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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，对该板块教学中应注意的方面也做了一定的提示。然后给出具体的教学建议和步骤，并从三个方面 (Notes, Resources, Answers) 对教师的教学提供帮助。

1 Teaching suggestions 具有以下几个特点：

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

B 根据不同板块的特点，提供有效的教材处理方法。《牛津高中英语·教师教学用书》针对各个板块的特点，设计了切实可行的教学步骤。例如：词汇 (Word power) 部分建议教师采用“大词风暴”法引入词汇的学习，目的是激活学生头脑中已有的知识，联系学生已有的经历，就与该单元话题有关的词汇产生联想，再现与该单元话题有关的词汇。

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

D 系统性和开放性相结合。《牛津高中英语·教师教学用书》适合各种层次的学校使用。教师在使用该书的过程中，可以根据学生的实际情况，对建议中的步骤和内容进行选择，使之更加符合学生的需要和贴近课堂实际，同时又不影响该书的系统性和完整性。例如：在任务 (Task) 和课题 (Project) 部分，教师可以根据学生的具体情况，选用所介绍的教学步骤、背景知识，增减相关练习。

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

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

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

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

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

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

编 者
2011年7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制作如下说明。

一、教材编写指导思想

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

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

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

4. 关注学生情感，提高跨文化意识。《牛津高中英语·学生用书》重视培养学生积极的学习态度和健全的情感，帮助学生发展与他人沟通和合作的能力，提高独立思考与判断的能力，逐步形成正确的人生观、世界观和价值观，增强社会责任感。学生可通过中外文化的比较和学习，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
地和创造性地开展学习活动，让学生对自己的知识学习、综合语言运用能力培养以及学习中表现出来的情感态度和价值观进行自我评价，以便及时地调整自己的学习目标，改进学习方法，提高学习效果。

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

二、教材主要特点

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

2 题材广泛，内容丰富，语言地道。《牛津高中英语·学生用书》中的题材涵盖了现实生活的各个方面，如：学校生活、当代社会、自然之谜、环境保护、人际关系、科学研究、世界风俗、时尚潮流、人生规划、广告、体育、商业等等，贴近社会现实和学生生活实际，强调学生经验、学科知识和社会发展三个方面内容的整合，具有科学与人文价值。教材内容的编写、选择和组合体现了思想性、时代性、真实性、趣味性和多样性。教材的语言优美，既考虑到了语言本身的地道和自然，也考虑到了语境的真实性。语言输入量适当，难度适中，文字通俗易懂，有利于培养学生良好的语感。

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

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

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

三、教材体系结构

《牛津高中英语·学生用书》的前五册是根据《课标》中规定的必修课程五个模块所编写的必修教材，后六册是根据《课标》中规定的系列I顺序选修课程六个模块所编写的选修教材。三册任意选修教材是根据《课标》对系列II任意选修课程设置的提议，从三大门类（语言知识与技能类、语言应用类和欣赏类）选取课程编写的，这些课程分别是：《初级英语语法与修辞》、《初级经贸英语》和《英语文学欣赏入门》。课程结构图如下：

<table>
<thead>
<tr>
<th>级别</th>
<th>必修课程（共 5 个模块）</th>
<th>选修课程</th>
<th>选修课程（共 6 个模块）</th>
<th>选修课程（共 7 个模块）</th>
</tr>
</thead>
<tbody>
<tr>
<td>九级</td>
<td>模块名称 对应课本</td>
<td>模块名称 对应课本</td>
<td>模块名称 对应课本</td>
<td>模块名称 对应课本</td>
</tr>
<tr>
<td>九级</td>
<td>英语 11 英语第 11 册</td>
<td>英语 10 英语第 10 册</td>
<td>英语 9 英语第 9 册</td>
<td>英语 8 英语第 8 册</td>
</tr>
<tr>
<td>八级</td>
<td>英语 7 英语第 7 册</td>
<td>英语 6 英语第 6 册</td>
<td>英语 5 英语第 5 册</td>
<td>英语 4 英语第 4 册</td>
</tr>
<tr>
<td>六级</td>
<td>英语 3 英语第 3 册</td>
<td>英语 2 英语第 2 册</td>
<td>英语 1 英语第 1 册</td>
<td>英语 1 英语第 1 册</td>
</tr>
</tbody>
</table>

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

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

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

表 2《牛津高中英语·学生用书》必修模块内部结构图

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

表 3《牛津高中英语·学生用书》系列 I 选修模块内部结构图

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

《牛津高中英语·学生用书》1 至 5 册共有 15 个单元，每册 3 个单元，6 至 11 册有 24 个单元，每册 4 个单元。每个单元围绕一个话题展开。所选定的话题大多是人类共同关心的问题，让学生了解不同国家、不同民族对同一问题的不同观点、态度和文化差异。1 至 11 册在语言材料、语言项目、语言活动和语言任务的安排上均考虑合适的难易梯度，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，其主要功能是激起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) 或精读 (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，培养通过上下文猜测词义的能力。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。讲解通俗易懂。学生可以根据语法规则，完成书中的练习。该板块语法规则一般都要求在语篇中完成，避免学生死抠语法，生搬硬套。语法规则配以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。对于一些已存在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、读的综合技能。该板块以单元话题为主线，让学生在学习活动中用英语参与和完成各种真实而有意义的与生活、学习、工作有关的活动。学生可以通过结对、小组合作或是班级内合作的方式，亲历语言实践，实现其任务目标。

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

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

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

步骤 3 通常让学生在获取信息的基础上去分析信息、处理信息，完成一项书面任务。该步骤体现任务 (Task)。板块的最终成果，设计了各种富有情景、适合学生能力水平的写作任务，如出通知、写电子邮件、书信等，并提出了相应的要求。学生可按写作实践，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、写的训练从课堂里拓展到课外。首先提供与该单元话题有关的具体阅读材料，让学生从中受到启发，引起用英语开展某一活动的兴趣。然后根据所给的具体步骤，通过小组讨论、分工合作、调查访谈、信息检索、交流汇报等形式的活动，用英语去做一件事情，最后呈现学习成果，创造性地完成学习任务，培养综合运用语言的能力。
7 Self-assessment

该板块分为A、B两部分。

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

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

四、教学时间分配建议

必修课程英语1至英语5为高中一年级和高中二年级第一学期的上半学期提供了适量的教学材料。从高中二年级第一学期的下半学期起，学生可以选修系列I。先修课程英语6至英语11。英语1至英语5每册设有三个单元，每一单元建议用10至12课时。英语6至英语11每册设有四个单元，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：

- 练习与测试
- 同步听力
- 同步阅读
- 教材录音带
- 自主学习手册
- 试卷集
- 课课练
- 教师教学用书

编者

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This unit introduces and develops the theme of living with technology. In *Welcome to the unit*, students are presented with four pictures of different electrical and electronic devices. Students are expected to have a discussion about the development of different electrical and electronic devices over time and how they have improved people’s lives. The *Reading* text is a review of the development of electrical technology. The *Reading strategy* teaches students how to understand headings. *Word power* focuses on words related to electrical and electronic goods, especially household appliances. Students are also expected to know the functions of these devices. In *Grammar and usage*, students will review the usages of transitive and intransitive verbs and learn how to use them correctly. Following is the *Task* section, which asks students to help buy an electronic dictionary. Students will have the opportunity to practise their listening, speaking, reading and writing skills. They will learn how to listen for what is most important, how to ask for information by telephone and how to give advice politely. In *Project*, students will first read a newspaper article about one group of people who has rejected most modern technology, and then make a list of the advantages and disadvantages of the electrical and electronic devices that are widely used nowadays.

This unit provides students with the opportunity to gain insight into technology and the problems technology might bring about. This unit also enables students to take notes of requirements, telephone a company and write an e-mail of recommendation. Integrated skills which relate to the topic are practised and reinforced. Students are expected to fully participate so as to further develop both their language skills and their overall ability. They are also expected to apply what they have learnt to practical use by making a list of the advantages and disadvantages of some modern electrical and electronic devices.

### Guide to pages

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# Highlights of the unit

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<td><strong>Functions</strong></td>
<td>1 Describing inventions</td>
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<tr>
<td></td>
<td><em>The first public TV broadcasts were made in the USA in 1925. Later, in 1928, the first long-distance TV broadcast was made between the UK and the USA. It all began in 1877, when Thomas Edison made the first recording of a human voice on his invention, the record player.</em></td>
</tr>
<tr>
<td></td>
<td>2 Describing technological advances</td>
</tr>
<tr>
<td></td>
<td><em>Regular colour TV broadcasts were delayed in the UK until 1967. However, within a short time nearly all TV broadcasts were made in colour, and within five years more colour TVs than black-and-white TVs were being used.</em></td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>evolution, drawback, principle, construct, delay, black-and-white, accessible, distribute, percentage, receiver, tube, disc, wind, component, eventually, portable, cassette, digital, storage, foresee, patent, adaptation, relay, sceptical, ample, casual, insurance, obvious, all-round, electronic, translation, idiom, gram, suitable, scan, elegant, battery, Christian, carriage, refrigerator, religious, vote, reject, tight, oppose, valid, circumstance, merely, dial, typical, shallow, sacrifice, stable, dustbin, rid</td>
</tr>
<tr>
<td></td>
<td>keep in touch with, satellite dish, wind up, text message, for good measure</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>Transitive verbs and intransitive verbs</td>
</tr>
<tr>
<td></td>
<td>*Who can foresee what the future will bring?</td>
</tr>
<tr>
<td></td>
<td>More challenges lie ahead of me.</td>
</tr>
<tr>
<td></td>
<td>To everyone’s surprise, he contributed $5,000 to a local charity.</td>
</tr>
<tr>
<td></td>
<td>Many different people contributed to the development of TV.</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></td>
<td>1 read an article about the development of video and sound devices, and another article about the Amish people’s attitude towards modern technology</td>
</tr>
<tr>
<td></td>
<td>2 listen to information about electronic dictionaries</td>
</tr>
<tr>
<td></td>
<td>3 talk about how modern electronic devices affect our lives, and ask for information over the telephone</td>
</tr>
<tr>
<td></td>
<td>4 write an e-mail to give advice</td>
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<td></td>
<td>5 make a list of the advantages and disadvantages of some modern electronic devices</td>
</tr>
<tr>
<td><strong>Culture</strong></td>
<td>1 The evolution of video and sound devices</td>
</tr>
<tr>
<td></td>
<td>2 The way that the electronic inventions affect our lives</td>
</tr>
</tbody>
</table>
Welcome to the unit

People can hardly imagine what life would be like without electrical and electronic devices. In this section, students will look at four different electrical and electronic devices and discuss how these devices have changed our lives. Students are expected to fully participate in the activities designed and practise their spoken English.

Brainstorming

1 Arouse students’ interest by asking them the following questions:

   What electrical and electronic products do you have at home? (Microwave ovens, refrigerators, TV sets, air conditioners, washing machines, vacuum cleaners, electronic dictionaries, computers, CD or DVD players, electric fans, mobile phones, digital cameras, etc.)

   Which do you think is the most useful? Why? Is there anything that you don’t think is useful? Why?

   Electronics have developed very quickly in the last few decades. Do you think these things have made our lives more convenient or have they made simple things more complicated?

   What do you think life without these products would be like?

   Encourage students to express their ideas freely.

2 Have students work in pairs and prepare a timeline listing when their families bought different electrical and electronic devices. For example:

   1978: electric fan
   1980: TV (black-and-white)
   1984: refrigerator
   1986: washing machine
   1989: TV (colour)

   Have students consult their parents or grandparents, books and the Internet for the information they need. Then, organize a presentation in class and have each pair show their timelines to their classmates. This activity helps students see the development that has taken place in China and in people’s lives.

Sharing information

1 Organize students into groups of four. Have students read the instructions and study the four pictures one by one. Ask questions about the four electrical and electronic products to check students’ knowledge about them. Here are some sample questions:

   Picture 1

   What kind of TV do you have at home?

   What differences can you find between the TV in your home and the TV in this picture? (Early TVs had an antennae on top. The screen was very small and could show only black-and-white pictures. The size of the TV was small compared with modern TVs, and usually it looked like a wooden box. Early TVs also did not have a remote control. The control panel was on one side of the screen.)

   What kind of pictures did early TVs have? (Early TVs had black-and-white pictures that were of poor quality.)

   What other functions do you need in a modern TV?
Picture 2
What did people need when they wanted to record music in the past? (Tapes and a tape recorder.)

How did people record music in the past? (People put the tapes into the recorder, then played the tape with music on one side and pushed the play and record buttons on the other side to record the music onto the blank tape.)

Look at the picture. What devices do people need to record music now? (A computer, an MP3 player and some recording software.)

How do people record music using a computer? (People copy the music from a CD to the computer using recording software. The music will then be digitalized and stored in and played by an MP3 player.)

Picture 3
How do you look up a word in a paper dictionary? (The words in a paper dictionary are arranged in alphabetical order from ‘A’ to ‘Z’. We need to look at the first letter of the word and use it to search in the dictionary. If two words start with the same letter, we look at the second letter to decide the alphabetical order. If the first and second letters are the same, we look at the third letter and so on.)

How many of you have an electronic dictionary? How do you look up a word in such a dictionary? (We key in the word we want to look up and click the button ‘Enter’. Then the word entry will appear on the screen.)

Besides the dictionary, what else can be stored in your electronic dictionary? (There can be a calendar, a list of addresses and phone numbers, memos or a clock. More recent electronic dictionaries have large memories and some can be used as electronic libraries with hundreds of books stored inside.)

Which do you prefer, an electronic dictionary or a traditional paper dictionary? Why?

Picture 4
How did people keep in touch in the past? (People sent letters in the past, but letters were slow, and they took from a few days to several months to arrive. Then people invented the telegraph, but the telegraph could send only short sentences. Later, people could communicate via telephone, but the disadvantage was that not everyone had a telephone. Now, people use e-mails to communicate. E-mails are quick, but people without computers and access to the Internet cannot send e-mails. Today, most people use mobile phones to keep in touch with others. The size of a mobile phone is small, so people can carry one in a pocket and receive and make calls wherever and whenever.)

What are some recent developments in mobile phone technology? (Now, mobile phones have more and more functions. They can send text messages. They can also be used as a digital camera to take still or even moving pictures. People can send the pictures they take to other mobile phones or e-mail addresses. Mobile phones can be connected to the Internet and people can look at web pages with them. More technologically advanced mobile phones can receive TV signals so that people can watch live TV programmes on their mobile phones.)

Many high school students bring mobile phones to their schools. Do you think high school students should use mobile phones at school? Why or why not?

Encourage students to express their ideas freely and make sure that all of them have a chance to speak.

2
After students discuss the four pictures, have them list some common advantages of these electrical and electronic devices. For example:

- They are invented to meet people’s needs.
- They have improved people’s lives to some degree.
- They are developing very quickly.

Then tell students to think of the disadvantages or possible disadvantages of these electrical and electronic devices. For example:

- The radiation from some of the electrical and electronic devices, such as mobile phones, may be harmful to people’s health.
When people buy new electrical or electronic devices, they throw away the old ones. This generates large amounts of waste, which is harmful to the environment.

Encourage students to list as many advantages and disadvantages of these products as possible.

3 Have one student read the three questions below the pictures aloud and make sure that everyone understands them. Have students form groups of four to discuss the three questions. Each student should have a chance to speak. Have students report their answers to the class.

Sample answers

1 Watching TV and listening to the radio are very important to me. There are various reasons for this. First, there is a lot of information available on TV and over the radio. I benefit a lot from watching TV programmes with up-to-date news about China and other countries. Second, music is also part of my life. As a high school student, I am very busy with my studies and am under great pressure. Listening to radio programmes about music has become a routine which helps me relax and do better in my studies.

2 Different electronic devices have changed a lot over time. Take mobile phones as an example. Mobile phones first appeared in 1947, and they looked much bigger than what we are using nowadays. In the past, they could only provide us with basic services like phone calls. However, customers now want to be entertained. As a result, many new types of phones are available, which can connect to the Internet or be used as cameras or MP3 players.

3 These inventions have greatly improved people's lives. Mobile phones are a good example of this. Before mobile phones came into use, people couldn't make phone calls or receive phone calls if there was no telephone nearby. With mobile phones, people are able to make calls at any time and at any place. Today, many of us are very busy and cannot be expected to wait for a long time. Mobile phones provide us with a chance to keep in touch with others wherever we are.

Reading

The reading passage is a review of the evolution of video and sound devices. Students are expected to gain some information about the history, the current situation and the future improvement of video and sound devices. The Reading strategy in this unit teaches students how to quickly obtain information in a text by understanding the headings. Students are expected to gain information about the evolution of video and sound devices and improve their reading skills by fully participating in all the activities.

Lead-in

1 Students who are interested in video and sound devices will find this unit interesting. Others may need a little encouragement. You can raise students' interest in this topic by asking them to describe the video and sound devices in their homes or those that they have used. You may ask them the following questions:

What did the first TV in your home look like?

How big was it?

What was the picture like?

What does the TV you are using now look like?

How big is it?
What is the picture like?
What functions do you need in your TV other than showing TV programmes?
If you were a TV designer, what would your TV look like?
What are the differences between tape recorders, CD players, MD players and MP3 players?
What functions do you need in an audio device other than playing music?
If you were a sound device designer, what would your sound device look like?

Encourage students to discuss these questions and express their ideas freely. Make sure that students can relate the topic of the reading passage with their everyday life.

2 Tell students that they are going to read about the evolution of video and sound devices. Before students read the text, first ask them to think about the reading passage about the development of the English language. You may ask:
Do you remember the reading passage about the development of English? How was the article organized? (The article was divided by three headings: Old English, Middle English and Modern English.)

Tell students that the three headings showed the development of the English language. Have students consider the structure of the reading passage in this unit. Tell them to pay attention to the headings. The headings show the different stages of the evolution of video and sound devices.

**Reading comprehension**

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

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 John Logie Baird.</td>
</tr>
<tr>
<td>2 Thomas Edison.</td>
</tr>
<tr>
<td>3 Portable cassette players and video recorders.</td>
</tr>
</tbody>
</table>

2 Have students read the passage again and complete Parts C1 and C2. Questions in Part C1 check students’ reading comprehension and improve their ability to find specific information. Part C2 serves as a strengthening activity which allows students to identify the event happening in a particular year. Make sure that students can distinguish and pick out the relevant information within the given time. After students finish the exercises, check the answers as a class.

**Answers**

<table>
<thead>
<tr>
<th>C1</th>
<th>F</th>
<th>F</th>
<th>F</th>
<th>T</th>
<th>T</th>
</tr>
</thead>
</table>

**Answers**

<table>
<thead>
<tr>
<th>C2</th>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1877</td>
<td>The first recording of a human voice was made.</td>
<td></td>
</tr>
<tr>
<td>1887</td>
<td>Emile Berliner invented a record player that used discs to record on.</td>
<td></td>
</tr>
<tr>
<td>1925</td>
<td>The first public TV broadcasts were made, in the USA.</td>
<td></td>
</tr>
<tr>
<td>1929</td>
<td>Regular public broadcasting began in London.</td>
<td></td>
</tr>
<tr>
<td>1938</td>
<td>The first colour TV programme was broadcast.</td>
<td></td>
</tr>
<tr>
<td>1962</td>
<td>Satellites were used to broadcast TV.</td>
<td></td>
</tr>
<tr>
<td>1967</td>
<td>Regular colour TV broadcasts began in the UK.</td>
<td></td>
</tr>
<tr>
<td>1982</td>
<td>The first CDs were made available.</td>
<td></td>
</tr>
<tr>
<td>1993</td>
<td>The VCD was born.</td>
<td></td>
</tr>
<tr>
<td>1995</td>
<td>The DVD was invented.</td>
<td></td>
</tr>
</tbody>
</table>
Have students read the Reading strategy and concentrate on the headings. Tell students that headings appear after the title and provide more information about the text. Headings can show how TV (in order of time) Early history of TV The modern age: satellite TV Sound and video recorders (in order of time) Early history of sound recorders Sound and video recorders Sound and video go digital

The future

Tell students that this reading passage is mainly organized in order of time. A timeline or a time chart may help them understand the text better. Have more able students make a timeline. Tell them to use Part C2 as reference.

While conducting the above activity, you can develop students’ ability to guess the meanings of words from the context. Tell students not to refer to the dictionary or ask you for explanation every time they come across a new word. Encourage them to guess the meaning from the context. Tell them that it is very important to read the sentences before and after the sentence which contains the unknown word. From the information before and after, they should be able to guess the meaning of the word. Have students focus on Part D and check the answers as a class.

Answers

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

Part E aims to help students become familiar with the development of radio and some useful words learnt in the reading passage. First have students read the text again and finish the exercise by themselves. Then have several students read their answers to the class. Check for mistakes and mispronunciation.

Answers

E (1) foresaw (2) drawbacks (3) constructed (4) delayed (5) percentage (6) receiver (7) Eventually

Post-reading activities

1 Part F aims to consolidate the information and also improve students’ speaking skills. Have students work in pairs to do Part F. Tell them to read the instructions first and then role-play the dialogue. Encourage students to share their opinions and to report their answers to the class.

2 If time permits, you can conduct the following activities to reinforce students’ understanding of the reading passage.

- Organize students into pairs. Each pair may focus on the development of TV or sound devices. Have them prepare a presentation about the device they have chosen based on the timelines in the reading passage.
- Organize a class presentation. Praise students for any parts they do well. Try not to focus on their mistakes, as this will discourage them from speaking in front of the class.
• Organise students into groups of four and have each group design future TVs or sound devices. Encourage students to make posters to illustrate their ideas. Make sure that every group member contributes to the discussion.

3 Have students do Parts A1 and A2 on Page 98 of the Workbook, so they will be more familiar with the usages of some words and phrases learnt in this section.

4 Have students do Parts A and B of Listening on Page 105 of the Workbook. Then tell them to fill in Part C according to what they have heard on the tape. They may also do the exercises after school as their homework.

5 Have students read the article in Part A on Page 103 and another article in Part B on Page 104 of the Workbook to learn more about some technological developments.

We have to delay the sports meet a few days because of the bad weather.
We arrived late because we were delayed by the traffic.

Delay can also be used as a noun.
The doctor advised the man to give up smoking without delay.
Heavy fog is causing serious delays of all incoming flights.
After much delay, the results of the match were finally made public.

3 They also make TV accessible to people who live far away from cities, and satellite dishes can often be seen distributed throughout the countryside and remote areas. (Page 2, Lines 21–23)

• The adjective accessible means ‘easy to be reached or got’.

Medicine should not be kept where it is accessible to children.
There is a shopping mall nearby that is easily accessible from our house.
You have many ways to get to the tourist attraction. It is easily accessible by road, rail and air.

• The verb distribute means ‘to give out or spread out’.

This species of butterfly is widely distributed all over the country.
At the beginning of each term, teachers will distribute the new books to their students.
We can often see leaflets being distributed by a supermarket in order to attract more consumers.

4 The first record players had to be wound up by hand and only played records that were two minutes long. (Page 3, Lines 31–32)
Here the word wound is the past participle of the verb wind, meaning ‘to turn or twist’.
The nurse wound a bandage around my finger so that bleeding would be stopped.

Notes

1 However, his system was very primitive and had many drawbacks. (Page 2, Line 8)
The word drawback is a noun, which means ‘a disadvantage or the negative part of a situation’.

One of the drawbacks of living apart from your parents is that you have to do everything on your own.
Absolutely, it is a good car. Its only drawback is that it uses a lot of petrol.
The only drawback of the plan is that it costs too much.

2 Regular colour TV broadcasts were delayed in the UK until 1967. (Page 2, Lines 14–15)
The verb delay means ‘to make someone or something slow or late’.
The train was delayed due to the accident.
The little boy wound his arms around his mother’s waist and prevented her leaving. Remember to wind the clock every night before you go to bed if you do not want it to stop.

5 With the development of digital technology, sound and video can now be stored on a PC, on the Internet, or using some form of portable storage. (Page 3, Lines 48–49)
The noun storage means ‘a place where things or information can be kept’.
The best place for the storage of money is a bank.
The furniture was in storage when he found a new house.
The management accepts full responsibility for loss of goods in storage.

6 Technology is now changing faster than most people can keep pace with. (Page 3, Lines 50–51)
The noun pace means ‘the speed at which someone or something moves, or with which something happens or changes’.
When Polly sensed someone was following her in the dark, she quickened her pace.
The father slowed down a bit so that the child could keep pace with him.
She moved to the countryside because she doesn’t like the pace of city life.

7 Who can foresee what the future will bring? (Page 3, Lines 51–52)
The verb foresee means ‘to know about something before it happens’. Its past form is foresaw, and past participle foreseen.
As technology is developing so fast, it is hard to foresee what will happen in the future.
The expert foresaw that the price of vegetables would drop in the next few weeks.
Our manager should have foreseen this problem months ago, but unfortunately he did not.

---

Word power

In this section, students will learn about electronic and electrical goods. Students are expected to recognize words related to electronic and electrical goods, especially household appliances, and learn how these devices are used. Also, students will be asked to talk about how useful electrical appliances and electronic devices are in their everyday lives. They are expected to enlarge their vocabulary in this section.

Brainstorming

1 Have students prepare a list of the electronic and electrical goods, especially household appliances, that are sold at department stores. Have them do research on these devices.

2 Begin the lesson with a guessing game. Take the following as an example:
It is a household appliance that is sold in a department store. It can be put on the wall. It can make our room warm in winter and cool in summer. What is it? (It is an air-conditioner.)
Encourage more able students to give a brief description of the devices on their lists and ask other students to guess what they are.

Vocabulary learning

1 Have students focus on Part A on Page 6. Explain the context to students: a section
manager from a big department store is showing the electrical and electronic goods to a new salesperson. Tell students to read what the manager says. Make sure that they understand what the phrases in blue actually mean.

2 Have students do the following exercise. Tell them to arrange the goods from the manager’s introduction in the correct section. This activity can help them familiarize with the names of the goods in the department store.

<table>
<thead>
<tr>
<th>Electronic goods</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Audio devices:</strong></td>
</tr>
<tr>
<td>CD players</td>
</tr>
<tr>
<td>MP4 players</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Video devices:</strong></td>
</tr>
<tr>
<td>video cameras</td>
</tr>
<tr>
<td>digital cameras</td>
</tr>
</tbody>
</table>

3 Have students focus on Part B on Page 6, so they can become familiar with the names of the goods in the household appliances section. Make sure that they know what these devices are used for.

4 Organize students into groups of four and have them give a brief description of the household appliances to other group members. They may also suggest other household appliances that they know of.

5 Have students focus on Part C on Page 7, which serves as a strengthening exercise to check students’ understanding and application of the new words they have learnt on Page 6. Tell students to complete the exercise individually first, and then check the answers as a class.

### Answers

**C**
1. electronic goods
2. video
3. CD players
4. video function
5. e-book readers
6. educational software
7. freezer section
8. Vacuum cleaners
9. Microwave ovens

6 Part D requires students to arrange the electrical and electronic goods in order of importance. Divide the class into small groups. Tell them to consider how useful electrical appliances and electronic devices are in various ways in their lives. Make sure that every student participates in the activity. Encourage more able students to state the reasons for their choices.

