

Unit

1

Virtually Connected

WARM-UP

Task 1

Teaching steps

- Ask students to look at the picture of objects and label it with words or phrases from the boxes.
- Check the answers as a class.
- Tell students to choose three most important items they couldn't do without in daily life. Then ask them to explain their choices in small groups.
- Elicit some examples of the top three choices from different groups.

Answers

email; e-pen; CD; tablet; laptop; mobile phone; mouse; keyboard; headphone

Task 2

Teaching steps

- Take one of the technologies in Task 1 as an example and explain to students how it has changed your study, life and personality.
- Ask students to choose one or two technologies that have changed their life, study or personality and make notes on how they have changed them.
- Ask students to discuss and compare their choices in groups.

Possible answers

The Internet has changed the way I study. I don't read books very often. Instead, I always read online. I also do a lot more things online, such as shopping, listening to music, etc. I think it has even changed my personality because I can express my opinions more confidently online.

My mobile phone hasn't really changed my study much. But in my life, it makes me a lot more connected to people. I have photos and videos of things I've done on it; I have online banking apps

on it; I'm always checking my social media and emails on it. I can't even switch it off for a single minute. My life is completely different because of it.

READING FOR LEARNING

More Information

Social media has had a significant impact on how people interact with each other. Psychologists and behavioural scientists have analysed how it has affected people in a number of ways:

Family Interaction (家庭成员交往)

It is believed that social media has changed the way family members interact. Not all parents are able to use a range of social media and therefore there are concerns that young people will isolate themselves in an environment their parents might not understand. What is more, parents and children now spend less time together because they spend a lot of time on social media. To combat this, some families now ban or limit the use of social media.

Social Interaction (社会交往)

There is also some concern that people might not be able to interact in a society offline very effectively. In fact, in some cases there have been examples of young people shutting themselves off from the outside world for months at a time.

General Knowledge (一般知识的获取)

Some researchers have also noticed changes in how people access and remember information. Previously, people may have tried to remember facts such as countries, capitals and flag colours. Now, instead of remembering facts, people tend to think about where the answer can be found, rather than the answer itself.

Task 3

Teaching steps

- Ask students to read the sentences individually.
- Ask students to discuss the difference in meaning between each pair of sentences with a partner.
- Elicit some ideas from different pairs.

Possible answers

- 1 disagree **with sb** (与某人意见不一致)
- 2 disagree **about sth** (在某方面无法达成一致)
- 3 turn **off** sth: stop sth (e.g. machine or equipment) (关掉机器、设备等)
- 4 turn **on** sth: start sth (e.g. machine or equipment) (开启机器、设备等)
- 5 be proud of **sb/sth** (为某人或某事感到骄傲)
- 6 proud **to do sth** (很骄傲可以做某事)

Grammar Focus: *have to, must, don't have to, mustn't*

Task 1

Teaching steps

- Write *have to, must, don't have to* and *mustn't* onto the board.
- Ask students to close their books and then work with a partner to write down any rules they know for these expressions.
- Ask students to open their books and then compare their rules with the ones in the book. Next ask students to complete the rules with *have to, must, don't have to* or *mustn't*.

Answers

- 1 must 2 have to 3 don't have to 4 mustn't

Task 2

Teaching steps

- Ask students to think of one rule in an IT room, e.g. *You mustn't sprinkle water on the keyboard.*
- Ask students to complete the instructions using *have to, don't have to* or *mustn't*.
- Check the answers as a class.

Answers

- | | | | |
|--------------------|-----------|-----------------|-----------------|
| 1 have to | 2 mustn't | 3 have to | 4 don't have to |
| 5 have to; mustn't | 6 have to | 7 don't have to | 8 have to |

Task 3

Teaching steps

- Ask students to look back at Task 1 for the difference between *must* and *have to* when they refer to something necessary.
- Elicit the answers and check the answers as a class.

