

经全国中小学教材审定委员会2004年初审通过
普通高中课程标准实验教科书（必修）

牛津系列

Advance with English

英语

（高一下学期）

教师教学用书

译林出版社
牛津大学出版社

Student's Book

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Teacher's Book

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高中《英语·教师教学用书》

使用说明

为了帮助教师更好地使用普通高中课程标准实验教科书《英语》，我们编写了这本高中《英语·教师教学用书》，对各单元中每个板块进行详细说明，提供具体教学建议以及相关补充材料。

第一部分 **Overview** 概述本单元的内容、功能、学生的活动，以及学生在学完本单元后应具有的能力和应达到的目标。

第二部分 **Highlights of the unit** 用图表的形式列出本单元的话题、功能、词汇、语法、学习策略和文化特色。

第三部分 **Teaching suggestions** 对每个板块的教学进行具体指导。首先，对各个板块的设计目的、编写意图、教学内容、教学策略以及应达到的要求等做了简要说明，对该板块教学中应注意的方面也做了一定的提示。然后给出具体的教学建议和步骤，并从三个方面 (Notes, Resources, Answers) 对教师的教学提供帮助。

1 **Teaching suggestions** 具有以下几个特点：

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

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

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

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

E 引进新的教学模式，体现新的教学理念。高中《英语·教师教学用书》所采

用的教学策略与教学方法按照《普通高中英语课程标准(实验)》精神,确立了以学生为主体的教学指导思想,充分考虑学生的需要,从“优化学习方式,提高自主学习能力”出发,设计各项教学步骤。

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

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

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

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

另外,为了方便教师教学,我们有意地将《学生用书》和《练习册》的使用结合起来,在课文的教学中,插入了与课文内容相关的《练习册》习题题号,以帮助学生进行及时巩固和拓展。在本书的附录中,我们提供了《练习册》听力录音文字稿及习题答案。

编 者

2005 年 3 月

高中《英语·学生用书》

编写说明

2003 年教育部颁布了《普通高中英语课程标准（实验）》（以下简称《课标》），提出了外语教育教学的新理念、课程设计的新思路和新目标，同时也对高中英语教学资源开发和教材的编写提出了具体的要求。

根据《课标》“英语教材要以英语课程标准规定的课程目标和教学要求为编写指导思想，在满足课程标准基本要求的前提下，教材内容应尽可能灵活多样，满足不同学生的需要。”的要求，我们编写了这套课程标准高中《英语》，供普通高中教学使用。现就教材编写指导思想、教材主要特点、教材体系结构、教学时间分配建议和教材建制作如下说明。

一、教材编写指导思想

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

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

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

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

5 采用多元化的评价方式，促进学生不断发展。课程标准高中《英语》既关注学生的学习过程，又关注学生的学习成果，通过形成性评价，促进学生自主地和创

造性地开展学习活动，让学生对自己的知识学习、综合语言运用能力培养以及学习中表现出来的情感态度和价值观进行自我评价，以便及时地调整自己的学习目标，改进学习方法，提高学习效果。

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

二、教材主要特点

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

2 题材广泛，内容丰富，语言地道。课程标准高中《英语》中的题材涵盖了现实生活的各个方面，如：学校生活、当代社会、自然之谜、环境保护、人际关系、科学研究、世界风俗、时尚潮流、人生规划、广告、体育、商业等等，贴近社会现实和学生生活实际，强调学生经验、学科知识和社会发展三方面内容的整合，具有科学与人文价值。教材内容的编写、选择和组合体现了思想性、时代性、真实性、趣味性和多样性。教材的语言优美，既考虑到了语言本身的地道和自然，也考虑到了语境的真实性。语言输入量适当，难度适中，文字通俗易懂，有利于培养学生良好的语感。

