



普通高等教育“十一五”国家级规划教材

● Virginia Evans-Jenny Dooley

● 总主编 邹为诚 康淑敏

○ 应用型英语专业系列教材

Upstream

Teacher's
Book

搏流英语

综合教程 教师用书 2

□ 主 编 邹英林 谢 楠

□ 副主编 吕 筠 康淑敏 肖德法



高等教育出版社
HIGHER EDUCATION PRESS



普通高等教育“十一五”国家级规划教材

●Virginia Evans—Jenny Dooley

●总主编 邹为诚 康淑敏

○ 应用型英语专业系列教材

Upstream

Teacher's
Book

江苏工业学院图书馆
藏书
博流英语

综合教程 教师用书 **2**

主 编 邹英林 谢 楠

副主编 吕 筠 康淑敏 肖德法

编 者 王 蕾



高等教育出版社
HIGHER EDUCATION PRESS

图字: 01-2007-2738 号

© 2006 by Express Publishing Ltd.

First published in English under the title 'Upstream' Series(adapted version) by Virginia Evans and Jenny Dooley by EXPRESS PUBLISHING Ltd.This edition has been adapted under licence from Express Publishing.The author has asserted the right to be identified as the author of this Work. For copyright reasons this edition is only for sale in mainland China excluding Hong Kong SAR,Taiwan and Macau

图书在版编目(CIP)数据

搏流英语综合教程. 2/ 邹为诚, 康淑敏主编; 邹芙林, 谢楠分册主编. —北京: 高等教育出版社, 2007.8
教师用书
ISBN 978-7-04-022016-2

I. 搏… II. ①邹…②康…③邹…④谢… III. 英语—高等学校—教学参考资料 IV.H31

中国版本图书馆 CIP 数据核字 (2007) 第 066452 号

策划编辑	贾巍	项目编辑	张歆秋	责任编辑	张凯
封面设计	王凌波	责任校对	张凯	责任印制	宋克学

出版发行	高等教育出版社
社址	北京市西城区德外大街4号
邮政编码	100011
总机	010-58581000
经销	蓝色畅想图书发行有限公司
印刷	蓝马彩色印刷中心

购书热线	010-58581118
免费咨询	800-810-0598
网址	http://www.hep.edu.cn
	http://www.hep.com.cn
网上订购	http://www.landaco.com
	http://www.landaco.com.cn
畅想教育	http://www.widedu.com

开本	880 × 1230	1/16
印张	20.5	
字数	830 000	

版次	2007年8月第1版
印次	2007年8月第1次印刷
定价	42.00元

本书如有缺页、倒页、脱页等质量问题, 请到所购图书销售部门联系调换。

版权所有 侵权必究

物料号 22016-00

前 言

本书是为执教《搏流英语 综合教程》系列教材的教师编写的教学参考书,共6册,对应《搏流英语 综合教程》学生用书和《搏流英语 扩展教程》1至6册,本书除可供教师作为教学参考用书以外,还可以供自学《搏流英语 综合教程》课程的学生作自学参考用书。

本书包括以下内容:(1)每一单元的教学目标;(2)教学方法和步骤;(3)教师示范语言;(4)《搏流英语 综合教程》答案和听力文本;(5)语法和词汇测试;(6)语法解释;(7)《搏流英语 扩展教程》答案和听力文本。参考上述内容,教师可以对整个课程开展教学、评估和测试。本教材系由原版教材引进改编,我国教师在使用时要注意以下几点:

1. 教学原则

本教材主张以学生为中心、以教师为主导的教学原则。教师要尽量从学生的语言水平、知识范围和学习能力出发,用“对子、小组、个别”等方法引导学生开展语言活动。在学生尝试语言交流的基础上,有的放矢地开展语言示范和语言讲解,然后在此基础上鼓励学生进一步开展活动,尝试语言交流,最后教师提供各种形式的反馈,如此层层推进,完成教学任务。要注意语言功能和结构知识之间的配合,反对只顾热闹,不顾语言知识,或只顾语言知识,不顾语言交际功能的教学方法。

2. 内容取舍

本教材内容丰富,材料复杂,根据我们目前的课时结构可以有两种方法处理:一是听说课也部分采用《搏流英语 综合教程》教材,这样做的好处是将教材中的听说训练放到另一种课去上,减少综合英语课程教师的压力。如果本教材的内容全部由综合英语课程负担,则教师一定要对教学内容进行合理取舍。建议教师将需要教师示范、学生交流和教师反馈的内容放在课上开展,将需要大量阅读的内容放在课后,让学生以小组为单位自学。自学一定要有恰当的教学管理,小组成员之间要互相帮助、互相检查,完成检查后要在各自的书上签名。教师可以要求小组成员轮流将小组自学过程中遇到的困难记录下来,每周一次,用英语撰写自学报告,教师根据这些报告,在课堂上集中处理学生遇到的难点。

3. 可选部分

本教材部分单元的若干内容标有“Optional Work”(选择性学习内容)的字样。这是改编者根据我国学生的情况改编的。一般来说,这些部分有的过于简单,或者不是该单元的核心内容,或者是其他练习中已经有足够的练习机会,或者是太费课时。课时比较少的教师可跳过这些内容。

4. 教学进度

每册综合教程共有5个模块,10个单元,每个模块建议采用3周的时间完成,其中两周完成两个单元的内容,一周用来完成文化学习、扩展知识加上模块测试。其余的时间用来安排复习、辅导和教学检查。

邹为诚

2007年4月于芝加哥

Contents

Topics

Vocabulary

Reading

Module 1 People of the World

UNIT 1 Heroes & Villains (pp. 6-25)

- people (character & appearance)

- character adjectives; appearance; personal qualities
- *antonyms; adjectives with prepositions*
- phrasal verb: *GET*

- Characters larger than life (multiple choice)
- Beauty is in the eye of the beholder (m/c cloze)
- Literature Corner: *A scandal in Bohemia* (T/F)

UNIT 2 Lifestyles (pp. 26-45)

