义务教育教科书

教师教学用书

英语

九年级

全一册



（中国）人民教育出版社 课程教材研究所
英语课程教材研究开发中心 编著
（美国）圣智学习集团

人民教育出版社
·北京·

微信公众号：电子课本大全

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图书在版编目（CIP）数据

义务教育教科书教师教学用书．英语．九年级．全一册／人民教育出版社课程教材研究所英语课程教材研究开发中心，美国圣智学习集团编著．—北京：人民教育出版社，2014.4
ISBN 978-7-107-28073-3

Ⅰ．①义… Ⅱ．①人…②美… Ⅲ．①英语课—初中—教学参考资料 Ⅳ．①G633

中国版本图书馆 CIP 数据核字（2014）第 167291 号

义务教育教科书教师教学用书　英语　九年级　全一册

出版发行　人民教育出版社
（北京市海淀区中关村南大街 17 号院 1 号楼　邮编：100081）
网　　址　http://www.pep.com.cn
经　　销　全国新华书店
印　　刷　×××印刷厂
版　　次　2014 年 4 月第 1 版
印　　次　　年　月第　次印刷
开　　本　787 毫米×1092 毫米　1/16
印　　张　31.75
字　　数　548 千字
定　　价　　元

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说　明

本套教材是人民教育出版社和（美国）圣智学习集团合作，依据《义务教育英语课程标准》（2011年版）的基本理念、内容和要求，在2003年版《义务教育课程标准实验教科书 英语（新目标）》的基础上修订而成。在教材修订时，一方面我们力图保持教材原有的特色，比如采用任务型教学（Task-based Language Teaching）模式，融汇话题、交际功能和语言结构，帮助学生在实践中循序渐进地学习语言知识，发展语言运用能力。另一方面我们努力体现和落实课程标准的基本理念和教学要求，比如体现英语教育“工具性”和“人文性”相结合的要求，突出“以人为本”的教育思想，在培养学生综合语言运用能力的同时，培养学生的学习策略，丰富学生的思维方式，发展学生的合作能力和创新能力，提高学生的文化意识及人文素养，从而全面提高学生的综合素质。

本套教材共分为五册，七至八年级每学期一册，九年级为全一册。

《教师教学用书》是本套教材的重要组成部分，本册教材共有14个单元，供九年级使用。

人民教育出版社　课程教材研究所

英语课程教材研究开发中心

2014年3月

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前　言（Preface）

本套教材是依据《义务教育英语课程标准》（2011年版）的精神，根据国内外先进外语教学理念编写而成。它是一套能体现我国中学生心理和认知特点，满足广大中学生学习需求的英语教材。现针对本套教材编写的指导思想、主要特点、体系结构以及教学和评价等方面做如下说明。

一、教材编写的指导思想

（一）坚持外语教学“工具性”和“人文性”的统一，以发展学生的综合语言运用能力为目标，重视培养学生积极的学习态度和情感，并以发展跨文化意识、促进心智发展、增强爱国主义精神、提高综合人文素养为主要任务。

（二）充分体现“以人为本”的科学发展观，既面向全体学生，又关注并体现学生的个体差异。教材内容的安排符合学生的认知水平，联系学生的生活实际，注意激发学生的学习兴趣，促进学生综合平衡发展。

（三）强调学习过程，体现语言学习的渐进性、实践性和应用性。教材通过创设具体语境，设计循序渐进的语言实践活动，让学生在“用英语做事情”的过程中获得语言知识、发展语言运用能力。

（四）重视语言学习策略和教学策略的培养，帮助学生提高英语学习效率。首先，教材让学生通过体验、实践、参与、探究和合作等方式感悟、发现并总结语言规律，有效学习语言知识，培养语言学习的策略和能力。其次，教材编写有利于引导教师教育思想和教学方法的转变，有利于促进教师专业发展。

（五）体现时代发展新要求、社会新变化和科学技术新进展。教材内容的编写体现“贴近时代、贴近生活、贴近学生”的原则，密切联系我国初中学生的生活实际和语言学习特点，将趣味性和教育性相结合。

二、教材主要特点

（一）采用“话题、功能、结构、任务”相结合的编写思路

教材编写从实际出发，兼收并蓄，集各种方法于一体，采取了“话题、功能、结构、任务”相结合的路子。教材以“话题”统领每个单元的教学内容，语法结构为表述话题内容和实现与话题内容相关的交际功能服务。为

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此，教材采用不同层次的“任务”的形式来组织教学活动，让学生通过“用语言做事情”来学习和使用英语。

（二）采用“任务链”式活动设计，小步推进，螺旋上升

本套教材突出体现了“任务型语言教学”（Task-Based Language Teaching）思想，强调语言学习的实践性，重视学生对语言学习过程的参与和互动。教材充分考虑学生语言能力形成的过程性和渐进性，活动设计和内容安排采用“任务链”(task-chain)的形式，每一个独立板块的教学内容及教学活动环环相扣，小步推进，螺旋上升。“任务链”有助于降低语言学习的难度，帮助学生顺利达成语言目标，有利于激发学生的学习热情和学习动力。

（三）单元教学结构层次分明、循环递进

本套教材单元内容的设计采用分层结构和循环递进的方式，每个单元主要分为Section A和Section B两部分。Section A是基本的教学内容，着重于听说训练，兼顾语法学习；Section B在Section A的基础上将话题进一步拓展，除听说外着重训练学生的阅读和写作技能，帮助学生灵活运用所学语言进行口、笔头输出。教材的单元结构体现了“先听说、后读写、再评价”的教学思路。

（四）题材广泛，内容丰富，语言真实、地道、鲜活

本套教材题材广泛，内容贴近时代、贴近生活、贴近学生，符合我国初中学生的生理和心理发展需求。教材话题内容紧密联系中外学生的生活实际，从学生的家庭生活和学校生活开始，向社会生活拓展，为学生提供了鲜活生动的语言素材。此外，本套教材的编写采用中外合作的模式，外方作者深入教材编写，保证了语言的真实性和地道性。教材录音以美式英语为主，兼顾英式英语，特别是听力对话部分内容生动，为学生提供了原汁原味、真实地道的语言，保证了高质量的语言输入。

（五）重视文化内容的渗透，开阔学生文化视野，提高学生人文素养

本套教材重视培养学生综合语言运用能力，不仅充分体现了英语学习的工具性，也非常重视文化内容的渗透和思想品德教育。教材既介绍了英语国家的文化，又介绍了我国民族文化，同时还介绍了其他非英语国家的文化，让学生通过英语学习扩大视野，了解世界文化的多元性，对世界文化形成开放、包容的心态，并培养跨文化交际能力。同时，教材力图增强学生对本民族文化的了解与热爱，培养学生用英语介绍我国文化的能力。此外，教材也体现了素质教育思想，特别是思想品德教育，注重对学生品格的培养，力求帮助学生形成正确的人生观与价值观。

（六）重视学习策略指导，培养学生自主探究和合作学习的能力

本套教材重视学习策略的指导，在听、说、读、写各项技能训练和语

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言知识训练中都渗透了学习策略的培养，如听前、读前的预测，听中、读中的推理和判断、词汇猜测等。教材还优化了Self Check部分的活动，除了提供单元学习成果检测活动外，更侧重引导学生归纳所学知识，发展学生的自主学习能力。教材中设计了很多结对活动和小组活动，不仅让学生有更多机会操练新语言，还为学生提供了合作学习的平台，让学生使用所学语言交流信息、分享学习成果或共同解决某个问题，并在此过程中互相帮助，共同进步。

（七）重视教学资源建设，提供多媒体、立体化的教学服务

本套教材在设计开发之初就考虑到教学资源的建设，除了学生用书、教师教学用书、录音磁带等最基本的教学材料之外，我们还配备了与教材内容同步的《练习册》、《同步解析与测评》等。除纸质资源外，我们还开发了丰富的数字教学资源，如人教数字校园、教学示范录像课DVD，教学资源CD-ROM等。另外，“人教网”（http://www.pep.com.cn）为本套教材开辟了初中英语教学专栏，提供了丰富的教学资源，供教师和学生参考使用。

（八）建立系统的评价体系

评价是英语课程的重要组成部分，其主要作用是使学生在英语学习过程中不断地体验到进步和成功，从而建立学习的自信，促进综合语言运用能力的提高。本套教材尤为重视学生在评价过程中的主体地位，注意引导学生进行自我评价和合作评价。教材在每单元最后的Self Check部分编写了检测活动，让学生在教师的指导下独立或合作完成对单元语言知识和语言运用能力的评价。教师教学用书、教材配套的练习册等也为教师和学生提供了评价建议、评价活动和评价工具等多方面的材料，旨在将形成性评价和终结性评价相结合，充分发挥评价的功能，促进学生的全面发展。

三、教材体系结构

本套教材教学资源丰富，以下主要介绍学生用书和教师教学用书的编排体系及其特点：

（一）学生用书

学生用书的内容由致同学、目录、单元教学内容及附录组成，其中附录包括课文注释、听力活动录音材料、语音注释和练习、语法注释、分单元词汇表、总词汇表、人名表和不规则动词表等。

本套教材九年级全一册有14个单元，每个单元均为八页，分为Section A和Section B两部分。Section A是单元基本的教学内容，包括词汇、语法、功能，以听力输入、口语输出、阅读输入为主要教学形式，是体验和感知

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语言的阶段。Section B是在Section A的基础上对单元话题内容的进一步拓展。本部分在进一步听说训练的基础上，重点发展学生的阅读和写作能力。Section B主要是语言的学习、巩固和运用阶段。

下面以九年级第一单元为例，具体说明每个页面教学内容的设计意图：

第1页：1a中的主题图为本单元目标语言提供了一个主题情境。1b是本单元基础的听力输入，内容浅显，让学生初步感知本单元目标语言，包括词汇和结构。1c是在听力输入基础上的控制性的口语输出。

第2页：2a–2c采用“任务链”的活动设计形式，为学生进一步提供了语言输入和语言输出的机会。2a–2b让学生再次感知本单元的目标语言，并完成相关的听力活动，2c引导学生根据听力内容完成控制性的口语输出，进行简单交流。2d为学生提供了一个完整的口语示范对话。这是一个综合的、具有真实语境的口语活动，既是对前面所学语言结构的巩固和运用，同时也为后面理解和发现语言结构的特点和规律提供了更多的语言素材。

第3页：本页是以短篇阅读为核心整体设计的页面，为学生提供了更加丰富的语境，让学生在阅读中体会目标语言的表意功能。3a针对阅读内容提出问题，需要学生仔细阅读、理解语篇内容后回答问题。3b侧重对语篇包含的语言知识点进行检测。本页也为后面的语法归纳与学习做好铺垫。

第4页：本页是以语法内容为核心整体设计的页面。Grammar Focus部分以表格形式呈现本单元典型例句，便于学生观察、对比、发现和归纳语言结构特点。4a–4c是依据上述目标结构而设计的不同形式、不同层次的语言练习和活动，从关注语言形式（focus on form）到关注语言意义（focus on meaning），从笔头训练过渡到具有一定交际目的的口头训练，充分体现了从语言学习到语言运用的过程。

第5页：1a–1b进一步拓展丰富了本单元话题内容，同时为后面的听力活动进行了预热。1c和1d是本单元第三次听力输入，在Section A的基础上，语言难度进一步加大，语言内容更加丰富。1e要求学生就所听内容与同伴进行交流。

第6–7页：这两页是以相对长篇的阅读为核心整体设计的页面。2a是阅读前的预热活动，2b–2d是阅读理解活动。2b要求学生快速阅读文章把握文章要点，找出成功学习者应具备的学习习惯。2c让学生细读文章并获取细节信息，回答问题。2d要求学生结合词典辅助词汇学习的策略，掌握课标词汇在语篇中的含义。2e是阅读后延伸性的口语交流活动，需要学生结合语篇内容和自身学习情况，反思自己的学习方法和学习习惯，并能与他人分享。2a–2e的活动设计体现了阅读前、阅读中和阅读后的完整阅读教学过程。

第7–8页：3a–3b构成一个独立的写作板块，3a的写前铺垫旨在激发学生的兴趣，并提供写作素材，3b通过提供语言提示引导学生整理信息，帮

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助学生独立完成写作任务。

第8页：本页还包括一个自我检测板块。自我检测部分主要包括词汇、结构、功能等方面的评价练习，旨在引发学生思考，引导学生自主归纳和总结本单元知识，培养学生的自主学习能力。

此外，教材附录部分还包括以下内容：

1. **课文注释**（Notes on the Text）：本部分主要对各单元中有一定难度的句子和所涉及的重点文化现象做出说明和解释，帮助学生有效预习、复习，并培养他们自主学习的能力。

2. **听力活动录音材料**（Tapescripts）：本部分提供了全书14个单元所有听力活动的录音材料，供学生自学或深度挖掘听力材料时使用。

3. **语法注释**（Grammar）：本部分是对各单元语法聚焦部分（Grammar Focus）的补充说明，语法聚焦部分通过例句呈现各单元重点语言现象，本部分则综合地、系统地、深入地阐述语法概念和规则，并通过例词、例句分条目或以表格的形式进行说明，让学生对这些语法现象的理解由感性走向理性。本部分的例词、例句尽量选自本单元，便于学生从熟悉的语言中发现规律。本册教材主要涉及的语法项目包括宾语从句、被动语态、定语从句、情态动词表推测，以及英语中使用频率很高的by接动词-ing形式、used to do、should be allowed to、be supposed/expected to do、make sb. do sth.等常用结构。此外，教材第12至第14单元的语法部分还对整个初中应掌握的各种时态进行了综合性的复习。

4. **词汇表**：本部分包括分单元词汇表（Words and Expressions in Each Unit）和按字母顺序排列的总词汇表（Vocabulary Index）。分单元词汇表和总词汇表不仅包括单词，还有一些短语和常用表达法，重点词汇用黑体标出。关于发音，如果某个单词英美发音差别较大，则给出两种发音，第一个为英式发音，第二个为美式发音，如：pattern /'pætn/, /'pætərn/。分单元词汇表配有录音。

5. **不规则动词表**：本部分列举了初中阶段所学的不规则动词变化形式，包括过去式形式和过去分词形式。本部分配有录音。

（二）教师教学用书

教师教学用书是教师进行课堂教学的重要资源，是本套教材的重要组成部分。教师教学用书的主要功能是：1.帮助教师理解教材的设计理念、教学内容、编排体系、采用的方法及呈现特点等；2.为教师提供教学方法和建议，不仅要帮助教师更好地使用本套教材，同时也要帮助教师更新教学观念、改进教学方法、促进专业发展；3.为教师提供拓展性教学资源，丰富教师的语言和文化知识，开阔教师的视野，提高教师教学技能和教学素养。

本册教师教学用书主要包括三个方面的内容：1.前言。本部分介绍了教

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材编写的指导思想、教材特点、体系结构、教学方法建议（包括如何进行语音、词汇、语法、听力、口语、阅读和写作教学，以及如何开展评价等）。2. 单元教学内容分析和教学建议。本部分是教师教学用书的主体部分，每个单元分为汉语部分和英语部分，按照学生用书单元内容的顺序编写。英语部分主要提供了每个活动的教学目的和教学建议，同时针对具体活动提供了相关文化注释和拓展活动建议。此外，英语部分还提供了学生用书中练习的答案。3. 附录。本部分提供每个单元中的2d示范对话和阅读文章的参考译文。

单元教学内容中汉语部分的编写结构如下：

1. 教学目标与要求：本部分用表格的形式归纳呈现了本单元的话题、功能、语法、词汇和常用表达、语音、学习策略和文化知识，便于教师整体了解和把握各单元的内容。

2. 话题思维导图：本部分用思维导图的形式归纳了单元话题词汇和功能结构，用话题统领单元主要词汇及结构。话题思维导图能帮助学生建立词汇与话题之间的语义联系，同时便于教师将这种词汇学习策略教给学生。

3. 内容介绍和教学建议：本部分是教师教学用书的核心部分，主要分为Section A 内容介绍、Section A 教学建议、语法内容介绍和教学建议、Section B 内容介绍、Section B 教学建议，以及Self Check内容介绍和教学建议等板块。“内容介绍”主要分析教材的教学内容、设计意图，以及教学重难点。“教学建议”是针对每个教学活动给出的参考性的教学指导和具体操作步骤，同时还提供了一些拓展性的教学活动。

4. 课文注释：本部分主要对单元中一些语言现象进行解释，一般不包括本单元的核心语法项目和文化现象（这两部分内容分别在“语法内容介绍和教学建议”及“文化注释”板块中介绍）。

5. 文化注释：本部分对单元教学内容中所渗透的文化知识点给予注释，尤其关注中外文化差异。

6. 教学简笔画：本部分为各单元中主要的而且能够形象呈现的词汇或场景提供了简笔画，目的是帮助教师掌握一种切实可用的教学技能，学会用这种生动有趣的形式创造词汇教学语境。

另外，九年级全一册教师教学用书还配备了CD-ROM教学参考多媒体资源，为教师在多媒体课堂条件下提供方便有效的教学辅助。

四、教学方法建议

（一）关于词汇教学

本套教材词汇的编排主要依据《义务教育英语课程标准》（2011年版）

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的要求。在编写过程中，特别注意了以下几个方面：1.平衡各册、各单元的词汇量；2.控制生词总量，减少非课标词汇和外国人名，全面覆盖课标五级词汇；3.通过不同形式增加课标词汇的复现率；4.将词汇学习融于语境，关注词汇在不同语境的含义和使用特征；5.关注“语块”（lexical chunks）的学习。

为了提高词汇教学效率，教师应注意以下几个方面：

1. 结合语境教学词汇

在词汇教学中，教师应当利用实物、图片、简笔画、视频、动作等创设语境，让学生直观地理解单词的意思，通过建立语境与语义之间的关系，促进理解、加深记忆。在教学中，应尽量避免让学生直接读词汇表或孤立地理解和记忆词汇，应尽量减少学生对汉语的依赖，注意培养学生用英语思维的能力。

2. 利用语篇教学词汇

词汇教学既不能仅停留在对单词意义和用法的解释和辨析上，也不应让学生仅停留在对单个词的记忆上，而应采用“词—句—文”的教学模式，让学生将单词运用到句子和语篇中，做到词不离句，句不离文。

3. 培养词汇学习策略

词汇学习策略有很多种，不同学生适用的策略也不同。总体来讲，有几个具有普遍意义的词汇学习策略需要教师重点关注：1）在语境中猜测词汇的意义。教学中不是所有的生词都要教，有些生词可让学生通过上下文（context 或co-text）来猜测。2）根据构词法记忆单词的结构。英语词汇浩如烟海，但是词根（root word）是有限的，很多词都是通过附加词缀变化而来，因此根据词汇的构成特点（构词法）记忆词汇非常有效。3）根据读音拼写单词。英语是拼音文字，其读音和拼写有直接关系，建立单词音、形的对应关系有助于记忆单词。4）根据语义图（mind map 或 semantic map）记忆单词。大多数英语词汇都有其归属的语义场（semantic field），这个“语义场”就像一张网，能够将不同的、零散的单词按语义归纳到一个系统里面，从而有助于学生进行联想记忆。5）查词典。查词典是一种自主学习能力，教师应教会学生一些查词典的方法与技巧，让他们在遇到生词障碍时能独立解决问题，成为独立的学习者（independent learner）。6）关注词的搭配（collocations）。7）使用对比、分类、联想等方法学习词汇。

4. 分层次、分阶段处理生词

生词不宜集中呈现和教学，也不宜一次性深度挖掘，而应根据学生学习的需要分层次、分阶段教学。以听力和阅读教学为例：在听前和读前可先处理那些会造成严重理解障碍，而且无法通过语境来猜测的词汇。在处理时不宜深度拓展，让学生知道其在文中的意思，能听懂或读懂即可。在听中和读

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中，可以让学生通过上下文来猜测一些生词。在听后和读后再对一些内涵丰富、搭配能力强的词汇进行深度挖掘、讲解，并让学生通过练习运用和巩固这些词汇。

（二）关于语法教学

本套教材按照“话题—结构—功能—任务”的模式来安排教学内容，每个单元的语法结构服务于该单元话题的表达，语法学习的目的是为了语言运用。教材各单元的语法内容是按照“感知、发现、总结、练习、运用”的程序来编排的，各单元语法页包括语言结构总结（Grammar Focus）和语法运用练习两个部分。语言结构总结以前面的听说训练为基础，以表格的形式对比呈现各单元目标语言。语法练习分层次设计，从控制性、半控制性练习过渡到开放性练习。在使用本套教材时，语法教学需要注意以下两个方面：

1. 在语境中教学语法

语法教学最好结合语境，比如语篇或交际活动，尽量避免使用孤立、没有意义的句子讲解语法。语法结构本身并没有意义，只有在一定的语境中才能表达真实意义，实现表意功能。

2. 重视学生对语法学习过程的参与

在传统教学中，教师的主导性较强，学生只是被动地听讲和机械记忆，思维没有得到充分的激发和调动，因此语法学习的效率较低。要想提高语法教学的效率，就应重视学生对学习过程的参与。本套教材倡导的语法教学过程是“感知、发现、总结、练习、运用”。首先，教材让学生通过一定的语境（包括听力输入、口语范例、阅读语篇等）感知新语法项目，建立对“新朋友”的初步印象，并尝试在语境中理解新语法项目所表达的意义。其次，教材通过在不同语境中呈现新语法项目，引导学生发现其结构特征，并尝试总结语言规律。经过不同层次的练习后，最后让学生在新的语境中运用该语法项目或解决新的问题。因此，在语法教学中，教师应尽量避免“满堂灌”的做法，而应调动学生的思维，让他们积极参与语法学习过程。

（三）关于听力教学

本套教材非常重视学生听说能力的培养，并在听说训练的基础上培养读写能力，帮助学生达到听、说、读、写四项技能的平衡发展。根据教材的单元编写结构，教材有三次听力输入。前两次是在Section A中，第三次是在Section B中出现。三次听力输入内容相互关联、层层递进、螺旋拓展。第一次听力输入要求学生简单处理信息并进行模仿性的口语输出。第二次听力输入是对第一次听力内容的拓展，听后要求学生对信息进行多层次的处理，然后进行控制性的口语输出。第三次听力输入是对单元话题的进一步拓展，并融入新的词汇和结构，要求学生对信息进行多层次的处理，然后进行不同

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形式的口笔头输出，尤其是在模仿性输出的基础上增加了创造性口语输出。第二次和第三次听力活动都体现了听力教学的过程性，即采用听前、听中和听后的设计方式。在听力教学中，教师除了注意教材听力教学设计的特点外，还应注意以下几个问题：

1. 关注听力策略和技能的培养

听力教学应加强对听力策略和技能的培养。听力策略主要包括：预测（predicting）、推理（inferencing）、选择注意力（selective attention）、监控（monitoring）、评价（evaluating）等。除听力策略外，教师应注意培养学生的听力微技能，包括：语音解码（sound discrimination）、大意理解（listening for gist）、细节理解（listening for details）、语义推测（drawing inference）、词义猜测（guessing new words）、记笔记（taking notes）等。

2. 加强听力的基础性训练

从日常听力教学来看，不少教师按照考试的模式来训练学生的听力技能，听后活动或练习基本上都是考试的题型，比如多项选择、判断正误等。日常教学应当把听力考试和听力训练区分开来。考试是对听力能力的检测，是结果性的。日常听力教学是过程性的，应培养学生基本的听力技能，其训练形式应该丰富多样，并且应当从基础抓起。

3. 坚持精听与泛听相结合

学生听力能力的培养不能仅仅依赖于教材中有限的听力材料，教师应当通过各种渠道帮助学生拓展听力资源，比如让学生看英文电影、听英语故事、听英语广播、看英文电视节目等，充分利用一切有声资料来提高学生的听力能力。

（四）关于口语教学

本套教材重视学生听说能力的培养。教材口语活动的设计往往与听力相结合，采用先输入后输出的模式，实现听和说的有机结合。本套教材在修订时特别增加了“示范对话”（各单元第二页听说活动后），要求学生模仿输出或分角色表演。在口语教学中，教师应注意以下几个方面：

1. 加强朗读训练，鼓励学生大胆与人交流，不怕犯错误

在日常教学中，教师可引导学生大声朗读对话和课文。朗读不仅有助于练习发音，还有助于形成语感，并能培养学生开口说英语的勇气和自信。教师还应鼓励学生积极参与口语对话活动，并且在表达时不怕犯错误，要让学生意识到犯错误是英语学习的正常现象，并引导学生在犯错误、发现错误、改正错误的过程中学习语言。教师对待学生的口语错误也不应急躁，不要有错必究，尤其不要在学生表达时突然打断纠错，更不要挖苦、批评学生，而应保护其积极性，并让他们建立说英语的信心。

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2. 坚持“准确性”和“流利性”并重的原则

在口语教学中，教师往往重视学生语言结构和语音语调的准确性（accuracy）。为了提高准确性，教师一方面应帮助学生扩大词汇量，尤其要让他们多储备一些“语块”，以便在表达时能够脱口而出，减少犯错误的几率，另一方面应鼓励他们多听录音，模仿录音，先听后说，听准了再说。除训练学生语言的“准确性”，教师还应注意训练学生语言的“流利性”（fluency）。教师应当鼓励学生积极主动地表达自己的思想，在用英语表达时，不要把精力过分集中在语言结构上，而应关注要表达的内容；不要仅关注语法的准确性，更要关注语义表达的真实性、丰富性和流畅性。此外，随着学生语言能力的提高，还应引导学生关注自己语言表达的复杂度（complexity），教师可引导学生用一些复合句和从句来表达思想，不要一味地用简单句表达。

3.“示范对话”教学的参考步骤

1) 导入对话语境，处理一部分造成严重理解障碍的生词；

2) 设计练习，引导学生阅读对话并理解对话大意，必要时对其他生词及重难点句式进行点拨；

3) 让学生听录音并跟读，注意模仿语音、语调；

4) 让学生通过不同形式进行口语操练，例如以两人结对或小组活动的形式练习朗读对话；

5) 让学生以“角色扮演”的形式表演对话，鼓励学生使用恰当的动作、眼神，并拓展对话中的语言表达；

6) 对于程度较好的学生，可要求他们在模仿该对话的基础上编写并表演新的对话。

（五）关于阅读教学

本套教材阅读材料的编写坚持“贴近时代、贴近生活、贴近学生”的原则，力求反映时代精神，体现时代进步，反映现实社会生活，符合学生的兴趣和要求。本套教材的阅读材料还渗透了丰富的文化内容和情感教育内容，力求实现英语学习工具性和人文性的统一。高年级的阅读语篇还特别关注了文学性和经典性，让学生体会文章的内容美和语言美。在阅读活动设计方面，为了体现阅读教学的过程性，我们设计了独立的阅读板块，主要分为“阅读前”、“阅读中”和“阅读后”三部分。“阅读前”的活动通常围绕阅读主题激活学生的背景知识，引发学生对阅读内容的思考和预测，产生阅读期待。也有一些活动是为了帮助学生解决一些生词障碍，帮助学生顺利理解短文。“阅读中”设计了不同层次的活动或任务，旨在培养学生的阅读策略和技能，比如获取主旨大意、获取细节信息、猜测生词、分析推理、总结

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归纳、信息转换、语篇分析等。“阅读后”的活动主要让学生结合阅读材料进行拓展性语言训练和运用，包括小组讨论、解决问题、角色扮演、复述课文、读写结合等。

关于阅读教学，除了要把握教材中阅读教学设计的特点，教师还需关注以下几个方面，以帮助学生通过阅读有效获取信息，提高语言能力：

1. 重点培养学生的阅读技能

阅读教学要培养学生的阅读能力，而阅读能力是由各种阅读微技能构成。教师应把握好阅读技能培养和语言学习的关系，不能把阅读篇章的功能仅仅定位为语言知识的学习。教师可以根据每篇文章的特征，有针对性地设计阅读技能训练活动。

2. 重视阅读与写作的结合

阅读和写作在语言使用和语篇特征上有很强的共性，阅读有助于写作。实际上，学生写作能力的发展在很大程度上有赖于阅读能力的发展。因此，在日常教学中，教师应当把阅读和写作结合起来，在引导学生通过阅读获取信息和处理信息的同时，还要帮助学生通过语篇分析来学习语篇的结构特点以及信息和思想的表现手法。

3. 重视精读和泛读的结合

学生阅读能力的提高不能仅仅依赖于教材中有限的课文资源，教师还应为学生选择并提供更多的阅读材料。课程标准对五级阅读技能有明确的规定：学生的课外阅读量应累计达到15万词以上。丰富的英语图书、同步阅读材料、英语学习报刊杂志和网络资源为拓展学生的阅读资源、提高学生的阅读能力提供了可能。

（六）关于写作教学

写作是一种难度较高的语言输出活动。为了帮助学生较好地学习英语写作，本套教材采用写前、写中、写后的过程性写作模式，不仅有助于学生用英语构思，从而形成合理的写作思路，顺利完成写作任务，并养成良好的写作习惯，还有利于教师为学生提供必要的写作“支架”，通过分解写作过程来降低写作任务的难度，减少学生在写作过程中的焦虑感，培养学生英语写作的自信心。教材重视学生在写作过程中的参与和写作技巧的训练，还渗透了写作策略的培养。

此外，虽然教材中的写作任务都自成体系，但是绝大多数与前面的阅读语篇相关，其写作话题和文体特征与阅读语篇类似，是模仿性写作。教师在写作教学中应注意以下几个方面：

1. 加强基础性写作训练

学生在起始阶段应加强基础性写作训练，为今后写作能力的发展打下坚

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实的基础。在日常教学中，教师布置的写作任务不应局限于考试的形式，而应将写作教学整体布局，设计不同层次的写作活动。在低年级阶段，教师应特别加强学生组词成句、组句成段的训练，引导学生从词到句，从句到段再到篇，循序渐进地输出语言。在起始阶段，教师还应引导学生建立良好的写作规范，养成良好的写作习惯，如让学生关注句子中的大小写、标点的正确使用，关注书写的规范和整洁等。在后续册次中，教材在听力和阅读活动中加大了让学生写句子的比重，教师可以利用这些练习，帮助学生为写更长的段落做准备。八年级上册稍后单元要求学生完成包括几个段落的完整语篇，难度进一步提高。

2. 加强写作任务的过程性指导

教师应对学生写作的全过程进行跟踪，在各个阶段给予有针对性的指导，帮助学生建立自信，一步步顺利完成写作任务。在“写作前”，教师可让学生通过各种活动进行写作构思，例如就某一写作主题进行“头脑风暴”、分析范文文体结构、讨论写作主题、就写作话题展开调查等，从而激活背景知识，收集写作信息，理清写作思路。在“写作中”，学生拟定提纲、起草初稿、校对并修改初稿。在此步骤，教师应引导学生关注篇章结构和语篇标记词汇，正确使用复杂句式，同时鼓励学生创新思维，丰富写作内涵。在“写作后”，教师可引导学生对照写作要求反思自己的作品，并进行修改、定稿，也可以让同伴互评并给予评价和改进建议，最后根据教师或同伴的意见进行修改，并誊清定稿。

3. 全面评价学生的写作成果

教师应对学生的作品及时做出反馈。在低年级阶段，教师可着重关注学生语言表达的规范性。随着学生语言水平的不断提高，教师在评价时不应只关注语言错误，还应关注学生思想表达是否充分、丰富，是否有真情流露，段落结构安排是否合理等等。在批改学生作文时，教师应该带着欣赏的眼光，努力发现其中的“闪光点”，帮助学生建立自信。教师可让学生在全班朗读作品，并与学生共同点评，学习某一作品的优点，纠正共同的缺点。教师还可以将优秀作品展示出来，并让学生投票选出最佳作品，以鼓励学生写作的积极性。

五、教学评价建议

根据英语课程的评价理念，教学评价应对教学过程和教学结果进行监控和反馈，既反映学生学的结果，也反映教师教的结果，通过评价帮助学生提高学习能力，帮助教师改进教学策略。教学评价的主要目的不是将学生按分

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数排队，而是为了促进学生的发展，为了激发学生的学习兴趣和积极性。因此，教学评价应将终结性评价和形成性评价相结合，教师不仅要关注学生的试卷成绩，更要关注学生平时参与教学活动的表现。教师在对学生进行评价时应注意以下几个方面：

（一）全方位评价学生

教师不应仅通过试卷单一地评价学生的学习状况，而应结合学生的课堂表现、合作能力、学习态度、学习习惯、作业情况等来综合评价学生，并通过评价跟踪学生的学习进展，不断给予学生鼓励。

（二）体现评价主体的多元化

评价主体不应局限于教师一方，对学生的评价首先应体现学生的主体地位。在教学中，可以让学生自我评价，通过自评肯定学习中的进步，反思学习中的问题。教师可以让学生建立学习档案袋（portfolio），把自己的作品，例如试卷、作业、作文、学习笔记、日记、获奖材料等分类装入档案袋，定期翻阅并反思自己的学习情况，通过这种形式进行自我评价。另外，让学生建立错题本也是一个有效的办法。

除学生自评外，也可以让学生进行互评，学生互评是一种比较客观的评价形式。教师还可以让家长评价学生，把课内评价和课外评价结合起来。

（三）避免重知识、轻能力的考查

对学生语言能力的评价应侧重语言运用，考查学生听、说、读、写等能力，采用口试、笔试相结合的形式，在重视基础知识考查的同时，侧重语言运用能力的考查。

（四）避免以考代练

考试是对学生学习结果进行评价的一种常用手段，为了判分的可操作性和简便性，多采用客观选择的形式，而较少使用主观表达和互动交流的方式，但是客观选择的形式毕竟不太有利于学生语言运用能力的培养和发展，甚至在一定程度上会限制学生语言运用能力的发展。因此，教师应把语言的训练形式和考试形式区别开来，避免“以考代练”。日常语言练习不应仅仅局限于常规的考试形式，而应丰富多样，坚持由易到难、由浅入深的学习原则，通过不同的任务和活动帮助学生把语言知识转化为语言运用能力。

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Unit 1 How can we become good learners?

一、教学目标与要求

话 题 **Topic**	学会学习（Learning how to learn）
功 能 **Functions**	谈论如何学习（Talk about how to study） A: How do you learn English? B: I learn by studying with a group. A: I'm a very slow reader. B: Just read quickly to get the main ideas at first. Don't read word by word. Read word groups.
语 法 **Grammar**	掌握"动词+by+动词-ing"形式表方式、方法（Verb + *by* with gerund） A: How can I read faster? B: You can read faster by reading word groups. A: How can I improve my pronunciation? B: One way is by listening to tapes.
词汇和常用表达 **Words & expressions**	1 能正确使用下列词汇（Curriculum words） textbook, conversation, pronunciation, sentence, expression, secret, grammar, note, physics, chemistry, speed, partner, ability, brain, attention, knowledge, discover, repeat, pronounce, increase, connect, review, active, aloud, wisely 2 能正确使用下列常用表达（Useful expressions） fall in love with, pay attention to, connect ... with 3 能认读下列词汇（Non-curriculum words） pal, memorize, pattern, overnight, lifelong
学习策略 **Strategies**	1 学会自我反思，主动调整自己的学习方式，根据自己的学习特点选择相应的学习策略和方案 2 学会使用词典获取多义词在特定上下文中的意义
文化知识 **Culture**	了解亚历山大·格雷厄姆·贝尔（Alexander Graham Bell）获得成功的途径

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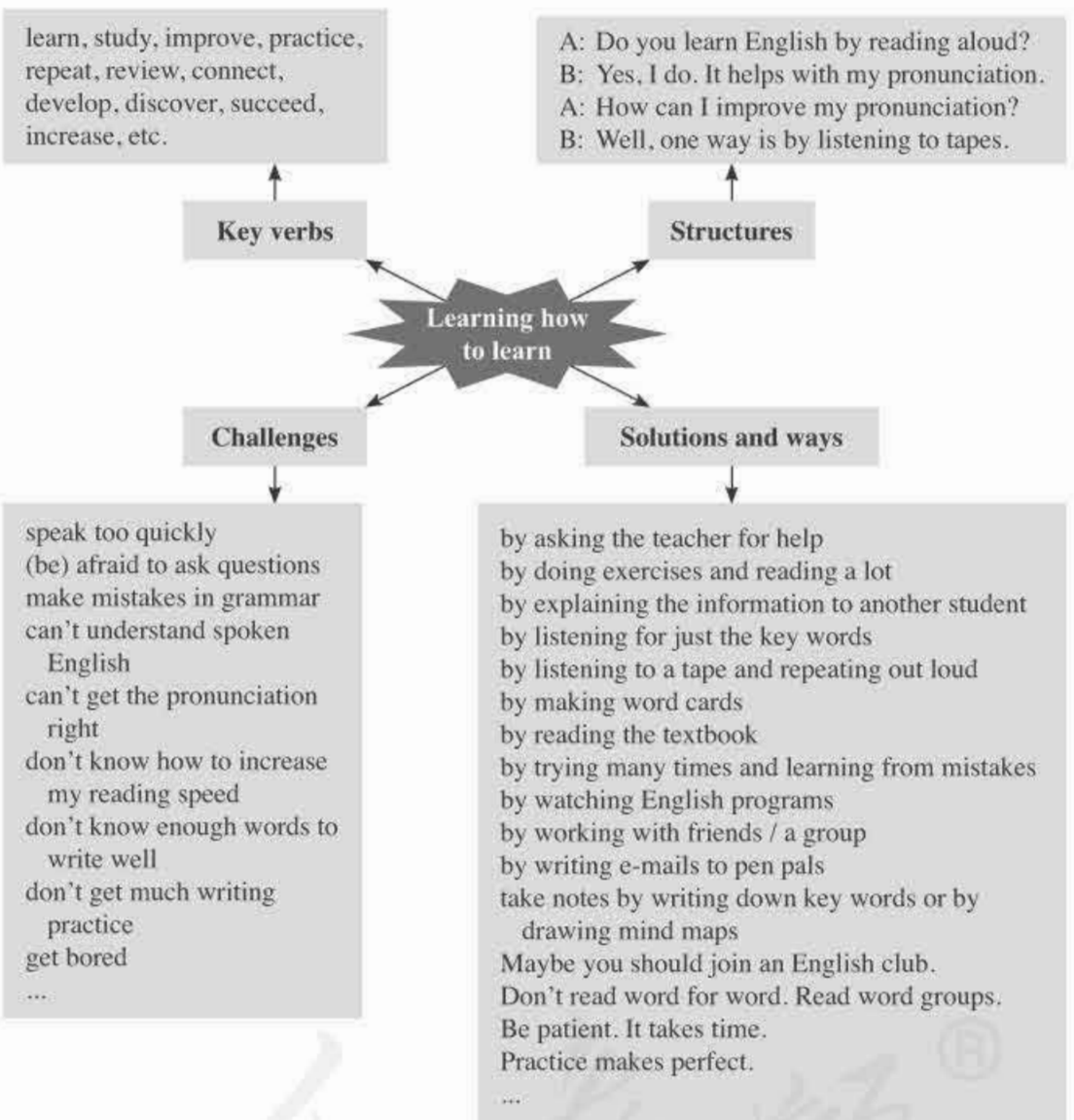
二、话题思维导图



三、内容介绍和教学建议

SECTION A 内容介绍

本单元话题围绕学习本身，讲述了学习的障碍及对应的解决方法，对学生有重要意

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义。Section A 内容上侧重英语学习的方法，需要学生学习、训练相关语言内容及技能。本部分教学结束时，学生应当重点掌握并能够熟练、正确地运用以下内容：

- 功能及句型结构方面，如：How do you study/learn ...? I study/learn...by... ，How can I ...? You can ... by ... ；
- 词汇方面，如：教材所呈现的与学习主题相关的单词（重点为名词和动词）和各种表达英语学习方法的短语；
- 语法方面，如：用“by+动词-ing形式”结构来表达方式方法。

从编排上看，1a主题图及该部分所列短语呈现了英语学习的几种常见方法，如：by working with friends, by making word cards, by asking the teacher for help等。活动1a通过对学习方法的呈现及表达，引导学生认识“by+动词-ing形式”结构，活动1b和1c分别通过听力练习及口语交流活动，为学生展示了该结构在英语中的运用及其基本特征。2a–2d通过新一轮的听说活动，丰富了英语学习话题下的语言输入内容，侧重听说技能的训练和提升学生的语言表达能力。2a–2c围绕教师和几名学生的对话，讨论了学习英语中的具体问题以及各种应对的方法；2d则围绕英语学习中的阅读问题，以对话形式提出了提高阅读能力的几项建议。活动3a–3c是本单元的第一个阅读板块。阅读语篇以第一人称讲述了因为对英语电影的喜爱，一名英语学习被动、困难的学生转变为一名主动学习英语、热爱英语的学生的故事。阅读语篇在训练、发展学生阅读能力的同时，也在帮助他们意识到提高学习兴趣和改进学习方法的重要性。活动3a提出三个问题，帮助学生掌握文章主要内容；活动3b将语篇内容和本单元的重点语言结构“by+动词-ing形式”相结合，对作者使用的英语学习的方法进行梳理。

从语言上看，尽管本部分的语言结构相对单一，仅要求掌握“by+动词-ing形式”表达学习方式，但具体的短语内容却非常丰富，教师应当注意利用这一时机引导学生学习新词，同时滚动复现七年级、八年级学过的相关短语和搭配。如果学生在Section A的学习过程中能有效掌握有关学习方式方法的语言表达，便可为后续Grammar Focus和Section B部分的学习奠定良好的基础。此外，在情感态度上，教师还可借助本部分的学习，帮助学生反思并梳理他们自己的英语学习方法，鼓励他们成为积极主动的学习者。

SECTION A 教学建议

活动1a

1. 教师提出问题：What do you usually do when you study English? 利用对话导入新语言现象。以下内容供参考：

   T: What do you usually do when you study English, ×××?

   S1: I often read English books.

   T: (*To class*) Good. ××× studies by reading English books. That's a good way. (*To*

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another one) Now, what do you usually do when you study English, ×××?

S2: ...

2. 教师在完成上一步语言导入后可要求学生翻开课本，并按照书本要求开展1a活动。
3. 鼓励学生开动脑筋，填出更多学习方式，必要时教师可借助事先准备好的作业本、英语故事书、英文DVD影片光盘或外盒，甚至利用汉语给学生提示。这些方式可能包括by doing exercises, by reading English books, by asking others for help, by watching English DVDs等等。

> 注意：这个环节中，如果学生能在教师的帮助下补充出更多的学习方式，学生在结对操练1c口语活动时的视野就能更开阔，同样也就更有话可说。这将有利于口语小对话（small talk）的自然开展。

4. 鼓励学生相互间开展交流，了解他人和反思自己的学习方式。

活动1b–1c

1. 教师引导学生观察活动1b所呈现的文字内容，了解对话中的人数及人物名字，为听力活动铺平道路。以下问题供参考：
   - How many people do you think there are in the conversation?
   - What are their names?
   - How many boys and how many girls are there? How do you know this?
   - What do you think they will talk about in the conversation?
2. 教师播放录音，学生按照书本要求完成1b学习方法与人名匹配的活动。
3. 教师与学生核对确认答案。建议采用学生之间对话的方式进行答案确认，即教师选取班级中不同的学生仿照1c活动示范，依次确认听力活动各人物的学习方式。例如：

   Student A: How does Meiping study for a test?

   Student B: She studies by ...（注意要求学生用完整的句子回答。）
4. 学生结伴，仿照1c示范完成1c活动，教师巡视指导。也可以采取三人一组的活动方式，一人对其他两人进行简短访谈，了解他们应对考试的学习方式，随后教师挑选部分学生进行班级汇报。

活动2a–2c

1. 教师要求学生大声读出2a活动中的问题，并帮助学生掌握生词发音，如conversation, pronunciation等，确保学生理解词义。

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2. 学生根据2b活动内容预估1a活动答语，找出自己觉得生僻的词汇，请教同伴或教师，明确词义。
3. 教师播放录音，学生按照书本要求连贯完成2a和2b活动内容，并相互交流、核对答案。
4. 学生两人一组，参考2c示范完成口语交流活动。对语言水平较高及听力基础好的班级来说，教师可尝试以下方法：
   - 学生在关上书本的前提下直接听录音，听后翻开书本，依据对所听内容的记忆完成2a活动，随后继续完成2b活动，最后教师再次播放听力录音，学生核对答案；
   - 在学生关上书本的前提下，教师开展听写活动，要求学生把2a活动的问题逐一听写下来（教师每个问题念三遍，同时拼写或板书相关生词，帮助学生明确词义），听写完毕后，学生对照书本进行核对，改正错误，再转入以上建议的教学步骤。

注意：以上两种做法的好处在于教师可为学生提供更多自我动脑思考、决策和反思的机会，便于学生对语言内容不断地进行判断思考，注意相关语言现象，在大脑中形成记忆，最终内化相关语言知识。但这些做法对学生语言能力有一定的要求，对学习能力薄弱的学生压力较大，因此应视学生情况而定，切忌强行，避免增加学生的学习焦虑感。

活动2d

1. 教师帮助学生整体理解对话。教师可将全班分作Jack和Annie两人，集体朗读对话，借助以下问题了解学生的理解情况：
   - What are the names of the girl and boy in the conversation?
   - Who has the problem? And who's going to help?
   - What's the problem?
2. 在学生整体理解对话的基础上，教师可提出以下问题，让学生单独阅读对话并回答问题：
   - How does Jack feel at the very start?
   - What makes him have this kind of feeling?
   - What's Jack's problem when he reads? And what does Annie suggest?
   - What's Jack's problem with words? And what's Annie's advice?
3. 全班核对答案，教师确认学生全面理解对话后，提示对话中值得关注的语言点，引导学生复习、学习对话中值得学习的语言现象，并收集整理，如：a little

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nervous, be patient, word by word, word groups, probably understand more than you think, The more you read, the faster you'll be等。

4. 教师要求学生练习带有情感地朗读对话。教师可播放录音，让学生跟读；或者采用先两人结伴再分角色集体朗读的形式。教师注意课堂巡视，帮助学生纠正语音语调上的不足。
5. 请部分学生展示、表演对话，教师注意对其语音语调及情感的点评。
6. 如条件许可，对学有余力的班级或学生，教师还可布置项目任务，要求学生结合自己实际改编对话或创编新对话进行课堂小表演。然后师生共同评比，选出语言改编奖、自然表演奖、语言流畅奖、表情及情感奖等奖项。

活动3a–3b

1. 读前导入。教师事先扫描或通过本教参中的多媒体教学资源获取课文截图，将课文标题及插图放入多媒体教学课件。在学生不看教材内容的前提下直接呈现该页面，引导学生就标题和插图展开讨论，在讨论中教师可有意引导、呈现课文中的学生生疏的部分词汇，如character, expression, grammar, discover等，让学生明确词义。以下问题供参考：
   - What do you think the text is about when you read this title?
   - What's the girl doing in the picture?
   - How do you think the girl is learning English, according to the picture?
   - How does watching English movies help us learn English? or What can we learn from an English movie?
2. 读中理解。教师要求学生翻开书本，集体大声齐读3a活动列出的问题，确认大家正确理解问题，必要时教师可运用母语适当解释，如the secret to learning English等语言点。随后让学生初次阅读课文，按照3a要求完成活动。教师巡视时，可结合课堂实际指导和鼓励学生在形成自己理解判断的前提下，与周边同学讨论协商，修正、完善自己的作答。
3. 全班核对3a答案。然后教师要求学生再次细读课文，尤其关注文中"看电影学英语"的细节，对其好处进行画线摘录。
4. 学生回忆课文细节内容，尽可能在不看课文的前提下完成3b填词活动，然后再与课文核对，检验、修正自己的作答，反思自己的错误原因。
5. 读后语言学习及操练。师生协商交流，明确课文中值得关注和学习的语言现象，如：an English movie called *Toy Story*, fall in love with ..., the secret to ..., a piece of cake, It serves someone right等，并鼓励学生造句运用。

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语法内容介绍和教学建议

从语法角度看，本单元语言结构相对容易，仅为“by+动词-ing形式”结构表达方式方法，且局限于学习，尤其是外语学习的方法，因此整个单元含有大量结构近似甚至相同的表达（参见“话题思维导图”）。建议教师在教学过程中多引导学生关注对这些短语的整体学习，并有效地在语句中正确套用。语法表格采用问答形式完整呈现了对“by+动词-ing形式”提问的How句型以及不同形式的语言结构范例。活动4a从结构上看，是对本单元“by+动词-ing形式”结构的再次直接呈现，但在内容上六个小问题分别对应英语学习中的听、说、读、写四项技能以及词汇、语法两大基本语言知识；活动4b将学习的内容从Section A单一的英语学习拓展到了对其他学科（数学、物理、化学、语文、历史、地理）学习方法上。活动4c则要求学生总结自己的英语学习方法，同时调查、了解同伴的学习方法，旨在帮助学生相互交流、借鉴彼此的学习方法。

语法部分具体教学建议如下：

1. 学生朗读“语法聚焦”表格中的句子，直至流畅自如。教师引导学生观察、发现其中学习方式的表达共性：by + 动词-ing形式。在此基础上，教师继续引导学生回忆七年级、八年级已学过的介词by表达出行方式的用法，让他们给出例子。教师板书总结归纳by表达方式的两种语言结构，呈现示例：
   - by + *n.* 结构：(go) by bus, (travel) by train, etc.
   - by + 动词-ing 形式：(learn) by watching English movies, (improve) by doing exercises, etc.
2. 教师要求学生快速浏览语法页各项活动的语句中反复出现的高频谓语动词，并列出清单：learn (study), practice, improve等。教师板书并适当补充（如repeat, review, develop等），让他们意识到谈及学习方式方法时，这些动词常与“by + 动词-ing”形式有着一定的伙伴关系。

活动4a

1. 学生按照书本要求完成4a活动，随后师生课堂核对答案。

注意：教师应引导学生用完整的语句陈述答案，如：I practice speaking by having conversations with friends，而非简单说出“The first is ‘By having conversations with friends’”等不完整的句子。此外，教师最好采用“访谈式交流”与不同学生进行对话的方式，这样既能创造自然交流的机会，又能核对答案。例如：

T: ×××, how do you practice speaking?

S1: I practice speaking by having conversations with friends.

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T: Good, I see. (*To another student*) So, how do you ..., ×××?
S2: I ...

2. 教师提示学生观察左栏的六个问题，指出其包括了英语学习的四项基本技能和两大基础知识。然后让学生思考除了课本上给出的答案以外，还有其他哪些方法有助于英语听说读写、词汇、语法的进步和提高。

活动 4b

1. 学生按照书本要求自主完成4b活动，然后与周围同伴交流，了解对方学习方法。
2. 教师选择不同学生大声读出或板书出他们所写的句子，作为示范供全班参考、学习。

注意：因为本题练习内容包括了物理、化学、语文、生物等多个学科，建议教师抽查这些学科学习成绩优异的学生分别回答相关问题，以便让其他同学都能从他们的回答中受益。

活动 4c

1. 学生两人一组按照书本要求先在4c活动表格内填出与自己相关的内容，然后就近结对，进行同伴访谈活动，并在表格中填入所获信息。教师巡视指导，获取反馈。
2. 教师鼓励学生总结、反思自己以往的英语学习方法，鼓励他们制定出适合自己的学习方案。
3. 若条件许可，建议教师在完成4c活动后让学生将该活动所获得的表格信息进行整理（教师可板书提供下表供学生参考，理顺思路），以Do we study by doing the same thing?为题，口头或笔头小结，然后讲给其他同学听。

Who	Similarities	Differences

SECTION B 内容介绍

本部分在Section A谈论英语学习的基础上，在话题上，从英语的学习困难（challenges）及解决方案（solutions），拓展到优秀学习者的学习习惯；在语言上，巩固了

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Section A所学语言结构，丰富了与学习相关的话题词汇；在技能上，将听、说能力综合，突出阅读训练，由读促写；在策略上，引导学生关注优秀学生的学习方式，借鉴并用于自身；在情感上，鼓励学生直面学习困难，积极探索解决方案，不断改进自己的学习方法、提高学习效率。

1a–1e是围绕英语学习的任务链活动。1a–1b让学生思考自己英语学习有哪些困难，并写出来。1a列举的学习困难也为后面1c–1d的听力谈论的相关话题进行了预热。1e需要学生结合所听内容，用对话形式复现听力信息。活动2a–2e是一系列与阅读相关的任务链。这一部分内容以How Can You Become a Successful Learner?为核心展开阅读训练。2a为读前活动，要求学生列出自己所知的好的学习方法并与同伴讨论，旨在导入话题，为阅读做好准备。2b侧重训练阅读的寻读策略，需要学生快速阅读语篇，并找到成功学习者通常具备的四种学习习惯。2c提出了关于文章各个细节的问题，需要学生细读文章找到答案。2d–2e为读后活动，2d结合本单元提出的使用词典的学习策略，需要学生利用词典找出所列举的多义词在阅读语篇中的词义并造句。这个活动需要学生能根据上下文从词典中判断、选择恰当词义。2e是阅读后延伸性口语交流活动，旨在训练学生口头表达能力的同时，引导学生养成积极的学习态度。该活动需要学生利用所读内容并结合自身学习情况，反思自己是否具备优秀学习者应具备的学习习惯和方法。让学生学会或能有意识地结合自身实际选择有效学习方式，以获取学业上的成功，这是本活动的主要目的。活动3a–3b是相互联系的一个整体任务，需要学生就如何学习英语写一篇短文。3a通过填表进行写作思路及内容上的准备，3b则旨在训练学生利用3a表格信息构建连贯语篇，达到训练、提升语言书写能力的目的。

SECTION B 教学建议

活动1b–1c

1. 教师参考下列问题，与学生简单交流，导入话题：
   - Do you think English is a difficult subject?
   - What makes it difficult for you to learn English?
   - Which gives you a headache: memorizing words, learning grammar, listening, speaking, reading or writing?
2. 学生翻开书本，按照活动要求连续完成1a和1b活动，教师巡视指导，获取反馈。
3. 班级师生交流。教师选取不同学生向班级陈述自己选择及填写的学习困难之处，并以建议的形式向学生提出解决方案。例如：

   S1: I can't pronounce some of the words.

   T: Well, some English words can be really difficult to read. You could ask your classmates or me for help. Another good way is by listening to a tape at home and

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often repeating the difficult words and sentences.

在此基础上，教师可逐步将自己从对话中“隐退”，请班级中英语学习优秀者为其他同学所存在的学习难点提出建议，教师点评。

注意：教师所给建议应尽量使用随后听力活动录音文稿中的教师话语，这样可让学生预先对听力中的部分语言有所了解，降低听力难度。

活动1c–1e

1. 听前预估。学生根据书本1c活动表格所列问题（Challenges）预估Paul在英语学习上存在的问题。在基础好、能力强的学生群体中教师应注意巡视、收集他们在预估中所填出的不同词汇，引导学生展开交流，以达到复习、扩充词汇的目的；而在学习水平有限的班级群体中教师可板书提供一些词语供学生参考、选择。例如：
   - pronunciation/spelling/grammar/sentence/word
   - forget/misspell/misunderstand
   - hear/understand/concentrate/follow
   - listening/speaking/reading/writing

   注意：以上方法可以兼顾三个目的：其一，引起学生兴趣，形成听力期待；其二，学生事先熟悉部分词汇，降低听力难度；其三，学生通过交流或选词可以有效滚动复习旧词、接触新词，这对词汇的巩固和扩充能起到积极作用。
2. 教师播放第一遍录音，让学生判断自己的预测，修正答案。
3. 教师播放第二遍录音，让学生按照书本要求完成1d活动。
4. 师生核对答案，建议教师在第1小题后追问：If listening can help, what did Ms. Manson advise Paul to do? 引导学生说出更多内容。
5. 学生结伴，按照书本要求开展1e活动的口语角色扮演。对语言基础较好的学生群体，教师可考虑利用以下拓展活动取代活动1e。

■ 拓展活动：伸出援助之手（Offering your help and advice）

活动目的：为学生提供口语交流平台，引导他们谈论学习中的困难及解决的办法，提高学习英语的信心。

活动步骤：

1. 学生预先写出自己在英语学科上遇到的困难。

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2. 教师请学生推荐出班级中英语学习较为成功的若干名学生。
3. 根据推荐出的学生个数，在学生自愿组合的基础上，教师将学生分为若干小组，并保证每组至少有一名大家推荐的英语学习优秀学生。
4. 小组成员陈述自己面临的学习困难，英语学习优秀学生提出建议或描述自己的做法，其他同学可做补充，全组成员共同参与帮助学习有困难的成员，需要学生同时记录他人给自己提出的建议。
5. 学生汇报自己学习面临的困难及同学们所提建议，并谈谈自己今后英语学习的打算。

说明：以上活动，还可以根据学生意愿，不局限于英语学习，也可对其他学科进行同样的讨论。

活动 2a–2e

1. 读前准备及生词解读。在学习能力较强、性格外向且乐于相互交流的学生群体中，教师可直接要求学生按照书本活动开展 1a 活动。教师注意收集学生的观点，有选择地适当板书若干良好学习方式。在此基础上，教师继续板书以下学习方法（包括课文中的大部分生词），引导学生解读它们的意思，讨论哪些学习方式值得倡导、哪些值得改进，通过这样的过程学习生词及表达：
   - be active in thinking
   - pay too much attention to the knowledge of grammar
   - connect something new with knowledge and experience you already have
   - review well what you have learned
   - lack concentration in class or when doing homework
   - feel nervous about making mistakes

   对于英语水平有限和沉默内向的学生群体，建议教师将 1a 活动调整为教师提供部分学习方式，学生从中摘出值得倡导的好方法，然后再引入上述短语，开展词汇学习。以下内容供参考：
   - always read English aloud, both in and out of school
   - do a bit of reading in English every day
   - study with a group sometimes instead of working on your own
   - memorize words letter by letter
   - memorize new words and review them as often as possible
2. 学生第一遍快速阅读文章：初读理解整体轮廓，训练阅读策略。教师要求学生限时阅读（10~20 秒为佳），按照书本要求完成 2b 活动。对于学习能力薄弱的群体，

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教师可适当延长时限，要求他们在笔记本中摘录出课文所列优秀学生采用的四种学习方式，加深印象。此后师生核对答案，讨论所采用的阅读策略——让学生利用字体的视觉差异（粗体加黑）及跳跃寻读是阅读中经常使用的策略方法。

3. 学生再次阅读文章，理解具体细节信息。学生细读课文，按照书本要求完成2c活动。教师应注意巡视指导，发现学生的阅读障碍及理解误区所在，思索并确定相应对策。对于学习基础薄弱、水平有限的学生，教师可将问题聚焦于课文理解，甚至适当修正问题的问法，以便学生更好地理解问题。以下问题可供参考：
   - According to the writer, what kind of ability is everyone born with?
   - Why is it a good idea to connect something you need to learn with something you're interested in?
   - What's the Chinese translation for "use it or lose it" and "practice makes perfect"?
   - Are good learners afraid of making mistakes? What do they do with the mistakes?
   - What study skills does the writer talk about? List them.
   - Why do many people say learning is a lifelong journey?

   对于语言基础好、学习优秀的群体，教师可将问题视角侧重于学生自身观点的表述，甚至可以结合不同的问题做些引申，如针对第一个问题可讨论：Besides the ability to learn, what other abilities do you think everyone is born with? 而针对最后一个问题则可讨论：When people say "You're never too old to learn", what do they mean? 等。
4. 读后学习能力训练：词典运用。事先通知学生带词典进课堂，学生课堂按照书本要求完成2d活动的前半部分，学生独立查词典确定词义后，师生商讨核实。在此基础上再要求学生完成2d活动后半部分的造句任务。若教学时间有限，教师还可考虑将此活动整个或部分（如造句）布置为课外作业，由学生课后完成。

> 注意：教师不要对词典的载体形式进行限制，欢迎学生带纸质、电子、手机、移动网上词典，这样亦可对比不同词典载体的优势与不足，教师顺势引导学生应该使用某类词典。

5. 读后交流活动。在学生熟读及透彻理解课文的基础上，教师将学生分组，保证每一小组中均有语言能力较强及乐于交流者，按照2e活动要求展开小组讨论，形成小组观点并记录下来。期间教师巡视指导，听取不同小组的讨论。最后由小组推选的小组"发言人"结合讨论记录向班级汇报。

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活动3a–3b

1. 教师引导学生回顾此前课本中所涉及的有关英语学习的一些良好方法，借此让学生对本单元进行一次全面浏览性复习：
   What good ways of learning English have we learned in this unit? Let's read through the unit again quickly and do a summary.
2. 学生从罗列总结出的方法中适当选择，并按书本要求完成3a活动。

> 注意：教师尽量鼓励或要求学生结合自己英语学习的成功经验，独立填写表格内容，突出学习个性化。在此过程中，教师还应注意鼓励学生不断与周边同学进行交流，互相参考，补充完善自己所填内容，同时加强巡视指导。

3. 教师让学生在完成表格填写后与周边同伴交换，双方开展校对式阅读（proof reading），就对方所写内容中自己看不明白或对语言正确性有疑虑的地方展开商讨交流，达到共同完善、提高的目的。
4. 教师让学生先熟悉3b列出的常用表达和句式，然后按书本要求完成写作任务。若教学时间有限，可考虑将此活动布置为课外作业，学生课后完成，第二天课堂朗读交流或交教师批阅。

SELF CHECK 内容介绍和教学建议

此部分活动1侧重考查学生对单元主题下的语篇理解及词语选择，活动2是口语交际反馈检查，活动3则通过提建议的方式检查对本单元重点语言结构的掌握情况。课堂教学时间不足时，可考虑事先将本部分内容以作业的形式由学生课外完成，课堂学生交流修改，师生核对答案。

活动1

1. 引导学生读出方框中的内容，确认他们能熟练认读这些词语。对于学习基础较弱的学生，可要求他们在这些词语旁边注出汉语意思。
2. 学生独立按照书本要求完成此项活动，教师巡视获取反馈。
3. 学生相互结伴，核对修正自己的答案。
4. 师生集体确认答案，然后集体诵读文段至熟练。

活动2

1. 学生先按书本顺序逐一读出句子，确认理解各句的意思，然后按照书本要求独立完成活动。

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2. 学生结伴核对，确认排出合乎逻辑的对话。
3. 学生集体及分角色熟练朗读对话。
4. 教师可在学生完成排序后要求他们以正常对话的形式在随意贴（post-it note）上转抄出来，通过文字书写加深理解及印象。

活动3

1. 教师确认学生理解本活动要求，随后学生默读各小题所描述的学生学习障碍，并结合本单元所学内容或自己的观点写出建议，完成书本活动。
2. 教师请不同学生读出自己所写建议，引导学生开展班级讨论，看看谁的建议更加实用、合理。

四、课文注释

1. **But I'm a very slow reader.** 但我是个书读得很慢的人。

英语a slow reader中形容词slow意指“阅读速度缓慢”；在a slow learner这一表述中，slow则指“理解慢；学习接受缓慢”；在音乐中，a slow movement意为“慢板乐章”等等。可见，虽slow本质语义为“（速度）缓慢”，在具体的名词搭配和上下文中的含义却具有动态变化特征，因此翻译汉语时不可简单字面直译，需在理解其含义后选择汉语的贴切表达方式。例如a slow smile意思是“滞后的微笑；迟到的笑容；慢来的微笑”等，又如：

She gave a slow smile. 她半天才露出了笑容。

其他一些常见的与slow搭配的名词包括：death, decline, driver, growth, pace, process, progress, speed, start, train, walk等。

2. **Don't read word by word. Read word groups.** 不要一个字一个字地读，要按意群读。

word groups是一个语言学范畴概念，指口头语篇中的“段”或“块”（segments or chunks of spoken discourse），还可使用meaning units, sense groups, tone units, intonation groups等术语表达相同意思。使用中，听者用它来组织信号、解读说话者所表达的含义。在语句中，其特征是重读音节的音高以及话语中停顿的位置。例如：

I discovered | that listening to something you are interested in | is the secret to language learning.

3. **I fell in love with this exciting and funny movie!** 我爱上了这部令人兴奋和有趣的影片！

动词短语fall in love (with ...)表示“爱上……（某人、物或地方）”，强调动

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作。英语另有be in love (with ...)，表示“(与……)恋爱中”，指状态。试比较：

I'm afraid he's fallen in love with you. 我怕是他爱上你了吧。

I fell in love with Shanghai the very first time I visited the city. 我第一次到上海就爱上了这座城市。

be/fall in love (with ...)这一结构还可受deeply, desperately, hopelessly, madly, passionately, head over heels等词或短语修饰，置于动词与in love之间。例如：

They fell head over heels in love with each other at the very first sight. 他们第一眼相见便彻彻底底地爱上了对方。

He's madly in love with her. 他发狂地爱着她。

4. **I discovered that listening to something interesting is the secret to language learning.** 我发现听有趣的东西是学习语言的诀窍。

此句中名词secret意为“某种特别的、唯一的或最佳的方法或路子”(only/best way of doing/achieving something)，具体行文中可译作“秘诀；秘方”等，亦可使用“秘密”。在这一语义下，英语见有the secret to (doing) something之说法。例如：

As suggested by many doctors, the secret to reducing stress is relaxation. 就像许多大夫建议的那样，缓解压力的最佳办法是放松休息。

How did you cook it? What's your secret to getting this flavor? 你是怎样烹饪的？你做出这种味道的秘方是什么？

但值得注意的是，secret之后的介词搭配并不唯一，就以上语义而言，介词behind, of也是常可见到的搭配词语。例如：

the secret behind Steve Job's extraordinary success 斯蒂夫·乔布斯非凡成功背后的秘诀

the secret to staying healthy 保持健康的诀窍

当secret作为“秘密；机密”解时，其后会搭配介词about等。例如：

There was some secret about the source of his wealth. 有一些他财富的来源的秘密。

5. **For example, they may take notes by writing down key words or by drawing mind maps.** 例如，他们可以通过记录关键词或画出思维导图来做笔记。

英语中mind map指“人们在脑海中构建的某种体系或框架结构图表”，这时map并非“地图”之意，而是汉语“结构图；轮廓图；概览表；概念图”之类的意思。

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五、文化注释

1. 学习方式（learning styles and learner types）

任何学习的人都以自己所偏爱的、适合自己的方式进行学习，长期以来在学习上所形成的这种习惯即为“学习风格”（learning styles）。在学术界及研究领域，人们从不同的研究角度把持各类学习风格的人分为不同类型，即为“学习者类型”（learner types）。有些学者从感知和认知等方面把学习者分为视觉型、听觉型、动觉型与触觉型。听觉型的人对听到的内容比较敏感，喜欢听；视觉型的人对看到的文字或图像印象深刻，因此喜欢阅读，尤其是默读；动觉型的人在说的活动中表现突出，喜欢动手或表演；而触觉型的人善用触觉和动作来学习，喜欢具体操作，用手来尝试新事物。

从地域上看，不同国家或地区的学生还会因为学习目的的不同或传统文化理念的差异采用不同的学习方法及策略。如就外语学习而言，一些国家中人们强调对知识的记忆，关注测试成绩和正确性；而另一些国家里人们则强调对所学语言的应用，关注在实际环境中学生运用语言的流利性，以及是否有效地成功交流，即便所用语言并不一定完全正确。

由于学习风格和学习类型上的差异，不同的学习方式并无好坏优劣之分，有的只是差异——不同的学习方式会针对不同学习风格及类型存在效率上的极大差异，对一个人来说是行之有效的方法，但对另一个人来说可能会是一种灾难或噩梦（One man's meat is another man's poison.）。

2. 亚历山大·格雷厄姆·贝尔（Alexander Graham Bell, 1847—1922）

亚历山大·格雷厄姆·贝尔，电气工程学家、发明家、企业家和聋哑教育家，出身于苏格兰，1870年移民加拿大，而后移居美国，在波士顿大学工作。

贝尔的父亲从事聋哑人教育工作。受父亲的影响，贝尔从小就对语言和声音传播很有兴趣。在一次做电报实验时，他发现一块铁片在磁铁前面振动发出的微弱声响竟通过导线传到了远处。这个现象给了贝尔很大的启示。1875年贝尔发明了电话，随后经过不断实验、改进，终于在1876年3月通过他发明的装置传出了人类在电话机上说的第一句话。为此他申请并获得了世界上第一台可用电话机的专利权，而后他创建了贝尔电话公司（AT&T公司的前身）。除此之外，贝尔还制造了助听器，改进了爱迪生发明的留声机，设计出一个检验人体内金属的装置，成为X光机的前身。

在教育及社会工作方面，贝尔继承父业，致力于聋哑教育，对聋哑语的发明贡献甚大，他写的文章和小册子超过100篇（本）。他还是美国“国家地理学会”（National Geographic Society）和《科学》（*Science*）杂志的创办人。

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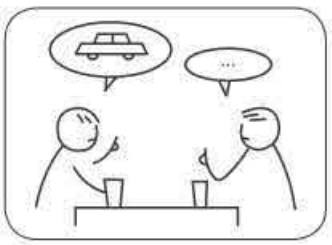
六、教学简笔画

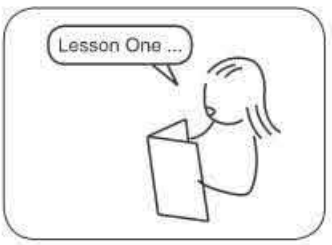
1. textbook



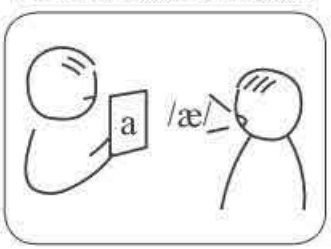
2. conversation



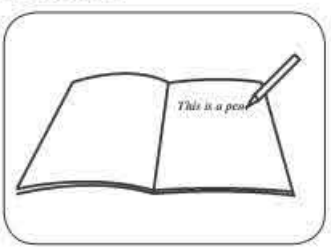
3. read aloud



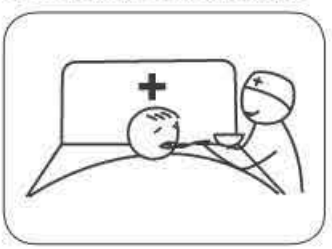
4. pronunciation, pronounce



5. sentence



6. be patient to the patient



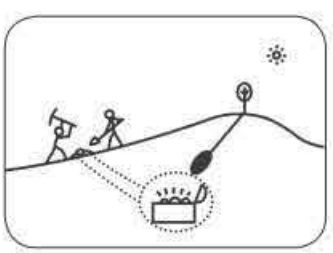
7. a sad expression



8. discover



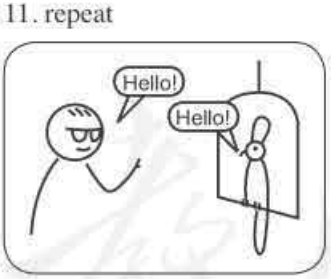
9. secret



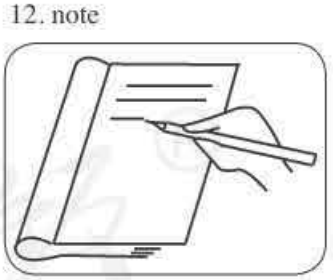
10. grammar



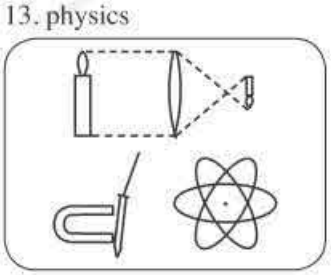
11. repeat



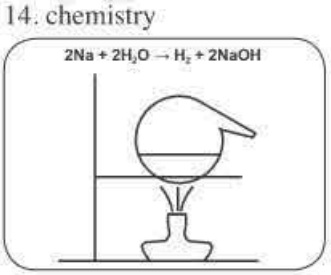
12. note



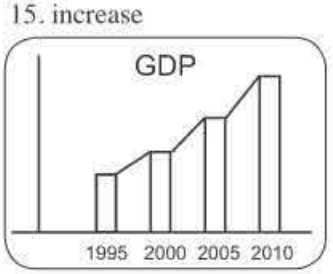
13. physics



14. chemistry



15. increase



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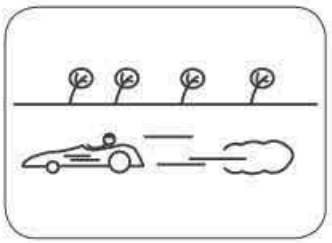
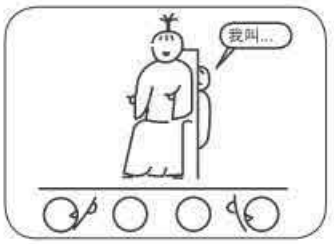
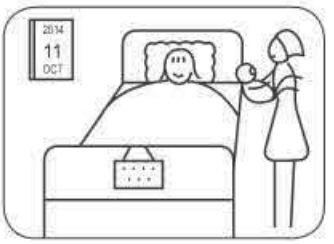
16. speed



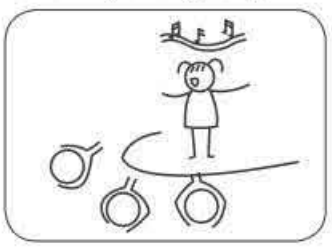
17. partner



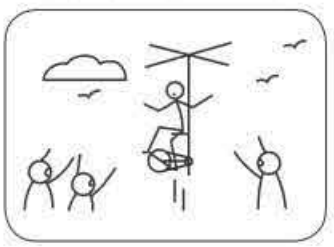
18. be born in 2014



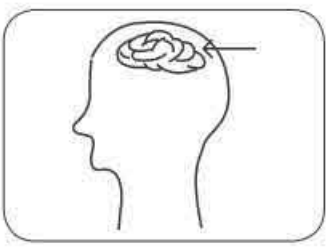
19. ability to sing songs



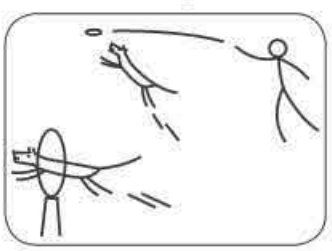
20. create a new machine



21. brain



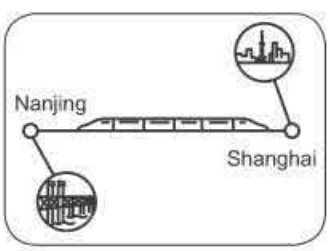
22. an active dog



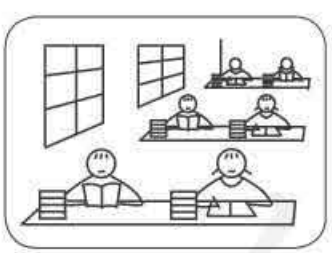
23. attention



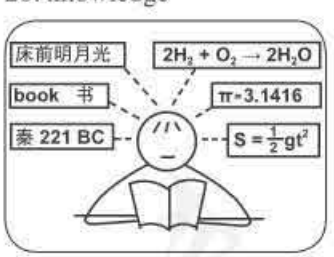
24. connect A with B



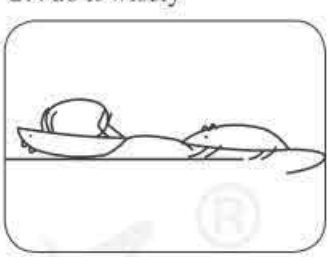
25. review



26. knowledge



27. do it wisely



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Unit 1 How can we become good learners?

SECTION A

1a

Purpose	To introduce Ss to the unit goal: talk about how to study. To set the scene, increase Ss' vocabulary and introduce the target language.
Picture	The picture shows three students thinking about how they study English. The girl on the left says that she studies by making word cards. The boy in the middle is thinking about how he studies by listening to tapes, while the boy on the right is thinking about how he studies by asking the teacher for help. It appears that they are about to tell each other their methods of studying English.
Culture Focus	***Cram schools*** Cram schools exist in many countries in the world, ranging from Thailand to the US. In Asian countries such as Japan, Korea, Thailand and China, cram schools are a regular part of life for Ss. Cram schools are schools which specialize in a particular subject or subjects. The aim of a cram school is mostly to impart as much information to its Ss as possible within the shortest period of time. The English name "cram school" comes from the slang term "cramming", which means studying hard or studying a great amount of content in a short period of time. Ss who attend after-school cram schools may study for four hours or more. It is common for Ss in Asian countries who attend after-school cram schools to be taking English classes in cram school, in order to obtain better grades for English. There are people who criticize cram schools for being more interested in making a profit than being concerned about education, and for being lacking in training Ss in critical thinking and analysis. However, cram schools apparently play a social role for Ss, as many Ss say that they like going to cram school because they are able to make new friends there, and some other Ss say they like cram school because of the increased personal interaction they have with their teachers.

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Optional Approach	***Warming up*** To set the scene for activity 1a, the T may want to focus Ss' attention on the picture and encourage them to talk about it. The T may want to use these prompts: • Who do you think these three people are? • What do you think they are thinking about? • What do you think the two boys will say?
Answers	Suggested answers: • doing grammar exercises • reading aloud • watching English movies and other programs • using the Internet • reading English books • writing letters/e-mails in English to a pen pal • keeping a diary in English

1b

Purpose	To help Ss recognize the target language in natural speech.
Optional Approach	***Listen again*** The T may want to play the recording a second time and use these prompts to have a brief discussion: • How did the teacher feel when Peter approached her for help? (Answer: She was happy.) **Note:** The T may want to use this opportunity to encourage Ss to approach him/her if they need any help. • How does Tony's mother feel when she thinks that he is listening to music instead of studying? (Answer: She gets mad.) **Note:** The T may want to clarify that "mad" means "angry" here, but it can also mean "crazy" in a different context.
Answers	1. b 2. e 3. d

1c

Purpose	To give Ss guided practice in using the structure *by* + *v.* *-ing* in speech.
Optional Approach	***Mime and guess*** To make it more interactive for Ss, the T can consider asking Ss to do this activity in groups of five to six. S1 can start by asking S2 "How do you study for a test?" S2 will then mime his/her answer, e.g. reading the textbook. The other Ss in the group can offer their guesses as to what S2 is miming. If one of them guesses correctly,

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Optional Approach	S2 will nod and then say aloud his/her answer, e.g. "I study by reading the textbook." It will then be S2's turn to ask S3 "How do you study for a test?", and so on.

2a

Purpose	To provide Ss with more practice in listening to the target language in natural speech.
Optional Approach	***Predictions*** As a lead-in to the activity, the T may want to ask Ss to keep their textbooks closed while he/she introduces the context of the conversation they are about to hear, e.g. "A group of students are at an English club meeting and they are discussing the best ways to learn English. What questions or ways of learning English do you think you will hear in this conversation?" Ss may then brainstorm a series of questions or ways of learning English and the T can write these on the board. After Ss have listened to the recording, they can compare their predictions to what they actually heard in the conversation.
Answers	Checked: 1, 2, 4, 5

2b

Purpose	To give Ss practice in listening for specific information.
Optional Approach	***Pre- and post-listening*** The T may want to consider including a pre-listening task and post-listening task for Ss. As a pre-listening task, the T can ask Ss to predict the answers and compare their predictions with a partner. As a post-listening task, the T can encourage Ss to recall the two ways of learning English mentioned in the recording but were not listed in the chart in 2a. (Answers: keeping a diary in English; looking up new words in a dictionary.)
Answers	1. d 2. b 4. c 5. a

2c

Purpose	To give Ss practice in using the target language in conversations.
Optional Approach	***Class survey*** The T can do a quick class survey and ask Ss which of the methods mentioned in 2a and 2b are methods which the Ss have tried or are currently using. Then the T can elicit responses from the Ss to find out which method they find most/least effective in learning English and why.

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2d

Purpose	To give Ss more practice in using the target language in natural speech.
Teaching Tip	***Reading strategies*** The conversation in 2d talks about strategies for reading an English book. What about reading a textbook? The T may wish to teach Ss the SQ4R method, a reading strategy that can make a difference in how productive their study time is. The SQ4R method is a popular reading strategy that can maximize Ss' learning when they read a textbook. If Ss follow the six steps in this reading strategy, it is highly likely that they will process and remember information better: 1. Survey the chapter/unit to get a general idea of what material it covers. (S = survey) 2. Write questions for each heading and sub-heading, to predict what the chapter will cover. (Q = questions) 3. Read the information, one section and one paragraph at a time. (first of the 4Rs = read) 4. Record the information for that paragraph using a variety of note-taking strategies, e.g. writing a summary of the paragraph, drawing a picture or chart to summarize the paragraph, creating a mind map, etc. (second of the 4Rs = record) 5. Recite the important information from each paragraph aloud. (third of the 4Rs = recite) 6. Review the information in the entire chapter/unit once the chapter/unit is complete. (last of the 4Rs = review)

3a

Purpose	To provide Ss with reading practice using the target language.
Culture Focus	***About the movie*** *Toy Story* is an American animated film produced by Pixar Animation Studios. It was released in 1995 and quickly became very popular not only in the US but also in other parts of the world. The film revolves around a group of toys in a child's nursery. These toys come to life whenever there are no humans in the nursery. Following the success of the film, the sequels *Toy Story 2* and *Toy Story 3* were released in 1999 and 2010 respectively.

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Answers	1. The teacher spoke too quickly and Wei Fen did not understand her most of the time, but she was afraid to ask questions because of her poor pronunciation. 2. She hid behind her textbook and never said anything. 3. For Wei Fen, the secret to language learning is listening to something interesting.

3b

Purpose	To enable Ss to learn some of the key words in the reading passage.
Teaching Tip	***Explaining idioms*** The T may want to use the expression "it's a piece of cake" in question 4 to introduce idioms to Ss. An idiom is a group of words with a special meaning. This meaning may be quite different from the meanings of the individual words in the idiom. For example, "it's a piece of cake" means "it's very easy". Other idioms related to learning: • It's easy as pie. (Meaning: It's very easy.) • It's as easy as ABC. (Meaning: It's very easy.) The T may also want to point out that different languages have their own unique idioms, and ask for examples of some Chinese idioms. Emphasize that to learn a language well, we need to learn the idioms of that language.
Answers	1. body language, expressions 2. key words 3. conversations 4. useful 5. dictionary

GRAMMAR FOCUS

4a

Answers	1. c 2. e 3. f 4. a 5. b 6. d

4b

Answers	Suggested answers: • I like to learn math by solving new math problems every day. • I like to practice my physics by doing extra exercises.

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Answers	• I like to improve my chemistry by memorizing chemical terms and doing experiments. • I like to practice my Chinese by keeping a diary in Chinese. • I like to improve my history and geography by watching historical and geographical programs.

4c

Purpose	To provide Ss with practice in using the target language in speech.
Optional Approach	***Lights, camera, action!*** For classes where technology (i.e. smartphones, computers) is readily available, the T can consider making the activity more fun for the Ss. The T can divide the class into groups of five or six and instruct each group to do the activity as a homework assignment. Using a smartphone or other video-recording device, each group can make a short film showing the series of interviews (each group member should take turns interviewing someone in their group). Groups should submit their videos to the T before the next lesson, and the T can play the videos during the next lesson. Encourage Ss to be as creative as they want to be in their videos, making use of props etc.
Answers	Answers will vary.

■ Optional Activity 1: I guess this is how you study

Purpose	To review and reinforce the target language.
Materials Required	One copy of the worksheet *I guess you study by ...* for each S.

Sample worksheet:

I guess you study by ...

Do you know how your partner studies different subjects? Make a guess and write your answers below. Then check with your partner.

My partner is _____ (partner's name)		
I guess ...	**Your answer (✓ or ×)**	**Your partner's answer (✓ or ×)**
1. ... you study English by listening to tapes at home.		

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2. ... you learn new English words by making word cards.		
3. ... you practice writing in English by writing emails to a pen pal.		
4. ... you study math by doing many exercises.		
5. ... you improve your Chinese by reading storybooks.		
6. ... you learn geography by watching documentary programs.		
7. ... you study science by reading the textbook.		
8. ... you study history by memorizing important dates.		

What is your score? _____ / 8

Do you and your partner study using the same methods? Share your answer with your class.

Procedure

1. Before the lesson, the T should prepare a copy of the worksheet for every S in the class.
2. Have Ss work in pairs for this activity. Ensure that each S has a new partner, preferably one they have not worked with before.
3. Give each S a copy of the worksheet. Read aloud and explain the instructions. Go through all the questions to ensure that Ss understand them.
4. Give Ss enough time to make guesses about how their partner studies. Tell them to put ✓ or × in the middle column.
5. Ask Ss to check if their guesses are right by interviewing their partners and filling in ✓ or × in the last column.

   Example:

   Question: Do you learn English by listening to tapes at home?

   • Yes. (✓)

   • No. (×)
6. Have Ss write their scores at the bottom of the worksheet.
7. Have a brief class discussion to find out which Ss know their partners well.

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■ Optional Activity 2: Broken idioms

Purpose	To introduce to Ss some common English idioms.
Materials Required	One set of idiom strips for each pair of Ss.

Sample activity sheet:

Broken Idioms

a slap	on the wrist
once	in a blue moon
cross	your fingers
go	the extra mile
hit the nail	on the head
keep an eye	on someone
sit	on the fence
raining	cats and dogs
start	from scratch
tie	the knot

Meanings (for T's reference only)

a slap on the wrist: a small punishment
once in a blue moon: a very rare happening
cross your fingers: hope that something happens the way you want it to
go the extra mile: do more than what is needed
hit the nail on the head: get exactly the right answer or do exactly the right thing
keep an eye on someone: watch the person closely
sit on the fence: be undecided
raining cats and dogs: raining very heavily and noisily
start from scratch: start right from the beginning without any previous preparation
tie the knot: get married

Procedure

1. Before the lesson, the T should prepare a copy of the activity sheet for each pair of Ss, cut the strips and put them in an envelope.
2. Encourage Ss to recall what an idiom is and to give examples of English idioms that they know.
3. Have Ss work in pairs and give each pair a set of broken idiom strips. Tell them that they are to match the strips to "repair" the "broken" idioms.
4. Give Ss enough time to complete the activity.
5. Check answers as a class.
6. Encourage Ss to suggest what the idioms mean.

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SECTION B

1a

Purpose	To prompt Ss to think about the difficulties they have in learning English.
Optional Approach	***Why do people learn English?*** Before asking Ss to complete activity 1a, the T may want to have a brief class discussion on why so many people want to learn English. Possible answers: • It is the language of science and technology. • It is used in international trade and commerce. • It is an international language used to communicate with people from various cultures. • Many great writings are in English. • There are many good English movies and programs. • There are many English songs.
Answers	Answers will vary.

1b

Purpose	To give Ss the opportunity to reflect on their English learning experience.
Teaching Tip	***Thinking positively*** While it is good to encourage Ss to talk about the difficulties they face in learning English, it is also important to provide a balanced perspective so that Ss will not go away with the impression that learning English is nothing but an uphill task. This can be done by prompting Ss to share some of their positive experiences in learning English. The T may also want to share his/her own positive experiences that have made him/her want to teach English.
Answers	Suggested answers: • I can't understand English movies. • I want to read English books but I don't know what to read. • I don't understand native speakers of English. • I'm nervous when I try to speak English. • When I read an English book, I have to keep looking up unfamiliar words in my dictionary and it is not fun.

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1c

Purpose	To give Ss listening practice in the target language used in natural speech.
Culture Focus	***Challenges in learning English*** While there are challenges in learning English that are common across all cultures, there may also be some challenges which figure more in some cultures than in others. For example, many Asian students tend to be shy and thus find speaking in a foreign language a challenging task. They may be more comfortable reading, writing and doing grammar exercises, thus progressing faster in these skills. Conversely, many European learners may prefer speaking to learning English grammar rules. Some pronunciation difficulties may also be a result of influences from the learners' native tongues. For example, some Asian speakers may have problems differentiating /l/ and /r/.
Answers	1. pronunciation 2. forgets 3. understand 4. writing

1d

Purpose	To give Ss the opportunity to listen for details and take notes.
Answers	1. Listening 2. write the new words 3. join an English language club 4. pen pal

1e

Purpose	To provide Ss with speaking practice using the target language.
Optional Approach	***Doing it in stages*** The T may want to conduct this speaking activity in two stages. Stage 1: 1. Invite two Ss to read aloud the given conversation. 2. Have Ss role-play in pairs using the information in 1c and 1d. Stage 2: 1. Ask each pair to join another pair to form groups of four. 2. This time, Ss are to role-play similar conversations using the information in 1a and 1b.

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2a

Purpose	To prompt Ss to think about good learning habits across all subjects.
Optional Approach	***Group work*** The T may want to have Ss work in groups instead and have the groups share their views with the class.
Answers	Suggested answers: • Being attentive in class. • Having an interest in the subject. • Reading the relevant text before a lesson. • Reviewing what has been taught after each lesson. • Asking questions in class. • Having a study partner/buddy.

2b

Purpose	To provide Ss with practice in reading for general ideas.
Teaching Tip	***Skimming*** To read a passage quickly to get an idea of what it is about is to skim the passage. The T may want to give Ss some tips to help them skim a passage effectively. **Note:** To skim a passage, read: • the heading and sub-headings (if any) • the first paragraph • the first sentence in each paragraph • the last paragraph
Answers	Suggested answers: 1. Creating an interest in what they learn 2. Practicing and learning from mistakes 3. Developing their study skill 4. Asking questions

2c

Purpose	To provide Ss with practice in reading for details. To encourage Ss to respond to what they have read.
Optional Approach	***Class debate*** The T may want to divide the class into four groups and ask them to prepare for a debate on one of the following topics: • Everyone is born with the ability to learn well. • Learning is a lifelong journey. The T can either assign a topic and "side" (i.e. for or against) to each

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Optional Approach	group, or have each group make their own choice. Allow Ss sufficient time to prepare for the debate.
Answers	1. The writer doesn't think that everyone is born with the ability to learn well. (Answers will vary for agree/disagree.) I agree with the writer that everyone is born with the ability to learn, but learning well depends on the learning habits that one develops. 2. This is because studies show that if you are interested in something, your brain is more active and it is easier for you to pay attention to it for a long time. You will also not get bored. 3. Use it or lose it: If you stop doing something, you will forget how to do it. Practice makes perfect: If you do something again and again, you will become very good at it. (Answers will vary for second part of the question.) 4. They learn from mistakes, and they are not afraid of making mistakes. 5. Take notes by writing down key words or by drawing mind maps. Look for ways to review what has been learnt, e.g. read the notes every day or explain the information to another student. (Answers will vary for second part of the question.) 6. Answers will vary.

2d

Purpose	To provide Ss with practice in using some keywords learned in this unit.
Teaching Tip	***Parts of speech*** The T may want to review parts of speech before asking Ss to complete this activity. • Verb : a word that describes an action or a state (e.g. *run*, *is*) • Noun: a word that names a person, a place, a thing, an activity or a quality (e.g. *girl*, *school*, *book*, *aerobics*, *beauty*) • Adjective: a word that tells you more about a noun (e.g. *beautiful*, *small*) • Adverb: a word that tells you more about a verb, an adjective or

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Teaching Tip	another adverb (e.g. *slowly*, *very*) • Some words function as only one part of speech while some words may function as different parts of speech depending on the context of use. Example: • *review* (verb) It is important to review your notes after every lesson. • *review* (noun) The company conducts a review of its employees' salaries every year.
Answers	Suggested answers: • The brain is one of the most important parts of the body. • Draw a line to connect these two points. • Don't expect to learn a new skill overnight. • It is important to pay attention in class. • At the end of every day, I try to review the new words I learned that day. • Learning a new language also helps us to gain some knowledge of the culture of its native speakers. • Scientists believe that only humans have the ability to learn a complex language. • My brother is active and enjoys sports. • Her mother wisely advised her not to give up studying English.

2c

Purpose	To encourage Ss to express their opinions using the target language.
Teaching Tip	***Expressing opinions*** The activity requires Ss to express their opinions. Before Ss start their discussions, the T may want to prompt Ss to recall some sentence starters for giving opinions, e.g. *I think ..., I feel ..., I believe ..., It is important to ...*, etc.

3a

Purpose	To prepare Ss for the subsequent writing activity by giving them the opportunity to consolidate the ideas they have gathered so far.

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Optional Approach	***Consolidating ideas*** Instead of asking Ss to do this activity individually, the T may want to get Ss to do this as a class activity by first asking Ss to brainstorm ideas on best ways to learn English (and why). The T can write these ideas on the board. Ss can then choose three ways from the list on the board and fill in their individual charts in 3a.
Answers	Suggested answers:

Best ways to learn	Reasons	Examples
1. Being interested in what you do	If you are interested in something, your brain will be more active and …	If you like music, you can learn English by listening to English songs.
2. Reading English books	If you read English books that are well-written and show good use of the language, you can learn many new words and see how they are used.	If you like to read, you can learn English by reading well-known storybooks like *Harry Potter* or simplified versions of famous books like *Pride and Prejudice*.
3. Watching English movies	If you watch English movies, you can practice listening to natural speech and you can use the storyline, body language, actions and facial expressions to improve your understanding.	If you like to watch movies, you can learn English by watching popular movies like *Hunger Games* and *Kung Fu Panda*.

3b

Purpose	To provide Ss with the opportunity to use the target language in writing.

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Answers	Sample writing: Dear Wenxin, There are three good ways to learn English. One way is being interested in what you are doing. If you are interested in something, your brain will be more active and you will be more focused. If you like music, I think you should listen to English songs. If you do this, you will be able to improve your pronunciation. It is also a good idea to read English books because well-written books can teach you many new words and how they are used. You could try to improve your English by watching English movies. This will help you to improve your listening and speaking skills as you will have a chance to listen to natural speech. I hope these three ways will work well for you! Your friend, Li Ting

SELF CHECK

Purpose	To provide a comprehensive review of key vocabulary and functions presented in the unit.
Answers	1. develop, take notes, practice, remember, until, everything, prepare, worry about 2. 2, 6, 4, 1, 5, 7, 3 3. Suggested answers: 1. ... by not reading word by word but reading word groups. 2. ... by watching English movies. 3. ... by reading English books.

■ Optional Activity: Information quest

Purpose	To encourage Ss to be independent learners.

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Procedure

1. Tell Ss that they will be doing some research on how to learn English.
2. Ask Ss to surf the Internet at home to research ways to learn English, then write a short article on the methods they have found.
3. Alternatively, if the Internet is not available to Ss, the T can get Ss to interview different people (other Ts, Ss, friends, family members, etc) and find out their suggestions for ways to learn English. Then Ss are to write a short article to present their findings.
4. On the day of the lesson, divide the class into groups of four or five.
5. Give Ss time to share their articles with their group members.
6. Ask each group to choose the best article in their group.
7. Invite one member from each group to briefly share with the class the main points in their chosen articles.
8. Conclude by encouraging Ss to apply any useful tips they have gained from these articles to improve their English.

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Unit 2 I think that mooncakes are delicious!

一、教学目标与要求

话 题 **Topic**	节日 (Festivals)
功 能 **Functions**	能表达自己的态度或做出回应（Give a personal reaction） I know that the Water Festival is fun. What fun the Water Festival is!
语 法 **Grammar**	1 能正确使用由that, if/whether引导的宾语从句（Objective clauses with *that*, *if/whether*） I know that the Water Festival is fun. I wonder if they'll have the races again next year. I wonder whether June is a good time to visit Hong Kong. 2 能正确使用感叹句 (Exclamatory statements) What fun the Water Festival is! How fantastic the dragon boat teams were!
词汇和常用表达 **Words & expressions**	1 能正确使用下列词汇（Curriculum words） stranger, relative, pound, dessert, garden, tie, treat, Christmas, novel, business, present, warmth, steal, lay, admire, lie, punish, warn, spread, dead 2 能正确使用下列常用表达（Useful expressions） put on, lay out, end up 3 能认读下列词汇（Non-curriculum words） mooncake, lantern, folk, goddess, whoever, tradition, haunted, ghost, trick, spider, eve
学习策略 **Strategies**	1 能根据故事情节的发展将相关事件进行排序 2 能在理解故事内容的基础上，对情节发展和人物性格做出合理的推论
文化知识 **Culture**	了解中外部分重要节日的由来和习俗

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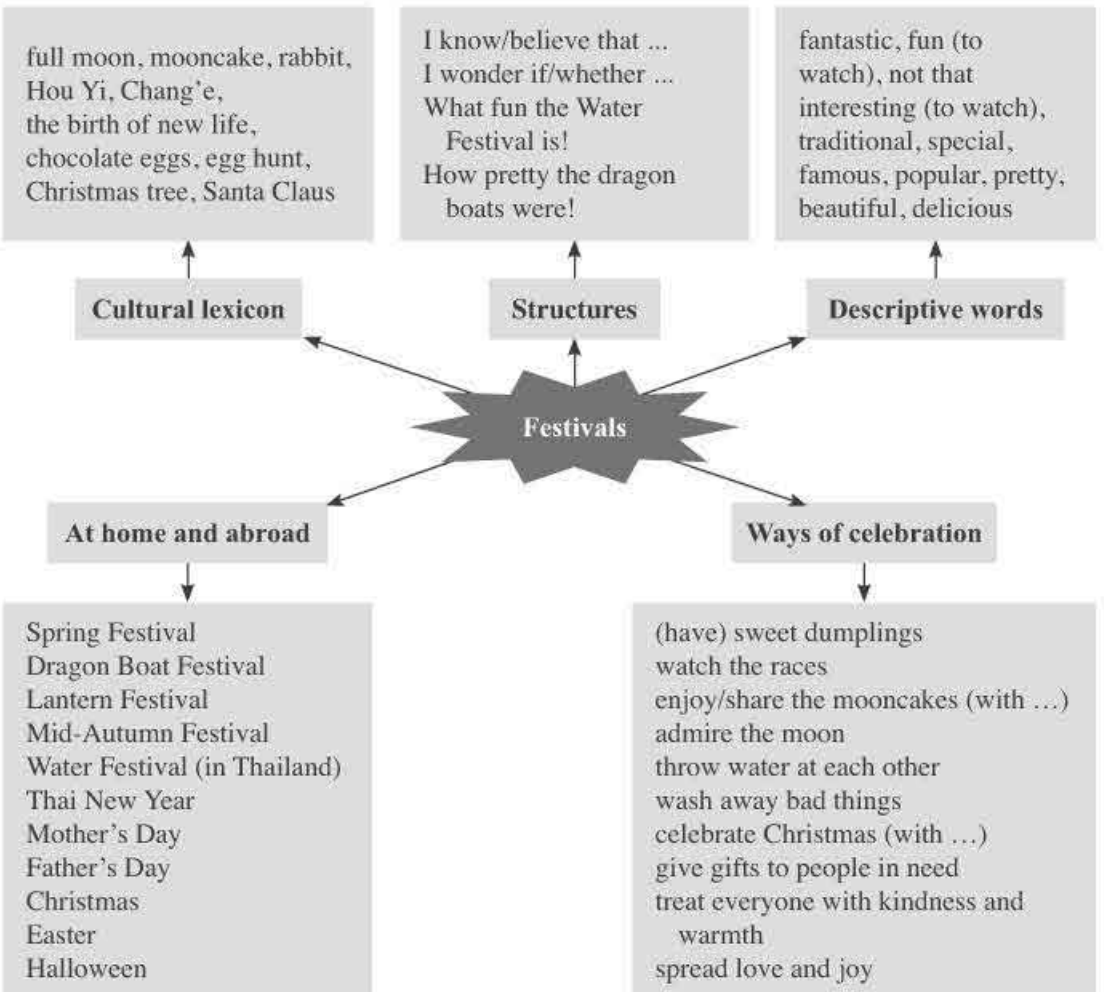
二、话题思维导图



三、内容介绍和教学建议

SECTION A 内容介绍

本单元介绍了国内外不同的节日，文化气息浓郁，教学内容丰富。除语言内容外，本单元还涉及中西方的节日文化和风俗习惯。Section A侧重介绍我国的传统节日。在本阶段教学结束时，学生应当重点掌握以下内容：

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- 功能句型与语法方面：能使用由 that, if/whether 引导的宾语从句表达自己的态度和看法；能使用由 how 或 what 引导的感叹句发表感叹。
- 词汇方面：与节日相关的词语（包括节日名称、与节日文化相关的专属用词），以及各种描述性词语（形容词及其习惯表达法）等。

活动 1a–1c 主要呈现话题词汇，通过简单的听力活动输入新的语言，介绍不同地区的节日；活动 2a–2d 旨在训练、发展学生听说能力，使其体会本单元主题语言及文化内容，建立一定的感性认识；活动 3a–3c 则通过阅读语篇加强语言输入量，发展学生的阅读技能，强化对本单元新语言内容的认知。Grammar Focus 和 4a–4c 部分则让学生从理性的角度理解、练习及运用本单元的目标句型结构，为 Section B 综合性读写运用打下基础。

SECTION A 教学建议

活动 1a–1c

1. 教师利用书本插图、自备图片或课件呈现本单元涉及的各种节日，教授并板书节日名称以及与这些节日相关的文化专属用词（cultural lexicon）。以下问题可供参考：
   - What is the Chinese name for this festival? And what is it in English?
   - What do you know about this festival?
   - What do people often do on that day or during the festival days?
   - Do you like this festival? Why?
2. 要求学生翻开课本，按照要求完成 1a 活动。若学生知识储备充分，在上一环节已熟知并能自然说出或写出与节日相关的语言内容，则建议直接进入下一环节的教学。
3. 让学生齐读活动 1b 的四个陈述语句，教师获取反馈，纠正语音语调，确认学生理解句子含义。随后，播放录音，学生按要求完成 1b 活动。
4. 师生核对 1b 答案，对于表述内容不正确的语句，要求学生更正。
5. 学生结对，按照 1c 活动要求开展对话，教师巡视指导。学生活动完毕，可请几个小组展示他们的对话并给予评价。

活动 2a–2c

1. 听前准备。让学生预览 2a 活动的四个句子，教师通过以下步骤呈现听力中的词汇，为接下来的听力活动做好准备：
   1）让学生读出各句中的待选内容，教师适当处理生词；
   2）师生互动问答，帮助学生熟悉对话人物及背景情节。以下问题供参考：
   - Are Wu Ming and Harry boys or girls? Or a boy and a girl? How do you know?
   - Whose vacation are they talking about, Wu Ming's or Harry's?

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- Did Wu Ming visit anyone on his trip?
- What do you think he did during his trip?

3）随机猜测。让学生根据这四个句子预测答案，如学生语言能力较强，可要求其根据预测情况将四个句子串起来，形成一小段独白。如：

Wu Ming and Harry are friends. Wu Ming told him something about his vacation. He went to Hong Kong for a vacation. He visited his relatives. They ate out and Wu Ming enjoyed it the most.

2. 播放第一遍录音，学生完成2a活动。师生核对答案，同时可要求学生利用正确信息将四个句子串起来进行课堂陈述。

注意：这样做的好处在于不只是将2a活动当作简单的听力练习，不单纯为了核对答案，而是在核对答案的过程中为学生提供更多口头陈述（叙述）的机会，培养学生连贯表达的能力。

3. 让学生阅读2b活动要求及表格，明确fun activities和downsides的含义。播放第二遍录音，学生边听边完成表格填写。随后，学生就近结伴，互相补充、修正填写内容，最后全班核对答案。
4. 学生集体朗读2c示范对话，之后结伴进行角色扮演。对于学习能力较强的学生，教师应鼓励他们结合自己的假期生活，创编内容更加真实语言更加丰富的短对话；对于学习能力一般或较弱的学生，教师可根据学情在词汇、语音和表达句式上给予适当提示。另外，教师还应注意让不同层次的学生都有课堂展示的机会。

活动2d

1. 教师可借助图片或课件，同学生交流与2d对话相关的文化背景，同时板书对话中学生不太熟悉的专有名词（如地名、节日名称等）或相关信息。这样有利于学生理解对话内容，掌握正确的读音，为后期的角色扮演做好准备：

T: In 2d we can find a conversation between Clara and Ben. Clara is going to Chiang Mai. Do you know where Chiang Mai is? (Showing a picture of Chiang Mai)

Ss: ...

T: ... Well, it's a city in Thailand. Have you ever been to Thailand? What do you know about the weather there?

Ss: ...

T: Actually, there is an important festival in Thailand. Do you know anything about the Water Festival?

Ss: ...

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T: During this festival, people go on the streets to throw water at each other. (Showing a picture of the Water Festival)

2. 让学生默读2d对话，回答以下问题：
   - When is Clara going to Chiang Mai? Why is she going at that time?
   - Why are the Dai people mentioned in the dialogue?
   - When is the Water Festival in Thailand? And what do people always do?
   - Why do people throw water at each other? 或 What do Thai people believe by throwing water at each other?
3. 全班分角色朗读对话，教师获取反馈，纠正学生的语音语调。
4. 学生结对朗读、演练对话，做到语言自然、流畅，且富有表情。教师可请几组学生在课堂上进行示范表演。
5. 在学生熟练2d对话内容的基础上，教师可开展拓展性口语活动：让学生两人一组编对话，假设其中一人为Ben，另一人则要向Ben询问他的朋友Clara去泰国的有关情况。这一任务帮助学生营造了一个更为真实的语境，使得学生间的对话更加自然、更富有交际意义。
6. 教师引导学生关注语言知识，要求他们摘录出对话中值得学习的语言内容。如：
   - 交际套语：Guess what; Sounds like fun; Yes, it's true; Yes, I think so; Cool
   - 句型：This is the time of ...; I wonder if ...
   - 表达（短语）：be similar to; the Dai people in Yunnan Province; go on the streets to throw water at each other; a time for cleaning and washing away bad things; have good luck in the new year

活动3a–3c

1. 读前导入话题以及相关词汇。让学生开展“头脑风暴”，围绕“中秋节”这一话题说出脑海中浮现的词汇，如必要可使用汉语，教师再将这些词汇板书在黑板上，引导学生思考并说出相关的英文表达。或者，教师可利用书本插图或图片、视频等引导学生熟悉话题、学习相关词汇。

注意：

1) 这篇课文是关于中秋节的来历介绍，是我国特有的文化内容，因此，背景故事学生应已熟知。教师可利用这一优势开展词汇教学，对节日专属文化词汇进行导入呈现，让学生熟悉相关词汇。“节日专属文化词汇”是指在特定文化区域中由于某一传统节日而形成的具有特定内涵的相关语汇。例如

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在我国，人们一谈到中秋节，就必然会联系到“嫦娥”“玉兔”“月饼”“赏月”“合家团聚”等；而美国人谈到Halloween，则会马上浮现Trick or treat, jack-o'-lantern, costume, dress up等词汇。

2) 教师需要深刻理解编者为何要将学生所熟知的节日及相关本土文化编入教材，其目的在于：学生学习外语，不仅仅是为了交流和学习异国文化，同时也要让学生懂得如何用英语介绍本国的文化，学会沟通和相互理解，进而提高跨文化交际意识。

3) 在阅读教学过程中，教师不必拘泥于课本活动的顺序，此处依照书本活动顺序教学仅为方法之一。面对语言能力强、勤于动脑、乐于尝试的学生群体，教师可以尝试这样活动顺序：先要求学生完成3b活动，预排语句顺序，让学生在脑海中勾勒出阅读文章的轮廓；再让学生阅读活动3a的文章，核对、验证自己的判断，修正理解；最后利用3c活动检验、巩固对文章的理解。

2. 读中——对文章的整体理解。学生快速浏览课文，完成3a活动。师生就3a的问题进行班级讨论，确认答案。
3. 读中——对文章的细节理解。要求学生先依据对课文的记忆完成3b活动，然后再次阅读课文，核实细节，修正自己的错误。
4. 课文朗读。全班朗读课文，教师获取反馈，发现学生朗读中的不足以及生疏之处，进行针对性指导、讲解。在读后语言学习阶段之后，教师可要求学生再次朗读课文，同时注意让学生课后诵读课文。
5. 读后语言学习。教师引导学生观察并找出文章中值得学习和记忆的短语及语言表述，如：

   celebrate Mid-Autumn Festival, the shape of a full moon on mid-autumn night, traditional folk stories, the most touching (story), live forever, try to steal the medicine, refuse to give it to him, Hou Yi was so sad that he ..., How he wished that Chang'e could come back, the tradition of admiring the moon and sharing mooncakes with their families ...

   教师可让学生将这些短语和表达记录在笔记本上，标出其含义，以便课后复习巩固。教师还可选取几个常见的短语或句式，要求学生仿写句子，作为课后作业。
6. 读后自我反馈。要求学生不看课文完成3c填词活动。针对自控能力或语言基础相对薄弱的学生，建议教师将该练习事先板书在小黑板上或制成教学幻灯片或课件，要求学生在朗读课文后合上书本，然后在练习本上依次抄写语句并填词。这样学生又可以获得一次书写的机会，加深学习印象。

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语法内容介绍和教学建议

本单元语法涉及句法，主要学习宾语从句和感叹句。从我国学生学习这两项语法内容的基本情况上看，that引导的宾语从句学生较易掌握，但if或whether引导的宾语从句则容易出现语序方面的错误；感叹句方面，较what感叹句而言，学生更易掌握以how引导的感叹句。教师在教学中应当更有针对性地关注学生的难点所在，想办法进行突破，如：（1）将一般疑问句与含有该问题的宾语从句成对呈现（板书或课件），让学生观察对比、探究差异，教师再归纳总结；（2）加大相关语言点的口头及书面训练等。

从教材相关的活动上看，4a主旨在于训练学生宾语从句和感叹句的造句能力，关注语言结构；4b通过语篇让学生在一定的语境下学会识别及运用宾语从句；4c则更加突出本单元语法内容的交际性运用。

语法部分具体教学建议如下：

1. 引导学生回顾Section A的所学内容，结合例句导入“宾语从句”的概念，再让学生找出Section A和Grammar Focus中的宾语从句，观察这些句子的特点，师生共同总结这些句子的基本结构。如：

1）主语+谓语动词+ that +宾语从句（肯定句、否定句）

Bill thinks that the races were not that interesting to watch.

Mary thinks that the teams were fantastic.

Bill and Mary believe that they'll be back next year to watch the races.

I believe that April is the hottest month in Thailand.

I know the Water Festival is really fun.

Most people think that the story of Chang'e is the most touching.

He found that the moon was so bright and round.

2）主语+谓语动词+ whether/if +宾语从句（陈述语序）

Bill wonders whether they'll have *zongzi* again next year.

I wonder if it's similar to the Water Festival of the Dai people in Yunnan Province.

I wonder if they'll have the races again next year.

I wonder whether June is a good time to visit Hong Kong.

在分析句子结构时，教师有必要指出谓语动词think, believe, know和wonder后接宾语从句在结构和表达内容上的不同，以及that和 if/whether的用法区别。然后，教师可提供一些有针对性的基础练习供学生训练。如：

Make up as many sentences as you can.

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Let's see	(that) if/whether	the fastest way to travel is by plane.
She hopes		we can find out some information about the city.
I guess		she will go canoeing.
I wonder		Jack can help us mend the computer.
We believe		he has seen the doctor.
		you must be tired.

2. 让学生朗读并观察总结Grammar Focus右栏内容的特点，教师导入“感叹句”的概念，师生共同探讨what和how感叹句的用法区别。教师可利用结构对比的方法引导学生探究感叹句的语序：将书本例句与普通陈述句成对展示，让学生观察分析。例如：

What fun the Water Festival is!（此处fun为名词）
The Water Festival is (really) fun.

How fantastic the dragon boat teams were!
The dragon boat teams were (so) fantastic.

而后，教师再引导学生区分what与how在感叹功能上的差异，最后得出相关结论：表达感叹时，how与形容词、副词连用；what则必须与名词连用。必要时，教师可板书更多的例子让学生观察思考。了解感叹句的基本句式结构后，教师可让学生开展简单的句型练习，如教师提供一个陈述句，学生用感叹句进行转述：

T: The children are so happy.
Ss: How happy the children are!
T: It's a very, very hot day today.
Ss: What a hot day it is today!

活动4a–4c

1. 让学生按照4a活动要求造句，再与周边同学交流，修正语句中的不足。然后，师生共同核对答案。全班集体朗读正确的句子，教师纠正语音语调。
2. 学生默读4b书信，并按活动要求将文中的宾语从句画线，全班核对答案。如学生语言能力较强，教师可要求学生根据4b内容写出几个宾语从句。教师可板书部分句头供学生参考，如：

I know ...
I think ...
I believe ...
I wonder ...

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3. 学生浏览4c活动要求，明确活动目的。教师板书或通过课件呈现下表，要求学生在小组或班级中随机采访三至四名同学，了解他们最喜欢的节日及理由，并将相关信息进行记录，然后仿照4c所给范例，用宾语从句进行汇报。

Name	Favorite festival	Reason(s)

学生完成采访和汇报后，教师就学生的表现做出评价，肯定优点，指出不足。

SECTION B 内容介绍

Section B部分主要围绕西方的两个节日——Halloween和Christmas来展开，主要介绍西方国家的节日文化，侧重节日的文化内涵，让学生更深层次地理解西方文化。这两个节日对于我国城市学生来说可能相对更熟悉，但其内涵和意义却未必熟知。因此，教师应进行适当的铺垫或引导，鼓励学生在课外通过阅读、查阅相关书籍、杂志或网络信息了解西方节日文化，这样既可以拓展学生视野，又可节省教师的课堂处理时间，同时也便于学生理解听力和阅读文本的内容，减轻因背景文化积累不足所带来的学习压力。

从语言上看，这一部分呈现了两个节日及相关的专属文化词汇，并进一步强化对重点句型结构的学习。在技能方面，则通过“听说入手→突出阅读→创写语篇”的过程培养学生的综合语言技能；在策略上，侧重训练学生对阅读的深层理解，即除了理解语言的表层含义外，还应当培养学生的推断能力，读懂作者在字里行间所表达的深层含义。从文化意识和情感价值观的角度来看，该部分的阅读语篇通过探讨圣诞节的含义，讲述吝啬鬼Scrooge的转变，目的在于向学生传达以下信息：关爱、同情及怜悯之心是人类社会的宝贵财富，人人应当将之继承及弘扬，以爱心回报社会。

SECTION B 教学建议

活动1a–1d

1. 教师课前收集有关Halloween的图片或视频片段，在课堂上呈现或演示，同时用英文进行适当讲解，由此引发学生的好奇心和求知欲，进而导入1a活动。若没有多媒体教学条件，教师则可采用类似讲故事的方式进行导入：Now, everyone, today I'd like to tell you something about an important festival in America ...

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注意：活动1a旨在介绍美国万圣节前夕（Halloween）的“节日专属文化词汇”，为随后的听说活动提供词汇及文化上的准备。因此，我们建议教师在授课之前自己先阅读学习，对Halloween有一个较为全面的了解，尤其是要了解1a活动中的词汇与Halloween有什么关系，如：这些词汇会在何时出现，哪些人会对哪些词语情有独钟，又会如何使用，不同词汇含有什么样的文化意义等。教师对Halloween了解越充分，就越容易把这些词汇教活，也越容易调动起学生的兴趣及对Halloween的好奇心，能够积极参与后续的课堂教学活动。

2. 让学生观察1a中的图片，谈谈他们所想到的内容，或对图片展现的内容进行描述，引导学生学习所列词汇，确认他们理解词义并能正确朗读。在条件许可的情况下，教师不必拘泥于书本词汇，亦可适当增添一些与Halloween相关的词汇，如jack-o'-lantern, costume, mask等。
3. 带领学生朗读1a中的词汇，再让学生自行朗读，教师纠正读音。
4. 播放第一遍录音，要求学生抓住整体大意，完成活动1b。师生就活动1b所列出的问题展开问答，核对答案。
5. 要求学生浏览1c的内容，播放第二遍录音，学生完成活动1c。

注意：播放录音之前，教师应提醒学生关注细节，并在各题的横线上以首字母或其他符号进行适当记录，培养他们的策略意识。

6. 学生完成1c填写后，就近与同伴核对交流，完善填写内容。教师播放第三遍录音，学生进行最终核对。全班集体朗读1c的句子，教师确认学生理解这些句子的内容。
7. 听后活动：让学生两人一组根据听力理解所获取的信息，参考活动1b-1c提供的内容以及1d的示范对话开展口语交流，完成1d活动。教师巡视指导。最后，选取部分学生展示对话。

活动2a

1. 教师板书或通过课件呈现一组我国重要节日的具体日期，引导学生用英语说出这些节日名称。若教师希望与学生有更多的口语交流或训练他们的听说能力，则可口头说出这些时间，再让学生说出对应的节日。以下内容供参考：March 12th, the 1st of May, June 1st, September 10th, October 1st。

注意：针对西方节日文化背景知识较为缺乏的学生群体，我们建议教师可从学

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生熟悉的中国节日入手，再引出一些西方常见的节日，进而导入圣诞节的话题。对于一些大城市的学生，可能对圣诞节较为熟悉，教师则可直接进入第三步进行教学，导入2a的问题，供学生讨论。

2. 教师利用小黑板、幻灯片或课件呈现一些西方节日的日期，提出问题激发学生的好奇心：But do you know what these dates mean to Americans? What holidays are they?

注意：在以上两个环节中，师生确认答案时，教师切忌简单地将日期与节日相互匹配核对了事，而应适时引导学生谈论与该节日相关的文化内容，如：

- What does this holiday/festival mean to the Chinese/Americans?
- What do people usually do on this holiday/festival?
- Who likes this holiday/festival best?

3. 教师提出问题What do you know about Christmas?与学生共同交流讨论，使学生熟悉圣诞节的基本文化信息，为读中阶段的活动做好准备。这些文化信息包括：
   - Families would have Christmas trees, and there may be lots of small lights on them.
   - Dressed in red, Santa Claus will come and give gifts.
   - Families will stay together and sing Christmas carols.
   - When people meet, they will say "Merry Christmas" to each other.
   - People will send Christmas cards to their friends and relatives.
   - There are many famous books and stories about Christmas and Santa Claus.

活动2b–2d

此为读中阶段，课文主题虽为圣诞节，却并非对这一节日的表层介绍，而是涉及"圣诞含义"的深层次内容。推导"字里行间"的含义，是本单元学习策略的训练重点。因此，教师应当注意相关教学活动的设计，关注策略及情感。

1. 跳读及寻读训练：让学生快速浏览课文，标出其中的专有名词（各种名字）。师生核对答案，教师就学生不理解之处进行适当解释，帮助学生了解相关背景。这样做是为了不让它们成为学生阅读理解时的绊脚石，尤其是Charles Dickens, *A Christmas Carol*, Scrooge, Jacob Marley, the Ghost of Christmas Past, the Ghost of Christmas Present和the Ghost of Christmas Yet to Come。其他专有名词还有：The Spirit of Christmas, Christmas (Day), Christmas Eve, Santa Claus。

注意：教师在核对专有名词、介绍背景知识时，应注意借机引出课文中可能

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对学生形成阅读干扰的生词，如：借Scrooge让学生了解形容词mean；借Jacob Marley教授dead和business partner等。

2. 让学生阅读课文第一、第二段，回答2b的三个问题，了解文章的大致内容。
3. 让学生细读第三段，关注细节内容，完成2c的表格填写。学生填写完毕后，可就近与同学交流修改。然后，师生核对答案。
4. 教师提醒学生关注课文标题旁的阅读策略Inferring，简单介绍该策略的意义和作用，要求学生在阅读时注意思考和推理字里行间所透露出的信息以及作者的意图。教师可以课文的第一、第二句为例进行示范分析：Many would agree that when we think of Christmas, we probably think of gifts, Christmas trees and Santa Claus. But behind all these things lies the true meaning of Christmas ...作者在字里行间所渗透的含义是：现代社会中许多人只是了解圣诞节表面化的东西，却并不了解这个节日的实质内涵，而这个节日的内涵才是最值得人们铭记在心的。
5. 让学生浏览活动2d的要求及问题，再次阅读课文，然后两人一组利用2d的问题进行互问互答。教师巡视、指导，特别应当注意学生在对文章内容推导作答时是否存在障碍，存在什么样的障碍，是不善于推导，还是推导之后无法运用自己的话语进行表达等。如学生存在表达上的障碍，教师可板书一些词汇、句式等供学生表达时使用。
6. 学生讨论完毕后，师生共同就2d的问题进行交流、核实答案，可请班级中推导正确的学生介绍一下他们的推理思路，教师给予点评、讲解。
7. 播放课文录音，让学生先跟读，再独立练习朗读课文，教师巡回辅导。朗读较为熟练后，班级集体朗读，教师获取反馈，纠正带有共性的语音、语调方面的问题。
8. 让学生从课文中摘出需要重点学习和记忆的相关语言内容（句型及短语等）。如时间允许，教师可将具有代表性的语言要点板书在黑板上，并进行简单的解析。以下内容仅供参考：
   - When we ..., we probably ...
   - Behind ... lies ...
   - give love and joy to people around us
   - a ... novel written by ...
   - treat others nicely, treat ... with kindness and warmth
   - warn sb. to do
   - expect sb to do
   - take sb. back to ...
   - remind sb. of his ... days as a ...

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- spreading love and joy everywhere he goes
- the true spirit of ...

活动2e

这是一个巩固性的读后活动，要求小组成员根据课文内容发挥合理的想象，合作编对话，并进行角色扮演。由于该活动的开放性较强，需要学生有较强的自主活动能力和语言水平，建议教师将该活动布置为课外任务来完成。在准备过程中，教师应要求每个小组合理分配角色，编排对白，适当添加表情、姿态等。教师还可在课堂上给予每组学生一定的时间进行展示表演，及时鼓励和评价，并评出最佳表演奖、最佳创意奖、最佳语音语调奖等。这样的活动，不仅可以大大调动学生学习英语的兴趣，还能充分发挥学生的创造性和自主意识，舒缓学生的紧张情绪和压力。

活动3a–3b

这是一个完整的写作任务链。活动3a以列表的形式帮助学生整理思路，做好信息及主体语言的准备；3b活动则要求学生将3a的信息内容拓展并构建成连贯的语篇，以此练习语篇写作。

1. 学生确定一个自己喜欢的中国节日，然后用英语填表，完成活动3a。若遇有困难、障碍，可向老师或其他同学求助。
2. 引导学生认真阅读3b的写作要求及提示内容，确认学生理解后再要求他们自主写作，完成3b活动，教师巡视指导。如有必要，教师可从本单元教学建议英文部分选取写作范文供学生参考或进行仿写。教师亦可将此活动布置为作业，由学生课外完成，教师收阅批改。

SELF CHECK 内容介绍和教学建议

该部分活动1为特定语境下的词语运用，旨在帮助学生自我检测对本单元所学词汇的理解和掌握情况；活动2和活动3是对本单元所学句型结构的反馈性检查，前者为感叹句，后者为宾语从句。如课堂教学时间不足，教师可考虑将活动1布置为作业，由学生课外完成，课堂上师生交流、核对答案。但我们建议教师将2、3两个活动安排在课堂上完成，这样教师可以通过观察学生的活动过程了解他们对本单元语法结构的掌握情况，以便及时反思教学、调整对策。

活动1

1. 教师简要介绍复活节文化背景内容，帮助学生熟悉与短文相关的话题内容。

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2. 确认学生理解所列词汇后，要求他们阅读短文并完成填空练习。
3. 师生核对答案，然后全班集体朗读短文，达到熟练。

活动2-3

1. 学生独立完成这两项活动，教师课堂巡视，获取反馈。
2. 选取若干学生读出他们所写的句子，教师点评。教师也可在巡视过程中请一些学生在黑板上写出自己的句子，师生共同点评。选择学生板书时，可考虑下面几种情况：
   - 活动完成较快，有空余时间的学生；
   - 所写句子内容有创意，值得大家学习借鉴的；
   - 所写句中包含普遍性错误，值得大家注意的。

四、课文注释

1. I've put on five pounds! *我胖了五磅！*

英语中，put on是一个语义丰富的短语动词，在不同的语境和上下文中会有不同的意思。此处put on表示“增加体重”，相当于“发福”之意，往往搭配weight或具体的体重数值。再如：

She looks like she's put on weight these few months. 她看起来近几个月发福了。

作这一语义使用时，put on的近义词是gain，反义词为lose。

另请注意以下句子中put on所表达的含义：

John put on his coat and went out of the apartment. 约翰披上大衣，走出了公寓。

Do you mind if I put some music on? 我播放音乐你介意吗？

I don't think she was hurt. She was just putting it on. 我想她没有伤着，是装的。

2. I wonder if it's similar to the Water Festival of the Dai people in Yunnan Province. *我在想这是否与云南傣族人民的泼水节相似。*

think和wonder均有“想”之意，但有所区别。think用于表达判断及想法，所接从句为肯定或否定的内容。例如：

I think you're right. 我想你是对的。

I think he's not coming this time. 我想这一次他不会来了。（为了减轻否定意味，可将从句中否定词前移到主句，使语气更委婉，即：I don't think he's coming this time.）

wonder则用于表现思考、思索，后接宾语从句时多指所思考的某一问题，故需用if，whether，what，who等疑问词引导。例如：

I wonder whether/if he'll come to help us. 我在想他是否会来帮我们。

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He wondered what he should say when they met. 他在想当他们见面时该说些什么。

有时，wonder之后还会用破折号连出一个具体的问题：

I wonder — could you help me carry these books upstairs? 我在想——你帮我把这些书搬到楼上好吗？

3. **Many would agree that when we think of Christmas, we probably think of gifts, Christmas trees and Santa Claus.** 许多人会赞同（这个看法），当我们想起圣诞节，极有可能想到的是礼物、圣诞树和圣诞老人。

1）此句中would为情态动词，意思是“（极可能）会”，此处表达一种极强的可能性。例如：

A: The guy on the phone had an Australian accent. 电话那头的小伙有澳大利亚口音。

B: That would be Tom, I expect. 我想那会是汤姆。

2）关于“圣诞老人”的表述，英国和美国并不相同：Santa Claus为美国用法，英国则说Father Christmas。就全球英语运用而言，似乎Santa Claus使用更加广泛，频率更高一些。在有上下文的情况下，Santa Claus还可略作Santa。据传Santa Claus住在北极，在那里他和他的小精灵们开有作坊，制作玩具。Santa Claus亦称作St. Nick，与基督教人物St. Nicholas有关。St. Nicholas生活于公元四世纪，是基督教中孩子们的守护神。

五、文化注释

1. 中泰两国的“泼水节”

泰国泼水节即泰国新年，称作“宋干节”（The Songkran Festival），是泰国最重要的传统节日，代表着清除所有的邪恶、不幸和罪恶，并怀着一切美好和纯净开始新的一年。泼水节为每年4月13日到15日。这三天里整个泰国都在庆祝，热闹非凡，尤以清迈最为壮观，很多泰国人都在那里过泼水节。

我国傣族也有泼水节，这是傣族的新年佳节，为公历四月中旬，一般持续三至七天。第一天傣语叫“麦日”，与农历的除夕相似；第二天傣语叫“恼日”（空日）；第三天是新年，叫“叭网玛”，意为岁首，人们把这一天视为最美好、最吉祥的日子。这也是云南少数民族中影响面最大，参加人数最多的节日。

2. 我国的几个传统文化节日

1）春节

中华民族最悠久、最隆重的传统节日，民间人们把春节俗称作“年”，过春节叫“过年”。这一节日的风俗主要有：扫尘、贴春联、挂年画、放爆竹燃烟花、

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守岁、拜年、包饺子、吃年糕等；节日活动主要有：舞狮子、耍龙灯、踩高跷、逛庙会等。

2）正月十五（元宵节）

新年开始后的第一个月圆之日，古时人们称其作“上元节”，这天夜晚为“元夜”，即今天的“元宵节”。吃元宵、闹花灯是这一节日的主要风俗，元宵节吃元宵（汤圆）象征着家庭的团圆、和睦与幸福。节日活动主要有：吃元宵、张灯、观灯、猜灯谜、耍龙灯等。

3）端午节

每年农历五月初五为端午节。汉语的“初”和“端”均有“开始”之意，故初五又作“端五”。由于唐玄宗李隆基生于八月初五，为避“五”字讳，用“午”谐音借代，方为“端午”。吃粽子、赛龙舟是这一节日的主要风俗和活动。

4）中秋节

每年农历八月十五为中秋节。农历七、八、九月为秋季，八月居中，故称“中秋”。中秋习俗均与月亮有关，如吃月饼、赏月、祭月、拜月等。圆圆的月亮、圆圆的月饼都象征了团团圆圆之意，因此，合家团聚是这一节日的头等要事。这一天，身处异国他乡不能与亲人团圆的游子，思乡之情尤为强烈。

3. 狄更斯（Charles Dickens, 1812 — 1870）和他的小说《圣诞欢歌》（*A Christmas Carol*）

查尔斯·狄更斯是19世纪英国批判现实主义文学的重要代表，欧洲最卓越的小说作家之一。他的作品丰硕，贡献巨大，主要作品有《艰难时世》《双城记》《大卫·科波菲尔》《匹克威克外传》《雾都孤儿》等。他的作品至今依然盛行，对英国文学发展起到了深远的影响，是世界文学宝库中的瑰宝。

《圣诞欢歌》又译《圣诞颂歌》，是查尔斯·狄更斯的三部圣诞小说之一，创作于1843年。其他两部为《钟声》(*The Chimes*) 和《炉边的蟋蟀》(*The Cricket on the Hearth*)。这三部短篇小说虽然没有上面提及的长篇小说那么有名，但它们的象征意义却是十分深远的，尤其是它们奠定了现代圣诞节的寓意内涵。在《圣诞欢歌》出版的维多利亚时代，圣诞节并不为很多英国人所知。后来，故事中的一些情节成了圣诞节的约定风俗，诸如家庭团聚、互换礼物、圣诞餐饮，甚至“圣诞快乐”的说法也是由此而得以流行的。因此，狄更斯被称作“圣诞之父”是不无道理的。

狄更斯借用鬼魂来促使斯克鲁奇发生转变的文化背景是因为幽灵在西方文学作品中有着巨大的力量。基督徒相信人死后都有来生，他们都希望死后能进天堂，而不希望由于前世所犯的罪恶而入地狱。然而，《圣诞欢歌》的伟大之处在于它告诫人们要拥有一颗善良、仁慈、怜悯、容忍之心。狄更斯在这部作品中所塑造的斯克鲁奇这一人物形象是如此成功，以至于今日英语语汇中Scrooge（亦可写为scrooge）已成为一个词典必收的普通名词，意为“吝啬鬼”。这一语义便源自《圣诞欢歌》，由斯克鲁奇这一人物形象引申而来。

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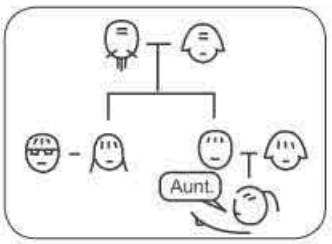
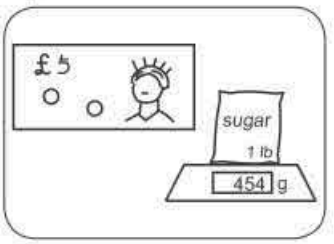
六、教学简笔画

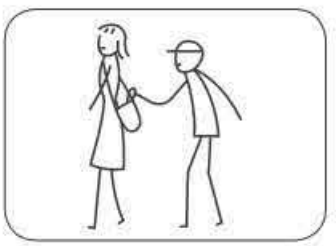
1. relative



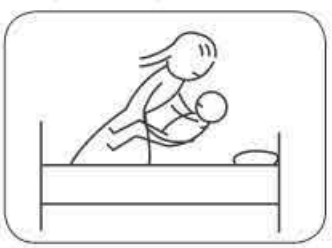
2. pound



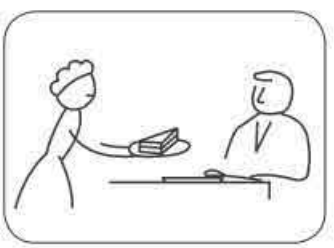
3. steal



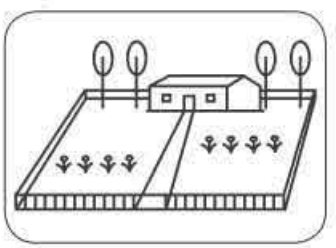
4. lay the baby on the bed



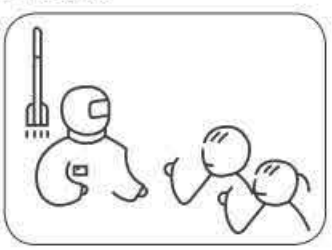
5. dessert



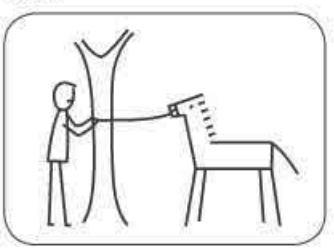
6. garden



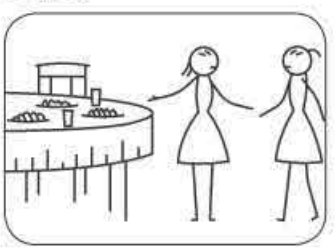
7. admire



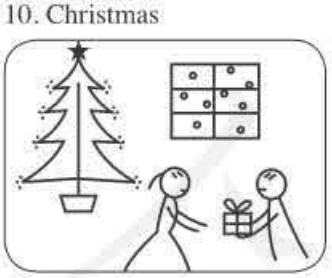
8. tie



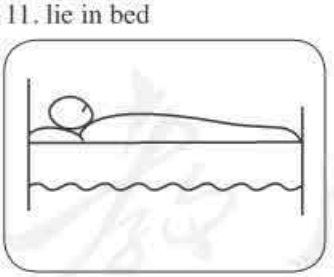
9. treat



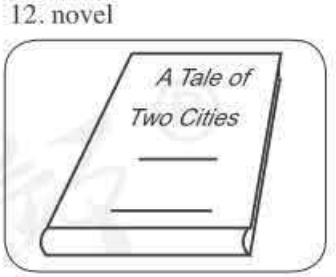
10. Christmas



11. lie in bed



12. novel



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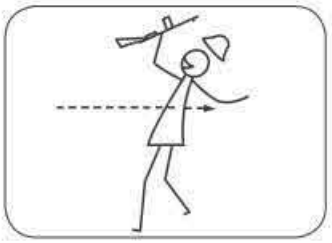
13. shoot him dead



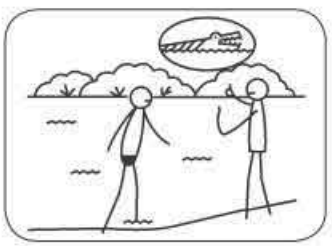
14. business



15. punish



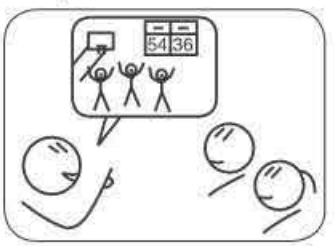
16. warn



17. warmth of the fire



18. spread the news



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Unit 2 I think that mooncakes are delicious!

SECTION A

1a

Purpose	To introduce Ss to the unit goal: give a personal reaction. To set the scene, increase Ss' vocabulary and introduce the target language.
Picture	The four pictures show four different Asian festivals that have great meaning in the places that they are celebrated. (More about the festivals in Culture Focus.) The talking heads are making a comment about an event they had attended that day. The female is asking the male what he enjoyed the most. He replied that he loved the races, except that it was too crowded. Making a connection with the pictures, it would probably be the Dragon Boat Festival that they were referring to since it is the only one that has races.
Culture Focus	***Snapshot of the festivals*** Some information about the four festivals mentioned: • The Water Festival in Thailand Also known as *Songkran*, this festival marks the Thai traditional new year, recently fixed to be celebrated from April 13 to 15. Traditionally, *Songkran* occurs at the hottest time of the year, at the end of the dry season. For this reason, one of the traditions of this festival is to throw water on others. This was symbolic of washing all the "bad" away so that people could start the new year with a clean slate. • The Dragon Boat Festival in Hong Kong This festival has its roots in the Chinese *Duanwu* Festival held on the fifth day of the fifth lunar month. Qu Yuan was an honest and loyal official in China who was framed by a corrupt prince. Disappointed that his beloved country was in the hands of evil men, he threw himself into a river. Fishermen tried to save him but were not able to. He was so well-loved that to prevent the fish from feeding on his body, they threw *zongzi* into the river.

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Culture Focus	This later came to become offerings to Qu Yuan. The dragon boats represent the boats that went out onto the river in attempts to rescue his body. There are many races that take place at various locations in Hong Kong. • Chinese Spring Festival in Beijing This festival is the Chinese new year, according to the lunar calendar. The most important days are the last day of the previous year and the first day of the new year. However, preparations start even before then. Every home needs to be thoroughly cleaned, new clothes need to be bought, and auspicious scrolls and paper cut-outs are displayed. On the eve, family members will gather for a feast. At midnight, fireworks are set off in a symbolic gesture: to get rid of the ill fortune of the previous year and welcome good fortune in the coming year. On a smaller scale, firecrackers are also lit. On the first day, children receive red packets with "lucky money". The Lunar New Year lasts for 15 days and comes to an end with the Lantern Festival. • The Lantern Festival in Jiangxi Marking the end of the Spring Festival is the Lantern Festival. This is commemorated by a number of traditional activities. One of these activities is the dragon lantern dance, where a long dragon lantern is first paraded through the village before it is lighted up at night and the dance performed.
Optional Approach	***Making connections*** Ask Ss to attempt activity 1a before discussing answers as a class. Ask them for the clues that helped them decide which picture depicts which festival (for example, a: boat; b: auspicious decorations; c: lanterns; d: throwing of water). Next draw their attention to the talking heads and ask Ss what they think the two are talking about. Ss should be able to make a connection between this and the pictures.
Answers	1. d 2. a 3. b 4. c

1b

Purpose	To help Ss recognize the target language in natural speech.

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Teaching Tip	***Putting it in context*** Tell Ss that the conversation they are about to listen to is the conversation between the two talking heads in the picture. This will give them the context of the conversation to come. Give them a bit of time to read through the four statements before playing the conversation. This will give them an idea of what to listen out for.
Answers	1. F 2. T 3. F 4. T

1c

Purpose	To give Ss the opportunity to use the target language in natural speech.
Optional Approach	***Sharing knowledge*** As these are Asian festivals, it is possible that Ss are more familiar with them, particularly the ones that originated in China. Get Ss to share what they know with a partner. Ask them to first share common knowledge, e.g. origins, common celebrations, then ask them to share something that they usually do during one of these festivals that is specific to his/her family.

2a

Purpose	To give Ss listening practice using the target language.
Teaching Tip	***Knowing what to listen for*** Tell Ss that they will be doing the next two activities together. In order for them to know what to listen for, ask them to read through the instructions before listening.
Answers	1. friends 2. Hong Kong 3. relatives 4. the Dragon Boat Festival

2b

Purpose	To give Ss practice in listening for specific items in conversations.
Optional Approach	***Exchanging answers*** After Ss have filled in their answers, get them to share their answers with a partner. The first partner is to share answers for 2a and the second partner for 2b. Tell Ss that the partner receiving the answers will have to ask their classmate one question to verify that the answer given is correct. Some examples are: • for 2a (1): *How do you know that Wu Ming and Harry are friends?* • for 2b (Eating out): *How do you know that the downside of eating out is putting on weight?*

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Answers	

Fun activities	Downsides
Eating out	put on weight
Shopping	spent money
Dragon Boat Festival in June	hot weather

2c

Purpose	To give Ss the opportunity to use the target language in conversations.
Optional Approach	***Constructing conversations*** Ask Ss to work with the same partner he/she had in the previous two activities. Ask Ss to write two conversations in their pairs, the first using the information in the conversation they have just heard (2a and 2b) and the second using their own information but using the target language. Give Ss about 10 minutes to write their conversations, after which they should role-play them. They can then switch roles.

2d

Purpose	To give Ss the opportunity to use the target language in a controlled manner.
Teaching Tip	***Different partners*** Tell Ss that they will have to role-play the given conversation twice, with two different partners. In addition, they will have to choose partners that they did not work with for the previous activities in this unit. This is to ensure that Ss get to communicate and interact with different classmates.

3a

Purpose	To provide Ss with reading practice using the target language.
Culture Focus	***Origins*** The story of Hou Yi and Chang'e is one version of how admiring the moon became associated with Mid-Autumn. As for the origin of mooncakes, the story is that when the Han Chinese wanted to rebel against the Mongols, they baked small round cakes that were easily transportable and hid secret messages in them. Through this method, they managed to tell people that a rebellion would take place on Mid-Autumn's day. Traditionally, mooncakes had a thin brown baked skin with one or more whole salted egg yolks which symbolized the full moon. These are still well-loved but one recent invention that has become just as popular is the snowskin mooncake, said to originate from Hong Kong. This was invented to provide a healthier option to the traditional baked

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Culture Focus	mooncake as the snowskin mooncake used less oil and fat. However, it appears that many bakeries and chefs are now trying hard to outdo each other by coming up with different recipes using the most unusual ingredients. Today, it is not unusual to find snowskin mooncakes that are flavored (mango, durian, apple, green tea, etc.) or contain exotic fillings such as nuts, champagne, and liqueurs.
Answers	Suggested answers: 1. They celebrate the Mid-Autumn Festival by admiring the moon and sharing mooncakes with their families. 2. The reading is about the traditional folk story of Hou Yi and Chang'e.

3b

Purpose	To give Ss an opportunity to test their reading comprehension.
Teaching Tip	***Remembering the sequence*** The story in the passage has a natural sequence in which one thing leads to another and progresses in a linear way. To get Ss to understand this, get them to close their textbooks and in pairs, write notes about the sequence of events. They can then use their notes to complete the activity, without referring to the passage.
Answers	4, 2, 5, 1, 7, 6, 3

3c

Purpose	To give Ss an opportunity to test their memory of key words in the reading passage.
Optional Approach	***Remembering details*** Continuing from the previous activity, Ss should fill in their answers without referring to the passage. Remind them that the letter before the blank is the first letter of the answer and should help to guide them. Get Ss to share their answers with their partner before they check their answers against the passage.
Answers	1. admire 2. traditional 3. magic 4. steal 5. laid

GRAMMAR FOCUS

4a

Answers	1. I think that the Lantern Festival is beautiful. 2. I don't know whether he will come home for the festival. 3. I believe that the Water Festival is the most fun.

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Answers	4. I wonder if the mooncakes are delicious. 5. How exciting the races were! 6. What an interesting city (Hong Kong is)!

4b

Answers	Dear Xia Yu, Do you know that there are two special days for parents in America? One is Mother's Day on the second Sunday of May, and the other is Father's Day on the third Sunday of June. On these two days, American children often give gifts to their parents or take them out for lunch or dinner. Common gifts are flowers and cards for mothers and shirts or ties for fathers. I hear that it is becoming more and more popular to celebrate Mother's Day and Father's Day in China. I wonder if children over there also give similar gifts to their parents. I believe that there are many ways to show our love. Actually, we don't have to spend a lot of money. It is also a good idea to help parents to do something instead. June (Answers will vary for Ss' own sentences.)

4c

Purpose	To give Ss the opportunity to use the target language.
Teaching Tip	***Giving guidelines*** In groups of four or five, get Ss to interview each other and elicit answers. The T may wish to give them some guidelines. Write the following questions on the board: • What is your favorite festival? • What does it celebrate? • When is it celebrated? • Why do you like this festival? Tell Ss that they will need to answer these questions themselves first. Once they have their own answers, they should take turns interviewing others in the group. They will then share their findings with the class.

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■ Optional Activity: What would you like to celebrate?

Purpose	To help Ss master the target language and expand their vocabulary.

Procedure

1. Divide the class into six groups.
2. In their groups, get Ss to create a festival of their own. They do not need to work out every single detail but they should discuss the following:
   - What is the name of the festival?
   - What is it about?
   - When is it celebrated and for how long?
   - What are the main attractions of the festival?
3. The T may wish to write these questions on the board for the Ss's convenience.
4. Once the Ss have come up with these details, get them to create a conversation similar to that in Section A 2d. They should incorporate all the festival details they have just discussed. The T may wish to give Ss 15–20 minutes for this.
5. Once they have created their conversation, Ss will have to nominate two people in their group who will role-play the conversation to the rest of the class.
6. Each group will take turns to act out their conversation. Ask the other Ss to take notes about what they hear.
7. When all groups have role-played their conversations, pick a group at random and ask them to share details about another group's festival.

SECTION B

1a

Purpose	To prepare Ss to use the target language in a different context.
Picture	The four pictures show different scenes depicting Halloween. The boxed pictures from left to right show: • children in their costumes receiving treats from the lady of the house, also dressed up in a costume; • children dressed and showing off their costumes; • a graphic depicting the traditional elements of Halloween: bats, a spider, a black cat, a carved pumpkin face, a spooky house in the distance, a full moon, and candy hanging from the tree. The superimposed picture is that of a bag, made to look like a carved pumpkin, filled with treats.

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Culture Focus	***A long history*** Halloween is said to originate from the Celtic festival called Samhain (pronounced as "sah-win"). It was celebrated at the end of the harvest season and people would light bonfires and don costumes to scare off ghosts that were said to roam the lands. Some of these traditions were later incorporated into All Saints' Day, celebrated on November 1. The evening before, October 31, was known as All Hallows' Evening (also known as All Hallows' Eve), which was then shortened to Halloween. As time progressed, this festival became more secular (with no connection to religion) and tended to revolve around children's activities like trick-or-treating. In the past, children used to dress up as characters that were associated with the supernatural, like skeletons, ghouls, goblins, witches, and warlocks. Nowadays, children (and adults) dress up as anyone they like, e.g. comic book heroes, cartoon characters, television personalities.
Optional Approach	***What's in the picture?*** It is possible that Ss have not heard of Halloween so the T may have to walk Ss through this activity. To begin, divide the class into four groups and assign one picture to each group. Ask Ss to describe what they see there and then deduce what Halloween might be about. Get each group to share with the rest of the class what they discussed.
Answers	Answers will vary.

1b

Purpose	To give Ss practice in listening and understanding a conversation on a specific topic.
Teaching Tip	***Are you ready?*** Without giving Ss any clues, play the recording and ask them to answer the questions in this activity. Have them share their answers with a partner before giving them the correct answers. How many got the answers right? Use this as an opportunity to show Ss that they will always need to pay attention as often, they may not be given the context of a conversation and will need to listen, remember, or take notes as they see fit.
Answers	1. Halloween is popular in North America. 2. They celebrate Halloween on October 31. 3. Wu Yu thinks it is a fun festival.

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1c

Purpose	To give Ss practice in listening for specific vocabulary.
Optional Approach	***Making educated guesses*** Following from the previous activity, ask Ss to answer the questions in this portion without listening to the conversation again or consulting their notes or friends. Tell Ss it is all right if they are unable to fill in all the blanks. Encourage Ss to answer as many as they can. Also, tell Ss that they can make educated guesses based on the "clues" given in the sentence. Give Ss a bit of time to fill in the blanks before playing the recording again and getting them to check their own answers. Ask Ss how well they did and how many of the correct answers were educated guesses.
Answers	1. houses, turn off, windows 2. dress up, cartoon 3. candies 4. play, give

1d

Purpose	To give Ss practice in using the target language in a different context.
Teaching Tip	***Voicing their opinions*** There are many Halloween activities that the Ss could choose to speak about. It is also possible that some Ss are not interested in any of the Halloween activities, for a variety of reasons. Assure Ss that it is fine for them to have their own opinions and they do not need to like the activities just because other people do. It is, however, important for them to understand why they do or do not like something, or why they hold a certain opinion. Tell Ss that they should keep this in mind as they share their ideas about the Halloween activities with their partner.

2a

Purpose	To prepare Ss for the subsequent reading activity.
Culture Focus	***Christmas*** Probably the most widely-celebrated festival around the world, Christmas is a Christian celebration that commemorates the birth of Jesus Christ. Those who follow in the Christian faith, in its various denominations, will typically go to church on Christmas Day. In certain countries, this is a time for families to get together as many companies close over the Christmas and New Year period. Over the years, people have added many non-religious elements to the celebrations and now, even non-Christians join in the fun by buying presents for their friends and family, and offices have parties to coincide with this holiday and the New Year's. Other traditions at this time include

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Culture Focus	buying and decorating a Christmas tree, having a feast that includes turkey and ham, and children waiting for Santa Claus (or Father Christmas) to deliver presents.
Answers	Answers will vary.

2b

Purpose	To provide Ss with reading practice using the target language.
Optional Approach	***Share information with the class*** Ask Ss to read the passage and answer the questions before asking how many of them have read the book *A Christmas Carol*. Ask those who have read the book to share with the class their thoughts about the book (not the passage), e.g. did they like or dislike it and why. Also, ask Ss to share something in the book that is not found in the passage. If no one has read the book before, the T may wish to ask the class if they know what it means to be called "a scrooge". (This refers to a miserly person.) Get Ss to make a connection between the term and what they read in the passage. Make sure Ss understand the meaning of the word and how it is used.
Answers	1. People usually think about gifts, Christmas trees and Santa Claus. 2. Charles Dickens wrote A Christmas Carol. 3. The meaning of Christmas is treating everyone with kindness and warmth and spreading love and joy everywhere we go.

2c

Purpose	To provide Ss with scanning and writing practice.
Teaching Tip	***Zooming in*** Before Ss start on this activity, tell them to cover the passage and just read the question. Tell them that since this activity is asking for specific answers, they need not read the entire passage again. They should look for clues and just zoom in on the correct paragraph. In this case, they only need to look at paragraph three. Get them to try this.
Answers	

What does Scrooge see when he's with…	
the Ghost of Christmas Past?	his happier days as a child
the Ghost of Christmas Present?	how others are spending Christmas that year
the Ghost of Christmas Yet to Come?	nobody cares when he dies

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2d

Purpose	To give Ss an opportunity to practice their skills of inference.
Teaching Tip	***Reading between the lines*** Before Ss attempt this activity, direct them to the box at the start of the passage. Explain to them what "inferring" means and give them an example they can relate to. One such example might be about a S who comes to class and keeps coughing and sneezing. The next day, he/she does not turn up for class. Everyone will automatically think that this is because he/she is sick. How do they know this? It is because they inferred the reason from what they knew before.
Answers	Suggested answers: 1. Because Scrooge is mean and only thinks about himself. He doesn't treat others nicely, and he only cares about whether he can make more money. (Since Christmas is a holiday and his staff have the day off, he will not be able to make money on Christmas Day.) 2. No, he has no friends. / No, he doesn't have a lot of friends. Because he isn't nice to people, and never laughs or smiles. He is mean and only thinks about himself. (When he is dead, no one cares). 3. He was punished because like Scrooge, he wasn't nice to others and he only cared about money. 4. Yes, Jacob Marley wants to help Scrooge. Because Marley's ghost tries to warn Scrooge to change his ways so as not to end up like him. 5. He feels relieved because he was scared in his sleep and he is surprised and happy to have a chance to change his life, because it is only the next morning. 6. Scrooge changes his ways and becomes a better person.

2e

Purpose	To provide Ss with speaking practice using the target language.
Teaching Tip	***Acting their parts*** In their groups of four, get Ss to discuss what the ghosts and Scrooge would say and then write out their conversation. Remind them that when they act out the conversation, they each have to play their parts as each ghost is different and so is Scrooge. Ss should discuss how each of their characters should be portrayed before performing for the class.

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3a

Purpose	To prepare Ss to write using the target language.
Teaching Tip	***Real or make-believe*** Some Ss may not be familiar with the term "pen pal" so the T may wish to explain what this is. For those who don't actually have one, tell them to make someone up. Since the question states that it is an "English-speaking" pen pal, tell Ss to think of someone in a foreign land who speaks English. This need not necessarily be someone from the Western countries. Ask Ss to keep this person in mind as they work on the next two activities, as it may impact on what they include in their answers.
Answers	Suggested answers:

What is the name of the festival?	Spring Festival
When is it?	First day of the Chinese lunar calendar
What do people eat?	• *niangao* • *jiaozi* • fish
What do people do?	• Clean the house several days before the festival • Prepare sticky rice for the Kitchen God • Buy new clothes • Have a reunion dinner with the family on the eve • Visit relatives after the festival • Give "lucky" money to children / Receive "lucky" money
Why do you like it so much?	• Enjoy meeting relatives • Enjoy receiving "lucky" money • Enjoy setting off fire crackers

3b

Purpose	To provide Ss with writing practice using the target language.
Optional Approach	***Majority wins*** As Ss may need some time to prepare their letters, allow them to do this as homework. Tell Ss they should be ready to share their letters by the time they come to class the next day. During the lesson, divide the Ss into six groups. In their groups, Ss will take

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Optional Approach	turns to read their letters out loud. When everyone is done, the listeners will then have to vote for the letter they liked best. Tell Ss that they can vote for any letter but their own. The letter that gets the most number of votes will be the one to "represent" the group. The winning letter from each group will then be read out to the class.
Answers	Sample writing: Dear Sue, My favorite Chinese festival is the Spring Festival. It is celebrated on the first day of the Chinese lunar calendar. Before the festival, our houses have to be cleaned and we need to buy new clothes for a new year's coming. On the eve, my family goes to my grandparents' home for a reunion dinner. Our family usually has *jiaozi*, fish, *niangao* and a great many dishes. On the first day of our New Year, people wear their new clothes and visit family and friends. Children will receive red packets filled with "lucky" money. That's one of my favorite parts of this festival. It's my favorite festival because I enjoy spending time with my relatives. It makes me feel very happy and loved to be with my family! Yours truly, Mei Li

SELF CHECK

Purpose	To provide a comprehensive review of key vocabulary and functions presented in the unit.
Teaching Tip	***Sharing answers*** Ss can attempt the first two parts of this activity on their own as those test individual knowledge. For the third part, get them to share the answers with three other Ss. This will ensure that they understand and know how to use the objective clauses.

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Answers	1. between, and; lay; relatives; spread, around; give out; business 2. 1. How delicious the mooncakes are! 2. What fun the festival will be! 3. How boring this concert is! 4. How excited I am! 5. What loud music the band played! 3. Suggested answers: • I think that mooncakes with yolks are more delicious than the ones without. • I know that the shape of the mooncake symbolizes the full moon at mid-autumn. • I believe that a clean house for the Spring Festival will bring good fortune to my family. • I wonder whether we will have fireworks at the next Spring Festival.

■ Optional Activity: Festivals from other countries

Purpose	To help Ss master the target language and expand their vocabulary.
Materials Required	• Flip charts • Markers

Procedure

1. On the board, write these three festivals: April Fool's Day, St. Valentine's Day, Thanksgiving.
2. Divide Ss into three groups.
3. Assign each group one of the festivals written on the board.
4. In their groups, Ss are to brainstorm about everything they know about the festival that their group has been assigned.
5. Tell Ss that they will have to create a presentation about their festival using the details that the group has come up with. Remind them that their presentation should contain information that their classmates would be interested to know.
6. The T should walk around while the groups are discussing and creating their presentations and help them with the information where needed. The T may wish to

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give Ss clues about their assigned festivals but should refrain from giving them the information directly. The T may find the following information useful:

- April Fool's Day

  This is a day when people play practical jokes on others. It is difficult to trace its roots but other festivals with a similar theme date back to Roman as well as medieval times. On this day, some people plan elaborate pranks while others keep things small. At the end of the joke, the person who planned it will loudly say "April Fool!" to the person(s) being tricked.

- St. Valentine's Day

  There are a number of stories surrounding the origins of this festival. The most popular is that Valentine was a Christian martyr (someone who is made to suffer or killed because of his beliefs, and is respected or admired by those who share his beliefs) who was later sainted. He was said to have been a bishop in Roman times who was imprisoned because he performed wedding ceremonies for soldiers who were forbidden to marry, and ministered to Christians who were being persecuted (treated unfairly because of their beliefs). While he was in jail, he healed his jailer's daughter, and the story is such that before he died, he left her a note signed off with "From your Valentine". However, it was only in the Middle Ages that Valentine's Day became associated with romantic love and evolved into the tradition that lovers would express their feelings for each other on this day.

- Thanksgiving

  Celebrated mainly in the United States and Canada, this is a day for giving thanks for the blessings received in the previous year. Many believe that the first Thanksgiving dinner was held in 1621 when the Pilgrims gave thanks for a bountiful harvest after a time of scarcity (shortage). This later became a tradition as the lands and the Pilgrims' lives improved. Today, people would travel "home" to spend this holiday with their family members and this would often feature a celebratory feast where the main centerpiece is an oven-roasted turkey.

7. Provide Ss with flip charts and markers if they need these for their presentation.
8. Each group should take turns to present their information to the rest of the class.

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Unit 3 Could you please tell me where the restrooms are?

一、教学目标与要求

话　题 **Topic**	游览（Getting around）
功　能 **Functions**	1 礼貌地询问信息（Ask for information politely） A: Excuse me, do you know where I can buy some medicine? B: Sure. There's a supermarket down the street. A: Could you please tell me how to get to the post office? B: Sorry, I'm not sure how to get there. 2 遵照指令（Follow directions） Go to the second floor. Turn right.
语　法 **Grammar**	能正确使用含有wh-问句的宾语从句（Objective clauses with *wh*-questions） Excuse me, do you know where I can buy some medicine? Can you tell me when the band starts playing this evening? I wonder where we should go next.
词汇和常用表达 **Words & expressions**	1 能够正确使用下列词汇（Curriculum words） restroom, stamp, postcard, bathroom, grape, corner, request, direction, speaker, address, course, rush, suggest, mail, central, east, convenient, correct, polite, direct, impolite, underground, politely, pardon, beside, whom 2 能够正确使用下列常用表达（Useful expressions） pass by, pardon me 3 能够认读下列词汇（Non-curriculum words） bookstore, washroom, normally, staff, nearby, fascinating, inexpensive, uncrowded, mall, clerk, parking lot
学习策略 **Strategies**	1 在不同场合下礼貌地使用语言 2 结合不同文化背景得体地使用语言
文化知识 **Culture**	了解英语中的礼貌用语

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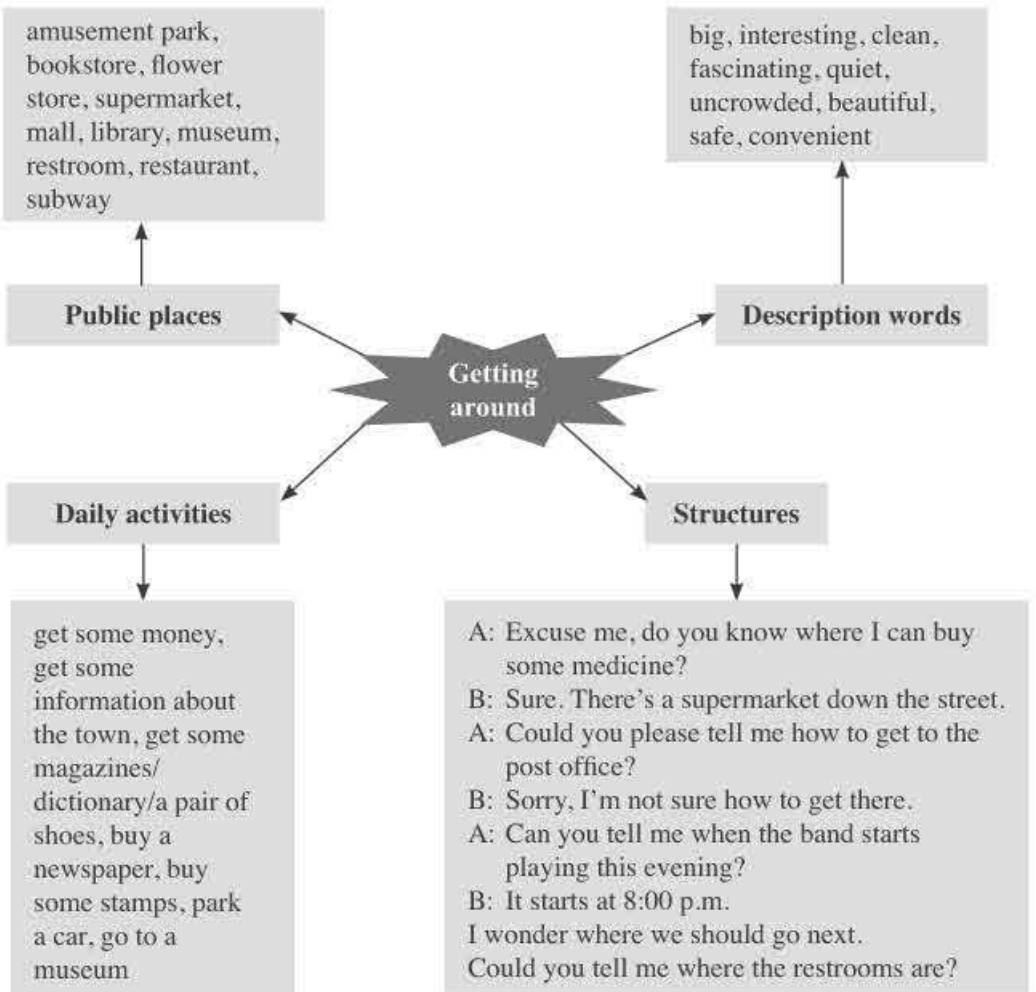
二、话题思维导图



三、内容介绍和教学建议

SECTION A 内容介绍

本单元话题为游览出行。Section A以购物和去游乐园游玩等日常活动为切入口，通过问路及指路引入语言操练及学习，让学生通过模拟日常真实场景体会、感受及领悟目标语言内容。这一阶段教学结束时，学生应当重点掌握并能够熟练、正确运用的内容包括：

- 功能及句型结构方面：（1）得体地运用礼貌语句问路或咨询信息，例如：Excuse

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me, do you know where I can buy …? Could you please tell me how to get to …? Can you tell me when …? I wonder where we should … ;（2）礼貌、得体地指路及提供信息，例如：Sure. There's a supermarket down the street. 或得体地给予否定回答：Sorry, I'm not sure how to get there.

- 词汇方面：教材所呈现的有关日常活动的短语（如get some money, buy some stamps等）和相关处所名词（如bookstore, restroom等），以及与问路、指路、询问及提供信息相关的短语等；
- 语法方面：带有wh-疑问词的宾语从句。

从教材编排和相关语言内容来看，活动1a–1c通过语境呈现和复现动词短语，侧重get, buy等动词引起的相关日常活动短语，同时呈现本单元重点句型结构。教师应注意利用书本主题图等加强语境设置，为学生模拟日常生活情景进行问路、指路创设条件；活动2a–2d通过听说活动将相关语言知识和听说技能相结合，加强综合性语言输入；活动3a–3c通过阅读长篇对话让学生进一步体会日常交流中如何礼貌得体地运用语言。由此可见，教师在这一阶段教学中应帮助学生在脑海中确立语言运用时的得体性意识，令他们有意尝试或模仿运用书本中的礼貌语句结构，为后续Grammar Focus和Section B阶段的学习做好铺垫。

SECTION A 教学建议

活动1a–1c

1. 复习表示场所的名词。教师利用媒体课件呈现1a相关词汇，或让学生看书本的主题图，引导他们说出图中各场所的名称。

   T: What places can you see in the picture?

   S1: I can see a bookstore and a bank.

   S2: I can see a restaurant and a post office …

   在此基础上可进一步开拓学生的思路，让他们说出自己身边更多场所的英文名称，教师适当板书。这些场所可以是cinema/movie theater, clothes store, supermarket, hospital等。

2. 完成书上1a活动。教师可先要求大家集体读出1a活动所列的短语，然后根据主题图与学生交流，或让学生互相进行问答：

   T: Where can we get some money?

   S1: We can get some money at a bank.

   S2: Where can we get some magazines?

   S3: We can get them at a post office.

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注意：通过对话形式核对答案比简单说出get some money或选项b更有意义，因为这样可让学生在语境中复习运用这些语言。

3. 听前准备——复习方位介词。再次让学生观察课本主题图，教师提问，引导学生运用学过的表示各场所的位置关系的方位介词，为1b听力活动进行语言准备。例如：

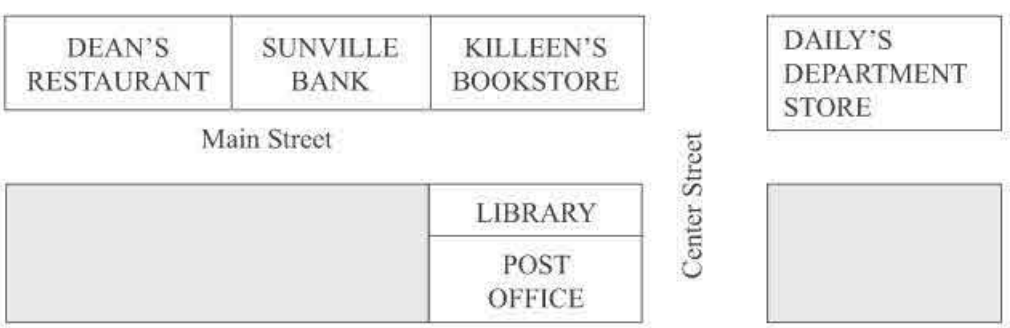
T: Where's the bank?

S1: It's between the restaurant and the bookstore.

T: Which street is it on?

S1: It's on Main Street.

4. 完成1b活动。播放听力录音，学生按照书本要求完成1b活动，随后师生课堂核实答案，男、女生分角色进行朗读。对于学习水平较高的班级，我们建议教师可采用媒体课件呈现或板书的形式，将课本主题图用平面形式（如下图所示）加以呈现，并再次播放录音，要求学生标注两段小对话的具体地点，随后还可再自行设一两个地点，让学生集体尝试说出从该地点到某地（如library）的路线。借此导入1c活动。



5. 听后简单输出活动。学生分角色朗读1c活动的对话示范，教师进行正音指导。随后学生结伴，仿照示范展开对话，完成1c活动，教师巡视指导。期间可有选择地让部分学生在课堂上表演对话，为大家做出示范。

注意：这个阶段不必关注本单元语法结构——带wh-疑问句的宾语从句。学生能理解句子意思就行，不必分析句子结构。让学生熟读相关句子，多些感性认识，为后面理性分析打好基础。

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活动 2a–2c

1. 听前准备。首先让学生看图，熟悉图片内容。教师利用以下问题引导学生观察课本插图：
   - What place does the picture show?
   - What shops can we see in the picture?
   - How many floors can we see in the picture?
   - If I want to buy …, what shop should I go to? And how can I get there?

   学生看题目要求，教师可以通过提问检查学生是否理解题目要求：Do you need to number all the directions? 然后学生按照书本顺序依次读出活动2a所列语句，教师确保学生理解句子意思。
2. 听第一遍，抓住对话大意。在播放录音前，教师可提这两个问题：
   - What does the boy want to buy?
   - Where can he buy it?

   播放第一遍听力录音，让学生带着问题去听，抓住对话大意。
3. 再听录音，抓住细节。播放第二遍录音，学生按照书本要求完成2a活动。随后师生核实、确认答案。
4. 听第三遍，抓住更多细节。播放第三遍录音，学生按要求完成2b活动，并就近与同伴进行核对，修正并确认答案。教师可提更多问题，检测学生对细节的理解：
   - When does the shopping center close?
   - Does the other boy know when it closes?
   - What does he suggest?
5. 听后跟读。放录音，学生跟读。教师可以把听力中含有宾语从句的两个句子板书在黑板上，提醒学生注意长句子中意群停顿、句子重音和语调。

   Ex ↗cuse me, | can you 'tell me | 'where I can 'buy some ↗medicine?

   Do you 'know | 'when this 'shopping 'center 'closes to ↗night?
6. 听后口语输出。可以要求学生在2a插图中确定一个自己要去的地方及所做的事情，然后与邻座结伴，仿照书本中的例子互换角色，开展2c口语对话活动。教师巡视指导及点评。

活动 2d

1. 理解对话。学生读一遍对话，教师借助下列问题与学生展开交流，检查学生对所读对话的理解：
   - Where are He Wei and Alice?
   - What different parts does Fun Times Park have?
   - Alice used a word that He Wei didn't fully understand at the beginning. What was

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that word?

- How did Alice help He Wei to understand her?

这个对话讲的是由厕所名称的委婉表达引起的交际误会，这种误会在不同文化的交际中比较常见。最后两个问句检测学生对于这个误会是否理解，还可以通过进一步提问帮助学生分析误会产生的原因和解决的过程。例如：

T: Why does He Wei misunderstand Alice? What is the word she used?

S: She says she wants to go to a restroom.

T: What does He Wei think the word "restroom" mean?

S: He thinks "restroom" means "a room for resting".

T: What does the word "restroom" actually mean?

S: It means "toilet" or "washroom".

2. 听读对话，模仿语音语调。播放录音，学生跟读，提醒学生注意重音、弱读、连读、意群停顿和语调。教师可把典型句子板书在黑板上，让学生注意。

Alice: Be'fore we de'cide, | could you 'first 'tell me | 'where the 'restrooms ↗ are?

He Wei: ↗ Pardon? ↗ Restroom? You want to ↗ rest? 'But we 'haven't 'even ↘ started yet!

3. 操练对话，表演对话。学生结对分角色演练对话，教师进行点评，并请部分学生给大家进行示范表演。

4. 语言学习。引导学生自主或合作找出对话中值得学习及关注的词语和表述等，教师简要讲解。如对话中出现的宾语从句，教师可先板书从句中的问句：

Where are the restrooms?

教师借助这些问题引导学生思考：Is it polite to say that if you ask a stranger or even a friend? How can we make it polite? We can add something like "Could you tell me" or "I wonder". 例如：

Could you tell me where the restrooms are?

I wonder where the restrooms are.

活动3a–3c

本篇阅读课文与书本中的大部分阅读语篇有所不同，为长篇对话。其内容实际上是2d对话语境的延续，因此可省去引导学生了解阅读背景及话题语境的过程。虽然阅读内容少见对话的形式，但现实中对话有时也是阅读的一个分支，如阅读剧本等。与文段型语篇内容相比，对话型文本虽含更多的口语特征，但仍属于阅读语篇。这种语篇的一个典型特征是在对话中会穿插一些简洁的文字，用以解释背景、说明场景或语境等。

学习这篇对话除了要让学生正确理解内容以外，教师还应当注意从以下两方面训练学

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生语言能力：

- 语篇中出现的有关索取信息的句型结构；
- 语句释义转述（paraphrase）意识。所谓“语句释义转述”是指用另一句话进行转述解释，表达相同或相似的意思。“语句释义转述意识”则指学生对语句释义转述的敏感性。

1. 读前预测。教师课前获取课本3a活动插图，将其与课文标题制作成一幅课件幻灯片，在课堂呈现。若无条件，则可采取板书标题或学生浏览书本标题及插图的手段。师生口头讨论交流。以下问题供参考：
   - What can people do at Fun Times Park?
   - Do people always enjoy themselves there?
   - Which word or words in the title tell us that they always enjoy themselves?
   - What word would you think of to describe that ride shown in the picture?
   - Do you want to be on that ride? Why or why not?
2. 读第一遍，抓关键信息。学生按照书本要求阅读课文，完成3a活动。
3. 再读，关注更多细节。教师利用更多的问题开展师生问答活动，以检查学生对课文的理解情况。以下问题供参考：
   - What did He Wei suggest Alice do if Alice is scared during the ride?
   - Did Alice try the ride? How do you know?
   - What will they do after the ride?
   - Where will they have dinner? Why?
4. 阅读巩固。班级男女生分别扮演He Wei及Alice，分角色朗读对话（场景说明部分可让集体齐读或由教师承担），巩固对话内容。
5. 语言学习及训练。学生再次自主阅读课文，按照书本要求开展3b活动。教师可要求学生在含有宾语从句的句子下面画线，随后将含有宾语从句的句子板书在黑板上：
   - I wonder where we should go next.
   - Do you know where we can get some good food quickly?
   - Let's ask what time the band starts playing.
   - Excuse me, could you tell us when the band starts playing this evening?

   除了第三句，其他句子的主句部分都可互换，有询问信息的多种礼貌表达法。
6. 语句释义转述意识的培养。训练语句释义转述可以帮助学生提高阅读理解答题的正确率。教师板书句子让学生摘抄并进行判断。
   - You should try first before you give up. (You never know until you try something.)
   - I want to eat something. (I'm getting hungry.)
   - You don't have to worry too much. (Come on!)

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- There are always lots of people. (The restaurant is always busy.)
- I suggest we not eat now but return to eat after we do something else. (Why don't we come back here for dinner later?)

注意：学生应该逐渐具有这样的敏感性，即能理解两个用词不同、结构有别的句子表达的意思相似，只不过是换了一种说法而已。这种意识愈强，读懂的句子愈多，阅读水平便愈高，也更加容易读出字里行间的隐晦语义（read between the lines），从而形成强大的阅读推导（inferring）能力。

初始阶段教师的任务不是要让学生尝试着用一个句子去解释另一个句子，而是能够将两个看似不同但意义近似的句子相互匹配，培养学生语句释义转述的初步意识。

语法内容介绍和教学建议

本单元语法为含有wh-疑问词的宾语从句，此结构强烈表现出语言的功能特征——礼貌地索取信息时的语言结构。因此在开展本单元语法教学时，建议教师一方面要想办法让学生意识到礼貌语言结构特征；另一方面要帮助学生突破含有wh-疑问词宾语从句的难点（易错点）。

所谓礼貌语言的结构特征，是指日常交际中人们在特定场合下彼此使用的约定俗成的句型，其最大的特点就是礼貌性，例如汉语的“师傅，麻烦问一下，您知道哪里有卖……？”“不好意思，附近有……吗？”“师傅请问……？”“对不起，打扰一下，我想知道……”等等。教材本单元语法页呈现如下这些句型：

- Excuse me, do you know where I can ...?
- Could you please tell me how to ...?
- Can you tell me when ...?
- Pardon me, do you know if ...?
- I wonder where ...

在实际语言运用中，人们往往将这些句型视为一个整体进行记忆和运用，若教师在教学中注意关注这一特征，并得当地引导学生有意识地对它们进行整体识记和运用，可有效降低学生语言运用的错误率，也使相关内容变得轻松易学。

从相关的训练活动上看，4a主旨在于训练学生宾语从句的造句能力，关注语言结构；4b给出不同的具体情境，让学生运用宾语从句礼貌地询问信息；4c则更加突出本单元语法内容的交际性运用，使学生通过语言交流活动运用、内化相关语言知识。

在含有wh-疑问词的宾语从句方面，我国学生较多地存在语序方面的错误，具体表现

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为在从句部分仍然使用倒装的疑问结构。教师可继续采用上一单元建议的对比方法，即将某一特殊疑问句与含有该问题的宾语从句利用板书或媒体课件成对呈现，让学生观察对比、探究异同，教师归纳总结。同样教师还可结合具体学情，在完成书本练习的基础上补充一定量的相关语句进行操练，以达到熟练及巩固的目的。

语法部分具体教学建议如下：

1. 教师事先利用小黑板板书或制作多媒体课件，将Grammar Focus中所列出的信息索取语句和原始问题结对呈现。例如：

   Where can I buy some medicine?
   Excuse me, do you know where I can buy some medicine?

2. 礼貌语言的句型结构学习：（1）课堂上学生依次朗读Grammar Focus所列信息索取语句（问题）及应答语句，教师纠正读音等相关问题；（2）呈现事先准备好的小黑板或幻灯片课件，引导学生展开讨论，探究哪种语言更容易为听者所接受、交际效果更好，让学生自主总结出其中礼貌用语的句型；（3）师生核实确认，教师可进一步追加介绍4b活动中出现的Excuse me, can you tell me how I can ...? 和Pardon me, do you know if ...? 等句型；（4）引导学生集体朗读这些内容，直至熟练。

3. 含有wh-疑问词的宾语从句的语法结构学习：教师引导学生再次回视小黑板或课件幻灯片，让学生观察两个语句中的语言结构差异，引入“宾语从句”概念。若使用媒体幻灯片，建议将之前的幻灯片形式做如下更改，以便学生发现其中的奥秘：

   Where can I buy some medicine?
   Excuse me, could you please tell me where I can buy some medicine?

   另外，教师还可在语序差异之处采用变色或下划线等方法着重体现，进行强调。针对学习能力或理解能力较弱的学生或班级，教师还可适当讲解，确认学生理解这类宾语从句的句式结构特点。

4. 学生再次朗读Grammar Focus的内容，熟练后转入语法训练活动阶段。

活动4a

1. 学生集体读出各小题的问句，确认语音正确、朗读流畅，教师提出问题引导学生回答（水平有限的班级中可借用母语进行讨论）：
   - Are these questions polite or impolite?

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- Do you think these questions are more likely asked between friends or between strangers?

2. 学生按照书本要求完成该项活动，教师巡视指导、获取反馈。
3. 学生就近与同伴交流，修正不足及错误。
4. 师生集体核实、确认答案，而后学生依题目顺序就直接提问和礼貌提问进行对比朗读。

活动4b

1. 引导学生朗读本活动示范例句，确认学生理解题目要求及各小题情景。
2. 学生按照书本要求完成该项活动，教师巡视指导、获取反馈。
3. 选取部分学生习题样例板书或朗读示范，教师点评。

> 注意：教师选取学生样例时，应尽可能注意到语句结构的多样性特征，同一小题下尽可能多地选取不同句式结构的实例进行口头（朗读）或书面（板书）呈现。切忌每题答案唯一，仅以教师语言为标准核对。

活动4c

1. 师生共同设立情景，在学生水平较低或缺乏参与积极性（如性格内向）的班级中，教师可利用板书或媒体课件直接呈现以下情景，向学生提供资源：
   - To visit a local place of interest
   - To get money
   - To buy some gifts for friends
   - To go to a shop selling CDs/clothes/books etc.
   - To ask the way to a local address to visit a friend
2. 学生按活动要求书写问题，教师巡视指导，鼓励学生在完成草稿后结伴交流，修改完善。
3. 学生结伴，按照书本要求开展角色表演活动，就自己所写问题进行口语操练。
4. 教师点评，请部分学生登台进行示范表演。

SECTION B 内容介绍

这一部分主题仍为Section A部分的继续，但侧重点有所不同。从语言层面上看，这一部分突出帮助学生扩充自己的描述性词汇语库，训练他们运用形容词描述相关场所的品质特征，以及对形容词句型（to be + adj.）的正确运用；在功能结构方面，本部分则进一

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步介绍礼貌语言结构；文化及策略层面，明确提出语言使用的得体性与文化知识（常识）密切相关；情感态度上，侧重对学生在不同场合用词的礼貌性及得体性进行训练和教育。教师应注意利用时机告知学生语言运用的得体性，提升其依据场合得体运用语言的意识。

SECTION B 教学建议

活动 1a-1e

1. 听前词汇准备。学生读出 1a 活动方框中列举的形容词，对学生生疏的词汇教师可通过英语描述、图片引导以及提供中文意思等方式进行教授，注意纠正发音，尤其是其中长形容词的重音，如 ˌinex'pensive, 'fascinating, con'venient，教师可标注出来让学生注意。另外，还可结合本部分出现的 inexpensive 和 uncrowded 复习以前学过的带否定前缀 un- 或 in- 的形容词，如 unhappy, unbelievable, uncomfortable; indirect, informal 等。若条件许可，还可引导学生回想更多适合描述场所品质特征的形容词，借此对旧词复现巩固。
2. 组句练习。学生按照书本要求开展 1a 活动。师生核对答案时，要求学生用完整的语句进行陈述，教师根据学生对形容词句型的掌握情况决定教学对策。确认学生能够较为流畅地运用形容词句型之后，引导学生参考书本示范结对开展 1b 活动，教师巡视指导，适时结束活动，导入听力训练环节。
3. 听前预测。学生观察书本插图及浏览 1c 活动内容，教师利用问题引导学生对听力内容进行预测。下列问题供参考：
   - What is the name of the place shown in the picture?
   - What are all these people doing there?
   - What is the man from Sunville Tourist Information doing?
   - How many conversations are we going to listen to?
4. 听中活动，抓住关键信息。为了降低难度，教师可将三个对话分开进行教学。先播放第一个对话，学生做第一个对话填空题，然后再播放第二个对话，学生做第二个对话填空题，最后播放第三个较长的对话，学生完成课本 1c 活动。

> 注意：教师向学生明确要求时，可引导学生思考、讨论两遍听力活动所应侧重的不同策略，达成这样的共识：第一遍关注整体信息，确定应填词语，当书写时间不够时，应用首字母、单词的部分内容、便于自己辨认的图例、标记等先行记录，待第一遍结束后再快速填写完整；第二遍重点是边听边核实自己所填词汇是否与听力录音内容相一致。

5. 再听，理解更多细节。教师还可以设计更多问题，让学生听第二遍时思考：

Conversation 1

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- Are there many restaurants in Sunville?
- What kind of restaurant is the boy looking for?
- What food does Green Land serve?

Conversation 2

- Where are the public restrooms?
- Are they clean?

Conversation 3

- Do they often go to science museums?
- What museum does the family finally decide to go to?

6. 听后口语输出。师生确认1c活动答案后，引导学生假想自己前往Sunville Tourist Information (Information Center)。学生就近结对，一位当游客，一位当信息中心员工，相互交换角色开展口语对话操练（1e活动）。最后由学生表演展示，师生共同点评。

活动2a–2e

这一部分各项活动紧密围绕两个核心——礼貌语言（language hospitality）和不同场合得体的语言使用（language appropriacy）。因此教师在教学过程中应注意尽可能多地就这两个方面进行探究归纳，在学习语言的同时提升学生使用语言的礼貌意识和得体性意识，同时又不失时机地进行情感教育——让他们深刻地意识并体会到得体、礼貌的语言表达与该语言运用群体的习俗及文化有直接关系，从而激发学生求知欲和好奇心。

另外，通过对阅读课文的学习，教师应当注意引导学生达成这样的共识：语言的得体性与使用者的身份、性别、年龄、熟悉及亲密程度等诸多因素有关，不是所有时候语言愈礼貌就愈合适。

1. 读前讨论。学生结对或组成四人小组，按照书本2a活动要求展开讨论，做记录，并在班级中简要交流。如果学生讨论有困难，教师可以提供一些情景：

you ask a stranger for information

you ask your brothers or sisters

you ask your teacher about something

2. 读前预测。学生浏览文章标题、插图和策略提示，教师预先在小黑板板书课本2b活动所列各段落大意的文字内容，或录入制作成幻灯片课件，内容如下：

A. Use more words to help you sound more polite.
B. It is important to know how to make requests politely.
C. It seems difficult to speak politely, but good speakers need to know how.
D. The choice of language depends on the situation and the relationship between the speakers.

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课堂呈现这些句子并要求学生逐句朗读，发现学生的难点所在，教授有关生词。教师确认学生理解句子意思之后要求他们预排一下四项内容在文章中的先后顺序。

注意：这个预测活动可以：（1）解决阅读中可能对学生形成的部分语言障碍，尤其是生词干扰，降低课文阅读难度；（2）加强学生对这些段落大意的理解，令其印象更为深刻；（3）激发学生阅读积极性；（4）培养读前预判意识。

3. 读第一遍，抓段落大意。学生快速读课文，验证自己预测是否正确。教师和学生一道总结这篇文章的逻辑顺序：

importance of language appropriacy	→ what is language appropriacy?	→
features of polite language	→ seems difficult, but still important	

学生按照书本2b活动要求找出段落主题句。段落主题句也叫段落中心句，是对段落主要意思的概括，一般位于段落之首或末尾，有时也会在段落其他位置。

4. 读第二遍，理解更多细节。学生再次读课文，可以读慢一些，以便理解更多细节。下面问题供参考：
   - Is it enough to speak correctly?
   - What are the features of polite language?
   - Is it necessary to ask all the people around you indirect questions?
   - In the second picture, why does the man say "Sorry. I can't help you."? Can you change the question to a more polite one?
   - What is the writer's purpose?
5. 关注朗读技巧。教师放录音，学生跟读，提醒学生特别注意长句的意群停顿、句子重弱读等。然后学生朗读课文，熟悉课文及生词。
6. 关注语言学习。（1）学生再次默读课文，寻找相关的语言点及自己有疑虑的问题，然后教师引导班级学生展开讨论交流，借用维果斯基的"临近发展期"理论，尽量让学生进行答疑解惑，教师补充。对超越学生解答能力的内容教师有必要进行讲解；（2）师生确认书本课文中应当学习和记住的相关语言内容，进行必要的摘录；（3）本篇文章运用了很多形容词，可摘录课文重要句子，将形容词或副词挖空，让学生填空。下面填空练习供参考：

important	direct	difficult	good
correctly	longer	impolite	well

It is not enough to just ask a question (1)_____. We also need to learn how to be polite when we ask for help.

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(2)_____ speakers change the way they speak in different situations. The expressions they use might depend on whom they are speaking to or how (3)_____ they know each other. For example, it is all right to ask your classmates (4)_____ questions. But it will sound (5)_____ to ask your teachers direct questions.

Polite questions are usually (6)_____ and sometimes they sound like a kind of request. It seems (7)_____ to speak politely, but it is very (8)_____ to learn how to use the right language in different situations.

(Answers: 1. correctly 2. Good 3. well 4. direct 5. impolite 6. longer 7. difficult 8. important)

7. 读后活动。（1）学生连贯完成书本2c和2d活动（若教学时间有限，可将这一环节布置为课后作业，由学生在家中完成）；（2）以课堂提问的方式，教师根据学情及两项活动内容特点可让不同学生依次陈述作答，也可让学生集体陈述，核对答案。最后教师点评，学生相互学习。

活动3a–3b

在写作任务链中，课本活动旨在引导学生通过话题引出问题，再以问题为线索进行联想构思，进而写作。这是写作中人们常用的一种写作构思策略。我们在遇到需要解决的问题时，会在当时的环境背景下提出一系列相关的问题，然后整理思路，逐一找出这些问题的答案，并加以实施。当我们需要寻求这些问题的解决之道及咨询相关信息，或将这些问题的解决方案以文字的形式逐条录入下来时，便会产生写作需求，展开写作。因此，在这两个练习的操作过程中，教师应尽可能显性地突出“情境设定”“问题生成”“寻觅答案”三个环节，使学生懂得并尝试使用这种写作构思技巧及策略。

1. 教师设定情境：You're going on a short vacation to a school in an English-speaking country, and you want to choose something to study. There are certain topics that you're interested in and want to get some information about. 引导学生读课本3a活动表格中Topic一栏的内容，确认他们理解这些项目内容。在学习能力及语言水平较高的班级中，我们建议教师设定上述情节背景时可要求学生不看课本，引导学生自主设定若干感兴趣的话题，之后再要求他们翻开书本，将自己设定的话题与课本预设话题内容进行核对，将课本所没有的内容作为“其他”列在表后。
2. 学生按照书本要求独立完成3a活动，教师巡视指导，及时板书学生的一些佳句，以作为示范供集体参考。
3. 确认学生完成3a活动后，要求他们继续开展3b活动的写作训练，教师巡视指导，帮助他们解决写作过程中表现出来的问题。若课堂时间有限，可将写作任务布置为课后作业，学生在家完成，再交由教师批阅。

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注意：教师应引导学生认真读题，明确写作要求。同时，还应告诉他们适当选取3a活动的部分内容，并将其巧妙地融进自己的作文之中。

4. 教师课堂点评，对部分优秀习作进行展示交流，如创办专题墙报，这样既可以让优秀学生看到成果、体验成功，也可以加强学生相互间的交流和学习。

SELF CHECK 内容介绍和教学建议

这一部分的两个活动主要是对本单元重点词汇及语句结构运用情况的自我测查及反馈。建议教师将这两项活动安排在课堂上完成，这样通过对学生作答行为的观察，了解他们对学习要点的掌握情况和熟练程度（应答的流畅性）及是否具有语言运用的得体性意识。教学时可考虑使用“集中完成、分开评议”的办法，即要求学生将两个活动一次性连贯完成，然后由班级的两部分学生分别陈述、各自作答，对方评议，教师最后点评。

活动1-2

1. 学生合上课本，教师用汉语或英语提供释义（如教师说出“角落”或It means “the point at which two lines meet”，学生说出corner），学生说出活动1方框中的词汇。这样可帮助学生了解自己词汇识记情况，同时巩固本单元重点词汇。
2. 学生翻开课本，按照课本要求连贯地完成活动1和活动2的全部内容，教师巡视获取反馈。
3. 待学生完成后，将班级分成甲、乙两个群体，各方选派部分成员进行汇报，对方评议。教师适时点评，权衡双方关系，建议教师将双方关系平衡在友善的“伙伴相助”关系上，而非火药味的“对立竞争”关系。
4. 教师最后总结，提出期望，结束单元教学。

四、课文注释

1. **Alice: Before we decide, could you first tell me where the restrooms are?** 艾丽斯：在我们决定前，麻烦你能先告诉我哪儿有洗手间（restroom）吗？

   He Wei: Pardon? Restroom? You want to rest? 何伟：什么？休息室？你想要休息了吗？

   1）上面对话中何伟误解了艾丽斯，以为restroom就是休息室，但实际上，restroom是“厕所”的委婉语表达法。

   英语中有不少表达“厕所”的词：W.C. = water closet这个词已过时，现在

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少用；toilet本意指“马桶”，广义表示“厕所”，但这个词没有restroom或bathroom显得有文化和教养。

对于有些比较私密的话题人们一般会使用委婉语。英语中常见表示“厕所”的委婉表达法有：restroom, washroom, bathroom, Men, Men's, Men's room, Gent's, Women, Women's, Ladies', comfort room等等。委婉表达“上厕所”的说法有：May I go to the restroom? 或May I wash my hands? 意思是“我可以上洗手间吗？”

2）此句实为Do you want to rest? 这是一种一般疑问句的口语表达方式，即以陈述的语句形式靠结尾用问号和突出升调来表示提问。再如：

Hmm … so you mean … the toilet? 嗯……这么说你的意思是……厕所啦？

So, you're still a school student? 那么你依然还是一名中学生吗？

在书面表述中，一般不采用这样的结构。以上两个例句应分别写作：Hmm … so do you mean … the toilet? 和So, are you still a school student?

2. **Excuse me, can you tell me how I can get to a nearby restaurant?** 劳驾，能告诉我到就近的餐馆怎么走，可以吗？

Pardon me, do you know if there's a restaurant around here? 劳驾，您知道附近有餐馆吗？

1）以上两个句子中Pardon me和Excuse me在句意和功能上均相同，都是口语中打搅他人或咨询信息时礼貌套话，相当于汉语的“劳驾；请问；借光；不好意思”等说法，均读作升调。在这种结构中，excuse和pardon往往被视为动词。又如：

Pardon me, can you tell me how to get City Hall? 劳驾，您能告诉我怎样去市政厅的路吗？

除此以外，两者还均可用来表示歉意，相当于语气较弱的I'm sorry。例如在公共场合打喷嚏、打嗝、发生轻微的身体接触或碰撞等，这时excuse和pardon均含有“请原谅；请宽恕”的意思，读作降调。例如：

Pardon the mess — I got home late last night and didn't have time to clean up. 实在不好意思这么乱——我昨天很晚才到家，还没来得及收拾干净。

Oh, excuse me. I didn't know anyone was here. 噢，很抱歉，我不知道有人在这儿。

在另外一些场合，pardon和excuse me又用来表示因故请求他人重复此前所说的话语，意为“请再说一遍，您说什么来着”，应读升调。例如：

A: Who's on duty today? 今天谁值日？

B: Excuse me? 什么？

A: I want to know who's the student on duty today. 我想知道今天的值日生

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是谁。

在这种用法中，Pardon和I beg your pardon意义相似，但显然后者在态度和语气上都正式许多。

2）当nearby作形容词使用时，仅用在名词前（only before noun），如a nearby school（附近的学校）、a nearby cottage（旁边的茅舍）等。与其搭配频率较高的伙伴名词包括：building, church, city, farm, field, home, hospital, hotel, house, post office, resident, river, street, table, town, tree, village等。

nearby还可作副词，例如：

He found work in one of the factories nearby. 他在附近的一家工厂里找到了工作。

When you were talking with me this morning, she was just nearby. 你上午跟我交谈时，她就在边上。

3. **For example, you may ask "Where are the restrooms?" or "Could you please tell me where the restrooms are?" These are similar requests for directions.** 例如，你可能会问Where are the restrooms?或Could you please tell me where the restrooms are?这些均是对问路去某处近似请求的问句。

1）名词request为"请求；恳求；要求；需求；索取"之意，多指对某事所提出的礼貌或正式的恳请（a polite or formal demand for something），如grant someone's request意思是"满足某人的请求；答应某人的要求"。当该词之后接入具体内容时，人们常用介词for与之搭配。例如：

make requests for help 请求帮助

Her request for time off work was denied. 她的休假请求被拒绝了。

They received hundreds of requests for more information. 他们收到了数以百计的索要更多信息的请求。

除for外，request之后搭配的介词还有from。例如：

a request from the teachers for higher salaries 一份来自一线教师加薪的要求

此外，request也常用于at one's request（在某人的要求下），on request（如果要求的话），by request（依照要求）等固定表达法中。例如：

We all dressed in blue at the request of our teacher. 在老师的要求下，我们都穿了一身蓝。

A detailed list of our publications is available on request. 我们备有出版物详细书目单以供索取。

The writer's name was withheld by request. 依作者要求，署名隐去。

2）此处名词directions为"对地点方向的指引"（instructions about how to get from one place to another），作这一用法时，该词往往用作复数，与介词to及ask for，give等动词进行搭配。例如：

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A very helpful lady gave me directions to the post office. 一位十分热心的女士告诉了我去邮局的路。

4. **It is all right to ask your classmates direct questions because you know them well.** 你对你的同学问话直接是完全得当的，原因是你很熟悉你的同学。

此句中动词ask后带两个宾语，一个是your classmates，一个是direct questions。这两个宾语的位置是固定的，指人的宾语在前，指物的宾语在后。即ask somebody something，如：

I didn't know where the railway station is, so I asked a lady the way to the station. 我不知道火车站在哪里，于是我问了一位女士去火车站的路。

五、文化注释

礼貌及语言（语言中的礼貌性）

礼貌是指言语动作谦虚恭谨的表现。许多时候礼貌是通过语言的使用反映出来的，因此任何语言的使用都包含着礼貌性——在不同的场合说什么话，怎么说，等等。这便是语言使用的得体性问题。所谓不同场合即是学术所指的“语境”。语境是人们进行社会交际的基础，是语言运用的生命。通俗地说，语境就是时间、地点、场合、对象等客观因素和使用语言的人的身份、思想、性格、职业、修养、处境、心情等主观因素所构成的使用语言的环境。因此，说话要切合语境是不言自明的。

从上述角度看，语言中的礼貌性主要表现在以下三方面：

- 言语交际与民族文化：语言是人类社会最为重要的交际工具，它必然是本民族文化的载体。每种语言的背后都深藏着深层的文化，在运用语言进行跨文化交际时，了解异国风俗文化便成为得体交际的法宝；
- 言语交际与地域、时代文化：同一语言的不同国家、同一语言的不同地区、时代及文化差异也会影响到言语交际，若忽略得体性，则易于导致误解，形成交际障碍；
- 言语交际与阶层、职业、性别、年龄等文化：这是语言学研究中“语体”（register）的问题，人们由于阶层、职业、性别、年龄等文化因素的差距形成不同语言特征的群体，同一群体之间以及不同群体之间语言运用的得体性亦十分重要，表现出强礼貌性。

就外语学习而言，以上三个层面中，民族文化的影响是最为重要的——了解目的语国家的民族文化习惯及语言运用的礼貌性，对得体地使用语言进行交际会起到决定性作用。我国语言工作者沈瑛谈及其在英国的感悟时这样描述：“与我们想象不同，英国人指路时都习惯用if开头的语句，这样听起来更礼貌、更亲切，如：If you walk around the corner over there, you'll see a bridge and the station is not far away. If you go upstairs on the second floor, turn left and the office is down the corridor, on your left. 他们还生怕你没领会，总要重

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复几遍直到放心为止。有时他们的热情相助简直让你感动。一次，我向一位在车站候车的老太太打听长途车站的走法，她立刻从长条凳上站起来，边拉着我的手边说：Oh, darling, can you see the garden there? If you turn around it and walk about two minutes, you'll see a big building on your right. Darling, you can find it. Oh yes, you will, darling. 在一声声‘大令’中，我心中无比温暖，充满感激。”

针对英语教学，更有教师（曹国卿）指出“中国学生往往没有用比较客气委婉的语言请人做事的习惯，这不符合英语会话的基本规则。教师在课堂上要少用命令句，多用请求句，有助于培养学生这种语言习惯。”

可见，了解语言运用的礼貌性，引导学生得体地运用所学语言进行交际，绝非易事。这需要教师努力提高自身的外语素养，不断学习、充实自己。

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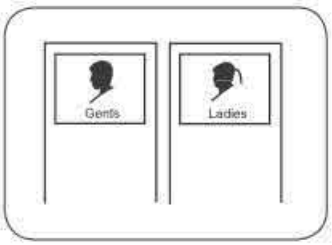
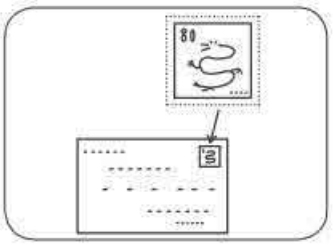
六、教学简笔画

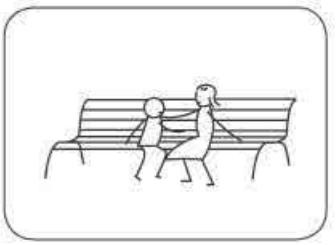
1. restroom (washroom)



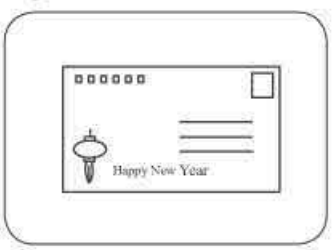
2. stamp



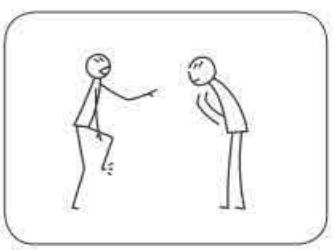
3. sit beside her



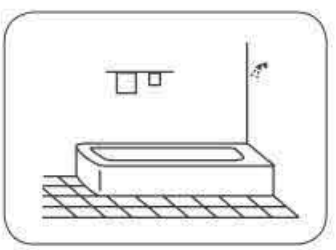
4. postcard



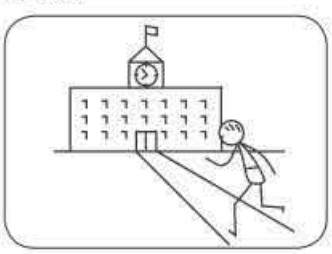
5. Pardon me.



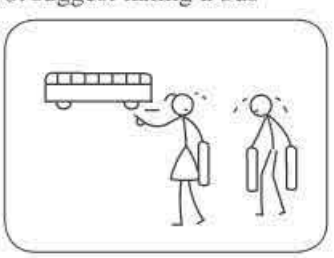
6. bathroom



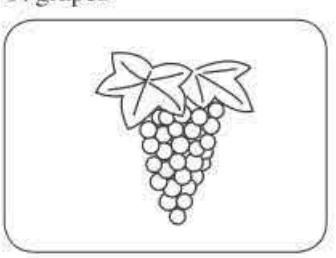
7. rush



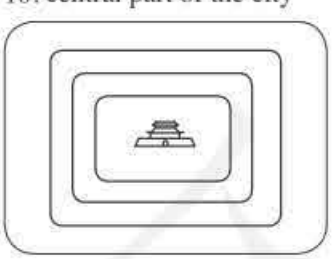
8. suggest taking a bus



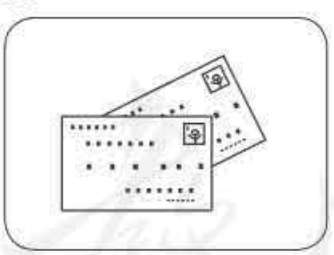
9. grapes



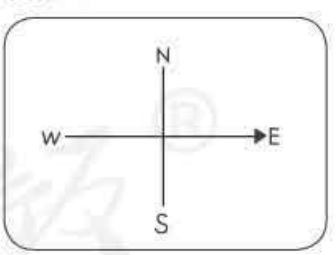
10. central part of the city



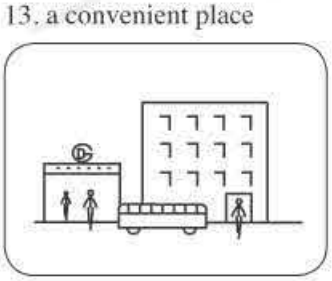
11. mail



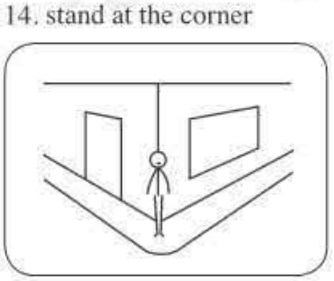
12. east



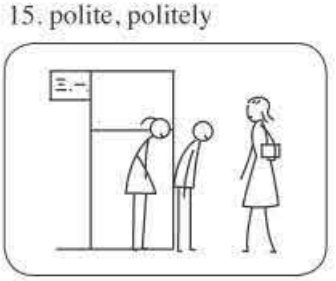
13. a convenient place



14. stand at the corner



15. polite, politely



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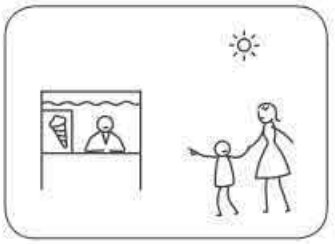
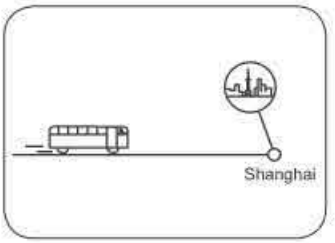
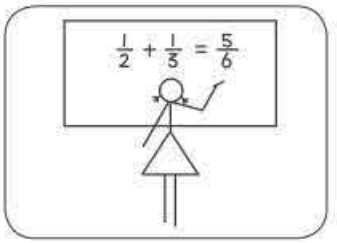
16. a request for an ice-cream



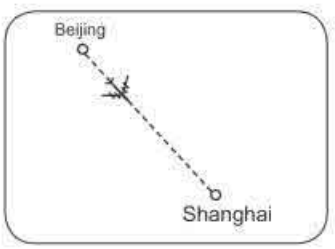
17. in the direction of Shanghai



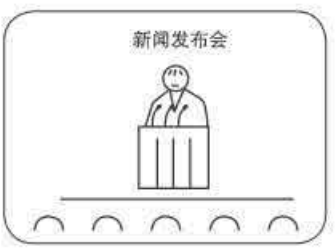
18. a correct answer



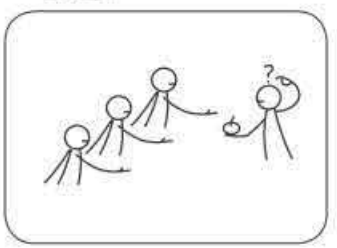
19. a direct flight



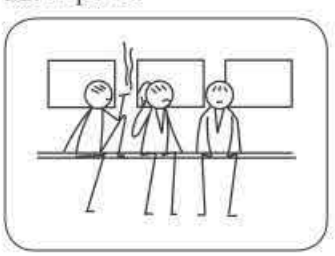
20. speaker



21. To whom shall I give the apple?



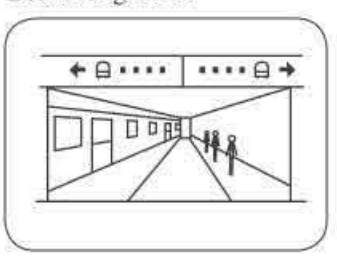
22. impolite



23. address



24. underground



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Unit 3 Could you please tell me where the restrooms are?

SECTION A

1a

Purpose	To introduce Ss to the unit goals: ask for information politely; follow directions. To set the scene, increase Ss' vocabulary and introduce the target language.
Picture	The picture shows a typical street scene in a town or city. The street sign shows that this is the intersection between Main Street and Center Street. The places along the streets that can be seen in the picture are a post office, a library, a restaurant, a bank, a bookstore and a department store. The two circles in the picture show two girls asking two boys for directions.
Culture Focus	***The magic word*** The title of the unit begins with "Could you please …?" In the English language, "please" is sometimes referred to as the 'magic word'. For example, when a child asks a parent for something, the parent may say, "What's the magic word?" The child will then say, "Please." This is done to teach the child to be polite when asking for things or information. Another magic word (or phrase) is "thank you". When using English to ask for things or information, it is therefore important to use the magic words "please" and "thank you".
Optional Approach	***Picture talk*** The T may want to lead in to the activity by getting Ss to talk about the picture. The T can make use of these prompts below: • What places do you see in the picture? (Answers: post office, library, restaurant, bank, bookstore, department store) • What are the names of the two streets? (Answers: Main and Center) • What are the people doing? (Answer: The two girls are asking the two boys for information.)
Answers	Suggested answers: b get some money d/f get some information about the town c/f get some magazines f buy a newspaper a have dinner e buy some stamps f get a dictionary c get a pair of shoes

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1b

Purpose	To help Ss recognize the target language in natural speech.
Optional Approach	***Further practice*** The T can provide Ss with the opportunity for further practice in using the target language by getting Ss to substitute any of the answers for the speech bubbles with other possible answers, e.g. "Excuse me, could you tell me where I can (1) get a pair of shoes?" "Yes, there's a department store on Main Street."
Answers	1. buy some stamps 2. post office 3. Center Street 4. get a dictionary 5. bookstore 6. Main Street

1c

Purpose	To give Ss guided practice in using the target language in everyday conversations.
Optional Approach	***My imagined town/city*** In instances where the Ss in class come from different towns/cities or it is difficult to find a common area or neighborhood in the town/city to talk about, the T can work with the class to design a fictitious town and draw it out on the board. Ss can then use this fictitious town as the basis for their conversations.

2a

Purpose	To help Ss recognize the target language in natural speech.
Teaching Tip	***Explaining imperatives*** After Ss have completed activity 2a, the T may want to help Ss gain a deeper understanding of the use of imperatives when giving directions. **Note:** When giving directions, we usually use imperatives. An imperative is a verb that gives an order or an instruction. Examples: • *Go* to the second floor. • *Turn* right. An imperative sentence has no stated subject. It is understood that the subject is "you".

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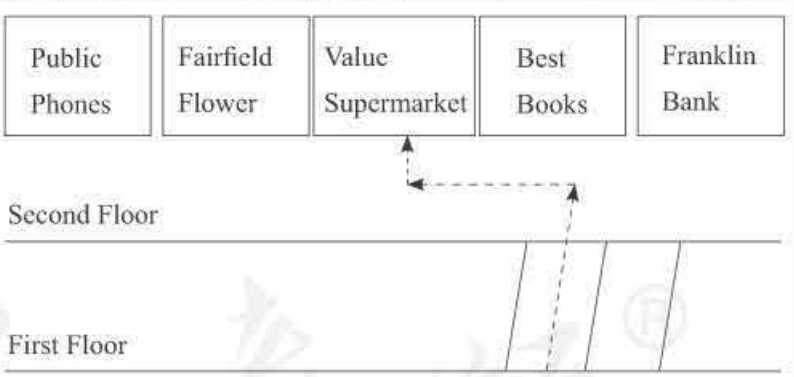
Answers	X Go to the third floor. 2 Turn left. 1 Go to the second floor. X Turn right. 4 The supermarket is between the flower store and the bookstore. 3 Go past the bookstore.

2b

Purpose	To give Ss practice in following directions.
Optional Approach	***Trust me*** Giving accurate directions and listening carefully to directions are equally important. To give Ss more practice, the T can play this game with them: Re-arrange the furniture in the classroom so that it looks like an obstacle course or maze. Get Ss to work in pairs and give each pair a blindfold. Ss have to guide their partners (without touching them) through the obstacle course/maze by giving directions. Once Ss have successfully passed through the obstacle course/maze, they are to switch roles with their partner. (To make an obstacle course more challenging, the T may choose to add more obstacles, like an overturned wastepaper basket, or a "puddle" cut out from newspaper, etc.)
Answers	

2c

Purpose	To give Ss practice in asking for information and giving directions.
Optional Approach	***Excuse me, do you know where I can ...?*** The T may want to emphasize the importance of giving short and clear directions. Before the lesson, the T can prepare a written paragraph that contains directions which are given in long sentences. (If a projector is available, the T can project this written paragraph onto the board. Otherwise, the T can

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Optional Approach	consider writing the paragraph on the board or providing each S with a printout of the written paragraph.) Ss can work in pairs to rewrite the directions in short and clear sentences, using imperatives. Allow Ss sufficient time to complete this before selecting a few pairs to share their answers with the class.

2d

Purpose	To give Ss more practice in using the target language in natural speech.
Teaching Tip	***What's the difference?*** In the conversation in activity 2d, He Wei does not understand what Alice means when she says she wants to go to the "restroom". The reason for this is that the word "restroom" is not commonly used in China. Instead, the words "toilet" and "washroom" are used instead. As English is so widely used, it is inevitable that there are different varieties of the language. For instance, there are vocabulary differences between British and American English. Examples:

British English	American English
trousers	pants
lorry	truck
flat	apartment
tap	faucet
biscuit	cookie
chips	fries
pavement	sidewalk
petrol	gas

Apart from having differences in vocabulary, different varieties of English also have differences in spelling, pronunciation and grammar.

3a

Purpose	To provide Ss with reading practice using the target language.
	Amusement parks In the conversations featured in activities 2d and 3a, Alice and He Wei are in an amusement park. An amusement park is a big park with rides that people can go on. If the whole amusement park and all the rides and games in it revolve around one subject, it is called a "theme park". Examples of theme parks are Disneyland and Universal Studios. Theme parks are very popular in some countries.

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Culture Focus	They are particularly popular with children and teenagers. Children enjoy rides like the merry-go-round while many teenagers enjoy going on thrilling rides like the roller coaster with their friends.
Teaching Tip	***Have you ever been to an amusement park?*** As a lead-in to the reading activity, the T may want to encourage Ss to share with the class any experience they might have had going to amusement parks or theme parks. To start the ball rolling, the T can focus Ss' attention on the picture featured in the passage and prompt them to identify the ride (Answer: roller coaster), then ask Ss if they have ever been on a roller coaster ride, and so on.
Answers	1. Because she was afraid. / Because she thought the ride looked scary. She found the ride fun and she was glad that she tried it. 2. A rock band plays there every evening. Yes. The restaurant is always busy, so they should get there early to get a table.

3b

Purpose	To teach Ss to ask a question or make a statement in different ways.
Teaching Tip	***Direct vs indirect questions*** We can ask for information using direct or indirect questions. Indirect questions usually sound more polite. **Note:** • In a direct question, the verb comes before the subject. Example: *Where should we go next?* • In an indirect question, the subject comes before the verb. Example: *I wonder where we should go next.* • For questions with a yes/no answer, we use the words "if" or "whether". Examples: *I wonder if there's a bank near here.* *Could you please tell me whether there's a bank near here?* Some indirect questions have the structure of a statement and do not end with a question mark. Examples: *I wonder where we should go next.* *I'd like to know what time the library closes.*

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Teaching Tip	Here are some starters for asking indirect questions: • I wonder … • Could you please tell me …? • I'd like to know … • Do you know …? • Have you any idea …? • Would you mind telling me …?
Answers	Suggested answers: • Do you know where we can get some good food quickly? I wonder where we can get some good food quickly. • Excuse me, could you tell us when the band starts playing this evening? We'd like to know when the band starts playing this evening.

GRAMMAR FOCUS

4a

Answers	Suggested answers: 1. Could you please tell me where I can buy some grapes or other fruit? 2. Excuse me, do you know how this CD player works? 3. Can you tell me how to get to the Central Library? 4. I wonder if the Italian restaurant nearby is open on Mondays.

4b

Answers	Suggested answers: 1. Could you tell me where I can get something to eat? Excuse me, can you tell me how I can get to a nearby restaurant? Pardon me, do you know if there's a restaurant around here? 2. Excuse/Pardon me, could you please tell me where the post office is? I'd like to know where I can buy some stamps. Do you know where the nearest post office is? 3. Excuse/Pardon me, could you please tell me when the bike shop closes? Do you happen to know when the bike shop closes?

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Answers	I'd like to know when the bike shop closes. 4. I'm wondering if there's a bank in the shopping center. Do you know whether there's a bank in the shopping center? Could you please tell me if there's a bank in the shopping center?

4c

Purpose	To give Ss further practice in using the target language in speech.
Optional Approach	***Can you read a map?*** The T may want to do this activity as a group activity. The T should prepare a map before the lesson. If tourist maps are easily available in the town/city where the school is located, the T may want to get a few copies of the same tourist map for Ss to use when they do the activity. If tourist maps aren't easily available, the T can design his/her own map of a city and put in street names, places, tourist attractions, etc. The T can make copies of this map and distribute one to each group. Using the maps they have, ask Ss come up with their four questions on their own, then take turns to role-play their conversations. Group members can help each other out if any of the Ss in the group encounter difficulties in giving directions correctly.
Answers	Suggested answers: 1. Excuse me, do you know where I can buy a local phone card? 2. Pardon me, could you tell me where the central bus station is? 3. Could you please tell me where the nearest supermarket is? 4. Excuse me, is there a fast food restaurant nearby?

■ Optional Activity: Could you please …?

Purpose	To give Ss practice in asking for information using direct and indirect questions.
Materials Required	A question card for each S.

Sample question cards: Could you please …?

Could you please tell me …?	Would you mind …?
I wonder …	I'd like to know …
I'd like to find out …	Is there …?

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Can you tell me ...?	I'm wondering ...
Have you any idea ...?	Where ...?
When ...?	How ...?

Procedure

(**Note:** This activity may be conducted after Section A, activity 3b.)

1. Before the lesson, the T should print and cut enough cards to ensure that each S in the class has one question card.
2. Give each S a question card.
3. Give Ss these instructions:
   - Mingle with your classmates and look for a partner.
   - Use the sentence starter on your card to ask your partner a question.
   - Answer your partner's question too.
   - Then exchange cards with your partner.
   - Look for a new partner and do the same thing again.
4. Allow the activity to go on long enough for each S to change partners at least five times.

SECTION B

1a

Purpose	To enrich Ss' vocabulary by introducing adjectives to describe the qualities of places.
Teaching Tip	***Why is this quality the most important?*** The T may want to conduct the activity by first drawing Ss' attention to the words in the blue box. Ask Ss to identify the part of speech these words belong to. (Answer: They are all adjectives.) Have Ss work in pairs to do the activity, then elicit responses from different pairs. Where answers are different, encourage Ss to give reasons for their choice of adjectives and their ranking of the adjectives based on importance.
Answers	Suggested answers: 1. clean, uncrowded, convenient 2. interesting, quiet, uncrowded, fascinating 3. clean, inexpensive, uncrowded, quiet 4. beautiful, safe, clean, big 5. convenient, safe, uncrowded 6. inexpensive, interesting, convenient, safe, big

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1b

Purpose	To give Ss practice in using the words they learnt in the previous activity.
Teaching Tip	***Antonyms*** To extend Ss' vocabulary, the T may want to get Ss to brainstorm more adjectives for describing places. In addition, the T may want to introduce antonym pairs. Examples:

Words	Antonyms
interesting	uninteresting/boring
inexpensive	expensive/costly
uncrowded	crowded
beautiful	plain/ugly
safe	unsafe/dangerous
fascinating	uninteresting/boring
quiet	noisy
big	small/little/tiny
convenient	inconvenient
clean	dirty

1c

Purpose	To give Ss practice in listening for details and taking simple notes.
Optional Approach	***Helping words*** For weaker classes, the T may want to write the answers in a jumbled order on the board and have Ss choose the appropriate answer to fill in each blank.
Answers	• Conversation 1: a good restaurant/place to eat • Conversation 2: public restrooms • Conversation 3: a good museum, history, science, children's, art, computer

1d

Purpose	To give Ss the opportunity to listen to the same conversations again to confirm the information they heard earlier.
Optional Approach	***Pair work*** Before playing the recording again, the T can have Ss work in pairs to discuss their answers. If they have blanks they have not yet filled in, they can try to recall what they heard in activity 1c or make guesses using contextual clues.

1e

Purpose	To provide Ss with speaking practice using the target language.

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Optional Approach	***Other options*** The T may want to have Ss work in groups to write their own conversations and then present them to the class. Alternatively, the T may want to print the tapescript for activities 1c and 1d and have Ss read the conversations in pairs or groups.

2a

Purpose	To prepare Ss for the subsequent reading activity in 2b by prompting them to think of situations where they might need to make polite requests.
Teaching Tip	***Which question is polite? Which question isn't?*** The T may want to write a few questions on the board (ensure there is a good mix of polite and impolite questions), and ask Ss their initial impressions as to which question sounds polite to them and which question sounds impolite. The T can draw Ss' attention back to these questions when they complete activity 2c, to see if their initial impressions were correct.
Answers	Suggested answers: • In a foreign country. • In public places like a bank, a post office, a library, a shopping mall, etc. • At school. • At home, especially when speaking to your elders.

2b

Purpose	To provide Ss with practice in reading for main ideas.
Culture Focus	***Polite speech*** Different countries and cultures have their own rules of polite speech. When learning a language, it is important to also learn the rules of polite speech of the culture in which that language is spoken. For instance, in spoken English, indirect questions are generally considered more formal and polite than direct questions. In addition, "please" and "thank you" are 'magic words' that are very important in polite speech. Sometimes, the choice of specific words can also make a speaker sound polite or impolite. For example, to say that something is "plain" sounds more polite than to say that it is "ugly".

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Answers	• Paragraph 1: When you visit a foreign country, it is important to know how to ask for help politely. • Paragraph 2: Good speakers change the way they speak in different situations. • Paragraph 3: Usually polite questions are longer. • Paragraph 4: However, it is important to learn how to use the right language in different situations.

2c

Purpose	To give Ss practice in identifying direct questions and polite requests.
Culture Focus	***Asking questions*** It is said that it is easy to recognize an impolite question when you're the person being asked the question, but not so easy when you're the one asking the question. What makes a question impolite? Most people would consider a question impolite if it's asking them for information that they don't really want to disclose to others. For example, in many cultures, it is not polite to ask questions about money – such as how much you earn every month, how much the diamond ring your husband bought you cost, etc. When unsure, it is best to remember that, if you are meeting someone for the first time, or you don't know a person that well yet, keep to more general topics such as sports, music, hobbies, etc. Avoid topics which can be more personal to someone, e.g. money, family, age, health, politics, religion, etc.
Teaching Tip	***How do we make direct questions polite?*** The T can highlight these common ways of making direct questions more polite: • By adding "excuse me" or "pardon me" at the beginning of the question e.g. When does the bus leave? → *Excuse me*, when does the bus leave? • By using "could" instead of "can" in questions e.g. Can you help me? → *Could* you help me? • By adding "please" at the end of a question e.g. Could you help me, *please*? (NOT "*Please*, could you help me?")

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Optional Approach	***Were you right?*** After Ss have completed the activity, the T may want to draw Ss' attention back to the questions that he/she originally wrote on the board so that Ss can now identify which questions are polite or impolite.
Answers	

Direct questions	Polite requests
• Where are the restrooms? • When is the school trip? • Where's the post office?	• Could you please tell me where the restrooms are? • Excuse me, Mr. West. Do you know when the school trip is? • Peter, could you please tell me your e-mail address? • Pardon me, could you please tell me where to park my car?

2d

Purpose	To provide Ss with practice in identifying suitable situations for different ways of making requests.
Teaching Tip	***Tone of voice*** The T may want to point out that another factor that is very important when making polite requests is the speaker's tone of voice. Generally, a higher tone tends to sound more polite. To illustrate this point, the T could encourage Ss to practice reading the requests using different tones and give feedback on whether they sound polite or impolite in each case. The T could also remind Ss to smile when making requests.
Answers	Suggested answers: 1. A, restaurant/home 2. B, street 3. A/B, any public place / home 4. B, street 5. B, movie theater / concert hall 6. A, home 7. B, street

3a

Purpose	To provide Ss with practice in writing polite, indirect questions. To prepare Ss for the subsequent writing activity.

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Answers	Suggested answers:

Topic	Question
The course you will study	Could you please send me more information about the courses?
The time of the course	Could you tell me how long the course lasts?
Where and what you can eat	Do you know where students usually eat and what kind of food they eat?
Where you will stay	Could I find out more about where students can stay, please?
What activities you can do	Can you please tell me the kinds of activities students can do?
Travel to the school	Could you please tell me how students usually travel to school?
Other	Could you tell me how much the course costs?

3b

Purpose	To provide Ss with writing practice using the target language.
Teaching Tip	***Anonymous peer reviewing*** Sometimes, a T may want to consider asking Ss to do a peer review for a piece of writing. Some Ss will be uncomfortable with the idea of others (besides the T) seeing their writing, while other Ss may not look forward to having to comment on what one of their classmates has written. For groups of Ss who don't seem to enjoy the peer reviewing process, an anonymous peer review can remove some of the discomfort associated with the task. The T can create a system for Ss to comment on their peers' work anonymously, and while this may mean a little additional work for the T at the start (when creating the system), it could be well worth the additional work when Ss show increased confidence as they participate in a more meaningful and effective way.

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Answers	Sample writing: Dear Sir/Madam, My name is Li Jie and I'm from Beijing, China. I'll be coming to your school for a short study vacation this year. I'd like to know more about your school and the course I would like to take. First, I would like to find out exactly how long the course is and when it will begin. I wonder if you could send me the course outline and some information about the course fees. Could you please also send me some information about student housing and transport to your school? In addition, it would be interesting for me to know about the activities that students can take part in and the places where they can hang out and have their meals after school. I would like to thank you for your help and I'm looking forward to your reply. Yours faithfully, Li Jie

SELF CHECK

Purpose	To provide a comprehensive review of key vocabulary and functions presented in the unit.
Answers	1. 1. corner　　2. rush, plan 3. suggest　　4. polite, direct 2. Suggested answers: 1. Q: Could you please tell me where I can buy a magazine? A: There's a bookstore on the third floor. 2. Q: Do you know where I can get some stamps? A: You can get them at the post office on Green Street. 3. Q: Could you tell me what time the shopping center opens? A: It opens at 10:00 a.m.

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Answers	4. Q: May I ask how to get to the Japanese restaurant? A: Just go along Main Street and turn right on Lake Street.

■ Optional Activity: Word tennis

Purpose	To develop Ss' vocabulary by focusing on matching adjectives and nouns (names of places).

Procedure

(**Note:** This activity may be conducted after Section B, activity 1a.)

1. Divide the class into four or five groups for this activity.
2. Tell Ss that the aim of this activity is to make adjective-noun (place) pairs.
3. Demonstrate how this activity is done:
   - Write the word "restaurant" on the board.
   - Invite one group to suggest an adjective to describe a restaurant, e.g. *quiet* restaurant
   - Invite the next group to give a noun that can be described as quiet, e.g. quiet *classroom*
   - Invite a third group to give another adjective to describe a classroom, e.g. *noisy* classroom
   - Repeat the procedure by having the groups suggest adjectives or nouns when it is their turn to do so.

     Example:

     Teacher: Restaurant.

     Group 1: Quiet restaurant.

     Group 2: Quiet classroom.

     Group 3: Noisy classroom.

     Group 4: Noisy supermarket.

     Group 5: Big supermarket.

     Group 1: Big restroom.

     Group 2: Clean restroom.
4. If a group hesitates too long (e.g. more than five seconds) in giving an answer or gives an answer that has been suggested earlier, that group is out of the game.
5. The last group to remain in the game is the winning group.

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Unit 4 I used to be afraid of the dark.

一、教学目标与要求

话 题 **Topic**	我们所发生的变化 (How we have changed)
功 能 **Functions**	能谈论人物过去的特点 (Talk about what you used to be like) Mario used to be really short. He used to be so shy and quiet. I didn't use to be popular in school.
语 法 **Grammar**	能正确使用 used to 结构描述或询问过去的情况 (*Used to*) Paula used to be really quiet. I didn't use to be popular in school. A: You used to be short, didn't you? B: Yes, I did. / No, I didn't. A: Did he use to wear glasses? B: Yes, he did. / No, he didn't.
词汇和常用表达 **Words & expressions**	1 能正确使用下列词汇 (Curriculum words) humorous, silent, helpful, Asian, private, European, African, British, proud, absent, general, score, background, ton, guard, speech, public, ant, examination, pride, introduction, interview, dare, require, influence, fail, seldom, exactly 2 能正确使用下列常用表达 (Useful expressions) from time to time, deal with, in public, in person, take pride in, be proud of 3 能认读下列词汇 (Non-curriculum words) shyness, crowd, insect, boarding school
学习策略 **Strategies**	1 能根据上下文语境推测生词或短语的含义 2 能根据篇章内容的前后逻辑联系判断缺失信息 3 能灵活运用不同的短语表达同样的含义
文化知识 **Culture**	1 谈论他人相貌、性格并进行今昔对比时的语言运用得体性 2 自我完善 (Self-improvement)

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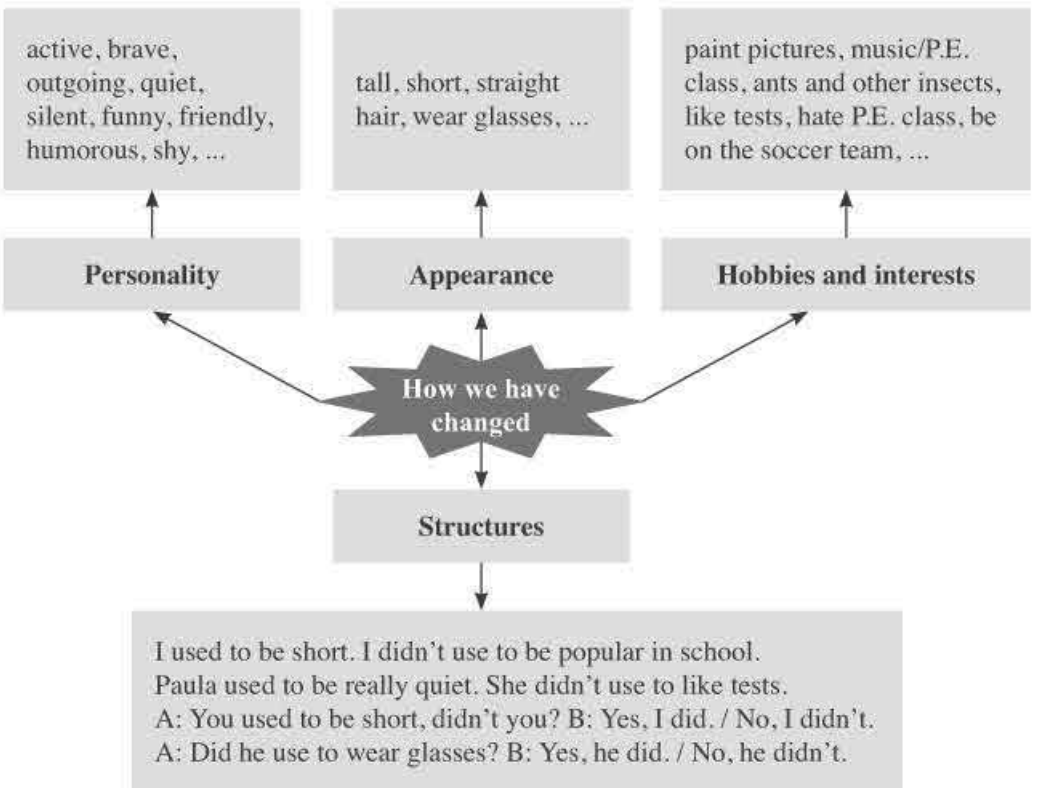
二、话题思维导图



三、内容介绍和教学建议

SECTION A 内容介绍

本单元话题涉及谈论过去的性格、外貌、特点及喜好等，借此学习 used to ... 这一特有的用来表述过去经历和习惯的语言结构。Section A 通过对人物性格特点和相貌的今昔对比让学生感知新语言内容的结构特征，体会其用法。这一阶段教学结束时，学生应当重点掌握并能够正确运用的内容包括：

- 功能及句型结构方面：用used to描述同学曾经的性格特点和相貌
- 词汇方面：学习表现性格和相貌的新词汇，复现巩固旧词
- 语法：used to ... 结构的陈述句、疑问句及其简短回答

活动 1a–1c 一方面巩固和复习学生已学的有关性格和相貌的词汇，另一方面通过听说活

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动导入used to这一语言结构，并借助主题图创设的语境，模拟生活情景，引导学生开展初步的对话操练；活动2a–2d向学生介绍更多描述性格的形容词，并通过倾听关于人们今昔变化的对话，让学生体会used to在真实的日常交际中的运用，进而理解其功能意义；活动3a–3c则让学生通过阅读了解一位性格腼腆的亚裔女孩转变为流行歌星的故事，在拓展语言知识、发展技能及阅读策略的同时，向学生传递出关注自我发展和自我完善的重要性。

SECTION A 教学建议

活动1a

1. 课前，教师可将七年级下册Unit 9和八年级上册Unit 3主题图扫描后制成多媒体课件，在课堂上呈现这些主题图可以帮助学生联想及回顾所学的旧内容。若条件有限，教师可直接将这两册书带入课堂，通过展示图片引导学生回顾所学内容。以下问题可供参考：
   - What's the title of this unit?
   - What's the topic of this unit?
   - What adjectives can you think of?

   选一两个学生列举相关词汇，教师可将描述人物外貌特征和性格的单词及短语分别板书在黑板上。
2. 让学生先独立完成1a活动，然后在小组内进行交流补充。
3. 请各组学生汇报所列的词汇，并根据其类别板书。师生进行简要交流，以确认学生了解所有词汇的含义，达到复习巩固的作用。此外，教师也可借助这一环节呈现本单元的新词汇，如humorous, silent, helpful等。

> 注意：教师也可考虑将1a活动布置为课前预习活动，要求学生预先翻看、复习七年级下册和八年级上册相关内容，并完成1a活动，然后在课堂交流，看谁搜寻到更多的词汇。这样既可以帮助基础一般的学生回顾、复习课本知识，又能够激励学有余力的学生自主探寻更多的词汇。

活动1b–1c

1. 让学生观察课本主题图，教师可结合图中场景和语言内容引导他们预填1b活动中空缺的词语。
2. 播放录音，学生依据所听内容修正自己的预测，完成填写。
3. 教师以问答对话的方式，借助What did Mario use to be like? What did he use to wear?等问题与学生交流，核对答案。
4. 再次播放录音，让学生边听边复述对话中的内容。如时间和条件允许，可让学生

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参考附录中的听力材料进行朗读操练或角色扮演。

5. 学生两人一组根据主题图和听力材料、仿照1c的示范对话展开口语训练。教师巡视，待学生基本操练熟悉后，选择部分学生进行角色扮演，并给予适当点评。

活动2a–2c

1. 让学生朗读2a所列词汇，教师获取反馈后领读，适当纠正学生的发音，然后全班齐读，以达到熟练。这一步非常重要，因为学生只有熟练掌握了词汇的正确读音，才能在听的过程中借助准确的语音特征去捕捉和分析对话中交流者所使用的词汇。
2. 教师可根据2a所列的词汇，提供一些句子填空或词义匹配练习，检测学生对这些词汇的理解，以确保学生掌握这些词汇的含义，为接下来的听做好充分准备。如：
   Jim is a very _____ guy and he often helps his neighbors. (helpful)
   Mr. Johnson is a very _____ teacher. I think I've never seen him smile. (serious)
3. 听前预测：教师引导学生观察2b表格中的句子，提出问题：What do we know about Paula in the past and Paula now? 学生通过浏览句子熟悉听力的主题和细节内容。教师还可启发学生从已知信息进行推测，如：In the past, Paula was always silent in class. She was never brave enough to ask questions. She seems to be more active now. 以下问题供教师进一步参考：
   - Was she good at schoolwork in the past?
   - Did she like music in the past?
   - Does she often do any sports now?
   - Has she said goodbye to music now?
   - How do we know all these things?
4. 播放第一遍录音，学生按照书本要求完成2a活动，随即师生核对答案。教师还可要求学生利用2a词汇和记忆预填2b表格。
5. 播放第二遍录音，学生完成2b活动，修正自己的预测。师生核对答案。核对答案时，教师可让不同学生以独白的方式叙述Paula过去的特点和现在的变化，而后要求学生齐读表格内容，确认所有学生获得正确答案。
6. 听后活动：让学生仿照2c示范对话，利用2b所提供的信息结伴开展口语操练，教师巡视指导，并给予学生一定时间在课堂上展示对话，及时鼓励和评价。

活动2d

1. 让学生默读对话2d，教师可提出几个简单的问题供学生思考并回答：
   - Where are the speakers?

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- What's the relationship between Alfred and Gina?
- What are they talking about?

回答上述问题之后，教师还可提供以下表格让学生梳理有关Billy的前后变化。

What was Billy like in the past?	What is Billy like now?
1.	1.
2.	2.
3.	3.

2. 学生分角色试读对话，找出困难所在，就近寻求帮助。教师获取反馈，确定教学对策并有选择地板书学生存在的语言障碍，教授生词及简要讲解语言难点，如has changed so much = has become very different; good scores = good grades等。
3. 全班齐读对话，然后分角色朗读对话，达到熟练。教师注意纠正学生语音、语调方面的不足。
4. 教师引导学生采用自主及合作相结合的方式，摘录出对话中值得关注的语言学习内容。师生协商确认相关的要点内容。
5. 让学生结伴操练对话，进行角色扮演。如学生的语言能力较强，可要求学生发挥想象，构思多年后同学聚会上的一段对话，并在对话中合理运用本单元所学的词汇和句型。

活动3a–3c

该部分的阅读篇章描述了一个性格腼腆的小姑娘实现自我完善成为流行歌星的故事，属于人物专访，是典型的叙事性文体。文章首先介绍篇章人物背景，其次介绍主人翁的变化或成就，最后概说主人翁给大众（读者）带来的经验或启迪。因此，教师应在教学中有意识地引导学生关注文体特点。倘若学生建立起这类文段的结构意识，无疑对他们写作谋篇会有积极的帮助。

对上述语篇结构意识的培养，教师可结合教学进程，在阅读初期开展快速阅读，让学生找到各段的主旨，有初步印象，而在读后阶段应专门指导学生分析文章结构特征，让学生意识到在写作中可以借用这种文体结构进行谋篇布局，甚至教师还可选取适当的话题追加短文写作训练。

1. 读前预测：教师呈现教材插图，提出以下问题与学生展开讨论：
   - What do you think the girl in the picture is doing? What's in her hand? What's she like? Is she outgoing or is she shy?

   简单交流之后，呈现课文标题From Shy Girl to Pop Star，师生继续讨论以下问题：

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- What was the girl like in the past?
- What kind of music does she like?
- What do you think the reading passage is about?

2. 快速阅读：让学生浏览3a活动的要求及方框中的段落大意，教授学生认读、学习article, paragraph, background等词汇，确认学生理解方框中的内容。随后让学生快速阅读文章，完成3a活动。
3. 细节阅读：要求学生仔细阅读课文，关注细节信息，完成3b活动。学生完成3b后，可与同伴互相交流修正，然后师生核对答案。在这一环节的教学中，教师也可以通过表格的形式帮助学生整理思路、把握具体细节，如：

A comparison of how Candy has changed

Changes	In the past	Now
Personality		
Behavior		
Troubles and worries		

4. 要求学生再次阅读课文，并从文中找出dare, private, guard, require等生词，引导学生根据上下文猜测词义。

注意：由于该短文情节内容并不复杂，文中所出现的新词汇也基本不影响学生理解文章大意，在课堂教学中，教师不必在课前呈现所有新词汇，而应当让学生通过阅读探究上下文之间的逻辑联系，结合语境和句子意思推测新词汇的含义。这样可以训练学生的阅读流畅度，避免学生一见生词便查字典。学生对篇章中生词的过分关注，不仅容易打断自己的阅读思维，还在一定程度上会影响阅读的效率。跳过生词障碍进行流畅的阅读，也是阅读能力的一种表现。另外，推测词义也是本单元着重培养的语言学习策略。

5. 让学生从课文中摘出值得学习的语言表述，如：deal with her shyness, dare to sing in front of ..., all the time, (get) tons of / too much attention, don't have too much private time anymore, hang out with friends, be prepared to give up your normal life, the road to success, (only) a very small number of ..., make it to the top, care about what she says or does等，教师可提供相关的中文释义供学生记忆学习，也可针对部分表达进行简单的解析。
6. 学生集体朗读课文，教师获取反馈，纠正学生的语音语调错误及不足。
7. 学生按照书本要求开展3c活动，教师可建议学生先笔头书写、整理问题，再结伴依据各自写出的问题进行对话。教师巡视并给予适当指导，最后请几组学生在课堂上展示对话。

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语法内容介绍和教学建议

本单元语法突出学习used to句型结构，包括其肯定、否定和疑问结构及其应答。“语法聚焦”部分对语言点呈现明确，便于学生自我探索及归纳总结。相关的语法练习活动层次明确，4a侧重语句构建训练，旨在帮助学生强化语言结构；4b借助人物过去、现在变化的对比，引导学生对比性地使用语言，反馈学生对重点语言学习内容的掌握情况；4c突出个性化语言交际，以填表活动为学生创设运用所学语言结构进行交流、获取信息的平台。

语法部分具体教学建议如下：

1. 要求学生朗读“语法聚焦”的内容，随后让学生结成四人小组从Section A部分找出所有带有used to结构的句子，通过探究发现used to结构肯定、否定、疑问及其答语特征，之后进行课堂交流。教师点评总结，最后达成这样的共识：used to结构表示“过去曾经的习惯或常有的行为而现在不再有”，其否定和疑问结构中需要使用助动词did，其语句结构与一般过去时语句相同。
2. 引导学生观察“语法聚焦”中You used to be short, didn't you?一句，教师板书。简要介绍反意疑问句（又称“附加疑问句”）。由于反意疑问句并非五级语法要求（《义务教育英语课程标准》2011版），教师让学生基本了解，能够识别、读懂句意即可，不必深究。
3. 学生再次齐读“语法聚焦”部分，而后转入4a活动。

活动4a–4c

1. 让学生观察4a活动第1小题例句，而后按照书本要求完成该活动，教师巡视指导，获取反馈。待大部分学生完成活动，教师可要求他们与周边学生相互交流，修正不足，最后集体核对答案。
2. 学生集体朗读4b活动表格所列内容及例句，确认他们理解活动要求及句意后，教师可要求他们在课堂练习本上仿照示例造句。核对答案之后，教师还可进一步要求学生将其连成一个小语篇文段，以训练学生语篇写作及笔头表达的能力。
3. 4c是一项信息差活动，教师可要求学生先独立填表，完成与自己相关的内容，之后结伴，相互问答，获取对方信息，完成表格的全部内容。活动期间，教师应注意巡视指导及监控课堂交流氛围——要求学生尽可能使用英语进行交流。

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SECTION B 内容介绍

本单元Section B部分在Section A的话题基础上进行延伸和拓展，由描述人物性格、外貌变化转向讨论人物行为习惯、爱好的改变；在语言上，该部分除了进一步巩固Section A所学重点语言内容外，还复习巩固了有关行为习惯及爱好的短语，同时还通过语篇呈现了其他词汇；从技能上看，该部分由听、说转向综合性的听、读、写的训练；从学习策略上看，教材侧重训练学生利用上下文线索进行推导判断、确认语句位置及解读词语含义的阅读策略及能力。另外，Section B的阅读部分介绍了一位乡村少年的成长故事，题材发人深省，目的在于唤起学生们的关爱之心，懂得体会亲情的可贵，理解父母的责任，并能在成长的道路上注重心理的健康和成长。

SECTION B 教学建议

活动1a-1b

1. 让学生观察1a活动图片，教师提出问题引导学生对图画进行描述，注意监控学生语言的运用。以下问题供参考：
   - What did the girl/boy use to like when she/he was young?
   - What did these kids like to do?
2. 学生按照书本要求独立完成1a和1b活动，教师巡视获取反馈。
3. 将学生分成若干小组，让他们根据所列信息在小组中进行互问互答。教师可提供以下句型让学生对话时使用：

   A: What did you use to like when you were a child?

   B: I used to like ...

   A: Did you use to like ...?

   B: Yes, I did. / No, I didn't.

   A: What else did you use to like?

   B: I used to like ...

活动1c-1e

1. 让学生朗读1c活动各小题的句子，确认他们了解句意。
2. 播放第一遍录音，学生按照书本要求完成1c活动。师生核对答案后，学生依据记忆预填1d表格。

> 注意：这种做法一来可以提升学生对听力材料的记忆意识；二来听前的预填可以减轻学生在听中阶段可能存在的词汇填写压力，使其将注意力集中在“听”及

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"判断"，不会因为拼写词汇的速度而干扰理解和获取信息，从而导致无法有效完成任务。

3. 学生结伴就所填写的内容进行交流补充，随后教师再次播放听力录音，学生共同核实所填内容。全班集体朗读表格中的句子，确认正确答案。
4. 让学生翻开课本附录中的听力材料，边听录音边朗读，模仿其语音语调。让学生结伴，参考书本示范及听力录音内容，结合自己的实际开展口语交流，完成1e活动。活动结束时，教师可挑选若干学生进行汇报表演，并给予鼓励和评价。

活动2a

1. 课前，教师可搜集一些与乡村儿童或少年相关的图片和信息制作成课件。教师将这些图片在课堂上进行展示，并借助图片和相关的故事信息呈现部分新词汇，如：seldom, fail, examination, pride等。
2. 教师呈现2b阅读语篇中的图片以及课文标题，介绍文中主人公李文的家庭背景，然后提出问题供学生思考：
   - How might Li Wen feel when his parents are away from home?
   - What kind of problems might he have?

   学生回答后，教师不必针对学生的猜测判断对错，而是应当引导学生带着问题去阅读下面的文章。

活动2b–2d

1. 要求学生浏览2b活动要求，再让学生朗读2c的四个句子，明确其含义。学生阅读课文，独立完成2b活动，随后就近与同伴交流讨论。师生核对答案时，教师可请几个学生依次朗读文章的各个段落，包括填入空格处的句子。
2. 让学生浏览2c活动要求，边阅读课文边从文中找出Li Wen曾存在的问题并画线。教师还可提出问题What has changed Li Wen?让学生思考问答。师生核对答案。
3. 教师简单介绍策略框中关于Using context的内容，让学生根据上下文语境猜测2d所列词汇的含义，并简单解释判断的理由。
4. 让学生再次阅读课文，要求他们从文中找出Li Wen的前后变化，可提供以下表格供学生填写：

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What was Li Wen like before the conversation?	What is Li Wen like now?
1. He often felt lonely and unhappy. 2. He became less interested in studying. 3. Sometimes he was absent from classes and failed his examinations. 4. Li Wen was shy and didn't have many friends.	1. He has become more outgoing and made some good friends in school. 2. He has even joined the school basketball team and become active in many other activities. 3. He is much happier and he works even harder than he used to.

5. 若有必要，教师可针对文章中的一些疑难句子进行必要的简单的解析，确保学生理解前后的逻辑联系。或者教师可要求学生从文中摘录一些有用的句型和短语，以便课后巩固记忆或运用。
6. 播放课文录音，学生跟读，然后要求学生集体朗读，教师获取反馈，纠正学生语音、语调方面的不足。

活动 2e–2f

1. 要求学生读出2e方框中的各组短语，引导他们关注每组短语的相关性，明确其意思。教师适当讲解学生存有疑惑的内容。
2. 学生按照书本要求完成2e活动，而后可就近与同学交流和讨论。教师要注意提醒学生有些空格的答案可能不止一个，不同的短语可能表达相似的含义，但要把握不同短语的句式特点。
3. 请几个学生依次朗读文段中的句子，说出自己填写的内容及其含义，师生共同探讨，确认答案。随后，要求学生熟练朗读2e文段内容。
4. 将学生分为三人或四人小组，小组成员根据2f的活动要求充分发挥想象力，共同商讨对话内容，并根据角色分配情况（Li Wen, Li Wen's parents, Li Wen's teacher）写出各自的台词。教师巡视指导，及时将学生所写的有关Li Wen的提问板书于黑板，供大家参考借鉴，这样会对语言表达能力较弱的学生有帮助，便于他们创编自己的对话。若课堂时间有限，教师还可将此活动布置为作业，由学生课外完成。
5. 学生以小组为单位，在课堂上演练对话，教师指导、点评。

活动 3a–3b

1. 课前，教师可要求学生准备几张自己从前的照片或小时候的照片，然后带到课堂上供回顾对比自己的变化时使用。教师可先呈现自己几年前的照片，然后从外貌、

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性格和爱好三个方面先口头描述自己的变化，例如：Look at this photo. It was taken five years ago and I was ... years old. I used to have long hair but now I have short hair ... 教师边说边将相关的句子板书在黑板上，以便学生进行模仿。

2. 让学生结伴，轮流口头描述自己的变化，然后按照3a活动的要求将相关的句子记录在练习本上。教师巡视，并根据学生需求给予相应的辅导和语言帮助。
3. 引导学生阅读3b活动要求，对部分语言内容（如general introduction等）进行必要讲解，确认大家明确该项活动要求，然后让学生开始写作训练。若课堂时间有限，可将此活动布置为作业，学生课外完成。
4. 学生相互交流自己的写作初稿，开展互评，相互提出建议，而后根据同伴的修改建议进一步完善自己的作文，最后连同初稿一同交给教师进行评阅。

SELF CHECK 内容介绍和教学建议

本部分的两个活动主要是对本单元重点词汇及语句结构进行检测及反馈。教师既可将其安排在课堂内完成，也可让学生课外完成，以便节省课堂时间。

活动1–2

1. 让学生朗读活动1方框所列出的词汇，观察学生对词汇的熟练程度，教师根据反馈适当纠正学生的发音，然后要求他们独立完成活动1。
2. 让学生结伴核对、修改活动1的填写结果，并讨论各句所表达的含义，互相检验自己的理解。师生核对答案，要求学生作答时朗读完整的句子，并说出句子的中文意思，以确认其理解无误。
3. 学生按照书本要求独立完成活动2的造句练习，教师巡视指导。随后将班级分成四人小组，小组成员互相朗读交流。最后，教师请部分学生读出自己所造的语句进行示范，同时点评亮点，供大家学习分享。

四、课文注释

1. 谈论今昔变化的语言结构

现实生活中，人们有时会因为长久不见而突然发现彼此均变化不小，从而引发今昔变化的交谈话题。这时，大家要么从昔日着眼，以怀旧的方式谈论过去的自己及对方，或者从今日的变化入手，谈论现实的彼此及取得的成绩等。就英语而言，两种视角下人们均有一些常用的句型套语。

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1）以“过去”为着眼点的常用语句结构（以you为例）：

You used to be/do ... 你过去常常……

You would often/usually/always ... 你常常/通常/老是（会）……

You had the habit of ... 你过去曾有……的习惯。

It was common to see you do/doing sth. (in those days / at that time / ...) 过去/那时候/……常见你……

2）着眼于现在的变化（以you为例）：

You've changed so much / a lot / greatly. 你变化好大呀！

You're no longer ... 你不再……

You don't ... anymore. 你不再……

It's surprising that you ... You were not like this in the past. 你现在……，这实在令人吃惊。你过去不是这样的呀。

2. I used to be afraid of the dark. 我曾经害怕黑暗。

英语be afraid of是一个常用句式结构，介词of之后常接名词和代词，有时也接用动词-ing形式及其短语，甚至从句。后接动词-ing形式时，多表示主语担心发生的事情是无意发生的动作。例如：

My father was afraid of being alone. 我老爸害怕独处。

I was quite afraid of what I might hear. 我十分害怕我可能听到的东西。

英语afraid之后还可接动词不定式，形成be afraid to do ...句型。这时表示主语非常害怕，以致不敢采取某一动作。这些通常是有意发生的动作。例如：

She is often afraid to cross the streets. 她时常害怕过马路。

Don't be afraid to ask questions. 不要害怕问问题。

3. You can never imagine how difficult the road to success is. 你永远无法想象通往成功的路是多么的艰难。

the road to something是英语的一种固定表述方式，此处road并非指真实的“道路”，属于修辞用法(figurative use)，意指“途径；通道”。它可独立使用，承担语句的主语（如本句）、宾语等。例如：

The road to success is never straight. 通向成功的道路从来不是笔直的。

但更多时候，the road to ...会与系动词be及其他一些行为动词搭配，构成to be on/along the road to ...等句式，表达出“快速地；不多久”这样的意思，汉语通常译作“很快就要……；不久就会……”。这种用法在口语及非正式的书面语中十分常见，还可用副词well进行修饰，以加重语气。例如：

Many animals are on the road to extinction because of humans. 许多动物由于人类即将灭绝。

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Within a very short time, children usually are well on the road to being independent spellers. 短期之内，孩子们便通常能独自拼写了。

4. **"It's very important for parents to be there for their children."** "在孩子有需要的时候，爸爸妈妈能够随时给予帮助是十分重要的。"

be there (for someone)是英语口语的一种表达方式，属于习语（idiom），表达"随时有空或准备好听取他人倾诉或帮助他人"。例如：

You know I'll always be there for you. 你知道我可以帮到你的。

Best friends are always there for each other in times of trouble. 挚友总是能在艰难时刻相互照应、帮忙。

We haven't always been close, but she was there for me when I needed her. 我们并不总是走得很近，但在我需要她的时候她都能帮我一把。

五、文化注释

1. 谈论相貌、性格的今昔比较时值得注意的地方

人们通常更倾向于谈论现在而非过去，一些文化地域的人们并不喜欢他人将自己作为话题进行比较。这种现象也同样存在于相同文化不同性格的人群之中，如趋于内向心理的人对他人将自己的特征进行今昔对比的容忍度和对谈论内容宽泛性的接受力通常比趋于外向性格特征的人要小一些。因此，在这样的话题交谈中，应注意不要触及双方的敏感之处，尽可能选择积极的方面和现在的内容。

当交谈的双方关系一般或较为生疏，或在较为正式的场合，则并不建议谈论这样的话题。谈论人物外貌、性格、品性这样的内容时，一条总的文化交流原则是：我们不应该在交流中涉及那些有可能令对方尴尬或感到不自在的话题内容，如：You used to be slim and thin and now you're fat.（你曾苗条体瘦，现在胖啦。）

2. 自我形象完善（Self-improvement）

在美国和加拿大，人们十分注重自我形象的完善，以至于成为北美文化的重要组成部分。许多人坚信如果自己的形象（如外貌、性格、能力等）得以提升，生活和事业就会更加容易获得成功，因此他们尝试各种途径和方法来完善自己。北美的报刊杂志等宣传媒体往往会更多地刊载有关健身器材、保健药品、美容美发及护肤用品、形象提升课程的广告及宣传内容。对年轻人而言，良好的外貌及气质自然十分重要，他们的交友能力和才华也同样会决定其命运。

事实上，自我形象完善在世界其他国家也一样重要，是一个全球性主题，只不过由于国家地区的区别、政治经济的差异和文化、宗教信仰的不同，使得这一主题具有一定的文化特征。

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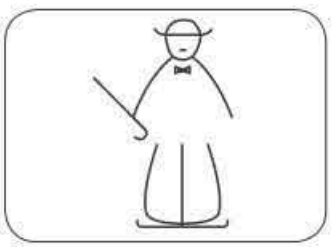
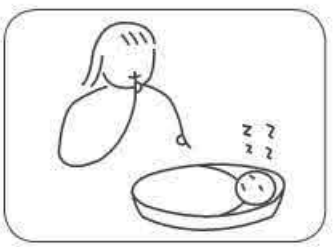
六、教学简笔画

1. a humorous actor



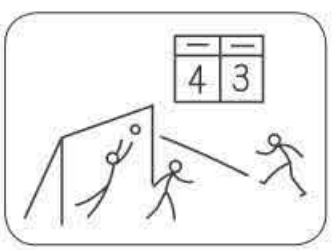
2. Please be silent.



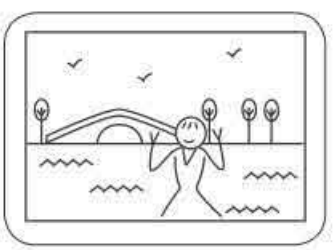
3. a helpful book



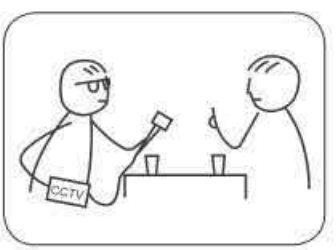
4. the score of the game



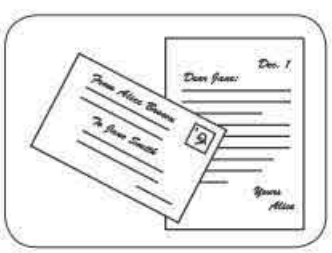
5. a bridge in the background



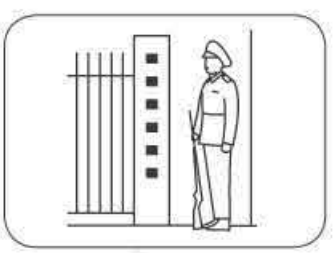
6. interview



7. a private letter



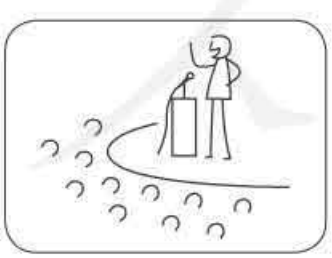
8. guard



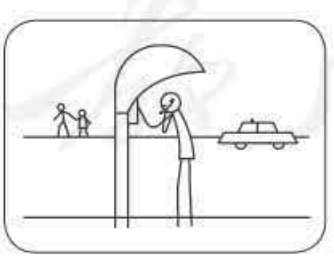
9. They require food and clothes.



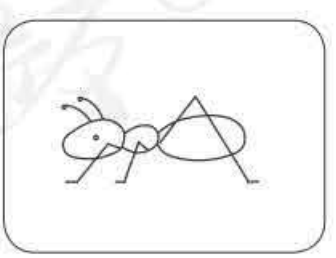
10. give a speech



11. public phone



12. ant



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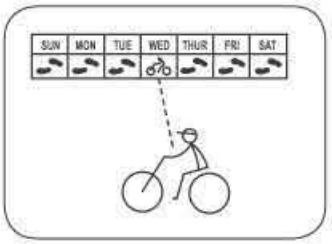
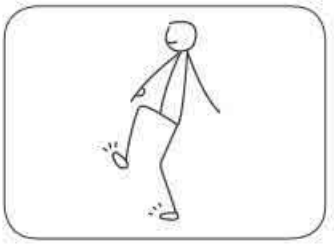
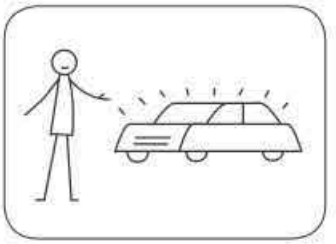
13. seldom go by bike



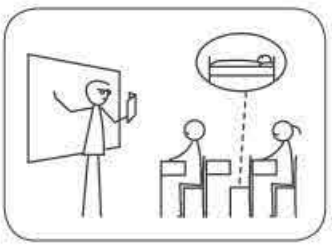
14. be proud of his new shoes



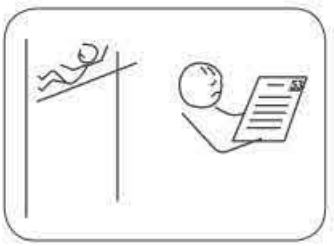
15. take pride in his new car



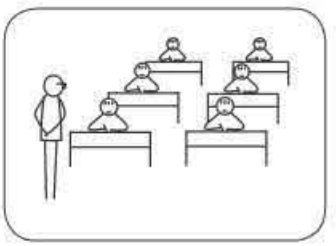
16. absent



17. fail, fail in the exam



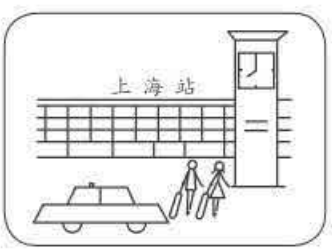
18. examination

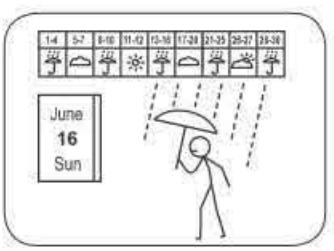


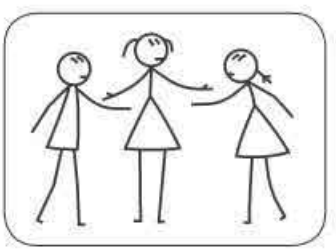
19. arrive exactly at eight

20. The general weather in June is rainy.

21. introduction







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Unit 4 I used to be afraid of the dark.

SECTION A

1a

Purpose	To introduce Ss to the unit goals: talk about what you used to be like. To set the scene, increase Ss' vocabulary and introduce the target language.
Picture	There are four youngsters in the picture, two boys and two girls. The two boys (on the left side of the picture) are talking to each other, as shown by the speech bubbles above their heads. The first boy is commenting to the second boy, Mario, that he (Mario) used to be short and Mario is agreeing with him. There is also a thought bubble above the first boy's head and it shows him thinking about the time when he was taller than Mario (who was shorter and wearing glasses). Standing behind Mario is a girl with long black hair. She has a thought bubble over her head that shows her with short hair. Next to this girl is a girl with blond straight hair whose thought bubble shows her with red curly hair.
Culture Focus	***Genetic differences*** To put it very simply, your genes determine the physical traits that you have. Each gene is made up of two chromosomes, one that comes from the mother and one from the father. Certain genes are dominant and certain genes are recessive, which explains why, in some cultures, you are not likely to find certain traits, e.g. blue eyes on a Chinese baby. Blue and green eyes are recessive genes and in order for them to appear, the baby must have two recessive chromosomes. What this means is that if a child has one chromosome for blue eyes and one for brown eyes, the child will have brown eyes because brown is dominant. In the past this was very clear-cut as interracial marriages and unions were not as common. As the world becomes more globalized and more people are marrying someone not from their own culture, the possibility of a Chinese baby having blue or green eyes becomes higher. In recent years, there have even been reports of a black couple in Nigeria having a white, blonde baby.

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Optional Approach	***How have you changed?*** Before starting this unit and the first activity, the T can divide the class into two groups (one on the left and one on the right). Tell Ss that they will need to think about one aspect about themselves that has changed since they became a teenager (i.e. since they turned 13). Tell the group on the left to think about a physical aspect that has changed (i.e. something about their physical appearance). This could include not having pigtails anymore or having a better/worse complexion, etc. Next, tell the group on the right to think about one aspect of their personality that has changed. This could include being more helpful or enjoying reading. Tell Ss to think of something more unusual. For example, most of them would have grown taller, so they should not give that as an answer. Give Ss about 30 seconds to think of something and write it down. Then, get Ss to share this information with the rest of the class, starting with one person from the group on the left and then continuing with someone from the group on the right. Continue to alternate groups till every S has had a chance to share his/her aspect.
Answers	Suggested answers: appearance: tall, straight hair, short, fat, thin, short hair, long hair, curly hair, glasses personality: outgoing, funny, quiet, shy, cheerful, lazy, hard-working, friendly

1b

Purpose	To help Ss recognize the target language in natural speech.
Teaching Tip	***Visual aid*** There will be three conversations that Ss have to listen to and some may have problems keeping track of the conversations. To help Ss, inform them that the picture in 1a will help and they can use it to write down notes of what they hear, such as the names of the speakers.
Answers	1. short, glasses 2. tall, short 3. red, curly

1c

Purpose	To help Ss use the target language in natural speech.

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Optional Approach	***Are you sure?*** Before they make conversations, ask Ss to pick a partner. Next ask each S in a pair to decide which one of the boys/girls in the picture he/she would like to be. The first S will then tell their partner what has changed about the boy/girl he/she has chosen. The partner will then ask the first S, "Are you sure?" The answer to this must be, "Yes, because ..." and the first S should explain his/her answer based on what they see in the picture. They should then repeat the same exercise but this time with the second S and his/her choice of boy/girl in the picture. The aim of this is for Ss to be able to understand what is in the picture and make the connections. Once Ss have done this, they can make conversations about each of the boys/girls in the picture using the sample conversation given.

2a

Purpose	To give Ss listening practice with the target language.
Teaching Tip	***Preparing to listen*** The T should tell Ss that the conversation they are about to listen to is between Paula and Steve, and in keeping with the topic so far, it will be about how someone used to be. For this activity, tell Ss to look at the words that they will have to listen out for and familiarize themselves with the words as they may or may not hear the words in the order they appear in the textbook.
Answers	Checked: friendly, brave, outgoing, silent, quiet, active

2b

Purpose	To give Ss practice in listening for specific items in conversations.
Optional Approach	***Taking notes*** Before playing the recording again, ask Ss to close their textbooks. Tell them they should take notes as they listen to the conversation again. Prompt Ss to create a table (to list what was in the past and now) before the recording starts again so that they can write down the relevant details in the right column. This will make note-taking and referencing easier. Ss can then use their notes to fill in the chart.
Answers	In the past: 1. quiet, outgoing 2. science, music, piano Now: 1. sports, soccer, swim 2. piano

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2c

Purpose	To give Ss the opportunity to use the target language in conversations.
Optional Approach	***Using notes*** In pairs and using only the notes they had taken while listening to the recording a second time, ask Ss to create conversations about Paula. Get Ss to discuss the points in their pairs first. To make things more interesting, the T may wish to tell Ss that one of them should talk about the Paula in the past while the other should talk about the Paula in the present (refer to the sample conversation in the textbook). The Ss in each pair can then switch roles.

2d

Purpose	To give Ss the opportunity to use the target language in a controlled manner.
Teaching Tip	***Once more, with feeling!*** Get Ss to role-play the conversation in pairs. Remind them that role-playing a conversation is more than just reading the words; they should be playing a part. Tell Ss to look for clues in the punctuation to guide them in how a phrase, clause or sentence should be uttered. Get each pair to practice, making sure that they do so with the right intonation, stress and emotion. Then randomly, pick pairs to role-play the conversation in front of the class. Then get the class to share what they think of the pair's performance – good points, points that need improvement, etc.

3a

Purpose	To provide Ss with reading practice using the target language.
Culture Focus	***Role models*** Regardless of the age that anyone achieves fame, that person is a role model to someone. Many young people in the limelight do not realize that fame often comes at a price, that of their privacy. Some are mindful that every little thing they say or do is reported on and they are judged based on that. They know that some of their fans and followers are young and impressionable so they make sure that whatever they do, they will be able to hold their head high. Others, however, allow the fame to get to their heads and they feel they are entitled to do whatever they want. Perhaps they are not wrong, but they often forget that their younger fans are likely to follow what they do.

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Culture Focus	If they behave badly, e.g. destroy hotel rooms, get plastic surgery, be mean to other people, some of their fans may think that it is OK to follow suit and do the same thing. Thus all celebrities, no matter how famous, have a social responsibility to be a role model that inspires others to be better people in this world.
Answers	2, 3, 1

3b

Purpose	To give Ss an opportunity to test their reading comprehension.
Optional Approach	***Make a guess*** Without having Ss read the passage again, ask them to fill in the blanks in activity 3b. Ss can try to guess the answer based on the construction and context of the sentence. Ss have read the article once and will probably be able to make some connection between what they have read and the sentences in the activity. What do they think is the logical answer?
Answers	1. anymore 2. popular 3. hang out 4. worry about

3c

Purpose	To give Ss an opportunity to use the target vocabulary in conversation.
Optional Approach	***Asking leading questions*** Before starting this activity, ask Ss to look at the article again. Ask them to notice that the interviewer states one question and Candy seems to give a very long reply. Tell Ss that this may not always be the case and more often than not, people tend to give shorter answers. As such, good interviewers know how to ask leading questions and also when to jump in to either prompt the interviewee to say more or to ask another related question that will keep the conversation going. This will be the task the Ss will have to attempt today. Ask Ss to pair up and decide who will be the interviewer and who will be Candy. Tell the Ss playing the role of Candy that they should not be giving all the answers at once. They will need to give a little at a time and allow the interviewer to ask more questions or to prompt them to say more. Get Ss to attempt an interview using the information only in paragraph 2. After that, they should switch roles and attempt an interview using the information in paragraph 3.

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GRAMMAR FOCUS

4a

Answers	1. Grace used to watch a lot of TV. She didn't use to watch a lot of movies. 2. My mom used to have curly hair. She didn't use to have straight hair. 3. Jerry used to read books on European history. He didn't use to read books on African culture. 4. Sandy used to teach British English. She didn't use to teach American English.

4b

Answers	Suggested answers: • Emily didn't use to eat a lot of vegetables, but now she loves carrots and tomatoes. • Emily used to listen to pop music, but now she enjoys country music. • Emily used to watch scary movies, but now she hates them. • Emily didn't use to read a lot of books, but now she reads at least six books a year.

4c

Purpose	To give Ss the opportunity to use the target language.
Teaching Tip	***Flexibility to use other things*** It is possible that Ss are not afraid of any of the five things listed. If this is the case, allow Ss to add two other items that they used to be afraid of and two others they are still afraid of. Their partners may also wish to use these new items. The idea is give them something they can speak about which makes sense to them.

■ Optional Activity: How fast can you speak?

Purpose	To help Ss master the target language and expand their vocabulary.

Procedure

1. Ask Ss to prepare the following information about themselves:
   - one physical trait that the S used to have when he/she was younger;
   - one personality trait that the S used to have;
   - one hobby that the S used to like.

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2. Divide the class into an even number of groups (minimum of four Ss per group) and try to ensure that each group has an even number of Ss.
3. Name each group with an alphabet.
4. Pair up Group A with B, C with D, and E with F, etc.
5. Tell Ss that each S in each group is to interview one S from the other group and find out the information they have prepared.
6. Give Ss two minutes for this.
7. Next, switch the group pairings so that B is with C, D is with E, etc., and the last group is paired up with A.
8. Tell Ss that they need to exchange information with one other S in the new group and they must tell the new person about themselves and the S they have just interviewed.
9. Also, tell Ss that they need to speak in full sentences and they must include the person's name and the three bits of information.
10. Next, tell Ss that they will have 30 seconds for both Ss to speak to each other so one will have to speak fast and clearly while the other person takes notes quickly.
11. At the end of this activity, randomly pick a few Ss to share what they have learned about other Ss in other groups. Ask for confirmation from those who have supplied the information. Did they get the information right?

SECTION B

1a

Purpose	To help Ss use the target language in a different context.
Teaching Tip	***What do you like to do?*** The T may wish to do activity 1a and 1b together since they are related. Give Ss a bit of time to do these two activities before they share their answers with a partner. Ask Ss to also share why they used to like doing these things and whether they still like doing them.
Answers	Answers will vary.

1b

Purpose	To give Ss practice using the target language in a different context.
Optional Approach	***More practice*** To give Ss more practice in using the target language, group pairs into a group of four. Get all four to share their answers with each other, with a slight twist: each pair will have to share their partner's information with the other two. Remind Ss that they can refer to Section A, activities 2b and 2c on how to phrase their sentences.

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Answers	Suggested answers: • I used to enjoy reading comics. • I used to like swimming. • I used to like helping my mother in the kitchen. • I used to enjoy walking along the beach. • I used to like playing in the mud.

1c

Purpose	To give Ss practice in listening for specific items in conversations.
Teaching Tip	***The exact sentence*** Before playing the recording, the T can tell Ss that the conversation is between a boy and a girl. Ask them to guess what the conversation might be about. The class should know by now that the conversation has something to do with the topic of comparing what used to be with the present (now). Confirm that this will be the case and the two friends will be speaking about what school was like when they were younger, compared to the present. Tell Ss that they will have to listen for the exact sentences that they read in their textbooks and put a check mark against the one(s) that they hear.
Answers	Checked: 1. I didn't use to like tests. 3. I used to hate P.E. class.

1d

Purpose	To give Ss practice in listening for specific items in conversations.
Optional Approach	***Exchanging textbooks*** Before playing the recording again, get Ss to fill in their answers in the blanks and then exchange their textbooks with a partner. As you play the recording again, partners are to check their friend's answers and mark the correct ones. At the end of the recording, get them to return the textbooks and they can discuss the answers in pairs.
Answers	

	In the past	Now
Girl	tests	tests
	school uniforms	whatever we like
Boy	play	study
	P.E. class	love

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1c

Purpose	To give Ss practice in using the target language in conversation.
Optional Approach	***Learning something new about someone*** Ask Ss to write five things about themselves down on a piece of paper. This could be something they used to like, currently enjoy, or don't like anymore. Then ask Ss to find a partner they have not worked with before. If the class is small, ask them to pair up with someone they have not worked with for some time. With this new partner, ask Ss to share the five things they have written down. Get Ss to compare what they have written. Are any the same? Are they all different? Get each pair to draw up a table to show the similarities and differences.

2a

Purpose	To prepare Ss for the subsequent reading activity.
Optional Approach	***What's in a title?*** Before starting this activity, get Ss to close their textbooks and get into groups of four. Write the title of the article on the board and ask them what they think the story might be, based on the title alone. Get Ss to discuss this in their groups and write down the various possibilities. Give them about five minutes for this. Next, give Ss the scenario in the book, as highlighted in activity 2a. How does this change what they thought the story might be about? Again, ask them to write down the problems Li Wen was likely to have. Get Ss to cross-reference both lists. Were any scenarios similar in both lists?
Answers	Answers will vary.

2b

Purpose	To give Ss an opportunity to understand the flow of information in a passage.
Teaching Tip	***Keep in view*** Some Ss may be thrown off by the blanks in the passage. Before they start reading, tell them not to worry about it too much and just "keep in view" that more information will have to be added in later on. The T may wish to tell Ss to just read what is there and guess at what the blanks should be filled in with. Ss can write down their thoughts in the margins. They can then check how close their guesses were once they complete the activity.
Answers	C, D, A, B

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2c

Purpose	To provide Ss with reading practice using the target language.
Culture Focus	***Different strokes for different folks*** In some families, children do not have a close bond with their parents and may be reluctant to speak with them about problems. They may instead turn to another member of their family (sibling, grandparent, aunt, uncle, cousin) or a friend for advice and help. Some may even not confide in anyone and keep the problem to themselves. There is no right or wrong method in such cases. Children should, however, be encouraged to open up and find some avenue of support even if this support is outside the home, e.g. at school. This is where parent-teacher sessions become important.
Answers	Problems that Li Wen had: • felt lonely and unhappy • became less interested in studying • was absent from classes • failed his examinations • was shy and not able to make friends quickly • wanted to leave the school

2d

Purpose	To give Ss an opportunity to practice using context to understand meaning.
Optional Approach	***Using context*** Draw Ss' attention to the box at the top right hand corner of the passage. Tell Ss that it is not unusual for everyone to encounter new words as they go about their daily lives. People don't usually carry a dictionary around with them, so very often, they will have to guess the meaning of a word based on the context it is used in. Ask Ss to think about an experience of their own when they had to guess the meaning of a word based on context. This could be from an advertisement they saw on the street, or in a newspaper article, or even something someone mentioned to them. Get Ss to share this experience with a partner. He/she would need to tell his/her partner the word, the context, what the guessed meaning was and why, and the actual meaning of the word.

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Answers	• influence: have an effect on; change • absent: not present; missing from • boarding school: a school that a student can stay in, i.e. he/she does not need to go home every day • in person: face to face

2e

Purpose	To provide Ss with practice in using the target language and vocabulary.
Answers	look after / take care of, missed / was absent from, made a decision / decided, changed / influenced, be proud of / take pride in

2f

Purpose	To provide Ss with speaking practice using the target language.
Optional Approach	***Everyone has a role to play*** Divide Ss into groups of three and ask them to discuss what Li Wen and his parents would have talked about. Each group should draft a guideline on how the conversation would flow, keeping in mind the three points in the textbook. Each group can then write the actual dialogue and decide who in the group will play which role. The T may wish to have all groups role-play their conversations in front of the class or randomly pick some to do so if time runs short.

3a

Purpose	To prepare Ss to write using the target language.
Teaching Tip	***New changes*** It is possible that some Ss may be using the same answers for the various activities in this unit. The T can encourage Ss by saying that they may be young, but while they were growing up, they must have experienced various changes in their lives, so they should have more than a few things to share. For this activity, challenge Ss to come up with three changes (in the three areas) that they have not talked about before.

3b

Purpose	To provide Ss with writing practice using the target language.
Optional Approach	***Expanding on previous information*** The T can take a cue from what he/she had told Ss for the previous activity, and ask Ss to look at their own experiences and write down notes about how else they have changed. For the writing exercise, Ss can incorporate the three changes from 3a but they can also include more changes to make their piece more interesting.

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Answers	Sample writing: How I've Changed! My life has changed a lot in the last few years. I used to be overweight but I'm not anymore. I lost a lot of weight after I started playing tennis. Playing tennis three times a week is very good exercise. Now I'm fitter and healthier. The biggest change in my life was becoming much better in English. This is thanks to my English teacher, Mrs. Wong, who gave me an interesting book to read. I enjoyed it so much that I started to read other books. This is the most important change because I am no longer afraid of the English language and I am doing better in my exams. This has made my parents even prouder of me.

SELF CHECK

Purpose	To provide a comprehensive review of key vocabulary and functions presented in the unit.
Teaching Tip	***Something new*** For all the previous activities, Ss were just asked what they used to like or dislike when they were young. This is relative as they could interpret "young" as two years ago. For part 2 of this activity, the instructions are more specific and require Ss to think about what they used to be like when they were in primary school. Encourage Ss to come up with different answers.
Answers	1. 1. in person 2. silent, seldom 3. absent, fail 4. takes pride in / took pride in 5. influence 6. humorous 7. required, interview 8. are proud of / were proud of 2. Suggested answers: • I used to wear smaller-sized clothes. • My hair used to be curly. • I used to watch cartoons. • I used to play hide and seek. • I used to be short.

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Unit 5 What are the shirts made of?

一、教学目标与要求

话　题 **Topic**	中国制造的东西（Things made in China）
功　能 **Functions**	讨论产品用什么制造，在哪儿制造（Talk about what products are made of and where they were made）
语　法 **Grammar**	能正确使用一般现在时的被动语态（Passive voice with present tense） Are your shirts made of cotton? Yes, they are. And they were made in the US. What's the model plane made of? It's made of used wood and glass. How is tea produced? Tea plants are grown on the sides of mountains.
词汇和常用表达 **Words & expressions**	1 能正确使用下列词汇（Curriculum words） chopstick, coin, fork, blouse, silver, glass, cotton, steel, fair, grass, leaf, process, product, France, handbag, boss, Germany, surface, material, traffic, postman, cap, glove, form, balloon, scissors, heat, produce, avoid, complete, local, mobile, everyday, international, its, lively, widely 2 能正确使用下列常用表达（Useful expressions） be known for, no matter 3 能够认读下列词汇（Non-curriculum words） environmental, pack, brand, competitor, clay, celebration, paper cutting, fairy tale, historical, polish
学习策略 **Strategies**	了解常见的文章结构特点——先总体介绍，后细节描述
文化知识 **Culture**	1 了解中国的传统文化元素 2 了解当今世界制造业的格局，看到中国在世界经济竞争中的优势和短处

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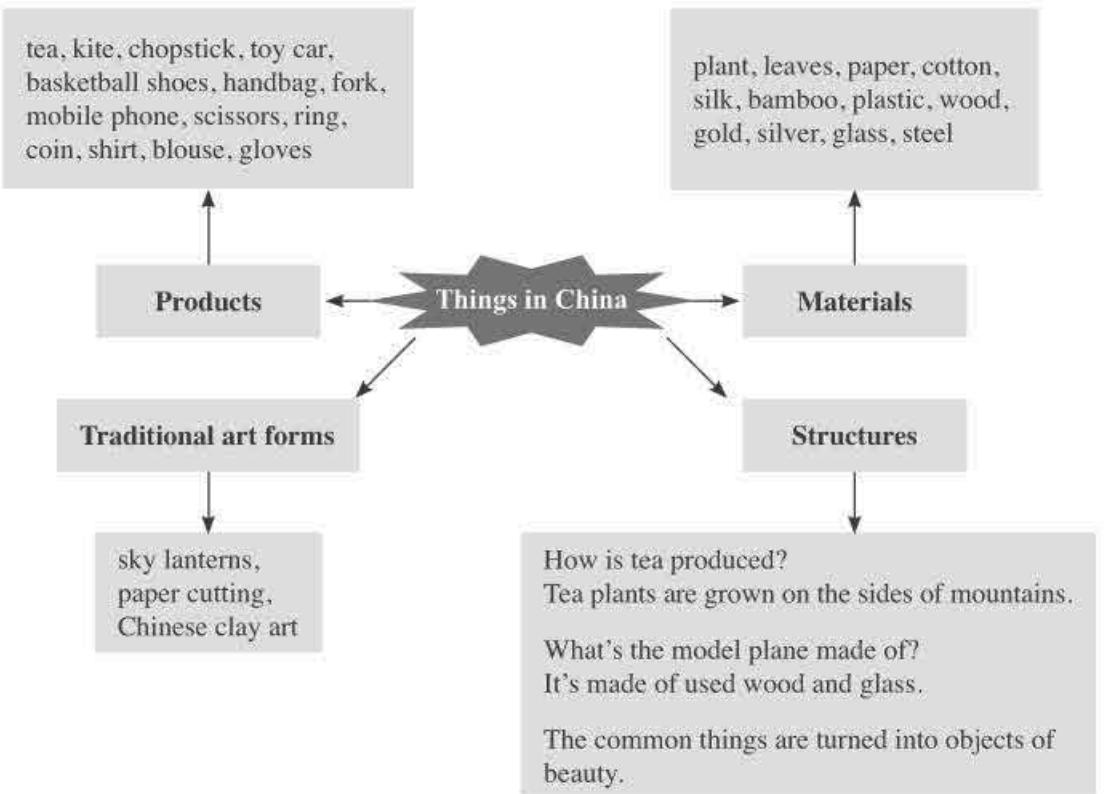
二、话题思维导图



三、内容介绍和教学建议

SECTION A 内容介绍

本单元的主题图呈现的是两个人谈论日常生活用品用什么原材料制造，以及出产地在什么地方。活动1a通过图文导入单元话题What are the shirts made of?呈现本单元要学习并掌握的日常生活用品和制造该用品所需原材料的基本词汇。活动1b通过听力对话将本单元语法——被动语态句型在真实的情景中呈现出来，给学生提供感知新的语言结构的机会。除了呈现语法，该活动还培养学生的选择性注意力（selective attention）——注意产品、原材料和产地这些关键信息。活动1c要求学生对本单元基本词汇和句型进行口头操练，完成最基本的语言输出。

2a–2d通过听和说的方式巩固、深化和拓展本单元话题、语法和句型。2a对话前半部

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分是两个同学讨论学校将要组织的一次参观活动，参观大学生将艺术与科技相结合而制作的作品；对话后半部分讨论两件作品的制作原料，最后切入到再生资源和环保话题，对学生进行潜移默化的人文教育。2a活动训练学生听时先关注所听内容大意——即两人谈论的主要话题。2b培养学生选择性注意力和速记能力。2c是基于前面输入信息的口头输出性训练。2d是一个关于茶叶的对话，呈现被动语态在日常交际场景中的真实运用，加强学生对这一新语法项目的感性认识。

3a–3c是阅读任务链。本篇短文讲述的是一个中国学生在美国的商店找不到美国制造的产品而几乎都是中国制造的事实，同时在文章结尾处指出了我国在世界经济竞争中的不足之处。文中不仅呈现更多的日常生活词汇，还再现了本单元要求学习和掌握的被动语态句型。

Section A部分教学重点是被动语态的结构和用法，教学难点是理解被动语态的功能和意义，不规则动词的过去分词也是另一难点。

SECTION A 教学建议

活动1a–1c

1. 导入话题，处理词汇。本部分生词较多，可以采用多种形式复习以前学过的单词和学习新词。教师可以用实物呈现话题词汇，这需要课前准备，特别是chopsticks, fork, coin, blouse, silver, glass, steel, cotton, silk等词最好有实物展示。

   T: Look here! What is this? Is this a coin? Is this made of paper or metal?

   教师也可以用猜谜语的方式呈现话题词汇：

   T: It is a small, round circle. It is yellow. It is made of gold. I wear it on my finger. Guess what it is! (ring)

   T: They are pairs of thin sticks. They can be made of wood, bamboo, plastic, silver, gold, or steel. They are used for lifting food to your mouth. They are popular in China, Japan and Korea. Guess what they are. (chopsticks)

   教师也可以让学生自己编谜语，这个难度有点大，可以激励基础好的学生挑战自己的能力，也可以在后面复习和综合训练时再作此要求。

   注意：通过实物展示来教学新单词和复习已学单词是一种有效的教学方法。A picture is worth a thousand words.一幅图胜过一千个字。另外，猜谜语学单词也是一种好方法，能给学生更丰富的输入，也能激发学生学习积极性。

2. 导入被动态结构。学生匹配课本1a表格中物品与材质。教师将关键问句板书在黑板上，然后问学生：What are chopsticks made of?提醒学生用完整的句子说出答案，

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如：I think chopsticks are made of wood/gold/silver.

3. 听前准备。听前要求学生明确1b活动要求，可以通过提问帮助学生理解表头文字意义，并把表格板书在黑板上。

T: What products are mentioned in the dialog? Things _____

What materials are mentioned in the dialog? Made of _____

What countries are mentioned here? Made in _____

Things	Made of	Made in

该听力活动可进行分层教学。对于基础薄弱的学生，可以要求他们在听之前尝试匹配，这样学生听时动机更强，可检验自己猜对多少。同时，学生在匹配过程中可熟悉将要听到的单词；对于基础较好的学生，建议他们合上书，根据黑板上的表格边听边做笔记。

4. 第一次播放录音，让学生有整体感受。此次播放录音不停顿，让学生在语流中快速准确地捕捉自己需要的信息，通过此活动培养学生抓主要信息的能力。听完后检查基础薄弱学生是否完成匹配任务，基础好的学生记下多少信息。教师不必马上核对答案。

5. 第二次播放录音，检查1b答案。播放录音时，可适当在关键信息处暂停。核对答案时，要求学生说出完整句子，如：

The shirts are made of cotton. They were made in America.

注意：检查答案时，教师不必急于判断对错，应该让学生积极开口，这个环节是对目标语言进行操练的好机会，尽量让各层次的学生都有机会开口说话。引导学生注意被动语态构成，这个阶段理解句子就可以，暂时不展开讲解，让学生在语法感知阶段多积累感性知识。

6. 第三次播放录音，但这一次需要有停顿，特别是在重点信息处停下来，让学生重复。教师还可以提问题，一方面检查学生的语音语调，一方面强化重点信息。此部分是课堂最重要也是最精彩部分，既要保证学生充分理解对话的内容，又要引起他们对目标语言的重视。此环节是目标语言从呈现到运用的重要节点。这些问题可供教师在第三次播放录音时参考：

- How much did Susan pay for the three shirts? (29 dollars)
- What does Anita feel about the three shirts? (cheap)

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- What are the shirts made of? (cotton)
- Where were they made? (America)
- Where did Susan buy the chopsticks? (Korea)
- How does Anita like the chopsticks? (cool)
- What else does Susan show? (ring)
- Where was the ring made? (Thailand)
- What will Susan do with the ring? (give it to her friend)

7. 听后活动——巩固对话内容。播放第四遍录音，学生跟读，注意模仿语音语调。体会对话双方的情感。然后利用黑板上的表格，让学生两人一组分角色完成1c中的对话。让学生先利用1a中的词汇进行操练，再鼓励他们拓展或自由发挥。要求学生对话时看着对方的眼睛，而不是低头看着书读句子。

活动2a–2c

1. 听前预热活动。让学生读2a活动要求以及提供的六个选项，理解活动要求和选项意思。fair是本部分重点词，可先解释此词：an event at which people or businesses show and sell products，中文意思是“交易会；展销会”，如：a book fair 书市；a trade fair 交易会。此处the art and science fair可译为“艺术和科技交易会”。
2. 第一次播放录音，完成课本2a活动。这个活动检测学生整体理解对话能力，提醒学生勾出Nick和Marcus谈论的主要话题，仅仅谈到某事情但没给出丰富细节，这不能说是话题。
3. 第二次播放录音，完成课本2b活动。播放录音前，先让学生朗读这四个问题，理解其意思，再指导学生从语流中快速准确地识别和捕捉需要的信息，选择性地听取某些细节。对于基础较好的学生，可以建议他们除了记下这几个问题的答案外，还可记下更多有意义的细节。在关键信息处可暂停录音，给学生时间书写答案，听完后核对答案。

注意：核对答案时不要简单地让学生读出要填写的内容，而是要求他们用正确的语音语调朗读每个句子，或者由两个学生一问一答；同时教师可以问：Which sentence or key words give you the answer? 让学生说出听力中的关键句子和关键词。如2b第二个问题，学生说出No后教师还可追问他们：How did you know the answer is “No”? 引导学生说出句子：... all students are invited to attend for free 或关键词for free，这样训练可让学生充分理解对话内容。

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4. 再次播放录音，此次要有停顿，就所听到的内容师生互动，共同构建语言知识。

注意：不提倡教师把每个句子都翻译成中文或用中文解释，而是通过层层提问了解学生掌握信息的情况，通过提问引导学生对某些单词、词组或句型的关注，通过提问“逼迫”学生用某些单词、词组和句型来回答问题，从而使学生从感知目标语言到使用目标语言，培养学生运用语言知识的能力。

以下问题供教师参考，引导学生关注语言点：

- Do we have a notice board in our school?
- What does “notice board” mean? What can you see on the notice board?
- What does the phrase “for free” mean? Is the fair free? (no) Who pays for it?
- Can you say “fair” in another way? (market, exhibition)
- Do you know some other meanings of “fair”?
- Who were the works made by? Were they made by scientists, university students or middle school students?
- Do you know the difference between *be made by*, *be made of*, *be made from*, and *be made in*?

也可补充一些句子，让学生判断正误，检查学生理解情况：

- The art and science fair is just inside the science museum. (F)
- The fair is mainly about planes and paintings. (F)
- All the works at the fair were made by university students. (T)
- The model plane is very big. (T)
- The painting is made of wool and glass. (F)
- The students are asked to pay for the art and science fair. (F)
- The students are interested in environmental protection and recycling. (T)

5. 听后口语活动。学生朗读听力中的对话，注意语音语调。教师注意学生朗读情况，将学生读得不流利的一些重要信息板书在黑板上，然后单独领读。待学生熟悉听力中的对话后，让他们两人一组或四人一组进行问答练习，最后给学生表演对话的机会，让准备充分的小组为全班表演对话。

活动 2d

1. 读前进行话题和词汇准备。教师提问导入话题：What do you know about tea? How many kinds of tea do you know of? What place is famous for Tieguanyin/Longjing tea? 点多名学生回答，参与讨论。

这个对话有几个生词，有些生词会对学生理解这个对话造成困难。对于关键生词

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如produce和process，建议教师在学生读对话前进行处理。教师设置语境帮助学生理解或猜测单词，以下问题供教师参考：

- Tea is produced in China. What does "produce" mean? (grow and make)
- The "Red Flag" car is produced in China. What does "produce" here mean? (make)
- How can you change fresh fruit into dry fruit? (It must be processed.)
- How can you turn wheat into flour? (It should be processed.)

2. 读对话，理解对话。让学生快速读对话，教师可设计几个问题检测学生是否理解对话大意：
   - What's the topic of the conversation?
   - Which places are known for their tea?
   - Do people from other countries drink tea?
3. 关注被动语态结构。把对话中含有被动语态的句子写在黑板上，并让学生说出过去分词的原形动词，板书在句子旁。让学生关注被动语态的用法，归纳被动语态结构。例如：

produce	Where is tea produced in China?
produce	How is tea produced?
know	Anxi and Hangzhou are widely known for their tea.
grow	... Tea plants are grown on the sides of mountains.
pick	Tea leaves are picked by hand.
send	Tea leaves are sent for processing.
pack	The tea is packed.
send	The packed tea is sent to different places.

4. 关注细节，巩固对话内容。因被动语态是本单元的重点，也是难点。教师可用被动语态句子提问，多创造机会让学生感知其用法和意义。可以是一般疑问句，或选择疑问句，对于基础好的学生可用wh-疑问句：
   - Is tea produced in Anxi and Hangzhou?
   - Which city is well-known for its tea?
   - Where is tea grown?
   - Is tea grown in your hometown?
   - How are tea leaves picked?
   - Do tea leaves need to be processed?
   - What needs to be done after tea leaves are processed?
   - Where is tea sent?
   - Why is tea drunk all over the world?

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注意：这种训练既巩固了对话内容，又让学生关注被动语态结构。被动语态对于中国学生来说是难点。他们不是忘了be动词，就是遗漏动词后面的ed，特别是不规则动词的过去分词，学生更是容易忘记。有时他们即使听懂了对话，但运用意识很淡薄。因此，教师必须创设各种不同的语境进行操练。

5. 检查学生对于对话内容的理解情况，并解决学生理解上的疑难问题。
6. 先让学生结对朗读对话，然后让几对学生上台表演对话。保留黑板先前板书的几个关键动词和被动语态句子，可以给学生提示。

活动3a–3c

1. 读前预测。教师将课文标题板书在黑板上：

   The Difficult Search for American Products in the US

   教师提几个问题引导学生进行预测：

   - Where is the tourist?
   - Does he want to buy Chinese products or American products?
   - Is it easy for him to buy American products? Why?

   然后让学生看图，讨论图中的美国国旗上标有MADE IN CHINA意味着什么。学生根据课文插图和标题预测文章内容，形成阅读期待。每个学生可以用一句话写下自己对文章大意的预测。
2. 快读，找关键信息。按3a要求快速略读课文，找到关键信息并快速回答问题。要求学生一找到答案就举手示意，教师注意观察学生所用的时间。大部分学生举手后，教师可以请学生回答以下两个问题，并了解学生读前预测文章大意是否准确。

   What two things did Kang Jian want to buy in America?

   Where were they made?
3. 细读，找具体细节。先让学生朗读3b问题，理解问题。要求学生默读课文，并在课文中标出回答问题的句子，完成3b练习。前四个问题可以直接在文章中找到答案，要求学生大声朗读出来。最后一个问题属于开放式问题，要求学生用自己的语言精心组织答案。在问与答推进的过程中，教师要适时指导学生根据上下文猜测生词意思，如products, brand, handbag, mobile, local等。
4. 教师通过提问与学生互动来总结文章内容：

   - Which is the most important key word in the title? (difficult)
   - Why do you think so? (The passage is about how difficult Kang Jian's search for products made in America was.)
5. 关注代词指代。代词指代比较重要，但容易被学生忽略。代词可指代某个词，也

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可指代某个短语、句子或某个段落。提醒学生一定要根据上下文判断代词指代功能。此处，教师可让学生先找出含有代词的句子，将句子板书在黑板上，然后和学生分析代词用法。如：

- He found it interesting that so many products in the local shops were made in China.
- Kang Jian thinks it's great that China is so good at making these everyday things.

这两个句子中的it分别用作形式宾语和形式主语，真正的宾语和主语是句子后面的that从句。英语句子使用这些结构是为了避免句子头重脚轻，使句子结构更平衡。

■ 拓展活动：产品推广广告设计比赛

活动目的：帮助学生巩固和掌握目标语言，特别是产品原材料和产品用途的词汇和句型。

材料准备：纸和水彩笔

活动步骤：1. 教师在黑板上写下 stamp，fork，blouse，ring四件产品名称。

2. 每个小组自领一件产品，或者由教师分别指定一件产品给小组。

3. 要求每两个人完成一件产品推广广告的设计，有图，有文字说明。

4. 图文都需突出产品的特色、产地、用途和优于其他同类产品的地方。

5. 开一个小型产品说明会，然后把设计的图纸挂在教室的墙上，由全班同学投票选出最佳设计，给予奖励。

语法内容介绍和教学建议

Grammar Focus整理了本单元被动语态的一般现在时用法，包括陈述句、一般疑问句、特殊疑问句及回答。4a活动突出重点，即被动态的构成be+done，这一练习既关注语言形式，也关注被动语态的表意功能。4b活动是将主动语态改为被动语态，旨在突破难点，让学生比较两种语态不同结构和表意功能。4c以对话的形式重现本单元所学的语言知识，让学生通过阅读和口头操练巩固所学语言，并将其转变成语言运用能力。

这个单元的语法难点是被动语态的结构及其表意功能。其结构涉及的不规则动词的过去分词也是难点之一。

语法部分具体教学建议如下：

1. 呈现语料。让学生找出Section A部分包含被动语态的句子，教师板书在黑板上，如：
   - Tea is produced in many areas in China.
   - Anxi and Hangzhou are widely known for their tea.

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- The leaves are picked by hand.
- The tea is packed and sent to many different countries.

2. 找规律。教师要求学生观察黑板上和Grammar Focus中的例句，两人一组讨论，总结这些句子有什么规律。教师可提出问题让学生思考：被动语态结构有什么规律？被动语态句子中主语是动作的执行者还是承受者？随后，师生一同归纳：被动语态由助动词be+动词的过去分词构成，句子中主语是动作的承受者。
3. 深入探究。教师可将黑板上被动语态的句子改为主动语态，让学生比较两种语态区别，并提问让学生思考：我们在什么样的情况下用被动语态？这个问题可能有点大，学生可能不知道怎么回答，可再问细致一点的问题：我们知不知道具体是谁做的衬衫，谁做的飞机模型，谁种的茶？在这样的语境下有没有必要去知道"谁"做了这些事情？层层提问后和学生得出结论：当动作的承受者比动作的执行者更重要的时候，或当我们不知道动作的执行者的时候，常用被动语态。被动语态有其文体特征，它一般用于正式文体。

活动4a

1. 学生笔头快速完成填空练习，做完的学生马上举手示意，教师记录学生完成练习的时间，对快速答题的学生给予表扬。这是训练学生快速寻找信息然后快速做题能力，也是对学生学习过程进行评价的一部分。
2. 要求学生大声读出完整的句子，这样既核对答案，同时又检查其语音语调是否准确自然。
3. 比较两种语态。让学生说出第三小题问句和第五小题句子的主动语态，教师板书在黑板上，让学生说出这两种语态在结构和功能上的区别。

What language is spoken in Germany?（被动语态，强调动作的承受者language）
What language do people speak in Germany?（主动语态，强调动作的执行者people）

The classroom is cleaned by the students every day.（被动语态，强调动作的承受者the classroom）
The students clean the classroom every day.（主动语态，强调动作的执行者the students）

活动4b

1. 在规定的时间内，让学生按要求改写句子，然后让他们大声朗读主动与被动语态的两个句子，核对答案。
2. 提问让学生思考：被动语态的句子中谓语动词是及物动词还是不及物动词？为什么？先让学生观察后讨论，然后和学生一起总结：用于被动语态的谓语动词是及物动词，因为被动语态句子中主语是动作的承受者，在主动态中就是动词的宾语。

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活动4c

1. 教师示范：

What's this?	Ss: It's a ...
What's it made of?	Ss: It's made of ...
Where was it made?	Ss: It was made in ...
What is it used for?	Ss: It's used for ...

2. 建议学生用实物进行操练，然后让几组学生在全班面前展示他们的对话。

注意：这一任务可让学生在真实生活中运用目标语言。我们可以用教室里看得见的学习用品或学生身上穿的衣服等，讨论这些物品制作原材料、生产地或用途等。这些讨论会自然用到被动语态的各种句子。语法结构要在以交际为目的的不同语境中反复操练和运用才有意义。

SECTION B 内容介绍

Section B进一步巩固和加深了本单元的话题内容(Things made in China)——重点介绍中国传统文化中具有代表性的风筝、孔明灯、剪纸和泥塑等，通过介绍传统的中国文化元素，了解与中国传统文化艺术有关的风俗习惯和文化背景，同时引导学生用英语正确表达中国的传统艺术和相关名称，进一步巩固本单元的目标语言结构——被动语态。

1a活动对单元话题进一步拓展，熟悉的话题为学生提供了更丰富的表达空间，让学生有话可说。如他们可谈论：What does a kite look like? What is a kite used for? What is the best time for flying a kite? What kind of weather is good for flying a kite?等，这些话题非常贴近学生生活，他们乐意向别人介绍自己了解的有关风筝的话题。通过听前准备，进一步巩固和内化本单元所学的被动语态和有关制造原材料的词汇。1b–1d是三个不同的听力活动，焦点各不一样。1b活动检测学生对听力内容的整体理解。1c和1d活动检测细节信息。1e是对前面听力内容进行口语输出的活动。

2a–2e活动是本单元阅读版块，旨在培养学生阅读能力，同时介绍最具中国特色的传统艺术如孔明灯、剪纸和泥塑，包括它们的制作工艺、制作原料和象征意义等。这篇文章可以拓宽学生的知识面和提升民族自豪感，对学生跨文化交际意识和能力的培养也有潜移默化的作用。这篇文章还渗透了一个重要的阅读策略，即让学生了解文章结构的特点之一——先总体介绍，后细节描述。2a的读前活动让学生谈论中国传统文化艺术。2b活动要求学生先快速寻读(scanning)，找到表格中的信息，即文中所提到的传统艺术形式和制作所需原材料。2c活动指导学生关注文章细节，帮助他们加深对文章的理解。2d活动训练文章中出现的重要短语，特别是动词短语。2e活动是开放性的读后讨论：哪种艺术形式最简单？哪种形式最难？为什么？自己喜欢什么样的艺术形式？为什么？这种讨论可以

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加深学生对中国传统艺术的了解和欣赏，也为后面的写作做铺垫和语言储备。

3a–3b活动都属于阅读后的写作综合活动。3a活动利用阅读材料输入的信息，通过提问和回答的方式让学生介绍自己家乡的特产、食物或艺术品。3b要求学生在3a的基础上进行写的训练，教材提供了写作支架，降低了难度。

在Section B的教学中，如何逐步培养学生运用所学词汇和被动语态简单介绍某一个东西的特点，如制造材料、产地、用途或象征意义等，这是本部分教学重点。被动语态的用法和功能是教学难点。

SECTION B 教学建议

活动1a–1e

1. 听前预热。让学生看图片，教师提问：Are they bees? Are they flies? Is this a butterfly? 这些一般疑问句可以帮助学生回忆学过的单词。教师继续提问导入话题：What are they? What materials are they made of? 先让学生在书上写下制造风筝所需要的原材料：paper，silk，plastic，bamboo，thread，glue等等，也可以让学生写到黑板上，鼓励学生说出更多表达原材料的名词。然后让学生猜What material are the kites in the picture made of? 教师要求学生用完整的句子回答，可以先让基础好的学生回答，这样更具示范性，既复习了单词，也运用了所学到的被动语态句型。
2. 听前预测。听前让学生读并理解1b–1c活动要求，提问让学生思考，引导学生进行预测：要想知道what Zheng Yun did on his vacation，我们预测对方可能会问What did you do ...? What happened ...? What took place ...? 等问题。要想知道what Zheng Yun thinks about Weifang，我们预测对方可能会问这些问题：How is ...? How do you find ...? How do you like ...? What is ... like? 让学生预测可能会听到的问题和回答，并用铅笔预选答案。预测活动可以激发学生好奇心，加强听的动机，学生会听得更认真。
3. 播放第一遍录音，完成活动1b。连贯地播放第一遍录音，让学生回答问题。至少问三位同学，教师暂时不给答案。
   - What is Laura trying to find out more about?
   - Does Zheng Yun tell Laura about a kite festival or how to make a kite? Why did you choose that answer?
4. 播放第二遍录音，完成1c活动。播放录音前，提醒学生注意听后找出与1c活动句子意思相近的句子。有的句子很容易被找到，如与went on a vacation to Weifang意思相近的句子是I went to Weifang in Shandong. 与wants to learn to fly a kite意思相近的句子是I think I want to learn to fly a kite. 但不太容易找到与其余三个句子意思相近的句子，需要学生进行推断。如：

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What happens at the festival?

(Laura wants to know more about the kite festival.)

There are also competitions for the best kites.

(Zheng Yun saw many different kinds of kites at the festival.)

I never thought that something as simple as kite flying could be so exciting.

(Laura didn't know that kite flying could be so exciting.)

5. 播放第三遍录音，完成1d活动。同样要求学生关注该活动第2，3句在听力原文中的表达，并让学生复述听力中的原句，以作比较：

There is an international kite festival there every April.

(The international kite festival is held in April every year.)

People from all over the world compete in kite flying.

(The competitors at the festival are from all over the world.)

注意：这种活动可让学生注意到一义多种表达法现象，即同一个意思可以有不同的表达方式。用不同表述来表达同一或相似意思是语言学习能力强的表现之一。

6. 听后会话活动。可以进行分层教学。对于基础好的学生，可以让他们分组自由讨论。讨论前教师可在黑板上给出关键词：vacation, Weifang, famous for, kite festival, best, painted, drawing等。对于基础差的学生，可能需要教师的帮助和引导，此时教师可以提一些一般疑问句或选择疑问句过渡一下，化解他们的难度。以下问题供教师参考：

- Where did you go on vacation? Did you go to Weifang? Is Weifang in Shandong?
- What is Weifang famous for? Is it famous for kites or bikes?
- What did you see there? Did you see many kinds of kites?
- What happened at the festival? Did people compete in kite flying?
- What are the kites made of? Are they made of silk or paper?

7. 表演对话。基础好的学生可以表演自己编的对话。基础薄弱的学生就教师所提问题进行问答即可。

活动2a–2e

1. 读前讨论活动。教师提问：What kind of folk or traditional art do you know? Do you do any of them? 自然导入本课主题词汇sky lanterns, paper cuttings和clay等。

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注意：读前围绕阅读主题提问，可以激活学生的背景知识，也可以处理会造成理解障碍的生词，同时还可以复习学过的单词和词组，提高单词的复现率。

2. 读前预测。让学生看标题和插图，教师提问引导学生预测：What common things are mentioned in the passage? How many traditional art forms are mentioned? What are they?
3. 快读，验证预测，并让学生关注文章结构特点。可问学生：Which part gives the general introduction? (paragraph 1) Where can you find specific details? (paragraphs 2-4) 学生快速阅读文章，回答上面的问题。
4. 寻读，巩固文章重要内容。学生先填写2b活动表格，填完表格后，教师可提问让学生思考后回答，通过问答巩固文章主要内容。
   - What are the common things?
   - What are the objects of beauty?
   - What are the objects thought of as symbols of?

   教师在黑板上可用表格呈现：

Common things	Objects of beauty	Symbols of
bamboo	sky lanterns	happiness and good wishes
paper	paper cutting	wishes for good luck and a happy new year
clay	Chinese clay art	love for life and beauty

5. 再次阅读，获取更多细节。让学生寻找2c中所需要的特定信息，教师适时处理生词和句子结构。如果学生回答有错，让其他学生对照原文指出错误，予以纠正。
6. 构建思维导图。教师提出一些有关细节的问题，先提字面理解层面的问题，帮助学生理解词汇、语法、长句和难句，然后逐步过渡到推断性理解问题或评价性理解的问题。以下问题供教师参考：
   - Who first used sky lanterns? (Zhuge Kongming)
   - What were they used for in the past? (asking for help)
   - When are they used now? (at festivals and other celebrations)
   - What are they made of? (bamboo and paper)
   - What are they regarded as? (bright symbols of happiness and good wishes)

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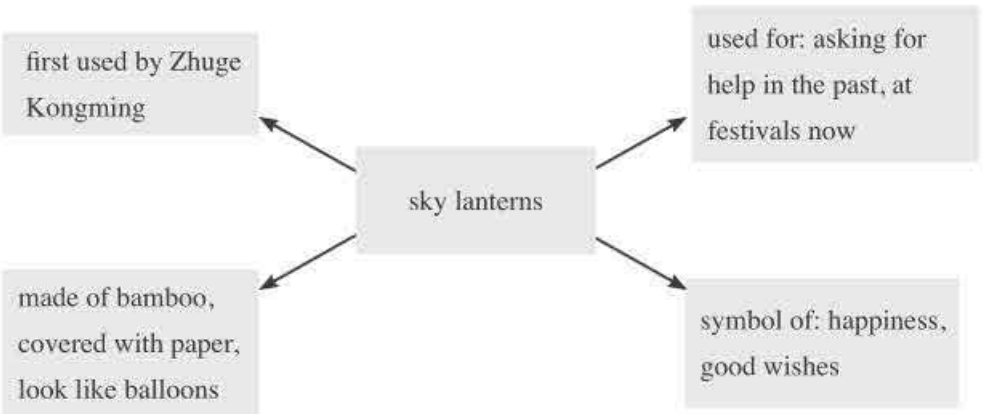
教师提问与学生互动，同时在黑板上板书有关sky lantern的思维导图：



教师可让学生试着画另外两个民间艺术品的思维导图，然后让学生根据思维导图给全班同学介绍其中一个艺术品，也可将该活动留为家庭作业。

7. 关注语言。2d活动帮助学生巩固学习文章中出现的重要短语。可以要求学生先不看所给的词组，根据阅读后的记忆来完成填空，这样可以锻炼学生的记忆和思维，也是对猜词能力的一种培养。然后学生大声朗读句子核对答案。答案如有不同，学生可以引用原文中的句子进行讨论。
8. 口语训练。活动2e是开放式口语训练，是给学生表达自己思想和看法的机会。教师可以根据班级情况分小组讨论，也可以由教师先分层提问，给大家示范。给学生充足讨论时间，然后选择部分学生就其中某一个问题陈述自己的看法，其他同学点评，有能力的学生也可以辩论，各自发表不同看法。

活动3a–3b

1. 写作前思考问题。教师通过问题Can you think of the most famous or special thing in your hometown?引导学生说出家乡的某个特色产品，如某种食物、艺术品或玩具等。然后，教师利用3a中的问题引导学生思考：
   - What is the name of the product?
   - Is it made of/from wood/paper/gold/silver/cotton/silk/glass/plastic/steel?
   - Where is it made?
   - What is it used for?
   - What is it known for?
   - Why is it special?
2. 写作前讨论。学生先独自写下这些问题的简要答案，然后再与同伴进行讨论，互帮互助，尽可能增加更多细节内容。

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3. 第一次试写。学生利用3b活动提供的关键句子和前面记下的关键信息进行第一次写作。写完后自己检查句子结构是否正确，句子开头第一个字母是否大写，是否正确使用标点符号。
4. 第二次改写。同伴互助，互相指出文章中不合适或错误的地方，如语句是否通顺，是否合乎逻辑，句子和标点是否正确等。学生根据同伴意见进行改写。

■ **拓展活动：猜猜看**

活动目的：在愉快的氛围中学习和巩固更多的单词和句型。

活动要求：尽量全员参加，重在参与，不惧失误。

活动过程：(A方案)

1. 学生A在手心写下一件物品的英文，例如：ruler，让学生B站起来猜手心写的是什么东西。
2. 学生可以问三个问题(只能问三个)，学生A必须如实回答，然后学生B根据提问获得的信息猜出这个东西。
3. 参考问题：

Is it used at school or at home?	Is it popular with young men?
What is it made of?	What color is it?
What is it used for?	Can I see it here?
What does it look like?	Where is it made?

活动过程：(B方案)

1. 学生在纸条上写下一段话，描述一个东西：
   It's a long, narrow, flat thing. It is made of plastic or wood. The color can be different. We use it for drawing straight lines. (ruler)
2. 将纸条交给教师，全部交齐后，由某一个同学从中抽出一张，念完后点一个同学猜。
3. 在猜之前，这位同学可以提一个自己认为对判断有用的问题，例如：Can I see it in your pencil box?
4. 判断正确的同学继续猜下面的东西，判断错误的同学出局换人。坚持最久的人胜出，或者连续猜对五样东西的人有奖。

SELF CHECK 内容介绍和教学建议

这一部分主要检测学生对某产品制造原材料和产地的表述，帮助学生进一步巩固本单元所学的一般现在时被动语态。教师需结合本部分的练习，帮助学生总结、归纳和拓展所

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学的词汇和语法知识，在完成活动的同时回顾和复习本单元语言知识，增强运用能力。

活动1–2

1. 教师先用Section A活动1a中的词汇编一个小谜语：It is a small circle. It is made of gold or silver. I wear it on my finger. What is it? (a ring)
2. 完成本部分第一个活动。每位同学完成的情况是不一样的，教师可以要求学生尽可能多列当地特产或艺术品，这样就可以复习更多的单词。
3. 写句子。让学生从上表中挑出几件东西写完整句子。如：
   This shirt is made of cotton.
   This shirt was made in China.

活动3

1. 学生用动词的适当形式填空。在填空前，先让学生回忆被动语态结构构成，即：助动词be + 及物动词的过去分词，然后学生填空并核对答案。

   注意：本单元的Self Check部分渗透了对语言学习内容进行归类和小结的学习策略。教师不要为了抢时间，快速对完答案结束，而应该在教学中一步步引导学生观察、对比后得出结论，逐步培养这种理性分析问题能力和理解能力。磨刀不误砍柴工，教师应注意培养学生终身学习的能力。

2. 巩固被动语态所表达的功能和意义。让学生说出这几个被动语态句子相对应的主动语态句子，如：
   1) People make cheese with milk.
   2) The school/Somebody invited parents and students to the school concert last night.
   3) The staff close the underground parking lot at midnight every day.
   4) There is a lot of research on how people learn languages.
   5) Somebody showed some classic films at that cinema last week.
   让学生对照这两种语态句子，思考以下问题：
   - 两种语态区别是什么？
   - 这些句子用哪种语态更好些？为什么？

   再一次和学生一起总结被动语态结构所表达的功能和意义：
   - 语态表示主语和谓语之间的关系。主动语态句子中主语是动作的执行者，被动语态句子中主语是动作的承受者。
   - 当我们不知道动作的执行者是谁时（如第2、3、5句），或当我们不必知道动作的执行者时（如第1、4句），或我们强调动作的承受者时，一般用被动语态。

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四、课文注释

1. What are the shirts made of? 这些衬衫是用什么（材质）做的？

英语be made of ...是一种句式结构，表示“由……而制作”，有时还写作be made out of ...。与之形式结构类似的还有be made from ...和be made up of ...，人们常将其混淆，应当注意区别：

1）be made of和be made from均用于陈述制作品的原材料，区别在于当制成品仍看得出原材料，其结构在制作中并未改变时，应使用made of结构。例如：

a table made of wood木头制作的桌子

The bridge is made of steel. 这座大桥是用钢建造的。

当原材料在制作过程中完全改变，制成品不再易于识别原材料时，应使用made from结构。例如：

Paper is made from wood. 纸张是用木头制成的。

The steel is made from iron. 钢是由铁炼成的。

值得注意的是，当代用法下语料库及词典中也可检索出一些两者互为通用的例子。例如：

This box is made from recycled paper.此盒由再生纸制作。

Butter is made out of/from milk. 黄油是用奶制的。

2）be made up of结构则表示“由……组成、构成”。例如：

a book made up of ten chapters一本由十个章节构成的书

The committee is made up of representatives from every state. 议会由来自各州的代表组成。

2. the art and science fair 艺术及科技博览会

此处名词fair为“商品展览会；商品交易会”。如China's Spring/Autumn Export Commodities Fair（中国春季／秋季出口商品交易会），the Frankfurt Book Fair（法兰克福图书博览会）等。

在美国，fair更多地表现为“集市”之意。如a country fair（乡村集市）和to go to the fair（去赶集）。

由此可见fair是一种具有交易性质的活动，即可在室内举行，但更多时候为露天户外活动。因此，fair的具体中文释义往往受与之搭配词语的影响，如a job/career fair是“就业供需洽谈会”；an antiques fair则是“古玩集市”；a trade fair系“新产品交易会”；a world fair可译作“世界博览会”；a charity fair为“慈善义卖会”等等。

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3. **Paper cutting has been around for over 1,500 years.** 剪纸已经有1500多年的历史。

1）此处cutting是名词，并非动名词。paper cutting为一个合成名词，表示“剪纸艺术”，而不是由paper和cutting构成的一个名词性短语。再如drink driving（酒驾）、drunk driving（醉驾；酒驾）、apple picking（苹果采摘；摘苹果）、language teaching（语言教学）、finger reading（指读，幼儿用手指指着文字进行阅读的方式）、braille reading（盲文阅读）、scuba diving（浅海潜水；水肺潜水）等均为如此。

2）have been around是英语非正式用法下的一种语言表述结构，此处表达“存在；相传承”之意。再如：

Mobile phones have been around for quite a time. 手机已经有相当一段时间了。

They have been around, practically unchanged, for at least 200 million years. 它们在那里，几乎毫无改变，已经有两亿年的光景了。

除此之外，have been around结构还可用来表达一个人久居某地，或已有丰富经验和经历来处理问题。例如：

You could tell this guy had been around a bit by the way he talked. 你从这个人的说话方式上便可得知他来此地已有相当一段日子了。

五、文化注释

1. 茶与中国

中国是世界茶树的原产地之一，是世界茶叶及饮茶大国。我国最早发现并利用茶这种植物，建立起一种特有的茶饮文化，并逐步地传播到周边国家乃至整个世界，这是中华民族对人类文化及文明的一大贡献。如今，茶与咖啡、可可一起被列为世界三大无酒精饮品，饮用人数、影响力及其保健药用价值均居于榜首。

中国饮茶文化起源于上古时期。悠悠五千年前，“神农尝百草，日遇七十二毒，得茶而解之”。此处“荼”即为古时“茶”字的写法。到了唐代，由于茶的种植和利用日渐增多，才省去一笔，使用“茶”字至今。

茶是茶树或茶树新梢芽叶加工品的统称。茶树为山茶科，属多年生常绿木本植物。最初，茶叶作为饮料是摘鲜叶煮饮，到南北朝时开始把鲜叶加工成茶饼煮饮。唐宋时代通行煮茶；宋元以后，改煮茶为泡茶；明清则盛行泡茶，尤以盖碗茶最受欢迎。

六安瓜片、西湖龙井、洞庭碧螺春、黄山毛峰、武夷乌龙（又称“武夷岩茶”“大红袍茶”）等既是我国名茶，也有着极高的国际声誉。

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2. 中国元素：风筝；天灯；剪纸；泥塑和泥人

1）风筝（kites）

我国最典型的民间玩具之一，集观赏、娱乐、竞技、健身等多种功能于一身，又与民俗、节令、科技、历史等联系紧密，充分地反映了民间玩具的丰富内涵。风筝源于春秋，普及于宋代，鼎盛于明清，至今已2,000余年。从唐宋开始，中国风筝开始向世界流传，先是朝鲜、日本、马来西亚等亚洲国家，大约在14世纪传入欧洲，被视为是世界上“最早的飞行器”，对后来的滑翔机和飞机的发明起到了重要的作用。

我国大江南北均有风筝制作中心，北京、天津、山东潍坊、江苏扬州、四川成都等地是较为著名的风筝产地。

2）天灯（sky lanterns）

一种利用热气原理制成的纸灯笼。灯笼底部装有可燃烧物质(燃料)，通过燃烧使灯笼内部空气温度升高，排出其中的空气，使其自身重力减小，这时外部空气对它形成托举，将其推举升空。

我国民间更多地将天灯称作“孔明灯”，相传由三国时期诸葛亮所发明。当时诸葛亮被司马懿大军围困于平阳城，急需外援。于是诸葛亮制成会飘浮的纸灯笼，将求救函文书于其上，借风势放飞，后经援助脱险。后世便将这种灯笼称为“孔明灯”。

如今，人们放飞孔明灯则多作祈福、娱乐之用。祈福者会将祈福许愿系于天灯之上，或在天灯的纸上亲手写下祝福及许愿，然后放飞祈福。故此天灯又有“许愿灯”之美称。

3）剪纸（paper cutting）

我国传统民间工艺之一，通过剪、刻、撕等艺术加工手法，利用剪刀、刻刀等工具将纸张剪、刻成人物、花草鸟兽、山水风景等形象，既富装饰情趣又有浓郁的民俗特色。中国剪纸艺术是铁器工具和造纸术发明之后的产物，形成于汉魏时代，宋代造纸业成熟，纸品名目繁多，为剪纸的普及与品种的丰富提供了条件。明、清时期剪纸工艺走向成熟，进入鼎盛时期。剪纸除用于工艺装饰外，民间人们常用来装饰家居，美化居家环境，如窗花、柜花、喜花等等，这一习俗流传至今。

4）泥塑和泥人（Chinese clay art and figures）

一种民间工艺，指用黏土塑造的人像以及其他工艺品、玩具等。泥塑在我国有悠久的历史。传说是在孩子们用泥巴捏制小动物做玩具的基础上，逐步发展而成的民间手工技艺。中国著名的民间泥塑大致可分为泥人、泥玩具，以及彩泥偶等。无锡惠山泥人、北京泥玩具和陕西彩泥偶是我国泥塑艺术领域的重要代表。

我国著名的天津“泥人张”泥塑已成几代相传的绝活。无锡惠山的“大阿福”是人见人爱的泥娃娃，世界闻名。泥人的形象取材于民间，多为戏曲人物、故事人物或佛像、神仙、小胖孩等。

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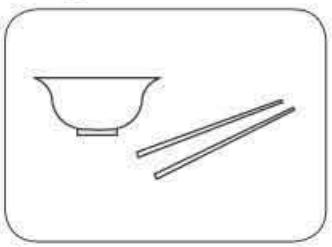
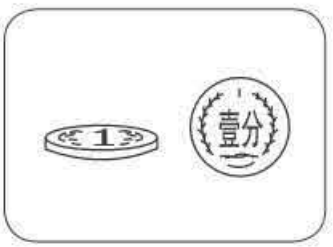
六、教学简笔画

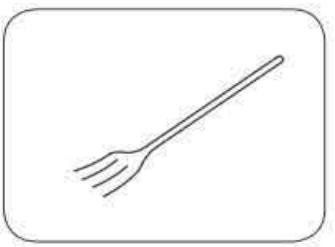
1. chopsticks



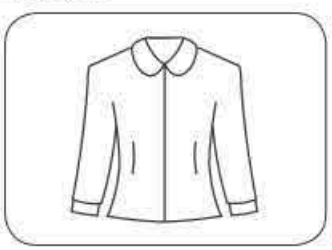
2. coin



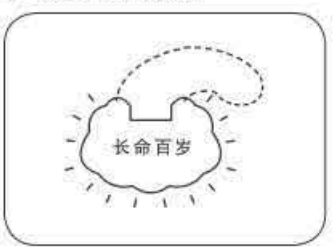
3. fork



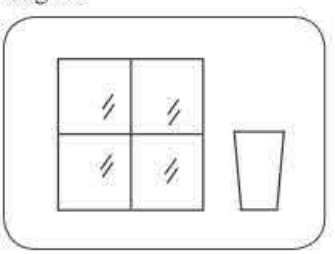
4. blouse



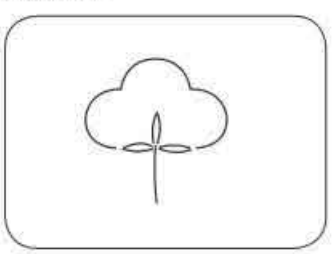
5. made of silver



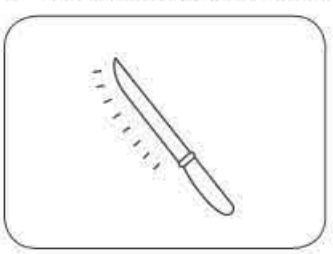
6. glass



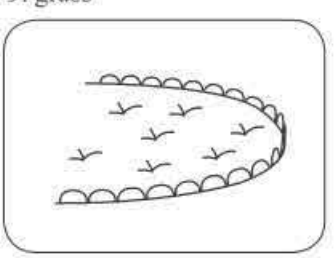
7. cotton



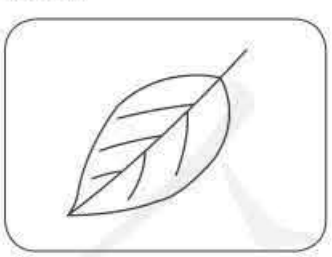
8. The knife is made of steel.



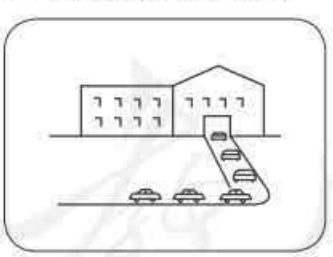
9. grass



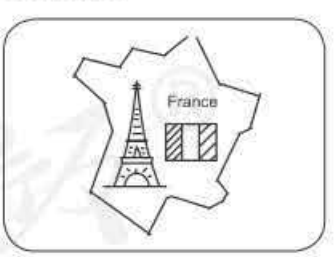
10. leaf



11. produce cars, product



12. France



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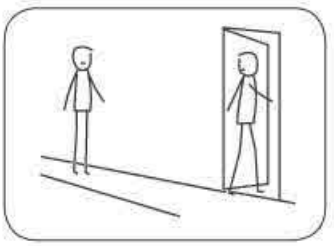
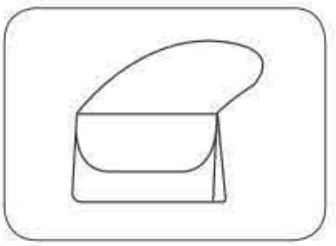
13. local newspaper



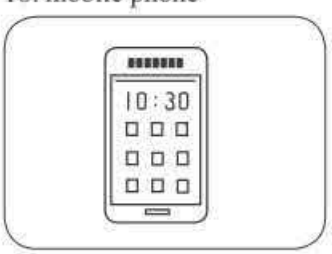
14. avoid meeting him



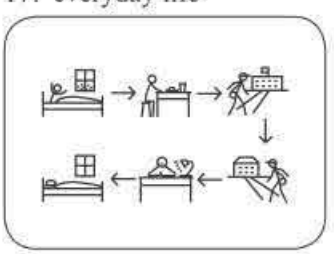
15. handbag



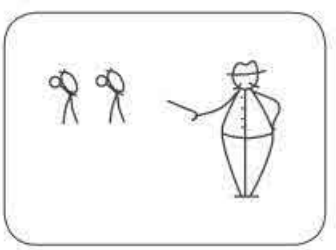
16. mobile phone



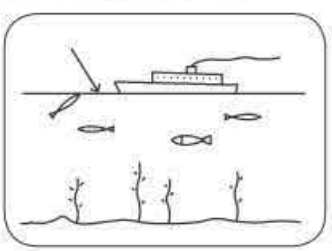
17. everyday life



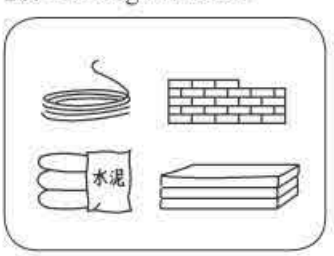
18. boss



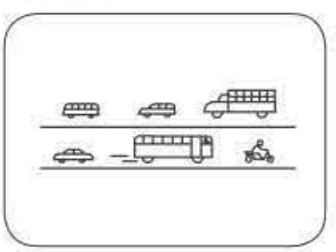
19. surface of the sea



20. building materials



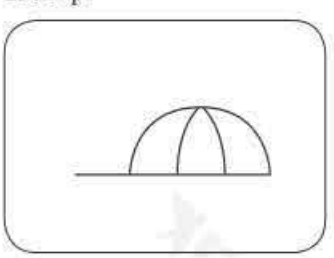
21. traffic



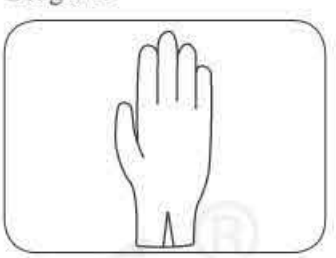
22. postman



23. cap



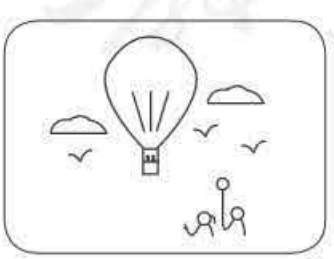
24. glove



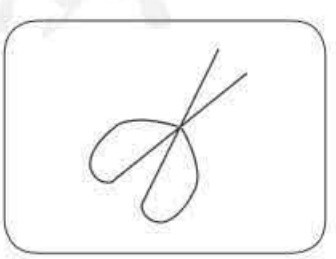
25. an international organization



26. balloon



27. scissors



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Unit 5 What are the shirts made of?

SECTION A

1a

Purpose	To introduce Ss to the unit goal: talk about what products are made of and where they were made. To set the scene, increase Ss' vocabulary and introduce the target language.
Picture	The picture shows a living room scene. There is a sofa with two cushions on it. In front of the sofa is a big table. On the big table, there is a bowl and two pairs of chopsticks. On the side table, there is a lamp. There are curtains in the background. The focus is on two girls sitting on the sofa. The girl on the left has a box on her lap. The girl on the right is holding a ring. The two girls are talking about this ring. They are talking about how the ring looks, what it is made of and where it was made.
Culture Focus	***Being polite*** In the picture, the girl on the left is asking the other girl what she thinks of the ring she has. The other girl says that it is quite pretty. In many cultures, such a question usually calls for a polite and tactful answer. When someone asks us if something they have is nice, it is polite to pay a compliment and say that it is nice/pretty/good/interesting, etc. Even if we do not think it is very nice, it is polite to say something positive, like "It suits you", "It's brightly colored", etc. Criticizing the object is usually considered an impolite thing to do, unless we know the person really well and we know for sure that the person wants to hear an honest or truthful answer which may not necessarily be positive.
Optional Approach	***What are the other things made of?*** The T may want to extend the activity by asking Ss to identify other objects in the picture and say what they are made of. Examples: • sofa – fabric (e.g. cotton), leather • curtains – cotton

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Optional Approach	• table – wood • lamp – metal, fabric • cushion – cotton • box – paper • bowl – porcelain
Answers	1. a, c 2. f 3. b, c 4. d 5. a, c 6. e

1b

Purpose	To help Ss recognize the target language in natural speech.
Culture Focus	***Made in ...*** People sometimes show cultural bias in the way they judge the quality of products on the market. There is often a tendency to think that things that are made in other countries and imported are better than things made locally. With improved skills and technology all over the world, this is no longer necessarily so. Therefore, the quality of things should be judged in its own right and not judged based on the countries of origin.
Answers	• shirts – cotton – America • chopsticks – steel – Korea • ring – silver – Thailand

1c

Purpose	To give Ss guided practice in using the target language in everyday conversations.
Teaching Tip	***Using the simple present and simple past*** The T may want to draw Ss' attention to the different tenses used to talk about what a product is made of and where it was made. **Note:** The Simple Present is used to say what a product is made of. This is because when we say what a product is made of, we are describing the current state of the product. e.g. The ring *is* made of silver. The chopsticks *are* made of steel. The Simple Past is used to talk about where a product was made. This is because the process of making the product has been completed. e.g. The ring *was* made in Thailand. The chopsticks *were* made in Korea.

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2a

Purpose	To provide Ss with practice in listening for the main topic of a conversation.
Teaching Tip	***Identifying the main topic*** At the start of the activity, the T may want to emphasize to Ss that they are to check only the main topic, not check everything that is mentioned. **Note:** • To *mention* something is to refer to it without giving details. • To *talk about* something is to talk in detail about that thing.
Answers	Checked: the art and science fair

2b

Purpose	To provide Ss with practice in listening for specific details.
Answers	1. (Just) outside the science museum. 2. No. (Their school is paying for it.) 3. Used wood and glass. 4. Grass, leaves and flowers.

2c

Purpose	To give Ss practice in using the target language in everyday speech.
Optional Approach	***Personal experiences*** To add on to the activity, the T may want to ask Ss to make conversations about similar fairs they have been to, then invite some Ss to present their conversations to the class.

2d

Purpose	To give Ss more practice in using the target language in natural speech.
Optional Approach	***Tea research*** To widen Ss' knowledge, the T may want to ask Ss to do some further research on tea as a group project. For example, they can find out how to make black/green/oolong tea, the recommended ways to make the perfect cup of tea, the harvest process, the benefits of drinking tea, etc. Alternatively, the T can share some additional information or facts about tea. For example: • All types of tea (green, black, white, oolong, etc) actually come from the same plant species – *Camellia sinensis*. • Two main varieties are grown and harvested for tea – *Camellia sinensis var. sinensis* from China, and *Camellia sinensis var. assamica* from Assam, India.

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Teaching Tip	***Using the active/passive voice in the simple present*** There are a few sentences in the conversation that make use of the active or passive voice in the simple present tense. To help Ss better understand the use of the active and passive voice in the simple present tense, the T may want to provide Ss with a short explanation. **Note:** • In a sentence written in the active voice, the subject is the 'doer' of the action described by the verb. For example, in the sentence "People grow tea in Hangzhou", the subject (*people*) does the action (*grow tea*). • In a sentence written in the passive voice, the subject is not the doer. The subject 'receives' the action described by the verb. For example, in the sentence "Tea is grown (by people) in Hangzhou", the subject (*tea*) does not do the action. Instead, it 'receives' this action performed by people. We usually use the passive voice in these situations: • We do not know who the doer is, e.g. *The bicycle has been stolen.* (We do not know who stole the bicycle.) • It is obvious who the doer is, e.g. *The thief was arrested last night.* (It is obvious that the police arrested the thief.) • It is not important who the doer is, e.g. *This soap is used for dry skin.* (It does not matter who uses the soap.) When talking about where things were made, we use the passive voice because it is not important for us to know exactly who made the things. We also do not know exactly who made the things. The simple present tense is used in the sentence "Tea is grown (by people) in Hangzhou" because this sentence expresses a general fact.

3a

Purpose	To provide Ss with reading practice using the target language.
Culture Focus	***China's growth*** China's manufacturing industry is growing very quickly with many countries around the world investing in the industry and having their products made or assembled in China. In fact, so many things are made in China these days that the country is sometimes called 'the workshop of the world'. There are several reasons for this phenomenon. First, the cost of production in China is relatively low. In addition, China has a very big population providing

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Culture Focus	a ready supply of labor. This big population also provides a huge domestic market for the manufactured goods. Therefore, wherever we may go in the world today, we will certainly come across products made in China!
Optional Approach	***Pre-reading*** The T may want to provide a lead-in to the activity by making use of these prompts to engage Ss: • What are you wearing now? Where were they made? • What other things do you have with you right now? Where were they made? • If you could visit America one day, what would you like to buy there?
Answers	Suggested answers: He wanted to buy a toy car and a pair of basketball shoes. Most of the toys and shoes that he found were made in China (but he managed to find a pair of basketball shoes made in America after visiting many shops).

3b

Purpose	To encourage Ss to read for details and to express their opinions in response to what they have read.
Optional Approach	***Sharing opinions*** The T may want to extend the activity by conducting a class discussion based on question 5. Encourage Ss to express their opinions about so many foreign brands having their products made in China and how they feel about it (e.g. proud, happy, pleased, etc) and why they feel that way.
Answers	1. San Francisco. 2. He found that many products in the local shops were made in China. (Most of the toys had American brands, but they were made in China.) 3. Because he wanted to look for a pair of basketball shoes that were made in America. 4. He realized that Americans could hardly avoid buying products that were made in China. 5. Suggested answers: Production costs are lower and there is a big labor market. [For the second part of the question, answers will vary. Ss may express pride in their own country, or show some unhappiness about not being able to buy things made in other countries even when they go abroad.]

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3c

Purpose	To enable Ss to understand the use of pronouns.
Teaching Tip	***Pronouns*** The T may want to point out to Ss that the aim of this activity is to enhance their understanding of the use of pronouns. Being able to understand how pronouns are used is an important skill for reading and writing. **Note:** A pronoun is used to replace a noun, a noun phrase or another pronoun that has already been mentioned. When a pronoun is used, it makes the sentence more concise and less repetitive. There are different groups of pronouns: personal pronouns, possessive pronouns, reflexive pronouns, demonstrative pronouns, interrogative pronouns, relative pronouns and indefinite pronouns. 1. "Those" is a demonstrative pronoun. It is a plural pronoun used to refer to things that are farther away in time or space. In this activity question, "those" is used to refer to other countries and things made in other countries. 2. "It" is a personal pronoun. It is a singular pronoun used to refer to a thing, an animal, an idea, a situation, etc. In this activity question, "it" is used in a special way to act as the object of the sentence while the actual object is stated only later in the sentence. 3. "They" is a personal pronoun. It is a plural pronoun used to refer to people, things, animals, ideas, etc. In this activity question, "they" refers to toys. Since a pronoun usually refers to something that has already been mentioned, to understand what a pronoun stands for, we should look at the earlier part of the sentence or the sentence that comes before. This, however, does not apply in point 2 above, where the pronoun is used as the object of a sentence *before* the actual object is mentioned.
Answers	• those (products): whatever products you buy in other countries • those (countries): the countries you visit • it: the fact that so many products in the local shops were made in China • they: toys

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GRAMMAR FOCUS

4a

Answers	1. are not allowed 2. are paid 3. is spoken 4. is covered 5. is cleaned

4b

Answers	1. The tea is planted on the sides of mountains by farmers. 2. The best materials are used by this shop to make dresses. 3. Many traffic accidents are caused by careless driving. 4. Letters and postcards are brought to people's homes by the postman. 5. This silver plate is not used very often by our family. / This silver plate is not used by our family very often.

4c

Purpose	To reinforce the target language for talking about what things are made of and where they were made.
Optional Approach	***In real life*** The T may want prompt Ss to name the things they are wearing and the things they have on their desks and in their schoolbags. Write these words on the board. Have Ss work in pairs to make similar conversations using the things they have just named. The T can then invite a few pairs to role-play their alternative conversations.

■ Optional Activity 1: Materials Bingo

Purpose	To review the materials used for making common objects.
Materials Required	One Bingo card for each S.

Sample Cards for Materials Bingo

Teacher's Card: (Answers will vary)

blouse (silk/cotton)	necklace (silver/gold/ steel)	blanket (silk/ cotton)	belt (leather/ plastic)	box (wood/ paper/plastic)

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cup (gold/silver/ steel/ plastic/ porcelain)	chair (plastic/ wood)	handkerchief (silk/cotton)	bag (leather/ cotton)	skirt (silk/ cotton)
notebook (paper)	spoon (steel/wood/ silver/plastic)	watch (silver/ gold/steel)	vase (porcelain)	eyeglasses (glass/plastic/ steel)
window (glass)	door (wood)	table (wood/plastic)	envelope (paper)	wallet (leather)

Students' Cards

leather			
	gold	paper	cotton
wood			steel

silk			porcelain
wood		glass	
	silver		paper

	wood		steel
paper		leather	
	porcelain		cotton

paper	gold		
	glass	cotton	
		leather	plastic

plastic		silver	
	cotton		steel
glass		leather	

			cotton
silver	paper	steel	
	leather		wood

	glass		
porcelain	silk	paper	leather
		gold	

glass			silver
	paper	gold	
cotton			plastic

	silk		leather
	steel	wood	
plastic			glass

			porcelain
paper	silk	leather	glass
silk			

Procedure

(**Note:** This activity may be conducted after Section A, activity 1c.)

1. Before the lesson, the T should print and cut enough Bingo cards for each S.
2. During the lesson, give each S a Bingo card and explain how the game is played:
   - The T will call out the name of an object on the teacher's card.

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- Ss are to listen carefully and circle the materials that this object could be made of. Sometimes there will be more than one answer, but each S can only circle one answer, e.g. If the T calls out "table", a S may circle "wood" or "plastic", but not both.
- When a S has circled all six materials on his/her card, he/she will shout "Bingo".
- The first student(s) to shout "Bingo" is/are the winner(s).

■ Optional Activity 2: Did you know?

Purpose	To review and reinforce the target language for talking about where things come from. To encourage reading beyond the classroom.

Procedure

(**Note:** This activity may be conducted after Section A, activity 2d.)

1. Divide the class into groups of five.
2. Refer Ss to the conversation in Section A, activity 2d.
3. Tell groups that their task is to write a similar conversation about something that is produced in China and exported to other parts of the world.
4. Give groups sufficient time (up to one week, if necessary) to do their research and write their conversations.
5. Encourage groups to show the T their conversations for checking.
6. Allocate sufficient time for groups to role-play their respective conversations in class.

SECTION B

1a

Purpose	To review the target language for talking about what things are made of.
Optional Approach	***Kites*** If feasible, the T may want to bring one or two kites to class and have Ss identify the materials used to make those kites. Alternatively, the T may want to ask Ss prior to this lesson to bring any kites they might have for this lesson.
Answers	Suggested answers: paper, silk, nylon, wood/bamboo

1b

Purpose	To provide Ss with practice in listening to the target language in natural speech.

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Teaching Tip	***Identify the superlatives*** After Ss have completed activity 1b, the T may want to ask Ss to listen to the recording again and identify the superlatives used to describe the kites. (Answers: *best*, *highest*) **Note:** • Comparatives are used to compare two things. e.g. *Your kite is better than my kite.* • Superlatives are used to compare three or more things. e.g. *Xiao Ming won the competition because his kite could fly the highest.* • The definite article 'the' is used before a superlative. e.g. *His kite is the best.*
Answers	1. A 2. A

1c

Purpose	To give Ss practice in listening for specific information.
Culture Focus	***Festivals*** A festival may be a holiday when people celebrate a special event like Christmas or the Spring Festival. A festival may also be an organized event that happens in the same place every year (e.g. a film festival, a drama festival, a kite festival, etc). Many places in the world have their own unique festivals. Each festival usually has its own cultural significance, and some festivals may also have interesting legends to explain their origins. Today, many festivals are not only celebrated by the local people, they also attract a lot of foreign visitors who are eager to experience the unique cultural elements for themselves.
Answers	1. Z 2. L 3. Z 4. L 5. L

1d

Purpose	To give Ss further practice in listening for specific information.
Answers	1. kites 2. April 3. all over the world 4. competitions 5. silk or paper, drawings

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1e

Purpose	To provide Ss with speaking practice using the target language.
Optional Approach	***Have you been to other festivals?*** The T may want to have Ss work in pairs to make a conversation about other festivals they have been to, then invite a few pairs to role-play their conversations for the class.

2a

Purpose	To prompt Ss to think about Chinese folk or traditional art.
Teaching Tip	***Chinese folk or traditional art*** The T may want to teach the vocabulary items needed to talk about folk or traditional art before conducting activity 2a. Some Chinese folk or traditional art forms: • basket weaving • lantern-making • kite-making • puppetry (making puppets and staging puppet shows) • Chinese knots • Chinese painting and calligraphy • paper cutting • clay art • food art (making figurines using sugar, flour, etc) • Chinese opera • Chinese music (singing folk songs and playing traditional Chinese musical instruments)
Answers	Answers will vary.

2b

Purpose	To provide Ss with practice in reading for main ideas and specific details.
Culture Focus	***Traditional or folk art in other countries*** Being one of the oldest civilizations in the world, the Chinese have many traditional art forms that have been passed down from generation to generation. Like China, there are a few other cultures which have a rich history of traditional or folk art.

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Culture Focus

- Mexico

Mexican handicraft and folk art feature a vast collection of items made with various materials. These items are intended for utilitarian (i.e. for use rather than beauty), decorative or other purposes. Examples include wall hangings, vases and items created for celebrations and religious purposes. These arts and crafts are collectively called "artesanía" in Mexican Spanish. The most common of Mexico's crafts is ceramics/pottery. Ceramics was considered one of the highest art forms during the Aztec Empire, and it is said that the knowledge of making pottery came from the god Quetzalcoatl. Other types of folk arts and crafts in Mexico include metalworking, weaving and leatherwork. One of the major holidays for "artesanía" is the Day of the Dead, where ceremonial objects are created to decorate houses and create "ofrendas" (altars to the deceased), e.g. candy skulls and decorated skeletons (many of them dressed up to imitate professions such as doctors), etc.

- Africa

African folk art consists of a wide variety of items such as household objects, metal objects, toys, textiles, masks and wood sculptures. Similar to Mexico, African folk art also features pottery. Pottery is made all over the continent of Africa for functional and ritual use. A unique folk art would be the textiles created by the Shoowa people, a small population on the northwestern border of the Bushoong kingdom (which is located in southeastern part of Congo, Africa). The cloth panels created by the Shoowa people are visually attractive and colorful, and are said to combine tradition and creativity in a complicated and artistic way.

Answers

Traditional art form	Materials used
1. sky lanterns	bamboo, paper
2. paper cutting	paper (usually red)
3. clay art	clay

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2c

Purpose	To provide Ss with practice in reading for details.
Optional Approach	***Sharing their opinions*** For question 6, the T may want to invite a few Ss to express their opinions and encourage them to give reasons to support their opinions.
Answers	Suggested answers: 1. They try to show things that are important in life such as love, beauty and family. 2. Before, they were first used by Zhuge Kongming to ask for help when in trouble. Now, they are used at festivals and other celebrations as symbols of happiness and good wishes. 3. The pictures usually found on paper cuttings are flowers, animals and things about Chinese history. 4. They put them on windows, doors and walls as symbols of wishes for good luck and a happy new year. 5. They are first shaped by hand (from a very special kind of clay) and then allowed to air-dry. After drying, they are fired at a very high heat. They are then polished and painted. 6. Answers will vary.

2d

Purpose	To enable Ss to focus on some key phrases used in the reading passage.
Teaching Tip	***What do these phrases mean?*** Before Ss start working on the activity, the T may want to check that Ss understand what all the phrases in the box mean. If Ss are unsure, the T can encourage them to use contextual clues to work out the meanings of the phrases. **Note:** • send out – make something go from one place to many places • rise into – go upwards into a space • turn ... into – change something into another form • put ... on – move something onto a place • such as – used to introduce an example • cover with – form a layer over something
Answers	1. send out, rise into 2. turns ... into, put ... on 3. such as, covered with

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2c

Purpose	To encourage Ss to express their opinions about a given subject.
Optional Approach	***Open discussion*** The T may want to have students discuss the questions in groups, and then have a class discussion and encourage some volunteers to express their opinions.

3a

Purpose	To prepare Ss for the subsequent writing activity by giving them the opportunity to consolidate what they have learned so far.
Teaching Tip	***Research time*** The T may want to ask Ss to do some research before this lesson so that they will come ready to discuss with a partner what they have found out.
Answers	Suggested answers:

What the product is	silk quilts
What it is made of	silk
Who it is made by	factory workers
Where it is made	Suzhou
What it can do	keep you warm and comfortable
Why it is special	made of real silk that is soft, light and comfortable; also decorated with beautiful patterns

3b

Purpose	To give Ss the opportunity to use the target language in writing.
Answers	Sample writing: My city, Suzhou, is famous for its silk quilts. These quilts are made of pure silk. They are made by skillful workers in many silk factories in the city. The silk quilts are used to keep people warm and comfortable in bed. They are known to be very comfortable because they are light and soft to touch. In addition, they look beautiful as they are decorated with beautiful patterns. Many people from all over the world come to Suzhou to visit the silk factories and buy not only the silk quilts but many other silk products, too.

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SELF CHECK

Purpose

To provide a comprehensive review of key vocabulary and functions presented in the unit.

Teaching Tip

Subject-verb agreement The T may want to emphasize the importance of subject-verb agreement before Ss work on activities 2 and 3.

Note:

- A singular subject takes a singular verb.
  e.g. This ring *is* made of silver.
- An uncountable noun takes a singular verb.
  e.g. Yoghurt *is* made from milk.
- A plural noun takes a plural verb.
  e.g. These blankets *are* made of wool.

Answers

1. Suggested answers:

Things	Made of/from ...	Made in ...
blanket	cotton	India
pencil	wood	China
bag	leather	Italy
calculator	metal, plastic	Japan
chopsticks	steel	Korea

2. Suggested answers:
   1. I have a beautiful cotton blanket made in India.
   2. All of us use wooden pencils made in China.
   3. Her mother has an expensive leather bag that was made in Italy.
   4. This calculator is made of metal and plastic, and it was made in Japan.
   5. The chopsticks are made of steel, and they are made in Korea.

3.
   1. is made
   2. were invited
   3. is closed
   4. are learned
   5. were shown

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■ Optional Activity: Show and tell

Purpose	To encourage Ss to practice using the target language to talk about what things are made of and where they were made.

Procedure

(**Note:** This activity may be conducted to conclude the unit.)

1. Plan a 'Show and Tell Day'.
2. Before that day, ask Ss to prepare an object that they can bring to class to show their classmates. It could be an object that they like very much or an object that shows a traditional art form. Tell Ss to prepare a short speech about the object they are bringing to class. They may talk about what the object is made of, where it was made, why it is important to them, etc.
3. On 'Show and Tell Day', divide the class into groups of five or six and have them show their group members the objects they have brought. Give them time to tell their group members about the object.
4. Ask each group to choose one member to show the rest of the class his/her object and tell them more about it.

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Unit 6 When was it invented?

一、教学目标与要求

话 题 **Topic**	发明（Inventions）
功 能 **Functions**	能简要谈论发明的历史（Talk about the history of inventions） A: When was the telephone invented? B: I think it was invented in 1876. A: I think the TV was invented before the car. B: Well, I think the TV was invented after the car.
语 法 **Grammar**	能正确使用被动语态的过去时（Passive voice in past tense） A: When was the zipper invented? B: It was invented in 1893. A: Who was it invented by? B: It was invented by Whitcomb Judson. A: What is the hot ice-cream scoop used for? B: It's used for serving really cold ice-cream. The telephone was invented (by Alexander Graham Bell) in 1876.
词汇和常用表达 **Words & expressions**	1 能正确使用下列词汇（Curriculum words） style, project, pleasure, website, pioneer, list, ruler, smell, trade, doubt, fridge, earthquake, bell, biscuit, cookie, instrument, customer, basket, hero, list, mention, boil, remain, ring, translate, lock, divide, daily, national, low, sudden, sour, Canadian, somebody, nearly 2 能正确使用下列常用表达（Useful expressions） have a point, by accident, take place, without doubt, all of a sudden, divide ... into, look up to, the Olympics 3 能认读下列词汇（Non-curriculum words） heel, scoop, electricity, zipper, accidental, saint, crispy, salty, popularity, professional, NBA (National Basketball Association), CBA (China Basketball Association)

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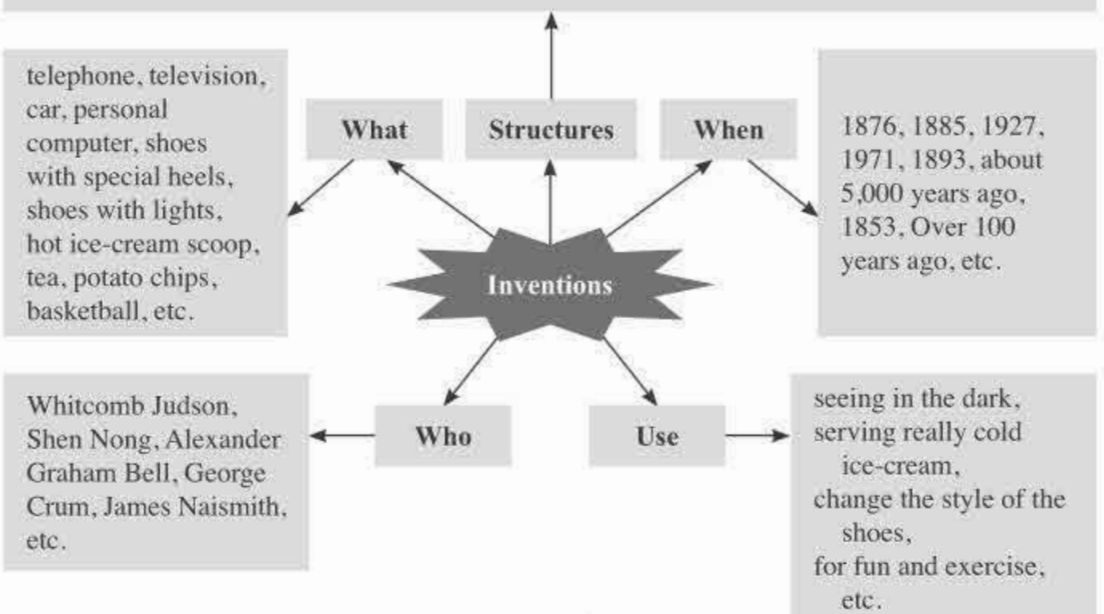
学习策略 **Strategies**	1 能制作思维导图，并借助思维导图记忆有关知识 2 能通过快速阅读获取文章主旨或者段落大意
文化知识 **Culture**	1 了解我国茶叶发明及其传播的简要历史 2 了解篮球的发明及其发展的简要历史

二、话题思维导图

A: When was the zipper invented? B: It was invented in 1893.
A: Who was it invented by? B: It was invented by Whitcomb Judson.
A: What is the hot ice-cream scoop used for? B: It's used for serving really cold ice-cream.
The telephone was invented (by Alexander Graham Bell) in 1876.



三、内容介绍和教学建议

SECTION A 内容介绍

Section A围绕单元话题“发明”，介绍了我们日常生活中一些常见物品的发明历史，如：电视、电话、拉链、茶叶等，包括它们被发明的时间、被什么人发明及其作用或发展等内容；从语言结构上，需要学习被动语态的过去时。单元主题图由四幅小图组成，呈现的是现代生活中的常见用品：电话、电视、电脑和小汽车。活动1a–1c是整个Section A的

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基础。活动1a要求学生使用I think it was invented before/after ... 的句型讨论图中发明出现的先后顺序。活动1b要求学生通过听力练习验证自己的预测，并将以上发明与其时间匹配。听力材料中输入了本单元的重要语言结构：When was it invented? It was invented in ... 活动1c则要求学生结伴，用前面的语言结构谈论这四项发明。

活动2a–2d侧重听说互动，是对单元话题的深化和拓展。从语言结构上，需要学生掌握对发明者和发明用途提问的句型及回答：Who was it invented by? It was invented by ... What was/is it used for? It was/is used for ...? 从活动安排和内容上，2a要求学生听对话谈论三项小发明，并按所听顺序为其排序；2b需要学生听懂发明的用途，补全表格。2c要求学生结伴谈论听力中发明的用途。2d作为示范性对话，介绍了日常生活中随处可见的小发明——拉链，它的发明者、发明时间以及开始被广泛运用的时期等信息。

3a–3c是阅读板块的活动。阅读语篇讲述了我国有记载的饮茶起源的故事：它是如何被神农无意中发明的；茶叶的发展和传播历史。3a训练学生的快速阅读技巧，需要学生在快速阅读之后为各段匹配段落大意。3b需要学生细读文章回答与茶叶有关的细节问题。3c则是一个综合了词汇和语言结构的读后巩固性活动。

Section A部分的教学重点是被动语态运用意识的培养。从许多中国教师以往的教学经验可获知，学生往往很难真正把握什么时候用被动语态，什么时候不用被动语态。此外，不规则动词过去分词的变化也往往是学生的学习难点。这些需要教师指导学生多加练习，以达到熟能生巧。

SECTION A 教学建议

活动1a–1c

1. 热身活动。教师利用教学挂图、简笔画或课件展示主题图中的电脑、电视机、电话和小汽车，也可以要求学生观察课本主题图，通过以下问题与学生互动：
   - What can you see in the picture?
   - Can you guess which one of them was invented first?
   - Which one of them was invented last?
   - Was the TV invented before the car or after the car?

   注意：以上问题旨在鼓励学生猜测四项发明的先后顺序，激发他们的好奇心和学习兴趣。学生在本环节不需要说出这些物品发明的年代。以上问题同时为1b听力做了内容和语言结构上的准备和铺垫。利用图片进行问答和看图说话的方式有助于学生更好地理解、记忆单词和句子结构。

2. 学生按活动指示独立完成1a排序要求。

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3. 教师播放1b录音前，要求学生根据指示语内容明确听力目标：What are they talking about? (Inventions and years.) 对基础相对较差的学生，教师可带读1b中表示年份的数字，帮助学生形成听力预期，降低听力难度。
4. 教师播放第一遍录音，学生整体感受听力内容。教师鼓励基础好的学生在每项发明旁速记发明的年代，完成1b练习。
5. 教师抽查提问，全班核对1b答案。如有争议，教师可以重播录音，并将下列答案板书到黑板上：

telephone: 1876　　car: 1885　　television: 1927　　personal computer: 1971

注意：教师要求学生回答时使用完整的句子，如：The telephone was invented in 1876。

6. 教师再次播放录音。听前提出与听力有关的部分细节问题。根据学生情况，教师可在中间停顿让学生重复，强化重点信息，还可简要介绍语言结构：be done，既要保证学生充分理解对话的内容，又要引起他们对目标语言的重视。以下问题供参考：
   - What are they talking about?
   - Are both of them very young? How do you know one of them is old?
   - Did the older lady have a telephone? When was the telephone invented?
   - Was the car invented before the television?
   - Why didn't the older lady have a TV?
   - Why didn't the older lady have a (personal) computer? When was it invented?
   - Can you guess when the older lady was born?
7. 教师播放第三遍录音，学生跟读、模仿对话。教师要求学生注意体会对话双方的情感及相应的语音、语调。
8. 教师先与一名学生示范1c对话，然后要求学生两人一组利用听力和主题图展开对话。练习过程中还可要求学生不看书相互提问，以挑战和训练学生的记忆力。

活动2a–2c

1. 听前预热。教师可利用问题首先组织学生看图说话，熟悉听力背景内容。同时还可利用图片猜测heels, scoop, electricity等生词词义。以下问题供参考：
   - What can you see on the table?
   - What is the boy doing?
   - What is the girl doing?

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- What is the scoop used for?
- What are the shoes used for?

注意：建议教师用好教材插图。听前可组织学生利用图片进行看图识字、看图说话、看图预测听力内容等活动。教师在听前、读前指导学生看图是一种有效的热身活动，它可以激发学习兴趣，提高学习效果。

2. 教师播放录音，学生独立完成2a的排序活动，然后师生共同核对答案。
3. 教师让学生明确2b活动要求，提示学生在接下来的听力中重点关注各项小发明的用处：What is it / are they used for? 教师指导学生在语流中快速准确听取关键信息。
4. 教师播放第二遍录音，学生独立完成2b听力任务。
5. 教师再次播放录音，核对听力答案，可在关键信息处停顿。教师还可根据听力内容，另外设计问题，帮助学生全面获取听力信息。以下问题供参考：
   - Why do people need shoes with lights?
   - Why are shoes with lights needed by people?
   - How do people change the style of the shoes?
   - How is the style of the shoes changed?

注意：教师在设问中可以交替地用主动语态和被动语态提问，以强化和巩固学生对本单元语法的理解和运用。

6. 学生两人一组，利用2b表格中的信息仿照2c示范进行对话练习。教师巡视并给以适当指导和评价。

活动2d

1. 教师向学生展示实物拉链或图片，提问：What's this? 借助这个问题教授学生拉链的英文发音和拼写。教师将zipper板书在黑板上，追问学生：Where can you see it? 鼓励学生用自己的话回答，教师把学生回答的关键词写在黑板上，如：pants, trousers, bags, backpacks, dressers, shoes, suitcase等。
2. 教师借助以下问题，引导学生对拉链产生更多的兴趣，随后要求学生带着问题，阅读对话，尝试找到问题答案。
   - Who invented the zipper?
   - When was the zipper invented?
   - When was it first used widely?
3. 学生集体分角色朗读课文，进一步熟悉对话内容：男生读Paul，女生读Roy，随

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后交换角色。

4. 教师就对话中出现的重要语言点提问学生，并要求学生再次通读对话，鼓励他们可以发现更多的语言重点，并帮助学生结合上下文加以理解。以下语言点视学生情况，供参考讲解：

新单词：project, zipper, daily, website, pioneer, mention 等

常用表达：have a point, It mentioned that ..., think about 等

强调语气的句式：Is it really such a great invention?

You do seem to have a point.

5. 教师播放录音，学生跟读对话。
6. 学生两人一组操练对话。教师请几对学生课堂表演对话，提示学生可利用黑板上板书的重点词汇和常用表达。

活动 3a–3c

1. 教师将课文标题 An Accidental Invention 板书在黑板上，提问：What does it mean? Can you think of an invention that was invented by accident? 教师鼓励学生自由表达自己的想法，列举实例。然后让学生看课文插图，根据课文插图和标题预测文章内容。
2. 教师在学生明确文章大意之后，要求学生快速阅读课文并找出与语篇各段内容匹配的大意，完成 3a 活动。在检查答案时，教师可要求学生说出支持各段主旨大意的具体事实和依据，以培养和训练学生综合加工和处理信息的能力。
3. 教师提问学生 3b 中的问题，要求学生用寻读（scanning）的方法，细读文章找到答案。
4. 教师另外根据文章内容补充设问，要求学生再次细读文章并回答问题。

> 注意：教师所提问题应该以复述型问题为主，这样学生可以用自己的话或用文章里的句子回答。学生回答时，需要尽量使用完整的句子，以训练他们的英语表达能力。对学习能力好的学生，可要求他们回答时不看书，以训练和提高学生的短期记忆力。此时还可融入对课文生词的处理，在提问中创设语境来呈现和操练相关生词和短语。

5. 在学生理解语篇之后，教师结合 3c 活动帮助学生巩固语篇中的语言结构。先要求学生明确 3c 活动要求，独立完成句子练习。教师巡视并提供帮助，完成后抽查学生朗读完整句子，核对答案。

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注意：中国学生学习英语，词性概念很淡薄，教师提醒学生注意drink, trade在课文中是名词，但在3c练习中词性出现了变化，借此机会强化学生的词性意识。

6. 教师根据本语篇中出现的词汇特点，帮助学生进行读后词汇知识小结活动，可结合课文从三方面总结语篇词汇特点：
   1) 本文中对茶的描述：tea, the most popular drink, the brown water, national drink, one of the world's favorite drinks, producing a nice smell, etc.
   2) 本文中词性转换而词形不变的重要单词：drink, taste, plant, trade
   3) 本文中词性转换而词形也变的重要单词：invent→invention, popular→popularity

语法内容介绍和活动建议

本部分是对单元重点语言知识结构的总结、训练和巩固，主要学习一般过去时被动语态的结构和用法。被动语态语句结构并不复杂，在前一个单元中已经学习过一般现在时态的被动语态。对许多中国学生来说，被动语态的学习难点是过去分词，特别是不规则动词过去分词的构成，建立被动语态运用意识以及区分主动语态和被动语态的表意功能。因此，建议教师在教学过程中带领学生关注语句的整体表达和句子结构，利用会话和语篇实例反复操练，不必过多讲解和分析被动语态结构。本单元语法要点归纳如下：

- 一般过去时被动语态基本结构：was/were + done（即be动词过去式+过去分词）
- 一般过去时被动语态句子结构：Something + was/were（be动词过去式）+ done（过去分词）+（by somebody）+（some time）
- 一般过去时的被动语态的运用：同现在时被动语态一样，在不强调动作的执行者或发出者时，可以使用被动语态，如果该动作明显已完成或发生在过去则需要使用过去时态的被动语态。

本单元“语法聚焦”部分主要以问答形式呈现了含有过去时被动语态的句子。这几组问答不仅操练了一般过去时被动语态的疑问句和陈述句结构，还使被动语态的使用语境也自然呈现。活动4a–4b是控制性练习，主要训练学生掌握被动语态的句子结构和使用语境。活动4c是综合性更强的语篇练习，这篇讲述贝尔发明电话的短文结合了单元话题，让学生在完整的语境中体会和运用英语中的被动和主动两种语态。

语法部分具体教学建议如下：

1. 学生两人一组以问答形式朗读Grammar Focus中的例句。然后教师要求学生观察和探讨这些句子并归纳出过去时被动语态的基本结构。

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2. 教师写出以上句子的主动语态并列出表格，启发和引导学生通过列表中主动语态与被动语态的对比，思考主动语态和被动语态在结构和动词形式上有什么不同，以及被动语态的使用语境。下表和提问供教师参考：

Active voice（主动语态）	**Passive voice**（被动语态）
Whitcomb Judson invented the zipper in 1893.	The zipper was invented by Whitcomb Judson in 1893.
People brought tea to Korea during the 6th and 7th centuries.	Tea was brought to Korea during the 6th and 7th centuries.
Alexander Graham Bell invented the telephone in 1876.	The telephone was invented by Alexander Graham in 1876.
We used the hot ice-cream scoop for serving really cold ice-cream.	The hot ice-cream scoop was used for serving really cold ice-cream.

- 两栏谓语部分的结构有什么不同？
- 两栏例句中句子主语有什么变化？
- 两种不同谓语结构的表意功能有什么不同？

注意：对部分学生而言，对句子基本结构不熟悉就识别不了宾语，但运用过去式被动语态需要将原句的宾语放在句首作主语，这会导致他们无法正确使用被动语态。针对这种情况，教师有必要先复习简单句的五种基本句型和句子成分，帮助学生先掌握句子结构并能找到主动句中的宾语。

活动 4a

1. 学生独立完成4a主动句变被动句的练习，然后与同桌交换，相互检查答案。
2. 教师请几名学生在黑板上写出他们的句子，全班同学点评和核对答案。除了被动语态的结构正确之外，书写端正、拼写无误、标点正确都应该纳入点评范围。

活动 4b

1. 教师让学生看4b活动要求明确题意。教师提示学生此类句子填空练习，需要先看句子内容，判断使用的时态、语态之后再确定需要动词的具体形式。
2. 学生独立完成句子填空练习，然后与同桌交换检查。如果答案有分歧，可要求他们向对方说出自己的理由。

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3. 教师抽查学生回答问题，全班核对答案。根据学生完成情况，教师可以要求学生说出自己答案的依据。

活动4c

1. 教师朗读4c活动要求，让学生明确题意，要求他们先通读全文确定动词时态和语态，再使用动词的正确形式填空，补全语篇。
2. 教师要求学生在限定时间内独立完成4c活动。教师巡视检查，给有困难的学生提供适时帮助。
3. 教师请一名学生大声朗读全文，全班核对答案。
4. 如时间充足，教师可让学生熟读短文，并尝试复述贝尔发明电话的小故事，内化语言知识和内容。

注意：教师可以根据学生兴趣，在完成本活动前或活动后补充关于贝尔生平的背景知识（参见第一单元文化注释），并鼓励学生对自己感兴趣的发明进行课外阅读和探究，然后在课堂上和全班分享。这样做的目的是给学生创造机会，鼓励学生对科学发明和发明家们探索的故事产生探究的兴趣，有利于培养学生积极探索和勇于创新的科学探究精神。

■ 拓展活动：猜猜看

活动目的：学生分组描述一项发明，在活动中巩固和内化单元目标语言结构。

活动步骤：

1. 学生三至四人一组，在规定时间内讨论一项共同感兴趣的发明，并在一张纸上写下关于这项发明的相关信息，如：名称、发明者、发明时间、地点和发明用途等。要求必须包括被动语态的句子。例如：

   We have a great invention. It was made a long time ago, but it is still used today ... Can you guess what it is?

2. 教师在学生完成讨论写作内容之后，让学生小组共同呈现（如分工陈述）自己小组讨论的发明。其他小组同学根据其所说内容猜测是什么发明。看看哪组猜得最快、最准。例如：

   We have a great invention. It was made a long time ago, but it is still used today. It is round and comes in many sizes. Long ago, it was made of stone, then it was made of wood. It was also made of metal. Now it is made of metal and rubber. It is used on cars, bicycles, trucks and sometimes in machines. Do you know what it is? (The wheel)

   尽管有的学生可能很快就说出了答案，但全班都必须认真听完表演小组的完整陈

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述。教师可以和全班同学进行评比，选出最好的小组，猜对答案最多的小组等。

SECTION B 内容介绍

本部分依然围绕发明创造这个话题，要求学生继续学习和巩固相关的内容和语言知识。听说和阅读训练分别介绍了现代生活中两项常见的发明：美食发明——薯条，体育运动项目——篮球。在语言技能方面，听说读写的专项训练和综合性训练在本部分均有体现。在语言策略上，本单元明确提出了让学生学习使用“思维导图”（mind map），以加深对文章的理解和对知识的记忆的学习策略。

活动1a–1e是一个完整的听说任务链。1a–1b要求学生观看几种常见食物图片并能用描述性形容词对其口感做出评价，还需要根据形容词写出相应食物名称。活动1c–1d是对听力所输入的信息进行多层次的处理，其内容是关于薯条发明的小故事，要求学生听录音先判断句子正误，然后完成根据对话内容改写的语篇填空。这两个活动需要学生运用反义词、信息综合判断等，对学生捕捉信息、处理信息的能力提出了更高的要求。1e要求学生根据听力信息，模仿谈论薯条的发明，内化听力信息。

2a–2e是本单元的阅读训练板块。本单元需要学习和掌握的阅读策略是利用思维导图帮助理清、记忆阅读语篇中的相关信息，把获取的信息转换成图形来帮助记忆。积极运用阅读策略有助于学生更好的掌握文章要点和细节等信息，降低语篇学习难度，同时也有助于培养学生主动学习的习惯。阅读语篇是关于篮球这项体育运动由来的叙述性文章，一共三段，分别讲了篮球的历史、发展以及篮球这项体育运动遍及世界各地，深受人们喜爱的情况。读前热身2a直接提出了三个与篮球相关的问题，旨在激活学生对阅读话题相关背景知识，同时产生对语篇内容的学习预期。2b要求学生快速阅读获取各段大意，旨在训练学生快速阅读技巧。2c需要学生根据提示完成篮球这项发明相关信息的思维导图，它在帮助学生更好地掌握语篇内容和细节的同时，为学生提供了利用思维导图记忆语篇信息的范例。2d要求学生利用思维导图的内容回答问题，旨在加强和巩固学生对思维导图这种学习策略的认知。2e最后需要学生结合自身实际情况和平常生活经验，谈谈成为篮球明星的优缺点。这是个开放式的任务型活动，能训练学生的辩证思维能力，同时还能启发他们对价值观的思考。

3a–3b作为单元写作板块，要求学生思考一种自己愿意创造的发明，并写一段话来介绍和推销自己的发明。活动3a让学生先列出自己想要解决的困难、发明的名称和用途。这个写作设计既能激发学生思考写作内容，还是对发明灵感往往来自解决生活中困难的实际需求的说明。3b要求学生写一段话向同学推荐自己的发明。在本单元写作教学中，建议教师鼓励学生大胆想象，放开思维。在写作中，要求学生尽量用本单元所学的重点单词、词组和句型来描述自己的发明，写清楚发明的时间、地点、发明过程和用途等内容，同时，在情感态度上，鼓励学生保持对科学发明探索的兴趣。

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SECTION B 教学建议

活动1a–1b

1. 教师呈现1a中的图片，让学生看图并说出这些图片中的食物名称，完成将食物图片与描述其味道的形容词匹配的练习。教师还可借助图片提问学生，帮助他们理解生词salty, crispy, sour的词义。以下问题供参考：
   - What (kind of food) can you see in the pictures? (food: potato chips, lemon, ice-cream, salted duck egg)
   - How about its taste? Is it good? Is it salty/sweet/sour/crispy? Do you like it?
2. 教师借助问题Can you think of some fruit which is sweet/sour? What food is crispy/salty? 帮助学生复习食物单词，鼓励学生回忆更多的形容词来描述这些水果和食物。本环节可以采用头脑风暴的集体活动模式，也可以让学生先独立完成，再请两三名学生在黑板上写出自己的答案，其他同学点评，共同补充更多的食物名称。

> 注意：以上活动主要是为了激活学生记忆中与食物相关的英语词汇，能归类和复习学过的单词。它为听力活动做前期铺垫的同时，渗透了相关的学习策略。教师在这个环节需要考虑学习较为困难的学生，视其学情，加入听力中可能出现的词汇难点，暗中为他们降低听力难度。

活动1c–1e

1. 教师要求学生先看1c中的句子，并根据它们预测听力内容。教师还可提问：What are they talking about? 并提示学生根据句子中customer这个单词，预测故事发生的地点。
2. 教师完整播放第一遍录音，让学生初听录音，掌握大意。
3. 教师播放第二遍录音，学生完成1c活动。
4. 教师播放第三遍录音，学生检验1c答案。
5. 教师要求学生明确1d活动要求之后，播放第四遍录音，让学生完成语篇填空。
6. 教师要求学生齐声朗读短文，以此核对答案。教师可以通过学生语流和声音大小了解学生完成听力任务的情况和困难所在。
7. 听后任务。在有效的听力信息输入之后，教师可要求学生通过不同形式的口头、笔头模仿性语言输出，完成对听力信息的吸收和内化。此外，教师可以通过一系列问题，帮助学生先巩固听力内容。以下问题供参考：
   - How and when were potato chips invented?
   - What was the name of the inventor? What was his job?
   - Why was it a mistake? What did the cook do with the potatoes then?

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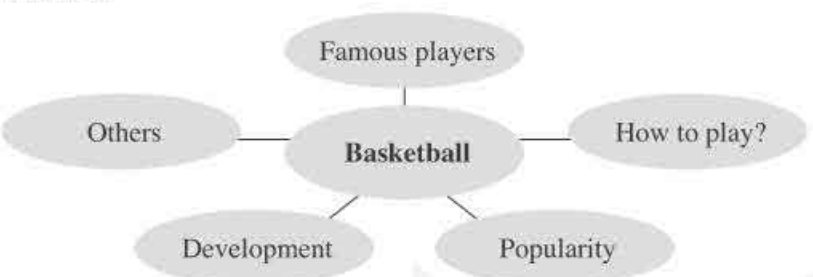
- How can you make food crispy/salty?
- What can we learn from the story? Do you want to be an inventor?

注意：因为听力对话完整地呈现了发明薯条的趣味故事，过去时被动语态在听力语篇中有很好的呈现，还可借此机会培养学生使用被动语态的意识和叙述故事的能力。

活动 2a

1. 读前导入。教师展示几位著名篮球明星的照片，如：乔丹、姚明等，提问学生看图会想到哪一项运动：Look at these pictures. Do you know them? What are they famous for?为了吸引学生的兴趣，还可以加上一两张擅长篮球的学生照片，让学生一起辨认。
2. 教师接着提问2a中的三个问题，让学生两人一组结对讨论：Do you like basketball? Do you watch basketball games? How much do you know about the sport?
3. 教师提问：What do you know about the sport ? What do you want to know about it?抽查学生讨论情况，可以篮球为中心，根据学生的讨论结果画一个简单的思维导图，并借此机会呈现阅读中的部分重要单词和短语。

思维导图示例：



注意：读前交流中可以引入的词汇和短语：basket, popularity, hero, professional, NBA, CBA, the Olympics, divide, divide ... into ..., look up to, etc. 教师在读前教学中，应想法激活学生相关背景知识，激发学生的阅读兴趣。这里先利用篮球明星引入话题，为读后活动2e关于篮球明星的讨论做了铺垫，它同时利用了本单元学习使用“思维导图”的阅读策略，以引导和启发学生的思维。

活动 2b–2d

1. 根据读前对阅读话题的引入，教师提问学生他们还想知道关于篮球的哪些内容：

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What do you want to know about basketball? 借此问题，布置阅读任务。

2. 教师视学生情况，限时让学生快速阅读找到文章各段大意，完成2b阅读任务。结合前面读前思维导图，学生把握三段重点分别是：history，development和popularity。教师可要求学生找到答案就马上举手，以了解最快用时多少，限定时间内有多少学生可以完成阅读任务等相关情况。
3. 教师带领学生明确2c任务内容，要求他们采用寻读法（scanning）阅读文章获取文章细节，完成寻找2c思维导图中需要的信息。

> 注意：寻读技巧的训练同样可以采取限时策略，但是需要让学生首先明确寻找的信息，进行有目的地阅读，才能有效。利用寻读（scanning）的阅读技能，排除不需要的信息，直接获取最需要的信息。
>
> 此外，完成2c思维导图也可有两种方法完成，一种是先读完全文后凭记忆完成mind map，以训练学生的记忆能力。另外一种是让学生边读文章边完成。采用哪一种取决于学生的基础，也可以针对不同的学生提出不同的要求。

4. 学生完成2c之后，两人一组利用mind map中的信息轮流提问，完成2d。然后教师抽查，要求学生用完整的句子回答问题，还可让其他同学点评。
5. 教师播放课文录音，要求学生跟读，同时标记出还不理解的语言点。视学生情况，教师还可提问一些语言的问题，以帮助学生理解词汇、语法、长句和难句。本环节重在语言知识的教学，注意指导学生运用上下文推测生词词义等技巧。
   本步骤也可结合本单元语法重点，教师要求学生标记出语篇中的所有含有被动语态的句子，反复诵读并体会其用法。
6. 教师指导学生尝试利用mind map作为提示复述课文。如果学生基础较为薄弱，教师可先在黑板上写出三个关键词：popularity, game, development。让学生三至四人一组，每人围绕一个关键词发言，然后向全班汇报。教师也可以用问题作为提示，帮助学生复述课文。
   以下问题供教师参考：
   1) Popularity
      How many people play basketball?
      How many countries is basketball played in?
      Where can you see people play basketball in China?
      How can you tell that the popularity of basketball has risen around the world?
      Where in China is basketball played?
      ... ...

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2) Game

Where is the game played?

How many people are there on each team?

What is the purpose of the game?

How is the game played?

... ...

3) Development

How old is basketball?

Who invented basketball?

When was the Canadian doctor born?

When was the first game played?

In which year did basketball become an event at the Olympics?

... ...

活动 2e

1. 重新展示之前2a活动中用到的篮球明星图片，通过问题Do you want to be a famous basketball player? What do you know about / think of famous basketball players? 引出讨论话题。
2. 教师在黑板上或课件上展示下面表格，让学生四人一组选择一个方面思考和组织语言。鼓励学生用尽可能多的理由陈述自己的观点。

It's good to be a famous basketball player because ...	It's difficult to be a famous basketball player because ...

注意：本活动旨在训练学生的辩证思维能力。教师可为学生提供适当的词汇和句型，降低难度。可用于引导和启发学生使用的词汇或短语有：keep fit/healthy, fun, make more friends, make money, loved and followed by people, practice a lot, waste time, hurt, less time to study等。此外，教师还可借此活动，对学生进行价值观上的引导。

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■ **拓展活动：I want to invent ...**

活动目的：训练学生创造性思维，运用目标语言结构（be done），同时为本单元写作提供写作创意。

活动步骤：

1. 学生在自备的纸上写下自己的名字，写一件自己想要去做的发明，同时根据以下问题写出该发明的相关信息。教师还可鼓励学生给自己的发明配图。

   a special car/key/bag/bowl/broom, etc.

   What is it made of?

   What is it used for?

   What does it look like?

   Where or when can it be used?

   How much will it cost?

   ... ...

2. 教师收集学生所写内容，并放入事先准备好的纸盒中。然后请一名学生从中任意抽取一张，用It was invented by ..., It looks like ... 句型说出这是谁的发明和该发明外观像什么。其他同学用一般疑问句提问，猜测这项发明的价值、材料、作用等内容。教师在学生描述发明时要适时地进行词汇和句型指导。
3. 教师对学生的发明进行适当点评，并让学生评选出最有趣的发明、最实用的发明等奖项。还可抽时间在班上开个小发明推广会，或者把图文并茂的发明张贴在教室的墙上。

活动3a–3b

1. 如果没有做前面的拓展活动，教师可以先通过问题引导学生讨论生活中他们遇到的困难，并由此引出能够通过什么发明解决相关问题。教师将学生讨论中用到的相关词汇和句型板书到黑板上供大家参考。
2. 学生独立完成3a任务，写出想解决什么样的困难、创造什么样的发明及其作用等信息。
3. 教师说出3b写作任务，并在全班提示写作中可能用到的过渡性语言和细节。然后限时10~15分钟让学生完成广告写作。还可以鼓励学生配上图片。如果时间有限，也可布置为家庭作业。
4. 教师抽查学生的广告习作，让学生自己声情并茂地表演出来。师生共同点评。

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SELF CHECK 内容介绍和教学建议

本部分活动主要帮助学生进一步巩固本单元所学的词汇和语法知识。活动1以语篇填空的形式，结合语境训练本单元重点词汇和语言结构。活动2旨在训练学生对被动语态结构的掌握。活动3是一个框架式的写作训练，旨在结合“发明”这一单元话题，给学生足够的空间巩固和运用单元词汇和语言结构。

活动1

1. 教师帮助学生明确题意，然后要求学生独立完成语篇填空。
2. 学生同桌交换检查答案。
3. 全班核对答案。
4. 全班一起朗读语篇，教师确保学生掌握了答案和语篇内容。

活动2

1. 教师先对过去时被动语态这一语法知识进行简单的回顾和复习。
2. 教师请五名学生在黑板上完成句子改写，同时其他同学独立完成改写句子。教师巡视，获取反馈，随时指导。
3. 师生共同点评黑板上的句子，核对答案。最后教师请几名学生朗读并翻译句子。

活动3

1. 教师先带领学生回顾一下本单元涉及的发明项目，例如：car, television, telephone, computer, shoes with special heels, shoes with lights, hot ice-cream scoop, zipper, tea, potato chips, basketball 等。
2. 教师可以在黑板或者多媒体上展示本单元的话题思维导图，以师生互动或者生生互动的方式利用思维导图对某一个或两个发明进行口头表述。
3. 学生选一项自己愿意了解的发明，用完整的句子完成书写任务。
4. 学生两人一组互相检查。教师抽学生朗读自己写的内容，师生共同检查有无错误。

注意：本单元的Self Check部分渗透了对语言学习内容进行归类和小结的学习策略。建议教师在教学中逐步引导学生观察、对比，不仅要知道答案是什么，还要知道为什么，以培养学生的学习意识和能力，为培养学生终生学习能力奠定基础。

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四、课文注释

1. I know! 我知道啦！

这是一句英语口头用语，主要用于以下三种场合：

1）用于表示说话者突然想出点子，有了主意。这时，I know类似于汉语的“我知道该咋办了；我有主意啦；有办法了”等。书本对话此处便是如此。再如：

I know, we can get this scarf for your mother as her birthday present. 我有点子了！我们可以给你妈妈买下这条围巾作为她的生日礼物。

2）用于表示赞同对方，或表达深有同感，类似汉语“我同意；这我知道；我也是这样想的”这样的意思。例如：

A: We have to tell this to mom. 我们得把这事告诉母亲。

B: Yeah, I know. 好，我也这么想。

3）表达观点时用来提前预示对方不要插话，让自己将话说完，这时相当于汉语“我知道；我明白”。例如：

It looks a little scary, I know, but I like it. 我知道它看上去有点可怕，但我喜欢它。

I know, I know, I should have had in my homework this morning. 我知道，我知道，我今早应该交作业。

值得注意的是，英语在表示听懂别人意思，表达“我知道了；我明白了；我懂了”时，常用I see。例如：

A: He lives here but works in London during the week. 他在这住，但工作日内却在伦敦上班。

B: Oh, I see. 哦，我明白了。

2. It is said that a Chinese ruler caller Shen Nong first discovered tea as a drink. 据说一位名叫神农的中国统治者最早发现了茶可以饮用。

1） It is said that ...是英语的一个固定语句结构（sentence frame），用来表示“据说……；相传……；据传说……”。例如：

It is said that he was a spy during the war. 据说战时他是一个间谍。

这种表述还有They say ..., People say ... 等表达方式。例如：

They say that she has been all over the world. 据说她到过世界各地。

2） 动词discover意为“发现”，表示得知以前存在却不为人所知的事物或事情。例如：

Scientists have discovered another new type of virus. 科学家们又发现了一种新病毒。

动词invent则表示发现或创造出以前所没有的新东西，为“发明”之意。例

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如：

I wish someone would invent an everlasting light bulb. 我希望有人能够发明一种永久不熄的灯泡。

The first safety razor was invented by company founder King C. Gillette in 1903. 第一把安全剃须刀是由吉列公司创始人金·C·吉列于1903年发明的。

3. **It is believed that tea was brought to Korea and Japan during the 6th and 7th centuries.** 人们认为茶是在公元六至七世纪传播到了日本和朝鲜。

与上条注释It is said that ...句式相同，It is believed that ...也是一个常用结构，表示“人们相信……；人们公认……；大家认为……”等意思。例如：

It is widely believed that telephone was invented by Alexander Graham Bell. 人们广泛认为亚历山大·贝尔发明了电话。

类似这种结构的句子结构英语还有不少，例如：

It is reported that ... 据报道……

It is broadcasted that ... 据广播（电视）报导……

It is estimated that ... 人们估算……；据推算……

It is well-known that ... 众所周知……；大家知道……

4. **At the same time, they need to stop the competing team from getting the ball into their own basket.** 同时，他们需要阻止对方将球投入自己队的篮筐。

stop someone from doing something是一种句式，表示“阻止某人做某事”。其中介词from可以略去，形成stop someone doing something结构。例如：

They've put barriers up to stop people (from) getting through. 他们架起了路障，阻止人们由此通过。

Health workers are trying to stop the disease from spreading. 医护工作者正在设法阻止这个疾病的传播。

此外，英语中还可以用keep someone from doing something和prevent someone (from) doing something来表达类似的意思。例如：

The heavy rain kept him from going home. 大雨让他无法回家。

His disability prevents him from driving. 残疾使他无法驾车。

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五、文化注释

1. 神农与茶的故事

我国民间传说将神农氏奉为中华农业和医药的发明者。远古时代，人们对植物缺乏了解。传说中为了验证哪些植物能吃，哪些不能吃，神农亲自品尝各种植物，以了解它们的实用性和药用价值。这便是“神农尝百草”的传说。有关神农发明茶饮的故事流传有两种不同版本，除了教材中的故事之外，另一种则更加传奇。据说，一天神农在野外品尝了数十种含有不同毒性的植物，奄奄一息。这时他发现身边有几片树上掉落的叶子，散发出独特的清香味。既出于好奇又出于习惯，他把树叶放入口中咀嚼，很快感到神清气爽，身体也舒服起来。于是他摘了好多这种树叶吃下，身上的毒性竟完全化解掉了。

两则传说虽内容情节有别，但有一点是相同的：茶叶引起了神农的兴趣，吸引他对茶的性状做了进一步的研究。古籍《神农本草》对茶如此记述：“味苦，饮之使人益思、少卧、轻身、明目。”这也是最早记录茶的药用功效的典籍。

2. 陆羽（唐）及其《茶经》

陆羽约出生于公元733年，相传他为弃婴，其貌不扬，天生口吃，但却天资聪颖、好学多思。成年后陆羽四处游历，考察茶叶的产区，向茶农请教采茶、制茶的方法，积累了丰富的茶知识。公元760年，他隐居山中，闭门著书，终于写成了千古名作《茶经》。

《茶经》是我国乃至世界上最早一部有关茶叶及品茶的专著，全书共分三卷十节，涵盖了茶从采摘、制作到饮用的全部过程。该书全方位地搭建起茶文化框架，因此享有“茶叶百科全书”之美誉。《茶经》的诞生，是中国茶文化发展到一定阶段的重要标志，对以后我国茶文化的发展起着重要的推动作用。《茶经》已被译成多种文字介绍到其他国家。

3. 篮球的故事

在现代体育运动中篮球具有突出的地位，它与足球一起被列为受众群体最广泛的球类运动。但篮球的历史要比足球短许多。

1891年，詹姆斯·奈史密斯医生发明了篮球运动。最初是将竹篮子钉在墙上，然后向篮子里投球，篮球的名称由此而来。当时的篮球规则和人数都不固定，后来经过不断改进，形成了现代篮球规则。

篮球比赛全场时间分为2×20分钟（业余比赛）或4×12分钟（职业比赛）两种，分上半场和下半场。每队上场队员5人，其中2名前锋、2名后卫、1名中锋。队员将球投入对方栏中得分，全场比赛结束时，得分多的一方获胜。

1904年，篮球被列入奥运会的表演项目，1936年在柏林奥运会上成为正式项目。女子篮球则到1976年蒙特利尔奥运会才被列为比赛项目。如今世界公认的篮球水平最高的赛事是美国国家篮球协会（NBA）联赛。

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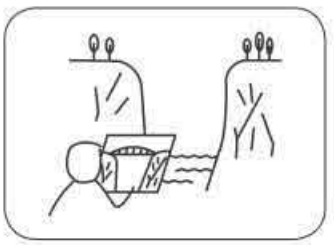
六、教学简笔画

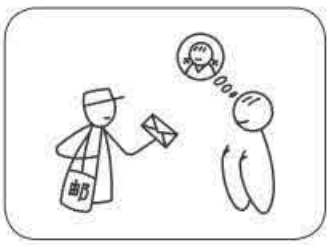
1. a new style of dress



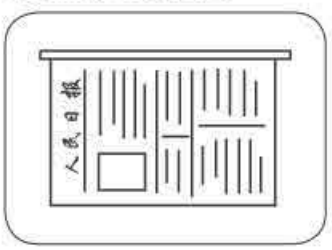
2. project



3. a pleasure to receive her letter



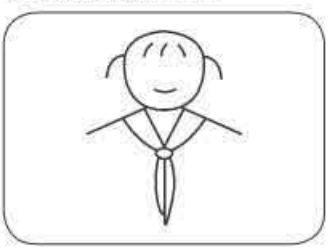
4. a daily newspaper



5. website



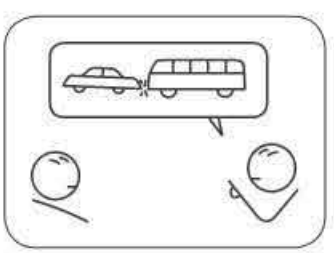
6. a young pioneer



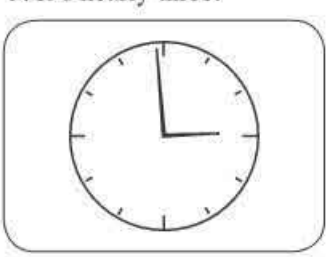
7. list



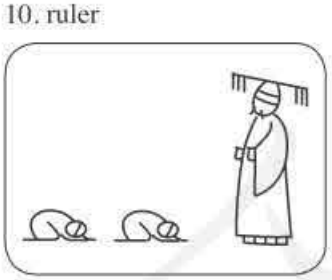
8. mention the accident



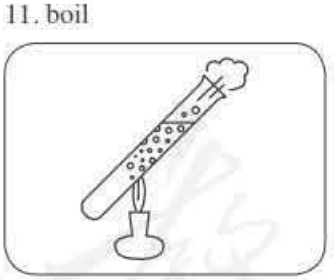
9. It's nearly three.



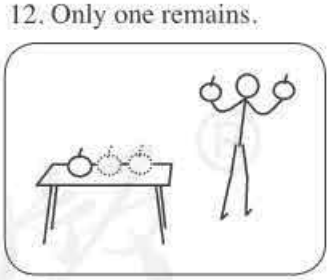
10. ruler



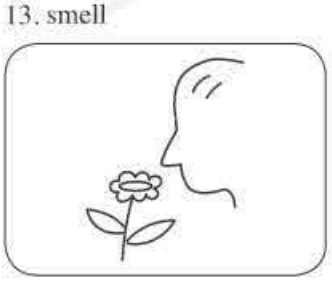
11. boil



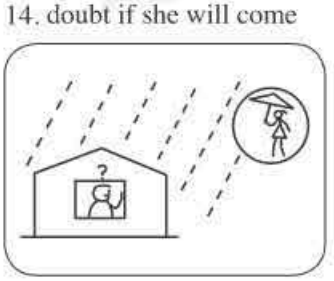
12. Only one remains.



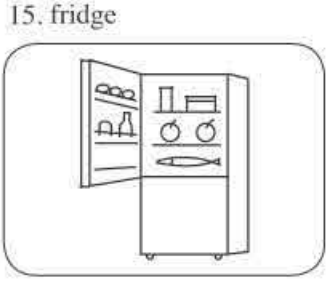
13. smell



14. doubt if she will come



15. fridge



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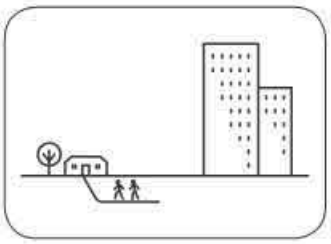
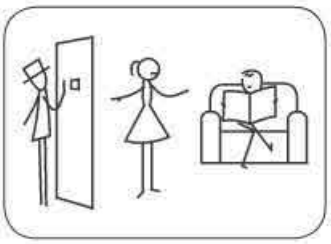
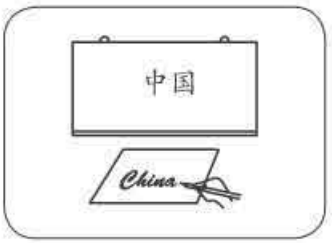
16. Our house is low.



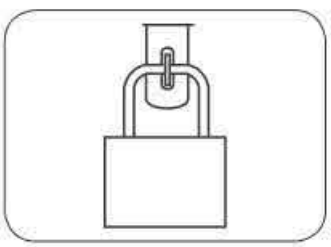
17. Somebody is at the door.



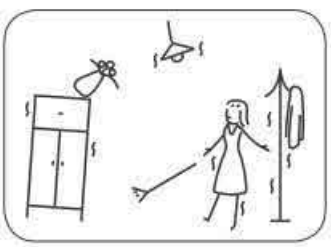
18. translate



19. lock(ed)



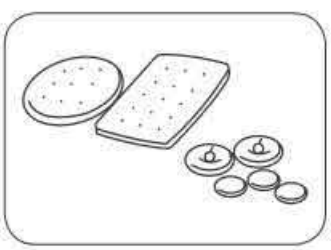
20. earthquake



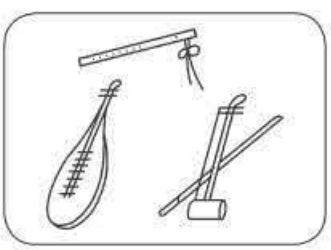
21. a sudden rain



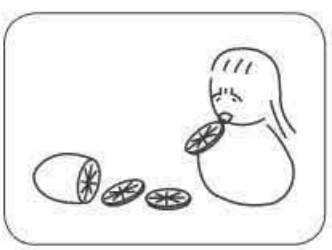
22. biscuit, cookie



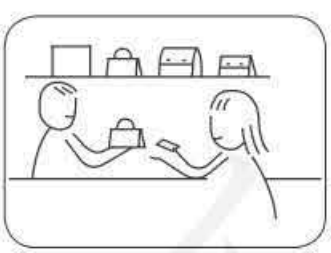
23. musical instruments



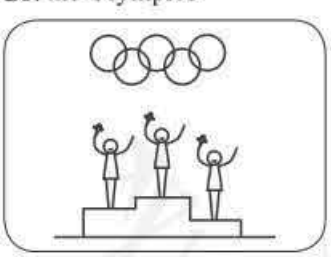
24. The lemon is sour.



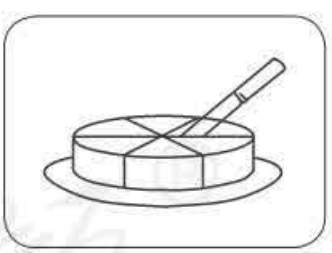
25. customer



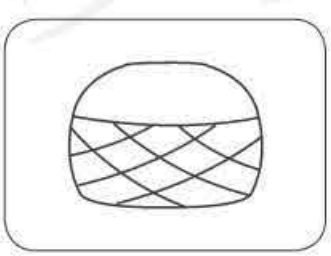
26. the Olympics



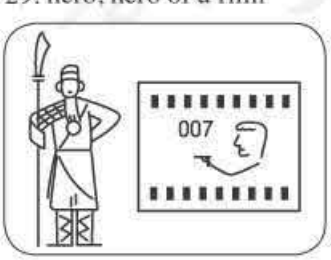
27. divide



28. basket



29. hero, hero of a film



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Unit 6 When was it invented?

SECTION A

1a

Purpose	To introduce Ss to the unit goal: talk about the history of inventions. To set the scene, increase Ss' vocabulary and introduce the target language.
Picture	The four pictures show: (top row, left to right) a computer system with an old-style CRT (cathode ray tube) monitor, tower CPU (central processing unit) and keyboard; a red two-door sedan or saloon car; (bottom row, left to right) an old-style telephone with a rotary dial; a CRT television.
Culture Focus	***Blast from the past*** It is possible that Ss may only have seen the four items in photographs or on television. The pictures in the textbook depict the older generation of those items and while some, like the car, haven't changed very much, others, like the telephone, are very different. However, Ss should still be able to recognize the items. Here is some information about each item: • Computer Most people now have LCD or flat-screen monitors. How powerful a computer is depends on what is contained in the CPU and this can be customized. Tower CPUs can be dismantled and parts can be added so even though it looks like an old system on the outside, the computer system can be very powerful. • Car Cars haven't changed much since people switched from horses to engines. If anything, they have just become sleeker in design. Some two-door cars can seat more than two people as the front seat can be shifted to allow passengers into the back seat. Of course, four-door cars are more convenient and these are most popular. This basic design has been adapted to suit models that cater for various needs, e.g. more luggage space (station wagons, SUVs – sport utility vehicles), more space for people (MPV – multi-purpose

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Culture Focus	vehicles, vans) or luxury (limousines). Most cars today have automatic transmission (i.e. the car has a computer that changes gears automatically), but some drivers still prefer a manual transmission (i.e. changing gears manually with clutch control). • Telephone Telephones still need a receiver and a transmitter. Whether this is all part of one package, like a mobile phone, or are separate items, like a phone for the land line, it still works the same way. The telephone pictured in the textbook is rarely used these days but it has become an icon of what a telephone is, being very easily recognizable. The rotary dial, or finger wheel, was used to dial a number. There were ten holes on the dial, one for every digit (1 to 9 and 0). You would place your finger in the number you wanted to dial and drag the dial to a fixed "stop" position after which you would let it go. The dial would then reset to its original position. Electrical impulses from this action would then activate the number to be dialed. The rotary dial was patented by Almon Brown Strowger in 1891. The rotary phone was later replaced with the push-button phone, which works much like a calculator does. • Television The first televisions used CRTs (Cathode Ray Tube). Their bulkiness comes from the tubes that work together to produce the image. Technological advances have meant that images can now be transmitted digitally and tubes are no longer needed. Hence, televisions are now slim and streamlined, much larger in diameter and able to project even sharper images.
Optional Approach	***Which came first?*** Before starting on the unit, ask Ss to keep their textbooks closed. Write these four words on the board: *computer car telephone television* Ask Ss which of these four items they think was invented first. Tell them to indicate by a show of hands as you point to each item on the board. Count the number of Ss who voted for each item and write the total number on the board. Try to make sure that every S participates and that each S only votes for one item.

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Optional Approach	(**Note:** Before asking Ss to do activity 1a, the T may wish to proceed with the Optional Approach for 1b as they are interrelated.)
Answers	Computer – 4 Car – 2 Telephone – 1 Television – 3

1b

Purpose	To help Ss recognize the target language in natural speech.
Optional Approach	***Narrowing it down*** Still keeping their textbooks closed following after the previous class activity, ask Ss which century and decade they think the items were invented in. They don't have to pinpoint an exact year. The T may wish to prompt them by suggesting 1600s, 1700s, 1800s or 1900s. Perhaps some might even think it was more recent. Write down the more popular centuries next to the item. If Ss say that more than one item was invented in the same century, then ask them to guess which decade in that century. The aim is get them to understand their own perceptions of time and how "old" they think things are. Once Ss have volunteered their answers and these are written on the board, Ss can then proceed with activities 1a and 1b. Once they've finished both activities, they can compare their answers with their guesses written on the board. How accurate were they?
Answers	d 1876 a 1885 c 1927 b 1971

1c

Purpose	To help Ss use the target language in natural speech.
Optional Approach	***Practice, practice, practice*** In pairs, get Ss to practice using the target language to talk about the four items. The T can allow Ss to look at the dates in the textbook since the idea is for them to practice speaking to each other, not test their memory. The T may also wish to get one S in each pair to ask about item a and b while the other asks about c and d.

2a

Purpose	To give Ss listening practice with the target language.
Optional Approach	***Have you heard of these before?*** Before playing the recording, the T may wish to ask Ss to look at the drawing in the textbook and the three items highlighted there. Have they ever heard of these items before? Can they guess what the items are used for? Can they guess when

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Optional Approach	these items were invented? Get Ss to discuss with their partner the answers to these questions.
Answers	3 shoes with special heels 1 shoes with lights 2 hot ice-cream scoop, runs on electricity

2b

Purpose	To give Ss practice in listening for specific items in conversations.
Teaching Tip	***Did they guess correctly?*** Based on the previous activity, ask Ss how accurate they were in their guesses about what the inventions were used for. Randomly call on a few Ss and ask how they knew, i.e. what deductions did they make and based on what information.
Answers	

Invention	What is it / are they used for?
shoes with special heels	changing the style of the shoes
shoes with lights	seeing in the dark
hot ice-cream scoop	serving really cold ice-cream

2c

Purpose	To give Ss the opportunity to use the target language in conversations.
Optional Approach	***What else can they be used for?*** In pairs, get Ss to speak with each other about the inventions mentioned in 2a and 2b. Ask Ss to make their conversations more interesting by coming up with more uses for the three inventions. Each Ss should come up with one alternative use.

2d

Purpose	To give Ss the opportunity to use the target language in a controlled manner.
Teaching Tip	***Getting the inflections right*** This conversation is a good exercise for Ss to learn to inject inflections, tones and feeling into what they are saying. The T can draw Ss' attention to the punctuation in the conversation. There are a number of exclamation marks and ellipses. Remind Ss what this is intended to convey and how the tone of one's voice needs to change accordingly. The T may wish to demonstrate by reading through the conversation once so that the class understands how inflections, tones and feeling are important when speaking.

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3a

Purpose	To provide Ss with reading practice using the target language.
Culture Focus	***Tea lore*** Tea plants are commonly found in East and South Asia. In many of their native countries, tea has been known to have medicinal properties and different types of tea have different health benefits. In recent years, the knowledge of these health benefits has spread to the Western world. One of the teas that has gained popularity in the West is green tea, which certain studies have suggested help to reduce blood pressure and control weight. Cultures with a long tradition of tea drinking have even elevated the brewing and pouring of the tea to an art form. For some, the tea pot is just as important as the tea itself. Some cultures recommend the drinking of pure tea, meaning just the tea itself with no additives. In other cultures, the tea drink has evolved to include the addition of sugar, various types of milk as well as herbs. The packaging of tea into bags and sachets has made the drink even more accessible. The infusion of tea with a variety of other ingredients, for both hot and cold beverages, has raised its popularity to new heights.
Answers	• Paragraph 1 – How tea was invented by accident • Paragraph 2 – Lu Yu and his book *Cha Jing* • Paragraph 3 – How tea spread to other countries

3b

Purpose	To give Ss an opportunity to check their reading comprehension.
Teaching Tip	***Pair work*** For a change, the T may wish to get Ss to answer the questions out loud to their partner instead of writing it down. Be sure to tell them that they should answer in full sentences and not just with the main points. Pairs can take turns to answer the questions.
Answers	1. It was first drunk about 5,000 years ago. 2. Some leaves from a tea plant fell into the boiling water when Shen Nong was boiling drinking water over an open fire. It produced a nice smell and tasted delicious. This is how tea was invented. 3. Lu Yu is called "the saint of tea". 4. It describes how tea plants were grown and used to make tea. 5. It was brought to Korea and Japan during the 6th and 7th centuries and to England around 1660.

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3c

Purpose	To give Ss practice in grammar using key words from the passage.
Optional Approach	***Making new sentences*** Before attempting the activity, tell Ss that they should share with their partner the meanings of the verbs in the boxes. After sharing the meanings, Ss can create their own sentences using the verbs (in any form) in such a way that each sentence illustrates the meaning of each word clearly.
Answers	1. invented 2. drunk 3. produced 4. brought 5. traded

GRAMMAR FOCUS

4a

Answers	1. The fridge was sold at a low price. 2. My camera was stolen from my hotel room (by somebody). 3. Where were these photos taken? 4. We were advised by our parents not to go out alone. 5. The book was translated into different languages by different writers.

4b

Answers	1. were invited 2. were brought 3. was locked; rang 4. were told; broke 5. were eaten; liked

4c

Purpose	To provide Ss with practice in using active and passive verb forms.
Teaching Tip	***Active and passive*** Get Ss to do this activity individually before sharing their answers with a partner. Next, get them to change the entire passage into either all active voice or all passive voice. One S in the pair should work on the active voice version while the other S works on the passive voice version. Each pair of Ss can then exchange answers.
Answers	was invented, was born, worked, learned, was invented, was said, is used

■ Optional Activity: Giving Mother a hand

Purpose	To help Ss master the target language and expand their vocabulary.
Materials Required	• Flip charts • Markers

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Procedure

1. Divide Ss into groups of four or five.
2. Ask them to invent something that would help their mother at home. This could be a kitchen appliance, cleaning equipment, etc.
3. Tell Ss that what they invent must not be something that has already been invented, e.g. a rice cooker.
4. Instruct Ss that they will have to think about:
   - what the invention is supposed to do
   - how it will help their mother
   - what it might look like / be made of
   - whether it will be easy to produce
5. Give Ss about 10 to 15 minutes to brainstorm.
6. Each group will have to present their invention idea to the class. (Give Ss the option to draw their invention on a flip chart if they would like to.)
7. Ask the class to vote for their favorite invention.

SECTION B

1a

Purpose	To prepare Ss to use the target language in a different context.
Culture Focus	***Confusion over chips and fries*** The UK is famous for its fish and chips but when you order this dish, the chips that come with it aren't the usual thin crispy chips but are likely to be batons of deep-fried potatoes. So which is which? Basically this is a question of American and British English. In America, "chips" refers to the thin potato crisps that are usually fried and sold in packets at the supermarket or convenience store. For them, the deep-fried potatoes that come with a meal (meat or fish) are usually referred to as "French fries". In the UK, Ireland, Australia and New Zealand, "chips" are what comes with the meal (as in fish and chips) while the ones in packets are known as "crisps". To add to this confusion, some chefs sometimes substitute crisps for the chips/fries when they serve meats or fish!
Optional Approach	***Sense of taste*** Ask Ss what the four basic kinds of tastes are. (The answers should be: sweet, sour, salty, bitter.) Write these on the board. Next ask Ss to name some food items that are associated with these four tastes. Try to get Ss to think about some natural foods (e.g.

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Optional Approach	vegetables, fruits) as well as some dishes or processed food items (e.g. ice-cream, candy). For stronger classes, the T may wish to introduce the term "savory" (meaning: having either a salty or spicy flavor). Ask Ss whether there are any food items they know that can be described as "savory".
Answers	• potato chips – crispy, salty • lemons – sour • ice-cream – sweet • salted eggs – salty

1b

Purpose	To prepare Ss to use the target language in a different context.
Teaching Tip	***Adding salt*** One reason why salt has always been a precious condiment is its ability to make almost anything taste better. Human beings tend not to like bland food so anything that isn't sweet or salty isn't very popular. The T may wish to remind Ss that most food that we eat has been enhanced in some way. For example, we hardly eat raw meat, and the prepared meat we do eat usually has some sort of seasoning on it or is used as an ingredient in a dish that has some flavoring.
Answers	Suggested answers: • sweet – banana, water melon • crispy – fried chicken, potato chips • salty – cheese, salted eggs • sour – vinegar, lemon

1c

Purpose	To give Ss practice in listening for specific items in conversations.
Teaching Tip	***Con-cen-trate*** Ask Ss to close their eyes and just concentrate on the conversation they are about to hear. By shutting out any other stimulus or factors that may distract them, Ss should be able to listen and remember the facts better. When the recording ends, Ss can attempt the activity. Get Ss to check their answers with a partner. Did they hear the same thing?
Answers	1. T 2. F 3. T 4. F 5. F 6. T

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1d

Purpose	To give Ss practice in listening for specific items in conversations.
Optional Approach	***Do they remember?*** For stronger classes, the T can combine the Optional Approach for this activity with the Optional Approach for 1c. Ask Ss to fill in the blanks based on what they had heard when their eyes were closed and they were concentrating. Do they remember what they heard? Or can they guess the answers based on what they know and the context around the blanks? Once all Ss have attempted this activity, play the recording again and ask them to check their answers.
Answers	were invented, 1853, thin, crispy, really salty

1e

Purpose	To give Ss practice in asking questions in a specific format.
Optional Approach	***"Jazzing up" their conversations*** Potato chips are a snack that most people enjoy eating so it will not be surprising that the Ss would be interested to know how they were invented. For this conversation, get Ss to inject some exclamations into their speech instead of just using direct questions and answers. Have pairs of Ss experiment on how they can "jazz" up their conversations. Remind them of the role-play they did in Section A, activity 2d and how inflections, tones and feelings play a part.

2a

Purpose	To prepare Ss for the subsequent reading activity.
Culture Focus	***Shooting hoops*** Basketball is one of the most popular sports in the world, and has a large viewership globally. Usually, professional players of the traditional form of basketball have to be tall, with most male players being above 1.91m and women above 1.70m. There have been a few players who are shorter (shorter than 1.70m), but they have made a name for themselves because they are able to quickly navigate through a crowd and get the ball at a low angle or they are able to leap significant heights. In recent times, other forms of basketball have evolved from the traditional game. The objective of shooting the ball into the hoop is still the same but there are variations in the court size, type of court

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Culture Focus	and players. The more well-known among these are half-court and wheelchair basketball. Half-court, as the name implies, is played on half a court with only one hoop. Wheelchair basketball was created by World War II veterans who had been disabled during the war and were confined to a wheelchair. Today there is even an International Wheelchair Basketball Federation.
Answers	Answers will vary.

2b

Purpose	To provide Ss with reading practice using the target language.
Teaching Tip	***Practice makes perfect*** Reading quickly is like skimming a passage. Skimming skills can only improve with practice. The T may wish to give Ss a short time frame (e.g. three minutes, or less for stronger classes) to look at the passage. The more time Ss are given, the more likely they will read the passage rather than skim the passage.
Answers	• Paragraph 1 – Introduction to basketball • Paragraph 2 – How basketball was invented • Paragraph 3 – The popularity of basketball today

2c

Purpose	To provide Ss with practice in creating mind maps.
Answers	Game • played inside on a hard floor • two teams • get the ball into other team's basket Development • invented by Dr. James Naismith • first game on December 21, 1891 • became Olympic event in Berlin in the year 1936 • most famous games: NBA • popular games in China: CBA Popularity • played by more than 100 million people • over 200 countries

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2d

Purpose	To give Ss practice in doing a summary based on a mind map.
Optional Approach	***One sentence each*** Using the questions in the textbook, ask each S in a pair to come up with one sentence that would summarize a key point in the passage. Each sentence should be the answer to the question posed. Tell Ss that they will have to answer in such a way that when they put all the answers/sentences together without the questions, it should flow properly and make sense to someone who has not read the passage. The T can provide a hint to Ss that this means that certain answers need to be expanded on slightly.
Answers	1. Dr. James Naismith invented basketball. There are two teams and players on the same team must work together to get the ball into the other team's basket. 2. The first basketball game in history was played on December 21, 1891. 3. The Berlin Olympics was important because basketball became an Olympic event then. 4. The professional basketball groups are the NBA in America and the CBA in China. 5. Basketball is played by more than 100 million people in over 200 countries.

2e

Purpose	To provide Ss with an opportunity to think further about a subject and express their own opinions.
Optional Approach	***Two sides of a coin*** As they say, there are always two sides to a coin and just because a person is famous does not mean that everything goes well for him/her all the time. In pairs, get Ss to think about the pros and cons of being a famous basketball player. Challenge Ss to come up with at least five of each and share these with another pair.
Answers	Answers will vary.

3a

Purpose	To prepare Ss to write using the target language.
Teaching Tip	***Be practical*** It would be very easy for Ss to think about outrageous solutions for what they do not like doing, e.g. invent a magic wand that

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Teaching Tip	could help them clean their room or invent a device to summon elves that will do their homework. Encourage them to think about practical solutions. This is not to say that they cannot think out of the box. They just need to make sure that their recommended solutions do not involve the impossible.
Answers	Answers will vary.

3b

Purpose	To provide Ss with writing practice using the target language.
Optional Approach	***Giving constructive feedback*** The T may wish to allow Ss to work on this writing activity at home. When Ss come to class, Ss can share their descriptions with a partner before reading it out to the class. Tell Ss that they should provide constructive feedback to their partner. Questions they can ask themselves as they listen are: • Who would be interested in buying this product? • Based on the description, would this target group be interested in using the product?
Answers	Sample writing: This special pen was invented by Liu Jie. It has three colors and is used for taking notes quickly. It is very useful if you have a lot to write down. The pen comes with a microchip that can store a list of common words that you will use. You can program the words you will use often into the microchip's memory, then assign a short form to each word. When you are writing, you just need to write the short forms with the pen, press a button on the pen and all the short forms will change into the actual words. The microchip can contain up to 50 words and you can make changes to the list of words whenever you need to.

SELF CHECK

Purpose	To provide a comprehensive review of key vocabulary and functions presented in the unit.
Teaching Tip	***Research time*** For part 3 of this activity, give Ss some time to research an invention. The T may wish to get Ss to do this in small

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Teaching Tip	groups of three or four if the class is large. It would be helpful for Ss to share their research and their sentences with the rest of the class. To ensure that there is no overlap, the T may wish to give groups time to discuss what they want to research and then make sure that each group is researching a different item.
Answers	1. invent, all of a sudden, doubt, websites, mention 2. 1. My watch was stolen (by someone). 2. Five eggs were used (by them) to make this big cake. 3. When was the personal computer invented? 4. We were asked not to run in the hallway. 5. The video was taken back to the store (by someone). 3. Answers will vary.

■ Optional Activity: Chocolate creations

Purpose	To help Ss master the target language and expand their vocabulary.
Materials Required	• Flip charts • Markers

Procedure

1. Divide the class into groups of three or four.
2. Ask Ss to create a new flavor for chocolates that will be sold in a box.
3. Tell Ss to be as specific as they can. They may wish to consider the following:
   - the type of chocolate to be used, e.g. dark, milk, white, mixture
   - the type of filling they want to use, e.g. cream, nougat, liqueur
   - other ingredients, e.g. bits of fruit or nuts
   - what the chocolate will taste like, e.g. sweet, salty, spicy
4. Give Ss some time to brainstorm in their group.
5. Instruct Ss to ask themselves if the tastes of what they intend to put together blends well. Remind them about the four basic tastes.
6. Tell Ss to think about the shape of their chocolates. Get them to draw this on a flip chart. Remind them that they will have to explain why they chose that shape and how it goes with the flavor and ingredients of the chocolate.
7. Get each group to present their new chocolate creation to the class.
8. Get the class to vote on their favorite flavor.

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Unit 7 Teenagers should be allowed to choose their own clothes.

一、教学目标与要求

话 题 **Topic**	规则（Rules）
功 能 **Functions**	1 能谈论允许或不被允许做的事情（Talk about what you are allowed to do） Teenagers should be allowed to choose their own clothes. I don't think sixteen-year-olds should be allowed to drive. 2 能表达同意或不同意（Agree and disagree） I agree. I disagree. I don't think so. I don't agree with this.
语 法 **Grammar**	能正确运用含有情态动词的被动语态（*should* + *be allowed to*） Sixteen-year-olds should be allowed to drive. Teenagers should not be allowed to have part-time jobs. Do you think we may be allowed to take photos if we don't use a flash?
词汇和常用表达 **Words & expressions**	1 能正确使用下列词汇（Curriculum words） smoke, cry, lift, regret, educate, manage, support, enter, license, safety, field, hug, poem, community, chance, society, choice, tiny, awful, badly 2 能正确使用下列常用表达（Useful expressions） talk back, keep ... away from, make one's own decision, get in the way of 3 能认读下列词汇（Non-curriculum words） part-time, pierce, earring, flash, teen
学习策略 **Strategies**	1 能通过浏览文章标题、插图、每段的首末句来获取文章的主旨大意或中心思想 2 在语言运用的过程中学习和掌握语言知识
文化知识 **Culture**	1 中西方教育观点和教育方法上的异同 2 中西方行为准则上的异同

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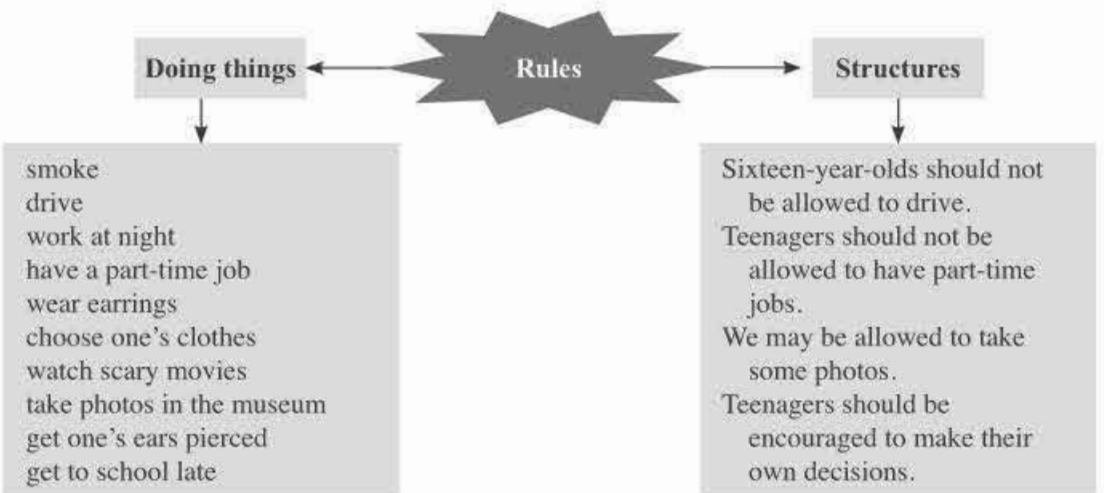
二、话题思维导图



三、内容介绍和教学建议

SECTION A 内容介绍

本单元的核心话题是“规则”。

1a–1c通过图文及听力活动导入单元话题：哪些事情是允许青少年做的，哪些事情是不允许做的。其中1a的单元主题图展现了一对母女对话的场面以及她们讨论的内容：青少年开车，挑选自己喜欢的衣服，穿耳洞戴耳环，女儿询问母亲能否坐朋友的车去购物。1a还呈现了本单元重点语言结构：与情态动词连用的被动语态。活动1b的对话则结合主题图的场景，将本单元话题、语法和句型真实地呈现出来，训练学生在听的过程中捕捉细节信息的能力。1c要求学生针对本单元语法和句型进行控制性口头操练，完成最基本的语言输出。从语言功能上看，这部分重点训练同意和不同意的表达。

2a–2d听说活动的主要目的在于巩固和拓展本单元话题、语法和句型。2a的对话呈现了两个女孩讨论他们的朋友Larry的场景，要求学生通过听了解她们各自的观点，以及对彼此的观点是否认同。2b则要求学生关注她们所陈述的理由并对内容进行排序。2c是一个“头脑风暴”活动，主要让学生讨论并列出日常生活中我们能做和不能做的事情。2d通过两个学生关于参观博物馆的规定的对话，让学生在语境中体会其他情态动词后接被动语态的用法，同时要求学生模仿示范对话进行口语操练。

3a–3c围绕着一首诗歌Mom Knows Best展开。诗歌不仅呈现了新的词汇，再现了本

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单元要求学习和掌握的should be allowed to do sth.的句型，更重要的是，它通过描绘孩子成长过程中与母亲的互动交流，利用细节的刻画引发读者的思考，潜移默化地对青少年进行情感教育，让学生学会理解父母对子女的关爱和教导。

Section A部分的教学重点是情态动词后接被动语态的用法，教学难点是对诗歌语言的理解及阅读中一些词组的运用。

SECTION A 教学建议

活动1a

1. 教师可利用单元主题图或简笔画呈现1a所列句子中的相关行为，导入新词汇，如：smoke, drive, have a part-time job, get ears pierced, choose their own clothes等。教师也可让学生直接看图说话，如：

   T: Look at the small picture on the left. What's in the boy's hand? Where is he? What is he doing?

   (教师引导学生观察第一张小图片，引出单词license，然后让学生猜测词义。)

   T: Look at the small picture in the middle. What's the girl doing? What's in her hand?

   (教师引导学生观察第二张小图片，引出词组choose one's clothes。)

   T: Look at the small picture on the right. What's in her ear? Is she getting her ears pierced? How do you know? (教师引导学生观察第三张小图片，引出earring, pierce等词汇。)

   T: Look at the picture below. What's the relationship between the two speakers? Why do you think so?

   (教师引导学生关注两个对话者以及对话泡泡中的内容，给予适当提示，如：Are they friends? Are they teacher and student? Or mother and daughter? What does "No way" mean? What does "safety" mean?)

   在师生互动交流的过程中，教师应鼓励学生大胆发表自己的猜测和看法，不要急于判断对错。

   注意：在类似的看图说话过程中，教师通过高密度的提问与学生进行互动，有利于学生理解和学习新词汇，也有助于学生复习已学过的语言内容。教师的提问，在语音、语调、表达和造句等方面能给学生起到很好的示范作用，同时能快速激活学生大脑中的相关图式，进入语言学习状态。因此，教师要有效地利用好教学主题图，提高自己的提问技巧。

2. 让学生独立完成1a活动，然后与同伴交流看法，教师可提供相关的问答句供学生

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交流时使用，如：

A: Do you think teenagers should be allowed to smoke?

B: No, I don't think so.

A: Why?

B: Because it's not healthy.

A: What about part-time jobs? Do you think students should be allowed to have part-time jobs?

B: Yes, I do.

注意：1a活动中的五个句子实际上包含了五个小话题，都是学生很感兴趣的内容，特别是Teenagers should be allowed to choose their own clothes. 教师可根据这一话题启发学生讨论：Should we wear school uniforms? Why? Why not? 这些问题可以激发学生的参与意识和积极性，激活脑海中已有的相关语言知识并在交流中加以运用。

3. 请个别学生朗读1a的各句，简要说出自己是否赞同，阐明理由。教师可给予相应的语言支持。

活动1b–1c

1. 听前，教师设定听力目标：What's the relationship between the two speakers? 完整地播放录音，让学生对这段对话有整体的感受，以便他们在语流中快速准确地捕捉需要的信息。
2. 第二次播放录音，要求学生回答与所听内容相关的细节问题，如：
   - Who is John? What do you know about John?
   - What does the woman think about John's driver's license? Why does she think so?
   - What does Anna want to watch?
   - How is Anna going there?
   - What else is Anna going to do?
   - Why does the woman want to go with Anna? What does Anna think about it?

   师生核对答案。核对答案时，教师可再次播放录音，并适当停顿，特别是在重点信息处停下来，让学生复述，教师适当纠正学生的语音语调，强化重点句型。该步骤是这一听说任务链中最重要也是最精彩的部分，教师既要保证学生充分理解对话的内容，又要引导他们关注目标语言。
3. 让学生独立完成1b，师生核对答案。
4. 第三次播放录音，让学生根据附录中的听力材料边听边跟读，模仿对话中的语音

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语调，体会对话双方的情感。

5. 让学生两人一组分角色朗读1c 对话。教师可鼓励学生根据1c的话题自由发挥，说出更多的理由，例如：They are too young to drive. / They don't know the traffic rules.

> 注意：教师应引导学生理解和运用Well, / OK. / No way! / Mom, I'm not a child! 等表示同意或不同意的表达。另外，教师还应关注I don't think sixteen-year-olds should be allowed to drive.这种否定转移的语言现象。由于这种语言表达和中文表达有反差，学生容易理解，但运用起来有困难，可以适当展开讲解和操练。

6. 让学生利用1a中的五个句子和1c的示范回答编对话，要求每个句子至少提出两条理由。

活动2a–2b

1. 听前预热。让学生朗读2a中Kathy 的五个句子并根据教材图片预测听力内容：What is the boy in the picture doing? What are the two girls talking about?
2. 教师准备一张图片或实物帮助学生理解earring。播放第一遍录音，让学生独立完成活动2a。
3. 再次播放录音，可在关键信息之后适当停顿，让学生自己核对2a的选择信息是否准确。师生核对答案。
4. 让学生先浏览2b的活动要求以及所列的各句，再根据先前的记忆尝试排序。然后，教师播放录音，学生纠正自己的排序情况。师生核对答案。核对答案时，注意要求学生不能只读填写的序号，而是应该按顺序朗读每个句子。
5. 教师再次播放录音，通过层层提问了解学生对听力内容的理解状况，引导学生关注某些单词、词组或句型，促使他们使用这些单词、词组或句型来回答问题，从而使目标语言得以使用，培养学生的语言运用能力。以下问题供教师参考：
   - Why shouldn't sixteen-year-olds be allowed to work at night?
   - How does Kathy feel about boys having long hair?
   - What does Molly think of boys wearing earrings?
   - Does Larry spend much time with his friends? Why not?
   - Are teenage boys full of energy? How do you know?

   或者，教师也可补充一些句子供学生判断正误，检测学生的理解情况。例如：

   1) Molly is working late tonight. (F)
   2) Both Kathy and Molly think teenage boys never get tired. (F)
   3) Kathy and Molly don't think Larry should work every night. (T)

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4) Larry's hair is too long and doesn't look clean. (T)

5) Larry doesn't have many friends because he doesn't like to make friends. (F)

6. 最后，让学生边听录音边跟读，教师对学生的语音语调予以适当指导。

活动2c

1. 教师通过提问启发和帮助学生回忆在七年级下册第四单元所学的关于规则的表述，再让学生以小组讨论的形式互相问答，补充整理出更多的rules。如：

Should	Should not
• wear the school uniform • keep quiet in the library • eat outside of the classroom • practice what you have learned • make your bed after getting up	• arrive late for class • run in the hallway • eat anything in the classroom • watch TV late every night • leave dirty clothes everywhere in the house

2. 各小组讨论完毕后，请各小组代表汇报自己的规则列表。

活动2d

1. 在学生开始2d活动前，教师提出一些问题让学生根据自己的实际情况回答：
   - How will you feel if you know you are going to visit an art museum?
   - What will you do there? Are you going to take photos?
   - What do you know about the rules for visiting a museum?
   - Why are you not allowed to take photos in a museum ?
2. 要求学生不看课本，先听2d对话录音，再让学生根据所听内容回答上述问题，看是否有不同答案。
3. 让学生翻开课本阅读对话，教师提供几个问题检测学生的理解，如：
   - What's the relationship between Sandy and Wu Lan?
   - Where are they going for the school trip this year?
   - How does Sandy feel about the trip? Why?
   - What did Mr. Smith say about the rules in the museum?
   - What does Sandy think they should be allowed to do in the museum?
4. 让学生从文中找出一些常用的固定表达，教师可通过提问、造句或翻译等练习帮助学生加深对语言点的印象，如：be excited about, take photos, the famous paintings by Picasso等。
5. 让学生齐声朗读对话，教师获取反馈，从中发现学生语音方面存在的不足。本段

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对话虽然基本没有生词，但学生在朗读时可能还是会出现朗读不流利，声音突然变小的情况，教师要注意单独领读这一部分内容。

6. 学生分角色朗读并操练对话，邀请几对学生在全班进行对话表演。

活动3a–3b

1. 读前热身。教师可通过课件呈现课文标题或将标题写在黑板上：*Mom Knows Best*，提问学生：
   - What does the title mean?
   - Do you agree with it?

   再让学生观察插图和课文大体结构，预测文章内容，并逐条回答相关问题：
   - What kind of text are we going to read?
   - What do you think the poem is about?
   - Do you remember what your mother did when you cried as a baby?
   - Do you listen to your mother and behave well?
   - How do you feel about your mother now? Do you argue with your mother or talk back to her?
   - Do you regret anything you have done to your parents?

   教师可让学生充分表达自己的想法和意见，同时适时地导入新词汇，如：cry, talk back, regret等。
2. 让学生阅读诗歌，思考并回答以下问题：Who do you think wrote the poem? How old was the writer in the poem? What did he write about? Why did he write the poem?
3. 让学生再次阅读诗歌，从诗歌中获取细节信息，回答3b中的问题。教师也可在3b活动的基础上设置更多问题供学生阅读后回答。以下问题供参考：
   1) What did the mother do when the writer was a baby and a small child?
   2) Why did the mother sing to the crying baby?
   3) How do you think a baby feels when he sleeps in his mother's warm arms?
   4) What might happen when a two-year-old child runs through a field?
   5) Why did the mom give the child a hug when he fell?
   6) Why do you think the writer talked back to his mom when he was seven and nine?
   7) How did the boy feel when he was not allowed to eat ice-cream?
   8) Why did the boy say "I am not a baby"?
   9) How did the writer feel when he was a teenager and his mom said "please be back by ten"?

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10) What did the writer regret when he grew up?

11) After reading the whole poem, how do you think the writer feels about his mom?

全班集体讨论上述问题，让每个问题有不同同学发表意见，对于需要学生推测的问题答案，学生可以各抒己见，教师不必给一个标准。教师可以提出不同的思考角度，鼓励大家讨论，而不是当裁判。

注意：在英语教学过程中，教师应尽量鼓励学生参与讨论，不要过分强调正确答案。这样既可以拓展学生思维空间，有利于创造性思维能力的形成，也有利于学生在运用中掌握语言。

4. 让学生听录音跟读诗歌，再全班齐声朗读或分组朗读。然后，请几个学生独立朗读诗歌，教师获取反馈，在语音、语调、意群停顿等方面给予引导和帮助。

注意：诗歌教学，朗读非常重要。教师要让学生在朗读中体会英文诗歌的节奏和韵律，从而体会其中的感情和意境，得到美的享受。

活动3c

1. 让学生浏览3c活动要求并给予他们一定时间思考。教师可选取一个学生，用问题启发和引导他讲故事，如：
   - How old were you at that time?
   - What did you want to do?
   - What did your mom/dad say?
   - Did you talk back to them?
   - Why did you say that at that time?
   - What did you do in the end?
   - How do you feel about it now?

   教师可要求其他学生把该同学回答中的关键词记录下来，尝试着将故事复述出来。
2. 学生根据教师所给的问题提示，尝试写一个自己的故事，然后与大家分享。学生写作完毕，可请几个学生朗读自己写作的内容。

语法内容介绍和活动建议

本单元Grammar Focus 列出了should, may 用于被动语态的例句以及表示同意或不同意的表达用语。

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4a是一个模仿写句子的练习，主要让学生观察并熟悉情态动词与被动语态连用的结构，学会将主动语态转换为被动语态，其中过去分词的构成仍然是学生容易出错的地方。4b是一篇短文填空练习，短文介绍了中西方在教育下一代的问题上不同的观念和不同的做法，由于要求填写的动词有被动态也有主动态，学生应根据语境和短文内容来判断需填写的动词的语态和时态，具有一定难度。4c是语言运用活动，要求学生为英语俱乐部制定规则，这是一个开放性的活动，是对本单元目标语言最好的运用。

语法部分具体教学建议如下：

1. 让两个学生以问答形式朗读Grammar Focus中的例句。
2. 要求学生回顾和观察Section A中带有情态动词的被动语态，然后归纳其构成特点，即：should/may + be + done。
3. 教师引导学生回顾和复习九年级第五单元和第六单元学过的被动语态及其结构，然后要求学生将下面三个句子改写成被动语态：

   1) He cleans his bedroom every day. → His bedroom is cleaned by him every day.

   2) He cleaned his bedroom yesterday. → His bedroom was cleaned by him yesterday.

   3) He should clean his bedroom in the morning.

   →His bedroom should be cleaned in the morning.

   随后，师生共同讨论主动语态转换为被动语态句式的规律和特点。教师还可通过展示句式对比图帮助学生理解并掌握两种句式的特点。如：



活动4a–4b

1. 让学生独立完成活动4a，选几个完成速度较快的学生到黑板上写出自己的句子，全班点评并核对答案。
2. 让学生先浏览4b活动要求以及语篇内容，找出短文主要探讨了什么问题。由于短

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文谈到了西方国家的教育情况，对于缺少背景知识的学生来说，理解起来可能有困难。教师可视学情需要，简单介绍一下西方国家的儿童教育，具体内容可参见本单元的文化注释。然后，让学生独立完成4b活动。学生完成后，可与同伴进行讨论，师生再核对答案。

3. 由于4b短文有一定难度，教师可以通过提问评估学生对语篇的理解，以下问题供参考：
   - What are teenagers allowed to do in Western countries when they are eighteen? Why do they do this?
   - Do teenagers move out in most Asian societies?
   - What do Chinese parents think about it?
   - What is common for teenagers in China? Why?
4. 鼓励学生从短文中找出值得学习和掌握的短语和句型，说出其含义，如：move out, take care of, look after, the young, It is common for sb. to do sth., It is better for sb. to do sth., That's why ...等。
5. 如果时间允许，教师可设置各种语境要求学生表达观点并提供不同理由，以便小结关于同意和不同意的多种表达，如：

   A: I don't think sixteen-year-olds should be allowed to drive.

   B: You are right. They are too young to drive.

   or: That's right. They are not experienced enough.

   or: I agree. They are not serious enough.

   or: I disagree. They have to start to get experience.

   or: I don't agree with you. Everything has a beginning.

活动4c

1. 教师提出问题，让学生开展“头脑风暴”活动：What do we always do in an English club?教师可鼓励或启发学生用短语罗列不同的活动，如：attend English corner activities, act out English plays, sing English songs, watch English movies, read English newspapers, listen to English lectures等。
2. 将学生分成小组，每个小组分配一个任务，如：讨论attend English corner activities的规则，允许做什么，不允许做什么；另一个组讨论act out English plays的规则，允许做什么，不允许做什么。每组组长记录讨论结果。
3. 小组讨论完毕，组长汇报，全班汇总，每个同学记录要点。教师还可以布置写作作业，要求学生以English Club Rules为主题列出各项规则。这样学生在口头和笔头上都能得到充分的训练。

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注意：这一训练可以达到以下目的：1）检查学生课堂注意力，他们是否认真听同学的汇报。2）培养学生的短期注意力和速记能力，训练他们边听边记录关键词。3）检查和培养学生的词块学习意识以及组词成句的能力。总之，要让学生掌握语法结构，就要让他们在以交际为目的的不同语境中反复操练和运用语法结构，一定要有效地提高学生参与度和频率，开展各种活动，保证学生真正参与。

SECTION B 内容介绍

Section B不仅进一步巩固和扩展了本单元的话题内容——青少年应该做什么，不应该做什么，再现了本单元的重点语法结构和词汇，还把前面两个单元所学的一般现在时和一般过去时的被动语态也进行了回顾，设置了真实的语境再现其用法。

1a–1b对单元话题进一步拓展，并融入新的词汇，让学生能够使用更丰富的语言表达来描述校园生活，讲述他们每天生活中常见的事情。同时，还复习了How often, always, usually, sometimes, never等表示时间频率的词汇和句式。

1c–1d通过一段父子间有关校园学习、迟到、考试、校规等问题的对话，进一步巩固三个有关被动语态单元所学的语法知识，培养学生在真实的语境中灵活运用语言的能力，强化被动语态的运用意识。活动1d还体现了词块学习的特点。1e活动是一个全开放式口语实战演练，学生就三个小话题展开讨论，表达同意或不同意，并陈述自己的理由。教师应鼓励学生发表不同意见和见解，培养他们的批判性思维。

Section B的阅读语篇介绍了一个叫刘宇的男孩，他希望实现自己成为职业运动员的梦想，为此和父母之间产生分歧。编者的目的在于让学生通过阅读这篇课文引发对未来的思考。教师应鼓励学生积极地为梦想努力，同时也应让他们了解在通往梦想的道路上可能存在的风险和失败。2a为读前讨论；2b–2c要求学生阅读并根据课文回答问题，是对阅读技巧的引领；2d要求学生用阅读中出现的几个短语和句型完成句子，是对语言知识学习策略的引领——在用中学。为了检查学生对阅读材料中的语言掌握情况，2e设计了一个表达自由度很高的口语训练活动：让学生谈自己的梦想以及父母对自己梦想的支撑。开展这一活动时，教师应提醒学生及时运用前面所学的词汇、短语、句型及结构。

3a-3b是写作板块。3a以表格形式提供了写作大纲，要求学生列出不赞成的规定、不同意的理由以及修改建议。3b则提供了写作支架，增加过渡性语言，帮助学生使用合理的语言表达，写出完整的文章。

本部分的学习重点是巩固和加强学生对被动语态的理解和认识，合理运用三种被动语态的句式，让学生通过阅读语篇了解父母与孩子对待未来梦想的不同态度；难点是让学生学会正确运用阅读中所学的词汇和句式。

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SECTION B 教学建议

活动1a–1b

1. 听前热身。教师与学生进行互动交流，提出问题引发他们对学校生活的回顾，要求学生用完整的句子回答。同一个问题可提问不同学生，如：
   - Can you think of a time when you were late for class? When was that? How often do you get to class late?
   - Have you ever studied with friends? How many times have you studied with friends? Where do you usually study?
   - Have you ever finished a test early? Why do you finish it early?
   - Do you often worry about failing a test? What do you do if you worry about it?
   - What happened to the boy at the door in the picture?

   注意：这个环节很重要，目的是为了激活学生大脑中的记忆，再现学过的单词、词组和句型，为听力活动做前期的铺垫。同时，学生的回应过程也是在运用中学习和巩固语言知识。教师在这个环节的角色扮演也很重要，要善于提供话题，掌握讨论节奏和难易度，调剂讨论氛围，不仅要鼓励优生大胆表达，还要关注班上基础一般或较弱的学生，给他们表达的机会，哪怕是让他们重复其他同学的发言或表达一下是否同意他人的观点。教师还应有目的地将1c-1d中可能出现但学生生疏的单词进行温故。另外，教师用语的示范性极其重要，措辞应简洁、明晰、通俗易懂，这也是一种重要的语言信息输入。

2. 让学生两人一组完成1b活动，请部分学生展示他们的对话。

活动1c–1d

1. 听前，教师先设听力目标，要求学生听录音并回答：What is Peter talking about?连贯地播放一遍录音，请不同的同学回答问题，教师不必提供答案，而是让学生说出听力中的原句。
2. 播放第二遍录音，提醒学生按意群的停顿去捕捉信息，学生完成活动1d。然后，师生核对答案。
3. 再次播放录音，可适当停顿，教师通过不断地提问帮助学生理解对话中的内容，同时引导他们关注一些关键句子。以下问题供参考：
   - Is Peter worried about his math test?
   - Did Peter get to school late?
   - Is he allowed to be late for class?

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- Was he allowed to take the test after he got to class late?
- What did Peter think about the rule?
- How did he feel about his test?
- What did his father mean by saying "The school has to have rules"?
- What was his father's advice?

注意：提问时，教师可要求英语基础好的同学重复录音中的原句。要注意录音中的句子和学生要选择的句子表述上是不同的，人称由第一人称变为第三人称，教师应让学生意识到同一个意思可以有不同的表达方式，提醒学生在交际的过程中，应把注意力放在表达意思上，大胆开口交流信息。如果学生有困难，在播放第二、第三遍录音时可在关键信息处暂停，甚至可多次回放，确保大多数学生听懂并能完成1c-1d。

活动1e

1. 听后活动，小组讨论。将学生分成小组，每个小组选择1e中的一个话题进行自由讨论，教师巡视指导。若学生表达能力有限，可能需要教师的帮助和引导，此时建议教师提供一些问题供学生讨论时使用，可多使用一般疑问句或选择疑问句来降低难度。以下问题供教师参考：

   1) Do you think Peter should be allowed to take the test later?
   Why do you think he should?
   Why do you think he should not?
   Is it fair or unfair for the other students if he takes the test later?
   Will more students come to class late if he gets to take the test later?

   2) Why do students need strict rules?
   Do you think a school has to have rules?
   What will happen if there are no rules at school?
   Does a rule tell you what is right and what is wrong?

   3) Are your parents too strict with you?
   Is it good or bad for you?
   Do you like the rules? Why? Why not?

2. 教师还可将表达个人观点的功能句型板书在黑板上，引导学生反复运用：

   I think ...　　I'm afraid ...　　In my opinion, ...　　I hope ...
   I agree.　　I disagree.　　I don't think so.

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活动 2a

读前，教师提出问题让学生思考并回答：

- What is the one decision you want to make most now?
- Do you think you might be allowed to make this decision? Why?

注意：围绕阅读主题提问，可以激活学生的背景知识，激发他们的兴趣。在交谈中，教师也可以趁机处理一下会造成理解障碍的生词，如enter，professional，support, get in the way 等，还可复习以前学过的词组和句型，补充输入更多语料。

活动 2b–2c

1. 学生朗读课文标题，教师通过提问引发学生思考并回答：
   - What do you think the passage is mainly about, according to the title?
   - What's the boy in the picture doing?
   - What decision does he want to make?
   - How many of you say "yes"? How many say "no"?
2. 让学生根据2b中的问题进行举手表决，然后统计yes和no的人数。请几个学生陈述自己的理由，教师不必判断对错。
3. 让学生阅读课文，读完后再次做出自己的yes或no选择，并写下一句话，陈述自己决定的理由。要求学生一做出决定就马上举手，让教师知道最快的用时多少；在限定时间内有多少学生可以完成阅读任务。教师马上询问学生读完后是否改变自己的决定，要求改变想法的人说出自己改变的理由。
4. 要求学生先快速浏览2c的问题，再阅读课文，从文章中寻找所需要的事实和细节信息，鼓励学生摘录关键词，每个问题的关键词不要超过三个。教师与学生讨论2c问题答案时，先说出摘录的关键词，教师板书在黑板上，再让该生利用关键词说出文章中的原句，或者用自己的话回答。
5. 除了2c中的问题，教师还可补充一些问题，帮助学生熟悉课文，训练学生的逻辑思维能力。碰到生词或学生读不懂的句子，教师可适当做些解释，或者启发学生猜测。以下问题供教师参考：
   - What can get in the way of teenagers' schoolwork? (理解文中代词these)
   - What do their parents worry about?
   - What do you think makes up a child's success at school?
   - Who is Liu Yu? What does he want to be?
   - How do his parents feel about his dream?
   - Why won't they allow Liu Yu to train so much?
   - Is it really important to enter university?

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- Is it difficult to become a professional sports star?
- What advice can you give to Liu Yu and his parents?
- Do you have the same problem as Liu Yu? How do you deal with it?

活动2d

这个活动的设计有两点考虑：一是将阅读中输入的语言及时加以运用巩固；二是鼓励学生在用中学，学以致用。

1. 让学生朗读2d各句中的黑体词组、短语或句式，再从课文中找出含有这些内容的原句，说出原句的中文意思。
2. 请几个学生将2d各句抄写在黑板上。然后，教师通过这些句子引导学生做一些替换练习或扩句练习。例如：

   1) My parents worry about _____.
      - my success at school
      - my test results
      - my health
      - my future

   2) My parents have always taught me how important it is to_____.
      - work hard at school
      - enter university
      - have a good job
      - spend more time on homework

   3) I am serious about _____.
      - running
      - this decision
      - my future

3. 学生完成以上练习之后，再独立完成2d的句子。教师巡视并给以帮助，同伴之间相互交流修改。最后，请不同学生读出自己的句子，全班交流，及时纠正错误。

活动2e

1. 2e所提供的话题表达自由度很高，因此，我们建议教师将2d中的词组、短语以及句式呈现出来并要求学生用于讨论，可以这样提示：
   - What do you want to be? Is it your dream? Are you serious about it?
   - Do your parents have anything against your dream? What do they worry about?
   - How much time do you spend working towards your dream?
   - What will happen if you fail in achieving your dream?

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教师也可以与学生分享自己的理想、人生规划和愿望。年龄大的教师可以说说自己孩子的理想和愿望，谈谈自己对孩子的理想或愿望的态度。这样做一方面在语言上给学生一个示范，另一方面在情感上拉近了和学生的距离，让学生愿意说出自己的计划、理想和心愿，向大家敞开心扉。

2. 让学生与同伴交流，待他们做好充分准备，思路和表达较为清晰流畅后，请不同学生说出自己的理想和心愿，与全班同学交流。在交流过程中，教师不宜过分纠正语言表述上的错误，鼓励学生大胆流畅地进行表达。

活动3a–3b

1. 语料收集。教师提出问题，让学生开展“头脑风暴”：What rules do you have at home? Do you have any rules about eating, sleeping, housework, homework, or making friends? 让大家思考几分钟，然后搜集汇总，教师板书关键词。
2. 教师根据学生所提出的规定发问：
   - Do you agree with this rule? Why or why not?
   - Which one do you think should be changed? Why?

   教师指导完成一个范例后，全班自由讨论五分钟，然后让学生独自完成3a表格。教师巡视并给予帮助。
3. 确认学生完成3a表格后，请不同学生针对自己罗列的规定发表意见或读出自己填写的内容。然后，要求学生按照3b活动要求开展写作，教师巡视并给予指导。教师也可以将3b作为家庭作业让学生课后完成，第二天在课堂上交流点评。

注意：在学生动笔写之前，教师应带领学生进行语料收集，复习和整理与写作话题相关的词汇、句式，这样有利于激活学生的思维和相关知识链接，促使学生将前面读过或讨论过的相关素材在脑海中进行回顾整理，以备写作时运用。教师不宜直接让学生按3b活动要求写，必须要有层层铺垫，才能水到渠成。

■ **拓展活动：School Counseling Program**

活动目的：尝试理解与沟通，给自己减压，用学过的语言知识表达心中的苦恼、烦闷。

活动步骤：

1) 教师可以在黑板上提供这样一些关键词：strict parents, too much homework, boyfriend/girlfriend problems, my appearance, not enough pocket money, difficulty in getting along with classmates, be misunderstood by friends/parents/teachers。
2) 要求每个学生根据自己的情况选一个问题，把自己的烦恼写下来，一句话、一段文字都可以，写完交给老师，不必写名字。

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3) 教师随意抽出一张，念出这位同学的烦恼，全班同学举手发表见解，给出建议。该活动重在学生参与，不必纠正学生在表达时出现的错误，鼓励大家开口。这样的活动不仅能够营造出热烈的课堂氛围，而且能有效地激发学生运用英语语言进行表达的热情。

SELF CHECK 内容介绍和教学建议

活动1主要帮助学生巩固本单元所学动词词组，体现整体学习词块、在用中学的学习策略。活动2旨在检测学生对含有情态动词的被动语态的掌握情况。

活动1

1. 活动所提供的六个动词中除了achieve之外，另外五个都是搭配能力极强的动词。教师可让学生先完成连线组词的任务，再要求学生根据动词尽量多罗列搭配的词组或短语。例如：
   - achieve success/wealth/popularity
   - go shopping/dancing/swimming/hiking/camping/fishing/boating
   - make a choice/a decision/a plan/a mistake/tea/coffee
   - do housework/homework/chores/some cleaning
   - take photos / take place / take part in / take care of / take a seat
   - get good grades / get things done / get a gift / get a lot of pleasure

   然后让学生选取一些词组和短语，结合自己的真实情况或个人经历造句。
2. 学生独立完成造句。全班分享谁的句子最有创意，内容最为丰富，教师适当给予点评。

活动2

1. 学生填空之前，教师先提供几个不同规律的动词，特别是学生容易出错的不规则动词，要求学生写出其过去式和过去分词。
2. 让学生先浏览活动2四个句子的内容，大致了解句子含义，然后独立完成填空任务。学生填写完毕后，两人一组讨论答案。
3. 请几个学生大声朗读这些句子，说出句子的含义，全班核对答案。

注意：本单元的Self Check部分渗透了对语言学习内容进行归类、小结并在运用中掌握的学习策略。教师在教学过程中，不要为了抢时间而快速核对答案，而应该在教学中一步步引导学生对比、归纳、总结和拓展前面所学过的语言知识，逐步培养学生自主学习的意识和能力。

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四、课文注释

1. **I regret talking back, not listening to Mom.** 我悔恨自己顶嘴，没有听妈妈的忠告。

1）regret＋doing表示对过去所做之事“悔恨；后悔；懊悔”。例如：

I have always regretted not having studied harder at school. 我一直以来都在后悔上学时没有再努力一些。

Come Monday morning you'll regret staying up all night. 周一早上来时你就会后悔通宵熬夜了。

值得注意的是，regret另有“抱歉；遗憾”的意思，多用于正式行文或公共场合的通知中。这时regret之后接动词不定式形式（即regret to do sth.），且经常与announce, inform, say, tell等动词搭配使用。例如：

British Airways regrets to announce the cancellation of flight BA250 to Madrid. 英国航空公司遗憾地通知（您）飞往马德里的BA250次航班已被取消。

2）talk back是短语动词，相当于汉语“回嘴；顶嘴；顶撞”的意思，后用介词to接入顶嘴的对象。例如：

I'd never let a child of mine talk back to me like that. 我绝不会让我的孩子那样顶撞我。

Another City player, Allen, was shown a red card for talking back to the referee. 城市队另一位队员阿兰因为顶撞裁判被亮红牌罚下。

She was shocked to hear me talking back so forcefully. 她听到我如此厉害地顶嘴，十分震惊。

英语另有answer (someone) back表述，同为短语动词，意思与talk back相似，属英国英语用法。例如：

For these couple of days just do as your mother tells you, never ever answer (her) back! 这两天你妈叫你干啥就干啥，千万别回嘴（顶她）！

2. **But sometimes these can get in the way of their schoolwork, ...** 但有时候，这些业余爱好会影响他们的学业，……

get in the/one's way (of ...)是英语口语的一个常用习语，汉语通常译作“影响；干扰；阻碍”，表达“干扰、妨碍、阻碍他人或事情的发展”等意思。例如：

Your social life must not get in the way of your studies. 你的社交生活不应该影响你的学习。

He wouldn't allow emotions to get in the way of him doing his job. 他不会让情绪影响到他所从事的工作。

3. **My wife and I have supported every one of his races.** 我和妻子一直去看他的每一

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场比赛，为他加油。

1）此处support every one of his races这个结构中，动词support由其本义“支持”引申表达“观看（体育赛事）助威”之意。再如：

Let's go and support them in the game. 让咱们去赛场上给他们加油。

2）every one of ...这个结构中every为限定词，限定并修饰代词one，表达“……中的每一个”，既可指人，又可代物。这时切不可误作everyone of！

类似这样的结构还有any one of...，表示“……中的任何一个（位）”。例如：

Any one of these T-shirts will suit you. 这几件T恤每一件都适合你。

Any one of these kids will be able to give a satisfactory answer to your question. 这些孩子每个都能就你所提出的问题做出满意的回答。

3）race, game, match和event均与体育“比赛；赛事”有关，具体区别在于：**race**指赛跑、赛车速度竞技类的“比赛”，如：a running/bicycle/boat/car/drag/road/horse race（赛跑/自行车/赛艇/汽车/(汽车)拉力/公路汽车/赛马比赛）。又如：

They competed tightly against each other in the 800-meter race. 他们在800米比赛中你追我赶，相互咬得很紧。

game指依据具体规则所开展的球类或智力方面的体育“比赛”，如：a ball/bridge/card/chess game（球（类）/桥牌/纸牌（如扑克）/国际象棋比赛）。又如：

It's only a game of chance, not of skill. 这只是一场凭概率（运气）的比赛，而非技能的较量。

Mike and I used to play cards very often. 迈克和我过去常常在一起玩牌。

match多指两支竞技队伍间所开展的体育“比赛”，许多场合与game一词近似，可以相互替换，但以英国英语更为常见：a cricket/football/Wimbledon match（一场板球/足球/温布尔登(网球)比赛）。又如：a(n) home/away match 主/客场赛。

They are playing an important match against Liverpool on Saturday. 他们周六将与利物浦队踢一场重要的比赛。

event则指重要的“比赛；赛事”，如：a sporting event（体育赛事）；以及运动会中的“比赛项目”：the Games of over 300 events（300多个项目的运动会）。再如：

John rarely misses a sporting event in his town. 在家乡的体育比赛，约翰几乎场场都看，一场不落。

Tomorrow's match against Portugal is expected to be the big event of the season. 明天与葡萄牙队的比赛被认为是本赛季中的大赛事。

The next event will be the boys' semifinal of 100 meters.（学校运动会）下一项目将是男子100米半决赛。

4. **Only then will I have a chance to achieve my dream.** 只有那样我才会有机会实现

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自己的梦想。

1）本句属于倒装句，正常语序为I will have a chance to achieve my dream only then。倒装的原因是由于only then被置于句首（主语之前）。这是一种修辞性倒装，这类倒装常用来强调某一句子成分，最常见的是某些状语的前置而引起的倒装，其中当only后接副词、介词短语或状语从句置于主语之前时，就要使用倒装结构。例如：

Only yesterday did he find out that his watch was missing. 只是昨天他才发现他的手表不见了。

Only after a year did I begin to see the results of my work. 直到一年后，我才开始看到我工作的成果。

此外，当句子以seldom, rarely, never, hardly, barely, no sooner, not until, by no means, in vain等否定意义的词语开头时，会引起部分倒装。例如：

Seldom have I seen him so upset. 我很少见到他这么心烦。

Never will I make that mistake again. 我再也不会犯那样的错误了。

Not until 11 o'clock did I go to bed last night. 我昨晚十一点才睡觉。

By no means should you say that to her. 不管怎样你也不应该对她说那种话。

Barely had she sat down when the play began. 她刚刚坐下，戏就开演了。

Little do we doubt that this district is rich in mineral resources. 我们毫不怀疑这一地区有丰富的矿产资源。

No sooner had Peter gone into the house than a big, grey wolf came out of the forest. 彼得刚一进屋，一只大灰狼就从树林里窜了出来。

除修辞性倒装外，英语还有语法性倒装。这一类倒装句是把谓语动词（一部分或全部）放在主语之前，以满足语句语法规则的需要——各类疑问句（就主语提问的特殊疑问句除外）和以疑问形式构成的感叹句就属此类。例如：

Will this be okay? 这样行吗？

Did you have a large room or small room? 你有大房间还是小房间？

These two paintings are alike, aren't they? 这两幅画一样，是吗？

What can I do for you? 我能为你做点什么？

Isn't it beautiful! 多么漂亮啊！

Am I mad! 我疯了不是！

有关倒装请进一步参考相关的英语语法书籍。

2）achieve one's dream意为"实现梦想"。表达梦想的"实现"，除动词achieve外，英语还常用fulfill和realize; 若用于dream之后，还有come true。例如：

At last his dreams were fulfilled. 最终他的那些梦想都得以实现。

Hope dies when there is no way of realizing our dreams. 倘若没有办法实现我们

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的梦想，那么希望也就破灭了。

Winning that game was a dream come true. 赢下那场比赛，就是梦想成真。

与achieve/fulfill/realize one's dream意义相反的短语为shatter one's dream。例如：The injury shattered her dream of running in the Olympics. 这次受伤彻底破灭了她在奥运会中赛跑的梦想。

五、文化注释

1. 英文诗歌

诗歌是一种文学形式。它通过有节奏、韵律的语言反映生活、抒发感情。这一点世界各种语言通行，英文自然也不例外。

英文诗歌类型多样，如莎士比亚时代的十四行诗等。但总体说来，从现代英文诗歌韵脚特征上看，可以分成有韵脚诗和无韵脚诗两类。有韵脚诗歌往往两行押一元音韵脚，甚至多行押同一元音韵脚，每行无论文字多少重音节奏趋于相同，富于节拍性，读来有较强的节奏感。无韵脚诗不强调行尾韵脚，无需考虑押韵的问题，且每行长短有别，因此其节拍性不如有韵脚诗那么强；但是，无韵脚诗并非毫无节奏，它往往通过相同的语句结构和反复重复的元、辅音发音进行弥补，令人读来别有一番情趣。以本单元*Mom Knows Best*为例，在这一无韵脚诗中，我们读到大量的When ...，I should be allowed to ...和I ...语句，我们耳畔不停地响起“I”音和“s(z)”音。这些语句结构和语音特点衬托出诗歌的复现性特征，加之各行自身的语句重音，体现了节奏感，弥补了失缺韵脚的不足。

在书写上，英文诗歌并非完全以句断行，这在有韵脚诗文中更为突出。无论一行结句与否，移行后另行首字母均应大写。另外，与中文习惯不同，英文诗歌作者署名一般标注于诗文结束，另行靠右侧书写，而非直接书于标题之下。

2. 西方家庭的儿童教育

每个社会无论其社会形态、政治体制如何，都承担着养育下一代的重任。西方父母们在如何培养子女问题上虽然看法不一，但都有自己的一套“育儿经”。

在对待子女问题上，美国人和英国人的态度有所不同。在美国，不少父母溺爱自己的子女，对子女表现得过分关心。所以有人说，美国的文化是以子女为中心的文化。然而，在英国，孩子从来不是家庭的中心。英国人认为娇惯孩子、表露父母对孩子的过分宠爱有害于儿童性格的发展。

总体说来，西方父母比较注意培养孩子的独立精神。刚出生的婴儿往往是单独睡在摇篮中，而不睡在母亲怀中。孩子一周岁左右甚至更幼小时，父母就把他（们）安排睡到另一个房间里。孩子稍大一些时，家长便培养、鼓励孩子做一些力所能及的家务活，如帮助

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整理、打扫房间，制定购物计划及与家长一起购物，哥哥、姐姐需要看管年幼的弟弟、妹妹等。在一个多子女的普通西方家庭中，年长的孩子往往是一个看护小孩的高手（a good babysitter）。

在美国、澳大利亚、加拿大等国家，由于其地域广阔，往往一个住家拥有较大的前、后院落，他们常会打点出美丽的院落，因此稍大一些的孩子都会乐于与父母一起修整草坪、栽养花木。许多儿童、少年对园艺（gardening）也略知一二。

此外，西方的父母也较为注重培养孩子自食其力的精神，孩子干活家长适当付费是一种常见的现象，这也是为什么许多大小孩乐于看护孩子、修整厅堂院落的缘故。许多孩童还会走出家门，去当晨间邮差或送奶员等，为自己挣下生活零用钱。

对于孩子的管教，西方父母很少用“棍棒式”方法，而多用说服教育的方法。他们大多同自己的孩子谈心、讲道理。西方孩子步入社会较早，许多西方孩子中学毕业后就自己找工作做了。即使他们升入专科学校或大学，许多人也是边工作边读书，在经济上许多人不再完全依靠父母。

当然，西方家庭的儿童教育也不是全无问题的。在一个经济发达、道德价值观迅速变化的多元社会里，父母和子女在一些问题上也会持有不同的观点及看法。这些问题不仅涉及服装式样和发式之类的小事，而且还涉及升学、就业、婚恋等大事。许多未成年子女向父母要求更多的自由和自主权，有的甚至辍学、离家出走或吸毒。很多父母不知如何处理这样的问题，常为他们和子女之间的矛盾所困扰。

当今，几乎世界的所有国家都认为养儿育女不仅仅是家庭之事，而应该得到全社会的关注。全社会都应关注儿童教育，成人应成为儿童的表率。

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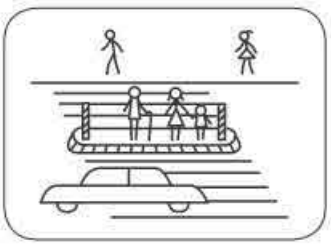
六、教学简笔画

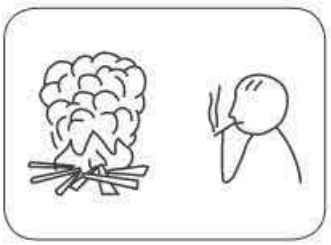
1. license



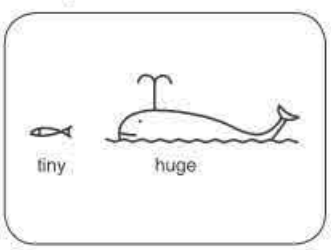
2. safety island



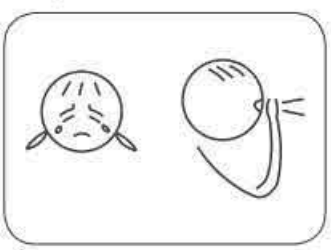
3. smoke



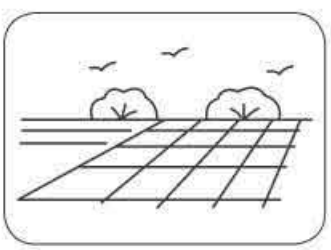
4. tiny



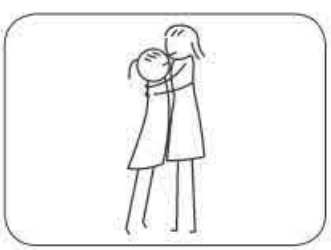
5. cry



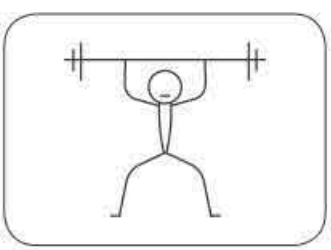
6. field



7. hug



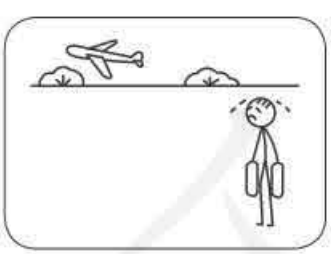
8. lift



9. awful weather



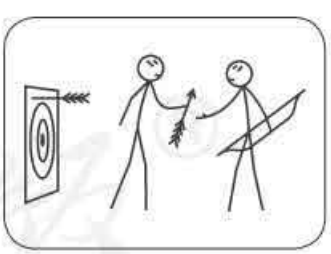
10. regret missing the plane



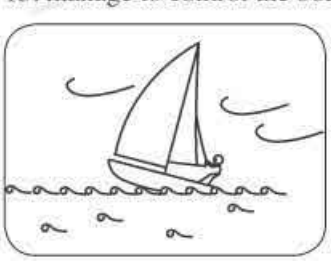
11. poem



12. another chance to try



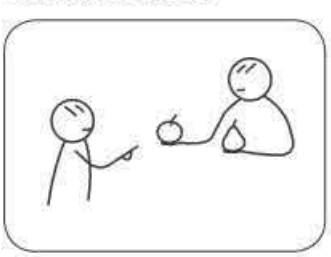
13. manage to control the boat



14. enter the room



15. make a choice



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Unit 7 Teenagers should be allowed to choose their own clothes.

SECTION A

1a

Purpose	To introduce Ss to the unit goals: talk about what you are allowed to do; agree and disagree To set the scene, increase Ss' vocabulary and introduce the target language.
Picture	The picture shows a girl asking a woman (probably her mother) for permission to go to the shopping center with a friend who has just got his driver's license. The woman, in her reply, says that the girl should not go with her friend as he is only sixteen years old and she thinks it is not safe for him to drive. The thought bubble in the middle shows that the girl is also thinking of shopping for clothes. She might want to ask for permission to choose her own clothes. The thought bubble on the right shows another girl with a big earring. The first girl might be thinking of a friend with pierced ears.
Culture Focus	***Are you old enough to drive?*** The lowest legal age for a person to have a driver's license varies from country to country. In China, a teenager may have a driver's license when he/she turns eighteen. In the US, a teenager may have a driver's license as young as sixteen. This, however, is not the case in every state. Some states in America only allow a person to have a driver's license at seventeen, some at eighteen, and some even at twenty-one.
Optional Approach	***What does the picture tell you?*** The T may want to lead in to the activity by making use of these prompts: • What do you think is the relationship between these two people? • What is the girl asking the woman, and what is the woman's response? • Look at the second and third thought bubbles. Can you predict what else the girl might say to the woman? (Suggested answer: She might ask for permission to choose her own clothes and have her ears pierced.)

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Answers	Answers will vary.

1b

Purpose	To help Ss recognize the target language in natural speech.
Culture Focus	***Ear piercing*** Based on the oldest mummified remains (wearing earrings) ever discovered, ear piercing has a long history dating back as far as more than 5,000 years ago. Different cultures regard pierced ears in different ways. In some cultures, pierced ears may have traditional or religious significance. For example, Karnavedha is a Hindu tradition practiced widely in India. It is one of the Hindu Samskaras (rites) performed for a child. It is an ear piercing ceremony that usually occurs in the third or fifth year for children of Hindu parents, though some babies have their ears pierced as early as the first year or even earlier, around the 12th or 13th day after birth. Karnavedha not only applies to females but to males as well. The significance of it is to open the inner ears for the child for receiving sacred sounds. It is believed that hearing sacred sounds would cleanse the person of sin and also nurture the spirit of the person.
Answers	1. T 2. F 3. T

1c

Purpose	To give Ss guided practice in using the target language in everyday conversations.
Optional Approach	***What do you think?*** The T may want to encourage Ss to comment on the opinions expressed and say if they agree or disagree with these opinions.

2a

Purpose	To give Ss practice in listening to different opinions.
Teaching Tip	***Expressing opinions*** After Ss have completed activity 2a, the T may want to highlight the different ways of giving opinions used by the speakers. **Note:** • *should* – used to express the opinion that something is the right or sensible thing to do, e.g. *He should really cut his hair.*

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Teaching Tip	• *I think / I don't think* – used to express personal opinions. e.g. *I think he shouldn't work on weekends.* *I don't think he should work on weekends.* • *I agree* – used to say that your opinion is the same as the other person's, e.g. *I agree. He needs time to do homework.* • *I disagree* – used to say that your opinion is different from the other person's, e.g. *I disagree with you. Teenage boys never get tired.* • *I don't know* – used to show that you are not sure whether you agree or disagree with the other person, e.g. *Oh, I don't know. Do you think it's too long?*
Answers	1. D 2. A 3. DK 4. D 5. A

2b

Purpose	To give Ss practice in listening for specific reasons given to support opinions expressed.
Optional Approach	***Let's talk about ...*** After Ss have completed the activity, the T may want to have Ss discuss these questions: 1. Should students be allowed to work part-time? 2. Should boys be allowed to wear earrings? 3. Should boys be allowed to have long hair?
Answers	4, 1, 5, 2, 3

2c

Purpose	To provide Ss with the opportunity to talk about what teenagers should or should not be allowed to do.
Optional Approach	***Expanding the discussion*** The T may want to conduct the activity by having Ss work in pairs first to make a list of things that teenagers should and should not be allowed to do. Once Ss have done that, ask each pair to join another pair. The two pairs can then take turns to ask and answer questions using the model given in the blue box. Remind Ss to give reasons to support their opinions.

2d

Purpose	To give Ss more practice in using the target language in natural speech.

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Culture Focus	***Who is Picasso?*** Pablo Picasso was a Spanish artist who lived from 1881 to 1973. He is regarded as one of the most important artists in the twentieth century. In his lifetime, he experimented with different artistic techniques and played a significant role in bringing about revolutionary developments in the world of art. He is perhaps best known for being one of the pioneers of Cubism, a form of art in which objects are broken down and re-constructed in abstract forms. One of Picasso's most famous paintings is *Guernica*, a painting depicting the bombing of Guernica in 1937 during the Spanish Civil War. This painting is now kept in a museum in Madrid, and it remains a somber reminder of the horrors of war.
Teaching Tip	***Why isn't flash photography allowed in museums?*** As this point is introduced in the role-play conversation, Ss may be curious and want to know more information about why flash photography is prohibited in museums. The T can share these facts with Ss: • Flashes produce both light and heat which can trigger a variety of chemical reactions. For example, exposure to light and heat can cause the cellulose in paper to break down and pigments to be damaged. This effect can be seen very quickly in a newspaper that has been left lying in the sun for days – the paper begins to turn yellow and brittle, and it will eventually turn to dust. • In terms of pigments, blues are said to be the only pigments that don't suffer much damage from light. Reds are quick to fade, while most whites will become yellow or brown. The T has to help Ss understand that while a single flash won't damage a painting noticeably, the cumulative effect of millions of flashes over the years will cause a work of art to deteriorate more quickly. Concerns about light and heat also affect environmental conditions in museums. Most well-known museums are designed in such a way that sunlight never reaches the art, and they also make use of special low-level lighting which allows people to see the art without causing any damage to the art. Keeping the air cool and at a steady temperature also helps to ensure that the art is not damaged by changes in temperature.

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3a

Purpose	To give Ss practice in reading a poem.
Teaching Tip	***Punctuation in poetry*** In this poem, most of the lines have punctuation marks at the end. However, the T may want to point out that in many other poems, lines may not have punctuation marks, even though the lines may read as complete sentences. The T may want to highlight this as an example of poetic license, which is the freedom that poets (as well as other artists) have to ignore conventions like grammar rules or even established facts in order to create works of art. When a poet uses poetic license, he/she does so to achieve an intended effect. For example, in this poem *Mom Knows Best*, if punctuation marks are not used, the absence of full-stops at the end of the lines could show the passage of time, how one stage of life flows smoothly and quickly into another without stopping.
Answers	The title means that a mother always knows what is best for her child, even though the child may disagree with the mother.

3b

Purpose	To ensure that Ss understand the poem they have read. To encourage Ss to respond to the poem they have read.
Answers	1. When the writer was a baby and a small child, the mom did these: • sang to him and stayed by his side when he cried • gave him food and warm arms to sleep in when he was tired and hungry • kept him safe when he was running through the field • hugged him and lifted him up when he fell 2. He felt that he was growing up and he did not want to be treated like a small child anymore. 3. He was upset because he felt that he was old enough to be independent and should not be told what to do. 4. He loves his mom and is thankful for what she has done for him.

3c

Purpose	To give Ss practice in using the target language in everyday conversations.

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Optional Approach	***Group activity*** The T may want to conduct activity 3c as a group activity and have Ss share their stories in groups of four or five.

GRAMMAR FOCUS

4a

Answers	1. Your bedroom must be cleaned every day. 2. The housework will be done in the afternoon. 3. Children will be encouraged (by their parents) to do social work for their community. 4. Do you think teenagers must be kept away from the Internet? 5. Teenagers should be given chances to make their own decisions.

4b

Answers	be asked, are allowed, be educated, start, move, take, continue

4c

Purpose	To reinforce the target language for talking about what should or should not be allowed.
Teaching Tip	***Using* should *and* must** The T may want to remind Ss that a list of rules would require usage of the modals *should* and *must*. **Note:** • *Should* is used to show that an action is right or it is a good/sensible thing to do, e.g. *They should only use English dictionaries.* • *Must* is used to show that an action is necessary or very important. Sometimes it is used to show that an action is dictated by a rule or a law, e.g. *Members must not miss more than one meeting each term.*

■ Optional Activity 1: Do you think ...?

Purpose	To review and reinforce the target language for talking about what teenagers should or should not be allowed to do.
Materials Required	One copy of the activity sheet *Do you think ...?* for each S.

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Sample activity sheet: **Do you think ...?**

Below is a list of questions about what teenagers should or should not be allowed to do. Add two more questions of your own. Interview different classmates using these questions. Write their names under Yes or No. Write down the reason(s) they give.

	Do you think ...	Yes	No	Reason(s)
1	... eighteen-year-olds should be allowed to drive?			
2	... teenage girls should be allowed to wear makeup?			
3	... teenagers should be allowed to choose their own clothes?			
4	... teenagers should be allowed to choose their own hairstyle?			
5	... teenage boys should be allowed to wear jewelry?			
6	... high school students should be allowed to work on weekends?			
7	... high school students should be allowed to bring their pets to school?			
8	... high school students should be allowed to use mobile phones in school?			
9				
10				

Procedure

(**Note:** This activity may be conducted after Section A, activity 2c or 2d.)

1. Give each S a copy of the activity sheet *Do you think ...?*
2. Read aloud and explain the instructions.
3. Give Ss enough time to write two more questions of their own. Move around the classroom to check that their questions are phrased correctly.
4. Ask Ss to stand up and mingle with their classmates to complete the activity sheet. Emphasize that they can ask each classmate only one question.
5. When Ss have completed the activity sheet, have a class discussion and invite Ss to share with the class some of the views they have gathered during the activity.

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■ Optional Activity 2: Dad Knows Best

Purpose	To give Ss the opportunity to write a poem using a given template.
Materials Required	One copy of the activity sheet *Dad Knows Best* for each S.

Sample activity sheet: **Dad Knows Best**

Dad Knows Best

When I was .....
When I was .....
When I was .....
When I was .....
When I was .....
But.....
When I was .....
But.....
When I was .....
But.....

Now I'm.....
.....

Procedure

1. Divide the class into groups of four.
2. Refer Ss to the poem *Mom Knows Best* from Section A, activity 3a.
3. Give each group a copy of the activity sheet *Dad Knows Best*. Ask Ss to write a similar poem.
4. Encourage Ss to be creative with the ending as they are not adults yet and so their ending should be quite different from the ending of the poem in *Mom Knows Best*.
5. Give Ss enough time to write the poems in their groups. Move from group to group to give suggestions and help Ss use the target language appropriately.
6. Allocate time for the groups to present their poems to the class.
7. Display the poems in the classroom and encourage Ss to read each other's poems in greater depth.

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SECTION B

1a

Purpose	To prompt Ss to think about how often they do certain things associated with school.
Optional Approach	***What's happening in the picture?*** The T may want to lead in to the activity by drawing Ss' attention to the picture. Encourage Ss to discuss the picture by using these prompts: • What do you think is happening in this picture? • How do you think the people in the picture might be feeling? (Suggested answers: The teacher looks annoyed. The boy who is late might be embarrassed or afraid. The other students might feel sorry for him, or they might be disapproving.)
Answers	Answers will vary.

1b

Purpose	To give Ss the opportunity to practice using the target language in natural speech.
Teaching Tip	***Adverbs of frequency*** Before asking Ss to talk about their answers in 1a, the T may want to focus on where adverbs of frequency are put in a sentence. **Note:** • After the verb *to be*, e.g. *He is always late.* • Before the main verb, e.g. *I sometimes study with friends.* *Sometimes* and *usually* can be put at the beginning or the end of a sentence, but not *always* and *never*. For example: • *Usually*, I study with friends. (√) • I study with friends *sometimes*. (√) • *Always* I study with friends. (×) • I study with friends *never*. (×)

1c

Purpose	To give Ss listening practice in the target language used in natural speech.

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Culture Focus	***I'm late!*** Being late for a class is generally considered unacceptable, whatever cultural background a person is from. Being late for social activities (e.g. a party or a dinner) may, however, be regarded differently in different cultures. In Japan, for instance, it is considered very impolite to be late for a social activity. In fact, being on time is not enough, it is more polite to be early. In other cultures, however, people are more tolerant of arriving late in a social situation. In cross-cultural settings, it is therefore advisable to avoid being late so as not to be impolite or inconsiderate.
Answers	Circled: 1, 4

1d

Purpose	To give Ss practice in listening for specific information.
Teaching Tip	***Different tenses*** The T may want to highlight the difference in tenses between sentences 2 and 3 and the significance of this difference. **Note:** • Sentence 2: The Simple Present is used to show that not being allowed to get to class late is a general rule and is always true in the context of Peter's school. • Sentence 3: The Simple Past is used to show that not being allowed to take the test was a particular incident that happened to Peter in the past.
Answers	1. c 2. e 3. a 4. b 5. d

1e

Purpose	To provide Ss with speaking practice using the target language.
Teaching Tip	***Review and discuss*** Before asking Ss to start on the activity, the T may want to review phrases used to express opinions and to agree or disagree, e.g. *I think / I don't think, I agree / I disagree, I don't know about that, I'm not sure but ..., etc.*

2a

Purpose	To engage Ss in a speaking activity to prepare them for the subsequent reading activity.

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Optional Approach	***Further discussion*** The T may want to add on to the activity by having Ss express their opinions on these additional questions: • Why should you be allowed to make your own decisions at home? • When do you think someone is old enough to make his/her own decisions?
Answers	Answers will vary.

2b

Purpose	To provide Ss with reading practice using the target language.
Culture Focus	***The age of independence*** At what point young people are allowed to make their own decisions varies from culture to culture. It is generally perceived that parents in the Western world are more liberal and therefore more open to letting their teenagers make certain decisions for themselves and also to learn to be independent at a younger age. In Western countries, it is not uncommon for children to move out of their parents' home once they turn 18. Asian parents are believed to be more protective and tend to want to make decisions for their teenagers for fear that their children will make the wrong choices. In Asian countries, it is very common to find many unmarried adults still living in their parents' home, regardless of how old they are.
Answers	Answers will vary.

2c

Purpose	To give Ss practice in reading for specific details. To encourage Ss to respond to what they have read.
Answers	1. His hobby is running. 2. He wants to be a professional runner. 3. They believe that he should study hard in the evenings. 4. Suggested answers: Yes, he has the potential to be a running star. / No, his parents know best. His dream may not be realistic and he may regret it in future if he does not study hard now.

2d

Purpose	To encourage the active learning of new expressions by having Ss use these expressions in sentences of their own.

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Teaching Tip	***Take note of ...*** The T may want to highlight the importance of using the sentences in the passage as models to guide Ss' writing. In addition, the T may want to point out that several of the expressions end with a preposition, which means that what follows should be a noun, a noun phrase or a gerund. For example: • My parents worry *about* my school results. (preposition + noun phrase) • My parents have nothing *against* makeup. (preposition + noun) • I need to spend more time *on* practicing the piano. (preposition + gerund)
Answers	Suggested answers: 1. My parents worry about my school results. 2. My parents have always taught me how important it is to be honest in all situations. 3. I am serious about my part-time job. 4. I think it is unfair that I'm not allowed to hang out with my friends. 5. I have always wanted to be an English teacher. 6. My parents have nothing against makeup. 7. I need to think about what will happen if I don't get a place in the university of my choice. 8. I need to spend more time on practicing the piano.

2e

Purpose	To encourage Ss to express their opinions on a given subject.
Optional Approach	***Start the ball rolling*** It is likely that there will be Ss in class who are uncomfortable about sharing their responses with a partner for the two questions asked in the activity, especially the second question if the answer is negative (i.e. His/her parents disapprove of his/her dream.) The T may want to start the ball rolling by talking about his/her own experience first, i.e. what his/her dream job was when he/she was the same age as the Ss, and whether his/her parents supported his/her dream. To add on, the T can also talk about how his/her parents' support (or disapproval) made him/her feel and what he/she did about it.

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3a

Purpose	To prompt Ss to think about rules that they do not agree with, so as to prepare them for the subsequent writing activity.
Optional Approach	***Try it on your own first*** The T may want to have Ss work individually to complete the chart first before asking Ss to discuss what they have written with a partner. Encourage Ss to offer suggestions to improve each other's notes.
Answers	Suggested answers:

Rule	Why you agree or disagree with it	How you think the rule should be changed
can't play computer games	agree – sitting in front of the computer for hours playing games isn't good	no need to be changed
can't watch TV	disagree – not all TV programs are bad for students; need to relax sometimes, rather than spend all the time studying	should be allowed to watch TV programs that have educational value (such as documentaries); should be allowed to watch TV programs on weekends
must be home for dinner every day	disagree – takes away opportunities to spend time with friends; makes life uninteresting	should be allowed to have dinner with friends as long as I don't stay out too late and it does not clash with any important family activity

3b

Purpose	To give Ss the opportunity to use the target language in writing.
Answers	Sample writing: Dear Diary, I do not agree with the rule that I must be home for dinner every day. This is because the rule affects my social life. It takes away opportunities for me to spend time with my friends. As a result, my life is quite uninteresting sometimes. I think I should be allowed to have dinner with my friends once in a while.

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Answers	For example, I would like to hang out with my classmates until after dinner on some Fridays. I hope my parents will allow me to do this if I promise not to stay out too late and if there is no important family activity on those days.

SELF CHECK

Purpose	To provide a comprehensive review of key vocabulary and functions presented in the unit.
Teaching Tip	***Modal verbs in the passive voice*** Before asking Ss to do activity 2, the T may want to focus on modal verbs in the passive voice. **Note:** • Active voice → Modal verb + bare infinitive e.g. *Parents should allow their teenagers to make some decisions on their own.* • Passive voice → Modal verb + *be* + past participle e.g. *Teenagers should be allowed to make some decisions on their own.*
Answers	1. Suggested answers: • take photos This is a good place for tourists to take photos. • do part-time work It is common for university students to do part-time work to help pay for their studies. • get ears pierced I would like to get my ears pierced when I am twenty-one years old. • achieve my dream I hope to achieve my dream of becoming a doctor. • make a choice It is difficult for me to make a choice between these two bags because I like both of them. • go shopping I go shopping with my parents every Saturday afternoon.

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Answers	2. 1. be solved 2. be kept 3. not be allowed 4. be put, not be encouraged 译文： 1. 无论我们会遇到多少困难，我相信所有问题最终都会得到解决。 2. 会议期间禁止使用手机。 3. 必须禁止十八岁以下的青少年吸烟或饮酒。 4. 许多父母认为必须把上学的事情放在首要位置，因而不应鼓励青少年做兼职工作。

■ Optional Activity: Collocations

Purpose	To raise Ss' awareness of some common collocations.
Materials Required	One set of collocation cards for each pair of Ss.

Sample collocation cards:

get	take	do	make	go
a surprise	a test	homework	breakfast	shopping
a shock	a shower	the washing	the bed	online
a new car	a rest	the ironing	a list	travelling
a lot of rain	a walk	housework	a mistake	swimming

Procedure

(**Note:** This activity may be conducted before or after Self Check, activity 1.)

1. Before the class, the T should print and cut a set of collocation cards for each pair of Ss in the class.
2. Tell Ss that this activity focuses on collocations, which is the way some words are used together in a language. Emphasize the importance of learning collocations when we learn a language.
3. Have Ss work in pairs and give each pair a set of the collocation cards.
4. Ask Ss to arrange the gray cards in a row, then match the other cards with the gray cards.
5. Review answers as a class, and explain the meanings of the words or phrases that Ss may not understand.
6. As an extension, have Ss make sentences with some of these phrases.

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Unit 8 It must belong to Carla.

一、教学目标与要求

话 题 **Topic**	神秘事件（Mysteries）
功 能 **Functions**	能根据相关信息做推断（Make inferences） The magazine must belong to Deng Wen. He loves rabbits. That book must be Mary's. J.K. Rowling is her favorite writer. The CD must belong to Grace. She always listens to pop music.
语 法 **Grammar**	能正确运用 must, might, could 和 can't 进行推断（*must*, *might*, *could* and *can't* for making inferences） A: Whose volleyball is this? B: It must be Carla's. She loves volleyball. A: Whose hair band is this? B: It could be Mei's hair band. Or it might belong to Linda. They both have long hair. A: What did you see that night? B: I'm not sure, but it can't be a dog.
词汇和常用表达 **Words & expressions**	1 能正确使用下列词汇（Curriculum words） truck, picnic, rabbit, noise, policeman, wolf, laboratory, coat, suit, circle, Britain, leader, purpose, energy, position, victory, enemy, period, whose, valuable, pink, sleepy, medical, attend, land, express, receive, prevent, anybody 2 能正确使用下列常用表达（Useful expressions） run after, at the same time, belong to, thousands of 3 能认读下列词汇（Non-curriculum words） happening, uneasy, outdoors, alien, mystery, historian, midsummer, burial, honor, ancestor
学习策略 **Strategies**	1 能根据相关信息预测、推断或续写故事 2 能有效获取阅读信息，归纳主题 3 能通过相关的连接词理解句子间的逻辑关系

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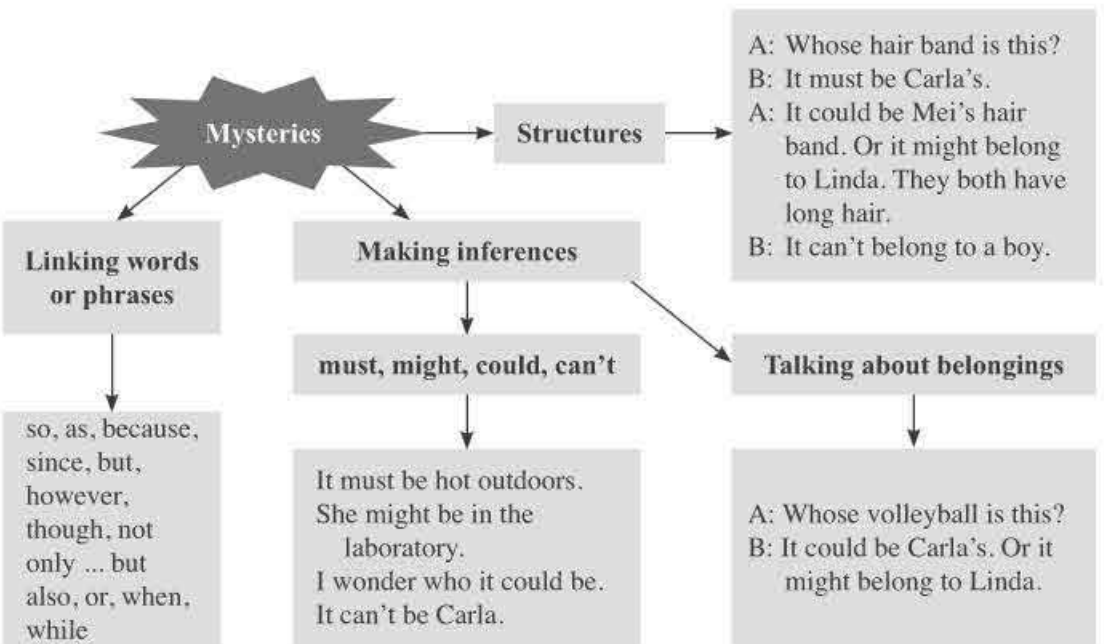
文化知识 **Cultural knowledge**	了解英国巨石阵的相关信息

二、话题思维导图



三、内容介绍和教学建议

SECTION A 内容介绍

本部分内容主要围绕“推测物品的归属”展开，并进一步引入“神秘事件”这一话题，集中呈现与学习表示推断的相关词汇。本部分还复习了与话题有关的物品名词、表达观点的动词等。本单元的功能结构是情态动词表示推断。本部分的教学目标是：学生能够听懂有关物品归属的对话；能够通过听和读获取相关信息，理解并掌握情态动词must, could, might, can't表推测的用法。

活动1a–1c为本单元的导入部分。1a要求学生观察主题图，将物品分类填入表格中。这样既复习了表示物品的名词，又引出must用于推测物品归属的语言表达。1b以听力

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活动的形式呈现了本部分的重点句型：Whose volleyball is this? It must be Carla's. / It must belong to Carla. 1c让学生结对操练，利用1b的听力信息和主题图进行控制性的语言输出，体验情态动词must在肯定推测中的使用。

2a–2d部分是听说任务链。该部分围绕Linda在野餐中遗忘的书包，对单元重点话题和句型进行补充。听力活动按梯度设计，2a部分引导学生将书包内的物品记录下来，2b要求学生关注情态动词must, might, could, can't的不同表达。2c是基于听力内容的语言输出，让学生运用there be 句型描述书包内的物品，并尝试运用四个情态动词推测物品与主人间的关系。活动2d依然围绕Linda的书包这一话题，为学生呈现了一个真实语境中谈论物品遗失的对话范例，供学生参照模仿。

3a–3c部分为阅读板块。阅读材料是关于小镇怪声的文章，活动3a要求学生阅读文章，根据文章的内容选择恰当的标题。活动3b要求学生根据释义在文中找出相应的词汇，灵活掌握语言的不同表达。活动3c引导学生进一步关注文章细节，找出文中众多人物关于奇怪声音的推测。

Section A重点是学习四个情态动词表示推测的不同用法，学会用不同句式表达物品所属。本部分难点是掌握情态动词 must, could, might, can't 表示猜测的用法，如：The hair band must belong to Carla. It could/might be May's. It can't be a dog.等。学生需要在大量语境中体验、感悟和实践，才能正确和熟练运用。

SECTION A 教学建议

活动1a

1. 课前热身。教师事先准备好一件男学生的大号T恤或校服，课堂上展示并提问学生：Whose T-shirt is this? Is it a boy's T-shirt or a girl's? Why? 导入目标教学语言：It must be a boy's T-shirt. It can't be a girl's T-shirt. 引导学生回答：It can't be ...'s. / It can't belong to ... 教师可继续追问该件衣服是否属于某一男生，引导学生回答：It could/might be ...'s. / It could/might belong to ... 如果男孩个子较小，也可引导学生回答It can't be ...'s. 教师将以上句子基本结构板书到黑板上，为后续活动做准备。
2. 教师接着利用课件或挂图展示主题图，引出Find the owners这个话题。教师利用相关物品与学生进行问答，引出情态动词表推测的用法。
3. 教师通过问题 What other things can you see in the picture? 引导学生观察主题图，再将主题图中的物品分类并填入1a表格。

活动1b–1c

1. 教师引导学生着重关注1b表格中提到的物品，做听前预测：Whose volleyball is this? 让学生推测物品所属并陈述理由。例如：The volleyball must belong to Carla.

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She loves volleyball.

2. 教师播放1b录音，要求学生将物品、主人姓名及理由相匹配，引导学生听关键词，检测与自己的推测是否一致。
3. 教师再次播放1b录音，全班核对答案。
4. 学生运用1b的信息，两人一组互问互答，完成1c口语活动，以巩固目标语言的运用。教师要关注学生是否正确运用情态动词表推测，还要鼓励他们说出推断理由。

活动2a–2c

1. 听前交流。教师提问：What do you usually have in your schoolbags? 让班内同学谈一谈他们通常书包里都放些什么东西，让学生了解更多书包内物品的英文表达。
2. 教师播放第一遍录音，学生听对话并记录所听到物品，完成2a练习。
3. 教师追问：Who do you think the owner of the schoolbag is? 引导学生运用情态动词must, might, could和can't进行推测表述，并要求学生给出推测的依据。
4. 教师再次播放录音，要求学生独立完成2b任务。
5. 教师根据学生练习完成情况，结合教材2b的内容，对must, might, could, can't 表示推测分别适用的语境和语气表达的强弱程度进行讲解：must, could, might 都用于肯定推测，must肯定意味最强；can't则用于否定推测。
6. 教师再次播放录音，要求学生整体感知对话，关注听力对话人物的语气、语音及语调。
7. 学生两人一组，运用听力信息模仿2c示范进行语言操练。

活动2d

1. 教师结合前面听说活动，引出问题：How might Linda feel? 引导学生对故事后续发展进行合理推测，同时激发学生学习示范对话的兴趣。
2. 学生先整体阅读对话，把握对话内容，并验证自己的推测是否正确。
3. 教师提出阅读任务，要求学生再次阅读对话，关注并找出其中表示推测的句子。如：
   It might still be in the music hall.
   So it can't be stolen.
   So could it still be at the park?
   I think somebody must have picked it up.
   教师对以上句子表推测的不同语境进行简单点评。
4. 学生听录音并跟读，两人一组操练并表演对话。教师应鼓励学生关注朗读技巧，根据角色身份声情并茂地表演对话。

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活动3a–3c

1. 读前热身。教师可事先选取一种奇特的声音，如：砰的一声、某人尖叫或咳嗽的声音、模糊的呻吟声、呼噜声、下雨声、猫或狗跑过的声音等。教师通过问题：What might be happening? Who is the noise-maker? 引导学生运用情态动词进行合理推测并给出适当理由，教师还可询问学生对奇怪声音的感受，复习表达情感的形容词，为下一步的阅读做好铺垫。师生对话示例：

   "Bang!"（Sound）

   T: Did you hear anything unusual? What might be happening?

   S1: I have no idea. It might be a car crash.

   S2: I think something must have broken.

   S3: It could be some books falling on the floor.

   S4: ...

   T: How do you feel when you hear a strange noise?

   S: I feel nervous/worried/scared/uneasy/curious ... when I hear something unusual/strange/terrible ...

2. 通过对奇怪声音的讨论，引入3a阅读。教师要求学生带着问题What's happening in the town? 快速阅读3a文章，把握整体内容，并在给出的A、B、C三个选项中选出本文的最佳标题。

3. 学生细读文章，独立完成3c表格，找出文中各个人物对奇怪声音来源推测的观点。教师可引导学生在文中找出支撑各人观点的理由。完成后，两人小组交流，然后教师抽查全班讨论结果，鼓励学生尽量发表自己的观点，并给出推断依据。

4. 学生仔细阅读文章，标记出自己不懂的语言点，同时在文中选出符合3b释义的词，小组讨论答案。教师对学生标记出的语言点进行点评和讲解。

5. 学生根据3c表格信息简单复述故事内容，以此巩固推断的语言表达。教师在本环节要鼓励学生利用表格信息开放性地使用语言，运用情态动词恰当地进行推断。

6. 学生七人一组，分别扮演3c表格中的人物，并增加一名记者角色。每组以记者采访报道的形式重现文本内容。教师鼓励小组成员可发挥自己的想象，补充相关内容，先小组练习，最后全班展示。

语法内容介绍和教学建议

本部分梳理、归纳了本单元的重要句式结构，通过一系列的活动，引导学生自主进行语法学习，巩固本单元的主要语法知识：情态动词 must, could, might, can't表示推测的不同用法。

"语法聚焦"部分以表格的形式罗列了如何运用whose询问及表达物品所属的典型句

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型，为学生操练语言提供了示范。该部分还呈现了各种表示推测的句型，旨在通过各种句型的对比练习，让学生掌握情态动词表推测的用法并丰富其表达方式。活动4a通过情态动词的选择练习，巩固情态动词在肯定、可能性、否定等方面的推测表达。活动4b是一个半控制性的语法练习，要求学生理解语境，对事件原因进行推测。4c设计的是一个两人结对活动，要求学生观察一幅图片，推测图片中房间主人的性别、爱好等并给出理由，让学生在真实语境中运用恰当的情态动词进行合理推测。

语法部分具体教学建议如下：

1. 学生两人一组就“语法聚焦”表格中的三个小对话进行问答，理解各组对话的意思。教师提醒学生关注表格中的推断依据。
2. 学生两人一组编对话，针对表格左侧的三个问题，运用情态动词must, can't, might和could补充更多的推测，体会情态动词表推测的不同用法，例如：

   T: Whose volleyball is this?

   S1: It must be Carla's. She loves volleyball.

   S2: It can't be Ann's. She never plays sports. It might/could belong to Jack. He sometimes plays volleyball.

   ... ...

   教师还可事先准备的一些真实物品让学生进行推测，为学生创设使用目标语言的真实情景。
3. 学生两人一组展示对话，教师引导学生总结情态动词表推测的不同用法：
   - must (You are almost sure something is true.) 表示有根据的推论，语气肯定。
   - might/could (You think something is possibly true.) 表示一种可能性（推测或猜测），语气稍弱，不那么肯定。
   - can't (You are almost sure something is not true.) 表示否定的可能性，语气肯定。

注意：表示可能推测的还可用情态动词may，表示否定推测的还有couldn't 和may not。这三者语气均较弱，不那么肯定，仅表示一种推测和可能性。教师可根据学生接受能力，决定是否对此进行补充讲解。

活动4a

1. 学生独立完成练习，教师引导学生关注推断依据，同时注意了解学生个体学习情况。
2. 学生两人一组朗读对话，核对答案。教师注意提示学生第5题中，因为说话者的语气不同，could be 和must be 都是可选答案。

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3. 教师可视班级学情进行进一步拓展，利用五个小题中的首句，引导学生运用情态动词进行各种合理推断，巩固、落实情态动词表推测的不同用法。

活动4b

1. 教师要求学生发挥想象，对角色A所描述的场景进行合理推测，独立完成补全对话的任务。
2. 学生四人一组交流分享各自的推测。
3. 教师邀请学生在全班展示各组的推断，引导全班学生评价哪些推断最合理，也可利用每题的第一句让学生运用情态动词表达推测，拓展学生的思维。

活动4c

1. 学生观察4c图片，教师提出问题：

   What can you see in the picture?

   What are his/her hobbies? Why do you think so?

   Who do you think lives in this room, a boy or a girl?
2. 学生以小组为单位就房间主人的性别进行讨论，教师要求学生的每个推断后都有适当的推测依据。
3. 教师在黑板上板书以下两个句子作为引导：

   It could be a girl's room because ...

   It might be a boy's room because ...

   将学生的意见分为两组，分别列出依据，看哪一组的推断依据更充分，更合理。
4. 根据各种推断依据，学生两人一组编对话并在全班展示。教师同时给其他学生设定一些任务，促进人人关注、人人参与。

SECTION B 内容介绍

本部分内容通过对疑似外星人事件的讨论逐步过渡到对巨石阵的介绍，语言输入量较大，是对Section A所学知识的巩固、拓展与提升。

1a–1d部分落实听说训练，在Section A的基础上进一步加强听力输入和拓展话题内容。活动1a看图写话，需要学生借助方框中的词汇，运用现在进行时对图片进行描述，这不仅为下面环节做了词汇和句型方面的铺垫，也为本单元目标语言的使用提供了更丰富的素材。1b–1c的听力内容主要是围绕外星人事件，进一步巩固情态动词表示推测的用法。1d是听力1b和1c的延续，让学生根据听到的信息以角色扮演的形式进行语言运用。本活动还旨在培养学生从听力材料中提取单元目标语言和重要信息的能力。

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2a–2c为阅读板块。阅读材料是关于巨石阵的说明文。阅读语篇涉及英国文化，还涉及一些含有连接词的复杂句子，需要引导学生在上下文语境中体会语言表达的确切含义。活动2a要求学生体验连接词的运用，为2b的阅读活动扫除障碍。2b要求学生阅读短文，了解连接词的运用，更好理解文章中句子间的逻辑关系。2c要求学生通过文本的细节理解，尝试自己解读文本，找出巨石阵的神秘之处，以及文中对巨石阵用处的各项推测。2d要求学生在理解2a连接词的基础上，运用这些连接词将相关句子补充完整。2e是一个开放性的活动，学生需要发挥联想，思考并讨论在中国或世界上还有哪些类似巨石阵这样神秘的地方，它们为什么神秘以及对于这些地方了解多少等问题。

3a–3b是本单元的写作板块。在前面听、说、读的基础上，让学生尝试写作。本单元的写作是续写故事结尾，需要学生在已有故事的基础上，运用本单元所学的目标语言并发挥想象，完成写作任务。活动3a要求学生就Section A 3a文中所提到的奇怪声音发挥想象进行推测，列举自己的观点和推测依据，为后面环节的写作打开思路，积累语言素材。活动3b要求学生根据报纸标题和所给的写作提示结合3a所列内容为报纸写一篇新闻报道。

Section B部分的重点是进一步巩固和拓展情态动词表推测的用法及连接词的正确运用。本部分的教学难点是连接词在语言输出活动中的恰当使用。教师在教学时，可多提供范例，供学生体会、模仿、参考。

SECTION B 教学建议

活动1a

1. 听前热身。教师展示一幅某人正在进行体育运动的图片，先遮挡部分内容，通过问题引导学生用could/might be doing对图片进行描述。例如：

   T: What could the man be doing?

   S1: He could be running.

   S2: He might be dancing.

   S3: He could be playing soccer.

2. 教师要求学生两人结对观察1a中的三幅图并用方框中的词描述图片，然后在全班分享相关内容。

   注意：本步骤的看图说句子旨在帮助学生对听力内容进行预测。此外，值得学生注意的是，因为需要对图片动作进行描述，所以使用了“情态动词 + be + doing”的结构对现在正在进行的事情进行推测。教师可视学生情况，决定是否对此进行讲解。

3. 教师针对图片c进一步提问，引导学生发挥想象，预测故事内容。例如：

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T: Why do you think the man is running?

S1: He could be running to catch the bus. He might be late for work.

S2: Someone might be running after him.

T: What could be running after him?

S3: A dog might be running after him. Or an alien might be running after him.

... ...

活动 1b–1d

1. 根据 1a 部分的讨论，教师要求学生继续观察图片，对事件发生的顺序进行预测。

T: If these three pictures were from the same story, which one do you think might come first? Why?

S1: I think Picture B might come first because the man in Picture C is running, and in Picture B, we can see an alien is running after him.

S2: I don't agree. I think Picture A must come first. In Picture A, we can see a UFO landing. The UFO has to land before the alien can come out and run after the man.

... ...

注意：教师要有意识地引导学生运用情态动词对图片顺序进行推测，并询问其推断理由。

2. 教师播放录音，学生边听边验证自己之前预测的顺序。
3. 教师提问：What might happen next? 学生展开小组讨论。教师鼓励学生充分发挥想象，运用目标语言结构进行推测。
4. 全班分享各组观点，了解更多创意。
5. 教师再次播放录音，学生将 1c 表格信息补充完整，全班核对答案。
6. 学生根据 1c 表格左侧一栏的信息，结合听力记录的内容，也可自己发挥想象，两人一组模仿 1d 对话，在全班展示表演。教师还可要求表演小组提问其他学生，让其他学生学会倾听，人人参与活动。

活动 2a–2c

1. 读前热身。教师利用 Section B 1a 的图片 b 进行提问，并将含有连接词的句子呈现在课件或黑板上，引导学生观察图片并回答问题。师生对话示例：

T: What is the alien doing while the man is running?

S: It's running after the man.

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T: Are they running at the same time?

S: Yes, the alien is running ***while*** the man is running.

T: You mean ***not only*** the alien is running ***but also*** the man is running? Is the man running after the alien ***or*** is the alien running after the man?

S: The alien is running after the man.

T: Do both of them feel scared?

S: The man feels scared ***but*** the alien doesn't.

T: Why does the man feel scared?

S: The man feels scared ***because*** the alien is running after him.

T: Oh, the alien is running after the man, ***so*** he feels really scared.

2. 通过呈现这些含有连接词的句子，教师要求学生仔细观察2a表格，完成将连接词和其用途相匹配的活动。
3. 教师引导学生观察活动2b的配图，通过问题 Do you know the name of this place? 引导学生从标题中找出Stonehenge。教师要求学生快速阅读文章（skimming），把握文章大意。
4. 教师结合活动2b，要求学生再次快速阅读文章，引导学生关注连接词的使用，标出含有连接词的句子，尝试理解句意，思考并体会连接词在句子中的作用。

   Para 1: not only ... but also, as

   Para 2: however, because

   Para 3: while, as, but

   Para 4: because, and, but
5. 学生再次细读文章，教师帮助学生整理、概括每段大意。

   Para 1: Stonehenge is not only a famous historical place, but also a great mystery.

   Para 2: Historians have different ideas about what Stonehenge was built for.

   Para 3: Different ideas about the purpose of Stonehenge.

   Para 4: Who built Stonehenge, when it was built and how it was built are still mysteries.
6. 学生再读课文，回答问题：What are the mysteries about Stonehenge? 然后归纳Stonehenge的神秘之处，如：They think the stones can prevent illness while keeping people healthy. Some think it might be a burial place, or a place to honor ancestors. Others think it was built to celebrate a victory over an enemy. 等。
7. 四人小组合作完成2c填表任务。完成后，组员相互提问，最后以小组为单位向全班汇报。

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活动 2d–2e

1. 学生根据连接词的用法结合2d中各句句意选择并填写适当的连接词。
2. 学生也可以尝试对2d部分句子进行句型转换。例如：
   1) A lot of people go to Stonehenge during June because midsummer's day is in this month.
   2) The stones were put in a special position so the sun shines straight into the center of Stonehenge.
   3) Some people think the rocks can stop people from becoming ill while keeping them healthy.
   4) Though historians are not sure, they still believe that Stonehenge was built about 5,000 years ago.
3. 学生以小组为单位，用以下问题为线索，讨论世界上和Stonehenge 相似的具有神秘色彩或未解之谜的地方。教师要求学生讨论时使用连接词，丰富句式和表达。
   - What other mysteries can you think of?
   - What do you know about them?
   - What is mysterious about them?

活动 3a–3b

1. 学生再次阅读Section A 3a的文章，就问题What do you think the noise could be? 发挥想象，运用could, might, must, can't等情态动词进行推测并展开讨论，每组派代表记录本组一些好的想法，如：

What could the noise be?	Why do you think so?
1. Someone could be playing tricks on people. *2. The noise could be two cats fighting.* ...	He might just want to scare people. The woman saw something running away. ...

2. 全班交流讨论意见，教师选几个小组的发言人向全班汇报，看哪个组的推测最有创意。
3. 教师引导学生阅读3b的新闻标题，关注写作指导的三个步骤：谜团的背景信息、如何解除谜团以及现在人们的感受。
4. 学生在已给的写作支架基础上，运用阅读中所学语言，结合3a表格所列的讨论内容进行写作，尝试写出完整的新闻稿。教师要有意识地引导学生充分使用本单元的目标语言。

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5. 教师视课时安排和学情对学生的作品随堂做出点评。

SELF CHECK 内容介绍和教学建议

本部分要求学生通过活动，总结、归纳单元重点词汇及语言结构，进一步明确情态动词表推测的用法。

活动1

1. 学生自我总结情态动词表推测的用法，根据提供的语境独立完成练习。
2. 教师抽查学生完成情况，全班核对答案。

活动2

1. 学生阅读表格中关于Jessica, Todd, Mike和Annie喜好的信息，对物品的归属进行推断，教师可引导学生恰当运用be one's和belong to sb.两种结构进行表达。
2. 教师邀请部分学生朗读所写句子，其他同学根据表格信息和句子表达对推测的合理性和表达的准确性进行评判。

■ 拓展活动1：看图推测

活动目的：巩固情态动词的正确使用，通过看图说话进行各种合理推测，搭建活动平台让学生运用语言。

活动形式：全班活动

活动准备：教师借助PPT呈现几幅图片，如：①站在讲台上的成年人、②某人演奏乐器的剪影、③某人跑步的图片等。

活动步骤：教师依次展示三幅图片，用提问的方式引导学生运用情态动词，根据图片或观察遮住部分内容的图片推测人物职业、人物动作意图等。

1. 教师展示图片①提问：What does he do?
   引导学生回答：He must be a teacher.
   He could/might be a/an (math/science/Chinese/English ...) teacher.
2. 教师展示图片②提问：What can you see in the picture?
   引导学生回答：It must be a ...
   It can't be a ...
   I'm not sure. It might/could be ...
   追问推测的原因：Why do you think/guess so? 引导学生给出合理的理由。
3. 教师展示图片③提问：What's the man doing?

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引导学生回答：He's running.

教师追问：What could he be running for?

引导学生推测：He could be running for exercise.

He could be running after a thief because he looks so angry.

He could be running to catch the bus.

……

■ **拓展活动 2：What might happen?**

活动目的：学生观看动画片《猫与老鼠》的几个片段，发挥想象运用情态动词推测故事后续可能发生的情况，锻炼学生的综合语言运用能力，检测对目标语言的熟练程度。

活动形式：小组活动

活动步骤：教师剪辑动画片《猫与老鼠》的片段，课堂播放。学生以小组为单位预测可能会发生的情况。预测的可能性最多以及最准确的小组获胜。

四、课文注释

1. **I think somebody must have picked it up.** 我想一定有人捡到我的包了。

英语用“情态动词+完成结构（have done）”表达某种过去的关系，must have done结构就是其中之一，表达对过去所做之事极其确定的推断（certainty about the past），意为“过去一定做过了”。又如：

This glass is cracked. Someone must have dropped it. 这只杯子有裂纹，一定被摔过。

请注意区分must have done与had to的用法，前者表示对过去确定的推断，后者则表达过去必须做某事。试比较以下两句：

This film seems very familiar. I must have seen it before. 这部电影好像十分熟悉，我以前一定看过。

Everyone had been telling me about the film. I had to see it. 所有人都在给我讲这部片子，我一定要看看。

must have done的否定结构为can't have done，表示“不可能做过……”。例如：

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I can't have gone to the wrong house. I double-checked the address. 我不可能走错了房子的呀，我反复核对过地址。

You've only spent five minutes on that job. You can't have done it properly. 你在那项工作上才花了五分钟，是不可能干好的。

2. **Everyone in our town is feeling uneasy, and everyone has his or her own ideas.** 我们镇上的每个人都心神不宁，并且每个人都有自己的想法。

此处his or her是对不定代词everyone的一种指代方式。对不定代词的指代，英语大致有以下几种方式：

过去曾使用he指代，例如：

If anyone finds my glasses, could he let me know? 若有谁看见我的眼镜，请告诉我一声。

现在许多人认为这种用法带有性别歧视，已较为少见。于是有人使用he or she或she or he这种用法，本单元即为如此。在女性为主群体的场合，则多用she指代，例如：

If anyone finds my glasses, could she let me know? 如果有人看见我的眼镜，（她）能告诉我吗？

如今，人们在越来越多的场合使用they，上面例句也可以说：If anyone finds my glasses, could they let me know? 一些人从反身代词单数语法习性的角度提出质疑，但因其能避免上面说到的性别歧视问题，因此也很快被接受并广泛使用。再如：

Everyone has their own ideas. 每个人都有他们自己的主意。

3. **The noise-maker is having too much fun creating fear in the neighborhood.** 这位噪音制造者对其在小区引发的恐慌正乐在其中呢。

1）noise-maker是一个合成名词，其复合构词结构也是英语较为常见的一种，所构成的名词表达出原词语中的某种动宾关系，不仅用以指人，也可指物。例如：a dishwasher既可以是一台“洗碗机”，也可能是一位餐馆里的“洗碗工”，其意思需要根据具体的语境上下文方能做出判断。类似noise-maker这样的复合名词英语有很多，常见的有：

shopkeeper店主	sales/marketing/finance director 营销/市场部/财务主任
bus conductor 公交售票员	grass/meat-eater 食草/肉食动物
taxi driver 出租车司机	gatekeeper看门人
scriptwriter编剧；剧作者	bottle opener开瓶器
life detector生命探测仪	word finder词语速查手册/词典

注意：这类复合词中，两个名词有时用连字符“-”相连，有时写成单个的词，但更多的时候是写成两个分开的词。是否把两个词连起来写英语并无一

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定的规则，若无把握，将两词分开写是一种通行的做法。即便如此，通过翻阅词典加以确认是十分必要的。

2）have fun (doing something)是英语口语常用的一种表述结构，表示“玩得高兴；过得愉快”（to have an enjoyable time）。与它相类似的说法还有enjoy oneself, enjoy doing something, have a good/great/lovely etc. time (doing something)等。例如：

Come on, why aren't you dancing? Enjoy yourselves! 来吧，你们为什么不跳舞呢？尽兴玩吧！

We used to have great times talking together. 我们曾经常常交谈，很是开心。

Time flies when you're having fun. 在你玩得很开心的时候，时间就会飞逝而过。

have fun结构的反面是It's no fun / not much fun (doing ...)，表现“玩得不高兴；过得不舒坦、自在”等。例如：

It's no fun doing such boring things on your own. 自己独自干这种无聊的事情没一点意思。

It's not much fun burning the candle at both ends. 起早贪黑地工作（学习）可不是件愉快的事情。

4. “As you walk there, you can feel the energy from your feet move up your body,” said one visitor. “当你走到那儿，你能感觉到（一股）能量从双脚往身体里涌动。”一位游客说道。

1）此句连词as相当于when，意为“当……时候”。例如：

I tripped as I got off the bus. 我下公交时绊了一跤。

As she grew older she gained in confidence. 她一天天长大，信心也建立了。

2）feel是感官动词，其后接不带to的动词不定式形式，即：feel somebody/something/oneself do something。这一结构常表现感知动作的完整性及过程性。例如：

She felt his arms go round her. 她感觉自己被他用双臂抱住了。

I felt something crawl up my arm. 我觉得有东西爬上了我的胳膊。

作为感官动词，feel之后也可接动词-ing形式，即：feel somebody/something/oneself doing something。这一结构常表现感知动作正在进行。例如：

I felt myself blushing. 我觉得自己的脸红了。

I could feel the sweat trickling down my back. 我能够感觉汗水从后背淌下。

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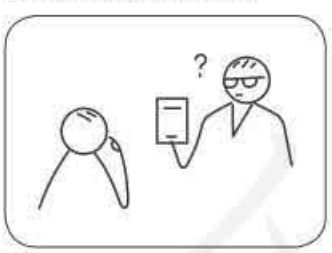
五、文化注释

巨石阵（Stonehenge）

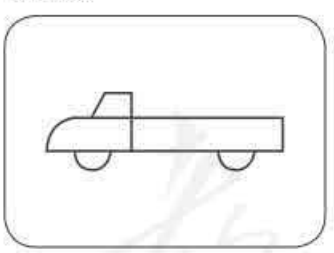
巨石阵的英文名称为Stonehenge，其中henge意指“围栏”。巨石阵是在英格兰发现的一种圆形构筑物，周围有埂和沟。顾名思义，巨石阵是一组表面粗糙的排成圆圈的巨大石柱群。它位于英格兰西南部威尔特郡的索尔兹伯里平原上，约建于公元前3000年~公元前1500年。巨石阵周围环绕着直径约100米的环状沟（土墙圈）。组成巨石阵周围圆圈的石头为砂岩，每块都高出地面4米，平均重约25吨。巨石圆圈直径约为30米，里面还有数十块重达3.5吨的蓝砂岩组成的小圈。圈内有重达30多吨的巨石牌坊，有的石柱高达高6.5米。巨石阵还有索尔兹伯里石环、环状列石、太阳神庙、史前石桌、斯通亨治石栏、斯托肯立石圈等名称。当今人们还没有真正破解巨石阵建造的时间、目的及方法，只是通过考古发现的线索进行了各种可能的推测。也正是如此，巨石阵被称为英伦三岛乃至世界最著名、最神秘的史前遗迹之一。在英国人心目中，这是一个神圣的地方——这些巨石虽静静排列，但却具有无与伦比的魅力，它们能给人带来神奇力量，还仿佛在向现代人诉说着远古的故事。1986年，巨石阵和相关遗址被列为世界文化遗产。

六、教学简笔画

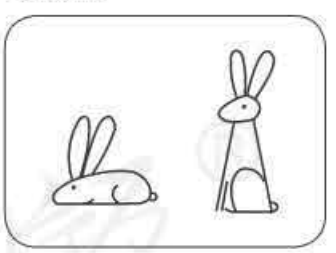
1. Whose book is this?



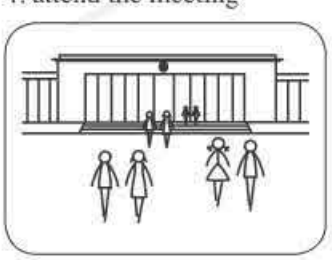
2. truck



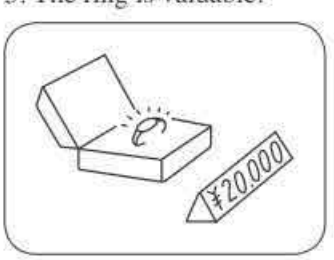
3. rabbit



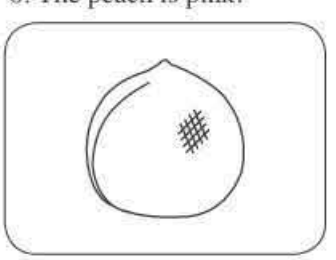
4. attend the meeting



5. The ring is valuable.



6. The peach is pink.



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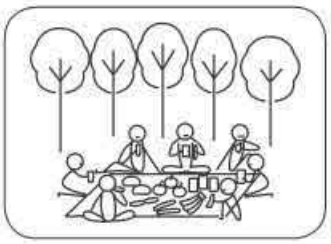
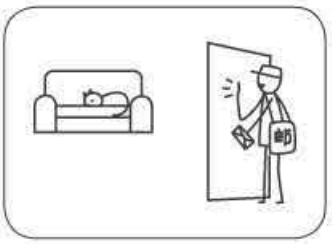
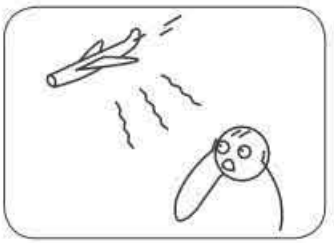
7. picnic



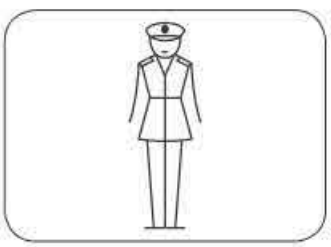
8. Is anybody in?



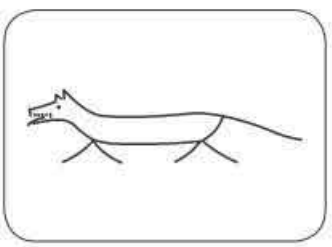
9. noise



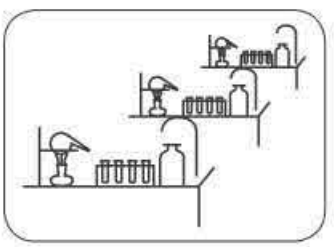
10. policeman



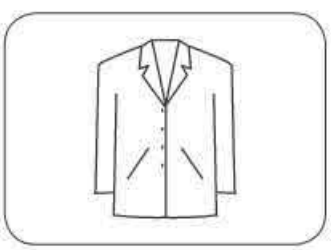
11. wolf



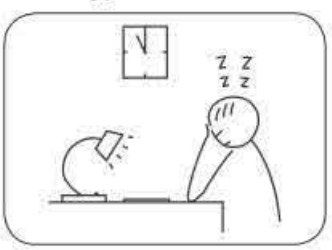
12. laboratory



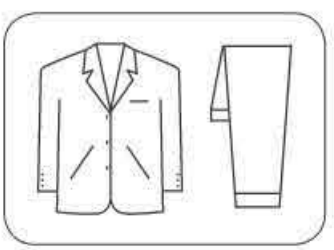
13. coat



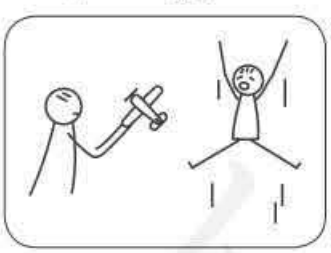
14. sleepy



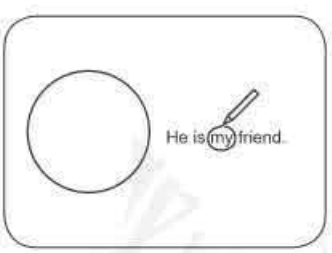
15. suit



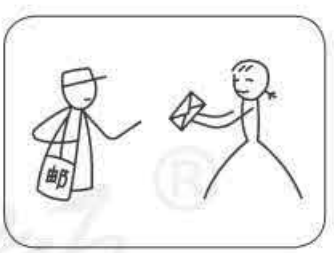
16. express his joy



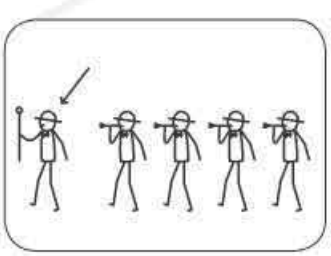
17. circle



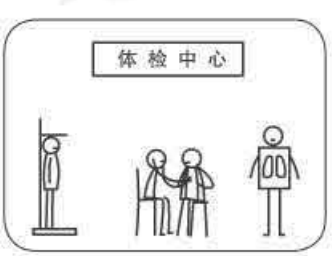
18. receive a letter



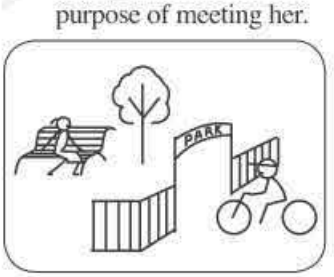
19. leader



20. medical examination



21. He went to the park for the purpose of meeting her.



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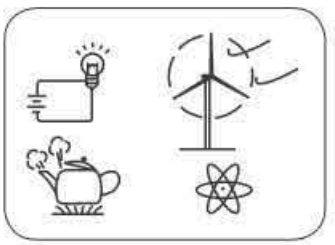
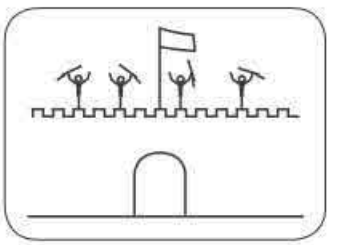
22. prevent from getting wet



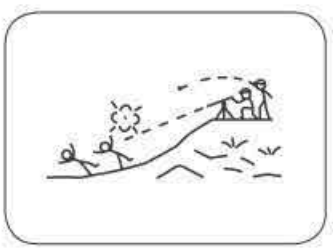
23. energy



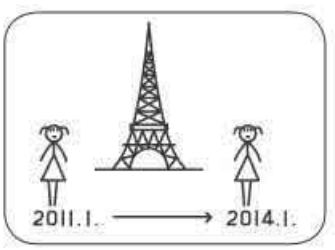
24. win a victory



25. wipe out the enemy



26. stay there for a period of 3 years



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Unit 8 It must belong to Carla.

SECTION A

1a

Purpose	To introduce Ss to the unit goal: make inferences. To set the scene, increase Ss' vocabulary and introduce the target language.
Picture	The picture is an illustration that shows two girls and a boy looking at some items spread out before them. In the picture, the first girl on the left has dark-brown hair and is wearing a polo T-shirt and Bermudas. She is standing with her arms akimbo (hands on her hips). Next to her is another girl sitting on the ground. Her hair is a lighter shade of brown and she is wearing a sleeveless top with horizontal stripes. In her lap is a volleyball. Next to her is a boy sitting on a log. He has red hair (we usually call this "ginger-haired") and is wearing a polo T-shirt and checkered pants. In the foreground of the picture is a small portion of a picnic table on which is sitting a Michael Jackson CD and a Harry Potter novel. On the ground between the table and the girls and boy are a number of items: a T-shirt, a toy truck, three cups, a plate, a baseball cap and a magazine about rabbits. On the right is a tree which has a small branch on which someone has hung a jacket.
Culture Focus	***Outdoor parks in Western countries*** The illustration shows a typical outdoor scene in the park or woods found in a Western country. Usually the woodland areas are already part of the landscape and people in authority (e.g. a government private agency) have put in picnic benches and in some cases man-made trails to make it more convenient for people, especially if they want to encourage families to use the facilities. To ensure a measure of safety, ranger stations are built and rangers are employed to patrol the area. In many of these parks, wild animals still roam the area and people sometimes encounter chipmunks, foxes and even bears.

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Optional Approach	***What is this scene?*** Before getting Ss to do the activity, ask them to look at the picture and get them to discuss the type of scene it shows. Tell them that you do not want them to describe what they see but make a connection between what is shown with that they might know. The idea is to get them to recognize that the picture depicts a scene at an outdoor park. It is possible that some Ss may not have seen photos of an outdoor park before so the T may have to explain to them what it is (see Culture Focus above). The T may also wish to show them actual photos of a park with picnic tables, if this is possible. (The T can do a Google image search for "park picnic".) To tie in with the Language Goal of this unit, the T may also wish to tell Ss that pictures like this are stereotypes in that it contains certain elements which give people clues to the scene, e.g. the picnic table, the fallen log, the trees, the bush, the green grass. It is these clues that allow us to infer that the scene is at an outdoor park.
Answers	

Clothing	Fun things	Kitchen things
hat	volleyball	plate
T-shirt	toy truck	cup
baseball cap	book (*Harry Potter*)	
jacket	magazine (rabbits)	
	CD (Michael Jackson)	

1b

Purpose	To help Ss recognize the target language in natural speech.
Teaching Tip	***Matching exercise*** This is a simple activity as all the required information is given in the table in the textbook. Ask Ss to read the instructions and then guess what the conversation might be about. Without giving them any clues, tell Ss to listen and, as the instructions say, match the information. After playing the recording once, get them to share answers with a partner.

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Answers	Person	Thing	Reason
	Jane's little brother	toy truck	He was the only little kid at the picnic.
	Mary	book	J. K. Rowling is her favorite writer.
	Carla	volleyball	She loves volleyball.
	Deng Wen	magazine	He loves rabbits.
	Grace	CD	She always listens to pop music.

1c

Purpose	To help Ss use the target language in natural speech.
Optional Approach	***Equal opportunity*** In pairs, get Ss to practice the conversation using the information they have matched in the table in activity 1b. To ensure that each S has an opportunity to ask and answer, tell Ss that they should decide beforehand, in their pairs, which two items each one will ask about. They should each ask two questions and answer two questions. Since the example in the textbook is about the book, the T may want to have Ss leave the book out of their conversations.

2a

Purpose	To give Ss listening practice using the target language.
Optional Approach	***Taking notes*** Before playing the recording, tell Ss that although the conversation is quite short, it contains quite a bit of information. Encourage them to take as many notes as possible. This will also be useful for them when they do activity 2c.
Answers	1. T-shirt 2. hair band 3. tennis balls

2b

Purpose	To give Ss practice in listening for specific items in conversations.
Teaching Tip	***Revising modal verbs*** Before Ss attempt this activity, ask them if they remember what modal verbs are. (Modals show the condition of a verb – e.g. ability, necessity, possibility – and must always be used with a main verb.) Next, ask Ss to list all the modal verbs they can remember (*can, could, may, might, will, would, must, shall, should, ought to, need*). Get Ss to refer to the modal verbs listed in the textbook. Take them through it before they attempt the activity.

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Answers	1. must 2. can't 3. could 4. might 5. must

2c

Purpose	To give Ss the opportunity to use the target language in conversations.
Optional Approach	***Using your notes*** Using the notes that they had taken in activity 2a, get pairs of Ss to create their own conversations. For their first conversation, ask Ss to stay as close to the original conversation as possible. For their second conversation and still using their notes, ask Ss to create a conversation using the opposite of what they had before. For example, "This is our school T-shirt, so the person can't be attending the school across the road."

2d

Purpose	To give Ss the opportunity to use the target language in a controlled manner.
Teaching Tip	***Acting the part*** Point out to the Ss that this conversation is between Linda and her mother so the person playing the role of the mother should act the part. This could mean speaking with a lower voice at a slower and calmer pace. Get Ss to role-play the conversation twice, switching roles each time so each one gets to play the role of the mother.

3a

Purpose	To provide Ss with reading practice using the target language.
Culture Focus	***What is a town?*** It is difficult to define the actual size of a town as this often depends on which country the town is found in. What most people do agree upon is that a town is larger than a village but smaller than a city. Unfortunately, all three of these human settlements also vary in size around the world. Some towns are fully developed and self-sufficient, containing industrial, commercial and residential areas. These are sometimes known as "mature towns".
Answers	B. Strange Happenings in My Town

3b

Purpose	To give Ss an opportunity to test their vocabulary.

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Teaching Tip	***Deduce the word*** Ss should be able to guess some of the words even without looking at the passage again. Challenge them to fill in as many as they can just based on the meaning of the word. The goal isn't to get all the answers correct but to try to deduce the word from its meaning. This will also ensure that Ss truly understand the meaning of the words. Give Ss a few minutes to fill in the answers before allowing them to read the passage again.
Answers	• nervous or worried – uneasy • young people – teenagers • person in the next house – (next-door) neighbor • area where people live – neighborhood • animal like a very large dog – wolf • person who makes noise – noise-maker

3c

Purpose	To give Ss an opportunity to check their reading comprehension.
Optional Approach	***From memory*** For stronger classes, the T can ask Ss to fill in the answers without looking at the passage and only based on what they can remember from the first reading. Tell Ss that it is all right if they cannot remember a lot as human beings all assimilate and retain information differently. Next, get Ss to share their initial answers with a partner to see how much each one remembers. Then get Ss to re-read the passage and then go through the questions again.
Optional Approach	

Who gave opinions?	What are the opinions?
Victor's wife	She thinks it could be an animal.
Victor and his friends	They think it must be teenagers having fun.
The police	They think it might be the wind.
Helen	She thought it might be a dog.
One woman in the area	She thought it was too big to be a dog. She thought that maybe it was a bear or a wolf.
The writer himself	He thinks the noise-maker is having too much fun creating fear in the neighborhood.

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GRAMMAR FOCUS

4a

Answers	1. might be 2. must be 3. could be 4. can't be 5. could be / must be

4b

Answers	Suggested answers: 1. The weather must be getting colder / cold outside. 2. She might be having a sore throat / ill . 3. The food must be delicious. 4. It can't be that boring.

4c

Purpose	To give Ss the opportunity to use the target language in a controlled manner.
Teaching Tip	***Using critical thinking skills*** There are no right or wrong answers for this activity as much depends on how each S justifies what he/she sees with the inference he/she makes. Working in pairs, get Ss to share their ideas about the picture. What do they both agree on and why? What do they disagree on and why?
Answers	Answers will vary.

SECTION B

1a

Purpose	To help Ss use the target language in a different context.
Culture Focus	***Stereotypical images*** This series of pictures employs many stereotypical images to get its point across. The reason most of us are able to understand what is being shown is because we have seen pictures like these before, perhaps not together, but we have made the connection with what we have encountered before with what we see now. Many cartoons have shown UFOs to look like the one in picture a. Some also draw UFOs to look like a discus. Because these pictures are common, people have come to accept that anything that looks like that is meant to be a UFO. If the second picture were shown by itself and not next to the one with the UFO, it may be possible that we might think that the creature was a monster from some fantasy world. Seen

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Culture Focus	in context, the creature becomes an alien (a different type of monster) but one that probably came from the UFO.
Teaching Tip	***Picture talk*** For weaker classes, the T can consider discussing the pictures with the Ss first before asking them to attempt the activity: There are three separate pictures. Picture a shows an unidentified flying object (UFO) landing on the ground. Picture b shows an alien with three legs and antenna chasing after a man in a suit, his hat almost flying off. The last picture shows the same man running towards the corner of a building, and looking back over his shoulder as if looking out for something.
Optional Approach	***How do you know?*** In small groups of three or four, get Ss to discuss what they see in the pictures and explain why they think so. As mentioned in Culture Focus, we make inferences about pictures based on what we have encountered before. It is possible that there are some Ss who have not seen similar types of pictures before and may think it is something totally different. Ask Ss to also discuss how they know that things are moving in a static picture (a picture that does not move). (Answer: The artist normally puts little lines next to the object to indicate movement. In the picture of the UFO landing, it is the curved lines around the UFO while in the middle picture, it is the short dashes behind the man and the alien.) Tell Ss that the sentences they write should "show" this movement.
Answers	Suggested answers: a. A UFO is landing. b. An alien is running after the man. c. The man is looking back while running. / The man is running, looking afraid.

1b

Purpose	To give Ss practice in listening for specific items in conversations.
Teaching Tip	***Finishing the story*** After playing the recording, ask Ss to write sentences for this activity. Remind them that their sentences should be in the same style as the sentences they have just written in activity 1a, i.e. This means that when they put all their sentences together, they should all be in the same tense and format even if they don't flow very well.

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Answers	a. 2 b. 3 c. 1 Suggested answers: • A woman is filming with a camera. • They are making a movie.

1c

Purpose	To give Ss practice in listening for specific items in conversations.
Optional Approach	***He said, she said*** Ask Ss how much they remember about who said what. It is likely that Ss remember the sequence of information mentioned but not so much which bits of information was uttered by the man or the woman. Ask Ss to try filling in the blanks based on what they can remember before playing the recording again and getting them to fill in the blanks again. Check to see how much they did remember.
Answers	

They see …	The man says …	The woman says …
1. a man running	he might be late for work.	he could be running for exercise.
2. something in the sky	it could be a plane.	it must be a UFO.
3. something strange	it must be an alien.	I must be dreaming.
4. a woman with a camera	she could be from the TV news.	they must be making a movie.

1d

Purpose	To give Ss practice in using the target language in conversation.
Optional Approach	***Making up information*** In pairs, get Ss to write two conversations. The first should use only the information in the second column (what the man says) of the table in activity 1c and the second should use only the information in the third column (what the woman says). What this means is that when using the information the man says, they are allowed to make up information for the woman and vice versa. Ss should role-play their conversations once they finish writing.

2a

Purpose	To introduce Ss to linking words and prepare them for the subsequent reading activity.

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Optional Approach	***What if ...?*** Ask Ss to imagine a time when linking words or phrases didn't exist. What do they think might happen? What would conversations sound like? Get them to discuss this in small groups of three or four and make a list. Get each group to share one item from their list and discuss it as a class.
Answers	

Linking word or phrase	Purpose of linking word or phrase
so	expressing a result
as, because, since	giving reasons
but, however, though	expressing a difference
not only … but also	adding information
or	giving a choice
when, while	expressing two things happening at the same time

2b

Purpose	To provide Ss with reading practice using the target language. To reinforce the purpose of linking words.
Culture Focus	***Mystery of the stones*** Stonehenge is a famous landmark in England that has been designated a UNESCO World Heritage Site. It is commonly associated with the city of Salisbury, which is about 13 km south of Stonehenge. Stonehenge was originally a ring of standing stones, comprising of a series of vertical or upright stones with a horizontal stone lying across the top (sometimes called a "lintel"). Over time, however, many of the stones have eroded and only a small proportion is still standing today. It is unclear who built Stonehenge or even how it was built. Each stone weighs a few tons and people are still wondering how the ancient people managed to move these stones over such long distances and get them to be upright or be stacked on top of each other. Many myths have attributed its construction to the ancient Druids. The purpose of its existence is just as mysterious. It has been called an altar, a sun temple, an ancient clock (like a giant sundial) and a calendar. Some people have even claimed that it was an ancient power generator because it was built along energy lines in the earth and was used to harness the earth's natural energies.

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Teaching Tip	***Be careful*** Tell Ss to skim through the article and underline the linking words and phrases. When you go through the answers with the class, stress to Ss that they have to be sure what function a word is performing. The list given in the table is just a general guide but there may be more. In some cases, one linking word or phrase may be performing the same role as another. One example is in the sentence, "As you walk there, you can feel the energy …" In this instance, the word "as" is performing the same function as "when" or "while".
Answers	Paragraph 1: • Stonehenge, a rock circle, is not only one of Britain's most famous historical places but also one of its greatest mysteries. • People go to this place especially in June as they want to see the sun rising on the longest day of the year. Paragraph 2: • However, historian Paul Stoker thinks this can't be true because Stonehenge was built so many centuries ago. Paragraph 3: • As you walk there, you can feel the energy from your feet move up your body. • No one is sure what Stonehenge was used for, but most agree that the position of the stones must be for a special purpose. • Some think it might be a burial place or a place to honor ancestors. Paragraph 4: • One of the greatest mysteries is how it was built because the stones are so big and heavy. • In 2001, a group of English volunteers tried to build another Stonehenge, but they couldn't. • "And perhaps we might never know, but we do know they must have been hard-working – and great planners!"

2c

Purpose	To give Ss practice in reading for specific items.

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Optional Approach	***Reading aloud*** In groups of three, get Ss to read the article to each other. The first S will read paragraphs one and two, the second, paragraph three and the third, paragraph four. Before Ss start reading, the T may wish to go through some of the more difficult vocabulary words or words that are not easy to pronounce. Tell Ss that when they read aloud, they should think of themselves as presenters who are reading this article to listeners on the radio. They should take care to articulate their words properly.
Answers	**Mysteries about Stonehenge** • Who built it? • What was it used for? / Why was it built? • How was it built? **What Stonehenge might have been used for …** • as a temple where ancient leaders tried to communicate with the gods • a kind of calendar • have a medical purpose • might be a burial place or a place to honor ancestors • celebrate a victory over an enemy

2d

Purpose	To give Ss practice in using linking words.
Optional Approach	***Explaining the function*** Give Ss some time to fill in their answers individually. Then in pairs, get Ss to explain to each other why they chose that answer and how the linking word contributes to the meaning of the sentence. The first S will explain the odd-numbered sentences while the second S will explain the even-numbered sentences. The T may wish to walk around and help the Ss who have any difficulty explaining their choices.
Answers	1. and 2. as 3. not only, but also 4. or 5. however

2e

Purpose	To provide Ss with an opportunity to do some research and discuss their findings.
Optional Approach	***Fact or myth?*** In small groups of three or four, get Ss to discuss any mysteries that they know of. Encourage each S to contribute a different mystery. Ask them to distinguish between what they know is fact and what is myth. For example for the Stonehenge, it is a fact that it is a UNESCO World Heritage Site. It is a myth that it has medicinal powers.

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Answers	Answers will vary.

3a

Purpose	To prepare Ss to write using the target language.
Teaching Tip	***Let your imagination run wild*** Ask Ss to read the article on page 59 again to refresh their memories. In small groups of three or four, get them to come up with various ideas on what might have caused the noises and why. Tell Ss that they can let their imaginations run wild. The only condition is that they need to be able to give a reason why they think something made the noise. Tell Ss that they should think of more practical reasons rather than something mystical, e.g. don't say that ghosts were the ones making the noises.
Answers	Answers will vary.

3b

Purpose	To provide Ss with writing practice using the target language.
Optional Approach	***Design your own newspaper article*** The T can allow Ss to do this activity as a group project. Ask Ss to form groups of five or six, then brainstorm on how to complete the article. Once they have finished writing the article as a group, get Ss to think about how to lay out the article as a newspaper article. If computers are available for Ss to use, have Ss use computers to create their newspaper articles. If computers are not available, provide each group with a large-enough sheet of paper so that they can write their article on it. Remind Ss that English newspaper articles usually follow a column-format, and bigger news stories usually have an accompanying picture. Ss can source their own pictures, or they can draw their own pictures. It would be helpful if the T can show Ss some samples of English newspaper articles from different English newspapers so that Ss will have a clear idea of what an English newspaper article usually looks like. When the groups submit their finished articles, the T can select two or three well-written and/or well-designed ones to put up on the classroom notice board.

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Answers	Sample writing: No More Mystery in the Neighborhood Last week, in a quiet neighborhood, something strange happened. Residents heard noises in the night but no one knew why. Victor Smith thought that it was teenagers having fun while Mrs. Smith and their neighbor, Helen Jones, blamed it on animals. We now know what was happening in the neighborhood. A ranger's station was being built in the nearby forest. Trees had to be cut down to make space for the station. This affected some animals living in the forest. A raccoon family lost their home and had problems finding food. The raccoons discovered food in the neighborhood's garbage bins, so they came back every night. Now the mystery is solved. People in the neighborhood feel sorry for the raccoons and they are trying to help them.

SELF CHECK

Purpose	To provide a comprehensive review of key vocabulary and functions presented in the unit.
Teaching Tip	***More sentences*** Ss can answer activity 1 on their own but it would be beneficial for them to complete activity 2 with a partner. Get Ss to fill in the blanks and then create more sentences using the information in the table. Tell them to make sure that their new sentences are different from the ones in the activity.
Answers	1. 1. can't 2. could/might 3. must 4. might 5. can't 2. Suggested answers: 1. It can't be Mike's. He doesn't like to watch movies. 2. It can't be Todd's. He doesn't eat sweet food. 3. It must be Jessica's. She likes taking photos. 4. It can't be Annie's. She doesn't like to cook. 5. It must be Mike's. He likes to play tennis. 6. It can't be Jessica's. She doesn't like to run.

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■ Optional Activity: Things that go bump in the night

Purpose	To help Ss master the target language and expand their vocabulary.

Procedure

1. Divide the class into groups of four or five.
2. Write on the board:

Things that go bump in the night

3. Explain to Ss that this is a phrase that people use to describe unexplained and often scary sounds that they hear at night.
4. For this activity, Ss are to create, in their groups, a story around this theme.
5. Give them some time to discuss the storyline (about five minutes). Some points they can include:
   - who heard the sound
   - what the sound was
   - what people thought it was caused by
   - what feelings they had when they heard the sound
   - what actually caused the sound
   - how the situation was resolved in the end
6. Once they have mapped out their storyline, get Ss to write a short story around what they have created.
7. Tell Ss to make the story as suspenseful as possible.
8. Give Ss time to write their stories (about 10 minutes).
9. Get Ss to read the group's story to the rest of the class.
10. The class can then vote on which story they liked best.

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Unit 9　I like music that I can dance to.

一、教学目标与要求

话　题 **Topic**	音乐和电影（Music and movies）
功　能 **Functions**	能表达喜好（Express preferences） A: What kind of music do you like? B: I like music that I can sing along with. A: What about you? B: I prefer music that has great lyrics. A: What kind of movies do you like? B: I prefer movies that/which give me something to think about. A: What kind of musicians does Carmen like? B: She likes musicians who play different kinds of music.
语　法 **Grammar**	能识别和理解that, which, who引导的定语从句，并能简单运用（Attributive clauses with *that*, *who* and *which*） I prefer music that/which has great lyrics. I only like movies that/which are funny. I always bring a friend who isn't afraid of these kinds of movies.
词汇和常用表达 **Words & expressions**	1 能正确使用下列词汇（Curriculum words） prefer, suppose, stick, shut, sense, reflect, perform, praise, director, case, war, dialog, sadness, pain, pity, total, master, wound, Australian, electronic, smooth, spare, down, plenty, painful 2 能正确使用下列常用表达（Useful expressions） in that case, stick to, plenty of, shut off, once in a while, look up, in total 3 能认读下列词汇（Non-curriculum words） lyrics, ending, documentary, drama, superhero, intelligent, moving, lifetime, recall
学习策略 **Strategies**	能根据篇章的主旨大意找出相关的细节信息

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文化知识 Culture	了解各种音乐形式和电影类型，感悟和分享音乐和电影带来的情感体验

二、话题思维导图



Different kinds of music and movies

music that I can dance to
music that has great lyrics
music that I can sing along with
music that is loud
music that helps me relax
musicians who play different kinds of music
groups that play quiet and slow songs
movies that are funny
someone who likes serious movies
movies that give me something to think about
movies that can cheer me up
movies that are scary
movies that are sad

Structures

A: What kind of music do you like?
B: I love music that/which I can sing along with.
A: What kind of groups does Xu Fei like?
B: He prefers groups that/which play quiet and slow songs.
A: What kind of movies do you like?
B: I prefer movies that/which give me something to think about.
A: What kind of musicians does Carmen like?
B: She likes musicians who play different kinds of music.

三、内容介绍和教学建议

SECTION A 内容介绍

本部分的主题图展现了四个人物谈论自己所喜欢的音乐，很自然地呈现了本单元的重点语言结构——定语从句。通过学习Section A部分，学生应掌握一些与音乐和电影相关的词汇，能够通过听和读获取有关音乐和电影的相关信息，了解以that, which, who引导的定语从句在不同语境中的功能和作用，并能模仿和表达自己喜欢的音乐或电影。此外，本部分还复习了学生已学的与喜好或音乐相关的词汇，如：dance, sing, relax, laugh, enjoy, like, love, cheer up, loud, quiet, funny, slow, serious, down, tired, sad, exciting, scary,

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happy, comfortable, sweet, interesting, beautiful, favorite等。

1a–1c为本单元的导入部分。活动1a呈现四个人物喜欢的音乐类型及核心句型；活动1b以听的形式输入目标语言，学生通过听进一步熟悉以that引导的定语从句，了解不同音乐的特点表述；活动1c要求学生结对操练，尝试运用that引导的定语从句进行口头表达，实现半控制性的语言输出。

2a–2d 的听说任务链补充了新的语言输入，增加了who引导的定语从句，对人物的表述更加完整，使交际语言更丰富。2a部分主要让学生关注两个人物的不同喜好；2b引导学生关注对话的细节；2c部分则要求学生针对听力内容进行讨论，尝试转换人称并运用定语从句进行表达；2d部分呈现了日常交际中人们谈论音乐和电影喜好的口语范例，供学生学习模仿，并在此基础上实现口语输出。

3a–3c的阅读板块提供了一篇关于电影喜好的文章。3a要求学生从文中找出不同的电影类型及提及的电影名称；3b主要引导学生关注文中的细节；3c则是让学生根据短文信息，结合自己的实际回答问题，填写表格，为Section B部分的学习提供信息储备。

Section A 的教学重点是让学生学会用that, which, who引导的定语从句完整地表达自己对音乐和电影的喜好。该部分的教学难点是让学生理解定语从句与先行词之间的修饰关系。

SECTION A 教学建议

活动1a

1. 教师与学生互动交流，引导学生说出自己喜欢的音乐类型并解释原因。如：

   T: What kind of music do you like?

   S1: I like pop music.

   T: Why do you like it?

   S1: Because it can help me relax.

   T: So you love music that can help you relax.

   教师可将定语从句板书在黑板上，然后多提问几个学生，列出更多类似句型，确保他们理解其含义。
2. 让学生关注1a的主题图，学习句式I prefer/like/love music that ...以及短语great lyrics, sing along with, dance to the music等。
3. 教师呈现目标句型和短语，带领学生朗读，然后要求学生完成1a的练习，全班交流。

活动1b–1c

1. 学生浏览1b的活动要求，明确听时需要获取的关键信息：人名及其喜欢的音乐类型。

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2. 播放第一遍录音，学生独立完成1b活动，师生核对答案。
3. 播放第二遍录音，让学生听后回答一些与细节相关的问题，如：
   - Does Betty like the Cool Kids? Why?
   - What does Tony think of the Cool Kids?
   - What kind of music does Tony prefer?
   - What's his favorite band?
4. 再次播放录音，让学生跟读，提示学生模仿录音中的语音语调。
5. 教师通过板书或课件呈现以下内容：

   A: What kind of music do you like?

   B: I like/prefer music that I can dance to/has great lyrics/I can sing along with.

   引导学生关注这些句子，确保他们理解句子的含义。
6. 让学生朗读1c的示范问答，然后要求他们结合主题图中的其他信息或自己的生活实际编演对话，巩固目标语言。若时间许可，请几组学生在课堂上展示对话并给予点评。

活动2a–2c

1. 听前让学生阅读2a的四个句子，找出以that/who引导的定语从句并画线。请四个学生朗读句子，教师适时呈现生词Australian和electronic，再让学生说出句子的含义。全班朗读四个句子，确保他们能正确理解句子含义。
2. 播放第一遍录音，学生独立完成活动2a。师生核对答案，教师可请学生根据所听内容将错误的信息改正，然后朗读正确的句子。
3. 学生先浏览2b表格，然后播放录音，学生按要求填写相关细节。师生核对答案，核对时，要求学生朗读每个句子，巩固语言表达。
4. 让学生结合2a和2b所提供的信息和语言表达，模仿2c的对话进行问答，谈论徐飞和卡门的音乐爱好，完成语言输出。学生操练完毕，可请几组学生在课堂上展示对话并给予评价。

活动2d

1. 教师导入对话语境，引导学生从谈论自己的周末计划到谈论自己的喜好，如：

   T: The weekend is coming. What will you do after a long week at school?

   S: I suppose I will ... that I like.

   T: What CD/movie/program/song will you ...?

   S: ...

   T: What's it about?

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S: ...

2. 教师介绍2d对话的情景，提出以下问题让学生阅读后回答：

- What is Scott going to do this weekend? Why?
- What kind of movies do Scott and Jill like? Why?
- What kind of movies do you like? Why?

学生问答时，应鼓励他们使用定语从句发表具体观点，如：

Scott is going to listen to the new CD that he bought.

教师也可提供一个信息表，要求学生细读对话，整理两个人物的不同喜好，如：

	About music	About movies
Scott	He likes smooth music that ...	He likes movies that ...
Jill	/	She likes movies that ...

3. 播放2d录音，学生边听边跟读，模仿对话中的语音语调。
4. 让学生两人一组分角色操练对话。教师可视学情进行分层要求：

1）熟练朗读对话；

2）适当替换对话中的一些信息；

3）拓展对话的内容和句式，增强活动的开放性，鼓励学生开展有创造性的、结合生活实际的对话交流。

活动3a

1. 教师可通过呈现对话的方式导入新课，如：

A: What are you doing this weekend?

B: I suppose I'll watch a movie.

A: What kind of movies do you like?

B: I like movies that ...

A: What kinds of movies can you name?

B: Comedies, dramas, documentaries, action movies, horror movies ...

随后，教师可将表示电影类型的词汇板书在黑板上，如：documentary, comedy, drama等，还可适当加以补充，如：horror film, thriller等。

2. 让学生快速阅读文章，画出文中不同的电影类型并圈出具体的电影名。随后，师生核对答案。
3. 要求学生浏览3b的问题，细读文章，然后回答问题。教师也可要求学生将教材内容信息整理成表格，一方面促进学生理解篇章内容，了解文章架构，另一方面还

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能培养学生分析信息、处理信息的能力，训练其思维。

Kinds of movies	Movie names	Information about the movies	The writer's feeling
Comedies	*Men in Black* *Kung Fu Panda*	have funny dialog, have a happy ending, characters not perfect but try their best to solve their problems	problems seem less serious, feel much better again, a good way to relax
Dramas	*Titanic*	/	feel even sadder
Documentaries	*March of the Penguins*	provide plenty of information about a certain subject	don't want to think too much
Action movies	*Spider-Man*	an exciting superhero, always saves the world just in time	shut off my brain, sit back and enjoy watching
Scary movies	/	fun, scary	too scared to watch them alone, bring a friend who isn't afraid of these kinds of movies

4. 让学生通读全文，借助表格信息，尝试用第三人称转述作者观点。
5. 学生浏览3c活动要求，独立完成表格信息填写。然后，要求学生结对互相询问彼此在不同情绪下喜欢看的电影。教师应注意引导学生结合文中的句型进行表述，以此培养学生语言运用和自主表达的能力。以下句型可供学生问答时使用：

A: What kind of movies do you like/prefer to watch when you are happy/ ...

B: I like/prefer to watch movies that/which ...

语法内容介绍和教学建议

通过本单元的语法学习，学生应做到以下几点：

1. 能运用that, which引导的定语从句描述事物，使事物特点具体化，句意更清晰；
2. 能运用that, who引导的定语从句描述人物，使人物特点更明确，句意表达更完整；
3. 能灵活运用that, which, who引导的定语从句，关注先行词的指代，注意句子表达

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前后的一致性。

本单元的Grammar Focus部分以表格的形式罗列了that, which, who引导的定语从句，为学生操练提供了示范。该部分还呈现了表达喜好的三个动词：like, love, prefer, 旨在通过各种句型的对比练习，让学生学会运用不同词汇表达同一含义。活动4a通过选词造句巩固定语从句的结构；活动4b是一个唱片评论，要求学生阅读评论，理解评论内容，用定语从句补全句子，使评论更加具体化；活动4c让学生思考自己喜欢或不喜欢的事物，尝试用定语从句进行自主表达。

语法部分具体教学建议如下：

1. 教师通过问题Do you still remember what kind of music/groups/movies/musicians Tony/Xu Fei/... like? 引出that, who, which引导的定语从句以及三个表达喜好的动词。教师板书并引导学生关注从句和先行词的关系，关系词that，which, who 在从句中的句子成分，引导学生归纳、总结如下：

that, who	指代人物
that, which	指代事物
that, who, which	在从句中作主语时，不能省略。 定语从句的谓语动词与先行词一致。

2. 学生阅读Grammar Focus 表格中的句子，分析每个定语从句并进行合理归类。

活动4a

1. 教师先请几个学生进行示范问答，如：
   T: What kind of food/clothes/people/music/singers/movies do you like?
   S: I prefer/love/like food/clothes/people/music/singers/movies that is/are ...
   然后让学生朗读表格中所列的形容词funny, comfortable, inexpensive, slow, sweet, salty, loud, intelligent, interesting, friendly等，复习巩固这些词汇的读音和意义。
2. 让学生先独立完成活动4a，再请不同学生朗读自己造的句子。
3. 让学生结合自己的生活实际和想象，以food, clothes, teachers等话题，尝试用定语从句表述自己的喜好或观点，提醒学生关注定语从句结构的合理性。

活动4b

1. 让学生先阅读4b的评论，确认理解评论内容后再要求学生用定语从句补全句子。教师可板书相关的动词短语dance to the music, take the CD to a party, write their own lyrics, sing the words clearly等，为有困难的学生提供语言参考。

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2. 学生完成4b后，可与同伴交流修改。最后，师生核对答案。

活动4c

1. 全班朗读4c的对话范例，然后两人一组参考4a表格内容信息进行问答。
2. 教师邀请几组学生表演对话，并引导其他学生针对各组所汇报的内容提问。这样不仅让学生养成认真听其他同学发言和记录关键信息的良好习惯，同时也培养了学生在实际情景中运用目标语言。

SECTION B 内容介绍

本部分在Section A的基础上进一步拓展话题，让学生能够运用所学结构谈论其他喜好，阅读部分还涉及了中国的民间音乐及音乐家，因而也增加了与音乐相关的词汇和表达句式。

1a–1d部分的听说活动主要为了巩固学习that等引导的定语从句，拓展前面的听力输入和口语输出内容。活动1a通过谈论喜欢的乐队、书籍和电影等，帮助学生巩固定语从句，为后续环节做铺垫。1b–1c的听力内容主要是围绕迈克的个人爱好展开，目的在于进一步巩固本单元有关事物描述的句型。1d是1b和1c的延续，让学生将听到的信息用对话的形式进行再现。

2a–2e为Section B部分的阅读板块。2a的读前活动从学生的已有认知出发，让学生尝试用自己的语言谈论中国的乐器及相关名曲，为阅读活动做准备。2b要求学生阅读文章找出文中的关键信息。2c让学生关注细节，通过表格填写，列出支撑作者观点的细节信息。2d则要求学生在理解的基础上运用所学目标结构将与文章相关的一段细节描写补充完整。2e是一个开放性的对话活动，要求学生在理解阅读材料的基础上尝试运用所学语言实现口头输出。

3a–3b部分是写作训练板块。3a是一个写作前的思考准备，呈现了与音乐或电影相关的问题，要求学生填写信息，整理写作要点。3b布置写作任务并且提供了相关的短语和表达，以便学生完成写作任务。

Section B部分的重点是运用noting supporting details的阅读策略对文本进行解读，了解音乐评介类文章的特点。本部分的教学难点是运用具体信息描写事物。

SECTION B 教学建议

活动1a

1. 教师提出问题What do you think is the best way to relax? 引出各类休闲活动的表述，如：watching a movie, doing sports, reading a book, listening to music ...

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2. 教师通过追问What kind of movies/books/bands do you prefer?引出关于喜好的句式，如：I prefer movies/books/bands that ...通过这样的导入，可帮助学生复习Section A部分与电影、音乐相关的语言表达，拓展学生思维，引发学生联系实际，进行自主表达。

活动1b–1d

1. 听前，教师引导学生观察1b图片，关注房间中的物品，并进行预测：
   Maybe he likes clothes that/which ...
   Maybe he prefers movies that/which ...
2. 教师播放录音，学生完成1b，师生核对答案。
3. 播放第二遍录音，学生完成1c，检验自己的预测结果是否正确，及时修正并核对答案。
4. 再次播放录音，全班跟读对话。
5. 教师还可让学生借助图片，利用目标语言，尝试介绍Michael的其他喜好或个人情况，实现语言输出。
6. 让学生朗读1d对话，然后根据示范，结合个人实际，与同伴谈论自己喜欢的事物及其理由。

活动2a–2e

1. 读前，可让学生用中文说说中国的乐器及相关的名曲，教师呈现相关的英文名称，如：
   - *erhu*: *Moon Reflected on Second Spring*（二泉映月），*New Year's Eve*（良宵），*Horse Racing*（赛马）
   - *guzheng*: *High Mountain and Floating Water*（高山流水）
   - Chinese bamboo flute: *Purple Bamboo Melody*（紫竹调）
2. 要求学生观察阅读篇章标题和插图，并针对2b的三个问题进行预测。学生发表自己的预测和见解后，让学生快速阅读文章，检查自己的预测是否准确。然后，师生核对答案。
3. 让学生仔细阅读课文，先独立完成2c的表格填写，再与同伴交流讨论。师生核对答案时，可视需要引出文中部分短语，如：a folk musician, play many musical instruments, by age 17, be known for, developed a serious illness, continue to do, during his life time, in total, become one of China's national treasures, paint a picture of one's own life, sad or painful experiences等。教师可对文本中的新词汇、短语进行适当解释。
4. 要求学生凭借记忆完成活动2d，然后读课文，与同学核实答案。请三位学生朗读

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所填内容，确认全班获得正确答案。

5. 教师还可设计与阿炳相关的个人信息表，让学生阅读后填写，如：

Name: _____

Profession: _____

Musical instruments: _____

Important events:

- 1893: Abing was born in the city of Wuxi.
- His mother died.

...

6. 若学生能完成上面的信息表格，教师可要求学生两人一组，根据2e的活动要求，结合表格中的信息，尝试运用所学语言进行对话输出。若时间和条件允许，可请不同小组表演对话，师生共同评价。

活动3a–3b

1. 让学生浏览3a表格，并根据表格问题的提示，独立完成信息填写，为3b的写作做准备。
2. 教师引导学生根据3a的表格以及3b的表达用语梳理文章的要点，可通过罗列问题的形式将文章的逻辑架构呈现出来，如：
   - What's your favourite kind of music/movie? Why?
   - What's your favorite song/movie? Who was the composer/director? Who wrote the lyrics?
   - How does it make you feel?
   - Do you think others should listen to/watch it? Why?
3. 给予学生一定的时间完成写作任务或将其留为课后作业，待下一节课进行点评。

SELF CHECK 内容介绍和教学建议

本部分的三个检测活动目的明确：活动1主要检测学生对部分词汇的掌握情况，要求学生能根据语境灵活运用词汇；活动2主要检测学生对定语从句的三个引导词的功能的理解；活动3侧重语言运用，让学生结合实际造句，检查对目标语言的运用能力。

活动1

让学生独立完成填空活动，再找出每句话包含的定语从句并画线，然后将句子翻译成中文。师生核对答案。

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活动2

学生先独立完成填空练习，然后全班核对答案。核对答案时，教师可适当板书，引导学生关注先行词，如：

先行词	关系代词
people students	that/who
movies music clothes	that/which

活动3

1. 让学生根据所提供的句式，结合自己的生活实际，尝试用半开放结构完成表达。如：
   I don't like music that is loud and noisy.
   I don't like music that is very sad.
2. 让学生与同伴进行交流，及时纠正句子中的错误。教师也可请个别学生将句子抄写在黑板上，师生共同评价。

■ 拓展活动：最受欢迎的音乐或电影

活动目的：围绕“最喜欢的音乐”或“电影”话题，在班上展开调查，选出最受欢迎的音乐或电影类型。此活动可让学生综合运用本单元所学的关于喜好和说明原因的语言表达，旨在促进学生的语言输出。

活动形式：先小组活动，后全班活动。

活动步骤：

1. 教师引导学生回顾各种音乐或电影种类，如：
   - kinds of music: loud music, soft music, music that you can dance to, music that has great lyrics, music that you can sing along with ...
   - kinds of movies: comedies, thrillers, documentaries, dramas, action movies ...

   询问几个学生让他们说出自己熟悉的音乐或电影名称。教师可以在黑板上分组列出这些名称，为后续的讨论做好语言准备。
2. 将学生分成多人小组，每组选出一名学生调查组内其他学生，了解他们喜欢的音乐或电影类型及代表作，并在表格中记录组员提供的信息。最后在小组内选出最受欢迎的音乐或电影类型。以下问题可供学生调查时参考：

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- What kind of movies do you like?
- How do you feel after watching them?
- Can you name one of the movies you like?
- Who do you usually watch them with?

3. 请每组负责调查的学生向全班汇报调查结果，协助教师在黑板上进行投票，选出全班最喜欢的音乐或电影类型。下表以电影为例：

	The most popular kind of movie/music	Examples of this kind of movie/music
Group 1		
Group 2		
Group 3		

四、课文注释

1. **I like smooth music that helps me relax after a long week at work.** 我喜欢那些能让我在工作了漫长的一周后心情放松的舒缓音乐。

smooth music 意为“舒缓的音乐；轻柔的音乐”。音乐语域下，与之相类似的形容词还有 gentle, quiet, light, sweet, slow, soothing, relaxing 等，它们也常与 music 搭配，表达与 smooth music 相近的意思。例如：

That piece of music is really soothing, perfect for a relaxing weekend. 那首乐曲确实平静悠扬，是一个轻松愉悦周末的绝配。

Do you like gentle or wild music? 你喜欢柔婉的音乐还是狂放的音乐？

Light music is usually gentle and sweet. 轻音乐通常柔婉甜美。

下列形容词也常与 music 搭配，用来描述音乐：

- 用来描述音乐悦耳、好听：beautiful, good, great, wonderful, etc.
- 用以描述音乐经典、令人难以忘怀：classic, haunting, unforgettable, etc.
- 描述音乐奔放、有气势：fast, loud, energetic, etc.
- 描述音乐无聊、令人心烦、糟糕：boring, noisy, awful, terrible, etc.
- 描述自己所喜欢、偏好的音乐：beloved, favorite, favorable, etc.

2. **Abing's father taught him to play many musical instruments, such as ...** 阿炳的父亲教他弹奏各种乐器，例如……

musical 为 music 的形容词形式，常常与一些特定的名词搭配，形成十分固

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定且与音乐相关的合成名词或表述，如本篇课文中的musical instrument（乐器）、musical ability（音乐功底；音乐能力）和musical skill（音乐技能）。除此以外，常见的还有musical talent（音乐才华；音乐天赋），musical style（曲式），musical theory（乐理；音乐理论），musical career（音乐生涯），musical climate（音乐氛围），musical version（音乐版本），musical voice（歌声般的嗓音）等等。例如：

a musical version of the fairy tale "Cinderella" 童话《灰姑娘》的音乐版

Many of us like to hear her talk in a sweet musical voice. 我们许多人喜欢听她用她那甜美歌唱般的嗓音交谈。

3. **It is a pity that only six pieces of music in total were recorded for the future world to hear, but his popularity continues to this day.** 遗憾的是，一共只有六首曲子被录了下来得以传世，但时至今日他（的作品）依旧受到人们的喜爱。

在本句的语境中，the future world是对未来人们的统称，相当于汉语语汇的"后人"。这种用法中，world的本意指特定群体或地域的人、动植物、事物的"一类；一群"等，具体译文往往要根据上下文语境具体决定。例如：

the Muslim World 穆斯林的世界；穆斯林信仰者

She has great popularity in the international art world. 她在国际美术界有着很高的知名度。

Many people believe Mahler was not writing music for his world. That was why his pieces were not accepted by many people of his day. 许多人这样认为，马勒的音乐不是写给他同时代的人听的。这便是他的作品不为许多他同时代的人们所接受的原因。

五、文化注释

1. 阿炳和《二泉映月》

《二泉映月》是我国民族音乐的经典，乐曲旋律委婉流畅、跌宕起伏、意境深邃——时而像对美好景色的回忆，时而又像对黑暗社会的控诉，具有强烈的艺术感染力。此曲本为二胡独奏作品，如今已有多种民族乐器的改编独奏版本以及交响乐队的器乐合奏版本。

阿炳（1893—1950）原名华彦钧，我国知名民间艺人，《二泉映月》便是其最具代表性的作品。34至35岁时他双目相继失明，因此也有"瞎子阿炳"之称。因生活所迫，阿炳流浪街头，靠卖艺为生。1950年夏，中央音乐学院杨荫浏、曹安和教授专程前往无锡为阿炳演奏录音，此时阿炳已完全荒弃音乐达三年之久，经过三天的练习，分两次录音，

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共留下《二泉映月》、《听松》、《寒春风曲》三首二胡作品和《大浪淘沙》、《龙船》、《昭君出塞》三首琵琶作品。同年阿炳便悄然离世。

2. 美国乡村音乐

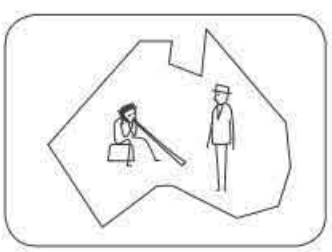
乡村音乐发展于19世纪，一开始是由美国南部乡村贫穷居民演奏的。直到20世纪20年代，乡村音乐才被世人承认为一种独特的音乐形式。此后，它开始吸收许多其他音乐诸如流行音乐、布鲁斯、爵士乐和摇滚乐的养分，并且受到了它们的影响。虽然乡村音乐出身卑微，具有乡土风味，但人们普遍承认其独特的品质：直率真诚、感人肺腑，歌词充满智慧，也往往非常有趣。

1943年，乡村音乐歌手罗伊·阿库夫和弗雷德·罗斯在纳什维尔成立了阿库夫–罗斯歌曲出版公司，这个田纳西州的首府立即就成了乡村音乐的中心。到20世纪50年代末，绝大多数的乡村音乐作品都是在纳什维尔录音棚录制的。此后，纳什维尔便一直是乡村音乐的中心。

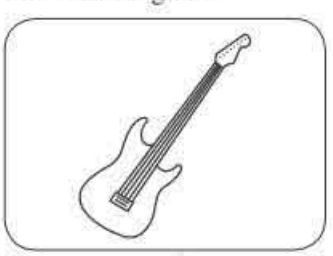
除乡村音乐外，爵士乐、布鲁斯音乐、美国民谣等也都是根植美国的音乐类型。

六、教学简笔画

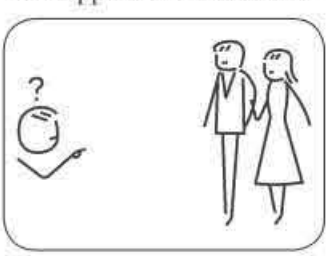
1. Australian



2. electronic guitar



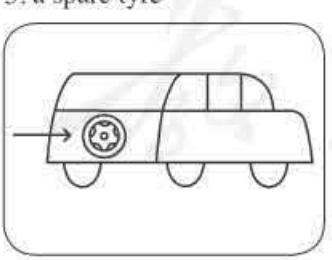
3. I suppose she is his wife.



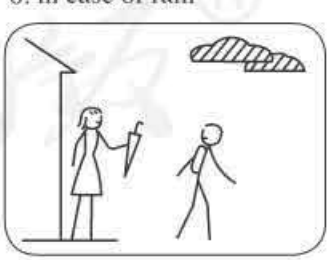
4. make the cloth smooth



5. a spare tyre



6. in case of rain



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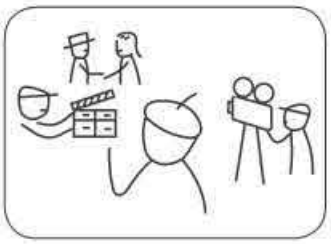
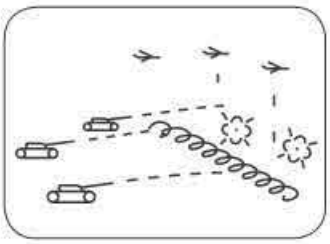
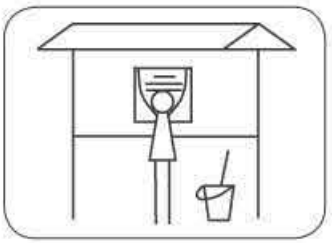
7. director



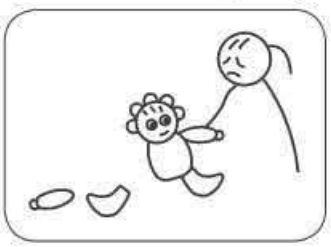
8. war



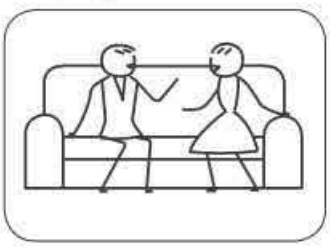
9. stick a poster



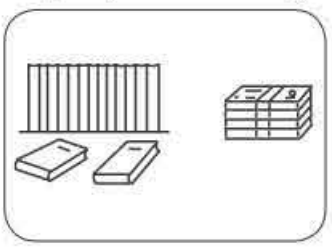
10. She feels down (= sad).



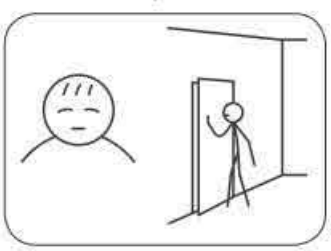
11. dialog



12. plenty of books/money



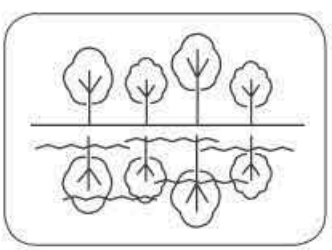
13. shut his eyes / the door



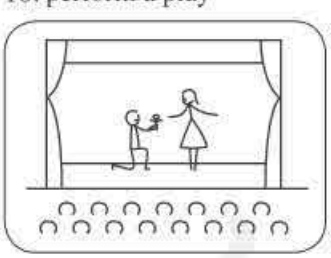
14. pain



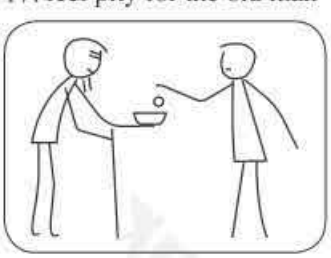
15. The lake reflects the trees.



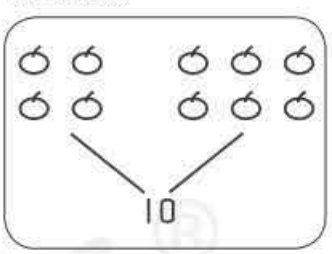
16. perform a play



17. feel pity for the old man



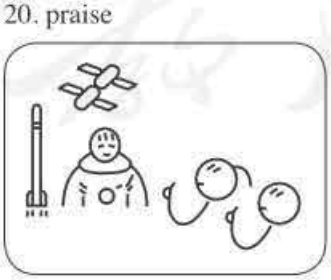
18. in total



19. master of painting



20. praise



21. wound



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Unit 9 I like music that I can dance to.

SECTION A

1a

Purpose	To introduce to Ss the unit goal: express preferences. To set the scene, increase Ss' vocabulary and introduce the target language.
Picture	The picture shows an apartment block with four apartment units. In each unit, there is someone speaking. They are all talking about the kind of music they prefer. The boy on the first level is outside his unit dancing to some music coming from a player. He looks like he is enjoying himself and he says that he likes music that he can dance to. The girl on the first level, however, is expressing her preference for music that is not too loud. In her apartment, there is an open book, a small radio and a reading lamp that is turned on. Perhaps she has been reading and listening to music. There is a possibility that her neighbor's music is too loud for her, although she does not appear to be upset by it. In the apartment on the left on the second level, there is a grand piano. The girl in this apartment says that she prefers music with great lyrics. She is looking at a piece of paper, which perhaps contains the lyrics of a song. The boy in the other apartment on the second level loves music that he can sing too. The TV in his apartment is turned on, and he might have been singing along to some karaoke music or a music video.
Culture Focus	***The evolution of music*** Music is a form of cultural expression. Music can be as important to a place as a certain kind of food or type of architecture. As cultures developed, the melodies and rhythms that helped to define these cultures also developed. Music can bring to mind images of a certain country or region, e.g. hearing calypso drums (which are native to Trinidad and Tobago) could bring to mind images of the blue waters of the Caribbean, or listening to K-pop will bring to mind images of Korea's contemporary (and usually trendy) youth. There are all kinds of music techniques in the world, and some of them can be very unusual. For example, there is drumming on a frozen lake.

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Culture Focus	In March 2012, a Russian percussion group known as ETHNOBEAT traveled to Lake Baikal (a UNESCO World Heritage site located in southeast Siberia, and known as the oldest and deepest freshwater lake in the world) to drum on the frozen surface of Lake Baikal. The group's members braved very low temperatures to produce a beautiful array of percussive sounds using only their hands and the different types of ice on the lake.
Optional Approach	***Setting the scene*** To set the scene for activity 1a, the T may want to draw Ss' attention to the picture, encouraging them to focus on what the people are saying and to speculate on what these people might have been doing based on what is in the picture. (Refer to Picture above for some suggestions.) The T may then want to invite Ss to share with the class the sentences they have written.
Answers	Suggested answers: • ... is relaxing. • ... has a strong beat. • ... is sentimental. • ... is traditional. • ... is modern. • ... is associated with my culture.

1b

Purpose	To help Ss recognize the target language in natural speech.
Optional Approach	***Post-listening activity*** The T may want to conduct a post-listening discussion by using these prompts: • Do you know of any music with great lyrics? What are the lyrics about? • Do you have a favorite band? Why do you like this band?
Answers	Checked: • Tony – music that has great lyrics, music that I can sing along with • Betty – music that I can dance to, music that I can sing along with

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1c

Purpose	To provide Ss with practice in using the target language in conversations.
Teaching Tip	***Useful words*** Before conducting this activity, the T may want to focus on some useful words for talking about music, movies and books. Here are some examples: **Music** • *lyrics* – the words of a song • *ballad* – a love song; a song that tells a story • *hip hop* – a type of popular dance music that originated in the US • *rap* – a type of popular dance music where the words are spoken rather than sung • *pop* – modern music that is popular (e.g. K-pop) **Movies** • *setting* – the place and time that the movie is set in • *plot* – the storyline of a movie • *characters* – the people in a movie • *soundtrack* – the music used in a movie • *lead actor* – the most important actor in a movie • *director* – the person who tells the actors what to do **Books** • *setting* – the place and time that the story is set in • *plot* – what happens in a story • *characters* – the people in a story • *climax* – the most exciting/interesting part of a story • *thought-provoking* – gives you something to think about

2a

Purpose	To give Ss practice in listening to the target language in natural speech.
Answers	1. T 2. F 3. T 4. T

2b

Purpose	To give Ss practice in listening for target language.
Optional Approach	***Recall what you heard*** Before playing the recording again, the T may want to encourage Ss to attempt the activity first, based on their recall of what they heard in 2a.

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Answers	1. I like musicians who play different kinds of music. 2. I love electronic music that's loud. 3. I like musicians who write their own songs. 4. I prefer groups that play quiet and slow songs.

2c

Purpose	To give Ss practice in using the target language in a controlled manner.
Optional Approach	***Localizing the conversation*** To engage Ss further in the activity, the T may want to ask each pair of Ss to come up with their own two musicians or groups (Asian or Western) to compare and contrast. Invite a few pairs to share their conversations with the class.

2d

Purpose	To give Ss more practice in using the target language in natural speech.
Optional Approach	***Text substitution*** After Ss have role-played the conversation once, the T may want to extend the activity by asking Ss to identify the kinds of music and movies mentioned in the conversation and asking Ss to underline these parts of the conversation. (*Answers: smooth music that helps me relax, movies that are funny, serious movies, movies that give me something to think about*) Then ask Ss to work with their partners to substitute the parts they underlined earlier with ideas of their own. Invite some pairs to read aloud their new versions of the conversation to the class.

3a

Purpose	To provide Ss with reading practice using the target language.
Culture Focus	***Film censorship*** Watching movies is a popular pastime for many young people all over the world. In some countries, the movies that are screened in the movie theaters have been censored to remove unsuitable content like violence, sex, bad language as well as actions and values considered undesirable in a certain society. Other countries do not practice censorship. Instead, they have a movie rating system to show the presence of adult content like violence, sex, nudity, bad language, horror and certain controversial issues such as drug abuse. In Singapore, for example, the Media Development Authority classifies films under six different ratings for different groups of audiences:

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Culture Focus	• G (General) – Suitable for all ages. • PG (Parental Guidance) – Suitable for all but parents should guide their young. • PG13 (Parental Guidance 13) – Suitable for people aged 13 and above but parental guidance is advised for children below 13. • NC16 (No Children under 16) – Suitable for people aged 16 and above. • M18 (Mature 18) – Suitable for people 18 and above. • R21 (Restricted 21) – Suitable for adults aged 21 and above. In Saudi Arabia, public cinemas do not exist. They have been illegal since the 1980s, when conservative clerics (religious men) decided cinemas were a waste of time and a corrupt influence on the people.
Optional Approach	***Pre-reading activity*** As a lead in to the activity, the T may want to ask Ss to name some movies they have watched recently and put the titles of these movies on the board. Prompt Ss to identify the kinds of movies these are, and ask those who have watched these movies to share with the class how they feel about them.
Answers	Underlined: comedies, cartoons, dramas, documentaries, action movies, movies that are scary Circled: Men in Black, Kung Fu Panda, Titanic, March of the Penguins, Spider-Man

3b

Purpose	To give Ss practice in reading for details.
Teaching Tip	***Different types of movies*** The T may want to highlight and explain the meanings of words used to name different kinds of movies: • *comedy* – a funny movie • *cartoon* – a film made from a series of drawings • *drama* – a movie with a serious subject • *documentary* – a film that gives factual information about a subject • *action movie* – a movie with exciting events, fighting, violence, etc. • *horror movie* – a scary movie • *thriller* – an exciting movie about crime (e.g. murder)

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Teaching Tip	Others not mentioned in the passage: • *science fiction (sci-fi)* – a movie about future events associated with scientific developments • *fantasy* – a movie about imaginary events set in an imaginary world
Answers	1. Comedies & cartoons: funny dialog, happy endings, imperfect characters who try to solve their own problems; Dramas: sad; Documentaries: provide a lot of information about a certain subject, interesting; Action movies: exciting, does not require thinking; Movies that are scary: can be fun but too scared to watch alone 2. Comedies and action movies. 3. Relaxed. 4. Yes, he/she does. He/she watches them once in a while when he/she can bring a friend who isn't afraid of watching scary movies.

3c

Purpose	To provide Ss with further practice in using the target language to express preferences.
Optional Approach	***Sharing answers*** The T may want to have Ss fill in the chart individually, then share their answers in groups.
Answers	Suggested answers:

When I'm …	I like/prefer to watch movies that/which …	Examples (movie names)
happy	have happy endings	*Pride and Prejudice*
sad	make me laugh	*Despicable Me 2*
tired	let me just sit back and relax	*Man of Steel*
bored	are exciting	*Hunger Games*

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GRAMMAR FOCUS

4a

Answers	Suggested answers: 1. I like clothes which are comfortable. 2. I love food that is sweet. 3. I prefer music that is slow. 4. I like actors who are funny.

4b

Answers	1. It's the kind of music that/which you can dance to. 2. It's a CD that/which you can take to a party. 3. She likes musicians who write their own lyrics. 4. She doesn't like the songs that/which are too long. 5. She likes singers who sing the words clearly.

4c

Purpose	To reinforce the target language for expressing preferences.
Teaching Tip	***Using* that, who *and* which** The T may want to review the use of the relative pronouns *that*, *who* and *which* with Ss before they start on the activity. **Note:** In this unit, the relative pronouns *that*, *which* and *who* are used to tell us more about the things or people that come before them. • *That* can be used for things and people. e.g. I like music *that* is slow and soothing. I prefer actors that are funny. • *Which* is used for things. e.g. I like music *which* is slow and soothing. • *Who* is used for people. e.g. I prefer actors *who* are funny.

■ Optional Activity 1: Music that rocks!

Purpose	To let Ss listen and respond to an English song.
Materials Required	One copy of an activity sheet containing the lyrics of an English song for each S.

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Procedure

(**Note:** This activity may be conducted after Section A, activity 2c.)

1. Before the lesson, the T should prepare an activity sheet containing the lyrics of an English song. (English song lyrics can be found easily on the Internet.)
2. Use the lyrics or part of the lyrics to create an activity sheet. Remove some of the key words to make a cloze exercise.
3. At the beginning of the lesson, give each S a copy of the activity sheet.
4. Have Ss work in groups of four to guess the missing words in the lyrics.
5. Play a recording of the song and ask Ss to listen carefully for the missing words.
6. Review the answers as a class, and get Ss to check if their earlier guesses were correct.
7. Play the recording again and encourage Ss to talk about whether or not they like the song, and why they like or do not like it.

■ Optional Activity 2: Preferences Bingo!

Purpose	To give Ss practice in using the target language to express preferences.
Materials Required	One copy of activity sheet *Preferences Bingo!* for each S.

Sample activity sheet:

Preferences Bingo!

Walk around the classroom. Find a classmate with these preferences. Write his/her name in the box. When you have four in a row, shout 'Bingo!' and return to your seat.

Example:

Do you like music that you can dance to?

Answer: Yes, I do. (Write the person's name in the box.)

Answer: No, I don't. (Don't write the person's name in the box. Ask another person.)

Do you ...			
... love music that celebrates love?	**... dislike movies that are about war?**	**... like music that you can sing along with?**	**... like movies that make you scared?**
_____	_____	_____	_____

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... love movies that have a lot of fighting scenes? _____	**... dislike music that is very loud?** _____	**... like books that are about crime?** _____	**... love music that is performed by boy bands?** _____
... dislike books that are have no pictures? _____	**... love movies that make you laugh?** _____	**... love music that is performed by girl groups?** _____	**... love books that are romantic?** _____
... like books that are a collection of short stories? _____	**... dislike movies that make you cry?** _____	**... love books that make you think about life?** _____	**... like music that is in a foreign language?** _____

Procedure

(**Note:** This activity may be conducted at the end of Section A.)

1. Give each S a copy of the activity sheet.
2. Read aloud and explain the instructions. Emphasize that Ss can only write a classmate's name once.
3. Give Ss enough time to mingle and ask different classmates about their preferences.
4. At the end of the mingling activity, have a brief class discussion and encourage some volunteers to tell the class what they have discovered about their classmates' preferences.

SECTION B

1a

Purpose	To prompt Ss to think about their favorite band, book and movie.
Answers	Answers will vary.

1b

Purpose	To give Ss listening practice in the target language used in natural speech.
Optional Approach	***Make a guess*** The T may want to lead in to the activity by asking Ss to describe what they see in the picture. Prompt Ss to guess the relationship between the two people. Draw their attention to the chart and have Ss work in pairs to predict the answers. These predictions

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Optional Approach	may be written on a separate piece of paper and checked against the actual answers after activities 1b and 1c are completed.
Answers	jacket, book, movie poster

1c

Purpose	To give Ss practice in listening for details.
Teaching Tip	***Using "cool"*** The conversation begins with Ali commenting that Michael has a lot of "cool" things. The word "cool" has several meanings. Do Ss know what "cool" means in the context of this conversation? Used in this context, it is an informal expression of approval. It is used to say that something/someone is interesting, attractive or fashionable without having to be specific about the qualities that make them so.
Optional Approach	***Do you recall ...?*** The T may want to encourage Ss to recall what they heard in activity 1b and attempt activity 1c without listening to the recording again. When Ss have filled in their answers, the T can play the recording for Ss to check their answers.
Answers	1. He likes clothes that are unusual. 2. He likes writers who explain things well. 3. He likes movies that are scary.

1d

Purpose	To give Ss the opportunity to use the target language to talk about things they like.
Teaching Tip	***More variety*** The T may want to encourage Ss to go beyond music and movies and talk about other subjects like clothes, food, hobbies, etc. Examples: 1. I dislike food that is spicy. 2. I love tea that has a fruity taste. 3. I like cookies that are not too sweet. 4. I enjoy shopping in malls that are not crowded. 5. I love clothes that are loose and comfortable. 6. I don't like hobbies that take up a lot of time.
Answers	Answers will vary.

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2a

Purpose	To engage Ss in a speaking activity to prepare them for the subsequent reading task.
Teaching Tip	***Chinese musical instruments*** The T can lead the discussion by introducing the different kinds of Chinese musical instruments. Chinese musical instruments can be classified as string, woodwind or percussion instruments. Chinese string instruments may be played by plucking (e.g. *pipa*, *guzheng*), striking (e.g. *yangqin*) or using a bow (e.g. *erhu*). The most common Chinese woodwind instrument is the Chinese flute, called the *dizi*, while the gong (*luo*) and the drum (*gu*) are well-known percussion instruments.
Optional Approach	***Consolidating answers*** The T may want to ask Ss to make the list in pairs or groups before having a class discussion to consolidate the answers.

2b

Purpose	To provide Ss with practice in reading for specific information.
Answers	1. Abing. 2. Erquan Yingyue (Moon Reflected on Second Spring). 3. He feels that it is sad but beautiful, and it not only paints a picture of Abing's own life but also makes people recall their deepest wounds from their own sad or painful experiences.

2c

Purpose	To provide Ss with practice in identifying main ideas and supporting details in a passage.
Teaching Tip	***Breaking it down*** The T may want to explain what a typical paragraph consists of. An understanding of this will enhance Ss' reading and writing skills. **Note:** A typical paragraph is made up of a main idea and supporting details. **Main idea** • The main idea expresses what the whole paragraph is about. • The main idea is usually explicitly stated in a sentence called the topic sentence. – *e.g. The piece had a simple name, Erquan Yingyue (Moon Reflected on Second Spring), but it was one of the most moving pieces of music that I've ever heard.*

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Teaching Tip

- The topic sentence is often found at the beginning of a paragraph.
  - *e.g. Abing's amazing musical skills made him very popular during his lifetime.*
- The main idea is sometimes implied rather than explicitly stated.
  - For example, the information in paragraph 2 of *Sad but Beautiful* implies that Abing had a hard life.

Supporting details

- Supporting details tell us more about the main idea.
- They can come in the form of examples, reasons, opinions or other detailed information.

Answers

Paragraph	Main idea	Supporting details
1	I was moved by a piece of music named *Erquan Yingyue*.	• The music was strangely beautiful, but under the beauty I sensed a strong sadness and pain. • It was one of the most moving pieces of music I've ever heard. • The *erhu* sounded so sad that I almost cried along with it as I listened.
2	Abing lived a very hard life.	• His mother died when he was very young. • His father died when he was a teenager. • He was poor and homeless. • He developed an illness and became blind. • He lived on the streets and played music to make money.

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Answers	

Paragraph	Main idea	Supporting details
3	Abing's musical skills made him very popular.	• He could play over 600 pieces, and he wrote many of them himself. • His most famous piece is still played and praised by *erhu* masters today. • *Erquan Yingyue* has become one of China's national treasures.

2d

Purpose	To provide Ss with practice in using the target language and vocabulary.
Teaching Tip	***Using* that *vs* who** The T may want to review the use of the relative pronouns *that* and *who*. **Note:** Although *that* and *who* can both be used for people, *who* is usually the preferred relative pronoun used to give more information about people.
Answers	that, sense, wounds, pain, that, praise, pity

2e

Purpose	To provide Ss with the opportunity to make conversations based on information they have just read.
Optional Approach	***Forming a timeline of Abing's story*** This activity requires Ss to learn and remember the story of Abing well enough to be able to tell someone else about Abing. Before asking Ss to do this activity, the T may want to check Ss' comprehension of the story by using this sequencing game. Before the lesson in which the activity will be conducted, the T should write the major points of the story on note cards or slips of paper, put those cards into a non-transparent bag and shake it up. On the day of the lesson, write the numbers 1, 2, 3, 4, 5, 6 and so on horizontally on the board, based on how many note cards have been prepared in the bag. Ask Ss to skim the passage quickly

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Optional Approach	and silently guess which events of the story the T has selected (the number of events that Ss predict should match the final number the T has written on the board). Select random Ss to come forward and pull one of the cards from the bag and place it in its correct place in a sequence. Once all the cards have been positioned along the timeline, ask the rest of the class to check if the sequencing is correct. If it is, Ss can proceed with the activity. If it isn't, Ss should correct the sequencing first before proceeding with the activity.

3a

Purpose	To prepare Ss for the subsequent writing activity by giving them the opportunity to consolidate the ideas they have gathered so far.
Answers	Suggested answers:

Favorite kind of music/ movie	Historical drama
Why I like this kind of music/movie	Makes me aware of some important historical events and how they affected people's lives
Favorite song/movie	*Gone with the Wind*
Why I like this song/movie	It has a very interesting storyline and an excellent cast.
How this song/movie makes me feel	Deeply moved – sad about the effects of war, but has hope in the human spirit
Why I think others should listen to/watch this song/ movie	One of the best movies of all time

3b

Purpose	To give Ss the opportunity to use the target language in writing.
Answers	Sample writing: My favorite kind of movie is the historical drama. I like historical dramas because they are a relaxing way for me to learn history and the effects that a historical event had on people's lives.

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Answers	My favorite movie is *Gone with the Wind*. It was made in 1939, based on a prize-winning novel by Margaret Mitchell. The movie's plot is set against the American Civil War and it has an amazing cast that helps bring the story to life. When I watch this movie, I feel deeply moved. It makes me feel sad about the effects of war, but it also gives me hope in the strength of the human spirit. I think you should see this movie too because it is one of the greatest movies of all time.

SELF CHECK

Purpose	To provide a comprehensive review of key vocabulary and functions presented in the unit.
Teaching Tip	***Do you know what it means?*** Before asking Ss to do activity 1, the T may want to check that Ss understand all the words in the box. • *suppose* – think/guess • *electronic music* – music produced by electronic instruments like synthesizers • *spare* – extra or unused • *actor* – someone who performs in a film (can be male or female, although a female actor is also called an actress)
Answers	1. 1. plenty of 2. suppose, electronic 3. spare 4. actor, war 2. that/which, that/which, who, that 3. Suggested answers: 1. I don't like music that is too loud. 2. I enjoy spending time in places that are quiet and peaceful. 3. I have friends who really love watching movies. 4. I like movie stars who are good at acting.

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■ Optional Activity: Info quest

Purpose	To encourage Ss to do some research in English and provide them with the opportunity to present their findings.

Procedure

(**Note:** This activity may be conducted after Section B, activity 2e.)

1. Tell Ss that they will be doing some research into the life of a musician, writer or actor.
2. Have Ss work in groups of four or five.
3. Refer Ss to the passage about Abing on page 70.
4. Ask each group to choose a musician, writer or actor and do some research into the life and work of their chosen person.
5. Tell Ss to prepare a brief presentation about this person. Tell Ss that their presentation doesn't necessarily have to be a report, e.g. it can be presented in the form of a comic strip, etc.
6. Set aside some time for groups to present their findings to the class.

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Unit 10 You're supposed to shake hands.

一、教学目标与要求

话 题 **Topic**	礼仪、习俗（Customs）
功 能 **Functions**	谈论不同国家的习俗和你应该做的事（Talk about customs and what you are supposed to do） A: What are you supposed to do when you meet someone for the first time? B: You're supposed to shake hands. A: Am I supposed to wear jeans? B: No, you're expected to wear a suit and tie. A: Is it important to be on time? B: Yes, it's important to be on time.
语 法 **Grammar**	1 能正确运用 be supposed/expected to + infinitive 结构表示应该或被期望做某事（*be supposed to + infintive*; *be expected to + infinitive*） A: What are you supposed to do when you meet someone for the first time? B: You're supposed to shake hands. You're not supposed to kiss. When were you supposed to arrive? Am I expected to wear jeans? 2 能正确使用 *It is* adj. to do sth. 结构（*It is* + adj. + infinitive） Is it impolite to keep others waiting? It's important to be on time.
词汇和常用表达 **Words & expressions**	1 能正确使用下列词汇（Curriculum words） capital, noon, passport, chalk, blackboard, coast, season, manner, exchange, granddaughter, suggestion, kiss, greet, value, knock, behave, relaxed, mad, northern, eastern, worth, empty, basic, except 2 能正确使用下列常用表达（Useful expressions） drop by, after all, get mad, make an effort, clean ... off, take off, go out of one's way, make ... feel at home, get used to

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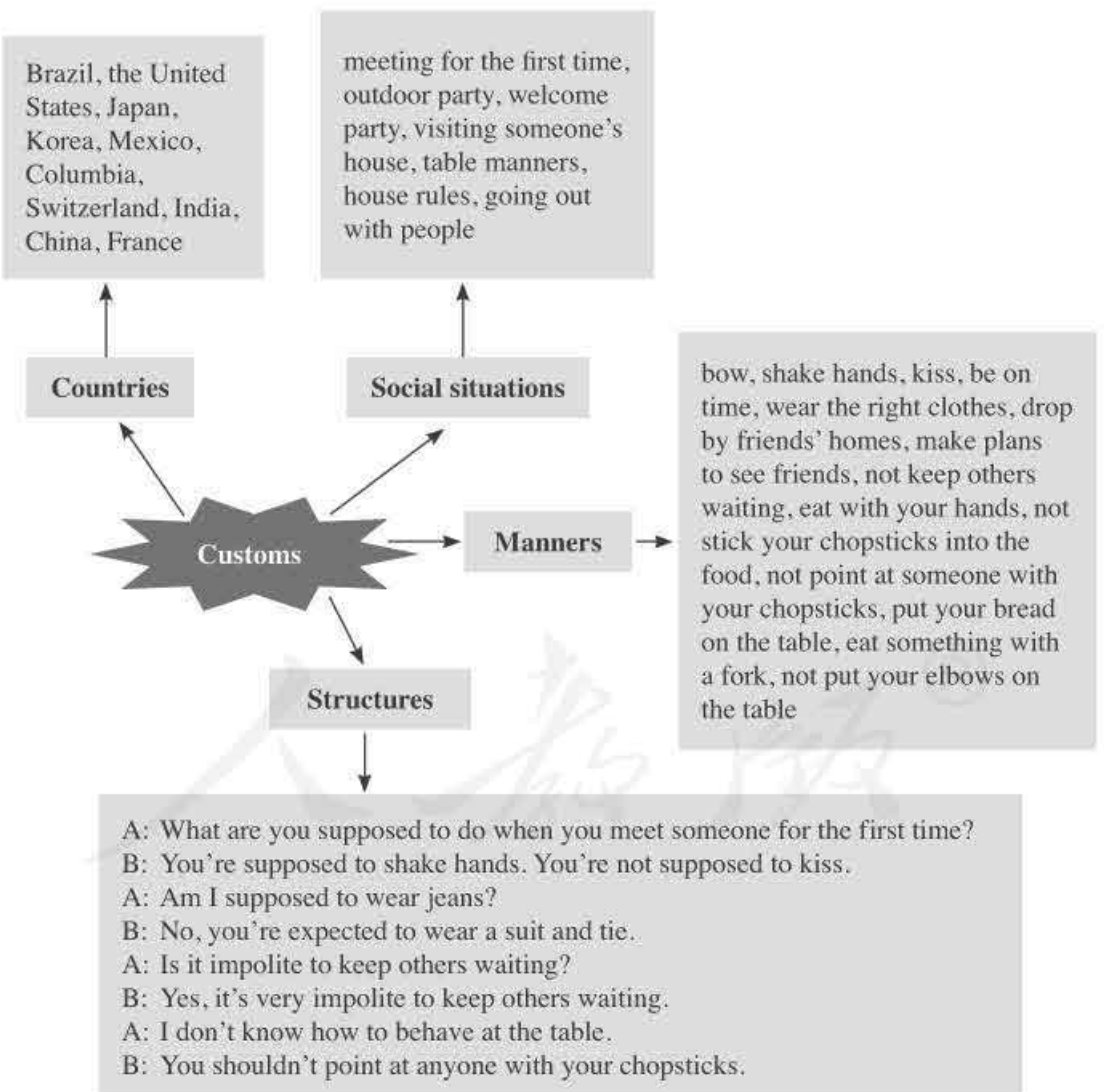
	3 能认读下列词汇（Non-curriculum words） custom, bow, effort, teenage, elbow, gradually
学习策略 **Strategies**	能借助记笔记或要点归纳的方式加强语言记忆，使短时记忆转化为长期记忆
文化知识 **Culture**	了解各国文化背景、礼仪习俗，学会在不同场合的得体表现，提升跨文化意识

二、话题思维导图



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三、内容介绍和教学建议

SECTION A 内容介绍

本部分内容主要围绕“文化礼仪”这一话题展开，谈论不同国家在不同情境下的文化习俗，涉及的国家有the United States, Japan, Korea, Switzerland, Brazil, Mexico等，其中表示行为举止的动词有kiss, meet, wear, arrive, behave，此外，还复习了一些相关的形容词，如late, polite, impolite, important, strange等。本部分的核心结构是be supposed/expected to及It is adj. to do sth.句型。该部分要求学生能够大致听懂有关国家文化礼仪的简单介绍，能够在听、读中获取相关信息，并能模仿输入的语言，针对各国风俗习惯恰当地进行表达。

1a–1c为本单元的导入部分。活动1a要求学生观察主题图，根据自己的初步判断将国家与初次见面的礼仪进行匹配。活动1b以听力的形式输入了本部分的重点句型：What are people supposed to do when they meet for the first time? 要求学生听后检测自己对1a活动的预测是否准确。活动1c让学生结对操练，利用听力1b的信息和主题图进行控制性的语言输出——尝试运用be supposed to和be expected to句式就各国初次见面的礼仪进行问答。

2a–2d部分的重点是听说教学。听力材料主要讲述了交换学生Maria在美国朋友家聚餐时犯了一些礼仪错误。听力活动按梯度设计，2a部分让学生听后选择Maria的举止错误；2b部分要求学生关注Maria礼仪举止错误的具体表现；2c是基于听力内容的语言输出，让学生运用2a、2b的具体信息进行角色扮演，反复运用be supposed to 和be expected to句式进行表达。活动2d依然围绕初次见面的礼仪话题，为学生呈现了一个真实的语境，供学生模仿对话。

3a–3c部分为阅读板块。3a的阅读材料是关于哥伦比亚和瑞士两国不同礼仪习惯的介绍，要求学生阅读文章回答一个关键问题。3b的活动引导学生进一步关注细节，根据文章信息，找出两国不同的礼仪习俗。3c要求学生依据3a文章创编对话进行输出，巩固所学的礼仪习俗及相关表达。

Section A重点是了解各国礼仪方面的差异、学习用be supposed to和be expected to句式询问习俗和表达建议。本部分难点是正确运用be supposed to或be expected to句式对他人提出合理、可行的建议，如You're supposed to shake hands. You're expected to come later.等。

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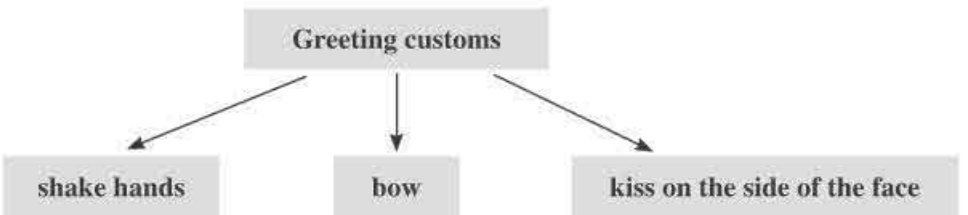
SECTION A 教学建议

活动 1a

1. 话题导入。初三学生对于人们初次见面礼仪有些了解，教师可以通过提问激活学生的背景知识：What are people supposed to do when they meet for the first time? People in different countries greet each other differently. In some countries, they shake hands. In some countries, they ... 教师把关键词板书在黑板上：



然后让学生完成活动 1a，根据已有背景知识将国家与相应的打招呼习俗进行匹配。

2. 听录音，验证预测。播放录音，提醒学生准备好纸笔，边听边做笔记。可让一名学生在黑板上写下关键词，板书如下：

Mexico	shake hands
Brazil	kiss
Japan	bow
Korea	bow
Western countries	shake hands

让学生根据所记信息检查自己的预测是否正确，然后要求学生尝试运用 be supposed to 或 be expected to 句型进行表述，核对答案：

S1: People in Brazil are supposed to kiss when they meet for the first time.

S2: People in the United States are expected to shake hands when they meet for the first time.

教师应注意训练学生用完整句子表达，多给学生使用目标语言的机会。

3. 听后巩固。教师可将关键句型板书在黑板上：

What are people in ... supposed/expected to do when they meet for the first time?

让学生两人一组根据黑板上的关键词和句型模仿 1c 对话进行问答，加深对各国初次见面礼节的了解。

S1: What are people in Mexico supposed to do when they meet for the first time?

S2: They're supposed to shake hands.

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活动2a–2c

1. 听前预测。播放录音前，教师首先引导学生观察2a的图片，提问题让学生思考：Maria went to an American friend's party. Look at the picture. What kind of party is it? An indoor party or an outdoor party? 通过问答引出听力对话主题——an outdoor party。然后，让学生就主题outdoor party展开预测：

   T: What do you know about outdoor parties? What are people supposed to do at outdoor parties?

   S1: I think people are supposed to bring food to the party.

   S2: I think people are supposed to dress more casually.

   S3: ...

2. 听录音，抓关键信息。让学生先读2a所列的Maria可能犯的错误，教师播放第一遍录音，学生完成2a并核对答案，初步了解参加聚会时不恰当的举止。
3. 听第二遍录音，了解更多细节。教师播放第二遍录音，学生完成2b。
4. 补充问题，巩固听力内容。完成课本听力活动并不意味听力活动的完结，教师还可就听力内容关键信息补充问题，让学生思考并回答。学生问答有困难时，可以再次播放被考查部分的录音。下面问题供参考：
   - How many mistakes did Maria make?
   - When was she supposed to arrive? When did she arrive? Why did she arrive late?
   - How did she greet Paul's mom? What was she supposed to do when she greeted Paul's mom?
   - What did she wear at the party? What was she supposed to wear? Why?
5. 再次播放录音，学生边听边跟读，模仿语音语调，注意句子重读、弱读、连读、意群停顿等朗读技巧。对于基础好的学生，可以要求他们不看书进行跟读。
6. 总结所学文化交际习俗。通过表格形式，让学生归纳听力材料所涉及的不同习俗。

Ideas and customs about ...	In Maria's country	In America
Time	People are supposed to arrive late.	People are supposed to arrive on time.
Greetings	People are supposed to kiss when they meet for the first time.	People are supposed to shake hands when they meet.
Dressing	People are supposed to wear a suit or fancy dress to the party.	People are supposed to wear a T-shirt and jeans to an outdoor party.

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教师借助问题What did you learn from the conversation about outdoor parties in the USA?引导学生对听力信息进行整合，并尝试运用目标语言表达整合的信息，如：If you go to an outdoor party in America, you are supposed to dress casually. And it's also important to go there on time. When you meet others for the first time at the party, you are expected to shake hands.

活动2d

1. 导入话题。本部分提供了一个真实语境的口语范例，针对各国习俗进行话题拓展，引导学生运用目标语言进行正确表达。教师可以先导入对话语境：John went to the welcome party for foreign students last night. He made some new friends. But something funny happened. 引出问题：What funny thing happened last night?
2. 读对话，理解对话。学生朗读对话并回答问题：
   - Who is Sato?
   - What did John do when he met Sato?
   - How are people in Japan expected to greet each other?
   - What did Katie do when she met Marie?
   - How did Katie feel when Marie kissed her on both sides of her face?
   - How are people in France expected to greet each other? Is it polite if you don't do the same thing?
3. 学生边听录音边朗读，注意模仿自然真实的语音语调。
4. 学生两人一组操练演绎对话。
5. 教师可把对话板书在黑板上，将关键词或短语留空，让学生补充完整。如下所示：

Katie: How was _____ for foreign students last night?

John: Great! I _____ some new friends. But a _____ thing happened.

Katie: What?

John: I met a Japanese boy _____ Sato, and as soon as I _____ my hand, he bowed.

Katie: That's how people in Japan _____ to greet each other. It's _____ if you don't bow.

John: I _____ know that. So I just stood there with my hand _____. Finally, I _____ the bow.

Katie: I remember when I first met Marie last year, I did the _____ thing. I held out my hand and _____, she kissed me on both sides of my face!

John: I wouldn't _____ that!

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Katie: Very funny. Later I _____ French people are supposed to _____ when they see each other.

注意：留空的对话相当于脚手架的作用，能帮助学生更好地理解对话。通过留空，可以让学生有意识地关注一些关键词或短语的运用，并能训练学生通过上下文来推测遗漏信息，加强学生的语篇和语境意识。

教师可以分层次多次留空，如想考查学生的动词掌握程度，可以主要挖空动词。

6. 总结对话内容。本部分通过对话介绍两个不同国家的见面打招呼习俗，教师可以让学生总结学到了什么习俗：

T: What have you learned from the conversation?

S1: People in Japan are supposed to bow to each other and people in France are expected to kiss on both sides of the face.

活动3a–3c

1. 预测文章内容。学生看图，快速浏览3a和3b活动要求，预测文章的主要内容。下面这些问题可以帮助学生预测文章内容：
   - What are the two short passages mainly about? (differences between Colombian and Swiss customs)
   - How many big differences are talked about in the two passages? (three) What are they? (being on time; visiting a friend's house; making plans with friends)
2. 快速阅读，抓关键细节。要求学生快速阅读课文，给学生两分钟时间，提醒学生不要逐词阅读，而要加大视距按意群快速默读。学生快速阅读后回答3a问题。这个问题比较简单，教师可追问：How did you know that it is OK to be 15 minutes late in Colombia but not in Switzerland?
3. 再次阅读，完成表格。让学生读第二遍，速度可慢些，随后完成课本3b表格。教师可将表格内容板书在黑板上。学生依据3b表格信息，尝试用下列句型转述两国习俗：

   It's OK/polite/important/impolite ... for people in Colombia/Switzerland to ...

   You're supposed/expected to ... when you ... in Colombia/Switzerland.
4. 语言学习。这两篇短文有一些关键生词和短语：value, capital, noon, mad, effort, drop by, after all, get mad, make an effort，其中有些生词能从上下文猜测出其词义，如value, drop by, mad等。对于能猜测出词义的生词，教师可让学生先猜测，然后再解释。在这个阶段，还会经常碰到一词多义现象。如capital，其基本词义是

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“首都”，可让学生猜测这个词的另外一个常用意义，即“中心”(center)。另外，这个阶段还可以训练学生一义多种表达，如提供下列表达，让学生在文章中找出跟它意思相似的句子：

- We don't care much about time and we are quite casual. (We're pretty relaxed ...)
- We think it is very important to be with family and friends. (We value the time ...)
- We just go to see our friends when we want to. (We don't usually have to make plans ...)
- Your friend may become very angry if you are late for some time. (If you're even 15 minutes late, ...)
- I try my best to be on time when I meet friends. (I make an effort to ...)

5. 读后口语拓展活动。让学生两人一组，扮演文章中来自不同国家的人物，展示因文化习俗差别而导致的交际问题。教师应给学生充分时间发挥想象编对话，然后表演对话。

语法内容介绍和教学建议

本部分梳理、归纳了本单元的重要句式结构，通过一系列的活动，进一步学习语言结构，巩固本单元的主要语法知识，包括：

1. 能选择并运用be supposed to和be expected to等句式；
2. 能学会使用It is important/impolite to do sth.等句式表达建议。

Grammar Focus 部分以表格的形式罗列并归纳了询问礼仪习俗的典型句型及建议。该部分还提供了表达建议的不同句式，旨在通过各种疑问句型的问答，让学生更好地掌握其表达。活动4a通过be supposed to, be expected to和be important to 三个短语的对比练习，让学生学会不同的表达方式。活动4b要求学生把握短文意义，用所给动词的适当形式填空。4c设计的是一个小组合作活动，要求学生针对不同场景，为新来的交换生提些建议，该活动能让学生在真实的语境中巩固所学语言。

语法部分具体教学建议如下：

1. 教师借助问题What are you supposed to do when you go to the USA? 引导学生展开讨论，并板书目标语言：

   We are (not) supposed/expected to ...

   It's important/polite/impolite ... for a student to ...

2. 学生重温Grammar Focus 表格中的句子，关注并归纳be supposed/expected to以及It's important/impolite to do sth.等句式的用法。

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活动4a

1. 学生独立完成活动4a，根据语境选择恰当的短语填空。核对答案时，教师可引导学生总结三个句式的不同表达。这三个句型看着相似，但实际上be important to与前两者完全不同。be supposed to和be expected to是被动语态结构，两者之间有细微区别，be supposed to表示根据规则某人应该做某事，be expected to表示别人期望你做某事。
2. 借助4a呈现的5个句子，让学生学习和巩固passport, chalk, northern, coast等生词。

活动4b

1. 学生独立完成4b的短文填空，在语境中体验目标句型的使用。师生核对答案时，教师应引导学生关注句子的完整和文中其他语言表达。
2. 教师根据短文提出问题：

   What are we supposed to learn when we go abroad?

   学生小组讨论，并列出相关回答。如：

   It's helpful to learn as many of the customs as possible.

   Try to understand how people think.

   Learn what you're supposed to do and not supposed to do in social situations.

活动4c

让学生四人一组浏览4c活动要求，选定小组讨论话题。组内确定人员分工，组长负责组织讨论，组员发表建议，记录人记录各成员的建议并向全班汇报。

SECTION B 内容介绍

本部分在Section A的基础上对礼仪习俗有所拓展，主要介绍不同国家的餐桌礼仪。本部分还通过听、说、读、写活动进一步巩固be supposed to等结构的学习，让学生了解和熟知不同国家人们的不同风俗习惯。

1a–1d部分包含两个任务，任务一：学习和理解更多有关习俗的短语；任务二：丰富和延伸Section A的语言表达。活动1a让学生阅读不同国家的餐桌礼仪描述，根据已有的知识进行判断，为下面的听说活动做铺垫。活动1b–1c通过听力训练让学生完成相应的任务，1d部分进一步巩固和学习有关餐桌礼仪的句型和对话。

2a–2e部分为本单元阅读板块。学生针对活动2a问题进行思考，做好读前准备。活动2b要求学生阅读文章，回答几个细节问题，同时渗透了学习策略的培养。2c活动让学生关注文章中的核心短语，并通过语境理解并选择这些核心短语的释义。 2d是对2b文本的复习，要求学生复习文本，记录法国风俗的相关信息。2e借助2d的信息记录，对比中国

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和法国的餐桌礼仪，模仿范例进行语言输出，为之后的写作做准备。

3a–3b部分是一个模仿性写作训练板块，让学生在听、说、读的基础上，尝试有条理地输出语言，体现写作的条理性和逻辑性。3a是一个写前准备活动，它提供了真实的情境，并呈现了餐桌礼仪、家规和与人外出等相关话题，要求学生根据提示，将相关的信息填入表格，通过此形式让学生整体把握写作内容和步骤等，并运用相关的短语和表达，为3b的独立写作做准备。3b提供了邮件的框架，要求学生根据3a所填内容完成信件写作。

Section B部分的重点是be supposed to结构，本部分的教学难点是借助做笔记和概括大意的形式来回顾文章。阅读文本涉及不同国家的餐桌礼仪，呈现了与话题相关的表达，如：a bit nervous, go out of one's way to do sth., make sb. feel at home, be comfortable doing sth., behave at the dinner table等，还有一个重要句式 It's impolite to do sth. 。以上内容不仅拓展了单元目标语言，丰富了表达形式，还为后面的口语和书面表达提供了更加丰富的词汇。

SECTION B 教学建议

活动1a–1d

1. 听前热身。学生阅读课本1a关于不同国家餐桌礼仪的描述，根据自己的背景知识判断正误。如果对有些国家礼仪判断有困难，教师可以提供一些帮助，如借助图片，印度人用手抓饭，或其他一些提示，如：Korea is very much like China, which sticks to some old traditions.
2. 听前预测。教师引导学生观察1b三幅图片，尝试用已学句式对每幅图片的餐桌礼仪进行描述，如：

   T: What's wrong with picture 1?

   S1: We are not supposed to stick our chopsticks into the food.

   S2: We shouldn't stick our chopsticks into the food.

   S3: It's impolite to stick our chopsticks into the food.

   T: What's wrong with picture 2?

   S1: It's not polite to eat before the older people start to eat.

   T: What's wrong with picture 3?

   S: We shouldn't point at people with our chopsticks.
3. 听录音，给图片排序。播放录音，让学生给图片排序，提醒学生抓住一些表达用语，如：not supposed to start eating first, impolite to stick chopsticks into food, shouldn't point at anyone with your chopsticks等。
4. 听录音，完成1c配对练习。教师和学生一同将听力中谈到的就餐礼仪列表如下：

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in China	in America
You are not supposed to start eating first if there are older people at the table.	It doesn't matter.
It's impolite to stick your chopsticks into your food.	No. Use forks and knives.
You shouldn't point at anyone with your chopsticks.	No.
You are not supposed to talk when you're eating dinner.	It's not polite to talk with your mouth full.

5. 听录音跟读。播放录音，学生跟读，注意模仿语音语调。
6. 听后讨论。学生借助目标语言和主要句型，拓展谈论更多的餐桌礼仪，完成1d任务。

活动2a–2c

1. 读前热身。2a的读前活动从学生的已有认知出发，让学生谈谈国外的习俗及出国可能面临的最大挑战。教师通过提问：What do you know about customs in foreign countries?激活学生思维，总结已有经验，引导学生回顾Section A部分的相关内容，如：

   In India, you're supposed to eat with your hands.

   In Korea, the youngest person is not expected to start eating first.

   In France, you are supposed to put your bread on the table.

   教师通过追问：What do you think is one of the biggest challenges when visiting a foreign country? 引入话题table manners。
2. 快速阅读，回答几个关键问题。2b的读中活动要求学生阅读并回答四个问题。教师对回答所涉及的新词汇、短语及表达应适当进行处理，例如：exchange, go out of one's way to do sth., make sb. feel at home, be comfortable doing sth., behave at the dinner table等。
3. 分段阅读，抓住主题句和支撑细节。这封信的主要内容集中在前两个长段落。长的段落一般都会表达一个或几个中心意思，中心意思一般都由中心句表达出来。教师可让学生找出这两大段的中心句：What is the topic sentence for each paragraph? 第一段的中心句有：I'm having a great time on my student exchange program in France. My host family is really nice. 这段其他信息大多是这两个中心句的支撑细节，补充说明中心句，如：They go out their way to make me feel at home. The

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grandmother learned how to make Chinese food! Her teenage granddaughter talks to me in French to help me practice.

第二段的中心句是My biggest challenge is learning how to behave at the dinner table. Things are very different from the way they are at home. 后面的信息大多是举例说明What are the differences? How difficult are they?这个中心意思的。

4. 再次阅读，聚焦餐桌礼仪。让学生阅读关于餐桌礼仪的第二段，运用做笔记的阅读策略将法国的餐桌礼仪相关信息记录在2d表格中，帮助学生把短时记忆迁移为长时记忆，引导学生进行语言输出，提醒学生尽量使用You're expected/supposed to ... You're not supposed to ...句型。
5. 处理语言。学生独立完成2c活动，选择合适的词替换每个句子的画线部分。教师可借机多训练学生用不同表达表述同一个意思。另外，还需提醒学生注意一些常用词的一词多义现象，如：

   1) Don't worry about me. I can look after myself.

   2) It doesn't worry me like it used to.

   3) The recent changes in the girl worry her parents.

   4) What worries me most is the food. It is not healthy.

   第一个句子中worry是不及物动词，意思是"担心"，后面三个句子中的worry是及物动词，意思是"使某人担心"。又如：

   1) This theater has comfortable seats.

   2) I'm very comfortable speaking French now.

   第一个句子中的comfortable意为"舒服的"，在第二句中它的意思是"感觉轻松自如"，即I feel relaxed or confident when I speak French now.或I'm not nervous when I speak French now.
6. 小组讨论。学生在理解阅读材料的基础上分小组讨论，比较中国和法国的餐桌礼仪，列出差异或不同点，再模仿2e的范例进行适当的语言输出。

活动3a–3b

1. 导入写作话题。教师通过下面情境介绍导入话题：

   My pen pal is coming to China on an exchange program. He is worried about the customs in China. What is he supposed to do? What isn't he supposed to do? Would you please give him some advice?
2. 教师引导学生阅读3a表格，就table manners, house rules, going out with people三个方面在表格中记录有效信息，引导学生结合所填内容用完整句子进行回答，为后面环节的写作打好基础。

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3. 让学生根据3b的提示写一封回信，要求用上3a的所有信息，鼓励学生参与评价。

SELF CHECK 内容介绍和教学建议

本部分要求学生总结、归纳重点词汇及句型，巩固运用It is important to ..., It is polite to ..., It is impolite to ..., be supposed to, be expected to等句式或短语来表达更多的风俗习惯。活动1旨在帮助学生进一步巩固本单元的重点词汇和句式，拓展其他的习俗及相关的语言表达。活动2旨在帮助学生巩固本单元的核心句式，让学生在特定的语言环境中，灵活运用核心句式，补充完成句子。

活动1

1. 学生独立完成填空练习，全班核对答案，巩固理解本单元重点词汇。
2. 本部分提供的语境包含一些文化习俗和礼仪的信息，如第一次去朋友家拜访最好带一件小礼物，进别人房间需敲门等。教师可以与学生讨论，以加深他们对文化和社交礼仪的理解。

活动2

1. 教师先示范举例，如：

   In my culture, when you are visiting your relatives during the Spring Festival, you are supposed to bring a gift.

   In my culture, when you are eating with older people, it's impolite for you to start eating first.

   ...

2. 学生借助关键词的提示，先尝试口头表述，再写出完整句子。此活动目的在于培养学生语言重组能力，激励学生用所学的语言结构表达和交流思想。

■ 拓展活动：探索异国文化之旅

活动目的：学生搜集不同国家的社交礼仪。

活动准备：表格

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Country	Table manners	Going out with friends

Questions: What are you supposed to do?

What aren't you supposed to do?

活动过程：

1. 将学生分成六个大组，每组确定一位组长。
2. 教师布置活动要求：每组选择一个国家，在组长的带领下搜集并记录关键信息。
3. 学生整理信息，推选一人代表小组在班内交流、分享结果。

四、课文注释

1. table manners 就餐礼仪（餐桌礼仪）

此处manners意为“礼貌；规矩；礼节；礼仪”。这样用时，manner总是用于复数。例如：

Mind your manners. 注意你的礼仪！

It's considered good manners in some societies to leave a little food on your plate. 在一些国家，在盘中留一点食物被视为礼貌行为。

值得注意的是，manner另有“方式；方法”和“态度；举止”之意，这时它又往往用作单数。例如：

She stared at me in an accusing manner. 她以责备的方式盯着我。

As soon as he realized that we weren't going to buy anything, his whole manner changed. 他一意识到我们不会买任何东西时，举止完全变了。

Her manner is cold and unfriendly. 她的态度冷淡，一点都不友好。

另外，下面这些名词也类似manners（礼仪；规矩等），在特定语义下仅限或往往用作复数：thanks（感谢；谢意），congratulations（祝贺），instructions（说明；要求），directions（指示；用法说明；（行路的）指引），clothes（衣服；服装），pants/trousers（长裤），jeans（牛仔裤），goods（货物），customs（海关），spirits（心情；情绪），

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contents (目录), belongings (财物)等。

2. **I'm very comfortable speaking French now.** 现在我说法语已十分自如，毫不吃力。

此句中形容词comfortable意为“有信心；自如；自在；不担心”。这一语义下，comfortable往往用作表语，不用作定语修饰名词，其后常与介词with搭配，后接名词或代词，有时也接动词的-ing形式。例如：

She doesn't feel very comfortable with men. 她与男子待在一起感觉不自在。

I'm not comfortable with the idea of leaving her on her own. 想到要让她独自应对一切我挺担心的。

3. **My biggest challenge is learning how to behave at the dinner table.** 我最大的挑战是学习怎样用餐才符合礼仪规范。

本句并非现在进行时，为“主＋系＋表”结构，动名词短语learning how to behave at the dinner table用作谓语动词is的表语。再如：

Her job is cleaning the students' dormitory. 她的工作是打扫这幢学生公寓。

有关动名词用作表语建议进一步参看相关英语语法书籍。

五、文化注释

西方文化习俗点滴

1) 守时（Punctuality）

英美人一般都很守时。若和别人有约会，都会按时到达，不提前，也不拖后。他们认为过早抵达，可能会占用主人的时间而造成许多不便；迟到，则会使其他人等得过久而抱怨。所以，万一不能赴约或不能准时赴约，他们就会有礼貌地尽早通知主人。

2) 席间礼节（Manners at table）

在宴会上行为举止要得体，否则就是失礼，会被人认为没有教养。在宴席上不可用餐巾擦刀、叉等器皿；不要把汤匙放在汤碗中。在餐桌上不要服用任何药物。口中食物太多时，不要和别人讲话。在众人面前，不得使用牙签等。

3) 谈话距离（Talking distance）

英美人谈话时，总要保持一定的礼节性距离。一般来说，英国人保持一米的距离，美国人则在半米左右。他们认为讲话距离过近或过远，会使人感到拘谨或淡漠，令人不快。

4) 拥抱礼（Greeting with a hug）

此礼节是英美国家熟人、朋友之间表示亲密感情的一种礼节，有时会与面颊

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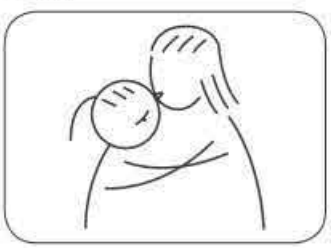
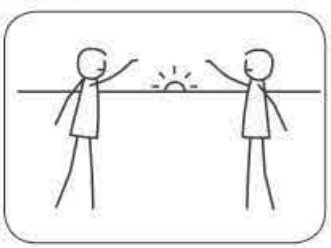
吻同时进行。适用于官方或民间仪式中。其方法是两人面对而立，右臂偏上，左臂偏下，右手扶在对方左后肩，左手扶住对方后腰，按各自的方位，两人头部及上身都向左相互拥抱，然后头部及上身向右拥抱，再次向左拥抱后，礼毕。

六、教学简笔画

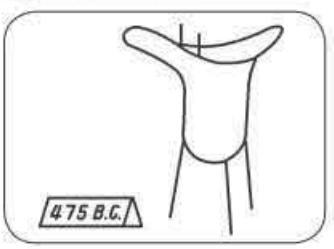
1. kiss



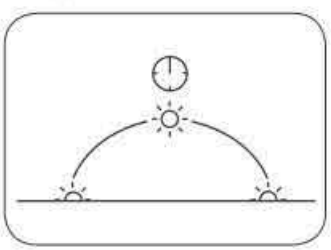
2. greet



3. of great value



4. noon



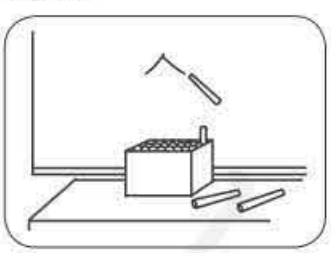
5. Mum got mad at me.



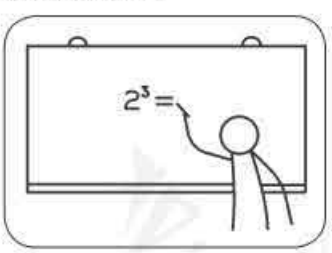
6. passport



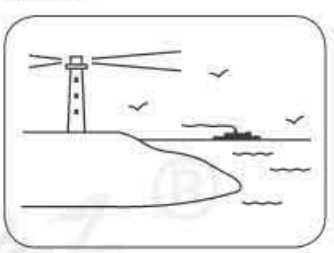
7. chalk



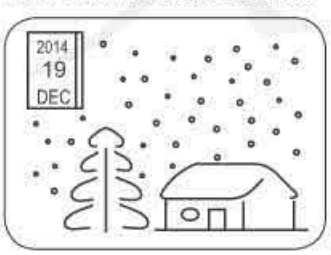
8. blackboard



9. coast



10. Winter is a cold season.



11. knock at the door



12. It's worth 5,000 yuan.



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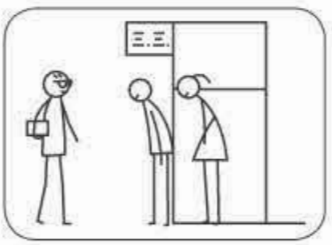
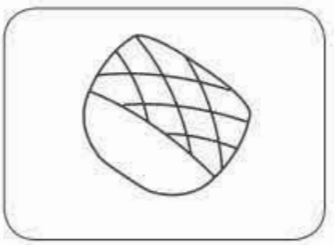
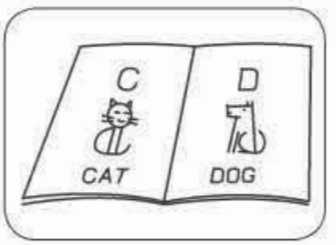
13. good manners



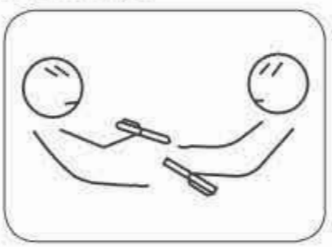
14. The basket is empty.



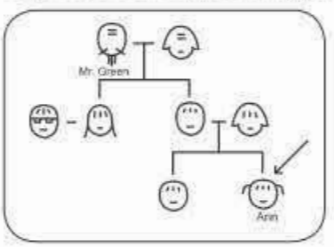
15. basic English



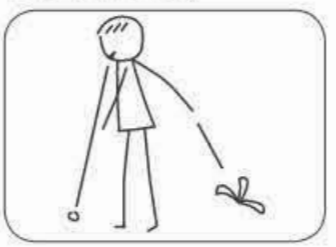
16. exchange



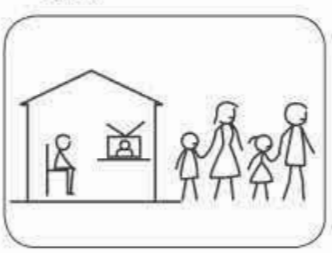
17. Mr. Green's granddaughter



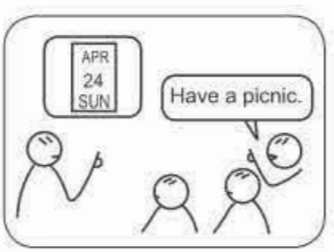
18. behave badly



19.They all went out except Tom.



20. make a suggestion



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Unit 10 You're supposed to shake hands.

SECTION A

1a

Purpose	To introduce Ss to the unit goal: talk about customs and what you are supposed to do. To set the scene, increase Ss' vocabulary and introduce the target language.
Picture	The picture is an illustration of a formal party where the guests are from different countries. In the center of the picture are two men. The man in the blue suit (who is likely to be from an Asian country such as Korea or Japan) is speaking to the man in the red coat (who is likely to be from a Western country), asking him, "In your country, what are you supposed to do when you meet someone for the first time?" The man in the red coat replies, "You're supposed to shake hands." At the same time, the man in the blue suit is thinking (from the thought bubble) that in his country, they normally bow when they meet. In the foreground, to the left, are two women, one wearing a green dress and the other an orange dress. On hearing what the man in the blue suit is asking, the woman in green thinks that in her country, they bow as well. The woman in orange also responds by thinking that in her country, they normally kiss the other person's cheek. In the foreground, to the right, is another man (wearing a blue tie) who is looking at the man with the red bowtie by the door. The man with the blue tie is thinking that he should shake hands with the man in the red bowtie.
Culture Focus	***International relations*** People in different countries have different ways of greeting each other. Some ways of greeting, like the ones in the picture, are more common. However, some cultures have more interesting customs. Here are a few: • Among the Maori in New Zealand, the *hongi* is a traditional greeting where they rub or touch their noses when two people meet. This is symbolic of the "ha" or "breath of life" that comes from the gods.

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Culture Focus	• The Inuit Eskimos have a traditional greeting known as the *kunik* and it is used among family and loved ones. This involves pressing your nose and upper lip against another person's skin and breathing. • In Thailand, a traditional greeting is known as the *wai*. This involves bowing slightly and pressing your palms together in a prayer-like manner while saying the traditional Thai greeting of *Sawasdee*. • In the Philippines, when greeting older people, younger people are supposed to bow a little, take the older person's hand, press their knuckles to their forehead and say *Mano Po*.
Optional Approach	***What do other people do?*** Ask the class if they have friends from other countries. If so, how do these friends greet people when they meet? Is it the traditional shaking of the hands that seems to be common in most parts of the world? Or are there other ways? Get Ss to share with the class their own experiences if they have been overseas. Or ask them to share what they have read about or seen on TV. Based on what is discussed in class, ask Ss to fill in their answers to this activity.
Answers	1. c 2. b 3. a 4. b 5. a

1b

Purpose	To help Ss recognize the target language in natural speech.
Optional Approach	***Identifying the characters in the picture*** For stronger classes, before playing the recording, the T can ask Ss to write next to each thought bubble which country's greeting each thought is depicting. Give Ss a minute or two to do this. Next, tell Ss that as they are listening to the recording, they can try to identify each person in the picture by writing down the names of the people that they hear mentioned. (The countries they have just jotted down next to the thought bubbles may be able to help Ss identify each person in the picture). In pairs, get Ss to check their answers to activity 1a, as well as the countries and names they wrote down.

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1c

Purpose	To give Ss practice in using the target language in natural speech.
Optional Approach	***Talking about greetings*** Working with the same partner as they did in activity 1b, ask Ss to make two conversations using the information they have learned so far about greetings. For the first conversation, each pair should ask each other about the greetings, following the format set out in the example. For their second conversation, ask Ss to incorporate the names of the people in the picture. For example, when asked what friends in Brazil do when they meet, the answer could be "Celia said that in Brazil, friends kiss when they meet."

2a

Purpose	To give Ss listening practice using the target language.
Optional Approach	***What do you think happened?*** Before playing the recording, ask Ss to read the instructions for activity 2a. Based on the information given, ask Ss to share with their partner what they think Maria's mistakes might be. Play the recording and ask Ss to check if they have guessed correctly.
Answers	Checked: arrived late, greeted Paul's mother the wrong way, wore the wrong clothes

2b

Purpose	To give Ss practice in listening for specific items in conversations.
Teaching Tip	***Did you take notes?*** At this stage, Ss should already have formed a habit of taking notes whenever they have a listening practice. Ask Ss to fill in the blanks for this activity based on the notes they have taken. Get them to share their answers with a partner.
Answers	1. arrived at 8:00 2. come later 3. shake hands 4. wear

2c

Purpose	To give Ss the opportunity to use the target language in conversations.
Optional Approach	***Switching partners*** Get Ss to role-play the conversation using the information in the listening practice. Then get each pair of Ss to switch partners with another pair and role-play the conversation again. Next get them to go back to their original partners and share how different the conversations were, if at all.

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2d

Purpose	To give Ss the opportunity to use the target language in a controlled manner.
Teaching Tip	***Understanding sarcasm*** Before Ss start role-playing the conversation, draw their attention to the last two turns in the conversation. When John comments that he wouldn't mind being kissed on both sides of his face, Katie's reply is "Very funny". Point out to Ss that Katie doesn't really mean this literally but sarcastically. When someone uses sarcasm, it means that they are using words that mean the opposite of what they really mean, usually to show either irritation or to be funny. What this means is that in a conversation, the tone and facial expression should change accordingly. Tell Ss to remember this point when they role-play the conversation.

3a

Purpose	To provide Ss with reading practice using the target language.
Culture Focus	***Perceptions of time*** The concept of time is perceived differently in different countries. This in turn affects lifestyles and movement. One major example is the siesta in Spain, the afternoon nap that normally takes place after the midday meal. This tradition means that most companies close for a few hours after the afternoon meal and if you need to contact someone during those hours, you might find it difficult to do so. Generally, in Africa, Latin America, Southern Europe, the Middle East and some South Asian countries, they believe that time is a servant and not a master, so it is acceptable for people to be late in these countries. In contrast, in the US and Northern Europe, people believe that time is money, so punctuality is important.
Optional Approach	***Reading to the class*** Ask for two volunteers to play the parts of Teresa Lopez and Marc LeBlanc. Get the volunteers to read "their" opinions out to the class. While they are reading, ask the rest of the Ss to close their textbooks. Remind the readers that they should speak clearly and loudly so that their classmates can hear what they are saying. The T may wish to give these volunteers a few minutes to quickly read through their passages.
Answers	Colombia

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3b

Purpose	To give Ss an opportunity to check their reading comprehension.
Optional Approach	***A column each*** In their pairs, get Ss to pick one column each and fill in the answers. Then get them to share their answers with each other.
Answers	

Ideas and customs about ...	Colombia	Switzerland
being on time	it's OK to be late	it's important to be on time
visiting a friend's house	drop in whenever they like	always call first
making plans with friends	don't usually make plans	always make plans

3c

Purpose	To give Ss an opportunity to use the target language in a different context.
Teaching Tip	***Tone and emotion*** Get Ss to write out the conversation in pairs, after which they can practice it with each other. Remind Ss of what was pointed out in activity 2d – that tone and emotion need to change accordingly, depending on what is being conveyed. The instructions are clear in that Marc is angry, so this emotion needs to come through in the vocabulary used and the emotion in which it is delivered.

GRAMMAR FOCUS

4a

Purpose	To give Ss the opportunity to distinguish between *be supposed to*, *be expected to* and *be important to*.
Teaching Tip	***Subtle differences*** The phrases "be supposed to" and "be expected to" are similar in meaning and in some sentences can be used interchangeably. There are subtle differences though. "Be supposed to" is normally used when it refers to an action that you should do, e.g. *You are supposed to close the door when you leave*. "Be expected to" is normally used when it refers to an action that another person thinks is your duty to do, e.g. *You are expected to be in class when the bell rings every morning*. The T may wish to make sure that Ss understand this before they start the activity.

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Answers	1. is important to 2. are expected to / are supposed to 3. is important to 4. are supposed to / are expected to 5. are supposed to / are expected to

4b

Purpose	To give Ss further practice in the grammar structures *supposed to*, *expected to* and *it is* + adj. + infinitive.
Answers	is not expected to know, to learn, to understand, are supposed to do, not supposed to do

4c

Purpose	To give Ss the opportunity to use the target language in a controlled manner.
Optional Approach	***How similar, how different*** In groups of three, ask Ss to come up with two pieces of advice for each of the items in the box. Give Ss up to 10 minutes to discuss, then ask them to switch groups. Tell Ss to ensure that none of their original group members are in their new group. Get them to exchange their answers with their new group members and compare how many pieces of advice overlap and how many differ.
Answers	Answers will vary.

Optional Activity: Greetings around the world

Purpose	To help Ss use the target language correctly.

Procedure

1. Write these country names vertically on the board:

   Brazil France United States Korea Mexico Japan

2. Go around the class and ask Ss to count themselves off in groups of six. This means the first S will be number 1, the second will be number 2 and so on until the sixth S who will be number 6. The seventh S will be number 1 again, the eighth S number 2 and so on. At the end of the counting off, every S should have a number.
3. Ask Ss what the common greeting is in each of the countries written on the board.

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4. Next to the country name, write the common greeting.
5. Next, beside each of the country names, randomly assign a number from 1 to 6.
6. Tell Ss that the number they had assigned themselves earlier will tell them which country they are from. This means that if the T had randomly written "3" next to "France", all those who had counted themselves off as number 3 will now be from France.
7. Next, tell Ss that they are to move around the class and speak to their classmates (using the target language) about the common greeting method of their country. They must mention the country they are from and the common greeting. The T may wish to give the following example:

   S1 (from Korea): How do friends greet each other in your country?

   S2 (from Brazil): In Brazil, friends usually kiss each other when they meet. What about in your country?

   S1: In Korea, we normally bow to each other.
8. Once they have exchanged this information, they are to speak to another S.
9. If Ss discover that they are from the same country, they should converse accordingly. (e.g. "I'm from Korea too! Yes, we bow to our friends when we meet.")
10. Tell Ss that they should speak to at least 10 of their classmates.
11. Remind Ss that they can refer to the information on the board if they forget what they do in the various countries.

SECTION B

1a

Purpose	To help Ss use the target language in a different context.
Culture Focus	***Chopstick culture*** Chopsticks have made their way to many different parts of the world. As Chinese from mainland China moved out into the world, they brought the chopsticks along with them and these days, it is not uncommon to see Westerners using chopsticks with great skill. In contrast, many people of Chinese descent have difficulty using these eating utensils and prefer using a fork, spoon and knife. However, what is lacking in these foreign cultures is chopstick etiquette. For example, there are many people from non-Chinese cultures who do not realize that it is rude to wave your chopsticks about and use them to point at other people.

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Optional Approach	***Friendly competition*** Roughly divide the class into four groups and name them A to D. On the board, draw four columns and label each one A to D. Tell Ss that you will read each statement out in turn. When you finish reading each statement, you will give the groups 10 seconds to discuss what their group answer will be. Each group will send a representative to the board to write their answer for that statement under their group's column. Repeat this sequence until all statements are read and answered. Mark the answers on the board and see which group scored the most correct answers.
Answers	1. T 2. T 3. F 4. T 5. T

1b

Purpose	To give Ss practice in listening for specific items in conversations.
Teaching Tip	***Preparing yourself*** Before playing the recording, ask Ss to look at the three pictures and discuss with a partner what they see there. Get them to read the instructions of this activity. Tell them that this should give them an idea of what to expect in the conversation they are about to listen to.
Answers	2, 1, 3

1c

Purpose	To give Ss practice in listening for specific items in conversations.
Optional Approach	***Meaning of the words*** With the same partner they had for the previous activity, ask Ss to discuss the meaning of the clauses on the left side. Are they just different ways of saying the same thing or are the meanings very different? The meanings are similar. Sentence 1 and Sentence 3 are in the active voice and Sentence 2 is in the passive. "Should" and "supposed to" implies that you can make a choice and the consequences are not that severe. When you use "impolite", the implication is that you will be considered rude if you do whatever you are told it is impolite to do. It won't reflect well on your character and the consequences may *seem* great.
Answers	1. c 2. a 3. b

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1d

Purpose	To give Ss practice in using the target language in natural speech.
Optional Approach	***What do you practice at home?*** In groups of three or four, ask Ss to discuss some of the table manners that they follow in their own home. Ask them to share what is strictly enforced and what is frowned upon. Also get them to compare their family's table manners with general customs.

2a

Purpose	To personalize the target language and prepare Ss for the subsequent reading activity.
Culture Focus	***Which to use first*** Just as there are customs you need to observe at a Chinese dining table, there are also customs around the Western one. As the world becomes more globalized and more people are being exposed to Western fine dining, it has become important for them to understand what to do when they sit down at such a meal. It can be confusing for some, especially if there are many courses and different cutlery on the left, right and even above your plate. Some even have different plates. In general, you work your way from the outside to the inside when dealing with the flatware (cutlery) on the left and right of your plate, and this is usually in pairs. Cutlery for dessert is usually placed above the plate. The bread plate (and usually its corresponding eating utensils) is on the left side and drinking utensils are on the right. In some cases, you may have a charger or service plate (a large decorative plate that they place other plates on) that will not be removed until dessert is served.
Optional Approach	***Custom differences*** Get Ss to share with their partner some of the differences in customs they encountered when they visited a foreign country. If they have never travelled out of the country before, then get them to share about something they have read about and why they think it might be a challenge.
Answers	Answers will vary.

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2b

Purpose	To provide Ss with reading practice using the target language.
Teaching Tip	***One-word notes*** Challenge Ss to take one-word notes as they read. The word they write down is intended to be a trigger to remind them of the information they have read about. They can write as many single words as they like but each one should link to one piece of information. For those who might have some problems reading and writing something down simultaneously, allow them to skim through the passage once first to get a gist of what it is about before reading for details and writing down their one-word notes.
Answers	1. She is on a student exchange program. 2. Yes, she does. This can be seen in the way she talks about her host family: that they are nice and they go out of their way to make her feel at home; that the grandmother make Chinese food for her; that the granddaughter is kind and talks to her in French to give her practice. 3. It doesn't worry her as it used to. 4. Her biggest challenge is how to behave at the dinner table.

2c

Purpose	To give Ss practice in using the target vocabulary.
Optional Approach	***Explaining to your partner*** Ask Ss to look at the phrases in the boxes. In pairs, get them to decide which two each S would like to explain to their partner. In addition to their explanation, they should also construct another sentence that clearly illustrates the meaning and is unrelated to the passage they have just read.
Answers	1. (something) worry (someone) 2. be comfortable (doing) 3. went out of their way 4. gradually gotten used to being

2d

Purpose	To give Ss an opportunity to check their reading comprehension.
Optional Approach	***Using your own words*** Ask Ss to cover the passage on the previous page and using just their one-word notes, fill in the table in activity 2d. They should then share their answers with a partner and compare how they both did before checking the passage.

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Answers	Dos	Don'ts
	• You're expected to put your bread on the table. • You're expected to cut up your fruit and eat it with a fork. • You're expected to say "That was delicious" if you don't want any more food.	• You're not supposed to put your bread on your plate. • You're not supposed to eat anything with your hands except bread. • You're not supposed to say you're full. • You're not supposed to put your elbows on the table.

2e

Purpose	To give Ss practice in using the target language in natural speech.
Optional Approach	***Complete the comparison*** The T may choose to do this as a class activity instead. The T can provide the first part of a comparison, and allow Ss to provide the answer for the second part of the comparison. Using the example given in the textbook: T: In France, people put their bread on the table. S1: But in China, we always put our food on a plate or in a bowl. We never put food on the table.

3a

Purpose	To prepare Ss to write using the target language.
Optional Approach	***Helping your pen pal feel at home*** In groups of four or five, get Ss to discuss what they would need to tell their pen pal in order for him/her to feel comfortable in their home. Tell Ss this is a list that they will be giving to their pen pal so they should be mindful about the words they use to convey the severity of what should or should not be done. Make sure that Ss discuss this and have reasons why they chose certain words. Get groups to share their discussions with the rest of the class.
Answers	Answers will vary.

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3b

Purpose	To provide Ss with writing practice using the target language.
Teaching Tip	***Group or individual*** Give Ss the option to either use the information they discussed in their groups to help them write their letter or they can come up with something on their own.
Answers	Sample writing: Dear Ivan, You must be excited about coming to China soon. Let me give you some suggestions and advice about Chinese customs. When you're eating at the table, it's impolite to start eating first if there are older people at the table. You should let them start first. When you are eating with chopsticks, it is impolite to point at other people with your chopsticks. It is also impolite to stick your chopsticks into the bowl of rice and leave them there. In our house, you're supposed to take off your shoes before you enter the house or just inside the front door. In our culture, we don't usually hug or kiss people. When you go out with people, you should tell the hostess where you are going, who you are going with and when you will come back. In our culture, the hostess will worry a lot about the safety of her guests, so a polite guest will always let her know these things. Have a safe trip, and I look forward to meeting you soon! Best wishes, Xiao Wei

SELF CHECK

Purpose	To provide a comprehensive review of key vocabulary and functions presented in the unit.
Teaching Tip	***Customs in your home*** For activity 2, the T may wish to tell Ss that they can consider the customs they practice in their own home or their province/village rather than in their culture.

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Answers	1. 1. empty 2. basic 3. worth 4. traffic, capital 5. knocking, mad 2. Suggested answers: In my culture, when you are having a meal in someone's home, you're supposed to allow the elderly to start eating first. you're not supposed to stick your chopsticks into a bowl of rice. you're expected to keep your mouth closed when you are chewing. it's impolite to reach across the table to pick certain foods. it's important to ask for permission to leave the table early.

Optional Activity: Showing the differences

Purpose	To help Ss master the target language and expand their vocabulary.

Procedure

1. Divide the class into four groups.
2. Tell Ss that the activity will involve them illustrating, through a group role-play, the differences between two cultures.
3. Tell Ss that each group is to pick two countries that they know have different cultures.
4. Next, tell Ss that they are to decide on a topic that they want to illustrate, e.g. table manners, visiting friends, behaving in public.
5. The T should do a quick survey and find out each group's decision before they start their discussions. Write this information on the board.
6. Give Ss 15–20 minutes to discuss the differences and how they want to illustrate this to the rest of the class. They should also use this time to create their role-play conversation and practice their scene.
7. Encourage Ss to try and include everyone in the role-play.
8. Get all groups to act out their scenarios for the rest of the class.

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Unit 11 Sad movies make me cry.

一、教学目标与要求

话 题 **Topic**	情感（Feelings）
功 能 **Functions**	能谈论事物对人的影响（Talk about how things affect you） Sad movies don't make John cry. Those awful pictures on the walls make me uncomfortable. This made the queen and his people worried.
语 法 **Grammar**	掌握make的使动用法（*make* + sb. + infinitive without *to*; *make* + sb. + adj.） The loud music makes me nervous. Money and fame don't always make people happy. She said that the sad movie made her feel like crying.
词汇和常用表达 **Words & expressions**	1 能正确使用下列词汇（Curriculum words） friendship, king, power, banker, queen, palace, wealth, lemon, weight, shoulder, goal, coach, courage, agreement, drive, examine, kick, pull, nod, disappoint, pale, grey, uncomfortable, nor 2 能正确使用下列常用表达（Useful expressions） would rather, drive sb. crazy/mad, the more ... the more ..., be friends with (sb.), leave out, call in, neither ... nor ..., to start with, let ... down, kick sb. off, be hard on sb., rather than, pull together 3 能认读下列词汇（Non-curriculum words） rather, lately, prime, minister, prime minister, fame, besides, teammate, guy, relief, fault
学习策略 **Strategies**	1 能区分褒义词汇和贬义词汇，理解和体会他人的感受并能表达自己的感受 2 学会识别文章中的习语和词组，积累相关语言知识，提高阅读理解能力 3 掌握叙述性文章的逻辑线索（例如发生的事件、时间、地点、原因和意义等），并能较生动地讲述个人经历

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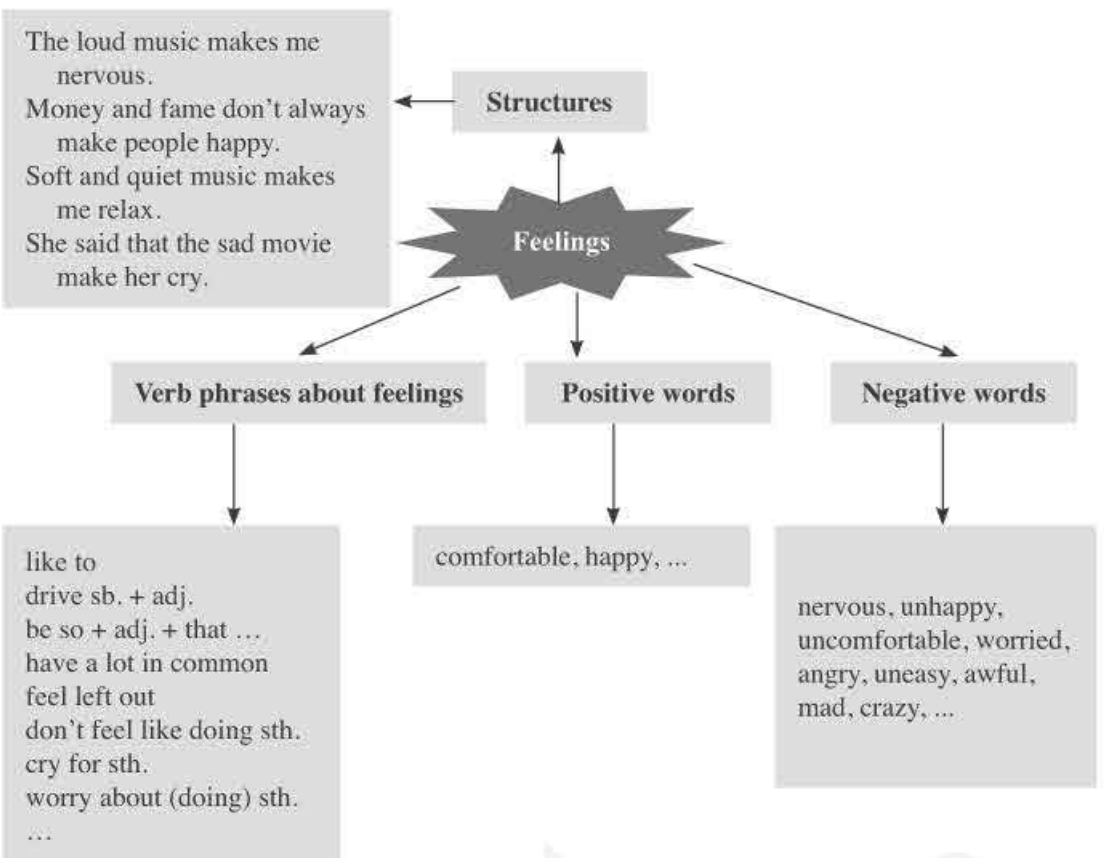
文化知识 Culture	了解寓言故事的基本特点

二、话题思维导图



三、内容介绍和教学建议

SECTION A 内容介绍

Section A通过谈论不同事物对情绪的影响，要求学生学习与情感有关的词汇，并通

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过听说读写训练逐步掌握make作使役动词的语言结构，重点涉及：

- 掌握表达情绪和感受的形容词、动词；
- 学习make + sb. + do sth.和make + sb. + adj.结构；
- 正确运用上述两个结构来表达人的情绪等相关内容。

活动1a–1c包含了本单元用于表达情感的重点词汇，呈现了本单元的基本语言结构及其使用语境。主题图分别展示了两家不同环境的餐馆，通过餐馆不同环境带给图中人物的不同感受来呈现sth. makes sb. adj.的句子结构。活动1a要求学生观察主题图，说出自己的选择，以此激活学生表达感受的相关语言，由此自然过渡到对不同环境的餐馆给人不同感受的讨论。1b活动需要学生听辨出用于描述事物和表达情感的形容词，同时熟悉使役动词make表达情感的基本结构。1c提供简短对话示范，要求学生结合主题图和听力内容开展对话，是对单元的话题词汇和语言结构进行的语言输出训练。

2a–2c是一组完整的听说活动，旨在训练、发展学生听说能力，同时继续探讨事物对人的情绪产生影响这一话题。在语言上，增加了drive sb. + adj., be so + adj. + that ... 和have fun with sb.等结构，丰富了拓展讨论该话题的语言素材。2d示范对话讲述的是青少年生活中的交友话题，涵盖了Section A中所有的重要语言点，不仅能训练学生口头综合运用语言能力，同时还为学生实际生活中可能遇到的交友问题给予了一定启示和帮助。

活动3a–3c围绕阅读展开。3a和3b分别围绕语篇内容和语言进行设计，3c要求学生在掌握课文内容之后，运用目标语言结构分角色表演该故事。阅读语篇是一个关于寻找幸福的寓言故事，该故事还延续至Section B的听力部分。语言学习依然聚焦在感知和运用事物对人所产生的影响以及相应情感的表达方式上。

Section A包含两个教学重点：一是要帮助学生建立使役动词（make, let, have）之后要加省略to的动词不定式的意识；二是在make + sb. + adj.这个结构中，学生要理解这里的adj.可以有两种形式——形容词或动词过去分词充当的形容词。受汉语母语影响，学生在使用make作使役动词的结构时容易出错。教学中，教师需要分析这类错误的成因，除了想办法纠正之外，还应尽量为学生提供练习，帮助学生形成相关语言意识，正确运用该结构以达到熟能生巧。

SECTION A 教学建议

活动1a

1. 教师事先准备好一段自己参与过的气氛热烈或压抑的某个情景的图片或照片，如：生日宴会、会议、等待某人的场景，然后在课堂上带着愉快或略微沮丧的感情向学生介绍自己当时的感受。这样做旨在激发学生兴趣，导入本单元与情感相关的话题词汇，如：happy, excited, nervous, bored, sad等。

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注意：教师在这个步骤应该采用本单元 make + sb. + do sth. 和 make + sb. + adj. 两种结构。教师还可适时板书包含这两种结构的例句，为下一步教学做铺垫。

2. 教师展示主题图中出现的两家餐馆，要求学生观察图片，讨论图片内容，引导学生描述出图片内容和餐厅环境，如：loud music, strange/interesting pictures, quiet place, elegant music 等。教师适时将 1b 中出现的 make sb. adj. 和 make sb. do sth. 板书到黑板上。
3. 教师在确认学生理解图片内容之后，要求学生两人一组相互提问：Which restaurant do you like? Why? 完成 1a 活动。最后教师提问全班学生，了解整体情况。

活动 1b–1c

1. 教师播放第一遍录音，学生听对话大意。
2. 学生看 1b 听力要求，教师播放第二遍录音，学生完成 1b 练习。
3. 核对答案。教师视学生情况看是否需要播放第三遍录音。核对答案时，可以要求学生结对，一名学生说条件，如：The awful pictures，另一名学生给出结论，如：make Amy uncomfortable。最后教师整体追问全班学生：What kind of pictures make Amy uncomfortable? 学生用完整的句子回答问题。

注意：本活动也可视学生情况，将对话分解，按照各小题顺序分节播放录音，要求学生分步骤完成练习。

4. 教师要求学生根据 1b 总结出 Amy 喜欢什么样的餐厅环境，预测 Amy 与 Tina 会去哪家餐厅，并由此转入 1c 对话练习。
5. 教师先与一名学生就 1c 方框中的内容进行示范对话，然后要求学生两人一组操练对话。
6. 视学生情况，教师还可以进一步要求学生运用 make + sb. + do sth. 和 make + sb. + adj. 结构对听前预测进行修正“汇报”。例如：

   Amy didn't want to go to a restaurant with rock music, because quiet music makes her relax.

   学生可以通过这种有意义的交流进一步体验和运用 make + sb. + do sth. 和 make + sb. + adj. 结构。

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活动 2a–2c

1. 教师与学生自由交流，了解学生对 waiting for sb., loud music, sad movies 等话题的感受，同时板书相关短语。交流中，教师要引导学生使用 make + sb. + do sth. 和 make + sb. + adj. 两种语言结构。
2. 学生观察并结对讨论 2a 图画，理解各幅图画内容。
3. 教师播放第一遍录音，学生完成 2a 的图片排序练习。然后师生核对答案。
4. 学生根据图画提示以及对听力材料的理解和自己的预判，先预填空。然后教师提醒学生，听录音时应关注表达情感类的词汇，再播放第二遍录音，学生完成 2b 句子填空。
5. 师生核对答案。教师可以用 Did waiting for Amy make Tina sad? 等问题提问，引导学生用完整的句子回答问题，确认答案。
6. 学生两人一组，分别扮演 John 和 Tina，尝试根据 2c 示例，并结合 2a 图画和 2b 的信息自编对话。

> 注意：若学生语言水平有限，教师可以再次播放录音，以帮助他们理解和表演对话。对于确实有困难的学生，也可以让他们参看听力原文分角色朗读、练习和表演对话。

■ 拓展活动：我所喜欢的教室（学校、图书馆等）

活动目的：将目标语言结构与实际生活结合，训练学生使用目标语言谈论自己的生活、并能表达相关情感。

活动步骤：学生四人一组，各自选取一项自己愿意谈论的事物，如：教室、学校、图书馆、天气等，分别谈论这些事物对自己情绪的影响，然后提问组内其他成员，交流看法。教师可以在黑板上板书以下问题启发学生：

What's your opinion of our classroom/school/library/weather?

What's your opinion of all the noise in the cafeteria?

How does it make you feel? Does it make you feel happy/excited/quiet …?

活动 2d

1. 教师呈现 2d 中有矛盾的三者人物关系，向学生介绍对话背景。

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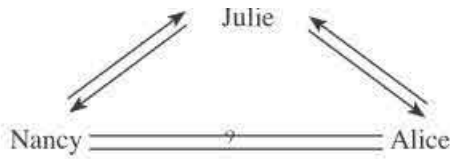

注意：通过对人物关系的介绍，为学生阅读对话铺垫背景信息和词汇知识。在人物关系介绍过程中，教师可通过情景解释并板书呈现这些语块：is not sure what to do about, the more ... the more ..., have ... in common, is now better friends with me than with her, feel left out, make sth. stronger，帮助学生理解对话，获取相关的语言知识。

2. 教师提问：What's Bert's suggestion to Nancy? 要求学生阅读对话，并尝试回答该问题。教师可通过学生的回答，了解他们对示范对话的掌握情况。
3. 教师要求学生再次细读对话，鼓励学生摘录对话中的常用搭配，如：I've realized ..., have ... in common, be friends with 等。
4. 教师追问学生：What advice will you give Nancy? 要求学生从自己的角度帮助 Nancy 解决困惑，并提出该建议的理由。
5. 教师播放对话录音，学生跟读并找出其中带有 make 的句子，观察 make 后面所接的是哪类词，分析这类词在这里有什么用法特征，为后面的语法学习做铺垫。
6. 学生结对分角色诵读或表演对话，教师巡视课堂，帮助学生理解对话，并纠正发音。有潜力的学生可以 2d 对话为蓝本创编个性对话并在课堂上展示。

活动 3a

1. 课堂热身。教师呈现一张自己给学生上课的照片，借助表情和肢体语言陈述自己当英语教师的感觉，并给出原因。陈述时教师使用 make + sb. + do sth. 和 make + sb. + adj. 等语言结构。
2. 读前导入。教师分别拿出象征 power，money 和 fame 的图片，让学生讨论假设他们拥有这些事物的感受及理由，由此激活他们与阅读内容相关的知识背景。注意提示学生使用本单元的重点语言结构。
3. 整体阅读。教师结合前面读前热身，让学生观察课文配图和标题，提问：Who is the man? (A king. 或 A king with power, money and fame.) Do you think he is happy? 要求学生快速阅读文章，回答问题。
4. 分层阅读。教师挑选一名学生朗读课文右上角方框中的第一个问题，然后让全体学生阅读课文的第一、第二段。再让另一名学生再次朗读该问题，全体学生回答

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这个问题。用同样的方法阅读课文接下来的三个段落，并回答后面三个问题，核对答案。

5. 语言障碍排除和语言知识积累活动。教师继续用象征power，money和fame的图片，讲述故事内容。同时，教师结合语境运用自己的肢体语言、英语释义等方法解释课文中出现的重点语言点，例如：教师可借助道具和夸张的表情讲述There lived an unhappy king.等，为学生阅读扫清语言障碍。
6. 教师呈现下列表格，以第一段为例，带领学生阅读并填写表格，然后要求学生独立阅读课文其余部分并完成表格。教师引导学生用讲故事的方式核对答案。例如：The king had a rich and beautiful country. He had everything, but he was unhappy. 采用这种方式梳理文章的主要逻辑框架，可加强人—事物—情感之间的联系，进一步巩固本单元的重点语言结构。

People	Things he owned	Feelings he had
the king	everything	unhappy

7. 视学生情况，根据课文第三至第五段内容，教师先示范，口头叙述其中一个人物的故事，然后让学生根据教师的示范，以一个人讲故事或者两个人对话的形式演绎相关内容。
8. 教师提问：Who was told to go out and find a happy man? How long was he given to find the happy man? What do you think will happen next? 要求学生阅读课文的最后一段，回答问题，同时预测故事发展。

活动3b

1. 教师要求学生阅读并明确3b的题目要求，让学生带着问题再次阅读课文，找出与方框中意思相近的单词或短语，独立完成3b活动，然后师生核对答案。
2. 视学生情况，教师可要求学生用3b中所填的词或短语造句，以此判断学生对短语的理解程度。

活动3c

1. 教师将学生分为7~10人的小组，分角色表演课文。建议组内进行角色分工：the queen, ordinary people, the doctor, the prime minister, the king's banker, the palace singer, the king's top general, the narrator (if needed)等。

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2. 学生以小组为单位共同阅读、研讨课文，思考每个角色的语言以及角色之间的表演和过渡方式。教师巡视并帮助有困难的学生或小组。
3. 小组在全班汇报表演。

注意：教师尽量让每个小组都有表演的机会，并要求全体学生参与评价，从多方面正面评价和鼓励学生，如：语言、表演、互动性等。这样既能提高全班的参与度，同时还能给学生创造发现和学习他人长处的机会。

语法内容介绍和教学建议

本部分是对单元重点语言结构的总结、训练和巩固。“语法聚焦”表格中呈现的是使役动词make的三个主要语言结构：一是后面接省略to的动词不定式，二是后面接形容词，三是后面接由动词过去分词转变成的形容词。这些语法项目是本单元要求学生重点学习、掌握的内容。

4a–4b是对“语法聚焦”内容在不同层面上的操练，其内容是围绕情感的表达方式以及make + sb. + do sth.和make + sb. + adj.结构展开。4a侧重词汇方面的练习，要求学生选择和使用相关词汇完成语篇填空。它从语义上提供了一个使用确切词汇表达情感的语用环境。4b是目标语言结构在实际生活中的运用，它提供了一个更开放的语境，要求学生先完成调查，结合自己的实际情况表达不同事物使自己产生的情感。

语法部分具体教学建议如下：

1. 教师要求学生朗读“语法聚焦”的例句，随后让几名学生把表格中的句子抄到黑板上。
2. 教师要求全班学生共同找出这些句子中make后接的词：me, people, her。然后让学生说出圈出的词所代表的含义：产生该感觉的对象。再让学生在其后的词或者短语下画横线，分析每个句子画横线部分的词性或成分：形容词和省略to的动词不定式。教师借此提炼出make作使役动词的搭配结构：make sb. do sth. 和make sb. adj.。
3. 教师要求学生在体会上述结构的基础上，使用 ... makes me ... 结构模仿表格中的句子造句。
4. 教师要求学生重新阅读3a课文，并找出符合上述结构的句子，用横线画出来，指出这些句子分别属于哪种类型的搭配。
5. 造句比赛。教师将学生按座位分布划分为四至六个小组，然后要求学生以小组为单位口头造句，说说某种事物对他们产生的影响，说出句子最多的小组获胜。

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活动4a

1. 学生以了解日记主要内容为目的，第一遍快速阅读4a的日记，只阅读，不填空。
2. 学生再次阅读日记，同时完成填空。教师提示学生遇到不会的内容，可以暂时留空，不要影响答题的整体进度，填写之后，再次阅读，推敲之前不会的内容，完成所有填写。
3. 教师要求学生再次阅读日记，从语义和语法角度推敲自己的答案是否正确，提醒学生尤其要注意所填答案是否能够满足上下文语境的要求。
4. 学生两人一组交换检查答案，然后全班核对答案。
5. 教师鼓励学生摘录出日记中值得学习和记忆的语块，如：to start with, cloudy and grey等。教师也可以板书这些短语，帮助学生学习和记忆。

活动4b

1. 教师先展示4b表格，向两名学生提问：What makes you happy? 并把自己的答案和学生的答案记录在4c表格中。教师再和另外两名学生分角色示范朗读方框中的对话。
2. 学生三人一组，模仿之前教师和学生的示范，进行组内采访活动，完成表格。各组活动时，教师巡视、指导。
3. 教师将学生重新编组，让学生根据教材提供的示范对话，在新编小组中对自己之前采访的内容进行汇报。

> 注意：重新分组的意义在于重构学生之间的信息差（information gap）。最后教师可以挑选部分学生在全班进行示范性的汇报表演。

SECTION B 内容介绍

Section B是Section A内容的继续和延伸。在话题上，从Section A事物对人情感产生影响的简单叙述，转向描述人们对某种情感所持有的观念；在语言上，除了进一步综合训练、巩固单元重点语言内容外，正确、得体地运用相关的形容词描绘情感，表达情感变化成为本部分的重点；在语言技能上，则由Section A的单项技能训练转向侧重听、说、读、写的综合性训练。

活动1a–1e通过听说活动巩固和拓展了单元话题中的目标语言。1a–1b是听前的预测练习，要求学生预测故事*The Shirt of a Happy Man*的结局；1c–1d是听力练习，所听内容是前面故事的第二部分内容；1e作为听后开放性的口语输出活动，要求学生从谈论事物对

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人的影响拓展到对幸福观的理解。

活动2a–2e是一个完整的阅读任务链，语篇讲述的是小男孩Peter输球后非常沮丧，但是爸爸的鼓励和团队的理解帮助他走出阴影、重树信心的故事。语篇主角Peter的情感发展层层递进，情节引人入胜。教师可以帮助学生通过寻读、略读等方法掌握课文信息，完成练习。2a读前要求学生回忆自己曾经犯错的经历和感受，以此激发学生对语篇主人公受挫后相同的情感共鸣和阅读兴趣。2b要求学生对故事的主要发展经过排序，检测学生对叙事性文章情节发展先后顺序的理解。2c侧重考查语篇中人物情感经历，以此检查学生对文章细节的把握和对主题的理解。2d要求学生从文章中找出相应的常用表达替换句子中的词汇，以此加强学生的语言搭配和语块意识。最后2e的角色扮演活动，它要求学生能够内化文章内容，进行综合性的语言输出。

3a–3b要求学生以情感变化为写作题材，展开写作活动。3a为学生提供了话题以及语言结构。3b在学生能对某一话题表述自己的情感和观点之后，以问题的方式抽取出了阅读文章中故事发展的线索，如：what, when, where, how等，要求学生以此为线索模仿课文写出自己的故事。

Section B包含两个教学重点：一是让学生形成梳理、寻找并积累成语或习语的意识和习惯；二是要求学生能够根据阅读课文的逻辑框架描写自己个人经历。学生随心所欲地写作不难，但是如果按照一定的逻辑结构去写，并且还要注意这个结构中各个环节的衔接和写作内容的完整和一致，却是非常大的挑战。教学中要充分利用阅读课文的示范性作用，对其叙事线索和顺序进行透彻分析，在此基础上再让学生进行模仿性写作，以降低写作的难度，达到写作的要求。

SECTION B 教学建议

活动1a–1b

1. 教师首先简要复述前面Section A中*The Shirt of a Happy Man*的内容，并且根据课文内容提两三个问题，帮助学生回忆故事。
2. 学生朗读1a中的句子。教师可利用肢体语言和实物帮助学生理解这些句子内容，并鼓励学生预测故事发展。
3. 学生两人一组，对比自己的选择，讨论交流自己对故事结局的预测。本环节设计预测活动旨在激发学生的好奇心，帮助他们顺利过渡到下面的听力环节。

活动1c–1d

1. 教师要求学生看1c活动要求，并朗读所列句子，确保学生理解题意和句子内容。
2. 教师播放录音，第一遍学生只听，不做选择。第二遍学生边听边选，然后师生集体核对答案。教师可以针对每个句子分别提问，例如：How many days did the

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general search? Did he find a happy person? 等，以核对答案。

3. 教师再次播放录音，可在关键信息处停顿，以确认选择。
4. 学生朗读教材1d所列问题，明确题意，随后教师再次播放录音。学生四人一组，每人回答一个教材上的问题，并对有争议的答案进行讨论。
5. 教师再次播放录音，确保学生听懂所有重要信息，对答案不再有争议。

活动1e

1. 教师播放录音，学生记录听力中穷人的幸福观。这段话内容不多，教师可以提示学生运用关键词策略进行记录，如：have, want, don't want, can't have, happy, sing from, in my heart等，以提高记录速度。
2. 录音播放完毕后，学生以四人小组形式讨论故事中穷人的幸福观以及自己的幸福观。

> 注意：若学生水平有限，教师再次播放录音，引导学生第一遍注意听并记录信息，第二遍核实信息，然后书写答案。明确文中穷人的幸福观是学生讨论是否赞同这种幸福观的前提和保障，教师给学生搭好语言和内容脚手架，才能保障后面语言输出活动的顺利开展。

3. 小组分工对故事结局进行合作表演。教师挑选几组向全班汇报表演。

活动2a–2d

1. 读前活动。教师组织学生开展头脑风暴活动，谈论自己曾经犯过的错误和感受，以激活相关知识背景，为阅读理解做铺垫。
2. 教师结合课文中生词、短语和句子讲讲自己的故事，让学生通过听故事先了解课文中的生词词义，不让这类词汇成为学生阅读理解的障碍。

> 注意：利用读前热身活动，带入课文生词是一种常见的阅读课词汇教学方法。教师在向学生叙述和讲述自己感受的同时，可以板书带入阅读课文中出现的一部分描述感受的词或短语，并简要解释。这样可以利用读前讨论的机会，将课文中的relief, nod, agreement, fault, be really worried, be too hard on oneself, with courage rather than fear in his heart, to one's surprise and relief等重要短语和词汇自然呈现给学生，以降低阅读中生词、短语以及长难句对学生阅读理解形成的干扰。

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3. 学生阅读2b中的句子，读语篇之前先尝试根据逻辑顺序为句子排序，使其成为一个完整故事。

注意：这种预测排序有助于学生探讨课文逻辑线索，并且带着验证自己排序的思维去阅读课文，有助于加强对课文的理解。

4. 学生快速浏览课文，验证之前预测并完成2b排序练习。师生核对答案。教师应注意告诉学生第一遍快速阅读以把握故事整体发展为主要目的，在限定的时间内完成阅读，切忌逐词逐句阅读。
5. 教师布置任务，要求以小组为单位进行集体阅读。学生五人一组，组内每人负责2c中的一个问题。完成阅读后，学生先组内交流问题答案，直到所有问题答案在组内达成一致。最后全班核对答案。
6. 教师要求学生关注本单元的阅读策略，简要讲解习语（idioms）和短语（phrases）在英语学习中的重要性。然后示范朗读第一段语篇，师生共同找出其中的短语。教师这里主要发挥协助和引导学习的作用，在要求学生搜寻、选择的过程中给学生提出建议，而不是进行包办代替将其中的短语和盘托出。
7. 学生阅读课文其余四段内容，搜寻其中值得关注的短语和习语，随后与同桌交流。教师对这些短语和习语的意义进行说明和点评。
8. 同伴之间共同协商，完成与短语和习语有关的2d活动，全班核对答案。

注意：在对学生进行短语和习语的教学中，教师可以通过语境帮助学生回忆关于idiom的知识。例如，教师可以借助肢体语言说：I'm feeling a bit under the weather. I've been coughing since this morning. 在学生困惑之际，进一步提问：Can you guess the meaning of "under the weather"? 在学生多次猜测之后，解释under the weather是一个约定俗成的表达，是借助天气表达身体不舒服。它和字面意义不是一回事，这种表达在英文中叫作idiom。教师可以通过其他例子加深学生的理解，又如：I'm really not on the ball today. I didn't get enough sleep last night.（我今天精力不集中、反应迟钝。我昨晚睡眠不足。）等。

活动2e

1. 教师先要求全班学生分角色朗读课文，可采用一位学生读旁白，男生读father，女生读Peter的方式进行，然后交换角色朗读课文。
2. 学生二至三人一组练习语篇对话，教师可鼓励学生进行合理的发挥，增加内容。教师巡视并且帮助有困难的学生，最后选出若干组在全班表演。

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3. 教师还可视学生情况，要求学生以Peter情感发展为线索，先写出能表达其情感起伏和变化的关键词或者画简笔画，然后以此为提示练习口头复述Peter的故事，并讲给其他同学听。

活动3a–3b

1. 教师引导学生分析3a所列的经历中哪些使人高兴或悲伤，然后要求学生说出更多使人高兴或难过的经历。

   本活动还可以通过男女生竞赛的方式进行。例如：男生尽可能多地说出能够使人高兴的事件，女生尽可能地说出能够使人悲伤失望的事件，说得多的小组获胜。这些内容会为学生下面的创作提供更多选择的空间。
2. 教师要求学生再次阅读Peter的故事，并关注其中叙事的逻辑线索，找出与事件有关的what, when, where, how等关键信息，按照相同的方法，分析3b所列问题。
3. 教师用中文提问学生以下问题：

   1）本单元课文按照什么样的逻辑线索来讲述别人的经历？

   2）叙述自己或者别人的经历时，一般用什么时态？
4. 学生选择话题，课堂完成写作：讲述一件让自己高兴或难过的经历。学生写作时，教师巡视、指导，及时获得写作情况的反馈。
5. 教师挑选部分作品朗读或展示，师生共同点评、修改和完善这些作品。然后要求同桌交换作文，根据教师之前示范的点评修改对方作文。教师也可要求学生课后继续修改，完善自己的作文。教师可在评阅所有学生作文之后，挑选出部分作品在班级的展示栏中展示。

> 注意：教师还可以本单元写作任务为契机，鼓励学生养成坚持写英语日记或周记的好习惯。

SELF CHECK内容介绍和教学建议

Self Check提供了归纳性的词汇和语法练习。活动1需要学生通过对褒义词汇和贬义词汇的判断和分类来复习描述情感的形容词，之后的语法活动2和活动3要求运用单元目标语言结构，结合所给语境操练和运用这些词汇。

活动1

1. 学生按活动要求先独立完成练习，然后与同桌核对、修改并确认答案。
2. 教师开展竞赛活动，让学生尽可能多地往栏目中添加褒义和贬义词汇。开展头脑

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风暴活动不仅有助于复现和巩固以前学过的词汇，还能拓展相关词汇。

活动2

1. 教师先呈现例句，让学生明确活动要求使用make sb. do sth.和make sb. adj.结构，再完成练习。
2. 同桌结对核对答案，随后师生核对答案，教师对学生所犯的普遍性错误进行点评和总结。

活动3

1. 学生先朗读方框中的词汇，并确认其意思，然后按照活动要求独立完成对fame, power, friendship, wealth, health和family的排序。
2. 教师统计学生的排序结果，要求学生仿照例句，先口头说出对每样事物的看法和原因，然后仿照例句写出表达自己看法的句子，同伴之间结对交流。
3. 教师对所列事物进行点评，并借此机会引导学生对人生观、价值观的讨论。

四、课文注释

1. **His stupid mistake made him angry.** 他愚蠢的错误使他生气。

英语中stupid, foolish和silly三词都是形容词，都有“愚蠢；愚笨；傻”的意思，有时可以换用，但又有细微区别，各自有所侧重。总体说来，foolish一词最为普通，表现一个人“不明智；欠缺判断力”，与wise（聪明的；富有智慧的）对应，是一个相对正式和书面化的用词。语用中，除常与idea, dream, mistake, person, thing等名词搭配作定语使用外，也同样可作为表语使用，如to be foolish (enough) to do something这样的结构。例如：

It was a very foolish thing to do. 这样做真是一件蠢事。

I was foolish enough to believe what Jeff told me. 我真傻，相信了杰夫告诉我的话。

How could she have been so foolish as to fall in love with him? 她怎么傻到就爱上了他呢？

silly指头脑简单、傻头傻脑、可笑，经常用于口语及非正式场合中，通常带有贬义。日常口语中，我们经常可以听到诸如a silly idea/mistake/question/thing或a silly girl/woman这样的说法。再如：

You silly child! 你这傻孩子。（带有感情色彩）

A: I can walk home. 我可以走着回去。

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B: Don't be silly. It's much too far! 别犯傻，路远着呢！

How silly of me to expect them to help! 期待他们的帮助，我太傻了！

stupid意思最强，指智力、理解力和学习能力差，与sensible（明白事理的；明智的；聪明的）相对应，常带有贬义。例如：

He's stupid when it comes to learning math. 他学数学很笨。

It was stupid of you to get involved. 你卷进这事儿，真是傻透了。

2. **Besides, winning or losing is only half the game.** 此外，输赢只是比赛的一半。

本句中besides作副词，这是英语一种常见的口语用法，意为“而且；还有；再者”等，用来追加原因及理由。例如：

I don't mind picking up your things from the store. Besides, the walk will do me good. 我并不在乎帮你去商店拿货。再者，走走路对我身体也好。

除besides外，also, moreover, in addition等也意义相似。例如：

They were too slow. Also, something wasn't quite right. 他们行动太慢了。同时，哪儿也有点不对劲。

The whole paper is badly written. Moreover, it's inaccurate. 整篇论文写得极为糟糕，再者，内容也不准确。

The restaurant provides free Internet access. In addition, it offers free tea. 这家餐馆有免费的上网服务，而且还有免费的茶饮。

五、文化注释

积极和消极的情绪

人的基本情绪包括喜、怒、哀、惧四大类型，在人们生活中扮演着十分重要的角色。情绪会影响一个人的个性发展，影响人们对自我的认识和评价，还会影响人的认知思维水平。情绪影响机体的免疫力，情绪可以治疗或导致疾病，情绪也可以改变内分泌和神经系统功能，影响精神健康。

情绪有积极和消极之分。积极的情绪可以提高人体机能，能够促进人的活动，能够形成一种动力，激励人去努力，在活动中形成推动力、起到正面的促进作用。消极情绪会使人感到难受，会抑制人的活动能力，使人动作缓慢、反应迟钝、效率低下，它还能够减弱人的体力与精力，使其在活动中感到疲劳、精力不足、没兴趣。

世界各国的医疗及身心健康机构和人士都十分注意研究情绪对人的影响。我国中医理论就持这样的观点：“怒则气上，喜则气缓，悲则气消，恐则气下，惊则气乱，劳则气耗，

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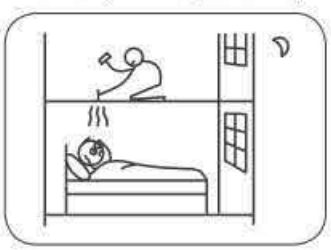
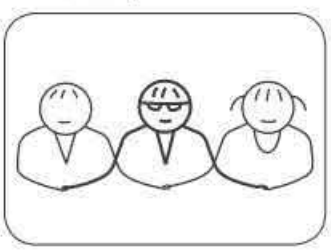
思则气结。”足见我国古人就已十分重视情绪与身心健康的关系。在西方，情绪归为心理健康领域，有许多专业化的心理辅导及咨询、心理干预及心理疗伤机构，例如学校中就有专门的心理辅导或咨询师，为学生提供相关的服务。

六、教学简笔画

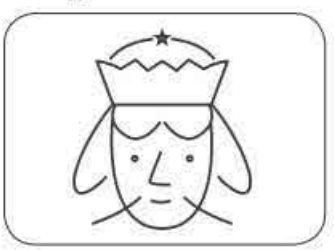
1. drive (= make) sb. crazy



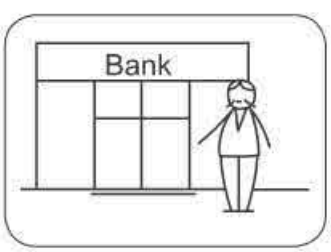
2. friendship



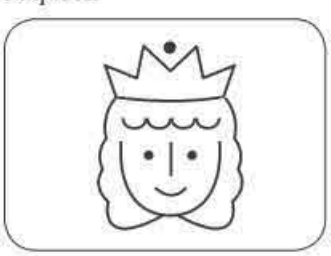
3. king



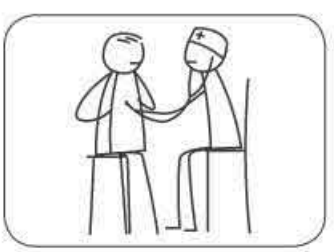
4. banker



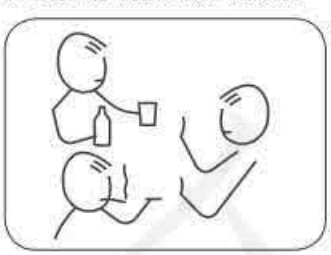
5. queen



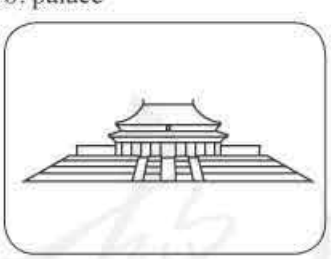
6. examine



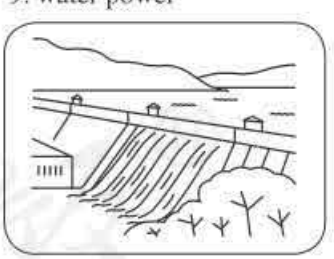
7. neither drink nor smoke



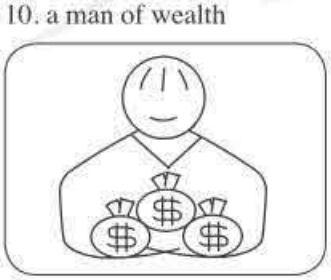
8. palace



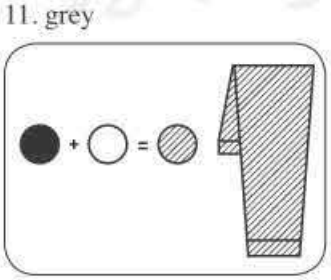
9. water power



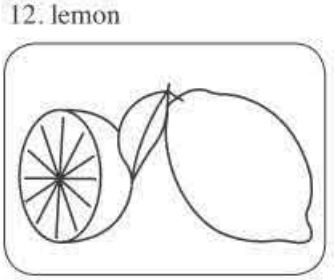
10. a man of wealth



11. grey



12. lemon



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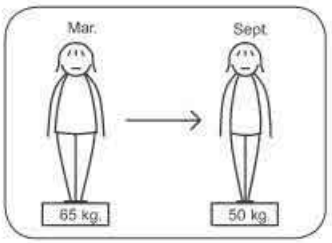
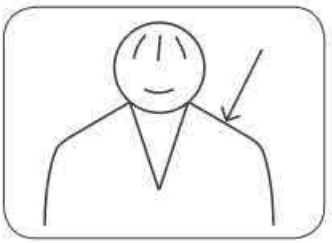
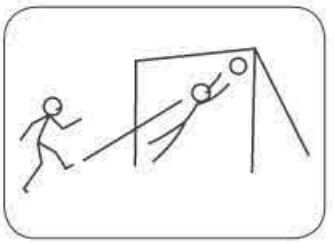
13. lose weight



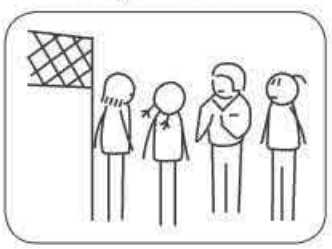
14. shoulder



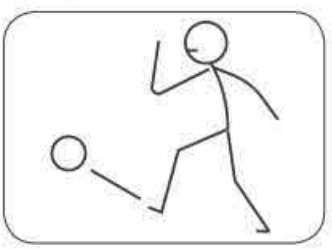
15. goal



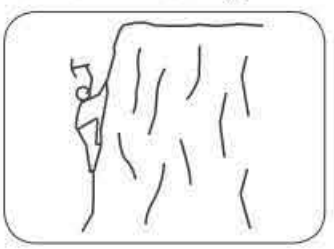
16. a volleyball coach



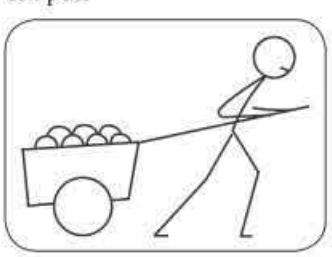
17. kick



18. do it with courage



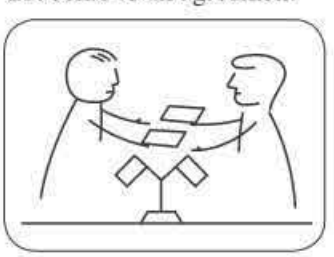
19. pull



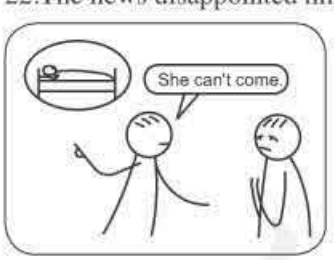
20. nod



21. come to an agreement



22.The news disappointed him.



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Unit 11 Sad movies make me cry.

SECTION A

1a

Purpose	To introduce Ss to the unit goal: talk about how things affect you. To set the scene, increase Ss' vocabulary and introduce the target language.
Picture	The picture shows two girls walking on the street and thinking about their respective experiences in two different restaurants. The girl on the left is imagining herself in Rockin' Restaurant. This appears to be a modern restaurant as it has a bright decor with some unusual pictures on the wall. There is also loud music booming from two big speakers on the wall. The girl is seated at the table in the middle and she is covering her ears with her hands, probably because she finds the music too loud. The girl on the right, on the other hand, is thinking of herself in a very different restaurant called Blue Ocean. The walls are painted pale blue and plants are part of the decor. There is a pianist at the grand piano. He is probably playing classical music or some soothing music to give the restaurant a calm and peaceful atmosphere. The girl is seated at a table looking at a menu. She appears happy and contented. Both the decor and the atmosphere in the two restaurants are quite different, and the two girls are probably going to talk about their different experiences in these two restaurants.
Culture Focus	***Theme restaurants*** Nowadays, dining out with family or friends is a popular activity. When choosing a place to dine out, people sometimes consider not only the food served but the atmosphere of the place too. To give customers a unique experience, some restaurants have a special theme. For example, the Hard Rock Café, which was started in London but is now popular in many parts of the world, has a rock and roll theme, with both the decor and music reflecting this theme. Another example of a theme restaurant is the Rainforest Café, which is centered on the features of a rainforest. While not all restaurants have a theme, many restaurants do make an attempt to create a nice atmosphere so that customers can not only enjoy good food but also have a pleasant and special experience.

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Optional Approach	***Setting the scene*** To set the scene for activity 1a, the T may want to encourage Ss to talk about the picture. The T may make use of these prompts below: 1. What are the two girls probably thinking about? (Suggested answer: They are thinking about their experiences in different restaurants.) 2. Describe what you see in the thought bubbles. (Suggested answers: Rockin' Restaurant – bright and colorful decor, interesting pictures on the wall, two wall speakers with music booming from them, a girl at one of the tables using her hands to cover her ears; Blue Ocean – plants, grand piano with a pianist probably playing classical or soothing music, a girl at a table looking at a menu.) 3. How do you think the girls feel about the two restaurants? (Suggested answers: The girl in Rockin' Restaurant seems to find the music too loud; she doesn't seem to like it there. The girl in Blue Ocean appears quite contented; she probably likes the restaurant.) The T can then proceed to complete activity 1a by asking Ss which restaurant they would like to go to and why.
Answers	Suggested answers: Rockin' Restaurant • The decor is interesting and modern. • Customers can enjoy loud and modern music. OR Blue Ocean • The atmosphere is quiet and calm. • Customers can enjoy classical or soothing music.

1b

Purpose	To help Ss recognize the target language in natural speech.
Culture Focus	***Cultural influence*** In the conversation, the two girls are trying to decide which restaurant to go to. Tina likes the food at Rockin' Restaurant but Amy objects to its decor and loud music. Amy likes the soft music at Blue Ocean but the same soft music makes Tina feel sleepy. This conversation highlights the fact that preferences are

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Culture Focus	personal, and what one person likes may be unpleasant to another. In addition, our restaurant preferences may be influenced by our cultural background. For example, Western fine dining restaurants have a quiet and peaceful atmosphere where people speak softly and quietly. On the other hand, people may speak more freely and loudly in traditional Chinese restaurants as traditional Chinese meals tend to be communal in nature and are meant as times for friends and family to chat and catch up on the latest developments in one another's lives. It is important to recognize such differences in preferences in any discussion on likes and dislikes so that there is respect for one another's tastes and personal choices.
Optional Approach	***Extra help*** For weaker classes, the T may lead Ss into the activity by telling Ss they will be listening to a conversation between the two girls in the picture in 1a. The T can then play the recording twice or more for Ss to fill in the gaps. Then allow Ss to compare answers with a partner.
Answers	1. awful, uncomfortable 2. loud, nervous 3. soft, relax, sleepy

1c

Purpose	To give Ss practice in using the target language in conversations.
Teaching Tip	***Using "I'd rather …"*** Before conducting this activity, the T may want to focus on the structure *I'd rather*. **Note:** *I'd rather* (= I would rather) • It is used to talk about preferences. • Usually the contracted form *I'd* is used. • *I'd rather… than …* is used to compare two things. • The negative form is *I'd rather not*. **Examples:** • *I'd rather* stay home and read a book this evening. • *I'd rather* watch TV *than* read a book. • *I'd rather not* have sugar in my coffee.

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2a

Purpose	To provide Ss with more practice in listening to the target language in natural speech.
Optional Approach	***Extra challenge*** For stronger classes, the T may consider asking Ss to guess the order of events shown in the pictures, then ask a few Ss to share and/or explain their guesses. The T can then play the recording for Ss to check whether their guesses were correct.
Answers	3, 2, 4, 1

2b

Purpose	To give Ss practice in listening for specific information.
Optional Approach	***Paraphrase the sentences*** The T may want to extend the activity by asking Ss to paraphrase the sentences, i.e. express each sentence in a different way without changing the meaning of the sentence.
Answers	1. crazy 2. stay 3. dance 4. cry 5. leave

2c

Purpose	To give Ss guided practice in talking about how things affect people.
Optional Approach	***How does it make you feel?*** The T may want to extend the activity by having a class discussion after Ss complete their role-plays. The T can make use of these prompts: • How does waiting for people make you feel? • How does loud music make you feel? • How do sad movies make you feel?

2d

Purpose	To give Ss more practice in using the target language in natural speech.
Optional Approach	***Class discussion*** After Ss have role-played the conversation, the T may want to conduct a brief class discussion and encourage Ss to comment on the advice given by Bert. Ask Ss if they have any other advice to give to Nancy. Encourage Ss to share any similar experiences they might have had.

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3a

Purpose	To provide Ss with reading practice using the target language.
Culture Focus	***Fables*** The story *The Shirt of a Happy Man* is what we would consider a fable, which is a traditional story with a moral. This means that the story teaches a lesson about life. Fables are short and are usually, but not necessarily, about animals. The most well-known fables are perhaps those written by Aesop, an ancient Greek writer. Most people will be familiar with his popular fable about the tortoise and the hare which teaches the lesson "slow and steady wins the race".
Optional Approach	***Leading in to the activity*** The T may want to prepare Ss for this reading activity by first writing the topic "How to be happy" on the board and inviting Ss to suggest what makes a person happy. (Suggested answers: family, friends, love, success, etc.) The T can then read aloud the story to the class, stopping to explain parts that Ss may not understand. Have Ss work in pairs to answer the questions in the white box and then review the answers as a class.
Answers	1. No. The doctor says there is nothing wrong with his body. The problem is in his mind and no medicine can help him. 2. He is always worried about losing his power, and many people are trying to take his position. 3. He is always worried about losing his money, and someone tries to steal his money every day. 4. He is always worried about being followed by others, so he cannot be free.

3b

Purpose	To enable Ss to learn some of the key words and phrases in the story.
Teaching Tip	***Using similes*** The T may want to focus on the use of similes (e.g. pale as chalk) in creative writing. **Note:** • A simile is a phrase used to describe something by comparing it with something else. • A simile contains the words "as" or "like".

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Teaching Tip	• An example of a simile can be found in the story *The Shirt of a Happy Man*, where the phrase "pale as chalk" compares the color of the king's complexion with the color of chalk. This is done to emphasize how pale the king is. • Here are some common similes: – easy as pie (= very easy) – as easy as ABC (= very easy) – (as) white as snow (= completely white) – light as a feather (= very light) – smells like garbage (= has a very bad smell) Apart from using common similes, people, especially writers, also make up original similes to make their descriptions more interesting and creative.
Answers	1. didn't feel like eating 2. was called in 3. examine 4. losing ... power 5. take my position

3c

Purpose	To give Ss practice in using the target language and vocabulary.
Optional Approach	***Script-writing*** The T may wish to ask each group to write out a script for their role-play first, before they role-play the story. The T can help Ss out by suggesting which characters they can/should include in their role-play, e.g. king, queen, doctor, prime minister, banker, palace singer, top general, narrator, etc. While Ss are discussing and writing their scripts, the T can move from group to group to give help and suggestions where needed.

GRAMMAR FOCUS

4a

Answers	Suggested answers: feel sad, anxious, upset, nervous, glad, happy

4b

Purpose	To give Ss more practice in using the structures to talk about how things affect people.
Answers	Answers will vary.

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■ Optional Activity 1: Feelings word search

Purpose	To extend Ss' range of adjectives for describing feelings.
Materials Required	One copy of the activity sheet *Feelings Word Search* for each S.

Sample activity sheet:

Feelings Word Search

Hidden among the letters are 16 words that describe feelings. Can you find them?

S	C	A	R	E	D	D	S	Y	F	K	D	A	G	G	K	E	S	E	I
A	S	D	C	A	R	E	E	F	U	Y	G	S	I	H	I	A	H	K	H
F	R	U	S	T	R	A	T	E	D	X	F	L	J	D	A	N	B	O	O
R	Y	I	O	T	R	R	O	E	E	D	T	L	I	F	V	N	I	F	U
E	U	O	P	Y	E	D	O	S	D	R	T	N	E	R	V	O	U	S	R
R	O	L	I	F	T	S	U	D	S	T	R	Y	O	E	Y	Y	B	G	E
O	P	U	N	H	A	P	P	Y	B	I	N	D	O	D	Y	E	E	E	L
Y	D	G	L	G	S	U	P	R	Y	S	R	E	P	S	U	D	D	T	A
H	D	H	O	O	D	T	H	Y	T	E	E	P	L	D	I	O	S	R	X
V	E	Y	C	U	S	Y	R	F	R	D	P	R	O	Z	K	L	I	H	E
F	L	T	K	N	A	I	E	G	E	B	K	E	I	U	P	S	E	T	D
E	I	F	R	E	I	O	S	Y	U	O	I	S	Y	X	G	I	T	T	L
S	G	R	E	A	N	G	R	Y	H	Y	M	S	T	F	D	Y	R	C	K
A	H	I	F	S	H	O	C	K	E	D	M	E	O	E	S	F	R	D	J
A	T	F	T	Y	I	P	Y	O	O	G	O	D	W	O	R	R	I	E	D
S	E	P	S	D	O	E	T	P	P	I	O	N	G	I	Y	D	Y	D	G
X	D	S	E	O	P	T	Y	I	O	O	D	K	F	O	T	S	H	S	E
Z	S	E	D	I	O	S	U	U	I	P	Y	L	E	P	R	E	N	C	I
U	C	D	S	P	L	E	I	J	L	L	C	O	N	T	E	N	T	E	D
P	D	I	P	U	Z	Z	L	E	D	O	D	S	D	E	H	F	T	Y	Z

Procedure

(**Note:** This activity may be conducted after Section A, activity 2d.)

1. Before the lesson, the T should prepare a copy of the activity sheet for every S in the class.
2. Have Ss work in pairs to find the words.
3. Stop the activity when a few pairs have found all the words.
4. Reveal the answers. Write the words on the board and check that Ss understand the meanings of these words.

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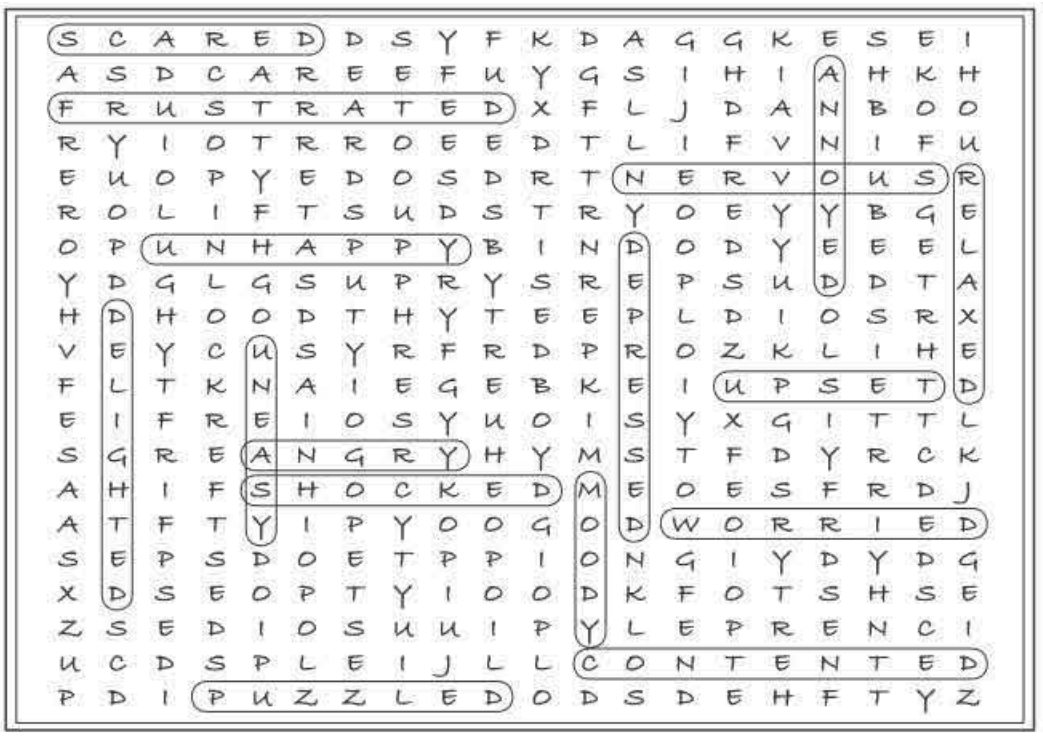

■ Optional Activity 2: This is how I feel

Purpose	To reinforce the structures used for expressing how things affect you.
Materials Required	One copy of the activity sheet *This is How I Feel* for each S.

Sample activity sheet:

This is How I Feel

What makes you feel this way? Complete the sentences below. Do not write your name.

This is how I feel. Who am I? .....

1. ..... makes me worried.
2. ..... makes me jump for joy.
3. ..... makes me excited.
4. ..... makes me want to laugh.
5. ..... makes me want to stay at home.
6. ..... makes me angry.
7. ..... makes me very happy.
8. ..... makes me want to celebrate.

Procedure

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(**Note:** This activity may be conducted at the end of Section A.)

1. Give each S a copy of the activity sheet.
2. Give Ss some time to complete their activity sheets. Remind them not to write their names on the sheets.
3. Collect the completed activity sheets and redistribute them so that each S gets a sheet that belongs to another S. (If any S happens to get the activity sheet that he/she completed, the S should let the T know discreetly so that the T can do a swap with another S.)
4. Ask Ss to guess the original owners of the activity sheets they have been given. They are to check if their guesses are correct by approaching their respective classmates.
5. Explain that if they get it wrong the first time, they are to try again and again until they get it right.
6. Give Ss enough time to mingle and check their guesses.
7. Conclude by inviting a few volunteers to read aloud what is written on their activity sheets.

SECTION B

1a

Purpose	To prompt Ss to think about possible endings to a story they have read.
Optional Approach	***Group work*** The T may want to have Ss work in groups to choose the ending that they think is the right one. Ask each group in turn to tell the class its choice and give reasons for the choice.
Answers	Answers will vary.

1b

Purpose	To engage Ss in a creative activity to reflect on a story they have read.
Teaching Tip	***What's the moral of the story?*** The T may want to highlight the fact that the story is a fable, which means that it has a moral. In other words, it tries to teach a lesson about life. Ss may be prompted to think about possible lessons that the story may want to teach before they think of potential story endings.
Answers	Answers will vary.

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1c

Purpose	To give Ss practice in listening for specific information.
Culture Focus	***Different perspectives*** There may be different interpretations of the moral of this story. The most obvious one is perhaps the belief that a poor man is a happy man. Some people, however, may not agree with this, as a poor man may not be happy as he has to worry about his basic day-to-day needs. Another possible interpretation of the moral of the story could be that money, power and fame cannot give happiness. Yet another interpretation is that contentment is the key to happiness.
Answers	Checked: • The general saw a poor man on the street. • The poor man was a happy man.

1d

Purpose	To give Ss the opportunity to check their reading comprehension
Optional Approach	***Sharing answers*** Before playing the recording again for Ss to complete the activity, the T may want to have Ss work in pairs to discuss possible answers based on what they can recall. Then play the recording for Ss to complete the activity.
Answers	1. It took the general two days to find the happy man. 2. He was eating some food with his hands and singing happily to himself. 3. He had everything he wanted and didn't want what he couldn't have. 4. No, because the poor man did not have a shirt.

1e

Purpose	To provide Ss with speaking practice using the target language.
Optional Approach	***What are your thoughts on happiness?*** The T may want to conduct this activity by having a class discussion. Encourage Ss to express what they think of the poor man's thoughts about happiness. The T can then divide the class into groups of four to six to think of possible scenarios for how the story continues (and ends). Each group should write a short script, then act out the rest of the story.

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2a

Purpose	To engage Ss in a speaking activity to prepare them for a subsequent reading task.
Optional Approach	***Sharing experiences*** The T may want to have Ss work in pairs first, then invite a few individuals to share their experiences with the class.
Answers	Answers will vary.

2b

Purpose	To provide Ss with practice in reading for sequence of events.
Teaching Tip	***Skimming*** The T may want to remind Ss that to skim a story is to run your eyes through it quickly to get an idea of what it is about. **Note:** To complete this task effectively, the T can provide Ss with these guidelines: • Read the title. • Read the statements that Ss are supposed to arrange in the right order. • Skim the story.
Answers	2, 4, 1, 3, 5

2c

Purpose	To provide Ss with practice in reading for details. To encourage Ss to respond to what they have read.
Optional Approach	***Different opinions*** The T may want to have Ss work in pairs to answer the questions. After Ss have had their discussions, the T can check answers by eliciting responses from the class. Where questions ask for Ss' views, answers will vary, so allow different pairs to express their views and encourage them to give reasons to support their opinions.
Answers	1. He was angry with himself for missing an important goal and letting his team down. He was worried that his coach might kick him off the team. 2. Peter's father advised him not to be too hard on himself but to learn how to communicate with his teammates and learn from his mistake.

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Answers	3. Suggested answers: Yes, it is no point crying over spilled milk. / It is more meaningful to learn from one's mistakes and do better in the future. 4. His teammates asked him not to worry about what had happened as it wasn't just one person's fault. They agreed that they should work together to think about how they could do better in the future. 5. He was on a team that had good team spirit, which would help them achieve success in the future.

2d

Purpose	To extend Ss' vocabulary range by focusing on some idiomatic phrases used in the story.
Teaching Tip	***Idioms*** The T may want to remind Ss that idioms are groups of words with a special meaning that may be different from the meanings of the individual words. For example, "pull together" means work hard together. Examples of idioms: • It's *all Greek to me.* (= I can't understand it.) • It gives you *food for thought.* (= It gives you something to think about.) • He really *drives me up the wall.* (= He really irritates/annoys me.)
Answers	1. missed scoring (that) goal 2. let ... down 3. kicked off 4. be too hard on yourself 5. pull together

2e

Purpose	To give Ss practice in using the target language in conversations.
Optional Approach	***Let's hear their version*** The T can ask Ss to work in pairs to write out their conversation first, then ask each pair of Ss to join another pair of Ss and present their conversation to the other pair. If time permits, the T can invite one or two pairs to present their conversations to the class.

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Optional Approach	***Sample conversation:*** Father: What's wrong, Peter? You look sad. Peter: I missed scoring a goal. I made my team lose the game. Father: Don't be too hard on yourself. I'm sure you're not the only reason your team lost the game. Peter: What do you mean? Father: Soccer is about team effort. Having a good team means supporting each other. Winning or losing may be important, but so is learning how to communicate with your teammates and learning from your mistakes. Peter: Thanks for your advice, Dad. I think I know what I should do now.

3a

Purpose	To prepare Ss for the subsequent writing activity.
Teaching Tip	***Have you encountered these situations?*** Encourage Ss to talk about as many of the listed situations as possible with their partners. Ask Ss to make brief notes where appropriate. Encourage Ss to also think of other situations they might have experienced that made them very happy or sad. Conduct a brief class discussion for some volunteers to share their experiences with the class.

3b

Purpose	To provide Ss with writing practice using the target language in writing.
Answers	Sample writing: An experience that made me very happy was winning the nationwide English speech competition last year. At first, I didn't know what to write for my speech, but after talking to my teacher and reading some books, I had some ideas and started writing. Then I practiced my speech many times. On the day of the competition, I saw many people there. This made me feel very nervous. I started to worry that I would forget my speech. Then I remembered what my teacher told me – close my eyes and take deep breaths. I did that and it made me feel much better. When my turn came, I gave my speech with confidence.

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Answers	I waited anxiously for the results, and when I heard that I was the first prize winner, I jumped up and down for joy. This experience taught me that being well-prepared is very important. It helps to read a lot, and also to ask people around you for advice. Most importantly, have confidence in yourself!

SELF CHECK

Purpose	To provide a comprehensive review of key vocabulary and functions presented in the unit.
Teaching Tip	***More adjectives to describe feelings*** The T may want to extend activity 1 by getting Ss to brainstorm more adjectives that describe feelings. Examples: • Positive – contented, glad, pleased, delighted, excited, thrilled, surprised • Negative – annoyed, frustrated, upset, anxious, afraid, scared, shocked
Answers	1. **Positive**: comfortable, happy, relaxed **Negative**: nervous, uncomfortable, angry, unhappy, worried, awful, uneasy 2. 1. Sad movies make me cry. 2. Speaking in front of many people makes me nervous. 3. Money and fame don't always make you happy. 4. Soft piano music makes me relaxed. 5. Rainy days make me want to stay at home and watch TV.

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Answers	3. Suggested answers: fame (1), power (2), friendship (5), wealth (3), health (4), family (6) • Fame is not important at all. Being the center of attention makes me really nervous. • Power is not important to me. I don't want to control others. • Wealth is not very important. I prefer to live a simple life. • Health is important. A healthy body makes it possible for me to do many things in life. • Friendship is very important. Spending time with friends makes me happy. • Family is the most important to me. My family makes me feel comfortable and contented.

■ Optional Activity: And the moral of the story is ...

Purpose	To engage Ss in a creative writing activity.
Materials Required	• One copy of a fable by Aesop, e.g. *The Hare and the Tortoise*, or *The Fox and the Grapes*, for the T. • One copy of the activity sheet for each group of Ss.

Sample Activity Sheet

Our Fable

Title: .....

And the moral of the story is: .....

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Procedure

(**Note:** This activity may be conducted after Section B, activity 1c.)

1. Before this lesson, the T should prepare one of Aesop's fables to be read to the Ss in class. (The fables can easily be found on the Internet.)
2. At the beginning of the lesson, write the word "fable" on the board. Refer Ss to the fable *The Shirt of a Happy Man* on page 83 and prompt them to recall what a fable is.
3. Read aloud the fable which has been prepared for this lesson.
4. Tell Ss that they will be writing a fable in English.
5. Divide the class into groups of four to six to write the fable.
   - Remind Ss to have a clear moral in mind before they start writing.
   - Ask Ss to express the moral in a simple statement at the end of the story. (E.g. "Slow and steady wins the race." / "Look before you leap." / "Don't count your chickens before they are hatched.")
6. Allow enough time for the groups to present their fables to the class. Remind them not to reveal the moral at the end of the story. Instead, have the rest of the class guess what the moral is.

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Unit 12 Life is full of the unexpected.

一、教学目标与要求

话 题 **Topic**	难以预料的事情（Unexpected events）
功 能 **Functions**	能讲述过去发生的事情（Narrate past events） When I woke up, it was already 8:00 a.m. Before I got to the bus stop, the bus had already left. As I was waiting in line with the other office workers, I heard a loud sound. By the time I got to the airport, my plane to New Zealand had already taken off.
语 法 **Grammar**	1 了解过去完成时（Past perfect tense） 2 语法复习（Review of key structures） 能正确使用由 when, before, as, by the time 引导的时间状语从句表达过去发生的事情 When I got to school, I realized that I had left my backpack at home. By the time I got back to school, the bell had rung. Before I got to the bus stop, the bus had already left. As I was waiting in line with the other office workers, I heard a loud sound.
词汇和常用表达 **Words & expressions**	1 能正确使用以下词汇（Curriculum words） backpack, block, worker, airport, cream, bean, market, fool, discovery, lady, officer, oversleep, ring, burn, cancel, disappear, unexpected, alive, believable, above, till, west 2 能正确使用以下常用表达（Useful expressions） by the time, give ... a lift, in line with, show up, by the end of, costume party, sell out 3 能认读下列词汇（Non-curriculum words） stare, disbelief, burning, workday, costume, embarrassed, announce, spaghetti, hoax, embarrassing, New Zealand, Italy, Mars

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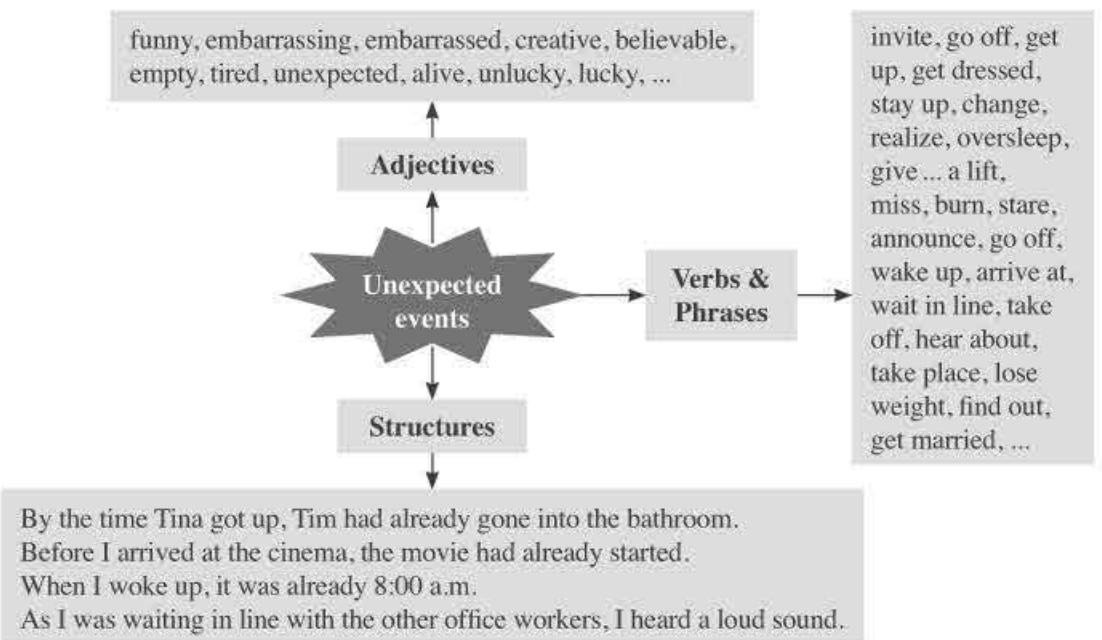
学习策略 **Strategies**	1 利用本单元听力图片信息，预测听力内容 2 根据语篇中的段落首句，激活相关背景知识，预测文章内容
文化知识 **Culture**	了解国外愚人节风俗

二、话题思维导图



三、内容介绍和教学建议

SECTION A 内容介绍

Section A 的中心话题是讲述发生过的意想不到的事情，涉及以下两个主要语言项目：

- 了解过去完成时态描述过去某一时间或动作之前已经发生或完成了的动作；
- 运用一般过去时态描述过去某个时间里发生的动作或存在的状态。

本单元的主题图由五幅小图共同组成。图片呈现了女孩Mary某天早上遇到的一系列

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意想不到的事件场景：睡过头、浴室被占用、跑步出门、错过校车和把书包落在家。活动1a–1c围绕这五幅图片通过看图说话、听力及对话展开，是整个Section A的基础。这部分还引入了本单元新的语法结构——过去完成时。

2a–2c是一个完整的听说任务链活动，学习内容依旧围绕女孩Mary展开，是前面故事的延续。2a的四幅图片描述了Mary因为晚起导致上学迟到等一系列后果。听力活动要求学生根据所听内容为2a图片排序，并完成2b的句子填空。听后活动2c要求学生交流自己所推测的故事结局。活动2a–2c巩固了对一般过去时和过去完成时态两种主要语法结构的认知，并为后面的语法学习做了铺垫。2d作为本单元的口语范例，讲述了男生Kevin因为晚起错过校车，但却幸运搭上同学父亲的车上学的小故事。对话提供的语言材料巩固了前面1a–2c所学的词汇和句型结构。

3a–3c是阅读学习板块。3a提供的阅读语篇是一篇两段式按时间顺序叙述的记叙文。语篇讲述了作者从两件意想不到的突发事件中转危为安的两个小故事。3a要求学生快速阅读，掌握文章大意，回答作者避开了哪两场灾难，以及如何幸免于难的问题。3b要求学生从文中找出所给词语的反义词并造句，是对词汇的考查。3c要求学生利用所给的重点词汇复述事件内容，该活动既能检测学生对文章大意的掌握，还能训练学生的语言组织能力和表达能力。

Section A部分的教学重点是让学生能够用适当的时态叙述过去发生的事情，特别是意想不到的事件。教学难点是让学生明白一般过去时态和过去完成时态的区别，并能正确运用这两种时态叙述过去发生的事情。

SECTION A 教学建议

活动1a–1c

1. 导入活动。教师直接展示主题图或与其相关的图片，要求学生结对说出相关短语，如：be late for school, miss the bus, left the schoolbag at home, lose the keys等。教师将这些短语板书出来，还可要求学生补充他们所知道的其他同类型短语。
2. 教师就1a中的五幅图片内容提问，要求学生看图回答问题：Did the girl have a good day or a bad day? 并让学生结对分组讨论：What happened to the girl?
   学生讨论完毕后，教师抽选学生回答问题，要求他们用完整的句子描述出图片内容。如果学生有困难，教师可提示学生参看前面板书出的短语。
3. 教师播放1b第一遍录音，学生听录音完成句子填空。然后教师播放第二遍录音，学生边听边核对答案。
4. 学生观察1b中的三个句子，找出未学过的过去完成时语法结构“had+过去分词”，然后两人一组讨论什么时候要用过去完成时态和相关的句型结构。教师抽问学生

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该时态的名称和基本结构，帮助学生建立对过去完成时的初步印象。

5. 学生两人一组，轮流扮演Mary，根据1a图片内容完成1c对话练习。教师邀请二至三组学生上台表演对话。
6. 教师鼓励学生预测故事发展，为后续2a–2c活动热身。教师可要求学生先小组合作多思考一些相关的词组或短语，然后再说出完整句子。
7. 补充游戏。

游戏一：看谁反应快！教师事先准备一些句子，让学生听并判断所读句子是好的事情或不好的事情。如果是好的事情学生就站起来，不好的事情就保持坐在位置上。以下句子供参考：

- When I got up, my mother had already made breakfast for me.
- By the time I got back home, I realized I had left my schoolbag at the playground.
- By the time Mary arrived at the airport, the plane had already taken off.
- By the time we got to the theater, the play had already begun.

游戏二：学生6 ~ 8人一组，每组围成一圈。轮流讲一件发生在自己身上的意想不到的事情，其他同学认真听，判断是好事还是不好的事情，分别用站起来和坐着表达自己的观点。如果有不同意见，可以让双方陈述原因。

活动2a–2c

1. 听前准备。学生观察2a图片，回答以下问题：

1) Where is Mary in the pictures? (She is at school / in the classroom.)
2) Is anything good or bad happening to her? (Something bad is happening to her.)
3) What do you think it is about? (I think it is about her schoolbag/books/keys ...)

学生通过观察图片回答问题，能了解听力中的对话背景，并预测对话内容。

2. 教师播放第一遍录音。学生听录音，完成2a图片排序的练习。教师提问个别学生，全班核对答案。
3. 教师播放第二遍录音，要求学生根据录音用正确的动词形式补全2b句子。

注意：本步骤之前，教师可以视学生情况，要求学生根据听力内容语境以及前面刚学过的一般过去时和过去完成时的区别预填空，以加强对时态的认识，为捕捉信息做好准备。

4. 教师再次播放录音，学生验证答案。然后教师再抽问学生，全班共同核对答案。
5. 听后活动1：分角色朗读对话。学生两人一组分角色表演听力对话，教师请几组示范表演。

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6. 听后活动2：复述故事。学生两人一组根据1a和2a的图片和教师提供的关键词，复述Mary的故事。

关键词信息参考：

1a 图片关键词	2a 图片关键词
overslept; got up, shower; went outside, had left; ran; got to school, had left backpack at home	ran home; got home, had left my keys; ran back to school; had rung; walked into the class, had started teaching

教师抽查学生复述情况，可以抽选三组不同学习程度的学生，要求他们分别接力复述故事，以掌握本班学生学习情况。

■ **拓展活动1：续写故事（看看谁更有创意）**

活动目的：检测学生对于教材中Mary故事的理解情况，帮助学生巩固和运用所学的词汇、句子结构和时态。

活动步骤：

1. 学生四人一组续写Mary的故事结局，要求四个人都参与讨论。建议分工：一人组织讨论，一人负责记录续写故事，一人检查拼写，一人负责报告介绍自己小组续写的故事。
2. 大组故事分享：把三组学生汇合成一个大组，每组一人向其他小组成员讲自己小组所续写的故事，投票产生最佳续写故事小组代表。
3. 全班故事分享：被评为最佳续写故事的代表向全班同学讲述故事，投票产生班级最佳故事、最有创意故事等奖项。

注意：续写并表演故事，既能训练学生的口语表达能力，又能训练学生的逻辑推理能力。因为学生要从多种解决问题的方案中选出最佳故事结尾，就必须对已知条件进行分析、判断、推理，才能符合情理完成续写任务。教师应鼓励学生根据自己的经验，发挥想象，启发他们求异、求新，开阔思路编出多种不同的故事结尾，并给予肯定的评价，从而鼓励学生独立思考，培养他们的思维创新能力。

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■ 拓展活动2：我是小演员

活动步骤：

1. 学生以小组形式继续合作，选取Mary故事中的片段，丰富故事内容，并让其适合表演。
2. 学生以表演小短剧的形式在班上展示自己小组的表演。师生评选最佳情节奖、最佳表演奖、最佳语音奖等不同奖项，以鼓励学生的参与度和学习热情。如果课堂准备的时间不够，可让学生在课后准备。

注意：角色扮演要求学生分组进行讨论后，自由选择适合自己的角色。为让角色扮演活动能够顺利进行，学生要从表演的角度共同对剧本进行修改和完善。这样的合作过程不仅有利于学生对语言知识的掌握，还有利于培养学生的英语交际能力，活跃课堂，增强学生对英语课堂的兴趣。教师要注意给予学生及时的表扬和激励，而对于表演或回答过程中出现的错误，更要委婉地指出，不伤害学生表演的热情。

活动2d

1. 教师引导学生观察2d图片，根据图片猜测对话内容。

   T: Look at the picture. What can you see in the picture? Can you guess what the dialogue is about?

   学生说出的答案可能有：school bus, being late for school, getting up late等。
2. 学生先自行阅读对话，然后两人一组分角色朗读对话。
3. 教师把对话中的动词短语挖空，播放录音，让学生听对话填动词短语。

Matt: Why were you late for class today, Kevin?
Kevin: My alarm clock didn't _____! I kept sleeping, and when I _____, it was already 8:00 a.m.!
Matt: Oh, no!
Kevin: So I just quickly _____ some clothes and _____ the door.
Matt: You didn't _____?
Kevin: No, I didn't even _____ or _____! But before I _____ the bus stop, the bus had already left.
Matt: Then how did you get here?
Kevin: Luckily, Carl's dad saw me on the street and _____ in his car.
Matt: Well, at least by the time you got to school, you were only five minutes late for the class.

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答案：go off, woke up, put on, rushed out, eat breakfast, brush my teeth, wash my face, got to, gave me a lift

4. 教师抽查学生回答，要求学生说出完整的句子。全班核对答案，并再次阅读对话。
5. 教师播放录音，学生模仿录音中的语音语调，注意连读、重弱读和意群停顿。
6. 学生结对分角色练习对话，直到熟练流畅。教师请几组学生示范对话，其他学生评价读得好的地方和有待改进的地方。
7. 教师给学生提供关键词，让学生根据关键词（可参照前面动词短语）用第三人称复述Kevin今天早上发生的事情。然后提问英语程度不同的三位学生，请他们在全班示范，分别给予恰当的鼓励和建议。

活动3a–3b

1. 读前活动：营造氛围，介绍背景。
   1) 教师给学生展示2001年9月11日美国遭受恐怖袭击的图片，并用含有生词的句子标注图片内容，要求根据图片和句子前后内容猜测画线生词的意思。如：
   （图片1：表情惊恐的人群和正遭受飞机撞击的美国世贸中心大楼）
   T: On September 11, 2001, something unexpected happened in America. A plane hit the World Trade Center.
   （图片2：着火的世贸中心，冒出滚滚浓烟）
   T: The buildings were burning. And the black smoke rose above the two buildings.
   2) 教师展示2011年2月22日（当地时间）新西兰第二大城市克莱斯特彻奇发生里氏6.3级强烈地震的图片。学生观察图片，回答教师所提出的问题。如：
   （图片：震后倒塌的房子，被压扁的汽车等。）
   T: What can you see in the picture?
   S: …
   T: What happened in New Zealand on Feb. 22nd?
   S: I think there was an earthquake in New Zealand on that day.

注意：关于9·11和新西兰大地震的相关图片和背景知识，教师可以通过网络找到，并可提示有兴趣和能力的学生进行相关课外阅读或信息查询。

2. 阅读活动1：学生快速阅读短文*Life Is Full of the Unexpected*，获取文章大意，并回答3a中的第一个问题，说出作者遇到哪两次灾难。
3. 阅读活动2：学生分段细读短文，完成以下阅读任务。教师注意引导学生从细节上理解文章和感受语篇中事件的叙述过程。

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1) 阅读第一段，回答问题。

1) What time did the writer arrive at the World Trade Center on September 11, 2001?

2) What did the writer decide to do first?

3) How far away was the coffee place from his office?

2) 阅读第二段，完成句子排序。

A. I woke up at 10:00 a.m. on February 21, 2011 and realized that my alarm had never gone off.

B. By the time I got to the airport, my plane to New Zealand had already taken off.

C. The next morning, I heard about the earthquake in New Zealand the day before.

D. The other planes were full so I had to wait till the next day.

E. I jumped out of bed and went straight to the airport.

4. 阅读活动3：课文脉络梳理。

学生再次仔细阅读文章，完成下表。教师可借此机会检测学生理解文章和概括大意的能力。

	Incident	**Date**	**Place**	**How did the writer end up missing both events?**
1	The World Trade Center was hit by two planes	September 11, 2001	In New York	He decided to get a coffee first from a coffee place two blocks away.
2	Earthquake	February 22, 2011	In New Zealand	He missed his plane to New Zealand.

5. 读后活动1：词句理解。教师和学生共同找出语篇中的重点词汇和难句，然后学生小组内讨论这些词汇和句子的意思。

1) 教师要求学生浏览练习3b，先完成词汇练习。

2) 关于句子，如果学生不能自行找出值得关注的句子，那么教师可给出本单元中含有重要连接词或者引导词的句子，要求学生翻译，从而体会连接词对于句子和语篇连贯的重要性。

注意：这种针对语言理解进行的小组讨论，能让英语语言能力较强的学生有发挥的空间，同时帮助其他学生加深对课文的理解。

6. 读后活动2：学生根据3c中提示的短语，复述课文。

如果学生英语程度不是特别高，根据3c的词汇复述有难度，教师可以另外再提供

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一些单词或者给出前半句帮助学生复述，例如：

第一段关键词：

May 2001, found a job; September 11, 2001, arrived at; go up, decided to get a coffee; favorite coffee place, two blocks east; waiting in line, heard a loud sound; join the others, had hit my office building; stared in disbelief; felt lucky

学生四人一组，接力完成课文复述。教师抽查，并给予适当的鼓励和建议。

7. 读后拓展活动：安全教育。

教师展示图片，用简单的英语告诉学生在遇到地震或者火灾的时候该如何最大限度地保护自己，安全逃生。如果学生英语水平较高，可以让学生看图讲述逃生知识。

语法内容介绍和活动建议

本单元主要学习用when, before, as, by the time等词引导的时间状语从句来描述过去发生的事情，主要学习内容为：

- 了解过去完成时态；
- 复习一般过去时态。

注意：本单元语法过去完成时不属于初中课标要求，建议教师在授课时不使用探究式的教学过程，直接讲解即可。教师应根据学生学情，结合自身教学实际进行本单元的语法教学。

“语法聚焦”部分罗列和梳理了本单元含有when, before, as, by the time等引导词的句子，提供了用过去时态表述同时发生或先后发生的事情的参考范例。活动4a要求运用by the time和before把两个句子合并成一个时间状语从句，旨在强化学生对过去完成时态结构的掌握。4b要求根据所提供的情境，用动词的正确形式完成句子填空，旨在帮助学生运用和区分过去时和过去完成时态。4c是一个半开放性的输出活动，要求学生用所学的句式结构写出昨天发生的三件事，其中有一件是虚构的事情。学生完成句子之后，说给其他同学听，让他们猜测哪件事情是不真实的。这个练习能在参与的学生之间建立信息差，既能训练巩固学生掌握过去完成时态的句式结构，还能训练学生的想象力和推理能力，同时具有趣味性，增强学生参与活动的动力。

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语法部分具体教学建议如下：

1. 学生默读“语法聚焦”表格中的例句，找出例句中运用不同时态的句子，并进行分类。

   1) When I got to school, I realized that I had left my backpack at home.

   Before I got to the bus stop, the bus had already left.

   2) When I woke up, it was already 8:00 a.m.

   I was about to go up to my office when I decided to get a coffee first.

   As I was waiting in line with the other office workers, I heard a loud sound.

   学生观察以上句子的分类，讨论为什么主句分别使用过去完成时态和一般过去时态，在使用不同时态时从句和主句的动作的先后顺序。

2. 教师提供更多的时间状语从句例句，学生观察并总结这些例句的句型特点。以下例句供参考：

   - When he came in, the students stood up.
   - When the baby saw her mother, she stopped crying.
   - He was about to watch a movie when his parents knocked at the door.
   - They were about to get on the bus when they heard someone shout.
   - As I was standing in front of the teachers' office, I saw a boy fight with another boy.
   - As he was doing housework, a bird flew into the kitchen.

   教师提出以下问题，学生小组讨论，归纳、总结相关语法规律。

   1) 在以上的时间状语从句中，主句和从句的动作是先后发生还是同时发生？

   2) 主从句都用过去时态的时间状语从句的引导词有什么？

   答案：1) 在以上的时间状语从句中，主句和从句的动作是同时发生，或者是在进行一个动作时，另外一个动作突然发生。

   2) 主从句都用过去时态的时间状语从句引导词有 when，as 等。

3. 教师提供过去完成时态的例句，并讲解过去完成时态的结构和用法。以下例句供参考：

   - When I got up, I found that my brother had already taken a bath in the bathroom.
   - When she got to the check-out, she realized she had left her purse at home.
   - Before I arrived at the airport, the plane had already taken off.
   - They had already had breakfast before they got to the hotel.
   - Most of the guests had left by the time he arrived at the party.
   - The film had already begun by the time I got to the cinema.

   教师讲解以下要点：

   - 过去完成时态的结构：助动词 had + 动词的过去分词。

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- 过去完成时用法：表示在过去某一时间或动作之前已经发生或完成了的动作；表示动作发生在过去的过去。
- 过去完成时态常见的引导词有：by the time, when, before, by。（通常使用by the time / when / before + 从句（谓语动词用过去式）或by + 表过去时间的短语。）
- 一般过去时态和过去完成时态的区别：从用法上看，一般过去时表示过去某时发生的动作或存在的状态，而过去完成时则表示过去某一时间以前(即过去的过去)发生的动作或存在的状态。

活动4a

1. 学生先独立完成4a练习。教师提醒学生注意合并句子时，时间状语从句中主句和从句的时态变化。
2. 学生与同桌核对答案，分别检查对方是否使用了动词的正确形式。
3. 教师提问不同层次的学生，全班核对答案。
4. 教师视学生情况，要求学生模仿4a另外设计几组句子，与同桌交换完成练习。

活动4b

1. 教师要求学生先写出4b方框中所给词的过去式和过去分词。然后，教师提问个别学生，全班核对正误。
2. 学生独立完成4b句子填空练习。教师要求学生找出判断动词形式的依据，并在下面画线。例如：By the time I arrived at the party, everyone else _____ already _____.答案必须是过去完成时态。因为状语从句中使用了by the time + 一般过去时态，因此主句用过去完成时态。
3. 学生分组讨论答案的正误，或者教师提问个别同学，全班核对答案。

活动4c

1. 教师逐条展示4c句子的前半部分，让学生分组比赛，口头造出尽可能多的句子。
2. 教师鼓励学生思考，独立写出两个真实的和一个不真实的句子。
3. 学生四人一组，轮流说出自己所写的句子，其他同学猜哪个句子内容是虚构的。
4. 教师邀请部分学生说出所写的句子，鼓励其他学生猜测哪些句子是虚构的，并说出判断的理由。

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SECTION B 内容介绍

本部分依旧围绕“让人出乎意料的事件”这一话题展开，内容从学生的生活琐事、意外事故过渡到生活中出其不意的玩笑，特别是愚人节发生的让人难以预料的事情。活动1a–1e是一个完整的听说任务链。1a要求学生分辨所给的单词和短语的性质，以此复习与节日有关的词汇，同时学习生词costume和embarrassed，为后续听力做铺垫。1b作为听前的口语输出活动，要求学生运用1a的词汇讲述近一段时间发生在自己身上的事情。该活动旨在帮助学生巩固、运用前面的词汇，掌握不同词性的词汇在句子中的常见位置。在1c和1d的听力材料中，Nick、Dave和Joe三人讲述了他们被愚弄的经历：Dave应邀参加化装舞会，结果发现只有他一个人穿着怪异的服装，原来这并不是一个化装舞会；Nick闹钟响后，立即起床赶到学校，结果发现没有人，原来是他的哥哥拨快闹钟愚弄了他；Joe的朋友晚上给他打电话说明天有数学考试，他整晚熬夜学习，结果第二天才发现根本没有考试。1c要求学生听对话之后选图，是检测学生对听力内容的整体掌握情况。1d在1c的基础上加大了难度，要求匹配人物和事件细节，检测的是学生对听力细节的掌握情况。听后的1e是一个控制性的口语输出活动，需要学生根据听力内容展开对话，完成由听力信息输入到口语信息输出的过程。

2a–2e为本单元重点阅读板块。读前活动2a，要求学生回忆自己在愚人节与他人开玩笑或被别人愚弄的经历。2b的语篇是一篇叙事性文章，讲述了四个与开玩笑有关的故事，前三个故事均发生在愚人节，第四个故事与愚人节没有关系，但却是闻名于世的著名恶作剧之一。2b练习要求快速阅读文章，匹配各段大意，培养学生通过快速阅读获取段落大意的能力。2c需要学生细读文章，回答与文章细节相关的一系列问题，考查学生对阅读内容的理解。2d要求学生用所给单词的正确形式填空，巩固本单元重点语法和词汇。2e是一个开放性的活动，需要学生讲述自己的经历，全班投票选出最有趣的、最令人窘迫的或最有创意的故事。2a–2e的设计从输入到输出、从控制性到开放性活动，层层递进，旨在引导学生从整体到细节分层阅读，提升阅读能力。

活动3a–3b是写作板块，要求学生写出自己幸运的或不幸运的一天。3a需要学生先回答what、when、why、how等问题。这些问题旨在打开学生思路，从多方面把握写作的要点，在内容上解决写什么和怎么写的问题。3b为学生提供了参考的句型和表达，旨在从语言上降低学生写作的难度，帮助他们顺利完成写作任务。

对学生而言，Section B部分的学习重点依旧是掌握一般过去时态和过去完成时态，学习难点是能够在笔头输出中熟练运用这两种时态。

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SECTION B 教学建议

活动1a-1e

1. 生词导入。教师可以通过讲故事，先引入生词。例如：

   Yesterday my friends invited me to a costume party. I dressed up like Snow White. I sang and danced with my friends at the party. I enjoyed myself at first. But then I didn't hold my cup of coffee carefully. It dropped on the floor. The coffee splashed on my dress. I was so embarrassed, and my face turned red.

   让学生通过故事的上下文猜costume和embarrassed的意思和词性，训练学生通过上下文猜测词义的策略。

   注意：故事导入这种英语教学形式备受学生欢迎。它趣味性强，能吸引学生的注意力，激发学生学习英语的兴趣和自信心，还能创造积极的课堂气氛。故事导入之后还可以通过角色扮演、故事接龙等活动训练学生的口语表达能力，发挥学生的创造性思维，增强他们的学习信心。此外，还可通过改编故事、故事拼图等活动提高学生的阅读和写作技巧。

2. 学生听前先独立完成1a练习，然后和同桌合作，讨论答案正误。教师提问个别学生，全班核对答案。
3. 学生两人一组，分别用1a方框中两个或更多的词汇讲述一件最近发生在自己身上的事情，具体例子请参看1b范例。教师可请几名学生与全班分享。
4. 教师播放录音前，先要求学生明确1c听力要求，然后观察1c的四幅图片，了解图片内容和猜测图片中人物的感受。
5. 教师播放第一遍录音。学生独立完成1c的听录音写名字的听力任务。
6. 教师要求学生先朗读1d的短语，明确1d听力要求。教师播放第二遍录音，学生边听边完成1d的练习。教师再次播放录音，让学生自查1c和1d答案。然后教师请个别学生回答，全班核对答案。
7. 听后活动。学生三人一组，结合1e活动要求根据录音内容和图画分别讲述发生在Dave、Nick和Joe身上的故事。
8. 听后选做活动：
   1) 愚人节故事分享。学生四人一组，用一两分钟的时间回想自己在愚人节被愚弄的故事。教师提供下表作为学生信息提纲，学生先独立写出各项关键信息（关键词），然后在小组内分享自己的愚人节故事。

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When	Where	Who	What	How

2) 小游戏。教师给每人发10张空白的单词小卡片。要求学生三人一组，小组成员各自认领一项任务：写10个名词，写10个形容词，写10个动词。在完成要求之后，把它们分别放到三个不同的纸盒里。然后学生轮流在三个纸盒中抽出一张卡片，小组一起分别用自己抽到的名词、形容词、动词编一个小故事或小话剧，最后在全班表演。

活动2a–2e

1. 读前活动：图片展示。教师展示一些愚人节的图片，给学生介绍愚人节的起源和风俗，帮助学生了解阅读背景。
2. 阅读活动1：教师先教学生快速阅读的技巧：认真阅读每一段落的第一句或最后一句，以快速了解文章内容。接着让学生限时快速阅读，找出每一段的大意，完成2b练习。
3. 阅读活动2：教师给更多的时间，让学生仔细阅读文章，完成2c练习，掌握文章的细节信息，然后提问个别学生，全班核对答案。
4. 阅读活动3：教师提供下表，要求学生再次整体阅读文章，完成表格内容。本活动旨在帮助学生进一步了解文章中各个故事内容，理清文章脉络。

Time	Place	Trick	Result
On _____	In England	There would be _____	All of the spaghetti was _____
On _____	In _____	The special water would help people _____	More than 10,000 people _____
On April Fool's Day		A famous TV star asked his girlfriend _____	The TV star lost _____
In _____, 1938	In _____	_____ landed on the earth	Thousands of people _____

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5. 读后活动1：词组和难句理解。学生四人一组，尝试翻译文中出现的词组和难句。教师引导学生在句子中理解词组，在段落和文章中理解句子。如果课堂时间富余，还可让学生用词汇造句，同时仿照难句造句。然后不同小组交换所造的句子，学生互相批改。
6. 读后活动2：语音练习。教师分段播放文章录音，学生跟读。教师提醒学生模仿正确的语音、语调。学生每跟读完一段，教师可让一两名学生向全班展示他们的模仿朗读，教师点评，然后再全班齐读。
7. 读后活动3：故事复述。学生两人一组，根据阅读中活动3所填写的表格，分别选一个故事，相互复述其内容。教师抽查学生对语篇语言和内容的掌握情况。
8. 读后活动4：愚人节故事分享（完成2e）。学生四人一组，小组内分享发生在自己身上或者别人身上的愚人节故事。然后推选一人作为自己小组的代表向全班汇报。师生共同选出最有趣的玩笑、最令人尴尬的玩笑、最有创意的玩笑等。

活动3a–3b

1. 教师先讲述自己在幸运或者不幸运的一天中的经历，注意包含3a中的所有信息，并将3a问题作为要点板书出来。
2. 学生两人一组，根据黑板上所列的要点，轮流向对方说说自己幸运或者不幸运的一天，相互检查是否包含所有要点。
3. 学生独立完成3a的表格，写下自己故事中的要点。
4. 教师抽查学生3a完成情况，可要求他们先口头叙述出自己一天的故事。
5. 学生根据要点和3b提供的短语，独立完成写作。
6. 学生完成写作之后，与同桌交换，相互检查。先检查对方所写内容是否包括所有要点，然后看语法和语言上的错误。
7. 教师挑选班上的两位中等生、一位优生，展示他们的写作，并和全班同学一起找出这些同学写得优美的句子和作文中的不足之处。
8. 教师抽几名学生在全班朗读自己的作文，让他们自己讲讲句子中的关联词的使用，如：later that day, then, after that, finally等。教师提示学生关联词在写作中的运用，并可参考写作评价表：

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级别 项目	A （正确）	B (1～2处错误)	C (3～4处错误)	D (>4处错误)
要点				
时态				
连接词				
句式				
拼写				
书写				

SELF CHECK 内容介绍和活动建议

活动一旨在通过让学生选择适当的单词，并填写该单词的正确形式来检测学生对本单元词汇的掌握和对阅读篇章的理解能力。活动2是一个半开放性的活动，给学生提供了一定的情境，需要学生发挥自己的想象力，想出尽可能多的方式来回答问题。这样的活动既能检测学生对语法的掌握情况，又能锻炼学生的想象力和创造性思维，让课堂变得生动、富有活力。

活动1

1. 教师在本环节可以先指导学生按步骤完成此类练习：
   - 首先阅读文章，理解文章大意；
   - 然后根据上下文选择单词，用单词的正确形式填空；
   - 最后默读文章，检查文字和语义是否通顺、单词的形式是否正确。
2. 学生依据教师讲解的技巧，独立完成练习。
3. 学生四人一组，小组合作。组内优生帮助其他学生，向组内有困难的同学讲解。
4. 教师提问个别学生，全班核对答案。

活动2

1. 教师可让学生先在规定的时间内想出尽可能多的答案，然后小组分享。
2. 小组推选出最有创意的答案，向全班汇报并分享。

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四、课文注释

1. Life is full of the unexpected. 生活充满了意外。

此句the unexpected为名词化的形容词，这是英语的一种特有现象。英语中，有些形容词与定冠词the连用，表示一类人或事物，在句子中起名词的作用。例如：the homeless（无家可归者）、the disabled（残疾人）、the unwanted（无人认领物品）等。在使用名词化形容词时有三点值得注意：

1) 当这些名词化的形容词用作主语时，谓语动词单、复数词形的配合取决于它们所表示的概念的单复数情况。多数情况下，这类名词化的形容词表示一类人物或物品，谓语动词用复数形式；少数情况下，当指抽象概念或不可数的物品及事件时，谓语动词用单数形式。例如：

The sick are always taken good care of in that hospital. 在那家医院里病人们总是受到很好的照顾。（the sick = the sick people）

The wounded are dying, so we must do something to stop the war. 伤员在一个个地死去，所以我们必须做些事情来结束这场战争。（the wounded = the wounded soldiers）

2) 这种结构中的形容词虽已名词化，但其语言行为仍具有极强的形容词特征，受到副词修饰或具有比较的特征。例如：

The severely disabled need full-time care. 重度残疾人需要全天候陪护。

The less fortunate cannot afford to go on holiday. 那些不那么幸运的人承担不起外出度假的费用。

He's spoiled, and always asks for the most expensive. 他被惯坏了，总是嚷着要最贵的东西。

3) 名词化的形容词前面一般用定冠词the。但若由连词and连接（两形容词往往为反义词），成对地使用时，又通常被省去。例如：

He was popular with both young and old. 老老少少都喜欢他。

It is said that the man was widely respected by both rich and poor. 据说那个人颇受人尊敬，无论穷人还是富人。

2. My alarm clock didn't go off! 我的闹钟没有响！

1) go off为短语动词。本句中，它表示闹钟、警铃的“闹叫；鸣响”。例如：

The siren went off suddenly and the robbers dropped their things and dashed off. 突然警笛大作，盗贼丢下他们的东西撒腿便跑。

2) 实际上，go off语义十分丰富，除以上书本语句的语义外，下面这些例句的意思也颇值得关注、学习：

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Ellen decided to go off on a visit on her own. 艾伦决定独自外出旅行。

A bomb went off at the subway station, leaving three killed and more than ten injured. 一颗炸弹在地铁站爆炸，造成三人死亡、十多人受伤。

The heating's gone off and I'm freezing in this draughty cold place. 暖气停了，我在这四处透风的冰冷地方冻得要命。

The Games went off smoothly as planned. 运动会按计划顺利地进行着。

There's a little road going off to the right. 有一条小路分了出来，向右侧通去。

Many women go off coffee during pregnancy. 不少妇女怀孕期间不再喜欢咖啡。

五、文化注释

愚人节（April Fool's Day）

愚人节是英、美等国家一个特有的娱乐性节日。每年4月1日，朋友、熟人间往往会用一些玩笑来相互愚弄、取乐。被成功"欺骗"了的人会被大家嬉笑为"四月愚人"（April fool）。愚人节由于其特定的愉悦氛围和文化特质，深受大众喜爱。

愚人节虽非政府法定节假日，只是人们嬉笑逗乐而已，但社会影响力却十分巨大。这一天有的报纸、电视、广播等公众媒体甚至会煞有其事地刊登或播报自编的虚假信息，令公众上当，逗个乐子。如此这般被蒙在鼓里，相信上当的人不在少数。本单元课文就举出数个十分有名的例子。在这些国家，人们基于对这一节日既有文化的理解和接受，对这一天的恶作剧往往也不过一笑作罢，自嘲一不小心成了"四月愚人"，不会过分在意、深究。

如今，这一节日也逐渐在世界的许多国家流行开来。不过，在诸如我国等非英语国家，由于人们所持文化认同感和对玩笑容忍度的差异，人们在愚人节互开玩笑，愚弄他人时应持审慎及得当的态度。

除April Fool's Day的写法外，该节日还可写作April Fools' Day，但并不多见。此外，不少人也将这一节日称作"All Fools' Day"。

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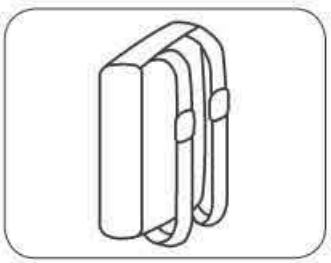
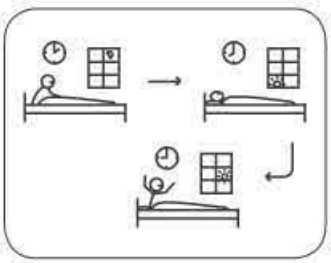
六、教学简笔画

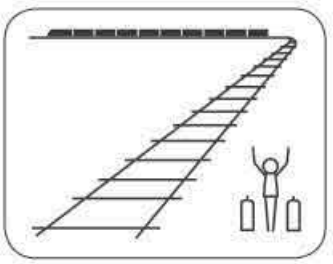
1. backpack



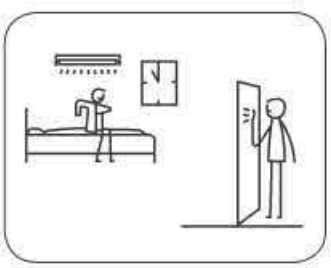
2. oversleep



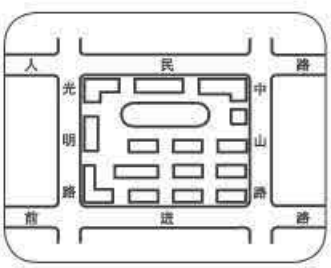
3. miss the train



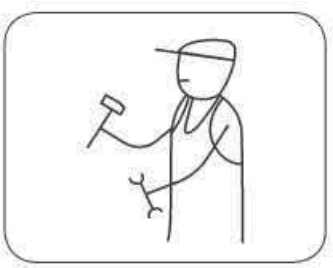
4. an unexpected guest



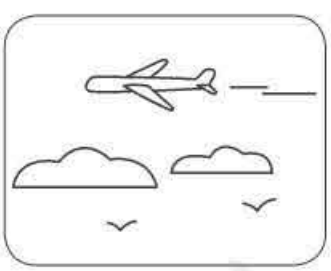
5. block



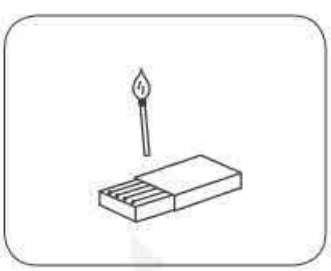
6. worker



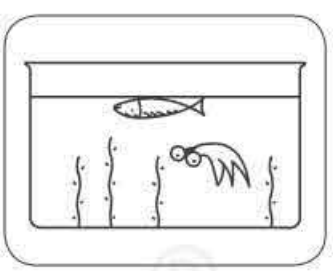
7. fly above the clouds



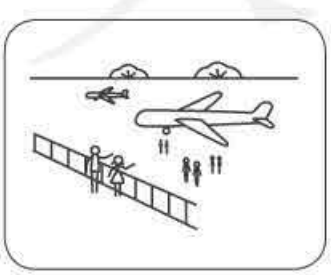
8. burn



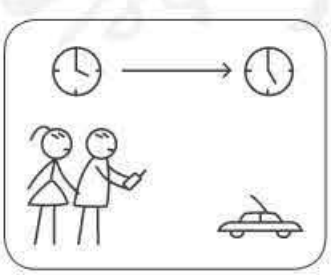
9. The goldfish is alive.



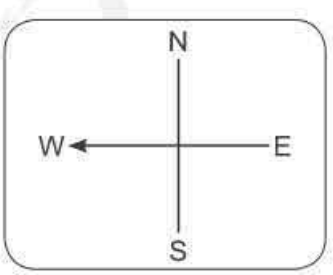
10. airport



11. I can play with you till 5 o'clock.



12. west



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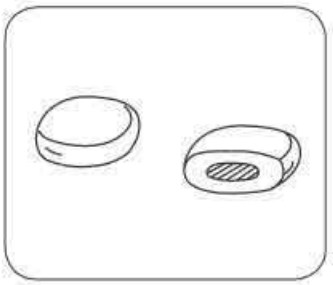
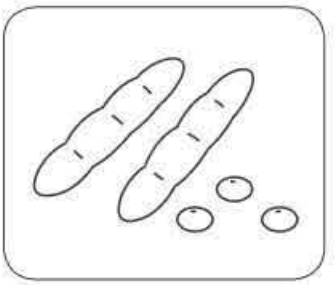
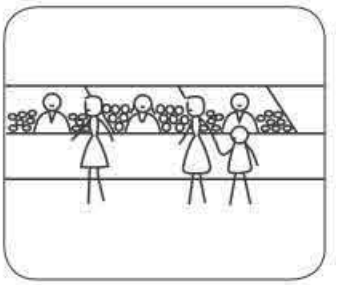
13. pie



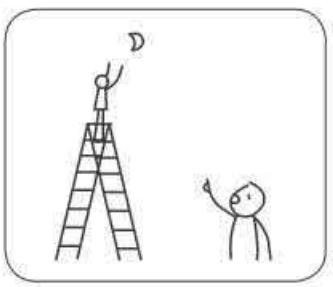
14. bean



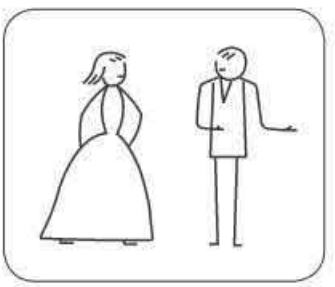
15. market



16. fool



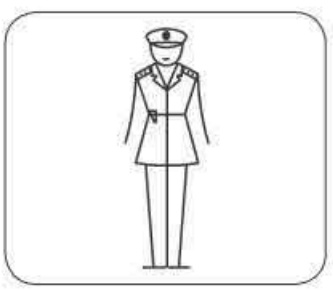
17. let the lady go first



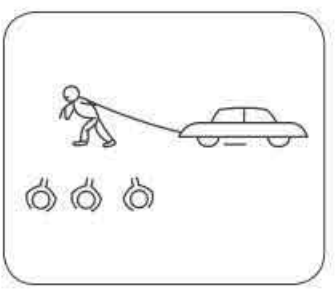
18. cancel



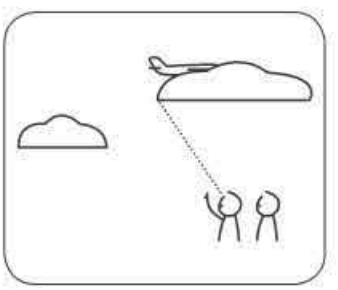
19. officer



20. believable



21. The plane disappeared.



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Unit 12 Life is full of the unexpected.

SECTION A

1a

Purpose	To introduce Ss to the unit goal: narrate past events. To set the scene, increase Ss' vocabulary and introduce the target language.
Picture	The five pictures show a sequence of events: 1. The girl is in her bed, looking at her alarm clock. She looks like she has just woken up. Through the window, we can see that the sun is already up. 2. The girl goes to the bathroom to brush her teeth and wash up (she is carrying her toothbrush and a towel) but someone is already in there, taking a shower. 3. She runs along the pavement, past some other houses, most likely heading towards the place where she is supposed to catch the school bus. 4. She tries to stop the school bus, but it leaves without her. 5. She arrives at school only to realize that she has left her backpack at home.
Culture Focus	***Different neighborhood*** The pictures show scenes from suburban America and this is probably very different from what the Ss actually experience themselves. While Ss have probably experienced getting up late and having to rush to school, the scenes against which they do this are probably different. Even if Ss live in houses, the neighborhood they live in is likely to be dissimilar from that in the pictures. We are able to tell from picture 3 that the posts in the garden represent picket fences. This gives us a clue as to where this scene is taking place. The bus in picture 4 is a typical school bus that you would see in suburban America, so this reinforces the context of the story and helps us put the pieces together.

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Optional Approach	***How do they know this?*** It is possible that some Ss may not recognize what is going on in the pictures as the pictures are in an American setting. Ask Ss to discuss in groups of four what they think is going on and also how they know this (i.e. what clues did they find in each picture). Get Ss to share their discussions with the class and compare how their ideas are similar and different.
Answers	1. She woke up late. 2. She wanted to use the bathroom but someone was already in the bathroom. 3. She ran to catch the bus. 4. The bus had just left. 5. She got to school and realized she had left her bag at home.

1b

Purpose	To help Ss recognize the target language in natural speech.
Teaching Tip	***A recap on past tenses*** Before playing the recording, draw Ss' attention to the language goal of this unit: narrate past events. Remind Ss that in order to narrate past events, they will need to make use of the simple past tense and past perfect tense. If necessary, quickly go through the simple past tense and past perfect tense with the class.
Answers	1. had, gotten 2. had, left 3. had, left

1c

Purpose	To help Ss use the target language in natural speech.
Optional Approach	***What else happened?*** In pairs, ask Ss to take turns being Mary and tell their partner about what happened to her. Once Ss have gone one round, ask them to take turns again and add more information to the story. Prompt Ss by asking them this question: *What other things could have happened to make Mary even later for school?* (Possible answer: By the time she went to get dressed, she found that all her school sweaters were in the laundry basket.)

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2a

Purpose	To give Ss listening practice using the target language.
Optional Approach	***What would they add?*** Play the rest of Mary's story then ask Ss to number the pictures. Next, ask Ss if the pictures were sufficient to fully tell them what Mary had been through. Ask Ss to discuss this with a partner. Would they add other pictures? If so, what pictures would they add? If not, why not or would they add other details to the existing pictures to tell more of the story?
Answers	Top left: 3 Top right: 1 Bottom left: 2 Bottom right: 4

2b

Purpose	To give Ss practice in listening for specific items in conversations.
Teaching Tip	***Getting the tense right*** Ask Ss to relate the sequence of events to their partner and then fill in the blanks. Then play the recording again. Ask Ss to check their answers. Did they get the tenses correct? Remind Ss that they should not be so focused on the sequence of events in the story that they do not pay enough attention to the tenses they use to fill in the answers.
Answers	1. got, had left 2. got, had rung 3. walked, had started

2c

Purpose	To give Ss the opportunity to use the target language in conversations.
Optional Approach	***More than one*** Ask Ss to think about various endings and share them with a partner. Tell Ss they should each think of one ending that is more likely to happen in real life and another ending that is more like a fairy tale, e.g. Mary's fairy godmother suddenly made her homework appear in her hand.
Answers	Answers will vary.

2d

Purpose	To give Ss the opportunity to use the target language in a controlled manner.
Teaching Tip	***Two stories*** Kevin's story is similar to Mary's. The T may wish to divide the class into two and have one half role-play Matt and Kevin and the other half Mary and her friend. Randomly pick pairs from different halves and get them to role-play their conversations for the class.

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3a

Purpose	To provide Ss with reading practice using the target language.
Culture Focus	***Life-changing events*** The two events mentioned in the article were devastating in different ways but they changed many people's lives. • September 11th attacks (also known as 9/11): On September 11, 2001, al-Qaeda launched a terrorist attack on the United States. They hijacked four passenger planes and sent them to three locations. Two were sent to crash into the World Trade Center in New York City; one to the Pentagon; and the last to Washington D.C. The last plane was the only one that missed its target because the passengers on the plane managed to overcome the hijackers. The most destructive attack was the one on the World Trade Center. That attack claimed 2,606 lives, including 411 emergency workers who had turned up to help rescue people and fight the fires. • Earthquake in New Zealand: On February 22, 2011, a powerful earthquake (of magnitude 6.3) hit Christchurch, the second-largest city in New Zealand. It severely damaged the city and killed 185 people. This was not the first earthquake in New Zealand, but it was the second deadliest natural disaster in New Zealand, in terms of lives lost and property damaged.
Answers	1. The writer mentions the September 11 attack in New York and the earthquake in New Zealand. 2. The writer went to get a coffee first and was not in the office when the plane hit the World Trade Center. He/she had overslept and missed his/her flight, so he/she was able to avoid the earthquake.

3b

Purpose	To give Ss practice in using the target vocabulary.
Optional Approach	***Meanings and sentences*** Once Ss have found the opposite words individually, they can share the meaning of this word with a partner. In their pairs, they can come up with sentences using both words (i.e. the ones given in the activity and the opposites they have just filled in).
Answers	1. lost: found – I found the money on the floor. 2. west: east – The sun rises in the east. 3. below: above – There was a large bird flying above us.

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Answers	4. dead: alive – His family was so happy to hear he was still alive. 5. empty: full – The train was so full that I couldn't get on the train at all.

3c

Purpose	To give Ss an opportunity to practice speaking using the target language.
Teaching Tip	***What happened to you?*** In pairs, Ss will decide which event they would like to retell to their partner. Tell Ss to think about what they want to say and how dramatic they want to be. Some of them may have read reports that give more details about the events. Allow them to add in more if they wish.
Answers	Answers will vary.

GRAMMAR FOCUS

4a

Answers	Suggested answers: 1. By the time Mary got up, Tim had already gone into the bathroom. 2. Before I could put cream in the coffee, the coffee had become cold. 3. By the time I got to school, the teacher had collected the math homework. 4. I had completed the work for my boss before the workday ended. 5. The movie had started before I arrived at the cinema. 6. By the time I got home from my language course, my mother had finished making the apple pie.

4b

Answers	1. had, shown up	2. had forgotten
	3. had, rushed out	4. found out
	5. arrived at	6. had gone into

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4c

Purpose	To give Ss the opportunity to write using the target language.
Optional Approach	***Can you guess?*** Each S should think about their three statements and write them down. Remind Ss that two should be true statements and one should be false. Next, divide the class into groups of four. In their groups, Ss should read their statements out loud and their group members will have to guess which of the three statements is the false statement. Tell Ss that they should not reveal the false statement to their group members until everyone has taken a turn to guess.
Answers	Answers will vary.

■ Optional Activity: Building a story

Purpose	To help Ss use the target language correctly.

Procedure

1. Divide the class into four groups.
2. Write the following sentences on the board:

> Two weeks ago, when I got home from school, I found that there was no one at home. I was surprised because my grandmother is usually waiting for me. I looked around to see if there was a note, but there was none.

3. Tell Ss that they are to create a story using the sentences on the board as a start and according to the following guidelines:
   - Each S is to contribute at least two sentences to the story.
   - Each S's set of sentences must include at least one sentence using the past perfect tense.
   - The group must not discuss what each S is to contribute. Each S must decide for himself/herself how the story is to develop.
   - The group will decide the first person to start and the last person to finish. They can also decide on the order the Ss are to contribute if they think this will help.
   - The story must have a proper ending, so the last S must end the story.
4. In their groups, ask Ss to decide on one person to write down all the sentences (the scribe).
5. Once all members in the group have contributed, ask the scribe to read the story to the class.

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SECTION B

1a

Purpose	To help Ss revise parts of speech.
Teaching Tip	***Parts of speech*** Before Ss do this activity, the T may wish to recap what nouns, verbs and adjectives do. Remind Ss that some words may have multiple functions.
Answers	

Nouns (people, places, things)	**Verbs** (action words)	**Adjectives** (description words)
fool costume change clock	fool invite go off get dressed show up realize change stay up	embarrassed empty tired

1b

Purpose	To give Ss practice in narrating past events using the target language.
Optional Approach	***Sharing stories*** Divide the class into groups of four. In their groups, get Ss to share something that happened to them recently. Tell Ss that they should try to use at least one word from each column in activity 1a. When all groups have finished sharing their stories within their groups, get each group to vote for the most interesting story in their group. The one that gets the most votes in the group can then be shared with the rest of the class.

1c

Purpose	To give Ss practice in listening for specific items in conversations.
Culture Focus	***April Fool's Day*** The origin of April Fool's Day is uncertain. Some people say that it has to do with the Roman festival of Hilaria that was held in March. Others say that it was started by Geoffrey Chaucer who mentioned such a day in his book *Canterbury Tales* when the cook was tricked by a fox. Regardless of its origin, many Western countries observe (celebrate) this day. The popularity of April Fool's Day has slowly been spreading to the Asia Pacific.

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Optional Approach	***Have a bit of fun*** Before playing the recording, divide Ss into groups of four and get Ss to make up stories based on what they see in the pictures. Each S in the group can make up a story for one picture and then share it with his/her group members. Tell Ss that they can make up any story they want but when they share their story with the group, it must have a beginning, middle and end. This means that it should not be a one-sentence kind of story.
Answers	b. Joe c. Nick d. Dave

1d

Purpose	To give Ss practice in listening for specific items in conversations.
Teaching Tip	***Using a chart*** Before playing the recording again, tell Ss that they can create a chart to take notes. This will help since there are three speakers. A chart with the three speakers' names at the top will help Ss keep track of who said what.
Answers	1. D 2. N 3. J 4. J 5. D 6. N

1e

Purpose	To give Ss practice in using the target language in a different context.
Optional Approach	***Using the third person and first person*** In groups of three, get Ss to decide which boy's story they want to retell using the third person (i.e. using *he*, *him*, etc). Give Ss time to retell the stories. Next get Ss to switch roles and tell the stories using the first person. This means that each S will tell another boy's story as if he/she were that boy (i.e. using *I*, *me*, etc).

2a

Purpose	To personalize the target language and prepare Ss for the subsequent reading activity.
Optional Approach	***Two sides*** In groups of three, get Ss to share their experiences. Encourage them to share one story about a joke they had played on someone and another story in which they have been the subject of a joke. Tell Ss that the joke need not have been played on April Fool's Day; it could be something small at any time of the year.
Answers	Answers will vary.

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2b

Purpose	To provide Ss with reading practice using the target language.
Culture Focus	***The War of the Worlds*** The famous trick mentioned in the passage was actually a radio broadcast adapted from H. G. Wells' novel *The War of the Worlds*. Orson Welles directed and narrated this 62-minute episode, intended to tie in with Halloween. The story line had been written in such a way that the first 40 minutes was a series of news bulletins. In addition, the radio program had no commercial breaks so it was not surprising that people thought that what they were hearing was an actual news flash. It was reported that there was wide-spread panic. However, other people have claimed that not that many people actually listened to this radio program, so the number of people affected was actually not as large as reported.
Answers	Paragraph 1 – An introduction to April Fool's Day Paragraph 2 – Examples of funny stories that happened on April Fool's Day Paragraph 3 – A sad story that happened on April Fool's Day Paragraph 4 – One of the most famous trick played

2c

Purpose	To provide Ss with an opportunity to check their reading comprehension.
Optional Approach	***Can you remember?*** Divide the class into groups of three. Tell Ss to close their textbooks. Read the questions aloud to the class one by one, then get Ss to discuss and answer the questions in sequence in their groups. Give Ss a minute or two to discuss and come up with their group answer. After you have read aloud all the questions, allow Ss to open their textbooks and check their answers.
Answers	1. A reporter announced that there would be no more spaghetti because spaghetti farmers in Italy had stopped growing spaghetti. 2. It was said that the special water would help people lose weight. 3. He lost both his girlfriend and his show. 4. It was in October 1938. 5. Orson Welles made it sound so real that hundreds of people believed the story. 6. Answers will vary. 7. Answers will vary.

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2d

Purpose	To give Ss further practice in using the simple past and past perfect tenses.
Optional Approach	***Is there a pattern?*** Get Ss to fill in their blanks before sharing their answers with a partner. Next ask them to look at the sentences again and share with each other the pattern in the sentences, if any. They should be able to see that for all the sentences that have "by the time" in it, the answers contain both the simple past and the past perfect tenses. This is because the sentence is expressing the idea that one thing occurred before another in the past.
Answers	1. appeared, rushed 2. found out, had disappeared 3. ended, had called 4. ended, had lost 5. told, had run away

2e

Purpose	To provide Ss with speaking practice using the target language.
Optional Approach	***Whose joke do you like best?*** Divide the class into groups of three or four. Tell Ss to share their individual funny stories with the members of their group. Each group will then vote for the best story, and the S with the best story in the group will then represent his/her group and share his/her story with the rest of the class. After the representatives from all the groups have shared their stories, the class will vote for the funniest, most embarrassing and most creative ones.

3a

Purpose	To prepare Ss to write using the target language.
Teaching Tip	***Making notes*** Tell Ss that the chart in the textbook is a good way to start making notes about what they need to write about. It is always a good idea to think about the subject matter and make notes. Tell Ss that even if they do not have a chart (like the one in the textbook) to guide them, they should make it a habit to take quick notes, even if the notes aren't in any particular order. They can always rearrange them later into something that will make sense.
Answers	Answers will vary.

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3b

Purpose	To provide Ss with writing practice using the target language.
Optional Approach	***One lucky, one unlucky*** To avoid having too many stories of one type, ask Ss which they will be writing about before they actually start writing. If there are really too many of one type (lucky or unlucky), ask Ss in this group if any of them have a different story to tell. If any of them have a different story to tell, encourage them to make the switch (write a story about an unlucky day rather than a lucky day, or vice versa). Next, pair up Ss. As far as possible, try to ensure that each pair has one lucky and one unlucky story. Get Ss to share their stories with their partner once they have written their pieces.
Answers	Sample writing: My lucky day I will always remember the date February 28, 2014. This was the luckiest day of my life. When I woke up that morning, the sky was very dark. I took the early bus to school as usual. As soon as I arrived at school, it started to rain very heavily. Many students were late and were all wet when they got to school. But I wasn't because I caught the early bus, I would have been late and wet as well! Later that day, I realized that I had forgotten my wallet and couldn't buy lunch. I couldn't believe it. Then my friend Lisa said that she could share her lunch with me. Finally, my older brother told me that night that he could take me to the concert that I'd been dying to attend that weekend. I was so happy! I think that was the best day I'd had in a long time. What a lucky day!

SELF CHECK

Purpose	To provide a comprehensive review of key vocabulary and functions presented in the unit.

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Teaching Tip	***Different answers*** There are many ways that the sentences can be written for activity 2. Get Ss to pair up and ask them to come up with five possible answers for each one. Challenge Ss to think about different scenarios and not just change a word or two in all their five sentences.
Answers	1. market, west, accident, officers, missed, lady, unexpected, cancelled 2. Suggested answers: 1. Before I could start working on it, my baby brother started crying and I had to look after him because my mother was sick. 2. By the time I got up, my sister had already gone into the bathroom and the bus was honking for me to hurry up. 3. By the time I left my school, the school bus had already left.

■ Optional Activity: It all worked out in the end

Purpose	To help Ss master the target language and expand their vocabulary.

Procedure

1. Divide the class into groups of five.
2. Instruct Ss to create a story in their groups. The story is to contain a series of events that had gone wrong but despite this, something good came out of it in the end.
3. Tell Ss that there must be at least five events in their story.
4. Remind Ss that the story must be complete and it must have a beginning, a middle and an ending.
5. Get them to write their story down.
6. Give Ss 10 – 15 minutes to discuss and create their story.
7. Get each group to read their story to the class.
8. The class can then vote on which story they like best.

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Unit 13 We're trying to save the earth!

一、教学目标与要求

话　题 **Topic**	保护环境（Protecting the environment）
功　能 **Functions**	能谈论环境污染和环境保护问题（Talk about pollution and environmental protection） We're trying to save the earth. The river used to be so clean. The air is badly polluted. To cut down air pollution, we should take the bus or subway instead of driving. You should take your own bags when you go shopping.
语　法 **Grammar**	语法复习（Review of key structures） 能正确区分和使用以下语法结构：现在进行时、used to、被动语态、现在完成时、情态动词等 We are trying to save the earth. The river used to be so clean. It was considered the nicest river in town. We should help save the sharks.
词汇和常用表达 **Words & expressions**	1 能正确使用下列词汇（Curriculum words） bottom, fisherman, coal, advantage, industry, law, gate, bottle, president, work, metal, ugly, wooden, plastic, cruel, harmful, scientific, litter, cost, afford, recycle 2 能正确使用下列常用表达（Useful expressions） be harmful to, at the top of, the food chain, take part in, turn off, pay for, take action, throw away, put sth. to good use, pull ... down, upside down, bring back 3 能认读下列词汇（Non-curriculum words） takeaway, bin, shark, fin, chain, ecosystem, reusable, transportation, napkin, inspiration, iron, creativity

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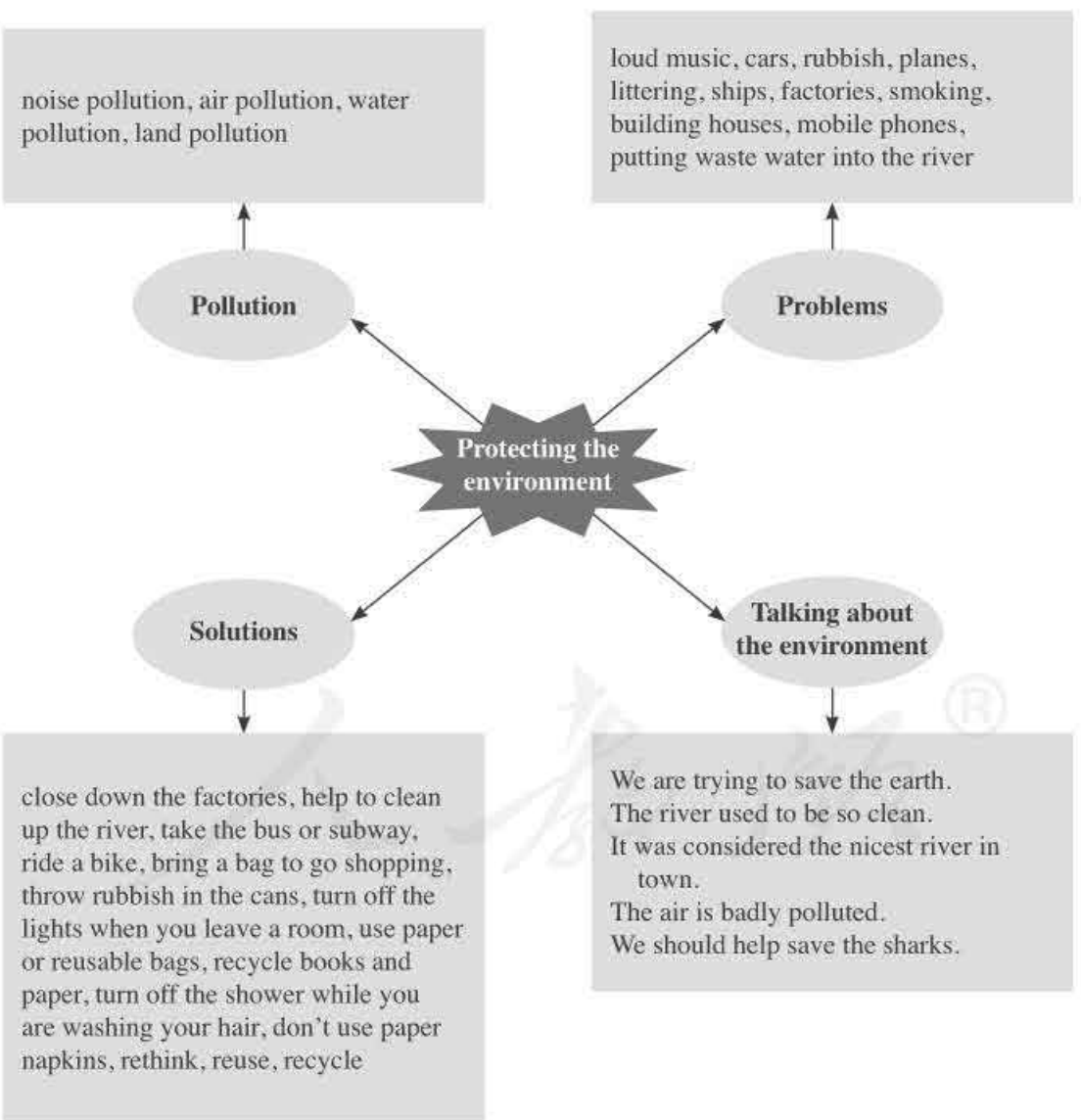
学习策略 **Strategies**	1 借助文章标题和插图对阅读篇章内容进行合理的预测 2 能在阅读中借助上下文语境和构词特征猜测部分词汇的含义
文化知识 **Culture**	了解环境污染情况问题和如何保护环境

二、话题思维导图



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三、内容介绍和教学建议

SECTION A 内容介绍

本单元的话题是“保护环境”，主题图有四幅，分别是噪声污染、空气污染、水污染的具体例子，这些图片的展示主要为了让学生对环境的破坏有一个直观的认识，从而激发他们强烈的社会责任感和对未来发展的思考。

1a–1c是一个听说链任务，是Section A的基础。1a要求学生观察主题图，并根据常识判断图中所展现的是声音污染、空气污染还是水污染。这个听前任务引入了主题，让学生对于环境污染的类型有一个初步的了解，并为接下来的听力任务做好内容和词汇上的准备。1b要求学生听后填写表格，捕捉关键信息。这一活动也为学生下一步进行口语表达提供了语言上和结构上的帮助。1c是基于听力内容的一个简单的对话输出，要求学生仿照1b针对1a中的各种污染类型进行讨论。

2a–2c也是一个完整的听说任务链，话题是空气污染，探讨了空气污染的各种原因。2a是一个相对简单的听力任务，主要训练学生对所听内容的整体理解，要求学生圈出对话者谈论的污染类型。活动2b主要训练学生捕捉细节信息的能力，要求学生听后完成句子。2c让学生根据2a和2b中的信息分角色进行口语训练。2d的示范对话与2a–2c衔接紧密，谈论了一些解决空气污染和垃圾污染的方法，让学生对这个话题有一个完整的认识。

3a–3c是阅读任务。3a的阅读是一篇倡议书，其中介绍了人类捕捉鲨鱼获取鱼翅，破坏生态平衡的情况，文章内容紧扣单元话题，呼吁人们保护鲨鱼，渗透了对学生的情感教育。3a的阅读任务是要求学生阅读文章，根据文章内容填写表格，目的是考查学生对文章细节的掌握。3b要求学生选择正确的连词补充句子，引导学生关注连词的使用。

本部分的教学重点让学生掌握与环境污染和环境保护相关的词汇和句型，同时引导学生关爱动物，保护环境。教学难点是让学生学会正确使用连词和结合生活实际讲述如何保护环境。

SECTION A 教学建议

活动1a–1c

1. 如条件许可，教师可给学生播放迈克尔·杰克逊的音乐视频The Earth Song，让学生看完之后说出视频展现了什么内容和这首歌想要表达什么，从而引出环境污染的话题。

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2. 让学生观察单元主题图，说一说他们在图片中看到什么，然后两人一组把方框内的污染情况分类。教师提问个别学生，全班核对答案。
3. 让学生阅读1b的活动要求及表格内容，分析需要填写的词汇及相关词性，对听力内容进行预测。例如：The river was really _____. Even the bottom of the river was full of _____. 根据空格前的was really可判断出需要填写的词汇应为形容词；而第二个空应该是名词，因为be full of后通常接名词。这个步骤可以锻炼学生的观察分析能力和预测能力，同时也让学生对听力内容有一定的心理准备。
4. 播放录音，学生完成1b活动，再与同伴交流核对。
5. 播放第二遍录音，全班核对答案。核对答案过程中，教师可采取一问一答的形式来进行，除了1b中的三个问题外，教师还可提出以下问题，要求学生用完整的句子回答：
   - What does Tony want to do later this afternoon?
   - Why doesn't Mark want to go with Tony?
   - How was the river in the past?
6. 教师再次播放录音，学生边听边跟读对话，然后全班分角色朗读对话。
7. 若学生表达能力尚可，教师可呈现1b表格中的关键词，让学生根据关键词复述表格内容，如：

   What: dirty; bottom, rubbish; fish

   Why: littering, putting waste

   How: write to, close down; help to clean up
8. 让学生先朗读1c对话，然后分小组根据1b的表格内容进行口语替换练习。教师针对不同层次的学生可提出不同的要求：英语基础一般或较弱的学生可以模仿1c操练对话，只进行个别词汇的更换；基础较好的学生应有一定的内容拓展。同时，教师要提醒学生注意分角色表演时的表情和动作。学生操练完毕后，请几组不同层次的学生展示对话，分别对他们的对话和表演给予评价。

活动2a–2c

1. 听前活动1：Hunt the words。教师把学生分为四大组，每个大组提定一个2a所列的主题，让学生根据主题开展词汇接力，每个人必须说出与前一个同学说的词汇有关联的单词或者短语，看看哪一个组能在规定的时间说出最多的相关词汇。例如：

   主题：land pollution, air pollution, noise pollution, water pollution

   Ss：land pollution → rubbish → dirty → throw → dustbin → clean up ...

   词汇接力活动之后，给学生一分钟的时间，回顾本组的同学所列举的词汇，写在

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笔记本上，看看哪个同学能在规定时间写出最多的词汇。这个活动不仅能充分调动学生的积极参与意识，还能有效地集中学生的注意力，唤醒学生脑海中与话题相关的知识储备，为听力做好准备。

2. 播放录音，学生完成2a活动，全班核对答案。
3. 让学生先观察2b活动的句子，对需要填写的内容进行预测。例如：The air is badly polluted because there are _____ on the road these days. 从整句意思和句法结构可以推断横线内应该填入一个名词。听前预测能帮助学生在听录音时更有效地捕捉关键词汇。
4. 播放第二遍录音，学生独立完成2b活动。再次播放录音，学生修正自己的填写内容，随后与同伴互相检查答案和拼写。全班核对答案。
5. 让学生听录音跟读对话，提醒学生注意模仿录音中的语音语调。
6. 让学生阅读附录中的听力材料，找出对话中导致air pollution和land pollution的原因。然后让学生两人一组讨论生活中还有什么会导致这两种污染。讨论结束后，请几个学生汇报讨论结果。
7. 让学生两人一组，参考2c编对话并进行角色扮演。教师应鼓励学生在对话时适当进行拓展。学生对话操练完毕后，请几组学生上台表演他们所编的对话。教师要注意选择不同层次的小组，并在表演结束后给予有针对性的鼓励和建议。同时，教师还可针对学生的表演内容提问其他学生，检测其他学生是否认真聆听台上同学的对话。

■ **拓展活动：环保漫画**

1. 让学生观察身边各种破坏环境或者环境污染的现象，通过漫画的形式表现。教师可让学生自由组合成四人小组，一人负责提供点子，一人负责画画，一人负责文字，一人负责向全班同学介绍漫画。
2. 教师可利用一节课让学生介绍自己所在小组的漫画的含义，接着让学生投票选出最佳介绍奖、最佳创意奖、最佳美工奖、最佳旁白奖，然后在教室张贴优秀作品，进行环保漫画展。

注意：这个活动不仅能锻炼孩子动手、动口、动脑的能力，让孩子在真实任务中使用语言，同时渗透了环保意识的培养。

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活动2d

1. 教师导入2d对话语境，提出问题让学生思考并回答：
   What are your ideas for solving the air pollution/waste pollution problem?
   讨论过程中，教师可适当呈现对话中的新词汇，如：coal, advantage, wooden, plastic, takeaway, bin等。
2. 让学生快速阅读2d对话，找出其中谈及的环境问题（air pollution, waste pollution），检测学生是否了解对话大意。
3. 让学生再次阅读对话，找出关于空气污染和垃圾污染的解决办法，填写以下表格。

Pollution	Ways to solve the problem
Air pollution	
Waste pollution	

   教师还可鼓励学生与同伴讨论，提出其他的解决办法。
4. 播放2d对话录音，让学生跟读，模仿录音中的语音语调，尤其要注意连读、重弱读和意群停顿。
5. 引导学生从对话中找出一些重要的表达用语和句式，以便课后复习巩固，如：
   - What are your ideas for doing ...?
   - To cut down air pollution, we should ...
   - So together, our actions can make a difference and ...
6. 学生分角色朗读对话，直到熟练流畅，然后请几组学生示范朗读，让其他同学评价他们朗读得好的地方和有待改进的地方。

■ **拓展活动：校园环保小卫士**

1. 把学生分为六人一组，实地考察并讨论校园的不环保现象有哪些。如果条件允许，提倡学生拍摄相关的照片，然后列出五种小组成员认为最严重的现象。
2. 小组内讨论可以阻止这些现象产生的措施和办法，至少给出两个建议。
3. 让学生把小组讨论结果写成一封信给学校的校长，在信内列出校园内不环保的现象及相应的解决建议。如果有照片，附上相关的照片。

活动3a–3c

1. 读前热身：教师与学生自由交谈，列举我国的珍稀保护动物，导入动物保护的话题。

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2. 教师展示鲨鱼的图片或视频，让学生思考并回答：

- What do you know about sharks?
- Do you think sharks are endangered? Why?
- What do you think might have caused a fall in the number of sharks?

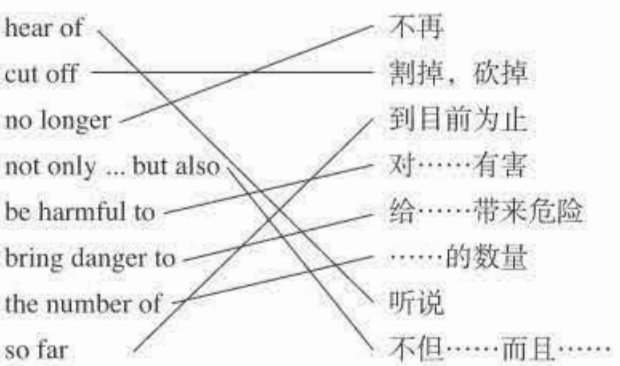
学生回答问题时，教师不必急于判断对错，而应让学生带着这些问题去阅读课文。在互动交流过程中，教师应适当呈现语篇中即将出现的部分新词汇，以减轻学生阅读时的压力，如：shark, fin, method, be harmful to, the food chain, ecosystem等。

3. 让学生快速阅读3a的课文，验证自己上一步骤的回答是否正确。师生共同核对答案。

4. 要求学生浏览3b的活动要求和表格内容，再次阅读文章，关注文章细节，独立完成活动3b。全班核对答案，要求学生从文中找出与表格信息对应的句子。

5. 让学生再次阅读课文，自主完成3c的练习，然后与同伴讨论。师生核对答案，要求学生解释句子之间的关系。如时间和条件允许，教师还可提供更多的小短句，让学生运用连词将句子连接成长句子，培养学生的运用能力。

6. 教师根据课文内容提供一些中文释义，让学生阅读后从文中找出相应的短语和表达，如：



7. 教师还可呈现下面三个句子，让学生根据上下文说出句子中的they分别指代什么，检测学生对句子的逻辑结构的理解。

1) When people catch sharks, they cut off their fins and throw the sharks back into the ocean. (people)

2) Many believe that sharks can never be endangered because they are the strongest in their food chain. (sharks)

3) They have even asked governments to develop laws to stop the sale of shark fins. (environmental protection groups)

8. 播放课文录音，让学生跟读，模仿录音中的语音、语调和意群停顿。接着，教师把全班分成三组，每组朗读一段文章，让其他小组点评，点评内容包括读得较好的地方和有待改进的地方，教师做适当的补充和统计，引导学生重视停顿、重弱

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读、语速、连读等朗读技巧。

9. 让学生根据对课文的理解完成下面的填空练习：

Some people like to eat shark fin soup, especially in _____ China. But getting the shark fin is very _____. When people catch sharks, they _____ _____ their fins and throw the sharks back into the ocean. The sharks slowly die because they can't _____ without fins. And it is also _____ to the environment. Sharks are at the _____ of the food chain. If the number of sharks drops too low, it will break the balance of the nature. Please say no to eating shark fin soup, and take action to save the sharks!

答案：southern, cruel, cut off, swim, harmful, top

这一练习不仅考查了学生对课文内容的理解，同时检测了学生对文章中重点词汇的掌握，能有效巩固学生的阅读理解。

语法内容介绍和活动建议

本单元没有新的语法项目，主要复习以前学过的语法项目。Grammar Focus的表格总结了本单元的典型例句，包括现在进行时态、used to、被动语态、现在完成时态、情态动词的句子，而且每一个句子都是与环境污染或者环境保护话题有关。4a提供了一段记者采访的对话，要求学生根据上下文填入动词的正确形式，学会区分不同时态、不同语态的用法。这个活动让学生在情境中、在交际中运用语法，从而掌握语法。4b提供了一段保护环境从小事做起的篇章，让学生选择正确的情态动词填空，检测学生能否正确区别can, would, could, have to, should, must, may/might的意思和用法。4a和4b的练习分别是对话和篇章的形式，但是话题都与环境有关，巩固语法的同时又是环境话题的输入。4c则是开放性的输出活动，要求学生进行小组讨论，写下保护环境的方式，然后展示给全班，其他同学可赞同或是反对这些做法，并对他人的想法表达意见。

语法部分具体教学建议如下：

1. 让学生读Grammar Focus表格内的句子，同时思考以下问题：

1) 时态

现在进行时：什么时候使用现在进行时？

现在进行时的结构是什么？

现在进行时的标志性词语有哪些？

现在分词的构成规则有哪些？

现在完成时：现在完成时态的用法有哪些？

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现在完成时态的结构是什么？
现在完成时态的标志性词汇有哪些？
过去分词有哪些构成规则？

2) 语态

被动语态：主动语态和被动语态有什么区别？
被动语态的构成是什么？
一般现在时、一般过去时、一般将来时和情态动词的被动语态的结构分别是什么？

3) 情态动词：情态动词有无人称和数的变化？
情态动词后接动词的什么形式？
你知道的情态动词有哪些？各表示什么意思？

4) used to：used to表示什么意思？后接什么？
used to句型的否定句和一般疑问句的形式是什么？
used to和be used to的区别是什么？

2. 由于本单元的语法项目学生都已经学习过，如果学生程度不错，教师可把学生分成四个小组，每个小组研究其中一个语法项目。如果学生英语水平一般，建议教师提供更多例句让学生观察讨论。例如：

1) 现在进行时：

Now people are taking action to save wild animals. Let's join them.
Look! Kenny is swimming happily in the pool.
Listen to me carefully please. I am talking about something very important.
Be quiet, please. The baby is sleeping.

现在完成时：

He has kept this book for over two months. Please ask him to return it soon.
We have lived here since my little sister was born. I like the people here.
Have you ever been to Australia? It is a beautiful country.
He has already tried this to solve the problem, but it didn't work.

2) 被动语态：

Photos and experiences are shared on the microblog.
The video was sent out quickly and was seen by many schoolmates.
In the future, robots will be used (将被使用) by more and more people.

3) 情态动词：

Ken can climb up trees like a koala.
Tracy could ride a bicycle when she was five years old.
You mustn't play with fire. It is dangerous.

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It's raining outside, so I have to take an umbrella with me.

Would you please do me a favor? Put the map up on the wall, please.

As a student, we should obey the school rules.

The light is on in the office. Someone may be there.

4) used to:

James used to wake up late, but now he gets up very early.

Did Cherry use to live in Shanghai when she was a child?

教师可让小组成员通过观察Grammar Focus的例句以及上面的句子，进行充分讨论和交流，回顾所学内容，尝试回答前一步骤中提出的相关问题。

3. 学生讨论结束后，教师可请各组汇报，若学生回答不完整，则请其他组的同学补充回答，然后教师再总结以下内容：

1) 现在进行时：

A. 现在进行时表示（说话瞬间）正在进行或发生的动作，也可表示当前一段时间内的活动或现阶段正在进行的动作。

B. 谓语构成：be (am/is/are) + v.-ing（动词的现在分词）

C. 标志性词汇：now, right now, Look, Listen

D. 现在分词的构成：

a. 一般情况下在动词词尾加-ing。如：go→going。

b. 以不发音的e结尾的动词，去掉e加-ing。如：have→having。

c. 以一个辅音字母结尾的重读闭音节，双写最后一个字母，再加-ing。如：stop→stopping。

现在完成时：

A. 现在完成时态的用法：表示动作已经完成，但对现在造成影响；或者表示从过去某一时间开始一直延续到现在并还可能继续延续下去的动作。

B. 现在完成时态的结构：have/has + 过去分词。

C. 现在完成时态的标志性词汇：already, yet, ever, never, just, before, once, twice, recently, so far, for +时间段, since +时间点/从句。

D. 过去分词构成规则：

a. 一般情况下，在动词后加-ed。如：work→worked。

b. 在以-e结尾的动词后只加-d。如：close→closed。

c. 在以辅音字母加y结尾的动词，应将y改为i再加ed。如：study→studied。

d. 以重读闭音节结尾的动词，要双写末尾的辅音字母再加-ed。如：stop→stopped。

e. 不规则动词的过去分词：

AAA型	put	put	put
AAB型	beat	beat	beaten

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ABA型	become	became	become
ABB型	get	got	got/gotten
ABC型	begin	began	begun

2) 语态

A. 主动语态和被动语态区别：主动语态表示主语是动作的执行者。被动语态表示主语是动作的承受者，即行为动作的对象。

B. 被动语态的构成：be + 过去分词

C. 一般现在时被动语态：am/is/are + 过去分词

一般过去时被动语态：was/were + 过去分词

一般将来时被动语态：will be/is going to be + 过去分词

情态动词的被动语态：can/could/may/might/should/must + be + 过去分词

3) 情态动词： 情态动词通常无人称和数的变化。

情态动词后接动词原形。

情态动词有：can/could 能够；may/might 可能、可以；need 需要；have to 不得不；would 愿意、将要；shall 将（第一人称）；should 应该；must 必须

4) used to： used to 过去常常做某事，后接动词原形。

used to 句型的否定句是 didn't use to，一般疑问句的形式 Did + 主语 + use to ...?

used to 和 be used to 的区别：used to do 表示过去常常做某事，而现在往往不做了；be used to doing 表示习惯于做某事。

4. 教师给学生提供相应的练习，检测学生是否掌握要点。如：

1) 用括号中所给动词的正确形式填空。

① The girls _____ (dance) in the classroom.

② It's 5 o'clock now. Mike _____ (have) dinner.

③ — _____ you ever _____ (be) to the US?

— Yes, twice.

④ — May I speak to John?

— Sorry, he _____ (go) to New York. He will be back in two days.

⑤ — Do you know Mr. White well?

— Yes. He _____ (work) for the WWF for two years.

⑥ I _____ (live) here since 1999.

⑦ — Do you often clean your classroom?

— Yes. Our classroom _____ (clean) every day.

⑧ — Did you go to Jack's birthday party?

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— No, I _____ (not invite).

⑨ — What is this?

— It's a CD. This CD _____ (use) for learning English.

⑩ A new highway in my hometown _____ (build) next month.

2) 情态动词练习：根据题意选择最适合的情态动词。

① — _____ you pass me a pen? I'd like to write down the phone number.

— Sure. Here it is.

A. Can　　B. Need　　C. Might　　D. Must

② — May I go to the cinema, Mom?

— Certainly, but you _____ be back by 11 o'clock.

A. can　　B. may　　C. must　　D. need

③ You _____ worry about me. It's nothing serious.

A. can't　　B. mustn't　　C. needn't　　D. won't

④ — Excuse me. Is this the right way to the Summer Palace?

— Sorry, I'm not sure. But it _____ be.

A. might　　B. mustn't　　C. can't　　D. must

⑤ The man in the office _____ be Mr. Black, because he went home just now.

A. mustn't　　B. may not　　C. can't　　D. needn't

3) used to练习：

A. 她过去常常周末和朋友闲逛。

She _____ with friends on weekends.

B. 他习惯于每天晚上睡得很晚。

He _____ at night.

C. Ken used to be afraid of dogs.（改为一般疑问句）

_____?

答案：

1) are dancing; is having; Have ... been; has gone; has worked; have lived; is cleaned; wasn't invited; is used; will be built

2) ACCAC

3) A. used to hang out

B. is used to sleeping late / staying up

C. Did Ken use to be afraid of dogs?

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活动4a

1. 让学生先阅读4a对话，先了解对话大意，再独立完成练习，同时从文中找出确定时态的依据。完成后，与同伴交流核对。
2. 请几个学生朗读完整的对话，全班核对答案。核对答案时，要求学生说出句子的含义以及确定时态的依据，解释原因。其他学生认真倾听，必要时进行补充。
3. 全班分角色朗读对话。

活动4b

1. 让学生朗读4b左框内的情态动词，确保他们理解这些情态动词的意思。
2. 学生默读短文，教师可提供大意让学生选择，检测学生的理解是否正确。如：

   A. People can do big things to save the earth. (　　)

   B. Saving the earth begins with small things. (√)

   C. Plastic bags should be forbidden in stores. (　　)
3. 让学生先独立完成4b活动，再与同伴讨论。教师应提醒学生们积极参与讨论，尤其应鼓励英语基础较好的学生帮助基础薄弱的学生，营造一个良好的合作讨论氛围。
4. 师生核对答案。核对答案时，要求学生朗读完整的句子，并说明句子的含义。
5. 全班朗读完整的短文。

活动4c

1. 将学生分成四人小组，合作讨论人类保护环境的具体措施和方法。具体分工方式如下：一人负责组织讨论，一人负责写下讨论结果，一人负责检查拼写和语法是否正确，一人负责代表小组向全班介绍讨论结果。
2. 教师让每个小组派代表介绍两个保护地球的措施，各小组的汇报尽量不重复，其他学生就各组的措施进行投票表决。
3. 最后，各小组可将各自关于保护地球的倡议贴在教室后面，与全班同学共享。

SECTION B 内容介绍

Section B部分在Section A所学的基础上，进一步展开谈论如何保护环境。

1a–1e的听说活动主要谈论保护地球的各种方式。1a–1b是听前活动，其中1a提供了五种保护环境的方式，让学生从易到难进行排序，1b让学生与同伴比较排序结果。1c和1d是听中活动，听力呈现了Julia和Jack讨论环境保护方面的措施和做法，主要训练学生捕捉信息的能力。1e是一个半控制性的口语活动，要求学生就1c表格中的内容，讲讲自己的看法。

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2a–2e是阅读教学部分，这一部分图文并茂，用了三个有同样前缀的词语*Rethink, Reuse, Recycle!*来作为文章的题目，介绍了三个在环保再生方面有突出贡献的人物以及他们的做法：英国的艾米·海斯住在她自己用废弃物建造的一所房子里；香港的杰西卡·王用人们不穿的旧衣服来制作背包；上海的王涛用旧汽车上的废铁和其他材料制作精美的艺术品。2a–2b主要关注课文的内容信息，2c–2d关注文中的语言信息，2c是开放性的读后活动，让学生在理解的基础上针对相关话题发表自己的看法。

3a–3b的写作任务首先通过填写表格让学生思考自己周围的环境状况，为写作提供素材，然后通过清晰的问题指引让学生完成作文，并在头脑中形成此类写作的相关框架。

本部分的教学重点是让学生了解环境保护的方式，并落实到积极的行动之中，同时还有阅读策略和写作技巧的训练。教学的难点是让学生在阅读2a文章之后，根据所给词根找出衍生出的不同词汇，并理解前缀和后缀的不同用法。

SECTION B 教学建议

活动1a–1e

1. 课前，教师给学生播放关于环境的音乐视频，例如*Heal The World, Tell Me Why*等歌曲，不仅可以自然导入话题，还能活跃课堂气氛。
2. 教师给学生展示一份关于个人环保行动的调查表，让学生按照自己的实际情况填写调查表，然后和同桌一起交流，看看自己的环保行动在哪方面做得比较好，哪方面做得还不够。
3. 让学生浏览1a的活动要求以及所列短语，确保学生理解各项含义，然后让学生独立完成排序，再与同伴分享自己的排序结果并说明原因。
4. 让学生浏览1c的活动要求，朗读表格的第一栏所列的内容，确保他们理解各个短语的含义。播放第一遍录音，学生自主完成1c。师生核对答案。
5. 学生先阅读1d的要求，教师播放录音，学生独立填写表格。播放第三遍录音，让未完成的学生继续完成1d表格填写，已完成的学生先自主检查，然后师生核对答案，要求学生用完整的句子回答问题。
6. 再次播放录音，让学生跟读并模仿其语音语调。请几组学生分角色朗读，并给予适当点评。
7. 让学生两人一组根据1c表格信息互相问答，提示学生可参考1e的示范对话。学生操练完毕，可请几组学生展示他们的对话。

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■ 拓展活动：给人类的一封信

1. 让学生四人一组讨论：假如你是鲨鱼，你有什么话想跟人类说？你怎么呼吁人类与你们和平相处，停止捕杀鲨鱼呢？
2. 每个小组派代表和全班分享小组的讨论结果。
3. 写作任务：在阅读了2b文章和讨论之后，请你以鲨鱼的角度给人类写一封信，呼吁人类停止捕杀鲨鱼。内容包括：
   1) 介绍鲨鱼以及鲨鱼的生存状态；
   2) 讲述人类不应该捕杀鲨鱼的理由（至少包括两个）；
   3) 呼吁人类与鲨鱼和平共处。

活动2a–2d

1. 读前预测：让学生浏览标题*Rethink, Reuse, Recycle!*和课文插图，猜测这篇文章的主题，并尝试回答：What do you think the reading passage is about? 接着，让学生和同伴观察并尝试描述三幅插图，教师可提出以下问题让学生思考：
   - What can you see in the pictures?
   - What is it / are they made of?
   - Do you think it is a good way to protect the environment?

   在这一环节的教学中，教师可适当呈现课文中出现的新词汇，以便减轻学生的阅读压力，如：upside down, iron, work, metal, creativity等。
2. 让学生快速阅读课文，理解文章大意，完成以下连线题。

   Paragraph 2 — A. Bags made from old clothes
   Paragraph 3 — B. Art pieces made of iron and other materials from old cars
   Paragraph 4 — C. House built of rubbish
3. 让学生再次阅读文章，自主完成2b，并在文中画出相关的句子。师生核对答案。
4. 让学生根据2c方框中所列的短语从文中找出带有短语的句子，说出其用法和含义，然后阅读2c所列的各个句子，理解句子含义，自主完成2c活动。学生完成填写后，与同伴交流核对。全班核对答案。
5. 让学生从文章中找出以2d词汇为词根拓展的词汇，然后按前缀后缀分类，找出前缀与后缀的用法。如：

   前缀：rethink, reuse, unusual
   后缀：actually, building, creative, recently, environmental, importance, protection, inspiration
   前后缀：especially

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学生完成分类后，要求他们总结前后缀对原词根的词义和词性的影响和作用。教师可提供一些词根，让学生小组合作，加上前后缀组成新词。如：

词根1（加前缀）：agree, happy, polite, possible, honest, friendly

词根2（加后缀）：China, care, help, home, use, hope, friend, neighbor

6. 播放课文录音，让学生跟读，模仿录音中的语音语调。
7. 让学生再次阅读课文，在自己不懂的短语或句子下面画线。学生先小组合作解决同组同学不懂的地方，若小组解决不了，教师再提供必要的帮助，在课堂上进行简单的讲解。
8. 学生浏览2e活动要求，分小组讨论每个人在生活中可以为环保所做的努力，以及政府部门或者环保组织必须实施的环保措施。各组成员将讨论结果填入以下表格，为汇报做好准备。

Ways to save the environment

Individual people	Governments	Organizations

小组讨论结束后，教师可请各小组汇报讨论结果，师生共同给予评价。

■ 拓展活动1：看看谁更有创意

1. 让学生先思考在我们生活中有哪些东西是可以循环利用的，可以利用这些东西制作出什么产品。然后分小组讨论，各小组有一人负责记录，创意越多越好。以下句型可供学生讨论时参考：

   We can reuse _____. We can make _____ with it/them.
2. 每个小组选出一个最佳创意和全班同学分享，全体同学投票选出最佳创意奖。

■ 拓展活动2：校园环保标语征集

在前面的活动中，教师已经让学生观察和讨论身边的不环保现象，教师鼓励学生小组合作，针对各种不环保现象设计至少三条以上的环保标语，然后师生共同评选出优秀的环保标语，进行全班展示，有条件的还可以让学生设计成海报，贴在学校的宣

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传栏或者是标语对应的场所。以下标语提示句型可供参考：

- Don't ...
- We should ...
- We can't/shouldn't ..., or ...
- If we ..., our world will ...

活动3a–3b

1. 教师向学生展示所在地区的几张图片，与学生进行自由交谈，引入话题：Where is this? Is it a nice place? Why or why not? What are the problems? 请几个学生简单发表自己的看法，并陈述理由。
2. 让学生分小组讨论活动3a所列的问题，各小组成员依次发表自己的看法并注意记录其他成员的观点，完成3a表格。学生完成填写后，教师请几个小组代表汇报小组讨论结果。
3. 学生浏览3b的写作要求及框架提示，给予学生一定时间，完成3b的写作任务。学生在课堂上完成写作后，可让他们与同伴交换写作成果，互相批改和纠正错误。如条件允许，教师可在课堂上展示不同学生的作文，师生共同点评。如课堂时间有限，可布置为课后作业完成。

SELF CHECK 内容介绍和教学建议

活动1的主要目的是帮助学生回顾所学词汇，检测学生对派生词的掌握情况，通过梳理后缀的用法和构词规律，培养学生的词汇策略。活动2主要检测学生对语言结构的识别能力，要求学生判断所给句子属于哪一种语法现象。活动3旨在帮助学生内化单元话题信息，能写出减少各种污染的环境保护措施。

活动1

1. 让学生浏览活动要求，明确任务，然后独立完成练习。
2. 学生分小组进行交流和探讨，列出可变换词性的相关后缀，并根据后缀联想补充更多词汇。师生核对答案。

活动2

1. 让学生先浏览表格右栏各种语法项目的英语名称，明确其表达的意思，然后自主完成活动2。师生核对答案。

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2. 给予学生几分钟时间，让学生根据表格所列语法项目和例句各造一个句子。请几个学生将句子写在黑板上，师生共同评价。

活动3

1. 让学生分小组讨论减少四种污染的方式有哪些，将相关的短语表达列在表格中。
2. 小组讨论完毕，请不同小组分享自己的讨论结果。

四、课文注释

1. **Also, I never take wooden chopsticks or plastic forks when I buy takeaway food.** 另外，我买外带食物时，也从不要（一次性）木筷和塑料叉子。

此句中takeaway为名词，表示“外带食物”的意思。在美国，人们还常用takeout和carry-out，表达相同的意思。例如：

We sometimes buy takeout/carry-out food when we run out of time for eating in. 当我们没足够时间在饭馆里吃时，有时也买外带。

另外，takeaway, takeout和carry-out有时也直接指“外卖店；快餐店”。例如：

a Chinese takeaway 一间中餐外卖店；一家中式快餐店

He came out of a side door, clutching a carry-out. 他从边门走出了，手里提着一份外卖。

Dave just lives on beer and takeaways. 戴夫仅以啤酒和外卖速食为生。

像takeaway这样由“动词+副词”构成合成形容词的现象，英语语言中并不少见，如leftover food (吃剩下的食物；剩餐), carry-on luggage (随身携带登机的行李), a sold-out concert (票卖光了的音乐会), a warm-up match (热身赛), worn-out clothes (穿旧了的衣服), a made-up name (编出来的名字；假名), a pull/push-open door (推/拉的门)等等。

2. **But do you realize that you're killing a whole shark each time you enjoy a bowl of shark fin soup?** 但是你是否想到每一次你享用一碗鱼翅羹时，你是在宰杀一整条鲨鱼呢？

由于文化及思维视角的差异，中、西方人们在表达一些概念、观念时会出于不同的视角选择词语及表述方式。本句a bowl of shark fin soup便是如此：汉语看中其关键食材，名曰“一碗鱼翅”或“鱼翅羹”“鱼翅捞”之类；英语则从菜肴的视觉特点出发称其作“soup”（汤）。再如对红茶的称呼，中国人着眼于沏泡后茶水的色泽，称其作“红茶”；英国人着眼于沏泡前茶叶的颜色，称其为black

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tea。注意到这种文化性语言特征，就不难理解跨文化交流中一些看来离奇荒唐的语言用词及表述现象，也会更好地帮助我们学习、理解外语。

就soup一词而言，虽就汉语“汤；羹”那么简单的意思，但面对这些中国传统饭食的英文表述却并非人人都能够看得清楚、想得明白：chicken noodle soup（鸡汤面）；sour noodle soup（酸汤面）；wanton soup（馄饨）；sweet dumpling soup（汤圆；汤圆羹）；sweet corn and egg soup（粟米羹）等。

3. **The top of the house is an old boat turned upside down.** 房子的顶部是一条翻转过来的旧木船。

此句upside down并非短语，而是一个副词，修饰过去分词turned，意为“颠倒过来地；底朝天地”。这样用时，upside down往往用来表达方式、状态。例如：

The little boy can't read—he's holding the book upside down, you see. 那个小男孩不识字。你瞧，他把书都拿反了。

类似这样的用法除upside down外，还有inside out，表示“里面向外地；外翻地；翻过来”。例如：

This vest can be turned inside out. 这件马甲背心可以两面穿。

Turn the sweater inside out before you wash it. 洗前先将毛衣翻过来，里面向外。

另外，upside down还可用作形容词，表示“颠倒过来的；倒着的”。例如：

an upside down U-shape 一个倒U形状

Look at those upside down chairs on the table. What are they there for? 看看那些倒放在桌上的椅子，它们在那儿派什么用呢？

五、文化注释

1. 食物链

食物链是一个生态学概念，指生态系统内，各种生物之间由于食物而形成的一种捕食与被捕食的上下联系关系，如同链环，环环相扣。食物链概念最早源于公元9世纪，但为世人所认同的是1927年英国动物生态学家埃尔顿（C. S. Elton）出版经典学术教科书《动物生态学》（Animal Ecology）以后的事情。在书中，埃尔顿使用了food chain和food cycle这样的术语，它们得以广泛接受，成为今天的规范。后人在其基础上进一步发展，又增添了food web这一术语，以表达那些系统庞大、种群多样、内部关系繁杂的食物链。

虽然生态系统中的生物种类众多，并在这个系统中扮演着不同的角色，但根据它们在

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能量和物质中所引起的作用，可粗略地分为“生产者”“消费者”和“分解者（清除者）”三个类别。食物链便是这三种类别生物体一种食物路径，它以生物种群为单位，联系着群落中的不同物种，既有动物，又有植物。

食物链的另一划分系统是按照生物与生物之间的觅食特征进行分割，形成“捕食食物链”“腐食食物链（碎食食物链）”和“寄生食物链”。可见，食物链即自然界动植物所自然形成的某种食物网络，每一食物网内的动植物有着或远或近的特定关系，这些生物体按照这种关系相依为命。

一个复杂的食物网是使生态系统保持稳定的重要条件。一般认为，食物网越复杂，生态系统抵抗外力干扰的能力就越强；食物网越简单，生态系统就越脆弱，极易产生波动。一旦这种自然的食物网遭到破坏，链环发生断裂，它就会导致生态系统失衡，造成一系列反应，导致灾难发生。

2. WildAid和WWF组织

WildAid（美国野生救援协会）是一个非营利性的动物及栖息地环境保护机构，1999年在美国注册，总部设在美国旧金山，负责监控和协调世界各国各个项目开展的情况。它在纽约、曼谷、伦敦、华盛顿、北京、海参崴等地设有办事处。这一机构的宗旨是世界范围的野生动物保护及救助，其重要工作之一是野生动物保护行动（ACAP）。

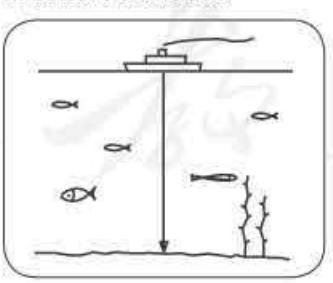
WWF（世界自然基金会）英文全称作World Wide Fund For Nature，是享有国际盛誉、全球最大的独立性非政府环境保护组织之一。这一国际组织成立于1961年，致力于保护世界生物多样性、确保可再生自然资源的可持续利用，以及推动降低污染和减少浪费性消费的行动。迄今，该组织在六大洲的153个国家发起或完成了约12,000个环保项目。

六、教学简笔画

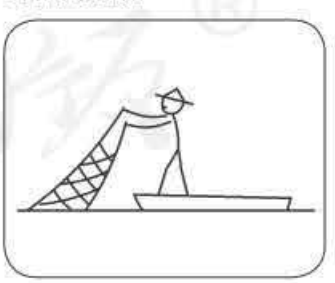
1. litter



2. bottom of the sea



3. fisherman



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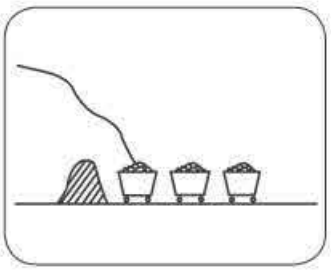
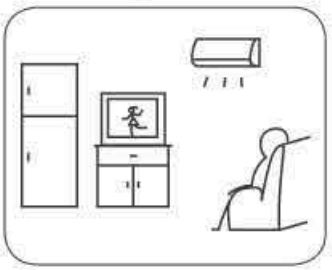
4. coal



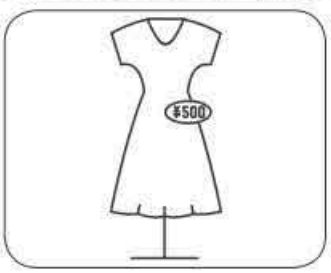
5. ugly



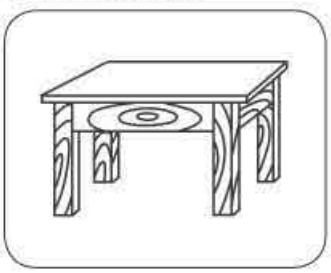
6. the advantages of modern technology



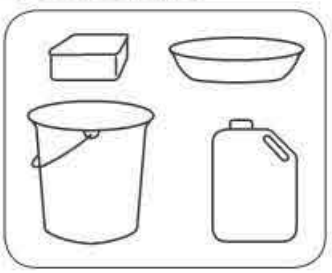
7. The dress costs 500 *yuan*.



8. a wooden table



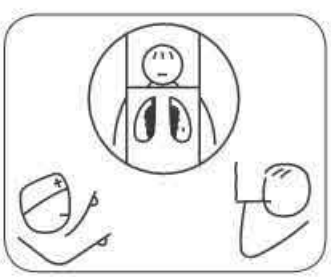
9. made of plastic



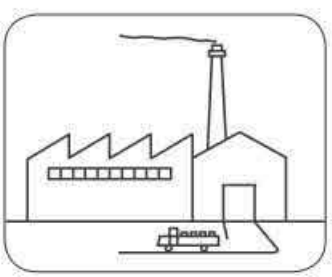
10. cruel to the slaves



11. Smoking is harmful to one's health.



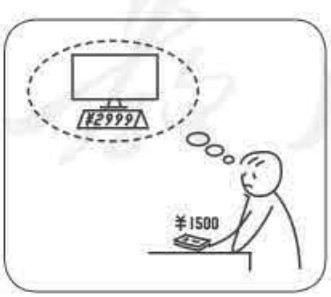
12. industry



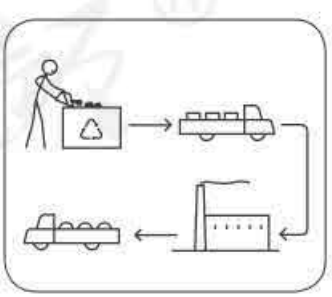
13. break the law



14. can't afford the TV



15. recycle



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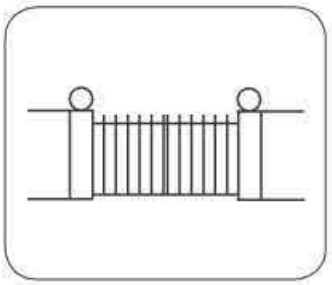
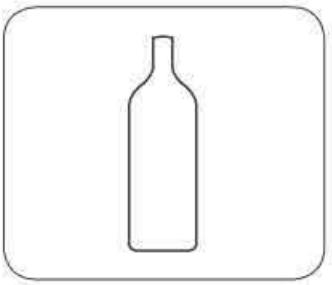
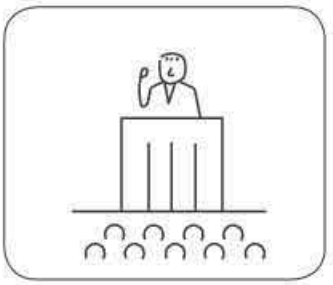
16. gate



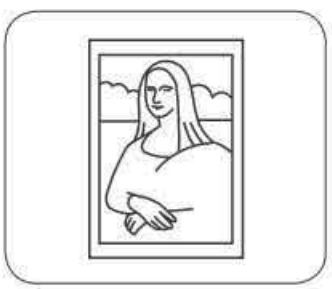
17. bottle



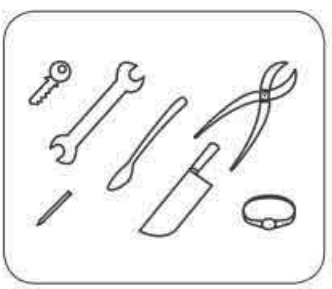
18. president of the US



19. Da Vinci's works



20. made of metal



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Unit 13 We're trying to save the earth!

SECTION A

1a

Purpose	To introduce Ss to the unit goal: talk about pollution and environmental protection. To set the scene, increase Ss' vocabulary and introduce the target language.
Picture	The four pictures show different forms of environmental pollution. The first picture on the left shows an airplane flying over some houses. The airplane seems to be flying at quite a low altitude, so the noise level must be quite high for the people living in those houses. This is considered noise pollution. The second picture shows some vehicles giving out exhaust fumes and causing air pollution. The vehicles create noise pollution, too. In the third picture, we see big chimneys (probably factory chimneys) giving off a lot of smoke and polluting the air. The factories are also situated near the sea, and the industrial waste from them will pollute the sea. The last picture shows a rubbish dump that pollutes the environment around it.
Culture Focus	***Pollution and our environment*** Pollution is an inevitable by-product of civilization. With rapid modernization, however, the problem of pollution has become quite severe. There are different forms of pollution, the most important ones being air, water and land pollution. These forms of pollution not only have great impact on the natural environment but also adversely affect animals and human beings. They cause many health problems like respiratory problems and water-borne diseases which can be life-threatening. For example, a study done in 2010 estimated that more than a million people died in China every year as a result of air pollution. Pollution also causes changes in the climate which will eventually destroy our earth. Therefore, to preserve the environment and make life sustainable on our planet, everyone has to work together to reduce every form of pollution.

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Optional Approach	***What other things cause pollution?*** The T may wish to ask Ss to complete the activity as a class, then have Ss work in pairs to think of more words to add to the lists for each column.
Answers	• Noise pollution – loud music, planes, building houses, mobile phones (machines, crowds, vehicles) • Air pollution – cars, factories, smoking, building houses (burning, power plants, nuclear waste disposal) • Water pollution – rubbish, littering, ships, factories (sewage, industrial waste, pesticides)

1b

Purpose	To help Ss recognize the target language in natural speech.
Culture Focus	***Everyone needs to play a part*** In the conversation, the boys are talking about the river in their town being polluted by litter and industrial waste. One of them wants to write to the government about the problem, but the other boy wisely says that cleaning up the river is everyone's responsibility, not just the government's. While the government can use laws to help solve the problem of pollution, it is the combined efforts of every individual that will truly make a difference. If everyone takes the three Rs (reduce, reuse and recycle) seriously and makes a genuine effort to change their lifestyles, pollution can be reduced or prevented, and the environment preserved for future generations.
Optional Approach	***Predicting the answers*** The T may wish to have Ss work in pairs first to predict the answers to the activity, before the recording is played. Ss can write the predicted answers on a separate piece of paper. Elicit some answers from Ss and write them on the board. Then play the recording for Ss to fill in the gaps and review answers as a class.
Answers	• really dirty, rubbish, fish • litter, waste • government, close down, clean up

1c

Purpose	To give Ss guided practice in using the target language to talk about pollution and environmental protection.

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Teaching Tip	***Review of* used to *and* should** Before conducting this activity, the T may wish to review these structures with Ss: **Note:** • *used to*: to show that an action happened regularly in the past but does not happen anymore. e.g. My family *used to* live in the countryside, but now we live in the city. **Note:** the negative form is *did not use to*. e.g. I *didn't use to* like muffins. Now I love them! • *Should* + infinitive (without *to*): to show that an action is considered right or sensible. e.g. Everyone *should play* a part in cleaning up the river.

2a

Purpose	To give Ss practice in listening for specific information.
Culture Focus	***Throwaway society*** In the conversation, Susan identifies "too much rubbish and waste" as a serious environmental problem. Jason says that people are throwing away things like wooden chopsticks, plastic bowls and plastic bags. He is probably referring to the widespread use of disposable items in a modern society. In fact, modern society has been called a 'throwaway society', as for the sake of convenience, more and more things are made for single use or for short-term use only. This has resulted in a big increase in the amount of rubbish, making the accumulation of rubbish a serious environmental problem.
Answers	Circled: A. land pollution B. air pollution

2b

Purpose	To give Ss further practice in listening for specific information.
Teaching Tip	***Vocabulary*** The T may want to focus on some words used to talk about the things that are thrown away. **Note:** • rubbish (British English) – things that people throw away • trash/garbage (American English) – things that people throw away • waste – rubbish and unwanted materials left behind after we have used something, e.g. industrial waste

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Teaching Tip	• litter – things that people have thrown away and left on the ground in public places • refuse (noun; pronounced differently from the verb) – a more formal word for "rubbish"
Answers	1. more cars 2. pollute 3. are throwing away 4. public places

2c

Purpose	To give Ss practice in using the target language in conversations.
Teaching Tip	***Providing an example*** For weaker classes, the T may want to provide some guidance for the Ss by demonstrating first how the conversation can flow between Jason and Susan. Together with a S more proficient in English, the T can role-play the conversation before asking Ss to try it on their own with their partners.

2d

Purpose	To give Ss further practice in using the target language in conversations.
Optional Approach	***Extending the activity*** The T may wish to invite two volunteers to role-play the given conversation, then ask Ss to identify the ways of solving the environmental problems mentioned in the conversation, without referring to their textbooks. (Answers: take the bus or subway, ride a bike, bringing a bag to go shopping, don't use disposable chopsticks or forks, throw rubbish in the bins.) The T can ask Ss to write a short paragraph to summarize the problems and the suggested solutions.

3a

Purpose	To give Ss practice in reading for specific information.
Teaching Tip	***Learning more about sharks*** The T may want to ask Ss to do some additional research to find out more about sharks before this lesson. This will enable the Ss to have a better understanding and greater knowledge about sharks.

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Answers	

Where shark fin soup is popular	southern China
Number of sharks caught and traded every year	70 million
How governments can help	develop laws to stop the sale of shark fins
Two environmental groups against "finning"	WildAid and the WWF

3b

Purpose	To give Ss the opportunity to review the use of conjunctions.
Culture Focus	***Shark fin soup*** Shark fin soup is a Chinese delicacy that is popular not only in China, but also among the Chinese population in other countries like Singapore and Malaysia. It is rare and is believed to have many health benefits, so it is very expensive. It is often served at Chinese wedding dinners and other important banquets. In fact, it is almost a kind of status symbol showing off the host's wealth and position. However, as a result of greater awareness of environmental issues among the young and educated, there is increasing objection to this dish being served. Many young couples, for example, no longer want to have shark fin soup on the menus for their wedding dinners.
Teaching Tip	***Review of conjunctions*** The T may want to check that Ss understand how to correctly use the conjunctions before having them complete the activity. **Note:** • *so*: used to say that something is a result of something else that has just been mentioned. e.g. I was tired, *so* I decided to take a nap. • *although*: used to contrast one part of a sentence with another; has the effect of making the main idea in the sentence seem surprising or unexpected. e.g. *Although* she studied hard, she did not pass the exam. (It was surprising that she did not pass.)

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Teaching Tip	• *if*: used to talk about the circumstances in which something else might happen; gives the condition for something else to happen. e.g. *If* you study hard, you will do well. • *but*: used to contrast two parts of a sentence and show that they are opposite or very different in meaning (usually not used at the beginning of a sentence in formal writing). e.g. She is interested in Literature, *but* her parents want her to study Biology. • *when*: used to talk about the time at (or during) which something happens. e.g. The children stopped playing *when* they heard the bell.
Answers	1. when 2. so 3. but 4. Although 5. if

GRAMMAR FOCUS

4a

Answers	Have ... taken, helped, considered, had ... had, took, think, came, trying, wait

4b

Answers	Suggested answers: may/might, must/have to, can/should/could, can/could/should, have to, can/could/should, can/could, can/could, would/can/could

4c

Purpose	To prompt Ss to think about ways of protecting the environment. To reinforce the target language for talking about environmental protection.
Optional Approach	***Let's talk about ...*** The T may want to have Ss work in groups of four to make a list of things that people can do to help protect the environment. When the groups have made their lists, conduct an open class discussion and elicit suggestions from each group. The T can write the suggestions on the board, then encourage Ss to comment on one another's suggestions.

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Answers	Suggested answers: • take your own shopping bags when you go shopping • don't use disposable items like disposable cutlery, cameras, etc. • turn off the lights when you leave the room • reduce the use of air conditioners in summer • grow more plants

■ Optional Activity: Then and now

Purpose	To review and reinforce the use of the structure *used to* to contrast the past and the present
Materials Required	One copy of the activity sheet *Then and Now* for each S.

Sample Activity Sheet: **Then and Now**

How has the world changed?

Write one statement using "used to" in the "Then" column and pass your activity sheet to the person on your right. Then write a statement in the "Now" column on the activity sheet given to you by the person on your left.

Then	Now
There used to be many forests.	*The forests have been cleared to build factories.*

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Procedure

(**Note:** This activity may be conducted after Section A, activity 1c.)

1. Before the lesson, the T should prepare a copy of the activity sheet for every S in the class.
2. Have Ss work in groups of four for this activity.
3. Give each S a copy of the activity sheet. Explain how this round-robin activity is to be carried out:
   - Write one statement in the "Then" column.
   - Pass your activity sheet to the group member on your right and take the activity sheet from the group member on your left.
   - Write a statement in the "Now" column in response to the statement that your group member has written.
   - Repeat the process until the activity sheet has been completed.
4. At the end of the activity, ask each group to choose four of their most interesting statement pairs and present them to the class.

SECTION B

1a

Purpose	To prompt Ss to give more thought to what can be done to save the environment.
Optional Approach	***Giving reasons*** As it is most likely that Ss won't have identical rankings for the list of items, after Ss have filled in their rankings, the T may want to call on a few Ss to ask them to share their rankings with the class and explain their reasons for their rankings.
Answers	Answers will vary.

1b

Purpose	To give Ss the opportunity to talk about the actions they can take to help save the environment.
Teaching Tip	***Using* but** The T may want to clarify the use of the conjunction *but* used in the given conversation. **Note:** As a conjunction, *but* is usually not used at the beginning of a sentence in formal writing. However, it can be used at the beginning of a sentence in speech or in informal writing.

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1c

Purpose	To give Ss listening practice in the target language used in natural speech.
Culture Focus	***Saving the environment*** The conversation is about the little things that individuals can do to help save the environment. As shown in the conversation, these actions may not require much effort, but for some people, they may cause a change in the lifestyle that they are used to. Some of these lifestyle changes may also bring about some inconvenience, like switching from riding in cars to riding bikes which may take more time. Such inconveniences are particularly felt by those living in big, modern cities because they are so used to the convenience of modern living. Therefore, to be really serious about saving the planet, we need a change in attitudes. People need to know the consequences of their actions, or lack of action, and be prepared to put the greater good before their personal needs. This can only be achieved with widespread education to raise awareness of the serious problems facing our planet.
Answers	Checked: turning off the shower, taking your own bags when shopping, not riding in cars, riding a bike

1d

Purpose	To give Ss practice in listening for specific information.
Optional Approach	***Can you remember what Julia said?*** Before playing the recording again for Ss to complete the activity, the T may want to have Ss try to recall what they heard and have Ss attempt the activity first.
Answers	Checked: • Doing now – turning off the lights • Will do in the future – taking your own bags when shopping • Would never do – turning off the shower, not riding in cars, riding a bike

1e

Purpose	To give Ss further practice in using the target language in conversations.
Optional Approach	***What else can people do to help?*** Instead of using the information from the chart in 1c, the T may want to encourage Ss to suggest other things people can do to help save the earth, then use these new suggestions to make their conversations.

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2a

Purpose	To prompt Ss to predict what the reading passage is about.
Teaching Tip	***Checking for understanding*** The T may want to check that Ss adequately understand the three words used in the title. **Note:** • *rethink* – think carefully about something again to see if changes should be made. e.g. Let's *rethink* our decision to buy a car, because a car will only add to environmental pollution. • *reuse* – use something again after it has been used. e.g. These plastic forks and spoons can actually be *reused* if you clean them properly. • *recycle* – do something to things that have been used so that they can be used again. e.g. This piece of paper looks a little different because it is *recycled* paper.
Answers	Suggested answer: It is about how people can think of creative ways to use things that are no longer wanted.

2b

Purpose	To provide Ss with practice in reading for general ideas and specific details.
Optional Approach	***Any other ideas?*** After Ss have completed the activity, the T may want to have Ss work in groups to discuss other ways of reusing and recycling things.
Answers	

Names	What materials did they use?	What did they make?
Amy Hayes	• windows and doors of old buildings that have been pulled down • an old boat • rocks • old glass bottles	a house

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Answers	

Names	What materials did they use?	What did they make?
Jessica Wong	old clothes, especially old jeans	bags
Wang Tao	iron and other materials from old cars	beautiful art pieces

2c

Purpose	To enable Ss to learn some key phrases used in the passage they have just read.
Teaching Tip	***Explaining the phrases*** The T may want to check that Ss understand the given phrases before asking them to complete the activity. **Note:** • *pull down* – knock down and destroy • *put to good use* – use something for a purpose • *build ... out of* – make something (especially a building) with certain materials • *set up* – start a company • *known for* – famous because of something • *not only ... but also* – link two parts of a sentence to show that the second part is in addition to the first part
Answers	1. pulled down 2. put to good use 3. built, out of 4. set up 5. known for 6. not only, but also

2d

Purpose	To get Ss to focus on prefixes and suffixes.
Teaching Tip	***Prefixes and suffixes*** The T may want to introduce the terms "prefix" and "suffix" after Ss have completed this activity. **Note:** • Prefix: a group of letters added to the beginning of a word to change the meaning of the word e.g. *re* + think = rethink *un* + usual = unusual • Suffix: a group of letters added to the end of a word to change the part of speech

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Teaching Tip	e.g. actual (adjective) + *ly* = actually (adverb) build (verb) + *ing* = building (noun)
Answers	Underlined: think – rethink use – reuse, useful usual – unusual recycle – recycling build – building create – creative; creativity special – especially recent – recently environment – environmental important – importance protect – protection inspire – inspiration

2e

Purpose	To encourage Ss to express their opinions about ways of protecting the environment.
Optional Approach	***What do you think?*** After the groups have compiled their lists, the T may want to add on to the activity by having a class discussion. Invite groups to present their views and agree/disagree with other groups' views.
Answers	Suggested answers: Things which can be done by people every day: • take your own bags when you go shopping • spend less time in the shower • turn off the lights when you leave a room • take public transport rather than drive • avoid using air conditioners Things which have to be done by governments and organizations: • educate the public • ensure that factories get rid of waste in a responsible way • preserve the forests • preserve endangered species • not allow activities that seriously endanger the environment

3a

Purpose	To prepare Ss for the subsequent writing activity by prompting them to think of their immediate environment.

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Optional Approach	***Asking for feedback*** After Ss have completed their individual charts, the T may want to ask Ss to show the notes they have made to a partner to get some feedback and revise their notes if they find it necessary.
Answers	Suggested answers:

Good environment	Why?	Bad environment	Why?
Central Park	• clean • greenery • fresh air • nice to look at • quiet and peaceful	Rubbish disposal areas at the bottom of apartment blocks	• rubbish spilling out of bins • bad smells • unsightly • unhealthy • full of pests like rats, insects, cockroaches

3b

Purpose	To give Ss the opportunity to use the target language in writing.
Teaching Tip	***Less is more*** The T may want to suggest to Ss that it might be better to focus on one problem and write about it in detail instead of writing about many problems and not providing enough details.
Answers	Sample writing: Dear Sir/Madam, I have lived in this town ever since I was born and I love this town very much. I think that there are beautiful areas in this town, but there are also areas that aren't attractive, like the rubbish disposal areas at the bottom of our apartment blocks. There is rubbish coming out of the bins, and flies, cockroaches and rats running all over the rubbish. It is unpleasant to look at, smelly, and it makes the environment very unhealthy.

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Answers	The problem is that the rubbish collectors do not come often enough to collect the rubbish. The people living here may also be throwing away too much rubbish. We could try to ask people to produce less rubbish. I suggest that rubbish collectors collect rubbish more often as well. I believe that a better environment can be created in this town and we should all work together to achieve it. Yours faithfully, Wang Xi

SELF CHECK

Purpose	To provide a comprehensive review of key vocabulary and functions presented in the unit.
Teaching Tip	At the end of activity 1, the T may want to review prefixes by asking Ss to make a list of words with the two prefixes they encountered in Section B, activity 2d. **Note:** • *re*: again e.g. rethink, reuse, recycle, remake, redo, reunite(d), rewrite, reread • *un*: not, opposite e.g. unusual, untidy, unhappy, unfortunate(ly), unkind, unfair, unreal, unsure
Answers	1. ***v.—n.*** pollute—pollution act—action protect—protection inspire—inspiration build—building create—creativity Others: meet—meeting, educate—education, paint—painting ***n.—adj.*** fame—famous wood—wooden science—scientific health—healthy south—southern care—careful Others: wool—woolen, hair—hairy, north—northern

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Answers

adj.—n.

different—difference important—importance

Others: significant—significance, relevant—relevance, brilliant—brilliance

adj.—adv.

slow—slowly wide—widely sudden—suddenly real—really

Others: sure—surely, actual—actually, quick—quickly

2.

Statement	Grammar
The river used to be clean.	*used to*
We have seen many changes in the environment.	Present perfect
People should take public transportation more.	Modal verbs
The river is polluted by factories.	Passive voice
The air pollution is getting worse and worse.	Present progressive

3. Suggested answers:

Kinds of pollution	Ways to cut down
water pollution	ask factories not to throw waste into the rivers; remind people not to litter
land pollution	ensure that factories throw away industrial waste in a responsible way; try not to use plastic bags when shopping

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Answers	Kinds of pollution	Ways to cut down
	noise pollution	build airports away from places where people live
	air pollution	encourage people to use public transportation instead of driving; reduce the number of factories that burn coal

■ Optional Activity: Prefixes and Suffixes Snap!

Purpose	To review prefixes and suffixes.
Materials Required	One set of activity cards *Prefixes and Suffixes Snap!* for each pair of Ss.

Sample activity cards: **Prefixes and Suffixes Snap!**

environment	-al	recent	-ly
re-	use	un-	usual
wood	-en	important	-ce
build	-ing	mean	-ing
re-	view	un-	clear
harm	-ful	health	-y
south	-ern	create	-ion
protect	-ion	fame	-ous

Procedure

(**Note:** This activity may be conducted at the end of the unit.)

1. Before the lesson, the T should print and cut one set of cards for each pair of Ss in the class. Put each set of cards in an envelope.
2. Have Ss work in pairs to carry out this activity.
3. Give each pair an envelope containing a set of cards. Explain the rules to the Ss:
   - Sort the cards into two piles – word cards and prefix/suffix cards.
   - One Ss will take the word cards and the other will take the prefix/suffix cards.

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- Shuffle the cards and put them in front of you.
- At the word "Go", turn over the top card in your pile.
- If the two cards can form a word, shout "Snap!" and spell the word. You can keep the two cards that form the word.
- If the two cards cannot form a word, just turn over the next card together, and so on.
- The activity ends when both of you have no more cards.
- The winner is the person with more words collected at the end of the activity.

4. Conclude the activity by eliciting from Ss the words they have formed and write them on the board. Check that Ss understand the meanings of these words.

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Unit 14 I remember meeting all of you in Grade 7.

一、教学目标与要求

话 题 **Topic**	School days（在校时光）
功 能 **Functions**	1 分享过去回忆和经历（Share past memories and experiences） 2 展望未来（Look ahead to the future）
语 法 **Grammar**	1 复习宾语从句（Objective clauses） I think that I'll have to study much harder for exams. 2 复习一般将来时（be going to） I'm going to join the school volleyball team. 3 复习现在进行时（be + 动词-ing形式） I'm looking forward to going to senior high school. 4 复习一般过去时（Simple past tense） A: What happened in Grade 7 that was special? B: Our team won the school basketball competition. 5 复习现在完成时 (Present perfect tense) A: How have you changed since you started junior high school? B: I've become much better at speaking English.
词汇和短语 **Words & expression**	1 能正确使用下列词汇（Curriculum words） survey, standard, row, keyboard, method, instruction, text, level, degree, manager, gentleman, task, wing, double, shall, overcome, congratulate, caring, senior, thirsty, thankful, separate, ours, ahead 2 能正确使用下列常用表达（Useful expressions） in a row, look back at, make a mess, keep one's cool, senior high, go by, believe in, first of all, be thirsty for, be thankful to sb., ahead of, along with, be responsible for, set out, separate from 3 能认读下列词汇（Non-curriculum words） graduate, graduation, ceremony, lastly, responsible

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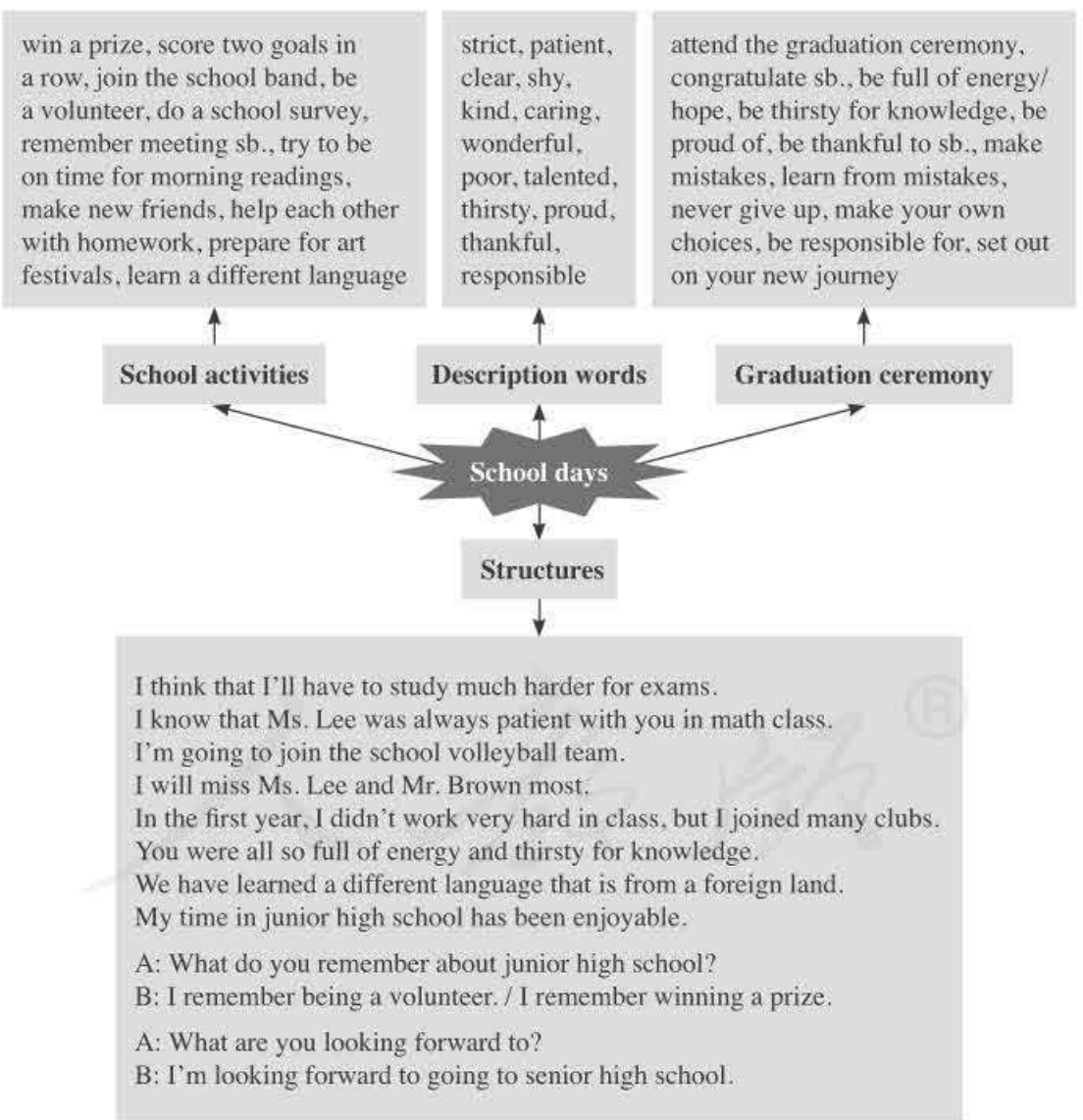
学习策略 **Strategies**	1 辨别文章体裁和明确文章写作目的 2 通过找押韵词欣赏诗歌
文化知识 **Culture**	了解国内外毕业生毕业典礼上的发言

二、话题思维导图



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三、内容介绍和教学建议

SECTION A 内容介绍

本单元是本学年最后一个单元，也是初中学段最后一个单元。本单元设计目的旨在复习巩固初中学段一些重要语法项目，同时让学生回顾总结初中三年美好时光。Section A通过谈论初中毕业生的在校时光，在语言上让学生回顾加深对几种时态、句式及固定搭配的理解及运用，在情感上让学生珍惜初中学段美好时光。

1a活动呈现了本单元的核心话题及动词remember加动词-ing的用法。通过主题图中两个初中毕业生的对话，激活学生关于谈论初中生活的背景知识，同时导入本单元话题之一——回顾过去时光。1b活动通过与主题图匹配的听力输入，让学生再次熟悉“在校时光”这一话题，并激发学生表达自己回忆和体验的愿望。1c活动让学生谈论记忆深刻的事情或经历，在复习动词词组的基础上复习现在完成时。

2a–2c是一组完整的听说练习，听力对话内容除了回忆和体验初中生活外，还引入对未来生活的讨论。2d示范对话集中呈现了2a–2c听说任务部分所使用的语言，涵盖了Section A中的重点时态及从句的用法，本部分输入的语言更加丰富，为学生提供了示范，旨在培养学生综合使用语言的能力。2d对话中，两学生谈论各自最难忘的老师，表达自己对老师的感谢之情，让学生学会感恩。

3a–3c是一个完整的阅读任务链，阅读语篇以诗歌的形式讲述了一名初中毕业生的回忆，表达了自己对初中生活的恋恋不舍。本部分词语优美，内容朴实，情深意切。教师可以帮助学生通过寻读、略读等方法掌握语篇信息，完成练习。

4a–4b是对“语法聚焦”内容在读、理解、写层面上的操练。4a活动使用排序的方法培养学生理解能力和逻辑思维能力；4b活动使用回答问题的方法巩固学生的读和写的能力。这两个部分均提供了真实语境，而不是机械的语言操练，这些活动能让学生复习巩固本单元的几种时态。

本部分的重点是复习初中阶段比较重要的语法内容，如现在完成时和一般过去时的用法，教学难点是remember doing sth.用法以及如何理解和欣赏诗歌体裁文章。

SECTION A 教学建议

活动1a–1b

1. 导入话题。教师呈现教材主题图，带领学生讨论图中内容：

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T: Look at the picture. What kind of party do you think it is? Is it a welcome party or a graduation party? ... Look at the small pictures. What are the boy and the girl talking about? What does the girl remember doing? What do you remember doing in junior high school? 让学生完成课本活动1a。

2. 听力活动。播放录音前，让学生读课本1b活动要求和句子，理解句子意思。放录音，学生听后将人物和活动内容匹配，完成1b活动。
3. 理解更多细节。听力材料里面内容比较丰富，教师可借助问题挖掘更多细节：
   - What did Mary lose in Grade 7?
   - Who helped her find it?
   - What kind of person is Mr. Brown? Is he strict with students?
   - How does Peter feel about him?
   - What did he do to meet Mr. Brown's standards?
4. 听后输出。让学生先思考memories与experiences的区别，再要求学生模仿课本例句写出自己的回忆和体验。让学生同伴结对，仿照下面对话进行操练：

   A: What do you remember doing?

   B: I remember winning a prize.

   A: What have you learned during the three years?

   B: I have learned a foreign language.
5. 听后拓展活动。教师可充分利用听力对话，让学生复述听力对话，或给出部分概要，让学生根据听力内容填空。教师可将关键信息板书在黑板上，供学生复述时参考：

Person	Remembers ...
Mary	losing her schoolbag in Grade 7
Peter	being scared of Mr. Brown in Grade 8, strict, doing his homework carefully to meet his standards
Sarah	meeting her friends in Grade 7

活动2a–2c

1. 听前准备。让学生读课本2a和2b活动要求和句子，理解句子意思和活动要求。
2. 听力活动。播放第一遍录音，学生完成课本2a活动。这一次听应关注课本上提到的陈述是否在对话中被提到。播放第二遍录音，学生完成课本2b活动，匹配人物和相应的动作。需要注意的是，有些句子需要通过推测才能判断，如Someone

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didn't like P.E. 教师可追问：How can you tell someone didn't like P.E.? Which sentence in the conversation tells you that? 引导学生说出这句：I'm so happy I don't have to do P.E. again.

3. 检测更多细节。教师可提更多问题让学生回答，如果学生回答有困难，教师再播放录音。下面问题供参考：
   - Why is the P.E. teacher great?
   - What do they think of their life in junior high school?
   - What is That's Life?
   - How did they invite the band to play at their school?
   - What is Lisa going to do after she graduates from junior high?
4. 听后输出。每四名学生组成小组，扮演对话中人物，操练对话。
5. 听后拓展活动。听后可以开展不同拓展活动，如复述听力内容，让学生根据2b中表格内容口头复述Luke、Brian和Lisa三个人的谈论内容。教师也可给出内容概要，在关键信息处留空，让学生补充完整：

   Lisa remembers they had a great _____ teacher. He gave clear _____ and he was _____, too. Luke remembers when That's Life _____ at school. They wrote a _____ to the band and the band _____ to come.

   Junior high has been _____, but it has been a lot of _____, too.

   (Answers: P.E., instructions, kind, played, letter, offered, fun, hard work)

活动2d

1. 导入话题。教师呈现2d活动的图片（或者展示班上任课老师的照片，让学生讨论对老师的喜好），解释图中两个女孩正愉快地谈论老师，让学生猜她们是否在谈论Mr. Hunt，自然导入对话。
2. 理解对话。学生读对话，然后回答下面的关键问题：
   - Which teachers will they miss?
   - What subjects do the teachers teach?
   - Why will they miss them?
   - What will they do to thank them?

   教师可将问题和答案以表格形式板书在黑板上：

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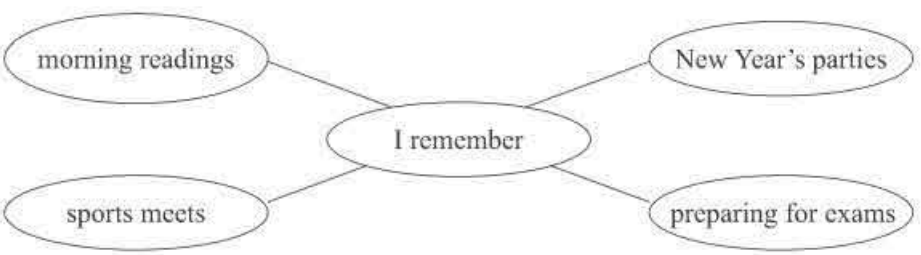
Student	Miss who	What subject	Why
Clara	Ms. Lee	math	patient, helped her to work out the answers
	Mr. Brown	science	took the time to explain things clearly
Judy	Ms. Griffin	English	encouraged her a lot

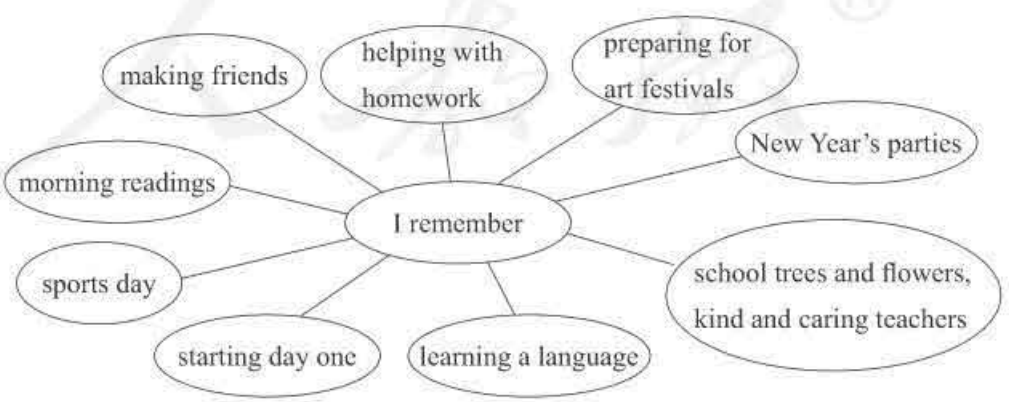
3. 教师播放对话录音，学生跟读，然后两人一组分角色练习对话。教师巡视课堂，帮助学生理解对话，并纠正发音。
4. 学生细读对话，挑出对话中呈现的几种从句，教师与学生共同总结从句的句式结构特点及其功能。

活动3a–3c

1. 读前预测。本部分阅读文章是一首诗歌，是一名即将毕业的学生对初中三年难忘生活片段的回忆。教师在黑板上写下关键话题词I remember，让学生先展开头脑风暴活动，预测诗歌里会谈到哪些初中生活片断：



2. 读第一遍，验证预测。在学生读文章前，教师提这个问题让学生思考：What activities can the writer remember about his or her life in junior high?学生阅读后说出文章提到的活动，教师板书学生说到内容的关键词。如下所示：



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3. 再读，明确文章体裁和写作目的。让学生读课本3a问题，然后快速读文章，回答此部分的问题。

kind of writing: a poem

main subject: remembering life in junior high

writer: a student who is going to graduate

4. 寻读，找出押韵词。诗歌的特点之一就是押韵，这样读起来会朗朗上口，有歌唱般的感觉。让学生再次读诗歌，找出诗歌中的押韵词，完成课本3b活动。

5. 再次细读，体验作者感受。先让学生读3c活动，然后读诗歌，写出作者对于这些活动的感受，可用形容词来概括。

1) trying to be on time for morning readings	hard, difficult
2) running to the dining hall	hungry
3) training for the sports day	tired
4) starting the first day	shy
5) slowly making new friends	happy
6) helping with homework	good
7) preparing for art festivals	happy
8) going to New Year's parties	excited
9) learning English	challenging

这个活动可以训练学生根据上下文推断文中隐含意义的能力，如作者没有明确说出赶早读的感受，但从文中关键词trying能够体会到，每天赶上早读不迟到也是一件不容易的事。

教师还可补充一个问题，让学生推断作者的感受：

How does the writer feel now that it is time to graduate and leave school?

然后再让学生联系自己的情况，谈谈自己的感受。

语法内容介绍和活动建议

本页内容是对单元重点语言结构的总结、训练和巩固，并且培养学生理解能力和逻辑思维能力。语法聚焦表格中呈现的语法项目有一般过去时、现在完成时、一般将来时、现在进行时、宾语从句及used to结构。这些语法项目是本单元要求学生重点复习的内容。

由于学生都学过这些语法项目，此处教师适当复习即可，着力将学生的注意力引向答句，让他们注意观察如何正确地回答问题。

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4a–4b活动是对语法聚焦内容在读、写层面上的操练，4a活动让学生给句子排序，组成一段完整小篇章；4b活动通过提问题让学生回答来巩固学生的语言运用能力。

语法部分具体教学建议如下：

1. 教师要求学生朗读语法聚焦的例句，随后让学生结成四人小组寻找列表中不同时态所用的结构，特别是动词形式的变化。教师总结：一般过去时中动词要用过去式形式；现在完成时要用“have + 动词过去分词”；一般将来时要用“will + 动词原形”；be going to结构是“be going to + 动词原形”。
2. 要求学生再次默读语法聚焦内容，并让学生找出“remember + 动词-ing形式”和“used to + 动词原形”结构。used to do sth.表达“曾经发生但现在不再发生的事情”；“look forward to + 动词-ing”表示“期待做某事”。

活动4a

1. 教师要求学生快速阅读这些句子，为保证阅读速度，教师可以限定时间。同时提一个关键问题来检测学生对这段话的理解，如Who do you think the writer is?
2. 学生排完序后，让学生说出排序的依据。教师可通过提问引导学生思考：Is there a timeline? What is the timeline?随后，板书这篇短文的逻辑思路：
   My time in junior high school (general introduction)→In the first year (Grade 7)→In Grade 8→This year (Grade 9)→Next year→When I get to senior high

活动4b

1. 教师要求学生朗读此部分的几个问题，确保学生理解问题意义，提醒学生注意问句和答语的时态。
2. 学生思考后，按要求完成4b活动。将学生分成小组，开展组内互问互答活动。另外，教师还可以要求学生模仿课本4a活动将自己写好的答案组织成一段文字，在小组内汇报。

SECTION B 内容介绍

Section B是Section A在话题、语言结构和技能上的继续和延伸。在话题上，由谈论过去的中学生活转向对未来的展望；在语言上，除进一步综合训练Section A所复习的语言项目外，还加强训练学生准确描述过去并展望未来的语言能力；在技能上，则由听、说、读转向更为综合性的听、说、读、写训练。

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1a–1e活动通过听说活动拓展单元话题，同时拓展和巩固了目标语言的运用。1a–1b活动是听前的预热，话题和内容与听力内容紧密相关。活动1c–1d主要检测学生对听力材料的理解，并在理解的基础上实现信息转换。活动1e要求学生根据所列问题提示准备演讲，主要训练学生的口头表达，巩固所学语言。2a–2e活动是一个完整的阅读活动，以演讲的方式讲述了一名老师或校长对即将毕业学生的寄语和激励。演讲内容包括从老师的角度看待初中生的三年生活，有对学生们的肯定和赞扬，还有对学生未来的祝福。写作部分3a活动通过问题帮助学生梳理重点内容，为写作打下基础。3b要求学生根据前面所作记录描述自己难忘的人或事情。

SECTION B 教学建议

活动1a–1e

1. 导入话题。首先让学生回忆上节课中对What are you looking forward to?的回答，然后提出问题Do you hope to get a business degree and become a manager? What do you hope to do in the future? 让学生思考片刻后书写答案，然后与同伴讨论：

   S1: What do you hope to do in the future?

   S2: I hope to ...

2. 看图说话，听前准备。要求学生看教材图片，随后学生回答教师的提问：

   T: Some students are talking about their hopes. What do they hope to do in the future?

   S1: In picture 1, the boy wants to be a doctor.

   S2: In picture 2, the girl hopes to play in a band.

   S3: ...

   以上交流不仅能帮助学生了解听力内容，还能缓解听时压力。

3. 听第一遍，抓住大意。教师播放录音，学生完成课本听力活动1c，并让学生说出听力中的句子来说明选择某图的原因，如：

   T: Why did you choose picture 5?

   S1: Because the boy says, "I hope to pass the exam to get into senior high school."

4. 听第二遍，抓住细节。教师要求学生快速阅读课本1d内容并做好听力准备。教师播放录音，学生完成1d活动。在学生写的过程中，教师应注意提示学生运用记笔记技巧，比如用字母代表相应单词（如用s表示science，用a表示astronaut）以提高记录速度，待录音播放完毕后再整理、书写答案。教师巡视课堂，根据学生的反应适当重复播放。

5. 巩固听力内容。教师可将对话内容的关键信息以表格形式板书在黑板上：

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Person	Hopes to ...
Bob	get into senior high school
Shirley	get into a music school, play in a band
Ken	be an astronaut, go into space
Anna	teach kids English

让学生根据表格内容，分别扮演这四个角色，表演对话。

6. 再次播放录音，要求学生跟读，模仿自然的语音语调。
7. 口语输出活动。学生阅读1e所提出的问题，展开小组讨论，相互轮换问答并形成演讲稿，然后在组内进行毕业演讲。

活动2a–2e

1. 读前讨论。学生读2a问题并思考，然后以结对或四人小组形式进行讨论。教师选取个别同学回答后适当点评。教师接着说：We may find a good answer to this question in the following passage. 自然导入课本2b阅读活动。
2. 读第一遍，关注文体和写作目的。学生读2b中的三个问题，理解问题意义后可让学生预测答案，然后快速阅读文章，说出答案。这篇文章与以前所学的其他文章不同，是口语体的演讲稿。既然是演讲稿，就要明白是谁在演讲、给谁演讲。学生快速略读文章后关注文章体裁和写作目的，这是本课需要训练的阅读策略，可以帮助学生更好地理解文章。
3. 读第二遍，关注细节。学生细读文章，然后回答课本2c活动中的问题。对于比较关键的生词，建议教师提供更多语境解释说明生词用法，让学生理解更深刻。以thirsty为例，它的本义是“口渴的”，如Can I have a glass of water? I'm thirsty. 但课本中You were all so full of energy and thirsty for knowledge的thirsty用的是引申意义“渴望的”，又如：After working in the same place for a few years, I'm thirsty for a change.
4. 关注文章结构。这篇演讲稿主要内容有三段，每段各有中心内容。让学生找出演讲稿主体部分各段落的关键句或主题句，然后找出段落里的一些关键词或短语：

Paragraph	Key sentence	Key words or phrases
1	You've all grown up so much and I'm so proud of you.	graduation ceremony, congratulate, talented, full of hope, grow up, proud of

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2	Never fail to be thankful to the people around you.	remember the important people who helped and supported you
3	The end of junior high school is the beginning of a new life.	difficult tasks, make mistakes, learn from mistakes, never give up, make your own choices, be responsible for your decisions

5. 体验毕业演讲语言魅力和其表达的真挚情感。本篇阅读文章文字优美，充满感情。让学生逐段仔细品味文章内容，下面问题供学生思考：

Can you tell whether the teacher/principal likes the students from the first paragraph? Which sentences make you think so? How does the teacher/principal feel about the students?

学生从下面表达中能感受到教师对成长中的学生饱含的喜悦和自豪之情。

I remember meeting all of you when you were just starting Grade 7 at this school. You were all so full of energy and thirsty for knowledge. ... You've all grown up and I'm so proud of you.

紧接着在下一段，教师寄语学生要学会感恩，感恩身边对你有帮助和支持的人，这是告诉学生怎样做人。教师可以问学生：

Why should we be thankful to the people around us? (They have done a lot for us and they mean a lot to us.)

在最后一段，教师深切寄语学生在未来人生道路上应该怎么走，句句都是肺腑之言，真切感人，打动人心。如：

You'll make mistakes along the way, but the key is to learn from your mistakes and never give up … Choose wisely and be responsible for your decisions and actions …

可以看出，正文主体部分是由这几个主题changes in the students → learn to be thankful → hope for the students组成。

6. 关注关键词和短语。让学生再读课文，从文中找出2d方框中所列词汇，确认理解其含义，然后独立完成2d。请几个学生朗读完整的句子并说出其中文意思，全班核对答案。

7. 聚焦精彩句子。让学生浏览2e活动要求，让他们从课文中选出自己喜欢或值得记忆的句子，与同伴分享，教师可请几个学生汇报并说明选择这些句子的原因。

活动3a–3b

1. 学生默读并思考3a中的问题，结合自己的实际情况笔头简要回答问题。然后可以

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采用生生互问互答的方式或师生互动的方式逐一回答问题。还可以让学生按问题顺序口头组织一篇文章并简单写下来，然后说出来与大家分享。

2. 学生完成3b写作活动，或布置为课后作业，待次日课堂交流。课堂点评时，可让学生或教师朗读，然后共同交流修改。

SELF CHECK 内容介绍和教学建议

此部分两项活动均为对本单元重点内容和语法的反馈性检测，活动1侧重训练表达情感的形容词，活动2提供丰富语境训练在不同时态中动词的用法。

活动1

1. 学生回顾初中生活，笔头写下使自己产生不同感受的事情。
2. 学生与邻座同学互相分享答案。教师还可以让学生利用之前所复习的句子进行互问互答。

   教师还可以挑选几个话题，如What made you excited/worried/proud in junior high? 组织学生进行讨论。

活动2

1. 学生快速阅读短文，目的在于了解短文大意。切忌在不了解全局的情况下一开始就做题。
2. 按要求完成短文填空，使之组成完整短文，随后师生核对答案，让学生说出填写该动词形式的理由。
3. 学生集体朗读文段。然后教师可让学生根据这篇短文的结构和重点词汇仿写一篇有关自己最后一天（或一课）感受的短文。

四、课文注释

1. **He gave really clear instructions during P.E. class.** 体育课上他讲的要领确实清楚明确。

   此处，名词instructions与教学有关，指教师课堂的讲解、指导及要求。这样使用时，它与第10单元所学名词manners相似，通常用复数形式。再如：

   Clear and brief instructions are very important for any teacher in any class. 在任何

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课堂对任何老师来说，清晰扼要的讲解至关重要。

instruction另有仪器、药物等的“用法说明；使用说明”，以及操作步骤的具体“做法；要求”之意，与direction通用，也用作复数。例如：

Read the instructions carefully before you take this medicine. 服用此药前请先仔细阅读说明。

2. **Which teachers will you miss the most after junior high school, Clara?** 克拉拉，初中毕业后你最怀念哪几位老师？

high school主要指“中学”，未必特指“高中”。在英国，人们把中学称作secondary school，而美国则多称作high school，英语亦通用middle school。英语“初中”为junior high school，“高中”是senior high school，还可分别简称作junior high和senior high。

此外，英语还有vocational school（职业高中；职业学校）；boarding school（寄宿制学校）；day school（全日制学校）；public school（公立学校；【英】公学）；private school（私立学校）等表述。

3. **I'm looking forward to going to senior high school.** 我期盼升入高中学习。

短语动词look forward to中，to为介词，因此后面接入动词时应用动词的-ing形式。再如：

My mother says she's looking forward to meeting you. 我妈妈说她期待着见到你。

下面这些短语与look forward to结构相似，其中的to也是介词，注意不要将其误作不定式符号：be/get used to (习惯于); be halfway to (已部分做到……；已将……做了一半); have an/no objection to (反对/不反对); pay attention to (注意)等。

4. **Never fail to be thankful to the people around you.** 千万不要辜负你周围的人。

此句为否定结构的祈使句。祈使句否定结构大多由助动词don't承担，例如：

Don't come late. 别来迟了。（不要迟到。）

但若要加强语气，英语可用never替代don't，表达汉语“千万不要……；一定别……”这样的意思。本课即为如此。再如：

Never use dirty words on others. 对人一定不要讲脏话。

若需进一步强调，表达语气更强的禁止，则可使用“Never, ever ...”结构。例如：

This is a loaded gun. Never, ever touch it! 这是一把装有子弹的枪，千万、千万不要碰它！

Never, ever let anyone know the secret. Can you promise? 一定、一定不要把秘密泄露出去，你能够做到吗？

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五、文化注释

英、美学校的初中毕业典礼

在英、美等西方国家，初中毕业时学校都要举行十分正式的毕业典礼。它虽远不如学士、硕士典礼那么重要及隆重，但对初中学校正在经历青春时光的孩子们而言，却也算是最为重要的仪式了，因为它标志着一个时期结束，他们就要迈入青年时期，是一个重要的人生里程碑。

毕业典礼多安排在学校礼堂举行。这一天的学校礼堂喜气洋洋，一派节日气氛，气球和鲜花往往成为十分夺目的风景，礼堂四周的墙面上会布置很多学生在校期间学习生活的照片、学生作业及成就作品等，既令师生追忆初中阶段的美好时光，也向参加仪式的家长们汇报令其骄傲的子女们所取得的成就（成绩）。

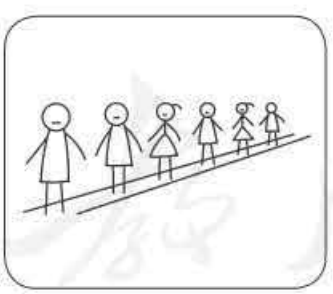
毕业典礼的成员包括相关领导、老师、学生和他们的家长，一般学生居中而坐，家长分坐两侧及后排，规模小一些的学校甚至会安排毕业生步入舞台（主席台）就座。典礼仪式多由宣誓、嘉宾（如学区总监）讲话或致辞、校长讲话、家长及学生代表致答谢辞、优秀学生颁奖及向所有学生逐一颁发毕业证书几个环节构成。乐曲声中，每个接受毕业证书的学生还会在主席台中央稍许停留，由家长在台下拍照留念，秩序井然且不失放松、和谐之气氛。仪式尾声师生们还往往会集体放声高歌，相互勉励，迈向新的未来。

六、教学简笔画

1. do a survey



2. a row of children



3. keyboard



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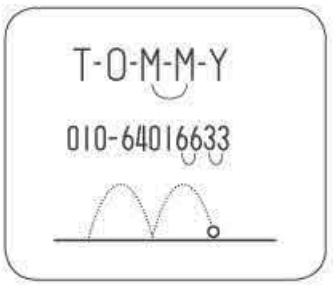
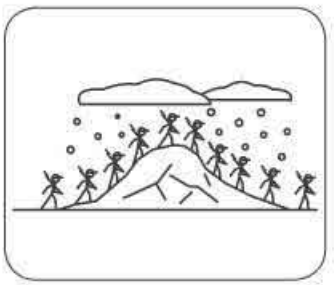
4. double



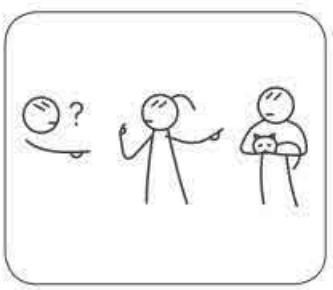
5. overcome the difficulties



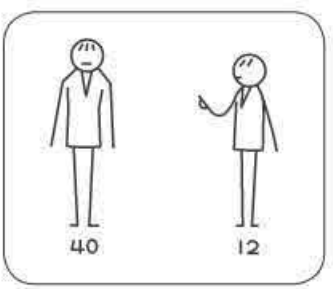
6. a caring girl



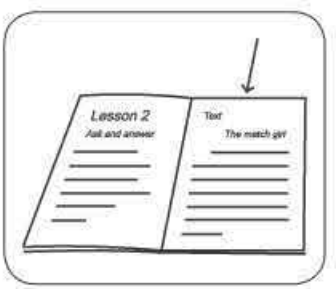
7. The cat is ours.



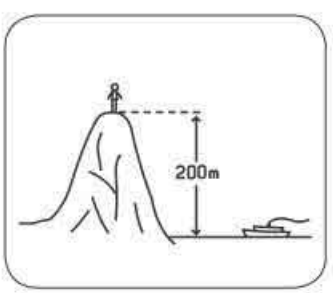
8. He is senior to me.



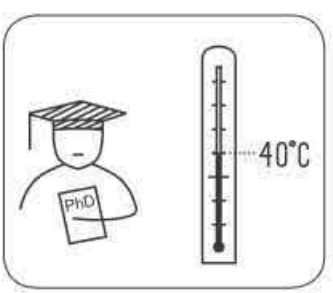
9. text



10. 200 meters above sea level



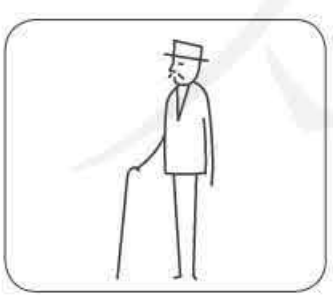
11. degree



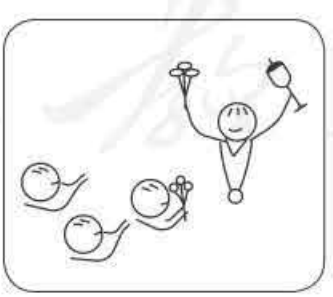
12. manager



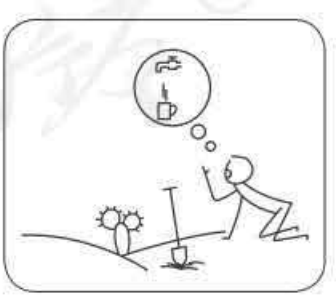
13. gentleman



14. congratulate



15. thirsty



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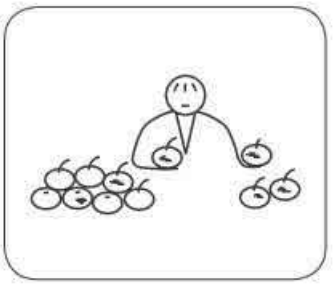
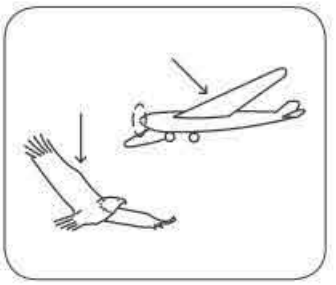
16. a house ahead



17. separate the bad ones from the good



18. wing



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Unit 14 I remember meeting all of you in Grade 7.

SECTION A

1a

Purpose	To introduce Ss to the unit goals: share past memories and experiences; look ahead to the future. To set the scene, increase Ss' vocabulary and introduce the target language.
Picture	The picture shows a graduation party. It is quite an informal affair since the party guests are dressed in casual clothes, e.g. the boy in the background (on the left) who is wearing glasses is wearing a red hoodie. The boy and girl in the foreground are having a conversation. The boy is saying that their junior high school days are over and asking the girl whether she has many special memories. She replies that she remembers meeting him and other friends in Grade 7. At the top corners of the picture are two additional bubbles depicting memories that a graduating student might have of his/her time in junior high school. The one on the left shows a girl winning a prize and receiving it from a teacher (or the school principal). The one on the right shows two students listening to their teacher as she tells a story.
Culture Focus	***Prom night*** The prom (short for "promenade") is a social event that used to be held at the end of high school but in recent years, proms are held at the end of junior high school as well. Traditionally, the prom was an American tradition but the concept has slowly become more popular in the UK and Canada. (Other countries have similar traditions but the name of the event, timing and focus are different.) In the beginning, it used to be held on school grounds but over time, the venue has shifted to hotel ballrooms. Music and dancing play a big part. There is normally a vote for the prom king and queen and this is usually the most popular male student and female student in that cohort of students. While male students usually show up in black or white formal wear, female students spend quite a bit of time and money selecting a special outfit for this event.

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Optional Approach	***What do you remember?*** Get Ss to do activity 1a individually. Then go around the class and get every S to share one thing he/she remembers and experienced during his/her junior high school years. Encourage Ss to share something that is not on the list and has not been shared by someone before. If all the Ss have been in the same class all these years, it is possible some of the events may be the same. However, their perspective will usually be different, so prompt Ss to share something from the same event that only they may have noticed.
Answers	Answers will vary.

1b

Purpose	To help Ss recognize the target language in natural speech.
Teaching Tip	***Using a chart*** Before playing the recording, tell Ss that they should use a chart to take notes. This will help since there are four speakers. A chart with the four speakers' names at the top will help them keep track of who said what.
Answers	b Mary d Frank c Sarah a Peter

1c

Purpose	To help Ss use the target language in natural speech.
Teaching Tip	***Memory and experience*** Before starting the activity, ask Ss about the difference between an experience and a memory. An experience is something that has actually happened to you or the skill or knowledge you gain by doing something. A memory is what you remember of something, regardless whether you have seen it or done it. Direct Ss to the examples in the textbook. Ask them to discuss why each of the examples was placed in that specific column.
Answers	Answers will vary.

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2a

Purpose	To give Ss listening practice using the target language.
Optional Approach	***Specific or inferred?*** Ask Ss to close their textbooks and just listen and take notes when the recording is being played. Once the conversation has been played, ask Ss to work on this activity in pairs. Do they both agree on the answers? If not, why? Get them to look at their notes and decide whether the question is referring to something specific or something inferred from what was said.
Answers	Checked: Someone didn't like P.E. Someone was advised to take a break from running by a teacher. Someone liked Mr. Hunt's teaching methods.

2b

Purpose	To give Ss practice in listening for specific items in conversations.
Optional Approach	***What do your notes say?*** Without playing the recording again, ask Ss to answer the questions in this activity then share their answers with their partner. Check with the class how many of the pairs agreed on all four answers. Play the recording again and get Ss to check their answers. Did the pairs that agreed on all four answers get all their answers right?
Answers	1. d 2. c 3. b 4. a

2c

Purpose	To give Ss the opportunity to use the target language in conversations.
Teaching Tip	***Play it again*** If many Ss did not get the answers to the previous activity right, the T may wish to play the recording again so that Ss can check their notes. Alternatively, the T may wish to run through the sequence with the class, asking Ss to supply the correct answer each time. This will help Ss role-play the conversation in this activity with the correct facts.

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2d

Purpose	To give Ss the opportunity to use the target language in a controlled manner.
Optional Approach	***Use your own examples*** In their pairs, get Ss to role-play the conversation in the textbook. Make sure that they are reading the parts with the correct intonation and expression. Once they have done that, ask them to rewrite parts of the conversation using their own examples, i.e. which teachers will they miss the most. They should also rewrite the reasons why they will miss those teachers. Get Ss to role-play their rewritten conversations in front of the class.

3a

Purpose	To prepare Ss for reading practice.
Culture Focus	***Types of poems*** The poem in the textbook is a rhyming poem with an a-b-c-b rhyme scheme. However, unlike traditional rhyming poems, its rhythm and stress patterns are not regular. Traditional rhyming poems are like music scores where you can count off the beats to the song. Among the oldest of this style of poem is the ballad. There are also free verse poems, which are verses that do not rhyme. These can consist of lines of any length and the effects are created mainly through placement words within a line and the punctuation used. Other forms of poems include the sonnet, limerick and haiku.
Answers	1. This is a poem. 2. The main subject is the writer's memories of school over the last three years. 3. The writer is a student who is just about to graduate.

3b

Purpose	To give Ss reading practice using a different genre.
Optional Approach	***Reading out loud*** Get different Ss to volunteer to read each stanza out to the class. While this is a rhyming poem, the stress patterns are not regular and there are no punctuation marks. Normally when reading poems, the absence of punctuation marks at the end of each line normally indicate a run on. For this poem, this rule does not apply. Before reading out loud, ask Ss where they think they should take a breath, where they should pause and where they should run on.

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Answers	things	rings
	year	fear
	class	pass
	land	understand
	school	cool
	flowers	ours

3c

Purpose	To give Ss an opportunity to test their reading comprehension.
Teaching Tip	***Writer's feelings*** The T may wish to get Ss to work on the answers to the last question first. In pairs, get Ss to discuss what the writer's feelings were with regards to these various events. They can then work on their own feelings.
Answers	Answers will vary for the first two questions. Suggested answers for the third question: 1. It was a struggle to be on time for morning readings. 2. He/She was hungry so he/she rushed to the dining hall when the bell rang. 3. He/She was excited about training and proud when he/she overcame his/her fears. 4. He/She was shy when starting his/her first day in Grade 7. 5. He/She felt it was a little difficult to make friends. 6. He/She was happy helping classmates with homework. 7. He/She enjoyed preparing for art festivals (with his/her friends) and making a great big mess. 8. He/She had fun at New Year's parties. 9. There were many challenges that the writer and his/her friends had to work hard to understand.

GRAMMAR FOCUS

4a

Purpose	To give Ss practice in sequencing sentences for a paragraph.
Answers	6, 1, 3, 5, 4, 2

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4b

Purpose	To give Ss practice in writing about their memories and experiences.
Answers	Answers will vary.

■ Optional Activity: Group answers

Purpose	To give Ss an opportunity to practice their speaking skills.

Procedure

1. Write the following items on the board:

> • *the teacher that encouraged you the most*
> • *the classmate that helped you the most*
> • *the subject you liked the most*
> • *your favorite place in school*
> • *your favorite food in the dining hall*

2. Tell Ss to write down their own answers to the items written on the board.
3. Divide the class into groups of five.
4. Get Ss to number themselves from 1 to 5.
5. Randomly number the items written on the board.
6. In their groups, Ss are to share their answers.
7. Each S in the group is to take down the answers for their numbered item, e.g. if number 1 is favorite food in the dining hall then the S that is numbered 1 needs to collect all the favorite food answers from his or her group members.
8. Once all Ss have their answers, they are to go around the class and share their answers with different classmates.
9. They are only to speak to one other S at a time, i.e. no speaking to groups.
10. Tell Ss that when they share the answers, they need to say the name of their group member whose answer it is.
11. Tell Ss that if there are duplicate answers, they can combine the group members' names, e.g. if three people like the egg sandwiches in the dining hall, the three names can be combined into one answer.

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SECTION B

1a

Purpose	To give Ss practice in writing about their future plans.
Optional Approach	***What do you like? What are you good at?*** Ask Ss if they have thought about what they would like to do in the future. Some may not have, thinking that they still have time. Others might already know what they want and have taken steps to work towards that goal. Get Ss to think about what they like to do and what they have been good at doing. Get them to discuss this in groups of four. Encourage group members to share what they think their friend's strong point might be and suggest occupations or areas of work they can consider. Once the discussion is over, Ss can work individually to fill in their answers.
Answers	Answers will vary.

1b

Purpose	To give Ss practice in speaking about their future plans.
Optional Approach	***Sharing hopes*** Divide the class into groups of four but make sure that Ss are with a different set of group members than the ones they had in the previous activity. In their groups, get each S to share their hopes for the future. Ask them to elaborate on why they chose that occupation or area of work.

1c

Purpose	To give Ss listening practice.
Picture	There are five pictures, each depicting a different scene. They are, from left to right: • a doctor • a musician • a teacher • an astronaut • a boy who has received his test results

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Culture Focus	***Education and career fairs*** In some countries, Ss get a chance to attend education fairs where they are exposed to different institutions of higher learning, either in their native country or in foreign countries. Ss may be able to find out if certain institutions offer an area of study that they are interested in and find out what they need to score or do in order to get into that faculty. For those who feel they do not want to pursue higher education, career or job fairs are an alternative. During these fairs, reputable organizations showcase what their company does and tell Ss what job prospects are like and what job openings there are. In some cases, Ss may even get their first chance at an interview. In some cases, Ss attend these career fairs to find out what educational qualifications are needed for them to go into their chosen field. Armed with this information, they can then make an informed decision on the educational path they wish to take.
Teaching Tip	***Listening with an open mind*** Before playing the recording, ask Ss to describe what they see in the pictures. Tell them that this might give them an idea of what to expect in the conversation, or it might not. This means that they should keep their minds open, listen and take notes accordingly and not just wait to hear what they think might be said.
Answers	Checked (from left to right): picture 2, picture 3, picture 4, picture 5

1d

Purpose	To give Ss practice in listening for specific items in conversations.
Optional Approach	***Checking their answers*** Without playing the recording again, get Ss to fill in their answers. Tell them to share their answers with two different classmates separately. Do they all agree on the answers? Play the recording again and get them to check their answers.
Answers	sad, great, pass, music, science, prize, astronaut, go for it, party

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1c

Purpose	To give Ss practice in preparing and giving a speech.
Optional Approach	***What goes into the speech*** In groups of three, get Ss to discuss what needs to go into a graduation speech. The questions in the textbook should give them an idea. However, get them to discuss if they agree with the questions. Do they think something else should be included? If so, why? Based on what they discussed, get Ss to prepare and present their speeches. The T may wish to randomly pick Ss to share their speeches with the class, especially those who may have chosen a different format.

2a

Purpose	To personalize the target language and prepare Ss for the subsequent reading activity.
Optional Approach	***Most important lesson*** Ask Ss to think about the most important lesson they learned over the last three years. Remind them that this need not be a lesson in class but could be a lesson they learned from a friend when they were in the lunch hall or from the principal in one of his/her assembly speeches. Get Ss to share this lesson with a partner and explain why it was important.
Answers	Answers will vary.

2b

Purpose	To provide Ss reading practice using the target language.
Culture Focus	***Graduating at different levels*** Graduation ceremonies can occur at various levels, depending on the school and the country. In some countries, they even have graduation ceremonies for very young children who are finishing kindergarten, complete with gown and mortar board. In this case, it is purely ceremonial as it is meant to make the children feel like they have accomplished something, a milestone in their short lives. Graduation ceremonies at junior high and high school level tend to be more serious events. There is usually a commencement speech given either by an alumnus or a student. If a student is delivering the speech, this student is called the valedictorian and this person is normally the student with the highest ranking in the graduating class. The commencement speech is intended to be uplifting and intended as a final farewell to the graduating class.

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Teaching Tip	***Looking for clues*** In addition to the three questions in the textbook, ask Ss to discuss with a partner how they know what type of text the passage is. They should be able to point out the opening salutation, the parting wish, and the content of the speech. Randomly ask pairs to share their discussions. Remind Ss that the clues that tell them the text type are also the same ingredients they will have to include if they have to write something for that particular text type.
Answers	1. It is a speech. 2. The principal of the school is probably the person who wrote it. 3. It is for the graduating students of the school.

2c

Purpose	To give Ss an opportunity to test their reading comprehension.
Optional Approach	***Share and share alike*** In their pairs, ask one S to answer all the odd-numbered questions and the other to answer all the even-numbered questions. Did they agree on the answers?
Answers	1. They were all so full of energy and thirsty for knowledge. 2. They have become talented young adults who are full of hope for the future. 3. They should thank the important people in their lives — their parents, teachers and friends — because these are the people who have helped and supported them. 4. Life in senior high will be harder and the students will have many difficult tasks ahead of them. 5. They should learn from their mistakes and never give up, choose wisely and be responsible for their decisions and actions, and not forget where they came from. 6. Answers will vary.

2d

Purpose	To give Ss an opportunity to test their grammar skills.
Optional Approach	***Why that form of the word?*** Get Ss to share their answers with a partner and then explain to each other why they chose that form of the word. This is to ensure that they did not just guess which form they should use but truly understand the different tenses.

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Answers	1. none 2. set out 3. are thirsty for 4. attend 5. be proud of

2e

Purpose	To provide Ss with an opportunity to show they understand choice of words and writing style.
Optional Approach	***What moves you?*** The focus here is mainly on the writing style and choice of words. How do these contribute to the entire speech and how does this move the S? The T may wish to tell this to the class before Ss begin their discussions in pairs. Stress that the effect certain words have is as important as the meaning of the word. Encourage Ss to be as specific as they can about why they like certain sentences.
Answers	Answers will vary.

3a

Purpose	To prepare Ss to write using the target language.
Teaching Tip	***Homework assignment*** The T may wish to ask Ss to make their notes about the person or event as a homework assignment. They can then concentrate on writing their passage when they get to class.
Answers	Answers will vary.

3b

Purpose	To provide Ss with writing practice using the target language.
Optional Approach	***Getting feedback*** Before Ss start their writing assignment, get them to share their notes with a partner and get feedback. They should also discuss the sequence in which the information is to appear in the text. Remind Ss that the questions in the textbook are there to give them guidelines on what to think about. They should use their partner as a sounding board, listen to the other person's opinion, then decide on how to proceed.

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Answers	Sample writing: The one person from my junior high school days that I will never forget is Mrs. Wong, my English teacher in Grade 7. When I first started Grade 7, I was shy and did not dare to speak to anyone. My English was not very good and I felt nervous when I had to answer questions in class. I would have problems speaking even though I knew the answer. I felt quite unhappy with myself. One day Mrs. Wong spoke to me after class. She encouraged me to speak slowly. She also told me that she believed I could speak well if I practiced more. I was touched by what she said and it made me work harder on my speaking skills. Mrs. Wong continued to encourage me and I became even more confident. I improved so much that I won an English speech contest that year! I will always be thankful to Mrs. Wong for her advice and support.

SELF CHECK

Purpose	To provide a comprehensive review of key vocabulary and functions presented in the unit.
Teaching Tip	***Emotional rollercoaster*** Memories and experiences are always tied up with emotions, even if the feelings are neutral. Get Ss to think about their memories and experiences in terms of how these make them feel. They will then be able to fill in their answers for activity 1. Ask Ss to share their answers with a partner.
Answers	1. Suggested answers: • I felt most excited when I won the first prize in the speech competition. • I was happy when our math teacher praised me and I worked harder than before. • I felt worried when our teacher told us that she was giving us a surprise test.

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Answers	• I was sad when I had a fight with my best friend and we didn't talk to each other for a week. • I was tired after staying up late at night to study. • I felt proud when our class won the first prize in the school sports meet. • I felt shy on the first day of Grade 7 and did not dare to talk to anyone. 2. believe, remember, be, was, thought, realize, have made, share/ have shared, am, look / am looking

■ Optional Activity: Looking ahead

Purpose	To give Ss further practice in speaking to expand their vocabulary.
Materials Required	• Flip charts • Markers

Procedure

1. Divide the class into groups of five.
2. In their groups, get each S to share:
   - what he or she is looking forward to in the coming year
   - what he or she is dreading in the coming year
3. Each group is to write down all the information on a flip chart.
4. Each group is to exchange its flip chart with another group's.
5. Each group is supposed to create a presentation using the information from another group's flip chart.
6. If necessary, groups can use the flip charts and markers to create visuals that may make the presentation more interesting.
7. Get groups to give their presentations to the class.

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附录：单元参考译文（Translation of the text）

Unit 1　How can we become good learners?

Section A, 2d

杰克：安妮，我有点紧张。我得读完一本书并且在下周一做读书报告。

安妮：那听起来并不太糟嘛。

杰克：但我是个书读得很慢的人。

安妮：一开始（你）可以读得快些，获取大意。不要一个字一个字地读，要按意群读。

杰克：可有许多单词我都不懂，我还得用词典。

安妮：尽力尝试通过读单词的前、后句子去猜测它的意思。你可能比你想的要懂得更多。

杰克：那听上去好难啊！

安妮：嗯，得耐心点。这得慢慢来。每天读点儿你喜欢的东西，你会变得好一些。你读得越多，便会读得越快。

Section A, 3a

我是怎样学会学习英语的

去年，我并不喜欢上英语课，每节课都像一场噩梦。老师说得太快，大多数时候我都听不懂。我又害怕问问题，因为我的发音不好。我就躲在课本后面，从来都不说什么。

后来有一天，我看了一部名叫《玩具总动员》的英文电影。我爱上了这部令人兴奋和有趣的影片！所以我也开始看其他英文电影了。虽然我不能明白那些角色所说的一切，但他们的肢体语言和脸上的表情能帮助我明白其中意思。我还意识到我可以通过听关键词来理解意思。通过听英文电影的对白，我的发音也进步了。我发现听有趣的东西是学习语言的诀窍。我还学会了像It's a piece of cake（这简直是小菜一碟）和It serves you right（你活该）这样有用的句子。最初我并不明白这些句子的意思，但是由于我想要弄明白整个故事，我便查了词典。

现在我真喜欢上我的英语课。我想要学更多生词和更多的语法，这样我才能更好地理解英文电影。

Section B, 2b

你如何成为一名成功的学习者？

每个人学习的能力与生俱来，但是你能否做好取决于你的学习习惯。研究表

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明，成功的学习者有一些共同的好习惯。

建立对所学内容的兴趣

研究显示，如果你对某件事情感兴趣，你的大脑便会更加活跃，同时你也更容易长时间集中精力。优秀学习者通常把他们所学的内容与一些有趣的东西结合起来。例如，如果他们需要学习英语，同时他们又喜欢音乐或体育，他们可以听英文歌曲或看英语的体育节目，这样他们不会感到乏味。

多加练习，并从错误中学习

好的学习者会思考他们擅长什么以及哪些方面需要多加练习。记住："要么使用，要么丧失"。即便有些东西你学得很好，除非你使用它，否则也会遗忘。"熟能生巧。"好的学习者对自己的所学坚持练习，并且他们不怕犯错，亚历山大·格雷厄姆·贝尔发明电话并非一夜之事，他是通过多次的尝试及从自己所犯的错误中学习才获得成功的。

发展学习技能

学习光靠努力还不够。好的学习者懂得他们能学习的最佳方法。例如，他们可以通过记录关键词或画出思维导图来做笔记。他们还寻求方法来复习所学。他们可能通过每天看笔记，或向其他同学讲解相关内容来进行复习。

多提问题

优秀学习者常常在课上或课后提问，他们甚至相互提问并且尝试找出答案。知识源于质疑。

学习是一个终生的旅程，因为每天都会有新的事物出现。你所学的一切都会成为你的一部分并且改变着你，所以智慧地学、好好地学吧。

Unit 2　I think that mooncakes are delicious!

Section A, 2d

克拉拉：你猜怎么着？过两个星期我要到清迈去。

本：　　哇，听起来挺好玩的！但我觉得四月是那里一年中最炎热的月份。

克拉拉：是的，没错。但4月13号到15号那里有个泼水节。

本：　　我在想这是否与云南傣族人民的泼水节相似。

克拉拉：是的，我想是的。这个时候是泰国的新年，人们走上街头相互泼水。

本：　　爽啊！不过他们为什么要这样做呢？

克拉拉：因为新年是清扫和洗去晦气的时候。然后在新的一年里，你会交好运。

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Section A, 3a

圆圆的月亮，满满的情思

千百年来中华儿女一直过中秋、吃月饼。月饼有着中秋夜满满圆月的外形，它寄托着人们对所热爱、所思念的家人的美好祝愿。

这个节日有着许许多多的传统民间故事，但大多数人认为，嫦娥的故事最为感人。嫦娥是后羿的美丽妻子。当后羿射下九个太阳之后，一位女神仙送给他一种仙药作为答谢，无论谁只要服下这种仙药便可长生不老。于是后羿计划与嫦娥一起分享。然而，歹人逢蒙企图在后羿外出之际抢夺仙药。嫦娥拒绝把药给他，便将仙药全部服下，她变得那么轻盈，然后飞到了月宫。后羿伤心至极，每夜面对月亮呼唤着嫦娥的名字。一天夜里，他发现月亮又圆又亮，他看见了自己的妻子在月亮上。于是他很快在花园里摆下嫦娥最喜欢吃的果品和糕点。他是多么期望嫦娥能够回到他身边啊！

从此，人们开始了赏月和与家人共享月饼的传统习俗。

Section B, 2b

圣诞欢歌

许多人会赞同（这个看法），每当我们想起圣诞节，极有可能想到的是礼物、圣诞树和圣诞老人。但在所有这些事物的背后隐藏着圣诞节的真正含义——重要的是把爱和欢乐带给我们周边的人们，并和他们一同分享。《圣诞欢歌》这个故事可能就是一个最好的例子。

《圣诞欢歌》是查尔斯·狄更斯所写的一本著名的短篇小说，它讲的是一个名叫斯克鲁奇的老头的故事。斯克鲁奇从无笑容，他十分吝啬，只想着自己。他对待其他人也不友善。他只关心自己能否赚到更多的钱财，而且他还厌恶圣诞节。在一个圣诞前夜里，他见到了已经逝去的生意伙伴雅克布·马利的亡灵，马利过去就像斯克鲁奇一样，所以他死后受到了惩罚。马利告诫斯克鲁奇，若是不想和他落得同样的下场，就应该改变他的行事方式。他还告诉斯克鲁奇要做好准备，会有三个精灵光临拜访。

那天夜里，三个圣诞精灵造访了斯克鲁奇。首先，“圣诞过去之灵”将他带回到他的童年时代，让他回顾了自己儿时的快乐时光；接着，第二个精灵，“圣诞现在之灵”，领他去看这一年其他人如何欢度圣诞，即便是穷人，他们每个人都很快乐；最后一个精灵，“圣诞未来之灵”领他进入未来，他看到自己死了，但人们毫不在意。斯克鲁奇害怕至极，从睡梦中惊醒，发现此时竟是第二天清晨——圣诞节！

他决心改变自己的人生，承诺去做一个善人。他高兴地与自己的亲戚们一起庆祝圣诞，还把礼物送给需要的人们。现在的他对待每个人都充满善意和温暖，走到哪里便把爱与欢乐带到哪里。这便是圣诞的真正含义！

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Unit 3 Could you please tell me where the restrooms are?

Section A, 2d

何伟： 这就是欢乐时代公园——我们这座城市最大的游乐园。

艾丽斯：就要玩各种游乐项目了，我好兴奋呀！

何伟： 我们先玩哪样呢？有太空世界、水世界、动物世界……

艾丽斯：在我们决定前，麻烦你能先告诉我哪儿有洗手间(restroom)吗？

何伟： 什么？休息室？你想要休息了？我们可还没有开始玩呢！

艾丽斯：不是的，我不是指休息的地方。我是说……你知道，一间洗手间或卫生间。

何伟： 嗯……那么你是指……厕所吗？

艾丽斯：对啦！不好意思，也许中国人说英语时不常用restroom这个词。

何伟： 就是的，我们常说toilets或washrooms。不过，厕所在那里。

艾丽斯：知道了，我一会儿就好！

何伟： 没问题，你不必赶的！

Section A, 3a

欢乐时代公园——总是欢乐时光！

[艾丽斯和何伟在太空世界]

艾丽斯：我不知道我们接下来该去哪里。

何伟： 去玩玩那边那个新项目怎样？

艾丽斯：啊……看上去挺吓人的。

何伟： 勇敢些！我保证会很好玩！如果害怕就喊出来或抓住我的手。

[乘坐后……]

艾丽斯：你是对的，这个真的好玩！我起先有些怕，但喊叫还真管用。

何伟： 瞧，这并不糟糕，对吧？你需要去尝试，否则永远都不会知道你能行。

艾丽斯：是啊，我真高兴自己尝试了这个项目。

何伟： 现在你想去水世界吗？

艾丽斯：当然，但我饿了。你知道哪里有又好吃又快的地方？

何伟： 当然知道！我建议去水世界的水城餐馆，他们做得很好吃。

艾丽斯：太好了！我们去吧！

[在去水城餐馆的路上，艾丽斯与何伟路过鲍勃叔叔餐厅]

艾丽斯：你瞧！这间餐厅看上去挺有意思的。牌子上写着有个摇滚乐队每晚在这演奏。

何伟： 我们为何不回头过来在这吃晚饭？咱们去问一下乐队演出几点开始。

[艾丽斯同何伟向门口的员工走去]

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何伟：　劳驾，请问你们乐队今天晚上何时开始演奏？

员工：　八点。那时人总是很多，所以得来早一点才有桌子。

何伟：　好的，谢谢！

Section B, 2b

请问，您可以……吗？

当你到外国游玩，了解如何礼貌地请求帮助十分重要。例如，你可能会问Where are the restrooms?（卫生间在哪里？）或Could you please tell me where the restrooms are?（您能告诉我卫生间在哪里吗？）这些均是对问路去某处近似于请求的问句。两者都是正确的英语，但第一句听着却不那么礼貌，这是因为它提问过于直接。当我们求助的时候，仅仅正确地问问题是不够的，还需要学习如何表达才有礼貌。

优秀的说话者在不同情境会改变自己说话的方式。他们所使用的表述或许取决于他们与谁交谈，以及与谈话者之间的熟悉程度。你对你的同学问话直接是完全得当的，原因是你很熟悉你的同学。然而，如果你对老师说When is the school trip?（学校郊游在什么时候？），这也许会听着不够礼貌；但要是你说Excuse me, Mr. West. Do you know when the school trip is?（请问，韦斯特老师，您知道学校什么时候郊游吗？），这听起来就要礼貌得多。

通常，礼貌的问题要长一些，并且包含诸如Could you please...?或Can I ask...?这样的语言内容。说Peter, could you please tell me your e-mail address?（彼得，麻烦你给我说一下你的电邮地址好吗？）就比说Peter, tell me your e-mail address.（彼得，把你的电邮地址告诉我。）听上去更有礼貌。有时我们甚至需要花些时间来导入我们的请求。例如面对陌生人，我们或许先说：Excuse me, I wonder if you can help me（劳驾，我想您能否帮我一下）或I'm sorry to trouble you, but ...（十分抱歉打扰您，可是……），之后才说出所请求帮助的内容。

礼貌措辞比起直白说话似乎要难一些，但学习如何在不同情境下使用得当的语言是很重要的。这会帮助你与他人更好地进行交流。

Unit 4 I used to be afraid of the dark.

Section A, 2d

艾尔弗雷德：（举办）这次聚会的主意实在是太棒啦！

吉娜：　我同意。从上次见到小学同学到现在已经三年了。

艾尔弗雷德：看到大家的变化还挺有趣的。

吉娜：　比利变化好大呀！他过去曾经那么羞涩、安静。

艾尔弗雷德：是啊，以前他和女生说话总是脸红。

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吉娜：　　我以前看他每天在图书馆看书。

艾尔弗雷德：那是因为他确实是个好学生，他学习刻苦，一考试就得高分。

吉娜：　　他以前戴眼镜吗？

艾尔弗雷德：戴啊，而且他以前很瘦。但现在看他，又高大又强壮。

吉娜：　　现在他也很讨人喜欢，你瞧瞧他周围所有那些女生！

Section A, 3a

从害羞女孩到流行歌星

为本月的《青年世界》杂志，我采访了19岁的亚洲流行歌星王坎迪。坎迪告诉我她一度非常害羞，于是想通过唱歌来挑战羞涩。随着她的情况逐步好转，她开始敢于在班级同学面前放声高歌，后来则为全校师生演唱。现在她不再那么腼腆了，而且热爱在众人面前演唱。

我问坎迪她成名后的生活有哪些不同。她解释说，有许多好事，比如可以旅行，随时会结识新面孔。“我以前在学校并不引人注目，但是现在，无论我走到哪里，都会被人关注。”然而，太多的关注也可以成为坏事。“我总是会担心自己在别人眼中的形象，还有，我必须注意自己的言行。我不再拥有很多私人时间。现在与朋友们外出对我来说几乎不可能，因为老有保镖守在我的周围。”

对于所有那些想要成名的年轻人，坎迪有什么话可说呢？“这个嘛，”她慢慢道来，“你必须准备好舍弃一个普通人的生活，你永远无法想象，通往成功的路途是多么艰难。许多次我都想到放弃，但我奋力坚持下去了。要想成功，你确实需要不少才华和辛勤工作，只有极少数人可以攀上成功之巅。”

Section B, 2b

他比过去学习更努力

李文是来自农村的一个普通的15岁男生。他学习很努力，在学校表现很好。很难相信他以前在学校也面临许多困难。当他还是个小男孩的时候，他很少惹麻烦，他总是同家人生活在一起。然而，几年前，情况发生了变化。他的父母到城市里去寻找工作，爷爷奶奶就过来照顾他。但是，他非常想念自己的父母，经常感到孤独和不开心。

李文的不开心开始影响他的学业。他变得对学习不再有兴趣，有时候他还会旷课、考试不及格。最后，李文的父母决定把他送到寄宿学校。但是，李文很害羞，在学校里也不能很快交上朋友，他感到那里的生活很困难。一天，他告诉老师他想离开学校。他的老师很担心他，给他的父母打了电话，她建议他们亲自与自己的儿子谈一谈。于是，他的父母坐了24小时的火车和五小时的汽车来到了李文的学校。

他们进行了一次长谈。“那正是我所需要的，”他说道，“现在我懂得了尽管他们

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很忙，他们一直都挂念着我。他们为我所有好的表现感到自豪。”

从那以后，李文的父母与儿子的沟通比过去多了。现在，李文也确实发生了变化：他变得更加外向，在学校交了一些好朋友；他甚至加入了学校的篮球队，还积极参与许多其他的活动。“我比以前快乐多了，我也比过去学习更努力。我知道爸爸妈妈爱我，他们总是为我骄傲。”李文说，“在孩子有需要的时候，爸爸妈妈能够随时给予帮助是十分重要的。”

Unit 5 What are the shirts made of?

Section A, 2d

帕姆：中国的茶很有名，是吗？

刘俊：是的，过去和现在都很出名。

帕姆：中国的哪些地方产茶呢？

刘俊：哦，很多不同的地区都产茶。像安溪和杭州都是著名的产茶地。

帕姆：茶叶是怎样生产的？

刘俊：嗯，就我所知，茶叶种植在山坡上，叶子长好后，人们就手工把叶子采摘下来，然后送去加工。

帕姆：接下来呢？

刘俊：接下来将加工好的茶叶打包，然后运往不同的国家和国内不同地方。

帕姆：全世界好多人都好像在喝中国茶。

刘俊：是的，大家都说茶对健康和生意都有好处！

Section A, 3a

在美国为买美国产品的艰难搜寻

如果你去另外一个国家，你想买哪类东西呢？在日本你会买相机吗？在法国买漂亮的衣服？在瑞士买块手表？无论你会买什么，你也许会认为那些产品一定就是那些国家制造的。可是，你可能想错了。康健是名来自上海的17岁的学生。去年他去旧金山拜访了自己的叔叔婶婶。他发现了一个有趣的现象，当地商店里许多产品都是中国制造的。“我想给堂弟买个玩具车，可是，尽管多数玩具是美国的牌子，但他们都是中国制造的。”

不光玩具是中国制造。“我想买一双篮球鞋，”他解释道，“我找了五到六个商店才找到一双美国制造的”。他感觉美国人想不买中国产品几乎不太可能。他接着说：“事实上，那里太多中国制造的东西——足球、手提包、宠物食品、手机，甚至美国国旗都是中国制造的！”康健觉得中国能制造这些日用品是件好事，不过他希望将来有一天中国更善于制造高科技产品，让世界各地的人们都能买到。

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Section B, 2b

普通物件中的美

中国每个不同的地区都有自己独特的传统艺术品。这些艺术品通常表达的是那些生活中重要的东西，诸如爱、美和家庭。最普通的东西，从纸到黏土再到竹子，都能变成美丽的物品。

根据中国历史，孔明灯最早就是诸葛孔明在身处困境的时候用来寻求帮助的。现在，孔明灯用于过节和其他庆祝活动。孔明灯用竹子做成，竹子外面用纸包裹。孔明灯点燃后，像小小的热气球一样慢慢地升上天空，所有人都能看到。这些灯被看作幸福和美好愿望的象征。

剪纸已经有1500多年的历史。剪纸听起来很容易，但真剪起来还是很难的。通常使用红色的纸，先折叠好，再用剪刀剪。最常见的图案是花、动物和有关中国历史的一些东西。春节期间人们把这些剪纸贴在窗子、门或者墙上，寄寓着好运和新年快乐。

中国陶泥艺术也很著名，那些艺术品很小，但是看上去特别逼真。小陶泥艺术品通常取材于可爱的孩子们、中国神话故事或历史故事中的人物。制作这些小物件要用一种非常特殊的黏土，先用手小心翼翼进行造型，然后风干。干了之后还要高温烧制，然后再抛光上色。要花好几个星期才能完成这些工序。这些小小的陶泥艺术品表达了中国人民对生活和美的热爱。

Unit 6　When was it invented?

Section A, 2d

保罗：嘿，罗伊，这次我们学校的项目任务的主题是“改变世界的小发明”。你能帮我想一个发明吗？

罗伊：我很乐意！让我想想……嗯……有啦！拉链！

保罗：拉链？它真是这样一项了不起的发明吗？

罗伊：想想在我们的日常生活中会多么频繁地使用它吧。你能看见裙子、裤子、鞋子、背包上都有拉链……几乎无处不在！

保罗：嗯，看来你说的确实有点道理……

罗伊：当然！我想到它是因为我上周看见一个网站，不同发明的创始者都被列在上面。比如说，它提到拉链是在1893年被惠特科姆·贾德森发明的。不过那时候它并没有被广泛使用。

保罗：真的吗？那它是什么时候开始流行起来的？

罗伊：1917年左右。

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Section A, 3a

一项偶然的发明

你知道茶，作为世界上最受欢迎的饮料（仅次于水），是一项偶然的发明吗？许多人都认为大约在5,000年以前就开始了饮茶。据说一位叫作神农的中国统治者最早发现了茶可以饮用。一天，神农在户外的炉火上烧水，茶树上有几片叶子掉入水里，过了一会儿，散发出怡人的香味，于是神农品尝了这褐色的水，它非常香醇，就这样，世界上最受欢迎的饮料之一被发明了。

数千年后，“茶圣”陆羽在他的《茶经》一书中提到了神农。该书描述了如何种植茶树和泡茶，它还讨论了什么地方出产最好的茶叶，而且应该使用什么样的水来泡茶。

人们认为茶是在公元六至七世纪传播到了日本和朝鲜。在英国，大约直到1660年茶才出现，但不到100年的时间里，茶已成为国饮。从中国到西方国家的茶叶贸易始于19世纪。这使得茶树和茶叶传播到世界上更多的地方，使之深受欢迎。虽然现在有很多人都了解一些茶文化，但毫无疑问，中国人才最了解茶之本质（精髓）。

Section B, 2b

你知道篮球是什么时候发明的吗？

篮球是一项许多人都喜爱的积极运动，它既有趣又能健身。篮球有100多年的历史，而且有200多个国家，超过一亿人都在玩篮球。普遍认为1891年的12月21日是历史上第一场篮球比赛的日子。然后在1936年的柏林，篮球成为了奥运会比赛项目。

篮球是由一位名叫詹姆斯·奈史密斯的加拿大医生发明的，他出生于1861年。当他在大学任教时，被要求发明一项能让人冬天玩的游戏。于是奈史密斯医生创造出一种能在室内硬地板上玩的游戏。他把他班级里的人分成两队，教他们玩他的新游戏。同一个队的成员必须一起努力把球投进对方篮筐。同时，他们还要阻止对方把球投进他们自己队的篮筐。

如今，许多年轻人都梦想成为著名的篮球运动员，篮球在世界各地也越来越普及。在中国，有时你能看见人们在公园、学校甚至工厂打篮球。篮球不仅成为一项人们喜欢玩的运动，也成为了一项人们喜欢观看的运动。虽然美国的NBA比赛是最著名的，但中国的CBA比赛也越来越受欢迎。NBA中的外国球员数量有所增加，其中也包括中国球员。也有越来越多的外籍球员加入到CBA的赛事中。许多年轻人都仰慕这些篮球英雄，并想成为像他们一样的人。这些球星也鼓励着年轻人为实现自己的梦想而努力。

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Unit 7　Teenagers should be allowed to choose their own clothes.

Section A, 2d

桑迪：　要去看毕加索的著名绘画作品，我真的很激动。

吴兰：　我也是。我很高兴今年的校外旅行斯密斯先生选择了美术博物馆。

桑迪：　我要带上我的新照相机，照好多好多照片！

吴兰：　哦，不行。斯密斯先生说我们不可以照相。博物馆不允许。

桑迪：　太糟糕了！你说，如果我们不用闪光灯，会不会允许（我们）照相啊？

吴兰：　嗯……我觉得他们只是想保护那些绘画作品。如果不用闪光灯的话，那也许可以。

桑迪：耶！我也觉得应该允许。不管怎样，我还是把相机带上吧。

Section A, 3a

妈妈最了解

当我是个小宝宝，整夜哭闹，妈妈依偎在我身旁，唱歌送我入梦乡，
在我又累又饿，妈妈给我食物，那温暖的臂膀就是我的床。
当我两岁时，奔跑在田野上，她确保我的安全，让我远离危险，
在我摔倒受伤的时候，她给我拥抱，扶我站好。
七岁的我剧烈咳嗽，她说我不能吃冰淇淋，
我却大声反驳：你必须同意，我就要定了！
九岁时我看恐怖电影，她说：这种电影会将噩梦给你带来，
我却愤怒地咆哮：我就该看这样的电影，别拿我当小孩！
青少年的我开始和朋友们外出闲逛了，她叮咛道：十点以前一定要回来！
我又顶嘴：我都17岁了，不需要你告诉我什么该不该！
现在我长大了，回想当初的时光，
吃了冰淇淋让我咳嗽不止，
看了恐怖电影让我噩梦连连，
上学迟到只因10点还在外游荡。
我悔恨自己顶嘴，没有听妈妈的忠告；
妈妈最了解（孩子），她只是想怎样对我最好！

Section B, 2b

能允许我自己做决定吗?

很多青少年都有自己的业余爱好。但有时候，这些业余爱好会影响他们的学业，父母可能会担心他们在校的学习成绩。青少年常会认为应该允许他们尽可能多些机会实践自己的爱好。你同意吗?

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刘宇是来自山东省的一位15岁的男孩，他是一个赛跑运动明星。他是学校校队的队员，总想长大以后能成为职业跑步运动员。可是他的父母不愿意让他花太多时间去训练。“我们当然希望看到他实现自己的梦想，”刘先生说，“我们也知道他多么喜欢跑步。我和妻子一直去看他的每一次比赛，为他加油。我们不反对跑步，但是我们觉得儿子必须要考虑其他可能的工作。他现在长大了，他需要考虑好，万一成不了职业运动员怎么办。”

刘宇却不认同他们的想法。“我觉得应该允许我自己做决定，”他说：“我父母总是教育我在学校努力学习、上大学是多么多么重要。我能理解这一点，但是对于跑步，我也是认真的。这是唯一我特别想做的事情。”

刘宇的父母认为刘宇晚上应该用功学习，因此，他们不同意他晚上出去练习跑步。“也许他会认为我们太过严格或者不公平，”刘太太说，“但我们认为我们这么做是对的。他需要在自己的功课上多花点时间，因为成为一个职业运动明星是很难的。”

但刘宇还是不同意。“我知道我父母关心我。他们总是说如果不成功怎么办。可我一定会成功！我跑得很快。我觉得应该允许我自己做决定。只有那样我才有机会实现自己的梦想。”

Unit 8　It must belong to Carla.

Section A, 2d

琳达：妈妈，我真担心。

妈妈：为什么？怎么了？

琳达：我找不到我的书包了。

妈妈：嗯，你最后一次把它放哪儿了？

琳达：我不记得了！我昨天去听了一场音乐会，所以它有可能还在音乐厅里。

妈妈：你书包里有没有放什么贵重物品？

琳达：没有，只有我的书、我的粉红色发带和几个网球。

妈妈：那它不可能被偷。

琳达：哦，等等！音乐会之后我还去野餐了。我记得野餐时我的书包还在呢。

妈妈：那么它可能还在公园吧？

琳达：是呀。我比其他朋友走得都早。我想一定有人捡到它了。我现在就给他们打电话，看看是否有人捡到了我的包。

Section A, 3a

小镇怪事

我们住在一个小镇上，几乎每人都彼此认识。小镇以前非常安宁，没发生过什么事。然而这些天，小镇发生了一些不寻常的事。维克多，我们学校的一位老师，十

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分地紧张。他在接受小镇报纸的采访时说："每天夜里，我们都听到窗户外面有奇怪的声响。我的妻子认为那可能是某个动物，但我朋友和我认为那一定是十多岁小孩的玩闹。我的父母叫来了警察，但他们没发现任何异状，他们认为是风引起的。我可不这么认为！"

维克多的隔壁邻居海伦也很担忧。"开始我觉得那可能是一条狗，但我并没看见狗的踪影或别的东西。所以我想它不可能是狗。但那又可能是什么呢？"该地区的一位女士曾看见有什么东西跑走的身影，但由于天黑，她并不确定。"我觉得它身形很大，不可能是狗，"她说，"有可能是一头熊或狼。"

我们镇上的每个人都心神不安，并且每个人都有自己的想法。一定有什么东西正在我们生活的这个街区逗留，但它是什么呢？我们不知道。多数人希望这动物或者人会很快离开，但我觉得不太可能。这位噪音制造者对其在附近引发的恐慌正乐在其中呢。

Section B, 2b

巨石阵——有人能解释它为什么在那儿吗？

巨石阵，一个岩石圈，它不仅是英国最著名的历史古迹之一，也是英国最大的未解之谜之一。这里每年都能迎来75万多名游客。人们特别喜欢六月来到这个地方，因为他们想在这里观看一年中白昼最长的那天的日出。

多年以来，历史学家们认为巨石阵是古代首领试图与神交流的庙宇。然而，历史学家保罗·斯多克认为这不可能是真实情况，因为巨石阵建于许多世纪以前。他指出："那些首领们抵达英国是很久以后的事了。"

另一种流行的观点是巨石阵可能是某种日历。巨大的石头通过某种特定的方式排列。在仲夏的早晨，太阳光会直射到巨石阵的中央。也有其他人认为这些石头有着医学上的目的。他们认为这些石头可以预防疾病，让人们保持身体健康。"当你走到那里，你可以感受到（一股）能量从你的脚下往身体上方涌动，"一位游客说道。没有人能断言巨石阵是用来做什么的，但大多数人都认同这些石头的排列一定有其特殊的目的。有些人认为它可能是一个墓地，或是一处用来祭奠先祖的地方。还有人认为修建它是为了庆祝打败敌人的胜利。

巨石阵的修建经历了漫长的时间。大多数历史学家认为它肯定有近5,000年的历史。最大的谜题之一是这个巨石阵是如何建成的，因为这些石头是如此的巨大和沉重。2001年，一群英国的志愿者试图修建另一个巨石阵，但他们以失败告终。"我们真不知道是谁建造了巨石阵，"保罗·斯多克说道，"可能我们永远也不会知道，但我们很明确地知道，他们一定十分努力——而且是伟大的设计师！"

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Unit 9　I like music that I can dance to.

Section A, 2d

吉尔：　斯科特，周末你打算干什么呢？

斯科特：没什么事，我估计就是听听我新买的激光唱片吧。

吉尔：　哦？是什么激光唱片？

斯科特：嗯，全是音乐的，没有歌曲。我喜欢听舒缓的音乐来放松自己，尤其是在工作了漫长的一周以后。

吉尔：　听起来不错啊。嗯，如果你有空，愿意和我一起去看部电影吗？（电影的）导演很有名。

斯科特：嗯，那要看什么电影。我只喜欢有趣的电影，我只想笑一笑，不想费脑筋，你懂我的意思吧？

吉尔：　哦，那样的话，我还是去邀请喜欢看严肃电影的人吧。

斯科特：（你说的）电影是关于什么的？

吉尔：　是关于第二次世界大战的。我喜欢能让我思考的电影。

Section A, 3a

今天你想看什么（电影）呢？

虽然一些人坚持只看一种电影，但是我喜欢看不同种类的电影，（具体）由当时的心情决定。

当我情绪低落或感到疲惫的时候，我更喜欢能让我开心的影片。比如，像《黑衣人》那样的喜剧片或像《功夫熊猫》这类的动画片，通常都有滑稽的对话和一个愉快的结局。影片中的人物不一定完美，但是他们都会尽力去解决问题。看了这样的电影，我所面对的许多问题突然间会显得不那么严重，我也会感觉好多了。两个小时的欢笑是一种很好的放松方式。

当我伤心或劳累的时候，我不看剧情片或纪录片。像《泰坦尼克号》这样的剧情片只会让我更伤心。像《帝企鹅日记》这样的纪录片，（通常）会针对某个特定话题提供丰富的信息，（内容）也很有趣，但是当我累的时候，我不想思考太多。当我太累不想思考时，我不介意看像《蜘蛛侠》这样的动作电影。我只想屏蔽我的大脑，坐在那里观看一个令人兴奋的超级英雄，他总是能在关键时刻挽救世界。

偶尔我会喜欢看恐怖片。虽然它们很有意思，但是我会因为太害怕而不敢独自一人看，我总会带上一位不怕这些类型的电影的朋友（一起看），这样就觉得没那么可怕了。

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Section B, 2b

凄　美

昨晚我的一个中国朋友带我去听了一场中国民间音乐会。其中有一首二胡曲令我特别感动。音乐出奇的美，但是在那美的背后，我感受到悲伤和痛苦。这首曲子有个简单的名字，《二泉映月》，但它是我听到过的最感人的曲子之一。二胡（的声音）听起来那么悲伤，以至于我在听的时候也几乎随着它哭了。后来我查阅了《二泉映月》的历史，开始理解音乐中蕴含的伤感。

这首曲子由一位民间音乐家阿炳写成，他于1893年出生在无锡市。在他还很小的时候，他的母亲就去世了。阿炳的父亲教他弹奏各种乐器，如鼓、笛子和二胡。到了十七岁，阿炳就以他的音乐天赋闻名。然而，他的父亲去世后，阿炳的生活变得更糟糕。他很穷，还得了很严重的疾病，眼睛瞎了。好些年他都没有家，他住在大街上，以弹奏音乐来谋生。即使在他结了婚有了家以后，他还是继续在街道上唱歌、弹曲，他以这种方式表演了好多年。

阿炳惊人的音乐技能让他在有生之年就非常出名。到他临终前，他已会弹六百多首曲子，大部分是他自己写的。遗憾的是，一共只有六首曲子被录了下来得以传世，但时至今日，他（的作品）依旧颇受人们喜爱。今天，阿炳的《二泉映月》成了所有伟大的二胡演奏家弹奏和赞赏的曲子。它已成了中国文化魁宝之一。它的凄美不仅描绘出阿炳自己的生活，而且也让人们回想起自身的悲苦体验和最深的伤痛。

Unit 10　You're supposed to shake hands.

Section A, 2d

凯蒂：昨晚为留学生举办的欢迎派对怎么样？

约翰：真棒！我交了一些新朋友，不过发生了一件很有趣的事情。

凯蒂：什么事？

约翰：我遇到了一个名叫佐藤的日本男孩，正当我伸出手（要跟他握手）时，他对我鞠躬了。

凯蒂：那就是日本人跟别人打招呼的方式。如果你不对他们鞠躬还礼，那就失礼了。

约翰：我不知道这个礼节，所以我只是站在那里伸着手，最后我还是鞠躬还礼了。

凯蒂：我记得去年第一次见玛丽的时候，我也和你一样。我伸出手，而令我惊讶的是，她亲吻了我的双颊！

约翰：若她要亲吻我的脸颊，我可不介意！

凯蒂：呵呵，很有趣。后来我知道法国人见面时都会亲吻对方以示礼貌。

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Section A, 3a

特蕾莎·洛佩斯 卡利，哥伦比亚

在我的家乡，人们的时间观念不强。我们不喜欢生活匆忙，所以我们不介意别人偶尔迟到一会儿。如果你和一个朋友说好要去他们家吃饭，你去得稍晚一点是可以接受的。我们喜欢慢慢享受属于我们的时间。我们珍惜平日生活中和家人、朋友在一起的时光。有空的时候，我们也常常会临时上朋友家拜访，我们不必总是列计划见朋友。当与朋友见面时，礼貌的做法是，男生们互相握手，而女生们互相亲吻面颊。我们通常会在小镇中心四处走走，尽可能多地与更多朋友会面！

马克·勒布朗 洛桑，瑞士

在瑞士，守时非常重要。我们毕竟是以时钟和手表闻名的国度！如果有人约你在正午相见，那么你就必须在正午时赶到。如果你只是迟到了十五分钟，那你的朋友都可能会非常生气。因此，每次我去见朋友都会尽力做到守时。我总是早早出门以避开拥堵交通，因为我认为让别人等是非常不礼貌的。而且，我们也从不事先未打电话便登门拜访朋友，我们总是事先做好拜访朋友的安排，约好一起做有意思的事情，或是一起去某地玩。

Section B, 2b

亲爱的劳拉：

谢谢你的来信。是的，我正在法国享受我的交换生项目的美好时光。在抵达这里之前，我还有那么一点小紧张，但现在想想这的确是没必要的。我的寄宿家庭很棒。主人们竭尽全力让我感受家庭的温馨。寄宿家庭的祖母知道我十分想吃中国菜，她甚至为此去专门学习了如何制作中餐！她还有一个和我年龄相仿的孙女，这个女孩人真的很好，总是跟我用法语交流来帮助我练习法语，你不会相信正因为这些练习我的法语有了多么大的进步。我现在说起法语来已经很顺口了，虽然我还是会犯很多错误，但这些不会像以前一样让我担心。

我最大的挑战是学习用餐的礼仪规范。正如你能想象的一样，在这里用餐和在家里有很大的不同。比如，你不能把面包放在你的盘子里，应该把它放在桌上！起先我认为那样做很奇怪，但现在我已经习惯了。另外，除了吃面包，你不能直接用你的手去拿任何东西来吃，即使是水果也不行。你必须把它切好，然后用叉子吃。还有一件事，如果你说自己吃饱了也是一件不礼貌的事。如果你不再需要别的食物了，你只要说“这真的很美味”。另外，你也不能把你的胳膊肘放在桌子上。不得不说，要记全这些礼仪对我来说真的很困难，但我也在逐渐习惯。我不再觉得法国的习俗礼仪很奇怪了。

我会尽快再写信给你，告诉你更多有关我在法国生活的事。希望你能度过一个

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愉快的学年！

你的，
林悦

Unit 11　Sad movies make me cry.

Section A, 2d

南希：嗨，伯特，我想我把艾丽斯给逼得受不了了，而且我还不确信该怎么做。

伯特：发生什么事儿了？

南希：你知道朱莉是艾丽斯最好的朋友，对吧？

伯特：嗯嗯。

南希：唔，我对朱莉了解得越多，越感到我们有许多相同之处。所以我们最近待在一起的时间更多了。

伯特：但那有什么问题吗？

南希：嗯……这让艾丽斯不开心，因为她认为朱莉现在成为了我比她更要好的朋友。

伯特：我知道了。嗯……每次你和朱莉在一起做事时，你何不邀请艾丽斯加入呢？这样她就不会觉得被冷落。

南希：噢，好主意！那还能使我们的友谊更加牢固。

Section A, 3a

快乐者的衬衫（ I ）

很久以前，在一个富饶而又美丽的国家里面，住着一位不开心的国王。他睡不好觉，也没有食欲。他总是面色苍白，还常常无端哭泣。这让王后和他的子民都很担忧。

一天，一位医生被召来给国王检查身体。但他发现国王的身体并没有任何问题。“他的病都在心里。药物和休息对他都无效。他需要的是一个快乐的人所穿的衬衫，那会使他快乐起来。”

首相被叫到宫殿。但当人们把国王的情况向他解释之后，他却说：“尽管我有很多权力，但它并没有让我快乐。我总是担心会失去权力。有许多人都在试图取代我的位置。”

接着，国王的银行家来到宫殿。“唉，我恐怕也不快乐呢，”他说：“我有很多财富，但是我总是担心丢失钱财。每天都有人想窃取我的金钱”。

接下来，宫殿的歌手来到国王的房间，但是他却这样说：“的确我很有名，而且每个人都喜欢我的歌。但是我并不快乐，因为我总是担心被人跟踪，我没有自由。”

最后，国王的大将军被派了出去，他要在三天之内找到一个快乐的人。

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Section B, 2b

胜利之队

彼得的眼睛盯着地面，当他一个人独自走在回家路上的时候，觉得双肩沉重。今天是他人生中最糟糕的日子。他脑海里不停地在想一个小时前学校足球场上发生的事。他怎么能错失了进球呢？他让全队都失望了。他愚蠢的错误让他自己很懊恼。整个球队因为他而输掉了比赛。他很担心教练会把他赶出球队。

他一走进家门，他的父亲就问："怎么了，儿子？"彼得的情绪都写在脸上。"我比赛输了。"彼得回答。然后，他不再说话，走进了自己的房间。十分钟后，彼得听见父亲在敲他的房门，他打开门让父亲进来。

"彼得，你看，我不知道发生了什么。但不管结果怎样，不要对自己太苛刻。"

"我输球了，爸爸，我导致了球队的失败。很可能他们再也不会让我踢球了。""足球是靠团队的集体努力，你不是导致球队失利的唯一原因。如果你们是一支优秀的球队，你们应该互相支持。再说，输赢只是比赛的一半。另一半是学会怎样和队友合作，怎样从错误中吸取教训。"

彼得没说什么，但是父亲的话使他陷入了沉思。

第二天，彼得并没有害怕，而是勇敢地去参加了足球训练。"嗨，伙伴们，"他对队友说："我对昨天的失误非常抱歉，我们差点就赢了。但我想只要我们继续团结一致，我们就会赢得下一场比赛。"

出乎意料而又让他欣慰的是，他的队友都赞同地点了头。

"是的，"他们说："别担心了，失败绝不是一个人的错误。我们应该考虑的是下一次我们怎么能做得更好。"

彼得笑了。他为自己属于一个奔向胜利的球队感到幸运。

Unit 12　Life if full of the unexpected.

Section A, 2d

马特：凯文，你今天为什么上课迟到了？

凯文：我的闹钟没有响！我一直睡觉，当我醒来时，已经是早上八点了！

马特：噢，不！

凯文：所以我迅速穿上衣服冲出家门。

马特：你没吃早餐吗？

凯文：没有，我甚至没有刷牙也没有洗脸！但在我到达车站之前，汽车就已经开走了。

马特：那你是怎么来这儿的？

凯文：幸运的是，卡尔的父亲看见我在路上，让我搭了他的车。

马特：嗯，至少当你到达学校时，上课只迟到了五分钟。

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Section A, 3a

生活充满了意外

2001年5月，我在纽约世贸中心找到了一份工作。2001年9月11日，我大概在早上8:30到达了工作的大楼。我正要上楼，这时我决定先去买一杯咖啡。我去了我最喜欢的咖啡店，虽然它在我办公室东边两个街区以外。当我正在和其他办公室职员排队等待的时候，听到一声巨响。我还没来得及加入屋外的人群弄清究竟发生了什么事，第一架飞机已经撞上了我办公室的大楼。我们直愣愣地盯着燃烧的大楼上升起的黑烟，无法相信（这一切）。我觉得我能够活着很幸运。

大约10年之后，2011年2月21日，我早上十点醒来，意识到我的闹钟根本没有响。我从床上跳起来直奔机场。但是当我到达机场时，我飞往新西兰的航班已经起飞了。“这可是我今年的第一个假期，我居然误了航班。真倒霉！”我暗想。其他的航班都已经满员，我不得不等到第二天。（结果）第二天早上，我听到新西兰前一天发生了地震。我的坏运气意想不到地变成了一件好事。

Section B, 2b

愚人节是一个世界上许多不同国家都会庆祝的节日。它在每年的四月一日，这是一个许多人会互相开各种玩笑或恶作剧的日子。

有一年的愚人节，英国的一位记者宣称，由于意大利农民停止种植意大利面条，以后将不再有意大利面条了。许多人都跑到当地的超市尽可能多地买意大利面。等人们意识到这是一个恶作剧的时候，全国所有的意大利面条都被卖光了。在另一个著名的恶作剧中，英国一家电视节目报道发现了一种特殊的水。他们说这种水可以帮助人们减肥，有位消费者仅四个月就减掉了很多体重。（结果）当天结束之前，超过10,000人打电话到电视台，询问如何得到这种水。

许多愚人节玩笑的结局并不那么有趣。一位著名的电视明星曾经在愚人节邀请他的女朋友上他的电视节目。他向她求婚。那位女士是如此的高兴，因为她真的想结婚了。然而，当她说好的时候，他却回答：“愚人节傻瓜！”这个小玩笑的结局并不愉快。电视明星失去了他的女朋友，而且他的节目也被取消了。

然而，世界上最出名的恶作剧之一却发生在十月而不是四月。在1938年的10月，演员奥森·韦尔斯在他的电台节目中宣布来自火星的外星人已经登陆地球。他描述了他们在哪里登陆，还告诉大家这些外星人正在如何穿越美国。韦尔斯让他的话听起来如此逼真，以至于数以百计的人相信了这个故事，恐惧在整个国家漫延。等到警察宣布这个故事是个恶作剧时，已经有数以千计的人们离开了他们的家园。

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Unit 13　We're trying to save the earth!

Section A, 2d

采访者：贾森和苏珊，对于解决这些问题，你们有什么想法？

贾森：　为了减少空气污染，我们应该乘坐公共汽车或者地铁，而不是开车。

苏珊：　是的，或者骑自行车。骑自行车还有别的好处，它对健康有益而且不用花钱。

采访者：好主意！那么，垃圾污染呢？

苏珊：　嗯，我认为一些生活小事有助于减少垃圾污染，比如自带袋子去购物。我去年就开始这样做了。

贾森：　我也是。还有，我买外卖食品的时候，从来不拿一次性木筷子或者塑料叉子。我用家里的餐具。

苏珊：　还要记得把垃圾扔进垃圾桶，保持公共场所的整洁和美丽，（这是）为了每个人。

采访者：所以，我们一起行动，就能影响他人，创造一个更美好的未来！

Section A, 3a

拯救鲨鱼！

很多人都听说过鱼翅羹。这道昂贵又著名的菜在中国南方特别流行。但是每次当你喝鱼翅羹的时候，你是否意识到你在杀一整条鲨鱼？

当人们捕捉到鲨鱼的时候，他们切掉鲨鱼的鱼鳍，然后把它们扔回大海。这种做法不仅残忍，而且对环境有害。失去鱼鳍的鲨鱼再也不能在水里游泳，会慢慢死去。鲨鱼处于海洋生态系统食物链的顶端，如果它们的数量下降得太多，将会给所有的海洋生物带来危险。很多人以为鲨鱼永远都不会濒临灭绝，因为他们是食物链的最强者。但事实上，每年大概有七千万的鲨鱼被捕杀和交易。在过去的20年到30年里，某些品种的鲨鱼数量下降了90%以上。

世界各地的环保组织，如野生救援协会和世界自然基金会，都在向公众宣讲有关"猎翅"的（残忍）行为。他们甚至已经呼吁政府立法停止鱼翅的销售。到目前为止，没有任何科学研究表明，鱼翅对健康有好处，那么为什么要吃它们呢？帮助拯救鲨鱼吧！

Section B, 2a

重新思考，重新使用，重新利用

你经常扔掉你不再需要的东西吗？你是否曾经想过这些东西还能很好地重新利用？如果你有一个充满创意的头脑，没有东西会是废品。

你可能从来没有听说过艾米·海斯，但她是一个非常不寻常的女性。她住在英

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国，房子是她自己用废弃物建造而成。窗户和房门来自于小镇周围拆毁的房子。房子的顶部是一条翻转过来的旧木船。房子前的大门是用岩石和旧玻璃瓶搭建的。艾米最近获得了“救助我们的星球”协会颁发的奖项。协会主席说：“艾米给了我们所有人一个启示！”

艾米不是唯一一个擅于废物利用的人。来自香港的杰西卡·王常利用人们不再穿的旧衣服来制作背包。她已经这么做了好几年了。她开了一间小店来出售她制作的包，她还建了一个网站好在网上售卖它们。她特别喜欢用旧牛仔裤来制作手提包。她制作的包既可爱又实用。“我计划写一本关于用新方法来改造旧衣服的书，”她说，“我希望人们能阅读我的书并且喜欢它。”

四年前，王涛开始在上海经营小生意。他因使用旧车的钢铁和其他材料来制作艺术品而闻名。有一些（艺术品）很庞大，看起来像动物或者人，有一些小块的可以摆放在家里。你甚至能在这个城市的艺术商店里看到一些更受欢迎的作品。王涛希望能建立一个“金属艺术”主题公园，向人们展示环境保护的重要性。艺术不但可以给人们带来快乐，而且也说明只需要一点创造力，即便是冰冷、坚硬的铁也可产生活力。

Unit 14　I remember meeting all of you in Grade 7.

Section A, 2d

朱迪：　克拉拉，初中毕业后你最怀念的老师是谁？

克拉拉：李老师和布朗老师。

朱迪：　我知道李老师在数学课上对你总是很有耐心。不管题目有多难，她都帮你找到问题的答案。

克拉拉：是的，布朗老师指导我在科学方面取得很大进步。任何时候只要我哪儿不明白，他总是花时间给我解释清楚。你会怀念谁？

朱迪：　格里芬老师。她在英语课堂上鼓励我。她总是说：“你能做到！”因为她，我付出更多努力，并且考试分数翻了一倍。

克拉拉：我们给这些老师每人买一张贺卡和礼物来表示感谢怎么样？

朱迪：　好主意。我们明天去买东西吧！

Section A, 3a

我记得

回顾过去三年时光
许多往事记在心上
尽力按时赶上早读
午餐铃响跑向食堂

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记得每年校运会上
那些兴奋的点滴时光
长时间的运动训练
让我克服恐惧，自豪之情充满胸膛

仍记得开学的第一天
作为班上最害羞的我
从不和别人交谈
认为自己不会突破这一关

但慢慢地我交到了新朋友
我把他们铭记在心房
互相帮助，完成作业
好好学习，一起向上

为艺术节做准备
结果弄得一团混乱
新年聚会尽情欢乐
给予大家最好祝愿

我们学习一门不同的语言
它来自另外一个国度
英语给我们带来重重挑战
我们全力以赴，只为将它征服

如今到了毕业的时候
我们将离开深爱的母校
很难相信，三年时光悄然已过
我在尽力让自己保持冷静，不让眼泪洒落

忍住不哭是何等的艰难
我将思念校园里的一草一木
还有那些善良体贴的老师们
将变成我美好的回忆，直到永远！

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Section B, 2b

女士们先生们：

感谢大家今天来参加第三初级中学的毕业典礼。首先，我想祝贺所有在座的同学们。我还记得你们刚步入校园开始七年级学习生活时的样子，个个都朝气蓬勃，渴望学习。当然，你们中有些同学的确有点难以对付！但是今天，我看到满堂都是有才干的年轻人，对自己的未来充满期望。你们成长了许多，我为你们感到无比自豪。

虽然在过去的三年时光里，你们都非常努力学习，但你们都不是单枪匹马作战。我希望你们记住所有出现在你们生命中重要的人——父母，老师还有朋友，他们都帮助和支持过你们。请认真想一想他们为你做过什么，他们对你来说意味着什么。永远不要忘记对你身边的人心存感恩之情。

最后，初中生活的结束也是新生活的开始。你们一定知道，高中的学习生活将会更加艰难，而且你们将会面临很多困难。你们一路上都会犯错误，但重要的是你们要学会从错误中吸取教训，并且永不放弃。然而除了困难，也有很多让人兴奋的事情在前方等着你。在每一扇你打开的大门后面蕴藏的是学习新事物的机会，你有能力做出自己的选择。选择要明智，并要为自己的决定和行为担负责任。虽然你们现在将要开始各自的旅程，但我希望不久以后你们能回母校看看。在你踏上新的旅程的时候，不要忘记你来自哪里。未来属于你们！

同学们，祝你们好运！期待早日与你们再见！

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