

大学通识英语系列教材

# Total English

Intermediate Teacher's Book

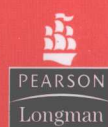
Will Moreton 著

## 大学通识英语 教师用书 3

袁轶锋 赵维莉 等改编



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Will Moreton 著  
with Diane Naughton, Alison Bewsher and John Peebles

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袁轶锋 赵维莉 董宏乐 改编  
周明芳 陈明娟

翟象俊 主审

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## 大学通识英语教师用书(3)

Will Moreton 著 袁轶锋 赵维莉 等改编

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# 《大学通识英语》(Total English)

## 出版前言

进入21世纪以来,我国的经济社会文化继续保持健康快速的发展,中国经验日益为世界所瞩目。2008年北京奥运会及2010年上海世博会,将进一步加强中国与世界的融通,中国的高等教育也面临着新的机遇和挑战,更对高等英语教育提出了新的要求。为了满足新时期大学英语教育的新需求,经过认真调研和广泛征求意见,我社引进了世界著名教育出版机构培生教育有限公司旗下朗文出版社的全球畅销教材Total English(《大学通识英语》),并由国内大学英语界资深教授根据教育部有关高等教育英语教学基本要求精心改编,使之成为符合我国大学英语教学需求的一套更新颖、更全面、更地道、更实用的英语教材。

《大学通识英语》系列教材具有如下特点:

1. 整体设计和编写结构清晰,逻辑性强,灵活机动,方便教学。《大学通识英语》充分考虑了教育部有关高等教育基础英语教学要求所明确的学生应当达到的英语学习目标,以及学生和教师在英语学习和教学实际中遇到的各种问题,从确立教学新标准、明确教学方向和目标出发,引导学生和教师有效地、循序渐进地实现既定教学目标。本套教材每个单元输入内容丰富,并在一开始就交代清楚语法点及“学以致用”(Can do,涵盖口头表达、阅读理解、写作等多个方面)的学习目标。这种“学以致用”的目标让学生有了学习的目的和动因,不仅完全清楚为什么要学习某一课,而且知道如何应用新的语言知识。

2. 选材广泛,主题新颖丰富,语言地道醇厚。《大学通识英语》选材取自英语报章杂志、电影电视、文学作品、网站及个人交往资料等,按主题划分成一个个单元。每个单元围绕主题展开,从听、说、读、写等方面全面演绎主题,帮助学生像日常看报纸、看电视节目或看电影那样真正地融入教材内容。通过引人入胜的材料来调动学习动力对于学习语言获得成功是非常重要的。本套教材涉及的话题反映了学生的需求和兴趣。学生对每课内容总会有话可说,还能经常有机会交流看法,抒发己见。课堂活动的设计也尽量真实可信,以使能够看到所学语言点在现实生活中大有用武之地。

3. 强调教学的整体性和技能训练的全面完整性,注重培养听说能力,努力提高实用技能。《大学通识英语》充分体现高等教育英语教学内容和课程体系改革的要求,以“听、说”为重点,同时又加强“读、写”能力的训练,另外还根据中国学生的实际需求补充了翻译能力的训练,把听、说、读、写、译的技能训练有机地结合起来,使学生的综合英语能力能够得到有效提高。本套教材在语法、词汇、口语、写作等实用技能的训练上都颇具特色。语法自成体系,讲解简明扼要,练习充分完备,帮助学生温故知新,巩固语法知识。语音操练列举了英语音素,引导学生注意发音与拼写之间的对应关系,掌握单词正确的发音方法。在词汇学习方面则采用归类记忆法,每个单元围绕一个主题对同一类词汇集中操练,帮助学生有效地积累词汇。而口语和写作练习则与单元主题、词汇和语法紧密相关,通过“学以致用”(Can do)帮助学生明确目标,循序渐进地掌握英语口语和写作的基本知识和实用技能。

4. 配备丰富的立体化教学资源,充分拓展教学时空。《大学通识英语》系列教材共分5个层次,每个层次包括《学生用书》、《练习册》、《教师用书》以及配套的多媒体光盘,适合一般本科院校和高职高专院校不同起点的学生选用,通过课本和配套的音像资料、多媒体光盘和网站,立体、互动地引导学生全方位、高效能地提高英语应用能力。

### 课程一揽子内容

《大学通识英语》(Total English)共有5个层次,把学生从初级水平带到中高级水平。每个层次包括下列内容:

#### ● 学生用书

《大学通识英语学生用书》每册分10到12个单元,包括大约60到72课时的教学材料。每个单元分为三课,主题相关,从不同角度谈论单元主题。每个单元都含有分配均衡的视听说、阅读、语法、词汇、发音、口语及包括写作在内的实用技能训练等内容,并附有包括学生用书录音材料和练习册Practical Tests录音材料的MP3。

#### ● 练习册

《大学通识英语练习册》进一步操练学生用书中相应单元所学到的语言点,并适当补充了英译汉和汉译英的练习(Translation)及与实用英语能力考试相关的练习(Practical Tests),帮助学生为参加各种英语能力考试



早做准备。同时还配备了“课外学习”CD-ROM,除了练习册中的录音材料,还包括了互动式自主学习的“补课”材料,把课堂内容中的语言点拿出来操练,帮助学生及时、透彻地掌握所学内容。

### ● 教师用书

《大学通识英语教师用书》提供教师所需的帮助,使教师能把课上得更精彩。教师用书的课文讲解部分采用“左学右教”的编排方式,左边是学生用书的内容,练习题的答案都在相应位置呈现,右边为对课文的教学注释,并附有可复印的活页练习题、DVD备忘单和测验。教师用书配有为学用书中涉及的话题额外提供的相关视听练习的DVD光盘,并另外配有方便实用的电子教案。

### ● 网站

《大学通识英语》设有自己的专业网站。除了提供课文内容和作者的背景资料,还有教学建议、可下载的教学须知、连接其他有用网站以及特殊提议和竞赛等特色内容。网址为: [www.longman.com/totalenglish](http://www.longman.com/totalenglish)。

