, what organizations or programmes could they turn to for help?

Which organizations contribute a lot to the equal education of children and equal treatment of women?

What do the letters E, S and C in UNESCO stand for? In your opinion, what is UNESCO responsible for?

Any possible answers given by students are acceptable.

3 Have students focus on Part B and complete the chart individually first. Then have students check their answers with the class.

**Answers**

**B** (2) Food and Agricultural Organization  
(3) UN Educational, Scientific and Cultural Organization  
(4) World Health Organization  
(5) Universal Postal Union  
(6) World Bank Group  
(8) UN Environment Programme  
(9) UN Drugs Control Programme  
(10) UN Development Programme

4 Have students read the passage in Part C, which was written by Winnie for her school newspaper about the UN. Students are required to complete the passage with the names of the organizations which they have learnt on Page 54. As there are some new words in the passage, encourage students to guess their meanings from the context or use other expressions to explain them. Here are two examples:

T: Developing countries sometimes lack money for development or reconstruction projects. They have to collect money from other sources. From your point of view, will the World Bank Group be helpful? What do you suppose the organization aims to do?

S: It aims to loan money to developing countries to help them with their development projects.

T: There are some agencies which serve the same important purpose as these organizations. In some parts of the world, people’s working conditions are very harsh. Sometimes their safety can’t be guaranteed. They work hard but are paid little. In addition, they face losing their jobs in the future due to rises in the unemployment rate. What organization can they turn to?

S: The International Labour Organization. It is an agency which helps to improve working conditions and employment opportunities.

5 Have students complete Part C either in pairs or individually. Then check the answers with the class.

**Answers**

**C** (1) World Bank Group  
(2) Universal Postal Union  
(3) UN Educational, Scientific and Cultural Organization  
(4) Food and Agricultural Organization  
(5) International Labour Organization  
(6) World Health Organization
Vocabulary extension

1. Ask students if they have paid attention to the full names of UN and NGOs. Tell students that an acronym is the shortened version of the name of something. It consists of the first letter of each word of the name. As for the pronunciation of an acronym, it is sometimes read as individual letters and sometimes read as a new word. Have students work out the acronyms on Page 55.

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAO</td>
<td>Food and Agricultural Organization</td>
</tr>
<tr>
<td>ILO</td>
<td>International Labour Organization</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
</tr>
<tr>
<td>WHO</td>
<td>World Health Organization</td>
</tr>
<tr>
<td>UNEP</td>
<td>United Nations Environment Programme</td>
</tr>
</tbody>
</table>

2. If time permits, you can provide students with more acronyms of international organizations. For example,

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICRC</td>
<td>International Committee of the Red Cross</td>
</tr>
<tr>
<td>ITU</td>
<td>International Telecommunication Union</td>
</tr>
<tr>
<td>WTO</td>
<td>World Trade Organization</td>
</tr>
<tr>
<td>NATO</td>
<td>North Atlantic Treaty Organization</td>
</tr>
<tr>
<td>ADB</td>
<td>Asian Development Bank</td>
</tr>
</tbody>
</table>

3. Have students read the transcript in Part A on Page 128 in the Workbook, so they can know more about one of the UN organizations. They can also do this as their homework.

Grammar and usage

This section teaches some other cases that need to use unreal conditionals, or that are used to express things hoped for or desired. Students will learn the forms of mixed unreal conditionals, words that can replace if clauses in implied conditionals, the usage of wish or would rather in unreal conditionals, and should used in clauses to express a suggestion, requirement or demand.

Unreal conditionals and things hoped for or desired

1. Revise with students the unreal conditionals learnt in Unit 3. Tell students that when a sentence is talking about something that is not real or currently impossible, the verb will be used in a special form that expresses a wish, possibility, condition, etc. Ask students how to express correctly the following situations:

- We planned to go for a picnic last week, but it was cancelled because of the rain. (If it had stopped raining, we would have gone for a picnic last week.)
- He will tell you everything when he is here, but he won’t come until next month. (If he were here now, he would tell you...
everything.)

We planned to have a football match tomorrow, but I’m not sure now as the weather seems rather bad and I think it might snow tomorrow. The snow may affect our schedule and the match may be put off. (If it should snow tomorrow, we would have to put off the match.)

They won’t come to see us as they don’t have enough time. (If they had enough time, they would come to see us.)

2 Have students read Point 1 on Page 56. Tell them to pay attention to the tenses used in the if clause and the main clause.

Have them look at the first sentence and compare the two tenses used in the two clauses. They should learn that in the if clause, the past perfect tense is used because it tells us ‘you’d did not listen to the talk about the UN yesterday, while in the main clause it tells us what is happening now. That is why different tenses or verb forms are used in the two clauses of the sentence.

Write on the blackboard the following two sentences for students to compare. Make sure that they can understand the meaning of each sentence and the reason why the mixed conditionals are used here.

- If you had come and attended the meeting yesterday, you would have met him. (In this sentence, we know the time when the meeting was held and the time when he was here were both yesterday.)

- If you had come and attended the meeting yesterday, you would know what we are doing now. (In this sentence, we know the time when the meeting was held was yesterday, while ‘what we are doing’ is happening now.)

3 Have students complete Part A. Tell them to pay attention to the different tenses in the if clause and the main clause.

Answers

A (1) had not studied (2) would not be
    (3) had studied  (4) would have
    (5) knew        (6) would be
    (7) could help  (8) would not be

4 Have students read Point 2. They will learn that sometimes we can use otherwise, or and phrases beginning with with, without and but for to replace an if clause in implied conditionals.

Remind students that they should pay attention to the verb form in the main clause.

5 Have students read Point 3. They will learn that in adverbial clauses introduced by even if, as if, as though and if only we can use unreal conditionals.

6 Have students read Point 4. They should learn that in object clauses after wish or would rather the subjunctive verb forms are often used because the speaker thinks what is said in the clause is currently not true or possible, or will not happen. If the speaker wants to express what should have happened in the past, the past perfect tense is used in the object clause. For example,

I wish I had gone there with you last night.
I would rather she had come yesterday.
I would rather she were here now.

7 Have students read Point 5. They will learn that should + bare infinitive is used in the object clause introduced by that and that the clause usually expresses a suggestion, requirement or demand.

After students have read the first two
example sentences in this point, ask them what verbs can be used to introduce such a clause. They can see that the that clause is used after the verbs suggest and require. Present other sentences to students so they can learn about other verbs used in this pattern, like order, advise, demand and insist. For example,

The old woman demanded the young man (should) say sorry to her.

Mary insisted that I (should) have dinner with her family.

Have students read the third example sentence in this point. Tell them that should + bare infinitive can also be used in an appositive clause or a predicative clause after the noun form of these verbs, such as suggestion, advice and demand. For example,

What do you think of her suggestion that we (should) go out this weekend?

My advice is that you (should) not tell her the news.

Have students read the last example sentence, so they will learn that in the sentence structure ‘It is important/necessary that ...’, should + bare infinitive is used in the that clause. For example,

It is necessary that every student (should) obey the school rules.

Tell students that in these clauses should can be omitted.

8 Have students read the dialogue in Part B and fill in each blank with a proper word or phrase according to the meaning of the sentence.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
</tr>
<tr>
<td>(1) Without</td>
</tr>
<tr>
<td>(3) wish</td>
</tr>
<tr>
<td>(5) If only</td>
</tr>
</tbody>
</table>

9 Have students do Parts C1 and C2 on Page 125 in the Workbook to practise using unreal conditionals.

10 Have students read the passage in Part A on Page 131 in the Workbook, and have them point out the unreal conditionals in it. Then ask them to do the writing in Part B.

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**Task Helping poor children**

This section consists of a series of activities which provide students with opportunities to practise their listening, speaking, reading and writing skills. It is divided into three steps and each step is preceded by a skills building part. Through the three steps, students will practise finding out about problems, making suggestions for the poor children in northern Thailand, discussing what they can do to help these children and writing a proposal to UNICEF.

**Skills building 1: listening for problems and causes**

In this part, students will learn how to listen for problems and the causes of the problems.

1 Tell students that we always have something specific to listen for when we listen to something. We should try to seize the key phrases or sentences that are relevant. For example,

When you listen to a weather report, what phrases should you pay attention to? (The
temperature today is .../It will be ...

If you are at a bus station, what information is important to you when listening to loudspeaker announcements? (The next bus to ... will .../The bus from ... has arrived ...)

Have students think about what information will usually be focused on in a news report. Tell students that a news report normally discusses problems and the causes of those problems, and it is very important to identify them when listening to the report. Help students think about, when listening to a news report, how to find out about problems and the causes of the problems. You can ask the following questions:

If we want to know what the problem is when we are listening to a news report, what phrases or sentences should we pay special attention to? (The problem is that .../As you can see .../The result is .../This means ...)

If we want to know what has caused the problem when we are listening to a news report, what should we pay special attention to? (This is because .../This problem has been caused by .../Unfortunately, .../as ...)

2 Have students read the instructions in this part. Make sure that they understand the meaning of each sentence.

Step 1: finding out about problems and causes

This part is designed to help students develop their listening and reading skills. They are first asked to fill in parts of the two tables to find out the problems and the causes of the problems while listening to a news report. Then they will read a report to complete the tables.

1 Have students read the directions in Part A on Page 58 to find out what they will listen for and what they are asked to do in this part. Have them go over the table in Part A before they listen to the recording. Tell them that they only need to complete as much of the table as they can after listening to the news report as more information is in the reading article in Part C. Students can listen to it twice or three times before they think they have got the answers.

