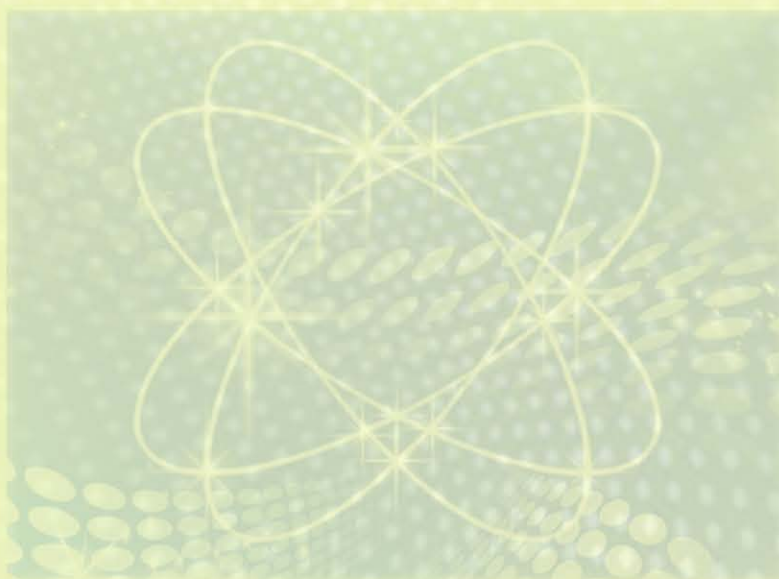


剑桥英语 For Real 教师用书 第4级

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剑桥英语 For Real



第四级



Teacher's Book
教师用书

Paola Tite with Martyn Hobbs
and Julia Starr Keddle



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给教师的一封信

亲爱的老师：

首先，为什么要使用《剑桥英语青少版》（第二版）第四级（*For Real Intermediate*）？老师告诉我们，他们想要的是那种能平稳有效地将语言课程从初级过渡到高级的教材，能够激活学生已经学到的语言知识，并增加同样具有激励性和趣味性的内容。他们的学生已经从青少年阶段不断地成长起来，他们需要能让他们亲身参与讨论的话题。他们需要阅读的理由，需要讨论的理由。老师们自己也在竭尽全力搜寻和创造一些话题材料来补充这部分内容。我们希望第四级这套教材能够帮助老师们实现他们的目标。

其次，怎样才能实现这一目标？我们从各类话题和各个角度出发来提升课堂的内在兴趣，提供激发学生思考的时事问题，挑选跨文化和跨学科的话题以扩展他们对周围世界的了解，选用能在不断变化的全球和学生自身生活的现实之间引起共鸣的思想，选择与学生密切相关并能促使他们成长的故事，从网站、博客、杂志和报纸文章、电子邮件、聊天室、广告、故事和小说节选、广播节目和谈话中选择素材。

在编写这本教材的过程中，我们也经历了一段令人兴奋的思想之旅。学生的原动力是关键。我们不断地在问自己，这会吸引学生吗？它对学生有用吗？它会促进课堂讨论吗？老师和学生会有“我竟然不知道”这样的反馈吗？会有一些新鲜事能让他们回家后告诉家人和朋友吗？

我们的编写过程是一次搜寻历史和世界杰出人物的旅程。在书中，我们讲到以塞·玛利的故事，一个饱受战争破害的塞拉利昂儿童兵以及他写的一本书；罗莎·帕克斯，一位美国的黑人妇女，她拒绝在公车上起身给白人让座并由此引发了一场抗议运动；浪漫主义诗人雪莱，他反抗社会，追求自由；一个年轻的法国人，从他开始把跑酷纳入到都市运动中；迪兹·瑞斯可，一个中途退学的少年，最后成长为一位著名的嘻哈艺术家。DVD视频光盘将带我们纵览英国，看伟人的不平凡业绩，比如年轻的时尚设计师、英国青年议会的成员和超级轮椅橄榄球运动员等。这仅仅是其中的一些人，我们想通过他们激发您和您的学生。

自信是有效交流的关键。学生需要深入语言并真正把它内化。因此，在这一阶段提高口语听力技能及相关的交流技能至关重要。学生需要去听、分析和运用真正的语言；通过快速翻阅这一教材，你会清楚地发现，它的主题引导性素材与“实景交际”中伙伴之间的互动交流同样重要。他们在用语言做事，比如分享兴趣爱好、交替发言、劝解他人和表达模棱态度。

这个级别的学生已经掌握了大量的语言系统知识，然而他们的自由交流能力还有待发展提高。为了帮助他们，我们设计了“流利会话”（Fluency for real）专区，学生可以就某个话题深入展开来解决问题，比如扮作侦探，调查犯罪现场。我们留出空间专门用来让学生放松身心、享受乐趣、感受语言的魅力，不用担心出错！

就像哈姆雷特说的，“单词，单词，单词”。我们相信，处于这一阶段的学生必须继续深化他们的主动和被动词汇，并且要掌握更多的搭配和固定表达。基于这一目标，第四级教材为学生们提供了一个帮助他们提升词汇量的支持性框架，集中呈现核心动词和核心词汇，包括一些构词知识的篇幅，帮助学生更有效地利用阅读材料，也包括教材最后的小词典和与话题有关的可复印资料。

