



"最美快递员"汪勇在内的3名顺丰小哥
"社区管家",为孤寡

Unit 4 Sharing



A Letter Home

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Step 1

Viewing and thinking

Look at the pictures and answer the following questions:

1. How many aspects of life have been introduced ?
2. How would you describe their way of life? (in pairs)



1 My class



2 Students putting new grass on classroom roofs



3 Building a new science lab

school life



Village life



1. Their school life is uncomfortable:

no walls, no glass in the windows, no air-conditioner, no science lab, maybe no computers, no telephones or none of the modern facilities

The roof of the classroom is held up by a pole.

The students themselves make the repairs.

2. Their village life is inconvenient :

The roads are muddy.

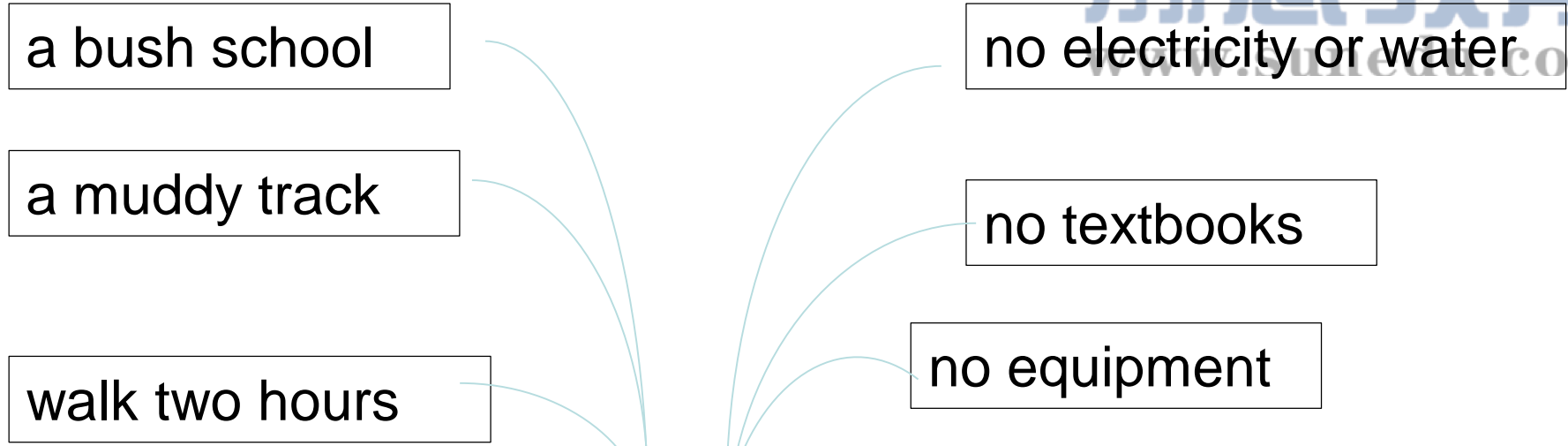
The houses are low and small.

The food is simple in varieties and tastes.