### Answers

<table>
<thead>
<tr>
<th>D</th>
<th>For study</th>
<th>For entertainment</th>
<th>For the household</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>computer</td>
<td>TV sets</td>
<td>refrigerators</td>
</tr>
<tr>
<td></td>
<td>electronic dictionaries</td>
<td>radios</td>
<td>electric cookers</td>
</tr>
<tr>
<td></td>
<td>educational software</td>
<td>DVD players</td>
<td>microwave ovens</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CD players</td>
<td>washing machines</td>
</tr>
<tr>
<td></td>
<td></td>
<td>cameras</td>
<td>vacuum cleaners</td>
</tr>
</tbody>
</table>
Grammar and usage

The grammar target in this unit is transitive and intransitive verbs. Students are expected to learn that a transitive verb can take an object, a direct object and an indirect object, or an object and a complement, and most transitive verbs can be used in the passive voice. They will also learn that intransitive verbs do not take an object, and cannot be used in the passive voice. Students are expected to learn the differences between transitive verbs and intransitive verbs, as well as how to use them in different situations. At the same time, they are required to apply what they have learnt by doing some written tasks.

Transitive verbs and intransitive verbs

1 Begin this section by writing vt. and vi. on the blackboard and asking students whether they know what each of the two refers to. They should know that vt. refers to a transitive verb and vi. refers to an intransitive verb. Then write the following sentences on the blackboard and have students point out in which sentences the verbs are transitive and in which sentences the verbs are intransitive.

Bob shut the door behind him on his way out. (transitive)

My brother sent me a letter last Tuesday. (transitive)

The noise outside in the street made it difficult for me to fall asleep. (transitive)

My family went on a trip to London during the holiday. (transitive)

You talked too much at the dinner party. (intransitive)

A white-haired man sat on a low bench, making shoes. (intransitive)

Ask students how they can know whether a verb is a transitive or an intransitive.

2 Have students read the directions and Point 1 on Page 8. They should learn that a transitive verb can take an object, a direct object and an indirect object, or an object and a complement. Tell students to read the first part of the article in the Reading section and find out in which sentences the verbs are transitive.

3 Have students read Point 2 on Page 8. They will learn that intransitive verbs do not take an object and cannot be used in the passive voice. Tell students to read the Reading text and find more examples. Or you may present the following sentences as examples:

Regular public broadcasting followed shortly afterwards.

Electrical components eventually became so small that, by the late 1960s, portable cassette players were developed.

Technology is now changing faster than most people can keep pace with.

4 Have students read Point 3 on Page 8. They will learn that many verbs can be both transitive and intransitive. Present the following pairs of sentences as examples:

He is drawing in the garden.
He is drawing a picture in the garden.

Helen ran every weekend when she was at college.

Tom’s father runs a big company in his hometown.

Peter’s situation has improved with the help of his teachers and friends.

Peter has improved his English with the help of his foreign friends.

5 Have students read the passage on
Page 9. They may do the exercise individually or in pairs. Give explanations if necessary. Check the answers as a class.

Answers

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1 checked (vt.)</td>
</tr>
<tr>
<td></td>
<td>3 sitting (vi.)</td>
</tr>
<tr>
<td></td>
<td>5 talked (vi.)</td>
</tr>
<tr>
<td></td>
<td>7 hurts (vi.)</td>
</tr>
<tr>
<td></td>
<td>9 thought (vt.)</td>
</tr>
</tbody>
</table>

6 Tell students to do Part B on Page 9. They may do the exercise individually or in pairs. Give explanations if necessary. Check the answers as a class.

Answers

| B | 1 a answer | b answer for |
|   | 2 a benefited | b benefit from |
|   | 3 a decided | b decided against |
|   | 4 a paid | b pay for |
|   | 5 a adjust to | b adjusted |

7 Have students do Parts C1 and C2 on Page 100 of the Workbook to help them become more familiar with the usage of transitive and intransitive verbs.

---

Task  Helping buy an electronic dictionary

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 with a skills building activity. Through the three steps, students will learn how to listen for what is most important, how to ask for information by telephone and how to give advice politely. They will also get some practical advice on choosing an electronic dictionary.

Skills building 1: listening for what is most important

1 Have students read the directions in Skills building 1 on Page 10. Tell them to focus on the expressions the speaker might use to show that something is very important or not so important.
2 Organize students into groups of four and have them discuss the following question:

*Suppose you are listening to the introduction of a new product, what information is important? (Its function, cost, appearance, weight and size.)*

Encourage students to discuss freely. This might help them understand the following recording.

**Step 1: taking notes of requirements**

1 Tell students to discuss the following questions:

*If you wanted to buy an electronic dictionary for study, what should you pay special attention to?*  
Would you talk to your parents or your friends and ask them for advice?
2 Have students read the instructions in Part A. Then have students read the advertisements for two electronic dictionaries. Tell them to underline what they think are important if they want to buy an electronic dictionary. After students have finished writing down as
much information as possible in the form on Page 10, check their answers if necessary.

3 Have students read the instructions in Part B, and then listen to a dialogue between a salesperson and Gao Ming. While listening, they should also take notes of the useful information to complete the notes in Part A. Play the recording again if necessary. Make sure that students can catch the useful information they need. After students have completed the notes, check the answers as a class.

**Tapescript**

**Salesperson:** Good morning. Can I help you?

**Gao Ming:** Yes. I need some information about electronic dictionaries.

**Salesperson:** Certainly. Let me show you one of the latest models, the Mark 204D. It’s a dictionary with the meanings of both Chinese and English words. The Mark 204D has over 100,000 words, over 2,000 idioms, and common English expressions. It also has a voice function, so that the pronunciation of words can be heard. That’s very useful for students who want to practise listening and speaking. The Mark 204D also has a search function that lets you find words even when you don’t know the exact spelling in English. It will show you the correct spelling, and the translation in Chinese as well.

Another popular model that we have in the shop is rather different from the Mark 204D. It’s called the Stylus Pen III. It’s in the shape of a pen, and, as you can see, it’s quite small, just like a pen. You just run it over the text that you want to translate, and it reads the words and gives you an instant translation from English into Chinese. It will also read them aloud, so you can hear the correct pronunciation. It has over 150,000 words. Of course, it’s more expensive than the Mark 204D. It costs 1,200 yuan while the Mark 204D costs 650 yuan.

**Answers**

A Mark 204D:
- Languages: Chinese and English
- Number of words included: over 100,000
- Weight: 96 grams
- Size: 104 × 72 × 15 mm
- Price: 650 yuan
- Extra functions: a voice function, a search function, exam revision, radio and games, spelling check, a pronunciation guide

Stylus Pen III:
- Languages: Chinese and English
- Appearance: like a pen
- Number of words included: over 150,000
- Weight: 20 grams
- Price: 1,200 yuan
- Extra functions: a speaker and an easy-to-read screen, spelling check, pronunciation
4 Have students read the instructions in Part C. Then tell them to listen to the recording and list the requirements, and then put a cross beside the items that are not very important.

Tapescript

Uncle: You know, Xiaowen is really interested in English, and he's asked me to buy him a new dictionary. He wants an electronic one. He says electronic dictionaries are more convenient because they're so small and light. However, I don't think the size and weight matter so much as long as it's not too expensive. I really don't want to spend more than 700 yuan.

I think he might like one that looks very smart and modern—you know what young people like, but I don't think that's important. What I really want him to have is a dictionary that can translate English words into Chinese, as well as translate Chinese words into English. Some people say it's better to have a dictionary that's only in English, but I think it's too early for that. Maybe later, if Xiaowen goes on to study English at university, that will be good for him.

The other thing that I want him to have is an electronic dictionary that provides English pronunciation, because, as you know, the spelling of an English word doesn't always tell you how the word should be pronounced. An electronic dictionary with that function will make sure he pronounces the words correctly. Xiaowen says that some electronic dictionaries have a lot of extra functions such as games and calendars, but I think those will just make the dictionary more expensive. I would prefer him to have something quite basic to use just for studies, so that he doesn't want to play with it all the time.

5 Have several students read aloud one answer each. Check for mistakes and mispronunciation. If time permits, play the recording again. This will consolidate what students have learnt and give them a sense of achievement. Have students work in groups of four to discuss and decide which of the two electronic dictionaries Gao Ming should choose. Have two or three students report their choices to the whole class and state their reasons for their choices.

Answers

C Uncle's requirements

<table>
<thead>
<tr>
<th>Weight and size:</th>
<th>×</th>
</tr>
</thead>
<tbody>
<tr>
<td>Price:</td>
<td>no more than 700 yuan</td>
</tr>
<tr>
<td>Appearance:</td>
<td>×</td>
</tr>
<tr>
<td>Translation:</td>
<td>English to Chinese and Chinese to English</td>
</tr>
<tr>
<td>Pronunciation:</td>
<td>English</td>
</tr>
<tr>
<td>Extra functions:</td>
<td>×</td>
</tr>
</tbody>
</table>

Skills building 2: asking for information by telephone

1 Have students read the directions in Part 1 on Page 12. Make sure that they know what to do when making a telephone call in order to obtain information.
2 Have students read the first pair of speech bubbles. They should tell what might be the problems in the speech bubbles. Tell students that in a telephone conversation, we should be polite. Also, it is not necessary to give extra information. Then have students read the second pair of speech bubbles. Ask them to think about how the conversations in these two speech bubbles were improved.

3 Have students read the directions in Parts 2 and 3. Make sure that they can use the language mentioned in this part.

**Step 2: telephoning a company**

1 Organize students into groups of four. Tell students to study the points carefully. Encourage them to raise as many questions as they can about each point.

2 Have students work in pairs with one acting as the customer and the other as the salesperson in the customer service department. Choose several pairs to present their conversation to the class.

**Sample answers**

**Salesperson:** Good morning. This is Customer Service Department. Can I help you?

**Customer:** Good morning. Could you please give me some information about the Mark 204D electronic dictionary? I’d like to know what kind of battery it uses.

**Salesperson:** Certainly. The battery is rechargeable.

**Customer:** How long can the battery last after it gets charged?

**Salesperson:** It can last about 3 months.

**Customer:** Good. Do you have the guarantee?

**Salesperson:** Sure. We have a guarantee on the dictionary. We will repair or replace the dictionary if it stops working during normal use.

**Skills building 3: giving advice politely**

1 Have students read the instructions. Make sure that they understand what they should keep in mind. You may conduct the following activity:

*My friend Ann, an American teacher, asked me for some advice on what to buy from China for her daughter in the USA. Can you help me give her some advice?*

Encourage students to make as many suggestions as they can. Remind students to express their advice politely and clearly.

2 Have students go through the four points on Page 13. Point out the usage of the words advise, suggest and recommend, as well as the modal verbs.

**Step 3: writing an e-mail of recommendation**

1 Organize students into small groups. Make sure that each member of the group contributes to the planning of the outline of the e-mail. Tell students that they should use the information gathered in Steps 1 and 2 in the e-mail.
Have several groups read their e-mails to the class. Praise students for any parts that they do well.

### Possible example

**Dear Uncle**

I would advise you to buy Mark 204D for Xiaowen. First of all, this electronic dictionary gives both Chinese to English and English to Chinese translation, which will help him improve his language study. In addition, it includes a spell check function, pronunciation guide and a list of words with similar and opposite meanings. Last, it will be convenient for him to carry because of its small size, and at 650 yuan, the price is reasonable. In conclusion, I think you may find this model most suitable for Xiaowen.

Gao Ming

### Project  Making a list of advantages and disadvantages

The project in this unit is designed to help students learn and use English practically. The reading material is a newspaper article about one group of people who has rejected most modern technology. Students are expected to think about the potential problems of the electrical and electronic devices that are widely used nowadays in terms of health and society.

The purpose of this section is to encourage students to use what they have learnt in this unit to complete a project. In the course of doing the project, students will learn how to make a list of advantages and disadvantages of an electronic device, organize their project and present their projects to the class. They are expected to cooperate and complete each part of the project together.

### Part A

1. Organize students into groups of four and conduct a survey about how many of them think it is dangerous to use mobile phones. Tell students to give reasons to support their ideas. You may conduct the activity as follows:

   *It has been argued that mobile phones may be harmful to us. What is your idea on this issue? Do you think that the use of mobile phones is dangerous or not? Why?*

   Encourage students to express their opinions freely and make sure that everyone has a chance to speak.

2. Have students focus on the title and discuss the following questions:

   *When you read the title, what do you think of?*

   *Have you ever heard of ‘to be or not to be, that is the question’? (‘To be or not to be’ is probably the best-known line from all drama or literature. It is from Shakespeare’s play *Hamlet*, 1602.)*

   *What can you learn from the title?*

3. Have students read the first two paragraphs of the newspaper article and find the answers to the following questions:

   *Which group of people are talked about? (The Amish in the USA.)*

   *What do you know about this group of*
people? (A Christian group who are famous for having rejected most modern technology.)

Why do they reject most modern technology?

4 Have students read the third, the fourth, the fifth and the sixth paragraphs. Tell them to underline the disadvantages of using telephones. Then have them work in groups of four and complete the table below.

<table>
<thead>
<tr>
<th>Main points about the disadvantages of using telephones/mobile phones</th>
<th>Supporting details</th>
</tr>
</thead>
</table>
| There is something important about being together and sharing life that cannot be found over a telephone wire. | - Which is more of a friend, someone you often talk to over the phone or someone you often talk to face to face?  
- If you need help, who can help you better, someone far away or someone in the room with you? |
| Destroy the peace one has or waste one's precious time. | No matter what the circumstances, when the phone rings, everything stops so that the call can be answered.  
- when the family are eating or chatting together  
- when one is absorbed in a book or tries to rest  
- when having a face-to-face talk with a friend |
| Using the mobile phone for text messages is the worst. | Relationships are nearly always quite shallow. |

5 Tell students to read the last two paragraphs and discuss the following in groups:

What do you think the writer means in the three sentences beginning with ‘maybe’?
What might be the writer’s attitude towards mobile phone use? Why do you think so?
What do you think of the end of this article?

Have some groups report their answers to these questions. Any reasonable answers are acceptable.

Part B

1 Organize students into groups of four and discuss the eight questions that follow. Make sure that all the students understand the meaning of each question and have a chance to speak. Tell each group to prepare their project. Then have each group present their project to the class. Encourage other groups to give comments or raise questions.

2 Have students do Parts B1 and B2 on Page 99 of the Workbook, so they will become more familiar with the usages of some words learnt in this section.

3 Have students do Parts D1, D2, D3 and D4 on Pages 101 and 102 of the Workbook as homework.

4 Have students read Part A and then do Part B on Page 106 of the Workbook as homework.
Self-assessment

The section allows students to determine the progress they have made, how well they have improved their skills, and also what else they can do to study English better. The colour bar rates how confident students feel about what they have learnt in this unit.
In this unit, 14 items are listed, each having a score of 5, with a total of 70 points possible. These items cover the main study targets in this unit, such as skills in listening, speaking, reading and writing, the usages of vocabulary and grammar items, as well as doing activities in English. Through assessing themselves as learners, students will realize whether they have achieved the goals 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, by going over Part E on Page 5, students will show that they are able to use the vocabulary learnt in the unit. Students have the opportunity to evaluate their own skills and abilities in English. If they feel very confident about one item, they can score it 5. If they feel slightly confident about another item, they can score it 2. By adding all the scores they get and dividing the score by 70, students will get a percentage, which shows their level. If they feel there are some areas in which they are not confident or just slightly confident about, they can think about how to improve on them.
In Part B, students are asked to make an action plan for improving what they are not confident about. You can have a better understanding of your students’ performance, enabling you to help them study English more effectively.
This unit introduces and develops the theme of medicine and life. In Welcome to the unit, students are presented with four pictures, which introduce the people, the places and the treatments related to medicine. Students will also discuss their experiences of medical treatments and the jobs related to medicine. The Reading text is an article in a science magazine about two medicines which have changed people’s lives—aspirin and penicillin. The Reading strategy of this unit enables students to understand medical terms and learn effective ways to read medical articles. Word power focuses on words and phrases related to hospital and medicine. In Grammar and usage, students will learn about linking verbs, which are used to connect the subject of a sentence to further information about its state. They will also learn about what verbs can be used as linking verbs and how to apply them to practical use. Following is the Task section, which deals with writing a script on the problem of short-sightedness. Students will practise the language skills of listening, speaking, reading and writing. They will learn how to listen for a present situation, how to interview someone and how to write a radio script. In Project, students will read a website article about the development of Chinese acupuncture. They are expected to do research on Chinese medicine and write a report on Chinese medicine.

This unit provides a chance for students to gain some knowledge about medicine and life. Integrated skills which relate to the topic are practised and reinforced. Students are expected to fully participate so as to further develop both their language skills and their overall ability. This unit also enables students to take notes of useful information, interview a doctor and write a script for the school radio station. Students are expected to apply what they have learnt to practice by writing a report on Chinese medicine at the end of the unit.

**Guide to pages**

<table>
<thead>
<tr>
<th>Sections of the unit</th>
<th>Student’s Book</th>
<th>Teacher’s Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome to the unit</td>
<td>Page 17</td>
<td>Pages 21–23</td>
</tr>
<tr>
<td>Reading</td>
<td>Pages 18–21</td>
<td>Pages 23–27</td>
</tr>
<tr>
<td>Word power</td>
<td>Pages 22–23</td>
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<tr>
<td>Grammar and usage</td>
<td>Pages 24–25</td>
<td>Pages 29–31</td>
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<tr>
<td>Task</td>
<td>Pages 26–29</td>
<td>Pages 31–35</td>
</tr>
<tr>
<td>Project</td>
<td>Pages 30–31</td>
<td>Pages 35–36</td>
</tr>
<tr>
<td>Self-assessment</td>
<td>Page 32</td>
<td>Page 36</td>
</tr>
</tbody>
</table>
### Highlights of the unit

<table>
<thead>
<tr>
<th>Topic</th>
<th>Fit for life</th>
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</table>
| **Functions**       | 1. Describing medications  
                      *Not only has aspirin proved vital for reducing fever and helping stop pain, but there are also other things that aspirin can help with.*  
                      *Acupuncture uses stainless steel needles that are put into the skin at certain points on the body so that a disease can be cured or a health problem solved.*  
                      2. Describing medical treatment  
                      *In 2003, a Chinese doctor, Dr Yuan Minsheng, found that aspirin could reduce blood sugar levels and, therefore, help people with diabetes.*  
                      *If penicillin had not been available, many people would have died from sickness or even small wounds.* |
| **Vocabulary**      | chemist, needles, surgeon, revolution, cupboard, counter, beneficial, chew, possess, acid, tablet, best-selling, vital, potential, circulate, abnormal, astonish, application, unable, effective, approval, accelerate, mass, sickness, symptom, bleed, reasonable, outcome, applaud, arrangement, dull, sword, swell, stainless, sharp, complex, pulse, heartbeat, wrist, organ, alcoholic, addicted, theory, phenomenon, relate, subscribe |
|                     | operating theatre, heart attack, blood sugar, try out, mass production, wear somebody out, pressure point, let out, swell up, stainless steel, be addicted to, relate to, subscribe to |
| **Grammar**         | Linking verbs  
                      *The new medicine is effective.*  
                      *They appear in favour of the new drug.*  
                      *The baby’s skin feels soft and smooth.*  
                      *Leaves turn green in spring.*  
                      *They remained silent about the whole thing.* |
| **Skills and strategies** | By the end of this unit, students will be able to:  
                      1. read an article about two important medicines and another article about Chinese acupuncture  
                      2. listen to a TV report on short-sightedness among Chinese students  
                      3. talk about medicines and interview a doctor  
                      4. write a script for a radio programme  
                      5. prepare and present a report on Chinese medicine |
| **Culture**         | 1. The invention of aspirin and penicillin  
                      2. Chinese medicine and Chinese acupuncture |
Teaching suggestions

Welcome to the unit

People cannot live without medicine, especially when they are ill. In this section, students will look at four pictures which introduce the people, the places and the treatments related to medicine. Students will discuss their experiences of medical treatments and the jobs related to medicine. They are expected to get involved in the discussion, express their opinions, practise their spoken English and participate in all the activities.

Brainstorming

1. In preparation for the class, have students search for information on the Internet or in reference books (in English or in Chinese) to get some knowledge about the relationship between medicine and life. Tell students to list the jobs related to medicine. This activity can be conducted like this:

   Medicine is important to all of us. We take medicine when we don’t feel well. Do you know what kind of medicines or treatments we need when we catch a cold, have a stomach ache or break a leg? Please search the Internet or look up information in books to find out answers to these questions. Also, please prepare a list of jobs that relate to medicine. Remember to take notes, which will make your reporting easier.

2. Students who are interested in medicine or medical treatment will find this unit interesting. Others may need a little encouragement. You can raise students’ interest in this topic by conducting the following activities:

   - Organize a class presentation and have students report their findings to the class. Take notes of the medicines, treatments and the jobs related to medicine that students find on the blackboard.
   - Play a guessing game. Give descriptions or definitions of different jobs related to medicine and tell students to guess what the jobs are. For example:
     - a person who prepares and sells medicine (a chemist)
     - a person who examines people’s eyes to see if they need to wear glasses (an eye doctor or an optician)
     - a person who takes care of people’s teeth (a dentist)
     - a person who has general skill to treat physical problems (a physician)
     - a person who performs medical operations (a surgeon)
   - Organize students into groups of four. Each group should create a spidergram using the key word ‘medicine’. Have students find as many subcategories as possible that relate to medicine. For weaker classes, you may provide them with the following spidergram:
3 Have one student read the instructions to the class. Then tell students to work in pairs and discuss the four pictures. Encourage students to use the words that they have practised in the activities. Ask students questions about each picture and provide them with useful information. Here are some sample questions:

**Picture 1**

*Who is the man in white?* (A chemist.)

*What does a chemist do?* (A chemist’s job usually involves preparing and selling medicine. A chemist works in a chemist’s shop or a pharmacy.)

*What qualities does a person need in order to be a chemist?* (A chemist should have studied medicine, and be careful, practical and interested in chemistry. He or she needs to be patient as well, as a chemist needs to communicate with or introduce medicines to patients.)

**Picture 2**

*What happens to the person?* (The person is receiving an acupuncture treatment on an ear. Traditional acupuncture always requires doctors to insert such needles into various body areas.)

*Do you know the origins of acupuncture?* (Acupuncture has its origins in China before 2000 BC.)

*What can acupuncture do?* (Acupuncture can help relieve body pains. Some people believe that acupuncture can help with things such as weight loss and quitting smoking.)

*Have you ever had acupuncture? What did it feel like?*

**Picture 3**

*What are the doctors and nurses busy doing?* (They are performing an operation.)

*What do you call the doctors who perform an operation on patients?* (Surgeons.)

*What happens during an operation?* (During an operation, the surgeons cut open a person’s body and remove or repair a damaged organ.)

**Picture 4**

*What is the girl doing?* (She is having her eyes examined.)

*What do you call the man testing the girl’s eyes?* (An eye doctor.)

*Do you have good eyesight?*

*How can you protect your eyes?*

4 While students are discussing, you can walk around to see if they need help. Praise students for anything they do well. Encourage all the students to participate in the discussion. Make sure that all of them are involved in the activity.

**Sharing information**

1 Organize students into groups of four or allow them to form their own groups. Have them discuss the three questions listed under the four pictures on Page 17.

2 Have students exchange their opinions and make sure that students each have a chance to express themselves.

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

**Sample answers**

1 Yes. I remember one of my experiences of seeing a doctor, which happened two years ago. I had a terrible toothache and was not able to sleep. My parents took me to see a dentist and the dentist told me that one of my teeth had a cavity. Then I was asked to lie down and he filled the hole. Soon after that, I didn’t have any pain from my teeth.

2 I used traditional Chinese medicine when I had a bad stomach one night. I was sent to a local traditional Chinese medicine hospital. The doctor had my body checked and tested, including my
tongue and my pulse. Then she handed me a packet of traditional Chinese medicine. When I returned home I emptied the brown powder into a glass and filled it up half way with boiled water. It was the most bitter thing I had consumed in my entire life. However, it really had great effect and I recovered early the next morning. It is the most wonderful experience I have ever had.

I would like to work as an acupuncturist. My parents both studied traditional Chinese medicine at university and work as doctors now. They are kind and help cure so many patients. Because of this, I became interested in Chinese medicine when I was very young. My neighbour, Mr Zhang, is good at acupuncture and has opened a clinic near my house. Whenever I pass by the clinic, I see many patients go in with pain and come out with much relief. I really think his needles are magic and fantastic. More importantly, acupuncture is a unique treatment which originated in China. Traditional Chinese medicine should be kept and passed down as it has been for centuries. Therefore, I plan to study acupuncture at university.

Reading

The reading passage in this section is an article in a science magazine. It talks about two life-saving medicines, aspirin and penicillin, which have greatly changed people’s lives. Students are expected to find out when these two medicines were invented and how they help people. The Reading strategy in this unit teaches students how to understand medical terms by identifying a familiar stem, a compound made up of familiar words or the singular/plural form of a familiar word. Students are expected to gain an overall understanding of the article and learn to read a medical article with the help of medical terms.

Lead-in

You may bring some aspirin and penicillin and show them around to students. This is to arouse students’ interest in the two medicines. You may ask the following questions:

Have you ever taken these medicines? What illnesses can the two medicines cure?

What else do you know about these two medicines?

Encourage students to state as much information as possible about these medicines and to talk about their own experiences with the two medicines.

Reading comprehension

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

Answers

A 1 Aspirin and penicillin.
  2 In 1928.
  3 The Nobel Prize in Medicine.

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

**Answers**

**C1**
1. In 1897.
2. Nearly 3,500 years ago.
3. It can also help reduce the risk of heart attacks by thinning blood, prevent strokes, reduce the risk of some cancers, increase the length of people’s lives and help with diabetes.
4. In a mould that killed bacteria.
5. It might be used to treat illnesses caused by bacteria.
6. First he was unable to find a procedure to make penicillin pure enough to work as a medicine. Second, it was difficult to produce penicillin in the ample quantities needed to be effective.

**Answers**

**C2**

<table>
<thead>
<tr>
<th>ASPIRIN</th>
<th>PROVED TO REDUCE THE RISK OF HEART ATTACKS</th>
<th>USED TO PREVENT STROKES</th>
</tr>
</thead>
<tbody>
<tr>
<td>sold in shops in the form of tablets</td>
<td>1900</td>
<td>1928</td>
</tr>
<tr>
<td>1940</td>
<td>1944</td>
<td>1971</td>
</tr>
<tr>
<td>1977</td>
<td>2003</td>
<td>mass production began</td>
</tr>
<tr>
<td>PENICILLIN</td>
<td>DISCOVERED BY ALEXANDER FLEMING</td>
<td>MADE AND TESTED IN LARGE QUANTITIES</td>
</tr>
</tbody>
</table>

4. Have students read the article again and fill in the form below. This form is designed to help students understand the use of the two medicines introduced in the article.