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

4 用英语做事情，在活动中学习和掌握英语。课程标准高中《英语》体现“做中学英语(do to learn)”的教学思想，以话题为主线，活动为形式，将话题、功能、任务、结构有机地结合起来。教材各单元中板块的设计都围绕某一个话题展开，各个板块组织和安排了听、说、读、写的活动，引导学生积极尝试，主动实践，进行探

究性学习。学生在参与活动、完成任务的过程中,逐步提高综合运用英语的能力。

5 学习策略的培养渗透到教学过程各个环节。课程标准高中《英语》教学过程的设计重视帮助学生运用学习策略。阅读等板块含有明确的学习策略指导，让学生“学会学习(learn how to learn)”。学生在使用教材过程中可以形成具有个性的学习策略和有效的学习方法，如：学会在完成听、说、读、写等任务的过程中采用正确的步骤和方法；学会在整个学习过程中如何有目的、有计划地去合理安排学习活动，并通过自我评价来调整自己的学习进程，从而达到最佳学习效果；学会争取更多的交际机会，利用各种渠道使用英语；学会合理并有效地利用多种媒体，独立地获取语言或非语言的信息和资料，并能加以整理、分析、归纳和总结。学生掌握有效的学习策略，有助于提高学习效率，促进自主学习能力的发展。

三、教材体系结构

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

表 1 课程标准高中《英语》课程结构图

级别	必修课程（共 5 个模块）		选修课程							
			系列 I 顺序选修课程（共 6 个模块）		系列 II 任意选修课程					
	模块 名称	对应课本	模块 名称	对应课本	语言知识 与技能类： 初级英语 语法与修 辞	语言应 用类： 初级经 贸英语	欣 赏类： 英语文 学欣 赏入 门			
九级			英语 11	英语第 11 册						
			英语 10	英语第 10 册						
			英语 9	英语第 9 册						
八级			英语 8	英语第 8 册						
			英语 7	英语第 7 册						
			英语 6	英语第 6 册						
七级	英语 5	英语第 5 册								
六级	英语 4	英语第 4 册								
	英语 3	英语第 3 册								
	英语 2	英语第 2 册								
	英语 1	英语第 1 册								
义务教育阶段 1 — 5 级										

任务与要求，最后一项为 Self-assessment 自我评估表。各单元板块之间联系密切，相互关联，形成一个有机的整体，充分体现了单元的整体性。各单元按以下板块展开：

1 Welcome to the unit

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

2 Reading

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

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

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

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

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

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

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

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

3 Word power

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

4 Grammar and usage

该板块通过语法规则的讲解与多种图示的呈现, 让学生比较全面系统地掌握语法知识。讲解通俗明了, 浅显易懂。学生可以根据语法规则, 完成书中的练习。该板块语法练习一般都要求在语篇中完成, 避免了学生死抠语法, 生搬硬套。语法配有精炼恰当的文字说明和一目了然的图片、表格, 所选例句语言地道。语法训练所选用的语言材料和所设计的练习与单元话题相联系。对于一些已在初中阶段学过的语法项目, 则注意在原有的基础上有所拓展和延伸。

5 Task

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

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

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

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

步骤 3 通常让学生在获取信息的基础上去分析信息、处理信息, 完成一项书面任务。该步骤体现任务 (Task) 板块的最终成果, 设计了各种富有情景、适合学生能力水平的写作任务, 如出通知、写电子邮件、书信等, 并提出了相应的要求。学生可通过写作实践, 了解各种文体的格式和要求, 掌握基本写作技能。

6 Project

该板块引导学生进行探究性学习, 把英语听、说、读、写的训练从课堂内拓展到课堂外。首先提供与该单元话题有关的具体阅读材料, 让学生从中受到启发, 引起用英语开展某一活动的兴趣。然后根据所给的具体步骤, 通过小组讨论、分工合作、调查访谈、信息检索、交流汇报等形式的活动, 用英语去做一件事情, 最后呈现学习成果, 创造性地完成学习任务, 培养综合运用语言的能力。