Step2

Reading and checking

1. What is their school life like?
2. What do you think of Jo and her students?



school life

the boys

the teacher

eager to learn

curious

creative

confused

optimistic

diligent

devoted

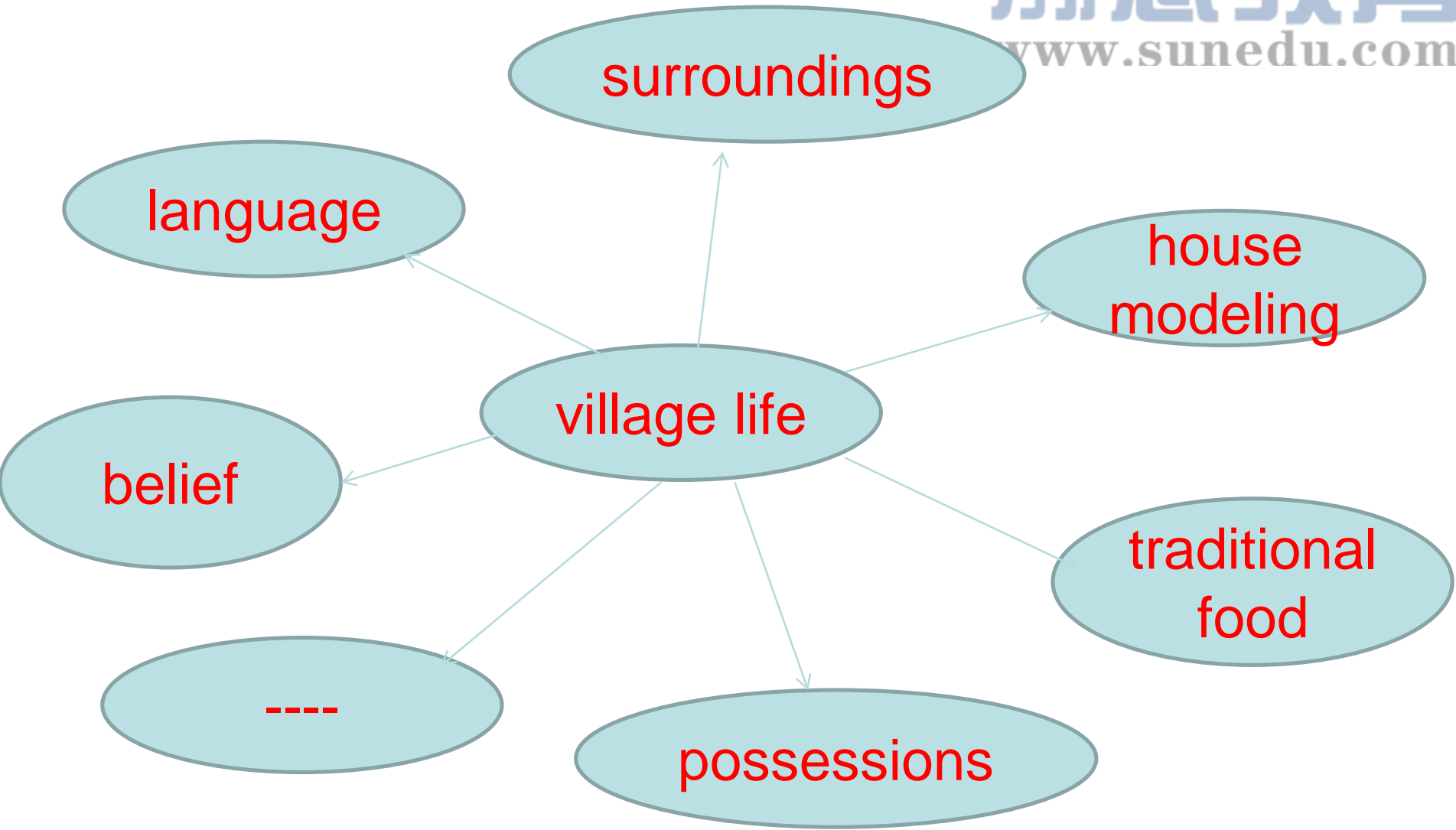
imaginative

Step3

Predicting and reading

1. What will be included in your article if you are to introduce your town or village to a stranger?

2. Read the next few paragraphs and find out the way the author introduced the village.



mountain, ridge, steep path, valley

two and a half hours away

surroundings

It is by a river at the bottom of a valley. It has steep slopes all around it.

with grass sticking out of the top of the roof,

men's

houses
modeling

round, not rectangular, no
windows, small doorways,
floor covered with fresh grass

women's

Q:What can we infer from the differences
between men's and women's houses?

traditional food

cooking method

staple food

Hot stones are placed in an earthen drum, then vegetables are placed in the drum, covered with banana leaves and steamed.

what can we infer ?