<table>
<thead>
<tr>
<th>Effects of aspirin</th>
<th>Effects of penicillin</th>
</tr>
</thead>
<tbody>
<tr>
<td>• reducing fever</td>
<td>treats illnesses caused by bacteria</td>
</tr>
<tr>
<td>• helping stop pain</td>
<td></td>
</tr>
<tr>
<td>• reducing the risk of heart attacks</td>
<td></td>
</tr>
<tr>
<td>• preventing strokes</td>
<td></td>
</tr>
<tr>
<td>• reducing the risk of some cancers</td>
<td></td>
</tr>
<tr>
<td>• increasing the length of people’s lives</td>
<td></td>
</tr>
<tr>
<td>• reducing blood sugar levels and helps with diabetes</td>
<td></td>
</tr>
</tbody>
</table>
5 Draw students’ attention to the medical terms in the reading passage. Ask them whether they have noticed that there are many words that look similar to the words that they already know, yet are different in some ways. Have them underline these words in the reading passage. This activity can be conducted as follows:

*When reading this medical article, you may find many words that are very similar to the words you have learnt before, but they are different in some ways. Can you underline these words and show me how these words are different from the words you know?*

Then write the words students find in the reading passage on the blackboard. Help them analyse the words and put the words in correct categories as follows:

- *Words coming from the same stem* (medicine, medical; chemical, chemist)
- *Words that are compound words* (life-saving, best-selling, widespread)
- *Words with irregular plural forms* (bacteria, bacterium)

6 Have students read the *Reading strategy* of the article and tell them to focus on the major skills of understanding medical terms.

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

**Answers**

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

8 Draw students’ attention to Part E. The passage in Part E is about how new drugs are discovered. Students are expected to become more familiar with the words and expressions learnt in the reading passage while enhancing reading comprehension at the same time. Have students complete Part E individually and then check the answers as a class.

**Answers**

- E (1) potential (2) effective
- (3) unable (4) abnormal
- (5) application (6) sicknesses

**Post-reading activities**

1 If time permits, you can conduct the following activities to reinforce students’ understanding of the reading passage.

- Organize students into groups of four. Tell them to introduce the development of aspirin and penicillin to other group members with the help of the timeline in Part C2.
- Have students search for more information about the scientists who invented aspirin and penicillin. Tell them to give a brief introduction of the scientists.

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

3 If time permits, have students do Parts A1 and A2 on Page 107 of the *Workbook*. Or, they can do this as homework. These exercises help them be more familiar with the words and phrases learnt in the text.

4 Have students read the article in Part A on Page 112 and the lecture transcript in Part B on Page 113 of the *Workbook*. Or, they can do these two exercises as homework.
Notes

1  This article will focus on two drugs that started revolutions in medicine. (Page 18, Line 1)
   - The phrase focus on means ‘to pay much attention to’.
     When listening to a lecture, you should focus on the speaker’s main points.
     This programme mainly focuses on China’s space exploration.
     My parents often tell me to focus my attention on my work.
     The word focus can also be used as a noun, meaning ‘someone or something that attracts the most attention or interest’.
     The superstar soon became the focus of attention as she came into the hall.
     The use of different types of energy is the focus of our study.
     The topic of environmental protection is the focus of our debate.
   - The noun revolution means ‘a great change that affects many people’.
     The American Revolution gave independence to the 13 colonies.
     The revolution brought happiness to the people in that country.
     The automobile caused a revolution in transport.

2  Both of these medicines have saved millions of people’s lives and have proved beneficial to mankind since they were invented. (Page 18, Lines 3–5)
   The adjective beneficial means ‘good or helpful to something’.
   Sunshine and water are beneficial to living things.
   The improvement in sales figures had a beneficial influence on the company as a whole.
   A stay in the country for a period of time will be beneficial to your health.

3  Nearly 3,500 years ago, people chewed on leaves or drank a kind of tea made from leaves possessing a special chemical to reduce body pains and fever. (Page 18, Lines 8–10)

   - The verb possess means ‘to have or own something’.
     He is always proud of possessing such good friends.
     Though plain-looking, Lucy possesses great intelligence and high popularity among her classmates.
     It was thought that the root of this plant possessed magical powers and many villagers used it to treat illnesses.
   - The verb reduce means ‘to make something less or smaller’.
     The company tried to reduce the cost of the products so that they could make more profit.
     The price of vegetables will be reduced when summer comes.
     Our work days have been reduced from six to five a week.

4  Lawrence Craven, a doctor from the USA, introduced the idea in 1953 that aspirin had the potential to reduce the risk of heart attacks, because it helped the blood circulate better. (Page 18, Lines 19–22)
   - The noun potential means ‘the possibility that something will develop in a particular way’. It can also be used as an adjective.
     Although she has singing potential, she needs more special training.
     A number of potential buyers have expressed interest in the new products made by this company.
     During Christmas, many potential customers wait for a fall in prices before buying.
   - The verb circulate means ‘to go around or through something’.
     Water circulates through the heating system and comes out of the pipe.
     Blood circulates through our bodies and provides nutrition for each organ.
     The teacher circulated the roll for everyone to sign before the lecture began.

5  ..., and in 1977 a study carried out in the USA showed that aspirin could prevent strokes, as well. (Page 18, Lines 23–24)
   The phrase carry out means ‘to conduct’ or ‘to put into practice’.
The new policy should be carried out as soon as possible.
Once a plan is made, it should be carried out no matter how difficult it is.
Chinese astronauts have carried out the mission in space successfully.

He noted that a dish in which he was trying to grow bacteria for an experiment looked abnormal—there was blue mould in it.

The verb note means ‘to notice’ or ‘to write down’.
When you refer to information on the Internet, you had better note its source.
Our teacher asked us to note how long it took to read each passage so that we could improve our reading ability.
The president listened carefully and noted what each speaker said at the meeting.

He immediately realized that the mould might have an application in treating illnesses caused by bacteria.

The noun application means ‘putting to a special use or purpose’. It can also mean ‘the act of requesting’.
Chemistry has many practical applications in our daily lives.
Many people have had to make an application for a housing loan as a result of the increased housing price.
The application of this new drug is said to reduce the risk of cancer.

Since the new drug was needed for World War II, the government approval process for penicillin was accelerated, and mass production began in 1944.

- The noun approval means ‘formal agreement or permission’.
  All the members of the committee gave their approval to the plan.
The plan for organizing an outing has the teacher’s approval.
The project has now received approval from the government.
- The verb accelerate means ‘step up or speed up’.

The government has taken many measures to accelerate economic recovery.
Some experts assume that inflation is likely to accelerate this year, adding further upward pressure on interest rates.
Farmers are instructed to use special chemicals to accelerate the growth of crops.

Due to the widespread use of penicillin, many lives were saved during the war.

The phrase due to means ‘because of’.
He made a big mistake in his exam due to carelessness.
The accident took place due to his high speed.
The flight will arrive late due to a big storm.
The word due has other meanings.
When is the next train due? (expected to arrive)
Please let me know in advance when the rent is due. (expected to be paid)

Resources

Strokes
Strokes are very common for middle-aged and older people. When a person has a stroke, a blood vessel to the brain is blocked or ruptured and so there is a sudden loss of brain function. Strokes can cause brain damage and even death. For more information, visit the following website:
http://www.medicinenet.com/stroke/article.htm

Diabetes
Diabetes is a disease where sugar levels in the blood are too high. People with diabetes are unable to produce insulin, which is the chemical that the body uses to control the amount of sugar in the blood. Symptoms of diabetes include frequent hunger, thirst and fatigue. For more information, you may visit the following website:
http://www.medicinenet.com/diabetes_mellitus/article.htm
Word power

In this section, students will learn words and expressions related to hospitals and medicine. Students will read a passage about a hospital so they will know about some different departments in a hospital and what these departments are used for. Exercises are designed for students to practise and reinforce the new vocabulary they have just learnt. Students are expected to make themselves familiar with the new words and expressions.

Brainstorming

1 Before class, assign students the following task: search the Internet or turn to reference books (in English or in Chinese) for information about hospital and medicine. Tell students to focus on the names of the different departments in a hospital.

2 Have students report their findings to the class. Encourage more able students to find words related to hospitals and medicine as well as the functions of some departments in a hospital. Praise students for any parts that they do well.

Vocabulary learning

1 To help students review some words, phrases or sentence patterns used when seeing a doctor, have them work in groups and talk about their experiences of seeing a doctor. You can present the following as an example:

One day, I had a high fever and a bad cough. My mom took me to a nearby hospital. First we went to the reception and registered. A nurse guided us to a department and the doctor checked me and told me that there was something wrong with my throat, but that it was not very serious. He advised me to take some medicine. My mom paid and got the medicine from the pharmacy using the prescription from the doctor.

2 Tell students to read the passage in Part A, paying special attention to the places and their purposes. Encourage them to consult the dictionary when they have questions before asking you.

Vocabulary extension

1 Tell students to read the instruction for Part B. Ask them to work in pairs to match the places in a hospital with the different purposes on Page 22. Then check the answers as a class.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>B 1 h 2 i 3 d 4 f 5 b</td>
</tr>
<tr>
<td>6 c 7 e 8 a 9 g</td>
</tr>
</tbody>
</table>

2 Have students complete Part C individually. They may refer to Parts A and B for reference.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>C 1 clinic</td>
</tr>
<tr>
<td>2 reception</td>
</tr>
<tr>
<td>3 emergency room</td>
</tr>
<tr>
<td>4 X-ray room</td>
</tr>
<tr>
<td>5 pharmacy</td>
</tr>
</tbody>
</table>

3 You may bring some tablets, capsules and sprays to the class. Show them to students. This may give them a vivid picture of what these medicines are like. Have students complete Part D individually. Encourage them to consult with each other or check the dictionary when they have questions rather than ask you. Then check the answers as a class.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>D tablets/pills</td>
</tr>
<tr>
<td>E capsules</td>
</tr>
<tr>
<td>G liquid medicines</td>
</tr>
<tr>
<td>D injections</td>
</tr>
<tr>
<td>A sprays</td>
</tr>
<tr>
<td>C creams</td>
</tr>
<tr>
<td>E powders</td>
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</tbody>
</table>
Grammar and usage

The grammar target of this unit is linking verbs. Students will review what a linking verb’s function is in a sentence and what verbs can be used as linking verbs. Students are expected to apply the rules they have learnt to complete some written tasks.

Linking verbs

1. Have students think about what a linking verb is. Write the following sentences on the blackboard and have students point out the linking verbs:
   - I am a Senior 2 student.
   - Surfing the Internet is really interesting.
   - We are now in need of English teachers.
   - The question is how to solve the problem.
   - What we want to know is who will give us the lecture next Monday.
   - Your suggestion sounds reasonable.
   - It seems that everyone here knows him quite well.
   - Milk goes bad easily in summer if you do not put it in the fridge.

   Tell students to look at these sentences and point out what verbs are usually used as linking verbs and what a linking verb’s function is in a sentence.

2. Tell students to read the instructions on the top of Page 24 and make sure that they understand clearly what a linking verb is. Then have one student read the example sentence to class. They will learn that the adjective effective following the linking verb is gives information about the state which the subject the new medicine is in.

3. Have students read Part 1 so they can learn that other verbs besides ‘to be’ can be used as linking verbs. Tell them to pay attention to the words or phrases after these linking verbs. They can see that after the linking verbs appear, seem, prove, keep, stay or remain, adjectives or prepositional phrases are often used to indicate the state which the subject is in.

4. Have students read Part 2 so they can learn that words relating to the five senses can also be used as linking verbs.

5. Have students read Part 3 so they can learn that verbs indicating a change of state can be used as linking verbs.

6. Tell students to go over all the example sentences and give a summary about what words or phrases can be used after linking verbs. Then have students read Part 4 so they can learn that linking verbs can be followed by adjectives, nouns or prepositional phrases.

7. Tell students to do Part A on Page 25, which asks them to underline all the linking verbs in Linda's diary. To check the students’ understanding of the diary, ask the following questions:
   - Why does Linda feel worn out? (Because she took part in a debate about medicine and exercise that morning.)
   - What views do you think the boy may have towards medicine and exercise? (He holds the view that medicine is not really bad, but people should pay attention to the problems it can cause.)
   - Who do you think has won the debate? (Linda.)

   You can also have students translate the linking verbs together with their predicatives into Chinese, and compare the different ways to express the same meaning in both English and Chinese, so they will be able to use linking verbs properly.
Answers

A 12 March

Today I feel worn out. This morning, I took part in a debate about medicine and exercise. Medicine plays an important role in our lives, but there are still some people who do not like it. They say that most drugs have side effects, and that not all diseases can be cured by medicine. Taking exercise, on the other hand, is always safe.

The boy I debated against was very skilful. He made some quite reasonable points and gave a superb speech. I talked to him after the debate. He seemed tired too. In fact, he doesn’t really think medicine is bad, but he believes we should be aware of the problems it can cause. I told him that if we are cautious about using medicine, we can benefit from it.

We were both happy with the outcome of the debate. People stayed silent and listened to us, and applauded at the end. Mum predicts that I will become quite a good public speaker if I continue to take part in debates. I am eager to debate again because today proved very successful!

8 Have students do Part B. Students will learn that using some other linking verbs to replace verb ‘to be’ can make the sentences more vivid and more clearly defined. Check the answers as a class.

Answers

B 1 remain
2 sounded
3 smells
4 appear
5 go
6 proved

9 Have students do Parts C1 and C2 on Page 109 of the Workbook so that they will have more chances to practise using linking verbs properly.

Resources

Students may want to learn more about linking verbs and what can be used after a linking verb.

1 Tell students that when a verb is followed by an adjective, the verb is most probably a linking verb. Have students compare the following sentences:

The food my mother cooks tastes delicious.
(Here tastes is a linking verb. The adjective delicious indicates the state which the subject the food is in.)

I tasted the food and found it was delicious.
(Here tasted is a transitive verb. The food here is used as the object.)

Milk goes bad easily in summer if you don’t put it in the fridge. (Here goes is used as a linking verb, followed by the adjective bad indicating the state that the subject milk is in.)

Many students in our school go in for sports. (Here go is an intransitive verb, and the verb phrase go in for means ‘to take part in’ or ‘to engage in’.)

Few people remained calm when they heard the exciting news. (Here remained is a linking verb, followed by the adjective calm indicating the state that the subject few people is in.)

Almost no trees remained along the beach after the tsunami. (Here remained is used as an intransitive verb.)

2 Students should understand that a verb-ing form, a past participle, an adverb, an infinitive or a clause, as well as an adjective, a noun or a prepositional phrase, can all be used after a linking verb. For example:

Not only teenagers but many adults think that the book Harry Potter and the Prisoner of Azkaban is very interesting.
When the first manned spaceship landed safely, all the people were very excited. Sorry, Jimmy isn't in. You may call again an hour later.

About 79 per cent of survey respondents said their second most common use of the Internet is to advance their knowledge about their hobbies.

One of the greatest benefits of Internet friendships is that they are based on common interests, rather than appearance, age or popularity.

**Task  Reporting on short-sightedness**

This section consists of a series of activities which provide students with opportunities to learn and practise the skills of listening, speaking, reading and writing. This section is divided into three steps and each step is preceded with a skills building activity. By going through the three steps, students will learn how to listen for present situations, how to interview someone and how to write a radio script. Students are expected to apply these skills practically by completing notes, interviewing a doctor and writing a script for the school radio station.

**Skills building 1: listening for a present situation**

1 Arouse students' interest by showing them an item from the TV news. Before showing it, you may ask students to discuss in groups of four about their past experience of listening to a TV news report in English. You may ask them the following questions:

*Do you often watch the English news on TV?*

*How much can you understand?*

*What problems do you have in listening to the news about current affairs or situations?*

Write on the blackboard the problems or difficulties that students have while listening to an English TV news report. Then show students the short item from the TV news. Tell students to think about what they can do to improve their listening ability. You may also organize a group discussion. Have several groups report their answers to the class.

2 Have students read the instructions on Page 26. Make sure that they understand how to listen for present situations. Remind students that it is important to identify the problem, the explanation, the reasons and the solutions in the report.

**Step 1: completing notes**

1 Tell students to make a survey of short-sightedness in class. They should focus on the following points:

* number of students who wear glasses
* comparison of the number to the last year's figure.
* reasons for the problem
* solutions to the problem

2 Play the recording once and have students finish Part A on Page 26. If necessary, play the recording again, stopping after each answer or sentence so that students have time to fill in the blanks. Have students look at their answers. If they still have some gaps, tell them to read the notes again. Then play the recording once more.
Tapescript

TV Reporter: Here I am in China, looking into a problem that is common among Chinese students today—the increasing number of Chinese students with short-sightedness. According to the result of a national survey of students' health, the percentage of Chinese primary school students who suffer from short-sightedness is twenty-two point eight per cent. Among junior high school students the number increases to fifty-five point two per cent, and as for senior high school students, seventy point three per cent of them need to wear glasses. These high figures worry both teachers and parents.

But first, what exactly is short-sightedness? Short-sightedness is caused when the eye is unable to focus on distant objects. This results in poor eyesight. Short-sightedness can usually be corrected with glasses.

The question is why so many students in China suffer from this problem. Dr Li, an expert on short-sightedness, said that many students read in bed, and very often their rooms are not well lit. Students need more information on the problem so that they understand how their eyes can be protected.

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

Answers

A  (1) short-sightedness  (2) 22.8
(3) 55.2  (4) 70.3
(5) distant  (6) poor
(7) bed  (8) rooms
(9) information  (10) protected

4 Have one student read aloud the instructions for Part B on Page 27. Then organize students into groups of four and tell them to finish the chart. Allow less able students to work in pairs.

Answers

B

<table>
<thead>
<tr>
<th>No. 1 High School</th>
<th>No. 9 High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>a d f g i</td>
<td></td>
</tr>
</tbody>
</table>

5 Have students listen to a news story in Part C and fill in the missing information in the table.

Tapescript

Announcer: No. 9 High School was recently awarded a prize from the local health officials for taking action to protect students' eyesight. The school has advised students to do eye exercises both at school and at home. It has also introduced chairs that can be adjusted to improve the way that students sit while reading in the library. Besides these measures, the school has also distributed information to parents so that they make
changes in the home. This includes advice that children should be at least two metres away from the TV when they are watching it, and that the light in the room should be on and the TV set should be at or below eye level so that children do not have to look upwards. They also look out for signs that suggest children may have a problem with their eyes. The signs include frequent headaches and falling behind with school work. Well done, No. 9 High School!

Answers

<table>
<thead>
<tr>
<th>No. 1 High School</th>
<th>No. 9 High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>b c h i</td>
<td></td>
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</table>

Skills building 2: interviewing someone

1 Tell students to go over the instructions on top of Page 28. Make sure that they understand what each point is about. You may ask more able students to make sentences using the examples provided. Encourage them to discuss and suggest more ways to give self-introductions and to start asking questions.

2 If possible, you may show students a short interview from a TV programme. Tell students that they should pay special attention to the language the interviewer and interviewee use. Ask students if there are any sentences which have not been covered in this part. Write these sentences on the blackboard. Encourage more able students to write the sentences in the margin of their book and to use them in their own interview.

Step 2: interviewing a doctor

1 Organize students into groups of four and tell them to discuss suggestions to protect their eyesight. Encourage them to list as many suggestions as possible. For example:
   - *Do eye exercises twice every day.*
   - *Do not read in bed or without good lighting.*
   - *Take some eyesight supplements such as Vitamins A, C and E.*
   - *Have your eyesight examined regularly.*
   - *Relax your eyes once an hour while working on computers or watching TV.*
   - *Often focus your eyes on green trees or grass for a rest.*

2 Have students go through the sentence structures in the left box and the suggestions in the right box on Page 28. Make sure that they understand each suggestion.

3 Have students work in pairs. One acts as the doctor and the other as the reporter. When they finish the interview, they should change roles.

Possible example

**Reporter:** Good morning, Dr Zhang. My name is Nancy. First, I would like to thank you for agreeing to this interview.

**Doctor:** Good morning, Nancy. I am very glad to be here. What would you like to know?

**Reporter:** According to a recent survey, more students now wear glasses. I am doing this interview to find out some information about
Doctor: Yes. It is a big problem among students nowadays. We cannot ignore the fact that the number of Chinese teenagers with short-sightedness is increasing rapidly.

Reporter: What can we do to solve the problem?

Doctor: I would recommend that students’ eyes be tested every year. This is because we need to identify any problems as early as possible.

Reporter: What else would you recommend?

Doctor: Apart from this, I suggest that students tell their parents about any problems they are having seeing words on the blackboard or in other places. Parents should make sure that children are not sitting too close to the television or doing badly at school.

Reporter: Could you tell me some specific things that parents can do at home?

Doctor: I strongly recommend that parents make sure their children do not read in bed. It can do great harm to their eyes. Besides these, make sure there is plenty of light when children are reading.

Reporter: Thank you for your good suggestions. Goodbye.

Doctor: Goodbye.

Skills building 3: writing a radio script

1. Have students read the instructions at the top of Page 29. Make sure that they understand what should be included in a script.

2. Tell students to read the points one by one and make a sentence for each point. In this way, you can be sure whether students understand how to write a radio script. For example,

- greeting
  
  Hi, everyone. This is the news.

- who you are
  
  This is (student’s own name). I will talk about what our school has decided to do in order to protect our eyesight.

- the topic
  
  The topic today is what we can do to protect our eyesight.

- explanation of what the topic is
  
  I’m going to talk about what should be done at home to protect our eyesight.

- background information, including the present situation
  
  More and more teenagers are wearing or need to wear glasses so that they can see clearly. In our school, the number of students who are short-sighted is also increasing.

- reference to other information
  
  The reporters at our school radio station have interviewed a famous eye doctor from No. 1 People’s Hospital. The doctor has given some advice on how to protect our eyesight. They also have talked with the headmaster of our school to ask what the school will do to help solve this problem.

- suggestions
  
  The doctor suggests that we should ...
  
  The headmaster says that our school will ...

- ending
  
  Thank you for listening to my report.
Step 3: writing a script for the school radio station

1. Tell students to read the instructions in Step 3, so they can learn that they are going to write a script about short-sightedness with the information they gathered in Steps 1 and 2. Have students review the results they have collected and the main points they need to include in writing a script.

2. Have students work in pairs to write an outline. When writing, they may refer to the main points that should be included in Skills building 3.

3. Organize students into groups of four to write a script. Make sure that each member is responsible for a part of the script.

Possible example

**Reporter:** Good morning, everyone. This is David at the school radio station. We are investigating a problem—short-sightedness, which is very common among Chinese teenagers today. We have interviewed a doctor in our city about what parents and students can do to protect students’ eyesight. The doctor strongly suggests that every year students’ eyes should be tested to identify any problems, and they should not read in bed with poor lighting. Apart from this, we’ve also made a survey on the measures they take in No. 1 and No. 9 High Schools. They both have taken steps to protect students’ eyesight, such as pausing in the middle of lessons and asking students to look out of the window at distant objects, introducing the proper manner of holding a book to students and advising them to do eye exercises both at school and at home. I hope our investigation will bring your attention to the problem and be helpful for you. Thank you for listening.

Project Exploring Chinese medicine

The project in this unit is designed to help students learn and use English through doing a project together. The reading article in Part A is about Chinese acupuncture, one of the most famous traditional Chinese medical treatments. Students may use the background information in the article and what they have learnt to finish a project about Chinese medicine. In the course of doing the project, students will do research on the topic, and discuss the possible benefits or disadvantages of acupuncture in comparison to other medical treatments.

Students are expected not only to research information but also to choose useful information. To finish the project, students should assign roles to all group members, work together and fulfil each part of the assignment. By doing the project, students will gain a better understanding of Chinese medicine.

Part A

1. Have students read the article about Chinese acupuncture quickly. Tell them to scan the text and find which of the following topics is not mentioned: *history, past uses, current uses, acceptance in the West, benefits, disadvantages* (disadvantages of Chinese acupuncture)

2. Tell students to scan the text and take
notes on the development of Chinese acupuncture. The following might help them understand the reading passage better:

The development of Chinese acupuncture

- Stone or metal needles
- Make holes on swollen areas of the body
- 365 acupuncture points
- Metal needles
- Put needles into the skin at certain points on the body
- About 2,000 acupuncture points

3 Have students think about the following questions:
   - What medical problems can acupuncture treat?
   - How does acupuncture reduce and relieve pain?

Encourage students to express their opinions freely. They may read the last two paragraphs again to find the answers to the two questions.

Part B

1 Organize students into groups of four and discuss the eight questions in Part B. They should report their findings to the class.

2 Tell each group to prepare their project. Then have each group present their project to the class. Encourage other groups to give comments or raise questions.

3 Have students do Parts B1 and B2 on Page 108 of the Workbook, so they will be more familiar with some important words learnt in this section.

4 Have students do the listening exercises in Parts A and B on Page 114 of the Workbook, and then complete Part C. Or they can do these exercises as homework.

5 Have students do Parts D1, D2, D3, and D4 on Pages 110 and 111 of the Workbook as their homework, so they will practise using some words and patterns learnt in this unit.

6 Have students first read Part A and then do Part B on Page 115 of the Workbook as homework.

Self-assessment

This section allows students to determine the progress they have made, how well they have improved their skills, and also what else they can do to study English better. The colour bar rates how confident students feel about what they have learnt in this unit.

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

In Part A, some items are presented to students and they are asked to check how well they think they have developed these skills. Each item corresponds to one or more parts in this unit. For example, by going over Part E on Page 21, students will show that they are able to use the vocabulary learnt in the unit. Students have the opportunity to evaluate their own skills and abilities in English. If they feel very confident about an item, they can score it 5. If they feel slightly confident about another item, they can score it 2. By adding all the scores and dividing the sum by 80, students will get a percentage, which shows their level. If they feel there are some areas in which they are not confident or just slightly confident, they can think about how to improve on them.

In Part B, students are asked to make an action plan for improving what they are not confident about. You can have a better understanding of your students' performance, enabling you to help them study English more effectively.
This unit introduces and develops the theme of the Internet and its uses. In *Welcome to the unit*, a poster presents the Internet and its uses to students. On the poster, there are four pictures, each focusing on one of the Internet uses. Students are expected to discuss the advantages and disadvantages of using the Internet. The *Reading* text is made up of two speeches given by two students at a debate about the positive and negative effects of the Internet on our daily lives. The *Reading strategy* teaches students how to read an argument, so they will be able to know how to use facts to support their views in a debate. *Word power* focuses on vocabulary related to the Internet, with a relevant exercise to strengthen the usages. Students are also expected to know the meanings of some abbreviations used in Internet chat rooms. In *Grammar and usage*, students will review auxiliary verbs and how to use them correctly. The *Task* section requires students to write a report about the ways people watch or listen to the news. Students will learn how to read charts, how to form more specific questions and how to report on facts and figures. In *Project*, students will read an article about how to do Internet research and then use the Internet to do research on a certain topic.

This unit provides chances for students to have a better understanding about how to use the Internet properly and efficiently. Integrated skills which relate to the topic are practised and reinforced. Students are expected to fully participate so as to further develop both their language skills and their overall ability. This unit also enables students to learn how to collect correct information, and how to ask specific questions. Students are expected to apply what they have learnt by writing a report.

