



Field Work

Objectives:

- ▶ Ss develop research skills and strategies.
- ▶ Ss develop teamwork skills.
- ▶ Ss develop competence in questioning.

Time: Unit time span

Steps:

- ▶ Set guidelines for time and procedures for the project appropriate to Ss' ability level.
- ▶ Divide the class into groups. Give groups guidelines for managing the task and the deadline for completion. The group decides who will do what and who will keep a log of its activities.
- ▶ Encourage Ss to design questions which cover as many aspects of lifestyle as possible.
- ▶ Remind Ss of time management throughout the project.
- ▶ Encourage flexible presentation forms, e.g. the use of visual aids, telling stories, etc.

Notes:

- ▶ Appropriate time management and job division are likely to be serious problems at the beginning, where basic instructions on cooperation from the teacher should come in. As Ss get used to the Field Work, they will become more experienced in these respects.
- ▶ If Ss find it difficult to ask questions in English, do some practice on interview questions in class.
- ▶ Assessment is based on group achievement as well as individual performance.

T Speaking

Task 1

Objective: Ss develop a vocabulary list suited to the theme.

Time: 10 minutes

Steps:

- ▶ Ss read Speaking Task 1.
- ▶ Ss choose one of the pictures.
- ▶ Ss list five words about this picture.
- ▶ List the words on the board or invite one student to write them on the board.
- ▶ Choose another picture and repeat the above steps.
- ▶ Add some of the following words to the word list if they are not already there. Explain why these words are useful to the theme.

Note:

- ▶ For a class with higher English proficiency, skip this task and start on the next task.

Suggested Words:

rush hour	keep fit	healthy	routine
fresh air	relaxing	shopping	stressed
pressure	laughter	fun	leisure

Task 2

Objective: Ss can use the vocabulary from Task 1 and the sentence patterns outlined for Task 2 to create sentences.

Time: 10 minutes

Steps:

- ▶ Ss read and do Speaking Task 2. Give examples if needed.
- ▶ Ss work in small groups and share their sentences. For example, in pair work, one student picks one

word or phrase from the vocabulary list, and the other makes the sentence.

Notes:

- ▶ In some weaker classes, make sure that Ss understand the uses of the given structures. Give examples when necessary.
- ▶ Skip this task and start on the next task in a class with higher English proficiency.

Sample Sentences:

One of the people is riding a bicycle. The others are taking a walk.

One of the most relaxing things for me after work is to take a walk in the woods and breathe in some fresh air.

Life is supposed to be full of fun and laughter.

They are supposed to be at work on time.

Task 3

Objective: Ss are able to ask and answer questions about lifestyle and give a report based on the answers given to the questions.

Time: 10 minutes

Steps:

- ▶ Ss read Speaking Task 3.
- ▶ Ss take 5 minutes to interview each other using the given questions or their own.
- ▶ Ss prepare an oral report using their partners' answers and the given model.
- ▶ Some Ss present their reports.

Note:

- ▶ If Ss' English proficiency is higher than the target level, skip this task and organize a less-controlled free talk to brainstorm ideas about the pictures.

T Reading A

Task 1

Objective: Ss are prepared to deal with the topic.

Time: 10 minutes

Steps:

- ▶ Ss read Reading A Task 1.
- ▶ Explain the questions when necessary.
- ▶ Allow 5 minutes for Ss to do the task.
- ▶ For each question, ask one student to give his partner's answer. Encourage complete sentences.
- ▶ Ask the class for different ideas as to each question.

Note:

- ▶ Give affirmative comments and avoid making judgments.

Suggested Answers:

(The underlined parts are points from the text.)

1. From the traditional point of view/In my opinion, the most important task of a family is to have children/to take care of the parents on both sides/to enjoy life together/to look after each other.
2. I (don't) think a family must have children. (To have children or not is only a personal choice.)
3. If I didn't have to raise children, I would spend more time with my husband/wife in doing a lot of things like going to parties, watching movies, going skating, etc.
4. People around me—my parents, relatives, and even friends—would be worried/would keep asking and try to persuade me to change my mind.

