Advance with English

教师用书

Teacher's Book 9
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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“大脑风暴”法引入词汇的学习，目的是活跃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：对主阅读的部分往往是通过抓住该文章的主线，从简单到复杂，从表层到深层，逐步深入进行。同时，在此基础上设计了以时间顺序、地点位置或事件经过等为主线的练习，帮助教师引导学生对文章的主要内容进行梳理，达到对文章深层次理解的目的。

D 系统性和开放性相结合。《牛津高中英语·教师教学用书》适合各种层次的学校使用。教师在使用该书的过程中，可以根据学生的实际情况，对建议中的步骤和内容进行选择，使之更加符合学生的需要和贴近课堂实际，同时又不影响该书的系统性和完整性。例如：在任务 (Task) 和课题 (Project) 部分，教师可以根据学生的具体情况，选用所介绍的步骤、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思想，充分考虑学生的需要，从“优化学习方式，提高自主学习能力”出发，设计各项教学步骤。

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

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

3 Resources 就课文中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11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，培养学生的自主学习能力。《牛津高中英语・学生用书》引导学生“学会学习 (learn how to learn)”，使学生通过观察、体验、讨论、合作、参与和探究等积极主动的学习方式，完成任务，实现目标，形成有效的英语学习策略，从而使语言学习的过程成为学生自主思维、大胆实践、形成自主学习能力的过程。

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

5. 采用多元化的评价方式，促进学生不断发展。《牛津高中英语・学生用书》既关注学生的学习过程，又关注学生的学习成果，通过形成性评价，促进学生自主
地和创造性地开展学习活动，让学生对自己的知识学习、综合语言运用能力培养以及学习中表现出来的情感态度和价值观进行自我评价，以便及早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，重视联系当前我国学生的学习的实际，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。选修模块则给学生提供多种选择，以满足不同学生的发展需求，为学生创造自主选择和自我发展机会。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、逐步提升的特征。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，贴近社会实际和学生生活实际，强调学生经验、学科知识和社会发展三方面内容的整合，具有科学与人文价值。教材内容的编选和组织体现了思想性、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。对中外文化的理解和比较，不仅有助于学生学习英语，积累文化知识、培养跨文化意识、形成跨文化交际能力，而且能更深刻地认识到文化的异同，从而培养建立在对本国文化深刻理解与认识基础上的爱国主义精神。

4 用英语做事情，在活动中学习和掌握英语。《牛津高中英语·学生用书》体现“活动中学英语(do to learn)”的教学思想，以话题为主线，活动为形式，将话题、功能、任务、结构有机地结合起来。教材各单元中板块的设计都围绕某一个话题展开，各个板块组织和安排了听、说、读、写的活动，引导学生积极参与，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技能和有效的学习方法，如：学会在完成听、说、读、写等任务的过程中采用正确的步骤和方法；学会在整个学习过程中如何有目的、有计划地去安排学习活动，并通过自我评价来调整自己的学习进程，从而达到最佳学习效果；学会争取更多的交际机会，利用各种渠道使用英语；学会合理并有效地利用多媒体工具，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 选修课程六个模块所编写的选修教材。三册选修教材是根据《课标》对系列 II 任意选修课程设置的提议，从三大类（语言知识与技能类、语言应用类和欣赏类）任选课程编写的，这些课程分别是：《初级英语语法与修辞》、《初级经贸英语》和《英语文学欣赏入门》。课程结构图如下：

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

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

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

表 2 《牛津高中英语·学生用书》必修模块内部结构图

![必修模块内部结构图](image)

表 3 《牛津高中英语·学生用书》系列 I 选修模块内部结构图

![选修模块内部结构图](image)

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

1 Welcome to the unit

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

2 Reading

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

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

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

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

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

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

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

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

3 Word power

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

该板块通过语法规则的讲解与多种图示的呈现，让学生比较全面系统地掌握语法知识。讲解通俗明了，浅显易懂。学生可以根据语法规则，完成书中的练习。该板块语法练习一般都要求在语篇中完成，避免了学生死抠语法，生搬硬套。语法配有精炼恰当的文字说明和一幅了然的图片、表格，所选例句语言地道。语法训练所选用的语言材料和所设计的练习与单元话题相联系。对于一些已在初中阶段学过的语法项目，则注意在原有的基础上有所拓展和延伸。

5 Task

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

该板块含有三个步骤（Steps），每个步骤都给学生提供了真实的情景，并设计了目标明确的活动。步骤 1 侧重于培养学生获取信息的能力（receptive）；步骤 2 侧重于鼓励学生学会合作，发展与人沟通的能力，实现教师与学生、学生和学生之间的互动（interactive）；步骤 3 侧重于完成一个富有情景的写作任务（productive）。为了更好地完成以上活动，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为表格、提纲或备忘录等，其目的是让学生通过听和读的渠道完成该任务，培养获取信息的能力。

步骤 2 通常设置一个与现实生活相关的语言环境，并向学生提供语言材料、活动要点等，让学生为以后的活动做好准备，然后创设各种各样的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。该步骤体现出任务（Task）板块的最终成果，设计了各种富有情景、适合学生能力水平的写作任务，如出通知、写电子邮件、书信等，并提出了相应的要求。学生可通过写作实践，了解各种文体的格式和要求，掌握基本写作技能。

6 Project

该板块引导学生进行探究性学习，把英语听、说、读、写的训练从课堂内拓展到课堂外。首先提供与该单元话题有关的阅读材料，让学生从中受到启发，引起用英语开展活动的兴趣。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 部分要求学生对每一单元的各项目标，如阅读、听说、写作、语法、词汇
学习、语言运用等，从五级（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，调准自己的学习策略。

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

四、教学时间分配建议

必修课程英语 1 至英语 5 为高中一年级和高中二年级第一学期的上半学期提供
了适量的教学材料。从高中二年级第一学期的下半学期起，学生可以选修系列 I 顺序选修课程英语 6 至英语 11。英语 1 至英语 5 每册各有三个单元，每一单元建议用
10 至 12 课时。英语 6 至英语 11 每册各有四个单元，每一单元建议用 8 至 10 课时
学生在学习必修课程的同时或之后，可以自主选修系列 II 任意选修课的课程。

五、教材建制

全套教材由以下部分组成：

学生用书

同步听力 同步阅读 教材录音带

练习与测试

试卷集 课课练

自主学习手册 教师教学用书

编 者

2011 年 11 月
Other countries, other cultures

Overview

This unit introduces and develops the theme of different countries and their cultures. In *Welcome to the unit*, students are presented with four pictures, each of which represents a different country. Students are expected to have a discussion about the symbols of other countries as well as of China, and how different things come to be seen as the symbol of a country. The *Reading* text is a brochure about the country of Canada, in which its geography, history, culture and its four major cities are introduced. *Word power* focuses on words used to describe a country. In *Grammar and usage*, students will review the use of attributive clauses. Following is the *Task* section, which asks students to plan a trip. Students will have the opportunity to practise their listening, speaking, reading and writing skills. They will also learn how to infer information, how to ask for repetition of information and how to write a travel plan. In *Project*, students will first read a magazine article about one aspect of Australian culture and then prepare for a presentation about a particular aspect of Chinese culture.

This unit provides students with the opportunity to gain insight into the cultures of other countries. The *Reading strategy* teaches students how to sort information into sections when they are reading a text that provides information on a variety of subjects. This unit also enables students to listen to a conversation for information, ask a travel agent for more information and write a plan for a trip to New York. 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. Students are expected to apply what they have learnt to practical use by preparing a presentation on one particular aspect of Chinese culture.

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### Highlights of the unit

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<td><em>On the east and west are the shores of two great oceans—the Atlantic and the Pacific.</em></td>
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<td><em>Toronto, the largest city in Canada, ranks among the most multicultural cities in the world.</em></td>
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<td>2 Describing the history of Canada</td>
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<td><em>Quebec, which was first settled by the French, was lost to the British in 1763, but its population is still over 70 per cent French.</em></td>
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<td><em>Canada has a very interesting history. In 1896, gold was discovered in the Klondike frontier area in the north-west of Canada.</em></td>
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<td><strong>Vocabulary</strong></td>
<td>skyscraper, maple, centigrade, border, countless, freezing, recreation, photographer, hunter, rank, historic, alley, concrete, dynamic, cuisine, semicircle, sheet, traveller, frontier, westwards, settlement, merchant, niece, oral, merry, teamwork, seaside, sidewalk, jungle, immigration, sporting, ambiguous, absolute, compulsory, canteen, pub, pint, grill, league, content, unfit, owe, equip, dusk, after-school, thrill, originally, considering</td>
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<td></td>
<td>cross-country ski, seek one’s fortune, little more than</td>
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<td><em>For those who love natural recreation, it is possible to walk, sail or cross-country ski for hours—or even days—without meeting another person.</em></td>
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<td><em>Beautiful scenery is just one of the treasures (that) Canada has to offer.</em></td>
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<td><em>I saw a policeman writing a ticket to a driver whose car was blocking the street.</em></td>
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<td></td>
<td><em>As anybody can see, Canada is a beautiful country.</em></td>
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<td></td>
<td><em>Canada has vast areas of wilderness, from the Arctic north, where average winter temperatures are usually minus 20 degrees centigrade, to the border with the USA to the south.</em></td>
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<td><strong>Skills and strategies</strong></td>
<td>By the end of this unit, students will be able to:</td>
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<td>1 read a travel brochure about Canada and a magazine article about one aspect of Australian culture</td>
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<td><strong>Culture</strong></td>
<td>1 Information about Canada</td>
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Welcome to the unit

Different countries have developed different cultures over time. Learning about other countries and their cultures is a particularly rewarding experience. In this section, students will look at four different pictures, of either a landscape or people, each of which represents a country. They will discuss the symbols of other countries as well as of China and how different things come to be seen as the symbols of different countries. Students are expected to fully participate in the discussion and all the other activities so that they can practise their spoken English.

Brainstorming

1. The topic of this unit relates to the cultures of different countries. Students who are not familiar with or are not interested in this topic may need some encouragement. Before class, encourage students to do some research on the unit topic and prepare a presentation. Ask students to focus their research on English-speaking countries, i.e., Canada, the UK, Ireland, Australia, New Zealand and the USA. You may organize students into small groups of four and assign each group a different country. Students can choose one or more of the following subjects to research:
   - geography (area, climate, animals, plants, cities, etc.)
   - history
   - society (population, language, government, education, etc.)
   - culture (lifestyle, customs, arts, etc.)

2. Arouse students' interest by showing them the following pictures:
   - a picture of a kangaroo (Australia)
   - a picture of the Eiffel Tower (France)
   - a picture of a tulip (the Netherlands)
   - a picture of William Shakespeare (the UK)
   - a picture of a woman wearing a kimono (Japan)

Then ask students the following questions:

Which countries do these pictures represent?

Why do you think that the images in these pictures represent those countries?

Have you ever been to one of these countries? If you have, what has impressed you most?

What kind of images do we usually use to symbolize a country? (An animal, a building, a flower, a great person, a costume, etc.)

Encourage students to express their ideas freely.

3. Organize a class presentation and have each group report their research, which they have done before the class, to their classmates. This activity helps students get prepared for this unit. Praise students for any parts they do well in.
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 pictures and provide them with useful information. Here are some sample questions:

**Picture 1**

*Who are the people in the picture?* (They are Mounties, or the Royal Canadian Mounted Police. They are also known as the RCMP.)

*What do you know about them?* (The RCMP was originally called North-West Mounted Police, and was formed in 1873. In 1920, it was renamed the Royal Canadian Mounted Police. In the past, horses were used as a means of transport by the police in Canada. Now, various modern vehicles are used instead. The official motto of the force is ‘Defending the law’.)

*Why do you think the Mounties represent Canada?* (The Mounties are one of the most recognizable Canadian symbols, as they have often been featured in Hollywood movies, especially between the 1920s and the 1940s.)

*What other things represent Canada to you?* (Maple trees, Niagara Falls, the CN Tower, etc.)

**Picture 2**

*Who is the man in the picture?* (The man is a beefeater, or the Yeomen Warder of Her Majesty's Royal Palace and Fortress the Tower of London.)

*What do beefeaters do?* (In the past, the beefeaters looked after the prisoners in the London Tower and guarded the British crown jewels. Now, they no longer safeguard the Queen's jewels.

Instead, they are ceremonial guardians who also act as tour guides. To most tourists, they are tourist attractions in their own right.)

*What do you know about beefeaters?* (It is said that the word 'beefeater' came from French 'buffetier', which refers to the guard protecting the king's food in the palace of French kings.)

*Why do you think a beefeater represents the UK?* (Beefeaters have a long history. In 1485, King Henry VII made the beefeaters his bodyguards. Beefeaters are also famous for their uniforms. One is their red and gold ceremonial uniform, which dates back to 1552 and can still be seen on important occasions. The other one is the blue dress uniform, which is more commonly worn. This uniform dates back to 1858.)

*What other things can you think of to represent the UK?* (Big Ben, Stonehenge, Sherlock Holmes, etc.)

**Picture 3**

*What can you see in the picture?* (An opera house—the Sydney Opera House.)

*What does this opera house look like?* (It looks like a group of seashells.)

*Where is it? Which country does it stand for?* (It is in Sydney. It stands for Australia.)

*Why has this opera house become a symbol of Australia?* (The Sydney Opera House represents both achievements in modern architecture and performance. This magnificent building with its distinctive shell roof was constructed between 1957 and 1973. Since its official opening, the Sydney Opera House has attracted famous performers from all around the world.)
What other things represent Australia to you? (Koala bears, kangaroos, Gold Beach, etc.)

Picture 4

What is this skyscraper called? (The Empire State Building.)

Where is it located? (In New York, the USA.)

What do you know about the Empire State Building? (The Empire State Building, which stands over a quarter of a mile above the heart of Manhattan, is a 102-story landmark skyscraper. It was designed by William F. Lamb and constructed between 1929 and 1931.)

Do you think the Empire State Building is an icon of the city of New York or even an icon of the USA? (Yes. The Empire State Building is considered an icon in New York City and also a symbol of the dreams and aspirations of many American people. Its name is derived from the nickname for New York—the Empire State.)

What other things represent the USA to you? (The Statue of Liberty, the White House, Hollywood, etc.)

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

2 Have one student read aloud the three questions below the pictures, 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 several students report their answers to the class.

Sample answers

1 The picture with the policemen on horseback represents Canada. The police in Canada are called the Royal Canadian Mounted Police. The picture of a man wearing a traditional red uniform and a black hat represents the UK. The man is a guard at the Tower of London. In the third picture, we can see the Sydney Opera House, which is situated on Bennelong Point in Sydney Harbour. It represents not just Sydney, but also Australia. In the last picture, we can see the Empire State Building, which is in New York City, and is an American cultural icon.

2 The maple leaf can be thought of as the symbol of Canada. Besides Beefeaters, I think many buildings can be thought of as symbols of the UK, such as London Bridge and Buckingham Palace. Koala bears and kangaroos can represent Australia. With regards to the USA, we can’t miss the Statue of Liberty. For other countries, I think kimonos and cherry blossom can be the symbol of Japan, the pyramids can be thought of as a symbol of Egypt, the Colosseum can be seen as the symbol of Italy and the Acropolis can be seen as the symbol of Greece.

3 The dragon is regarded as a symbol of our nation. Also, in ancient times dragons were thought of as having magic powers that could bring fine weather and good harvests. Today, many Chinese believe that dragons can bring them good luck.

3 Have students read the articles on Pages 103 and 104 in the Workbook, so they will learn something about a European country—Belgium—as well as about cultural differences an international businessman has experienced.
Reading

The reading passage is a brochure about Canada. Students are expected to gain some information about the geography, the history and four cities of Canada. The Reading strategy in this unit teaches students how to sort information into sections when they are reading a text that provides information on a variety of different subjects. Students are expected to gain more information about Canada and improve their reading skills by fully participating in all the activities.

Lead-in

1 Begin this lesson with the following activities:
- Students who are interested in Canada will enjoy this unit. Others may need a little encouragement. You can raise students’ interest in this topic by asking students the following questions:
  - When we talk about Canada, what do you think of?
  - What is Canada famous for?
  - Can you name some famous cities in Canada?
  - What are the official languages of Canada?
  - Have you ever heard anything interesting about Canada?
  - Can you name some famous people from Canada?

Encourage students to do some research on this topic before class.
- If possible, you may present a map of Canada to students. You may ask them the following questions and have them mark their answers on the map:
  - What is the capital city of Canada, and where is it?
  - Where is the largest city, Toronto, located?
  - Where is the second largest city, Montreal, located?
  - Where is Vancouver, the city with the largest Chinese population, located?
  - Where is Edmonton, a city in the province of Alberta, located?
  - Can you mark Canada’s border with the USA?
  - Can you mark the areas that are inside the Arctic?

The above activities would help students learn about this unit.

2 Tell students that they are going to read a passage titled Canada—land of maple trees. Before students read the text, first ask them to think about what subjects will be covered in the passage. Then have students create a spidergram to organize their ideas. For example:

```
Canada
  ├── society
  │    └── culture
  └── food
      └── history
```

Encourage students to provide details about these subjects. For example, Canada—geography—mountains—Banff National Park, etc.

3 You may help students predict the subjects that will be mentioned in this reading passage. They may have a further check after reading the passage.

Reading comprehension

1 Tell students to 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 the information needed to answer these questions.
Answers

A 1 More than 30 million people.
2 Toronto, Montreal, Vancouver and Edmonton.
3 Because there are many maple trees in Canada, and the maple leaf, which is on the Canadian flag, is considered Canada’s national symbol.

2 Have students read the passage again and complete Parts C1 and C2. The questions in Part C1 check students’ reading comprehension and their ability to find specific information. Part C2 serves as a strengthening activity which has students identify the cities mentioned in the reading passage. 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.

C1 1 T 2 T 3 F 4 F
5 T 6 F 7 T

C2 1 Montreal 2 Montreal 3 Toronto
4 Vancouver 5 Edmonton 6 Toronto

3 Have students read the Reading strategy. Remind them to concentrate on how to sort the information into sections. Tell students that a good way of sorting the information is to make a table with different headings and use it to take notes while reading the text. Subtitles in the text may show how it is organized. Have students read the text again to find how the information is grouped. The following chart might help them understand the text better.
4 While conducting these activities, develop students’ ability to guess the meanings of words from the context. Tell students not to refer to the dictionary or ask you for an 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 context, students should be able to guess the meaning of the word. Have them do Part D and check the answers as a class.

**Answers**

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

5 Part E aims to help students become more familiar with Canada and also to practise some of the useful words learnt in the reading passage. Have students then read the text again, and finish the exercise by themselves. Then ask several students to read their answers to the class. Check for mistakes and mispronunciation.

**Answers**

<table>
<thead>
<tr>
<th>E</th>
<th>(1) settlement</th>
<th>(2) hunters</th>
</tr>
</thead>
<tbody>
<tr>
<td>(3) westwards</td>
<td>(4) malls</td>
<td></td>
</tr>
<tr>
<td>(5) freezing</td>
<td>(6) photographer</td>
<td></td>
</tr>
<tr>
<td>(7) recreation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Post-reading activities**

1 Part F aims to consolidate the information and also improve students’ speaking skill. Have students work in pairs to do Part F. Tell them first to read the instructions and then role-play the dialogue. Encourage students to share their opinions and then 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 choose to focus on a specific subject about Canada, such as its history, geography or cities. Have them prepare a presentation about the topic based on the reading passage or any other resources they can find.
- Organize a class presentation. Praise students for any parts they do well in. Try not to focus on their mistakes, as this will discourage students from speaking in front of the class.
- Organize students into groups of four and have each group design a poster to illustrate their ideas about Canada. Make sure that every group member contributes to the design and the making of the poster.

3 Have students do Parts A1 and A2 on Page 98 in the Workbook to practise using some words and phrases. Or, they can do the two exercises as their homework.

**Notes**

1 ... to the 8,892-kilometre-long border with the USA to the south, which is the longest border in the world not defended by an army or the police. (Page 2, Lines 4–6)

Here *border* is a noun, meaning ‘the line that divides two countries or areas’ or ‘the edge of something’.

*Dave lives in a small town in Canada, near the American border.*

*You cannot cross the border without a passport.*

*Her handkerchief has a lace border.*

The word *border* can also be used as a verb, meaning ‘to touch at the edge or boundary’.

*China borders Russia and many other countries.*
Jordan holds a key position, bordering both Israel and Iraq.
West Lake is bordered by willows.

2 There are many wild animals in the forests and on the freezing lands in the north, and fish are abundant in the seas and rivers.
(Page 2, Lines 9–10)
Here abundant is an adjective meaning ‘available in large quantity’ or ‘rich’.
This lake is abundant in fish.
We have abundant time to get there.
This autumn, farmers had an abundant harvest.

3 Toronto, the largest city in Canada, ranks among the most multicultural cities in the world.
(Page 2, Lines 19–20)
The verb rank means ‘to hold a position’.
Tom ranked fourth among Grade 7 students in the writing competition.
In my opinion, Steve Jobs ranked among the greatest innovators in this world.
It is widely accepted that 1978 ranked as the most remarkable year for change in China.

4 It also has superb scenery, a beautiful harbour, and all the comforts of modern life and international cuisine, in addition to being close to some very popular ski areas.
(Page 3, Lines 36–38)
- Here the adjective superb means ‘very good’ or ‘excellent’.
The hotel offers superb views of the sea.
We have superb cooks and offer superb service in our restaurant.
I read a superb novel written by my favourite author.
- The phrase in addition to here means ‘as well as’ or ‘and also’.
Mr Smith has a flat in London in addition to a villa in France.
In addition to his years of experience as a teacher Mr Zhou really cares for his students.
In addition to his homework, he also did some exercise and read a book last night.

5 Approximately one million people left their homes and travelled westwards to seek their fortune in the Gold Rush.
(Page 3, Lines 49–50)
- Here the word approximately means ‘about’ or ‘around’.
This supermarket covers approximately 10,000 square kilometres.
Approximately 50,000 people came to the concert.
Tom knew the result of the exam, approximately.
- The word westwards means ‘towards the west’. ‘Wards’ can also be combined with other words of direction to form compound words, such as northwards and eastwards.
The bottle with the message drifted westwards and soon disappeared.
In the story, the master and disciples travelled westwards looking for Buddhist sutras.
The child quickly ran northwards so that he could escape from his mum.
- The word seek means ‘to try to find something or ask for something’.
The police are seeking a witness who may know something about the robbery.
People don’t often find what they seek.
Hundreds of people went to seek gold in California.

6 Although only a handful of people became successful, many stayed and built settlements in the area, and there are now many museums showing what life was like back then.
(Page 3, Lines 51–53)
- The phrase a handful of means ‘a small number of’.
Only a handful of people attended the meeting last Sunday.
A handful of holiday-makers visited the tourist attraction.
Although they put an advertisement on TV, only a handful of applicants turned up.
- Here the word settlement means ‘a
place where people come to live together and make their homes, especially in a place where few people lived before.

Outside the town there was a large Roman settlement built several hundred years ago.

During the settlement of the American West in the nineteenth century, many native Americans were killed.

There was an Iron Age settlement on top of the hill.

Niagara Falls
Niagara Falls consists of three parts: the Canadian Falls (or Horseshoe Falls), the Bridal Veil Falls and the American Falls. It mainly lies in Canada although part of it is in the USA. Niagara Falls is considered a true wonder of nature. Every year, thousands of people visit the area to see one of the world’s most spectacular wonders. It was formed approximately 12,000 years ago when new rivers that had been created by melting ice came together at Niagara. For more information about Niagara Falls, you can visit the following website:
http://www.niagaraparks.com/

The Canadian National Tower
The Canadian National Tower, built in 1976, is located in the city of Toronto. It is considered to be the tallest free-standing structure in the world, as well as the most well-known landmark in the city. Many people believe that it was built to demonstrate the strength of Canadian industry. The CN Tower has been declared one of the Seven Wonders of the Modern World, and it attracts millions of visitors every year. For more information about the CN Tower, you can visit the following website:
http://www.cntower.ca/portal/

Resources

Word power
In this section, students will learn words that can be used to describe a country. Students are expected to read the contents page of a book about the United Kingdom. Then they are required to read a diagram explaining the composition of the British Commonwealth of Nations. Students are expected to use the words learnt in this section to complete the two exercises that follow.

Brainstorming
1. Begin the lesson by reviewing the reading passage ‘Canada—land of maple trees’. Ask students the following question:
   What subjects are covered in the reading passage?
   Then you may encourage more able students to think about:
   How are these subjects organized?
2. Ask students the following question:
If we were to write a guidebook about a country, what subjects should be covered? Encourage them to do some research on this question and write about as many subjects as possible. Or, they can bring a copy of a guidebook on a country to the class, and you can study the contents page of the book with them.

Vocabulary learning

1. Have students read Part A on Page 6. Explain the contents page of the book to students. Check their comprehension by asking the following questions:
   If you want to know where Northern Ireland is, which section could you turn to? On which page? (The UK on the map on Page 6. If I want to know more about Northern Ireland, I'll read from Page 86.)
   What information do you think can be found in the section ‘Where to stay’? (Information about hotels in the UK.)
   What do you think the section ‘Survival guide’ is about? (I think it will tell me where to find a hospital if I'm ill, or how to ask for help when something urgent comes up. In the ‘Travel information’ section, I can find transportation timetables, or how to go to places.)
   Show students a map of the UK so they can learn the locations of the four countries and the main cities of the UK.

2. Have students focus on Part C on Page 7, which serves as a strengthening exercise to check their understanding of the contents page in Part A. Have students complete the exercise individually first, and then check the answers as a class.

Answers

C (1) Great Britain (2) Scotland
   (3) London (4) Edinburgh
   (5) Cardiff (6) Belfast

3. Have students focus on Part B on Page 6. Make sure that they understand the composition of the British Commonwealth of Nations. These questions might help them understand the diagram better:
   What countries is Great Britain made up of?
   What is the UK made up of?
   What other Commonwealth nations do you know of?

4. Have students look at the four pictures in Part D. Tell them that each of the four pictures shows a different scene in each of the four countries in the UK. Encourage them to search the Internet to find more information about the four cities.

Answers

D Glasgow—Scotland
   Derry—Northern Ireland
   Swansea—Wales
   Birmingham—England

Grammar and usage

The grammar target of this unit is attributive clauses. Students will learn that there are two types of attributive clauses: restrictive and non-restrictive. They will learn the differences between the two types of attributive clauses and how relative pronouns and adverbs are used in each. Students are expected to apply what they have learnt by fulfilling some written tasks.

Overview of attributive clauses

1. Help students review what an attributive clause is. Organize students into groups
of four and have each group first read
the reading passage again and then try
to find as many attributive clauses in it
as possible. Use the following sentences
as an example:
Canada has vast areas of wilderness, from
the Arctic north, where average winter
temperatures are usually minus 20 degrees
centigrade, to the 8,892-kilometre-long
boarder with the USA to the south, which is
the longest border in the world not defended
by an army or the police. (In this sentence,
‘Canada has vast areas of wilderness’ is
the main clause. ‘Where average winter
temperatures are usually minus 20
degrees centigrade’ and ‘which is the
longest border in the world not defended
by an army or the police’ are the
attributive clauses. The first attributive
clause expresses what kind of place
Canada is and the latter attributive
clause gives more information about the
long border.)
For those who love natural recreation, it is
possible to walk, sail or cross-country ski for
hours—or even days—without meeting
another person. (Here ‘it is possible to
walk, sail or cross-country ski for hours—or
even days—without meeting another
person’ is the main clause. ‘Who love
natural recreation’ is the attributive
clause, which defines the pronoun those.)
In the heart of Toronto is the Canadian
National Tower, which is often called the
CN Tower for short. (‘Which is often
called the CN Tower for short’ is the
attributive clause. Here ‘which’ refers to
the Canadian National Tower.)
Have students first identify which is the
main clause and the attributive clause.
Then have more able students point out
the function of the relative pronoun or
adverb functions in each sentence.
2 Have students read Part 1 on Page 8.
Students should learn that a restrictive
attributive clause can be introduced by a
relative pronoun. Relative pronouns
include which, that, who and whom. They
function as the subject or object in the
attributive clause. Provide students with
more examples of attributive clauses:
It is good to learn about the cultures of
people who/that come from other countries.
The tree itself supplies Canada’s most
famous food—maple syrup—which goes
well with pancakes.
People who have been bungee jumping in
New Zealand say that it is an amazing
experience!
Students should also learn that a
restrictive attributive clause can be
introduced by a relative adverb. Relative
adverbs include when, where and why.
They function as adverbials in the
attributive clause.
This is the reason why so many outdoor
sports fans come to New Zealand every year.
Bungee jumping is a sport where people
make a vertical jump from a high platform
with a rubber cord tied to their ankles so
that they bounce.
The day finally came when we played our
final football match.
Have students present their own
examples and explain the use of each
relative pronoun or adverb.
3 Have students read Part 2. Ask them
what the function of a non-restrictive
attributive clause is. They should learn
that a non-restrictive attributive clause
gives additional information to the part
it modifies, and is usually separated from
the antecedent with a comma. Provide
students with the following examples:
He missed the show, which was a great
pity.
Many people, some of whom are not
overweight, are dieting.
We’ll put off the outing until next month,
when Amy feels better.
4 Tell students that attributive clauses are
like adjectives. Ask students what the
two types of attributive clauses are. Make sure that students are able to distinguish the two types and know the functions of the relative pronouns and adverbs. Provide students with more examples as follows:

As a result, the number of people who travel by plane in China is larger than ever before.

This is the doctor who saved the boy’s life.

I meant the person that you talked to just now.

Chaplin, who was born of a poor family, is considered to be one of the greatest comedians in the world.

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

Answers

A 1 which is in the south-eastern part of Canada

2 why Mary wanted to leave her home town
3 whose sister is my friend
4 where most people speak French
5 who/that want to travel around the world
6 when we learn to give serious thought to our future
7 As is known to all

6 Have students read Liu Mei’s article about her school festivals in Part B and choose a proper attributive clause for each blank to complete the text. They may do the exercise individually or in pairs. Give explanations if necessary. Check the answers as a class.

Answers

B (1) a (2) c (3) e (4) d (5) b

7 Have students do Parts C1 and C2 on Page 100 in the Workbook. Or, they can do them as their homework.

Task Planning a trip

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 infer information when listening, how to ask for repetition of information and how to write a travel plan. They are expected to use what they have learnt in this section to write a travel plan.

Skills building 1: inferring information

1 Have students read the directions in Skills building 1 on Page 10. Tell them to focus on what they should do to infer or gather information from a conversation while listening. You may conduct the following activities to help students understand the directions:

• Have students listen to a dialogue
and ask what information can be inferred. For example:

A: How are you getting to the airport?
B: Well, I don’t really have any choice. My car is at the garage getting repaired and the taxi is just too expensive.

You can infer from the conversation that B is not likely to drive or take a taxi to the airport. Very likely, B may take a bus or the underground there.

- Have students listen to two more conversations and guess what is happening in each conversation.

**Conversation 1:**
A: You look so tired.
B: Yes. We have lots of children running around, and so many relatives from different cities coming today.

You can infer that B’s house could be in a mess and there will be a big family event on that day.

**Conversation 2:**
A: Did you have a good sleep last night?
B: Well, it was too noisy outside. I hate noise, you know.

You can infer that B was disturbed by the noise and as a result failed to sleep well last night.

1 Organize students into groups of four and tell them to discuss the following question:

*What should we do in order to infer information while listening?*

- take notes of useful information while listening
- look at the information provided
- see what can be inferred

Encourage students to relate their ideas using past experiences. Help them to discuss and express their ideas freely.

2 To give the context for the Listening, have students discuss the following question in groups of four:

*Suppose you work in a travel agency. A school band from Australia will come to visit another school in China. You are to help the two schools organize this tour. What would you do to prepare for it?*

You can provide students with the following prompts for them to conduct their discussion:

- decide the flights and confirm the arrival and departure times
- book hotels and prepare the contact information of the hotels for the visitors
- prepare a welcome party and a farewell party
- consider the visitors’ needs by thinking about their lifestyles, interests, favourite food, etc.
- discuss with the contact person about organizing different activities for each day
- discuss with the contact person about possible places of interest to visit

Have students suggest more details of the activities and places that the group of young musicians from Australia can do and visit.

2 Have students read the directions and do the exercise in Part A. Play the recording once. If necessary, play the recording again, stopping after each answer or sentence so that students have time to fill in the list.
Ms Martin: Hello, Mr Liu.

Mr Liu: Hello, Ms Martin.

Ms Martin: We have finished organizing the trip. Could you confirm your arrival details for me, please?

Mr Liu: Yes. We will arrive at Kennedy International Airport on Friday, October the fourteenth at five thirty p.m. Will you be able to meet us?

Ms Martin: Yes. We’ll have a bus there to meet you. You’ll be staying at the International Students’ Inn at ninety West One Hundred and Sixteenth Street in Upper Manhattan. That’s number ninety on West One Hundred and Sixteenth Street. Manhattan is spelt M-A-N-H-A-T-T-A-N. The phone number is two-one-two-eight-six-two-seven-eight-two-four. That’s two-one-two-eight-six-two-seven-eight-two-four.

Mr Liu: Thanks.

Ms Martin: Now, your band will perform two concerts. The first one will be on Monday the seventeenth at Lincoln High School. Lincoln is spelt L-I-N-C-O-L-N. Two days later, your band will perform a second concert at Washington College. We are also inviting you to attend our school’s concerts on Saturday the fifteenth, and again on Tuesday the eighteenth. Then, there will be a farewell party on Thursday night at our school. For fun, we have organized some group tours to show you around New York.

Mr Liu: That sounds wonderful. What have you planned?

Ms Martin: On Saturday morning, we have arranged to take you on a boat tour around the island of Manhattan. That way you can see the Statue of Liberty, and all the skyscrapers. You can see the UN Headquarters from the boat, and many of New York’s famous bridges. The rest of the time your students are free. There is plenty to see and do in New York!

Mr Liu: Yes, I am sure. Thanks. I am really looking forward to meeting you.

Ms Martin: I look forward to meeting you as well. See you soon. Goodbye.

Mr Liu: Goodbye.
Answers

A  Arrival information
   Arrive at Kennedy International Airport on Friday, 14th October, at 5.30 p.m.
   Phone number 2128 627824  Address 90 West 116th St. Manhattan
   Official schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Place</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>15th</td>
<td>Saturday</td>
<td>New York High School</td>
<td>attend concert</td>
</tr>
<tr>
<td>17th</td>
<td>Monday</td>
<td>Lincoln High School</td>
<td>perform</td>
</tr>
<tr>
<td>18th</td>
<td>Tuesday</td>
<td>New York High School</td>
<td>attend concert</td>
</tr>
<tr>
<td>19th</td>
<td>Wednesday</td>
<td>Washington College</td>
<td>perform</td>
</tr>
<tr>
<td>20th</td>
<td>Thursday</td>
<td>New York High School</td>
<td>attend farewell party</td>
</tr>
</tbody>
</table>

Organized tours
   On Saturday morning, a boat tour around the island of Manhattan.
   See Statue of Liberty, skyscrapers, UN Headquarters and famous bridges.

4  Have students read the instructions in Part B. Then have them listen to the recording and take note of some useful information beside each item. Play the recording again if necessary. Make sure that students can catch the useful information they need.

Tapescript

Mr Liu: I would like you to do some research and suggest some famous sights and places we could visit while in New York. Before you give me your suggestions, I want you to take note of the following points:
Don’t suggest places that are already included in most tours.
There are lots of things to see and do in New York and we don’t want to visit the same place twice!
You should think about what most students would be interested in, and include some places where students can enjoy nature, and, of course music, plays and opera.
Finally, it would be a lot of fun if you could suggest an amusement park. I’m sure there are some in New York and I think students would really enjoy themselves there.

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.

Answers

B  (1) included  (2) nature
(3) music       (4) opera
(5) amusement park
Have students read the page from the travel book, listing a number of famous places in New York in Part C and decide which places are suitable to visit based on Parts A and B. Then have them discuss in groups of four and state their reasons for their choices.

**Answers**

C 1 Coney Island  
2 Carnegie Hall  
3 Lincoln Center for the Performing Arts  
4 Bronx Zoo  
5 Broadway

**Skills building 2:**
**asking for repetition of information**

1 Arouse students’ interest by reading the following to students. Read it only once and quickly.

*This Saturday morning, we are going to the National History Museum for an exhibition about the Qin Dynasty. We will leave from school at 10.00 a.m. We will meet at the school assembly hall half an hour before we leave. Those students who want to go to the museum directly from their homes should make sure that they arrive at 10.30 a.m. We will leave the museum at 12.30 p.m. For more information about the exhibition, please contact the museum at 68721326.*

Then you may ask students:

What details did you find important when listening to the above information? (Names, meeting times or places.)

When the speaker speaks very fast, and you need to make sure that you have got the correct details, what would you do?

Tell students that it is important for them to ask for repetition or repeat the information themselves whenever necessary. Then read the above information again and stop after each sentence. Have students ask for a repetition about the details in it. For example:

*I’m sorry. Did you say we will meet at the assembly hall at 10.00 in the morning? Can I have the number of the museum again, please?*

2 Ask students the following question:

What can you say when you ask for a repetition?

Encourage students to present as many ways of asking for a repetition as possible.

Then have students read the directions on Page 12. Help students compare their answers with the ones listed. Remind students to be polite when asking for repetition.

3 Organize students into groups of four. Tell them that the group leader is planning a trip somewhere. While the group leader is telling the details of the trip, the group members should ask the leader to repeat the details of the trip. Then have several groups present their dialogues and make sure that they can use the language items learnt in this part.

**Step 2:**
**asking a travel agent for more information**

1 Organize students into groups of four. Tell students to first study the form 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 student and the other as the travel agent. Tell them to take turns to practise the dialogue. Choose several pairs to present their conversation to the
class. Praise them for any parts they do well in.

Sample answers

S=Student  T=Travel agent
S: Good morning, sir. I’m planning a cultural exchange tour for our school band to New York. May I ask you some questions about places in New York?
T: Sure. What do you want to know?
S: I hear Carnegie Hall is very famous, but how many people can it hold at a time?
T: Well, it is the most famous concert hall in the world. Its main hall can hold more than 3,000 people.
S: Is there a guided tour?
T: Yes, that’s right. There is a guided tour.
S: Great. What about Lincoln Center for the Performing Arts?
T: This is a place you can’t miss. You know there are many theaters, cafes and restaurants there. You can have a wonderful time enjoying either the ballet or the opera.
S: I’m sorry, but did you say we can enjoy the ballet and the opera there?
T: Exactly.
S: Would you mind telling me more about the Bronx Zoo? What is it famous for?
T: It’s a famous zoo because its animals live in natural surroundings. That is, there are no cages. You can get there by subway easily.
S: I wonder how we can get to Coney Island.
T: You can get there by ferry.
S: How much does it cost?
T: It’s cheap to travel there. You only pay for the amusements one by one.

S: Let me just repeat that back to you. We can get there by ferry and only need to pay for the amusements one by one.
T: Yes.
S: Most of us want to watch a show on Broadway. How do we get tickets for it? Is it very expensive?
T: You usually have to book tickets in advance. And it costs over $100.
S: Let me write it down. Book tickets in advance and over $100 for a show. OK. Then which is the best way to travel around the city?
T: By subway. The subway runs everywhere in the city, and trains are on time and frequent.
S: Sorry. Did you say by subway?
T: Yes.
S: Where can we get a map of the city?
T: You may get free maps at the Times Square Tourist Information Center.
S: The Times Square Tourist Information Center. Could you spell Times for me?
T: Yes, of course. T-I-M-E-S.
S: Thank you very much.
T: You’re welcome.

Skills building 3: writing a travel plan

1 Have students read the directions in this section. Make sure that they know what a travel plan is. You may ask them to use their own words to conclude:

What should be covered in a travel plan?

Encourage students to suggest as many things as possible.

2 Have students go through the five points on Page 13. Point out the things to be included and the way to express the information when writing a travel plan.
Step 3:
writing a travel plan for a trip to New York

1. Organize students into groups of four. Make sure that each member of the group contributes to writing the travel plan for the band’s trip to New York. Make sure that students know what to do. Explain to them that they should write their travel plan based on the information gathered in Steps 1 and 2.

2. Have several groups give an oral presentation to the class. Praise students for any parts that they do well in.

### Possible example

<table>
<thead>
<tr>
<th>Day</th>
<th>Morning</th>
<th>Afternoon</th>
<th>Evening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td></td>
<td>arrive in New York</td>
<td></td>
</tr>
<tr>
<td>Saturday</td>
<td>boat tour around Manhattan</td>
<td>visit the Empire State Building</td>
<td>attend concert</td>
</tr>
<tr>
<td>Sunday</td>
<td>visit Bronx Zoo</td>
<td></td>
<td>watch a show on Broadway</td>
</tr>
<tr>
<td>Monday</td>
<td>go to Lincoln Center for the Performing Arts</td>
<td>visit Carnegie Hall</td>
<td>perform</td>
</tr>
<tr>
<td>Tuesday</td>
<td>go to Coney Island</td>
<td>go to Times Square</td>
<td>attend concert</td>
</tr>
<tr>
<td>Wednesday</td>
<td>go to Broadway</td>
<td></td>
<td>perform</td>
</tr>
<tr>
<td>Thursday</td>
<td>visit the Statue of Liberty</td>
<td></td>
<td>attend farewell party</td>
</tr>
</tbody>
</table>

3. Have students complete the notes on Page 105 in the Workbook after listening to the recordings. Then they can complete the article in Part C on the same page. Or, they can do these as their homework.

### Resources

**New York City**

New York City is known as the Big Apple to people around the world. It is made up of five boroughs. New York City, located at the mouth of the Hudson River, is the largest US city. Historically, New York was the US capital from 1789 to 1790 and was the state capital until 1797. For more information about the city, you may check the following website:

http://www.nycgo.com

**Coney Island**

Coney Island, the birthplace of the hot dog, is an amusement park in New York City. This peninsula lies on the Atlantic Ocean. One of the oldest operating roller coasters was built there. For more information, you may check the following website:

http://www.coneyisland.com

**Carnegie Hall**

Carnegie Hall, a concert venue in Manhattan, is named after Andrew Carnegie, who donated money towards its construction. It is famous for its beautiful design and wonderful acoustics. Classical and popular music are often performed in this magnificent hall. For more information,
you may check the following website:
http://www.carnegiehall.org

**Broadway**
Broadway, a commercial street in New York, extends from Bowling Green to Yorkers. It is most famous for its large department stores and theaters. It is considered to be the culture center of New York City. For more information about Broadway, you may check the following website:
http://broadway.com

**The Bronx Zoo**
The Bronx Zoo, located in the Bronx, New York, is one of the world’s most famous zoos. Since its opening in 1899, it has aimed at advancing the study of zoology, protecting wildlife, and educating the public. The Bronx Zoo was one of the first zoos to free animals from. This attracts millions of visitors each year. For more information, check the following website:
http://encyclopedia.thefreedictionary.com/Bronx+Zoo

**The Lincoln Center for the Performing Arts**
The Lincoln Center for the Performing Arts is located in central Manhattan. The Lincoln Center is actually a complex of many buildings. It was built in the 1960s with the purpose of encouraging new artists and presenting promising performers. For more information, you may check the following website:

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**Project Making a presentation about Chinese culture**

The project in this unit is designed to help students learn and use English practically. The reading material is a magazine article about one aspect of the Australian culture. Students are expected to think about whether sport is a particular cultural feature of Australia. 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 write about one particular aspect of the Chinese culture, organize their presentation and present their presentation to the class. They are expected to cooperate and complete each part of the project together.

**Part A**

1. Engage students’ interest by showing them an abstract of the opening ceremony of the 2000 Sydney Olympic Games. You may conduct this activity as follows:

   *In which country was the 2000 Olympic Games held?*
   *What was its theme song?*
   *What did the Aboriginal dance mean?*

   When watching, draw students’ attention to the country and its culture. This might help them understand the article better.

2. Organize students into groups of four and conduct a survey about how many of them think Australia is a sporting nation. Encourage students to give
reasons to support their ideas. You may conduct the activity as follows:
When we talk about Australia, what would come to your mind?
When we talk about Australian people, what would you think of?
Do you agree that Australia is a sporting nation? Why or why not?
Encourage students to use examples to support their ideas and express their opinions freely. Make sure that everyone has a chance to speak.

3 Have students focus on the reading material and answer the following questions:
What sports are popular in Australia?
Why are they so popular?
You may present a chart as follows to help them understand each sport.

<table>
<thead>
<tr>
<th>Sport</th>
<th>Examples</th>
<th>Why popular</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water sports</td>
<td>swimming; surfing</td>
<td>• most of the population live near the coast</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• the sun shines most of the time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• a long coastline full of beaches</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• a two-day weekend to enjoy the outdoors</td>
</tr>
<tr>
<td>Ball games</td>
<td>tennis; cricket; rugby;</td>
<td>• well-equipped facilities</td>
</tr>
<tr>
<td></td>
<td>soccer; football</td>
<td>• after-school lessons are given</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• encouragement from parents and teachers</td>
</tr>
</tbody>
</table>

4 Organize students into small groups to prepare a presentation about Australia as a sporting nation. Tell them to use the figures and examples in the reading passage. Encourage students to make the presentation interesting.

5 Have several groups report their presentation to class. Praise any parts that students do well in.

6 Have students do Parts B1 and B2 on Page 99 in the Workbook to practise the usages of some words and phrases learnt in this section.

7 Have students do Parts D1, D2, D3 and D4 on Pages 101 and 102 in the Workbook as their homework. The four exercises will help them become more familiar with the usages of some words, phrases, and patterns learnt in this unit.

Part B
1 Have students read the reading passage in Part A again and ask questions about the parts that they do not understand.

2 Organize students into groups of four and discuss the eight questions that follow. Make sure that students all understand the meaning of each question and have a chance to speak.

3 Have each group prepare their presentation on their own. Make sure that all group members agree on the aspects of Chinese culture they choose and that each group member will be responsible for one part of the task. Set a deadline for them to finish the presentation.

4 Have each group present their presentation to the class. Encourage other groups to give comments or raise questions.

5 Have students first read the article in Part A on Page 106 in the Workbook, and then write a description of South Korea. They may do this as their homework.
Self-assessment

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

In Part A, some items are presented to students and they are asked to check how well they think they have developed these skills. Each item corresponds with one or more parts in this unit. For example, by going over Part E on Page 5, students will learn whether they are able to use the vocabulary learnt in the unit or not. Students have the opportunity to evaluate their own skills and abilities in English. If they feel very confident about one item, they can score it 5. If they feel slightly confident about another item, they can score it 2. By adding all the scores they get and dividing the score by 70, students will get a percentage, which shows their level. If they feel there are some areas about which they are not confident or just slightly confident, they can think about how to improve in them.

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

Overview

This unit introduces and develops the theme of protecting World Heritage sites. In Welcome to the unit, Students are presented with four pictures, each of which introduces one famous historic site. Students are expected to have a discussion about these historic sites, including whether it is a good idea to rebuild historic sites and which modern buildings they think will be famous in 1,000 years. The Reading text is a newspaper article about the Acropolis, a famous World Heritage site in Athens, Greece. Word power focuses on Greek words used in English. In Grammar and usage, a summary of noun clauses is presented to students. They will review the functions of noun clauses in sentences, as well as what words can be used to introduce noun clauses. Following is the Task section, which asks students to write a letter about the Tower of London. Students will practise the language skills of listening, speaking, reading and writing. They will also learn how to listen for discourse markers, how to stress syllables and words, as well as how to write informally about a formal topic. In Project, students will read a travel guide to the Imperial Tombs of the Ming and Qing Dynasties in China. They are expected to research a local building that has a long history and write a proposal for saving and protecting the building, as well.

This unit provides a chance for students to gain some knowledge about the protection of World Heritage sites. The Reading strategy of this unit enables students to recognize reference markers which are used to avoid repetition in an article. Integrated skills which relate to the topic are practised and reinforced. Students are expected to fully participate and further develop both their language skills and their overall ability. This unit also enables students to listen to a radio programme about the Tower of London and ask questions about the Crown Jewels. Students are expected to apply what they have learnt to practical use by writing a letter to their parents about the Tower of London at the end of the unit.

Guide to pages

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<th>Sections of the unit</th>
<th>Student’s Book</th>
<th>Teacher’s Book</th>
</tr>
</thead>
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<td>Welcome to the unit</td>
<td>Page 17</td>
<td>Pages 25–27</td>
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<td>Reading</td>
<td>Pages 18–21</td>
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### Highlights of the unit

<table>
<thead>
<tr>
<th>Topic</th>
<th>Protection of World Cultural Heritage</th>
</tr>
</thead>
</table>
| **Functions** | 1 Describing historic sites  
*The Parthenon, the largest of all three, was built between 447 and 432 BC and contained a gold statue of Athena.*  
*The buildings of the Acropolis were made of marble, a very smooth, strong stone.*  
2 Describing historic events  
*In 1458, the Turks defeated the Greeks and seized control of Athens. Later, they used the Parthenon as a warehouse and packed it with gunpowder.*  
*In 1830, Greece was recognized as an autonomous country and five years later, in 1835, the new government began a serious effort to repair the monuments and buildings on the Acropolis.* |
| **Vocabulary** | politics, associate, flat, sacred, marble, partly, warehouse, theft, friction, autonomous, clumsy, smog, appoint, mend, steady, assessment, fortnight, sunburnt, inspiration, divorce, affair, sentence, pyramid, royal, pine, upper, decoration, fragrant, brick, civilian, apparent, regulation, stress, register, assistance, fragile, steward |
| acid rain, be charged with, sentence somebody to death, on behalf of somebody, in terms of |
| **Grammar** | Overview of noun clauses  
*What I need is a good night’s sleep.*  
*It is fortunate that repair work on the Acropolis is being carried out.*  
*Tell him (that) he needn’t worry and that I will help him out.*  
*They want to make it clear that historic sites are an important part of a nation’s culture.*  
*The truth is that throughout history few ancient monuments have avoided damage altogether.*  
*The fact that ancient Greek civilization had a great influence on Western culture is known to many people.* |
| **Skills and strategies** | By the end of this unit, students will be able to:  
1 read a newspaper article about the Acropolis and a travel guide to the Ming and Qing Imperial Tombs  
2 listen to a radio programme about the Tower of London  
3 discuss the protection of World Heritage sites and talk to a tour guide  
4 write a letter about the Tower of London  
5 write a proposal for preserving an old building |
| **Culture** | 1 World Heritage sites and the stories behind them  
2 Measures taken to protect World Heritage sites |
Welcome to the unit

With the fast pace of change in the modern world, people are becoming more and more aware of the necessity of preserving their cultural heritages. In this section, students are presented with four pictures, each of which introduces one famous historic site. Students will also discuss these historic sites and whether it is a good idea to rebuild historic sites, as well as which modern buildings they think might be famous in the future. They are expected to get involved in the discussion, express their opinions, practise their spoken English and participate in all the activities.

Brainstorming

1 Students who are interested in cultural heritage will find this unit enjoyable. Others may need a little encouragement. You can raise students’ interest in this topic by talking about some Chinese historic sites that they are familiar with. You may take Yuanmingyuan as an example:

The ruins of Yuanmingyuan are located in the suburbs of Beijing to the north-west of Qinghua University. Yuanmingyuan dates back to the Qing Dynasty. It has the reputation of being ‘the garden of gardens’. Unfortunately, it was destroyed in a fire. Our government has taken measures to repair it and much restoration work still needs to be done.

Organize students into groups of four. Each group should focus on a World Heritage site in China. Give a brief description of each historic site. This may help students become more interested in the unit topic.

2 Before class, tell students to discuss the following question:

With the rapid development of the modern world, the problems of preserving cultural heritage sites are becoming more and more serious. Nowadays, many historic sites have been damaged, leaving only ruins. Do you think it is necessary to rebuild them?

3 Have students search on the Internet or in reference books (in English or in Chinese) to get some information about historic sites in the pictures on Page 17. Have students focus on when, where, how and why they were built. This activity can be conducted like this:

Please search on the Internet or look up information in books to find out some background information about the four famous historic sites. Remember to take notes while researching, which will make your reporting easier.

Encourage students to find some pictures of these sites.

4 Organize a class presentation by asking students to report their findings and show their pictures of the four historic sites to the class. They may take notes on when, where, how and why the heritage sites were built on the blackboard.

Sharing information

1 Tell one student to read the instructions to the class. Then have them work in pairs and discuss the four pictures. Encourage students to use the information that they collected before class to discuss these pictures. Ask students questions about each picture and provide them with useful information. Here are some sample
questions:

**Picture 1**

*When was the Colosseum built? (In the 1st century BC.)*

*What was it used for? (It was an arena that was used for displays of combat shows.)*

*How big is it? (It was designed to hold 50,000 spectators.)*

**Picture 2**

*What is Suzhou famous for? (It is famous for its splendid scenery, especially its classical gardens.)*

*Have you visited the classical gardens there? If so, what did you see?*

*Of all the gardens, which impressed you most? (Liuyuan, or the Lingering Garden, impressed me most. Before I visited the garden, I couldn’t help wondering why it was given that name. Only then did I understand the real meaning. Everyone was so fascinated by the beautiful scenery there that they lingered in the garden and did not want to leave.)*

**Picture 3**

*Where was the temple complex built? (In Cambodia.)*

*When was it built? (In the early 12th century.)*

*Why was it built? (It was built to honour the Hindu god Vishnu.)*

**Picture 4**

*When and where was St Basil’s Cathedral built? (In Moscow between 1555 and 1561.)*

*Do you know anything special about St Basil’s Cathedral? (St Basil’s Cathedral consists of nine individual churches, each of which is crowned by a unique tower. The central tower is surrounded by eight towers, each topped with an eight-point star symbolizing the Christian Church as a guiding light for mankind.)*

*What do you feel when seeing the church? Are the towers in harmony with each other?*

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

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

**Sample answers**

1 Of all the four historic sites, I know the classical gardens of Suzhou best. I have been to Suzhou twice and paid a visit to the classical gardens. They are so well designed and built that they look really natural. Of all the gardens, the Humble Administrator’s Garden, the Lingering Garden, the Master-of-Nets Garden and the Lion Forest Garden are the most famous. Whenever you are there, you’ll be fascinated by Suzhou’s splendid scenery. It is no wonder that Suzhou is called ‘the earthly paradise’.

2 In my point of view, it is a really good idea to rebuild historic sites that have been damaged or destroyed. Historic sites reflect the history and culture of a particular period, which helps people remember what happened before so that they will not forget the past. Rebuilt historic sites may also promote local tourism. In turn, this may improve the local environment and preserve its natural beauty. In conclusion, I strongly recommend historic sites be rebuilt.

3 I think that the National Stadium in Beijing for the 2008 Olympics will be famous in 1,000 years. There’s no doubt that the venue will be a landmark in the city of Beijing. Not only can it accommodate a maximum of 100,000
spectators, but also its nest-like appearance from the outside reminds people of getting back to nature. That’s why people gave it the nickname, ‘the Bird Nest’. Your first sight of the design will surprise you. It’s so unique that you cannot take your eyes off it.

4 Have students read the articles on Pages 112 and 113 in the Workbook so they will learn more about Poland and Versailles in Paris.

Resources

The Colosseum of Rome
The Colosseum of Rome, built 2,000 years ago, is considered to be one of the greatest archaeological monuments in the world. The Colosseum is a vast ellipse which was designed to hold as many as 50,000 spectators. This amphitheatre was mainly used for sporting events. You could hardly imagine that even naval battles were staged in it. Today, the wonder is in a partially ruined state and the Italian government has been trying to restore the famous historic site. For more information, you may visit the following website:
http://www.greatbuildings.com/buildings/Roman_Colosseum.html

The classical gardens of Suzhou
Suzhou, with a history of more than 2,500 years, is known as ‘the earthly paradise’, because of its splendid scenery and especially its classical gardens. There were once more than 200 gardens in the city, many of which are still in good preservation today. The classical gardens of Suzhou were designed and built by great masters of different dynasties. As a result, despite being man-made, they are incredibly natural. Of all the gardens, the Humble Administrator's Garden, the Lingering Garden, the Master-of-Nets Garden and the Mountain Villa are the most famous. For more information about the classical gardens of Suzhou, you may visit the following website: http://www.ylj.suzhou.gov.cn/english/gardens.htm

Angkor Wat
Angkor Wat, located in Siem Reap Province, Cambodia, is considered one of the most glorious and world-famous architectural sites. It consists of more than 100 temples, which were built between the 7th and 12th centuries. Since its construction, Angkor Wat has been the cultural home of the Khmer people. It is evidence of the Khmer’s strong belief in both the religions of Hinduism and Buddhism. For more information about Angkor Wat, you may visit the following website:
http://www.angkorwat.net/

St Basil’s Cathedral in Moscow
St Basil’s Cathedral was built on the edge of Red Square in the mid-16th century. The Cathedral consists of nine individual churches, each of which is crowned by a unique tower. The central tower is surrounded by eight towers, each topped with an eight-point star symbolizing the Christian Church as a guiding light for mankind. For more information, you may visit the following website:
http://www.moscow.info/red-square/st-basilscathedral.aspx

Reading

The reading passage in this section is a newspaper article about the Acropolis, a famous historic site in Athens, Greece. Students are expected to learn the general history of Acropolis, the damage done to the Acropolis and the stages undertaken to preserve this historic site. The Reading strategy in this unit teaches students how to recognize reference markers, which are used to avoid repetition when writing an article. Students are expected to gain an overall
understanding of the article and learn how to read a difficult article with the help of reference markers.

**Lead-in**

1. Before class, have students surf the Internet or search in reference books for some background information about the historic sites in Athens. Tell them to collect some pictures and prepare brief introductions for the sites that they find. This is to help them gain an interest in the unit topic.

2. Organize a class presentation. Have students display the pictures they found and briefly introduce the pictures.

3. You may arouse students' interest by asking the questions below:

   When we talk about Greece, what do you think of? (When talking about Greece, people will think of its long history, brilliant achievements in art and architecture, the lost Greek islands, fantastic Greek mythology and the ancient Olympic Games.)

   What do you know about Greece? (Greece, also known as Hellas, has a 4,000-year history. It is located in South Europe. Ancient Greece has had a great influence on philosophy, science, mathematics, art, architecture, theatre, politics and sport. In the 15th century, Greece was conquered by Turkey and remained under its control for almost 400 years. In 1832, modern Greece was officially recognized as an independent country. Greece has been a member of the European Union since 1981. The official language of Greece is Greek (Hellenic). As a Mediterranean country, Greece has almost 300 days of sunshine a year.)

   What do you know about Athens? (Athens is the capital city of Greece. There are many things to see in Athens. You can enjoy delicious Greek food in the restaurants or cafes in Plaka, which is the oldest district of Athens. You can go shopping in the Monastiraki flea market. You can take a tour to the Acropolis to see the great ancient Greek architecture. Also, it would be a good idea to visit the National Archaeological Museum, which ranks among the top ten museums in the world.)

   Do you know anything about Athens and the Olympic Games? (The earliest historic record of the Ancient Olympic Games dates back to 776 BC in Athens. Pindar, the Greek lyric poet, described the Games in the 5th century BC as follows, 'As in the daytime there is no star in the sky warmer and brighter than the sun, likewise there is no competition greater than the Olympic Games.' However, the Games were abolished in AD 393. In 1896, the first modern Olympic Games was revived in Athens, the place where they were originally born, with the help of the Frenchman Pierre de Coubertin. In 2004, Athens was the host city of the 28th Olympic Games.)

   Encourage students to state as much information as possible about Greece and Athens.

4. Tell students that in the reading passage, they will read about one of the greatest architectural sites, the Acropolis. Show them some pictures of this site and ask them:

   What do you think of when you see these pictures of the Acropolis?

   Encourage students to express their ideas freely. Have more able students prepare some background information about the Acropolis.

**Reading comprehension**

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

A 1 It started in the 5th century BC.
2 They were made of marble.
3 It was listed as a World Heritage site in 1987 by UNESCO.

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

Answers

C1 1 In the fields of philosophy, science, mathematics, art, architecture, theatre, politics and sport.
2 It has been damaged partly by natural forces like earthquakes, but the greatest damage of all has been caused by man.

3 The last major damage occurred with the theft of many of the best sculptures in 1801, when an Englishman cut them off the face of the Parthenon and took them to London.
4 Its aim is to undertake a complete repair of the Acropolis.
5 To teach people how to avoid damaging important historic buildings so that they can enjoy these buildings for generations to come.
6 More important historic buildings would be damaged.

3 Part C2 serves as a strengthening activity for students. Tell students to scan the article again and locate the specific information asked for in Part C2. Have students finish the exercise individually and then check the answers as a class.

Answers

C2

<table>
<thead>
<tr>
<th>Causes</th>
<th>Examples</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemical</td>
<td>smog and acid rain</td>
<td>a steady cleaning programme; removed statues from the open air and stored them in a protective museum</td>
</tr>
<tr>
<td>Natural</td>
<td>earthquakes, plant roots</td>
<td>to be mended.</td>
</tr>
<tr>
<td>Technical</td>
<td>bad repair work</td>
<td>to be mended.</td>
</tr>
<tr>
<td>Human</td>
<td>stealing stones, walking around the Acropolis, deliberate damage</td>
<td>ask for return educational work educational work</td>
</tr>
</tbody>
</table>

4 Draw students’ attention to the Reading strategy. Have them find the reference markers in the article and underline them. You may take some sentences in the third paragraph as examples:

- The Acropolis is no different. It has been damaged partly by natural forces like earthquakes, but the greatest damage of all has been caused by man.
- In 1458 the Turks defeated the Greeks
and seized control of Athens. Later they used the Parthenon as a warehouse and packed it with gunpowder.

- The last major damage of this kind occurred with the theft of many of the best sculptures in 1801, when an Englishman, Lord Elgin, cut them off the face of the Parthenon, and took them to London. He later sold them to the British government.

Write the reference markers students found in the reading passage on the blackboard. Help them analyse what these words refer to in the passage.

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

**Answers**

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

6. Draw students’ attention to Part E. Part E is a letter about a visit to Athens. Students are expected to strengthen their ability to use the words and expressions learnt in the reading passage. Have students complete the letter individually and then check the answers as a class.

**Answers**

E (1) goddess (2) acid rain  
(3) partly (4) theft  
(5) warehouse (6) mended  
(7) steady (8) marble

### 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. Have them introduce the causes of the damage done to the Acropolis and the ways to protect it to other group members, with the help of the chart in Part C2.

   - Tell students to try to find more information about the Acropolis and the city of Athens. Encourage them to talk as much as they can.

   - Organize students into groups of four and discuss the following question:
   
   _Why do you think it is necessary and important to preserve World Heritage sites?_

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

3. Have students do Parts A1 and A2 on Page 107 in the *Workbook* to practise using some words and phrases. Or, they can do the two exercises as their homework.

### Notes

1. In particular, we associate ancient Greek civilization with the capital city of Athens, the greatest symbol of which is the Acropolis. (Page 18, Lines 16–19)

   The phrase *associate ... with ...* means 'to link or make a connection between people or things'.

   People often associate this brand with bad quality.

   The survey shows that learning is associated with good study habits.
Many road accidents are associated with driving too fast.

The last major damage of this kind occurred with the theft of many of the best sculptures in 1801,... (Page 18, Lines 54–56)

The verb occur means ‘to happen or take place’.

When did the accident occur?
The story occurred at the beginning of June.
Many things occurred during the absence of the manager.

When the verb occur is followed by to, it means ‘to come into one’s mind’.

It occurred to me that we might spend our holidays in another city.

It occurred to him that he might leave the keys with his neighbour when he was away.

An idea suddenly occurred to me.

This has caused some friction between Greece and Britain, as the Greek government has never given up asking for the return of these marble statues.

The noun friction here means ‘disagreement among people because they have different opinions about something’. The phrase ‘friction between Greece and Britain’ in the above sentence shows that the two countries Greece and Britain do not agree with each other. Friction can also mean ‘the rubbing of two things together’.

There always seems to be some friction between parents and their teenage children.
The manager knows well how to deal with friction among the workers.

There were some friction marks from a rope on the dead body.

Unfortunately, some of the construction that was carried out over the following 100 years was not very successful. (Page 19, Lines 72–75)

The phrase carry out means ‘to put into practice’ or ‘to fulfil’.

They successfully carried out the difficult task.

We have already carried out our plan.

Once started, the work should be carried out.

In a gesture to help preserve history, the Greek government appointed a committee in 1975 to undertake a complete repair of the Acropolis. (Page 19, Lines 89–92)

- The verb preserve means ‘to protect something from being damaged’ or ‘to keep something safe’.

Our government needs to take measures to preserve historic sites during the construction of the city.

This is a perfectly preserved 16th century temple.

Eyesight should be carefully preserved.

- The verb appoint here means ‘to choose someone for a job or a position for responsibility’. It can also mean ‘to arrange a time or a place for doing something’.

A new headmaster will be appointed when the old one retires next year.
The court appointed a lawyer to represent the little boy.

All the guests arrived at the appointed time.

- The verb undertake means ‘to engage in something’.

To undertake this task, we need good preparation.
The trainees are required to undertake a group project.
The police will undertake a thorough investigation into this case.

Undertake can also mean ‘to promise to do something’. It is often followed by a to-infinitive.
The service centre undertook to give us a reply by next Friday.
The government has undertaken to solve environmental problems.

To join the club, you have to undertake to buy a minimum of six books a year.

As a part of this process, statues have been removed from the open air and stored in a protected museum. (Page 19, Lines 107–109)
In this sentence, the verb remove means ‘to take away’.
We removed ourselves at the earliest possible moment.
Every morning, the refuse collectors come to remove rubbish from the rubbish bins.
Please remove your hands from the photo.
Remove has several other meanings.
Remove the mud from your shoes before you come in. (to get rid of)
The accountant was removed from his position due to a careless calculation. (to dismiss)

Resources

Greece
Located by the Mediterranean Sea in South Europe, Greece is rich in both history and culture. The ancient Greeks made some splendid advances, especially in maths, music, philosophy, literature, architecture and sculpture. As the birthplace of Western civilization, Greece has many famous historic sites, and people from all over the world travel there every year to visit them. For more information about Greece, you may visit the following website:
http://www.visitgreece.gr/

Word power

In this section, students will learn some English words that were derived from Greek. Students will read a passage focusing on Greek words that are used in English and a chart showing the different fields of study based on Greek ideas and words. Exercises are designed for students to practise and reinforce the new vocabulary they have just learnt. Students are expected to make themselves familiar with some Greek words in English.

Brainstorming

1. Help students revise the history of English. Conduct the activity as follows:
Throughout history, the English language borrowed many words from other languages. What words are borrowed and which language did they come from?
Have students find as many words as possible and write their answers on the blackboard. For example:
The Angles and the Saxons: sick
The Norwegians: ill
The French: beef, mutton, pork, bacon

The Germans: man/men, child/children

2. Then tell students that the English language also borrowed many words from Greek. Tell students to work in pairs and do some research on the Greek words in English. Have them present some Greek words in class.
Encourage more able students to analyse what features these words have.

Vocabulary learning

1. Have students read the passage in Part A and find out the answers to the following questions:
What words has Greek contributed to the English language? (Words related to science and sport, or used for ideas, and many scientific words.)
Why did so many scientific words come from Greek? (Because the Greeks made a huge contribution to the field of science.)

2. Tell students to focus on the Greek words mentioned in the text. Make sure that they understand the meaning of each word. Help students pronounce the words correctly.

3. Tell students to read the instructions for
Part B on Page 22. Make sure that they understand the chart showing different fields of study based on Greek ideas and words. You may organize students into groups of four and have them work together to put the words mentioned in Part A in the correct fields in Part B.

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

**Answers**

C  (1) theatre  (2) music  (3) choir/chorus  (4) History  (5) museums  (6) Geography  (7) Science  (8) technology

5 Have students go over Part D on Page 23 individually or in pairs. Encourage them to consult with each other or check the dictionary when they have questions rather than asking you.

Ask students questions to see whether they understand these proverbs. For example:

- Which is more important, beauty of the mind or beauty of the body according to Aesop?
- Do you think that the second proverb has the same meaning as the first one?
- Will you give some examples to show someone who is to be envied and someone who is to be pitied?
- What does ‘free’ mean in Pythagoras’ proverb ‘No man is free who cannot master himself’?
- What do you think ‘a healthy mind’ means?

Then check the answers as a class.

**Answers**

D  1 心灵美优于身材美。—伊索
    2 有道德的人更美。—莎孚
    3 被人羡慕于遭人怜悯。—泰利斯
    4 不能控制自己的人不自由。
      —毕达哥拉斯
    5 将健康的心灵保持在健康的躯体中。—苏格拉底

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**Grammar and usage**

The grammar target of this unit is noun clauses. Students will review the usage of noun clauses, so they will learn better how to use them. Students are expected to apply what they have learnt to practical use by finishing two exercises.

**Overview of noun clauses**

1 Write sentences on the blackboard and have students point out the clauses in these sentences. Have them work in groups to identify the function of each clause. For example:

- How some significant sites should be preserved is a problem requiring urgent attention. (subject clause)
- It is strange that all the students were late for class this morning. (subject clause)
- Everywhere in the company, you can see all the employees working in high spirits. (object clause)
- I haven’t worked out how much the trip will cost. (object clause)
- The question is who will be chosen as the new CEO by the board. (predicative clause)
- We were so delighted by the news that our team was the league champion this season. (appositive clause)

Ask students whether they know what a noun clause is. They should see that all the clauses in the above sentences are noun clauses.

2 Have students go over Parts 1 and 2. Make sure they know when to use the preparatory *it* in a sentence with the
subject or the object clause. More example sentences should be presented to less able students.

It really shocks me that the temples on the Acropolis were built over 2,500 years ago. Does it matter what I like to do in my spare time?

His parents felt it strange that he didn’t want to tell them what he’d like to have as a birthday present.

No one likes it when others talk about them behind their back.

3 Have students read Part 3. Tell them to find out the difference between the predicative clause and the object clause. They shall see that the predicative clause is used after a linking verb, while an object clause is used after a transitive verb.

4 Have students read Part 4. Tell them to find the difference between the appositive clause and the attributive clause. The following example sentences can be presented to them.

We all want to know the decision about the punishment that was made at the meeting this morning.

We all want to know the decision who will be punished for this accident.

Students should see that the clause in the first sentence is an attributive clause; the antecedent phrase the decision is used as the subject in the clause. In the second sentence, the clause is an appositive, because it tells what the decision is; the noun phrase the decision cannot be used in the clause.

5 Ask students whether they can tell when to use that and when to use what or another question word in a noun clause. You can present some sentences and tell students to fill in each blank with a proper word.

_____ the famous professor will come to visit our university makes every student excited. (That)

_____ we will do next hasn’t been decided. (What)

Every student knows _____ the professor is well known for his discovery in chemistry. (that)

They all want to know _____ he will talk about in his lecture. (what)

The suggestion _____ you made will be discussed at tomorrow’s meeting. (that)

The question _____ measures should be taken to protect the historic site will be discussed at tomorrow’s meeting. (what)

6 Tell students to do Part A on Page 25 individually first. Then discuss the answers with their partner. Have one or two students read the article in this part. Check their answers with the class.

Answers

A 1 subject clause
   2 predicative clause
   3 object clause
   4 object clause
   5 appositive clause

7 Have students do Part B on Page 25 individually. You may ask six students to write their answers on the blackboard, one for each. Check the answers with the class.

Answers

B

1 It is great that the ancient tower in the temple will go on the National Cultural Heritage list.

2 Don’t you know that passengers are not allowed to use mobile phones during the flight?

3 It is my hope that I can learn more about World Heritage by reading this book.

4 I promised my dad that I would quit watching TV for two weeks before the exam.

5 My suggestion is that we should deal with the problem in another way.

6 I have some doubt whether these pop stars will still be famous in 10 years.

8 Have students do Parts C1 and C2 on Page 109 in the Workbook. Or, they can do them as their homework.
Task  Writing a letter about the Tower of London

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. It 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 discourse markers, how to stress syllables and words, as well as how to write informally about a formal topic. Students are expected to apply these skills practically by writing a letter about the Tower of London.

Skills building 1: listening for discourse markers

1 Discourse markers are a new concept to most students. Many of them may need some help to understand this concept. Before class, provide students with the following radio transcript. Have students read and pay attention to how the ideas are connected. Tell them to underline the phrases in the transcript.

Different colours are often associated with different cultures. Of all the colours, I like green best. There are a variety of reasons for this. To begin with, this colour is often associated with nature. It may remind you of green grass or green willows in spring. In addition, green is thought of as a cold colour which may help people calm down and become less stressed. When staying in a green-coloured room, you will be calmer. Apart from these reasons, this magical colour can also help you feel comfortable. For example, if you feel tired of working or studying, by focusing on some green trees far away, your eyes will definitely have a good rest. Taking all the above into consideration, I think green has magical powers and is certainly my favourite colour.

2 Have students read the instructions on top of Page 26. Then write the above underlined words on the blackboard. Tell students that they are discourse markers which are used to show the connection between what the speaker is saying and what has already been said.

3 Have students read the most commonly used discourse markers and their functions on Page 26. Make sure that they understand the meanings of different expressions and how to listen for discourse markers in a lecture or a radio programme.

Step 1: listening to a radio programme

1 Before listening, have students study the main points of the tables on Pages 26 and 27, which introduces the Tower of London. Ask students some questions to check their comprehension. For example:

Who first used the site? (The Romans.)
What happened in 1066? (The Norman Duke William took over England.)
Do kings still live there? (No.)
What were the functions of the Tower? (As a place for storing and making weapons, a zoo and a safe.)
Which is the most popular part of the Tower? (The Jewel House.)

Tell students to find information from the two tables to answer the above questions.

2 Before listening, make sure that students are familiar with the commonly used discourse markers mentioned in Skills
building 1. Then play the recording and tell students to finish Part A on Page 26. If necessary, play the recording again, stopping after each answer or sentence so that students have time to fill in the blanks. If they still have some gaps, tell them to read the notes again. Then play the recording once more.

**Tapescript**

**Host:** The Tower of London is one of the most famous and well-preserved historic buildings in the world. It is more than nine hundred years old and over two million tourists visit it each year. Before I explain its history, I must point out that the Tower is, in fact, not just one tower, but a whole complex of buildings surrounded by walls.

To get back to the history, the Romans first used the place over two thousand years ago when they ruled England. The next important date in the Tower of London’s history is ten sixty-six. That was when the Norman Duke William came from France and took over England. He built the Tower for protection.

However, most of the later kings did not like to live there for long. The Tower was famous for a second function as well—that of a prison—and some very famous prisoners were kept there.

Another important function of the Tower was that it was used as a place for storing and making weapons, which lasted until the middle of the nineteenth century. At first, swords were made and stored there, and later guns.

A fourth function was that part of the Tower was used as a zoo, beginning in the thirteenth century and ending in eighteen thirty-two. Many of the wild animals kept there, including lions, were gifts from visitors.

The final function of the Tower was that of a safe. From the fourteenth century on, the Tower was used to store the jewels of the king and queen. After the sixteen hundreds, they were exhibited to the public. In fact, the most popular part of the Tower for visitors today is the Jewel House, where the precious jewels are kept.

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) in fact
(2) to get back to
(3) the next important date
(4) however
(5) another important function
(6) a fourth function
(7) the final function
(8) in fact

4 Have one student read the instructions of Part B on Page 27. Tell students that they may finish the notes with the help of the discourse markers in the right column of the table. Allow less able students to work in pairs.

**Tapescript**

**Host:** Today we are speaking to Doctor Helen Jones, an expert on the Tower of London. Good
morning, Doctor Jones. First of all, can you tell us about the design of the Tower?

Jones: Good morning. Well, first we must understand that when the Tower was built, its purpose was to protect the people inside. It is really like a small town. It had a water channel with a bridge over it that could be pulled up to stop enemies from entering the Tower. The most important places within the walls were on the corners, from which any enemy could be shot at with bows and arrows, and later, with guns. In addition, the windows in the towers had to be very small, so no one could shoot inside.

Host: So why is it called the Tower of London when, in fact, it is not just one tower but a complex of buildings?

Jones: It was named after one of the buildings, the Great Tower, which was later called the White Tower when one of the kings had it painted white. Afterwards, kings kept adding more towers and buildings. In fact, there are now twenty-two towers altogether.

Host: What other buildings have been built?

Jones: Well, now, there are buildings where the staff live, churches and a great hall that was built for special events. Then there is a place for soldiers to live. There is also a place to store the king and queen’s jewels. Over a period of nine hundred years, many buildings have been destroyed and others built, but the main design has remained the same.

Answers

B (1) the people (2) small (3) twenty-two (4) churches (5) soldiers

5 Tell students to read the instructions in Part C. Make sure that they know what to do. Have students only focus on the kings who ordered the deaths, the victims, and when and why the victims were killed. You may check the answers and conduct a feedback activity.

Answers

C The kings who ordered the deaths:
King Henry VIII; King James

The victims: Anne Boleyn; Sir Walter Raleigh

When and why the victims were killed: Anne Boleyn was killed in 1536 because she had failed to give birth to a son for King Henry VIII. Walter Raleigh was killed in 1618 because he failed to find gold for King James.

Skills building 2: stressing syllables and words

1 Help students focus on the importance of pronunciation by conducting a class discussion. This activity can be conducted as follows:

When you learn to use a new language to communicate with others, what do you think is very important?

Tell students that it is vitally important for one to learn how to pronounce words in a new language correctly, as the correct pronunciation helps people understand what you are saying. Good pronunciation also helps people communicate better with each other.
Then ask students the following question:

When we are talking, what should we pay attention to?

Tell students that when speaking English, they need to pay attention to pauses, intonation, correct pronunciation of words and stress in words and sentences.

2 Have students go over the directions on top of Page 28. Make sure that students understand the two points. Present some example sentences and ask several students to practise reading them aloud:

The weather is good enough for a picnic today.

I’d like to attend the meeting this afternoon, but I’m very busy.

Point out that in the first sentence, we stress the words ‘good’ and ‘picnic’, as they are the most important pieces of information. While in the second sentence, we stress ‘like’, ‘attend’ and ‘busy’, as they are the most important pieces of information.

Encourage students to practise their pronunciation and intonation all the time.

Step 2: asking about the Crown Jewels

1 Have students go through the points in the left column on Page 28. Then organize students into groups of four and tell them to list the questions they want to ask about the Crown Jewels. Have them list as many questions as possible.

2 Have students study the answers in the right column. Make sure that they understand the background information about the Crown Jewels.

3 Have students work in pairs. One acts as the tourist and the other as the tour guide. When they have finished the interview, they should switch roles.

Sample answers

Tourist=T  Tour guide=G

T: Excuse me, sir. I’m very much interested in the Crown Jewels. Could you spare me a few minutes?

G: Sure.

T: Are the Crown Jewels real or just copies?

G: They are certainly real.

T: Is there anyone who has ever tried to steal them?

G: Yes. In 1671, a man called Thomas Blood did try it.

T: What happened then?

G: He did not succeed. Instead, he was caught as soon as he got outside.

T: Great. Does anyone still wear the Crown Jewels nowadays?

G: Yes, they were worn at coronations.

T: Who was the last person to wear it?

G: Queen Elizabeth II.

T: When did it happen?

G: In 1953.

T: Wow. It seems that there are so many stories about them. I really learnt a lot. Thank you.

G: You’re welcome.

Skills building 3: writing informally about a formal topic

1 Revise the format of a letter by asking students the following questions:

What and how do we write on an envelope?

What information do we need to put in a letter?

2 Tell students to read the instructions at the top of Page 29. Make sure that they understand how personal comments can
be included in a more informal style of writing.

3 Have students focus on the common expressions for giving an opinion, and some common adjectives and adverbs used to express an opinion. Have students use the words and expressions by giving personal comments on a visit to an art exhibition. Conduct the activity as follows:

*Suppose that you have just returned from an art exhibition about Gauguin with photos and paintings. Please give your personal comments on the exhibition.*

*What impressed you most?*
*What was your favourite part of the exhibition?*
*What do you think needs more improvement?*
*What do you think of the exhibition as a whole?*

Encourage students to express their ideas freely and use as many expressions that they have learnt in this part as possible.

3 Have each group check misspelling. Ask several groups to read their letters to the class.

**Possible example**

25 Sept

Dear Mum and Dad

Hello from London! I have just been to the Tower of London and I want to tell you all about it. The Tower of London has a long and interesting history. The Tower is not just one tower, but a whole complex of buildings. The Tower was built in 1066 by the Norman Duke William, who took over England. He originally built it as a palace to protect himself. However, much to my surprise, it was used as a prison later on. I read about one of the sad stories. It says Anne Boleyn was killed by her husband, King Henry VIII, in the Tower because she had failed to give birth to a son. In my opinion, the most popular part of the Tower for visitors is the Jewel House, where I saw the priceless Crown Jewels. At first, I thought they were just copies but I was wrong. My tour guide also told me a really interesting story about the Jewels. He said a man called Thomas Blood tried to steal the Jewels in 1671, but was caught as soon as he got outside. So, we were lucky enough to have a chance to see these valuable Jewels of great value. I hope you can come and see them one day.

Love
(Student's own name)

4 Have students complete the notes on Page 114 in the *Workbook* after listening to the recordings. Then they should complete the article in Part C on the same page. Or, they can do these as their homework.
Project Writing a proposal for saving a building

The project in this unit is designed to help students learn and use English through writing a proposal together. The reading article in Part A is a travel guide to the Imperial Tombs of the Ming and Qing Dynasties. Students may use the background information in the article and what they have learnt to finish a proposal about protecting and saving historic sites. In the course of doing the project, students will research a local building that has a long history, discuss ways to preserve the building and write a proposal for saving and protecting the building. They are expected not only to search for information but also to choose useful information from it. To finish the project, students should assign roles to all group members, cooperate by working together, and fulfil each part of the assignment. By doing the project, students are expected to gain some insights into the importance of protecting historic sites.

Part A

1. Have students quickly read the article about the Imperial Tombs of the Ming and Qing Dynasties in China. Have them scan the text and answer the following questions:
   - Why are the Ming Tombs called Shisanling? (Shisanling means ‘thirteen tombs’ in Chinese. Thirteen Ming emperors are buried there.)
   - Apart from Shisanling, which is the most famous Ming Tomb? (Xiaoling.)
   - How many Qing emperors were buried in Hebei Province? (Nine.)
   - Have students find the answers as quickly as possible.

2. Tell students to read the passage again and take note of the historic sites. The following might help them understand the reading passage better:

   The Ming Imperial Tombs:
   - Most of the Ming Tombs are located in Shisanling, north-west of Beijing.
   - The Sacred Way leads to the thirteen tombs.
   - Changling is the largest and best preserved.
   - The Ling’en Palace is known for its simple design and painted ceiling.
   - Xiaoling is located in Nanjing and contains the tomb of the first Ming emperor.

   The Qing Imperial Tombs:
   - The Qing Tombs are similar to the Ming Tombs in terms of architecture and their choice of site.
   - Dongling, located in Zunhua, contains the remains of five emperors.
   - Xiling, located in Yixian, is smaller than Dongling.
   - Xiling contains the tombs of four Qing emperors.

Preserving the tombs:
   - Serious attention has been given to preserving of the Ming and Qing Tombs.
   - All of the tombs have suffered some harm from rain, war, fire and theft.
   - The government has strengthened regulation to protect these sites.
   - These sites have been registered as UNESCO World Heritage sites, which brings needed attention, assistance and money for protecting them.
   - The increased tourism is another important source of money, but also results in more potential damage to these sites.
   - We need to take the responsibility to protect these monuments.
3 Ask students the following question. Organize students into groups of four, and have them list the reasons for their answers.

Do you think international recognition is helpful in protecting historic sites? Why or why not?

4 Have students do Parts B1 and B2 on Page 108 in the Workbook to practise the usages of some words and phrases learnt in this section.

5 Have students do Parts D1, D2, D3 and D4 on Pages 110 and 111 in the Workbook as their homework. The four exercises will help them become more familiar with the usages of some words, phrases, and patterns learnt in this unit.

Part B

1 Tell students to focus on the eight questions in Part B. Make sure that students all understand the meaning of each question.

2 Organize students into groups of four to research a local building that has a long history. Make sure that all group members agree on the historic site they have chosen and that each group member will be responsible for one part of the task. Tell students to discuss ways to preserve the building. Encourage students to express their opinions freely and make sure that each member has a chance to speak and is responsible for a part of the project. Set a deadline for them to finish the proposal.

3 Have students first write a proposal for saving and protecting the building. Then report their proposal to the class.

4 Have students first read the article in Part A on Page 115 in the Workbook, and then write an account of the Lugou Bridge. They may do it as their homework.

Self-assessment

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

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

In Part A, some items are presented to students and they are asked to check how well they think they have developed these skills. Each item corresponds with one or more parts in this unit. For example, by going over Part E on Page 21, students will learn whether they are able to use the vocabulary learnt in the unit or not.

Students have the opportunity to evaluate their own skills and abilities in English. If they feel very confident about an item, they can score it 5. If they feel slightly confident about an item, they can score it 2. By adding all the scores and dividing the sum by 75, 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 in them.

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

Overview

This unit introduces and develops the theme of colours in different cultures. In Welcome to the unit, students will be presented with four pictures which focus on different meanings of colours in different countries. Students are expected to discuss particular colours that are used for special events and what colours can be associated with different countries, as well as the colours they associate with their own personalities. The Reading section is an Internet article about national flags, colours and cultures, in which the national flags of France, the USA and Indonesia are introduced. Word power focuses on words and phrases related to national flowers and colour idioms, with relevant exercises designed to strengthen students’ ability to use these words and phrases. In Grammar and usage, students will review what adverbial clauses can express and which conjunctions are used to introduce them. Following is the Task section which deals with designing a Beijing opera mask. Students will practise the language skills of listening, speaking, reading, and writing. They will learn how to understand adjectives describing characteristics or personality, how to put words in the correct order and how to record information. In the Project section, students will read a magazine article about colours and cultures, do research on a particular colour and prepare an oral report about the colour.

This unit provides a chance for students to gain some knowledge about the use and view of colours in different cultures. The Reading strategy of this unit teaches students how to get an idea of the theme or topic of an article by thinking about those things associated with the topic that they already know about, and by reading the title and the first paragraph. Integrated skills of listening, speaking, reading and writing related to the topic are practised and reinforced. In addition, this unit teaches students to design the masks for Beijing opera, prepare and present an oral report about what one colour symbolizes in different cultures and discuss both its positive and negative meanings.

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### Highlights of the unit

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| **Functions**  | 1 Describing the national flags of some countries  
*The USA was also born from revolution, and its flag, the Stars and Stripes, is a symbol of this.*  
*The flag, which is made up of a red band over a white one, is based on a national flag dating back to the 13th century, which had nine red and white stripes.*  
2 Describing colours and cultures  
*The colours red, blue and white used on the flag remind us of the motto of the Revolution—liberty, equality and fraternity.*  
*Red represents strength and bravery, white means virtue, and blue stands for hard work and justice.* |
| **Vocabulary** | sew, random, thread, unrest, fundamental, abolish, liberation, equality, symbolize, justice, honesty, salute, settler, rate, object, compromise, station, separation, submit, virtue, union, federal, spiritual, purity, similarity, outspoken, substitute, homeland, seed, seedless, observer, disappointing, bound, dishonest, ambitious, dimension, identification, facial, unconditional, ambition, noble, occupation, arbitrary, subjective, consistent, mourning, warmth, caution, collar, garment, ecology, Muslim, burglar, funeral, Buddhism, choir  
*at random, date back to, get one’s way, split off from* |
| **Grammar**    | Overview of adverbial clauses  
*When we look at a national flag, we can begin to see and study a country’s history and culture.*  
*Flags contain such deep cultural significance that they are worth studying.*  
*He behaved as if he had done nothing wrong.*  
*Unbelievable as it seems, we have completed the project all by ourselves.* |
| **Skills and strategies** | By the end of this unit, students will be able to:  
1 read an Internet article about national flags and a magazine article about colours in different cultures  
2 listen to a conversation about the different characters in a Beijing opera  
3 talk about national flags and discuss colours used in Beijing opera  
4 record information using categories  
5 prepare and present an oral report about colour |
| **Culture**    | 1 National flags, national flowers  
2 Beijing opera and masks  
3 Different colours and cultures in France, the USA and Indonesia |
Welcome to the unit

The world is full of colour. Without colour, the world would be a far less interesting place. In this section, four different pictures will be presented to students telling them that colours have different meanings in different cultures around the world. They will discuss particular colours that are used for special events and what colours can be associated with different countries, as well as the colours they associate with their own characters. They are expected to be fully involved in the discussion, express their opinions, practise their spoken English, and participate in all the activities.

Brainstorming

1. To activate students’ interest in the unit topic, ask them: What is your favourite colour? Why?

2. Assign students the following task: surf the Internet or refer to some reference books (in English or in Chinese) to get some information about the meanings of colours. This activity can be conducted like this: The world is full of colours. Just as flowers can represent different things, each colour has a different meaning. Please search for information about the meanings of different colours. What does red, yellow, blue or other colours mean? Remember to take notes while researching, as this will make your reporting easier.

Organize a class presentation and have students report their findings to the class. Write the meanings of colours on the blackboard. Then draw students’ attention to the fact that one colour may have different meanings. Remind students that in different cultures or on different occasions, the meanings of colour may vary or even be completely different. This is to help students get a better understanding of the topic.

3. Have students think about Chinese traditions and answer the following question: What colour do you think can be associated with China? Why?

Encourage students to do some research on this topic before answering this question. Tell students to give some examples to demonstrate their ideas. Draw students’ attention to the fact that, even in China, colours may represent different meanings for different ethnic groups.

4. Suppose that students are costume designers for a play. In this play, all the actors need to wear masks and the colours on the masks represent the emotions or personalities of the characters. Have students work in pairs and find colours for their masks. For example, they need to find colours for anger, evil, naivety, intelligence and trustworthiness.

Have several pairs share their answers with class. Encourage them to explain why they chose certain colours.

Sharing information

1. 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 information that they have collected before class to discuss these pictures. Ask students questions about each picture and provide them with useful information.

Here are some sample questions:
What is this building? (It is the United Nations Headquarters in New York, the USA.)

Can you describe the national flag of any particular country?

Why does each country have its own national flag with its own pattern and colours? Can you think of some reasons? (Each country has a unique culture, tradition and history. The pattern and colours of a national flag are chosen to symbolize these elements.)

What do you know about the tulip? (The tulip was originally a wild flower, growing in Central Asia. It was introduced in Western Europe and the Netherlands in the 17th century.)

Why do you think many people like tulips? (Many people like tulips because of their bright colours and frilly petals. Tulips have become a huge business in the Netherlands. Tourists from all over the world come to enjoy these flowers in spring every year.)

Do you know of any national flowers for other countries?

What colours are used for different roles in Chinese opera? (In Chinese opera, differently coloured faces represent different personalities. For example, red means bravery and loyalty. White represents cunning. Black suggests fierceness or violence.)

What do the terms ‘sheng’, ‘dan’, ‘jing’ and ‘chou’ in Beijing opera refer to? (These are four different types of roles in Beijing opera. ‘Sheng’ and ‘dan’ are the positive male and female roles. ‘Jing’ refers to the supporting role. ‘Chou’ is the clown or someone who has negative features.)

What can we do to preserve this traditional art form?

What are the colours red and white always used for in Western culture?

What are the colours red and white always used for in the East?

Do you think it is necessary to know about such cultural differences? Why or why not?

Encourage students to participate in the discussion. Make sure that students are all involved in the activity.

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 33. Have students exchange their opinions and make sure that they each have a chance to express themselves. Have several groups report their responses back to the whole class.

Sample answers

1. For example, during the Chinese New Year, people always wear red clothes, as red is believed to be able to scare away evil spirits and bring good luck in the coming year. Chinese people also wear red for traditional Chinese weddings. In this case, red means happiness. However, for funerals, people choose to wear black or white clothes rather than red clothes, because people believe red shows disrespect towards the dead.

2. In my opinion, Spain is associated with red. The Spanish people are so enthusiastic and energetic that they remind me of a burning red fire. Also a matador, or bullfighter, uses a piece of blood red cloth to excite and anger the bull. The Spanish women seem to be very fiery and full of life when they are dancing the famous dance, the flamenco. Their red skirts seem to move like dancing flames, so bright and joyful.

3. White is the most appropriate colour to represent me. Unlike when mixing coloured paint, when coloured lights are mixed together, the result is white light. White light is the product of every colour in the light spectrum, and
Reading

The reading passage is an Internet article about national flags, colours and cultures. Students will learn about the national flag of France, the USA and Indonesia. Students are expected to learn why each country's national flag is made up of different colours. The Reading strategy in this unit teaches students to think about what they already know before reading an article. This is to help students understand the article better. Students are expected to compare their own knowledge with the new information learnt from the article and gain an overall understanding of the article.

Lead-in

1. Begin the class with the following activities:
   - Have students talk about the national flag of China. This is to arouse students' interest in national flags and cultures. You may ask the following questions:
     What is our national flag like? Can you describe it? (The national flag of China is the five-star red flag. The flag is red. It is rectangular in shape. The proportion between the length and height is three to two. In the upper left corner of the flag, there are five five-pointed stars, yellow in colour. One of them is bigger and is located in the top left-hand corner. The other four surround the bigger star to its right.)
     What do colours and the stars on the national flag of China symbolize? (The red colour of the flag represents the revolution, the blood and lives of the revolutionary martyrs. The colour of the five stars is yellow, which symbolizes the bright future. Among the five stars, the bigger one stands for the Communist Party of China while the other four represent the different groups of people in China who are all united around the Party.)
   - Encourage students to find out more information about the national flag of China.
   - Tell students to find more information about other national flags in the world. Encourage students to do some research on this topic on the Internet or in reference books. Then have students report their findings to the class. You may also design a display corner in the classroom and hang different national flags there. Have students write their findings on a piece of paper and put this beside the national flag. See how many national flags they have researched.
Organize students into small groups and discuss the following question:
**What other emblems can represent a country?**
Encourage students to express their ideas freely.

2. Have students look for more background information about the national flags of the three countries mentioned in the reading passage, France, the USA and Indonesia. This might help them understand the text better.

### Reading comprehension

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

### Answers

**A**

1. They remind us of the motto of the Revolution—liberty, equality and fraternity.
2. Fifty.
3. Red and white.

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

### Answers

**C1**

1. A national flag tells us something about the country it represents, such as its values, beliefs and culture.
2. That people had no freedom and were suffering from hunger led to it.
3. Because in salute to the French and their revolution, many countries have chosen to use the same colours on their flags as the French did.
4. Because the British raised the tax rates in America and increased control over their American colonies. Americans couldn’t tolerate the way that Britain ruled the country and they demanded independence.
5. The fifty stars represent the fifty states and the thirteen stripes represent the thirteen colonies that joined together to fight for independence from Britain.
6. It had nine red and white stripes.
7. Red stands for blood, or things that are physical, while white represents the spiritual.

3. Tell students to scan the article again and locate the specific information asked for in Part C2. Tell students that colours are used to represent different values in different cultures. Have students finish the exercises individually and then check the answers as a class.

### C2

<table>
<thead>
<tr>
<th></th>
<th>France</th>
<th>The USA</th>
<th>Indonesia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td>bravery, revolution, strength and blood of the French</td>
<td>strength and bravery</td>
<td>blood or things that are physical; the colour of sugar; the brave nature of the Indonesian people; fire that comes from Indonesia’s volcanoes</td>
</tr>
<tr>
<td>White</td>
<td>peace and honesty</td>
<td>virtue</td>
<td>the spiritual; rice; purity</td>
</tr>
<tr>
<td>Blue</td>
<td>liberty and justice</td>
<td>hard work and justice</td>
<td>—</td>
</tr>
</tbody>
</table>
4 Have students read the Reading strategy of the article. Tell students that the title and the first paragraph usually help the readers get an idea of the theme or topic of the article. However, in order to understand the article better, they need to think of what they already know about this topic. If possible, provide students with another article for them to have a chance to apply this skill.

5 Have students complete Part D. Part D helps students comprehend the meanings of the words from the context and match them with the correct definitions. The meanings of the words in Part D are not difficult for students to identify after they have read through the passage several times.

### Answers

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

6 Draw students' attention to Part E, which tells the meaning of the United Kingdom's national flag. Students will become more familiar with the usage of words and expressions in the text. Have students complete it individually first and then check the answers as a class.

### Answers

<table>
<thead>
<tr>
<th>E</th>
<th>(1) union  (2) objected</th>
</tr>
</thead>
<tbody>
<tr>
<td>(3) submit  (4) stationed</td>
<td></td>
</tr>
<tr>
<td>(5) unrest  (6) liberation</td>
<td></td>
</tr>
<tr>
<td>(7) justice</td>
<td></td>
</tr>
</tbody>
</table>

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

3 Have students do Parts A1 and A2 on Page 116 in the Workbook to practise using the words and phrases learnt in this section. Or, they can do the two exercises as their homework.

### Notes

1 These flags are more than just pieces of cloth sewn together at random with thread. (Page 34, Lines 1–2)

- Here the phrase more than means 'not only'. It has other different meanings. When it is used before a number, it means 'over'. It can mean 'very' or 'extremely' to emphasize how strong one feels about something when used before an adjective of showing a feeling.

Modern science is more than a large amount of information.

I have known David for more than 20 years.
I assure you I am more than glad to help you.

- The word **random** means ‘done by chance, without a plan or thought’.
  The winners will be chosen at **random** from the applications received.
  The trees were cut at **random**.
  This is a **random** selection and nobody knows who will be the lucky one.

2. The French Revolution led to **fundamental changes throughout the country**. (Page 34, Lines 7–8)
Here **fundamental** is an adjective meaning ‘affecting the most central and important parts of something’.
There is a **fundamental difference in attitude** between these two politicians.
A knowledge of economics is **fundamental to understanding this problem**.
Training is **fundamental to success in business**.

3. **Strengthened by the Revolution, France became a different country**. (Page 34, Line 9)
The verb **strengthen** means ‘to make somebody or something strong or stronger’.
Doing exercise every day will **strengthen** your body.
China built the Great Wall to **strengthen** its defences against invaders.
We want to **strengthen** ties with our neighbours.

4. **Red symbolizes the bravery, revolution, strength and blood of the French, which were all needed to change the country**. (Page 34, Lines 11–12)
The verb **symbolize** means ‘to represent something or express an idea by using an image, form or model as a symbol’.
The invention of computers symbolized a major development in human civilization.
The dragon symbolized ancient Chinese emperors.

5. **In salute to the French and their revolution, many countries have chosen to use the same colours in their flags as the French did**. (Page 34, Lines 15–16)
The word **salute** is a noun meaning ‘a gesture of respect’. It can also be used as a verb, meaning ‘to make a formal sign of respect’.
The soldier gave a salute and the officer returned it.
They saluted each other by tipping their hats.
At the Shanghai Expo, the people of Shanghai saluted guests and friends from all over the world.

6. **When the Americans objected to this, the British would not compromise, but increased control over their American colonies instead, taking away many of their rights, and stationing soldiers there in order to make sure that the Americans would obey them**. (Page 34–35, Line 24–27)
- The verb phrase **object to** means ‘to express opposition to’.
  I made a proposal at the meeting, and nobody objected to it.
  Tell me who objects to my plan, and I’ll have a talk with him later on.
The representatives hotly objected to the current policy.
- The verb **compromise** means ‘to settle a quarrel or difference of opinion by yielding on both sides’.
  We never compromise on fundamentals.
  Don’t compromise your beliefs for the sake of being accepted.
  Neither side will compromise.
This word can also be used as a noun, meaning ‘settlement of a quarrel or difference of opinion by yielding on both sides’.
It is hoped that a compromise will be reached in today’s talks.
A pay raise will be expected as a compromise between management and workers.
The government has said that there will be no compromise with terrorists.

- The verb **station** means ‘to place soldiers in a certain spot’.
  Where is your son stationed?
The army was stationed in that area for several years.
Armed guards were stationed around the airport.

7 At this, the Americans demanded separation from Britain, and on 4 July 1776, they declared that they would no longer submit to British rule. (Page 35, Lines 27–29)
The verb **submit** means ‘to accept other’s decision unwillingly’.
She decided to quit her job rather than submit herself to the new rules.
How can he submit to such treatment, as he is such a proud man?
I did not submit to having my freedom limited.

This word can also be used with the meaning of ‘to give or offer something’.
Whoever wants to attend the conference must submit their application before January 1st.
The developers submitted building plans to the council for approval.
I submit this plan for your consideration.

8 The flag, which is made up of a red band over a white one, is based on a national flag dating back to the 13th century, which had nine red and white stripes. (Page 35, Lines 39–40)
The verb phrase **date back to** means ‘to have existed since a particular time’.
This kind of music dates back to the 19th century.
The church dates back to 1173. Nobody knows who built it.

It is said that zongzi dates back to the Warring States period.

9 Like in many other countries, the colour white is regarded as a symbol of purity in Indonesia. (Page 35, Lines 48–49)
- The verb **regard** means ‘to have an opinion about something or someone’.
Local villagers regard this idea of a motorway through their village as absurd.
Her parents always regard her as the cleverest of their children.
Do you regard it as necessary that we should go?
- The noun **purity** derives from **pure** meaning ‘being clean or free from harm’.
For Catholics, the Virgin Mary is a symbol of purity.
We must ensure the purity of our drinking water.
The Chinese people regard the lotus as an emblem of purity.

**Resources**

**Indonesia**
Indonesia is located in South-East Asia, between the Indian Ocean and the Pacific Ocean. In the early 17th century, the Dutch began to colonize the country. In the middle of the 20th century, the islands were occupied by Japan. In 1945, Indonesia declared its independence, but it took four years for the young country to be recognized by most of the world. For more information about the country, you may visit the following website:
http://en.wikipedia.org/wiki/Indonesia
Word power

This section deals with words and expressions related to national flowers and colour idioms. Students will enlarge their vocabulary by reading an article about different national flowers for different countries, as well as some common colour idioms. 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: surf the Internet or refer to some reference books (in English or in Chinese) to collect some pictures of flowers used as national symbols for different countries. Encourage more able students to find out why these flowers are chosen as the national flowers.

2 Have students report their findings to the class. You may ask students to show their pictures and briefly introduce the flowers. Or, you can activate students' interest by holding a story-telling competition. You may ask students to tell stories about national flowers. The one who tells the most wonderful story wins the game.

National flowers

1 Have students read the article about the national flowers for different countries. Tell students to find out which flowers are used as national symbols for different countries.

2 Have students read the article again and fill in the following table. Have them give a description of the national flower for each country. Tell students to pay attention to what each national flower symbolizes in each country.

<table>
<thead>
<tr>
<th>Country</th>
<th>National flower</th>
<th>Symbol of</th>
</tr>
</thead>
<tbody>
<tr>
<td>India</td>
<td>lotus</td>
<td>purity, beauty, wealth and knowledge</td>
</tr>
<tr>
<td>Singapore</td>
<td>orchid</td>
<td>national pride and identity</td>
</tr>
<tr>
<td>France</td>
<td>iris</td>
<td>hope and wisdom</td>
</tr>
<tr>
<td>the Netherlands</td>
<td>tulip</td>
<td></td>
</tr>
<tr>
<td>the USA</td>
<td>rose</td>
<td>love and beauty</td>
</tr>
<tr>
<td>England</td>
<td>rose</td>
<td>War of the Roses</td>
</tr>
<tr>
<td>Iran</td>
<td>rose</td>
<td>religious and spiritual symbol; perfection</td>
</tr>
</tbody>
</table>

3 Tell students to match each country with its national flower in Part B individually or in pairs. If necessary, give the Chinese definition for each flower.

Answers

B 1 Lotus, India
2 Tulip, the Netherlands
3 Iris, France
4 Rose, the USA

Colour idioms

1 You may arouse students' interest by showing them some idioms related to colour. Have students guess the meaning of each idiom.

*It was really a red-letter day when I met my idol and got her to autograph my shirt.* (This idiom refers to a special day when something important or happy happened. It is called 'red-letter' because important holidays are always red on calendars.)

*He fell down the stairs and was black and blue all over.* (This idiom refers to being covered with blue, brown or purple...*)
bruises on the body.)

Mrs Smith has the best gardens in my town. She really has green fingers. (This idiom refers to being talented at keeping plants and gardening.)

His aunt gave him a valuable vase as a present, but it was quite ugly. Since she couldn’t get rid of it, it was a white elephant. (This idiom refers to something that has no use even though it might have been very expensive.)

2 Have students read the sentences in Part A on Page 39. Make sure that they understand each colour idiom. Explain where necessary.

3 Have students read the diary entry and complete Part B on Page 39 individually or in pairs. They may refer to the idioms in Part A for reference. Check the answers as a class.

Answers
B (1) feeling blue (2) green with envy
(3) in the red (4) in the black
(5) white as a sheet (6) tickled pink

Resources

National flowers
Almost every independent country has its own national flower which symbolizes the country, alongside other emblems such as a country’s national flag. However, a country’s choice of national flower is usually due to its culture, history and people. The following website will tell you more about national flowers of different countries:
http://www.nzflower.co.nz/national-flowers-country.php

Grammar and usage

The grammar target of this unit is adverbial clauses. Students will review that adverbial clauses that express time, place, reason, condition, purpose, result, manner, concession or contrast. They are expected to learn which conjunctions can be used to introduce each clause. Meanwhile, students are expected to apply what they have learnt by fulfilling some written tasks.

Overview of adverbial clauses

1 Help students review what an adverbial clause is. Organize students into groups of four and have each group first read the passage again and then try to find as many adverbial clauses in it as possible. Use the following sentences as an example:

Before the Revolution, there had been great unrest in France because people had no freedom and were suffering from hunger. (expressing reason)

Blue stands for liberty and justice, while white represents peace and honesty. (expressing contrast)

Young as he is, he has made a great breakthrough in the treatment of cancer. (expressing concession)

Even though they lived in colonies, the Americans had been used to autonomous rule and low taxes. (expressing concession)

When the Americans objected to this, the British would not compromise. (expressing time)

The most common one is that red stands for blood, or things that are physical, while white represents the spiritual. (expressing contrast)

When we look at a flag, we can begin to see and study a country’s history and culture. (expressing time)
Encourage students to first identify the adverbial clauses and what they function as. This can also help them become more familiar with the text.

Have students read the instructions. They should learn that adverbial clauses can express time, place, reason, condition, purpose, result, manner, concession or contrast.

2 Have students read Point 1 on Page 40. Tell students to find what words or phrases can be used to introduce adverbial clauses of time. They should see that adverbial clauses can be introduced by when, while, as, before, after, until/till, by the time, etc., according to when an event happens. Adverbial clauses of time can also be introduced by a noun or a a noun phrase such as the moment or every time. Provide students with more examples:

She began to search for the lost necklace the moment she got off the bus.

Every time I see her, she is always carrying a book with her.

The little girl was wearing a coat made of silk the last time I saw her.

When you find an interesting book in a bookshop, don’t hesitate to buy it at once.

3 Have students read Point 2 on Page 40. Tell students to find what word can be used to introduce an adverbial clause of place. Provide students with more examples:

Bamboo can grow well where it is warm and wet.

Don’t bother! Leave the dog where it is.

4 Have students read Point 3 on Page 40. They should see that an adverbial clause of reason can be introduced by because, as, since, now (that) or in that. Provide students with these examples:

Now that everybody is here, let’s begin our meeting.

I’m in a slightly awkward position, in that he is not arriving until the end of the month.

As it is raining, we have to stay inside for this PE lesson.

5 Have students read Point 4 on Page 40. They should see that an adverbial clause of condition can be introduced by if, unless, so/as long as or in case. Provide students with these examples:

You will fail the exam again unless you study harder.

As long as you don’t lose heart, you will succeed.

In case there is a fire, what shall we do first?

6 Have students read Point 5 on Page 40. They should see that so that or in order that can be used to introduce an adverbial clause of purpose. In adverbial clauses of purpose, we often use modal verbs like may, might, can or could.

Provide students with these examples:

I’ll walk slowly so that you can follow me.

In order that we might see the sunrise, we started for the peak early.

7 Have students read Point 6 on Page 40. They should see that so … that (so that) or such … that can be used to introduce an adverbial clause of result. Provide students with these examples:

It is such fine weather that we all want to go to the park and relax ourselves.

He earned so little money that he couldn’t support himself.

8 Have students read Point 7 on Page 40. They should see that an adverbial clause of manner is usually introduced by as, as if or as though. You can provide students with more examples:

Our head teacher treats us as if we were her own daughters and sons.

I feel as if I have got a fever.

Do as you are told to, or you’ll be fired.

9 Have students read Point 8 on Page 40. They should see that although, though, while, even if, even though, whether … or …, no matter who/what/where … are often used to introduce adverbial clauses of concession. Sometimes we use as in
the inverted sentence order to refer to concession. Provide students with these examples:

*Although/Though* it was raining hard, they went on playing football.

*Even if I am busy, I will go.*

*Wherever you go, I'll follow.*

10 Have students read Point 9 on Page 40. They should see that an adverbial clause of contrast is usually introduced by *as or than*. Provide students with these examples:

*Henry does not have so many books as I have.*

*Our city is becoming more beautiful than it was.*

11 Tell students to work in groups of four. Each group should try to make up a story. They should use as many different types of adverbial clauses as they can in their story. Have some groups present their stories in class.

12 Tell students to complete the dialogue with proper conjunctions in Part A on Page 41 and state the reasons for their choices. They may do the exercise individually or in pairs. Give explanations if necessary. Check the answers as a class.

**Answers**

A (1) when/as (2) since (3) if (4) as though (5) as (6) no matter what (7) if (8) unless

13 Have students read the article from a travel web page in Part B and complete the text with suitable conjunctions. They may do the exercise individually or in pairs. Give explanations if necessary. Check the answers as a class.

**Answers**

B (1) because/as/since (2) so that/in order that (3) when (4) in order that/so that (5) While/When (6) If (7) where (8) Although/While/Though (9) If (10) before

14 Have students do Parts C1 and C2 on Page 118 in the Workbook. Or, they can do them as their homework.

**Task** Designing a Beijing opera mask

This section consists of a series of activities which provide students with opportunities to learn and practise their language skills of listening, speaking, reading and writing. Students will also learn how to design a Beijing opera mask. The Task 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 understand adjectives describing characteristics or personality, how to put words in the correct order, and how to record information.

**Skills building 1:** understanding adjectives describing characteristics or personality

1 Arouse students’ interest by conducting the activities as follows:
   - Play a game by asking some students
to use an adjective to describe one of their best friends. They also need to give an example to demonstrate why they chose this word. Remind students to focus on the positive aspects or characteristics of personality. They should not focus on how the person looks or the appearance.

- Read or perform an abstract of a play or an opera, e.g., *The Merchant of Venice*. Have students describe the main characters in the play.
  
  Shylock: greedy; cruel
  Portia: intelligent; creative
  Bassanio: mild; loyal
  Antonio: kind-hearted; trustworthy

Encourage more able students to briefly explain why they chose these words to describe the characters.

2 Have students read the table on Page 42. Remind students to focus on the adjectives used to describe characteristics or personality. Make sure that they understand the exact meanings of the adjectives.

Step 1: getting to know the characters

1 Have students listen to Part A and complete the notes on Page 42. You may check their answers as a class.

Tapescript

Director: Tell me about your story.
Author: It's about love, power and good against evil. There is an old king, Alfred, who wants his daughter, the princess, to get married. He has been advised by the prime minister that she should marry George, the king of a nearby country. However, the princess is in love with another man, a captain in the king's guard, and does not want to marry George.

Director: What are the characters like in this play?
Author: The old King Alfred is a good man, but he can also be a bit stubborn. On the other hand, he can be quite clever. As a king, he is of course very powerful, but also fair. The princess is young, beautiful, elegant and smart. She loves her father and would never do anything to harm him. She is very honest. She would never lie, especially to her father.

The captain is also young and handsome. He is a brave soldier in battle. His men admire and respect him for this, because he is always calm. He never shows his anger. He always obeys the king's order. Above all, he is completely trustworthy.

Now we come to the prime minister. He lets people think he is a good person, but he is not. He is very ambitious and hungry for more power. He is dishonest. He will lie and cheat the king to get what he wants.

Finally, we come to King George. He does not really love the princess, but knows that a marriage to her will make him even more powerful. He is violent and easy to get angry.

Director: They sound like very interesting characters.
Author: Thank you.
Answers
A King Alfred: stubborn; clever; powerful; fair
The princess: smart; honest; brave; calm; trustworthy
The captain: ambitious; dishonest
The prime minister: violent; easy to get angry
B untrustworthy; careless; shy
The role I choose for the performer: the captain
C red; black; purple

Skills building 2: putting words in the correct order.
1 Organize students into groups of four. Have students read Part C on Page 43 again and tell the group members to raise some questions about Beijing opera masks. This may help them understand the colours used in Beijing opera masks better.
2 Have students read the directions on Page 44 to make sure that they know what to do. Encourage students to ask proper questions in the right way. You may write their questions on the blackboard. If necessary, have students change those questions that are not appropriate.

Present the following questions to help conduct the conversation in Step 2:
What colour is used for a brave and loyal character in a Beijing opera mask?
Is yellow suitable for a trustworthy character? Why or why not?
If the character has great intelligence and is very stubborn, what colours might we use in a mask?

Tapescript
Performer: I wonder if you could help me. I've read the script but I can't decide which character I want to play. I'd really like to play a role that is different from my last one.
Director: Of course. Why don't you tell me about your last role? I'll see if I can pick something for you that is very different.
Performer: Great! In the last opera, I played the part of a very bad man. He would only do things for his own good and was untrustworthy. Also, he was very careless when he did something important. On the other hand, he was a bit shy. He never dared admit he had made a mistake. Nobody liked or respected him. The audience would even make terrible noises when I came on stage!

3 After listening, you may organize students into groups of four and ask them to discuss which role is suitable for the performer. Then have some groups state the reasons for their choices.
Step 2: informing the performer

1. Organize students into small groups and encourage them to list as many questions they want to ask the director as possible.

2. Have students go through the information listed in the table on Page 44. Make sure that they know how to answer the questions.

3. Have students work in pairs. One acts as the performer and the other as the director. When conducting the interview, they may refer to the information on Pages 42 and 43. Then switch roles.

Sample answers

P = Performer  D = Director

P: Good morning. Could you spare me a few minutes to answer some questions?
D: Sure, I would be glad to. What would you like to know about?
P: I wonder what colours you are going to use for my role.
D: Well, the colours for you are red, purple and black.
P: Why did you choose these colours?
D: Well, as you know, red is a colour for a brave and loyal character; a purple face shows a calm character and black can show the character is trustworthy.
P: I see. What colours are not suitable for this role?
D: Colours like white, yellow, reddish purple, blue or green are not suitable for this role.
P: Are there any particular reasons?
D: Sure. In Beijing opera, the main colour used on the face or mask tells the audience the character’s most significant quality. Generally speaking, white suggests dishonesty and untrustworthy; yellow symbolizes a character that has great intelligence and ambition; reddish purple indicates someone fair and noble; blue shows a moral and stubborn character and green tells the audience that the character is easy to get angry and violent.

P: Can you tell me about typical characters and what their colours symbolize?
D: Guan Yu, a general from the Three Kingdoms Period. You know he is famous for being very loyal to his emperor, Liu Bei.
P: So he must have a red face.
D: Exactly. Cao Cao should have a typical white face, as he is an evil character. For a character like Zhang Fei, who is easy to get angry and violent, we use black face paint.
P: That sounds interesting. Thank you very much. I think your explanation helps me understand my role much better.
D: You’re welcome.

Skills building 3: recording information

1. Have students read the directions and the table at the top of Page 45. They will learn how to use categories to record information about different people. Have students work in groups of four and create a table to introduce their classmates. For less able students, you may suggest some categories as follows:

Name:
Sex:
Age:
Likes:
Dislikes:
Dream:

Then have students give a presentation to other group members according to the categories they have designated.
2 Have students work in groups to create a table for information about the designs of face masks. Make sure that each member participates in the discussion and is responsible for a part of the task.

Step 3: recording information about the mask

1 Have students read the instructions in Step 3, so they can learn that they are going to record information about why they designed the mask the way they did. They need to create a table and finish it with the information they have gathered in Steps 1 and 2. Have students review the results they have collected and the main categories they need to include in the table.

2 Organize students into groups of four to design the table. They may refer to the example table in Skills building 3.

### Possible example

<table>
<thead>
<tr>
<th>Role</th>
<th>Characteristics</th>
<th>Colours on mask</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>King Alfred</td>
<td>stubborn; clever;</td>
<td>yellow; blue;</td>
<td>• Yellow symbolizes a character with great intelligence.</td>
</tr>
<tr>
<td></td>
<td>powerful; fair</td>
<td>reddish purple</td>
<td>• Blue shows that a character is stubborn.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Reddish purple indicates a fair character.</td>
</tr>
<tr>
<td>the princess</td>
<td>smart; honest</td>
<td>yellow; black</td>
<td>• Black shows that someone is honest.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Yellow symbolizes a character with great intelligence.</td>
</tr>
<tr>
<td>the captain</td>
<td>brave; calm; trustworthy</td>
<td>red; purple;</td>
<td>• Red is a colour for brave characters.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>black</td>
<td>• Purple shows a calm character.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Black shows that someone is trustworthy.</td>
</tr>
<tr>
<td>the prime minister</td>
<td>ambitious; dishonest</td>
<td>white; yellow</td>
<td>• White suggests that the character is dishonest and untrustworthy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Yellow symbolizes a character with great ambition.</td>
</tr>
<tr>
<td>King George</td>
<td>violent; easy to get</td>
<td>black; green</td>
<td>• Black shows that someone is violent.</td>
</tr>
<tr>
<td></td>
<td>angry</td>
<td></td>
<td>• Green tells that someone is easy to get angry and violent.</td>
</tr>
</tbody>
</table>
3 Have students complete the notes on Page 123 in the Workbook after listening to the recordings. Then they can complete the article in Part C on the same page. Or, they can do these as their homework.

Project Reporting on colours and cultures

The project in this unit is designed to help students learn and use English through doing group work. The reading material is a magazine article about colours and cultures. Students may use the background information to do research on one colour and prepare an oral report about the colour they chose, telling what the colour symbolizes in different cultures.

The purpose of this section is to help students use what they have learnt to finish an oral report by working together. In the course of doing the project, students will discuss both positive and negative meanings of the colour. They are required not only to search for as much information about the colour as they can, but also to choose useful information for an oral report. Students are expected to assign roles to each group member, cooperate by working together, and fulfil each part of the assignment. By doing the project, students will have a better understanding of different colours in different cultures.

Part A

1 Put students in pairs and have them discuss the following questions:

What is your favourite colour? Why do you like it?

What about your partner? Do you like his/her favourite colour? Why or why not?

Why do different people have different ideas about the same colour?

Why do Chinese people like using the colour red for many important traditional events?

What are the colours of the five rings on the Olympic flag? What do the colours represent?

Encourage students to talk about their own experiences and express their ideas freely.

2 Have students read the magazine article about colours and cultures. Have them skim the text and answer the following questions:

What does the colour red mean in China and South Africa?

Why did women wear yellow ribbons on their collars or sleeves in the USA and the UK decades ago?

What is green always associated with?

What does ‘in the black’ mean?

What kind of people is white usually associated with?

3 Organize students into groups of four and tell them to read the passage again. Have them take note of each colour mentioned in the passage. For less able students, each group member may only focus on one colour. Then they should design a table to analyse the information from the text. Provide the following table for less able students to fill in:
<table>
<thead>
<tr>
<th>Colour</th>
<th>Country/region</th>
<th>Different meanings and examples</th>
</tr>
</thead>
</table>
| red    | China          | • joy and celebration (traditional wedding dress for the bride)  
|        | South Africa   | sadness and mourning           |
|        | many countries | • bravery                       
|        |                | • violence                      |
| yellow | many countries | • sunshine and warmth           
|        |                | • taking caution                |
|        | some places    | happiness and joy              |
|        | the USA and the UK | a symbol of loss (Decades ago, women had yellow ribbons on their collars or sleeves to show that they hoped their men would come home from war or other separation.) |
|        | Egypt          | • losing hope                  
|        |                | • mourning (Long ago, actors wore yellow garments to show the character they were playing was dead.) |
|        | Japan          | courage                        |
|        | India          | peace                          |
|        | Western countries | someone being easily frightened |
| green  | Ireland        | life, natural growth, the environment and ecology (the colour of the national flag of Ireland) |
|        | Ancient Egypt  | hope and spring                |
|        | Muslim countries | luck and peace                |
|        | Western countries | • envy                        
|        |                | • someone with little experience |
| black  | Western countries | • being cool and elegant       
|        |                | • wealth (The idiom ‘in the black’ means having money or that a business is making a profit.) |
|        |                | • being bad fellows (In Hollywood films, bad fellows wear black.) |
|        |                | • mourning (the colour worn at funerals) |
| white  | Western countries | • being clean (usually associated with hospitals and people in the medical profession) |
|        |                | • pure, innocent and full of virtue (traditional colour for wedding celebrations and for brides) |
|        | Buddhist countries | mourning (traditional colour for funerals) |
|        | Christian countries | being holy (worn by ministers and members of the choir in Catholic churches) |

4 Have students do Parts B1 and B2 on Page 117 in the Workbook to practise the usages of some words and phrases learnt in this section.

5 Have students do Parts D1, D2, D3 and D4 on Pages 119 and 120 in the Workbook as their homework. The four exercises will help them become more familiar with the usages of some words, phrases, and patterns learnt in this unit.

Part B
1 Have students read the passage again. Have each group discuss the following questions:
What other meanings do you know of for the colours mentioned in the reading passage? Can you give examples?
Are you interested in any other colour? What do you know about it?
Encourage students to express their opinions freely.

2. Organize students into groups of four and discuss the eight questions in Part B. Make sure that students all understand the meaning of each question. Help students focus on the positive and negative meanings of colours in different cultures.

3. Have the groups try to find more information about the colour that they like the most. Make sure that all group members agree on the colour chosen and that each group member will be responsible for one part of the task. Have students discuss what this colour symbolizes in China and in other cultures. Encourage students to look for information from different resources. Make sure that each member has a chance to speak and is responsible for a part of the project. Set a deadline for them to finish the proposal.

4. Tell students to rehearse the oral report within their groups. Then report their findings to the class.

5. Have students first read the article in Part A on Page 124 in the *Workbook*, and then write a description of themselves. They may do it as their homework.

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**Self-assessment**

This section allows students to determine the progress they have made, and learn what they can do to improve their study. The colour bar with five levels shows how confident students themselves feel about what they have learnt.

In Part A, some items are presented to students and they are asked to check how well they think they have developed these skills. Each item corresponds with one or more parts in this unit. For example, by going over Part E on Page 37, students will learn whether they are able to use the vocabulary learnt in the unit or not.

Students have the opportunity to evaluate their own skills and abilities in English. If they feel very confident about an item, they can score it 5. If they feel slightly confident about an item, they can score it 2. By adding all the scores and dividing by 100, students will get a percentage, which gives them an idea of 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 in them.

In this unit, 20 items are rated, each with a possible score of 5, with a total possible score of 100. These items cover the main study targets in this unit, such as skills in reading, listening, speaking, writing, the usages of vocabulary, and grammar items, as well as doing activities in English. Through assessing themselves as learners, students will realize whether they have achieved the goals for this unit.

In Part B, they are asked to make an action plan so that they will know what to do and how to take some effective measures to improve their studies. You can also gain a better understanding of your students, enabling you to help them study English more effectively.
Behind beliefs

Overview

This unit introduces and develops the theme of the influence of religion and beliefs on culture and language. In Welcome to the unit, students are presented with four pictures, each of which presents a different religion. Students are expected to discuss the religions they have heard of, famous religious places and festivals associated with different religions. The Reading text is an Internet article about idioms from the Bible that are used in the English language. Word power focuses on religions and religious words. In Grammar and usage, students will learn how to analyse complicated sentences. Following is the Task section, which requires students to write an introduction to the Silk Road. Students will practise the language skills of listening, speaking, reading, and writing. They will learn how to identify historical information, how to talk about similarities and differences and how to organize their writing. In Project, students will read an article about a historic religious site, and then choose another historic religious site to write a report on.

This unit provides a chance for students to learn about religions and the stories behind them. The Reading strategy teaches students the skills of understanding idioms by looking at the context and making an analogy. This unit also enables students to listen to a lecture about the Silk Road and read more about the two sites along the Silk Road. 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 writing an introduction to the Silk Road.

Guide to pages

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# Highlights of the unit

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<th>Biblical idioms in English and the stories behind religious beliefs</th>
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<tbody>
<tr>
<td><strong>Functions</strong></td>
<td><strong>1</strong> Describing religions and culture</td>
</tr>
<tr>
<td></td>
<td><em>Some biblical idioms use animals, such as ‘kill the fatted calf’, which means to have a large celebration. It comes from a story where a son left home to waste all of his time and money in amusing himself.</em></td>
</tr>
<tr>
<td></td>
<td><em>There are many different religions in the world today. The most popular ones are Hinduism, Buddhism, Judaism, Christianity and Islam.</em></td>
</tr>
<tr>
<td></td>
<td><strong>2</strong> Describing language and culture</td>
</tr>
<tr>
<td></td>
<td><em>The Bible was first written in Hebrew and Greek, both of which use many idioms. This means that since the Bible was translated into English centuries ago, many Hebrew and Greek idioms have become part of the English language.</em></td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>straightforward, vague, underline, bare, strike, handwriting, wine, penny, agricultural, sow, ripen, thorough, delicate, necklace, burden, worm, frequently, shorten, woollen, astronomy, ray, Buddha, reading, bureaucratic, ministry, centre, pray, chant, frog, prayer</td>
</tr>
<tr>
<td></td>
<td>by and by, every penny, hire oneself out, catch on, count on, on one’s behalf, be centred around/centre around</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>Analysis of complicated sentences</td>
</tr>
<tr>
<td></td>
<td><em>Another idiom using an animal, ‘kill the fatted calf’, means to have a large celebration.</em></td>
</tr>
<tr>
<td></td>
<td><em>The Internet is considered by many to be a source of information, and it is also thought of as a means of entertainment, but some people regard it as a monster. Unless you recognize an idiom when it is being used, it is easy to misunderstand what you read or hear spoken.</em></td>
</tr>
<tr>
<td></td>
<td><em>We have tried to train the young people who were hired last month, but they are not doing their best to learn.</em></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><strong>1</strong> read an article about biblical idioms in English and an article about a historic religious site</td>
</tr>
<tr>
<td></td>
<td><strong>2</strong> listen for historical information</td>
</tr>
<tr>
<td></td>
<td><strong>3</strong> talk about idioms and discuss similarities and differences</td>
</tr>
<tr>
<td></td>
<td><strong>4</strong> write an introduction to the Silk Road</td>
</tr>
<tr>
<td></td>
<td><strong>5</strong> report on a historic religious site</td>
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<td><strong>Culture</strong></td>
<td><strong>1</strong> Biblical idioms in English</td>
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<td><strong>2</strong> Religions around the world</td>
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<tr>
<td></td>
<td><strong>3</strong> The oldest temple in China—the White Horse Temple</td>
</tr>
</tbody>
</table>
Welcome to the unit

People in different parts of the world have different beliefs or religions. In this section, students will look at four pictures, each of which shows a different religion. Students are expected to discuss their knowledge about beliefs or religions, famous religious places and festivals related to religions. Students are encouraged to fully participate in the discussion, express their opinions about the relevant topics, share ideas in a group and practise their spoken English.

Brainstorming

1. Draw students’ attention to the unit topic ‘religion’ and ask them the following question:
   What does ‘religion’ refer to?
   Tell students that religion sometimes is a symbol of faith or belief. People who practise a religion believe in the existence of a god or gods and do activities to praise or worship them. Many religious people also believe that religion gives answers which explain humankind’s relationship with the world and the universe.
   Many students may not have much knowledge on the unit topic. They need some encouragement to get interested. Remind students that religions are closely associated with the culture, history, tradition and lifestyle of a country. We cannot learn a language of a foreign country without finding out something about the religion of that country.
   In order to activate students’ interest in the unit topic, have students do some research on the Internet or in reference books on the following questions:
   There are many different religions in the world. What are the most popular ones? (The most popular ones are Hinduism, Buddhism, Judaism, Christianity and Islam.)
   Have you been to any famous religious sites in China? What are they? (There are many famous historic religious sites in China. The Mogao Grottoes in Dunhuang, Gansu Province and the White Horse Temple in Luoyang, Henan Province are famous Buddhist sites. Mount Wudang in Hubei Province is important in Taoism. The Potala Palace in Lhasa, Tibet, is the holy place for Tibetan Buddhism.)
   Do you know any famous religious places around the world? (The Vatican is the place where the government of the Roman Catholic Church is located and the Pope lives. Jerusalem is a holy city for Judaism, Christianity and Islam. Mecca in Saudi Arabia, the holiest place in Islam, is believed to be the birthplace of Muhammad, the man who introduced Islam to the world. Gaya in Bihar, is one of the sacred cities for Hindu pilgrims in India. Anuradhapura, a city in north central Sri Lanka, is an ancient centre of Buddhist pilgrimage.)
   Have you read any literature related to religion? Please name some. (There are many classic works of literature related to religion, such as Paradise Lost by John Milton and Journey to the West by Wu Chengen.)
   Can you name some religious festivals around the world? (For Buddhists, there is Nirvana Day, Buddha’s Day or Bodhi Day. For Christians, there is Good Friday, Easter Day, All Saints’ Day, and of course...
Christmas Day. For Muslims, there is Eid, the festival of sacrifice, Muhammad’s Birthday or Forgiveness Day. For Hindus, there is Great Shiva Night, Humanity Day or the Festival of Lights. For Jews, there is Passover and the Day of Atonement.)

Divide students into groups of four. Have them do some research on these festivals. Then organize a class presentation and have students report their findings to the class.

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 pictures and provide them with useful information. Here are some sample questions:

**Picture 1**

What date is Christmas Day? (On 25th December.)

What do you know about Christmas Day? (Christmas Day is a Christian holiday. It is regarded as the birthday of Jesus Christ.)

What do people do on Christmas Day? (Although Christmas is a religious holiday, many of the customs and celebrations are not of a religious nature. Before Christmas Day, people go to shops to buy Christmas decorations, Christmas cards and presents for friends or relatives. For food, people will prepare lots of chocolates, nuts and snacks. A roast turkey or goose is usually served for Christmas dinner. On Christmas Eve, family members get together or go to church to enjoy Christmas carols.)

**Picture 2**

Have you ever read this book? What do you know about it?

(*) a classic piece of Chinese literature
(*) a combination of myth, parable and comedy
(*) main characters include a Buddhist monk who is also known as the Priest of Tang and his three followers, Monkey King, Pigsy and Friar Sand
(*) a trip to India for the Buddhist scriptures
(*) the characters are magical or heavenly beings in normal forms and have some magical powers that can protect them from the evil monsters and spirits)

There are 81 obstacles for the monk and his three followers on the way to the West. Why do you think they face these obstacles?
(*) to give the monk and his three followers an insight into their own characters and show that people must often struggle to succeed
(*) to symbolize the difficulties and challenges that people meet in the course of doing what they believe in)

**Picture 3**

What is a mosque used for? (A mosque is a place for Muslims to worship.)

What are the architectural features of a mosque? (It is said that the first mosque was built based on the structure of Muhammad’s house in the city of Medina. Basically, a mosque consists of a courtyard, a domed hall and a fountain. Before prayer, people need to wash themselves in the fountain and then they can worship in the courtyard or the hall facing the holy city of Mecca. The wall facing Mecca is called the qibla. Human forms are not allowed to be drawn in Islam, so all the decorations in a mosque appear as shapes such as circles and squares.)

Do you know of any famous mosques in China? (There are many famous mosques in China. One of them is the Id Kah Mosque in Kashgar, Xinjiang. This mosque was built in 1442 and is the largest in China. Another famous one is the Great Mosque in Xi’an, Shaanxi Province. It was built in the 18th century in a traditional Chinese architectural style.)
Picture 4

What do you know about Taoism? (Taoism is one of the major religions in China. It was founded by Lao-tzu in about the 6th century BC. The most important text of Taoism is the Tao-te-Ching. In the 5th century AD, Taoism developed as a religious system.)

What is the belief behind Taoism? (The central concept of Taoism is Tao, which refers to the ways the universe functions. Taoism believes in ‘wuwei’, which means that everything must follow its course and happen naturally.)

What does the picture of Taichi mean? (In the picture, the white part represents ‘yang’, and the black part represents ‘yin’. Taoism believes that ‘yin’ and ‘yang’ are two fundamental forces in the universe. ‘Yin’ is the passive or negative force, referring to dark, wet or feminine aspects, while ‘yang’ represents active and positive things, such as the bright, dry and masculine aspects. According to Taoism, wise people will achieve a balance between the interactions of these two forces.)

Pictures 1–4

Although there are so many beliefs or religions, do you think that they have anything in common?

- different from superstition, which has no central beliefs
- encourage people to do good
- have a power to call on people to devote themselves to that religion
- sometimes restrictive or judgemental of people’s lives
- help people live their lives in a positive way
- motivate people to be compassionate, kind and loving

Have students read the three questions to make sure that they understand their meanings. Have them work in groups of four to discuss the three questions. Encourage students to fully participate. 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. Hinduism or Judaism.

2. The Mogao Grottoes in Dunhuang, Gansu Province and the White Horse Temple in Luoyang, Henan Province are famous Buddhist sites. Mount Wudang in Hubei Province is famous for Taoism. The Potala Palace in Lhasa, Tibet, is the holy place for Tibetan Buddhism. The Vatican, in Italy, is the place where the government of the Roman Catholic Church is located and the Pope lives. Jerusalem is a holy city for Judaism, Christianity and Islam. Mecca in Saudi Arabia, the holiest place for Islam, is believed to be the birthplace of Muhammad. Gaya in Bihar is one of the sacred cities for Hindu pilgrims in India. Anuradhapura, a city in north central Sri Lanka, is an ancient centre of Buddhist pilgrimage.

3. For Buddhists, there is Nirvana Day, Buddha’s Day or Bodhi Day. For Christians, there is Good Friday, Easter Day, All Saints’ Day, and of course Christmas Day. For Muslims, there is Eid, the festival of sacrifice, Muhammad’s Birthday or Forgiveness Day. For Hindus, there is Great Shiva Night, Humanity Day or the Festival of Lights. For Jews, there is Passover, Day of Atonement or Harvest Festival.

Resources

Religions of the world

People from different areas hold different beliefs or believe in different religions. Usually such beliefs or religions are deeply rooted in their minds and are connected with their culture. For more information about different religions in the world, you may visit the following website:

http://www.religioustolerance.org/var_rel.htm
Reading

The reading passage is an Internet article about idioms from the Bible that are used in English. Biblical idioms that have been incorporated in the English language are explained and illustrated. Students are expected to gain some knowledge about these idioms, understand their original meanings and learn about their practical usage in English. They are expected to practise and reinforce their reading comprehension and improve their overall ability by participating in the activities. The Reading strategy in this unit teaches students to understand analogies, which will help students understand idioms better. Students are expected to put this skill into practice.

Lead-in

1. Before class, encourage students to surf the Internet or refer to some relevant background information about idioms. Tell students that idioms play an important part in learning a language and can enrich the language we use. Tell each student to collect three to four idioms together with the original stories about the idioms. Make sure that students collect different idioms.

2. Organize a class presentation and have several students present the idioms they have found to the class. Have them briefly explain what each idiom means. Provide less able students with the following examples. Tell students to read the sentences and guess what each idiom means.

   * I took my mother’s car without asking for permission. She is angry at me. I am in hot water now! (in trouble)
   * Robert and Janice were supposed to get married last month. At the last minute Robert cancelled the wedding because he was too nervous to get married. He got cold feet. (to become too nervous to act)
   * Don’t tell anybody else that I am looking for a new job. Please keep it under your hat. (to keep a secret, not tell anybody the secret)
   * We were not expecting to see Joan. When she suddenly arrived out of the blue, we were all surprised. (suddenly; unexpectedly)

3. Tell students that the reading passage they are going to read is an Internet article about idioms from the Bible that are used in English. Encourage more able students to collect information about biblical idioms if time permits.

Reading comprehension

1. Have students go through the reading 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. An idiom is a group of words or an expression whose meaning is not straightforward, because it often cannot be understood by looking at the meanings of its separate words.

2. Hebrew and Greek.

3. ‘The apple of somebody’s eye’.

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, which requires students to apply these idioms into practical usage. After students finish the exercises, check the answers as a class.
words and phrases learnt in this section.

Post-reading activities

1. Have students focus on the questions listed in Part E, which can be used for further discussion. Have students first role-play the dialogue and then 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.

2. Ask them if they have ever paid attention to idioms in their language study. Tell them to discuss in groups of four how they manage to understand an idiom. The activity can be conducted as the following:

   *It is always difficult to understand an idiom by looking at the words that make it up. From your own experience, how do you try to find out the hidden meanings of these idioms?*

   Tell students that when they are trying to understand idioms, it is helpful to create an image of the idiom and compare it to something that is similar. If necessary, you can analyse the idioms listed in the article together with students. For example:

   *As to the idiom ‘kill the fatted calf’, why do you think a calf is fatted and for what is the fatted calf killed?*

   Then instruct students to pay attention to the Reading strategy of the article. Have several students read the sentences in it one by one. Make sure that students understand what each sentence means and understand how to infer the meanings of the idioms by analysing the hidden clues.

3. If time permits, provide students with these idioms. Have them guess what each idiom means.

   - *at the drop of a hat* (immediately)
   - *know the ropes* (to know how to do something—this idiom refers to the fact that a sailor knows how to make ropes for sailing)
   - *child’s play* (an easy job)
• see eye to eye (to have the same opinion as someone else)
• a feather in (my) cap (something that you can be proud of—this idiom came from the native American Indians who usuallay gave a feather to someone who was brave in a battle)
• on a shoestring (having very little money)

If possible, the following sentences or situations can be used for consolidating the above knowledge.

My sister and I agree about everything from fashion to politics. We ________ on almost everything. (see eye to eye)

Alex had very little money when he started his first business. In fact he only had a few hundred pounds. He started his business ________, but he was very successful. (on a shoestring)

When her friends call, Megan will drop everything to go and meet them. She will leave ________. (at the drop of a hat)

If you have any questions, ask Ian. He has worked here for 25 years, so he really ________. No one knows more about this company than Ian. (knows the ropes)

He is very experienced in this kind of problem. Helping you solve the problem will be ________ to him. (child’s play)

Herbert won a scholarship to Duke University. Over 500 students applied for the scholarship. It was ________ when he won. (a feather in his cap)

3 If there is enough time, conduct the following activities to reinforce students’ understanding of the reading passage.

Ask students:

Look at the following idioms. Do you know the origin of them?
• propose a toast (In the past, people liked to dip a piece of toast into their wine or beer. This would make the toast taster. Now this idiom refers to wishing someone will have a happy or successful life by raising a glass and drinking.)
• pull the wool over someone’s eye (At the time when people wore wigs made out of wool, if people pulled the wigs down to cover their eyes, they would not be able to see. Now this idiom means to hide the truth from somebody.)
• kill the goose that lays the golden eggs (In an ancient Greek legend, there was a farmer and he had a goose that could lay golden eggs. The farmer thought that he could be richer by killing the goose to get all the golden eggs inside. However, the farmer ended up with nothing. Now this idiom refers to destroying something that would bring about something more valuable.)

Have students try to make sentences with these idioms. Encourage more able students to find the origin of more idioms and report their findings to the class.

Notes

1 An idiom is a group of words or an expression whose meaning is not straightforward, because it often cannot be understood by looking at the meanings of its separate words. (Page 50, Lines 1–3)

The word separate here is used as an adjective with the meaning ‘each or individual (word in the group of words or the expression)’ or ‘not together’.

The twins share one room, but they sleep in separate beds.

The party was over at about 11. After saying goodbye, my friends and I went our separate ways.

Germany is one nation, but it was two separate countries for more than 30 years after World War II.

Separate can also be used as a verb, which means ‘to become apart, or ‘to be not together’.

It is extremely hard to separate two fighting oxen.

The friends separated after the party.

The mountain range separates the two countries.

2 ... and unless you recognize an idiom when it is being used, it is easy to misunderstand what you read or hear spoken. (Page 50, Lines 5–7)
The word unless is a conjunction, which means ‘if not’ or ‘except if’. It used to introduce an adverbial clause of condition.

Don’t leave the building unless I tell you to.
I will not apologize unless he does first.
Unless you have an invitation, you will not be allowed to go in.

3 A biblical idiom is often an expression that underlines the moral of a story and gives the audience a picture to help them understand the story better. (Page 50, Lines 15–16)
Here the verb underline means ‘to emphasize something, to make it stand out’.

The report underlines the importance of protecting the environment.

What he underlined in his speech at the meeting is that everyone must know what they should do and what they shouldn’t do.

Mr Hanks underlined the safety measures they should take in the science lab before the students began to do their experiments.

Underline can also mean ‘to draw a line under a word, a phrase or a sentence, to call attention to it’.

The teacher asked the students to read the text and underline the words that they did not understand.

By underlining the key words, you can easily recognize them the next time.

Please read the manual carefully. The steps that you need to pay special attention to are all underlined in red.

After spending every penny of his money and being reduced to hiring himself out to feed pigs, he realized that he had been a fool and went home. (Page 51, Lines 33–35)

The verb phrase hire oneself out means ‘to arrange to work for someone’. The verb hire here means ‘to give someone a job’, and it can also mean ‘to pay money to borrow something to use for a short time’.

When he first came to the big city from the countryside, he earned his living by hiring himself out to clean the streets.

Travelling in Britain, you can hire a car to go wherever you want.

She was hired as a secretary three years ago. Now her main responsibility is hiring and firing in the company.

The verb rent can be used in instead of hire when one pays money to borrow something to use for a long time.

We can hire a car for the weekends.

They don’t own their TV. They are going to rent one.

5 By learning many important idioms, you can develop a high level of competence in your communication skills. (Page 51, Lines 50–51)

The word competence is a noun with the meaning of ‘the ability to do something well’. It is usually used together with in something or to do something.

We have competence in solving these laid-off workers’ problem.

What you have said is beyond the children’s competence to understand.

He is smart and energetic. No one doubts his competence as our team leader.

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Word power

In this section, different expressions related to religions and some religious words are presented to students. They will read a passage about religions around the world and then learn some religious expressions that are used in everyday English without religious meaning. 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 expressions related to religion.

Brainstorming

1. If possible, tell students to surf the Internet or refer to some relevant resources about different religions before class. The activity can be conducted as follows:
Religions are important in many people’s daily life. Different cultures are closely related to religions. In this section, we will learn some expressions related to religions. Please surf the Internet or refer to some reference books about this topic. You should learn:

What are the most popular religions in the world?
What do we call the people who believe in a religion?
Who do people believe in each religion?
What religious books do people use?
What place do people worship in?
Do you know any important religious figures or famous religious architecture?
Do you know any religious words that are used in our daily life now? Have the meanings of these words changed?

Have students prepare as much information as possible about religions.

Organize a class presentation and have students present the information they have collected about different religions to the class. Praise students for any parts that they do well in.

Vocabulary learning

1. Have students read the article in Part A on Page 54. Make sure that they have no difficulty in understanding it. To check students’ understanding, have them explain the following in their own words.

   What religions are mentioned in this article? (Hinduism, Buddhism, Judaism, Christianity and Islam.)

   What information have you learnt about these religions from the article?
   - Hinduism
     founded in India, 4,500 years ago
     believers called Hindus
     worship different gods
     The Vedas as the religious book
     strict rules to be followed
     worship at a temple
   - Buddhism
     began 2,500 years ago
     believers called Buddhists
     their religious books known as Buddhist sutras
     worship in a temple
   - Judaism
     began over 3,000 years ago
     believers called Jews
     believe in one God
     the Torah as their religious book
     the Jewish Sabbath on Saturday
     pray in a synagogue
   - Christianity
     believers called Christians
     about 2,000 years old
     originally a part of Judaism
     believe in God and Jesus—the son of the God
     the Bible as the religious book
     worship in a church
   - Islam
     started about 1,400 years ago by Muhammad
     believers called Muslims
     believe in Allah
     pray five times a day
     worship in a Mosque
     the Koran as the religious book

2. After students have learnt about these religions, have them complete the table in Part B, which serves as an exercise for checking students’ understanding of the reading passage. Then check the answers as a class.

| A | (1) Buddhism | (2) Christians |
|   | (3) gods     | (4) God        |
|   | (5) Buddhist | (6) Bible      |
|   | (7) temple   | (8) church     |

Vocabulary extension

1. Ask students if they can tell each other some words or expressions related to religion. If possible, let them have a small discussion first. Afterwards write all the words students have mentioned
on the blackboard. The activity can be conducted as follows:

Do you remember any words or expressions related to religion? What are they?
(These words include priest, bishop, nun, worship, angel, devil or soul.)

2 Have students look at the pictures on Page 55 and the sentences below. Organize students in pairs and have them explain the religious terms in their own words. Then help them make a comparison between the religious meanings and the meanings that are now used in daily English. Encourage more able students to point out the differences.

- angel
  In religious books, an angel refers to a messenger and servant of God, usually represented as a person with wings and dressed in white.
  While in daily life, it can refer to a person who is very kind or you are very grateful to. When it is used to describe a child, it means the child behaves well.

- devil
  In religious terms, it means the most powerful evil spirit.
  While in daily life, it refers to a person who behaves badly.

- soul
  In religious terms, it means the spirit inside one’s body, or the part of a person that is not the body. The soul is believed not to die even if the body is dead.
  While in daily life, it refers to a kind of human feeling which helps us recognize, create and enjoy works of art.

3 Have students fill in the blanks in Part B. Then check the answers as a class.

**Answers**

B (1) soul (2) angel (3) devil

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**Grammar and usage**

The grammar target of this unit is the analysis of complicated sentences. Students will learn what simple sentences, compound sentences, complex sentences and complex-compound sentences are. This will help them better understand the meaning of long and complicated sentences. Students are expected to apply what they have learnt by finishing two exercises.

**Analysis of complicated sentences**

1 Begin this section by reviewing the different parts of a sentence. Ask students what a simple sentence is. Then have students read the first paragraph of the article ‘Biblical idioms in English’, and find the simple sentence in it. They should see that there is only one simple sentence in this paragraph. Write the sentence on the blackboard and ask one student to point out the subject and predicate:

   *In other words, its meaning can be very different from the apparent meanings of its components. (The subject of this sentence is its meaning, the predicate is can be very different from the apparent meanings of its components.)*

   If students have no difficulty in finding this simple sentence and pointing out the subject and the predicate correctly, it shows that they know quite well what a simple sentence is.

   Tell students to read the instructions and the example sentence in Part 1. Make sure that they understand the meaning of each sentence.

2 Have students read the first sentence in the second paragraph of the article ‘Biblical idioms in English’. Then have them analyze the sentence. Write the sentence on the blackboard and ask
students how many clauses are in it. There are many idioms used in English and quite a few of them come from the Bible. (There are two clauses, and the conjunction and is used to connect them.)

Tell students that this is a compound sentence which is linked by the coordinator and. Have students read the instructions and the example sentences in Part 2, so they will see what a compound sentence is.

3 Have students read the first sentence in the first paragraph of the article ‘Biblical idioms in English’. Write the sentence on the blackboard for students to analyse.

An idiom is a group of words or an expression whose meaning is not straightforward, because it often cannot be understood by looking at the meanings of its separate words. (This is a complex sentence. The main clause is An idiom is a group of words or an expression, and the subordinate clause whose meaning is not straightforward is an attributive clause used to modify the antecedent a combination of words or an expression. Because it often cannot be understood by looking at the meanings of its separate words is an adverbial clause to show why the meaning of an idiom is not straightforward.)

Tell students to read the instructions and the example sentences in Part 3. Make sure that they can identify the different subordinate clauses used in these example sentences.

4 Have students read and analyse the last sentence in the first paragraph of the article ‘Biblical idioms in English’. Write the sentence on the blackboard. First ask students to pay attention to the conjunction and. They can see that the word and links two sentences. Then ask them what different type of sentences the two are.

Idioms often use a number of words to represent a single object, person or concept, among other things, and unless you recognize when an idiom is being used, it is easy to misunderstand what you read or hear spoken. (The sentence before and is a simple sentence, while the sentence after and is a complex sentence. In the complex sentence, the main clause is it is easy to misunderstand followed by an object clause what you read or hear spoken, and the clause unless you recognize when an idiom is being used is used as an adverbial, in which when an idiom is being used is an object clause. So, in the complex sentence, there is an adverbial clause and two object clauses used together with the main clause.)

Tell students that this kind of sentence is called a complex-compound sentence.

Tell students to read the instructions and the example sentence in Part 4, so they will see what a complex-compound sentence is.

5 In order to help students have a better understanding of types of sentences, write the following on the blackboard:

the simple sentence:
subject + predicate

the compound sentence:
subject + predicate + and/but/or + subject + predicate

the complex sentence:
main clause + subordinate clause

the complex-compound sentence:
the simple/complex sentence + and/but/or + the complex/simple sentence

6 Have students read the instructions of Part A on Page 57 to find out what they will do in this section. Have them read the article and work out the answers individually. After they have finished, have some students share their answers with the class. At the same time, have them analyse these sentences to make sure that they understand how to analyse long and complicated sentences.
Answers
A 1c 2a 3d 4c 5c 6c 7b

7 Have one student read the instructions of Part B to the class and make sure that students understand how to do this exercise correctly. Tell them first to finish it individually, and then have four of them read their sentences to the class one by one. Check the answers as a class.

Answers
B 1 One English proverb is ‘the early bird catches the worm’, which is frequently used to talk about hard work being the key to success.
2 The proverb ‘great minds think alike, but fools seldom differ’ is very famous although it is usually shortened to ‘great minds think alike’.
3 The proverb ‘don’t count your chickens until they are hatched’ means ‘don’t count on something going well until it happens’, and this proverb is very popular.
4 The proverb ‘make hay while the sun shines’ is very old, and it comes from the old days when people all worked on farms.

Task Giving an introduction to the Silk Road

This section consists of a series of activities which provide students with opportunities to practise their listening, speaking, reading and writing skills. It is divided into three steps and each step is preceded with a skills building activity. Through the three steps, students will learn how to identify historical information, how to talk about similarities and differences and how to organize their writing. They are expected to write an introduction to the Silk Road after they have gained some information by listening to a lecture and reading a magazine article.

Skills building 1: identifying historical information

1 You can begin this part by asking students some questions about historical places, objects, figures, events, etc. This is to help them understand the topic of this section better. For example:

What does the word ‘historical’ mean?
(‘Historical’ is used to describe things related to history, or things which happened in the past.)

Can you give an example of a historical place in China?
(There are a lot of historical places in China, such as the Big Wild Goose Pagoda, the Great Wall, Temple of Confucius, and the Silk Road.)

What do you know about the Silk Road?
(The Silk Road was a network of trade routes connecting the East and the West in ancient times.)

Have students think of and try to name as many historical sites as they can.

2 Have students read the directions in this part. Make sure that they understand the meaning of each sentence, explaining briefly where necessary. Then have some students make some sentences using the expressions given. For example:

According to historians, the Silk Road
started in Chang'an (present-day Xi'an). Scholars claim that trade played a significant role in the development of towns and cities along the Silk Road.

Historical records suggest that, in addition to silk, a wide range of other goods were traded along the Silk Road.

There is evidence that the Silk Road was important for migrants and travellers, and for the spread of religion.

It can be seen from historical sources that the Silk Road had a significant impact on the lands through which the routes passed.

Step 1: taking notes about the Silk Road

1. Have students read the directions in Part A to understand what they will do first. Then have them go over the notes to get ideas about what they should pay attention to and write down while they are listening to the recording. Encourage more able students to fill in the answers they already know or predict the answers before listening.

2. Play the recording and tell students to finish Part A. 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, ask them to read the notes again. Then play the recording once more.

Tapescript

The Silk Road was a system of trade routes that extended from China all the way to the Mediterranean. It started in Chang'an (present-day Xi'an) and continued for thousands of kilometres through deserts, mountains and grasslands.

It is commonly believed that the Silk Road began to develop in the 2nd century BC, when the Emperor Wudi of the Western Han Dynasty sent Zhang Qian to explore the Western Regions. Zhang came back more than a decade later with plenty of information about the Western Regions. Later more diplomatic missions were sent in Zhang’s footsteps, which strengthened relations with the states of the Western Regions. This also opened up trade routes connecting China with the major powers of the time, including the empires of Persia and Rome.

The Silk Road grew over time, reaching its ‘golden age’ in the Tang Dynasty. During this time, Chang’an was the largest city in the world, attracting large numbers of traders, monks, artists and craftsmen from all across Asia and even Europe. Trade routes expanded greatly, allowing for extensive exchanges of goods, technologies and cultures. Historians believe that it was during the Tang Dynasty that papermaking spread to Europe via the Silk Road.

For over 1,500 years, the Silk Road played an important role in world history. However, as new sea routes began to open up, the Silk Road gradually declined. It eventually went out of use in the 16th century.

In the modern age, however, a new chapter in the history of the Silk Road has begun. Through the Belt and Road Initiative, China is promoting peace and cooperation across Asia, Europe and Africa, and the Silk Road is once again connecting the countries along the ancient trade routes.

Answers

A (1) deserts, mountains
(2) 2nd/second
(3) Western Regions
(4) Tang Dynasty
(5) papermaking
(6) new sea routes
(7) 16th/sixteenth

3 Have students read the directions in Part B so that they will understand what they should do. Then have them read the magazine article and the questions that
follow. Make sure that they understand the whole passage and know how to answer these questions. After they have finished answering these questions individually, check the answers as a class.

**Answers**

B 1 Goods, ideas and knowledge.
  2 Silk, tea, china, horses, jewellery and woollen goods.
  3 Around the 1st century.
  4 Papermaking, printing and gunpowder.
  5 The long routes connected Eastern and Western civilizations, which achieved a shared development.

**Skills building 2: talking about similarities and differences**

Have students first read the directions and the sentence patterns in this part. Then, have some students make sentences using these sentence patterns. Encourage more able students to make more sentences. For example:

*The main similarity between the Mogao Caves and the Big Wild Goose Pagoda is that they are both sites along the Silk Road.*

*Another key similarity is that they played an important role in the spread of religion along the Silk Road.*

*The most important difference is that the Mogao Caves and the Big Wild Goose Pagoda were constructed in different periods of time.*

**Step 2: talking about sites along the Silk Road**

1 First ask students to look at the pictures and read the table below. Then tell them to think about what information they can get from the table. Students are expected to learn that while there are some differences between the two sites along the Silk Road: the Mogao Caves and the Big Wild Goose Pagoda, there are also some similarities between them. Have students talk about the two sites, including their similarities and differences.

2 Have one student read the directions of this part to the class so students will learn what they are going to do with the information given in the table. Then tell students to work in pairs to ask and answer questions about the two sites. After they have finished their dialogue, they should switch roles. Then have several pairs present their dialogues to the class.

**Sample answers**

S1: I am doing some research on historical sites along the Silk Road. Can you help me in providing the information about the Mogao Caves and the Big Wild Goose Pagoda?

S2: Sure. What do you want to know?

S1: Firstly, where are they located? Are they both situated in north-western China?

S2: Yes, the Mogao Caves are located in Gansu Province, while the Big Wild Goose Pagoda is in Shaanxi Province.

S1: I see. Are they similar in size?

S2: It is difficult to compare their sizes because they are two very different sites. The Mogao Caves is a site of 492 caves that house about 45,000 square metres of wall paintings and more than 2,000 sculptures, while the Big Wild Goose Pagoda is a 64.5-metre, 7-storey pagoda.

S1: That is amazing! When were they constructed?

S2: One thing the two have in common is that they are both over 1,000 years old! The pagoda was constructed in AD 652 and the caves, starting in AD
Skills building 3: organizing your writing

1  Have students first read the directions of this part. Have them make sentences to begin an introduction to a historical topic by following the paragraph structures given here. Then ask students the following questions:

   How do we introduce a historical place?
   (The Silk Road was a system of trade routes which played an important part in Asia and Europe.)

   When did it begin to develop?
   (It began in the 2nd century BC, when Zhang Qian was sent to explore the Western Regions.)

   When did it reach its ‘golden age’?
   (It reached its ‘golden age’ in the Tang Dynasty.)

   What made it decline gradually?
   (With the opening up of new sea routes, the Silk Road gradually declined.)

   Can you describe the famous sites along the Silk Road?
   (There are many famous sites along the Silk Road, such as the Mogao Caves and the Big Wild Goose Pagoda. Though constructed in different periods of time, they played an important role in the spread of religion along the Silk Road.)

   What is the importance of the Silk Road?
   (All of these activities contributed to a great age of expansion, as the exchanges along the Silk Road gave people access to new goods, ideas and knowledge. These amazingly long routes connected Eastern and Western civilizations, which achieved a shared development.)

2  Have students discuss the Silk Road in pairs. Use the information and paragraph structures they have learnt.

Step 3: writing an introduction to the Silk Road

1  Have students read the directions of this part so they will learn that they are going to write an introduction to the Silk Road with the information gathered in Steps 1 and 2. Have students review the information they have collected and the main points they need to include in the introduction.

2  Tell students to work in pairs to discuss what to write in the introduction. Have them write down what they have discussed. After they have finished the introduction, have each group check the spelling. Then invite some of them to present their introductions to the class.
Possible example
The Silk Road

Basic information about the Silk Road
The Silk Road was a system of trade routes that started in Chang’an (present-day Xi’an), and ended in the Mediterranean. It spread for thousands of kilometres through many countries.

History and development of the Silk Road
It is believed that the Silk Road began to develop in the 2nd century BC. The Emperor Wudi of the Western Han Dynasty sent Zhang Qian to explore the Western Regions and he returned with useful information. From then on, trade routes opened up and connected China and the major powers of the time, including Persia and Rome.

It was in the Tang Dynasty that the Silk Road reached its ‘golden age’. Chang’an, the largest city in the world at that time, attracted people from all across Asia and Europe. Trade routes expanded greatly then, but after 1,500 years, the Silk Road gradually declined as new sea routes opened up.

Famous sites along the Silk Road
Along the Silk Road two famous UNESCO World Heritage sites can be found. The Mogao Caves and the Big Wild Goose Pagoda which are situated in northwestern China are over one thousand years old. These sites reflect eastward transmission of Buddhism from India via the Silk Road. They are an important record of Buddhist art, texts and combined traditional Chinese and Indian architecture.

The importance of the Silk Road
The Silk Road served as a bridge for the exchange of goods, ideas and knowledge. Goods were traded between China and other Asian and European countries. Buddhism first came into China around the 1st century. Then new styles of art followed the religion. Discoveries and inventions travelled both ways along the long routes. Today, through the Belt and Road Initiative, the Silk Road connected Eastern and Western civilizations, which achieved a shared development.

3 Have students read the passage in Part A on Page 133 in the Workbook, then finish the written work in Part B as their homework.

4 Have students finish Part A and Part C on Page 132 in the Workbook after listening to the recordings in Part A and Part B.

Project Reporting on a historic religious site

This section is designed to give students a chance to practise their English by completing a report. Students will first read an article about a historic religious site, the White Horse Temple. They are expected to learn how to write a report about a historic religious site by reading the article. Then they will choose a historic religious site, research it, and write a report about it.

The purpose of this section is to encourage students to use what they have learnt to finish a report by working together. During the course of the project, students will discuss what should be included in their report and how to organize the facts they have found. In order to finish the project, they will need to cooperate and to complete each part of the project together.

Part A

1 Begin this part by asking students some questions. For example:
   Do you know of any historic religious sites in China? Have you ever visited any of these sites?

   Do you know which Buddhist temple is the oldest in China? Where is it located? Have you ever heard any stories about it? (The oldest Buddhist temple in China is the...
White Horse Temple in Luoyang, Henan Province.)

Choose one site and write its name on the blackboard. Then ask them:

*What kind of things do you need to write about if you want to tell other people about a historic religious site?* (The things that need to be covered include, where the site is located, when it was set up, why it was set up, who set it up and its importance in history.)

2 Tell students that they are going to read an article from a history book about the oldest temple in China. Have students first read the instructions and then the article. Tell them to take notes while they are reading. After they have finished reading, you may ask some of them to present their notes to the class. Tell the other students to compare their notes to decide who has collected the most important information about the historic religious site. Encourage students to fully participate in the activity and express their opinions. Any reasonable opinion is acceptable.

3 Have students work in pairs and read the article again. The pairs should ask each other questions about the White Horse Temple by referring to the article. For weaker students, you may ask some questions for them to answer. For example:

*What is the name of the temple?* (The White Horse Temple.)

*Where is the temple located?* (It is located in Luoyang, Henan Province in the central east of China.)

*Why is it called the White Horse Temple?* (To remind people of the white horses that the Buddhist readings and images had travelled on from India.)

4 To make sure that students have a better understanding of the article, have them divide it into several parts and give the main idea for each. Any possible answer given is acceptable. For example:

**Part 1 (Paragraph 1)** a brief introduction of the White Horse Temple

**Part 2 (Paragraphs 2–5)** the story behind the temple

**Part 3 (Paragraph 6)** the architecture of the White Horse Temple

**Part 4 (Paragraphs 7–9)** the importance of the White Horse Temple

5 Have students do Parts B1 and B2 on Page 126 in the *Workbook* so they can be more familiar with the usages of some useful words and expressions learnt in this section.

6 Have students do Parts D1, D2, D3 and D4 on Pages 128 and 129 in the *Workbook* to practise using the words, phrases and patterns learnt in this unit. Or, they can finish them as homework.

**Part B**

1 Organize students into groups of four. Tell them to discuss the questions in Part B, focusing on questions 2 to 8. One student in each group should write down the answers to questions 2 to 8. Students should first choose which historic religious site they are going to write about. Then they should assign different jobs to each group member.

2 Have each group present their report to the whole class. Other groups can give their comments.

3 Have students read the dialogue in Part A on Page 130 and the newspaper article in Part B on Page 131 in the *Workbook* so they will learn more about this subject.
Self-assessment

This section allows students to determine the progress they have made. The colour bar with five colour levels shows how confident students themselves feel about what they have learnt.

In this unit, 15 items are listed, each with a maximum score of 5, with a total of 75 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 with one or more parts in this unit. For example, after they have finished doing Part A in Grammar and usage, students will learn whether they are able to analyse long simple sentences, compound sentences, complex sentences or the compound-complex sentences. 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 75, 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, they can think about how to improve in them.

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

Unit 1
Reading

加拿大——枫树之国

加拿大是世界上国土面积最大的国家之一，仅次于俄罗斯，素来以其绮丽的自然风光闻名。加拿大有辽阔的草原、北起北极寒带——那里的冬季平均气温通常是零下20摄氏度，南与美国毗邻——边境线长达8892公里，是世界上最长的没有军队或警察设防的边境线。在东部和西部边境，加拿大濒临两大洋，即大西洋和太平洋。

在这片广袤的国土上有冰封的荒原，绵延的山脉、辽阔的森林，无数的河流、湖泊，以及无边无际的森林。在森林里和北方的冰封之地上有着许多野生动物，海洋和河流中有大量的鱼类。对于热爱户外娱乐活动的人来说，参加徒步、帆船运动、越野滑雪时，他们可能好几个小时甚至好几天都碰不到一个人。加拿大人，特别是野生生物摄影师和猎人，非常喜欢这片荒原，相信你也喜欢。

秀丽的风光是加拿大奉献给世人的宝藏之一。加拿大总人口约三千万，其中绝大部分居住在城市。你会为多伦多、蒙特利尔、温哥华和埃德蒙顿而兴奋不已——这些城市均以其大都市的现代化，美丽的建筑和独特的文化而闻名世界。

多伦多是加拿大最大的城市，跻身世界上文化最多元化的城市。那里的人们的祖先来自爱尔兰、葡萄牙、中国、黎巴嫩、意大利以及其他许多地方。加拿大国家电视塔坐落于多伦多市中心，通常简称为CN塔。它高553米，直耸云霄，是世界上第三高的塔。

港口城市蒙特利尔位于魁北克省境内，是加拿大第二大城市，也是世界上第二大法语城市（最大的是巴黎）。魁北克省是法国殖民地，1763年被英国人接管，但其人口仍有70%以上是法国血统。正因为如此，蒙特利尔的建筑和文化是旧世界（欧洲）和新世界（北美）的奇妙融合体。这里有古老的建筑、历史悠久的教堂、狭窄的街道和小巷，而旁边则矗立着用玻璃和钢筋混凝土盖成的摩天大楼。作为一座现代化、有活力的城市，蒙特利尔的夜景也是生气勃勃的，有许多饭店和俱乐部，还有各种文化节和街头节庆活动，这些保证不会让任何游客感到厌倦。

位于太平洋沿岸的不列颠哥伦比亚省的城市温哥华虽然面积较小，但同样名声遐迩。温哥华是北美洲华裔人口最多的城市之一。温哥华也有着绝佳的风景、美丽的港口、各种现代生活的舒适设施以及各国美食，此外它还邻近一些非常受欢迎的滑雪胜地。

阿尔伯塔省与不列颠哥伦比亚省毗邻，该省的埃德蒙顿市是西埃德蒙顿购物中心所在地。该中心是世界上最大的室内购物中心之一。它就像一个地下城市，面积有20多英亩，购物中心由八千米长的走道构成，到处都是商店、艺术画廊，甚至还有一个水上公园。购物中心每天吸引着五万五千多名顾客。

尼亚加拉瀑布群更靠近大西洋海岸。它可能是加拿大最广为人知的自然景观。尼亚加拉瀑布群总宽达670米，令人惊叹的白色水幕飞流直下56米，其中最大的瀑布呈半圆形。每年都有数百万游客从世界各地来此游玩。

加拿大的历史非常有趣。1896年人们在加拿大西北部的克朗代克的边远地区发现了黄金。在“淘金热”中大约有一百万人离开故土，前往西部寻找发财的机会。尽管只有极少数人获得成功，但许多人都留了下来并在当地建设定居点。如今有许多博物馆展示那时的生活情景。

最后，如果你在秋季来观光，你还可以看到加拿大的国家象征——枫叶。加拿大生长着许多枫
树，国旗上也有一片枫叶。秋天枫叶变成美丽的红色。枫树本身还产出加拿大最出名的食品——枫树糖浆，它配上薄煎饼再好吃不过了。

了解到加拿大的这些吸引人之处，你就能明白为何联合国将加拿大命名为世界上最适宜居住的国家之一了！

Project

澳大利亚真是体育之国吗？

澳大利亚人热爱体育，这点毫无疑问。他们对体育的绝对热爱似乎是必需的。他们时时刻刻在谈论体育。他们在现场观看比赛或收看电视转播，有时体育似乎是交谈的唯一话题。无论澳大利亚人在何地相聚——在餐厅吃午饭、在酒吧喝啤酒或在某人的花园烧烤——他们的谈话都很快地转到体育上。谈话内容可以是分析球队在各项联赛中的排名，或是讨论不同运动员和他们所在球队的优势和劣势。

但澳大利亚人对体育的热爱并不意味着他们中的大多数真的做很多运动。事实上，统计数据表明，只有约四分之一的澳大利亚人进行足够的运动。其他人则仅仅满足于坐在舒适的扶手椅上看比赛。当然，坐在电视机前看体育赛事，一手握饮料一手捧快餐，这在澳大利亚非常普遍。这是澳大利亚人有时被批评体重超标、健康欠佳的主要原因之一。

尽管如此，澳大利亚仍被视为体育大国。这里气候温和，既不太热也不太冷，大多数时候阳光普照，而且有足够的场地，包括许多海滩。许多人把他们的体育活动归功于适合体育活动的完美气候条件。最棒的是，人们有两天的周末可以享受户外活动。

澳大利亚的大多数人口住在沿海地区，对于许多家庭来说，游泳和冲浪是周末最受欢迎的活动。例如，悉尼市有37处海滩，大多数海滩从市中心搭乘公共交通工具30分钟内就可到达。

澳大利亚人喜爱的另一种运动是网球。由于大多数网球场装有照明设施，很多人常常在黄昏和深夜打球。另外，许多学龄儿童还定期上课外的网球课。

家长和老师也鼓励孩子们参加团体体育活动，如各式各样的足球。世界大部分地区将足球称为football，而在澳大利亚它被称为soccer，以区别于澳式橄榄球。澳式橄榄球比赛中球员抱球跑动，就像打橄榄球一样。橄榄球、足球和澳式橄榄球都是剧烈运动，可能导致严重受伤，但澳大利亚人对它们还是情有独钟，他们看比赛以寻求运动带来的刺激。

另一项流行的体育运动板球起源于英国。它被引进到受英国影响的国家且大为盛行，比如澳大利亚、印度、巴基斯坦、肯尼亚和南非。耐心是享受这项运动的必备条件，因为对于那些不太懂板球的人来说，板球节奏似乎非常慢，非常无聊。但对于这项运动的狂热爱好者而言，它是一种艺术形式。甚至沉默寡言、严肃认真的学者也会为它着迷。板球在澳大利亚通常被视为夏季运动，在澳大利亚各地都可看到一身白色球衣的球员在球场跑动，争抢击球。

澳大利亚是不是一个体育之国？当然是，任何澳大利亚人都会这样告诉你。统计数据也证明了这一点。在多数国际比赛中，澳大利亚都名列前茅。尤其在奥运会上，澳大利亚运动员赢得奖牌的比例通常比其他国家高。例如，在2008年北京奥运会上，只有美国、中国、俄罗斯、英国和德国赢得的奖牌数比澳大利亚多。考虑到澳大利亚人口较少，它在奥运会上的出色表现着实令人惊讶。

因此，虽然相当比例的澳大利亚人只观看体育比赛，而不参与运动，但澳大利亚仍不愧是个体育大国！
Unit 2
Reading

今日卫城
作者：瓦利亚·克特西斯

没有人对西方文明的影响比古希腊人更大。古希腊人在哲学、科学、数学、艺术、建筑、戏剧、政治学和体育方面取得了很多成就。罗马字母表是希腊人的发明，马拉松赛跑也是。这项长跑比赛是为了纪念一名希腊战士而创设的。公元前490年，这名战士从马拉松一直跑到雅典，报告马拉松战役大捷的消息。在约300年里（从公元前650年至公元前323年），希腊文明在众多领域都取得了长足的发展，已经影响了世界2500多年，并将继续影响世界。

我们特别要将古希腊文明与其首都雅典城相联系，雅典最伟大的标志就是雅典卫城。雅典卫城是一座位于雅典市中心的平坦巨石，其海拔高于雅典城。公元前五世纪，当时最杰出的建筑师和艺术家开始在这块圣土上兴建庙宇和纪念碑。在雅典卫城的顶部，有三座主要庙宇祭祀雅典的守护神雅典娜；帕台农神庙、厄瑞克修姆神庙以及雅典娜胜利女神庙。雅典娜胜利女神庙是三座神庙中最小的，曾经供奉着一尊13米高的镀金雅典娜胜利女神像。在这三座神庙中最大的帕台农神庙建于公元前447年至公元前432年间，神庙中曾有一座黄金雅典娜神像。厄瑞克修姆神庙则以其入口处的六座女神雕像而闻名，这六座雕像支撑着一部分庙顶。

卫城的建筑是用非常光滑坚硬的大理石建成的。但纵观历史，几乎没有哪座古代纪念建筑能完全避免受损。卫城也是如此。它部分受损于像地震这样的自然灾害，但最大的破坏则是由人造成。1458年土耳其人打败了希腊人并占领了雅典。后来，他们将帕台农神庙作为仓库，在里面堆满火药。1687年，意大利人的一次袭击引起火药爆炸，神庙建筑的很大一部分被毁。几个世纪以来，人们还从废墟中偷窃石料，用来修建其他建筑。最后一次重大破坏发生于1801年，许多最精美的雕塑遭窃。当时，英国人埃尔金勋爵把这些雕塑从帕台农神庙的建筑表层切割下来，运往伦敦。后来他把这些雕塑卖给了英国政府。1816年，这些雕塑又被移交给大英博物馆。如今它们仍然在那里展出，冠名为“埃尔金大理石雕塑”。这引起了希腊和英国之间的一些摩擦，因为希腊政府从未放弃要求英国归还这些大理石雕像。

1830年，希腊被承认为自治国家。1835年，新的希腊政府开始在大将军修复卫城的历史遗迹和建筑。遗憾的是，此后一百多年间进行的一些修建工作并不是很成功。事实上，修复工作非常粗陋，它们使得一些建筑比修复前更不安全。建筑物也遭到每年数以百万计来参观的游客的破坏。有些破坏只是由于如此多的人流在遗址上行走造成的，而有些则是因故意破坏造成的。另外还有烟雾的问题。雅典是世界上空气污染最严重的城市之一，酸雨正逐渐毁坏着卫城上的大理石。

为表示其帮助保存历史的愿望，希腊政府于1975年任命了一个委员会来负责卫城的全面修复工作。1987年，卫城被联合国教科文组织列入世界遗产名录。此后，卫城修复工作取得了很大进展，有大量修复工作是为准备2004年雅典奥运会而做的。

该委员会正继续它的工作，希望使卫城重现昔日辉煌。不合格的修复工作必须重新修缮，特别是松动的部分，或者是一些可能掉落的部分。接下来必须进行持续的的清洁工作，以保护大理石不受烟雾、酸雨以及自然物（如植物的根系）的破坏。作为这项进程的一部分，雕像已经从露天转移并保留在一座受保护的博物馆里。

保护卫城的最好方式就是防止破坏。基于这一认识，该委员会还在教育公众方面做了重要的工作。因此，委员会正教导人们如何避免破坏卫城上的这样的重要历史建筑。通过学习如何不去破坏这些遗迹，人们将能够世世代代欣赏到这一历史遗址。
Project

皇陵

明清皇陵是世界上发现的最令人赞叹的文化遗产之一。这些举世闻名的遗迹可与埃及的金字塔相媲美。任何来中国的游客都应设法将游览明清皇陵作为旅行的一部分。

明代皇陵

大多数明代皇陵在北京市西北50公里处一个叫十三陵的地方，十三陵的中文意思就是“十三座陵寝”。明代（公元1368至1644年）十二位皇帝就安葬在这里，还有他们的嫔妃和其他皇室成员。十三座陵寝中只有长陵、定陵和昭陵向公众开放。

沿着通向陵寝的神道，你可以看到二十四座巨大的石兽和十二座官员的巨石像。夹道林立的松树中有一些还是明代时种下的。

神道的北端就是明皇陵中最大的长陵。许多人认为长陵是十三座陵寝中保存最完好的。它位于十三陵的中心，其他陵寝分列左右。长陵是仿照宫殿建造的，由房屋和院落组成建筑群。

陵寝殿以其简约设计和彩绘内顶而闻名，为长陵更添宏伟与壮丽。许多装饰都是用一种中国产的香木制成，地面则铺着“金”砖。

十三陵之外最著名的明陵是坐落于南京的明孝陵。它包括明朝开国皇帝之陵寝。大约十万军官从1381年到1405年一直在建造这座占地几十亩的陵寝。其优美的建筑风格对此后五个世纪皇帝陵寝的设计产生了较大影响。

清代皇陵

清朝（公元1616至1911年）共历十二帝，其中九位葬在距北京不远的河北省的两大陵寝群中。清陵明显受到明陵的影响，特别是在建筑风格以及根据周围山脉山谷布局选择陵寝地址方面。

清陵中一组被称为东陵，位于北京市以东125公里处的遵化市。东陵建造历时247年，占地78平方公里。葬在那里的是五位皇帝、他们的嫔妃及其他皇室成员的遗体。另一组清皇陵称西陵，坐落在北京市以西100公里处的易县。西陵中有四位清代皇帝的陵墓。

对陵寝的保护

近几十年来明清皇陵的保护受到了重视。尽管许多陵寝幸存下来，遭到的破坏相对较小，但几个世纪以来的风吹雨打、战争、火灾和盗窃让所有的陵寝都多多少少受到了损坏。

因此，政府加强了法律法规来保护这些历史遗址。另外，许多历史遗址得到国际认可有助于保护和修复它们，因为这向世人强调了它们极重要的性质和宝贵价值。例如，自2002年起人们已经开始在国际上募集资金来保护西陵。最为重要的是，这些遗址已列入联合国教科文组织的世界遗产名录，这有助于获取必要的关注，帮助和资金来保护明清皇陵。这也促进了旅游业的发展。旅游是资金的另一重要来源，但也会给这些易受伤害的遗址带来更多潜在的破坏。

今天我们有责任来有效地管理和保护这些属于华夏儿女的历史遗迹。
Unit 3
Reading

国旗、颜色和文化

今天，每一个独立的国家都有一面赋予该国独一无二身份的国旗。这些旗帜不仅仅是随意用线缝在一起的几块布。国旗让我们了解它所代表的国家的一些情况，例如该国的价值观、信仰和文化。

法国

法国的国旗是1789年法国大革命初期开始使用的。在大革命前，法国社会极为动荡不安，因为法国人民没有自由，而饱受饥饿折磨。法国大革命给整个法国带来了根本性的变化。过去的许多做法都被废除了，人们获得解放。大革命使法国变得强大，成为一个与众不同的国家。

法国国旗上使用的红色、蓝色和白色提醒我们不要忘记大革命的座右铭——自由、平等和博爱。红色象征着法国人民的勇敢，革命精神，力量和鲜血，所有这些都是为了国家所需要的。蓝色代表着自由和正义，而白色代表和平和诚实。今天，那些原则仍然在指引着法国。

为向法国人民和法国大革命致敬，许多国家决定在自己的国旗上使用与法国国旗相同的颜色。这样，法国国旗成为历史上最重要的国旗之一。

美国

美国也是在革命中诞生的，它的国旗星条旗就象征了这一点。最初，美国是由来自英国和其他国家的移民组成的，分成十三个州。

尽管美洲人生活在殖民地，他们习惯于自治和低税收。但是，在法印战争之后，英国政府为支付战争费用，大幅提高了美洲的税率。当美洲人对此表示反对时，英国人不但没有让步，反而加强了对美洲殖民地的控制，剥夺了美洲人的许多权利。同时在美洲驻军以确保美洲人服从英国统治。在这样的境况下，美洲人要求从英国独立，1776年7月4日，美洲人宣布他们不再屈从于英国统治，这引发了战争，也使美国获得了独立。

红色、白色和蓝色以及美国国旗上的星星和条纹都具有不同的象征意义。红色代表力量和勇气，白色意味着美德，蓝色代表着辛劳和正义。美国国旗上有五十颗星，每颗星代表一个州，表示五十个州联合在一起成为一个联邦制国家。十三道条纹是为了让人们纪念为摆脱英国统治争取独立而联合起来进行斗争的最初的十三个州。每年七月四日美国都庆祝“独立日”。这一天全国到处飘扬着星条旗，夜空中的星条旗被烟花照亮。

印度尼西亚

1945年8月17日，第二次世界大战刚结束，印度尼西亚现在的国旗正式成为了国旗。这面国旗由上红下白的两道彩条组成，是以十三世纪的九道红白条的印尼国旗为基础。

印尼国旗颜色的含义有多种解释。最普通的一种解释是红色代表鲜血或者是物质的东西，而白色则代表精神的东西。另一种说法是这些颜色与食物有关。对印尼人来说，红色代表粮食的颜色（象糖植物的颜色），白色看起来像大米。糖和大米都是印尼的日常食物。另一种人说，印尼国旗上的红色代表印尼人民勇敢的天性，它还象征着印尼火山的火焰。和许多其他国家一样，白色在印尼也被视为纯洁的象征。

国旗上的每种颜色都经过审慎选择，代表着一个国家或其人民的某些特征。因此在看一面国旗时，我们就可以开始了解和学习一个国家的历史和文化。国旗也是了解不同国家之间异同点的一个好的着眼点。
Project

玫瑰是红色的，紫罗兰是蓝色的。但究竟哪一种颜色真正适合你呢？

你有没有想过为何你喜欢某些颜色而不喜欢其他的呢？我们的选择几乎从来就不是随心所欲的，而通常是很主观的。颜色是表达不同感受的媒介，但色彩的含义在不同的文化中是不一致的。同样的颜色可能在某一社会中是哀伤，而在另一个社会中则是贬义。

我们来看看红色。红色代表热烈和激情。在一些文化中，红色象征着欢乐和庆祝，与喜事相联。在中国文化中，红色象征着幸福和好运的颜色。因此，根据传统，中国新娘穿红色婚礼服。同时红色也可代表不同的东西，例如暴力。在一些地方红色暗示着悲伤，比如在中国，红色是表示哀悼的颜色。另外，红色也有政治含义，因为许多国家的国旗上用它代表勇敢。

另一种在不同文化中有不同含义的颜色是黄色。黄色在大多数时候与阳光和温暖联系在一起，但在许多国家中黄色意味着我们要小心。正如红色一样，在一些地方黄色代表着幸福和欢乐，但在另一些地方它意味着失去。在上世纪的美国和英国，女士们在衣领或袖子上系黄色丝带，表达对他们的丈夫或男友的思念或承诺。在埃及，黄色的意义则相反，它象征着希望，因为黄色是衰败所用的颜色。很久以前，埃及的演员穿黄色的衣服来表现自己所扮演的角色。黄色在日本代表勇气，在印度代表和平，但在西方文化中，如果说某人是黄色的，意思是这个人胆小。

绿色通常与积极的意义相关，与生命联系最密切。它是自然界中最常见的颜色，因此常被用来代表自然资源、环境和生态。它很早就与爱尔兰相联系，该国的国花是绿色的。在古埃及，绿色象征着希望和春天，而春天是一年中自然万物在漫长冬季后复苏的时候。在伊斯兰教中，绿色是幸运色，因为绿色是与和平联系在一起的。但是，在西方国家人们认为绿色意味着嫉妒，绿色还会让某人缺乏经验。

在所有的颜色中黄色是最深的。西方文化中，人们常常穿黑色，因为他们认为黑色很酷且高贵。习语“in the black”也表达很好的意思，即有钱或者生意顺利。但即使在西方，黑色也有不同的含义。例如，在好莱坞电影中，反面人物比如盗贼，常常穿黑色衣服。此外，黑色也是多数欧美人士在葬礼上穿的颜色。

白色是所有颜色中最淡的。在西方，这种颜色代表着某人或某物干净、纯洁、纯真和富有美德。因此，白色通常与医院和从医诊疗行业的人联系在一起。在大多数西方国家，白色是婚礼上用的传统颜色，女士穿白色礼服结婚。但在受佛教影响的国家，在婚礼上穿白色衣服是不合适的，因为白色是丧葬的传统颜色。在一些情况下，白色代表神圣的东西。例如，天主教堂里的牧师和唱诗班成员通常穿白色的衣服。

所有的颜色都承载着不同的意义。因此，下次你选择衣服时，你不仅要考虑该穿什么颜色，还要考虑颜色的含义。这样的话，你可以向你周围的人传达正确的信息。
Unit 4
Reading

英语中的圣经习语

习语是词组或者一种表达方式，其意义不是直接明显的，因为并不能通过看孤立的单词的意思就能明白其整体的意思。换句话说，习语的含义与其组成部分的字面意思可能完全不同。习语常常使用多个词代表某一物体、人物或概念以及其他的一些事物。除非你能识别习语运用，否则你很容易误解所读到的或听到的内容。

英语中存在大量习语，其中相当一部分来源于《圣经》。《圣经》最早是用希伯来文和希腊语写成的，这两种语言都使用很多习语。这意味着在几个世纪前《圣经》被翻译成英文以来，许多希伯来语和希腊语习语已成为英语的一部分。但今天许多习语已经失去了其最初的含义，或与之原意只有隐晦或松散的联系。例如，“by and by”现在的意思是“不久”，但在《圣经》中它被用来表示“突然”。

圣经习语常常是突出故事寓意的固定表达方式，给听众或读者一幅图像，以帮助他们更好地理解故事。在这方面的一个有名的例子就是“泥脚”。这个词来自于圣经中的一位国王。有一位国王在梦中看见一个壮汉的影像。这个影像的头和喉咙是金的，胸和臂是银的，双腿是铁的，脚踝和足是半铁半泥的。在梦中，一块石头飞向泥脚，砸在了它的脚上。一下子，双脚和整个影像都碎了。今天我们用这个习语来表示，有些人敬仰或尊重的人物也有着不为人知的弱点。

另一个常见的圣经习语是“看见墙上的字”。这个词来自于一则关于一位年轻、邪恶的国王的故事。国王正在和他的朋友们举行宴会。宴会上他们举杯喝酒，突然显现一只巨手，在墙上写下一条消息，告诉国王和他的朋友们他们正在受到审判。就在这天晚上，整个王国被另一个国家的军队毁灭。因此“看见墙上的字”意味着看见灾难即将降临的标志。

有些圣经习语使用动物意象，例如“一头肥牛”，意指举行宴大的庆典。这个词来自于一个故事，故事中的儿子离家出走，虚度光阴，挥霍金钱，寻欢作乐。在花光每一分钱之后，他沦落到为人打工，替别人养牛。他意识到自己是多么愚蠢，于是回家。为庆祝他回家，他的父亲宰杀并烹饪了一头小肥牛，以便能够举办盛宴。

圣经习语的另一个重点是农业生活或食物。例如，我们常说“种瓜得瓜，种豆得豆”。这句习语来自于一个故事，故事说的是农民种下去什么样的种子就只能收获什么样的果实。如果他种下去好种子，他就会有好收成；如果他种下去劣质种子，那么他就不会好。而且，尽管农民种下去的往往很少——可能只是一把种子——但当庄稼成熟时，收获却是相当丰盛的。这句习语告诉我们小小的善举常常带给我们丰厚的回报，而不经意的冒犯则可能带来灾难。另一句与食物有关的习语是“某人眼睛里的苹果”。这句习语常被用于指被父母宠爱的孩子。

习语是语言的重要组成部分，广泛使用于文学作品、电影和报纸中。这个页面上所列出的例子在英语口语和书写语中使用频繁。学习它们有助于提高你的理解能力。通过学习大量的重要习语，你能将交际技巧提升到较高水平。透彻理解英语习语及其起源，你可以更好地理解和欣赏英语国家的历史和文化，因为习语是历史和文化的载体。
白马寺

白马寺位于中国中东部的河南省洛阳市。它是中国的第一座佛教寺庙。迄今为止，它仍然是全中国最重要的寺庙之一。

白马寺背后的故事是这样的：一天晚上，东汉（公元25年至220年）明帝梦见一个金人飞行于宫殿之上。金人近四米高，头部闪闪发光，照亮了整个宫殿。当皇帝醒来看时，他让他的大臣们告诉他梦的含义。有位大臣说皇帝梦见了佛——来自印度的圣人。于是，皇帝下令派遣一批大臣作为使臣代表他，前往印度了解更多关于佛的情况。

这群大臣西行至中亚，到达今天的阿富汗一带。在那里他们遇到了两位印度僧人。大臣们邀请他们到中国来宣讲佛法。公元67年，大臣们带着僧人回到洛阳。僧人骑着两匹白马，马上驮着他们极少的物品以及一些佛经和佛像。

当他们抵达时，洛阳以及中国其他地方都没有佛教寺庙，因此皇帝邀请僧人住在鸿胪寺，这里是皇帝用来接待外国使臣的客舍。第二年，在鸿胪寺内为僧人们新建了住处。于是鸿胪寺改名为白马寺，以纪念曾经驮负佛经和佛像的白马。

在这座寺庙改名时，中国语言发生了一点变化，在此之前“寺”的意思是“官舍、官署”，而白马寺则是第一次赋予“寺”以“寺庙”这个意思。现在，“寺”不再用来表示“官舍、官署”的意思，而只指“寺庙”。

今日白马寺的整座寺庙以一个朝南的长方形庭院为中心。庭院两侧有许多供祈祷、颂经和接待香客的各种殿堂，还有僧人居住的地方。在寺庙的东南角高高耸立着齐云塔，塔高十三层，是所知的中国第一座佛塔。齐云塔里面保存有最初随明帝大臣来华的两位印度僧人的墓。据说如果你站在离塔20米远的地方击掌，可以听到屋顶传来的声声回音，好似蛙鸣一般。

白马寺不仅是中国最古老的佛教寺庙，也是仍在使用的最古老的寺庙。有僧人在此学习佛学经典，众多佛教徒每年来此拜佛。白马寺起初是因为佛教由此传到了中国和亚洲的其他地方而变得重要，如今作为佛教圣地，白马寺仍然重要。

白马寺历史悠久。它曾屡经修缮，多次扩建，这些修缮与扩建通常是在战争和灾难之后。但是最近的扩建却不是由于这些糟糕的境况。2005年，印度和中国制定计划，共同合作，在白马寺西边建一座新的印度式宝塔。这座新塔于2010年完工，代表了两国人民之间的友谊，并提醒人们两千多年前佛教正是从印度传到了中国。

对于中国人民和中国历史来说，白马寺具有重要意义，正因此，它被政府列为首批受国家重点保护的历史建筑。白马寺也是洛阳最著名的旅游胜地之一，它将一如既往地成为一个受欢迎的旅游胜地。
Appendix II: Key to Workbook

Unit 1

Language practice

Part A1 (Page 98)

1 a Historical  b historic  4 a culture  b multicultural
2 a wilderness  b wild  5 a settled  b settlement
3 a freezing  b frozen

Part A2 (Page 98)

1 skyscrapers  3 countless  5 dynamic  7 mall
2 border  4 alley  6 cuisine  8 frontier

Part B1 (Page 99)

1 contents content  3 sporting sport(s) sports  5 equipped equipment
2 Fitness unfit  4 thrilled thriller

Part B2 (Page 99)

1 league  3 absolute  5 grill  7 pints  9 pub
2 owed  4 ambiguous  6 compulsory  8 canteen  10 dusk

Part C1 (Page 100)

1 In that school, where we trained five years ago, our team won a difficult football match.
2 Peter, who was one of our team members, did not explain his absence from the match.
3 Our coach, whom/who we would follow anywhere, told us to always do our best.
   We would follow our coach anywhere, who told us to always do our best.
4 The day when/on which we had to play our last football match finally came.
   The day finally came when we had to play our last football match.
5 The team that/which we were to play against defeated us last year.
   We were to play against the team that/which defeated us last year.
6 However, we had better team spirit, which helped us win the match.
7 The day when/on which our team won, our coach took us for a meal.

Part C2 (Page 100)

1 with which  3 some of whom  5 about whom  7 none of which
2 all that  4 of which  6 all of which  8 both of whom

Part D1 (Page 101)

1 concrete  3 Opera House  5 sheet  7 westwards
2 merchants  4 little more than  6 niece  8 recreation

Part D2 (Page 101)

1 oral  3 teamwork  5 seaside  7 jungles
2 merry  4 occasion  6 sidewalks  8 Immigration
Part D3 (Page 102)
1 mall 3 ranks 5 countless 7 photographers 9 grills
2 travellers 4 maple 6 waterfall 8 alleys 10 dusk

Part D4 (Page 102)
1 She was at that time ranked first in women's tennis in the world.
2 It gives me a big thrill that this film, adapted from my favourite novel, is going to be shown soon. It greatly thrills me that this film, adapted from my favourite novel, is going to be shown soon.
3 John is content to just sit in front of the television all day.
4 He said he would equip his children with some special skills, such as drawing, singing and dancing.
5 Not satisfied with the present situation, he is determined to leave his home town for a big city to seek his fortune.
6 With the construction of the underground, it takes little more than ten minutes to go from my home to my niece's.
7 Kate is very modest, always saying that she owes her success to teamwork.
8 It is difficult for him to associate this modern city with the small village ten years ago.

Reading
Part A (Page 103)
1 In Sweden, it seems that everyone is tall and has blonde hair and blue eyes. He feels a little strange with his black hair and dark eyes.
2 It is long, loose clothing that covers the whole body.
3 He thinks that loose, cotton clothing would be very comfortable in the hot summer.
4 Because there is a lot of Western food available and many people have family names like Reyes and Lopez.
5 The official languages are English and Filipino.

Part B (Page 104)
1 middle 4 Germany 7 north 10 kilograms
2 crowded 5 1830 8 40% 11 shops
3 controlled 6 Union 9 German 12 litres

Listening
Parts A and B (Page 105)
1 central Europe 3 (quite) hot 5 related 7 king 9 oldest
2 Danube River 4 beef 6 AD 896 8 1918 10 composers

Part C (Page 105)
1 Central Europe 5 king 9 sights 13 surround
2 seas or oceans 6 Austria 10 potatoes 14 composers
3 Danube River 7 1918 11 beef
4 AD 896 8 capital 12 not related
Writing

Part B (Page 106)

Sample answer

The Republic of Korea, also known as South Korea, is on the southern part of the Korean Peninsula in north-eastern Asia.

South Korea covers an area of 99,646 square kilometres. Seoul is the capital of the country and also the largest city. Pusan is an important port city in the south-east.

South Korea’s population of 50 million enjoys a mild climate that has four seasons. Winters are cold, windy and dry, and snow falls in almost all of the country. Spring and autumn are pleasant but short, and summers are hot and rainy.

South Korea has been a farming society that prefers large families. As in many other Asian countries, the South Korean diet uses rice as the main food. South Koreans eat a lot of things from the sea, such as seafood and seaweed. They also eat a lot of foods cooked with peppers, so many of their dishes are quite hot.

South Korea is a large country with a lot of natural scenery. So if you are a nature lover, or simply love hot food, South Korea is the place for you to visit.

Unit 2

Language practice

Part A1 (Page 107)

1 politics political
2 Association associate
3 partly part
4 appointed appointments
5 classic classical
6 assessed assessment

Part A2 (Page 107)

1 a fog b smog
2 a level b flat
3 a fixed b mended
4 a site b sights
5 a fiction b friction

Part B1 (Page 108)

1 decorations 3 bricks 5 assistance 7 register
2 civilian 4 stressed 6 Regulations 8 In terms of

Part B2 (Page 108)

1 pyramids 3 pine 5 fragrant 7 fragile
2 royal 4 upper 6 apparent 8 stewards

Part C1 (Page 109)

2 It is a disappointment that Mr Smith is unable to come to the meeting tonight.
3 Doubt about whether this young man can do the job made it necessary that we hire someone else.
4 Everyone thought it was wonderful that the man saved a hurt rabbit.
5 The man found it exciting that he could finally go climbing in the Himalayas.
6 Since it was raining hard, it was not possible that they could start their journey to the countryside as planned.
7 It became obvious that they should ask the local people for help.

Part C2 (Page 109)
2 It is well known to us all that putonghua is the official language of China.
3 There is no doubt that the tiger is one of the largest meat-eating animals in Asia.
4 All of Paige Jackson’s friends wondered whether he would study abroad the next year.
5 It is worth considering whether we shall/will go climbing or stay at home doing exercises on our National Day.
6 The judges did not believe the man’s story that he had won the money in a contest.
7 The reason why Jim refuses to see his mother is that he is afraid she might scold him.

Part D1 (Page 110)
1 affair  3 inspiration  5 fortnight  7 clumsy  9 regulations
2 Divorce  4 autonomous  6 sacred  8 sunburnt  10 registered

Part D2 (Page 110)
1 on  2 with  3 to  4 in  5 on  6 in  7 of  8 to

Part D3 (Page 111)
1 classical  4 apparent  7 fragile  10 decorations
2 sacred  5 partly  8 acid rain
3 site  6 theft  9 On behalf of

Part D4 (Page 111)
1 The young man was charged with theft, but he insisted that he was innocent.
2 Zhang Ping was appointed manager of the Export Department of this company.
3 Almost all the representatives present at the conference stressed the importance of food safety.
4 His bicycle was broken on his way to school, so he could do nothing but have it mended.
5 In terms of her performance in this match, she can rank among the best badminton players in the world.
6 According to the news report, the criminal was sentenced to ten years in prison.
7 The divorce of his parents has brought a lot of suffering to him.
8 It was then apparent that the two women knew each other.

Reading
Part A (Page 112)
1 They took over Poland in 1939.
2 There was very little food and a lot of illness.
3 He thought about how terrible life was for the Jews then and how brave they were to fight the Nazis.
4 There were many people who died.
5 He knew there was a gate with a sign over it saying, ‘Work Leads to Freedom’.

**Part B (Page 113)**

1 royal  
2 owners  
3 relative  
4 1660s  
5 paintings  
6 treasures  
7 early  
8 exhibition  
9 museum  
10 generations

**Listening**

**Parts A and B (Page 114)**

1 Cambodia  
2 temple  
3 mountains  
4 water  
5 1992  
6 international  
7 French  
8 people  
9 trees  
10 statues

**Part C (Page 114)**

1 temple  
2 monument  
3 gods  
4 channel  
5 stories  
6 international  
7 1900s  
8 German  
9 people  
10 civil war  
11 statues  
12 1992

**Writing**

**Part B (Page 115)**

**Sample answer**

The Lugou Bridge, which is often called the Marco Polo Bridge in the West, is in the south-west suburbs of Beijing in Lugouqiao Town, which was formerly called Wanping County. Bridging the Yongding River, it was built during the Jin Dynasty in AD 1189. As one of the oldest stone bridges in Beijing, it measures 266.5 metres long and 7.5 metres wide and is lined with 281 stone pillars.

The Lugou Bridge reminds people of 7 July 1937, the beginning of the Japanese war against China. On that night, Japanese troops demanded entry to Wanping County, through the Lugou Bridge, saying they were searching for a missing soldier inside. When the request to search for the missing soldier was refused, the Japanese troops began to fire into the town. Chinese soldiers met and faced the Japanese soldiers, starting eight years of war with Japan. The Luguo Bridge has been under government protection since 1961 and has been repaired several times over the years. In order to protect the bridge, the government has built a new Lugou Bridge, about one kilometre away, to be used for traffic. Now, the old Lugou Bridge is a tourist attraction.

**Unit 3**

**Language practice**

**Part A1 (Page 116)**

1 separation separate  
2 liberated liberation  
3 just justice  
4 unrest rest  
5 honesty honest  
6 United Union  
7 equality equal

95
Part A2 (Page 116)

1. a similar  b similarities  
2. a purity  b purer  
3. a spiritual  b spirits  

Part B1 (Page 117)

1. passion  3. consistent  5. caution  
2. subjective  4. burglar  6. warmth  

Part B2 (Page 117)

1. choir  3. Violet  5. ecology  7. funerals  
2. ribbon  4. collar  6. garments  8. arbitrary  

Part C1 (Page 118)

1. in case  3. while  5. as though  7. in that  
2. until  4. Whether  6. on condition that  8. the moment  

Part C2 (Page 118)

2. If you come to the party, could you bring some drinks?  
3. Jill became sick because she ate too much food.  
4. The doctor advised me to live where it is warm for my health.  
5. It will take him three years before he receives his degree.  
6. The machine will not give you a ticket unless you put a coin in first.  
7. Although David went shopping, he did not buy anything.  
8. Since we are here, let’s sit down and have something to eat.  

Part D1 (Page 119)

1. bound  3. trustworthy  5. tiring  7. observers  
2. seeds  4. objected  6. abolished  8. disappointing  

Part D2 (Page 119)

1. ambitious ambitions  4. unconditional conditions  7. romance romantic  
2. identify identification  5. occupation occupy  8. consistent consistency  
3. face facial  6. caution cautious  

Part D3 (Page 120)

1. seeds  3. get our way  5. unconditional  7. passion  9. personalities  
2. warmth  4. fundamental  6. tiring  8. unrest  10. compromise  

Part D4 (Page 120)

1. Peter is always outspoken in asking for what he wants.  
2. In this novel, the sea symbolizes the hero’s search for freedom.  
3. PRC stands for the People’s Republic of China.  
4. No matter what happened, she was always consistent in her love for him.  
5. Our school building dates back to the 1920s.  
6. This report focuses on the various reasons for the increasing unemployment rate among young people.  
7. Jack is very stubborn; he always gets his way in the end.
The worker decided that he would no longer submit to his boss's abuse, and found a new job.

Reading

Part A (Page 121)
1 Skin contains something called melanin, which determines a person's skin colour. The more melanin a person has, the darker his or her skin will be.
2 People can get it by eating foods such as fish and milk, or from sunlight, which causes vitamin D production in the skin.
3 The earliest humans lived in Africa, their dark skin covered with hair. When they moved to places that had less sunlight, their bodies produced less vitamin D because of their dark skin. As a result, their skin made less melanin, so they could get enough sunlight to produce vitamin D. Their skin gradually got lighter.
4 A person who lives in a place with strong sunlight, like Africa, will have darker skin.
5 They have dark skin because they eat a lot of fish and have enough vitamin D.

Part B (Page 122)

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>heads</td>
<td>marry</td>
<td>marks</td>
<td>adults</td>
<td>Samburu</td>
<td>7</td>
<td>dirt</td>
<td>attractive</td>
<td>yellow</td>
<td>10</td>
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</tbody>
</table>

Listening

Parts A and B (Page 123)

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
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<tr>
<td>Italy</td>
<td>Yellow</td>
<td>Black</td>
<td>Blue</td>
<td>Southern Italy</td>
<td>women</td>
<td>grey</td>
<td>jackets</td>
<td>green</td>
<td>yellow</td>
</tr>
</tbody>
</table>

Part C (Page 123)

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
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<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Italy</td>
<td>yellow</td>
<td>black</td>
<td>5 white</td>
<td>southern</td>
<td>9 skirts</td>
<td>1</td>
<td>orange</td>
<td>blue</td>
<td>grey</td>
</tr>
</tbody>
</table>

Writing

Part B (Page 124)

(Sample answer omitted)

Unit 4

Language practice

Part A1 (Page 125)

<table>
<thead>
<tr>
<th>1</th>
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<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>handwriting</td>
<td>underline</td>
<td>struck</td>
<td>straightforward</td>
<td>sowed</td>
<td>thorough</td>
<td>vague</td>
<td>calves</td>
<td>penny</td>
<td></td>
</tr>
</tbody>
</table>

Part A2 (Page 125)

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
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<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>ripened</td>
<td>wine</td>
<td>By and by</td>
<td>bare</td>
<td>in other words</td>
<td>6</td>
<td>agricultural</td>
<td>calves</td>
<td>penny</td>
<td>10 festivals/events</td>
</tr>
</tbody>
</table>
Part B1 (Page 126)
1 praying prayer 4 reading read
2 Ministry Minister 5 Buddhist Buddha Buddhists
3 centred central centre

Part B2 (Page 126)
1 monks 3 bureaucratic 5 pagoda 7 extension 9 images
2 accommodation 4 chanting 6 frogs’ 8 behalf 10 rays

Part C1 (Page 127)
1 We forgot to call to tell Alexander the news, but to our great surprise, he already knew it.
2 If you come early tomorrow, you will not miss the lecture, which will be held in the library hall.
3 One hundred years ago, there was a lonely traveller who had no cash and no job, so he left his city in order to survive.
4 If there is an earthquake, neither the campus medical centre nor the library is safe.
5 He was too weak to stand on his feet, so he fell down and hurt his head.
6 No matter how rich the supply of certain natural resources may be, they cannot be replaced and will someday be used up.
7 Word came that our monitor had taken first place in the speech competition, and so we all became excited.
8 Whether he will attend her wedding is still a question.

Part C2 (Page 127)
1 when 3 because 5 why 7 how
2 What that 4 where/in which 6 That 8 whose

Part D1 (Page 128)
1 vague 3 necklace 5 astronomy 7 burden
2 delicate 4 worm 6 shortened 8 sow

Part D2 (Page 128)
1 a frequently b frequent 4 a caught on b caught
2 a short b shortened 5 a count b count on
3 a wool b woollen/wool

Part D3 (Page 129)
1 thorough 3 frequently 5 straightforward 7 By and by
2 burden 4 centre 6 reap 8 count on

Part D4 (Page 129)
1 She is eager for a part-time job to reduce her parents’ burden.
2 It is amazing how quickly the Internet word ‘geili’ caught on throughout the country.
3 It is quite difficult for me to picture him as a man who talks a lot.
4 Her speech was centred around/centred around environmental protection.
5 Now that you have taken the medicine, by and by the toothache will go away.
6 After he graduated from university, he hired himself out as a journalist at a local TV station.
7 A good idea struck me that we could seek help on the Internet.
8 He knows he can count on his family and friends, which makes him very confident.

Reading
Part A (Page 130)
1 According to the Bible, Solomon was the third king of Israel.
2 The first woman accused the second woman of substituting her dead baby for the other one that was alive.
3 Because he wanted to see the two women’s reaction to his order that the baby be cut into two, so that he would know who was the baby’s mother.
4 The first woman became very upset and asked the king not to kill the baby, but give the baby to the other woman. The second woman agreed that it was a good idea to cut the baby in half.
5 The first woman was the baby’s mother because she asked King Solomon not to kill it.

Part B (Page 131)
1 sixth
2 helping
3 understand
4 Examples/Stories
5 focus/concentrate
6 Perfect
7 results
8 Empty
9 everything
10 Conclusion

Listening
Parts A and B (Page 132)
1 Egypt
2 king of Egypt
3 oldest son
4 doors
5 March or April
6 eight days
7 dinner
8 vegetables
9 fast/quickly

Part C (Page 132)
1 Egypt
2 king of Egypt
3 blood
4 doors
5 March
6 eight
7 dinner
8 bitter
9 being a slave
10 apples
11 buildings
12 flat bread

Writing
Part B (Page 133)

Sample answer

The Legend of Lu Ban

It is said that the legendary figure Lu Ban, who lived in the Lu State, was born into a carpenter’s family in 507 BC. He invented many tools and had a great ability in designing buildings. Because of this, Lu Ban is considered the most important architect in ancient China, and many stories about him are still told.

One legend about Lu Ban says that he went into the mountains one day to cut wood. As he was walking, he saw that he had been cut by a plant with edges like teeth. He thought that if
this plant was made of metal, it could cut down a tree. This led him to invent the Chinese saw.

It is believed that Lu Ban's inventions also helped some of the emperor's workers. The emperor had dreamt of four towers at the corners of the capital city, and upon waking, had ordered that the towers be built. The construction work, however, proved difficult. The most skilled workers worked on the project, but they failed. More workers were called in to help, but they also had trouble.

One day, the workers were awakened by a lot of noise. They went to see what was happening and found an old man selling grasshoppers in a cage. The old man was Lu Ban and the cage was the exact design of the towers the emperor had dreamt of! Because of Lu Ban's design, the workers could finally build the towers.

The legendary figure Lu Ban was a great master who invented and used tools for building. He is often called the father of Chinese architecture. Stories about him have been told for centuries and they will continue to be told for many more.
Appendix III: Tapescripts for Workbook

Page 105, Listening, Part A

(phone rings)
Dad: Hello?
Sandra: Hi, Dad. It’s Sandra.
Dad: Hi, Sandra. How are you?
Sandra: I’m fine. Dad, I have to write a report on a foreign country for school, and I decided to write about Hungary. You work there, so I want to ask you some questions. First of all, what is the geography like?
Dad: OK. Well, you know that Hungary is in Central Europe. It is mostly flat, and it doesn’t share a border with any seas or oceans. The most important river is the Danube River.
Sandra: Could you spell that for me?
Dad: D-A-N-U-B-E.
Sandra: OK. What do Hungarians eat?
Dad: Well, they eat a lot of potatoes. Hungarian food is quite hot. Goulash, which is a beef stew, is also famous.
Sandra: I’m sorry. Could you repeat that?
Dad: Goulash is a famous beef stew.
Sandra: The people speak Hungarian, don’t they?
Dad: Yes. It’s unusual because it’s not related to the languages of any of the countries that surround Hungary.

Page 105, Listening, Part B

Narrator: The first Hungarians came to the land that is now Hungary in AD eight ninety-six. They were led by a man named Arpad. Some experts believe that these people came from Eastern Europe, but no one knows for sure. Around the year AD one thousand, Stephen the First became Hungary’s first king and founded a strong kingdom. However, starting in the fifteen hundreds, Hungary was ruled by other countries. In the seventeen hundreds, after several wars, Hungary was controlled by Austria. Hungary gained its independence from Austria in nineteen eighteen after World War I ended.
The capital of Hungary is Budapest. It is actually two cities, Buda and Pest, divided by the Danube River. Buda is on the west bank of the river, and Pest is on the east bank. Two famous sights are the building where the government
meets, and the Szechenyi Bridge, which is the oldest bridge that connects Buda and Pest.

Hungary is also known for its music. Two of the most famous Hungarian composers are Liszt and Bartok.

Page 114, Listening, Part A

TV Announcer: Angkor Wat, which is in the jungles of Cambodia, is the largest religious monument in the world. It was built by Suryavarman the Second, who was king of Cambodia from AD eleven thirteen to eleven fifty. In the beginning, it was a Hindu temple. The towers of Angkor Wat represent the mountains of Mount Meru, the home of Hindu gods. The temple is surrounded by walls and a very wide channel of water meant to keep enemies away. There are many beautiful pictures carved into the stone walls which tell stories from the Hindu religion.

Angkor Wat was part of the Cambodian capital city. Both were abandoned in fourteen thirty-one. A few centuries later, a group of Buddhists found the temple, lived in it and kept it from being destroyed by the jungle.

In nineteen ninety-two, Angkor Wat was named a World Heritage site. Now, UNESCO helps protect it and provides some money for repairing it.

Page 114, Listening, Part B

Luke: Did you enjoy the TV programme about Angkor Wat?

Katie: Yes, I did. I was especially interested to learn how it has been preserved for so many centuries.

Luke: I think it's interesting that most of the work has been done by international groups, not by Cambodians. For example, the French School of the Far East started to repair Angkor Wat in the early nineteen hundreds. The French continued this repair work through the nineteen sixties. Now, German, Indian and Japanese groups are all working to preserve the temple.

Katie: I was surprised to learn that most of the damage has come from nature, not people. A lot of earth, trees and plants have been removed to prevent them from tearing into the walls and floors. Even during Cambodia's civil war, little damage was done to Angkor Wat, except the theft of some statues.

Luke: I was glad to hear that not even increased tourism has damaged it. Such an important monument should be protected!
Li Fang: Hi, Wu Hao. How was your trip to Europe?
Wu Hao: It was great. I saw so many famous places, like the Eiffel Tower in Paris, the Colosseum in Rome and Buckingham Palace in London.
Li Fang: Did you notice any differences in the daily lives of the people?
Wu Hao: There were not many big differences, but some things had colours different from what I’m used to. For example, mailboxes in China are green, but in England and Italy, they’re red. In France and Germany, they’re yellow! I had difficulty finding where to post letters.
Li Fang: What other colour differences did you see?
Wu Hao: I saw a lot of differences in taxi colours. In China, many taxis are red or some other bright colour. In London, the taxis are black.
Li Fang: What colour are the taxis in Paris?
Wu Hao: I don’t know. I bought an orange card while I was there.
Li Fang: What’s that?
Wu Hao: It’s a card used to take several trips on the underground.

Page 123, Listening, Part B

Wu Hao: I learnt that traditional clothing in Europe comes in many colours. In many countries, women wear skirts covered with aprons and white blouses with jackets. In northern Italy, people like to wear blue, green, purple and black. In the south, red and green are popular. In Germany, women might wear red and blue skirts with red jackets, or red and green skirts with green jackets. Traditional men’s clothing in Germany and Austria is black or grey short leather trousers and jackets. In Scotland, men sometimes wear kilts, which look like skirts, for special events like weddings. Kilts come in different styles, and the pattern on the kilt a man wears can represent the family he’s from. Common colours for kilts are red, green, black and yellow. Today, people in Europe do not usually wear traditional clothing, but you can see it during special festivals.

Page 132, Listening, Part A

Mr Blum: Have you ever heard of Passover? It’s an important holiday for Jews. According to the Torah, the Jewish holy book, around four thousand years ago, Jews were slaves in Egypt. Their lives were very hard there. Then, God told Moses, a Jewish man, to go to the king of Egypt and ask him to free the Jewish people. The king refused, so God did some things to get the king’s attention like turning the water of the River Nile into blood. The king still refused. Finally, God sent an angel to kill the oldest son of every family in Egypt. Before that, he told the Jews to kill a young sheep and put its blood on their doors. That way, the angel would pass
over their houses and their sons would live. At last, the king let the Jews go. During Passover, the Jewish people remember how hard it was to be a slave, and how good it is to be free.

Page 132, Listening, Part B

Yang Bo: Mr Blum, when is Passover celebrated?

Mr Blum: It begins on a different date every year because like the traditional Chinese calendar, the Jewish calendar is based on the movement of the moon, not the sun. Passover comes in March or April every year and lasts for eight days.

Yang Bo: How do you celebrate Passover?

Mr Blum: The most important part is the first night, when we have a special dinner. During the dinner, we retell the story of the Jews leaving Egypt and eat some special foods. We eat bitter vegetables to remind ourselves of the hardship of being a slave. Another dish is made of nuts and apples. This represents the materials that the Jews used to construct buildings for the Egyptians. We also eat a special kind of hard, flat bread. This reminds us that our ancestors left Egypt so fast that the bread had no time to rise. For the eight days of Passover, we eat this flat bread, not regular bread.
Appendix IV: Grammar

Unit 1

定语从句复习

英语中有两种类型的定语从句：限制性定语从句和非限制性定语从句。

1 限制性定语从句修饰名词，并对该名词加以说明。
   • 限制性定语从句可由关系代词引导。关系代词包括 which、that、who 和 whom，在从句中充当主语或宾语。
     For those who love natural recreation, it is possible to walk, sail or cross-country ski for hours—or even days—without meeting another person.
   • 关系代词在从句中充当宾语时可省去。
     Beautiful scenery is just one of the treasures (that) Canada has to offer.
   • 关系代词 whose 在从句中充当定语，修饰人或事物。
     I saw a policeman writing a ticket to a driver whose car was blocking the street.
     I'd like to live in a room whose window faces south.
   • 限制性定语从句还可由关系副词引导。关系副词包括 when、where 和 why，在从句中充当状语。
     I still remember the day when I first stepped into this school.

2 非限制性定语从句对其所修饰的先行词的附加描述或补充，通常用逗号将先行词与其分开。
   • 非限制性定语从句可由关系代词 which、who、whom 和 whose 引导，关系代词 that 不用来引导非限制性定语从句。
     In the heart of Toronto is the Canadian National Tower, which is often called the CN Tower for short.
   • 在非限制性定语从句中，关系代词 which 可用来指代单词、词组或整个主句。
     Jen said she could finish the project within two weeks, which I doubt very much.
   • 有时可用关系代词 as 来引导非限制性定语从句，as 可在从句中充当主语或宾语，并通常指代整个主句。
     As anybody can see, Canada is a beautiful country.
   • 非限制性定语从句也可由关系副词引导。
     Canada has vast areas of wilderness, from the Arctic north, where average winter temperatures are usually minus 20 degrees centigrade, to the border with the USA.

Unit 2

名词性从句复习

名词性从句的作用和名词一样，在句中充当主语、宾语、表语或同位语。
1 主语从句可由 that，whether 或疑问词引导。
• 在引导主语从句时，that 不充当从句中的成分，而 what 在从句中通常充当主语或宾语。
That he will succeed is certain.
What I need is a good night’s sleep.
• 为了保持句子的平衡，我们常用 it 做形式主语，而将主语从句置于句末。
It is fortunate that repair work on the Acropolis is being carried out.
2 宾语从句可由 that，whether/if 或疑问词引导。
• 在用 that 引导宾语从句时，that 可以省略。但如果有一个以上的宾语从句，一般只省略第一个 that。
Tell him (that) he needn’t worry and that I will help him out.
• 在带有宾语补足语的句子中，我们通常用 it 做形式宾语，而将宾语从句置于宾语补足语之后。
They want to make it clear that historic sites are an important part of a nation’s culture.
• 介词后的宾语从句一般不用 that 引导，但可用 in that 或 except that。
I differ from him in that I’m good at Maths while he is good at Art.
His paper is perfect except that there are some spelling mistakes in it.
3 表语从句可由 that，whether 或疑问词引导。
The truth is that throughout history few ancient monuments have completely avoided damage.
Mr White is opposed to restoring the ruined building, and that’s where I don’t agree.
4 同位语从句可由 that，whether 或疑问词引导。同位语从句通常用于 doubt, fact, hope, idea, news, order, possibility, promise, suggestion, truth 和 question 等词之后。
The fact that the Greek civilization had a great influence on Western culture is known to many people.
He hasn’t made the decision whether he will go there.
Do you have any idea when the Acropolis was built?

Unit 3

状语从句复习

状语从句用来表示时间、地点、原因、条件、目的、结构、方式、让步或比较。
• 根据事情发生的时间，时间状语从句可用 when, while, as, before, after, until/till, by the time 等引导。
When we look at a flag, we can begin to see and study a country’s history and culture.
时间状语从句有时还可用名词（词组）或副词引导。
The moment I heard the news, I hurried to the spot.
Every time the girl sees me, she greets me with a sweet smile.
Immediately the man had gone, I remembered his name.
• 地点状语从句中用 where 引导。
Stand where you are, and I will come to help you.
• 原因状语从句中用 because、as、since、now (that) 或 in that 引导。
Since white symbolizes purity and innocence, it is used in many national flags.
• 条件状语从句中用 if、unless、so/as long as 或 in case 引导。
We will be embarrassed unless a solution is found quickly.
You will make it so/as long as you put your heart into it.
• 目的状语从句中用 so that 或 in order that 引导，在此类从句中，我们常用像 may、might、can 或 could 这样的情态动词。
My mother turned off the TV so (that) I could better concentrate on my studies.
• 结果状语从句中用 so...that (so that) 或 such...that 引导。
Light travels so fast that it is hard for us to imagine its speed.
Flags contain such deep cultural significance that they are worthy of being studied.
• 方式状语从句中用 as 或 as if/though 引导。
When in Rome, do as the Romans do.
He behaved as if he knew nothing about the bad news.
• 让步状语从句中用 although、though、while、even if/though、whether ... or ...、no matter + 疑问词引导。有时，用 as 引导的倒装句也表示让步。
Although it is being conserved, the Acropolis is still facing serious problems.
Unbelievable as it seems, we have completed the project all by ourselves.
• 比较状语从句中用 as 或 than 引导。
There are more rivers in Canada than anyone can count.
He works as hard as his brother (does).

Unit 4

复杂句子的分析

在读到复杂的句子时，我们需要对其进行分析，以便更好地理解句子的意思。

1 长的简单句

只含有一个主语和一个谓语的句子也会很长。辨别出主语和谓语能有助于更好地理解这类句子。

Another idiom using the animal, ‘kill the fatted calf’, means to have a large celebration.

2 并列句

在并列句中有两个或两个以上的分句，分句之间通常由并列连接词如 and、for、or、while 或 but 连接。每个分句均可独立成句。

Studying idioms can help improve your comprehension, and by learning enough important idioms, you can develop a high level of competence in your communication skills.

The Internet is considered by many to be a source of information, and it is also thought of as a means of entertainment, but some people regard it as a monster.
3 复合句
复合句是由一个主句和一个或更多的从句构成。从句和主句之间通常用 because, when, where, if, since, that, unless, which, whose, while 和 although 等从属连词连接。

Unless you recognize when an idiom is being used, it is easy to misunderstand what you read or hear spoken.

There are lots of examples of idioms where animals are used to create an image.

This means that since the Bible was translated into English centuries ago, many Hebrew or Greek idioms have become part of the English language.

An idiom is a combination of words, whose meaning cannot be understood by looking at the meanings of the words that make it up.

4 并列复合句
有时，补体部分和从属部分同时用在一个句子中，这就构成了并列复合句。

We have tried to train the young people who were hired last month, but they are not doing their best to learn.