您的学生是数字原生代，成长于一个充斥着电脑、手机和通讯工具的世界。因此，我们制作了带有很多课外材料的交互式CD-ROM光盘，其中包括DVD视频片段和语法、词汇、语音等多项练习活动。他们也可以上网学习与第四级教材相匹配的完整语音教程（在这一阶段发音经常会被忽视，但是我们认为仍然需要为学生提供帮助和支持）。当然，您也可以使用CD-ROM互动材料来教学。

青年人经常会问自己这样的问题，我是谁？我的信仰是什么？对我来说什么重要？因此，这套教材促使他们给自己定位，也有助于发展他们的“软”技能，比如团队合作、解决问题、应对棘手的谈话、处理紧张和压力、进行有效的自我展示、处理家庭朋友关系、本土文化和异域文化的关系，帮助他们为大学深造和今后的工作做好准备。在没有任何“重”压的情况下，折射出个人和公民价值观，如宽容、尊重和平等。

在与老师们的交谈中我们认识到，很多人都在乎证书考试，如Cambridge English FCE和Trinity ISE II。准备这些考试对学生们来说是一个漫长的过程，他们需要成为优秀的B2水平英语使用者才能够达到。第四级教程为您的学生提供了自如应对这一挑战的跳板，在《学生用书》、《同步训练》和《扩展资源》中我们提供了有关考试准备的常规部分，手把手帮助学生准备考试，柔和地训练他们掌握必要的技能并熟悉考试题型。

那么，我们怎么帮助作为老师的您呢？我们尽我们所能给您提供需要的帮助与支持。教材DVD视频提供了探索年轻人及其生活的激动人心的电影；《扩展资源》为您和您的学生提供了丰富的文学作品节选，并具有一定灵活度，您可以自由选择何时及如何去使用；《同步训练》包括语法解析、词汇练习、技巧讲解、构词规则和一些用以扩展学生词汇量的练习；学生CD-ROM光盘可以用来教授交际和考试技巧，既是老师课上的教学助手，也是学生课下自主学习的工具。此外还有配套音频、教师用书、教师扩展资源、试题及配套音频和教师组卷软件及音频。

在数码时代，多媒体工具也有助于老师教学工作的开展。这套教材为您准备了一款供白板或电脑使用的互动白板软件——包含了整个教材的音频和DVD视频，您只需点击即可！

我们的主要目标是让您和您的学生期待《剑桥英语青少版》（第二版），因为我们的教材能让学生张口说英语，学习地道英语。我不再长篇赘述，让我们直接进入教材介绍，看看课程包括的内容及其使用方法。

致以最美好的祝愿！

Julia Starr Keddle

Martyn Hobbs

2014年7月

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教材介绍

一、总体特色

（一）第四级学生包的特点

《学生用书》

- ◆ 每个单元都有1页准备活动，用发人深思的名言警句来丰富讨论内容；
- ◆ 功能性语言和实景交际的日常用语（对接CEFR标准），全书的12个“实景交际”专区都集中在功能性语言；
- ◆ 以技能为基础来进行语言学习；
- ◆ 语境词汇和特殊词汇的学习；
- ◆ 实景交际——青年人使用的语言；
- ◆ 词汇扩展——通常集中在高频词和词组；
- ◆ 流利会话——更自由的、基于任务和解决问题的拓展性口语活动；
- ◆ 考试技巧——指导和训练；
- ◆ 语言检测。

《同步训练》

- ◆ 248页的综合性训练，包含语法参考、语法训练、阅读与学习策略、单词表、词汇练习、扩充词汇量、“我能”列表以及一个18页的考试专项练习和词汇表。

《扩展资源》

- ◆ 包括一张音频CD光盘；
- ◆ 集中在听力任务的交际语言；
- ◆ 听力和口语考试训练；
- ◆ 跨学科、跨文化整合内容；
- ◆ 补充阅读，原著扩展阅读；
- ◆ 与主题相关的歌曲。

1.这一教材是立足于《欧洲语言教学与测试标准》（CEFR）的功能性教学大纲：学生在前几级达到的B1水平基础上不断巩固，同时全面学习B2阶段的技能并在实际生活中加以应用。

2.根据学生需要构建教材内容，通过运用调查、问卷调查、角色扮演、分组活动等不同方式进行学习，获取经验，以便适应不同风格的学习方式。

3.在每个单元开头，给予学生一定的时间来准备话题，培养学生自主学习的能力；让学生通过语言检测和《同步训练》中的自我评估表检查自己的学习成果，并且给他们提供学习建议和学习技巧指导。

4.该教材具有坚实的语法基础，用归纳和演绎法来探索语法。学习语法可以分为三个阶段：通过《学生用书》简短完整的注释将语法与交际功能相结合；通过《学生用书》“语法专区”的习题来拓展训练；通过《同步训练》“语法参考”的详细解释和补充练习进一步深化理解。