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# Highlights of the unit

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<td>1. <em>I am speaking in favour of the Internet—I believe that the Internet has positive effects on our lives.</em></td>
<td></td>
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<tr>
<td>2 Describing positives and negatives</td>
<td></td>
</tr>
<tr>
<td>2. <em>In my opinion, the Internet has negative effects on our lives.</em></td>
<td></td>
</tr>
<tr>
<td>3. <em>For these reasons, I believe the Internet is a positive tool that helps make our lives better.</em></td>
<td></td>
</tr>
<tr>
<td>2. <em>With the touch of a button or the click of a mouse, a student will find abundant information from the largest libraries and museums in the world at his or her command.</em></td>
<td></td>
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<tr>
<td>2. <em>The huge amount of false information on the Internet becomes more of a problem every day. This is very troublesome because we cannot always tell if the information is true or not.</em></td>
<td></td>
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<tr>
<td>Vocabulary</td>
<td>brand, click, abundant, command, assumption, statistics, bond, diverse, correspond, globe, avenue, address, evaluate, accuracy, weakness, false, educator, reference, booth, withdraw, conference, explicit, alarm, lifetime, competence, inventor, abandon, appointment, terminal, directory, classify, type, web, qualification, comb, specific, category, bunch, relevant, bother, correction, plus, sparrow, minus, outline, acknowledge</td>
</tr>
<tr>
<td></td>
<td>turn to somebody/something, at someone's command, what is more, up to date, drop out, comb (through) something (for), a bunch of</td>
</tr>
<tr>
<td>Grammar</td>
<td>Auxiliary verbs</td>
</tr>
<tr>
<td></td>
<td><em>The Internet has too much information that has not been evaluated for accuracy.</em></td>
</tr>
<tr>
<td></td>
<td><em>He didn't find any useful information on the Internet.</em></td>
</tr>
<tr>
<td></td>
<td><em>There are two main points which must be included when we analyse the Internet.</em></td>
</tr>
<tr>
<td></td>
<td><em>You do know a lot about the Internet.</em></td>
</tr>
<tr>
<td></td>
<td><em>It's getting late. I've (got) to go now.</em></td>
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<td><em>The application of this technology is likely to cause a revolution in this industry.</em></td>
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<td>Skills and strategies</td>
<td>By the end of this unit, students will be able to:</td>
</tr>
<tr>
<td>1</td>
<td>read two speeches and an information sheet</td>
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<tr>
<td>2</td>
<td>listen to speeches about how people watch and listen to the news</td>
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<tr>
<td>3</td>
<td>talk about the Internet and ask questions about facts and figures</td>
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<td>4</td>
<td>write an e-mail reporting facts and figures</td>
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<td>5</td>
<td>do research on the Internet and design a poster</td>
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<tr>
<td>Culture</td>
<td>1 Different opinions about the Internet</td>
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<td>2 Different news sources</td>
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</table>
Welcome to the unit

Thanks to the Internet, people all over the world are closely connected. In this section, a poster about the Internet and its uses is presented to students. Students will discuss the current and future uses of the Internet based on the four pictures in the poster. They should think about the positive and negative aspects of the Internet. Students are expected to be involved in the discussion, express their opinions about the pictures freely, practise their spoken English and share ideas with each other in a group and then in class.

Brainstorming

1. Get students to focus on the topic of the poster, ‘A world of connections’. Have students think about the ways that people have used to connect with each other. You may ask a question like this: Do you know how people kept in touch with each other in the past?

They should know that before the invention of the Internet, people used letters, postcards, telegraphs, faxes and telephone calls to communicate. Some of these ways of communication are still used today. Have students do some research on this topic before class. Tell students that with the development of the Internet, more and more people are now using computers and the Internet for communication.

2. Have students read the following sentences. Tell them that some words are now used as computer terms.

Students should try to figure out the meanings of these words used as computer terms.

Which TV programme would you like to watch tonight? (A program is something that we use to control or operate a computer. Remind students that in British English, ‘program’ is only spelt without another ‘m’ and the ‘e’ when it refers to a computer program.)

I hate to clean windows. (Windows is a kind of computer program developed by Microsoft.)

The music from the keyboard sounds like music from a real piano. (A keyboard is a set of keys on a computer that helps you operate the computer or key in words.)

Memory is something you may start to lose with age. (Memory is a space in the hard drive of a computer that helps you store information.)

Julie wants to have a pet mouse. (A mouse is something that you control with your hand to move the cursor on the computer screen.)

Have students discuss the sentences in groups of four. Tell students to talk briefly about their previous knowledge about the computer and the Internet. Then invite some of the groups to report their information.

Sharing information

1. Before moving on to discuss the pictures, have students in pairs talk about their experiences using the Internet.
2 Have students read the instructions and study the four pictures on the poster one by one. Then encourage students to work in pairs to discuss each picture. Ask students what impresses them most after studying these pictures. Here are some sample questions:

**Picture 1**

What can people do on this website?

What do we call this kind of website that provides searching services? (We call it search engine.)

Do you know how to find information on the Internet using a search engine?

What search engines do you know or often use? Which is your favourite search engine?

**Picture 2**

Have you ever heard of shopping online or bought anything online? What is shopping online like?

What do you think would be the advantages of buying things online? (As online shopkeepers do not have to pay for the rental of a real shop, the products sold online are usually cheaper than those in real shops. It is easy and convenient to compare a product in several online shops. Paying for things is simple as you just key in the credit card number and confirm the payment online. The delivery is usually quick and online shops provide delivery to your home. The most important thing is that shopping online saves a lot of time.)

What do you think would be the disadvantages of online shopping? (Because you can only see pictures of the products online, sometimes you receive something that was not what you really wanted. The safety of your payment is not one hundred per cent guaranteed, as someone may steal the account or pin numbers of your credit cards. Also, some people falsely advertise products and then steal customers’ money.)

**Picture 3**

Have you ever tried talking with your parents or friends online? What was it like?

What devices do you need if you want to talk with people online? (A computer connected to the Internet, a web-camera, a web-microphone and proper software.)

What are the good points and bad points of talking online? (There are many good things about talking online. People can save a lot of money instead of paying for long-distance calls. They can keep in touch with family members or friends wherever they are in the world. They can also make new friends in different parts of the world. There are negative things too. The quality of the pictures or voice depends on the speed of the network. Many people talk with online friends without realizing that their pictures could be used by others in illegal ways.)

Which way of communication do you prefer, talking face to face, talking over the telephone, talking online or talking online with a web-camera? Why?

**Picture 4**

Have you tried other online services that are not mentioned here? Which ones?

What other online services do you think we will need or have in the future?

What role do you think the Internet will play in the future?

Do you think it is a good idea to ‘live’ on the Internet completely?

3 Have students work in groups of four or allow them to form their own groups. Tell them to read the three questions under the poster. Make sure that each one of them knows the meanings of the questions.

4 Have students exchange their opinions and discuss the three questions. Encourage all of them to fully
participate in the discussion. Then have several groups report their answers to the class. Remember it may be more interesting for groups to exchange and compare their answers.

Sample answers
1  Yes, I like it very much. Normally I use it for checking e-mails, reading the most up-to-date news or talking with my friends. Recently, I registered for an online music course, which allows me to study music and listen to music online for free. I bought things online once or twice, but I rarely do it now because I am very concerned about my privacy and the safety of my activities.

2  Fast speed and easy access are the most important benefits of the Internet. Compared to the postal system, e-mail is very fast because people can receive an e-mail instantly after it is sent instead of waiting several days for a letter. Also, people no longer need to queue to pay for things, to book tickets or to register for something. They only need to sit in front of the computer and key in their information. The Internet has made modern life very convenient. However, the Internet also has its negative aspects. As the Internet allows free flow of information, people sometimes find that there is too much information online which has not been proven to be true. To some extent, the Internet is becoming a place to spread rumours. In addition, the Internet helps the free spread and downloading of pictures, literature, music or films without acquiring the permission from the copyright holders, which is illegal.

3  The Internet will free people from the office. People will not have to go to their offices every day. They can do their business online, including reading documents and having meetings. At that time, people will have more spare time and arrange their personal lives freely. Every part of a home can be connected to the Internet, e.g., the fridge, the microwave oven or the bath, so that you can use the computer to pop online and control your electrical devices at home while you are away. You can get home with food ready in the microwave oven and hot water ready in the bathroom. What used to be a great problem in daily life will be just simply at one click of the mouse. Finally, the Internet will shorten the distance between people in different parts of the world. Free access to information will enable people to better understand the world they are living in. This will better protect minority cultures and help people avoid culture shock.

Reading
The reading text here is made up of two speeches given by two students at an inter-school debate about the effects of the Internet on our lives. The two students talk about the advantages and disadvantages of Internet use. Students are expected to gain information about Internet use, practise their reading skills and improve their overall ability by participating in activities. The Reading strategy in this unit teaches students how to read an argument. Students are expected to put this skill into practice.
Lead-in

1 Tell students that they will read two speeches about the advantages and disadvantages of Internet use. Have students think about their experiences on the Internet and discuss their opinions of the Internet.

2 You can start the class with the following questions:
   Do you use the Internet? What do you often do on the Internet?
   How do you search for the information you want? Can you always find the information you want?
   Do you chat on the Internet often? What do people often talk about in a chat room on the Internet? What do you think of making friends online?
   Have you ever listened to or downloaded free music from the Internet? Do you think it is a good way to share resources, or is it bad because it breaks copyright laws?
   Do you use the Internet often? How do you feel when you spend a lot of time on the Internet?

Reading comprehension

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

2 Have students read the two speeches 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. It asks students to clearly state the speakers’ arguments and the facts they provide. If time permits, you can have students either find the topic sentence in each paragraph or summarize the main idea of each paragraph while completing Parts C1 and C2. After students finish the exercises, check the answers as a class.

Answers

C1 1 against 2 for 3 against 4 for 5 for 6 against

C2

<table>
<thead>
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<th>Arguments</th>
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<tbody>
<tr>
<td>Gathering information is the primary use for the Internet.</td>
</tr>
<tr>
<td>People use the Internet to build social bonds.</td>
</tr>
<tr>
<td>The huge amount of false information on the Internet becomes more of a problem every day.</td>
</tr>
<tr>
<td>Spending too much time building relationships on the Internet can damage people's abilities to live normal lives.</td>
</tr>
</tbody>
</table>

3 Have students read the two speeches again and find more information about each side's main points, supporting facts and conclusions. Provide the table on the following page as an example. Encourage more able students to design and make their own tables to summarize the two speeches. Tell less able students to fill in the table with correct answers.

Answers

A 1 They are about different effects of the Internet on our lives.
  2 Two.
  3 The first point is that the Internet has too much information that has not been evaluated for accuracy. The second one is that it is transforming the way people spend their time.
<table>
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<tr>
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<th>Main points</th>
<th>Supporting facts</th>
<th>Conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zhu Fei</td>
<td>the Internet’s value for people who are looking for information</td>
<td>A recent survey conducted in the USA shows that 80 per cent of Internet users employ it mostly to search for answers to questions, and that 79 per cent to find out information about hobbies.</td>
<td>The Internet is a positive tool that helps make our lives better.</td>
</tr>
<tr>
<td></td>
<td>the way for people to build social bonds</td>
<td>- Internet friendships are based on common interests, rather than appearance or age.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- People who are disabled and must stay in their homes can correspond and communicate with others around the globe who have similar interests.</td>
<td></td>
</tr>
<tr>
<td>Li Lei</td>
<td>too much information that has not been evaluated for accuracy</td>
<td>- In 2003, eBay said that 70 per cent of their problems were with people who sold things that did not exist, or who lied about the products they were selling.</td>
<td>It is important for us either to limit our use of the Internet, or to learn how to handle the problems it has caused.</td>
</tr>
<tr>
<td></td>
<td>the way that the Internet is affecting people’s private lives</td>
<td>- Educators around the world complain that students are handing in papers using false information they found on the Internet.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Some families spend their time apart because one or more members are surfing the Internet, or are in a booth at an Internet cafe.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Some young people spend so much time playing computer games on the Internet that they have become addicted to them.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- One university did a study about the students who had dropped out, and found that 43 per cent of them were heavy Internet users.</td>
<td></td>
</tr>
</tbody>
</table>
Have students check the answers as a class. Then tell them to work in pairs to prepare a presentation. Have students use the information in the text or information they collected before class for their presentation. They may use the chart to organize their ideas.

Have students focus on the Reading strategy. They should read the reading strategy first, and then point out which sentences in the reading passage are about the two speakers’ views, which sentences are the supporting facts the two speakers give, and which sentences are their conclusions. Make sure that students understand what they need to do.

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. Part E is an e-mail written by a university student to his mother, which aims to make students more familiar with the reading passage and the useful words in it.

Answers

D 1 b  2 a  3 g  4 f  5 c  6 d  7 e
E (1) weaknesses  (2) diverse  
(3) bonds  (4) addressed  
(5) click  (6) correspond  
(7) statistics

Post-reading activities

Tell students to role-play the debate. In order to have more students participate in the activity, you can divide the class into groups of four. Two members in each group represent Zhu Fei and the other two represent Li Lei. Each student reads one point in the debate. If possible, encourage more able students to make some changes or add their own opinions to the debate. Then have several groups present their debates to the class. Hold a competition between the groups. The one with the best debating skills wins.

Have students focus on Part F, which acts as an extension exercise for consolidating the information and improving students’ spoken English. Have students read the instructions and then discuss the questions that follow. Encourage students to articulate their thoughts and share their opinions with each other. Any possible answer is acceptable.

Have students do Parts A1 and A2 on Page 116 of the Workbook, so they can be more familiar with the usages of some important words and phrases learnt in this section.

Have students do the listening exercises in Parts A and B on Page 123 of the Workbook, and then complete Part C on the same page. Or, they can do these exercises as homework.

Have students do the writing exercise on Page 124 of the Workbook. They can first read Part A, and then finish Part B. Or, they can do it as homework.

Notes

My name is Zhu Fei and I am speaking in favour of the Internet—I believe that the Internet has positive effects on our lives. (Page 34, Lines 2–3)

The noun effect means ‘result or change caused by an action’. It is usually followed by the preposition on in the verb phrase have a great/long-term/bad effect on ...

Smoking can have a bad effect on the body.
The horror film had a deep effect on the little boy. He dared not go to bed alone. Eating healthy foods as a child will have a long-term effect on the development of the body.

When people need information, from the news and weather forecasts to travel packages and academic research, the Internet is now the first source they turn to.

Here the verb phrase turn to means 'to go to somebody or something to ask for help'.

Tom had nobody he could turn to.

The more depressed the old man feels, the more he turns to drink.

The little girl turned to her mother for comfort.

One of the greatest benefits of Internet friendships is that they are based on common interests, rather than appearance or age.

- The noun benefit means 'an advantage, a good effect or profit'.
  
  What are the benefits of going there and helping them?
  
  I cannot see any benefit from taking part in that activity.
  
  Are you aware of the physical benefits of walking?
  
  Benefit can also be used as a verb with the meaning 'to do good to somebody or something'.
  
  These new facilities have benefited all the people living in this area.
  
  The plan will benefit our company in the long run.
  
  Tens of thousands of girls from poor families have benefited because of the Spring Bud Project.
  
  The verb phrase benefit from means 'to gain advantage because of something'.
  
  Who is most likely to benefit from the old man's death?
  
  The children have benefited greatly from their mother's wisdom.
  
  My father will go south during the winter. He will benefit from the warmer climate there.
  
  - The phrase based on means 'to use something, such as an idea, a fact or a situation, as the grounds to develop something else'.
  
  His speech is based on the current studies of Internet use.
  
  The film is based on a true story.
  
  My hopes are based on the good news we had yesterday.
  
  - Here rather than is used to show the preference, and means 'instead of'.

  Mr Lee is an artist rather than an engineer.
  
  We would like to go for a picnic rather than stay at home on such a sunny day.
  
  We want to be told the truth about the accident rather than just wait to be paid for the loss.

Without the Internet, these people would have fewer avenues to meet people.

The noun avenue here means 'a possible way of doing something'.

The committee has tried every avenue to find funding for that project.

There are many avenues open to young people who want to continue their education today.

The two countries have agreed to explore avenues towards peaceful coexistence in this region.

The main drawbacks of the Internet I will address today are that it has too much information that has not been evaluated for
accuracy, and that it is transforming the way people spend their time. (Page 35, Lines 32–34)

Here address is used as a verb, which means ‘to discuss, talk about or deal with (a problem, an issue, etc.)’.

Some developed countries have been slow to address the problem of global warming.

Your speech does not address the real issues.

He has addressed himself to the task of designing a museum for the university.

The verb address can also mean ‘to make a formal speech or to speak publicly to a group of people’, ‘to speak to someone directly’, or ‘to call someone a particular name when he or she is being spoken to’.

The president will address the nation on the ongoing situation in Libya this afternoon.

The Prime Minister addressed an audience of top business leaders of the country. He talked about taking positive and collective action to tackle climate change.

The judge should be addressed as ‘Your Honour’ in court.

6 Of course, access to up-to-date, accurate information is an important thing for anyone who is doing research. (Page 35, Lines 35–36)

The noun access means ‘a way or a method of entering or approaching some place or a person’.

The only access to the city is by water.

Students must have access to good books.

Few people have access to the newly elected president.

7 One university did a study about the students who had dropped out, and found that 43 per cent of them were heavy Internet users. (Page 35, Lines 56–57)

Here the verb phrase drop out means ‘to leave school or university without finishing one’s studies’. This verb phrase can also mean ‘to no longer take part in or be part of something’.

Mary started a maths degree at Oxford University but dropped out after her first year.

The young man had to drop out of college and look for a full-time job.

Mathew was injured in the first round and had to drop out of the game.

This study shows that people who spend too much time on the internet tend to withdraw from the people and the world round them. (Page 35, Lines 57–59)

The verb withdraw means ‘to stop taking part in an activity or being a member of an organization’. The preposition from is often used after it.

The ankle injury forced Yao Ming to withdraw from this season’s matches.

There have always been some calls for Britain to withdraw from the European Union.

The Argentinian forces were withdrawn from the island.

Withdraw can have some other different meanings.

The local government asked people to withdraw from the area polluted by nuclear radiation. (to leave)

I’d like to withdraw 500 yuan from my current account. (to take money out of a bank account)

The drug has to be withdrawn because of its side effects. (to take something back)

We asked him to withdraw his remarks and apologize. (to say something that one said earlier is not true)

Tom has withdrawn from the other kids since his parents were divorced. (to become quieter and prefer to be alone)
Word power

In this section, students will learn words related to the Internet. They will read two pages in two books about the Internet. The first page focuses on some basic words and useful terms needed to start surfing the Internet, while the latter relates to information about the parts of a web page. Finally, students will learn some useful abbreviations that people use in Internet chat rooms. These exercises are designed to practise and reinforce the vocabulary that students have learnt. Students are expected to expand their vocabulary as well as to become more familiar with the operation of the Internet.

Brainstorming

1 Before class, ask students the following question:
   The Internet plays a very important role in our daily lives. We use it almost every day. To surf the Internet, we need to be familiar with some words and terms. What words about the Internet or Internet use do you already know?

   Have students do some research before class. Encourage them to consult dictionaries or a thesaurus and find as many words as they can.

2 Have students review the words related to surfing the Internet. You may conduct the activity as follows:
   To surf the Internet, we must use a computer.
   What is each part of a computer called?
   Now listen to the following descriptions and find out what each sentence is talking about.
   You use a set of keys for typing. (keyboard)
   You use it to store information in your computer. (hard drive)
   You see words and pictures on it. (screen)

   It is a machine that puts words and pictures onto paper. (printer)
   It is a small device moved by hand. It controls the cursor on the screen. (mouse)
   It is a part of the computer where the sound comes out of. (speaker)
   These are sets of instructions that control your computer. (program)
   It is a short, movable line on the screen. (cursor)
   It is a small square of plastic surface on which a computer mouse moves. (mouse mat)

Vocabulary learning

1 At the beginning of the lesson, have some students report back what they know about the operation of the Internet. You can either conduct a question-and-answer activity or ask students to come to the front and write as many words on the blackboard as they know. The purpose of this activity is to make students more familiar with the words and terms connected to the Internet.

2 Have students read Part A. Make sure that students know what these words in blue mean or refer to in Chinese.

3 Have students focus on Part B and read the sentences individually. Make sure that students know what these words mean or refer to in Chinese.

4 Have students read the e-mail in Part C, which was written by Kenny to his grandpa about the Internet. Students are required to complete the e-mail with the correct words which have been discussed on Page 38. As there are some new words in the letter, you can encourage students to guess their meanings from the context. Then check the answers as a class.
Answers

C  (1) browse  (2) search engine
   (3) web addresses  (4) web page
   (5) home page  (6) back arrow
   (7) refresh  (8) minimize
   (9) download

BTW (by the way)
BRB (be right back)

3 Have students complete Part D individually. Then check the answers as a class.

Answers

D  1 LOL  2 KIT  3 BRB  4 BTW
   5 TA  6 YW  7 CU  8 ASAP

4 Ask students whether they know any other abbreviations that are not listed here. You can hold a small competition. Divide the class into groups of four. Make sure that every student participates in the activity. Encourage students to think of as many abbreviations as possible. The group that has the most abbreviations wins. For weaker classes, you can write the following abbreviations on the blackboard and ask students to guess what they stand for:
   IDTS (I don’t think so.)
   EOM (end of message)
   TTYL (Talk to you later.)
   GL (Gook luck!)
   MU (Miss you!)
   FAQ (frequently asked questions)

Vocabulary extension

1 In Part D, students will learn some abbreviations that people use in Internet chat rooms. Ask students whether they have used these abbreviations before. Tell them that as the abbreviations use only the first letters of each word, it is fast to type them when chatting online. It is very popular among young people to use these words.

2 Tell students that they can sometimes work out what an Internet abbreviation stands for by reading the letters out loud, for example:
   B4 (before)
   OIC (Oh, I see.)
   CUL8R (See you later.)
   You may need to explain some of the expressions to students:

Grammar and usage

The grammar target of this unit focuses is the use of auxiliary verbs. Students will review what an auxiliary verb’s function is in a sentence and what verbs can be used as auxiliary verbs. Students are expected to apply the rules they have learnt to complete two written exercises.

Auxiliary verbs

1 You may begin this section by writing

the following sentences on the blackboard. Tell students to read these sentences and point out the functions of the bold words in them.

My name is Zhu Fei and I am speaking in favour of the Internet.

One of the greatest benefits of Internet friendships is that they are based on common interests, rather than appearance or age.

Young people from diverse backgrounds and different countries can form friendships that will last their entire lives.
The main drawbacks of the Internet I will address today are that it has too much information that has not been evaluated for accuracy, and that it is transforming the way people spend their time.

Seventy percent of their problems were with people who sold things that did not exist.

You may ask students the following questions to see whether they can identify the different functions of these bold words used as auxiliary verbs. For example,

In the first sentence, we can see two verbs is and am. Are the two used as the linking verbs here? What is the function of is in this sentence? (In this sentence, is is used as the linking verb, which connects the subject my name to Zhu Fei; On the other hand am is an auxiliary verb, which is used together with speaking to show the time at which the action speak is occurring.)

In the second sentence, we can see the verb are, and following it is based. Is are here a linking verb or an auxiliary verb? If it is an auxiliary verb, does it just tell us the time when the action occurs? (Here we can see are is used together with the verb base in its past participle form, which tells us the sentence is in the passive voice.)

Let’s look at the third sentence. What is the function of can used in a sentence? What does will mean here? What do we want to express when we use will in this way? (Can is a modal auxiliary verb, which means ‘It is possible for someone to do something’. Will here is used to make the future tense.)

We can see has is used twice in the fourth sentence. What is the function of the first has? Does the second has has the same function as the first has? Do you know why been, the past participle of 'be', is used here in the sentence? (The first has means ‘to own or hold’ and it is a notional or lexical verb. The second has is an auxiliary verb, used to form the present perfect tense. We use been here to form the passive voice because after the auxiliary verbs have, has or had, we must use the past participle form of a verb.)

We can see did in the last sentence. We all know that did is the past form of do. Does did here mean that someone performed an action? If not, why is did used in this sentence? (Did here is an auxiliary verb used together with not to form a negative meaning. The auxiliary verbs do, does, and did can also be used to form interrogative sentences, or for emphasis.)

Have students read Part 1 on Page 40. Make sure that they understand the introduction about auxiliary verbs in this part.

2 Have students complete the passage in Part A on Page 41 individually. Then check their answers by asking some of them to read the passage. Give explanations about some new words or some sentences if necessary.

**Answers**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1 have</td>
<td>2 haven’t</td>
</tr>
<tr>
<td></td>
<td>3 don’t</td>
<td>4 didn’t</td>
</tr>
<tr>
<td></td>
<td>5 was</td>
<td>6 did</td>
</tr>
<tr>
<td></td>
<td>7 did</td>
<td>8 didn’t</td>
</tr>
<tr>
<td></td>
<td>9 wouldn’t have</td>
<td>10 will</td>
</tr>
</tbody>
</table>

3 Write the following verb phrases on the blackboard and tell students that these phrases are called phrasal auxiliary verbs. Tell them to try to use these phrases to make sentences.

have (got) to, had better, would sooner/rather (... than), cannot but, be to, be supposed to, ought to, used to, be about to, be able to

Have some students write their sentences on the blackboard. Then tell other students to read these sentences and see whether they have used these phrases correctly in these sentences.

Have students read Part 2. Have them compare the example sentences in this
part with the sentences they have made on the blackboard, so they will understand better how to use these phrasal auxiliaries properly.

4. Have students complete the passage in Part B individually. Then check their answers by asking some of them to read the passage. Give explanations about some new words or some sentences if necessary.

## Answers

|        | B  1 was about to | 2 used to
<table>
<thead>
<tr>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>3 wasn’t able to</td>
<td>4 was likely to</td>
</tr>
<tr>
<td></td>
<td>5 was supposed to</td>
<td>6 would rather</td>
</tr>
</tbody>
</table>

5. Have students do Parts C1 and C2 on Page 118 of the Workbook so that they will have more chances to practise using auxiliary verbs properly.

## Resources

Students may want to learn how to use auxiliary verbs correctly.

1. You can help students divide all the auxiliary verbs they know into four groups according to their different functions. The following table can be used.

<table>
<thead>
<tr>
<th>Auxiliary verbs</th>
<th>Functions</th>
<th>Example sentences</th>
<th>Forms of main verbs followed</th>
</tr>
</thead>
<tbody>
<tr>
<td>do, does, did</td>
<td>• to form negative sentences</td>
<td>They usually don’t find success from the very beginning.</td>
<td>the infinitive without to</td>
</tr>
<tr>
<td></td>
<td>• to form interrogative sentences</td>
<td>How did it feel to fail 1,000 times?</td>
<td></td>
</tr>
<tr>
<td>be (am, is, are, was, were)</td>
<td>• to show the continuous tenses</td>
<td>I am speaking in favour of the Internet.</td>
<td>the verb-ing form</td>
</tr>
<tr>
<td></td>
<td>• to show the perfect tense</td>
<td>My mother was cooking dinner when I got home.</td>
<td>the past participle</td>
</tr>
<tr>
<td>have, has, had</td>
<td>• to show the perfect tense</td>
<td>He had made great efforts before he was successful.</td>
<td>the infinitive without to</td>
</tr>
<tr>
<td>will, shall</td>
<td>• to show the future tense</td>
<td>I have read this book twice.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>My uncle will come home tomorrow.</td>
<td></td>
</tr>
<tr>
<td>be (am, is, are, was, were)</td>
<td>to form the passive voice</td>
<td>Thomas Edison was fired from his first two jobs for lack of competence.</td>
<td>the past participle</td>
</tr>
<tr>
<td>modal auxiliary verbs (can, may, must, ...)</td>
<td>to show mood, possibility, necessity, or to express a request, a wish, a suggestion, etc.</td>
<td>Young people from diverse backgrounds and different countries can form friendships that will last their entire lives.</td>
<td>the infinitive without to</td>
</tr>
</tbody>
</table>
2 More examples can be used to help students learn better about how to express different tenses in the passive voice. For example,

*The Internet has too much information that has not been evaluated for accuracy.*

*The sick baby is being taken good care of by the doctors and nurses in the hospital.*

*The new library will be completed at the end of this term.*

Have students point out which auxiliaries in these sentences are used to show the tenses and which to show the passive voice.