## 学生用书(Students' Book)

《大学通识英语学生用书》每个单元结构相同,让材料使用起来简捷方便。

### ● 导入篇 (Lead-in)

——起到跳板的作用,引出单元话题,吸引学生兴趣。

——介绍与话题相关的基本词汇,帮助学生打好学习新内容的基础。

### ● 课堂输入篇 (Lesson 1, Lesson 2, and Lesson 3)

——每个单元分为三课,彼此主题相关,从不同的角度谈论每个单元话题,趣味性强。

——每一课的输入都引向“学以致用”(Can do)这个学习目标,与我国高等教育基础英语教学目标相一致。

——每一课需用两个课时,重点是特定的语法点,也包括词汇、发音和技能训练。

——每个单元含有至少2篇阅读文章、1套内容丰富的听力材料。

——每个单元中的“如何做……”(How to...)栏目意在培养学生实际运用语言的能力,这与高等教育基础英语教学要求相一致。

——设有“终身学习”(Lifelong learning)栏目,为培养学生的学习方法提供建议和策略。

### ● 交际篇 (Communication)

——在自由、随意的交际语境中复习前3个课时教授的语言点。

——每个交际任务都操练一系列技能,目标明确,结果也不难预见。

### ● 参考语法篇 (Reference)

——总结每个单元的语法要点,列举关键词汇。

——帮助缺课的学生补课,是必不可少的复习手段。

### ● 复习与操练篇 (Review and practice)

——提供一系列练习来强化各单元学习的语法和词汇知识。

——可以用来检查学生的进步情况,让老师识别哪些方面还需要进一步操练。

### ● 电影库篇 (Film bank)

——为“配备DVD的学生用书版”提供DVD,附在课本后面。

——设计一系列练习,来激发学生对DVD选段的兴趣,使DVD上的真实材料触手可及。

《大学通识英语学生用书》还有下列特色:

### ● 你知道吗?

——是开始学习本教材之前的可选部分,传授字母、数字和课堂用语等方面的基本语言知识。

### ● 写作库

——既指导不同的写作技巧(如标点符号、拼写及段落构造),也为学员学习写电子邮件、书信和明信片提供建议和样板。

## ● 语音库

——列举了英语音素，引导学生注意发音与拼写之间的对应关系，了解单词轻读的场合与方式。

## 练习册(Work Book)

《大学通识英语练习册》每一册都与学生用书上的材料相呼应，包含有：

### ● 补充练习材料

额外的语法、词汇、技能和语音练习，操练学生用书中相应单元的语言点。

### ● 复习与强化

第一、二册出现在第3、第6、第9和第12单元后，含有对前面3个单元所涉及的语法和词汇等方面的知识进行累积性操练。从第三册起则每个单元后都有复习与强化练习。

### ● 词汇库

进一步操练学生用书中每个单元的关键词汇。学生学习一个特定的话题之后可以参考这个词汇库，并记录他们学到的新词汇。如果遇到了新的词条，也可以不断添加。

### ● 补充翻译练习

每个单元都补充了与学生用书相关单元主题相配的翻译练习，包括英译汉和汉译英各一段，以帮助学生从一开始就能在翻译方面得到有效的训练。

### ● 补充实用练习

在每一册练习册的最后，补充了配合各种英语能力考试（如PRETCO和CET等）的练习题，帮助学生能够尽早地熟悉这些考试的题型，有效地提高应试能力。

### ● Catch-up CD-ROM

除了练习册上的录音材料，Catch-up CD-ROM还包括：（1）语法展示：以明晰、易记的方式综述了每个单元的语言现象；（2）自我检查操练习题：通过一系列操练习题（每个语法点有两项），让学生操练所学习的语言；（3）“学以致用”游戏：为学生提供使用英语的实用交际练习。

## 教师用书(Teacher's Book)

《大学通识英语教师用书》分为下面几个部分：

### ● 前言

解释了课程的目的和依据，并对课程的一揽子内容作详尽的说明。

### ● 注释

一步一步地交代了每个单元的使用方法，提供背景注解、语言点详解以及阅读材料的中文译文，并对如何开展热身活动、开场白以及延伸性活动提供建议。

### ● 可复印资源库

可复印资源库包含60套可复印活页练习题（学生用书每个单元5套）。设计这些活页练习题的目的是让学生在更为自由、安排并不严格、但又令人愉快的环境下操练每个单元涵盖的语法和词汇知识。对如何使用每套活页练习题，教师用书也提供了详细的说明。

### ● DVD光盘及备忘单

DVD光盘中有学生用书里的电影库(Film bank)的影像资料。另外，除学生用书上已有的电影库页外，教师用书还有12张DVD备忘单。这些DVD备忘单包括了视前、在视、视后等活动，为使用DVD资料提供了更为详细的说明，同时还就如何使用每份备忘单（包括热身和延伸性活动）作了说明。

### ● 测试

教师用书中含有4份可复印的阶段性的试题。每份试题都有语法、词汇、阅读、听力和写作等能力的检测，供每结束3个单元以后用作复习与测试。

## 教学方法

### 语法

《大学通识英语》涵盖了每个层次应有的所有主要语言点, 让学生获得扎实的语法基础。所根据的原则如下:

#### Active grammar (活用语法)

*I'm starting the course next month ...  
Geoff is working in the US again in March ...*

- 1 Which tense are the sentences?
- 2 Has Joanna decided to do the course?
- 3 Has Geoff organised his stay in the States?
- 4 Are the sentences describing an action in the present or in the future?