- jobs & places
- lifestyles
- the city & country

- city life/country life; jobs & job qualities; describing places; parts of a town; commuting
- *antonyms; adjectives with prepositions; adj-n phrases*
- phrasal verb: *PUT*

- A city slicker or a country lover? (T/F)
- Signs (multiple choice)
- Culture Clip: *Celebration—dream town in USA* (m/c cloze)

Self-Assessment Module 1 (pp. 46-47)

Curricular Cut (History) – Elizabeth's portraits (pp. 48-49)

Module 2 Our World

UNIT 3 Neighbours (pp. 52-71)

- people's character & appearance

- everyday activities, chores
- appearance
- personality
- relationship to others
- phrasal verbs with *after*
- forming adjectives from verbs & nouns

- Love your neighbour?
- What does your bedroom say about you?
- Culture Clip: *Do you really know the British?*

UNIT 4 Call of the Wild (pp. 72-91)

- the environment

- animals
- flora & fauna
- social issues
- natural habitats
- phrasal verbs with *out*
- forming nouns from verbs

- UK wildlife – SOS!
- How to make a wildlife pond
- The Countryside Code – Advice for the public
- Curricular Cut (Science): *Pesticides*

Self-Assessment Module 2 (pp. 92-93)

Eco-friends 1 – 3 Rs: Reduce, Reuse, Recycle (pp. 94-95)

Module 3 Holidays & Schooldays

UNIT 5 Take a Break (pp. 98-117)

- holidays

- travel & holidays
- modes of transport
- accommodation
- holiday problems
- ways of travelling
- phrasal verbs with *off*
- forming adjectives with negative meaning

- Wish you weren't here!
- Grange Hotel
- A holiday experience
- Culture Clip: *Butlin's holiday camps*

UNIT 6 Live & Learn (pp. 118-137)

- education

- polite behaviour
- types of schools
- school/college subjects
- phrasal verbs with *down*

- Mind your manners!
- Short messages
- Curricular Cut (Literature): *Pygmalion*

Self-Assessment Module 3 (pp. 138-139)

Eco-friends 2 – Carnivorous plants (pp. 140-141)

Module 4 Let's Have Fun

UNIT 7 Weird & Wonderful (pp. 144-163)

- parts of the body
- moods & feelings

- parts of the body
- moods & feelings
- body language
- personal experiences
- festivals
- phrasal verbs with *over*
- forming adjectives (-ful/-less)

- Mythical creatures
- Speak without saying a word
- Halloween
- Culture Clip: *The ghost hunt of York*

UNIT 8 State-of-the-Art (pp. 164-183)

- entertainment
- technology

- youth culture gadgets
- films & TV
- the Internet
- phrasal verbs with *in*

- Dick Summers: special effects supervisor
- Using the remote control
- Tokyo teens
- Curricular Cut (Literature): *The War of the Worlds*

Self-Assessment Module 4 (pp. 184-185)

Eco-friends 3 – Grow your own (pp. 186-187)

Module 5 In Action

UNIT 9 Forces of Nature (pp. 190-209)

- nature
- weather
- natural disasters

- animal sounds
- weather
- natural disasters
- temperature
- phrasal verbs with *up*

- Nature attacks!
- Culture Clip: *Ice art*

UNIT 10 Festive Time (pp. 210-229)

- food
- fitness & health

- sports & fitness
- food
- phrasal verbs with *on*
- compound nouns

- Festive food calendar
- Body image
- Healthy lifestyles
- Curricular Cut (Biology): *Muscles*

Self-Assessment Module 5 (pp. 230-231)

Eco-friends 4 – Sources of energy (pp. 232-233)

Song Sheets (pp. 235-245); Pairwork Activities (pp. 247-254); Grammar Reference (pp. 255-268); American English – British English Guide (p. 269)

Grammar

Listening

Speaking

Writing

<ul style="list-style-type: none"> present simple/continuous; stative verbs; adverbs of frequency; question words 	<ul style="list-style-type: none"> multiple choice multiple matching (missing sentences) 	<ul style="list-style-type: none"> describing fictional characters; making choices; socialising; describing people <i>intonation – expressing surprise & concern</i> 	<ul style="list-style-type: none"> a letter giving advice <i>Writing: description of a hero/villain; classified ad; e-mail to a friend</i>
<ul style="list-style-type: none"> comparatives and superlatives; -ing/infinitive forms; specific/general preferences 	<ul style="list-style-type: none"> listening for detailed meaning multiple matching (missing sentences) 	<ul style="list-style-type: none"> introducing oneself; expressing likes/dislikes; asking for/giving directions; talking about jobs; expressing preferences; (role-play) a job interview; describing pictures <i>intonation – stressed syllables</i> 	<ul style="list-style-type: none"> a letter of application <i>Writing: article about where you live; description of neighbourhood; questions for a quiz</i>
<ul style="list-style-type: none"> present tenses <i>already, just, yet, (n)ever</i> stative verbs 	<ul style="list-style-type: none"> identifying people relation to others 	<ul style="list-style-type: none"> requesting help making & accepting apologies describing people introducing oneself & others social expressions expressing admiration 	<ul style="list-style-type: none"> a paragraph about a neighbour of yours a paragraph about your friend an informal letter giving news an article about stereotypes related to China
<ul style="list-style-type: none"> modals (<i>must, have to, should, ought to, mustn't</i>) <i>will & going to</i> time words future tenses 	<ul style="list-style-type: none"> importance of trees forests 	<ul style="list-style-type: none"> making suggestions agreeing & disagreeing expressing interest 	<ul style="list-style-type: none"> an article about wildlife habitats in Canada a letter to a friend about your plans to help the environment a letter asking for information
<ul style="list-style-type: none"> past tenses <i>used to & would</i> adverbs of time & movement 	<ul style="list-style-type: none"> announcements holiday problems guided tours 	<ul style="list-style-type: none"> describing pictures booking a guided tour asking for details expressing dissatisfaction 	<ul style="list-style-type: none"> an article about your worst holiday experience a letter to a friend of yours from a holiday hotel a paragraph about your holiday habits when you were younger a story (1st-person narrative)
<ul style="list-style-type: none"> reported speech (statements, questions, commands) <i>say & tell</i>, reporting verbs 	<ul style="list-style-type: none"> telephone etiquette ICT courses 	<ul style="list-style-type: none"> making polite requests telephone etiquette describing pictures 	<ul style="list-style-type: none"> Dos & Don'ts when dining out an e-mail about school life a for-&-against essay
<ul style="list-style-type: none"> defining & non-defining relative clauses comparatives & superlatives 	<ul style="list-style-type: none"> The Day of the Dead in Oaxaca 	<ul style="list-style-type: none"> inviting & accepting or refusing an invitation making decisions exclamations 	<ul style="list-style-type: none"> an article about the mythical creature phoenix an e-mail describing a dream a paragraph describing a festival a story (3rd-person narrative) an advert for a town walk
<ul style="list-style-type: none"> articles quantifiers adverbs question tags echo tags reflexive pronouns 	<ul style="list-style-type: none"> film review Internet safety 	<ul style="list-style-type: none"> expressing viewpoints asking about a problem/offering help recommending a film/game computer problems 	<ul style="list-style-type: none"> a short interview instructions on how to send a text message a questionnaire a letter to a friend, reviewing a music CD
<ul style="list-style-type: none"> modals: possibility, probability, certainty (<i>may, might, must, can't, could</i>) making deductions/assumptions 	<ul style="list-style-type: none"> fact file precautions for avalanche extreme weather conditions 	<ul style="list-style-type: none"> expressing possibility making assumptions/deductions describing pictures 	<ul style="list-style-type: none"> a fact file about an insect an e-mail about a natural disaster an article about a winter event an e-mail invitation to a festival
<ul style="list-style-type: none"> infinitive/-ing forms prepositions of place 	<ul style="list-style-type: none"> a sports survey gym membership 	<ul style="list-style-type: none"> asking for/giving directions avoiding direct answers expressing facts 	<ul style="list-style-type: none"> a calendar for festivals an e-mail giving advice a survey report