7 Self-assessment

该板块分为A、B两部分。

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

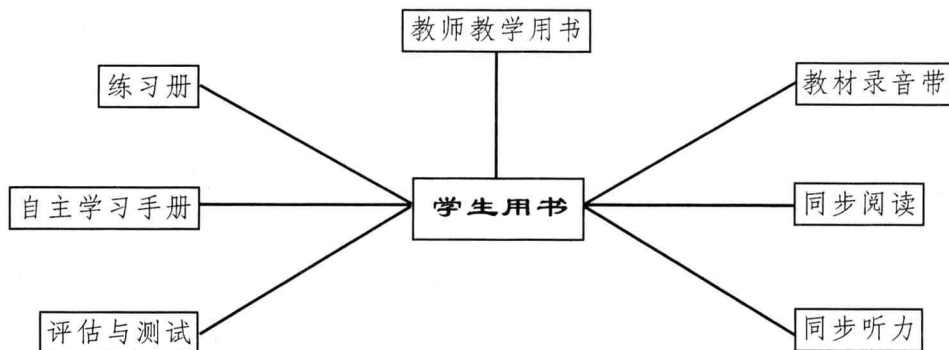
B部分要求学生对自己学习过程中不足的方面提出改进意见，调整学习策略，促进自己综合语言运用能力的全面发展。

四、教学时间分配建议

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

五、教材建制

全套教材由以下部分组成：



编者

2005年3月

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Advertising

Overview

This unit introduces and develops the theme of advertising. In *Welcome to the unit*, students are presented with six advertisements: three persuade people to buy a product or service and the other three make people think about problems in society. Students are expected to identify the differences between these two types of advertisements. The *Reading* text is an article about advertisements written by a student for her English project. The article mainly talks about the two types of advertisements—commercial advertisements and public service advertisements (PSAs). It talks about the differences between them, the methods used in advertising and China's public service advertising campaign. *Word power* focuses on how to create adjectives by adding suffixes to nouns or verbs and vocabulary that are used in sales and marketing. In the *Grammar and usage* section, students will learn the definitions and the functions of direct speech and reported speech, and how to change direct speech into reported speech in different tenses and sentence structures. The *Task* section requires students to write an advertisement. Students will first learn to listen for statistics and descriptions, then to state opinions and give supporting reasons, and finally to use different sentence types correctly to design an advertisement. Students will practise the skills of listening, speaking, reading and writing. In the *Project* section, students are asked to develop an advertisement campaign, promoting an issue dealing with public welfare.

This unit provides students with the opportunity to learn about topics related to advertising. Students will gain some knowledge about advertisements, the social effects of advertisements and how to write an advertisement. They will also learn how to read expository writing. Integrated skills of listening, speaking, reading and writing are practised and reinforced.

Guide to pages

Sections of the unit	Student's Book	Teacher's Book
Welcome to the unit	page 1	pages 3–5
Reading	pages 2–5	pages 5–10
Word power	pages 6–7	pages 10–12
Grammar and usage	pages 8–11	pages 12–15
Task	pages 12–17	pages 16–20
Project	pages 18–19	pages 20–22
Self-assessment	page 20	page 22