Task 2

Objective: Ss can get the main idea or find some specific information in the passage.

Time: 20 minutes

Steps:

- ▶ Ss read Reading A Task 2.
- ▶ Allow 15 minutes for Ss to do the task.
- ▶ Select some Ss to give the answers.
- ▶ Give the key.
- ▶ Ask Ss to give the difficult parts they have marked for your explanation. Then explain.

Notes:

- ▶ You may want other Ss to explain some of the easier points.
- ▶ Time spent on the explanation of difficult language points varies for each individual class.

Suggested Answers:

Refer to the underlined parts in Suggested Answers for Task 1.



Language Points in the Passage

Paragraph 1

view: *v. to consider; to regard; to think about*

e.g. The subject may be viewed in various ways.

turn away (from): *to refuse to look at someone or something*

e.g. She turned away in horror at the sight of so much blood.

Paragraph 3

schedule: *n. a timetable of things to be done or dealt with*

e.g. He planned his work schedule for the following month.

Paragraph 4

phenomenon: *n. a fact or event in nature (or society) as it appears or is experienced by the senses*

e.g. Unmarried mothers should not be regarded simply as a social phenomenon.

Paragraph 5

filial impiety: *a son's or daughter's disobedience to and disrespect for parents*

e.g. Having no sons used to be considered as filial impiety in China.

Paragraph 6

Why is having children...it once was.: *Why is giving birth to children no longer, as it used to be, the pressure they face and the most urgent and important thing they have to do among young couples?*

pursue: *v. to have as an aim or purpose*

e.g. The poet has pursued fame all his life, but has never experienced it.

individual: *a. suitable for each person or thing only*

e.g. A teacher cannot give individual attention to his students if his class is very large.

Paragraph 7

challenging: *a. causing competitive interest, action, or thought, esp. because it is new, unusual, or difficult*

e.g. She finds her new job very challenging.

massive: *a. very large*

e.g. We must make massive efforts to improve productivity.

Paragraph 8

Other DINK couples seem more career-minded... instead of children.: *Other DINK couples seem to think that career is more important than children and thus pay more attention to their careers than the plan to have children. They want to enjoy staying together with their partner instead of their children.*

Paragraph 9

value: *v. to regard highly; to have a high opinion of*

e.g. I've always valued your friendship highly.

at this point: *at this place or moment*

e.g. The conversation broke down at this point.

Paragraph 10

convince somebody (of something/that...): *to make (somebody) feel certain; to cause (somebody) to realize*

e.g. I am convinced of his honesty/that he is honest.

initial: *a. of or at the beginning*

e.g. The initial talks were the basis of the later agreement.

arise: *v. to come to being or to notice; to happen; to appear*

e.g. Difficulties will arise as we do the work.

Paragraph 11

think twice: *to take into careful consideration*

e.g. I would think twice before making such a decision.

Task 3

Objective: Ss can scan a passage to get specific ideas.

Time: 10 minutes

Steps:

- ▶ Ss read Reading A Task 3.
- ▶ Clarify the assignment for Ss.
- ▶ Ss scan the passage to find the ideas.
- ▶ Choose two Ss to present their work.
- ▶ Give the suggested answers.

Suggested Answers:

Why DINK		Think Twice
Joseph and Monica	Every day of our lives is as sweet as a dream.	People around the couple would become terribly worried. Couples are more likely to separate. Once they change their mind, they may have missed the best physical time for bearing children.
Stephen and his wife	Providing the best living conditions and the best education for another person is a massive responsibility.	
Ian	We are both busy with careers and value the flexibility we have to enjoy our leisure time.	

T **Vocabulary and Structure**

Task 1

Objective: Ss know the spelling and meaning of the vocabulary for the unit.