Focus ► introducing the themes in module 1

Divide the class into five groups (you can give each S a slip of paper with one number on it from 1-5, then ask them to find the other Ss with the same number and form groups). When the class is in their five groups, ask them to find the picture that corresponds to the number of their team. Allow Ss 4 minutes to brainstorm within their groups and come up with as much vocabulary as they can to describe each picture. Walk around the class, monitoring and prompting Ss where necessary (write: **place, people, atmosphere, feelings, theme**, to help Ss come up with ideas and provide an example for each category).

Ask each group to report all the words they came up with and use them to talk about their picture to the class. Write the vocabulary on the board. Encourage Ss from other groups to ask questions or add details.

Then, ask Ss to look through Units 1 and 2 and find the page numbers for the pictures. Ask Ss around the class to report back with their answers.

Answer Key (See overprinted answers)

Draw Ss' attention to the first picture on p.9 and ask them to scan the spread (*the other photos, the title and subtitles, the text, the rubric/prompts and tasks*) in order to speculate about the picture (*the reason why it has been chosen/in what context they expect it to be used/what they think is expected of them*).

Prompt Ss by saying:

T: Why do you think this picture has been chosen?

S1: Because it shows a bad and a good person and I think this lesson is about good and bad guys.

T: Alexander? What do you think?

S2: I agree because the title of the unit is "heroes" which describes people that are brave and kind, like Frodo, Peter Pan and Snow White in the pictures.

T: Yes, but are they real people?

S2: No. They are from films and stories.

T: Film and story characters then. What do you think "villains" means? Natasha?

S3: People or characters that are bad.

T: That's right. What do you think you have to do?

S4: I think we have to talk about the characters in the pictures, read the text and answer some questions. Oh, then we have to talk and write about our favourite hero or villain.

Ask Ss to go to the page the next picture is on and do the same. Prompt Ss where necessary.

In pairs, ask Ss to go through the list of items they have to find and elicit/explain what they are and where we would use them. Allow Ss some time to browse the units in pairs and find the page numbers. Check Ss' answers.

Answer Key

classified ads: Unit 1, p.10; Unit 2, p.42 (small advertisements you put in a newspaper when you want to buy or sell sth or look for or advertise a job)

an e-mail: Unit 1, pp.14/22 (an electronic letter you send over the Internet, used for business or keeping in touch with friends)

jokes: Unit 1, p.18; Unit 2, p.41 (short, funny stories you tell when you want to make someone laugh)

a town map: Unit 2, p.33 (a drawing of a town showing streets, roads, etc used to find your way around)

signs: Unit 2, p.30 (information displayed through pictures, symbols or words, used to tell or warn people about sth)

a quiz: Unit 2, p. 34 (a short test used to get information from people or find out how much they know about sth)

a CV: Unit 2, p. 42 (a short written document with a person's details, work history and qualifications, used when applying for a job)

Select Ss to read through the list of items that will be covered in the module. Elicit definitions or explanations for any unknown words, then ask Ss to go through the list and put a tick next to the items they feel they know or can do, a cross next to the ones they do not know or are not sure about, and a star next to the ones that they think will be the most useful. Select Ss to report one item they have ticked and one item they have put a star next to.

Explain that the module has a Culture Clip, a Literature Corner and a Curricular Cut. Elicit explanations/definitions of these sections by referring Ss to the texts and asking them to try and guess the meanings from the context.

Answer Key

The Culture Clip must be about lifestyles in different countries. This one must be about a town in the US.

The Literature Corner looks into famous books and authors. This one is a Sherlock Holmes story by Arthur Conan Doyle.

The Curricular Cuts must be short informative pieces from various school textbooks. This one seems to be about English history.