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**Task Getting news from the Internet**

This section consists of a series of activities which provide students with the opportunity to practise their listening, speaking, reading and writing skills. It is divided into three steps and each step is preceded with a skills building activity. Through the three steps, students will learn how to read charts, how to form more detailed questions and how to report on facts and figures. Students are expected to apply these skills practically by doing research on the Internet and to finish a report on different ways people watch or listen to the news.

**Skills building 1: reading charts**

1 You can present students the following bar chart, flow chart and pie chart:

**bar chart**

2 Have students read the directions in Skills building 1. Make sure that they understand what charts are used for and what they should pay attention to when reading a chart.

**Step 1: collecting information**

1 Have students read the instructions in Part A and make clear what they are
going to do. Then allow them several minutes to read the table to find out what they should pay attention to when listening to the recording.

2 Play the recording once. If necessary, play the recording again, stopping after each answer or sentence so that students have time to write down their answers. If they still have some blanks they cannot fill in, play the recording once more. Tell students to pay attention to any information that might be useful for their notes.

Tapescript

We are here today to discuss the ways that people get their news.

Most people turn to several different sources to learn what is happening in their local community, or around the world. They are newspapers, TV, radio and, more recently, the Internet.

There are different types of news. Some kinds of news are better found in certain sources than in others. As examples, I will discuss sports results, the weather, and recent events.

Sports results do not change once the event is over. Fans often do not need or want to see pictures of the games; they simply want to know the scores. For this type of news, radio and newspapers are the most suitable. The weather, however, is something which changes all the time. Therefore, a place to get news which is often updated, like the Internet or radio, is the best choice. Recent events can be covered in many ways, and what people choose often has to do with what type of news they want. For example, people wanting to know the top stories will probably watch TV news programmes. These only include the most important news. Some people prefer a wider range of views, and will probably prefer the Internet or a newspaper. Other people who drive or travel long distances to work often don’t have the time in the morning or evening to watch TV or read a paper. They like to listen to the radio while they travel to and from their offices.

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

Answers

A (1) radio (2) scores
(3) the Internet (4) changes
(5) updated (6) TV
(7) important (8) wider
(9) drive (10) watch TV

4 Have students go over the instructions in Part B and read the three sentences. Have them guess what the speech that they are going to listen to is about and what words will be used to complete these sentences. After students complete the three sentences, check the answers with the class. You can also ask students to tell what the speaker mainly talks about in the speech.

Tapescript

As the final speaker today, I would like to share with you some of the conclusions of our research. We wanted to know if the Internet would become the most popular source of news for people. We have found that although the Internet has become more and more popular, the number of people who get news from the Internet compared to radio or TV is still small. While the Internet is a popular tool, it is still not as easily accessible as newspapers, TV and radio, and due to the huge
amount of false information on the Internet, people do not always trust the news they find there.

**Answers**

B 1 small 2 accessible 3 trust

5 Have students read the instructions of Part C. Then let them look at the bar chart. Tell them to read the question, the captions, the key, the side (y-axis) and the bottom (x-axis) carefully. News on the different topics is presented on the y-axis, while the x-axis shows the percentage of the people. The bars in different colours tell where different percentages of people turn to first for certain kinds of news. Explain the words to students if they do not understand their meanings. For example: 'Emergency' here means news that tells people something serious has happened and direct action is needed immediately. This kind of news usually includes natural disasters and accidents.

After students have finished looking at the bar chart, have them go over the seven questions. Tell them to write down their answers.

6 Have students look at the pie chart and read the question and the key. Ask them what the percentages in the different sections are about. They should learn that these represent different percentages of people who trust different news sources. Then have them finish the remaining questions.

After checking the answers given by students, ask them why 50 per cent of people trust the news sources from national TV and local TV, while only 7 per cent trust the news on the Internet. Have them compare the two charts to see what conclusion they can draw.

**Skills building 2: forming more specific questions**

1 Begin this part by asking students what they should do if they want to get more specific information about a topic. Tell them that one of the ways is to ask more questions on this topic. Then ask students if they want to know more about what questions they can ask. Write the questions that students come up with on the blackboard.

2 Have students read the directions and the three parts on Page 44. Tell them to compare the questions given in the three parts with the questions they have given on the blackboard, and decide which questions can help them get more specific information. Make sure that they understand the meaning of every sentence, especially every question in this part.

**Step 2: asking more specific questions**

1 Focus students’ attention on the percentages of people who get news from the Internet in the two charts in Step 1. Have them work individually to think up and write down some questions to find more specific
information. They can consult the prompts in the left column on Page 44. Encourage them to think up more questions.

2 Have students work in pairs. One asks his or her partner some questions formed from the prompts in the left column, and the partner answers these questions using the prompts in the right column. After they have finished asking and answering their questions, have two or three pairs present their questions and answers to the whole class.

**Sample answers**

1 **Q:** What is the most popular way for people under 18 years old, people from 18 to 50 years old and people over 50 to get news?
   **A:** For people under 18, the most popular way to get news is from television. People from 18 to 50 most like to get news from newspapers as well as television, while people over 50 prefer getting news by listening to the radio.

2 **Q:** What news source do you think is the fastest growing?
   **A:** I think that Internet news is the fastest growing.

3 **Q:** Who mostly uses the Internet?
   **A:** People between 15 and 40 years old, especially those who are university-educated.

4 **Q:** What do people think are the best Internet news websites?
   **A:** The ones that are linked to or are part of major TV networks.

5 **Q:** How can I know which Internet news websites to trust?
   **A:** You can check facts on other websites, especially the ones run by organizations you already know.

6 **Q:** The most popular way to get news is to read newspapers, but some people do not like newspapers. Do you know why? What do you think are the problems with newspapers?
   **A:** The most important reason is that news on the Internet is updated each hour while news in newspapers cannot be updated. Besides, newspapers are often in large size with many pages.

7 **Q:** Some people prefer television news. What do you think about it?
   **A:** I think people prefer television news because they can see the most important and latest news on TV with pictures, and the news sometimes is live when the event is happening.

8 **Q:** Why do you think some people still prefer radio news?
   **A:** These people can listen to the news while driving or doing housework at the same time. No time is wasted.

**Skills building 3: reporting on facts and figures**

1 You can begin this part by asking students the following questions:
   *When you are asked to write a report on how the students in your class think they should spend their spare time, what should be included in it?*
   Students should include different opinions, and facts and figures about how different students spend their spare time. Have them discuss the following question:
   *How can you find opinions, facts and figures?*

2 Have students read the directions to find out what are the two main things to focus on. Make sure that they understand the meaning of each sentence.
3 Have students read Part 1 to learn how to state facts and opinions. They should understand clearly the difference between facts and opinions. To check their understanding, you can present the following sentences to students and ask them to decide which of them are facts and which are opinions:

- Computers are still too expensive for many people. (fact)
- I think reading newspapers is the easiest way to get the news. (opinion)
- You can not only see pictures but also hear people talking on TV. (fact)
- The news on the Internet is updated every hour. (fact)
- Some people consider the Internet news to be unbelievable. (opinion)

4 Have students read Part 2 and learn how to support their facts.

Step 3: e-mailing a report

1 Tell students that they will write a report about the ways people watch or listen to the news. Help students review the two speeches they have listened to and the two charts they have read in Step 1 by asking the following questions:

- What are the main sources for most people to get the news?
- If people want to learn about the weather, what news source would they like to turn to?
- Why do people use different news sources to get different information?
- Why do people not always trust the news on the Internet?

2 Have students decide the position they should take in the report, and to whom they will write the report. Have them read the instructions in this part. Before writing, they should think about what they will write in the report.

Possible example

Dear Sir

I went to listen to two speeches about the ways people get news. From the first speaker, I learnt there are different types of news, such as sports results, weather, and recent events, and some of them are more suited to sources like radio, newspapers, and television. There is no doubt that the Internet is becoming more and more popular, but the number of people who get their news from the Internet is still small. I have collected some figures from two charts, each of which is a survey of 500 people. According to the two charts, the percentage of people who first go to the Internet for news on emergencies, opinions, weather, the latest news and sports results is respectively only 2 per cent, 5 per cent, 5 per cent, 4 per cent and 5 per cent. However, for news on emergencies and the latest events, the percentage of people who turn first to local TV comes to 53 per cent and 48 per cent. Why don't people first go to the Internet to get news? The second speaker gave the following reasons: first, the Internet is still not accessible to everyone; second, information on it is often false so people do not always trust the news.

Yours
(Student's own name)

3 Have students first read the chart and the passage in Part A on Page 124 of the Workbook. Then they will learn how to write a passage according to the chart in Part B.
Part A

1. You can begin this part by asking students to work in pairs to discuss the steps they follow when they research information on the Internet. Have them write down what they do step by step. Then tell two or three pairs to present their methods for researching information to the class.

2. Have students read the article in Part A. They should underline the key words, phrases or sentences about Internet research while reading. Then check their work with the class, paragraph by paragraph. Make sure that they understand the meaning of each sentence in the article. Tell them to compare their own steps written down with the steps given in the article. The following table can be used to help students understand the reading passage better:

<table>
<thead>
<tr>
<th>Search engines</th>
<th>Subject directories</th>
</tr>
</thead>
<tbody>
<tr>
<td>a type of computer program</td>
<td>built by humans</td>
</tr>
<tr>
<td>based on the key words you type in</td>
<td>selected by a person and divided into specific subject categories</td>
</tr>
<tr>
<td>choose web pages for you which contain the words you ask for</td>
<td>present a bunch of titles of articles or pages, sometimes a short summary</td>
</tr>
<tr>
<td>present unevaluated contents</td>
<td>present evaluated, relevant and correct information, not up to date</td>
</tr>
<tr>
<td>present full articles or pages when one clicks the link</td>
<td>search for special information on the Internet?</td>
</tr>
</tbody>
</table>

3. Ask students the following questions to check whether they know how to do research on the Internet and how to use information got from the Internet:

   Do you check the date on the websites when you search the Internet? Why should we check the dates?

   What should we do to confirm the information we have got on the Internet?

   What websites are more trustworthy?

   What should we do when we want to

4. Have students do Parts B1 and B2 on Page 117 of the Workbook, so they will be more familiar with the usages of
some words learnt in this section.
5 Have students do Parts D1, D2, D3 and D4 on Pages 119 and 120 of the Workbook as homework.
6 Have students do the reading exercises on Pages 121 and 122 of the Workbook, so that they can learn more about the Internet.

Part B
1 Have students work in groups to discuss the questions in Part B. They should choose a topic to research on the Internet and then divide the work among the group members.
2 Have each group present their poster to the class. Other groups can give their comments. Encourage students to decide which group has made the best use of the Internet and has found the true and accurate information.

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 study English better. The colour bar rates how confident students feel about what they have learnt in this unit.
In this unit, 19 items are listed, each one scoring 5, with a total of 95 points possible. These items cover the main study targets in this unit, including listening, speaking, reading and writing skills, the usage of vocabulary and grammar items, as well as practising doing activities in English. Through assessing themselves as learners, students will realize whether they have achieved the goals for this unit.
In Part A, some items are presented to students and they are asked to check how well they think they have developed these skills. Each item corresponds to one or more parts in this unit. For example, after they have finished doing the two exercises in the Grammar and usage section, students will see whether they can use auxiliary verbs and phrasal auxiliaries 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 adding all the scores and dividing the total amount by the total sum, students will get a percentage, which shows their level. If they feel there are some areas in which they are not confident or just slightly confident about, they can think about how to improve on them.
In Part B, students are asked to make an action plan for improving what they are not confident about. You can have a better understanding of your students' performance, enabling you to help them study English more effectively.
Public transport

Overview

This unit introduces and develops the theme of public transport in the world. In Welcome to the unit, students are shown six pictures, each of which presents one means of transport and its main function. Students are expected to think about the different means of transport. The Reading text is a brochure about the London Underground, which is the first underground system in the world. The Reading strategy teaches students the skill of reading and understanding information in a tourist brochure. Word power focuses on vocabulary related to transport. In Grammar and usage, students will learn what a phrasal verb is and read some rules about how to use phrasal verbs. Following is the Task section, which requires students to write an e-mail to give information about how to travel from Nanjing to Dalian. They will learn how to listen to instructions, how to find out different information and how to give reasons for their choices. In Project, students will read a public notice explaining the problem of traffic accidents and suggesting ways they can be prevented. They are expected to work out an action plan about how people can protect themselves from traffic accidents.

This unit provides a chance for students to learn more about the development and different aspects of the public transport. Integrated skills of listening, speaking, reading and writing related to the topic are practised and reinforced. Students will learn how to take notes for future action, how to buy tickets, and how to write an e-mail to suggest a travel plan. In addition, this unit teaches students that it is very important for everyone to obey traffic rules so that they can prevent traffic accidents from happening. Students are expected to gain some insights into road safety.

Guide to pages

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<tr>
<th>Sections of the unit</th>
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<th>Teacher's Book</th>
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<td>Pages 60–62</td>
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<td>Pages 50–53</td>
<td>Pages 62–66</td>
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<td>Pages 66–68</td>
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<tr>
<td>Grammar and usage</td>
<td>Pages 56–57</td>
<td>Pages 68–71</td>
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<tr>
<td>Task</td>
<td>Pages 58–61</td>
<td>Pages 71–76</td>
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### Highlights of the unit

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<th>Public transport</th>
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<td><strong>Functions</strong></td>
<td></td>
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<tr>
<td>1 Describing problems</td>
<td></td>
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<tr>
<td><em>Unfortunately, the number of vehicles on the road caused unbelievable traffic jams, and the roads became so busy that no one could travel anywhere.</em></td>
<td></td>
</tr>
<tr>
<td>2 Describing means of transport</td>
<td></td>
</tr>
<tr>
<td><em>It has the distinction of being the oldest and most complex underground system in the world.</em></td>
<td></td>
</tr>
<tr>
<td><em>The London underground system is working to transport huge numbers of people as it has done for many years.</em></td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>rail, outer, tram, cab, convey, unfortunately, unbelievable, via, postpone, section, interval, choke, undertake, ownership, authority, architect, minister, enlarge, user-friendly, anniversary, subway, platform, growth, enquiry, handful, split, annual, receptionist, reservation, timetable, departure, ferry, port, punctual, arise, cyclist, pedestrian, minibus, aggressive, crash, fine, drunk, violate, beer, turning, load, brake, tyre, crossing</td>
</tr>
<tr>
<td>drop off, traffic jam, link up, at intervals, put through, decide on/upon, put off, turn up, fill in, a handful of, split up, speed up, arise from</td>
<td></td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>Phrasal verbs</td>
</tr>
<tr>
<td><em>This traffic problem led to the development of the underground system.</em></td>
<td></td>
</tr>
<tr>
<td><em>He is able to come up with new jokes about the people and things around him.</em></td>
<td></td>
</tr>
<tr>
<td><em>Sometimes people ask for travel information from travel agencies.</em></td>
<td></td>
</tr>
<tr>
<td><em>It was too dark, and I couldn’t make out the words written on the wall.</em></td>
<td></td>
</tr>
<tr>
<td><em>I can’t make out what the article says.</em></td>
<td></td>
</tr>
<tr>
<td><em>He made out that he was familiar with the Prime Minister.</em></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 tourist brochure about the London Underground and a notice about road safety</td>
<td></td>
</tr>
<tr>
<td>2 listen to instructions and a telephone call</td>
<td></td>
</tr>
<tr>
<td>3 talk about transport and ask for travel information</td>
<td></td>
</tr>
<tr>
<td>4 write an e-mail to give information</td>
<td></td>
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<td>5 make an action plan for preventing traffic accidents</td>
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<tr>
<td><strong>Culture</strong></td>
<td>1 The history of the London Underground</td>
</tr>
<tr>
<td>2 Traffic accidents and road safety</td>
<td></td>
</tr>
</tbody>
</table>
Welcome to the unit

Different means of transport help people travel and go from one place to another easily. In this section, six pictures are presented to students, each of which shows a different means of transport and its main function. Students are expected to discuss the differences between all these means of transport and how important they are to our everyday lives. They are encouraged to express their opinions about the pictures, share ideas in a group and practise their spoken English.

Brainstorming

In preparation for the class, tell students to review the word ‘transport’ and the nouns related to it. Have them explain ‘transport’ in their own words. For example:

Transport is a system built to carry people or goods to another place using vehicles, boats or planes.

Then ask students what ‘public transport’ is and what is included in ‘public transport’.

Write the following words on the blackboard:

- buses
- coaches
- trains
- the underground/subway
- ships
- planes

Have students work in groups of four to discuss public transport. You may ask them to think about the following questions:

How do people travel within a city?
How do people travel to nearby cities?
How did people travel to faraway cities 20 years ago?

What other means of transport can people choose to travel by to faraway cities today?
How did people travel to European countries in the past?
How do people go to other countries today?

Encourage students to relate their own experiences with the development of the transport. Make sure that each student has chances to speak and express their own ideas freely.

Sharing information

1. Have students read the instructions and study the six pictures one by one. You may ask them the following questions:

   What impresses you the most when you see these pictures?
   Do you think that transport has affected people’s lives? How?
   Do you think that transport can reflect people’s lifestyle? How?

   Encourage students to express their opinions freely.

2. Have students collect more information about transport before class and share their findings. You may conduct the following activity together with students:

   From your common knowledge, what means of public transport do people usually use in their daily lives?
   - buses, coaches
   - trains, the underground
   - ships, cargo ships
   - planes, aircraft

   What achievements have been made in the development of transport?
Before the Industrial Revolution, animals such as horses and mules were used for public transport.

After the Industrial Revolution, because of Watt’s invention, steam trains soon played an important role in public transport. Buses and ships then became popular as well. Underground trains also became popular as the traffic became too crowded in big cities.

There are now many means of transport from which people can choose. The speed is also much faster.

Pictures 1–6
Have students make a comparison among the different means of transport mentioned in this section. Draw the following chart on the blackboard and tell students to fill it in.

Advantages and disadvantages of the popular means of transport:

<table>
<thead>
<tr>
<th>Means of transport</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>buses/coaches</td>
<td>cheap and convenient</td>
<td>easily trapped in traffic jams; not so comfortable during peak times because they are usually very crowded; cause pollution</td>
</tr>
<tr>
<td>the underground</td>
<td>fast and convenient; fewer traffic accidents; comfortable</td>
<td>expensive to build</td>
</tr>
<tr>
<td>high-speed trains</td>
<td>extremely fast and convenient</td>
<td>relatively expensive</td>
</tr>
<tr>
<td>ships</td>
<td>comfortable</td>
<td>not comfortable for those who are seasick; relatively slow; the safety of the trip would be affected by storms</td>
</tr>
<tr>
<td>airplanes</td>
<td>fast and convenient; relatively a safer way of travel</td>
<td>relatively expensive</td>
</tr>
</tbody>
</table>

3 Have students read the three questions to make sure that they understand their meanings. Tell them to work in groups of four to discuss the three questions. Encourage all the students to fully participate in the discussion. Then have several groups report their answers to the class. Remember it may be more interesting for groups to exchange and compare their answers.

Sample answers

1 From the word ‘high-speed’, we can guess that high-speed trains can run very fast—at the speed of over 200 kilometres per hour. The speed of the train which runs from Beijing to Tianjin reaches more than 300 kilometres per hour. Though a high-speed train is not as fast as an airplane, it is quite convenient for people to use to travel from one city to another nearby city. What’s more, more people can be carried on a high-speed train than on an airplane. Travelling in it, you will feel quite comfortable. A high-speed train produces almost no pollution because it uses electricity.
I think there are two reasons. First, air travel is much quicker than sea travel. When people want to go abroad, they usually choose to travel by airplane because of its high speed, especially businessmen who believe that time is money. Second, airports are very convenient. Ships can only stop at a port while airplanes can arrive at an airport in any inland city.

Different means of transport answer different customers’ needs. Each type of transport has its strengths and its limitations. For example, when a student goes to school every day, he or she will ride a bike or take a bus. If we want to go to a town where there is no railway, we usually travel by coach.

Reading

The reading text here is a brochure about the first underground system in the world, the London Underground. Students are presented with a brief but clear introduction about the development of the first underground and basic facts related to it. Students are expected to gain some information about the London Underground, practise and reinforce their reading comprehension and improve their overall ability by participating in the activities. The Reading strategy in this unit teaches students how to read a tourist brochure and the features of a brochure. Students are expected to put this skill into practice.

Lead-in

Before the lesson begins, you can ask students if they have any brochures from a tourist agency. If they have any, tell students to bring some to the class. If not, provide them with some. Have students think about the following questions:

We love travelling. Through travel, we broaden and expand our knowledge.

Reading comprehension

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

A 1 In 1863.
  2 He designed the most famous of the new stations constructed between 1918 and 1938.
  3 It was important because it linked with other lines at almost every station, helping make the system more user-friendly.

2 Have students read the passage again and complete Parts C1 and C2 individually. Questions in Part C1 check students’ reading comprehension and improve their ability to find specific information. Part C2 serves as a strengthening activity. Have students match the years with the incidents that happened during these years. After students finish the exercises, check the answers as a class.

Answers

C1 1 Most railway tracks did not go into the London city centre, so buses, trams, cabs and carriages were required. The number of vehicles on the road caused unbelievable traffic jams. So the underground system was developed in London.
  2 The tunnels were just beneath the surface of the ground. The carriages did not have windows and were pulled by steam engines through the narrow tunnels.
  3 He obtained ownership of the many different lines and set up the Underground Electric Railways Company of London.
  4 During World War II, the tube was used as a bomb shelter, an airplane factory, a centre for directing the defence against air attacks and meeting rooms for the government administration.
  5 After World War II, the underground system was enlarged and more lines were added because more people travelled on the underground.
  6 It means that it is very convenient for passengers to go to different places in the city from any station.

C2 1854 An underground railway was approved to be built by the British government.
  1863 The first tunnels were opened.
  1868 The next section of the underground system was opened in the south of London.
  1884 Two companies linked up to provide underground service in the middle of the city. The first railway tunnel under the River Thames was dug.
  1890 The first electric underground railway was opened.
  1933 The London Passenger Transport Board was created.
  1918–1938 Many new stations were constructed.
  1979 The Jubilee Line was opened.

3 After students finish the above exercises, have them divide the text into several parts and give the main idea for each part. You may conduct the activity as follows:

Read the passage again. How many parts can the passage be divided into? What does each part focus on?

Tell students to work in groups of four to discuss and fill in the following table. Then have some of them present their answers to the class.
<table>
<thead>
<tr>
<th>Part</th>
<th>Paragraph(s)</th>
<th>Main idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1</td>
<td>Paragraph 1</td>
<td>reasons why the first underground system in the world was developed</td>
</tr>
<tr>
<td>Part 2</td>
<td>Paragraphs 2–4</td>
<td>developments of the underground system before World War II</td>
</tr>
<tr>
<td>Part 3</td>
<td>Paragraph 5</td>
<td>some unusual uses of the underground system during World War II</td>
</tr>
<tr>
<td>Part 4</td>
<td>Paragraphs 6–7</td>
<td>expansion and popularity of the first underground system</td>
</tr>
</tbody>
</table>

4 Have students focus on the Reading strategy. You may ask students the following question:

What are the main features of a brochure? (A brochure usually includes dates or years in order of development. Sometimes people who have made great contributions will be mentioned in the brochure. Also, some historical events or events that have influences will be talked about in it.)

If time permits, tell students to refer to the passage and to explain the features of the brochure. Invite some students to talk about the information related to the features.

5 Have students complete Parts D and E individually. Part D aims to check whether students understand the meanings of words from the context of the passage. Part E aims to make students more familiar with some useful words learnt in the brochure.

**Answers**

<table>
<thead>
<tr>
<th>D</th>
<th>1 d</th>
<th>2 f</th>
<th>3 e</th>
<th>4 c</th>
<th>5 g</th>
<th>6 b</th>
<th>7 a</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>(1) undertook</td>
<td>(2) tunnels</td>
<td>(3) postponed</td>
<td>(4) section</td>
<td>(5) enlarged</td>
<td>(6) convey</td>
<td>(7) user-friendly</td>
</tr>
</tbody>
</table>

**Post-reading activities**

1 Have one student act as a guide or narrator and the rest as tourists. This is a role-playing activity in which the tourists are visiting the London Underground. They are curious and ask the guide many questions.

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

3 Continue the discussion by asking students the following questions:

Why was the first underground opened in London instead of in cities of any other European country? Apart from the information mentioned in the passage, what other things do you know about the London Underground?

4 Have students do Parts A1 and A2 on Page 125 of the Workbook to have more practice on the usages of some words in the text.

5 Have students do the listening exercises in Parts A and B on Page 132 of the Workbook, and then complete Part C. Or, they can do these exercises as homework.

**Notes**

1 However, most trains to London only went to the outer city limits, because building railway tracks into the city would have damaged many old buildings. (Page 50, Lines 4–6)

- The word *outer* is an adjective and can only be used before a noun. It
means ‘further away from the centre of something’ or ‘on the outside of something’.

It is quite difficult for human beings to travel to the outer limits of the solar system.

More and more people want to live in the outer suburbs of a big city.

On this island, the outer walls of the houses are painted white. They look beautiful against the blue sky and the sea.

- Here the word **limit** is used as a noun, which means ‘the edge of an area or a place’. With this meaning, **limit** can be used in its plural form **limits**.

No houses within the city limits were destroyed by the bomb.

Some old people have not been outside of the limits of the hospital walls for years.

A line 12 miles away from the coastline forms the outer limits of the country.

2 Sixteen years later, in 1884, the Metropolitan Railway Company and the Metropolitan District Railway linked up and provided underground service in the middle of the city. (Page 50, Lines 20–22)

The phrase **link up** means ‘to connect’ or ‘to join’.

The two islands will be linked up by a bridge.

If you link up the pieces of information, you will be clearer about what has really happened.

He linked up with a famous writer to complete his biography.

3 Having seen the situation, a wealthy American businessman, Charles Yerkes, undertook the job of improving the system in 1902 by obtaining ownership of the many different lines and setting up the Underground Electric Railways Company of London. (Page 51, Lines 33–36)

- The verb **undertake** here means ‘to be responsible for something and start to do it’.

A group of environmentalists have come to undertake the task of reducing the damage caused by the meltdown of the nuclear power plant.

The foundation decided to undertake the job of improving the quality of primary education in this mountainous area in the south-west of China.