#### ● 描述明晰, 分析透彻

每个横跨正反两面的课时内容都有明确的语法目标, 并在页面的上端予以说明。通过阅读材料和/或听力材料让新的语言点在语境中出现, 而后通过“活用语法”(Active grammar boxes) 栏目来分析和解释语法规则。

《大学通识英语》对语法采取了“引导式发现”教学法, 鼓励学生积极地思考语法, 并自己琢磨出语法规则。

#### ● 定期操练、形式多样

学生一旦掌握了重要的语法规则, 所有新的语言点就会以各种方式得到操练, 这样学生使用语法时能够很有信心。操练活动既有注重形式的练习——设计这类练

习的目的是帮助学生能对新的语法结构驾轻就熟, 也有更讲究语义的个性化练习。在每个单元后面的复习与操练板块中、在练习册或练习册的Catch-up CD-ROM上都可以找到额外的语法操练习题。教师用书也含有大量的可以复印的语法练习库, 这些活动的设计目的是让学生在更自由的、交际性更强的语言环境中操练语言。

#### ● 参考资料触手可及

除了在“活用语法”栏目中的解释, 每个单元后面还有“语法参考”(Reference)板块, 更为详细地总结了语法规则, 提供额外的资料和例证。

### 词汇

《大学通识英语》认识到词汇在成功的交际过程中所发挥的核心作用, 为此着重向学生提供高频且用处大的词汇, 并定期操练和复习。展现和操练新的词汇方式不一: 有的是出现在导入篇, 成为进入每个单元的跳板, 使教师得以诱发出学生已经知道的词汇, 也能为每个单元的其余部分提前教授一些关键词汇; 有的是出现在阅读和听力文章以及相关的练习中; 有的是出现在主课的专项词汇部分。学生用书的复习与操练部分、练习册的操练习题、教师用书的专项词汇活页练习题都提供了额外的词汇练习。

### 说

大部分学生学习英语的主要目标是要能够流利地进行口头表达。但是, 在没有帮助的情况下他们往往难以随意抒发己见。《大学通识英语》通过很多途径来培养学生的口头表达能力: 给学生提供讨论的话题; 营造环境使他们具有交流的意愿, 以此完成某个具体的任务; 示范明了, 举例说明如何建构语篇; 尽可能地鼓励他们表达自己的观点。每一课都具有强化口语练习这个特色, 并且在整个课程中定期出现“如何做……”(HOW TO...) 板块, 关注的焦点是学生为完成某些具体交际活动所需掌握的单词及短语。

每个单元后面出现的交际篇让学生饶有兴趣地参与到各种各样的问题解决任务中, 通过这样的训练, 能帮助他们提高英语综合应用能力, 特别是口头表达能力。可以把教师用书上的课堂活动说明复印下来, 其设计目的就是专门用来加强学生口语练习的。

### 听

听、听力是最难以掌握的技能之一。为此, 《大学通识英语》特别注重加强这方面的训练。听力语篇从易到难, 既有单句、短对话, 也有较长的文本(会话、采访、故事和歌曲); 既有很多简单的“听后检查答案”(Listen and check your answer)练习, 也有挑战性更大的活动——学生需要听过篇幅较长的选段才能把握具体的信息。录

#### order in a fast food restaurant

Ask questions : \_\_\_\_\_ you have salads?  
Say what : I'd \_\_\_\_\_ a cheese  
you want : sandwich, please.  
Ask about prices : How \_\_\_\_\_ is that?



音材料在口音方面强调真实感,有英国口音、美国口音、澳大利亚口音,还有一些母语不是英语的口音。练习册上还有额外的听力练习,并通过DVD的视听材料进一步提高学生理解语音文字的信心和能力。

### 发音

《大学通识英语》尤其注意发音训练,并将其融入到所有讲解新内容的课时中。语音教学大纲包括了词句重音、轻读、音调和难发的声音。学生用书后面的发音库列举了英语音素、发音与拼写对应关系指导和轻读形式。在练习册和练习册的CD-ROM上也有额外的发音练习。

### 读

《大学通识英语》中的阅读材料种类繁多,有形式简单的阅读素材和广告,也有从报刊杂志选来的小文章。本套教材在选取语篇时既考虑其内在的趣味性,也要求选材充分体现特定的语法点与核心词汇。选取的课文都来自地道、真实的语料(杂志、网站),与阅读材料相关的作业也经过精心编写,目的是提高学生的阅读能力,包括阅读理解、词汇练习,以及各种阅读技巧(如理解文章大意)的操练等。还有很多七巧板似的阅读材料,学生需要相互合作,分享信息。随着课程级别的升高,语篇的长度和难度也越发具有挑战性。

### 写

随着电子邮件在现代交际中越来越多地得到运用,写作能力也变得越来越重要。《大学通识英语》认识到了这一点,把常规性的写作任务收进学生用书。这些任务都是经过精心安排的,配有练习和示例,以此确保学生切实完成任务。学生用书后面的写作库提供了不同类型的写作范本——电子邮件、明信片、正式与非正式书信等等,同时还就不同的写作小技能(如标点符号、拼写和段落构建)提供了额外的建议和指导。

### 复习与测试

《大学通识英语》拥有充足的复习机会,在整个课程中,所学语言不断地得到循环利用。每个单元结束的时候,专门有复习和操练篇,形式是小型阶段性检查,让学生自己发现的哪些方面他们还需要进一步努力。

除了复习和操练篇,在相应的练习册中还有4个复习与强化板块,在“课外学习”CD-ROM中也有一整套额外练习材料。教师用书中也含有4套可复印的阶段性测试题,分别在第3、第6、第9和第12单元结束后使用。

### 学习方法训练

Total English非常强调对学生的训练,通过本教材很多课文中的“终身学习园地”(Lifelong Learning)来鼓励他们养成良好的学习习惯。“终身学习园地”对如何在课外继续学习提供了有用的忠告和建议。此外,练习册中的词汇库不仅鼓励学生把课文中的词汇记录下来,而且鼓励他们温习这些词汇,添加新出现的词条。

《大学通识英语》立体化系列教材是一套由中外英语专家精心编写、紧密结合我国高等教育基础英语教学需求的英语教程,以听、说为先,以全面提高为目标,力求培养学生的英语综合应用能力,帮助他们成为适应新时代新要求的有用人才。本套教材适用于普通高等院校各专业基础英语课程教学,也可供各种机构用作英语培训教材。

#### Lifelong learning (终身学习)

##### Personalise it(使其个性化)!

When you want to learn new words, it is useful to write them in a personal sentence.

fridge – My fridge is very old – it's useless!

cupboard – I have a big cupboard in my bedroom.