potato, and greens, banana leaves, peanuts

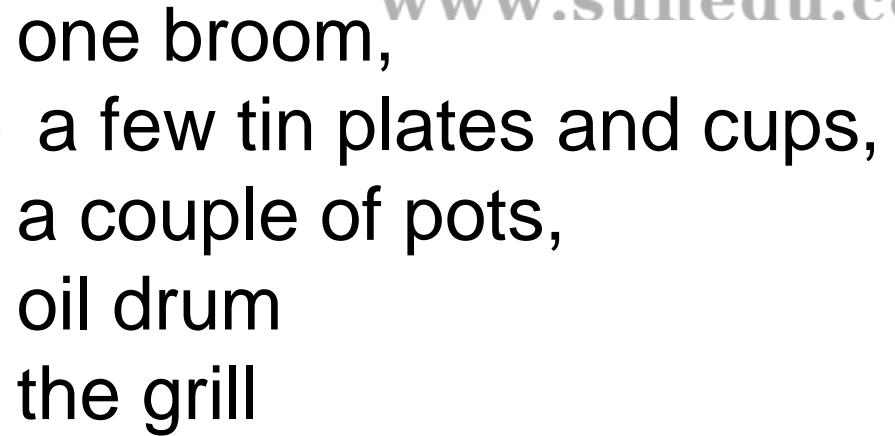
They live on agricultural produce.

It is a tribal village in a developing country.

The country is located in the tropical zone.

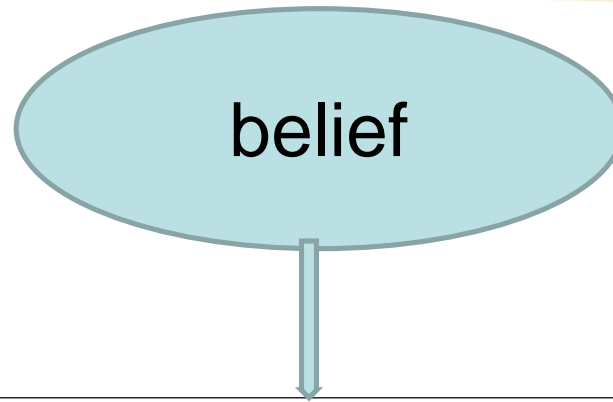


possessions



one broom,
a few tin plates and cups,
a couple of pots,
oil drum
the grill

Q: What strikes you most in comparison with your own life ?



The villagers believe in evil spirits.
They believe that leftover food attract evil spirits
so they dry it out in the can over the fire.
Then the can is thrown out of the hut.

Q: What do you think of their faith in evil spirits?

Greetings:
shook hands with all the villagers.
everyone seemed to be a relative of Tombe's.

“ieee ieee”

language

body language

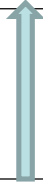
farewell:
many goodbyes and firm handshakes

Q: What can we know from the way they greeted Jo?

Step4

Reading and thinking

the purpose of the letter



1. What are the first and the last two paragraphs for?



the feeling of the visit to the village

Step4

Reading and thinking

2. What can you read beyond the words from paragraph 1?

Jo is doing voluntary far away from home.

The village is in a remote area.

Dear Rosemary,

Thanks for your letter, which took a fortnight to arrive. It was wonderful to hear from you. I know you're dying to hear all about my life here, so I've included some photos which will help you picture the places I talk about.

The village is quite different from their hometown.

Mentally

Jo was overwhelmed by the kindness and hospitality of the villagers.

Jo felt honored to experience the culture.

Jo was devoting herself to the voluntary work.

We left the village the next morning after many goodbyes and firm handshakes. My muscles were aching and my knees shaking as we climbed down the mountain towards home. That evening I fell happily into bed. It was such a privilege to have spent a day with Tombe's family.

It's getting late and I have to prepare tomorrow's lessons and do some paperwork. Please write soon.

Physically

Jo is tired with muscles aching and knees shaking.