Highlights of the unit

Topic	Advertising
Functions	<p>1 Stating opinions and giving supporting reasons <i>Even if an ad does not lie, it does not mean it tells you the complete truth.</i> <i>All of these ads are meant to be helpful, and you can often learn a lot by following the advice they give.</i> <i>This one is very clever, because it tells customers that they are good cooks.</i> <i>I think packaging is important because it attracts customers' attention.</i></p> <p>2 Describing an increase, a decrease, no change, trends, a range, an average and a limit <i>There was an increase of 40 per cent.</i> <i>The figure stayed the same.</i> <i>The downward trend continued until the following year.</i></p>
Vocabulary	<p>advertise, share, persuasive, product, service, promote, place, intended, educate, welfare, complete, law, lie, untrue, claim, aware, toothpaste, breath, advertiser, cure, customer, connect, trick, creative, public, lead, nationwide, campaign, drug, deal, social, school, commit, smart, satisfied, publisher, unique, senior, choice, recommend, purchase, copy, sweet, sales, bar, packaging, update, design, completely, unforgettable, fashionable, convenient, continuously, functional, filling, jeans, available, various, particular, goal, target, media, mailing, determine, appeal, react, gather, approach</p> <p>be used to, be aware of, fall for, play tricks on, be satisfied with, be bored with, be concerned with, get sth across</p>
Grammar	<p>1 Direct speech and reported speech <i>She said, 'China has been using PSAs to educate people.'</i> <i>She said that China had been using PSAs to educate people.</i></p> <p>2 Reported speech: statements, questions and imperative sentences <i>She said that advertisements are an important part of our lives.</i> <i>I asked her how that could be true.</i> <i>The writer told us to think about why we should do the things the ad suggested.</i></p>
Skills and strategies	<p>By the end of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1 read expository writing 2 listen for statistics and descriptions 3 state opinions on advertisements and give supporting reasons 4 use different sentence types correctly 5 write an advertisement and develop an advertising campaign 6 expand vocabulary by using suffixes
Culture	<ol style="list-style-type: none"> 1 Project Hope, Earth Day 2 Differences between commercial ads and PSAs 3 Public service advertising campaign in China

Teaching suggestions

Welcome to the unit

Advertising plays an important role in our daily lives. In this section, students will be asked to talk about six different advertisements, including three commercial advertisements that promote learning software, an airline service and a shampoo, as well as three public service advertisements separately for Project Hope, Earth Day and an anti-drugs campaign. Students are required to discuss each advertisement, and to get some idea of the two main types of advertisements and their respective purposes. Students are expected to get involved in the discussion, practise their spoken English and participate in all the activities designed.

Brainstorming

- 1 In preparation for the class, ask students to collect some popular advertisements. This activity can be conducted like this:

The topics we are going to talk about—advertising and advertisements—are part of our daily lives. Please collect several English advertisements from different sources and present them in class. You need to state the reason why you choose each advertisement.

- 2 Begin the class by discussing the advertisements students have collected.
 - Play a guessing game. Arouse students' interest by showing them some ads of products or services they are not so familiar with. Ask students to guess what kind of product or service is being advertised.

- Divide students into groups of four. Ask them to present the ads they have collected to the class or to their group. Get the whole class or the group members to guess what products or services the ads are about.

- Choose a few ads from students and ask the following questions:

Where do you find these ads?

(On billboards, on the Internet, in newspapers, on TV, in magazines, or in leaflets given out in the streets.)

Why are these good advertisements?

(Because they use exciting images, concise language and creative ideas.)

- 3 Read the instructions and focus on the six posters. Then encourage students to form pairs and discuss each poster.

What image(s) can you see on each poster?

What can you read on each poster?

What does each advertisement try to tell us?

Encourage students to focus on the functions of the commercial advertisements and the public service advertisements. Ask students questions about each poster and provide them with useful information. Here are some sample questions:

Poster of Project Hope

How do you feel when you see the child in the big eye?

What would you like to do for the child after seeing this advertisement?

Why does the advertisement say 'There is hope for us all!'?

From this poster, what do you think the purpose of Project Hope is?

(This poster is intended to make people aware of the importance of Project Hope. It makes people realize that there are still a lot of children dropping out of school for economic reasons. It calls upon people to do something to help children in poor areas. The poster makes us aware of the needs of other people.)

Poster of the software ad

What do you know from this advertisement?

If you intended to buy some cheap learning software, would this advertisement help you?

Would you buy this learning software? Why or why not?

Poster of Oxlin Airlines

What does the advertisement try to sell, a product or service?

What impression do the words have on you?

Would you like to fly with Oxlin Airlines?

Why or why not?

Poster of Earth Day

Why does this advertisement use the image of a bird's nest?

What problem is the poster trying to highlight?