Answers

- 1 must 2 have to 3 must 4 have to

教学小贴士

本题的难点是在谈论责任和义务的陈述句中 *must* 和 *have to* 的区别。在此情况下, *must* 表示由于说话人(疑问句中为听者)自身的原因而必须做某事; *have to* 则常表示某项义务是出于外部原因(如规章制度或他人命令)。因此,在以上第一个句子中,要填 *must* 是因为是“我”想要通过考试,而非其他人命令或规定。试比较:

I must stop smoking. 我一定要戒烟。(我想要戒烟)

I've got to stop smoking. 我不得不戒烟。(医生的命令)

Task 4

Teaching steps

- Write one of the rules you have in your classroom onto the board, e.g. *Students have to speak English.*
- Ask students to work with a partner to think of four rules for their college. If they are struggling for ideas, write prompts onto the board, e.g. *the library, student flats, IT rooms*, etc.
- Elicit at least four rules from the class and check students' use of the modal verbs.

Possible answers

- 1 You have to be quiet in the library.
- 2 You don't have to get permission to use social media.

3 You have to use a user name and a password to log on to the Internet.

4 You don't have to lower your voice when you are doing the morning reading on campus.

教学
小贴士

教师可对此活动进行扩展，提供一些其他校园场所，如图书馆、教室、操场等；还可以列举一些常见的校园活动，如晨读、晚自习、登录校园网等，以此引导学生对校园生活的规章制度进一步熟悉，并熟练地用英文表达出来。

Extra
Activity!

- Tell students that they are going to create their own online college.
- In groups they should think of different rules for their online college.
- Using these rules they should create a poster advertising their online college.
- Tell students they can create rules from the following aspects:
Lessons: *time, attendance, subjects, number of hours, etc.*
Assessments: *how often, deadlines, length, etc.*
Others: *tuition fees, high school grades, etc.*
- Students should display their posters around the classroom and everyone should choose a college.
- The winning team is the one with the most students.

Beyond the Text

Task 1

Teaching steps

- Tell students to write down the things they spend most of their week doing, e.g. studying, playing sports, sleeping, etc.
- Ask students to write down the number of hours they spend on each activity. Then, ask them to compare their lists to Amy's list.
- Set the task in the book.
- Ask students to compare their opinions with a partner and then elicit some ideas from different pairs.

Task 2 and Task 3

Teaching steps

- Ask students to compare their up arrows and down arrows in groups and find similarities and differences.
- Tell students to choose three most important changes Amy needs to make. Elicit two or three suggestions from different groups.
- Ask students to give advice to Amy for the changes she needs to make.
- Ask students to make a new schedule for Amy. Once they have finished the schedule, they should work in pairs and give advice to each other.

Possible answers

Task 3

Amy needs to do more homework.

She should spend more time exercising because it's good for her health.

It would be better if she spent less time online. She doesn't move very much all day.

Task 4

Teaching steps

- This task can be set in class or as homework after class.
- If you have time, you could ask students to make posters about their week schedule and show some examples in class.

READING FOR DOING

Task 1

Teaching steps

- Ask students to think about the last thing they posted online, and the last thing they read online. Once they have remembered something, they should tell a partner about it.
- Ask students to read the social media use of four college students and tell a partner which one is most like their own social media use.
- Elicit ideas for both steps.

Language Bank

1 The content you share and how frequently you post say something about your personality.

你在网络上分享的内容和发帖的频率能体现出你的个性。

post v.

- 1) put information on the Internet (在网络上) 公布信息; 发帖子
e.g. New job openings are posted every day on their website.
 每天他们的网站都会公布有关新空缺职位的信息。
- 2) put information or a message where the public can see it, for example on a wall 张贴 (信息)
e.g. The menu and prices are posted outside the door.
 菜单和菜价都张贴在门外。
- 3) send a letter or parcel to someone in the post 邮寄; 投寄
e.g. She's just gone to post a letter.
 她刚出去寄信了。
- 4) keep sb posted: 定时向某人通报消息
e.g. I'll keep you posted on his progress.
 我会随时向你通报他的进展。

2 They like to be in control.

他们喜欢掌控一切。

control:

- 1) *n.* the ability or power to make someone or something do what you want 控制; 管理
e.g. Flight delays do occur for reasons that are out of our control.
 由于各种不可控因素, 航班延误的现象确有发生。
 control 作名词时, 常用搭配有:
 birth control 计划生育; 生育控制
 quality control 质量控制; 质量管理
 remote control 遥控器; 远程控制
- 2) *v.* limit or rule something, someone's actions or behaviour 控制; 管理
e.g. If you can't control your dog, put it on a leash!
 要是你管不住你的狗, 就给它拴上皮带!

You have to learn to control your temper.

你必须学会控制自己的脾气。

3 They use Facebook simply to stay in touch and communicate with people.

他们使用脸谱网就是为了和他人保持联系，沟通交流。

- 1) stay in touch 的用法和 keep/remain in touch 类似，表示“保持联络”的意思。

e.g. I stayed in touch with my family by WeChat while I was in the US.

在美国期间，我通过微信与家人保持联系。

- 2) stay in touch 还可以表示“了解最新情况”的意思。

e.g. The speech was good. Obviously he has stayed in touch with students' needs and interest.

本场演讲非常精彩，很明显，他对学生的需求和兴趣了如指掌。

- 3) lose touch with 表示“失去联系；不了解”的意思。

e.g. I have lost touch with Lucy since I moved to Chengdu.

我搬到成都后就和露西失去了联系。

It's terrible for teachers to lose touch with information technology.

作为老师，不了解信息技术是很可怕的。

4 They don't post or comment on everything, and they keep many of their conversations private.

他们不会对所有事情都发帖或评论，聊天也大多是私密的。

comment:

- 1) v. express an opinion about someone or something 发表评论；发表意见

e.g. The official refused to comment on the matter.

官方拒绝对此事发表评论。

My mum always comments on what I'm wearing.

我妈妈总是评论我的穿着。

- 2) n. something that you say or write that expresses your opinion 评论；意见

e.g. She was asked about the pay increase but made no comment.

当被问及有关加薪的问题时，她没有发表任何意见。

5 They post anything from motivational quotes to pictures of their lunch.

他们什么帖子都发，从励志引言到午餐照片。

- 1) motivational: *adj.* giving you encouragement to do something 激励人的；激发积极性的

e.g. My teacher Mr Brown is a motivational speaker.

我的老师布朗先生是位励志演说家。

2) motivate: *v.* make someone want to do something well 激励; 激发

e.g. *Teaching is all about motivating students to learn.*

教学就是要激发学生去学习。

3) motivation: *n.* enthusiasm for doing something 热情; 积极性

e.g. *He is a bright enough student—he just lacks motivation.*

他是个聪明的学生，只是缺乏积极性。

Translation

看帖还是发帖？

你在网络上分享的内容和发帖的频率能体现出你的个性。心理学家伯纳多·特拉多认为，脸谱网上有四种网络人格——窥视者、信息提供者、自恋者和传教者。你是哪种呢？

窥视者

这类人想要知晓一切，了解每个人的动态。他们喜欢掌控一切。他们贴出的信息不多，却阅尽别人的帖子，甚至会利用读到的信息反驳他人。

信息提供者

这类人相当简单直接。他们使用脸谱网就是为了和他人保持联系，沟通交流。他们不会对所有事情都发帖或评论，聊天也大多是私密的。

自恋者

这类人喜欢成为关注的焦点。他们聊天时，所有内容都只关乎自己。他们使用脸谱网的方式也大抵如此。他们晒照片，发文章，转引语，内容也大都是关于自己的。他们只对提到自己的帖子或评论“点赞”。这类人很少关心朋友圈中发生了什么事情。

传教者

这类人喜欢鼓励他人，想更多地融入集体。但遗憾的是，发帖过多可能导致相反的效果——人们会忽视他们。他们发帖非常频繁，每天至少四次，而且什么帖子都发，从励志引言到午餐照片。这样不间断发帖实际是为了掩藏他们的真实生活。

Task 2

Teaching steps

- Ask students to read the text again.
- Ask students to complete the gaps with the different personality types of Facebook users mentioned in the text.
- Check the answers as a class.
- Ask students if they can think of different people they know who match each of the types of users. Elicit some examples in class.

Answers

1 Evangelists 2 Voyeurs 3 Me Mees 4 Informers

Task 3

Teaching steps

- Ask students to read the comments about people's social media use and match them to those personality types in the text.
- Check the answers as a class.
- Ask students if they can think of any other types of users, or common behaviour they see on social media. Elicit some examples.

Answers

1 Evangelists 2 Voyeurs 3 Informers 4 Me Mees

Task 4

Teaching steps

- Ask students to look at the pictures of the famous people. Explain who they are and what they are famous for.
- Ask students to work in small groups and decide what Facebook personality types they think the famous people might have. Point out that there is no right or wrong, and they can explain their choices as they like.
- When eliciting answers, ask students to explain their choices.

Possible answers

James Bond may be a voyeur. He would always know what everyone was doing.
Gandhi may be an evangelist. He would always spread positive thoughts and feelings.

Napoleon may be an informer. He would update people about the wars and fights, but only in private.

Sheldon may be a Me Mee. He would always want to be the centre of attention.

More Information

James Bond is the fictional British Secret Service agent created by the writer Ian Fleming. The films have had many famous actors playing James Bond, including Sean Connery, Roger Moore, Pierce Brosnan and Daniel Craig. Not all of the films are based on Ian Fleming's novels.

Mahatma Gandhi (2 October 1869—30 January 1948) was the leader of the Indian nationalist movement against British rule. He is regarded as the father of the country, and his birthday, 2 October, is a national holiday. He is internationally esteemed for his doctrine of nonviolent protest to achieve political and social progress.

Napoleon Bonaparte (15 August 1769—5 May 1821) was the Emperor of the French, who consolidated and institutionalised many reforms of the French Revolution. He was one of the greatest political and military commanders of all time, and conquered the larger part of Europe in the early 19th century.

Sheldon Cooper is a fictional character in the CBS television series *The Big Bang Theory*. He is a theoretical physicist who shares an apartment with his colleague and best friend, Leonard. He is a former child prodigy(神童) with genius level IQ, but displays an almost total lack of social skills, a tenuous understanding of humor, and difficulty recognising irony and sarcasm in other people, although he himself often employs them.

教学小贴士

在对图片中的名人进行脸谱网性格判定之前，教师可采用课堂提问的方式，鼓励学生用英文简单描述这些名人，教师可作进一步补充与解释。作为此任务的延伸，教师可鼓励学生积极思考他们熟悉的人物，可以是任何领域的名人或电影、电视剧中的知名角色，并总结其脸谱网性格。

Task 5

Teaching steps

- Ask students to think of a person they know that matches to one of the Facebook personalities.
- You could give an example of someone you know and explain why they match to a certain personality.
- Students should explain the reason to their partner.

GUIDED WRITING

Requests and Product Descriptions (信息询问与产品描述)

Task 1

Teaching steps

- Ask students to name the items in the picture and then tick those they have bought online.
- Ask students to compare their lists with a partner.
- Elicit the things students buy online and find out what they most commonly buy.

Task 2 and Task 3

Teaching steps

- Ask students to read the two emails and answer the questions in Task 2.
- Tell students to read the writing profile in Task 3, and complete it with sentences from Task 2.

Answers

Task 2

- 1 Susan is selling a dress.
- 2 Nicki wants to know about the condition of the dress and how long it is.
- 3 She wore it to two weddings and one Christmas party.

Task 3

Requests

What condition is the dress in?

Could you tell me how tall the person wearing the dress is?

Product descriptions

It's in really good condition.

I'm wearing the dress in the photos and I'm 1 metre 64 centimetres.

Task 4

Teaching steps

- These questions practise both direct and indirect question forms. If you have time, you could review the word order changes in indirect questions, e.g.
How big is it? → *Could I ask how big it is?*
- Set the task and check the answers as a class.

Answers

- 1 Could you answer a few questions about the table?
- 2 Would you mind sending me more pictures?
- 3 Could I ask how old it is?
- 4 What size is it?
- 5 What colour is it?

Task 5

Teaching steps

- Ask students to read the email and answer these questions:
What is Sophia buying?
What does she want to see more of?
Where does she live?
- Ask students to complete the email with the requests in Task 4.

Answers

- 1 Could you answer a few questions about the table
- 2 Could I ask how old it is
- 3 What colour is it
- 4 Would you mind sending me more pictures
- 5 What size is it

Task 6

Teaching steps

- Ask students to think about the last time they bought a computer.
- Ask students to tell their partners why they bought that computer. Tell them to think about things such as price, size, weight, memory, speed and programmes.
- Ask students to write an email using the bullet points in the task.

Model answers

Student A

Hi Andy,

I've seen your computer on eBay. I was just wondering if you could tell me more information about it. Could I ask how old it is? How long is the battery life? What software does it come with? If possible, could you also send me a photo? One more thing—what size is the monitor?

Best wishes,

Lee

Student B

Hi Lee,

Thanks for your email. I've attached a photo for you to see. The laptop is 2 years old. The current battery lasts around 1 hour, so you need a new one. A new battery only costs £30. The laptop comes with Microsoft Office and anti-virus software. The monitor is 25 inches.

Let me know if you have any more questions.

Best wishes,

Andy

AUDIO/VIDEO LAB

Task 1

Teaching steps

- Ask students to look at the things in the task and you can ask some questions to check their understanding, e.g.

What music do your parents listen to?

Are your parents old-fashioned?

- Ask students to think about things they find embarrassing about their parents, at least something they either don't like now or didn't like as a child.
- Ask students to share their ideas with a partner.
- After brief discussion, ask students to add their opinions to the list in the task individually.
- Elicit some ideas from different pairs.

Possible answers

The way they dress
 The sports they often play
 The food they prefer

Task 2

Teaching steps

- Ask students to look at the title of the video and predict one or two things they think they might hear in the video.
- Play the video and ask students to check their predictions.

Possible answers

I think it might be about why we should keep parents out of our life online. It's probably because parents use online media very differently.

Task 3

Teaching steps

- Ask students to work with a partner and write down anything they remember each person saying.
- Play the video again and ask students to match the person to the thing(s) that embarrass them most.
- Check the answers as a class.

Answers

1—b 2—b 3—a; c 4—a; c

Task 4

Teaching steps

- Ask students to tell a partner what they can see in each photo. Elicit some ideas and then play the video.
- Check the answers as a class.

Possible answers

A; B; D

Task 5

Teaching steps

- Ask students to read the paragraphs and try to guess the words or expressions that might go in each gap.
- Play the video and ask students to fill in the gaps.
- Check the answers as a class.

Answers

- | | | |
|------------|----------------------|--------------------|
| (1) little | (2) princess dresses | (3) young teenager |
| (4) delete | (5) beach | (6) tourist |

Task 6

Teaching steps

- Ask students to read the questions and discuss whether they remember any of the answers or not.
- Play the video. Ask students to compare their answers with a partner and then check the answers as a class.

Possible answers

- 1 She posted on David's wall and told him to go home.
- 2 He wrote "U.O.E.N.O" (You Don't Even Know) on Mia's wall.
- 3 Her mum was worried about her and wanted to check if she was OK.
- 4 They were worried he would speak to their parents.

Task 7 and Task 8

Teaching steps

- Ask students to write down a list of all the things that parents did in the video.
- Ask students to work in pairs to compare the things their own parents have done with the behaviours of the parents in the video.
- Elicit similarities and differences in the class.
- Ask students to write rules for parents to follow online. Elicit some of the rules and write them onto the board.
- Ask students to work in groups and choose three most important rules for parents to follow.

Possible answers

Task 7

My parents are really good. They haven't done any of these things.

My parents have put embarrassing photos of me online, especially the ones from when I was young.

My mum sometimes chats with my friends and uses teenage language. It's really embarrassing.

Task 8

- 1 Please do not send messages to my friends.
- 2 Please do not use teenage slang.
- 3 Please do not put photos of me online until I say yes.
- 4 Please do not post things on my wall.
- 5 Please do not try to be cool.

Script

The more friends we have on social media, the more likely it is that we will be embarrassed by their behaviour. Some people post comments that others find rude. Others post photos we don't like. Yet for many young people, it is actually their parents who cause the most embarrassment for them. It seems that social media has transformed childhood and given parents another way to put their children in an awkward situation.

The most common way that people are embarrassed by their parents is when they post inappropriate photos online.

Katie: My mum likes to post photos of me online from when I was little. There are ones when I'm wearing horrible big princess dresses or dressing as a baby. The worst one, though, was when she posted a photo of me as a young teenager. I had terrible hair, my dress was awful and I was a bit fat—certainly not something I want to post online.

Ali: My dad doesn't seem to realise that one of the benefits of a digital camera is that you can delete photos. He posts everything on there. There were some terrible ones of him on the beach. He was really red, fat and drinking a beer. It was the worst kind of tourist photo you could think of.

Not only are parents bad at choosing photos, but many of them post inappropriate things on the children's walls.

David: I was out with my friends one night when my mum posted on my wall "I've tried calling your mobile five times already. Stop ignoring my calls. You should be home by now!" It was embarrassing enough that I had to be home earlier than my friends, but to tell me off online was awful!

Mia: My dad thinks he's really cool, but the things he writes are just really embarrassing. He often writes "U.O.E.N.O" (You Don't Even Know) on my wall. He has heard us say it, so he thinks it's cool. But a fifty-year-old man saying it is just so strange!

It seems our parents' embarrassing behaviour is not just limited to us. They are more than happy to extend it to our friends as well.

Mia: I came into college the other day and my friend Katie said, "I was chatting to your mum online for ages last night." My mum had said she was worried about me and wanted to check if I was OK. I couldn't believe she had done it. Now my friends are going to think my parents see me as a little child!

David: My dad comments on my friends' walls. It's like he thinks they are his friends. As soon as he posts something though, that's it—the end of the conversation. They don't want to be chatting with my dad. They are worried he'll say something to their parents.

While some of our parents might not realise what they are doing is embarrassing, there are others who seem determined to embarrass their children. The website www.reasonsmysoniscrying.com has thousands of photos and videos of children crying over small things. These children might not be on social media yet, but

in a few years they will be teenagers, and they will be eager to go back to ten years ago and delete those embarrassing photos and videos.

WRAP-UP

Task 1

Answers
 1 mustn't 2 have to 3 don't have to 4 must

Task 2

Answers
 1 professional 2 unusual 3 negative 4 gifted 5 intelligent 6 attractive

Task 3

Possible answers
 1 Could you tell me how old you are?
 2 Would you tell me how expensive it is?
 3 Could you tell me what the food was like?
 4 How big is it?
 5 Where do you live?

Task 4

Model answers

Acer Laptop for Sale

It has a 25-inch screen. It weighs 2.5 kilos.
 It has a black case.
 The battery has a 4-hour life.
 It has an i5 processor.