The Three Gorges Dam is one of the largest dam projects ever undertaken.

**Undertake** can also mean ‘to promises to do something’. With this meaning, an infinitive is usually used after it.

He undertook to pay off all his debts within two years.

The government has undertaken to tackle the increase of housing prices.

The company undertook to finish the project by the end of this July.

- The verb phrase **set up** here means ‘to create something or to start a company, organization, committee, etc.’

They have set up another company to trade in tea and silk with African countries.

An education fund will be set up in the countryside for orphans up to 16 years old.

Young people are encouraged to set up their own businesses after graduation.

4 The Underground Electric Railways Company of London, the Metropolitan Line and all the different bus and train lines were placed under the authority of the Board. (Page 51, Lines 37–39)

- Here, **place** is used as a verb, meaning ‘to put in a state or situation’.

Mr Johnson will be placed in command of the company until the new chairman is nominated.

His uncooperative attitude placed us in a difficult position.

This job places great demands on the workers, and can be quite stressful.

The verb **place** can also mean ‘to
put something somewhere, usually with care'.
She placed a tape recorder on the table in front of her.
Brett put the roses into the vase and placed the vase on the table.
Sally helps Mother place the dishes on the table before dinner.

- The noun authority here means ‘the power to make decisions or to give orders to people’.
Do parents have legal authority over their adult children?
The headmaster of the private school has the authority to dismiss teachers.
The raid took place under the authority of the Federal Bureau of Investigation.
The word authority can also be used to refer to someone who knows a lot about a subject. When used in the plural form, it can refer to people in official organizations with legal power.
This old man is an authority on antique musical instruments.
The Singaporean authorities have refused to issue him a visa.
The local health authorities are investigating the outbreak of illness caused by bad food.

Resources
The history of the London Underground dates back more than a century. It was the first underground in human history, partly reflecting the prosperity and civilization of London at that time. For more information, you can visit the following website:

Word power
In this section, students will learn words and expressions related to transport.
Students are presented with a passage about different roads and a flow chart about different ways that people can travel. They are expected to enlarge their vocabulary in this section and apply it to practical use.

Brainstorming
To activate students’ interest, you can show some photos of different types of roads, such as small lanes and paths, broad roads, two or three levels of flyovers, underpasses and motorways. You can ask students the following questions:
Where can we see these different types of roads?
Do you know what we call these roads in English?

You may attach the photos on the blackboard and ask students to write the correct words under the pictures.
Then you may ask students to bring some maps of your city to class and talk about the roads on the maps.

Vocabulary learning
1. Have students read the passage in Part A. Make sure that they have no difficulty in understanding the passage. To check students’ understanding of the passage, you may ask them the following questions:
What are very small roads called in English? (Lanes or paths.)
What are roads where cars can run very fast called? (Motorways in Britain, freeways or expressways in the USA.)
What kinds of roads are called flyovers? (Roads that go over other roads.)
What kinds of roads are called underpasses? (Roads that go under other roads.)

What do people call the area where many roads link up? (An intersection or a junction.)

What is a toll road? (It is a road which people need to pay to use.)

What is spaghetti? Why do people call the network of roads near Birmingham 'Spaghetti Junction'? (Spaghetti is a kind of noodles in the shape of long thin strings. The network of roads near Birmingham is made up of many intersections and flyovers, which looks like spaghetti.)

Ask more able students if they know some other English names of types of roads. For less able students, you can write the following words on the blackboard and ask students if they know what each word means.

street (a road with sidewalks in a city or town)

avenue (a wide road lined with trees on each side)

way (a passage from one place to another)

2 Have students focus on the flow chart in Part B. They should learn that the flow chart here categorizes the different ways people travel by land, air or sea. Ask some students to talk about different ways of travelling they have experienced. For example, ask students the following questions:

Who has ever travelled by light railway or by underground? What was it like? What do you think about travelling by light railway or by underground?

What do you think about travelling by coach, by airplane or helicopter, or by ferry or motorboat? Have you ever tried these means of transport?

If you are going to Shanghai, what means of transport would you use to go there? Why?

If you are going to Urumqi, what means of transport would you use to go there? Why?

If you are going to London, what means of transport would you use to go there? Why?

3 Have students read the passage in Part C, which is an introduction to a transport project. Students should complete the introduction with the words they have learnt in Parts A and B. Then check the answers with the class.

Answers

C (1) motorways (2) paths
(3) flyovers (4) sea
(5) land (6) ships
(7) air (8) airplane

Vocabulary extension

1 Ask students if they know any other words or phrases related to transport besides what they have already learnt in Parts A and B. You may ask students some questions to help them find out these words and phrases. For example:

What must you do before you go somewhere by train? (Book a ticket.)

Where will you go to buy the train ticket? (To the ticket office.)

What ticket can help a student save money? (A student ticket.)

What do we call the person who is travelling on a train? (A passenger.)

What do we call the person who sells bus tickets? (A conductor.)

If you want to travel to a foreign country, what must you have? (A passport.)
2 Have students go over Part D and fill in the box. Tell them that the word ‘passenger’ should not be put in the box because passengers are not people who make transport work smoothly. Encourage them to present more words and phrases and to put them into the correct categories.

<table>
<thead>
<tr>
<th>Actions</th>
<th>Documents</th>
<th>Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>book a seat/ticket</td>
<td>one-way ticket</td>
<td>captain</td>
</tr>
<tr>
<td>board</td>
<td>student ticket</td>
<td>pilot</td>
</tr>
<tr>
<td>land</td>
<td>passport</td>
<td>customs officer</td>
</tr>
</tbody>
</table>

3 Have students read the transcript of a television interview in Part B on Page 131 of the Workbook. Then tell them to fill in the form on the same page. They will get some information about Shanghai’s maglev train.

Grammar and usage

The grammar target of this unit is phrasal verbs. Students will learn what a phrasal verb is and read some rules about how to use phrasal verbs correctly. They are expected to apply what they have learnt to practical use by finishing a dialogue and a word game.

Phrasal verbs

1 Write the following pairs of sentences on the blackboard. Underline the highlighted words. Have students compare the sentences and tell the part of speech of each underlined word.

*When the teacher came in,* we were reading English. (In this sentence, *in* is an adverb.)

*When the teacher came into the classroom,* we were reading English. (In this sentence, *into* is a preposition.)

*She went aboard the plane at 9.00.* (In this sentence, *aboard* is a preposition.)

Goods that are able to begin burning easily are not allowed to be taken aboard. (In this sentence, *aboard* is an adverb.)

Point out that in the above sentences, an adverb or a preposition is used after a verb to make a phrasal verb.

2 Have students read the instructions and the three examples on Page 56 and point out the phrasal verb in each example sentence. Ask them whether they can tell the word in each phrasal verb is an adverb or a preposition.

Write the following sentences on the blackboard.

... in 1884, the Metropolitan Railway Company and the Metropolitan District Railway **linked up** and ...

The Victoria Line was **linked with** other lines at almost every station.

In the UK, there is a network of roads near Birmingham that is **made up of** so many intersections and flyovers that it is called Spaghetti Junction!
Then ask students the following questions:

What is the difference between link up and link with? In the two phrasal verbs, which is a verb plus an adverb and which is a verb plus a preposition?

What is about the phrasal verb be made up of?

Students should learn that in the phrasal verbs link up and link with, up is an adverb and with is a preposition, and that in the phrasal verb be made up of, up is an adverb and of is a preposition.

Tell students to think about how to distinguish between an adverb and a preposition.

3 Have students read Part 1 on Page 56. Make sure that they understand how to use a phrasal verb with an adverb. You may suggest more examples to help students understand better.

Mum puts away the dishes in the cupboard after dinner.

Mum puts the dishes away in the cupboard after dinner.

Turn on the radio at once because some important news is being broadcast.

Turn the radio on at once because some important news is being broadcast.

You can give back my book when you finish reading it.

You can give my book back when you finish reading it.

Tell students to read the tip box to learn that they must put the object between the verb and the adverb if the object is a pronoun. More examples can be shown to students. For example,

Mum washed the dishes and put them away in the cupboard.

I don’t need the book at present, so you can give it back to me after you finish reading it.

4 Have students read Part 2 to learn that a phrasal verb does not always have an object. More examples can be shown to students.

I telephoned you last night, but I couldn’t get through.

The plane did not take off until an hour later.

Prices of vegetables have gone up recently, for it has been raining for several weeks.

5 Have students read Part 3 and find out what they should pay attention to when they use a phrasal verb with a preposition. They should know that with a phrasal verb with a preposition, an object must be used after it. Tell students to make some sentences with phrasal verbs, such as look for, come into, care about and send for. Or, you may give them some examples.

As it is urgent, a doctor should be sent for at once.

Many scientists care deeply about the issue of global warming.

When the police came into the house, they saw no one there.

6 Before students read Part 4, write the phrasal verbs from this part on the blackboard, ask them what these phrases mean in English and try to make some sentences with them. Then have them read this part to check whether they have used these phrases correctly.

Write the following sentences on the blackboard and ask students whether the phrasal verbs in these sentences have the same meanings as the ones in Part 4.

We have set up all the computers in this office. (to make some equipment ready for use)

It is noisy outside. Would you please turn up the radio a little bit? (to make
something louder)
Students can see that many phrasal verbs have more than one meaning. Tell them to read Part 5. You may show more examples to them and ask them to find out the different meanings to each phrasal verb given.

- make up
  Twenty-five boys and twenty girls make up Class Two. (to form or consist of)
  After the quarrel, the couple made up. (to be friendly again especially after an argument)
  To keep from being punished because he was late for school again, the boy made up some excuse about how his bike broke down on the way to school. (to invent an explanation for something in order to avoid being punished)

- take off
  Come in and take off your coat, please.

(to remove)
The plane had already taken off when she got to the airport. (to leave the ground)
The song has really taken off since it was performed by the two workers. (to become popular very quickly)

7 Have students do Part A either individually or in pairs. Check the answers as a class.

**Answers**

<table>
<thead>
<tr>
<th>Verb</th>
<th>Phrasal verb</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>take</td>
<td>take off</td>
<td>The plane to Beijing will take off at 9.00 in the morning.</td>
</tr>
<tr>
<td></td>
<td>take up</td>
<td>The table takes up too much room.</td>
</tr>
<tr>
<td>give</td>
<td>give up</td>
<td>Mum tried to persuade Dad to give up smoking.</td>
</tr>
<tr>
<td></td>
<td>give out</td>
<td>The teacher asked Mary to give out the exam papers.</td>
</tr>
<tr>
<td>look</td>
<td>look up</td>
<td>You’d better look up the word in the dictionary.</td>
</tr>
<tr>
<td></td>
<td>look for</td>
<td>I’ve looked for my key everywhere, but can’t find it.</td>
</tr>
</tbody>
</table>

8 Have students do Part B individually. Tell them that they can use a dictionary to help them finish this part. Check the answers as a class.

9 Have students do Parts C1 and C2 on Page 127 of the Workbook so that they will have more chances to practise using phrasal verbs properly.

**Resources**

Students may want to learn more about phrasal verbs, especially the similarities and the differences between verb + adverb and verb + preposition.

1 Many of these two forms can take an object. If an adverb is used with a verb, the adverb can be put before or after the object, unless the object is a personal pronoun. For example:

As soon as the guests left, she turned off all the lights in the house. = As soon as the guests left, she turned all the lights off in the house.
The light is too glaring. Will you please turn it off? (We do not say turn off it.) However, if a preposition is used with a verb, the object must be put after the preposition. For example:

We both came to the same conclusion. (We cannot say came the same conclusion to.)

2 Sometimes though an adverb is used after a verb to form a phrasal verb, the phrasal verb is intransitive, and cannot be followed by an object. For example:

War broke out between the North and the South in 1861.

When the children saw the teacher come in, they stood up at once.

After a heated discussion, at last they gave in and agreed to our plan.

However, when a preposition is used after a verb, an object must be used to follow the phrasal verb. For example:

Since they lived on a small salary, they could not afford to buy a birthday cake for their daughter.

Her parents strongly objected to her travelling alone in the desert.

It is necessary to check through our notes for the test.

3 Sometimes after a preposition, a clause can be used as its object. For example:

We were all very surprised at what he told us at the meeting.

The teacher was quite pleased with what the students had done.

It is a good habit to go through what we have learnt in class at the end of the day.

Would you please find out when the flight to New York will be leaving tomorrow morning?

4 Sometimes a phrasal verb is made up of a verb plus an adverb and a preposition. The following are some examples:

I cannot put up with anyone smoking in the room.

It is not right to look down upon those who have AIDS.

The Civil War broke out between the North and the South because the South tried to break away from the Union.

The UK is made up of four countries—England, Scotland, Northern Ireland and Wales.

**Task**  Writing an e-mail to give information

This section consists of a series of activities which provide students with an opportunity to practise their listening, speaking, reading and writing skills. It is divided into three steps and each step is preceded with a skills building activity. Through the three steps, students will learn how to listen to instructions, how to find out different information and how to give reasons for their choices. They are expected to apply what they learn in the skills building sections to write an e-mail to give information about the travel plan to Dalian.

**Skills building 1:** listening to instructions

1 You can first ask students what sentence structures are often used to give instructions. Remind students that we often use imperative sentences and ‘You should/need …’ or ‘You will need
to/have to ...’ to give instructions.

2 Have students read the directions and the key expressions in this part. Students will know what they should focus on when listening to instructions.

Step 1: taking notes for future action

1 Ask students the following question:
   *If you are going somewhere for holiday, what do you need to plan?*

   Write students’ answers on the blackboard. Then encourage students to put their answers into different categories. For example:
   *where to go*
   *when to go there*
   *how to go there*
   *how much money to spend*
   *who to go with*
   *what to do there*

2 Explain the context of Part A. Two families are planning their holiday trip to Dalian. Tell students to read the notes before they listen to the recording. Make sure that they know what they should listen for.

   Have students listen to the conversation and complete the notes. Play the recording twice if necessary. Make sure that students can catch the useful information they need.

   Tapescript

   **Mother:** As you know, we are going to visit Mr An in Dalian with your uncle’s family during the holiday. We’ll meet your uncle’s family in Beijing and travel together to Dalian. Mr An was your father and uncle’s childhood friend. He moved to Dalian five years ago and they haven’t seen him since.

   **Father:** We’d like you to arrange our trip to Dalian. We know this will be a big job for you, but we hope you would enjoy finding some information about Dalian.

   **Mother:** Yes. So why don’t you write down what information you need to find? The first thing will be for you to decide how we should get there. Before you decide, you should phone Mr An and ask if he can give you some advice. Also, search the Internet to see if there is any information that can help you arrange our trip. We plan to spend no more than two thousand three hundred yuan on transport for both the families, which is three people travelling from Nanjing to Beijing and six people travelling from Beijing to Dalian. Once you have decided on the means of transport, you need to go to the ticket office and find out about the schedule. Then you can decide what time we should leave. Is that all clear?

   **Father:** I’d like you to do one more thing after that. Please send your uncle an e-mail to tell him about the trip. You’d better write everything down as he always forgets about things. Also, remind him not to be late to meet us. Otherwise, he will miss the train!
3 Check the answers with the class. Have several students read aloud one answer each. Check for mistakes and mispronunciation. If time permits, play the recording again.

**Answers**

**A**
1 how to get there  
2 Phone/Call  
3 Internet  
4 2,300  
5 ticket office; schedule  
6 leave  
7 Send an e-mail; remind

4 Have students listen to the conversation in Part B and find out advantages and disadvantages of taking different means of transport. Ask students why they do not choose to go by airplane.

**Tapescript**

**Wei Jing:** Good afternoon, is that Mr An?  
**Mr An:** Yes, it is.  
**Wei Jing:** Hello, this is Wei Jing. My father and uncle were your childhood friends. My father wrote you to say we are going to see you during the coming holiday.  
**Mr An:** Oh, yes. You know I'm so looking forward to seeing them again after all this time.  
**Wei Jing:** My parents asked me to find out the best way to travel from Nanjing to Beijing, and then from Beijing to Dalian. They said you might have some good advice.  
**Mr An:** I'm not sure which one is the best, but there are four ways. As I know, you can't fly because your mother hates flying. The other three ways are by ship, by coach and by train. If you come by ship, it will take a long time, and I remember your father doesn't like ships. If you come by coach, it takes sixteen hours just to get to Beijing. If you take the train, there are many to choose from, leaving at different times. Trains can be crowded but rather fast. I do think it's the most convenient for you to travel by train. Anyway, why don't you look on the Internet to help you decide?  
**Wei Jing:** Thanks. That gives me a good start. In fact, mum told me to look on the Internet too. Anyway, thanks again for your help and we will see you soon. Bye.  
**Mr An:** Bye, and say hello to your parents for me. See you soon.

5 Check the answers as a class. Have several students read aloud one answer each to the class. Check for mistakes or mispronunciation. Play the tape again if necessary.

**Answers**

**B**

<table>
<thead>
<tr>
<th>Means of transport</th>
<th>Disadvantages</th>
<th>Advantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ship</td>
<td>takes a long time;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>father doesn't like ships</td>
<td></td>
</tr>
<tr>
<td>Coach</td>
<td>takes sixteen hours just get to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Beijing</td>
<td></td>
</tr>
<tr>
<td>Train</td>
<td>can be crowded</td>
<td>there are many to choose from, leaving at different times; rather fast; most convenient</td>
</tr>
</tbody>
</table>
6 After checking the answers with the class, tell students to think more about advantages and disadvantages by the three means of transport. Have more able students give their reasons for their choices.

7 Have students read the information on the web page about Dalian in Part C on Page 59. Tell them to compare the information about different means of transport and to complete the notes below the passage.

**Answers**

C Won't choose
- by air because mum hates flying
- by road because the floods washed away soil along the road and it is still under repair
- by ferry because sometimes the slow ferries are not very punctual and there is no guarantee that you can get a ticket during holidays

Will choose by train because a new service has just opened between Beijing and Dalian, so we can first take a train to Beijing and then change trains to Dalian

**Skills building 2:**

**finding out different information**

1 You may begin this part by asking students the following question:
If you are going somewhere, what information should you know before you go on the trip?

Draw students’ attention to the following matters:

different ways to travel
the best way to travel
the travel schedule
travel time
travel cost

Then encourage students to practise asking questions about the above information.

2 Have students read the directions in this part first. Then have them read the questions and the information in the chart. If the question is not complete, tell them to complete it.

**Step 2: buying tickets**

1 You can begin this part by saying the following:
Now Wei Jing has decided to go to Beijing and then to Dalian by train, and she is going to buy the tickets for the fastest train. Work in pairs, with one person to be the ticket seller and the other as the person who wants to buy the tickets. The student buying tickets asks the ticket seller some questions to decide which train should be taken. Remember to choose the fastest train within the budget. Do you still remember how much money can be spent on the tickets for all?

Have students work in pairs to make up a dialogue.

**Sample answers**

S1: Do you have trains that go from Nanjing to Beijing and trains that go from Beijing to Dalian?

S2: Yes, we do.

S1: Is the train from Beijing to Dalian a fast train? We want to get to Dalian as quickly as possible.
S2: Let’s see. There are two trains from Beijing to Dalian. Train T225 leaves Beijing at 18.16 and arrives at Dalian at 5.42 the next morning. Train K681 leaves at 20.06 and arrives at 8.08.

S1: Em..., it’s better to arrive earlier. So I’ll choose T225. How much does a hard sleeper cost?

S2: It’s 248 yuan per ticket.

S1: What about the trains from Nanjing to Beijing? We should have enough time to change trains there. Which is the fastest one?

S2: There are five trains to go from Nanjing to Beijing. The fastest one is G32.

S1: How long does it take to get to Beijing on that train?

S2: About 4 hours. That’s 4 hours and 8 minutes. The cost of per hard seat ticket is 445 yuan.

S1: Oh, that’s quite expensive. I can only spend 2,300 yuan on all the tickets. What about the other trains?

S2: I think you can choose T66. Its departure time is 22.38, and arrives in Beijing at 9.33. The hard sleeper tickets are 265 yuan each. It will be comfortable to sleep the whole night on the train, and also convenient for you to catch T225 to Dalian.

S1: That’s right. Let me see. Three hard sleeper tickets for T66 from Nanjing to Beijing, and six hard sleeper tickets from Beijing to Dalian. How much should I pay altogether? Is 2,300 yuan enough to buy all the tickets?

S2: That’s 2,283 yuan altogether.

S1: That’s great! Here you are. Thank you very much.

Praise any part that students do well. Then have them complete the notes below the timetable.

### Answers

**From Nanjing to Beijing**
- **Train No.:** T66

**From Beijing to Dalian**
- **Train No.:** T225
- **Total travel time:** 22 hr 21 min
- **Total cost for six people:** 2,283 yuan

### Skills building 3: giving reasons for choices

Students are asked to write an e-mail to explain the reason why they have made a decision. Ask them whether they know how to explain their decisions. Then have them read the directions in this part.

### Step 3: writing an e-mail about a travel plan

1. Have students first discuss what they should write in the e-mail according to the information gathered in Steps 1 and 2. Encourage students to write an outline to organize their reasons. Write the following outline for less able students on the blackboard.

   **What to write**
   - **the decision:** travel by train
   - **the reasons:** why to travel by train; why not to travel by ship, by coach or by plane
   - **the decision:** which trains to take
   - **the reasons:** why to take the chosen trains, considering travel time and travel allowance

2. Have student write the e-mail and then ask some students to present their e-mails to the whole class. Allow less
able students to work in pairs. If time is limited, they can finish the exercise as homework.

Possible example
Dear Uncle
We’ve decided to go to Dalian by train after comparing different means of transport. Dalian is a port city and it is convenient to get there by ship, but we’ll have to go to Shanghai first while you will have to go to Qinhuangdao. The problem is, during holidays the ferries are usually full of passengers, and there is no guarantee that we can get the particular ferry we want. Besides, we can’t go there by air because mum is afraid of flying and the air tickets would be very expensive. The travel allowance for this trip is no more than 2,300 yuan.

Concerning the above matters, we decided to take trains and meet you in Beijing. First, my parents and I will take Train T66 that leaves for Beijing at 23.51 on 30th, and we will arrive at 10.27 on 1 May. Then we’ll meet you and take Train T225 to Dalian. The departure time is 18.16. We’ll get to Dalian at 5.42 on 2 May. The ticket for Train T66 is 265 yuan and for Train T225 248 yuan for one person. So we’ll spend 2,283 yuan on the train tickets altogether.
We’ll meet at the Beijing Train Station. Remember the departure time and don’t be late for the train.
Best wishes
Wei Jing

Project Preventing traffic accidents
This section is designed to give students a chance to practise their English by completing a project. Students will first read a public notice about the problem of traffic accidents and the ways that people can prevent accidents. Students are expected to learn how to protect themselves from danger on the roads. Then they will write an action plan about how young people can protect themselves from traffic accidents.
The purpose of this section is to encourage students to use what they have learnt to finish a project by working together. During the course of the project, students will discuss what should be included in their action plan and how to organize their plan.

In order to finish the project, they will need to cooperate and to complete each part of the project together.

Part A
1 You can begin this part by asking students some questions. For example:
Every day we go to school and come back home by bus, by bike or on foot. In some big cities, students take the underground.
What should you pay attention to when you go to school by bike?
What do you need to do to avoid accidents on your way to school on foot?
If you are a bus driver, what do you think you should or shouldn’t do when you drive students to school?
You can also ask students to talk about road accidents. For example:
What are the possible reasons for a traffic accident? What do you think should be done to avoid a traffic accident?
By asking students these questions, you can check students’ knowledge about road safety. You can write students’ answers on the blackboard.

2 Write the title Traffic Accidents and Road Safety on the blackboard. Then tell students:
Now we are going to read a public notice entitled Traffic Accidents and Road Safety. From the title, what information do you think the notice will be about? (It will mainly talk about two things: the causes of traffic accidents and how to be safe on the road.)
Write these three words driver, cyclist, pedestrian and these three phrases on the blackboard:
one who is walking in the street
one who is driving a vehicle in the street
one who is riding a bike in the street
Then say the following to students:
We are all different kinds of road users: drivers, cyclists or pedestrians. Let’s match these three words with the three phrases.

3 Have students read the first two paragraphs as well as the last paragraph of this public notice and answer the following questions.
Why is this public notice given? (Because the number of road accidents and the deaths arising from these accidents has increased over the past year. This notice is aimed at promoting people’s awareness of the problem.)
Who should have a responsibility to prevent road accidents? (Every one of us, especially when we are in the streets as a driver, a cyclist or a pedestrian.)
How can we avoid road accidents? (By paying attention to road safety.)

4 Tell students first to read the five points in red on Page 62. Ask them the following questions:
What are these five points about? (They are about the major causes of road accidents involving drivers.)
Have you ever seen with your own eyes or heard about any road accident caused by one of these five points? What were the results of such accidents?
What should a driver do in order to prevent such road accidents?
Have students work in groups of four to discuss the above questions and have some groups report their answers to the class.

5 Tell students to read the seven points in red on Page 63. Ask them the following questions:
What are these six points about? (They are about the major causes of road accidents involving cyclists and pedestrians.)
Have you ever seen with your own eyes any road accident caused by violating one of these seven points?
What do you think should be done to prevent such accidents?
Have students work in groups of four to discuss the above questions and have some groups report their answers to the class.
Then have students answer the first four questions in Part B.

Answers
1 Traffic accidents connected to vehicles are mainly caused by drivers who take incorrect action, such as not paying attention while driving, getting annoyed in traffic jams, speaking on a mobile phone while driving, drinking alcohol and speeding.
Accidents with bicycles happen because cyclists are not paying attention to the cars around them, riding too close to cars, or carrying a passenger. Sometimes accidents occur with bicycles when the brakes on the bicycles do not work properly or the bicycles have no lights.

There should be a light on your bicycle.

Pedestrians should always obey traffic lights and cross roads on a crossing. While crossing, they should look both ways and listen for cars.

Encourage students to find some other causes of traffic accidents. For example:

Crossing the street when the traffic light is red.

Cycling against the traffic or in the wrong lane.

Talking with others or turning around suddenly when you are driving.

Check students’ understanding of the reading passage by asking them more questions. Tell students to read the article again and complete the following notes.

The notice was released because _____________. (the number of road accidents and the deaths arising from these accidents has increased over the past year)

In order to prevent accidents, drivers should
- _____________. (pay attention to the surrounding traffic)
- _____________. (be patient in a traffic jam)
- _____________. (not speak on a mobile phone)
- _____________. (not drink alcohol)

In order to prevent accidents, cyclists should
- _____________. (not drive too fast)

In order to prevent accidents, pedestrians should
- _____________. (always cross roads on a crossing)
- _____________. (look both ways and listen for cars while crossing the street)
- _____________. (never ignore traffic lights)

Encourage students to add their own opinions which they can use in their poster.

Have students do B1 and B2 on Page 126 of the Workbook. They can learn how to use some words practised in this section correctly.

Have students do D1, D2, D3 and D4 on Pages 128 and 129 of the Workbook. Or, they can do these two exercises as homework.

Have students read the newspaper article in Part A on Page 130 of the Workbook to learn about an airplane accident that happened many years ago.

Part B

Organize students into groups of four or six. Have them discuss Questions 5
to 8 in Part B. One student in each group should write down the answers to each of the four questions. Then students should assign different jobs to each group member.