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# Syllabus outline

UNIT	LESSON 1	LESSON 2	LESSON 3	VOCABULARY	COMMUNICATION
<b>1 Friends</b> SB page 5  Lead-in vocabulary: relationship	<b>1.1 What's normal?</b> Grammar: auxiliary verbs Vocabulary: verbs/adjectives + prepositions Can do: make generalisations Skills: <b>speaking and listening:</b> talk about your spare time activities; listen to people describing their activities <b>reading:</b> read about the differences in men and women's lifestyles <b>pronunciation:</b> saying numbers <b>speaking:</b> make generalisations about specific topics	<b>1.2 Any friend of yours ...</b> Grammar: Present Simple and Present Continuous Vocabulary: using a computer Can do: write an informal email Skills: <b>speaking and listening:</b> talk about friendship; listen to people describing how they met their friends <b>reading:</b> read about how two friends met through a website <b>writing:</b> emails (Writing bank SB page 162); write an email introducing yourself to a new friend	<b>1.3 Brotherly love?</b> Grammar: Present Perfect Simple and Past Simple Vocabulary: for and since Can do: retell a simple narrative in your own words Skills: <b>speaking and listening:</b> listen to people talking about someone they fell out with; discuss falling out with someone you know/knew <b>reading:</b> read about the story of the Dassler brothers' fall out and how they founded their companies, Adidas and Puma <b>pronunciation:</b> have	Vocabulary: Phrasal verbs Lifelong learning: revising new vocabulary	Can do: describe personal relationships
	Film Bank: Best friends (SB page 151 and TB page 399) Photocopiable materials: Vocabulary, Grammar and Communication (TB page 325)				
<b>2 Media</b> SB page 19  Lead-in vocabulary: news collocations	<b>2.1 Media First</b> Grammar: the passive Vocabulary: talking about the media Can do: give opinions and agree/disagree Skills: <b>speaking and reading:</b> talk about the media world and its popularity; read about some of the 'firsts' and 'bests' of the media world <b>pronunciation:</b> sentence stress <b>listening:</b> listen to an interview with a journalist Lifelong learning: interact with English outside the classroom	<b>2.2 When it all goes wrong</b> Grammar: defining relative clauses Vocabulary: TV programmes Can do: deal with problems Skills: <b>listening:</b> listen to four people talking about what can go wrong on a live TV show <b>speaking:</b> act out mini problem-solving dialogues <b>reading:</b> read about two TV quiz show contestants who were caught cheating	<b>2.3 Seen the news?</b> Grammar: Past Simple and Past Continuous Vocabulary: common collocations Can do: describe an important event from your life Skills: <b>speaking and reading:</b> talk about the credibility of newspapers; read some unusual newspaper stories <b>pronunciation:</b> /t/, /d/ and /tɪd/ <b>speaking and writing:</b> talk about important events in your life; write a short text describing your event	Vocabulary: In the news Skills: <b>writing:</b> write a newspaper report	Can do: ecompare and contrast alternatives, discussing what to do
	Film Bank: Breaking News (SB page 152 and TB page 400) Photocopiable materials: Vocabulary, Grammar and Communication (TB page 331)				
<b>3 Lifestyle</b> SB page 33  Lead-in vocabulary: homes and lifestyle	<b>3.1 Your Place or mine</b> Grammar: talking about the future Vocabulary: describing homes Can do: write a letter of complaint Skills: <b>speaking and reading:</b> talk and read about house swapping holidays <b>listening:</b> listen to two families talk about their home exchange plans, then listen to the families describing their holiday experiences <b>writing:</b> letters of complaint (Writing bank SB page 161); write a letter of complaint from one of the home exchange families	<b>3.2 Top cities</b> Grammar: comparatives and superlatives Vocabulary: adjectives describing places Can do: compare cities Skills: <b>listening and speaking:</b> listen to a song about someone missing home; discuss what makes a city good or bad <b>reading:</b> read about the World's top ten cities and discuss the findings <b>listening:</b> listen to two people discussing the survey <b>speaking:</b> discuss the top five for a category of your choice	<b>3.3 Homes that think</b> Grammar: future probability Vocabulary: compound nouns Can do: make a formal phone call Skills: <b>reading:</b> read a text about new technology and its impact on our lives <b>speaking and listening:</b> discuss the difficulty in making phone calls in English; practise making formal phone calls	Vocabulary: Prefixes and suffixes Lifelong learning: one word in six words!	Can do: understand straightforward factual information about common topics, identifying both general messages and specific information
	Film Bank: City or country? (SB page 153 and TB page 401) Photocopiable materials: Vocabulary, Grammar and Communication (TB page 337)				
<b>4 Wealth</b> SB page 47  Lead-in vocabulary: time and money	<b>4.1 Can you catch me?</b> Grammar: question tags Vocabulary: phrasal verbs Can do: make small talk at a party Skills: <b>reading and listening:</b> read about the true story of a fake; listen to a summary of the same story and correct the mistakes <b>speaking:</b> Retell the story	<b>4.2 Getting rich quick</b> Grammar: modal verbs of obligation and prohibition Vocabulary: personal qualities Can do: make and respond to invitations Skills: <b>speaking:</b> discuss ways to become rich <b>listening:</b> listen to the first part of a seminar and complete the notes <b>pronunciation:</b> sentence stress and the elision of /t/ <b>speaking:</b> discuss how to be a good public speaker/ student/employer/employee <b>writing:</b> evaluate the use of letters and emails	<b>4.3 Spend more!</b> Grammar: First Conditional with <i>if/when/unless/as soon as</i> Vocabulary: opposites Can do: write a short classified advertisement Skills: <b>reading and speaking:</b> read advertising strategies and convey the information; discuss the use of advertising and its related successes <b>pronunciation:</b> word stress Lifelong learning: mark the stress! <b>writing:</b> design an advertisement	Vocabulary: Confusing words Lifelong learning: usage; keeping notes on how to use new vocabulary	Can do: express belief, opinion, agreement and disagreement politely
	Film Bank: From rags to riches (SB page 154 and TB page 402) Photocopiable materials: Vocabulary, Grammar and Communication (TB page 343)				