Do you think this advertisement helps to make people aware of environmental problems?

From this advertisement, what do you think Earth Day is all about?

Poster of the anti-drugs campaign

From the poster, do you think drugs are harmful?

If someone takes drugs, what could happen to him or her?

Does the advertisement teach you about the bad effects of taking drugs? What are they?

Poster of the shampoo ad

What kind of people do you think this advertisement is targeting? Why? (Young people, especially girls, because they pay more attention to their appearance.)

Do you think this advertisement will successfully persuade people to buy this shampoo? Why?

- 4 If time allows, after students get the idea of each advertisement, organize them into six groups and ask each group to talk about one of the advertisements in front of the class. Each group should choose one student to present their ideas to the class.

Sharing information

- 1 Organize students into groups of four or allow them to form their own groups. Ask them to discuss the three questions under the advertisements.
- 2 Have students exchange their opinions and make sure that all of them have a chance to speak.
- 3 Ask some groups to report their answers back to the class. Any possible answers are welcome.

Sample answers

- 1 The three ads that separately promote learning software, an airline service and a shampoo make me want to buy a product or service. In my opinion, the advertisement for the shampoo is the most persuasive not only because of the image on the shampoo bottle, but also because it says that this shampoo will keep my hair shiny for days. Although I don't believe that this ad tells the complete truth, I want to try it anyway.
- 2 The other three ads separately for Project Hope, Earth Day and an anti-drugs campaign make me think about problems in society or about people who need help. People's health, the environment and poor children's lives are common social concerns. Nobody can ignore the problems around us. In addition, the persuasive words and the impressive images used in these ads strike me a lot. Of the three ads, the ad about Earth Day strikes me the most. The ad shows us a bird's nest built in the

sky. The poster is trying to show us that there is nowhere else to put the bird's nest because all the trees have been cut down. It sends us a serious warning and tells us that we should protect the environment from now on.

- 3 No. Public service advertisements are intended to educate people about health, problems in society and public welfare. Public service advertisements are usually free and they are usually true. Commercial advertisements, on the other hand, are intended to encourage people to buy a product or service so that companies can make more money. Thus they try their best to make people believe they are telling the truth, sometimes by tricking us. For example, ads which sell cosmetics often use famous pop stars who tell us how effective the product is and how it keeps him or her young and good-looking. It is up to us, the consumers, to decide whether to believe commercial advertisements or not.

Resources

Project Hope

Project Hope aims to help young people

who have dropped out of school return to school. It also aims to develop basic education in poor areas in China, especially in western China, with money collected from society. It has drawn great attention and gained genuine support from all walks of life since it was founded in the late twentieth century. Nowadays Project Hope pays special attention to children of laid-off workers in cities. For more information, you may check the following website:

http://english.people.com.cn/english/200005/08/eng20000508_40319.html

Earth Day

Earth Day aims to increase environmental awareness and encourage people to take care of the Earth and its people. The first Earth Day was celebrated on 21 March, 1970. The reason why it fell on that day is that night and day are equal throughout the Earth on that day. Today, Earth Day is celebrated annually by almost every country throughout the world. For more information, you may check the following websites:

<http://www.earthsite.org/day.htm>

<http://app1.chinadaily.com.cn/star/history/00-04-25/c04-zoo.html>

Reading

The article *Advertisements*, written by a student for her English project, gives a general introduction to advertisements. Students are expected to learn some basic advertising knowledge, including the two basic types of advertisements—commercial advertisements and public service advertisements (PSAs), the methods used in advertising and China's public service advertising campaign. The *Reading strategy* in this unit teaches students how to read expository writing by identifying the

introduction of the subject, the supporting details and the conclusion. Students are expected to master this strategy and become competent in reading expository writing.

Lead-in

- 1 Aside from the discussion in the *Welcome to the unit* section, ask students to think about the advertisements they see in their everyday lives. Encourage students to express their ideas freely about them. Then ask them the following questions: