

Integrated Skills

(Teacher's Book)

of English

4

综合英语教程

(教师用书)

总主编 虞苏美 黄源深

主 编 邹为诚

高等教育出版社

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内 容 提 要

本册是与《综合英语教程4》(学生用书)配套的教师用书。本册共15单元,主要包括:每单元的教学目标、教学方法建议、练习的设计思想、课文和练习中的难点注释以及练习答案等。

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前 言

《综合英语教程》为教育部委托编写的普通高等教育“九五”国家级重点教材出版项目，是为我国师范院校英语专业学生编写的一本面向二十一世纪的英语专业基础教材，也可供教育学院和社会自学者使用。全书共四册，由学生用书、教师用书和录音磁带组成。

根据我国目前高校英语教学的实际情况，基础教学应以语言基本功训练为主要途径，以培养语言交际能力为主要目的。本书编者力图通过循序渐进的方式，使学生逐步掌握系统的英语基础知识，并把所学到的知识应用于各种交际性任务，包括教师技能训练任务中去。为了鼓励学生在努力学习语言的同时努力了解英语国家社会，编者还为学生提供了丰富的英语国家文化知识。在融语言知识、交际技能和教学技巧于一体方面，本教材作了大胆尝试。

本书是《综合英语教程》教师用书第四册。内容包括：每单元的教学目标、教学方法建议、练习的设计思想、课文和练习中的难点注释以及练习答案等。

听写短文时，建议教师读四遍，第一和第四遍用正常的语速，第二、第三遍用慢速。

编 者

1999年9月

于华东师范大学

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1

Package Design

Teaching Objectives

1. **Topic:** Appearance of objects, goods, animals or human beings
2. **Grammar points:** *wh-ever, what-clause*
3. **Vocabulary:** Expressions about the appearance of objects, goods, animals or human beings;
grab, seduce, artifice, motivate, connote, evoke, impact, standout, subliminal, garish, rub it in, aspire to, deck out, react to, not so much ... as ..., have the look of, no wonder, grow into
4. **Writing:** Expository writing, giving opinions

Part I Listening and Speaking Activities

1 Brainstorming

Expressions for reference

See the same section in Book Three for classroom suggestions.

1. Expressions of size:

colossal, miniature, huge, vast, immense, stout, chubby, plump, bulky, roly-poly¹, titan², mammoth, elephantine, small, diminutive, midget³, tiny, teeny weeny⁴

2. Expressions of shapes:

crooked, oval, undulating, angular, square, round, rectangle, hooked, humped, pointed, oblong, linear, symmetrical, truncated, bowlegged, snub-nosed, hunchbacked, curved, bulge, 5 feet long, 2 feet high and 4 feet wide, a space 6 by 10 feet...

3. Expressions of material / texture:

wood, paper, plastic, fabric, silk, rayon, batik, nylon, wool, onionskin, cotton, tissue, parchment, silky, velvety, smooth, coarse, grainy, gritty, rough

4. Prepositional phrases of appearances:

like velvet, in yellow, on the crooked path⁵, with plastic, towards obesity⁶, along with a snub-nose⁷

-
1. A colloquialism, meaning "plump" or "fat."
 2. A word originating in ancient Greek mythology referring to a person of great size, strength, intellect or importance, pronounced as /'taɪtən/.
 3. An extremely small person or thing.
 4. A colloquialism, meaning "very tiny."

5. Figurative language:

(The con-man was) as smooth as silk, (His ego was) colossal, a midget in the land of titans, crooked (smile), serpentine-like (thinking), shaped like an hourglass, (He ate) like a horse, (run) like a snail

2 UFOs and aliens: facts or fiction?

Listening tasks in Book Four are much more difficult than those in the previous three books. The difficulty lies in both content and language. The teacher can help the students by discussing the ideas and pointing out exactly what is actually spoken in the recording. So it is not a bad strategy that the teacher stops the tape from time to time in the second and third listening in order to explain or discuss some points.