5.“实景交际”和“流利会话”专区可以帮助学生提升各种仿真情境中的英语流利度，为他们在现实生

活中真正应用英语做好准备，也可以帮助他们顺利通过口语考试，真正达到FCE B2级的英语水平。

6.该教材在选择话题和信息上很有创新性，它的读者对象是具有“全球视野”的这一代年轻人，他们懂得在当今时代，语言障碍将阻碍他们分享共同兴趣，阻碍交流。来自全世界年轻人的故事，来自具有历史意义的故事，对现代思维活跃的头脑有着重大影响的生活经历，现在都汇聚在了这本激动人心的教材中，通过焦点讨论和难以预设的情景来提升学生的思维能力。

7.该教材与跨学科、跨文化和职业性主题息息相关，内容分布在《学生用书》的各个单元以及《扩展资源》中的“跨学科/跨文化”专区。

8.该教材的语言素材极具创新性和时尚性，充分反映年轻的成年人之间如何交流沟通。他们的语言通常有很多习语俚语，重点标记在“实景会话”专区。

9.该教材将词汇扩展作为学习重点，阅读文章作为一个学习新词汇的跳板，学生可以在“词汇拓展”和“词汇能力提升”两个专区学习如何添加前缀后缀、如何使用词典、思维导图、复合名词和常见成语等。

10.与教材《学生用书》的“考试技巧”、《同步训练》的“考试专项练习”和《扩展资源》的“口语和听力测验”专区提供Cambridge English First和Trinity ISE II大纲的全新内容及其培训，并配有很多考试题型的练习和大量学生考试指导。

11.教材注重讲故事和叙述，包括原著小说节选和12页的文学专区，其中包含短篇小说、诗歌、奴隶叙事和莎士比亚作品节选。

12.教材为有意义的讨论创作文本素材，通过引用名人名言、启发性小短文和真正激发性话题引发学生思考与讨论。

13.教材提供多媒体支持强化学习过程，通过交互式DVD和CD-ROM对课程资源进行全面综合的操练。

14. 学生友好性表现在：

- ◆ 对每一单元特点的系统性和常规性的表述，层次清楚明了；
- ◆ 清晰并具有视觉冲击力的图片和注解；
- ◆ 培养可以应用到所有学习领域的学习策略；
- ◆ 容易查找的参考页面，如“实景交际”文件夹、设计成迷你词典的词表、《同步训练》词汇索引、语音对照表、不规则动词表。

15. 教师友好性通过简明清晰的版面设计和教学工具呈现：

- ◆ 单元结构设计，确保老师可以灵活调整和筛选话题以及活动类型，满足课堂上不同水平学生的需求；
- ◆ 单元综述，包含CEFR标准和证书考试的参考描述；
- ◆ 带有小提示的详细教案可以为老师提供教学课堂用语，同时配有进一步实践练习的文化信息和课堂活动的建议；
- ◆ 教师组卷软件，可生成新试卷；
- ◆ 可复印材料。

（二）第四级教师包的特点

- ◆ 课程规划、教学方法、《欧洲语言教学与测试标准》（CEFR）参考文件以及等级证书考试Cambridge FCE和Trinity ISE II介绍；
- ◆ 每两个单元的教学计划，附有每单元要求的B2水平交际能力列表；
- ◆ 配合《学生用书》1-12单元和《扩展资源》逐课提供具有创新性而又信息量大的“作者随谈”——对如何进行课程设计快速获得整体概念；
- ◆ 《学生用书》1-12单元和《扩展资源》所有课程的教案；

- ◆ 文化背景注释和额外课堂活动；
- ◆ 《学生用书》、《同步训练》和《扩展资源》的练习答案以及录音文本。

在每一个独立单元中，“单元开篇”的教案通过引用名言警句和词汇学习来解释如何让学生开始讨论单元主题。引用需要翻译成为汉语：让学生以小组活动来讨论，然后让学生比较翻译。

课堂呈现：

每一次呈现是一堂课，课程展开时有清晰的课程理念、教学目标、课程结构，清晰地根据CEFR标准描述而进行的操练指示（B2级别的所有范畴），以及清晰的新语法介绍和练习。

提供不同方式进入课程的小提示。

为起点低和起点高的学生分别提供具体教案。

为学生提供补充性学习技巧、词典应用和词汇练习。

实景交际：一次呈现是一堂课，教案提供交流活动分析以巩固已学语言知识，也提供如何运用材料技能的建议。

语法习得：《教师用书》提供答案。建议教师选择学生在剑桥英语FCE和三一英语ISE II考试中的常犯错误，在课上讨论。

随机事实/项目：在如何利用探究这些特点方面给予建议。

文化专区：教案中提供更多的文化和背景信息。

二、教材理念

《剑桥英语青少版》（第二版）第四级是一套使用方便的中级教程，它能给您和您的学生真正需要的桥梁——从中低级水平到中高级水平的过渡。这一严谨的新教材能够帮助学生突破英语学习过程中很长一段时间看不到进步的受挫“瓶颈”，武装学生“怎么做”的各项技能，使他们懂得应该怎样谈论一系列广泛的话题，理解具有更多挑战性的文体类型，尤其在参与讨论和社会情境中，或者完成一些像记笔记、写文章、撰写报告及做演讲这样的任务。