People of the World

Module 1

Units 1-2



► Look at Module 1

- Find the page numbers for pictures 1-5. *Pic. 1 p. 9*
Pic. 2 p. 26 *Pic. 3 p. 41* *Pic. 4 p. 26* *Pic. 5 p. 17*

► Find the unit and page number(s) for

- classified ads ☐
- an e-mail ☐
- jokes ☐
- a town map ☐
- signs ☐
- a quiz ☐
- a CV ☐

► Listen, read and talk about ...

- character & appearance
- habits/routines/lifestyles
- places & geographical features
- signs
- jobs/workplaces/job qualities

► Learn how to ...

- describe people
- talk about personal qualities
- socialise
- make choices

- express likes/dislikes/preferences
- ask for/give directions
- act out a job interview

► Practise ...

- the present simple/continuous
- adverbs of frequency
- question words
- comparative/superlative forms
- ing/infinite forms
- pronunciation
- intonation (expressing surprise & concern in stressed syllables)
- phrasal verbs: *get, put*

► Write ...

- a short paragraph about your favourite hero(ine) or villain
- a classified ad
- an e-mail to a friend
- an informal letter of advice
- a short article about yourself and where you live
- a short description of your neighbourhood
- a short quiz about Beijing
- a letter of application

Culture Clip: Celebration—dream town in USA

Literature Corner: A scandal in Bohemia

Curricular Cut (History): Elizabeth I

1a Heroes & Villains

Lead-in

- 1 a. Which of the characters in the pictures are heroes/heroines and which are villains?
- b. Who has got ...
 - curly brown hair Frodo Baggins
 - pointed ears Peter Pan
 - a long white beard Saruman
 - a black moustache Captain Hook
 - a magic mirror The Wicked Queen
 - a sharp metal hook instead of a hand Captain Hook
 - a magic staff Saruman
 - a broad-brimmed hat Captain Hook
 - shiny black hair and rosy cheeks Snow White

Frodo Baggins has got curly brown hair.

Listening

- 2 a. In pairs, decide which of these adjectives best describe each character in the pictures.

mischievous & daring <i>Peter Pan</i> cunning & dangerous <i>Captain Hook</i> kind & caring <i>Snow White</i>	vain & cold-hearted <i>the Wicked Queen</i> polite & considerate <i>Snow White</i> evil & greedy <i>Saruman</i> brave & honest <i>Frodo Baggins</i>
---------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------

A: Who do you think is mischievous and daring?

B: I'd say Peter Pan.

- b. Listen and check. Which extra character is described?

Reading

- 3 Look at the pictures and the title of the article. What does the title mean?



Frodo Baggins

Saruman

Characters Larger than Life

In any book, cartoon or film we all love to see the heroes **defeat** the villains, save the world, win the girl and live happily ever after. But just between you and me, don't we feel a little bit sorry for the villains as well?

Saruman, from *The Lord of the Rings*, is an **all-time** favourite villain, the type of villain I like. He is a tall wizard with a long white beard and cold dark eyes. He wears a long white robe and carries a magic staff. **Once** he was a good wizard but the **power** of a magic ring has made him evil and greedy and now he wants to **rule** the world. Only Frodo, the small **ring bearer**, can stop him.

Frodo Baggins, a Hobbit, is small, brave and honest, with bright eyes, curly brown hair and very large hairy feet! His **mission** is to take the magic ring to Mordor where it will be destroyed. He travels with some friends and together they have to face many dangers. Gandalf, a **wise wizard**, protects them and shows them the way.

Another of my favourite heroes is Peter Pan, a mischievous, daring boy with pointed ears who can fly and never grows older. Peter and his friends, the

Lost Boys, have a dangerous enemy 30 called Captain Hook.

With his black moustache, **cruel** **laugh** and a sharp metal hook instead of a hand, the cunning Captain Hook is a perfect villain. He always wears a broad-brimmed hat and fine clothes. He lives with a **band** of pirates on his ship, the *Jolly Roger*, making plans to **kidnap** the Lost Boys and **capture** the boy he hates. 35

Not all villains are men. The Wicked Queen in *Snow White* is one of the most cold-hearted villains ever. Beautiful but vain, the queen asks her mirror every day, "Mirror, mirror on the wall, who is the **fairest** of them all?" The answer 45 always pleases her, until one day the mirror replies that kind and caring Snow White is even prettier than her. The jealous queen is so angry that she **dresses up** as an old woman and gives 50 Snow White a **poisoned** apple.

Whether heroes or villains, these are the characters I admire the most. I love to watch the heroes fight the villains and **eventually see good win over evil**. I also 55 **can't help feeling** for the villains and their weaknesses; I just love to hate them! These stories are timeless and the characters are definitely larger than life.

Objectives

Reading: • four-option multiple choice (article)
• matching (job advertisements) • multiple choice cloze (article) • True/False (literary extract)

Vocabulary: • character and appearance adjectives
• compound nouns describing appearance
skills – explaining words from context; remembering new words with their opposites; asking for, giving and justifying advice

Grammar: prepositions with descriptive adjectives; present simple & continuous; adverbs of frequency; question words

phrasal verb – get

Listening: • matching • multiple choice
skills – listening for confirmation; listening to match people to their activities; listening for specific information

Speaking: • simulated situation (talking about a leader's qualities) • extended turn (describing a fictional character) • general conversation (talking about people Ss know; describing cartoon characters; interviewing a partner about his/her lifestyle; making choices) • role play – socialising

Intonation: expressing surprise/concern

Writing: • sentence transformations • a letter of advice

Writing – a short paragraph describing a hero(ine) or villain; an advertisement; an e-mail

1 a. **Focus ►** introducing the theme of the unit

Look at the title of the unit. Elicit what the words **hero**, **heroine** (a leading character who is good) and **villain** (a leading character who is bad) mean by referring Ss to the pictures. Ss decide which characters are villains and which are heroes/heroines. Ss can also say which films/stories these characters are from.