Listening script

Have you ever seen a UFO or an alien? Many people around the world claim they have. What did they see? Some people have said they saw a spinning silver disc in the sky and a pointed-eared cat-eyed alien. Others claim seeing a one-eyed, colossal creature with an elongated head walking out of an oval-shaped disk. Still others report seeing a midget-sized, green man with velvety skin floating around an orb of bright white light. One person even reported having a conversation with a fairy-like alien. The alien kept repeating, "Don't be alarmed. Don't panic. You look as strange to me as I do to you. Your head is so tiny. Your body so bulky. Your legs so long and thin and they look so weak. Your skin so pink and hairy. And you have bulging eyes."

One UFO reportedly landed in American Samoa, near a tiny fishing village tucked between the blue ocean and steep cliffs. The village natives believe the area where it landed is a holy place and that the alien visitors must have known this. Magical red stones are found there, they claim, and that these stones contain spiritual energies which have aided mental and physical healing for generations. The natives long ago built a huge stone circle at the site and a Snake Mound, a snake-like sculpture five feet high and fifty feet wide. The form begins with an open mouth and, after going through seven major curves, ends 1300 feet later with a tightly coiled tail. The UFO landed, they said, in front of the open mouth of the snake-like sculpture.

Are these people reporting UFO / alien sightings having visions? Is this a case of mass hysteria or delusion? Or have they in fact seen outer space beings and alien spacecraft? Some believe they are real and come not from other worlds in our universe but from unseen, other dimensions of reality. Science cannot explain it. Indeed, science is openly critical and skeptical of such sightings. But whatever the verdict or opinion of science, the sightings continue. And the mystery remains.

Answers to the questions

- They believe UFOs and aliens do not come from other worlds in our universe but from other dimensions of reality invisible to us humans.

-
5. Not living a straightforward and honest life.
 6. Tending towards being fat.
 7. In addition to having a short, upturned nose, (the person is also short and fat).

- One alien was described as being pointed-eared and cat-eyed. Another was midget-sized and green-coloured with velvety skin. The third was a colossal one with one eye and an elongated head. And the fourth looked like a fairy. (Students are not required to list all the four descriptions given here. One will suffice.)
- The alien thought that humans were strange-looking because he saw one with a tiny head, a bulky hairy body, long, thin and seemingly weak legs, pink skin, and bulging eyes.
- It was near a tiny fishing village that the UFO reportedly landed. The village, which was located between the blue ocean and steep cliffs, was believed to be a holy place where magical red stones were found. The natives claimed that the stones had spiritual energies and they had long ago built a large stone circle and a snake-like earth mound at the site.
- One UFO was oval-shaped, another looked like an orb of bright white light, and a third one was a spinning silver disc.

3 UFOs, aliens, and you

Students each take turns answering the questions. These questions are meant to stimulate their imagination and creativity. The teacher should encourage the students to use as many descriptive words and phrases as they can, and to imagine as vividly as possible. This is the most demanding activity of Part I.

4 What do they look like?

Here the students can test their descriptive power. To foster interaction between students, it is recommended that when describing their best friend, house or animals, etc., the student should not reveal the name and instead have the other students try and guess who or what is being described.

5 Appearances are deceptive

This task is meant to encourage the students to look at life with critical eyes. But here, one's life experience will be a primary condition for a meaningful discussion. To help the students, the teacher can contribute some anecdotes as an opening move.

Part II Reading Comprehension and Language Activities

Text



Notes:

1. has the look of a pop art joke: Pop art is a modern art movement that appeared in the US and Britain in the late 1950s. It is influenced greatly by television, advertising, comics, etc. Artists in this school used objects of mass-culture, such as soup cans, food, machines, or pictures of film stars, as subject matter of their paintings, which were often brightly-coloured. Some of the best known pop artists are Jasper Johns in the US and Andy Warhol in England.
2. bear up: to stand up to; to support.

