义务教育教科书

教师教学用书

英语

八年级

下册



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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10个单元，供八年级下学期使用。

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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。

本套教材八年级下册有10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，是体验和感知语

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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，尤其是词汇拓展。本部分在进一步听说训练的基础上，重点发展学生的长篇阅读和写作能力。Section B主要是语言的学习、巩固和运用阶段。

下面以八年级下册第一单元为例，具体说明每个页面教学内容的设计意图：

第1页：主题图为本单元目标语言提供了一个主题情境，1a中的词汇是本单元的基础词汇。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，为学生提供了进一步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是一个侧重于通读的阅读任务，只要求学生通过整体快速阅读回答问题。3b着重对阅读的细节信息进行检测。3c除了有结合阅读内容的提问，还有联系实际的讨论，比较有启发性。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进一步拓展了本单元话题词汇。1b和1c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。1d要求学生就所听内容与同伴进行交流。

第6–7页：这两页是以长篇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让学生在快速阅读文章时学习如何在不打断阅读的情况下关注不懂的词汇，并养成用字典辅助词汇学习的习惯。2c让学生细读文章并获取细节信息，判断正误。2d是让学生根据所读信息回答问题。2e实际上是要求复述阅读文章，让学生在阅读后思考故事发生的先后顺序，这也是阅读此类文章时可以运用的一种阅读策略。2a–2e

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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10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、例句尽量选自本册，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反身代词、情态动词、过去进行时、现在完成时、动词不定式、状语从句等。

4. **词汇表**：本部分包括分单元词汇表（Words and Expressions in Each Unit）、按字母顺序排列的总词汇表（Vocabulary Index）和不规则动词表（Irregular Verbs）。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，则在给出的两种发音中，第一个为英式发音，第二个为美式发音，如：pass /pɑːs/, /pæs/。分单元词汇表配有录音。

（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

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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”部分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”部分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，八年级下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资源。

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）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

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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

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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 What's the matter?

一、教学目标与要求

话 题 **Topic**	健康与急救（Health and first aid）
功 能 **Functions**	1 能简单谈论健康问题与事故（Talk about health problems and accidents） A: What's the matter? B: I have a stomachache. A: What's the matter with Ben? B: He hurt himself. A: Does he have a toothache? B: Yes, he does. 2 能就健康与安全问题提出简单的建议（Give advice） A: What should she do? B: She should take her temperature. A: Should I put some medicine on it? B: Yes, you should. / No, you shouldn't.
语 法 **Grammar**	1 能正确使用"have + (a) + 病症"结构谈论健康问题（*Have* for talking about health problems） A: What's the matter with Ben? B: He hurt himself. He has a sore back. A: Do you have a fever? B: Yes, I do. / No, I don't. 2 能正确使用情态动词should提出恰当的建议（Modal verb *should / shouldn't* for suggestions） He should lie down and rest. You shouldn't eat so much next time. 3 能正确使用反身代词（Reflexive pronouns） The driver didn't think about himself. Did you hurt yourself playing soccer? He hurt himself in P.E. class.

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词汇和常用表达 **Words & expressions**	1 能正确使用下列词汇 (Curriculum words) matter, stomachache, foot, neck, stomach, throat, fever, cough, X-ray, toothache, headache, break, passenger, trouble, knee, climber, risk, situation, kilo, rock, knife, blood, importance, decision, control, spirit, death, nurse, lie, rest, hurt, hit, mean, herself, ourselves, off, onto, sick 2 能正确使用下列常用表达 (Useful expressions) have a cold, have a stomachache, lie down, take one's temperature, have a fever, take breaks, get off, to one's surprise, right away, get into, be used to, take risks, run out (of), cut off, get out of, be in control of, give up 3 能认读下列词汇 (Non-curriculum words) sore, bandage, nosebleed, breathe, sunburned, accident
学习策略 **Strategies**	1 利用事件的发展顺序来辅助理解所阅读的材料 2 根据情境及上下文推测生词词性及词义，通过查阅词典寻找合理的词义
文化知识 **Culture**	了解阿伦·罗尔斯顿（Aron Ralston）的经历及其回忆录《生死两难》（*Between a Rock and a Hard Place*）

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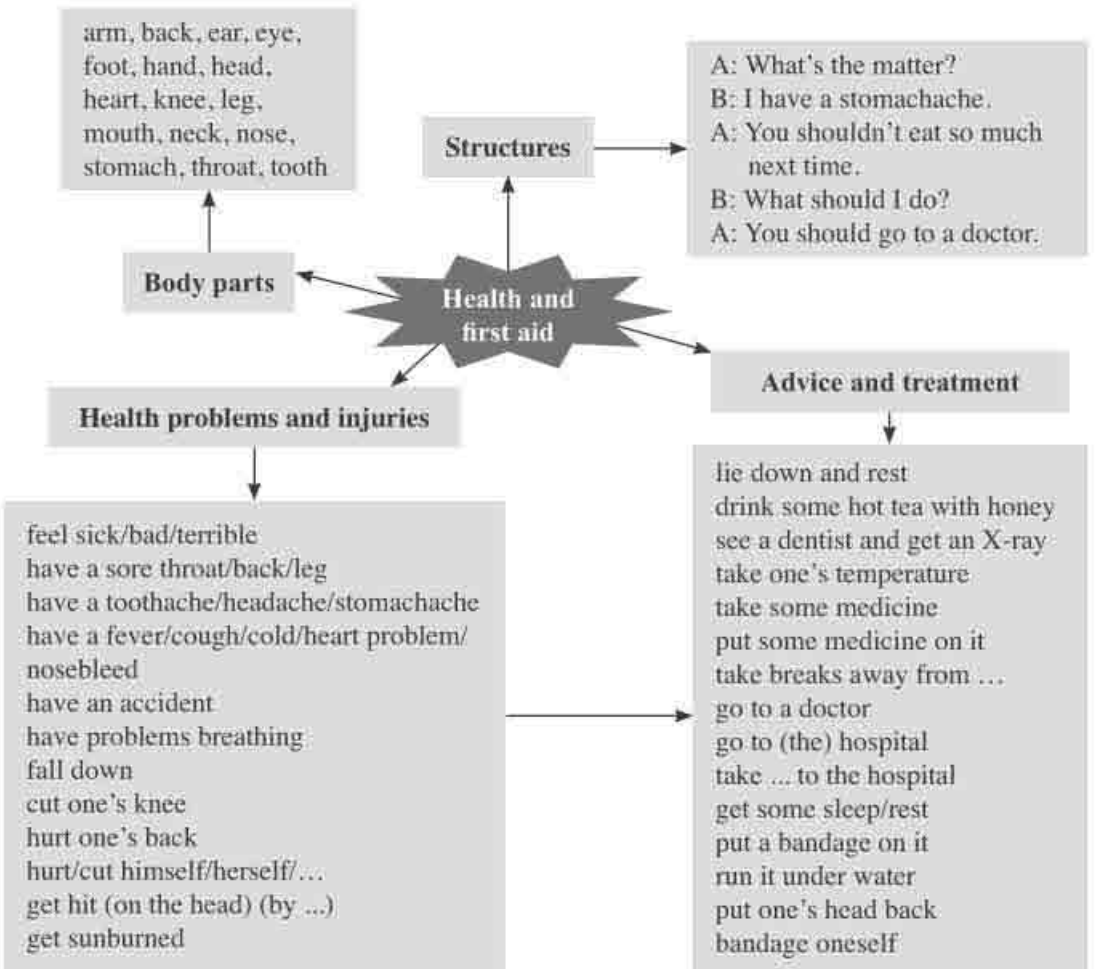
二、话题思维导图



三、内容介绍和教学建议

SECTION A 内容介绍

本单元的话题是健康与急救，主要学习有关伤病及处理建议的表达方式。Section A 侧重健康问题及提出相关建议，借此学习、训练相关的语言结构。在教材编写和呈现方面，以下内容十分突出，属于本阶段教学结束时学生们应当重点掌握并能够正确表达的内容：

- 功能及句型结构方面：What's the matter (with ...)? I have a cold. (He/She has a fever.)

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- 词汇方面：包括身体部位名称、伤病名称及与动词搭配后形成的表达；关于就医或救治建议的表达。
- 语法方面：用于表述身体不适的句型结构；情态动词should表述建议的用法。

从编排上看，活动1a旨在介绍身体各部位的词汇，1b和1c通过简单的听说活动向学生输入并操练有关询问和表述疾病或不适的基本词汇和表达方式；2a-2d侧重听说技能训练，并加入了医治及处理建议，综合性地训练学生在该话题下的语言输入及输出水平；3a-3c活动利用公交司机停车救人的故事训练、发展学生的阅读技能，学习更多相关的语言表述，为后面的语法总结与学习提供更多铺垫，并通过课堂讨论进行情感态度价值观的教育。

在本阶段的教学过程中，教师应多想办法引导学生注意如何用英语表述身体不适，学会使用含有动词have及hurt的表达方式。若学生能顺利掌握这一部分内容，无疑会给后续Grammar Focus和Section B两部分的学习带来极大的便利。

SECTION A 教学建议

活动1a

1. 此活动中相当一部分身体各部位词汇为2级目标词汇，一些学生可能在小学阶段接触、学习过部分身体部位词汇，有一定的基础和印象，因此，教师可考虑采用直观的教学手段（如利用自己或学生、图片等），用What's this? This is ...等简单的语言引导学生口头叙述不同身体部位的词汇，同时纠正学生的发音问题。
2. 让学生翻开课本，观察主题图，并按要求完成1a活动，确认学生对这些词汇的掌握情况。
3. 核对答案，如果确实有学生觉得生疏的词汇，板书教授这些新词。

活动1b–1c

1. 引导学生观察主题图中的人物，教师利用以下问题与学生进行初步交流：
   - How many people can you see in the picture?
   - How many of them are students?
   - How many students are not feeling well?
   - How many of them are boys and how many are girls?
   - What are their names? And how did you learn their names?

注意：通过上述引导方式，一可帮助学生养成观察主题图的习惯，培养他们对细节的观察能力；二则增加师生使用英语的问答机会，促进英语听说交流；三

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能较为自然地将学生的注意力由图引向活动1b所罗列的人名，为听力活动做好铺垫。

2. 在水平较高的班级中，教师可随即播放听力录音，要求学生完成1b活动。但在语言水平薄弱的班级中，建议教师在播放录音前，先结合主题图口头叙述一遍五位学生的不适，如果有可能，再辅之以肢体语言帮助学生更好地理解：Now let's look at the big picture once again. We know Sarah has a cold. And a boy has a stomachache. Maybe this boy is David, or maybe this boy is Ben. We don't know yet. If Ben has a stomachache, then David has a sore back. For the other two girls, one has a bad toothache, and one has a very sore throat. But who has a stomachache? Who has a sore back? Who has a bad toothache? And who has a very sore throat? Let's listen to the tape to find out the answers. 如此可在一定程度上减轻学生的听力压力。
3. 师生核对答案。随后教师板书或利用多媒体课件呈现五个学生的名字，要求学生拿出练习本，在五人名字后边用have或hurt写出他们各自的身体不适。如：
Nancy: has ...　　Sarah: has ...　　Ben: hurt ...　　David: ...　　Judy: ...
如此可检查出学生对听力内容是否真正理解，并训练学生的短期记忆能力。
4. 教师再次播放听力录音，要求学生核对、修正答案，并在上一步骤所完成的内容的下方听写出身体不适的起因或所造成的结果（在学习基础薄弱的班级中，教师可直接呈现第5步所提供的内容，然后进入第6步）。例如：

Sarah: has a cold
didn't put on her jacket (when it got windy)

5. 教师板书或以课件形式呈现答案，与学生核对，并添加框线将这些内容构成如下表格：

Name	Problem	Reason / Result
Sarah	has a cold	didn't put on her jacket (when it got windy)
David	got a stomachache last night	ate too much food at his friend's birthday party
Ben	has a (really) sore back	hurt himself (when) playing soccer
Nancy	has a toothache	didn't sleep well last night; it hurts a lot
Judy	has a very sore throat	talked too much yesterday and didn't drink enough water

表格中的信息为学生开展1c对话活动提供了语言帮助，成为该活动的重要支架（scaffold）。

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6. 学生结伴并按照1c要求开展对话活动，教师巡视指导，可视时间情况适当安排若干学生进行课堂示范。

活动2a–2c

1. 学生观察2a活动中的图片，思考各幅图画所表现的身体不适，并通过口头陈述、讨论，为听力活动做准备。

> 注意：在听前帮助学生解读内容性插图是一种有效的听前准备活动，让学生做有准备的语言输入，降低听力的焦虑情绪，提高听的效果。

2. 播放第一遍录音，学生完成2a的图片排序活动。
3. 以What should this person do?为思考线索，让学生对2a中的人物给出口头建议（允许学生直接重复教材2b活动中给出的文字内容，但更应对学生自己提出的合乎情理的独特见解提出表扬）。
4. 引导学生朗读2b活动右栏的五条建议，纠正学生读音，并可适当要求学生记忆这些表述。
5. 播放第二遍录音，学生完成2b的匹配活动。核对答案时，要注意引导学生用完整的句子陈述各种建议。
6. 学生两人一组，利用书本2a、2b活动的图文信息仿照2c示范开展口语对话活动。教师巡视指导并及时给予评价。

活动2d

1. 让学生先默读对话，了解对话的大意。
2. 就对话内容提问，检查学生的理解情况。以下问题供参考：
   - What's the matter with Lisa?
   - Did she have a fever?
   - What did she do the night before?
   - What does she need to do?
   - What should she do for now?
   - What should she do if things don't get better?
3. 教师将全班分作Mandy和Lisa两人，分角色齐读对话。
4. 纠正学生朗读中的不足，让学生交换角色再次朗读，进一步熟悉对话内容。

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5. 引导学生摘录对话中的套语或相对固定的表达方式进行学习。这些内容包括：
   - 套语：Are you OK? What should I do? It doesn't sound like ... That's probably why. 等
   - 相对固定的表达方式：can't move my neck; all weekend; take breaks away from the computer; sit in the same way for too long without moving 等

   教师应鼓励学生将其整体记忆并套用，而不必讲解、分析其中的语言点。
6. 学生结对活动，套用2d对话进行角色扮演。
7. 若时间许可，还可让几组学生进行示范性表演，教师适当点评。

活动3a–3c

这一部分旨在训练、发展学生的阅读能力，所选短文故事性强。对于这类文章，阅读中关注情节发展的先后顺序往往可以有效地促进对文章的理解。因此，建议教师在教学中注意引导学生关注故事的推进，如利用“时间轴”（time line）启发他们逐步意识到理清事件的先后顺序有助于理解课文。这也是Section B阅读部分建议重点训练的阅读策略。

此外，短文的标题和插图也是辅助课文教学的重要资源，教师不必局限于以下教学建议的束缚，可充分发挥自己的主观能动性，多想些办法让学生们通过对标题和插图的讨论来深化课文学习。

本文虽是报刊故事，但情感态度价值观的教育意义深刻。教师亦应注意把握好时机，适时利用3c活动中的问题引发学生展开讨论，对学生进行品德教育。

1. 读前准备：教师可以事先扫描课文，并截取课文标题及插图制作成多媒体教学课件。课堂首先呈现标题和插图，引导学生展开讨论，并学习相关的生词。或者直接要求学生先不看文章，只通过看标题和插图回答问题。以下问题供参考：
   - What happened to the man lying by the road?
   - What was the person next to him doing?
   - Did this man die?
   - Who do you think is going to save the man?

注意：这一做法较为符合人们阅读报刊内容的习惯——我们往往先通过浏览标题和图片判断文字的具体内容，然后根据自己的偏好选择感兴趣的内容进一步阅读。标题、图片易于激活学生脑海中的图式，从而对正确理解所读内容形成帮助。此外，教师还可以在读前引出及学习部分生词，减轻阅读中生词给部分学生带来的负担及障碍。

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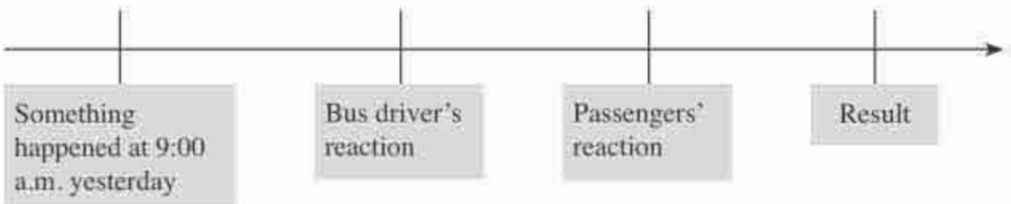
2. 学生在对课文内容形成初步期待后，要求学生快速浏览课文，按要求完成3a活动，并说明得出这一判断的依据。

3. 教师板书或利用多媒体教学课件呈现以下时间轴，学生再次细读课文，在时间轴上按顺序填出相关的情节：



4. 课堂讨论答案，师生达成一致后，要求学生按照3b活动要求就课文细节进行判断，随后核对答案，纠正学生理解上的偏差。

5. 读后讨论：学生结对活动，就3c活动所列问题展开讨论，教师巡视反馈。讨论结束后，教师点评并鼓励学生发言。

6. 读后语言学习：指导学生关注课文中以下三个层面的语言内容：

- 与“bus”相关的表述（搭配）：bus No. 26, bus driver, driver of bus No. 26, (most/all of) the passengers on the bus, stop the bus (without thinking twice), get off/on the bus, (help to) move/get the man onto the bus, wait for the next bus
- 与医疗急救相关的表述：see an old man lying on the side of the road, have a heart problem, go to the hospital, take the man to the hospital, (doctors) save the man in time, only think about saving a life
- 其他值得学习的表述：to one's surprise, in time, agree to do sth., expect sb. to do sth., get into trouble

注意：虽然文章叙述的是发生在过去的事情，但在本文的标题中save使用的是一般现在时，而不是一般过去时（saved），这属于报刊英文标题的常见风格。

语法内容介绍和教学建议

此部分是对本单元重点语言点的总结、训练和巩固。“语法聚焦”部分传递出两层信息：其一是对疾病及事故伤害的询问及应答，其二是利用情态动词should询问及陈述建议，说明这是本单元要求学生重点学习并掌握的两项内容。就本单元功能及主题而言，语句结构相对固定（见以下“用于表述疾病及事故伤害的语言特征”）。因此，建议教师在教学过程中多注意引导学生关注语句的整体学习及套用，尽量不要把这些语言拆开来讲解和分析。

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用于表述疾病及事故伤害的语言特征

对疾病及伤害的询问，英语多为一些极为固定的套语（formulaic patterns），具体内容请参看本单元第四部分“课文注释1”，此处着重讨论有关疾病、伤害及救治表达中英语语言的用词特点。

- 用“have/get a(n) +疾病名称”表示患病，且以have更为常见：have a cold, have a fever, have a cough, get a stomachache, get a toothache等。某些搭配中还会使用“catch”，如catch a cold等。
- 用“be/feel +形容词”表示不适：be/feel tired, be/feel sick, head feels hot, be/feel dizzy等；或用“get +动词的过去分词形式”表示受伤：get hurt, get cut in the hand, get hit by a ball等。
- 用动词“hurt/cut/break +具体部位”等表示伤害：hurt my leg, cut her finger, break his arm等；hurt/cut等动词还可接用反身代词进行反指，表示“伤着自己了”：hurt myself, cut himself等。
- 用动词take/get（以take更为常见）表达诊治：take one's temperature, take some medicine, take an injection, take/get an X-ray (picture)
- 用see或go to ...表达就医：see the dentist/doctor, go to a doctor, go to (the) hospital等。
- 用情态动词should或had better表达建议：You should lie down and have a rest. He'd better go to a doctor.等。

语法部分具体教学建议如下：

1. 学生首先朗读“语法聚焦”的内容，随后结对总结表中have, hurt, take, get, see, put六个动词之后的名词搭配。教师巡视，待各组基本得出结论后进行课堂交流，教师点评总结，注意强调搭配中的语法性词语（如冠词、物主代词等）。
2. 在此基础上，教师再补充cut和go to，要求学生按以上方式继续添加名词搭配。学生完成之后，教师可就这八个动词引导学生说出更多的名词搭配（如put之后可接a bandage，此时就可先行教授Section B中的生词bandage）。
3. 再次要求学生朗读“语法聚焦”的全部内容，教师确认学生熟练掌握后转入4a–4c活动。

活动4a–4c

这三项活动看似互不相关，但实际上是按“用词→造句→交流”的过程来引导学

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生逐步掌握本单元的语法内容。因此建议教师将它们连贯开展。

1. 要求学生独立完成4a练习，然后与同伴核对答案并互相纠错。随后，集体分角色朗读，教师确认学生朗读熟练之后就转入下一活动。
2. 首先让学生大声读出4b活动要求，确认学生理解活动要求。然后，学生独立完成活动，教师巡视指导，同时获取反馈，可将班级同学中的一些典型错句及时板书出来（注意不要让出错者上黑板书写，以免给其带来心理压力）。师生共同分析或另请学生修改出正确的语句。随后，学生结对活动，将自己写出的建议读给同伴听，相互轮换。
3. 开展4c活动前，教师务必先解释活动要求（必要时可采用肢体示范），确认学生理解后给他们分组。由组里每人设想一种不适或伤害，并以哑剧进行肢体表演，其他同学逐一就如何不适、如何引起以及对应的建议等内容与表演者进行交流。
4. 教师在巡视指导的过程中应注意观察，在心中就各组表现做出评价。活动后期对表现优秀的小组或个人给予表扬肯定，并可请一、两组登台，进行汇报表演，供其他学生学习借鉴。

SECTION B 内容介绍

Section B是Section A主题的继续和延伸。在话题上，这一部分从Section A侧重谈论疾病及不适转向对事故伤害、急救（first aid）的讨论；语言上，除进一步综合训练、巩固Section A所学重点语言内容外，词汇及表述更加丰富，有意突出对步骤顺序的表达；技能上，侧重综合性的听、读、写的训练，尤其突出阅读；策略上，引导学生利用作者对事件描写的先后顺序来促进语篇理解；情感上，教育学生树立顽强的意志品质和果敢独立的精神，学习课文中主人翁热爱生活、珍惜生命，只要有一线希望就不会放弃的优良品质。

活动1a把单元的话题引入事故伤害与简单的急救措施上，是听力任务前的词汇铺垫。学生通过看图理解语境，在经验与常识的帮助下完成任务并达到学习语言的目的。活动1b和1c是一个任务链的听力设计：活动1b要求学生集中精力听清所发生的疾病或事故，而活动1c要求学生仔细听懂与疾病或事故相对应的处理方式。活动1d需要学生在充分熟悉听力材料的基础上结合活动1b和1c的语言提示，以角色扮演的方式将所听到的对话信息进行复述。活动2a–2e是以阅读语篇为核心的整体设计。活动2a是阅读前的铺垫，目的是激活学生的背景知识，熟悉词汇。活动2b是核心的阅读语篇，讲述的是美国一位名叫阿伦·罗尔斯顿的登山家真实的经历，一方面语篇反映了人物积极向上、顽强坚韧的精神意志，另一方面也通过活动设计培养学生一边阅读一边记录生词进行后续语言学习的习惯。活动2c是以判断题的形式对文章细节信息的检测。活动2d通过提问，引导学生提炼文章的信息回答问题。活动2e本身是一个复述文章的练习，但是呼应了本单元重点要求把握故事性文章的先后顺序这一阅读策略，使学生学会通过事件发展的时间顺序去梳理文章的脉

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络，并进一步锻炼复述故事的能力。写作板块3a和3b两个活动前后相连，构成过程性写作的指导。

SECTION B 教学建议

活动1a

1. 引导学生首先观察课本插图（建议事先扫描插图，并将其制作成教学课件），讨论图中人物所出现的伤害，复习、学习cut oneself, cut one's hand/finger, fall down, cut one's knee, have a nosebleed等词汇。
2. 学生按照要求独立完成1a活动，然后与周围同学进行交流，核实、反思自己判断的合理性。
3. 要求学生将处理过程连续陈述，补充first, next, then等词来突出过程性。若有必要，教师还可要求学生依据课本插图及文字把每幅画用一个英文小段落描写出来。

活动1b-1d

其中1b和1c两项活动共用一个表格，但侧重点不同。因此教师有必要在开展活动之前先向学生明确一些听力应答策略，如应对播放两遍的录音材料时，每遍应有所侧重：第一遍利用关键词或词频抓住主题，第二遍提取具体细节等。这样有可能会让那些性急的学生、或总想一次什么都做的学生、或听力欠缺办法及对策的学生意识到听力过程中有侧重地听的重要性。具体教学步骤如下：

1. 要求学生读出表格中"Problems（问题）"栏罗列的内容，摘录出各项中的关键词或身体部位（每项中的最后一词，依次为：sick, knee, fever, nosebleed, back, head），明确这是正确完成本活动的重要依据。注意提醒学生在连贯的语流中还应辅助听取其周边的词汇，作为支撑判断的信息，即felt sick, cut his knee, had a fever, had a nosebleed, hurt his back, got hit on the head。
2. 播放第一遍录音，学生完成1b活动，随即师生核对答案，之后转入活动1c。
3. 学生依次读出1c方框中罗列的处理建议，教师注意纠正学生的读音等问题，必要时可采用英汉互译的办法确认他们看懂了句意。
4. 播放第二遍录音，学生按照书本要求填表完成1c活动。
5. 师生核对答案。

注意：教师切忌简单地通过读字母的方式与学生核对答案，应当将这一轮对答案的过程变成师生对话交流或语句陈述的过程（见下面的示例）。仅仅核对字母虽然快捷便利，但由于缺少了语句层面的练习，往往会造成语言不足以支持学

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生完成1d的口语交流。字母代码只告知教师“学生是否将题目做对”这一结果，但对语言的实际运用性操练却并无帮助。在语言课堂上，学生更需要的是语句层面的操练及运用——如果师生在1c答案核对阶段语言交流越多、内容越丰富、语言结构越多样化，学生完成1d活动时就越得心应手、教师也会感觉越轻松、口语对话的效果也就越好。

- 师生对话交流示例：

  T: We know that a boy felt sick in P.E. class. What did the nurse do?

  S1: She took his temperature.

  T: Good. It was important to take his temperature to see if he had a fever. What else did the nurse do? Did she take him to the hospital to get an X-ray, S2?

  S2: Yes, she did.

  T: Really? But the nurse said she didn't. Do you agree with S2, S3?

  S3: No.

  T: What did the nurse do if she didn't take the boy to hospital?

  S3: She ...

- 语句陈述示例：

  T: When someone felt sick, the nurse ... You tell me the whole sentence, please.

  Ss: The nurse took his temperature and told him to rest.

- 对语言程度较高的学生的语句陈述示例：

  T: If someone feels sick, as a nurse we should ... Now would you give me your answer in a sentence, please?

  Ss: We should take his temperature and tell him to rest.

6. 要求学生两人一组，一人当护士、一人扮老师，仿照1d示范开展口语对话，教师巡视指导，适时选择学生上台示范表演，以供大家借鉴学习。活动结束时教师点评，对表现突出者给予表扬，对积极参与者做出肯定，对有欠缺者提出希望。

活动2a

这个读前活动有双重意图：一是通过活动激活学生脑海中的图式，使学生对即将阅读的材料有所准备（预期）；二是通过语块（chunks）向学生呈现不同运动伤害的表述，拓展学生的词汇量，为后续的阅读做准备。因此，建议教师在处理完教材所列的表述后，追加教授“冒险”、“被一块360公斤的岩石压住”、“（岩石）落向某人；砸向某人”、“发现自己处在十分危险的境地中”、“从困难的境地中摆脱出来”、“自

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我包扎”、“失血过多”、“失去了一半右臂”、“继续去登山”等表述，然后再转入书本的阅读活动部分（2b–2d）。这样可以有效地减轻因生词过多给学生带来的阅读压力。

1. 教师课前收集本活动中三项运动的图片，课堂呈现图片，学生说出这些运动的英文表述。
2. 在学生掌握三种运动的正确表述后，让他们翻开课本，默读2a活动要求。教师可以让学生关注其中“each”的运用。
3. 学生独立完成活动后，师生交流，确认答案。
4. 教师板书或利用其他媒介呈现以下表述，学生判断意思，学习其中生词：take risks, caught under a 360-kilo rock, (rock) fell on somebody, find yourself in a very dangerous situation, get out of a difficult situation, bandage yourself, lose too much blood, lose half of his right arm, kept on climbing mountains。
5. 学生朗读课本2a中及补充的表述以达到流畅。

活动2b–2d

这三项为读中活动，建议连贯进行。其中2b活动在经过上述建议的教学步骤后（前提是教师采纳前面建议的方案），剩下的生词已相对较少了，但建议教师开展这一活动时，将学生自己画线和教师限定要求相结合——既有学生自己做主判断查询的个性化内容，又有教师认定具有训练价值的词汇。另外，或许一些教师也愿意采取2b和2c活动顺序对调的教学步骤，即先让学生在有部分生词存在的状态下先读懂文章大意（此处表现为判断正误），然后通过查阅词典“精读”，理解细节。这可避免由于查词典判断词义及师生核实结论耗时过长而导致学生淡忘前期阅读所获得的细节，以至于不得不重复阅读。

1. 事先通知学生带词典进课堂，为查阅生词做好准备（教师应建议学生不要使用过于简易的词典，亦不要局限于纸质词典，应该鼓励学生多使用词义解释充分、例句丰富的词典）。
2. 开展活动2b：学生先按照2b要求画线确定自己需查词汇（建议不多于三个，它们极可能是mean, importance, decision, control, spirit, death中的某几个），教师再要求学生划出希望他们查找的词汇，比如be used to, free (in “*free his arm*”), run out (in “*his water ran out*”)和keep on。之后给学生留出充足的时间，允许并鼓励相互间的讨论。待学生形成初步结果后，师生共同核实词义，确认答案，注意达成以下共识：（1）词义的判断不可脱离语句及上下文，应结合语境确定词性；（2）在此基础上学会从词典罗列的意思中挑选合理的意思；（3）有些时候我们需要结合具体语境根据词典的某一意思选择更为恰当的措辞。
3. 开展活动2c：首先要求学生大声读出2c中的五个语句，纠正读音，对障碍性词汇

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（包括生词和学生可能淡忘的词汇，如almost, serious, run out of, still等）进行必要的解释；之后学生按照书本要求独立阅读判断，做出自己的选择；第三步，鼓励学生之间的核对与讨论；最后师生核对答案，教师点评。

注意：（1）师生核对答案时，对于错误的陈述教师应当引导学生说出正确的内容：If it's false, what is the truth?（2）对于课文未提供信息的判断（DON'T KNOW），教师应引导学生说出课文就相近内容所提供的信息：What do we know about …?或What does the text tell us about …?

4. 开展活动2d: 学生再次细读课文，按照课本要求写出问题的回答，教师巡视并指导。教师引导学生集体依次读出五个问题的回答，此时教师可以从回答人数的多少，声音的洪亮及整齐程度等获取反馈，找到薄弱点所在；就薄弱问题，教师请不同学生分别陈述自己的回答，再与班级学生一起讨论确定答案。

活动2e

这一活动旨在突出本课所设计的一个阅读策略，即把握事件发生的顺序（sequencing），同时训练学生读后对所读故事性材料的复述能力。通过练习，学生应该领悟到两个层面的内容：一是清晰、合理的逻辑顺序对故事讲述和理解所带来的帮助，二是适当地添加细节会使故事更加饱满并吸引听众及读者。

1. 学生先阅读2e活动中所呈现的五个句子，理解句子的意思。随后阅读2e的活动要求，然后独立排序，做出自己的判断。
2. 师生核对答案后，要求学生按照合理的顺序将五个句子连贯读出。之后教师提出思考问题：Now the story is complete. But do you think it's a good one? Why or why not? 引导学生达成这样的共识：The story is OK but not very good yet, because it doesn't have enough details. An interesting story needs details.
3. 安排学生结伴复述故事。期间教师巡视，注意引导、鼓励学生适当添加具体细节，并注意监控自己的语言——用自己有把握的句型结构去说。学生应当建立起这样的意识：复述课文不是背诵。

■ 拓展活动1：角色扮演

学生两人一组，其中一人扮演阿伦·罗尔斯顿，另一人扮演报社记者。学生可根据阅读文章的内容，并结合课外所能搜集到的有关材料创编访谈对话。教师可引导学生注意访谈过程中的细节，注意设计合理的过渡性语言和提问。

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■ 拓展活动2：发表演讲

学生以阿伦·罗尔斯顿的身份受邀前往一所初中进行事迹报告演讲。教师可启发学生注意演讲的对象和目的，根据文章的内容和相关资料做好演讲准备，写出演讲稿，先在小组内试讲，互相评价并提出修改意见。每组推选一位学生代表在全班进行演讲，比一比哪一组的准备最充分、演讲效果最好。教师可给予口头评价与表扬。

活动3a–3b

这两个活动实际是相互联系的一个整体写作过程。3a的目的便在于帮助学生创设场景，列出相关的要点和语言内容，为3b活动做好准备。3b则是通过语言提示鼓励、训练学生编写对话。

1. 教师课前截取课本3b活动的插图，制成教学课件。通过课堂呈现，引导学生就插图展开简单讨论：What's the matter with the student in the picture? What is the school nurse doing in the picture? What should the student do after the treatment? What shouldn't she do? What other accidents or health problems do we often have in school?
2. 教师把学生讨论中的相关词汇、句型放到板书中，给学生提供参考，再要求学生按照书本3a要求选取一项填表，写出自己的观点及建议。
3. 导入3b活动，要求学生读题并且朗读方框中的参考用语。告诉学生他们在3a活动表格中所填的内容也是编写对话的依据。建议他们将3b方框所列的参考用语和3a表格的内容综合思考，进行写作规划。
4. 学生独立或结伴合作编写对话，教师巡视指导。若教学时间有限，亦可将对话编写任务作为作业，让学生课外完成。

SELF CHECK 内容介绍和教学建议

此部分各项活动均为对本单元所学要点内容及能力的总结及反馈性检查。活动1侧重词汇的掌握情况，活动2为所学内容的交际能力自查，活动3通过写建议检查学生是否能够恰当使用情态动词should。建议将这三项活动连贯进行。

活动1–3

1. 教师课前可将本单元各种身体不适的图片，或自己教学中使用的图片制成教学课件，集中于一幅画面呈现给学生。
2. 要求学生独立、连贯地完成书本1–3活动，发现自己的学习收获及不足。教师巡视，获取反馈。

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3. 待学生完成，可与同伴核对交流，找出问题。
4. 学生集体朗读活动2中排列后的对话，教师进行讲评。
5. 请不同学生读出活动3所写的建议，教师点评、总结。

四、课文注释

1. What's the matter? 怎么了？（哪儿不舒服？）

这是一个功能性十分强的疑问句，用于询问某人发生了什么不愉快的事情、周边发生了什么事情等等。用于健康话题时，则旨在询问某人哪里不适，其中matter之后还可由介词“with”引出具体的询问对象。例如：

What's the matter?（你）哪里不舒服？

What's the matter with Jack's grandpa? 杰克的爷爷得了什么病？

需要注意的是，当你只是想表示关心，询问对方的身体情况时，最好不要在What's the matter之后加上with you，因为What's the matter with you?也可以表示带有责怪或者不理解之意，可能会引起误解。除本句外，人们还常用以下结构询问疾病、不适及突发情况：

What's wrong (with ...)?

What's the trouble (with ...)?

What happened (to ...)?

Is there anything wrong (with ...)?

Do you have a(n) +疾病名称?（英式英语为：Have you got a(n) +疾病名称？）

Did you catch/get ...?（如：Did you catch a cold?）

2. You need to take breaks away from the computer. 你需要远离电脑休息一下了。

副词结构away from属一种固定搭配，其原始语义为“离开……（某处）；与……（某处）有一定的距离”，与不同动词配合使用时，具体意思往往会受上下文的用词影响。此处take breaks away from the computer即指“停止玩电脑进行休息；远离电脑进行休息”。试体会以下句子中away from ...的意思：

In spring or autumn, my parents usually take their annual vacation away from home. 我父母通常在春季或秋季离家去外地休他们的年假。

I'll be away from school for a week. 我将离校一周。

They live away from us. 他们不和我们住在一起。

3. Thanks to Mr. Wang and the passengers, the man was saved by the doctors in time. 多亏了王先生和乘客们，医生们及时挽救了老人的性命。

英语有thanks to ...和thanks for ...两种说法，它们虽仅为介词不同，但意思和

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结构均有所差异。

1）Thanks to ... 意为“多亏……；由于……”等，既可接“人”也可接“事”，是一个副词结构的短语，用于句首或句尾，且往往由逗号将它与句子的主体隔开。例如：

Thanks to your mother, I got the book. Otherwise it might have been sold out. 多亏了你妈妈，我才买到了这本书，不然的话也许就卖完了。

I was late for work today, thanks to the slow traffic on the highway. 由于公路交通拥堵，今天我上班迟到了。

2）Thanks for ... 本身是一个完整的句子，意为“多谢……；十分感谢……的帮助”，thanks之前还可添加“many”，或之后添加“very much”及“a lot”等进行修饰。例如：

Thanks for your letter. 多谢你的来信。

Many thanks for your generosity. 十分感谢你的慷慨大度。

Thanks very much for your help. (Thanks a lot for your help.) 多谢你的帮助。

4. **As a mountain climber, Aron is used to taking risks.** 作为一位登山者，阿伦已习惯了冒险。

1）此句中is used to意为“习惯于……”，其中to为介词，其后接名词或动名词短语。又如：

He's used to falling asleep with such noises around him. 他已习惯在这样的嘈杂声中入睡了。

Are you used to the life here? 你对这里的生活习惯吗？

2）英语还有used to，表示“过去常常”，需要特别区分。有关used to结构，请参看本书下一单元的课文注释。

5. **On that day, Aron's arm was caught under a 360-kilo rock that fell on him ...** 那一天，一块360公斤的大石头朝他落下来，阿伦的一条胳膊被压在了石头下面……

在这个句子中，be caught (get caught)的意思相当于get stuck（被卡住而不得动弹）。例如：

Her long hair was always getting caught on her necklace. 她的长发老是被项链卡上。

6. **Because he could not free his arm, he stayed there for five days ...** 因为无法使自己的胳膊挣脱开来，他在那里待了五天……

此句中动词free相当于release，意思是to move someone or something so that they are no longer held, fixed, or trapped，在本句中可被译作“挣脱（束缚）”。又如：

He stepped into a hole when he wasn't paying attention to where he was going, and he could not free his foot. 他一不留神踩进了一个洞里，脚拔不出来了。

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五、文化注释

阿伦·罗尔斯顿和他的回忆录《生死两难》

阿伦·罗尔斯顿（Aron Ralston，1975年生），也译作阿伦·罗斯顿，是一位美国登山家与演讲者。毕业于卡内基梅隆大学机械工程系，曾服务于英特尔公司。2002年他辞去工作，立志登遍科罗拉多州的高山。一年后，他在犹他州攀登大峡谷时发生意外，其右手前臂被巨石压住而动弹不得，不得已只好用一把小刀断臂求生。

伤愈之后，阿伦决定将他这次非同寻常的经历用文字记录下来，着手构思回忆录的写作，取名《生死两难》（*Between a Rock and a Hard Place*）。该书于2004年正式出版，详尽描绘了阿伦断臂求生的真实经历，启迪读者思索人生中应当如何面对困难，揭示逆境中所需的勇气与果敢。

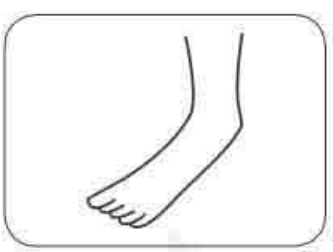
2010年，英国导演丹尼·鲍伊将阿伦的探险经历搬上银幕，取名《127小时》（*127 Hours*），通过影像向世人述说了这段惊心动魄的经历。

六、教学简笔画

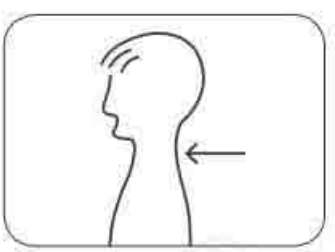
1. stomachache



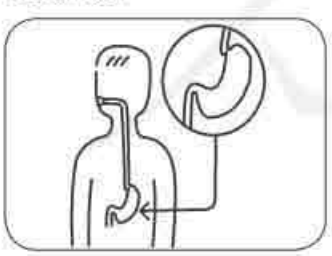
2. foot



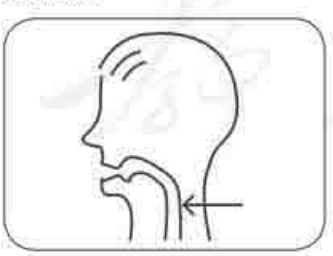
3. neck



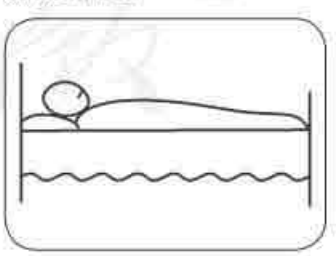
4. stomach



5. throat



6. lie in bed



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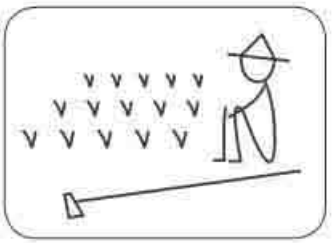
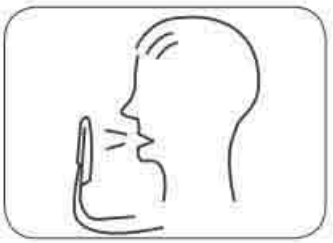
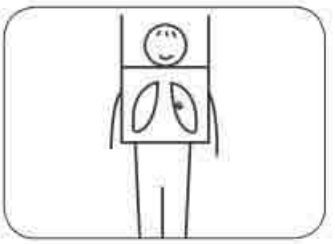
7. rest



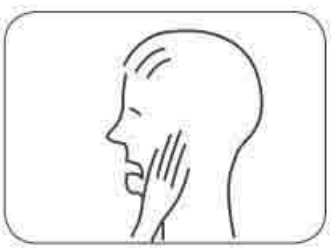
8. cough



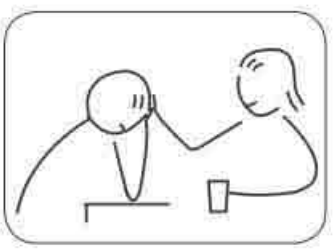
9. X-ray



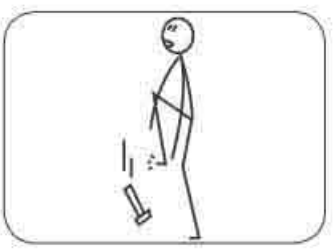
10. toothache



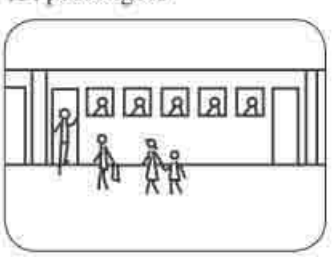
11. headache



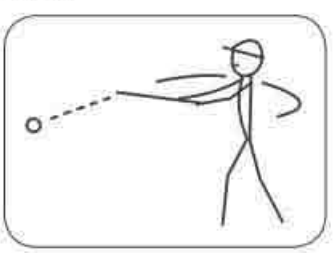
12. hurt



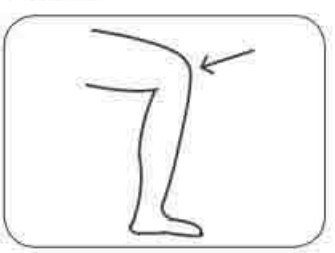
13. passengers



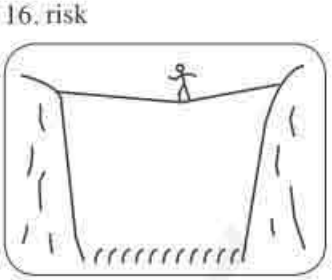
14. hit



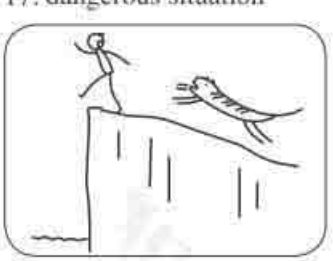
15. knee



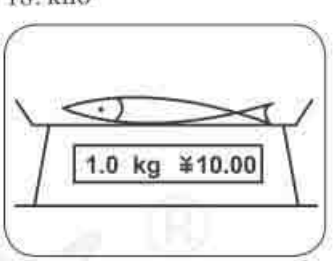
16. risk



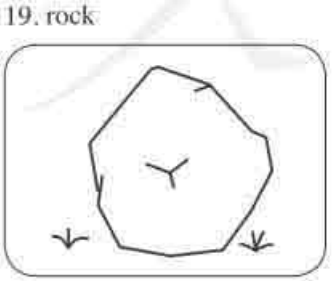
17. dangerous situation



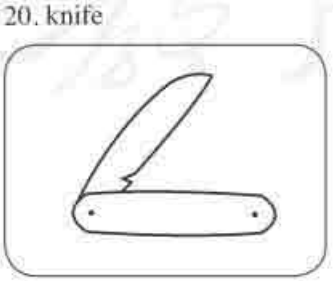
18. kilo



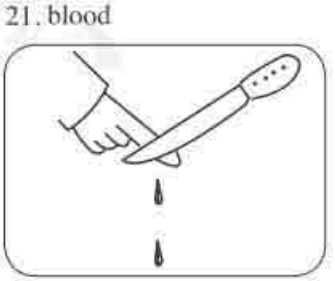
19. rock



20. knife



21. blood



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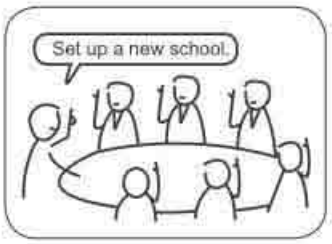
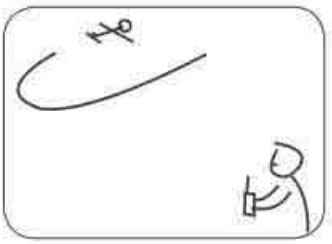
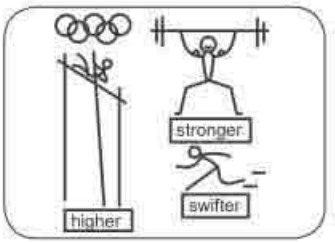
22. make a decision



23. control



24. Olympic spirit



25. nurse



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Unit 1 What's the matter?

SECTION A

1a

Purpose	To introduce Ss to the unit goals: talk about health problems and accidents; give advice. To set the scene, increase Ss' vocabulary and introduce the target language.
Picture	The picture shows a room in a medical clinic or hospital. There is an eye chart on the wall next to a medicine cabinet and sink. A nurse (the woman in white) is asking some patients what is wrong with them, and the patients are telling her and the doctor (the man in the blue shirt) what is wrong with them. Patient #1 is holding a handkerchief to her nose because she is sneezing and has a runny nose. Patient #2 is holding her stomach because it is hurting. Patient #3 is holding the side of her face because her tooth is hurting. Patient #4 is holding her neck because she has a sore throat. Patient #5 is holding his back because he has hurt his back.
Culture Focus	***Student patients and student doctors*** In the US, medical students are often involved in running medical clinics even before they graduate from medical school. Students volunteer in clinics which serve thousands of people who might normally have trouble getting access to regular care. Clinics may be held in churches, homeless shelters, or even in mobile vans. These clinics provide services such as basic health advice, vaccinations, medications, and even minor surgery. Volunteering helps the students develop their clinical skills, improve their ability to deal with patients, and foster goodwill in the community. It also gives non-native students an opportunity to show their ability to perform their duties and speak with patients and staff in English.
Teaching Tip	***Peer correcting*** Many simple activities can be peer corrected with Ss exchanging books or papers with a partner and only consulting the teacher when there is a disagreement or confusion. This encourages Ss to help one another and frees the teacher to prepare the next activity.

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Answers	a. hand, b. foot, c. mouth, d. neck, e. back, f. tooth, g. ear, h. arm, i. eye, j. head, k. stomach, l. leg, m. nose

1b

Purpose	To give Ss practice in listening to and understanding short conversations using the target language.
Teaching Tip	***Picture talk*** Before Ss do this activity, they should work in pairs or small groups and look at the five numbered characters and agree on what they think is wrong with them. This is especially helpful for Patient #4 and Patient #5. It can be helpful for the next activity (1c) to write or project answers on the board for Ss.
Answers	Nancy 3, Sarah 1, David 2, Ben 5, Judy 4

1c

Purpose	To give Ss practice in using the target language to create simple conversations.
Teaching Tip	***Let's start talking*** Ss can work with one or two partners to make two or three simple conversations. If Ss need help, have Ss listen again to the audio and write down the cause of each patient's problem, e.g. *Sarah played outside without her jacket.*
Optional Approach	***Pairs of three*** Pair work activities that are designed to be done by two Ss working together can actually be done by "pairs of three". Ss can work in "pairs of three" to practice speaking the conversations they have written. Divide Ss into groups of three. (This can work across three adjacent desks, or by having Ss turn around in their seats.) Ss take turns performing each role in the activity, while one S observes: Student A works with Student B. Student C observes. Student B works with Student C. Student A observes. Student C works with Student A. Student B observes. This gives each S a chance to observe the activity, as well as to participate twice. Ensure that Ss know it is acceptable to help or offer polite advice to their peers.

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2a

Purpose	To give Ss practice in listening for specific information.
Teaching Tip	***Pair work*** For weaker classes, the T can allow Ss to work in pairs to complete the activity. Before playing the recording, the T can suggest that each pair of Ss quietly discuss with each other what they think is happening in each picture. In this way, Ss will have a better understanding of the scene shown in each picture, and this will help them in identifying the correct order as they listen to the recording.
Answers	top row: 2, 4; bottom row: 3, 1, 5

2b

Purpose	To give Ss practice in listening for the target language in context.
Teaching Tip	***Picture matching*** Ss can match the problems with the pictures in 2a to reinforce comprehension.
Answers	1. d, 2. a, 3. b, 4. c, 5. e

2c

Purpose	To give Ss practice in making simple conversations using the target language.
Optional Approach	***What else can you think of?*** The T can ask Ss to think of more health problems and appropriate advice (in addition to the information in 2a and 2b) so that they can have more variation in the conversations they make. The T can write these additional problems and advice on the board, so that Ss can refer to them easily if they need to.

2d

Purpose	To give Ss the opportunity to use the target language in a controlled manner.
Teaching Tip	***Preparation at home*** The T may want to have Ss spend time at home to study the conversation before they practice it in class. If Ss are familiar with the words, they can focus on delivery and other aspects of interpersonal communication. The focus should be on getting Ss to use the language rather than to be controlled by it. The more familiar Ss are with the expressions and the more deeply they understand the meaning, the easier it will be for Ss to use the language.
Optional Approach	***More variety*** Ss can expand their conversations by introducing other vocabulary they know, e.g. other problems or other advice.

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3a

Purpose	To give Ss practice in reading for general information.
Teaching Tip	***The story in the picture*** Get Ss to read the title of the reading and look at the picture. Elicit their thoughts about what they think is happening, what happened just before the moment in the picture, and what they think will happen next.
Culture Focus	***Helping people*** In the US, most people would consider it very normal to help a stranger as we see in the reading. However, it has been found that in busy cities like New York or Los Angeles, a person in need might be ignored by many people passing by.
Answers	Newspaper. It is reporting something that happened very recently (i.e. yesterday), and the whole story is very short.

3b

Purpose	To give Ss practice in reading for specific information.
Optional Approach	***Extra challenge*** Ss can attempt this activity before re-reading the passage to see how well they remember the reading, and then check answers individually or with a partner.
Answers	1, 3, 5, 6

3c

Purpose	To give Ss the opportunity to check reading comprehension.
Optional Approach	***Extra discussion*** Ask Ss to discuss an additional question: "Is it more common to help strangers in the city or in the countryside?"

GRAMMAR FOCUS

4a

Purpose	To give Ss practice in using the target grammar in simple conversations.
Teaching Tip	***Lead in*** Ss can read the grammar table in pairs to become more comfortable with the pronunciation and structure. As an alternative, the teacher can read to the Ss. After the lead in, Ss can work with a partner to answer the questions and then practice the conversations.
Answers	1. A: myself/my arm/my leg/my back; should B: should 2. A: What's B: have; Should

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Answers	A: shouldn't 3. A: Does; have B: doesn't; has A: should

4b

Purpose	To give Ss practice in reading for comprehension and writing the target language.
Optional Approach	***Giving reasons*** Ss can explain to their partner why the advice they did *not* circle is not as good. What do they think will happen if the wrong advice is followed?
Answers	1. put medicine on the cut; 2. see a dentist; 3. exercise; 4. lie down and rest

4c

Purpose	To give Ss practice in using the target language in an unstructured situation.
Teaching Tip	***Alternative remedies*** The T can encourage Ss to think about alternative remedies that they know of for the health problems mentioned in the activity, e.g. remedies based on Chinese medicine.
Culture Focus	***Traditional Chinese medicine goes abroad*** Traditional Chinese medicine is, of course, well-known and popular in China, but it has also become increasingly well-known in the rest of the world. In recent years, medical scientists in the North America and Europe have been investigating how traditional Chinese medicine (often called "TCM" in medical schools and medical books) might help patients to feel better. Acupuncture, for example, has been shown to help many patients who are suffering from pain and nausea, and may be recommended for patients who want to avoid drugs or other treatments. The National Health Service (NHS) in the UK has officially approved the use of acupuncture to treat lower back pain. Even veterinarians – doctors who treat animals – are finding that acupuncture can be useful in treating their animal patients. Some veterinary universities even teach courses in veterinary acupuncture.

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■ Optional Activity 1: Graphic dictionary – body map

Purpose	To encourage Ss to create their own dictionaries which can help with their recall.
Materials Required	Notebooks (normally used by Ss in school).

Procedure

1. Draw or project a large picture of a human body on the board.
2. Instruct Ss to draw their own picture of a human body in their notebooks.
3. Ask Ss to label the body with all of the vocabulary terms (e.g. head, back) they know.
4. Direct Ss to add health problems and link them to the body parts (e.g. head – headache; back – hurt my back).
5. Finally, ask Ss to add health advice for each of the health problems (e.g. head – headache – aspirin; back – hurt my back – lie down).

Tip: Encourage Ss to be creative in their drawings. The T should explain that this is just one way to record vocabulary, but should encourage Ss to create their own record of vocabulary items, including words, collocations and phrases.

■ Optional Activity 2: Telephone role-play

Purpose	To give Ss practice in listening carefully and speaking clearly in a realistic conversational situation.

Procedure

1. Organize Ss in pairs.
2. Assign one S the role of a *Nurse* or *Doctor* at a medical clinic.
3. Assign another S the role of a *Patient*.
4. Instruct these Ss to sit facing away from each other. (If there are three Ss, the third is an observer, who may watch the other Ss.)
5. The *Patient* is to role-play telephoning the clinic for advice about a health problem.
6. The *Nurse* or *Doctor* is to role-play answering the phone and giving advice.
7. After they finish, Ss should switch roles and repeat the activity until each S has had a chance to perform each role.

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SECTION B

1a

Purpose	To give Ss the opportunity to show reading comprehension of the target vocabulary.
Teaching Tip	***Let's talk about it*** Get Ss to work in pairs or small groups to look at the three pictures and decide together what is happening in each. Check answers as a class to ensure Ss understand the pictures, e.g. (top right picture) *The person accidentally cut their finger with a knife (possibly while sharpening the pencil).*; (middle left picture) *He fell down on the road (possibly while running).*; (bottom center picture) *Her nose is bleeding.*
Culture Focus	***Emergency numbers to call*** Many countries have a single, short telephone number that people can dial when they have an emergency. • This system was first used in London, UK in 1937. People could dial 999 in an emergency to quickly reach the fire department. Before this, people had to call the telephone switchboard and ask the switchboard operator to connect them to an emergency service. When the telephone switchboard was busy, the person calling would have to wait since the operator had no way to know which calls were emergencies. • Later, they expanded the system to include other cities and eventually the whole country, and the number was also expanded to include the police and ambulance services. The number 999 was chosen because the telephone company could make it free to dial "9" on a public payphone, but still make people pay when dialing normal numbers. This system was copied in many countries, including Ireland, Malaysia, and Singapore. • In North America, the first city to use a central emergency number was the Canadian city of Winnipeg. In 1959, the city started using 999 as the central emergency number. However, this number was changed to 911 after 911 became the national emergency number for the US. The conversion from 999 to 911 in Canada began in 1972, and now almost all areas (except for some rural areas) use 911 as the emergency number.

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Culture Focus	• 911 became the national emergency number for the US in 1968. The number was chosen because it was short, easy to remember, and easily dialed, and it worked well with the phone systems being used at that time. This single number 911 now provides a caller with access to police, fire and ambulance services. • In much of Europe, the number 112 is used. It is easy to dial quickly, but some people think it is too easy to dial, resulting in many accidental "emergency" calls. The 112 number also works in the UK. • When you call an emergency number, it is important to say your name, what the problem is and where you are. This helps the person answering the call to know which emergency service to send. If you can't answer, they will try to send fire, police, and ambulance services to help you, if they are available. • It is important to remember that these numbers might not work when using an Internet-based phone service. ***First aid*** The most common minor health problems are things like burns, cuts, and choking; many times these problems can be dealt with at home using first aid – the help or treatment that you can give someone right away, before going to a medical clinic or hospital. Other health problems like severe allergic reactions, heart attacks, and strokes can be more serious, and professional medical help should be found as quickly as possible. • Minor burns should be cooled with cool running water, and any clothes or other things touching the burn should be carefully removed. If the burn is very minor and only affects the skin or hair, there may be some redness and soreness – these burns are called "first degree burns" and should be left alone. More serious burns, those which seriously damage the skin (called "second degree burns") or even the flesh under the skin (called "third degree burns"), should be covered with a clean dressing, and the person should be taken to a medical clinic or hospital.

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Culture Focus	• Minor cuts should be cleaned with cool running water, and then pressure should be applied with a clean cloth or dressing to slow and stop the bleeding. If there is a lot of bleeding or if the bleeding is slow but does not stop after 20 or 30 minutes, the injured person should go to a medical clinic or hospital. • Choking can quickly become serious if it is not handled immediately and correctly. If striking the choking person on the back between the shoulders does not help after 10 or 20 seconds, someone may need to do something called the Heimlich Maneuver (named after Henry Heimlich, a surgeon from the US). The person who is helping should stand behind the person who is choking, and then place their arms around them from behind. The helper should make a fist with one hand and place it just under the choking person's breastbone (the bone in the middle of their ribs). The helper should then use the other hand to cover their fist and then pull their fist backwards quickly, squeezing the choking person's stomach. This should force air from the choking person's abdomen up into their throat to help push out the item causing them to choke.
Answers	Top right: Run it under water; Put some medicine on it; Put a bandage on it Middle left: Go to the hospital; Get an X-ray; Rest for a few days Bottom center: Put your head down; Press the sides of your nose; Clean your face

1b

Purpose	To give Ss practice in listening for specific information.
Optional Approach	***Linked activities*** For stronger classes, the T can get Ss to read the treatments mentioned in 1c first, then play the recording and ask Ss to fill in the answers for both 1b and 1c as they listen.
Answers	Checked: Someone felt sick.; Someone cut his knee.; Someone had a nosebleed.; Someone got hit on the head.

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1c

Purpose	To give Ss practice in listening to the target language in context.
Teaching Tip	***Key words*** Before playing the recording again, the T can ask Ss to read through the list of treatments first to familiarize themselves with the treatment represented by each letter (a–f). The T can then suggest to Ss that they can underline key words of each treatment so that they can easily identify the treatment mentioned when they listen to the recording again. For example, *e. took him to the hospital to get an X-ray.*
Answers	Someone felt sick. b, c; Someone had a nosebleed. f; Someone cut his knee. a, d; Someone got hit on the head. e

1d

Purpose	To give Ss practice in using the target language in natural speech.
Optional Approach	***Sample conversations*** The T may want to make it easier for Ss to do the activity and enhance their conversations by eliciting three or four different sample conversations from Ss and writing these on the board. In this way, the T can include expressions that Ss can use as they make their own conversations.

2a

Purpose	To introduce the topic to Ss.
Teaching Tip	***Topic discussion*** Ss can work in pairs or small groups to discuss accidents. The T should make sure Ss understand that more than one accident could occur in each sport. Check answers as a class, and then focus attention on mountain climbing to introduce the reading in 2b.
Answers	A, B fall down; B, C have problems breathing; A get hit by a ball; A, B, C get sunburned; A, B cut ourselves; A, B, C hurt our back or arm (Note: Other answers are possible, but these are the most likely.)

2b

Purpose	To give Ss practice in using dictionaries to define unknown words.
Teaching Tip	***Working together*** Ss can work together to look up words and share information. As the side note suggests, it is useful to draw attention to words which suggest a sequence of events, i.e. *on April 26, 2003, for five days, when, then, after that, after losing his arm.*

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Optional Approach	***Word prediction and discussion*** Ask Ss to work in pairs or small groups to try and infer the meaning of the unknown words before checking them in the dictionary. Ss can then check meanings in their dictionaries.
Culture Focus	***Rock climbing*** Rock climbing is a popular hobby in many countries enjoyed by people of all ages. Most people who rock climb do it with friends or clubs. They use special safety equipment, including ropes and helmets, to climb rocks, cliffs, and mountains. In cities, people go to indoor climbing centers where they climb walls that are built with handholds and footholds just like the ones they would find on a real cliff. ***Aron Ralston*** Aron Ralston was born in the US state of Ohio in 1975. He graduated from Carnegie Mellon University with a degree in Mechanical Engineering and French. He is best known for his activities as an outdoorsman (someone who enjoys activities like hiking, fishing, climbing, and camping in the countryside, far from cities and towns), and especially as a mountain climber. Unlike the people who climb mountains like Qomolangma with teams of people, Aron is the kind of climber who likes to challenge himself by climbing cliffs and mountains alone. He had a goal: to climb all of Colorado's "fourteeners" (mountain peaks which are above 14,000 feet, which is about 4,270 meters). He wanted to do this alone and during winter. Colorado has more than 50 "fourteeners" and is the state with the most number of them in North America. Despite his accident in Utah in 2003 (in which he had to cut off half his right arm), Aron still continued climbing mountains, even with an artificial right arm, and he eventually achieved his goal of climbing all of Colorado's "fourteeners" in 2005. In 2010, a movie about Aron's accident in Utah was made – *127 Hours*. The movie was very well-received, and it was nominated for numerous awards in the Golden Globe Awards, the 83rd Academy Awards, and the British Film Academy Film Awards, etc. Now, besides climbing mountains, Aron Ralston also works as a public speaker, sharing his experiences of overcoming difficult challenges.

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2c

Purpose	To give Ss the opportunity to check reading comprehension.
Optional Approach	***Correct the statement*** As Ss do this activity, the T can ask Ss to correct the statements that are false. For example, "4. Aron wrote his book before his accident." is false, so Ss should correct the statement by changing it to "Aron wrote his book after his accident."
Answers	1. Don't know 2. True 3. False (5 days) 4. False (after) 5. True

2d

Purpose	To give Ss practice in reading for specific information.
Teaching Tip	***Understanding the idiom*** The T should ensure that Ss understand that the idiom "between a rock and a hard place" can refer to situations that do not involve mountain climbing. (e.g. *If I take the bus to the cinema, I'll be late for the film, but if I drive, I'll have no place to park. I'm really caught between a rock and a hard place.*)
Answers	1. Utah, U.S.A. 2. A 360-kilo rock fell on his right arm and trapped it. 3. He cut off part of his right arm. 4. He wrote a book and continues to climb mountains. 5. It means being in a difficult situation in which all of the choices are bad.

2e

Purpose	To give Ss the opportunity to check reading comprehension and practice reading aloud.
Teaching Tip	***Do you remember what happened?*** For weaker classes, before Ss attempt this activity on their own, the T may want to do a quick recap of the story by asking Ss as a class to verbally re-tell the story to her so that the T can check and confirm that the Ss are clear about the order of events in the story.
Answers	2, 1, 5, 4, 3

3a

Purpose	To review and practice writing the target language in context.
Optional Approach	***Brainstorm*** Ask Ss to brainstorm health problems that Ss might encounter. Elicit and write or project answers on the board. Ask Ss to imagine a health problem (they can refer to the information from the brainstorm, if it was used), how the problem might have happened, and what advice should be given.

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Answers	Answers will vary.

3b

Purpose	To give Ss practice in writing a conversation using the target language.
Optional Approach	***Extend the conversation*** For stronger classes, the T can encourage Ss to lengthen the conversation between the Nurse and the Student. Ss can work in pairs, and to increase Ss' level of engagement, the T can select a few different pairs of Ss to role-play the conversations they have written.
Answers	Answers will vary. Sample writing: Nurse: Are you OK? Student: No, I don't feel well. I have a bad headache. What should I do? Nurse: You have a fever. You have a bad cold. Student: What should I do? Should I take some medicine? Nurse: You shouldn't be in school today. You should go home now, take this medicine, and get some rest. Student: Thank you. I'll go home right now.

SELF CHECK

Purpose	To consolidate vocabulary, check comprehension of conversation structure, and practice it in a natural context.
Procedure	1. Have Ss look at the Self Check activities. 2. Read aloud the prompts in the textbook and the words in the boxes. 3. Model the activities if necessary. 4. Give Ss time to do the activities and compare their work with a partner. 5. Elicit answers from the Ss and write them on the board.
Answers	1. headache; sore back, backache; sore throat; toothache; stomachache; (answers will vary.) 2. The order of the conversation is as follows: A: What's the matter? B: I hurt myself playing soccer. I have a sore leg.

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Answers	A: Oh, that doesn't sound good. B: What should I do? A: I think you should see a doctor and get an X-ray. B: OK, thanks. I'll do that now. 3. Answers will vary.

■ Optional Activity: Survey

Purpose	To consolidate the target vocabulary by using it in the context of the Ss themselves.
Materials Required	One sheet of paper for every S in class.

Procedure

1. Instruct Ss that they will perform a survey of their classmates to find out what illnesses they have had or encountered.
2. Each S should make a table which includes the following column headings: Name; Illness/Injury; Treatment

Name	Illness/Injury	Treatment

1) The table should include at least two or three rows for information from each S they survey.
2) Ss should then ask two or three Ss about the illnesses or injuries they have had and how it was treated. (Tip: If Ss are shy or uncomfortable talking about personal health, they can talk about things that they have heard about, and what treatments were used.)
3) Each S should survey at least two or three classmates.

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Unit 2 I'll help to clean up the city parks.

一、教学目标与要求

话 题 **Topic**	志愿服务及慈善活动 (Volunteering and charity)
功 能 **Functions**	能向别人提供帮助或提出如何帮助他人的建议 (Offer help) I'd like to help homeless people. You could help to clean up the city parks.
语 法 **Grammar**	1 能分辨动词不定式在句中作宾语、宾补和状语时的作用和意义，并能正确使用动词不定式 (Infinitives as object, adverbial and object complement) I'd like to help homeless people. She volunteers there once a week to help kids learn to read. I'm making some signs to put up around the school. 2 能使用情态动词could表达建议 (Modal verb *could* for suggestions) You could ask hospitals to let you visit the kids and cheer them up.
词汇和常用表达 **Words & expressions**	1 能正确使用下列词汇 (Curriculum words) sign, notice, feeling, satisfaction, joy, owner, journey, wheel, letter, Miss, difficulty, door, training, kindness, interest, sir, madam, cheer, volunteer, raise, repair, fix, imagine, open, carry, train, understand, change, lonely, strong, broken, disabled, blind, deaf, excited, clever, alone, several 2 能正确使用下列常用表达 (Useful expressions) clean up, cheer up, give out, come up with, put off, hand out, call up, used to, care for, try out, fix up, give away, take after, set up, make a difference
学习策略 **Strategies**	1 快速阅读课文并理解课文大意 2 理解词语的词性，并利用词性解读词汇意思
文化知识 **Culture**	1 志愿服务、慈善行动及志愿者 2 援救动物

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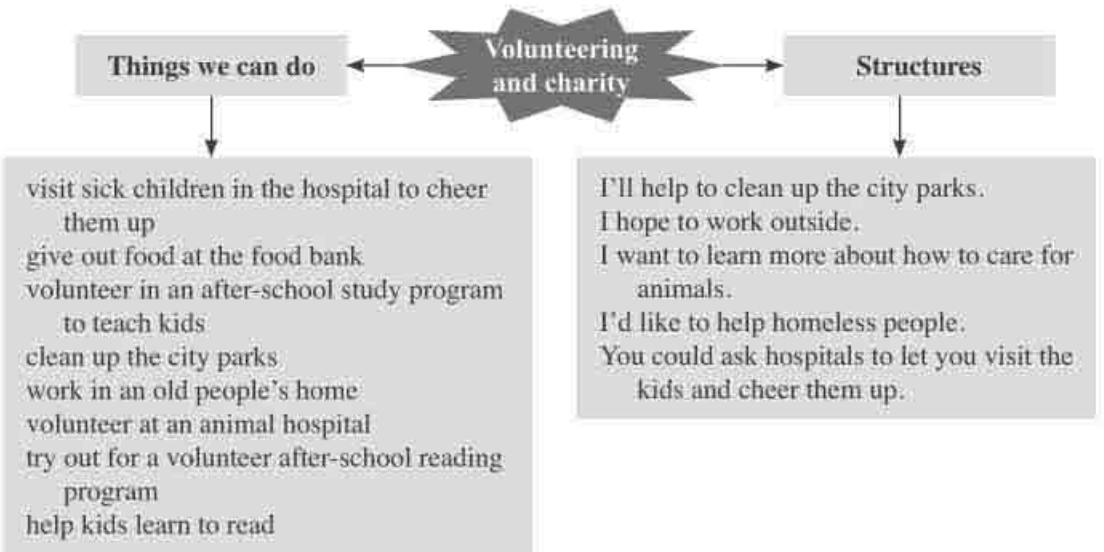
二、话题思维导图



三、内容介绍和教学建议

SECTION A 内容介绍

本单元话题涉及援助与关爱。从编排设计上看，1a–1c活动旨在呈现、学习不同援助方式的英语表述，为词汇输入阶段；2a–2d活动通过听、说练习此前所学的词汇表述，并在听说训练过程中体会动词不定式和短语动词的用法；3a–3c活动通过阅读强化对单元主题内容及语言项目的理解，为后续的语法总结归纳做好铺垫。

Section A部分的教学重点是学习用情态动词could表达建议，正确使用有关援助的表述、短语动词以及相关表达中的动词不定式。本部分的学习难点是动词不定式在英语句子中的成分与作用，以及不同短语动词的含义与搭配。在教学本单元时，教师应充分利用话题内容的优势引导学生探索、讨论互相关爱及援助的价值和意义，渗透人文关怀和道德观念的培养。

SECTION A 教学建议

活动1a

1. 引导学生观察单元主题图，读出图中公告栏所列的英文内容，学习相关生词及表

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述：notice board, Volunteer Today, help clean up the city parks, visit sick children in the hospital, help stop hunger。

2. 开展“头脑风暴”（Brainstorm）活动：引导学生从校外（Outside school）和校内（At school）两方面思考可以帮助别人的方式，建议学生讨论并在纸上写出他们的想法。活动可依据班级学生具体情况安排小组合作、两人结对或个人自主完成，教师巡视中应注意向学生提供词汇及语法上的援助，注意收集（甚至可以直接板书）学生所写的优秀的及值得学习的表述。
3. 学生汇报自己的想法，教师有选择地进行板书，再让学生将其摘抄于书本上进行学习、备用。以下内容供参考：

• Outside school:	help the traffic police
	work in an old people's home
	clean up street lights
	clean the chairs in the park
• At school:	help clean the blackboard
	help the teacher to collect and give out exercise books
	help classmates to learn their lessons

4. 学生朗读摘抄的各种表述，进一步积累巩固。

活动 1b–1c

1. 学生朗读 1b 的四个句子，教师纠正读音，解答学生所存在的语言障碍，同时可借助图片或课件设置情景呈现相关词汇：cheer ... up, give out。
2. 学生听录音，按照课本活动要求完成 1b。随后师生核对答案，学生再次朗读各句，教师获取反馈，解决学生的存留障碍。
3. 开展听力游戏：教师告诉学生将再次播放对话，但在播放四段小对话中甲方的话语后，学生要扮演乙方给出建议，看看是否能与录音中乙方话语表达保持一致（若说得完全一致，说明学生有良好的注意力和较强的短期记忆力）。游戏中，教师待甲方话语结束后使用暂停功能，等学生说出乙方话语之后再释放暂停，与学生们一起判断回答是否一致或存在不妥的地方。

注意：若操作得当，这个游戏极易调动学生的参与热情。但由于听第一遍录音时，学生的注意力集中在如何排序，而教师又未事先提示学生后续的游戏，学生不一定能马上正确说出答案。因此，许多学生会输得并不甘心，或许部分学生会要求再来一遍。此时，教师应注意迎合学生的要求，因为在这样的重复过程中，学生会对语言结构更加关注，并努力去记忆、回想自己所扮演的角色要

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说的建议。这也正是游戏的目的所在。此外，这样的重复和记忆又为随后的1c活动奠定了良好的基础。

4. 教师启发学生关注乙方的回答中情态动词could的作用，此处could用来表示建议。如时间允许，教师可提供更多的情景，让学生操练用could提出建议。
5. 学生结伴完成1c活动：要求学生读出活动要求，明确任务之后与同伴操练对话。由于此前的听力游戏活动已在一定程度上操练了对话，教师可以建议或要求学生利用1a活动中自己写出或摘抄的内容创编对话，给予学生一定的时间进行角色表演，并对编排优秀或有创意的学生及时肯定、表扬，还可请他们为全班做出示范等。

活动2a–2c

1. 教师板书或通过教学课件呈现以下短语，然后引导学生大声朗读，并将其与课本2a活动插图进行匹配，以此来检验、反馈、修正学生对插图的理解：

   call up friends
   hand out notices
   put an ad in the newspaper
   put an ad on TV
   put up some signs

注意：由于该部分听力内容中有较多的短语动词，可能会对学生形成困扰，加大听力理解的难度。因此，教师应当在听前阶段充分利用课本插图或其他手段有效输入相关词汇，以减轻学生在听力活动过程中因词汇而产生的焦虑和压力。

2. 教师引导学生看图，提出问题What can we do on City Park Clean-Up Day?就此可利用先前所列短语在师生间开展简单的对话，进一步强化记忆。
3. 让学生读出2a活动要求、明确任务。然后播放第一遍录音，学生按照要求完成2a。
4. 教师导入活动2b，播放第二遍录音，学生按照书本要求完成2b。师生课堂核对2a、2b两项活动的答案。
5. 学生朗读2b中的句子，教师再将每一句包含的短语动词通过板书或课件加以呈现。然后，要求学生合上书本，观察这些短语并共同总结它们的共性。这些短语动词的共性包括：（1）均表达一个独立完整的意思，相当于一个动词；（2）由两个或三个词组成，形成一个像短语一样的结构，因此语法将其称作“短语动词”（phrasal

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verbs）。

6. 学生理解“短语动词”的概念之后，可让其回顾书本及听力内容，在短语动词后添加搭配的宾语，如：come up with a plan, put off making a plan, put up signs, give out notices 或give them out (after school), call up ten students等，然后要求学生整体朗读、记忆。
7. 学生两人结对，模仿书本2c活动示例开展对话操练，教师巡视，给予评价和指导。

活动2d

1. 学生朗读对话，教师获取反馈，发现对话中学生生疏的词汇（朗读中声音突然下降或中断的地方）或难点所在（朗读中声音突然不齐或变得含混的地方）。
2. 教师提出以下问题，学生依据对话内容进行回答：
   - Who worked at the old people's home last summer?
   - Who's going to help the old people there this summer?
   - What can we help them out with? (What can we do for the old people?)
   - What can we ask them to tell us?
   - Why do old people need help?
   - Do you think we have to care for the old? Why or why not?

   在问答和交流过程中，教师还可随时要求学生画线摘录出对话中值得学习的语言现象。
3. 教师借助语境支持启发学生理解和学习对话中的新词汇，教师可以这样提出问题：What is an old people's home in Chinese? What can we do at an old people's home?接着师生共同讨论可为老人做的事情，教师逐条板书，引导学生学习相关表述以及生词，为后面的对话活动做好准备。例如：
   - read the newspaper to the old people
   - talk to/with them
   - let them tell their stories about the past and how things used to be
   - listen to them
   - care for them
   - help them clean their rooms
   - write to their friends or family for them

   ...
4. 确认学生理解对话后，先让全班集体朗读2d对话，然后过渡到学生结对或小组分角色朗读对话，并达到基本熟练、流畅。
5. 请几组学生在课堂上表演对话，并给予适当评价。

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活动3a–3c

该部分为阅读技能训练及语言学习的综合训练，所选课文描写两位中学生参加志愿服务以及各自对志愿服务的观点、看法。文章脉络清晰，首段陈述主题，后两段分写。在描述人物时，作者采用“简单的人物介绍（兴趣）→所从事的志愿服务工作→自我评述（观点及感受）”逐层推进，层次分明。

1. 读前准备：教师利用课文标题和插图引导学生对阅读课文建立心理期待。首先要求学生读标题，讨论标题传递出的主要信息。教师可参考以下问题与学生展开交流：

- What's the title of the text?
- Do the students work for money or do they work for free? What word in the title helps us get the answer?
- Are the volunteers young or old? How do we know?

在此基础上，将学生的关注点引向课文插图，并提出下面的问题，让学生讨论图片所传递的细节信息：

- Is the student in the first picture a boy or a girl?
- Where is he?
- What job do you think the man next to him in the picture does?
- Where are the girls in the second picture? Are they in the classroom or in the library? Why?
- What are they doing?

在进行初步的口头问答之后，引出3a活动要求中的问题What do the two students volunteer to do?然后顺利过渡到读中阶段。

2. 浏览及寻读策略训练：教师板书或利用多媒体课件呈现下表，要求学生整体浏览课文并快速找出表格各栏的答案。随后，师生核对答案。

Person's full name	From (school name)	What each one volunteers to do

注意：这一活动实际上是扩充了3a活动，目的在于让学生通过浏览及寻读，对文章内容有一个初步概念。

3. 对文章内容的深层阅读：让学生先读3b活动的问题，再细读课文找出问题的答案，并将它们书写在问题的旁边，然后与周边同学相互交流，修正、补充自己的

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回答。教师巡视指导，师生集体讨论并核对答案。

4. 课文朗读：学生朗读课文，教师纠正语音语调，教授尚存的生词或难点词汇。之后要求学生再次朗读，提升课文朗读技巧。

5. 读后活动：学生根据课文内容补全3c的语句，师生核对答案，学生修正自己的错误。再让学生集体齐读各句，确认学生作答正确并能够较为顺利地读出这些句子。接下来，教师可要求学生观察各句所填内容的共性特征，并指出这种语言现象在语法上称作“动词不定式”。然后，让学生观察各句动词不定式与前边词语的搭配特点，教师适当点评讲解。若课堂时间许可，教师还可引导学生从课文中寻找更多的动词不定式结构，并将它们摘录出来，以语块的形式学习、记忆。课文中可引导学生重点学习的含有动词不定式的语块包括：

- give up several hours each week to help others
- want to be an animal doctor
- help him to get his future dream job
- want to learn more about sth.
- how to care for animals
- decide to try out for sth.
- work there once a week to help kids do sth.
- learn to read
- love to do sth.

语法内容介绍和教学建议

本单元的“语法聚焦”部分传递出三个层面的多样化内容：

1. “提供帮助及志愿服务”主题下的句型结构，尤其是用情态动词could表达如何为他人提供帮助。在这样的用法中，could含有建议的语气。

2. 相关短语动词（phrasal verb）的学习及运用。短语动词语义丰富、多变，有较强的习语特性，用法上又有其自身的语法特性，是学生学习的难点之一，也同样成为各类考试的高频考点。

3. 动词不定式：本单元涉及不定式用作宾语(hope to do)、状语(visit the sick kids in hospital to cheer them up)、宾语补语(ask them to come)、对疑问词的限定（how to care for animals）及形容词后的不定式结构（be able to do）。但重点应帮助学生建立动词不定式的结构意识以及不定式用作宾语和状语，尤其是用作宾语时与谓语动词的搭配模式。

由于本单元的重点语法结构较为繁杂，教学压力可能比较大，因此，建议教师在教学中要整体规划，紧密结合学生实际，将重点的语言结构分散到本单元不同的部分进行教学。例如，在先前的Section A部分的1a–1c的教学建议提及了could表示建议的功能，

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2a–2c活动的教学建议已囊括了短语动词的初步介绍，而在3a–3c的教学建议里已包含了对动词不定式的初步学习。

语法部分具体教学建议如下：

1. 观察“语法聚焦”。学生朗读“语法聚焦”的内容，待他们朗读熟练后，要求他们用笔画出其中的动词不定式结构和短语动词。然后师生讨论，将句型结构或短语等归纳在表格中，例如：

Grammar Focus中的不定式结构	Grammar Focus中的短语动词
I'd like to (do) …	cheer … up
ask sb. to (do) …	try out
let sb. do …	put up
volunteer … to help sb. (do) …	
learn to do …	
decide to do …	
help sb. to do …	
make … to (do)	

2. 小组合作学习任务：完成不定式用法的归纳。教师先根据Grammar Focus中的例句简单介绍不定式结构在句中可担当的几种成分和用法，然后让学生以小组为单位，互相合作和讨论，从前面的Section A部分搜寻包含不定式结构的句子，并根据不定式的成分和用法将所有句子进行分类，并尝试归纳其用法要点，完成小组语法学习笔记，做好向全班汇报的准备。例如：

动词不定式的用法：

1）动词不定式作宾语：主语 + 谓语动词 + to do

I hope **to work outside**.

You could help **to clean up the city parks**.

We need **to come up with a plan** for the City Park Clean-Up Day.

Mario wants **to be an animal doctor**.

2）动词不定式作宾语补足语：主语 + 谓语动词 + sb. + to do

What did they ask you **to help out with**?

It can help him **to get his future dream job**.

3）动词不定式作状语：主语 + 谓语 +（宾语）+（状语）+ to do

The girl could visit the sick kids in the hospital **to cheer them up**.

She still works there once a week **to help kids learn to read**.

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注意：随着语言学习内容的拓展和加深，学生很容易对一些语言现象产生概念混淆或辨析困难的情况，这在语言学习过程中也是不可避免的。教师一方面要帮助学生树立自信，消除畏难情绪，另一方面要培养学生良好的学习习惯，尤其是课堂上做笔记的习惯，将重难点进行归纳并摘录典型例句，既动脑又动手，不仅能加深记忆，还便于学生课后复习巩固，是非常有效的一种学习方法。

各组完成笔记后，教师请各组代表总结不定式的用法特点。如条件允许，可将归纳较为完整的小组笔记展现给全班学生，给予评价和鼓励。

3. 学习短语动词。由于在2a–2c部分学生已经接触了一些短语动词，如cheer up, give out, clean up, give up, care for, try out，教师可直接选用本单元的句子，让学生用相关的短语动词补充完整，一方面考查学生的记忆、巩固所学，另一方面也便于导入后续的其他短语动词的学习，如由“动词+ up”构成的call up、fix up，“动词+ out”构成的hand out等。在导入时，教师可利用图片或提供语境呈现带有短语动词的典型句型，再对短语动词的结构特征和语义特点向学生做出必要的解释。如学生学有余力，教师还可将本单元出现的个别常用动词（可搭配不同副词或介词）构成短语动词的情况进行罗列、举例和辨析。如：give → give away, give in, give off, give out, give up等。

注意：短语动词是需要学生通过日积月累的学习才能逐渐掌握并达到一定效果的，教师在本单元教学中切忌贪多求全，盲目地、大量地“灌”给学生，而是应该根据各单元的词汇特点，有重点地选择一两个动词进行渗透，否则，过多的输入不仅容易导致“消化不良”，还容易挫伤学生的学习积极性，使学生产生反感情绪。

另外，我们建议将“语法聚焦”的后续学习与活动4a–4c相互结合，滚动进行。

活动4a

1. 完成上面的“学习短语动词”环节之后，要求学生朗读4a活动左栏所罗列的短语动词，并在旁边写出汉语意思。
2. 学生按照书本要求完成4a活动，教师巡视，获取反馈，鼓励学生相互核对协商。课堂核对答案后，集体逐句朗读。

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活动4b–4c

1. 学生完成上面的“小组合作学习活动”后，按照书本要求完成4b活动，然后将自己的语篇读给同伴听，相互探讨不一致的答案，修改完善。最后集体朗读，明确答案。若时间许可，教师还可引导学生就语篇内容展开讨论。
2. 学生就4c活动所列各句先进行简短讨论，开展“头脑风暴”活动，提出一些切实可行的想法。教师可选择板书，为4c活动的开展提供参考。
3. 学生独立按照书本要求完成4c活动，补全各句。若受课堂教学时间限制，可将此活动安排为课后作业，第二天上课再交流。

SECTION B 内容介绍

本单元的Section B部分侧重同情和关爱。在语言方面，除进一步学习短语动词和不定式结构外，文段中的表述及结构更加丰富；技能方面，通过“听说入手→突出阅读→创写语篇”这样的过程训练，发展学生的综合语言技能；策略上，强调外语学习中理解、分辨词性的重要性，引导学生在语言运用中通过词性判断及理解词义；情感上，教育、培养学生对他人表示同情及关爱。教学该部分时，教师可引导学生讨论如何将废旧物品修理、改装，提供给其他需要帮助的人，使得“物尽其用”，保护环境、服务他人；通过“小狗Lucky”的故事，教师可引导学生讨论关心、帮助残疾人的不同办法、手段，向社会施以爱心。

Section B部分的1a–1e活动侧重于短语动词的学习和听说技能的训练。1a–1b活动不仅输入了新的短语动词，还通过比较句意相同的句子来训练学生的推理能力，让他们读懂新词汇并能运用已知的英语语言来解释新词汇。1c–1d活动的目的在于让学生通过听来获取信息。随后，学生要在此基础上进行信息加工，完成1e的语言输出活动。

2a–2e是阅读教学部分。2a为读前热身活动，活动目的在于激活学生思维，诱发学生的阅读欲望及学生脑海中的图式。活动2b要求学生快速浏览文章并回答问题；活动2c侧重阅读策略及语言细节的挖掘；活动2d侧重文章的细节理解；2e则是典型的读后活动，要求学生根据课文引申出的话题，结合已有的背景知识发表自己的观点。在本单元阅读教学过程中，教师应注意突出词性对词义的影响，引导学生尝试利用词性推导词义。

3a–3b是本单元的写作部分，要求学生结合自身特点，思考并尝试参与到志愿者行动中，随后完成一篇成为志愿者的自荐信。这两项活动是连贯的写作训练，活动3a旨在激活学生思路，为后续的写作提供更加丰富的线索和思维空间；活动3b则旨在训练学生利用信息构建自己的语篇，发展书面表达的能力。

该部分的教学重点是加强对短语动词和不定式结构的学习，同时在2a–2c的阅读教学中培养学生在语境中理解词汇含义和功能的能力。该部分的教学难点是要让学生学会使用不定式结构及相关短语动词来表述自己的能力和优势，以及为他人提供帮助和服务的想法。

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SECTION B 教学建议

活动1a-1b

1. 教师呈现词汇repair, not any more, similar, keep (sth.)，要求学生说出它们的意思，帮助他们复习这些词汇。
2. 学生按照书本要求独立完成1a活动，并与同伴进行交流，反思自己判断的合理性。
3. 集体核对答案，导入1b活动。如果教师还希望进一步操练，复习及巩固更多的已学词汇，我们建议可以呈现以下释义，让学生写出相关的短语动词：
   - to make a phone call to sb. (call up)
   - to make other people happy (cheer up)
   - to think of an idea, answer etc. (come up with)
   - to decide to do sth. at a later time or date because you can't or don't want to do it now. (put off)
4. 学生独立完成活动1b的词语匹配活动，师生核对答案，找到合理搭配。然后学生用所构建的短语造句，教师巡视，选取部分学生朗读自己的语句进行示范。

活动1c-1e

1. 读图，理解书本活动配图的含义：利用问答的方式，教师引导学生读懂1c的四幅配图，教授听力中可能导致障碍的生词（如wheel, broken, proud of等），为顺利开展听力活动铺平道路。以下问题供参考：

   Picture a: Does this boy have any money in his pocket?
   What problem do you think he has?

   Picture b: Is the bike in the picture new or old?
   What's the boy doing?

   Picture c: What does the boy find?
   Does the bike have a broken wheel?
   Why doesn't the owner want it any longer?

   Picture d: How does the bike look in this picture?
   What does the boy on the left do with the bike?
   Do you think your parents will be proud of you if you do this?
2. 确认学生理解四幅图画的意思后，播放第一遍录音，学生按照要求给图画排序。随后，学生之间核对答案，教师确认正确顺序。
3. 播放第二遍录音，学生按照要求完成1d活动，师生集体核对答案。核对答案时，教师应注意要求学生先读出该小题的句子，然后大声说出他们的判断。对于错误的陈述，教师应引导他们继续说出正确的事实，并写在题目的旁边。

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4. 引导学生结伴合作，利用1c活动排出的图画顺序和1d活动的文字内容，先口头复述故事，有了初步轮廓后再将复述内容书写下来，这样可以为1e活动的顺利开展做准备。
5. 让学生与同伴将复述内容改写为一个小对话，然后按照1e活动要求操练、表演。

活动2a

由于阅读材料为书信文体，所以在读前阶段引导学生在脑海中呈现英文书信的图式是十分重要的，这会有利于2b阅读策略活动的开展。建议教师要求学生在不看课本的情况下开展以下教学步骤：

1. 学生就近组成四人小组，教师根据学情以适当方式呈现2a活动的要求，让学生们展开讨论，看看获得帮助后应该如何感谢提供帮助的人。教师巡视，获取学生的观点，并有选择地加以板书。一些可能的做法包括：
   - Call them and thank them
   - Do something for them in the future
   - Write a thank-you letter to let them know how you feel

   ...
2. 从写感谢信的角度引导学生回顾并说出英文书信的基本格式，以及书信和其他文体的区别。教师可用以下的问题引发思考及讨论：
   - When we write a letter in English, what do we have to write at the beginning and what do we have to write at the end?
   - How is a letter different from an article?
3. 利用插图引导学生进行预测：教师课前截取课文配图做成课件，课堂上呈现该图片，同时提出问题：Where is it? Who is Lucky in the picture? What do you think they are doing? 引发学生猜想答案，然后再让学生翻开课本进入阅读环节。

活动2b–2c

1. 学生阅读活动2b要求，然后限时阅读，找出两个问题的答案。建议教师要求学生用完整的句子写出回答，这样可以训练学生运用课文信息构建自己的语句。考虑到学生书写问题答语所需的时间，教师可根据学生实际将限时阅读控制在一分钟以内。学生完成活动后，师生共同核对答案，建议教师将完整的答案板书或呈现在课件中，以便于学生修正自己所写文本的细节内容。
   - Ben Smith wrote the letter to Miss Li. He wanted to thank her for sending money to Animal Helpers and to tell her how Animal Helpers helped him.
   - She sent money to Animal Helpers, a group that was set up to help disabled people.

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2. 教师先呈现以下词汇（可纵列板书，也可使用多媒体教学课件呈现）：1) disabled; 2) difference; 3) difficulties; 4) opening; 5) trained; 6) Lucky; 7) lucky，然后要求学生再次阅读课文，从文中找出这些词汇并标出词性。学生活动完毕，师生集体核对答案，确认词性。在核对答案时，要请不同的学生说出他们的判断理由，教师再用英语进行转述（如before a noun, after an adjective等）。

3. 在确认所列各词的词性之后，教师可呈现以下选项（可用多媒体课件排列在先前呈现的各词之后；若板书，则可事先将这些内容写在小黑板上，以节约课堂时间），要求学生首先依据词性初次判断各词词义，然后再阅读课文，根据上下文确认或修正自己的判断，最后师生共同核对答案。

1) A. 残疾人；伤残者	B. 致残；变成残疾	C. 残疾的；有残疾的
2) A. 区别；不同点	B. 不同的；有区别的	C. 区分开来；使……有区别
3) A. 难的；困难的	B. 困难；难处	C. 变难；使……难起来
4) A. 开幕式	B. 开；打开	C. 开放的；开着的
5) A. 火车的	B. 训练；调教	C. 经过训练的
6) A. 幸运儿	B. 运气；福运	C. 有运气的；好运的
7) A. 运气；福运	B. 有运气的；有福气的	C. 交运；走运

Answer key: 1) C 2) A 3) B 4) B 5) C 6) A 7) B

4. 学生朗读课文，教师获取反馈，纠正学生读音方面的错误。之后呈现下表，给出指令：Find one example of each part of speech in the reading.

PART OF SPEECH	EXAMPLE FROM TEXT	PART OF SPEECH	EXAMPLE FROM TEXT
1) a noun	money	5) an adverb	
2) a pronoun		6) a preposition	
3) a verb		7) a conjunction	
4) an adjective			

学生自主完成表格后与周边同学交流，教师做适当点评。

5. 学生课堂自主完成2c活动。若时间有限，教师可将其布置为课后作业，由学生课外完成。第二天进行小组交流——学生在小组中朗读所造句子，评出优秀者进行班级交流。

6. 学生再次集体朗读课文，练习朗读技巧。之后学生按照书本要求完成2d活动，课堂核对答案，教师适当说明subject和object的含义。

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活动2e

1. 读后口头讨论活动：教师可将学生分为六至八人小组，各组指定一人主持讨论、一人记录、一人汇报。
2. 学生就2e活动的问题进行几分钟讨论，教师巡视指导。讨论结束后，由各组汇报人读出自己小组的观点，进行全班交流。

活动3a–3b

1. 引导学生回顾课本主题图中的志愿活动，以及其他图片内容的英语表达方式，然后让他们按照课本要求完成3a活动，并把自己所列的志愿者工作内容读给周围同伴听，互通有无。
2. 学生阅读3b活动左栏所列问题，再根据右栏所提供的参考语句结构逐个做出回答，写出完整的句子。然后结合书信格式，将自己所写的内容按照一定的逻辑顺序衔接起来，完成3b任务。期间教师巡视，给予指导及点拨。教师可要求学生将此信写在作业本上，写作结束时，老师收取学生习作，课后批阅评改。

SELF CHECK 内容介绍和教学建议

此部分两项活动为对本单元所学语言要点内容的反馈性检测，活动1是针对短语动词的识记，活动2则通过对语篇的阅读理解，让学生检查自己对短语动词和动词不定式的掌握及运用情况。

活动1–2

1. 学生按照课本要求独立开展第1项活动，填写短语动词。这一活动有一定的开放性，学生有可能会写出不同答案，因此，教师可要求他们在填写短语动词时，将其汉语词义一并写在旁边，以确认学生确实知晓该词汇。教师也可将几个介词写在黑板上，比如up, off, away等，让学生尽可能多地写出与这些介词搭配的不同的短语动词。
2. 播放Section B活动1c/1d录音，帮助学生回想所学过的内容，师生一起回忆、复述“Jimmy, the Bike Boy”，唤醒学生脑海中Jimmy的故事情节，这样可以减轻第2项活动的难度，缓解给学生带来的心理压力。
3. 学生阅读第2项活动的要求，确认他们明确要求之后再开展阅读填词活动。由于该文段挖空较多，会给学生带来一定的压力。教师可让学生参考自己在第1项活动中所填出的词语，并注意提醒学生观察语篇时态，填空时选用正确的动词形式。对于语言基础较差及学习能力薄弱的学生群体，建议教师将填空所需词语打乱顺

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序后板书或用多媒体课件提供，将课本活动调整为“根据上下文选择适当的词汇并以正确形式填空”的活动。

4. 师生核对答案，学生修正错误后朗读该短文。若有必要，教师甚至可以借助此文引导学生对尚未完全掌握的内容进行弥补性学习、强化。

四、课文注释

1. Visit sick children in the hospital 看望生病住院的孩子们

1）sick和ill两个形容词均有“生病的”意思，在用法上虽有一些相同的地方，有时可以互换，但仍有许多不同之处。两者最大的区别在于当ill作“生病的”之意解时，多与系动词be, feel, become, fall, get, be taken等搭配，用作表语，较少用在名词前面作定语。例如：

Dave was so ill that he had to stay in bed for a month at least. 戴夫病得厉害，至少需要卧床一个月。

Sofia was suddenly taken ill (=became ill suddenly) while on holiday. 索菲亚在度假期间突然病倒了。

但这并不等于说ill就不可用作定语表达“生病的”之意。试看以下例子：

Mentally ill patients have the same rights as anyone else. 患有精神疾病的病人和其他任何人一样享有同样的权利。

值得注意的是，ill这样的用法十分有限，且多与patient, health等少数名词搭配使用。当用在名词前作定语表达“生病的”意思时，人们更多地使用sick。此处sick children便是一例。再如：

Diana spent months looking after her sick mother. 戴安娜花数月照顾她生病的母亲。

sick也可用作表语，但在英国和美国英语中的语义是有差别的：在英国，sick为“呕吐”之意，例如：

I ate so much of ice cream one day I was violently sick. 我一天里吃了太多的冰淇淋，突然吐得一塌糊涂。

He dashed to the bathroom and was sick again. 他冲向厕所，又吐了。

在美国，sick则是“生病的”之意。例如：

Maria can't come in today because she's sick. 玛利亚因为生病，今天来不了了。

2）此处in the hospital意为“住院”，系美语用法。在英国，人们则多说in hospital。与之相类似的还有：go to the hospital（【美】去看病；上医院）和go to hospital（【英】去看病；上医院）。

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2. **They told me stories about the past and how things used to be.** 他们给我讲了昔日的往事和过去的生活。

used to多用于两种情况的表述。其一，表示过去一度存在但现在已经消逝的某一特定的情形（used to say that a particular situation existed for a period of time in the past, but does not exist now）。此处便是如此。这一用法下，used to常与be, have, live, stay, like, love等词连用，表示“曾；曾经”。如：

I used to live in London. 我曾住在伦敦。

We used to be very good friends when we were at school. 我们在上学的时候曾是十分要好的朋友。

其二，used to还可用来表示“过去常常”做的某件事情或某种行为（used to say that something happened frequently or all the time during a period in the past）。例如：

We're eating out more often than we used to. 我们最近外出吃饭的次数比以前要高出许多。

You used to see a lot of her, didn't you? 你以前时常见她，对吧？

used to的否定结构多为didn't use to。例如：

I didn't use to like him much when we were young. 小时候，我并不曾多么喜欢他。

但旧式或极为正式用法中，人们也说used not to（缩写形式为usedn't to）：

He used not to smoke. 他过去并不吸烟。

我们也可使用“never”来强调否定used to。例如：

They never used to ask where I'd been. 他们过去对我去了哪里从不过问。

在问句中，人们已习惯使用did ... use to结构。例如：

Did you use to study in this building? 你过去就曾在这栋楼里学习吗？

Where did you use to live before you moved here? 你在搬来之前曾住在哪里呢？

注意：由于used to (do) 是九年级第四单元的重点语法项目，教师不必在教学本单元时给予过多、过细致的讲解，只需让学生理解这一结构所能表达的含义即可。

3. **Mario Green and Mary Brown ... give up several hours each week to help others.** 马里奥·格林和玛丽·布朗每一周都腾出几个小时来帮助他人。

He volunteers at an animal hospital every Saturday morning. 他每周六上午在一家动物医院做义工。

以上两句中的each和every是一对近义词，但各自的侧重点不同，值得关注。

1）从语义上看，两词均可表示“每一”、“每个”、“一切的”。很多时候，两词可以互换使用，但意思上略有差别：

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- each强调个性，着眼于整体中的个体。例如：

Each man has his own name. 每个人都有自己的名字。

Each time you practice, you get better at playing tennis. 每一次你进行网球练习，你都会打得更好。

- every强调共性，着眼于整体。例如：

I get sick every time I eat seafood. 每次我吃海鲜都会生病。

Every one of you must attend the meeting. 你们每个人都必须参加会议。

2）从语法上看，each可用作形容词和代词，而every只用作形容词：

He gave two to each (person). 他给每人两个。

Each (school) has its own library. 每一所学校都有图书馆。

We have every reason to believe that the operation will be a success. 我们完全有理由相信手术会取得成功。

each和every用于主语时，谓语均要求单数匹配：

Each student was asked the same question. 每个学生都被问了同样的问题。

Every child was dressed in a costume. 所有孩子都穿了演出服。

3）两种不可使用each的情况：

- 切勿将each与almost, nearly及not搭配使用，应用every:

Almost every cake was sold. 几乎所有的蛋糕都卖完了。(不说：Almost each cake was sold.)

Not every student went on holiday. 并非每个学生都度假去了。(不说：Not each student went on holiday.)

- 切勿在否定结构中使用each，应用none:

None of the books are mine. 没有一本书是我的。(不说：Each of the books are not mine.)

4. Last year, she decided to try out for a volunteer after-school reading program. 去年她决定参加一个课外阅读项目的志愿者选拔。

句中try out for是一个短语动词，意为“报名参加选拔；申请参选（某项活动）为其中一员”。例如：

Why did you decide to try out for the Olympics? 你为什么要报名参选奥运会？

Would you try out for the school soccer team? 你会申请参加校足球队的选拔吗？

英语另有短语动词try out，意为“试验；尝试检验（某种方法或仪器设备的实用性或运作是否正常）”。例如：

They're trying out a new farming method. 他们正在试验一种新的耕作法。

She enjoys trying out new ways of doing things. 她喜欢尝试各种新的办法来做事情。

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五、文化注释

1. 志愿者及志愿服务（**volunteers and volunteering**）

"志愿者"（volunteer）也叫"义工"或"义务工作者"，他们致力于无偿地为社会进步贡献自己的力量。联合国将其定义为"不以利益、金钱、扬名为目的，而是为了近邻乃至世界进行贡献活动的成员"。"志愿服务"（volunteer service或volunteering）是一种具有组织性的助人及基于社会公益责任的参与行为，指人们在不为物质报酬的前提下为推动人类发展、社会进步和社会福利事业而提供的服务。

志愿服务有多种分类，常见的领域包括：基于技能培养的志愿服务(Skills-based volunteering)、对发展中国家的志愿援助(Volunteering in developing countries)、电子志愿服务(Virtual volunteering，又称e-Volunteering或Online volunteering)、自然及环境保护志愿服务(Environmental volunteering)、救灾志愿服务(Volunteering in an emergency)、教育教学志愿服务(Volunteering in schools)、社区志愿服务(Community volunteering，又称Community voluntary work)等等。

2. 慈善及慈善商店（**charity and charity shops**）

慈善是人类最悠久的社会传统之一，它是人们在慈悲的心理驱动下的善举，表现为通过金钱或实物的捐助以及其他服务，来救助接济他人、弘扬关爱，推动社会的文明进步。真正意义的慈善行为应是一种不附加要求的施舍。世界各国均有大量的政府及民间机构从事慈善事业，每年亦有大量的志愿者参与、从事各种各样的慈善福利活动。

英语中，charity shop又称thrift shop, thrift store, hospice shop（美国和加拿大）及op shop（澳大利亚和新西兰）。这类商店是将人们捐赠的物品经过分类、清理消毒后，以低廉的价格再次销售，用所得款项来捐助、支持相关的福利事业。商店销售物品多为服装、书籍、影碟、生活小家电及日用品等，门店的销售服务人员也常为志愿者。英国最早的慈善商店出现于上世纪四十年代的伦敦，随后遍布各主要城市。如今，英国有Oxfam, YMCA, British Heart Foundation, Cancer Research UK, Shelter, Age UK（前身为Age Concern和Help the Aged), Save the Children等多家全国性慈善商店。美国的全国性慈善商店则有Arc Thrift Stores, Goodwill Industries, Salvation Army, St. Vincent de Paul Thrift Stores, ReStore和Value Village等。

3. 动物帮手（**animal helpers**）

"动物帮手"又称"动物助手"，指人们驯化、训练不同的动物，利用它们的能力及特长优势为人类提供服务。传统意义上，牛、马、骆驼等大型动物被人们

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广泛用于农业、运输等，是最为原始及常见的动物帮手。再如人们训练猎犬捕猎、用信鸽传递信息、养猫捕鼠等，也是大家所熟悉的动物作为人类助手服务于人类的现象。在不同国家和地区，服务于人的动物会有所差异，如在沙漠地区，骆驼成为人类的贴心助手及伙伴；在泰国，人们驯化大象用于日常劳作。

在科学研究领域，许多人类无法完成的工作都是交由动物来完成的。在人类对太空探寻的冲击中，第一个进入太空的高等级生命是一只名叫莱卡的流浪狗。后来，猪、猴子以及多种昆虫等动物被送入太空，成为科学家研究太空的重要帮手。世界各地的医学机构也使用无数动物作为实验或教学帮手进行医学实验及教学。可见，对于人类来说，动物从来就是我们重要的帮手和伙伴。

当代社会，在一些国家，人们成立“动物帮手机构”、创办“动物学校”等，训练更多类别及数量的动物用于服务不同的领域及人群。美国《读者文摘》就曾报道过猴子经过特殊培训后用来对病人及残疾人士进行生活辅助护理的故事；2012年1月美国邮政部发行一套四方连邮票，介绍狗作为人类的重要帮手所服务的不同领域，来宣传、普及动物帮手理念，阐述人与动物的伙伴关系，表达对那些为人类默默服务的动物的敬意及感谢。

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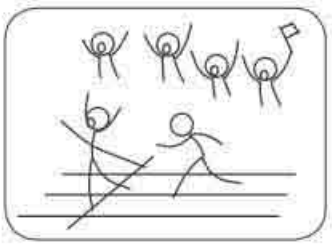
六、教学简笔画

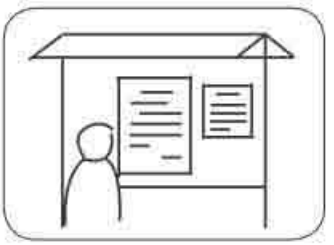
1. cheer



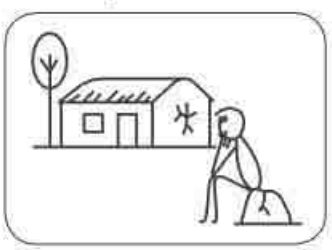
2. volunteer



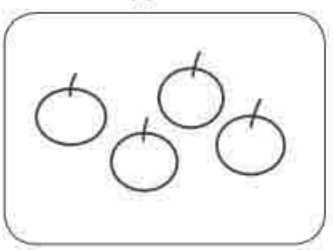
3. notice



4. a lonely old man



5. several apples



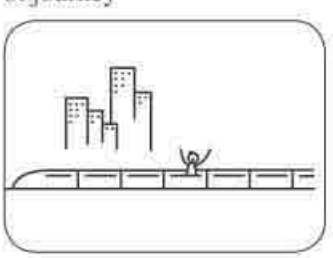
6. a feeling of cold



7. joy



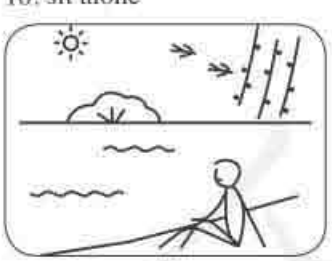
8. journey



9. raise money



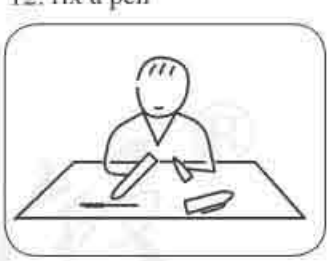
10. sit alone



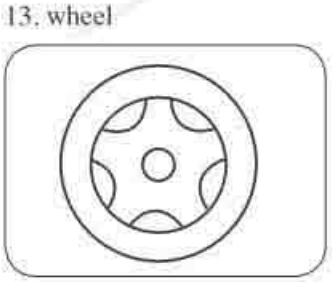
11. repair



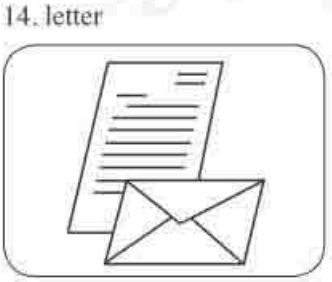
12. fix a pen



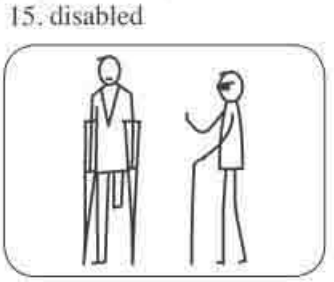
13. wheel



14. letter



15. disabled



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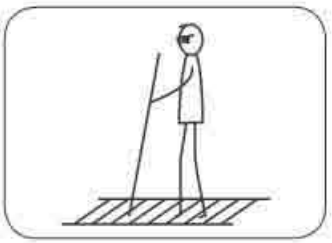
16. blind



17. deaf



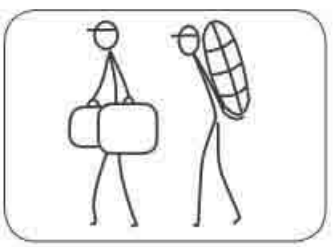
18. imagine



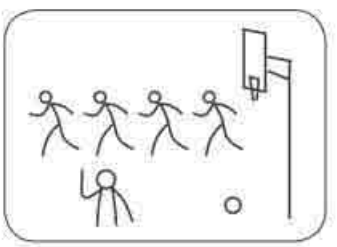
19. open the door



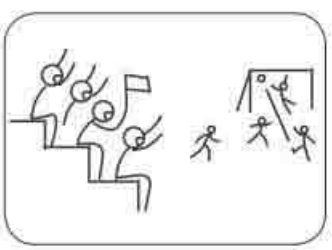
20. carry



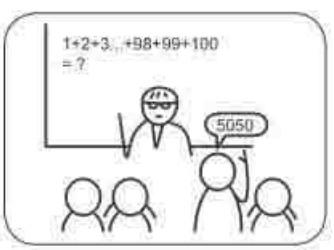
21. train, training



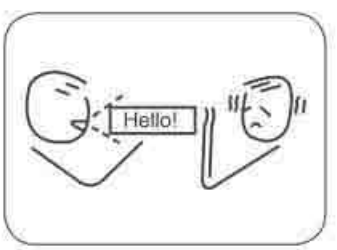
22. excited



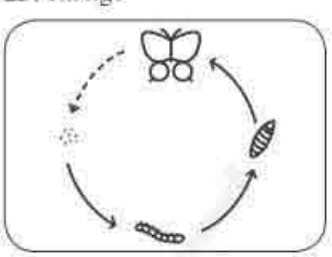
23. clever



24. don't understand



25. change



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Unit 2 I'll help to clean up the city parks.

SECTION A

1a

Purpose	To introduce Ss to the unit goal: offer help. To set the scene, increase Ss' vocabulary and introduce the target language.
Picture	The picture shows a young man and a young woman looking at a notice board on a wall. There are posters on the notice board which show different ways people can volunteer: helping to clean city parks by picking up litter, visiting sick children in the hospital, or helping to give food to hungry people. The young man wants to work outside, so the young woman suggests that he could help to clean up the city parks.
Culture Focus	***Volunteering in the US and the UK*** People around the world believe it is important to help others by volunteering. People volunteer in many different ways – many people help friends, neighbors, or strangers they happen to meet, but others want to help in a more organized way. In the US, many people volunteer through their churches, though their activities are not necessarily religious in nature. Others volunteer with local charities which help people, animals, the community, or the environment. These local charities often put up posters to let people know about what they are doing. In the UK, there are volunteer centers in most cities and large towns, and these centers help people to find volunteer opportunities. In both countries, some people choose to volunteer overseas, where they may share their skills or knowledge, or even teach English.
Optional Approach	***Can you guess what we're miming?*** The T can inject a little fun into this activity by asking Ss to work in small groups to mime (instead of simply saying) their group's suggestion for one way to help people. The groups should have a quick discussion to decide on what they're going to mime (not too loudly, so that their idea isn't heard by other groups). Once they're ready, each group should take turns to go to

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Optional Approach	the front of the class and mime their suggested volunteer activity. The other Ss will then guess what it is they're miming. For weaker classes, the T can prepare slips of paper with suggested volunteer activities and distribute one slip of paper to each group. The groups will then take turns to mime the volunteer activity they received from the T, and the other Ss will make guesses.
Answers	Answers will vary. Sample answers: coaching/teaching kids in a sport or hobby; donating clothes/toys/food to people who need them; helping disabled/elderly people with chores/shopping; teaching the elderly to use computers/e-mail, etc.

1b

Purpose	To give Ss practice in listening for information.
Teaching Tip	***Take notes*** The T can encourage Ss to take notes as they listen to the recording. The notes can help them with the activity in 1c later.
Optional Approach	***Do this as a class*** The T can get Ss to do this activity as a class. On the board, the T can write out each of the four sentences listed in the activity. The T then instructs Ss to listen to the recording first, without writing anything in their textbooks. After the recording ends, the T can then elicit the answers from the Ss.
Answers	3, 2, 4, 1

1c

Purpose	To give Ss practice in writing and speaking simple conversations.
Teaching Tip	***Use notes*** Ss can use their notes from 1b to create conversations. Ss can then practice the conversations in pairs.

2a

Purpose	To give Ss practice in listening for specific information.
Optional Approach	***Picture talk*** To help Ss have a clear idea about what is shown in the pictures, the T can elicit ideas about each picture from the class and record ideas on the board before playing the recording. The pictures show the following actions: a. put an ad on TV; b. put up signs; c. call up students; d. put an advertisement in the newspaper; e. hand out notices.

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Answers	Checked: b, c, e

2b

Purpose	To give Ss practice in listening to the target language in a natural context.
Optional Approach	***Listen*** For weaker classes, before playing the tape a second time, the T can ask the Ss to read through each sentence first and get an idea of what they need to listen for in the recording. For stronger classes, the T can raise the level of difficulty for the Ss by asking them to put down their pens or pencils first, and close their eyes as they listen to the recording the second time. Ensure that Ss are not writing anything as they listen. After listening, Ss can then open their eyes and fill in the blanks in each sentence based on their recall.
Answers	1. come up with; 2. put off; 3. put up; 4. hand, out; 5. call up

2c

Purpose	To give Ss practice in writing the target language in simple conversations.
Optional Approach	***More ideas*** As an extension of the activity, the T can ask Ss to also use the ideas in 2a that were not used in the listening (i.e. ads on TV and in the newspaper) to make their conversations. The T can then elicit sample answers (one for each idea in 2a) from different pairs of Ss.

2d

Purpose	To give Ss practice in using the target language in a controlled manner.
Optional Approach	***Class poll*** For stronger classes, before Ss practice the conversation in activity 2d, the T may want to conduct a poll in class to find out what the Ss' most popular choice for volunteer work is and why. The T should also elicit from the Ss what they think their top choice of volunteer work requires them to do. The T can write these on the board. Ss can rewrite the conversation according to the points on the board and then practice the new conversation.

3a

Purpose	To give Ss practice in extended reading for general information.
Teaching Tip	***Picture talk*** Before reading, ask Ss as a class about each picture, e.g. What is happening? Where is it happening?

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Culture Focus	***Student volunteers*** In the Canada, the UK, and the US, many high school students volunteer as a way to find out what kind of work they might enjoy doing as a career. In the UK, high schools help to arrange formal volunteer opportunities for students in companies. Having appropriate "work experience" activities can help students get admitted to university programs.
Answers	Mario volunteers at an animal hospital. Mary volunteers at an after-school reading program for kids.

3b

Purpose	To give Ss practice in reading for specific information.
Optional Approach	***What do you think about volunteering?*** As an extension of the activity, the T can ask Ss whether any of them volunteer, and if there are any Ss who do, the T can ask those Ss to share with the class the following: • What kind of volunteer work do they do? • Why do they want to volunteer? • What are their thoughts/feelings about volunteering? If none of the Ss in class do any volunteer work, the T can still carry out this extended activity by asking Ss what they would choose to volunteer for and their reasons.
Answers	Answers will vary. Sample answers: 1. Mario volunteers at the animal hospital because he loves animals and wants to be an animal doctor. He believes that his volunteer work can help him to get his future dream job. Mary volunteers because she loves books and enjoys helping kids learn to read. 2. Mario says it is hard work, but he gets a strong feeling of satisfaction when he sees the animals get better and the look of joy on their owners' faces. Mary says it is a dream come true for her, and she can do what she loves to do and help others at the same time.

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3c

Purpose	To give Ss practice in using the target language in context.
Teaching Tip	***Helping words*** For weaker classes, the T can help the Ss by writing the answers for the blanks on the board, in a jumbled manner.
Answers	1. to be, 2. to learn; to care, 3. to try out; to help, 4. to do

GRAMMAR FOCUS

4a

Purpose	To give Ss practice in using phrasal verbs in appropriate contexts.
Answers	1. put off, 2. call up, 3. come up with; cheer up, 4. put up; hand out; give out

4b

Purpose	To give Ss practice in using infinitive forms of verbs.
Answers	to make, to do, to help, to spend, to visit, to move

4c

Purpose	To give Ss practice in writing the target language in short sentences.
Teaching Tip	***Share your answers*** The T can elicit sample answers from the Ss and write them on the board for the benefit of the class.
Answers	Answers will vary. Sample answers: 1. I'd like to volunteer at the food bank and help to give out food to the homeless people. 2. At 12:00 midnight, I called my friend to ask him an important question. 3. I'm very busy but I could help to paint the house for a few hours tomorrow. 4. Summer vacation is coming, and I want to visit my grandparents in Hunan. 5. I want to travel alone. My parents told me not to do that because I am too young and it is not safe.

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■ Optional Activity 1: Make a poster

Purpose	To give Ss the opportunity to practice using the target language in a realistic context.
Materials Required	One sheet of paper for each pair of Ss or group, and colored pencils or markers (if needed).

Procedure

1. Divide Ss into pairs or small groups.
2. Get Ss to refer to the signs in the picture on page 9 of the Student Book.
3. Instruct Ss to decide on a volunteer activity to make a sign for. (It does not need to be real, though it should be plausible.)
4. Instruct Ss to work together to write a large heading for their poster. The poster should include a short description of the volunteer work and what kind of person would enjoy the work. Remind Ss to also illustrate their poster.
5. Share the completed signs with the class by putting them on the board for everyone to enjoy.

■ Optional Activity 2: Word web

Purpose	To promote understanding and recall of phrasal verbs.
Materials Required	Notebooks (normally used by Ss in school).

Procedure

1. Divide Ss into pairs or small groups.
2. Write or project on the board the following words:

up	down	in	out	on	off	away	back

3. Draw a large circle around each word.
4. Give the Ss a fixed amount of time (from one to about five minutes).
5. Instruct Ss to write as many phrasal verbs as they can, using these words. Ss should write the base form of a verb and link it to as many circles as they think appropriate.
6. Get the pair or group with the largest number of phrasal verbs to write them on the board or read them out to the class.
7. Invite other pairs or groups to challenge any proposed phrasal verb which they think is

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incorrect.

8. After the winning pair or group has finished going through their list of phrasal verbs, get other pairs or groups to add any words to the board which were missed by the winning pair or group.
9. At the end of the activity, encourage all Ss to record all of the words produced.

SECTION B

1a

Purpose	To check Ss' comprehension of phrasal verbs.
Teaching Tip	***Explaining the phrasal verb* fix up** The T may want to explain to Ss that the phrasal verb *fix up* has more than one meaning: 1) to fix sth. up: to repair sth. 2) to fix sth. up: to do extra work that is needed to make sth. more suitable or look better 3) to fix sb. up with sth.: to provide sb. with sth. If the intended meaning is "repair", it is not necessary to use *fix up*. Simply using the verb *fix* is sufficient.
Answers	1.b, 2.c, 3.a, 4.d

1b

Purpose	To reinforce vocabulary and give Ss practice in writing the target language in simple sentences.
Teaching Tip	***Multiple answers*** More than one combination could be acceptable. Ss can be encouraged to be creative, e.g. *We ran out of ideas/We ran out of money; I gave away my bike/all of my old clothes/some of my money.*
Optional Approach	***Vocabulary race*** Ss can work in small groups to make as many different sentences as possible within a fixed time. The group with the most sentences can write them on the board. The T can elicit other good examples from other groups.
Answers	Answers will vary. Sample answers: • I was worried that I would run out of money before the end of my vacation. • My brother takes after my father as they are both very quiet people. • I fixed up my bike during the weekend. • My sister and I decided to give away our old clothes to the children's home.

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1c

Purpose	To give Ss practice in listening to the target language in context.
Teaching Tip	***Challenge*** For stronger classes, the T can ask the Ss to complete both 1c and 1d after listening the first time. After completing both activities, Ss can do peer correcting and then check answers as a class by listening again.
Optional Approach	***What do you see in the pictures?*** Before Ss do the activity, the T can ask Ss as a class to describe what they see in each picture and what they think each picture is saying. By familiarizing themselves with the scenes shown in the pictures, it will be easier for Ss to identify the order of the pictures correctly when they listen to the recording.
Answers	a.4, b.2, c.1, d.3

1d

Purpose	To give Ss practice in listening for specific information.
Optional Approach	***Linked activities*** For stronger classes, if Ss seem comfortable enough with 1c and can remember well what they heard in the recording the first time, the T can ask Ss to attempt this activity before listening to the recording again.
Answers	1.T, 2.F, 3.F, 4.T

1e

Purpose	To give Ss practice in using the target language in natural context.
Teaching Tip	***Additional help*** Before Ss start on the activity, the T can elicit key words and phrases related to the conversation from the Ss and write them on the board for Ss to use as a reference, e.g. *bikes*, *fix up*, *run out (of)*.
Optional Approach	***Act it out*** Encourage Ss to act out the role-play. For example, the S who is role-playing the reporter can use a pen to represent a microphone and thus control the conversation by holding it in front of themselves to speak and in front of the other S (who is role-playing Jimmy) to elicit answers.

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2a

Purpose	To introduce the topic of saying "thank you" after receiving help.
Optional Approach	***Will you say it the same way?*** The T can suggest that Ss consider the different ways they might thank someone in different situations, e.g. thanking a family member, a friend, a stranger, or a company.

2b

Purpose	To give Ss practice in reading for specific information.
Teaching Tip	***Time limit*** To help Ss to skim effectively, the T can set a reasonable time limit for the task. The T should draw attention to the questions before Ss start reading.
Culture Focus	***Animal helpers*** Dogs are used to assist people who have many different kinds of disabilities. The most common assistance dogs are the dogs who guide blind people, helping them to travel safely around busy cities. Other dogs help deaf people by letting them know when the phone is ringing or when someone is knocking at the door. Some other dogs help by picking up things or carrying things that their human partners can't pick up or carry. While dogs are the most common assistance animals, monkeys and even miniature horses have also sometimes been used.
Answers	1. Ben Smith wrote the letter to Miss Li. He wanted to thank her for sending money to Animal Helpers and to tell her how Animal Helpers helped him. 2. She sent money to Animal Helpers, a group that was set up to help disabled people.

2c

Purpose	To give Ss practice in identifying parts of speech and to reinforce vocabulary by writing appropriate sentences.
Optional Approach	***Work together*** Allow Ss to work in pairs to identify the part of speech for each word and then come up with sentences for the words. The T can invite different pairs of Ss to share their sentences for different words with the rest of the class.
Answers	1. n., 2. adj., 3. n., 4. v., 5. n., 6. adj., 7. n., 8. n.

2d

Purpose	To check Ss' reading comprehension.

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Teaching Tip	***Levels of difficulty*** For stronger classes, Ss can attempt this activity without reference to the reading. For weaker classes, if Ss seem to be having difficulty with the reading, they can work in pairs to complete the activity.
Answers	• Miss Li sent money to Animal Helpers. • Ben Smith wrote a letter to Miss Li. • Lucky can get things for disabled people. • Animal Helpers trains animals like Lucky.

2c

Purpose	To extend Ss' comprehension of the reading topic, and help Ss prepare for 3b.
Teaching Tip	***Take notes for later*** Encourage Ss to take notes as they discuss the questions with a partner, as this information may be useful to them for activity 3b.

3a

Purpose	To elicit discussion about the topic (volunteer work) and provide ideas for 3b.
Optional Approach	***Discuss examples*** Discuss the three examples in class to give Ss some ideas about the issues they might discuss. For example, ask Ss if they have done or would like to do any of these things, and whether they think it would be enjoyable or useful for them in the future.

3b

Purpose	To give Ss practice in using the target language in writing, and reinforce writing in letter format.
Culture Focus	***Closing a letter*** There are many ways to end a letter, but not all of them are appropriate all of the time. In a formal letter to a company or other organization like this, you might use "Kind regards" (or just "Regards"), "Respectfully yours" or "Sincerely yours" (or just "Sincerely"), "Best wishes", or even just "Thank you". In a more informal letter, you might just use "Thanks" or "Cheers" (in the UK).
Answers	Answers will vary. Sample writing: Dear Sir or Madam, I am writing to you about volunteering at the library. I'm interested in computers and teaching, and I want to volunteer as a computer teacher for people who lack computer skills.

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Answers	I love working with computers and I'm good at explaining how to use new software to younger students at my school. I've taught my grandparents how to use e-mail and word processing software. I like to help people to enjoy computers as much as I do, so I think I'd be good at this job. I want to help out as a volunteer at your library because I know that many people go there to use your computers. I'm free to help on weekends and sometimes in the evenings. Yours truly, Jiang Hua

SELF CHECK

Purpose	To consolidate vocabulary, check comprehension, and practice using infinitives and phrasal verbs in context.
Procedure	1. Have Ss look at the Self Check activities. 2. Read aloud the prompts in the textbook and the words in the boxes. 3. Model the activities if necessary. 4. Give Ss time to do the activities and compare their work with a partner. 5. Elicit answers from the Ss and write them on the board.
Answers	1. Answers will vary. Sample answers: 1.fix up, 2.put off, 3.give away, 4.run out of, 5.take after, 6.come up with 2. ran out, to buy, to cheer, put up, called up, to tell, handed out, set up, came up, to fix, give away

■ Optional Activity: Thank you letter

Purpose	To give Ss practice in using the target language to write a thank you letter.
Materials Required	One sheet of paper for each pair of Ss.

Procedure

1. Ask Ss to find a partner to do this activity with.
2. Get Ss to look again at Section A, activity 2b.

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3. Instruct Ss to think about how people would have come to volunteer for the City Park Clean-up.
4. Instruct Ss to plan and write a thank-you letter to thank the people who came out to volunteer for the City Park Clean-up.
5. Remind Ss to describe what the volunteers helped to do, who the volunteers helped, and how the organizers of the event feel about it.
6. Suggest that Ss use the letter on page 14 ("I'll Send You a Photo of Lucky") as a model.

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Unit 3 Could you please clean your room?

一、教学目标与要求

话 题 **Topic**	家务琐事与许可（Chores and permission）
功 能 **Functions**	1 能礼貌地提出要求（Make polite requests） Could you please take out the rubbish? 2 能向别人征询许可（Ask for permission） Could I go out for dinner with my friends? Could we get something to drink after the movie?
语 法 **Grammar**	1 能用could礼貌地提出要求（*Could* for polite requests） A: Could you please take out the rubbish? B: OK, but I want to watch one show first. A: Could you please take out the rubbish? B: Yes, sure. 2 能用could征询许可（*Could* for permission） A: Could I go out for dinner with my friends? B: Sure, that should be OK. A: Could we get something to drink after the movie? B: No, you can't. You have a basketball game tomorrow.
词汇和短语 **Words & expressions**	1 能正确使用下列词汇（Curriculum words） rubbish, floor, mess, shirt, finger, snack, stress, waste, fairness, neighbor, result, fold, sweep, throw, pass, borrow, lend, hate, provide, depend, develop, drop, neither, anyway, fairness, ill, fair, unfair, while, since 2 能正确使用下列常用表达（Useful expressions） take out the rubbish, all the time, as soon as, in order to, depend on, take care of 3 能认读下列词汇（Non-curriculum words） chore, independence, independent
学习策略 **Strategies**	1 通过略读快速了解文章大意 2 利用语块整体记忆词汇
文化知识 **Culture**	有关家务劳动

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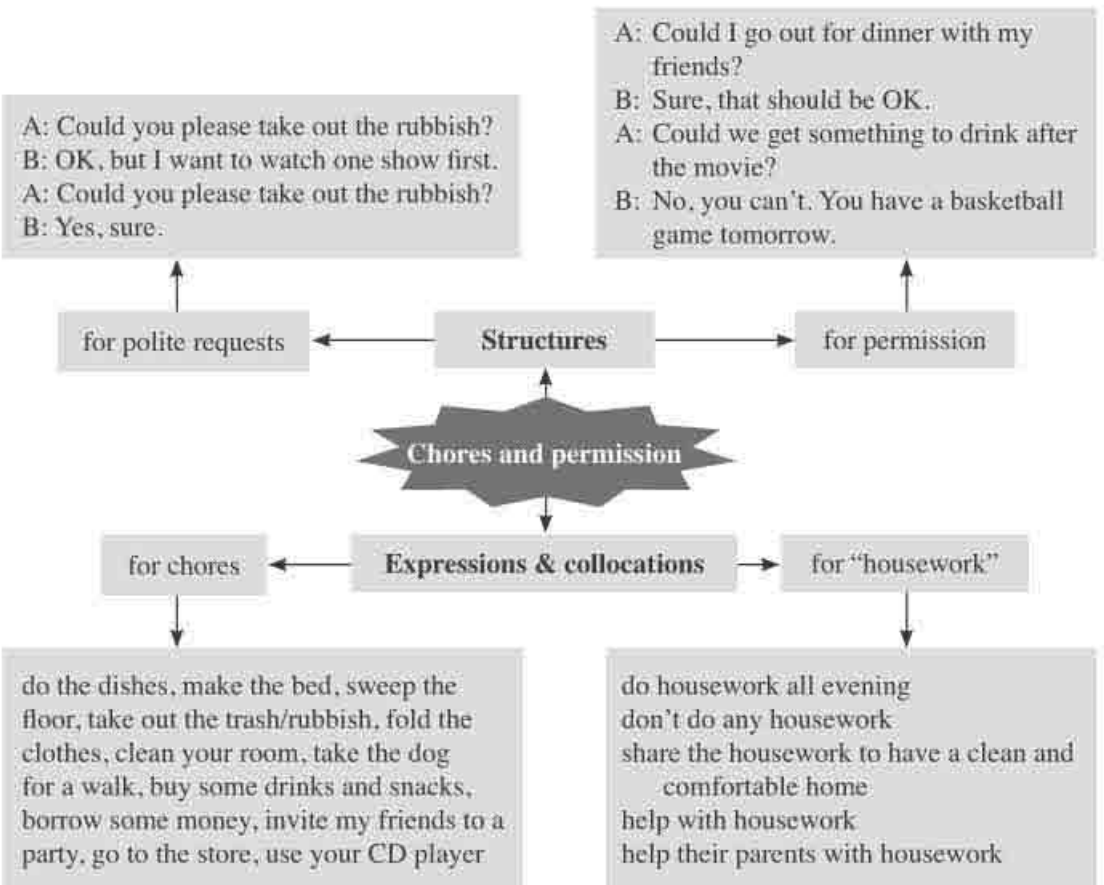
二、话题思维导图



三、内容介绍和教学建议

SECTION A 内容介绍

本单元主题将焦点聚集在家庭生活上，谈论家务琐事及家庭互助。家庭生活及家务劳动是社会家庭和学生生活中的重要方面，对学生生活习惯的养成、社会行为习惯及家庭责任感的建立起着重要的作用。因此，从话题角度上看，这一单元在本学期乃至整个初中阶段的教学中具有特殊的地位和重要性。

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从功能及语言结构（语法）方面来看，Section A部分教学结束时，学生应当能够用情态动词could征询许可及礼貌地提出要求；从词汇角度上说，学生应当较为熟练地运用与家庭活动及家务琐事相关的词汇及表达法；情感方面，本单元主题与学生息息相关，教师应当充分利用话题内容引导学生探索、讨论家庭亲情及家庭义务的重要性，学生应对独立承担或帮助父母做适当的家务持有积极的态度。

在编排设计上，1a–1c从听、说技能入手，呈现、学习不同琐事表达法及礼貌、委婉地提出要求的句型表达，为词汇及句型结构的输入阶段；2a–2d突出听、说技能训练，在发展语言技能的同时，练习、巩固此前学习的词汇和表达，并介绍、操练征询许可的句型结构，让学生将礼貌地提出要求和征询许可两种功能进行综合操练、运用；3a–3c通过阅读强化对单元主题内容及语言项目的学习及理解，发展学生的阅读技能，在练习活动的设计上紧密联系上一单元的阅读策略，进一步巩固、强化学生对词性的辨识及运用。

SECTION A 教学建议

活动1a

1. 引导学生观察单元主题图，讨论图中的人物关系及情境的地点，引导学生学习与家务琐事相关的英文表达。教师可利用以下问题展开教学活动，引导学生进行思考：
   - Who are the two people in the picture? Why do you say so?
   - Where are they? How do we know?
   - What work can we help our parents do at home?
2. 学生朗读1a活动中列出的各项家务琐事，教师纠正读音，可结合动作模仿，利用TPR理念和做法帮助学生学习这些短语，这会有利于他们理解、明确语义及记忆词汇。

> 注意：不要将这些表述中的生词分割出来独立教授，应当引导学生整体观察语块所表述的含义，并整体识记及运用。若学生一旦建立起较强的语块意识，他们便会在语言交流过程中尝试着将语块加以衔接运用，这可有效地降低交流中的语言错误。

3. 学生与同伴讨论，看看自己和对方常做或不常做哪些家务。教师可要求学生用以下缩写字母在各项琐事旁标注出对方的答案，以监控课堂活动，确保学生对所学内容的使用和交流：O = often; VO = very often; LO = less often; HE = hardly ever; N = never。

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4. 学生完成交流后，教师选择部分学生口头陈述自己及同伴做家务的情况。

活动1b–1c

1. 引导学生再次观察单元主题图，提出问题：Will Peter take out the rubbish? 学生作答后，将他们的注意力引向1b表格，利用问题Who will do these chores, Peter or his mother?引导学生猜测答案，诱发其好奇心和兴趣。
2. 学生就近组成三人或四人小组，教师利用问题How did you know?引导学生展开讨论，让学生陈述自己猜想、判断的理由。
3. 视所教学生情况播放录音一至两遍，学生按照课本要求填写表格，修正自己此前的猜测，校正答案。
4. 课堂核对答案：教师依次读出表格中的各项家务，学生用完整的句子陈述谁将去做该事。

> 注意：建议不要把教材的活动简单地当作练习去做。此处若只让学生读出答案，比如Peter's mother、Peter，并不能有效训练学生的语言表达。教材各项活动设计的目的不是要让学生“做练习”，而是旨在练语言、用语言，因此不可简单地把它们当作练习去做。教师应当多发掘教材活动中潜在的操练语言的机会，例如此处的1b活动可用句子核对答案，就使得学生多了一次练习语言的机会，而这种会话交流比听力检测本身更有意义。

5. 再次播放听力录音（依据学情而定播放遍数），适度利用暂停功能加大Mom和Peter每一轮次间的停顿时间，给学生以反思及书写的时间，要求他们找出Peter母亲提出要求的两个问句，并听写在课本1c示范对话的下方空白处待用。最后，教师板书答案与学生核实确认。
6. 学生互换角色朗读1c示范对话，然后独立画线找出其中表示提出要求的语句（Could you please sweep the floor? Can you do the dishes? Well, could you please do them?）。学生找出语句后，教师要求学生将所画句子和此前听写出的Peter母亲提出要求的语句一并读出，探索发现其中的共性结构特征，总结出提出要求的句型结构：Could you please do ...?和Can you do ...?
7. 教师板书呈现并读出以下两个句子，让学生朗读体会：
   - Can you do the dishes?
   - Could you please do the dishes?

   然后提出问题，让学生思考、判断：Which sounds more polite to you? 引导学生理解：虽然情态动词can和could均可用来提出要求，但could要较为委婉、客气。Could you please ...? 是一个礼貌、委婉地提出要求的句式，其后只要添加所要求

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的内容即可。

8. 学生理解could用于提出要求的基本用法之后，让他们两人结伴，按照课本要求仿照1c对话展开口语活动，教师巡视指导。最后请部分学生进行展示性表演，教师点评鼓励。

活动2a–2c

1. 听前准备：引导学生观察2a活动插图，识别人物关系及对话地点。以下问题供教师参考：
   - What's the boy's name?
   - Who's the man in the picture? How do you know?
   - Where are they when they're talking? Why do you say so?
2. 教师提出问题：What does Peter want to do? 引导学生依次读出2a活动表格中Peter要做的事情。学生每读一件事情，教师对该活动进行一次解释性转述（以下内容可供参考），这样可以帮助学生（1）明确短语的意思；（2）减轻听力中陌生语言现象给学生带来的听力障碍（如give me a ride to town）。

   1）This means Peter wants to eat out in a restaurant or food shop.

   2）This means he wants to see a movie.

   3）This means he doesn't want to come home early.

   4）This means he wants his father to give him a ride.
3. 播放第一遍听力录音，学生完成2a活动。全班核对答案，再让学生依据答案初步判断Peter父亲不同意的理由。
4. 播放第二遍录音，学生完成2b活动。之后要求学生以Peter wants .... but his father ... because ... 结构将表格中的两个否定语句书写出来。师生核对答案。
5. 学生朗读2c示范对话，教师纠正读音，然后要求学生找出其中征询许可的语句并画线（Could I use your computer? Well, could I watch TV?）。确认答案后，教师再次播放听力录音，同时在Peter和Dad每一轮次间利用暂停功能适度延长停顿时间，要求学生在2c示范对话旁边的空白处听写出Peter所说的征询许可的话语（Could I go out for dinner with my friends tonight? Could I go to the movies after that? Could I stay out until eleven?），随后教师板书答案与学生核实确认。要求学生读出征询许可的全部五个句子，引导学生观察其共性，总结出结论：我们可用Could I do ...?礼貌地征询许可，用Could you please do ...?礼貌地提出要求。
6. 学生结伴，仿照2c示范对话展开会话活动。

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活动2d

1. 让学生默读对话，关注对话的内容及意义。教师可提出以下问题让学生回答、讨论，检测其理解程度。
   - What chores does the sister want her brother to do?
   - Where do you think their mother is?
   - Who's really the boss at home, the boy, the girl, or the mother?
2. 朗读对话：学生分角色（男生扮Brother、女生扮Sister）朗读对话，教师注意指导、纠正学生朗读中的不足，鼓励学生读出对话中姐弟两人提出要求、质疑及争辩的语气。在课堂条件允许的情况下，一定要多播放录音，让学生多朗读，并在朗读时注意模仿语音和语调。
3. 学习语言：引导学生从对话中摘出值得学习的语言现象，学习有关词汇及表述（如help out with a few things, any minute now, this mess, pretty clean and tidy, mother clean等）。虽然结合对话学习一些语言知识是必要的，但是一定要注意本部分的教学重点是对话教学。因此，对于语言点不要过度地展开讲解，并且很多表达方式更适合学生整体记忆及模仿运用，无须细致地分析语言结构。
4. 通过模仿表演使用语言：学生男女结对，以对话为脚本开展角色扮演，把对话表演出来。教师以导演的身份进行指导。最后教师点评并推介优秀者进行课堂示范性表演，全班学习。

活动3a

1. 读前预测：教师呈现课文配图，引导学生根据图画内容讨论并尝试问答下列问题。
   - Was the house clean and tidy, or was it a mess?
   - What would you do if your house is a mess like this?
   - Why was Nancy's mother angry with her?
   - Did they solve the problem? How?
2. 读中活动：先让学生快速阅读课文，获取上述问题的答案。师生课堂核对、明确答案后，教师提出以下问题，要求学生细读课文，寻找答案，理解细节：
   - When did this happen?
   - What was the first thing Nancy did when she got home?
   - What did her mother want her to do?
   - What did Nancy want to do?
   - What does Nancy's mother do during the day? And what does she have to do in the evening?
   - What was the result when neither Nancy nor her mother did any housework for a week?

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- What did Nancy finally understand?

3. 学生朗读课文，教师纠正学生语音语调上的不足。
4. 引导学生对深层内容的理解及猜想（此活动并非必须，仅供参考选用）。教师可考虑使用以下问题引导学生推测文章以外的内容，发展学生的思维：

1）Why didn't Nancy's father do anything?

2）How many people lived in the house when this story happened? Who were they?

3）Did Nancy's mother often get any help with the housework? Why do you say so?

4）What kind of family might this one be?

5）What might the writer possibly want us to get out of the text?

*以上问题的参考答案为：

1）Because he didn't live with them. 或 He was away from home.

2）Only two people — Nancy and her mother.

3）No, she didn't. Because she said: "You ... never help out around the house! I can't work all day and do housework all evening."

4）It might be a "mother-and-daughter family" 或 It might be a "single-parent family".

5）The writer might also want us to understand that we should share the housework to have a clean and comfortable home.

5. 学生再次齐读课文，进一步熟悉课文，以便完成后续的语言学习活动。

活动3b–3c

1. 学生阅读3b活动指令语，明确要求后默读课文，独立从文中找出相关的语句并画线标出，随后与同伴交流确认。
2. 师生核对3b答案后，教师引导学生用彩笔或记号笔标出其中值得学习的语言现象，比如：neither did I, neither of, as soon as, the minute (I did ...), just as ... as ...等。教师可适当举例并引导学生构建更多的句子。
3. 语言总结及学习：要求学生从课文中摘出除琐事以外其他与家务有关的短语表述，引导学生学习记忆。它们包括：(never) help out around the house, do housework (all evening), did not do any housework, share the housework (to have a clean and comfortable home)。
4. 学生依次朗读活动3c中除示例以外的四个句子，并判断画线词语的词性，然后按课本要求完成该活动。教师巡视指导，纠正学生语句建构中的典型错误。随后，让学生把自己造的句子读给同伴听，并互相纠正错误。最后教师课堂点评，适当展示部分学生创编的好句子，告诉学生相同词形的词语由一个词性转变为另一词性是英语语言中的一种常见现象，属于构词的一种方式。语法上，这种构词方式称作"转化"。

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语法内容介绍和教学建议

本单元的重点语言学习内容简单划一，突出表现为情态动词could的两大功能运用——礼貌地提出要求和委婉地获取许可，以及这两种情况下的合理应答。“语法聚焦”部分对语言点呈现明确，便于学生自我探索及概括总结。相关的语法练习活动层次明确，4a侧重对could句型不同功能的分辨及应答训练，帮助学生明确语言结构；4b侧重语篇交流层面下的用词及句型运用训练；4c则将重点句型用于口语交际，训练学生对所学语言内容的实际运用能力。

语法部分具体教学建议如下：

1. 学生朗读“语法聚焦”中的问句和答语，观察问句中的共性特征（都有“could”）。然后要求他们尝试区分其中不同的功能：（1）礼貌地提出要求；（2）委婉地获取许可。确认学生能够明确分清could的两种功能后，随即导入4a活动进行操练。
2. 4a活动：学生按课本要求独立完成4a活动，待他们完成判断及连线后，教师可先要求学生读出表示礼貌提出要求的语句，然后再读出委婉获取许可的语句，以此进行第一轮答案核对；待语句功能分清之后，教师再次要求学生依次逐句大声读出问题及其答语，进行第二轮答案核对。若学生存在共同的匹配错误，应及时纠正，并与学生一起分析原因。
3. 4b活动：首先要求学生默读对话，并按课本要求填写所缺词语，补全对话。学生填词过程中，教师巡视，注意获取反馈，依据学生的共性错误发现其尚存的薄弱之处及未理解掌握的地方，适当给予指导。待集体完成词语填写后，教师利用对话引导学生依次读出双方的话语，核对答案。确认学生明确答案后，要求学生集体互换角色朗读对话，直至熟练。若时间许可，还可安排学生结对表演对话。
4. 4c活动：首先引导学生集体观察讨论4c图片，教师可提出以下问题来激活学生思维，诱发讨论：
   - Are the students in the picture at school or are they away from school?
   - What can you see next to them? How many tents can you see?
   - What do you think they are doing?
   - If we are going camping with our friends, what should we bring or what do we need to do for the camping trip?

   在学生对活动主题有一个大体认识后，教师把学生分为四人或五人小组，指定一人负责，要求他们按照课本要求先集体决定要做的事情或要带的物品，并在各自的课本上列出清单，然后再在小组间仿照课本示例展开对话交流，向他人提出要求或征询自己做某事的许可。教师巡视，指导学生开展活动并注意调控活动的走向及进

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程。若疏于监控，这类活动极易演变成学生用汉语或双语交流，失去其本来的意义。教师在活动结束时对表现优秀的小组及个人给予表扬，对不足提出期望。

SECTION B 内容介绍

这一部分是对本单元主题的发展和纵深讨论，侧重孩子和家长在家庭事务方面的不同分工及关系。活动1a让学生通过语境提示判断各种情况是属于征询许可还是提出要求。活动1b让学生创编简单的对话，构建1a的语境。活动1c和1d是一个分两步走的整体听力任务：活动1c让学生通过听第一遍录音把听力中出现的短语勾选出来，了解听力描述的场景内容；活动1d让学生通过听第二遍录音，明确聚会前大家的分工以及一些注意事项。活动1e让学生举一反三，把所听到的表达方式套用到类似的场景之中，通过创编对话完成准备聚会的语言任务。

2a–2e是阅读部分。阅读语篇从家长的角度出发，针对学业负担日趋加重的今天，孩子是否应当承担家务劳动展开讨论，有意识地训练学生的思辨能力，锻炼他们的批判性思维。活动2a是阅读前的准备活动，通过提问引出学生在家务劳动中的现状并引导学生思考自己的立场。活动2b是一个快速阅读的读中活动，学生应该学会通过阅读中心句的方式把握文章大意的技巧，这也是本课着重训练的一项阅读策略。活动2c要求学生仔细阅读文章，理解两位家长对于学生是否应该承担家务劳动的不同观点，并把这些观点进行分类总结。活动2d实际上是一个阅读后聚焦语言学习的活动，学生应在理解这些短语和结构的基础之上构建新的语句，学会运用这些语言形式。活动2e通过问题的形式进一步启发学生思考，尤其是在学生阅读了两篇观点截然不同的文章并了解了家长的视角之后，应该对家务劳动这个话题有更深刻的理解。教师在教学中应注意引导学生对不同观点内容的提取及理解，利用“pros and cons”启发他们根据不同观点进行辩论，发展学生的思维。

活动3a和3b单独来看是一个过程性写作的任务链，实际上也是阅读文章辩论观点的延伸，目的是使学生在阅读理解的基础上学会表达自己的观点。活动3a是写作前的语言准备活动，学生通过表格，用分类笔记的方式整理支持不同观点的理由。活动3b让学生在提供的写作框架上充实自己的观点，完成写作任务。

SECTION B 教学建议

活动1a–1d

1. 教师可提前扫描课本上的插图，制作成教学课件在课堂上呈现，向学生提出问题：What is the girl's mother asking her to do? 待学生做出回答之后，顺势将问题引向学

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生自己：What chores do your parents usually ask you to do at home? 师生进行简短讨论交流，激起他们的热情后，要求学生翻开课本至Section B。

2. 学生朗读1a所列的各项琐事，明确意思，学习其中的生词。待学生熟练后，要求他们读出此项活动的指令语，明确活动要求，然后按照要求进行判断，填写teenagers及parents。随后学生与同伴互对答案。
3. 要求学生暂时合上书，教师用汉语提示，让学生用英语表述各项琐事，由此检验、判断学生是否已初步了解所学短语表述并将它们存留于短期记忆中。
4. 学生两人一组，仿照课本范例及要求开展1b活动，教师巡视指导。适时进行简要点评后，将学生视线引向1c活动。
5. 学生读出1c活动指令语，明确要求。随后教师播放第一遍录音，学生按要求完成1c活动，师生核对答案。此时教师应注意尽可能多地用不同的句子评述答案，为学生创造出更多听力输入的机会。例如：For No. 1, Sandy said she needed to buy some drinks and snacks. So this is true. It's there in the conversation. How about No. 2? ... And No. 3? ... Yes, we heard Sandy's mom say "Could you clean your room?" ... 等等。
6. 活动1d：核对完1c活动的答案之后，教师随即要求学生依据记忆对1d活动的表格进行预填，告诉他们对记不清楚的地方不要硬填，留待听时补填即可。虽然真实环境里听力预测的现象并不多见，但在语言应试中，听前预测答案却是十分重要的一项策略技能。因为听者一旦预测答案，随后听的过程就演变成了听寻答案、校正自己判断的过程，这对提高应答正确率十分有帮助。
7. 教师播放第二遍录音，学生核对答案，修改不妥或补填缺漏之处。最后教师提问，学生回答，以问答的方式集体核对答案，结束此项活动。

活动1e

1. 学生读出1e所列短语，确认理解其意思。教师创设情景：You're going to have a party. But you need help with a few things. You would like your classmate to help you out.
2. 要求学生结伴参考课本活动示例进行对话，告诉他们不必完全使用课本上的短语，鼓励他们添加自己所感兴趣的内容。这样会取得更好的训练效果。
3. 教师点评，请部分学生课堂表演展示，大家相互学习。

活动2a–2c

1. 读前准备：教师利用2a活动问题与学生进行交流讨论，展开读前活动。此阶段的主要任务为激活学生思维，调动起他们的阅读欲望和参与活动的意识。讨论中教师可参考利用"文化注释"部分有关家务劳动的介绍内容。
2. 阅读策略训练1：学生对是否应当承担家务摆出自己的观点看法之后，教师随即将

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其关注点引向2b活动。教师可先用汉语提出问题“如要快速略读获得作者的观点及文章概貌，在文章的哪些地方最容易获得答案？”与学生讨论，师生达成一致：文章的开头和结尾是略读中最值得关注之处。之后要求学生按照课本要求略读，完成2b活动，并与同伴交流确认答案。而后，学生阅读课本“阅读策略”框中的内容，了解什么是Skimming，让他们知道这是阅读中快速获取信息的一个重要手段。

3. 阅读策略训练2：要求学生在两封信中画线摘出Mr. Smith和Ms. Miller两人对待孩子做家务的不同观点（viewpoint）：Please skim the letters again. Find and underline Mr. Smith's and Ms. Miller's points about children helping with housework. 教师可事先将答案制成课件在课堂上呈现以便与学生进行核对。让学生朗读两人的观点，学习其中的生词及短语：

   Ms. Miller's point: It is the parents' job to provide a clean and comfortable environment at home for their children. Housework is a waste of their time.

   Mr. Smith's point: It is important for children to learn how to do chores and help their parents with housework. The earlier kids learn to be independent, the better it is for their future.

   这样做的好处是，一来引导、训练学生对文中信息的筛选、判断及归纳能力，从中整理出作者的观点（在议论文中，作者的观点并非总是集中于一处，本篇阅读材料即是如此）；二来可以将课文中的生词及语言难点分散学习，降低语言给学生带来的阅读障碍。

4. 对课文的细节理解：学生朗读2c活动要求，教师讲解、指导学生学习其中的词汇，如according to, pros and cons等。确认学生理解活动目的后，要求他们精读课文，完成2c活动。教师巡视，及时指导并获取反馈。最后集体核对答案，教师讲解点评，同时引导学生学习其中的相关语言。

活动2d–2e

这两项活动均为阅读后活动，2d为读后语言学习，2e则为读后语言实践。由于课堂时间有限，且语言实践活动的开展又较费时间，我们建议教师可将2d活动的造句布置成作业，安排学生课外完成，腾出时间开展2e活动，因为学生在这一活动的讨论中所使用的语言会对后续的写作活动形成直接的帮助。学生在活动中使用及获得的有关家务活动的表述越多、越充分，后续在写作活动时他们就越有话可说，越渴望表达，这样活动就会开展得越顺畅，语言使用中的出错率也会相对下降。

1. 学生朗读课文，教师纠正读音等语言方面的问题，对不妥之处做出示范指导。待学生熟练后，要求他们依次读出活动2d所列的语块，并说出意思。然后让他们找出课文中含有这些短语及句型结构的语句，并作为例句进行朗读、学习。随后将

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课本2d活动布置成课后作业，让学生课外造句，第二天课堂检查及交流。（亦可要求学生将造句写在作业本上，第二天交由教师批改。）

2. 将班级分为四人小组，引导学生读出2e活动所列的两个问题并在小组内展开讨论，告诉他们注意对讨论中大家所说的要点进行记录，这些要点将成为后续写作活动的基础。

活动3a–3b

这两项活动是连贯的写作训练，活动3a以表格的形式引导学生列出学生应当承担家务劳动及不应承担家务的观点及表述，为3b的书信议论提供语言及思路准备；活动3b则有意训练、发展学生利用所给语句结构进行续写、陈述自己观点、发表议论的能力。

1. 教师引导学生回顾2b课文，回想2e小组讨论中大家所摆出的观点，然后让学生按照3a活动的要求填表，写下自己的观点。告诉学生注意与周边同学进行交流，以确定（1）自己的观点是否合理；（2）自己所填内容的语言正确性。教师在巡视中应当特别关注学生使用语言的正确性，及时板书学生出现的典型错误，组织学生集体讨论，加以纠正。如果学生在填表过程中使用语言出现错误而又未加纠正，他们便会将这些错误带入下一环节的写作练习，当错误被反复重复又未经发现，便会“石化”（to get fossilized），从而十分顽固地存留于脑海中。
2. 引导学生阅读3b活动的书信语句结构，了解书信轮廓。然后让学生适当选取3a活动表格中自己填写的相关信息，按照3b活动的要求写出合理的书信，表达自己的观点。我们建议教师先要求学生在课本上续写，形成初稿版本；然后作为作业，要求学生找一张漂亮的信纸誊写、修改，形成正式稿，交由教师审阅、存留。

> 注意：当教师将学生的写作作业有间隔地分时段收集、存档，并选择成熟的时机一并返还给学生时，学生就可以从不同时段或学段的作业中看到自己写作能力的提高及自己语言上的成长，这是一种不错的激励手段。并且，这种记录学生档案（portfolio）的做法有利于对学生进行过程性评价。

SELF CHECK内容介绍和教学建议

此部分三项反馈性检测活动目的明显，活动1以家务琐事为线索帮助学生检查“动宾短语”的用词搭配意识，从而了解自己对本单元所学重点词语的掌握情况；活动2是对单

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元重点语言结构的功能辨别；活动3侧重语言运用，通过编写对话，让学生检查、反馈自己对单元语言知识的运用能力。

活动1

1. 在学生合上书的情况下，教师根据所教学生的实际语言能力用英语或汉语提出问题，引导学生在脑海中进行回顾：
   - Where in this unit do we have the lists of "housework" expressions?（本单元中哪些地方表述家务活动的短语最为集中？答案：The two 1a activities in Sections A and B.）
   - What part of speech is the word that goes at the beginning of each of these expressions?（这些家务琐事短语均是以什么词性的词作为开头的？答案：For the expressions related to chores, it's almost always a verb that goes at the beginning.）
2. 学生打开课本，按照第1项活动的要求填写出每个动词后搭配的名词。告诉学生不同动词所构成的表述数量不一，少则一个，多则几个，不要受课本所学内容的局限，应尽可能多地写出合理的家务琐事的表述。学生书写过程中，教师应注意巡视，了解学生对这类词语的掌握情况，做到胸中有数。
3. 学生与周边同学进行核对，互通有无，发现自己的不足。教师应当提醒学生在修正自己的错误、补充他人答案时更换一种颜色或性质的笔（如红色），以形成视觉提示，便于注意。
4. 教师板书或利用教学课件呈现一组建议答案，并要求学生放声朗读，检查学生的流利程度。

活动2–3

1. 学生依次朗读活动2所罗列的六个句子，教师对其流利程度获取反馈。确认学生均能够流畅地读出之后，要求他们按照书本要求完成此项活动，师生核实答案后即转入下一项活动。
2. 学生按照课本要求用活动2的问句在独立的纸张或作业本上创编对话，开展活动。
3. 教师收取学生作品批阅。

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四、课文注释

1. **I think two hours of TV is enough for you!** 我认为你看两小时电视就足够了！

此处，two hours of TV虽为复数，但却表达一种整体的概念。英语语法规定：当时间、长度、距离或其它可数名词表示一个完整的整体概念用作主语时，其后的谓语动词应用单数形式与之匹配。这是“主谓一致”概念中一个值得注意的地方。又如：

Two months is quite a long time. 两个月是挺长的一段时间。

Thirty students is not a big number for a class. 30人对一个班来说算不上是个大数目。

2. **And she won't be happy if she sees this mess.** 如果她看到这么乱会生气的。

本句中mess意为“脏乱状态；凌乱状态”，一般多用于单数。例如：

Your hair is a mess. 你的头发很乱。

I'm sorry the house is a mess. 抱歉，这房间有点儿脏乱。

与mess搭配所形成的常用短语有in a mess, make a mess, a complete/total mess, clean/clear/tidy up the mess，以及短句“What a mess!”例如：

They left the kitchen in a mess after baking a cake. 他们烤了个蛋糕就把厨房弄得一团糟。

If the dog makes a mess, you clean it up! 要是狗把东西弄脏、搞乱了，你来收拾干净！

Would you clear up this mess? 你把这些脏东西收拾掉好吗？

What a mess! Let's tidy it up. 多么乱呀！咱们把它整理一下。

3. **The minute I sat down in front of the TV, my mom came over.** 我刚一坐到电视前面，我妈就走了过来。

此处the minute/moment (that) ... 相当于as soon as ...，意思是“一……就……”。又如：I need to see her the minute she arrives. 她一到我就需要见她。

4. **... she did not do any housework and neither did I.** ……她没有干任何家务，我也没干。

Neither did I是一种倒装结构，此处neither为副词，还可用nor来替换。当neither或nor表示“也不”这一概念时，往往使用倒装的形式。再如：

A: I've never been to Australia. 我从来没有去过澳大利亚。

B: Neither have I. 我也没有。

He's not good at swimming, nor am I. 他不擅长游泳，我也不擅长。

5. **"What happened?" she asked in surprise.** 她吃惊地问道：“发生什么事了？”

此处，介词短语in surprise表示状态，意为“吃惊地；惊讶地”。再如：

She stared in surprise when she arrived at school to find her desk filled with presents. 她到了学校发现她的桌子堆满了礼物，便吃惊地盯着（这一切）。

除较为常见的介词in外，with也可与surprise进行搭配，表达相同的功能和意思。

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例如：

Bill's eyes widened with surprise when he saw how much the meal cost. 当比尔看到这顿饭的价钱时，他吃惊地瞪大了眼睛。

It was with some surprise that I read of his resignation. 读到他的辞职信，我多少有些吃惊。

此外，to还与surprise搭配，构成to one's surprise短语，表达“令人吃惊的是；令人惊讶的是”这样的意思。例如：

Much to her surprise, she enjoyed the party. 她挺享受这次的聚会，这令她自己十分惊讶。

名词surprise之后也多见介词at的身影。这时at多表示“听到；看到”或“对待”的意思。例如：

She showed no surprise at all at the news. 听到这则消息，她没有表现出任何惊讶的表情。

6. **They don't have time to study and do housework, too.** 他们没有时间既学习又干家务。

也许有人会对此句的正确性提出质疑：不是说否定句中要使用or和either吗？此句怎么仍然为and和too呢？实际上此句并无错误。句中被否定的部分是宾语“time”，而to study and do housework, too表达了“（既）学习，还要干家务”的意思，为肯定的概念，用作time一词的定语。若按语法关系直译的话，此句应为“他们没有既学习还做家务的时间”。

可见，我们对待这样的句子，只简单地通过其表面的结构进行判断是不够的，需要通过作者的用词来解读他所想要表达的意思。这样才能够正确地解读语句及用词的含义。

7. **Since they live in one house with their parents, they should know that ...** 既然他们与父母同住一个屋檐之下，他们应该知道……

此处since为连词，用来陈述原因及理由，通常译作“由于；因为；鉴于……”。例如：

Since you are unable to answer, perhaps we should ask someone else. 既然你答不上来，也许我们应该请别人回答。

Since we're going to be late, let's take a taxi. 既然要迟到了，那我们打出租车吧。

We decided to buy a new washing machine since the one at home was not working well anymore. 由于家里的洗衣机不再好用了，我们决定买个新的。

注意：since表达原因，要比because更加正式和书面化，且because引导的从句并不经常放在主句之前。

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五、文化注释

有关家务劳动（Some ideas on doing housework in different countries）

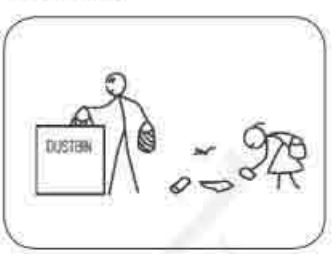
中小学生是否应当帮助家长干家务是世界各国教育界讨论的热门话题之一。哈佛大学的教育学者曾对400多名少年长期跟踪调查，发现美国小学生每日平均劳动1.2小时。他们得出结论：爱做家务的与不爱做的孩子相比，长大后失业率为1:15，犯罪率为1:10，平均收入高出20%；此外，离异率、心理疾病患病率也比较低。

在一些家庭中，家长给做家务劳动的孩子发“工钱”，以此来激励孩子参与家务劳动。孩子在几毛钱或几块钱的鼓励下把被动劳动变成主动劳动。随着年龄增长，他们逐渐学会体谅父母，也知道了自己在家庭中应当有所担当，懂得不劳而获是不对的。当然，对于用“工钱”激励孩子做家务的方式，社会上也有争议之声。

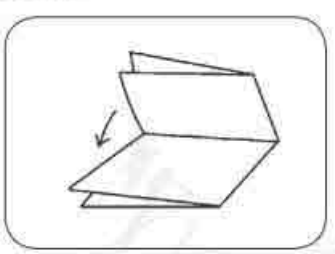
孩子帮助家长从事适当的家务劳动可以加强责任感，培养动手能力和观察能力，有利于家庭成员间的理解和沟通。在做家务中会遇到各种难题，会促使他们思考解决的办法，还能增强耐心和坚持不懈的精神。

六、教学简笔画

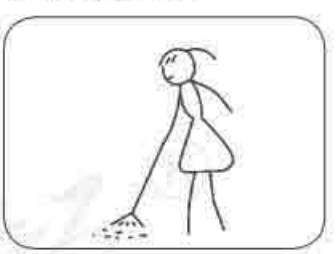
1. rubbish



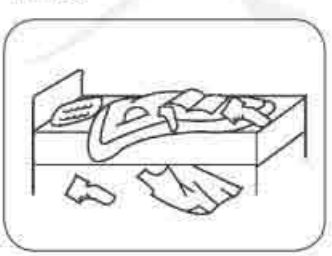
2. fold



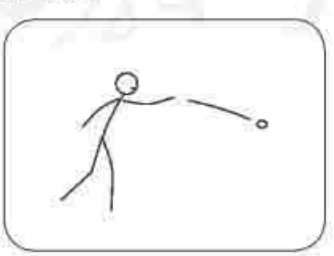
3. sweep the floor



4. mess



5. throw



6. neither drink nor smoke



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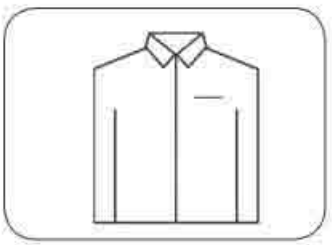
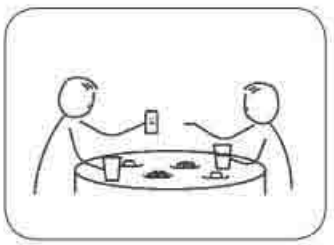
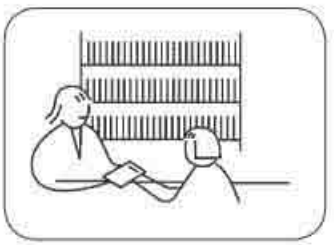
7. shirt



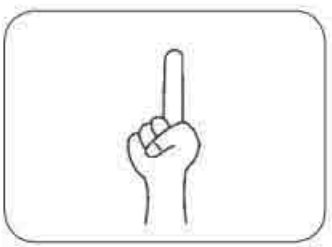
8. pass



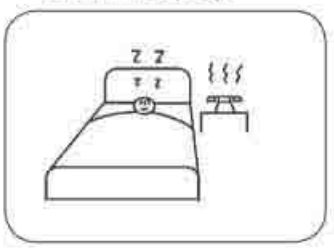
9. borrow, lend



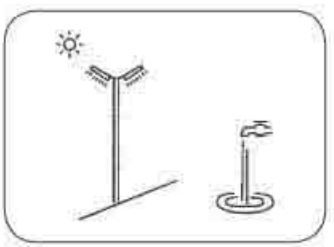
10. finger



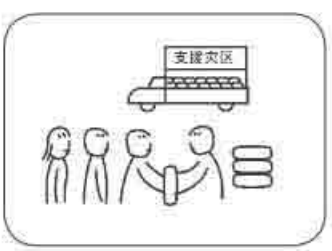
11. The phone rang while he was sleeping.



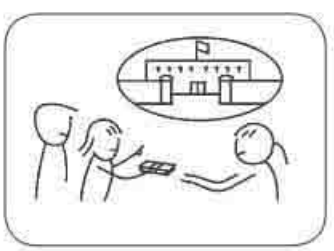
12. waste



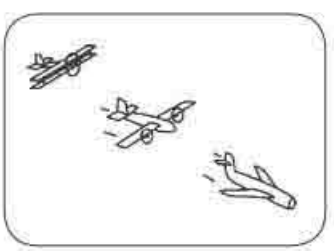
13. provide food



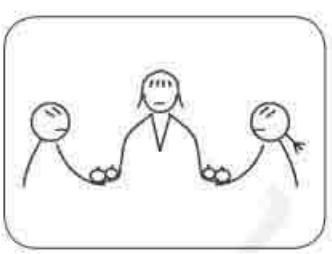
14. depend on parents



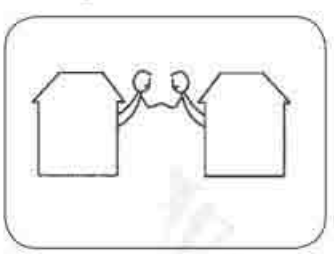
15. develop



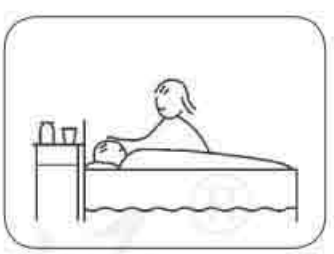
16. fair



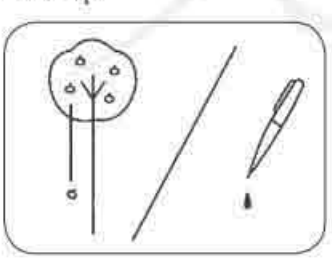
17. neighbor



18. ill



19. drop



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Unit 3 Could you please clean your room?

SECTION A

1a

Purpose	To introduce Ss to the first unit goal: make polite requests. To set the scene, increase Ss' vocabulary and introduce the target language.
Picture	The picture shows a kitchen scene. The kitchen sink is visible in the back and some pots are on the counter. There is a basket of laundry under the table, so it looks like there is some housework to be done. The mother in the picture appears to have just returned from grocery-shopping as she is carrying her handbag and a paper bag full of groceries — there is bread sticking out of the top of the bag. The boy is reading a book at the table. The mother is politely asking the boy to help take out the rubbish. The boy responds with a short answer that shows his willingness to do so. **Note:** Taking out the rubbish is an everyday household chore. The rubbish collected in the home is taken out of the house and placed in a bin outside the house to be disposed of.
Culture Focus	***Children and household chores*** In many countries, older children and teenagers are expected to do some household chores to help out at home. They may do their assigned chores every day, or take turns with their brothers and sisters to do these chores. For example, in the US, most children help their parents with household chores to some extent. By the age of six, children will help with simple chores like tidying up their own rooms, setting or clearing the dinner table, or emptying the trash. By the age of ten, children may be helping with more complex tasks like mowing the lawn, helping with laundry, or even helping to prepare meals. Many parents "pay" their children a little money for doing chores, encouraging their children to see their household chores as a kind of employment.
Teaching Tip	***British English*** The T can highlight to the Ss that *rubbish* is British English, while *trash* or *garbage* is more commonly used in American English.

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Optional Approach	***Setting the scene*** To set the scene for activity 1a, the T may want to review vocabulary by encouraging Ss to talk about the picture. These prompts may be used: 1. *What is the place shown in the picture?* (Answer: *a kitchen*) 2. *Name the things you see in the picture.* (Possible answers: *cupboards, worktop/kitchen counter, sink, tap, pot, ladle, saucepan, soap, sponge/scouring pad, water dispenser/boiler, rice cooker, window, curtains, plant, table, chair, laundry basket, clothes, tiles, bread,* etc.) (**Note:** Some objects may be hard to identify. The T may just let Ss suggest what they are and accept any reasonable suggestion.) 3. *What do people usually do in the kitchen?* (Possible answers: *prepare/cook a meal, bake a cake, do the dishes, sweep the floor, mop the floor,* etc.) Before conducting activity 1a, check that Ss understand the chores listed in the box. The T may then conduct the activity as a class, or have students do it in pairs first before getting them to share their responses with the class.

1b

Purpose	To help Ss recognize the target language in natural speech.
Optional Approach	***Who will do the chores?*** The T may want to conduct this pre-listening activity: 1. Have Ss work in pairs to talk about who usually does these chores in their home. 2. Ask each pair to guess who will do these chores – Peter or his mother. Get them to use a pencil to indicate their guesses at the side of the respective columns in the table. 3. Elicit some guesses from the class. Play the recording for Ss to complete activity 1b individually. Check the answers as a class. Have students compare the answers with their pre-listening guesses.
Culture Focus	***Polite requests*** In the conversation between Peter and his mother, the mother does not tell Peter to do the chores. Instead, she asks him to do the chores in a polite manner by using questions beginning with *Could you please ...* When speaking English, it is considered polite to request someone to do something (using a polite question), rather than to tell them to do it.

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Answers	Checked: Peter's mother – do the dishes, sweep the floor, clean the living room Peter – take out the rubbish, make the bed, fold the clothes

1c

Purpose	To give Ss practice in making polite requests in everyday conversations.
Teaching Tip	***Conversation pattern*** The T can guide Ss by writing or projecting the conversation pattern on the board: A: Could you please (chore 1)? B: Yes, sure. Can you (chore 2)? A: Could you please (chore 2)? I'm going to (chore 3). B: No problem.
Optional Approach	***Expanding your vocabulary*** The T may want to expand Ss' vocabulary by using this approach: 1. Prompt Ss to suggest other household chores and write their suggestions on the board. (Suggested answers: *set the table, make breakfast/lunch/dinner, make tea/coffee, do the gardening, do the laundry, do the ironing, do the shopping*, etc.) 2. Invite two Ss to read the model conversation aloud to the class. Ask them to replace the chores mentioned in the model conversation with the any of the chores they see written on the board. 3. Have students work in pairs to make similar conversations. Explain that the conversations should be between two members of a family (e.g. brother and sister). 4. Invite a few pairs to present their conversations to the class.

2a

Purpose	To introduce Ss to the second unit goal: ask for permission. To help Ss recognize the language structure used to ask for permission.
Teaching Tip	***Making predictions*** Before playing the recording, the T may want to get Ss to predict what Peter's father will say in response to Peter. Encourage Ss to give reasons to support their predictions.

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Optional Approach	***Asking for permission*** To aid Ss in learning the language structure used to ask for permission, the T may use this approach: 1. Play the recording and have Ss do activity 2a individually. 2. Check answers as a class. 3. Help Ss to recall the questions Peter asked his father. (*Could I go out for dinner with my friends tonight? Could I go to the movies after that? Could I stay out until eleven? Could you give me a ride to town now?*) Write these questions on the board. 4. Ask students to identify the question used to make a polite request. (*Could you give me a ride to town now?*) 5. Explain that the other three questions are used by Peter to ask his father for permission to do the things he wants. Point out that the structure *Could I ... (please)?* is used to ask for permission.
Answers	go out for dinner – yes go to the movies – yes stay out late – no get a ride – no

2b

Purpose	To give Ss listening practice in the target language and encourage Ss to listen for details.
Teaching Tip	***Listening for tone and intonation*** In addition to asking the Ss to listen for details (in this case the reasons given by Peter's father), the T may want to draw Ss' attention to the speakers' tone of voice. The T may use these prompts: • *Do the speakers sound polite?* • *What do you think makes them sound polite?* (Possible answers: *polite language, tone of voice, intonation)* Help Ss to understand that in order to sound polite, tone of voice and intonation are also very important. It is possible to say a polite sentence in a rude way! To demonstrate this point, the T may want to use different tones to read one of the questions Peter asks his father.
Answers	stay out late – no; You have a basketball game. get a ride – no; I have to do some work.

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2c

Purpose	To give Ss practice in asking for permission in the context of the home.
Optional Approach	***Brainstorming*** For stronger classes, the T can increase the level of difficulty for the activity: 1. Encourage Ss to brainstorm what other things a teenager like Peter might want to do. Write their suggestions on the board. (Possible answers: *go shopping with friends, go to a friend's house, go on a school trip, buy new stationery, play football after school,* etc.) 2. Invite two Ss to read the model conversation aloud. Ask them to replace the things that Peter wants to do (e.g. use the computer, watch TV) with the suggested activities written on the board. 3. Have Ss work in pairs to make different conversations between Peter and his father. 4. Invite a few pairs to read their conversations aloud to the class.

2d

Purpose	To give Ss the opportunity to practice a longer conversation using the target language.
Teaching Tip	***Role-playing emotions*** Encourage Ss to play their roles using natural intonation and body language. The exclamation points show that the speaker is speaking more forcefully, and Ss should try to show this in their own role-playing.
Optional Approach	***Reinforcing understanding*** Give Ss some time to read the conversation silently. Then do the following: 1. Ask Ss to identify the sentences used to make requests and those used to ask for permission. (Requests: *Could you please help out with a few things? Could you take out the rubbish, fold the clothes, and do the dishes?* Permission: *Could I at least finish watching this show?*) 2. Check that Ss understand the entire conversation. The T may want to focus on expressions like *back ... any minute* (back very soon), *pretty clean* (quite clean) and *mother clean* (clean enough to meet mother's standards). 3. Have Ss work in pairs to read the conversation aloud. 4. Invite a few pairs to role-play the conversation in front of the class.

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3a

Purpose	To give Ss practice in reading for specific information.
Optional Approach	***Picture talk*** As a pre-reading activity, the T may want to ask Ss to look at the picture. The T can guide the Ss by asking these questions: • What does the picture show? • What household chores need to be done in this home? • Who do you think will do these chores? The T should then give Ss enough time to read the story individually. After they have finished reading, have Ss work in pairs to discuss the two questions about the story. Alternatively, the questions can be discussed as a class.
Answers	Answers will vary. Suggested answers: 1. Nancy wanted to watch TV first before taking the dog out for a walk. Nancy watched TV all the time instead of helping out around the house. 2. Yes. Both Nancy and her mother did not do any housework for a week. The house got so messy that Nancy could not even find a clean dish or a clean shirt. She decided to do the housework to make the house clean and tidy again. She apologized to her mom and said that she finally understood they need to share the housework in order to have a clean and comfortable home.

3b

Purpose	To help students understand that we can say the same thing in different ways.
Teaching Tip	***More ways of saying the same thing*** For stronger classes, the T may want to consider doing this: After Ss have completed activity 3b, have them work in small groups to write more sentences that have the same meanings as the three given sentences. Invite a representative from each group to write their sentences on the board. Check the sentences as a class and correct any mistakes. Examples: 1. *Both of us did not do any housework for a week.* *For a week, we both did no housework.* 2. *My mom came over immediately when I sat down in front of the TV.* *The moment I sat down in front of the TV, my mom came over.* 3. *We are both tired.* *I'm not less tired than you are.*

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Answers	1. For one week, she did not do any housework and neither did I. 2. The minute I sat down in front of the TV, my mom came over. 3. I'm just as tired as you are!

3c

Purpose	To focus on words that are both verbs and nouns.
Optional Approach	***Verbs and nouns*** Before asking Ss to complete activity 3c, the T may want to do the following to review verbs and nouns. 1. Draw a line to divide the board into two. Give one half of the board the header "VERBS" and the other half the header "NOUNS". 2. Prompt Ss to define *verb* and *noun*. (verb – a word that describes an action or a state; noun – a word that names a person, a place, a thing, an activity or a quality) 3. Ask students to give as many verbs and nouns as they can think of and write these on the board. 4. Explain that some words can work as both verbs and nouns. Give examples like *work* and *surprise*. Prompt students to give other examples. (Possible answers: *phone*, *shine*, *rain*, *water*, etc.) Proceed to explain activity 3c and ask students to complete the activity in class or at home and show their work to the T for checking.
Answers	Answers will vary. Sample answers: 1. walk (noun) → I walked home from school. (verb) 2. show (noun) → Could you please show me your new book? (verb) 3. work (verb) → My father has a lot of work to do this weekend. (noun) 4. watch (verb) → My best friend bought me a watch as a birthday gift. (noun) 5. surprise (noun) → My parents surprised me on my birthday with a lovely birthday cake! (verb)

GRAMMAR FOCUS

4a

Purpose	To review the target language for making polite requests and asking for permission.

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Teaching Tip	***Permission or request?*** If Ss are still unclear about the difference between making polite requests and asking for permission, the T can help them by using this simple explanation: When you make a polite request, you ask someone else to do something. When you ask for permission, you ask for someone else to let you do something.
Answers	1. P; d 2. R; a 3. P; c 4. R; e 5. R; b

4b

Purpose	To reinforce common vocabulary items used when making polite requests and asking for permission.
Answers	do; Could, help; Could, fold; could, please; could

4c

Purpose	To provide the opportunity for Ss to practise the target language in a different situation.
Teaching Tip	***Camping*** The T may want to set the stage for activity 4c by asking Ss if they have been on a camping trip. Encourage a few students to tell the class briefly about their last camping trip. Then proceed to activity 4c. 1. Have Ss work in groups of four or five. 2. Ask each group to choose a leader. 3. Get the groups to complete the activity in two parts. First, they are to make a list of the things they need to do to prepare for a camping trip. Then they are to have a discussion to decide who should do what. The leader has to ensure that the discussion stays focused. 4. The T may want to move from group to group to check that the target language is appropriately used in the group discussions.
Optional Approach	***We're going camping!*** To make the activity more creative and fun for the Ss, the T can suggest that Ss imagine they are going camping somewhere interesting that they have heard of but never been to (e.g. somewhere in a foreign country). Have Ss work in groups of four to five to do a role-play in which they decide the place they're going to, as well as discuss who will do what. Nominate one member in each group to compile a list of who will do what, so that the other group members can complete their lists when their role-play is over.

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■ Optional Activity 1: Act and guess

Purpose	To review and reinforce vocabulary items learned in the unit.
Materials Required	An envelope and 10–12 slips of paper.

Procedure

1. Before the lesson, the T prepares 10–12 slips of paper, each with a household chore written on it. (E.g. *do the dishes; sweep the floor; take out the rubbish; make the bed; fold the clothes; clean the living room/house; do the ironing; do the laundry; do the gardening; make a meal; make tea/coffee; set the table*)
2. Fold the slips of paper and place them in an envelope.
3. Divide the class into two groups.
4. Invite a volunteer from one group to pick a piece of paper from the envelope and mime the chore written on the paper. The group has to guess what the chore is within one minute.
5. Invite a volunteer from the other group to do the same thing.
6. Repeat the procedure until all the slips of paper have been used.
7. Award five points for each correct answer. The group with more points wins the game.

■ Optional Activity 2: Family drama

Purpose	To create a meaningful context that allows Ss to practice the target language.

Procedure

1. Divide the class into groups of four to six.
2. Tell Ss that each group is a family and they are to decide who the members of the family are, e.g. parents, children, grandparents.
3. Refer Ss to the model conversation on page 18 and ask each group to write a similar conversation for their family. Remind Ss that the conversation should include every member of the family. Emphasize that the focus is on making polite requests and asking for permission.
4. Give groups enough time to write their respective conversations. Move from group to group to give suggestions and help with the use of the target language.
5. Invite each group in turn to the front of the class to role-play their conversation and act out their little "family drama".

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SECTION B

1a

Purpose	To expand Ss' vocabulary so as to enable them to use the target language in a wider context.
Optional Approach	1. Explain to the class the instructions for completing activity 1a. 2. Give Ss enough time to do the activity individually. Then check answers as a class. 3. Brainstorm other things that teenagers ask their parents' permission for and write them on one side of the board. (Possible answers: *stay up late, invite friends for a sleepover, go to a friend's house, hang out with friends, go to the mall, go for a movie,* etc.) 4. Brainstorm things that parents ask their teenagers to do and write these on the other side of the board. (Possible answers: *do your homework, study for the exams, take care of a younger brother or sister, walk the dog, do the dishes, turn down the music, turn off the TV,* etc.)
Culture Focus	***Teens and tweens*** The word *teenager* comes from the "-teen" suffix of the numbers thirteen to nineteen, and refers to a person who is aged 13–19 years old. Teenagers are also often just called "teens" and the word can be used as an adjective, as in *teen fashion* and *teen problems*. Children who are younger than teenagers are often called "pre-teens". Recently, children who are older than nine and younger than thirteen are being called "tweens" because they are between young children and teenagers.
Answers	1.teenagers, 2.teenagers, 3.parents, 4.teenagers, 5.teenagers/parents, 6.teenagers, 7.parents, 8.parents

1b

Purpose	To give Ss the opportunity to practice the target language and to use the new vocabulary items learned.
Optional Approach	***Two groups*** Instead of having Ss make conversations in pairs, the T may want to conduct activity 1b in this way: 1. Divide the class into two groups. Make one group the parents and the other group the children/teenagers.

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Optional Approach	2. Invite a "parent" and a "child" to read the model conversations aloud. 3. Invite a "parent" to call a "child" by name and ask him/her to do something. The "child" who is named has to give an appropriate response. Example: Parent: Xiao Mei, could you please make your bed? Child (Xiao Mei): OK, Mom, I'll do it after breakfast. 4. The "child" then has to ask the "parent" for permission to do something and the "parent" has to respond accordingly. Example: Child (Xiao Mei): Could I go to the mall with my friends later? Parent: No, not today. You should come home to do your homework. 5. Repeat the procedure several times to give sufficient practice in using the target language. **Note:** The T may want to be the first "parent" and show the Ss how this activity is to be done.

1c

Purpose	To give Ss more listening practice in the target language used in natural speech.
Culture Focus	***Let's have a party!*** In some countries, teenagers enjoy having parties, often on the weekends. These parties may be held to celebrate certain occasions like birthdays, end of the school year, graduation, Christmas and the New Year. Sometimes, parties are held just for teenagers to spend time with their friends and have fun. The host usually serves simple drinks and snacks. The teenagers may spend the evening chatting, listening to music and dancing away. In the US, Canada, and other Western countries, it is common for teenagers to have parties without their parents being present. Some parties can be quite large, with more than a hundred guests, lots of food and music, and a lot of cleaning up to do after it is over!
Answers	Checked: 1, 2, 3, 4, 5, 6

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1d

Purpose	To give Ss the opportunity to listen for details and take notes.
Optional Approach	***Can you remember?*** Before playing the recording again, the T may want to encourage Ss to recall the conversation they heard in activity 1c and get them to suggest answers to fill in the chart in activity 1d. After Ss have done that, the T can play the recording for the Ss to fill in the chart. If necessary, play the recording again. Check answers as a class.
Answers	Sandy's mom: go to the store, buy drinks and snacks Sandy: invite her friends, clean her room, use the CD player Sandy and Dave: move the big chairs to the bedroom, clean the living room

1e

Purpose	To provide Ss with speaking practice in the target language.
Optional Approach	***Talk about experiences*** Ask Ss if they have ever thrown a party for friends or been to a friend's party. Invite a few students to tell the class about the best party they've had or been to. Then have Ss complete activity 1e in pairs. **Note:** The T can extend the activity by asking each pair to add more things to the list. Ask them to practice making short conversations using the items they have added to their list.

2a

Purpose	To review the unit topic and prepare Ss for the reading activity in 2b.
Teaching Tip	***Informal discussion*** This can be done informally as a class, led by the T eliciting responses from the Ss. The T can begin the topic by talking about his/her experience as a child.
Optional Approach	***Yes or no?*** Have students work in pairs to discuss the questions. Write "YES" on one side of the board and "NO" on the other side. Elicit responses to question 2 and put Ss' reasons for their answers on the "YES" or "NO" side of the board accordingly.

2b

Purpose	To give Ss reading practice in the target language and show Ss how opinions are expressed in writing.

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Culture Focus	***Share your views*** In some countries, it is common for newspapers and magazines to invite their readers to express their opinions about certain subjects in society. These newspapers and magazines let ordinary people share their views and learn from one another. They believe that this can help their readers to know more about some important things in society and make them more open-minded in accepting opinions that are different from their own.
Answers	The letter from Ms. Miller disagrees; the letter from Mr. Smith agrees.

2c

Purpose	To provide practice in reading for specific details.
Optional Approach	***Discuss pros and cons*** At the start of activity 2c, ask Ss to suggest what *pros* and *cons* mean (pros – advantages, good points; cons – disadvantages, bad points). 1. Give Ss enough time to read the first letter on their own. 2. Ask them to read the letter again and underline the reasons given by the writer to support her views. 3. Allow Ss enough time to do the same with the second letter. 4. Have Ss work in pairs to complete activity 2c. 5. Check answers as a class by eliciting responses from Ss and putting them on the board.
Answers	Answers will vary. Suggested answers:

Pros	Cons
• Doing chores helps to develop children's independence. • It teaches them how to look after themselves. • It helps them to understand the idea of fairness. • It is good for their future.	• Children already have enough stress from school. • Housework is a waste of children's time. • They have no time to study and do housework. • Their job now is to be students. They will do housework in the future. • It is the parents' job to provide a clean and comfortable environment at home for their children.

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2d

Purpose	To provide Ss with practice in writing in the target language.
Teaching Tip	***Singular or plural*** This is a rather challenging activity and the T may want to guide the students to complete this activity by using these steps: 1. Ask Ss to circle the given phrases in the two letters. 2. Write this sentence on the board: Housework (is) a waste of their time. 3. Underline the given phrase and circle the verb "is". Draw Ss' attention to the fact that "housework" is a singular noun and so the singular verb "is" is used in this sentence. 4. Write these two sentences on the board: Playing computer games _____ a waste of time. Computer games _____ a waste of time. 5. Elicit the correct answers from Ss (*is, are*). Remind them that it is important to use correct grammar when writing sentences. 6. Point out that Ss can use the original sentences in the letters as a model to help them write their own correct sentences. 7. Proceed to get Ss to copy the sentences that contain the given phrases on a piece of paper or in their notebooks. 8. Ask Ss to circle the grammar elements that they should pay attention to in each sentence. 9. Give Ss enough time to complete the activity in class or set it as homework. 10. Check Ss' sentences and correct any mistakes. 11. Put examples of good sentences on the board and commend the Ss who wrote them.
Answers	Answers will vary. Sample answers: 1. Computer games are a waste of time. 2. There is no need for her to go to the market every day. 3. I do not mind doing the dishes. 4. I like to spend time on my hobby. 5. We should read more books in order to improve our English. 6. It is not enough to just do grammar exercises. 7. The earlier a child starts learning a new language, the better he will be at it.

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2c

Purpose	To encourage Ss to express their opinions about a given subject.
Optional Approach	***Class and group discussion*** Instead of pair-work, the two questions can be discussed as follows: 1. Discuss question 1 as a class. • Ask Ss who agree with the first letter to raise their hands. Invite some of these Ss to say why they agree with this letter. • Do the same for the second letter. 2. Divide into smaller groups the Ss who agree with the first letter. Do the same with those who agree with the second letter. 3. Give Ss enough time to discuss question 2 in their respective groups. 4. Invite each group to present to the class what they have to say.

3a

Purpose	To prepare Ss for the writing activity in 3b by giving them the opportunity to consolidate the ideas they have gathered so far.
Teaching Tip	***Gather ideas*** Write or project "Children should do chores because ..." and "Children should not do chores because ..." on the board. Then ask different Ss in class to volunteer their answers. Write these answers on the board before asking Ss to discuss with their partners and fill in their charts. Having the answers on the board will give Ss the benefit of more ideas and opinions.

3b

Purpose	To let Ss use the target language in writing.
Optional Approach	***Letters expressing opinions*** The T can help weaker classes with this activity by doing the following: 1. Before asking Ss to complete activity 3b, read the sample letter given below aloud to the class. 2. Encourage Ss to read the two letters on page 22 again. 3. Give Ss enough time to complete activity 3b in class or set it as homework. Have Ss write their letters on a separate piece of paper. 4. Collect Ss' letters for checking. 5. Read the best letters aloud to the class and commend the writers. 6. Return the letters to Ss and encourage them to read each other's letters.

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Answers	Answers will vary. Sample writing: Dear Sir or Madam, I believe that children should do some chores at home. I disagree that children's only job is to study hard and do well at school. Of course it is important for children to study hard. However, I think it is unfair for children to expect their parents to work hard outside and do all the household chores, too. I think children should at least do some simple chores to help their busy parents. For example, they should make their own beds and clean their own rooms because they are the ones who use these. They may not have time to help with the other parts of the house, but they should try to be responsible for their own areas. This will help them to grow up to be independent and responsible adults. Yours truly, Chen Shi

SELF CHECK

Purpose	To provide a comprehensive review of key vocabulary and functions presented in the unit.
Procedure	1. Have Ss look at the Self Check activities. 2. Read aloud the prompts in the textbook and the words in the boxes. 3. Model the activities if necessary. 4. Give Ss time to do the activities and compare their work with a partner. 5. Elicit answers from the Ss and write them on the board.
Answers	1. Answers will vary. Suggested answers: 1. do the dishes 2. clean the living room 3. make the bed 4. fold the clothes 5. sweep the floor 6. take out the rubbish

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Answers	2. Requests: 1, 3, 6 Permission: 2, 4, 5 3. Answers will vary. Sample writing: A: Could I watch TV after dinner? I want to watch my favorite program. B: Well, have you finished your homework? A: Ah... no. I'll do my homework after watching the program. B: I don't think that's a good idea. Could you do your homework first? A: OK. But I'll miss the first part of the program.

■ Optional Activity: Let's have a debate!

Purpose	To encourage Ss to practice using the target language to express their opinions in the form of a debate.

Procedure

1. Tell Ss that they will be having a class debate. Explain that a debate is a discussion of a subject in which people express different opinions and give reasons to support their opinions.
2. Write the subject for the debate on the board:

   Children should do household chores.

3. Invite eight volunteers to the front of the class to take part in a debate. Divide them into two groups of four. One group is to agree with the statement on the board while the other group is to disagree.
4. Give the two groups five minutes to discuss what they want to say in the debate. Emphasize that each member of the group has to make a point to support the group's view.
5. While the groups are having their discussions, tell the rest of the class that they are to listen carefully to the groups and vote for the winning group at the end of the debate. Some of them may be asked to give reasons for their votes.
6. Decide which group gets to begin the debate. When the T gives the signal to start, one S

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from this group will express his/her group's opinion and give a reason for it.

7. The other group will then respond to the first speaker's speech and then give his/her group's view.
8. This continues until all the speakers have spoken.
9. The T may then want to invite the rest of the class to vote for the group who should win the debate. Ask some Ss to give reasons to justify their votes.
10. Commend the group with more votes.
11. Conclude by giving some feedback on the groups' performance in the debate.

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Unit 4 Why don't you talk to your parents?

一、教学目标与要求

话 题 **Topic**	人际交往（Interpersonal communication）
功 能 **Functions**	1 能询问、陈述自己或他人的困难和麻烦（Talk about problems） A: What's wrong? B: I'm really tired because I studied until midnight last night. A: You look sad, Kim. What's wrong? B: Well, I found my sister looking through my things yesterday. She took some of my new magazines and CDs. A: What's the matter, Peter? B: I had a fight with my best friend. 2 能针对别人的困境提出解决的办法和建议（Give advice） A: What should I do? B: Well, you should call him so that you can say you're sorry.
语 法 **Grammar**	1 能正确使用情态动词could, should表达建议或劝告（Modal verbs: *could*, *should*） You could go to his house. He should talk to his friend so that he can say he's sorry. 2 能正确使用Why don't you ...?句型表达建议 Why don't you go to sleep earlier this evening? Why don't you forget about it so that you can be friends again? Why don't you talk about these feelings with your family? 3 能正确使用连词until, so that, although（Conjunctions: *until*, *so that*, *although*） The tired children don't get home until after 7:00 p.m. Maybe you could do more jobs around the house so that they have more time for proper communication. Although it's normal to want successful children, it's even more important to have happy children.

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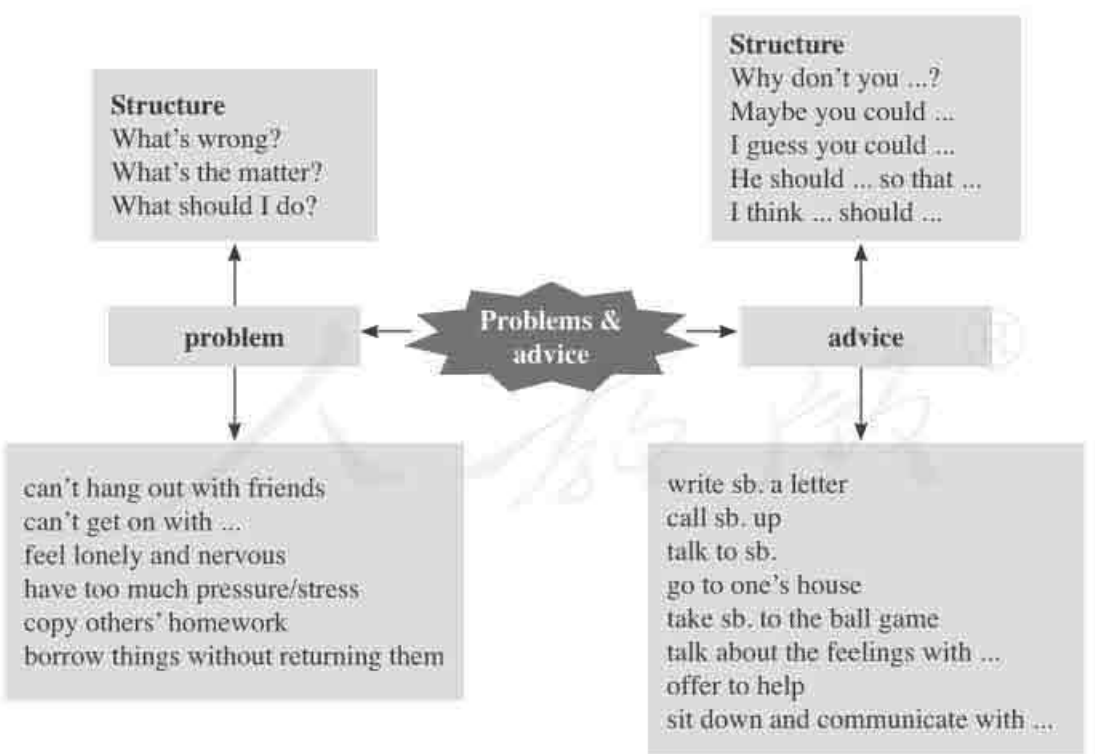
词汇和常用表达 **Words & expressions**	1 能正确使用下列词汇（Curriculum words） allow, guess, argue, offer, communicate, explain, copy, return, compete, continue, compare, push, cause, deal, relation, communication, cloud, member, pressure, opinion, skill, football, development, wrong, elder, nervous, proper, clear, typical, quick, crazy, usual, instead, secondly, anymore, perhaps, whatever 2 能正确使用下列常用表达（Useful expressions） look through, big deal, work out, get on with, cut out, compare ... with, in one's opinion
学习策略 **Strategies**	1 学会在语境中感悟和体会词汇含义，找出意思相近或相同的语言表达 2 学会根据上下文猜测生词的含义
文化知识 **Culture**	中西方家长对待孩子参加课外活动和课外学习班的态度与做法

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

本单元的主题图呈现了两个画面，左图是一个女孩不堪重负地学习的画面，右图是女孩上课外钢琴课的场景。从这两个画面可看出本单元的中心话题与学生实际生活紧密相关，主要探讨当代中小学生所面临的种种压力和困境，并针对这些问题给予合理的建议。

1a–1c 通过图文及听力活动导入单元话题。1a首先用不同句式呈现了学生常见的各种烦恼或抱怨，其中包括一些带有较强感情色彩的短语表达，如：too much ..., too many ..., have to, don't allow ... to do, get into a fight with ...等。1b通过听呈现了单元话题，并输入单元目标语言，如：What should I do? Why don't you talk to your parents? You should ... You could ...等表示建议的句型结构。1c 则要求学生针对本单元话题词汇和句型进行简单的口头操练，完成最基本的语言输出。

2a–2d通过听和说的互动方式深化和拓展本单元话题内容，增加了不喜欢各种劝告的理由，使对话更生动、更真实。2a主要训练学生对情态动词could 和should的辨音能力。2b 引导学生关注细节，有选择性地听。2c 和2d是在听的基础之上进行口语操练。

3a–3c是关于读的训练。3a的阅读篇章的主题贴近学生生活实际，高度关注青少年的心理健康和情感教育，不仅复现和巩固了关于烦恼和建议的句型和相关词汇，还输入了更加丰富的词汇和语言表达。通过学习该课文，学生不仅需要掌握语言知识，还要理解文章内涵，反思生活中常见的家庭矛盾以及与家长、同学、朋友之间的沟通问题，并学会正确地对待这些问题。3b主要训练学生合理表达自己的观点和看法，而3c是有关同义词和近义词的练习，旨在对学生的词汇学习方法、学习策略进行指导和培养。

Section A部分的教学重点是关于征求和给予对方建议的表达用语，教学难点是与烦恼、抱怨和建议相关的大量短语搭配（如：hang out with sb., get into a fight with sb., have a fight with sb., look through, be angry with sb., a big deal, work out等）以及阅读教学部分。

SECTION A 教学建议

活动1a

1. 教师可以用课本或者PPT呈现主题图，让学生说一说左图中的女孩在干什么，右图中的女孩在干什么，教师不必马上告诉答案。对英语基础较薄弱的学生教师可用选择疑问句的形式启发他们，如：Is the girl writing a letter or doing her

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homework? Is the girl studying or sleeping? Is the girl playing the piano or the violin?

2. 让学生阅读1a的活动要求以及所列的句子。教师需要确认学生能正确理解所有的句子，如有必要，可对句中某些表达进行解释，如：things I like, hang out with my friends, get into a fight with等。再请学生朗读或齐读这些句子。
3. 让学生从1a中寻找两个句子分别描述主题图中的两个场景。
4. 学生先自行完成1a，将所列的问题填到表格中，再与同伴进行讨论，简述分类的理由和原因。学生活动完毕，可请几个学生汇报1a的完成情况。该活动没有固定的答案，教师应鼓励学生畅所欲言，发表各自的观点或见解。
5. 教师将1a中带有too many和too much的短语板书在黑板上，适当增加更多的例子，让学生观察并说出too much 和too many的区别及其用法：

too much trouble	too many problems	too much time	too many hours
too much homework	too many classes	too much food	too many cakes
too much fruit	too many apples	too much work	too many jobs

两者的区别是：可数名词复数前用too many，不可数名词前用too much。

6. 教师可通过以下几个问题启发学生模仿1a的句式来表述自己所面临的困难或问题：
   - Do you have these problems?
   - What kind of problems do you have?
   - Do you have any ideas how to work out the problems?

   若学生进行自主表达有困难，教师还可提供一些图片或简笔画，让学生描述图片中人物所面临的困境。与此同时，教师可适当呈现本单元的话题词汇，如：allow, work out, get on with, relation, nervous, communicate, argue, explain, pressure等。

活动1b-1c

1. 听前，教师导入听力材料的场景和话题，并提出问题：What problems are they talking about?让学生根据1a内容预测听力对话中可能谈到的问题。
2. 播放第一遍录音，中间不停顿，让学生对听力内容有个整体印象，并尝试回答听前提出的问题，完成1b活动。
3. 学生独立完成1b之后，让他们与同伴互相交流、补充所获得的信息。
4. 第二次播放录音，让学生先自行验证，再核对答案。
5. 让学生再次听录音，这一次可适当停顿，特别是在重要信息处停下来，让学生尝试口头重复。

注意：在教学该部分时，教师要引导学生注意听力材料中的I studied until midnight last night so I didn't get enough sleep.和1a的I have to study too much so

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I don't get enough sleep.这两句话由于时态不同因而表达含义也有所区别。另外教师还要引导学生正确理解study too much和too much homework的语法属性和表意功能。

此外，教师还可以一边纠正学生的语音语调，一边将对话中的目标语言板书在黑板上或呈现在课件中，如：

Why don't you go to sleep earlier tonight? You can start studying earlier.

Maybe you should tell your parents that you can't do so many things.

You should talk to them again.

让学生观察这些句子并说出它们的表意功能（即表达建议），再梳理出相关句型为随后的口头表达做准备。

Why don't you ...?

Perhaps/Maybe you should/could ...

此部分是课堂最重要的部分，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。此环节也是目标语言从呈现到运用的重要节点。

6. 第四次播放录音，学生利用听力材料跟读，模仿听力对话的语音语调。
7. 请两个学生示范朗读1c的对话，然后全班齐声朗读1c。
8. 学生两人结对，利用1a所列的问题和先前呈现的表达建议的句型开展口语训练。活动前，教师可选择几个学生配合进行示范，学生朗读1a中的第一句，教师用could, should或why don't you ...提出建议。如：

T: What's wrong, Tom?

S1: I have to study too much so I don't get enough sleep.

T: I think you should give yourself more time to sleep.

T: What's wrong, Cindy?

S2: I have to study too much so I don't get enough sleep.

T: Why don't you go to sleep earlier tonight?

T: What's wrong, Jack?

S3: I have to study too much so I don't get enough sleep.

T: Perhaps you could have a rest at noon.

在活动过程中，教师要注意提醒学生互换角色进行对话，鼓励他们拓展或创造性地发挥。在学生的口语操练较为流利的情况下，可要求学生在对话时尽量看着对方的眼睛，而不是低头看书读句子。

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9. 学生操练完毕后，选择一些小组在课堂上进行角色表演。基础较为薄弱的学生，可要求课后背诵1c。

注意：从背诵的功能上讲，背诵一些基本的重点句型和表达法，模仿地道的语音和语调，有利于培养他们的识记意识和习惯，也能最大限度开发他们的记忆力，将重点句型、字词搭配内化为自己的知识，提高学生综合英语运用能力，在真实生活的交流中才能脱口而出。但是，教师不宜要求学生背诵长篇大论的文章，篇幅太长、不易上口的文章容易让学生产生挫败感和畏难情绪，因而厌倦学英语。

活动2a–2c

1. 听前，教师导入听力情景，先提出问题：What's Peter's problem? 再让学生带着这一疑问听录音，回答问题。
2. 教师把could, should, would写在黑板上，让学生大声读出来。此活动旨在对辨音能力和听力准确性进行训练，将单词的声音特征和视觉特征进行匹配，因此，学生自身发音的准确性很重要。
3. 教师再次播放录音，提醒学生应特别关注情态动词。学生边听录音边独立完成2a活动。学生先与同伴交流所获得的信息，然后全班核对答案。
4. 让学生阅读2b的活动要求以及内容，明确活动目的，然后全班齐读2b方框中的句子，确认理解各句含义。
5. 让学生尝试将2b中的各种不赞同朋友建议的原因与2a中所列的朋友所提供的建议进行预配对。这一活动不仅能考查学生的记忆能力和逻辑思维能力，还能帮助学生梳理思路，勾勒出较为完整的对话情景。
6. 播放第三遍录音，学生修正自己的配对结果。师生核对答案。

注意：教师在核对答案时，不要简单地让学生读出排序字母，而应该让学生按照一问一答的对话模式来进行，一个学生读2a中的建议，另一个学生读2b中表达不喜欢建议的原因。

7. 再次播放录音，此次要有停顿，充分保证学生理解对话内容。这里不提倡教师直接翻译或用中文解释，而应该通过层层提问了解学生掌握信息的情况，尤其是对某些单词、短语和句型的关注。教师提问的过程，也往往是学生需要使用这些单词、短语和句型来进行表达的过程，这样可使目标语言由呈现自然过渡到使用，

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培养学生运用语言知识的能力。以下问题可供教师参考：

- What's the first piece of advice? Does Peter like this idea? Why?
- What's the second piece of advice? Does Peter like it? Why?
- What's the third piece of advice? What does Peter say about it?
- What's the fourth piece of advice? What does Peter say?
- What's the last piece of advice? Does Peter think it is a good idea? Why?

8. 播放录音，学生跟读，注意语音语调的模仿和纠正。
9. 教师请两个学生朗读2c的对话，对学生的语音语调给予适当的指导，然后带读或全班齐读对话。
10. 学生两人结对轮流进行对话训练。如学生语言能力较强，可适当增加对话的内容和难度，例如在2c对话的基础上，添加2a和2b中的句子或听力材料中的句型，如：I don't think so, although it's a good idea. / I know I should, but ... I guess I could, but I ...
11. 学生活动完毕后，请几个小组在课堂上进行角色扮演，师生共同给予评价。

活动2d

1. 教师简单介绍2d对话的情景，提出以下几个问题，让学生带着问题默读2d对话内容：
   - Who has a problem? What's wrong with him/her?
   - Who is giving advice? What's his/her advice?
2. 学生阅读完毕，师生核对答案，要求学生用完整的句子来回答。
3. 教师还可增加一些问题以检测学生对对话的理解。让学生再读一遍对话，并回答以下问题：
   - How does Kim feel about her sister after her sister gave back the things?
   - Does Dave think it is all right for Kim's sister to take away Kim's things? How do you know?
   - Does Dave think the two sisters have a serious problem? How do you know?
   - What does Dave mean by saying "Hope things work out"?

   同时，教师可针对对话中出现的新的词汇（如：guess, deal, work out）以及较为复杂的句式进行简单的解释，如：I found my sister looking through my things yesterday. / But why don't you forget about it so that you can be friends again? / Although she's wrong, it's not a big deal. / Hope things work out.
4. 让学生一边听录音一边大声朗读对话，模仿录音中的语音语调。
5. 将全班分成男生和女生两大组，分别朗读Dave和Kim的对话内容，然后让学生结对操练2d对话，再选择不同的小组在全班表演对话。如学生语言能力较强，教师

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还可提供更多的情景，让学生仿照2d自己编对话，要求学生在对话中使用询问和表达建议的句型。

■ **拓展活动：重组对话**

活动目的：训练学生的短时记忆能力

活动方式：教师将2d的对话内容打乱顺序，可通过课件呈现，也可印发给不同小组，让学生两人一组将所有的句子排序，重组对话，然后朗读或表演对话。

活动3a–3c

1. 读前，要求学生只看3a的活动指令语、信件的抬头和署名，然后很快合上书。教师提出问题：
   - Where do you usually find these letters?
   - Who do you think has a problem?
   - Who is giving advice?
2. 呈现课文插图，让学生预测课文内容：What kind of problems do you think "Sad and Thirteen" might have? 提示学生用I guess ...来回答。当学生表达自己的猜测时，教师不必判定对错，可继续引导学生根据猜测提出自己的建议，巩固关于建议的相关表达。让学生根据图片预测文章内容，可帮助学生形成阅读期待，能带着兴趣去阅读，并以此印证他们的猜测。借助这个环节，教师还可呈现文中的一些新词汇，如：get on with, argue, nervous, communication, proper, communicate, explain, offer等。参见下面的示例：

   T: What kind of problems do you think he might have?

   S1: I guess his parents often get into fights.

   T: So you guess his parents often **argue** with each other. They don't **get on with** each other. (板书argue, get on with) How do you think he might feel when his parents are arguing?

   S1: I think he will be worried.

   T: I agree with you. I think he will be **nervous**. (板书nervous) But what should he do?

   S1: I think he could/should talk with his parents ...

   T: Well, I like your idea. It's important to have **proper communication**. (板书proper, communication)

   ...

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注意：由于课文中的新词汇较多，教师可在阅读前呈现部分词汇。因为学生只有了解了这些关键词汇的含义，才有可能正确理解信件内容，才能获取信息，完成后续的填表任务；而学生只有了解了新词汇的读音，才能在课堂上有自信地进行表达，回答老师的问题。

3. 要求学生打开课本，默读第一封信，找出Sad and Thirteen所存在的主要问题(main problem)以及相关的细节(details)。然后，让学生两人一组进行讨论，合作填写3a表格的左栏。教师还可将3a的表格略做调整，提供一些提示或补充，这样不仅能帮助学生更快更准确地获取信息，还能很好地理解信件的组织结构以及内容的逻辑联系。如：

Sad and Thirteen's main problem: He can't get on with his family.		**Robert Hunt's advice:** To talk about these feelings with his family
About his parents	His parents fight a lot and he doesn't know what to do.	He should offer to help parents. He could do more jobs around the house.
About his elder brother	His elder brother is not nice to him and refuses to let him watch his favorite TV show.	He could sit down and communicate with his brother. He should explain that he doesn't mind his brother watching TV all the time, but he should let him watch his favorite show.
About himself	He feels lonely and nervous.	

4. 师生共同核对答案。要求学生合上课本，然后根据第一封信所提供的信息提出自己的建议或预测Robert Hunt可能在回信中提出的建议。此时，教师应鼓励学生发表自己的观点和看法，并提示他们使用相关句型进行表达，如：I think he could/should ...这样做，也是为阅读下文做好铺垫和准备。
5. 让学生翻开书，阅读第二封信，找出Robert Hunt的建议。同样以两人合作的方式完成表格右栏信息的填写（参见上表）。师生核对答案。
6. 选择课文中出现的一些新词汇（如：relation, elder, instead, whatever等）或短语板书在黑板上，让学生再次阅读课文，鼓励他们根据上下文猜测词汇的含义。若学生有困难，教师也可举例帮助和启发学生理解生词和短语。
7. 让学生阅读课文，找出理解有困难的句子或表达，师生共同讨论，必要时给予适当的解析。
8. 读后讨论活动。让学生结伴针对Robert Hunt的建议发表看法，开展口语活动。教

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师可提供一个简单的示范框架供学生讨论时使用。如：

A: What do you think about Mr. Hunt's advice? Do you agree with him?

B: Yes, I do. I agree with him because .../

I'm afraid I don't. I disagree with him because ...

9. 教师可让学生在课后完成3c活动，对于英语能力较强的学生，可直接要求其笔头完成，对于英语能力较弱的学生，教师可以提供课文中相关单词，让学生匹配，再让学生从课文中找出含有这些单词的句子并翻译成汉语。

■ **拓展活动1：角色扮演**

活动目的：帮助学生合理运用表达建议的句型

活动步骤：1. 将学生分成四人一组。学生A扮演采访者，学生B扮演Sad and Thirteen,学生C扮演Robert Hunt，学生D扮演建议的评论者。所有小组成员要将课文所提供的信息改编成对话内容，并在对话中尽量使用本单元的目标语言。教师可根据不同角色所要表达的内容，给予必要的提示和帮助。例如：

- Do you get on well with your family?/ Do you have any problems with your family?
- What problems do you have?
- What should I do?
- Do you have any ideas?
- Could you help him/her work out the problems?
- I think you should/could ...
- Why don't you ... ?
- What's your opinion? Do you agree with Mr. Hunt?
- Yes, I do. / No, I'm afraid not.
- But what should he/she do?
- Perhaps/Maybe he/she could/should ...
- I think he/she could/should ...

2. 学生排练完毕后，请几个小组为全班表演对话，师生共同给予评价，评选出最优秀的表演小组、角色A/B/C/D的最佳扮演者等。

■ **拓展活动2：改编课本剧**

活动目的：帮助学生巩固及运用本单元所学的语言知识，开展读说结合训练

活动步骤：1. 将学生分成五人一组，分配角色：父亲、母亲、哥哥、"伤心十三"和一位客人。

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2. 各组设想在家里容易引起争吵的起因，比如谁洗碗、谁打扫、看哪个频道的节目。
3. 各组成员讨论短剧的情节，如：两个孩子为看足球还是看表演秀发生争吵，各不相让，妈妈过来调解，爸爸说孩子的事让孩子自己决定，要妈妈不管，妈妈生气了就和爸爸吵，“伤心十三”让步了，不看电视了，劝爸爸妈妈不吵了，妈妈迁怒于“伤心十三”，要他去洗碗，这本是妈妈正在做的事情。“伤心十三”更伤心了，问为什么不要哥哥去洗碗，…… 这时来了客人罗伯特·汉特先生，他提出一些建议，平息了这场风波。
4. 各组根据情节设计每个角色的台词。情节大致相同，但不同小组的台词可能有所不同。
5. 请不同小组上台表演小品（为了真实，可以准备一些帽子、围巾、烟斗、眼镜等，还可化简妆）。

语法内容介绍和教学建议

本单元的“语法聚焦”主要呈现的功能和语法方面的内容如下：

- 巩固复习关于询问困难和问题的句型，如：What's the matter? What's wrong?
- 巩固复习如何使用情态动词could, should来征求或提供建议，如：

  What should I do? What should he/she do?

  You/He should ...

  I guess you could ... Maybe you could ...
- 学习使用Why don't you ...? 句型来表达建议。
- 学习连接词until, although, so that 的用法。

由于前两个语法要点在前面的单元已经学过，本单元的语法重点是学习Why don't you ...?句型和三个连接词的用法。

本单元的语法活动4a–4c分层次、有重点、循环地操练了上面所列的全部语法项目，本单元语法应该采用对比和拓展的方法进行教与学。4a是一个控制性的语法练习，选词填空。由于连接词不涉及语言结构和形式上的变化，该练习的重点在于训练学生对连接词表意功能的理解和运用。4b是一个半开放式的练习，要求学生根据不同人物所面临的问题提出建议，写出完整的表达建议的句子。4c是一个开放性较强的口语交际活动，要求学生选择语境，灵活运用所学语言自编对话，为他人提出合理建议，并鼓励创造性的表达。

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语法部分具体教学建议如下：

1. 让学生回顾Section A部分的内容，将听力材料和课文已出现的Why don't you ...? 句型以及带有连接词until, although, so that的句型找出来并列在笔记本上。
2. 学生分小组讨论并归纳Why don't you ...? 句型的结构以及连接词although、until、so that 在句中的具体含义和用法等。如：

   1）Why don't you + 动词原形 + 其他成分?

   Why don't you go to sleep earlier this evening?

   But why don't you forget about it so that you can be friends again?

   Why don't you talk about these feelings with your family?

   Why don't you sit down and communicate with your brother?

   2）until + 时间状语，表示“一直到……（时候）”。

   I'm really tired because I studied until midnight last night.

   I don't want to wait until then to talk to him.

   Instead he watches whatever he wants until late at night.

   3）although既可放句首也可放句中，表示“虽然；尽管”。

   I don't think so, although it's a good idea.

   Although she's wrong, it's not a big deal.

   4）so that通常放在句中连接两个句子，其后接结果，表示“以便于”。

   You should talk to him so that you can say you're sorry.

   But why don't you forget about it so that you can be friends again?

   Maybe you could do more jobs around the house so that they have more time for proper communication.

3. 请几个小组汇报各自归纳的情况，教师可适当进行补充和拓展。例如：until引导状语从句的用法：

   Let's wait until the snow stops. 让我们等到雪停吧。

   They sang and danced until the bar was closed. 他们又唱又跳一直到酒吧关门。

   We didn't leave the station until the train was completely out of sight. 直到火车完全从视线里消失了，我们才离开车站。

活动4a

1. 学生先自主完成4a, 然后与同伴讨论，说出各段对话的意思。
2. 请几组学生朗读4a的四段小对话，师生共同核对答案。如有必要，教师可适当解释一些较长句子的含义。另外，还可让学生根据语境猜测生词copy的意思。
3. 全班齐读对话或分角色朗读对话。

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4. 为了帮助学生巩固连接词的用法，教师还可补充一些单项选择题、句子翻译等练习供学生训练。

活动4b

1. 学生独立完成4b活动，在自己的练习本上写下对每个问题的建议。这里学生写的过程也是整理思路，用英语思考的过程，同时对加强语言表达的准确性也有帮助。
2. 将学生分成小组，小组成员针对每个问题互相搜集建议，比较讨论谁的建议更好更实用，并将所有建议列成清单或表格，准备向全班汇报。
3. 学生讨论完毕后，请各小组的发言人汇报本组成员的各项建议，以及最佳建议的评选结果。

活动4c

开展游戏竞赛。首先将全体学生分组。把4c中五个问题分别写在小纸条上，请各小组选代表抽签。抽到问题的代表先陈述自己的问题，其所属小组的成员必须马上给出建议，且各人表达的建议不许雷同。该组成员回答完毕后，其他组的成员还可以补充新的更好的建议。最后统计哪个组提出的建议最多、最好、最有新意。

SECTION B 内容介绍

Section B 部分进一步拓宽了本单元的话题内容，不仅探讨了如何通过各种活动来减轻压力，还比较了东西方家长对子女教育的态度和做法。该部分的学习将有利于学生学会换位思考，帮助他们逐步建立正确、积极的生活态度和价值观。活动1a–1e呈现了一个贴近学生生活的话题：如何面对学习压力。这部分的听说训练的目的在于巩固前面所学的语言项目，包括描述困难、表达建议等，同时还输入了新的词汇和短语。2a–2e是Section B的阅读教学部分。2a是读前活动，主要调查学生的课外生活，与2b的阅读篇章话题紧密相连。2b–2d为读中活动，阅读语篇介绍了一些中国父母和美国父母对孩子们业余活动和课外学习的安排以及想法，各项活动要求学生能够根据上下文猜测词义，在理解所读内容的基础上总结出中美家庭共同存在的问题，并能用自己的话来阐述文中不同人的观点和看法。这些阅读技能的训练不仅能帮助学生进一步巩固和内化本单元所学的语言知识，还让学生通过对比发现和感受中西方文化的异同。2e是读后活动，要求学生针对课后活动表达自己的意见和看法。3a–3b是本单元的写作部分，类似材料作文。学生需要先阅读材料，了解一些父母关于课外班的观点，然后表明同意还是不同意，并以此为依据写一封信阐述自己的观点和理由。

该部分的教学重点是巩固关于建议的表达，培养学生根据上下文猜词的能力、在理解

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篇章的基础上进行归纳表述以及自主发表观点和建议的能力。教学难点在于让学生在写作过程中自然合理地运用本单元所学的语言项目。

SECTION B 教学建议

活动 1a–1b

1. 教师通过与学生交谈导入关于学习压力的话题。以下问题可供参考：
   - Do you often feel stressed out? Are you often worried about your study?
   - Do you sometimes feel bored with your life?
   - Are you under pressure/stress?
   - What do you usually do to deal with your pressure/stress?
   - Do you play sports or hang out with your friends?

   ...

   在导入过程中，教师可呈现新词汇 compete, pressure 等。
2. 让学生翻开课本阅读 1a 的指示语，明确活动目的。要求学生大声朗读所列出的短语，然后独立完成活动 1a。
3. 让学生两人一组根据自己的排序情况，互相询问和回答彼此最喜欢的活动内容，并说出原因。
4. 请个别学生汇报自己与同伴最喜欢的活动及其原因。

活动 1c–1e

1. 让学生观察活动 1c, 1d 的内容，鼓励他们预测将要听到的对话内容，包括可能使用的语言表达。例如：
   - Who are the speakers? What's the relationship between them?
   - What do you think they are talking about?
   - What expressions do you think they will use?

   注意：这样的听前预测，不仅仅是为学生接下来的听做好心理准备，更重要的是让学生提前思考如何有针对性地听取信息。充分的听前准备可以帮助学生在听录音时更有效地将流动的语音信息进行过滤、分类、抽取和加工。
2. 让学生朗读 1c 的句子，确保学生理解各句的含义。连贯地播放一遍录音，让学生独立完成 1c，再与同伴互相交流核对。
3. 播放第二遍录音，学生检查自己的答案是否完整正确。师生核对答案。

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4. 让学生先阅读1d的内容，并让学生根据语境试着填空。播放第三遍录音，让学生填写1d内容并纠正自己预填的结果。
5. 师生核对答案。核对答案时，要求学生必须朗读全句而不是只给出填空的单词。
6. 教师领读1d的句子，再请个别学生朗读，获取反馈，纠正语音语调。
7. 学生边听录音边模仿朗读听力材料。在遇到较长的句子时，教师可将录音稍作停顿。随后全班齐读或分角色朗读对话。
8. 学生结对开展1e的对话活动。基础好的学生可以发表自己的观点和建议，灵活运用目标语言进行口语交流；基础较弱的学生，可能需要教师的引导和帮助，此时，教师可列出一些短语或句型供学生进行表达。

活动2a

1. 读前活动。教师提出问题，引导学生开展“头脑风暴”活动：
   - What activities do you usually do after school?
   - What activities do you want to do but you can't do?

   教师可将学生谈及的活动内容以短语的形式板书在黑板上。
2. 让学生根据实际情况选择自己的课后活动，如有其他活动，可列在2a的选项下面的空白处。

■ 拓展活动：班级调查

如学生英语能力较强，教师可鼓励学生在班上进行自由采访：每个学生必须调查五到十个同学，询问他们的课后活动，填写调查表格，然后准备向全班汇报。如：

Activities	Jim	Kate	David	Jack	Mandy
do homework	√	√	√	√	√
have after-school lessons	√				√
watch movies			√		
go to music lessons		√			
play sports or exercise				√	
...					

学生在调查时可能需要运用的语言表达：

- What do you usually do after school?
- Do you have after-school lessons? What kind of lessons do you have?
- Do you play sports or exercise?

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...

如时间和条件允许，还可让学生调查同学参与这些活动的频率和时长，以及他们是否喜欢这些活动等。学生调查完毕后，教师可选取一些学生汇报自己的调查结果。对于英语能力强的学生，可要求他们归纳，用总结性的语言来汇报；对于基础较弱的学生，可让他们直接说出哪些同学有什么课后活动即可。

活动 2b–2d

1. 让学生浏览 2b 的指示语以及 2b 所列的两个问题，预测课文的中心大意，明确第一遍阅读的目的。
2. 学生阅读课文，说出文章的中心大意。如学生有困难，教师可提供几个短语选项供学生选择，然后让学生用完整的句子来表达文章的中心。
3. 要求学生仔细阅读课文，根据 2c 所提供的含义找到文中可匹配的新词汇。学生两人结对讨论匹配结果，找出文中线索，说出猜测词义的依据。师生核对答案，学生回答时，必须解释猜测的依据。
4. 让学生再次阅读课文，回答 2b 和 2d 的问题。除了课本所提供的问题外，教师还可设计其他的问题来检测学生的理解程度，考查他们的分类、归纳、推理或总结的能力，例如：
   - How many kinds of after-school classes are mentioned in the reading passage?
   - Do you think the Taylor children are under great pressure/stress? How do you know?
   - Why do so many parents send their children to after-school classes?
   - What does Linda Miller think about parents comparing their own children with other children?
   - What's Dr. Green's opinion about after-school classes?

   ...
5. 让学生从课文中找出一些理解有困难的句子，并在这些句子下面画线，然后以小组讨论的形式互相答疑，必要时可让学生使用中文。或者，教师还可让学生从文中找出一些好的句式，通过仿写句子丰富自己的语言表达。

注意：教师也可根据本单元的文体特点，采取分段阅读的方式进行教学：教师可一边通过问题和活动来检查学生的细节理解，一边处理需要猜测词义的黑体词汇，遇到较为复杂的句式，还可适当进行解析和说明。在每个段落如此处理完毕后，教师还可要求学生归纳段落的大意，这样有助于学生在大脑中形成该文本的整体框架。

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6. 读后讨论。将学生分成四人小组，要求各组成员根据2e的问题和同学的实际情况，彼此询问课外活动的内容并对这些活动发表看法和建议，在对话中应尽量使用本单元所学过的语言项目。教师可将提示词汇和句型板书在黑板上或呈现在课件中，以便学生流利地进行表达。学生讨论完毕后，教师可请几个小组在全班进行表演，并给予适当的鼓励和评价。

活动3a–3b

1. 让学生阅读3a的指示语以及表格中家长们的看法，了解活动的目的。
2. 小组讨论。将学生分成不同的小组，每个小组成员要根据3a左栏的家长观点轮流发表自己的看法，其他学生必须做记录。学生在发表看法时，应尽量使用3b所列出的句式。
3. 学生讨论完毕后，各组分别向全班汇报讨论情况。
4. 给予学生一段时间在课堂上进行写作。
5. 请两个学生朗读或展示自己的写作成果，师生共同评价。评价时，要注意多鼓励、少批评。

> 注意：在学生动笔写作之前，复习与写作话题相关的词汇、句式，这有利于激活学生的大脑思维和相关图式，前面读过或讨论过的有关素材会迅速集结，以备写作时运用。

■ **拓展活动：我同意！ 我不同意！——辩论会**

1. 辩论会分为正方和反方两个辩论团队，每队由五人组成。
2. 辩论题目：After-school classes can help kids get into a good university.
3. 抽签决定正方和反方。
4. 双方队员每人只要能说出一句反驳对方的句子就可以。
   要求用表示同意的句子：I agree. / I think so. / You're right. 支持本方队友。
   用表示不同意的句子：I don't agree. / I don't think so. / That's not true. 反对对方辩友。再加至少一条理由。
5. 教师中立，可以为双方提供语言上的帮助并担任裁判。

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SELF CHECK 内容介绍和教学建议

活动1

该活动主要通过选词填空并完成句子的形式检测学生是否正确理解了连接词until, so that, although的功能和含义。首先，让学生根据要求独立完成活动1。然后，师生核对答案，要求回答的学生朗读完整的句子并将句子翻译成中文。同时，教师还可借用该活动的句型开展拓展性活动。

■ **拓展活动：句子接龙**

活动目的：训练学生运用本单元语言的兴趣，快速产出语音、语法、语义正确的句子。

活动准备：一支笔，若干张卡片或纸条

活动步骤：1. 课前，教师在小纸条或卡片分别写下这些不完整的句子：

You should eat more now so that _____

Although you don't like to do chores, _____

You could save more money so that _____

Kids shouldn't play computer games until _____

...

课上分发给每个小组的第一位学生，第一位学生必须完成其中的一个句子，然后传递给下一个组员。本小组成员所写的句子内容不可重复。

2. 各小组写完所有句子后，选代表将本组所造的句子汇报给全班，正确句子多的小组胜出。

活动2

1. 让学生阅读活动2的要求，明确活动目的，然后独立完成该活动。
2. 让学生两人一组互相交流自己的建议，修正语法和拼写错误。交流完毕后，教师邀请几个学生向全班汇报自己和同伴的建议。

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四、课文注释

1. I guess you could tell her to say sorry. 我觉得你可以要她道歉。

1）英语guess本意为“猜；猜测”。美国英语用法中，I guess ... 这一结构与I think ... 类似，表达“我想……”，用于陈述自己的观点、看法及建议。再如：

It's time for you now, I guess, to take a break away from your computer. 我想你现在应该从电脑上停下来，休息一下了。

2）tell sb. to do sth. 意为“要求某人做某事；令某人做某事”，语气较ask sb. to do sth.（请求某人做某事；想要某人做某事；让某人做某事）要强。例如：

Could you please tell him not to jump so hard like that upstairs? I've got a heart problem and I can't stand it. 麻烦你叫他不要在楼上那么狂跳好吗？我心脏有问题，受不了。

3）say sorry (to sb.) 表示“（向某人）道歉”之意，是apologize to someone的口语表达方式。类似这样的口语表述还有：

say hello/hi to ... 向……问候；问候……

say thank you to ... 或say thanks to ... 向……致谢；感谢……

say goodbye to ... 向……道别

say yes to ... 对……表示同意

say no to ... 对……表示不同意；拒绝……

2. Also, my elder brother is not very nice to me. 还有，我哥哥对我也不是很好。

elder一词意同older，表示“年长的”，主要用于表示家里兄弟姐妹中先出生的孩子，常与brother和sister搭配，表示“哥哥（elder brother）”、“姐姐（elder sister）”。以英国英语更为常见。相反，“弟弟”、“妹妹”则分别为younger brother和younger sister。在这种用法中，elder仅用于名词之前，作为定语。又如：elder son（大儿子）；elder daughter（大女儿）。

此外，elder也和定冠词the连用，构成the elder of ... 结构，表示“两者中年纪较大的一位”。例如：

Sam is the elder of the two. 两人中山姆年纪较大。

the elder of their two sons 他们两个儿子中的老大

the elder还可与名字搭配，置于名字之前，表示两位同名人中年龄大的一位，类似于汉语“大张”、“大刘”的说法。例如：

the elder Peter 大彼得

3. However, the tired children don't get home until after 7:00 p.m. 可是，疲惫的孩子们直到晚上7点后才到家。

In some families, competition starts very young and continues until the kids get older.

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在有些家庭里，竞争从很小就开始了，一直持续到孩子们长大。

以上两个句子中均有连接词until，表示“直到……”。在第一个句子中，get是瞬间动词，因此使用了not ... until ... 结构，表示“直到……才……”。再如：

He didn't arrive until nine o'clock. 他直到九点才到达。

Once she starts singing, she won't stop until a few hours later. 一旦她开始唱，她就会一直唱几个小时才停下来。

在第二个句子中，continue为延续性动词，故直接使用until。再如：

I was up until past midnight studying for the English test. 我为了英语测验一直学习到了半夜都没睡。

We waited until he had finished his lunch. 我们一直等到他吃完午饭。

五、文化注释

1. 青少年学生的烦恼及问题

在社会人群中，青少年学生是既独立又突出的一个群体。他们既不像儿童依赖家长、服从管教，又不如成人那样有较强的独立性，可以独当一面。他们不断尝试实现自我的价值，形成自己的世界观，构建自己的社会圈子及生活方式，因而与既有的传统观念形成一定的对立，在家庭、学校及社会上也会产生一定的矛盾冲突。虽然他们在成长的过程中享受着各种快乐，但也时常有困惑和烦恼。大体说来，青少年学生常见的烦恼与问题主要来自以下几个方面。

一、学业的压力

当今社会发展迅猛，生活节奏日趋加快，学生所要学的内容也不断增加，加之学校、家长对学生及孩子的期盼，向他们提出更高的学习目标，要求他们学习更多的内容、获取更好的成绩。特别是在倾向应试和传统性学习类型及风格的亚洲国家中，来自学业的压力就更加突出。

二、在学校中与老师和同学形成的矛盾

青少年在成长中寻求自我、尝试独立是一种必然，因此会与学校和教师的管教、约束形成对立，产生矛盾冲突，有时这类问题还十分突出。另外，学校同学之间也会因各种各样的因素及琐事产生不快或矛盾冲突。若这些矛盾与不快不能得以及时化解，便容易积累成烦恼，形成一种不可名状的心理压力，引发心理疾病等。

三、来自家庭的因素

由于青少年时期是人生价值观形成的重要阶段，孩子往往会尝试要求自我的生活。当这种价值观及尝试与家长的观念背道而驰或偏离出家长所认可的轨道，矛盾便接踵而至。这便是大家所熟知的“代沟”现象。代沟问题是困扰许多家庭的一种全球现象。当然，代

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沟也并非仅局限于家庭。

四、自身人格方面的障碍

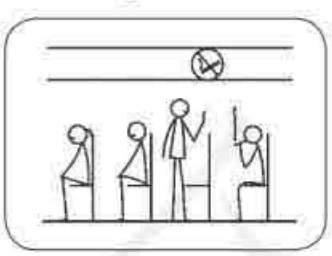
青少年学生在成长过程中由于家庭及个人的因素，有可能产生心理、性格等方面的扭曲或失衡，或轻或重地形成人格障碍。这是一种心理方面的疾病，表现为盲目的自我意识，难以融入社会，与周边的亲人、伙伴及人群难以和睦相处；也有一些青少年个性愚顽、善恶不辨，加之无知自大、固执己见，也极易与周边发生矛盾，形成对立冲突。

2. 有关“代沟”

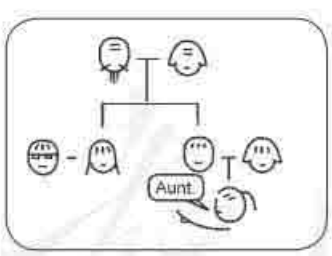
代沟，英语称为generation gap，是一种全球性的社会现象。《现代汉语词典》的解释是“两代人之间由于价值观念、心理状态、生活习惯等产生的差异”。由于这些差异，日常家庭生活中父母与孩子间形成的各种各样的理解差异和矛盾冲突是代沟的具体表现。在家长看来，孩子叛逆、不听管教；在孩子的眼中，家长固守传统、缺乏时代观念，并且不能与时俱进，因此双方之间缺少“共同的语言”。双方之间的交流逐渐减少，孩子与父母之间的矛盾也变得越来越明显，在一些家庭中，双方甚至会十分对立。关于代沟的成因，一般的观点认为，随着孩子年龄的增长，尤其是进入青春期后，与家长的思想和理念的差距逐渐加大，接触的事物、人际交往各异，故此形成思想观念和行为的差别。这与青少年身心状态的变化，时代的发展、不同时代人们所持价值观和社会伦理观念不同，以及子女的浮躁、赌气和自以为是都有直接的关系。对于缓解代沟矛盾，“加强沟通”是最为有效的方案。在网络上，人们还提出了“接纳”“融合”“折中”“并存”“搁置”的十字沟通要诀。

六、教学简笔画

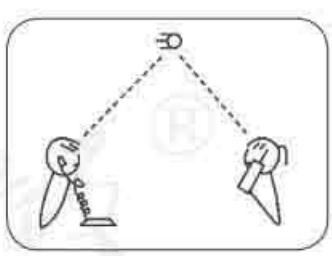
1. Smoking is not allowed.



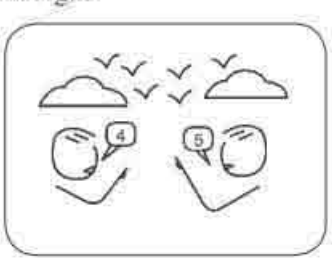
2. relation



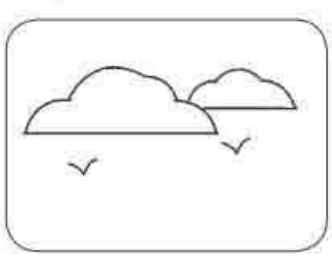
3. communication



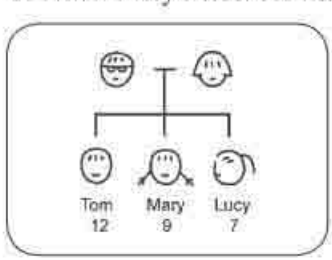
4. argue



5. cloud



6. Tom is Mary's elder brother.



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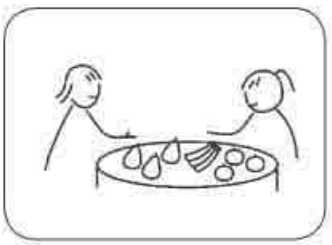
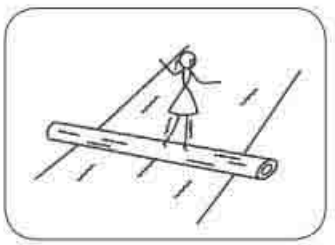
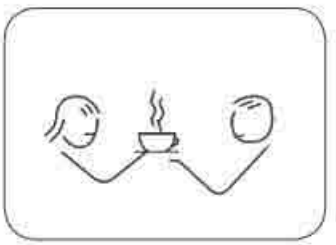
7. take whatever you like



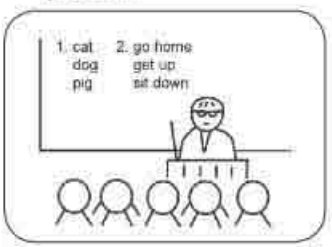
8. nervous



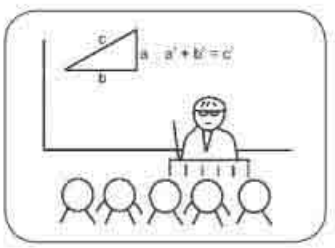
9. offer



10. Secondly, let's learn the phrases.



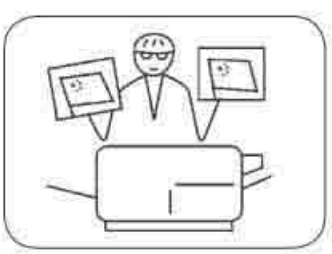
11. explain



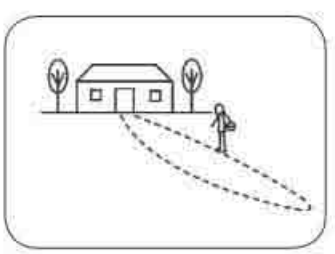
12. The recording is very clear.



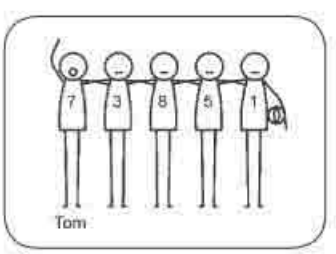
13. copy



14. return



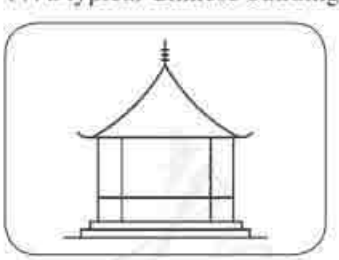
15. Tom is a member of the team.



16. great skill



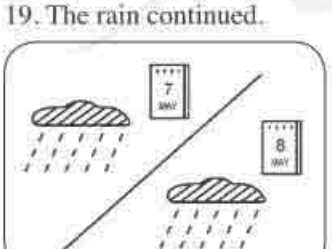
17. a typical Chinese building



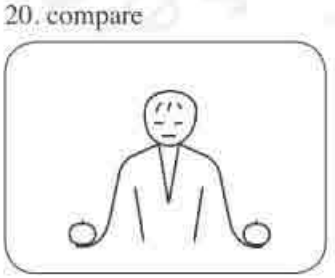
18. football



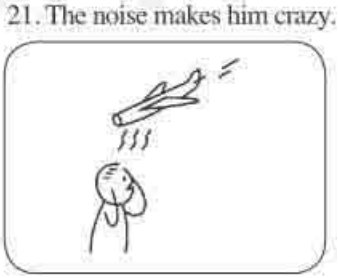
19. The rain continued.



20. compare



21. The noise makes him crazy.



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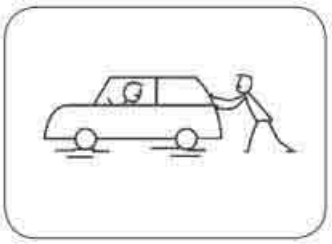
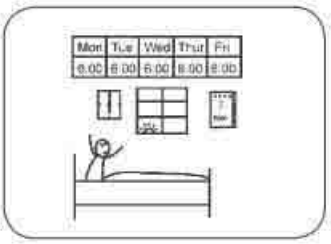
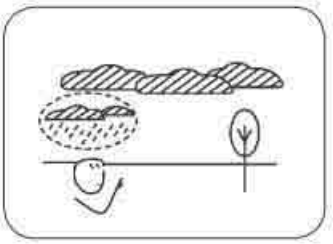
22. push



23. get up at six as usual



24. Perhaps it will rain.



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Unit 4 Why don't you talk to your parents?

SECTION A

1a

Purpose	To introduce Ss to the first unit goal: talk about problems. To set the scene, increase Ss' vocabulary and introduce the target language.
Picture	The two pictures show the same girl doing different activities. In the picture on the left, the girl appears to be studying or doing her homework. We can see it is daytime and that the weather is nice, but she is in her room studying. From the expression on her face, we can tell she is unhappy and she is not enjoying what she's doing. Perhaps she finds the homework difficult, or perhaps she is just tired or bored. The picture on the right shows the girl having a music lesson. She is learning to play the piano with a music teacher. She is smiling and seems to be enjoying her lesson.
Culture Focus	***After-school activities*** In quite a few Asian countries, children and teenagers have many after-school classes. They may go to private lessons to help them do better in various school subjects. In addition, they may also attend other classes to learn skills that are not usually taught at school. Such skills include singing, dancing, playing a musical instrument, playing a sport (e.g. golf), or practicing a form of martial arts (e.g. taekwondo). Some children and teenagers have so many after-school classes that they have very little free time. Many parents feel that these extra classes are important for their children to be well rounded and to have a bright future. In the US, the UK, Canada, and other Western countries, after-school activities are popular with primary and high school Ss. Many children do after-school sports such as baseball, basketball, or soccer. These are often arranged by the school or by local clubs and may be run by volunteer parents or by professionals. Some Ss do music or drama after school. After-school tutors are becoming more popular, however, as parents worry more about their children's grades. Professional tutoring is a big business in many cities.

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Teaching Tip	***Picture talk*** To set the scene for activity 1a, the T may want to focus Ss' attention on the two pictures and encourage them to talk about what the girl in the pictures is doing. The T may want to use these prompts: 1. *What is the girl doing in these two pictures?* (Answer: Picture 1 – *She is doing homework. / She is studying.* Picture 2 – *She is having a music lesson. / She is learning to play the piano.*) 2. *How do you think she feels about what she is doing?* (Answers: Picture 1 – *She is unhappy/stressed. Perhaps she finds the homework difficult or boring.* Picture 2 – *She is happy. She enjoys playing the piano.*) 3. *Do you do these activities after school? What other after-school activities or classes do you have?* (Possible answers: *Private lessons for different school subjects; enrichment classes to learn skills like singing, dancing, playing a musical instrument, playing a sport, practicing a form of martial arts,* etc.) 4. *How do you feel about your after-school activities or classes?* Proceed to conduct activity 1a by reading aloud and explaining the instructions. Get Ss to discuss in pairs, and then have them share their views with the class in an open discussion. Encourage Ss to give reasons for their views.
Optional Approach	***Extended discussion*** Ask Ss to pick one or two problems they consider not serious and discuss how the problem(s) might become serious, e.g. *"My parents don't allow me to hang out with my friends." is not serious, but could become serious if it causes me to have no friends at all by the time I finish school.*
Answers	Answers will vary.

1b

Purpose	To give Ss practice in listening for specific information.
Teaching Tip	***Consider this*** At the start of this listening activity, let Ss know that they are about to listen to a conversation between two girls. Explain to Ss the instructions for this activity. Play the recording for Ss to complete the activity. Check answers as a class. The T may want to conduct a post-listening discussion by using these prompts:

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	• *Do you have the same problems as this girl?* • *If you were this girl, what would you say to your parents? How do you think your parents might respond?*
Culture Focus	***From the parents' point of view*** In the conversation, the girls talk about why the parents of one of the girls want her to have more after-school classes. It is because they want her to get into a good senior high school. In some countries, many parents believe that their children will get into good schools and good universities only if they do well, not just academically but also in other areas like sports and the arts. These parents therefore work hard to provide the opportunity for their children to have after-school classes to improve their school results and learn other skills. They want their children to work hard and learn as much as possible in order to have a good life in the future. Some of these parents might also feel that they themselves did not have such opportunities when they were young and so they hope to give their children the best opportunities that they can afford.
Answers	Circled: 1, 4

1c

Purpose	To introduce Ss to the second unit goal: give advice. To give Ss guided practice in using the target language in everyday conversations.
Optional Approach	***Role-play*** The T may want to prepare Ss for this speaking activity by following these steps: 1. Invite two volunteers to read the given conversation aloud. 2. Explain that the structure *Why don't you ... ?* is used to give suggestions or advice in a polite and less forceful manner. 3. Explain the instructions for this activity. 4. Proceed to have Ss make conversations in pairs. 5. Invite some pairs to role-play their conversations. 6. Encourage Ss to comment on the advice given and elicit alternative suggestions where appropriate.

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2a

Purpose	To focus on the use of modal verbs *could* and *should* for giving advice.
Teaching Tip	***Expanding on* could *and* should** After Ss have completed activity 2a, the T may want to help Ss gain a deeper understanding of the use of *could* and *should* for giving advice. **Note:** • *Could* and *should* are modals which can be used for giving advice. • *Could* is used to suggest a possible action. Examples: Well, you could write him a letter. Maybe you could go to his house. • *Should* is used to show that the suggested action is a good idea or it is the right thing to do. Examples: Maybe you should call him up. But you really should talk to him so that you can say you're sorry. • When used to give advice, *could* sounds more tentative while *should* comes across more strongly.
Answers	1. could, 2. should, 3. should, 4. could, 5. could

2b

Purpose	To give Ss practice in listening for specific information.
Optional Approach	***Extended activity*** After Ss have completed activity 2b, the T may want to conduct a post-listening discussion using these prompts: 1. *What other advice would you give Peter?* (Possible answers: *Look for an opportunity to do something nice for his friend; give his friend a small gift to show that he is sorry; send his friend a card; ask another good friend to tell his friend how sorry he is.*) 2. *If you were Peter, what would you do?* (Answers will vary.) 3. *Have you ever had a similar experience? If so, share it with your partner.*
Answers	1. d, 2. e, 3. a, 4. c, 5. b

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2c

Purpose	To give Ss practice in using the target language in a simple conversation.
Optional Approach	***Continue the conversation*** The T may want to conduct activity 2c in this way: 1. Invite two volunteers to read the given conversation aloud. 2. Have Ss work in groups of four or five to write a few more lines to extend this conversation. Remind Ss that they can use *Why don't you ...?*, *could* and/or *should* to give advice. 3. Move from group to group to give suggestions and check the correct use of the target language. 4. Give enough time for groups to complete the writing. 5. Invite two Ss from each group to present their group's conversation to the class.

2d

Purpose	To give Ss more practice in using the target language in natural speech.
Teaching Tip	***Setting the scene*** When role-playing conversations, it can be useful to recreate the scene. Invite pairs or small groups of Ss to the front of the classroom where you have arranged some chairs and tables to help them in their performance. For example: • Canteen: Place a table with two chairs opposite, facing each other. Have Ss pretend they are eating while performing the conversation. • Bus: Place three pairs of chairs in side-by-side rows, as if they were seats on a bus. Have Ss get on the bus and choose seats while performing the conversation. • Walking to school/walking home from school: Remove all chairs and tables from the front of the classroom and have Ss walk from one end of the classroom to the other while performing the conversation.
Optional Approach	***Let's practice*** The T may want to conduct activity 2d by following these steps: 1. Invite a more proficient S to read the given conversation aloud with you. 2. Have Ss work in pairs to read the conversation aloud. 3. Invite a few pairs to role-play the conversation in front of the class.

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3a

Purpose	To give Ss reading practice in the target language.
Culture Focus	***School counselors*** High schools in the US and Canada employ staff called "school counselors" who are trained to help students with problems. Counselors help students with school problems like dealing with homework and choosing a career, but they also help students deal with personal problems, like family or health problems. When a student has problems with their family, a school counselor may be the only adult they feel comfortable talking to. In the UK, one or more teachers will do a similar job for the students in their school.
Culture Focus	***Agony aunts*** In some countries, many magazines and even some newspapers have a section which allows readers to write in with their personal problems and get advice on how to deal with these problems. This section is called the "problem page" or the "agony column". The writers' names are usually not revealed and the letters to the problem page are usually published using pseudonyms or pen names. The person who gives advice is often referred to as an "agony aunt". Such a page is particularly popular in teenage magazines.
Optional Approach	***Be an "agony aunt"!*** The T may want to follow these steps when conducting activity 3a: 1. Ask Ss to cover the second letter which is the reply to the first letter. 2. Read the first letter aloud to Ss. Present the information given in "Culture Focus – Agony aunts" above and point out that "Sad and Thirteen" is the writer's pen name. 3. Have Ss work in pairs to predict what advice the school counselor might give. Invite a few pairs to share their predictions with the class. 4. Allow Ss to refer to the second letter and read this letter aloud to the class. Prompt Ss to compare the counselor's actual advice with their earlier predictions. 5. Ask Ss to read the two letters again individually. 6. Give Ss enough time to complete the chart. 7. Check answers as a class.

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Answers	Answers will vary. Suggested answers:

Problems	Advice
• can't get on with his family • parents fight a lot • elder brother not very nice to him and treats him unfairly (e.g. won't let him watch his favorite TV show while he watches whatever he wants) • always feels lonely and nervous at home	• talk about these feelings with his family • offer to help his parents (e.g. do more jobs around the house so that they have more time for proper communication) • communicate with his elder brother and let him know he doesn't mind him watching TV all the time, but he should let him watch his favorite show

3b

Purpose	To encourage Ss to express their opinions and give reasons to support these opinions.
Teaching Tip	***What happens next?*** The T may want to consider extending this activity in a more creative and expressive way by doing this: Option A: 1. After Ss have completed activity 3b and discussed the answers, have Ss work in groups to imagine different scenarios in the writer's home when he/she follows the counselor's advice. 2. Invite each group to role-play and present to the class a possible scenario. Option B: Alternatively, the T can ask Ss to consider an opposing argument, i.e. opposite to their answer, and write a reason how someone might support an opinion opposite to their own.
Answers	Answers will vary. Sample writing:

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Answers	Agree: Lack of communication is the cause of many problems. In this case, the family may truly not be aware of how the writer feels as they are too absorbed in their own problems. The parents may also be touched if the writer tries to help them by doing jobs around the house. In addition, it is not healthy for the writer to keep his negative feelings to himself. Talking is likely to help him feel better. Disagree: The parents and elder brother may get even angrier as they may think that the writer is being disrespectful. They may feel that children should not comment on the behavior of their seniors.

3c

Purpose	To expand Ss' vocabulary by focusing on words/phrases with the same or similar meanings.
Optional Approach	***Do the activity in stages*** The T may want to have Ss do activity 3c in two stages: 1. First, give Ss some time to read the letters again to identify the words/phrases with the same or similar meanings as the words in the exercise. Check answers as a class. 2. Next, ask Ss to underline the sentences which contain these words/phrases in the letter. Remind them that they can use these sentences as models when they write their own sentences. Have Ss write their own sentences in class or at home. Collect the sentences for checking.
Answers	Answers will vary. Suggested answers:

Word/ phrase	**Word/phrase with the same or similar meaning**	**Sentence**
make sth. clear	explain	Can you explain to me how to do this math problem?

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Answers	

talk	communicate	Family members should communicate with each other so that they can understand each other better.
not allow	refuse	Mingli refuses to let her younger brother use her computer.
worried	nervous	I am always very nervous before a test.
get along with	get on with	John and I get on with each other because we have the same interests.

GRAMMAR FOCUS

4a

Purpose	To focus on the use of *although*, *so that* and *until* to join ideas in a sentence.
Teaching Tip	***Expanding on* although, so that, *and* until** Before asking Ss to complete activity 4a, the T may want to explain the uses of *although*, *so that* and *until*. Before giving the explanations, ask Ss to read the sentences in the grammar chart and circle the words *although*, *so that* and *until*. Prompt Ss to suggest what these words mean and what they are used for. **Note:** • *Although* is used to join two parts of a sentence and show a contrast between the ideas in the two parts. • *So that* is used to introduce a reason for what is stated in the earlier part of a sentence. • *Until* is used to show that an action continues up to a certain time and then stops.
Answers	1. so that, 2. Although, 3. until, 4. Although

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4b

Purpose	To review and give Ss practice in writing the target language in a natural context.
Answers	Answers will vary. Suggested answers: 1. Why don't you join a club at school and make more friends? 2. You could try to do more fun things with her so that you will like each other better and not fight so often. 3. Maybe you could encourage her to do other things, such as go to a movie with you. If you need to use the phone, maybe you could tell her nicely and say that you need to use the phone for a short while. 4. Maybe you should tell him nicely how you feel about it and ask him if you could have your things back when he doesn't need them anymore. 5. Perhaps they think you won't look after the pet yourself. Why don't you try convincing them that you will be responsible and take care of the pet yourself?

4c

Purpose	To reinforce the target language for talking about problems and giving advice.
Teaching Tip	Before starting on the activity, have Ss choose the one problem that they want to use. Then follow the steps below: 1. Ask Ss to write their problem on a new piece of paper. They can choose to draw a table or a mind map. 2. When Ss go around the classroom asking their classmates for advice, they are to write the advice on the paper, with the classmate's name next to it. 3. When they complete their task, Ss should go back to their desks with their paper and look through the different advice that they have received from their classmates. 4. Ss should then choose the best advice and share it with the class.

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Optional Approach	***Survey*** The T may want to conduct activity 4c using these steps: 1. Invite three volunteers to read the given conversation aloud. 2. Encourage Ss to discuss which piece of advice is better and why they think it is better. 3. Prompt Ss to recall the structures used for giving advice: *Why don't you ...?, You should ..., You could ...* 4. Have Ss work in groups of five. 5. Explain that each member of the group is to choose one of the given problems and tell it to the group. The other members have to respond by giving a piece of advice. The group then has to discuss which piece of advice is the best. 6. Ask each group to think of one more problem and tell the class what the problem is. The other groups have to respond by giving a piece of advice. Decide as a class which group has the best advice.

■ Optional Activity 1: What's wrong?

Purpose	To review and reinforce the target language for talking about problems and giving advice.
Materials Required	Game board: *What's wrong?*, dice and game pieces/tokens (one set for each group). If dice and game pieces/tokens are not easily available, the following can be used as substitutes: • six folded or balled-up slips of paper (with numbers 1 – 6 written on them, one number for one slip) – Ss can shake these and throw them on the board instead of using dice. • Erasers from each member of the group – Ss can use these as game pieces/tokens.

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■ Sample game board: WHAT'S WRONG?

START	brother	homework	☺	parents	exams	cousin
English	gift/present	school	neighbor	pets	☺	health
sleep	☺	classmates	friend	hobby	music	home
computer games	free time	money	clothes	☺	math	after-school classes
best friend	phone	sister	☺	food	birthday	END

Procedure

1. Before the lesson, the T prepares a game board and a set of dice and game pieces for each group.
2. Divide the group into groups of four to play this game.
3. Explain how the game is played:
   - The game begins with one group member rolling the dice and moving his/her game piece according to the number shown on the dice.
   - When the game piece lands on a box, the Ss has to talk about a problem (real or imaginary) that he/she has. The problem has to be about the subject shown in the box, e.g. math

     A: I'm having problems with math at school. I can't understand the teacher's explanations, and I often don't know how to do the homework.
   - The rest of the group members have to respond by giving advice, e.g.

     B: I think you should talk to your teacher about your problem.

     C: You could go for private math lessons after school.

     D: Why don't we get together after school to do our math homework? Maybe I can help you with it.
   - The turn then goes to another group member.
   - If the game piece lands on a box with a smiley, the S says, "I'm OK!" The turn then goes to the next group member.
   - The game ends when one of the group members reaches "END".

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4. As Ss play the game, move among the groups to give suggestions and to help Ss use the target language correctly.

■ Optional Activity 2: Agony Aunt

Purpose	To give Ss the opportunity to write letters using the target language.
Materials Required	two sheets of paper for each group.

Procedure

1. Divide the class into groups of four, five or six.
2. Refer Ss to the two letters on page 27.
3. Give groups enough time to write a letter to an "Agony Aunt".
4. Move from group to group to give suggestions and help Ss use the target language correctly and appropriately.
5. Collect the letters from the groups and re-distribute them such that each group gets a letter written by another group.
6. Give groups enough time to write a reply from "Agony Aunt".
7. Display the letters and replies in the classroom and give Ss time to go a round the room to read the letters and replies.

SECTION B

1a

Purpose	To prompt Ss to think about what they do to cope with stress so as to prepare them for the subsequent activities.
Teaching Tip	***Explain your ranking*** Suggest that Ss think about why they rank their choices as they do, as they will be talking about them in 1b.
Optional Approach	***Class discussion*** Before asking Ss to complete activity 1a, the T may want to have a class discussion about what gives Ss stress in their lives. (Possible answers: *school work*, *after-school classes*, *lack of sleep*, *parental expectations*, *peer pressure*, *friendship problems*, etc.)
Answers	Answers will vary.

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1b

Purpose	To give Ss the opportunity to practice using the target language in natural speech.
Teaching Tip	***Using more than one form*** When talking about what we like to do, we can use gerunds or the infinitive. Therefore, for stronger classes, the T may want to encourage Ss to use both forms to talk about the activities listed in activity 1a. Example: *To reduce stress, what I like best is hanging out with friends. I also enjoy talking to my friends and other family members. However, sometimes I prefer to spend time alone and read a good book.*
Optional Approach	***Quicker alternative*** To save time, the T can ask Ss to focus on their favorite (#1) and least favorite (#8) choices, and explain them to their partner or small group.

1c

Purpose	To give Ss more listening practice in the target language used in natural speech.
Culture Focus	***Managing expectations*** In some countries, parents may have high expectations of their children. They expect their children to have very good results and go to good schools and universities. They may also expect their children to excel in other areas like sports and the arts. These expectations may cause them to put too much pressure on their children. Some children may do well with this kind of parental pressure while others may be stressed and frustrated. This may even lead to a "generation gap", or a lack of understanding between parents and their children.
Answers	Checked: My parents give me a lot of pressure about school. I don't have enough free time. I have to compete with my classmates at school.

1d

Purpose	To give Ss practice in listening for specific items in a conversation.
Optional Approach	***Make a guess*** Before playing the recording again for Ss to complete activity 1d, the T may want to have Ss work in pairs to fill in the blanks by trying to recall what they heard in activity 1c, or by making guesses using contextual clues.
Answers	1. unhappy; pressure, 2. grades; sports, 3. compete; helping

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1c

Purpose	To give Ss speaking practice in the target language.
Teaching Tip	***Review* could *and* should** Before asking Ss to do activity 1c in pairs, the T may want to review the use of *could* and *should* for giving advice. After Ss have completed the activity in pairs, the T may want to invite a few pairs to share their responses with the class.
Optional Approach	***Group discussion*** Ss can discuss this topic in small groups. Ss should designate one S to write the group's answer, and another to report to the class. Each group should tell the class the advice they think Wei Ming should follow. Ss can then discuss all of the advice as a class to decide which advice they think is best and why.

2a

Purpose	To prompt Ss to think about their after-school activities so as to prepare them for the subsequent reading activity in 2b.
Teaching Tip	***Class survey*** Ss can do this activity in small groups, or it can be done as a class by writing the choices on the board and doing a quick survey. To generate more interest, the T can elicit details about Ss' activities, e.g. which sports, what kind of music lessons.
Optional Approach	***Variations*** The T may want to do this as a whole-class activity, or have Ss complete the activity individually first and then get them to share their answers with a partner.
Answers	Answers will vary.

2b

Purpose	To give Ss practice in reading for specific details.
Culture Focus	***It may be good to be bored!*** Modern American children have many things to occupy their time. In addition to school and sports, many children in the US have a TV in their bedrooms and a cell phone they can use to chat with their friends. A growing number of children have tablet computers as well. However, some people (specialists) in the US and the UK are now saying that children need more boredom and that having all of these things to do might be a problem. They say that when children are bored, they use their imaginations more, and that this encourages creativity as well as greater happiness.

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Answers	1. The common problem for Chinese and American families is that children have too many after-school activities which cause them to be stressed. 2. Cathy Taylor (a mother with three children), Linda Miller (a mother with three children), and Dr. Alice Green (a doctor) give their opinions about the problem.

2c

Purpose	To give Ss practice in using contextual clues to guess the meanings of words.
Teaching Tip	***Contextual clues*** Activity 2c may be used to emphasize the importance of contextual clues and to show Ss how to identify and use such clues effectively. The T may want to follow these steps in carrying out this activity: 1. Give Ss some time to attempt the activity on their own. 2. Ask Ss to underline the sentences which contain the words in bold. 3. Prompt Ss to identify the clues which help them guess the meanings of the words in bold. Point out that the clues may be in a single word, a phrase, a description, or a piece of information, e.g. *start* and *until* as clues for the answer to [1]. 4. Conclude by emphasizing the importance of using contextual clues to guess the meanings of words.
Optional Approach	***Extended practice*** Now that Ss know the meanings of the vocabulary words, ask them to form groups of three or four and make sentences with the words. Walk around the class and offer help when necessary.
Answers	1. continues, 2. training, 3. stress, 4. typical, 5. compete, 6. development, 7. comparing

2d

Purpose	To give Ss practice in reading for comprehension and specific information.

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Teaching Tip	***Expressing opinions*** Activity 2d may be used to show Ss how people give their opinions. The T may want to draw Ss' attention to the structures used to express one's opinions: • *I believe ...* e.g. *I believe* these activities are important for my children's future. • *I don't think ... (I think ...)* e.g. *I don't think* that's fair. • *People shouldn't ... (People should ...)* e.g. *People shouldn't* push their kids so hard. • *... is not good ... (... is good ...)* e.g. Too much pressure *is not good* for a child's development. • *... should ...* e.g. Kids *should* have time to relax and think for themselves. • *It's important to ...* e.g. *It's important to* have happy children.
Answers	Answers will vary. Suggested answers: 1. Yes, she does. She thinks that after-school activities are good for the children's future. 2. No, she doesn't. She thinks that people shouldn't push their children so hard, and they should let their kids be kids. 3. Dr. Green agrees with Linda. She says that after-school activities can cause a lot of stress for children. She also says that children should have time to relax and think for themselves, and that it's more important to have happy children than successful children.

2e

Purpose	To give Ss practice in using the target language in conversation.
Optional Approach	***Group discussion*** The T may want to have Ss discuss the questions in groups and then provide the opportunity for each group to present their ideas to the class.

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3a

Purpose	To prepare Ss for a subsequent writing activity by giving them the opportunity to consolidate the ideas they have gathered so far. To give Ss practice in analyzing arguments and giving opinions.
Teaching Tip	***Notes for next activity*** Ss can discuss their answers in pairs or small groups, taking notes of each other's opinions, as these will be useful when writing their letters in activity 3b.
Optional Approach	***Split them up*** Make three columns on the board, with the following quotes: 1. "After-school classes can help kids get into a good university." 2. "It is more important for my child to be a successful person than a happy person." 3. "It's good for children to start learning from a young age." Then make two rows under these columns, with the following headings: 1. Reasons for Agreeing 2. Reasons for Disagreeing For each column, ask Ss to give a reason for agreeing and a reason for disagreeing. This will encourage Ss to think critically about the topic and will also give them more ideas for activity 3b.
Answers	Answers will vary. Sample writing: Agree • After-school classes are good for the children's future. They can help children get into good schools and universities. • Some of these classes help children get better grades at school. Better grades help children to feel good about themselves. • Some classes help children to learn important skills not taught at school. These skills may actually help children relax, e.g. playing a sport or playing a musical instrument. • People learn better at a younger age. • Children have more time than adults, so they should learn as much as they can before they get too busy to learn new things.

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Answers	Disagree • After-school classes take away the children's free time. Children have no time to relax and just do nothing. • Children may be so busy they have no time to absorb and apply what they have been taught. • Some children are made to learn skills they are not interested in. • These classes cause the children to be stressed. • These classes take away the children's childhood.

3b

Purpose	To let Ss use the target language in writing.
Teaching Tip	***Critical thinking*** Encourage Ss to consider both the pros and cons of their argument. If they followed the Optional Approach in activity 3a, suggest they refer to their "Reasons for Agreeing" and "Reasons for Disagreeing" for ideas.
Optional Approach	***Peer review*** The T may want to conduct activity 3b by following these steps. 1. Read the sample letter given below aloud to the class. 2. Ask Ss to write their letters either in class or at home. 3. When Ss have written their letters, give them some class time to show their letters to a partner. 4. Encourage Ss to do peer-reviews and give suggestions to improve their partners' letters. 5. Ask Ss to use the feedback from their partners to do a second draft of their letters. 6. Collect the second draft for checking. 7. Identify a few well-written letters to be read to the class and commend the writers of these letters.
Answers	Answers will vary. Sample writing: Dear Sir or Madam, I don't really agree with what parents are saying about after-school classes because they only seem to think about getting their children into good schools or having successful children. Although some parents are right about the importance of learning from a young age, I think children should be allowed to be children and have a carefree childhood.

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Answers	In my opinion, it is important for parents not to push their children too hard. I believe it is better if parents try to really understand their children's interests and abilities first so that they will not make their children take classes that are not suitable for them. Perhaps parents could let their children decide for themselves if they want to have any after-school classes. If children are allowed to take the classes they choose for themselves, they will benefit more from these classes. They will grow up to be not only successful in their own way but happy too. Yours truly, Weisong

SELF CHECK

Purpose	To provide a comprehensive review of the key vocabulary and functions presented in the unit.
Procedure	1. Have Ss look at the Self Check activities. 2. Read aloud the prompts in the textbook and the words in the boxes. 3. Model the activities if necessary. 4. Give Ss time to do the activities and compare their work with a partner. 5. Elicit answers from the Ss and write them on the board.
Answers	1. 1. so that 2. Although 3. so that 4. until 5. Although; so that 2. Answers will vary. Suggested answers: 1. You should look for a chance to say sorry to her. 2. Why don't you try to study as much as you can these few days before you decide whether or not to go to the party this weekend? 3. Perhaps you could study somewhere in your house where you can't hear the TV.

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■ Optional Activity: Let's have a panel discussion!

Purpose	To encourage Ss to practice using the target language to express their opinions.

Procedure

1. Tell Ss that they will be having a panel discussion. Explain that a panel is a group of people (with special information) chosen to represent different groups in society.
2. Write the topic for the panel discussion on the board:

   > Are after-school classes good for children?

3. Divide the class into eight groups.
4. Assign each of these roles to one group:
   - a father
   - a mother
   - an elementary school child
   - a junior high school student
   - a senior high school student
   - an undergraduate
   - a teacher
   - a doctor

   Note: If there are fewer than eight groups, remove or combine some of the roles.
5. Explain that each group is to discuss the given topic from the point of view of their assigned role.
6. Give groups enough time to discuss and gather their ideas.
7. Invite one member from each group to represent his/her group to role-play the panel discussion.
8. Have a panel discussion with the T as the chairperson or moderator.

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Unit 5 What were you doing when the rainstorm came?

一、教学目标与要求

话 题 **Topic**	难忘的事件（Unforgettable events）
功 能 **Functions**	1 能讲述过去发生的事情（Talk about past events） 2 能讲故事（Tell a story）
语 法 **Grammar**	1 能正确使用连词 when 和 while（Conjunctions *when* and *while*） He was reading in the library when the rainstorm came. While Linda was sleeping, Jenny was helping Mary with her homework. 2 能恰当运用过去进行时结构进行提问和叙述（Questions and statements with the past progressive tense） A: What were you doing at eight last night? B: I was taking a shower. A: What was Jenny doing while Linda was sleeping? B: While Linda was sleeping, Jenny was helping Mary with her homework.
词汇和常用表达 **Words & expressions**	1 能正确使用下列词汇（Curriculum words） alarm, storm, wind, light, area, wood, window, match, passage, pupil, silence, date, tower, truth, begin, report, beat, rise, kid, realize, strange, asleep, fallen, icy, heavily, suddenly, completely, recently, against 2 能正确使用下列常用表达（Useful expressions） go off, pick up, fall asleep, die down, have a look, make one's way, in silence, take down, at first 3 能认读下列词汇（Non-curriculum words） rainstorm, flashlight, apart, shocked, terrorist
学习策略 **Strategies**	通过文章标题和插图等获取文章的主旨大意，训练快速阅读的技巧
文化知识 **Culture**	1 了解美国民权运动领袖马丁·路德·金 2 了解震惊世界的9·11恐怖袭击事件

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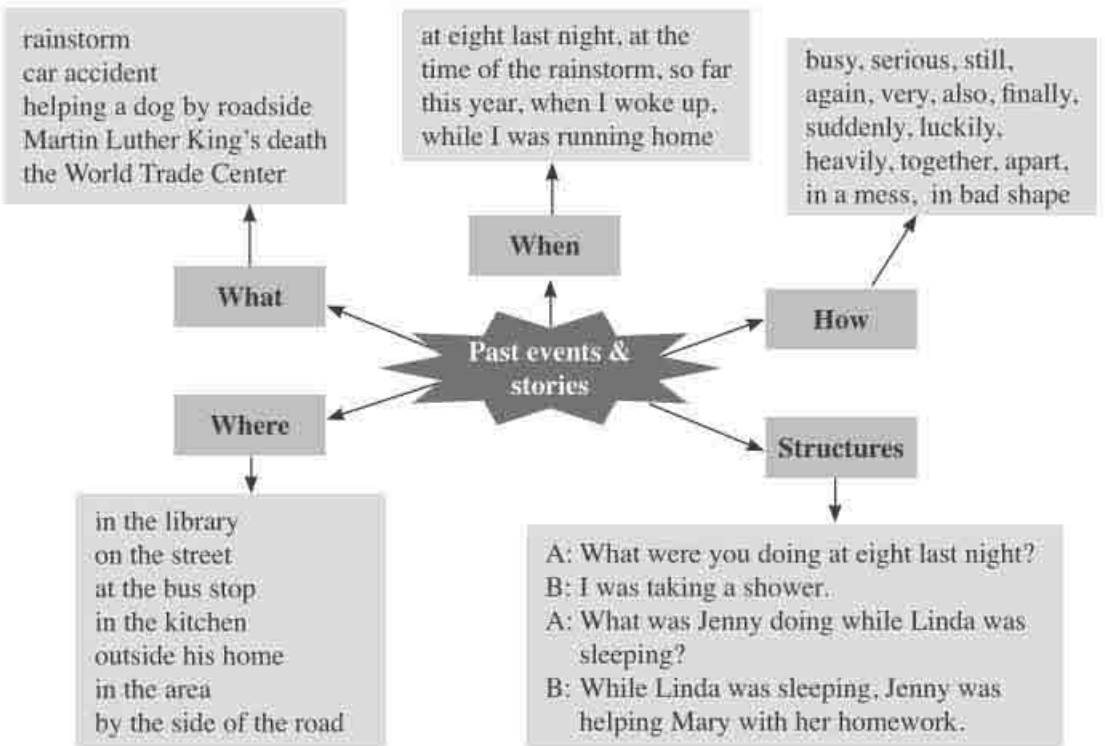
二、话题思维导图



三、内容介绍和教学建议

SECTION A 内容介绍

本单元通过构建过去场景中正在发生的各种情况引导学生学习并使用过去进行时。主题图呈现的a、b、c、d四个场景（分别是在家中做功课，在图书馆看书，在雨中等车，在风雨中行走）与左侧的小图形成呼应（电视里的主持人在问：What were people doing yesterday at the time of the rainstorm?），引出本单元的目标语言——过去进行时。活动1a–1c通过以听力为核心的任务链设计呈现目标语言What were you doing when the rainstorm came? I was (doing ...)。整个Section A的语言学习内容就是用过去进行时来表达过去某个时间在做什么，并学习用when和while描述某动作或某事件的发生。活动1a呈现了相关地点的表达，要求学生将这些地点与场景图配对。活动1b通过听力对话将本单元语法和句型在真实的情景对话中呈现出来，是对全新的语言现象的第一次完整的输入。1c要求运用本单元语

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法和相关句型进行控制性口头操练，完成最基本的语言输出。

活动2a–2d通过听和说的方式进一步呈现本单元的话题场景，学习使用过去进行时。2a是一个男孩讲述他一天中发生的一系列糟糕的事情，要求学生抓住故事情节的先后顺序。2b引导学生有选择性地听，主要抓住每件事情的关键动词。2c要求学生用自编对话的方式复述故事。2d是两个学生就昨晚未接电话的一番对话，也是在听的基础之上通过对话集中呈现过去进行时的使用。

活动3a–3c整体以阅读为核心，通过让学生阅读一篇关于美国亚拉巴马州遭风暴袭击后人们互相帮助的故事，进一步体会过去进行时的用法，并学习一些居住场景中常用的词汇，同时也注重对青少年情感的教育和培养，让他们知道在灾害面前要更团结，更友善，更懂得互相帮助。

Section A部分的教学重点是过去进行时的用法，特别是在某些特定的语境中，在没有具体的时间状语的情况下，理解和运用过去进行时。本部分的教学难点是体会while和when在引导时间状语从句时用法上的区别。

SECTION A 教学建议

活动1a

本活动中并没有出现生词，只是1b听力活动之前的一个课堂预热活动。但是因为本单元出现的是一个全新的时态——过去进行时，所以教师需要充分利用主题图与1a中的语句做好情境的铺垫。考虑到学生已经学过了现在进行时，教师可以先从用现在进行时进行看图说话的方式导入。

1. 教师可以用简笔画或者PPT呈现一些暴雨中的场景，也可以直接用课本里的主题图通过提问引导学生看图说话。教师可以参考以下问题进行提问：

第一幅图：

Look at Picture A. What is the girl doing? Where is she? Is she at school or at home? How do you know (she is at home)?

【引导学生观察图片：Can you see the bed in the picture ?】

第二幅图：

Look at Picture B. What is the boy doing? Where is he? Is he in the classroom (or in the library)? How do you know (he is in the library)?

【引导学生观察图片：Can you see many books and some people looking for books?】

第三幅图：

Look at Picture C. Where is the woman? Is she at a train station (or at a bus stop)? What is she doing? How do you know (she is at a bus stop)?

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【引导学生观察图片：What is on her head? Why does she put it on her head?】

第四幅图：

Look at Picture D. Where is the man? Is he on the street (or at the playground)? What is he doing?

【引导学生观察图片：Is he running for exercise? What is in his left hand?】

注意：通过引导学生观察图片并进行启发性的提问，对学生理解并运用语言非常有帮助。教师的提问在语音、语调、对意义完整的表达等方面都是很好的示范，同时可以快速激活学生大脑中的相关经验，进入语言学习状态。因此，教师要有效地利用课本上的主题图。

2. 课堂导入环节之后，引导学生读题，也可根据学情让学生齐读或个别朗读1a的指示语，使学生明确刚才所练习的场景按照课本的设计都是发生在过去（at the time of the rainstorm），所以1a选项中的四句话都使用的是一般过去时。
3. 学生按照1a要求完成句子与图片场景的配对。有了前面的铺垫，学生应该可以很轻松地完成这项活动，只需核对答案即可。

活动1b

1. 因为这段听力涉及的人数较多，教师可在听前给学生介绍场景，说明这是一个TV report，有一个记者进行播报，有四个人将被采访，需要学生明确听力的目标是找出这四个人在下暴雨时正在做的事情。教师可参考如下介绍：This is a TV report. There is a TV reporter and another four people: one girl, one boy, one man and one woman. Listen. What were they doing at the time of the rainstorm?
2. 完整地播放录音，不停顿，让学生整体感受并准确地捕捉自己需要的信息，即：动词和动词词组，选出正确的答案。这是学生第一次正式开始学习过去进行时，因此1b听力活动本身还不要求学生能够完整地使用过去进行时回答问题，而是培养学生捕捉主要信息的能力。
3. 学生完成1b活动后，教师获取反馈，此时可要求知道答案的学生举手回答而不是齐声喊出答案，教师可不急于判断对错。

注意：检查答案时，教师不必每次都急于判断对错，对语言基础不同的学生都要点到，了解他们是否都能获取到活动要求的信息。

4. 第二次播放录音，但这一次有停顿，特别是在重点信息处可以重放。师生核对1b的答案，并确定学生听到了准确的信息。

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5. 第三次播放录音，听前设定听力目标为检测学生对听力内容的细节理解，但不提倡教师把句子都翻译成中文，而是通过层层提问了解学生掌握信息的情况，尤其是对某些单词、词组或句型的关注。通过提问“迫使”学生用这些单词、词组和句型来回答问题，从而使目标语言由呈现转为使用，培养学生运用语言知识的能力。教师可参考以下问题进行提问：
   - What's the weather like today?
   - How was the weather yesterday?
   - Where was the girl?
   - What was she doing?
   - How was the rainstorm yesterday?
   - Why is the boy glad he didn't decide to play basketball?
   - Why did the man still get wet when he had an umbrella?
   - Why did many people take hours to get home?

   根据学生整体的语言水平，教师可在听前列出上述问题，让学生有准备地听，也可以在录音结束时再进行提问，使听力理解更有挑战性。此步骤是听力深层处理最重要的环节，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，是目标语言从呈现到运用的重要节点。
6. 第四次播放录音，让学生跟读、模仿对话中的语音语调，体会经历了暴雨的人在接受采访时表达的情感及使用的语气。建议教师引导学生使用课本附录中的听力材料更准确地进行跟读，也为后面1c的对话产出做好语言上的准备。必要时，可对听力材料中的难句做简单解析。

活动1c

该活动所要求的语言产出和1b的听力内容相比有一个信息和形式的转换，即：用第三人称讲述暴雨来临时不同人正在进行的不同的事情。

1. 先让学生两人一组利用主题图进行口语对话练习。教师巡视，了解学生对话的情况，适当提供帮助。
2. 再鼓励他们适当拓展场景，自编一些细节。
3. 请几组学生在全班展示对话，教师进行点评和鼓励。

活动2a–2b

本段听力是一段较长的独白，应在教学中充分体现听力目标的分解与听力活动的衔接，训练学生处理较长听力的技巧。教师可参考以下教学步骤，综合处理2a–2b活动的相关内容。

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1. 听前教师可以利用2a的插图让学生看图说话，引导他们使用一些带有一般过去时和过去进行时的句子。例如：Where was the boy? What was the boy doing in each picture?
2. 提出第一遍听力的目标：Why was yesterday a terrible day? 然后完整播放录音，请学生试着用一句话概括他们理解的听力内容，比如Some bad things happened yesterday.或者The boy was really unlucky yesterday. 答案不必统一，主要是启发学生注意从整体上把握独白内容。
3. 第二次播放录音，不必停顿，让学生直接完成2a的排序。在看图说话和第一遍听的基础上，学生应该能够完成这项任务。教师核对答案即可。
4. 让学生浏览2b活动要求和图片对应的文字，明确听的目的，并预测每幅图对应可能要填的词。学生可以讨论也可以独立完成，先用铅笔试着填写。
5. 第三次播放录音，也不必停顿，让学生结合预测的答案，独立完成句子填空。这一遍听力是训练学生选择性地听取信息的能力，帮助他们在语流中快速而准确地识别并捕捉所需要的信息，关注细节。
6. 学生完成2b之后，全班核对2b的答案。
7. 教师还可在此补充判断句子正误的检测题，检查学生理解听力内容的情况：

   Look at the statements below. Are they true or false?

   1) The boy didn't wake up until seven thirty because his alarm didn't work. (T)
   2) He arrived at school at eight. (F)
   3) He still didn't catch the bus although he ran to the bus stop. (T)
   4) While he was waiting for the bus, it suddenly started to rain heavily. (T)
   5) While he was busy looking for the umbrella in his schoolbag, a car came and got water all over him. (T)

注意：补充这一练习的作用在于：

1. 复习上一单元的until和although；
2. 结合对话中so的使用，形成用because的转换；
3. 结合对话中when的使用，可以呈现其对应的while一词的使用；
4. 归纳了部分意义相近的表达方式：

go off – work	all of a sudden – suddenly
get to – arrive in	miss the bus – not catch the bus
begin – start	

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活动2c

这是一个基于听力内容的语言输出活动，目的是用过去进行时和一般过去时复述过去发生的事情，把时间、地点、先后顺序和因果关系交代清楚。复述的方式不是独白式的，而是角色扮演，因此学生只需要适当地编出记者的提问便可以直接利用听力独白中的句子进行对话了。对于基础比较好的学生，教师可以要求他们直接编对话；对于基础较弱的学生，可以引导他们利用2a的插图，并由教师或基础较好的同学来扮演记者提问的方式进行引导，这样他们就不会感觉到有太大的语言压力。要注意鼓励学生复述时眼睛看着教师或同学，而不是看着课本朗读句子。教师可先让学生两人一组练习，再鼓励学生在全班进行展示。

活动2d

1. 教师可以把7:00 p.m.，8:00 p.m.，9:00 p.m.三个时间写在黑板上，提出问题：What was Linda doing at seven? At eight? At nine? 引导学生带着问题先快速阅读2d对话，找到问题的答案。教师把学生回答问题的关键动词写在相对应的时间后面，但只写动词原形。
2. 教师继续提问：Where was she at seven? At eight? At nine? 教师再把学生回答的地点状语写在相对应的动词后面。当然，并不是每个时间点发生的地点都在对话中，但是都可以按照常理推断出来，这也同时启发了学生思考。
3. 教师再用同样的问题问学生：What was Linda doing at seven? At eight? At nine? 但这次要求学生看着黑板，自行组织语言并用完整的句子回答问题。比如：She was helping her mom in the kitchen.

> 注意：我国学生学习进行时态时常常不是忘了be动词，就是掉了动词后面的-ing形式。他们即使看懂了或听懂了句子，但在语言形式的表达上往往不够准确，所以必须创造条件鼓励学生用自己的语言进行准确的表达。

4. 播放2d对话的录音，让学生注意听这两个角色对话时的语音、语调和语气。然后让学生两人一组分角色模仿朗读对话。建议学生至少分角色背诵对话。
5. 请几组学生在全班表演对话。表演时不要拿书。

> 注意：教学中要经常鼓励学生脱稿表演2d对话，通过背诵本部分包含的重点的句型和表达法，模仿地道的语音和语调，有利于提高学生口头表达能力，有利于培养学生的识记意识和习惯。

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活动3a–3c

1. 教师将课文标题写在黑板上：The Storm Brought People Closer Together，然后让学生翻开书看图，说一说图中发生了什么，充分让学生表达自己的想法，引导学生根据课文标题和插图预测文章内容。以下提问可供参考：
   - What can you see in the photo?
   - Can you see fallen trees in the photo? (No, we can't.)
   - What will a storm bring to us?
   - How can a storm bring people closer?
2. 让学生快速阅读课文并简短回答以下问题：
   - Were winds strong or weak? (Strong.)
   - Were clouds black or white? (Black.)
   - Was the sky dark or bright? (Dark.)
   - Did neighbors stay inside or clean up outside? (They cleaned up the neighborhood outside.)
   - How was the neighborhood after the storm? (In a mess.)
   - How were the windows? Were they good or broken? (Broken.)
   - Where was the rubbish? (Everywhere.)

   如果学生的语言基础较好，教师还可以将部分一般疑问句的提问转换为特殊疑问句，增加问题的难度，鼓励学生在没有提示的情况下回答这些问题。
3. 让学生读第二遍课文，自己组织语言回答3a所要求的两个问题：
   - What was the weather like before the heavy rain started?
   - What was the neighborhood like after the storm?

   如果学生回答步骤2中的问题的效果很好，也可以不必进行第二遍阅读，可以直接提问3a中的两个问题。
4. 指导学生阅读3b的要求和需要完成的句子，然后让学生再次阅读课文并独立完成这些句子。这个练习不同于用文章中的原词或表达来填空，需要学生在理解文章的基础上进行语言转换，因此有一定难度，教师要加以引导。
5. 让学生朗读所完成的句子，然后在课文中找出可以表达相同或相近意思的句子，师生核对答案。

注意：这个练习还有一个重要的功能，就是引导学生逐步关注when和while的使用，并在使用中慢慢体会两者的差别。关于when和while在用法上的区别，教师可参看本单元中文部分的课文注释以及英文部分的相关解析，但是建议在语法页的教学中展开讲解。

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6. 教师可以请班上画画比较好的学生用现场简笔画的方式帮助全班学生回忆并复述课文（要求学生尽量不要看书），复述的方式可以采取故事接龙的形式，即：学生A复述到某一节点时，接着由学生B来复述，以此类推。学生A和每次暂停的节点可由教师指定，后续接龙的学生由前一位学生自己选择。这样做的好处是能让学生在听复述的时候集中精神，随时准备应答。这个活动的难点是学生可能会混用when和while，教师在这个阶段不必一一纠正这些失误，反而可以通过这个练习，较为全面地了解学生在使用这两个连接词时容易出现的问题，为后面语法的学习与讲解提供典型实例，因此在学生接龙复述课文时，教师应做好相关的记录。
7. 基于话题的3c讨论是阅读后重要的一种活动形式。教师要抓住最体现文章所要传递的精神的句子，即：Although the storm broke many things apart, it brought families and neighbors closer together. 鼓励学生开展讨论，类似的灾难还有地震（earthquake）、火灾（fire）、水灾（floods）等。这类讨论的开放度很大，对于学生驾驭语言的水平要求也较高。教师可根据实际情况适当提供一些语言帮助，但不建议盲目拔高。

语法内容介绍和活动建议

本单元主要学习过去进行时的用法。学生需要掌握在含有该时态的句子中如何使用when 和while 引导时间状语从句，并能用过去进行时进行提问和回答。语法聚焦（Grammar Focus）的表格中列出了本单元（尤其是Section A中）使用过去进行时的典型例句。4a 是一个结构练习，主要让学生通过造句注意到when 和while在引导状语从句时的区别。4b是一个语篇类的填空练习，通过第一人称讲述一个发生在过去的车祸。4c是笔头口头相结合的综合活动，通过制作表格前的询问让学生使用过去进行时进行交流。本部分教学的重点是过去进行时的结构与表意功能，特别是复习现在分词的构成，难点是when 和while的用法与区别。

语法部分具体教学建议如下：

七年级下册学习过现在进行时，这会对学生学习过去进行时有一定的帮助，但学生在口头和笔头表达的时候经常忘记be动词或者忘了在动词后面加-ing形式，所以对于基础比较薄弱的学生，教师有可能需要从现在进行时入手，引导学生过渡到过去进行时的学习，并复习现在分词的构成。教师可以选用下面的引导步骤：

1. 观察下表中的例句并思考以下问题：
   1) 两栏例句中的谓语部分的结构有什么相同和不同之处？
   2) 两栏例句中的时间状语有什么不同？

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3) 现在进行时和过去进行时分别表达什么概念?

现在进行时 （Present Progressive Tense）	过去进行时 （Past Progressive Tense）
I am talking to you now.	I was taking a shower at eight last night.
She is listening to the teacher now.	She was doing her homework at the time of the rainstorm.
They are taking photos now.	They were taking photos when the rainstorm came.
We are having English class now.	We were reading in the library while Linda was sleeping.

下表供教师参考：

	现在进行时 （Present Progressive Tense）	过去进行时 （Past Progressive Tense）
用法	表示现在或最近正在进行和发生的动作	表示在过去的某个时间正在进行或发生的动作
构成	be (am/is/are) + doing (动词-ing形式)	be (was/were) + doing (动词-ing形式)
时间	Now（或引起注意的look、listen等动词）	at eight last night, at the time of the rainstorm, when the rainstorm came, while he was sleeping

2. 教师带领学生复习现在分词的构成，可以列举一些学过的动词的现在分词，如：dropping, taking, guessing, allowing, getting, arguing, communicating, explaining, copying, returning, continuing, comparing, causing, going, picking, reporting, beating, falling, rising, realizing, swimming。

3. 先带读这些分词，让学生写出这些动词的原形，然后启发学生回忆和思考：动词原形变成现在分词有什么规律？通过观察，回忆和分析，他们会发现现在分词的构成规律有：

   1) 一般动词在原形后面直接加-ing，如：guess, allow, explain, copy, return, pick

   2) 动词词尾有不发音的e字母时，去掉e加-ing，如：take, argue, communicate, compare

   3) 重读闭音节结尾的动词要双写该辅音字母再加-ing，如：drop, get, swim

4. 让学生写出下列动词的-ing形式：

take _____ play _____ clean _____ shop _____ sleep _____

buy _____ leave _____ turn _____ kid _____ hit _____

对于语言基础比较好的班级，教师可以直接从Grammar Focus的表格开始参考以下步骤实施教学：

1. 让两个学生以问答形式朗读Grammar Focus表格中的例句。

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2. 教师指导学生仔细观察这些例句并引导他们归纳出过去进行时态的构成特点与基本用法如下：

1）过去进行时由 was/were + doing（动词-ing形式）构成，表示过去某一时刻或某一段时间正在进行的动作，它常和表示过去某一时刻的时间状语连用，如：at eight last night，at the time of等。例如：

What were you doing at eight last night? 昨天晚上八点你在做什么？

2）该时态也常与when和while引导的时间状语从句连用，表示当一个动作发生时，另外一个动作正在进行。例如：

He was reading in the library when the rainstorm came. / While he was reading in the library, the rainstorm came. 当冒风雨来临的时候，他正在图书馆看书。

3）过去进行时还可以表示两个过去的动作同时进行，这时可用while来连接两个分句。例如：

While Linda was sleeping, Jenny was helping Mary with her homework. 琳达在睡觉的时候，詹妮正在帮玛丽做功课。

活动4a

1. 让学生观察Grammar Focus中的句子，启发他们思考when 和while在引导时间状语从句时的区别。学生可能会发现在所给的例句中有两种类型：

1）主句用过去进行时 + when引导的从句用一般过去时

2）主句用过去进行时 + while引导的从句也用过去进行时

但是，把when和while的用法简单地等同于时态的区别是不全面的，教师可以通过提问启发学生进一步思考：句子中的两个动词，哪一个持续的时间更长？它们是否能同时持续较长的时间？

2. 问完这些问题之后，帮助学生归纳when 和while 的用法如下：

1）when在英文中指：at or during the time that, 它既指时间点，也可指一段时间，while是during the time that只表示一段时间，因此在引导时间状语从句时，when引导的时间状语从句中的动词可以是瞬间性动词，也可以是延续性动词，而while从句中的动词必须是延续性动词。例如：

It was snowing when we arrived at the station. 当我们到达车站的时候，正在下雪。

While she was typing, someone knocked at the door. 当她在打字的时候，有人敲门了。

2）由when引导的时间状语从句常用一般过去时，而主句用过去进行时；但是在并不强调哪一个动作持续时间更长或者哪一个动作是打断性的（interruptive）行为的情况下，when引导的状语从句也可以使用过去进行时。如果强调从句

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和主句的动作同时发生，两句都用过去进行时，则多用while引导从句。例如：

He finally fell asleep when/while the wind was dying down. 当风渐渐停的时候，他终于睡着了。

They were singing while we were dancing. 当他们在唱歌的时候，我们在跳舞。

注意：关于when和while在用法上的区别，还可参看本单元中文部分的课文注释以及英文部分的相关解析。

3. 在学生对when和while有了一些理解之后，让他们独立完成4a。同时可以请几个学生在黑板上写出他们的句子。
4. 在核对答案和点评的环节，教师可以继续通过提问巩固学生对瞬间性动词和延续性动词的理解。

Can "buy a drink" last for a long time? (No, it happens only once.)

Can "take photos" continue for some time? (Yes, it can last for some time.)

Can "leave the house " continue for some time? (No, it happens only once.)

Can "play the piano" last for some time? (Yes, you can play the piano for a long time.)

Can "sleep" last for a long time? (Yes, you can sleep eight hours.)

注意：教师还可以提示学生注意一个细节，即：当从句放在前面时，一般有逗号与主句隔开。

活动4b

1. 学生按要求完成4b填空。请学生大声朗读短文，全班核对答案。
2. 要求学生两人一组，用What was the writer doing when / while ...?句式根据短文进行口语问答。例如：

What was the writer doing while his brother was listening to the radio?

What was the writer doing when the radio news talked about a car accident near their home?

3. 请几组学生在课堂上展示对话。

活动4c

1. 教师在黑板上画一表格，分别问学生A、B、C、D。

What were you doing at 9:00 a.m. / ...?

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2. 依次将学生回答中的谓语动词原形填在表格里，如：

	Student A	Student B	Student C	Student D
9:00 a.m.	take	do	read	help
11:30 a.m.	play	clean	shop	leave
4:00 p.m.	talk	cook	go	listen
9:00 p.m.	watch	wait	eat	walk

3. 教师接着问其他学生：

What was Student A doing at 9:00 a.m.?

What were you doing while he ...?

通过这个活动，至少可以达到两个目的：1）检查学生课堂注意力，确保他们认真听了刚才其他学生的回答；2）对过去进行时的结构训练很有效。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，教师可以多想办法提高学生的参与程度。

4. 让学生两人一组根据前面教师的示范对话并完成4c表格。

SECTION B 内容介绍

Section B 进一步加深和巩固本单元的话题内容，讲述一系列发生在过去某一时间的事情。1a对单元话题进一步拓展，为学生提供了更丰富的表达空间，让他们有很多话题可谈，例如：a class, a meeting, a party, a picnic, a ball game, a performance, an interview, a visit to a museum, a school trip等，这些话题非常贴近学生生活，是他们愿意谈论并有话可说的话题。1b–1c的听力对话讲述了Kate在路上发生的故事，主要训练学生对故事中时间、地点、原因、结果等主要信息的提取能力以及事件发生先后顺序的把握，进一步学习一般过去时和过去进行时的搭配使用。1d要求学生用自己的话以句子接龙的方式复述听力故事中的关键信息。

2a–2e是阅读教学板块。阅读文章以重大的突发事件为背景，通过人们的回忆讲述过去正在发生的事。2a让学生通过看插图和标题预测文章的内容，这既是一个阅读前的预热活动，也同2b的阅读任务相联系，同时也是本单元阅读策略的一项重要内容。在2b文章中，五十多岁的罗伯特·艾伦回忆了马丁·路德·金被刺时他家人震惊的经历；凯特·史密斯回忆了世贸大厦被毁时她在办公室里惊恐的心情。2c要求学生对文章的具体信息进行判断。2d是较为深入的阅读理解，涉及到句子形式的变化与语义关系的对应。2e是就文章细节的互相提问与检测。

3a–3b 是一个完整的写作板块，但是本单元的写作与阅读文章的联系更为密切。学生

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在阅读之后，通过3a把学过的语言用回答问题的形式进行梳理，再按照3b的写作框架提示完整地描写一件难忘且重要的事，说明时间、地点、事件过程以及为什么自己记得这么清楚。

Section B的教学重点是进一步熟悉一般过去时和过去进行时的搭配使用，难点是运用这两种重要的时态描述事件。

SECTION B 教学建议

活动1a

1. 让学生浏览1a活动要求，明确任务。教师可通过提问启发学生，要求学生尽量用完整的句子回答，为后面能顺畅地讲故事做好铺垫：
   - Can think of a time when you were late for class?
   - When was that?
   - What did you say to your teacher?
   - What happened to you?
   - What did your teacher say to you?
   - Why do you remember the teacher's words so clearly?
2. 请一两个学生按照刚才提问的要点串联成一个相对完整的故事在课堂上说一遍。
3. 启发学生想一想生活中可能会迟到的场景，比如：a meeting, a party, a picnic, a ball game, a performance, an interview, a visit to a museum, a school trip等，让学生按照同样的思路先进行两人一组的问答，再请几位学生汇报他们的故事。

> 注意：教师应适当地提醒学生，虽然生活中会发生各种小意外，造成参加活动时迟到或者无法前往，但是一定要养成良好的守时的习惯，尽量预留充分的时间并做好一定的准备，做一个准时守约的人。

活动1b–1d

1. 听前，教师可以引导学生通过阅读1b中的三个问题对听力内容进行预测，特别是从第三个问题：Which team won at the event?可以推导出至少是某种比赛，比如：basketball/football/… game, speaking competition, English contest等。
2. 完整地播放录音，让学生简短回答1b的三个问题。
3. 核对答案后，如果无须重复播放录音或讲解，可转入1c的教学。在播放第二遍录音前，让学生仔细阅读1c中的句子，先猜测事件发生的先后顺序。

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注意：让学生在听之前先读句子并通过自己的推理排序，这样有利于启发学生思考。实际上，对于1c来说，学生的预测是有1b的第一遍听力基础的，再结合推理，对他们完成1c会很有帮助。

4. 再次播放录音，让学生完成1c的排序。师生核对答案，核对时教师可以不直接说学生排序的对错，而是要求基础好的学生重复录音中的原句。由于录音中的句子和1c中表述方式不同，学生需要从第一人称转变成了第三人称，基础较弱的学生尤其需要时间意识到这种不同。如果有必要，教师应重复播放录音，并在关键信息处停下来或回放，确保学生能听懂并能完成1c。
5. 再次播放录音，让学生回答一些情节性的问题，比如：
   - What did she do when she got to the bus stop?
   - What did she do when she realized her bag was at home?
   - What did she see while she was running back home?
   - What did she want to do when she saw the dog?
   - Why did she wait for someone when she wanted to call the Animal Helpline?
6. 如果有时间，还可以让学生根据听力材料进行角色扮演，注意模仿对话双方的语音、语调和情绪。
7. 完成1d的句子接龙：教师可采取学生轮流出题、轮流接龙的方式，把两人接龙的活动转换为多人接龙。比如：

   A: When the school basketball competition started ...

   B: When the school basketball competition started, Kate was still making her way to school.

   C: When Kate got to the bus stop ...

   D: When Kate got to the bus stop, she realized that her bag was still at home.

   E: ...

活动2a–2b

1. 学生先看插图和课文标题，教师通过提问启发学生。
   - What can you see in the first picture?
   - Do you know the person in the first picture? What's his name?
   - What was he doing in the picture?
   - When did he die?
   - How did he die?
   - Do you know the building in the next picture?

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- What happened to the building?
- When was the building taken down?
- What do you think the passage is about?

2. 第一遍阅读。可采取限时一分钟的快速阅读，让学生找到2b中两个问题的答案。该活动只要求学生找到的特定信息，并不必获取文章更多的细节，所以学生可以结合课文的插图和每段的一两句话进行快速阅读。

注意：教师应适当指导和提示如何快速找到相关信息，如第二个问题的疑问词为When，说明需要关注篇章中的时间点，第一个问题的疑问词为What，说明应根据该时间点从上下文中找到所发生的事件。只有给予学生恰当的策略指导，学生才能掌握相关的阅读策略，教师应注重如何引导学生获取信息，而不是简单下达任务指令，任学生盲目寻找。

3. 师生核对答案，并要求学生说明他们是在课文的哪句话中找到的答案。

活动2c–2e

1. 学生快速浏览2c的题目和内容了解活动目的，明确每句话的意思。
2. 布置第二遍阅读，要求学生独立完成2c活动。如果仅按照活动要求，阅读技巧较高的学生其实不必一字一句地阅读，可以通过找课文中的关键词句对2c中的句子进行判断。但是建议教师鼓励学生仔细阅读全文，让他们在第二遍阅读时对语篇有一个完整的理解，再通过2c确定他们对细节信息的记忆。
3. 全班核对2c答案。无论学生判断句子正确与否，都要他们指出原文，以确保他们在正确的地方找到了答案。
4. 学生再次阅读课文，完成2d活动。找同义句或近似句是语言训练的一种重要形式。通过2d这个活动要让学生知道同一个意思可以采用不同的表达方式，这也是信息输入和输出转换过程中一个很关键的节点。
5. 学生两人结对开展2e的口语活动，教师可提供一些参考问题，如：

What was Robert Allen doing when Matin Luther King died?

What was Kate Smith doing when the attack happened?

注意：2e活动设计的目的表面上看是对学生记忆力的检测，实际上是对学生提问能力的锻炼和培养。在本部分的教学设计中，我们希望教师在教到2e这个活动时，能够让学生多一些自主提问的机会，不要限制学生的思考或者给学生提示。在阅读教学的过程中，尝试变“学”为“问”，也是一种重要的学习方法。

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建议在实施该活动时，负责提问的学生可以看书，而回答的学生不要看书，两人可交换提问及回答。

活动 3a–3b

1. 活动3a是一个头脑风暴（brainstorming）类型的练习。教师可以通过一个简单的提问引起学生的思考，比如：Now let's think about some important things that happened in the past.学生可能的回答是：an important exam, a piano competition, a school trip, an earthquake, a big fire等。教师可以接着说：Why do you remember it well? Let's make some notes and write about it later.
2. 学生按照3a中的提问独立完成表格。虽然题目要求是做一些笔记，但是作为正式写作前的铺垫活动，教师可以鼓励学生用完整的句子写下所有问题的回答。
3. 学生两人一组互相提问，根据各自的表格进行问答，恰当使用一般过去时和过去进行时。
4. 教师先指导学生看懂活动3b中对于文章三个段落的说明，让学生明白每一段的写作要点。然后指导学生看懂3b所提供的写作框架，要特别提醒学生注意框架中过渡性的文字，这样写出来的短文才会更加流畅。
5. 学生独立完成写作，词数要求可以根据实际情况不设置上限，但建议不要少于80字。
6. 学生独立写作完成后，让学生两人一组互相批改，重点是检查过去进行时的使用是否准确和恰当。教师可将学生互相批改后的作文统一收上来，然后再选取学生作文样本中共同的错误进行纠正或选取几个作文进行点评。注意，点评时切忌过于强调错误，以免打击学生的自信和积极性，应多发掘学生作品的亮点。如果有时间的话，还可以在班上开个小小故事会，让学生在小组内或者请学生代表在全班朗读各自的故事。

SELF CHECK内容介绍和教学建议

本部分主要帮助学生巩固本单元所学的过去进行时以及连词when和while所引导的时间状语从句。活动1是用when和while填空完成句子。活动2是综合了各种动词的练习，虽然没有直接考查when和while的用法，但是学生需要根据语境判断各种情况下该使用一般过去时还是过去进行时。教师要结合练习帮助学生归纳所学的语法知识，在完成活动的同时复习本单元的语言知识。

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活动1

1. 学生独立完成填空练习。教师核对答案。
2. 教师可增加句子的转换，让学生通过比较以下句子，帮助他们巩固对when和while用法区别的理解：
   1) _____ I was walking home from school, I saw a strange light in the sky. (While)
   I was walking home from school _____ I saw a strange light in the sky. (when)
   2) _____ my brother was laughing, the television news reported that other people had seen the light as well. (While)
   My brother was laughing _____ the television news reported that other people had seen the light as well. (when)

活动2

1. 学生先独立完成短文填空，然后两人一组核对答案，自行讨论为什么有的动词用一般过去时，而有的用过去进行时。
2. 师生核对答案。对两种过去时态在表意功能上的差别可以稍加说明：一般过去时表示在过去某个时间发生的动作或存在的状态（强调一次性动作）；而过去进行时则表示在过去某一时刻或某段时间正在进行的动作（强调反复的动作）。如果有必要，可就本活动中出现的几个不规则动词简单复习一下不规则动词过去式的变化。
3. 学生大声朗读这篇短文。如有必要，可让学生课后背诵本文，因为这个语篇虽短，但是语境丰富，并且较好地呈现了一般过去时和过去进行时的配合使用，值得背诵与模仿。

■ 拓展活动：案发时你在干什么?

这是我们生活中可能发生的一个场景：学生失踪、邻居被盗、路上出了车祸、行人财物被抢等，报案后警察会对相关人员进行调查取证，我们有义务协助和配合调查。

教师可将学生分为六至八人一组，采用模拟案情（1. 学生失踪；2. 邻居被盗；3. 路上出了车祸；4. 行人财物被抢），组织警察查案的活动。每个小组有两个角色是固定的，即：一名警察负责询问，一名书记员负责记录。在有的案情中可以分配一个角色作为当事人，比如：邻居被盗和行人财物被抢。各组抽签决定模拟哪一个案情。小组活动结束后由书记员在全班用一般过去时和过去进行时汇报案情及调查情况，即：发生了什么和大家当时都在干什么。

下面以“学生失踪”的案情为例说明这个活动在小组内如何开展：

模拟案情：

Jack昨天下午五点钟和同班同学踢完足球后离开学校，但是一晚上没回家，家人报案

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了。警察来到学校，找到昨天一起踢球的学生询问他们分开后都去了哪里，和谁在一起，在干什么？

调查步骤：

1. 昨天和Jack一起踢球的五个同学写下自己六点、七点、八点、九点自己在哪、干什么，交给警察（由学生扮演）。
2. 警察分别点名，点到的学生上前接受警察询问。比如：

   Where were you when you finished the football game?

   What did you do after you left school?

   Did you see Jack again after you left school?

   What were you doing at 6:00 p.m./7:00 p.m./8:00 p.m./9:00 p.m.?
3. 有的学生可能会把自己刚才写的内容忘了，答的内容和纸上写的内容不一致，“警察”须严加盘查，反复提问，甚至可以出示他的纸条，证明他没说“实话”，是重点“嫌疑人”。
4. 其他学生可以为被调查的同学作证：I was with him at that time. We were playing computer games together.
5. 书记员做好记录，用一般过去时和过去进行时整理好汇报材料，然后在班上汇报。如果有时间，教师可先让模拟案情的小组在全班表演整个案件调查的过程，再让书记员汇报。此活动的互动效果会很好，学生也会很积极地参加。警察和书记员这两个角色要找语言表达较好的学生来扮演。

四、课文注释

1. **So while you were sleeping, I called Jenny and she helped me.** 所以你睡觉的时候，我打电话给珍妮，她帮了我。

   句子中的while为连词，引导状语从句，意思是“当……的时候；和……同时”之意。

   1）当while表示“当……的时候”时，强调在某事发生或进行期间，指某一时间段，所引导的从句中谓语动词通常是延续性动词。例如：

   While Sandy was filling out the forms, I called Jimmy from the airport. 在桑迪填写表格的时候，我从机场给吉米打了一个电话。

   Someone broke into her house while she was on vacation. 当她在外度假时，家中被盗了。

   She was talking on the phone while watching TV. 她一边打电话一边看电视。

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另外，连词when也可以表示“当……的时候”的意思，表现在具体的某一时间点或一段时间中（at or during the time that something happens），所引导的从句中的谓语动词既可为瞬间性动词也可是延续性动词。例如：

He was quite shocked when I told him. 当我告诉他时，他十分震惊。

When he was at Greenfield High, he always played defense. 他就读绿地中学期间总是打后卫。

when还表示“当某事刚一发生或之后的时候”，这时它所引导的从句谓语动词仅为瞬间性动词。例如：

When the meal was finished, my mother washed up and brewed a pot of tea. 吃过饭后，我老妈把所有东西都洗干净，沏了一壶茶。

I'll call you again when I get home. 我到家后再给你打电话。

2）当while表示“而；然而；但（是）”时，则用来说明或强调两种事情或情形的不同。例如：

I do every single bit of housework while he just does the dishes now and again. 我要干每一件家务，而他只是有时洗洗碗筷罢了。

Tom is very outgoing and confident while Kathy's shy and quiet. 汤姆十分外向、自信，而凯西却腼腆文静。

2. With no light outside, it felt like midnight. 屋子外面没有灯，感觉到了半夜似的。

此句中介词with表示一种伴随的状况，同时还包含着某种因果关系，表示“因某种状况的存在而导致……”，因此可译作“由于；因为”等。例如：

With my parents away, I'm the king of the house. 我爸妈不在，我可是家中的“王”了！

I can't work with all that noise going on. 由于那噪音响着，我无法工作。

3. You're kidding! 你在开玩笑吧！

作为动词，kid可表达“开玩笑”的意思，且经常用在一些较为固定的口语套语中，本句便是如此。类似这样的话语还包括You've got to be kidding me.或I was only kidding.等。试看：

You've got to be kidding me! What do you mean you lost the tickets? 你在拿我开玩笑吧！你说把票给丢了是什么意思？

Don't be upset, John was only kidding. 别难过，约翰只不过开开玩笑罢了。

4. She remembers working in her office near the two towers. 她记得当时（自己）正在双子座附近的办公室里工作。

1）towers在句子中指的是世贸中心的双子塔。

2）remember (someone) doing something是一种固定搭配，表示“记得（某人）曾经做过某事”，其中remember可表示“记得；回忆起；想起；记住”等意思。

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例如：

I don't remember seeing him anywhere. 我不记得在什么地方见过他。

He remembered hearing that song at a restaurant once. 他回想起曾在一家餐厅听过那首歌。

I remember my sister wearing a bright yellow dress. 我记得妹妹穿了条鲜亮的黄色连衣裙。

五、文化注释

世界贸易中心（**World Trade Center,** 美国纽约）

简称“世贸中心”，位于美国纽约曼哈顿岛西南端，曾是纽约市最高、楼层最多的摩天大楼，为纽约市民乃至美国国民所自豪的地标建筑。大楼于1966年开建，主体于1973年建成使用。

世贸大楼共110层，高达411米，是一个由两座并立的塔式摩天楼（被称作“双子塔”）、4幢办公楼和1幢旅馆组成的建筑群。其主体南楼和北楼双子塔采用钢结构建筑，大楼墙面由铝板和玻璃窗组成。在其遭受恐怖袭击被摧毁之前，每年都吸引来自世界各地的无数游客前往参观。

2001年9月11日，恐怖分子劫持两架民航客机先后从不同方向撞向世贸中心的双子塔楼，两栋塔楼随后相继倒塌。

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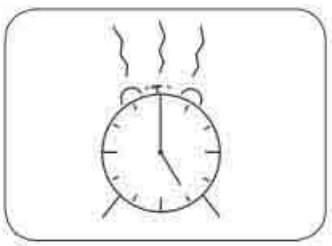
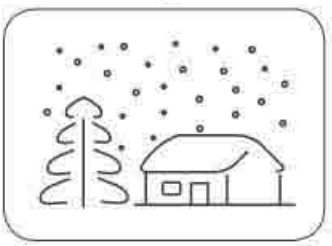
六、教学简笔画

1. alarm



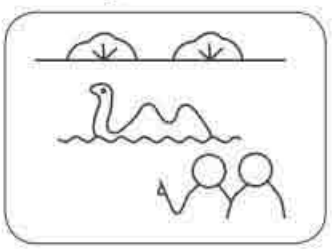
2. snow heavily



3. Suddenly it began to rain.



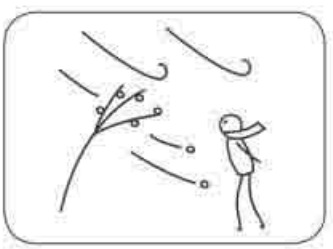
4. a strange animal



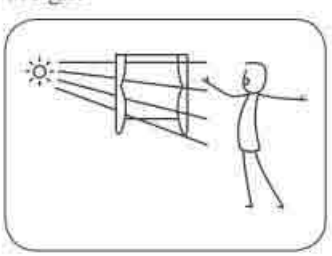
5. storm



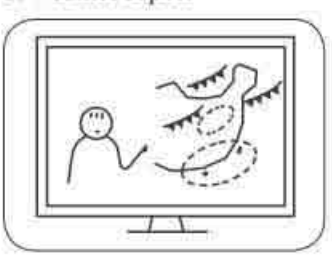
6. wind



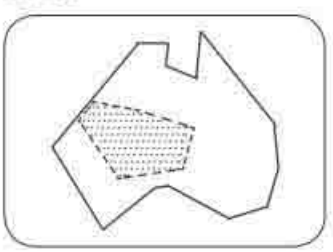
7. light



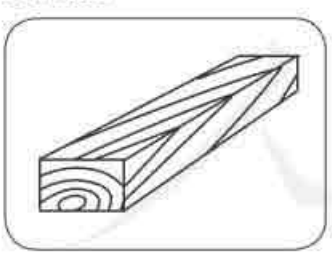
8. weather report



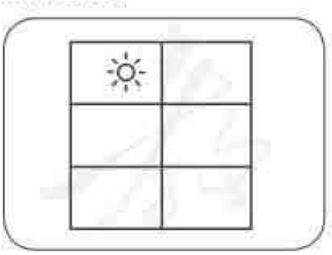
9. area



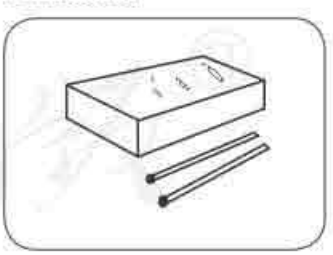
10. wood



11. window



12. matches



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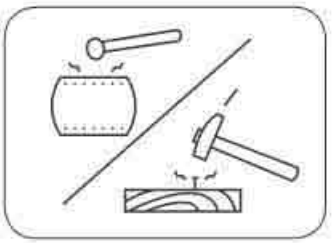
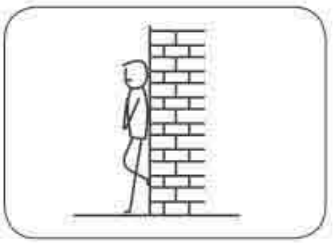
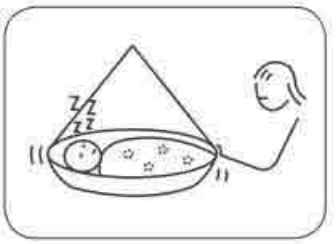
13. beat



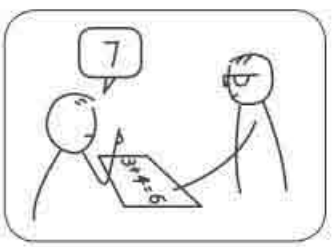
14. lean against the wall



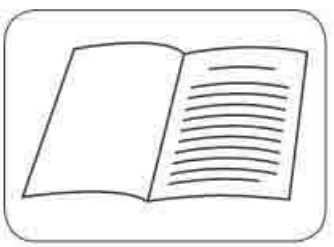
15. The baby is asleep.



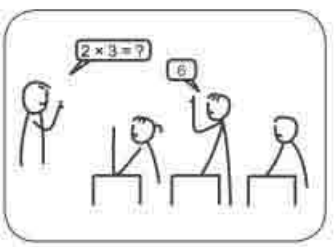
16. realize his mistake



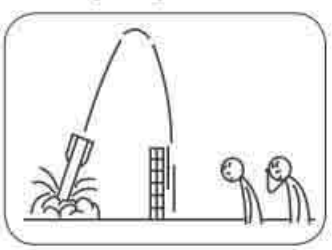
17. passage



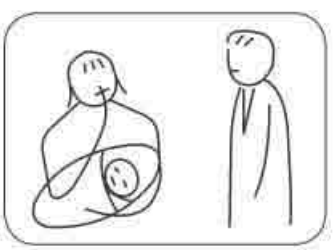
18. pupil



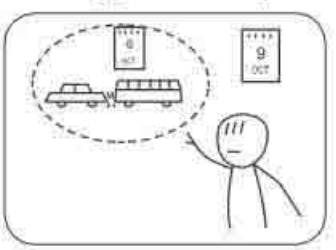
19. completely fail



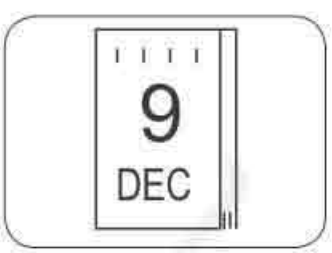
20. silence



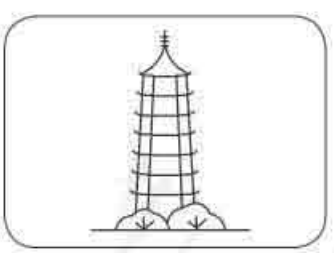
21. It happened recently.



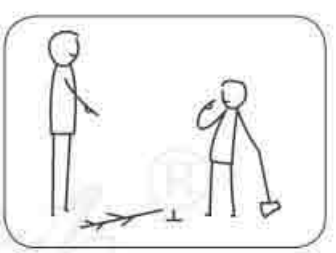
22. date



23. tower



24. tell the truth



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Unit 5 What were you doing when the rainstorm came?

SECTION A

1a

Purpose	To introduce Ss to the first unit goal: talk about past events. To set the scene, increase Ss' vocabulary and introduce the target language.
Picture	The pictures show a news program on TV and four people doing different things (a–d). The picture that shows the news program has the announcer/reporter talking about the weather. Even if we don't look at the speech bubble from the TV announcer, we can accurately guess that he is talking about the weather because we can see the two images of a cloud with rain falling from it and a bright shining sun in the center right of the TV screen. Pictures a–d: The person in Picture A is writing in a notebook at a desk in her bedroom in her house. Outside her window, we can see that there is lightning and rain. The person in Picture B is reading a book at a table in a library. The person in Picture C is standing in the rain, waiting for a bus. We can guess that she wasn't expecting the rain, so she is protecting her head from the rain with her handbag since she has no umbrella. The person in Picture D has an umbrella, though the wind is blowing very strongly and he is getting wet. He is wearing a jacket and tie, so he is probably coming home from work, though he probably stopped on the way home to buy some groceries, as he has a plastic shopping bag in his hand.
Optional Approach	***What are they doing?*** Before Ss do activity 1a, the T may want to review vocabulary using the pictures. Write on the board: *1) Where is he/she?* *2) What is he/she doing?* The T can do this activity as a class or have Ss do this alone or in pairs first before doing the activity as a class.
Answers	1. b, 2. a, 3. d, 4. c

1b

Purpose	To give Ss practice in listening for specific information.

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Optional Approach	***Listen without writing*** For weaker classes, the T can ask Ss to close their eyes and listen to the recording first, without circling the answers. After the recording ends, Ss can then open their eyes and attempt the questions. Once they are done, the T can play the recording again so that Ss can check their answers.
Answers	circled: a. doing my homework, b. reading, c. waiting for the bus, d. walking home

1c

Purpose	To give Ss practice in using the target language in speaking.
Teaching Tip	***Picture talk*** Suggest Ss look at the pictures and describe them to a partner or small group. Ss should talk about what the people were doing as well as where they were.

2a

Purpose	To introduce Ss to the second unit goal: tell a story. To give Ss practice in listening for specific information (chronology of events).
Optional Approach	***What do you think happened?*** Before playing the recording, the T can ask Ss to arrange the pictures in order, based on what they guess is the sequence of events. Then the T can play the recording and the Ss can check their answers and see if they guessed the sequence of events correctly.
Answers	4, 1, 5, 3, 2

2b

Purpose	To give Ss more practice in listening for specific information.
Teaching Tip	***Helping words*** For weaker classes, the T can help the Ss by writing the answers on the board in a jumbled-up order, e.g.: • *ate* • *was waiting* • *woke* • *was ... looking* • *ran* Play the recording again. Ss can either fill in the answers as they listen to the recording, or wait till the recording ends before filling in the answers.

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Answers	was, looking; woke; ate; was waiting; ran

2c

Purpose	To give Ss practice in using the target language in speaking.
Teaching Tip	***Role-play*** Ss can practice the role-play with a partner. Ss should take turns pretending to be the reporter, miming a microphone as if they were doing a real interview. Ss can refer to the pictures, but should try to avoid just reading their answers from 2a.

2d

Purpose	To give Ss more speaking practice in using the target language in a longer conversation.
Optional Approach	***Different tones of voice*** Get Ss to experiment with using different tones of voice for the characters in the conversation. For example: • Mary speaks in an angry tone; Linda speaks in a careless tone, i.e. like she doesn't care. • Mary speaks in a curious tone; Linda speaks in an apologetic tone. For stronger classes, the T can extend the activity by asking Ss about how the different tones of voice affected the conversation.

3a

Purpose	To give Ss practice in reading for specific information.
Culture Focus	***Storms*** Every year in the US, certain kinds of storms cause considerable damage and loss of life. The US states of Texas, Oklahoma, and Kansas, and parts of Ohio, Tennessee, and Mississippi see so many powerful cyclones called "tornadoes" that this region is popularly called "Tornado Alley". These storms often come with little warning, and they can completely destroy whole towns. When these storms happen, people often work together to help the survivors and to clean up and rebuild the towns.
Answers	Answers will vary. Suggested answers: 1. Strong winds were blowing, and black clouds were making the sky very dark. 2. The neighborhood was in a mess. There were fallen trees, broken windows and rubbish everywhere.

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3b

Purpose	To give Ss practice in using the target language in writing in context.
Teaching Tip	***Can you remember?*** Have Ss attempt this activity without re-reading first. Then ask Ss to exchange their answers with a partner, and do peer-correcting while the T reads the passage aloud, pausing appropriately where answers appear so that Ss can check and correct their answers.
Optional Approach	***Which answer is correct?*** For weaker classes, the T can provide two answers for each question (one correct, one incorrect) and ask Ss to say which is the correct answer. Answers may be incorrect because of different tenses or incorrect facts. For example: 1 *was reporting (incorrect answer) / was reported (correct answer)* 2 *was putting pieces of wood over the windows (correct answer) / was putting pieces of wood on the floor (incorrect answer)* 3 *was doing his homework (incorrect answer) / was helping his mom make dinner (correct answer)* 4 *woke up (incorrect answer) / fell asleep (correct answer); was dying down (correct answer) / was blowing hard (incorrect answer)*
Answers	1. were blowing, 2. was putting pieces of wood over the windows, 3. was helping his mom make dinner, 4. fell asleep; was dying down

3c

Purpose	To give Ss practice in using the target language in discussion (speaking).
Optional Approach	***Brainstorming and mind-mapping*** Divide Ss into groups of four to five. Ss can brainstorm answers to the first question together ("What other things can bring people closer together?") and record their ideas on paper. Then Ss can discuss how these things can bring people closer together and draw a mind-map to link these ideas to the things which can bring people closer together. Ss can then discuss the second question, "How can we help each other in times of difficulty?" in relation to the ideas that they have brainstormed, and add on to the mind-map that they have created.

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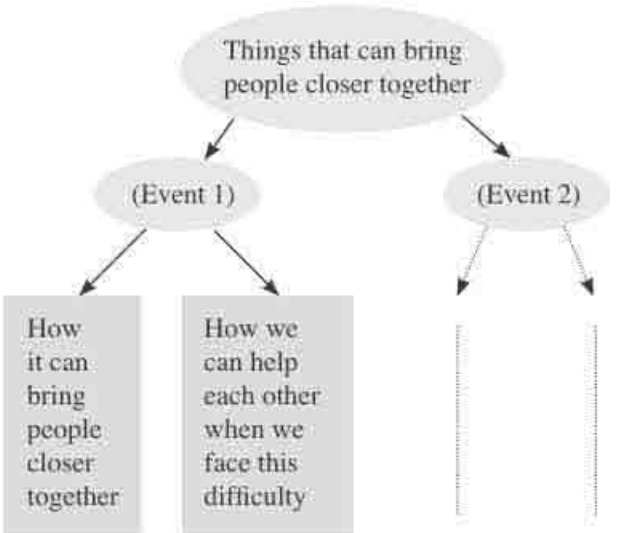
Optional Approach	Example: 

GRAMMAR FOCUS

4a

Purpose	To give Ss practice in using *while* and *when*.
Optional Approach	***Mix and match*** Encourage Ss to mix and match the sentences, rather than just working from left to right, e.g. *John was cleaning his room when Mary left the house.*
Answers	• While John was taking photos, Mary bought a drink. / John was taking photos when Mary bought a drink. • While John was playing the piano, Mary left the house. / John was playing the piano when Mary left the house. • While John was cleaning his room, Mary turned on the radio. / John was cleaning his room when Mary turned on the radio. • While John was shopping, Mary took the car to the car wash. / John was shopping when Mary took the car to the car wash.

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4b

Purpose	To give Ss practice in using the target language.
Teaching Tip	***Use of* while *and* when** Ss may find it difficult to understand the difference between *when* and *while* when they are used with the past progressive tense. The T can use this explanation below: • **Use of *when*** 1. To talk about a shorter event that happens at the same time as a longer action or event: e.g. *We were having dinner when the phone rang.* 2. To talk about one event that happens immediately after another: e.g. *When we arrived at the restaurant, we saw that it was closed.* 3. To talk about periods of time in the past: e.g. *I lived in a small village when I was a young boy.* • **Use of *while*** 1. To talk about the longer action of two events: e.g. *While my sister was doing the ironing, I cooked dinner.* 2. To talk about two longer actions that go on at the same time: e.g. *While I was eating my breakfast, my mother was listening to the radio.* Note: The use of *when* and *while* is not determined by the tense used in a sentence. For example, *when* and *while* can be used with the simple present: *She sings when she is sad.* *When I am happy, I dance.* *I listen to music while I do my homework.* *While he cleans his room, his brother cooks dinner.* What is most important in deciding whether to use *when* or *while* in a sentence is the length of the action(s). However, if there is no need to tell which action lasts longer and which action is interruptive, *when* and *while* can be used interchangeably: e.g. *He finally fell asleep when/while the wind was dying down.*
Answers	While, was, was, While, When, was, was, were

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4c

Purpose	To give Ss practice in asking and answering questions using the target language.
Teaching Tip	***Change the time*** Ss can use a different day, e.g. "last Saturday" instead of "last Sunday", if that would be more appropriate or convenient.
Optional Approach	***Extended practice*** For additional practice, Ss can use the information from their survey to write sentences like they did in activity 4a, e.g. *While I was doing my homework at nine o'clock last Sunday morning, Yongjun was sleeping.*

■ Optional Activity 1: Freeze!

Purpose	To reinforce Ss' knowledge of using the past progressive.
Materials Required	4–6 sheets of paper, with a different action verb written on each sheet.

Procedure

1. Before the lesson, the T should prepare four to six sheets of paper. Write a different action verb on each sheet, e.g. *eating noodles*, *playing basketball*, *driving a car*, *flying a kite*.
2. At the start of the activity, divide the class into two groups, A and B.
3. Create a space on one side where Group A can stand up without tables blocking them. Group B can sit together on the other side of the room, facing Group A.
4. Ask Group B to close their eyes.
5. Show Group A an action verb, e.g. *eating noodles*.
6. Group A silently acts out the action until the T says "FREEZE!".
7. When the T says "FREEZE!" every member of Group A freezes their current action and holds it.
8. Group B can now open their eyes and see the "frozen" actors.
9. The T then asks the question "*What were they doing?*"
   Note: It is important to use *were* rather than *are* since the purpose of this activity is to practice the past progressive.
10. Each student from Group B then makes a guess as to what Group A was doing, e.g. *They*

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were cutting something. / They were using chopsticks.

Note: Keep the pace of the guessing fairly swift, as it will be tiring for the members of the "frozen" group to hold their positions for a long time.

11. The T should silently note down one point for each correct guess by the members of Group B, but the T should not say whether the guess is correct or incorrect.
12. After all members of Group B have made their guesses, the T reveals the correct answer and writes the group's score on the board.
13. Repeat the game, this time with Group A as the "guessing" team and Group B as the "acting" team.
14. The game can continue for as long as the T chooses.

■ Optional Activity 2: The *when* and *while* game

Purpose	To give Ss further practice in using *when*, *while* and the past progressive.
Materials Required	24 notecards – 6 with a simple past sentence on each notecard, 18 with a present progressive sentence on each notecard. (If notecards are not readily available, the T can use six sheets of paper, A4-sized or bigger. Cut a sheet of paper into four pieces, to make 4 notecards.)

Procedure

1. Before the lesson, the T should prepare 24 notecards or slips of paper.
2. On six of the notecards, write a sentence on each notecard, using the simple past. For example:
   - *You left the house.*
   - *You dropped a book.*
   - *You knocked on the door.*
3. On the remaining 18 notecards, write a sentence on each notecard, using the present progressive. For example:
   - *You are washing the dishes.*
   - *You are talking on the telephone.*
   - *You are riding your bike.*

   Note: We use the present progressive here because these sentences will serve as instructions to Ss who are doing the role-playing.
4. Divide the notecards into two piles. One pile contains all six of the simple past sentences

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plus six of the present progressive sentences. The other pile contains the remaining 12 present progressive sentences.

5. Tell the Ss that they will need to make sentences using *when*, *while*, and the past progressive.
6. Select two Ss to come forward (S1 and S2).
7. Instruct S1 to draw a card from one pile and S2 to draw a card from the other pile.
8. The two Ss will need to act out their cards. Then the T will elicit from the rest of the Ss the sentence that describes what S1 and S2 were doing.
9. Example A – One S draws a card with a present progressive sentence, and the other S draws a card with a simple past sentence:
   1) S1 draws the card *You are talking on the telephone.*
   2) S2 draws the card *You knocked on the door.*
   3) S1 will start by acting out "talking on the telephone".
   4) Halfway through S1's acting, S2 will interrupt S1 by pretending to "knock on the door".
   5) The T then needs to elicit from the rest of the class the sentence: *S1 was talking on the telephone* ***when*** *S2 knocked on the door.*
10. Example B – Both S1 and S2 draw cards with present progressive sentences:
    1) S1 draws the card *You are singing a song.*
    2) S2 draws the card *You are washing the dishes.*
    3) Both S1 and S2 will start at the same time, acting out their respective actions. (This is different from the previous example, where S1 started first and then S2 did his action halfway through S1's action.)
    4) The T then needs to elicit from the rest of the class the sentence: ***While*** *S1 was singing a song, S2 was washing the dishes.*
11. **Note:** Every pair of Ss that comes forward will need to consult with each other briefly before they start acting, so that they will know who goes first, or if they will be doing their actions at the same time. Remind each pair that they should quietly discuss this, without revealing anything to the rest of the class.

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SECTION B

1a

Purpose	To introduce Ss to the topic of the listening activity.
Teaching Tip	***Teacher-talk*** The T can introduce this activity by modeling it for the class. The T can describe to the class a time when he/she was late for or couldn't go to an event, describe the event, and the reason he/she was late or couldn't go.

1b

Purpose	To give Ss practice in listening for main ideas.
Culture Focus	***Basketball*** Basketball was invented in 1891 by a Canadian-American teacher named Dr. James Naismith while he was working in the US city of Springfield, Massachusetts. He invented basketball because he wanted a game that was not too rough and that could be played in an indoor gymnasium. The sport became very popular because it didn't require much equipment, it could be played indoors (so it could be played in winter or when it was raining outside), and it was safe. Nowadays, almost every primary and high school in the US has basketball nets in their gymnasium and many have nets outside as well. Students compete in teams within their school, between different schools, and even between different school districts. Many American Ss dream of playing professionally in the National Basketball Association (NBA) as adults.
Answers	Answers will vary. Suggested answers: 1. A school basketball competition. 2. Kate. 3. John's team. Note: As the rubric asks for "short answers", it is not necessary for Ss to write full sentence answers.

1c

Purpose	To give Ss practice in listening for specific information (chronology of events).
Optional Approach	***What's the correct order?*** To make the activity more interesting for the Ss, the T can do this before playing the recording again:

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Optional Approach	1. Before the lesson, prepare six sheets of paper, numbered 1–6. 2. During the lesson, get six Ss to volunteer to mime the six events listed in activity 1c. 3. Without the other Ss in class overhearing, have a quick discussion with the six Ss: • Assign each of them a different event from the list of six events. • Check with them whether they know how to clearly mime their events. If any of them are unsure, the T can suggest appropriate actions. While the T is having the quick discussion with the six Ss, have the other Ss in class read the six sentences in the activity quickly, so that they are familiar with the events. 4. Ask the six Ss to stand in a line, with their order mixed up. 5. Have the first S act out his/her event once, followed by the second S, the third S, and so on, until the sixth S is done. 6. Go back to the first S and ask the other Ss in class to identify which event he/she was miming. If Ss give the correct answer, move on to the second S and repeat the step. If Ss give an incorrect answer, ask the first S to act out his/her event again. 7. Hand the sheet of paper with the number 1 on it to the S who is miming the first event, *Kate left the house*. Ask the S to hold it in front of him/her. 8. Ask the class to name the next event that happens and hand the sheet of paper with the number 2 to the S who was assigned the event. (Repeat for the third to sixth events.) 9. When the ordering is complete, play the recording again and ask the six role-playing Ss (who are still holding the numbers in front of them) to step forward when his/her event is mentioned in the recording. Check answers by noting whether the Ss stepped forward in the correct order, from 1 to 6.
Answers	4, 2, 6, 1, 5, 3

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1d

Purpose	To give Ss practice in using the target language in speaking.
Teaching Tip	***Taking turns*** Ask Ss to take turns asking and answering, so that each S can have equal practice in using the target language in both asking and answering questions.

2a

Purpose	To introduce Ss to the topic of the reading passage.
Teaching Tip	***Picture talk*** Have Ss look at the pictures and discuss what they think each picture is about. Ask Ss what is happening in the first picture (e.g. *a man is talking to a crowd of people; the man is probably famous; the picture is not in color, so it is probably an old photo*) and in the second picture (e.g. *a building is on fire; there are other tall buildings nearby, so it is probably in a city; the picture is in color, so it is a more recent picture*).
Answers	Answers will vary. Suggested answer: The passage is about events that happened in the past.

2b

Purpose	To give Ss practice in reading for main ideas.
Answers	Answers will vary. Suggested answers: 1. Dr. Martin Luther King was killed; The World Trade Center in New York was taken down by terrorists. 2. April 4, 1968; September 11, 2001.

2c

Purpose	To give Ss practice in reading for specific information.
Optional Approach	***Correct the false statements*** As an extended activity, the T can ask Ss to correct the false sentences, e.g. 2. *Robert Allen was eating lunch when Dr. King was killed.* should be *Robert Allen was eating* ***dinner*** *when Dr. King was killed.*
Answers	1. F, 2. F, 3. T, 4. F, 5. T

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2d

Purpose	To check Ss' comprehension of sentences in the reading passage.
Optional Approach	***What does this word mean?*** As an extension of activity 2d, the T can encourage Ss to mark any words in the passage they do not know the meaning of. Ss can then work with a partner for around five to ten minutes to discuss the words and see if they can infer the meaning of the words using contextual clues. The T can move around the classroom and offer help if needed.
Answers	1. Although some people may not remember who killed him, they remember what they were doing when they heard the news. 2. My parents did not talk after that, and we finished the rest of our dinner in silence. 3. Even the date — September 11, 2001 — has meaning to most Americans. 4. I was so scared that I could hardly think clearly after that.

2c

Purpose	To check Ss' overall comprehension of the reading passage.
Optional Approach	***How good is your memory?*** The T can divide the class into two groups or more and hold a small competition. Before the lesson, the T should prepare these items: 1. Slips of paper with questions about the events in the passage – one slip of paper will have one question on it. Sample questions: • *What time of the day did Dr. Martin Luther King die? (morning, afternoon, evening)* • *What was Robert Allen doing when he heard the news about Dr. Martin Luther King's death?* • *What happened on September 11, 2001?* • *What was Kate Smith doing when a plane hit the World Trade Center?*

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Optional Approach	• *How did Kate Smith react to the attack on the World Trade Center?* 2. A box or an envelope – to hold the slips of paper. Rules of the competition: 1. Groups are only allowed to raise their hands to answer a question after the question has been fully read out and the T cues them with "Answer?" (Ss should not interrupt in the middle of the question.) 2. The first group to answer a question correctly gets to ask the next question. A representative of the group will randomly pick the next question from the box/envelope that contains the slips of paper with questions on them. 3. Each time a group gets an answer correct, they score 10 points. 4. If a group answers incorrectly, they lose 5 points. The chance to answer the question is then given to the other group(s). 5. The group with the most points at the end of the competition is the winner. Steps of the competition: 1. The T can start off the competition by asking the first question as shown in the activity: *When did Dr. Martin Luther King die?* 2. The first group to raise their hand(s) and answer correctly gets to ask the next question. The T brings the box/envelope with the slips of paper to the group and asks a representative to pick a question from the box/envelope. 3. This S will then read the question aloud to the class. The T provides the cue "Answer?" and the group to raise a hand first will answer the question. 4. Continue the competition by repeating the steps above until the last question has been asked.

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3a

Purpose	To allow Ss to compile notes to prepare for the writing activity in 3b.
Optional Approach	***Pair work*** Ss can do this activity with a partner. Each S should think of an event first and recall/decide on the details silently. Once they are ready, each pair of Ss can start asking each other the questions in activity 3a, in any order they like. Ss can help each other to fill in details of the event and then exchange notes at the end of the activity so that their partner can use the notes for the writing in activity 3b.

3b

Purpose	To give Ss practice in using the target language in writing.
Teaching Tip	***Facts – dates and times*** If Ss are writing an article about an event that happened in history, remind them to ensure that their dates/times are correct, e.g. the **2008** earthquake in Sichuan happened on **May 12** in the **afternoon**.
Answers	Answers will vary. Sample writing: An important event that I remember well was the Indian Ocean earthquake and tsunami that happened on December 26, 2004. The earthquake happened under the sea and caused a tsunami that killed many people and destroyed many places in different countries. When I heard the news of the earthquake and tsunami, I was hanging out at my classmate's house with my friends. My friends were eating snacks and playing computer games. I remember this event well because my mother was in Phuket, Thailand at the time for her job, and Phuket was one of the places affected by the tsunami. I was so worried and afraid for my mother that I cried. I went home immediately and waited for hours with my family before we received the news that my mother was alive and safe.

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SELF CHECK

Purpose	To provide a comprehensive review of the key vocabulary and functions presented in the unit.
Procedure	1. Have Ss look at the Self Check activities. 2. Read aloud the prompts in the textbook and the words in the boxes. 3. Model the activities if necessary. 4. Give Ss time to do the activities and compare their work with a partner. 5. Elicit answers from the Ss and write them on the board.
Answers	1. 1. while; when 2. when 3. while 2. was, joined, practiced, came, help, arrived, was, called, went, started, was playing, sat; waited, heard, was beating, won, was

■ Optional Activity: Continue the story

Purpose	To provide Ss with the opportunity to practice using the target language taught in the unit.

Procedure

1. Ss can remain seated as they are, or if there is sufficient space in the classroom, the T can have all the Ss sit in one big circle. If seated in a circle, the T should join the Ss as part of the circle as well.
2. Tell the Ss that you will all be telling a story, with each S contributing a sentence to the story, using either *when* or *while*. Remind Ss to use the simple past and past progressive in their sentences.
3. The T can start off the story and then go round the circle until each S has had a turn.
4. Example of how a story can develop:

   T: When I woke up this morning, my sister was crying.

   S1: While my sister was crying, my brother was playing a computer game.

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S2: While my brother was playing a computer game, my mom broke a glass.

S3: When my mom broke the glass, my dad was reading the newspaper.

S4: When / While ....

5. Encourage Ss to be as creative as possible and have fun while making up their sentences for the story. It doesn't matter if a sentence sounds impossible, as long as the target language is used correctly. For example, a sentence like *When my mom broke the glass, my dog was washing the dishes.* is an impossible scenario, but it is an acceptable (and fun) sentence because it uses the target language correctly.

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Unit 6 An old man tried to move the mountains.

一、教学目标与要求

话 题 **Topic**	传说和故事 (Legends and stories)
功 能 **Functions**	讲故事（Tell a story）
语 法 **Grammar**	1 学会在故事叙述中运用 as soon as, unless, so … that 等连词 (Conjunctions *unless, as soon as* and *so … that*) As soon as the man finished talking, Yu Gong said that his family could continue to move the mountains after he died. He can't turn himself into a person unless he can hide his tail. They were so big that it took a long time to walk to the other side. 2 能借助 how, what, who, why 等引导的疑问句完成故事的叙述 How does the story begin? What happened next? Why was Yu Gong trying to move the mountains? Who is the Monkey King? Why can't the Monkey King turn himself into a person?
词汇和常用表达 **Words & expressions**	1 能正确使用下列词汇（Curriculum words） shoot, remind, hide, excite, fit, smile, marry, cheat, shine, lead, stone, god, bit, object, tail, stick, couple, gold, silk, wife, husband, ground, voice, weak, silly, magic, Western, stupid, whole, bright, brave 2 能正确使用下列常用表达（Useful expressions） instead of, turn … into, once upon a time, fall in love, get married 3 能认读下列词汇（Non-curriculum words） stepmother, stepsister, prince, emperor, underwear, scene, moonlight
学习策略 **Strategies**	1 根据人物对白总结故事情节要点 2 根据故事情节发展合理续写故事结局
文化知识 **Culture**	中国民间神话传说；西方童话故事

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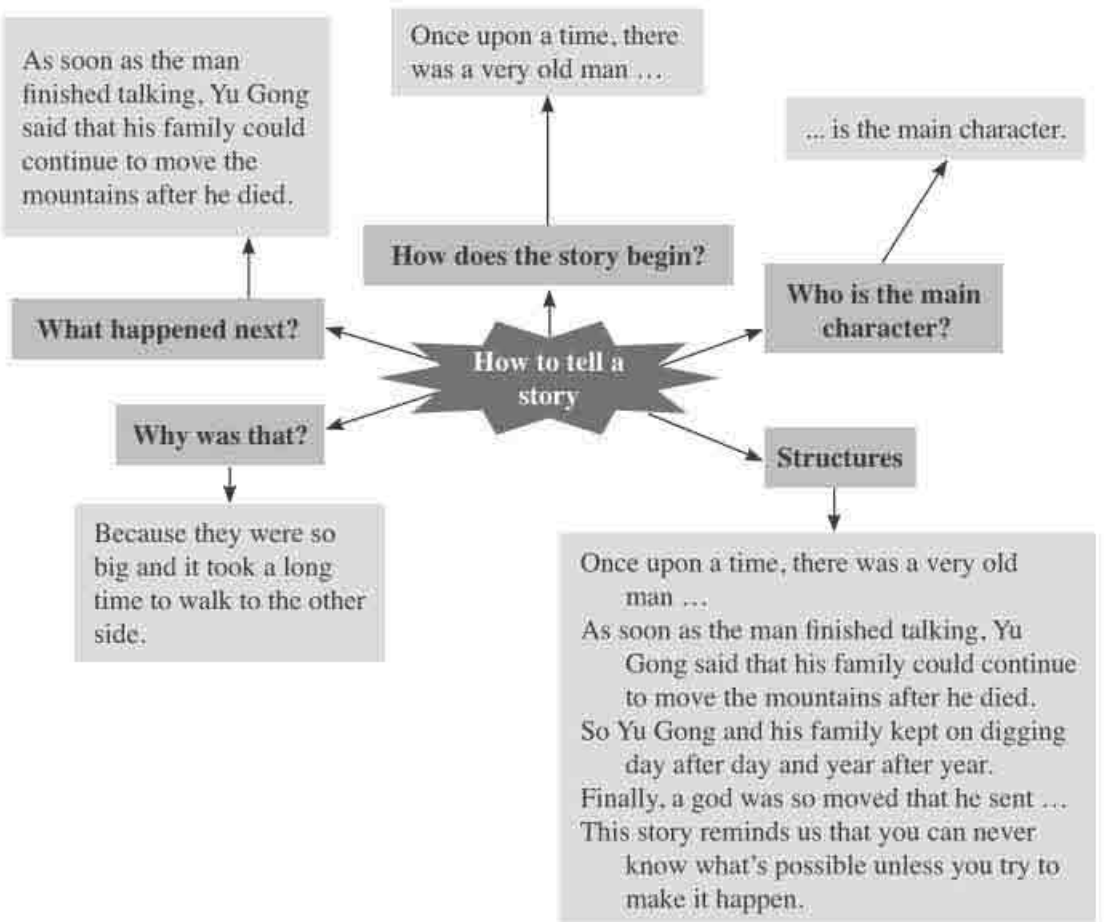
二、话题思维导图



三、内容介绍和教学建议

SECTION A 内容介绍

Section A部分的主题是中国民间神话故事。主题图呈现了女娲补天、后羿射日、大闹天宫、愚公移山四个家喻户晓的神话故事。本部分以中国神话故事为主线，要求学生能够听懂用英语叙述的这几则故事，并能根据故事的相关信息发表自己的观点，模仿和运用语言。

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1a–1c主要通过主题图及听力活动导入单元话题。1a要求学生熟悉四个神话故事的英文名称（*Journey to the West, Yu Gong Moves a Mountain, Hou Yi Shoots the Suns* and *Nu Wa Repairs the Sky*）。1b让学生通过听了解《愚公移山》这一传说故事的英文表述。1c则要求学生学会使用How does the story begin? What happened next? Where would they put all the earth and stone from the mountains? 一系列特殊疑问句进行问答，完成简单的语言输出。

2a–2c部分是听说教学。本部分的听力材料巩固和补充了1a–1c的语言输入，增加as soon as, but, so, finally等连词用于故事的叙述，使交际语言更丰富、更完整。活动2a引导学生依据四幅图片了解愚公移山的故事发展。2b部分引导学生关注故事细节的表述。2c部分要求学生基于听力输入，尝试用自己的语言讲述故事，进一步巩固讲述故事的核心词汇和句型。2d的对话呈现了学生就神话故事《愚公移山》展开的讨论，提供真实的对话范例，渗透了批判性思维的培养。

Section A的教学重点是让学生学习讲述故事，在讲述过程中恰当使用连词。该部分的教学难点是将学生熟悉的中国神话故事内容转换为符合英语表达习惯和思维的语言表达。

SECTION A 教学建议

活动1a

1. 教师出示1a的四幅图片，学生说出这四个神话故事的中文名称，教师再呈现它们的英文名称，同时猜测生词shoot的含义。
   - *Journey to the West*
   - *Yu Gong Moves a Mountain*
   - *Hou Yi Shoots the Suns*
   - *Nu Wa Repairs the Sky*
2. 教师还可提出一些问题，与学生交流四个传说故事的内容，例如：
   - Do all of you know about these stories? Which one do you like best?
   - Who are the main characters in each story? (Monkey King, Yu Gong, Hou Yi and Nu Wa)
   - Could you use your own words to tell the stories in English?
3. 让学生将图画和故事名称进行匹配，完成1a任务。

活动1b–1c

1. 学生阅读1b活动要求，浏览所列的三个句子，预测并回答1b提出的问题：Which

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story is Anna and Wang Ming talking about?

2. 播放第一遍录音，学生验证自己的听前猜测，并独立完成1b。师生核对答案。
3. 教师先提出下列问题，让学生明确听的要求，再播放第二遍录音。
   - How does the story begin?
   - Why did the old man want to move the mountains?
   - So what happened next?
   - What did he ask his family to do?
   - Where would they put all the earth and stone from the mountains?

   师生核对答案，要求学生以完整的句子回答。
4. 播放第三遍录音，让学生翻开课本附录的听力材料，边听边跟读，模仿语音语调。教师还可将学生分成男生和女生两大组进行分角色朗读。由于对话中的句子较长，教师还要提示学生在朗读时注意意群的停顿。
5. 让学生根据1c的三个问题，两人一组进行问答。如果学生语言表达能力一般，教师可要求学生直接使用听力原文的语言表达，并在黑板上或课件中给予适当提示，如：Once upon a time, there was … / so … that … / The old man told his family that … / They would put … into … because … 如果学生的语言表达能力较强，教师可鼓励学生用自己的话来概述。若时间许可，请几组学生在全班展示对话并做点评。

活动2a–2c

1. 听前，让学生阅读2a的活动要求，浏览四幅图，根据已有的知识和经验判断图片所表现的故事情节的发生顺序，进行听前预测。
2. 播放第一遍录音，学生核对自己的听前预测是否正确。师生核对答案，要求学生能用简单的句子描述图片内容。
3. 让学生阅读2b的五个句子，初步理解句子的大意并猜测生词god和remind的含义。
4. 播放第二遍录音，学生按要求圈出听到的单词。师生核对答案。核对答案时，要求学生必须完整地朗读每个句子，借此获取反馈，了解学生是否存在生词障碍或理解障碍，必要时给予适当指导或解释。
5. 让学生翻开附录部分的听力材料，再次播放录音，学生边听边跟读，模仿语音语调。接着，全班齐声朗读。
6. 教师还可提出以下问题，供学生两人一组进行问答或让学生尝试讲述故事：
   - What did Yu Gong and his family do after he told them his idea?
   - What happened next? Did people believe Yu Gong could do it?
   - What did Yu Gong say about how he could move the mountains?

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- What happened in the end?

7. 请几个小组或学生表演对话或讲故事，师生共同做出评价。

活动2d

1. 教师先以简短的叙述导入2d对话的语境，如：Yu Gong and his family kept on digging day after day and year after year. Finally, a god was so moved that he sent two gods to take the mountains away.

   然后追问：

   - What do you think about the story of Yu Gong?
   - Do you think it's a good way to solve the problem?
   - Does it seem possible to move a mountain?
   - What could Yu Gong do instead of moving a mountain?

   要求学生独立思考，尝试发表不同观点，训练学生的评判性思维。

2. 让学生默读、细读对话2d，要求他们根据所读内容整理各人的观点并完成下面的表格：

Wang Ming's opinion	Claudia's opinion	Teacher's conclusion
1. really interesting 2. a good way to solve the problem 3. anything is possible if you work hard	1. a little bit silly 2. does not seem very possible to move a mountain 3. try to find other ways to solve a problem, e.g. build a road	many sides to a story and many ways to understand it

   师生核对表格信息，学生回答问题时要用完整的句子进行表述。如：

   T: What does Wang Ming think about the story of Yu Gong?

   S1: He thinks it's really interesting and Yu Gong found a good way to solve his problem.

   T: What does Wang Ming think the story is trying to show?

   S1: He thinks the story is trying to show that …

3. 播放2d录音，学生听录音并跟读。然后，全班齐声朗读或分男女生朗读。
4. 让学生两人一组分角色表演对话。

注意：让学生分角色表演对话时，教师可视学情对学生提出分层要求：对于基础比较薄弱的学生，可要求其熟练朗读对话；对于语言能力中等的学生，可要求其适当替换对话中的一些信息，如观点、评价和措施等；而针对语言能力较强的学生，可鼓励其拓展对话的内容和句式（人物、事件、方式等），进行开放的、创造性的对话交流。

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5. 请不同的小组在班上表演对话，给予一定评价。

活动3a–3c

1. 读前，教师出示孙悟空的图片，引导学生谈论与课文相关的话题：
   - Do you know him? Which book do you think the reading passage is about?
   - Who is the Monkey King?
   - What is he like? What adjectives will you use to describe him?
   - What do you know about *Journey to the West*?

   交流过程中，教师可呈现文章中出现的部分词汇，如：magic stick, Western。
2. 让学生阅读3a文章，简要说出每个段落的大意。如学生在表达上存在困难，教师可提供以下三个问题，让学生找到与之匹配的段落。

   A. Which book is talked about?

   B. What is the main character like?

   C. Why has it excited so many children?
3. 要求学生逐段细读文章，并根据每段内容完成相关的任务，例如：

   Paragraph 1:

   Question: What happened in November 1979?

   Paragraph 2:

   Read the second paragraph and complete the chart below.

What he can do	What he cannot do
• *make the stick small and keep it in his ear, or make it big and long* • *make 72 changes to his shape and size, turning himself into different animals and objects* • *turn himself into a person if he can hide his tail*	*turn himself into a person unless he can hide his tail*

   Paragraph 3:

   Question: Why are children interested in reading about the Monkey King?

   教师可借助这一问题追问学生，学生可从文中寻找答案，也可根据自己的理解来回答。这一设问的目的在于让学生表达喜欢孙悟空的真正原因。
4. 让学生浏览3c的活动要求以及所列各句，了解句子的大意，对空格中需填写的信息进行预测或判断，并请几个学生简述自己的预估结果。这一步骤的目的在于提前获取学生的思维反馈信息，了解他们是否会在这样的语言转换练习中存在理解上的障碍或概念上的模糊。

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5. 要求学生通读全文，先尝试从文中找出与3c各句句意相关的语言表达。若学生觉得有困难，教师可提供所需词汇或短语的中文释义供学生参考，如：

传统的：traditional

出现：come out

变得对……感兴趣：become interested in

变化：make changes

把（自己）变成：turn himself into

能够：can / be able to

如学生学有余力，教师还可提供一些其他的句子，让学生复习和巩固文章中出现的词汇、固定短语和搭配（如：be new to, at other times, excite, keep doing, give up等）。

6. 播放课文录音，让学生跟读，模仿语音语调。
7. 角色扮演活动。教师先将学生分成两人一组，然后设置情景，要求学生根据文章所提供的信息和情景编对话：假设一个外国留学生Jack对中国的文化很感兴趣，他看到了孙悟空的形象，想了解关于他的信息并向你请教。
8. 学生排演完毕后，请几个小组在全班进行表演，并给予适当评价。

语法内容介绍和教学建议

本单元的Grammar Focus部分归纳、梳理了谈论和叙述故事所用的一些问句及句式，主要训练学生在讲故事的过程中合理运用as soon as, unless, so … that连接句子，使句子连贯，句意通顺，情节紧凑。活动4a通过呈现童话故事“灰姑娘”的故事情节，让学生体验并尝试运用连词as soon as, unless 或 so … that填空，在新的语境中感悟目标句型的使用，进一步明确其语用意义。活动4b提供了一个有关孙悟空的故事梗概，要求学生明确叙述故事的时态，用所给动词的适当形式填空，熟悉故事讲述的范例。活动4c让学生思考自己喜欢的故事，参考4b的范例，尝试讲述故事。

语法部分具体教学建议如下：

1. 教师引出话题，通过提问让学生回顾并复述“愚公移山”的故事内容，如：
   - Do you still remember the story we learned yesterday?
   - How does the story *Yu Gong Moves a Mountain* begin?
   - What happened next?
   - Why was Yu Gong trying to move the mountains?

   教师可提供一些用于过渡的语言，如：Once upon a time, there was …, as soon as,

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because, so … that, unless等，让学生运用故事叙述的常用句式进行巩固训练，鼓励学生相互倾听，培养共同参与的意识。

2. 学生阅读Grammar Focus表格中的句子，回顾Section A部分的内容，关注并归纳故事讲述中常用的连词。教师还可提供更多的例句供学生进行探究和归纳，如：

Don't disturb me unless I call you. 除非我打电话找你，否则不要打扰我。

Don't touch the instruments unless the teacher gives you permission. 没有老师的允许，不要乱动仪器。

I will tell him the news as soon as he comes back. 他一回来我就告诉他那个消息。

I will visit you as soon as I arrive. 我一到就拜访你。

He took out his English books as soon as he sat down. 他一坐下就拿出了英语书。

As soon as I went in, Jason greeted me warmly. 我一进门，杰森就热情地朝我打招呼。

The boy ran so fast that I couldn't catch him. 那个孩子跑得太快，我追不上他。

He was so angry that he couldn't say a word. 他气得一句话也说不出来。

活动4a

1. 让学生快速浏览4a的活动要求和所列各句，说出这里描述的是什么故事。学生可能比较熟悉《灰姑娘》这个中文名称，此时，教师可呈现其英文名称*Cinderella*。
2. 学生独立完成活动4a，尝试运用连词unless, as soon as和so … that，同时了解《灰姑娘》的故事情节，将句子中出现的生词画线，并猜测生词的含义。
3. 教师先检测学生对生词的理解是否正确（如：stepsister, prince, fit, couple, smile, marry等），带读新词汇，然后再核对答案。核对答案时，要求学生朗读完整的句子，并将其翻译成中文。如有必要，教师可适当解释每个连词在句中的功能和含义。
4. 全班齐声朗读所有的句子。如学生学有余力，教师还可要求学生添加《灰姑娘》的其他情节，课后将故事补充完整，并提醒学生在叙述过程中合理使用连词，包括先前所学的连词，如：so that, until, although等。
5. 教师还可通过图片设置情景或让学生结合自己的生活实际和想象，尝试用unless, as soon as和so … that造句，巩固对连词的理解和掌握。

活动4b

1. 学生浏览4b的活动要求与短文内容，明确短文的大意。
2. 学生独立完成4b的填空练习，并从短文中找出目标句型（即带有连词as soon as, so … that, unless的句子）。
3. 师生核对答案，要求学生朗读完整句子，并说出目标句型的意思。同时，教师还

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要引导学生关注时态。

4. 教师在黑板上板书相关的动词短语：help weak people, have a magic stick, use it to fight bad people, make the stick big or small, think of ways to fight, turn himself into …, hide his tail, 为之后的故事讲述提供参考。
5. 要求学生使用黑板上的短语及表达，学讲故事，训练学生的口头表达能力。

活动4c

1. 让学生先独立思考自己喜欢的故事，将讲述故事可能涉及的要点列在表格中。教师巡视课堂，为学生提供必要的帮助，包括词汇与句型。学生根据表格中的提示构思故事，试着讲述。

What	
How	
Why	
Who	
Where	
…	

2. 学生两人一组分享故事，学生A讲述故事，学生B记录细节，并尝试复述故事。然后进行角色转换。教师要鼓励学生在讲述过程中使用目标句型。
3. 请一些学生讲述自己喜欢的故事，师生共同给予评价。

SECTION B 内容介绍

本部分的话题主要涉及西方童话故事《皇帝的新装》、《糖果屋》等。在目标语言方面，该部分拓展了关于故事叙述的词汇和句式，阅读输入部分采用了戏剧形式来展现童话故事。通过该部分的听、说、读、写训练活动，学生能够更好地运用动词短语以及连词讲述故事。

活动1a–1d主要围绕着安徒生童话故事《皇帝的新装》进行听说训练。活动1a呈现了emperor, gold, silk, underwear四个词汇，要求学生初步理解词汇的含义，为听力做好词汇上的准备。活动1b让学生通过听了解故事的情节发展，并将1c的图片按顺序标号。活动1c则要求学生捕捉关键的语言信息，关注look, see, shout, wear, give, keep, buy等动词的相关形式，学习cheat, stupid等新词汇。活动1d是听力的延续，学生借助图片将听到的信息用讲故事的形式进行恰当输出。

2a–2c为Section B的阅读板块。2a的读前活动从学生的已有知识出发，要求学生列

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出所知道的童话故事，并就*Sleeping Beauty, Cinderella, Little Red Riding Hood*三个童话故事谈谈自己的认识，为2b的阅读活动做准备。2b部分提供了《糖果屋》的部分剧本，让学生初步了解戏剧的形式。2c部分提供了各场景的描述，帮助学生进一步了解各场景的主题。2d部分通过对文本细节的追问，引发学生的思考并运用所学语言表达自己的观点，有助于文本的理解和巩固，为之后的语言输出提供丰富的信息储备。2e部分要求学生根据对剧本的理解，尝试运用所学语言进行戏剧表演。

3a–3b部分是一个模仿性写作训练板块，要求学生在听、说、读的基础上，尝试简单的语言输出，体现写作的渐进性和过程性指导。3a是一个写前活动，让学生通过写关键词回顾相关动词和短语，为3b的写作做准备。3b主要让学生体验剧本概要的写作过程，完成词语填空练习。

Section B 部分的教学重点是了解西方童话故事的表现形式，尝试用表演或内容概括的形式进行语言输出。教学难点是剧本的演绎和词汇的恰当使用。阅读文本拓展了一些常用词汇和短语，这不仅是对单元语言目标的巩固，更为后面的书面表达提供了参考词汇，引导学生用英语进行表达。

SECTION B 教学建议

活动1a–1d

1. 听前，教师出示童话故事《皇帝的新装》的图片并提问：
   - Do you know the title of the story? What is it?
   - Who is the main character in the story?
   - What is he wearing?

   通过师生间的问答，引出并学习新词汇emperor, underwear, silk, gold, cheat, stupid等，完成1a。
2. 教师引导学生观察1c的五幅图片，并对图片的先后顺序进行预测，尝试标上序号。
3. 播放第一遍录音，学生听后完成1b，检验自己的预测结果。师生核对答案。
4. 让学生浏览1c的文段，熟悉短文内容。播放第二遍录音，学生完成1c的填空练习，关注动词的形式变化。
5. 播放第三遍录音，学生核对1c的完成情况。师生核对答案。
6. 再次播放录音，要求学生模仿、朗读听力材料，然后全班齐声朗读。
7. 让学生将故事要点所涉及到的词汇和短语列出来，然后借助图片和这些词汇的提示，尝试讲述故事。

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■ 拓展活动：角色扮演竞赛

如时间和条件允许，教师可组织学生开展《皇帝的新装》多人角色扮演竞赛。各小组成员分别扮演故事叙述人、皇帝、骗子、小男孩、侍卫、群众等。教师可让各小组利用课后时间排演，选择合适的时机开展竞赛，评选出最佳剧本奖、最佳表演奖、最佳创意奖等奖项。

活动2a–2e

1. 读前，教师导入话题，让学生回顾自己读过的西方童话故事：*The Emperor's New Clothes* is an old traditional story. It is also called a fairy tale. What other fairy tales do you know? 教师根据学生的回答呈现一些熟悉的童话故事的英文名称，如课文中已经列出的：

Sleeping Beauty　*Cinderella*　*Little Red Riding Hood*

教师还可增加以下故事名称：

The Ugly Duckling《丑小鸭》

Thumbelina《拇指姑娘》

Snow White and the Seven Dwarfs《白雪公主和七个小矮人》

The Wild Swans《野天鹅》

The Frog Prince《青蛙王子》

Hansel and Gretel《韩塞尔与葛雷特》（或《糖果屋》）

然后继续追问：

- What do you know about these stories?
- Do you know *Hansel and Gretel*? What do you know about it?

借着这些问题，教师可要求学生两人一组，尝试用自己的话简单叙述自己所喜爱的童话故事，然后自然地过渡到童话故事 *Hansel and Gretel* 上来。

2. 让学生快速浏览2b的阅读文本，判断它的体裁，并尝试说出这种文本的语言特点，如：戏剧一般根据场景的不同分为不同的幕(Scene)；戏剧文本多以人物对白为主，偶尔会有旁白或舞台指示语；有的戏剧文本会对故事背景有简单的介绍等。教师还可让学生观察篇章中有几个人物，顺便呈现词汇wife和husband。

注意：该部分的语篇为戏剧体裁。由于我国学生较少接触这种文体的语篇，因此教师要把握好文体特点，进行有针对性的教学。教学该阅读语篇时，教师不仅仅要关注语言知识和信息的获取，还要让学生了解戏剧的要素、语言特点、表现手法等，使学生能获得文学和艺术的熏陶。

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3. 让学生阅读第一段，要求学生根据故事开头来预测情节的发展和结果。如果学生对这个故事已经很熟悉，则可直接让学生阅读整个语篇，独立完成活动2c。
4. 师生核对答案。教师应先请不同的学生分角色朗读每一幕的对话，再请学生根据自己对文本各场景的理解，从2c中选择意义相对应的描述，并大声朗读出来。
5. 让学生再次阅读课文，并回答2d的五个问题。此时，教师可对文本中新的词汇、短语进行适当解释。例如：in the moonlight, along the way, shine bright, lead sb. to, find one's way out, be lost, an old woman's voice, the house made of bread, cake and candy, from inside the house等。
6. 让学生四人一组进行角色扮演，既可沿用课本中的对白，也可让学生自行发挥想象，灵活运用所学语言和句式，表演中要注意把握人物的性格特点以及特定的语言场景。教师最后给予适当评价。

活动3a–3b

1. 让学生再次阅读课文，从文中找出每个角色所使用的关键动词，列在3a的横线上。
2. 师生共同核对每一幕的关键词，关注各动作的执行者，完成3a。例如：

Scene 1: Stepmother: plan, kill
Hansel: save, go outside, get something
Scene 2: Husband: come with, get wood
Scene 3: Hansel: drop, lost
Moon: shine, see
...

3. 教师带读所有词汇，学生再齐读词汇。
4. 让学生借助这些关键词，选择故事中的一两幕，尝试口头组织语言讲述故事。
5. 学生先浏览3b的短文内容，然后完成3b填空练习。师生核对答案。
6. 全班朗读3b短文。

SELF CHECK 内容介绍和教学建议

本部分要求学生通过单元学习，总结、归纳重点词汇及句型，进一步明确unless, as soon as, so … that的恰当表达。

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活动1

让学生自行完成活动，师生核对答案。如部分学生存在困难，可给予一些例句提示，如：

We will be late unless we run there.

We will be late unless we take a taxi.

活动2

1. 学生先浏览短文，再独立完成动词填空练习，全班核对答案。同时，教师板书关键词如下，引导学生关注动作的执行者：

emperor	love
two brothers	come tell keep
emperor	put on not want … to walk … until

2. 教师引导学生借助关键词的提示复述故事。该活动的目的在于培养学生的思维重组能力，鼓励学生用所学的语言结构进行表达。

■ **拓展活动 1：新糖果屋（New *Hansel and Gretel*）**

活动目的：学生根据本单元所学的话剧《糖果屋》，创编新的既符合逻辑又富有创意的故事情节来巩固已学的词汇和结构，同时又能充分发挥学生的想象力和创造力。

活动准备：教师事先对学生进行异质分组，每小组至少五人。

活动步骤：

1. 学生以小组为单位进行活动，分角色。
2. 对《糖果屋》进行剧本改编，讨论并确定每个角色的台词。
3. 以小组为单位排练，然后在班级进行展示。
4. 全班评选出最佳台词奖、最佳创意奖、最佳表演奖等。

■ **拓展活动 2：寻找我的最佳搭档（Find my best partner）**

活动目的：培养学生听英语故事的能力，并能就听到的故事情节来判断故事的发展。

活动准备：教师事先准备一个学生较为熟悉的神话故事，把故事分成几个部分，全班学生也相应地分成几个组，每组学生分别拿到自己那部分的各一句话。

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活动步骤：

1. 教师给每位学生一张纸条，上有故事中的一句话，并示意学生保密。
2. 教师开始讲故事，全体学生认真听，并根据故事的开头，相应的学生起来讲述自己的部分，直到讲完故事。
3. 教师就以上活动过程引导全体学生进行评价，并给出合理的建议。

四、课文注释

1. *Journey to the West*《西游记》

此处journey之后为前往的地点，故用介词“to”，而不说Journey of the West或the West Journey。

英语中不少名词要求固定的介词与之搭配，形成特有的伙伴关系，journey即是其中之一。该词要求其前总是用on进行搭配，表示“进行旅行；在旅行中”。例如：

They're on a journey to European countries. 他们正在欧洲游。

journey之后的介词配置较为繁杂，常见的有：

1）当与具体地点搭配时，journey之后常用to, from或between:

the journey from greenhouse to supermarket shelf 从大棚到超市货架的行程（to表达“目的地”；from表达“来源地”）

the journey between the two towns 两座城镇间的行程（between表达“两地之间”）

2）表达时间、路程（距离）、特点及性质时，常搭配of:

the journey of his life 他的一生之旅

some sort of journey of self-discovery 某种自我探索之旅

a journey of 685 miles on the train 685英里的火车旅行

a journey of five days 一个五日行程的旅行

3）表达“穿行；贯穿”时，则视情况用through或across:

a dangerous journey through the jungle 一次穿越丛林的危险行程

an epic journey across Africa on foot 徒步横穿非洲的传奇旅行

4）当与山脉、河流连用，表示攀爬、水上旅行时，则用down或up:

the journey down the Rhine 莱茵（河）之行（down表示“顺流而下；下山”）

the tedious journey up the mountain 漫长而无聊的登山行程（up表示“逆流而上；上山”）

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2. **... he can make 72 changes to his shape and size, ...** ……他有72种外形和大小的变化，……

此处名词changes之后的介词to用于表达动作或变化之后人或事物所处的状态或外观。又如：

a return to a classical form of music 一次向古典音乐形式的回归

She cried herself to sleep. 她哭着睡着了。

For your safety and others' convenience as well, would you wait until the lights change to green? 为了您自己的安全，也为了他人的便利，您等信号灯变绿了（再过马路）好吗？

3. **... because the clever Monkey King keeps fighting to help the weak and never gives up.** ……因为聪明的美猴王一直为帮助弱者而战，从不放弃。

1）此句中，the weak意为“弱者；弱势群体”，相当于the weak people。英语中“the + 形容词”是一种语言结构，表示“某一类人”。例如：

the old and (the) young 老人和孩童们

He gives money to the poor every now and then. 他时常把钱施舍给穷人。

2）give up为一个短语动词，可表达“放弃；对……不抱希望；认输”等意思。例如：

He decided to give up smoking and live a healthier life instead. 他决定戒烟，过更健康的生活。

Give up! 投降吧！（认输吧！）

She gave up looking for the lost earing after searching for a few hours. 寻找了几个小时以后，她决定放弃寻找那只遗失的耳环。

五、文化注释

1. **安徒生(Hans Christian Andersen, 1805—1875)和他的童话故事**

汉斯·克里斯蒂安·安徒生是十九世纪丹麦著名作家，世界闻名的童话大师。安徒生出生于一个贫苦的鞋匠家庭，却自幼酷爱文学。安徒生的文学生涯始于1822年编写剧本，三十岁开始写作童话，他的童话作品一百多年来一直受到全世界读者的衷心喜爱，被翻译成多种语言。他的童话是世界文学宝库中的珍贵遗产，一代代幼小的心灵从中得到养育和陶冶。他的《卖火柴的小女孩》《皇帝的新装》《丑小鸭》《海的女儿》等童话作品为我国读者所熟知。

安徒生的童话善于依据儿童心理活泼的特点，构成种种瑰丽的幻想，创造出变幻多姿

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的境界，使人从中得到有益的启示。作者还善于运用艺术的夸张来突出事物的本质，增强幽默感和讽刺力量，因而趣味盎然，富于感染力。作者在其童话故事中善于运用大众的通俗语言，文笔简朴优美，流畅自然。

2. 格林兄弟（**The Brothers Grimm**）和《格林童话》（***Grimm's Fairy Tales***）

在世界文学界，格林兄弟的名字无人不知，为德国两兄弟——哥哥雅各布·格林(Jacob Grimm，1785–1863)和弟弟威廉·格林(Wilhelm Grimm，1786–1859)。他们是两位博学多识的学者——民间文学研究家、语言学家、历史学家。两人因兴趣相近，经历相似，合作研究语言学、搜集和整理民间童话与传说，出版了世界著名的童话集——《格林童话》。

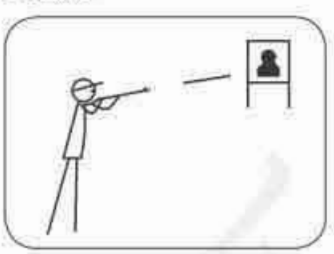
《格林童话》首版发行于1812年，是由格林兄弟收集、整理、加工完成的德国民间童话集。后经不断修改与扩充，全书共收录童话200余则，为世界童话的经典之作，与《安徒生童话》《一千零一夜》一同被公认为“世界童话三大宝库”，对许多国家的文化及文学发展产生了积极而深远的影响。

3. 《韩塞尔与葛雷特》（***Hansel and Gretel***）

还可译作《糖果屋》《糖果屋历险记》，原是一则经典德国童话，被格林兄弟收录在著名的《格林童话》中。故事讲述了一对兄妹被抛弃在大森林中，迷路的他们来到了女巫的糖果屋，被抓并差点被吃掉，但他们凭借机智与勇气，最终脱离魔掌。

六、教学简笔画

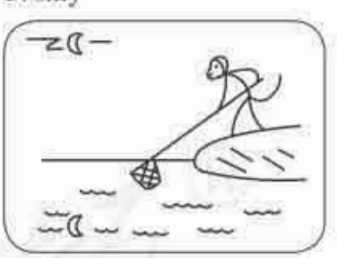
1. shoot



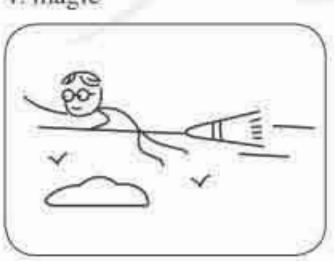
2. remind



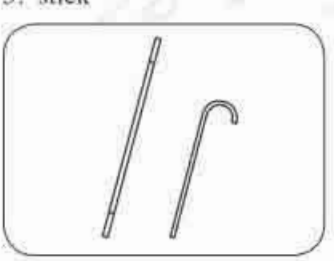
3. silly



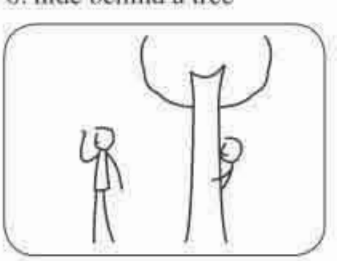
4. magic



5. stick



6. hide behind a tree



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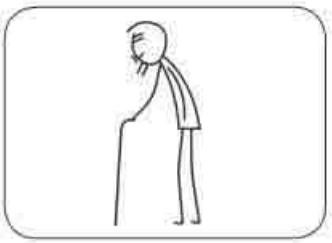
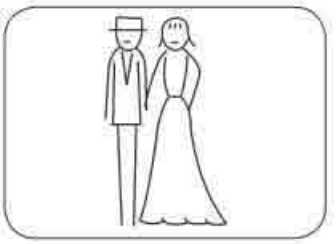
7. weak



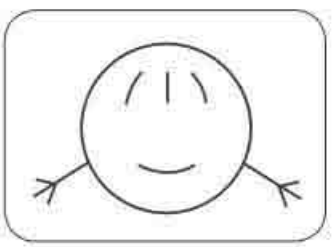
8. The cap doesn't fit me.



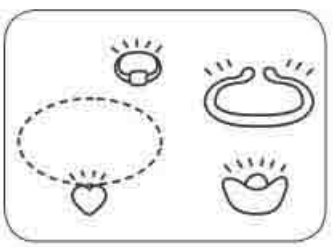
9. couple



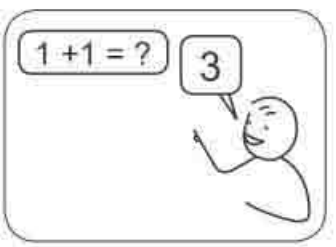
10. smile



11. gold



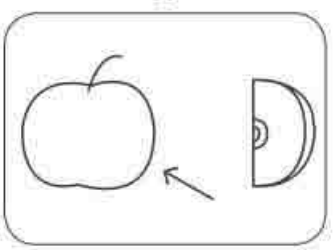
12. stupid



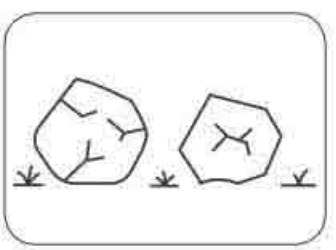
13. wife and husband



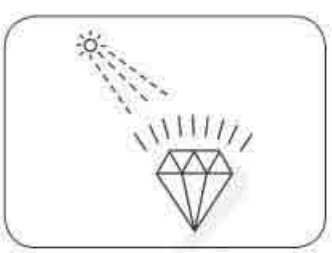
14. a whole apple



15. stone



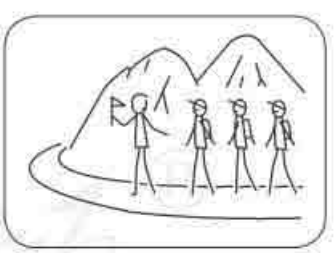
16. shine



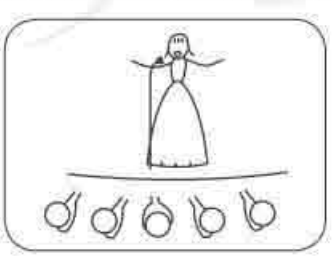
17. fall on the ground



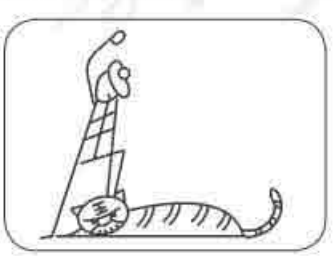
18. lead



19. She has a beautiful voice.



20. a brave man



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Unit 6 An old man tried to move the mountains.

SECTION A

1a

Purpose	To introduce Ss to the unit goal: offer help. To set the scene, increase Ss' vocabulary and introduce the target language.
Picture	The pictures show recognizable characters and scenes from four well-known Chinese folk stories. Picture A shows Hou Yi shooting the nine suns with a bow and arrows. Picture B shows the Monkey King using his magical stick (gold-banded staff) to destroy the buildings of his enemies. Picture C shows Nu Wa repairing the sky. Picture D shows the old man Yu Gong and his family digging rocks and earth from a mountain together.
Culture Focus	***Tall tales*** In the US, many of the popular folk stories were brought by the explorers and immigrants from Europe. But one kind of story from the early days of the United States was the "tall tale". A tall tale is a story that is connected to real events, but is exaggerated to seem bigger and more exciting, often ridiculously so, but in a humorous way. Some of the folk stories, like the stories of Daniel Boone or Johnny Appleseed, are connected to real people. Many, however, feature characters like Paul Bunyan or creatures like the Jackalope that were made up, but who lived in places still recognizable to modern people. Nowadays, if someone tells a story that seems to be a bit exaggerated, we might call that a "tall tale". ***Cross-cultural exchange*** In the course of learning the language and culture of other countries, Ss may learn some well-known folk tales (and values) that many native-English speakers will recognize immediately, for example, *Jack and the Beanstalk* (courage) or *Little Red Riding Hood* (overcoming fear). Later on, Ss may have the opportunity to meet people from other countries who will also want to know about Chinese traditional stories and folk tales, so learning how to retell these stories simply in English will become an asset in cross-cultural communication.

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Optional Approach	***Blackboard guessing game*** Divide the class into two teams, A and B. Draw simple clues from a famous story from China (or another country) on the board one by one, e.g. draw several suns, one after another, until one team correctly calls out the name of the story in English, e.g. "Hou Yi Shoots the Suns". Give this team a point and then continue the game by drawing another set of clues one by one on the board for the teams to try guessing another famous story.
Answers	a. Hou Yi Shoots the Suns, b. Journey to the West, c. Nu Wa Repairs the Sky, d. Yu Gong Moves a Mountain

1b

Purpose	To help Ss recognize the target language in natural speech.
Culture Focus	***John Henry*** In American folklore, the character of John Henry is famous not for moving a mountain, but for digging a tunnel through it. John Henry, a free-born African-American is said to have lived in the late 19th century and worked together with the groups of men who built the railways that crossed the country. When the owners of the railway wanted to replace human men with a steam-powered machine to make holes in the mountain, John Henry said a human could do a better job. John Henry raced the machine to see who was faster, and John Henry won. He died from the effort of winning the race, but he is considered a hero who shows what ordinary people can accomplish with strength, hard work, and determination. ***Morals*** The moral from this Chinese story is that with enough determination and perseverance, nothing is impossible. These values also appear in the famous story of *The Tortoise and the Hare* in which the slow but persistent tortoise defeats the fast but overconfident hare in a race.
Answers	Anna and Wang Ming are talking about Yu Gong Moves a Mountain. Checked: • The two mountains were very high and big. • A very old man tried to move the mountains.

1c

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

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Optional Approach	***What's your story?*** Have pairs of Ss share examples of their own personal determination and perseverance and what gave them strength, e.g. overcoming an illness with the help of one's family or passing a difficult examination with the help of one's classmate. If Ss have difficulty doing this in English, they can tell the T first in Chinese, and then the T can tell the story to the class in English.

2a

Purpose	To give Ss listening practice with the target language.
Optional Approach	***Catch the word!*** Write on the board any target language items you want Ss to recognize, e.g. *story*, *earth*, *stone*, *mountains*. • Option A: Play the recording one sentence at a time and have Ss clap once each time they hear one of the target words in English. • Option B: Play the recording one sentence at a time and have Ss shout, "Stop!" each time they hear one of the target words in English. Stop the recording and have the class repeat the word. Then continue playing the recording.
Answers	1. Bottom left-hand picture (Yu Gong and his family began to move some of the earth and stone.) 2. Top right-hand picture (One day, a man saw Yu Gong and his children when they were working.) 3. Top left-hand picture (Yu Gong and his family kept on digging day after day and year after year.) 4. Bottom right-hand picture (A god was so moved by Yu Gong's story that he sent two gods to take the mountains away.)

2b

Purpose	To give Ss practice in listening for specific items in conversations.
Teaching Tip	***Predict the answers*** Before playing the recording, have Ss read each sentence and then predict and underline the answers they think will be correct. Then play the recording and have them circle the words they hear. When reviewing the correct answers with the class, have Ss raise their hands if they predicted the answers correctly in advance.
Answers	Circled: 1.children, 2.weak, 3.talking, 4.two, 5.know

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2c

Purpose	To give Ss practice in retelling or talking about a story.
Optional Approach	***What do you think?*** Have Ss choose a picture and express a personal opinion, e.g. "I like the second picture because another man says Yu Gong could never do it, but he does not give up" or "I don't like the fourth picture. We should do hard work ourselves. The gods should not do things for us."

2d

Purpose	To give Ss the opportunity to use the target language in a controlled manner.
Optional Approach	***Adapt the conversation*** Choose another famous story and give groups of Ss five minutes to adapt the conversation accordingly before role-playing it for the rest of the class, e.g.: T: What do you think about the story of ("Hou Yi Shoots the Suns")? S1: I think (Hou Yi) is a hero. He tried to (make people's lives better) by (shooting down the nine suns). S2: Really? I think this story is (difficult to believe). S3: But the story is trying to show us (that it is important to try and improve people's lives).

3a

Purpose	To give Ss practice reading the target language in a typical English passage.
Teaching Tip	***Use of* of *and not* in *for "children of China"*** The T may want to explain to the Ss why the passage uses *of* in the sentence "The Monkey King has excited the children of China for many years." In this context, using *of* indicates that the passage is referring to all children of Chinese descent (e.g. children from China families who now live in other countries), not just children living in China.
Optional Approach	***Identify the main idea*** Have Ss identify the main idea in each paragraph. • 1st paragraph: The Monkey King is new to pupils in England but not to Chinese children. • 2nd paragraph: The Monkey King is not just a normal monkey – he can do magical things. • 3rd paragraph: Western children are also becoming interested in the story of the Monkey King.

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Answers	1. Journey to the West, 2. The Monkey King, Sun Wukong, 3. Answers will vary. Suggested answer: He can change his shape and size, but he cannot turn himself into a man unless he can hide his tail. He is clever, and never gives up fighting to help the weak.

3b

Purpose	To have Ss find specific information in a reading passage.
Teaching Tip	***Do you remember?*** Have the Ss read the passage first and then close their books. Ask them questions about the passage in English to see how much they can remember and to activate their thinking in English. Then have them open their books, read the passage again, and complete the chart.
Answers	

What he can do	What he can't do
• make 72 changes to his shape and size, turning himself into different animals and objects • make his magic stick so small that he can keep it in his ear, or make his magic stick big and long.	• turn himself into a man (unless he can hide his tail)

3c

Purpose	To give Ss practice in writing the target language.
Optional Approach	***Disappearing words*** After going through the answers with the class, write the four complete sentences on the board. Then divide the class into two teams, A and B. Tell the Ss to put their heads down and not look up at the board. Erase one word from one of the sentences, e.g. *wonderful*, and tell the Ss to look up. Give a point to the first team to correctly call out the missing word, and then repeat the activity (have Ss put their heads down again and erase a different word).
Answers	1. traditional, 2. came out, became interested in, 3. make changes, turn (himself) into, 4. can/is able to

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GRAMMAR FOCUS

4a

Purpose	To give Ss practice in using conjunctions *unless, as soon as* and *so ... that*.
Answers	1. As soon as, 2. so ... that, 3. unless, 4. As soon as, 5. unless, 6. so ... that

4b

Purpose	To give Ss practice in choosing correct verb forms.
Answers	helps, has, uses, make, sees, turn, love

4c

Purpose	To give Ss more practice in retelling a story.
Teaching Tip	***Story time*** Do this as a class activity first where the T helps the class retell three or four popular folk tales in English, writing any vocabulary words they may need on the board. This way, Ss will be able to refer to and use this when they do the pair-work activity with their partners.

■ Optional Activity 1: Story sequencing

Purpose	To help Ss practice organizing and retelling stories.
Materials Required	Before class: 3–4 sheets of paper for T to draw story scenes on. During class: blackboard and chalk, or whiteboard and markers.

Procedure

1. Before class, quickly draw four simple scenes from a famous folk tale on one sheet of paper (use stick figures to represent people). Do the same for two to three other stories on two to three other sheets of paper.
2. During class: Have Ss turn around in their seats and look at the back of the room (do not let them look at the board).
3. While Ss are looking away, quickly sketch on the board the four story scenes from one of the stories you drew on one of your sheets of paper, but in an incorrect/jumbled order.
4. Have Ss look up. Then call on different Ss to correctly number the scenes on the board 1–4.
5. Divide the Ss into four groups (one for each scene in the story) and give them five minutes to prepare. Then have each group stand up and tell their part of the story in

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English to the rest of the class.

6. If time allows, repeat the same activity for the other stories you drew on the other 2–3 pieces of paper.

■ Optional Activity 2: Story charades

Purpose	To help Ss practice acting out and retelling stories.
Materials Required	Blackboard and chalk, or whiteboard and markers.

Procedure

1. Divide the class into two teams, A and B.
2. Call one S from Team A to the front of the room and whisper to him/her in English one of the scenes from a famous folk tale.
3. Say "Go!" The S at the front starts to wordlessly act out the scene from the story while his/her teammates try to call out the name of the story in English. Use the classroom clock or your watch to time how long Team A takes to correctly guess the story in English. Then write their time on the board. *Bonus*: If Team A can correctly describe in English the scene that was just acted out, e.g. "Hou Yi is shooting down the nine suns with his bow and arrows", subtract five seconds from their time.
4. Repeat the sequence with Team B, record their time, and so on for as many rounds as you decide to have the teams play. The team with the shortest accumulated time at the end of the game is the winner.

SECTION B

1a

Purpose	To introduce Ss to the target language for another famous story, this time in a Western context.
Optional Approach	***Do you know the English word for…?*** Tell Ss to close their books. Then write the Chinese words for *gold*, *silk*, *emperor*, and *underwear* on the board. See if Ss can tell you these words in English (allow them to consult their dictionaries if necessary). Write the English words on the board and then review their pronunciation with the Ss.
Answers	b. gold, c. silk, d. emperor, a. underwear

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1b

Purpose	To give Ss practice in listening for events in a sequence.
Teaching Tip	***Understand the story*** Have Ss close their books and listen to the recording once for overall meaning first. Ask a few general questions, e.g. *How many main characters are there in the story?* (four) or *Who are they?* (the emperor, two brothers, a boy). Then tell Ss to open their books and play the recording for them to do the activity.
Answers	1 (bottom right), 2 (bottom left), 3 (middle left), 4 (top left), 5 (top right)

1c

Purpose	To give Ss practice in listening to the target language in context.
Culture Focus	***Big hat, no cattle*** One message from this story is to be careful of people who will say anything to please people in power, even if it is not true. Some English speakers might refer to this as "show over substance", and in Texas (USA) they have an expression, "Big hat, no cattle." Both expressions suggest that the person being discussed may look or sound good but does not really do his/her job properly. (The measure of a good cowboy is not the size of his hat but the number of cattle he has.)
Answers	looked, saw, shouted, wearing, give, kept, clothes, brothers

1d

Purpose	To give Ss practice summarizing and retelling a story.
Optional Approach	***Listen and point*** Before doing the activity in the book, play the recording again and have Ss listen and point to the pictures as they hear the corresponding parts of the story on the recording. Then the T can read out different parts of the story from the book in any order and have the Ss point to the corresponding pictures.

2a

Purpose	To acquaint Ss with some famous Western fairy tales and the moral/social messages they contain.
Culture Focus	***The Brothers Grimm*** Jacob (1785–1863) and Wilhelm Grimm (1786–1859) were two German brothers famous for having collected many of the stories that are now popular in Western countries and around the world. Jacob and Wilhelm Grimm spent many years

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Culture Focus	collecting and publishing popular folk stories. The versions of the stories they collected were often very violent and scary — they were meant to teach people important lessons, not just entertain and amuse. Modern popular versions of their stories are often much gentler, with happier endings and less frightening characters. ***Learning from fairy tales*** Old, traditional stories such as fairy tales and folk tales usually have positive messages in them, regardless of what language the stories were originally written in. Ss probably already know what "Sleeping Beauty", "Cinderella", and "Little Red Riding Hood" are about, but encourage Ss to think about the message in each fairy tale. One possible message from "Sleeping Beauty" is that good things can sometimes take a long time to happen. One possible message from "Cinderella" is that good may triumph over evil if one is willing to overcome adversity. One possible message from "Little Red Riding Hood" is that we should be careful of people trying to deceive us for their own reasons or purposes.
Answers	Answers will vary. Suggested answers: • *Sleeping Beauty* is about a princess who falls asleep for a long time under a spell by a wicked fairy. She is awakened by a prince's kiss years later. • *Cinderella* is about a young woman who is bullied by her stepmother and stepsisters. Using magic, her fairy godmother gives her a beautiful dress and a carriage to attend a ball at the palace, but she must return home by midnight before the magic ends. Cinderella meets a handsome prince but has to leave the ball in a hurry and she loses a glass slipper. The prince finds it and tells everyone he will marry the person to whom the slipper belongs. The stepsisters each try on the slipper but it does not fit them. Cinderella tries on the slipper and it fits. She marries the prince and they live happily ever after. • *Little Red Riding Hood* is about a young girl who faces danger when she meets a big, bad wolf. While she is on her way to visit her grandmother, the wolf dresses up and pretends to be her grandmother waiting in her bed. The wolf hopes to catch and eat Little Red Riding Hood. She is saved by a woodcutter who kills the wolf.

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2b

Purpose	To help Ss make and talk about predictions.
Culture Focus	***Growing up*** In many Western societies, parents are expected to bring up children in a safe and nurturing environment that encourages self-reliance and independence, two important values shown in this story. After a certain age, e.g. after high school in modern society, children are expected to leave home and make their own way in the world.

2c

Purpose	To give Ss practice summarizing key parts of a story and putting them in the correct sequence.
Optional Approach	***It's a match!*** Randomly read out different lines of dialogue from different scenes. Then have Ss call out the numbers of the scenes where these lines appear.
Answers	A. Scene Seven, B. Scene Two, C. Scene Six, D. Scene Three, E. Scene Four, F. Scene Five, G. Scene One

2d

Purpose	To have Ss reread a story for deeper comprehension.
Teaching Tip	***Total recall*** After Ss have written their answers, give them two minutes to memorize all the questions and answers. Then tell them to close their books and ask and answer the questions verbally in pairs. Circulate around the class to monitor and support individual pairs of Ss.
Answers	Answers will vary. Suggested answers: 1. Unless he leaves the children to die in the forest, the whole family will die because they don't have enough food. 2. He goes out to get some white stones. 3. He does this to make sure that when the moon is shining bright, they will be able to see the stones. 4. They followed the white stones home. 5. They can't find any of the pieces of bread they dropped on the ground (because the birds may have eaten the bread).

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2c

Purpose	To give Ss practice using the target language in a speaking context.
Optional Approach	***Similar stories*** See if Ss can think of a Chinese folk tale with a similar story line and/or social message. Have them act out this folk tale in groups of four.

3a

Purpose	To enable Ss to identify key language from a story which they can then use to summarize and talk about it.
Optional Approach	***Focus on key words*** Have Ss read through each line in each scene and underline the key words.
Answers	Answers will vary. Suggested answers: • Scene 1: plan, kill, save, moonlight • Scene 2: forest, wood, bread • Scene 3: drop, white stones, unless, lost, shine, bright • Scene 4: sleep, forest, wake up, moon, go out • Scene 5: drop, pieces of bread, moon, rise, follow, instead • Scene 6: keep walking, unless, find one's way out • Scene 7: lost, song, beautiful, follow, wonderful, bread, cake, candy, part, house

3b

Purpose	To give Ss the opportunity to use the target language in writing.
Optional Approach	***Helping words*** For weaker classes, have Ss close their books. Write the answers on the board and try to elicit from Ss the lines from the story that use these words. Then have Ss open their books and do the activity in the book. (If they need help filling in any of the blanks, they can refer to the words you have written on the board.)
Answers	stepmother/parents, kill, save, stones, forest, dropped, moon, pieces, bread, birds, lost, house, eat, woman

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SELF CHECK

Purpose	To provide a comprehensive review of the key vocabulary and functions presented in the unit.
Procedure	1. Have Ss look at the Self Check activities. 2. Read aloud the prompts in the textbook and the words in the boxes. 3. Model the activities if necessary. 4. Give Ss time to do the activities and compare their work with a partner. 5. Elicit answers from the Ss and write them on the board.
Teaching Tip	***Sentence endings*** Write some example clauses on the board to help Ss come up with their own ideas to complete the sentences. For example, you can write "we take a taxi" (to go with "We will be late unless …"), or "everyone's eyes were full of tears" (to go with "The movie was so touching that …").
Answers	1 Answers will vary. Sample answers: 1. We will be late unless we take a taxi. 2. You won't be successful unless you work hard. 3. As soon as I got to the bus stop, the bus came. 4. Bill opened his book as soon as he sat down. 5. The movie was so touching that everyone cried. 6. The boy was so excited that he jumped up and down. 2. was, loved, came, told, give, were, kept, were, see, put, think, said, walked, shouted

■ Optional Activity: Story writing

Purpose	To help Ss plan, organize and write a short story.
Materials Required	One sheet of paper for each S.

Procedure

1. Write on the board a list of 4–6 folk tales that you believe the Ss will know, four from China and two from other countries. Confirm with the Ss that they know these stories, or revise the list until it contains stories that the Ss know.

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2. Divide the class into groups and assign one of the stories on the board to each group.
3. Give each group 5–10 minutes to plan and organize together how they will retell or act out their story in English for the rest of the class.
4. Circulate among the groups and provide any English language or support they may need to prepare their presentations.
5. Have each group present their story in English to the rest of the class.
6. At the end, have the Ss in class clap for each group one by one, according to which one they liked the best. The group with the most/loudest applause is the winner.

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Unit 7 What's the highest mountain in the world?

一、教学目标与要求

话 题 **Topic**	世界知识（Facts about the world）
功 能 **Functions**	谈论地理与自然 (Talk about geography and nature) A: What's the highest mountain in the world? B: Qomolangma. A: How high is Qomolangma? B: It's 8,844.43 meters high. It's higher than any other mountain. A: Did you know that China is one of the oldest countries in the world? B: Yes, I did. It's much older than the US.
语 法 **Grammar**	1 能表达较大的数字 (Large numbers) The Yangtze River is about 6,300 kilometers long and the Yellow River is 5,464 kilometers long. 2 能熟练运用形容词和副词的比较级、最高级（Comparatives and superlatives with adjectives and adverbs） China is almost as big as the US. Qomolangma is higher than any other mountain in the world. This elephant weighs many times more than this panda. China has the biggest population in the world.
词汇和常用表达 **Words & expressions**	1 能正确使用下列词汇 (Curriculum words) square, meter, desert, population, Asia, tour, tourist, wall, achievement, condition, force, nature, ocean, birth, adult, bamboo, research, keeper, excitement, illness, government, oil, protection, deep, ancient, wide, thick, awake, remaining, wild, huge, protect, include, succeed, achieve, weigh 2 能正确使用下列常用表达 (Useful expressions) feel free, as far as I know, take in, in the face of, even though, at birth, up to, walk into, fall over, or so

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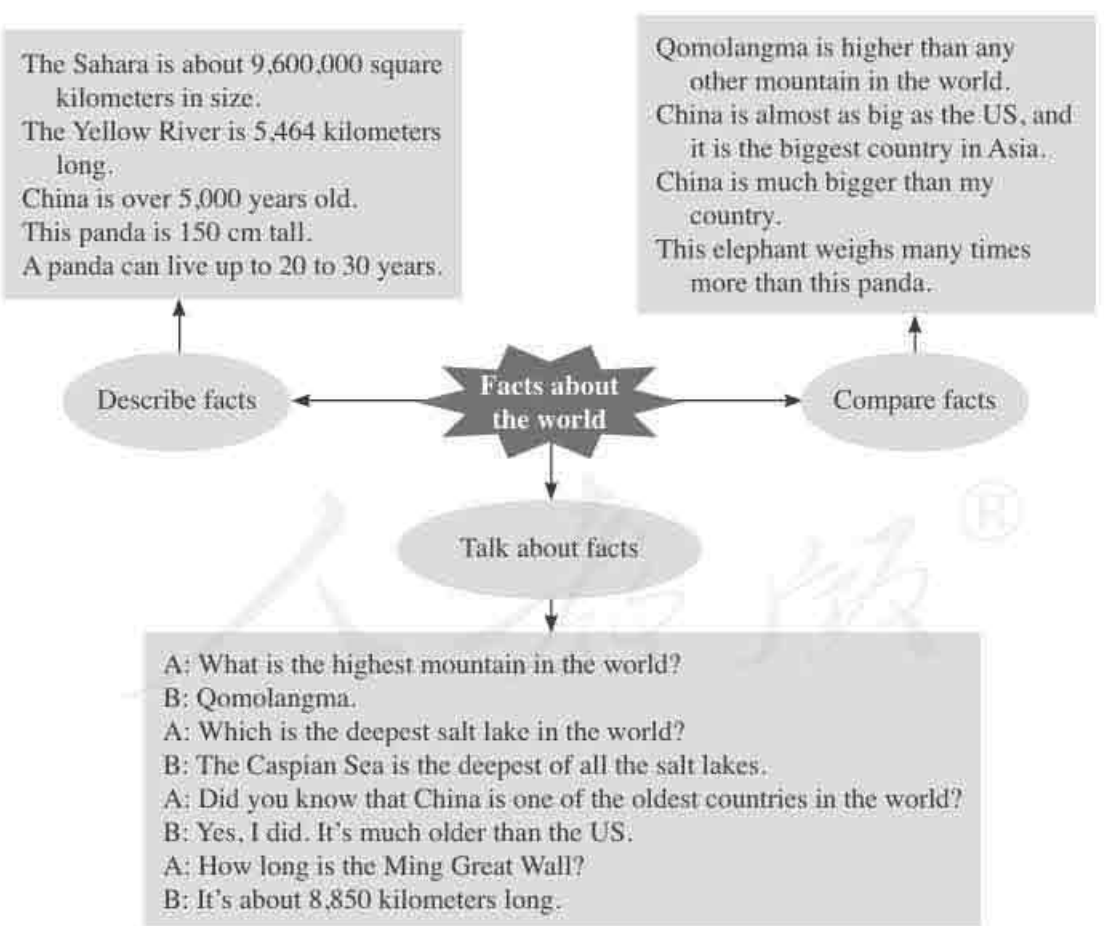
词汇和常用表达 **Words & expressions**	3 能认读下列词汇 (Non-curriculum words) amazing, southwestern, freezing, challenge, cm, endangered, artwork, whale
学习策略 **Strategies**	1 通过比较，了解中国以及世界地理知识 2 通过搜寻具体信息，培养寻读（scanning）的能力 3 通过罗列事实及数据，初步学习说明文的写作
文化知识 **Culture**	1 了解我国和世界的一些“自然地理之最” 2 了解我国明长城的基本知识 3 了解珠穆朗玛峰及人类克服困难、挑战极限的精神 4 了解国宝大熊猫与动物保护

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地理知识展开，集中呈现了大数字的读法和表示度量的结构，并进一步拓展了比较级和最高级的使用。

1a–1c为本单元的导入部分。活动1a的主题图呈现了Qomolangma, the Nile, the Caspian Sea和the Sahara四幅图，从而引出该部分的重点——“自然地理之最”的相关数据。1a部分重点突出如何用含有大数字的度量结构表述这些地理信息。活动1b的听力材料呈现了描述这四个地方的比较级和最高级结构，学生通过听后填空来熟悉这些结构的含义和用法。活动1c让学生结对操练，通过模仿听力中大数字的读法，口头再说出这些大数字，并用这四个地方的相关信息进行控制性的语言操练。

2a–2d部分的重点是听和说的教学。借助我国人口、历史、河流的话题内容，将学生带入我们自己的地理与人文语境中。听力活动按梯度设计，要求学生能够通过听获取地理知识中的一些重要数据及与之相关的文化信息。2a部分让学生按听到的内容给句子排序，2b部分要求学生听懂大数字的表达并对应地选出数字。2c是基于听力内容的语言输出，让学生尝试运用听到的比较级和最高级结构进行问答。活动2d为学生呈现了一个完整的关于明长城基本信息的对话范例，供学生参照模仿。

3a–3c部分为阅读板块。阅读材料是关于珠穆朗玛峰的介绍，学生通过阅读了解珠穆朗玛峰的险峻和人类克服困难、挑战极限的勇气与实践精神。3a要求学生阅读后根据文章的描述匹配段落大意。3b的活动引导学生关注细节，列举各段要点。而3c则是要求学生根据文章信息回答问题，更进一步把握文章内容，了解与珠穆朗玛峰有关的信息。

Section A重点是学习较大数字的表述，学会用不同句式表达比较级、最高级。本部分难点是形容词比较级、最高级的不同表达句式，如higher than any other mountain, a lot bigger than, almost as big as等。学生需要大量的口头练习对比，才能把握目标语言并达到熟练运用。

SECTION A 教学建议

活动1a–1c

1. 在黑板上写下1a中的四个数字，一个一个地带读。
2. 通过这些数字询问学生：What do you know about this number, 8,844.43? 引出

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Qomolangma，并通过其他三个数字引出主题图中的其他地方，引导学生看图说出这四个地名（珠穆朗玛峰、尼罗河、里海、撒哈拉沙漠）。

3. 简单介绍这四个地方分别是mountain, river, salt lake和desert中的世界之最。教师可提供更多的相关图片激发学生的兴趣。
4. 学生完成1a的配对活动。学生对于1a中表示度量的结构是第一次接触，但是其中的数字非常直观，根据已有的地理知识和简单的推理就能完成1a的要求，教师核对答案即可。
5. 听1b录音之前，教师可让学生预测，想一想每个空可能会填什么内容。形容词的比较级和最高级是学过的结构，教师需要引导学生把这种结构迁移到度量的表达法上。
6. 完整播放1b录音，引导学生听关键词，可以忽略听不懂的结构。
7. 教师核对答案后，让学生根据填好的信息，两人一组按照1c的范例进行简单问答，只要学生准确使用highest，biggest，deepest和longest完成对话即可。
8. 第二次播放录音，让学生注意听与比较级或最高级配合使用的结构。
9. 通过问题"What do you know about these places?"引导学生将1a和1b中的关于同一个地方的信息连在一起说出来。也可以先说1b中的句子，再说1a的。注意使用代词it。比如：Qomolangma is higher than any other mountain in the world. It is 8,844.43 meters high. 这样，学生对四个地方的表述就相对完整了。根据学生的实际水平，教师可简要讲解表示度量的结构（... high, ... deep, ... long, ... in size），还可以让学生用这些结构描述他们所知道的其他地方。

■ **拓展活动：数字游戏**

本活动的目的一方面是练习大数字的表达，另一方面也是训练学生的发散思维，不要局限在某一类数据的表达上。教师可根据学生实际适当增加数字，以强化million，thousand，hundred的运用。如果学生基础较好，可以进一步强化听力中一些较难的结构的用法。具体步骤如下：

1. 给学生做一个大数字的听写练习，学生只要写出阿拉伯数字即可。这一练习的目的是让学生多熟悉thousand和million的读法以及大数字如何分段读。
2. 教师通过课件打乱顺序呈现一些数字，比如：1,000，30,000，9,600,000，1,025，6,671等。
3. 学生先读一读这些数字，然后选择一个数字描述不同的事物，如：1）I think our school has more than 1,000 students. 2）Maybe he will spend 1,000 yuan for his holiday.
4. 教师运用游戏中的数字，通过提问：Which is the largest number in the game? 引出形容词的最高级的表述：9,600,000 is the largest number of all. 进一步教学：It's larger than any other number. 再利用问答教学更多的表述句式，如：

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— Which is the smallest number in the game?

— The smallest number is ... / ... is the smallest number of all. It's smaller than any other number.

以此巩固形容词最高级以及用比较级表达最高级含义的方法（... than any other ...）。

活动 2a–2c

1. 教师在黑板上或课件上呈现6,300，5,000，5,465，300这四个数字，让学生先读一读，巩固大数字的读法。
2. 学生四人一组比较这四个数字，看哪个小组用到的表示比较的句子最多。例如：

   6,300 is the biggest/ largest number.

   300 is the smallest number.

   6,300 is a lot bigger than 300.

   6,300 is much bigger than 5,000.

   5,000 is almost as big as 5,464.
3. 听录音前，让学生快速浏览2a中的句子，看看大致是哪些方面的内容，为完成2a排序活动做好准备，降低听力的难度。
4. 完整播放2a录音，让学生将听到的顺序在句子前记录下来。师生核对答案。
5. 在学生已经有一遍听力的基础上，让他们根据记忆将数字试填到句子里。
6. 播放第二遍录音，核对2b答案，并朗读所有句子。
7. 再播放一遍录音，要求学生记笔记，尽可能记下所有表示比较的结构。教师可选一两个例子演示所要记录的内容（根据学生实际，如果他们能记录的结构更加完整当然更好），例如：

   a bit more, one of the oldest countries, much older than, one of the youngest countries, the biggest population, a lot bigger than, the same size as（这也是一种比较结构，只不过表述的是同级比较）, the biggest country, the longest river, longer

   教师可以把学生的笔记写在黑板上，然后让学生根据这些结构复述听力中对应的句子。只要表达是正确的，学生可以不必完全依照听力中的原句，也可以用自己的话来复述。
8. 引导学生观察2c中的对话范例，关注Did you know ... 这个句型所表达的意义以及时态的混合搭配。教师可参考本单元英文部分的相关说明，根据学生的语言基础对此语言点稍作讲解，以便学生在对话中可以正确使用这一结构。
9. 学生两人一组对话，结合2a中已完成的句子和复述过的信息进行问答。在本环节中，需要设定学生A是中国人，学生B是美国人。给学生一定时间口头练习，然后让几组学生展示他们的对话。

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活动2d

1. 学生默读对话并回答问题：What's the conversation about?（It's about a tour to the Ming Great Wall.）
2. 学生第二次阅读对话，教师可提出问题引导学生梳理明长城的相关信息，例如：
   - How long is the Ming Great Wall?
     （It's about 8,850 kilometers long.）
   - What does the guide say about the wall?

   （学生可以从不同方面来回答，比如：It's quite tall and wide. / It's the longest wall in the world. / The ancient emperors built it to protect their part of the country. / There are no man-made objects as big as this. / Badaling is the most famous part of the Ming Great Wall.）
3. 学生听录音并跟读，然后两人一组操练并表演对话。教师应鼓励学生关注朗读技巧，注意表演出导游和外国游客的语气，声情并茂地演绎这段对话。
4. 教师可根据班级学情进一步拓展活动：将主题改成地方特色的景点之旅，引导学生模仿2d编对话并演绎。

活动3a–3c

1. 在阅读文章前，提出问题引起学生简单的讨论：
   - What sport do you like/do?
   - Which of the following sports do you think is the most dangerous: swimming, tennis, t'ai chi, mountain climbing, or basketball?

   在讨论中，教师可把学生引导到登山运动的话题上。
2. 教师继续提问：What might be the dangers of mountain climbing? 根据学生情况，教师可给出以下选项启发学生，并鼓励学生补充自己的观点：

   freezing weather conditions
   too many people
   have to fight with dangerous animals
   hard to take in air
   thick clouds
   hard to find the way home

   同时，教师可以在讨论中为学生扫清一些阅读中的语言障碍，为他们更好地阅读文本打下基础。
3. 学生独立阅读文章，按照3a的要求将段落和段落大意匹配。师生核对答案。
4. 学生第二次阅读文章，教师引导学生理解3b的三个要求，即：

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1）在第一段中找出四个危险

2）在第二段中找到三个成就

3）在第一和第三段中找出四个比较关系

该活动需要学生在阅读时关注细节，可借助寻读（scanning）策略，通读全文，快速寻找答案。教师应以提问的方式核对答案，并要求学生回答问题时必须用完整的句子，不能只读表格中填写的短语。

5. 学生根据文章的信息，回答3c中的问题。如果有必要，学生可再次阅读文章以便准确回答3c中的问题。

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，引导学生进行语法学习。学生通过学习应能运用数字对事物进行描述，能运用同级比较、比较级和最高级结构针对具体事实进行比较，并能正确运用程度副词修饰比较级。

Grammar Focus 部分以表格的形式罗列了如何询问及表达具体事实的典型句型，为学生操练提供了示范。该部分还呈现了比较描述的句型、形容词比较级和最高级的用法以及更加丰富的有关比较的表达方式。活动4a通过形容词、副词的选择和变化巩固形容词在原级、比较级、最高级中的表达形式。活动4b是一个半控制性的语法练习，要求学生理解句意，把握同类事物进行比较的正确表达。4c是一个两人结对活动，首先要求学生各自先用各种比较形式写出五个问题，然后相互问答，让学生在互动的模式中根据真实情景运用比较级、最高级表达事物的比较。

语法部分具体教学建议如下：

除了表格中所列的例句以外，教师还可通过以下两个活动引导学生进一步学习并运用度量的表达方式以及本单元出现的各种比较结构。

1. 教师借助黑板或课件呈现一个或几个数字，变化主语让学生产出与之匹配的不同的度量表达。下面以数字2为例：

The basketball player is two **meters tall**.

The river is only two **meters deep/wide**.

The tree is two **meters tall**.

The box is about two **meters high/wide/long**.

The river is about two **kilometers long**.

The mountain is about two **thousand meters high**.

如果学生语言基础一般，教师可提供一些选项启发学生；如果学生语言基础较好，

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则可以直接让学生先用数字造句再进行上述归纳。

2. 教师通过问题Who is the tallest in our class? 引出最高级的表达，并引导学生用不同句式表达最高级的含义。例如，Mike是班上最高的学生，教师可引导学生结合本单元出现的各种结构造句如下：

Mike is the tallest student in our class.

Mike is taller than any other student in our class.

No student in our class is as tall as Mike.

Mike is much taller than ...

... is almost as tall as Mike. He/She is one of the tallest students in our class.

本环节也可以采取小组造句比赛的形式开展活动。

活动4a

1. 在前面口头充分操练的基础上，学生独立完成4a的填空，教师要有意识地引导学生关注形容词的变化。学生朗读句子核对答案，从口头表达过渡到笔头表达。

2. 如果有时间，教师还可通过更多的数据（可分为river, mountain, ocean, country四类）引导学生使用本单元的目标语言。下面以river为例：What's the longest river in the world?

the Nile River	the Amazon River	the Yangtze River	the Yellow River
6,671 km	6,480 km	6,300 km	5,464 km

学生以小组为单位根据表格提供的信息尽可能采用不同句式进行比较。例如：

The Nile River is the longest river in the world.

The Amazon River is one of the longest rivers in the world.

The Amazon River is a little longer than the Yangtze River.

The Nile River is much longer than the Yellow River.

活动4b

1. 学生仔细读4b活动要求和范例，明确活动目的。

2. 引导学生分别对两个城市和两种动物进行比较，要求学生根据具体事实进行表述。教师可适当给予引导，如城市的面积、人口、历史等，而动物的比较，除了身高（身长）、体重以外，教师可引导学生考虑奔跑速度、外貌特征、寿命等其他角度的比较。

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3. 请学生进行口头表述，针对他们所表述的内容进行追问，抓住课堂生成，提升活动的有效性，让学生在互动问答中运用和巩固目标语言。

活动4c

1. 学生各自用比较结构写出五个问题，提醒学生注意在使用比较级或最高级时要有相对明确的比较范围或参照物。
2. 学生组内运用比较句型进行问答。

■ **拓展活动：最佳郊游地点（Which place is the best for our school trip?）**

活动目的：巩固形容词比较级、最高级的正确使用，搭建活动平台让学生运用语言，培养小组合作精神。

活动步骤：学校将组织郊游，请同学们以小组为单位提议理想的郊游地点，如：动物园、博物馆、公园等。每组确定一个地点，并由每个组员用比较级和最高级说出一个或多个理由，最后每组选出一个代表进行阐述汇报。其他小组同学进行星级评定。

陈述范例：

S1: The zoo is the best place to go. It is the closest to our school.

S2: The zoo is bigger than the museum and the park. There is a baby panda in the zoo. We can learn more about pandas.

S3: It is the most interesting place. Many animals are living there. I hear there is a dolphin show at three o'clock every afternoon.

S4: It is more interesting than the park and the museum. We can see not only the pandas but also many other animals.

S5: ...

汇报框架：

We think _____ is the best place for us to go on a school trip. Of all the places, it is the _____.

And we can also _____.

So we all think it is a good idea to visit _____.

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SECTION B 内容介绍

本部分在Section A的基础上，从对自然和文化的比较过渡到了动物这一话题。本部分呈现了大象、熊猫以及熊猫研究基地相关的内容，通过听、说、读、写等活动，引导学生学习更多表达比较的句式结构，了解大熊猫等濒危动物，培养保护动物的意识。

1a–1e部分一方面巩固含有数字的事实描述，另一方面也拓展学习更多表示比较的句式，如多倍数的表达等。活动1a通过呈现大象和熊猫的信息，引导学生用比较句型将两种动物进行比较，为后面的听力做铺垫。1b–1c的听力内容主要是围绕熊猫宝宝的描述，进一步学习度量的表达。1d是听力活动的延续，让学生将听到的信息用对话的形式进行输出。

2a–2e是一个阅读板块。阅读材料是关于大熊猫的一篇报道，具有说明文的一些特征。2a的读前活动提供了一些词汇，让学生自己组织语言说一说大熊猫，为2b的阅读活动做好话题准备。2b要求学生阅读文章，运用寻读法（scanning），快速查找每个数字所表达的意义。2c的读后活动让学生再次运用寻读策略，根据问题所要求的信息点快速定位并找出问题的答案。2d要求学生理解文本细节信息并运用文中的语言将相关句子补充完整。2e是一个开放性的问题，要求学生想出更多方法帮助拯救大熊猫，启发学生思考。

3a–3b是本单元的写作板块。活动3a呈现了鲸鱼的相关信息，要求学生根据六个问题将信息归类填入表格，为3b的写作做准备。活动3b要求学生运用3a的内容写一段描写鲸鱼的说明文，并说一说为什么需要保护鲸鱼，再制作成海报。

Section B部分的重点是在阅读中运用寻读策略，教学难点是说明文的写作。

SECTION B 教学建议

活动1a

1. 让学生浏览1a中的图片和下方的数据并用简单的句子分别描述大象和大熊猫（不做比较）。例如：

   This elephant is 350 cm tall.

   It weighs 5,000 kilos.

   It eats 150 kilos of food a day.

   This panda is 150 cm tall when it is standing on two legs.

   It weighs 100 kilos.

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It eats 10 kilos of food a day.

2. 启发学生模仿方框中的例句对大象和大熊猫进行比较。教师要注意引导学生分别用两种动物作主语，以充分运用比较句型。本环节也可以采用小组竞赛的方式，看看哪一组能想到的句子最多。例如：

This panda is 200 cm shorter than this elephant.

This elephant is 200 cm taller than this panda.

活动 1b–1d

1. 教师在黑板上板书下列数字：

0.1　　0.2　　16　　20　　50　　100　　120　　150

引导学生正确朗读这些数字，特别注意小数点的正确读法。

2. 让学生充分展开想象，想一想这些数字和将要听到的内容之间有什么关联。学生可利用1c中的句子帮助自己进行推测，甚至可以试填部分数字。
3. 完整播放录音，学生独立完成1b，选出听到的数字，再核对答案。
4. 再次播放录音，要求学生根据1c中的句子记录相关信息，同时也验证之前的推测。
5. 要求学生模仿1a中的熊猫信息图，将熊猫宝宝的相关信息罗列出来，并参照1a的语言提示将adult panda 和baby panda 进行比较。
6. 句子接龙游戏：学生根据已知的有关adult panda和baby panda的信息，模仿1d的范例，每人说一句有关熊猫的表达，引导学生运用不同句式进行表达。

活动 2a

1. 教师提问What do you know about pandas? 并画一个主题思维图，引导学生表达与大熊猫相关的信息。

> 注意：熊猫保护的话题应该是学生较为熟悉的，教师可以通过构建思维导图（mind-map）的方式鼓励学生谈论他们对大熊猫的了解，还可以结合前面听力教学的内容，让学生有机会自己组织语言表达已知的信息。

2. 引导学生结合2a中的词汇进行小组合作，口头组成一段话来介绍大熊猫，看看哪个小组用到的目标词汇最多。

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活动2b–2c

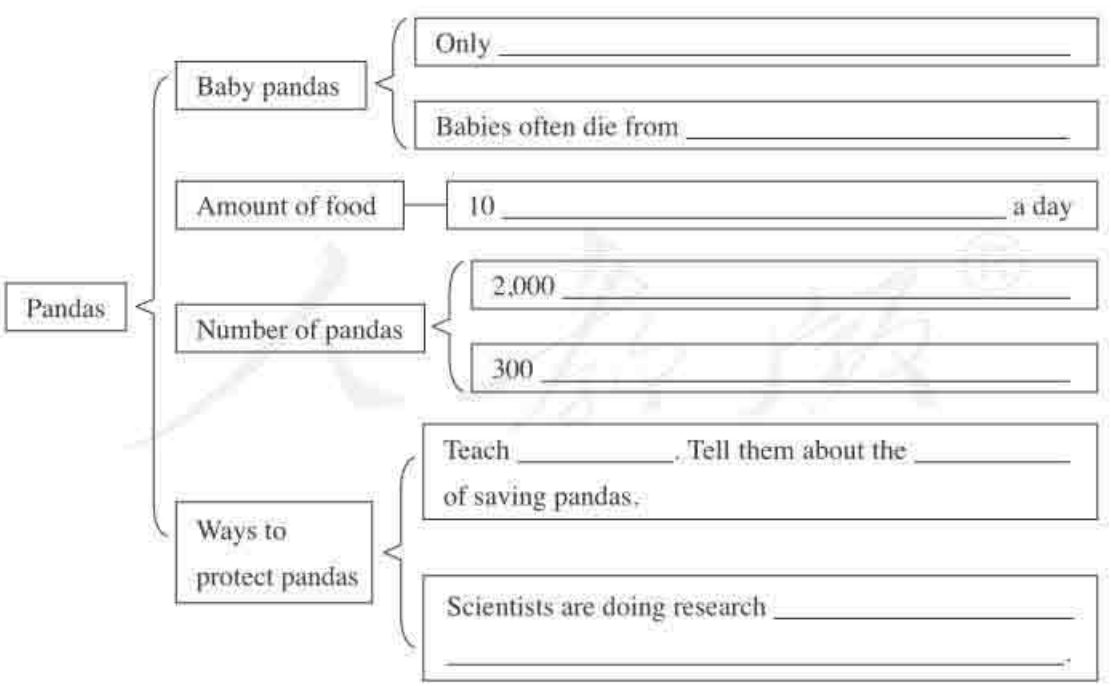
1. 教师在黑板上写下10, 12, 300, 2,000四个数字，要求学生快速寻读2b文本，找出这些数字分别对应的内容（10 kilos of bamboo, 12 hours a day, 2,000 pandas, another 300 or so）。

> 注意：教师应告诉学生在阅读本文时寻读（scanning）的方法，即：直接搜寻数字，然后阅读数字前后的内容，确定数字表达的信息。

2. 引导学生用完整句子表达这些数字的含义，例如：
   Adult pandas spend more than 12 hours a day eating about 10 kilos of bamboo.
   There are now fewer than 2,000 pandas living in the forests.
   Another 300 or so live in zoos or research centers in China and other countries.
3. 学生阅读2c的五个问题，在充分理解问题的基础上快速寻读文本，找出关键信息，并在问题后写出简略的回答。

活动2d–2e

1. 先让学生从头到尾地仔细阅读文本，尽可能记住文章中的细节，再用文章中的语言将2d中的句子补充完整，朗读并核对答案，进一步巩固阅读理解。
2. 教师还可借助以下文本框架帮助学生深入地理解文章。让学生再次阅读文章，一边读一边完成这个框架图，然后鼓励学生用自己的语言复述课文：



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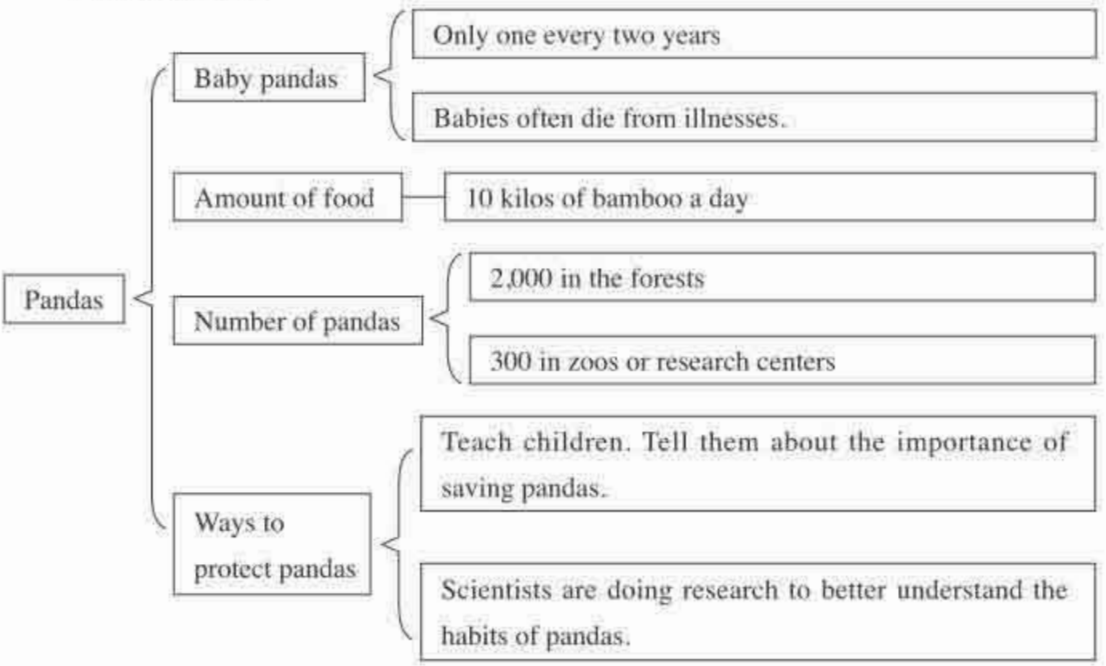
下表供教师使用：



3. 教师通过问题What do the children do to help save the pandas?导入保护大熊猫的讨论，引出2e的问题：What other ways do you think children can help to save the pandas? 让学生进行小组讨论后，将保护方法在黑板上罗列出来，在全班交流。

活动3a–3b

1. 教师通过一则谜语导入另一濒危动物——鲸鱼的话题：

   They are huge animals.

   They live in the sea.

   They can sing songs.

   They can jump high out of water.

   They are very clever and also very friendly.

   What are they?

2. 教师还可以呈现一些关于鲸鱼的图片，引导学生看图并讨论他们所知道的相关信息。如果有条件的话，还可以播放一些人类捕杀鲸鱼的视频或鲸鱼保护的公益广告。这样，学生可以归纳出鲸鱼更多的特点和生存现状。
3. 教师引导学生阅读3a的词汇及短语，并将它们填入表格中相关问题的后面。学生两人一组进行问答练习，核对答案。要求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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4. 根据3b的写作框架提示，制作保护鲸鱼的海报，要求用上3a中的信息。教师可根据课时安排和学情，选择部分学生展示所写的海报，让其他学生参与评价。还可以根据学情对文本框架作适当调整。

SELF CHECK 内容介绍和教学建议

本部分检测学生对形容词原级、比较级、最高级的掌握以及程度副词的运用，培养其语块意识，学会总结本单元语块的搭配。

活动1让学生通过填表总结本单元使用频率较高的形容词的比较级和最高级形式。活动2让学生归纳所给动词的语块搭配。活动3检测学生是否掌握了程度副词在比较结构中的用法。

活动1

形容词的比较级和最高级形式在本单元只是复习，不是新学的内容，所以不需要给学生更多的讲解。可要求学生直接填写这些形容词的比较级和最高级并核对答案。

活动2

1. 学生独立归纳三个动词的搭配，并组成语块，添加更多宾语，扩充语块搭配。全班核对答案。
2. 要求学生在课文中找相关的句子，在更丰富的语境中巩固对这些语块的理解。
3. 鼓励学生课后使用大字典，查找更多含有这些搭配的例句，丰富他们的语言体会。

活动3

学生独立完成活动3的句子填空。教师可在核对答案时，通过追问确认学生是在理解句意的基础上得出的答案。教师还可结合本活动引导学生简单归纳程度副词修饰比较级的用法。

四、课文注释

1. **As far as I know, there are no other man-made objects as big as this.** 据我所知，没有与这个一样大的其他人工建筑物了。

句中man-made是一个合成形容词，意为“人造的”。英语像这样与-made复

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合而成的形容词不止一个，常见的有：handmade（手工制作的）、homemade（家庭制作的）、machine-made（机制的）、tailor-made（量体定制的；特制的；定做的）等，用以描述产品的生产或制造手段、特点等，甚至还有像self-made（自学而成的；自我奋斗而成的；天然形成的）可以用来描述人。例如：

We only sell homemade bread and cakes, and homemade wine. 我们只卖私家烘焙的面包、糕饼，以及家酿葡萄酒。

This movie role was tailor-made for that actor. 这个电影角色是专为那位男演员量身设计的。

2. **Thick clouds cover the top and snow can fall very hard. Even more serious difficulties include freezing weather conditions and heavy storms.** 山顶上浓云覆盖，而且雪可能下得很大。更严重的困难是冰冻天气和强烈的暴风雪。

描述天气时，英语形容词与名词的搭配与汉语不尽一致，值得注意。此处thick clouds（密集的云层；厚密的云块）、freezing weather（极度寒冷的天气）和heavy storms（大暴雪/雨；暴风雪/雨）就是颇具说服力的例子。以下列出与weather, storm, snow, cloud, air这五个天气名词有关的部分描述性搭配，供参考：

- 表现“寒冷”时与**weather**搭配的常见形容词：cold, freezing, icy
- 表现暴风雨之“凶猛”时与**storm**搭配的常见形容词：bad, big, great, heavy, terrible, disastrous, fierce, tremendous, violent
- 表现“雪”之“强弱”时与**snow**搭配的形容词：heavy, thick, light
- 表现云层“疏密”时与**cloud**搭配的形容词：light, thick, heavy, dense
- 表现“乌云”时与**cloud**一词搭配的形容词：black, dark, gray, dense
- 表现空气“稀薄”“浑浊”“潮湿”时与**air**搭配的形容词：thin, thick, humid

3. **At 9:00 a.m., they find that most of the babies are already awake and hungry.** 到了早上9点，他们发现大多数的（熊猫）宝宝已经醒来并且饿了。

英语中，awake常用于be, stay, keep, lie之后，作表语；但也可与shake等动词搭配，表示“某人摇醒他人”等：

You would have to shake her awake. 你得把她给摇醒。

注意，awake不用于名词之前，因此用作定语时要后置：

She was the last person awake. 她是最后一个醒着的人。

另外，awake不与very搭配使用，表示“完全醒来；十分清醒”用fully awake, wide awake，如：

He was wide awake by the time we reached my flat. 等我们到达我的住所时，他已经完全醒过来了。

She rose, still not quite fully awake. 她站起身，但还没有完全清醒。

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五、文化注释

1. **明长城（The Ming Great Wall）**

“明长城”是人们为区别于秦始皇时代所筑的长城对长城的一种称法，它指明朝为了防御北方游牧民族的骚扰，在北部地区修筑的军事防御工程。整个工程从明初延续到明末，东起辽宁虎山，西至甘肃嘉峪关，从东向西横贯现今多个省、直辖市、自治区，全长约8850千米，是现存历代长城遗迹中最完整、最坚固的。明长城无论在布局、建筑、施工技术与组织上，都达到了长城建筑史上的高水平。这也是我们现今所见的大部分长城。

2. **大熊猫和成都大熊猫繁育研究基地（Chengdu Research Base of Giant Panda Breeding）**

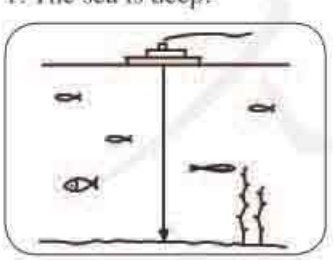
大熊猫为我国所独有，数量稀少，是国家一级重点保护动物，享有“国宝”之美誉。这一物种已在地球上生存了至少800万年，与其同一时期的哺乳动物大多早已灭绝，因此大熊猫又有“活化石”之称。现存的主要栖息地是我国四川、陕西和甘肃的山区。野外大熊猫的寿命为18~20岁，圈养状态下有超过30岁的记录。

作为珍稀濒危动物，我国政府及动物研究和保护机构对大熊猫这一物种开展了一系列的抢救性保护。我国目前设有13个大熊猫自然保护区，建有四个大熊猫繁殖基地，四川成都大熊猫繁育基地便是其中之一。

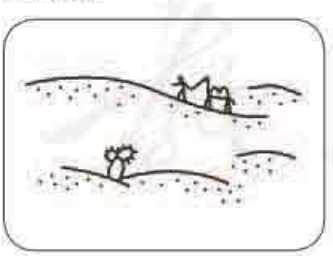
成都大熊猫繁育研究基地位于成都北郊斧头山，距市区10公里，是一个专门从事濒危野生动物研究、繁育、保护教育和教育旅游的非营利性机构。该基地建有一座大熊猫博物馆，存有珍贵的资料和丰富的展品。除大熊猫外，该基地还从事对小熊猫、黑颈鹤等珍稀濒危动物的研究及繁育工作。

六、教学简笔画

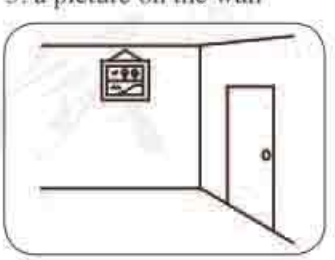
1. The sea is deep.



2. desert



3. a picture on the wall



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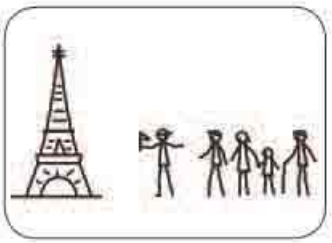
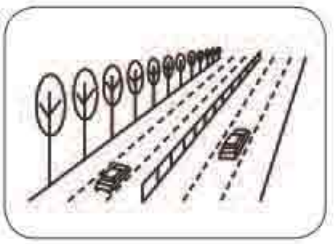
4. tour, tourists



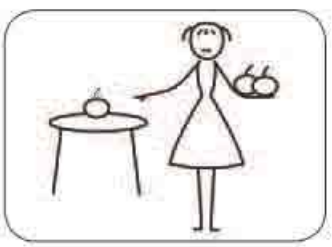
5. protect



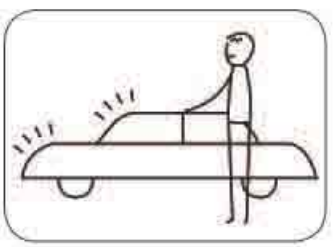
6. a wide road



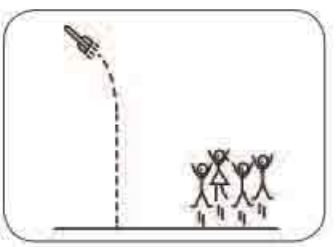
7. Her apples include this one.



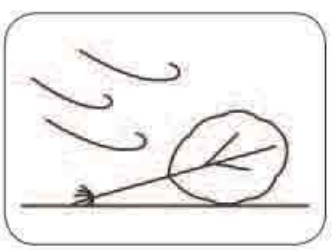
8. in good condition



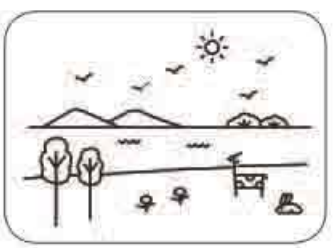
9. succeed in sending up ...



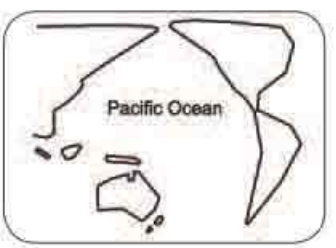
10. force of the wind



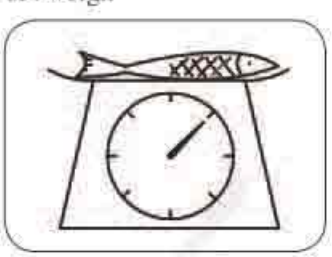
11. nature



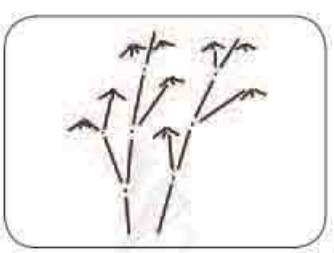
12. ocean



13. weigh



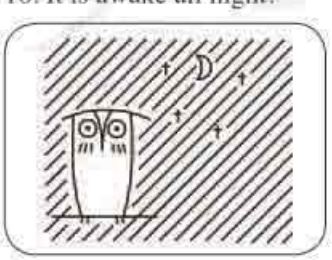
14. bamboo



15. research



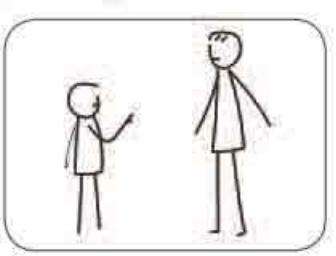
16. It is awake all night.



17. illness



18. You are an adult man.



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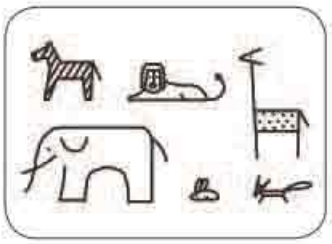
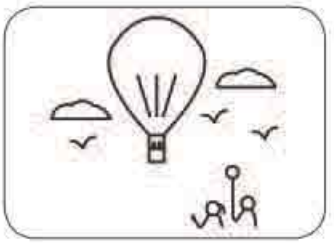
19. wild animals



20. oil



21. a huge balloon



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Unit 7 What's the highest mountain in the world?

SECTION A

1a

Purpose	To introduce Ss to the unit goal: talk about geography and nature. To set the scene, increase Ss' vocabulary and introduce the target language.
Picture	The four pictures show different geographical sites around the world. The first picture is of Qomolangma, the world's highest mountain, located in the Himalayas. The second picture shows the Nile. It is the longest river in the world and flows through 11 countries in northeast Africa. The third picture is of the Caspian Sea. It is actually not a sea but instead the world's largest lake. It is surrounded by Russia, Azerbaijan, Iran, Turkmenistan, and Kazakhstan. The last picture shows the Sahara Desert. It is the world's largest hot desert (the world's largest deserts are the Antarctica and the Arctic), and it covers most of North Africa.
Teaching Tip	***Language clues*** If Ss are unfamiliar with these places, direct their attention to the words used in the measurements: "square kilometers" suggests an area, "deep" suggests a body of water, "long" suggests something like a river (or highway), and "high" suggests a mountain.
Answers	• Qomolangma – 8,844.43 meters high • The Sahara – about 9,600,000 square kilometers in size • The Caspian Sea – 1,025 meters deep • The Nile – 6,671 kilometers long

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1b

Purpose	To help Ss recognize the target language in natural speech.
Optional Approach	***Adjectives (superlative) to describe geographical/natural places*** The T may want to make sure that Ss understand how to use adjectives to describe natural features. 1. Draw the following table on the board:

	Mountain	**River**	**Sea/Lake**	**Desert**
Feature				
Most				
Least				

2. Explain to Ss that they are to fill in the missing adjectives that will describe each place.
3. Ask Ss to first say what feature of a mountain, river, etc. is most prominent/obvious, e.g. a mountain's height or a river's length. Fill in their answers in the table:

	Mountain	**River**	**Sea/Lake**	**Desert**
Feature	*height*	*length*	*depth*	*area*
Most				
Least				

4. Then, for each feature, ask Ss what word best describes the two extremes. For example, *this is the highest/tallest mountain* and *that is the lowest/shortest mountain.* Fill in their answers in the table:

	Mountain	**River**	**Sea/Lake**	**Desert**
Feature	*height*	*length*	*depth*	*area*
Most	*highest/tallest*	*longest*	*deepest*	*biggest*
Least	*lowest/shortest*	*shortest*	*shallowest*	*smallest*

5. Ask Ss to listen to the recording without filling in the answers for activity 1b yet. Ask them to identify the adjectives they have heard.
6. Play the recording for Ss again. Ask Ss to complete activity 1b.
7. Check the answers as a class.

Answers 1. higher, 2. the biggest, 3. the deepest, 4. the longest

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1c

Purpose	To help Ss use the target language in natural speech.
Optional Approach	***Extra challenge*** For stronger classes, the T may want Ss to think of other objects that are *high*, *big*, *deep* or *long*. After practicing conversations using the adjectives and the geographical features in activity 1b, Ss can then use the same adjectives to describe things around them, e.g. • *I live in the highest building in the city.* • *We have the biggest field of all the high schools in town.* • *That swimming pool is the deepest one I've ever swam in.* • *Meili has the longest hair in the class.* Ss can also ask and answer questions about other things they know, e.g. • *What is the fastest animal?* • *What is the tallest building?* • *What is the longest word you know?*

2a

Purpose	To give Ss listening practice with the target language.
Teaching Tip	***Use of "Do you know ...?" vs "Did you know ...?"*** The T can explain to Ss the differences between "Did you know ...?" and "Do you know ...?", using the following notes: ***Do you know ...?*** • It is asking whether you know something at this very moment, i.e. right now. • When used with certain intonations, it can be misinterpreted as an interrogation, i.e. you expect that the person you're asking should know (the answer). • When used in some types of questions, it can be interpreted as too direct or impolite by some people.

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Teaching Tip	***Did you know ...?*** • It is asking whether you knew something in the past, i.e. before now, from a second ago to years ago, meaning, "Did you know before this moment?". • For some types of questions, "did" is used to express distance from the immediate "now", and serves to make a question seem less direct, i.e. the question becomes less impolite or less threatening. In a question where you're asking someone about a fact, e.g. China is one of the oldest countries in the world, it is better to phrase the question as "Did you know that China is one of the oldest countries in the world?", rather than "Do you know that China is one the oldest countries in the world?". Using "did you know" distances the question and makes it softer, and therefore more polite. There are several underlying meanings in a question like "Did you know that China is one of the oldest countries in the world?": • It's OK if you didn't know, because I can share the information with you. (The person who is asked the question will not feel uncomfortable if he/she did not know.) • You might already know, but it doesn't matter because I can still share the information with you and we can talk about it more. ***Use of the simple present in the clauses within "Did you know ...?"*** If we are talking about something that is always or generally true, i.e. facts, we use the simple present as facts do not change, e.g. *The sun rises in the east and sets in the west,* which phrased as a question is *Did you know the sun rises in the east and sets in the west?*
Optional Approach	***Pre-listening prediction*** As an extra challenge, Ss can attempt to do activity 2b before they listen to the recording for activity 2a.

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Culture Focus	***How old is the US?*** The United States of America officially became a country in the late 18th century when it gained its independence from the UK. America declared independence in 1776 and was officially recognized in 1783 after winning its War of Independence against Great Britain. However, many Americans look back to 1492 as the year when the North American continent was discovered by the Italian explorer Christopher Columbus (*Cristoforo Colombo* in Italian). Some of the oldest buildings in the US date from the 16th century. Before Europeans went to North America, the region now known as America was home to many nations of native people, the descendants of people who migrated from Asia to North and South America 40,000 years ago or more.
Answers	4, 2, 1, 3

2b

Purpose	To give Ss practice in listening for specific items in conversations.
Teaching Tip	***Focus on the numbers*** The T may wish to remind Ss that while the main focus for the unit so far has been adjectives, activity 2b requires Ss to listen for specific numbers to describe these adjectives, not for the adjectives themselves.
Answers	6,300; 5,464; 5,000; 300

2c

Purpose	To give Ss the opportunity to use the target language in conversations.
Teaching Tip	***Interacting with others*** The T may want to remind Ss that when they have conversations with other people, it is important for them to keep the following in mind: 1. Make eye contact. 2. Express interest in what the other person is saying. 3. If you are not familiar with the subject matter, ask questions to help you understand. 4. Do not hesitate to take part in a conversation even if you feel that your contributions are not as knowledgeable as the other person's. 5. Enjoy the conversation.

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2d

Purpose	To give Ss the opportunity to use the target language in a controlled manner.
Teaching Tip	***Setting the scene*** It usually helps Ss to get into character for a role-play if they have props or a suitable backdrop for the role-play. Since activity 2d is a role-play consisting of a tour guide and three tourists at the Great Wall, the T can use the blackboard/whiteboard as a backdrop and draw part of the wall along the lower half of the board (show the bricks and stones), and draw the scenery/view that can be seen from that part of the Great Wall. If the T prefers, he/she can ask Ss who are good at drawing to do the drawing on the board. As props, the T can provide items the "guide" and the "tourists" can use, such as a small flag for the "guide" (guides usually use small flags to direct/guide tourists they are leading) and pictures/drawings of cameras for the "tourists". For the "cameras", paste the pictures/drawings of the cameras on cardboard so that the pictures have a hard backing. Then make two holes at the top corners and thread some string through it so that the "tourists" can loop the "cameras" around their necks. For small hand-held cameras, the T just needs to make one hole at either the top left or right corner and thread a shorter length of string through it to act as a hand-strap.

3a

Purpose	To give Ss practice in reading for main ideas.
Teaching Tip	***What to look out for*** The T may want to have Ss look at the box in the top right corner before reading the passage. Have Ss discuss/clarify in pairs what "spirit of climbers", "achievements of climbers" and "facts and dangers" mean before reading the passage.
Optional Approach	***Knowledge review*** Ss may already know some of the facts about Qomolangma. The T can write *Qomolangma* and *mountain climbing* on the board and ask Ss to work in pairs or small groups to write down any facts they already know about these things. They will already have encountered some information about mountain climbing in Unit 1, so this is a good chance to review some of that vocabulary.
Answers	Paragraph 1: Facts and dangers Paragraph 2: Achievements of climbers Paragraph 3: Spirit of climbers

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3b

Purpose	To give Ss practice in reading for specific information.
Teaching Tip	***What to focus on*** The T may want to have Ss look at the table in activity 3b and focus on the second row of the table. Have Ss note the following before they read the passage again: 1. Which items to focus on 2. How many of each item to look out for 3. Which paragraph to get the information from While reading, have Ss underline these focal points to make filling in the table easier.
Optional Approach	***Timed activity*** To make the activity more challenging, Ss can work in pairs or small groups to complete the table within a time limit set by the T.
Answers	

Paragraph 1	Paragraph 2	Paragraphs 1 & 3
List four dangers for climbers	List three achievements	List four comparisons
(Possible answers) • thick clouds • very high • it can snow hard • freezing weather conditions • heavy storms • very hard to breathe as you get near the top	• 1953 – Tenzing Norgay and Edmund Hillary were the first to reach the top • 1960 – The first Chinese team reached the top • 1975 – Junko Tabei from Japan was the first woman to reach the top	(Possible answers) • most dangerous sport • most popular place • highest • most famous • more serious difficulties • stronger than the forces of nature

3c

Purpose	To give Ss practice in reading for specific information.
Teaching Tip	***Check and check again*** The T may want to encourage Ss to provide answers in complete sentences, check the tenses of their answers, and try to use target language while answering the questions.

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Answers	1. The Himalayas run along the southwestern part of China. 2. Qomolangma is 8,844.43 meters high. 3. Many people try to climb this mountain even though it is dangerous because they want to challenge themselves in the face of difficulties. 4. The spirit of the climbers tells us that we should never give up trying to achieve our dreams.

GRAMMAR FOCUS

4a

Purpose	To give Ss practice in using the target language.
Optional Approach	***Extra practice*** Ask Ss to write their own original comparisons using the words in the box, e.g. *My dog is bigger than my friend's dog* or *The sun is much brighter than the moon.*
Answers	1. longest, longer; 2. high, popular; 3. big; 4. older, much

4b

Purpose	To give Ss practice in using the target language in an open-ended manner.
Optional Approach	***True or false*** Instead of writing true comparisons, Ss can write one true comparison and one false comparison, without indicating which is which. Then Ss can exchange papers with a partner, and besides correcting each other's sentences, they can mark the true comparisons with "T" and the false comparisons with "F".
Answers	Answers will vary. Sample answers: Two cities: Singapore and Kuala Lumpur. 1. Kuala Lumpur is as modern as Singapore. 2. Singapore is bigger than Kuala Lumpur and has a larger population than Kuala Lumpur. Two animals: Monkey and Dog 1. A dog is bigger than a monkey. 2. A monkey is smaller than a dog, but it climbs a tree faster than a dog.

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4c

Purpose	To give Ss practice in using the target language in writing and conversation.
Teaching Tip	***Use of what and which*** The T can explain to Ss what the difference is between *what* and *which* in questions: ***What*** • Used to ask a question where there are a large number of possibilities for the answer, e.g.: ***What*** *is the highest mountain in the world?* (There are thousands of mountains in the world.) ***What*** *kind of pen do you use?* (There are many kinds of pens.) • Used in a question that requires the person answering to identify something. ***Which*** • Used to ask a question where there are a smaller or limited number of possibilities (known to the participants of the conversation) for the answer, e.g.: ***Which*** *is the longest bridge in this city?* (There are only three bridges in the city.) ***Which*** *foot did you break?* (A person has only two feet.) • Used in a question that requires the person answering to choose/select something.
Answers	Answers will vary. Suggested answers: 1. What is the highest building in our city? 2. What is the busiest subway station in our city? 3. What is the largest shopping mall in our city? 4. Which is the biggest park in our city? 5. Which is the longest road in our city?

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■ Optional Activity 1: Class Olympics

Purpose	To give Ss further practice with superlative adjectives.
Materials Required	One sheet of paper (with the 10 "competition events" listed) for each team.

Procedure

1. Before the lesson, the T needs to prepare a one-page handout. The handout should show:
   - a numbered list of 10 competition events, e.g. *The longest hair, The fastest speaker, The person who can hold his/her breath the longest.*
   - blank lines next to each event (for Ss to write their sentences later).
2. Divide the class into two or three big teams.
3. Tell Ss that they are teams competing in a different kind of "Olympics".
4. Distribute one handout to each team and ask Ss to look at the 10 events.
5. Tell Ss that each team has to select a competitor for each event. Lay down the rule that a different competitor must be chosen for each event.
6. Give Ss a few minutes to discuss within their teams who will compete in which event.
7. Start the first event.
8. The winning team for that event scores 10 points.
9. Continue with the events until the last event is over.
10. When Ss are all seated again (still in their teams), instruct Ss to write down on the handout the correct superlative sentence for each event, e.g.:
    The longest hair – Sun Li is the student with the longest hair in the class. / Sun Li has the longest hair in the class.
11. The first team to submit their completed handout and get all the answers correct (including the names of the winners for each event) will score an additional 10 points.

■ Optional Activity 2: Connect the pictures

Purpose	To help Ss master the use of comparative adjectives.
Materials Required	20 pictures/drawings of different items (nouns).

Procedure

1. Before the lesson, the T should prepare 20 pictures or drawings of different items, e.g. a

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car, a baby, a girl, a bus, a jacket, a pizza, a mouse, an elephant, a T-shirt, an old man, or a plane.

2. At the start of the activity, have Ss pair up.
3. Shuffle the 20 pictures so that they are jumbled up. Separate the pictures into two piles and place them face-down on a table.
4. Ask one pair of Ss to come forward. Instruct each S to take a picture from each pile.
5. They are to look at the pictures they have, show them to the class (and say what the items are, if necessary), and then together make a comparative sentence that will link the pictures together, e.g. *A bus is bigger than a baby. / A plane is faster than a car.*
6. If a pair of Ss is unable to come up with a sentence, encourage the other Ss in class to help them out.
7. Continue the activity until each pair of Ss has had a turn. (Remember to reshuffle the two piles of pictures so that the order of the pictures will be changed after the tenth pair of Ss.)

SECTION B

1a

Purpose	To introduce the topic and give Ss practice in using the target language in writing.
Teaching Tip	***Elicit knowledge*** Before Ss open their books, the T can write the words *elephant* and *panda* on the board and elicit knowledge about these animals from the Ss. As Ss offer information, the T or Ss can write information on the board, and other Ss can discuss and disagree if they think something is not correct.
Optional Approach	***Personal knowledge*** It is acceptable if Ss create comparisons using personal knowledge they have about the topic, e.g. *Elephants live longer than pandas do.* Ss should write at least three sentences each.
Culture Focus	***Elephants in captivity*** For many years, people in countries like Australia, Canada, the UK, and the US expected to see elephants whenever they went to a zoo or to the circus. In zoos, the elephants were kept in enclosures which were often too small for the elephants to move around much. In circuses, the elephants had to perform tricks to entertain the audience. However, in recent years, people in these countries have come to feel that it is cruel to keep large wild animals like elephants in this kind of captivity. Many zoos and circuses have stopped keeping and using elephants, and they have sent their

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Culture Focus	elephants to live in larger wildlife sanctuaries. The few zoos which still have elephants are working harder to make the elephants' enclosures larger and more comfortable for the elephants.
Answers	Answers will vary. Suggested answers: • This panda is 200 cm shorter than this elephant. • This elephant eats much more than this panda.

1b

Purpose	To give Ss practice in listening for specific information.
Teaching Tip	***Catch the numbers!*** The T may wish to remind Ss that while the main focus for the unit so far has been adjectives, activity 1b requires Ss to listen for specific numbers to describe these adjectives, not for the adjectives themselves.
Answers	Checked: (top row) 100, 20; (bottom row) 0.1, 0.2, 150

1c

Purpose	To give Ss practice in listening for specific information.
Teaching Tip	***Memory check*** Ss can attempt this activity without listening again. Then they can exchange answers with a partner and do peer correcting while they listen to the recording again.
Optional Approach	***Broken telephone game*** Ask all Ss to close their textbooks. Divide the class into groups of three and ask the Ss in each group to number themselves 1–3. Ask those who are numbers 2 and 3 to cover their ears. Invite all those who are number 1 to come forward to the front of the classroom, listen to the recording, and take down notes. (**Note:** The T should not play the recording at full volume, so that the other Ss won't be able to hear much of the recording.) Then have the number 1 Ss return to their groups and convey the information to the number 2 Ss, without number 3 Ss hearing anything. Then, number 2 Ss convey the information to number 3 Ss. Have Ss do activity 1c in pencil, based on what they heard from their group mates. When they have finished writing, play the recording for the whole class. Have Ss check their answers and compare the similarities and differences with their group members.
Answers	1. 0.1, 0.2; 2. 15; 3. pink, teeth; 4. 20, 30

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1d

Purpose	To give Ss practice in using the target language in speaking.
Teaching Tip	***Group work*** This activity may work better in small groups. Each student should take a turn stating one fact about pandas. Ss can use personal knowledge, if they wish.
Optional Approach	***That's not true!*** Ss can work in pairs or small groups. Each S can take turns making a statement about pandas. The statement can be a true one or a false one. If a S makes a false statement, e.g. *A baby panda has two front teeth*, their partner or group members must say "That's not true!", and then correct the false statement.

2a

Purpose	To introduce the target language and give Ss the opportunity to practice it in natural speech.
Optional Approach	***Tell a story about pandas*** The T may want to divide the class into groups of four. Tell the Ss that they will take turns to tell a story about pandas. Each S in the group picks three words/phrases from the list and will be responsible for using those three words/phrases to form sentences about pandas in their story-telling, e.g.: *S1: There was a family of pandas living in a* ***forest****.* *S2: The father and mother were* ***black and white****.* *S3: The baby panda was pink but it was very* ***cute****.* *S4: The pandas ate a lot of* ***bamboo*** *every day.* *S1: ...*
Answers	Answers will vary.

2b

Purpose	To give Ss practice in scanning for specific information.
Teaching Tip	***What to focus on*** The T may want to have Ss underline all the numbers (in words and numerals) that they see in the passage. Then have Ss focus on the four numbers given in the instructions. Have Ss tell their partners what these four numbers represent. Have partners confirm this. Ensure that Ss use complete sentences to describe what the numbers mean, e.g. *Adult pandas eat 10 kilos of bamboo daily* (instead of just *10 kilos of bamboo*).

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Teaching Tip	***Use of* they *to refer to an organization or a group of people*** The T may want to explain to the Ss that in the passage, *they* is used in the sentence "They send people to schools to tell children about the importance of saving these animals." to refer to the education program, or more accurately, the organization or group of people who set up or are working in the education program in Chengdu that teaches children in cities about pandas and other endangered animals.
Optional Approach	***Time limit*** To encourage Ss to scan rather than read in detail, the T can give them a short time limit of two or three minutes. As an alternative, have Ss do the activity as quickly as possible, raising their hands when they have finished. The T can time the activity, calling out every thirty seconds until everyone has finished, or until the set amount of time has passed.
Answers	• 10 – Adult pandas eat 10 kilos of bamboo daily. • 12 – Adult pandas spend more than 12 hours a day eating. • 300 – About 300 pandas live in zoos or research centers in China or other countries. • 2000 – Scientists say there are fewer than 2000 pandas living in the forests.

2c

Purpose	To give Ss further practice in scanning for specific information.
Teaching Tip	***Underline information*** Ss might already know the answers to several of these questions by this point. To encourage them to actually scan the reading passage, have Ss underline the relevant section of the passage which answers each question.
Optional Approach	***You are a zookeeper*** The T can divide the class into small groups and get Ss to do the following: Option A (if Internet access is available) 1. Have Ss pick an endangered animal in China and imagine that they are the zookeepers. The T can suggest animals such as Pere David's deer (often called *sibuxiang*), the black-necked crane, the South China tiger, or the golden snub-nosed monkey. Ideally, each group should choose a different animal.

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Optional Approach	2. Ask Ss to do some research on the Internet on the animal they are caring for. If they can print out a picture of the animal, encourage them to do so. 3. Ask each group to design a one-page fact sheet that contains a picture of this animal (either from the Internet or hand-drawn), as well as five sentences about this animal. 4. Ask each group to present their fact sheet to the other groups in class. Option B (if Internet access is not available) 1. Have each group think of a fictitious endangered animal and imagine that they are the zookeepers. Encourage Ss to be creative. 2. Ask each group to design a one-page fact sheet that contains a picture of this animal (hand-drawn), as well as five sentences about this animal. 3. Ask each group to present their fact sheet to the other groups in class.
Answers	Answers will vary. Suggested answers: 1. Lin Wei is a panda keeper. 2. Baby pandas drink milk for breakfast. 3. Pandas are endangered because they do not have many babies, and the babies often die from illnesses and do not live very long. As the forests get smaller and other human activities cause more problems, pandas cannot find enough to eat and they are having fewer babies. 4. They send people to schools to tell children about the importance of saving pandas and other endangered wild animals. 5. They hope to better understand the habits of pandas.

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2d

Purpose	To give Ss practice in using the target language in writing.
Optional Approach	***Helping words*** For weaker classes, the T can help the Ss by writing the answers on the board, in a jumbled-up order, e.g. *endangered animals* *prepare* *often* *government* *children* *bamboo forests* *keepers* *illnesses* *planting*
Culture Focus	***Pandas abroad*** Since the 1950s, China has sent pandas to other countries. At first, they were given as gifts, but now they are sent on 10-year loans to zoos. When they arrive, the pandas are celebrities. Special enclosures are built for them, and the zoos advertise the arrival of the pandas long before they even get there. People love to see the pandas, and they travel to zoos especially to see them. Many people associate animal conservation with the image of the panda, and seeing them in real life encourages people to learn more about them and their conservation.
Answers	1. keepers, prepare; 2. fact, popular; 3. often, illnesses; 4. children, endangered (animals); 5. save, understand

2e

Purpose	To give Ss the opportunity to use the target language in natural speech.
Teaching Tip	***Group work*** Ss can work in small groups to discuss this topic, but each S should write their own summary of the ideas their group produces.
Optional Approach	***Funds and no funds*** The T may wish to divide the class into two groups. One group discusses ways to save pandas without any form of funding, e.g. educating people about pandas or cleaning up bamboo forests to make the environment more conducive for the pandas. The other group discusses ways to save pandas using funds, e.g. creating more bamboo forests or finding techniques to improve fertility.
Answers	Answers will vary.

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3a

Purpose	To enable Ss to develop reading comprehension and organize information.
Optional Approach	***Brainstorm*** Write the word *whales* on the board and ask Ss to brainstorm as a class about everything they know about whales. Write all their ideas about whales on the board without checking them. Then, as a class, discuss any ideas that Ss disagree with or are surprised about. Then ask Ss to open their textbooks and do the activity.
Answers	

What do they look like?	• Huge • Some kinds have teeth
Where do they live?	• In the sea
What do they eat?	• Small fish and other sea life
What can they do?	• Jump high out of the water • Sing songs
Why do some of them have to be protected?	• Humans catch whales for meat, fat and oil • Water pollution • Whale parts sold to make things like candles and soap
How can we protect them?	• Rules on whale protection • Learn more about whales • Stop putting rubbish into the sea • Sing songs (to make people more aware of the importance of protecting whales)

3b

Purpose	To give Ss practice in using the target language in writing.
Teaching Tip	***Poster*** Remind Ss about the posters they saw (and made) about volunteer activities in Unit 2. Have Ss work in pairs or small groups to produce posters that could be put in a school, library, or other place frequented by the public, showing the ways that people can help save the whales. Encourage Ss to be creative and to illustrate their posters appropriately.

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Answers	Answers will vary. Sample writing: Whales are huge animals. They live in the sea and eat small fish and other sea life. One interesting fact is whales can jump high out of the water. Some kinds of whales are in danger because humans catch them for meat, fat, and oil, and use whale parts to make candles and soap. Whales are also in danger from water pollution. We should protect whales by making rules on whale protection and by not putting rubbish into the sea. I think people should learn more about whales.

SELF CHECK

Purpose	To provide a comprehensive review of key vocabulary and functions presented in the unit.
Procedure	1. Have Ss look at the Self Check activities. 2. Read aloud the prompts in the textbook and the words in the boxes. 3. Model the activities if necessary. 4. Give Ss time to do the activities and compare their work with a partner. 5. Elicit answers from the Ss and write them on the board.
Answers	1. 2. 1. b; 2. c; 3. a Answers will vary for additional objects. Suggested answers: a. my life, my money, my family b. the top of a mountain, the library, the theater c. my dream, success, good results 3. 1. many; 2. much; 3. lot, crowded; 4. much, stronger

Adjectives	Comparatives	Superlatives
high	higher	highest
dangerous	more dangerous	most dangerous
long	longer	longest
popular	more popular	most popular

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■ Optional Activity: Endangered animals around the world

Purpose	To give Ss the opportunity to use the target language in the unit to talk about nature.
Materials Required	Six different fact sheets about various endangered animals around the world.

Procedure

1. Before the lesson, the T needs to prepare six different fact sheets about endangered animals around the world. Each fact sheet should include a picture of the animal and simple facts about the animal, e.g. where the animal can be found, height, weight, how fast it can run, how far it can swim, how big it can grow, how much it eats, and what kind of problems have resulted in the animal becoming endangered.
2. At the start of the activity, divide the class into six groups.
3. Give one fact sheet to each group.
4. Tell Ss to familiarize themselves with the facts about the animal. Allow Ss to take notes, if necessary.
5. After five minutes, instruct Ss to exchange fact sheets with the group next to theirs.
6. Instruct Ss to again familiarize themselves with the facts about the second animal. Allow Ss to take notes, if necessary.
7. After five minutes, collect all the fact sheets from the six groups.
8. Instruct Ss to write a short article about the two animals they have just read about in the fact sheets. Tell Ss their articles should include the following:
   - a general description of each animal, e.g. what it is and where it is from
   - a comparison of the two animals (the T should remind Ss to use comparative and superlative adjectives/adverbs in those sentences)
   - the problems that cause the animals to be endangered
   - suggestions on how people can help to save these animals
9. Ss should not take more than 30 minutes to write their articles. Ask Ss to submit their articles at the end of the lesson.
10. The T can read through the articles after the lesson and select three which he/she thinks are well-written. The T can then put these up on the noticeboard in the classroom at the start of the next lesson, so that the Ss can have the opportunity to read the articles and note how they are written.

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Unit 8 Have you read *Treasure Island* yet?

一、教学目标与要求

话 题 **Topic**	文学和音乐（Literature and music）
功 能 **Functions**	能谈论最近发生的事件和经历 (Talk about recent events and experiences) A: Have you read *Little Women* yet? B: Yes, I have. / No, I haven't. A: Have you decided which book to write about (yet)? B: Yes, *Little Women*. I've already finished reading it.
语 法 **Grammar**	能正确使用现在完成时表达已经发生的事情（Present perfect tense with *already* and *yet*） Has Tina read *Treasure Island* yet? I have already finished reading it.
词汇和常用表达 **Words & expressions**	1 能正确使用下列词汇 (Curriculum words) treasure, island, page, ship, tool, gun, mark, sand, land, fiction, technology, French, pop, rock, fan, success, laughter, beauty, record, line, hurry, belong, introduce, southern, modern, towards, forever, abroad 2 能正确使用下列常用表达 (Useful expressions) full of, grow up, hurry up, give up, cut down, science fiction, country music, ever since, belong to, one another 3 能认读下列词汇 (Non-curriculum words) classic, due, cannibal, band, actually, million
学习策略 **Strategies**	1 学会边听录音边记录关键信息 2 学会通过阅读，寻找关键信息，并利用关键信息归纳段落大意
文化知识 **Culture**	1 初步了解经典英美文学作品，如《小妇人》《鲁滨逊漂流记》《金银岛》《汤姆·索亚历险记》等 2 了解西方流行乐队文化以及美国乡村音乐

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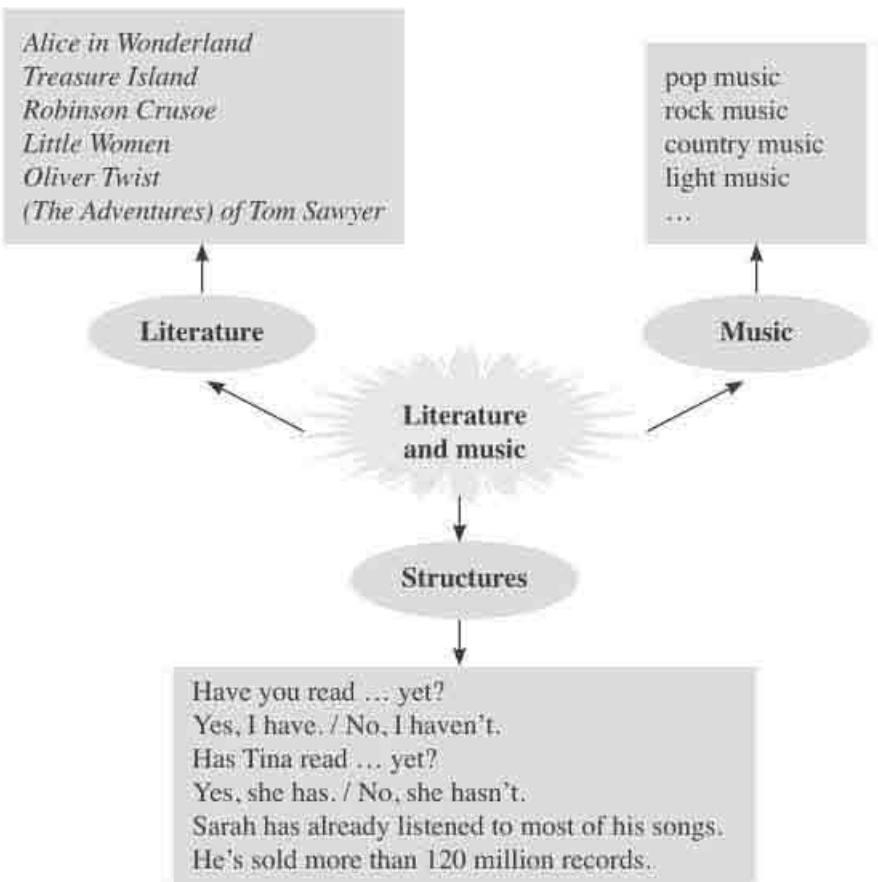
二、话题思维导图



三、内容介绍和教学建议

SECTION A 内容介绍

Section A部分的主题是文学。该部分的主题图呈现了《爱丽丝梦游仙境》《小妇人》《鲁滨逊漂流记》《金银岛》《汤姆·索亚历险记》《雾都孤儿》等六本经典文学作品的场景片段，其目的不仅仅在于让学生了解这些文学作品的名称、内容及相关的语言知识，同时，编者还希望通过与文学作品相关的听说读写活动，激发学生对英语语言文化的兴趣，学会如何与人探讨和交流文学作品，发表自己的观点和看法，从而提高学生的文学素养和人文素养。

活动1a–1c通过主题图及听力活动导入单元话题，主要让学生了解并熟悉六本文学名

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著的名称：*Alice in Wonderland*, *Little Women*, *Treasure Island*, *Oliver Twist*, *Robinson Crusoe*, *(The Adventures of) Tom Sawyer*，尝试使用现在完成时进行讨论，针对这几本书进行简单的评价。活动1a呈现六本名著的书名，1b让学生通过听获取信息，体验现在完成时的运用，活动1c则让学生结对操练，尝试模仿范例，运用现在完成时进行控制性的语言输出。

2a–2c部分的听说训练主要围绕Tina和Mark所谈论的四本文学作品展开。活动按梯度设计，2a要求学生通过听判断作品的阅读者，2b要求学生关注并了解作品的内容信息。2c则是基于听力内容的语言输出，让学生转换第三人称运用现在完成时对2a和2b的表述内容进行问答。活动2d为学生呈现了一个真实语境的对话，针对前面引出的文学话题进行思维拓展，引发学生正确的语言表达。2d对话不仅能够加深学生对现在完成时的理解，还可供学生模仿对话，学会在日常交际中如何与人交流读书心得，合理运用目标语言进行相对完整的语言输出。

3a–3c是Section A的阅读板块。该部分节选了《鲁滨逊漂流记》的片段。活动3a要求学生带着问题阅读文章，从文中获取信息。3b引导学生关注语言细节，借助所提供的关键信息，尝试从文中找出符合描述特征的事物。3c要求学生在理解的基础上修正信息，以加深对文章的印象。

Section A的教学重点是体验和感悟already和yet在现在完成时中的运用，初步了解几部文学作品的主要内容。本部分的教学难点是理解现在完成时是对已发生的事件的描述，并体现其对现在的影响，而不是强调事件发生在过去。学生需要大量的口头练习和真实语境的创设，才能对目标语言达到理解和运用。

由于该部分话题涉及英语文学作品，学生有可能在这方面的信息储备不足，教师在教学过程中需要适当添加背景介绍。如有时间和条件，教师还可在课堂上播放电影片段，一方面激发学生的学习兴趣，另一方面也可供学生课堂上开展相关的听说训练。

SECTION A 教学建议

活动1a

1. 教师可与学生谈论业余爱好，引出阅读文学作品这一话题：

T: Do you have hobbies? What's your hobby?

S1/S2/S3/...: My hobby is ...

I like ...

T: Do you know what my hobby is? I like reading. I like reading classic works. Here are some books I love very much.

若条件许可，教师可将课本中所提到的文学作品带到课堂上出示给学生；或者，教师也可通过课件或图片展示这些书籍的封面（最好带有英文书名），再引导学

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生熟悉和了解六部著作的英文书名。

2. 要求学生观察Section A的主题图，将图和书名匹配。师生核对答案，要求学生尝试用正确的英语书名来进行表达。
3. 教师通过提问与学生进行互动交流：Have you heard of these books? / Have you read these books? 或Which book have you read? 并将问答所使用的句型结构板书在黑板上：

T: Have you heard of these books?

S1: Yes, I have.

T: Have you read *Alice in Wonderland*?

S2: Yes, I have. / No, I haven't.

这样做的目的一方面是为了获取学生的反馈信息，了解学生对这六部文学作品的熟悉程度，另一方面是为了引出现在完成时的问答，呈现目标结构。如学生的文学基础较好，教师还可继续追问：

- Do you know the main characters of these books?
- Which book titles tell us the main characters?
- What do you think of it?
- Which book do you like best?
- What's it like?

活动1b–1c

1. 听前，教师导入活动1b的情景，让学生带着问题听1b的三段小对话：What books are they talking about?
2. 播放第一遍录音，要求学生在1b的第一栏记录每段小对话谈论的书名。教师可提醒学生，如担心记录速度不够快，可在听录音时，在1a所列的书名前按顺序做适当标记，然后抄写在表格中。师生核对答案，要求学生流畅地说出书名。
3. 让学生观察1b其他栏，明确表格要求，如第三栏只需要学生打钩或打叉，第四栏则要求写下描述性的形容词。教师提问：Who has read these books? And what do they think of the books? 要求学生带着问题听第二遍录音，完成1b第三、四栏的填写。
4. 师生核对答案。核对答案时，教师可先进行示范问答，引导学生用完整的句子回答问题。如：

T: Has Nick read *Treasure Island yet*?

Ss: No.

T: No, he hasn't.

T: Has Judy read *Treasure Island*?

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Ss. Yes.

T: Yes, she has. What does she think of it?

Ss: Exciting.

T: She thinks it's exciting.

5. 教师先带读1c对话，然后要求学生结对进行对话练习。如时间和条件允许，可让学生结合1b表格信息编对话。学生练习完毕后，可请几组学生在课堂上进行表演。

活动2a–2c

1. 教师再次呈现*Treasure Island*, *Oliver Twist*, *Robinson Crusoe* 和*Tom Sawyer* 的相关图片，让学生选择一本书并观察图片，用一到两句话说一说或猜一猜书本的大致内容。
2. 通过问题Who has read the book *Treasure Island* / *Oliver Twist* ...? 调查有多少学生看过这几本书，自然过渡到2a，让学生通过听判断作品的阅读者。播放录音，学生完成2a。核对答案，要求学生尝试用完整的句子来陈述，如：Tina has read *Treasure Island* and *Tom Sawyer*. Both Tina and Mark have read *Oliver Twist* and *Robinson Crusoe*. 本环节还可以要求学生在相应的人物后写下对作品的评价，尤其是描述性形容词，这样为后续的2c的交流提供更多的信息。
3. 让学生阅读2b的四个句子，明确句子的含义。由于所列的句子包含定语从句，学生在理解上可能存在一定的困难，教师可适当说明其功能和句子含义，但不宜针对定语从句的用法进行详细解析。
4. 播放第二遍录音，学生根据所听内容判断2b中句子的正误，并修正错误的信息。学生独立完成2b后，教师再次播放录音，学生核实自己的判断。在全班核对答案时，教师可根据学情再次播放录音，学生朗读正确的句子，明确所提供的信息。
5. 学生两人一组模仿2c的对话，结合2a和2b所记录的信息进行问答。

活动2d

1. 教师导入2d对话语境，提出问题：
   - Do you often read English books?
   - What classic books have you already read?
   - What's it about?
   - And what's it like?

   师生之间就这些问题进行简单交流，并引出Amy 和Steve之间的对话，然后让学生带着问题阅读对话：What books have they read?

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注意：2d的示范对话展现了英美国家的学生在学校生活中的一个典型片段，即学生会被要求阅读一些书籍并完成读书报告，读书报告的内容要求原创，要对作品进行分析，发表自己的评价和见解。这种通过大量的阅读来加强语言和信息输入的学习方式，近年来已在我国得到广泛关注和重视。因此，教师可借此机会补充相关的文化背景知识，鼓励学生阅读英文读物，探索有效的课外学习方式。

2. 让学生阅读对话并回答以下问题：
   - Which books have Amy and Steve chosen to write about?
   - Has Steve finished reading his book yet? What's the book about? What does he think of the book?
   - Has Amy finished reading her book yet? How many pages has she already read? What's it like?
   - When do they have to hand in the book report?

   学生在回答最后一个问题时，教师可让他们猜测词汇 hurry up 和 due 的含义。如有困难，可提供更多例句，以加深学生的理解。
3. 让学生再次阅读对话，找出句式较为复杂或理解上有困难的句子，教师给予适当解析，弄清句子的含义即可。例如：
   - ... have you decided yet which book to write about for English class? 你是否已经决定英文课写哪本书了？
   - It's about four sisters growing up. 是关于几个姐妹成长的故事。
   - It was really good, so I couldn't put it down.（故事）非常棒，我读得都不舍得放下。
   - I'm only on page 25. 我才看到25页。
   - Have you at least read the back of the book to see what it's about? 你至少读了书的背面（封底）了解故事概况吧？
4. 教师也可通过提问了解学生自己的看法或观点，如：
   - Have you read the two books?
   - What do you think of the two books?
   - Have you ever written a book report? What do you usually find in a book report?
5. 播放2d录音，学生先边听边朗读对话，然后分男女生朗读。最后学生两人一组分角色操练对话。对于基础较为薄弱的学生，要求他们能熟练朗读对话；鼓励基础较好的学生对原文中的一些信息进行适当替换，例如书名、人物、故事内容及其评价等；对于能力较强的学生，可让他们进行开放的、创造性的、贴近实际生活的对话改编与交流。

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活动3a–3c

1. 读前，教师通过提问导入故事情境：
   - Have you read *Robinson Crusoe*?
   - If you have, what do you know about this story?
   - Who is the main character?
   - How does the story begin?
   - What happened next?
   - Can you imagine his life on the island? What could he do to protect himself?

   在师生互动交流过程中，可呈现部分新词汇，如ship, tool, gun, land, cannibal等。
2. 让学生先浏览3a的问题，再带着问题阅读课文中的节选片段，回答这两个问题。
3. 学生浏览3b的活动要求和所列细节信息，再细读文章，尝试从文中找出符合描述特征的词汇。师生核对答案。
4. 学生再次阅读课文，然后和同伴讨论如何根据文章内容修正3c所列各句的信息。讨论完毕后，师生核对答案。核对答案时，要求学生朗读正确的句子，明确所提供的信息。
5. 让学生根据修正后的正确信息尝试进行故事复述。

语法内容介绍和教学建议

本单元的Grammar Focus部分聚焦现在完成时的陈述句、一般疑问句及回答，关注already和yet在现在完成时的句子中的使用。活动4a提供了几个简短的对话语境，让学生体会现在完成时所能表达的意义和功能，正确使用现在完成时的结构填空，同时辨别使用现在完成时、一般将来时和一般过去时。活动4b提供了一篇短文，要求学生在更为复杂的语境中合理运用一般现在时、一般过去时、一般将来时和现在完成时，用所给动词的适当形式填空。活动4c则要求学生与同伴交流和谈论各自所看过的书和电影、听过的歌曲并进行简单评价，学会在日常交际中正确运用现在完成时，完成真实的语言任务。

语法部分具体教学建议如下：

1. 要求学生浏览Grammar Focus中的例句，再从Section A部分找出带有现在完成时的句子。学生在教师的引导下整理并归纳现在完成时的基本结构（如肯定式，否定式，疑问式及答语等）、功能和意义等，具体可参见学生用书附录内容。
2. 让学生找出Section A部分出现的过去分词，并列出其动词原形、过去式。如：

   read—read/red/—read/red/　decide—decided—decided

   finish—finished—finished　find—found—found

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bring—brought—brought　lose—lost—lost

cut—cut—cut　be—was/were—been

teach—taught—taught

教师带读这些词汇，明确它们的发音。

3. 教师还可罗列一些别的动词，让学生尝试朗读并归类。例如：

think	see	choose	put	come	buy
kill	go	run	die	help	do
meet	shoot	leave	drink	tell	take

教师引导学生将这些词按动词过去式和过去分词的变化规律填入相应方框：

Regular	finish—finished—finished help—helped—helped		kill—killed—killed die—died—died
Irregular	A-A-A	read—read—read cut—cut—cut	put—put—put
	A-B-B	think—thought—thought bring—brought—brought meet—met—met shoot—shot—shot tell—told—told	find—found—found lose—lost—lost teach—taught—taught leave—left—left buy—bought—bought
	A-B-C	choose—chose—chosen go—went—gone drink—drank—drunk	see—saw—seen do—did—done take—took—taken
	A-B-A	run—ran—run	come—came—come

4. 学生熟悉了现在完成时的结构后，教师可提供一些图片或设置情景，让学生根据语境完成一些简单的句子填空练习。例如：

1) Excuse me. Have you _____ (see) my dictionary?

2) Have you _____ (find) your wallet yet?

3) I _____ already _____ (finish) my homework. Let's go out.

4) _____ you _____ (read) today's newspaper yet?

通过这些练习，教师可引导学生归纳与现在完成时连用的副词already和yet，并引出just，简单说明这些副词的含义和作用。

5. 最后，教师还可列举更多的句子，让学生学会根据时间状语和语境来分辨现在完成时和一般过去时的区别。如：

I joined *the book club* ***last month*** *and I* ***have read*** *five books* ***already.*** 我上个月参加了读书俱乐部，并已读了五本书。

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Tony ***bought*** *a pop music CD* ***yesterday*** *but he* ***hasn't listened*** *to it* ***yet***. 托尼昨天买了一盘流行音乐CD，但他还没听。

Tom ***wrote*** *a letter to his parents* ***last night***. 汤姆昨晚给他父母写了封信。

活动4a

1. 学生独立完成活动4a，教师引导学生发现影响句子时态的关键词，如：just, not yet, already, when, this morning, not yet等。
2. 师生核对答案，请学生结对朗读对话，注意纠正学生的发音，尤其是过去分词的读音。

活动4b

1. 让学生先通读4b短文，了解大意，然后独立完成动词填空练习。在完成过程中，要求学生找出决定时态的关键词，关注动词的变化形式。
2. 让学生两人一组先互相检查答案，再全班核对。核对答案时，学生不仅要朗读完整的句子，还要说出与时态有关的关键词以及句子的含义。对于文中出现的生词，教师要带读并略做介绍。

活动4c

1. 让学生浏览4c的活动要求及相关表格，明确活动目的和步骤，再根据自己的实际情况填写表格的第一栏。
2. 让学生两人一组模仿4c的对话进行问答，并将同伴的信息和评价写入表格中。
3. 学生活动完毕后，要求他们以report的形式将自己所搜集的信息向全班汇报，其他学生则根据汇报记录信息。教师可提供以下句型供学生参考：

   I've already read the book _____. I think it's _____. My friend _____ has read a book called _____. He/She thinks it's _____ and he/she ...

SECTION B 内容介绍

本单元Section B部分的主题是音乐。该部分不仅呈现了与音乐话题相关的词汇，还通过听说读写活动进一步巩固学生对目标语言——现在完成时的认识和理解，并要求学生能够围绕音乐话题进行口头和笔头语言输出。

活动1a–1d的主要目的一方面在于了解学生的音乐爱好程度，二是借助音乐话题让学生谈论最近听过的音乐，丰富和拓展语言表达。活动1a要求学生谈论自己喜欢

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的歌手和音乐家及理由，为下面的听说活动做铺垫。活动1b–1c主要让学生通过听获取细节信息。活动1d是基于听的输入基础上的口语训练，要求学生借助what，why和how等提示进行对话操练，了解朋友的音乐爱好及其理由，进一步巩固有关音乐话题的谈论。

活动2a–2e为Section B部分的阅读板块。读前活动2a列举了几个问题，要求学生思考并回答，为下一步的阅读做好铺垫。活动2b要求学生阅读文章，获取细节信息，活动2c则要求学生通过阅读，把握文章各段落核心，培养学生归纳段落大意的能力。2d则要求学生在2b和2c的基础上对整篇文章的大意进行总结。2e的读后活动要求学生回顾课文中与乡村音乐相关的信息，合理运用所学语言描述文章内容，并引发学生进一步思考，提出更多相关的问题。

3a–3b的写作任务，要求学生描述自己喜欢的歌手或作家。3a是一个写作前的准备活动，该活动通过一系列问题引导学生列出与所选的作者或歌手等相关的信息作为要点，同时也帮助他们理清思路，为写作做好准备。3b在布置写作任务的同时还提供了一些参考的句型和词汇，供学生在写作时灵活运用。

Section B 部分的教学重点是用现在完成时来谈论最近发生的事件或经历。本部分的教学难点是引导学生在阅读的过程中能借助关键信息对文本大意进行归纳或概述，由于该部分的阅读文本涉及到美国的乡村音乐，对于中国初中学生而言可能并不熟悉，因此，教师在教学时需要适当增加相关的文化背景知识介绍。如有条件，教师可播放一两首经典的乡村音乐歌曲或音乐视频，供学生体验欣赏，不仅可增加他们的文化积累，开阔视野，还能有效地调动学生学习英语的兴趣。

SECTION B 教学建议

活动1a–1d

1. 听前，教师选用几种不同类型的音乐播放，让学生听后谈论自己的感受和看法，同时呈现pop, band等新词汇。如：
   - What kind of music is it? What is the name of the song? Who sang it?
   - What kind of music do they play? Have you ever head of them? What's the name of the band?
   - How does it make you feel?
   - Do you like him/her/the band/...?
   - Who is your favorite singer or musician?
   - Why do you like his/her music?

   当学生谈论自己的音乐喜好及原因时，教师还可列出以下句型供学生进行表达：

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- I like/love ... because it's _____.
- Because it sounds _____.
- I feel _____ when I listen to it.

2. 让学生浏览1b活动要求及所列句子，播放录音，让学生关注对话中人物角色的看法。师生核对答案。
3. 学生观察1c表格内容，再次播放录音，学生独立完成表格填写，记录关键词。
4. 再次播放录音，学生边听边模仿朗读对话。
5. 学生借助1c的表格信息提示，尝试用自己的话表述对话内容。
6. 教师导入1d对话语境，选择一两个学生，提出问题进行互动交流，给全班做示范对话：

T: Do you like music?

S1: Yes, I do.

T: What kind of music do you often listen to?

S1: I often listen to pop music.

T: Oh, pop music. Why do you listen to it?

S1: Because it's ...

T: How about your friend?

...

然后，让学生四人一组进行对话训练并请几组做展示，其他学生记录对话关键信息，尝试复述。

活动2a–2e

1. 读前，让学生根据2a所列出的问题描述自己喜欢的歌手或乐队及其相关信息。教师从学生的回答中提炼相关信息，逐渐引出并学习本课的新词汇，如：fan, success, record, modern等。
2. 要求学生浏览2b的信息表，然后通过快速阅读从文中找到相关信息。师生核对答案。

> 注意：这一活动主要培养学生寻读的技巧，教师可提示学生思考如何快速获取信息。例如：信息表中第一行Where it is from要求填写地点，根据这一要求，我们可推测需要填写的必然是国家或城镇名，由于这些词汇都是首字母大写，在阅读时我们可以主要关注首字母大写的词汇。

3. 让学生先浏览2c的活动要求，再阅读文本，借助2c的问题框架，在文中画出主要信息，并写下简短的回答。教师可就学生的信息记录进行适当指导，为2d的大意

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归纳提供语言支架。如：

Paragraph 1:

Q: Who is Sarah? A: Sarah is a girl, and she used to fight over almost everything with her family.

Q: Where is she from? A: She is from the US.

Q: What does she like? A: She likes American country music.

Main idea: Sarah is an American girl and she loves American country music.

4. 学生归纳出各段段落大意后，再要求他们组合成完整的篇章大意。教师可提供适当的连词或句型供学生参考。请几个学生朗读自己总结的大意，给予适当评价。
5. 让学生两人一组根据文章内容进行对话，谈论从文中所了解的与乡村音乐相关的信息以及感兴趣的问题。以下问题供学生讨论时参考：
   - Had you heard of country music before reading this passage?
   - What have you learned about country music from the article?
   - Have you heard of Garth Brooks?
   - Are you interested in country music?

   学生讨论完毕，可请几个小组在班上展示他们的对话。

活动 3a–3b

1. 教师可结合自己的实际情况，根据3a所列的问题与学生探讨自己最喜爱的歌手或作家。例如，教师可先说：Today I want to share with you about my favorite singer/writer. 然后出示喜爱的歌手或作家的照片，问：Do you know who the singer/writer is? 若学生不能说出其名字，教师可自行介绍，并逐一将与3a所列问题对应的信息展示出来。教师展示完毕后，要求学生结合自身喜爱的歌手或作家列出3a问题的简要回答。
2. 教师将本单元英文部分的范文印发给学生，让他们阅读并梳理出文章的段落结构，找出文中可供模仿写作的句型。然后，学生根据3a部分所列出的回答、清晰的段落结构以及3b所提供的句型、词汇开始动笔写作。
3. 学生完成草稿后，教师可先让他们与同伴互相讨论修改，然后选取一两个学生的范文在课堂上进行展示、修改和评价。课后，要求学生修改自己的文章，誊清后上交。

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SELF CHECK 内容介绍和教学建议

活动1

该活动主要考查学生对动词搭配的掌握程度。

1. 教师可让学生开展“头脑风暴”活动，将学生分为小组，小组成员根据左栏所列的副词或介词，集思广益，列出所有能与之搭配的动词，并明确它们的含义。
2. 各小组活动完毕后，向全班汇报活动成果，其他小组记录补充在笔记本上，供以后复习时使用。
3. 学生独立完成活动1。师生核对答案，要求学生朗读完整句子，并说出其意义。如时间和条件允许，教师还可针对think, put, grow, write, bring这五个动词搭配进行归纳和拓展解析，给予学生更多的练习和活动巩固。

活动2

学生独立完成所给动词的填空练习，并从句中找出区别时态的关键词。全班核对答案，教师引导学生关注时间状语，并总结一般过去时和现在完成时的区别以及already和yet在句中的合理使用。

活动3

让学生开展小组活动，互相询问和了解本周已完成和未完成的一系列事情，并记录结果。学生开展对话前，教师可先呈现以下表格和对话供学生参考：

	You (Amy)	Student 1 (Sally)	Student 2 (Peter)
Things I have done	science homework practice the piano	English homework watch a movie	read *Little Women*
Things I haven't done	listen to music clean the house	listen to music finish the report	finish the report

Amy: Sally, what things have you already done this week?

Sally: I've already finished my English homework and watched a movie.

Amy: What things haven't you done this week?

Sally: I haven't listened to music or finished the report. What about you?

Amy: I have finished my science homework and practiced the piano but I haven't listened to music or cleaned the house. And how about you, Peter?

Peter: I have already read *Little Women* but I haven't finished the report yet.

学生讨论完毕后，要求各组选代表将记录结果报告给全班，报告形式可参考以下内容：

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I have finished my science homework and practiced the piano this week but I haven't listened to music or cleaned the house yet. Sally has watched an interesting movie and she has finished her English homework. However, she hasn't listened to music or finished the report. As for Peter, he has read *Little Women* but he hasn't finished the report yet.

四、课文注释

1. Wow, you're fast! 哇！你（读得）好快呀！

此处fast为形容词，表示“快的；时间短的”。英语另有quick，与之意思十分相近。总的说来，fast一般多用来表示人或物运动快速或能够快速地运动；quick则更常用来描述做事耗时短、不拖延。

1）当我们说someone is fast，意指此人做事快，使用较短的时间，如上句。当我们说someone is quick，则意指此人行动迅速、反应敏捷、理解得快、急于表现自己或去做某事等。例如：

Well, Jenny is quick. Why not ask her to help you? 珍妮倒是行动敏捷，你为什么不找她来帮你？

Sam is very smart and a quick learner, so he usually does well in school. 山姆很聪明，学习能力很强，所以他的学习成绩总是不错。

Some students are quicker than others in class. 课堂上，有的学生比另外一些学生理解得要快些。

Don't always be so quick to criticize. 不要老是急着提出批评意见。

2）若着眼于“短时”，作表语用时，人们更多地使用quick表达“快”。例如：

That was quick — have you finished already? 真快呀，你已经做完了吗？

It's quicker if we go by taxi. 我们坐出租车去会更快一些。

Such opportunities, however, were quick to disappear. 然而，这样的机会稍纵即逝。

We stopped to have a quick look at the Eiffel Tower. 我们停下车来迅速地看了一眼埃菲尔铁塔。

3）当用作定语表达“快的；快速的”，虽然quick和fast在一些时候可以通用，如a quick/fast learner（学得快的学生；接受力快的学生），the fastest/quickest way（最快的办法；最快的途径）等，但许多时候到底使用fast还是quick是一种搭配，有时甚至十分固定。如“快车”为fast train/car，却不用quick；“快

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速浏览”为a quick look；“迅速的回答”为a quick answer/reply。

2. **However, country music brings us back to the “good old days” when people were kind to each other and trusted one another.** 然而，乡村音乐把我们带回到“过去的好时光”，那时的人们互相善待，彼此信任。

此句中each other和one another同义，并无本质上的区别，一般情况下两者通用，只是one another所指的“互相；彼此”较each other更加笼统。试比较：

We both often help each other at school. 在学校我们两人经常互相帮助。

Teachers would encourage their students to help one another / each other in class. 课堂上老师会鼓励学生互相帮助。

They sat for two hours without talking to each other / one another. 他们坐了两小时，相互不说话。

此外，两种表述均有所有格形式（each other's / one another's）。例如：

They sat there motionlessly, looking into each other's / one another's eyes. 他们坐在那里一动不动，相互望着对方。

3. **She knows that there is the Country Music Hall of Fame and Museum in Nashville.** 她知道在纳什维尔有一座乡村音乐名人堂与博物馆。

英语hall of fame是一个合成名词，其复数形式为halls of fame，可用于表示“人”或“场所”。表示“人”时，该词多作为总称表示某一行业的“佼佼者”“群星”；当用来表达“场所”时，则意为“名人遗物收藏纪念馆”“名人纪念堂”等。

五、文化注释

1. 本单元所涉及的世界文学名著

1）*Treasure Island*（《金银岛》，1883）

《金银岛》是英国浪漫主义代表作家罗伯特·路易斯·史蒂文森（Robert Louis Stevenson，1850—1894）的一部著名长篇小说。它描写了敢作敢为、机智活泼的少年吉姆·霍金斯发现了一张寻宝图以及他如何智斗海盗，历经千辛万苦，终于找到宝藏，胜利而归的冒险故事。作者在作品中将勇敢机智的吉姆和阴险狡诈的海盗等人物刻画得栩栩如生，为后来大量以发掘宝藏为题材的小说开了先河。

2）*Alice in Wonderland*（《爱丽丝梦游仙境》，1865）

又名《爱丽丝漫游仙境》或《爱丽丝漫游奇境记》（英文全名为*Alice's Adventures in Wonderland*），是英国19世纪作家查尔斯·路德维希·道奇森（Charles Lutwidge Dodgson，

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1832—1898）以笔名刘易斯·卡罗尔（Lewis Carroll）出版的代表作。故事讲述了一个名叫爱丽丝的小姑娘在睡梦中漫游仙境的奇妙经历。作者根据儿童的心理，描绘出奇幻的梦中世界，看似荒诞，仔细回味则寓意深远，而且对世道人情微讽轻嘲，幽默风趣，表现了作者的独特风格，不但深受儿童喜爱，也为成人欢迎。

3）*Robinson Crusoe*（《鲁滨逊漂流记》，1719）

《鲁滨逊漂流记》是英国小说作家丹尼尔·笛福（Daniel Defoe，1660—1731）的代表作，故事取材于英格兰水手塞尔科克被弃荒岛数年的经历，描写了主人公鲁滨逊在荒岛上生活二十八年的经历，歌颂了劳动，礼赞了人对自然的斗争。

4）*Little Women*（《小妇人》，1868）

《小妇人》是美国女作家奥尔科特（Louisa May Alcott，1832—1888）最为著名的文学作品。作者以写实的手法描绘了19世纪中叶一家四姐妹在美国一个新英格兰小镇上成长的生动画卷，是第一部描写美国家庭生活的写实儿童小说。奥尔科特在书中对四位小姐妹真实和动情的描写激励了一代又一代的小读者。

5）*Oliver Twist*（《雾都孤儿》，1838）

《雾都孤儿》是英国十九世纪小说家狄更斯（Charles Dickens，1812—1870）的一部动人的社会小说。它通过孤儿奥利佛的遭遇揭示了处于社会底层的人们哀苦无告的生活画面：奥利佛在济贫院不堪忍受屈辱与饥饿，逃往伦敦，反又陷入贼窟，最后被“有德行的”资本家挽救出来。

6）*The Adventures of Tom Sawyer*（《汤姆·索亚历险记》，1876）

《汤姆·索亚历险记》是十九世纪美国杰出的幽默讽刺作家马克·吐温（Mark Twain，1835—1910）具有代表性的长篇小说作品。这是一部以密西西比河上某小镇为背景的少年读物，但为任何年龄的读者所喜爱。故事描写淘气的汤姆和他的伙伴哈克贝里·费恩以及汤姆喜欢的女孩贝姬·撒切尔的许多故事，有许多合乎孩子心理的有趣情节。课本上为了学生学习的方便，把书名简写为*Tom Sawyer*。

2. 美国乡村音乐

乡村音乐（Country music），又称“乡村与西部音乐”（Country and Western），是当代音乐的一种风格形式。其根源可追溯至上世纪20年代，起源于美国南部与阿帕拉契山区，人们公认田纳西州纳什维尔地区是乡村音乐的故乡，并建有专门的乡村音乐博物馆。此音乐风格于70年代在世界各地得以快速普及，受到广大青年的欢迎，并由“乡村音乐”逐步取代了“乡村与西部音乐”的称法。

乡村音乐的曲调，一般都很流畅、动听，曲式结构也比较简单，多为歌谣体、二部曲式或三部曲式。美国著名的乡村歌手包括约翰·丹佛（John Denver）、肯尼·罗杰斯（Kenny Rogers）、加思·布鲁克斯（Garth Brooks）等。

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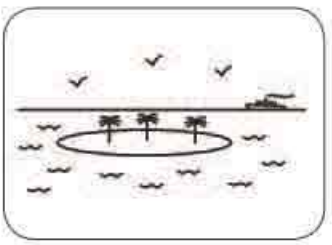
六、教学简笔画

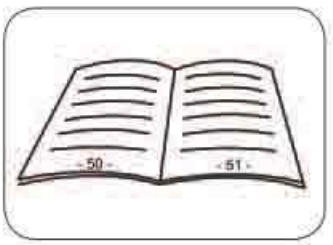
1. treasure



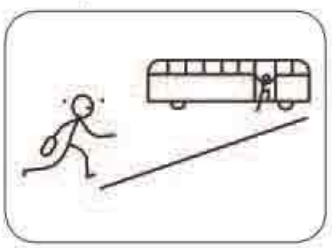
2. island



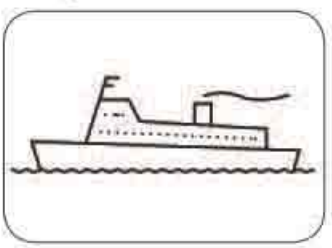
3. page



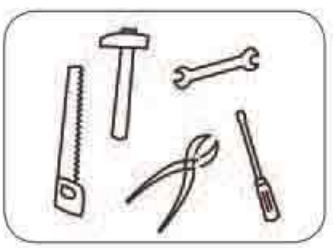
4. hurry



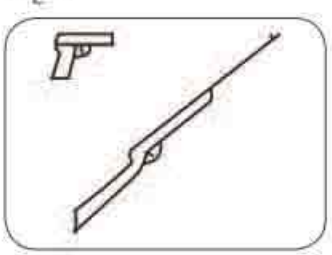
5. ship



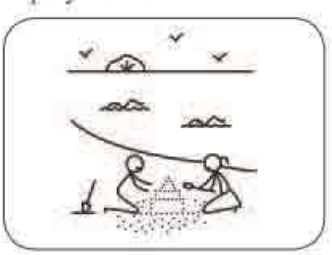
6. tool



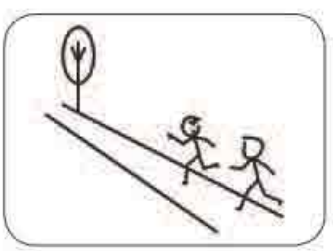
7. gun



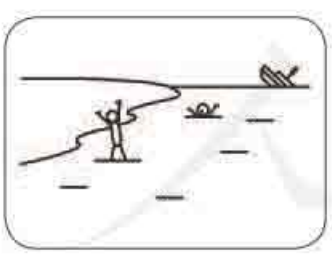
8. play with sand



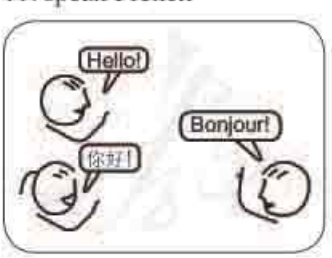
9. run towards that tree



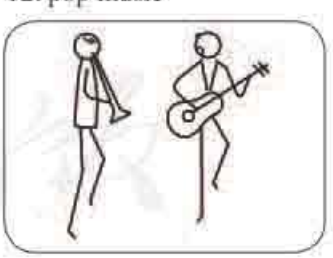
10. land



11. speak French



12. pop music



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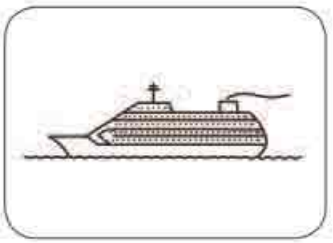
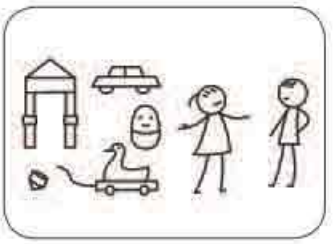
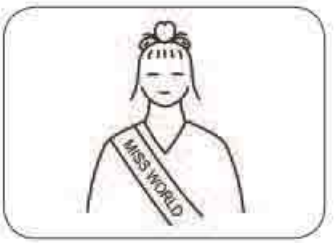
13. a modern ship



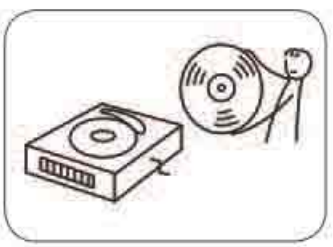
14. They all belong to me.



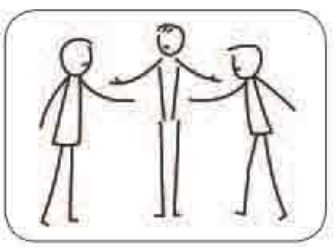
15. a girl of beauty



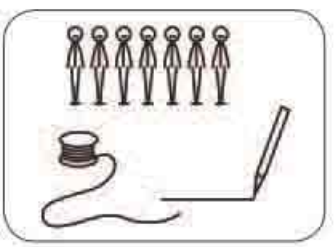
16. record



17. introduce



18. line



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Unit 8 Have you read *Treasure Island* yet?

SECTION A

1a

Purpose	To introduce Ss to the unit goal: talk about recent events and experiences. To set the scene, increase Ss' vocabulary and introduce the target language.
Picture	The pictures each show a scene featuring the main character(s) in the named books. They depict: (top row from left to right) *Alice in Wonderland, Little Women, Treasure Island*; (bottom row from left to right) *Oliver Twist, Robinson Crusoe, Tom Sawyer.*
Culture Focus	***Literary classics*** All six books are considered literary classics. The following is a short synopsis of what each book is about: • *Alice in Wonderland* (1865) is by Lewis Carroll, an English writer. The book is about Alice, a young girl who falls through a rabbit hole and gets transported to another land where she meets characters like the Cheshire Cat, the Mad Hatter, the March Hare, and the Queen of Hearts. • *Little Women* (1868) is by Louisa May Alcott, an American writer. This details the lives of the four March sisters, Meg, Jo, Beth, and Amy, as they grow from teens into young women. • *Treasure Island* (1883) is by Robert Louis Stevenson, a Scottish writer. After discovering a map, young Jim Hawkins begins his quest for buried treasure and has to evade pirates along the way. • *Oliver Twist* (1838) is by Charles Dickens, an English writer. The story is about an orphan named Oliver Twist, his time at an orphanage and then with a group of pickpockets on the streets of London, and his eventual adoption by a gentleman. • *Robinson Crusoe* (1719) is by Daniel Defoe, an English writer. Shipwrecked on a desert island, Robinson Crusoe lived off the land for 35 years. During that time, he saved another man, who he named Friday, from cannibals. • *The Adventures of Tom Sawyer* (1876) is by Mark Twain, an American writer. The story is about the antics of Tom Sawyer, a young orphan boy living on the banks of the Mississippi River.

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Optional Approach	***Picture markers*** The T may wish to ask the Ss to do the activity before having a class discussion, in order to gauge how many of them are familiar with the books mentioned. As the activity only asks if Ss have heard of the books, the T may wish to go a step further and ask how many have read which books and/or how many are familiar with the books' storylines. Ask the Ss who are familiar with the storylines to share the main plot of each story with the rest of the Ss. From their summaries, ask the Ss to match the pictures to the books and ask them to explain their choices. Some of the clues include the Cheshire cat for *Alice in Wonderland*, four females for *Little Women*, the pirate's hat for *Treasure Island*, a boy (dressed like someone from England in the 1800s) running away (possibly a pickpocket) for *Oliver Twist*, a shirtless bearded man looking towards the sea for *Robinson Crusoe*, and boys with fish and a river behind them for *Tom Sawyer*.

1b

Purpose	To help Ss recognize the target language in natural speech.
Optional Approach	***Listening for gist*** Before Ss do activity 1b, the T may want to do the following: 1. Have Ss close their textbooks. 2. Tell Ss that they are going to listen to three conversations centered around three different books. Let them know that in each conversation, they will need to listen for who has read each book and their reactions to it. 3. Play the recording for the Ss and have them compare their answers in pairs. 4. Elicit the answers from the Ss, and have them open their textbooks and do activity 1b.

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Answers	

Book title	Name	Have they read it?	What do they think of it?
Treasure Island	Nick	No	—
	Judy	Yes	It's really exciting.
Robinson Crusoe	Sandy	No	—
	Alan	Yes	It's wonderful.
Little Women	Kate	Yes	It's fantastic.
	Harry	No	—

1c

Purpose	To help Ss use the target language in natural speech.
Optional Approach	***Using other adjectives*** The T may wish to divide the class into two groups and ask Ss in each group to pair up. Give each group three book titles to practice the conversation with. To add some variety, ask the Ss to use other adjectives besides *fantastic* to describe the book. To help them, the T may wish to write on the board some options for them to choose from. Divide the adjectives into "positive" (meaning the reader enjoyed the book) and "negative" (meaning the reader did not enjoy the book). Some adjectives that the T may choose to use are: (positive) *wonderful, exciting, interesting*; (negative) *boring, terrible, uninteresting*.

2a

Purpose	To give Ss listening practice with the target language.
Optional Approach	***Taking notes*** The T may want to have Ss close their textbooks and take notes in the following way: 1. Play the recording, and have Ss take notes (with textbooks closed). 2. Have Ss check their notes with a partner. 3. Have Ss open their textbooks and do the activity, referring to their notes only. 4. Play the recording again to give Ss a chance to check their answers.

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Answers	Circled: 1. Treasure Island — Tina 2. Oliver Twist — Mark, Tina 3. Robinson Crusoe — Mark, Tina 4. Tom Sawyer — Tina

2b

Purpose	To give Ss practice in listening for specific items in conversations.
Teaching Tip	***Accurate notes*** There may be occasions when Ss will only be allowed to listen to a passage or conversation once before being asked questions or expected to perform a task. It is important that they learn to take notes as accurately as possible. Encourage Ss to always listen attentively and, if necessary, make up their own shorthand (especially for frequently used words) so that they can take better notes.
Answers	1.F, 2.T, 3.T, 4.F

2c

Purpose	To give Ss the opportunity to use the target language in conversations.
Optional Approach	***Adding more details*** The T may wish to start by getting the Ss to practice this conversation as given in pairs. Then the T may wish to provide an additional plot detail about *Treasure Island* and *Tom Sawyer* and ask the Ss to incorporate this into their conversation. This detail could be any of the following: • *Treasure Island:* the boy found a treasure map; the boy encountered pirates; the pirates planned a mutiny. • *Tom Sawyer:* the boy was an orphan; the boy lived on the banks of the Mississippi River; the boy had a good friend named Huckleberry Finn.

2d

Purpose	To give Ss the opportunity to use the target language in a controlled manner.
Teaching Tip	***Preparation at home*** The T may wish to have Ss study the conversation at home before they practice it in class. If Ss are familiar with the words, they can focus on delivery and other aspects of interpersonal communication. The focus should be on getting Ss to use the language rather than to be controlled by it. The more familiar Ss are with the expressions and the more deeply they understand the meaning, the easier it will be for Ss to use the language.

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3a

Purpose	To provide reading practice with the target language.
Culture Focus	***Shipwrecked on a deserted island*** In modern times, it is highly unlikely that someone could be shipwrecked on a deserted island. Rescue parties in helicopters would probably be sent out after the missing person. Remind Ss that the book was written in 1719, when people traveled either by land or by sea. Even if someone looked for Robinson Crusoe, it would take them a long time as they would have to sail around from one island to another. The ships would be at the mercy of the tides, and many lands during that time were still uncharted, i.e. there is no map of that area, or the area isn't shown on any existing map. Robinson Crusoe did what he had to in order to survive on the island. ***Cannibals*** Cannibals are people who eat human flesh and this still exists, to this day. (The Korowai in Papua New Guinea is one of the last known remaining cannibal tribes.) In the era that the book is set in, little was known about tribes who lived in the wilderness. In general, they were all regarded as savages, and the general consensus was that they were all cannibals.
Teaching Tip	***"Food and drink" / "Fruit and vegetables"*** The T may want to explain the use of "food and drink" and "fruit and vegetables" in the passage, i.e. Why does the passage use "food and drink", not "food and drinks"? Why is it "fruit and vegetables" and not "fruits and vegetables"? It is acceptable to use "food and drink" and "food and drinks" interchangeably in the passage, or "fruit and vegetables" and "fruits and vegetables". **Note:** Correct usage may depend on context for nouns such as *food*, *drink* and *fruit* which can function as either countable or uncountable nouns. Remember this: • If we are talking about it generally, as a whole, we use it as a collective (uncountable) noun, e.g. *Do you eat fruit every day?* • If we are talking about it as different kinds of that item, we use it as a singular (countable) noun, e.g. *I like tropical fruits such as bananas and pineapples.*

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Answers	1. He waits for another ship. 2. Because Robinson Crusoe meets him on a Friday.

3b

Purpose	To give Ss an opportunity to test their vocabulary.
Teaching Tip	***Explaining words*** The words the Ss have been asked about are fairly simple, but it is sometimes the simpler words that Ss are not able to explain. For example, both the gun and knife are usually thought of as weapons. In the passage, they are also used for protection (gun) and as a tool (knife). To turn things around, the T may wish to pick a few words from the passage and ask the Ss to give an explanation like the ones in this activity. Some words the T may wish to use are *house* (a place you can stay in), *fruit* (you can eat this part of the plant that has the seeds), and *sand* (you can find this at the beach).
Answers	1. guns, 2. ship, 3. island, 4. knives, 5. marks

3c

Purpose	To give Ss an opportunity to test their reading comprehension.
Optional Approach	***Testing their memory*** Before Ss attempt activity 3c, ask them to close their textbooks. Read each sentence aloud to the class and ask the Ss to correct them based on what they can remember. In pairs, ask Ss to share their answers with each other. Then allow them to open their textbooks and check if their answers are correct.
Answers	1. Robinson Crusoe arrived on the island with nothing. 2. Robinson made a small boat. 3. Robinson had nothing when he first arrived on the island. 4. Robinson cut down trees to build his house. 5. Robinson saw some marks of another man's feet on the beach. 6. Some cannibals tried to kill the two men.

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GRAMMAR FOCUS

4a

Purpose	To give Ss the opportunity to practice using the present perfect tense.
Answers	1. I've just drunk some tea. 2. Have you found it yet? 3. Tom/He has already left. did he leave 4. She has already seen the film. 5. have not/haven't told them yet

4b

Purpose	To give Ss the opportunity to revise their grammar skills.
Answers	loves, has, read, will be, finished, will write, has not read

4c

Purpose	To give Ss the opportunity to use the target language in a controlled manner.
Teaching Tip	***Live examples*** To make this activity more meaningful for the Ss, the T should stress that they use "live examples", i.e. books they have actually read, movies they have actually seen, and songs they have actually listened to. Encourage them to limit their answers to English language books, movies and songs. Also ask them to think about reasons to explain why they liked or disliked the book/movie/song. Remind Ss to use appropriate adjectives.

■ Optional Activity 1: What have you read?

Purpose	To help Ss use the target language correctly.

Procedure

1. Divide the class in half.
2. Have one group stand in a circle, facing outwards.
3. Have each student in the other group stand opposite a S in the first group.
4. Tell Ss to think about a book that they have read and how to summarize the storyline in one sentence.
5. Give Ss some time to think about this.
6. While Ss are thinking, write on the board:

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Yes	No
A: Have you read _____ yet? B: Yes, I have. A: Did you like it? B: Yes/No. A: What did you like/dislike about it? B: I …	A: Have you read _____ yet? B: No, I haven't. What's it about? A: It's about …

7. Tell Ss in one of the circles that they will now ask the person facing them the question, *Have you read _____ yet?*, substituting the blank with the title of the book they have just thought about.
8. Depending on the answer (*yes* or *no*), Ss are supposed to follow the conversation pattern written on the board and fill in the information as appropriate (last line of each conversation pattern).
9. The Ss will then switch roles, i.e. Ss in the second group will be the ones asking the first question.
10. Tell students that they will have three minutes to complete both interviews.
11. Once the three minutes are up, get the Ss in the outer circle to move one step to their right.
12. Have Ss repeat the activity three more times.

■ Optional Activity 2: The one we like best

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

Procedure

1. Divide the class into small groups (four or five in each group, depending on class size).
2. Give Ss a few minutes to discuss in their groups and decide which book they like best.
3. Once they have decided on the book, Ss will next need to discuss the reasons why they like the book. They will also need to discuss why they would recommend this book to other Ss in the class. Tell Ss that they should think of different reasons for this, compared to why they like the book.
4. Give Ss some time to work on this.
5. Each group of Ss will then make a presentation to the class explaining why they like the book they chose and why they would recommend this book to other Ss.

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SECTION B

1a

Purpose	To help Ss use the target language in a different context.
Optional Approach	***Giving examples*** To start things off, the T may wish to write on the board the names of some famous singers or musicians. These need not be current singers or musicians. Some examples could include The Beatles, Elvis Presley, Michael Jackson, Linkin Park, Beyoncé, Nine Inch Nails, or Avril Lavigne (the last five have performed in China). Ask the class if they have ever heard of these artistes and if so, what they think people like about them. This can be done as a class before pairs start on the activity.

1b

Purpose	To give Ss practice in listening for specific information in conversations.
Teaching Tip	***Picking out information*** Before playing the recording, the T should explain to Ss that the conversation is between two friends, Dave and Alex, and it will be about a music group called The Toms. Ask Ss to read through the information that they are supposed to listen for in the conversation. This will help them be more focused in what they are listening for.
Answers	D, D, A, D

1c

Purpose	To give Ss practice in listening for specific items in conversations.
Optional Approach	***Being too focused*** Before starting on the activity, the T may wish to ask Ss to fill in their answers based on what they remember. Play the recording again and ask Ss to fill in their answers again. The T may then give them the correct answers and ask them to compare their first answers with their second. Did they do better (or worse) the second time around? It is likely that those who had been taking notes on the whole conversation (from the first time the recording was played) will fare better than those who were just listening to pick out information. The T should not penalize the ones who did not get that many answers right but use this as an opportunity to point out that when a person is too focused or only interested in finding specific answers, he or she may overlook other details.

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Culture Focus	***Pop music*** Pop (an abbreviation of "popular") is the genre of music that most people enjoy listening to. It began in the 1950s when rock and roll was in style. These days, pop music borrows many elements from other forms of music such as dance, country, rock, and Latin American music, among others. Some notable pop artists are Michael Jackson and Madonna.
Answers	

Band name	The Toms
Country	the United States
Number of people in the band	Five
Kind of music	Pop, but sounds more like rock
Why Alex and Dave like to listen to this band	Alex: Their music is loud and full of energy; He feels excited when he listens to their music.
	Dave: He thinks that listening to their music every morning will wake him up and make him happy for the rest of the day.

1d

Purpose	To give Ss practice in listening for specific items in conversations.
Optional Approach	***Interviewing family and friends*** The T may wish to set this activity as homework so that Ss can speak with their parents. To make things a little more interesting, the T may wish to ask Ss to speak with one friend from outside of school. The T may wish to remind students that they will need to explain to their parents and this friend the background of why they are conducting this interview before they start to ask the questions in the activity.

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2a

Purpose	To personalize the target language and prepare Ss for the subsequent reading activity.
Teaching Tip	***Widening the field*** As some Ss may not listen to English songs, the T should give Ss the freedom to select singers/songs from other countries, languages, or cultures. This will make the subject more personal for Ss and give them the confidence to speak about a topic they are familiar with.

2b

Purpose	To provide reading practice with the target language.
Culture Focus	***Country music*** Country is a genre of music that has its roots in the rural southern states of the US. In the past, much of the music consisted of ballads, i.e. slow, romantic songs, but over time, the music has evolved as other styles of music have become popular and been incorporated into country. Besides heart-felt lyrics, country music has often been characterized by the use of certain instruments like the fiddle, harmonica, and banjo. There are different types of country music, among them bluegrass, honky tonk, and country rock. The Grand Ole Opry is a concert stage in Nashville, Tennessee that is often considered "the show that made country music famous". Many famous country music singers have all performed at the Grand Ole Opry. These include Hank Williams, Patsy Cline, Dolly Parton, Reba McEntire, Carrie Underwood, Rascal Flatts, the Dixie Chicks, and Garth Brooks.
Answers	Where it is from: southern states of America What kind of music it is: a traditional kind of music about belonging to a group, people being kind to each other and trusting one another A famous country music place in Nashville: Country Music Hall of Fame and Museum A famous country music singer: Garth Brooks The number of records he has sold: more than 120 million

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2c

Purpose	To provide scanning and writing practice with the target language.
Optional Approach	***Setting a time limit*** Since Ss have already read the passage before, the T may wish to set a time limit (2–3 minutes) for the reading activity. The T may also wish to divide the Ss into groups of three and get each S in the group to read just one paragraph. In this case, the time limit will have to be reduced (30–45 seconds). Ss in two groups can then share their answers with each other.
Answers	Underlined sentences: • When Sarah was a teenager, she used to fight over almost everything with her family. • It made Sarah think about her family and friends back in the US. • Ever since then, she has been a fan of American country music. • Country is a traditional kind of music from the southern states of America. • However, country music brings us back to the "good old days" when people were kind to each other and trusted one another. • Sarah hasn't been to Nashville yet, but it is her dream to go there one day. • There are also always a lot of great country music concerts with famous musicians and singers, like Garth Brooks. • He's sold more than 120 million records. First paragraph: • Sarah is an American girl who used to fight over almost everything with her family. • She is from America. • She likes country music. Second paragraph: • Country music is a traditional kind of music from the southern states of America. • It is about belonging to a group and reminds us of a time when people were kind to each other and trusted one another. Third paragraph: • Her dream is to visit Nashville. • Garth Brooks is a famous country singer who has sold more than 120 million records.

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2d

Purpose	To provide writing practice with the target language.
Optional Approach	***Keeping to a word limit*** The T should remind Ss that they will need to keep to the 100-word limit for the whole summary. The T may wish to keep Ss in their groups of three and ask each S in the group to write a summary of the paragraph they have just read. Ss can write their portions separately first (about 30 words for each paragraph) and then come together to combine the sections. The T may wish to remind students that the final piece should flow so they will have to tweak the individual bits so that it sounds like it is written by one person.
Answers	Answers will vary. Sample writing: Sarah is an American girl who used to fight over almost everything with her family. While she was studying in England, she heard a country music song which made her think of her family and friends. She became a fan of country music. Country music is a traditional kind of music from the southern states of America. It is about belonging to a group and reminds us of a time when people were kind to each other and trusted one another. Sarah's dream is to visit Nashville, and she hopes to see Garth Brooks sing live one day.

2c

Purpose	To provide speaking and writing practice with the target language.
Answers	Answers will vary.

3a

Purpose	To prepare Ss to write using the target language.
Teaching Tip	***Making notes*** To give Ss some time to think this over, the T may wish to give this activity to the Ss as homework. Ask Ss to use the questions given as a guideline. Let them know that they need not answer them in full sentences but just make notes out of their answers. The T may wish to tell Ss that making notes means just to capture the main points and perhaps give an example. (For example, if asked how many records Garth Brooks has sold, Ss can just write "120 million" as a note.)

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3b

Purpose	To provide Ss with the opportunity to use the target language to communicate about something they know.
Optional Approach	***Setting the scene*** The T may wish to tell Ss that they are to imagine they are writing for the school newspaper. Giving Ss a scenario will usually help them to focus the article. Remind Ss that their article should appeal to their target audience. If Ss are unsure what "target audience" means, ask them who it is they think will read a school newspaper. As such, what they write must be interesting for the readers. It may also be helpful to give them a set number of words, e.g. 200–250 words.
Answers	Answers will vary. Sample writing: My favorite singer is Jay Chou (Zhou Jielun). It took him a few years to become famous. While Jay wrote songs for other pop singers, he also learned recording and sound mixing. His first album was released in 2000, and since then, he has released about one album per year. His albums have enjoyed great success in many countries, and his songs are popular with listeners of all ages. I like his music very much. It is pop music, but it has a mix of other kinds of music, such as R&B, rap, and rock. Many of his songs are about the world we live in. One of my favorite songs is "Dao Xiang", which encourages people not to give up even when life is difficult. I feel happy and full of energy when I listen to his songs. I have introduced my best friend to Jay's songs, and he enjoys the songs, too!

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SELF CHECK

Purpose	To provide a comprehensive review of the key vocabulary and functions presented in the unit.
Procedure	1. Have Ss look at the Self Check activities. 2. Read aloud the prompts in the textbook and the words in the boxes. 3. Model the activities if necessary. 4. Give Ss time to do the activities and compare their work with a partner. 5. Elicit answers from the Ss and write them on the board.
Teaching Tip	***Revision time*** This is an opportunity for Ss to recap what they have learned and the activity should be attempted individually. For part 3, however, the T may wish to divide Ss into groups of three so that everyone will get a chance to interact. Encourage Ss to think of a few things that they have and have not done so that they can give different answers to each of the classmates in their group.
Answers	1. 1. of 2. down 3. up 4. about 5. back 2. 1. joined; have read 2. started; have learned 3. bought; has not/hasn't listened 4. have listened; sing 5. saw; has not/hasn't had 3. Answers will vary.

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■ Optional Activity: More about music

Purpose	To help Ss master the target language and expand their vocabulary.
Materials Required	Flip chart for each group, and markers.

Procedure

1. Write the following music genres on the board:

classical	country	jazz	opera	rap

2. Tell Ss to form groups based on whether they like the music genres written on the board.
3. Ask Ss to go around the class and ask other Ss which type of music they like. Remind them that they should use this opportunity to practice speaking so they should be asking individual Ss.
4. Once the groups are formed, check to see how many there are in each group. If one group has too many Ss, split them up. (There may be genres that have no Ss at all.)
5. In their groups, get Ss to discuss what they think are two distinctive features of their genre of music and two famous artists associated with that music.
6. Instruct Ss to write on their flip charts:
   - the name of their genre at the top of the sheet
   - the two distinctive features
   - the two artists
7. Get Ss to give a presentation to the class, using their flip charts as an aid.

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Unit 9 Have you ever been to a museum?

一、教学目标与要求

话 题 **Topic**	有趣的地方（Fun places）
功 能 **Functions**	能谈论过去的经历（Talk about past experiences） Have you ever been to a science museum? Yes, I have. / No, I haven't. I've recently been to a very unusual museum in India. I've never been there. Have you ever tried Chinese food outside of China?
语 法 **Grammar**	1 能正确使用现在完成时表示是否去过某地（Present perfect tense with *been*） A: Have you ever been to a science museum? B: Yes, I have. / No, I haven't. 2 能正确使用现在完成时提问是否曾经做过某事（Present perfect tense with *ever*） A: Have you ever visited the space museum? B: Yes, I have. I went there last year. / No, I haven't. 3 能正确使用现在完成时表示从未做过某事（Present perfect tense with *never*） A: I've never been to a water park. B: Me neither.
词汇和常用表达 **Words & expressions**	1 能正确使用以下词汇（Curriculum words） camera, unbelievable, progress, rapid, unusual, toilet, encourage, social, peaceful, perfect, itself, collect, German, ride, province, thousand, safe, simply, fear, whether, Indian, Japanese, fox, whenever, spring 2 能正确使用以下常用表达（Useful expressions） a couple of, thousands of, on the one hand ... on the other hand ..., all year round

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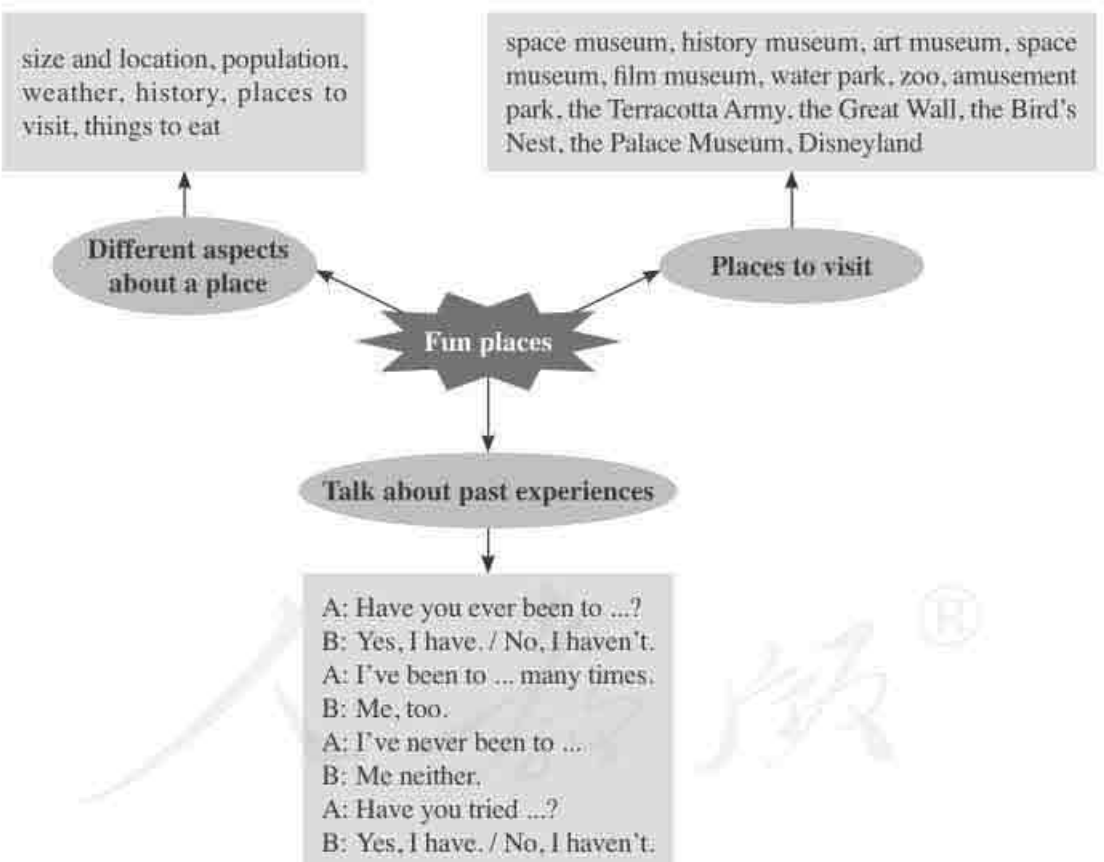
词汇和常用表达 **Words & expressions**	3 能认读以下词汇（Non-curriculum words） amusement park, somewhere, invention, invent, tea art, performance, tea set, theme, equator, location
学习策略 **Strategies**	1 通过上下文、词性和构词法等推测词义 2 通过做读书笔记来巩固学习
文化知识 **Culture**	1 了解各类博物馆、主题公园和名胜古迹 2 了解新加坡的语言、食物、气候和特色

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

本单元的话题是谈论好玩的地方，在此语境下继续学习现在完成时。主题图呈现的是两名学生的对话，图中还呈现了在五种博物馆参观的场景和本单元的基本句型。1a–1c通过图文及听力活动导入单元话题，是整个Section A的基础。这部分要求学生掌握常见的主题公园和博物馆的英语名称，学会使用重点句型Have you ever been to ...? 及其肯定与否定回答。活动1a主要呈现话题词汇，1b通过听力练习让学生对本单元重点句型和词汇所构建的语境有一个初步的接触和理解，1c则要求学生联系实际情况进行问答活动，完成简单的语言输出。

2a–2d以听说的方式引导学生进一步熟悉如何询问和谈论曾经浏览过的主题公园和博物馆，再现本单元目标语言。2a–2c除了谈论参观和游览过的地方以外，还综合了交通方式的提问How are we going to get there? 复习了交通方式的表达法。2d把话题内容从游览过的地方扩展到对某个地方更为具体的描述，引导学生在对话中加入一些细节信息，丰富谈话的内容。

3a–3c是阅读教学部分。文章通过三个学生的分别叙述，呈现了三种不同特色的博物馆。3a要求学生阅读文章并回答两个问题，其中一个问题是概括性问题，学生只要找出博物馆类型即可；另一个问题是开放性的，学生可以自由表达。3b的提问让学生进一步了解每一个博物馆的特点。3c是一个词汇学习活动，锻炼学生通过上下文和构词法等途径分析词义的能力。

SECTION A 教学建议

活动1a–1c

1. 教师可提前准备图片、课件或者直接用课本上的图片呈现各种主题公园和博物馆，引导学生说出对应的英文名称。对于本单元出现的一些较长的单词，比如amusement，教师可提示学生根据读音来记忆单词的拼写。
2. 开展快速记忆游戏，让学生进一步熟悉这些英文名称。在课件上展示学生看过的图片，并分别用数字标示，让学生在一分钟之内记住这些地方所在的位置。一分钟之后，图片消失，让学生抢答每一个数字代表的地点。
3. 学生独立完成1a的排序。教师还可以让学生分小组做一个小调查，用序号1–6标明他们小组成员最想去和最不想去的地方。学生可以互相提问，例如：

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Would you like to visit a space museum / history museum /...?

小组得出调查结果后派代表做简单汇报。

4. 让学生观察主题图，讲讲图中的五个地方之中他们觉得哪一个地方最有趣，为什么。这一讨论可为1b的听力做好铺垫。
5. 先引导学生读1b听力活动的要求，目的是听懂Claudia和Sarah是否去过某地。然后完整播放录音，让学生完成1b的表格。师生核对答案，并要求学生使用完整的句子说明某人是否去过某地。
6. 播放第二遍录音，提出一些检测细节信息的问题，例如：
   - When did Sarah go to the National Science Museum? (She went there last year.)
   - Has Sarah been to a history museum? (No, she has never been to a history museum.)
   - What does Claudia say about history? (She is not interested in history.)
7. 播放第三遍录音，让学生跟读，进一步熟悉对话中的句式，为完成1c活动做准备。
8. 学生分组按照1c的范例进行简单的对话。教师可在黑板上或课件中呈现一些基本句型，帮助学生更好地组织语言。学生对话练习完毕之后，教师可让几组学生在班上进行展示。

注意：因为刚开始学习been，ever和never的用法，学生可能会有较多的口头错误，教师在点评时要多鼓励学生。

■ **拓展活动：看看谁的速度快！**

教师让每列学生“开火车”说出他们游览过的地方，每一个学生要重复前面同学说过的话，然后告诉下一个同学自己的信息。例如：

A: I have been to a history museum.

B: A has been to a history museum. I have been to a science museum.

C: A has been to a history museum. B has been to a science museum. I have been to ...

速度最快的“火车小组”胜出。通过这样的活动形式，可以让学生集中使用目标句型，同时又能活跃课堂气氛。

活动2a–2c

1. 让学生观察2a的地图，说说他们在地图上看到了哪些地方。教师在本环节还可以

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综合复习以前学过的方位表达法，让学生继续看图，讲出每个地点的方位。例如：

The amusement park is on Green Street, behind the zoo.

2. 完整播放录音，让学生在地图上圈出他们听到的地点。核对答案。
3. 让学生仔细阅读2b活动中的每个句子，了解他们要着重听哪些信息。2b中的句子较多，听前很有必要先让学生读懂这些句子。
4. 第二次播放录音，让学生完成2b。如果有必要，可以在每段对话结束时都稍作停顿，给基础较弱的学生多一点思考的时间。
5. 核对2b答案后，第三次播放录音，让学生改正句子中的错误信息，例如：

Linda went to the amusement park yesterday. 改为：a long time ago

6. 教师可利用听力材料，结合录音，指导学生分角色朗读对话，并请几组学生示范表演。
7. 学生两人一组根据2a的图片，更换2c中的地点、交通方式等信息，自编新的对话。教师应鼓励学生模仿使用听力材料中的句式，丰富对话内容。例如：

I'd really like to go there again.

What bus do we take to get to ...?

There were so many ... things to do there.

Neither have I.

Let's go ... instead.

There's a great new place for ...

8. 请几组学生示范表演，对敢于尝试使用新句式的学生要表扬。

活动2d

1. 阅读对话前，给学生提出一些问题，让他们带着问题进行阅读。阅读完毕后，请学生回答问题。例如：
   - When did Jill go to the film museum? (In April.)
   - What does Jill love about the film museum? (She loves all the old movie cameras.)
   - What did Jill learn about? (She learned about the inventions that led to color movies.)
   - Who did Jill camp with on the weekend? (With her friends.)
   - Has Anna ever been camping? (No, she hasn't.)
2. 学生听录音，全班跟读对话，模仿语音、语调，然后让学生分角色朗读对话，并请几组学生示范朗读。
3. 给学生两分钟的时间，快速记忆对话中Anna和Jill说到的信息，然后合上课本，完成Anna和Jill的相关信息填写，锻炼学生捕捉信息的能力。

Anna went to the film museum _____. She thinks the film museum is really _____. She has _____ been camping.

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Jill went to the film museum in _____. She loves all the old movie cameras, and she learned about the inventions that led to _____. On the weekend, Jill _____ in the mountains with some friends.

（答案：last weekend, interesting, never; April, color movies, camped）

4. 经过阅读提问、朗读和记忆训练，学生应该进一步脱稿进行角色扮演，在表演的过程中，还应适当使用肢体语言，使对话表演更加完整。
5. 如果学生基础较好，可引导学生仿照2d的对话情景编新的对话。学生表演结束后，可以选出最佳创意奖、最佳表演奖、最佳语音语调奖等。

活动3a–3c

1. 阅读前，通过游戏导入话题。教师给学生提供一些首字母，让学生发挥想象力，说出博物馆的名称。例如：

a_____ museum (art)

b_____ museum (book, bicycle)

c_____ museum (car, camera, computer)

s_____ museum (science, space)

t_____ museum (tea, toilet)

注意：答案不必统一，只要学生说得合理，都是正确的。教师应该鼓励学生多说，培养发散思维。

2. 让学生观察文章中的三幅图片，讲讲他们所看到的图片中的内容，预测将会阅读到什么相关的信息。比如第一幅图，学生会说看到了三台电脑，可能会预测阅读的内容是和电脑的历史、电脑的运用、未来的电脑等有关。师生对话可能会是这样的：

T: What can you see in the first picture?

S1: I can see three computers.

T: What do you think we will read about in the passage?

S2: About a computer museum.

T: Great! What can we learn in a computer museum?

S3: The history of computers.

S4: The use of computers.

S5: ...

3. 给学生最多一分钟时间，让他们快速阅读文章，回答3a的第一个问题，找到文章

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所谈的三个博物馆。

4. 引导学生分段细读文章，每读完一段文章用自己的话回答3a的第二个问题，学生感兴趣的信息点可能不同，也不必统一。接着回答3b中的问题。
5. 引导学生分析每一个有下划线的单词，完成3c的词汇练习。
6. 让学生根据提示，讲述文章中每一个博物馆的特点。以American Computer Museum为例：

They have information about _____. The old computers were much _____. There was a special computer. It could _____.

（答案：different computers and who invented them, bigger, play chess even better than humans）

■ 拓展活动1：博物馆调查

在学生中做调查，看看他们去过哪些博物馆，把去过同一类博物馆的学生分到一组，小组合作描述他们去过的那一类博物馆的情况，并由一位组员负责记录，再向全班汇报。鼓励学生模仿使用阅读文章中的句型，例如：

They have information about ...

I've learned that ...

The museum teaches people about ...

I've realized that ...

I wonder ...

■ 拓展活动2：最佳博物馆

1. 把学生分为六人一组，设计如下情景分组讨论：

你所在的城市将要创办多个新的博物馆，如果你被任命为博物馆馆长，你会展出什么来吸引观众？请用文字和图片描述你的博物馆。你可以从以下角度思考：

What can people see in the museum?

What can people learn in the museum?

What can people do in the museum?

What is special about the museum?

What will people think of the museum?

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2. 各小组在全班展示所设计的博物馆，由一个组员负责展示图片，其他五位组员每人必须就上面的一个问题展开陈述，并且其他组员不得重复。
3. 全班投票选出最有创意博物馆奖、最受欢迎博物馆奖和最佳展示奖。

注意：让学生小组合作的时候，教师要注意小组成员的构成；在分配任务的时候，还要让每一个成员都有具体任务；在最后展示的时候，也要让每一个成员都有机会表演。通过教师的细节处理，要让每一个学生都有机会得到锻炼，而不是让小组中的个别优秀同学包办所有任务。

语法内容介绍和教学建议

本单元继续学习现在完成时，主要学习用been表示是否去过某地，用ever提问是否曾经做过某事以及用never表示从未做过某事。

Grammar Focus的表格罗列并梳理了含有been的现在完成时的陈述句、一般疑问句及其回答，含有ever的现在完成时的一般疑问句及其回答，以及含有never的现在完成时的句子。4a的练习让学生判断不同情况下动词的时态和变化形式。4b是一篇有关迪士尼乐园的小短文，利用了学生感兴趣的话题训练学生在语篇中根据上下文和语法知识判断动词的用法。4c是一个开放性的输出活动，让学生和同伴问答与过去的经验有关的事情，这种存在信息沟和不确定性的趣味活动可以增加学生的兴趣，促使他们结合实际生活经验运用目标语言。

语法部分具体教学建议如下：

1. 让学生观察Grammar Focus表格中的例句。教师还可以提供更多的例句供学生观察并总结句型的特点。例如：
   1) I have been to a science museum.
      He has been to a nature museum.
      Mary has just been to the Great Wall.
      Ken has been to the Palace Museum once.
      I've never been to a book market.
      Has he ever been to a library?
   2) Have you ever been to England?
      Has he ever been to a library?

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Have they ever flown a kite in the park?

3) Jerry has never joined a piano club.

They have never been to the beach.

They have never watched a football match.

– I've never been to a book market.

– Me neither.

让学生分组观察以上例句，讨论下面列出的每组例句相对应的问题，引导学生自主归纳，发现语法规律。

1) have/has been to表达什么意思，可与哪些副词连用？

2) ever在什么句子中使用？在句子的什么位置？

3) never在句子中的什么位置？表达否定的简短回答要用什么词？

2. 教师请各组学生分享自己的发现，如果有小组说得不全面的，请其他小组的同学补答或教师自己补充，还可引导学生参考课本附录中的语法注释。

1) have/has been to表示某人去过某地，可与never, ever, just, once等副词连用。

2) ever常用于现在完成时的一般疑问句，放在主语的后面，过去分词的前面。

3) never表示否定，在助动词have/has之后，过去分词之前。表示否定的简短回答可使用neither。

活动4a

1. 学生独立完成4a。教师提醒学生观察每个句子，找出时间状语、固定句式或结构、动词搭配等提示信息，由此推导出时态和动词的形式。
2. 请学生依次朗读每一个完整的句子，全班核对答案。
3. 学生两人一组朗读对话，请几组学生在全班朗读。
4. 请每个学生模仿4a，编一两组含有不同时态的小对话，把动词挖空，然后和同桌交换，完成同桌所出的题目，再给同桌批改。

活动4b

1. 教师展示迪士尼乐园的图片，与学生进行自由交谈，导入话题。例如：

T: Let's look at the pictures. Do you know where it is?

S: Disneyland.

T: Have you ever been to Disneyland?

S: ...

T: What can you see there?

S: ...

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T: What can you do there?

S: ...

2. 先让学生浏览4b短文，回答以下问题，了解文章大意。
   - What is the theme of Disneyland?
   - What can you do on a Disney Cruise?
3. 让学生独立完成4b，要求学生在判断不同动词形式的依据下面画线。例如：But have you ever _____ (be) to Disneyland? 答案是been，依据是have + 过去分词，所以应该在have下面画线。
4. 让学生分组讨论答案的正误。
5. 请学生逐句朗读，全班核对答案。

活动4c

1. 小组合作，要求每个小组在两分钟内尽可能多地写出用现在完成时询问他人过去经历的句子。
2. 请每个小组分享三个自己小组写得最好或者最有趣的句子，教师板书在黑板上。
3. 学生两人一组，选择黑板上的句子或者自己想出其他的句子进行问答，并把提问和回答填写在表格里。填写完成后，请几个学生口头汇报结果。教师应注意适当地追问，让学生生成更多的语言，形成更多有意义的交流。例如：

   S1: I have never been to another province in China. But S2 has.

   T: Where has S2 been to?

   S1: He has been to ... / I don't know.

   T: Oh, I see. Thank you! / Oh, can you ask him now?

   S1: No problem. / S2, where have you been to?

   S2: I have been to ...

SECTION B 内容介绍

本部分话题拓展到旅游景点，结合旅游情境继续学习现在完成时，并通过更加丰富的听力和阅读材料呈现been，ever和never的用法，最后通过写作达到笔头落实的目的。

1a通过配对活动让学生了解四个中国的著名景观（长城、故宫、兵马俑、鸟巢）的英文名称。1b–1c是听力训练，听力的内容是一个有关旅游的对话，从问学生参观游览过什么地方拓展到学生在参观游览时的细节，例如是否见过兵马俑，是否品尝过当地的特色食物等等。1d要求学生进行简单的对话，谈论自己外出游玩时的具体细节。

2a–2e为阅读部分。阅读语篇从语言、食物、动物园、天气四个方面介绍新加

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坡。2a是阅读前活动，让学生在小组中谈论自己对新加坡的了解，为阅读做一些铺垫。2b要求学生从文中找出去新加坡旅行的八个理由。2c是句子纠错，考查学生对阅读内容的理解。2d要求学生根据对文章信息的理解完成对话，这既是对阅读理解的考查，也是引导学生关注语言形式在语境中的运用。2e训练学生读后记笔记，这与本部分重点突出的学习策略是相联系的，该策略有助于学生更好地记忆阅读的内容。

3a–3b是写作板块。写作主题是描写家乡或学生曾去过的地方。3a先让学生分类列出某地的特色。3b提供了一些句型结构，为学生完成写作任务提供帮助。

SECTION B 教学建议

活动1a–1d

1. 和学生自由交谈，询问他们去过的中国的名胜古迹，引入话题。
2. 学生观察1a图片，把图片和相关英语名称配对，为听力做好词汇铺垫。让学生和同桌就1a的图片，进行简单的对话训练。

   A: Have you been to ...

   B: Yes, I have. / No, I haven't.
3. 让学生先阅读1b听力任务的要求和选项，然后再播放录音，学生完成1b活动。教师还可要求学生选出听力中谈到的问题之后记下问题的答案。
4. 第二次播放录音，让学生边听边填写1c的分类信息。教师应提醒学生填空时可先填写关键词或词的一部分，听后有时间再补充完整。
5. 再播放一遍录音，让学生进行自我纠正。然后，教师请个别学生回答，全班核对答案。
6. 再次播放录音，学生两人一组分角色跟读听力材料，提醒学生注意语音语调的模仿，然后请几组学生进行示范表演。
7. 根据学生的实际水平，可要求学生根据1c所填写的内容，复述Peter旅游的情况。先让学生在小组中复述，然后请学生在全班展示。
8. 学生分小组讨论：询问他人旅游的具体情况时，可以问哪些问题？看哪个小组在规定的时间内能写出最多的问句。教师让每个小组分享两个句子，写在黑板上。
9. 结合1d中的提问范例，学生就黑板上提出的问题和同桌进行问答，并适当做笔记。请几个学生在全班介绍同桌的一次旅游情况。

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活动 2a–2e

1. 学生分小组讨论：去旅游前需要考虑哪些因素？让学生画出思维导图，然后汇报他们的讨论结果。例如：



2. 教师展示新加坡的一些代表性图片，例如鱼尾狮、滨海艺术中心等，让学生猜这是哪一个国家，从而引入阅读话题。接着，让学生分小组讨论2a的问题：What do you know or want to know about Singapore? 然后让学生汇报小组讨论的情况。
3. 学生通读课文，回答2b的问题，找到文中提到的到新加坡去的八个理由。
4. 让学生再次阅读，概括出每一段的一个中心词如下：
   第一段：language；第二段：food；第三段：zoo；第四段：temperature
   接着要求学生用一个短语或一句话来解释每一段的中心词语。
   1) languages: _____ and _____
   2) food: _____ food and _____ food, such as _____ food, _____ food, or _____ food
   3) zoo: There is a _____ that you can go _____.
   4) temperature: It's almost _____.
   答案：1) Chinese, English　2) Chinese, new, Indian, Western, Japanese 3) Night Safari, at night　4) the same all year round

> 注意：这个步骤让学生能够了解每一段的大意，对文章有一个整体而又清晰的认识。教师要注意提醒学生文章的大意往往在第一段或最后一段，而每一段的段落大意通常是第一句或最后一句。

5. 学生再次阅读文章，完成2c练习，纠正所给句子的错误。在前面阅读分析的基础上，学生也可以尝试先直接纠正句子中的信息错误，再到文章中核对相关内容。
6. 学生独立完成2d补全对话。请两个学生分角色逐句朗读对话，全班核对答案。教师还可让学生课后背诵这段对话，这样有助于学生更好地掌握本单元的重点句型

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结构及其表意功能。

7. 让学生完成2e，要求不能看文章，只能凭记忆做记录。教师可提示学生按照之前从中心词到短语或句子的方式，循序渐进地回忆文章内容和相关表达方式。

活动3a–3b

1. 教师展示自己的家乡或去过的某个地方的照片，引入话题。教师可以把这个地方的相关信息用一张信息卡整理好，给学生做一个示范，还可以在3a的基础上增加更多的项目。如果有条件的话，用课件呈现图片和这个信息卡：

Size and location	
Population	
Weather	
History	
Places to visit	
Things to eat	
...	

2. 让学生填写自己的家乡或者曾旅行去过的某个地方的信息卡，完成3a练习，为写作准备好素材。
3. 学生两人一组，根据自己填写的信息卡给同桌介绍自己的家乡或者去过的地方。虽然学生基本都是来自同一个地方，但是他们心目中家乡的特点可能并不完全一样，因此还是可以互相交流的。
4. 学生根据信息卡写作，提醒学生使用3b中的句型结构。
5. 学生检查同桌的有关要点是否写全，同时纠正语法错误。
6. 教师可以在课堂上进行随机作文点评，但要注意引导学生关注作文中共性的问题，及时表扬学生作品中的优点。

■ 拓展活动：英语手抄报制作

把学生分为四人小组，每个小组负责制作一份英语手抄报，要求：

1. 任选以下一个主题：中国最美的景区、我去过的地方、我的家乡、我最想去旅游的一个国家。

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2. 手抄报纸张为A3纸大小。
3. 图片可以打印粘贴，但是要求学生手写文字。

教师可在班上进行手抄报展览，让学生投票选出优秀手抄报作品，激发学生的兴趣和热情。

注意：为了确保每组的手抄报都有亮点，教师分组的时候要注意组员的分配，每个小组要有一位文笔比较好的同学、一位比较擅长画画的同学、一位字体比较工整漂亮的同学。

SELF CHECK 内容介绍和教学建议

本部分检测学生对本单元重点语言结构表意功能和语法形式的掌握情况。活动1检测学生运用现在完成时的句子叙述个人经历的能力，同时发散学生的思维。活动2检测学生的阅读理解能力和在对话中合理运用不同时态和词汇的能力。活动3是一个开放性的活动，让学生回忆去过的地方、次数及所做的事情。该活动给学生设置了真实的情境，让学生在实际运用中学会区分现在完成时和一般过去时。

活动1

1. 教师可让学生先自己阅读每一小题，独立完成练习。
2. 让学生在小组或全班分享自己的回答，但要求转换成一问一答的方式来进行，例如：

S1: What have you collected before?

S2: I have collected ... What about you?

S1: I have collected ... S3, what have you collected before?

S3: ...

活动2

1. 教师可让学生先阅读对话，了解对话内容，再根据上下文和关键词确定要填写的词汇和时态。
2. 学生两人一组，讨论答案的正误，最后全班一起核对答案。
3. 学生两人一组，分角色朗读对话。教师请几组学生表演对话。

活动3

1. 教师可让学生先填写好自己的相关内容。

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2. 学生在小组中询问组员的情况，做好记录。
3. 请几个学生汇报所填写和记录的情况。注意提醒学生正确使用现在完成时和一般过去时。

四、课文注释

1. **It's unbelievable that technology has progressed in such a rapid way!** 科技进步得如此之快，真是令人难以置信。

句中rapid意为“快速的；飞快的”，表达“发生或做得极快，用时短暂”，与fast, quick同为近义词，但更加正式（formal）。例如：

The force of the rapid inflation of airbags saves adult lives. 安全气囊极速膨起的力量可挽救成人的生命。

The rapid spread of the disease has threatened public safety. 这种疾病的迅猛传播给公共安全造成了威胁。

经常与rapid搭配使用的名词包括：change, growth, increase, rise, decline, progress, development, improvement等。有关fast和quick的常见名词搭配，参见本书上一单元的相关课文注释。

注意：在rapid一词的使用中，最常见的是用于描述事物及环境变化的短时和快速。

2. **It also encourages governments and social groups to think about ways to improve toilets in the future.** 它还鼓励政府和社会团体思考如何改进未来的厕所。

encourage意为“给予某人以力量、勇气及希望等（去做某事）”或“积极说服、劝说某人（做某事）”，常译作“鼓励；鼓舞；激发”、“怂恿；支持”、“劝告”等。当宾语为人时，其句型结构为encourage someone to do ...，用动词不定式作补语。例如：

Teachers should encourage students to participate and raise questions in class. 课堂上老师们应鼓励学生积极参与和提问。

Mary encouraged me to apply for the job. 玛丽鼓励我去报名应聘那份工作。

但当encourage之后直接为所做之事时，句型结构则为encourage doing ...，要用*v.*-ing的形式。例如：

Mr. Wang often encourages reading aloud. 王老师常常要求放声朗读。

3. **The tea art performances show how to make a perfect cup of tea with beautiful tea sets.** 茶艺表演展示了如何用精美的茶具沏出一杯完美的茶。

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a perfect cup of tea意为“一杯好茶；一杯完美的茶水”。在英语中，当表示“量”的结构遇有描述性修饰，形容词的位置有时是令人伤脑筋的事情。大多数情况下，人们习惯于将形容词置于表量名词（unit word）之前。例如：

an easy piece of homework 一个好做的家庭作业

a good cup of coffee 一杯好咖啡

但为避免歧义，或表达特定物品，或当形容词和产品名词（product）为固有搭配时，形容词则须置于产品名词之前。试比较：

a fresh cup of black tea 一杯新沏的红茶
a cup of new tea 一杯新茶（意指“当年茶叶冲沏的茶水”）

a basket of big apples 一筐大苹果
a big basket of apples 一大筐苹果

a bowl of instant noodles 一碗方便面
a sheet of yellow paper 一张黄纸

也有些时候，形容词的位置无关紧要，置于何处完全是说话人的习惯或偏好：

a hot cup of tea = a cup of hot tea 一杯热茶

a good piece of advice = a piece of good advice 一则好建议

五、文化注释

1. 各色各样的博物馆

博物馆是一个收藏、研究、陈列、展览有关历史、文化、艺术、自然科学、科学技术及产品等方面的文物或标本的机构。世界上的博物馆千奇百怪，各色各样。大体可分作常规和另类两个大类，表现出极强的主题性。

常规博物馆即指按传统概念划分筹建的各类博物馆，如本单元中提到的science museum（科学博物馆）、history museum（历史博物馆）、art museum（艺术展览馆）、nature museum（自然博物馆）、space museum（太空博物馆）等。在一些地区甚至建有“社区博物馆”（community museum），这类博物馆以地域社区为基础，着眼于民间生活，旨在保护及展示社区历史及文化、收藏民间创意、提供居民文化交流及休闲的场所和活动机会，增进彼此间的了解，构建和谐互助的邻里关系。

有些地区或机构会选择一些非常规主题建立博物馆，构成另类博物馆。本单元课文中印度的“国际厕所博物馆”便可划归此类。该博物馆致力于收藏及介绍厕所卫生洁具，并非公众日常理念中的博物馆主题。

博物馆的价值首先表现为其社会性——博物馆是人类社会某一领域（专题）文明进步

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和社会发展的缩影和体现，它往往涵盖了自然科学、社会科学在特定时期的历史，通过对有关历史文物（遗迹）的收藏和保护达到向公众传播该领域历史、展现发展成就等目的；这也表现出博物馆的教育功能——博物馆是一个教育机构，人们通过参观博物馆了解人类历史、社会文化及科技进步。很多学校每年组织学生前往参观自然、历史、科技、艺术等博物馆。更值得一提的是不少博物馆，尤其是科技类博物馆，为增强参观者的体验，许多展品和内容允许参观者自己操作，以加深印象或训练实践操作能力，因而吸引着不同年龄的人前往体验和学习，成为很多学校的第二课堂。现在很多不同类型的博物馆均免费向公众开放，以使更多的民众接受教育、提升文化素养。正因为博物馆这种社会、教育的双重性使得它成为无法以其他方式取代的独特机构，受到人们的欢迎。

2. 新加坡的一些著名景点

（1）夜间野生动物园（Night Safari）

新加坡夜间野生动物园是世界上第一家夜间动物园，位于比邻新加坡动物园的40公顷次生雨林中，于1994年正式开放。该园现在拥有约一百余种动物，其中约有三分之一为濒危物种。这家夜间野生动物园虽只在夜间开放，却是新加坡最兴盛的旅游景点之一。

（2）鱼尾狮（Merlion）

鱼尾狮为一座狮头鱼身的雕像，是公认的新加坡的标志，到新加坡未拜访鱼尾狮就如同到中国未登长城。它位于新加坡鱼尾狮公园中，高8.6米，重约70吨，喷水常年从狮嘴中向外吐出，颇为有趣。

（3）圣淘沙岛（Sentosa Island）

该岛占地390公顷，是新加坡最为迷人的一个度假小岛。岛上娱乐设施众多，极适宜游乐和休闲放松，湛蓝的海水环抱着各种色彩缤纷的热带树木花卉，加上各种人文景观使圣淘沙岛成为综合旅游开发中的成功典范。

（4）新加坡植物园（Singapore Botanic Gardens）

占地74公顷，种植有20,000多种亚热带、热带的奇异花卉和珍贵的树木，其中包括了许多濒临灭绝的品种，是热带岛屿繁茂的缩影。

（5）滨海艺术中心（Esplanade – Theaters on the Bay）

由于其建筑的外观造型颇像榴梿，故俗称作“榴梿艺术中心”或“榴梿壳剧院”。该艺术中心2002年10月建成开放，便成为新加坡的又一地标建筑。滨海艺术中心的玻璃屋顶依据新加坡日照环境的模拟计算设置，其内部陈设充满欧洲剧院风味，功能多元化，包含音乐厅、戏剧院、购物中心、餐厅及户外表演空间等，使东方与西方的艺术文化在此撞击出最美的火花。

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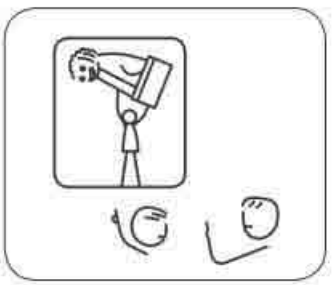
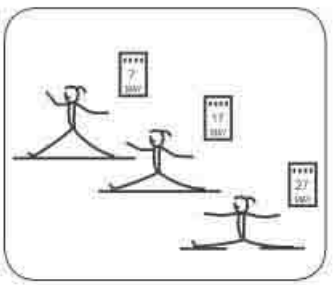
六、教学简笔画

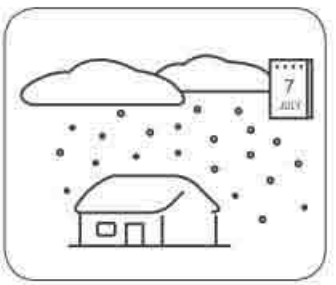
1. unbelievable



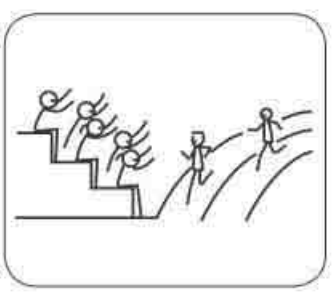
2. progress



3. unusual (in China)



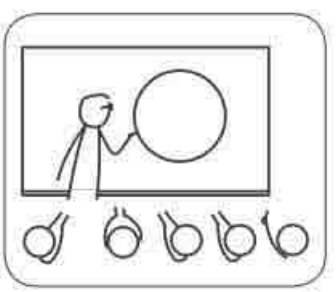
4. encourage



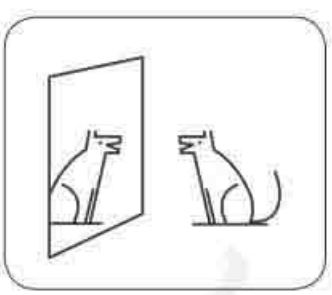
5. a peaceful night



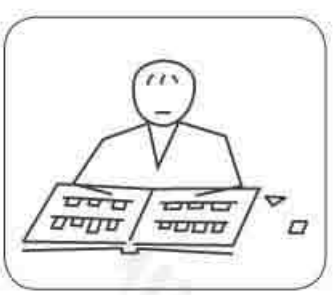
6. draw a perfect circle



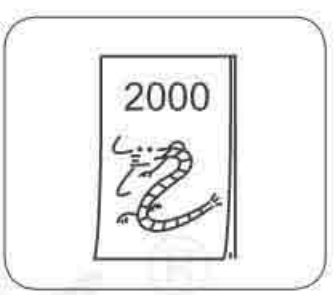
7. The dog sees itself.



8. collect stamps



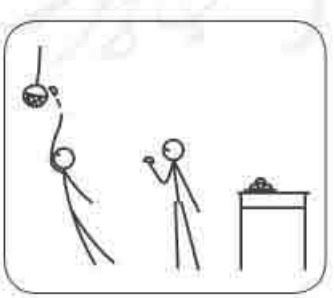
9. two thousand



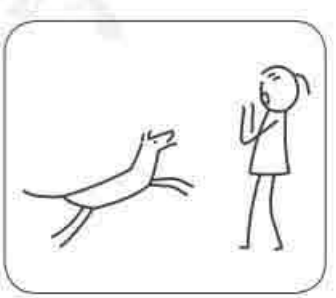
10. The boy is safe.



11. They do it simply for fun.



12. fear



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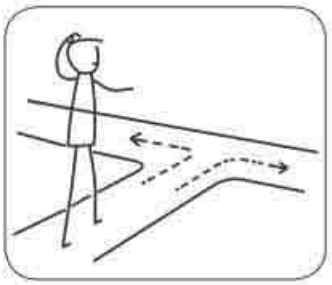
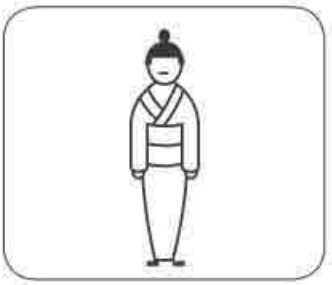
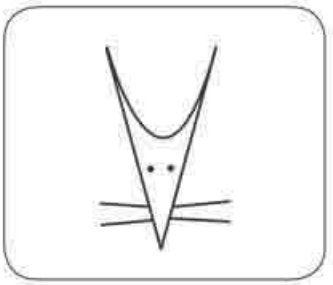
13. whether to turn right or left



14. Japanese



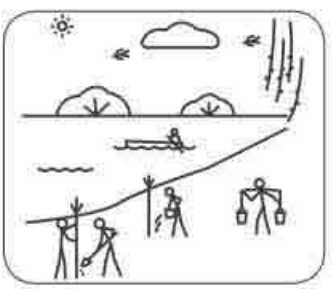
15. fox



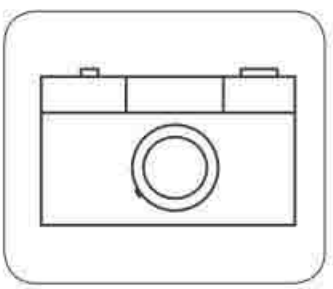
16. Come whenever you like.



17. spring



18. camera



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Unit 9 Have you ever been to a museum?

SECTION A

1a

Purpose	To introduce Ss to the unit goal: talk about past experiences. To set the scene, increase Ss' vocabulary and introduce the target language.
Picture	The picture shows two girls talking about the places they have been to before. The girl on the right is sitting on the sofa with her feet up, probably because she is chatting with a friend and doesn't feel it is necessary to be formal. Her friend is sitting in a wheelchair. They are not in a hospital so she probably cannot walk or stand easily because of a permanent or long-term medical condition. There are five different places shown in the bubbles above the girls' speech bubbles. The first bubble from the left shows a history museum with an exhibit from Egypt. The second bubble shows an art museum filled with paintings and sculptures. The third bubble shows a nature (or natural history) museum with models of dinosaurs. The fourth bubble shows a science museum filled with interesting technology. The fifth bubble shows a spacecraft in the space museum.
Culture Focus	***Museums*** Museums are popular attractions for students and tourists. There are many different kinds of museum in the US and other Western countries. Museums usually provide educational information by showing and explaining interesting objects. Science museums have exhibits about things like technology, the environment, or dinosaurs. History museums have information about the past of the country, city, or even village. Art museums show famous and interesting paintings and sculptures. Nature museums show animals and plants from different places. Space museums will show things from the country's space program like space suits, space ships, and information about the planets. Most museums charge a small fee to enter, although in the UK, the large national museums are supported by the government and admission is free for the public.

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Teaching Tip	***Sharing information*** Ss may be not be familiar with the places mentioned in activity 1a so it would probably help to go through each place name before getting Ss to do the activity. Instead of giving them the answers, get the class to share the information. For each term, ask who in the class knows what it refers to and ask them to explain it to the rest of the Ss. If possible, ask Ss (perhaps someone not giving the explanation) to give an example of the place either in China or somewhere else in the world.
Optional Approach	***Extended speaking*** Ss can work in pairs or small groups to ask each other how they would rank the places. Each group can then share their results with the class. The T can write the results from each group on the board, so that the class can see which is the most popular place and which is the least popular place the class would like to visit.
Answers	Answers will vary.

1b

Purpose	To give Ss practice in listening for specific information.
Teaching Tip	***Giving prompts*** The T may wish to tell Ss that the conversation is between two girls who are deciding on which place they should visit. Let them know that a number of places will be mentioned and Ss should listen carefully for who has or has not visited each place. Using the table provided in the textbook, they can then put ticks in the right places as they listen. The T may wish to play the recording twice to give Ss a chance to listen for the answers.
Answers	

	Science museum	**History museum**	**Art museum**	**Nature museum**	**Space museum**
Claudia			√	√	√
Sarah	√		√	√	

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1c

Purpose	To give Ss practice in using the target language in natural speech.
Optional Approach	***Taking turns*** Ask Ss to pair up and decide who will be A and who will be B. For each pair of Ss, ask them to decide who will reply in the positive (meaning they will reply "Yes, I have") and who will reply in the negative (meaning they will reply "No, I haven't"). Next, tell them that they will have to use all five places mentioned in activity 1b. They should start off the conversation as presented in the textbook and continue asking questions using the places mentioned in activity 1b. Each S should respond accordingly, i.e. in the positive or negative as designated. Once all Ss have gone through the whole conversation, get them to switch roles, i.e. positive becomes negative and vice versa. They should then converse again, this time giving the opposite answers to what they did previously.

2a

Purpose	To give Ss practice in listening for specific information.
Teaching Tip	***Getting to know the map*** The T may wish to give Ss some background information (three conversations, different people speaking, different places) and instruct Ss to familiarize themselves with the map. This will ensure that Ss do not struggle to locate the places as they are mentioned in the conversations. Remind Ss of what they did for the previous listening activity — that they should circle the places as they hear them, instead of taking notes.
Answers	Circled: (Conversation 1) space museum, subway (Conversation 2) amusement park, Green Street, zoo (Conversation 3) water park, river park, Center Street

2b

Purpose	To give Ss practice in listening for specific information.
Teaching Tip	***One at a time*** The T may wish to play one conversation and then ask Ss to circle their answers before moving on to the second and third ones. Depending on how strong the level of English is for the class, the T may wish to play the recording twice before Ss need to circle their answers.

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Answers	Conversation 1	Conversation 2	Conversation 3
	1. T	1. T	1. F
	2. T	2. F	2. T
	3. T	3. T	3. T

2c

Purpose	To give Ss the opportunity to use the target language in conversations.
Teaching Tip	***Creative conversations*** Ss may want to copy the pattern, but they should be encouraged to be creative. The T can model this for the Ss: *A: Have you ever been to the Concert Hall?* *B: No, I haven't.* *A: I have. Would you like to go there?* *B: Yes, I would. Where is it?* *A: It's on Green Street, opposite the zoo.*
Optional Approach	***Including directions*** The T may wish to instruct Ss to include directions in their conversations. Ss can start with the conversation in the textbook and then expand it to include either street names or how to get to the place of interest. To help Ss who are not so confident about their conversational skills, the T may wish to give an example like the following: *Let's visit the Concert Hall. It's on Green Street. We can take the subway there.*

2d

Purpose	To give Ss the opportunity to use the target language in a controlled manner.
Teaching Tip	***Time to practice*** The goal of role-play is to allow Ss to engage in conversation and instill a sense of confidence. The words in this conversation are fairly simple so the T may use the opportunity to get Ss to focus on their delivery and other aspects of interpersonal communication. Pair the Ss up and give them time to practice. Choose pairs at random and get them to role-play in front of the class.

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3a

Purpose	To give Ss practice in reading for specific information.
Culture Focus	***Unusual museums*** The American Computer Museum mentioned in the passage was created in the US state of Montana in 1990 by private US citizens (not the government) to collect and display the history of computers. The museum contains examples of radio and computer technology, including the history of radios, phones, computer chips, and old personal computers. Besides this unusual museum, there are many other unusual museums in the world. If you thought the International Museum of Toilets mentioned in the article was odd, you might be interested to know that there is also a Toilet Seat Museum in Texas, USA where a retired plumber displays his decorated toilet seat covers. Another unusual museum found in the US is the Salt and Pepper Museum. In Paris, France, there is a Sewer Museum, which is an actual sewer that runs under the city. In that museum, you can experience, in real time, the inner workings (and smells) of a sewer. In England, there is a Lawnmower Museum, a Witchcraft Museum, and a Pencil Museum.
Answers	1. They talk about the American Computer Museum, the International Museum of Toilets, and the Hangzhou National Tea Museum. 2. Answers will vary. Suggested answers: • the American Computer Museum – the special computer that can play chess even better than humans. • the International Museum of Toilets – many different kinds of toilets. • the Hangzhou National Tea Museum – the tea art performances.

3b

Purpose	To give Ss further practice in reading for specific information.
Teaching Tip	***Summarizing the article*** Since each paragraph focuses on a different museum, the T may wish to ask Ss to read through the whole article first. Each S in the group will then take a separate paragraph and summarize the main points of that paragraph for his/her group mates.

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Answers	Answers will vary. Suggested answers: 1. Ken says that: (a) it is the most interesting museum he has ever been to, (b) it has information about different computers and who invented them, and (c) he learned that there was a special computer that plays chess better than humans. 2. We can learn about the history and development of toilets. 3. It is a nice place to enjoy tea because it is located in a relaxing and peaceful place near a lake. Watching tea art performances is also enjoyable.

3c

Purpose	To give Ss an opportunity to expand their vocabulary.
Optional Approach	***Explaining words*** Write the underlined words on the board. Then ask Ss to close their textbooks. Still in their groups of three, get Ss to explain the words written on the board to each other. Give the class enough time to finish this group activity before letting them open their textbooks and do the activity in the book.
Answers	make (something) better — improve become better — progressed uncommon — unusual quiet — peaceful made — invented quick — rapid

GRAMMAR FOCUS

4a

Purpose	To give Ss practice in using the present perfect.
Answers	1. to come, been; 2. seen, went; 3. spend, been, to go; 4. going, to go; 5. visited, been

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4b

Purpose	To give Ss further practice in using the target language.
Culture Focus	***Cruise ships*** Every year, millions of people enjoy taking vacations on cruise ships. These ships are like giant floating hotels. They travel on the ocean visiting several different countries and cities. The passengers sleep on the ship in rooms like hotel rooms while the ship sails from place to place. Every morning, they are able to leave their ship for a day of sight-seeing and shopping before going back to the ship for an evening meal and entertainment. Then the ship moves to the next location, and the passengers can be tourists in a new place without having to pack their bags or change hotels.
Answers	have seen, been, is, are, see, heard, is, take, shop, arrive

4c

Purpose	To give Ss practice in using the target language in speaking.
Teaching Tip	***Forming their own questions*** The empty cells in the table indicate that Ss have to form questions of their own and ask their partner the questions. In order to give students enough practice, have each S come up with three questions of his/her own. The T may wish to point out that the question need not have anything to do with places of interest or traveling. Highlight the second example in the box. Tell Ss that of their three questions, two will have to be similar to the examples, i.e. one about traveling/visiting and one about something ordinary, and the last one will be their own choice.
Answers	Answers will vary.

■ Optional Activity 1: Food and drink

Purpose	To give Ss practice in using the target language.

Procedure

1. Get Ss to pair up.
2. In their pairs, get Ss to think about five different types of cooked food/dishes and five different drinks. For the drinks, tell them to avoid just using the popular brand names of carbonated drinks.
3. Ask Ss to look at the conversations in the grammar chart (page 68) in their textbooks.

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4. Get each pair of Ss to act out the conversations in the textbook, substituting the various places with one of the foods/dishes they have just thought of.
5. Remind them that they should change other words accordingly. The T may wish to help Ss by writing the following words on the board:

tried	eaten	tasted

6. Repeat the process, substituting the places with the drinks they have thought of.
7. As before, remind them to change other words accordingly. To help them, the T may wish to write the following words on the board:

tried	drunk	sipped	tasted

■ Optional Activity 2: Going round the world

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

Procedure

1. Write the names of the following countries on the board:

Australia	Egypt	France	Italy	UK	USA

2. Divide the Ss into six groups.
3. Assign each group one of the countries on the board.
4. In their groups, instruct Ss to come up with three places of interest/famous attractions in the country they have been assigned.
5. Some groups may have trouble coming up with places of interest if they are not familiar with the country for their group. The T may wish to help them out with the following:
   - Australia: the Great Barrier Reef, the Sydney Opera House, Uluru (previously known as Ayers Rock)
   - Egypt: the pyramids and the Sphinx, the Nile River, the Library of Alexandria
   - France: the Eiffel Tower, Champs-Élysées, the Louvre Museum
   - Italy: the Colosseum, gondolas in Venice, the Tower of Pisa
   - UK: Buckingham Palace, Big Ben, Stonehenge
   - USA: the Statue of Liberty, the Grand Canyon, the Golden Gate Bridge
6. The T may wish to write each country's attractions on a piece of paper beforehand, but pass this to the group only when they are not able to come up with their own ideas. Be sure to let them try to come up with their own ideas first.

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7. Once each group has come up with a list of famous places, instruct them to write a conversation between two teenagers using the target language and the country and places of interest they have come up with. They may wish to use the conversation in Section A activity 2d as a reference. Give Ss some time to work on this.
8. Each group will have to act out their conversations for the class. Ask each group to choose two Ss in their group to role-play the conversation. Give Ss a bit of time to rehearse.

SECTION B

1a

Purpose	To introduce Ss to the topic.
Optional Approach	***Do they know?*** Before they start on this activity, ask Ss if they know (or have heard of) the four places/items in China mentioned in the text. As a class, ask them to share whatever information they know about these places/items, e.g. what it is, where it is, who built it.
Culture Focus	***Places of interest in China*** In the event that Ss are unsure about any of the places/items mentioned in activity 1a, here is some useful information the T can use: • the Terracotta Army: This is a collection of terracotta sculptures of soldiers. They are said to depict the armies of the first Chinese emperor, Qin Shi Huang. The army was discovered in the emperor's mausoleum located in Shaanxi province. It is believed that the army was intended to protect Qin Shi Huang in the afterlife. It has since been designated as a UNESCO World Heritage Site. • the Great Wall: This is an east-west fortification built along the historical northern borders of China. It was intended as a form of protection against attacks from nomads and other warring groups. Most people think the wall was built during the reign of Qin Shi Huang, the first emperor, but portions of the walls were already built before he ascended the throne. Work continued even after the death of Qin Shi Huang. It is another UNESCO World Heritage Site.

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Culture Focus	• the Bird's Nest: "Bird's Nest" is actually the nickname of the Beijing National Stadium. It was built specifically to be used for the 2008 Summer Olympics and Paralympics. It is now used as a sports stadium for other large events. • the Palace Museum: Part of the Forbidden City, the Palace Museum houses the imperial collections of artwork and artifacts from the Ming and Qing dynasties. The Forbidden City served as the center of government as well as the home of the emperor. It is also a UNESCO World Heritage Site.
Answers	the Terracotta Army – c, the Great Wall – a, the Bird's Nest – d, the Palace Museum – b

1b

Purpose	To give Ss practice in listening for specific information.
Teaching Tip	***Picking out information*** Before playing the recording, the T should explain to Ss that the conversation is between two boys about places and items associated with China. Ask Ss to read through the information that they are supposed to listen for and pick out in the conversation. This will help them be more focused in what they are listening for.
Culture Focus	***Chinese food in Western countries*** Many people in Western countries love Chinese food, but the food they eat is very different from the food in China. Chinese food was brought to the US in the 19th century by Chinese immigrants. These immigrants made Chinese food using their traditional recipes, but they added local ingredients. They also changed the taste of the food to make it more interesting to American customers. This same thing happened in other Western countries like Australia. Later, new groups of Chinese immigrants added new dishes to the Chinese food found in Western countries. Nowadays, Chinese food is one of the most popular kinds of cuisine in Western countries.
Answers	Checked: • Have you visited the Palace Museum? • Have you been to the Great Wall? • Have you tried Chinese food?

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1c

Purpose	To give Ss practice in listening for specific information.
Teaching Tip	***Partner work*** If Ss have trouble listening and writing down all the notes about Peter (the foreign student), they can work with a partner and take turns writing down the information they hear.
Optional Approach	***Taking notes*** The T may wish to have Ss close their textbooks and take notes in the following way: 1. Play the recording, and have Ss take notes (with textbooks closed). 2. Have Ss check their notes with a partner. 3. Have Ss open their textbooks and do the activity, referring to their notes only. 4. Play the recording again to give Ss a chance to check their answers.
Answers	**Name**: Peter **Country**: Australia **How long in China**: two weeks **Places visited**: the Palace Museum, the Great Wall, the Bird's Nest (in Beijing), the Terracotta Army (in Xi'an) **Food**: Beijing Duck

1d

Purpose	To give Ss practice in using the target language in speech.
Teaching Tip	***Group work*** Ss can do this activity in pairs or small groups of three or four. Each S should ask every member of their group each question, allowing everyone to answer before continuing. To encourage variety, the T can ask each S to ask a different question about different places and things.
Optional Approach	***Writing practice*** Ss can write the answers from their group in sentences using the target language, e.g. *S1 has been to Australia, but S2 and S3 haven't been there. S1 and S2 have seen the new football stadium, but S3 hasn't.*

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2a

Purpose	To introduce the topic and prepare Ss for the subsequent reading activity.
Teaching Tip	***Brainstorm*** The T can ask Ss to brainstorm about Singapore and record their answers on the board in one or two words, e.g. *city-state, Chinese? English? near Malaysia*. Then the T can ask Ss to discuss what they know about Singapore with their group and decide what they want to know. Each group can then share their answers with the rest of the class. The T can write these points, i.e. what Ss want to know about Singapore, on the board as well.
Culture Focus	***"The Little Red Dot"*** Singapore is a very small island just north of the equator, at the tip of the Malaysian Peninsula. Some people have nicknamed it "The Little Red Dot" because it is so small that it often just appears as a little red dot on the map. It was originally part of the Federation of Malaysia but gained independence in 1965. It has a multi-racial population, with the Chinese being the largest group, followed by Malays and Indians. Singapore is home to the world's largest observation wheel (the Singapore Flyer), the world's largest aquarium (S.E.A. Aquarium), and the first wildlife night park (Night Safari).
Answers	Answers will vary.

2b

Purpose	To give Ss practice in reading for details.
Teaching Tip	***Underlining the reasons*** To help Ss process all the information, the T may wish to suggest that they underline the reasons for visiting Singapore as they read through the article. This will also help them to make notes after they have finished reading (as mentioned in the textbook).
Culture Focus	***Singapore — city, state, island or country?*** Singapore is unique in the sense that it is a sovereign city-state and an island country. • A city-state is an entity that is independent or autonomous (i.e. it governs or controls itself instead of being controlled by anyone else). A city-state consists of a central city and its surrounding villages/islands/territory — together, they follow the same law, have one form of government, and they share common languages, religious beliefs and ways of life.

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Culture Focus	• A sovereign state is defined by international law as having a permanent population, a government, and the ability to enter into relations with other sovereign states. Long ago, cities like Rome and Athens were thought of as city-states, but today, there are only three sovereign city-states in the world: Singapore, Monaco, and Vatican City. • An island country is defined as a country made up primarily of one or more islands, or parts of islands. Singapore consists of more than 60 islands, including the main island.
Answers	Answers will vary. Sample answers: There are eight reasons for visiting Singapore: 1. wonderful and safe place to take a holiday, 2. can speak Putonghua, 3. good place to practice English, 4. able to find a lot of food from China, 5. place to try new food, 6. the Night Safari, 7. temperature is almost the same all year round (so you can visit it at any time), 8. not too far from China

2c

Purpose	To allow Ss to demonstrate comprehension of the reading passage.
Optional Approach	***Scanning the main points*** In the teaching tip of the previous activity (2b), Ss were asked to underline the reasons for visiting Singapore in each paragraph. Ask Ss to scan just the parts that are underlined to get the answers for this activity. To make sure that they do not read everything in detail, give Ss a time limit of one minute. (The T should use his/her discretion to decide on the time given; this will depend on the ability of the class.) Ask Ss to close their textbooks before attempting the activity. They can then share their answers with a partner.
Answers	1. Most people in Singapore speak English as well as Putonghua. 2. It is easy to get many different kinds of good food in Singapore. 3. It is better to see lions and tigers at night because they will probably be awake. 4. You can visit Singapore at any time of the year.

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2d

Purpose	To give Ss an opportunity to demonstrate what they remember from the reading passage.
Optional Approach	***How much do you remember?*** Keeping their textbooks closed, ask Ss to fill in the blanks from memory. Each S in a pair can take the role of A and B respectively and fill in the missing words as they read aloud to each other. Allow Ss to refer to the notes they made if necessary.
Answers	Have, been; been, Southeast; speak; English; Have; ever; have, watch/see; hot/sunny; year

2e

Purpose	To give Ss practice in making notes based on their recall.
Teaching Tip	***Jotting down ideas*** Let Ss know that before they start on any piece of writing, e.g. article, letter, or something else, it is good practice for them to jot down their ideas or a list of items/facts that they would like to cover or include in their piece of writing.
Answers	Answers will vary. Suggested answers: • safe place to take a holiday • can speak Putonghua there • good place to practice English as well • different kinds of food • Night Safari • temperature the same all year round

3a

Purpose	To prepare Ss to write using the target language.
Teaching Tip	***Teacher talk*** The T can model this activity by talking about where she is from or an interesting place he/she has been to, and putting the information on the board.
Answers	Answers will vary. Sample writing: • Size and location: located on Australia's southeast coast • Population: more than four million • Weather: four seasons – coldest month is July, warmest month is January • History: established in 1788 as the first British colony in Australia

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Answers	• Places to visit: Sydney Opera House, Sydney Aquarium, Bondi Beach, Greater Blue Mountains Area • Things to eat: all kinds of food from around the world, including Greek, Italian and Chinese food

3b

Purpose	To give Ss practice in using the target language in writing.
Optional Approach	***Writing with a purpose*** Read the instructions to this activity to the Ss and ask them what they think it means to "advertise" a place. Some Ss may not realize that this means they need to write the article in such a way that it achieves an objective: to tell people about this place so that the reader would like to visit this place. Ask Ss to look at the article on Singapore again and see how the writer shows the reader various things about the country and makes it sounds exciting. Direct them to the box in this activity that highlights some of the phrases they can use to help them write the advertisement.
Answers	Answers will vary. Sample writing: Have you ever been to Sydney, Australia? It is the state capital of New South Wales, and is a wonderful, modern city with a population of more than four million people. Sydney was established in 1788 as the first British colony in Australia. If you go to Sydney, you can visit the famous UNESCO World Heritage Site – the Sydney Opera House, and maybe watch a performance there. The Sydney Opera House was opened in 1973, and is now one of the busiest performing arts centers in the world. You should also pay a visit to Bondi Beach. Many people say it is Australia's most famous beach. There are many things you can do at Bondi Beach, including learning to surf or scuba dive. Have you ever seen a shark feeding up close? If you visit the Sydney Aquarium, you can go on the glass-bottom boat ride and see a shark feeding in perfect safety!

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Answers	One great thing about Sydney is that if you get tired of being in a city and want to go somewhere quiet and peaceful, you can go to the Greater Blue Mountains Area. It is about a 90-minute drive from Sydney. The Greater Blue Mountains Area is another UNESCO World Heritage Site, and it is made up of seven beautiful national parks , as well as the well-known Jenolan Caves. There are many different kinds of food in Sydney, such as Australian, Greek, and African food. If you miss Chinese food, you can go to areas like Chinatown and Haymarket for all styles of Chinese food. Sydney has four seasons. Its coldest month is usually July, and its warmest month is usually January. No matter which season you choose to go in, there will always be fun and exciting activities for you in Sydney!

SELF CHECK

Purpose	To provide a comprehensive review of the key vocabulary and functions presented in the unit.
Procedure	1. Have Ss look at the Self Check activities. 2. Read aloud the prompts in the textbook and the words in the boxes. 3. Model the activities if necessary. 4. Give Ss time to do the activities and compare their work with a partner. 5. Elicit answers from the Ss and write them on the board.
Teaching Tip	***Different approach*** Except for part 2 that focuses on grammar, this activity encourages Ss to give answers based on their own experiences. The T may wish to get Ss to share answers with each other for part 1 and 3. This can be done in pairs or small groups. For part 1, ask Ss to share the reasons for their answers so as to encourage conversation between Ss.
Answers	1. Answers will vary. 2. What; Have; Yes, went; was; have; have, been; mind, did 3. Answers will vary.

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■ Optional Activity: Where have you been? What have you seen?

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

Procedure

1. Ask the class to come up with five places of interest in China, not necessarily famous ones. Get Ss to suggest places that are not already covered in Section B activity 1a. Write these on the board.
2. Divide the Ss into four groups.
3. In their groups, instruct Ss to compile the following data:
   - How many of them have visited each of these places?
   - For each of the places, find out:
     - how many among those who have visited enjoyed what they saw and why?
     - how many among those who have visited did not enjoy what they saw and why?
     - how many among those who have not visited would like to visit that place and why?
4. Once they have all the information, instruct Ss that they will now have to give a presentation to the class on their findings. Allow Ss freedom to decide what form their presentation will take. However, remind Ss that each group will be presenting about the same places, so the team members should decide how to make their group's presentation different and interesting.
5. The T may wish to give Ss extra time to get their presentation together and may allow them a day or two to prepare. However, for more of a challenge, the T may wish to tell Ss that they will need to use whatever they have in the classroom or with them at the time and get groups to do their presentations on the same day as the fact-finding. The T may wish to give them flip charts and markers to prepare visual aids.

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Unit 10 I've had this bike for three years.

一、教学目标与要求

话 题 **Topic**	居住的环境（Living environment）
功 能 **Functions**	谈论你拥有的物品和周围的事物（Talk about possessions and things around you） Jeff has had his bike for three years. I've had this magazine for a couple of months. I've had them since I was a child. He's owned a train and railway set since his fourth birthday. The concert hall has been around for at least 20 years.
语 法 **Grammar**	能正确使用现在完成时询问并表达持续性动作或状态（Present perfect tense with *since* and *for*） A: How long have you had that bike over there? B: I've had it for three years. A: How long has his son owned the train and railway set? B: He's owned it since his fourth birthday.
词汇和常用表达 **Words & expressions**	1 能正确使用以下词汇（Curriculum words） yard, memory, cent, toy, bear, maker, scarf, board, bedroom, railway, while, hometown, crayon, shame, century, childhood, check, clear, own, part, search, regard, count, consider, hold, sweet, soft, junior, certain, honest, truthful, nowadays, especially, among, opposite 2 能正确使用以下常用表达（Useful expressions） yard sale, bread maker, soft toy, check out, board game, junior high school, clear out, no longer, part with, as for, to be honest, close to, according to
学习策略 **Strategies**	1 能根据已有的背景知识对将要阅读的内容进行预测 2 能在阅读中借助上下文语境和构词法猜测词汇的含义
文化知识 **Culture**	1 国外的庭院售卖、慈善捐赠活动 2 我国乡村生活的变迁

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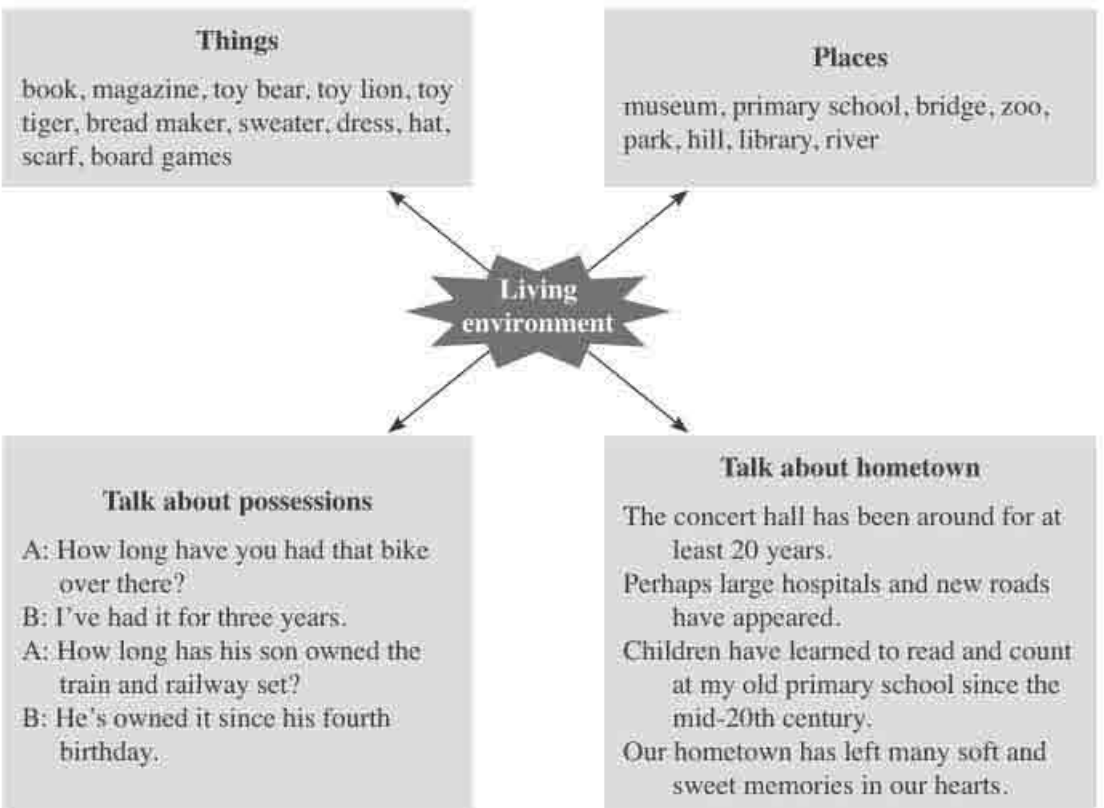
二、话题思维导图



三、内容介绍和教学建议

SECTION A 内容介绍

本单元的主题图展现了一个庭院售卖(yard sale)的场景，图中的女孩在问男孩他的自行车已经用了多久。这一场景呈现了本单元的话题“谈论所有物”和目标结构“现在完成时表示持续性动作或状态”的用法。

1a–1c的听说任务链通过主题图展现话题语境，呈现目标语言。1a要求学生观察主题图，回想自己家中是否也拥有这些物品，并使用了多长时间。此听前任务的目的在于激活学生的背景知识，让学生对后续的听力活动做好心理上和词汇上的准备。1b让学生通过听来了解庭院售卖的情况，同时输入目标语言。1c是基于听力基础上的一个简单的语言

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输出，目的在于加强学生对庭院售卖的认识，熟悉目标句型结构。

2a–2c的听说任务链则通过创设母亲和女儿艾米在讨论捐赠什么物品给儿童之家的情景，加强目标语言的输入，加深学生的认识。活动2a–2b主要让学生通过听来获取信息。2c要求学生尝试模仿听力内容，进行角色扮演，达到一定的语言输出。2d的示范对话呈现了艾米去儿童之家捐赠物品的情景，不仅能让学生体验到目标语言在真实场景中的运用，还增强了学生运用语言进行输出的意识。

3a–3c是Section A部分的阅读板块。3a的阅读篇章介绍了一家人将自己的旧物品售卖所得捐献给儿童之家的故事，不仅内容紧扣单元话题，还很好地融合了单元目标语言，更渗透了对学生的情感教育。3a和3b要求学生阅读文章，回答与文章细节相关的问题，并引发学生思考如何处理闲置物品。3c要求学生从文中找出与所给词汇意义相近的单词或短语，考查学生通过上下文理解词汇的能力。

本部分的教学重点是与庭院售卖、生活中的常用物品相关的词汇以及现在完成时表示持续性动作和状态的用法。教学难点是让学生理解延续性动词可用于表达持续性动作和状态，能够与since和for搭配使用。

SECTION A 教学建议

活动1a–1c

1. 让学生观察单元标题，猜测单元的主要话题。当学生说出是讨论身边的物品和拥有的时间时，教师可提问：
   - Do you still keep some old things, such as the toys you played with when you were a small child?
   - How long have you had them?
   - What are you going to do with them?
   - Have you ever thought about having a yard sale to sell your things?

   通过这些问题，教师导入听力场景“庭院售卖”。
2. 让学生观察单元主题图，说一说图中人物正在做什么以及图上有哪些物品。然后让学生两人一组，互相询问对方是否拥有主题图中的物品和保存了多长时间。教师可出示以下对话供学生参考：

   A: Do you have a bike?

   B: Yes, I do.

   A: How long have you had it?

   B: For eight years.
3. 让学生阅读1b的活动要求和所列各句，预测听力的主要内容，并谈谈理由。例

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如，学生可能会说Jeff is selling his old things and Amy is asking Jeff about his bike. 因为从主题图可看出，Amy手指着一部自行车和Jeff在对话，Jeff正在介绍自己拥有那辆自行车的时间。这样做可以锻炼学生的观察能力和预测能力，同时为下面的听做好准备。

4. 播放第一遍录音，让学生回答以下问题：
   - What's the relationship between Amy and Jeff?
   - What things did Amy ask about?
5. 播放第二遍录音，让学生完成1b练习。师生核对答案。
6. 教师展示听力原文，再次播放录音，全班边听边朗读对话，模仿其语音语调。
7. 让学生先阅读1c对话，理解对话含义，同时教学新词汇cent。然后请两个学生朗读1c对话。
8. 教师根据主题图中所提供的物品，选一名学生进行对话示范，替换1c中的部分信息。示范完毕后，让学生与同伴根据主题图所提供的物品开展口语替换训练。教师可针对不同层次的学生提出不同的要求：对于基础较弱的学生可要求他们只替换个别词汇；对于基础较好的学生则要求他们在内容上有一定的扩展，同时注意表情和动作。学生活动完毕后，可请几个小组展示对话，并分别对他们的对话和表演给予评价。

活动2a–2c

1. 听前，教师导入情景，介绍Amy家决定要淘汰一些旧物品，然后展示2a中所列物品的图片和名称，复习已学过的物品名称，教学新词汇，如：toy bear, bread maker, scarf, board games等。教师带读2a中所有词汇。
2. 让学生两人一组进行交流讨论，询问对方是否拥有2a中的物品。如果有，会捐赠哪些物品？保留哪些物品？为什么？以下问题可供学生参考：
   - Do you have ...?
   - How long have you had it?
   - Which one will you give away? Why?
   - Which one will you keep? Why?

   学生讨论完毕后，可请几个小组展示他们的对话。
3. 让学生浏览2a活动要求，明确听的目的。然后播放录音，让学生选出Amy想保留和准备捐赠的物品。学生完成2a后，与同伴交换意见，检查是否有遗漏。
4. 播放第二遍录音，学生核实自己的选择是否完整无误。师生核对答案。
5. 让学生浏览2b的内容，并根据每个句子的具体内容预填信息或对需要填写的词汇

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的性质和内容进行预测。例如：

Amy has had her favorite _____ for three years. 从句子内容可看出，应填入一个物品。

Amy's mom has had the old bread maker for more than _____ years. 从上下文可知，此句需要填入的是一个数字。

这样的预估结果能有效地帮助学生在听时抓住关键词。

6. 播放第三遍录音，学生完成2b练习，纠正和完善自己的预填信息。师生核对答案。如有必要，教师也可再次播放录音，在关键处暂停，以便学生抓住关键词。
7. 让学生翻开附录中的听力材料，边听录音边跟读对话，提醒学生模仿录音中的语音语调。
8. 要求学生从听力材料中找出本单元的核心句型，教师将它们板书在黑板上：

I've had it for three years.

I want to keep the bear because I've had it since I was a baby.

I've had it for more than 10 years.

然后让学生根据自己所拥有物品的实际情况，尝试模仿核心句型造句。教师巡视全班，并对学生所造句子中存在的共性错误或问题给予指正。

9. 让学生分角色朗读2c对话，然后要求他们两人一组，结合自己的实际情况，仿照2c编对话。教师可根据学情对学生提出不同的要求：英语基础较弱的学生能够流利地朗读2c对话，基础中等的学生能在2c基础上替换信息，语言表达能力较强的学生可适当拓展，在对话中添加一些2b听力中的句型，例如：

Even though ..., it's still ...

I think I want to keep ... because ...

It has a special meaning to me because ...

学生准备完毕，请几组学生上台表演他们所编的对话，教师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。

注意：Section A 部分无论是听力对话还是阅读篇章的主题都是与关爱、帮助他人有关，所以教师在教授Section A的各个环节都可以巧妙地利用文本素材对学生进行情感教育。

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■ 拓展活动：爱心行动

1. 每位学生写下五件自己现在仍然保留的小时候的物品。
2. 把学生分为四人或六人一组，互相询问小组成员拥有物品的情况，填写表格。然后根据下面的情境进行问答：
   假如周末班级组织一些同学去探望儿童之家的儿童，并且捐赠一些物品给他们，你会捐赠什么？为什么？

Name	What to give away	How long	Why

3. 各组学生完成调查后，让个别学生向全班汇报调查结果。
4. 教授学生关于帮助别人的英语名言。
5. 有条件的学校可以在班级组织学生开展真正的“爱心行动”，在采访这个环节之后，让学生填写捐赠表，把表格和捐赠的物品一起交到班级，由班级组织同学捐赠给儿童之家，或者是让学生亲手把表格和捐赠的物品送给儿童之家。

Name	What to give away	How long	Why

活动2d

1. 教师提出问题，让学生带着问题阅读2d对话：
   - Who is Linda?
   - Who is Amy? What does she want to do?
   - What things has Amy brought?
   - How long has Amy or her mom had them?

   学生阅读完毕后，要求他们用完整的句子回答问题。教师可适当解释其中的一些表达用语，如：Welcome to ..., check out ... 等。
2. 播放2d录音，让学生边听边朗读，模仿其语音语调，同时注意连读、重弱读和意群停顿。例如：
   语调：Great! Thanks so much! 感叹句用降调。

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连读：check out, for a long time

意群：The stories inside / may be / a bit old.

And check out / these soft toys and board games / for younger kids.

3. 让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。
4. 让学生两人一组，模仿2d内容，一位同学扮演儿童之家的职员，另一位同学扮演要捐赠物品的同学，根据在拓展活动“爱心行动”中填写的表格，自编对话。
5. 请几组学生在班上表演对话，评出最佳语音、最佳表演、最佳对话等奖项，鼓励学生多开口。

活动3a–3c

1. 读前，教师呈现一些国外庭院售卖的图片，让学生有直观的认识，然后提出一些关于庭院售卖的问题，让学生猜测并抢答。例如：
   - When do people usually have yard sales?
   - Why are the sales called “yard sales”?
   - What kinds of things do people sell at a yard sale?
   - Why do people like to buy things at a yard sale?

   抢答游戏不仅能活跃课堂气氛，同时还让学生对于庭院售卖有相对完整和深入的了解，为接下来的阅读任务做好准备。
2. 让学生带着3a的问题快速阅读课文，将课文中提到需要卖的物品画线。师生核对答案。
3. 学生阅读课文，从文章中找出3b前四个问题的答案。然后分小组讨论：首先各组成员交流和核对答案是否正确，如果组员理解上有困难，其他同学可帮助解释；然后请每位组员发表关于3b最后一个问题的见解，让一位同学做记录；最后，每个小组推荐一位同学和全班同学分享自己小组的观点。
4. 让学生再次阅读课文，完成3c练习。如学生完成起来有困难，教师可适当降低活动难度，挑选出文中的词汇或搭配短语，让学生在理解词汇在文中含义的基础上，进行词义匹配。如：

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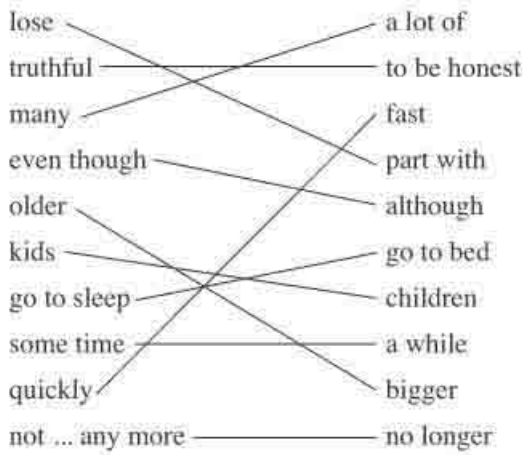

另外，教师还可增加带有语境的练习和活动，让学生尝试运用这些词汇，如：从下面的方框中选择词汇并以正确的形式补全对话。

part with	to be honest	a lot of	although	
bigger	go to bed	a while	fast	children

A: Ken, what are you doing?

B: I am putting away some toys with my _____.

A: What are you doing that for?

B: My kids are growing up _____. As they have gotten _____, they haven't played with some of the toys for _____ now. So we are clearing out _____ things, and we decided to give them to the Sunshine Home for Children.

A: Well, that sounds good. Do Sandy and Bob agree with the idea?

B: _____, Sandy feels quite sad to _____ her teddy bear, because when she was a little girl, she couldn't _____ without it. Bob was more understanding _____ it is hard for him to say goodbye to his basketball.

A: Maybe I can take Sandy and Bob out for a big dinner as a reward for being so generous.

B: Great idea!

（答案：children, fast, bigger, a while, a lot of, To be honest, part with, go to bed, although）

5. 如时间或条件允许，教师还可要求学生根据课文内容完成相关的复述活动。例如：假如你是3a文章中的女儿Cherry，你写信告诉你的朋友Mary有关这次庭院售卖的情况。

Dear Mary,

How is everything going on with you?

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We are going to do something great next Saturday. We are going to have a yard sale. Last Friday, Dad told us that our house has run out of space, so we _____ _____ (decide, sell, things) we no longer use. At first, Tommy was sad, because he _____ (own, train and railway set, fourth birthday). And he also liked the toy monkey he _____ (have, birth). I would like to sell a doll I _____ (own, ten years). It is still in good condition and beautiful. I also want to give away the small bike I _____ (not ride, two years). Daddy will give up his football shirts because he _____ (not play, a while). We _____ (clear out) 25 things. We will give the money we raise to the children's home.

What are you doing next Saturday? You're welcome to come to our yard sale.

Yours,

Cherry

(答案：decided to sell things, has owned the train and railway set since his fourth birthday, has had since his birth, have owned for ten years, haven't ridden for two years, hasn't played for a while, have cleared out)

该短文填空练习可让学生先独立完成，然后小组合作，互相检查完成情况，找出错误。最后师生核对答案。

■ **拓展活动：校园义卖会**

活动要求：为了帮助学校里的贫困学生，学校将在下周五下午4:00—6:00组织学生进行校园义卖会，学生可以售卖自己不需要的文具、旧书或者是其他物品，所得的款项捐到学校爱心助学基金，帮助贫困学生。请同学们四人一组讨论，填写以下义卖资格证。

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Certificate of the charity bazaar 义卖资格证

Name of our group: _____

Students: _____

Things to sell	Owner	Description	Price
1. A pencil box	Carol	I have owned it for 1 year. It is still new.	$5
2.			
3.			
4.			

Date: _____

活动步骤：1. 将全班分为四至六人小组，各组分别讨论各自的义卖计划。

2. 学生讨论完毕后，教师可请几组代表讲讲自己小组准备义卖的情况；教师也可以把全班每个小组的义卖资格证贴在班级的墙上，让同学们选出最受欢迎的义卖物品。

如条件允许，教师还可以把这个活动改成班级义卖会，把同学们的义卖资格证张贴出来，举行真实的义卖。

语法内容介绍和教学建议

本单元的重点语法项目是带有since和for的现在完成时的句子。Grammar Focus表格总结了本单元的典型例句，包括由How long引导的现在完成时的特殊疑问句，分别用for和since回答的例句，还有现在完成时的一般疑问句。教材中4a–4c的活动编排不仅体现了从易到难的层次性，活动的设计也是从控制性到开放性，从机械的语法练习到实际运用。4a通过示范引导学生使用带有for或since的现在完成时造句，让学生分辨for和since的区别，进一步感知目标语法结构的形式和意义。4b提供了带有语境的句子，要求学生根据句意和关键词来判断该使用什么时态，这一活动训练了学生在语境中合理运用时态的能力。4c则是开放性的输出活动，要求学生访问两个同学，了解他们拥有的物品和时间。这一活动很好地利用了学生之间的信息沟，使他们能在相对真实的交际环境中使用目标语言，也增强了学生之间的互动和相互了解，使课堂活跃起来。

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语法部分具体教学建议如下：

1. 将学生分成四人小组，开展小组讨论活动。让学生先读Grammar Focus表格中的句子，同时思考以下问题：

   1) 现在完成时的特殊疑问句的结构是什么？用什么疑问词来询问拥有某物品的时间？

   2) for后面接什么？

   3) since后面接什么？

   教师还可提供更多例句供学生讨论分析。例如：

   (1) A: How long have you had that toy bear?
   B: I have owned the toy bear for more than six years.

   (2) A: How long has he worked as a policeman?
   B: He has worked as a policeman for ten years.

   (3) A: How long have they worked here?
   B: They have worked here since June.

   (4) A: How long has she studied English?
   B: She has studied English since she was five.

   (5) A: How long have you known Jack?
   B: We've known each other since we were primary school students.

2. 小组讨论完毕后，教师请个别同学回答前三个问题。如学生回答不完整，则请其他组的同学补答，然后教师再总结以下内容：

   1) 现在完成时的特殊疑问句的结构：疑问词+ have/has +主语+过去分词+其他成分。询问拥有时间的疑问词用how long。

   2) 介词for后接一段时间，指某个动作或情况到现在为止已持续了多久。

   3) since有两种用法，分别是：①作为介词，接一个时间名词；②作为连词，引导一个时间状语从句。since 表示“自……以来”，指某个动作或情况从过去某一点时间一直持续到现在。

3. 教师展示以下句型对比，再让学生分组讨论问题：与how long, for或者since搭配使用在现在完成时中的动词有什么共同特点？

   A. How long has Mary left? ×
   How long has Mary been away? √

   B. How long has he borrowed the book? ×
   How long has he kept the book? √

   C. Maria has come back since Monday. ×
   Maria has been back since Monday. √

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D. Tony has bought the computer for two years. ×

Tony has had the computer for two years. √

学生讨论完毕后，请一两个小组派代表发表自己的观点，教师引出延续性动词和非延续性动词的概念，并说明当用现在完成时的肯定句和how long引导的疑问句表示持续性动作和状态时应使用延续性动词。

4. 教师提供一些句子层面的练习，检测学生是否掌握要点。如：

1) Becky _____ (has been, has become) a doctor for ten years. She likes her job very much.

2) We are late. The movie _____ (has started, has been on) for ten minutes.

3) Ken, you should return the book to the library. You _____ (have borrowed, have kept) it for more than two weeks.

4) I _____ (have bought, have had) this bike since I was ten, so I want to buy a new one.

学生完成练习后，核对答案。

（答案：1) has been 2) has been on 3) have kept 4) have had）

5. 最后，教师总结一些常见的非延续性动词如何转换为延续性动词。例如：

buy — have had	borrow — have kept
leave — have been away	die — have been dead
come back — have been back	begin — have been on
join — have been a member of	open — have been opened

活动4a

1. 让学生和同伴合作，阅读4a的句子，确认每个句子的谓语部分应该用的结构，如：

1) has been in　　2) have not eaten

3) have had（本题是难点，有的学生可能会写have bought。）

4) have known

5) has been ill（有个别学生不了解ill的词性，可能会写到has illed。）

教师巡视后，针对学生可能存在的共同问题给予提示或启发，尤其是第三句和第五句。

2. 让各小组继续讨论并确定每个句子的时间状语，如：

1) for three days

2) for ten hours

3) since 2009

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4) for three years

5) since Monday

3. 学生讨论完毕后，给学生一定的时间写出完整的句子。先小组核对答案，再全班核对答案。

活动4b

1. 让学生先观察4b各句，了解句子的大意，并观察句中是否有关键的时间状语提示词，将它们画线，然后根据提示词决定句子的时态和动词的形式。
2. 学生独立完成4b后，让学生与同伴讨论自己填写的内容是否正确。教师巡视班级，必要时提供帮助。师生核对答案，学生朗读完整的句子，说明句子大意，并说出选择某种时态的理由。

活动4c

1. 教师先引导学生读懂4c活动要求，明确活动任务。再选择一两位学生进行问答示范，询问他们拥有什么物品以及拥有的时间，并将信息板书在黑板上。
2. 要求学生根据示范的对话，在规定的时间内采访至少两位同学，获取相关信息，鼓励采访更多的同学，询问的物品种类越丰富越好。学生活动期间，教师在课堂上巡视，给学生提供必要的帮助。
3. 学生互动完毕，教师在班级进行调查，看哪些同学在规定的时间调查了最多的同学，调查了哪些物品种类，并让他们汇报自己的调查结果。然后再提问几个不同学情的学生，让他们陈述调查情况，并给出一些参考句型，如：

   Treasure Island is Tony's favorite book. He has had it for two years.

SECTION B 内容介绍

本部分在Section A所学的基础上，进一步拓展话题，由谈论身边的物品转到谈论周围的环境变化。

1a–1d的听说活动将话题引入到家乡的建筑物的变迁。学生通过听说训练，学习如何描述所居住的城市或者家乡的特色建筑物的历史或者改变。2a–2d是阅读教学板块，这一部分图文并茂，话题紧贴时事，讲述了从农村到城市工作的人对家乡的关注，包括家乡的变化和家乡的一些特色。阅读材料包含了丰富的词汇，再现了本单元的语法、功能项目，内容丰富，便于帮助学生巩固本单元所学知识，同时还渗透了引导学生利用已知的背景知识去猜测文章内容的策略培养。3a–3b的写作任务首先通过一些问题帮助学生形成写作大纲，然后提供了段落说明，帮助学生理清思路，顺利完成写作任务。

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本部分的教学重点是让学生能够运用有for和since的现在完成时的句子描述家乡或某个地方的历史变迁，同时还有阅读策略和写作技巧的训练。教学的难点是在阅读2a文章之后，能运用恰当的词汇和正确的时态来复述文章，完成2c练习。

SECTION B 教学建议

活动1a-1d

1. 听前，教师引入话题：It seems difficult for us to part with the old things we have had a long time. But what about our neighborhood or the city we have lived for a long time? I think there must be some old buildings and places in your neighborhood. What are they? Can you name some? 此时，教师可展示以下表格，表格中隐藏了八个地点名词，让学生找出它们，教师板书在黑板上。

B	P	A	O	H	E	L	D
A	A	B	R	I	D	G	E
N	R	C	I	L	D	W	N
K	K	D	V	L	Z	O	O
M	U	S	E	U	M	C	Q
L	I	B	R	A	R	Y	Y

横排：bridge, museum, library, zoo

竖列：bank, park, river, hill

2. 教师先带读这些词汇，再让学生完成活动1a。

> 注意：若学生主动意识较强，教师也可让学生两人结对开展“头脑风暴”活动，合作列出各种表示地点的名词，看哪个小组列出的词汇最多，而且拼写正确。然后让学生与同伴交流他们熟悉的生活环境，例如：学校或家附近有哪些老商店或建筑物，已经存在多久了，鼓励他们用完整的句子来表达。
>
> There is a ... in ... It has been there for ...
>
> There are ... next to ... They have been there since ...

3. 教师导入听力情景，让学生浏览活动1b和1c，并对听力内容进行预测：What are Martin and Jenny talking about?

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注意：这个听前预测活动可以有效训练学生综合分析和逻辑推理能力。教师可引导学生从1b的问题以及1c的表格要求中寻找关键词，由于hometown出现了多次，而且限定词多为Jenny's。从这些线索，学生不难推断出他们的主要话题是Jenny's hometown。

4. 播放第一遍录音，让学生自主完成1b活动。教师可提醒学生在听时适当地做些笔记。
5. 播放第二遍录音，学生将1b的答案补充完整。师生核对答案。
6. 学生阅读1c要求和表格，然后播放录音，让学生尝试完成表格。
7. 再次播放录音，让未完成的学生继续完成1c表格填写，已完成的学生核对答案的正误。全班核对答案。必要时，教师可补充播放部分录音片段，帮助学生理清表述内容，对部分较难、较长的句子或固定表达进行解释。例如：

   Even though it's old, it's full of interesting things to see and things to do. 虽然是个老城镇，但是有很多有意思的东西可以看以及事情可以做。

   I've never seen anything like it. 我从来没见过那个样子的（建筑物）。

   Can we check it out? 我们能去看看吗？

   It's been around for as long as I can remember. 自我记事起它就一直在那儿了。
8. 让学生翻开附录的听力材料，边听录音边跟读，模仿其语音语调，再请几组学生分角色朗读，并给予适当点评。
9. 请两个学生朗读1d对话，然后要求学生两人一组根据自己熟悉的环境模仿1d内容编对话。教师可根据学情对学生提出不同的要求，这样可使全体学生都能在能力范围内运用目标语言进行表达。

■ 拓展活动：家乡特色调查

让学生在班内自由采访同学，了解大家心目中家乡的一些特色，并填写以下表格。

Name	Special places/things	How long

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句型提示：What are some of the special places/things in your hometown?

How long has it been there?

学生采访时，教师巡视全班，给学生提供必要的语言支持。活动完毕，教师可请不同学生报告他们的调查结果。教师注意选择不同层次的学生，并在报告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报告内容提问其他学生，检测其他学生是否认真聆听台上同学的汇报。

注意：教师在课堂上会经常通过提问学生来检测学生掌握的情况，并让全班同学核对答案。教师在提问时要关注提问的艺术，例如，不同层次的问题应提问相应的不同层次的学生，让每个层次的学生都感受到回答问题所带来的挑战和成功。同时，教师提问的时候不应仅仅提问举手的同学，还可以提问有相同特征的学生，例如戴眼镜的男生、短头发的女生、姓李的学生、喜欢蓝色的女生、学号尾数为3的学生等等，增加提问的趣味性。

活动2a–2d

1. 读前，让学生根据课文标题和图片，对课文可能提及的内容进行预测。例如：教师可引导学生预测文中可能提到家乡的哪些方面，教师可将学生们的预测结果板书在黑板上：



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接着让学生与同伴合作，使用恰当的形容词来修饰罗列的名词。例如：



借助这一步骤，教师可适当呈现课文中的部分新词汇，如：search, among, regard, memory, especially 等。如果学生语言表达能力较强，教师还可以让学生用以上词汇造句。通过词汇联想的方式，激发学生想象和思考，激活学生头脑中各种相关的图式，让学生回忆已学知识或相关经验，互相启发，畅所欲言，这样可为阅读文章做好充分的准备。

2. 让学生浏览 2a 的问题，并在小组内讨论这三个问题。教师可请几个小组发表自己的看法，但不予评价。然后让学生阅读课文，核实自己的读前预测是否准确。
3. 要求学生仔细阅读课文，根据所读内容判断下面句子的正误。

   1) Zhong Wei has lived in Guangzhou for more than ten years.

   2) He didn't return to his hometown last year.

   3) Many new schools and large hospitals have appeared in his hometown.

   4) Zhong Wei had a happy childhood in his hometown.

   5) Zhong Wei is happy with the developments in his hometown.

   （答案：1) F　2) T　3) F　4) T　5) T）
4. 让学生再次细读文章，从文章中找出与 2b 所列词汇意思相同的词汇。如果该活动对于学生来说有难度，教师可参考 Section A 阅读 3c 的操作方式，降低难度，让学生进行词汇匹配。或者也可让学生先自主找出短语，再与同伴交流核对。
5. 让学生再次阅读课文，从文中找出所有表示持续性动作和状态的现在完成时的句子以及在理解上有困难的句子和表达，教师适当加以引导和解析。
6. 让学生先自主完成 2c，再与同伴交流讨论。师生核对答案。
7. 播放课文录音，让学生跟读，模仿录音中的语音语调。然后，全班齐读课文。
8. 让学生小组合作讨论，根据 2d 的要求，讲述所在城镇发生的变化，并对这些变化进行评价，说明好还是不好以及缘由。各组根据讨论情况做好记录。最后，教师可请不同小组汇报讨论的情况。

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■ 拓展活动：学校大调查

将学生分成四人一组，对学校的历史和建筑物、标志性的地方进行调查，找出至少三个学校这几年变化特别大的地方以及学校一直保持不变的三个地方。让学生写调查报告，并就学校的整体发展给出建议。学生在调查报告中可能会用到的句型有：

- There is/was a ... in the south of the school / next to ... / across from... / in front of ... / behind ...
- ... has been there since/for ...
- ... have appeared.

活动3a–3b

1. 教师展示一些玩具和书本的图片，和学生自由交流，谈谈他们孩童时代最喜欢的东西是什么，有哪些东西仍然保留到现在。通过自由交谈引入话题，引发学生的回忆，从而确定写作中的物品是什么。
2. 教师先选择一名学生就3a的问题进行问答，起到示范作用。然后让学生两人一组，互相问答，为写作做好材料上的准备。
3. 教师提问两至三组不同层次的同学，让他们展示他们的对话，不仅锻炼了这些同学的口语，增强他们对写作材料的认识，同时给予其他学生目标语言的输入和模仿的机会。
4. 让学生根据3a的回答和3b的写作框架提示，完成3b的作文。
5. 让学生和同伴交换草稿，检查对方是否按提示写作以及是否存在语法、拼写错误。
6. 教师请几个不同层次的学生展示他们的作文，师生共同点评。

SELF CHECK内容介绍和教学建议

活动1

该活动要求学生用for或者since来完成句子。该活动是一个半控制性的活动，设计目的是检测学生是否能够正确区分for和since的用法，此外，让学生在相对真实的语境中活用for和since引导的短语。

1. 让学生先根据自己的真实情况完成句子。
2. 让学生两人一组，核对对方的答案是否存在语法或者拼写错误。
3. 教师提问个别学生，让全班其他同学辨别句子的正误。

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活动2

该活动要求学生在真实的对话语境中灵活运用现在完成时的句子。

1. 引导学生阅读对话，了解对话大意。让学生根据上下文和句子中的关键词完成对话，同时要求学生画出关键词和提示词。
2. 让学生四人一组，讨论答案的正误。然后全班核对答案。
3. 让学生两人一组分角色表演对话。教师请两至三组学生表演，然后给予适当的鼓励和评价。

四、课文注释

1. **My daughter is 16 and my boy is already in junior high school.** 我女儿16岁了，我儿子已经上了初中。

英语high school为“中学”之意，在美国和加拿大尤指“高中”（senior high school）。在英国，“中学”除high school这一说法外，人们还常用secondary school这一说法。此外，为避免high school可能形成的误解，人们还用junior和senior两词来区分初、高中，将“初中”称作junior high或junior high school；“高中”称作senior high或senior high school。

英语可用start school表示“入学；上学”，用finish school表示“结束学业；毕业”。例如：

He is your age and will start school today. 他跟你一样大，今天就要上学啦。

He started to work right after he finished school. 他从学校一毕业就开始工作了。

2. **My daughter was more understanding, although she also felt sad to part with certain toys.** 我女儿更能理解一些，尽管她也觉得要和某些玩具分开很伤心。

part with为一个短语动词，表示“不情愿地与……分手，将之送给或卖给他人”。例如：

Paul was reluctant to part with his valuable stamp collection. 保罗实在不愿意卖掉他那些珍藏的邮票。

She took the computer game from Jack, who parted with it unwillingly. 她从杰克的手中接过电脑游戏，杰克不情愿地将它放手。

I took the book, thanked her, and told her I would never part with it. 我接过书，谢过她，并告诉她我不会把这本书再送给别人。

3. **With a hard job in a crayon factory, he doesn't find much time to visit his hometown.** 他在蜡笔厂的工作非常辛苦，所以抽不出很多时间回去看看家乡。

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Many people like Zhong Wei regard with great interest how their hometowns have changed. 许多人都像钟伟一样对家乡的变化很感兴趣。

以上两句中介词with均表示原因，意思相当于汉语“因为”或“由……而引起”，但仍然有所区别：

1）第一个句子中介词with表达“因为或由于某一存在的情形或情况”。例如：

With everyone away on holiday, the house was very quiet. 由于所有人都外出度假去了，房子里很安静。

I can't think properly with all this noise going on. 因为这些嘈杂的响声，我无法正常思考。

The sky grew darker with the approach of dark clouds. 随着乌云渐渐逼近，天空越来越暗。

2）第二个句子中with表达“因为某种情感或身体状况而引起……”。例如：

She was screaming with joy. 她因兴奋而尖叫起来。

Jack shook with anger when he heard his money had been stolen. 听到他的钱被偷了，杰克气愤得直发抖。

五、文化注释

庭院售卖（yard sale）

这是国外的一种风俗，也是一种独特的售物方式。人们利用周末，将家中多余不用的物件放在自家庭院中廉价出卖，因而被称作“yard sale”。也有人将其译作“庭院大清货”。

庭院廉价处理的物品种类繁多，大到家具、冰箱及彩电，小到玩具、衣物和鞋帽，应有尽有。这些物品虽多数为二手旧物，但全新之物也时有所见，且价钱合理公道，甚至还可讨价还价。正是这种低廉、公道的价格及买家对淘宝和碰大运的心理使得yard sale在国外广受人们欢迎，逐渐演变成为一种独特的文化现象。

yard sale还有若干别名，如称作garage sale（车库售物）或porch sale（门廊下售物）等。有的美国人好搬家，为了轻便，人们在搬家前常把多余的东西处理掉。这时，yard sale又变成了moving sale（搬迁售物）。庭院售物不仅可以避免浪费，调节有无，帮助人们解决实际问题，而且还能满足各方面人对特殊物品的兴趣和需要。这种廉价处理活动的存在和长期延续说明了它的实用性和社会价值。

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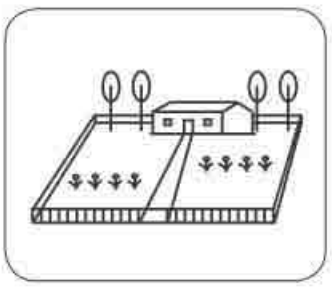
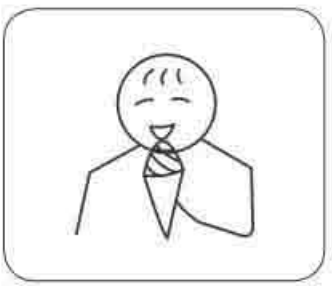
六、教学简笔画

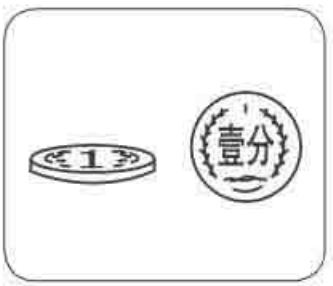
1. yard



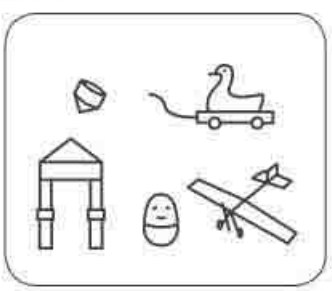
2. The ice cream is sweet.



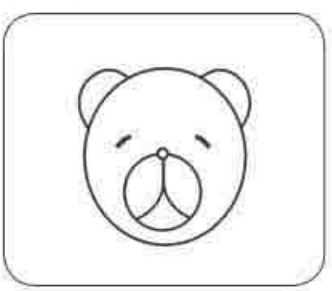
3. cent



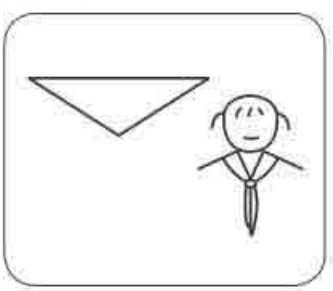
4. toy



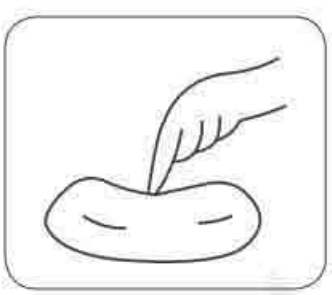
5. bear



6. scarf



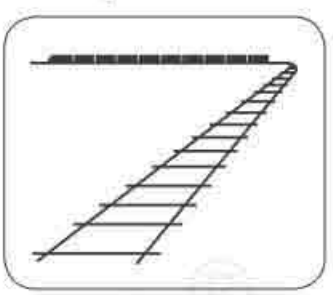
7. soft



8. check the ticket



9. railway



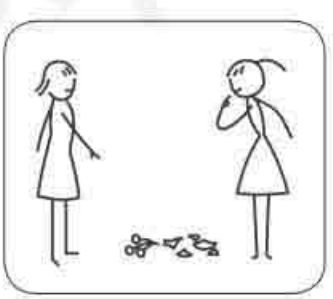
10. A certain man comes to see you.



11. She is honest.



12. a truthful girl



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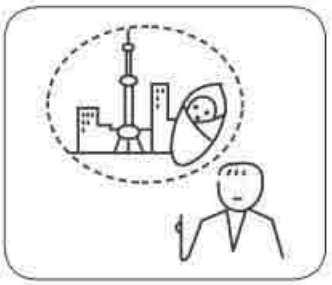
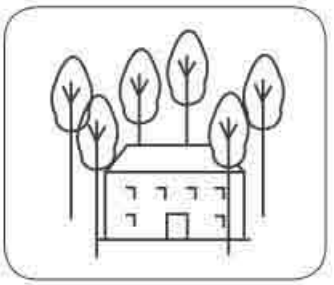
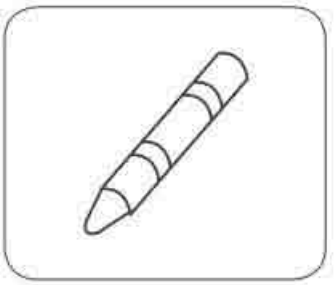
13. hometown



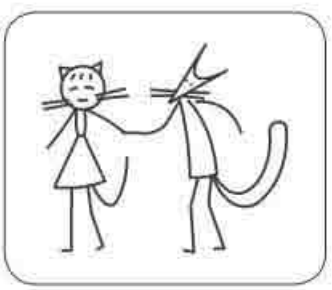
14. among trees



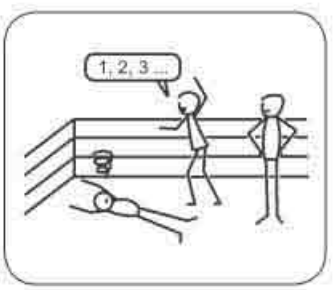
15. crayon



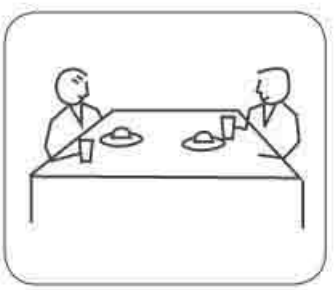
16. regard the fox as her friend



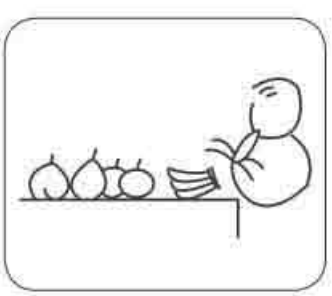
17. count



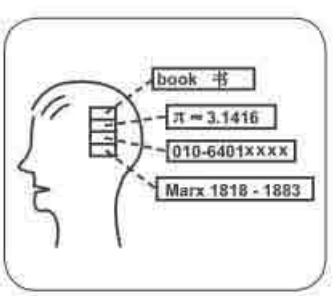
18. sit opposite me



19. especially like bananas



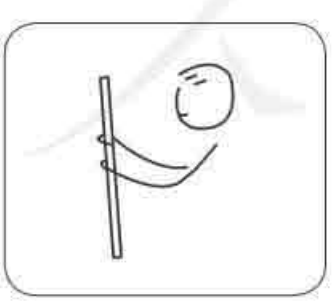
20. memory



21. consider buying a TV



22. hold



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Unit 10 I've had this bike for three years.

SECTION A

1a

Purpose	To introduce Ss to the unit goal: talk about possessions and things around you. To set the scene, increase Ss' vocabulary and introduce the target language.
Picture	The picture shows two children standing outside, talking. The boy is having a yard sale. He is standing behind a table on the grass in the yard in front of his house. The table is covered with things his family is selling: old clothes, toys, cups and glasses, plates and bowls, books, a vase and a lamp. The girl is carrying a backpack on her back and asking about the red bicycle.
Culture Focus	***Yard sales*** Yard sales are events in the US and Canada where people sell old things that they no longer want, on the grass in front of their house – their yard. People often hold yard sales in spring when they clean out their houses and get rid of things they don't use or want anymore. People who plan to hold a yard sale will usually put up notices around their community and put up signs to point the way to their house. In some places, the government requires a license, but this is not common.
Optional Approach	***Teacher-led picture talk*** If Ss are not familiar enough with the vocabulary to name or talk about things at a yard sale, the T can guide the picture-talk activity by eliciting specific vocabulary while referring to specific items.
Answers	Answers will vary.

1b

Purpose	To give Ss practice in listening for specific information.
Optional Approach	***Listen without writing*** The T can ask Ss to put their pens/pencils down and listen to the recording first without writing anything. Have Ss close their eyes so that they can concentrate better while listening to the recording. Once the recording ends, ask Ss to open their eyes and do the activity.

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Answers	Checked: • Jeff's family is having a yard sale. • Amy thinks it's hard to sell her old things. • You can also give old things away to people in need.

1c

Purpose	To give Ss practice in using the target language in speaking.
Optional Approach	***Let's have a yard sale!*** The T can divide the class into four to six groups. Get groups to pair up. For every two groups, set up a small table with ten items or more. Ss can contribute their own items, such as a book, a pen, a water bottle. (Assure Ss that they will get their items back.) Another option is to have Ss draw and cut out pictures of items they want to contribute to their yard sale. When the three tables are ready, Ss can start on their role-play of a yard sale held by their respective combined groups, e.g.: 1. Groups 1 and 2 have paired up. Ask each group to select one S from their group to role-play the "buyer" and the "seller", e.g. a S from Group 1 is the seller, and a S from Group 2 is the buyer. 2. The buyer should approach the table with their yard sale items and look at the items before selecting one item to ask the seller about. 3. The seller will then reply accordingly. (Remind Ss to model the conversation provided in activity 1c.) 4. When the first pair has finished their conversation, another pair of Ss should take their place as "buyer" and "seller". 5. Repeat until each pair has had their turn. **Note:** As there is more than one yard sale going on at the same time, it may get too noisy in the classroom if the Ss talk too loudly during their conversation practice. The T should monitor the volume level and encourage Ss to speak at an average volume.

2a

Purpose	To give Ss practice in listening for the target vocabulary.
Optional Approach	***Listen twice*** For weaker classes, the T can play the recording twice. The first time, get Ss to listen just for the items that they need to check, i.e. which things will be given away. The second time, have Ss listen for the items they need to circle, i.e. which things will be kept.

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Culture Focus	***Teddy bears*** The teddy bear is a kind of toy bear which was created in the US. It was named after Theodore Roosevelt, who was the US President from 1901 to 1909. His nickname was Teddy. Since then, they have become one of the most popular soft toy animals. There are shops which sell clothes for teddy bears, and museums around the world which show the history of teddy bears. For example, there is a well-known Teddy Bear Museum in Jeju, Korea.
Answers	Checked: magazine, toy lion, toy tiger, bread maker, sweater, dress Circled: book, toy bear, hat, scarf

2b

Purpose	To give Ss practice in listening for specific information.
Teaching Tip	***Pre-listening prediction*** Ss can attempt this activity before they listen to the recording again. Ss can then exchange books and do peer correcting while listening to the recording again.
Optional Approach	***Helping words*** For weaker classes, the T can help the Ss by writing the answers on the board, in a jumbled-up order, e.g.: • *dress* • *bear* • *ten* • *book* • *sweater* • *baby*
Answers	1. book; 2. bear, baby; 3. ten; 4. sweater, dress

2c

Purpose	To give Ss practice in using the target language in natural speech.
Teaching Tip	***Change the reasons*** If Ss are unable to remember the reasons why Amy is willing or unwilling to give away an item, the T can encourage Ss make up their own reasons, as long as the reasons are logical or plausible.

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2d

Purpose	To give Ss practice in using the target language in speaking.
Teaching Tip	***Let's have some props*** The T can prepare a box containing the items mentioned in the conversation, i.e. a few magazines, some soft toys, a couple of board games, some clothing, and bring them to class for the Ss to use as props when they do their role-plays. To encourage greater engagement, the T can ask Ss to contribute items they own. (Assure Ss that they will get their items back.)

3a

Purpose	To give Ss practice in reading for specific information.
Teaching Tip	***Pre-reading prediction*** The T can ask Ss to guess the answer to the question asked in the activity. Hint to Ss that the pictures may provide a clue. (Both pictures show children with toys, so Ss may be able to guess that "toys" may be something that will be sold at this family's yard sale.) It will be more difficult for them to guess what items the father will sell at the yard sale (since there are no visual clues), but the T can guide Ss in this by asking them to use their knowledge about adults, e.g. their parents, and think of what adults are likely to give away or sell.
Optional Approach	***My favorite things*** Ss can work in pairs or small groups to discuss favorite things that they have had for a long time and that they would not like to throw away even though they are old.
Answers	They are going to sell old toys and football shirts at the yard sale.

3b

Purpose	To give Ss practice in reading for comprehension.
Teaching Tip	***What would I do?*** If Ss are too shy to volunteer their answers for question 5, the T can start the ball rolling by talking about whether he/she ever thought of having a yard sale, and what he/she would do with the money raised from a yard sale. Ss will usually be more open to sharing their thoughts when they see that the T is open about it as well.

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Optional Approach	***Write a short paragraph*** Question 5 asks two questions. The T can have Ss answer the second question ("What would you do with the money you raise?") by writing a short paragraph saying what they would do and their reason for doing that.
Answers	Answers will vary. Suggested answers: 1. They decided to have a yard sale because they have too many things in the house and don't seem to have enough space. 2. They want to give the money to a children's home. 3. He wants to keep his train and railway set because he has had it since his fourth birthday and he played with it almost every week until he was about seven. 4. Old toys can bring joy to children who don't have the money to buy toys. 5. Yes, I have. I would give the money I raise to my favorite animal shelter to help the animals there.

3c

Purpose	To give Ss practice in reading for specific vocabulary.	
Optional Approach	***Make sentences*** To provide Ss with more vocabulary practice, the T can ask the Ss to make sentences using either set of words from the activity: Set 1: *lose, truthful, some time, quickly, kids, many, even though, older* Set 2: *part with, honest, a while, fast, children, a lot of, although, growing up*	
Answers	lose — part with truthful — honest some time — a while quickly — fast	kids — children many — a lot of even though — although older — growing up

GRAMMAR FOCUS

4a

Purpose	To give Ss practice in using the target language in writing.
Teaching Tip	***Speaking practice*** Ss can use the Grammar Focus sentences to create simple conversations, e.g. *A: How long have you had that bike over there?* *B: I've had it for three years.* Encourage Ss to be creative and vary the sentences, e.g.

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Teaching Tip	*A: How long have you had that bread maker?* *B: I've only had it for eight months.*
Answers	1. Jim has been in Japan for three days. 2. They have not eaten for ten hours. [Note: It is likely that Ss will give an answer such as "They have been very hungry for ten hours." This answer should not be accepted. Although their last meal was ten hours ago, it isn't logical that they got hungry immediately after they had their last meal.] 3. I have had a camera since 2009. 4. I have known Anna for three years. 5. Linda has been ill since Monday.

4b

Purpose	To give Ss practice in using the present perfect tense.
Answers	1. have never been, go; 2. have never owned, have always wanted; 3. have had, bought; 4. have not been/haven't been, miss; 5. has been, is

4c

Purpose	To give Ss practice in using the target language to ask and answer questions.
Teaching Tip	***Alternative answers*** In case Ss answer a question in the negative, the T should ask Ss to provide an alternative answer so that the conversation can continue, e.g.: *A: Do you own a basketball?* *B: No, but I own a football.* *A: How long have you owned it?* *B: I have owned it for almost two years.*
Answers	Answers will vary.

■ Optional Activity 1: Good and bad experiences I have never had

Purpose	To review the present perfect tense using *have ... had*.

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Procedure

1. Divide the board in half vertically.
2. On the left side of the board, write:

Good experiences I have never had

3. On the right side of the board, write:

Bad experiences I have never had

4. Get two Ss to come forward and stand on each side of the board. They will be the assistants to help with writing on the board.
5. Ask the rest of the Ss to volunteer experiences that they have never had, be it good or bad. Ss should use the form:
   - *I have never ...*
   - *I haven't ...*
6. Get the two "assistants" to write each sentence on the appropriate half of the board, depending on whether it is a good experience or a bad experience.
7. When there are ten sentences on each side of the board, stop the brainstorming.
8. Next, ask Ss to work in pairs (the two "assistants" can return to their seats).
9. Each pair should look at the sentences on the board, and decide, for them, which are the three best experiences they have never had, and which are the three worst experiences they have never had.
10. Select a few pairs to share their choices with the class.

■ Optional Activity 2: What has been changed in the classroom?

Purpose	To give Ss practice in using the present perfect tense to talk about things around them.

Procedure

1. Divide Ss into groups of four or five.
2. Ask the first group to memorize the position of everything in the classroom for two to three minutes.
3. After two minutes, ask the first group to close their eyes. (Other Ss can help to ensure that nobody in that group is peeking.)
4. While the Ss of the first group have their eyes closed, the other Ss will change five things

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in the classroom, e.g. switch pictures on the noticeboard or move the T's pencil case to the other corner of the T's table.

5. Once the changes have been made, ask the group with their eyes closed to open their eyes. Ask the Ss in that group to identify what has been changed in the classroom. Remind Ss to use the present perfect tense in their answers, e.g.:

   T: What has been changed in the classroom?

   S1: The two pictures on the noticeboard have been switched.

   S2: The chair over there has been moved.

6. When the group finishes identifying the five things that have been changed, the other Ss in class must confirm or deny those changes they identified.
7. Once the five changes have been identified correctly, the second group can take their turn to guess. (There is no need to return things to their original positions.)
8. Repeat Steps 2–7 for each group until every group has had a turn.

SECTION B

1a

Purpose	To introduce Ss to the topic.
Teaching Tip	***More information*** To enable the T to confirm that Ss understand the vocabulary, the T can ask Ss to name the places or things they check.
Answers	Answers will vary.

1b

Purpose	To give Ss practice in listening for specific information.
Optional Approach	***Extended activity*** Ask Ss at what times of the year students in China might go back to their hometowns, and why they would (or would not) enjoy these visits, e.g. enjoy seeing family and old friends but not enjoy riding crowded trains and buses. You can also ask them to imagine that they have invited a visiting foreign exchange student to their hometown. Ask them what they would choose to show them, and why (what they would say/explain to the exchange student).
Culture Focus	***Going home*** In North America, Ss will often go back to their hometowns during school breaks and/or public holidays, e.g. Thanksgiving, Christmas, New Year's, Easter.
Answers	1. Yes, he does. He thinks it is really beautiful. 2. No, she doesn't. Jenny has been away for the past few years.

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Answers	3. There is a big park behind the science museum. Many families go to the park on weekends to let their kids run around and climb the hills.

1c

Purpose	To give Ss practice in listening for specific information.
Teaching Tip	***Key words first*** Tell Ss not to try and catch every word, and focus instead on catching the key words *for* and *since* and the subsequent time words. This will allow them to complete the third column on the right first. They can then look at how this information can help them to complete the second (middle column). This way, Ss will improve their focused listening on the one hand, and their critical thinking on the other hand, i.e. they will need to process the information in the third column in order to complete the spaces in the middle column.
Answers	

Place	New or old?	How long has it been there?
town library	old	for hundreds of years
science museum	new	since last August
restaurant down the street	old	for as long as Jenny can remember

1d

Purpose	To give Ss practice in using the target language in speaking.
Optional Approach	***Alternate topic*** If many or even all Ss are from the same town/city, they can instead discuss a favorite town or any town or place they have visited. Ss can work in pairs.

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2a

Purpose	To provide Ss with a preview of the content of the reading passage.
Teaching Tip	***Books closed*** Have Ss close their textbooks, and then ask them the first pre-reading question: *Why do millions of Chinese leave the countryside every year?* Discuss together with the class and provide appropriate language for Ss to express their ideas. Do the same thing for the second and third questions so that Ss will already have some familiarity with hearing and using some of the target vocabulary that they will encounter in the reading passage when they open their books again. Alternatively, the T can write on the board the words from the passage that the T thinks will be difficult for Ss and then explain what these words mean in simple English (or Chinese). Then have Ss guess what the reading passage will be about before they open their books.
Optional Approach	***Group discussion*** Ss can discuss with a partner or in small groups how they feel about their hometown. If they are away from their hometown, do they miss it? How often do they visit it? If they are still living in their hometown, do they want to leave it to find work? What will they miss about it?
Answers	Answers will vary. Suggested answers: 1. They go to the cities to look for work. 2. They visit their hometowns once or twice a year. 3. The government usually builds new schools or hospitals.

2b

Purpose	To develop Ss' vocabulary.
Optional Approach	***Listening as a pre-reading activity*** For stronger classes, the T can consider doing this: 1. Write the seven numbers and words/phrases on the board (*1. look for*, *2. consider*, etc.). 2. Instruct the class that you (the T) are going to read the passage out loud, and when they hear an expression that means the same as one of the seven words/phrases on the board they should call out "Stop!" and then tell you which expressions and words/phrases match. 3. If the Ss are correct, you can either write the expression on the board beside the matching word/phrase, or have one of the Ss come to the front and do so.

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Answers	1. look for — search 2. consider — regard 3. across from — opposite 4. in one's opinion — according to (someone) 5. go back — return 6. changes — developments 7. area — place

2c

Purpose	To give Ss practice in using the target language.
Optional Approach	***Different levels of ability*** The T can tailor this activity to suit the ability of the Ss in that particular class. Option A (for weaker classes): Write the passage on the board before class, and write the missing words on ten pieces of paper (one word per piece of paper). Have Ss take turns coming to the front, and choosing a missing word on one of the pieces of paper to fill in the corresponding blank on the board. Option B (for average classes): Write the passage on the board before class. Have Ss take turns coming to the front and writing the missing words one by one in the corresponding blanks on the board. Option C (for stronger classes): First dictate the passage, sentence by sentence (including "spaces" or "blanks"). After Ss have finished writing the whole passage, have them go back and write the correct answers in the blanks.
Answers	hometown(s), cities, return, year, crayon, interested, government, good, (will) never, memories

2d

Purpose	To provide Ss with the opportunity to reflect on the topic and develop their critical thinking skills.
Teaching Tip	***Columns on board*** Write the following headers for three columns on the board: 1. *Last Year* (or *Two Years Ago*, or however many years ago you would like to choose),

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Teaching Tip	2. *Now* (or *Today*, or *This Year*, etc.), 3. *Good, Bad or Both?* Have Ss call out some recent changes in your town or city. Under the first header, briefly write (between 2–5 words) how things were previously, and under the second header, write briefly how they have recently changed. Ask the class whether they think these changes have been good, bad or both. Then record their responses under the third header. Alternatively, have different Ss come to the board to write different information under different headers at different times.
Optional Approach	***Additional writing*** Ss can write a short paragraph explaining why they think that one of the good changes they identified is good, and why one of the bad changes they identified is bad. Does everyone like the good change? How can the bad change be avoided?
Answers	Answers will vary.

3a

Purpose	To enable Ss to prepare for the writing activity in 3b.
Optional Approach	***Pair-work guessing*** Instruct each pair of Ss to make their own respective notes for the four questions in the textbook. When they have finished writing their notes, S1 tells S2 the answer to one of these questions, and S2 tries to guess S1's favorite thing. If S2 does not guess correctly, S1 tells S2 another answer from his/her notes, and S2 tries to guess S1's favorite thing again. Keep going until S2 guesses correctly. Then switch roles, i.e. S2 provides clues and S1 tries to guess S2's favorite thing.
Answers	Answers will vary. Sample writing: 1. I have had it since I was a baby. 2. My grandmother made it for me. 3. I slept with it every night after I got it. 4. I can't sleep without it, so I bring it along with me if I have to spend a night away from home.

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3b

Purpose	To give Ss practice in using the target language in writing.
Teaching Tip	***Mind maps*** Draw three large circles on the board, and label them as follows: 1. *Favorite Things* 2. *Reasons Why These Are Special* 3. *Memories* or *Stories* Tell Ss about one of your favorite things and as you do so, write key words for (1), (2) and (3) in the three circles. Then have Ss make their own mind-map circles to help them organize their thinking, before they write their paragraphs about their own favorite things.
Answers	Answers will vary. Sample writing: My favorite thing from childhood is my teddy bear. I've had it since I was five years old. My grandmother gave it to me on my birthday. I like the teddy bear so much because it's dressed in my favorite color. It's special to me because my grandmother made it for me. I think I will keep it forever, to remind me of my grandmother. The teddy bear has given me many good memories. I remember when I was young and I was scared at night because I didn't like the dark, I held my teddy bear to feel safe.

SELF CHECK

Purpose	To provide a comprehensive review of the key vocabulary and functions presented in the unit.
Procedure	1. Have Ss look at the Self Check activities. 2. Read aloud the prompts in the textbook and the words in the boxes. 3. Model the activities if necessary. 4. Give Ss time to do the activities and compare their work with a partner. 5. Elicit answers from the Ss and write them on the board.

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Answers	1. Answers will vary. Suggested answers: 1. I haven't been to a museum for almost four years. 2. I haven't written a letter since last year. 3. I haven't ridden a bike since I was ten years old. 4. I haven't seen a movie for a long time. 5. I haven't played computer games since last week. 2. have; has; have; have been, for; been; have, since, Have; was, have, since

■ Optional Activity 1: Where is this?

Purpose	To provide Ss with further practice in asking questions and describing places.

Procedure

1. Divide Ss into groups of three or four.
2. S1 thinks of a place in his/her hometown, or an interesting place he/she has been to recently.
3. S1 says one sentence describing how long it has been since he/she has been there, e.g. *I haven't been here since I was very young.*
4. S2 asks a question about what S1 has seen, done, or experienced there, e.g. *What have you seen there?*
5. After S1 has given an answer, S2 tries to guess the identity of the place.
6. Then S3 asks S1 a question and tries to guess the identity of the place after S1 replies.
7. Then S4 asks S1 a question and tries to guess the identity of the place after S1 replies.
8. Then S2 asks S1 another question and tries to guess the identity of the place after S1 replies.
9. They continue until someone guesses correctly.
10. When someone guesses correctly, it is the next S's turn to think of a place and begin by describing how long it has been since he/she has been there.

■ Optional Activity 2: Time corners

Purpose	To provide Ss with further practice in using present perfect forms with *for* and *since*.

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Procedure

1. In the top left-hand corner of the board (corner no. 1), write a single time expression that can be used with *for*, e.g. *seven years, five weeks, eight months, the last ten years.*
2. Write another (different) single time expression that can be used with *for* in the bottom right-hand corner of the board (corner no. 2).
3. In the bottom left-hand corner of the board (corner no. 3), write a single time expression that can be used with *since*, e.g. *1999, March, Chinese New Year.*
4. Write another (different) single time expression that can be used with *since* in the top right-hand corner of the board (corner no. 4).
5. In the middle of the board, draw a face wearing glasses and a sad expression, and give the face a name, e.g. Mary (female) or Bob (male).
6. Tell the class Mary is from (Australia) and is now studying Chinese in (Beijing). Sometimes she misses her family and feels homesick.
7. Call a S (S1) to the board at the front of the room.
8. Ask the class one of the following questions:
   - *How long has (Mary) lived in (Beijing)?*
   - *How long has (she) studied Chinese?*
   - *How long has (she) worn glasses?*
   - *How long has (she) been homesick?*
9. S1 then puts her hand beside one of the time expressions in one of the four corners of the board, and the class answers your questions using this time expression with *for* or *since* correctly.
10. For example, if the T asks, "How long has Mary been homesick?" and S1 puts his/her hand beside *Chinese New Year* in the bottom left-hand corner of the board, the class responds by saying, "She has been homesick since Chinese New Year." If you say, "How long has Mary worn glasses?" and S1 puts his/her hand beside *five weeks* in the top left-hand corner of the board, the class responds by saying, "She has worn glasses for (only) five weeks."
11. Let the Ss have some fun by choosing unusual or funny time expressions, either from the four corners of the board or ones they think of themselves.

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附录：单元参考译文（Translation of the text）

Unit 1　What's the matter?

Section A, 2d

曼迪：莉萨，你没事吧？

莉萨：我头痛，脖子动弹不得。我该怎么办？我应当量下体温吗？

曼迪：不必，听起来你不像发烧。你周末都干什么了？

莉萨：我整个周末都在玩电脑游戏。

曼迪：可能那就是原因了。你需要离开电脑休息一下了。

莉萨：是的，我想我以同样的姿势一动不动地坐得太久了。

曼迪：我觉得你应当躺下休息。如果明天你的头和脖子仍然疼的话，那就去看看大夫吧。

莉萨：好的。谢谢你，曼迪。

Section A, 3a

公交车司机及乘客救了一位老人

昨天上午9点，26路公交车正行驶在中华路上。这时司机看到路边躺着一位老人，在他身旁一位妇女正在呼救。

这位公交车司机——24岁的王平，毫不犹豫地停下了车。他走下公交车，向这位女士了解发生了什么。她说老人心脏有问题，应当送往医院。王先生知道他必须快速行动，他告诉乘客们自己得送老人去医院，希望大多数或全部乘客下车等下一趟车。但令他惊讶的是，大家都同意与他一道去医院。一些乘客帮助王先生把老人抬上了车。

多亏了王先生和乘客们，医生及时挽救了老人的生命。"因为不想惹麻烦，许多人不愿帮助他人，这是令人寒心的。"一位乘客如是说，"但这位司机却不考虑自己，他所想的就是救人一命。"

Section B, 2b

他失去了胳膊却依然在登山

阿伦·罗尔斯顿是一位喜欢登山的美国人。作为一位登山者，阿伦已习惯冒险，这是从事危险运动令人刺激的一面。有很多次，阿伦都因为事故命悬一线。2003年4月26日，他在犹他州登山时，发现自己处在了非常危险的境地中。

那一天，当阿伦独自在大山间攀爬时，一块360公斤的大石头朝他落下来，他的一条胳膊被压在了石头下面。因为无法使自己的胳膊挣脱开来，他在那里待了五天，（一直）

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希望有人能发现他。但是，当他的水喝光之后，他明白必须要做些什么来拯救自己了。他并不想那天就死！于是他用刀子切断了自己半条右臂，然后用左手包扎了伤口，这样不至于失血过多。随后他下山求救。

在失去胳膊后，他写了一本名为《生死两难》的书，书名的意思是一个人身陷似乎无法解脱的困境之中。在这本书里，阿伦讲述了正确抉择以及自我掌控命运的重要性。他对登山极度热爱，甚至在此次断臂经历之后他依然继续攀爬。

我们有阿伦那样的精神吗？在发现自己处于生死两难的境地及面对生死抉择之前，让我们先思考一下吧！

Unit 2 I'll help to clean up the city parks.

Section A, 2d

海伦：嗨，汤姆。我正在制定今年夏天去老年之家的计划。

汤姆：是吗？我去年夏天就去帮助过老人们。

海伦：噢，那他们都让你帮忙做了些什么？

汤姆：嗯……像给老人们读报，或陪他们说说话这样的事情。他们给我讲了昔日的往事和过去的生活。

海伦：那听上去蛮有趣的。

汤姆：是啊，许多老人都很孤独。我们应当倾听他们，照顾他们。

海伦：你说得对。我的意思是，我们所有人总有一天也会变老。

Section A, 3a

参与志愿服务的学生们

河畔中学的马里奥·格林和玛丽·布朗每周都腾出几个小时来帮助他人。

马里奥喜爱动物，他想成为一位动物医生。他每周六上午在一家动物医院做义工。马里奥相信这可以帮助他将来得到梦寐以求的工作。“这活儿很难，”他说，“但是我想更多地了解如何照料动物。每当我看到那些动物们好起来，还有他们主人脸上喜悦的表情，一种强烈的满足感便油然而生。”

玛丽是一个爱书的人。她四岁就能够独立阅读了。去年她决定参加一个课外阅读项目的志愿者选拔。现在她仍然一周去那里一次，帮助孩子们学习阅读。“孩子们坐在图书馆里，但你可以从他们的眼中看到每一本新书陪伴他们走向不同的旅程。对我来说，在这里当志愿者就是梦想成真。我可以做我喜欢的事情，同时又帮助了别人。”

Section B, 2b

亲爱的李小姐：

我要感谢你捐钱给“动物帮手”。我相信你知道这个组织是为像我这样的残疾人而成

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立的。你的帮助使得我能够拥有“幸运儿”。“幸运儿”令我的生活发生了极大的改变。现在让我给你讲讲我的故事。

人要是眼瞎或耳聋会怎样？或者想象一下你无法走路或不能自如地使用双手。大多数人永远不用考虑这些，但不少人却有这些困难。我无法自如地使用我的手脚，所以像诸如接听电话、开关门、扛（拿）东西这样普通的事情对我来说都是困难的。后来，去年的某一天，我的一个朋友给了我帮助。她与“动物帮手”洽谈，给我找一条特殊的、经过训练的狗狗。她还认为狗狗会让我高兴起来。我爱动物，对能拥有狗狗的想法兴奋不已。

在“动物帮手”与一条狗狗经过六个月的训练后，我可以领着他回家了。我的狗狗名叫“幸运儿”——对他来说是个不错的名字，因为我感觉能够拥有他，我确实极为幸运。你瞧，因为有了你的善心，才使我能够拥有一位“狗狗帮手”呀！“幸运儿”非常聪明，懂得许多英文词语，每当我给出指令，他都能明白。例如，我说，“幸运儿！拿本书给我。”他便会立刻拿来。

“幸运儿”是一条无与伦比的狗狗。如果你喜欢，我会给你寄一张他的照片，让你看看他是怎样帮我的。再次感谢你改变了我的生活。

祝好！

本·史密斯

Unit 3　Could you please clean your room?

Section A, 2d

姐姐：托尼，你能帮着做几件事吗？

弟弟：可以至少让我看完这个电视节目吗？

姐姐：不行。我认为你看两小时电视就足够了！

弟弟：好吧。你想叫我做什么？

姐姐：你把垃圾倒掉、衣服叠好、碗筷洗干净好吗？

弟弟：那么多呀？

姐姐：是的，因为妈妈买完东西随时会回来。如果她看到这么乱会生气的。

弟弟：但是家里面已经相当干净整洁了！

姐姐：对，家里是干净，但还不是“妈妈（想要的）那样干净”！

Section A, 3a

上个月当我放学回到家里时，我们家的狗狗跑来迎我。他想我遛他，可我太累了。我撂下书包来到客厅，我刚一坐到电视前面，我妈就走过来（说）：“你把狗狗带出去遛遛好吗？”

“我可以先看一个电视节目吗？”我问。

“不行！”她生气地答道。“你成天看电视，在家从不帮忙！我不能白天工作一天，晚

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上再干一夜的家务。”

“那我在学校也学习了一天呀！我跟你一样累！”我喊叫着回敬道。

我妈再没说什么便走开了。整整一周她没有干任何家务，我也不干。最后，我找不出一个干净的碗或是一件干净的衬衣。

那天之后的第二天，我妈下班回家发现屋子既干净又整洁。

她吃惊地问道：“发生什么事了？”

“对不起，妈妈。”我回答说。“我终于懂得了要想有一个干净、舒适的家，我们需要分担家务。”

Section B, 2b

尊敬的先生：

我不明白为什么一些家长要让他们的孩子在家做家务劳动。现在的孩子们在学校已经有足够的压力了，他们没有时间既学习又干家务。家务劳动是在浪费他们的时间。我们能否就让他们做好自己学生该做的（工作）？他们应当花时间在功课上，以取得好成绩，考上一所好大学。而且，他们长大后必须面对家务，所以对他们来说，现在没有必要干家务。在家为自己的孩子提供一个干净、舒适的环境是家长们的职责。反正我想干点家务琐事也没多难，我（自己做）也无所谓。

米勒女士

尊敬的先生：

我认为对孩子们来说学着干些家务琐事以及帮助父母料理家务是十分重要的。仅在学校取得好的成绩是不够的。现在的孩子过于依赖家长。他们总是问：“你能给我弄弄这个吗？”或“你可以帮我做做那个吗？”干些家务琐事可以帮助发展孩子的独立性，教他们如何照顾自己。这也帮助他们理解公平的概念。既然他们与父母同住在一个屋檐之下，他们应该知道每个人都应当参与家务来保持家里干净整洁。我们邻居的儿子上了一所好大学，但在他入学的头一年，他却全然不知如何照料自己，结果，他经常生病，成绩下滑。孩子们越早学会独立，对他们的未来就越好。

史密斯先生

Unit 4　Why don't you talk to your parents?

Section A, 2d

戴夫：金，你看上去很难过的样子，怎么啦？

金：　唉，昨天我发现我妹妹翻我的东西，还把我的几本新杂志和光盘拿走了。

戴夫：噢……这可不太好。她还给你了吗？

金：　还了，但我还是生她的气。怎么办？

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戴夫：哦，我觉得你可以要求她道歉。不过你不如忘了这事算了，这样你们又还是朋友。虽说她有错，但也没什么大不了的。

金：　也是啊！谢谢你的建议！

戴夫：不用谢。希望一切都好。

Section A, 3a

亲爱的亨特先生：

我的困扰是我无法和我的家人（融洽地）相处。我父母之间的关系已经很不好了。他们经常吵架，我真的很不喜欢他们这样。吵架是他们唯一的交流。我不知道我是不是应该对他们说点什么。他们一争吵我就感觉有一团乌云悬浮在我们家上空。还有，我哥哥对我也不是很好。他总是不让我看我最喜欢的电视节目。而他却可以看他喜欢的任何节目，一直看到很晚。我觉得这不公平。在家里我总是感到孤独和紧张。这正常吗？我能怎么办？

伤心13

亲爱的伤心13：

在你这个年龄是不容易呀，有这样的情绪很正常。你为什么不把这些感受和家里的人谈谈呢？如果是你父母有问题，你可以给他们一些帮助。也许你应该在家里多做点家务，这样他们就有更多的时间做些适当的交流。其次，你为什么不能坐下来和你哥哥好好沟通呢？你可以（向他）解释你并不介意他整天看电视，不过他应该让你看你最喜欢的节目。希望你的一切会很快好起来。

罗伯特·亨特

Section B, 2b

也许你应该学会放松！

现在，中国的孩子们有时候周末比上学日还忙，因为他们得上很多课外班。他们中很多人在学习考试技巧，这样他们就能进入好的高中学习，再后来可以到好的大学学习。另外一些人为了在竞赛中获胜而参加体育训练。不过，这不仅仅发生在中国。

泰勒一家是典型的美国家庭。生活对于凯茜·泰勒的三个孩子来说也是够忙的。“放学后的大多数日子，”凯茜·泰勒说，“我得带我两个儿子中的一个去练篮球，带我的女儿去训练橄榄球。然后还要将另外一个儿子送去上钢琴课。当然我也可以把他们的活动减少一些，但我认为这些活动对我孩子们的未来很重要。我真的希望他们将来能成功。”可是，疲劳不堪的孩子们到晚上7点之后才到家。他们快速吃完晚饭后还得做作业。

琳达·米勒，作为三个孩子的母亲，了解这一切的压力。“在有些家庭里，竞争从很小就开始了，一直持续到孩子们长大。”她说。“妈妈们把孩子送到各种各样的学习班，他们总是拿自己的孩子去和别人家的孩子相比。这简直是疯了。我觉得这不公平。他们为什

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么就不能让孩子就做孩子呢？人们不应该太勉强自己的孩子！”

医生说太大的压力对孩子们的发展是没有好处的。艾丽丝·格林博士（医生）说这些活动会给孩子带来许多压力。“孩子们也应该有时间放松，去想想自己的事情。想要孩子成功是很正常的（愿望），但更重要的是要孩子快乐。”

Unit 5　What were you doing when the rainstorm came?

Section A, 2d

玛丽：琳达，昨天晚上你在干什么？我七点给你打电话你没接。

琳达：哦，我（那会儿）正在厨房给我妈妈帮忙。

玛丽：我知道了。那我八点又给你打电话，你也没接呢。

琳达：八点我在干什么呢？哦，我知道了，你打电话的时候我正在洗澡。

玛丽：可是我九点又打了一次啊。

琳达：哦，九点我睡觉了。

玛丽：那么早啊？这就奇怪了。

琳达：是啊，我累了。你为什么给我打那么多次电话呢？

玛丽：我的作业需要帮忙。所以你睡觉的时候我打电话给珍妮，她帮了我。

Section A, 3a

暴风雨把人们的距离拉近了

本能听见自己在亚拉巴马州的家外面强劲的风声。乌云把整个天空都变得黑压压的。屋子外面没有灯，感觉到了半夜似的。电视里播报有强烈的暴风雨已经到了这个地区。

社区里的每个人都在忙碌。本的爸爸把一块块木头钉在窗户上（加固），此时他的妈妈正在确认手电筒和收音机都正常。她还把一些蜡烛和火柴放在桌子上。

本正帮着妈妈做晚饭的时候，外面的雨开始重重地敲打着窗子了。晚饭后，他们原本想打一下牌，但外面的暴风雨太大了，太难有心情打牌了。

一开始本还睡不着。到了凌晨三点，外面的风逐渐小了，他才入睡。他醒过来的时候，太阳正冉冉升起。他和家人出门一看，发现周围都是乱糟糟的。到处可见被吹倒的树、砸破的窗子和垃圾。他们和邻居们一道帮着把周围打扫干净。虽然暴风雨把很多东西破坏了，但它把家人和邻居们的距离拉得更近了。

Section B, 2b

你记得当时在做什么吗？

人们通常都记得当听到一个重大历史事件的消息时他们在做什么。例如，在美国，很多人都记得一九六八年四月四号他们在做什么。这是美国历史上的一个重大事件。这一

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天，马丁·路德·金博士被杀害了。虽然有些人不一定记得是谁刺杀了他，但是他们都记得听到这一消息时自己当时在干什么。

现年五十多岁的罗伯特·艾伦当时还是个小学生。“我当时和父母在家，”罗伯特回忆说，“我们听到电台新闻的时候正在厨房吃晚饭。新闻记者说‘马丁·路德·金博士十分钟前去世了’。我的父母都惊呆了。他们之后谁都没有说话，我们静静地吃完了晚饭。”

更近一些的，大多数美国人都记得当纽约的世贸中心被恐怖分子摧毁的时候他们在干什么。甚至2001年9月11日这个日子，对于大多数美国人而言都具有（特殊的）含义。

这是凯特·史密斯永远也不会忘记的日子。她记得当时她正在双子座附近的办公室里工作。“我的朋友惊呼飞机撞上世贸中心了！我开始不相信他，但当我向窗外望去时才意识到那是真的。我当时吓得脑子一片空白，什么都想不清楚了”。

Unit 6　An old man tried to move the mountains.

Section A, 2d

教师：　那么关于愚公的故事，你们是怎么想的呢？

王明：　我觉得真的很有趣啊！愚公找到了一个解决问题的好办法。

克劳迪娅：是吗？我认为有点蠢。搬一座山似乎是不可能的吧。

王明：　但这个故事试图告诉我们，只要你努力了，一切皆有可能！愚公坚持不懈，没有放弃。

克劳迪娅：好吧，（可）我还是不同意你的观点。我认为我们应该试着找找其他的方法来解决问题。

王明：　不移山，愚公还能做什么呢？

克劳迪娅：这个嘛，有许多别的方法。比方说，他可以修路。这比移山更好更快呀！

教师：　你们就这个故事有不同的观点，你俩都没错。一个故事有很多面，也有多种理解故事的方法。

Section A, 3a

1979年11月，英国的孩子能看到一个名为《美猴王》(《猴子》)的新电视节目了。大部分孩子是第一次听到这个故事。然而，对中国孩子来说，这故事就不新鲜了。美猴王，或者（说）孙悟空，是中国传统小说《西游记》一书中的主人公。

美猴王并不是一只简单的猴子。实际上，他有时候看着都不像一只猴子！这是因为他有72种外形和大小的变化，能把自己变成不同的动物和物体。但是除非他能把自己的尾巴藏起来，否则他无法把自己变成人。美猴王用一根魔棒（金箍棒）与坏人作战。有时他能让这棒子变得很小，小得可以把它放进自己的耳朵里。有时候他能把它变得又大又长。

美猴王已经让中国的孩子激动了好多年。自从30多年前这个电视节目一出来，西方的孩子就对这个故事很感兴趣，因为聪明的美猴王一直为帮助弱者而战，从不放弃。

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Section B, 2b

韩塞尔和葛雷特

韩塞尔和葛雷特与他们的父亲和继母住在一个森林附近。有一年，天气很干燥以至于任何食物（庄稼）都没有长出来。妻子告诉她的丈夫，除非把孩子们留在森林里饿死，否则全家人都会死。葛雷特听到了，于是韩塞尔计划了如何救自己和妹妹。

第一幕：

葛雷特：你听到我们的继母正打算杀我们吗？

韩塞尔：别担心！我有个计划能救咱们。

葛雷特：怎么救呢？

韩塞尔：安静！我要外出在月光下取些东西。现在，睡觉吧。

第二幕：

妻子：起来！懒惰的孩子们！

丈夫：是的，亲爱的（孩子们）。你们得和我一起去森林里弄些柴火。

妻子：这是面包。你们到了森林里才能吃。

第三幕：

葛雷特：韩塞尔，你在干什么？

韩塞尔：我一路都在扔白色的石头。如果不那么做，我们会迷路的。今晚，当月亮升起的时候，我们就能看到石头了。

第四幕：

妻子：你们这些坏孩子！你们在森林里睡了这么久！

丈夫：我们以为你们永远不回来了。

妻子：现在去睡觉。一醒来就和你们的爸爸去森林。

韩塞尔：什么，还要去？我想出去看看月亮。

妻子：不行，你现在不能出去。

第五幕：

葛雷特：我们怎么办？你已经没有石头了。

韩塞尔：那我就扔面包屑吧。月亮一升起来，我们就能跟着面包屑回家了。

第六幕：

葛雷特：我看不到地上的面包屑了。也许是鸟（吃了）吧。

韩塞尔：没关系！继续走。除非我们继续走，否则是找不到出去的路的。

第七幕：

葛雷特：韩塞尔，我们真的迷路了！

韩塞尔：听！鸟唱得那么美，我们应该跟着它。

葛雷特：看！它把我们带到了如此神奇的一座房子前——面包、蛋糕和糖果搭成的房子。

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韩塞尔：那我们就吃一部分房子吧！

（此时，他们听到房子里传来了一个老妇人的声音。）

声音：　谁呀？谁这么大胆，敢来吃我的房子呀？

Unit 7　What's the highest mountain in the world?

Section A, 2d

导游：　关于今天的长城之旅，请随意向我提问吧。

游客1：这墙有多长？

导游：　哦，最普遍的问题！如果我们只说明朝修的长城的话，大约是8,850公里长。这使得它成为世界上最长的墙。

游客2：哇，太不可思议了！古代的皇帝为什么要建造这个墙呢？

导游：　主要原因是为了保卫他们那部分的国土。正如你所看到的，长城很高而且很宽。据我所知，（世界上）没有和这个一样大的其他人工建筑物了。

游客3：八达岭是明长城的一部分吗？

导游：　是的，那是最著名的部分。

Section A, 3a

珠穆朗玛——世界上最危险的山？

登山是世界上最危险的运动之一，而喜马拉雅是登山最流行的地方之一。喜马拉雅山脉绵延中国西南部。喜马拉雅的群山中，珠穆朗玛峰最高也最有名。它高达8,844.43米，所以攀登珠峰非常危险。山顶上浓云覆盖，而且雪可能下得非常大。更严重的困难是冰冻天气以及强烈的暴风雪。当你接近山顶时，你还会感到呼吸非常困难。

第一个登顶的人是丹增·诺尔盖和埃德蒙·希拉里，在1953年5月29日。1960年，中国登山队第一次登顶成功，而来自日本的田部井淳子在1975年成为第一个成功的女登山者。

为什么那么多的登山者愿意冒生命危险（来登山）？一个主要的原因是人们想在困难面前挑战自我。这些登山者的精神告诉我们：永远不要放弃尝试实现我们的梦想。它也显示了人类有时能比自然的力量更强大。

Section B, 2b

早上8:30在成都研究基地，大熊猫饲养员正在准备熊猫宝宝的早餐牛奶。到了早上9:00，他们发现大多数熊猫宝宝已经醒来并且饿了。当宝宝们见到饲养员，它们兴奋地跑过来，有些甚至撞到同伴还摔倒了。

林薇，一位熊猫饲养员说："它们那么可爱。我照顾它们就像照顾自己的孩子一样。我每天给他们清洗、喂食、陪他们玩。他们对我有特殊的意义。"实际上，全世界很多人

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都喜欢这种黑白相间的动物。熊猫已变得如此受欢迎以至于其现在成了中国的一个象征。

科学家们说现在只有不到2000只大熊猫生活在森林里。另外还有300只左右生活在中国和其他国家的动物园或研究中心里。熊猫出生率不高，也许每隔两年才生一只。熊猫宝宝常死于疾病，也活不了多久。成年的熊猫每天用超过12小时吃大约10公斤的竹子。很多年前，中国的竹林和大熊猫比现在要多得多，但是后来人类开始砍伐竹林。随着森林面积缩小以及人类的其他活动造成了更多的问题，熊猫找不到足够的食物，熊猫宝宝的出生就更少了。

在成都有个教育项目，教育城里的孩子有关大熊猫和其他濒危动物的相关知识。他们派人到学校，告诉孩子们拯救这些动物的重要性。中国政府也在努力帮助拯救大熊猫。科学家们正在做研究以便更好地了解大熊猫的行为习惯。我们都希望将来能有比现在更多的大熊猫。

Unit 8 Have you read *Treasure Island* yet?

Section A, 2d

艾米：斯蒂夫，你决定英语课写哪本书了吗？

斯蒂夫：是的，《小妇人》。我已经看完了！

艾米：哇，你真快！这本书是关于什么的啊？

斯蒂夫：是关于四姐妹成长的故事。真的很棒，所以我对它爱不释手。你选了哪本书？

艾米：我选了《金银岛》，但我还没看完。我只看到第25页。

斯蒂夫：那你至少看了书的背面，了解了这本书的大意了吧？

艾米：是的，我看了。好像很有意思呢。

斯蒂夫：你要赶快了。读书报告的上交期限只有两周了。

艾米：是的，我知道。我会看得很快的。

Section A, 3a

当我最初来到这个岛上的时候，我什么都没有。但我找到了（出事的）大船，自己做了一艘小船。我还带回了很多可以使用的东西——吃的和喝的、工具、小刀和枪。尽管我一无所有了，但至少我还活着。所以我不会放弃，我会等另一艘船来。我已经砍了树，搭建了一座木屋。我几乎每天带着枪出去，打一些动物和鸟儿为食。我甚至在学习种植水果和蔬菜了。

几周前，我在沙滩上发现了另一个人的足迹。还有谁在我的岛上？他们来了多久了？在那以后不久，我看到一些野人想要杀害一条破船上的两个人。一个死了，但另一个朝着我的木屋跑过来。我帮他杀了那些野人。这个人现在住在我这里给我帮忙。我叫他星期五，因为那是我遇到他的日子。他很聪明，我已经教了他一些英语。

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Section B, 2b

一首乡村音乐的歌永远改变了她的生活

当萨拉年少时，她几乎每件事都要与家人争吵。但是五年前，当她在英国留学时，她在收音机里听到了一首充满感情的有关回家的歌曲。这首歌使得萨拉想起了远在美国的家人和朋友。她意识到自己真的很想念他们。从那以后，她就迷上了美国乡村音乐。

乡村音乐是一种来自美国南部几个州的传统音乐。田纳西州的纳什维尔是乡村音乐的故乡。现在许多歌只是关于美国的现代生活，如金钱和成功的重要性，而不是有关归属感的。然而，乡村音乐把我们带回到过去的好时光，那时的人们互相善待、彼此信任。它提醒我们生活中最美好的东西是免费的——欢笑、朋友、家庭、自然和乡村之美。

萨拉还没有去过纳什维尔，但是她梦想将来有一天能去那儿。她早已经阅读了很多有关这个地方的介绍，也做了一些相关的调查。她知道在纳什维尔有一个乡村音乐名人堂博物馆。那儿也有很多大型乡村音乐会，像加思·布鲁克斯那样的著名音乐人和歌手会到场。萨拉早已听过他的大部分的歌曲。“加思是美国历史上最成功的音乐人之一。他的唱片销量已经达到120,000,000张。我希望有一天能看到他现场唱歌。”

Unit 9　Have you ever been to a museum?

Section A, 2d

安娜：我上周末去了电影博物馆。你去过那里吗？

吉尔：是的，我去过。我是四月份去的。

安娜：那里真的很有趣，不是吗？那是周六下午消遣的一个好方式。

吉尔：是的，我喜欢那里所有的旧电影摄像机。我还了解了许多促成彩色电影出现的发明。

安娜：那么，你周末做了什么？

吉尔：我和一些朋友到山上露营了。我们支起了帐篷，还在外面做了饭。

安娜：听起来真有趣。我从来没有去过露营。

吉尔：你应该试试！

Section A, 3a

肯：　我去过的最有趣的博物馆是美国计算机博物馆。那里有关于不同的计算机及其发明者的信息。以前的计算机（比现在的）大得多。科技进步得如此之快，真是不可思议！我还了解到有一种特别的计算机，它下国际象棋甚至比人还要下得好。我想知道在未来，计算机还能多做多少事情。

艾米：我最近刚刚去了印度一个非同寻常的博物馆，就是国际厕所博物馆。当看到那么多不同种类的厕所时，我简直不敢相信我的眼睛。这个博物馆教给人们关于厕所的历史和发展。它还鼓励政府和社会团体想办法去改进未来的厕所。

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琳琳：去年我去了杭州国家茶叶博物馆。它坐落在湖边的一个休闲宁静的地方。茶艺表演展示了如何用精美的茶具沏一杯完美的茶。看沏茶的过程和喝茶一样令人享受。我最终明白了为什么我的爷爷爱喝茶和收集茶具。

Section B, 2b

新加坡——一个你永远不会忘记的地方！

你去过新加坡吗？对于数以千计的中国游客来说，这个位于东南亚的小岛是一个极好的而又安全的度假之地。一方面，这个国家超过四分之三的人口都是华裔，所以你大部分时候都可以说普通话。另一方面，新加坡是一个说英语的国家，所以这还是你练习英语的好地方。

你在中国以外的地方尝试过中餐吗？你可能会害怕当你旅游的时候找不到任何好吃的东西。然而在新加坡，你将会看到很多来自中国的食物；吃到大米、面条或饺子是没有任何问题的。新加坡还是一个尝试新的食物的好地方。无论你喜欢印度食物、西方食物或者日本食物，你在新加坡都能找得到。

大部分的大城市都有动物园，但是你试过在晚上去动物园吗？新加坡有一个夜间动物园。天黑的时候去动物园似乎有点奇怪。然而，如果你在白天去看狮子、老虎、狐狸，它们有可能在睡觉。很多动物只在晚上醒来，所以这是观看它们最好的时间。在夜间动物园，你可以在比起普通动物园更自然的环境里来观看这些动物。

新加坡有一个很棒的地方，就是它的气候一年四季都差不多。这是因为这个岛非常靠近赤道。所以你可以选择任何你喜欢的时候——春天、夏天、秋天或者冬天前往。当然了，它离中国也不太远。

Unit 10　I've had this bike for three years.

Section A, 2d

琳达：欢迎到阳光儿童之家。我是琳达。

艾米：你好，我是艾米。我有一些东西要送给孩子们。这本杂志我买了几个月了，里面的故事可能有点旧，但是还很有趣。

琳达：太棒了，这里的很多孩子都喜欢阅读。

艾米：看看这些小孩子玩的毛绒玩具和棋类游戏吧。我还是个孩子的时候就拥有它们了。这里还有一件毛衣和一条连衣裙。

琳达：太好了。我们总是需要玩具和衣服。

艾米：最后一件东西是面包机。我妈妈用了很长一段时间，但是它还能用。

琳达：非常感谢！

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Section A, 3a

我的孩子们长得很快。我的女儿16岁了，我的儿子已经上了初中。当他们一天天长大，我们的家显得越来越小。所以我们想在庭院售卖会上出售一些自己的东西，并把钱捐给儿童之家。

我们已经从卧室里清理出了许多东西。我们决定每个人出售五件我们不再使用的东西。我的儿子一开始很难过。虽然他很久都没玩他的旧玩具了，但是他还想留着它们。例如，自从他四岁生日时，他就拥有了一套火车和铁路轨道的玩具，一直到七岁之前，他几乎每周都要玩这套玩具。他也不想失去他的玩具猴。他小的时候每天都睡在玩具猴旁边。我的女儿更能理解一些，尽管她也觉得要和某些玩具分开很伤心。

至于我，我不想放弃我的橄榄球球衣，但是说实话，我现在已经有一段时间不玩球了。我也越来越老了。

Section B, 2a

家乡情怀

有些人仍然住在他们的家乡。然而，另一些人一年只是回家乡一两次。现在数以百万计的中国人离开农村到城市去找工作。钟伟，一个46岁的丈夫和父亲，就是其中的一员。他过去的13年都在温州居住。他在蜡笔厂的工作非常辛苦，所以抽不出很多时间回去看看家乡。“我以前一年至少回家乡一次，但是近三年都没有回去了。真是很令人惭愧，但是我就是没有时间。”他说。

很多人都像钟伟一样对家乡的变化很感兴趣。也许大医院和新的公路都出现了。在很多地方，政府已经建立了新的学校，并派了城里的老师到农村去支教。

“我留意到在我的家乡这些改变确实在发生，”钟伟补充说，“自从20世纪中期，孩子们都是在我以前的小学学习阅读和数数。但是现在这些建筑真的很旧了。我听说他们打算在那里建立一所新的学校。”钟伟认为这些发展很好，他也知道他的家乡不能总是一成不变。

然而，据钟伟说，有一些东西永远不会改变。“在我的家乡，学校对面有一棵古老的大树。树仍然在那里，并成为当地的一个标志了。在我小的时候，大部分的孩子喜欢在大树下一起玩耍，特别是在暑假。那是多么快乐的童年。在我的心中，家乡留下了许多温柔甜美的记忆。

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