《剑桥英语青少版》（第二版）第四级与第二级、第三级紧密衔接，是对已有语言的丰富、拓展和润色——引导学生轻松达到B2水平。第四级的主要时态和结构是前面级别的延伸和复习，但是在全新的语境中使用，旨在让正处于探索新鲜话题阶段的青少年主动去思考，去表达。

您也可以把第四级作为一套独立的教材使用，它把学生已有的基础语言知识与日后更专业的语言学习进行了很好的衔接。该教材的目的在于为学生提供语法和词汇层面坚实的语言意识，采用大量广泛并具有启发性的话题，让学生再也不会感到无话可说。

三、教材结构

（一）学生包

- ◆ 《学生用书》（*Student Book*, 含CD）主教材包括12个单元、6个“流利会话”和“考试技巧”专区、按单元排列的词汇表；
- ◆ 《同步训练》（*Workbook*, 含CD-ROM）包括12个单元，语法/词汇/语音训练、功能/情景会话、考试练习、测试以及互动交流DVD视频；
- ◆ 64页《扩展资源》（*Links*, 含CD）包括实景交际、听力测试训练、口语测试训练、跨文化/跨学科内容整合（CLIL）、扩展阅读、歌曲；
- ◆ 在线互动作业平台（online platform）。

教材介绍

（二）教师资源（全部以电子形式呈现，可下载，可复印）

◆《教师用书》（*Teacher's Book*），包括：

- >> 课程规划、教学方法、《欧洲语言教学与测试标准》（CEFR）参考文件以及等级证书考试 Cambridge FCE和Trinity ISE II介绍；
- >> 配合《学生用书》1-12单元和《扩展资源》逐课提供“作者随谈”、教学计划和备课笔记；
- >> 《学生用书》和《同步训练》的练习答案以及录音文本；
- >> 文化背景注释和额外课堂活动。

◆互动电子白板（Interactive book）包括：

- >> 数字学生用书；
- >> 组卷软件（Testbuilder CD-ROM），为教师生成个性化试题；
- >> 试题音频，包括测试中的听力材料；
- >> 课堂用的综合DVD，包括6段视频片段，真实记录奋进青年，与主教材话题一致。

◆试题及教师资源（Tests and Resources），包括每单元用以复习、巩固和拓展的可复印材料；

◆在线网络资源（www.ebridger.cn；www.helbling-ezone.com）。

教 学 建 议

一、总体建议（每个方框一个教学课时）

1.《学生用书》

课时安排建议：12个单元安排132课时（两单元22课时）

2个单元计划

第一单元（8页/8课时）

开始	讲解，词汇， 技能	讲解，词汇， 技能	讲解，词汇， 技能	讲解，词汇， 技能	实景交际	实景交际
语法习得						

第二单元（8页/8课时）

开始	讲解，词汇， 技能	讲解，词汇， 技能	讲解，词汇， 技能	讲解，词汇， 技能	实景交际	实景交际
语法习得						

实战演练，考试技能，语言检测（6课时）

流利会话	流利会话	流利会话	考试技能	考试技能	语言检测
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2.《同步训练》

总课时：12个单元安排84课时（两单元14课时）

2个单元计划

第一单元（7页/7课时）

教学建议

语法参考	语法参考，词汇表，词汇练习	语法参考，词汇表，词汇练习	语法练习	语法练习	阅读，词汇能力提升	阅读，词汇能力提升
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第二单元（7页/7课时）

语法参考	语法参考，词汇表，词汇练习	语法参考，词汇表，词汇练习	语法练习	语法练习	阅读，词汇能力提升	学习技能自我评估
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3.《扩展资源》

总课时：12个单元安排60课时（两单元10课时）

2个单元计划

第一单元（8页/8课时）

实景交际	实景交际	听力测试	口语测试
跨学科/跨文化	跨学科/跨文化	补充阅读	歌曲

参考

语音	不规则动词
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二、具体建议

1. 模块开篇（《学生用书》）

单元开始通常引用一些与主题相关的名人警句来讨论。
本页介绍主题采用小测试、问卷调查、讨论和启发性阅读短文等形式。
同时在适当的地方引出新词汇，偶尔穿插一些小语法点。

引用 每一单元都会用一些简短的引用开篇，激发学生用英语思考本单元的主题。

热身活动 引导学生对本单元主题进行思考并自由交流彼此的想法。让学生了解自己的期望并有意识地完成自己的承诺，是培养学生自主学习、对自己的学习负责的第一步。

词汇 开篇页也帮助学生获得谈论主题时所需要的词汇。主要目的是让学生自信他们已经掌握了未来进一步学习和提高能力所需的基本语言技能。

Unit 3
Stories

My life

Autobiographical notes

Get started

1 GROUPWORK Which of the quotes means most to you? Why?

2a Think back to your childhood using the Autobiographical notes. Make notes.