3. ... the doughnut tower is mostly metaphor, not so much a work of art as the idea of one: the doughnut tower is not good enough for the work of art, just an idea for a work of popular art. It is symbolic.
4. a work of art: Notice the word *work* is used as a countable noun meaning a piece of work, such as an object of artistic creation, a book etc..
5. row upon row: many rows of something. Notice other similar idiomatic expressions in parity structure: *cheek to cheek*, *head to head*, *face to face*, *heart to heart*, *hand in hand*, *shoulder to shoulder* and *side by side*.
6. ... what they really do is seduce: Packages and packaging are aimed at coaxing, enticing people into buying products.
7. ... the package must scream or whine or purr or whisper its message of ... loud and clear enough...: The package must be so designed that it appeals to people in every possible way and makes them want to buy the products. *Loud and clear* are used as adverbs without -ly. The word *loud* is often used after verbs of articulatory acts (e.g., speak, shout, talk, sing, read, utter, etc.) instead of *loudly*, especially in informal speech and in the expression *loud and clear*. For example: *Facts speak louder than words*.
8. a business of equal parts art and artifice, science and deception: Designing, producing and marketing packages are both art and a clever trick, both science and an act of cheating.
9. grasp the impact of packaging: understand the effect and influence of packaging.
10. toothpaste in sterile white tubes: toothpaste in germ-free but unimaginative white tubes that lack emotive appeal or aesthetic force.
11. competitive: (prices) low enough to compete with those of rival traders.
12. the sales clerks sharp: A sharp sales clerk is quick thinking and fast acting and probably dressed stylishly.
13. ... the challenge of packaging is to create an identity to which the buyer aspires... the buyer's true identity: Successful packaging creates an ideal image that the buyer wants and is eager to identify himself with.
14. frumpy-looking Americans: unattractive and old-fashioned Americans.
15. ratty bathrobes: old, worn-out bathrobes.
16. ... why rub it in?: *Rub it in* means emphasising or repeating an embarrassing fact or situation. The writer means that the embarrassing fact that many Americans drink their coffee in ratty bathrobes should not be portrayed in the packaging of coffee products.
17. pictures: presents a picture of something.
18. fully dressed in flowing white: dressed comfortably in white.
19. sitting cheek-to-cheek in a romantic terra-cotta setting: sitting intimately together against a sentimental, brownish-red background.
20. a hard sell: goods which are difficult to sell. The opposite is *fast moving goods*, or *a good sell*.
21. with a built-in spout and a cap flew off the shelves: When they introduced a cap that served also as a measuring cup, the liquid laundry detergent sold very well.
22. lighten the load of laundry day: reduce the amount of work involved in doing laundry.

23. emotionally rather than intellectually: (People react to colours) through feelings or emotions rather than reasoning.
24. gives color subliminal power: enables colour to influence people at an unconscious level.
25. ... mass marketers love it: Those involved in mass marketed products love red.
26. depending on its tone: depending on the tint or shade of a colour.
27. garish shades: very bright shades of a colour, often in bad taste.
28. cut-rate: selling or sold at a discount.
29. muted earth tones: softened or subdued tint or shade.
30. ... these color "rules" were made to be broken: There are exceptions to those rules; rules are not always followed.
31. turn things around: to see the relationship between product and package in a completely different way. What Angeli means is that we don't need to care much about what is inside a package as long as the packaging itself attracts us.

1 Comprehension work

A Probe the story

1. Primo Angeli's studio has the look of a pop art exhibit. But his designs are not so much a work of art as the idea of one.
2. According to Angeli, packages are "silent salesmen." They transform ordinary things into objects of desire and can seduce customers into buying what they don't need or even want.
3. The example intends to illustrate that the challenge of packaging is to create an identity to which the buyer aspires, not to reflect the buyer's true identity.
4. In the text, "added value" refers to the extra value given by packaging to a product, making its sale easier.
5. Because colours are charged with meanings derived from people's emotions. This association between colours and their connotations makes people react to colours emotionally, rather than intellectually. Hence, colours possess subliminal power, which is what package designers want to use in improving the sale of their products.
6. Because packaging can create a dream, an image that people long for. When people first look at a beautiful package, they are not really thinking about what is inside. For some, or even many people, the dream or image represented by the package is enough.

B Essay questions

These questions will stimulate the students to look at their life experience in the light of the text. From an artistic point of view, packaging represents people's dreams, and aspirations towards beauty. And the businessmen utilize this consumer's psychology for commercial purposes. On the other hand, colourful packaging does not seem to add anything substantial to our life. A beautifully packaged soap would have the same function in cleaning our body as a naked piece. To help the discussion, the teacher can ask the students to imagine what a world would look like if everything is in plain packaging and what our world would be like if things are over-packaged.

2 Language work

A In other words

- | | | | | |
|-----------|-----------|-------------|---------------|-------------|
| 1. grab | 2. seduce | 3. artifice | 4. motivated | 5. connotes |
| 6. evokes | 7. impact | 8. standout | 9. subliminal | 10. garish |

B Work with sentences

1. After twenty year's effort, the couple's small grocery store has grown into a locally famous supermarket.
2. The arguments over test tube babies are not so much a moral issue as a legal one.
3. "I know it's my fault," the husband said. "but why rub it in?"
4. My father is a little vain like most actors and actresses. He aspires to fame and success.
5. No wonder the candidate failed to win the election. Look at his scandal.
6. The veg section was decked out with colourful fruits from all over the world.
7. The submarine has the look of a huge grey fish.
8. The demonstrators reacted furiously to the police's attempt to arrest them.

C Word study

This exercise is to get the students to use the listed words and expressions in relation to the given sentence structure. The teacher needs to be open-minded and resourceful in directing this part of training. Each prompt can induce a variety of responses from the students and usually there is no standard answer for each item. The correct sentences are the ones which are clear in meaning and correct in grammar. However, in cases where the students can not think out an appropriate response, the teacher should offer some ideas to help.

b Sentences for reference

1. a. The Opera House in Sydney, the biggest city in Australia, has the look of seashells.
b. The rock on top of the mountain has the look of the Monkey King, a Chinese mythological figure.
c. The man standing over there with a thick book under his arm has the look of an absent-minded scholar.
2. a. Her loneliness made her hungry for friends, even for someone who could listen to her on the phone.
b. His failure in the final exams made him hungry for good methods of learning, even for the shortcut to successful exams.
c. The decline in popularity made the famous actor hungry for any comments, even for unfavorable ones.
3. a. The experienced businessman is smart enough to tide his company over the financial crisis.
b. I can't run fast enough to keep up with you.

- c. He was old enough to understand the seriousness of the situation.
4.
 - a. To really grasp the essence of the theory, you will have to read the books written by Prof. Johnson.
 - b. To grasp what goes on around you, you must keep yourself well-informed.
 - c. To thoroughly grasp why there isn't a single police station in that town, you'd better go and live there for a couple of years.
5.
 - a. Indeed, some teachers in this school show no interest in teaching or in their pupils, but why rub it in?
 - b. It is true that John is used to borrowing money from others, but why rub it in?
 - c. You're right that many people like getting bargains. But why rub it in?
6.
 - a. A good film poster can motivate people to go to see the film at any cost.
 - b. Children should be motivated to learn their lessons well before you actually teach them.
 - c. I don't know what motivated him to do so.
7.
 - a. Studying hard and working hard, that is what his life is all about.
 - b. Helping her to find a job, that is what Tom is busy with right now.
 - c. Damaging his health, wasting his money and hurting other's health, that is what smoking can do to a smoker.

Part III Extended Activities

1 Dictation

Who said *packaging is everything*? I think the present enthusiasm for packaging often brings us more trouble than convenience. We could save time, trouble and space if there wasn't so much variation in the size and shape of the packages. Suitcases, for example, should be made in standard sizes. There should be just four. For advertising purposes the makers could label them HUGE, GIANT, LARGE and REGULAR. Huge would be a big suitcase, Giant would be a normal size, Large would be small and Regular would be a small bag used for personal items you want to keep with you on a trip. If suitcases were made in only four standard sizes, we could save fifty percent of the space they now take up in aeroplane luggage compartments. At home we could have whole closets of space and the predictably shaped suitcases would make packing a pleasure.