Tapescript

Reporter: As you can see, the families living here are in very poor conditions. There is no running water and no electricity in this village. Water has to be collected from the river ten minutes' walk away. This may seem near, but, when you need water for many things, walking ten minutes is a long time. The water then needs to be boiled before it can be used. The result of not boiling the water is illness.

As you can see, the villagers' houses are built of wood and are not very strong. This is because they have no money and cannot get any other materials. The people have very few things like clothes or furniture, because they have no money and they are a long way from the nearest town. There is a bus, but you have to walk six kilometres to get to the nearest road.

As I said earlier, there is no electricity in this village, so when it is dark, the only light comes from the small fires that the family cooks over. Unfortunately, much of the forest around the village has been cut down, so the villagers have to walk further
and further away from the village to get wood. This also means that drinking water may not be boiled for long enough as there is very little wood. This is going to be a big problem in the future.

Answers
A (1) running water
(3) money
(4) furniture or clothes
(5) electricity
(6) cut down

2 Have students listen to the second part of the report and finish the table in Part B on Page 59.

Tapescript
Reporter: Over there you can see the school. As the village is poor, the school has no roof. There are no chairs either, so the children have to sit on the floor. When it rains, school is stopped. Many children, especially the girls, do not go to school because they have to stay at home and help their parents or grandparents with the farming of their small pieces of land. All the farming is done by hand since they do not have enough money for equipment. It is difficult to raise animals because of the small amount of land and water available. Because of this and the lack of fresh water, many of the children have poor diets and do not eat enough meat. As a result, they do not grow properly and cannot concentrate on learning. Another problem is that many of the children’s parents have died because of AIDS. This means that the grandparents have to bring up the children. That is very difficult because they are already old and poor.

Answers
B (1) poverty
(2) go to school
(4) by hand
(5) land and water
(6) poor diets
(7) grow properly
(8) died of AIDS
(9) bring up children
(10) old and poor

3 Have students read the report in Part C. Have them read for other information needed to finish the two tables. After they finish the tables, ask students if there are any sentences that they do not understand, and give some explanations if there are any.

Answers
A (2) repairing of pumps
B (3) enough money

Skills building 2: discussing in groups

In this part, students will review the sentence structures used to make suggestions, ask for opinions, express agreement or disagreement and make conclusions.
1 Tell students that in a discussion, people usually give suggestions. There are some sentences or sentence structures used particularly for this purpose. Ask students what sentences are often used to make suggestions, and write their answers on the blackboard. Then have students read Point 1 and compare the sentences in this point with those on the blackboard. Ask students if they can find the differences between them. Tell students they should be polite or not too blunt when giving suggestions. Have students make some sentences using the structures given. 

I think it would be a good idea to post our proposal on the Internet.

We could help by giving out leaflets to ask people to donate money.

I would like to suggest that we organize a charity show.

It would be a good idea if we sell old books to raise money.

Remind students that when using 'I suggest ...' to give suggestions, it is not right to say 'I suggest to do something'. Instead, we should say 'I suggest collecting/that we (should) collect some money for ...'.

4 Tell students that at the end of the discussion, the group members should make conclusions and work out a solution. Ask students if they know which sentences are used to make a conclusion. Have them think of some sentences used to make conclusions.

In summary, our group has decided to organize a charity show.

In conclusion, we have decided to organize a charity show.

---

**Step 2: discussing ways to help poor children**

This part is designed to help students develop their speaking skills. They will use what they have learnt in Skills building 2 to discuss what they can do to help the poor children in northern Thailand.

1 Have students read the instructions. Make sure that they know what they are to do in this part.

Organize students into groups of four and discuss what other ways they can think of to help these children. Have students use the sentences or sentence structures in Skills building 2 to give suggestions and to express agreement/disagreement in the discussion. They can use the information in the tables in Step 1 to help them carry out the discussion.

2 Make sure that all group members have something to do. One member should take notes during the discussion. Another student should report what their group will do to help these children.
Sample answers

S1: All of us have listened to the news report and read the article about poor children in northern Thailand. I feel really sorry for them. What do you think we can do to help? Does anyone have any suggestions? I’ll write down your ideas.

S2: I think we could help by raising some money. I’d like to donate my pocket money.

S3: That’s a good idea. I suggest that we make a poster telling the students in our school about what kind of life these children have. We can ask all the students to donate some of their pocket money.

S4: OK, that sounds like a good idea. I would like to donate some books.

S2: I’m sorry but I don’t think that would work. They won’t be able to read the books because they can’t understand Chinese. Maybe we can give them some English books. Does anyone have any other ideas?

S3: I think we can sell the old Chinese books to get some money.

S4: Good idea. I would like to suggest giving them some clothes. I have many old clothes that I no longer wear. I think I could give them to the children there.

S2: I agree, but how can we send these books and clothes to them?

S3: We can go to a shipping company and ask if they can help to ship these things there.

S1: OK, so we’ve decided to raise as much money as we can and donate English books and clothes to children. We can also write a letter to them and tell them we want to help them.

Skills building 3:
writing a proposal

In this part, students will learn the structure of a proposal and what should be included in a proposal.

Have students read the six points in this part. They will learn what parts should be included in a proposal. Make sure that students understand what they should do when writing a proposal. Tell them to find out which is the most important point in a proposal.

Step 3: writing a proposal to UNICEF

In this section, students will write a proposal to UNICEF with information that they have learnt in Steps 1 and 2 about how to help the poor children in northern Thailand. They will practise using the skills they have learnt in Skills building 1, 2 and 3.

1 Have students work in pairs to discuss what they should write in the proposal to UNICEF. Help them decide the answers according to their previous discussion. They should also decide what title they will give to their proposal.

2 Have students work in groups of six to write the proposal. After each group finishes their work, you can ask students to share their proposals with the whole class. Have students choose which proposals they think are good and will be helpful to the poor children in northern Thailand.

Possible example

Title: Helping the poor children in northern Thailand

Group members: (Students’ own names)

Introduction: We have been researching
the problems faced by children in northern Thailand. There are many villages in northern Thailand where children do not have books. Their classrooms have no roofs. Many girls cannot go to school.
Our group would like to help them.

Proposal:
We would like to help the children by:
• donating the money collected from the students and teachers in our school
• donating English books collected from the students in our school
• donating clothes collected from the students in our school

Benefits:
• Helping the children in northern Thailand go to school and live a better life
• Helping us recognize that there are many people in the world that need help
We would be pleased if you would approve our proposal. If you require any further information, please get in touch with us. You can reach us at the following address and phone number:
(Students’ school address and phone number)

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Project Making an action plan

This section is designed to give students a chance to practise their English by completing a project. Students are first asked to read the diary entry of a nurse who works for an international organization that provides medical service around the world. They will have a better understanding about what can be done to help poor people in poor areas. Then they will make an action plan about what they can do to help these people.

The purpose of this section is to let students use what they have learnt to finish a project by working together. During the course of the project, students will discuss what they can do and in what ways they can help people. In order to finish the project, they are expected to cooperate as a team and complete each part of the project.

Part A

1 Have students go over the instructions of Part A and ask them the following questions before they read the article.
Have you ever heard of an organization called Doctors without Borders?
Who do you think the members of Doctors without Borders are?
What do you think the members of Doctors without Borders do?
Have students read the diary entry paragraph by paragraph and find the main idea of each paragraph. The following table can be used:
<table>
<thead>
<tr>
<th>Paragraph outline</th>
<th>Supporting details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Para. 1</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 1) Chaos on the flooded island | - People have escaped to the mountains.  
- The hospital is badly damaged and in a mess.  
- It is difficult to travel from place to place because of mud and water everywhere.  
- They set up centres to ensure people got food.  
- They checked the health of the babies and gave children shots.  
- They worked in villages far away from the city and often ran from one place to another.  
- There was sand blowing everywhere. |
| 2) Working experience in Sudan, a dry country | |
| **Para. 2**       |                    |
| 1) Setting up a temporary clinic | - They found a vacant health centre.  
- They have started to clean the centre.  
- Medical supplies are on their way.  
- People cannot get hold of the regular medicines they need.  
- Small injuries need to be taken care of.  
- The water makes it difficult for the cuts and wounds to get better.  
- The water makes it easy for bacteria to spread.  
- There is no enough shelter and no access to food and clean water.  
- The fields and harvest have been destroyed. |
| 2) Problems they are facing | |
| **Para. 3**       |                    |
| A problem caused by trying to get food | - People have started to worry about not being able to get enough food.  
- There were fights as people tried to get food.  
- The staff may be attacked. |
| **Para. 4**       |                    |
| 1) Easy communication | - Many people can speak English or French.  
- Good acting skills can help when there is a language barrier.  
- She listens to and talks to people to comfort them. |
| 2) More job than just being a nurse | |
| **Para. 5**       |                    |
| The horrible first job | They have to find a place to bury the people who were killed. |
| **Para. 6**       |                    |
| Feeling lucky and proud | - She is able to help others and do something worthwhile.  
- She can see things from another angle.  
- She can make a difference to people's lives. |

2. Ask questions to ensure that students have a good understanding of the diary entry. For example,  

Who wrote the diary entry?  
Where did she once work, and where is she working now?
In what ways does the writer usually help people?
What difficulties do the writer and her colleagues often face?
What dangers do they often face?
What are the reasons why people there live such poor and terrible lives?
How do you think the writer feels about her job?

3 Have students do Parts D1 and D2 on Page 127 and Parts D3 and D4 on Page 127 in the Workbook to practise the usages of words, phrases and patterns learnt in this unit.

Resources

Doctors without Borders
Doctors without Borders, or Médecins Sans Frontières (MSF) in the French language, is an international medical organization created by doctors in France in 1971. It provides aid to about 60 countries around the world, where people's lives are threatened by armed conflict, natural disaster or outbreak of diseases that spread rapidly and widely. Because of its outstanding work, the organization received the Nobel Peace Prize in 1999.