2 Have each group present their action plans to the class. Other groups can give their comments.

3 Have students first read Part A on Page 133 of the Workbook. Tell them to finish Part B as homework.

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Self-assessment

This section allows students to determine the progress they have made, how well they have improved their skills, and also what else they can do to study English better. The colour bar rates how confident students feel about what they have learnt in this unit.

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

In Part A, some items are presented to students and they are asked to check how well they think they have developed these skills. Each item corresponds to one or more parts in this unit. For example, after they have finished doing the two exercises in Step 1 in the Task section, students will see whether they will be able to understand instructions after listening. If they feel very confident about an item, they can score it 5. If they feel slightly confident about an item, they can score it 2. By adding all the scores and dividing the sum by 80, they will get a percentage, which shows their level. If they feel there are some areas in which they are not confident or just slightly confident about, they can think about how to improve on them.

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

Unit 1
Reading

影像和声音设备的发展

电视的早期历史

无线电传输节目于1925年在美国首次公开播出。随后在1928年，英美两国之间第一次实现了远距离电视播送。之后不久便开始定期向公众播放，在纽约的开播时间是1928年5月11日，在伦敦的开播时间是1929年8月20日。

很多不同的人对电视的发展做出了贡献。早期电视大多使用由英国人约翰·洛吉·贝尔德开发的系统。然而，这个系统非常原始，有许多缺点。20世纪50年代末和60年代初，美国人斐洛·法恩斯沃斯在电视的研发上取得了重大突破。现代电视机使用了许多由法恩斯沃斯首先发现的原理。

约翰·洛吉·贝尔德于1928年制造出第一台彩色电视机，但直到1938年第一个彩色电视节目才播出。彩色电视节目到1951年才得以在美国定期播出，其间经历了二十多年的时间。在英国，彩色电视节目的播出一直延迟至1967年。然而，在短时间内，几乎所有的电视节目都被制作成了彩色的，不出五年，彩色电视机的使用率超过了黑白电视机。

当代：卫星电视

卫星用于播送电视节目始于1962年。卫星让远距离直播电视节目成为可能，大家在同一时间可以收到相同的电视节目。它们也使远离城市的人们可以收看电视。在农村和边远地区经常可以看到卫星天线。当然，只有一小部分人拥有自己的卫星天线。然而，大多数人仍然受益于卫星电视，因为当地的电视公司把从卫星接收器接收到的信号传送给附近的居民。

录音机的早期历史

一切始于1877 年，这一年托马斯·爱迪生用他发明的留声机第一次录制了人的声音。早期的录音机是使用圆筒记录声音的。然而，在1887年，一位侨居美国的德国人埃米尔·贝利纳发明了使用唱片来代替圆筒的留声机，这样现代录音机就诞生了。最早的留声机必须手摇上发条，而且只能播放两分钟长的录音。时代确实已经改变！

录音机和录像机

1928年，第一批磁带录音机在德国制造出来。大多数最早的录音机用铜质磁带或者纸质磁带录音。铜质磁带很沉，使用起来困难，纸质磁带用起来虽方便，但常常破损。直到20世纪50年代初，大多数录音机才开始使用塑料磁带，就跟现在一样。同时，电唱机最终变得很小，到60年代后期，便携式录音机被研制出来，电视台使用的录像机也随之出现。到了20世纪70年代末，足够小巧而价廉的家用录像机被采用。

声音和视频数字化

1982年，最早的CD光盘出现了。它们通常用来存储和播放音乐，其音质远远胜过任何传统的唱片和卡带录音机。1993年VCD诞生，1995年DVD问世。目前，DVD是标准的视频录制和回放设备。
未来展望

随着数字技术的发展，声音和视频现在可以储存在个人电脑上、互联网上，或使用某种形式的便携式储存设备储存。这将很快使唱片、卡带录音机、CD、DVD甚至电视成为过去。技术变迁得大多数人难以跟上。谁能预见未来会带来什么呢？

Project

打电话还是不打？

在美国，阿曼门诺派（一个基督教团体）很有名，因为这个教派的教徒不开汽车而使用非机动车，不用电视和冰箱，也没有私人电话。许多人认为阿曼门诺派有这么多规矩，肯定是因为宗教原因，但事实并非如此。实际上，每出现一项新技术，阿曼门诺派教徒便会开会讨论其优点和缺点。然后，他们投票决定是否要接受它。阿曼门诺派教徒拒绝汽车，因为他们喜欢享受与人交流的社区，在这里大家一起住得很近。他们没有电视机和电冰箱，因为他们家没有电——他们认为电力并非必需，而且他们不喜欢与陌生人打交道，例如那些在电力公司工作的人。

由于阿曼门诺派教徒重视彼此面对面地交往，他们反对在住宅里装电话。然而在每个社区常常会有一个小亭子，里面有一部紧急电话。

电话非常便于沟通，当今世界上大多数人的生活都离不开它。然而，也许阿曼门诺派教徒有个合理观点，哪一个更像是朋友呢：是你在电话中经常交谈的某个人，还是你经常面对面地交谈的某个人呢？还有，如果你需要帮助，谁能更好地帮助你呢：是远方的某个人，还是与你同处一室的某个人？在一起并分享生活，其中蕴藏着某种重要的东西，而这种方式是无法通过电话线获得的。

电话还有其他缺点。例如，无论在什么情况下，当电话铃声响起时，为了接电话，一切都要停下来。你们一家人可能一起吃晚饭或聊天，这却会被电话打断。然而，大多数电话不是真的那么重要。它们当然不会像与家人在一起共度时光更重要。还有，当你专注地看一本书或者只想休息时，电话总是响个不停，破坏了你本来可以享受的安静。可打电话的人常常只是一名推销员或拨错了号码的某个人。

有了移动电话，这样的问题就更多了。有多少次你正在与一位朋友交谈，可是仅仅为了接一个电话，你的朋友就中断了交谈呢？由于某种原因，一个平常的手机来电几乎总是被赋予比面对面交谈更多的重要性。不过，话又说回来，大部分的手机来电只涉及相当微不足道的事情。事后被问及来电是有关什么事时，你的朋友总是回答说：“噢，其实也没什么事。” 如果来电真的是“没什么事”，那么它为什么如此重要以致于打断你们的交谈，并浪费你们的宝贵时间呢？

当然，用手机发短信是最粗俗的事。在一项调查中，女孩平均每天发80条短信，男孩平均发30条。人们在短信中谈论什么呢？尽管这些短信在当时总是看似重要，但第二天大多数人并不能真的记得它们。电话和短信需要与许多人建立感情关系，而这种建立起来的交情常常是相当脆弱的。许多青少年说，虽然他们有很多朋友，但事实上他们却没有最好的朋友。之所以会这样，一个原因就是通信技术的应用代替了面对面的交谈。同时，真正的关系往往被牺牲了，而且，每当电话铃声响起时，个人所拥有的任何宁静都会被打破。

总的来说，阿曼门诺派教徒的心理健康程度高于大多数人。他们过着非常平静和稳定的生活，因为他们看重社区和宁静生活，并视其高于其他的一切，特别是新技术。也许他们是对的。也许我们应该把所有的电话连同小汽车和电视机一起扔进垃圾箱。也许我们应当使我们自己摆脱现代技术，回到更为简单的时代。

那是什么？……对不起，我得走了。我的电话响了……
Unit 2
Reading

两种挽救生命的药物

这篇文章将着重讲述两种引发医学革命的药物。倘若你打开世界上的任何一个药柜，或者走到任何一个卖药的柜台，都可能找到阿司匹林和青霉素。自这两种药被发明以来，它们已挽救了数百万人的生命，并已证实对人类有益。

阿司匹林

阿司匹林发明于1897年。然而，用于制造阿司匹林的基本化学物质却可在自然界中找到。将近3500年前，人们咀嚼一种含有特殊化学物质的树叶或饮用这种树叶制成的茶，以减轻身体疼痛或退烧。大约2500年前，医生之父、古希腊医师希波克拉底就用一种树皮制成汁，这种汁含有水杨酸，也有同样的功效。1897年，一位名叫费利克斯·霍夫曼的欧洲药剂师提取这种化学物质，制成了阿司匹林。对该药进行的首批试验发生在1899年。当时，霍夫曼供职的公司开始将这种药以粉末形式分发给医师，在病人身上使用。一年之后，即1900年，阿司匹林被制成片剂在药店出售。很快，阿司匹林成了世界上最畅销的止痛药。

阿司匹林不仅被证明对于退烧和止痛必不可少，而且还有其他用途。美国医生劳伦斯·克莱文在1953年提出一个观点，即阿司匹林可能有助于降低心脏病发作的风险，因为它能改善血液循环。该报告并未引起人们的注意。但是，1971年，英国医生史密斯和威利斯证实阿司匹林的确有此功效。1977年，美国的一项研究表明，阿司匹林还能预防中风。11年后，美国医生图恩证明，阿司匹林可以降低某些癌症40%的发病率。到1999年，阿司匹林已有一百多年的历史，但是在它如何能够帮助延年益寿方面仍然有更多的发现。2003年，中国医生袁敏生发现，阿司匹林可以降低血糖水平，从而帮助糖尿病患者。

青霉素

另一种帮助人们提高健康水平的药物是青霉素。许多人认为这种药是当代社会最重要的药物。它是由一名叫亚历山大·弗莱明的苏格兰科学家于1928年发现的。他注意到一个碟子看起来有些异常——为了做实验，他试图在这个碟子中培育细菌——它里面有一种蓝色的霉。使他惊讶的是，他看到这种霉周围的细菌都死了，这意味着这种霉杀死了它们。弗莱明将这种霉种在另外一种细菌上做试验，发现它同样杀死了那种细菌。他立刻意识到这种霉或许能用于治疗由细菌引起的疾病。他将这种霉制成的液体命名为“青霉素”。然而，青霉素的药物研发面临两个难题。首先，他难以找到一种方法来提纯药用的青霉素。第二，难以生产出足量的青霉素以产生药效。1940年，另外两名科学家，澳大利亚人霍华德·弗洛里和德裔英国人恩斯特·钱恩，帮助解决了这些问题，并设法大量制造和试用这一新药。由于这种新药为第二次世界大战所需，政府批准程序得以加快，大批量生产始于1944年。正因为青霉素的广泛应用，战争期间的生命得以挽救。如果没有青霉素，很多人会死于疾病，甚至很小的伤口。青霉素挽救了无数人的性命，成了二十世纪最了不起的药物。

由于他们的工作成果，弗莱明、弗洛里和钱恩于1945年共同获得了诺贝尔医学奖。
**Project**

**神针：中国针刺疗法**

“神针”艺术，或称中国针刺疗法，是最早有名称的中医疗法之一。有人认为它被研制出来，也许早至公元前2000年。有证据表明针刺疗法始于石器时代，那时一种叫“砭”的石器被用来按压身体部位。

随着针刺疗法的发展，简易的砭石被石针所代替。最终，金属针开始出现并取代了石针。当时有九种不同种类的针，包括：头部像箭的针，用于在皮肤表面刺出小孔；头部是弯曲的针，用于按压皮下组织；钝头针，用于按压痛点；像小剑一样的针，用于让液体从肿胀部位流出。这些针由金、银等不同的金属制成。一些针灸师如今仍使用金针或银针，但大部分医师只使用不绣钢制成的针。如今，用于针刺疗法的主针细而锋利。而大多数其他的针已被更为复杂的医疗器械所代替。例如，剑形针已被手术时医生所使用的锋利的手术刀所取代。

针刺疗法用不绣钢针插入身体的某些点，以治疗疾病或解决健康问题。这些点称为针刺穴位。最初，针刺疗法有365个这样的穴位，其数量和一年的天数相同。然而，在过去的2000年中，这一数量已逐渐增至大约2000个。一些针灸师在病灶处或病灶附近扎针，而另外一些则根据病人的症状选择穴位的位置。

假如你去看针灸师，他或她会询问你的病史和生活方式。针灸师会看着你的肤色和舌头，听你的呼吸，并为你诊脉。西医只认可心跳的那一个脉搏。然而，按传统中医的说法，有十二条不同的经脉，每个手腕上分布六条。每条经脉都和身体的一个主要器官或器官功能相关。通过检查所有的经脉，针灸师便能查明某条经络的病症。

可通过对针刺疗法来医治的一些健康问题包括偏头痛、头痛、脊痛、胃痛和高血压。有些人也用针刺疗法来治疗吸烟者、酗酒者以及吸毒者。

针刺疗法是如何减轻病痛的尚不清楚。一种解释这一现象的理论认为，针刺疗法使疼痛信号无法到达大脑。另一种理论则将针刺疗法和人体内减痛化学物质的产生联系起来。很多人现在都认同这些理论。

针刺疗法作为传统中医的一项独特贡献，传播到了许多亚洲其他国家，如在公元6世纪传入日本，它在17世纪传到了西方。今天，如同其他的传统中医一样，针刺疗法在世界各地颇受欢迎。世界卫生组织推荐针刺疗法为处理四十余种医疗难题的好方法。对它的安全性的疑虑逐渐消除，而人们对它的兴趣在继续增加。

**Unit 3**

**Reading**

**因特网对我们生活的影响**

**因特网对我们的生活有正面影响**

我叫朱飞，我代表支持因特网的一方发言。也就是说，我认为因特网对我们的生活有正面的影响。我们对因特网进行分析时，必须包含两个要点：第一个是因特网对于搜索信息的人具有的价值；第二个是我们通过因特网与他们建立联系的能力。

当人们需要信息时，无论是时事新闻，天气预报还是包价旅游和学术研究，因特网如今是很多人的首选信息源。一名学生轻按键盘键或点击鼠标，就能从世界上最大的图书馆和博物馆中找到大量信息，加以使用。因特网使用者能够与专家就各种话题进行交流，也可以阅读各个领
域的领军人物所撰写的文章。

然而也有人持怀疑态度。他们声称网上冲浪浪费时间。他们想当然地认为，孩子们花费过多的时间聊天或玩游戏，而不是将精力集中在他们的学习上。然而，最近美国一项调查显示，80%的因特网使用者上网的主要目的是为了寻找问题的答案。对于70%的因特网使用者来说，因特网的第二个最常见的用途是了解有关个人爱好方面的信息。这些数据证明，收集信息是人们使用因特网的主要目的。

因特网的另一个真正精彩之处是人们通过它建立社会联系。网络友谊最大的好处之一在于它们是基于共同的兴趣爱好而形成的，并非取决于人们的外貌或年龄。来自不同国家、有着不同背景的年轻人能在网上形成终身的友谊。此外，身有残疾而必须待在家里的人也能通过因特网与各地感兴趣相投的人们通信、交流。如果没有因特网，这些人与别人交往的途径就会更少。

基于这些原因，我认为因特网是件有利的工具，可以让我们生活得更好。

因特网对我们的生活有负面影响

我叫李蕾。我代表反方发言。在我看来，因特网对我们的生活有着负面影响。我今天所要谈论的因特网的主要缺点是网上有太多未经核对的信息，以及它已改变人们使用时间的方式。

当然，对于做研究的任何人来说，获得最新的，精确的信息是件重要的事情。因特网最大的一个好处就是它能提供信息。但是，因特网的一大缺点是人们很难知道这些信息是否真实和准确。因特网上大量的虚假信息已经改变了人们使用时间的方式。因为我们并不总是能够辨别因特网上的信息的真伪。这个问题很难得到解决。2003年，著名的购物网站eBay称，该网站70%的麻烦都与那些贩卖巫术的物品或假冒产品有关。世界各地的教师都抱怨，他们的学生在提交的论文中使用了在网上找到的虚假信息。当人们使用书店、报刊和杂志这样的传统参考资料时，诸如此类的谬论就会如此频繁地出现了。

因特网的另一个缺点是它影响人们私人生活的方式。如今，有些家庭成员们晚上不能一起共度时光，而是各自分开，因为一个或多个的家庭成员在使用电脑，或者在网上聊天。事实上，有的年轻人花这么多时间在网上玩游戏，以致上瘾。为了帮助解决这个问题，一家专门的诊所2005年在北京开张。

使用因特网的一个不幸结果是它毁了人们正常生活的能力。某大学曾对在校的学生做过一项调查，发现他们中43%的人是网迷。这项研究显示，将过多的时间用于上网的人往往与周围的人和世界脱离。

这些全是因特网对我们的生活所造成的负面影响。在我看来，要么限制使用因特网，要么学会如何处理好因特网所引起的问题，这对我们将很重要。

Project

因特网上做研究

因特网是当今世界发展速度最快的信息来源。但是，当你使用因特网做研究时，有些事项是要谨记的。在你坐在计算机终端之前，阅读这一简要指南，以确保你尽可能以最好的方式使用因特网。

步骤一：选择一种搜索服务

让我们先看看能帮助你搜索的两种可选的搜索服务：搜索引擎和目录服务。这两者都能给你直接的链接，但是两者对信息的选择和组织方式不一样。
搜索引擎

搜索引擎是一种电脑程序。你获得的链接并没有根据主题分类。搜索引擎根据你输入的关键词在网站上为你进行搜索，并选择包含你所寻找的词语的页面。它们搜索的内容并没有经过评估。这意味着（搜索到的）信息从未被核实过——它可能是可靠和真实的信息，也可能是由没有资历的人或没有掌握确凿事实根据的人撰写出的虚假信息。你从搜索引擎获得的链接指向文章的主体和页面。这隔离需要你耐心，因为你得阅读这些信息，然后判断它们是否与你做的研究有关。有名的搜索引擎的例子有Google、Yahoo和Baidu。你也可以进入www.thesearchenginelist.com网站查看所提供的搜索引擎列表。

主题目录

主题目录是由人建立的。有人已将页面和链接整个搜索了一遍，选出了所有那些列在目录中的内容。你搜索的结果会被分成特定的主题范围。你阅读的并非完整的内容。相反，你看到的只是很多文章的标题或页面的标题，有时候是它们所含信息的摘要。在此基础上，你得判定这些信息对你是否有用。大多数情况下，主题目录里的信息是经过评估的，有人已经判定这些信息是相关的和正确的。不过，相关的和正确的信息并不等于最新的信息。

步骤二：搜索信息

当你在搜索信息时，有好几件事要考虑。

1. 信息会过时。正如你可能会留意书的出版时间一样，你也必须检查你所找到的网站的日期。很多网站会在页面的底部标明他们上次更新的日期，不要使用过于陈旧的信息。

2. 是人将信息放在因特网上的。通常，人们试图把正确的信息放在因特网，但并不是每个人都会费心校对他们所写的东西。作为一项常规的做法，核查你所找到的信息的来源。不建议将个人网页作研究之用。政府或您信赖过的机构和公司的网页要好得多。如果你对找到的信息感到不确定，查阅其他网页来确认它。


步骤三：使用你的信息

记住，你所找到的信息是别人写的。这就意味着，这些信息是属于他们的。原文照抄这些信息不仅是欺骗行为而且违法。写出你所找到的信息的梗概。然后写你的报告，用自己的语言来表达，要自己拿准意思。当你写完报告时，你总是应该附上你获取信息的网站列表以表明你所获资料的来源。这样便于老师检查，也让你有兴趣的朋友阅读你所阅读过的信息。

遵循以上这些建议，你在因特网上做研究所花的时间将会给你带来更多的回报。祝你搜索愉快！
Unit 4
Reading

世界上第一条地铁

欢迎来到伦敦地铁——通常它被称为“管子”。伦敦地铁是世界上最古老且最复杂的地铁系统，并因此而享有盛名。在19世纪上半叶，就有了通往伦敦的火车交通服务。但是，大部分通往伦敦的火车只到外伦敦的边界，因为在市区内修建铁路会损害许多古建筑。马拉车、有轨电车、计程车和非机动车被用来将人们送往市中心及其周围一带。不幸的是，马路上车辆的数量造成了难以置信的交通拥堵，道路交通变得如此拥挤以至于无人能够通行。这一交通问题导致了地铁系统的研究。

1854年，英国政府批准大都会铁路公司在伦敦市中心的帕丁顿和法林顿之间建一条地铁。途经国王十字站、圣潘克拉斯和尤斯顿。但是，新式列车得加以研发，这个计划需要筹集大量的资金，所以地下隧道的挖掘被推迟到1860年。首批地铁隧道于1863年开通，它们紧靠地表。乘客们坐在没有窗户的车厢中被运来运去，这些车厢由蒸汽机拉动，穿梭于狭窄的隧道。1868年，地铁系统接下去的一段由名为大都会区铁路的另一家公司也在伦敦南部开通。十六年后的1884年，大都会铁路公司和大都会区铁路公司联合，为城市中部提供地铁服务，此线后来变成了环线。由于发动机会产生大量的烟雾，早期的地铁线每隔一段就需要有通往地面的大洞，以便乘客能在户外呼吸新鲜空气而不致窒息。

随着更好的开挖隧道方法被研发，第一条穿过泰晤士河底的地铁隧道于1884年被挖成。这些新的隧道开挖方法加快了伦敦地铁发展的步伐。1890年，伦敦城及南伦敦铁路公司开通了第一条电力地铁线。在接下来的25年里，六条独立的深层地铁线建成。然而这些线路并不方便，因为每条线路都为一个不同的公司所拥有，而且许多线路之间相距甚远。

看到这种情况，一名叫查尔斯·耶基斯的美国富商于1902年承担起了改善地铁系统的工作。他买下许多不同的地铁线，创立了伦敦电力地铁公司。1933年，一个叫做伦敦客运总署的公共机构成立。伦敦电力地铁公司，大都会支线以及所有不同的公交、列车线路都归该署管辖。这个机构最终成为伦敦交通局。1918年与1938年之间，不少新的车站建成，其中最有名的那些是由建筑师查尔斯·霍尔登设计的。

地铁系统在二战时期发挥了一些特殊用途。当伦敦被轰炸时，许多地铁站成为了防空洞的作用。一条新建的地铁线被用作地下飞机制造厂，一个地铁站被用作防空指挥中心，离首相住所最近的地铁站被首相用作政府行政会议室。

1945年二战结束后，更多的人乘坐地铁，于是地铁系统得到了扩建，增加了更多的线路。其中包括维多利亚线，它所有的站几乎都与其他线路相连。这有助于使地铁系统更加便于使用。最后增加的一条线路是西比利线，于1979年开通，以纪念伊丽莎白女王二世登基25周年。

正如许多年来它已经做的那样，伦敦地铁还在为运送大量乘客而运转着。每天都有三百多人乘坐地铁。整个地铁网络包括12条线路，现已延伸到距离伦敦中心26英里以外的地区。那么，今天为什么不乘坐世界上最古老的地铁观光一番呢？到我们的售票处看看，并购买一张旅行卡吧，很多卡让你可以畅游整个地铁系统哟。

Project

交通事故与道路安全

在过去的一年里，道路事故及由此造成的死亡人数均有增长。此通告旨在提高人们对这一
问题的认识。

我们都必须意识到造成交通事故的潜在原因，并采取措施防止事故发生。这对每个人都尤为重要，因为事故不只是影响到骑自行车的人和行人，而且还影响到机动车驾驶员。我们大家都必须预防事故的发生。

以下是机动车（如小汽车、小型巴士和货车）引起道路交通事故的一些主要原因的，以及司机在为防止事故而采取的措施。

- **司机注意力不集中**——这是事故最常见的原因。当司机不注意周到的交通状况，而另一个司机出了差错（比如未打信号灯或突然转向）时，他们很容易导致事故。

- **司机在交通阻塞时没有耐心**——许多司机好强，他们抢道或超车。这两种情况都非常危险，因为它们很容易导致撞车。

- **司机驾驶时用手机打电话**——最近因驾驶时用手机打电话而被罚款的司机人数增长了30%。使用手机通话需要集中注意力，这样就分散了司机对路面情况的注意力。

- **酒后驾驶**——如果你喝了酒再开车，那么你是在犯罪并且危及自己和他人的生命。如果你和喝酒的人在一起，即使他们只喝了几杯啤酒，也不要允许他们开车。

- **超速驾驶**——超速是致命的。这是一个容易被忽视的事实。但在城市街道上车速过快是非常危险的。我们的城市街道总是挤满了行人，小汽车和自行车。司机们有责任注意过后马路上的人们，尤其是那些脚步缓慢的老人们。在过马路时不要忽视观察道路的车辆。

下面讲的是与骑自行车的人和行人相关的交通事故的一些主要原因，以及他们为防止事故应采取的措施。

- **骑自行车的人注意力不集中**——许多骑自行车的人不注意周围的情况，而且经常骑得离汽车太近，以至于他们没有足够的空间和时间刹车。一些骑自行车的人认为交通法规与他们无关，但这是错误的。骑自行车的人每当转弯时都应该示意，并且只能在规定的道路一侧骑车。

- **在人行道上骑车**——有时候自行车是允许在人行道上骑的，但在人行道上骑车对行人来说是危险的。在人行道上时，骑自行车的人应推着车子走，以免造成事故。

- **骑车带人**——用自行车带人会使车子难以控制，而缺乏控制就会诱发事故。

- **自行车无灯**——夜间骑车建议你在车上装个灯，定期检查灯是否完好，因为许多事故由于自行车未被看见而造成的。

- **自行车需要修理**——事故的另一个原因是自行车的车况不好。经常发生刹车不灵或车胎老化以致不能及时刹车的情况。

- **行人乱穿马路**——道路安全对行人也很重要。行人过马路时应记住要小心，向左右两边看，要注意听，以免有车而不注意。行人应在十字路口过马路，永远不要横向穿马路。父母和老师有责任教孩子们怎样安全过马路。

- **忽视交通灯**——交通灯指挥交通有序进行。行人、骑车的人和司机们都应服从交通信号灯，遇红灯要停，等绿灯时行走。

我们要确保注意路面情况，从而避免事故，这一切都取决于我们道路使用者。
Appendix II: Key to Workbook

Unit 1

Language practice

Part A1 (Page 98)
1 Access accessible
2 recording recorder record
3 receiver received
4 construction constructed
5 storage stored
6 electronic electricity

Part A2 (Page 98)
1 wound 3 patent
2 component 4 delayed
5 adaptation
6 principles
7 foresaw
8 portable

Part B1 (Page 99)
1 on 3 to
2 In 4 for
5 in
6 in
7 For
8 on

Part B2 (Page 99)
1 rejected 3 oppose
2 tight 4 shallow
5 valid
6 typical
7 merely
8 rid
9 sacrificed
10 stable

Part C1 (Page 100)
1 vi. 4 vt.
2 vi. 5 vi.
3 vt. 6 vt.
7 vi.
8 vi.
9 vt.
10 vt.
11 vt.
12 vt.
13 vt.
14 vt.
15 vt.

Part C2 (Page 100)
1 attended attend to
2 checked into check
3 believed in believe
4 applied apply for
5 called on called

Part D1 (Page 101)
1 ample 3 answer for
2 obvious 4 insurance
3 vote
4 contributed to
5 elegant
6 casual
7 comfort

Part D2 (Page 101)
1 Considering considered consideration
2 religion religious
3 translate translation
4 suitable suited
5 pronounce pronunciations

Part D3 (Page 102)
1 nearly 4 delay
2 scanning 5 assumed
3 sceptical 6 rejected
7 ample
8 broadcast
9 all-round
10 eventually
Part D4 (Page 102)
1 It’s hard to foresee what will happen in the future.
2 After careful consideration, we eventually rejected his suggestion put forward at the meeting.
3 He voted for the decision merely because he had no other choices.
4 Her casual clothes were not suitable for the important ceremony.
5 I do not think that women should sacrifice their independence for their family.
6 The main drawback of living on a main road is the loud noise.
7 It is obvious that regular exercise is a key component of a healthy life.
8 Under such circumstances, he began to be sceptical about his own judgement.

Reading
Part A (Page 103)
1 We spend too much time reading and writing e-mails and making phone calls. They make us think we always have to be in touch with others.
2 They are good because we would not be able to get news or countact each other without them.
3 We spend more time watching TV or DVDs and less time talking to family and friends.
4 He mentions her as an example of how fridges have made our lives easier.
5 She thinks that some appliances have made us lazy and not willing to wait for anything.

Part B (Page 104)
1 shop        4 invented/developed        7 factory        10 development
2 simpler     5 1960s                   8 Collins
3 information 6 recognizing           9 supermarkets

Listening
Parts A and B (Page 105)
1 disc         4 movement                7 electricity
2 large shop   5 1926                   8 1929
3 light and shade 6 high school

Part C (Page 105)
1 Germany    4 doll                      7 1926       10 receives
2 disc        5 light and shade     8 electricity  11 1929
3 large shop  6 movement              9 broadcast   12 debate
Writing

Part B (Page 106)

Alexander Graham Bell, a Scot living in Massachusetts, the USA, invented the telephone on 10 March 1876. The first telephone call ever made was Bell’s short message to his assistant, ‘Mr Watson, come here. I want to see you.’ Beginning in 1877, Thomas Edison of New Jersey did hundreds of experiments with the telephone, improving the sound quality.

In the 20th century, the already fast pace of improvements on the telephone increased. In the early 1900s, long-distance communication became clear and loud. In 1935, the answering machine was invented, along with push-button phones in 1959. In 1983, public mobile phone service was begun in Chicago, the USA, and mobile phone service quickly spread around the world.

In the 1990s, with the development of high-speed Internet connections, the Internet Phone (IP) became possible. However, even today, this technology is still in development; it is now just becoming practical for regular use.

Unit 2

Language practice

Part A1 (Page 107)
1 tried out  try on  3 possesses  owns/possesses
2 chew  swallowed  4 carried on  carried out

Part A2 (Page 107)
1 potential  4 revolution  7 circulated  10 accelerated
2 abnormal  5 approval  8 unable to
3 possesses  6 vital  9 beneficial

Part B1 (Page 108)
1 pulse  5 phenomenon  9 swelled
2 wrist  6 complex  10 related
3 alcoholics  7 dull
4 sharp  8 theories

Part B2 (Page 108)
1 of  3 to  5 like  7 from  9 for
2 with  4 to  6 out  8 by  10 about

Part C1 (Page 109)
1 tasted  3 become  5 sounded  7 smells
2 feels  4 looked  6 remained
Part C2 (Page 109)

1. Mine is broken
2. seems/appears to have been told everything
3. looks very dark outside already
4. have grown much taller; have remained/stayed this height for five years
5. did not appear interested in it at all
6. looked/appeared very nervous
7. Keep quiet
8. smells terrible
9. seemed/appeared that they enjoyed it very much
10. appears/seems that you are ready to go
11. smelled very delicious
12. proved very valuable

Part D1 (Page 110)

1. applaud 3. reasonable 5. predicts 7. benefit from 9. proved
2. outcome 4. worn out 6. stayed 8. common 10. cautious

Part D2 (Page 110)

1. (has) arranged arrangements 4. instructions instructed
2. percentage per cent 5. explanations explained
3. protect protection

Part D3 (Page 111)

1. applauded 3. mass 5. possesses 7. complex
2. phenomenon 4. unable 6. vital

Part D4 (Page 111)

1. We are delighted to see that this scientific revolution has accelerated the development of society.
2. She possesses many valuable qualities which are vital to her success.
3. I think he has the potential to become an expert in this field.
4. I found Daniel's behaviour a bit abnormal, but was unable to figure out why.
5. Only a few experts subscribe to the view that these problems will not last long.
6. We were astonished to find that someone had changed the arrangement of the furniture in the room.
7. When we watched our national flag being raised at the Olympic Games on TV, we let out a cheer.
8. The project has been delayed, because we haven't got approval from the government.
Reading

Part A (Page 112)

1 It killed many people around the world and left deep marks on those who survived.
2 He noticed that milkmaids never got smallpox; they got a weaker disease instead.
3 He remained healthy.
4 He made it his gift by not claiming that he owned the vaccine. This kept its cost lower so that many people could afford it.
5 His discovery led to many other vaccines and put an end to smallpox.

Part B (Page 113)

1 bacteria 3 UHT 5 nutrition 7 recommend 9 invented
2 methods 4 pasteurization 6 taste 8 pregnant 10 sour

Listening

Parts A and B (Page 114)

1 mouth 3 China 5 vegetables 7 smoke
2 sugar 4 Lung 6 badminton 8 middle

Part C (Page 114)

1 Africa 4 sugar 7 middle 10 examinations
2 mouth 5 vegetables 8 hat
3 diet 6 exercise 9 smoke

Writing

Part B (Page 115)

The flu, or influenza, is an illness mostly of the breathing system of the body. Serious influenza might cause or worsen other medical conditions, such as heart disease. It can even lead to death, especially for people with weaker bodies like children or old people. The flu is caused by the influenza virus. When a person with influenza coughs, the virus goes into the air. When healthy people breathe the air, they can become ill. People who suffer from the flu feel very tired and feel pain all over their body. They often have a fever. Many with the flu have a cough and a runny nose. Doctors say that there is no cure for influenza. To those who suffer from the flu, doctors may give some medicine so that they can feel better. For children and old people, many doctors suggest the flu vaccine. Experts say that the flu usually goes away in a week or two, so people who have the flu should rest in bed. Experts also suggest that flu patients should drink lots of water. To prevent the spread of the flu, it is important to remember to wash your hands often and cover your mouth and face when you cough.
Unit 3

Language practice

Part A1 (Page 116)
1 abundant  3 diverse  5 false  7 claimed
2 assumption  4 corresponded  6 evaluated  8 drop out

Part A2 (Page 116)
1 withdrew  3 accuracy  5 command  7 clicked
2 reference  4 weakness  6 bonds  8 Statistics

Part B1 (Page 117)
1 up  3 it  5 for  7 of
2 sense  4 out  6 of
3 a difference  5 sure  6 for

Part B2 (Page 117)
1 directory  3 categories  5 classified  7 correction  9 qualifications
2 type  4 bother  6 acknowledge  8 combed  10 specific

Part C1 (Page 118)
1 was about to  3 used to  5 had better  7 was supposed to
2 was able to  4 would rather  6 are likely to  8 have got to/had better

Part C2 (Page 118)
1 is  3 were  5 would/could  7 were  9 can
2 was  4 had to  6 did  8 are  10 will/are likely to

Part D1 (Page 119)
1 abandoned  4 explicit  7 nowhere
2 overcome  5 competence  8 appointment
3 confident  6 annoyed

Part D2 (Page 119)
1 presented  present presentation  4 educated  educate  education
2 permission  permitted permit  5 date  date dates
3 distant  distance

Part D3 (Page 120)
1 addressing  4 reference  7 terminals  10 evaluate
2 relevant  5 diverse  8 source
3 web pages  6 accuracy  9 What is more

Part D4 (Page 120)
1 People from diverse cultures sometimes have difficulty understanding each other.
2 His description of what happened that night didn’t correspond with that of the two witnesses.
3 The accuracy of the statistics in the medical report has made many people supporters of this theory.
4 I haven’t seen his work performance, so I cannot evaluate his ability.
5 Before writing an essay, you should make an outline of what you want to write.
6 At the conference, the famous educator gave some advice on how to help students in remote areas who have dropped out of school.
7 Don’t worry. You can turn to me for help whenever you are in need.
8 He is classified as one of the greatest scientists of our time due to his outstanding achievements.

Reading
Part A (Page 121)
1 He claimed to be a thirteen-year-old junior high school student in Texas named Josh. For several weeks, they chatted online about their hobbies and school.
2 Josh asked Todd for $450 in total.
3 He was beginning to think it strange that a friend he met in a chat room would ask for so much money.
4 He cheated students out of money by claiming to be poor or ill.
5 Because you cannot know who you are really chatting with.

Part B (Page 122)
1 host          3 HTML       5       6       9 address
2 space         4 titles      6 bold     8 link      10 click

Listening
Parts A and B (Page 123)
1 F  2 T  3 F  4 T  5 T  6 F  7 T  8 T
Part C (Page 123)
1 addicted  4 10 to 15  7 parents  10 teachers and parents
2 600,000   5 do not need 8 exercise
3 escape    6 one hour   9 get together

Writing
Part B (Page 124)
This chart shows the changes in the online activities of university students between 2005 and 2010. In 2005, 70% of the students who used the Internet chatted online, watched films or played computer games. About 8% of university students used the
Internet to get information and send e-mails. In 2005, 20% of university students read the news or articles on the Internet and less than 5% used it to shop online. We can see a great change in the way university students used the Internet by 2010. The number of students who used the Internet to play computer games dropped from 35% to 10%. Those who used it to chat or to watch films also dropped by 2010, falling from 35% to 15%. The greatest change is the number of students who made use of the Internet for getting information and sending e-mails, which rose to 40% by 2010. The percentage of students reading the news and articles on the Internet also increased to 30% in 2010. The number of university students shopping online increased as well, to 10% in 2010. From the chart, we can see that students have learnt to use the Internet in a more responsible way.

Unit 4

Language practice

Part A1 (Page 125)
1 until 3 up 5 with 7 in
2 Between 4 of 6 at 8 of

Part A2 (Page 125)
1 convey 4 choke 7 enlarged 10 ownership
2 via 5 section 8 growth
3 unbelievable 6 authority 9 undertook

Part B1 (Page 126)
1 load 3 crash 5 arisen 7 Pedestrians
2 aggressive 4 drunk 6 violate 8 brakes

Part B2 (Page 126)
1 a The football coach signalled/sent signals to his players on the field.
   b The cyclist signalled that he was turning left.
2 a He was fined for driving on the pavement.
   b After visiting the doctor, I felt fine.
3 a Buses are the chief form of transport in many cities.
   b For many years, he has been the chief of the company.

Part C1 (Page 127)
1 come across  come about  come in  4 died of  died for
2 turned out  turned away  turned up  5 resulted from  resulted in
3 took on  took up  took over

Part C2 (Page 127)
1 a She picked up dumplings at the supermarket on her way home.
b He picked up English while studying in London.

2 a The sky cleared up after the rain.
   b The students cleared up the classroom after lunch.

3 a The secretary put me through to the general manager.
   b The incident put Linda through a hard time.

Part D1 (Page 128)

1 punctual  3 enquiry  5 annual  7 reservation  
2 receptionist 4 timetable 6 port  8 departure

Part D2 (Page 128)

1 off  3 on  5 up  7 with  9 under  
2 up  4 of  6 in  8 away

Part D3 (Page 129)

1 growth  4 Unfortunately  7 convey  10 decide on  
2 choked  5 metropolitan  8 routes  
3 traffic jams  6 lanes  9 tunnels

Part D4 (Page 129)

1 It is dangerous to speed up at the turning as it may lead to car crashes.
2 This company has enlarged its business quickly in the past three years.
3 He promised to pick me up at 7, but didn’t turn up until 9.
4 They postponed the date of the wedding because the details had not been settled.
5 If you violate the rules, you will be punished.
6 He undertook arrangements for everything, which made him quite tired.
7 Many diseases arise from water pollution.
8 Being punctual is an important quality that a person should possess.

Reading

Part A (Page 130)

1 It stopped to get more fuel.
2 Twenty-three passengers died because of the accident.
3 It was especially sad because Manchester United was just beginning to become great when the accident occurred.
4 The memorial has the names of the players who died and a picture of a football field on it.
5 Every year, on the day of a match which is closest to the anniversary of the crash, hundreds of fans gather to sing the song ‘Flowers of Manchester’.
Part B (Page 131)

1. powered  3. environment  5. Easier  7. Expensive
2. lifted  4. chemicals  6. wear  8. common

Listening

Parts A and B (Page 132)

1. 2  4. 6  7. seats  10. Garden Square
2. 6 billion yuan  5. 1.2  8. something to eat/food
3. 12  6. 20 minutes  9. clean

Part C (Page 132)

1. 2009  5. Garden Square  9. 20 minutes
2. 2  6. 12  10. seats
3. 6 billion yuan  7. 6 a.m.  11. food shops
4. Children’s Hospital  8. 11 p.m.  12. Eating

Writing

Part B (Page 133)

It seems that everyone is travelling on holidays these days. During the travel season, roads, buses, trains and airports are packed. Hotels are full as well, and getting a seat at a restaurant may be impossible. You can fight these troubles alone, or you can travel, as I do, in a group led by a tour guide.

If you travel in a group, the guide will arrange everything for you. There will be no need to worry about hotel or restaurant reservations. Prices are often cheaper as well, because a tour group can often get group prices and the best deals for nearly everything.

Your tour guide is often an expert in the places you visit. Most people do not know much about the history of an attraction and interesting stories related to it. The guide’s expert knowledge will help make the trip more interesting.

If you travel in a group, you can also make more friends. If someone gets ill, others go to his or her aid. Often, friendships made on tours last a lifetime.

Using tour guides and travelling in a group is the best way to travel. Your trip will be cheaper, more comfortable, more interesting and more rewarding if you travel this way rather than by travelling alone.
Appendix III: Tapescripts for Workbook

Page 105, Listening, Part A

Susan: Toby, I'm writing a report about the invention of television for a presentation at school. Do you know who invented television?

Toby: Several people worked on the invention. I guess the very first television was invented by Paul Nipkow from Germany.

Susan: What kind of television was it?

Toby: It was a disc with holes in it. The disc turned, and light went through it. This sent a picture.

Susan: I see. Who else helped invent television?

Toby: John Baird from Scotland made several important contributions. In April nineteen twenty-five, he showed the first television at a large shop in London. He only showed the black shape of a doll, though. In October of the same year, Baird made the first television broadcast that showed light and shade. Both of these television systems were too slow to show movement. Baird kept working, and on the twenty-sixth of January nineteen twenty-six, he showed the world's first real television.

Susan: Thanks, Toby. That helps a lot.

Page 105, Listening, Part B

Susan: I went to the library and found out some more information about the invention of television. Philo Farnsworth and Vladimir Zworykin both made televisions that used electricity, like the ones we have today. When Farnsworth was in high school, he came up with the idea that a line of electricity could read pictures line by line, just like we read books. He invented a machine which used electricity to scan and send pictures. In nineteen twenty-seven, he made his first electronic television broadcast. Zworykin was a Russian-American scientist. In nineteen twenty-three, he invented the part of a television camera that broadcasts pictures, and the part of a television that receives broadcasts. In nineteen twenty-nine, he showed a practical electronic television system. Because Farnsworth and Zworykin made their inventions at almost the same time, there is some debate about who was the first to invent electronic television.
Dr Clayton: Each year, ten million people around the world find out they have cancer. More than six million died in the year two thousand. In Africa, Latin America and Asia, cancers of the mouth, stomach and liver are more common. Diets high in red meat, fat and sugar, like those in northern Europe and the USA, have been shown to increase the risk of some kinds of cancer. Stomach cancer, which is more common in China, could be caused by eating foods with a lot of salt, such as salted fish. Lung cancer, which is most often connected with smoking, is common everywhere.

The risk of cancer can be reduced by eating a lot of vegetables and fruit and not drinking alcohol. Exercise is also important. You should avoid too much sun, as this puts you at risk of skin cancer. Finally, see your doctor regularly for physical examinations.

Amy: Dr Clayton’s lecture was very helpful. He said an unhealthy diet can increase our risk of cancer. Right?

Will: Yes. I should start eating more vegetables and fruit, and less meat. I’ve read that eating more brown rice, whole grains and things made from them, like some types of bread and noodles, can also help prevent cancer.

Amy: You know, I don’t exercise enough. Would you like to start playing badminton with me twice a week?

Will: Sure! Maybe we can invite some of our classmates to join us. I have an uncle who smokes. Maybe I should warn him about the risk of cancer and encourage him to quit.

Amy: That’s a good idea. I hadn’t thought about the sun causing skin cancer. What can I do to protect myself?

Will: In summer, avoid going outside in the middle of the day when the sun is the brightest. You can also wear a hat to protect yourself from the sun.

Ms Wu: (rustling of paper; a pause) My goodness! It says that about thirty million teenagers are addicted to the Internet in China!
Li Yue: Yes, and there are six hundred thousand high school students in Beijing who are addicted to the Internet and computer games.

Ms Wu: Hmm. Many teenagers use the Internet and computer games to escape the pressures of school and life.

Li Yue: The article also says that a special clinic opened in Beijing in two thousand and five to give treatment to those addicted to the Internet. Patients usually stay at the clinic for ten to fifteen days and take medicine as part of their treatment.

Ms Wu: Oh, I see. (pause) One doctor at the clinic says that most students who go there have dropped out of school because they have spent too much time on the Internet, as much as ten hours a day. They feel sad and nervous and don’t want to be with other people.

Li Yue: I wonder how this problem can be prevented.

Page 123, Listening, Part B

Ms Wu: To prevent yourself from being addicted to the Internet, you don’t need to stop using computers, but you do need to control how much time you spend online. You can do this by making a plan to spend only one hour every day playing computer games. Tell your parents about it, and ask them to make sure you stop using the computer after one hour. It is true that pressure at school has caused some teenagers to become addicted to the Internet, but there are many ways you can relax besides using computers. Doing exercise is healthier than sitting and using a computer. It makes you feel better, too. Getting together with friends to play sports or just to talk is also better than being by yourself with a computer. When you feel pressure, talk to your teachers and parents about it. They may be strict sometimes, but they do want to help you.

Page 132, Listening, Part A

Lu Qiang: Mum, the new underground in our city is going to open tomorrow! Listen to this article. Begun in two thousand and nine, the project took two years and six billion yuan to complete. The line goes from Children’s Hospital in the north-east of the city to the Number One Department Store in the south-west. It connects many important and popular places in the city, such as Garden Square and the Hi-tech District. There are twelve stations, all of which will be ready to open tomorrow. The first trains leave both Children’s Hospital and the Number One Department Store at six a.m. The last trains leave both stations at eleven p.m. The fare for going four stops
or less is two yuan; for five to eight stops, it is three yuan; for nine to
twelve stops, it is four yuan. Children under one point two metres tall can
ride for free. I can’t wait to ride it!

Page 132, Listening, Part B

Lu Qiang: Hi, Mum!
Mum: Hi! You’re home early, son.
Lu Qiang: I know. I rode the underground home.
Mum: You did? How was it?
Lu Qiang: It was great! It usually takes me forty-five minutes to get home by bus,
but on the underground, it only took twenty minutes!
Mum: That’s really convenient!
Lu Qiang: Yeah. It was really crowded today, though. There were no seats available,
and people were pushing each other.
Mum: That’s probably because it has just opened today. Everyone wants to try
it.
Lu Qiang: There are food shops in the stations, so I bought something and ate it on
the way home.
Mum: Is eating allowed on the underground?
Lu Qiang: I think it is. I saw a lot of other people doing it.
Mum: That’s all right, but we should all work to keep it clean!
Lu Qiang: OK, Mum. Hey, can I go to Garden Square this weekend?
Mum: It’s too far away!
Lu Qiang: Not any more! I can take the underground there now.
Mum: Oh, OK. You can go.
Appendix IV: Grammar

Unit 1

及物动词和不及物动词
及物动词后跟宾语，不及物动词后不跟宾语。
1 一个及物动词后可跟一个宾语、双宾语（即直接宾语和间接宾语）或复合宾语（即宾语和宾语补足语）。
   - 用作宾语的可以是名词、代词、动词不定式、动词-ing形式或从句
     An American, Philo Farnsworth, made important breakthroughs in the development of the TV in the late 1920s and early 1930s.
     It was not until the early 1950s that most tape recorders began using plastic tape as they do today.
     Who can foresee what the future will bring?
   - 直接宾语一般是事物，是及物动词动作的承受体；间接宾语一般是人，是及物动词动作的接受者。
     间接宾语 直接宾语
     On my birthday she gave me a mobile phone as a gift.
   - 用作宾语补足语的可以是名词、形容词、副词、介词短语或非谓语动词。宾语补足语与宾语相关联。
     宾语 宾补
     This will soon make DVDs things of the past.
     宾语 宾补
     They also make TV accessible to people who live far away from cities.
   - 大多数及物动词都能用被动语态的形式。
     By the late 1970s, video recorders small and cheap enough for home use were introduced.

2 不及物动词后不跟宾语，且不能用于被动语态。
   - 不及物动词后可接用作状语的副词或副词短语。
     More challenges lie ahead of me.
     The water rose higher and higher, so more than 1,000 people had to leave their homes.
   - 有些不及物动词后可接介词短语。
     Bored with life in the city, he moved to a remote village accessible only by boat.

3 许多动词既可用作及物动词，又能用作不及物动词，如cook和contribute。
   Mum is cooking (breakfast) in the kitchen now.
   To everyone's surprise, he contributed $5,000 to a local charity.
   Many different people contributed to the development of TV.
Unit 2

连系动词

连系动词是用来连接句子主语和表示该主语所处状态的成分的动词。最常用的连系动词是“be
(be/am/is/are/was/were/been)”。

<table>
<thead>
<tr>
<th>主语</th>
<th>状态</th>
</tr>
</thead>
<tbody>
<tr>
<td>The information is true and accurate.</td>
<td></td>
</tr>
</tbody>
</table>

1. 像 seem、appear、prove、keep、stay 和 remain 这样的词均可用作连系动词。
   It seems very common for people to think of penicillin when they have a fever.
   They appear in favour of the new drug.
   Both of these medicines have saved millions of people's lives and have proved beneficial
to mankind since they were invented.
   You shouldn't keep quiet in a debate.
   People stayed silent while the professor was giving his lecture.
   Medicine remains a positive tool that helps improve our lives.

2. 与五种感觉器官相关的动词—sound、taste、feel、look 和 smell —也可用作连系动词。
   I prefer music that sounds cheerful.
   If you always eat fast food, vegetables may not taste delicious to you.
   The baby's skin feels soft and smooth.
   He noted that a dish in which he was trying to grow bacteria for an experiment looked
abnormal — there was blue mould in it.
   The air often smells bad in this room.

3. turn、go、fall、grow、get 和 become 用作连系动词，通常表示状态的变化。
   Leaves turn green in spring.
   The food will go bad if you don’t put it in the refrigerator.
   Kate fell asleep the moment she got into bed.
   He grew annoyed when the girl asked him another silly question.
   John gets easily excited when he plays computer games.
   Within a short time, aspirin became the best-selling medicine in the world for pain relief.

4. 连系动词后大多跟形容词，有时也跟名词或介词短语。
   形容词
   They remained silent about the whole thing.
   名词
   Penicillin became the great drug of the 20th century, saving millions of lives.
   介词短语
   The article is about using medicine to help people.
Unit 3

助动词

1. 助动词和其他动词一起构成时态、语气和语态。可以用作助动词的有be、do、have和情态助动词。

The Internet has too much information that has not been evaluated for accuracy.
He didn’t find any useful information on the Internet.
There are two main points which must be included when we analyse the Internet.
助动词还可用来构成否定句或疑问句，以及强调结构。
These problems do not occur as often when people use traditional reference materials.
You do know a lot about the Internet.

2. 短语助动词由一个助动词和另一个或两个词组成，例如：have (got) to, had better, would sooner/rather (... than), be to, be likely to, be supposed to, ought to, used to, be about to 和be able to等。

- have (got) to 用来表示“得做某事”，或提出建议，其否定形式not have to的意思是“不必”。
  It’s getting late. I’ve (got) to go now.
  You have (got) to be careful next time.
  You don’t have to take off your shoes. Just come in.
- would rather/sooner (... than)的意思是“宁愿，更愿意”。
  Many countries would rather be cautious with this new technology.
  I would sooner walk to the park than take the bus. It’s not far.
- be to 用来表示未来的安排或打算，或用于正式的指示和命令中。
  The president is to speak on TV tonight.
  You are not to leave this place without my permission.
- be likely 的意思是某事有可能发生或可能是真的。
  The application of this technology is likely to cause a revolution in this industry.
- be supposed to 用来表示“被期望”或“应该”。其否定形式be not supposed to 用来表示“不允许”。
  The children are supposed to be at school before 8 a.m.
  You are not supposed to park your bike here.
- used to 用来表示“过去一直”或“过去经常”。
  I used to love cats until I was attacked by a big black cat last week.
  He didn’t use to smoke when he was younger.
  Did he use to come as often as he does now?
Unit 4

短语动词
短语动词是由动词加副词和介词构成的。有些短语可在句中分开，有些则不能。
A joke will drive your negative feelings away and make you feel much better.
This traffic problem led to the development of the underground system.
He is able to come up with new jokes about the people and things around him.

我们在使用短语动词时一般遵循以下规则:

1. 在短语动词中，副词既可置于宾语前，也可置于宾语后。
   London Transport hopes to try out the system in September.
   London Transport hopes to try the system out in September.
   如果宾语是一个代词，它必须置于动词和副词之间。
   London Transport hopes to try it out in September.

2. 短语动词后并不总是跟宾语。
   The fire broke out at midnight.
   Sixteen years later, in 1884, the Metropolitan Railway Company and the Metropolitan District Railway linked up.

3. 在由动词和介词构成的短语动词中，介词的宾语总是置于介词后。
   Sometimes people ask for travel information from travel agencies.
   The Victoria Line linked with other lines at almost every station.

4. 短语动词常常具有特殊的含义。例如：

<table>
<thead>
<tr>
<th>短语动词</th>
<th>含义</th>
<th>例句</th>
</tr>
</thead>
<tbody>
<tr>
<td>try out</td>
<td>试验</td>
<td>Don’t try the drug out on animals.</td>
</tr>
<tr>
<td>give up</td>
<td>放弃</td>
<td>Tell your father to give up smoking.</td>
</tr>
<tr>
<td>wash up</td>
<td>洗餐具</td>
<td>She is washing up in the kitchen.</td>
</tr>
<tr>
<td>talk over</td>
<td>详细讨论</td>
<td>Let’s talk the things over.</td>
</tr>
<tr>
<td>set up</td>
<td>设立，建立</td>
<td>He set up his own business in 2010.</td>
</tr>
<tr>
<td>look after</td>
<td>照顾，照看</td>
<td>I spent two day looking after my dog.</td>
</tr>
<tr>
<td>turn up</td>
<td>露面</td>
<td>They did not turn up until 10 o’clock.</td>
</tr>
</tbody>
</table>

5. 许多短语动词一词多义。例如，“make out”就有许多不同的含义。下面列举其中三种含义：
   - 能够看清或听清
     It was too dark, and I couldn’t make out the words written on the wall.
   - 理解（仅用于否定句和疑问句中）
     I can’t make out what the article says.
   - 装腔
     He made out that he was familiar with the Prime Minister.