Time: 5—10 minutes

Steps:

- ▶ Ss read Vocabulary and Structure Task 1.
- ▶ Allow 5 minutes for Ss to do the task.
- ▶ Ss close their books and do the following: Ss work in pairs. One student reads the items randomly in the column on the right while the other writes down the words or phrases.
- ▶ Ss switch roles.
- ▶ Check the answers.

Optional follow-up:

- ▶ Allow 5 minutes for Ss to locate the expressions in Reading A and review the context concerned.

arise _____
individual _____
bear _____
remain _____
convince _____
initial _____
value _____
pause _____
view _____
turn _____ away _____

Task 2

Objective: Ss can use the vocabulary from Reading A.

Time: 10 minutes

Steps:

- ▶ Ss do Vocabulary and Structure Task 2.
- ▶ Ask Ss to work individually.
- ▶ Check the answers.

1. convince	2. has borne
3. remains	4. viewed
5. arose	6. initial
7. value	8. paused
9. turned away	10. individual

Task 3

Objective: Ss can use the vocabulary from Reading A in other contexts.

Time: 15 minutes

Steps:

- ▶ Ss make the sentences individually.
- ▶ Ss share their sentences with each other.
- ▶ Check the answers.

Suggested Answers:

1. She turned away at the sight of so much blood and her face turned pale.
2. I can't convince myself that she is really dead as we were still working together last week.
3. The children remained at home while their parents went to work.
4. We value your advice very much though it is not easy for us to follow.
5. New difficulties arise before we have time to overcome the old ones.

Task 4

Objective: Ss can express ideas in writing using the two models outlined for Task 4.

Time: 10 minutes

Steps:

- ▶ Read the models to Ss with an explanation if needed.
- ▶ Ss work in pairs.
- ▶ Check the answers.

Key:

Model 1

1. Some children view their parents as their best friends.
2. The Chinese view the Spring Festival as the most important festival (节日) for them.
3. People throughout the world view Brazil as the Kingdom of Football.
4. I view it as a great honour to be here with you today.
5. The audience viewed her first performance in the film world as a great success.

Model 2

1. I used to stay up late when I was a student.
2. When I was a child, I used to sit under trees listening to the birds singing.
3. They used to go swimming on Saturdays last summer, but now they don't.
4. He used to read English in the morning before he graduated from college.
5. Mr. Johnson used to travel a lot when he was single.

Task 5

Objective: Ss can use the vocabulary in Reading A for translation.

Time: 15 minutes

Steps:

- ▶ Ss work individually or in pairs and translate the sentences.
- ▶ Two Ss write their translations on the board.
- ▶ Comment briefly on their work with emphasis on the structures of their sentences.

Suggested Answers:

1. First, we have to convince him that it is possible.
2. It remains possible that the bad weather will last for several more days.
3. If a problem arises, who should be responsible for it?
4. I tried to explain to him, but he turned away from me in anger.
5. People usually view sunshine as one of the necessary conditions for life.

For further practice in class or homework, refer to Vocabulary Card.

T Grammar

Objective: Ss can use modal auxiliaries by studying the tips presented in Grammar Task 1.

Time: 10—15 minutes

Steps:

- ▶ Conduct a brief review of modal auxiliaries.
- ▶ Identify problems and explain if necessary.

Note:

- ▶ Use Learning Cards as a supplement and instruct Ss to learn on their own or assign the Grammar Card as the homework.

Task 1

Key: 1. C 2. A 3. E 4. D 5. B

Task 2

Key:

1. would
2. should
3. must/could/might
4. Wouldn't
5. might/could not

Task 3

Suggested Answers:

1. I shouldn't have drunk so much beer yesterday.
2. You needn't have been here so early. The meeting begins at nine o'clock.
3. She would turn to her sister for help whenever there was a problem.
4. The ground is wet. It must have just rained.
5. Shouldn't she have a pay-raise?

T Listening

Task 1

Objective: Ss can accurately write down a dictation using the vocabulary from Reading A.

Time: 10 minutes

Script & Key:

1. Kids are viewed by many as God-given gifts for family happiness.
2. If a family remained childless, people around the couple would become terribly worried.
3. The idea of pursuing a high quality of marriage is becoming more and more important.
4. Bearing children used to be the top task for all families. This tough rule has stood for thousands of years.
5. Problems may arise when one member of a couple wants to give up the DINK lifestyle while their partner does not.

Task 2

Objective: Ss can understand an oral dialogue using the vocabulary from Reading A.

Time: 15 minutes

Script:

1. **Man:** My elder sister had a baby last week.
Woman: Congratulations. It is a God-given gift for her.
Q: What are they talking about?
2. **Husband:** Darling, shall we go to see a film tonight?
Wife: See a film? Are you kidding? What about Thomas? You want to leave our kid alone at home?
Q: Who is Thomas?
3. **Wife:** Dear, I want to have a baby next year. We've been married for 5 years.
Husband: Ah...But I am afraid that we'll have a lot of worries then.
Q: What's the husband's attitude towards having a baby?
4. **Woman:** In China, people used to think the more kids, the better. But nowadays, they've changed their views.
Man: Right, there are even some families with no kids.
Q: What do we know from the dialogue?

Key:

B

B

A

C

Task 3

Objective: Ss can find specific information from listening to a passage.

Time: 10 minutes

Script & Key:

The Modern Way to Chat

I see my good friend Jennifer every five weeks or so, because both of us are busy with our jobs. But we seem to keep up-to-date, although not through traditional methods. We communicate mostly through instant messaging (IM) or online chatting, which has some obvious advantages over e-mail and even the telephone.

E-mail has provided us with a way to communicate over distance and allows us to stay in touch regularly. But instant messaging takes this concept a step further by creating an atmosphere of conversation. It gives you the feeling of actively talking with someone. And it is much faster than most e-mails and only a little slower than real conversations.

Instant messaging is quite like a telephone call, but much cheaper. It is useful for daily five-minute exchanges about the weather or longer conversations about love and life, but at a much lower price, especially when you want to keep in touch with friends who are far away.

Task 4

Objective: Ss can listen for specific information about holiday plans.

Time: 5 minutes

Script:

Mark: Honey, what shall we do for the coming holiday?

Jane: My parents told me they are planning a big family gathering in Lancaster. All my uncles and aunts will bring their children along. Shall we go and join them?

M: Well... It might not be a good idea.

J: Why?

M: Honey, I do enjoy being together with your family. But we've been spending our holidays with them for the last two years. Why not just the two of us this time?

J: Hmm, ...I know, but my parents...

M: Don't worry. They'll understand. So...what do you think of going to Paris?

J: Yeah, good idea!

Key: 1. × 2.√ 3.√ 4. × 5. ×

Task 5

Objective: Ss know how to make approvals and disapprovals.

Time: 15 minutes

Steps:

- ▶ Ss read the sentences listed in the table for Task 5.
- ▶ Ss work in pairs to practice: One student says one sentence and the other approves or disapproves. Then they rotate the roles.

Task 6

Objective: Ss can record information about having a baby.

Time: 10 minutes

Script:

Mike: What's the matter, dear? You look upset.

Linda: It's us.

M: What do you mean?

L: We planned to have a baby last year. But now...it seems that you've changed your mind.

M: You are right. I have. You see, life is so hard and both of us have to work. We are busy.

L: Right. But don't you think a baby will bring us a lot of fun?

M: I don't think so. I am afraid that it will bring us more pressure. What's more, my friends told me if we had a child, we would never have any spare time.

L: Sounds ridiculous. A child is like a bond in a family.

M: Maybe you are right. But I am not ready for that.

L: Mike, I know you are tired these days and have much stress from work. Maybe we can talk about it later.

M: OK.

Key:

1. hard
2. work, busy
3. more pressure
4. would never have their spare time

Task 7

Objective: Ss can create role-plays using the situations presented in Tasks 4 and 6.

Time: 20 minutes

Steps:

- ▶ Ss read Task 7.
- ▶ Ss work together to create the role-play. (10 minutes)
- ▶ Select Ss to present their role-play.
- ▶ Comment on Ss' performance.

Note:

- ▶ As an introduction to peer evaluation, remind students that they are the audience and they will be asked to comment on their classmates' performance.



Reading B

Task

Objective: Ss can make judgments based on the information taken from a given text.

Time: 15 minutes

Steps:

- ▶ Ss read the passage.
- ▶ Ss complete the task.
- ▶ Ss compare their work with others.
- ▶ Select Ss to present their work.
- ▶ Comment briefly.

Words & Expressions:

cyber	计算机; 计算机的
addict <i>n.</i>	入迷的人; 有瘾的人
resign <i>v.</i>	辞职
routine <i>n.</i>	例行公事; 日常工作; 常规
affectionately <i>ad.</i>	亲切地
hermit <i>n.</i>	隐士

Key:

1. T	2. F	3. T	4. F
5. T	6. F	7. F	

T Reading C

Task

Objective: Ss can fill in the blanks of a written passage with the correct words.

Time: 15 minutes

Steps:

- ▶ Ss do the task. (10 minutes)
- ▶ Check the answers.

Words & Expressions:

pub *n.*

<英> (= public house) 小酒馆

integral *a.*

构成整体所必需的; 应有的

castle *n.*

城堡

Key:

- | | |
|--------------|---------------|
| (1) to | (2) duller |
| (3) imagine | (4) exhausted |
| (5) takes | (6) gather |
| (7) comes to | (8) reminded |
| (9) unlike | (10) serves |

For further practice in class or homework, refer to Reading Card.



Writing

Writing for General Purposes

Task

Objective: Ss can develop a paragraph in chronological order.

Time: 10 minutes

Steps:

- ▶ Ss do the task individually.
- ▶ Ss compare with each other.
- ▶ Provide help if needed.
- ▶ Present the answers and explain.

Suggested Answers: 3, 5, 2, 6, 4, 1

Kennedy was born in Brookline, Massachusetts, on May 29, 1917. After graduating from Harvard in 1940, he entered the Navy. In 1943, when his PT boat was sunk by a Japanese destroyer, Kennedy, despite grave injuries, led the survivors through perilous waters to safety. Back from the war, he became a Democratic Congressman from the Boston area, advancing in 1953 to the Senate. He married Jacqueline Bouvier on September 12, 1953. In 1955 he wrote *Profiles in Courage*, which won the Pulitzer Prize.

Writing for Specific Purposes

Task

Objective: Ss can correctly write an e-mail.

Time: 15 minutes

Steps:

- ▶ Ss work individually to write their e-mails.
- ▶ Give help if needed.
- ▶ Ss present their e-mails to the class.
- ▶ Comment briefly.

Sample Writing

To: marylin@hotmail.com

Subject: ELT conference

Hi Mary,

I just want to inform you of a conference on English Language Teaching held in Beijing this June. Hope you can attend the meeting. Therefore we can have the chance to meet each other and get together with our friends in Beijing. Please refer to the attachment for detailed information about the meeting.

John



Presentation

Objectives:

- ▶ Ss can make a 5-minute group presentation based on the field work assignment and can correctly use the language skills learned to this day and improve presentation skills.
- ▶ Ss can take notes based on an oral presentation of their peers.

Time: 30 minutes, 5 minutes for each group

Steps:

- ▶ Each group gives a presentation in front of the class.
- ▶ Ss who are listening take notes or complete the Presentation Notes.
- ▶ Give feedback to the presenters.

Notes:

- ▶ Remind Ss of preparation before class.
- ▶ Comment and elicit Ss' comments after a presentation.