Answer Key

Frodo Baggins – from "The Lord of the Rings" – hero

Saruman – from "The Lord of the Rings" – villain

Captain Hook – from "Hook"/"Peter Pan" – villain

Peter Pan – from "Hook"/"Peter Pan" – hero

The Wicked Queen – from "Snow White and the Seven Dwarfs" – villain

Snow White – from "Snow White and the Seven Dwarfs" – heroine

b. **Focus ►** vocabulary describing appearance

Ask Ss to look at the pictures again. Read out the phrases one at a time and elicit/explain any unknown words. Ask Ss to match the descriptions to the characters.

e.g. Who's got curly brown hair?

Answer Key (See overprinted answers)

2 a. **Focus ►** adjectives describing character

Read out the list of adjectives and elicit/explain the meaning of each one by giving synonyms, opposites or examples, e.g.

mischievous – naughty, playful

daring – brave

Ss work in pairs and decide which adjectives best describe each character.

Answer Key (See overprinted answers)

Suggested Answer Key

A: Who do you think is cunning and dangerous?

B: I'd say Captain Hook is cunning and dangerous.

A: Who do you think is kind and caring?

B: I'd say Snow White is kind and caring.

A: Who do you think is vain and cold-hearted?

B: I'd say the Wicked Queen is vain and cold-hearted.

A: Who do you think is polite and considerate?

B: I'd say Snow White is polite and considerate.

A: Who do you think is evil and greedy?

B: I'd say Saruman is evil and greedy.

A: Who do you think is brave and honest?

B: I'd say Frodo Baggins is brave and honest.

b. Explain that Ss are going to listen to a TV presenter talking about this week's films. Explain the task, then play the cassette/MP3, twice if necessary.

Answer Key

The extra character is Superman. He is polite and considerate.

3 **Focus ►** prediction about the text

Read out the title and elicit Ss' ideas about what it means.

Suggested Answer Key

I would say that "Characters Larger than Life" means that the hero's/ heroine's characteristics are rather exaggerated. For example, the evil villains in films and books are more evil than real life villains.

4 **Focus ►** reading for specific information

Explain the task. Present Study Skills tip. Tell Ss they need to follow this advice to complete the task successfully. Allow Ss time to read the text silently. Do question 1 with Ss. Ask a student to read out the question, stressing the key words. Elicit that this is a general question about the text. Ss in pairs read out options A-D, underline and stress key words. Help Ss rephrase the meaning of the options. Allow Ss time to refer back to the text, underline and choose their answer. Ask a pair of Ss to report back to class, justifying their answer with examples from the text. Elicit feedback from the rest of the class and help Ss decide on the correct answer. Explain that they should follow the same procedure for the rest of the questions.

Answer Key (See overprinted answers)

Ss make a list of the highlighted words and work in pairs to find their meanings. Alternatively, this exercise lends itself well to dictionary work. Ask Ss to look at the first highlighted word, **defeat**. Elicit/Explain what part of speech it is (v). Ask Ss to predict its meaning from the context. Now ask Ss to look the word up in their dictionaries and check their answers. Ss report back to the class. Then in pairs, Ss look up the next word, **all-time**. Walk around, monitoring the task and helping Ss where necessary. Explain that hyphenated words or compound nouns (e.g. *ring bearer*) are not usually found together in a dictionary and that Ss may have to look up each word individually.

Suggested Answer Key

defeat (v): beat

all-time (adj): best/worst/etc ever

once (adv): at a certain time in the past

power (n): strong force

rule (v): govern, reign, control

ring bearer (n phr): someone who carries a ring

mission (n): a special task that needs to be completed

wise (adj): knowledgeable, sb who has experience and knowledge about a wide number of things

wizard (n): a man who has magic powers

cruel (adj): nasty, evil, wanting to hurt

laugh (n): the sound we make when we are happy/amused

band (n): group

kidnap (v): take a person away illegally by force, usually in order to demand money in exchange for releasing him

capture (v): take someone as a prisoner

fairest (adj): the most beautiful (woman)

dress up (phr v): put on different clothes to disguise oneself

poisoned (pp): containing a deadly substance

eventually (adv): gradually, in the end

good win over evil (phr): the heroes win the battle against the villains

can't help (exp): can't stop oneself from

feel for (phr v): be sympathetic towards what someone is suffering

5 **Focus ►** summarising a text

Tell Ss that as they listen and read, they should underline key elements (*characters, who/what they are, what they want, what they do or what must be done*) that will help them summarise the stories. Play the cassette/MP3. Ss listen and underline the parts of the text they think are important.

Alternatively, Ss can draw concept maps as they listen. Concept maps are an excellent way to remember key elements and summarise.

Ss brainstorm in pairs for an alternative title. Explain a title must be short and eye-catching.

Suggested Answer Key

Good Guys & Bad Guys

All-time Favourite Heroes and Villains

(Ss' own answers)

6 **Focus ►** speaking from notes

Make notes on the board in the form of the model below, but put a question mark next to Name. Use your notes to present your favourite TV hero(ine)/ villain. Use a timer and challenge the Ss to guess the answers.

Suggested Answer Key

Name: Clark Kent/Superman – hero

Appeared: in a comic strip, films and TV series

Character: brave, caring

Appearance: handsome, tall, strong, dark hair

Story: He is sent to Earth from Krypton as a child. And he grows up to discover he has special powers. He uses these powers to fight evil.

Now ask Ss to make their own notes and invite individual Ss to come up to the board and make their own presentations.

(Ss' own answers)

Writing

Go through the example in the S's Book. Ss orally adapt their notes from Ex. 6 to fit the model. Walk around the class monitoring the activity and offering feedback. Alternatively, assign the task as HW.

Suggested Answer Key

Clark Kent from Superman is my favourite hero. He is a handsome young man, tall with dark hair. He is brave but also caring.

He is just over a year old when his father discovers that Krypton is no longer a safe planet and sends him to Earth. Jonathan and Martha Kent find him and adopt him.

As he grows up, Clark Kent discovers his super powers so his parents tell him the truth about his past. He moves to Metropolis and works for The Daily Planet as a journalist. He leads a double life as he is Superman, too, saving people from danger and fighting evil.