UNIT	LESSON 1	LESSON 2	LESSON 3	VOCABULARY	COMMUNICATION
<b>5 Spare time</b> SB page 61 Lead-in vocabulary, leisure activities	<b>5.1 Are you creative?</b> <b>Grammar:</b> Present Perfect Simple vs. Present Perfect Continuous <b>Vocabulary:</b> creative activities <b>Can do:</b> suggest and respond to ideas <b>Skills:</b> <b>listening:</b> listen to three people discussing their creativity <b>pronunciation:</b> contracted forms of <i>have</i> <b>reading:</b> read about three ways to be more creative <b>speaking:</b> suggest and respond to ideas	<b>5.2 The book or the film?</b> <b>Grammar:</b> verb patterns with -ing or infinitive <b>Vocabulary:</b> describing books and films <b>Can do:</b> describe a film or book <b>Skills:</b> <b>speaking:</b> describe a book or film <b>pronunciation:</b> /æ/, /e/ and /a:/ <b>listening:</b> listen to an interview with a film maker describing how she spends her free time	<b>5.3 Memorable meals</b> <b>Grammar:</b> countable and uncountable nouns <b>Vocabulary:</b> food <b>Can do:</b> recommend a restaurant <b>Skills:</b> <b>reading:</b> read about a strange restaurant experience <b>listening and speaking:</b> listen to someone describing a restaurant; recommend a restaurant <b>writing:</b> write a summary of a film description (Writing bank SB page 164)	<b>Vocabulary:</b> Explaining what you mean <b>Lifelong learning:</b> explain yourself by using other words to communicate your meaning	<b>Can do:</b> give a clear, detailed description on a topic of interest with relevant supporting detail
Film Bank: Favourite films (SB page 155 and TB page 403) Photocopiable materials: Vocabulary, Grammar and Communication (TB page 349)					
<b>6 Holidays</b> SB page 75 Lead-in vocabulary, travel	<b>6.1 Across Africa</b> <b>Grammar:</b> Past Perfect Simple <b>Vocabulary:</b> descriptive language <b>Can do:</b> describe a memorable photo <b>Skills:</b> <b>reading:</b> read an extract from <i>Travels Across Africa</i> <b>pronunciation:</b> <i>had</i> in the Past Perfect <b>listening and speaking:</b> listen to three people describing photos; talk about photos	<b>6.2 Out and about in Dublin</b> <b>Grammar:</b> uses of <i>like</i> <b>Vocabulary:</b> places to visit in a city <b>Can do:</b> get around a new place <b>Skills:</b> <b>listening:</b> listen to two people's conversations as they travel around Ireland <b>pronunciation:</b> intonation <b>speaking:</b> asking for and relaying travel information <b>reading and speaking:</b> read a city guide; decide which places you'd like to visit <b>writing:</b> write a city guide	<b>6.3 Travellers' tales</b> <b>Grammar:</b> articles <b>Vocabulary:</b> describing nature <b>Can do:</b> show interest and surprise <b>Skills:</b> <b>reading and speaking:</b> read about strange events that have happened when travelling; discuss the events <b>pronunciation:</b> expressing surprise or interest <b>speaking:</b> practise showing surprise or interest in short dialogues	<b>Vocabulary:</b> Expressions with <i>get</i> <b>Lifelong learning:</b> using mind maps	<b>Can do:</b> plan a day trip
Film Bank: Dream holidays (SB page 156 and TB page 404) Photocopiable materials: Vocabulary, Grammar and Communication (TB page 355)					
<b>7 Education</b> SB page 89 Lead-in vocabulary, learning	<b>7.1 Learning from experience</b> <b>Grammar:</b> subject and object questions <b>Vocabulary:</b> education <b>Can do:</b> describe a learning experience <b>Skills:</b> <b>listening:</b> listen to people describing a learning experience <b>reading:</b> read about inventions that were developed by mistake <b>Lifelong learning:</b> learn from your mistakes!	<b>7.2 Great teachers</b> <b>Grammar:</b> <i>used to/would</i> <b>Vocabulary:</b> teachers <b>Can do:</b> describe a teacher from your past <b>Skills:</b> <b>reading and speaking:</b> read an extract from <i>Matilda</i> ; discuss what you remember about your first day at school <b>listening:</b> listen to people discussing their teachers <b>pronunciation:</b> <i>used to</i> and <i>didn't use to</i> <b>speaking:</b> describe a teacher from your past <b>writing:</b> descriptions (Writing bank SB page 163); write an entry for a website	<b>7.3 It's never too late</b> <b>Grammar:</b> modals of ability, past and present <b>Vocabulary:</b> old age <b>Can do:</b> talk about abilities in the past and present <b>Skills:</b> <b>listening:</b> listen to three people discussing the issues of old age <b>reading:</b> read about three remarkable people <b>pronunciation:</b> modals of ability, past and present <b>speaking:</b> talk about abilities, past and present	<b>Vocabulary:</b> Idioms about learning	<b>Can do:</b> narrate a true story
Film Bank: Cambridge (SB page 157 and TB page 405) Photocopiable materials: Vocabulary, Grammar and Communication (TB page 361)					
<b>8 Change</b> SB page 103 Lead-in vocabulary, expressions with <i>change</i>	<b>8.1 Changing the rules</b> <b>Grammar:</b> Second Conditional <b>Vocabulary:</b> talking about cities <b>Can do:</b> talk about cause and result <b>Skills:</b> <b>speaking:</b> discuss what you know about New York City <b>reading:</b> read about recent changes in New York City <b>pronunciation:</b> First and Second Conditionals <b>speaking and listening:</b> discuss making changes to your town/city; listen to four people talking about the changes they would make to their cities <b>writing:</b> newspaper articles (Writing bank SB page 164); write a newspaper article about an issue you'd like to change	<b>8.2 Change the world</b> <b>Grammar:</b> adverbs <b>Vocabulary:</b> global issues <b>Can do:</b> talk about change/lack of change <b>Skills:</b> <b>Lifelong learning:</b> record new words in pairs <b>listening and speaking:</b> listen to two people discussing how the world has changed since they were children; discuss five things that have made the world better/worse in the last twenty-five years <b>reading:</b> read about the Live 8/Live Aid concerts	<b>8.3 The right decisions</b> <b>Grammar:</b> Third Conditional <b>Vocabulary:</b> life changes <b>Can do:</b> describe the effect of important decisions <b>Skills:</b> <b>speaking:</b> discuss making decisions and the results <b>listening:</b> listen to three people talking about important decisions they have taken <b>pronunciation:</b> Third Conditional <b>speaking:</b> talk about how much your life has changed in the past ten years <b>writing:</b> write about a life-changing event	<b>Vocabulary:</b> Word building	<b>Can do:</b> discuss potential changes in your life
Film Bank: From cradle to grave (SB page 158 and TB page 406) Photocopiable materials: Vocabulary, Grammar and Communication (TB page 367)					