More information is available on the following website.
http://www.msf.org/

Part B

1 Have students work in groups to discuss the eight questions in Part B. One of them should write a plan about what they are going to do and how to put their plan into action.
2 Have each group present their plan to the rest of the class. Other groups can give their comments.

Self-assessment

This section aims to help students assess the progress they have made, how much they have achieved, and also what else they can do to improve their understanding. 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 to one or more parts in this unit. For example, after finishing Part A on Page 57, students will know whether they are able to use certain words or phrases to introduce unreal conditionals correctly. 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. After going over all the items in this part, students need to add all the scores and divide the total amount by the total sum. Thus, they will get a percentage, which shows their level.

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

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

Unit 1
Reading

欣赏单口喜剧，促进身心健康!

人们总是爱笑，幽默无时不在。一种深受人们喜爱的喜剧形式叫做单口喜剧。单口喜剧是一种舞台剧，由一个演员表演，演员与观众直接交流。单口喜剧演员可以拿某一位观众开玩笑，也可以根据观众的反应随机应变，讲各种笑话。

单口喜剧的类型

单口喜剧有很多种不同的类型。有些演员拿人们的行为方式来开玩笑，或者讲有关日常生活的笑话。例如，他们取笑人们排队时的举动，或者问为什么偏偏在你忘记带雨伞时天会下雨。别的演员依靠视觉幽默，他们的幽默可以是由物品激发的。例如，某个演员一边拿着个巨大的锤子去砸西瓜，一边以此说着笑话。再如某个演员指着他脑门上的笑话说：“我每天都打网球，已经一个月了。我就是搞不懂体重为嘛一点也降不下来！”还有些别的演员可能玩些把戏逗观众：被椅子绊倒，撞到了房门，或是趴倒在舞台。如果你只是听而不看演员的表演，这种荒唐的幽默就不搞笑。最后一种是滑稽模仿，这类演员模仿某位名人的言谈举止以取笑这个名人，这种幽默听起来有点刻薄，但通常只有当演员和观众都喜欢或者崇拜这个被取笑的对象时，这种幽默才奏效。

一位著名的喜剧演员

只有为数不多的单口喜剧演员在之后的生涯中成为走红的影视明星。一个成功的例子就是比莉·克里斯托。与其他转向电影表演的单口喜剧演员一样，克里斯托现在依然热爱单口喜剧。全世界的观众都喜爱他主持的奥斯卡颁奖典礼。他已主持了九届奥斯卡颁奖典礼。每次主持奥斯卡颁奖典礼现场直播的时候，他都会在数百万观众面前表演他的单口喜剧节目。这里有一个鲜为人知的事实：每次主持奥斯卡颁奖典礼的时候，克里斯托总要在自己的口袋里放一把牙刷以求好运。他说，这是因为他小时候开始练习单口喜剧时，他会站在镜子面前，边刷牙边对镜子自己说笑话。

克里斯托之所以如此出名，原因之一就是他思维异常敏捷，常常能就身边的人或事即兴编出笑话来。当克里斯托主持2004年的奥斯卡颁奖典礼时，曾在无声电影中扮演过角色的一位老演员上台发言。他讲了几分钟，但由于技术故障，观众中没有人能够听见他在说些什么。大家只能看见他站在那里，嘴唇动个不停。见此情景，克里斯托放弃了事先准备好的笑话，即兴编了一个新的。他说：“看来，他的确适合从无声电影起源！”观众哄堂大笑。

克里斯托深受各年龄段人群的喜爱，他有能力让全世界的人开心。这证明，单口喜剧能得到所有人的喜爱。你可以期待听到更多比莉·克里斯托的表演——他尚无息影的打算，也没有停止讲笑话的想法。他希望效仿鲍勃·霍普和乔治·伯恩斯等单口喜剧明星，他们都活到了一百岁，并且一直工作到生命的尽头。

大笑有益健康!

如今，单口喜剧流行全世界。医学工作者们一直在研究单口喜剧和其他喜剧形式能够对我们产生什么样的影响，并已发现笑口常开的人更长寿。他们说这是因为当你笑的时候，你的大脑会向全身传送有益健康的化学物质。笑有助于保持身体健康，甚至能够帮助你战胜疼痛。这个说法或许能够解释像鲍勃·霍普和乔治·伯恩斯这样的人长寿的原因吧！不管是什么原因，研究表明，那句英语格言“笑是灵丹妙药”到头来可能真的没错。所以，笑起来，让别人也笑一笑——这或许能够有助于他们（还有你自己）长命百岁。
隐形长凳

人物：五名学生

场景：某公园

迈克：说真的，这个庭院所缺的就是一条长凳了。或许可以放这儿？（“坐下来”，好像有一条长凳似的）不。（站起来，走到舞台另外一端。托尼上场，但迈克没有注意）也许这儿？（又“坐下来”）嗯，我想也许可以放这儿。

托尼：你在干什么呢？
迈克：我自然是坐在一条隐形长凳上了。
托尼：我可以和你一起坐吗？
迈克：当然可以。（挪到一边，仿佛是在给托尼腾出地方）
托尼：啊，这里相当不错啊，对吧？
迈克：的确

两人坐了一会儿，看他们的课本。凯西上场。

凯西：这里正在发生什么事呀？
迈克：我们正坐在一条隐形长凳上呢。
托尼：你应该跟我们坐在一起。真的很舒服。
凯西：好的，谢谢邀请。（迈克和托尼挪到一边，凯西坐在他们的身边）哇塞，真的好舒服啊！葆拉上场。

葆拉：你们坐在一条隐形长凳上，是吧？
凯西：是啊，你怎么知道的？
葆拉：我也做过同样的事，就在昨天。我坐这儿你们不介意吧？
迈克看上去有点气恼的样子。

托尼和凯西：一点也不介意。请坐！
大家都挪出一点地方。迈克却站起来，溜达到了舞台中央，然后“坐”下来。安上场，看着迈克。

安：你看上去像是坐在一条隐形长凳上嘛。
迈克：是啊，没错。
安：他们在那边干什么呢？
葆拉和凯西：我们也是坐在一条隐形长凳上呀！
迈克：不，你们不是。
托尼：我们不是？
迈克：对。我一定是忘记告诉你们了。（面带微笑）刚才人太拥挤，所以我就将长凳给搬走了。

一行人——托尼、葆拉和凯西——都跌倒在地。

剧终
重要的纸

人物：国王、王后、仆人

场景：国王的城堡。国王的扶手椅空着。王后坐在自己的扶手椅上，在看书。

国王上。

国王：我们的仆人都上哪儿去了？一群懒鬼。（叫喊）仆人！

仆人上。

仆人：陛下，您需要什么？

国王：我需要，不，我必须拿到我的（非常严肃地看着仆人）重要的纸。（坐下）

仆人拿着一摞公文上场并将它们呈给国王。

国王：这都是些什么？（生气地将文件扔给仆人）不对，不对，不对，把我重要的纸拿来！

仆人鞠了一躬，匆忙离去，之后手持一份报纸重新上场。

国王：不对，你这个傻瓜！（将报纸扯为两半）我必须立刻拿到我的重要的纸！

仆人逃下，之后手持一本杂志重新上场。

国王：啊呀呀呀！（抓起杂志，追赶仆人，仆人逃下）把……我的……重要的……纸……拿来……

现在就要！情况紧急！（转向王后）亲爱的，你跟他说！

王后：嗯，（起身，庄重宣布）国王陛下急需他的重要的纸。立即将它们送达国王陛下是你的职责。

（转向国王）行吗？

国王在座位上不停地挪动着身体，显得极不舒服。

王后：你没事吧？你看上去……很着急……

国王：我没事，我只是需要我的（声音严肃地）重要的纸。

仆人冲上舞台，来到王后身边，两手空空，面带焦虑。王后指向一本词典或者是墙上的招贴画之类的东西，仆人就赶紧跑过去拿了呈给国王。

国王：不对不对不对不对！那不对！有人一定能将我重要的纸拿来！

王后从自己的书上扯下一页，递给国王。他瞪着王后。仆人又上场，身后藏着什么东西。

仆人：陛下？（递上一卷卫生纸）

国王：对了！这就是我最重要的纸！（飞速冲下舞台，在出去的路上撞到人和东西）

剧终
Unit 2
Reading

寻求幸福

主持人：我们今天来讨论幸福这个话题。对一些人来说，幸福就是有家人和朋友陪伴在自己身边。对另一些人来说，幸福意味着在某个方面取得成功，比如说实现一个目标。对那些受伤的人或者是身有残疾的人来说，幸福可能仅仅意味着过一天没有病痛折磨的日子，或者仅仅是活着而已。我们今天的嘉宾是布莱恩博士。她写过几本有关幸福以及人们为了使自己保持幸福所做的事情的书。布莱恩博士，谢谢您参加我们今天的节目。

布莱恩博士：谢谢您的邀请。今天，我来谈谈如何寻找幸福。

主持人：我知道，您经常以体操运动员桑兰为例来告诉人们，即使遭遇个人灾难时，也能找到幸福。

布莱恩博士：是的，别人以为你会很伤心，但你却生活得很幸福，桑兰就是一个非常好的例子。在事故发生之前，我们都知道桑兰是一个年轻快乐的女孩，在体育方面有骄人成绩。在她受伤住院期间，世人都为她依然开朗的样子感到惊讶。如今，她在实现较小目标的过程中、从周边人对她的爱中找到了幸福。

主持人：嗯，或许我们有些观众还不知道桑兰的故事，您能为我们简单介绍一下桑兰吗？

布莱恩博士：当然可以。桑兰于1981年出生在中国的宁波市，六岁时就开始学习体操。到参加纽约友好运动会的体操锦标赛的时候，桑兰已经当了十一年的体操小将了。桑兰最拿手的项目一直是跳马。自1991年她就开始在多次比赛中获胜，并且一直刻苦训练。她的队友们说她精力充沛、快乐、刻苦。尽管参加了训练，她不能和父母在一起，她还是全身心地投入到体操中。桑兰知道，在那些年，自己正朝一个特别的目标奋斗，她在让她的父母为她骄傲。然而，1998年在友好运动会上进行跳马练习时出的一起小事故，原本可能会把她未来的幸福化为泡影。一位教练改变了她的安排方式，当桑兰意识到这一变化时，她感到失望。她一直鼓励自己重新参加比赛，奋力比赛。她被紧急送往纽约州的一家顶级医院。来自世界各地的许多专家说，由于伤势严重，她将永远无法行走了。

主持人：这对她来说想必无法承受，她肯定是非常伤心。

布莱恩博士：事实并非如此，这才是她的故事为何如此特别。见过她的每个人，从医院的护士到前往医院探访给她鼓励的名人，如电影《泰坦尼克号》的主演莱昂纳多·迪卡普里奥等，都说她精神状态良好。桑兰懂得，对很多人来说，幸福的秘诀在于欣赏生活中美好的东西，集中精力实现自己的目标。所以，桑兰并没有为失去的一切伤天哭地，感到绝望，她想到的是她能做什么以便自己好起来。她住院期间，队友们继续比赛。队友们为桑兰感到高兴。当医生告诉她，她再也不可能重新当体操运动员时，桑兰能够为自己的进步取得的成绩感到骄傲和自豪。她以这种方式战胜伤痛。她庆幸自己仍然活着，庆幸自己未来还有余生学习新东西。

主持人：这真让人惊叹，布莱恩博士。这件事发生时她多大？

布莱恩博士：她当时只有17岁。

主持人：那桑兰是如何适应新生活的呢？

布莱恩博士：她适应得很好。她回到中国，2007年毕业，获北京大学广播专业学位。她也主持过一档有关2008年北京奥运会的体育节目，目前继续是电视上的活跃人物。然而，
她的主要目标是呼吁给予残疾人更好的治疗。她说她喜欢进取。她也相信，忙碌有助于她保持积极乐观的状态。

主持人：
我希望我们的所有观众都受到了桑兰的鼓舞！我觉得她的勇气令人钦佩。我知道，以后每当我感到生活难以忍受时，我都会想一想桑兰是如何重建生活的。

Project

黄金岁月

回想我在英格兰乡村上学的岁月是一件愉快的事。那时候，我身边尽是朋友，不乏家人的鼓励和指导。我的整个生活还在前面等着我。在人生的那个阶段，我本可以干任何事或成为任何人。我觉得上学的那些黄金岁月是我一生中最幸福的时光。

我记得，有时我感到孤独和惧怕。我突然意识到，我可能从未真正了解过自己。我生活中的事情并不会因为我而改变。我被所有的事都分心了。我要做的就是上学，以及回家后再学习几个小时。在周末，我会寻找乐趣，我可以看到朋友、拜访我的祖父母，看书或者参加体育活动。作为一个天真的孩子，我必须学会各种事情，比如工作上的各种问题，也没有必要为收入担忧，或是担心如何照顾家庭。我要做的一切就是享受我的少年时光。

年轻人应切忌忘记，健康的身体是幸福的重要组成部分。当你生了病或年纪大了，身体疼痛的时候，你就很难感到幸福开心了。年轻的时候，我可以去跑上好多公里也不觉得累。我觉得自己什么都能做。如今，我上了年纪，很容易感到疲倦，我还必须小心翼翼，以免自己受伤。我真希望我还进行体育活动，因为那使我非常愉快。

我的生活到目前为止非常精彩。想到自己所取得的成就我感到骄傲。在我人生中，不同阶段我所做的不同的事情都令我开心。但我脑海里印象最鲜明、记忆中最幸福的时光还是我求学的那些日子，所以我觉得那是我一生中最幸福的时光。

未来的幸福

当我想像自己的未来时，我看到的是自己工作成功，家人围绕身边的情景。我预料将会有可以让人更加长寿、更加健康的新技术。这就是为何我认为我最幸福的日子是在将来。

未来的技术会让我和家人身体健康，从不为生病烦恼。没有人会感到忧伤，因为人类将学会解决目前还困扰我们的许多问题，如战争、环境污染和疾病。人们彼此之间将会更好地沟通。未来的技术将保证所有的人都能拥有健康和幸福。我想象着，在未来每天只需要工作四个小时，而且每个人都可以做各种很有趣的工作。至于那些枯燥无味的事情，将有灵巧的机器人和电脑帮助我们处理。这将简化我们的生活。甚至说不定还有自动厨房来给我们烹煮快餐。这样，每个家庭就可以最大限度地将其宝贵的时间用于享受家人相伴，而花最少的时间来做家务。

我感到幸福还因为那时我已是成人了。青少年时期，你很难专注于幸福！我们在学校里必须刻苦学习，当我们试图想抽空放松一下时，总有人告诉我们应该做这个，应该学那个。到了将来，我会更加成熟，能够自己决定，做自己喜欢做的事情。我会有一份自己喜欢的稳定工作，我会因为工作成功而找到幸福。

想想自己最幸福的日子还在前头，这感觉真的很好。这样一想，我就有了现在刻苦学习以享受未来生活和努力。
Unit 3
Reading

文化差异

马莉：嗨，大家好。我叫马莉。我需要一些帮助来完成家庭作业——是有关文化差异的。我能坐下来跟你们聊一聊吗？

瓦利德：嗨，马莉，我是来自文莱的瓦利德。

彼得：我是彼得，来自美国，很高兴见到你。

马莉：见到你我也很高兴。你们能给我讲讲你们已发现的一些文化差异吗？

彼得：瓦利德，为啥不给她讲一讲那位美国老师在期末典礼上——收到礼物就打开的事呢？

马莉：噢，那个我已经知道了。我的美国朋友杰克也是这样做的。

彼得：嗯，我们在西方就是这样做的。别人送礼物给你，不当面打开是不礼貌的。我们喜欢看对方那个反应。不打开礼物，我们倒觉得奇怪。还有哪些方面的不同呢？……让我想一想。嗯，有一次我去参加一位熟人在韩国的婚礼，我就很吃惊。

马莉：那怎么回事呢？

彼得：嗯，作为婚礼活动的一个部分，他们弄到一只活母鸡和一只活公鸡。

马莉：活鸡？

彼得：是的。公鸡被认为是用来辟邪的，而母鸡则被认为能给婚姻带来好运。在婚礼期间，母鸡下了一只蛋，这被看作是一件非常幸运的事，所以大家都祝贺这对新人。

瓦利德：那真有意思！在文莱，宴会上男女得坐在不同的区域，男士和新娘坐在一起，女士和新郎坐在一起。还有一样不同的是，宴会上我们供应食物、饮料、茶和咖啡，但宴会上不允许喝酒——事实上，酒在文莱是完全禁止的。另外，如果你们家住在婚礼举办地附近，你很可能睡不了多少觉，因为婚礼之后我们要连续好几小时鼓声喧天地庆祝婚礼——有时候甚至要击鼓一个通宵！

彼得：通宵？

瓦利德：是的，人们对它习惯了。

马莉：那，你们国家还有哪些事情的作法与别的国家不一样呢，瓦利德？

瓦利德：嗯，你知道，在很多国家人们用食指来指东西。但在文莱这样做却会冒犯别人，所以我们用大拇指来指东西。看新的外教努力学这个动作的样子很是滑稽。还有，如果你来文莱，你进别人家门之前得脱鞋！许多外国人很难适应这种做法。

彼得：但真正有趣的是，即使都以英语为母语的人，他们之间的文化差异还是很大的。我总是惊讶于美国人和我们英国人如何不一样。尽管我们的语言是相同的——当然口音不同——然而我们的风俗并不总是相似。

马莉：真的吗？

彼得：是的。例如，我在英国时看到的一件事情，但我的美国朋友对那个特别的节日竟然不太了解。

马莉：咳，我也不了解那个节日。

彼得：嗯，这是发生在每年十一月五日的庆祝活动。人们在户外点燃一堆的篝火，大家围着篝火举行聚会。有大量的烟花，大家吃热狗和其它的能够在篝火上烘烤的食物，太好玩了。

马莉：好了，我该离开了。今天的聊天真有趣。我想现在我对不同的文化以及得体的行为举止有了多得多的了解。这确实对我的作业有帮助！我希望我们不久后能够再次聊天。毕竟，了解文化差异是互相增进理解的一个好办法。再见！
瓦利德：再见！
彼得：的确如此，再见！

Project

文化体验之旅——众不同的旅游公司，我们给您提供机会，让您接触各种少数民族文化，亲身体验他们的传统、风俗和生活方式。

路线1——因纽特体验游

这是一个和加拿大努纳维特区的因纽特人见面的机会。在与因纽特人相处期间，你将有机会乘坐狗拉雪橇、划用海豹皮制成的皮筏子。

如果你不吃肉，那本次旅行就不适合你了，因为因纽特人的主食就是海豹肉、鹿肉、鲸鱼肉和鱼。这就意味着他们需要在北极圈内四处活动以猎取食物。你会在那儿加入到他们去，呆在帐篷里，穿着用动物毛皮缝制的衣服。

因纽特人相信动物是有灵魂的。他们通常以小家庭为单位生活在一起，但会举行大型夏日聚会，享受丰盛的食物，举行庆祝活动。你将有机会参加其中一个这样的大型聚会活动。和他们一起跳舞，聆听他们的传统英雄故事，还可以参与游戏。跳舞时，你或许会被要求戴上一个特别的专门用于动物舞蹈的面具，这个面具通常是用木头雕刻而成的。你将学会用动物的爪子、狼的骨头制作他们当地的部分首饰。

路线2——澳大利亚土著历险之旅

本次澳大利亚卡塔拉杜之旅行会包括在一个土著村庄逗留三天。在这里，你将有机会目睹基于古老的信仰的澳大利亚土著人庆祝仪式。在仪式上人们又唱又跳，这些仪式有时要持续几个小时。澳大利亚土著人相信，是“大神灵”创造了地球上所有的人，动物和植物。他们相信，这些“大神灵”将人、植物和鸟类安置在不同的地方并制定规则和法律来管理他们。

澳大利亚土著人从周围的灌木丛中采集食物，常常深入洞穴里捕捉大蛇。你会获得品尝一些非常稀罕的食物的机会！本次旅行过程中你会了解到澳大利亚土著乐器以及他们用来狩猎的武器——回力镖。

路线3——神秘的毛利人

新西兰是毛利人的家园。人们相信毛利人来自太平洋的波利尼西亚群岛。他们带来了一种以丰富的歌舞和艺术为表现形式的毛利文化。毛利人信仰多神，如森林之神和海洋之神。人们通过歌舞的形式来纪念诸神。

毛利人有一个传统的聚会房舍，他们在这里欢迎客人的到来。你将在这里见到毛利人并和他们一起跳舞。

你将住在罗吐鲁阿地区一户人家的木屋里。在那里，你将吃到像用叶子包裹起来后在炽热的石头上蒸熟的鱼和红薯这样的食物。你将会获得吃用地灶烹饪的食物的机会。你还会有机会在夜晚出去捕鱼。

路线4——美洲印第安土著历险之旅

美洲印第安土著民族有许多不同的部落。在本次行程中，你将参观北美中部的一个部落。他们以平原印第安人而著称，因为他们生活在平原上。平原印第安人信奉“大神灵”，“大神灵”掌管着包括动物、树木、石头和云彩在内的万事万物。

你会睡在印第安帐篷里并穿着用兽皮制作的衣服。你会参加拜日舞。拜日舞是一个非常重要的仪式。你还会见到土著人用和平烟斗抽烟。你会看到一场射箭比赛，这场比赛的目的是为了展示过去平原印第安人是如何为了食物而狩猎的。你吃的食物将包括在户外篝火上烧烤的肉。
Unit 4
Reading

联合国——让每个人靠得更近

我很高兴今天有机会跟大家谈谈联合国，联合国也叫UN——这个名称更常用。联合国是一个国际组织，由所有愿意促进世界和平的国家组成。被选为联合国委员长的，我一直很高兴。作为一名亲善大使意味着我们要前往联合国实施援助项目的国家。能够担当这一角色，我感到非常荣幸。我会在后面告诉你们我所做的一些工作。首先向你们简单介绍一下联合国的情况。

那么联合国是什么时候成立的呢？联合国就是在第二次世界大战之后于1945年10月由51个国家联合组建而成的。今天，世界上几乎每一个国家都是联合国的成员——共有192个国家。联合国有四大功能：维护国际和平；发展各国之间的友好关系；协作以解决国际间的政治冲突和促进人权的尊重；充当一个组织各国行动或工作的中心。

正如你们所知，联合国触及世界各地人们的生活。该组织协助终止世界上一些最恐怖的冲突。联合国没有自己的军队，而是向所属国家成员国借用士兵。在这些军队和其他一些可敬的组织的协助下，联合国成为战争及灾难的受害者提供援助。此外，联合国还协助保护人权，致力于改进各种国际法律，如有关童工的法律、有关少数民族和妇女平等权利的法律。

以上是对联合国的简单介绍。现在我要跟大家谈谈我一直在联合国所做的事情。我参与做的联合国的工作不是有偿的，而是自愿的。正如我前面所说的那样，我要访问联合国实施援助项目的国家。那么，我如何通过访问这些国家来达到帮助的目的呢？是这样的，如果我访问这些国家，电视和报刊等媒体就会跟随我，并记录我的访问过程。这会增加人们对联合国工作的认识。此外，我的访问还会鼓励那些致力于联合国项目的人，吸引当地人对有关状况的关注。

我已访问了非洲的许多国家。最近我有幸去了一次南非，在那里我见到了一些妇女，她们自发结成了团体。她们每天从每个成员那里募集大约1.35元，将这些钱和政府资助给她们的一些建筑加在一起。这样，这些妇女就能拿着钱去购买制作帽子的材料。之后，她们就可以在市场销售这些帽子。运气好的话，这些帽子很快就会售罄。这样的项目可改变人们的生活，使他们有能力养活自己和家人。在联合国的管理体系中还有很多类似重要的项目，它们已经为全世界数以百万计人提供了帮助。

除了由于战争和冲突所带来的紧急问题外，联合国还帮助一些国家解决其他问题，如教育缺失、饥饿、灾难、艾滋病和其它疾病等。在2000年召开的一次联合国会议上，所有的成员国都同意，到2015年争取实现八个发展目标。目标之一是保证每个人都能喝到干净的水，因为在很多地方得把水煮沸后才能放心饮用。另外一个发展目标是保证所有的孩子都能够完成小学教育。如果你们想知道更多的事情，你们可以浏览联合国的相关网页。所以你看，由于联合国的工作，全世界的人都被拉得更近了。

Project

改变世界——我的义务

10月20日

到这里后发现一切都是乱糟糟的。已经整整一周没有时间写日记了。整个岛屿都被淹了，许多人为了躲避洪水逃到了山上。医院严重被毁，已是一片狼籍，目前无法使用了。这一切对我来说是一种新的体验。通常情况下，我都是在那些气候干燥的地区工作，如肯尼亚和苏丹。在苏丹，我们设立中心，确保人们能够得到食物；我们还检查婴儿的健康状况，确保婴儿的体重有所增加。我们
还给孩子们打针，不让他们死于疾病。然而，这场救助行动是在远离城市的乡村进行的，这里战乱频繁。辗转奔波已经成了家常便饭。这里的情形很不一样，存在的问题也不同。这里没有随处飞扬的沙尘，但到处都是泥浆和水，因此从一个地方转移到另一个地方非常艰难。

昨天，医疗队里的我和另一位护士（他是护士，还有两位助手）在城镇的北面发现了一个废弃的医疗中心。我们准备在那里设立一个临时诊所。来自海外的医疗设备正在运输途中。我们已经开始清理这个医疗中心。有关健康的问题之一是：那些需要定期服药的病人遇到这样的灾难后无法得到药品。轻微伤口也需要处理，特别是在如此泥泞和潮湿的情况下。大数病人伤口是由于墙壁和屋顶坍塌后落在人身上所致。这里的水使伤口难以愈合，也容易传播细菌。与此同时，在这座城市的其他地区，住所、食物和干净水的供给都成了大问题。土地和庄稼都毁了，所以将来食物匮乏会成为一个问题。

食品已开始抵达，但这是一个问题，因为人们开始担心自己是否能够得到足够的食物。今天上午由于争抢食物，发生了几次殴斗。这使我想起了在苏丹的那段时间，当时人们哄抢食物，有好几名“无国界医生组织”的工作人员受到了攻击。

在这里有一个有利因素，就是很多人都会说英语或法语。这使彼此之间的交流变得容易多了，也易于了解他们的各种问题。当你不能说同一种语言时，有时你就很难弄清对方的问题。不过，我有很好的表演技巧，所以在没有记录员而又存在语言障碍时，我依然能与他们交流。在这里，很多人似乎就是要和你交谈，所以，我发现我的工作不仅仅是做护士了，我还是一个聆听别人倾诉和安慰别人的人。

想像一下，失去一切，其中包括你的部分亲人，是多么的可怕。我们在这里做的第一件事就是找一块地方掩埋那些死去的人。我们需要尽快做这件事，以阻止疾病的蔓延。这真是一件非常可怕的工作，我为那些死者的亲属感到非常难过。

回想起我参加“无国界医生组织”以来在全世界范围的所有经历，我觉得自己非常幸运，能够帮助别人。做一些有价值的事情。现在，我得考虑明天的事了。我们希望诊所明天能开门，到那时我就没有时间写日记了。这一经历让我珍惜自己所拥有的一切，并给了我从另一个角度看待事物的机会。我知道我无法改变整个世界，但我很自豪，因为我能在各处帮忙，改变人们的生活。
Appendix II: Key to Workbook

Unit 1

Language practice

Part A1 (Page 96)
1 saying 3 technical 5 silent 7 amuse
2 variety 4 performed 6 Academy

Part A2 (Page 96)
1 up 3 on 5 for 7 on
2 of 4 about 6 to/at 8 with

Part B1 (Page 97)
1 was invisible 3 tore 5 cosy 7 empty-handed
2 invitation 4 setting 6 crowded 8 glaring

Part B2 (Page 97)
1 in 3 for 5 in 7 to 9 into
2 of 4 down 6 for 8 at

Part C1 (Page 98)
1 to find 3 joking 5 to remember 7 wasted to attempt
2 grown 4 smoking 6 cleaned 8 to love

Part C2 (Page 98)
1 a taken b take
2 a followed b following
3 a to water b watering/to be watered
4 a discussed b being discussed to be discussed
5 a arguing b to argue
6 a heard b hear
7 a to play b playing
8 a being repaired b repaired

Part D1 (Page 99)
1 strengthen 3 guaranteed 5 working out 7 participate
2 crying over 4 foolishness 6 drive away 8 tease

Part D2 (Page 99)
1 through/under 3 in 5 on 7 off 9 among/with
2 on 4 over 6 to 8 from
Part D3 (Page 100)
1 Telling  3 amusing  5 howl  7 life  9 performers
2 affection for  4 behave  6 come up with  8 on stage  10 style

Part D4 (Page 100)
1 We have a variety of ways to attain that goal.
2 After playing the violin for ten years, Sophia moved on to the piano.
3 Whatever the reason, many people prefer to come here to polish their language skills.
4 The only solution I’ve come up with is to ask you to make room on the shelf for some more books.
5 He held out his car key, saying that I could use his car.
6 My idea is that we stay where we are and wait for help.
7 What on earth are they looking at? What is going on there?
8 Many foreigners have an interest in the Chinese culture and some of them have come to China to learn Chinese.

Reading
Part A (Page 101)
1 Because he was very old and was almost 70 when he became President of the USA.
2 Reagan joked that if the doctors didn’t support him in the government, they might not want to save his life.
3 He made jokes about other government officials, but no one thought he was being rude; at the same time, he could also use humour to persuade the American people to agree with him.
4 Reagan made the presidents who came after him realize that humour was very important for communicating with the public. Before Reagan, presidents did not use humour very much.
5 Reagan was very natural at using humour, while others are not.

Part B (Page 102)
1 tease  3 key  5 silly  7 different  9 example
2 serious  4 less  6 terrible  8 behave  10 speak/know

Listening
Parts A and B (Page 103)
1 1879  1889  5 the USA  9 three four
3 poor family  7 The Kid Making a Living
4 sing and act  8 suit and hat

Part C (Page 103)
1 character  5 poor  9 Making a Living
2 old suit and hat  6 sing and act  10 four
3 1889  7 the USA  11 1977
4 London, England  8 1912
Writing (Page 104)

(omitted)

Unit 2

Language practice

Part A1 (Page 105)
1 simply 3 energetic 5 admirable 7 specialist
2 gymnast 4 suffering 6 appreciation 8 unbearable

Part A2 (Page 105)
1 devoted 3 rushed 5 adapt
2 accomplished 4 thankful 6 positive

Part B1 (Page 106)
1 encouragement 3 assist 5 achievements
2 independent 4 motivation

Part B2 (Page 106)
1 look back on 3 ached 5 allowing 7 focus on
2 stay 4 imagine 6 predict 8 fix

Part C1 (Page 107)
1 Watching the people walking by
2 to strengthen/strengthening cultural ties
3 Reminded that it was getting cold
4 causing great damage

5 Promoted to marketing manager
6 Not having completed the programme
7 introducing themselves to each other
8 to make/making sure our schools are safe

Part C2 (Page 107)
1 b 2 a 3 f 4 e 5 c 6 d

Part D1 (Page 108)
1 cheer up 3 inspired 5 on my own 7 To my relief
2 procedure 4 accompany 6 head for 8 uncertain

Part D2 (Page 108)
1 stuck 3 outstanding 5 guilty 7 practical
2 blue 4 confused 6 adequate 8 replaced

Part D3 (Page 109)
1 severe 3 tired of 5 energy 7 disappointed 9 spirits
2 simple 4 unbearable 6 struggle with 8 worry 10 Unfortunately

Part D4 (Page 109)
1 She studies until 11 o’clock every evening, apart from the class she attends at the weekend.
When I graduated, I felt caught between pursuing further education and looking for a job.
This week’s lecture will focus on how to be happy in life.
Everyone has the right to go after happiness.
You have to learn to allocate your time well in order to succeed.
Hearing the news, he left in a rush.
It is so hot. I feel like going swimming.
He has devoted all his energy to caring for homeless people.

Reading

Part A (Page 110)
1 The beginning of family life.
2 They often last for three days.
3 People eat special kinds of sweets and have their own special wedding dances.
4 To represent whether they want to have a daughter or a son.
5 She is supposed to be the next person to get married.

Part B (Page 111)
1 struggles/experiences  3 crueller  5 leaves  7 Disturbed  9 wanted
2 live  4 ugly  6 arranges  8 decision  10 marry

Listening

Parts A and B (Page 112)

Interview with Karen
1, 3, 5, 6, 8

Interview with Mrs Smith
1 the teenage years are a time of great change
2 talk to an adult that you trust
3 try to find out what your interests are
4 on the Internet
5 watching too much TV or sleeping too much

Part C (Page 112)
1 school  5 sleep  9 the Internet
2 parents  6 change  10 watch too much TV
3 university  7 adult  11 sleep too much
4 job  8 interests

Writing (Page 113)
I was ten years old when I learnt to ride a bike. The bike was a birthday present from my uncle. You can imagine how excited I was when I saw the bike. I begged my uncle to teach me how to ride it right away. However, before I got on the bike, I felt very nervous and was afraid that I would fall off and hurt myself. My uncle held onto the seat and helped me get onto the bike. While I was riding, he was running along beside me, holding the seat so I would not fall over. I was so grateful to him for his help. As I was practising, I became more
and more confident. Then, I heard my uncle shouting, ‘You are riding it by yourself now!’ It was such a shock—he was not holding the seat any more and I was riding on my own! I was both excited and scared. I was really riding by myself, but what if I fell off? How could I stop the bike? As I was wondering about all this, my uncle ran after me and got hold of the bike. I slowed down and came to a stop. My heart was still beating fast when I got off. Later that day, I learnt how to get on and get off the bike. I felt like I was walking on air! I am still thankful to my uncle for teaching me to ride a bike on my tenth birthday.

## Unit 3

### Language practice

#### Part A1 (Page 114)

<table>
<thead>
<tr>
<th>1</th>
<th>permitted</th>
<th>3</th>
<th>familiar</th>
<th>5</th>
<th>hug</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>alike</td>
<td>4</td>
<td>celebration</td>
<td>6</td>
<td>reception</td>
</tr>
</tbody>
</table>

#### Part A2 (Page 114)

<table>
<thead>
<tr>
<th>1</th>
<th>ensure</th>
<th>3</th>
<th>offence</th>
<th>5</th>
<th>congratulated</th>
<th>7</th>
<th>appropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>prohibited</td>
<td>4</td>
<td>wedding</td>
<td>6</td>
<td>accustomed</td>
<td>8</td>
<td>reacted</td>
</tr>
</tbody>
</table>

#### Part B1 (Page 115)

<table>
<thead>
<tr>
<th>1</th>
<th>for</th>
<th>4</th>
<th>to</th>
<th>7</th>
<th>in</th>
<th>10</th>
<th>in</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>as</td>
<td>5</td>
<td>in</td>
<td>8</td>
<td>on</td>
<td>9</td>
<td>with</td>
</tr>
</tbody>
</table>

#### Part B2 (Page 115)

<table>
<thead>
<tr>
<th>1</th>
<th>account</th>
<th>3</th>
<th>governed</th>
<th>5</th>
<th>power</th>
<th>7</th>
<th>carve</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>bravery</td>
<td>4</td>
<td>peace</td>
<td>6</td>
<td>steam</td>
<td>8</td>
<td>musical</td>
</tr>
</tbody>
</table>

#### Part C1 (Page 116)

1, 2, 4, 6, 9

#### Part C2 (Page 116)

<table>
<thead>
<tr>
<th>1</th>
<th>hadn’t attended/had not been attending</th>
<th>7</th>
<th>helped</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>wouldn’t have missed</td>
<td>8</td>
<td>would be</td>
</tr>
<tr>
<td>3</td>
<td>had practised</td>
<td>9</td>
<td>had had</td>
</tr>
<tr>
<td>4</td>
<td>would/might have become</td>
<td>10</td>
<td>would have joined</td>
</tr>
<tr>
<td>5</td>
<td>had had</td>
<td>11</td>
<td>didn’t have to</td>
</tr>
<tr>
<td>6</td>
<td>would have become</td>
<td>12</td>
<td>would watch</td>
</tr>
</tbody>
</table>

#### Part D1 (Page 117)

<table>
<thead>
<tr>
<th>1</th>
<th>sounded like</th>
<th>3</th>
<th>ceremony</th>
<th>5</th>
<th>let alone</th>
<th>7</th>
<th>get into trouble</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>dream of</td>
<td>4</td>
<td>took off</td>
<td>6</td>
<td>expectations</td>
<td>8</td>
<td>embarrassed</td>
</tr>
</tbody>
</table>

#### Part D2 (Page 117)

<table>
<thead>
<tr>
<th>1</th>
<th>take up</th>
<th>3</th>
<th>minority</th>
<th>5</th>
<th>held out</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>gesture</td>
<td>4</td>
<td>order</td>
<td>6</td>
<td>around</td>
</tr>
</tbody>
</table>


Part D3 (Page 118)

1 differences 4 shake 7 adjust 10 upset
2 misunderstandings 5 again 8 taboos
3 greet 6 traditions 9 appropriate

Part D4 (Page 118)

1 When he saw me on the street, Patrick greeted me with a warm hug.
2 Please join me in wishing the Smiths the best of luck in the future.
3 If I were a millionaire, I would travel round the world.
4 After he moved to Australia, he soon adjusted to the way of life there.
5 We are busy (in) making preparations for the end-of-term exams.
6 Mike is not old enough to have a driving permit.
7 After the feast she spent a week dieting to keep her figure.
8 He retold his parents the story that he heard in class.

Reading

Part A (Page 119)

1 They leave home when they finish their education and start working.
2 They are different from family relationships in the USA. Family relationships seem to be more important than independence in China.
3 Because in doing so, the salesperson will sell her the item for a lower price.
4 Probably not, because she says it is a skill you have to practise.
5 She would prefer not to have to tip. She thinks it is easier to get used to not tipping.

Part B (Page 120)

1 unusual 4 buried 7 Meals 10 light
2 finished 5 children 8 small
3 present 6 paintings 9 vegetables

Listening

Parts A and B (Page 121)

1 girl 10 football 19 Sally
2 16 11 films 20 15
3 music 12 Chinese culture 21 Singing
4 sport 13 16 22 Playing the piano
5 watch 14 Watching films 23 Travelling
6 films 15 Travelling 24 Going shopping
7 travelling 16 visit China 25 Watching films
8 Chinese 17 Playing 26 Dancing
9 James 18 watching sport

Mary ✓
Part C (Page 121)

1 girl  
2 Mary  
3 16  
4 dancing and music  
5 watching films  
6 sport  
7 playing  
8 watching  
9 visit China

Writing (Page 122)
The Dragon Boat Festival is on the fifth day of the fifth month of the Chinese lunar calendar. People celebrate this festival in honour of Qu Yuan, a famous Chinese patriot and great poet who was born in 343 BC.

At that time, China was divided into several kingdoms. These kingdoms fought each other in order to get stronger and have more power. Qu Yuan was born in the Kingdom of Chu. He was a great poet and was also an adviser to the king, but he did not get along well with other people. They attacked his character and, as a result, the king did not trust him and twice sent him to work in the south of the kingdom. Feeling disappointed and angry, Qu Yuan drowned himself in the Miluo River on the fifth day of the fifth lunar month.

The story goes that after Qu Yuan jumped into the river, people tried to save him. They got on their boats and set out to search for him. When they failed, they threw rice into the river so that Qu Yuan would not be hungry. However, they soon found that the rice was eaten by the fish in the river. Then, they thought of a good idea: they wrapped the rice in bamboo leaves to make dumplings and threw them into the river. These dumplings are called zongzi. As time went by, it became the tradition to hold boat races and make dumplings called zongzi on the fifth day of the fifth month of the lunar calendar. Today, however, zongzi ends up in people’s stomachs instead of being thrown into the river.

Unit 4
Language practice

Part A1 (Page 123)

1 description describe  
2 worth worthwhile  
3 politics political  
4 added addition  
5 contribute contribution  
6 drew drawing(s)  
7 voluntary volunteer  
8 starve starvation

Part A2 (Page 123)

1 take on  
2 refer  
3 available  
4 look up  
5 lack  
6 Apart from  
7 under the umbrella of  
8 acquire

Part B1 (Page 124)

1 are appreciated  
2 fled flee  
3 vacant  
4 conduct  
5 get hold of  
6 comforted  
7 Meanwhile  
8 colleagues

Part B2 (Page 124)

1 in  
2 on  
3 of  
4 to/for  
5 in  
6 on  
7 to/within
Part C1 (Page 125)
1 would not go  had not been cancelled  4 would not speak  had not lived
2 would be  had not lost  5 would not have prepared  had not been
3 would have accepted  had not wanted

Part C2 (Page 125)
1 had bought  would not be  5 would give
2 had woken up  would have had  6 got  would buy
3 had  would remember  7 had not been  would have studied
4 would be  would get  8 would/could do

Part D1 (Page 126)
1 raise  3 aspect  5 making preparations  7 Thanks to
2 fetch  4 in need  6 remote  8 wages

Part D2 (Page 126)
1 Faced  3 suffer  5 mountainous  7 hardship
2 containers  4 means  6 trouble

Part D3 (Page 127)
1 poverty  3 make a difference  5 obtain  7 alternative
2 contribute  4 set up  6 urgent  8 worthwhile

Part D4 (Page 127)
1 We felt honoured that the ambassador chose to visit our school.
2 We want to acquire knowledge not only from our textbooks, but also from the outside of them.
3 At Christmas they decorated the hall with colourful flags, paper and lights.
4 There were no flights available, so I was forced to take a train all the way from Shanghai to Lanzhou.
5 I would not waste money, even if I were as rich as Bill Gates.
6 The picture of the young girl in the magazine reminded me of my cousin.
7 She is an outstanding/a top student. Apart from her good grades, she is always willing to help others.
8 If you want to earn a profit, you must adapt to the new situation.

Reading
Part A (Page 128)
1 To create ideas for a better world and encourage governments to improve their countries.
2 Ensuring equal access to education for all girls, providing training for jobs and helping more adults learn to read and write by 2015.
3 Thirty of China’s natural and historic sites are protected by the World Heritage programme.
4 Because many countries do not have clean drinking water and this means that many children die every year and women in some countries have to walk long distances to carry
water to their homes.

AIDS patients do not get the help they need because other people are afraid of them and the patients are afraid that people will hate them.

Part B (Page 129)

1 innocent 4 homes 7 understand
2 fighting 5 economy 8 different
3 fear 6 psychological 9 respect

Listening

Parts A and B (Page 130)

1 15 cm 5 Soldiers 9 school hall
2 10 6 food and clothing 10 10 yuan
3 Hundreds of 7 buy supplies 11 30 April
4 water 8 Our whole class

Part C (Page 130)

1 10 5 food and clothing 9 10 yuan each
2 Hundreds of 6 buy supplies 10 30 April
3 water 7 school hall
4 Soldiers 8 our whole class

Writing (Page 131)

If I lived alone on the Earth

If I lived alone on the Earth, I think I would be very happy. It would not be necessary to go to school and there would be no homework and no exams. There would be no pressure at all from anybody, because there would be nobody except me in the world.

If I lived alone on the Earth, I would be the richest person in the world. Everything on the Earth would belong to me. I could live in beautiful palaces and travel in expensive cars. I could swim in the most beautiful swimming pools in summer and ski in the most beautiful mountains in winter.

If I lived alone on the Earth, I would be free. I would be able to do whatever I wanted to. I could go wherever I wanted to. I could sleep in the day and play at night if I wanted and nobody would ever scold me.

However, I do not think I would like it very much. If I really lived alone on the Earth, I would be very lonely. Nobody would ever talk to me and I would have no one to talk to. I would have no friends, no classmates, no brothers, no sisters and no parents. What a dull world it would be! I would also have to work hard to make a living. Nobody would cook the food that I eat and make the clothes that I wear. Nobody would tell me if I did something wrong. I don’t think I would be very happy.
Appendix III: Tapescripts for Workbook

Page 103, Listening, Part A

Jessica: Hi, Andrew. What are you doing?
Andrew: Oh, hi, Jessica. I'm writing an article about Charlie Chaplin for the school's Comedy Week, but I'm having some trouble.
Jessica: Oh, I love Charlie Chaplin! Maybe I can help.
Andrew: That would be great! What can you tell me about him?
Jessica: Well, he was born in 1879 in London, England. His family was very poor. He moved to the USA in 1912 and became an actor. Let's see... his first film was The Kid. He is most famous for playing the Tramp, you know, the character who wears an old suit and hat.
Andrew: Oh, yeah. He's really funny.
Jessica: I think so too. People always laugh at the Tramp when he's in trouble. But Charlie Chaplin's life was kind of sad. He was married three times and died from drinking too much.
Andrew: I didn't know that. Thanks for your help, Jessica.

Page 103, Listening, Part B

Announcer: Good evening, and welcome to our special programme on the life of Charlie Chaplin. Charlie Chaplin was born on 16 April 1889 in London, England. Chaplin learnt how to sing and act at an early age. He started acting in theatres when he was still a child. In 1912, he came to the USA. Chaplin's first film was called Making a Living. He immediately became famous for the role he played—the Tramp. So many years later, people still love this character. They can understand a little man who fights against the world and always stays happy. The expressions on his face and his way of walking also make people laugh. In one of his most famous scenes, he took two pieces of bread, put forks in them, and moved them around like dancing legs. Even though he was a successful actor, his private life was not very happy. He had four very difficult marriages. Charlie Chaplin died in 1977.

Page 112, Listening, Part A

John: Karen, do you ever feel anxious?
Karen: Yes, I do.
John: What makes you feel anxious?
Karen: Well, I guess school makes me the most anxious. My teachers are quite strict, and I always have too much homework.
John: What else causes anxiety?
Karen: Now that I’m a teenager, I’m often anxious about my relationship with my parents. I want more freedom, but they think I’m still a child. They always tell me what to do.

John: Do you ever feel anxious about the future?
Karen: Yes, I do. I don’t know if I can get into university. Also, I do not know what job I want to have. I spend a lot of time thinking about these things.
John: What do you do when you feel anxious?
Karen: Sometimes I talk to my friends. They feel anxious about the same things, and sharing our feelings helps. But sometimes when I feel anxious, I sleep too much or eat too much fast food. I feel better for a little while, but it does not really help.

Page 112, Listening, Part B

John: Mrs Smith, I talked to a classmate who experiences a lot of anxiety. She’s anxious about school, her relationship with her parents, and her future. She says she sometimes talks to her friends about her feelings, but it seems she doesn’t really know how to handle it. What should she do?
Mrs Smith: First of all, she should know that it’s normal for teenagers to feel anxious sometimes. The teenage years are a time of great change. You have more responsibilities and you have important decisions to make about your future. The best thing to do is to talk to an adult that you trust. Most adults are wise, and they can help you make good decisions. If you are anxious about the future, try to find out what your interests are. There is a lot of information on the Internet about universities and jobs. Watching too much TV or sleeping too much to avoid real life is not a good way to handle anxiety.

Page 121, Listening, Part A

Zhang Yu: Liu Fang, you have an English-speaking penfriend, don’t you?
Liu Fang: Yes, I do. His name is Luke and he’s from Australia. I’ve learnt a lot about Australian culture from him. I think my English has improved too.
Zhang Yu: I’d like to have a penfriend. Do you think Luke could help me find one?
Liu Fang: I don’t know, but I can ask him. What kind of penfriend do you want?
Zhang Yu: Well, I’d prefer to write to a girl, about 16 years old.
Liu Fang: What kind of interests should she have?
Zhang Yu: She should enjoy dancing and music. I’m not very interested in sport, so I don’t want a penfriend who talks about sport all the time. I’d like a penfriend who likes to watch and talk about films.
Liu Fang: What about other hobbies?
Zhang Yu: She should enjoy travelling and learning about other cultures. I’d like to share interesting things about Chinese culture with her.

Page 121, Listening, Part B

I have three friends who are interested in having a Chinese penfriend. James is 16 years old. He likes sport a lot, especially football. He also likes watching films. He’s really interested in learning about Chinese culture. Mary is another friend of mine. She’s also 16 years old. She likes watching films and she writes about them for our school newspaper. She doesn’t like playing or watching sport. She likes to travel and wants to visit China some day. She wants a Chinese penfriend so she can learn more about China. My other friend is Sally. She's 15 years old. She enjoys singing and playing the piano. She doesn’t watch films very often and she doesn’t like dancing very much. She does like to travel, though. She also likes to go shopping a lot.

Page 130, Listening, Part A

Announcer: Heavy rains have caused a serious flood in Yunnan Province this week. Over the past four days, more than 15 centimetres of rain has fallen in Dali and the Xishuangbanna area. Ten people have died and twenty people are missing. In addition, hundreds of people have lost their homes in the flood. Farmers’ fields are covered with water, damaging the food that is growing there. It will take weeks for the fields to dry. If the flood does not end soon, the farmers might not be able to grow any food this year. The army has sent soldiers to help the people in Yunnan, but it is difficult to reach them because the roads are also flooded. One soldier said that the greatest need is food and clothing. Schools are in need of books, notebooks and pencils. It will take months to build new houses and repair the damage.

Page 130, Listening, Part B

Li Hong: Have you heard about the flood in Yunnan Province?
Cao Peng: Yes, I saw it on the news last night. It's terrible, isn't it?
Li Hong: Yes. I can't believe how much damage has been done. I think we should do something to help the people there.
Cao Peng: What could we do?
Li Hong: Let's have a talent show. We could sell tickets and use the money to buy supplies for them. Our whole class could participate.
Cao Peng: That's a great idea! Where should we have the show?
Li Hong: How about in the school hall? I'm sure the headmaster would give us permission.
Cao Peng: OK. We need to decide how much the tickets should cost. How about ten yuan each?
Li Hong: That sounds fine. Why don't we have the show next Friday?
Cao Peng: I think that's too soon. We need more time to prepare. What about two weeks from now?
Li Hong: Hmm, that's 30 April. I guess that's OK. Let's write a letter to our class teacher to tell her about our plans.
Appendix IV: Grammar

Unit 1

复习动词不定式．动词-ing 和动词-ed (1)

动词不定式、动词-ing 和动词-ed 都称作非谓语动词，可充当不同的句子成分。

1 动词不定式和动词-ing 形式可作句子主语。
   • 动词不定式作主语时，我们有时用动词-ing 形式作主语。
     
     To see is to believe.
     Laughing helps your body stay healthy and can even help you fight pain.
   • 当动词不定式用作主语时，我们可以将形式主语 it 置于句首。
     It is important to respect people.
     It's no use crying over spilt milk.
     It's no good worrying about it.
   • 我们可以将 for+ 人称代词宾格置于动词不定式前，作为其逻辑主语。
     It's necessary for me to know how to use a computer.

2 非谓语动词可用作定语。
   • 在用作定语时，动词不定式通常表示将来发生的动作，动词-ing 形式通常表示正在进行的动作，而动词-ed 形式通常表示过去的动作或被动的意思。
     I have some letters to write.
     The man performing on the stage is a famous comedian.
     John took many photos of leaves fallen on the ground.
     In 1975, George Burns acted in a film called “The Sunshine Boys”.
   • 我们用 being+ 动词-ed 来构成被动语态的正在进行式。
     The underground system being built in the city will be open next year.
   • 当动词不定式作定语时，其所修饰的名词通常是这个动词不定式的逻辑宾语。有时，该名词也可以是这个动词不定式的逻辑主语或同位语。
     When Jack was young, he had no friends to play with.
     Tom is often the first one to arrive at school.
     You can expect to hear a lot more from Billy Crystal—he has no plans to stop making films.

3 非谓语动词可在句中用作宾语补足语。此时，动词不定式通常表示将来发生的动作，动词-ing 形式通常表示正在进行的动作，而动词-ed 形式则含有被动的意思。

We invite you to watch our performance tomorrow morning.
They could only see him standing there moving his lips.
After going off the stage, the actor felt a great weight lifted from him.
有时，我们用with+ 宾语 + 补足语。例如:
All day long I worked in my room with the door closed.

Unit 2

复习动词不定式、动词-ing 和动词-ed (2)

非谓语动词经常用作状语。动词不定式常用作目的状语，动词-ing 或动词-ed 则常用作原因、时间、方式、条件等状语。
1  我们用动词不定式表示目的。
   Many people went to see Sang Lan in the hospital to cheer her up.
2  我们可以用动词-ing 或动词-ed 作状语。
   • 动词-ing 或动词-ed 可用来表示原因或起因。
   wishing to advocate better treatment for disabled people, Sang Lan took part in many activities.
   inspired by Sang Lan’s story, the students decide to work harder at their lessons.
   • 动词-ing 或动词-ed 可用来表示时间。
   Travelling around the city, the man felt uncomfortable because of the noise.
   Asked when he would arrive, he said it was uncertain.
   我们也可以用动词-ing 形式表示一个动作先发生，而主句动作则紧随其后发生。
   Arriving at the airport, he started looking for the tour guide.
   • 动词-ing 或动词-ed 可用来表示方式。
   The children started for London, singing and laughing.
   He walked up and down in the room, lost in thought.
   • 动词-ing 或动词-ed 可用来表示条件。
   Turning to the left at the crossroads, you will see the railway station on your right.
   Given enough time, we will see the whole city.
3  我们可以将动词-ing 或动词-ed 用在连词when、while、once、if 和 although 等后面。
   When waiting for the bus, he saw an old friend.
   While reading the article, I was thinking of how I would write the story.
   Once caught, people who break the law will be punished.
   If repaired well, the washing machine could be used again.
   Although left alone, she did not feel lonely at all.
4  我们可以用 having+ 动词-ed 或 having been+ 动词-ed 的形式来表示主动完成或被动完成之意。
   Having made our plan, we’ll put it into practice.
Having been trapped in the traffic, he was late for work.

Not knowing what to do, she turned to me for help.

Unit 3

虚拟语气

虚拟语气用来陈述一个不真实或想象的条件或情形。

1. 我们用虚拟语气陈述现在不真实或想象的情景。
   You probably wouldn't get much sleep if you lived near where a wedding reception was being held.
   I could reach the book if I were a bit taller.
   If I had the chance, I might want to be a business consultant.

2. 我们也可以用虚拟语气表达想象中发生过的动作。
   If you had joined the chat room ten minutes ago, you would have known what we are talking about.
   If the man had pointed with his first finger while he was in Brunei, everyone would have thought that he was very rude.

3. 表达想像中将来的情景，我们可以用将来非真实条件句。
   If I had time tomorrow, I would certainly help you.

4. 通常情况下，虚拟语气构成如下：

<table>
<thead>
<tr>
<th></th>
<th>现在</th>
<th>过去</th>
<th>将来</th>
</tr>
</thead>
<tbody>
<tr>
<td>助动词</td>
<td>If ... was/were/did ..., ... would/should/could/might do ...</td>
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<tr>
<td></td>
<td>If ... had been/done ..., ... would/should/could/might have done ...</td>
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<tr>
<td></td>
<td>If ... was/were/did ..., ... would/could/might do ...</td>
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助动词 would, could 和 might 常可替换使用，但各有不同的意思。would 表示打算或计划；
could 表示能力或可能性；might 表示可能性。

Unit 4

虚拟语气的其它情况

我们还可以用其他的方式表述虚拟语气。

1. 当主句动作发生的时间和 if 引导的条件从句动作发生的时间不一致时，我们可以用混合虚拟条件句。

   If you had listened to the talk about the UN yesterday, you would know the answer to the question now.
If I were you, I would spend my holiday in France.

I’m too busy now, otherwise/or (if I weren’t so busy) I would help you do the work.

With (If I had) more money, I could help more people in need.

Without (If there were no) UN Goodwill Ambassadors, people working on the projects would not be encouraged.

But for (If there was/were no) the help from the UN, those women would not have been able to set up their shop.

We can also use even if、as if、as though and if only to express conditional sentences.

I would never go there even if I were given the chance to.

Nicholas is smiling as if he knew nothing about it.

Mike talks as though he had been to the Great Wall before.

If only I were a Goodwill Ambassador!

We can use wish and would rather to express wish.

I wish there were no wars in the world.

I would rather you hadn’t told me about it.

We usually express suggestions, requirements, etc. with should + infinitive. should can be omitted.

Some countries suggested that a UN meeting (should) be called to discuss the problem of global warming.

The situation required that everyone (should) be present.

The teacher gave the demand that we (should) finish the project within this week.

It is important that we (should) make good preparations for the ceremony.