STUDY SKILLS

Reading effectively

Read the text once quickly. This will help you understand what type it is, the author's purpose and its general content. Read the questions and the options. Read the text again carefully and find the part of the text each question refers to. The information may be phrased in different words.

- 4** Read the text and for each question (1-4) choose the best answer A, B, C or D. Then, explain the highlighted words.
- What is the writer's main purpose in writing the text?
 - To describe how heroes catch villains.
 - To describe some well-known heroes and villains. (lines 8, 26)
 - To tell some well-known cartoon stories.
 - To tell some well-known fairy tales.
 - What does the writer say about Saruman?
 - He was not always evil. (lines 12-15)
 - He is the writer's favourite character.
 - Frodo wants to destroy him.
 - He has lost a valuable ring.
 - Which of the statements is true of Captain Hook?
 - He works on his own.
 - He has a partner called Jolly Roger.
 - He has a black beard.
 - He takes care of his appearance. (lines 35-36)
 - What is the writer's opinion of villains?
 - They are more important than the heroes.
 - He likes them more than the heroes.
 - He is happy to see them lose. (lines 53-55)
 - They are just as important as the heroes.
- 5** Listen and read. Say a few words about the stories and suggest another title for the text.

Speaking

- 6** Tell the class about your favourite film or TV hero(ine)/villain. Talk about:

- the character's name • where he/she appears
- character • appearance • what happens in the story

Writing

Use your answers from Ex. 6 to write a short paragraph for a teen magazine about your favourite hero/heroine or villain. Use the second and third paragraphs of the text as a model. Start like this:

..., from ..., is my favourite ... He/She's ...

Captain Hook

Peter Pan

The Wicked Queen

Snow White

Character

► Reading

- 1 a. What type of texts are A and B?
What do you think they are about?
- b. Read the texts. Which advert...
- wants actors to advertise something?
 - asks people to apply by post?
 - only wants three people?
 - wants only male actors?
- c. Underline the character adjectives in the adverts. Use them to answer the questions.

What do we call a person who ...

- has good manners?
- likes to hurt or upset people?
- shows understanding of other people's needs?
- is very proud of their looks?
- expects good things to happen?
- cares only about himself/herself?
- doesn't get upset or angry?
- gives more than is usual?

STUDY SKILLS

Remembering new words:
Opposites

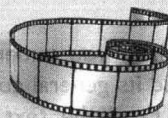
Learn words in pairs of opposites. This will help you remember them more easily.

- 2 Match the adjectives to their opposites. What prefixes do we use to form negative adjectives?

polite	_____	dishonest
patient	_____	impolite
honest	_____	impatient
sensitive	_____	insensitive
friendly	_____	unfriendly
caring	_____	unselfish
selfish	_____	uncaring

Actors wanted for new film "Bad Guys".

Location: Brooklyn **Audition date:** 14th September

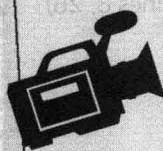


Send pictures and CVs to:

**Michael Glover,
Chimera Filmworks
Inc. PO Box 304,
Brooklyn, New York**

Characters:

- ☆ **Sean** - 25-30, dark complexion, tall, medium build, good looking, cruel and greedy
- ☆ **Stacy** - 30-36, pale complexion, medium height, slim, average looks, vain and selfish
- ☆ **Laura** - 26-32, fair complexion, short, average build, pretty, optimistic, caring, sensitive and honest



CASTING CALL

FOR TV COMMERCIAL

Location: Creative Edge Studios, Los Angeles **Seeking:** Three male actors

- **Jack:** handsome, blond hair, blue eyes, aged 18-23; friendly, patient, polite, generous, easy-going.
- **Buddy:** good-looking, dark curly hair, moustache, in early twenties; friendly, generous, easy-going.
- **Delivery Guy:** tall, strong build, in late twenties; impatient, bossy, rude.

Also seeking: male and female extras, aged 16-18.

Actual shooting date is Sunday, 28th September.

Please call Dawn Reed with any questions 703-478-0880

► Speaking

- 3 In pairs, use character adjectives to talk about people you know.

A: Have you met our new neighbour?

B: No, I haven't. What's he like?

A: He's very friendly and polite!

Appearance

- 4 Which words in the adverts (A & B) describe appearance/height/build?
- 5 Circle the odd words out. Justify your answers.

1 crooked, straight, almond-shaped, long **nose**

2 bright, blonde, green, dark **eyes**

3 well-built, spiky, curly, wavy, short **hair**

4 round, shoulder-length, oval, pretty **face**

- 1 The odd word out is "almond-shaped" because this describes somebody's eyes.

1 a. **Focus ►** distinguishing text genre and content

Ask Ss to look at the two texts and elicit where they could be found. Ss then say what they expect to read in them. Help Ss if necessary.

Suggested Answer Key

They are job advertisements. They could be found in a newspaper or on a noticeboard. They probably give information/details about the job advertised.

Extension: Bring various reading resources, such as ads, articles, reports, brochures, leaflets and so on. Elicit answers from Ss as to their genres. Present the class with a file and assign a pair of Ss the task of filing the reading resources. Tell Ss that from now on if they come across an interesting text, they can bring it into class and place it in the file for everyone to read.

b. **Focus ►** reading for specific information

Read out the questions. Do question 1. Ss read the advertisements. Allow Ss two minutes to complete the task. Check Ss' answers.

Answer Key

- 1 B (for TV commercial/seeking: Three male actors)
- 2 A (send pictures and CVs to ... PO Box 304, ...)
- 3 A (characters: Sean, ..., Stacy, ..., Laura, ...)
(Ad. B mentions: Also seeking ...)
- 4 B (seeking: Three male actors – only wants female extras)

c. **Focus ►** defining adjectives

Allow Ss two minutes to underline the adjectives. Go through the questions and check Ss' answers.

Answer Key (See overprinted answers)

Answer Key

- | | |
|--------------------|----------------------|
| 1 polite | 5 optimistic |
| 2 cruel | 6 selfish |
| 3 caring/sensitive | 7 easy-going/patient |
| 4 vain | 8 generous |

2 **Focus ►** adjectives in pairs of opposites

Present the Study Skills tip. Explain the task. Do item 1 with Ss. Then, Ss complete the exercise. Check Ss' answers.

Answer Key (See overprinted answers)

dis-, im-, in-, un-

Extension: Write two sets of cards; one with adjectives from the unit and the other with antonyms. Divide the class and give half the class one adjective card each and the other half one antonym card. Give them two minutes to find the S with the antonym to their adjective and write one sentence containing both their words. Each pair then reads their sentences out to the class.

3 **Focus ►** describing people's character

Explain the task. Elicit various people Ss would know (*new teachers, classmates, neighbours, etc.*). Model the example. Ss work in pairs. Check Ss' answers by asking pairs to present their chosen person to the class.

Suggested Answer Key

A: *Have you met the new teacher yet?*

B: *No, not yet. What's she like?*

A: *She's patient, friendly and polite.*

4 **Focus ►** vocabulary related to appearance

Explain the task. Ss read the advertisements in Ex. 1 again. Check Ss' answers.

Answer Key

Appearance

dark complexion	average looks	blue eyes
good looking	fair complexion	dark curly hair
pale complexion	pretty	moustache
	handsome	in early/late twenties
	blond hair	

Height

tall
medium height
short

Build

medium build
average build
strong build
slim

5 **Focus ►** practising collocations

Explain the task. Ss complete the exercise in pairs. Check Ss' answers. Ask Ss to justify their answers and say with which words the odd words out collocate with.

Answer Key

- 2 **blonde** – describes hair [*Point out to Ss that blond is used for male – blonde for female.]
- 3 **well-built** – describes person, figure, etc.
- 4 **shoulder-length** – describes hair

6 **Focus** ▶ listening for specific information

Explain the task. Allow Ss time to look at the picture carefully. Encourage Ss to predict the setting. Play the cassette/MP3. Ss complete the exercise. Check Ss' answers.

Answer Key (See overprinted answers)

Game

Divide the class into teams. Appoint a leader, who chooses a person from the picture and writes this person's name on a piece of paper. A S from Team A goes first and asks a question. The leader can only answer *Yes* or *No*. If a S does not ask a *Yes* or *No* question, then he/she misses a turn. Note that a team must be certain about who they think the mystery person is before they decide to tell the leader, because if they are wrong, they get a penalty and miss their next two turns.

e.g. (continued from example in the S's book)

Leader: No.

Team E S1: Has he got a beard?

Leader: Yes.

Team D S1: Has he got a moustache?

Leader: Yes.

Team A S2: Is it Sam?

Leader: No. Team A you miss your next two turns.

Team B S2: Is he wearing a tie?

Leader: No.

Team C S2: Is it Alex?

Leader: Yes. You win.

7 **Focus** ▶ descriptive adjectives with prepositions

Explain the task. Ss work in pairs. Check Ss' answers.

Answer Key (See overprinted answers)

Suggested Answer Key

My brother is good at drawing portraits.

My cousin, Sally, is afraid of spiders. etc

Writing

Ask Ss to read the rubric and underline the key words. Ask Ss questions to check comprehension.

e.g. Teacher: What do you have to write?

S1: An advert.

Teacher: What for?

S2: For two actors for a new TV series.

Teacher: Who is advertising?

S3: A TV studio.

Draw Ss' attention to the first advert in Ex. 1. Tell Ss to read the prompts in the task and check how they have been covered in the model. Brainstorm for ideas and write them on the board. Ss open the writing section of their notebooks and copy the ones they find the most interesting.

Ss complete the task in class. Walk around, monitoring the task. Make notes of any difficulties Ss may have had. When the whole class has finished, write the most typical errors on the board and ask Ss to explain and correct them. Ss check their work once again. Check Ss' answers.

Alternatively you can assign the task as HW provided you have gone through it orally in class.

Suggested Answer Key

Two male actors wanted for new TV series.

Location: London

Audition date: 1st September

Characters:

Jake: tall, handsome, blond hair, blue eyes, aged 25-30, easy-going, cheerful and friendly

Robert: well-built, dark hair and dark eyes, aged 25-30, rude, cruel, selfish

Send photographs and CVs to:

Jennifer Ryan

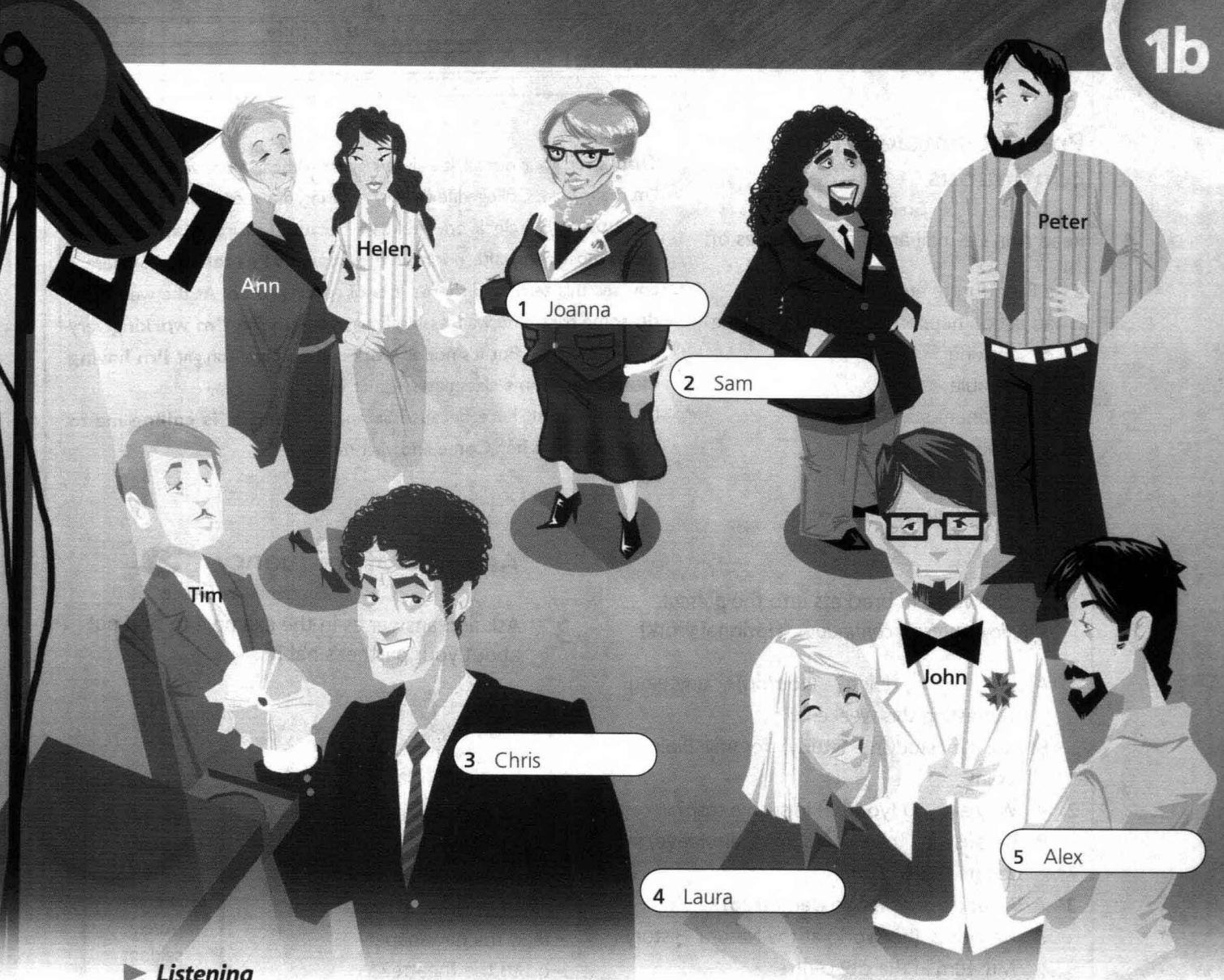
Pinewood Studios

Pinewood Rd

Iver Heath

Buckinghamshire

SLOONH



► Listening

- 6 Who is who? Look at the picture, listen and write the names: *Alex, Chris, Joanna, Laura* and *Sam* for people 1-5. What does each person look like?

GAME

Think of a person from the picture above. In teams, try to guess who this person is. Each team can ask five yes/no questions.

Team A S1: *Is it a man?*

Leader: *Yes.*

Team B S1: *Has he got curly hair?*

Adjectives with prepositions

- 7 Underline the correct preposition. Use the adjectives to tell your partner about people you know.

- 1 John is good at/on languages.
- 2 She is very good on/to her patients.

- 3 He is very friendly with/of my parents.
- 4 She's afraid for/of dogs.
- 5 Pat is jealous of/at her sister.
- 6 He is kind to/with his parents.
- 7 Ann is patient of/with children.
- 8 Pete is rude to/at his friends.

Writing

The TV studio you work at as a secretary is looking for two actors for a new TV series. Write an advert (30-50 words), stating:

- what the advert is for
- location & audition date
- age & appearance of each character
- what types of character you want the actors to play
- contact name & phone number

Use advert A in Ex. 1 as a model.

Present simple & present continuous

Grammar Reference

1 Read Ann's e-mail and find examples of:

- a fixed future arrangement
- an action happening around the time of speaking
- a timetable
- a permanent state
- a temporary situation
- a habit/routine
- an action happening now

2 a. Put the verbs in brackets into the present simple or present continuous. (Optional work)

- A: Are you doing (you/do) anything interesting this weekend?
B: No, I'm studying (study) for my Biology exam.
- A: Why are you (you/be) in such a rush?
B: Because my train leaves (my train/leave) in ten minutes.
- A: What does James do (James/do)?
B: He works (he/work) at the Natural History Museum in the city centre.
- A: Do you like (you/like) your flat?
B: Not really. Actually, I'm looking (look) for a new one at the moment.
- A: Nina looks (look) nervous.
B: She is. She's seeing (see) the dentist this afternoon.
- A: Does he want (he/want) to go to the theatre this evening?
B: He can't. He has (got) (have) an important business appointment.
- A: Why isn't Anna coming (not/Anna/come) to work these days? Is she ill?
B: No, she's on leave. She's getting (get) married next week.
- A: How much does the brain weigh (the brain/weigh)?
B: About 2% of your total body weight, and it uses (it/use) 20% of your body's energy.

b. Can you find any stative verbs in Ex. 2a?

From: Ann To: Emily
Subject: Hi!

Dear Emily,

Thanks for your e-mail. It's always great to hear from you. As for me, I'm really busy. College life **is** very exciting, but there's so much to do. I **get up** at 8 o'clock on weekdays because lectures **start at** 9:30. I spend most of my afternoons in the library as I'm **taking** six different courses this term and there's lots of reading to do! At the weekend I **do** some part-time waitressing. So, as you can see, I'm **working** very hard these days. But it's not all work and no play. Tonight I'm **having dinner** with some classmates. I can't wait!

I'd better finish here because Sarah, my flatmate, **is calling** me to come and help her. Come and visit me soon!

Ann

Adverbs of frequency

Grammar Reference

3 Ask and answer as in the example to find out about your partner's habits.

How often...

- get up before 6 a.m.?
- play computer games?
- watch TV?
- be on time for work/school?
- listen to classical music?
- read the newspaper?
- go to the theatre?
- go out with your friends?

always
usually
often
sometimes
rarely
seldom
never

A: How often do you get up before 6 a.m.?

B: I never get up before 6 a.m. I usually get up at about 7:30.

► Listening

4 a. Listen and match the people to what they are doing. There is one extra picture.

1 D 2 3 E 4 A 5 C 6 B

- George
- Paul and Steve
- Kate and Jill
- Simon
- Miranda

b. In pairs ask and answer as in the example.

A: Is George talking on the phone?

B: No, he isn't. He's...