Step5 Telling and viewing

1. Which country is the village in ?
2. Who are Jo and Rosemary?

Independent State of Papua New Guinea



Location: situated to the north of Australia

Population: about 5.7 million

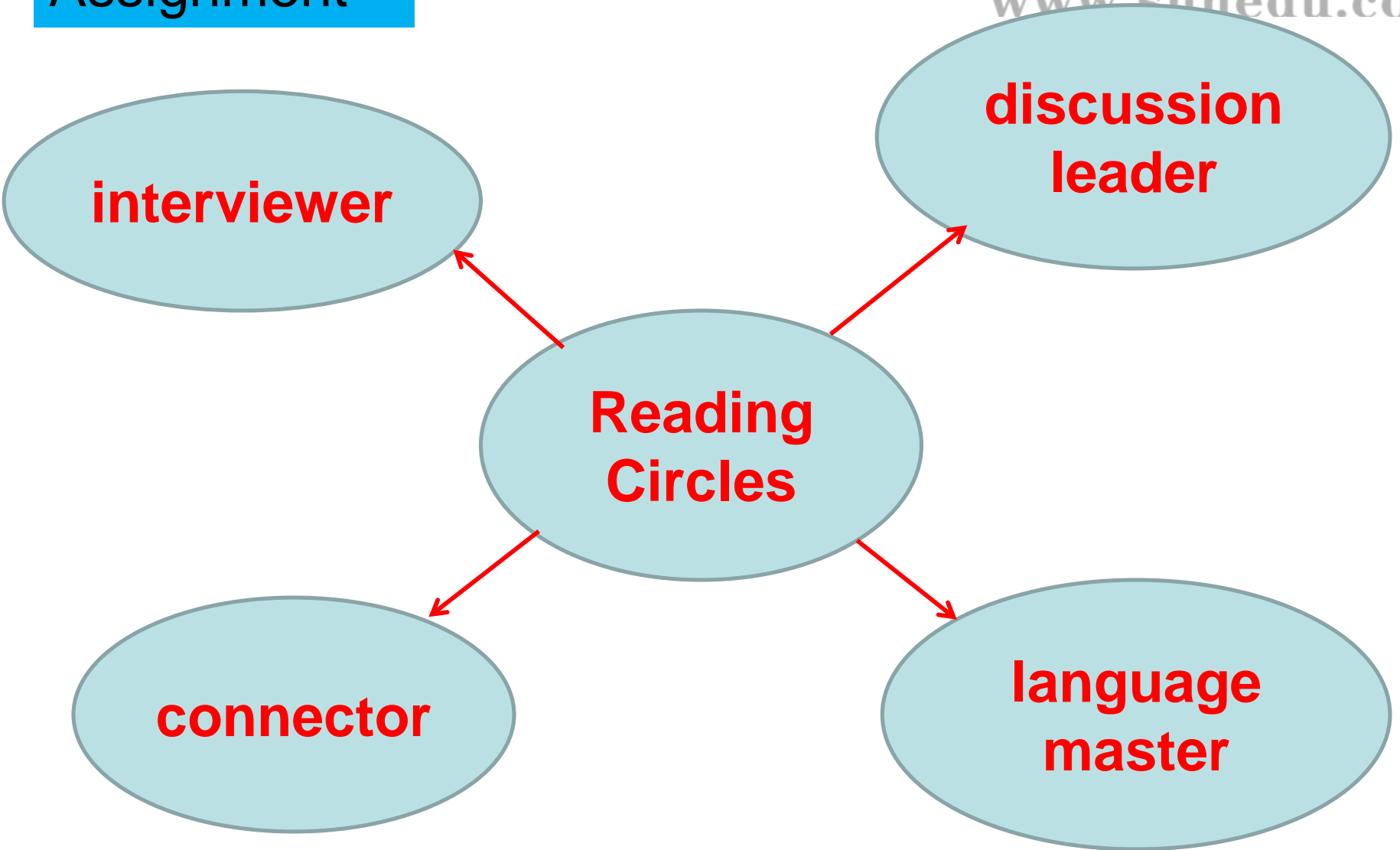


Jo, a young Australian woman of *Australian Volunteers International*, has worked as a **volunteer** teacher in **Papua New Guinea** for two years.



Rosemary, a friend of Jo in Australia **is dying to** know all about Jo's life at **Papua New Guinea**.

Assignment



Interviewer:

Suppose you are **Rosemary** , please prepare the questions you have for Jo in the reply to the letter.

Discussion leader:

Work in groups of four to choose a topic for your group to discuss.

Connector:

Compare the villagers' life with your own life and talk about what you can do for them as a volunteer.

Language master:

Pick out the language you find challenging or useful and try to relate them to what you have learned.