2b PAIRWORK Ask and answer questions.

3 30 Listen to four people talking about things that shaped their lives. Number the ones you hear in the correct order.

4a Write down two or three things that have shaped your life. Write notes about why they are important.

4b GROUPWORK Discuss your ideas from exercise 4a.

where and when born
members of your family
home and neighbourhood
best friends
an adult who was important to you
about your school
jobs and toys
favourite things
favourite games
special places
things that scared you
things you were good at
holidays
dreams

Life is what happens to you while you're busy making other plans. JOHN LENNON
Life is like playing the violin in public and learning the instrument as one goes along. ISAKHAK BURGUT
The secret of life is not to do what you like, but to like what you do. ANTON

2. 课堂呈现（《学生用书》）

本单元的主题从两个方向展开。每个展开方向都可以根据学生水平用1-2个课时完成。语法和技能都综合呈现在这些页面。

阅读文本节选自各种文本类型，包括报纸、短篇故事、杂志文章和小测验、网页、年轻人的日记、电子邮件和博文。您可以这样做：

- 根据图片预测文章内容；
- 介绍新词和语法结构；
- 全班一起做理解练习或两人一组讨论难点；
- 讨论在文中所表达的观点、感受和态度，并且预测事情的下一步发展；
- 两人一组或几人一组阅读课文。

运用各种不同的方法阅读文章（扫读、略读和精读）并检测理解能力（正/误、识别、选择正确答案、具体问题回答等）。

语法 重点语法是从阅读文本中提取的。“语法框”大多用归纳法解释主要语法点，可交叉参考“语法习得”专区，这里提供学生更多练习。

语法练习可以根据情况在课堂或课后进行口语互动语法练习。

听力 为保证学生综合能力的发展，对话或独白录音与阅读文本中讨论的话题一致，学生通过听力进一步理解主题。可以多听几遍，看着课文或合上课本。

写作 写作活动与阅读、听力及会话的主题相关，为培养学生记笔记、写电子邮件、段落、信件、篇章以及内容更宽泛的文章所需的必备技能。

Unit 4

Parkour

Reported speech (1)



URBAN ACROBATICS

What is Parkour or 'free running'?

Is it a new art form? A new philosophy? Or simply the most exciting extreme sport to hit our cities in years?

Katy Price talks to Parkour genius Léon Zammit to find out. But be warned - Parkour is a high-skill sport, so after you've read this article, please don't go out and start jumping off buildings!

Reading

1 Read the first paragraph, look at the photo and discuss the questions. Then read the article quickly and find the answers.
What do you think Parkour is or free running? (What does it involve?)
Have you ever seen it in films or on TV?

2 Circle T (True) or F (False). Correct the false statements.
The only important thing in Parkour is to move quickly. T/F
3 In Parkour, you don't take the familiar routes through a city. T/F
4 Parkour can help you in your day-to-day life. T/F
5 Parkour is like dance because the movements are planned in advance. T/F
6 If you can think quickly, it doesn't take long to become a free runner. T/F
7 Jumping and landing well helps you to avoid accidents. T/F
8 One of the founders of Parkour appeared in a blockbuster film. T/F

Grammar

3 Study the rules on the right and then complete these reported sentences from the article.
1 Katy asked if _____ an art form.
2 Léon said that Parkour _____ speed, fluidity, beauty and originality.
3 Katy asked Léon where it _____.
4 Léon told Katy that David Belle and his friend Sébastien Foucault _____ it.
5 Katy asked what qualities you _____.
6 Léon replied that you _____ be quick-thinking.
7 Katy asked where she _____ see Parkour.
8 Léon said that she _____ probably _____ it already.

What does Parkour involve?

You have to move from point A to point B as quickly and efficiently as possible.

That sounds quite easy. Where's the challenge?

Everyone knows what it is like to walk on the ground. In Parkour we take new routes. The urban environment is our playground.

How do you get from A to B?

We find new ways to cross the urban landscape. We jump over concrete walls, scale walls, run across roofs and leap from building to building.

What is so special about Parkour?

We only use the human body to overcome all obstacles. It's even a philosophy of life.

In what way is it a philosophy?

Use an eastern philosophy, our focus is on discipline and self-improvement. It makes you feel a real connection between your body, your spirit and your environment. You overcome your fears in life as well.

Is it an art form?

Absolutely! Parkour combines speed, fluidity, beauty and originality. We try to make every move harmonious, like a dance.

Where did it start?

David Belle and his friend Sébastien Foucault invented it. They were teenagers in the suburbs of Paris and led a gang called the Yodanis.

How do people get started?

Firstly, we are athletes. It takes a lot of hard work and dedication. There are no short cuts! Beginners must do the basic moves daily, starting with low walls.

What qualities do you need?

You need imagination above all. Then you have to be quick-thinking and able to get out of difficult situations.

How do you avoid accidents and injuries?

You have to know your limits at all times. Even for experienced athletes, a bad jump can hurt. You can get hurt if you don't learn how to jump and land properly. Nobody goes to Parkour without training.

Where can I see Parkour?

You've probably already seen it in films, music videos and adverts. Foucault played a terrorist in a chase sequence in the James Bond film, Casino Royale. Nike, Microsoft, McDonald's and others have used Parkour in their adverts.

Reported speech (1)

• In reported speech we normally shift the tense 'back', e.g. the present simple → the past simple; the past simple → the past perfect, etc.
I often eat lunch at school. → She said that she often ate lunch at school.
They're having a party. → He said that they were having a party.
• Use tell with an indirect object.
I don't like text messages. → She told me that she didn't like text messages.
• We often don't change the tense if a statement is still true or relevant.
The traffic is terrible. → He said that the traffic is terrible.
• Use ask with questions. You can use ask with or without an object.
Is she German? → He asked if she was German.
• Use if or whether to report yes/no questions. The word order is like a statement.
Are you hungry? → He asked if I was hungry.
• Use the question word and a statement to report wh-questions.
Where did you have lunch? → She asked where I had lunch.
• Personal pronouns, possessive adjectives and time expressions often change.
Sally: I saw your brother yesterday. → She said that she had seen my brother the previous day.
• Get the grammar page 38

Listening and writing

4 Listen to the conversation between Lauren and Jamie and complete the dialogue.

JAMIE: How _____?

LAUREN: I'm fine.

JAMIE: Where _____?

LAUREN: I'm _____ to the Southbank by the National Theatre.

JAMIE: _____ you lived alone.

LAUREN: I'm _____ there. It's _____ the best place to see really cool skateboarders.

JAMIE: Why _____ to see them?

LAUREN: I'm _____ a project on extreme sports at college and I'm _____ to film them.

5 Write the conversation above as reported speech.
Jamie asked Lauren how she was and she told him that she was fine.

Preparation: Direct and reported questions
www.forreal.cc/intermediate

Spaking

6a Write three questions that you want to ask your partner. Then work in pairs. Ask questions and note the answers.
What's your nickname, Andy?

6b GROUPWORK Report your conversation. You can ask follow-up questions.
I asked Andy what his nickname was. He told me it was Pops.

随机资料 在部分页面底部提供了与话题相关的事实资料库的链接。

发音 发音练习注重用语调表达态度、情感和含义，从而帮助学生进行交流。可以登录www.forreal.cc/intermediate网站获取资料。CD-Rom光盘也有语音拓展训练。

口语 为保证英语技能的全面发展，口语活动以阅读或听力的话题为中心展开。学生可以两人一组或小组讨论并在课上进行展示。

词汇 以词汇分类或表达法呈现，配合各种练习：课文与插图配对、在文中找单词、词汇分类等。让学生来处理语言目的是让学生懂得在真实上下文和不同语境中语言如何应用。

《同步训练》将《学生用书》涉及的词汇进行拓展，并提供大量的训练习题。

5 Vocabulary

1 Label the features on the map using the words in the box.

2 Underline the correct words.

1 White-water rafting down the asterfalls / rapids of a fast-moving river is really exciting.
2 These birds can only be found in the dump / marshlands / plains next to the river bed.
3 There's a lovely, wild stretch of plains / desert where we go walking with the dog every weekend.
4 The desert / canal is full of exotic birds like parrots, and monkeys swing from the branches of the trees.
5 Our house in the countryside is surrounded by green plains / fields.
6 Most of the lowland is quite flat, but here and there you can find some gentle, rolling hills / mountains.

3 Cross out the word which cannot be used with the adjectives on the left.

1 a sunny	jungle / beach / desert
2 a dense	forest / forest / desert
3 wet	desert / waterfalls / marshlands
4 a deep	canyon / beach / lake
5 a tropical	jungle / beach / volcano
6 a windswept	waterfall / plain / beach

WHAT ABOUT YOU?

Which of these places would you most like to visit or travel to? Why?

Olympic National Park, Washington, USA
Sahara Desert, Morocco
Beach on the Maldives
Bryce Canyon, Utah, USA

Unit 4 Adventure

Reported speech (2)

Vocabulary: extreme sports

1a Match the sports with the photos.
white-water rafting / free climbing / go-karting / parasailing / body boarding / rock climbing

1b PAIRWORK Discuss these questions.
Have you ever tried any of the activities? Which extreme sports would you be interested in? Why?

Reading and speaking

2 Read the article on page 41 and circle T (True) or F (False).
1 Tree climbing is the fastest-growing adventure sport in Europe. T / F
2 Max Spitter met Jim Larsen after a coffee. T / F
3 Jim believes that tree climbing helps you keep fit. T / F
4 The rope used by Max was tied with one knot. T / F
5 When Max tried to go up higher, he fell out of the tree. T / F
7 Jim is often frightened when he's climbing trees. T / F
8 Some tree climbers sleep up in the trees. T / F

3 PAIRWORK Discuss these questions.
What do you think of people who do tree climbing? What do you think they like about it? Would you like to try tree climbing?

Grammar

4 Read the rules and complete the example sentences with these words.
offered / advised / suggested / told / added

Reported speech (2)

• In reported speech with modals we normally shift the modal: back, e.g. will → would, must / have to → had to, can → could, may → might.
He _____ that we had to learn how to tie knots.
• Some modals don't change.
could → could, might → might, mustn't → mustn't
• Use reporting verbs to report the function of what someone said.
Pattern 1 suggest + infinitive + clause
Jim _____ that we should go first.
Pattern 2 tell + object + infinitive + clause
Jim _____ me that he wanted to introduce more people to the forest.
Pattern 3 offer + infinitive
Jim _____ to help me.
Pattern 4 advise + object + infinitive
He _____ me to let my harness take the weight.
• To report a negative request or order use: verb + object + not + infinitive
Don't worry. He told me not to worry.

Get the grammar page 58

ON TOP OF THE WORLD

I MET JIM Larsen, the course leader, in the middle of the forest at an hour when I'm normally still in bed thinking about my first coffee of the day. Starting out as a tree surgeon, Jim is now a leading expert in the sport with over 15 years' experience of working with trees.

Jim told me that he wanted to introduce more people to the forest, and help them learn to appreciate it. He also pointed out that tree climbing was an excellent way to keep fit. He said I wouldn't need to go to the gym any more. That was good news.

Then he showed me the equipment – a helmet, rope, harness and special metal hooks. He explained that a lot of the kit was also used in mountain climbing. Then he asked that we had to figure how to tie knots. I replied that I couldn't even tie the laces on my trainers!

Hill on hour later, I was up an 18-metre-high oak tree, suspended above the ground by a thin rope. The rope was hanging over a branch and was only kept in place by a single knot. Jim advised me to pull myself up as high as I time. I complained that it was really hard on the arms! But he persuaded me to do it. Now I was ready to climb higher.

Tree climbing is one of the USA's fastest growing adventure sports and is becoming popular in Europe. Armed with work boots and climbing, Max Spitter has volunteered to go on a day's course to find out more.

Jim suggested that I watched him go up first. When I tried, my foot slipped off a branch and I lost my nerve. Jim offered to help me, but I said I was OK. He told me not to worry and advised me to let my harness take the weight. Then he instructed me to look out over the countryside because it was so beautiful. He was right – the view was incredible.

Later, I watched Jim surfing. Yes, tree surfing! It involved moving fast and easily from branch to branch. If looked scary, Jim said that it wasn't a lot of training and reassured me that I didn't have to do it!

Jim has seen, and climbed, some of the world's biggest trees. He has never been afraid, even when he has reached heights of over 30 metres. He explained that some tree climbers climb like food, supplies and a hammock and spend the night up in the branches. I was beginning to understand why.

4

WHILE YOU EXPLORE: reporting verbs

Learn to use these reporting verbs. Note that some verbs follow more than one pattern.

REPORTER: He suggested that we should go.
SAY: I suggest / explain / admit / point out / complain / reply
PATTERN 1 She reminded me that I had to call Paul.
TOLD: I told / confirmed / persuaded / reassured / warned / promised
PATTERN 2 They decided to go home.
decide / offer / promise / refuse / threaten
PATTERN 3 The teacher ordered them to sit at their desks.
order / warn / tell / remind / convince / persuade

Listening

4 Imagine you are Joe's flatmate. Listen to the answerphone messages and leave notes for him. Be prepared to give you a lift to the party.

7 Go to LINKS p 59 and listen to Scatter Box.

词汇扩展 这个练习着眼于单个词汇和动词，帮助学生提升以各种方法来表达自己的能力，比如通过查找同义词以及普通动词的不同含义等。

《同步训练》提供这些表达法的更多练习。

5

Real Talk

Long time no see. How's life?
No word.

You're kidding me! That is so sad.

4 Circle the most appropriate future form.

1 A Why are you turning on your computer?
B Because I'm going to do it / I'm doing some research.

2 A Where are you going on holiday this summer?
B We haven't decided yet. I think we're going / we'll go to Greece.

3 A It's my sister's birthday today.
B Oh, I forgot. I'll send / I'm going to send her a text message.

4 Help me with this shopping bag. The handles will break / are going to break.

5 I'm having / I'll have a party on Saturday. Can you come?
A What are you doing / will you do this afternoon?
B I'm not sure, I haven't got any plans.

Speaking and writing

7 Make resolutions with be going to about the future. The following verbs may help.
stop / start / finish (verb + ing) / learn / study / listen / eat / help / read / take up
I'm going to learn to swim. It's so embarrassing when I go to the beach with my friends.
I'm going to stop biting my nails. It's a disgusting habit!
I'm going to take up running. It's supposed to be good for you.

8 PAIRWORK Tell your partner about what you might do this afternoon or evening, using I think I'll... / I don't think I'll...
9 PAIRWORK Your British friend is coming to stay with you during their gap year. Write five pieces of advice saying what they will need / won't need to bring. You'll need sunscreen. The sun is very strong. You won't need to bring any guide books – I've got lots of them.

实景会话 这一部分着重于青年人使用的语言，特别是惯用语和青年人之间的行话。

《扩展资源》的听力练习和对话中提供更多“实景会话”的练习材料。

教学建议

3. 实景交际（《学生用书》《扩展资源》）

两页“实景交际”的内容为口语交流提供了活泼、生动、有意义的材料，训练学生日常生活会话中主要交际领域中的实景交际，覆盖社会、情境与功能的广泛交际行为，为学生提供了真实背景下和不同情景中的语言应用。它给予学生充足的机会去逐渐提高交际能力，掌握关键表达。

随着单元主题的展开，学生四种技能得以进一步提升发展。

文件夹 对学生来说这是一本“常用语手册”，特点在于归纳了语言功能中至关重要的表达，通过循环使用常用表达来展示语言是如何“构建”的，鼓励学生在课堂上自主加以运用，并随着课程推进不断予以消化。《同步训练》也提供了表达法列表，帮助学生巩固。

实景交际 这部分是为提高学生交流交际技能而设置的。通过引导性阅读和听力活动，配合“文件夹”的核心用语，学生可以逐渐在两人一组或小组活动中自信、积极地自发运用语言。真实素材来自于网站、旅游手册、电子邮件、电话信息、电影广告和书评，还涉及交流领域，如谈论一些关于少儿记忆的轶事和关于动物实验这类争议性话题，也包括朋友之间或图片故事人物之间的交流会话。“实景交际”旨在培养青少年的社会交际技能，比如如何邀请朋友外出、如何讨论安排见面、如何拒绝邀请和找借口、如何处理棘手的回答等。

《扩展资源》教材和录音提供更多针对每一单元的交际语言拓展训练。

Real Communication
INVITING AND ARRANGING

ASKING PEOPLE OUT
1a Look at the photos on page 50 and discuss the questions.
What do you think Silas and Aisha are talking about?
How do they feel?

1b Listen to the conversation and check your ideas.

2 PAIRWORK Complete the conversation with the missing phrases. You can use the File to help. Then listen again to check.

3a Listen to the conversation between Silas and Rachel and answer the questions.
1 What does Silas invite Rachel to do?
2 Why does he turn her down?
3 What does Rachel suggest?
4 Does Silas accept her invitation?

3b Listen again and tick the expressions you hear from the File.

Inviting friends
4 PAIRWORK Take it in turns to invite each other out.
• eat a pizza (go to a party) / have a coffee (go to a club) / go swimming (go shopping) / go to an exhibition
• When you give an invitation, sound enthusiastic. Try to persuade the other person to accept.
• When you turn down an invitation, make an excuse.

5a Listen to the conversation between Aisha and Ben and answer the questions.
1 What two pieces of gossip does Aisha tell Ben?
2 How does Ben react?

5b Listen again and tick the expressions you hear from the File.

6a Note down any surprising news to tell your partner. Here are some ideas to help.
• your friend has had all his rooms furnished all at once
• you've broken your partner's iPad

6b PAIRWORK Take it in turns to gossip and respond to the news.

7 LINK Real communication p 6

发音 我们把重点放在语调，因为它是表达个人态度和情感的一种手段。您可以参考www.forreal.cc/intermediate。

Real Communication
UNIT 1 TEAMWORK

GETTING STARTED
Right: OK. Ready?
Listening
Uh-huh.
Ahem.
Sure.
OK.
Right.
What do you think?

LISTENING
Uh-huh.
Ahem.
Sure.
OK.
Right.
What do you think?

INTERACTION
1a Complete the conversation with the words and expressions below.
Let's shall mean 'good idea / problem / why don't we / think / better'.
A group of friends are meeting to discuss taking part in a charity run race.
JANE: OK, if everyone's here, we start! The first thing on the agenda is finding sponsors for our team. We could ask our friends and family to sponsor us individually, or we could ask a few organisations to sponsor us as a group. What do you all think?

2a Listen and follow the dialogue on the page. Then try to complete it with the words and expressions below.
JANE: Hang on, the men's suits are on the first floor.
MATT: Hang on a moment, look at this designer! It's got little silver studs all along the edges.
JANE: Yes, you're right. Wouldn't it be better to collect money individually, because that way we can ask a wider range of people to sponsor us?

2b Listen and check your answers.

UNIT 2 A STUDY TRIP

GETTING STARTED
Hi, hello. Hey.
How are you?
How's it going?
What's up?
Good morning.
Good afternoon.
Good evening.
Good night.

LISTENING
Uh-huh.
Ahem.
Sure.
OK.
Right.
What do you think?

INTERACTION
1a Complete the conversation with the correct answers from the box.
1 a happen 2 a like 3 a get 4 a like 5 a should 6 a better 7 a know 8 a think 9 a fine 10 a somewhere 11 a bad 12 a later

1b Listen and check your answers.

2a Listen and follow the dialogue on the page. Then complete it with the expressions below.
SOPHIE: Hi, Nick! Where have you been? I haven't seen you since June!
NICK: Oh, I've been away for most of the summer. My parents have bought this place in like, the middle of nowhere.
SOPHIE: That sounds nice!

2b Listen again and check your answers.