# Syllabus outline

UNIT	LESSON 1	LESSON 2	LESSON 3	VOCABULARY	COMMUNICATION
<b>9</b> <b>Jobs</b> SB page 117  Lead-in vocabulary: the working environment	<b>9.1 Democracy at work</b> Grammar: <i>make, let, allow</i> Vocabulary: work Can do: present ideas to a group Skills: <i>speaking</i> : discuss whether you agree with a series of quotes about work <i>reading</i> : read a text about the innovative way Semco is run <i>listening and speaking</i> : listen to a speaker giving a talk about a new business; discuss setting up a company and design its profile Lifelong learning: prepare before giving a presentation	<b>9.2 Good Boss, bad boss.</b> Grammar: reported speech Vocabulary: <i>-ing /-ed</i> adjectives Can do: report information Skills: <i>listening and speaking</i> : listen to people talking about their managers; discuss what makes a good/bad boss <i>reading</i> : read a story about <i>The Engineer and the Manager</i> <i>listening</i> : listen to a job interview	<b>9.3 New on the job</b> Grammar: past obligation/permission Vocabulary: job requirements Can do: state job routine requirements Skills: <i>reading and speaking</i> : read about how two amateurs became famous; discuss being famous and whether you would like to be famous <i>listening</i> : listen to people talking about their jobs <i>speaking</i> : describe your current/ideal job	Vocabulary: UK and US English	Can do: prepare and carry out a job interview
	Film Bank: The ideal workplace (SB page 159 and TB page 407) Photocopiable materials: Vocabulary, Grammar and Communication (TB page 373)				
<b>10</b> <b>Memories</b> SB page 131  Lead-in vocabulary: memories	<b>10.1 Losing your money</b> Grammar: <i>I wish/if only</i> Vocabulary: memory Can do: talk about wishes Skills: <i>reading and writing</i> : read three stories about memory; write a title and an ending for each story <i>listening</i> : listen to two people talking about the things they remember/forget <i>speaking</i> : talking about skills you wish you had <i>reading</i> : read a poem about a memory pronunciation: stress patterns and rhythm Lifelong learning: make it rhyme to learn new words	<b>10.2 Famous women</b> Grammar: review of past tenses Vocabulary: biographies Can do: say different types of numbers Skills: <i>listening and speaking</i> : listen to descriptions of famous women; talk about heroes of the 20th century <i>reading</i> : read about the story of another famous woman in history <i>listening</i> : listen and correct the summary of Coco Chanel's life pronunciation: numbers <i>speaking</i> : talk about important five numbers	<b>10.3 Saying goodbye</b> Grammar: phrasal verbs Vocabulary: common phrasal verbs Can do: write a thank you letter Skills: <i>listening</i> : listen to a variety of ways to say goodbye <i>reading and speaking</i> : two texts about ways to say goodbye; relay the information and discuss whether they are good ways of saying goodbye <i>listening</i> : listen to the song <i>Leaving on a jet plane</i> <i>writing</i> : thank you letters (Writing bank SB page 162); write a thank you letter	Vocabulary: The senses Skills: writing: write a poem	Can do: talk about memories in detail
	Film Bank: Icons (SB page 160 and TB page 408) Photocopiable materials: Vocabulary, Grammar and Communication (TB page 379)				

Test A: Units 1 – 5 (TB page 415)  
 Test B: Units 1 – 5 (TB page 421)  
 Test A: Units 6 – 10 (TB page 427)  
 Test B: Units 6 – 10 (TB page 433)



# Do you know...?

## 1 a Do you know these tenses? Match the sentences to the tenses (a-g) below.

- 1 I've lived here since I was a child. *d*
- 2 She's studying French at the Sorbonne. *b*
- 3 We left the office at about 7.00pm. *e*
- 4 I'd already eaten lunch so I wasn't hungry. *g*
- 5 He was playing his guitar when the string broke. *f*
- 6 I'm leaving the company in July. *c*
- 7 I write about fifteen e-mails a day. *a*

- a) Present Simple
- b) Present Continuous (for ongoing actions)
- c) Present Continuous (for future actions)
- d) Present Perfect
- e) Past Simple
- f) Past Continuous
- g) Past Perfect

## b Complete the sentences below by writing the name of the correct tense from Ex. 1a.

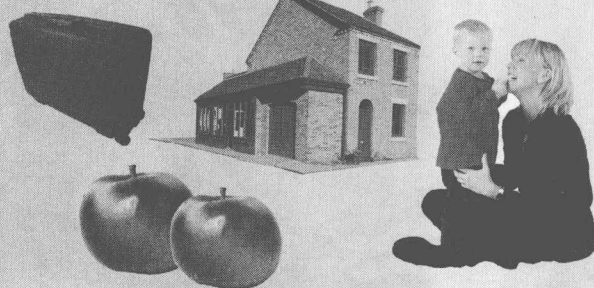
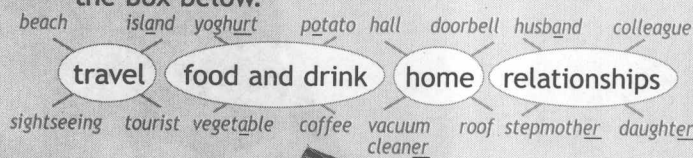
- 1 We use the e to describe something that started and finished in the past.
- 2 We use the c to describe a future plan.
- 3 We use the d to describe something that started in the past and continues in the present.
- 4 We use the a to describe something that is a state, habit or general truth.
- 5 We use the b to describe a temporary (暂时的) situation that is happening around now.
- 6 We use the g to describe something that happened before another event in the past.
- 7 We use the f to describe something temporary that was in progress at a time in the past.

## 2 Can you recognise the underlined parts of the sentences? Label them using the headings below.

prefix (前缀) (x2)      suffix (后缀) (x2)  
phrasal verb (x2)      idiom (x2)

- 1 The story was unbelievable (难以置信的)! *prefix*
- 2 Can you give me a hand (帮助某人) with this? *idiom*
- 3 She grew up in Ecuador (厄瓜多尔(南美洲国家)). *phrasal verb*
- 4 I've given up eating chocolate! *phrasal verb*
- 5 This meat is overcooked (使蒸煮过度). *prefix*
- 6 Happiness (幸福) is the most important thing. *suffix*
- 7 This is the poem that I learned by heart (熟记). *idiom*
- 8 I was always useless at Maths. *suffix*

## 3 a Complete the word webs with words from the box below.



husband beach hall yoghurt colleague  
vacuum cleaner stepmother roof  
vegetable daughter island potato  
sightseeing coffee tourist doorbell(门铃)

- b Underline any /ə/ sounds in the words above.
- c Add some more words to each word web.

## 4 a Complete the table below with the correct verbs, nouns and adjectives.

verb	noun	adjective
'educate	(1) <u>edu'cation</u>	'educated
(2) <u>im'prove</u>	im'provement	im'proved
'televise	(3) <u>'television</u>	xxx
'govern	(4) <u>'government</u>	xxx
xxx	ex'pense	(5) <u>ex'pensive</u>
xxx	'beauty	(6) <u>'beautiful</u>
a'ttract	xxx	(7) <u>a'ttractive</u>
(8) <u>a'pply</u>	appli'cation	xxx

- b Mark the main stress in the words above. How many syllables are there?

## 5 Write the words in the correct order to make useful phrases for the classroom.

- 1 could a little, speak you please up ?  
*Could you speak up a little, please?*
- 2 dictionary I could your borrow ?  
*Could I borrow your dictionary?*
- 3 you paper, give some could please me ?  
*Could you give me some paper, please?*
- 4 these down words write .  
*Write down these words.*
- 5 in do English say you how 'XXX' ?  
*How do you say 'XXX' in English?*
- 6 mean does 'XXX' what ? What does 'XXX' mean?
- 7 and the between what's 'X' 'Y' difference ?  
*What's the difference between 'X' and 'Y'?*
- 8 you again say can that ? *Can you say that again?*
- 9 are page on we what ? *What page are we on?*



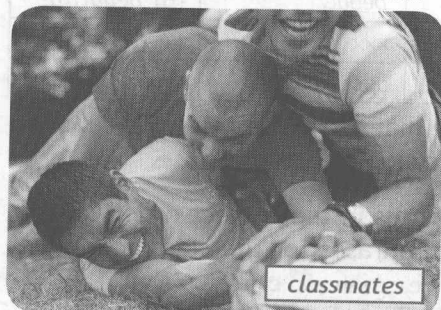
old/best/close friends



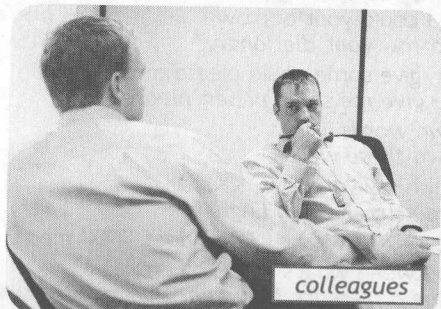
# 1 Friends



old friends/close friends



classmates



colleagues

## Lead-in

- Look at the photos. What type of relationships do they show?
- Put the words/phrases in the box in groups: a) work/school, b) family, c) friends, d) other. Can you add any more words?

close friend acquaintance boss classmate husband  
colleague stranger ex-girlfriend best friend stepmother  
old friend father-in-law friend of a friend team-mate

### Possible combinations:

a work/school: boss, classmate, colleague, team mate b family: husband, stepmother, father-in-law c friends: close/best/old friends d other: acquaintance, stranger, ex-girlfriend, friend of a friend

- Match the phrases in **bold** in A with the correct definition in B.

A	B
1 Let's <b>keep in touch</b> .	a) not stay in contact
2 We have the same sense of <b>humour</b> .	b) like to be with him/her
3 We <b>have a lot in common</b> .	c) know him/her better
4 I hope we don't <b>lose touch</b> .	d) find the same things funny
5 He's really nice when you <b>get to know him</b> .	e) like/enjoy the same things
6 I really <b>enjoy her company</b> .	f) have a friendly relationship
7 They <b>fell out</b> over money.	g) stop being friends
8 We <b>get on really well</b> .	h) stay in contact

- Choose four people from Ex. 2. Describe your relationship with them to a partner.

*I don't have a lot in common with my stepmother.*

## Overview

<b>Lead-in</b> I.1	<b>Vocabulary:</b> relationships <b>Grammar:</b> auxiliary verbs <b>Vocabulary:</b> verbs/adjectives + prepositions <b>Can do:</b> make generalisations
I.2	<b>Grammar:</b> Present Simple and Present Continuous <b>Vocabulary:</b> using a computer <b>Can do:</b> write an informal email
I.3	<b>Grammar:</b> Present Perfect Simple and Past Simple <b>Vocabulary:</b> time expressions <b>Can do:</b> retell a simple narrative in your own words
<b>Vocabulary:</b> <b>Com. Focus</b> <b>Reference</b> <b>Practice</b>	<b>Phrasal verbs</b> <b>The tree of friends</b>

## Summary

**Lesson 1:** Ss listen to five people talking about their lives. They then read two texts about 'normal' men and women and exchange information about their texts.

**Lesson 2:** Ss listen to people talking about how they met their friends. They then read a text about *friendsters.com*, which helps people form friendships on the Internet.

**Lesson 3:** Ss listen to three people talking about someone they fell out with. They go on to read a text about the Dassler brothers, the founders of the companies Adidas and Puma.

**Vocabulary:** Ss look at meaning of different phrasal verbs connected with relationships and ask each other questions using these phrasal verbs.

**Communication:** Ss make notes about some of their friends and share this information with their partners. They discuss possible friendships between each other's friends.

**Film bank: Best friends (3'34")**

One extract is from famous British comedy duo Laurel and Hardy and a second is from a classic British sitcom.

The first extract from a Laurel and Hardy film shows two friends discussing their departure from Paris, one of whom doesn't want to leave Paris and explains why. The second extract from the British sitcom shows two friends' attempt to rescue a children's ball from the top of a very old building which goes wrong.

Possible places to use this short film are:

➤ Before the Lead-in to introduce the topic of friends

➤ At the end of the unit to round up the topic and language

For ways to use this short film in class, see Student's Book page 151 and Teacher's Book page 178.

## Lead-in

## OPTIONAL WARMER

Ss write their name in the centre of a piece of paper. They then write the names of family and friends around their name. The people who they are closest to should be written closest to their name, the ones they are not so close to should be put further away. In pairs Ss explain who the people around their names are.

## Notes

- 1) Have you made any friends in your school years?
- 2) What quality do you think a good friend should have?
- 3) How do you usually keep in touch with your old friends?
- 4) Have you ever fallen out with a friend? If yes, can you tell us the reason?
- 5) Why do you think friendship is so important to a person's mental health?

1► In pairs Ss tell each other if they have ever been in situations like the ones shown. Ss discuss what type of relationships the photos show. Get feedback from the class.

## Notes

1 教师可以要求学生对所看到的图画作出描述，重点是利用所给的词组讲出所看到的活动，必要时教师可以提示一下。学生发言之后教师作总结如下。

In photo A, we can see seven young people (four girls and three boys) sitting on the ground very close to each other. Three girls even have their arms on the other three boys' shoulders. All of them are wearing a smile on their faces. By the way, there are also two dogs in the picture, one sitting before them, the other in the arms of a boy on the right. I guess they are close friends having fun in the open air.

In photo B, we can see two old women are sitting at a table with some glasses and plates on it. They are talking with each other over coffee. Clearly they are old friends.

In photo C, we can see three men are struggling for a rugby on grass. They are playing the game very happily. I guess they are good friends.

In photo D, we can see two men are sitting and talking seriously. They may discuss something very important. I guess they are close friends or colleagues.

2► In pairs Ss put these words into the four groups. If there are any words the Ss don't know, encourage them to explain them to each other. Check the answers with the class. Practise saying any words the Ss have pronunciation problems with.

➤ In pairs Ss add any more words they know to each group. Go round and monitor to check correct spelling. Get feedback from the class and write Ss' words on the board.

## Notes

1 acquaintance /ə'kweɪntəns/ n. 相识；熟人

e.g. He is just one of my nodding acquaintances. 他只是我的一个点头之交。

3► Tell Ss to cover column B of the table. In pairs Ss read column A of the table. With their partner Ss discuss what these phrases in bold mean. Get feedback from various Ss. Ss uncover column B of the table. Ss match the phrases in bold in A with a definition in B. Check answers with the class. Ask for volunteers to explain the meanings with example sentences.



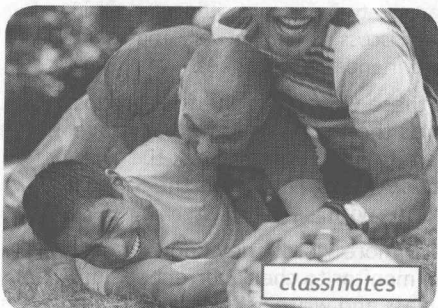
old/best/close friends



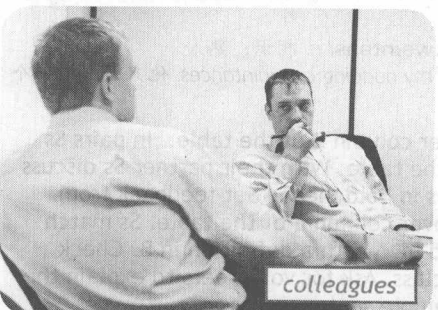
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*I don't have a lot in common with my stepmother.*