2 Read more

Questions for discussion

The writer says he finds wrappings either irritating, funny or civilized depending on what mood he is in. He then proceeds to list cases he thinks that people are abusing the protective protections. These cases, for example, are the wrapping put on the oranges, which is a waste of money and materials because

nature has given the best protective skin to oranges. The second case is the wrapping put on cookies. While some simple waxed decorative paper would suffice, we tend to protect them in several layers of wraps. The third case is that the writer sometimes feels funny about the protective wrappings. The raincoat is a case to the point. He almost becomes a protective maniac who spent more money on the protective coating than on the raincoat itself. The teacher can invite the students to discuss the other two cases about the protections for the car and the couch. The other two questions are open-ended which could be used for group discussion or for follow-up writing task.

3 Grammar work

- A. 1. Wherever 2. Whichever 3. However 4. Whatever 5. whatever
6. Whoever 7. Whenever 8. Wherever 9. However 10. Whichever

B Answers for reference

1. what I would like to do is (to) do some odd jobs.
2. what I would rather do is go to a movie.
3. What you should do is buy a gift for her.
4. What he told me to do was (to) stop smoking as soon as possible.
5. what I'm planning to do is (to) teach at a university.
6. what I should do tonight is finish my English assignment.
7. What you ought to do is to see a doctor.

4 Work with words

1. b 2. b 3. a 4. d 5. c
6. c 7. b 8. b 9. a 10. d

5 Translation

1. The people in the flooded area are hungry for provisions / food, clothes and medicine.
2. As he sat up late watching TV all night, (it's) no wonder that he looks so tired.
3. If I were you, I wouldn't get / be involved in those complicated affairs.
4. Her workmanship is so excellent that the cakes she makes are simply works of art.
5. I know it was my fault but there is no need to rub it in.
6. This sort of work calls for a lot of patience.
7. The government declares that its foreign currency reserve is strong enough to resist the financial crisis.

Reading for Interest

This part is to provide an opportunity for the students to be exposed to a wide variety of language in reading. The stories or texts selected are for light reading rather than serious work in the classroom. It can be assigned as home reading.

2

Where the Sun Always Rises

Teaching Objectives

1. **Topic:** Countryside & changes in country life
2. **Grammar points:** Special uses of the historical present & the present progressive tenses
3. **Vocabulary:** Expressions about countryside & changes in country life; *pulsate, gingerly, silhouette, take in, set off, the last (thing), manoeuvre, before long, make a (supreme) effort, miss doing ..., pick one's way, catch one's breath, make a landing, (be) streaked with, burst into, intent*
4. **Writing:** Describing (changes in) country life

Part I Listening and Speaking Activities

1 Brainstorming

Expressions for reference

1. Expressions of natural phenomena:

dawn, sunrise, twilight, sunset, moonlit, mist, fog, rain, snow, storm, hail, flowering, budding¹

2. Expressions of flowers:

lily, rose, tulip, gardenia, daisy, daffodil, chrysanthemum, poinsettia, violet, sunflower, cactus

3. Expressions of trees:

pine, willow, poplar, fir, plane tree, magnolia, redwood

4. Expressions of countryside animals / insects:

sheep, pig, buffalo, cow, bull, deer, goat, lizard, cicada, butterfly, dragonfly, frog, tadpole, ant, bee, termite, wasp, mosquito, fly, beetle, cricket, grasshopper

5. Verbs for talking about the countryside / changes (of life):

(The trees / flowers) blossom in April, (Morning) awakens at the crack of the day, (The leaves) decay in winter, (The little pond) sparkles in the sun, (Early morning mist) disappears with the sunrise, (The wind) wanes / dies away, (The storm) subsides, (The flood water) recedes, (The garden) thrives after

1. Beginning to grow or develop a new leaf or a flower.

rain, (Changes) bring new life into the village; (Old occupations) die / disappear / are replaced by ..., (New entertainment) comes into being, (Village life) declines / is gone forever, (Automobiles / Machinery) sweep(s) away ...

2 The woman on the hilltop

Listening script

In the late 1960s and early 1970s many young American people, who preferred an alternative lifestyle to that of mainstream America, left the cities and went to live in the countryside. This “Back-to-the-Earth” movement consisted mainly of idealistic young people who believed city life was not the only lifestyle they could live. They wanted a life that was less materialistic, less congested, less polluted, less hectic. So they went to live in the countryside, with its clean air, few people, slow pace, and natural beauty. One such person who prefers countryside living lives in Mendocino County, California about 150 miles north of San Francisco. Her name is Sharon Sunshine.

Sharon came to Mendocino in the late 1960’s, as did many other youthful dreamers seeking to escape from the rat race² pressures of modern city life. They came to the hills and valleys and coast of Mendocino with their visions of freedom and peaceful contemplation³. Many bought land and settled down to lead the simple country life preached by Henry David Thoreau in America, Tao Yuanming in China, and Wordsworth⁴ and the Romantics⁵ in England. It’s a recurrent dream, to live the peaceful simple life close to nature.

Sharon lives in a small four room house on a hilltop acre of land. On her farm she raises goats for cheese and milk and chickens for eggs. She also has a cat and a dog for companionship. In her vegetable garden she grows cabbages, carrots, and tomatoes. Sunflowers, roses, and lilies thrive in her flower garden. And there are also apple trees on her land. She loves her gardens, her animals, and her peaceful life.

Often Sharon stays in her hilltop home for months at a time, emerging only to buy supplies and books. “There’s nothing like a trip to the city”, she says, “to remind me I’m not missing anything by living in the countryside.” But she admits her lifestyle does not meet with widespread approval. “My parents think I’m crazy,” she says, “wasting my life away. They think success is measured in terms of money and professional status. But I never wanted that. I thought the price was too high. I wanted freedom to do what I wanted to do. I wanted to read, work with my hands, garden, and raise animals. Living here is the way for me. It’s sane.”

But she does say that sometimes she gets scared of the natural things that happen. For example, during terrible wind storms branches crash down everywhere near her house. And one time a bear and

-
2. A fiercely competitive struggle for position and power.
 3. Thinking deeply and carefully; meditation.
 4. Wordsworth, William (1770–1850), an English romantic poet whose poems are mainly about the beauty of nature and often describe the countryside of the Lake District in northwest England where he went to live. His most famous book of poetry is *Lyrical Ballads* (written with Samuel Coleridge) and his most famous poems include *The Prelude* and *Daffodils*.
 5. Romantics refer to a group of European writers, poets and artists in eighteenth and nineteenth century art, literature etc., who followed their feelings and emotions rather than logical thought or reason, and who preferred wild, natural beauty to things made by man.

another time a mountain lion passed through her land and threatened her animals. During the rainy season the roads flood and become unpassable. But she accepts that it's all part of country living, and because the rewards are so great, the hard times are worth it.

Sharon is a strong determined woman who has lived on her hilltop farm for nearly 30 years. Does she have any regrets? "No, I have no regrets," she says, "I have a peaceful healthy life close to the beauties and truths of nature. It's enough. It's been a good life."

Answers to the questions

- a. They prefer to live in the countryside because the cities are too congested, polluted, and life there was too hectic while the countryside has clean air, fewer people, a slower pace, and natural beauty.
- b. Sharon lives on a one acre farm perched on a hilltop. On her farm she has goats, chickens, a cat and a dog. There is a vegetable garden and a flower garden. There are also apple trees on her land.
- c. Her family thinks she is crazy and wasting her life away, and that she should be making money and working as a professional.
- d. Sharon has experienced the hard times of terrible wind storms when branches crashed down everywhere near her house and heavy flooding during rainy season which made the roads unpassable. On two occasions some dangerous wild animals passed through her land and threatened her animals.
- e. Sharon has no regrets and feels fortunate to be living "a peaceful healthy life close to the beauties and truths of nature."

3 Changes in the countryside

This question is designed to stimulate students to think. Students can take turns asking and answering the question. Those students who are from the countryside can take the lead. The teacher can share his or her own experiences or thoughts on the question with the students.

4 Pick your favourite

This question will enable the students to have some practice on the structures and vocabulary they have learnt in this unit. It is meant to stimulate the students to reflect on their personal preferences and likes and dislikes regarding plants, vegetables and animals.

5 Look at the other side of the picture

The teacher can begin the discussion by asking the students if they have ever experienced a dangerous situation when living in or visiting the countryside. To start with, the teacher can recount dangerous experience he / she once had in the countryside.